



# BENIN McGovern-Dole International Food for Education and Child Nutrition Keun Faaba 3

Midterm Evaluation

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# Mid-Evaluation Inception Report — Keun Faaba Project in Benin

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# List of Acronyms

| <b>Acronym</b>  | <b>Full Term</b>  |
|-----------------|---|
| <i>AAM</i>      | Assessor Accuracy Measurement   |
| <i>AIR</i>      | American Institute for Research   |
| <i>AME</i>      | Mothers' Students Association (Association des Mères d'Élèves)  |
| <i>ANAN</i>     | National Agency for Food and Nutrition (Agence Nationale de l'alimentation et de la nutrition)                          |
| <i>APE</i>      | Parents' Students Association (Association des Parents d'Élèves)  |
| <i>BLE</i>      | Baseline Evaluation   |
| <i>C. DSCHA</i> | Composante Départementale Sante Communautaire, Hygiène et Assainissement  |
| <i>CHW</i>      | Community Health Workers  |
| <i>CI</i>       | Grade 1 (Cours d'Initiation)  |
| <i>CoP</i>      | Chief of Party  |
| <i>CP</i>       | Grade 2 (Cours Préparatoire)  |
| <i>CP</i>       | Educational Adviser (Conseiller pédagogique)  |
| <i>CCS</i>      | Education District Officer (Chef de Circonscription Scolaire )  |
| <i>CRS</i>      | Catholic Relief Services  |
| <i>CWPM</i>     | Correct Words per Minute  |
| <i>DAC</i>      | Development Assistance Committee  |
| <i>DANA</i>     | Direction of Food and Applied Nutrition   |
| <i>DAS</i>      | Direction of School Feeding   |
| <i>DCoP</i>     | Deputy Chief of Party   |
| <i>DDHAS</i>    | Direction of Basic Hygiene and Sanitation (Direction département de l'hygiène et de l'assainissement de base)           |
| <i>DEMP</i>     | Direction of Preschool and Primary Education (Direction de l'Enseignement Maternel et Primaire)                         |
| <i>DDEMP</i>    | Regional Direction of Preschool and Primary Education (Direction départementale des Enseignements Maternel et Primaire) |
| <i>DIIP</i>     | Direction of Pedagogical Inspection and Innovation  |
| <i>EGRA</i>     | Early Grade Reading Assessment  |
| <i>EQ</i>       | Evaluation Question   |
| <i>ERP</i>      | Enterprise resource planning  |
| <i>ET</i>       | Evaluation Team   |

| <b>Acronym</b> | <b>Full Term</b>  |
|----------------|---|
| <i>Et4d</i>    | Evaluation technology for Development   |
| <i>FA</i>      | Field Agent   |
| <i>FADEC</i>   | Fonds d'Appui au Développement des Communes                                     |
| <i>FCR</i>     | Findings, Conclusions, Recommendations  |
| <i>FGD</i>     | Focus Group Discussion  |
| <i>FLIP</i>    | Foundational Literacy Improvement Package                                       |
| <i>FY</i>      | Fiscal Year   |
| <i>GHM</i>     | Gestion de l'Hygiène Menstruelle  |
| <i>GoB</i>     | Government of Benin   |
| <i>GTA</i>     | Gender Transformative Approach  |
| <i>HWS</i>     | Hand Washing Stations   |
| <i>IGA</i>     | Income Generating Activity  |
| <i>INFRE</i>   | National Institute for Training and Research in Education                       |
| <i>IP</i>      | Implementing partners   |
| <i>KII</i>     | Key Informant Interview   |
| <i>KPI</i>     | Key Performance Indicator   |
| <i>LOP</i>     | Life of Project   |
| <i>LRP</i>     | Local and Regional Procurement  |
| <i>MEAL</i>    | Monitoring Evaluation Accountability and Learning                               |
| <i>MECREF</i>  | Feedback-Response Mechanism (Mécanisme de Collecte et de Réponse aux Feedbacks) |
| <i>MEMP</i>    | Ministry of Preschool and Primary Education                                     |
| <i>MFI</i>     | Microfinance Institutions   |
| <i>MGD</i>     | McGovern-Dole   |
| <i>MHM</i>     | Menstrual Hygiene Management  |
| <i>MT</i>      | Metric Tons   |
| <i>MTE</i>     | Midterm Evaluation  |
| <i>NGO</i>     | Non-Governmental Organization   |
| <i>ORF</i>     | Oral Reading Fluency  |
| <i>ONA</i>     | Objectif Analyses Nikki   |
| <i>PFE</i>     | Education Focal Point (Point Focal Education)                                   |

| <b>Acronym</b> | <b>Full Term</b>  |
|----------------|---|
| <i>PMP</i>     | Performance Monitoring Plan   |
| <i>PNASI</i>   | Programme National d’Alimentation Scolaire Intégré                                |
| <i>PPS</i>     | Probability Proportion Sample   |
| <i>PSP</i>     | Private Service Provider  |
| <i>PTA</i>     | Parent Teacher Association  |
| <i>REHA</i>    | Water, Hygiene and Sanitation Manager (Responsable Eau Hygiène et Assainissement) |
| <i>RST</i>     | Technical Service Manager (Responsable Service Technique)                         |
| <i>SFC</i>     | School Feeding Committee (Comité de Gestion des Cantines scolaires)               |
| <i>SFP</i>     | School Feeding Program  |
| <i>SILC</i>    | Saving and Internal Lending Communities   |
| <i>SOW</i>     | Statement of Work   |
| <i>TL</i>      | Team Leader   |
| <i>TOR</i>     | Terms of Reference  |
| <i>TOT</i>     | Training of the Trainer   |
| <i>UP</i>      | Unité Pédagogique   |
| <i>USDA</i>    | U.S. Department of Agriculture  |
| <i>WASH</i>    | Water Sanitation and Hygiene  |

# Executive Summary

## Project Background and Purpose

Catholic Relief Services (CRS) is currently carrying out a five-year (2021–2026) United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (MGD) award. The project is known locally as Keun Faaba, which translates to "supporting education." This initiative follows Keun Faaba II (2017–2022) and Keun Faaba I (2014–2020) and is operational in the Alibori and Borgou Departments in northern Benin, in the municipalities of Banikoara, Nikki, Bembereke, and Sinende. The McGovern-Dole program takes as its key objectives the reduction of hunger and the improvement of literacy in primary education. Keun Faaba activities primarily focus on school meals, teacher training, and proper hygiene practices in schools. For Keun Faaba III, CRS Benin collaborates with three sub-recipients: the American Institute for Research (AIR), Caritas, and DEDRAS. Additionally, CRS is spearheading the project's implementation in collaboration with various entities, including the Ministry of Preschool and Primary Education (MEMPE), the Direction of School Feeding, the Direction of Food and Applied Nutrition (DANA), the regional Primary Education Bureau (DDEMP), and the National Institute for Training and Research in Education (INFRE). With a budget estimate of \$25,000,000, Keun Faaba III aims to benefit 98,670 students, 700 teachers, 700 cooks, and 168 storeroom managers across 168 schools.

The midterm evaluation (MTE) is both retrospective and prospective in nature. Its purpose is to evaluate 1) the implementation processes, and 2) the effects or outcomes midway through the project (intermediate results). During this evaluation, the evaluation team (ET) focused on monitoring the program's relevance, efficiency, effectiveness, and early signs of impact and sustainability.

## Evaluation Questions, Design, Methods, and Limitations

The MTE is a performance evaluation with a repeated cross-sectional design. The evaluation is guided by the OECD Development Assistance Committee (DAC) criteria, focusing on relevance, effectiveness, efficiency, impact, and sustainability. These criteria are further delineated into 23 evaluation questions, as well as three learning questions to frame the analysis. The methodology employed in the MTE aligns with a mixed-methods approach, which was also used during the baseline evaluation. It combines various data-collection methods such as key informant interviews (KIIs), focus group discussions (FGDs), document review, an Early Grade Reading Assessment (EGRA), surveys, school observations, and attendance data to provide a comprehensive assessment. A total of 100 schools, selected at baseline via two-stage cluster sampling, made up the quantitative sample.<sup>1</sup> A total of 4,469 individuals were surveyed, among them 146 teachers, 647 parents, and 3,676 children. Additionally, the ET conducted 34 KIIs and 18 FGDs to gather qualitative insights and perspectives.

Evaluation Technology for Development (Et4d), an evaluation firm based in the United States, led the MTE. The ET mitigated certain study limitations through the triangulation of multiple data sources and methods. However, the firm did not perform the baseline evaluation, and the data provided did not allow for comparison and an assessment of statistical significance.

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<sup>1</sup> Some assessments/surveys included only 50 schools in the sample.

## Findings and Conclusions

### Performance-Measurement Plan Update

The analysis of 11 key project indicators shows a few minor changes since the baseline evaluation. The only indicators showing a significant improvement is the percentage of school-age children (age 5-10) who are underweight (#7), the percentage of students who report using handwashing facilities before eating lunch (#38), and the percentage of parents in target communities who can name at least three benefits of primary education (#37). Other indicators are showing slower progress or a slight decrease.

The main literacy indicator—the percentage of students who can read and understand the meaning of grade-level text (1) has worsened since baseline. Currently, 0 percent of the students reached the benchmark.

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

| Indicators  | Baseline <sup>2</sup> | Midterm <sup>3</sup> | Target LOP |
|---|-----------------------|----------------------|------------|
| <b>1</b> MGD S01: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text. | 2%                    | 0%                   | 5%         |
| <b>7</b> Percentage of school-age children (age 5-10) who are underweight (weight-for-age below <2z-score) per WHO  | 12.9%                 | 10.7%                | 7%         |
| <b>9</b> Percentage of students in target schools identified as attentive during class/instruction  | 63.5%                 | 72.5%                | 80%        |
| <b>31</b> Average number of days missed per year per student due to health issues   | 1.37                  | 1.29                 | 1          |
| <b>37</b> Percentage of parents in target communities who can name at least three benefits of primary education   | 20.4%                 | 80.4%                | 90%        |
| <b>38</b> Percentage of parents who report spending time on literacy activities with their students in the past seven days  | 24.3%                 | 29.7%                | 60%        |
| <b>40</b> Percentage of students using handwashing facilities (water + soap / water + potash) before eating lunch   | 13.3%                 | 92.0%                | 70%        |
| <b>46</b> Percentage of mothers using nutrient-dense neglected and underutilized foods in family meals in the previous 24 hours   | 86.5%                 | 79.7%                | 96%        |
| <b>50</b> Percentage of caregivers who have the skills to accompany/enable student learning   | 34.7%                 | 43.0%                | 60%        |
| <b>10</b> Average student attendance rate in USDA-supported classrooms/schools  | 91.0%                 | 88.6%                | 95%        |
| <b>11</b> Percentage of students in target schools who achieve a passing score on a test of good hygiene practices  | 35.0%                 | 51.2%                | 90%        |

### Relevance

Findings demonstrate that the Keun Faaba III project proves highly relevant in terms of intervention objectives. Stakeholder satisfaction with the project's involvement is high, showcased through unanimous positive remarks among various collaborators at different levels. National and regional stakeholders have actively engaged with CRS initiatives over the years, fostering relationships built on

<sup>2</sup> Values from baseline and midterm cannot be compared due to some issues of methodology in the BLE data.

<sup>3</sup> Green coloring indicates that results have reach surpassed the midterm target. Yellow indicates some progress, while pink indicates a decrease since the BLE.

trust and collaboration. Stakeholder feedback highlights a significant emphasis on community and municipal authorities' participation in decision-making processes, with tangible benefits seen across initiatives like the improvement of school hygiene and project effectiveness. Teachers, parents, and school staff predominantly express high satisfaction with program activities, reinforcing positive impacts on student attendance, nutrition, and educational outcomes.

The Saving and Internal Lending Community (SILC) approach aligns with decentralization efforts in Benin and the microfinance law. CRS involves municipal authorities to endorse SILC contributions, while Caritas trains private service providers (PSP) to sustain SILC groups independently, fostering community empowerment. Efforts to harmonize project practices with governmental programs and foster inclusive partnerships demonstrate a cohesive and impactful approach toward sustainable development, in particular with the deployment of local and regional procurement (LRP).

### Effectiveness

**Education:** The EGRA assessment revealed challenges in student literacy skills. While vocabulary and letter-sounds showed promise, listening and reading comprehension posed significant struggles, reflecting ongoing difficulties in language understanding. The implementation of the FLIP module received positive feedback, though challenges continued with consistent coaching and the monitoring of the implementation's fidelity. Community-engagement activities face hurdles, particularly in reaching disengaged parents, though some do exhibit interest. Reading camps prove beneficial but face scalability issues, while reading groups offer a resource-efficient option for students lacking familial support.

**Hygiene:** The MTE revealed that hygiene clubs and Tippy Taps have significantly enhanced hygiene practices in schools, reducing open defecation. Yet knowledge of proper hygiene and nutrition practices remains limited. While efforts to improve school infrastructure resource mobilization are ongoing, many schools still lack adequate water and latrine access. Maintaining and upgrading current hygiene facilities is crucial for sustainability. Although WASH-friendly school-certification processes are underway, many schools require further infrastructure improvements without a tangible incentive for certification attainment.

**Nutrition / School feeding:** The MTE revealed that Keun Faaba III has successfully implemented school feeding programs in all schools, with cooks and storekeepers adopting hygienic practices. However, addressing water-access constraints in some schools proves essential. While school meals lack dietary diversity, parents supplement with local fruits and vegetables rich in nutrients. This improvement in nutrition contributes to reduced hunger, fewer underweight cases, and improved student health.

**SILC:** By the end of 2023, Caritas had facilitated the establishment of 159 SILCs with 3,670 members. Although financial limitations may impact SILC contributions, these groups play a crucial role in implementing the school feeding program. Their contributions extend beyond financial support, often involving the provision of goods. Additionally, SILCs promote social cohesion and empower women within the community.

**LRP:** CRS conducted a market study to mitigate negative impact on the local market, identifying potential challenges and offering guidance. The LRP implementation faced hurdles like delays in engaging local producers, quality concerns, and price fluctuations. Mitigation efforts involved establishing contractual guidelines and partnering with trusted producers to address these challenges effectively.

## Efficiency

**Budget and timeline:** Findings show that the project has encountered delays due to internal and external factors, affecting areas like infrastructure development, local procurement, and community engagement. Efforts were made, however, to address challenges such as contractor reliability and supplier selection to enhance project efficiency. Although the overall budget is adhered to and aligns with the planned allocation, the execution rate for certain expenses remains low.

**Internal and external hindering factors:** Internal obstacles included delays in approval processes, human resource changes affecting adaptation to new approaches, and coordination challenges among partners. External influences encompassed border closures affecting port activities, community poverty impacting contributions, resource limitations affecting WASH activities, and insecurity in certain areas.

**Capacity-building and feedback mechanism:** CRS organizes quarterly meetings for sub-grantees, providing valuable support and expertise through field visits and tailored training. While prioritizing assistance, CRS strives to empower sub-grantees and government partners toward self-sufficiency, fostering sustainability in project implementation. The community-feedback mechanism, MECREF, was introduced in Benin during Keun Faaba II. While not a priority in Keun Faaba III, parental organizations received training on MECREF.

**Insecurity:** In 2023, six Alibori schools closed temporarily due to security threats, later reopening. Schools in Borgou remained unaffected. FGDs revealed community fear in the wake of the incidents. CRS addressed security concerns by implementing protocols, staff training, and increased monitoring. To mitigate risks, CRS limits stored food on school premises and explores offsite storage options.

## Impact

Keun Faaba III is likely to achieve its **strategic objectives** based on progress evaluations, except for education. Focus areas for greatest impact include securing LRP contracts, completing infrastructure for the SFP, ensuring funding for WASH infrastructure, and addressing challenges in meeting educational objectives.

In 2023, CRS conducted a gender analysis, which served as the basis for its strategic **gender strategy**. Planned activities are rooted in the expansion of the SILC groups, whose activities remain in their early stages of development. The gender strategy's implementation has therefore not yet started.

**Positive unexpected impacts** include increased school enrollment due to the SFP, as well as providing market opportunities for local businesses. **Negative unexpected effects** consist of additional burdens on students and staff due to water scarcity at schools, along with issues like classroom overcrowding and challenges in daily food calculations.

## Sustainability

In 2022, CRS formulated a sustainability plan to facilitate the transition of CRS schools to PNASI. CRS acknowledges that although progress has been made, further action is required to guarantee the sustainability of Keun Faaba III, particularly concerning government funding for the SFP and WASH infrastructure. Key factors that influenced the achievement or non-achievement of the project's sustainability include communal involvement, official recognition through law, and budgetary support. Challenges such as insecurity, climate impact, and fluctuating food demands may impede sustainability, underscoring the need for comprehensive approaches in future project success.

## Recommendations

### Program: Education

1. **Monitoring students' learning:** Student assessments should be included in the coaching to collect data on students' learning and to put in place corrective measures before the endline evaluation.
2. **Monitoring of learners' results and fidelity of implementation:** Explore ways to report data from school directors' coaching and teachers' formative assessments.
3. **EGRA assessment:** Conduct with INFRE a validation process of the current EGRA assessment used by the project to check its alignment with the scope and sequence of the new curriculum.
4. **Engagement with teachers:** Updated WhatsApp groups to include all current teachers.
5. **Electronic reading materials:** The project could explore available apps that allow reading materials to be preloaded, so these could be transferred to teachers' phones during the training.
6. **FLIP training:** Continue to plan for an annual FLIP refresher training for the duration of the project to continue to reinforce FLIP-related concepts and support new teachers.
7. **Parental engagement:** Put in place mechanisms to ensure that training gained by APEs/AMEs are shared among the school population, for example, during community gatherings and SILC meetings.

### Program: School Feeding—Nutrition

8. **Improving diversity of school meals is essential:** Promote community contributions and local sourcing. Additionally, systematically treat **drinking water** provided to children.
9. **Nutrition awareness:** Prepare and disseminate, in schools and communities, simple nutrition campaign materials on the importance of diverse diets.
10. **School gardens:** Assess gardens of Keun Faaba II to see if they still exist and are producing foods for the schools without support. Use lessons learned to support school gardens within Keun Faaba III.
11. Closely coach the **infrastructure-management committees** to ensure they have the capacity to maintain the infrastructures (kitchen & storage).

### Program: Hygiene

12. **Improve the infusion guide** by including games and visuals to support teachers in incorporating hygiene and nutrition messages into the curriculum.
13. **Acquire basic WASH-level services:** Urgently mobilize resources to acquire basic WASH service levels in all schools, especially for accessing water and improved gender-separate latrines.
14. **Intensify community awareness** to maintain and respect the existing handwashing stations and latrines that need maintenance or upgrading.
15. **WASH certification:** Provide incentives to hygiene clubs and teachers/principals to acquire the WASH-friendly school certification.

### Strategy, LRP, and Management

16. Increase **focus on transferring full responsibility to the sub-grantees**.
17. Enhance the **systematic utilization of MECREF**.
18. Collaborate with **local cooperatives or farmers** to enhance their capacity in delivering commodities that meet quality standards and streamline the procurement process to reduce delays.
19. Collaborate with local and national authorities to enhance the Keun Faaba **sustainability strategy**, ensuring strong buy-in and support from key stakeholders.

# 1 Introduction and Purpose

## 1.1 Project Context

Benin is one of the poorest and least developed countries in the world, with low inclusive growth and an economy focused on agriculture, considered the main pillar of development, job creation, and wealth.<sup>4</sup> The country's annual gross domestic product (GDP) per capita of US\$1,303 in 2022<sup>5</sup> places it below the sub-Saharan Africa average of US\$1,701.<sup>6</sup> The United Nations Development Program (UNDP) ranks Benin 173 out of 189 countries on the Human Development Index.<sup>7</sup> Poverty is highest in northern Benin, where Catholic Relief Services (CRS) implements its McGovern-Dole program.<sup>8</sup>

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

The north of Benin lacks social services, exemplified by an insufficient number of primary schools. Although the two targeted departments (regions) in northern Benin represent 45 percent of Benin's land mass, they are home to only 16 percent of the country's primary schools students,<sup>9</sup> resulting in schools' extreme remoteness for many school-aged children. The low literacy level, which currently stands at 46 percent, and a high school dropout rate have led to a reduction of national income and overall GDP in the country, as jobs for less-qualified people lead to low-income jobs in the future, creating lower access to innovation and a lower GDP.<sup>11</sup> The overall prevalence of undernutrition in Benin—as indicated by stunting, wasting, and underweight—is about 15 percent. Among the three indicators, stunting had a prevalence of 32 percent, wasting one of 5 percent, and underweight had a prevalence of 16 percent.<sup>12</sup>

In 2017, the government decided to boost and expand the national school feeding program, implemented by the technical services of the Ministry of Preschool and Primary Education (MEMPE) since 2000. It entrusts the World Food Programme (WFP) with the implementation of the PNASI (Programme National d'Alimentation Scolaire Intégré), an integrated multisectoral approach in the schools.<sup>13</sup> As of

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<sup>4</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 1.

<sup>5</sup> The statistics provided in this section come from the latest World Bank Database (2022), <https://data.worldbank.org/country/benin>

<sup>6</sup> The statistics provided in this section come from the latest World Bank Database (2021), <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=ZG>

<sup>7</sup> UNDP. 2024. Human Development report, page 276.

<sup>8</sup> Northern Benin includes four departments (or regions): 1) Atakora, 2) Alibori, 3) Donga, and 4) Borgou.

<sup>9</sup> Benin's primary school system has three cycles featuring six types of introductory, preparatory, elementary and middle-level classes with the following levels: Grades 1-2 (*Cours d'initiation* – CI, *Cours préparatoire* – CP), Grades 3-4 (*Cours élémentaire* – CE1, CE2) Grades 5-6 (*Cours moyen* – CM1-CM2).

<sup>10</sup> <https://benin.opendataforafrica.org>

<sup>11</sup> Broken Chalk. 2022. Educational Challenges in Benin. <https://brokenchalk.org/educational-challenges-in-benin/>

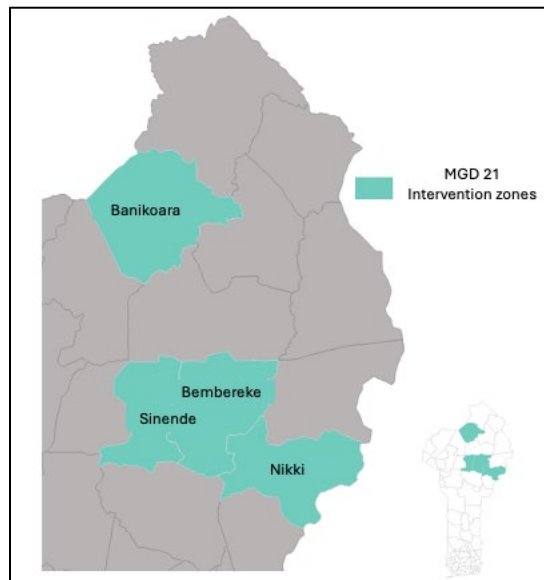
<sup>12</sup> PLoS One. 2023. Prevalence and factors associated with undernutrition among children under the age of five years in Benin, page 6.

<sup>13</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 1.

April 2022, the WFP has supported school feeding operations in 3,848 schools serving 667,329 schoolchildren, 46 percent of them girls. In May 2022, the coverage increased to about 1 million children between the ages of 6 and 12.<sup>14</sup> The canteens managed by CRS do not form part of PNASI, but the country's canteen coverage accounts for them.

## 1.2 Project Description

Figure 1: Intervention map



Through its program in Benin, Catholic Relief Services (CRS) is implementing a five-year (2021–2026) United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (MGD) award. The project's local name is Keun Faaba ("Supporting Education" in Bariba, the most commonly spoken language in the project's implementation zone). Keun Faaba III is a follow-on to Keun Faaba II (2017–2022) and Keun Faaba I (2014–2020). It remains ongoing in the Alibori and Borgou Departments in northern Benin, but in four new municipalities: Banikoara, Nikki, Bembereke, and Sinende (see Figure 1).<sup>15</sup> CRS, its partners, and key government stakeholders from MEMP designed an integrated intervention package that aims to enhance the quality of literacy instruction; boost attentiveness, reduce short-term hunger; improve school attendance;

and increase knowledge of health, nutrition, and hygiene practices. With an estimated budget of \$25,000,000, Keun Faaba III will benefit 98,670 students, 700 teachers, 700 cooks, and 168 storeroom managers in 168 schools.<sup>16</sup>

Keun Faaba III's overall project framework includes three intermediate results: quality of literacy instruction (IR 1.1), students' attentiveness (IR 1.2), and students' attendance (IR 1.3) that align with USDA McGovern-Dole's two strategic objectives: the improved literacy of school-age children (SO1) and the increased use of health and dietary practices (SO2).

The following 14 activities are being implemented to achieve Keun Faaba objectives:

1. Building rehabilitation: kitchens and storerooms
2. Capacity building: Local, regional, and national levels
3. Creation of WASH-friendly schools
4. Extra-curricular activities
5. Formation of savings and lending groups
6. Production of books and supplementary reading materials
7. Promotion of teacher attendance
8. Provide of school meals

<sup>14</sup> World Food Program. 2022. WFP Benin Country Brief, page 1.

<sup>15</sup> Municipality refers to commune in French.

<sup>16</sup> Catholic Relief Services. 2023. TOR - MidTerm Evaluation Keun Faaba III, page 4.

9. Raising awareness about the importance of education
10. Training: food preparation and storage practices
11. Training: good health and nutrition-practices objective
12. Training: parent-teacher associations
13. Training: school administrators
14. Training: Teachers

CRS Benin is working with sub-recipients the American Institute for Research (AIR), Caritas Benin, and DEDRAS. CRS is also leading the project implementation in partnership with the Ministry of Preschool and Primary Education (MEMP), the Direction of School Feeding and its regional services, the Direction of Food and Applied Nutrition (DANA), the regional Primary Education Bureau (DDEMP), and the National Institute for Training and Research in Education (INFRE).

### 1.3 Results Framework – Theory of Change

The complete results framework can be found in Annex 1. Keun Faaba III's overall Theory of Change is:<sup>17</sup>

**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.

There are two critical assumptions over which the project has little to no control: **assumption 1**, continued political will at the community, regional, and national levels for engaging and supporting project activities, and **assumption 2**, schools, health services, and markets continue to function despite increased security tensions in the north of Benin.

### 1.4 Purpose of the Evaluation

The midterm evaluation (MTE) is both retrospective and prospective in nature. Its purpose is 1) to evaluate the implementation processes, and 2) effects or outcomes midway through the project (intermediate results). During this evaluation, the evaluation team (ET) focused on monitoring the relevance, efficiency, effectiveness, and early signs of impact and sustainability of the program. The MTE provides information on the extent to which planned activities have been carried out, the quality of the various services and capacity-building activities provided, and in what timeframe, at what costs, and with which results.

The MTE established the values of key performance indicators (KPIs) that form part of the project's performance-monitoring plan and were collected during the baseline evaluation (BLE).<sup>18</sup> Outcome

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<sup>17</sup> The TOC was provided by CRS.

<sup>18</sup> Some KPI were collected by CRS's monitoring team after the BLE.

indicator values were captured through the compilation of observation data, survey data, or student assessments.

The main audience for this evaluation is CRS and its implementing partners, including Benin's relevant ministries, as well as the donor, USDA. In light of the effectiveness of Benin's school feeding program, three learning questions have been incorporated into the Statement of Work (SOW) to provide valuable insights for a deeper understanding of the critical success factors. Finally, the evaluation provides valuable information to other organizations and donors active or interested in becoming active in supporting holistic approaches to improved learning, namely, school feeding programs.

## 2 Evaluation Design and Methodology

### 2.1 Evaluation Questions

The evaluation questions (EQs) and sub-questions are based on the Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) evaluation criteria. The MTE addresses five categories: relevance, effectiveness, efficiency, impact, and sustainability. The detailed EQs that guide the process are presented below, with definitions of each criterion provided as additional context.<sup>19</sup> The questions address various facets of Keun Faaba III's results framework, and the associated findings provide an indication of the project's progress toward achieving its strategic objectives of improved literacy in school-age children and an increased use of health and dietary practices. Questions also attend to equity issues and the project's potential unintended consequences. The MTE further includes three learning questions. During a co-design session of the Et4d's ET and the CRS management team, adjustments were made to the EQs originally included in the TOR to eliminate redundancies, ensure alignment with the OECD-DAC criteria, and provide useful answers to improve the implementation of Keun Faaba III.

#### 1. *Relevance*

- 1.1. Are stakeholders (AMEs/APEs, SFCs, teachers, and local authorities) satisfied with their participation in the project? Why or why not?
- 1.2. To what extent does the use of the SILC approach to support education align with local and/or national public policies? To what extent do communities embrace the SILC approach?
- 1.3. To what extent does the local and regional purchase (LRP) align with the national public policies?
- 1.4. To what extent have the construction or rehabilitation initiatives under MGD21 aligned with the project objectives, as well as contributing to the government's agenda of having schools up to standard and norms of school feeding?
- 1.5. To what extent is the project consistent with other school-feeding interventions championed by the Benin government?

#### 2. *Effectiveness*

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

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<sup>19</sup> See OECD Home: Evaluation Criteria:  
<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

- 2.2. To what extent have the strategies for improving students' reading and writing skills been successfully implemented (FLIP teaching approach, literacy techniques, and improved materials)? What outcomes have been achieved?
- 2.3. To what extent have the strategies for raising community awareness about literacy seen successful implementation? To what extent are parents supporting their children's education?
- 2.4. To what extent have the strategies for monitoring and incentivizing teachers' attendance been effectively implemented? What improvements could be made, if any?
- 2.5. To what extent have strategies for enhancing students' health and hygiene practices, such as the establishment of hygiene clubs and the improvement of WASH infrastructure, been successfully implemented? What outcomes have been achieved?
- 2.6. To what extent have the strategies for improving students' nutrition through improved school meals been implemented? What outcomes have been achieved?
- 2.7. To what extent has the implementation of SILC strengthened the economic capacity of parents to support their children's schooling and contribute to the life of the school?
- 2.8. To what extent has the LRP been successfully implemented? Did LRP for school feeding impact the local market? To what extent did the LRP component contribute to school canteens?
- 2.9. To what extent have the recommendations from baseline and the MGD17 final evaluation seen implementation?

### **3. Efficiency**

- 3.1. Is the project implemented as planned (timeline and budget)? Is the project implemented in the most efficient way possible? Could alternative solutions potentially improve project efficiency?
- 3.2. What were the major internal and external factors influencing the achievement or non-achievement of the objectives?
- 3.3. How did the project improve the efficiency of its partners? Was the project efficient at taking into account beneficiaries' feedback?
- 3.4. To which extent was the project able to adapt its strategy in the face of rising insecurity and school closures?

### **4. Impact**

- 4.1. How likely is the project to achieve its strategic objectives and contribute significantly to the intended purpose? On which issues should the project team focus its efforts to achieve greatest impact?
- 4.2. To what extent have project objectives and activities reduced educational gender disparities in target zones, and what activities were most effective in leading to said reductions? Have inclusive or gender-sensitive strategies seen implementation in view of sustainability among specific identified groups (if there are any)?
- 4.3. What unexpected positive or negative effects has the project had?

### **5. Sustainability**

- 5.1. Is there evidence of improved community capacity toward sustainability, the willingness of parents to participate without incentives, or of actions taken toward the maintenance of school infrastructure? What role could SILC play for sustainability? How far is the project regarding the milestones mentioned in the sustainability plan?
- 5.2. What were the major factors influencing the achievement or non-achievement of the project's sustainability?

### **Learning Questions**

- 1 **In Benin**, what governance structures and community-level systems of governance have been put in place to ensure the effective delivery, implementation, and sustainability of the school feeding program? What factors contribute to the success of Benin's school feeding program?
- 2 **In Benin**, which components of school feeding programs—including food production, procurement, and the preparation of meals—are the most sustainable in terms of operational efficiency, and why? Does the cost-effectiveness of these programs change over time, and if so, how and why?
- 3 What are the opinions and perceptions of educators, school leaders, INFRE, and other stakeholders in education regarding the implementation and impact of the Foundational Literacy Improvement Package (FLIP) advocated by the project?

## 2.2 Evaluation Design

The MTE is a performance evaluation with a repeated cross-sectional design. It benefited from a convergent mixed-methods approach in which qualitative data from key informant interviews (KIIs), focus group discussions (FGDs), and document review join with quantitative data to respond to the above evaluation questions. The methodology resembles that used at baseline for the quantitative component. Evaluation Technology for Development (Et4d), an evaluation firm based in the United States, did not lead the BLE. The MTE was conducted in April 2024, about 24 months after the BLE in May 2022. The different methods used, as well as the range of participant stakeholders, allow for triangulation, enhancing the reliability and comprehensiveness of the evaluation's findings. The design also follows a two-pronged methodology that addresses both the assessment of midterm indicators and the exploration of EQs.

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

## 2.3 Sampling Methods

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

### Quantitative Sample

The MTE evaluated a new cohort of grade 2 students. Although the intention was to have the schools remain consistent with those for the BLE, some minimal adjustments occurred, for the anthropometric assessment. Particularly, the cluster-based design used for the BLE led to the classification of schools into five distinct sets based on the type of data collected.<sup>20</sup> This design brought minimal improvement to precision and capacity to detect statistically significant differences in comparison to a simpler cluster design only involving two sets of schools. Therefore, for the MLE, the ET used an alternative solution that facilitated data collection without compromising the level of data precision. There were two sets of 50 schools: the first set (schools A) included all the assessments, while the second set (schools B) only included weight measurement and attendance. The first set was identical to the schools used for EGRA

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<sup>20</sup> The five different sets of schools included: 20, 25, 50, 120, or 140 schools.

in the BLE. The second set included 50 out of the 90 additional schools included in the weight measurement sample at baseline. While the ET removed the smallest 40 schools of this group, some were used as replacement schools. See Annex 2 for the respondents sampling rules and minimum detectable size and as well as Table 1 the final sample size for the MTE.

**Table 2: MTE quantitative sample broken down by tool, municipality, and gender**

| Survey tool                          | Nikki | Banikoara | Bembereke | Sinende | Male  | Female | Total |
|--------------------------------------|-------|-----------|-----------|---------|-------|--------|-------|
| Student EGRA                         | 127   | 214       | 238       | 160     | 369   | 370    | 739   |
| Student Anthropometric               | 481   | 968       | 914       | 574     | 1,393 | 1,544  | 2,937 |
| Principal and Teachers (Grade 1 & 2) | 24    | 47        | 45        | 30      | 102   | 44     | 146   |
| Parent (Grade 1 & 2)                 | 81    | 172       | 152       | 100     | 73    | 432    | 505   |
| Cook, Storekeeper, SFC               | 18    | 51        | 43        | 30      | 81    | 61     | 142   |
| Attention Stalling                   | 24    | 46        | 44        | 30      | N/A   | NA     | 144   |
| School Inventory                     | 8     | 16        | 15        | 10      | N/A   | N/A    | 49    |
| Attendance                           | 16    | 32        | 30        | 19      | N/A   | N/A    | 97    |

### Qualitative Sample

The sampling of qualitative participants was purposeful and focused both on beneficiaries and implementing partners (IP). To the extent possible, selection criteria emphasized that interview and focus group participants should be knowledgeable stakeholders who have actively taken part in the project and could therefore best offer valuable input. At the beneficiary level, the evaluation team sought representativeness in terms of geography, ethnicity, gender, and age. A parent's level of engagement in the school, such as participating in the parents' association (APE), mothers' association (AME), or school feeding committee (SFC) also constituted an important criterion for selection, so as to obtain the richest data possible. As indicated in Table 2 and Table 3, in total, the qualitative data-collection component solicited the participation of 209 individuals, including 89 women. The team conducted 34 key informant interviews (KIIs) and 18 focus group discussions (FGDs) in four communes. (See Annex 3 for more details.)

**Table 3: Summary of key informant interviews by category and gender**

| Category                         | Number KII | Male Total | Female Total | Participant Total |
|----------------------------------|------------|------------|--------------|-------------------|
| Donor                            | 1          |            | 1            | 1                 |
| Program Staff (CRS and Partners) | 13         | 24         | 6            | 30                |
| International Officials (WFP)    | 1          | 1          | 2            | 3                 |

|   |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
| <b>National Officials (DEMP, INFRE)</b>       | <b>2</b>  | <b>4</b>  |           | <b>4</b>  |
| <b>Regional Officials (DDEMP-, DDEMP-DAS)</b> | <b>6</b>  | <b>5</b>  | <b>1</b>  | <b>6</b>  |
| <b>Local Officials (CCS, CP, REHA)</b>        | <b>11</b> | <b>19</b> | <b>3</b>  | <b>22</b> |
| <b>Grand Total</b>                            | <b>34</b> | <b>53</b> | <b>13</b> | <b>66</b> |

**Table 4: Summary of focus group discussions by category and gender**

| <b>Category</b>                                    | <b>Number of FGD</b> | <b>Male Total</b> | <b>Female Total</b> | <b>Participant Total</b> |
|--|----------------------|-------------------|---------------------|--------------------------|
| <b>Parent (PTA/SFC)</b>                            | <b>4</b>             | <b>19</b>         | <b>16</b>           | <b>35</b>                |
| <b>Parent of children in first or second grade</b> | <b>4</b>             | <b>14</b>         | <b>19</b>           | <b>33</b>                |
| <b>Student Hygiene clubs</b>                       | <b>4</b>             | <b>19</b>         | <b>16</b>           | <b>35</b>                |
| <b>Teaching Staff</b>                              | <b>4</b>             | <b>15</b>         | <b>5</b>            | <b>20</b>                |
| <b>SILC</b>  | <b>2</b>             |                   | <b>20</b>           | <b>20</b>                |
| <b>Grand Total</b>                                 | <b>18</b>            | <b>67</b>         | <b>76</b>           | <b>143</b>               |

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

## 2.4 Data-Collection Methods

### Instruments

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

The ET employed great sensitivity during data collection to ensure diversity within the sample, particularly along gender lines. The use of a gender lens carried into the analysis and reporting phases as

well. In addition to disaggregation by other variables, all quantitative data were disaggregated by gender. To the extent relevant for qualitative stakeholders, analysis also took into account gender.

**Table 5: Detailed overview of instruments**

| Name of Instrument                          | Description   |
|---|---|
| <b>EGRA</b>                                 | Subtasks include vocabulary, letter sound, familiar words, invented words, story reading, comprehension, and listening comprehension.   |
| <b>Student Questionnaire EGRA</b>           | Survey questions on demography, absenteeism, homework, nutrition, socio-economic status   |
| <b>Student Questionnaire Anthropometric</b> | Survey questions on demography, nutrition, hygiene, health and nutrition practices, test of knowledge, absenteeism of health reasons, socio-economic status   |
| <b>Principal-Teacher Questionnaire</b>      | Survey questions on demography, school and class characteristics, absenteeism, parent associations, teacher absenteeism, parental engagement and help for homework, health and hygiene, participation in Keun Faaba |
| <b>Parent Questionnaire</b>                 | Survey questions on demography, child characteristics, child health, hygiene and nutrition practices, engagement and help for homework, participation in Keun Faaba   |
| <b>SFC Questionnaire</b>                    | Survey questions on demography, participation in canteen activities (cooking or food storage)   |
| <b>Attention Stalling</b>                   | Inventory of school sanitary equipment and observation of child behavior Attendance per grade   |
| <b>Attendance</b>                           | Enrolment, attendance in all classes  |
| <b>School inventory</b>                     | WASH equipment and access to water, kitchen and storage condition   |

## Fieldwork

Data collection took place over four weeks in April 2024 and mostly occurred in person, with the exception of KIIs with the IPs, which the ET conducted remotely. Before data collection, the ET held an enumerator training workshop in Parakou between April 15 and 19, 2024 attended by 37 enumerators and 5 supervisors preselected to participate in the training. Forty candidates were then selected for data collection. Females made up about a third of the fieldwork team (13, or 32 %). In addition, all of the data collectors had participated in previous evaluations with Et4d. Data collectors had originally been selected taking into account gender, language spoken, previous experience, and familiarity with technology.

Training covered an introduction to the project, followed by data-collection tools and methods, as well as practical application among trainees, field practice, debriefing and quiz sessions, constructive feedback, and logistics. Training also allowed data collectors to become familiar with two data-collection applications: Tangerine (for EGRA)<sup>21</sup> and SurveyCTO (for all other survey tools).

<sup>21</sup> Tangerine® is a mobile data-collection app used to collect EGRA data and developed by RTI.

Qualitative and quantitative data collection occurred simultaneously. The ET began KIIs with critical stakeholders remotely on March 4 and continued until May 7, while school-level data collection began on April 22 and continued through May 3, lasting two weeks. As internet connectivity allowed, data collectors were expected to upload data daily to SurveyCTO and Tangerine's servers. In addition to taking notes, qualitative evaluators recorded interviews and audio files, which they later uploaded to Trint, a subscription-based transcription service. The ET later carefully reviewed and refined transcripts.

### Evaluation Team

The ET comprised six team members, all of whom had taken part in the CRS Keun Faaba II evaluations and therefore had a deep understanding of the program and its context. Ms. Isabelle McMahon acted as Project Director and served as the point of contact between CRS Benin and the ET. She coordinated the activities of the key consultants and monitored project deliverables and timelines. She also led the mixed-methods analysis and report writing, with input from Ms. Alice Michelazzi and the Field Coordinators. Dr. Michel Rousseau, an experienced psychometrician, served as the Technical Lead for the evaluation. He oversaw all sampling and statistical aspects of the project. Ms. Michelazzi advised the project team on education-specific requirements, led the EGRA enumerator training, and oversaw data collection and quality control throughout. She also wrote the education section of the report. Ms. Julie Imron advised the project team on WASH and nutrition instrument design and wrote the related section of the report. Mr. Appolinaire Appalo and Ms. Annick Otchoun, both Beninese researchers and field technicians, seconded Ms. Michelazzi as Field Coordinator, and performed KIIs and FGDs in the regions of intervention. (For team members' complete backgrounds, see Annex 7.)

### Quality Control and Review Board

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

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

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

The ET also enacted a number of techniques throughout the evaluation process to ensure data quality control. For example, Tangerine data were downloaded daily and analyzed to ensure respect for the three-second rule for timed subtasks.<sup>22</sup> Data from SurveyCTO were also downloaded daily for quality checks. This process sought to ensure that no data went missing by comparing the school summary sheet, which showed all surveys and assessments completed by the team, and the actual data available on the server. Team members safeguarded the quality of qualitative data by listening to audio recordings from interviews alongside transcripts to assure fidelity. The ET also reviewed the uploading of qualitative data to SurveyCTO and subsequently into an Excel database to establish conformity with transcripts.

## 2.5 Data-Analysis Methods

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

### Quantitative Analysis

Before conducting statistical analysis, survey weights were computed and added to the datasets, and all analysis took into consideration the survey design. Recall that the schools visited during quantitative data collection remained the same from baseline but that a different cohort of students was used for the analysis. The ET did not perform a pre-post analysis as originally planned because the data provided for the BLE, which the ET did not conduct, did not use survey weight. Therefore, no comparison between the BLE and MLE data was possible. For the comparisons between boys and girls for an indicator, evaluators used linear regression for continuous outcome and logistic regression for dichotomous outcome. (See Annex 8 for more details on statistical weighting.)

### Qualitative Analysis

All qualitative interviews and focus groups were transcribed on a rolling basis throughout fieldwork. The transcriptions were consolidated in an Excel document for a thematic analysis guided by the EQs<sup>23</sup>. This process allowed for the rapid sorting of the data by interview question as well as by stakeholder profile (type of stakeholder, gender, location, etc.). The ET used a tally-sheet matrix in Excel, which included themes and patterns that arose from the interviews across all KIIs and FGDs, to calculate the number of times the same theme occurs, by stakeholder group, geographic area, and sex (when possible). This approach enabled the ET to look for trends within and across subgroups. The ET next generated

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<sup>22</sup> The three-second rule refers to enumerators moving on to the next question item after a child is not able to answer within three seconds.

<sup>23</sup> Thematic analysis involves systematically identifying and analyzing patterns or themes in qualitative data to address each evaluation question. It helps in organizing and synthesizing data by categorizing information into themes, providing insights into key issues or trends related to the evaluation questions.

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

## 2.6 Evaluation Limitations

The MTE process encountered a number of challenges and limitations. Table 5 presents these issues alongside mitigation strategies employed by the ET.

**Table 6: Limitations, challenges, and mitigation strategies**

| Limitation/Challenge  | Mitigation Strategy   |
|---|---|
| <b>Response bias:</b> Many stakeholders participating in the evaluation have an interest in seeing the project succeed. Those most engaged with CRS partners may be positively biased toward the programming, particularly if they are currently receiving financial support.     | Elicit explicit examples from evaluation participants, stressing confidentiality and the importance of objectivity to improving the program as a whole. Additionally, the ET draws on multiple data sources, triangulating findings to answer EQs.                                    |
| <b>Security and access:</b> The security situation in northern Benin remains volatile, in particular in Banikoara. For this reason, international researchers were not able to complete any fieldwork and relied entirely on the local researchers.                               | The ET recruited local researchers who received extra training to ensure their capacity to perform FGDs and KIs in local communities. The supervisors provided notification of their position every day, and the ET worked closely with CRS to monitor potential safety risks.        |
| <b>Selection/sampling bias:</b> As with most qualitative research, because of a purposive sampling, the results are not generalizable.  | This limitation characterizes a qualitative approach. Analysis accentuates the fact that qualitative findings, while not strictly representative, may be transferable and connect to the experiences of others, thereby providing valuable insights applicable to other stakeholders. |
| <b>Inter-rater reliability:</b> Inter-rater reliability (IRR) can constitute a concern when gathering data as a team of data collectors.  | The evaluation team paid special attention to IRR during training and frequent answers were pre-coded for questionnaires. Assessor Accuracy Measurement (AAM ) was performed for EGRA. Enumerators scoring above 90 percent in the AAM exercise were retained for data collection.    |
| <b>Recall bias:</b> Students and other stakeholders might face difficulties recalling certain details of their behaviors, for instance, what they ate the previous day. The nutrition tool also asks students about categories of food, which might not make for an easy concept. | The team mitigated this limitation by providing guidance to enumerators during the training on how to help the students remember what they ate and convert their food intake into food categories.  |
| <b>Attentiveness evaluation:</b> Gauging student attentiveness required classroom observation by trained enumerators.   | This is a common issue with classroom observation. We mitigated it through triangulation and by asking  |

| Limitation/Challenge  | Mitigation Strategy  |
|---|--|
| This approach may cause distraction for the students in the room.   | both teachers and principals about student attentiveness.  |
| <b>Education reform:</b> The MEMP started the implementation of a new curriculum for Grades 1 and 2 in 2021. Therefore, the students evaluated in Grade 2, in April 2022, had been working with the previous curriculum. As a result, the ET will not be able to attribute the potential improvement in the EGRA results to the FLIP program.   | To mitigate this issue, the ET surveyed the teachers and asked for their opinion about the impact of the FLIP program.   |
| <b>EGRA Tool</b> The EGRA tool used for the BLE and the MTE was designed in 2018, and therefore does not take into account the new curriculum deployed by the MoE in 2023 <sup>24</sup> or the updated practices in terms of EGRA assessment.   | The ET was not able to mitigate this issue, beyond taking it into account in its analysis and recommendations and removing the letter name task, since the current curriculum's emphasis on letter sounds. |
| <b>Tangerine programming of the EGRA tool:</b> The programming of the EGRA tool for the Oral Reading Fluency and Reading Comprehension subtasks during the BLE did not adhere to standard Tangerine programming practices. Enumerators were tasked with manually determining the number of questions to ask learners based on the portion of text read within a minute. This issue was not addressed during the data cleaning process, resulting in an inaccurate representation of the total number of questions asked during BLE. | The ET was not able to mitigate this issue, beyond taking it into account in its analysis.   |
| <b>Baseline data:</b> The data collected for the BLE were not weighted, and therefore do not allow for statistical comparison between BLE and MTE results. Additionally, the absence of certain key data points could limit the assessment of the intervention's impact, such as nutrition data, the inventory of WASH equipment, etc.  | To mitigate this issue, the ET ensured to collect the necessary data to assess the impact at endline and utilize monitoring data when available.   |

### 3 Findings

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

This MTE addresses a series of questions based on five of the OECD-DAC criteria of 1) relevance, 2) effectiveness, 3) efficiency, 4) impact, and 5) sustainability, and it also includes three learning questions. Each question is answered individually below, making reference to previously mentioned results as necessary. This analysis reflects the mixed-methods approach that guided this performance evaluation, as both quantitative and qualitative data sources inform findings. Where relevant, analysis explores contradictions between and complexities among findings.

<sup>24</sup> Due to the revised curriculum scope and sequence, children may have been assessed on content not yet taught in class

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

The MTE report provides an update on key indicators from baseline. As applicable, the analysis draws on findings from related indicators to contextualize results. Table 6 provides an overview of these indicators and their baseline and midterm values. The last column provides the life-of-the-project (LOP) target.

**Table 7: Key indicators**

|           | <b>Indicators</b>  | <b>Baseline</b> | <b>Midterm<sup>25</sup></b>  | <b>Target LOP</b> |
|-----------|--|-----------------|--|-------------------|
| <b>1</b>  | MGD S01: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text. | 2%              | 0%<br>Boys: 0%<br>Girls: 0%  | 5%                |
| <b>6</b>  | Number of individuals who demonstrate use of new safe food- preparation and storage practices as a result of USDA assistance                                       | 0               | 608<br>(86.2%)   | 663               |
| <b>7</b>  | Percentage of school-age children (age 5-10) who are underweight (weight-for-age below <2z-score) per WHO  | 12.9%           | Total: 10.7% (9.7%; 11.8%)<br>Boys: 10.1% (8.9%; 11.4%)<br>Girls: 11.2% (10.0%; 12.5%)   | 7%                |
| <b>9</b>  | Percentage of students in target schools identified as attentive during class/instruction  | 63.5%           | 72.5%  | 80%               |
| <b>31</b> | Average number of days missed per year per student due to health issues  | 1.37            | Total : 1.29 (1.07; 1.52)<br>Boys: 1.47 (1.18; 1.77)<br>Girls: 1.13 (0.94; 1.32)         | 1                 |
| <b>37</b> | Percentage of parents in target communities who can name at least three benefits of primary education  | 20.4%           | Total: 80.4% (76.0%; 84.2%)<br>Men: 71.4% (57.3%; 82.2%)<br>Women: 82.1% (77.5%; 86.0%)  | 90%               |
| <b>38</b> | Percentage of parents who report spending time on literacy activities with their students in the past seven days   | 24.3%           | Total: 29.7% (26.2%; 33.5%)<br>Men: 34.8% (25.3%; 45.6%)<br>Women: 28.8% (25.1%; 32.7%)  | 60%               |
| <b>40</b> | Percentage of students using handwashing facilities (water + soap / water + potash) before eating lunch  | 13.3%           | Total: 92.0% (90.7%; 93.1%)<br>Boys: 90.8% (88.7%; 92.5%)<br>Girls: 92.9% (91.7%; 94.1%) | 70%               |
| <b>46</b> | Percentage of mothers using nutrient-dense neglected and underutilized foods in family meals in the previous 24 hours  | 86.5%           | Women: 79.7% (75.9%; 83.0%)  | 96%               |
| <b>50</b> | Percentage of caregivers who have the skills to accompany/ enable student learning   | 34.7%           | Total: 43.0% (38.9%; 47.3%)<br>Men: 41.8% (30.4%; 54.3%)<br>Women: 43.3% (38.5%; 48.1%)  | 60%               |
| <b>51</b> | Percentage of school governance structures (PTAs, SFC) that support quality literacy instruction   | 0 %             | Total: 43.9% (33.1%; 55.3%)  | 60%               |
| <b>54</b> | Percentage of male and female members of AMEs/APEs stating that they discuss household financial-management questions with their partner                           | 74.5%           | Total: 74.5% (70.9%; 77.9%)<br>Men: 83.8% (75.5%; 89.7%)<br>Women: 72.7% (68.6%; 76.5%)  | 95%               |
| <b>55</b> | Percentage of male and female members of AMEs/APEs stating they used one of the strategies for non-violent discipline in the past week <sup>26</sup>               | 10.92%          | Total: 17.4% (14.3%; 21.1%)<br>Men: 20.3% (12.2%; 31.7%)<br>Women: 16.9% (13.8%; 20.5%)  | 70%               |

<sup>25</sup> Green coloring indicates that results are improving or are above the BLE value. Bright green indicates that the value has surpassed the LOP target. Yellow indicates some progress, while pink indicates a decrease since the BLE.

<sup>26</sup> The ET does not have access to the BLE data for this indicator and therefore cannot explain the drop in the result.

|    | Indicators  | Baseline | Midterm <sup>25</sup>  | Target LOP        |
|----|---|----------|--|-------------------|
| 56 | Percentage of male and female members of AMEs/APEs who involve their partner in decision-making regarding the schooling of children                                   | 81.1%    | Total: 81.2% (77.6%; 84.4%)<br>Men: 87.6% (79.2%; 92.9%)<br>Women: 80.0% (75.8%; 83.7%)  | 88%               |
| 10 | Average student attendance rate in USDA-supported classrooms/schools  | 91.0%    | 88.6% (87.8%; 89.5%)   | 95%               |
| 11 | Percentage of students in target schools who achieve a passing score on a test of good hygiene practices  | 35.0%    | Total: 51.2% (50.0%; 52.5%)<br>Boys: 49.8% (48.5%; 51.2%)<br>Girls: 52.5% (50.7%; 54.3%) | 90%               |
| 21 | Percentage of teachers using the national literacy curriculum and related instructional materials   | 61.7%    | Total: 98.5% (95.2%; 99.6%)<br>Men: 98.6% (93.0%; 99.7%)<br>Women: 98.4% (93.1%; 99.6%)  | 100%              |
|    | Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance | 0        | Total: 78.3% (72.9%; 82.8%)<br>Men: 75.7% (68.3%; 81.9%)<br>Women: 84.0% (72.1%; 91.4%)  |                   |
|    | Percentage of teachers who reported feeling more confident in their teaching abilities after receiving teacher training   | 0        |  | 100%              |
|    | Percentage of teachers who reported receiving coaching support from their school director in the previous 3 months  | N/A      | Total: 88.7% (80.6%; 93.7%)<br>Men: 88.6% (77.8%; 94.6%)<br>Women: 88.9% (76.7%; 95.1%)  |                   |
|    | Percentage of teachers who reported feeling more confident in their teaching abilities after receiving coaching support in the previous 3 months.                     | 0        |  | N/A <sup>27</sup> |

Most MTE results show some progress since the BLE, and four indicators have reached the LOP or made very significant progress. The indicators showing the best results include the percentage of school-age children (age 5-10) who are underweight (#7), the percentage of students using handwashing facilities (#40), the percentage of male and female members of AMEs/APEs who involve their partner in decision-making regarding the schooling of children (#56), and the percentage of teachers using the national literacy curriculum and related instructional materials (#21).

The most alarming result is the fact that zero percent of the assessed students could read and understand the meaning of grade-level text (#1)

## 3.2 Relevance

According to the OECD, the DAC criteria of *relevance* address the “extent to which the intervention objectives and design respond to beneficiaries’ global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.”<sup>28</sup> Five EQs comprise this section.

<sup>27</sup> Since only five teachers responded to this question, the indicator cannot be computed.

<sup>28</sup> This and subsequent definitions were informed by the following resource: OECD Home: Evaluation Criteria, <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

EQ1.1 Are stakeholders (AMEs/APEs, SFCs, teachers, and local authorities) satisfied with their participation in the project? Why or why not?

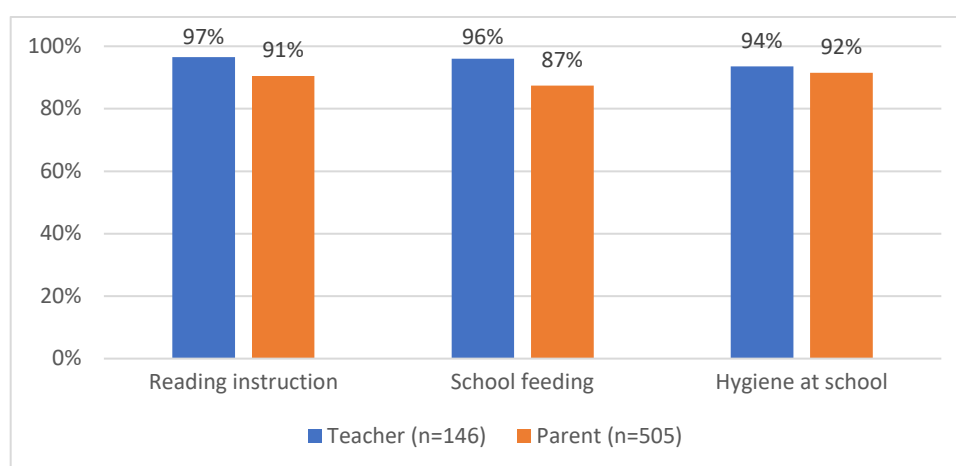
On querying stakeholders about their satisfaction regarding their involvement in the project, respondents expressed unanimous positivity. Over the course of a decade, national and regional stakeholders have actively participated in CRS school-feeding initiatives, fostering with CRS a relationship built on mutual trust and a deep-seated commitment to collaborative efforts. For instance, INFRE, who collaborated with CRS on initiating an education reform in the early-grade curriculum during Keun Faaba II, expressed its satisfaction with the attention given to the organization's requirements during the execution of Keun Faaba III, particularly through the adaptation of FLIP.<sup>29</sup> At the regional level, the DDMP expressed its satisfaction with its engagement, especially regarding the school feeding program, citing that it finds its nutritional guidance valued. However, from an educational perspective, certain directors believe there is potential to enhance the DDMP's level and nature of involvement.

Interviews conducted with stakeholders at the municipality level revealed that their satisfaction largely stems from CRS actively involving them in decision-making processes, appreciating their input, and entrusting them with specific responsibilities, particularly about the construction of infrastructure.

Both at the regional and municipal levels, stakeholders' engagement in enhancing hygiene in schools and the school certification process prove highly valued. They perceive themselves as having an active role in offering recommendations for schools and enhancing the cleanliness of the school premises.

The MLT surveys also solicited feedback from teachers and parent members on their satisfaction levels with the program, focusing on activities dedicated to enhancing reading skills, the school feeding program, and WASH initiatives. As depicted in Figure 2, both teachers and parents indicated exceptionally high satisfaction levels across all initiatives.

**Figure 2: Percentage of respondents very satisfied with Keun Faaba III activities by type**



Findings from the survey conducted among cook and storekeepers further underscore their satisfaction with their engagement in the project, as 97.7 percent of cooks and 90.1 percent of storekeepers expressed high satisfaction levels. In FGDs with parent-teacher association (PTA) members, a prevailing

<sup>29</sup> Additional information regarding the FLIP approach and its relevance to the Benin early-grades curriculum is provided in EQ1.2 and learning question 3.

sense of satisfaction was evident. Members expressed that their involvement in the school not only allowed them to feel more connected to other parents but also gave them a sense of purpose and provided more opportunities to interact with teachers. The women involved in the kitchen spoke about their work with a lot of enthusiasm. However, all PTA members engaged in the school feeding program (SFP) voiced concerns about the challenge of receiving contributions from parents, which in turn affected the quality of their involvement. Some members of the School Feeding Committee (SFC) complained about inadequate compensation in the form of "food for work" that they received for their participation in the SFP. In one FGD, they also raised concerns about SFC members, who are not cook or storekeepers are not receiving any compensation at all.

Parents expressed satisfaction that their children now have the opportunity to eat at lunchtime without having to walk back home and emphasized the improved cleanliness of the schools as a result of the project. Furthermore, they mentioned an increase in student attendance due to the daily meals provided.

Echoing this sentiment, teachers in all four focus groups expressed similar opinions. Nevertheless, some teachers expressed concerns about the daily task of taking attendance for the SFP. When it comes to implementing the FLIP approach, some teachers mentioned that initially, they lacked enthusiasm and had concerns about an increased workload. However, after undergoing training and practicing FLIP strategies, their satisfaction with the program has significantly improved.

Members of the Saving and Internal Lending Communities (SILC) find their participation rewarding and express satisfaction with their involvement in the savings club. They value the solidarity component of SILC, which can enhance social cohesion. They also appreciate how it can help them kickstart income-generating activities (IGAs).

Lastly, students express gratitude for the daily meals served and enjoy the cleanliness of the school environment. Members of the WASH club take pride in their responsibilities and express enthusiasm about their mission.

EQ1.2 To what extent does the use of the SILC approach to support education align with local and/or national public policies? To what extent do communities embrace the SILC approach?

Saving or solidarity groups are mentioned in the national policy for development of microfinance.<sup>30</sup> Nevertheless the stakeholders interviewed were not aware of any explicit policies supporting the SILC approach. However, they mentioned that the SILC's ability to enhance community contributions aligns well with and supports the decentralization policy. This policy transfers the responsibility for primary education to the communes.<sup>31</sup> However, a study related to the decentralization of education in Benin indicates that municipalities are not explicitly integrated in the laws on the decentralization of competences in the field of school feeding. Nonetheless, the strategic position of the municipalities has highlighted the need for the legislator to redefine their specifications in the field of education. The

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<sup>30</sup> Government of Benin. 2023. National policy for development of microfinance (2023-2032), page 15.

<sup>31</sup> The ministry for the decentralization was created by Decree No. 2006-410 of 14 August 2006 on the attributions, organization and functioning of the Ministry of Primary and Secondary Education.

municipalities are advantageously positioned to take over the responsibilities of managing the teaching force, as well as those of school food, health, and sport.<sup>32</sup>

Throughout the implementation of SILC, CRS involved the education focal points in the municipalities to ensure ongoing support for the savings groups.<sup>33</sup> Some respondents highlighted events where the president of a SILC officially brought its contribution to the SFP in the presence of the mayor. These occasions served as opportunities for mayors to endorse the participation of SILC in the school feeding program and to express their appreciation.

In accordance with standard approach of CRS to the development of SILC groups, Caritas trained private service providers (PSP), members of the community who help groups of members of the communities (about 92% are women) create and manage SILC groups.<sup>34</sup> As indicated in the CRS PSP guide: “Agents are recruited, but the project only pays them for a limited period of time. After nine months of work, they take an exam to assess the quality of their work and their level of readiness to work independently of the project. Those who pass the exam are certified as PSPs, and from that point on can offer their training and support services to the communities for a fee. PSPs' motivation to work is both financial and social/personal, and their work is no longer limited by the project schedule. They continue to build and support the groups during and beyond the project, which greatly recouped the initial project investments (training and supervision).”<sup>35</sup>

This approach firmly embeds the SILC within communities, empowering them to extend assistance beyond supporting the SFP, such as through the development of IGAs. CRS staff members have noted that certain SILC groups, with the support of Keun Faaba, have ventured into cheese or soap production, generating income that could be partially allocated to the SFP.

### EQ1.3 To what extent does the Local and Regional Purchase (LRP) align with national public policies?

Since 2021, the USDA LRP program allows USDA to make grants for projects that implemented local or regional procurements of qualified agricultural commodities in developing countries. The USDA LRP program strengthens the ability of local and regional farmers, cooperatives, processors, and agribusinesses to provide high-quality commodities to governments and organizations in support of school feeding programs. In addition, the program addresses nutritional gaps in the diets of school-age children participating in school-meal projects supported by the McGovern-Dole International Food for Education and Child Nutrition Program.<sup>36</sup>

Since 2022, all McGovern-Dole programs have been required to allocate 10 percent of the total award to LRP, potentially leading to around 30 percent of total food consumption being sourced from locally produced commodities. The government of Benin (GoB) has warmly welcomed this strategic shift by the USDA, as it views the LRP initiative as a key driver to enhance the local economy and boost agricultural production. Benin's National Development Plan indicates that the GoB should support farmers to both

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<sup>32</sup> International Journal of Applied Linguistics. 2020. Decentralization of Education in Benin: How to Make it an Instrument for the Effective Development of the Education System?, page 169.

<sup>33</sup> Caritas. 2023. Quarterly Activity Report Caritas Q2 FY23, page 13.

<sup>34</sup> Caritas. 2023. Quarterly Activity Report Caritas Q3 FY23, page 12.

<sup>35</sup> Catholic Relief Services. 2016. SILC: Private Service Provider (PSP) Model Implementation Manual, page 3.

<sup>36</sup> USDA. 2021. Local and Regional Food Aid Procurement Program Report, page 1.

increase their production capacity and produce food with high nutritional potential to avoid malnutrition and micronutrient deficiencies.<sup>37</sup>

In Benin's official SFP, the PNASI, the government currently utilizes 60 percent locally produced commodities. Under the new school-feeding law, the target has been raised to 70 percent.<sup>38</sup>

Staff from both CRS and the GoB highlighted that LRP enables children to enjoy familiar and locally customary food, simplifying the work for cooks skilled in preparing local produce. To further support this initiative, DEDRAS conducted training sessions on the preparation of local foods.<sup>39</sup>

EQ1.4 To what extent have the construction or rehabilitation initiatives under MGD21 aligned with the project objectives, as well as contributing to the government agenda to have schools up to standard and norms of school feeding?

The SFP strategy in Benin is very ambitious in its infrastructure plans, reflecting alignment with practices more commonly seen in affluent urban settings. This includes the establishment of a refectory as illustrated in Image 1. The DDEMP mentioned that when the GoB builds new schools, a storage space is routinely included; however, this is not a standard feature in most PNASI schools. Keun Faaba collaborated with the GoB to establish a specific set of infrastructure standards for each school, incorporating storage facilities and kitchens but excluding refectories. The DDEMP concurred that this made for a better setup for rural areas, as local municipalities lack the resources to maintain extensive infrastructure.

The government standard for schools also includes access to water; however, Keun Faaba schools do not consistently meet this requirement. Unfortunately, there was no allocated budget for improving water access, and attempts to involve other NGOs or local authorities in addressing this issue have yielded minimal outcomes (more details in EQ2.5).

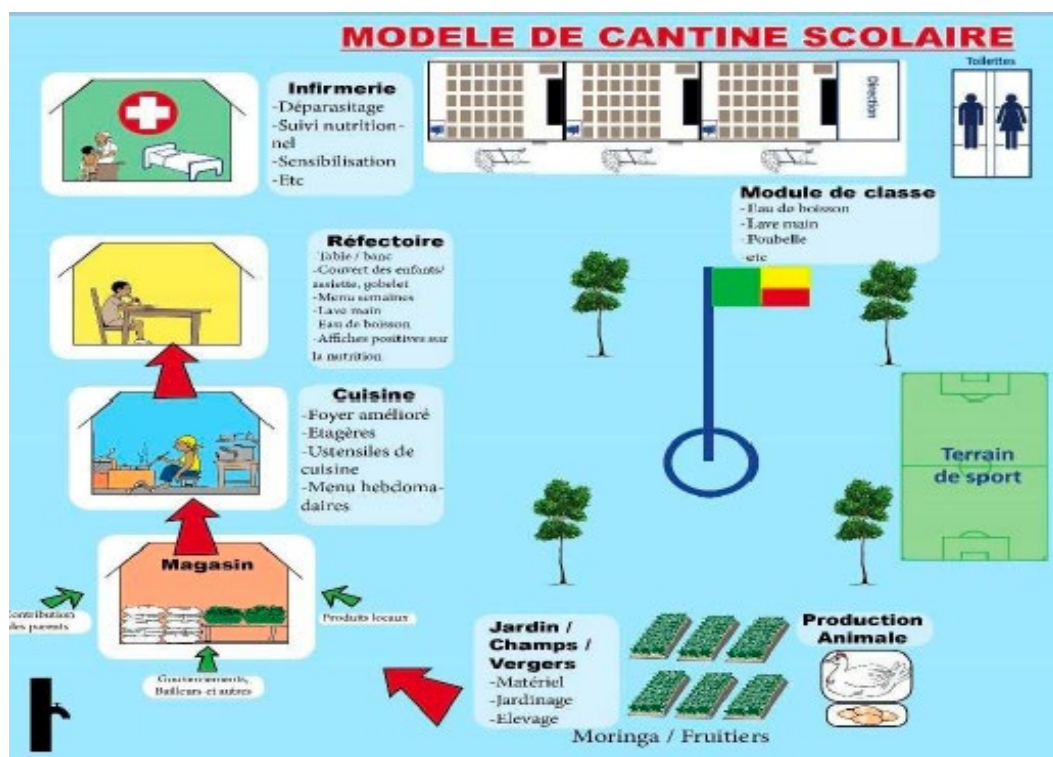
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<sup>37</sup> Government of Benin. 2018. Benin National Development Plan -2018-2025, page 168.

<sup>38</sup> The school feeding law has not been officially published; information on LRP were provided by the MEMP.

<sup>39</sup> DEDRAS. 2023. Quarterly Activity Report Dedras Q2 FY23, page 29.

Image 1: PNASI Model of school-feeding infrastructure<sup>40</sup>



CRS staff indicated that, at the request of the GoB, they had to modify their initial plan, which proposed a shared common storage facility for schools within a complex. Instead, the government directed them to allocate individual storage spaces to each school.

A representative from the Health Ministry expressed the conviction that the storage facility design facilitates the preservation of commodities while limiting pests, ensuring effective protection. Furthermore, the facilities offer relatively robust security measures to deter theft.

An IP staff member also mentioned that the kitchen model utilized in the Keun Faaba III project has proved effective in reducing smoke, thus creating a healthier and more comfortable environment for the cooks to work in.

All WASH managers from the municipalities conveyed that CRS collaborated with them on the construction of the infrastructure. They were involved in approving the location and design of the kitchen and storage facilities and in selecting contractors. Furthermore, they oversee the ongoing construction to ensure its quality. Additionally, the municipalities receive weekly updates from CRS on the progress of the construction projects.

CRS staff also mentioned that they are currently establishing maintenance committees at the communal level, a crucial element of their sustainability plan. The staff believes this initiative essential, as all infrastructure will be handed over to the communes on the project's completion.

<sup>40</sup> Acting for Life. 2022. Feasibility study of the supply of local products to school canteens in Togo and Benin, page 26.

Further details about the initial delays in infrastructure construction and CRS mitigation strategies to overcome these challenges will be discussed in EQ3.1.

EQ1.5 To what extent is the project consistent with other school-feeding interventions championed by the Benin government?

The final evaluation of Keun Faaba II examined the variances between Keun Faaba and PNASI.<sup>41</sup> The report details the differences, which led to some discussions with the GoB and WFP when the Keun Faaba II schools were transferred to PNASI in 2023. The consensus was that the implementation disparities should not impede the transfer process. Nevertheless, adjustments were implemented during the inception of Keun Faaba III to further align the two programs. For instance, CRS deliberately chose not to incorporate take-home rations, to outsource the management of the program to a local entity (Caritas) already involved with PNASI, and to limit its financial support to WASH activities.

Based on the information provided by the IPs and the GoB, only a few differences remain between the two programs:

- PNASI utilizes a higher percentage of locally sourced commodities.
- Cooks in Keun Faaba III receive some compensation in the form of food for their work.
- Students in Keun Faaba III will receive a meal even if their parents do not make a contribution.
- Keun Faaba III encompasses a broader array of activities, including early-grade literacy and WASH initiatives in schools.
- PNASI features a nutrition learning program for students based on games and colorful materials
- Keun Faaba III's organization has a stronger community focus. For example, the individual responsible for storage and inventory management is a community member in Keun Faaba III, whereas at PNASI, the principal holds this role.
- Food rations also differ slightly:
  - Keun Faaba: cereal 125 g, beans 45 g, oil: 15 g
  - PNASI: cereal 150 g, beans 30 g, oil 10 g

To ensure that both programs maintain alignment across all components, CRS and its partners are closely collaborating with the GoB. Authorities at the national, regional, and municipality levels have expressed appreciation for the quality of collaboration with CRS, as CRS consistently engages them in decisions concerning the design and implementation of school-feeding activities. Further details on the collaboration between CRS and governmental partners are included in EQ3.3.

### 3.3 Effectiveness

The DAC criteria of *effectiveness* is defined as “the extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups.” Effectiveness focuses more closely on outputs and attributable results than impact. Nine questions inform the analysis of the effectiveness of Keun Faaba III.

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<sup>41</sup> Et4d. 2023. Endline Evaluation Keun Faaba MGD 17, page 26.

## EQ2.1 To what extent have students (boys and girls) increased their reading comprehension compared to baseline?

Over the past years, the GoB put in place a curriculum reform to improve the quality of early-grade education, with a specific focus on teaching reading. The country developed a new curriculum and materials that follow the syllabic approach to teaching reading.<sup>42</sup> During the project's previous phase, Keun Faaba II, CRS supported this effort through its partner World Education.

Keun Faaba III has put in place numerous activities aimed at improving literacy in the target communities: teachers and school principals have been trained on the FLIP module, and the project includes several community activities to promote literacy efforts.

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

The literacy of school-age children was measured as the percentage of students who, by the end of Grade 2, demonstrated that they could read and understand the meaning of grade-level text. As mentioned in the limitations, the ET could not compare midline reading results to those collected at baseline, so this section presents the midline statistically cores without any comparison.

Table 7 presents EGRA weighted mean scores by subtask and gender. Data show that students' results decrease as the complexity of the subtask increases and differences between girls and boys are not statistically significant. On average, students could answer 44.2 percent of vocabulary prompts, but only 16.3 percent of listening comprehension questions. Data on fluency show that, after two years of schooling, students can start to decode letter sounds (average of 10.3 correct letter sounds per minute) but continue to struggle with decoding words with fluency (on average they could only read 2.1 words correctly in one minute both in the familiar-words subtask and in the reading passage). Unfortunately, students did not demonstrate any reading comprehension skills, being able to answer 0.3 percent of reading comprehension questions correctly (and as shown in Table 7, no student managed to read with comprehension).

**Table 8: EGRA mean scores by subtask and gender**

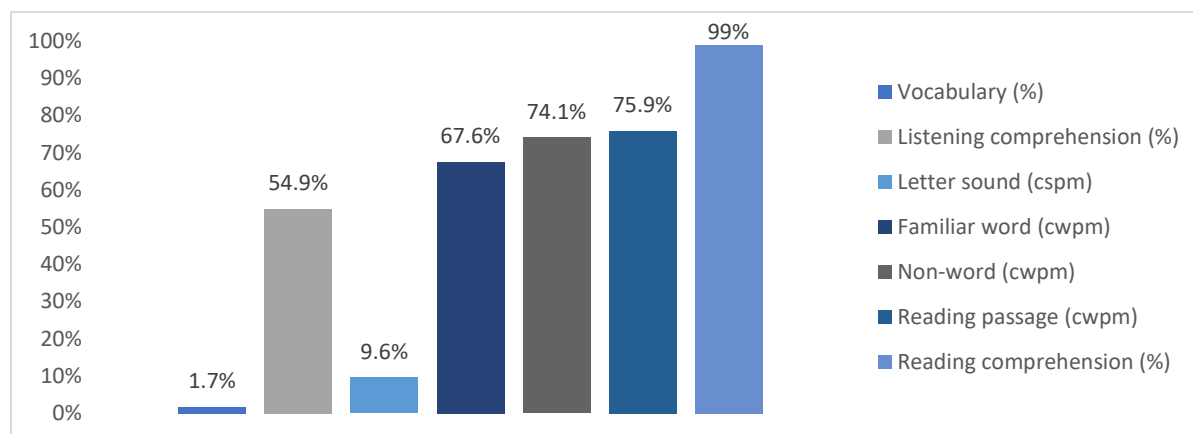
| Subtask                            | Overall                 | Girls                   | Boys                    | p-value |
|------------------------------------|-------------------------|-------------------------|-------------------------|---------|
| <b>Vocabulary (%)</b>              | 44.2%<br>(40.8%; 47.6%) | 42.8%<br>(38.7%; 46.8%) | 45.4%<br>(41.7%; 49.1%) | 0.149   |
| <b>Listening comprehension (%)</b> | 16.3%<br>(13.7%; 18.9%) | 16.4%<br>(13.2%; 19.6%) | 16.2%<br>(13.4%; 18.9%) |         |
| <b>Letter sound (cspm)</b>         | 10.3<br>(9.1; 11.5)     | 10.7<br>(9.3; 12.2)     | 9.9<br>(8.6; 11.3)      | 0.281   |

<sup>42</sup> A syllable approach is characterized by the use of the syllable as the basic building block or unit for decoding words. Students learn syllables before reading words and texts.

|                                  |                      |                       |                       |       |
|----------------------------------|----------------------|-----------------------|-----------------------|-------|
| <b>Familiar word (cwpm)</b>      | 2.1<br>(1.5; 2.6)    | 2.1<br>(1.5; 2.7)     | 2.0<br>(1.4; 2.7)     | 0.891 |
| <b>Non-word (cwpm)</b>           | 1.4<br>(0.9; 1.8)    | 1.3<br>(0.8; 1.9)     | 1.4<br>(0.9; 3.0)     | 0.696 |
| <b>Reading passage (cwpm)</b>    | 2.1<br>(1.5; 2.8)    | 2.2<br>(1.4; 3.0)     | 2.1<br>(1.4; 2.8)     | 0.680 |
| <b>Reading comprehension (%)</b> | 0.3%<br>(0.1%; 0.4%) | 0.2%<br>(0.03%; 3.0%) | 0.3%<br>(0.01%; 0.6%) | 0.352 |

Figure 3 below presents the percentage of zero scores (students not being able to answer any question in a particular subtask). Data show a similar trend as seen for mean scores, with simpler tasks accessible to the majority of students (1.7% zero scores on vocabulary and 9.6% on letter sounds). It is worth noting that more than half of the students (54.9%) could not provide a single correct answer in the listening-comprehension subtask, highlighting a persistent struggle with the understanding of French (the language of instruction) after two years of schooling. Reading comprehension presents the higher percentage of zero scores, with 99 percent of the students unable to answer any comprehension question correctly.

**Figure 3: Percentage of zero scores by subtask**



While the situation remains worrisome, we should note two issues. First, the EGRA test in current use by the project dates from 2018, created during the baseline for Keun Faaba II. The assessment was not validated following the revision of the curriculum, so some of the tasks might present a higher level of difficulty compared to what is required by students at the end of Grade 2. Additionally, following the guidance of the Global Proficiency Framework (GPF), fluency (the number of correct items read in a minute) should not be measured before Grade 3, and accuracy should be preferred as a measure of proficiency up to Grade 2.

#### *Perception of Learning Outcomes by Project Stakeholders*

In partial contrast with results obtained from the EGRA assessment, stakeholders interviewed shared the belief that the quality of instruction in Keun Faaba III schools has improved. National stakeholders report an improvement of learning outcomes in all the schools due to the recent curriculum reform.

Teachers are satisfied (44.1%) or quite satisfied (38.1%) with the reading levels of their students, and in all FGDs they appreciate the new training and methods received (see EQ2.2) and think that learners are performing better. Pedagogical advisors (CP) share this view. However, Keun Faaba III has not yet managed to provide enough support to teachers to put in place the systematic methods for learning assessment which are part of the FLIP approach, so the actual evaluation of learning outcomes is left to external evaluators.

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*I can reassure you that most of the students here at our school have really taken off in reading since grade 1 and 2. The difference in reading between grade 1 and 2 pupils and grade 2 to 6 pupils is very clear. Grade 1 and 2 learners are better equipped.*

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*Teacher, Male, Bembereke*

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Parents in FGDs mention that, even if they notice an improvement (especially in terms of the availability of materials and the training of teachers), they still need to support their children with external tutoring, something often hard for them financially.

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*"For my part, I'm still a little dissatisfied, because in addition to the teaching that children receive at school, they need to be accompanied by a home-study teacher, but this can't be done without investment, which I can't manage to make."*

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*Parent, Male, Sinende*

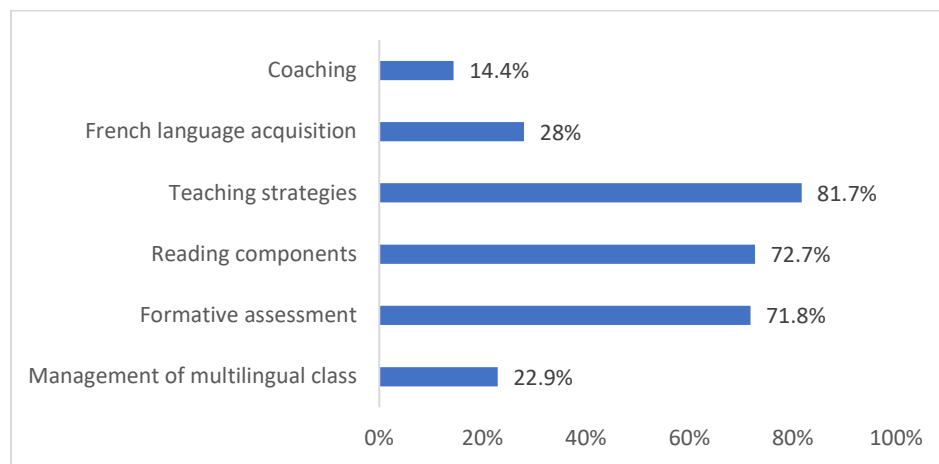
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EQ2.2 To what extent have the strategies for improving students' reading and writing skills been successfully implemented (FLIP teaching approach, literacy techniques, and improved materials)? What outcomes have been achieved?

With its partner AIR, CRS has been implementing the FLIP module in all Keun Faaba III schools. FLIP is a classroom-based teacher toolkit that integrates research and evidence into every step of implementation. FLIP focuses on formative assessment tools that allow teachers to assess the exact literacy levels of their students across various literacy skills, and then provides teachers with a host of tools to teach to the specific skills lacking. In Benin, AIR has been working with INFRE and ministry partners to adapt the FLIP toolkit to the needs of the context. During the validation workshops, INFRE and the MEMP made sure that the strategies proposed by FLIP aligned with the new curriculum. The FLIP approach offers different strategies or pedagogical activities based on the skill the teachers want to address, and the strategy will differ based on the student's level. Both teachers and students appreciate and find fun the proposed strategies.

In the project schools, 96.7 percent of teachers responsible for Grades 1 and 2 have attended the FLIP training. Figure 4 presents the topic covered according to teachers' responses. As per the model, a strong focus was placed on formative assessment (mentioned by 71.8% of the teachers interviewed) and new teaching strategies (81.7%). Additionally, teachers mentioned that during the FLIP, they also took training modules on the new reading curriculum. This was in addition to the training attended by teachers in all schools and organized by the MEMP that accompanied the introduction of the new curriculum.

**Figure 4: Topics covered during FLIP training—Teachers' questionnaire**

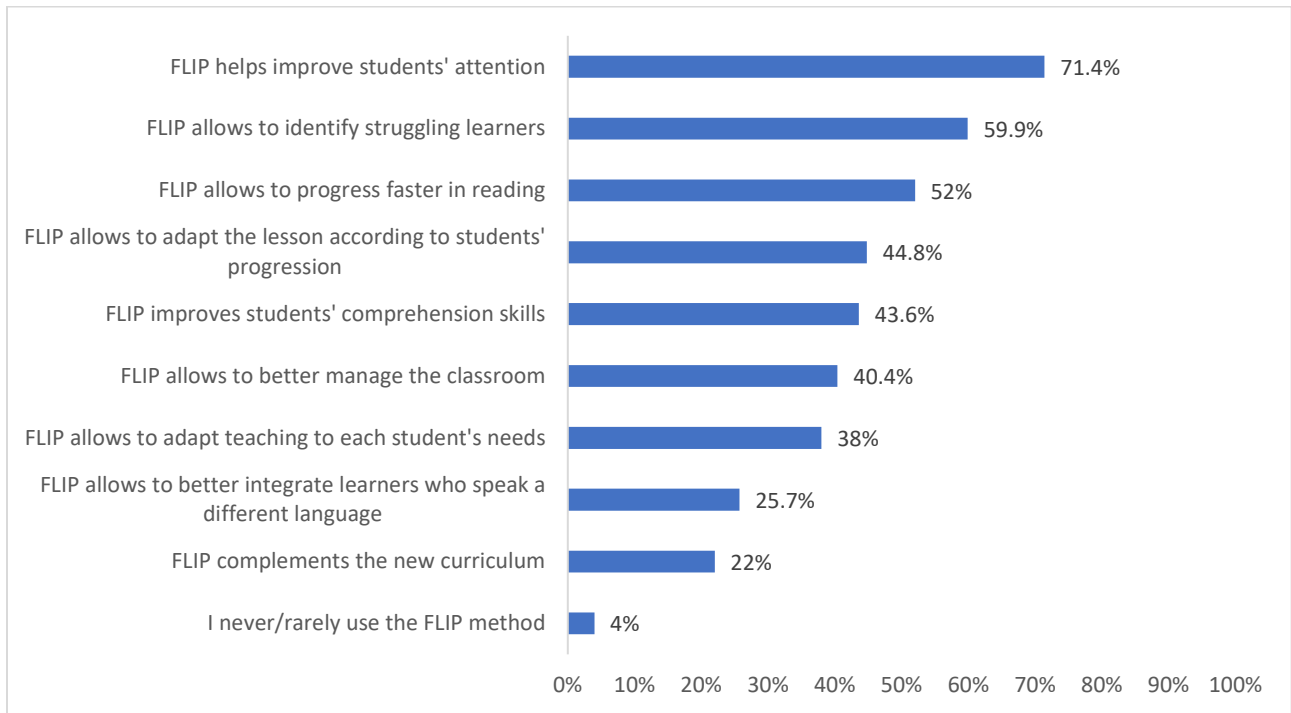


The teachers interviewed unanimously ranked the training as “very useful.” As part of the training, teachers received the FLIP guide (94.3% of participants), alphabet cards (89.9%), the *Moi aussi* book (66.6%), and the coaching guide (59.3%)<sup>43</sup>. Teachers declare using these materials in 97.7 percent of the questionnaires, with high percentages of teachers mentioning the use of visual aids (*Moi aussi* and alphabet cards mentioned by 79.4% of teachers), and formative assessment sheets mentioned by 78.5 percent of the teachers. In addition to these materials, teachers also received electronic copies of additional reading materials via WhatsApp. More than half of the teachers interviewed (70.8%) say that they are part of the WhatsApp groups, and 72.9 percent of those teachers claim to have received the books. Almost all say they also use the books for their instruction. To gain more insight about the use of these electronic resources, the teacher FGDs also addressed the topic. In two FGDs, teachers mentioned that receiving these materials through WhatsApp represents a cost for them, as they need to use their data bundle to download. Responses in the FGDs appeared less positive, with teachers in more cases being unaware of the WhatsApp groups or having changed their number and so losing access to the group messages. Additionally, it seems the groups are based on the training’s attendance list, rather than including all teachers currently teaching Grades 1 and 2.

When asked about the benefits of using the FLIP method, teachers mentioned multiple positive aspects. According to more than half of the teachers interviewed, the method helps improve students’ attention (71.4%), help identify struggling learners (59.9%), and expedite reading progress (52%). Only 4 percent of teachers claimed they never or rarely use the method. The results are presented in Figure 5.

<sup>43</sup> The coaching guide component was added in September 2023 (when scaling to the new 108 schools), so it was not part of the full FLIP training for the FLIP pilot teachers (baseline/midline sample). The pilot group received the coaching guides and corresponding training during a refresher training workshop in February 2024.

**Figure 5: Benefits of using the FLIP method for reading instruction—Teacher survey**



#### *FLIP Coaching Model*

During coaching training, AIR stressed the importance of monitoring teachers' implementation of the FLIP strategies and formative assessments to provide regular feedback to teachers. The coaching system focuses on classroom observations by CPs and school directors combined with individual coaching meetings to review teacher performance and areas for improvement. The AIR team participates in occasional visits to schools, but largely relies on school directors to report if they are conducting coaching sessions. . Among the teachers interviewed, 88.7 percent mentioned having received coaching in the three months prior to data collection. Only 7.9 percent of teachers mention never having been coached by the school director during the current school year. When asked whether the coaching helped them improve their practice, 80.5 percent of the teachers answered positively (while 19.5% declared that it did not help at all).

**EQ2.3 To what extent have the strategies for raising community awareness about literacy been successfully implemented? To what extent are parents supporting their children's education?**

Together with DEDRAS and AIR, Keun Faaba III implements activities to engage parents and communities in supporting education. These activities include community meetings, the development of radio programs, and reading events (reading camps and reading events). To date, the activities already carried out by the project are community meetings and the reading camps (this last one as a pilot only in four schools during school holidays in 2023). Sensitization activities to ameliorate an understanding of the importance of education include discussions with community and religious leaders and speeches of PTA members during general parents' meetings. The AME/APE take part in the sensitization campaign on the importance of education and raise the issue of supporting the children during assembly. They also encourage parents to regularly meet with their children's teachers.

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*It's important to emphasize that the information obtained at meetings is never kept to oneself. When one ear hears, it communicates to another. And when information is passed on from one parent to another, it is taken into account and all the children benefit.*

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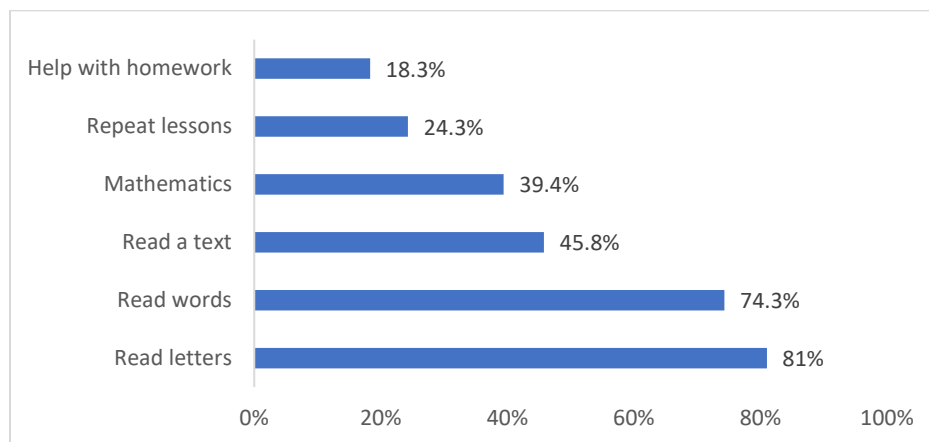
*Parent, Female, Nikki*

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Yet in three out of four discussions teachers declared that the strategy to boost parents' involvement in their children's education remains unsuccessful (and in one case the teachers were not even aware of this strategy). According to teachers, parents do not understand what is required from them to accompany their children's learning. Additionally, teachers in two FGDs lamented that for many parents Koranic school remains a higher priority than primary school.

During quantitative interviews parents were asked whether they have attended community information meetings. The majority of parents interviewed (68.1%) declared not having participated in any of these meetings; however, among the parents who attended, 95.8 percent said they found the meetings "very useful" (while the remaining 4.2% rated them as "useful"). Parents also know the importance of education and of supporting their children's learning. However, that the school communities are composed of many illiterate parents remains an issue, with 56.6 percent of parents still declaring not having the competencies to support their children's learning. When asked how they support, parents mention supporting their kids with reading tasks (reading letters, words, and a text mentioned by 81%, 74.3%, and 45.8%, respectively), mathematics (39.4%), repeating lessons (24.3%), and only 18.3 percent mentioned help with homework. The parents interviewed were sampled from among parents with children in the early grades, therefore the prevalence of support for simpler reading tasks may be due to the children's age (see Figure 6).

**Figure 6: Type of support given by parents—Parent questionnaire**



CRS has recently developed a guide, shared with DEDRAS, to support the field agents when running the community meetings. The guide lists a set of themes that the agents can use as topics during the monthly community meetings. The guide has so far been shared in an electronic format with DEDRAS agents, but its application has not started consistently.

### *Reading Camps*

As mentioned, one of the activities to encourage community engagement is the establishment of reading camps held during school holidays. AIR is in charge of this activity, organizing four reading camps in 2023 as a pilot activity. The ET visited one of the schools which hosted a reading camp in 2023 as part of the qualitative data collection. According to the information gathered, volunteers from the AMEs and APEs supported the reading camp. AIR created curated supplementary materials for use in the reading camps to promote play-based learning and reinforce essential literacy skills for students transitioning between Grades 1 and 2. As a consequence of the reading camp, APE/AME members noticed an increased interest in education by parents, as well as increased enrollment. Overall parents had a positive opinion of the reading camps and its activities. Teachers expressed less favorable views, describing the camp as more of a “fun activity” where games are played, rather than a useful opportunity to improve children’s learning. While the project is currently not planning to extend the reading camps to all Keun Faaba III schools, DEDRAS is working with the communities to identify volunteers to establish reading groups managed by community volunteers. Finding volunteers is currently proving challenging (as it was during Keun Faaba II for the “Story Hours”).<sup>44</sup>

### *Attendance and Enrollment*

Attendance in Keun Faaba III schools is high, but this could be due to the presence of the school canteen which, like in other PNASI schools, boosts learners’ attendance. However, school enrollment campaigns conducted every year by the PTAs also have a role in increasing enrollment in the schools. According to stakeholders, attendance proves especially high in the afternoon, as learners do not have to go home for lunch and therefore are more willing to stay for the whole school day. Another factor affecting increased enrollment is the insecurity in some of the areas, which has set in motion population movements toward Keun Faaba III schools and communities. During the current fiscal year, CRS has surpassed its target of 51, 481 new enrollments.<sup>45</sup>

EQ2.4 To what extent have the strategies for monitoring and incentivizing teachers’ attendance been effectively implemented? What improvements could be made, if any?

To support the efforts geared at improving teachers’ attendance, the project plans to distribute merit certificates to teachers who show perfect attendance over the course of the year. During the MTE, the certificates were being validated and approved for distribution during the next round of teachers’ training. While teachers’ attendance proved an issue in previous phases of the Keun Faaba projects, local education authorities have now improved their process to be better informed and to control teacher absenteeism. They also take action when some teachers’ absenteeism becomes recurrent. According to quantitative data, a teachers’ attendance register exists in 95.1 percent of the schools and teacher attendance is high: 68.3 percent of teachers declared never being absent over the course of the second term, and 14.7 percent declared one day of absence. Overall, 95.1 percent of teachers have a maximum three absence days during the term. Interestingly, most teachers gave “administrative tasks” (35.7% of teachers)—like going to the bank or taking care of administrative duties—as reasons for their absences. Principals do not perceive teachers’ attendance as an issue in their schools.

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<sup>44</sup> Et4d. 2023. Endline Evaluation Keun Faaba MGD 17, page 32.

<sup>45</sup> Catholic Relief Services. 2024. Keun Faaba III—Semi Annual Performance Report October-March FY24, page 4.

A new law regulating the right to strike has passed in Benin, limiting the number of days per year during which strikes are permitted. This has reduced the occurrence of teachers' strikes (and increased teachers' attendance). One issue that remains of concern is teacher mobility. Keun Faaba III has informed the DEMP of the importance of the stability of the teachers' cohort to enhance the quality of teaching through the FLIP program, and AIR and CRS are monitoring teachers' mobility, so as to provide training to any new Grade 1 and 2 teacher during the annual refresher training happening at the beginning of each school year.

EQ2.5 To what extent have strategies for enhancing students' health and hygiene practices, such as the establishment of hygiene clubs and the improvement of WASH infrastructure, been successfully implemented? What outcomes have been achieved?

Keun Faaba III's WASH strategy mostly focuses on hygiene clubs and WASH-friendly school certification. Unlike in its previous phase, the project does not have a budget for the improvement of WASH infrastructures such as water access or latrines; the same holds true for cleaning equipment. While the absence of dedicated budget is meant to foster contribution from local authorities, NGOs, and communities, it undeniably constitutes a significant constraint for the WASH strategy, as only limited contribution or partnerships have come to fruition so far.

#### *Poor WASH Service Levels in Many Schools*

To get an overall picture of the schools' WASH infrastructure and identify progress at project end, the ET has categorized the schools visited into three different levels of service for water access, sanitation, and handwashing. These categories were established based on standards set by UNICEF worldwide: basic, limited, and no service. "Basic service" corresponds to improved levels of water and sanitation services required in schools.<sup>46</sup> For more details on what each category entails, see Annex 9.

Note that no information on WASH infrastructure was collected at baseline. To be able to identify any changes, the team asked school principals if these infrastructures had improved in the past two years.

**Table 9: Proportions of schools by WASH service level**

| Infrastructure  | Service level                             | % schools |
|-----------------|---|-----------|
| Access to water | Basic service                             | 48.2%     |
|                 | Limited service                           | 2.4%      |
|                 | No service                                | 49.5%     |
| Sanitation      | Basic service                             | 60.7%     |
|                 | Limited service                           | 13.4%     |
|                 | No service                                | 25.9%     |
|                 | Ratio # students/latrine                  | 101.9     |
|                 | Ratio # female students/girl-only latrine | 102.9     |
| HWS             | Basic service                             | 62.7%     |
|                 | Limited service                           | 34.8%     |
|                 | No service                                | 2.5%      |

<sup>46</sup> Note that for water and sanitation, the UNICEF "basic level" aligns with the MGD's definition of improved facilities as defined through Indicators 27 and 28 of the MGD's standard list of Food Assistance indicators, USDA, "Food Assistance Indicators and Definitions, February 2019. No indicator on HWS is available in the MGD monitoring framework.

| Infrastructure  | Service level        | % schools |
|-----------------|----------------------|-----------|
| Access to water | Basic service        | 48.2%     |
|                 | Limited service      | 2.4%      |
|                 | No service           | 49.5%     |
|                 | Ratio # students/HWS | 50.5      |

**Access to water** makes for a major constraint: 49.5 percent of schools are classified as having “no service”. The main reasons for being classified as having “no water service” are because the school had no water at all or the water source was located far from the school or because the school had water within the school but reported never (or rarely) treating the water. In fact, despite efforts from the project to raise awareness on the use of alternative methods for treating drinking water such as using aquatabs, boiling or filtration, only a few schools did report always or often treating the water (i.e. 22.6% of the 30 schools for which such information was collected). Additionally, most store water in buckets with a lid or in closed jerrycans, preventing outside contamination. Progress since baseline is limited, as only 22.9 percent of school principals said their school had improved its access to water in the past two years (mostly thanks to NGO funding).

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*The other problem that this system [HWS] often encounters is the question of the absence of running water in all schools. Which really impacts the effectiveness of this device. Because children are forced to bring water from home, since there is no running water*

*Municipality infrastructure services, Nikki*

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**For sanitation**, the situation proves slightly better, but still, just about 60.7 percent of the schools provide “basic latrine services” to students. A quarter of the schools have “no sanitation services,” meaning that there is either no latrine, or that latrines are unimproved (e.g., pits without slabs, buckets, or hanging latrines). A number of schools also do not have female-only latrines (13.4%), mandatory for the designation of “basic level.” Lastly, the ratio of students per latrine is quite high: 101.9, versus the 50 usually recommended by UNICEF. As for water, just about a quarter of the principals interviewed said that the sanitation infrastructure of the schools had improved since project start, thanks to funding from either another NGO, the government, or parents.<sup>47</sup>

**For handwashing stations (HWS)**, the situation is much better, with only one school having no HWS and a low ratio of students per HWS. In most cases, HWSs are simple Tippy Taps, jerrycans, or buckets, which the community can easily contribute. In fact, close to half of the principals reported that their schools had more HWSs since the project started, thanks to support from parents, NGOs, the project, or school itself. According to the latest progress report from DEDRAS, the project had installed 2,332 Tippy Taps by December 2023. Most principals see the establishment of HWSs as an important contribution to improved hygiene practices at school. However, many schools still don’t have soap available: during data collection, only 57.4 percent of the schools observed had soap next to the HWS, while another 20.7 percent offered ash. Schools often do not have enough money to purchase soap, which is why DEDRAS has initiated soap-making trainings. Another issue observed was that in about half the schools, the HWS is not placed next to the latrines (they are mostly next to classrooms).

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<sup>47</sup> Among the 50 sampled schools, principals reported that parents supported the building of latrines in 2 schools, the rehabilitation of latrines in 4 schools, and the construction of a borehole in 1 school.

In summary, despite some success in mobilizing external support (e.g., the NGO Helvetas and parents in a few schools), the building of larger key infrastructures, such as boreholes or improved latrines, has proved challenging. The project is sharing an inventory of all school needs to raise awareness, but local stakeholders, such as the SILCs, have limited resources, especially given that parents have already been requested to contribute to school feeding. Clearly, without water, the hygiene conditions in many schools will not manage to improve. And it may in fact place an extra burden on students and cooks who have to bring water from outside.

#### *Maintenance of WASH Infrastructures: Tippy Taps Need Maintenance and Upgrading*

The maintenance of WASH facilities is crucial for sustaining the already limited infrastructure available in target schools. As mentioned in EQ1.4, the project has initiated the establishment of maintenance committees in a few schools. But schools still face some challenges. So far, the cleanliness of latrines appeared acceptable in most cases (just about 15.5% of students described latrines as dirty), but one-third of the schools featured latrines that do not ensure complete intimacy (doors don't close or there are spaces/holes in the walls). Such schools would need some improvements, in addition to building more latrines.

As for HWSs, local WASH authorities explained that schools face issues with the maintenance of Tippy Taps. Indeed, during school observation, about a third of the schools needed maintenance work for their HWSs. The qualitative data collection revealed that villagers may misuse school sanitary facilities, and sometimes elements of the Tippy Taps are stolen. In response to this, headteachers and local authorities have initiated community sensitization measures, while DEDRAS is encouraging the adoption of sturdier HWSs.

#### *Hygiene Clubs: A Key Lever to Improving School Hygiene Practices*

According to the project's progress reports, all schools have established hygiene clubs, but not all are fully functional and dynamic. This could explain why about one-tenth of the students didn't know that their school had such a club. School principals reported that clubs have on average seven students, about half of them girls. Members of the hygiene clubs have been trained and coached by DEDRAS.

These clubs work to ensure that all students understand and apply proper hygiene practices. To achieve that, clubs may organize events during handwashing or toilet day. Members of the clubs come from different classrooms to make sure that they can provide support at the classroom level. Hygiene clubs develop WASH action plans, on view in classrooms. According to the school principals and students, clubs mostly ensure the following: a tidy school yard (87.5%),<sup>48</sup> a functional HWS with water (85.5%), students wash their hands before eating (83%), clean latrines (83%). While clubs hold responsibility for these tasks, other students also clean and fetch water. As part of their action plans, some hygiene clubs also learn how to make soap.<sup>49</sup>

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<sup>48</sup> Percentage of all students interviewed.

<sup>49</sup> 300 litres of soap were produced in 13 schools according to the latest quarterly progress report of DEDRAS.

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*Thanks to the club, students better apply good hygiene practices. In the past, students would defecate all over the school, especially behind classrooms. But with the arrival of the club, using latrines and urinals became a habit for them. This is already something positive that we have observed since the arrival of the Hygiene club.*

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*FGD with Hygiene Club, Bembereke*

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Most clubs can count on the assistance of a designated teacher. Support from parents, however, remains low (only 1.8% of parents claimed club involvement). The supporting teacher receives a special training on how to effectively support the hygiene club, leading to a notable increase in the engagement levels of club members. Consequently, these clubs are recognized as a crucial driver for promoting positive hygiene behavior change. In fact, 82 percent of principals consider clubs one of the main factors influencing hygiene practices in their schools. This was confirmed during the qualitative interviews, where most of the teachers, hygiene club members, and local WASH authorities reported students' improved understanding of hygiene rules and practices, mostly due to the reinforcing role played by the members of the hygiene clubs.

Yet 81.7 percent of principals also believe that hygiene clubs often face difficulties. The main challenges reported were (by order of frequency): lack of water, lack of respect from other students, lack of resources/equipment, community members and animals entering the schoolyard, and the poor condition of HWSs. The DEDRAS progress report also mentioned some principals' lack of interest in and support for the clubs and their action plans.

#### *WASH-Friendly School Certification*

School certification constitutes another pillar of the project's WASH strategy. It includes guaranteeing that the school has access to water, as well as Tippy Taps, functional, gender-separated latrines, and a trash pit. Local authorities (Health Department, REHA) are involved in this process by participating in regular control visits. While the evaluation showed significant enthusiasm from stakeholders, including teachers, for this approach, the path to certification remains considerable for many schools. By the end of 2023, about a third of the schools had received a low score because major WASH infrastructure remained missing. DEDRAS supports schools in ticking the boxes for certification by installing Tippy Taps, which do not require much money. But the building of hard infrastructures will require sponsors.

#### *Significant But Not Yet Maximal Impact of Teachers on Hygiene Practices*

Following up on Keun Faaba II approach with the *guide d'infusion*, the project encourages teachers to integrate hygiene topics into their curricula.<sup>50</sup> DEDRAS also involves teachers in awareness sessions about key hygiene aspects at school: handwashing, soap making, the cleaning of latrines, trash pits, gender-separated latrines. As a result, about half of the students interviewed (48.7%) said that it is mostly through teachers that they learn about hygiene, compared to through parents (17.4%). Another 33.2 percent of students claimed they learned about hygiene from both teachers and parents. Teachers play a key role in making sure students follow proper hygiene rules and rehearse them on a regular basis. But interviews with school principals suggest that their influence is not yet maximal: just about 40.3 percent of principals thought that school teaching about hygiene impacts improved practices. In

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<sup>50</sup> The guide d'infusion was developed under Keun Faaba II, and provide guidance on how to introduce health, hygiene and nutrition lessons, within the current primary school curriculum.

fact, DEDRAS highlighted that some teachers are less involved than others in the schools' WASH strategies, including to support school certification, and would need further sensitization. Note that, while the infusion *guide* provides ideas of which aspects of hygiene and nutrition might be woven into each learning topic, it doesn't provide any materials like pictures, sketches, or activities.

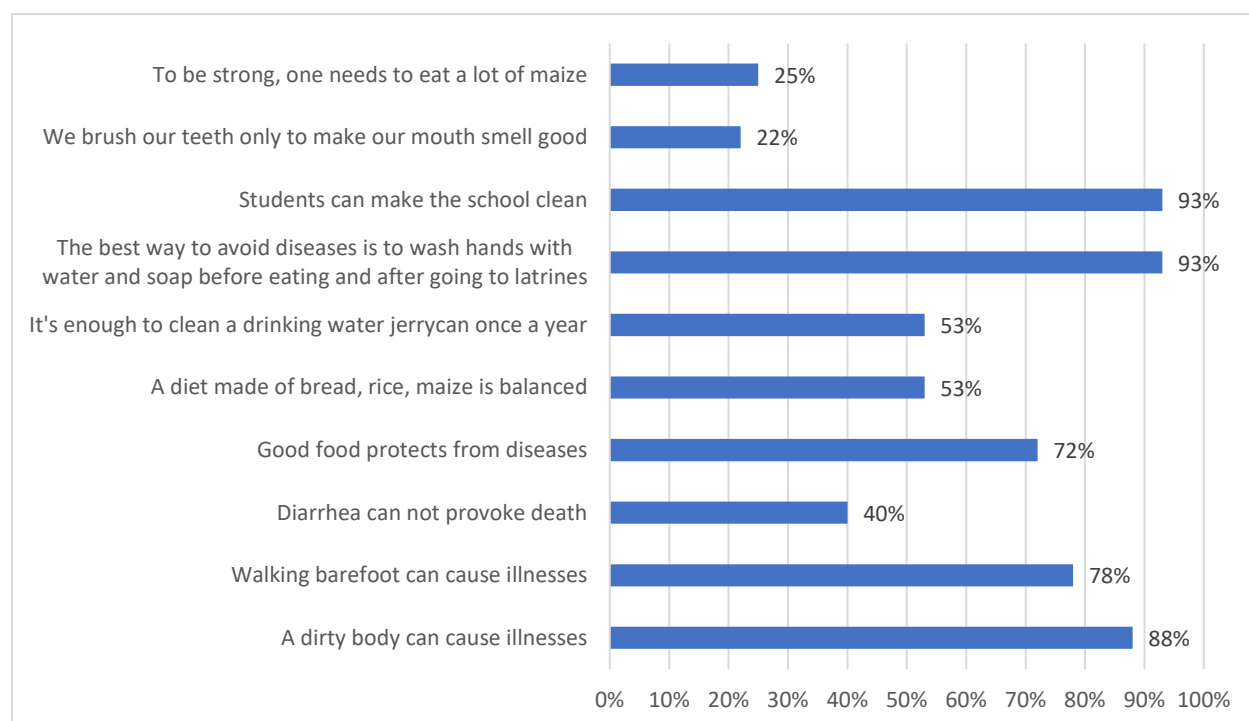
### *Awareness of Menstrual-Hygiene Management*

Awareness sessions on Menstrual Hygiene Management (MHM) were implemented in schools with support from the community relays, or community health workers made available by the health authorities. The involvement of mothers during these sessions was beneficial to show transparency and allow trust between parents and children while talking about these issues. By the end of 2023, a total of 10,409 students and 2,716 adults (parents, teachers, community members) had participated in awareness sessions about puberty and MHM. Limited feedback was collected on the effectiveness of these strategies.

### *Main Health and Hygiene Outcomes Achieved: Progressing Understanding in Students*

Students' knowledge about hygiene has significantly increased, as shown by the proportion of students who achieve a passing score on a knowledge test of good health, hygiene, and nutrition (Indicator 11): it increased from 35 percent at baseline<sup>51</sup> to 51.2 percent. Figure 7 provides the breakdown for the proportion of good answers to each of the 10 questions on the test.

**Figure 7: Percentage of students providing the correct answer to health, hygiene, and nutrition questions**



As seen above, important differences obtain between the various questions: cleaning the school premises, washing hands, and body hygiene are well understood by most students, but teeth brushing,

<sup>51</sup> Note that the baseline report says the ET did not obtain enough information to properly calculate this indicator, which could indicate that 35 percent is not entirely reliable.

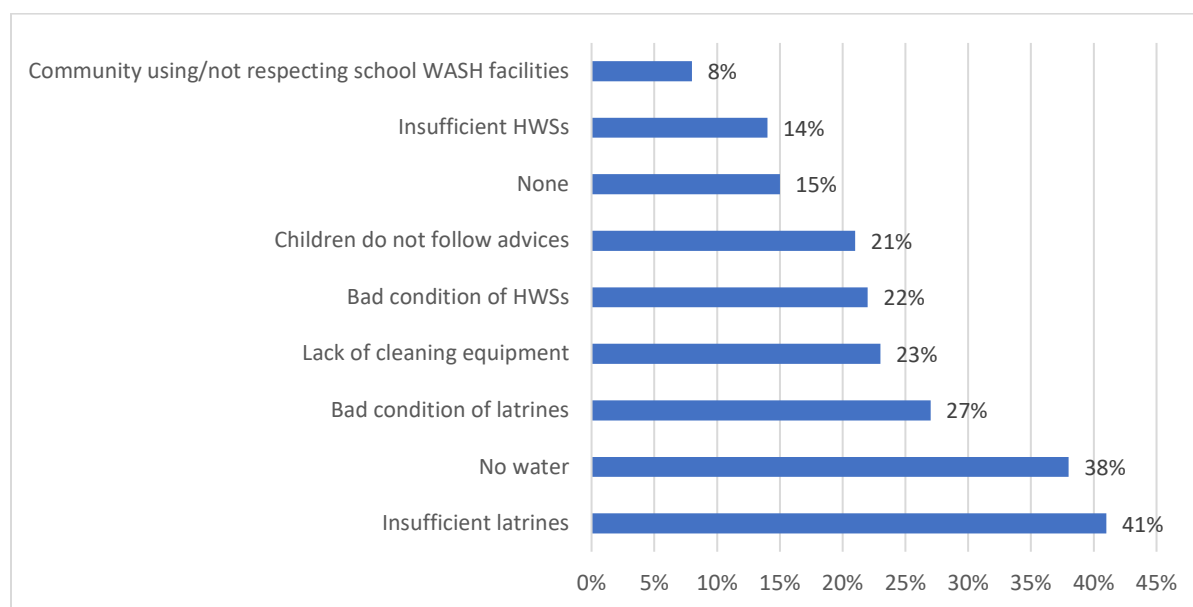
dietary practices, or the consequences of diarrhea remain not well known. Interestingly, at baseline, a poor understanding of the risks of poor hygiene was one of the main reasons teachers gave to explain why many students did not apply hygiene practices.

The results of the knowledge test above shows that further awareness is needed here. most student know the following critical times for handwashing: before eating and after defecating. While these constitute key moments, less than 10 percent of students mentioned other critical moments (before cooking or after touching an animal). Lastly, according to nearly all parents, children know that they should not drink just any water. Despite that, the data showed that some schools using unimproved water sources do not treat drinking water.

*Main health and hygiene outcomes achieved: where WASH facilities are accessible, handwashing and use of school latrines is becoming a routine for most students*

According to all principals, Keun Faaba III has allowed for the significant improvement of hygiene practices at school. Yet a lack of water and latrines remain key challenges that many schools still have to face (see Figure 8).

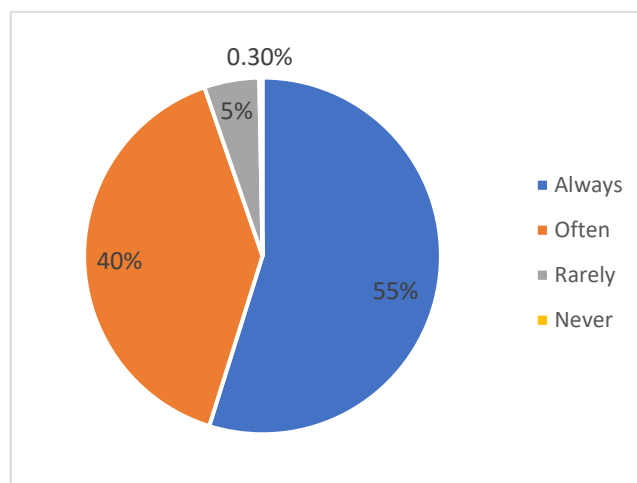
**Figure 8: Main difficulties schools face to ensure students can practice basic hygiene, according to principals (N=50)**



According to most stakeholders, the hygiene practice that has most improved is handwashing, and this very often thanks to the work of hygiene clubs who keep reminding students about it. As a result, the progress for the indicator on handwashing using soap before eating lunch went up from 13.3 to 92.0 percent (Indicator 40). Those who didn't wash hands with soap explained that it was because there was none (54.8%) or they forgot (23.6%). Note that the value of this indicator is most likely overestimated because it is self-reported. In fact, during school observation, there were just about 22.8 percent of schools in which observers estimated that close to all students washed hands with soap before eating. In half of the schools, they estimated that between 60 percent and 80 percent of students washed their hands with soap before lunch. In other schools, the frequency was even lower.

For handwashing after defecating, the occurrence is slightly lower than before eating: 55.7 percent of students said they always wash hands at school, and 37.9 percent said they often do so. The frequency of using soap is relatively high, with only 5 percent of students rarely using soap at school (see Figure 9)

**Figure 9: Proportion of students reporting using soap at school, by frequency of using soap (N= 1397)**



Latrine usage makes for another practice that shows significant improvement, according to principals (89.8%), alongside the maintenance of latrines (70.8%). In schools that have latrines, close to 90 percent of the students reported using them, though the proportion of boys was slightly higher (87.6% vs. 83.3% for girls). At baseline, 51 percent of parents believed their child was practicing open defecation when at school. Reasons students gave at midline for not using school latrines ranged from not feeling the need for it (44.1%), to preferring open defecation (21.8%), dirty latrines (16.2%), and malodorous latrines (13.3%).

With regard to personal hygiene, most principals believe that female students can practice proper MHM at school, and more than half of these (61.3%) said they observed improvements since the project start. Given the difficulties in fulfilling basic water and sanitation services for many schools, it is likely that this assessment does not reflect reality. Unfortunately, the ET managed to collect only insufficient information on this issue from students themselves.

Concerning the cleanliness of school premises, all 50 schools observed were rated as having clean schoolyards (about three-quarters very clean and one-quarter more or less clean). During interviews with students, schoolyard cleaning emerged as the most-reported cleaning activity (63.8% of all students). Yet some improvements could be made in school-environment maintenance: building fences and garbage pits in all schools. Indeed, at midline, survey data shows that close to half of the schools did not have a garbage pit (43.2%), and most of them had no fence (95%). The proportion of schools with garbage pits could be much higher though given project data reveals over 80% of schools already have such pits. The difference is likely because of a misunderstanding of what are garbage pits by the enumerators. As a result, many schools (67.4%) were observed with animals walking in the yard. The last progress report by DEDRAS also draws attention to the practice of open defecation by community members on school premises. Note that while the project has no budget for building fences, it recently raised awareness on the building of green, or living, fences to support this. Results from this activity was

not yet measured during this midterm evaluation but information from DEDRAS suggest 25 schools were in the process of establishing such fences.

#### *Main health and hygiene outcomes achieved: applying hygiene practices at home*

A large majority of parents said they saw a change in their child's hygiene practices since the project started, including at home, where more than two-third of parents interviewed said their child often or always reminded other household (HH) members to also wash their hands. Local WASH authorities and hygiene clubs also observed improved hygiene at home as students bring home the knowledge they acquire at school. A member of a hygiene club in Bonni explained: "At home, some [students] start to have the same behavior regarding hygiene because what we tell them at school stays in their head" However, the WASH facilities at home are much more limited: only 66.7 percent of students said they have latrines, 51.1 percent have HWSs, and 63.3 percent have soap. At school, a small portion of students practices open defecation even though they have latrines at home, reflecting the continued need for awareness raising. Similarly, about one-tenth of students who have HWSs at home do not often use them because they don't want to or they think it unimportant. Parents tend to paint a rosier picture of the situation, nearly always declaring that their child washed their hands at least three times a day, using soap or dish detergent, and nearly always before and after eating and often after defecation. Even though this feedback may not fully reflect reality, it is interesting to note that parents more often made such statements at midline,<sup>52</sup> reflecting their increased awareness of the importance of hygiene.

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*Some when returning home apply the content of the awareness messages, others forget that when leaving school, and it is these ones who need to be forced at school, because they do not comply spontaneously.*

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*FGD with hygiene club members, Sinende*

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#### *Main Health and Hygiene Outcomes Achieved: Fewer Days of Missed School due to Health Issues*

An interesting finding is the significant reduction in the number of days students missed school due to health issues: from 1.37 to 1.29 days per year (Indicator 31). While clearly many other factors can contribute to children's illnesses, the evidence of improved hygiene reflected at midline should partly contribute to this improvement.

EQ2.6 To what extent have the strategies for improving students' nutrition through improved school meals been implemented? What outcomes have been achieved?

#### *Kitchens and Storage Facilities Still to Be Built in Many Schools*

Thirty kitchens and 70 storage facilities have been built since the start of the project.<sup>53</sup> Unfortunately, the ET didn't visit any of these during data collection. Most of the kitchens observed during fieldwork were still temporary (only 10.8% permanent constructions), which consists of an open area with a roof, dirt soil, and unimproved stoves. These temporary kitchens (see Image 2) were made possible at project start thanks to the communities' help to find shared space and even provide utensils. In year two, all schools were then fully equipped with proper utensils by the project. Interestingly, to overcome the

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<sup>52</sup> For example, at baseline, just about 76 percent said their child washed their hands at least three times a day, versus 96.3 percent at midline.

<sup>53</sup> Source: last progress report

initial challenges with the construction of the kitchens, Keun Faaba III solicited the assistance of the regional CRS infrastructure expert, and the local community has organized committees to follow the construction work.

**Image 2: Temporary kitchen**



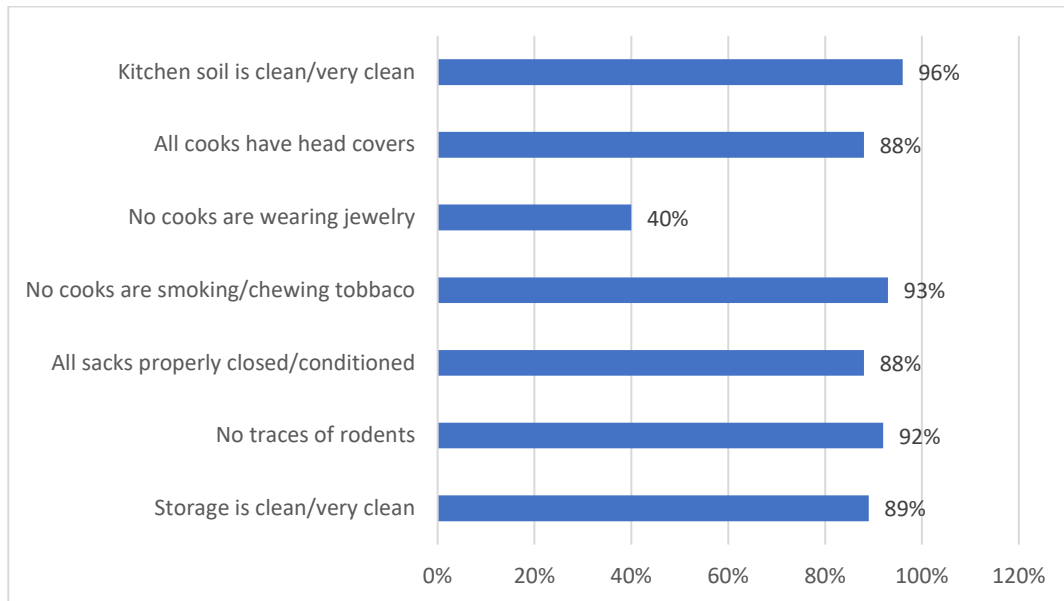
For storage, about half of the schools had a separate room, while the other half stored food in the principal's office or even at a parent's house (four cases). Note that the project has introduced a digital application to manage food inventory, but the ET heard from the implementing partner that many storekeepers still find its use challenging and that errors were encountered with the app itself.

*Overall Hygienic Practices, but Some Kitchens Do Not Have Water/Clean Water*

A complete set of aspects were ranked during the observation of 47 schools to assess whether staff applied hygienic practices in kitchens and storages. Time constraints sometimes limited the timeliness of kitchen observations, and some key aspects could not be observed for many schools (e.g., cooks regularly washing hands, cleaning vegetables, or tasting food in a hygienic manner). Yet observations depict overall hygienic conditions for meal preparation. Indeed, most cooks and storekeepers have been trained to respect proper hygiene practices, and WASH authorities regularly control good practices. Cooks also went through medical visits to ensure they would not transmit any disease during work.

The ET used seven practices easily observed in most schools to compute Indicator 6 on the use of new, safe food preparation and storage practices. As a result, 86.2 percent of the 41 schools observed applied at least six of these seven practices (see Figure 10 for details on each practice).

**Figure 10: Hygiene practices adopted by cooks and store keepers (N=47 schools)**



Two aspects remained an issue in many schools: some cooks still wear adornments/jewelry (see Figure 10) and food bags are sometimes stored too close to walls or the roof (30-40% of schools), which exposes them more easily to rodents, insects, and moisture. Also, in five schools (out of 49 observed), kitchens had no water and/or no soap, or the water was dirty. In fact, lack of water was the second most frequently mentioned constraint faced by the school canteen according to school principals (21.6% of principals). And as seen in EQ2.5, most schools do not treat the water provided for children to drink. The ET also observed that cooks tend to taste food in non-hygienic ways (e.g., putting a used spoon/ladle back into the pots for a second tasting).

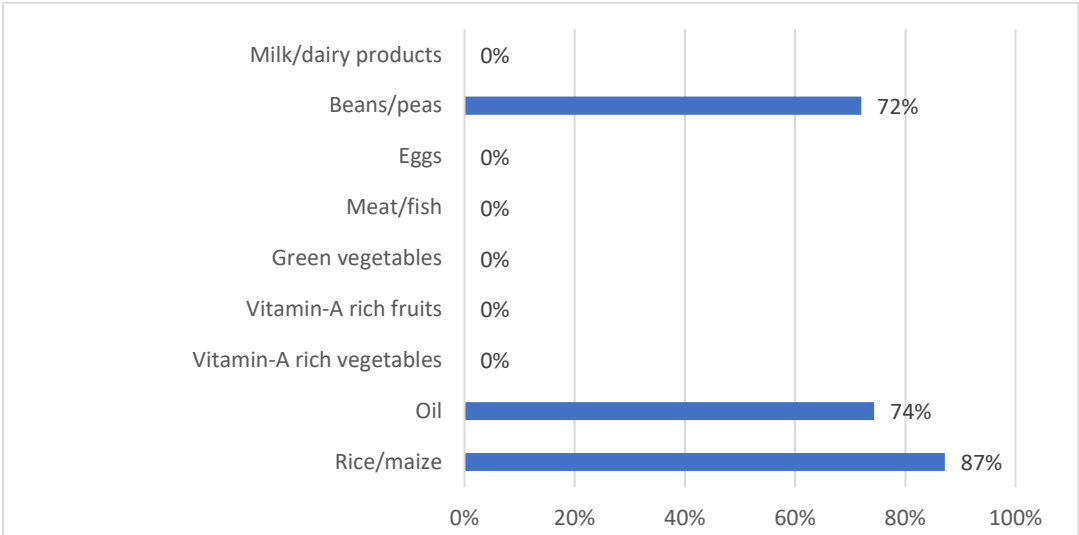
The ET also noticed that no posters or signs about hygiene rules are displayed in the kitchen or storage rooms, although this should be a standard practice for school facilities.

Image 3: School meal



During school observation, 63.5 percent of schools served meals with all of the three following food groups: rice/maize, oil, peas/beans. Figure 11 presents a school meal inspired from local recipes: rice-based semolina (“dambou”) and beans. While most meals fulfill basic nutrition needs, diversification through vegetables and fruits, essential to a healthy diet, is far from being achieved (see figure below). However, the qualitative data collection showed that the meals served at midline already mark an improvement compared to the start of the project, when difficulties with LRP meant even less diversity: some parents even complained that at the beginning, students were only eating rice and that their children found school meals repetitive.

Figure 11: Proportion of schools serving each food group during school observation (N=39)



Financial contribution from parents remains hard to achieve in many communities, rendering it difficult for the canteen to diversify their meals. Insufficient funds to purchase other foods made for the most frequently mentioned constraint reported by principals with regard to the school canteen (45.4% of principals). Also, the LRP was delayed in most schools, as explained in EQ2.8.

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*One of the internal factors that hinders the effective implementation of the project mainly concerns parents. Because at the school canteen level, the parents' share or contribution does not always come.*

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*FGD with teachers, Nikki*

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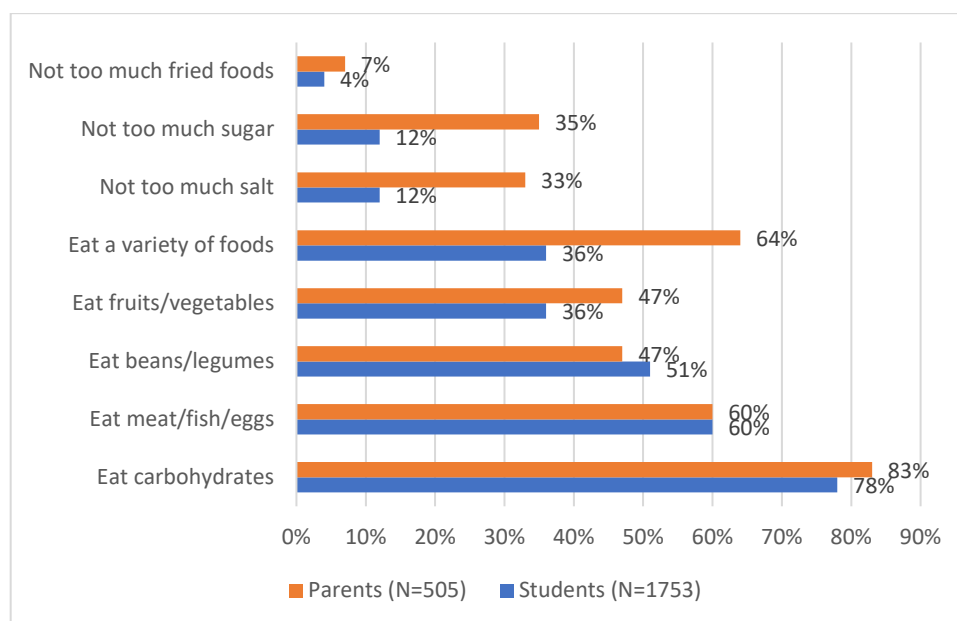
School gardens offer another way to diversify the school menu, but the ET found their implementation still very limited due to missing financial support, a lack of water, and the absence of fences in most gardens.<sup>54</sup> It is concerning that children who form part of the hygiene club may also be involved in fetching water for the garden.

Note that CRS and its IPs have forbidden the use of unhealthy cooking ingredients such as industrial broth and cans, which contain high concentrations of salt, preservatives, and flavor enhancers. Regular school control visits from Caritas and DEDRAS field agents seek to monitor proper food-preparation practices.<sup>55</sup> Yet in 29 percent of the 31 schools that underwent a more thorough observation of meal preparation, cooks used cans and/or broth. According to the local team, this occurs often when schools receive contribution from local authorities.

### *Importance of Diversified Diets Still Unknown to Many Beneficiaries*

Firstly, 40.8 percent of the parents interviewed (slightly higher among mothers) said they have learned new concepts about nutrition since the project start. Their sources are linked to the project's intervention: project facilitators, their children, and AME/APE. Topics they learned about ranged from the different types of foods or the importance of vitamins and nutrients to specific feeding practices for infants and young children. To further assess whether parents and students have improved their understanding of what contributes to a nutritious diet, both were asked what they thought made for a healthy diet (Figure 12).

**Figure 12: Aspects that contribute to a nutritive diet according to students and parents (% of respondents)**



As shown here, parents and children mostly talked about carbohydrates and meat/fish/eggs. Just about one-third of the students talked about vegetables and fruits or having a diverse diet, but more parents

<sup>54</sup> Only nine gardens in place reported in the progress report of DEDRAS for quarter 4 of 2023.

<sup>55</sup> CARITAS progress report, first quarter of 2024.

talked about these crucial aspects. The project’s efforts to educate parents through the APE/AME and cooking trainings seem to slowly yield results.

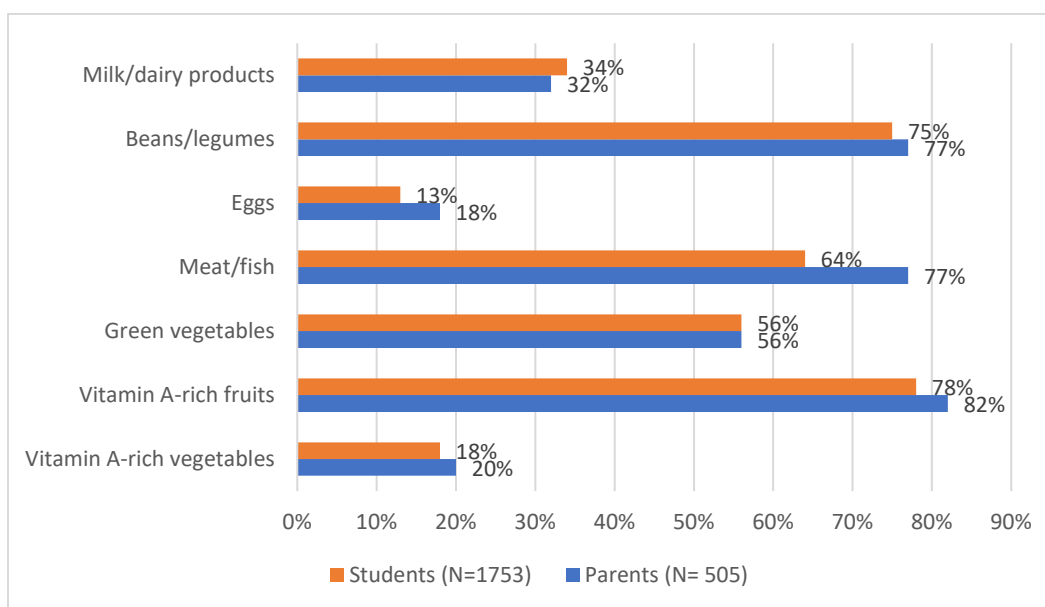
For children, note that these results align with answers provided by students to the hygiene/health/nutrition test presented earlier (Figure 7). A majority of students thought that “they need to eat a lot of maize to be strong,” and about half thought that “a diet consisting of bread, rice, and maize is balanced.” Interestingly, the impact on health also remains unclear to many children: 28 percent didn’t agree that good food can protect from diseases.

From this picture, it seems clear that the raising of nutrition awareness through the *guide d’infusion* has had limited impact so far, especially on children. In fact, at baseline, a similar proportion of students considered a carbohydrate-based diet balanced.

#### *Children’s Diets at Home Are More Diverse Thanks to Fruits and Green Vegetables*

Both parents and students were asked if children had consumed the food groups contributing to a diverse diet the day before the interview. As seen in Figure 13, the information provided seems reliable because parents’ and children’s answers follow similar patterns.

**Figure 13: Food groups consumed by children the day before the interview, according to parents and students**



Interestingly, the above results reflect a wider variety of foods compared to school meals (Figure 11). Especially vitamin A–rich fruits, green vegetables, and meat/fish contribute significantly to healthier diets. Most of the students (90%+) having consumed these food groups confirmed that they were not available at the school canteen, aligning with the ET’s observations in schools. Legumes, on another hand, mostly came from school. Unfortunately, the baseline data on foods consumed isn’t usable, making comparisons impossible.

81.8 percent of the parents interviewed reported that their child had eaten at least three of the seven food groups contributing to dietary diversity the day before the interview. Note that this is most likely

overestimated because a similar computation using students' answers gives a lower proportion: 44.2 percent. In any case, it seems clear that household cooking allows for more diversity than that in schools, mostly because households can source their ingredients locally.

Additionally, the ET collected information on whether mothers have used any neglected and underutilized foods to prepare meals in the past 24 hours (Indicator 46). Results resemble measurements at baseline: 79.7 percent at baseline and 86.5 percent at midline. Ingredients like baobab leaves (41.4%), curcuma (28.9%), or moringa leaves (19.8%) are used to boost children's immune system.

#### *Students' Health Is Improving Thanks to Reduced Hunger, Decreased Underweight Cases, and Less Illness*

To understand the food security context in target areas, the ET used questions from the Household Hunger Scale tool to measure food insecurity among children. As a result, most students were categorized in the moderately food-insecure group (83.9%), while the remaining 16.1 percent experience "severe hunger." In this context, the school feeding program can have a significant impact on children's health by reducing hunger. Indeed, most students (87.4%) said they ate five times at the canteen the week before the interview, and most of them (87.1%) declared they were not hungry anymore after having the school meal.

This aligns with feedback from most parents saying that the school canteen can help to reduce hunger. Interestingly, at project start, some parents did not let their children eat at the canteen, either because they did not want to pay the contribution or because they did not know or like the type of foods provided.<sup>56</sup> At midline, the great majority of parents expressed satisfaction with the canteen. Note, however, that the ET collected mixed feedback on the taste of food during FGDs with parents: some parents declared that their children enjoyed the food and that there are usually no leftovers (6 FGDs), but others said their children had tired of the canteen food and wanted more diversity (2 FGDs).

Lastly, the midline evaluation found significantly less underweight children than at baseline (Indicator 7): from 12.9 percent to 10.7 percent (11.2% for girls vs. 10.1% for boys). Fewer absences due to illnesses were reported as well (Indicator 31): from 1.37 to 1.29 days. As mentioned in EQ2.5, external factors also most likely contribute to this improvement alongside the school feeding. During FGDs with parents and KIIs with Caritas, participants strongly supported the program, saying that they can see improvements in children's health.

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*Indeed, seeing the children who go to the school canteen, even physically, it seems that the canteen is doing them good, plus we no longer talk about recurring illnesses. The food is sufficiently well taken care of.*

*FGD with parents, Banikoara*

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<sup>56</sup> Source: KII with CRS management.

EQ2.7 To what extent has the implementation of SILC strengthened the economic capacity of parents to support their children's schooling and contribute to the life of the school?

As outlined in the Caritas contract, beyond managing the school-feeding activities within the schools, Caritas also oversees the SILCs.<sup>57</sup> In its activity report, Caritas mentions that it was involved in recruiting and training SILC field agents (FAs) on the SILC methodology, the PSP model, and networking.<sup>58</sup> In May 2023, 25 agents were selected and trained, among which 14 were women.<sup>59</sup>

Following their training, FAs started creating groups within their communities. The Caritas activity report indicates that by the end of 2023, a total of 159 groups had been set up in the four municipalities of the project, with 3,670 members, including 3,409 women and 261 men.<sup>60</sup> According to Caritas, FAs have faced difficulties in effectively communicating the advantages of SILCs to the community and in recruiting a sufficient number of members. This helps to explain why some schools are still without a SILC program. However, the FAs are receiving assistance through field monitoring visit and additional training from the SILC supervisors to help them address and overcome these challenges.<sup>61</sup>

One of the challenges faced by the SILC is the restricted financial capacity of their members, which constrains the extent of their contributions—typically ranging from 25 to 50 FCFA per week (less than 10 cents). While some IP staff raised concerns regarding the compatibility of SILCs with Sharia law, FGDs with SILC members did not reflect this apprehension.

The 159 SILCs installed were made aware of the mechanisms of collective contribution to school canteens. For the FY24Q1, Caritas reported community contributions of 2,142,885 CFA francs (\$3,500) as support from SILC groups to 51 intervention schools of Keun Faaba III and 9 other PNASI intervention schools.<sup>62</sup>

Insights gathered during FGDs with the PTA and SFC reinforced the significant role played by SILCs in the implementation of the SFP. Their contributions go beyond the financial and also frequently manifest in the form of goods like onions, tomatoes, or wood for the kitchen.

Based on the CRS workplan, after one year of training and practice, the SILC FAs will become certified PSPs and receive support from SILC member contributions, ensuring the group's sustainability. PSPs will then support new income-generating activities (IGAs) and diversify their revenue for SILCs while facilitating linkages with suitable microfinance institutions (MFIs). CRS will establish four PSP networks that will offer these same training services to SILC group members and will also connect with MFIs.<sup>63</sup>

These supplementary activities aimed at enhancing the role of SILCs beyond supporting the SFP had not yet commenced at the time of the evaluation. However, the IPs confirmed that they were on the verge of initiating these activities.

CRS views the role of SILCs as multifaceted. Their function should go beyond providing financial contributions to the school feeding program; they also aim to bolster the position of women in the

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<sup>57</sup> Catholic Relief Services. 2022. Contract Caritas, page 42.

<sup>58</sup> Caritas. 2023. Quarterly Activity Report Caritas Q2 FY23, page 13.

<sup>59</sup> Caritas. 2023. Quarterly Activity Report Caritas Q3 FY23, page 12.

<sup>60</sup> Caritas. 2024. Quarterly Activity Report Caritas Q1 FY24, page 8.

<sup>61</sup> Caritas. 2024. Quarterly Activity Report Caritas Q1 FY24, page 9.

<sup>62</sup> Ibid.

<sup>63</sup> Catholic Relief Services. 2023. Workplan FY24—Narrative, page 20.

community, enhance their autonomy, empower them, and improve social cohesion. Additionally, SILCs can serve as a platform for Keun Faaba to disseminate essential messages and raise awareness among the population on key issues.

In FGDs with SILC members, participants also expressed that SILCs contribute to social cohesion, fostering greater solidarity among women and enhancing resilience. They believe that they can assist one another when facing challenges, providing a sense of reassurance as they know they can access support when needed.

EQ2.8 To what extent has the LRP been successfully implemented? Did LRP for school feeding impact the local market? To what extent did the LRP component contribute to school canteens?

#### *Impact on the Local Market*

Before implementing the LRP, CRS conducted a market study to investigate the potential negative impact of local procurement on the local market. The study was updated in 2023.<sup>64</sup> Both studies indicate that importing US commodities alongside purchasing locally and regionally produced commodities is unlikely to have a negative economic impact.

Among anticipated challenges, the studies cited competition in the maize sector, as there are many traders and buyers on the market: “WFP seeks to purchase maize for a school feeding program they are implementing, Socia purchases maize for the Bohicon brewery, and Nigerian competitors are less discerning on product quality and will readily increase purchase price.”<sup>65</sup>

Although the two market studies did not foresee any negative impacts, some stakeholders noted an increase in prices on the local market, which they attributed to the SFP. While this data could not be verified, respondents appeared to be referring to items that schools purchase directly from nearby markets, commonly known as “condiments.”

National and regional stakeholders anticipate that the LRP will have a positive impact on the local market, as indicated in EQ1.3. However, the WFP highlighted that to positively impact Benin's production capacity, local farmers often require assistance. The market study corroborated this assessment, recommending collaboration with cooperatives that actively support local farmers.

The four FGDs with the SFCs unveiled that at the school level, parents do not perceive the impact of local procurement on the main commodities, but only on the “condiments.” They are pleased that local vendors are supplying these items to the schools, leading to a rise in their business.

#### *Challenges with LRP*

A member of the CRS staff mentioned that CRS had to wait for the market study to be completed before actively engaging with local producers. This process led to a delay in the commencement of negotiations with local producers.

CRS staff also indicated that identifying producers capable of delivering commodities with the required quality proved more challenging than initially expected. As outlined in the semi-annual report of 2023

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<sup>64</sup> Catholic Relief Services. 2022. Keun Faaba III—FY22 Market Study and Catholic Relief Services. 2023. Keun Faaba III—FY23 Market.

<sup>65</sup> Catholic Relief Services. 2023. Keun Faaba III—FY23 Market, page 1.

and confirmed in interviews, CRS encountered quality issues with the rice produced by one of its suppliers in Kandi <sup>66[OBJ]67[OBJ]</sup>

Interviews also highlighted situations in which certain producers, in this case the producers of maize who had agreed to supply specific commodities, ended up selling them to a different buyer before CRS could complete the procurement process.<sup>68</sup> Respondents indicated that the CRS procurement process, coupled with the extended response time for quality control from the national lab, led to prolonged procurement timelines not aligned with local practices. This proved particularly challenging when prices fluctuated, offering more enticing opportunities for sellers.

Respondents also mentioned price fluctuation has a recurrent challenge for LRP, and also for the local consumers, who are facing high inflation on food products. However, on May 8, the GoB indicated that the export of food products such as maize, rice, millet, cowpeas, tubers, and their derivatives are now banned until further notice.<sup>69</sup> While this could potentially benefit Keun Faaba in the upcoming months, it may only be a temporary measure, and therefore have a limited impact as it is not aligned with CRS purchase plans.

### *Mitigation Plan*

CRS staff mentioned that they have been actively working to address some of the challenges faced during the initial stages of LRP implementation. Some of the mitigation strategies employed include:

- Drawing on PNASI's significant experience in LRP, CRS turned to the WFP for guidance. Although the WFP recognized comparable challenges at the onset, they now work in close partnership with trusted producers to guarantee both consistent quality and reliable quantity.
- CRS has set up contractual guidelines, establishing a framework with a set of rules to manage local producers, and is now utilizing well-documented processes.
- CRS is working with the Union Regional des Producteurs du Borgou et de l'Alibori, which proved a highly reliable partner during the previous phase of Keun Faaba.<sup>70</sup>
- CRS is collaborating with the national lab to reduce the turnaround time for providing laboratory results.

### *Expected Outcome*

CRS staff highlighted ongoing challenges with procuring cowpeas due to the lack of an organized body of producers and storage issues resulting from crop destruction caused by insect infestation. However, contracts have been successfully signed for other commodities, and the updated contractual framework has enhanced the overall processes.

CRS staff also mentioned their successful collaboration with Objectif Analyses Nikki (OAN), an association specializing in shea butter production, and therefore supporting local producers whose

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<sup>66</sup> Catholic Relief Services. 2023. Keun Faaba III—Semi Annual Performance Report April-September FY23.

<sup>67</sup> The laboratory test revealed high aflatoxin contamination for one supplier.

<sup>68</sup> Catholic Relief Services. 2024. Keun Faaba III—Semi Annual Performance Report October-March FY24, page 12.

<sup>69</sup> Agro Ecofin. 2024. Benin bans maize export.

<sup>70</sup> Et4d. 2023. Endline Evaluation Keun Faaba MGD 17, page 51.

businesses were severely affected by the COVID-19 pandemic. The most recent semi-annual report confirmed OAN's continued active supply of shea butter.<sup>71</sup>

EQ2.9 To what extent have the recommendations from baseline and the MGD17 final evaluation been implemented?

Table 9 presents the progress made on the 33 recommendations outlined in the MGD21 baseline report and MGD17 based on information provided by CRS staff. It shows that most recommendations are either fully implemented or in progress.

**Table 10: Recommendation implementation status**

| #  | Recommendation summary  | Implementation status                             |
|----|---|---|
| 1  | Support a holistic school-program approach  | Fully implemented                                 |
| 2  | Establishing school farms   | Not within MGD21 scope                            |
| 3  | Programs to help parents supporting their children's learning                       | In progress                                       |
| 4  | Use various media to increase parental awareness                                    | Not started                                       |
| 5  | Learning programs based on student's level  | Fully implemented                                 |
| 6  | Follow-ups on children's learning and nutritional status                            | Not started                                       |
| 7  | Improve the CRS knowledge-management system   | Fully implemented                                 |
| 8  | Partner capacity-building   | Fully implemented                                 |
| 9  | Full deployment of MECREF   | Fully implemented                                 |
| 10 | Revise EQs to ensure current relevance and to provide accurate list of stakeholders | Fully implemented                                 |
| 11 | Use of radio broadcasts followed by discussion                                      | Not started                                       |
| 12 | Implementation of the Protection and Gender Strategy                                | In progress – needs improvement                   |
| 13 | Pursue the implementation of the Hygiene and Nutrition Strategy                     | In progress                                       |
| 14 | Strengthening the role of local authorities for community mobilization              | In progress                                       |
| 15 | Motivate participants to adopt new behaviors  | Implemented in WASH                               |
| 16 | Resolve and discuss any budget issues with sub-grantees                             | Fully implemented                                 |
| 17 | Share best practices and lessons learned with PNASI                                 | In progress                                       |
| 18 | Collaboration with MAEP   | In progress – needs improvement for school garden |

<sup>71</sup> Catholic Relief Services. 2024. Keun Faaba III—Semi Annual Performance Report October-March FY24, page 7.

| #  | Recommendation summary  | Implementation status  |
|----|---|--|
| 19 | Advocate for the GoB's adoption of a WASH strategy  | In progress – needs improvement  |
| 20 | Water access for every school   | Not within MGD21 scope   |
| 21 | Strengthen the role of the hygiene clubs  | In progress – needs improvement  |
| 22 | Capacity-building for infrastructure maintenance  | Implemented in WASH  |
| 23 | Infrastructure models for kitchen/storage as PNASI standard   | Not within MGD21 scope, but plans shared.  |
| 24 | Organize a webinar with other McGovern-Dole projects managed by CRS   | Not within MGD21 scope. However, implemented through community of practice within CRS. |
| 25 | Advocate for the creation of additional classrooms and the allocation of teaching staff   | Fully implemented  |
| 26 | Advocate for children to be allowed to bring their manuals home   | Not applicable   |
| 27 | Strengthen links between PTAs and local authorities to facilitate the transition of school-enrollment activities to local authorities | In progress  |
| 28 | Advocate for the improved monitoring of school advisers (CPs) by the national authorities to ensure regular school visits             | Fully implemented  |
| 29 | Support government efforts in the implementation of the new reading program   | Fully implemented  |
| 30 | Increase the availability of books through libraries or digital access  | Not within MGD21 scope for libraries but In progress – needs improvement for digital   |
| 31 | Improve communication between teachers, parents, and students   | In progress  |
| 32 | Reinforce the capacity of institutional and community stakeholders in gender and child protection                                     | In progress  |

### 3.4 Efficiency

The MTE also sought to assess the efficiency of the Keun Faaba III project, that is, “the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.” Four EQs address efficiency.

EQ3.1 Is the project implemented as planned (timeline and budget)? Is the project implemented in the most efficient way possible? Could alternative solutions potentially improve the project efficiency?

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

### *Timeline*

Findings show that the project has encountered some delays due to internal and external factors (see EQ3.2). The contract start date for Keun Faaba III was October 2021, yet the project launch required the baseline study completed and approved. The BLE was approved in September 2022. Following the BLE, CRS requested a budget revision to take into account a modification in the number of schools, which went from 175 to 168. This amendment was approved in March 2024. While technically, the baseline amendment was executed at the end of Project Year 3, CRS was able to function with the proposed updated budget. Keun Faaba faced delays in three main areas of intervention: infrastructure, LRP, and community involvement.

**Infrastructure:** CRS staff mentioned that delays in constructing kitchen and storage infrastructures were attributed to challenges in identifying dependable contractors willing to operate in the Alibori and Borgou departments. As a result, CRS had to restart the entire tendering process, as the initial process did not yield reliable contractor selections.<sup>72</sup> Overall, CRS seems to be catching up, as many contracts have recently been signed, and 77 stores and 33 kitchens (out of 168 planned) have been completed.<sup>73</sup>

**LRP:** As indicated in EQ2.8, the full implementation of LRP was delayed due to the lack of reliable suppliers and because of inadequate procurement procedures. CRS has now found reliable suppliers, but it's too early to confirm that CRS will manage to reach the initial goal of 30 percent LRP.

**Community involvement:** Several activities with the communities did not unfold as initially outlined in the work plan.<sup>74</sup> These activities encompassed the dissemination of radio messages, as well as the expansion of SILC to all schools.

### *Budget*

In response to the decreased number of schools, CRS revised its budget. Furthermore, CRS made adjustments to the infrastructure cost, to account for low budget allocation and to take into account inflation. As a solution, the size of the constructions was scaled down in certain instances to mitigate this issue.

AIR also modified its budget by reallocating some of the material budget to facilitate additional workshops, including a harmonization workshop with the ministry aimed at enhancing the alignment of FLIP with the new national curriculum and refresher trainings on FLIP.

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<sup>72</sup> Catholic Relief Services. 2024. Keun Faaba III—Semi Annual Performance Report October-March FY24, page 12

<sup>73</sup> Ibid., page 8.

<sup>74</sup> Catholic Relief Services. 2023. Workplan FY24—Narrative, page 17,

Although the overall budget is being adhered to and aligns with the planned allocation, the execution rate for certain expenses remains low. This includes

- 8.4 percent on LRP
- 28.3 percent for infrastructure as of March 24; all infrastructure should be completed by December 2024
- 14.0 percent for forming SILCs
- 19.4 percent on training on good health and sanitation practices

EQ3.2 What were the major internal and external factors influencing the achievement or non-achievement of the objectives?

When school principals were asked to identify internal and external factors impeding project implementation, more than 70 percent stated that they did not encounter any hindering factors. Therefore, answers to EQ3.2 mostly draw from KIIs with IPs.

#### *Internal Factors*

**Approval processes:** Delays have been experienced in approval processing from both USDA and within the CRS internal structure, impacting project implementation timelines. One instance of this challenge is the difficulty in issuing contracts with local enterprises for infrastructure projects, as well as the delay caused by the market study in the implementation of LRP.

**Human resources:** The Chief of Party (COP) replaced after almost two years. However, the replacement COP was highly experienced in SFP, which significantly mitigated the impact of the change. The Monitoring and Evaluation Lead recently resigned and has yet to be replaced. Some staff encountered challenges in adapting to the differences in approach between MGD17 and MGD21, where the operational aspects are entirely delegated to DEDRAS and Caritas.

Initial ambiguity regarding the responsibility for community activities related to education caused delays, organizational obstacles, and weakened effectiveness due to reduced ability to utilize each partner organization's strengths (DEDRAS as community organizers and AIR as education specialists). AIR has been hindered in its activities by a small team size limiting their capacity for field activities. DEDRAS and AIR have demonstrated initial efforts to improve their collaboration to address these challenges and improve the quality of activities.

**Multiplicity of partners:** Community members expressed some confusion concerning the many partners involved in Keun Faaba, leading to some frustration. The coordination between partners AIR, DEDRAS, and Caritas at the community level does not always seem seamless, causing challenges. Teachers also mentioned feeling overwhelmed by the constant demands placed on them.

**Enterprise resource planning (ERP):** Although the past three Keun Faaba evaluations highlighted challenges with the new ERP, CRS staff have confirmed that they are now experiencing the advantages of this change.

#### *External Factors*

**International political situation:** The closure of borders with Niger due to ECOWAS sanctions led to a halt in port activity in Cotonou, causing delays in unloading merchandise from USDA. Furthermore, the

economic slowdown in Benin has led to increased impoverishment, making it challenging for families to contribute to the SFP. Although price inflation in Benin remains relatively low compared to global levels, certain goods such as corn, cooking oil, and construction materials have seen notable effects.<sup>75/76</sup>

**Poverty and lack of education in the community:** The community's severe financial constraints hinder its members' ability to contribute to the SFP, resulting in reluctance to pay the required fees. Furthermore, the community members' low educational level, especially that of storekeepers, presents difficulties, particularly with the new inventory app. Despite coaching from the field agent, this aspect remains challenging.

**Lack of natural resources:** Lacking water access in the areas where Keun Faaba operates is hindering the implementation of WASH and gardening activities.<sup>77</sup> The SFCs have also highlighted the challenge of limited access to wood, particularly in urban school locations.

**Insecurity:** The presence of violent extremist activity in northern Benin can slow down the progress of certain activities, as some staff are not permitted to travel to the affected areas. Additionally, there are concerns about the potential theft of commodities in these environments. Additional information is included in EQ3.3

**National lab inefficiency:** The national laboratory responsible for certifying food quality lacks efficiency, leading to delays in responses. This delay means that goods may be sold to another buyer before the lab results are obtained, sometimes taking up to three weeks instead of the maximum ten days stipulated in the contract.

EQ3.3 How did the project improve the efficiency of its partners? Was the project efficient at taking into account beneficiaries' feedback?

#### *Implementing Partners*

CRS collaborates with three sub-grantees: Caritas, DEDRAS, and AIR. As outlined in the previous evaluation question, Caritas is primarily responsible for managing the SFP and deploying the SILC. DEDRAS focuses on WASH activities and on community educational initiatives, whereas AIR is devoted to the quality of education, through programs involving teachers and the ministry.

The CRS partnership principle is to “promote sustainability by reinforcing partners’ capacity to identify their vulnerabilities and build on their strengths.”<sup>78</sup> The three sub-grantees shared that their experience working with CRS aligned with this principle.

To strengthen collaboration among the sub-grantees and foster synergies, CRS organizes quarterly meetings to assess planning and to tackle any challenges or delays in implementation. Participants highly appreciate these meetings, finding them exceptionally valuable. The sub-grantees have also noted that CRS offers invaluable and timely support as needed, with the added advantage of being able to tap into the expertise of their regional specialists when required.

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<sup>75</sup> Inflation was 2.7 percent in 2023 and 1.3 percent in 2022.

<sup>76</sup> Agro Ecofin. 2024. Benin bans maize export.

<sup>77</sup> Catholic Relief Services. 2024. Keun Faaba III—Semi Annual Performance Report October-March FY24, page 12.

<sup>78</sup> Catholic Relief Services. 2020. Partnership and Capacity Strengthening Strategy.

CRS further supports its sub-grantees through field visits designed to monitor and oversee the activities carried out by Caritas and DEDRAS. CRS staff mentioned that in case of the identification of weaknesses during monitoring, they can promptly offer assistance to help address challenges or deliver tailored training based on the weaknesses identified. Nevertheless, CRS staff recognize that they might sometimes be too quick to provide assistance and might be tempted to take over, potentially limiting sub-grantees' opportunities for enhancing their own capacities.

#### *Government Partners*

As outlined in their activity report, AIR collaborated with INFRE to train DDEMP staff, specifically CPs, as master trainers. These master trainers then proceeded to train teachers and principals on the FLIP approach. According to EQ2.2, training participants found the training highly beneficial.

The DEDRAS activity report highlights that during the inception phase, the organization interacted with municipal staff to discuss the scope of the Keun Faaba project. During KIs, municipal staff emphasized that they considered this engagement a crucial initial step, laying the groundwork for further collaboration.<sup>79</sup>

The municipal staff also mentioned that their collaboration with Keun Faaba helped them improve their monitoring skills, particularly in project management for construction, and that they have managed to apply some of these technical skills to other construction projects. Furthermore, they learned how to conduct regular monitoring, such as for the WASH friendly school certification, utilizing digital data-collection applications like Kobo Collect. Furthermore, the collaboration with CRS has enabled them to build expertise in transparent contracting processes for public procurement. This includes ensuring the confidentiality of offers, facilitating discussions on proposals, conducting thorough technical comparisons, and following a systematic process to make collective decisions.

#### *Parents (PTA, SFC, Cooks, SILC)*

According to the activity reports, during the inception phase, CRS staff conducted training sessions for Caritas and DEDRAS. These training sessions aimed to enhance these organizations' understanding of their roles and to equip them to train parents (SILC, PTA, SFC, cooks and storekeepers), as well as students responsible for implementing the SFP and WASH strategy effectively.<sup>80</sup> Recently, DEDRAS staff received training on executing community-based activities aimed at boosting parental involvement in their children's education using the parental guide (see EQ2.3).

As outlined in its activity reports, DEDRAS focused on capacity-building concerning the role of PTA members. This involved ensuring the active involvement of all members, emphasizing their role as liaisons to other parents, and teaching how to mobilize resources for the school and how to prevent and/or properly manage cases of sexual harassment in schools between students or between teachers and students.<sup>81/82</sup>

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<sup>79</sup> Ibid., page 10.

<sup>80</sup> DEDRAS. 2022. Quarterly Activity Report Dedras Q3 FY22, page 9.

<sup>81</sup> DEDRAS. 2023. Quarterly Activity Report Dedras Q2 FY23, page 17.

<sup>82</sup> A total of 378 APE and AME members were trained, i.e., 56 people in Nikki, 130 people in Sinende, and 192 people in Bembereke respectively.

Caritas in collaboration with DEDRAS focused on school training related to school feeding, which included cooking, storage, inventory management, hygiene rules, and collection of contributions.<sup>83</sup> Caritas also build the capacity of PSPs for the deployment of SILC, as indicated in EQ2.7.

#### *MECREF*

The community-feedback mechanism, known as MECREF, was introduced in Benin during the second phase on Keun Faaba.<sup>84/85</sup> It seems, however, that Keun Faaba III did not prioritize the implementation of MECREF, as Caritas mentioned in its activity report that parental organizations were trained on how to use MECREF in the Q3 of FY23.<sup>86</sup> Nonetheless, FGDs revealed that members of the PTA, the SFC, as well as parents were aware of the existence of MECREF and knew how to use it.

On the other hand, authorities at the communal level showed no awareness of the existence of MECREF and typically reach out directly to CRS or its sub-grantees to report any issues.

CRS and its sub-grantees also mentioned that discussions and field visits are organized at the community or commune level to address critical issues, share results, and gather feedback from project participants

#### *EQ3.4 To which extent was the project able to adapt its strategy in the face of rising insecurity and school closures?*

As indicated in the CRS performance report, in 2023, six schools closed in Alibori for two months, but this was a temporary measure, and the schools have since reopened. Insecurity issues affect only some schools located in Alibori, and none in Borgou.

The ET arranged FGDs in a school that had experienced security threats. Participants expressed feeling easily frightened since the incidents, particularly when encountering unfamiliar individuals driving through their village. Enumerators hired for the MTE also confirmed that the population seemed suspicious of their presence.

CRS implemented various strategies to address security concerns, drawing inspiration from solutions implemented by CRS Mali for the McGovern-Dole Jigiya project.<sup>87</sup> In Benin, CRS hired a security expert who introduced security protocols, conducted staff training, and established rigorous monitoring procedures for staff traveling in areas with security risks. Additionally, CRS maintains a robust network to monitor information from various sources, including its sub-grantees who have a significant presence in the field, as well as local authorities.

One security threat specific to schools with SFPs is the presence of commodities on the school premises. Violent extremist groups might be tempted to attack these schools to steal food supplies. To address this concern, CRS has taken steps to reduce the amount of food stored on school premises and has increased the frequency of deliveries. Additionally, the organization is exploring the option of utilizing medium-sized storage facilities in small towns near the schools, providing better protection for the supplies.

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<sup>83</sup> Caritas. 2023. Quarterly Activity Report Caritas Q2 FY23, page 12.

<sup>84</sup> Catholic Relief Services. 2019. Community Feed Back Mechanism in Benin.

<sup>85</sup> Et4d. 2023. Endline Evaluation Keun Faaba MGD 17, page 51.

<sup>86</sup> Caritas. 2023. Quarterly Activity Report Caritas Q3 FY23, page 17.

<sup>87</sup> Et4d. 2023. CRS Mali-Jigiya-MTE report, page 54.

## 3.5 Impact

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

EQ4.1 How likely is the project to achieve its strategic objectives and contribute significantly to the intended purpose? On which issues should the project team focus its efforts to achieve greatest impact?

### *Keun Faaba III Likelihood to Reach Its Objectives*

To evaluate the progress of Keun Faaba, the management team of CRS and its sub-grantees convene on a quarterly basis. This enables them to gauge their progress toward achieving targets and make any necessary corrections. In KIIs, the IPS staff expressed confidence that Keun Faaba III would attain its output targets despite initial challenges, particularly regarding infrastructure and LRP. The anticipated results for the various components are the following:

**SFP:** Respondents do not anticipate significant challenges for the SFP as long as the LRP does not encounter new procurement challenges and communities make a genuine effort to contribute their share.

**WASH:** Respondents believe that although the population is highly motivated and hygiene practices are actively promoted by the student clubs, the lack of funding to enhance access to water and sanitation infrastructure could hinder some schools from being certified as WASH-friendly.

**Education:** During KIIs, most respondents expressed their lack of confidence in Keun Faaba's ability to achieve its education objectives due to students' continued inability to read French with comprehension. It will be challenging for Keun Faaba to overcome the many obstacles to meet its targets for progress in reading within the remaining time.

### *Keun Faaba III Recommended Focus*

To achieve the greatest impact, respondents recommended that Keun Faaba focus on the following:

**SFP:** Keun Faaba should secure LRP by signing contracts with cooperatives or farmer groups to increase the share of LRP. Additionally, CRS should ensure that all infrastructure (kitchen and storage) is in place by the end of 2024.

**WASH:** Keun Faaba should continue to engage with local authorities and assist them in understanding their responsibilities and identify sources of funding for the maintenance of schools, especially relating to WASH infrastructure.

**Education:** Keun Faaba education stakeholders (GoB, CRS, AIR, and DEDRAS) had differing perspectives on why children are facing challenges in learning. They should work together to share all existing evidence, form a shared understanding, and adapt project activities to address the identified priorities.

EQ4.2 To what extent have project objectives and activities reduced educational gender disparities in target zones, and what activities were most effective in leading to said reductions? Have inclusive or gender-sensitive strategies been implemented in view of sustainability among specific identified groups, if there are any?

#### *Gender Disparities in Enrollment*

CRS undertook various initiatives to promote the systematic enrollment of girls in schools, including awareness-raising campaigns. However, KII with GoB officials revealed that girls' enrolment is not an issue in Benin. Many stakeholders perceive that there are more girls in schools than boys, but the enrollment data collected show that girls are as likely to attend school as boys. The primary concern may actually lie in girls' retention rather than enrollment. A recent article published by the Global Partnership for Education, titled "In Benin, Acting Together to Improve Girls' Education," reveals that in Benin, just 59 percent of girls complete the primary cycle, a rate lower than in peer countries in the region, such as Togo (86%), Senegal (67%), Nigeria (69%), Burkina Faso (69%), and Côte d'Ivoire (77%).<sup>88</sup> In Benin, the primary barriers faced by girls in accessing education include a lack of schools and difficulties in covering expenses such as fees, transportation, and school supplies.

#### *Keun Faaba Gender Strategy*

CRS formulated its first comprehensive gender action plan toward the end of Keun Faaba II, with the intention of pursuing its implementation with Keun Faaba III.<sup>89</sup> In 2023, CRS conducted a gender analysis,<sup>90</sup> which served as the basis for its strategic gender plan, finalized in October 2023.<sup>91</sup>

The strategic gender plan under the IR1 outlines three main activities, including

- A1.1: Organization of coaching sessions on menstrual hygiene in MGD21 schools supported by community relays, SILC, and PSP supervisors;
- A1.2: Organization of awareness sessions on menstrual hygiene at the community level through SILCs;
- A1.3: Organization of sessions to strengthen communication within households for a joint decision-making process by couples.

These three activities are rooted in the expansion of the SILC groups. Nevertheless, as highlighted in EQ2.7, the SILC groups remain in the early stages of development, and the AT/PSPs have not yet started implementing these activities.

The strategic gender plan under the IR2 outlines three main activities, including

- A2.1: Identification within the hygiene clubs of gender focal points in the rank of AMEs/APEs at the community level, and then of WASH teachers at the school level;
- A2.2: Official installation of gender focal points in hygiene clubs;
- A2.3: Provision of support, advice, and guidance to gender focal points who are members of hygiene clubs.

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<sup>88</sup> Global Partnership for Education. 2023. In Benin, Acting Together to Improve Girls' Education.

<sup>89</sup> Catholic Relief Services. 2021. Keun Faaba II—Gender & Protection Action Plan.

<sup>90</sup> Catholic Relief Services. 2023. MGD21 Gender Analysis MGD21.

<sup>91</sup> Catholic Relief Services. 2023. MGD21—Strategic Plan.

While it is possible that during the FGDs with the hygiene club members did not clearly understand the question, none of the hygiene clubs interviewed made reference to a gender focal point. This activity has therefore likely not yet taken place.

Since Keun Faaba is in the early stages of the implementation of its gender strategy,, the ET was unable to assess its potential sustainability.

#### EQ4.3 What are the unexpected positive or negative effects of the project?

##### *Negative Effects*

Out of 52 interviews conducted, 36 KIIs or FGDs revealed that participants were not aware of any unintended negative consequences. One prevalent issue highlighted was the absence of water on school premises. In schools without water access, cooks or students have to transport water to the schools for meal preparation, dishwashing, drinking, and handwashing. This places a significant burden on students and cooks. Additionally, teachers expressed concerns about delays in commencing classes while waiting for children to return after fetching water.

Other negative effects mentioned include the challenge of having to count students daily to calculate the required quantities of food, as well as the issue of parents who are part of the PTA or the SFC being frequently solicited by various staff from Keun Faaba without proper coordination.

##### *Positive Effects*

Several respondents highlighted the rise in school enrollment as a positive outcome of the SFP. However, this increase has also led to overcrowded classrooms, which may result in shortages of commodities toward the end of the project.

A few respondents also mentioned how LRP provided crucial market opportunities for a local shea butter factory (see EQ2.8).

## 3.6 Sustainability

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

EQ5.1 Is there evidence of improved community capacity toward sustainability, willingness of parents to participate without incentives, or actions toward school infrastructure maintenance? What role could SILC play for sustainability? How far is the project regarding the milestones mentioned in the sustainability plan?

##### *Sustainability Plan*

In 2022, CRS formulated a sustainability plan, with the goal of facilitating the transition for PNASI to assume responsibility for most of the 168 schools supported by Keun Faaba by 2026.<sup>92</sup> CRS acknowledges that although progress has been made, further action is required to guarantee the

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<sup>92</sup> Catholic Relief Services. 2022. Keun Faaba III—Performance Monitoring Plan.

sustainability of Keun Faaba III, particularly concerning government funding for the SFP and WASH infrastructure.

### *Community Engagement*

Communities have demonstrated their strong engagement when they participated in the construction of temporary kitchen or storage facilities. Image 2 shows an example of a temporary kitchen built by the community.

CRS has also successfully involved the communities in construction supervision; Image 3 presents an example of storage facilities successfully built by local contractors.

**Image 3: New storage facilities**



Discussions with the APE, the SFC, as well as teachers revealed the ongoing challenge for parents to make their daily contributions, crucial for the project's sustainability. On the other hand, as noted in EQ2.7, SILC groups are becoming increasingly active and could serve as a significant resource for the sustainability of the SFP.

### *Local Authority Engagement*

Authorities at the commune level are also showing their engagement and willingness to support the SFP. For instance, communes are becoming more intentional about including the SFP in the action plan and their budgets. They also buoy local initiatives to support the SFP, such as the SILC groups. In addition, the communal and regional authority have been highly engaged in WASH activities including the school certification initiative.

EQ5.2 What were the major factors that influenced the achievement or non-achievement of the project's sustainability?

The final evaluation of Keun Faaba II identified three types of factors 1) ownership of practices by parents, teachers, and the local authorities; 2) institutionalization of practices; and 3) external factors.<sup>93</sup> The types of primary factors influencing the attainment or non-attainment of sustainability for Keun Faaba III are similar.

**Ownership:** A strong sense of ownership proves crucial for sustainability, as beneficiaries will be invested in the initiative and likely persevere even when conditions shift and support levels fluctuate. The communes play a vital role in the context of decentralized education. They need to provide financial and technical support, especially for the maintenance of infrastructure. Additionally, to ensure that children benefit from a balanced diet, gardens should be systematically implemented, and access to water guaranteed.

**Institutionalization:** By enacting a law or decree, the SFP can become officially recognized, making it more difficult to interrupt, even in the event of political change. The GoB has shown considerable progress, but the law still needs to come into effect. Furthermore, sustaining the SFP nationwide will require a significant budget. Additionally for the deployment of LRP, the GoB should adopt a multisectoral approach, with robust support from the Ministry of Agriculture. Further details on this topic will be included in the upcoming LQ1.

**External factors** could influence the non-achievement of sustainability. Possible scenarios mentioned by stakeholders include an escalation of insecurity, climate issues affecting access to water, and high food demands from neighboring countries, which would affect PNASI's local sourcing strategy.<sup>94</sup>

### 3.7 Learning Questions

LQ1 In Benin, what governance structures and community-level systems of governance have been put in place to ensure the effective delivery, implementation, and sustainability of the school feeding program? What factors contribute to the success of Benin's school feeding program?

To answer to LQ1, the ET conducted interviews with the MEMP staff in charge of PNASI, as well as with the core SFP team from WFP. The ET reviewed essential documents, such as evaluations of PNASI by WFP in 2020 and 2022, a feasibility study on the supply of local products to school canteens in Togo and Benin by Acting for Life, as well as decrees and other documents from the GoB to gain a comprehensive understanding of the governance structures and the community-level governance systems in place to ensure the effective delivery, implementation, and sustainability of the SFP.

In 2000, the government initiated a program of national canteens, implemented by the MEMP. The results of this program, which ended in 2015, did not prove satisfactory. On the basis of the findings, the new government has decided 1) to relaunch (and then extend) the program by granting it a larger budget; 2) to opt for an intervention model similar to that of the WFP; and 3) to entrust its implementation to the WFP. The WFP and the government signed an according agreement in July

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<sup>93</sup> Et4d. 2023. Endline Evaluation Keun Faaba MGD 17, page 63.

<sup>94</sup> Ibid.

2017.<sup>95</sup> Since then, the WFP has managed PNASI under a GoB mandate, with the objective of handing over the program once it is operational. At the time of this evaluation, the WFP continues to oversee the program, though some components are in the process of being transferred to the ANAN (National Agency for Food and Nutrition).

**Political will:** One of PNASI's defining characteristics is its origins in a strong and enduring political will. The official document formalizing PNASI revealed that the GoB included the project to expand school canteens in all the country's rural schools as a priority initiative in the Government Action Plan (PAG) 2016-2021 under the Ministry of Primary Education. The MEMP expressed their belief that the SFP has a positive impact on student enrolment and attendance. PNASI is considered a national social safety net whose objectives are to improve the educational performance and food security of the beneficiary populations.<sup>96</sup> Furthermore, the GoB anticipates that the SFP could benefit the economy by boosting agricultural production, especially if the SFP sources commodities locally.

**Legal structure:** The school feeding law, as highlighted in EQ5.2, constitutes a critical component to safeguard the SFP from potential disruptions caused by future changes in government. During the endline evaluation of Keun Faaba II, the MEMP indicated that the law drafted in November 2022 was about to be enacted.<sup>97</sup> The MEMP reiterated the same information during its MTE interview. Additionally, on April 15, 2024, the president of Benin signed a document renewing Benin's commitment to enact a school-feeding law by 2025.<sup>98</sup> These elements confirm the political will of the GoB to put the right structures in place to ensure the effective delivery, implementation, and sustainability of the SFP.

**Dedicated national structure:** Since the early stages of PNASI, the WFP has advocated for the establishment of a dedicated entity for the SFP, rather than a service under the MEMP. This separate structure could not only streamline collaboration with other ministries such as health and agriculture but also facilitate the program's sustainability. This was implemented through the establishment of ANAN, a centralized authority designed to coordinate efforts across various ministries.<sup>99</sup> ANAN will also assume responsibility for those operational aspects of PNASI currently still handled by the WFP. At the moment, the WFP is facilitating capacity-building programs to ensure that ANAN has the requisite capacity to take over PNASI's management.

**Multisectoral approach and LRP:** The WFP has advocated strongly for a multisectoral approach for the SFP, notably emphasizing the involvement of the Ministry of Agriculture, Livestock and Fisheries (MAEP). This collaboration aimed to enhance the capacity of local farmers, thereby facilitating the implementation of the LRP, one of PNASI's cornerstones. The MAEP provided capacity-building for the cooperatives (contracting, quality control, etc.), support for small equipment, and input. This robust collaboration led to a consistent increase in the percentage of local commodities used for the SFP and improved productivity.<sup>100/101</sup> Additionally, the WFP worked with the MAEP to create a system that allows for the improved monitoring of commodities prices. The WFP also partnered with the Ministry of

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<sup>95</sup> World Food Program. 2020. WFP —Midterm Evaluation of PNASI, page i.

<sup>96</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 1.

<sup>97</sup> Et4d. 2023. Endline Evaluation Keun Faaba MGD 17, page 61.

<sup>98</sup> Government of Benin. 2024. National Commitment Benin for School Feeding, page 1.

<sup>99</sup> Government of Benin. 2023. Decree 2023-425 Creation of ANAN, page 2.

<sup>100</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 23.

<sup>101</sup> Acting for Life. 2022. Feasibility study of the supply of local products to school canteens in Togo and Benin, page 27.

Health, placing a specific focus on nutritional aspects, and collaborated with other NGOs to support the development of school gardens.<sup>102/103</sup>

**Role of municipalities:** To fully realize the decentralization of primary school education (see EQ1.2), municipalities are expected to assume responsibility for the SFP. However, while the MEMP stated that the long-term strategy involves municipalities supporting the program, the extent of their expected engagement and involvement remains unclear. Municipalities have indicated that they currently lack the capacity to fully support the SFP, and their current financial contributions remain minimal.<sup>104</sup>

**Strong monitoring and role of NGOs:** The PNASI framework includes local NGOs, tasked with training the SFCs and the cooks, managing inventory, supporting school gardens, and overseeing other community-related activities associated with the SFP. Currently, about 10 NGOs are involved in the SFP and provide these services on behalf of the WFP in each one of the PNASI schools.<sup>105</sup> PNASI uses a strong monitoring system, which sends out alerts on malfunctions and logistics issues and makes comparisons between stock statements and the number of beneficiaries.<sup>106</sup>

**Community support:** The organization of PNASI has deep roots in the communities. The cooks work on a voluntary and rotating basis. While they may receive a financial compensation of 5,000 FCFA per month, this remuneration is not consistently provided. Parents are required to contribute financially (25 FCFA per meal) and also contribute by providing wood, participating in infrastructure maintenance, and engaging in garden activities.

**WFP support:** The WFP collaborated with the GoB to establish all organizational aspects of PNASI and has been fully managing the program to facilitate its growth. Currently, the WFP has local management at the municipality and regional levels, overseeing the work of NGOs and collaborating with local authorities.<sup>107</sup> The WFP also maintains multiple warehouses at the national and regional levels.

**International financial support:** The financial support of the WFP and USDA remains crucial for the school canteens' functioning. Presently, the GoB would not have the capacity to operate the SFP on a large scale, as is currently the case, without the financial backing of its international partners.

LQ2 In Benin, which components of school-feeding programs—including food production, procurement, and the preparation of meals—are the most sustainable in terms of operational efficiency and why? Does the cost-effectiveness of these programs change over time, and if so, how and why?

To address LQ2, the ET conducted interviews with the MEMP staff in charge of PNASI, as well as with the WFP's core SFP team. Regrettably, both parties declined to share financial information, making it exceedingly difficult for the ET to provide answers related to the cost-effectiveness of the various components of the SFP. The ET utilized key documents, such as the two PNASI evaluations, a feasibility

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<sup>102</sup> World Vegetable Center. 2020. NUTRIFOOD: Addressing the Double Burden of Malnutrition in Benin.

<sup>103</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 33.

<sup>104</sup> Acting for Life. 2022. Feasibility study of the supply of local products to school canteens in Togo and Benin, page 32.

<sup>105</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 29.

<sup>106</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 30.

<sup>107</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 29.

study on the supply of local products to school canteens in Togo and Benin by Acting for Life, and a CRS market study, to gain insights into the components of school feeding programs.

**Local food production:** Although PNASI procures more than 60 percent of commodities in Benin, the procurement is not conducted at the local level. Instead, it is carried out at the national level to guarantee product quality and secure more competitive prices. This approach enables PNASI to collaborate with cooperatives or groups of farmers to enhance their production capacity and improve the quality of the produce. As indicated in the market study conducted by CRS, Benin imports international rice, but exports local rice; it is self-sufficient in pulses and legumes, and exports corn.<sup>108</sup>

**Logistics and transportation:** Benin is strategically located in West Africa and serves as a gateway to landlocked neighboring countries, such as Niger and Burkina Faso. The country's port of Cotonou is also the closest and fastest transshipment point to the port of Lagos in Nigeria, the largest economy in western Africa.<sup>109</sup> Benin has significant expertise in logistics, with a multitude of transport companies operating within its borders. Staff from the WFP and CRS suggest that Benin has made notable improvements in its road infrastructure, enhancing access to ports and facilitating smoother transportation operations.

**Organizational framework and monitoring:** The implementation of the SFP with the NGOs (see EQ6.1) constitutes a key component of the organization framework, one recognized for its capacity to ensure the efficiency of the SFP.<sup>110</sup> Nonetheless, the most recent evaluation of PNASI recommended enhancing the capacity of NGO partners and decreasing the oversight of the WFP to enhance the program's overall sustainability.

**Meal preparation:** In PNASI schools, the cooks are trained by NGO mediators (themselves trained by the WFP). They acquire basic notions related to nutrition but especially to hygiene in meal preparation.<sup>111</sup> As mentioned in LQ1, the communities are very engaged in the SFP, and the strong buy-in guarantees the sustainability of the meal-preparation component.

**Cost effectiveness:** While the WFP sees cost as a crucial consideration in procurement, in some instances commodities may be purchased above the international market price to support and sustain the local economy.

LQ3 What are the opinions and perceptions of educators, school leaders, INFRE, and other stakeholders in education regarding the implementation and impact of the Foundational Literacy Improvement Package (FLIP) advocated by the project?

Based on the findings presented, the opinions and perceptions of educators, school leaders, INFRE, and other stakeholders regarding the implementation and impact of the Foundational Literacy Improvement Package (FLIP) are varied and multifaceted.

The MEMP and INFRE have shown significant support for FLIP, actively collaborating to adapt the materials so they align seamlessly with the national curriculum. INFRE set clear requirements in the development process, and the current FLIP manual has resulted from an iterative process conducted by

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<sup>108</sup> Catholic Relief Services. 2023. Keun Faaba III—FY23 Market Study, page 9.

<sup>109</sup> World Bank. 2023. Benin Can Boost Economic Transformation by Modernizing Road Networks and Economic Corridors.

<sup>110</sup> Acting for Life. 2022. Feasibility study of the supply of local products to school canteens in Togo and Benin, page 32.

<sup>111</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 22.

the project with INFRE. As a consequence of this collaborative effort, there is a strong institutional endorsement and a recognition of FLIP's potential to enhance the educational framework. Master trainers have expressed strong support for FLIP, recognizing its potential to address diverse competency levels within classrooms. This support from trainers proves crucial, as it underscores FLIP's capability to cater to a broad spectrum of student abilities, fostering inclusivity in education.

The teaching strategies retained by the GoB and integrated into the new curriculum are well aligned with FLIP's methodologies. These strategies are participatory and more engaging compared to traditional approaches, which indicates a positive shift toward more child-centered practices. Initially, some teachers exhibited reluctance to implement FLIP, perceiving it as additional work. Concerns were also raised about the lack of hierarchical assessment focusing on FLIP specifically, with the emphasis being on the new curriculum. This indicates a need for clearer communication and support structures to alleviate these concerns. With time, teachers have particularly adopted strategies they consider enjoyable for students, suggesting an increase in student engagement. Teachers know of the complementary nature of FLIP to the new curriculum. Despite this awareness, teacher engagement is not consistently high, suggesting that ongoing support and motivation are needed to fully realize the benefits of FLIP.

FLIP has introduced formative assessments and group-level assignments, which are innovative and provide accurate and frequent feedback to empower teachers in making informed decisions. However, these innovations, while aligned with the new curriculum, diverge from traditional approaches and could present implementation challenges due to their novelty and the perceived difficulty of using them in big classrooms. AIR has also provided classroom management strategies to further mitigate the difficulties of implementing differentiated structured pedagogy instruction by giving teachers several ideas and tools for how particular groups can be working independently or with peers, while the teacher works with a separate group.

While FLIP aligns well with the GoB's new curriculum and has the potential to be scaled, there are concerns about budgetary constraints, particularly regarding the costs associated with materials and training. This financial aspect requires careful consideration to ensure sustainable implementation.

In summary, the implementation of FLIP has garnered substantial support from institutional bodies and education authorities, aligning well with the new national curriculum and demonstrating potential for scalability. However, challenges such as budget constraints, initial teacher reluctance, and the need for ongoing support highlight areas that require strategic attention to ensure the successful and sustainable integration of FLIP into the educational system.

## 4 Conclusions

### *Program: Education*

1. **The EGRA assessment** highlighted challenges in student literacy skills, with varying performance across tasks. While competencies in vocabulary and letter sounds showed promise, significant struggles became evident in listening and reading comprehension, underlining persistent difficulties in understanding the language of instruction and fluency.

2. **While results are concerning, some notable factors should be considered.** First, the EGRA test in use was developed in 2018 for Keun Faaba II's baseline, potentially presenting tasks of higher difficulty post-curriculum revision. Moreover, adhering to the Global Proficiency Framework, fluency measurement is recommended post-Grade 3, highlighting potential imbalances in proficiency assessments.
3. The **implementation of the FLIP module** proves to be appreciated, with high teacher participation and positive feedback. Limitations exist in maintaining consistent coaching and in sustainably monitoring the fidelity of implementation
4. **Activities aimed at engaging the communities** in support of learners' educational efforts present difficulties, even if some of the parents demonstrate interest and increased engagement. The project is still struggling to engage with hard-to-reach parents who do not usually participate in the education of their children.
5. While **reading camps** present an interesting opportunity, the project cannot realistically expand them to all schools. Reading groups exhibit difficulties in the mobilization of volunteers, but they require fewer resources to implement and they could constitute a positive addition for those learners hailing from families without any support from other family members.

#### *Program: School Feeding*

6. Keun Faaba III has **successfully rolled out school feeding in most schools**, with overall hygienic practices being adopted by cooks and store keepers. **Access to water** in some schools remains an important constraint to be addressed as soon as possible.
7. In terms of **dietary diversity**, the great majority of school meals still lack key ingredients as local fruits and vegetables prove essential to improving nutrition and can make meals less repetitive. At home, parents often compensate for this lack by feeding their children vitamin A-rich fruits and green vegetables. As a result, students' health is improving thanks to reduced hunger, decreased underweight cases, and less illness.

#### *Program: Hygiene*

8. The MTE showed that **hygiene clubs** and Tippy Taps installed in all schools have been the main driver promoting improved hygiene practices. Handwashing is becoming a standard, and open defecation has progressively reduced. Nonetheless, an **understanding of proper hygiene and nutrition practices remains low**.
9. The project's efforts to support schools in **mobilizing resources for school infrastructure** are slow to yield and still too many schools have insufficient access to water and latrines.
10. The **maintenance or upgrading of the basic HWSs** installed so far will become key to sustaining the basic WASH services initiated during the first half of the project, as well as enhanced respect for the existing sanitary infrastructure by the villagers. WASH-friendly school-certification processes are well initiated but have limitations, as many schools still need to improve their WASH infrastructure. Rewards were planned to be given to schools acquiring such a certification after the evaluation was conducted.

### *Strategy, LRP and Management*

11. CRS has effectively enhanced the **capabilities of its partners**, fostering a collaborative environment where they work together and identify synergies to enhance overall outcomes. However, there is a tendency among CRS staff to directly address emerging challenges instead of empowering partners to initiate solutions.
12. While the majority of principals, as well as PTA and SFC members, know of **MECREF**, its utilization appears minimal. Municipal staff also seem unaware of the existence of MECREF, highlighting a need for a greater awareness and utilization of the program.
13. CRS has made steady progress in increasing **local procurement** yet significant challenges persist. Some hurdles stem from the limited capacity of local farmers, while others are associated with procedural issues like extended approval times at the national lab.
14. Although stakeholders, particularly at the community and municipality levels, acknowledge their responsibility in upholding the **sustainability** of the SFP, they lack a comprehensive strategy for independently executing the SFP without ongoing assistance from CRS. Moreover, at the National level the GoB lacks a definite plan on how to sustainably support the SFP in the long term.

## 5 Recommendations

### *Program: Education*

1. **Monitoring students' learning:** To better understand the real levels of students, systematic strategies for student assessments should be included in the coaching training (for example, through a random sample of learners with a simplified EGRA type of tool) to collect more precise data on students' learning and put in place corrective measures before the endline evaluation. (Conclusion 1)
2. **Monitoring of learners' results and fidelity of implementation:** Explore ways to report data from school directors' coaching and teachers' formative assessments (for example, adding a module to the CommCare app currently used to monitor stock consumption) to gain additional information on the implementation of the FLIP model in the schools. (Conclusion 1)
3. **EGRA assessment:** Conduct with INFRE a validation process of the current EGRA assessment used by the project to check its alignment with the scope and sequence of the new curriculum. In case of discrepancies, a strategy to make the assessment more relevant without losing comparability could be put in place before endline (for example, adding or substituting some of the subtasks). Additionally, it would prove important at endline to measure students' accuracy as connected to comprehension by adding one task measuring these skills. (Conclusion 1 & 2)
4. **EGRA indicator:** The project should include an additional lower-level indicator (based for example on letter knowledge and decoding) to measure learners' improvement given the current zero score in reading comprehension and given that almost all the students are not French speakers.
5. **Engagement with teachers:** WhatsApp groups need to be updated to include all teachers working in Grades 1 and 2, even if they did not attend the FLIP training prior to their time of instruction in those grades. (Conclusion 3)

6. **Electronic reading materials:** The project could explore available apps that allow reading materials to be preloaded, so these could be loaded onto teachers' phones during the training, rather than relying on the availability of data bundles for the teachers later. (Conclusion 3)
7. **FLIP training:** Incorporate annual FLIP refresher trainings for the duration of the project to continue to reinforce FLIP-related concepts and support new teachers. (Conclusion 3)
8. **Parental engagement:** Put in place mechanisms to ensure that training gained by APEs/AMEs are shared among the school population, for example, during community gatherings and SILC meetings (Conclusion 4)

#### *Program: School Feeding—Nutrition*

9. **Improving diversity of school meals is essential:** Lessons learned from the PNASI and Keun Faaba II schools on promoting community contributions and local sourcing should be explored. Exposures of AMEs/APEs to successful school canteens can be organized to motivate communities. Additionally, systematically treat **drinking water** provided to children. (Conclusion 6 & 7)
10. **Nutrition awareness:** Prepare and disseminate, in schools and communities, simple nutrition campaign materials on the importance of diverse diets. As mentioned, update the *guide d'infusion* with existing materials on nutrition. Additionally, **display posters on best practices for hygiene and nutritious** meals in kitchens/stores. (Conclusion 7)
11. **School gardens:** Assess gardens of Keun Faaba II to see if they still exist and are producing foods for the schools without support. Use lessons learned to support school gardens within Keun Faaba III. (Conclusion 7)
12. Closely coach the **infrastructure-management committees** to ensure they have the capacity to maintain the infrastructures (kitchen & storage). (Conclusion 10)

#### *Program: Hygiene*

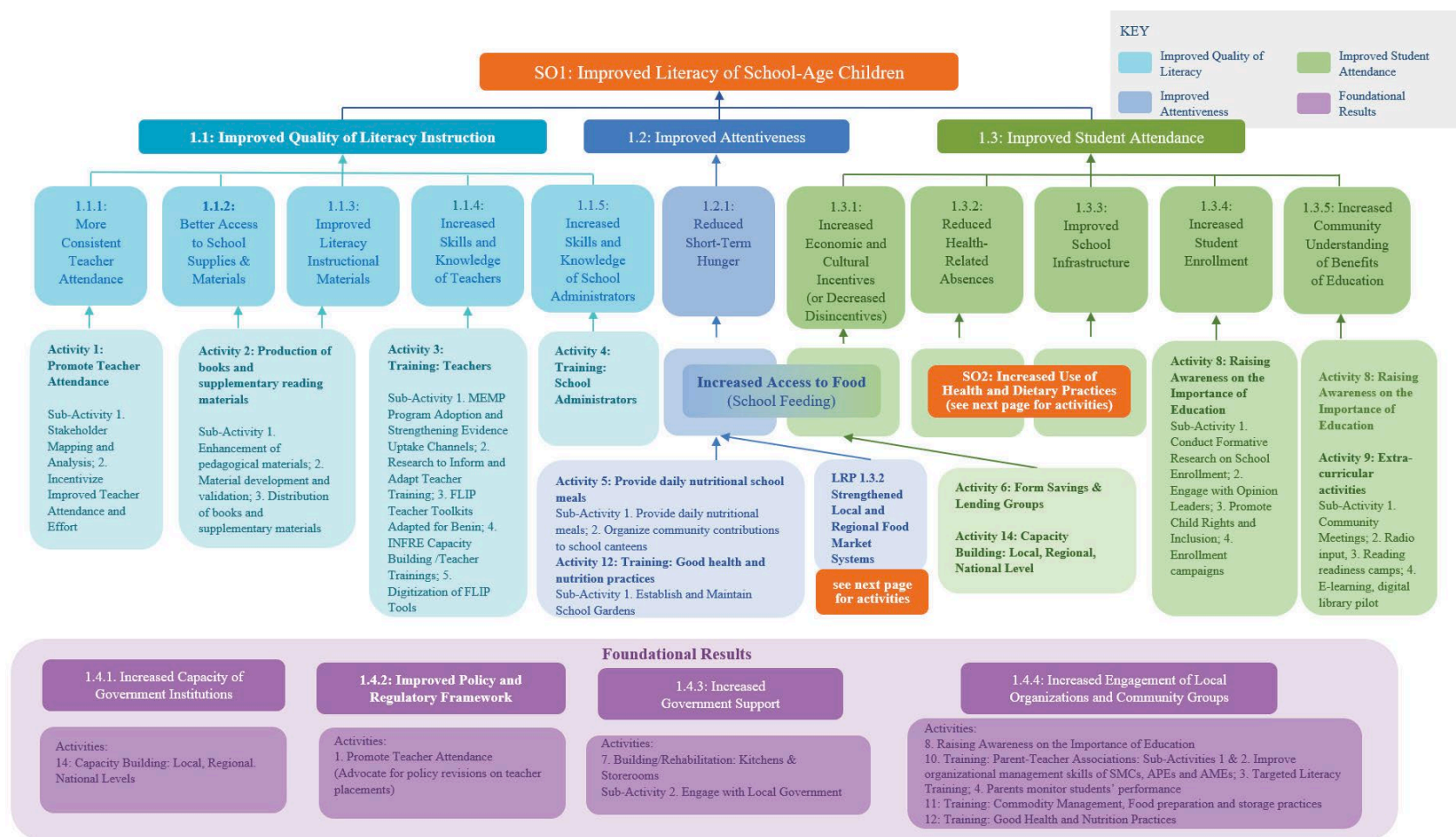
13. **Improve the *guide d'infusion*** by including games and visuals to support teachers in including hygiene and nutrition messages within the curriculum. The project could draw inspiration from extant PNASI manuals or collaborate with the WFP. Link messages on nutrition and hygiene to their impact on health. (Conclusion 8)
14. **Acquire basic WASH-level services:** Urgently mobilize resources to acquire basic WASH service levels in all schools, especially for accessing water and improved gender-separate latrines. (Conclusion 9)
15. **Intensify community awareness** to maintain and respect the existing HWSs and latrines that need maintenance or upgrading. Request the contribution of parents for activities that require very limited or no financial support: ensuring Tippy Taps are functional and have water; maintaining latrines (more intimacy needed in some latrines); building temporary fences around school premises and school gardens. At least one parent should actively participate in each hygiene club to assist students in organizing the maintenance of the HWSs, latrines, and urinals. (Conclusion 9)
16. **WASH certification:** Provide incentives to hygiene clubs and teachers/principals to acquire the WASH friendly school certification. These incentives could take the form of cleaning equipment or

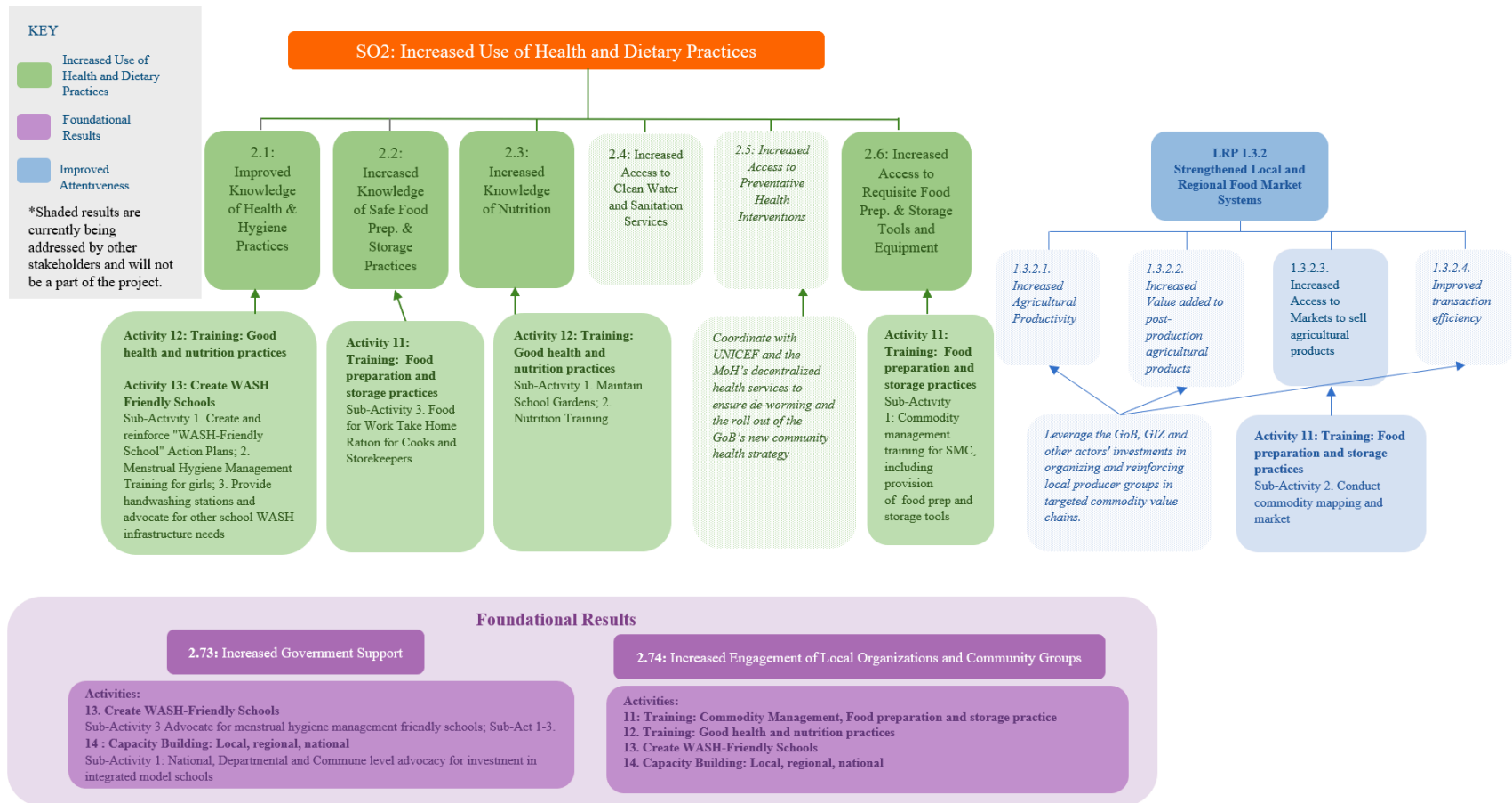
trips to the Keun Faaba II schools that have successfully implemented the WASH strategy.  
(Conclusion 10)

### *Strategy, LRP, and Management*

17. While ongoing support from CRS to its partners remains essential, there should be an increased **focus on transferring full responsibility to the sub-grantees**, particularly DEDRAS and Caritas. This shift toward empowering and entrusting sub-grantees with greater ownership can enhance project sustainability and effectiveness in the long run. (Conclusion 11)
18. Enhance the **systematic utilization of MECREF** by not only school community members but also municipal staff to build their capacity and foster a stronger sense of accountability. (Conclusion 12)
19. Continuously collaborate with **local cooperatives or farmers** to enhance their capacity in delivering commodities that meet quality standards. Additionally, streamline the procurement process to reduce delays, with specific attention to **efficient processing** timelines at the national lab. (Conclusion 13)
20. Collaborate with local and national authorities to enhance the Keun Faaba **sustainability strategy**, ensuring strong buy-in and support from key stakeholders, including reinforcing their connection with SILC groups and work with the GoB to further improve harmonization with PNASI and facilitate the Keun Faaba transfer (Conclusion 14)

## Annex 1: Results Framework





## Annex 2: Quantitative Sample Minimum Detectable Size

**Table 11: Sample size and minimum detectable effect size (MDES)**

| <b>Population</b>  | <b>Sampling size</b>   | <b>Minimum detectable effect size</b> |
|--------------------|--|---------------------------------------|
| Schools            | 50 schools A<br>50 schools B   | ME = 4.3%<br>MDES = 14.1%             |
| Students - EGRA    | 16 students per school in Grade 2<br>(8 girls/8 boys)<br>School A<br><br><b>Total</b> : 739 students | ME = 4.5%<br>MDES = 7.9%              |
| Students – Weight  | 30 students per school<br>From grade 1 to 5<br>School A +B<br><br><b>Total</b> : 2937 students       | ME = 3.2%<br>MDES = 5.5%              |
| Cooks/Store keeper | 1 cook/1 store keeper /1 SFC per school<br>School A<br><br><b>Total</b> : 142 individuals            | ME = 10.1%<br>MDES = 19.4%            |
| Attendance         | 6 classrooms (all)<br>School A +B<br><br><b>Total</b> : 97 schools                                   | ME = 4.4%<br>MDES = 7.5%              |
| Parents            | 10 parents per school<br>School A<br><br><b>Total</b> : 505 parents                                  | ME = 5.2%<br>MDES = 8.9%              |
| Teacher/principals | 2 per school<br>School A<br><br><b>Total</b> : 146 teachers  | ME = 4.2%<br>MDES = 13.9%             |

## Annex 3: Details of Qualitative Sample

**Table 12: Detail qualitative sample**

| Category                  | Stakeholder                              | Number<br>KII/FGD | Male<br>Total | Female<br>Total | Participant<br>Total |
|---------------------------|--|-------------------|---------------|-----------------|----------------------|
| <b>Authority-Commune</b>  | Services de la commune<br>Infrastructure | 3                 | 4             |                 | 4                    |
|                           | Services de la commune<br>WASH           | 4                 | 7             | 1               | 8                    |
| <b>Authority-National</b> | DEMP                                     | 1                 | 2             |                 | 2                    |
|                           | INFRE                                    | 1                 | 2             |                 | 2                    |
| <b>Authority-Regional</b> | DDEMP                                    | 8                 | 11            | 3               | 14                   |
|                           | Ministry of Health                       | 2                 | 2             |                 | 2                    |
| <b>Community</b>          | Parents                                  | 4                 | 14            | 19              | 33                   |
|                           | PTA - SFC                                | 4                 | 19            | 16              | 35                   |
| <b>Donor</b>              | USDA                                     | 1                 |               | 1               | 1                    |
|                           | WFP                                      | 1                 | 1             | 2               | 3                    |
| <b>Program</b>            | CRS                                      | 7                 | 12            | 2               | 14                   |
| <b>Program-Partner</b>    | AIR                                      | 2                 | 2             | 2               | 4                    |
|                           | DEDRAS                                   | 1                 | 2             | 1               | 3                    |
|                           | CARITAS                                  | 3                 | 8             | 1               | 9                    |
| <b>Total</b>              |  | <b>52</b>         | <b>120</b>    | <b>89</b>       | <b>209</b>           |

## Annex 4: List of Documents Reviewed

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Government of Benin. 2023. National policy for development of microfinance (2023-2032).

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IJLLT. 2022. View of Parental Involvement and School Performance/ Comparison in Benin.

International Journal of Applied Linguistic. 2020. Decentralization of Education in Benin: How to Make it an Instrument for the Effective Development of the Education System?

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## Annex 5: Evaluation Matrix

| Index       | Evaluation Section & Questions   | Desk Review  | Qualitative Methods  | Quantitative Methods                 |
|-------------|--|--|--|--------------------------------------|
| <b>EQ01</b> | <b>Relevance:</b> Are stakeholders (AMEs/APEs, SMCs, teachers and local authorities) satisfied with their participation in the project? Why or why not?  | Performance reports<br>Success stories   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC/APE/AME | Teacher survey<br>AME-APE-SMC Survey |
| <b>EQ02</b> | <b>Relevance:</b> To what extent does the use of the SILC approach to support education align with local and/or national public policies? To what extent do communities embrace the SILC approach?   | Government policies  | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD SILC                                    |                                      |
| <b>EQ03</b> | <b>Relevance:</b> To what extent does the LRP align with the national public policies?   | Agreement and amendment<br>Performance reports<br>Government policies                    | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP                         |                                      |
| <b>EQ04</b> | <b>Relevance:</b> To what extent have the construction or rehabilitation initiatives under MGD21 align with the project objectives as well as contribute to the government agenda to have school up to standard and norms of school feeding? | Agreement and amendment<br>Performance reports<br>Success stories<br>Government policies | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local                                    |                                      |
| <b>EQ05</b> | <b>Relevance:</b> To what extent is the project consistent with other school feeding interventions championed by the Benin government?   | Agreement and amendment<br>Performance reports<br>Government policies                    | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP                         |                                      |
| <b>EQ06</b> | <b>Effectiveness:</b> To what extent have students (boys and girls) increased their reading comprehension compared to baseline?  | Evaluation report  | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD Parents                 | EGRA<br>Teacher survey<br>Parent     |

| Index       | Evaluation Section & Questions  | Desk Review   | Qualitative Methods   | Quantitative Methods  |
|-------------|---|---|---|---|
| <b>EQ07</b> | <b>Effectiveness:</b> To what extent have the strategies for improving reading and writing skills of students been successfully implemented (FLIP teaching approach, literacy techniques and improved materials)? and what outcomes have been achieved?                     | Evaluation report<br>Partners contracts<br>Performance reports<br>Government policies       | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers                                       | Teacher survey  |
| <b>EQ08</b> | <b>Effectiveness:</b> To what extent have the strategies for raising community awareness about literacy been successfully implemented? To what extent are parents supporting their children's education?  | Partners contracts<br>Performance reports   | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD Parents                                    | Head Teacher survey<br>Parent                                       |
| <b>EQ09</b> | <b>Effectiveness:</b> To what extent have the strategies for monitoring and incentivizing teachers' attendance been effectively implemented? What improvements could be made, if any?   | Partners contracts<br>Performance reports<br>Government policies                            | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC/APE/AME                                | Head Teacher survey<br>Parent                                       |
| <b>EQ10</b> | <b>Effectiveness:</b> To what extent have strategies for enhancing students' health and hygiene practices, such as the establishment of WASH-friendly clubs and the improvement of WASH infrastructure been successfully implemented? and what outcomes have been achieved? | Partners contracts<br>Agreement and amendment<br>Performance reports<br>Success stories     | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD Parents<br>FGD SMC/APE/AME<br>FGD Students | Student survey<br>Head Teacher survey<br>Parent<br>School Inventory |
| <b>EQ11</b> | <b>Effectiveness:</b> To what extent have the strategies for improving students' nutrition through improved school meals been implemented? and what outcomes have been achieved?  | Partners contracts<br>Agreement and amendment<br>Performance reports<br>Government policies | KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP<br>FGD Teachers<br>FGD Parents<br>FGD SMC/APE/AME      | Student survey<br>Teacher survey<br>Parent                          |
| <b>EQ12</b> | <b>Effectiveness:</b> To what extent has the implementation of SILC strengthened the  | Partners contracts<br>Performance reports   | KII Partners<br>FGD Parents   | Head Teacher survey   |

| Index       | Evaluation Section & Questions   | Desk Review   | Qualitative Methods   | Quantitative Methods          |
|-------------|--|---|---|-------------------------------|
|             | economic capacity of parents to support their children's schooling and contribute to the life of the school?   |   | FGD SMC/APE/AME<br>FGD SILC   |                               |
| <b>EQ13</b> | <b>Effectiveness:</b> To what extent has LRP been successfully implemented? Did LRP for school feeding impact the local market? To what extent did the LRP component contribute to school canteens?                    | Evaluation report<br>Agreement and amendment<br>Performance reports | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP<br>FGD SMC/APE/AME                 | Head Teacher survey           |
| <b>EQ14</b> | <b>Effectiveness:</b> To what extent have the recommendations from baseline and the MGD17 final evaluation been implemented?   |   | KII USDA<br>KII Partners  |                               |
| <b>EQ15</b> | <b>Efficiency:</b> Is the project implemented as planned (timeline and budget)? Is the project implemented in the most efficient way possible? Could alternative solutions potentially improve the project efficiency? | Performance reports   | KII USDA<br>KII Partners  |                               |
| <b>EQ16</b> | <b>Efficiency:</b> What were the major internal and external factors influencing the achievement or non-achievement of the objectives?   | Performance reports   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP<br>FGD Teachers<br>FGD SMC/APE/AME | Head-teacher survey<br>Parent |
| <b>EQ17</b> | <b>Efficiency:</b> How did the project improve the efficiency of its partners? Was the project efficient at taking into account beneficiaries' feedback?   | Performance reports   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local   |                               |
| <b>EQ18</b> | <b>Efficiency:</b> To which extent was the project able to adapt its strategy in the face of rising insecurity and school closure?   | Performance reports   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local   |                               |

| Index | Evaluation Section & Questions  | Desk Review                            | Qualitative Methods  | Quantitative Methods                       |
|-------|---|--|--|--|
|       |   |  | FGD Teachers<br>FGD SMC/APE/AME  |  |
| EQ19  | <b>Impact:</b> How likely is the project to achieve strategic objectives and contribute significantly to intended purpose? On which issues should the project team focus its efforts to achieve greatest impact?  | Performance reports                    | KII USDA<br>KII Partners   |  |
| EQ20  | <b>Impact:</b> To what extent have project objectives and activities reduced gender disparities in education in target zones, and what activities were most effective in leading to said reductions? Have inclusive or gender sensitive strategies been implemented in view of sustainability among identified specific groups if there are any?  | Performance reports<br>Success stories | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC/APE/AME<br>FGD Students           | Student survey<br>Teacher survey<br>Parent |
| EQ21  | <b>Impact:</b> What are the unexpected positive or negative effects of the project?   | Performance reports                    | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC/APE/AME                           |  |
| EQ22  | <b>Sustainability:</b> Is there evidence of improved community capacity toward sustainability, willingness of parents to participate without incentives or actions towards school infrastructure maintenance? What role could SILC play for sustainability? How far is the project regarding the milestones mentioned in the sustainability plan? | Performance reports<br>Success stories | KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP<br>FGD Teachers<br>FGD Parents<br>FGD SMC/APE/AME | Head Teacher survey<br>Parent              |
| EQ23  | <b>Sustainability:</b> What were the major factors that influenced the achievement or non-achievement of sustainability of the project?   | Performance reports                    | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP<br>FGD SMC/APE/AME                    |  |

| Index       | Evaluation Section & Questions  | Desk Review                              | Qualitative Methods  | Quantitative Methods |
|-------------|---|--|--|----------------------|
| <b>LQ01</b> | <b>Learning questions:</b> In Benin, what governance structures and community level system of governance have been put in place to ensure the effective delivery, implementation, and sustainability of school feeding program? What factors contribute to the success of Benin's SFP?      | Evaluation report<br>Government policies | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP |                      |
| <b>LQ02</b> | <b>Learning questions:</b> In Benin, which components of SFP, including food production, procurement and preparation of meals, are the most sustainable in terms of operational efficiency and why? Does the cost-effectiveness of these programs change over time, and if so, how and why? | Evaluation report<br>Government policies | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP |                      |
| <b>LQ03</b> | <b>Learning questions:</b> What are the opinions and perceptions of educators, school leaders, INFRE and other stakeholders in education regarding the implementation and impact of the Foundational Literacy Improvement Package (FLIP) advocated by the project?                          | Evaluation report<br>Government policies | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers        | Teacher survey       |

## Annex 6: Data-Collection Tools

### EGRA Items

#### Vocabulaire – Partie 1 : Reconnaître les images



**habit**



**canard**



**pied**

- ☐ Correct  
☐ Incorrect  
☐ Pas de réponse



**cochon**

- ☐ Correct  
☐ Incorrect  
☐ Pas de réponse



**coq**

**poulet**

- ☐ Correct  
☐ Incorrect  
☐ Pas de réponse



**bras**

- ☐ Correct  
☐ Incorrect  
☐ Pas de réponse



**arbre**

- ☐ Correct  
☐ Incorrect  
☐ Pas de réponse

#### Vocabulaire – Partie 2 : Mots spatiaux

Prends le crayon et dépose-le :

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

**Letter names:**

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

**Letters / Grapheme sounds**

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

**Familiar Words**

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

**Invented word**

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

## Histoire

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

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

## Compréhension orale

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

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

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

|  |              |
|--|--------------|
| Date :   | (JJ-MM-AAAA) |
| Nom de l'énumérateur:                          | (Spécifier)  |
| Numéro d'énumérateur:                          | (Spécifier)  |
| Département :                                  | (Spécifier)  |
| Commune :                                      | (Spécifier)  |
| Numéro d'identification<br>unique de l'école : | (Spécifier)  |
| Nom de l'école :                               | (Spécifier)  |

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**This survey was translated in local languages.**

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

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

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

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

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

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

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

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

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

| N°                                | Question  | Réponse  |
|-----------------------------------|---|--|
| <b>1. Information sur l'élève</b> |   |  |
| S101                              | Quel âge as-tu ?  | _____  |
| S102                              | Genre (regardez l'enfant et cochez)   | <input type="radio"/> Masculin<br><input type="radio"/> Féminin  |
| S103                              | Quelle(s) langue(s) parles-tu à la maison le plus souvent ?                                       | <input type="radio"/> Bariba<br><input type="radio"/> Boo<br><input type="radio"/> Dendi<br><input type="radio"/> Fon<br><input type="radio"/> Français<br><input type="radio"/> Mokole<br><input type="radio"/> Peulh<br><input type="radio"/> Yorouba<br><input type="radio"/> Autre   |
| S104                              | Quelle était ta classe l'année passée ?   | <input type="radio"/> CI<br><input type="radio"/> CP (Redoublant)  |
| S105                              | As-tu fréquenté une école maternelle ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| <b>2. Apprentissages</b>          |   |  |
| S201                              | Avec quelle fréquence le maître te désigne-t-il pour lire au tableau ou dans le livre à l'école ? | <input type="radio"/> Tous les jours<br><input type="radio"/> Plusieurs fois par semaine<br><input type="radio"/> Une fois par semaine<br><input type="radio"/> Une fois par mois<br><input type="radio"/> Jamais  |
| S202                              | Combien êtes-vous à partager un seul manuel en classe ?   | <input type="radio"/> Pas de livre ou ne lit pas<br><input type="radio"/> Seul (1)<br><input type="radio"/> 2<br><input type="radio"/> 3<br><input type="radio"/> 4<br><input type="radio"/> + de 4  |
| S203                              | As-tu un manuel ou livre de lecture de français à la maison ?                                     | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S204                              | Est-ce qu'il y a d'autres livres ou des magazines en français chez toi ?                          | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S205                              | Y-a-t'il des personnes dans ta famille qui savent lire ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S206                              | [Q303 = Oui]<br>Qui sait lire ?<br><br><i>[NB : Ne pas lister les modalités]</i>                  | <input type="checkbox"/> Papa<br><input type="checkbox"/> Maman<br><input type="checkbox"/> Frère ou sœur<br><input type="checkbox"/> Autre  |
| S207                              | Lis-tu ou étudies-tu en français à la maison ?  | <input type="radio"/> Très souvent (tous les jours)<br><input type="radio"/> Souvent (plusieurs fois par semaine)<br><input type="radio"/> Régulièrement (1 fois par semaine)<br><input type="radio"/> Rarement (moins d'une fois par semaine)<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse |

| N°                         | Question  | Réponse  |
|----------------------------|---|--|
| S208                       | Est-ce que quelqu'un dans ta famille te lit ou te raconte des histoires ?   | <input type="radio"/> Très souvent (tous les jours)<br><input type="radio"/> Souvent (plusieurs fois par semaine)<br><input type="radio"/> Régulièrement (1 fois par semaine)<br><input type="radio"/> Rarement (moins d'une fois par semaine)<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse |
| S209                       | Est-ce que quelqu'un t'aide avec le travail d'école à la maison ?   | <input type="radio"/> Très souvent (tous les jours)<br><input type="radio"/> Souvent (plusieurs fois par semaine)<br><input type="radio"/> Régulièrement (1 fois par semaine)<br><input type="radio"/> Rarement (moins d'une fois par semaine)<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse |
| S210                       | [Q209 <> Jamais-Ne sais pas]<br>Qui t'aide avec le travail d'école ?<br><br><i>NB : Ne pas lister les modalités</i>       | <input type="checkbox"/> Papa<br><input type="checkbox"/> Maman<br><input type="checkbox"/> Frère ou sœur<br><input type="checkbox"/> Autre  |
| S211                       | [Q209 <> Jamais-Ne sais pas]<br>Est-ce que quelqu'un t'a aidé pour les activités de lecture durant les 3 derniers jours ? | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S212                       | Est-ce que l'on te fait lire des lettres et des mots ?  | <input type="radio"/> Très souvent<br><input type="radio"/> Souvent<br><input type="radio"/> Régulièrement<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S213                       | Quand tu rentres chez toi, est-ce quelqu'un te demande ce que tu as appris à l'école ?                                    | <input type="radio"/> Très souvent<br><input type="radio"/> Souvent<br><input type="radio"/> Régulièrement<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| <b>3. Socio-économique</b> |   |  |
| SE01                       | Quel type de sol y-a-t'il dans ta maison ?<br><i>NB : Lister les options</i>  | <input type="radio"/> Terre<br><input type="radio"/> Bois<br><input type="radio"/> Ciment ou carrelage<br><input type="radio"/> Ne sais pas / Pas de réponse   |
| SE02                       | Avec quoi cuisine-t'on dans ta maison ?<br><i>NB : Lister les options</i>   | <input type="radio"/> Bois que vous ramassez<br><input type="radio"/> Bois ou du charbon, que vous achetez<br><input type="radio"/> Gaz<br><input type="radio"/> Électricité<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| SE03                       | Avez-vous une radio dans votre maison ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| SE04                       | Avez-vous une télévision dans votre maison ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| SE01                       | Est-ce qu'un membre de ta famille a un téléphone portable ?   | <input type="radio"/> Oui<br><input type="radio"/> Non   |

| N° | Question | Réponse                        |
|----|----------|--------------------------------|
|    |          | ○ Ne sait pas / Pas de réponse |

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

**Fin du questionnaire**

## QUESTIONNAIRE – ELEVE Anthropométrie

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

Date : (JJ-MM-AAAA)  
Nom de l'énumérateur: (Spécifier)  
Numéro d'énumérateur: (Spécifier)  
Département : (Spécifier)  
Commune : (Spécifier)  
Numéro d'identification unique de l'école : (Spécifier)  
Nom de l'école : (Spécifier)

**This survey was translated in local languages.**

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

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

As-tu des questions ?

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

Peut-on commencer ?

| N°                                | Question   | Réponse  |
|-----------------------------------|--|--|
| <b>1. Information sur l'élève</b> |  |  |
| S101                              | Quel âge as-tu ?<br>PS : l'enfant doit avoir entre 5 et 10 ans | _____  |
| S102                              | Genre (regardez l'enfant et cochez)                            | <input type="radio"/> Masculin<br><input type="radio"/> Féminin  |
| S104                              | En quelle classe es-tu ?                                       | <input type="radio"/> Maternelle<br><input type="radio"/> CI<br><input type="radio"/> CP<br><input type="radio"/> Ce1<br><input type="radio"/> Ce2<br><input type="radio"/> Cm1<br><input type="radio"/> Cm2 |
| S105                              | Quel est le poids de l'enfant ?                                | _____ kilo   |

| N°   | Question  | Réponse   |
|--|---|---|
|  | <i>NB :Peser l'enfant sans ses chaussures ou objet lourd</i>  |   |
| S106   | Combien de jours l'enfant a été absent(e) depuis le début de l'année pour raison de maladie?  | _____   |
| <b>Les questions qui suivent ne seront posées qu'aux élèves de ce1, ce2, et cm1</b><br><b>3. Test de connaissance sur l'hygiène,</b> |   | <b>la santé et la nutrition</b>   |
| S301   | Un corps sale peut causer des maladies  | <input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S302   | Marcher pieds nus peut causer des maladies  | <input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S303   | La diarrhée ne peut pas causer la mort.   | <input type="radio"/> Vrai <input type="radio"/> <b>Faux</b><br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S304   | La nourriture nous protège des maladies.  | <input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S305   | Une alimentation qui ne contient que du pain, du riz et du maïs est équilibrée  | <input type="radio"/> Vrai <input type="radio"/> <b>Faux</b><br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S306   | Il est suffisant de laver le bidon qui contient l'eau à boire une fois par an.  | <input type="radio"/> Vrai <input type="radio"/> <b>Faux</b><br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S307   | Le meilleur moyen d'éviter les maladies est de se laver les mains avec de l'eau et du savon avant de manger et après être allé aux toilettes.                             | <input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S308   | Les élèves peuvent rendre l'école propre.   | <input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S309   | On se brosse les dents uniquement pour que notre bouche sente bon.  | <input type="radio"/> Vrai <input type="radio"/> <b>Faux</b><br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S310   | Pour être fort, il suffit de manger beaucoup de maïs.   | <input type="radio"/> Vrai <input type="radio"/> <b>Faux</b><br><input type="radio"/> Ne sait pas / Pas de réponse  |
| <b>4. Information nutrition</b>  |   |   |
| S401   | Au cours des 4 dernières semaines, y a-t-il eu des repas où il n'y avait rien à manger à la maison ?  | <input type="radio"/> Jamais<br><input type="radio"/> Rarement (1 ou 2 fois)<br><input type="radio"/> Quelque fois (3 à 10 fois)<br><input type="radio"/> Souvent (plus de 10 fois)<br><input type="radio"/> Ne sait pas / Pas de réponse |
| S402   | [S401 <> Jamais]<br>Au cours des 4 dernières semaines, est-ce que tu t'es couché le ventre vide à cause d'un manque de nourriture à la maison ?                           | <input type="radio"/> Jamais<br><input type="radio"/> Rarement (1 ou 2 fois)<br><input type="radio"/> Quelque fois (3 à 10 fois)<br><input type="radio"/> Souvent (plus de 10 fois)<br><input type="radio"/> Ne sait pas / Pas de réponse |
| S403   | [S402 <> Jamais]<br>Au cours des 4 dernières semaines, est-ce que tu as passé une journée et une nuit entière sans manger à cause d'un manque de nourriture à la maison ? | <input type="radio"/> Jamais<br><input type="radio"/> Rarement (1 ou 2 fois)<br><input type="radio"/> Quelque fois (3 à 10 fois)<br><input type="radio"/> Souvent (plus de 10 fois)<br><input type="radio"/> Ne sait pas / Pas de réponse |
| S404   | Combien de fois as-tu mangé à la cantine la semaine passée ?  | <input type="radio"/> Aucune<br><input type="radio"/> 1 fois<br><input type="radio"/> 2 fois<br><input type="radio"/> 3 fois<br><input type="radio"/> 4 fois  |

| N°   | Question   | Réponse   |
|------|--|---|
|      |  | <input type="radio"/> 5 fois (tous les jours)<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S405 | Après avoir mangé à la cantine, as-tu encore faim ou es-tu rassasié ?  | <input type="radio"/> Je n'ai plus faim du tout<br><input type="radio"/> J'ai encore un petit peu faim<br><input type="radio"/> J'ai encore faim<br><input type="radio"/> Je ne mange jamais à la cantine<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S406 | Selon toi, qu'est-ce qu'une alimentation nutritive (que faut-il manger ou ne pas manger) ?<br><i>NB: Ne pas lire les réponses</i>  | <input type="checkbox"/> Manger des légumes et/ou des fruits<br><input type="checkbox"/> Manger de la viande, du poisson et des œufs.<br><input type="checkbox"/> Manger du maïs, des racines féculentes, des pommes de terre, etc. (c'est-à-dire des glucides)<br><input type="checkbox"/> Manger des haricots et des légumineuses<br><input type="checkbox"/> Manger une variété d'aliments (mélange de fruits/légumes + viande/poisson/œufs/légumineuses + glucides)<br><input type="checkbox"/> Pas trop de sel<br><input type="checkbox"/> Pas trop d'aliments sucrés<br><input type="checkbox"/> Pas trop d'aliments frits<br><input type="checkbox"/> Manger de grandes quantités<br><input type="checkbox"/> Autre, précisez<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| S407 | <b>Hier</b> , as-tu mangé les repas suivants :<br><br><i>NB Lister les options et cocher si 'Oui'</i><br><i>NB: Hier ou le dernier jour que tu es venu à l'école</i>   | <input type="checkbox"/> Petit-déjeuner avant d'aller à l'école<br><input type="checkbox"/> Encas pendant la récréation du matin<br><input type="checkbox"/> Repas de midi<br><input type="checkbox"/> Goûter<br><input type="checkbox"/> Repas du soir (diner)<br><input type="checkbox"/> Je n'ai pas mangé<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| S408 | <b>Hier</b> , combien de fois as-tu mangé?<br><br><i>NB: Hier ou le dernier jour que tu es venu à l'école</i><br><i>NB : Les snacks ne sont pas des repas</i><br><i>NB : L'enquêteur peut répondre à cette question en fonction des informations de la question précédente</i> | <input type="radio"/> Je n'ai pas mangé<br><input type="radio"/> J'ai pris 1 repas<br><input type="radio"/> J'ai pris 2 repas<br><input type="radio"/> J'ai pris 3 repas ou plus<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S409 | <b>Hier</b> , as-tu mangé l'un des légumes suivants : citrouille, carottes, courges ou patates douces ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S410 | [409 = Oui]<br>As-tu mangé ces légumes à la cantine de l'école ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S411 | <b>Hier</b> , as-tu mangé l'un des fruits suivants : mangue mûre, papaye mûre, jus frais fait à partir de ces fruits, pêche ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S412 | [S411 = Oui]<br>As-tu mangé ces fruits à la cantine de l'école ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |

| Nº                          | Question  | Réponse   |
|-----------------------------|---|---|
| S413                        | <b>Hier</b> , as-tu mangé l'un des légumes à feuilles vert foncé suivants : herbes sauvage, chou frisé, épinards, feuilles de citrouille?                         | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S414                        | [S413 = Oui]<br>As-tu mangé ces légumes à feuilles vert foncé à la cantine de l'école ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S415                        | <b>Hier</b> , as-tu mangé l'un des aliments suivants : foie, rognon, cœur, bœuf, porc, agneau, chèvre, lapin, poisson, poulet, cheval (n'importe quelle viande) ? | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S416                        | [S415 = oui]<br>As-tu mangé cette viande à la cantine de l'école ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S417                        | <b>Hier</b> , as-tu mangé l'un des aliments suivants : haricots, légumineuses ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S418                        | [S417 = oui]<br>As-tu mangé ces haricots à la cantine de l'école ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S419                        | <b>Hier</b> , as-tu mangé des œufs ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S420                        | [S419 = oui]<br>As-tu mangé ces œufs à la cantine de l'école ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S421                        | <b>Hier</b> , as-tu mangé du lait, du fromage ou du yaourt ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S422                        | [S421 = oui]<br>As-tu mangé ces laitages à la cantine de l'école ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| <b>5. Hygiène Practices</b> |   |   |
| S501                        | Hier où as-tu pris ton déjeuner de midi ?   | <input type="radio"/> A l'école<br><input type="radio"/> A la maison<br><input type="radio"/> Autre<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S502                        | Hier t'es-tu lavé les mains <b>avec de l'eau et du savon</b> avant de prendre ton déjeuner (midi) ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| S503                        | [S502 = Non]<br>Pourquoi ne t'es-tu pas lavé les mains avant de prendre ton déjeuner ?  | <input type="radio"/> J'ai oublié<br><input type="radio"/> J'étais trop pressé<br><input type="radio"/> Je ne me les lave jamais<br><input type="radio"/> Il n'y avait pas d'eau<br><input type="radio"/> Il n'y avait pas de savon<br><input type="radio"/> Autre, spécifier<br><input type="radio"/> Ne sait pas / Pas de réponse |
| S504                        | Y a-t-il des toilettes fonctionnelles pour les élèves dans l'école ?<br><i>NB: L'enquêteur doit répondre à cette question</i>                                     | <input type="radio"/> Oui<br><input type="radio"/> Non  |

| N°   | Question  | Réponse  |
|------|---|--|
| S505 | Y a-t-il des dispositifs de lavage des mains dans l'école ?<br><i>NB: L'enquêteur doit répondre à cette question</i>  | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| S506 | [S505 = Oui]<br>Y a-t-il du savon, de la cendre ou de l'eau de Javel à proximité des dispositifs de lavage des mains ou dans l'eau ?<br><i>NB: L'enquêteur doit répondre à cette question</i> | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| S507 | Selon toi, quels sont les moments importants où tu dois te laver les mains ?<br><br><i>NB: Ne pas lire les réponses</i>   | <input type="checkbox"/> Après défécation<br><input type="checkbox"/> Avant de manger<br><input type="checkbox"/> Avant de nourrir d'autres enfants<br><input type="checkbox"/> Avant de préparer un repas<br><input type="checkbox"/> Après avoir nettoyé un enfant qui a déféqué<br><input type="checkbox"/> Après avoir mangé<br><input type="checkbox"/> Après le nettoyage des latrines<br><input type="checkbox"/> Après avoir travaillé dans les champs<br><input type="checkbox"/> Après avoir touché un animal<br><input type="checkbox"/> Après avoir éternué<br><input type="checkbox"/> Jamais<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser  |
| S508 | [S504 = Oui]<br>À l'école, as-tu l'habitude d'utiliser les toilettes ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S509 | [S508 = Non]<br>Pourquoi n'utilises-tu pas les toilettes à l'école ?<br><br><i>NB: Ne pas lire les réponses</i>   | <input type="checkbox"/> Je ne me sens pas en sécurité<br><input type="checkbox"/> La porte des toilettes ne ferme pas bien<br><input type="checkbox"/> Les toilettes sont fermées à clé<br><input type="checkbox"/> Les toilettes sont sales<br><input type="checkbox"/> Les toilettes sentent mauvais<br><input type="checkbox"/> Les toilettes ne fonctionnent pas<br><input type="checkbox"/> Il y a trop de gens qui utilisent les toilettes<br><input type="checkbox"/> Les toilettes sont trop éloignées de ma classe<br><input type="checkbox"/> Je n'ai pas le temps<br><input type="checkbox"/> Je n'en ai pas envie<br><input type="checkbox"/> J'aime aller dans la nature<br><input type="checkbox"/> Les toilettes sont insuffisantes<br><input type="checkbox"/> Je ne sais pas comment les utiliser<br><input type="checkbox"/> Les toilettes sont mixtes (non unisexes)<br><input type="checkbox"/> Mes parents m'interdisaient de m'en servir<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| S510 | [S504 = Oui]<br>Comment qualifies-tu la sécurité dans les toilettes ?   | <input type="radio"/> Très sûr<br><input type="radio"/> Assez sûr<br><input type="radio"/> Pas vraiment sûr<br><input type="radio"/> Pas sûr du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S511 | [S504 = Oui]<br>Comment qualifies-tu la propreté des toilettes ?  | <input type="radio"/> Très propre<br><input type="radio"/> Assez propre<br><input type="radio"/> Pas vraiment propre<br><input type="radio"/> Pas propre du tout   |

| N°   | Question  | Réponse  |
|------|---|--|
|      |   | <input type="radio"/> Ne sait pas / Pas de réponse   |
| S512 | [S506 = Oui]<br>À l'école, à quelle fréquence utilises-tu du savon lorsque tu te laves les mains ?  | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S513 | [S504 = Oui] + [S506 = Oui]<br>À l'école, à quelle fréquence te laves-tu les mains après être allé aux toilettes ?  | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S514 | [S504 = Oui]<br>À l'école, à quelle fréquence te laves-tu les mains avant de manger ?   | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S515 | [S513 = Rarement ou jamais] ou [S514 = Rarement ou jamais]<br>Pourquoi te laves-tu rarement les mains après être allé aux toilettes ou avant de manger ?<br><br><i>NB: Ne pas lire les réponses</i> | <input type="checkbox"/> Il n'y a pas de savon ni d'eau de Javel<br><input type="checkbox"/> Il n'y a pas d'eau<br><input type="checkbox"/> L'eau est sale<br><input type="checkbox"/> Les dispositifs de lavage des mains sont trop éloignés<br><input type="checkbox"/> Je n'ai pas le temps<br><input type="checkbox"/> Je n'en ai pas envie<br><input type="checkbox"/> Je ne pense pas que ce soit nécessaire<br><input type="checkbox"/> Les toilettes sont propres<br><input type="checkbox"/> Autre, précisez<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| S516 | Y a-t-il des toilettes fonctionnelles chez toi ou à proximité ?   | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| S517 | Y a-t-il des dispositifs de lavage des mains ou un accès à l'eau chez toi ou à proximité ?  | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| S518 | As-tu du savon, de la cendre ou de l'eau de Javel chez vous ou à proximité ?  | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| S519 | [S516 = Oui]<br>À la maison, as-tu l'habitude d'utiliser les toilettes ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S520 | [S519 = Non]<br>Pourquoi n'utilises-tu pas les toilettes à la maison ?<br><br><i>NB: Ne pas lire les réponses</i>   | <input type="checkbox"/> Je ne me sens pas en sécurité<br><input type="checkbox"/> La porte des toilettes ne ferme pas bien<br><input type="checkbox"/> Les toilettes sont fermées à clé<br><input type="checkbox"/> Les toilettes sont sales<br><input type="checkbox"/> Les toilettes sentent mauvais<br><input type="checkbox"/> Les toilettes ne fonctionnent pas<br><input type="checkbox"/> Il y a trop de gens qui utilisent les toilettes<br><input type="checkbox"/> Les toilettes sont trop éloignées<br><input type="checkbox"/> Je n'ai pas le temps<br><input type="checkbox"/> Je n'en ai pas envie<br><input type="checkbox"/> J'aime aller dans la nature<br><input type="checkbox"/> Les toilettes sont insuffisantes<br><input type="checkbox"/> Je ne sais pas comment les utiliser |

| N°                              | Question   | Réponse  |
|---------------------------------|--|--|
|                                 |  | <input type="checkbox"/> Les toilettes sont mixtes (non unisexes)<br><input type="checkbox"/> Mes parents m'interdisaient de m'en servir<br><input type="checkbox"/> Autre<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S521                            | [S516 = Oui] et [S517 = Oui]<br>À la maison, à quelle fréquence te laves-tu les mains après être allé aux toilettes ou avant de manger ?                       | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S522                            | [S521 = Rarement ou jamais]<br>À la maison, pourquoi te laves-tu rarement les mains après être allé aux toilettes ?<br><br><i>NB: Ne pas lire les réponses</i> | <input type="checkbox"/> Il n'y a pas de savon ni d'eau de Javel<br><input type="checkbox"/> Il n'y a pas d'eau<br><input type="checkbox"/> L'eau est sale<br><input type="checkbox"/> Les dispositifs de lavage des mains sont trop éloignés<br><input type="checkbox"/> Je n'ai pas le temps<br><input type="checkbox"/> Je n'en ai pas envie<br><input type="checkbox"/> Je ne pense pas que ce soit nécessaire<br><input type="checkbox"/> Les toilettes sont propres<br><input type="checkbox"/> Autre, précisez<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| S523                            | Qui t' a enseigné les bonnes pratiques d'hygiène ?   | <input type="radio"/> Surtout mes enseignants<br><input type="radio"/> Surtout mes parents<br><input type="radio"/> De même que mes enseignants et mes parents<br><input type="radio"/> Autres personnes<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| <b>6. Club ami de l'hygiène</b> |  |  |
| S601                            | Y-a-t'il un club des amis de l'hygiène dans l'école ?<br><br><i>NB: L'enquêteur peut répondre à cette question</i>   | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| S602                            | [S601= Oui]<br>Es-tu membre du club d'hygiène ?  | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| S603                            | [S601= Oui]<br>Est-ce que les membres du club des amis de l'hygiène obligent les élèves à se laver les mains avant de manger ?                                 | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S604                            | [S601= Oui]<br>Est-ce que les membres du club des amis de l'hygiène s'assurent que les DLM fonctionnent ?  | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S605                            | [S601= Oui]<br>Est-ce que les membres du club des amis de l'hygiène s'assurent que les toilettes sont nettoyées régulièrement ?                                | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| S606                            | [S601= Oui]  | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais   |

| N°                      | Question  | Réponse  |
|-------------------------|---|--|
|                         | Est-ce que les membres du club des amis de l'hygiène s'assurent que la cour de l'école est propre?  | <input type="radio"/> Ne sait pas / Pas de réponse   |
| S607                    | <p>À quelles activités de nettoyage ou d'approvisionnement en eau participes-tu dans ton école ?</p> <p><i>NB Lister les options et cocher si 'Oui'</i></p> | <input type="checkbox"/> Aller chercher de l'eau<br><input type="checkbox"/> Nettoyer les réservoirs d'eau potable<br><input type="checkbox"/> Nettoyer les dispositifs de lavage des mains<br><input type="checkbox"/> Remplissage des dispositifs de lavage des mains<br><input type="checkbox"/> Nettoyer la salle de classe<br><input type="checkbox"/> Nettoyer la cour de l'école<br><input type="checkbox"/> Brûler des ordures<br><input type="checkbox"/> Nettoyage des toilettes<br><input type="checkbox"/> Enlever les mauvaises herbes<br><input type="checkbox"/> Nettoyer les tables<br><input type="checkbox"/> Nettoyer le tableau noir<br><input type="checkbox"/> Autre, précisez<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| <b>Socio-économique</b> |   |  |
| SE01                    | <p>Quel type de sol y-a-t'il dans ta maison ?</p> <p><i>NB : Lister les options</i></p>   | <input type="radio"/> Terre<br><input type="radio"/> Bois<br><input type="radio"/> Ciment ou carrelage<br><input type="radio"/> Ne sais pas / Pas de réponse   |
| SE02                    | <p>Avec quoi cuisine-t 'on dans ta maison ?</p> <p><i>NB : Lister les options</i></p>   | <input type="radio"/> Bois que vous ramassez<br><input type="radio"/> Bois ou du charbon, que vous achetez<br><input type="radio"/> Gaz<br><input type="radio"/> Électricité<br><input type="radio"/> Ne sais pas / Pas de réponse   |
| SE03                    | Avez-vous une radio dans votre maison ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| SE04                    | Avez-vous une télévision dans votre maison ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| SE05                    | Est-ce qu'un membre de ta famille a un téléphone portable ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |

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

**Fin du questionnaire**

## QUESTIONNAIRE – ENSEIGNANT/DIRECTEUR

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

Date : (JJ-MM-AAAA)  
 Nom de l'énumérateur: (Spécifier)  
 Numéro d'énumérateur: (Spécifier)  
 Département : (Spécifier)  
 Commune : (Spécifier)  
 Numéro d'identification unique de l'école : (Spécifier)  
 Nom de l'école : (Spécifier)

Bonjour. Je m'appelle \_\_\_\_\_ et j'aide à mener l'évaluation à mi-parcours du programme Keun Faaba mis en œuvre par CRS. Je travaille avec Et4d une société mandatée par CRS. Nous faisons une étude et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur votre école et le corps enseignant. Cette information nous aidera à évaluer les activités mises en œuvre par CRS pour améliorer les services d'éducation, fournir plus de nourriture, et améliorer la santé et l'hygiène. Le sondage prend normalement 40 minutes. Les informations que vous nous donnerez seront strictement confidentielles et ne seront pas montrées à d'autres personnes. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire et vous pouvez choisir de ne pas répondre à certaines questions, ou même à toutes les questions. Votre participation à de futurs programmes CRS ne dépend pas de vos réponses à cette enquête. Cependant, nous espérons que vous participerez à cette enquête puisque votre opinion est importante. Les réponses que vous fournissez seront conservées pendant 5 ans.

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

Si vous avez d'autres questions, vous pouvez les adresser à M.Edouard Nonguierma , le directeur du projet.

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

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

| N°  | Question  | Réponse  |
|---|---|--|
| <b>1. Caractéristiques de l'enseignant/directeur, formation et mobilité</b> |   |  |
|   | <i>Je vais commencer par vous poser quelques questions sur votre parcours professionnel</i>   |  |
| T101  | Êtes-vous le directeur de cette école (ou son remplaçant/adjoint) ?<br><i>NB : Cette question permet de sélectionner les questions pour le directeur.</i> | <input type="radio"/> Oui (directeur ou remplaçant)<br><input type="radio"/> Non (enseignant uniquement) |
| T102  | Genre<br><i>NB : regardez l'interlocuteur et cochez</i>   | <input type="radio"/> Masculin<br><input type="radio"/> Féminin  |
| T103  | Quel âge avez-vous ?  | _____ ans  |

| N°   | Question  | Réponse   |
|------|---|---|
|      | <i>NB : indiquer 99 si la personne ne veut pas répondre</i>   |   |
| T104 | Quelle(s) classe(s) enseignez-vous ?  | <input type="checkbox"/> Maternelle<br><input type="checkbox"/> Cours d'initiation (CI)<br><input type="checkbox"/> Cours préparatoire (CP)<br><input type="checkbox"/> CE1<br><input type="checkbox"/> CE2<br><input type="checkbox"/> CM1<br><input type="checkbox"/> CM2<br><input type="checkbox"/> Aucune  |
| T105 | [T104 <> Aucune]<br>Votre classe compte combien de garçons/fille<br><i>NB : Si plus d'une classe, indiquer le total</i>   | ____ Garçons<br>____ Filles   |
| T106 | Quel est votre statut en tant qu'enseignant ?   | <input type="radio"/> FE (Fonctionnaire d'état)<br><input type="radio"/> ACDPE (Agent Contractuel de Droit Public de l'état)<br><input type="radio"/> Aspirant (AME)<br><input type="radio"/> Communautaire<br><input type="radio"/> Conventionné par une structure extérieure<br><input type="radio"/> Stagiaire<br><input type="radio"/> Volontaire/Bénévole<br><input type="radio"/> Autre<br><input type="radio"/> Ne sait pas / Pas de réponse |
| T107 | Quel est votre diplôme académique le plus élevé ?   | <input type="radio"/> CEP<br><input type="radio"/> BEPC<br><input type="radio"/> CAP (lycée technique)<br><input type="radio"/> BAC, DEAT<br><input type="radio"/> DEUG, DUES<br><input type="radio"/> Licence<br><input type="radio"/> Maîtrise<br><input type="radio"/> Master/DEA<br><input type="radio"/> Autre   |
| T108 | Quel est le diplôme professionnel le plus élevé que vous avez obtenu ?  | <input type="radio"/> Aucun<br><input type="radio"/> CEAP<br><input type="radio"/> CAP<br><input type="radio"/> Autre   |
| T109 | Depuis combien d'années enseignez-vous ?<br><i>NB : Indiquer 99 si la personne ne peut pas répondre</i>   | ____ années   |
| T110 | [T101 = Directeur]<br>Depuis combien d'années êtes-vous directeur d'établissement ?<br><i>NB : Dans cette école ou une autre école, indiquer 99 si la personne ne peut pas répondre</i> | ____ années   |
| T111 | Quelles langues parlez-vous ?   | <input type="checkbox"/> Bariba<br><input type="checkbox"/> Boo<br><input type="checkbox"/> Dendi<br><input type="checkbox"/> Fon   |

| N°   | Question  | Réponse   |
|------|---|---|
|      |   | <input type="checkbox"/> Français<br><input type="checkbox"/> Mokole<br><input type="checkbox"/> Peulh<br><input type="checkbox"/> Yorouba<br><input type="checkbox"/> Autre  |
| T112 | Si vous en aviez la possibilité, souhaiteriez-vous être transféré dans une autre école ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T113 | [T112 = Oui]<br>Pour quelles raisons souhaiteriez-vous être transféré dans une autre école ?<br><i>NB: Ne pas proposer les réponses</i> | <input type="checkbox"/> Pour être plus proche de ma famille<br><input type="checkbox"/> Pour être dans une zone urbaine<br><input type="checkbox"/> Pour être dans ma région d'origine<br><input type="checkbox"/> Pour être dans une école plus petite<br><input type="checkbox"/> Pour être dans une école plus grande<br><input type="checkbox"/> Manque de moyens de déplacement<br><input type="checkbox"/> Pour être mieux payé<br><input type="checkbox"/> Pour travailler avec une autre équipe<br><input type="checkbox"/> A cause des problèmes d'insécurité<br><input type="checkbox"/> A cause de problèmes de santé<br><input type="checkbox"/> A cause la charge de travail<br><input type="checkbox"/> Ancienneté (Depuis longtemps dans le poste)<br><input type="checkbox"/> A cause de la langue de la communauté<br><input type="checkbox"/> A cause des difficultés avec la communauté<br><input type="checkbox"/> A cause des retards de salaire<br><input type="checkbox"/> Pour changer<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
|      | [T101 = Directeur]  | <input type="radio"/>   |
| T114 | Quelle est la langue dominante de la communauté de l'école ?  | <input type="radio"/> Bariba<br><input type="radio"/> Boo<br><input type="radio"/> Dendi<br><input type="radio"/> Fon<br><input type="radio"/> Français<br><input type="radio"/> Mokole<br><input type="radio"/> Peulh<br><input type="radio"/> Yorouba<br><input type="radio"/> Autre  |
| T115 | Quelles classes sont enseignées au sein de votre établissement ?  | <input type="checkbox"/> Maternelle<br><input type="checkbox"/> Cours d'initiation (CI)<br><input type="checkbox"/> Cours préparatoire (CP)<br><input type="checkbox"/> Ce1<br><input type="checkbox"/> Ce2<br><input type="checkbox"/> Cm1<br><input type="checkbox"/> Cm2   |
| T116 | Combien y a-t'il de salles de classe utilisées dans votre école ?<br><i>NB : Compter même en matériaux provisoires</i>                  | _____   |
| T117 | Combien d'enseignants de sexe masculin y-a-t'il dans votre école ?  | _____   |

| N°   | Question  | Réponse  |
|------|---|--|
|      | <i>NB : Inclure le directeur</i>  |  |
| T118 | Combien d’enseignants de sexe féminin y-a-t’il dans votre école ?<br><i>NB : Inclure la directrice</i>  | _____  |
| T119 | Votre école a-t ‘elle bénéficiée de l’assistance d’une ONG en dehors de CRS ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T120 | [T119 = Oui]<br>Dans quelles activités cette ONG était-elle impliquée dans votre école ?<br><br><i>NB : Proposer les options si nécessaire</i>    | <input type="checkbox"/> Parrainage<br><input type="checkbox"/> Distribution de kit scolaire<br><input type="checkbox"/> Construction forage<br><input type="checkbox"/> Latrines<br><input type="checkbox"/> Dispositif de lavage des mains<br><input type="checkbox"/> Jardin scolaire<br><input type="checkbox"/> Cours de soutien (renforcement différencié)<br><input type="checkbox"/> Renforcement des capacités pédagogiques des enseignants<br><input type="checkbox"/> Mise en place et dynamisation des groupes organisés d’enfants (Gouvernement scolaire)<br><input type="checkbox"/> Mise en place d’un projet de développement pour l’école<br><input type="checkbox"/> Actions de protection de l’enfance à travers les mécanismes de signalement<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T121 | [T119 = Oui]<br>Pensez-vous les activités de ces ONG ont eu un impact sur l’hygiène et la santé des élèves ?                                      | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T122 | [T119 = Oui]<br>Pensez-vous les activités de ces ONG ont eu un impact sur le niveau scolaire des élèves de CI, CP et Ce1 ?                        | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T123 | Durant les 2 dernières années, votre école a- t ‘elle bénéficié d’une amélioration de ses infrastructures sanitaires [Latrines] ?                 | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T124 | [T123 = Oui]<br>Qui a financé les améliorations des infrastructures sanitaires [Latrines] ?<br><br><i>NB : Proposer les options si nécessaire</i> | <input type="checkbox"/> CRS/Keun Faaba<br><input type="checkbox"/> Une ONG<br><input type="checkbox"/> La commune<br><input type="checkbox"/> Le gouvernement<br><input type="checkbox"/> Les parents<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |

| N°     | Question   | Réponse   |
|--------|--|---|
| T125   | Si les infrastructures sanitaires sont abimées, qui prendra en charge les réparations ?<br><i>NB : Proposer les options si nécessaire</i>    | <input type="checkbox"/> CRS/Keun Faaba<br><input type="checkbox"/> Une ONG<br><input type="checkbox"/> La commune<br><input type="checkbox"/> Le gouvernement<br><input type="checkbox"/> Les parents<br><input type="checkbox"/> Personne<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T126 B | Votre école-a-t 'elle un accès à l'eau ?   | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| T126   | [T126B = Oui]<br>Durant les 2 dernières années, votre école a- t 'elle bénéficié d'une amélioration de son accès à l'eau ?                   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T127   | [T126B = Oui]<br>Qui a financé les améliorations de son accès à l'eau ?<br><i>NB : Proposer les options si nécessaire</i>                    | <input type="checkbox"/> CRS/Keun Faaba<br><input type="checkbox"/> Une ONG<br><input type="checkbox"/> La commune<br><input type="checkbox"/> Le gouvernement<br><input type="checkbox"/> Les parents<br><input type="checkbox"/> Personne<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T128   | Si accès à l'eau est abimé, qui prendra en charge les réparations ?<br><i>NB : Proposer les options si nécessaire</i>                        | <input type="checkbox"/> CRS/Keun Faaba<br><input type="checkbox"/> Une ONG<br><input type="checkbox"/> La commune<br><input type="checkbox"/> Le gouvernement<br><input type="checkbox"/> Les parents<br><input type="checkbox"/> Personne<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T129 B | Votre école a-t 'elle des DML ?.   | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| T129   | [T129B = Oui]<br>Durant les 2 dernières années, votre école a- t 'elle bénéficié d'une amélioration de ses dispositifs de lavage des mains ? | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T130   | [T129 = Oui]<br>Qui a financé les améliorations des dispositifs de lavage des mains ?<br><i>NB : Proposer les options si nécessaire</i>      | <input type="checkbox"/> CRS/Keun Faaba<br><input type="checkbox"/> Une ONG<br><input type="checkbox"/> La commune<br><input type="checkbox"/> Le gouvernement<br><input type="checkbox"/> Les parents<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse                                      |
| T131   | [T129B = Oui]<br>Si dans le futur les DLM sont abimés, qui prendra en charge les réparations ?   | <input type="checkbox"/> CRS/Keun Faaba<br><input type="checkbox"/> Une ONG<br><input type="checkbox"/> La commune<br><input type="checkbox"/> Le gouvernement<br><input type="checkbox"/> Les parents<br><input type="checkbox"/> Autre, spécifier   |

| N°                                    | Question   | Réponse  |
|---------------------------------------|--|--|
|                                       |  | <input type="checkbox"/> Ne sait pas / Pas de réponse  |
| <b>2. Absentéisme des enseignants</b> |  |  |
|                                       | Je vais maintenant vous poser quelques questions sur l'absentéisme   |  |
| T201                                  | Combien de jours avez-vous été absent au cours du 2 <sup>ème</sup> trimestre de l'année scolaire (Février/Mars/Avril) – Jusqu'à la fête de l'Aïd   | _____  |
| T202                                  | Pour quelles raisons avez-vous été absent ?<br><br><i>NB : Ne pas proposer les réponses</i>  | <input type="checkbox"/> Grève<br><input type="checkbox"/> Maladie (de soi)<br><input type="checkbox"/> Maladie du membre de la famille<br><input type="checkbox"/> Congé de maternité<br><input type="checkbox"/> Raison administrative (aller à la banque, chercher des papiers administratifs, etc.)<br><input type="checkbox"/> Formation<br><input type="checkbox"/> Réunion de travail<br><input type="checkbox"/> Fête (prolongation)<br><input type="checkbox"/> Cérémonie (funérailles, naissance, mariage)<br><input type="checkbox"/> Problème de transport<br><input type="checkbox"/> Manque de motivation<br><input type="checkbox"/> Travail trop pénible<br><input type="checkbox"/> Manque de conscience professionnelle<br><input type="checkbox"/> Manque d'amour pour le métier<br><input type="checkbox"/> Manque d'accès à l'école (ex : crue d'eau)<br><input type="checkbox"/> Problèmes d'insécurité<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T203                                  | [T101 = Directeur]<br>Existe-il un registre de présence des enseignants ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T204                                  | [T101 = Directeur]<br>Combien de journées l'école a-t-elle été ouverte au cours du 2 <sup>ème</sup> trimestre de l'année scolaire (Janvier/Février/Mars/Avril) – Jusqu'à la fête de l'Aïd ? (Max 55 jours) enlever les jours où l'école a été exceptionnellement fermée. | _____  |
|                                       | <b>Combien de journées ont été perdues au cours de cette période par l'enseignant</b><br><i>NB : Si l'enseignant assure plusieurs classes, reporter le même nombre</i>   | [T101 = Directeur]   |
| T205                                  | Enseignant de CI ?   | _____  |
| T206                                  | Enseignant de CP ?   | _____  |
| T207                                  | Enseignant de Ce1 ?  | _____  |
| T208                                  | Enseignant de Ce2 ?  | _____  |
| T209                                  | Enseignant de Cm1 ?  | _____  |
| T210                                  | Enseignant de Cm2 ?  | _____  |
| T211                                  | L'absentéisme des enseignants est-il un problème récurrent dans votre école ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins  |

| N°                                | Question  | Réponse  |
|-----------------------------------|---|--|
|                                   |   | <ul style="list-style-type: none"> <li><input type="radio"/> Non, pas vraiment</li> <li><input type="radio"/> Non, pas du tout</li> <li><input type="radio"/> Ne sait pas / Pas de réponse</li> </ul>  |
| T212                              | <p>Quelles sont les trois principales raisons qui expliquent l'absentéisme des enseignants ?</p> <p><i>NB : Ne pas proposer les réponses</i></p>                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Grève</li> <li><input type="checkbox"/> Maladie (de soi)</li> <li><input type="checkbox"/> Maladie du membre de la famille</li> <li><input type="checkbox"/> Raison administrative (aller à la banque, chercher des papiers administratifs, etc.)</li> <li><input type="checkbox"/> Formation</li> <li><input type="checkbox"/> Réunion de travail</li> <li><input type="checkbox"/> Fête (prolongation)</li> <li><input type="checkbox"/> Cérémonie (funérailles, naissance, mariage)</li> <li><input type="checkbox"/> Problème de transport</li> <li><input type="checkbox"/> Manque de motivation</li> <li><input type="checkbox"/> Travail trop pénible</li> <li><input type="checkbox"/> Manque de conscience professionnelle</li> <li><input type="checkbox"/> Manque d'amour pour le métier</li> <li><input type="checkbox"/> Manque d'accès à l'école (ex : crue d'eau )</li> <li><input type="checkbox"/> Autre, spécifier</li> <li><input type="checkbox"/> Ne sait pas / Pas de réponse</li> </ul> |
| T213                              | A votre connaissance l'absentéisme des enseignants a-t-il baissé depuis la mise en œuvre du projet Keun Faaba ?   | <ul style="list-style-type: none"> <li><input type="radio"/> Oui vraiment</li> <li><input type="radio"/> Oui plus ou moins</li> <li><input type="radio"/> Non, pas vraiment</li> <li><input type="radio"/> Non, pas du tout</li> <li><input type="radio"/> Ne sait pas / pas de réponse</li> </ul>   |
| T214                              | <p>[T213 = Oui]</p> <p>Quels sont les facteurs qui expliquent la baisse de l'absentéisme ?</p> <p><i>NB: Ne pas proposer les réponses</i></p>                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Le personnel du projet est souvent présent à l'école</li> <li><input type="checkbox"/> Les parents sont plus souvent présents à l'école</li> <li><input type="checkbox"/> Il y a un suivi plus systématique des présences.</li> <li><input type="checkbox"/> Les services de l'état suivent les absences des enseignants</li> <li><input type="checkbox"/> Les services de l'état répriment les enseignants absents</li> <li><input type="checkbox"/> Les enseignants ne sont pas payés s'ils sont absents</li> <li><input type="checkbox"/> Le projet a mis en place un système de reconnaissance (certificat de mérite)</li> <li><input type="checkbox"/> Les enseignants sont plus motivés grâce au soutien du projet</li> <li><input type="checkbox"/> Autre, spécifier</li> <li><input type="checkbox"/> Ne sait pas / pas de réponse</li> </ul>  |
| <b>3. Implication des parents</b> |   | <b>[Uniquement Directeur]</b>  |
| T301                              | <p>Quels types de regroupement de parents d'élèves existe(nt) dans votre école ou votre commune ?</p> <p><i>NB : Lister les associations, cocher si 'oui'</i></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> APE (associations des parents d'élèves)</li> <li><input type="checkbox"/> AME (associations des mères d'élèves)</li> <li><input type="checkbox"/> COGES (comité gestion cantine scolaire)</li> <li><input type="checkbox"/> CECI (groupe d'épargne)</li> <li><input type="checkbox"/> Aucun</li> <li><input type="checkbox"/> Ne sait pas/Pas de réponse</li> </ul>  |
| T302                              | [T301 = APE]  | <ul style="list-style-type: none"> <li><input type="radio"/> Très active</li> <li><input type="radio"/> Modérément active</li> </ul>   |

| N°   | Question  | Réponse  |
|------|---|--|
|      | <p>Comment qualifiez-vous le niveau d'activité de l'APE ?</p> <p><i>NB : Très active : Organise des réunions mensuellement et tient des procès-verbaux, Modérément active : se réunit une fois par trimestre</i></p>                            | <ul style="list-style-type: none"> <li>○ Pas du tout active</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>   |
| T303 | <p>[T301 = AME]</p> <p>Comment qualifiez-vous le niveau d'activité de l'AME ?</p> <p><i>NB : Très active : Organise des réunions mensuellement et tient des procès-verbaux, Modérément active : se réunit une fois par trimestre</i></p>        | <ul style="list-style-type: none"> <li>○ Très active</li> <li>○ Modérément active</li> <li>○ Pas du tout active</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>                               |
| T304 | <p>[T301 = COGES]</p> <p>Comment qualifiez-vous le niveau d'activité du COGES ?</p> <p><i>NB : Très active : Organise des réunions mensuellement et tient des procès-verbaux, Modérément active : se réunit une fois par trimestre</i></p>      | <ul style="list-style-type: none"> <li>○ Très active</li> <li>○ Modérément active</li> <li>○ Pas du tout active</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>                               |
| T305 | <p>[T301 = CECI]</p> <p>Comment qualifiez-vous le niveau d'activité du groupe CECI ?</p> <p><i>NB : Très active : Organise des réunions mensuellement et tient des procès-verbaux, Modérément active : se réunit une fois par trimestre</i></p> | <ul style="list-style-type: none"> <li>○ Très active</li> <li>○ Modérément active</li> <li>○ Pas du tout active</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>                               |
| T306 | <p>[T301 = APE or AME]</p> <p>Est-ce que l' AME/APE dans votre école ont conduit une campagne de recensement annuel des nouveaux enfants en âge scolarisable au début de cette année scolaire ?</p>   | <ul style="list-style-type: none"> <li>○ Oui</li> <li>○ Non</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>   |
| T307 | <p>[T301 = APE or AME]</p> <p>Est-ce que l'AME/APE dans votre école a développé un plan d'action de l'AME/APE ?</p>   | <ul style="list-style-type: none"> <li>○ Oui</li> <li>○ Non</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>   |
| T308 | <p>Que pensez-vous du niveau d'engagement des parents dans les activités scolaires de leurs enfants ?</p> <p><i>NB : suivi des devoirs, pratique de la lecture, suivi des résultats</i></p>   | <ul style="list-style-type: none"> <li>○ Très élevé</li> <li>○ Élevé</li> <li>○ Modéré</li> <li>○ Faible</li> <li>○ Très faible</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>               |
| T309 | <p>Pensez-vous que le projet a permis aux parents de prendre conscience de l'importance de la lecture ?</p>   | <ul style="list-style-type: none"> <li>○ Oui, vraiment</li> <li>○ Oui, plus ou moins</li> <li>○ Non, pas vraiment</li> <li>○ Non, pas du tout</li> <li>○ Ne sait pas / Pas de réponse</li> </ul> |

| N°  | Question  | Réponse   |
|---|---|---|
| T310                                      | Pensez-vous que le projet a permis d'augmenter le niveau de soutien apporté par les parents aux enfants pour l'apprentissage de la lecture ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T311                                      | Quelle proportion de parents rencontre l'enseignant de leur enfant au moins 1 fois par an pour faire le suivi de la performance de leur enfant ?  | <input type="radio"/> Moins de 10%<br><input type="radio"/> Entre 10 et 20%<br><input type="radio"/> Entre 20 et 50%<br><input type="radio"/> Plus de 50%<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T312                                      | Les associations de parents d'élèves ont-elles été formées à l'utilisation du guide pratique d'accompagnement scolaire ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T313                                      | [T312 = Yes]<br>Les associations de parents d'élèves ont-elles utilisé le guide pratique d'accompagnement scolaire pour former les autres parents d'élèves ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T314                                      | Pensez-vous que le guide pratique d'accompagnement scolaire contienne les informations dont les parents ont besoin pour apporter un meilleur soutien à leurs enfants dans l'apprentissage de la lecture ? | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| <b>4. Pratique des enseignants - FLIP</b> |   |   |
|   | Je vais maintenant vous poser quelques questions sur l'enseignement de la lecture et la formation   |   |
| T401                                      | [T101 = Directeur]<br>Les enseignants de CI et CP ont-ils reçu une formation dans le cadre du projet Keun Faaba ?   | <input type="radio"/> Oui, tous<br><input type="radio"/> Oui, certains<br><input type="radio"/> Non, aucun<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T402                                      | [T104= CI-CP] ou [T101 = Directeur]<br>Avez-vous reçu une formation (FLIP) dans le cadre du projet <b>Keun Faaba</b> ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T403                                      | [T402 = Oui]<br>Lors de la formation sur le FLIP, avez-vous reçu une formation sur le nouveau curriculum ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
|   | <b>Questions suivantes : [T401=Oui] ou [T402 = Oui]</b>   | <input type="radio"/>   |
| T404                                      | Quelle année a eu lieu la dernière formation FLIP de CRS à laquelle vous ou les enseignants de votre école avez participé ?   | <input type="radio"/> Année 2022<br><input type="radio"/> Année 2023<br><input type="radio"/> Année 2024  |
| T405                                      | Sur quelles techniques de l'approche FLIP avez-vous (ou vos enseignants) été formés ?<br><i>NB: Ne pas proposer les réponses</i>  | <input type="checkbox"/> Gestion classe multilingue<br><input type="checkbox"/> Évaluation formative<br><input type="checkbox"/> Les composantes de la lecture<br><input type="checkbox"/> Stratégies d'enseignement par le jeu<br><input type="checkbox"/> Acquisition de la langue française<br><input type="checkbox"/> Coaching |

| N°   | Question  | Réponse  |
|------|---|--|
|      |   | <input type="checkbox"/> Aucune  |
| T406 | Que pensez-vous de l'utilité de cette formation ?   | <input type="radio"/> Très utile<br><input type="radio"/> Assez utile<br><input type="radio"/> Pas vraiment utile<br><input type="radio"/> Pas du tout utile<br><input type="radio"/> Ne sait pas /Pas de réponse  |
| T407 | Quels matériels avez-vous reçu lors de la formation FLIP à laquelle vous avez participé ?<br>NB : Lister et cocher si « Oui »   | <input type="checkbox"/> Guide Flip (Document FLIP)<br><input type="checkbox"/> Guide Coaching<br><input type="checkbox"/> Moi Aussi<br><input type="checkbox"/> Cartes alphabétiques<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Aucun<br><input type="checkbox"/> Ne sait pas /Pas de réponse  |
| T408 | Avez-vous utilisé le matériel pédagogique FLIP dans le cadre de l'enseignement en classe ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas /Pas de réponse  |
| T409 | Parmi les documents FLIP suivants, lesquels avez-vous utilisés en classe ?<br>NB : Lister et cocher si « Oui »  | <input type="checkbox"/> Fiche d'évaluations formatives<br><input type="checkbox"/> Stratégies d'enseignement<br><input type="checkbox"/> Cartes alphabétiques ou autre matériel visuel (Moi Aussi)<br><input type="checkbox"/> Aucun<br><input type="checkbox"/> Ne sait pas /Pas de réponse  |
| T410 | A quelle fréquence utilisez-vous les techniques de la méthode FLIP ?  | <input type="radio"/> Moins d'une fois par mois<br><input type="radio"/> Une fois par mois<br><input type="radio"/> Une fois toutes les deux semaines<br><input type="radio"/> Une fois par semaine<br><input type="radio"/> Deux fois ou plus par semaine<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T411 | Que pensez-vous de l'utilité de ces matériels ?   | <input type="radio"/> Très utile<br><input type="radio"/> Assez utile<br><input type="radio"/> Pas vraiment utile<br><input type="radio"/> Pas du tout utile<br><input type="radio"/> Ne sait pas /Pas de réponse  |
| T412 | Veuillez indiquer dans quelle mesure vous êtes d'accord avec l'affirmation suivante :<br>"Je me sens plus confiant(e) dans ma capacité à enseigner la lecture aux élèves de la classe grâce à la formation FLIP pour enseignants. | <input type="radio"/> Tout à fait d'accord<br><input type="radio"/> Plutôt d'accord<br><input type="radio"/> Plutôt en désaccord<br><input type="radio"/> Pas du tout d'accord<br><input type="radio"/> Ne sait pas /Pas de réponse  |
| T413 | Quelles sont les bénéfices en termes d'apprentissage de l'approche FLIP ?<br><br>NB : Ne pas proposer les réponses  | <input type="checkbox"/> Je n'utilise pas ou rarement la méthode FLIP<br><input type="checkbox"/> FLIP permet améliorer l'attention des élèves<br><input type="checkbox"/> FLIP permet de tenir compte de la progression des élèves<br><input type="checkbox"/> FLIP permet d'adapter l'enseignement au niveau de chaque élève<br><input type="checkbox"/> FLIP permet d'identifier les élèves en difficulté<br><input type="checkbox"/> FLIP est complémentaire par rapport au nouveau curricula<br><input type="checkbox"/> FLIP permet de mieux intégrer les élèves qui parle une langue différente |

| N°                                       | Question  | Réponse   |
|--|---|---|
|  |   | <input type="checkbox"/> FLIP me permet de mieux gérer la classe<br><input type="checkbox"/> FLIP permet de faire progresser les élèves plus rapidement en lecture<br><input type="checkbox"/> FLIP améliore le niveau de compréhension des élèves<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Aucun bénéfice<br><input type="checkbox"/> Ne sait pas / pas de réponse   |
| T414                                     | <p>Quelles sont les difficultés rencontrées dans la mise en œuvre de l'approche FLIP ?</p> <p><i>NB : Ne pas proposer les réponses</i></p>                                      | <input type="checkbox"/> Les enseignants n'utilisent pas ou utilisent rarement la méthode FLIP<br><input type="checkbox"/> Les enseignants n'ont pas été suffisamment formés<br><input type="checkbox"/> FLIP engendre des problèmes de discipline<br><input type="checkbox"/> FLIP prend trop de temps<br><input type="checkbox"/> FLIP est difficile à mettre en place dans une classe nombreuse<br><input type="checkbox"/> L'évaluation des élèves prend trop de temps<br><input type="checkbox"/> FLIP n'est pas compatible avec le nouveau curricula<br><input type="checkbox"/> FLIP pose des problèmes pour la gestion de ma classe<br><input type="checkbox"/> Les supports de mise en œuvre de FLIP sont insuffisants<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Aucune difficulté<br><input type="checkbox"/> Ne sait pas / pas de réponse |
| T415                                     | Pensez-vous que l'approche FLIP a contribué à améliorer la qualité des apprentissages ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T416                                     | Pensez-vous que FLIP soit compatibles avec les objectifs éducatifs nationaux en particulier le <b>nouveau</b> curriculum d'apprentissage de la lecture ?                        | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T417                                     | <p>[T416 = Non]</p> <p>Pour quelles raisons pensez-vous que FLIP n'est compatibles avec les objectifs éducatifs nationaux ?</p> <p><i>NB : Ne pas proposer les réponses</i></p> | <input type="checkbox"/> Les méthodes ne sont pas compatibles avec le programme officiel du Bénin<br><input type="checkbox"/> L'enseignement de la lecture prend trop de temps sur les autres matières<br><input type="checkbox"/> Le gouvernement n'a pas les moyens de mettre en œuvre cette méthode<br><input type="checkbox"/> Le gouvernement n'a pas les moyens de former les enseignants<br><input type="checkbox"/> La préparation des leçons prend trop de temps<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| <b>Questions suivantes [T104= CI-CP]</b> |   |   |
| T418                                     | De quel type de formation auriez-vous besoin pour améliorer le niveau des élèves en lecture ?   | <input type="checkbox"/> Formation sur le nouveau curriculum de CI-CP   |

| Nº  | Question  | Réponse   |
|---|---|---|
|   | <i>NB : Proposer les options si nécessaire</i>  | <input type="checkbox"/> Formation sur l'utilisation des outils du MEMP (manuel du maître et de l'élève)<br><input type="checkbox"/> Formation sur les composantes de la lecture<br><input type="checkbox"/> Formation sur la gestion de la classe multilingue<br><input type="checkbox"/> Formation sur l'évaluation formative<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| T419  | D'habitude, est-ce que vos élèves participent durant la leçon ?   | <input type="radio"/> Oui, beaucoup<br><input type="radio"/> Oui, parfois<br><input type="radio"/> Oui, un peu<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T420  | Qui participe plus durant la leçon— les filles ou les garçons ?   | <input type="radio"/> Les filles<br><input type="radio"/> Les garçons<br><input type="radio"/> Il n'y a pas de différence   |
| T421  | Quelles sont les stratégies que vous utilisez en classe pour encourager les filles ?<br><i>NB: Ne pas proposer les réponses</i>                                 | <input type="checkbox"/> Interroger aussi fréquemment les filles que les garçons<br><input type="checkbox"/> Utiliser les techniques de bienveillance<br><input type="checkbox"/> Donner les mêmes tâches non-scolaires aux filles et aux garçons<br><input type="checkbox"/> Appuyer leur apprentissage au besoin<br><input type="checkbox"/> Les filles participent plus que les garçons<br><input type="checkbox"/> Je leur donne des exemples de femmes qui réussissent<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T422  | Au cours du dernier trimestre scolaire, avez-vous utilisé le programme de lecture/écriture approuvé par le gouvernement pour enseigner à vos élèves ?           | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T423  | Dans quelle mesure suivez-vous le nouveau programme ?   | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| <b>Questions suivantes : tous les enseignants interviewés</b> |   |   |
| T424  | A votre connaissance, quelles stratégies ont été mises en place par le projet pour soutenir l'éducation des filles ?<br><i>NB: Ne pas proposer les réponses</i> | <input type="checkbox"/> Éducation des filles sur la puberté et la gestion de l'hygiène menstruelle<br><input type="checkbox"/> Mentoring des filles<br><input type="checkbox"/> Dons de fournitures scolaires<br><input type="checkbox"/> Formation des enseignants à la prise en compte du genre<br><input type="checkbox"/> Sensibilisation des parents aux questions de genre<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |

| N°   | Question  | Réponse   |
|--|---|---|
| T425   | Que pensez-vous de l'utilité de des interventions en faveur de l'éducation des filles au primaire ?   | <input type="radio"/> Très utile<br><input type="radio"/> Assez utile<br><input type="radio"/> Pas vraiment utile<br><input type="radio"/> Pas du tout utile<br><input type="radio"/> Ne sait pas /Pas de réponse   |
| <b>5. Observation, appui et suivi des enseignants et évaluation des élèves</b> |   |   |
|  | Je vais maintenant vous poser quelques questions sur l'appui aux enseignants et l'évaluation des élèves   |   |
|  | Questions suivantes : [T101 = NON-Directeur] + [T104 = CI-CP]   |   |
| T501   | Au cours des trois derniers mois, avez-vous bénéficié d'un soutien en matière de coaching de la part de votre directeur d'école ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je ne sais pas/ Pas de réponse  |
| T502   | Depuis le début de l'année, combien de fois avez-vous été observé par votre directeur (trice) lors de l'enseignement de la lecture ?  | <input type="radio"/> Trois fois ou plus<br><input type="radio"/> Deux fois<br><input type="radio"/> Une fois<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / pas de réponse   |
| T503   | Parmi les éléments de coaching suivants, quels sont ceux qui ont été fournis par votre directeur d'école ?<br><br><i>NB: Lister les techniques de coaching, cocher si 'oui'</i>   | <input type="checkbox"/> Observation en classe<br><input type="checkbox"/> Retour d'information sur la performance en classe de l'enseignant<br><input type="checkbox"/> Discussion/recommandation de stratégies FLIP à utiliser dans les classes futures<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Ne sait pas / pas de réponse   |
| T504   | [T503 = Aucune]<br>Pensez -vous que l'appui apporté par le directeur (trice) vous a permis de vous améliorer ?  | <input type="radio"/> Oui vraiment<br><input type="radio"/> Oui plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T505   | Veuillez indiquer dans quelle mesure vous êtes d'accord avec l'affirmation suivante :<br><br>"Je me sens plus confiant dans ma capacité à enseigner la lecture aux élèves de la ma classe grâce à l'accompagnement de mon directeur d'école." | <input type="radio"/> Tout à fait d'accord<br><input type="radio"/> Plutôt d'accord<br><input type="radio"/> Plutôt en désaccord<br><input type="radio"/> Pas du tout d'accord<br><input type="radio"/> Ne sait pas / pas de réponse  |
|  | Questions suivantes : [T104 = CI-CP]  |   |
| T506   | Êtes-vous satisfait des performances de vos élèves en lecture ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T507   | Comment contrôlez-vous les progrès scolaires des élèves en lecture au cours de l'année scolaire ?<br><br><i>NB: Ne pas proposer les réponses.</i>   | <input type="checkbox"/> Je fais des tests trimestriels pour tous les élèves<br><input type="checkbox"/> Je fais des tests mensuels pour tous les élèves<br><input type="checkbox"/> Je fais des tests de lecture régulièrement sur quelques élèves<br><input type="checkbox"/> J'interroge régulièrement chacun de mes élèves<br><input type="checkbox"/> Je ne fais rien de particulier<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T508   | [T101 = Directeur]  | <input type="radio"/> Trois fois ou plus  |

| N°  | Question   | Réponse   |
|---|--|---|
|   | Depuis le début de l'année, combien de fois avez-vous observé vos enseignants lors de l'enseignement de la lecture ?                                       | <input type="radio"/> Deux fois<br><input type="radio"/> Une fois<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T509  | [T101 = Directeur]<br>[T508 <> Jamais/ne sait pas]<br>Sur la base de vos observations, êtes-vous satisfait de la qualité de l'enseignement de la lecture ? | <input type="radio"/> Oui vraiment<br><input type="radio"/> Oui plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T510  | Faites-vous partie du groupe WhatsApp FLIP ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T511  | Que pensez-vous de l'utilité du groupe WhatsApp ?  | <input type="radio"/> Très utile<br><input type="radio"/> Assez utile<br><input type="radio"/> Pas vraiment utile<br><input type="radio"/> Pas du tout utile<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T512  | [T510 = Oui]<br>Avez-vous reçu les livres digitaux envoyés sur le groupe WhatsApp ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T513  | [T512 = Oui]<br>Avez-vous utilisé ces livres digitaux dans le cadre de l'enseignement de la lecture ou du français ?                                       | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T514  | [T512 = Oui]<br>Que pensez-vous de l'utilité des livres digitaux reçus sur le groupe WhatsApp ?  | <input type="radio"/> Très utile<br><input type="radio"/> Assez utile<br><input type="radio"/> Pas vraiment utile<br><input type="radio"/> Pas du tout utile<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| <b>6. La pratique de l'hygiène [Uniquement Directeur]</b> |  |   |
|   | Je vais maintenant vous poser quelques questions sur la pratique de l'hygiène à l'école  |   |
| T601  | Selon vous, la mise en place du projet Keun Faaba a-t'il permis une amélioration des pratiques d'hygiène à l'école   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T602  | [T601 = Oui]<br>Quelles sont les pratiques de l'hygiène qui se sont le plus améliorées ?<br><i>NB : Lister les options et cochez si 'Oui'</i>              | <input type="checkbox"/> Se laver les mains avec de l'eau et du savon aux moments critiques<br><input type="checkbox"/> Se couvrir la bouche quand on tousse<br><input type="checkbox"/> Utiliser des latrines<br><input type="checkbox"/> Boire de l'eau potable<br><input type="checkbox"/> Hygiène corporelle<br><input type="checkbox"/> Prévention de la diarrhée<br><input type="checkbox"/> Entretien du cadre de vie et de l'école<br><input type="checkbox"/> Entretien des latrines<br><input type="checkbox"/> Hygiène menstruelle<br><input type="checkbox"/> Aucun<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |

| N°   | Question  | Réponse  |
|------|---|--|
| T603 | <p>[T601 = Oui]</p> <p>Quels sont les facteurs qui ont permis l'amélioration des pratiques d'hygiène ?</p> <p><i>NB: Ne pas proposer les réponses</i></p>   | <input type="checkbox"/> Mise en place du club d'amis de l'hygiène<br><input type="checkbox"/> Mise en place de dispositif de lavage des mains<br><input type="checkbox"/> Amélioration de l'accès à l'eau<br><input type="checkbox"/> Amélioration de l'accès au savon<br><input type="checkbox"/> Amélioration des latrines<br><input type="checkbox"/> Mise en place de compétition d'hygiène entre écoles<br><input type="checkbox"/> Enseignement plus systématique de l'hygiène à l'école<br><input type="checkbox"/> Sensibilisation par les équipes du projet<br><input type="checkbox"/> Formation des membres des APE-AME-COGES<br><input type="checkbox"/> Mise en place de dispositif pour l'hygiène menstruelle<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T604 | <p>Quels sont les principales difficultés que rencontrent votre école pour s'assurer que les enfants appliquent de bonnes mesures d'hygiène?</p> <p><i>NB : Lister les options et cochez si 'Oui'</i></p> | <input type="checkbox"/> Pas d'eau<br><input type="checkbox"/> Pas assez de latrines<br><input type="checkbox"/> Latrines en mauvais état<br><input type="checkbox"/> Pas assez de DLM<br><input type="checkbox"/> DLM en mauvais état<br><input type="checkbox"/> Les enfants n'appliquent pas les conseils<br><input type="checkbox"/> Manque de matériel pour nettoyer<br><input type="checkbox"/> Club d'hygiène pas actif/inexistant<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| T605 | Pensez-vous qu'à l'école, les filles sont capables d'avoir une hygiène menstruelle appropriée ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T606 | <p>[T605= Non]</p> <p>Pourquoi les filles ne peuvent-elles pas avoir une hygiène menstruelle appropriée à l'école ?</p> <p><i>NB: Ne pas proposer les réponses</i></p>                                    | <input type="checkbox"/> Pas de toilettes<br><input type="checkbox"/> Pas de toilettes pour filles uniquement<br><input type="checkbox"/> Les portes des toilettes ne se ferment pas<br><input type="checkbox"/> Les toilettes sont loin/en dehors de l'école<br><input type="checkbox"/> Pas d'eau dans les toilettes<br><input type="checkbox"/> Pas de poubelles dans les toilettes<br><input type="checkbox"/> Les toilettes sont sales<br><input type="checkbox"/> Autres, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| T607 | Votre école dispose-t-elle d'un club d'hygiène ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
|      | T607 = Oui  |  |
| T608 | Combien de filles y-a-t-il dans le club d'hygiène   | _____  |
| T609 | Combien de garçons y-a-t-il dans le club d'hygiène  | _____  |
| T610 | Comment qualifiez-vous le niveau d'activité du club d'hygiène ?   | <input type="radio"/> Très active<br><input type="radio"/> Modérément active<br><input type="radio"/> Pas du tout active   |

| N°   | Question   | Réponse   |
|--|--|---|
|  |  | <input type="radio"/> Ne sait pas / Pas de réponse  |
| T611   | Est-ce que les membres du club d'hygiène s'assurent que les élèves se lavent les mains avant de manger ?   | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T612   | Est-ce que les membres du club d'hygiène s'assurent que les DLM sont en état de fonctionnement ?   | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T613   | Est-ce que les membres du club d'hygiène s'assurent que les toilettes sont nettoyées régulièrement ?   | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T614   | Est-ce que les membres du club d'hygiène s'assurent que la cour de l'école est propre ?  | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T615   | Est-ce que les membres du club d'hygiène rencontrent des difficultés pour la mise en œuvre des bonnes pratiques ?  | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T616   | [T615<>Jamais]<br>A quels types de difficultés les membres du club d'hygiène sont-ils confrontés ?<br><i>NB: Ne pas proposer les réponses</i>  | <input type="checkbox"/> Manque d'eau<br><input type="checkbox"/> Manque de matériel/d'argent<br><input type="checkbox"/> Manque de membres (dans le club)<br><input type="checkbox"/> Mauvais état des DLM<br><input type="checkbox"/> Manque de respect des autres élèves<br><input type="checkbox"/> Manque de respect vis-à-vis des filles<br><input type="checkbox"/> Manque de soutien des enseignants<br><input type="checkbox"/> Accès à la cour de l'école par les villageois et les animaux errants<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| <b>7. Comité de gestion de la cantine scolaire et LRP [T101 = Directeur]</b> |  |   |
|  | Je vais maintenant vous poser quelques questions sur le comité de gestion de la cantine scolaire et les approvisionnements locaux.   |   |
| T701   | <b>Depuis le début de l'année scolaire</b> , c'est-à-dire depuis septembre 2023, combien <b>de réunions statutaires</b> ont été organisées par le COGES entre les parents et les élèves pour discuter de la vie de l'école ? | <input type="radio"/> Aucune<br><input type="radio"/> 1 réunion<br><input type="radio"/> 2 réunions<br><input type="radio"/> 3 réunions<br><input type="radio"/> Plus de 3 réunions<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T702   | En tant que directeur, participez-vous régulièrement aux réunions du COGES ?   | <input type="radio"/> Oui, toujours<br><input type="radio"/> Oui, la plupart du temps<br><input type="radio"/> Non, rarement<br><input type="radio"/> Non, jamais   |

| N°   | Question   | Réponse   |
|------|--|---|
|      |  | <input type="radio"/> Ne sait pas / Pas de réponse  |
| T703 | <p>Quelles sont vos sources d’approvisionnement pour le fonctionnement actuel de la cantine en dehors de CRS (USDA), en termes de vivres et de condiments ?</p> <p><i>NB : Lister les options, cocher si ‘Oui’</i></p> | <input type="checkbox"/> Parent<br><input type="checkbox"/> SILC<br><input type="checkbox"/> AME-APE<br><input type="checkbox"/> COGES<br><input type="checkbox"/> ONG<br><input type="checkbox"/> Diaspora<br><input type="checkbox"/> Mairie<br><input type="checkbox"/> Champ scolaire<br><input type="checkbox"/> Jardin scolaire<br><input type="checkbox"/> Achat sur marché local (moins de 50 km)<br><input type="checkbox"/> Achat sur le marché régional (Plus de 50 km)<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T704 | <p>[T703 = Parent]</p> <p>Quels types de contribution sont donnés par les parents pour la cantine ?</p> <p><i>NB : Proposer les options si nécessaire</i></p>  | <input type="checkbox"/> Contribution financière<br><input type="checkbox"/> Nature bois<br><input type="checkbox"/> Nature condiment<br><input type="checkbox"/> Nature mais, riz<br><input type="checkbox"/> Nature produits frais<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / pas de réponse  |
| T705 | <p>Êtes-vous satisfait de la méthode mise en place pour gérer les contributions des parents ?</p>  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T706 | <p>[T703 = SILC]</p> <p>Que représente la contribution des groupements de crédit SILC dans le budget de la cantine ?</p> <p><i>NB : Budget hors CRS (Condiment.)</i></p>   | <input type="radio"/> Moins de 5%<br><input type="radio"/> Entre 5 et 10%<br><input type="radio"/> Entre 10 et 20 %<br><input type="radio"/> Plus de 20%<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T707 | <p>[T703 = SILC]</p> <p>Les contributions des groupes CECI sont-elles suffisantes pour alléger les contributions des parents ?</p>   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T708 | <p>Les cuisinières et les magasiniers ont-ils bénéficiés d’une formation ?</p>   | <input type="radio"/> Tous<br><input type="radio"/> Presque tous<br><input type="radio"/> Quelques-uns<br><input type="radio"/> Aucun<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| T709 | <p>Pensez-vous que les cuisinières sont bien organisées ?</p>  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T710 | <p>Pensez-vous que les cuisinières respectent les règles d’hygiène ?</p>   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |

| N°   | Question   | Réponse  |
|------|--|--|
| T711 | Pensez-vous que le magasinier soit bien organisé ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse   |
| T712 | Pensez-vous que le magasinier respecte les règles d'hygiène ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse   |
| T713 | A quels types de difficultés le comité de gestion de la cantine est-il parfois confronté ?<br><i>NB : Lister et cocher si 'Oui'</i>        | <input type="checkbox"/> Difficultés d'organisation<br><input type="checkbox"/> Retard fréquent des cuisinières<br><input type="checkbox"/> Recrutement des cuisinières<br><input type="checkbox"/> Recrutement du magasinier<br><input type="checkbox"/> Absence des cuisinières<br><input type="checkbox"/> Absence du magasinier<br><input type="checkbox"/> Insuffisance de fonds pour achat des condiments<br><input type="checkbox"/> Visite médicale des cuisinières<br><input type="checkbox"/> Approvisionnement en bois<br><input type="checkbox"/> Insuffisance de vaisselle<br><input type="checkbox"/> Insuffisance d'ustensiles<br><input type="checkbox"/> Vol de vivres<br><input type="checkbox"/> Pas d'accès à l'eau à proximité<br><input type="checkbox"/> Retard dans la livraison des vivres<br><input type="checkbox"/> Mauvaise qualité des vivres<br><input type="checkbox"/> Cuisine en mauvais état ou inexistante<br><input type="checkbox"/> Cuisine mal aérée<br><input type="checkbox"/> Magasin en mauvais état ou inexistant<br><input type="checkbox"/> Magasin trop petit<br><input type="checkbox"/> Difficulté pour le respect des règles d'hygiène<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / pas de réponse |
| T714 | Globalement êtes-vous satisfait du niveau d'implication des parents dans les activités de l'école et du projet Keun Faaba en particulier ? | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse   |
| T715 | Votre école dispose-elle d'un jardin scolaire fonctionnel ?  | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| T716 | [T715 = Oui]<br>Depuis combien d'années votre école dispose-t-elle d'un jardin scolaire  | <input type="radio"/> Moins d'un an<br><input type="radio"/> 1 an<br><input type="radio"/> 2 ans<br><input type="radio"/> Ne sait pas / pas de réponse   |
| T717 | [T715 = Oui]<br>Comment financez-vous les intrants du jardin scolaire ?<br><i>NB : Semences, engrais...</i>                                | <input type="checkbox"/> Le COGES<br><input type="checkbox"/> Les parents<br><input type="checkbox"/> Le projet Keun Faaba<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Ne sait pas / pas de réponse  |

| N°   | Question   | Réponse   |
|------|--|---|
| T718 | <p>[T715 = Oui]</p> <p>Quelles difficultés votre école a-t-elle rencontré dans la mise en place du jardin scolaire ?</p> <p><i>NB : Lister les réponses et cocher si Oui</i></p> | <input type="checkbox"/> Manque d'espace pour le jardin scolaire<br><input type="checkbox"/> Manque de clôture<br><input type="checkbox"/> Manque de matériels<br><input type="checkbox"/> Manque d'engrais<br><input type="checkbox"/> Manque de semence<br><input type="checkbox"/> Mauvaise qualité des semences<br><input type="checkbox"/> Problèmes de qualité de la pépinière<br><input type="checkbox"/> Absence d'implication des parents<br><input type="checkbox"/> Divagation des animaux et destruction du jardins<br><input type="checkbox"/> Vandalisme par la communauté<br><input type="checkbox"/> Manque de soutien technique<br><input type="checkbox"/> Manque d'eau<br><input type="checkbox"/> Manque d'entretien du jardin pendant les vacances<br><input type="checkbox"/> Vol dans le jardin<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Ne sait pas / pas de réponse |
| T719 | <p>Parmi les vivres utilisés dans votre cantine certains proviennent-ils du marché local?</p>  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T720 | <p>Selon vous quels sont les avantages de l'achat local des vivres ?</p> <p><i>NB: Ne pas proposer les réponses</i></p>  | <input type="checkbox"/> Les produits locaux sont plus frais (fruits, légumes, œufs, etc.)<br><input type="checkbox"/> Les enfants préfèrent la nourriture locale<br><input type="checkbox"/> L'achat local dynamise l'agriculture locale<br><input type="checkbox"/> Amélioration de l'économie locale (création d'emploi)<br><input type="checkbox"/> Création d'activité de transformation<br><input type="checkbox"/> Les produits locaux sont de meilleure qualité<br><input type="checkbox"/> Les produits locaux coûtent moins chers<br><input type="checkbox"/> Les coûts d'approvisionnement des produits locaux sont plus faibles<br><input type="checkbox"/> Il n'y a pas de risque de pénurie<br><input type="checkbox"/> Aucun avantage<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| T721 | <p>Selon vous quels sont les inconvénients de l'achat local des vivres ?</p> <p><i>NB: Ne pas proposer les réponses</i></p>  | <input type="checkbox"/> Les achats locaux perturbent la production agricole locale<br><input type="checkbox"/> Les produits locaux ne sont pas de bonne qualité<br><input type="checkbox"/> Il y a des risques de rupture de stock et de problème d'approvisionnement (ex : pénurie)<br><input type="checkbox"/> Augmentation des prix du marché<br><input type="checkbox"/> Aucun inconvénient<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| T722 | <p>[T719= Oui]</p> <p>Êtes-vous satisfait de la qualité des vivres locaux utilisés dans votre cantine ?</p>  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment  |

| N°   | Question  | Réponse   |
|------|---|---|
|      |   | <input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T723 | Dans les 2 dernières années certains parents ont-ils pris en charge de manière spontanées des actions visant à améliorer les infrastructures de l'école ?                           | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T724 | [T723 = Oui]<br>Quel type d'action ?<br><i>NB : Proposer les options si nécessaire</i>  | <input type="checkbox"/> Construction des latrines de l'école<br><input type="checkbox"/> Réparation des latrines de l'école<br><input type="checkbox"/> Construction de la cuisine<br><input type="checkbox"/> Réparation de la cuisine<br><input type="checkbox"/> Construction du magasin<br><input type="checkbox"/> Réparation du magasin<br><input type="checkbox"/> Construction d'une salle de classe<br><input type="checkbox"/> Réparation d'une salle de classe<br><input type="checkbox"/> Construction d'une clôture<br><input type="checkbox"/> Réparation d'une clôture<br><input type="checkbox"/> Forage de puit<br><input type="checkbox"/> Construction de logement pour enseignant<br><input type="checkbox"/> Les parents achètent ou fournissent des condiments<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| T725 | Pensez-vous que le COGES de votre école serait prêt à prendre en charge la gestion de la cantine scolaire avec l'aide de l'état ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T726 | Pensez-vous que le COGES et les parents de votre école seraient prêts à prendre en charge la maintenance des infrastructures nécessaires à la cantine scolaire (cuisine /magasin) ? | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T727 | Pensez-vous que le COGES et les parents de votre école seraient prêts à prendre en charge la maintenance des dispositifs de lavage des mains (DLM) dans l'école ?                   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T728 | Pensez-vous que le COGES et les parents de votre école seraient prêts à prendre en charge la maintenance des infrastructures sanitaires (latrines) de l'école ?                     | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| T729 | Votre commune a-t-elle dû faire face à des tensions sécuritaires depuis le démarrage du projet (Septembre 2022)?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T730 | [T729=Oui]<br>À la suite des problèmes d'insécurité, votre école a-t-elle été confrontée aux phénomènes suivants :  | <input type="checkbox"/> Fermeture de l'école<br><input type="checkbox"/> Absence temporaire des enseignants<br><input type="checkbox"/> Exode des enseignants  |

| N°                                | Question  | Réponse   |
|-----------------------------------|---|---|
|                                   | <i>NB : Lister et cocher si 'oui'</i>   | <input type="checkbox"/> Absence temporaire des élèves<br><input type="checkbox"/> Exode des élèves<br><input type="checkbox"/> Absence de vivres pour la cantine<br><input type="checkbox"/> Absence des cuisinières<br><input type="checkbox"/> Vandalisme sur les infrastructures<br><input type="checkbox"/> Menaces<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Aucun<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| T731                              | [T730=Fermeture de l'école]<br>Combien de jours l'école a dû être fermée depuis septembre 2023 à cause de l'insécurité?                                     | _____   |
| T732                              | Combien de jour la cantine n'a pas fonctionné par manque de vivres depuis septembre 2023, jusqu'à la fête du Ramadan?                                       | _____   |
| <b>8. Satisfaction engagement</b> |   |   |
|                                   | Je vais maintenant vous poser quelques questions sur votre satisfaction par rapport au projet.  |   |
| T801                              | Êtes-vous satisfait des activités menées par le programme Keun Faaba pour soutenir l'éducation dans la communauté ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T802                              | Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'enseignement de la lecture à l'école ?                                | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T803                              | Êtes-vous satisfait des activités menées par le programme Keun Faaba pour soutenir l'alimentation scolaire dans votre école ?                               | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T804                              | Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène dans votre école ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| T805                              | [T101 = Directeur]<br>Quels facteurs externes ont rendu difficile la mise en œuvre des activités du projet ?<br><br><i>NB: Ne pas proposer les réponses</i> | <input type="checkbox"/> Fermeture de la frontière avec le Niger<br><input type="checkbox"/> Intempéries : inondation, sécheresse<br><input type="checkbox"/> Grève des enseignants<br><input type="checkbox"/> Manque d'enseignants<br><input type="checkbox"/> Problèmes d'insécurité<br><input type="checkbox"/> Dégradation des cultures du jardin par les animaux<br><input type="checkbox"/> Villageois endommagent les équipements<br><input type="checkbox"/> Dégradation de la situation économique au Bénin<br><input type="checkbox"/> Manque de soutien des autorités locales<br><input type="checkbox"/> Aucun |

| N°                     | Question  | Réponse   |
|------------------------|---|---|
|                        |   | <input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| T806                   | [T101 = Directeur]<br>Quels facteurs interne à Keun Faaba ont rendu difficile la mise en œuvre des activités du projet ?<br><br><i>NB: Ne pas proposer les réponses</i> | <input type="checkbox"/> Retard livraison du matériel scolaire<br><input type="checkbox"/> Retard livraison du matériel hygiène<br><input type="checkbox"/> Retard construction des latrines<br><input type="checkbox"/> Retard de livraison des vivres<br><input type="checkbox"/> Retard dans la construction du puit<br><input type="checkbox"/> Mauvais fonctionnement du puit<br><input type="checkbox"/> Retard dans la formation des enseignants<br><input type="checkbox"/> Manque de bénévoles<br><input type="checkbox"/> Difficulté dans la mise en œuvre du jardin<br><input type="checkbox"/> Aucun<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| <b>9. Commentaires</b> |   |   |
| C01                    | Faites-nous part de vos commentaires, si vous en avez éventuellement ?  |   |
| C02                    | En tant que l'intervieweur, veuillez fournir des commentaires supplémentaires (par exemple, problèmes, clarifications, commentaires).                                   |   |

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

**Fin du questionnaire**

## QUESTIONNAIRE – PARENT

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

Date : (JJ-MM-AAAA)  
Nom de l'énumérateur: (Spécifier)  
Numéro d'énumérateur: (Spécifier)  
Département : (Spécifier)  
Commune : (Spécifier)  
Numéro d'identification unique de l'école : (Spécifier)  
Nom de l'école : (Spécifier)

**This survey was translated in local languages.**

Bonjour. Je m'appelle \_\_\_\_\_ et j'aide à mener l'évaluation initiale du programme Keun Faaba mis en œuvre par CRS. Je travaille avec Et4d une société mandatée par CRS. Nous faisons une étude et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur vos enfants. Cette information nous aidera à évaluer les activités mises en œuvre par CRS pour améliorer les services d'éducation, fournir plus de nourriture et de médicaments, et améliorer la santé et l'hygiène. Le sondage prend normalement 20 minutes. Les informations que vous nous donnerez seront strictement confidentielles et ne sera pas montrées à d'autres personnes. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire et vous pouvez choisir de ne pas répondre à certaines questions, ou même à toutes les questions. Votre participation à de futurs programmes CRS ne dépend pas de vos réponses à cette enquête. Cependant, nous espérons que vous participerez à cette enquête puisque votre opinion est importante. Les réponses que vous fournissez seront conservées pendant 5 ans.

Si vous avez d'autres questions, vous pouvez les adresser à Edouard Nougierma, le directeur du projet.

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

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

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

| Nº                                   | Question   | Réponse  |
|--------------------------------------|--|--|
| <b>1. Caractéristiques du parent</b> |  |  |
| P100                                 | Quelle langue parlez-vous principalement à la maison ? | <ul style="list-style-type: none"><li><input type="radio"/> Bariba</li><li><input type="radio"/> Boo</li><li><input type="radio"/> Dendi</li><li><input type="radio"/> Fon</li><li><input type="radio"/> Français</li><li><input type="radio"/> Mokole</li><li><input type="radio"/> Peulh</li><li><input type="radio"/> Yorouba</li><li><input type="radio"/> Autre</li></ul> |
| P101                                 | Genre (regardez le parent et cochez)                   | <ul style="list-style-type: none"><li><input type="radio"/> Masculin</li></ul>   |

| N°                                     | Question  | Réponse   |
|--|---|---|
|  |   | <input type="radio"/> Féminin   |
| P102                                   | Quel âge avez-vous ?<br><i>NB : mettre 99 si la personne ne veut pas répondre</i>   | _____ ans   |
| P103                                   | Combien de personnes vivent avec vous, y compris vous-même ?<br><i>NB : mettre 99 si la personne ne veut pas répondre</i>       | _____ personnes   |
| P104                                   | Quel est votre niveau en français ?<br><i>NB : Attention Lire les options</i>   | <input type="radio"/> Je parle couramment<br><input type="radio"/> Je comprends et je parle assez bien<br><input type="radio"/> Je comprends et je parle un peu<br><input type="radio"/> Je comprends un peu mais je ne parle pas<br><input type="radio"/> Je ne parle pas le français<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P105                                   | Quel est votre niveau en lecture en français ?<br><i>NB : Attention Lire les options</i>  | <input type="radio"/> Je sais lire parfaitement<br><input type="radio"/> Je sais lire assez bien<br><input type="radio"/> Je sais lire un peu<br><input type="radio"/> Je ne sais pas lire<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P106                                   | [Q105 = Ne sais pas lire]<br>Y-a-t'il une autre personne dans votre famille (vivant avec vous) qui lit couramment le Français ? | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / pas de réponse  |
| P107                                   | Quel est votre niveau d'éducation ?   | <input type="radio"/> Aucun<br><input type="radio"/> Alphabétisé<br><input type="radio"/> Primaire<br><input type="radio"/> Cycle 1 secondaire<br><input type="radio"/> Cycle 2 secondaire<br><input type="radio"/> Cycle 1 supérieur.<br><input type="radio"/> Cycle 2 supérieur<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P108                                   | Quelle est votre occupation principale ?  | <input type="radio"/> Sans emploi<br><input type="radio"/> Ménagère<br><input type="radio"/> Travail agricole<br><input type="radio"/> Propriétaire foncier<br><input type="radio"/> Journalier(ière)<br><input type="radio"/> Marchand(e) / Commerçant<br><input type="radio"/> Travailleur(euse) de bureau<br><input type="radio"/> Artisan(e) : Tisserant, forgeron, coiffeur...<br><input type="radio"/> Retraité(e)<br><input type="radio"/> Autre<br><input type="radio"/> Ne sait pas / Pas de réponse |
| P109                                   | Êtes-vous membre d'une association de ces associations ?<br><i>NB: Lister les options et cocher si « Oui »</i>                  | <input type="checkbox"/> APE<br><input type="checkbox"/> AME<br><input type="checkbox"/> COGES<br><input type="checkbox"/> CECI<br><input type="checkbox"/> Aucune  |
| <b>2. Caractéristiques des enfants</b> |   |   |
|  | Je vais maintenant vous poser quelques questions sur vos enfants  |   |

| N°  | Question  | Réponse   |
|---|---|---|
| P201  | Combien avez-vous de filles ?<br><i>NB : mettre 99 si la personne ne veut pas répondre</i>    | _____ filles  |
| P202  | [P201 : > 0]<br>Combien avez-vous de filles inscrites dans cette école primaire (ou groupe)?  | _____ filles  |
| P203  | [P202 : > 0]<br>En quelle classe sont-elles ?   | <input type="checkbox"/> Maternelle<br><input type="checkbox"/> Cours d'Initiation (CI)<br><input type="checkbox"/> Cours Préparatoire (CP)<br><input type="checkbox"/> Cours élémentaire 1<br><input type="checkbox"/> CE2<br><input type="checkbox"/> CM1<br><input type="checkbox"/> CM2 |
| P204  | [P202 : > 0]<br>Comment qualifiez-vous les résultats scolaires de vos filles ?                | <input type="radio"/> Très bons<br><input type="radio"/> Bons<br><input type="radio"/> Moyens<br><input type="radio"/> Mauvais<br><input type="radio"/> Très mauvais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P205  | Combien avez-vous de garçons ?<br>(NB : mettre 99 si la personne ne veut pas répondre)        | _____ garçons   |
| P206  | [P205 > 0]<br>Combien avez-vous de garçons inscrits dans cette l'école primaire (ou groupe) ? | _____ garçons   |
| P207  | [P206 : > 0]<br>En quelle classe sont-ils ?   | <input type="checkbox"/> Maternelle<br><input type="checkbox"/> Cours d'Initiation (CI)<br><input type="checkbox"/> Cours Préparatoire (CP)<br><input type="checkbox"/> Cours élémentaire 1<br><input type="checkbox"/> CE2<br><input type="checkbox"/> CM1<br><input type="checkbox"/> CM2 |
| P208  | [P206 : > 0]<br>Comment qualifiez-vous les résultats scolaires de vos garçons ?               | <input type="radio"/> Très bons<br><input type="radio"/> Bons<br><input type="radio"/> Moyens<br><input type="radio"/> Mauvais<br><input type="radio"/> Très mauvais  |
| <b>3. Pratiques Hygiène - Santé</b>   |   |   |
| Je vais maintenant vous poser quelques questions sur les pratiques d'hygiène de vos enfants |   |   |
| P301  | Combien de fois par jour votre enfant scolarisé le plus jeune se lave-t'il les mains ?        | <input type="radio"/> 6 fois ou plus<br><input type="radio"/> 3 à 5 fois<br><input type="radio"/> 1 à 2 fois<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P302  | A quelle occasion votre enfant scolarisé le plus jeune se lave-t'il les mains ?               | <input type="checkbox"/> Après défécation<br><input type="checkbox"/> Avant de manger<br><input type="checkbox"/> Avant de nourrir d'autres enfants<br><input type="checkbox"/> Avant de préparer un repas<br><input type="checkbox"/> Après avoir nettoyé un enfant qui déféqué            |

| N°                  | Question  | Réponse  |
|---------------------|---|--|
|                     | NB : Ne pas proposer les réponses<br>NB : Assurez-vous de demander s'ils connaissent d'autres réponses.   | <input type="checkbox"/> Après avoir mangé<br><input type="checkbox"/> Après le nettoyage des latrines<br><input type="checkbox"/> Après avoir travaillé dans les champs<br><input type="checkbox"/> Après avoir touché un animal<br><input type="checkbox"/> Après avoir éternué<br><input type="checkbox"/> Lors des ablutions<br><input type="checkbox"/> Jamais<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser   |
| P303                | [P302 <> Jamais/Ne sais pas]<br>Qu'utilise-t-il pour se laver les mains ?<br><br>NB : Ne pas proposer les réponses<br>NB : Assurez-vous de demander s'ils connaissent d'autres réponses | <input type="checkbox"/> Savon<br><input type="checkbox"/> Liquide vaisselle<br><input type="checkbox"/> Cendre<br><input type="checkbox"/> Feuilles de citronnier<br><input type="checkbox"/> Eau seulement<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| P304                | Votre enfant scolarisé le plus jeune sait-il qu'il ne faut pas boire n'importe quelle eau, mais seulement l'eau potable ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P305                | Quand ils ne sont pas à l'école, où vos enfants vont-ils déféquer ?<br><br><i>NB : Si plusieurs enfants, demander la réponse pour l'enfant scolarisé le plus jeune</i>                  | <input type="checkbox"/> Dans les latrines de ma maison<br><input type="checkbox"/> Dans les latrines de l'école<br><input type="checkbox"/> Dans les latrines partagées avec le voisin<br><input type="checkbox"/> Dans les latrines communautaires<br><input type="checkbox"/> Dans un pot<br><input type="checkbox"/> Dans la cour de ma maison<br><input type="checkbox"/> Dans la brousse<br><input type="checkbox"/> Dans le jardin<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| P306                | Avez-vous constaté un changement de comportement en termes des pratiques d'hygiène au niveau de vos enfants à la maison depuis la mise en place du projet Keun Faaba ?                  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P307                | Vos enfants rappellent parfois à d'autres membres de votre famille de se laver les mains ou de se nettoyer les mains ?  | <input type="radio"/> Tout le temps<br><input type="radio"/> Souvent<br><input type="radio"/> Rarement<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| <b>4. Nutrition</b> |   |  |
| P401                | Depuis 2022, avez-vous appris de nouvelles choses au sujet de l'alimentation? Par exemple ce que l'on doit manger pour être en bonne santé.   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P402                | [P401 = Oui]<br>De qui avez-vous reçu ces informations ?<br><i>NB : Proposer les options si nécessaire</i>  | <input type="checkbox"/> AME/APE<br><input type="checkbox"/> CECI<br><input type="checkbox"/> Les animateurs du projet<br><input type="checkbox"/> Mes enfants<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |

| N°   | Question  | Réponse   |
|------|---|---|
| P403 | [P401 = Oui]<br>Qu'avez-vous appris ?<br><i>NB : Ne pas donner les réponses</i>   | <input type="checkbox"/> Les différents types d'aliments<br><input type="checkbox"/> L'importance des vitamines et nutriments<br><input type="checkbox"/> L'importance de certains aliments comme les feuilles de Moringa (etc.)<br><input type="checkbox"/> Alimentation des jeunes enfants<br><input type="checkbox"/> Alimentation de la femme enceinte ou allaitant<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| P404 | Selon vous, qu'est-ce qu'une alimentation nutritive (que faut-il manger ou ne pas manger ?)<br><i>NB : Ne pas donner les réponses</i>   | <input type="checkbox"/> Mangez des légumes et/ou des fruits<br><input type="checkbox"/> Mangez de la viande, du poisson et des œufs.<br><input type="checkbox"/> Mangez du maïs, des racines féculentes, des pommes de terre, etc. (c'est-à-dire des glucides)<br><input type="checkbox"/> Mangez des haricots et des légumineuses<br><input type="checkbox"/> Mangez une variété d'aliments (mélange de fruits/légumes + viande / poisson / œufs / légumineuses + glucides)<br><input type="checkbox"/> Pas trop de sel<br><input type="checkbox"/> Pas trop d'aliments sucrés<br><input type="checkbox"/> Pas trop d'aliments frits<br><input type="checkbox"/> Mangez de grandes quantités<br><input type="checkbox"/> Autre, précisez<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| P405 | Combien de fois vos enfants ont-ils mangé à la cantine la semaine passée (ou la dernière semaine complète où ils sont allés à l'école?)   | <input type="radio"/> 1 fois<br><input type="radio"/> 2 fois<br><input type="radio"/> 3 fois<br><input type="radio"/> 4 fois<br><input type="radio"/> 5 fois (tous les jours)<br><input type="radio"/> Ne sait pas / Pas de réponse   |
|      | Maintenant je vais vous poser quelques questions sur ce que vos enfants scolarisés ici ont mangé, si vous avez plusieurs enfants, prenez l'enfant le plus jeune au sein de l'école. Inclure tous les repas y compris celui de la cantine. |   |
| P406 | Hier, votre enfant a-t-il mangé l'un des légumes suivants : citrouille, carottes, courges ou patates douces ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P407 | Hier, votre enfant a-t-il mangé l'un des fruits suivants : mangue mûre, papaye mûre, jus frais fait à partir de ces fruits, pêche ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P408 | Hier, votre enfant a-t-il mangé l'un des légumes à feuilles vert foncé suivants : herbes sauvages, chou frisé, épinards, feuilles de citrouille, herbe sauvage ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P409 | Hier, votre enfant a-t-il mangé l'un des aliments suivants : foie, rognon, cœur, bœuf, porc, agneau, chèvre, lapin, poisson, poulet, cheval (n'importe quelle viande) ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P410 | Hier, votre enfant a-t-il mangé l'un des aliments suivants : haricots, légumineuses ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P411 | Hier, votre enfant a-t-il mangé des œufs ?  | <input type="radio"/> Oui<br><input type="radio"/> Non  |

| N°                                  | Question   | Réponse   |
|-------------------------------------|--|---|
|                                     |  | <input type="radio"/> Ne sait pas / Pas de réponse  |
| P412                                | Hier, votre enfant a-t'il mangé du lait, du fromage ou du yaourt ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P413                                | [P101 = Female]<br>Au cours des dernières 24 heures, avez-vous préparé des repas de famille avec les éléments suivants :<br><i>NB : Lister et cocher si 'oui'</i>  | <input type="checkbox"/> Feuille de moringa<br><input type="checkbox"/> Épinard sauvage<br><input type="checkbox"/> Feuille de baobab<br><input type="checkbox"/> Fruit de l'arbre à fricassé<br><input type="checkbox"/> Champignon-<br><input type="checkbox"/> Oseille de guinée blanche<br><input type="checkbox"/> Oseille de guinée rouge<br><input type="checkbox"/> Feuille de sésame<br><input type="checkbox"/> Racine de curcuma<br><input type="checkbox"/> Aubergine<br><input type="checkbox"/> Aucune  |
| <b>5. Importance de l'éducation</b> |  |   |
| P501                                | Quelle importance accordez-vous à l'éducation scolaire de vos garçons ?  | <input type="radio"/> Très important<br><input type="radio"/> Important<br><input type="radio"/> Peu important<br><input type="radio"/> Pas du tout important<br><input type="radio"/> Ne sait pas / pas de réponse   |
| P502                                | Quelle importance accordez-vous à l'éducation scolaire de vos filles ?   | <input type="radio"/> Très important<br><input type="radio"/> Important<br><input type="radio"/> Peu important<br><input type="radio"/> Pas du tout important<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P503                                | Quels sont les avantages que l'éducation de vos enfants peut apporter ? Si l'éducation scolaire de vos enfants est importante pour vous, quelles en sont les raisons ?<br><i>NB : Ne pas proposer les réponses</i><br><i>NB: lorsqu'un avantage est noté, demandez : quoi d'autre ? Jusqu'à ce que la personne interrogée ne puisse pas penser à d'autres avantages.</i> | <input type="checkbox"/> Trouver un emploi bien rémunéré<br><input type="checkbox"/> Jouer un rôle dans la vie politique<br><input type="checkbox"/> Pour subvenir aux besoins de sa famille<br><input type="checkbox"/> Pour devenir un membre important dans la communauté<br><input type="checkbox"/> Pour devenir riche<br><input type="checkbox"/> Pour élever le nom de la famille<br><input type="checkbox"/> Pour que l'enfant aille plus loin que les parents<br><input type="checkbox"/> Pour soutenir sa communauté<br><input type="checkbox"/> Pour bâtir une entreprise plus prospère<br><input type="checkbox"/> Apprendre à lire et à écrire<br><input type="checkbox"/> Pour apprendre le français<br><input type="checkbox"/> Développer les bonnes mœurs et la discipline<br><input type="checkbox"/> Pour devenir un bon(ne) époux/épouse<br><input type="checkbox"/> Pour devenir un bon(ne) père/mère<br><input type="checkbox"/> Acquérir des compétences<br><input type="checkbox"/> Apprendre un métier<br><input type="checkbox"/> Pour mieux comprendre notre environnement<br><input type="checkbox"/> Pour savoir ce qui se passe dans le monde<br><input type="checkbox"/> Pour éviter les mariages précoces<br><input type="checkbox"/> Pas de raison/avantage<br><input type="checkbox"/> Autre, précisez<br><input type="checkbox"/> Ne sait pas / pas de réponse |

| N°   | Question   | Réponse   |
|--|--|---|
| P504                                       | Avez-vous les compétences pour accompagner ou permettre à votre enfant d'apprendre ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P505                                       | Avez-vous participé à des causeries organisées par DEDRAS pour vous aider à mieux soutenir vos enfants dans les apprentissages ? | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P506                                       | [P505 = Oui]<br>Pensez-vous que ces causeries sont utiles pour vous permettre de mieux aider vos enfants ?                       | <input type="radio"/> Très utile<br><input type="radio"/> Assez utile<br><input type="radio"/> Pas vraiment utile<br><input type="radio"/> Pas du tout utile<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| <b>6. Implication dans la vie scolaire</b> |  |   |
| P601                                       | Vous-même (ou autres membres de la famille) racontez-vous des histoires à vos enfants ?<br><i>NB : Quelque-soit la langue</i>    | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P602                                       | [P601 = Oui]<br>Avec quelle fréquence ?  | <input type="radio"/> Tous les jours<br><input type="radio"/> 2 à 3 fois par semaine<br><input type="radio"/> 1 fois par semaine<br><input type="radio"/> Quelques fois par mois<br><input type="radio"/> Jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P603                                       | Vous-même (ou autres membres de la famille) aidez-vous vos enfants pour leurs devoirs ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P604                                       | [P603 = Oui]<br>Pour quels types d'activité aidez-vous votre enfant ?<br><i>NB: Proposer les options si nécessaire</i>           | <input type="checkbox"/> Lire des lettres<br><input type="checkbox"/> Lire des mots<br><input type="checkbox"/> Lire un texte<br><input type="checkbox"/> Mathématiques<br><input type="checkbox"/> Faire réciter les leçons<br><input type="checkbox"/> Aide aux devoirs<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| P605                                       | [P603 = Non]<br>Pourquoi n'aidez-vous pas vos enfants à faire leur devoir ?<br><i>NB: Ne pas proposer les réponses</i>           | <input type="checkbox"/> Les parents ne s'intéressent pas à l'école<br><input type="checkbox"/> Les parents pensent que ce n'est pas leur rôle<br><input type="checkbox"/> Les parents n'ont pas le temps<br><input type="checkbox"/> Les parents pensent que cela ne sert à rien<br><input type="checkbox"/> Les parents ne savent pas comment les aider ?<br><input type="checkbox"/> Les parents ne parlent pas assez bien le Français<br><input type="checkbox"/> Les parents ne savent pas lire<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| P606                                       | Est-ce que vous avez personnellement fait des activités de lecture avec vos enfants dans les 7 derniers jours ?                  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P607                                       | Est-ce que quelqu'un d'autre dans votre foyer a fait des activités de lecture avec vos enfants dans les 7 derniers jours ?       | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P608                                       | Cette année l'un de vos enfants a-t-il reçu l'aide pour les apprentissages scolaires ?   | <input type="radio"/> Oui<br><input type="radio"/> Non  |

| N°  | Question   | Réponse   |
|---|--|---|
|   |  | <input type="radio"/> Ne sait pas / Pas de réponse  |
| P609  | [P608 = Oui]<br>Qui a aidé votre enfant dans ces apprentissages ?  | <input type="checkbox"/> Un membre de la famille<br><input type="checkbox"/> Un groupe de soutien organisé par les parents<br><input type="checkbox"/> Un tuteur/ répétiteur personnel (payant)<br><input type="checkbox"/> Un groupe d'étude (payant)<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| P610  | A votre connaissance, y-a-t'il des camps de lecture ou des groupes d'étude supervisés organisé dans votre communauté ?<br><br>NB : Camp uniquement à EPP DEROU B, EPP GAMIA-A à Bembereke, EPP SINENDE A à Sinendé et EPP NIKKI CENTRE A à Nikki | <input type="checkbox"/> Camp de lecture<br><input type="checkbox"/> Groupes d'étude<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| P611  | [P610 = Camp de lecture]<br>L'un de vos enfants a-t'il participé à ce camp de lecture ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P612  | [P610 = Camp de lecture] et [P611 = Non]<br>Pourquoi votre enfant n'a-t'il pas participé au camp de lecture ?<br>NB: Ne pas proposer les réponses  | <input type="checkbox"/> Mes enfants ne sont pas intéressés<br><input type="checkbox"/> Mes enfants ont d'autres tâches à accomplir<br><input type="checkbox"/> Les horaires ne nous convenaient pas<br><input type="checkbox"/> Nous pensons que cela ne sert à rien<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser  |
| P613  | [P610 = Groupe d'étude]<br>L'un de vos enfants a-t'il participé aux groupes d'étude ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P614  | [P610 = Groupe d'étude] et [P613 = Non]<br>Pourquoi votre enfant n'a-t'il pas participé au à un groupe d'étude?<br>NB: Ne pas proposer les réponses  | <input type="checkbox"/> Mes enfants ne sont pas intéressés<br><input type="checkbox"/> Mes enfants ont d'autres tâches à accomplir<br><input type="checkbox"/> Les horaires ne nous convenaient pas<br><input type="checkbox"/> Nous pensons que cela ne sert à rien<br><input type="checkbox"/> Aucun<br><input type="checkbox"/> Autre, préciser   |
| <b>7. Implication dans le projet Keun Faaba</b> |  |   |
|   | Je vais maintenant vous poser quelques questions sur votre implication dans le projet Keun Faaba   |   |
| P701  | L'absentéisme des enseignants est-il un problème récurrent dans l'école de vos enfants ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P702  | [P701 = Oui]<br>Quelles sont les trois principales raisons qui expliquent l'absentéisme des enseignants ?<br><br>NB : Ne pas donner les réponses   | <input type="checkbox"/> Grève<br><input type="checkbox"/> Maladie (de soi)<br><input type="checkbox"/> Maladie du membre de la famille<br><input type="checkbox"/> Raison administrative (aller à la banque, chercher des papiers administratifs, etc.)<br><input type="checkbox"/> Formation<br><input type="checkbox"/> Réunion de travail<br><input type="checkbox"/> Fête (prolongation)<br><input type="checkbox"/> Cérémonie (funérailles, naissance, mariage)<br><input type="checkbox"/> Problème de transport |

| N°   | Question  | Réponse   |
|------|---|---|
|      |   | <input type="checkbox"/> Manque de motivation<br><input type="checkbox"/> Travail trop pénible<br><input type="checkbox"/> Manque de conscience professionnelle<br><input type="checkbox"/> Manque d'amour pour le métier<br><input type="checkbox"/> Manque d'accès à l'école (ex : crue d'eau )<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| P703 | A votre connaissance l'absentéisme des enseignants a-t-il baissé depuis la mise en œuvre du projet Keun Faaba ?               | <input type="radio"/> Oui vraiment<br><input type="radio"/> Oui plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| P704 | [P703 = Oui]<br>Quels sont les facteurs qui explique la baisse de l'absentéisme ?<br><i>NB: Ne pas proposer les réponses</i>  | <input type="checkbox"/> Le personnel du projet est souvent présent à l'école<br><input type="checkbox"/> Les parents sont plus souvent présents à l'école<br><input type="checkbox"/> Il y a un suivi plus systématique des présences.<br><input type="checkbox"/> Les services de l'état suivent les absences des enseignants<br><input type="checkbox"/> Les services de l'état réprimandent les enseignants absents<br><input type="checkbox"/> Le projet a mis en place un système de reconnaissance (certificat de mérite)<br><input type="checkbox"/> Les enseignants sont plus motivés grâce au soutien du projet<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / pas de réponse |
| P705 | Pensez-vous que la cantine scolaire permet de réduire la faim ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P706 | Êtes-vous satisfait des activités menées par le programme Keun Faaba pour soutenir l'alimentation scolaire dans votre école ? | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P707 | Êtes-vous satisfait des activités menées par le programme Keun Faaba pour soutenir l'éducation dans la communauté ?           | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P708 | Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'enseignement de la lecture à l'école ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| P709 | Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène dans votre école ?              | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |

| N°                         | Question   | Réponse  |
|----------------------------|--|--|
| P710                       | Dans quelles activités avez-vous participé au sein de votre école ?<br><br><i>NB : Lister les options et cocher si 'Oui'</i>     | <input type="checkbox"/> Cuisine-Cantine scolaire<br><input type="checkbox"/> Magasin<br><input type="checkbox"/> Culture du jardin<br><input type="checkbox"/> Comité Hygiène - Club ami de l'hygiène<br><input type="checkbox"/> Construction / Réparation salles de classe<br><input type="checkbox"/> Construction / Réparation latrines<br><input type="checkbox"/> Évènement autour de la lecture<br><input type="checkbox"/> Bibliothèque<br><input type="checkbox"/> Soutien scolaire (aide aux devoirs)<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| P711                       | [P710 <> Aucune]<br>Globalement, êtes-vous satisfait de votre engagement dans le projet Keun Faaba ?                             | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P712                       | Discutez-vous de la gestion financière de votre ménage avec votre partenaire ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P713                       | Discutez-vous de la scolarisation de vos enfants avec votre partenaire ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P714                       | Utilisez-vous des stratégies de discipline non violente envers vos enfants ou de méthodes alternatives au châtiments corporels ? | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| P715                       | [P714 = Oui]<br>Lesquelles utilisées vous souvent ?<br><br><i>NB: Lister les options et cocher si « Oui »</i>                    | <input type="checkbox"/> Punition par réparation<br><input type="checkbox"/> Punition par répétition de la tâche ratée<br><input type="checkbox"/> Punition par la mise à l'écart temporaire<br><input type="checkbox"/> Punition par privation des loisirs<br><input type="checkbox"/> Punition par expression d'excuse<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| P716                       | [P714 = Oui]<br>Avez-vous utilisé une de ses stratégies la semaine dernière (7 Derniers jours) ?                                 | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| <b>8. Socio-économique</b> |  |  |
| SE01                       | Quel type de sol y-a-t'il dans votre maison ?<br><br><i>NB : Lister les options</i>  | <input type="radio"/> Terre<br><input type="radio"/> Bois<br><input type="radio"/> Ciment ou carrelage<br><input type="radio"/> Ne sais pas / Pas de réponse   |
| SE02                       | Avec quoi cuisine-t-on dans votre maison ?<br><br><i>NB : Lister les options</i>   | <input type="radio"/> Bois que vous ramassez<br><input type="radio"/> Bois ou du charbon, que vous achetez<br><input type="radio"/> Gaz<br><input type="radio"/> Électricité<br><input type="radio"/> Ne sais pas / Pas de réponse   |
| SE03                       | Avez-vous une radio dans votre maison ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| SE04                       | Avez-vous une télévision dans votre maison ?   | <input type="radio"/> Oui  |

| N°                     | Question  | Réponse  |
|------------------------|---|--|
|                        |   | <input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse                              |
| SE05                   | Est-ce qu'un membre de ta famille a un téléphone portable ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse |
| <b>9. Commentaires</b> |   |  |
| C01                    | Faites-nous part de vos commentaires, si vous en avez éventuellement ?  |  |
| C02                    | En tant que l'intervieweur, veuillez fournir des commentaires supplémentaires (par exemple, problèmes, clarifications, commentaires). |  |

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

**Fin du questionnaire**

## QUESTIONNAIRE – COOK- STORE KEEPER - SFC

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

Date : (JJ-MM-AAAA)  
 Nom de l'énumérateur: (Spécifier)  
 Numéro d'énumérateur: (Spécifier)  
 Département : (Spécifier)  
 Commune : (Spécifier)  
 Numéro d'identification unique de l'école : (Spécifier)  
 Nom de l'école : (Spécifier)

**This survey will be translated in local languages.**

Bonjour. Je m'appelle \_\_\_\_\_ et j'aide à mener l'évaluation initiale du programme Keun Faaba mis en œuvre par CRS. Je travaille avec Et4d une société mandatée par CRS. Nous menons un sondage et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur la cuisine et le magasin. Cette information nous aidera à évaluer les activités mises en œuvre par CRS pour améliorer les services d'éducation, fournir plus de nourriture et de médicaments, et améliorer la santé et l'hygiène. Le sondage prend normalement 15 minutes. L'information que vous nous donnerez sera strictement confidentielle et ne sera pas montrée à d'autres personnes. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire et vous pouvez choisir de ne pas répondre à certaines questions, ou même à toutes les questions. Votre participation à de futurs programmes CRS ne dépend pas de vos réponses à cette enquête. Cependant, nous espérons que vous participerez à cette enquête puisque votre opinion est importante. Les réponses que vous fournissez seront conservées pendant 5 ans.

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

Si vous avez d'autres questions, vous pouvez les adresser à Edouard Nouguierma, le directeur du projet.

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

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

| Nº  | Question  | Réponse  |
|---|---|--|
| <b>1. Caractéristiques du parent membre</b> |   | <b>(Coges/Cantine/Magasin)</b>   |
| C101  | Genre (regardez le parent et cochez)  | <input type="radio"/> Masculin<br><input type="radio"/> Féminin            |
| C102  | Quel âge avez-vous ?<br><i>NB : mettre 99 si la personne ne veut pas répondre</i> | _____ ans  |
| C103  | Combien d'enfants avez-vous dans l'école primaire (ou le groupe) ?                | _____ enfants  |
| C104  | Quel est votre rôle au sein du programme Keun Faaba ?                             | <input type="checkbox"/> Cuisinière<br><input type="checkbox"/> Magasinier |

| N°                                   | Question  | Réponse  |
|--------------------------------------|---|--|
|                                      |   | <input type="checkbox"/> Responsable du COGES  |
| C105                                 | Quel est votre niveau en Français ?   | <input type="radio"/> Je parle couramment<br><input type="radio"/> Je comprends et je parle assez bien<br><input type="radio"/> Je comprends et je parle un peu<br><input type="radio"/> Je comprends un peu mais je ne parle pas<br><input type="radio"/> Je ne parle pas le français<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C106                                 | Quel est votre niveau en lecture en Français?   | <input type="radio"/> Je sais lire parfaitement<br><input type="radio"/> Je sais lire assez bien<br><input type="radio"/> Je sais lire un peu<br><input type="radio"/> Je ne sais pas lire<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C107                                 | Quel est votre niveau en calcul ?   | <input type="radio"/> Je sais très bien faire des calculs<br><input type="radio"/> Je sais assez bien faire des calculs<br><input type="radio"/> Je sais un peu faire des calculs<br><input type="radio"/> Je ne sais pas faire des calculs<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| <b>2. Information sur la cuisine</b> |   | <b>[C104 = Cuisinier]</b>  |
| C201                                 | Depuis combien de temps participez-vous à la préparation des repas ?  | <input type="radio"/> Moins d'1 an<br><input type="radio"/> 1 an<br><input type="radio"/> 2 ans<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C202                                 | Avec quelle fréquence intervenez-vous pour préparer les repas ?   | <input type="radio"/> Tous les jours (5 jours sur 5)<br><input type="radio"/> Presque tous les jours (4 jours sur 5)<br><input type="radio"/> 1 à 3 fois par semaine<br><input type="radio"/> 1 à 3 fois par mois<br><input type="radio"/> Moins d'une fois par mois<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C203                                 | Pourquoi prenez-vous part à cette activité bénévole ?<br><br><i>NB: Ne pas proposer les réponses</i>        | <input type="checkbox"/> Pour permettre aux enfants d'avoir un repas<br><input type="checkbox"/> Parce que le directeur me l'a demandé<br><input type="checkbox"/> Pour être avec d'autres parents<br><input type="checkbox"/> Pour être proche de mes enfants<br><input type="checkbox"/> Pour recevoir une compensation<br><input type="checkbox"/> Je remplace un autre parent<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser   |
| C204                                 | Depuis 2022 avez-vous reçu une formation/des conseils sur comment préparer les repas de la cantine ?        | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C205                                 | [C204 = Oui]<br>Qu'avez-vous appris durant cette formation ?<br><br><i>NB: Ne pas proposer les réponses</i> | <input type="checkbox"/> Préparer les menus de la semaine<br><input type="checkbox"/> Préparer certains mets<br><input type="checkbox"/> Préparer les bonnes quantités<br><input type="checkbox"/> Ce qu'est un repas nutritif<br><input type="checkbox"/> Ce qu'est un repas équilibré<br><input type="checkbox"/> Le rôle des vitamines et nutriments<br><input type="checkbox"/> Les règles d'hygiène dans la préparation des repas<br><input type="checkbox"/> La conservation des aliments<br><input type="checkbox"/> La gestion des déchets<br><input type="checkbox"/> Autre, préciser |

| N°                                   | Question   | Réponse  |
|--------------------------------------|--|--|
|                                      |  | <input type="checkbox"/> Ne sait pas / Pas de réponse  |
| C206                                 | Avez-vous reçu une forme de compensation pour votre travail ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C207                                 | [C206 = Oui]<br>Quelle est la nature de cette compensation ?   | <input type="checkbox"/> Compensation financière<br><input type="checkbox"/> Huile (1 fois par mois)<br><input type="checkbox"/> Repas (Chaque jour travaillé)<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser  |
| C208                                 | [Q206 = Oui]<br>Qui vous a fourni cette compensation ?   | <input type="checkbox"/> Le projet<br><input type="checkbox"/> La communauté (organisation de parents)<br><input type="checkbox"/> La commune<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| C209                                 | [C206 = Oui]<br>Êtes-vous satisfait de cette compensation ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C210                                 | [C206 = Oui]<br>Seriez-vous prêts à continuer sans cette compensation ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C211                                 | Êtes-vous satisfait de votre engagement dans le programme Keun Faaba ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C212                                 | [C211 =Oui]<br>Pourquoi être vous satisfait de votre engagement ?<br><br><i>NB: Ne pas proposer les réponses</i>       | <input type="checkbox"/> Je suis content(e) d'aider<br><input type="checkbox"/> J'aime être avec d'autres parents<br><input type="checkbox"/> Pour l'huile que l'on nous donne<br><input type="checkbox"/> Pour les repas que l'on nous donne<br><input type="checkbox"/> Pour l'argent que l'on nous donne<br><input type="checkbox"/> Parce que j'aime sortir de chez moi<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser |
| C213                                 | [C211 =Non]<br>Pourquoi n'être vous pas satisfait de votre engagement ?<br><br><i>NB: Ne pas proposer les réponses</i> | <input type="checkbox"/> Cela prend trop de temps<br><input type="checkbox"/> Nous ne recevons pas de compensation<br><input type="checkbox"/> Nous ne recevons pas assez de compensation<br><input type="checkbox"/> Je dois toujours remplacer les absents<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser  |
| <b>3. Information sur le magasin</b> |  | [C104 = Magasinier]  |
| C301                                 | Depuis combien de temps participez-vous à la gestion du magasin ?  | <input type="radio"/> Moins d'1 an<br><input type="radio"/> 1 an<br><input type="radio"/> 2 ans<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C302                                 | Avec quelle fréquence intervenez-vous pour la gestion des stocks ?   | <input type="radio"/> Tous les jours (5 jours sur 5)<br><input type="radio"/> Presque tous les jours (4 jours sur 5)<br><input type="radio"/> 1 à 3 fois par semaine<br><input type="radio"/> 1 à 3 fois par mois<br><input type="radio"/> 1 à 3 fois par ans  |

| N°   | Question  | Réponse   |
|------|---|---|
|      |   | <input type="radio"/> Ne sait pas / Pas de réponse  |
| C303 | Pourquoi prenez-vous part à cette activité bénévole ?<br><br><i>NB: Ne pas proposer les réponses</i>        | <input type="checkbox"/> Pour permettre aux enfants d’avoir un repas<br><input type="checkbox"/> Parce que le directeur me l’a demandé<br><input type="checkbox"/> Pour être avec d’autres parents<br><input type="checkbox"/> Pour être proche de mes enfants<br><input type="checkbox"/> Pour recevoir une compensation<br><input type="checkbox"/> Je remplace un autre parent<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser  |
| C304 | Depuis 2022 avez-vous reçu une formation/ sur la gestion du magasin?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C305 | [C304 = Oui]<br>Qu’avez-vous appris durant cette formation ?<br><br><i>NB: Ne pas proposer les réponses</i> | <input type="checkbox"/> Gestion des produits périmés<br><input type="checkbox"/> Gestion des stocks : Utiliser d'abord les stocks les plus anciens (FIFO)<br><input type="checkbox"/> Stockage : Ne pas laisser les vivres à même le sol<br><input type="checkbox"/> Hygiène Nettoyer le sol<br><input type="checkbox"/> Élimination des rongeurs (fumigène)<br><input type="checkbox"/> Reconditionner les sacs percés<br><input type="checkbox"/> Ne pas mélanger les denrées alimentaires avec les produits phytosanitaires<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, spécifier |
| C306 | Avez-vous reçu une forme de compensation pour votre travail ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C307 | [C306 = Oui]<br>Quelle est la nature de cette compensation ?  | <input type="checkbox"/> Compensation financière<br><input type="checkbox"/> Huile (1 fois par mois)<br><input type="checkbox"/> Repas (Chaque jour travaillé)<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser   |
| C308 | [C306 = Oui]<br>Êtes-vous satisfait par cette compensation ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C309 | [C306 = Oui]<br>Qui vous a fourni cette compensation ?  | <input type="checkbox"/> Le projet<br><input type="checkbox"/> La communauté (organisation de parents)<br><input type="checkbox"/> La commune<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| C310 | [C306 = Oui]<br>Seriez-vous prêts à continuer sans cette compensation ?                                     | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C311 | Rencontrez-vous des difficultés particulières pour faire les calculs liés à la gestion des stocks ?         | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |

| N°   | Question   | Réponse  |
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| C312   | Rencontrez-vous des difficultés particulières dans l'utilisation des documents de gestion de stock ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C313   | Êtes-vous satisfait de votre engagement dans le programme Keun Faaba ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C314   | [C313=Oui]<br>Pourquoi être vous satisfait de votre engagement ?<br><br><i>NB: Ne pas proposer les réponses</i>  | <input type="checkbox"/> Je suis content(e) d'aider<br><input type="checkbox"/> J'aime être avec d'autres parents<br><input type="checkbox"/> Pour l'huile que l'on nous donne<br><input type="checkbox"/> Pour les repas que l'on nous donne<br><input type="checkbox"/> Pour l'argent que l'on nous donne<br><input type="checkbox"/> Parce que j'aime sortir de chez moi<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser |
| C315   | [C313=Non]<br>Pourquoi n'être vous pas satisfait de votre engagement ?<br><br><i>NB: Ne pas proposer les réponses</i>  | <input type="checkbox"/> Cela prend trop de temps<br><input type="checkbox"/> Nous ne recevons pas de compensation<br><input type="checkbox"/> Nous ne recevons pas assez de compensation<br><input type="checkbox"/> Je dois toujours remplacer les absents<br><input type="checkbox"/> Ne sait pas / Pas de réponse<br><input type="checkbox"/> Autre, préciser  |
| C316   | Avez-vous le smartphone pour utiliser l'application de gestion de la cantine ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C317   | [C316=Oui]<br>Utilisez-vous l'application pour la gestion de la cantine?   | <input type="radio"/> Oui, toujours<br><input type="radio"/> Oui, parfois<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas/Pas de réponse   |
| C318   | [C316=Oui]<br>Que pensez-vous de l'utilité de cette application ?  | <input type="radio"/> Très utile<br><input type="radio"/> Assez utile<br><input type="radio"/> Pas vraiment utile<br><input type="radio"/> Pas du tout utile<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| <b>4. Comité de gestion cantine scolaire</b> |  | <b>[C104 = Responsable COGES]</b>  |
| C401   | <b>Depuis le début de l'année scolaire</b> , c'est-à-dire depuis septembre 2023, combien <b>de réunions statutaires</b> ont été organisées par le COGES entre les parents et les élèves pour discuter de la vie de l'école ? | <input type="radio"/> Aucune<br><input type="radio"/> 1 réunion<br><input type="radio"/> 2 réunions<br><input type="radio"/> 3 réunions<br><input type="radio"/> Plus de 3 réunions<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C402   | Participez-vous régulièrement aux réunions du COGES ?  | <input type="radio"/> Oui, toujours<br><input type="radio"/> Oui, la plupart du temps<br><input type="radio"/> Non, rarement<br><input type="radio"/> Non, jamais<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C403   | Quelles sont vos sources d'approvisionnement pour le fonctionnement actuel de la cantine en dehors   | <input type="checkbox"/> Parent<br><input type="checkbox"/> CECI   |

| Nº   | Question   | Réponse   |
|------|--|---|
|      | de CRS (USDA), en termes de vivres et de condiments ?<br><i>NB : Lister les options, cocher si 'Oui'</i>                                       | <input type="checkbox"/> AME-APE<br><input type="checkbox"/> COGES<br><input type="checkbox"/> ONG<br><input type="checkbox"/> Mairie<br><input type="checkbox"/> Jardin scolaire<br><input type="checkbox"/> Achat sur marché local (moins de 50 km)<br><input type="checkbox"/> Achat sur le marché régional (plus de 50 km)<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| C404 | [C403 = Parent]<br>Quels types de contribution sont donnés par les parents pour la cantine ?<br><i>NB : Proposer les options si nécessaire</i> | <input type="checkbox"/> Contribution financière<br><input type="checkbox"/> Nature bois<br><input type="checkbox"/> Nature condiment<br><input type="checkbox"/> Nature maïs, riz<br><input type="checkbox"/> Nature produits frais<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / pas de réponse  |
| C405 | Êtes-vous satisfait de la méthode mise en place pour gérer les contributions des parents ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C406 | [C403 = CECI]<br>Que représente la contribution des groupements de crédit CECI dans le budget de la cantine ? (Hors CRS)                       | <input type="radio"/> Moins de 5%<br><input type="radio"/> Entre 5 et 10%<br><input type="radio"/> Entre 10 et 20 %<br><input type="radio"/> Plus de 20%<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C407 | [C403 = CECI]<br>Les contributions des groupe CECI sont-elles suffisantes pour alléger les contributions des parents ?                         | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C408 | Les cuisinières et les magasiniers ont-ils bénéficiés d'une formation ?  | <input type="radio"/> Tous<br><input type="radio"/> Presque tous<br><input type="radio"/> Quelques-uns<br><input type="radio"/> Aucun<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C409 | Pensez-vous que les cuisinières sont bien organisées ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C410 | Pensez-vous que les cuisinières respectent les règles d'hygiène ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C411 | Pensez-vous que le magasinier est bien organisé ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |

| N°   | Question   | Réponse   |
|------|--|---|
| C412 | Pensez-vous que le magasinier respecte les règles d'hygiène ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C413 | Votre école dispose-t 'elle d'une fosse à ordure ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C414 | Les cuisinières respectent elles les règles d'hygiène concernant la gestion des déchets ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C415 | A quels types de difficultés le Comité de gestion de la cantine est-il parfois confronté ?<br><i>NB : Lister et cocher si 'Oui'</i>        | <input type="checkbox"/> Difficultés d'organisation<br><input type="checkbox"/> Retard fréquent des cuisinières<br><input type="checkbox"/> Recrutement des cuisinières<br><input type="checkbox"/> Recrutement du magasinier<br><input type="checkbox"/> Absence des cuisinières<br><input type="checkbox"/> Absence du magasinier<br><input type="checkbox"/> Insuffisance de fonds pour achat des condiments<br><input type="checkbox"/> Approvisionnement en bois<br><input type="checkbox"/> Insuffisance de vaisselle<br><input type="checkbox"/> Insuffisance d'ustensiles<br><input type="checkbox"/> Vol de vivres<br><input type="checkbox"/> Pas d'accès à l'eau à proximité<br><input type="checkbox"/> Retard dans la livraison des vivres<br><input type="checkbox"/> Mauvaise qualité des vivres<br><input type="checkbox"/> Cuisine en mauvais état ou inexistante<br><input type="checkbox"/> Cuisine mal aérée<br><input type="checkbox"/> Magasin en mauvais état ou inexistant<br><input type="checkbox"/> Magasin trop petit<br><input type="checkbox"/> Difficulté pour le respect des règles d'hygiène<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Aucune |
| C416 | Globalement êtes-vous satisfait du niveau d'implication des parents dans les activités de l'école et du projet Keun Faaba en particulier ? | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C417 | Votre école dispose-elle d'un jardin scolaire fonctionnel ?  | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| C418 | [C417 = Oui]<br>Depuis combien d'années votre école dispose-t 'elle d'un jardin scolaire ?   | <input type="radio"/> Moins d'un an<br><input type="radio"/> 1 an<br><input type="radio"/> 2 ans<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C419 | [C417 = Oui]<br>Comment financez-vous les intrants du jardin scolaire ?  | <input type="checkbox"/> Le COGES<br><input type="checkbox"/> Les parents<br><input type="checkbox"/> Le projet Keun Faaba<br><input type="checkbox"/> Autre  |

| N°   | Question  | Réponse  |
|------|---|--|
|      | <i>NB : Semences, engrais...</i>  | <input type="checkbox"/> Ne sait pas / pas de réponse  |
| C420 | Quelles difficultés votre école a-t-elle rencontré dans la mise en place du jardin scolaire ?<br><i>NB : Lister les réponses et cocher si Oui</i> | <input type="checkbox"/> Manque d'espace pour le jardin scolaire<br><input type="checkbox"/> Manque de clôture<br><input type="checkbox"/> Manque de matériels<br><input type="checkbox"/> Manque d'engrais<br><input type="checkbox"/> Manque de semence<br><input type="checkbox"/> Mauvaise qualité des semences<br><input type="checkbox"/> Problèmes de qualité de la pépinière<br><input type="checkbox"/> Absence d'implication des parents<br><input type="checkbox"/> Divagation des animaux et destruction du jardins<br><input type="checkbox"/> Vandalisme par la communauté<br><input type="checkbox"/> Manque de soutien technique<br><input type="checkbox"/> Manque d'eau<br><input type="checkbox"/> Manque d'entretien du jardin pendant les vacances<br><input type="checkbox"/> Vol dans le jardin<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Aucune |
| C421 | Parmi les vivres utilisés dans votre cantine certains proviennent-ils du marché local ?<br><br><i>NB: Vivres non importés des USA</i>             | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / pas de réponse   |
| C422 | [C421 = Oui]<br>Quels vivres proviennent du marché local ?<br><br><i>NB : Si nécessaire, lister les réponses et cocher si Oui</i>                 | <input type="checkbox"/> Riz<br><input type="checkbox"/> Maïs<br><input type="checkbox"/> Haricots, niébé<br><input type="checkbox"/> Condiments<br><input type="checkbox"/> Légumes frais : tomates oignons.<br><input type="checkbox"/> Fruits<br><input type="checkbox"/> Œuf<br><input type="checkbox"/> Viande/Poisson<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / pas de réponse   |
| C423 | Selon vous quels sont les avantages de l'achat local des vivres ?<br><i>NB: Ne pas proposer les réponses</i>                                      | <input type="checkbox"/> Les produits locaux sont plus frais (fruits, légumes, œufs, etc.)<br><input type="checkbox"/> Les enfants préfèrent la nourriture locale<br><input type="checkbox"/> L'achat local dynamise l'agriculture locale<br><input type="checkbox"/> Amélioration de l'économie locale (création d'emploi)<br><input type="checkbox"/> Création d'activité de transformation<br><input type="checkbox"/> Les produits locaux sont de meilleure qualité<br><input type="checkbox"/> Les produits locaux coûtent moins chers<br><input type="checkbox"/> Les coûts d'approvisionnement des produits locaux sont plus faibles<br><input type="checkbox"/> Il n'y a pas de risque de pénurie<br><input type="checkbox"/> Aucun avantage<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |

| N°   | Question  | Réponse  |
|------|---|--|
| C424 | Selon vous quels sont les inconvénients de l'achat local des vivres ?<br><i>NB: Ne pas proposer les réponses</i>  | <input type="checkbox"/> Les achats locaux perturbent la production agricole locale<br><input type="checkbox"/> Les produits locaux ne sont pas de bonne qualité<br><input type="checkbox"/> Il y a des risques de rupture de stock et de problème d'approvisionnement (ex : pénurie)<br><input type="checkbox"/> Augmentation des prix du marché<br><input type="checkbox"/> Aucun inconvénient<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| C425 | [C421= Oui]<br>Êtes-vous satisfait de la qualité des vivres locaux utilisés dans votre cantine ?  | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse   |
| C426 | Dans les 2 dernières années certains parents ont-ils pris en charge de manière spontanées des actions visant à améliorer les infrastructures de l'école ?                           | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| C427 | [C426 = Oui]<br>Quel type d'action ?<br><i>NB : Proposer les options si nécessaire</i>  | <input type="checkbox"/> Construction des latrines de l'école<br><input type="checkbox"/> Réparation des latrines de l'école<br><input type="checkbox"/> Construction de la cuisine<br><input type="checkbox"/> Réparation de la cuisine<br><input type="checkbox"/> Construction du magasin<br><input type="checkbox"/> Réparation du magasin<br><input type="checkbox"/> Construction d'une salle de classe<br><input type="checkbox"/> Réparation d'une salle de classe<br><input type="checkbox"/> Construction d'une clôture<br><input type="checkbox"/> Réparation d'une clôture<br><input type="checkbox"/> Forage de puit<br><input type="checkbox"/> Construction de logement pour enseignant<br><input type="checkbox"/> Aucune<br><input type="checkbox"/> Autre, préciser<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| C428 | Pensez-vous que le COGES de votre école serait prêt à prendre en charge la gestion de la cantine scolaire avec l'aide de l'état ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse   |
| C429 | Pensez-vous que le COGES et les parents de votre école seraient prêts à prendre en charge la maintenance des infrastructures nécessaires à la cantine scolaire (cuisine /magasin) ? | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse   |
| C430 | Pensez-vous que le COGES et les parents de votre école seraient prêts à prendre en charge la maintenance des dispositifs de lavage des mains (DLM) dans l'école ?                   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse   |

| N°                     | Question  | Réponse   |
|------------------------|---|---|
| C431                   | Pensez-vous que le COGES et les parents de votre école serait prêt à prendre en charge la maintenance des infrastructures sanitaires (latrines) de l'école ?                                    | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / pas de réponse  |
| C432                   | Votre commune a-t-elle dû faire face à des tensions sécuritaires ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| C433                   | [C432=Oui]<br>À la suite des problèmes d'insécurité, votre école a-t-elle été confronté aux phénomènes suivants :<br><br>NB : Lister et cocher si 'oui'   | <input type="checkbox"/> Fermeture de l'école<br><input type="checkbox"/> Absence temporaire des enseignants<br><input type="checkbox"/> Exode des enseignants<br><input type="checkbox"/> Absence temporaire des élèves<br><input type="checkbox"/> Exode des élèves<br><input type="checkbox"/> Absence de vivres pour la cantine<br><input type="checkbox"/> Absence des cuisinières<br><input type="checkbox"/> Vandalisme sur les infrastructures<br><input type="checkbox"/> Menaces<br><input type="checkbox"/> Autre, spécifier<br><input type="checkbox"/> Aucun |
| C434                   | [C433=Fermeture de l'école]<br>Combien de jours l'école a dû être fermée depuis septembre 2023 à cause de l'insécurité ?  | _____   |
| C435                   | Combien de jour la cantine n'a pas fonctionné par manque de vivres depuis septembre 2023, jusqu'à la fête du Ramadan ?<br><br><i>NB: Indiquer 0, si la cantine a fonctionné tous les jours.</i> | _____   |
| <b>5. Commentaires</b> |   |   |
| C501                   | Faites-nous part de vos commentaires, si vous en avez éventuellement ?  |   |
| C502                   | En tant que l'intervieweur, veuillez fournir des commentaires supplémentaires (par exemple, problèmes, clarifications, commentaires).   |   |

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

**Fin du questionnaire**

## OUTIL D'OBSERVATION DE L'ÉCOLE

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

Date : (JJ-MM-AAAA)  
 Nom de l'énumérateur: (Spécifier)  
 Numéro d'énumérateur: (Spécifier)  
 Département : (Spécifier)  
 Commune : (Spécifier)  
 Numéro d'identification unique de l'école : (Spécifier)  
 Nom de l'école : (Spécifier)

| N°                             | Question  | Réponse  |
|--------------------------------|---|--|
| <b>1. Hygiène dans l'école</b> |   |  |
| E101                           | Combien y-a-t'il de cabines latrines fonctionnelles dans cette école ?<br><i>NB : Si les latrines sont partagées avec une autre école du groupe, diviser par le nombre d'écoles</i>   | <input type="checkbox"/> Filles uniquement<br><input type="checkbox"/> Garçons uniquement<br><input type="checkbox"/> Mixtes (filles/Garçons)<br><input type="checkbox"/> Avec accès handicapé (rampe)<br><input type="checkbox"/> Enseignants uniquement                |
| E102                           | [E101 Hors enseignant <>0]<br>Quels types de cabines latrines y a-t'il pour les élèves (parmi les latrines fonctionnelles) :<br><u>Latrines non améliorée</u> : à fosses sans dalle/trou ouvert, latrine suspendue, seau<br><u>Latrines améliorée</u> : Latrines à fosses avec dalle (ventilées ou pas), latrine à chasse d'eau avec ou sans réservoir, toilette à composte (type ATPC) | <input type="checkbox"/> Latrine non améliorée<br><input type="checkbox"/> Latrine améliorée<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| E103                           | [E101 Hors enseignant <>0]<br>Les cabines latrines sont-elles propres ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| E104                           | [E101 Hors enseignant <>0]<br>Les cabines latrines ont-elles des portes qui se ferment et sont-elles bien isolées (pas de trous/grands espaces dans les murs/avec le sol)   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| E105                           | De combien de dispositifs de lavage de main dispose votre école ?<br><i>NB : Un seau devant la classe peut être considéré comme un dispositif de lavage</i>   | _____  |
| E106                           | [E105 > 0]<br>Quel type de dispositif de lavage des mains trouve-t 'on dans l'école ?   | <input type="checkbox"/> Tippy Tap<br><input type="checkbox"/> Seau / cuvette<br><input type="checkbox"/> Bidon avec bouchon<br><input type="checkbox"/> Bidon sur socle métallique<br><input type="checkbox"/> Robinet (eau courante)<br><input type="checkbox"/> Puits |

| N°   | Question  | Réponse   |
|------|---|---|
|      |   | <input type="checkbox"/> Autre  |
| E107 | [E105 > 0]<br>Y a-t'il de l'eau dans les dispositifs de lavage des mains ?  | <input type="radio"/> Tous<br><input type="radio"/> La plupart<br><input type="radio"/> Quelques-uns<br><input type="radio"/> Aucun   |
| E108 | [E105 > 0]<br>Que trouve-t 'on à proximité des dispositifs de lavage pour se laver les mains ?  | <input type="checkbox"/> Savon<br><input type="checkbox"/> Eau de javel<br><input type="checkbox"/> Cendre<br><input type="checkbox"/> Sable<br><input type="checkbox"/> Rien   |
| E109 | [E105 > 0]<br>Comment qualifiez-vous l'état des dispositifs de lavages ?  | <input type="radio"/> Parfait<br><input type="radio"/> Assez bon<br><input type="radio"/> Besoins d'amélioration<br><input type="radio"/> Mauvais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| E110 | [E105 > 0]<br>Les dispositifs de lavage sont-ils utilisés à d'autres fins que le lavage des mains ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| E111 | [E110 = Oui]<br>A quelles fins des DLM sont-ils utilisés ?  | <input type="checkbox"/> Laver le linge<br><input type="checkbox"/> Nettoyer les plats<br><input type="checkbox"/> Prendre une douche<br><input type="checkbox"/> Cuisiner<br><input type="checkbox"/> Ablutions<br><input type="checkbox"/> Lavage de la tête<br><input type="checkbox"/> Lavage des pieds<br><input type="checkbox"/> Boire (les enfants)<br><input type="checkbox"/> Faire boire les animaux<br><input type="checkbox"/> Autre |
| E112 | [E105 > 0]<br>Les dispositifs de lavage des mains semblent-ils être couramment utilisés (y a-t'il de l'eau sur le sol ?)  | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| E113 | Quel pourcentage des élèves se lavent les mains <u>avec de l'eau et du savon/cendre</u> avant de manger ?<br><br>NB : Si les DLM ne dispose pas d'eau et de savon/cendre cocher Aucun | <input type="radio"/> Presque tous (80 à 100%)<br><input type="radio"/> La plupart (60 à 80 %)<br><input type="radio"/> La moitié (40 à 60%)<br><input type="radio"/> Une faible part (20 à 40%)<br><input type="radio"/> Très peu (0 à 20%)<br><input type="radio"/> Aucun   |
| E114 | [E105 > 0]<br>Existent-ils des dispositifs de lavage de mains à côté des latrines ?   | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| E115 | Y-a-t'il une clôture autour de l'école ?  | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| E116 | [E115 = Oui]<br>En quel état est la clôture ?   | <input type="radio"/> Parfait<br><input type="radio"/> Assez bon<br><input type="radio"/> Besoins d'amélioration<br><input type="radio"/> Mauvais<br><input type="radio"/> Ne sait pas / Pas de réponse   |

| N°   | Question   | Réponse   |
|------|--|---|
| E117 | Y-a-t'il des animaux dans la cour de l'école ?   | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| E118 | [E117= Oui]<br>Quels animaux avez-vous vu ?  | <input type="checkbox"/> Chien<br><input type="checkbox"/> Chat<br><input type="checkbox"/> Chèvre<br><input type="checkbox"/> Poulet<br><input type="checkbox"/> Cafard<br><input type="checkbox"/> Bœuf<br><input type="checkbox"/> Rat<br><input type="checkbox"/> Souris<br><input type="checkbox"/> Autre  |
| E119 | La cour de l'école est-elle propre ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse  |
| E120 | Y-a-t'il une fosse a ordure pour l'école ?   | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| E121 | L'école dispose-t-elle d'un accès à l'eau ?<br><i>NB: Si nécessaire demander au directeur</i>  | <input type="radio"/> Oui, dans l'école<br><input type="radio"/> Oui, à proximité de l'école<br><input type="radio"/> Oui, mais loin de l'école<br><input type="radio"/> Non  |
| E122 | [E121 = Oui]<br>De quel type d'accès à l'eau l'école dispose-t-elle ?<br><i>NB: Si nécessaire demander au directeur</i>                                      | <input type="checkbox"/> Puits fermé<br><input type="checkbox"/> Puits ouvert<br><input type="checkbox"/> Forage à pompe manuelle ou à pied<br><input type="checkbox"/> Forage à pompe solaire<br><input type="checkbox"/> Forage à pompe à moteur<br><input type="checkbox"/> Eau de pluie<br><input type="checkbox"/> Eau en bouteille<br><input type="checkbox"/> Eau courante (SONEB, borne-fontaine)<br><input type="checkbox"/> Eau livrée par bidons<br><input type="checkbox"/> Autre |
| E123 | [E121= Oui]<br>La source d'approvisionnement en eau fonctionne-elle ?<br><i>NB: Si nécessaire demander au directeur</i>                                      | <input type="radio"/> Oui, toujours<br><input type="radio"/> Oui, la plupart du temps<br><input type="radio"/> Non, rarement<br><input type="radio"/> Non, jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| E124 | [E121 = Oui]<br>Y-a-t'il assez d'eau à l'école pour mener à bien les activités suivantes :<br><i>NB: Si nécessaire demander au directeur</i>                 | <input type="checkbox"/> Boire<br><input type="checkbox"/> Faire la cuisine<br><input type="checkbox"/> Se laver les mains<br><input type="checkbox"/> Faire du jardinage<br><input type="checkbox"/> Approvisionner la communauté<br><input type="checkbox"/> Aucune   |
| E125 | [E122 <> Eau traitée]<br>L'eau est-elle traitée avant de la donner à boire aux élèves ?<br><i>NB : Si nécessaire demander au directeur ou au cuisinières</i> | <input type="radio"/> Oui, toujours<br><input type="radio"/> Oui, la plupart du temps<br><input type="radio"/> Non, rarement<br><input type="radio"/> Non, jamais<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| E126 | [E125 <> Non, jamais]  | <input type="checkbox"/> Bouillir l'eau<br><input type="checkbox"/> Filtrer l'eau   |

| N°                                | Question  | Réponse  |
|-----------------------------------|---|--|
|                                   | Quelle méthode est utilisée pour le traitement de l'eau ?<br><i>NB: Si nécessaire demander au directeur</i>                             | <input type="checkbox"/> Ajouter de l'eau de Javel, solution chlorée ou des comprimés de chlore<br><input type="checkbox"/> Ajouter de l'alun (Aluminium Sulfate)<br><input type="checkbox"/> Laisser reposer l'eau<br><input type="checkbox"/> Désinfection solaire<br><input type="checkbox"/> Garder l'eau dans un récipient couvert<br><input type="checkbox"/> Rien<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Ne sait pas / Pas de réponse  |
| E127                              | Comment l'eau pour boire est-elle stockée ?<br><i>NB: Si nécessaire demander au directeur</i>   | <input type="checkbox"/> Seau ou bassine en plastique avec couvercle<br><input type="checkbox"/> Seau ou bassine en plastique sans couvercle<br><input type="checkbox"/> Seau ou bassine en tôle galvanisée ou céramique<br><input type="checkbox"/> Bidon avec bouchon<br><input type="checkbox"/> Jarre en terre cuite<br><input type="checkbox"/> Dans le réservoir de collecte des eaux de pluie<br><input type="checkbox"/> Il n'y a pas de stockage<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Ne sait pas / Pas de réponse |
| <b>2. Hygiène dans la cuisine</b> |   |  |
| E201                              | L'école a-t-elle une cuisine fonctionnelle ?<br><i>NB: Indiquer oui dès lors que des repas sont préparés pour les élèves de l'école</i> | <input type="radio"/> Oui<br><input type="radio"/> Non   |
|                                   | <b>E201 = Oui</b>   |  |
| E202                              | La cuisine est-elle une construction en dure?   | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| E203                              | La cuisine a-t-elle un toit ?   | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| E204                              | La cuisine a-t-elle un sol en ciment ?  | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| E205                              | La cuisine a-t-elle des foyers améliorés ?  | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| E206                              | [E205 = Oui]<br>Les foyers améliorés sont-ils en bon état ?   | <input type="radio"/> Oui, vraiment<br><input type="radio"/> Oui, plus ou moins<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Ne sait pas / Pas de réponse   |
| E207                              | Le sol de la cuisine est-il propre ?  | <input type="radio"/> Très propre<br><input type="radio"/> Propre<br><input type="radio"/> Pas vraiment propre<br><input type="radio"/> Sale<br><input type="radio"/> Je n'ai pas pu accéder   |
| E208                              | Y a-t-il une table ou une étagère pour disposer les ustensiles de cuisine ?   | <input type="radio"/> Oui<br><input type="radio"/> Non   |
| E209                              | [E208 = Oui]<br>La table ou l'étagère utilisée pour disposer les ustensiles de cuisine est-elle propre ?                                | <input type="radio"/> Très propre<br><input type="radio"/> Propre<br><input type="radio"/> Pas vraiment propre<br><input type="radio"/> Sale<br><input type="radio"/> Je n'ai pas pu accéder   |

| N°   | Question  | Réponse  |
|------|---|--|
| E210 | La cuisine est-elle bien équipée en termes d'ustensile, de marmites... ?  | <input type="radio"/> Oui, très bien<br><input type="radio"/> Oui, plutôt bien<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Sale<br><input type="radio"/> Je n'ai pas pu accéder  |
| E211 | Les ustensiles sont-ils propres ?   | <input type="radio"/> Très propre<br><input type="radio"/> Assez propre<br><input type="radio"/> Pas vraiment propre<br><input type="radio"/> Sale<br><input type="radio"/> Je n'ai pas pu accéder   |
| E212 | Les ustensiles de cuisine sont-ils bien rangés ?  | <input type="radio"/> Oui, très bien<br><input type="radio"/> Oui, plutôt bien<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Je n'ai pas pu accéder  |
| E213 | Les ordures sont-elles gérées correctement ?  | <input type="radio"/> Oui, dans un conteneur fermé<br><input type="radio"/> Oui, dans un conteneur ouvert<br><input type="radio"/> Non, il y a des ordures qui traînent<br><input type="radio"/> Il n'y a pas d'ordure visible<br><input type="radio"/> Je n'ai pas pu accéder |
| E214 | Y-a-t'il de l'eau pour faire à manger ?   | <input type="radio"/> Oui, dans un conteneur fermé<br><input type="radio"/> Oui, dans un conteneur ouvert<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu accéder   |
| E215 | [E214 = Oui]<br>L'eau pour faire à manger semble-t'elle propre ?  | <input type="radio"/> Très propre<br><input type="radio"/> Assez propre<br><input type="radio"/> Pas vraiment propre<br><input type="radio"/> Sale<br><input type="radio"/> Je n'ai pas pu accéder   |
| E216 | Y-a-t'il de l'eau pour se laver les mains ?   | <input type="radio"/> Oui, dans un conteneur fermé<br><input type="radio"/> Oui, dans un conteneur ouvert<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu accéder   |
| E217 | [E216 = Oui]<br>L'eau pour se laver les mains semble-t'elle propre ?  | <input type="radio"/> Très propre<br><input type="radio"/> Assez propre<br><input type="radio"/> Pas vraiment propre<br><input type="radio"/> Sale<br><input type="radio"/> Je n'ai pas pu accéder   |
| E218 | Y-a-t'il du savon pour se laver les mains ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer  |
| E219 | Observer une cuisinière s'apprêtant à préparer le repas, et noter si elle se lave les mains   | <input type="radio"/> Lavage de mains non effectué<br><input type="radio"/> Lavage de mains une fois<br><input type="radio"/> Lavage de mains plus d'une fois<br><input type="radio"/> Je n'ai pas pu observer   |
| E220 | [E219= Lavage de mains une fois ou Lavage de mains plus d'une fois] +[E218=Oui]<br>La cuisinière a-t'elle utilisé du savon pour le lavage des mains ? | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer  |
| E221 | Les cuisinières ont-elles couvert leur tête ?   | <input type="radio"/> Oui, toutes  |

| N°   | Question  | Réponse   |
|------|---|---|
|      |   | <input type="radio"/> Oui, certaines<br><input type="radio"/> Non aucun<br><input type="radio"/> Je n'ai pas pu observer  |
| E222 | Les cuisinières portent-elles des tabliers ?  | <input type="radio"/> Oui, toutes<br><input type="radio"/> Oui, certaines<br><input type="radio"/> Non aucun<br><input type="radio"/> Je n'ai pas pu observer   |
| E223 | Les cuisinières portent-elles des parures ?   | <input type="radio"/> Oui, toutes<br><input type="radio"/> Oui, certaines<br><input type="radio"/> Non aucun<br><input type="radio"/> Je n'ai pas pu observer   |
| E224 | Observer les cuisinières préparant les légumes, et noter si elles les lavent avant de les cuire ?               | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E225 | Avez-vous observé une cuisinière fumer/chiquer/priser le tabac pendant la préparation des repas ?               | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E226 | Observer une cuisinière goûter la nourriture et noter ce qu'elle fait ?   | <input type="radio"/> La cuisinière utilise une cuillère propre et ne l'utilise qu'une fois<br><input type="radio"/> La cuisinière utilise la même cuillère plusieurs fois<br><input type="radio"/> La cuisinière utilise l'ustensile de mélange, dépose un échantillon du repas dans un plat ou dans sa paume de main et le remet ensuite l'ustensile dans la marmite<br><input type="radio"/> Je n'ai pas pu observer   |
| E227 | Les cuisinières utilisent-elles des bouillons ou des boîtes de conserves? (Où en avez-vous vu dans la cuisine)? | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E228 | Observer des plats prêts à servir, et noter si les plats sont couverts ?  | <input type="radio"/> Oui, tous<br><input type="radio"/> Oui, certains<br><input type="radio"/> Non aucun<br><input type="radio"/> Je n'ai pas pu observer  |
| E229 | Y-a-t'il un poster avec les règles d'hygiène affiché dans la cuisine ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E230 | Observez le plat préparé pour les enfants. Contient-il les éléments suivants:                                   | <input type="checkbox"/> Riz/mais<br><input type="checkbox"/> Lentille<br><input type="checkbox"/> Huile<br><input type="checkbox"/> Citrouille, carotte, patate douce et autre légume rouge/orange<br><input type="checkbox"/> Mangue, papaye, pêche et autre légume rouge/orange (frais, sous forme de jus ou sec)<br><input type="checkbox"/> Légumes verts à feuilles<br><input type="checkbox"/> Viande/poisson<br><input type="checkbox"/> Œuf<br><input type="checkbox"/> Haricots/pois<br><input type="checkbox"/> Lait/produit laitier<br><input type="checkbox"/> Je n'ai pas pu observer |

| N°                                | Question  | Réponse  |
|-----------------------------------|---|--|
| E231                              | Après avoir mangé, qui s'occupe de laver les plats et les ustensiles de la cuisine ?  | <input type="checkbox"/> Les cuisinières<br><input type="checkbox"/> Les élèves filles<br><input type="checkbox"/> Les élèves garçons<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Je n'ai pas pu observer  |
| <b>3. Hygiène dans le magasin</b> |   |  |
| E301                              | L'école dispose-t-elle d'un lieu de stockage pour les vivres ?<br><i>NB: Indiquer Oui, même si ce lieu n'est pas sur place.</i> | <input type="radio"/> Oui<br><input type="radio"/> Non   |
|                                   | <b>E301 = Oui</b>   |  |
| E302                              | Qualifier les lieux utilisés pour le stockage des denrées alimentaires.<br><i>NB : Demander au directeur si nécessaire</i>      | <input type="radio"/> Lieu indépendant (stockage uniquement)<br><input type="radio"/> Lieu partagé avec la cuisine<br><input type="radio"/> Lieu partagé avec le bureau du directeur<br><input type="radio"/> Lieu partagé avec une salle de classe<br><input type="radio"/> Lieu partagé avec la maison d'un parent<br><input type="radio"/> Lieu partagé avec un magasin de stockage appartenant à la communauté<br><input type="radio"/> Je n'ai pas pu observer ou obtenir l'information |
| E303                              | Où est situé le magasin ?<br><i>NB : Demander au directeur si nécessaire</i>  | <input type="radio"/> Dans l'enceinte de l'école<br><input type="radio"/> Hors de l'école mais accessible à pied pour acheminer les vivres<br><input type="radio"/> Hors de l'école et nécessite une moto pour acheminer les vivres<br><input type="radio"/> Je n'ai pas pu observer ou obtenir l'information  |
| E304                              | En dehors des vivres secs, qu'avez-vous observé dans le magasin ?   | <input type="checkbox"/> Produits frais (légumes du jardin)<br><input type="checkbox"/> Livres<br><input type="checkbox"/> Équipement de l'école (table, banc)<br><input type="checkbox"/> Ustensiles de cuisine<br><input type="checkbox"/> Produits chimiques<br><input type="checkbox"/> Ordures<br><input type="checkbox"/> Toiles d'araignée<br><input type="checkbox"/> Autre<br><input type="checkbox"/> Aucun<br><input type="checkbox"/> Je n'ai pas pu observer                    |
| E305                              | [EQ304=Produits frais]<br>Les produits frais sont-ils stockés à part (plus d'un mètre) des produits secs ?                      | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer  |
| E306                              | Comment les sacs de nourriture sont-ils stockés ?   | <input type="checkbox"/> Sur des palettes<br><input type="checkbox"/> Sur des planches de bois<br><input type="checkbox"/> Sur des bâches en plastique<br><input type="checkbox"/> Sur des meubles<br><input type="checkbox"/> A même le sol<br><input type="checkbox"/> Je n'ai pas pu observer   |
| E307                              | Les sacs de nourritures sont-ils à moins d'un mètre du toit ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer  |

| N°                                     | Question   | Réponse   |
|--|--|---|
| E308                                   | Les sacs de nourritures sont-ils collés contre les murs?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E309                                   | Y-a-t'il des sacs déchirés et vivres non reconditionnés ?  | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E310                                   | Avez-vous observé des denrées alimentaires ayant dépassé la date d'expiration ?<br><i>NB: Si nécessaire demander au magasinier</i>                                       | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E311                                   | Le magasinier utilise-t 'il toujours en premier les produits les plus anciens ?<br><i>NB : Si nécessaire demander au magasinier de vous montrer les dates d'arrivage</i> | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E312                                   | Y-a-t'il des traces de rongeur ?<br><i>NB : Si nécessaire demander au magasinier</i>   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E313                                   | [E312 = Oui]<br>Que fait le magasinier pour se débarrasser des rongeurs ?  | <input type="checkbox"/> Il met des pièges manuels<br><input type="checkbox"/> Il met des produits chimiques<br><input type="checkbox"/> Il ne fait rien<br><input type="checkbox"/> Ne sait pas / Pas de réponse   |
| E314                                   | Y-a-t'il un système d'aération ?   | <input type="radio"/> Oui<br><input type="radio"/> Non<br><input type="radio"/> Je n'ai pas pu observer   |
| E315                                   | Le magasin est-il propre ?   | <input type="radio"/> Très propre<br><input type="radio"/> Assez propre<br><input type="radio"/> Pas vraiment propre<br><input type="radio"/> Sale<br><input type="radio"/> Je n'ai pas pu accéder                  |
| E316                                   | Le magasin est-il bien rangé ?   | <input type="radio"/> Oui, très bien<br><input type="radio"/> Oui, plutôt bien<br><input type="radio"/> Non, pas vraiment<br><input type="radio"/> Non, pas du tout<br><input type="radio"/> Je n'ai pas pu accéder |
| 4. Commentaires                        |  |   |
| Prenez une photo d'une assiette garnie |  |   |
| C01                                    | Faites-nous part de vos commentaires, si vous en avez éventuellement ?   |   |

**Commentaires :**

# *Unique questions matrix*

| UQ  | EQ   | Section | Activity | Evaluation Question | Unique question  | Stakeholders   |
|-----|------|---------|----------|---------------------|--|--|
| U00 | EQ00 | General | Accord   |                     | <p>Bonjour, nous sommes l'équipe d'évaluation du programme d'alimentation scolaire Keun Faaba pour le compte de CRS. Nous souhaitons collecter des informations afin de mieux comprendre les résultats du programme et de formuler des recommandations pour de futurs programmes. Nous aimerions avoir votre aide dans ce domaine. Les résultats de l'étude seront publiés sous la forme d'un rapport , qui sera partagé avec les partenaires ainsi que l'USDA et les ministères impliqués dans le but de renforcer la mise en œuvre des programmes. Vos noms ne figureront pas dans ce rapport. Il ne serait pas possible de vous identifier.</p> <p>Notre discussion prendra environ une à deux heures de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer ou ne souhaitez pas répondre à une question , il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment.</p> <p>Avez-vous de questions? Est-ce que vous nous donnez votre consentement ?</p> | <p>KII USDA<br/>KII Partners<br/>KII GoB National<br/>KII GoB Local<br/>KII WFP<br/>FGD Teachers<br/>FGD Parents<br/>FGD SMC/APE/AME<br/>FGD SILC<br/>FGD Students</p> |
| U00 | EQ00 | General | Accord   |                     | <p>Bonjour, je m'appelle _____ et je fais partie d'une équipe de chercheurs qui évalue le projet Keun Faaba. Je souhaiterais vous poser des questions sur le fonctionnement du club ami de l'hygiène. Vos réponses seront strictement confidentielles et ne seront pas partagées avec quiconque.</p> <p>Vous n'êtes pas obligé de participer et s'il y a une question à laquelle vous ne souhaitez pas répondre, ce n'est pas grave, on peut passer.</p>   | <p>FGD Students</p>  |

| UQ  | EQ   | Section   | Activity     | Evaluation Question  | Unique question  | Stakeholders   |
|-----|------|-----------|--------------|--|--|--|
|     |      |           |              |  | Avez-vous des questions ? Peut-on commencer ?  |  |
| U01 | EQ00 | General   | Introduction |  | Pouvez-vous nous expliquer la mission de votre institution ? Comment votre institution a été impliquée dans le projet Keun Faaba ? Et quel a été votre rôle dans la mise en œuvre du projet ?  | KII GoB National<br>KII GoB Local                                    |
| U01 | EQ00 | General   | Introduction |  | Pouvez-vous nous expliquer votre rôle dans de la mise en œuvre du projet Keun Faaba ? Dans quelles activités avez-vous participé ?   | KII USDA<br>KII Partners   |
| U01 | EQ00 | General   | Introduction |  | Quelle classe enseignez-vous ? A quelles activités avez-vous participé dans le cadre du projet Keun Faaba ?  | FGD Teachers   |
| U01 | EQ00 | General   | Introduction |  | Pouvez-vous nous expliquer votre rôle au sein de l'école ? Et dans quelle mesure vous avez pris part au projet Keun Faaba ?  | FGD Parents<br>FGD SMC/APE/AME<br>FGD SILC                           |
| U01 | EQ00 | General   | Introduction |  | Quand a été créé le club ami de l'hygiène? Quel est le rôle du club?   | FGD Students   |
| U02 | EQ01 | Relevance | All themes   | <b>Relevance:</b> Are stakeholders (AMEs/APEs, SMCs, teachers and local authorities) satisfied with their participation in the project? Why or why not?  | Êtes-vous satisfait(e) de votre engagement au projet ? Pourquoi oui ? Pourquoi non ?   | KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC/APE/AME |
| U03 | EQ02 | Relevance | SILC         | <b>Relevance:</b> To what extent does the use of the SILC approach to support education align with local and/or national public policies? To what extent do communities embrace the SILC approach? | Dans quelle mesure l'utilisation des groupes d'épargne (SILC) pour soutenir l'éducation est-elle en phase avec les politiques publiques locales et/ou nationales ?<br>A votre connaissance, dans quelle mesure les communautés adoptent-elles l'approche SILC ?<br>Pourquoi oui ? Pourquoi non ? | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD SMC/APE/AME |

| UQ         | EQ   | Section       | Activity       | Evaluation Question  | Unique question  | Stakeholders   |
|------------|------|---------------|----------------|--|--|--|
| <b>U04</b> | EQ03 | Relevance     | LRP            | <b>Relevance:</b> To what extent does the LRP align with the national public policies?   | Dans quelle mesure politique d'approvisionnement locale pour les cantines scolaires est-elle en phase avec la politique gouvernementale au Bénin ?   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP |
| <b>U05</b> | EQ04 | Relevance     | Infrastructure | <b>Relevance:</b> To what extent have the construction or rehabilitation initiatives under MGD21 align with the project objectives as well as contribute to the government agenda to have school up to standard and norms of school feeding? | Avez-vous connaissance d'initiatives du projet Keun Faaba visant la construction ou de réhabilitation au sein des écoles?<br>Dans quelles mesure ces initiatives contribuent-elles à rendre les écoles plus conformes aux standards gouvernementaux et qu'aux normes de l'alimentation scolaire? | KII Partners<br>KII GoB National<br>KII GoB Local                        |
| <b>U06</b> | EQ05 | Relevance     | SFP            | <b>Relevance:</b> To what extent is the project consistent with other school feeding interventions championed by the Benin government?   | Dans quelle mesure le projet est-il cohérent avec la politique d'alimentation scolaire du gouvernement béninois ? Quelles sont les différences entre les deux approches? En quoi le programme actuel (MGD21) est-il plus en phase que le précédent (MGD17)?                                      | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP |
| <b>U07</b> | EQ06 | Effectiveness | Education      | <b>Effectiveness:</b> To what extent have students (boys and girls) increased their reading comprehension compared to baseline?  | Selon vous, les écoles du projet ont-elles constaté une amélioration du niveau de lecture et de compréhension des élèves ? Si oui, à quoi attribuez-vous cette amélioration ?  | KII Partners<br>KII GoB National<br>KII GoB Local                        |
| <b>U08</b> | EQ06 | Effectiveness | Education      | <b>Effectiveness:</b> To what extent have students (boys and girls) increased their reading comprehension compared to baseline?  | Avez-vous constaté une amélioration du niveau de lecture et de compréhension des élèves du fait de la mise en place du projet Keun Faaba et en particulier de la méthode FLIP?<br>Si oui, à quoi attribuez-vous cette amélioration ?   | FGD Teachers   |
| <b>U09</b> | EQ06 | Effectiveness | Education      | <b>Effectiveness:</b> To what extent have students (boys and girls) increased their reading comprehension compared to baseline?  | Avez-vous constaté une amélioration du niveau de lecture et de compréhension de vos enfants<br>Si oui, à quoi attribuez-vous cette amélioration ?  | FGD Parents  |

| UQ         | EQ   | Section       | Activity  | Evaluation Question   | Unique question  | Stakeholders  |
|------------|------|---------------|-----------|---|--|---|
| <b>U10</b> | EQ07 | Effectiveness | Education | <b>Effectiveness:</b> To what extent have the strategies for improving reading and writing skills of students been successfully implemented (FLIP teaching approach, literacy techniques and improved materials)? and what outcomes have been achieved?                     | A votre connaissance quelles stratégies ont été mise en œuvre par le projet pour améliorer les compétences en lecture des élèves? Ces stratégies ont-elles été mises en œuvre avec succès? Quels résultats ont été obtenus grâce à ces stratégies?<br>[ <b>Stratégies:</b> FLIP, formation des enseignants, distribution de livres, prise en compte des langues maternelles]                 | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers                               |
| <b>U11</b> | EQ08 | Effectiveness | Education | <b>Effectiveness:</b> To what extent have the strategies for raising community awareness about literacy been successfully implemented? To what extent are parents supporting their children's education?  | A votre connaissance quelles stratégies ont été mise en œuvre par le projet pour sensibiliser les parents à l'importance de la lecture? Ces stratégies ont-elles été mises en œuvre avec succès? Quels résultats ont été obtenus grâce à ces stratégies?<br>[ <b>Stratégies:</b> Concours de lecture? ]  | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD Parents                |
| <b>U12</b> | EQ09 | Effectiveness | Education | <b>Effectiveness:</b> To what extent have the strategies for monitoring and incentivizing teachers' attendance been effectively implemented? What improvements could be made, if any?   | A votre connaissance quelles stratégies ont été mises en œuvre par le projet pour réduire l'absentéisme des enseignants? Ces stratégies ont-elles été mises en œuvre avec succès? Quels résultats ont été obtenus grâce à ces stratégies?<br>[ <b>Stratégies:</b> ??]  | KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC-APE-AME            |
| <b>U13</b> | EQ10 | Effectiveness | WASH      | <b>Effectiveness:</b> To what extent have strategies for enhancing students' health and hygiene practices, such as the establishment of WASH-friendly clubs and the improvement of WASH infrastructure been successfully implemented? and what outcomes have been achieved? | A votre connaissance le projet a-t-il facilité la réhabilitation des infrastructures sanitaire au sein de écoles? Si oui? Quels résultats ont été obtenus grâce à ces réhabilitations? Si non, Pourquoi?   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teacher<br>FGD SMC-APE-AME |
| <b>U14</b> | EQ10 | Effectiveness | WASH      | <b>Effectiveness:</b> To what extent have strategies for enhancing students' health and hygiene practices, such as the establishment of WASH-friendly clubs and the improvement of WASH infrastructure been successfully implemented? and what outcomes have been achieved? | A votre connaissance le projet a-t-il mis en place des clubs d'ami de l'hygiène dans les écoles? Si oui, pensez-vous que grâce aux clubs des amis de l'hygiène les élèves comprennent mieux l'importance des bonnes pratiques en matière d'hygiène (Lavage des mains, eau propre, utilisation des latrines, cours propre) ? Si non, pourquoi les clubs d'hygiène n'ont pas été mis en place? | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teacher<br>FGD SMC-APE-AME |

| UQ         | EQ   | Section       | Activity  | Evaluation Question   | Unique question   | Stakeholders   |
|------------|------|---------------|-----------|---|---|--|
| <b>U15</b> | EQ10 | Effectiveness | WASH      | <b>Effectiveness:</b> To what extent have strategies for enhancing students' health and hygiene practices, such as the establishment of WASH-friendly clubs and the improvement of WASH infrastructure been successfully implemented? and what outcomes have been achieved? | Quels messages sur l'hygiène le club essaye-t-il de transmettre aux élèves ?<br>Lesquels de ces messages sont le plus difficile à faire comprendre aux élèves et pourquoi ?   | FGD Students   |
| <b>U16</b> | EQ10 | Effectiveness | WASH      | <b>Effectiveness:</b> To what extent have strategies for enhancing students' health and hygiene practices, such as the establishment of WASH-friendly clubs and the improvement of WASH infrastructure been successfully implemented? and what outcomes have been achieved? | Pensez-vous que grâce aux clubs d'hygiène les élèves appliquent mieux les bonnes pratiques en matière d'hygiène (Lavage des mains au moments clé, eau propre, utilisation des latrines, cour propre) ?<br>Si non, quelles difficultés rencontrent les élèves pour appliquer ces règles d'hygiène ?<br>Pensez-vous qu'ils suivent bien les consignes d'hygiène chez eux ? Pourquoi ? | FGD Students   |
| <b>U17</b> | EQ10 | Effectiveness | WASH      | <b>Effectiveness:</b> To what extent have strategies for enhancing students' health and hygiene practices, such as the establishment of WASH-friendly clubs and the improvement of WASH infrastructure been successfully implemented? and what outcomes have been achieved? | Quel soutien avez-vous reçu du projet ou de l'école? (Formation, conseils, matériel)?<br>Si vous avez du matériel, est-il toujours en état de marche?<br>Avez-vous toujours des produits sanitaires à disposition (savon, produit pour nettoyer les latrines).  | FGD Students   |
| <b>U18</b> | EQ11 | Effectiveness | Nutrition | <b>Effectiveness:</b> To what extent have the strategies for improving students' nutrition through improved school meals been implemented? and what outcomes have been achieved?  | L'alimentation scolaire a-t-elle été mise en œuvre avec succès? A quelles difficultés les écoles ont-elles été confrontées dans la mise en œuvre des cantines scolaires? Dans quelle mesure les cantines scolaires ont-elles permis une amélioration de l'alimentation des enfants?   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP |
| <b>U19</b> | EQ11 | Effectiveness | Nutrition | <b>Effectiveness:</b> To what extent have the strategies for improving students' nutrition through improved school meals been implemented? and what outcomes have been achieved?  | Pensez-vous que les repas servis à l'école ont permis d'améliorer la santé et la nutrition de vos enfants?<br>Comment?<br>Les repas à l'école ont-ils changés depuis le début du projet? Sont-ils plus diversifiés?<br>A la maison, faites-vous des repas plus diversifiés  | FGD Parents  |

| UQ         | EQ   | Section       | Activity  | Evaluation Question   | Unique question   | Stakeholders   |
|------------|------|---------------|-----------|---|---|--|
|            |      |               |           |   | qu'auparavant (avec beaucoup de fruits, légumes, protéines comme des œufs, haricots, lentilles, viande)? Si non, pourquoi?  |  |
| <b>U20</b> | EQ11 | Effectiveness | Nutrition | <b>Effectiveness:</b> To what extent have the strategies for improving students' nutrition through improved school meals been implemented? and what outcomes have been achieved?                    | Pensez-vous que les repas servis à l'école ont permis d'améliorer la nutrition des enfants? Comment? Rencontrez-vous des difficultés pour proposer des repas équilibrés/diversifiés pour les enfants? Lesquelles?<br>A la maison, les parents arrivent-ils à proposer des repas diversifiés a leur enfants? Si non, pourquoi? | FGD Teacher<br>FGD SMC-APE-AME   |
| <b>U21</b> | EQ12 | Effectiveness | SILC      | <b>Effectiveness:</b> To what extent has the implementation of SILC strengthened the economic capacity of parents to support their children's schooling and contribute to the life of the school?   | Dans quelle mesure les groupes SILC ont-ils pu contribuer au soutien des cantines scolaires? Les groupes SILC contribuent-ils à la vie de l'école? Quelles sont les difficultés rencontrées par les groupes SILC ?  | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teacher<br>FGD SMC-APE-AME<br>FGD Parents |
| <b>U22</b> | EQ12 | Effectiveness | SILC      | <b>Effectiveness:</b> To what extent has the implementation of SILC strengthened the economic capacity of parents to support their children's schooling and contribute to the life of the school?   | Dans quelle mesure la mise en place des groupe SILC vous a-t 'elle permis d'améliorer votre situation économique ?<br><br>Dans quelle mesure ce groupe vous a-t'il permis de contribuer plus activement à la vie scolaire de vos enfants ? votre situation économique ?   | FGD SILC   |
| <b>U23</b> | EQ13 | Effectiveness | LRP       | <b>Effectiveness:</b> To what extent has LRP been successfully implemented? Did LRP for school feeding impact the local market? To what extent did the LRP component contribute to school canteens? | Dans quelle mesure l'approvisionnement local a-t-il été mis en œuvre avec succès ? Quelles difficultés le projet a-t-il rencontré dans la mise en œuvre de l'approvisionnement local?<br>L'approvisionnement local pour l'alimentation scolaire a-t-il eu un impact sur le marché local ?                                     | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD SMC-APE-AME                               |

| UQ         | EQ   | Section       | Activity     | Evaluation Question  | Unique question  | Stakeholders  |
|------------|------|---------------|--------------|--|--|---|
| <b>U24</b> | EQ14 | Effectiveness | Crosscutting | <b>Effectiveness:</b> To what extent have the recommendations from baseline and the MGD17 final evaluation been implemented?   | Dans quelle mesure les recommandations de l'évaluation de base de MGD21 et de l'évaluation finale du MGD17 ont-elles été mises en œuvre ?  | KII USDA<br>KII Partners  |
| <b>U25</b> | EQ15 | Efficiency    | Crosscutting | <b>Efficiency:</b> Is the project implemented as planned (timeline and budget)? Is the project implemented in the most efficient way possible? Could alternative solutions potentially improve the project efficiency? | Le projet est-il mis en œuvre selon le calendrier initialement comme prévu ?<br>Sinon, pourquoi ?<br>Le projet est-il mis en œuvre selon le budget initialement comme prévu ?<br>Sinon, pourquoi ? | KII USDA<br>KII Partners  |
| <b>U26</b> | EQ16 | Efficiency    | Crosscutting | <b>Efficiency:</b> What were the major internal and external factors influencing the achievement or non-achievement of the objectives?   | Y a-t'il eu des facteurs <b>internes</b> , qui ont entravés la mise en œuvre efficace des activités du projet ? Citer des exemples précis ?  | KII USDA<br>KII Partners<br>KII GoB Local<br>FGD Teachers<br>FGD SMC-APE-AME<br>FGD Parents |
| <b>U27</b> | EQ16 | Efficiency    | Crosscutting | <b>Efficiency:</b> What were the major internal and external factors influencing the achievement or non-achievement of the objectives?   | Y a-t'il eu des facteurs <b>externes</b> , qui ont entravés la mise en œuvre efficace des activités du projet ? Citer des exemples précis ?  | KII USDA<br>KII Partners<br>KII GoB Local<br>FGD Teachers<br>FGD APE-AME                    |
| <b>U28</b> | EQ17 | Efficiency    | Crosscutting | <b>Efficiency:</b> How did the project improve the efficiency of its partners? Was the project efficient at taking into account beneficiaries' feedback?   | Quelles interventions ont permis au projet d'améliorer l'efficacité de ses partenaires? Quels résultats ont été obtenus?   | KII USDA<br>KII Partners  |
| <b>U29</b> | EQ17 | Efficiency    | Crosscutting | <b>Efficiency:</b> How did the project improve the efficiency of its partners? Was the project efficient at taking into account beneficiaries' feedback?   | Comment le projet permet-il aux bénéficiaires de soumettre des plaintes ou des commentaires suite à la mise en œuvre du projet? Comment le projet a-t-il pris en compte ces informations?          | KII USDA<br>KII Partners<br>KII GoB Local<br>FGD Teachers<br>FGD APE-AME                    |

| UQ         | EQ   | Section    | Activity     | Evaluation Question  | Unique question   | Stakeholders   |
|------------|------|------------|--------------|--|---|--|
| <b>U30</b> | EQ18 | Efficiency | Crosscutting | <b>Efficiency:</b> To which extent was the project able to adapt its strategy in the face of rising insecurity and school closure?   | Dans quelle mesure le projet a-t-il pu adapter sa stratégie face à la montée de l'insécurité et à la fermeture des écoles ?   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC-APE-AME |
| <b>U31</b> | EQ19 | Impact     | Crosscutting | <b>Impact:</b> How likely is the project to achieve strategic objectives and contribute significantly to intended purpose? On which issues should the project team focus its efforts to achieve greatest impact?   | Dans quelle mesure le projet va-il pouvoir atteindre ses objectifs ? Pourquoi?  | KII USDA<br>KII Partners   |
| <b>U32</b> | EQ19 | Impact     | Crosscutting | <b>Impact:</b> How likely is the project to achieve strategic objectives and contribute significantly to intended purpose? On which issues should the project team focus its efforts to achieve greatest impact?   | Sur quelles questions l'équipe du projet devrait-elle concentrer ses efforts pour obtenir le plus grand impact ?  | KII USDA<br>KII Partners   |
| <b>U33</b> | EQ20 | Impact     | Gender       | <b>Impact:</b> To what extent have project objectives and activities reduced gender disparities in education in target zones, and what activities were most effective in leading to said reductions? Have inclusive or gender sensitive strategies been implemented in view of sustainability among identified specific groups if there are any? | Dans quelle mesure le projet a-t-il permis de réduire les disparités entre les sexes dans les écoles? Quelles activités ont été les plus efficaces pour conduire à ces réductions ? Des stratégies visant inclusivité ont-elles été mises en œuvre permettre des changements durables | KII Partners<br>KII GoB National<br>KII GoB Local  |
| <b>U34</b> | EQ20 | Impact     | Gender       | <b>Impact:</b> To what extent have project objectives and activities reduced gender disparities in education in target zones, and what activities were most effective in leading to said reductions? Have inclusive or gender sensitive strategies been implemented in view of sustainability among identified specific groups if there are any? | Est-ce que les filles et les garçons ont un rôle différent au sein du Club WASH ?<br>Est-ce que filles ont plus de difficultés pour se faire obéir ?  | FGD Students   |

| UQ         | EQ   | Section        | Activity     | Evaluation Question   | Unique question   | Stakeholders   |
|------------|------|----------------|--------------|---|---|--|
| <b>U35</b> | EQ21 | Impact         | Crosscutting | <b>Impact:</b> What are the unexpected positive or negative effects of the project?   | A votre connaissance, le projet Keun Faaba a-t'il eu des effets positifs ou négatifs imprévus ?<br>Si oui, lesquels ?   | KII Partners<br>KII GoB National<br>KII GoB Local              |
| <b>U36</b> | EQ22 | Sustainability | Crosscutting | <b>Sustainability:</b> Is there evidence of improved community capacity toward sustainability, willingness of parents to participate without incentives or actions towards school infrastructure maintenance? What role could SILC play for sustainability? How far is the project regarding the milestones mentioned in the sustainability plan? | Existe-t-il des preuves 1) d'une amélioration de la capacité des communautaire, 2)d'une volonté des parents de participer de manière bénévole, ou 3) actions en faveur de l'entretien des infrastructures scolaires ? | KII Partners   |
| <b>U37</b> | EQ22 | Sustainability | Crosscutting | <b>Sustainability:</b> Is there evidence of improved community capacity toward sustainability, willingness of parents to participate without incentives or actions towards school infrastructure maintenance? What role could SILC play for sustainability? How far is the project regarding the milestones mentioned in the sustainability plan? | Selon vous, quel rôle les groupes SILCs pourraient-ils jouer dans le futur pour la mise poursuite de l'alimentation scolaire?   | KII Partners<br>KII GoB National<br>KII WFP<br>FGD SMC-APE-AME |
| <b>U38</b> | EQ22 | Sustainability | Crosscutting | <b>Sustainability:</b> Is there evidence of improved community capacity toward sustainability, willingness of parents to participate without incentives or actions towards school infrastructure maintenance? What role could SILC play for sustainability? How far is the project regarding the milestones mentioned in the sustainability plan? | Où en est le projet par rapport aux étapes mentionnées dans le plan de durabilité ?   | KII USDA<br>KII Partners                                       |
| <b>U39</b> | EQ23 | Sustainability | Crosscutting | <b>Sustainability:</b> What were the major factors that influenced the achievement or non-achievement of sustainability of the project?   | Quels sont les principaux facteurs qui peuvent influencer la réalisation ou la non-réalisation de la prise en charge durable des activités du projet par les acteurs locaux et les communautés ?                      | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local  |

| UQ         | EQ   | Section        | Activity     | Evaluation Question  | Unique question  | Stakeholders   |
|------------|------|----------------|--------------|--|--|--|
|            |      |                |              |  |  | FGD Teachers<br>FGD SMC-APE-AME  |
| <b>U40</b> | EQ23 | Sustainability | Crosscutting | <b>Sustainability:</b> What were the major factors that influenced the achievement or non-achievement of sustainability of the project?  | Pour terminer, quelles sont les principales difficultés auxquelles vous faites face pour pouvoir promouvoir des meilleurs pratiques d'hygiène aux élèves? (pas de moyens/matériel, pas d'eau, élèves ne suivent pas, enseignants n'aident pas, pas le temps, etc.) | FGD Students   |
| <b>U41</b> | LQ01 | Learning       | SFP          | <b>Learning Question:</b> In Benin, what governance structures and community level system of governance have been put in place to ensure the effective delivery, implementation, and sustainability of school feeding program? What factors contribute to the success of Benin's SFP?      | Au Bénin, quelles structures de gouvernance et système de gouvernance au niveau communautaire ont été mis en place pour garantir l'efficacité, la mise en œuvre et la durabilité du programme d'alimentation scolaire ?  | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP |
| <b>U42</b> | LQ01 | Learning       | SFP          | <b>Learning Question:</b> In Benin, what governance structures and community level system of governance have been put in place to ensure the effective delivery, implementation, and sustainability of school feeding program? What factors contribute to the success of Benin's SFP?      | Quels facteurs contribuent au succès du l'alimentation scolaire au Bénin ?   | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP |
| <b>U43</b> | LQ02 | Learning       | SFP          | <b>Learning Question:</b> In Benin, which components of SFP, including food production, procurement and preparation of meals, are the most sustainable in terms of operational efficiency and why? Does the cost-effectiveness of these programs change over time, and if so, how and why? | Au Bénin, quelles composantes du programme d'alimentation scolaire s(la production alimentaire, l'approvisionnement et la préparation des repas ) sont les plus efficaces et durable? Pourquoi?  | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>KII WFP |
| <b>U44</b> | LQ02 | Learning       | SFP          | <b>Learning Question:</b> In Benin, which components of SFP, including food production, procurement and preparation of meals, are the most   | Avez-vous constaté une évaluation dans la rentabilité de ces programmes? comment et pourquoi ?   | KII USDA<br>KII Partners<br>KII GoB National                             |

| UQ  | EQ   | Section  | Activity     | Evaluation Question   | Unique question   | Stakeholders  |
|-----|------|----------|--------------|---|---|---|
|     |      |          |              | sustainable in terms of operational efficiency and why? Does the cost-effectiveness of these programs change over time, and if so, how and why?   |   | KII GoB Local<br>KII WFP  |
| U45 | LQ03 | Learning | Education    | <b>Learning Question:</b> What are the opinions and perceptions of educators, school leaders, INFRE and other stakeholders in education regarding the implementation and impact of the Foundational Literacy Improvement Package (FLIP) advocated by the project? | Quelles sont les opinions et perceptions des éducateurs, des chefs d'établissement, de l'INFRE et des autres parties prenantes de l'éducation concernant la mise en œuvre et l'impact du Foundational Literacy Improvement Package (FLIP) préconisé par le projet ? | KII USDA<br>KII Partners  |
| U46 | LQ03 | Learning | Education    | <b>Learning Question:</b> What are the opinions and perceptions of educators, school leaders, INFRE and other stakeholders in education regarding the implementation and impact of the Foundational Literacy Improvement Package (FLIP) advocated by the project? | Que pensez-vous de l'approche FLIP (Foundational Literacy Improvement Package) préconisée par le projet ? Cette approche est-elle complémentaire et compatible avec l'approche du MEMP (nouveau curricula)?   | KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC-APE-AME  |
| U47 | COM  | Comment  | Crosscutting | Recommendations   | Avez-vous des commentaires ou des recommandations à apporter pour la poursuite du projet Keun Faaba au Benin ?  | KII USDA<br>KII Partners<br>KII GoB National<br>KII GoB Local<br>FGD Teachers<br>FGD SMC-APE-AME<br>FGD Parents |

## FICHE DE PRESENCE

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

Date : (JJ-MM-AAAA)

Nom de l'énumérateur: (Spécifier)

Numéro d'énumérateur: (Spécifier)

Département : (Spécifier)

Commune : (Spécifier)

Numéro d'identification unique de l'école : (Spécifier)

Nom de l'école : (Spécifier)

| Classe         | Garçons inscrits | Filles inscrites | Garçons présents | Filles présentes |
|----------------|------------------|------------------|------------------|------------------|
| Niveau 1 : CI  |                  |                  |                  |                  |
| Niveau 2 : CP  |                  |                  |                  |                  |
| Niveau 3 : Ce1 |                  |                  |                  |                  |
| Niveau 4 : Ce2 |                  |                  |                  |                  |
| Niveau 5 : Cm1 |                  |                  |                  |                  |
| Niveau 6 : Cm2 |                  |                  |                  |                  |

*Absence pour raison de santé :*

| N°  | Question   | Réponse   |
|---|--|---|
| <b>Répéter les questions pour 25 élèves</b> |  |   |
| A101  | Quelle est la classe de l'élève  | <ul style="list-style-type: none"><li>○ CI</li><li>○ CP</li><li>○ Ce1</li><li>○ Ce2</li><li>○ Cm1</li><li>○ Cm2</li></ul> |
| A102  | Quel est le genre de l'élève   | <ul style="list-style-type: none"><li>○ Masculin</li><li>○ Féminin</li></ul>  |
| A103  | Combien de jours l'enfant a-t'il été absent pour cause de maladie au cours de l'année scolaire | _____   |

## OUTIL D'OBSERVATION DE L'ATTENTION

Toutes les 3 minutes, l'observateur note ce qui se passe dans la classe, comme s'il prenait une photo, d'où le terme de snapshot. Dans notre cas, à chaque "snapshot", l'observateur note la proportion d'élèves distraits : (0) quand aucun élève n'est distrait ; (1) quand un seul élève est distrait ; (P) quand un petit groupe est distrait ; (G) quand un grand groupe est distrait ; (T) quand toute la classe est distraite.

| Notation | Effectifs de la classe (N) |                       |                       |                          |
|----------|----------------------------|-----------------------|-----------------------|--------------------------|
|          | N ≤ 15                     | 16 ≤ N ≤ 30           | 31 ≤ N ≤ 45           | N ≥ 46                   |
| 0        | 0 élève                    | 0 élève               | 0 élève               | 0 élève                  |
| I        | 1 élève                    | 1 élève               | 1 élève               | 1 élève                  |
| P        | Entre 2 et 5 élèves        | Entre 2 et 10 élèves  | Entre 2 et 15 élèves  | Entre 2 et 20 élèves     |
| G        | Entre 6 et 14 élèves       | Entre 11 et 29 élèves | Entre 16 et 44 élèves | Entre 21 et (N-1) élèves |
| T        | N                          | N                     | N                     | N                        |

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

Date : (JJ-MM-AAAA)  
 Nom de l'énumérateur: (Spécifier)  
 Numéro d'énumérateur: (Spécifier)  
 Département : (Spécifier)  
 Commune : (Spécifier)  
 Numéro d'identification unique de l'école : (Spécifier)  
 Nom de l'école : (Spécifier)

Bonjour !

Je m'appelle \_\_\_\_\_. Je travaille avec Et4d, une société mandatée par CRS pour mener l'évaluation à mi-parcours du programme Jigiya 4 mis en œuvre par CRS Mali. Je souhaiterais procéder à l'observation d'une séance de lecture. Je n'observe pas votre pratique d'enseignant, mais uniquement le niveau d'attention des élèves. pendant 30 minutes.

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

Me donnez-vous la permission de poursuivre procéder à l'observation ? Oui / Non

| N°                        | Question                         | Réponse  |
|---------------------------|----------------------------------|--|
| <b>1. Classe observée</b> |                                  |  |
| A101                      | Quelles classes sont observées ? | <input type="checkbox"/> Année 1 : CI<br><input type="checkbox"/> Année 2 : CP<br><input type="checkbox"/> Année 3 : Ce1 |

|  |  |   |
|--|--|---|
|  |  | <input type="checkbox"/> Année 4 : Ce2<br><input type="checkbox"/> Année 5 : Cm1<br><input type="checkbox"/> Année 6 : Cm2  |
| A102   | S'agit-il d'une classe multi-niveau  | <input type="radio"/> Oui<br><input type="radio"/> Non  |
| A103   | Nombre d'élèves inscrits   | Filles _____ Garçons _____  |
| A104   | Nombre d'élèves présents   | Filles _____ Garçons _____  |
| A105   | Quelles matières sont enseignées pendant l'observation ?<br><br><i>NB : Dans la mesure du possible, demander à l'enseignant d'enseigner les la lecture</i> | <input type="radio"/> Lecture<br><input type="radio"/> Mathématique<br><input type="radio"/> Sciences sociales<br><input type="radio"/> Autre   |
| 2. Observation de type Stalling  |  |   |
| La sélection se fait automatiquement en fonction du nombre d'élèves présents (N) |  |   |
| N <= 15  | Quelle est la proportion d'élèves distraits ?  | <input type="radio"/> Aucun élève n'est distrait<br><input type="radio"/> Un seul élève est distrait<br><input type="radio"/> Un petit groupe est distrait (2 à 5)<br><input type="radio"/> Un grand groupe est distrait (6 à 14)<br><input type="radio"/> Toute la classe est distraite        |
| N > 15 et <=30   | Quelle est la proportion d'élèves distraits ?  | <input type="radio"/> Aucun élève n'est distrait<br><input type="radio"/> Un seul élève est distrait<br><input type="radio"/> Un petit groupe est distrait (2 à 10)<br><input type="radio"/> Un grand groupe est distrait (11 à 29)<br><input type="radio"/> Toute la classe est distraite      |
| N > 30 et <=45   | Quelle est la proportion d'élèves distraits ?  | <input type="radio"/> Aucun élève n'est distrait<br><input type="radio"/> Un seul élève est distrait<br><input type="radio"/> Un petit groupe est distrait (2 à 15)<br><input type="radio"/> Un grand groupe est distrait (16 à 44)<br><input type="radio"/> Toute la classe est distraite      |
| N > 45   | Quelle est la proportion d'élèves distraits ?  | <input type="radio"/> Aucun élève n'est distrait<br><input type="radio"/> Un seul élève est distrait<br><input type="radio"/> Un petit groupe est distrait (2 à 20)<br><input type="radio"/> Un grand groupe est distrait (21 à total-1)<br><input type="radio"/> Toute la classe est distraite |
| 3. Commentaires  |  |   |
| C01  | Faites-nous part de vos commentaires, si vous en avez éventuellement ?   |   |

## Annex 7: Et4d Team Members

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

#### **Isabelle McMahon, MBA and Master in M&E**

Ms. Isabelle McMahon is an international, multilingual development professional with more than 25 years of experience. She is an evaluation expert with extensive skills in mixed-methods design and analysis, applied research, and in promoting the use of evidence-based findings for organizational learning and project improvement. Additionally, Ms. McMahon is highly experienced with the planning, management, and monitoring of data-collection processes, with integrating technology where effective, as well as with quality-assurance procedures. Ms. McMahon has led nine USDA McGovern-Dole evaluations. She has also headed six EGRA-focused World Bank evaluations and five USAID programs evaluations. She is a skilled strategic planner with great ability to conceptualize, innovate, plan, and execute ideas and systems even under stressful conditions, all while meeting deadlines. Ms. McMahon excels as a communicator, expressing her ideas and concepts clearly and concisely in written, oral, and visual form.

For CRS Benin, she acted as team leader and was the main point of contact. She advised on research methods and facilitated KIIs remotely. Ms. McMahon led the writing of the final evaluation report, working closely with all team members

### **Data Analysis Lead**

#### **Michel Rousseau, PhD**

Dr. Michel Rousseau, a native Canadian French speaker, has been a university professor since 2005. He teaches psychometrics, quantitative methods, and classroom assessment. Alongside his academic engagements, he has also worked as a consultant for international development projects in many countries, with a strong focus on Africa. In those projects, he has developed assessment tests for impact or performance evaluation and has conducted test equating and other statistical analyses. With Et4d, he performed the data analysis for the PEARL project in the South Pacific for the early-grade reading evaluations, as well as eight McGovern-Dole evaluations for Nascent Solutions, CRS Benin, CRS Mali, and CRS Lesotho. Additionally, he is the founder of GAUSS, a consultant company in Quebec that offers services in the fields of research and psychometrics.

Dr. Rousseau guided the ET on all issues related to sampling and conducted the quantitative analysis.

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

#### **Alice Michelazzi**

Ms. Alice Michelazzi is a fluent French speaker. She has worked on programs focusing on basic education, youth programming, multilingual education, education in crisis and conflict, community-school relationships, reading, girls' education, as well as training and curriculum development. Ms. Michelazzi has led EGRA-instrument design workshops and data-collection projects using technology across the globe, working with leading firms such as Et4d, Chemonics, Edintersect, School to School International (STS) and Montrose. Ms. Michelazzi has participated in 16 McGovern-Dole program evaluations as EGRA trainer, quality-assurance expert, and survey coordinator; these took place in Cameroon, Benin, Lesotho, Mali, Madagascar, Mauritania, Tanzania, and Togo.

For CRS Benin, Ms. Michelazzi advised the team with regard to instrument development and interview protocols, rendered the questionnaires and the EGRA tool for digital devices, coordinated enumerator training in Benin, defined the quality-assurance protocols, supervised the data collection, performed KIIs and FGDs, and wrote the relevant sections of the final evaluation report.

## **Senior Nutrition and WASH Expert**

### **Julie Imron, MPA**

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

For CRS Benin, as the Senior Nutrition and WASH expert, Ms. Imron advised the team regarding instrument development and wrote the evaluation report sections related to hygiene and nutrition.

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

### **Appolinaire Appalo, MSc**

Mr. Appolinaire Appalo is Et4d's local partner in Benin. M. Appalo graduated with a master of science degree in Mathematics, Economics, and Statistics from the African School of Economics (ASE) in Benin. He has experience in various kinds of empirical work as well as in impact evaluation surveys. For Development Impact Evaluation (DIME/World Bank), he currently serves as a research assistant and works on social protection projects. For the Gender Innovation Lab (GIL/ World Bank), he has successfully managed the implementation of data collections both in Benin and in the DRC. He has conducted various studies in Benin as principal. Mr. Appalo speaks five Beninese local languages and has skills in techniques required for the management of enumerators in quality data collection. He also has working experience in all 12 regions of Benin.

For CRS Benin, Mr. Appalo recruited and managed the enumerators, led the quantitative survey training, and controlled the quality of the data collected. He further provided the logistics support needed to complete the evaluation in Benin.

## **EGRA Trainer and Field Qualitative Coordinator**

### **Annick Otchoun, BA**

Ms. Annick Otchoun is a local field researcher from Benin. She graduated with a bachelor's degree in Communication and Marketing from Gasa Formation University in Benin. For the World Food Programme, she has worked as data collector for school canteen monitoring, and also as supervisor of food-distribution operations targeting vulnerable households. She performed qualitative and quantitative research to support T-ventures consulting firm in Benin. For Firm us Advisory, a Ghanaian consulting firm, she hired and trained enumerators for market research in Benin. She speaks four local Beninese languages. Her six years' experience working with communities have allowed her to build a strong community approach for evaluations and research.

For CRS Benin, Ms. Otchoun facilitated the EGRA training and coordinated the qualitative data collection, while also facilitating FGDs and KIIs with the field stakeholders.

## Annex 8: Statistical Weighting & Adjustment Factors

### Sampling Weights

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

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

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

Where

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

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

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

### Adjustment factors

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

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

Where

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

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

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

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

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

Where

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

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

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

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

## Annex 9: Indicators Calculation

| Indicators  | Formula  |
|---|--|
| <b>MGD S01:</b> 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<br>Benchmark: 60% (3/5 correct answers) | EGRA test includes 5 comprehension questions. This indicator is the proportion of students getting 3 correct answers out of 5.<br>Number of Grade 2 students who provide 3 or more correct answers out of 5 questions in the Reading Comprehension subtask<br>Total number of Grade 2 students who participated in EGRA * 100<br><b>Data:</b> EGRA |
| Percent of school age children (age 5-10) who are underweight (weight-for-age below <2z-score) per WHO  | Proportion of students who are underweight according to their weight-for-age value<br><b>Data:</b> Weight measurement - S107   |
| Percent of students in target schools who are identified as attentive during class/instruction  | Average percentage of students who are identified as attentive during 10 periods of observation<br><b>Data:</b> Stalling Attention tool  |
| Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance   | Proportion of schools where 6 out of 7 safe food preparation and storage practices have been observed multiply by the total number of cooks and storekeepers<br><b>Data :</b> Cook and storekeeper questionnaire   |
| Average number of days missed per student per year due to health issues   | Randomly select 25 students from school registrar and count the number of days of absence for health reason.<br><b>Data :</b> Attendance book-Attendance tool for registration (A103)  |
| Percent of parents in target communities who can name at least three benefits of primary education  | Proportion of parents, who can name 3 or more benefits of education for their children when answering to question P503<br><b>Data:</b> Parent questionnaire  |
| Percent of parents who report spending time on literacy activities with their students the last seven days  | Proportion of parents who answer “Yes” to question P606<br><b>Data:</b> Parent questionnaire   |
| Percent of students using hand-washing facilities (water + soap/water + potash) before eating lunch   | Proportion of students who answer “Yes” to question S502<br><b>Data:</b> Student questionnaire   |
| Percent of mothers using nutrient-dense neglected and underutilized foods in family meals in the previous 24 hours  | Proportion of mother, who report using <b>one</b> of the 10 food listed in question P413<br><b>Data:</b> Parent questionnaire  |
| Percent of caregivers that have the skills to accompany/enable student learning   | Proportion of parents who answer “yes” to question P508<br><b>Data:</b> Parent questionnaire   |
| Percent of school governance structures (PTAs, SMC) that support quality literacy instruction   | <b>Proportion of headteacher answering “yes” to question T312</b><br><b>Data:</b> Head Teacher   |
| Percent of male and female members of AME/APEs stating they do discuss household financial management questions with their partner  | Proportion of parents who answer “yes” to question P713<br><b>Data:</b> Parent questionnaire   |
| Percent of male and female members of AME/APEs stating they are using one of the strategies for non-violent discipline in the last week   | Proportion of parents who answer “yes” to question P717<br><br><b>Data:</b> Parent questionnaire   |

| Indicators  | Formula  |
|---|--|
| Percent of male and female members of AME/APEs who involve their partner in decision-making regarding schooling of children   | Proportion of parents who answer “yes” to question P714<br><b>Data:</b> Parent questionnaire   |
| Average student attendance rate in USDA supported classrooms/schools  | Average for all schools of the total number of students present in a school the day of data collection / Total number of students enrolled in that school * 100<br><b>Data :</b> Attendance day of data collection |
| Percent of students in target schools who achieve a passing score on a test of good hygiene practices   | Proportion of student answering correctly to 5 questions out of 10<br><b>Data:</b> Student questionnaire (Test) S300   |
| Percent of teachers using the national literacy curriculum and the related instructional materials  | Proportion of teachers, who answer “yes” to question T422<br><b>Data:</b> Teacher questionnaire  |
| Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance | <b>Question T408, T409, T410.</b><br>T408 Yes<br>T409: one of them<br>T410: at least once per week<br><br><b>Data:</b> Teacher questionnaire   |
| Percentage of teachers who reported feeling more confident in their teaching abilities after receiving teacher training   | <b>Question T412.</b><br>T412: Tout a fait d'accord/plutôt d'accord<br><b>Data:</b> Teacher questionnaire  |
| Percentage of teachers who reported receiving coaching support from their school director in the previous 3 months  | <b>Question T501, T503.</b><br>T501: Yes<br><b>No rule provided to calculate the indicator.</b><br><b>Data:</b> Teacher questionnaire  |
| Percentage of teachers who reported feeling more confident in their teaching abilities after receiving coaching support in the previous 3 months                      | T504: Yes<br><b>No rule provided to calculate the indicator.</b><br><b>Data:</b> Teacher questionnaire   |

## Annex 10: Indicators per commune

|           |   | <b>Banikoara</b>     | <b>Bembereke</b>     | <b>Nikke</b>         | <b>Sinende</b>       |
|-----------|---|----------------------|----------------------|----------------------|----------------------|
| <b>9</b>  | Percent of students in target schools who are identified as attentive during class/instruction  | 73.8% (69.5%; 78.0%) | 77.4% (72.9%; 81.9%) | 62.5% (57.2%; 67.8%) | 72.0% (69.0%; 75.1%) |
| <b>31</b> | Average number of days missed per student per year due to health issues   | 2.29 (1.74; 2.86)    | 0.67 (0.63; 0.71)    | 0.88 (0.77; 0.99)    | 0.36 (0.29; 0.44)    |
|           | Girls   | 2.02 (1.53; 2.51)    | 0.61 (0.56; 0.66)    | 0.74 (0.65; 0.84)    | 0.35 (0.28; 0.42)    |
|           | Boys  | 2.58 (1.88; 3.27)    | 0.74 (0.65; 0.84)    | 1.03 (0.87; 1.18)    | 0.38 (0.25; 0.51)    |
| <b>40</b> | Percent of students using hand-washing facilities (water + soap / water + potash) before eating lunch                                   | 91.8% (89.3%; 94.4%) | 89.6% (88.7%; 90.5%) | 93.1% (91.3%; 94.9%) | 93.5% (91.3%; 95.8%) |
|           | Girls   | 93.7% (91.3%; 96.2%) | 90.8% (89.9%; 91.8%) | 95.7% (94.4%; 96.9%) | 92.2% (89.1%; 95.3%) |
|           | Boys  | 90% (85.8%; 94.2%)   | 88.0% (86.9%; 89.2%) | 89.8% (85.9%; 93.8%) | 95.1% (93.1%; 97.2%) |
| <b>55</b> | Percent of male and female members of AME/APEs stating they are using one of the strategies for non-violent discipline in the last week | 18.0% (12.0%; 24.1%) | 24.3% (17.8%; 30.9%) | 17.3% (10.7%; 23.8%) | 10.0% (2.9%; 17.1%)  |
|           | Women   | 16.5% (10.6%; 22.5%) | 23.9% (17.1%; 30.9%) | 17.1% (11.1%; 23.2%) | 10.1% (3.5%; 16.7%)  |
|           | Men   | 22.2% (9.2%; 35.3%)  | 33.3% (0%; 72.9%)    | 18.2% (4.1%; 32.3%)  | 9.1% (0%; 23.3%)     |
| <b>11</b> | Percent of students in target schools who achieve a passing score on a test of good hygiene practices                                   | 48.1% (45.5%; 50.8%) | 54.8% (54.1%; 55.5%) | 54.5% (53.4%; 55.6%) | 51.2% (48.3%; 54.1%) |
|           | Girls   | 49.0% (45.2%; 52.7%) | 57.1% (56.1%; 58.2%) | 56.2% (54.0%; 58.4%) | 51.6% (47.8%; 55.5%) |
|           | Boys  | 47.3% (44.7%; 49.9%) | 52.1% (51.0%; 53.2%) | 52.5% (50.1%; 54.9%) | 50.7% (47.6%; 53.9%) |

## Annex 11: Levels of School WASH Infrastructure

### Access to water

|                   | 121. Does the school have access to water? | 122. What kind of access to water does the school have?   | 125. Is the water treated before giving it to the students to drink? | 123. Is the water source functioning? | 124. Is there enough water at school to carry out the following activities? |
|-------------------|--|---|--|---------------------------------------|---|
| <b>No service</b> | No or yes but far from the school          |   |  |                                       |   |
|                   | Yes in the school or close to the school   | unimproved water source (open/unprotected well, other)  |  |                                       |   |
|                   | Yes in the school or close to the school   | improved water source (borehole, protected well, rain water, bottle/jerrycans water, tap water) | rarely/never   |                                       |   |
|                   | Yes in the school or close to the school   | any   | any  | any                                   | drinking and/or hand washing NOT selected                                   |
| <b>limited</b>    | Yes in the school or close to the school   | improved water source (piped water, borehole, packaged water or water trucks)                   | any  | rarely/never                          | drinking + hand washing selected  |
|                   | Yes in the school or close to the school   | improved water source (protected well, rain water, other improved water source)                 | always/most of the time  | rarely/never                          | drinking + hand washing selected  |
| <b>Basic</b>      | Yes in the school or close to the school   | improved water source (piped water, borehole, packaged water or water trucks)                   | any  | always/most of the time               | drinking + hand washing selected  |
|                   | Yes in the school or close to the school   | improved water source (protected well/spring, rain water, other improved water source)          | always/most of the time  | always/most of the time               | drinking + hand washing selected  |

## Sanitation

|                   | E101F/G/M How many functional toilets are there in your school for boys/girls/any? | E102. Among functioning toilets what type of toilets are available?   | 101F. How many functional toilets are there in your school for girls only? |
|-------------------|--|---|--|
| <b>No service</b> | None   |   |  |
|                   | at least 1 of any type   | unimproved latrine: pit latrine without slab/open pit or hanging latrine, or bucket latrine   |  |
| <b>limited</b>    | at least 1 of any type   | improved latrine: pit latrine with slab/floor with/without ventilated pit OR wet latrine with flush connected to pit/septic tank/sewer OR composting toilet | 0  |
| <b>Basic</b>      | at least 1 of any type   | improved latrine: pit latrine with slab/floor with/without ventilated pit OR wet latrine with flush connected to pit/septic tank/sewer OR composting toilet | at least 1   |

## Handwashing stations

|                        | 105. How many hand washing stations are there in the school? | 107. Is there water in the HWS? | 108. What cleaning product is available near washing stations for washing hands? |
|------------------------|--|---------------------------------|--|
| <b>No service</b>      | 0  |                                 |  |
| <b>Limited service</b> | >0   | None or few                     |  |
|                        | >0   | All or most                     | sand, none   |
| <b>Basic service</b>   | >0   | All or most                     | soap, bleach, ash  |

## Annex 12: Comprehensive EGRA Results

**Table 13: Distribution of Reading Comprehension Scores**

|               | <b>Project</b> |
|---------------|----------------|
| RC Score 0%   | 99.0%          |
| RC Score 20%  | 0.7%           |
| RC Score 40%  | 0.3%           |
| RC Score 60%  | 0.0%           |
| RC Score 80%  | 0.0%           |
| RC Score 100% | 0.0%           |

**Table 14: Mean Scores by Location**

|                             | <b>Banikoara</b> | <b>Bembereke</b> | <b>Nikki</b> | <b>Sinende</b> |
|-----------------------------|------------------|------------------|--------------|----------------|
| Vocabulary (%)              | 46.9%            | 46.6%            | 46.1%        | 38.1%          |
| Listening comprehension (%) | 13.2%            | 31.3%            | 20.0%        | 7.5%           |
| Letter sound (cspm)         | 8.8              | 10.8             | 11.3         | 11.3           |
| Familiar word (cwpm)        | 1.8              | 2.0              | 2.5          | 2.1            |
| Non-word (cwpm)             | 1.4              | 1.5              | 1.7          | 1.2            |
| Reading passage (cwpm)      | 2.1              | 1.8              | 2.3          | 2.3            |
| Reading comprehension (%)   | 0.1%             | 0.4%             | 0.8%         | 0.1%           |

**Table 15: Zero Scores**

|                             | <b>%</b> |
|-----------------------------|----------|
| Vocabulary (%)              | 1.7%     |
| Listening comprehension (%) | 54.9%    |
| Letter sound (cspm)         | 9.6%     |
| Familiar word (cwpm)        | 67.6%    |
| Non-word (cwpm)             | 74.1%    |
| Reading passage (cwpm)      | 75.9%    |
| Reading comprehension (%)   | 99.0%    |

**Table 16: Zero Scores by Gender**

|                           | <b>Girls</b> | <b>Boys</b> | <b>p-value</b> |
|---------------------------|--------------|-------------|----------------|
| Vocabulary (%)            | 2.1%         | 1.3%        | 0.383          |
| Listening comprehension   | 55.2%        | 54.6%       | 0.894          |
| Letter sound (cspm)       | 10.7%        | 8.8%        | 0.458          |
| Familiar word (cwpm)      | 66.1%        | 68.9%       | 0.481          |
| Non-word (cwpm)           | 74.3%        | 73.9%       | 0.922          |
| Reading passage (cwpm)    | 75.5%        | 76.2%       | 0.877          |
| Reading comprehension (%) | 99.2%        | 98.8%       | 0.514          |

**Table 17: Zero Scores by Location**

|                             | <b>Banikoara</b> | <b>Bembereke</b> | <b>Nikki</b> | <b>Sinende</b> |
|-----------------------------|------------------|------------------|--------------|----------------|
| Vocabulary (%)              | 3.6%             | 2.0%             | 0%           | 0%             |
| Listening comprehension (%) | 62.9%            | 39.8%            | 34.1%        | 66.6%          |
| Letter sound (cspm)         | 13.4%            | 8.2%             | 6.5%         | 7.6%           |
| Familiar word (cwpm)        | 72.9%            | 72.1%            | 64.9%        | 59.1%          |
| Non-word (cwpm)             | 73.3%            | 77.6%            | 71.1%        | 74.1%          |
| Reading passage (cwpm)      | 74.9%            | 80.3%            | 77.2%        | 73.3%          |
| Reading comprehension (%)   | 99.7%            | 98.3%            | 97.6%        | 99.5%          |

**EGRA by reading Categories**

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

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

**Table 18: Percentage of student per reading category**

| Levels                               | %     |
|--------------------------------------|-------|
| Level 1: Non-Reader                  | 9.6%  |
| Level 2: Emerging Pre-Reader         | 66.2% |
| Level 3: Novice Reader               | 23.3% |
| Level 4: Intermediate Reader         | 0.8%  |
| Level 5: Fluent Comprehending Reader | 0%    |

Such an indicator could be referred to as a literacy index. In the literacy index, we attribute points to each child reaching one of the following five levels, and then computed a weighted average. The values in points of each reading level are the following:

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

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

**Table 19: Literacy level by gender**

| Level                                | Girls | Boys  |
|--------------------------------------|-------|-------|
| Level 1: Non-Reader                  | 10.7% | 8.8%  |
| Level 2: Emerging Pre-Reader         | 64.9% | 67.4% |
| Level 3: Novice Reader               | 23.8% | 22.9% |
| Level 4: Intermediate Reader         | 0.6%  | 1.0%  |
| Level 5: Fluent Comprehending Reader | 0%    | 0%    |

**Table 20: Literacy level by commune**

|                              | Banikoara | Bembereke | Nikki | Sinende |
|------------------------------|-----------|-----------|-------|---------|
| Level 1: Non-Reader          | 13.4%     | 8.2%      | 6.5%  | 7.6%    |
| Level 2: Emerging Pre-Reader | 61.4%     | 72.1%     | 70.7% | 65.7%   |
| Level 3: Novice Reader       | 25.1%     | 18.8%     | 19.6% | 26.2%   |
| Level 4: Intermediate Reader | 0%        | 0.9%      | 3.2%  | 0.5%    |
| Level 5: Fluent              | 0%        | 0%        | 0%    | 0%      |

## Annex 13: Terms of Reference



### **Terms of Reference for the Midterm evaluation**

Republic of Benin Catholic Relief Services

**McGovern-Dole International Food for Education and Child Nutrition Program(Keun Faaba III)**

Agreement No.: FFE-680-2021/002-00

**Period of Performance: December 2023 to September 2026 RFP Number: BJ1380I.      Contents**

## I. Purpose

The purpose of this Terms of Reference (ToR) is to describe duties, deliverables and the methodological requirement for the midterm evaluation of the McGovern-Dole Food for Education and Child Nutrition project (Keun Faaba III), implemented by Catholic Relief Services (CRS) Benin, in partnership with American Institutes for Research (AIR) and two other local partners (Caritas Benin and DEDRAS). The ToR will also provide the tasks and responsibilities for an external consultant to conduct these evaluations.

Please note this ToR and its annexes are subject to donor approval, and thus may change before contract signing.

The external evaluator should be very familiar with the program Evaluation Plan (Annex 1) which specific relevant sections are outlined below, and Indicator Performance Tracking Table (IPTT) (Annex 2), in addition to the [USDA's Food Assistance Indicators and Definitions and its Monitoring and Evaluation Policy](#). Finally, the project's Performance Monitoring Plan (PMP) is another document with which the external evaluator should be very familiar. All evaluation reports will be reviewed in line with Annex 3: Checklist for Evaluating USDA Evaluation Reports (CRS internal).

## II. Project background

Since 2014, Catholic Relief Services (CRS) has been implementing McGovern-Dole school feeding programs in Benin, locally known as, **Keun Faaba**, in close collaboration with the Ministry of Pre-School and Primary Education (MEMP) and other relevant partners, alleviating hunger for an average of 44,000 individual children annually and supporting enrollment campaigns to increase attendance by 15% in supported schools. Based on CRS's experience in the design and implementation of school feeding interventions, CRS, its implementing partners, and key government stakeholders from the MEMP designed an integrated intervention package that strengthens the education system in Benin and improves literacy of school-aged children in four communes across the Alibori and Borgou departments in northern Benin.

In September 2021, CRS was been awarded a new five-year award (October 2021 – September 2026) from USDA to continue supporting the Government of Benin (GoB) and its Integrated National School Feeding Program (PNASI) to reach its goal of universal canteen coverage. Thus, since September 2022, **Keun Faaba III** is building upon the good health, nutrition and dietary practices promoted under previous phases, and the former USDA Local and Regional Procurement (LRP) award (2018-2020), to increase student enrollment, achieve more consistent attendance, and improve attentiveness and literacy skills by reducing short-term hunger through school feeding, improving dietary diversity and nutrition by supplementing school meals with nutritious local foods, and addressing other health risks from unsanitary environments by improving WASH behaviors and infrastructure.

With an estimated budget of \$25,000,000, Keun Faaba III will improve the literacy, health and nutrition of **98,670** students, increase **700** teachers' capacities to improve the quality of literacy instruction, and

support **700** cooks and **168** storeroom managers organize and prepare school meals in **1751** schools. The targeted schools for this third phase of USDA McGovern-Dole funding in Benin are in the same two Keun Faaba II northern departments, Alibori and Borgou, but in four new communes: Banikoara, Nikki, Bembereke and Sinende.

The overall project framework includes three Intermediate Results: quality of literacy instruction (IR 1.1), students' attentiveness (IR 1.2) and students' attendance (IR 1.3) that align with USDA McGovern-Dole's two Strategic Objectives: Improved Literacy of School-Age Children (SO1) and Increased Use of Health and Dietary Practices (SO2).

This strategy is also illustrated by Keun Faaba III's theory of change (section below), which posits that the program will improve literacy of school aged children through improved literacy instruction in primary schools and preschools, improve student attentiveness by reducing hunger through the school feeding program and improve student attendance through community outreach and health and nutrition interventions that reduce health-related absences.

For more details on the context, the activities and the results framework please refer to the evaluation plan (Annex 1) section 2., Pages 1-2).

Evaluation Reports (CRS internal).

### III. Project overview

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 school 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.

Keun Faaba III's overall Project Framework includes three Intermediate Results: quality of literacy instruction (IR 1.1), students' attentiveness (IR 1.2) and students' attendance (IR 1.3) that align with USDA McGovern-Dole's two Strategic Objectives: Improved Literacy of School-Age Children (SO1) and Increased Use of Health and Dietary Practices (SO2). To achieve these objectives, Keun Faaba III will implement activities toward the following outputs:

- Increase the quality of teacher and school administrator training and supervision.
- Enhance the capacity of government officials at all levels to develop and implement high-quality teacher training and literacy activities.
- Advocate to integrate community teachers into the government teacher workforce and for the construction of classrooms, latrines and water points in schools.
- Promote WASH-friendly school clubs/certification, including menstrual hygiene management (MHM) activities.
- Promote dietary diversity.
- Leverage local produce in school canteens, thus supporting local farmers.
- Promote changes in cultural and social norms and remove barriers that inhibit households from enrolling and retaining children (in particular girls) in school.
- Reinforce household economic resilience and investments in education through savings and internal lending communities (SILCs), financial education, and joint decision-making.
- Integrate child protection measures, in particular those pertaining to girls.
- Strengthen school management committees (SMCs) to manage canteens, community contributions, and WASH infrastructure.
- Reinforce parent engagement and collaboration among parents' and mothers' associations (APEs/AMEs), teachers and administrators in support of their children's education.

## IV. Midterm Evaluation Process

**Purpose and scope:**

**Conduct a mid-term evaluation of the project:** The midterm evaluation’s purpose is to evaluate the implementation processes, and effects or outcomes midway through the project (intermediate results). It will be both retrospective and prospective. The overall impact will be mainly the focus of the final evaluation. During this evaluation, the consultant will focus on monitoring the relevance, efficiency, coherence, effectiveness, and early sign of impact and sustainability of the program, and will provide information on the extent to which planned activities are being carried out, the quality of the various services and capacity-building activities provided - and in what timeframe, at what cost and with what result. The mid-term evaluation will focus on process evaluation, intermediate results and certain outcomes that should be perceptible at this stage of project implementation. It will calculate the value of the outcome indicators as follow:

**Table 1: Indicators**

| #  | Indicators  |
|----|---|
| 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 |
| 2  | Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance                           |
| 3  | Percent of school age children (age 5-10) who are underweight (weight-for-age below <2z-score) per WHO  |
| 4  | Percent of students in target schools who are identified as attentive during class/instruction  |
| 5  | Average number of days missed per student per year due to health issues   |
| 6  | Percent of parents in target communities who can name at least three benefits of primary education  |
| 7  | Percent of parents who report spending time on literacy activities with their students the last seven days  |
| 8  | Percent of students using hand-washing facilities (water+soap/water+potash) before eating lunch   |
| 9  | Percent of mothers using nutrient-dense neglected and underutilized foods in family meals in the previous 24 hours                                    |
| 10 | Percent of caregivers that have the skills to accompany/ enable student learning  |
| 11 | Percent of school governance structures (PTAs, SMC) that support quality literacy instruction   |
| 12 | Percent of male and female members of AME/APEs stating they do discuss household financial management questions with their partner                    |
| 13 | Percent of male and female members of AME/APEs stating they are using one of the strategies for non-violent discipline in the last week               |

| #  | Indicators  |
|----|---|
| 14 | Percent of male and female members of AME/APEs who involve their partner in decision-making regarding schooling of children   |
| 15 | Average student attendance rate in USDA supported classrooms/schools  |
| 16 | Percent of students in target schools who achieve a passing score on a test of good hygiene practices   |
| 17 | Percent of teachers using the national literacy curriculum and the related instructional materials  |
| 18 | Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance |
| 19 | Percentage of teachers who reported feeling more confident in their teaching abilities after receiving teacher training   |
| 20 | Percentage of teachers who reported receiving coaching support from their school director in the previous 3 months  |
| 21 | Percentage of teachers who reported feeling more confident in their teaching abilities after receiving coaching support in the previous 3 months                      |
| 22 | Percentage of caregivers that reported that the USDA sponsored radio spots influenced them to engage in more literacy activities with their child at home             |
| 23 | Percentage of caregivers who reported that the community literacy event influenced them to engage in more literacy activities with their child at home                |
| 24 | Percentage of caregivers who could name at least one activity to practice literacy at home after attending the community literacy event                               |

The evaluator will follow the disaggregation as outlined in the PMP and the USDA Indicator Handbook.

The evaluation will also document lessons learned and provide recommendations for mid-term corrective actions needed to achieve the project's objectives and results effectively and efficiently. CRS and its sub-recipients will provide input to the external consultant for a comprehensive survey design that includes a sampling and data collection methodology and appropriate quantitative and qualitative components for the expected results. CRS anticipates that key evaluation questions informing this design may include questions in table 2.

Table 2 presents evaluation questions for the mid-term evaluation.

**Table 2: Midterm Evaluation Questions**

| Criteria      | Question  |
|---------------|---|
| Relevance     | Are stakeholders (AMEs/APEs, SMCs, teachers and local authorities) satisfied with their participation in the project? Why or why not?                   |
|               | To what extent are the objectives of the project still valid?   |
|               | To what extent have students improved their nutrition, health and hygiene-related practices?  |
|               | To what extent do the project interventions help address student hunger and attentiveness?  |
|               | To what extent have students (boys and girls) increased their reading comprehension compared to baseline?   |
|               | To what extent are teachers implementing literacy techniques acquired through the project?  |
|               | Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives?                                    |
| Criteria      | Question  |
|               | Are the activities and outputs of the project consistent with the intended impacts and effects?   |
|               | Is the project theory of change relevant? Are the actions and approaches used by the project sufficient to improve students reading and writing skills? |
|               | To what extent does the use of the SILC approach to support education align with local and/or national public policies?                                 |
|               | To what extent do communities accept/have they accepted the SILC approach?  |
|               | To what extent does the LRP aligns with the national public policies?   |
| Effectiveness | To what extent were the objectives achieved/are likely to be achieved?  |
|               | To which extent were the baseline recommendations implemented?  |
|               | What were the major factors influencing the achievement or non- achievement of the objectives?  |
|               | How the MGD21 is implementing the recommendation's from MGD17 final evaluation.   |

| Criteria        | Question   |
|-----------------|--|
|                 | What is working well, and what needs to be changed for WASH, nutrition and literacy activities?  |
|                 | Do the new literacy promotion activities help improve the reading and writing skills of students?  |
|                 | To what extent are parents supporting their children's education?  |
|                 | Does the FLIP teaching approach help improve the reading and writing skills of students?   |
|                 | Which strategies have been put in place to effectively monitor teachers' attendance? Has project implementation been effectively monitored? How well has the M&E mechanism helped project implementation, and what improvements could be made, if any? |
|                 | To what extent has the implementation of SILC strengthened the economic capacity of parents to support their children's schooling and contribute to the life of the school?  |
|                 | To what extent did the LRP component contribute to school canteens?  |
|                 | To what extent has the Local and Regional Purchase (LRP) been successfully implemented? Did LRP for school feeding impact the local market?  |
| Efficiency      | Were activities cost-efficient? Have there been internal and/or external factors that have hindered the efficient implementation of project activities?  |
| <b>Criteria</b> | <b>Question</b>  |
|                 | Were objectives achieved on time?  |
|                 | Was the project implemented in the most efficient way compared to alternatives?  |
|                 | How did the project improve the efficiency of its partners? Was the project efficient at taking into account beneficiaries' feedback?  |
|                 | What are alternative ways to encourage food management committees to be more efficient taking into consideration members' literacy levels?   |
|                 | To which extent was the project able to adapt its strategy in the face of rising insecurity and school closure?  |
| Impact          | What has happened as a result of the project?  |

| Criteria | Question   |
|----------|--|
|          | What real difference has the activity made to the beneficiaries?   |
|          | To what extent have project objectives and activities reduced gender disparities in education in target zones, and what activities were most effective in leading to said reductions?  |
|          | How many people have been affected?  |
|          | On which issues should the project team focus its efforts to achieve greatest impact?  |
|          | How likely is the project to achieve strategic objectives and contribute significantly to intended purpose?  |
|          | What is the contribution of the new approach, especially the FLIP package, in strengthening teacher capacity toward the project's objective of literacy improvement?   |
|          | What are the unexpected positive or negative effects of the project?   |
|          | Is there evidence of improved community capacity toward sustainability, namely community readiness, to take over school feeding? Is there willingness of community members to participate without financial expectations? Are there any spontaneous actions of the AMEs/APEs toward the maintenance of school infrastructures or other critical school improvement activities? |
|          | What policies favor the sustainability of school canteen projects?   |
|          | Are the policies and actions implemented at the educational level in line with the objectives at the national level?   |
|          | Have inclusive or gender sensitive strategies been implemented in view of sustainability among identified specific groups if there are any?  |
|          | To what extent does the SILC approach contribute to the project's sustainability?  |
| Criteria | Question   |
|          | Is there evidence of more community capacity for sustainability, e.g., are there communities ready to take over? Is there willingness of community members to participate without financial expectations?  |

In addition, it is expected that the midterm evaluation responds to the learning questions included in table 3 below. The evaluator will integrate some questions into the existing survey tools and/or qualitative tools to capture observations/challenges and insights needed to respond to the questions. Then, the evaluator will provide 1-2 pages of analysis specific to each question.

**Table 3: Learning Questions**

| Question Categories                       | Questions  |
|---|--|
| <b>School Meal Program Implementation</b> | <b>Learning question 1:</b> What are the key institutions (i.e., international, national, provincial/district and local stakeholders) and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and effective school meal programs? |
|   | <b>Learning question 2:</b> What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?   |
|   | <b>Learning question 3:</b> Which components of school meal programs, including food production, procurement and preparation of meals, are the most sustainable in terms of operational efficiency and why? Does the cost-effectiveness of these programs change over time, and if so, how and why?  |
| <b>Education/Literacy Evidence Gaps</b>   | <b>Learning question 4:</b> In what ways do the combinations of school meal interventions and educational interventions improve education and literacy levels? How can these combinations improve cost- effectiveness?   |
|   | <b>Learning question 5:</b> How effective is FLIP? Foundational Literacy Improvement Package – FLIP is a comprehensive package to strengthen teacher’s capacity to teach reading through classroom-based formative assessments linked to targeted remedial teaching activities.  |

## V. Evaluation approach and methodology

The evaluation design must consider how data collection will take place and must ensure that the evaluation has the scientific rigor and validity necessary to measure progress and results. To this end, both quantitative and qualitative methods will be used, designed to enable data comparison with the baseline study and the final evaluation. The survey will include measurement of outcome indicators and discernible achievements at the project's mid-point. The mid-term evaluation will assess the value of performance indicators, the relevance of the project, the effectiveness of implementation strategies and activities, and the efficiency of the project.

The consultant will use an implicit method (not a quasi-experimental method due to the absence of control groups). Data will be weighted to represent the entire population of students, teachers, principals, or parents, within school groups and strata of urban or rural schools.

The consultant will use both quantitative and qualitative methods. The quantitative part will have two main components. The first consists of a questionnaire survey of principals, teachers, students, and parents, as well as an observation of the school infrastructure. Reading assessments from students will also be collected. The qualitative component will consist of interviews with key players, such as the Chef des Régions Pédagogiques (CRP) of each intervention commune, and the parents' and mothers' associations identified by the quantitative component as being particularly committed. Qualitative data will also be collected from teachers and principals involved in the intervention. Consultant will also collect information from literature review.

For data analysis, the consultant may use the software of his choice, as long as it will allow a good analysis of qualitative aspect, such as education quality.

CRS will ensure that key stakeholders are involved in the evaluation process. The mid-term evaluation will measure changes in indicator levels from baseline, and document evidence of early sign of program impact for each intermediate outcome, as well as for cross-cutting activities. Hence, sampling methodology should be the same as baseline assessment.

**Quantitative data tools:** For students' literacy, the external evaluator will use the Early Grade Reading Assessment (EGRA), provided by CRS and AIR, to assess the literacy of second and fifth grade students at midline, as done during baseline evaluation. The EGRA assessment will include the sub-skills shown in Table 4. EGRA is to be administered in French and recorded on Tangerine software.

Table 4: Literacy sub-skills and corresponding EGRA sub-tasks

| Literacy skill               | Sub-skill                            | EGRA sub-task           |
|------------------------------|--------------------------------------|-------------------------|
| Language comprehension (LC1) | Expressive vocabulary                | Recognizing images      |
| Language comprehension (LC2) | Receptive vocabulary                 | Spatial words           |
| Language comprehension (LC3) | Listening comprehension              | Oral comprehension      |
| Decoding (D1)                | Letter (symbol) name identification  | Letter names            |
| Decoding (D2)                | Letter (symbol) sound identification | Letters/grapheme sounds |
| Decoding (D3)                | Decoding familiar words              | Familiar words          |

| Literacy skill              | Sub-skill               | EGRA sub-task               |
|-----------------------------|-------------------------|-----------------------------|
| Decoding (D4)               | Decoding invented words | Invented words              |
| Oral reading fluency (ORF)  | Oral reading fluency    | Short story (fluency)       |
| Reading comprehension (RC1) | Reading comprehension   | Short story (comprehension) |
| Reading comprehension (RC2) | Silly sentences         | Silly sentences             |

Other data collection tools will include questionnaires for teachers, principals, and parents. Surveys for teachers will include topics such as mother tongue instruction, French language instruction, confidence and beliefs related to literacy education, pedagogical practices, reading comprehension, grammar, and vocabulary. AIR will review proposed tools and provide inputs to ensure the items included in the final tools are adequate for AIR research needs.

**Qualitative data tools:** The external evaluator will use focus group discussions (FGDs) and key informant interviews (KII) to gather data from stakeholders such as implementing partners, the educational support community (SMCs, AMEs, and APEs) and local government officials. The external evaluator will conduct direct observations (DOs) in select classrooms and schools. Through self-confrontation, teachers will be encouraged to review their teaching practices, explain their pedagogical and approaches and engage in self-criticism.

Qualitative data will help to triangulate quantitative data findings. For example, FGDs with parents will ask about different aspects of the program and the education system in general; school and government officials will be asked about their perceptions of the project, its relevance and challenges that can hinder the achievement of results; and DOs will be used to evaluate school infrastructure, use of hygiene and teaching practices and student attentiveness in class. In addition, observation instruments (e.g., checklists) on the preparation of meals and the diversity of foods consumed by students will be used to triangulate with survey and focus group data.

**Respondent selection:** For some quantitative data collection, simple random sampling (clustered, where appropriate) with gender and geographic stratification will be used. For the EGRA assessment, a specific list of schools will be provided. For qualitative data, a mix of purposive sampling will be used.

**Sampling:** A two-stage cluster sampling approach was used to select all respondents for the quantitative surveys at baseline. At the first stage, schools were randomly selected as clusters, and then students, teachers, cooks, caregivers and mothers (within respective communities that fall within the respective school district) were selected at the second stage. Within each school, the school principal was interviewed as well. The equations used to determine the sample size generate the largest possible size to detect a statistical difference in key outcome indicators over time, typically at baseline, midterm and final evaluation stage.

Evaluator should adopt the same sampling methodology at midterm assessment and collect data within the same schools that was considered during the baseline. Typically, for the EGRA data collection, CRS will provide the external evaluator with a specific list of 50 schools that must be included. Within each school, the external evaluator will select a random sample of 16 students from second grade (CP2) and a random sample of 8 students from fifth grade (CM1). The external evaluator will stratify the student sample within each school and grade by gender. While the key performance indicator MGD 1 (Percentage of students who, by the end of two grades of primary

schooling, demonstrate that they can read and understand the meaning of grade level text) is to be calculated only using data from second graders, the external evaluator must administer EGRA to a total of 24 students in each school for a total sample of 1,200 students (800 second graders and 400 fifth graders).

As conducted during baseline, within the 50 schools for EGRA data collection, the external evaluator will survey all grade 1 and 2 teachers present at the schools, for a total sample of approximately 100 teachers.

Table 5 presents the indicators, targets, parameter assumptions and sample sizes. Sample sizes were calculated using equations 6, 19 and 22<sup>2</sup> for clustered continuous, non-clustered binary and clustered binary outcomes, respectively, in McConnell and Vera-Hernandez, using the standard 80% power and 5% significance level.

As much as possible, the selection of participants will ensure balanced representation of gender (men vs. women) and group membership (members vs. non- members; for 10 individuals in the group, there will be at least 5 SMCs members and 5 non- members).

**Table 5. Indicators, Targets, and Sample Sizes—Performance Evaluation**

| Indicator of Interest<br>(Cluster/Individual)   | LoP Target |    |                   | Cluster/ Individual |                          |
|---|------------|----|-------------------|---------------------|--------------------------|
|   | Baseline   |    | ICC               |                     | Total Sample Size        |
| MGD 1. Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text | 2%         | 5% | 0.12 <sup>a</sup> | 50 / 16             | 800 students of grade 2  |
| MGD 7. Percent of school age children (age 5-10) who are underweight (weight-for-age below <2z- score)per WHO   | 12.89 %    | 7% | 0.12              | 120 / 25            | 3,000 students aged 5-10 |

| Indicator of Interest<br>(Cluster/Individual)  | LoP Target        |            | Cluster/ Individual |                |                                 |
|--|-------------------|------------|---------------------|----------------|---------------------------------|
|  | Baseline          |            | ICC                 |                | Total Sample Size               |
| MGD 6/14.<br>Percentage of individuals demonstrating of new safe food preparation and storage practices (SMCs & cooks/ school) | 0%                | 90%        | 0.33 <sup>b</sup>   | 20 / 2         | 40 SMC cooks and store managers |
| MGD 10. Average student attendance rate (classroom/school)   | <b>91,04</b><br>% | <b>95%</b> | <b>0.74d</b>        | <b>140 / 3</b> | <b>420 classrooms</b>           |
| MGD 38. Percentage of parents who report spending time on literacy activities with their students in the last seven days       | <b>31%11</b>      | <b>60%</b> | <b>0.525c</b>       | <b>25 / 10</b> | <b>250 community members</b>    |

**Audience and key stakeholders for midterm evaluation:** See Table 6 below.

**Table 6. Stakeholder Engagement**

| Stakeholder  | When (How Engaged) | Data Obtained  |
|--|--------------------|--|
| <b>USDA</b>  | 1-2 KIIs           | USDA priorities; Project, CRS and Benin government performance |
| <b>Implementing partners: DEDRAS, Caritas Benin, AIR</b> | 6-8 KIIs           | Project, CRS, MEMP, and USDA performance                       |
| <b>Ministry of Education (MEMP)</b>                      | 2-3 KIIs           | Project, implementing partner, CRS and USDA performance        |

| Stakeholder   | When (How Engaged)   | Data Obtained  |
|---|--|--|
| <b>Teachers</b>                                       | 100 surveys (2 teachers per school)<br>DO KII  | Teaching practices and competencies; school administrator, AME/APE and SMC performance |
| <b>School Administrators</b>                          | 100 surveys (2 teachers per school)<br>DO KII  | Administrator practices and competencies; teacher, AME/APE and SMC performance         |
| <b>Cooks</b>  | 40 surveys (10 per commune)<br>20 FGDs (5 per commune)   | Hygiene and nutrition practices; AME/APE, SMC and school administrator performance     |
| <b>Mother/Parent-Teacher Associations (AMEs/APEs)</b> | Midterm and Final (Survey, FGD)  | Teacher and school administrator performance   |
| <b>School Management Committees (SMCs)</b>            | 40 surveys (10 per commune)<br>20 FGDs (5 per commune)   | Teacher and school administrator performance   |
| <b>Students</b>                                       | 1,200 EGRA Literacy assessments and surveys 3,000 school age (5-10) children for anthropometric measures | Reading ability; teacher Performance, anthropometric measures                          |
| <b>Parents</b>  | 250 surveys<br>12 FGDs (at least 3 per commune)  | Teacher and school administrator performance   |

**Proposed midterm evaluation timeline:** The midterm evaluation will occur in the Borgou and Alibori departments and will require the full availability of the external consultant firm. This will include approximately one month on site in northern Benin. This process will begin in October 2023 and will end in July 2024. Table 5 presents the proposed timeline for midterm evaluation activities. It assumes the same consulting firm used for the baseline will conduct the midterm evaluation.

**Table 7. Midterm Evaluation Calendar of Activities**

| Calendar  | Midterm Evaluation Activities  |
|---|--|
| October 2023  | Submit TOR to USDA.  |
| December 2023   | Incorporate comments from USDA and receive USDA approval.  |
| December 2023 – January 2024  | Hiring of the external consultant  |
| January 2024  | Discussion with external consultant.   |
| February 2024   | Discuss partners' roles and responsibilities.  |
| March 2024  | Consultant interview with USDA (as key informant).   |
| April 2024 (1 week)   | Enumerator training  |
| April 2024 (2 weeks)  | Conduct evaluation. Field data collection  |
| May 2024 (Within 7 days following the end of data collection)                           | Organize an early debriefing meeting with the evaluation team members and main project stakeholders to share provisional results. This meeting will be held remotely via Teams or in presential. |
| May 2024 (Within 20 days following the end of data collection)                          | Submit the draft midterm evaluation report to CRS  |
| May 2024 (Within 10 days after the draft report submission date)                        | CRS and its partners review process  |
| June 2024:  | Webinar with the Consultant  |
| Before the end of the evaluation process (within 45 days of the end of data collection) | Submission of the final midterm evaluation report  |
| June 2024<br>(after the webinar with CRS)   | Submit final midterm evaluation report to USDA.  |
| July 2024   | Discuss actions to address findings and recommendations and include relevant stakeholders and USDA.  |

| Calendar   | Midterm Evaluation Activities                  |
|--|--|
| July 2024<br><br>(quarterly review and subsequent progress report) | Report on implementation of follow-up actions. |

CRS will ensure key stakeholders, including MEMP, CRS, sub-recipients and partners, NGO agencies, schools, communities and USDA, are involved in the evaluation process, and that they participate in discussions on corrective actions to address findings and recommendations. Upon receipt of the midterm evaluation report, CRS will organize a workshop inviting key stakeholders to discuss actions to address evaluation findings and recommendations. CRS, committed to “beneficiary feedback” approaches, will share project results and findings with beneficiaries. Leaflets summarizing key results of the midterm evaluation will be created and shared with parents, principals, and local authorities. CRS will also train field officers on communication strategies to share results. Exchanges with communities about their proposed solutions to address the findings of the evaluation will be monitored at each quarterly project coordination meeting. CRS will also include status of the follow-up plan in progress reports to USDA.

Project stakeholders, led by CRS, will use the midterm evaluation report’s recommendations to discuss any modifications needed to project design or project activities.

**Use of evaluation findings and recommendations:** The results of this evaluation will be used to adjust implementation strategies as required for the last half of the program. CRS will work with implementing partners and other stakeholders to develop a response to evaluation findings and recommendations. Project management will elaborate activities for each recommendation, identify the party responsible and timeline for each action, and the party responsible to verify completion. The response plan and results will be reviewed at quarterly coordination meetings.

## VI. Evaluation Management

The project’s Chief of Party (CoP) will report to the CRS Benin Country Representative and the Head of Programming and will oversee evaluation activities. The CoP will also be supported by Central Africa Regional (CARO) Technical Advisors (TAs) and USDA education-focused headquarters TAs for MEAL, all of whom are separate from project line management. In addition, CARO regional and headquarters TAs for Education, LRP, Infrastructure, Nutrition and WASH will provide technical oversight during evaluation design, implementation, analysis and report writing, as appropriate. This will allow evaluation activities to be managed by an independent unit with strong knowledge of the operating context. To aid in ensuring independence, CRS will follow its internal procurement policies to objectively identify the best, most capable external evaluator to carry out the baseline study and evaluations and validate the next study, depending on the quality of the previous one. Other CRS staff, including the project’s MEAL Coordinator, MEAL Specialist and MEAL Officer will manage the coordination and logistics of evaluation

execution, which includes monitoring data provision. Especially about anthropometric data, CRS will facilitate the solicitation of health workers in the taking of such measurements (including weight, using conventional scales already available in health centers). Upon feedback on the evaluation products submitted to USDA, the MEAL Coordinator will update the Evaluation Plan.

In addition, please see Table 7 with team members below.

**6 Table 7. Evaluation team members**

| Team Member   | Who is responsible?                        | Main roles and Responsibilities   |
|---|--|---|
| <b>External evaluator</b>                               | Hired independently by CRS                 | Preside over the conduct of the entire evaluation, from methodology and tool development to training in the use of the tool to field testing, data collection, entry and analysis and report writing. Ensure USDA's interview before finalizing data collection tools. The evaluator will develop a KII tool for this interview (on which CRS will provide feedback). |
| <b>Enumerators/data collectors</b>                      | Hired independently by evaluation firm     | Receive training and undertake data collection in the field.  |
| <b>Data Collection Supervisors</b>                      | Hired independently by the evaluation firm | Receive training in data collection and supervise data collectors daily for the duration of the data collection exercise.   |
| <b>Keun Faaba III Team including country MEAL staff</b> | CRS Staff                                  | Support the entire evaluation process ensuring compliance on the part of the evaluation firm. Ensure the evaluator has the contact names of USDA team for interview.  |
| <b>CRS MEAL Advisors in CARO Region and HQ</b>          | CRS Staff                                  | Support the entire evaluation process ensuring compliance on the part of the evaluation firm.   |

## VII. Deliverables

The recruited Consultant shall deliver the following products in accordance with the validated timeline:

- Work plan (including evaluator responsibilities for identifying, interviewing, contracting, training, and overseeing a balanced team of male and female enumerators and enumeratorsupervisors).
- Sampling plan, including if the sample sizes will differ from Annex 1, approved by CRS.
- Instruments, data collection manual, and training materials for enumerators (i.e., surveys, FGD guides, KII guides, DO checklists), approved by CRS.
- Quality Assurance Plan (including training of enumerators and weekly check-ins during datacollection, approved by CRS.
- Identify beneficiary-defined indicators of success.
- Data sets with accompanying codebook/data dictionary (original paper and/or electronic aswell as final, clean electronic data sets with syntax).
  - If the evaluator provides *.dta*, *.do*, *.sps*, or *.sav* files, they must also provideopen-source file versions (.txt, .csv, .doc, etc.).
  - All quantitative datasets must include school and respondent identifiers that links respondent personally identifiable information (PII)<sup>3</sup> withID numbers in the data file(s).
  - Deidentified transcripts of of interviews and focus groups and/or data files of coded sections of text from interviews and focus groups.
- Draft Report with one round of edits from CRS and partners and another subsequent round from USDA. **Draft report should be completed by 1-2 pages of analysis specific to each learning questions indicated above.**
- Final Report with the following sections:
  - Executive summary 2 to 3 pages (including brief introduction of programevaluated, key evaluation questions, findings, and conclusions)
  - Background
  - Evaluation questions
  - Evaluation design including assumptions and limitations
  - Methodology
  - Findings
  - Conclusions, lessons learned and effective practices (if any), and

- Recommendations (should be clear, concise, relevant, specific and practical, following directly from findings and conclusions established in report)
  - Annex with original scope of work (marked for redaction from final webversion)
  - Annex with 1-2 Pages of analysis specific to each learning questions.
  - Annex with final data collection instruments
  - Annex with description of team members' qualifications and their positionality
  - Annex with additional methodological discussion/ robustness checks, as needed.
  - Annex with updated IPTT
- Final reports must not contain any propriety or PII. In addition, final reports should not allow for the identification of individual schools or communities. Any list of schools or communities provided should be included as in the report annex, so that it can be easily removed before submitting to USDA for external sharing.
  - Final reports must be compliant with Section 508 of the United States Access Board

- 
- 4** PII is any information that directly or indirectly identifies an individual. This information can be used on its own or with other information to identify, contact or locate a single person, or to identify an individual in a specific situation. This may include, for example, a name, national ID number, address, birthplace, etc. PII includes both direct and indirect identifiers that, when taken together, could allow for identification of an individual (such as a village name, gender, age, name, and/ or facial image).which requires that information and services are accessible to persons with disability. (See [https//section 508.gov/create](https://section 508.gov/create)).
- A two to four-page outward-facing summary document, with easily accessible graphics, highlighting the project's key successes, for sharing with a larger audience.

Presentation of final evaluation to stakeholders. This can occur before or after report submission to USDA, as long as any key feedback is incorporated into the final version of the report (that USDA posts to the Development Experience Clearinghouse). This can be done via an additional annex, if the report is in its final stages before this presentation is conducted.

- A webinar of key findings and lessons learned for CRS globally and USDA (if requested).

## VIII. Ethical considerations

All deliverables should be completed in English (*and data collection tools must also be in French*), be free of typos or grammatical errors, and be a polished document ready for submission to USDA. This means the document contains no factual errors or inaccuracies and citations are properly used. CRS is also aware that some documents such as the sampling plan, work plan, data collection tools, methodology will just be updated by the consultant for the mid-term evaluations. In addition, all deliverables are CRS properties and the consultant shouldn't use it for personal reason without CRS permission.

CRS maintains the highest ethical standards for MEAL policies, especially for evaluations in which some informants are children. CRS will commit to respect and enforce research and evaluation ethical requirements for service providers in accordance with current MEAL Policies and Procedures. Respect for confidentiality and the protection of informants' personal data are essential conditions for all data collection and analysis functions. Therefore, the evaluation team will collect consent from respondents to ensure data privacy protection and responsible ethical considerations in all evaluation and research activities. The evaluation team conducting the assessments will maintain the integrity of the data collection and analysis while also adhering to CRS and USDA policies and procedures on evaluations. In addition, before field deployment, evaluation team jointly with CRS would request and obtain the visa of the National Statistical Committee.

The evaluator is expected to follow American Evaluation Association's Guiding Principles for Evaluators (<https://www.eval.org/About/Guiding-Principles>). Dependent upon participants in the evaluation, the evaluator should specify steps that will be taken to ensure informed consent, confidentiality, and protection of minors. The evaluator should specify steps taken to safeguard data collected and data management procedures to be used in the evaluation. There will be a data rights clause in the signed contract, and the external evaluator should obtain permission from CRS before sharing the final evaluation report with any external party, including posting it to their organization's website.

## IX. Evaluation Resources

CRS and implementing partners will provide the consultant team with preparatory, logistical assistance and the following documents.

- MEAL documents and tools such as the project's: results framework, evaluation plan, key performance indicators list, theory of change, learning agenda, existing evaluation reports and case studies (and other available documents as needed).
- Access to a database that includes all 168 targeted schools of MGD 21 (with demographic and geographic information)
- Secondary data available to further understand educational and school canteen context in Benin.
- Compilation of reference documents (project proposal, periodic reports, etc.).

- Contact details of stakeholders in the implementing zones.
- Submitting protocol and compliance information to relevant local and administrative authorities (MEMP, MoA, MoH, etc.) as needed.
- Use of CRS CommCare software license, if desired. Evaluator is free to use their preferred data collection platform.
- Tablets for data collection
- Scales for anthropometric data collection
- EGRA tool and teacher and school principal competency surveys
- All Annexes to this ToR
- Project's Performance Monitoring Plan (PMP).

## **X. Selection of the Evaluation Team**

All evaluations will be conducted by an external independent consulting firm or individual evaluator in coordination with CRS's regional and national MEAL technical advisors and the CRS Program Quality Department. The firm will be selected following a competitive, transparent, and independent procurement process conducted by CRS procurement team.

The proposal will be assessed using the following criteria:

- Soundness of the technical approach.
- Practicality of the methodologies proposed.
- Timeframe.
- Cost Efficiency and.
- Evaluation consultant qualifications (see below).
- Project's Performance Monitoring Plan (PMP).

## **XI. Evaluator's Qualifications**

The expected consultants and/or firm should have strong experience with education programming and evaluations including, in the domains of health and nutrition, local governance and school feeding programs. Team must have the following qualification:

- a. Advanced degree in social sciences with strong knowledge of statistics/ demography;

- b. A minimum of 5 years of experience in conducting quantitative and qualitative impact and performance evaluations in similar complex international development programs;
- c. Experience in conducting research and evaluation of US government international development programs. Preference will be given to those who have experience in USDA McGovern-Dole Food for Education programs;
- d. Experience in designing or evaluating education, literacy and school feeding programs;
- e. Experience in designing, using and analyzing international literacy assessments such as EGRA and/or ASER.
- f. Experience/familiarity with the EGRA structure and analyzing EGRA data.
- g. Experience in qualitative evaluation techniques such as key informant interviews, focus group discussions, observations, and case studies.
- h. Experience in quantitative data collection, statistics/econometrics such as randomized control trials, propensity score matching, regression discontinuity, sample size selection, design effects, questionnaire design, etc.
- i. Experience evaluating programs in West Africa, preferably Benin;
- j. Ability to communicate, read, and write fluently in English and French;
- k. Willingness to work in remote areas without electricity and running water;
- l. Ability to efficiently perform activities under COVID-19 context.

The proposal should contain no more than a total of 25 pages of which; technical proposal 20 pages and financial proposal 5 pages (see table 8 below). The proposals must be submitted no later than November 27, 2023 to [anthony.russell@crs.org](mailto:anthony.russell@crs.org), please reference RFP number BJ1380 with your submission.

**Table 8. Proposal layout and number of pages**

| Proposal content layout                   | Maximum pages |
|---|---------------|
| Technical Proposal                        | 20            |
| Expression of interest                    | 1             |
| Table of content                          | 1             |
| Introduction and background               | 1 ½           |
| Qualification and profile of team members | 2 ½           |
| Evaluation methodology                    | 5             |
| Evaluation questions                      | 2 ½           |

| <b>Proposal content layout</b>   | <b>Maximum pages</b> |
|----------------------------------|----------------------|
| Work plan and deliverables       | 2 ½                  |
| Technical references of the firm | 4                    |
| Financial Proposal               | 5                    |
| Summary                          | 1                    |
| Detailed budget                  | 3                    |
| Budget explanatory notes         | 1                    |
| Total                            | 25                   |