



## Burkina Faso McGovern-Dole International Food for Education and Child Nutrition Project

**FY 2018 Beoog Biiga Phase III (Tomorrow's Child) Project**

**Midterm Evaluation**

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# List of Acronyms

AGIR	Action, Gouvernance, Intégration, Renforcement
AME	Association Mères Educatrices, Mothers' Association
ASER	Annual Status Educational Record
BB	Beoog Biiga
BEPC	<i>Brevet d'etudes du premier cycle</i> , First Secondary School Diploma
CEB	Circonscription d'Education de Base, School District Office
CELPAC	Centre de lecture publique et d'animation Culturelle, Center for Public Reading and Cultural Activities
CRS	Catholic Relief Services
FAO	Food and Agriculture Organization (United Nations)
FAVL	Friends of African Village Libraries
FGD	Focus Group Discussion
GASPA	Groupes d'Apprentissage et de Suivi des Pratiques optimales d'Alimentation
GoBF	Government of Burkina Faso
IMPAQ	IMPAQ International, LLC
KII	Key Informant Interview
MENA	Ministere de l'Education Nationale et de l'Alphabetisation, Ministry of Education
MENAPLN	Ministere de l'Education Nationale, de l'Alphabetisation et de la Promotion des Langues Nationales, Ministry of Basic Education and Literacy
McGovern-Dole	McGovern-Dole International Food for Education and Child Nutrition Program
MoH	Ministry of Health
NGO	Non-Governmental Organization
OCADES	Organisation Catholique pour le Développement et la Solidarité
OECD-DAC	Organisation for Economic Co-operation and Development's Assistance Committee
PMP	Performance Monitoring Plan
pp	Percentage Points
PTA	Parent Teacher Association
SILC	Savings and Internal Lending Community
SMC	School Management Committee
SNANS	National School Food and Nutrition Strategy (in Burkina Faso)
SO	Strategic Objective
TaRL	Teach at the right level
THR	Take-Home Ration
ToC	Theory of Change
ToR	Terms of Reference
USDA	United States Department of Agriculture
USG	U.S. Government
WASH	Water, Sanitation, and Hygiene
WHO	World Health Organization



# Executive Summary

## Project Background and Purpose

The United States Department of Agriculture (USDA) funded Catholic Relief Services (CRS) for three phases of the Beoog Biiga (BB) project in Burkina Faso as part of the McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole). To build on previous success and expand on BB1 and BB2, in September 2018, USDA awarded CRS \$24 million to implement the third phase of BB, a four-year program (FY2018–2022) with the main strategic objectives (SO) of improving literacy of school-age children (SO1) and increasing use of favorable health, nutrition, and dietary practices (SO2). Broader in size and scope than in the first two phases, BB3 covers 852 schools in Namentenga in addition to the provinces of Bam and Sanmatenga, from previous phases.

## Performance Evaluation and Methodology

CRS selected IMPAQ International, LLC (IMPAQ) to conduct performance evaluations of all three BB phases. For BB3, IMPAQ is measuring the progress of key program outcomes over the life of the project in 106 sampled schools. In addition, IMPAQ is assessing the extent to which BB3 achieves its objectives, focusing on the criteria of the Organization for Economic Co-operation and Development's Assistance Committee (OECD-DAC): relevance, effectiveness, efficiency, impact (i.e., perceived impact in this study), and sustainability. Below is a snapshot of our evaluation approach for the midterm performance evaluation:

- **Methodology.** A mixed-methods approach that includes two rounds of quantitative and qualitative data collection and an in-depth document review
- **Data sources.** Primary quantitative and qualitative data collection from the following sources:



- **Analysis.** A comparison of baseline (2019) and midterm (2021) values, triangulating the survey data with qualitative interviews for contextual information
- **Limitations.** Suggestions on plausible links between the observed changes in outcomes and BB3, without the ability to establish causality

## Findings and Conclusions

Based on the midterm evaluation, the project is set to achieve some of its intended objectives, though achievements in other areas are limited for various reasons such as political instability and COVID-19.

## Key Findings with Respect to BB3 Main Strategic Objectives (SOs)

The table below outlines the results and implications of the midterm outcomes for the two BB3 SOs.

### *Strategic Objective 1: Improved Literacy of School-Age Children*

#### Literacy

- ASER results declined at midline relative to baseline, which is likely due to learning loss amid the COVID-19 pandemic. Just 19 percent of students passed the minimum threshold for Grade 2 reading proficiency compared to 31 percent at baseline. Using a more relaxed threshold (Level B) to account for COVID-19 learning loss, 58 percent of students could read at the level expected for the end of Grade 1, which is about the same level at baseline (56 percent).
- According to the teacher attendance information that school district administrators collected for December 2020, January 2021, and February 2021, 94 percent of teachers in the sampled schools, on average, regularly taught their class, meaning they attended at least 90 percent of normal school days in those three months. This is a statistically significant increase from baseline when 82 percent of teachers from sampled schools regularly taught their class. This increase is mainly driven by improvement in teacher attendance in Bam, where teachers attended school regularly 41 percent of the time at baseline compared to 94 percent at midline. The change in regular teacher attendance in the other two provinces were minimal as they both were at high levels at baseline (97 percent).
- When asked about time allocation for literacy instruction (i.e., fluency, reading comprehension, phonetics, vocabulary), 86 percent of all surveyed teachers reported devoting at least an average of 45 minutes per day to this activity, which is a statistically significant increase from 65 percent at baseline.
- BB3 offers seven different instructional practices under teacher-centered, student-centered, and group-centered categories. At midterm, 70 percent of teachers reported applying at least five of the seven teaching practices in the two weeks before the survey. This was a statistically significant increase from 57 percent at baseline.
- We created an indicator to assess whether district administrators use new techniques taught during BB3 (e.g., observing classrooms, giving teachers feedback) and found that 57 percent are doing so at midterm – up from just eight percent at baseline.

#### Attentiveness

- Nearly all surveyed students (97 percent) said they ate lunch yesterday – a statistically significant increase from baseline (90 percent). Of these students, 40 percent reported eating at the school canteen, which was most commonly reported in Bam (82 percent) and less common in Namentenga (25 percent) and Sanmatenga (27 percent). Among those who ate lunch (regardless of where they ate), only three percent mentioned they felt hungry after lunch, with no statistically significant differences between boys and girls. Despite a higher presence of school canteen meals, students in Bam reported a higher rate of hunger after lunch (10 percent) than students in Namentenga (zero percent) and Sanmatenga (two percent).
- A large gender gap exists in the proportion of students that teachers considered attentive. Teachers considered girls (75 percent) more attentive than boys (48 percent). Relative to baseline, boys' attentiveness improved by a small but statistically significant margin.

#### Attendance

- The attendance rate at midterm was 95 percent, with no statistically significant differences by sex. The attendance rate was higher in Bam (99 percent) compared to Namentenga and Sanmatenga (95 percent each).

## Strategic Objective 2: Increased Use of Health and Dietary Practices

### Health and Hygiene Practices

- In a test of hygiene practices, we asked students to cite six critical moments when people should wash their hands. Students received a passing score if they could name at least four such critical moments. Overall, 15 percent of students met this threshold compared to just five percent at baseline. The hygiene test at midterm shows a gender gap—12 percent of boys and 17 percent of girls could name critical handwashing moments.

### Safe Food Preparation and Storage

- Nearly all male and female storekeepers (92 percent) reported using at least one safe food storage practice. However, a gender gap exists, with 95 percent of males using at least one of these practices but only 90 percent of females doing so. In addition, only 14 percent of surveyed storekeepers achieved a passing score on a test of safe food storage practices, which we defined as naming and using a minimum of six out of eight safe practices for storing commodities.
- All surveyed cooks (100 percent) reported using at least one safe food preparation practice. However, only two percent of cooks achieved a passing score on a safe food preparation test, defined as naming 10 out of 12 safe practices that they follow at the canteen.

### Nutritional Knowledge

- Similar to baseline, only one percent of students achieved a passing score on a test of nutrition and dietary practices. This test required that respondents name a benefit of vitamin A and iron and a food containing these nutrients.
- Overall, 78 percent of mothers with children 0–6 months, 0 percent of mothers with children 7–8 months, and 8 percent of mothers with children 9–24 months reported that their youngest child's food intake met the standards for a minimum acceptable diet. Since the intervention for mothers was delayed until after midterm, we were not able to make comparisons with baseline.

### Key Findings with Respect to OECD Evaluation Criteria

The midterm qualitative approach sought to understand program performance, using five criteria<sup>1</sup> from the Organization for Economic Co-operation and Development's Assistance Committee (OECD-DAC). This criteria includes (1) stakeholder satisfaction and project alignment with Government of Burkina Faso (GoBF) goals (**relevance**); (2) project management, monitoring, collaboration with stakeholders, project implementation successes, challenges, and recommendations to better understand the **effectiveness** of BB3 at midterm; (3) steps taken to maintain the **efficiency** of project operations; (4) **perceived impacts** for SO1 and SO2 at midterm; and (5) planning for **sustainability** after BB3.

### Relevance

Government officials noted that the BB3 project aligns with the governments' strategic goals and expectations regarding literacy, health, and nutrition. Stakeholders largely appreciated how CRS designed BB3 to consider economic, cultural, and political contexts, such as providing a large monetary investment toward feeding students and supporting students in the north-central region of Burkina Faso. Most stakeholders expressed satisfaction with the school canteens, believing the canteens encourage students

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<sup>1</sup> The OECD Development Assistance Committee Criteria were revised in December 2019.  
<https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

to eat and stay at school. Beneficiaries also appreciated training on hygiene, cleanliness, and handwashing.

### **Effectiveness**

Project implementers as well as national and local government officials noted good project coordination and collaboration but suggested more engagement with provincial and regional officials. Project staff described effective project implementation monitoring. Most respondents described positive experiences with the implementation of project training and applying what they had learned. However, some teachers had difficulties, and others requested increased training time and training fees. Still, respondents reported that teacher training increased use of teaching techniques (e.g., play) to engage children in reading and writing. Community-level stakeholders reported project successes, including school feeding, hygiene, school management, and adaptations due to external factors. They also identified challenges such as delayed distribution of food, deworming medication, and teaching supplies to schools.

### **Efficiency**

Project implementers and stakeholders noted delays in project activities due to the COVID-19 pandemic, security threats, and staff turnover, with associated impacts on budget and timeline. However, postponed activities occurred in 2021, and the budget is on track for the remainder of the project. External issues such as the COVID-19 pandemic and security concerns had a major impact on all aspects of program implementation, especially for literacy since schools were closed for three months.

### **Perceived Impacts**

Students, parents, and teachers reported satisfaction with existing canteen operations as long as canteens received adequate amounts of food on time; and all respondents believed that school meal provision increased student attendance by keeping children in school during the day and incentivizing students to come to school. Parents emphasized the importance of education and equal access to education for girls and boys; they also reported being concerned with their children's education. However, teachers and mentors did not think parents were following their children's academic progress adequately. Parents, parent-teacher associations (PTA) members, and mentors all felt that mentors helped girls stay in school and achieve better educational outcomes. Teachers described dedication to teaching students but also noted challenges with classroom infrastructure, quantity of teaching materials, and difficulty retaining all trainings. Parents and teachers felt satisfied with children's handwashing and hygiene knowledge levels and practices, but students seemingly lack knowledge on nutrition, including sources of vitamin A and iron. Women who participated in Savings and Internal Lending Communities (SILCs) reported high levels of satisfaction and benefits such as increased income and access to credit for various purposes (e.g., paying for school fees).

See findings under SO1 and SO2 above for more details.

### **Sustainability**

Stakeholders noted that community ownership and buy-in, especially from national and local governments, are critical to program sustainability. Government officials noted that the peer-to-peer training model makes teacher and other training programs sustainable. Regarding school feeding, community members and government officials discussed creating community fields (i.e., collectively owned farming plots) to assist with providing food for canteens and increasing sustainability. Project implementers highlighted SILCs as having positive outcomes on livelihoods and providing greater financial

flexibility with respect to daily expenses. Project implementers reported using a peer-to-peer training model with community members to start and maintain their own SILC groups for improved sustainability.

## Recommendations

Below, IMPAQ presents recommendations based on key project outcomes, limitations, and lessons learned from the midterm evaluation. These recommendations do not address all challenges from the midterm evaluation. Rather, they focus on recommended changes for future projects and the main drivers of project success. The recommendations are grouped by category.

### Literacy, Teacher Training, and Materials

- **Re-evaluate teacher training content to reinforce teaching at the right level.** In alignment with the Burkina Faso Ministry of Basic Education and Literacy (*Ministère de l'Éducation Nationale et de l'Alphabétisation et de la Promotion des Langues Nationales*, MENAPLN) recommendations,<sup>2</sup> we suggest BB3 reinforces teaching (students) at the right level (TaRL) through two evidence-informed<sup>3</sup> implementation models. According to the midterm Annual Status Educational Record (ASER) results, Grade 2 literacy scores declined from baseline to midterm, which is likely a consequence of lost learning time during pandemic-related school closures. BB3 should review evidence-informed models to optimize learning among students entering Grades 3-5 in the coming school year. This includes 1) a learning camp model for students with an intensive period of instructional activity that usually lasts ten days and 2) training teachers in the TaRL approach to achieve resilient programming during a pandemic.
- **Further explore the relationship between preschools for girls and boys to consider scaling up.** More research could better identify the links between preschools and primary schools for girls and boys. The midterm evaluation shows that students who attended a *bissongo* program were statistically significantly more likely than children who did not attend a *bissongo* program to pass the ASER at least at a second-grade level. On average, 26 percent of students who attended *bissongos* passed at a second-grade level compared to 18 percent who did not.
- **Re-evaluate methods to increase community use of and participation in libraries.** To help improve literacy levels, BB3 should raise awareness about libraries as community resources and emphasize the benefits they offer to teachers and students. Acknowledging that libraries were implemented in Bam and Sanmatenga and not yet in Namentenga, students and most teachers appeared to not know what a library was or that such institutions exist even when they were described to them. Teachers were unaware that library materials could be accessed and that children could take them home. Additionally, local government officials perceived these reading centers as a resource for teachers but not for students.

### School canteens

- **Improve food handlers' storage and monitoring practices.** BB3 should improve storage and monitoring practices in school canteens. They can potentially do so by increasing training duration for cooks and storekeepers, providing annual refresher trainings, and tailoring training modules for staff who are not literate. If the BB3 budget allows, BB3 can also provide additional resources to improve food storage locations or encourage PTAs and local officials to raise funds as well. While a high proportion of storekeepers reported placing food bags on elevated platforms (76 percent), other food storage practices, such as following COVID-19 safety protocols (10 percent)

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<sup>2</sup> Directive du MENAPLN pour la rentrée scolaire 20202021 – MENAPLN's guideline to the start of academic school year 2020-2021

<sup>3</sup> <https://www.povertyactionlab.org/case-study/teaching-right-level-improve-learning>

and practicing canteen ventilation (13 percent), were less common. In addition, other food management best practices (e.g., food storage monitoring, hygiene practices) declined since baseline. Storekeepers reported difficulties in applying recommended practices from trainings due to extremely small food storage sites, limited water access, and other resource constraints.

- **Explore school fields to complement community contributions to the canteen within BB3's Scope of Work.** PTA members, national government officials, and other stakeholders recommended creating communal school fields, gardens, and livestock units as resources to diversify canteen contribution sources and thereby reduce dependence on contributions from community members. If the BB3 budget allows, BB3 can also provide seeds and support. Commodity contributions to schools from BB3, the government, and parents declined since baseline, which likely reflects delays in receipt of donations due to COVID-19 in 2020, and government and transportation delays in 2021, but also reduced capacity of stakeholders to donate in light of pandemic-related adversities.
- **Investigate why canteens are less likely to function as expected.** With insights from the government and communities, BB3 should explore the reasons behind low canteen operations and consider strategies to increase commodity contributions. Nearly all surveyed PTA members confirmed their school had a canteen. When asked about its status, 64 percent reported that the school canteen was functional, which is significantly lower than baseline (98 percent). Quantitative evidence suggests that canteens were much less likely to be functional in Namentenga and Sanmatenga than in Bam. When asked why canteens were not operational during the school year, surveyed food handlers most commonly reported delays in the receipt of commodities. Capacity-building to support government quality assurance and commodity tracking may help reduce delays which can, in turn, improve canteen operations, especially if delays in the receipt of commodities deter canteens from operating.

#### Water, sanitation, and hygiene

- **Explore ways to improve community water access to enhance Water, Sanitation, and Hygiene (WASH) practices.** Future work should enhance water access in communities and study how those enhancements influence student, mother, community health, and learning outcomes. However, this could have budget implications and the project should explore other opportunities, such as collaborating with other partners and non-governmental organizations that focus on addressing water access in the same target areas during the last year of the program, if possible, or for future programming. Survey data from students and food handlers show a gap between handwashing knowledge levels and practices. Gaps between WASH knowledge levels and practices are seemingly related to sub-optimal handwashing practices; limited access to water and WASH facilities may exacerbate these trends. In many interviews and focus group discussions (FGDs), stakeholders – especially cooks – reported difficulty accessing water: many reported the need to travel long distances to water points or wait in long lines to access water. Consistently, in the few communities with good access to pumps and water in schools, we found fewer challenges in WASH-related outcomes.

#### Nutrition knowledge and practices

- **Educate mothers further on WHO-recommended early feeding practices.** Following WHO-recommended early feeding practices, BB3 should emphasize 1) exclusive breastfeeding during the first six months after birth and 2) introducing complementary solid food six months after birth. Among surveyed mothers, we found that breastfeeding and early feeding knowledge and practices are subpar. Maternal and child nutrition training should emphasize these topics with mothers who are pregnant or have young children.

- **Investigate why student knowledge of nutrition is so low despite the training from teachers.** Further research could help CRS better understand the drivers of low nutrition knowledge among students, especially since teachers reported improved teaching on nutrition literacy metrics. At midterm, only two percent of students had heard about iron and 14 percent about vitamin A – a large and statistically significant decrease from 20 percent at baseline ( $p < 0.01$ ).
- **Trainings for community health workers should focus on nutritional knowledge, specifically vitamin A, iron, and iodine.** Activities for women who are pregnant or have infants and young children should focus on nutritional knowledge, such as benefits and sources of vitamin A, iron, and iodine. This requires training for community health workers who facilitate activities on maternal and child nutrition. In focus groups, mothers could not identify foods that contained certain micronutrients such as vitamin A and iron or their nutritional value. When asked about healthy foods, mothers mostly discussed hygiene and cleanliness. Although they were aware of the need for iron in their diet, they associated iodine with salt intake, which they had been told to view negatively.

#### Capacity-building

- **Encourage SILC participation among mentors and mothers who are pregnant or have young children.** Additional support from SILCs could help CRS promote mentoring activities and health and nutrition practices. Only about a quarter of surveyed mothers live in food secure households. In interviews, mentors also expressed a need for assistance with savings and income-generating activities for themselves and to help support the girls they are mentoring. Most interviewed mothers reported satisfaction with SILC groups and how they helped facilitate single, large expenses like school fees or expenses associated with starting an informal business. With access to these income-generating activities, mentors could better support girls in their communities and further support SILC contributions to schools.



# 1. Introduction

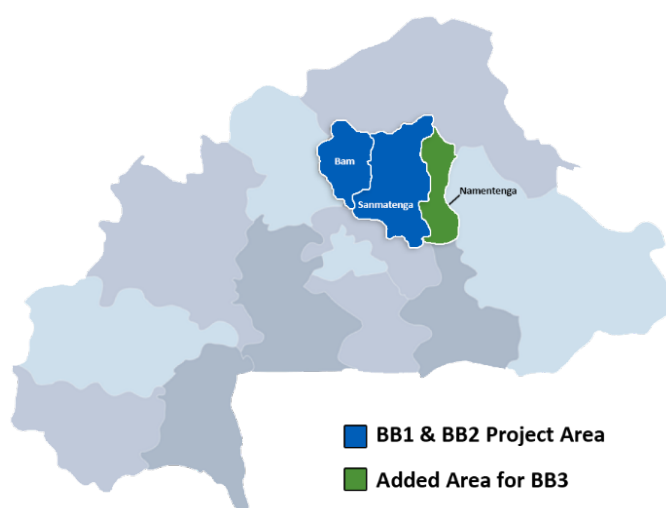
The United States Department of Agriculture (USDA) funded Catholic Relief Services (CRS) for three phases of the Beoog Biiga (BB, “Tomorrow’s Child” in Mooré, the local language) project as part of the McGovern-Dole (McGovern-Dole) International Food for Education and Child Nutrition Program. The third phase, a four-year intervention (FY2018–2022) with a budget of \$24 million, extends and expands on BB1 and BB2. CRS selected IMPAQ International, LLC (IMPAQ) to conduct performance evaluations of all three BB phases. For BB3, IMPAQ evaluates the extent to which the BB3 program achieves its objectives over the life of the project using a mixed-methods evaluation approach.

This midterm performance evaluation 1) assesses progress in achieving the desired project outcomes midway through implementation and 2) recommends course corrections based on lessons learned. This section outlines the project’s context, describes the interventions and the McGovern-Dole Theory of Change (ToC) for BB3, and provides a brief overview of the BB3 evaluation. In [Section 2](#), we outline the evaluation approach, including research questions, evaluation design, sampling, data collection methods, data analysis, and the limitations of this study. [Section 3](#) and [Section 4](#) present the findings from our mixed-methods approach and discuss the effect of COVID-19 on project outcomes, if any. [Section 5](#) concludes with lessons learned and the implications for the McGovern-Dole results framework. Finally, in [Section 6](#), we provide recommendations for course corrections based on the key findings, limitations, and lessons learned from the midterm evaluation.

## 1.1 Project Context

CRS has implemented many school meals programs in Burkina Faso since 1960.<sup>4</sup> Of the approximately 175 countries on the World Bank’s Human Capital Index, Burkina Faso ranks among the lowest scoring; over 40 percent of the country’s population lives below the national poverty line. From 2011–2014, CRS implemented the BB1 program, in response to recurrent food crises, high levels of malnutrition, and low and unequal levels of education in the north-central region of the country, and in collaboration with local partners and the Burkina Faso Ministry of Basic Education and Literacy (*Ministère de l’Éducation Nationale et de l’Alphabétisation et de la Promotion des Langues Nationales*, MENAPLN) in Bam and Sanmatenga provinces.<sup>5</sup> CRS selected the provinces for BB3 implementation in collaboration with the Government of Burkina Faso (GoBE) and local organizations.

**Exhibit 1. BB3 Targeted Provinces**



<sup>4</sup> Pouirkèta Rita Nikiema, 2017. Impact of school feeding programmes on educational outcomes: Evidence from dry cereals in schools in Burkina Faso, WIDER Working Paper Series 182, World Institute for Development Economic Research (UNU-WIDER).

<sup>5</sup> The Burkina Faso Ministry of Basic Education and Literacy changed its name from Ministère de l’Éducation Nationale et de l’Alphabétisation (MENA) to Ministère de l’Éducation Nationale et de l’Alphabétisation et de la Promotion des Langues Nationales (MENAPLN) in 2019. Thus, IMPAQ has used MENAPLN throughout this report.



The selection criteria included high rates of poverty, malnutrition, and food insecurity as well as underperformance on traditional education indicators (e.g., adult literacy, girls' enrollment, dropout rates). Additionally, provinces with gaps in school feeding coverage were selected to implement other U.S. Government (USG) funded programs. MENAPLN already has monitors in regions who can support school feeding activities, and MENAPLN supports the transportation of donated school canteen commodities in these regions based on program agreements.

BB1 provided school meals, take-home rations (THRs) for girls, health training, nutritional supplements, and capacity building in over 700 primary schools and preschools (*bissongos*) in Bam and Sanmatenga. Fifty pilot schools also received additional services, such as community-led development programs, trainings for teachers and Parent Teacher Associations (PTAs), a mentoring program for girls, and community savings and lending activities. Stakeholders and beneficiaries observed noticeable improvements in school attendance and classroom attention levels, which they attributed to school meals, micronutrients, and improved hygiene practices. Considering the gains made under BB1, CRS initiated BB2 from 2014 to 2019. Under BB2, CRS continued to provide BB1 forms of assistance, with the additional goals of improving the quality of literacy, health, and dietary knowledge and practices of school-age children in Burkina Faso. BB2 increased its coverage and served primary schools (more than 900) and community-led *bissongos* in the provinces of Bam and Sanmatenga. IMPAQ's evaluation of BB2 over the five years of the program showed improvements in some key outcomes, including reading proficiency. For example, students experienced significant improvements in reading levels: at baseline, 15 percent were able to read at their grade level or above, which increased to 33 percent at midline.

To build on previous success and expand on BB1 and BB2, USDA awarded CRS \$24 million in September 2018 to implement the third phase of BB, a four-year program (FY2018–2022) that primarily sought to improve literacy of school-age children and improve health and dietary practices. Broader in size and scope, BB3 covers 996 schools in Namentenga in addition to the provinces of Bam and Sanmatenga from previous phases (shown in Exhibit 1). Namentenga was listed as one of the provinces with low efficiency in primary education in a 2018 World Bank study that explored the efficient allocation of resources among the education system by province.<sup>6</sup> According to that study, the primary education system in Namentenga operates at 68% efficiency- higher than the country average of 63%, but lower than the other two provinces of project implementation (Bam at 84% and Sanmatenga at 72%). This could potentially explain the motivation of BB3 for including Namentenga in the third phase, while continuing the implementation in the other two provinces.

Over its four years, BB3 aims to reach approximately 449,724 direct beneficiaries, including primary and preschool students, children under the age of two and their mothers, teachers, and PTA members. BB3 includes elements from previous phases, such as the provision of school meals, THRs, vitamin A, and deworming medications, along with training for various beneficiaries, including teachers and school district administrators. In addition, BB3 added new project activities, such as capacity-building within the Ministry of Health (MoH) as well as raising community awareness of recommended health and nutrition practices, especially among mothers with children under the age of five. See Exhibit 75 in [Annex E](#) for the full list of activities in all three BB phases. CRS leads BB3 implementation in partnership with MENAPLN, Organisation Catholique pour le Developpement et la Solidarite (OCADES) Kaya, and MoH.

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<sup>6</sup> Miningou, Elise Wendlassida and Viertraete, Valerie. 2018. Performance of Primary Education in Burkina Faso: A multi-output stochastic frontier analysis.

After the emergence of COVID-19, the selected provinces experienced severe shocks related to COVID-19 and other security issues. These shocks came in the form of displacement of people, lowered enrollment of students, and potential learning loss.<sup>7</sup> Extensive research indicates that reduced instructional time in an academic year lowers academic achievement.<sup>89</sup> Studies also demonstrate declining educational performance after a long summer holiday among children from low-income and minority backgrounds, which amplifies existing inequalities.<sup>10</sup>

While most studies only examine **the short-term educational effects of school disruptions** (test scores), in one unusual study, Jaime and Willen examined the long-term educational effects of a school disruption in Argentina due to teacher strikes. They found that missing an average of 88 days of school over the course of several years hurt students. Between ages 30 and 40, students who missed more school days because of the disruption earned two to three percent less than other students and were more likely to be unemployed. The authors further suggest that exposure **to strikes in early grades (in primary school) may have larger adverse effects on long-run educational and labor market outcomes**, with some effects showing up immediately in the data collected from primary students.<sup>11</sup> While this may not be a perfect analogue to school closures under COVID-19, it demonstrates the potential scale of learning loss as a result of such closures.

We also hypothesize that learning loss and dropout rates associated with COVID-19 affect young girls more than young boys, exacerbating preexisting gender gaps in Burkina Faso's education system. Additionally, long periods without schooling may lead to increased rates of child labor, early marriage, or recruitment by armed groups as alternatives to formal education. Children who are out of school for more than a year are unlikely to return, and girls are more likely to drop out than boys.

## 1.2 Results Framework

According to the BB3 ToC and results framework (see [Annex B](#)), providing school meals can both enhance attendance by keeping students in school for the full day and increase students' attentiveness by mitigating short-term hunger. These two factors, in tandem with raising community awareness on the importance of education, training school district administrators and teachers, and providing learning materials to teachers, could improve students' literacy skills, in-keeping with McGovern-Dole Strategic Objective 1 (SO1) to improve school-age children's literacy. To improve health and dietary practices (SO2), the BB3 ToC suggests additional critical factors. These factors include providing school food handlers with training on safe food preparation and storage practices; improving teachers' knowledge of health and hygiene practices so they can transfer their knowledge to students; and training the community in recommended health and nutrition practices in pre- and primary schools, including mothers with infants and children under the age of two.

The BB3 project intends to achieve SO1 and SO2, relying on the achievement of the foundational results as outlined in the results framework. For example, increased government support (Foundational Result 1.4.3), is essential to ensure the sustainability of school meals and enhance the capacity of MENAPLN to

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<sup>7</sup> USESO. Adverse consequences of school closures. UNESCO. Retrieved from: <https://en.unesco.org/covid19/educationresponse/consequences>

<sup>8</sup> Hansen, Benjamin. 2008. School year length and student performance: Quasi-experimental evidence. Unpublished Manuscript. University of California, Santa Barbara.

<sup>9</sup> Marcotte, Dave E., and Steven W. Hemelt. 2008. Unscheduled school closings and student performance. *Education Finance and Policy*, 3(3), 316-338.

<sup>10</sup> Cooper H, Nye B, Charlton K, Lindsay J, Greathouse S. The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review. *Review of Educational Research*. 1996;66(3):227-268. doi:10.3102/00346543066003227

<sup>11</sup> However, these strikes did not occur concurrently and may not perfectly depict the effects of the COVID-19 lockdown.

provide needed technical assistance for effective implementation and budgeting so MENAPLN can work with schools to improve health and nutrition. BB3 is based on a participatory approach that reinforces the linkages between communities and schools by building the capacity of local stakeholders and raising community awareness to ensure the program's sustainability. In so doing, BB3 addresses two aims of the Foundational Results: (1) increased capacity of government institutions and (2) increased engagement of local organizations and community groups. The program also aims to contribute to the achievement of the Burkina Faso education strategic plan and of the United Nations Millennium Development Goals and Sustainable Development Goals. Working at this higher level, BB3 could enable CRS to contribute to improving the policy and regulatory framework in Burkina Faso and specifically in supporting MENAPLN in the ratification of a national school feeding policy and the incorporation of health and nutrition trainings into school curricula.

### 1.3 Purpose of the Evaluation

The BB3 performance evaluation aims to assess the progress of BB3 in achieving its core objectives (SO1 and SO2) at midterm (2021) and endline (2022), using benchmark values collected at baseline (2019). For the midterm evaluation, IMPAQ used a mixed-methods approach to assess progress in implementation, relevance of interventions, project effectiveness, efficiency, perceived impact, and sustainability to achieve the following objectives:

1. Assess whether target beneficiaries are receiving services as expected;
2. Assess whether the project is on track in meeting its stated goals and objectives;
3. Critically and objectively review and take stock of the project's implementing experience and the implementing environment;
4. Review project-level results frameworks and assumptions;
5. Document lessons learned and discuss midcourse corrections that may be necessary to effectively and efficiently meet the project's stated goals and objectives, and provide recommendations aimed at achieving sustainability.

To address these objectives at midterm, IMPAQ used a similar approach as during the baseline, for example by incorporating similar survey instruments to collect quantitative data for the same performance indicators. In addition, IMPAQ built upon qualitative protocols already developed at baseline to capture midterm research questions, which helped to contextualize the quantitative results and provide valuable lessons learned.

## 2. Evaluation Design and Methodology

This section provides a brief overview of the quantitative and qualitative designs for the BB3 performance evaluation, including research questions, sampling design, data collection methods and analysis, as well as the limitations of this performance evaluation.

### 2.1 Evaluation Questions

Following our performance evaluation plan for BB3 at baseline and the midterm Terms of Reference (ToR), IMPAQ used quantitative methods to answer a host of questions mapped to the McGovern-Dole BB3 results framework, provided by BB3, and approved by USDA. Addressing these questions helps assess the progress of BB3 objectives toward performance monitoring plan (PMP) outcome indicators, with special focus on literacy, health, and nutrition outcomes. Due to the breadth of the evaluation questions, we have compiled them in a comprehensive conceptual framework in [Annex C](#). For each question, the table in [Annex C](#) lists the performance indicator, data source, and the party responsible for each of the McGovern-Dole strategic objectives and results for the midterm evaluation.

Additionally, IMPAQ assessed five dimensions of project achievements based on the criteria defined by OECD-DAC, including relevance, effectiveness, efficiency, impact, and sustainability of project interventions.<sup>12</sup> The table in [Annex C](#) lists the overarching questions under each criterion for the midterm evaluation that we addressed using qualitative analysis.

### 2.2 Evaluation Approach

IMPAQ designed the **quantitative approach** of the midterm performance evaluation to measure the progress of key performance indicators related to core BB3 activities in all three provinces of Burkina Faso. We replicated a similar quantitative methodology from baseline to enable comparison between project achievements and targets over the life of the project.

IMPAQ complements the quantitative component of the evaluation with **qualitative methods** to assess the relevance, effectiveness, efficiency, and sustainability of the BB3 project, as well as to explore the perceptions of stakeholders on the impact of interventions. Qualitative analysis enables IMPAQ to better understand stakeholders' perceptions of the design and implementation of the project, their experiences implementing or participating in components of the project, their expectations for improved outcomes, and any other relevant contextual information.

Leveraging the use of a mixed-methods design, we triangulated survey data with qualitative interviews to provide contextual information to interpret the quantitative analysis, explore lessons learned for the remaining one year of the program, and provide effective recommendations for mid-course correction.

### 2.3 Sampling Methods

In this section, we describe our sampling strategy for the midterm performance evaluation, starting with the quantitative design and continuing with the qualitative approach.

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<sup>12</sup> The OECD Development Assistance Committee criteria were revised in December 2019.  
<https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

### 2.3.1 Quantitative Approach

The quantitative component of the midterm performance evaluation measures the progress of key performance indicators related to core BB3 activities in Bam, Namentenga, and Sanmatenga, to allow a comparison between project achievements and targets over the life of the project to-date.

Our evaluation instruments and our approach toward data analysis for midterm were similar to baseline. We collected data from the same schools that we visited at baseline for all outcomes except for student outcomes in Grades 3-6 (see discussion below on student sample selection). In this way, we had panel data at the school level, allowing us to compare changes in outcomes of interest over time in the same schools; at the individual level (e.g., students, teachers, food handlers), we conducted a repeated cross-sectional design. Although following the same students over time has important advantages that allows us to control for confounding variables at the student level that may potentially bias estimates, one advantage of our “pseudo-panel data” approach was that we did not have to worry about attrition of individuals (e.g., students or teachers) from the same schools that might otherwise have created potential biases in the estimates.<sup>13</sup>

#### 2.3.1.1 Performance Evaluation Design and Sampling

The BB3 baseline performance evaluation collected quantitative information to track key indicators on literacy, health, and nutrition outcomes from the following sources:

- Students
- Teachers
- School district administrators
- Food handlers (cooks and storekeepers)
- PTA members
- Pregnant women and mothers with children under two years of age

Our sample included two mutually exclusive groups from the target population as at baseline:

**Group 1 (students, teachers, food handlers, and PTA members).** To implement the performance evaluation, we visited the same sample of schools from baseline, for a total of 106 schools.<sup>14</sup> Then, we sampled students, teachers, food handlers, school district administrators, and PTA members, as described below:

- **Student selection:** Within each sampled school, we selected a random sample of 10 Grade 2 students, randomly sampling from the Grade 2 student roster CRS provided. We only sampled Grade 2 students for the Annual Status Educational Record (ASER) literacy assessments. To maintain the necessary sample size, we preselected a random sample of replacement Grade 2 students in these schools to maintain a response rate of at least 90 percent. Finally, to assess outcomes related to nutrition and hygiene, in addition to Grade 2 students, we also selected four students per school each from Grades 3 to 6 for approximately 20 percent of the 106 schools (~20

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<sup>13</sup> Also, as we are interested in understanding changes in grade dependent performance of students, even if we did have panel data, we may not be able to measure the effects of BB3 programming on the same students in the same grades due to the intervention.

<sup>14</sup> CRS provided IMPAQ with an initial list of 996 schools in the provinces of Bam, Namentenga, and Sanmatenga. Within each province, upon CRS request, the IMPAQ team stratified the list of schools by three categories, including being near *bissongos* (preschools), having a mentorship program, and having neither of those two conditions. IMPAQ then selected schools using probability proportional to size sampling, that is using the proportion of schools of each school type in a province as a size measure, with a backup list of 15 schools in Bam and 20 schools in Sanmatenga in case of school closures due to security.

schools). To select Grade 3-6 students from the same 20 schools that we visited at baseline, we faced some challenges in finding enough girls to maintain gender-balance at midterm in 10 of the 20 original schools, which was most likely due to selective COVID-19 related dropouts and low attendance. Thus, we kept the 10 out of the original 20 schools and randomly selected 10 new schools from the larger list of 106 schools in our sample. Our sampling approach ensured a balanced gender ratio by selecting an equal number of boys and girls in Grade 2 (five boys and five girls in each school) and across Grades 3-6 (two boys and two girls per school from any of Grades 3 to 6).

- **Teacher selection:** The team sampled two teachers in each sampled school, one from Grade 2 and one from any of Grades 3-6. We aimed to balance the sample of teachers by grade across all 106 schools for Grade 3-6 teachers.
- **Food handler selection:** We visited the same 50 schools sampled at baseline to survey food handlers. Within each of these 50 schools, two food handlers per school were to be sampled, including the head cook.
- **PTA member selection:** We attempted to survey the head of the PTA within each sampled school for a total of 106 PTA members. If the head of the PTA was unavailable, we sampled one of the PTA members in charge after the PTA head.

**Group 2 (school district administrators and mothers).** We followed the same approach as at baseline to survey school district administrators and mothers. More specifically, we followed the approach described below:

- **School district administrator selection:** We visited the same 24 district offices (*Circonscription d' Education de Base*, CEB), linked to the same 106 schools as at baseline to survey two CEB staff (one school administrator and one pedagogical advisor), for a total of 48 members. We collected panel data at the CEB level (the same 24 CEBs are followed from baseline), though the individual officers serving the 24 CEBs of interest may or may not be the same as baseline. We used the list of CEB trainees from CRS to select two officers from each of the 24 CEBs of interest based on availability (convenience sampling).
- **Mother selection:** We used a stratified sampling approach to randomly select 170 pregnant women and mothers with children under the age of two from a list that CRS community health workers provided. First, we stratified the sample by village and then sampled three groups of women in proportion to their representation in the population, including pregnant women; women with children from 0-6 months old; and women with children from 7-24 months old.<sup>15</sup> This approach is consistent with how CRS classifies mothers' ages to provide them with various interventions.

Exhibit 2 shows the target samples sizes for the midterm evaluation.

**Exhibit 2. Sample Sizes**

Respondent	Sample Performance Indicator	Required Sample Size
Grade 2 students <sup>a</sup>	Percentage of students who demonstrated ability to read and understand the meaning of grade-level text	1,060 students (10 students/schools in 106 schools)

<sup>15</sup> We selected mothers based on the age of their youngest child.

Respondent	Sample Performance Indicator	Required Sample Size
Grade 2 and Grade 3-6 students	Percentage of students who achieved a passing score on a test of good health and hygiene practices	1,140 students (10 G2 students/school in 106 schools + 4 G3-G6 students/school in 20 schools)
Teachers	Percentage of teachers who demonstrated use of new and quality teaching techniques or tools	212 teachers (2 teachers per school in 106 schools)
Food handlers	Percentage of food handlers who demonstrated use of safe food preparation and storage practices	100 food handlers (50 schools, 2 food handlers per school)
Mothers	Percentage of mothers with children under the age of two who practice recommended infant and young child feeding behaviors	170 mothers (Including pregnant women, mothers with children between 0-6 months old, and mothers with children between 7-24 months old)
PTA members	Number of PTA meetings held in the last year	106 (1 member per school)
School district administrators	Percentage of school administrators who demonstrate knowledge about training teachers in classroom management methods and literacy instruction	48 (1 school administrator and 1 pedagogical advisor across 24 CEBs responsible for 106 schools)

<sup>a</sup> Power calculation indicated that a sample size of 1,080 students (108 schools with 10 students per school) would be sufficient to detect a 10 percentage point increase (from 33 percent at baseline) in the percentage of girls and boys who can read grade-level text. We assume an intra-correlation coefficient of 0.24 for student outcomes, consistent with what has been found in related studies in India, Kenya, and Madagascar (see baseline report for details). To track progress over time, we restricted our sample of schools to only the 106 schools from the baseline evaluation.

### 2.3.2 Qualitative Approach

IMPAQ complemented quantitative methods with qualitative methods to assess the relevance, effectiveness, efficiency, and sustainability of the BB3 program and to explore perceived impacts of the intervention. The qualitative analysis enabled IMPAQ to better understand stakeholders' perceptions of the design and implementation of the program, their experiences implementing or participating in program components, their expectations for improved outcomes, and any other relevant contextual information.

We considered the findings from the baseline evaluation when developing the qualitative protocols. For example, focus group discussion (FGD) and key informant interview (KII) protocols include questions on whether teacher trainings were useful for improved pedagogy in the classroom and whether communities feel better equipped to provide school meals.

#### 2.3.2.1 Document Review

Before conducting FGDs and KIIs, the evaluation team reviewed documents that CRS shared with the team for their relevance in addressing the research questions. The information in the documents served as the initial step in our qualitative analysis to understand how various project activities were implemented, the types of changes in activities that occurred, and any reported challenges and obstacles during project implementation. These documents informed the design of the interview guides and also contextualized the findings from interviews. Below we provide an overview of the documentation:



- Baseline Evaluation Report
- Project Semi-Annual Reports
- Project Success Stories
- Sustainability Workshop Highlights
- National School Canteen Management Guide
- National School Food and Nutrition Strategy (SNANS) in Burkina Faso, 2021-2025
- National Education Strategy, 2012-2021
- Training documents, including teacher training; mentor training; cook/storekeeper training; PTA training; and nutrition, hygiene, and school health training

### 2.3.2.2 Sampling Strategy

IMPAQ selected two schools in each province, using purposive sampling to select respondents for FGDs and KIIs for a total of six schools. For school selection, we categorized schools as high or low rating based on their baseline evaluation results related to student performance (an index of ASER test results), average student attendance, and canteen function (the median number of months the canteen was open). In-depth case studies of these six schools provide rich detail on the circumstances of each community and the perceived effect of the program for varying stakeholders. To avoid bias, we selected students from a roster in the selected grades and requested assistance from CRS to recruit their parents for FGDs.

Exhibit 3 below details FGDs and KIIs conducted as part of these school-level case studies, as well as FGDs with mothers in Boussouma, Sanmatenga, and interviews with key stakeholders. IMPAQ conducted the USDA interview in Washington, DC, before the in-field qualitative data collection effort began.

**Exhibit 3. Qualitative Sampling**

Type of Respondent	Number of Stakeholders	Number of Participants	
School-Level Case Studies (2 Schools per Province)			
		Male	Female
Parents	6 FGDs (separated by gender)	16	18
Mentors	3 FGDs	0	18
Students	6 FGDs (separated by gender)	18	18
PTAs	6 FGDs	20	15
Teachers	6 KIIs	0	6
Cooks/storekeepers	3 KIIs	1	5
School district administrators	3 KIIs	3	0
Local and National Stakeholders			
		Male	Female
Mothers	3 FGDs	0	18
Community leaders (mayors)	3 KIIs	3	0
National government (MENAPLN, MOH)	3 KIIs	2	1
CRS	6 KIIs (multiple participants in some interviews)	5	2
Implementing partners (OCADES)	1 KIIs	1	0
USDA	1 KII	0	2

## 2.4 Data Collection Methods

In this section, we provide detailed information on data sources, as well as the data collection plan, enumerator training and pilot testing, human subject protection, and quality assurance for the midterm evaluation, taking COVID-19 implications into account.



### 2.4.1 Data Sources

To answer the research questions for the midterm performance evaluation, IMPAQ drew upon multiple sources of quantitative and qualitative data. Where possible, we triangulated the quantitative data with qualitative findings and project documents to provide contextual information and enrich the performance analysis throughout the report.

#### 2.4.1.1 Survey Instruments

During the baseline evaluation, the IMPAQ team designed, translated, and field-tested surveys for the target groups. These surveys covered literacy-related activities along with nutrition, hygiene, health, and dietary knowledge and practices. The team used the best practices listed below in designing the surveys at baseline.

- The team built upon the existing tools that CRS and the USDA previously approved from previous phases of the program. These tools were developed, translated, and adapted to the country context and were administered multiple times during BB1 and BB2.
- IMPAQ developed new questionnaires and updated existing questions from previous tools, using the BB3 results framework and indicator definitions in the PMP. This process ensured that the team included all relevant questions in order to assess project indicators against stated objectives.
- The surveys were of manageable length to avoid interviewer or respondent fatigue. Each survey took approximately 20 to 50 minutes to complete, depending on the respondent type.

To measure progress on key performance indicators from baseline to midterm, we used the same surveys at midterm, with additional questions to capture the effects of COVID-19. Exhibit 4 presents a list of surveys that we administered at midterm, which are similar to baseline, with the key topics that each covered as well as the respondents who answered them.

**Exhibit 4. Data Collection Quantitative Tools**

Survey	Topics	Respondents
Student	<ul style="list-style-type: none"><li>▪ Background information (age, grade repetition, preschool participation, etc.)</li><li>▪ Dietary practices at home and in school</li><li>▪ Nutrition knowledge (knowledge of iron and vitamin A)</li><li>▪ Health-related absences</li><li>▪ Hygiene knowledge and practices and COVID-19 effects on their practices</li></ul>	Grade 2–6 students
Teacher	<ul style="list-style-type: none"><li>▪ Background information (years of experience, level of education, etc.)</li><li>▪ Literacy-related activities, including teaching techniques, classroom practices, and use of school materials in class</li><li>▪ Student attentiveness</li><li>▪ Instruction on nutrition and hygiene practices</li><li>▪ Interaction with students' parents</li><li>▪ Updates to their approach because of COVID-19</li></ul>	Grade 2–6 teachers
School district administrator	<ul style="list-style-type: none"><li>▪ Background information (educational attainment, experience, etc.)</li><li>▪ School visits and classroom observations</li><li>▪ Interactions with teachers</li><li>▪ Nutrition and health training</li><li>▪ Updates to their approach because of COVID-19</li></ul>	District chiefs and principal advisors
Food handler	<ul style="list-style-type: none"><li>▪ Safe food preparation for the canteen</li><li>▪ Safe food storage for the canteen</li><li>▪ Dietary practices</li></ul>	Cooks and storekeepers

Survey	Topics	Respondents
	<ul style="list-style-type: none"> <li>Hygiene knowledge and practices</li> <li>Updates to their approach because of COVID-19</li> </ul>	
PTA member	<ul style="list-style-type: none"> <li>PTA activities</li> <li>Functioning of the school canteen</li> <li>Community support for the school canteen</li> <li>Updates to their approach because of COVID-19</li> </ul>	PTA heads or other leaders
Mother	<ul style="list-style-type: none"> <li>Demographic information (educational attainment, household size, and access to basic services such water and latrine at home)</li> <li>Antenatal care, delivery, and postnatal care</li> <li>Early and complementary feeding</li> <li>Household food security</li> <li>Hygiene knowledge and practices</li> </ul>	Pregnant women and women with children under the age of two

Source: IMPAQ

#### 2.4.1.2 Reading Assessment

At baseline, the IMPAQ team developed and fielded an adapted version of ASER for BB3 to measure second graders' reading levels at the end of Grade 2. To develop this revised version, the team used two sources: (1) *Lire au Burkina*, Grade 2 textbooks that BB3 distributes to Grade 2 teachers in all targeted schools and (2) five versions of ASER developed and calibrated to the Burkina Faso context through MENAPLN during BB2. In collaboration with CRS staff, IMPAQ conducted an adaptation workshop with MENAPLN in June 2019 to further calibrate ASER to the country context and ensure that the test is consistent with Burkina Faso's learning standards for each grade level in primary school.

After COVID-19 emergency school closures in March 2020, schools resumed their usual schedule for the following academic year (2020-2021) in October 2020 upon MENAPLN's order.<sup>16</sup> However, at reopening, MENAPLN promoted all students to the next grade, instructing teachers to cover the lagging curriculum from their previous grade and to bring students forward to the extent possible. Thus, to ensure that the ASER assessment is appropriate for the Grade 2 student level at midterm, we worked closely with CRS to update ASER content and adjust levels with the lagging curriculum before launching data collection.<sup>17</sup> The final version of the test included 11 levels (A–K), which roughly correspond to the reading standards for each grade level. Exhibit 4 presents the levels of the ASER reading test with the corresponding grades and reading skills.

**Exhibit 5. ASER Reading Test Levels**

Level	Corresponding Grade	Reading Skills
Level A	Grade 1 – Lower level	Identify letters
Level B	Grade 1 – Upper level	Read simple sounds
Level C	Grade 2 – Lower level	Read complex sounds
Level D	Grade 2 – Upper level	Decode simple words (1–2 syllables)
Level E	Grade 3 – Lower level	Decode complex words (2–3 syllables)
Level F	Grade 3 – Upper level	Read simple sentences
Level G	Grade 4 – Lower level	Read complex sentences
Level H	Grade 4 – Upper level	Read simple stories
Level I	Grade 5 – Lower level	Answer reading comprehension questions on simple stories
Level J	Grade 5 – Upper level	Read complex stories

<sup>16</sup> Schools were closed for the third trimester (April to June) in 2020 due to COVID-19 pandemic.

<sup>17</sup> More specifically, we replaced a few complex and simple sounds and words that teachers were not able to teach by the third semester given the school disruption and teaching with a lagging curriculum.

Level	Corresponding Grade	Reading Skills
Level K	Grade 6	Answer reading comprehension questions on complex stories

Source: IMPAQ

#### 2.4.1.3 Attendance

Following the same strategy as at baseline, we adopted two methods for collecting data on attendance. First, we collected attendance data for surveyed teachers with support from school district administrators for the months of December, January, and February (three months before data collection). Second, we collected student attendance rates by counting the students present in the target grade and dividing that number by the total students enrolled in that specific class.

#### 2.4.1.4 Observations

In addition to validating some of the self-reported data regarding canteen operations, we conducted spot checks at the canteens and warehouses of 105 school sites and then triangulated spot-check data with self-reported quantitative data on school canteen, health, nutrition, and WASH practices in the food handler survey. For example, the tool assessed whether the canteen has clean utensils, uses appropriate stoves, and has sealed storage containers.

#### 2.4.1.5 Key Informant Interviews and Focus Group Discussions

We built upon the FGD and KII protocols from baseline. We incorporated additional questions in order to understand various stakeholders' perceptions of the program's effect at midterm and to elicit potential recommendations on areas for improvement as the project moves into its final year. We also included additional questions to capture COVID-19 implications on implementation and outcomes. We designed KII and FGD protocols for 45- to 60-minute conversations.

We translated the qualitative protocols and adapted them to the Burkina Faso context. We finalized these instruments through field-testing and close collaboration with our local data collection partner and qualitative researchers. Across each protocol, we ensured cultural appropriateness and clear question wording so that all participants could easily understand and respond.

### 2.4.2 Human Subject Protection

According to the U.S. Department of Health and Human Services and Burkina Faso's research regulations, IMPAQ determined that the BB3 performance evaluation was exempt from institutional review board clearance because both of the following apply:<sup>18</sup>

- The research includes no biomedical testing.
- The IMPAQ team conducted this research in an established or commonly accepted educational setting,<sup>19</sup> "involving normal education practices."

Nevertheless, team members, including enumerators and consultants working on the project, adhered to the ethical guidelines outlined in the American Evaluation Association's *Guiding Principles for Evaluators*.

At the time of our fieldwork in March 2021, the government of Burkina Faso did not restrict movement within the country or across provinces because of COVID-19. However, to ensure the safety of our team, project stakeholders, and beneficiaries, we developed a comprehensive safety protocol in collaboration with CRS and our local partner. Before launching data collection, we submitted the safety protocol to the American Institutes for Research Institutional Review Board on February 15, 2021. We received their

<sup>18</sup> <https://www.hhs.gov/ohrp/sites/default/files/2020-international-compilation-of-human-research-standards.pdf>

<sup>19</sup> Exemption 45 CFR 46.101(b)(1).

approval on February 16, 2021, to conduct the in-person data collection at midline, following the COVID-19 safety measures throughout the evaluation.

The IMPAQ team also trained enumerators on procedures to interview respondents, protect respondents' privacy and confidentiality, follow COVID-19 safety protocols during the survey,<sup>20</sup> and secure the data. More specifically, the training emphasized protecting and safeguarding the privacy of children and respecting the children's integrity.

During data collection, the field team first obtained written consent from teachers and/or principals to survey students or conduct FGDs with them. The team then asked for students' verbal assent, assuring children that their participation was voluntary and that they could terminate the survey or FGD at any point. The team followed a similar procedure in seeking consent from adult participants when conducting FGDs and KIIs and administering other surveys with adults. The qualitative lead moderated the KIIs and FGDs, which were audio-recorded with respondents' consent for note taking and analysis purposes.

After data collection, the evaluation team protected the privacy and confidentiality of respondents by storing the data on secure servers and separating personally identifiable information from survey data.

#### 2.4.3 Data Collection Preparation

In collaboration with data collection partner *Action, Gouvernance, Intégration, Renforcement* (AGIR), IMPAQ recruited and trained 29 enumerators to collect survey data for the BB3 midterm evaluation in March and April 2021. To enhance the efficiency and quality of data collection, to the extent possible, AGIR rehired enumerators who had collected data during the BB2 evaluation and/or BB3 baseline study.

From March 11 to 15, IMPAQ trained the enumerators remotely.<sup>21</sup> IMPAQ led the in-person training of enumerators remotely in close collaboration with AGIR team leaders. The training consisted of four days of theory-based classroom training, one day of pilot testing in two nearby schools in Ouagadougou, and instrument refinement after pilot testing. During classroom training, enumerators learned: (1) the purpose of each survey question; (2) how to ask questions directed to vulnerable respondents (in this case, children under 18); (3) how to assess students' literacy; (4) how to use tablets to implement the in-person surveys offline without an internet connection; and (5) how to survey respondents following COVID-19 safety protocols. Pilot testing in the two nonprogram schools provided an opportunity for enumerators to practice with real respondents, including students, teachers, and PTA leaders. This pilot mimicked real data collection to give enumerators hands-on practice. Afterward, enumerators regrouped with the IMPAQ team remotely to debrief and discuss any issues they encountered.

In addition, prior to data collection, the IMPAQ qualitative lead held multiple remote training and discussion sessions with our three local qualitative researchers. Local consultants field-tested selected protocols such as KIIs with teachers and FGDs with female students, based on the availability of respondents in the two pilot schools, and regrouped remotely with the IMPAQ team to debrief afterward. The IMPAQ qualitative lead worked closely with the local consultants to ensure cultural appropriateness. After pilot testing, the team met to discuss challenges, such as questions that confused respondents or insufficient time to complete all questions. This meeting also allowed the team to adjust the instruments and strengthened team members' interviewing and summarizing skills.

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<sup>20</sup> IMPAQ shared a copy of the COVID-19 safety protocol with each of the enumerators and qualitative researchers. Also, all enumerators and qualitative researchers provided written agreement to follow the safety protocols and accept the risks of collecting data during a pandemic.

<sup>21</sup> Due to the COVID-19 outbreak and its consequent travel restrictions, IMPAQ could not undertake in-person training for the midterm evaluation.

#### 2.4.4 Data Collection

The field team collected data from March 17 to April 2, 2021. AGIR organized the enumerators into six teams of four and one team of five individuals, including two fieldwork managers who were rotating across the provinces to oversee the fieldwork. The fieldwork managers had been involved in the project's evaluation since its second phase, so they were well-acquainted with the project, the schools, and implementation of the ASER reading assessment. AGIR assigned the team of five individuals, all female, to collect data from pregnant women and mothers with children under the age of two because some of the survey health questions were sensitive and in rural areas the culture is more conservative. Among the enumerators, there were also a few former teachers who supported collecting data from other teachers. Using female enumerators enhanced the quality of collected data while making the survey environment comfortable for respondents.

Additionally, CRS field mobilizers liaised with the fieldwork managers to facilitate data collection and coordinated the school visits to make sure that all respondents were available for the field team to survey. They also gained the cooperation of community health workers who assisted the IMPAQ team with identification of mothers for the survey.

All enumerators regrouped with their supervisors in the village daily to debrief, submit data collection logs, submit electronic surveys, and plan for upcoming data collection. AGIR and IMPAQ fieldwork managers were responsible for regularly updating IMPAQ's project director on challenges faced and decisions made in the field. Simultaneously, the IMPAQ data specialist was downloading the data through a secure server on a regular basis, running quality assurance checks, and flagging findings back to the team in the field for decision-making and adjustments, as needed.

For qualitative data collection, with oversight from IMPAQ and logistical support from CRS, the two IMPAQ local qualitative researchers led the effort in six schools in Bam, Namentenga, and Sanmatenga in March and April 2021. IMPAQ coordinated with CRS to identify appropriate individuals for KIIs and worked closely with CRS to organize data collection. To avoid bias, we selected students from a roster in the selected grades and requested assistance from CRS to recruit their parents for FGDs. The qualitative researchers documented their progress daily—for example, the number of FGDs conducted and with whom—and noted any challenges encountered.

The field researchers recorded FGDs and KIIs, took detailed notes, and transcribed the recordings shortly afterward. The IMPAQ team communicated with the qualitative researchers often to check on progress, determine whether any modifications to the schedule were required, and discuss whether certain topics should be probed further. After receiving FGD and KII transcriptions, the qualitative team met to discuss insights and questions.

Throughout the project, the team adhered to the following data collection protocol:

- Interviews incorporated a degree of flexibility, allowing additional questions in order to capture any information relevant to the research questions and domains.
- The evaluation team followed a consistent data collection approach with each respondent and at each school, while allowing for limited variation according to the cultural practices in each locality.

In addition, during fieldwork, we observed all COVID-19 protocols to ensure the safety of our team, project stakeholders, and beneficiaries. The field team wore masks and maintained social distancing when administering the evaluation instruments. They conducted the surveys outside wherever possible. They also carried a supply of hand sanitizer and extra disposable masks for respondents to wear, if comfortable, when collecting data.

## 2.5 Data Analysis Methods

We started our data analysis with an exhaustive assessment of quantitative and qualitative data quality before proceeding with data cleaning and analysis.

### 2.5.1 Quantitative Analysis

During and after data collection, we thoroughly reviewed the data to check for completeness, duplicate entries, and skip-pattern logic.<sup>22</sup> We assessed survey data quality by running frequency tabulations and counting missing responses. We then performed initial descriptive analysis to explore the data. The team's analysis of the quantitative data included the following three components:

- 1) **Descriptive analysis.** We conducted descriptive analysis (means and percentages) of the quantitative survey data from students, teachers, food handlers, school district administrators, PTA members, and mothers to develop an initial snapshot of findings at baseline, midterm, and final evaluation.
- 2) **Changes in levels and trends.** We also examined changes over time for each key outcome indicator, which we defined and constructed using the PMP. For instance, the team analyzed levels of and changes in relevant performance indicators over time for the ASER assessment data, student, teacher, food preparer, school district administrator, and PTA member surveys. We also analyzed the survey data in each period and changes over time by characteristics, such as student gender and province, whenever applicable. We used *t*-tests that accounted for clustering to look for any systematic differences between subgroups.<sup>23</sup> Since programming for mothers has not yet been implemented, we do not report differences between baseline and midterm for this subgroup.
- 3) **Correlation analysis.** To understand the extent to which access to a mentoring program and an early childhood development program or *bissongo* (preschool) correlate with key performance indicators, we performed a correlation analysis. Using the correlation analysis, we examined the magnitude of the changes and whether negative, positive, or no correlation existed between key program indicators and those interventions. The results from the correlation analysis enable us to determine where such educational interventions improve key literacy outcomes, barring any confounding factors. Specifically, we examined the following questions:
  - What is the correlation between a student's participation in a mentoring program and whether he or she attends and remains enrolled in primary school? Does this vary between boys and girls?
  - What is the correlation between attending an early childhood development program or *bissongo* on literacy scores in primary school? Does this vary between boys and girls?

### 2.5.2 Qualitative Analysis

At the end of each data collection day, qualitative researchers documented the main points, identified themes from each interview discussion, and shared these insights with other IMPAQ staff. These debriefs were instrumental in performing the following activities:

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<sup>22</sup> However, we found a glitch in the programming that led to an omission of the questions on mentoring from approximately half the surveys. While we tried to rectify this mistake as quickly as possible; it led to a smaller than expected sample size of 257 at midterm.

<sup>23</sup> More specifically, we estimated Ordinary Least Square Regressions (OLS) without controls and clustered standard errors for this purpose using Stata 16. Confidence intervals (Cis) are calculated at the 95 percent level using Clopper-Pearson Exact Binomial CIs, the default CIS Stata 16 uses to estimate confidence intervals with data on proportions. Further rationale for use of Clopper-Pearson Exact Binomial CIs can be found in Stata's user help guide on confidence intervals: <https://www.stata.com/manuals/rci.pdf>.



- Identifying what topics/issues need further probing;
- Determining how to adapt the guides in real time, if needed, to obtain more meaningful data;
- Ensuring that the research team understands and interprets the main points and themes similarly;
- Establishing quick turnaround findings, as warranted; and
- Building a strong framework for additional analyses that will occur during a post-site visit.

For ease of analysis and uniformity of formatting across the case studies, IMPAQ ensured that our local consultants translated and transcribed their detailed notes into an easy-to-read template for each question asked in either FGDs or KIIs. IMPAQ worked closely with our consultants to verify the cleanliness and thoroughness of these notes. Any identifying information, such as individual names, was removed before inputting note into the templates.

After finalizing the FGDs and KIIs, the team analyzed the detailed notes using NVivo. We created a coding structure based on the evaluation questions within the OECD criteria (relevance, effectiveness, efficiency, perceived impact, and sustainability) and interview and focus group guides. This structure was used to code detailed notes and enable us to identify recurring patterns and pull out relevant cross-cutting themes and any interesting divergences. We reviewed key similarities and differences across stakeholders that might have been useful in complementing the quantitative results.

## 2.6 Evaluation Limitations

This study faced a few limitations in its evaluation design and analysis.

**Reliance on self-reported data.** An important limitation of the performance evaluation is its reliance on self-reported data for socially and culturally sensitive subjects that are particularly susceptible to social desirability bias, such as food consumption, hygiene practices, and attendance. These self-reported data should be interpreted with caution. To help counter the bias, the evaluation team asked similar questions of different types of respondents so the team could triangulate the findings. For example, in addition to asking teachers if they teach hygiene, the team also asked students and school district administrators about any hygiene instruction received or observed.

**Limited analysis for pregnant women and mothers with children under two at midterm.** CRS did not conduct a training with pregnant women and mothers with children under the age of two between baseline and midterm. As a result, our evaluation for this sub-group is limited to descriptive analysis, which presents the midterm data as baseline values for outcomes related to this group of respondents. At endline, we will compare outcomes with these new baseline outcomes. If COVID-19 continues to affect our study site between midterm and endline, we can conduct an interrupted time series analysis, using data from baseline, midterm and endline to see how trends in mothers' outcomes change before versus after CRS programming. We also conducted FGDs with this population to better understand their current knowledge, attitudes, and practices regarding nutrition and WASH.

**Reliability of benchmark values for some indicators.** For multiple reasons, including delays in project evaluation kickoff between IMPAQ and CRS, security issues, and the timing of Ramadan, the IMPAQ team started baseline data collection in June. At that point, national exams had started, and the regular school year had ended. The comparison between baseline and midterm values is challenging because midterm data collection was performed during the school year in March before the start of Ramadan. Thus, the midterm evaluation analysis should be interpreted with caution. To mitigate this limitation, we updated the midterm surveys with questions that could capture the different survey times, to the extent possible. Additionally, we triangulated our quantitative data with qualitative findings and validated them with CRS existing data, to the extent possible.

**Change in enumerator training plans.** For the baseline evaluations, the IMPAQ project director traveled to Burkina Faso to train enumerators. However, due to the COVID-19 outbreak and consequent travel restrictions, IMPAQ could not undertake in-person training for the midterm evaluation. Instead, in close collaboration with our data collection partner and local consultants, IMPAQ conducted training remotely using an online platform, complemented by in-person participation of the enumerators. Although the trainer was the same, leading training remotely had some challenges, such as connectivity issues. To mitigate these challenges and maintain the quality of training, IMPAQ took additional quality assurance measures:

- IMPAQ hired the same data collection partner, AGIR, who has been supporting IMPAQ since BB2 (2015), to ensure on-the-ground knowledge about the project's evaluation, schools, targeted districts, and ASER implementation.
- To enhance the efficiency and quality of data collection, AGIR rehired 20 enumerators who were involved in the BB2 and/or BB3 baseline study.
- The IMPAQ project director worked closely with the director of AGIR, its fieldwork managers, and IMPAQ local consultants to prepare for remote training. Prior to the training, IMPAQ reviewed all training tasks with these local resources to ensure that in case of connectivity issues, they would be able to continue leading the training.
- AGIR's fieldwork managers closely oversaw enumerators during pilot testing and reported on ongoing progress to the IMPAQ project director, as during fieldwork. The IMPAQ and AGIR team held a remote debrief session to discuss and address issues encountered during the pilot.

**Potential COVID-19 implications.** Although there were no COVID-19 restrictions in place in Burkina Faso when we collected data, respondents might have felt uncomfortable participating in the interviews or surveys due to the risk of the disease. To address this challenge, we took measures to reduce the possibility of viral spread, including practicing physical distancing and recommended hygiene practices during in-person interactions. Participants also used personal protective equipment (such as masks and hand sanitizers) to ensure their health and comfort. For FGDs, we collected data from smaller groups (up to six people) outdoors, when possible. IMPAQ monitored the development and spread of COVID-19 in Burkina Faso and adhered to all restrictions or guidelines before, during, and after data collection. As a result, any kind of interaction between respondents and our local evaluation team complied with rigorous health and safety standards.

Moreover, COVID-19 as an external shock created challenges for the implementation and effectiveness of the interventions. Interventions targeted towards mothers with young children could not be implemented due to COVID-19 related delays. As a result, we are treating the midterm data for this specific component as baseline values to compare them with their corresponding outcomes for endline analysis. Moreover, due to COVID-19, schools were closed for several months, which disrupted the entire teaching system. Teachers in Grade 2 spent the first 3-4 months just catching up with Grade 1 curriculum, for instance. Due to COVID-19 related disruptions, comparison between baseline and midterm acts as an additional confounding factor, making it particularly challenging to attribute baseline versus midterm differences to BB3 programming.

**Causal inference.** Per the agreed Scope of Work with CRS, this evaluation measured the progress of project outcomes through a performance evaluation. Since the evaluation approach did not include any experimental or quasi-experimental designs, our analyses are not able to establish causal effects. In other words, the results only provide suggested correlations between the observed changes in outcomes and BB3 but not causation. Furthermore, the analysis cannot account for confounding factors outside of BB3. For example, improvements in health and hygiene knowledge between baseline and midterm could be



due to increased awareness of handwashing practices across all districts because of COVID-19. To mitigate these challenges, we collected midterm data from the same schools as baseline when possible. In addition, we triangulated the results with contextual information from background documents, as well as qualitative KIIs and FGDs.

### 3. Quantitative Findings

In this section, we provide summary statistics about students, parents, households, teachers, food handlers, PTA members, and school district administrators. We performed balance checks at midterm for key demographic characteristics to ensure the midterm sample is observationally similar to the baseline sample.

We first discuss the evaluation sample and key performance indicators. We then analyze survey data from the students, teachers, school district administrators, food handlers, PTA members, and mothers (with children under the age of two) to measure the midterm values for the key performance indicators and other outcomes. [Annex E](#) provides additional detail on the quantitative outcomes.

In analyzing quantitative performance data, we compared percentage point (pp) changes in mean outcomes at baseline and midterm by using t-tests and p-values to highlight statistically significant differences. Such analysis can only suggest a correlation—not causal relationships—between the observed changes in outcomes and BB3 interventions, such as school feeding or teacher training. For example, reductions in socioeconomic levels from COVID-19 could lead to lower nutritional knowledge among sampled students at midterm relative to baseline. Similarly, improvements in knowledge regarding hygiene between baseline and midterm could be due to other government programs that provide hygiene-related health education. In addition, self-reported data, especially on culturally and socially sensitive topics such as food security, should be interpreted with caution due to social desirability bias.

In reviewing the results below, regional differences in implementation of previous project activities should be noted. Nametenga was not included in the previous iterations of the project (BB1, and BB2). As noted in [Section 1.1](#) as well, the primary education system in Namentenga operates at lower efficiency than the other two provinces of project implementation. Notably, Bam out-performs the vast majority of provinces, operating at 84% efficiency in primary education.

#### 3.1 Evaluation Sample and Indicators

Exhibit 6 summarizes the distribution of surveyed respondents in the performance evaluation sample by province. Overall, we ended up with a random sample of 1,111 students, Grades 2 to 6, and 208 teachers. We also surveyed: (1) 42 school district administrators; (2) 98 food handlers; (3) 100 PTA members; and (4) 178 mothers. All respondents—students, teachers, school district administrators, food handlers, PTA members, and mothers—gave us their consent to proceed.<sup>24</sup>

**Exhibit 6. Performance Sample Distribution by Province and Type of Respondent**

Province	Type of Respondents					
	Students	Teachers	School District Administrators	Food Handlers	PTA Members	Mothers
Bam	227	36	9	16	17	N/A
Namentenga	587	58	12	31	28	N/A
Sanmatenga	297	114	21	51	55	178
<b>Total</b>	<b>1,111</b>	<b>208</b>	<b>42</b>	<b>98</b>	<b>100</b>	<b>178</b>
Target	1,060	212	48	100	106	170

Source: Midterm surveys of students, mothers, food handlers, school district administrators, teachers, and PTA members.

<sup>24</sup> In accordance with the U.S. Department of Health and Human Services guidelines on Human Subjects Research (45 C.F.R. § 46), we asked all respondents for their consent prior to proceeding with the survey. For students, we asked the school principal for consent in addition to asking for assent from the students.

Exhibit 7 provides an overview of the baseline and midterm levels of the key McGovern-Dole evaluation performance indicators described in detail in [Section 2.1](#), as required by the ToR. The Data Source column shows which survey data we used to measure each indicator. We disaggregated baseline results by sex, where appropriate, and used a 95 percent confidence interval around percentages.

In the full performance indicator table in [Annex D](#), we report on the total numbers for select indicators, which we calculated by applying the relevant proportion to the total population of beneficiaries<sup>25</sup> in the Bam, Sanmatenga, and Namentenga provinces. This calculation included 191,466 students (96,210 boys and 95,256 girls); 1,978 teachers (1,047 men and 931 women); and 64 school district administrators.<sup>26</sup> We discuss each of these indicators and other findings in detail later in this section.

**Exhibit 7. Key BB3 Performance Indicators**

Key Indicator	Indicator Number	Data Source	Baseline (CI)	Midterm (CI)
<b>Strategic Objective #1 – Improve Students’ Literacy Outcomes</b>				
Percentage of students in target schools who indicate they are hungry or very hungry during the school day <sup>a</sup>	CRS custom indicator #5	Student Survey	Overall: 4% (3%-6%)	Overall: 3% (2%-4%)
			Boys: 5% (3%-7%)	Boys: 3% (2%-5%)
			Girls: 4% (2%-6%)	Girls: 3% (2%-5%)
Proportion of students that miss school due to illness in the past two weeks <sup>b</sup>	CRS custom indicator #6	Student Survey	Overall: 14% (12%-16%)	Overall: 23%*** (20%-25%)
			Boys: 14% (12%-18%)	Boys: 22%*** (19%-26%)
			Girls: 14% (11%-17%)	Girls: 24%*** (20%-27%)
Percentage of students in target schools who are identified as attentive during class/instruction	CRS Custom indicator #2	Teacher Survey	Overall: 51% (43%-58%)	Overall: 52% (45%-59%)
			Boys: 44% (37%-52%)	Boys: 48% (41%-55%)
			Girls: 77% (70%-83%)	Girls: 75% (69%-81%)
Percentage of students (boys and girls) who, by the end of two grades of primary schooling, demonstrate they can read and understand the meaning of grade-level text	McGovern-Dole standard indicator #1	ASER reading test	Overall: 31% (28%-34%)	Overall: 19%*** (17-22%)
			Boys: 27% (24%-32%)	Boys: 17%*** (14%-21%)
			Girls: 35% (31%-39%)	Girls: 21%*** (18%-25%)
Percentage of teachers who attend and teach school at least 90% of scheduled school days per year	CRS custom indicator #3	School District Administrator Survey	Overall: 82% (75%-88%)	Overall: 96%*** (92%-98%)
Percentage of teachers who devote at least an average of 45 minutes a day to literacy instruction <sup>c</sup>	CRS custom indicator #1	Teacher Survey	Overall: 65% (57%-72%)	Overall: 86%*** (81%-91%)

<sup>25</sup> We used the percentages as a basis for extrapolation to estimate the number of beneficiaries in each indicator.

<sup>26</sup> This method is described in the CRS PMP and was approved by USDA.

Key Indicator	Indicator Number	Data Source	Baseline (CI)	Midterm (CI)
Percentage 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	McGovern-Dole standard indicator #4	Teacher Survey	Overall: 57% (50%-65%)	Overall: 70%** (63%-76%)
Percentage of school administrators and officials who demonstrate use of new techniques or tools as a result of USDA assistance	McGovern-Dole standard indicator #6	School District Administrator or Survey	Overall: 8% (2%-20%)	Overall: 57%*** (41%-72%)
<b>Strategic Objective #2 – Increased Use of Health and Dietary Practices</b>				
Percentage of students in target schools who achieve a passing score on a test of food nutrition and dietary practice	CRS custom indicator #10	Student Survey	Overall: <1% (0%-0%)	Overall: 1% (0%-1%)
			Boys: <1% (0%-1%)	Boys: <1% (0%-1%)
			Girls: 0% (0%-1%)	Girls: 1%* (0%-2%)
Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices	CRS custom indicator #11	Student Survey	Overall: 5% (4%-7%)	Overall: 15%*** (13%-17%)
			Boys: 5% (3%-7%)	Boys: 12%*** (10%-15%)
			Girls: 6% (4%-8%)	Girls: 17%*** (14%-20%)
Percentage of individuals (cooks) who demonstrate use of new safe food preparation as a result of USDA assistance <sup>e</sup>	McGovern-Dole standard indicator #19	Food Handlers Survey	NA	Overall: 100% (93%-100%)
Percentage of individuals (storekeepers) who demonstrate use of new safe food storage practices as a result of USDA assistance	McGovern-Dole standard indicator #19	Food Handlers Survey	NA	Overall: 92% (81%-98%)
				Male: 95% (76%-100%)
				Female: 90% (73%-98%)
Percentage of school cooks at target schools who achieve a passing score on a test of safe food preparation	McGovern-Dole standard indicator #20	Food Handlers Survey	Overall: 0% (0%)	Overall: 2% (0%-11%)
Percentage of school storekeepers at target schools who achieve a passing score on a test of safe food storage	McGovern-Dole standard indicator #20	Food Handlers Survey	Overall: 14% (5%-28%)	Overall: 14% (6%-27%)
			Male: 19% (6%-38%)	Male: 14% (3%-36%)
			Female: 6% (0%-30%)	Female: 14% (4%-32%)
Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors	McGovern-Dole standard indicator #21	Mothers Survey	NA	Overall: 33% (25%-41%)
			NA	0-6 months: 78% (65%-88%)
			NA	7-8 months: 0% (0%-23%)
			NA	9-24 months: 8% (3%-17%)

Source: Surveys of students, teachers, PTA members, food handlers, mothers; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . CIs are calculated at the 95 percent level using Clopper-Pearson Exact Binomial CIs.

Notes on reported data:

- a) Because of the timing of data collection, just four percent of students ate lunch at the canteen at baseline and 35 percent at midterm; therefore, all students who ate lunch (regardless of where) are reported here.
- b) This indicator is one of CRS' performance monitoring indicators, which was originally defined as "numbers of days in a month, on average, that a student misses school due to illness." In the agreed SOW between CRS and IMPAQ, we modified the language to "proportion of students that miss school due to illness in the past week" to be able to collect data from sampled young children using a short recall period.
- c) Following PMP guidance, IMPAQ estimated the percentage of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per year through a representative sample of teachers during the months of February, March, and April.
- d) Since just seven percent of the baseline and 24 percent at midterm sample has been trained by the BB program, this indicator is reported out of the entire sample
- e) There was only one male cook in the sample, thus, the result is not disaggregated by sex
- f) Among mothers with children 0-6 months old, there was no variation in the McGovern-Dole standard indicator #21; the standard deviation was zero.

### 3.1.1 Students

The survey design ensured that the ratio of boys to girls is balanced equally and reflects the population of beneficiary students in each school. We planned to randomly select five boys and five girls in Grade 2, plus two boys and two girls from Grades 3-6 (to be consistent with the baseline sample), with at least one of the four students from each of Grades 3-6. In practice, as Exhibit 8 shows and as discussed in [Section 2.3.1](#), we surveyed 1,111 students in total, with 1,022 students from Grade 2 and 89 students from Grades 3-6. Similar to baseline, we were able to maintain an overall 50:50 gender balance for students. Some of the BB3 schools rotate which grades are offered each year. At midterm, four of our sample schools did not have any Grade 2 students.<sup>27</sup> To mitigate this challenge, we oversampled students in larger schools within the same province and were able to meet our target by almost 96 percent for Grade 2.

**Exhibit 8. Sampled Student Gender Distribution by Grade**

Grade	Percent Female		Total Number	
	Baseline	Midterm	Baseline	Midterm
Grade 2	51%	51%	1,042	1,022
Grade 3	44%	46%	18	22
Grade 4	47%	38%	19	24
Grade 5	63%	43%	19	21
Grade 6	53%	59%	17	22
<b>Total</b>	<b>51%</b>	<b>50%</b>	<b>1,115</b>	<b>1,111</b>

Source: Student Survey; IMPAQ calculations.

Exhibit 9 provides summary statistics on the age of students surveyed in each grade. While the mean age of a Grade 2 student is nine years old, the median age is eight. Ages range widely, with the youngest student in Grade 2 being five years old and the oldest 15 years old. Several factors likely influence these large spans. For one, 30 percent of the sampled students reported not knowing their age. Another possible explanation is a high incidence of grade repetition—21 percent of the sample had repeated a grade at least once.

**Exhibit 9. Student Age Distribution by Grade**

Grade	Mean	Median	Range
Grade 2	9	8	5-15
Grade 3	10	10	8-14
Grade 4	11	11	8-14
Grade 5	12	12	10-15

<sup>27</sup> The four schools without Grade 2 students are Nantenga in Namentenga and Lougouma, Tanyoko, Peulh, and Tansèga in Sanmatenga.

Grade	Mean	Median	Range
Grade 6	13	13	10-16

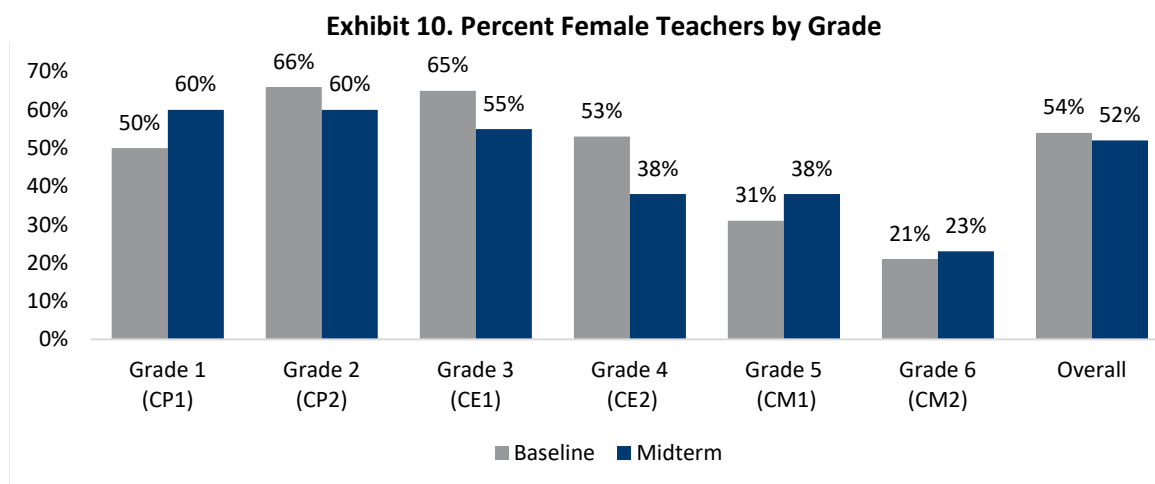
Source: Student Survey; IMPAQ calculations.

Exhibit 76 in [Annex E](#) compares age distribution from baseline to midterm. The median age at midterm is lower in Grades 2, 4, and 5 and is the same in Grades 3 and 6. However, considering the large overall range at baseline and midterm, age distribution patterns look similar.

Twelve percent of students reported having attended a *bissongo*. In Sanmatenga, 15 percent reported doing so, compared to nine percent in Namentenga and seven percent in Bam. We found no differences by sex.

### 3.1.2 Teachers

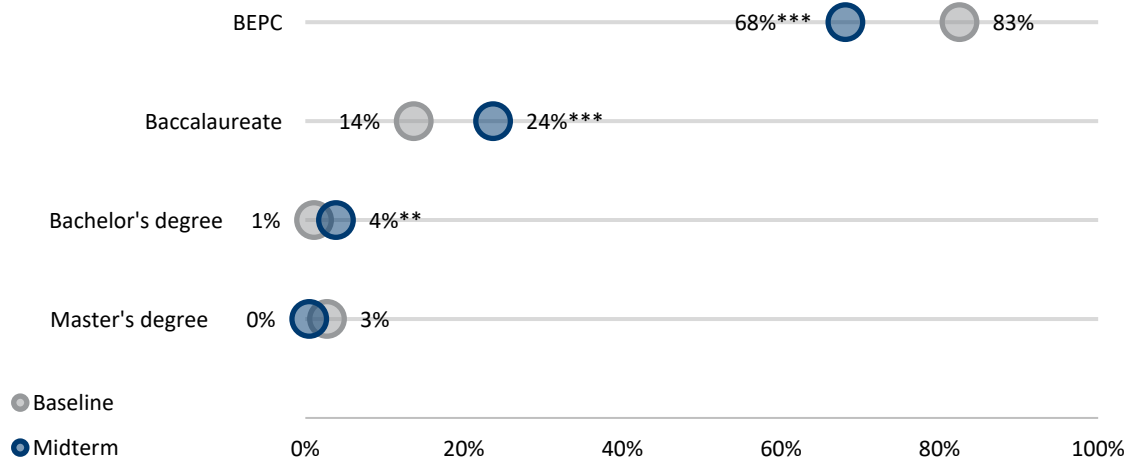
We were able to collect data on 98 percent of the intended teacher sample, constituting 208 teachers. Exhibit 10 shows the breakdown of female teachers by grade at baseline and midterm. At midterm, teachers were more likely to be female in the lower grades (Grades 1-3), whereas teachers were more likely to be male in the upper grades (Grades 4-6). In Grade 4, there was a shift from majority female to majority male teachers between baseline and midterm. However, there were more female teachers in Grades 5-6 at midterm relative to baseline. Overall, teachers were more likely to be female at midterm and baseline, though there was a slight decrease in female teachers at midterm relative to baseline, but this difference is not statistically significant.



Source: Student Survey; IMPAQ calculations. N = 183 at baseline and 207 at midterm.

The mean age of teachers in the sample was 34 years old, with the youngest teacher being 23 and the oldest 48. We also asked teachers about their education. As shown in Exhibit 11, between baseline and midterm, there was a shift toward more educated teachers. The proportion of teachers with just a BEPC (or first secondary school diploma) decreased from 83 percent at baseline to 68 percent at midterm, while teachers with a baccalaureate and bachelor's degree increased by ten and three percentage points. All of these are statistically significant changes at least at the 5 percent level.

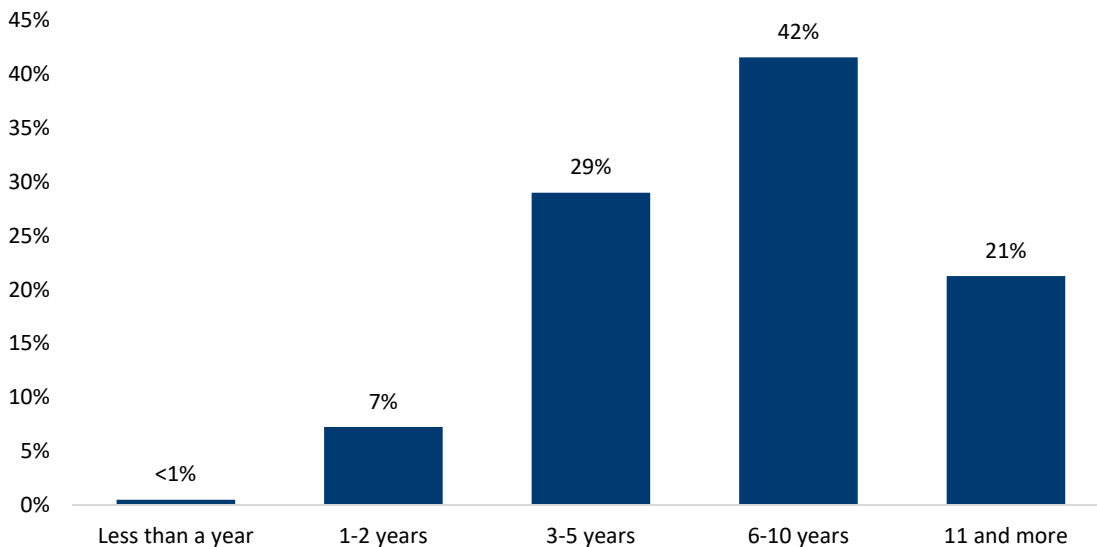
### Exhibit 11. Teacher Education



Source: Student Survey; IMPAQ calculations. N = 183 at baseline and 207 at midterm.

Teacher experience was widely distributed, as shown in Exhibit 12, with the mode ranging from six and ten years. Compared to baseline, where the mode of teacher experience was between three and five years, the midterm sample shows a significant change.

### Exhibit 12. Teacher Experience at Midterm



Source: Student Survey; IMPAQ calculations. N = 207.

Exhibit 77 in [Annex E](#) shows the distribution of class sizes. The mode is 45-49 students. Most classes have between 30 and 70 students, but the total range is very wide, between eight and 112 students.

### 3.1.3 School District Administrators

IMPAQ surveyed school district administrators, including CEB chiefs, who are the heads of school district offices, and pedagogical advisors, who are responsible for training teachers on pedagogical practices.

As mentioned in [Section 2.2](#), the IMPAQ team planned to visit 24 CEBs, who are responsible for overseeing the 106 sampled schools, and to survey 48 school district administrators: one CEB chief and one principal advisor in each CEB office. In total, IMPAQ was able to survey 42 administrators, including 20 chiefs and 22 principal advisors in 21 CEBs.<sup>28</sup> As shown in Exhibit 13, all the CEB chiefs were male and only two (five percent) of the pedagogical advisors were female.

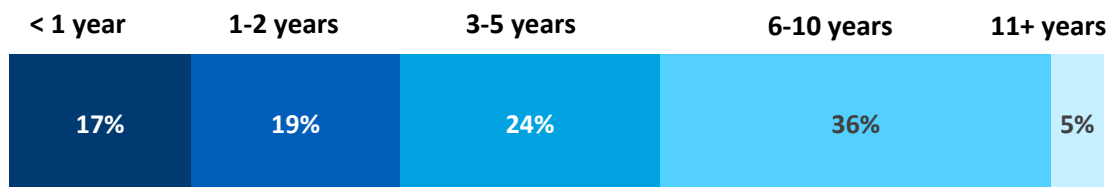
**Exhibit 13. Distribution of School District Administrators by Role and Sex**

Role	Female (%)		Total	
	Baseline	Midterm	Baseline	Midterm
School Admin/Chief of Office	1 (5%)	0 (0%)	20	20
Pedagogical Advisors	0 (0%)	2 (9%)	20	22
Total	1 (2.5%)	2 (5%)	40	42

Source: School District Administrator survey; IMPAQ calculations.

As shown in Exhibit 14, school district administrators skew toward having extensive experience in the CEBs: the mode experience is 6-10 years, representing 36 percent of the sample. The mean age of a school district administrator was 47 years (same as baseline). Ages range from 36 to 59 years, indicating that respondents were older than at baseline, on average.

**Exhibit 14. School District Administrator Experience at Midterm**



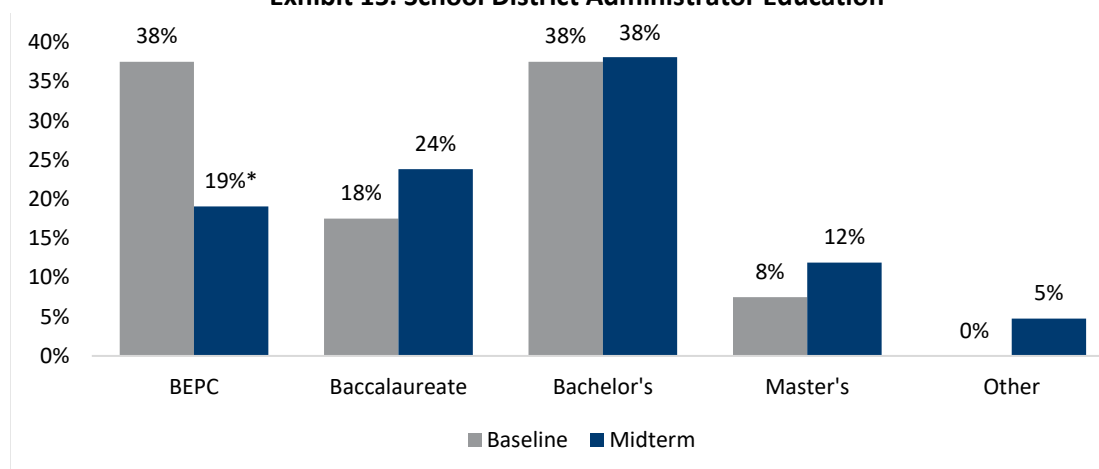
Source: School District Administrator survey; IMPAQ calculations. N = 42.

As shown in Exhibit 15, at midterm 51 percent of school district administrators had a college degree, including 12 percent who had a postgraduate master's degree. Relative to baseline, there were also fewer BEPC graduates and more achieving baccalaureate (completion of secondary school) and postgraduate master's degrees at midterm.

<sup>28</sup> The other four school district administrators were not available for the survey.



**Exhibit 15. School District Administrator Education**



Source: School District Administrator survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 40$  at baseline and 42 at midterm.

### 3.1.4 Food Handlers

We were able to collect data on 98 percent of the intended sample of food handlers, comprising 48 cooks and 50 storekeepers. The food handlers in the sample were predominantly female, representing 98 percent of sampled cooks and 58 percent of sampled storekeepers. Exhibit 16 shows the breakdown of food handlers by province at midterm and baseline. As illustrated in the exhibit, the composition of the midterm sample for cooks mirrors baseline in terms of sex and province. For storekeepers, however, the midterm sample is larger than at baseline, with a slightly higher share of storekeepers based in Namentenga and Sanmatenga.

**Exhibit 16. Food Handler Sample Composition Baseline and Midterm by Province**

Respondent	Bam		Namentenga		Sanmatenga	
	Baseline	Midterm	Baseline	Midterm	Baseline	Midterm
Cooks	8	8	15	15	25	25
Storekeepers	8	8	15	16	20	26
Total	16	16	30	31	45	51

Source: Cook and Storekeeper survey; IMPAQ calculations

### 3.1.5 Parent Teacher Association Members

To measure the level of community involvement with children's schooling, IMPAQ attempted to survey PTA members in each school, successfully interviewing 94 percent of the intended sample. Of the 100 surveyed PTA members, 96 percent were male; their mean age was 51 years old, with the range spanning from 30 to 71 years. Exhibit 17 shows PTA member sample composition by district and sex at baseline and midterm. Relative to baseline, the number of surveyed female PTA members increased slightly and representation in Bam and Sanmatenga decreased by a small margin.

**Exhibit 17. PTA Sample Composition Baseline and Midterm by Province and Sex**

Gender	Bam		Namentenga		Sanmatenga	
	Baseline	Midterm	Baseline	Midterm	Baseline	Midterm
Male	20	17	27	27	56	52
Female	0	0	0	1	0	3
Total	20	17	27	28	56	55

Source: PTA survey; IMPAQ calculations

Similar to baseline (65 percent), most of the surveyed PTA members had no formal education (70 percent). Just three percent of respondents reportedly completed schooling: 2 percent completed primary school and 1 percent completed secondary school. The level of completed secondary education (1 percent) at midterm compares particularly low to baseline (12 percent). Further investigation would be needed to better understand these differences.

Among the 100 surveyed PTA members, most of them were presidents (70 percent); the rest were treasurers (10 percent), secretaries (10 percent), and general members (5 percent), or held other positions (5 percent). Most surveyed PTA members (40 percent) had 6-10 years of experience, 39 percent had 3-5 years of experience, 6 percent had 11+ years of experience, and 15 percent had less than three years of experience. On average, years of experience is lower at midterm (6 years) relative to baseline (7 years).

### 3.1.6 Mothers with Children under the Age of Two

The field team collected data from pregnant women and mothers with children under the age of two. IMPAQ was able to reach 178 mothers in Boussouma commune in Sanmatenga, the target area for community-level nutrition and health outreach activities. However, the original distribution of pre-selected mothers in each group listed in [Section 2.3.1](#) changed slightly due to availability of mothers. In addition, since BB3 programming for mothers has not yet been implemented, we do not report differences between baseline and midterm for this subgroup.

The mean age of the surveyed mothers was 27 years old, with ages ranging between 15 and 45 years. None of the mothers in the midterm sample completed secondary school; most had incomplete primary education (75 percent) and were unable to read or write in any language (77 percent for each).

The mothers reported an average of 11 people living in their households, which coheres with household averages in this context. Families in rural areas in Burkina Faso often live in close proximity and share meals daily, despite not living in the same dwelling. The households had an average of one child under two years old and 0.3 children between 0 and 6 months.

To get an overview of mothers' living situations, the survey inquired whether their households had access to latrines, water, electricity, and tools to prevent malaria. Exhibit 18 details the mothers' responses to these questions. On average, 32 percent of surveyed mothers had access to a latrine in their household. Just over a third of these latrines were pit latrines with a slab (39 percent) or bucket latrines (38 percent). Almost all mothers had access to water for drinking and cooking at home (99 percent), but only 74 percent had water at home for handwashing. Of the mothers who had access to water for drinking and cooking, 90 percent used a water fountain in the community. Only seven percent of mothers reported access to a public well and just over one percent had a private well. Roughly one-quarter of the sample had access to electricity. Of those who did, over half (53 percent) had access for more than five hours each day. A large majority (94 percent) of the mothers reported using treated bed nets to prevent malaria.

**Exhibit 18. Household Conditions**

Indicators	Mean	N
<b>Access to latrines in household</b>	<b>32%</b>	<b>178</b>
Ventilated pit latrine	7%	
Pit latrine with slab	39%	
Pit latrine without slab	16%	
Bucket latrine	38%	
<b>Water at home for handwashing</b>	<b>74%</b>	<b>178</b>
<b>Water at home for drinking and cooking</b>	<b>99%</b>	<b>178</b>
Running water in the community	90%	

Indicators	Mean	N
(fountain)		
Public well	7%	
Private well	1%	
<b>Access to electricity</b>	<b>24%</b>	<b>178</b>
0-1 hour	2%	
1-2 hours	12%	
3-5 hours	33%	
More than 5 hours	53%	
<b>Insecticide treated mosquito net at home</b>	<b>94%</b>	<b>178</b>

Source: Mother survey; IMPAQ calculations

## 3.2 Key Performance Evaluation Outcomes by Respondents

In this section we present results on key outcomes by type of respondents. We analyzed data from the students ([Section 3.2.1](#)), teachers ([Section 3.2.2](#)), school district administrators and pedagogical advisors ([Section 3.2.3](#)), food handlers ([Section 3.2.4](#)), PTA members ([Section 3.2.5](#)) and mothers with children under the age of two ([Section 3.2.6](#)), using surveys to measure the midterm values for performance indicators.

### 3.2.1 Students

IMPAQ examined student data to measure progress on the desired student outcomes at midterm in comparison with baseline in six areas, as discussed in the subsections below.

- Nutrition Knowledge
- Food Security
- Hygiene Knowledge and Practices
- Health
- Attendance
- Attentiveness
- Reading Proficiency

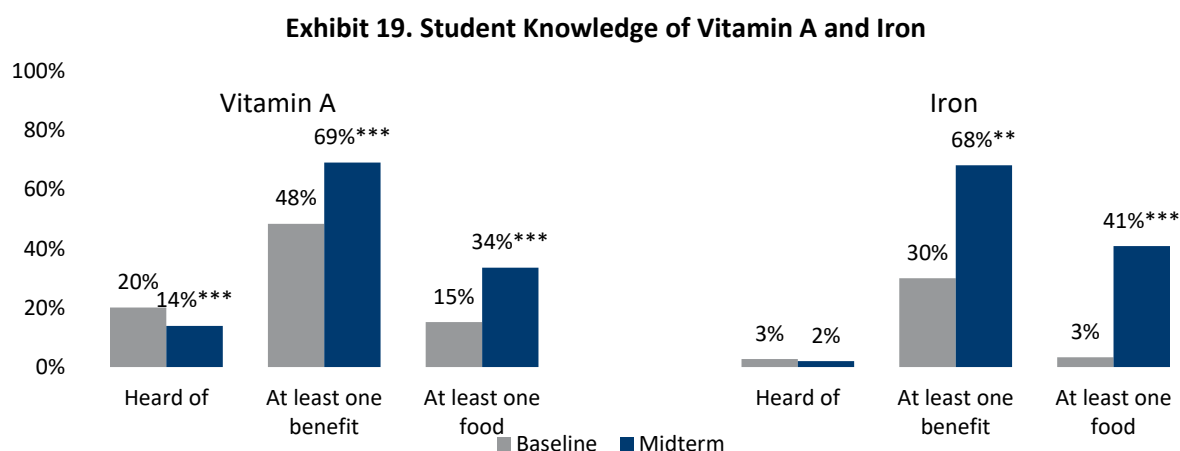
#### 3.2.1.1 Nutrition Knowledge

To capture students' nutritional knowledge, the survey asked students whether they had heard of vitamin A and iron. If they had heard of those nutrients, we then asked them to name the benefits of vitamin A and iron, as well as foods that contain these nutrients.

Overall, nutritional knowledge, which the PMP defines as a student being able to cite a benefit of and food containing iron and vitamin A, did not change significantly from baseline (0 percent) to midterm (1 percent). The increase in girls' nutritional knowledge from 0 percent at baseline to 1 percent at midterm was statistically significant at the 10 percent level.

Exhibit 19 examines students' nutritional knowledge in more detail in order to understand whether the low level of nutritional knowledge is due to students not hearing about a given nutrient or their inability to cite benefits or foods that contain those nutrients. Only two percent of students had heard about iron; only 14 percent had heard about vitamin A—a statistically significant decrease of 6 percentage points from baseline ( $p < 0.01$ ). Among those who had heard about each nutrient, 69 percent and 68 percent could cite at least one benefit for vitamin A and iron, respectively. Although fewer students had heard of those nutrients at midterm, those who had were more likely to be able to cite their benefits compared to

baseline, when just 15 percent (vitamin A) and 30 percent (iron) of students could do so. We did not observe any significant difference by sex or province for any of these indicators at midterm.



Source: Student survey; IMPAQ calculations. Baseline Ns = 1,111 for vitamin A and 1,115 for iron; Midterm Ns = 1,095 for vitamin A and 1,111 for iron. Standard errors are clustered at the school level. The benefit and food responses are only among those who said they had heard of the nutrients.

### 3.2.1.2 Food Security

To measure food security among students, the IMPAQ team looked at two outcomes:

- **Children's food intake during the day.** The survey asked students whether they ate breakfast and lunch the day before data collection. It also asked students where they had eaten lunch (at home or at the canteen, or whether they brought food from home to eat at school), and whether they felt full after consuming each meal.
- **Dietary diversity.** Following the United Nations Food and Agriculture Organization (FAO) diversity index (2010), as recommended by the USDA Foreign Agricultural Service, the IMPAQ team calculated dietary diversity using a list of 15 food types and defining a threshold for acceptable dietary diversity as including at least eight different foods per day.<sup>29</sup>

As shown in Exhibit 20, 81 percent of students at midterm reported that they ate breakfast, down six percentage points from baseline, a significant change at the 1 percent level. Of these, 98 percent reported that they felt full after eating breakfast. At midterm, 97 percent of students reported having eaten lunch, which was a seven percentage point improvement with respect to baseline ( $p > 0.01$ ). Of the 97 percent who ate lunch, 98 percent felt full afterward. These results are similar across all provinces and between boys and girls, with the exception that students in Bam reported being full after lunch 90 percent of the time compared to the average of 97 percent.

Students in focus groups confirmed that the food served at the canteen was enough for them to eat, and they felt full after eating.

**Exhibit 20. Student Meal Intake**

Indicator	Baseline	N	Midterm	N	Difference
Percentage of students who ate breakfast before going to school yesterday	87%	1,115	81%	1,110	-6pp***

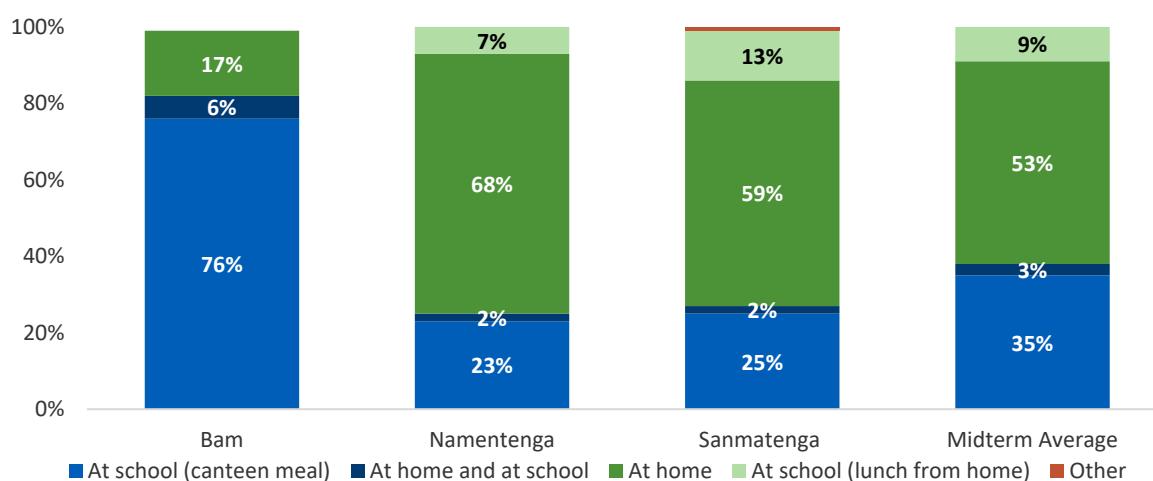
<sup>29</sup> Kennedy, G., Ballard, T., and Dop, M. 2010. *Guidelines for Measuring Household and Individual Diversity*. Food and Agriculture Organization of the United Nations. Retrieved from: <http://www.fao.org/3/a-i1983e.pdf>.

Indicator	Baseline	N	Midterm	N	Difference
Percentage of students who felt full after the meal they ate before going to school yesterday	97%	964	98%	892	1pp
Percentage of students who ate lunch yesterday	90%	1,115	97%	1,111	7pp***
Percentage of students who felt full after eating lunch yesterday	95%	1,004	97%	1,073	2pp

Source: Student survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Note: Questions about fullness were asked only of students who reported eating that meal.  $N = 1,115$  at baseline and 1,110 and midterm. Standard errors are clustered at the school level.

We also asked students where they ate their lunch the previous day and just 38 percent reported eating at a school canteen, while 62 percent reported either eating at home or eating a meal prepared at home. There were no differences in where students ate lunch by sex, but there were some regional differences. Students in Bam were much more likely to report eating a meal at the school canteen (82 percent) compared to students in Namentenga (25 percent) and Sanmatenga (27 percent). The skewed pattern of student food security is consistent with data on canteen closures: all canteens in Bam reported being open, whereas only 43 percent of canteens were open in Namentenga and just 32 percent in Sanmatenga. However, all canteens were not operational throughout the school year. Canteens in Bam were operational for 3.85 months, whereas those in Namentenga were operational for 3.56 months and those in Sanmatenga only 3.07 months. The qualitative data shows that when a canteen is open, students eat at the canteen. Therefore, it seems likely that the canteens in Sanmatenga and Namentenga were not open and/or functional at the time of data collection (March 2021). Further exploration is required to discern why canteens in Namentenga and Sanmatenga were less likely to be serving meals relative to Bam.

**Exhibit 21. Student Food Security**



Source: Student survey; IMPAQ calculations.  $N = 221$  in Bam, 283 in Namentenga, and 569 in Sanmatenga.

We did not compare where students ate lunch between baseline and midterm, because comparing these values could be misleading given the timing of the baseline evaluation, which occurred after the end of the academic year when canteens were closed by default.

Since baseline, the share of students who reported eating a more diverse diet increased, but the number of meals they ate each day did not change. As shown in Exhibit 22, despite most students (88 percent) reporting that they ate at least three meals during the day prior to data collection, only 25 percent of

them met the minimum dietary diversity threshold. However, this was a significant increase in dietary diversity from 18 percent at baseline ( $p < 0.05$ ).

**Exhibit 22. Student Dietary Diversity and Minimum Acceptable Diet**

Indicator	Baseline	N	Midterm	N	Difference
Students who ate at least 3 meals yesterday	86%	1,113	88%	1,110	2pp
Students whose meals yesterday met the minimum dietary diversity	18%	1,115	25%	1,111	7pp**

Source: Student survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Standard errors are clustered at the school level.

Girls (28 percent) had a higher rate of minimum acceptable diets than boys (21 percent), a difference that is significant at the five percent level. This suggests that BB3 may have had a positive effect on the diversity of students' diet. Interestingly, the improvements in minimal acceptable diet scores were driven by Bam, where 61 percent of students had a minimal acceptable diet, in contrast to Namentenga (11 percent) and Sanmatenga (17 percent).

Student reporting on dietary diversity differs from cooks who reported decreasing minimal acceptable dietary scores in school canteen food (see [Section 3.2.4](#)). Mothers also reported high levels of household food insecurity. These findings suggest that overall food diversity continues to be very low, even if there is conflicting evidence about how effective BB3 programming may be in shaping student food diversity outcomes.

At midterm, 52 percent of female students in Grades 4-6 in Namentenga reported receiving THR<sup>30</sup> at school, which is statistically significantly higher than baseline (11 percent) at the one percent level. However, this result should be interpreted with caution as our sample of girls in Grade 4-6 who responded to this question is small (approximately 30 students).

### 3.2.1.3 Hygiene Knowledge and Practices

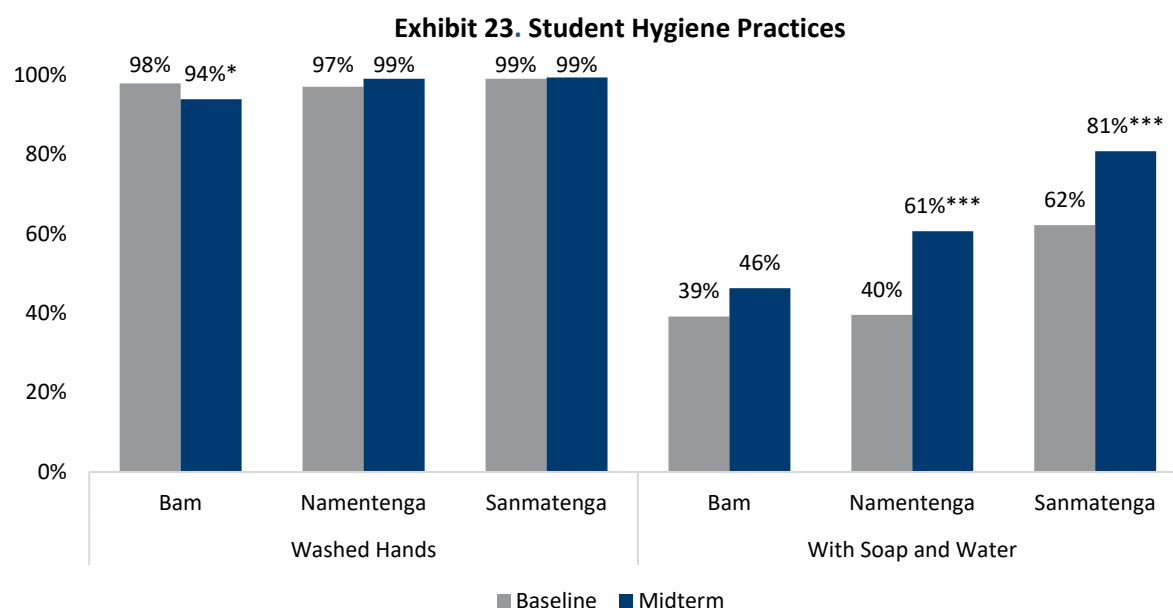
To measure students' knowledge and practice of hygiene, we first asked them if they washed their hands on the day before the survey, and if so, with what handwashing materials. Then, we asked students to identify any key moments when handwashing should occur (e.g., before eating, after eating, before touching food or sharing food, having dirty hands or touching something dirty, after using the latrine) without citing examples. We also asked them to describe instances when they washed their hands the day before the survey.

As shown in Exhibit 23, almost all students (99 percent in Namentenga and Sanmatenga, with slightly less in Bam) reported washing their hands the day before the survey, similar to baseline. The slight decline in Bam, from 98 percent at baseline to 94 percent at midterm ( $p < 0.10$ ), is likely related to the fact that students also reported much less access to a water source for handwashing at home at midterm (52 percent) compared to baseline (98 percent,  $p < 0.01$ ).

Among the 98 percent of students who washed their hands, 68 percent reported using soap and water, a statistically significant increase from 51 percent at baseline ( $p < 0.01$ ). Substantial improvements in using soap and water were observed in Namentenga (40 percent to 61 percent) and Sanmatenga (62 percent to 81 percent), both significant changes at the one percent level. These significant increases could reflect the effect of BB3 trainings and/or could be a result of intensified hygiene awareness due to COVID-19.

<sup>30</sup> THR<sup>s</sup> are conditional on regular school attendance (at least 90 percent monthly attendance) for (1) girls in Namentenga where enrollment and dropout rates for girls are marked worse than boys, as well as (2) for boys in schools near 15-kilometers radius of mining operation in Bam and Sanmatenga as an incentive for attendance. Since we did not have any information on which areas in Bam and Sanmatenga are close to the mines, we only reported on the THR for girls in Namentenga.

Additionally, questions about hygiene practices are susceptible to social desirability bias and could be skewed for that reason. However, these results are consistent with qualitative interviews regarding increased training and improvements in handwashing, hygiene, and cleanliness along with an increase in awareness due to the pandemic.



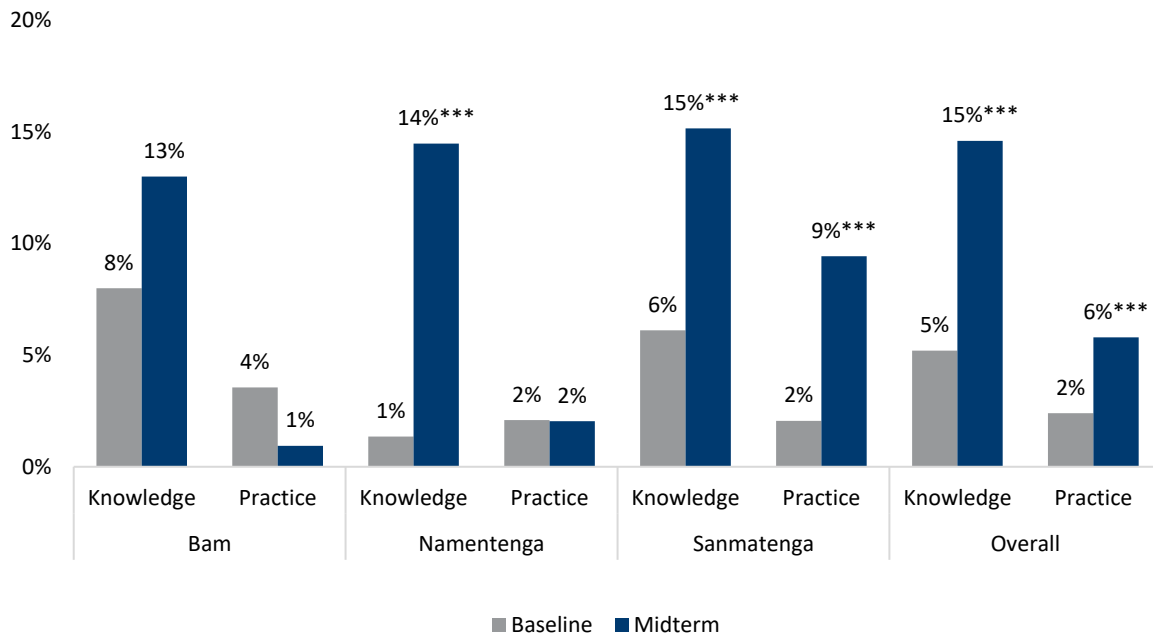
Source: Student survey; IMPAQ calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ . Baseline  $N_s = 230$  in Bam, 296 in Namentenga, and 583 in Sanmatenga; Midterm  $N_s = 230$  in Bam, 296 in Namentenga, and 583 in Sanmatenga. Standard errors are clustered at the school level.

Additionally, IMPAQ established a threshold for handwashing knowledge as an ability to identify at least four key handwashing moments out of six. We also leveraged the same threshold for assessing students' hygiene practices by asking them if they washed their hands at six key moments, using the day before the survey as the reference period. Exhibit 24 shows student handwashing knowledge and practice using these thresholds.

Overall, we found that hygiene knowledge and practice increased in our sample from baseline to midterm. There are some regional differences in both knowledge and practice. Students in Namentenga, which had the smallest proportion of students who achieved a passing handwashing knowledge score at baseline, witnessed the largest improvement at midterm, increasing from 1 percent to 14 percent ( $p < 0.01$ ). Students in Sanmatenga also showed a statistically significant improvement in handwashing knowledge, increasing from six to 15 percent. Although the percentage with passing scores was also higher in Bam, the effects were not statistically significant at the 10 percent level. At midterm, girls (17 percent) had five percentage points more handwashing knowledge than boys (12 percent), a significant difference at the 5 percent level.



**Exhibit 24. Student Handwashing Knowledge and Practice**



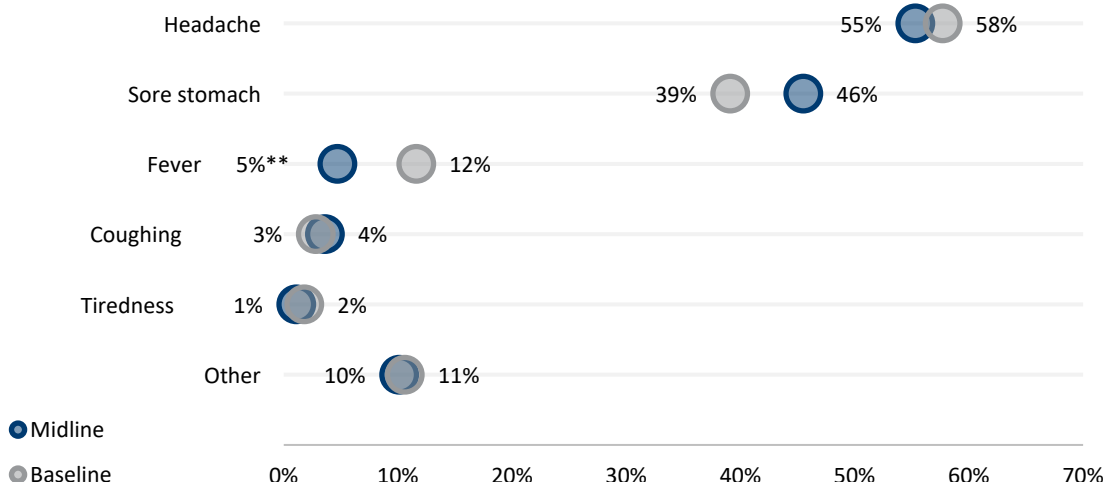
Source: Student survey; IMPAQ calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ . Baseline  $N_s = 230$  in Bam, 296 in Namentenga, and 583 in Sanmatenga; Midterm  $N_s = 230$  in Bam, 296 in Namentenga, and 583 in Sanmatenga. Standard errors are clustered at the school level.

Additionally, the percentage of students who practiced handwashing in at least four of six key moments was small at six percent; however, this represents a statistically significant increase compared to baseline (two percent) ( $p < 0.01$ ). The increase is driven by students in Sanmatenga where the proportion of students with improved hygiene practices increased from two percent to nine percent ( $p < 0.01$ ).

#### 3.2.1.4 Health

To capture information on students' health and its relation to their attendance, the survey asked students if they had fallen ill in the past two weeks, and, if so, whether they had missed school because of the illness. 32 percent of students reported having fallen ill in the past two weeks, and 71 percent of those students reported having missed school because of it. These are both significant increases from baseline ( $p < 0.01$ ) when 26 percent of students reported being sick in the last two weeks and 56 percent reported missing school because of it. Overall, 23 percent of students in the sample missed school because of an illness compared to 14 percent at baseline, a significant difference at the 1 percent level. As shown in Exhibit 25, the most common illness was a headache (55 percent), followed by a sore stomach (46 percent). In particular, we see that there was a significant reduction in fever among students from 12 percent at baseline to 5 percent at midterm. This matches interviews with students, who reported being sick as the main reason for missing school.

## Exhibit 25. Student Illnesses in the Last Two Weeks



Source: Student survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 284$  at baseline and  $N = 358$  at midterm. Standard errors are clustered at the school level. Note: Only students who reported being sick in the past two weeks answered this question. One student did not know the answer.

### 3.2.1.5 Attendance

IMPAQ measured student attendance rates by counting students present in the target grade and dividing that number by the total number of students enrolled in that class. The overall student attendance rate in the 96 schools with available data was 95 percent. The attendance rate was higher in Bam (99 percent), compared to Namentenga and Sanmatenga (95 percent each). Attendance rates were similar between girls and boys. At midterm, we checked for any links between students who reported having a mentor and attendance rates but found no statistical differences between the two groups. We conducted a similar check for students who attended *bissongos* and also found no statistical differences at midterm.

These numbers are not comparable with baseline due to differences in data collection times. Due to fieldwork complications at baseline, the school year had already ended, and we could only obtain attendance data from 36 schools, which also were not on their regular schedule.

### 3.2.1.6 Attentiveness

Following the PMP definition for measuring attentiveness, the IMPAQ team asked teachers to rate the relative degree of their students' attentiveness on a scale of one to 10, where one is not attentive at all. Exhibit 26 shows the student attentiveness scores by sex at baseline and midterm. According to teachers, girls' attentiveness in a typical week was 7.1 out of 10, at baseline and midterm. For boys, attentiveness was rated 6.5 on average at midterm, 0.2 higher than baseline ( $p < 0.10$ ). These results are consistent across all provinces. IMPAQ also created an indicator that denotes an attentiveness score of 7 or above as a passing score. Exhibit 26 shows the large gap between girls (75 percent) and boys (48 percent), a gap that has not changed significantly since baseline. There were some notable regional differences, especially among girls. In Bam, teachers scored girls' attentiveness 7 or above 94 percent of the time, compared to 65 percent in Namentenga and 75 percent in Sanmatenga. See Exhibit 78 in [Annex E](#) for a full breakdown of attentiveness by sex and province at midterm.

**Exhibit 26. Student Attentiveness, as Reported by Teachers**

Indicator	Baseline	Midterm	Difference in Means
<b>Girls</b>			
Attentiveness in a typical week <sup>a</sup>	7.1	7.1	0.0
Attentiveness in the last two weeks <sup>a</sup>	6.8	7.1	0.3
Attentiveness passing rate (7 out of 10) <sup>b</sup>	77%	75%	-2 pp
<b>Boys</b>			
Attentiveness in a typical week <sup>a</sup>	6.3	6.5	0.2*
Attentiveness in the last two weeks <sup>a</sup>	6.0	6.5	0.5***
Attentiveness passing rate (7 out of 10) <sup>b</sup>	44%	48%	4 pp

Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 183$  at baseline and 207 at midterm. Standard errors are clustered at the school level.

<sup>a</sup>On a scale of 1–10

<sup>b</sup>The attentiveness passing rate used the teachers' rating of attentiveness in a typical week.

### 3.2.1.7 Reading Proficiency

As described in [Section 2.4.1](#), the IMPAQ team used the ASER literacy assessment to measure Grade 2 students' grade-level reading competencies. The team determined the thresholds for an acceptable reading level at each primary school grade according to Burkina Faso's curriculum guidelines and the recommendation from the calibration workshop that IMPAQ and the MENAPLN held in June 2019. The calibration outcome defined Level C in the ASER test, which corresponds to the ability to read complex sounds, as the minimum acceptable reading level at the end of Grade 2, which is how we defined Grade 2 reader comprehension at baseline. In advanced Grade 2 students, Level D is the ability to decode simple words.

In the [context of COVID-19](#), school closures disrupted student education between March and June 2020; students missed almost four months of education, which equates to about 65 school days.<sup>31</sup> Therefore, teachers spent the first three to four months of the new school year catching up their Grade 2 students on Grade 1 lessons. Thus, one can interpret ASER scores in two ways: conditional and unconditional scores. Unconditional scores do not take the catch-up effect in Grade 2 into account and still evaluate Grade 2 students based on Level C as their minimal acceptable reading level.<sup>32</sup>

On the other hand, conditional scores lower the standards for Grade 2 learning, taking the lost instructional and learning time into account. Teaching at the right level is known as one of the best teaching strategies to improve learning.<sup>33</sup> Thus, having teachers teach their Grade 2 student at a Grade 1 level initially before moving to the Grade 2 curriculum seems to have been the right approach. Similarly, one can also think of evaluating learning at Level B (reading simple sounds) as the minimal acceptable reading level for those Grade 2 students who experienced COVID-19 education impacts.

<sup>31</sup> As a result, students promoted to Grade 2 in the fall of 2020 had not yet completed Grade 1 schooling. MENAPLN instructed teachers to first complete the lessons missed from Grade 1 and then move on to Grade 2 curricula.

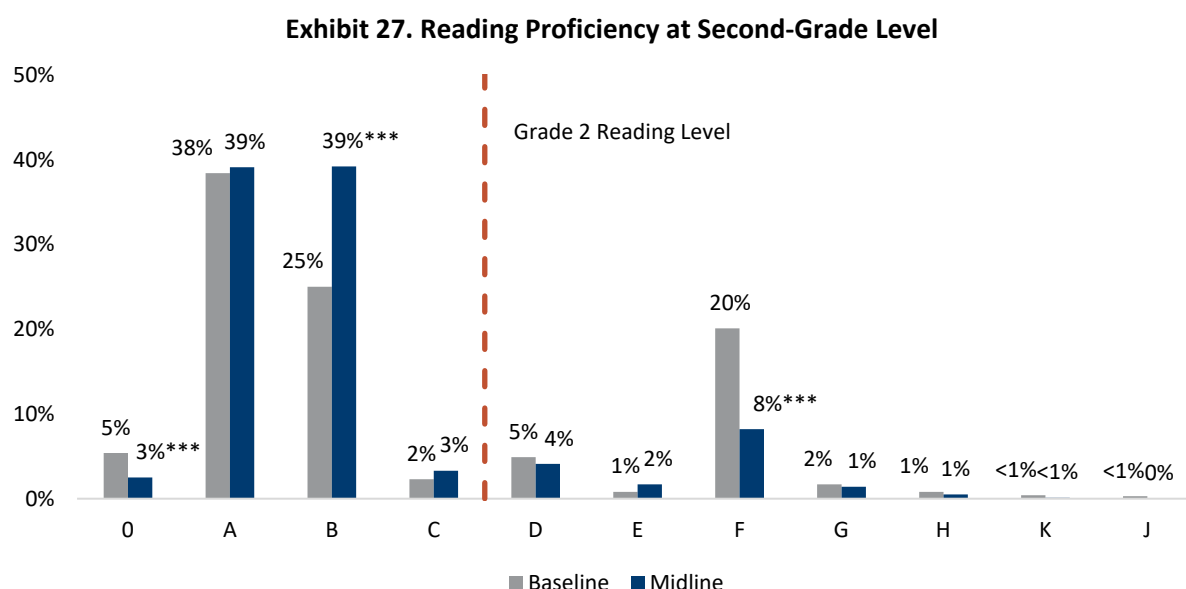
<sup>32</sup> This level is what is expected for Grade 2 based on their Grade 2 textbooks and what was recommended at the calibration workshop held in June 2019.

<sup>33</sup> For a review of evidence see:

1) <https://www.povertyactionlab.org/case-study/teaching-right-level-improve-learning>

2) Muralidharan, K., 2017. Field experiments in education in developing countries. In Handbook of economic field experiments (Vol. 2, pp. 323-385). North-Holland.

Exhibit 27 shows the distribution of the ASER literacy assessment results for Grade 2 students. The dashed vertical line represents the minimum acceptable threshold, Level C, based on the unconditional criterion. The majority of students remain below Level C at midterm like at baseline.



Source: Student survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 1,041$  at baseline and  $1,018$  at midterm. Standard errors are clustered at the school level.

The ASER results in Exhibit 28 show that only 19 percent of students in Grade 2 could read at least at Level C compared to 31 percent at baseline, a statistically significant decline in learning of 12 percentage points. More girls than boys (21 percent compared to 17 percent,  $p < 0.10$ ) passed the Level C threshold. However, girls' Level C achievement declined by 14 percentage points compared to boys who declined by 10 percentage points between midterm and baseline. Similar patterns between baseline and midterm and by sex exist when evaluating Level D instead of Level C. Using the more relaxed conditional learning standard due to COVID-19 (conditional criterion), we find that 58 percent passed Level B or higher. This number slightly improved from baseline, when only 56 percent passed Level B or higher, though the difference is not statistically significant at 10 percent level.

Observing improvements in literacy scores by conditional criterion help us better understand learning dynamics between midterm and baseline. In the context of COVID-19 disruptions, student learning significantly suffered for girls and boys, with worse outcomes in midterm than baseline. However, appreciating that students spent three to four months in Grade 2 catching up on Grade 1 lessons and using a more relaxed but arguably more appropriate criterion to measure learning at the upper Grade 1 level, we find that schools were at least successful in ensuring their students mastered upper-level Grade 1 curricula. Given that research<sup>34</sup> demonstrates the value of teaching at the right level to improve student learning, it seems that although students in Grade 2 suffered in their overall learning, schools succeeded

<sup>34</sup> For a review of evidence see:

1) <https://www.povertyactionlab.org/case-study/teaching-right-level-improve-learning>  
 2) Muralidharan, K., 2017. Field experiments in education in developing countries. In Handbook of economic field experiments (Vol. 2, pp. 323-385). North-Holland.

in catching up on lost schooling at upper Grade 1 level. These findings are consistent across all stakeholder interviews, which noted that teachers tried their best but needed a few months to catch up for all grades.

Furthermore, looking at the results for student attentiveness, a potential reason for a higher proportion of girls passing the minimum acceptable reading level as compared to boys could be that teachers reported girls were more attentive than boys.

**Exhibit 28. Reading Proficiency at Second-Grade Level, by Sex**

Sex	Level B or Above (read simple sounds)			Level C or Above (decode simple words)			Level D or Above (decode complex words)		
	Baseline	Midterm	Difference	Baseline	Midterm	Difference	Baseline	Midterm	Difference
Boys	52%	57%	5pp	27%	17%	-10pp***	25%	14%	-11pp***
Girls	61%	60%	-1pp	35%	21%	-14pp***	32%	18%	-14pp***
Total	56%	58%	2pp	31%	19%	-12pp***	29%	16%	-13pp***

Source: Student survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Baseline  $N = 514$  for boys and 527 for girls. Midterm  $N = 502$  for boys and 516 for girls. Standard errors are clustered at the school level.

**Cross-over results:** We used data on measures of teacher’s ability (e.g., experience and highest education attained) to analyze whether student reading outcomes varied by teacher’s experience and education. Perhaps those teachers with more experience and higher education were able to better teach students and buffer some of the effects of COVID-19. We did not find any significant difference in student reading scores after factoring in teacher’s ability and disaggregating by student sex. In addition, we used the rollout of teacher training on pandemic-specific topics to see if teachers with more relevant and updated training (offered later) performed better than those who received training earlier. No differences were found in student reading scores by timing of teacher training as well.

**Preschools:** We also looked at students who reported attending a *bissongo* (preschool)—12 percent had done so. We found that students who attended a *bissongo* were significantly more likely to pass the ASER at least at the C or D Level, but there was no difference found at the B level. On average, 26 percent of students who attended *bissongos* passed at the C Level compared to 18 percent who did not ( $p < 0.05$ ). While a higher proportion of boys and girls who attended *bissongos* passed ASER at the C Level, this difference was only significant for boys. Despite these findings, a correlation analysis did not find a strong relationship between attendance at *bissongos* and literacy outcomes at midterm.

**Mentors:** We also looked at student reading proficiency and the influence of a mentor. We found no difference in the likelihood of a student passing the assessment at the B, C, or D Levels depending on whether they reported having a mentor.<sup>35</sup> However, this result should be interpreted with caution as an error in survey programming resulted in some students not being asked about their mentor experience.

### 3.2.2 Teachers

From the teacher survey, we compared baseline and midterm data on teacher outcomes in the following areas:

- Attendance
- Nutrition and Hygiene Knowledge
- Classroom Practices and Teaching Techniques
- School Supplies and Learning Materials
- Observations by School Administrators and School Principals
- Interactions with Parents and PTA Members

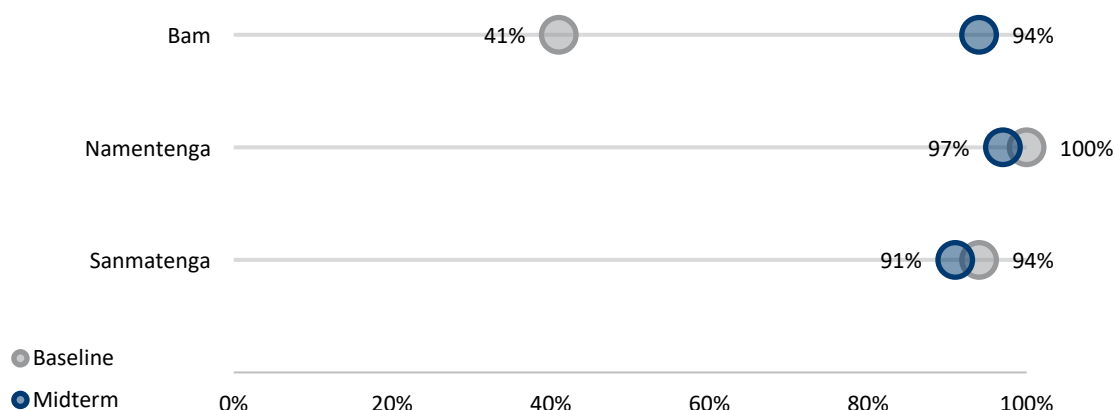
<sup>35</sup> This question was only asked to girls.

### 3.2.2.1 Attendance

The BB3 evaluation defines a teacher who teaches “regularly” as one who attends at least 90 percent of normal school days during the year. The enumerators collected attendance data by asking local district administrators for their teacher attendance logs. The sample consists of 435 teachers from Grades 1 to 6 in the 94 schools where data were available from December 2020 to February 2021.

We found an average teacher attendance rate of 96 percent at midterm. This is consistent with qualitative findings from teachers and parents who did not report unexplained teacher absences as a problem at their schools. Overall, teachers attended school regularly 94 percent of the time, a significant increase at the 1 percent level from baseline (82 percent). Exhibit 29 shows that most of these gains come from teachers in Bam, where regular attendance improved from 41 percent at baseline to 94 percent at midline. However, data on teacher attendance should be interpreted with caution, as it could be subject to social desirability bias.

**Exhibit 29. Regular Teacher Attendance by Province**



Source: Teacher attendance survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Baseline  $N = 39$  in Bam, 27 in Namentenga, and 95 in Sanmatenga. Midterm  $N = 96$  in Bam, 147 in Namentenga, and 192 in Sanmatenga. Standard errors are clustered at the school level.

### 3.2.2.2 Nutrition and Hygiene Knowledge

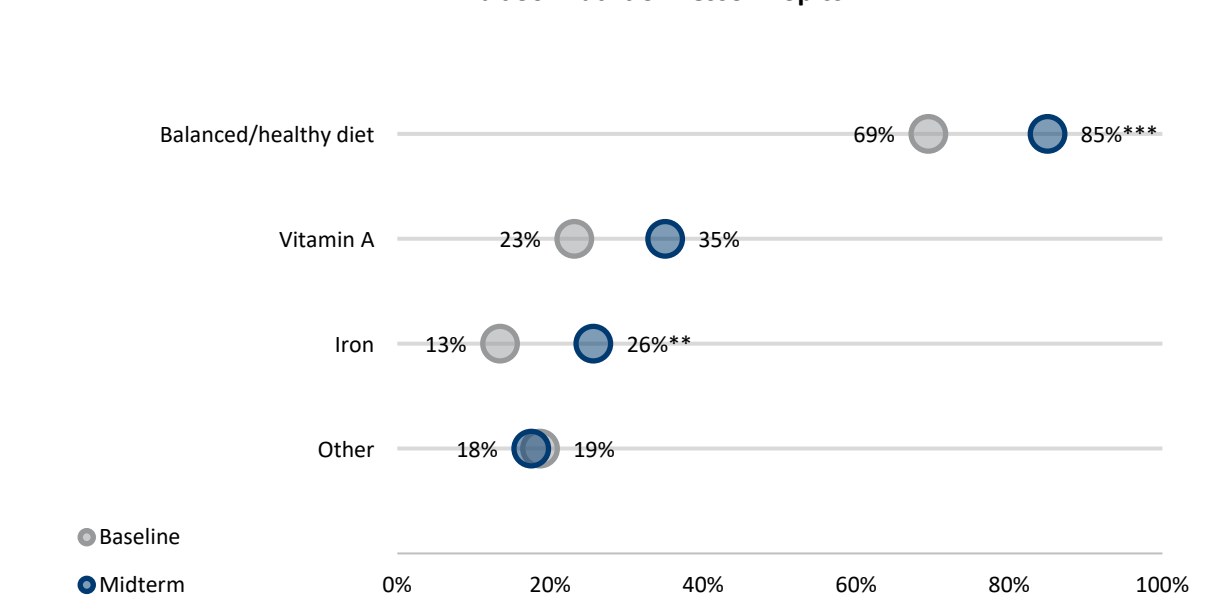
Teachers play an important role in transferring the nutrition and hygiene knowledge they receive in BB3 trainings to students. We asked teachers whether and how they incorporated lessons on nutrition and hygiene into their students’ education.

#### Nutrition

Compared to baseline, when just five percent of teachers reported having received nutrition training, 52 percent reported receiving nutritional training at midterm, mostly in Bam (72 percent), then in Sanmatenga (55 percent), and finally in Namentenga (33 percent). Moreover, 77 percent said that they spent class time teaching about nutrition, significantly higher than baseline (64 percent). There were no significant differences across provinces, though fewer female teachers (67 percent) taught nutrition than male (77 percent), a difference significant at the 5 percent level. Exhibit 30 shows the nutrition topics teachers reported they covered. At midterm, the majority (85 percent) reported teaching about a balanced and healthy diet, a rate that is significantly higher than baseline (69 percent) ( $p < 0.01$ ); fewer taught specifically about vitamin A (35 percent) or iron (26 percent). However, the proportion of teachers who taught about iron at midterm (26 percent) was significantly higher than the 13 percent who did so at baseline ( $p < 0.05$ ). This may explain why students who have heard about iron are more likely to cite its

benefits. Teachers said that nutrition classes lasted about 20 minutes, on average, in a typical week (same as at baseline), which could be one of the reasons behind students' persistently low knowledge about vitamin A and iron. There may be a disconnect between what a teacher and the BB3 trainers consider content for teaching about a healthy diet.

**Exhibit 30. Nutrition Lesson Topics**



Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 134$  at baseline and 160 at midterm. Standard errors are clustered at the school level. Note: Only those who reported teaching about nutrition are included. This question allowed multiple responses; therefore, the percentages do not add up to 100 percent. At baseline, 14 percent said they did not know what specific topics they taught while zero said so at midterm; they are excluded from this graph.

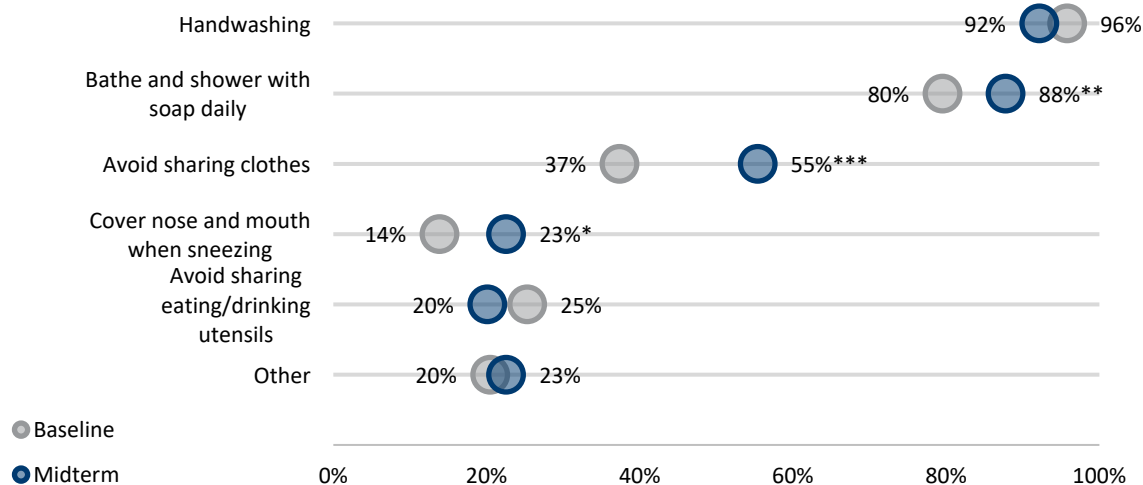
### Hygiene

Compared to baseline, where just 12 percent of teachers reported having received hygiene training, 58 percent reported receiving hygiene training at midterm. There was some regional variation, with trainings most common in Bam (64 percent), followed by Sanmatenga (59 percent) and Namentenga (54 percent). Moreover, 99 percent said that they spent class time teaching about hygiene. There were no differences by provinces. At midterm, teachers spent just 19 minutes per week talking about hygiene—about the same as baseline (21 minutes). The large increases in hygiene-related indicators could be a result of BB3 and/or the general increased awareness of the importance of good hygiene related to the pandemic.

Exhibit 31 details the hygiene topics that teachers covered. Almost all teachers reported teaching about handwashing. Compared to baseline, we found significant increases in teachers who reported giving lessons on bathing and showering with soap (80 to 88 percent), avoiding sharing clothes (37 to 55 percent), and covering one's nose and mouth when sneezing (14 to 23 percent,  $p < 0.05$ ). Exhibit 79 in [Annex E](#) shows these results by province.



**Exhibit 31. Hygiene Lesson Topics**



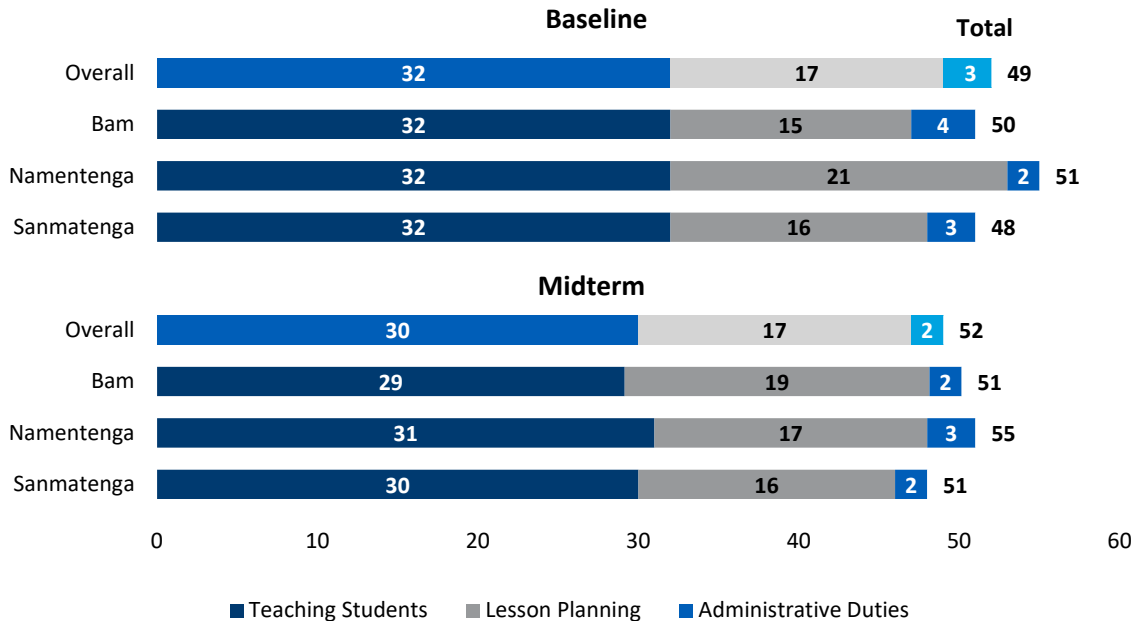
Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 166$  at baseline and 204 at midterm. Standard errors are clustered at the school level. Note: Only those who reported teaching about hygiene are included. This question allowed multiple responses; therefore, the percentages do not add up to 100 percent.

### 3.2.2.3 Classroom Practices and Teaching Techniques

#### Classroom Practices

We found that, at midterm, teachers are spending slightly more time teaching students and working on administrative duties compared to baseline. Exhibit 32 shows the number of hours teachers spent on each activity, disaggregated by province for baseline and midterm. At midterm, teachers reported spending the bulk of their time (approximately 30 hours on average) teaching students compared to about 32 hours at baseline, a significant decline at the five percent level. On average, teachers spent an additional 17 hours working on their lesson plans. Teachers also spent less time each week on administrative duties at midterm (two hours) compared to baseline (three hours), a difference significant at the five percent level. There were some differences among provinces, with lesson planning ranging from 16 hours in Sanmatenga to 19 hours in Bam, with hours for teaching students varying from 29 to 31 at midterm. Teachers notably spent fewer hours on teaching activities per week at midterm relative to baseline, with hours for teaching students decreasing at midterm. Some of the reduced hours spent on teaching students in Bam was seemingly reallocated to lesson planning.

**Exhibit 32. Number of Hours Spent on Teaching Activities per Week by Province**



Source: Teacher survey; IMPAQ calculations. Baseline Ns = 38 for Bam, 43 for Namentenga, and 102 for Sanmatenga. Midterm Ns = 36 for Bam, 57 for Sanmatenga, and 113 for Namentenga. Note: “Don’t know” and unrealistically high responses are excluded.

### Teaching Techniques

Children tend to have diverse learning styles; applying a set of different activities in class, including teacher-centered, student-centered, and group-centered techniques, can be an effective way to accommodate the needs of students who learn in different ways.<sup>36</sup> To measure the extent to which teachers applied high quality teaching techniques and activities, the survey asked about the classroom practices teachers used in the two weeks prior to the survey, for example, asking children to work in groups, to write, or to check each other’s work. The survey also asked teachers how often teachers used these techniques. Exhibit 33 details their responses. We see overall improvements at midterm compared to baseline. The most popular technique was having students write solutions on a slate and share it with the teacher and class; 96 percent of teachers reported using this technique at midterm compared to 90 percent at baseline, and 85 percent said they used it every day (compared to 70 percent at baseline). Conversely, the least popular technique was pairing students of the same skill level together—just 43 percent reported using this technique at all at midterm, although this was up from 29 percent at baseline. Exhibit 80 in [Annex E](#) shows trainings received on these topics.

Before the baseline evaluation, the IMPAQ team determined a threshold to indicate satisfactory usage of effective teaching practices: having applied at least five of the seven practices twice or more in the last two weeks. Overall, 70 percent of teachers met this threshold, a significant increase from the 57 percent who did so at baseline ( $p < 0.05$ ). This indicator varied greatly by province. It was highest in Bam (92 percent), followed by Sanmatenga (75 percent), and Namentenga (46 percent). There was no difference between male and female teachers.

<sup>36</sup> Montgomery S. M. et al., 1998

**Exhibit 33. Adoption of New Teaching Practices**

Skill	Baseline				Midterm			
	Daily	2-4 Times per Week	Once per Week	Never	Daily	2-4 Times per Week	Once per Week	Never
Each student checks his or her own work	25%	23%	9%	43%	42%	21%	7%	24%
Students check each other's work	37%	35%	7%	21%	56%	21%	9%	11%
The whole class checks the work of a student	49%	27%	9%	15%	65%	18%	7%	10%
Students write solutions on a slate and show to teacher and class	70%	17%	2%	10%	85%	10%	1%	3%
Students of different skill levels are paired together	55%	30%	5%	11%	68%	17%	8%	3%
Students of the same skill level are paired together	13%	11%	5%	71%	22%	15%	6%	50%
Teacher asks group of students to work together on a project and later provides feedback to the group on its performance	32%	22%	18%	28%	52%	23%	10%	13%
Teachers who demonstrate use of effective techniques or tools	57%				70%***			

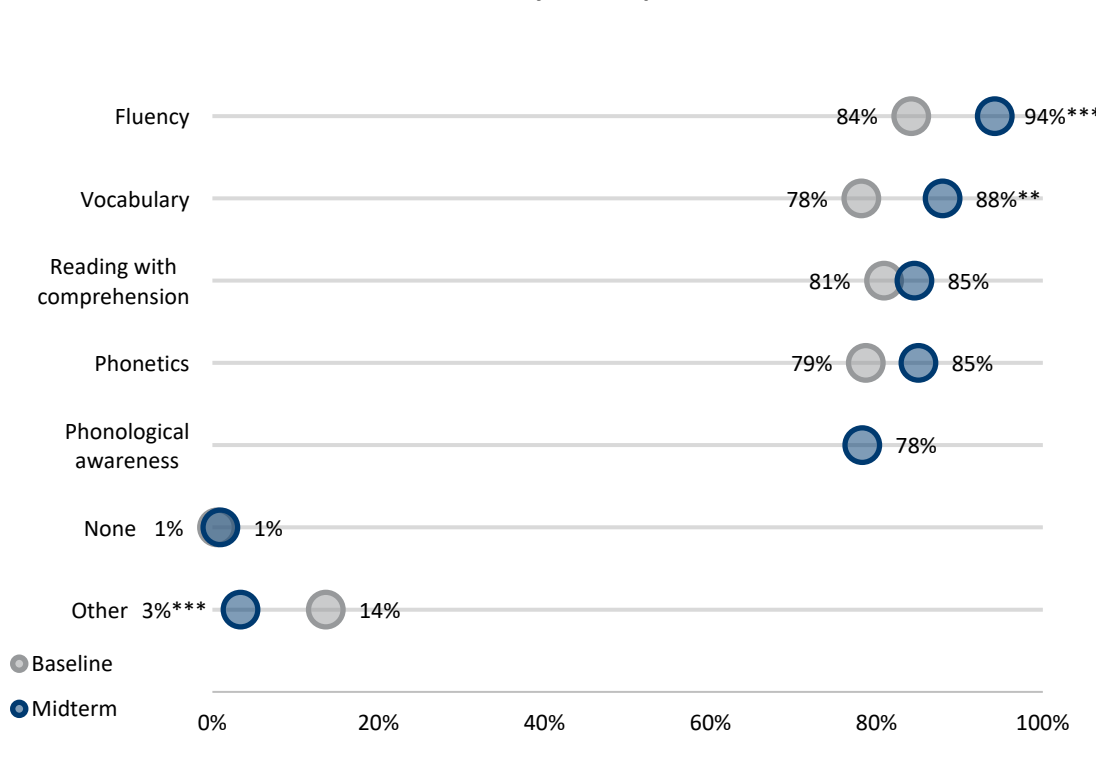
Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 176$  at baseline and 207 at midterm. Standard errors are clustered at the school level. Note: Several teachers who did not know or refused to answer were excluded.

### Literacy Instruction

We assessed whether teachers were applying any literacy techniques from the BB3 training modules by asking them to provide examples of a strategy they used for teaching four BB3 target skills: fluency, reading comprehension, phonetics, and vocabulary.

Exhibit 34 presents teachers' responses about the content of their literacy instruction on a typical day. There were significant improvements in fluency and vocabulary; on average, 94 percent reported having taught vocabulary skills, compared to only 84 percent at baseline, a significant difference at the 1 percent level. Similarly, 88 percent taught fluency skills at midterm compared to only 78 percent at baseline ( $p < 0.05$ ). We did not find any significant changes in use of reading with comprehension, phonetics, or phonological awareness between baseline and midterm, but this could be due to the pandemic and teachers playing catch up due to the school closures. Exhibit 81 in [Annex E](#) shows the literacy techniques that teachers reported using in class at midterm.

**Exhibit 34. Literacy Techniques Used in Class**



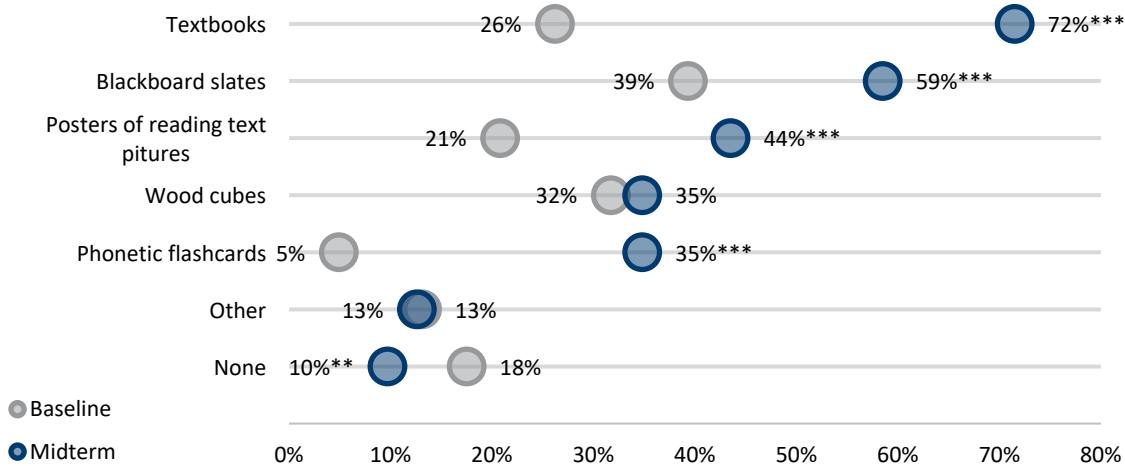
Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 183$  at baseline and 207 at midterm. Standard errors are clustered at the school level.

Next, we calculated the average time that teachers reported spending on all literacy instruction per day by adding together the time they spent on each of the four target skills. On average, 86 percent of all teachers spent at least 45 minutes on literacy—a significant increase from 65 percent at baseline ( $p < 0.05$ ). Across provinces, 102 minutes per day were spent on literacy instruction in Bam, 84 in Namentenga, and 83 in Sanmatenga. There were no differences by sex at midterm. This indicator reflects both knowledge and practice of literacy instruction.

### School Supplies and Learning Materials

We asked teachers about the supplies they received and those they preferred to use. As shown in Exhibit 35, the majority of teachers reported receiving textbooks (72 percent) and blackboard slates (59 percent) at midterm—both significant increases from 26 and 39 percent, respectively, at baseline ( $p < 0.01$ ). Teachers also reported receiving more phonetic flashcards at midterm (35 percent) than at baseline (10 percent), a difference significant at the 1 percent level. There were also fewer teachers who reported receiving no supplies at midterm (10 percent) compared to baseline (18 percent) ( $p < 0.05$ ).

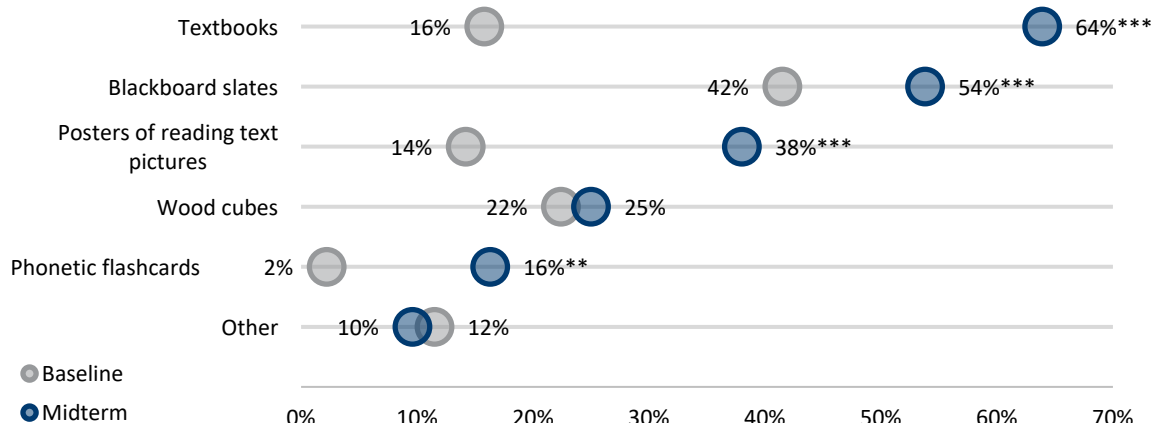
### Exhibit 35. Supplies Received by Teachers



Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 183$  at baseline and 207 at midterm. Standard errors are clustered at the school level. Note: at baseline we asked about a larger collection of possible supplies that were deemed not to be relevant at midterm.

Exhibit 36 shows teachers' preferred school supplies at midterm compared to baseline. Textbooks were the most popular, with 64 percent of teachers naming them as one of their three favorites. Next were blackboard slates, at 54 percent, followed by posters of reading text pictures, at 38 percent. All three of these were named at a significantly higher rate compared to baseline ( $p < 0.01$ ). The fact that the most frequently received supplies align perfectly with teachers' favorite supplies may mean that teachers are just identifying the supplies available to them as their preferences. The qualitative analysis supports this conclusion as teachers described in interviews that they tend to use the materials available to them. One teacher lamented not having a large blackboard slate but noted this issue was resolved once large blackboard slates were delivered. Please see [Section 4.2.4.1](#) for more on materials and supplies.

### Exhibit 36. Supplies Preferred by Teachers

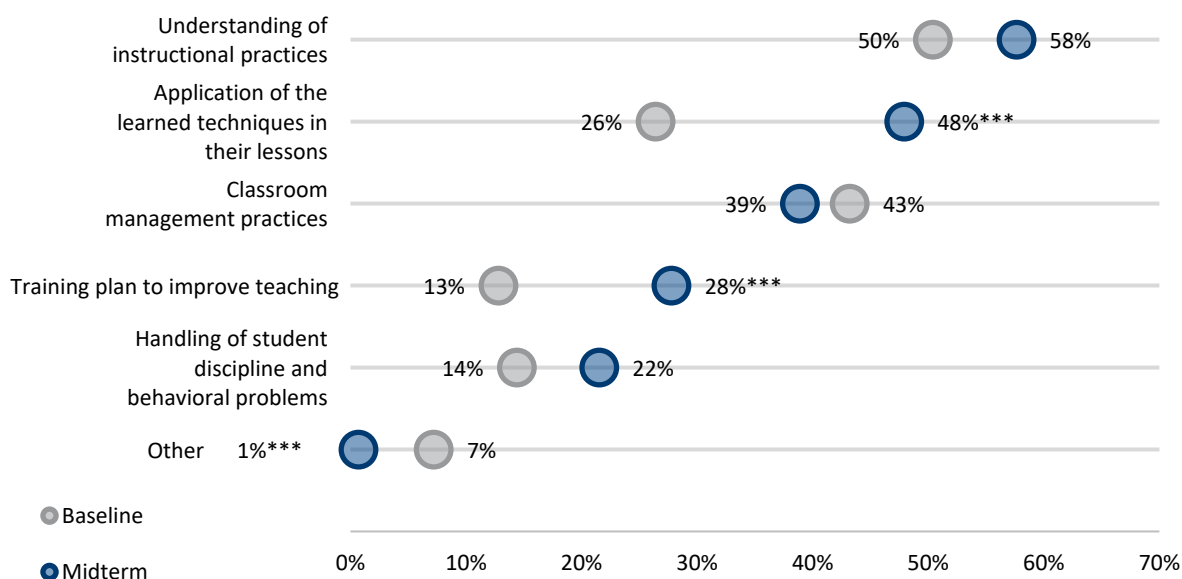


Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 183$  at baseline and 208 at midterm. Standard errors are clustered at the school level. Note: The percentages represent the proportion of surveys in which the supply item appeared in the teacher's top three preferred items. At baseline we asked about a larger collection of possible supplies that were deemed not to be relevant at midterm.

### Observations by School Administrators and School Principals

At midterm, most teachers (71 percent) reported that someone had observed their classroom in the past year. 65 percent of teachers reported that school district administrators conducted the observations, and 29 percent reported the school principal did so. Of the teachers who reported that school district administrators observed their classrooms, 98 percent reported having received feedback from the observer, and all said it was somewhat or very useful. These numbers are similar to what was found at baseline. Exhibit 37 details the areas in which teachers received feedback. The most common areas were the understanding of instructional practices (58 percent), followed by application of the learned techniques in the lessons (48 percent), and classroom management practices (39 percent). Two areas, however, demonstrated statistically significant improvements at midterm relative to baseline: (1) application of the learned techniques in the lessons improved from 26 percent at baseline to 48 percent at midterm ( $p < 0.01$ ) and (2) using training plan to improve teaching improved from 13 percent at baseline to 28 percent at midterm ( $p < 0.01$ ).

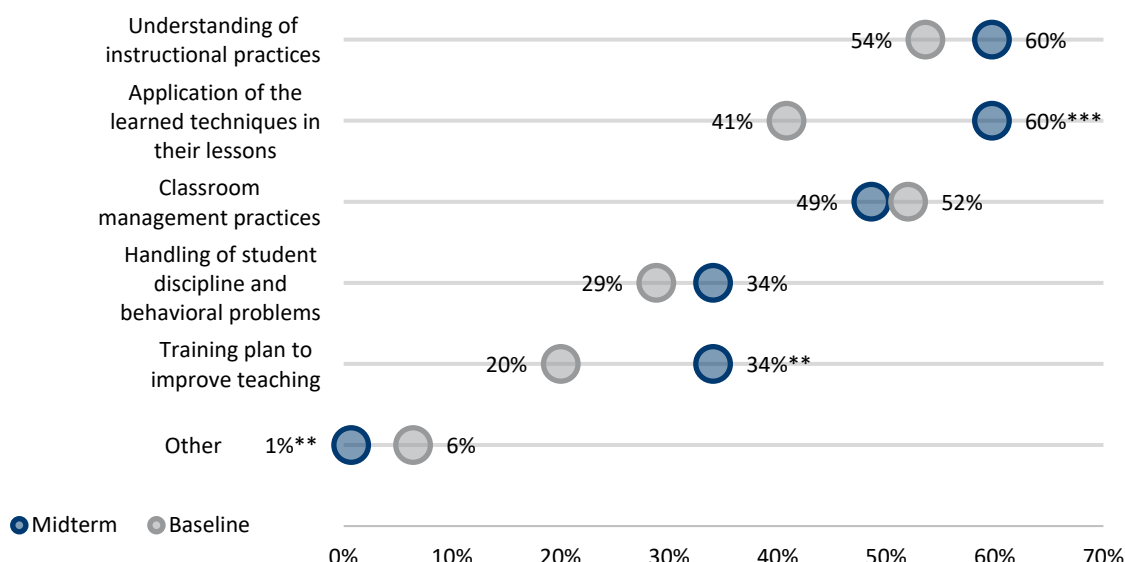
**Exhibit 37. Areas of Feedback from Observations**



Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Standard errors are clustered at the school level.  $N = 125$  at baseline and 144 at midterm. Note: Teachers could choose multiple answers for these questions; therefore, the percentages do not add up to 100 percent.

Exhibit 38 shows that the feedback received also translated into significant instructional change, particularly in the application of learned techniques and training plans for teaching. The findings in this section align with what teachers reported: an increase in coaching and feedback from school district administrators has led to changes in how they teach.

**Exhibit 38. Areas of Feedback That Led to Change**



Source: Teacher survey; IMPAQ calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 125$  at baseline and 144 at midterm. Standard errors are clustered at the school level. Note: Teachers could choose multiple answers for these questions; therefore, the percentages do not add up to 100 percent. Interactions with Parents and PTA Members

### Interactions with Parents and PTA Members

We asked teachers whether they meet individually with parents and/or PTA members to assess the level of their interaction with parents. We asked the same questions from PTA members to triangulate their responses with those of the teachers. At midterm, teachers reported meeting with at least one parent 91 percent of the time, up from 84 percent at baseline ( $p < 0.10$ ). Of those teachers, 92 percent reported meeting with parents at least twice. Meeting with parents was more common in Namentenga (95 percent) and Bam (94 percent) than in Sanmatenga (88 percent). The most common reasons for meeting with parents were to discuss student performance (73 percent), student attendance (54 percent), and disciplinary issues (49 percent). There were no significant differences from baseline. Exhibit 82 in [Annex E](#) shows these responses at baseline and midterm. We also asked teachers if any of their students' parents visited a class while they were teaching, and 59 percent said they had—a significant increase from 44 percent at baseline ( $p < 0.01$ ).

The survey also asked both PTA members the frequency of their meetings with teachers. On average, 88 percent of PTAs met with teachers during the year reported at midterm, 8 percentage points less than baseline, possibly due to COVID-19 related distributions on social distancing. Moreover, 92 percent of those who met parents of students met at least two times in past 12 months. Consistent with teachers' responses, the most common reason for PTA members to meet with teachers was to discuss student performance (95 percent). PTA members also reported meeting with teachers about attendance (32 percent) or disciplinary issues (27 percent).

**Exhibit 39. PTA Meetings**

Indicator	Baseline		Midterm	
	Percent	N	Percent	N
Teacher met individually with parents of students in the past 12 months	84%	183	91%*	207



Indicator	Baseline		Midterm	
	Percent	N	Percent	N
Teacher met with parents of students at least 2 times in the past 12 months <sup>a</sup>	95%	154	92%	188
PTA member met individually with a teacher over the past 12 months	96%	103	88%	88

Source: Teacher survey and PTA survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Standard errors are clustered at the school level. N refers to the total number of observations. <sup>a</sup>These questions were asked only of those who reported attending at least one meeting.

### 3.2.3 School District Administrators and Pedagogical Advisors

Surveys for school district administrators (both chiefs and pedagogical advisors) covered two main areas: (1) training (both received and led) and (2) school visits and their interaction with teachers. In general, the sample sizes for these outcomes are small and caution should be used in interpreting these findings.

We first looked at an overall indicator that measured if school district administrators were using new techniques or tools as a result of BB. The indicator is defined as passing if a school district administrator does the following: leads a literacy training, observes classrooms, and provides teachers with feedback. At baseline, only eight percent reported performing all of these activities, but by midterm, the proportion rose to 57 percent, a difference that is statistically significant at the 1 percent level.

#### 3.2.3.1 Training

##### Receiving Training

BB3 trained most of the school district administrators at midterm. 71 percent of the school district administrators surveyed reported that they had attended a training in the past year, and all of those said that the BB program provided the training. Most (53 percent) had attended just one training, with 40 percent receiving trainings twice. Ninety-seven percent reported being satisfied with the training. The reasons cited by the unsatisfied district administrator were that training was too intensive and too short.

Exhibit 83 in [Annex E](#) shows the topics most frequently covered in the trainings. The most common topics were providing feedback to teachers (100 percent), how to observe classroom observations (90 percent), and what to observe during classroom observations (70 percent). However, sample sizes for this data are very small both at baseline and midterm, so these findings should be interpreted with caution.

##### Leading Training

Many more school district administrators at midterm reported that they led a training compared to baseline. As Exhibit 40 shows, whereas eight percent had led a training at baseline, 69 percent reported having led a training session at midterm, a statistically significant difference at the 1 percent level. All trainings were through BB programming. Trainings lasted 8.6 hours per session at midterm, with 30 teachers being trained per session. Most (25 percent) had held three trainings, and 36 percent receiving trainings more than three times.

**Exhibit 40. Training Sessions Led by School District Administrators**

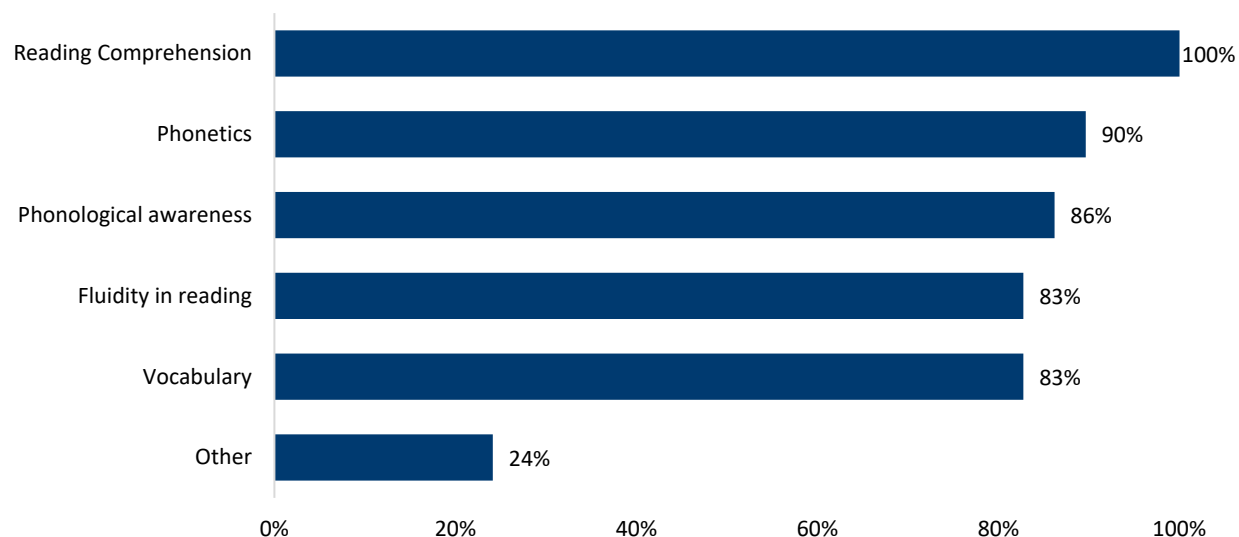
Indicator	Baseline	Midterm	Difference
School district administrator led a training	8%	69%	61pp***
Number of hours spent per session	5.5	8.6	3.1***
Number of teachers trained per session	20	30	10***

Source: School district administrator survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Standard errors are clustered at the school level. N = 40 at baseline and 42 at midterm.

Exhibit 41 shows self-reports on literacy training taught by school district administrators. At baseline, only three of the 40 administrators surveyed reported having led a literacy training, all for BB. At midterm, 69

percent reported leading a literacy training session. The top three topics covered were reading comprehension (100 percent), phonetics (90 percent), and phonological awareness (86 percent).

**Exhibit 41. Literacy Training Taught by School District Administrators**



Source: School district administrator survey; IMPAQ calculations. N = 29.

Under the BB3 program, administrators (and also head teachers in some instances) are responsible for providing trainings to teachers on nutrition and hygiene. At midterm, 88 percent of school district administrators reported training teachers on nutrition in the last year, a significant improvement from the 10 percent at baseline. At midterm, 86 percent said they had held a training on hygiene, a significant improvement from the 36 percent at baseline ( $p < 0.01$ ). Administrators were asked to recount whether they had observed teachers teaching about nutrition and hygiene during classroom visits. At midterm, 50 percent of administrators reported seeing teachers give lessons on nutrition, similar to baseline, while 74 percent, at baseline and midterm, reported observing teachers instruct on hygiene. All administrators who had conducted trainings to teachers on nutrition and hygiene reported that teachers were very satisfied and incorporated techniques from the trainings into their instruction.

### 3.2.3.2 School Visits

#### Observations and Follow-up Meetings

All 40 of the school district administrators reported making school visits in the past year. As shown in Exhibit 42, administrators often spent less than six hours per week on school visits (36 percent). Improvements were observed at midterm (31 percent) relative to baseline (15 percent) for those spending 11-20 hours on school visits per week ( $p < 0.10$ ). In a typical visit, administrators most frequently (65 percent) reported that two to four hours were spent on classroom observation. However, no significant improvements were observed with respect to baseline in either visits to time spent in classroom observations or hours devoted to follow-up meetings.

**Exhibit 42. School District Administrator School Visits**

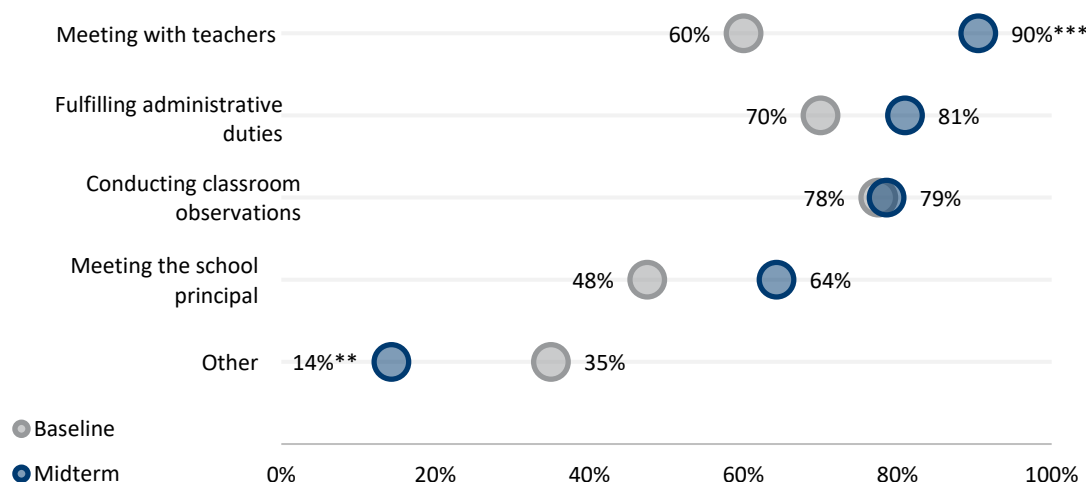
Indicator	Baseline		Midterm		Difference
	Percent	N	Percent	N	
Visited a school	100%	40	100%	42	0 pp
<b>Hours spent on school visits each week</b>					
Less than 6	38%	40	36%	42	-2 pp

Indicator	Baseline		Midterm		Difference
	Percent	N	Percent	N	
6–10	33%	40	26%	42	-7 pp
11–20	15%	40	31%	42	16 pp *
More than 20	13%	40	7%	42	-6 pp
Visited a classroom	93%	40	95%	42	2 pp
<b>Hours spent on classroom observations each school visit</b>					
Less than 2	32%	37	18%	40	-14 pp
2–4 hours	54%	37	65%	40	11 pp
More than 4	14%	37	18%	40	4 pp
Set up a follow-up meeting	93%	40	90%	41	3 pp
<b>Hours spent following up with teachers each week</b>					
Less than 6	73%	40	81%	42	8 pp
6–10	8%	40	2%	42	-6 pp
11–20	0%	40	5%	42	5 pp
More than 20	10%	40	0%	42	-10 pp

Source: School district administrator survey; IMPAQ calculations.

Exhibit 43 shows that the most commonly cited reason for administrators to visit schools was to meet with teachers (90 percent), a significant increase from baseline (60 percent). This was followed by administrative duties (81 percent), conducting classroom observations (79 percent), and meeting with the school principal (64 percent).

**Exhibit 43. School District Administrator School Visit Activities**



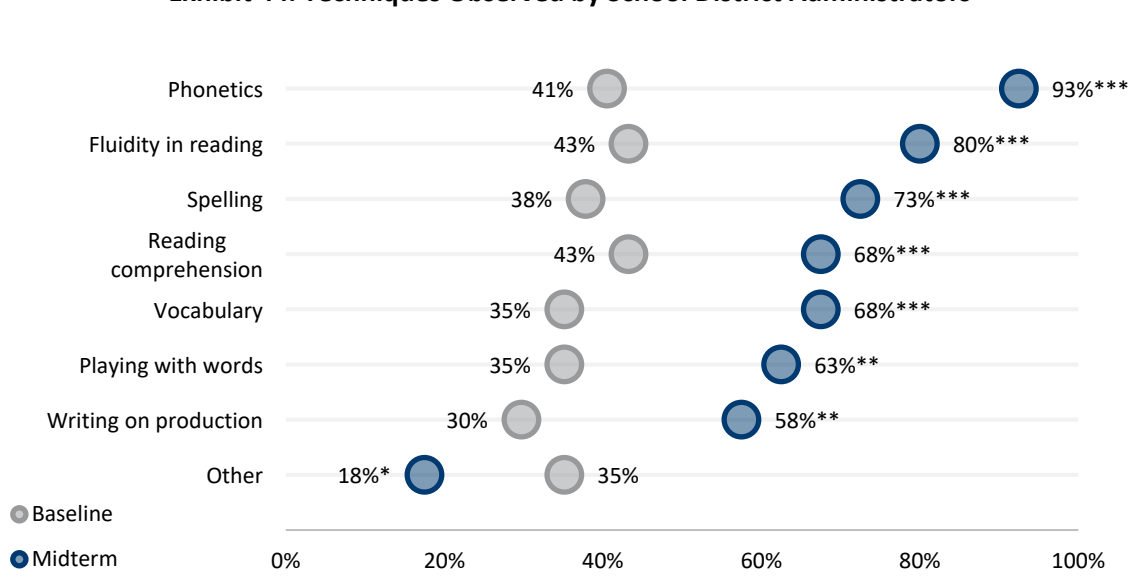
Source: School district administrator survey; IMPAQ calculations. N = 40 at baseline and 42 at midterm. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Standard errors are clustered at the school level.

When visiting for classroom observations, 20 percent of administrators at midline said that this included all grades in the school—lower than baseline (37 percent), a difference significant at the 10 percent level. The most visited grades were Grades 1-2, which 51 percent of administrators reporting visiting at midterm, relative to five percent at baseline ( $p < 0.01$ ). At midterm, twenty two percent of administrators said they visited different grades each time, down from 53 percent at baseline ( $p < 0.01$ ).

There were significant increases in observed skills across the board at midterm compared to baseline. At midterm, the most frequently observed techniques were reading phonetics (93 percent), fluidity in reading (80 percent), spelling (73 percent), and reading comprehension (68 percent). Exhibit 44 shows the skills administrators said they observed during classroom visits.

We found no changes between baseline and midterm in areas where feedback was given, in difficulties reported by teachers to school district administrators, or in changes in teaching practices after follow-up meetings by school district administrators. These results are shown in Exhibit 84, 85, and 86 in [Annex E](#).

**Exhibit 44. Techniques Observed by School District Administrators**



Source: School district administrator survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 37$  at baseline and 40 at midterm. Standard errors are clustered at the school level.

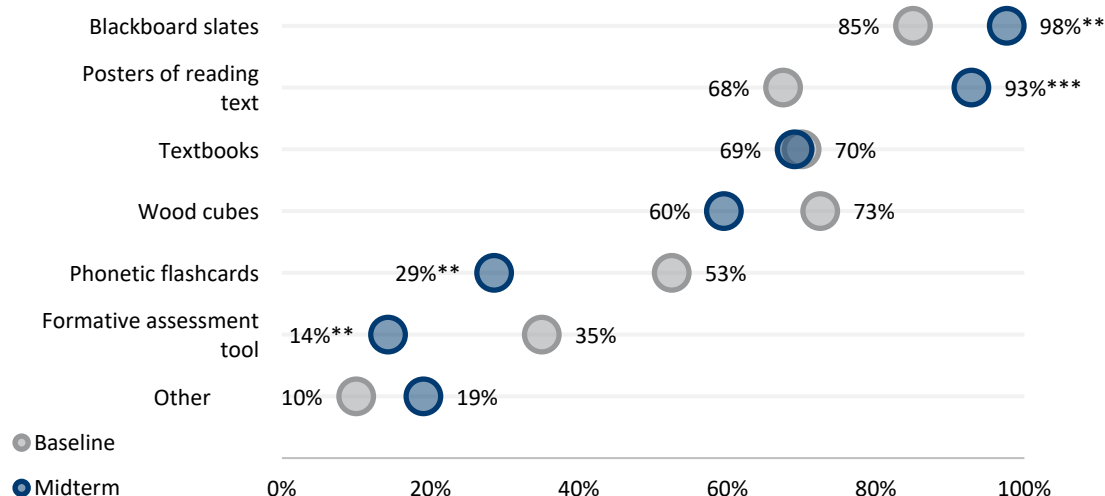
### Observed and Preferred Use of School Supplies

IMPAQ asked school district administrators about the school supplies they observed in the classrooms of all of the schools they visited. At midterm, as detailed in Exhibit 45, administrators most commonly observed blackboard slates (98 percent) and posters of reading text (93 percent). The responses for these two supplies were significantly improved from baseline. By contrast, we found significant reductions at midterm in the supplies of phonetic flash cards (29 percent) and formative assessment tools (14 percent) compared to baseline (53 and 35 percent, respectively).

At midterm, as detailed in Exhibit 46, school district administrators considered blackboard slates (100 percent) and posters of reading text (98 percent) the most useful supplies. It is interesting to note that teachers also considered blackboard slates and posters of reading text as second and third most preferred supplies. However, teachers' most preferred supplies were textbooks whereas textbooks ranked third in usefulness and frequency of observation for school district administrators. The discrepancy between administrator responses regarding adequacy of textbooks and teacher perspectives may need further investigation, which would also help confirm whether teachers actually receive sufficient materials but tend to underutilize certain items with which they are less familiar (e.g., they may rely on a single textbook as they still prefer that over other instructional materials). As noted in Section 4.2.4.1, the qualitative data suggest that teachers across the three provinces feel some dissatisfaction with the quantity of teaching materials, despite noting the quality has been sufficient. As one teacher in Sanmatenga expressed, though

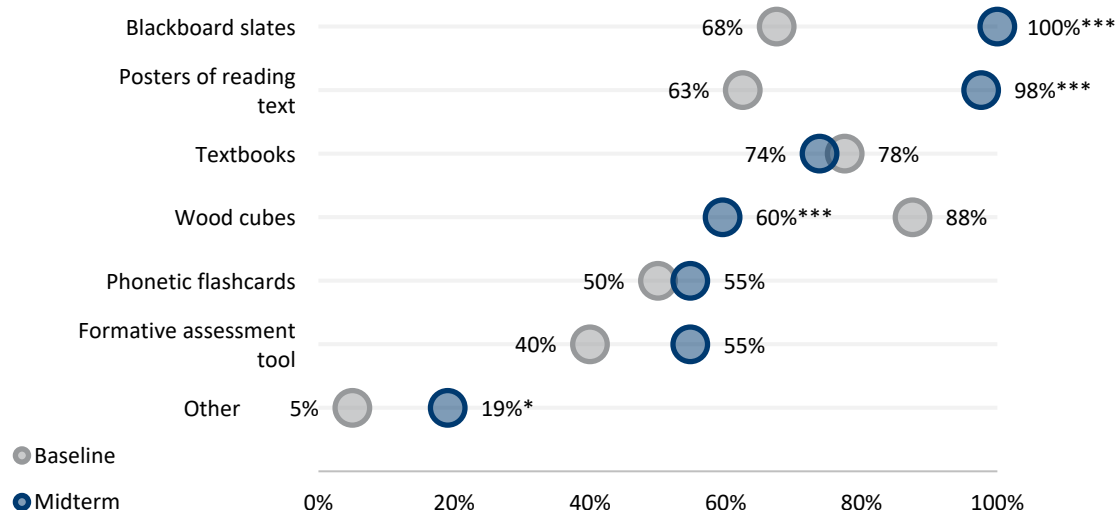
he has received flashcards, books, and giant blackboards, and additional notecards (preparation sheets) “would help us make our job easier.”

**Exhibit 45. School Supplies Observed by School District Administrators**



Source: School district administrator survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 40$  at baseline and 42 at midterm. Standard errors are clustered at the school level.

**Exhibit 46. Useful School Supplies According to School District Administrators**



Source: School district administrator survey; IMPAQ calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 40$  at baseline and 42 at midterm. Standard errors are clustered at the school level.

### 3.2.4 Food Handlers

To address our evaluation questions regarding canteen operations, we surveyed food handlers (cooks and storekeepers) in the school canteens. Below, we describe changes in outcomes between baseline and midterm as well as relevant province-based differences at midterm in the following subsections:

- Training on Safe Food Preparation and Safe Food Storage

- Food Storage Practices
- Food Preparation Practices
- Hygiene Practices
- Canteen-Related Outcomes

Importantly, the results presented in this section rely on a small sample of food handlers: 48 cooks and 50 storekeepers.

#### 3.2.4.1 Training on Safe Food Preparation and Safe Food Storage

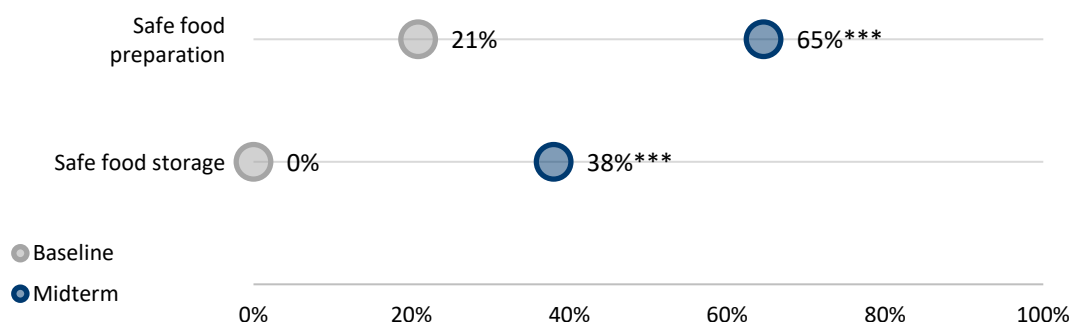
The survey asked cooks and storekeepers whether they received any training on safe food storage and preparation and, if so, the topic areas covered and whether the training came from previous BB phases.

At midterm, 38 percent of storekeepers reported that they received formal training on safe food storage and 65 percent of cooks reported that they received formal training on safe food preparation, as shown in Exhibit 47. These changes represent significant improvements from baseline, especially considering that CRS suspended BB3 trainings in food preparation and storage during the COVID-19 lockdown period given school closures. Nevertheless, the self-reported training levels from the survey data contrasts with the interviews with storekeepers and cooks, most of whom reported receiving training, except for one who had just recently started in the position.

By province, 80 percent of cooks in Namentenga received formal training in food preparation, followed by Bam (63 percent) and Sanmatenga (56 percent). Storekeepers exhibited a similar trend by province with the highest rate of formal training in food storage reported in Namentenga (56 percent), followed by Bam (38 percent) and Sanmatenga (27 percent).

Among those who received formal training, 95 percent of storekeepers and 84 percent of cooks received this training from CRS and the BB3 program whereas 5 percent of storekeepers and 16 percent of cooks received this training from other NGOs. Moreover, all cooks and storekeepers (100 percent) found their training useful.

**Exhibit 47. Food Handler Formal Training in the Past 12 Months**

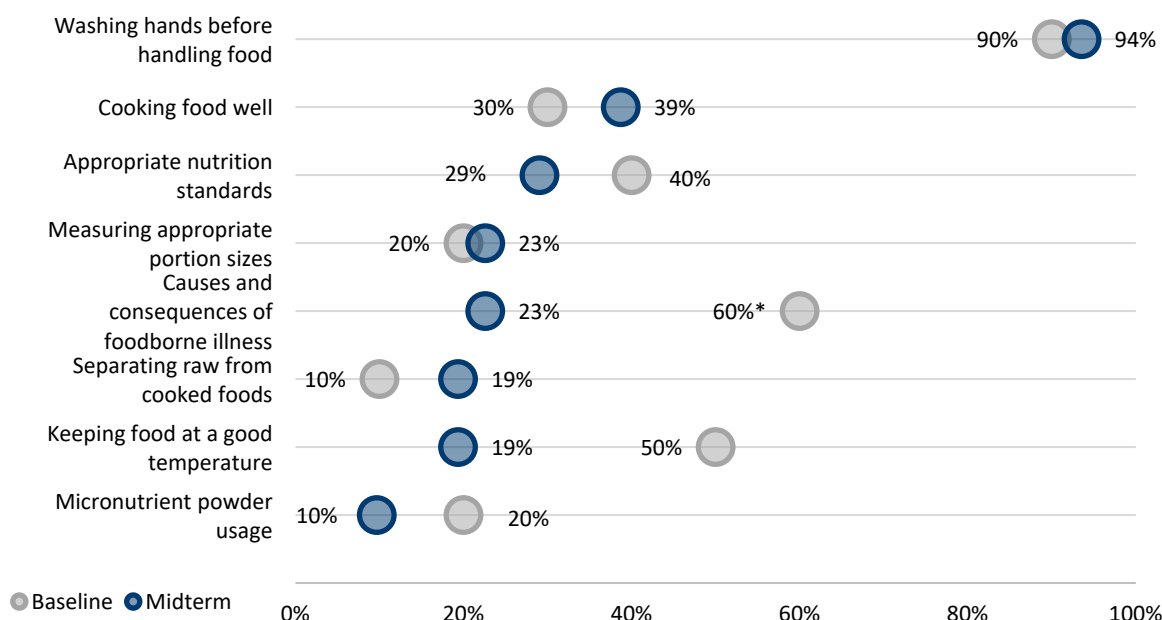


Source: Cook and Storekeeper survey; IMPAQ calculations. N = 48 (Cooks safe food preparation training) at baseline and midterm and 43 and 50 (Storekeeper safe food preparation training) at baseline and midterm, respectively.

Among cooks who received any formal training on safe food preparation, they reported learning a variety of topics. As Exhibit 48 indicates, the largest proportion of cooks reported training on washing hands before handling food (94 percent) while the smallest proportion reported training on micronutrient

powder usage (10 percent), which CRS has phased out of their BB3 programming. Between baseline and midterm, we find a large and significant reduction in training on causes and consequences of foodborne illness. Overall, the stronger emphasis on handwashing relative to other safe food preparation training topics could, in part, reflect the COVID-19 pandemic, which began several months after baseline.

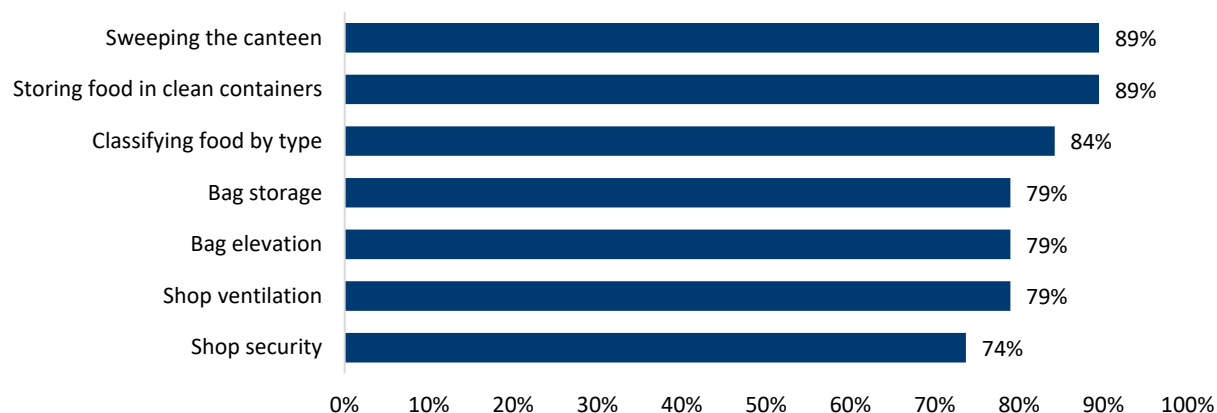
**Exhibit 48. Training Topics Covered – Safe Food Preparation**



*Source: Cook survey; IMPAQ calculations. N = 10 at baseline and 31 at midterm. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.*

Exhibit 49 shows the most common topics covered in safe food storage training according to storekeepers who received this training. Most frequently, 89 percent of storekeepers reported learning to sweep canteens and store cooked food in clean containers, while less prevalently, 74 percent of storekeeper said their trainings covered shop security.

**Exhibit 49. Training Topics Covered — Safe Food Storage**





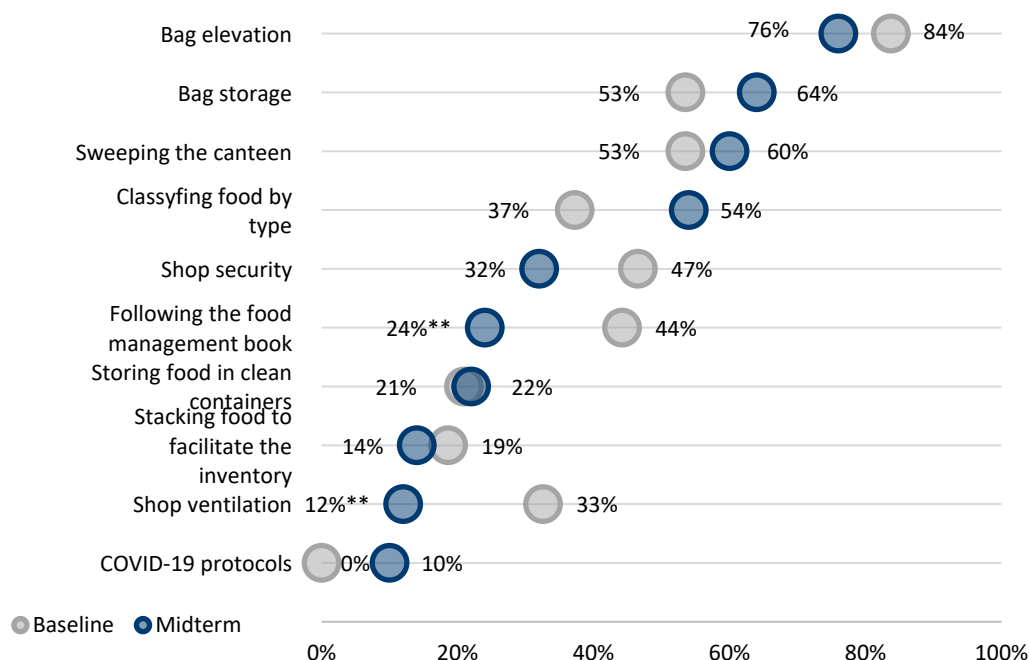
Source: Storekeeper survey; IMPAQ calculations. N = 19 at midterm. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100. All baseline values are zero since none of the storekeepers reported receiving formal training on safe food storage at baseline.

Both storekeepers (58 percent) and cooks (13 percent) reported facing challenges applying the trainings. By province, cooks in Bam more frequently reported challenges (40 percent) relative to cooks in Sanmatenga (14 percent) and Namentenga (0 percent). This trend repeats among storekeepers: all surveyed storekeepers in Bam and most in Sanmatenga (57 percent) reported challenges applying their safe food storage training. In Namentenga, more storekeepers (44 percent) reported challenges than cooks (0 percent). Broadly, storekeepers and cooks across provinces shared the same opinion that the trainings may not be practical and in touch with their own realities. This sentiment emerged as well in interviews with storekeepers and cooks, who noted that they lacked adequate food storage spaces and other resources to follow the trainings.

### 3.2.4.2 Food Storage Practices

Since baseline, while cooks demonstrated improved practices by a larger margin than storekeepers, some of the recommended storage practices decreased between baseline and midterm among both types of food handlers. For example, as shown in Exhibit 50, bag elevation declined among storekeepers from 84 percent to 76 percent, and practices related to shop ventilation and food management practices have declined as well. Considering all the safe food storage practices, storekeepers have practiced following COVID-19 safety protocols the least. CRS should to further investigate the reasons behind lack of safety practices.

**Exhibit 50. Current Safe Food Storage Practices Among Storekeepers — Baseline versus Midterm**

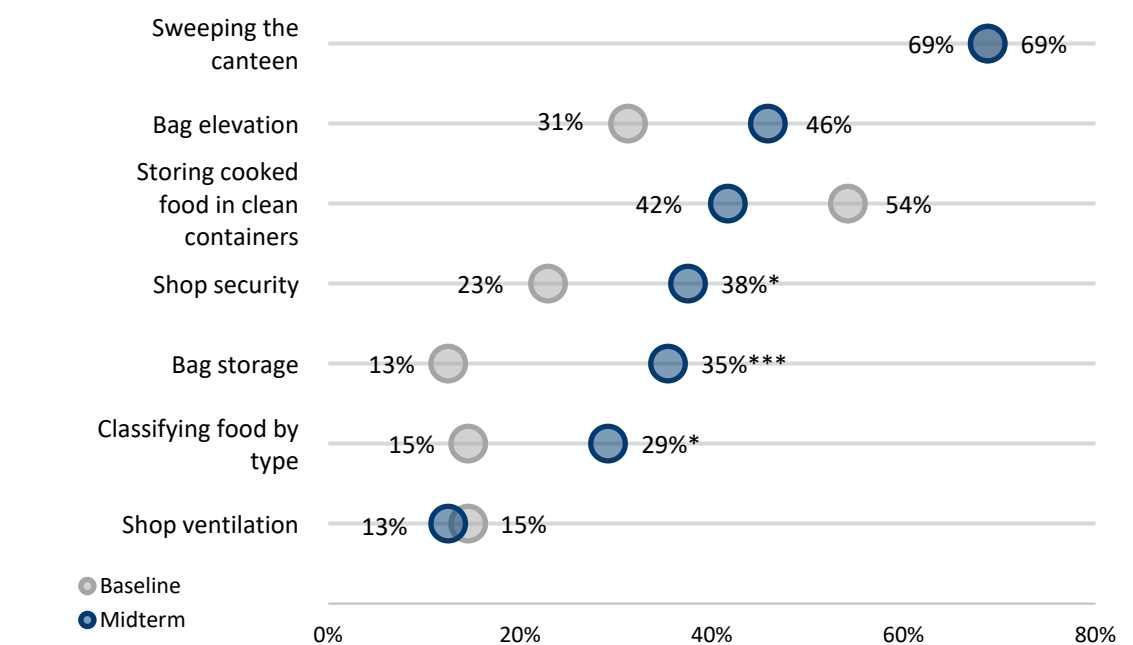


Source: Storekeeper survey. IMPAQ calculations. N = 43 at baseline and 50 at midterm for storekeepers. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

Exhibit 51 illustrates that cooks have most commonly practiced sweeping the canteens (69 percent), while they have practiced shop ventilation at midterm (13 percent) least commonly. Between baseline and midterm, cooks reported improvements in bag storage (i.e., keeping bags one meter from the wall and

roof), shop security, and classifying food by type. Given that these training topics are all self-reported, one should exercise caution when interpreting the results due to possible social desirability bias.

**Exhibit 51. Current Safe Food Storage Practices Among Cooks — Baseline versus Midterm**



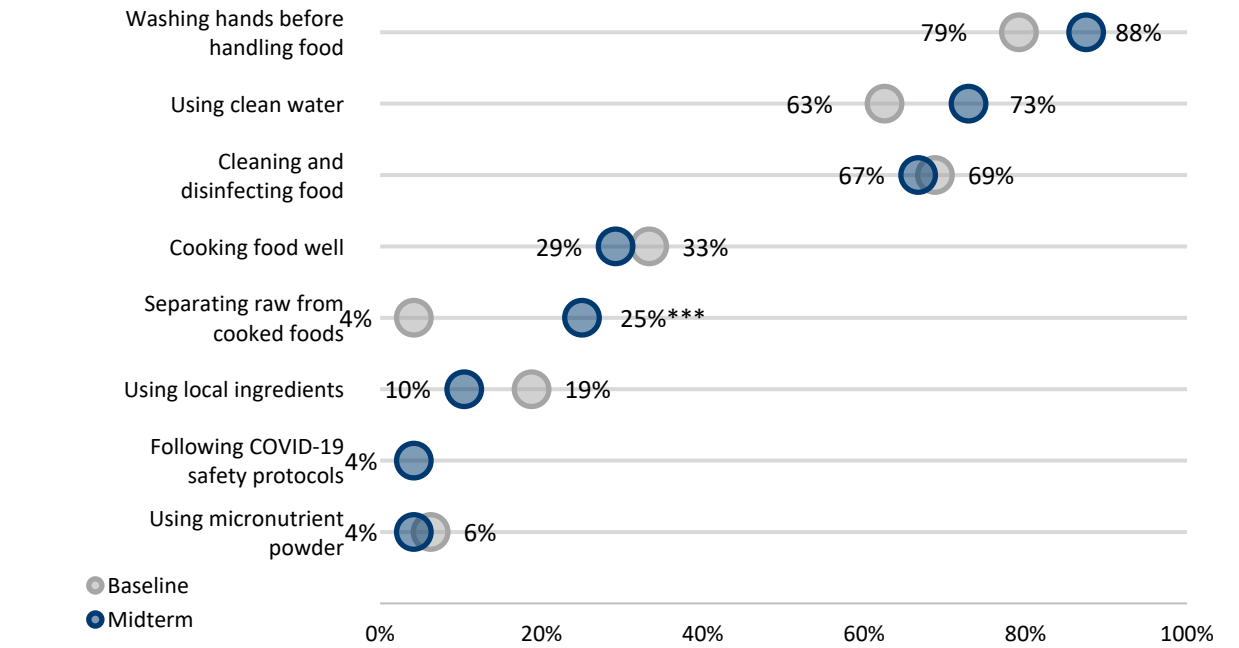
Source: Cook survey. IMPAQ calculations. N = 48 at baseline and 48 at midterm for cooks. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

In keeping with food handlers' self-reported food storage practices, observational data on canteen maintenance show somewhat similar trends regarding canteen sweeping, indicating that 54 percent of canteens were regularly swept. However, the observational data indicates more canteens followed shop security practices (e.g. 87 percent of canteens kept locks on the storeroom) than cooks and storekeepers reported.

### Food Preparation Practices

The survey of cooks asked about specific food preparation practices to understand whether cooks have followed proper hygienic procedures. Reflecting the pattern found in training topics covered for cooks in [Section 3.1.4](#), we find that cooks most commonly reported washing hands before cooking (88 percent) at midterm, whereas only 4 percent of cooks stated that they follow COVID-19 protocols and use micronutrient powders. The low percentage of cooks utilizing micronutrient powder is not surprising as CRS removed this intervention from BB3 because of COVID-19 budget realignment. Overall, safe food preparation practices in any area between baseline and midterm did not seem to improve significantly except for one practice, separation of raw from cooked foods, which increased from 4 percent at baseline to 25 percent at midterm.

**Exhibit 52. Safe Food Preparation Practices**

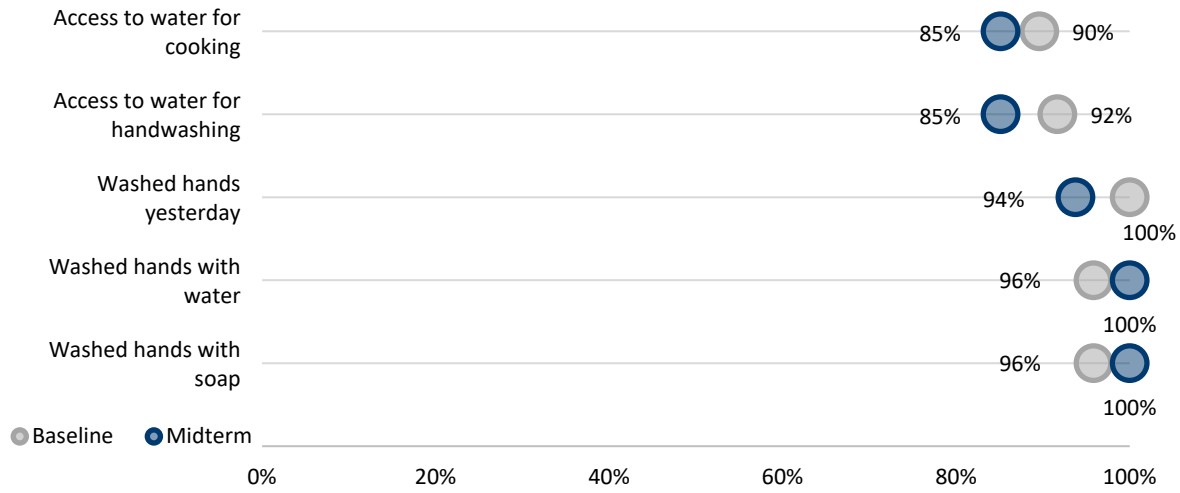


Source: Cook survey; IMPAQ calculations. N = 48 at baseline and 48 at midterm.

### 3.2.4.3 Hygiene Practices

The cook survey also asked about handwashing frequency and handwashing inputs. Among the cooks who reported washing their hands yesterday (94 percent), all cooks reported washing their hands with water and soap, and most cooks (greater than or equal to 85 percent) also reported access to water for cooking and handwashing in canteens at midterm. These responses did not differ significantly from baseline, as illustrated in Exhibit 53. Despite these high self-reported handwashing levels, canteen observational data found only 49 percent had soap at handwashing stations, and only 56 percent of canteens even had a handwashing station. This disparity between self-reported and observational data suggests potential social desirability bias on behalf of the food handlers.

### Exhibit 53. Handwashing Practices



Source: Cook survey; IMPAQ calculations. N = 48 at baseline and 48 at midterm.

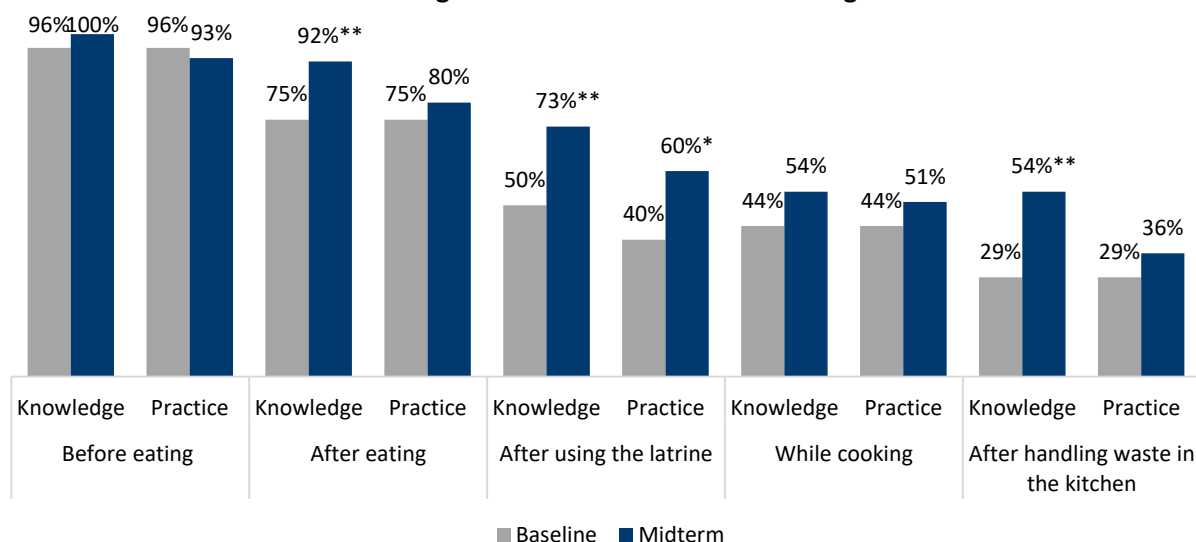
By province, all surveyed cooks in Sanmatenga and Bam reported washing their hands the prior day, but only 80 percent of the cooks based in Namentenga reported doing so. This difference may reflect water access in the canteen for handwashing: among surveyed cooks at midterm, all cooks in Bam reported water access in the canteen for handwashing, but only 80 percent in Namentenga and 83 percent in Sanmatenga reported as such. For Sanmatenga in particular, the disparity between water access in the canteen and handwashing rates raises questions regarding the extent to which cooks can wash their hands at the canteen as opposed to other locations (e.g. at home).

To better understand handwashing practices, the survey asked cooks to specify at which critical moments they washed their hands, using the day before as the reference period. In order to contrast practices with knowledge levels, the survey also asked at which critical moments cooks *thought* a person should wash their hands. In total, the survey referred to 10 critical handwashing moments for these questions.

In general, handwashing knowledge levels varied greatly by province. For instance, among cooks, over half in Namentenga (67 percent) and Sanmatenga (52 percent) thought people should wash their hands while cooking compared to 38 percent of cooks in Bam. Similarly, most cooks in Namentenga (87 percent) and Bam (63 percent) thought people should wash their hands after handling waste in the kitchen, but only 32 percent of cooks in Sanmatenga shared this opinion. These examples illustrate that handwashing knowledge levels at critical moments were generally highest among cooks in Namentenga, yet knowledge levels by province varied considerably depending on the critical moment in question.

Exhibit 54 demonstrates the extent to which handwashing at critical moments varied between baseline and midterm for cooks. Across provinces, handwashing before eating is the most common in terms of knowledge and practice, whereas handwashing after handling kitchen waste is the least common in terms of both knowledge and practice at midterm. Between baseline and midterm none of the hygiene practices showed significant changes except for handwashing after using the latrine, which increased from 40 percent to 60 percent. While these trends broadly point to improvements in handwashing among cooks, knowledge levels generally outpaced practice levels, which may be related to water and infrastructure access issues.

**Exhibit 54. Handwashing at Critical Moments — Knowledge versus Practice**



Source: Cook survey; IMPAQ calculations. N = 48 at baseline and 48 (knowledge) and 45 (practice) at midterm.

#### 3.2.4.4 Canteen-Related Outcomes

To measure canteen-related outcomes, we asked food handlers questions regarding canteen monitoring roles, the diversity of foods served in the canteens, and the distribution of THRs to students as well as cooks. Exhibit 55 shows that commodity monitoring roles for storekeepers have statistically significantly decreased since baseline in two categories: (1) checking hygiene and safety standards and (2) completing monitoring forms. We did not find increases in monitoring roles for storekeepers between baseline and midterm. At midterm, cooks also reported a significant decline relative to baseline in having any role in monitoring commodities that come to the canteen, including checks on daily quantities of commodities. This matches reports from project staff that teachers take responsibility typically for completing monitoring forms for commodities.

**Exhibit 55. Canteen Monitoring Roles**

Canteen Monitoring Roles	Storekeeper		Cooks	
	Baseline	Midterm	Baseline	Midterm
Have a role in monitoring commodities that come to their canteen	29%	21%	100%	86%***
Checking daily quantity of commodities	71%	40%	100%	88%**
Checking if commodities meet safety and hygiene standards	57%	20%*	74%	74%
Monitoring inventory on a monthly basis	14%	10%	72%	60%
Completing monitoring forms	21%	0%*	79%	72%
Checking total quantity of THRs provided	0%	10%	49%	42%
Accounting for commodity receipt and distribution	29%	20%	67%	63%

Source: Cook and Storekeeper survey. IMPAQ calculations. Standard errors are clustered at the school level. N = 48 at baseline and 47 at midterm for cooks. N = 43 at baseline and 43 at midterm for storekeepers.

By province, Bam had the highest share of cooks who reported any role in monitoring canteen commodities (29 percent), followed by cooks in Sanmatenga (24 percent) and Namentenga (13 percent). In contrast, more storekeepers in Sanmatenga (92 percent) reported a role in monitoring commodities, followed by storekeepers in Namentenga (81 percent), and Bam (75 percent). These province-based differences may be due to underlying differences in canteen management strategies among the food handlers.

### Diversity in Meals

We used the minimum acceptable diet (MAD) threshold<sup>37</sup> to measure food diversity at school canteens and found just 2 percent of cooks at midterm reported that the canteens serve meals meeting the MAD requirements. Only one canteen in Sanmatenga met the MAD threshold. This midterm level is statistically significantly lower than baseline (9 percent).

### Take-Home Rations

The team asked both storekeepers and cooks about THR distribution among students in their schools, inquiring specifically on frequency, conditionality, and challenges. The storekeepers, who monitor students' THRs, reported at midterm that only 12 percent of students received THRs. This number is not statistically significantly different from the 7 percent reported at baseline.

Based on storekeepers' responses, THR distribution was highest in Sanmatenga (15 percent) and Namentenga (13 percent); no storekeepers from Bam reported that students received THRs. Among the storekeepers at midterm who reported students received THRs, 80 percent indicated that students receive THRs conditional on attendance, which represents a large yet statistically insignificant difference with baseline (50 percent).

In addition to the low distribution level of THRs among students, 40 percent of surveyed storekeepers at midterm reported they faced challenges in distributing these THRs. Among those who reported challenges in distributing THRs to students, some storekeepers reported that THR quantity does not cover all beneficiary students and their households and that THR quality was suboptimal.

Findings regarding THR distribution among students in the qualitative data mirrors the survey data. For example, some parents interviewed in Namentenga reported that their children never come home with THRs, and cooks in Namentenga confirmed that they have never passed out rations conditional to girls attending school. This could be potentially related to the delays in delivering the food commodities reported by the project staff, government officials, and cooks and storekeepers in Namentenga. Please see 4.2.4.1 for more details on qualitative data related to THRs.

In BB3, the program also provides some cooks with THRs. Under this activity, CRS intended for cooks to receive meals equivalent to three times the ration of primary students as part of their service to the school. When asked at midterm whether they had received THRs, 23 percent of cooks responded that they had, which represents a 13-percentage point decline from baseline levels (36 percent). Like storekeepers, cooks reported as well that THR quantity does not cover all beneficiary students and their households. This opinion also emerged among cooks in qualitative interviews.

### 3.2.5 Parent Teacher Association Members

To measure the level of community involvement with children's schooling, the field team attempted to survey one PTA member in each school. The survey asked questions related to PTA meetings held in the past year, the functioning of the school canteen, and the extent of community support for the school. The results presented in this section rely on a sample of 100 PTA members.

#### *3.2.5.1 PTA Roles and Responsibilities*

According to surveyed PTA members, PTAs held general assembly meetings an average of two times per year with a range of zero to six meetings, which is lower than the baseline average (three meetings per

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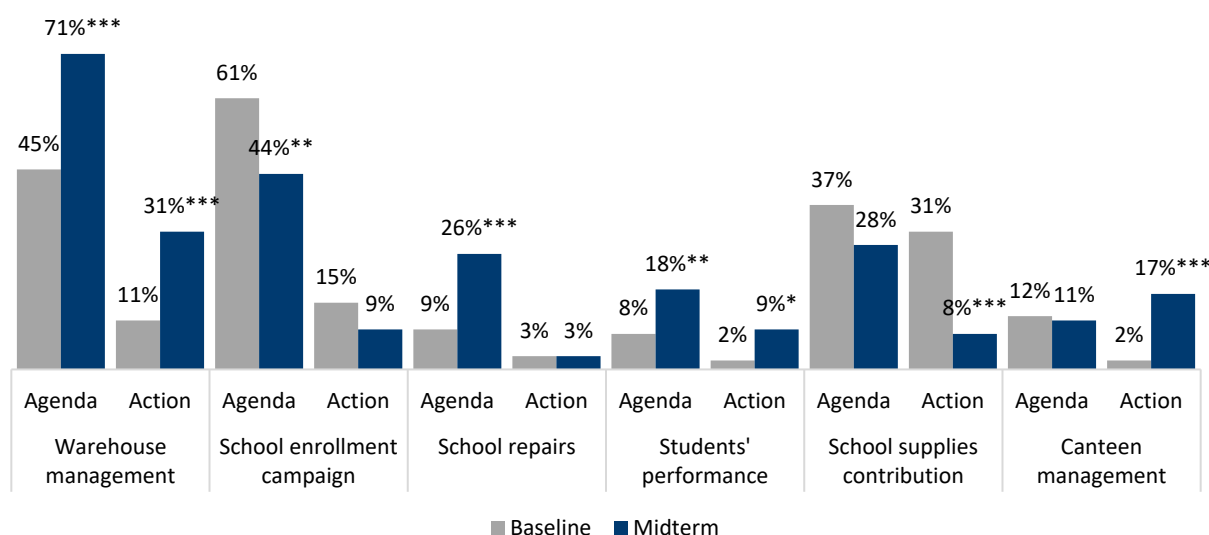
<sup>37</sup> To calculate the minimum acceptable diet with the cooks' self-reported responses, we used the same list of 15 food types as in the student survey and defined the same threshold for an acceptable diet, which included at least eight different foods served in the school canteen in the last week. To have consistent measures with students' responses, the team used the FAO 2010 diversity index (FAO. 2010. Guidelines for measuring household and individual dietary diversity. Rome, Italy: United Nations).

year). The average number of meetings in Bam (2.53) and Namentenga (2.70) is slightly higher than in Sanmatenga (2.10). According to 64 percent of respondents, PTA general assembly meetings occur about every three months; additionally, 88 percent of respondents reported they met with the principal to discuss the PTAs' concerns, decisions, or action items. By contrast, significantly more (96 percent) PTA members met with principals at baseline.

Exhibit 56 details the most common agenda topics and action items for the PTA assemblies according to respondents. At midterm, 71 percent of PTA members listed warehouse management while only 11 percent noted canteen management. Other frequent agenda items include school enrollment campaigns (44 percent), school supplies contributions (28 percent), and school repairs (26 percent). The unpopularity of canteen management as a topic on the agenda for PTA discussions may perhaps explain why food handlers are doing less canteen management and may even partly explain canteen closures.

A majority (89 percent) of PTA members reported that they acted on the topics discussed in their general assemblies; this level was highest in Bam (100 percent) and Namentenga (96 percent) and lowest in Sanmatenga (80 percent). As shown in Exhibit 56, 31 percent of PTA members pointed to warehouse management as the most common action item since the last general assembly in the past school year, followed by canteen management (17 percent), students' performance (9 percent), and school enrollment campaigns (9 percent).

**Exhibit 56. PTA General Assembly Agenda Topics and Action Items**

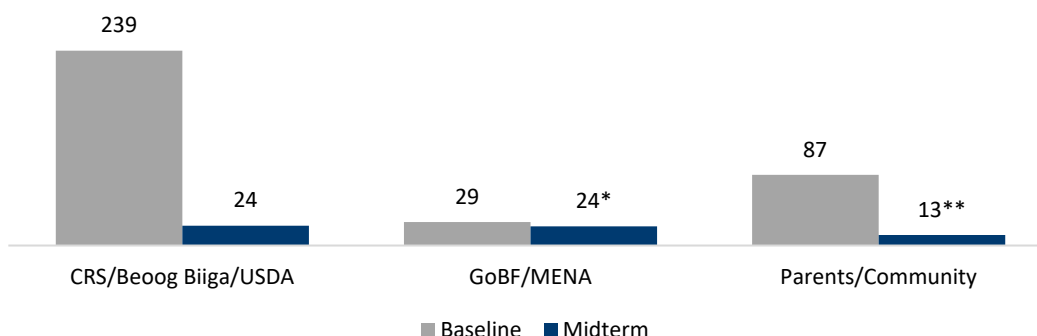


baseline (98 percent). While all PTA members in Bam reported their school canteen was functional, just over half reported this was the case in Namentenga and Sanmatenga (57 percent each). Project staff in interviews shared that government food commodity distribution should have occurred in October and November, but distribution faced delays and only commenced at the end of February, so schools did not receive food commodities at the same time.

On average, the canteen was functional for 3.5 months in the current academic year at midterm, which represents a significant reduction from the average of 5.8 months at baseline. The average number of functional canteen months in Bam (3.85) and Namentenga (3.56) is slightly higher than in Sanmatenga (3.07). Across provinces, the insufficiency of donations emerged as the most common explanation for why the canteen did not operate in the school year (54 percent), followed by delays in receiving commodities (37 percent).

PTA members also monitor the in-kind donations that canteens receive, which come from the government, community, NGOs, and other sources. Their reporting indicates that at midterm canteens have received fewer donations relative to baseline, as shown in Exhibit 57. Moreover, BB3 and the government donated most of the commodities at midterm (24-50 kilograms bags from each). By contrast, parents and the community donated an average of 13 bags.

**Exhibit 57. Number of 50 kg Bags of Food Donated by Source**



*Source: Parent Teacher Association survey; IMPAQ calculations. Baseline Ns = 65 for CRS, 70 for GoBF, and 87 for parents; midterm Ns = 46 for CRS, 55 for GoBF, and 61 for parents.*

### 3.2.6 Mothers with Children under the Age of Two

#### 3.2.6.1 Background

To gain an understanding of the nutrition and feeding behaviors of children under two years old as well as of the health and nutrition knowledge and practices of mothers and pregnant women, the IMPAQ team surveyed three types of mothers—(1) pregnant women, (2) mothers with children 0-6 months of age, and (3) mothers with children 7-24 months of age—in Boussouma commune in Sanmatenga, the target area for nutrition and health outreach activities at the community level. This section describes the outcomes for the full sample of mothers and disaggregates these findings by mother type for the following subject areas:

- Antenatal Care, Delivery, and Postnatal Care
- Food Security and Feeding
- Hygiene and Health



Since the BB3 programming activities for mothers did not occur as intended by midterm, the midterm results in this section serve as a provisional “baseline” for the next round of mother-related BB3 programming.<sup>38</sup>

### 3.2.6.2 Antenatal Care, Delivery, and Postnatal Care

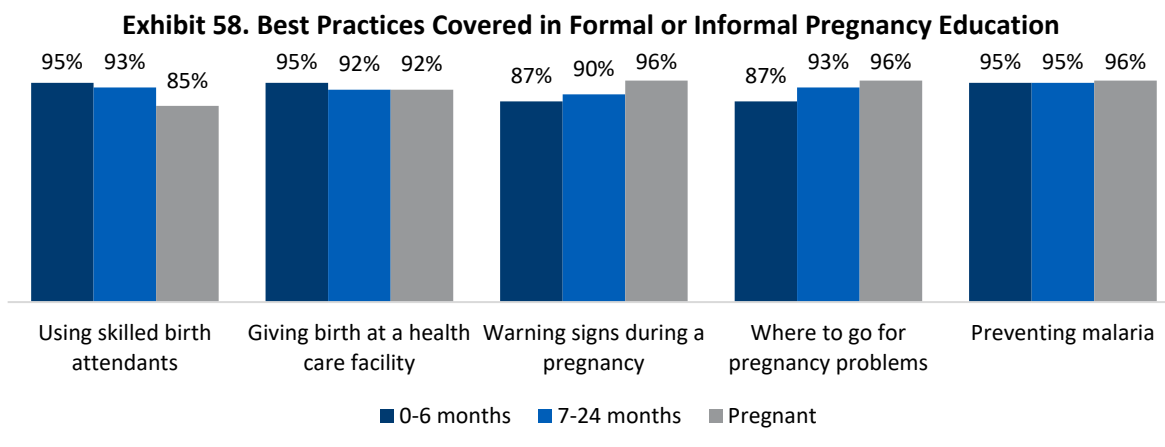
#### Knowledge

##### Antenatal Care

To measure the extent to which mothers in participant communities follow healthy practices related to pregnancy, the survey asked pregnant women and mothers about the education they received formally (e.g., training, certificate programs) or informally (e.g., from community members or relatives) on reproductive, maternal, and neonatal health topics.

All three mother types (i.e., 0-6 months, 7-24 months, pregnant) reported high knowledge levels of best practices at midterm. Overall, more than 90 percent of surveyed women reported they had received formal or informal education on best practices to follow while pregnant. On average, the most common education topics included preventing malaria (95 percent), giving birth at a health care facility (93 percent), and understanding where to go for pregnancy problems (92 percent), whereas the least common topics were use of a skilled birth attendant and warning signs during pregnancy (91 percent each).

As illustrated in Exhibit 58, mothers with children 0-6 months received the highest level of formal or informal education on using skilled birth attendants (95 percent), giving birth at a health care facility (95 percent), and preventing malaria (95 percent) but comparatively lower levels on pregnancy warning signs (87 percent) and where to go for pregnancy problems (87 percent). The results for pregnant women suggest the opposite pattern, with relatively higher education levels on antenatal care (i.e., warning signs during a pregnancy and where to go for pregnancy problems) and somewhat lower education levels on resources for delivery, namely using skilled birth attendants (85 percent) and giving birth at a health care facility (92 percent). These percentage point differences among mother groups, however, are minor.



Source: Mother survey; IMPAQ calculations. N = 177 at midterm

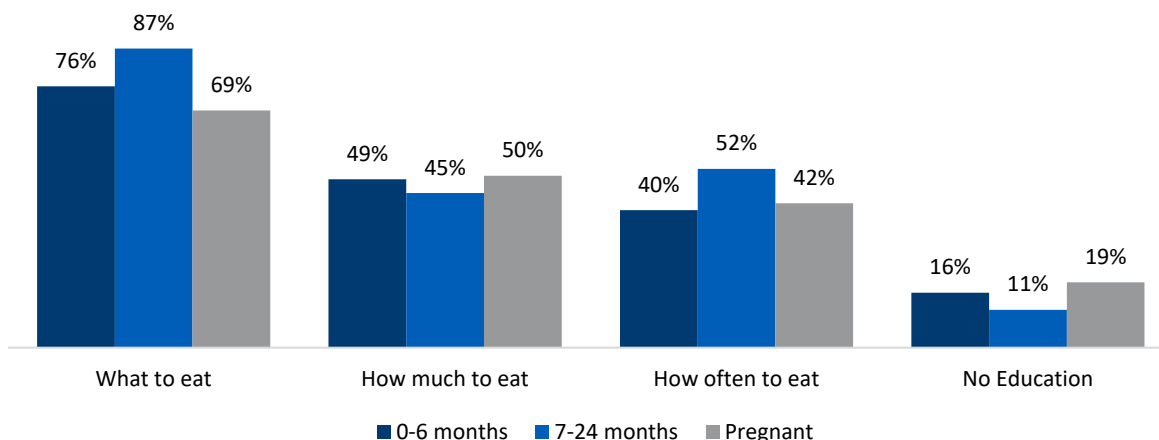
Relative to the pregnancy topics shown in Exhibit 58, the data also illustrate that pregnant women and mothers were less likely to have received formal or informal education about their diet during pregnancy.

<sup>38</sup> In other words, these results represent baseline insofar as mothers have not yet directly participated in BB3 activities, thereby providing a snapshot of their status quo prior to receiving any targeted intervention.

Although 85 percent of all respondents said they had received some instruction on what types of foods they should consume during their pregnancies, far fewer received education on the frequency of meals (47 percent) or the amount of food they should eat per meal (47 percent); 14 percent of respondents stated they had not received any instruction on diet during pregnancy.

Disaggregated by mother type as shown in Exhibit 59, about 84 percent of mothers with children 0-6 months old and 89 percent of mothers with children 7-24 months old received some type of diet education. Given that pregnancy and the first six months of life are a critical period when exclusive breastfeeding can be lifesaving for children, the fact that fewer mothers received diet education in this category than mothers of older children suggests a gap in diet education that future BB3-led trainings can address.

**Exhibit 59. Mothers Who Received Education on Diet during Pregnancy**



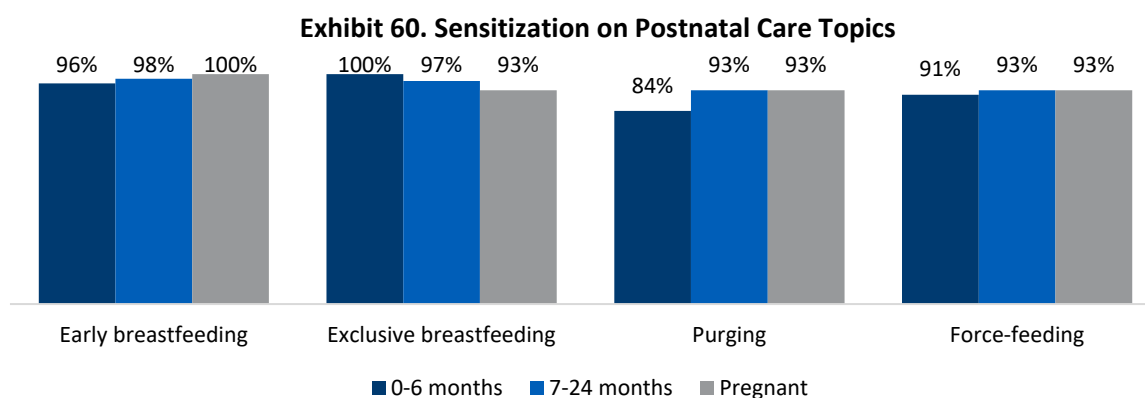
Source: Mother survey; IMPAQ calculations. N = 26 at midterm

The survey also asked respondents if they had ever received any formal or informal education on the advantages and disadvantages of family planning; 90 percent reported that they had. Of these, the vast majority (95 percent) learned about family planning from a doctor, nurse, or midwife; few (5 percent) learned from community health workers. While 85 percent of pregnant women had received education on family planning, 93 percent of mothers with children 7-24 months old had received education on family planning.

#### Postnatal Care

In addition to education on antenatal care, most surveyed women reported they received education on postnatal checkups (65 percent). On average, more mothers with children 7-24 months old received this education (78 percent) than mothers with children 0-6 months old (69 percent).

We also asked mothers of children under 24 months of age about their exposure to information about feeding practices for newborns. Their responses indicate that, overall, mothers were most likely to receive training on early breastfeeding (98 percent) and least likely to receive training on avoiding purging (90 percent). Sensitization on purging was particularly low among mothers with children 0-6 months old. Exhibit 60 shows the results by mother type.



Source: Mother survey; IMPAQ calculations. N = 166 at midterm

## Practices

### Antenatal Care

To examine the relationship between mothers' knowledge and practice of reproductive, maternal, and neonatal health, the IMPAQ team surveyed mothers with children under 24 months of age on the extent to which they followed best practices in these areas and used formal health systems. The survey data shows high usage rates of antenatal and postnatal care and of health facilities. Almost all (99 percent) of the 178 respondents reported that they saw someone for antenatal care during their most recent pregnancy. Of these, 98 percent visited a primary health facility, and a small percentage visited other facilities, such as a government hospital, outreach clinic, or a private hospital/clinic.

The timing of antenatal care visits is important. The World Health Organization (WHO) recommends a minimum of eight contacts between a pregnant mother and health professional—to reduce perinatal mortality and improve women's experience of care—with the first visit occurring before 12 weeks of pregnancy.<sup>39</sup> On average, surveyed mothers received antenatal care for the first time at three months, and the average number of antenatal care visits was five. WHO guidelines recommended four antenatal care visits until 2018 when they were revised to suggest eight visits.<sup>40</sup>

Exhibit 61 shows 88 percent of pregnant women had taken a tablet for a healthier pregnancy. The majority of pregnant respondents took tablets to supplement their diets with micronutrients (82 percent) and to prevent malaria (55 percent). Among respondents who reported "other" (18 percent), the reasons they most commonly gave for taking tablets was to protect their child (n = 13) and for their appetite (n = 7).

**Exhibit 61. Antenatal Health Practices — Tablets**

Indicator	0-6 months		7-24 months		Pregnant		Average	
	%	N	%	N	%	N	%	N
Taken tablets for a healthier pregnancy	82%	55	88%	97	88%	25	86%	177
<b>Reasons for taking tablets</b>								
To supplement diet with micronutrients	89%	45	87%	85	82%	22	87%	152
Prevent malaria	80%	45	71%	85	55%	22	71%	152
Other*	13%	45	21%	85	18%	22	18%	152

Source: Mother survey. IMPAQ calculations. N = 177 at midterm.

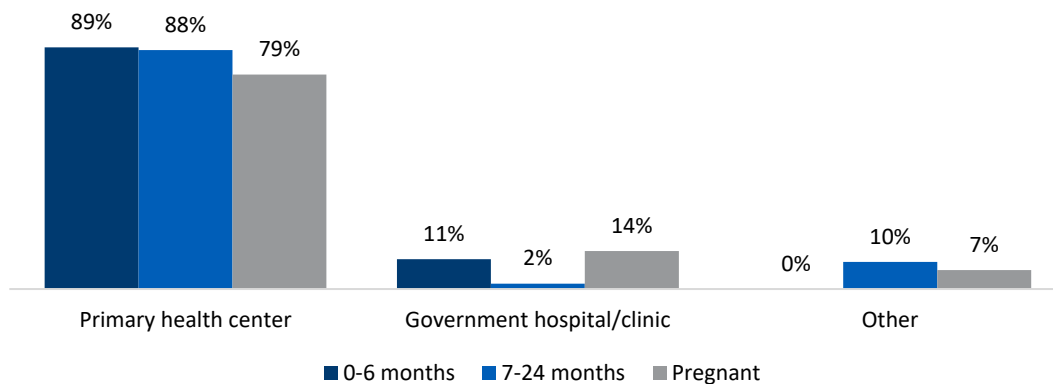
<sup>39</sup>Reproductive Health Library. (2018). "WHO recommendation on antenatal care contact schedules". Retrieved from: <https://extranet.who.int/rhl/topics/improving-health-system-performance/who-recommendation-antenatal-care-contact-schedules>

<sup>40</sup> Ibid.

### Delivery practices for their most recent delivery

Good health practices extend to mothers' use of health facilities for delivery: on average, 94 percent of all surveyed women gave birth to their youngest child in a health facility, which was either a primary health center (85 percent) or a government hospital or clinic (9 percent), as shown in Exhibit 62 by mother type. Almost all respondents (99 percent) gave birth with assistance from a doctor, nurse, or midwife.

**Exhibit 62. Location of Most Recent Delivery**

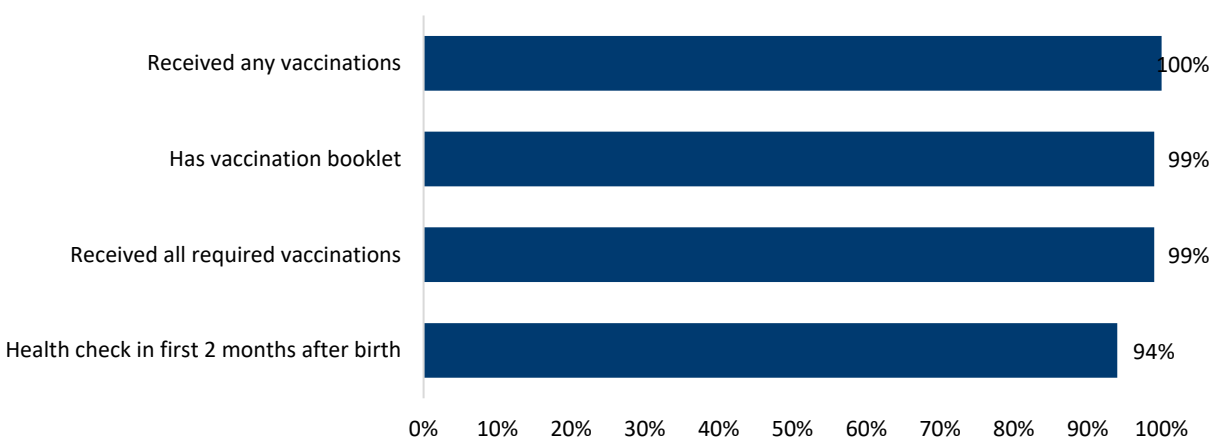


Source: Mother survey; IMPAQ calculations. N = 166 at midterm

### Postnatal care for their most recent delivery

The midterm data show that most of the mothers undertook postnatal care after their most recent delivery. Exhibit 63 shows that most mothers who took their children to postnatal care appointments followed the advice from health care providers; for example, 100 percent of mothers took their children for vaccinations, 99 percent owned a vaccination booklet for their child, and 94 percent took their child for health checks within the first two months after birth. Almost all the children who received at least one vaccine received *all* recommended vaccines (99 percent). All respondents reported that health care providers (e.g., doctor, nurse, midwife) performed infant health checks two months after birth.

**Exhibit 63. Infant Health Services for Most Recent Delivery**



Source: Mother survey; IMPAQ calculations. N = 166 at midterm

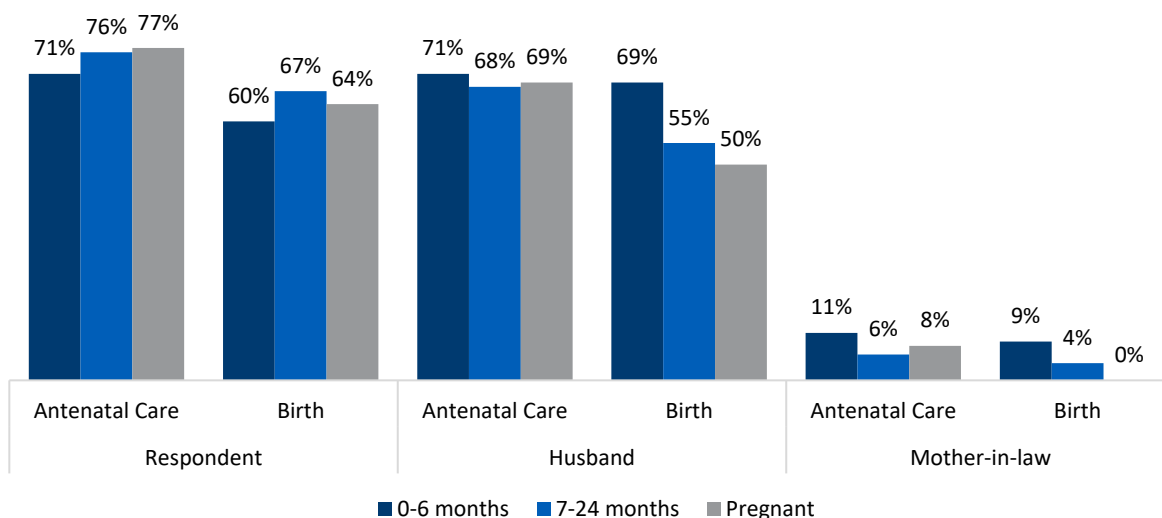
### Decision-Making

Mothers' use of antenatal and postnatal care, health facilities, and sanctioned health professionals may lead to positive health outcomes for themselves and their children. For antenatal and birth-related

matters, mothers engaged their husbands when deciding which services to utilize: among all surveyed mothers, 69 percent reported that their husband made decisions around antenatal care, and 75 percent reported they influence these decisions, as shown in Exhibit 64 by mother type. More specifically, 45 percent of respondents reported making antenatal decisions jointly with their husbands whereas 30 percent decided independently, and 24 percent reported their husbands alone led this decision-making.

Decisions about where respondents delivered their most recently born child follow a similar pattern as antenatal care decision-making, with 46 percent of respondents making this decision jointly with their husbands whereas 33 percent reported making this decision solely. A comparatively smaller proportion reported their husband solely made this decision (17 percent), and one respondent (3 percent) reported neither herself nor her husband made this decision. Interestingly, the role of the mother-in-law is minimal in decisions around antenatal care and birth irrespective of mother type.

**Exhibit 64. Maternal Health Decision-Making Dynamics**



Source: Mother survey; IMPAQ calculations. N = 178 (antenatal care) and 30 (delivery) at midterm

### 3.2.6.3 Food Security and Feeding

#### Early Feeding

Following early feeding best practices, breastfeeding exclusively for the first six months and then introducing complementary solid food thereafter are important for promoting the sensory and cognitive development of newborns and protecting them against infectious and chronic diseases.<sup>41</sup> Two aspects of breastfeeding practice are crucially important for maximizing the health benefits to newborns: (1) initiation of breastfeeding within one hour after birth and (2) breastfeeding exclusively for the first six months.<sup>42</sup>

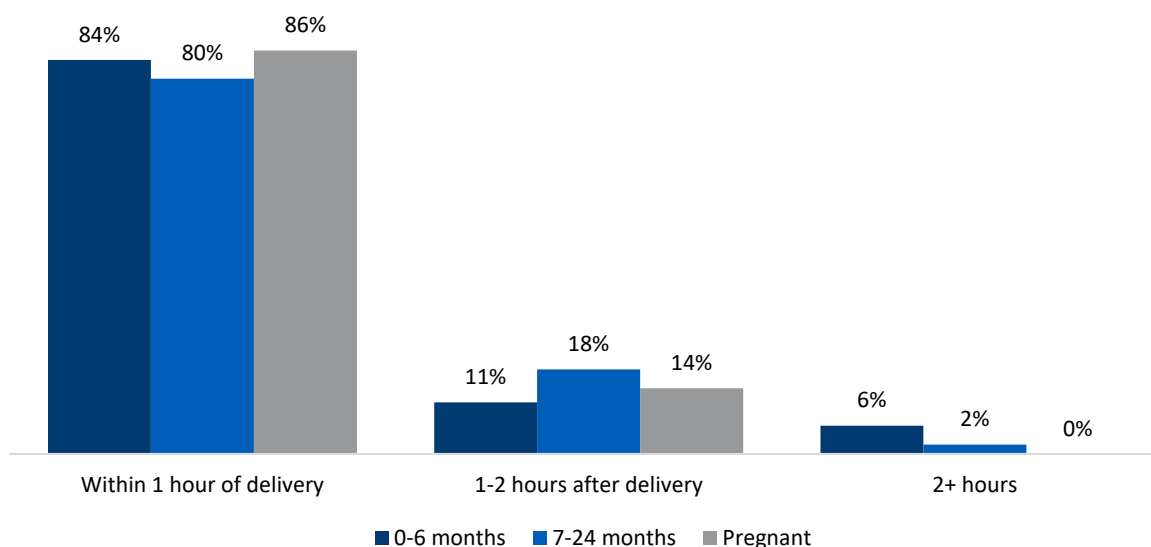
Of the mothers surveyed with children under 24 months old, all mothers reported that they breastfed their youngest child, which coheres with the high rate of mothers (98 percent) who reported that they had received formal or informal education on early breastfeeding. Exhibit 65 shows the time range for

<sup>41</sup> Salim, Leah. 2018. "Breastfeeding from the first hour of birth: what works and what hurts". UNICEF, WHO.

<sup>42</sup> Ibid.

when mothers initiated breastfeeding. On average, 82 percent of surveyed mothers met the WHO and United Nations Children’s Fund (UNICEF) recommendation to begin breastfeeding within one hour after delivery, while 15 percent began breastfeeding within two hours.

**Exhibit 65. Initiation of Breastfeeding after Delivery**

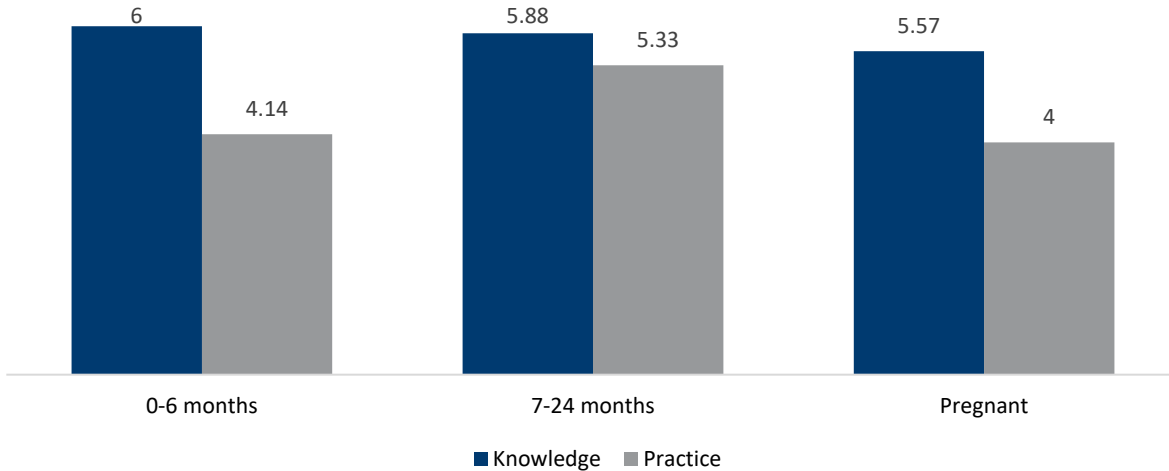


Source: Mother survey; IMPAQ calculations. N = 166 at midterm

Surveyed mothers exhibited high knowledge levels on recommended exclusive breastfeeding practices. When asked how long an infant should be breastfed exclusively, the average answer across all respondents, 5.89 months, almost exactly matched the WHO recommendation. These findings complement findings from focus groups with mothers, who also mostly said that children should be exclusively breastfed for six months. In terms of practice, on average, mothers with children under 24 months old breastfed their child exclusively for 4.49 months, which is just one month short of the WHO-recommended six months (Exhibit 66).

As Exhibit 66 shows, despite high knowledge levels on exclusive breastfeeding, pregnant women and mothers with children 0-6 months old reported smaller averages in practice (approximately four months of exclusive breastfeeding), falling short of the WHO recommended duration. This could partly reflect the fact that mothers with children 0-6 months old may not have completed their breastfeeding. For instance, if a mother is interviewed when her baby is 4 months old, the maximum she will have been able to breastfeed is four months. The responses from pregnant women may also be subject to recall error as they may not perfectly recall their experience from their last pregnancy (where applicable). Some women are primigravida, so the sample sizes for pregnant women is smaller for this question. In addition, data from time when child first received water and decoctions further casts doubt on length of exclusive breastfeeding being actually shorter than what is reported when directly asked about it (see discussion below).

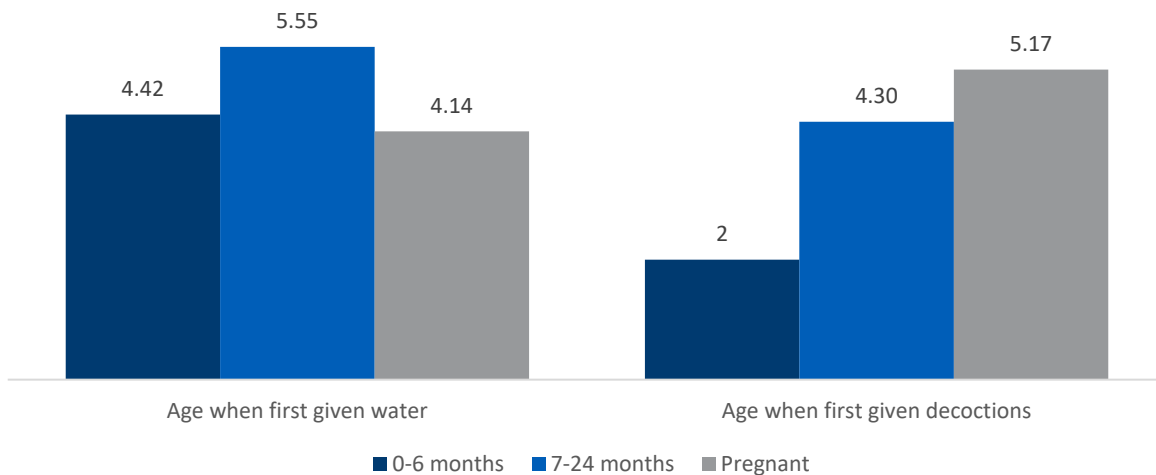
**Exhibit 66. Duration (Months) of Exclusive Breastfeeding — Knowledge versus Practice**



Source: Mother survey; IMPAQ calculations. N = 166 (knowledge) and 122 (practice) at midterm

Exhibit 67 shows the age (months) at which the mother's youngest child drank water and decoctions. For mothers with children 7-24 months old, 5.55 months was the average age when water was first given, which is broadly consistent with reports on exclusive breastfeeding. However, the age when these mothers first gave decoctions (e.g., herbal tea) is lower (4.3 months), suggesting that even mothers with children in this age group do not strictly practice exclusive breastfeeding for six months. For mothers with children 0-6 months old, the average is even lower (2 months) for decoctions, but the age when they first gave water is consistent with the age reported when exclusive breastfeeding ends (at about 4 months of age).

**Exhibit 67. Age (Months) when Youngest Child First Received Water and Decoctions**

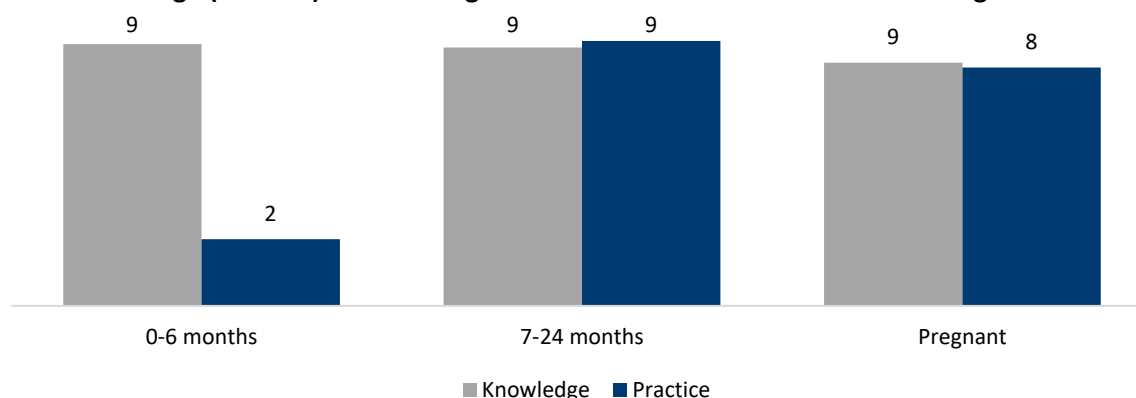


Source: Mother survey; IMPAQ calculations. N = 121 (water) and 30 (decoctions) at midterm

The midterm data show that the surveyed woman, on average, gave their newborns solid foods around 9 months of age. This is well beyond the six-month mark for exclusive breastfeeding. It is safe to start introducing solid foods beginning at 6 months of age, so the extended delay may be less than ideal. In practice, while some mothers introduce solids when an infant is 8-9 months old, as shown in Exhibit 68,

those with children 0-6 months old report introducing solids two to three months after birth, which is not aligned with WHO recommendations.

**Exhibit 68. Age (Months) when Youngest Child First Ate Solid Food — Knowledge versus Practice**



Source: Mother survey; IMPAQ calculations. N = 163 (knowledge) and 96 (practice) at midterm

After the first six months, WHO recommends that mothers continue to breastfeed, with the addition of solid foods, for the next year and a half, until the child turns two. Of mothers with children under age 2, 94 percent reported that they had breastfed yesterday, and seven percent said they had given their child baby formula. Most mothers reported that they breastfed their child every hour.

#### Minimum Acceptable Diet for Children Under 2 Years of Age

Once children have reached 6 months of age and no longer need to be exclusively breastfed, it is common to see solid foods introduced to their diet alongside continued breastfeeding. The common measure used to evaluate nutritional intake during this period is the minimum acceptable diet, one of eight WHO indicators used in assessing infant and young child feeding practices.<sup>43</sup> This indicator has two components: (1) minimum dietary diversity and (2) minimum meal frequency, which in this context includes the number of times a child receives solid, semi-solid, or soft foods. The recommended frequencies for children under 2 years are based on age and whether the child is still being breastfed:<sup>44</sup>

- Two times per day for breastfed infants between 6 and 8 months
- Three times per day for breastfed infants between 9 and 23 months
- Four times per day for non-breastfed children between 6 and 23 months

According to our calculations, shown in Exhibit 69, in the day prior to the survey, 78 percent of mothers with children 0-6-months old gave their child the minimum acceptable diet, whereas only 8 percent of mothers with children 9-24 months old and 0 percent of mothers with children 7-8 months old had done so.

**Exhibit 69. Children under 2 whose Diet Met Minimum Standards**

Age of Youngest Child	Minimum Dietary Diversity	N	Minimum Meal Frequency	N	Minimum Acceptable Diet	N
0–6 months	NA	NA	NA	NA	78%	55
7–8 months	9%	14	90%	14	0%	14

<sup>43</sup> INDDEx Project (2018), Data4Diets: Building Blocks for Diet-related Food Security Analysis. Tufts University, Boston, MA. <https://inddex.nutrition.tufts.edu/data4diets>. Accessed on 12 August 2019.

<sup>44</sup> Ibid.



Age of Youngest Child	Minimum Dietary Diversity	N	Minimum Meal Frequency	N	Minimum Acceptable Diet	N
9–24 months	10%	83	93%	83	8%	83

Source: Mother survey; IMPAQ calculations. N = 178.

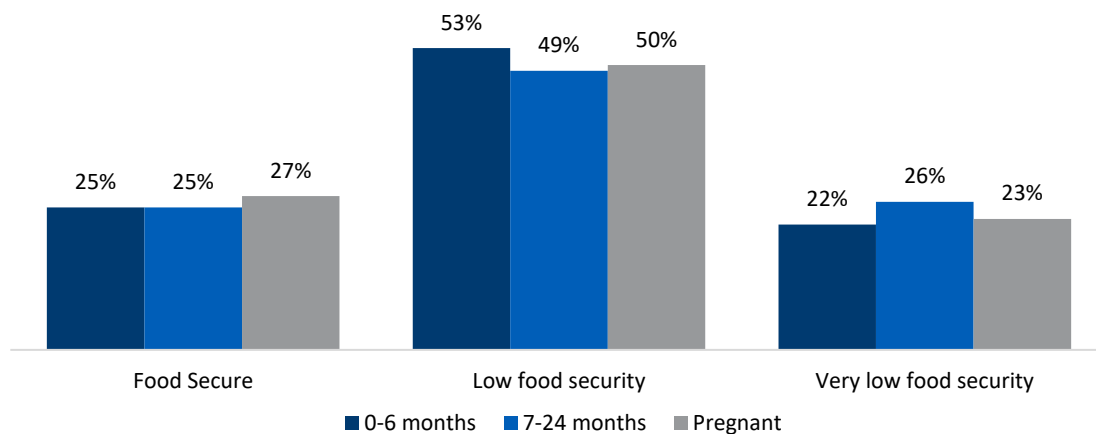
### Food Security Status

Household food insecurity has implications for early childhood and brain development. The diet of pregnant and lactating mothers can affect absorption and distribution of vital nutrients for infants.<sup>45</sup> The IMPAQ team used USDA's Household Food Security Survey Module<sup>46</sup> to measure food security in the households of the mothers surveyed. The survey asked mothers six questions about the food consumed in their households in the past 12 months and whether they were able to afford the food they needed. The total of the mother's affirmative responses to the six questions is the household's raw score. Raw scores are linked to food security status as follows:

- Raw score 0–1: High food security
- Raw score 2–4: Low food security
- Raw score 5–6: Very low food security

Exhibit 70 shows the distribution of food-insecure households based on these categories. Only about one-quarter of mothers were food secure. In fact, another quarter of mothers had very low food security.

**Exhibit 70. Household Food Insecurity**



Source: Mother survey; IMPAQ calculations. N = 178 at midterm

The IMPAQ team also asked mothers which household members, if any, had reduced or cut their meals during periods of food insecurity over the past 12 months. Forty-nine percent of all respondents reported that all members of the household reduced or cut their meals. Exhibit 71 shows the disaggregation by mother type.

**Exhibit 71. Household Members Who Reduced or Cut Meals during Food Insecure Periods**

Household Member	0-6 months	N	7-24 months	N	Pregnant	N
Everyone	53%	17	50%	36	45%	11

<sup>45</sup> Hager ER, Quigg AM, Black MM, et al. Development and validity of a 2-item screen to identify families at risk for food insecurity. *Pediatrics*. 2010; 126: 26-32.

<sup>46</sup> Economic Research Service, USDA. 2012. U.S. Household Food Security Survey Module: Six-Item Short Form (Tech.). Washington, DC: USDA.

Household Member	0-6 months	N	7-24 months	N	Pregnant	N
The women	47%	17	39%	36	45%	11
The girls	0%	17	0%	36	0%	11
The men	41%	17	47%	36	45%	11
The boys	6%	17	0%	36	0%	11
Other	12%	17	6%	36	18%	11

Source: Mother survey; IMPAQ calculations. N = 64. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

### 3.2.6.4 Hygiene and Health Practices

Hygiene and health practices can influence nutrition and learning outcomes as poor hygiene practices can cause childhood illness even in instances where the child is receiving adequate nutrition, creating an undue burden on undernutrition.<sup>47</sup> For that reason, IMPAQ looked at mothers' handwashing practices and knowledge at the same critical moments covered in the student and food handler surveys.

All mothers reported having washed their hands during the previous day, although only 80-90 percent reported using soap. To capture their knowledge on hygiene practices, the survey also asked mothers about specific situations in which they should wash their hands. IMPAQ then compared mothers' hygiene knowledge with their handwashing practices by asking whether they washed their hands at various moments, using the day before the survey as the reference period. Exhibit 72 shows a stark discrepancy between situations in which mothers stated they had washed their hands (practice) and situations they believed they needed to wash their hands (knowledge). These results may indicate a social desirability bias in mothers' willingness to demonstrate their commitment to good hygiene and health practices, as enumerators first asked questions on knowledge before those questions on practice.



Source: Mother survey; IMPAQ calculations. N = 178 at midterm. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

<sup>47</sup> USAID. 2018. "WASH and Nutrition". Retrieved from: <https://www.usaid.gov/sites/default/files/documents/1864/wash-nutrition-508.pdf>

## 4. Qualitative Findings

To better understand and contextualize the findings of the performance evaluation, the IMPAQ team gathered and analyzed qualitative data related to the implementation of BB3 activities and the perceived influence of those activities on students' literacy and nutrition and hygiene outcomes. Through KIs with teachers, school district administrators, cooks and storekeepers, county mayors, implementers (CRS and OCADES), and USDA staff and through FGDs with parents, students, and mentors at a subset of BB3 schools, as well as FGDs with mothers who were pregnant or had young children, the research team assessed the relevance, effectiveness, efficiency, perceived impact, and sustainability of the BB3 intervention. Exhibit 73 summarizes the main findings, which we then describe in detail in the rest of this section. These midterm findings relate primarily to beneficiary satisfaction; project alignment with national government goals; strengths and challenges of project management; project implementation effectiveness; steps taken to maintain efficiency of project operations; BB3 perceived impacts related to the two strategic objectives; and expected sustainability of project components.

**Exhibit 73. Summary of Qualitative Findings**

Relevance
<ul style="list-style-type: none"> <li>▪ BB3 aligns with the government's strategic goals and expectations related to literacy, health, and nutrition.</li> <li>▪ The project considers economic, cultural, and political factors, for example, through large investments in feeding students and supporting schools in the north-central region of the country, access to credit through SILC groups, and adaptation to security and pandemic situations.</li> <li>▪ Almost all stakeholders highlighted satisfaction with the canteens' role in encouraging students to eat and stay at school.</li> <li>▪ Project beneficiaries at the community level, such as teachers, cooks, students, mayors, and PTAs, also appreciated training on hygiene and cleanliness, and their self-reported handwashing practices improved.</li> <li>▪ Administrators, teachers, and parents all reported that the program improved children's school attendance and literacy. The mentors assigned to girls also helped girls stay in school and improved their educational outcomes.</li> </ul>
Effectiveness
<ul style="list-style-type: none"> <li>▪ Project implementers, national government, and local government officials noted good coordination and collaboration, and suggested more engagement with provincial and regional officials.</li> <li>▪ Project staff described effective monitoring of implementation, for example, monitoring commodity contributions from BB3.</li> <li>▪ Most respondents described positive experiences with training and applying what they had learned, although some teachers had difficulties using new teaching techniques and some requested more time for training and training fees. Still, teacher training seemed to have led to more teachers using play and other techniques to engage children in reading and writing.</li> <li>▪ Community level stakeholders, national and local government officials, and project implementers reported project implementation strengths as improvements in school feeding, hygiene, school management, and adaptations due to external factors.</li> <li>▪ Stakeholders noted challenges with program implementation, including delays in distributing food commodities, deworming medication, and teaching supplies to schools, as well as difficulties among mentors in reaching their assigned students and teachers due to lack of funds, phone credits, and broken bicycles. Additionally, libraries, when they existed, were rarely used.</li> <li>▪ School access to water continues to be a challenge, thus impacting WASH outcomes.</li> </ul>
Efficiency
<ul style="list-style-type: none"> <li>▪ BB3 has delayed project activities due to the COVID-19 pandemic, security threats, and staff turnover, which affected the budget and timeline. However, postponed activities are taking place this year and the budget is on track for the remainder of the project.</li> </ul>

- The COVID-19 pandemic had a major impact on all aspects of program implementation, primarily on children's reading and writing as schools were closed for three months. However, there were improvements in WASH activities such as handwashing practices.
- Security threats also affected program implementation since displaced children were enrolled in other schools, which led to increased class sizes and students who needed to catch up with the rest of the class. Stakeholders also noted fear of potential attacks influencing travel, willingness to send children to school, and the ability of SILC groups to continue meeting.

#### Perceived Impact

- While parents reported concerns about their child's education, other stakeholders, such as teachers and mentors, did not think parents were following and checking in on their child's academic progress. All noted valuing equal access to school for girl and boys.
- Students, parents, and teachers reported satisfaction with existing canteen operations as long as canteens received adequate amounts of food from the government, community, and CRS; all respondents believed school meals increase student attendance by keeping children in school during the day and incentivizing students to come to school.
- Strategies suggested to increase impact include establishment of school fields or gardens to improve the quantity and quality of food in canteens. School cooks, however, noted the need for additional training on cooking food and on identifying unexpired food.
- Teachers described being dedicated to teaching their students but noted some challenges, including problematic classroom infrastructure, lack of adequate supplies and materials, or difficulty in absorbing and retaining the trainings.
- Parents and teachers largely felt satisfied with the current level of knowledge children had acquired about handwashing and hygiene, and they spoke positively about children washing their hands at key moments.
- Parents, PTA members, and mentors all felt that mentors helped their girls stay in school and have better educational outcomes.
- There was a lack of knowledge regarding sources of vitamins and minerals such as vitamin A, iron, and iodine among women who were pregnant or had infants or young children in the region to be targeted by project interventions.
- Women who participated in SILC groups reported high levels of satisfaction and benefits from participation, including gaining more money than they initially invested, high levels of flexibility to withdraw funds or various purposes, and the ability to use SILC funds to pay for school fees.

#### Sustainability

- Stakeholders noted that community ownership or buy-in was critical to the sustainability of the programs, but also noted the necessity of central government and local government involvement.
- Officials noted that the peer-to-peer training model made the teacher training programs and other training programs sustainable, allowing trained teachers, for example, to train other teachers.
- Officials noted that the central government had provided funding toward the school feeding program, which will help make it sustainable.
- Community members appear to be engaged with the program, with parents suggesting the creation of community fields to keep the school feeding program going, PTA members saying they had the training and motivation to continue to maintain the WASH infrastructure, and mentors saying they would continue their mentoring activities regardless of the continuation of the program.
- The SILC has had perceived positive effects and may be sustainable due to the peer-to-peer training model used with community members to help them initiate and run their own SILC. Additionally, small payments to trained community members tied to scaling up the SILC component of the program provides these community members with enough income to encourage them to continue this activity.
- When it comes to libraries, more community involvement and support from local government are necessary to make libraries effective and sustainable.

#### 4.2.1 Relevance

Through interviews and FGDs with project implementers, national and local government officials, and community level stakeholders, the research team assessed the relevance of BB3 interventions. Interview

topics focused on beneficiary satisfaction with project participation. Additionally, IMPAQ asked stakeholders to share their perceptions on the goals of BB3 interventions and alignment of these objectives with the Burkina Faso government's goals and the extent to which the project has considered economic, cultural, and political contexts.

#### *4.2.1.1 Project Alignment with Government Priorities*

Stakeholders at different levels described how the project fits with their priorities regarding literacy, school meals, and nutritional needs. At the local government level, officials stressed how the project provides much needed food to encourage students to come to school. One official emphasized to the importance of the expansion to Namentenga province for phase 3. Project staff described the project as "implementing the vision of the government in the education sector." National government officials noted how the project adds value by providing food to schools since the government only covers food for part of the school year. Focusing on nutrition, government officials shared the project's alignment with the government's goals to provide balanced meals and fight micronutrient deficiencies and diseases, as well as to promote recommended nutrition practices for infants and young children. National government officials also emphasized alignment with project literacy goals, "It [is] a primary objective that every student can at least read and write." At the international level, the project aligns with USDA's objectives of improving health, nutrition, literacy, and WASH. At the local level, a mayor in Sanmatenga, said, "The project has filled a great need in our community. ... The fact that the child can eat at school before going home is something that cannot even be estimated. In reality, this project has hit the spot. A kid who is sent to school without food, he won't know where he is going. He will wonder why I was brought here and left without food. The canteen encourages children who are at home to come to school."

#### *4.2.1.2 Alignment with Economic, Cultural, and Political Contexts*

Regarding the political context, government stakeholders noted that the project supports the state's responsibility to feed students, as well as the project's focus in the poorer north-central region of the country. At the economic level, officials noted the substantial monetary investment provided by the program and contribution to economic development. The program also provides support for schools to function and support for community members with SILC groups offering access to credit. Officials noted that the project does not conduct activities going against the local culture in project target areas, for example being mindful of the language used with sensitization activities and providing food that is adapted to local populations. Given external factors such as security concerns and the COVID-19 pandemic, USDA officials noted the project's ability to adapt interventions to local contexts. These adaptations included shifting from cooked midday meals at school to THRs due to COVID-19, adjusting transportation and storage of food commodities because of security issues, and using radio for awareness campaigns that encouraged girls to go to school and all children to attend school instead of working in mines. Lastly, another national government official noted, "From a political point of view, it is the responsibility of the state to feed all children including students, so it is to really support the government's efforts."

#### *4.2.1.3 Stakeholder Satisfaction with Project*

**School Meals.** Almost all stakeholders felt satisfied that the canteens have been encouraging students to eat and stay at school. As a parent in Namentenga commented, "They stay at school and rest. They can also take advantage of the time to learn their lessons. So this helps tremendously." The PTA in Sanmatenga noted that by remaining at school longer because of the school meals, children have learned "to love school." In addition to keeping children at school, fathers in Bam noted that school meals "guarantee food security." MENAPLN explained the benefit of school meals with the expression "an empty belly has no ears"; in other words, when children know they will have food at noon, they feel more motivated to come to school. Cooks in Namentenga commended the quality of the food, stating, "The meal is appetizing and

of good quality.” A student in Sanmatenga reported, “Eating in the canteen is better than going to prepare food at home. The food is better.”

Fewer stakeholders shared other sentiments about how canteens have been beneficial outside of improved attendance. Cooks in Namentenga discussed satisfaction with food preparation and trainings on hygiene, and teachers in the same province pointed out that school meals help students avoid walking home under the midday sun, which “prevents them from getting sick... in the long run.”

The only dissatisfaction occurred in KILs with cooks in Namentenga, who lamented about the quality of the rice because it “arrives sticky” and has been “very tiring to cook. They described the cooking process this way: “You have to be on the lookout with the spatula and spend your time turning and turning. After that, you have to put plastic film on top before closing the pot. Every five minutes, you have to uncover the pot and turn the rice, then repeat again and again.” This same school faces challenges with storage of beans, which can lead to spoilage.

In addition to school meals, some community level stakeholders, such as parents, teachers, students, and mayors, also expressed satisfaction with training provided for hygiene and cleanliness. The communities that received assistance with creating water points and installing latrines were very satisfied with these, while those lacking nearby access to water requested that the project provide more assistance. One mayor in Sanmatenga noted, “There are some towns ... where watering holes were created and materials were brought to promote hygiene and sanitation. Without the project, it’s unclear whether these various communities would get watering holes this soon.” Regarding education, multiple parents and mentors in Namentenga shared satisfaction with academic achievement for their children. One mentor shared, “I am happy with the project because since we started, our children’s results have improved. I am very happy of only the fact that our girls can study quietly without fear of being taken out of school to get married. It’s just a lot of satisfaction.”

#### 4.2.2 Effectiveness

Interview topics focused on the successes and challenges of program implementation. Additionally, the research team examined project management, monitoring, coordination with stakeholders, and community engagement.

##### *4.2.2.1 Program monitoring*

Two staff members lead monitoring and evaluation (with plans to recruit a third staff member focused on learning and accountability) and they oversee field coordinators and officers. According to project implementers, the field officers use electronic tablets to collect data. There is also quality control that involves sending additional staff to the field to check data collection findings for reliability and quality. CRS sends reports to USDA every six months and also shares these documents with field officers.

Regarding data collection on food commodities for schools, project implementers reported collecting information on THRs as well as quantity of food distributed for hot meals in schools, used by cooks, and remaining in the canteen. Implementers specified that there is close monitoring of BB3-distributed food, but not government or community contributions. For BB3 commodities, teachers receive training to complete a management notebook with information on food supply, inflow, and outflow. Provincial controllers, who serve as focal points at the school district level, review the reports in the management notebook. These controllers receive training through the BB3 project and visit schools to review work. However, a lack of similar processes to track non-BB3 food contributions means limited or unreliable data on state and community contributions, which makes it hard to plan for sustainability of the canteens. Project staff shared, “The consequence is the absence of information regarding how much the state or

the community have contributed...with that situation it is not possible to know the level of community contributions to help plan for sustainability of endogenous canteens.”

In terms of data collection for other project activities, implementers noted that for sensitization campaigns, the project collects data on the number of people reached through sensitizations and has developed custom indicators to examine concrete actions following these sensitization campaigns. The anticipated third staff M&E staff member in charge of learning and accountability will lead the component on data regarding sensitization campaigns. For libraries, project implementers said that data is collected on library use. In terms of training provided, the project knows the number of teachers trained, but staff said they do not have data on teacher names or tracking when teachers transfer to new schools. Monitoring data on teacher satisfaction is collected through pre- and post-assessments before and after trainings. For mentoring, the project tracks the number of girls supported by each mentor, and mentors keep a notebook to monitor each girl.

Project staff identified the following major M&E challenges: (1) recruiting an additional staff person for the learning and accountability role, and 2) the absence of reliable data for tracking government and community contributions. Additionally, project staff suggested providing tablets to librarians to enable digital data collection instead of manual.

On the evaluation side, a national government stakeholder discussed CRS’ work on Early Grade Reading Assessment (EGRA) and ASER tools for evaluation and described their benefits for the country, suggesting using these tools beyond areas of project intervention.

#### *4.2.2.2 Program management and stakeholder collaboration*

Project implementers emphasized achievements in collaborating with government officials and organizing meetings with stakeholders to provide updates on project progress. Project staff shared, “There is a high level of trust from the government, and they are really engaged and appreciated CRS’ approach that did not seek to substitute to them but to work collaboratively with them to leverage governmental resources.” Government officials at local and national levels concurred. For example, a mayor in Sanmatenga shared being involved at all levels of the project and at the national level, government officials described close coordination with the project regarding food commodity distribution and literacy activities. However, some officials recommended closer collaboration with provincial officials to be aware of literacy trainings at the school level and engagement with regional health officials for school-level and maternal and child nutrition activities.

#### *4.2.2.3 Project implementation of training*

Training has been a major component of the BB3 project, including training for teachers, school administrators, mayors, mentors, cooks and storekeepers, and PTA members. Project implementers explained that training started later than originally planned due to the COVID-19 pandemic and security concerns. They described providing training to school district administrators to then train teachers. A national government stakeholder described the challenges of teacher turnover and advocated for ensuring new teachers also receive training.

**Teachers.** Among the teachers interviewed, all but one reported receiving training through the project. The one teacher in Namentenga who had not received training was new to the school and shared that most of the staff at the school were also new and had not received training. The teachers who had received training described covering topics such as reading and writing as well as hygiene and handwashing. Reading and writing training included techniques such as presentation and effective feedback, student paired evaluations, student self-evaluation, group work, tutoring between students who are reading well and those who are struggling, and metacognition. When asked what they liked about



training, two teachers in Bam emphasized that the new techniques and materials improved reading skills for students through, for example, memorizing sounds and using wooden cubes with letters on each side. One teacher explained, “In any case, if you are able to implement the strategies, it will really help students to be able to read well. These training sessions helped [me] to learn how students can memorize different sounds by comparing the sounds that were studied with familiar objects. That way, it stays in the student’s memory more easily.” A teacher in Sanmatenga appreciated “the quality of the trainers. During the session, the trainers had a very high level, which allowed us to understand many things we didn’t even know before.”

When asked about applying the training, teachers in Bam and Sanmatenga described using techniques for deciphering, reading comprehension, transcription of words, phonetic association, and memorizing sounds. One example of putting what they had learned into practice involved having students put their thumbs up, tilted, or down to show whether they understood the lessons. A teacher in Namentenga shared having success with organizing the class into small groups with tutors and including students with stronger and weaker skills in the same groups, which was helpful for classroom management, but some teachers reported challenges in the use of the knowledge gained from the training. One teacher in Bam said, “It was not easy to put these techniques to use. For example, it was difficult for me to prepare the notecards after each lesson, as was highlighted in the training session.” Another teacher in Sanmatenga reported having difficulty understanding some of the information in the training. The teacher described being able to apply some techniques, such as using cubes and focusing on deciphering, but not other techniques that were not well-understood during training. “We were asked to apply certain things in reading that we ourselves don’t understand well, and we were asked to do that in class. It’s difficult to implement certain things in reading.” Despite not understanding all of the training, this teacher did not get help from colleagues or note receiving coaching or other support. On the other hand, another teacher in Sanmatenga recounted asking colleagues for help implementing some techniques and receiving support from the principal and school district administrators through observing a lesson and providing feedback, indicating a need for longer-term coaching. Likewise, other teachers in Bam and Namentenga noted getting support and exchanging information with other teachers as well as learning from classroom observations and feedback from school administrators.

When asked about how the new techniques differed from their usual teaching methods, teachers provided conflicting responses. On the one hand, a teacher in Bam said that the new techniques make children more responsible and accountable and enable them to better understand reading and writing. On the other hand, another teacher in Sanmatenga said that play-based techniques motivate the children to learn more easily through games. “Well, it’s different because there are other play-based techniques, so it motivates the child to participate because he can come sort and show, because by being there each time, he’s sorting and showing. We tell him it’s good, so it really motivates him and the child likes that.” While teachers appreciated the content of the training, one teacher in Sanmatenga called out challenges in conducting the training due to the COVID pandemic, such as needing to wear masks and maintain social distancing, also noting that students were not able to join for practical applications of learning and instead teachers had to pretend to be students for simulations.

Other than literacy and classroom instruction trainings, two teachers, one in Sanmatenga and one in Bam, liked the training on cleanliness and hygiene and seeing related practices improve among students, commenting, “As concerns hygiene, how by following the instructions, I can say that my students are able to adapt a bit, you can see that there aren’t students coming to school with dirty clothing anymore, they know that if their clothing are dirty, they are going to go back home.”



**School district administrators.** All school district administrators from the three provinces shared that there had been training on hygiene for teachers, and in some cases also health and nutrition. A school administrator in Bam noted that all first and second grade teachers had received training on reading and writing, but that there was a small group of 30 teachers that would receive training in the last term of the school year. This administrator said that having training sessions in small groups for teachers worked really well, and that it was helpful to make the training units or modules available, adding, “I enjoy these training sessions because the groups are small, which makes the training sessions really interesting. The training units (modules) were available, and so was the content. If the teachers can convey what they learned during these training sessions, we think this will help the students learn better.”

School district administrators also provided suggestions for improving trainings. However, one administrator also said that teacher training packed a lot of content into two days and recommended extending this training to three days. The administrator also liked the training received on monitoring and classroom observation. Administrators in Bam and Sanmatenga recommended providing the same level of payment to residents and nonresidents for training, similar to other stakeholders. A school administrator in Namentenga, who had only been in the role for a few months, noted not having been involved with training for teachers yet, but appreciated the training provided for community stakeholders such as mentors, PTAs, mothers’ associations (*Association Mères Educatrices*, AME), and school management committees (SMCs). “At our level, they trained parents of pupils of the PTA, mothers’ association (AME), and school management committee (SMC) that they gathered within three zones of our district. They gave them a training on the role of each of the structures and how they can put themselves together to participate in the school effort and thus accompanied the teachers. And that is a work that we salute enormously.”

**Mayors.** All the mayors interviewed noted that, overall, teachers need better training. The mayors interviewed in Sanmatenga and Bam reported participating in workshops to learn more about the BB3 project. For the mayor from Sanmatenga, the workshop on procurement of food and management of school canteens was beneficial and motivated them to work with local farmers to purchase food for school canteens.

**Mentors.** Mentors in Bam, Namentenga, and Sanmatenga described the training they received as part of the BB3 project. In Bam, trainings focused on hygiene, sanitation, avoiding unwanted pregnancies, and motivating girls to go to school. For mentors in Sanmatenga, the training focused on their role with the girls and they noted, “We were shown that, first of all, we have to love the children, help them to learn better and to be clean.” Mentors in Namentenga described learning in training how to provide advice to girls, including topics such as menstruation, pregnancy, and staying in school. They noted that in some cases the girls they were mentoring might feel more comfortable covering certain issues with them compared to their parents, explaining, “We were taught to support the children so that they would be people of the future. For example, a child may have a problem and cannot tell her mother. But if we get close to her, she can tell us and we will get her some advice to get her out of the situation.” They also said that the training helped them support their own children in addition to their mentees.

**Cooks and storekeepers.** Apart from one storekeeper in Sanmatenga, all other cooks and storekeepers interviewed reported having received training through the BB3 project. Storekeepers described learning about storing food, measuring food, and calculating distributions. Cooks said they had received training on meal preparation, hygiene, and food safety. While one of the cooks in Namentenga appreciated the training on how to prepare school meals, quality of food, food safety, and avoiding rotten or spoiled food, the cook recommended providing examples of expired food that should not be consumed since illiterate cooks cannot read expiration dates. “We want them to start by teaching us the basics of work in the

kitchen in stages, and they could also bring us samples of food unsafe for consumption so that we can see it with our own. Because if you didn't go to school, you can't tell the difference between what is spoiled or expired and what isn't. For those who went to school, they can read the expiration dates and realize when products are expired. We are worried about eating spoiled food without realizing it." A cook in Bam recommended that the training last longer and that there be a refresher training each year to ensure any new cooks and storekeepers receive the same information. The cook also recommended providing a unit or module to share with colleagues, "Well, there was no special unit (module). If I had had a special unit (module), if I don't want to be a school cook anymore, I could give the unit (module) to a colleague so she can learn and help me out with this work."

**PTA members.** While one group of PTA members in Bam said they had not received any training yet from BB3, most others reported having training that covered the role of the PTA, school management, relationship management between different actors in the school, and how to address any issues that arise at the school. PTA members from another school in Bam specified learning how to develop an action plan. "The training allowed us to get organized, to better understand the role that each member must play within the PTA. ... the training was beneficial because the training enlightened us on many concepts, especially how to develop a good action plan." In another PTA in Sanmatenga, members discussed actions to improve the school after receiving training, including repairing the school and building sheds, and building housing for teachers using PTA funds. Members shared, "We were trained in managing the relationships between the different players in the school. In the context of our activity, when you did not get any training, it is difficult to manage relations with other players. So we were well trained at that level. We know how to run the school so that all the actors are happy." PTA members in Sanmatenga and Namentenga reported receiving training on hygiene, food storage, and food preparation, specifically for women's representatives from the mothers' association (AME). However, the members in Namentenga said that BB3 should provide more than one day of training.

#### *4.2.2.4 Strengths: Project Components Working Well*

Stakeholders most prevalently pointed to school feeding as an aspect of the project working well and drawing students to school. School meals have required actors to meet targets to transport and distribute food to schools. A local government official shared that successes included working with local farmers to purchase their food as part of the government-provided portion, which also supported the local economy. In addition to school feeding, community stakeholders emphasized improvements in hygiene and school management. From the project implementer and donor perspective, successes included adapting project activities given external factors such as the COVID-19 pandemic and security concerns. Adaptations included moving activities to different areas given security concerns as well as distributing food commodities as THRs instead of cooked-in-school midday meals when schools closed due to the pandemic. Project implementers also noted successes collaborating with government officials and other stakeholders to build trust and engagement. Lastly, USDA officials highlighted community collaboration and pointed to preschools (*bissongos*) built with community buy-in and participation.

#### *4.2.2.5 Weaknesses: Challenges with Project Components, Lessons Learned*

Stakeholders pointed most frequently to challenges with delays in project activities as well as distribution of food, deworming medication, and teaching materials. Regarding food distribution, local and national government officials described delays in getting food to schools, noting transport difficulties in one case and required food inspection and quality control in another. At the CEB level, an official described delays in delivery of albendazole (deworming medication), which resulted in staff needing to disrupt their schedules and rush to distribute the medication to students before they received food. Another education official noted that these delays and the cancellation of activities given COVID-19 have led to the condensation of many program activities. In addition to delays in distributing food, medicine, and

materials, government officials noted a lack of full engagement and coordination with officials at the provincial and regional levels. For example, school district administrators noted knowing the participation of certain communities in the project, but they did not get any information on when trainings would occur and with which stakeholders. They said that having this information would help them better support the project, and that they would like to be involved during planning. Additionally, a national government official suggested that local health officials and regional nutrition officials be more engaged in project activities in addition to the collaboration already occurring with national officials and community health workers. This involvement could allow for better coordination with other health-focused NGOs or implementers working in or expanding work to the same regions.

The qualitative data also revealed a variety of other challenges and lessons learned. For example, members of a PTA in Sanmatenga requested more follow-up from the project after receiving training. Project implementers noted challenges with staffing for libraries and *bissongos* (preschools). In the case of libraries, hiring lessons learned included understanding that it works better to find teachers instead of hiring new staff; for *bissongos*, hiring lessons learned included understanding the value of creating learning networks for teachers identified by the community and providing them with food rations as an incentive, and for mentors, who are not remunerated, and facilitating their participation in SILCs as an incentive to continue their mentoring activities. Lastly, USDA described challenges identified at baseline, such as challenges for low income individuals to participate in SILCs, ensuring community members are able to contribute to community canteens, and wanting to see what the project status is at midterm as it continues—community members ability to contribute to the school feeding program continued to be a challenge, and commodities were not received from the government in a timely fashion.

#### *4.2.2.6 Recommendations for Improvement*

While most stakeholders were happy with the content of training, all types of stakeholders (teachers, mentors, school district administrators, cooks/storekeepers) requested improvements, especially regarding per diems, specifically to decrease the difference between payments amount for local (6000 FCFA) and out-of-town participants (12,500 FCFA). A project staff member also noted that participants from out of town sometimes kept the extra money and still returned home each day instead of using the funds for lodging as intended. Teachers mentioned uncomfortable training settings in classrooms, including the same bench-tables that young students use. Stakeholders also suggested to increase the length of time for trainings; for example, a school administrator recommended longer training from teachers, extending from two to three days to cover all of the material, A storekeeper also requested a longer training as well as annual refresher trainings. Regarding topics for training, a storekeeper in Namentenga requested training that included examples and samples of spoiled or expired food unsafe for consumption so that illiterate workers can better understand and determine when food has spoiled.

One teacher requested more recognition for teachers to improve motivation, for example, by providing small gifts. Many teachers noted a lack of adequate materials; however, in some cases, this was remedied once teaching materials arrived. While mentors in Namentenga and Bam appreciated receiving bicycles, those in Sanmantenga requested new bicycles, noting that the ones they had received years earlier required repair. Additionally, both mentors and pregnant women or those with young children requested support for income-generating activities, for example, through providing financial capital or livestock.

Regarding school canteens, a local government official recommended that food arrive at the start of the school year, and a greater quantity of food should come from PTAs and local government officials. A national government official and some PTA members suggested considering school or community fields, gardens, and livestock units as an alternative to community canteens and having greater collaboration between the Departments of Education, Agriculture and Health to provide support.

While the project provided support for water access in some areas, others requested help with water points, sanitation, and latrines, such as in Namentenga. A local government official also recommended that the project provide support for solar electricity for lighting to allow students and teachers to work after 6:00 p.m. The official also requested help with improving school buildings from straw huts and to help with teacher housing. Government officials also recommended that provincial and regional officials better engage with project work and that the program include school administrators and health officials when planning trainings.

#### 4.2.3 Efficiency

Through interviews with USDA, government officials, and project implementers, the research team assessed how project resources led to results achieved and looked at cost efficiency and timeliness for achieving objectives. The research team also looked at internal and external factors affecting implementation of project activities, most specifically examining the role of the COVID-19 pandemic and security concerns.

##### *4.2.3.1 Use of Project Resources*

Due to security concerns and the COVID-19 pandemic, project implementers noted delays in project activities and budget implications; for example, the project achieved about 35-40 percent of activities compared to at least half as is typical for a project at this stage. CRS postponed many activities by one year due to the pandemic and security concerns, which affected the budget. USDA noted expectations for changes in the budget due to COVID-19 and stated that the project has adequate funding to achieve program outcomes at this time. Project staff discussed decisions made regarding the budget for different activities. For example, CRS increased the budget line item for school supplies to ensure enough supplies across all schools. However, some staff noted that insufficient funding in the budget for all the materials they would have liked schools to have received. Staff also noted hearing in post-assessments on teacher training requests that all teachers receive training. At present, BB3's approach trains school principals who then train teachers for greater effectiveness and efficiency than if the program itself trained all teachers directly. Regarding community sensitization, project staff said that they perform activities given the budget provided, and with more resources, they would expand content and coverage.

##### *4.2.3.2 Achievement of Project Timeline*

Project implementers shared that some delays occurred in achieving objectives primarily due to security concerns, the COVID-19 pandemic, and in some cases staff turnover. Project staff adapted to the security and pandemic situations, for example, by leaving some schools and by distributing food commodities as THRs instead of cooked midday meals in schools. Given the pandemic, CRS postponed many activities planned for 2020 to 2021. USDA confirmed that many activities, such as large trainings, could not happen as originally planned, although smaller trainings, such as those with cooks, did take place on time in some schools after schools re-opened after closures due to COVID-19. Project implementers also noted delays in activities for maternal and child nutrition, as well as community-led total sanitation due to the pandemic, security concerns, and staff turnover.

##### *4.2.3.3 External and Internal Factors*

###### COVID-19

COVID-19 had a variety of reported effects on all aspects of program implementation. Respondents pointed most to the impact that COVID-19 had on children's ability to learn and attend school. One often cited problem related to the timing of school reopening, which coincided with the start of the rainy season, a time during which many remote villages are completely inaccessible, and flooding increases the risk of any travel. A parent shared, "Yes, it has made it more complicated for studies. Our children didn't work. After they closed, they only reopened during the rainy season. The disease has disrupted many

activities, but the school suffered the most. Testing classes started meeting again later; others didn't resume."

In some cases, children changed their attendance to another nearby school. Other community members, including mentors, noted that COVID-19 caused delays in implementation of key activities, meaning that in addition to schools being closed, mentorship activities paused. The impact of COVID-19 on school closures and student progress cannot be overstated and nearly all respondents raised this issue.

As teachers noted, their students are significantly behind in their lessons because of school closures and the lost time. "It had a big impact on us here. We had to take time off long before it was planned. After that, we didn't have class until the end of the year. When we came back when classes resumed, the children's level had dropped a lot." This setback is compounded by learning loss because of time away from school. Teachers reported that most students could not resume lessons where they had left off but had returned to school with a much lower level of comprehension than before the school closures.

Parents and teachers both have taken note of the significant learning loss due to COVID-19 closures and expressed concerns about the academic progress of their students. Parents, in particular, noted that the reduced school year only allowed for one examination, but schools promoted students automatically to the next grade. Stakeholders noted that students in most grade levels started the year behind with a focus on catching up from the previous year. School closures could have a cascading effect if time and care are not taken to bring students back up to a baseline for their grade level before proceeding with the curriculum. One project implementer noted that MENAPLAN directed schools to take one month upon reopening to try and catch students back up to their previous academic level but was skeptical that this month would be sufficient time to have an effect: "At the beginning of the school year, they took one month to try to catch up this delay; but it is not sure whether that was effective and in particularly enabling better reading outcomes for students."

Some respondents pointed out that the presence of COVID-19 and official guidance and communications from the government have enhanced WASH activities and an adherence to handwashing techniques. Mothers and young children in particular reported handwashing activities occur much more frequently than before as a preventative measure for COVID-19, in addition to social distancing and the wearing of masks.

### **Security Concerns**

Multiple respondents reported that security concerns have caused a variety of issues, primarily the displacement of large numbers of people, which made it challenging for consistent program implementation. Displaced children increased school populations in areas where infrastructure could not handle such large class sizes. Security also compounded learning loss related to COVID 19, because displaced children tend to be out of school longer. A mayor in Sanmatenga noted that schools received displaced children partway through the school year due to internal migration with security concerns and teachers worked to get them up to the same level as the other students in their classes. He said, "Teachers had problems with this because they had to deal with overcrowded classes. As this is a national cause, everyone did their part and no displaced children were left out. Nevertheless, this has caused disruptions. For a child who comes to class three months after the beginning of classes, it is difficult for the teacher to bring him/her up to speed. That is why I take my hat off to the teachers because they did everything they could."

Additionally, even in areas where security concerns are not yet an issue, fear of potential attacks and violence influence behavior. People are hesitant to travel long distances by road due to the possibility of being attacked while in transit, and this undoubtedly affects the willingness of parents in remote areas to

send their children to school. As stated by one school administrator in Namentenga, “As far as security is concerned, I think that at our side we have not had any schools closed due to insecurity, nor have we had any teachers assaulted due to security concerns, nor have we had any students assaulted. But what we must not ignore is that the fear is there for sure. When colleagues come for meetings, everyone quickly says, ‘let’s finish quickly, before we take the road again,’ you know that our destination is far away. The fear of taking the road is always there. As an illustration, we had a school this year that received some threats in writing. It turned out afterwards that it was some students who were having fun, but within three days the school had remained closed. And the teachers already left the field for city center here. All this is to show all the fear that inhabits the people, because really this question also is real.”

As noted above, even in areas without security concerns, false alarms can cause instability and delays in schooling and program activities. Additionally, security issues can prompt CRS to change the implementation of the program, resulting in reaching fewer schools than originally designed because of concerns of violence and accessibility challenges of remote schools. Further, displacement of people due to security concerns affected the implementation of SILC groups because with too few members or dwindling membership, groups ended up disbanding. Some parents interviewed in Namentenga stated, “Some people quit and there were only a few of us left, so we preferred to end it. But we’re trying to put it back together this year. Beyond that, it was beneficial.” Parents suggested one solution may be to organize SILC groups around land concessions to help ensure that those who join the group will stay in the area long term. “Yes, it helped, but it became complicated. The students’ mothers went elsewhere. We could borrow there quickly to pay for our students’ schooling. But since it didn’t end well, it’s now divided up by land concession. If you’re from the same concession, you can keep going, but no one from another concession can join your small group as a precaution.”

#### 4.2.4 Perceived Impact

The research team examined perceived impacts of project interventions through interviews and FGDs with community stakeholders including parents, teachers, cooks and storekeepers, mothers with young children, as well as local and national government officials and project implementers. The midterm evaluation study examined perceived impacts of activities related to the project’s two strategic objectives: improved literacy of school-age children and increased use of health and dietary practices.

##### *4.2.4.1 Strategic Objective 1: Improved Literacy of School-Age Children*

This subsection covers topic areas related to the key indicators and outcomes that fall under SO1, and touch upon a range of themes that emerged in our qualitative data: attitudes toward education, school feeding, student attendance, mentoring, teacher attendance and motivation, student learning progress, literacy environment including school infrastructure, materials and supplies, libraries, and community support and engagement with PTAs and SILCs.

#### Education Attitudes

**Education attitudes from the community and from parents** varied depending on the respondent. Individual parents interviewed almost universally responded that they are concerned about their child’s education and that they think education is broadly important (though some expressed different feelings about the value of education for boys versus girls). Many also expressed concerns about children finishing their education and feel that years spent learning in school are ultimately wasted if the child does not complete their education. However, teachers, mentors, and other community members have a much less positive outlook on parental attitudes toward education. Teachers reported commonly that parents are disinterested in the education of their children, fail to check in with children on learning or support their education, and fail to attend meetings about their child’s educational progress. Concern about parental attitudes toward education could contribute to decreased teacher motivation.



**Attitudes toward gender** differences in formal education vary widely among respondents. Many parents report feeling that education for girls is important but that it is equally important for girls to contribute to and take care of their family. By contrast, there is widespread belief among parents, teachers, and mayors that young boys should go off to work and do not need to contribute to the family unit. However, many parents and teachers also felt no unique challenges or structural barriers prevent girls from going to school. In fact, several teachers pointed out that their classes consist of majority girls and many respondents noted that attitudes toward the importance of girl's education have recently changed in their communities, although the rationale for the importance often included gendered reasons (boys leave to do labor, so investing in girls' education is a better idea).

Feelings about the **benefits of education** centered on the capacity of children to provide a livelihood for themselves and their family in the future as a result of their schooling. Students interviewed reported enjoying school for the purposes of learning alone, but also often connected it to future career prospects (becoming a civil servant or a teacher) or to helping their family with their job. Parents commented similarly, but often along gender lines, "As far as I'm concerned, I think that girls' education is the most important because if girls have help, they come back to help their parents. For boys, I'm sorry, but when you get your pay and you see a young girl that you like, you invest in her and forget about us. However, if it's a girl, she runs toward us the parents to help us. Girls don't abandon their parents."

Parents expressed a multitude of **challenges that prevent them from sending their children to school**, including fathers' attitudes about girls in school and not being able to afford school fees and school supplies. Additionally, parents mentioned girls' pregnancy and giving away girls for marriage as challenges for girls' education, though some respondents noted that mentoring activities have reduced these challenges in their communities. Young boys' education faced the challenge of work as the alternative, and often that work takes place in local gold mines. Parents feel they cannot control their children once they reach a certain age and cannot prevent them from entering this potentially hazardous labor. "Yes, and rather often, but we're unable to control them. You wake up and you notice your child is missing. You look for your child and afterwards you are told he went to a gold mine. We are powerless when faced with this phenomenon. The boys especially are the ones who tend to leave home to go to the gold mines. We haven't yet seen girls leave home to go to artisanal mining sites."

Parents and mentors reported remarkably little in terms of solutions and techniques to eliminate barriers to sending children to school in their community. Most often, respondents reported that they felt attitudes and practices around sending children, particularly girls, to school were simply changing and they couldn't attribute a particular reason for the change. It seems that parental attitudes are part of a broader cultural shift that interviewees perceive around the value of education.

Students who responded that they have support to study at home overwhelmingly singled out their older siblings as ones who helped them most, although sometimes it was an extended family member, like an uncle, or someone else close in their community.

Schools in the Burkina Faso context face a variety of physical and operational challenges. PTA members frequently noted that the lack of classrooms as a major concern that detracts from teaching quality. Infrastructural concerns also included safety of school locations (proximity to busy roads) and difficulty in storing food for the canteens. Students echoed these concerns, noting that the lack of classrooms often disrupts their ability to focus on their studies, as they must work in an overcrowded classroom filled with students of differing grades who all lack adequate supplies.

## School Feeding

All stakeholders from the six schools sampled in the three provinces affirmed their schools have functional canteens and that “they work.” Students, cooks, PTA members, and parents seem satisfied with canteen operations. Almost all stakeholders felt the canteens have been encouraging to students to eat and stay at school, and most students said they eat the meal and feel full. Teachers in Namentenga pointed out that school meals help students avoid walking home under the midday sun, which “prevents them from getting sick... in the long run.”

However, in Sanmatenga, students reported a few issues with servers (fellow students) giving out uneven portions and skipping those students who have not uncovered their dishes. The mayor in Sanmatenga also commented on some delays in receiving food and advised the project to consider that the number of children in schools is “multiplying like the hairs on the head,” and thus quantities of food should follow suit accordingly. According to this mayor as well as another in Namentenga, mayors support school meals primarily by facilitating the delivery of food to school, but teachers and SMCs must take on the



responsibilities for daily management, especially because, as the mayor of Namentenga noted, “City Hall is like the garbage dump for all the town’s problems.” For that reason, he explained, “City Hall and the mayor aren’t trying to find out every day how things are going in this or that school canteen.” In Bam, the mayor stated that parents “are not really involved in running the endogenous [community contribution] canteen.”

However, parents in all three provinces stated that they contribute millet and/or beans to the schools for the canteens. Only at one school in Bam did parents say they also provide financial donations. The PTA in Sanmatenga explained that they collect from parents only when “waiting on the arrival of government or program supplies” and that parents

feel motivated to contribute food “to keep their children in school” because any delay in the delivery may lead to absences. In Namentenga, the PTA shared that contributions and quantities from parents may not always be consistent, so they have “asked them to bring what they can afford to bring.” Other than food contributions, cooks in Namentenga reported that “students themselves bring bundles of wood” to heat the food, but they would like more dishes and serving ware so that they do not need to bring these items from their own home each day.

The biggest obstacle cited across stakeholders relates to the quantity of food. Despite most students reporting that they feel full, almost all other stakeholders interviewed described challenges with having sufficient supplies of high-quality, unspoiled grains, beans, and oil. Cooks in Namentenga noted that “when we cook, we only have two liters of oil for all kids in a day.” In Sanmatenga, the PTA commented, “there’s often not enough food and there’s work to be done to stock the supplies (to get enough food).” The PTA at another school in Sanmatenga reiterated this challenge and stated, “The quantities of portions given to children also need to change because it’s a small amount.”

One reason for the insufficient quantities may be related to another challenge that emerged: delays in food distribution. According to the mayor in Sanmatenga, the quality control process for food supplies from the government adds to the timeline, and the mayor would like for “the control mechanism [to] be



improved, so that the children can get the food as soon as possible.” At the moment, Burkina Faso only has two laboratories to conduct this quality control for the entire country, which, the Sanmatenga mayor said, “poses a problem.” Parents in Namentenga confirmed this delay in government procedures and reported, “If there are endogenous meals, it’s because government aid is insufficient and we have to wait for projects and other donations.” MENAPLN admitted to this delay as well on the government side and remarked that it is the “responsibility of the government to transport food to schools from the warehouses of Ouagadougou.” Project staff reported that government food commodities planned for distribution in October and November and for use in February have been delayed to the end of February, and not all schools received food commodities at the same time.

Other than the quantity of food, students and cooks mentioned that the quality of ingredients could improve. Cooks in Namentenga and Bam described beans spoiling because of insects, and thus, as cooks in Namentenga explained, when the food arrives, “you need to sort it, clean it, and winnow it. After this, the remaining quantity is about a quarter of the quantity you had at the start. When it’s like that, the children get served a smaller quantity.” Cooks in Bam and Sanmatenga did note that they adhere as much as possible to “storage standards” and they “put down some boards” so that the food does not lie directly on the ground; in Bam, cooks reported that they collaborate with the school director and the PTA for help with storage.

A few students in Namentenga stated that food could be cooked better and be more pleasing in taste. One student said, “I want it to be cooked well to not cause stomachaches.” In Sanmatenga, a few students said, “I don’t like the magi in the food” and reported the food as being “undercooked” or “not cooked well.”

Schools could also be more successful with school meals with appropriate infrastructure in place. Often, stakeholders commented on the lack of water. Parents in Namentenga explained that they must “bring water often for the canteen cooks because the water we have is not enough.” Cooks in this same community further elaborated that they must walk a far distance to access water, and sometimes when they arrive at the well with their bottles, “there is no water, and you have to wait for the water to come back.” Additionally, these cooks pointed to cramped kitchens with poor interiors. The PTA in Sanmatenga also noted that they would like improvements to the physical space for canteens as they stated that the storeroom to stock food “is not up to standard,” which makes them “fear that the food will deteriorate.” Parents in another school in Sanmatenga explained that they prepare food in the school director’s backyard because they do not have a place for the kitchen. Additionally, parents and cooks pointed to problems obtaining an adequate number of cooking tools and supplies, such as pots, pans, ladles, plates, dishes, soap, and so on.

*Take-home rations.* At both schools visited in Namentenga, parents stated that they have never witnessed anybody receiving these THRs. However, parents in one school in Namentenga explained that with COVID-19 and the closure of schools, the leftover food “was distributed among all the students. It’s the only time our children have returned home with raw food.” Despite reports from parents in this community that their children have never received THRs, cooks at the school explained that they did distribute couscous to all students last year; but for girls specifically, they have not done any kind of THR targeted to them recently. In the past when girls did receive THRs, the cooks said it can “leverage their attendance.”

Parents in Sanmatenga and Bam did report that their children received THRs. At one school in Sanmatenga, a parent stated, “It especially helps if you have two or three children. You see the impact it has.” Mothers from a different community in Sanmatenga explained that children will bring couscous, lentils, beans, and oil home, which “helps the family a lot because everyone can benefit from it.” Yet, cooks in the school within this community commented that they do not distribute food supplies to

students. This contrast emerged as well in the two schools in Bam selected for qualitative interviews, where mothers and fathers reported children bringing lentils, oil, flour and bulgur home, but cooks reiterated that they “don’t distribute dry rations” based on attendance.

### Student Attendance

Almost all stakeholders felt satisfied that the canteens have encouraged students to eat and stay at school. As a parent in Namentenga commented, “They stay at school and rest. They can also take advantage of the time to learn their lessons. So this helps tremendously.” The PTA in Sanmatenga noted that by remaining at school longer because of the school meals, children have learned “to love school.” In addition to school meals keeping children at school, fathers noted that they “guarantee food security.”

Although students in all three provinces reported they only miss school for health reasons, such as sickness or insect bites, teachers and parents disagreed and explained that children “often miss class.” At one community in Namentenga, parents discussed their children, especially boys, going to work in gold mines and that they feel “powerless when faced with this phenomenon.” Meanwhile, teachers at the school in this community lamented that when they call parents about student absences, “the parent often does not respond to our call... with the parents it is really difficult.”

However, teachers, parents, and mayors in Namentenga and Sanmatenga did state that school meals have started to turn around these student absences, and that because of school meals, children have been staying at school. The mayor in Namentenga said, “The school attendance rate is certainly better than in other schools where the school canteen’s supplies don’t arrive in time.” (See 2.3 Satisfaction with canteen.) Other than school meals as a motivating factor for student attendance, parents in one community of Namentenga suggested that for girls who want a husband, “she can choose her man if she studies hard,” and if she refuses to go to school and stay at home, she will “get a man [she] doesn’t want.”

As more students attend school and remain in school, the mayor in Sanmatenga cautioned, “The schools are growing, and we can see that the classes are overcrowded.” Subsequently, the mayor suggested that the infrastructure of schools “needs to be reviewed” so as to accommodate the growing student population.

Despite increased attendance, the PTA for one school in Namentenga noted that girls’ enrollment in school remains low. Teachers at a different school in Namentenga commented that population displacement due to insecurity does not affect enrollment numbers in their school.

### Mentors

#### Mentoring activities

Mentors worked with children directly, giving them advice, coordinating with teachers, and visiting the students at home to provide advice and keep parents informed. Parents in focus groups described the mentoring program as being very beneficial for their daughters and that the mentors visited them often. As one mother said, “Yes, my children have mentors. They often come to the house with them, give them advice, and ask their teachers about them. They buy chalk and pens for them. This means that the children find them more important than us, their birth mothers. The children apply the mentors’ instructions better than our own, so this is good work.” Parents often described the mentors as another parent and felt it was positive for their daughters to have another person being interested in them and helping them. Parents felt this relationship encouraged them to keep going to school, which is illustrated by a mother who said, “Yes, this discussion [with mentor] was productive because I assimilated it like someone who wants to climb a tree but can’t, and then someone else comes to help them. From that moment on, you can climb up. So this is someone who came to help me raise my daughter. Together, we can raise her for

the better. If she doesn't listen to you, she can listen to the mentor, because the words won't necessarily be the same. So she will accept them."

PTA members echoed the parents as considering the mentors as another parent or godparent to help the girls. As one PTA member said, "You know, nowadays when a student does something and you ask his/her parents to come, they will take time before coming; when we have in the community mentor women, we take them as the parents of the students; if among their goddaughters there are some who experience an issue, we address our message to the mentor and we know they know it is their role to do their job. The responsibility we gave them allows them to come quickly. Last time, I was listening to one of them who was saying to the agent that, with the kid, it was not working well, I showed her how to do things and I even went to his home, and today everything is going better."

The mentors themselves described working with the girls, speaking to teachers and parents, and coaxing out-of-school girls back into school. As one mentor said, "Yes, there are often cases when the child does not come. We call the child to ask her why she does not come to school, and we go to the household to find out more. If it is due to field work, we give them advice to enable the child to return to school." Another teacher described talking with parents to reduce girls' housework load so they can focus on school, explaining, "We ask parents to help them work in the evenings after school. For example, by not giving them too much work. For example, there are mothers who ask the girls to go fetch water. They can find a lot of people at the well and will need to stay there until they get the water. We ask parents to reduce the girls' work at home so that they can study well." Mentors also described obtaining reports from teachers about their girls and using advice from teachers to further help the girls they are mentoring. As one teacher said, "Yes, I'm here to meet the teachers. When I come, I ask them about the performances of my girls and they give me the updates. So if there is an issue with a student, we try to solve it together. Teachers also give us advice to help children." Overall, mentors see their job as being "to provide advice to children so that they study well to get a job. This is how they can be supportive, for their country and for their parents. We come to advise them at school and also at their homes so that they study well, so that they focus on studies and not on games."

#### Successes/benefits with mentors

PTA members with routine mentoring in their schools said that the program helped girls stay in school and was beneficial overall. As one PTA member said, "It encourages girls to stay in school, encourages them to study well and to do well in life. Since the girls are more exposed to temptation, they really need the guidance of these mentors."

Mentors noted that the girls they supported are more likely to attend school regularly. As one of them said, "The girls that we support attend school as regularly as boys, and if they are absent, we find out thanks to monitoring."

CRS staff noted that the mentoring program increased the number of girls who stayed in school. "The impact of the mentoring is in terms of retention at schools; in general, we observed that there is school's retention of girls. They serve as a channel of communication between girls and parents and between girls and the teachers. There are instances of girls who have completed the primary school but who continue to interact with their mentors."

#### Challenges with mentors

CRS staff noted that mentors only received a bicycle to help them do their work, and the voluntary nature of the task might make it difficult to keep operating that aspect of the program over the long term. As they noted, "The challenge in the long run would be their motivation, since it is in a voluntary basis that these mentors operate. As part of incentive mechanism, we try to encourage them in joining the SILC

groups so that they can access credits to support any income-generating activities they might have. CRS provided them with bicycles; but we really needed to think of a strategy to motivate their work.”

Mentors themselves mentioned five major challenges: (1) lack of funds to help the girls with supplies, gifts, and other things to keep them motivated; (2) lack of funds to pay for phone minutes to communicate with teachers and students; (3) the necessity to walk long distances to visit the students and teachers, as the bicycles they were provided did not last long; (4) lack of parental support for a girl’s education, such as the refusal by parents, especially fathers, to pay for a girl’s school supplies; and (5) lack of water. The following quotes illustrate the challenges that they raised:

“Here is the village and we suffer enough. For example, in the fifth grade, you have to pay for supplies. A girl went to tell her father that it takes 2000F for supplies of the year, and the father refused to pay. This money for a mother is not easy. The teacher had to call the father so that the child could have her equipment.”

“In this job, our issue is when the parents do not listen to us. Also the water issue. The fact that there are few pumps means that people use the school pump and children lack water. When children need water to go to class, they are not given some and they are late. Many still do not see the merits of girls’ education.”

“If the project could give us bicycles because now we are walking. If they could also give us phone credits for communication with our colleagues.”

“We are given 5000f for the whole year for the training, and this does not cover our communications, especially often with the postponements of the meetings that is not enough. We ask for a fund for our communications and moves.”

“The problem is the distance with the water. We’re 9km away from the pump. So water is a chore. In addition, we as mentors we don’t have any work that can allow us to help our girls. So, it’s an issue.”

### Teacher Attendance

Teachers interviewed reported feeling highly motivated to teach and consider it their duty to the community to show up to the classroom every day. Teachers reported high levels of motivation among themselves and their colleagues, and had little to say regarding the connection between motivation and attendance. Teachers did, however, report that they wanted the respect of their communities and sometimes felt as though they were not valued.

### Teacher Experience, Attitudes, and Perceptions

Teachers reported having an easier time teaching reading and writing, thanks to new techniques that they learned from training sessions provided by the BB3 project. However, they sometimes felt confused about how to properly apply and present those techniques in the classroom. Teachers also reported satisfaction with the materials received from the project via the trainings and learning how to use them in the classroom. They found materials effective and useful for teaching literacy. One Sanmatenga teacher explained, “Yes, yes, there’s a book here that we call booster. CRS also gave this to us. So with this, I create words. So I remove a word here, I go take it away, and with that I create a text, and I tell the children that the one who can read without me showing it will have a present. So you see the colored crayons over there? I often motivate them with that. Whoever can read correctly without me showing it gets the reward.”

Perception among teachers regarding their **other responsibilities** in the school outside of teaching duties varied widely. Teachers reported taking part in WASH activities and ensuring handwashing among the

children, managing cultural activities, assisting with the distribution and organization of food from the school canteen, or managing sports activities. Many teachers, however, reported having no other responsibilities at their school outside of teaching. Teachers with more initiative may take on a greater role in their school with respect to these voluntary activities.

#### **Literacy Environment: School Infrastructure, Materials and Supplies, Libraries**

**School infrastructure.** Parents, teachers, and students across provinces concurred that well-built additional classrooms would be the most beneficial to improved school infrastructure for a better education experience. A PTA in Sanmatenga reported, “This school faces a cruel lack of classrooms.” As a result, the school cannot always accommodate all students who want to go to school. Teachers at this same school acknowledged that poor and dilapidated infrastructure demotivates them from coming to school; these teachers specifically complained about the weather, such as high winds, destroying the straw huts used for classrooms. A mayor in Namentenga noted, “Our biggest challenge is to stop having schools in straw huts.”

A PTA in Sanmatenga did remark that they have been supporting schools to cover sheds with tarpaulin “because we can no longer have dry grass to make the huts.” Additionally, PTAs in the other provinces described supporting schools to the extent possible, but, as a PTA member reflected in Sanmatenga, “a lack of financial means” hinders their ability to provide more extensive rehabilitation and renovations for schools. In Bam, PTA members explained that they will collect contributions from students in cases where they do not have enough funds to maintain infrastructure, but “contributions are often slow in coming and this means we are often late in getting the work done.”

Beyond classrooms, mayors in Namentenga and Bam explained that teacher housing must also improve. Additionally, the mayor in Namentenga commented that students should have greater access to solar electricity “so that students can study much later and thus perform better.” Other beneficial infrastructure improvements include fences “to secure the children against possible accidents” (PTA in Sanmatenga) and trees for shade.

Students and parents also noted that they would like certain WASH infrastructure improvements, such as doors on latrines, which would be helpful to keep latrines for school usage and to avoid “petty criminals” from accessing the facilities. As well, cooks, parents, and students mentioned that canteens could have better infrastructure, such as rehabilitated and more spacious kitchens.

Community-level stakeholders did not discuss the renovations to *bissongos*. According to project staff, CRS has been collaborating with local communities to renovate and rehabilitate 20 *bissongos*. Activities included “repairing, setting fences, providing water, and renovating buildings.”

**Materials and supplies.** Across all provinces, teachers reported some dissatisfaction with the quantity of teaching materials, although the quality of existing materials has been sufficient. A teacher in Sanmatenga expressed appreciation for receiving flashcards, books, and giant blackboards, but would like note cards (preparation sheets), which “would help us make our job easier.” In Bam, the teacher acknowledged that though with the current materials, “I can do what I want... the cubes are not enough as it is.” A teacher in Namentenga also described making do with the materials available and described leading reading sessions by putting “everything on the board. We have giant slates that we can use, we also write the texts to be read there.” Thus, it seems that though teachers can adapt their lessons using what they have received from the project, additional supplies would be welcome and appreciated to enhance classroom learning.

Often, stakeholders other than teachers stated more explicitly that “teachers do not have adequate materials” (mayor in Sanmatenga). At one school in Namentenga, parents raised that they “often have trouble with the students’ notebooks. If someone helped us with the notebooks, we could also take care

of the rest, like pens.” The PTA at this school explained that its capacity “is not yet powerful enough” to pay for school supplies, although they did pay “for the preparation books at 7500F and the transport of the materials.” PTAs in the other provinces remarked that they provide schools with some supplies to “make sure that teachers are not missing materials” while the school waits on City Hall or government to provide more materials.

On the part of project staff, they acknowledged that “school supplies are not always enough everywhere” and stated that in response, they have “increased the budget in this line to allow more provisions.” However, it does not seem that project-level increases in school supply distributions have reached communities, or if they have, that the quantities meet the needs of the teachers.

### Libraries

While the BB3 project established libraries in Bam and Sanmatenga (not yet in Namentenga), students from the six schools sampled across the three provinces universally did not know the definition of a library and had never heard of one. Neither had parents. When interviewers used terms such as “room or building with books” to explain libraries, students noted their school or community did not have one, and parents sometimes confused it with a bookstore.

Teachers in two of the focus groups mentioned the existence of libraries in their school, and in one of those cases, schools kept the books in the principal’s office and children could only use them while at school. Teachers at the other school with a library noted that they did not have enough materials the previous year but received some this year. One mayor in Namentenga mentioned the existence of a reading center, which City Hall had rebuilt, but it still lacked materials and resources. The mayor described the center this way: “This is where the teachers come to revitalize themselves and to access some textbooks that allow them to improve their service for the children. This is where the students themselves come to read, which is a good thing in and of itself because with computerization, children are reading less and less.”

While staff at CRS noted that they had created partnerships with Friends of African Village Libraries (FAVL) and Books for Africa to help create infrastructure and provide materials to stock the shelves, teachers and students largely seemed unaware of this resource or, if aware, made little to no use of it. One teacher noted that while their school did receive “documents,” the documents were housed in the fifth-grade classroom, which also served as the principal’s office, and were hence inaccessible to other grades and children. They noted that they did not have any current plans to use these resources, and there was no dedicated facility for them. “We don’t have a place where to put these documents. It’s often in the fifth grade (CM2) class led by the director that we leave our books. Students are already in this fifth grade classroom, so bringing another class there could disrupt them.” One mayor noted that community reading centers do not have a dedicated librarian but are run by primary school teachers, and described the center more as a place for teachers to obtain resources rather than children to obtain reading materials. “We have not hired a librarian as such. Primary school teachers play this role. There are three of them currently who run the Center for Public Reading and Cultural Activities (CELPAC, *Centre de lecture publique et d’animation Culturelle*) reading center. But if you go, you’ll see that even high school (lycée) teachers go there. They come to read our books to improve their classes. It’s a very good thing.”

Mothers in focus groups noted that their children often read late into the night with the help of flashlights, and they usually read together helping each other. As one mother said, “At night, we can’t use our flashlights. The children take them, line up, and work together. If one doesn’t understand, another shows him how to do it, and this goes on until it’s time to sleep.” The children themselves described reading the annals, which are exercise books designed to prepare them for exams, reading materials from older siblings, and religious texts such as the Bible or the Koran. As the children said, “These are the annals. It’s



a text study. It's at 10:00 p.m., it's every day. I do this on my own. I can go until 1:00 a.m." And "Yes, I read books for the sixth year. I start when I come home at 5:00 p.m. that I read. I do it every day. I continue until 6:00 p.m. to stop." When asked if they read for fun, the children mentioned the same materials, thus indicating they may not have access to materials to read for fun. As one child said, "No, I don't take any books to read, it's only class books that I read."

### Student Learning Progress

Students reported enjoying lessons and performing well in the classroom. Mentors, teachers, and MENAPLN confirmed that students have improved in their studies. Teachers in Namentenga and Sanmatenga explained that they have grouped students so that higher-performing students can help lower-performing students. According to a teacher in Sanmatenga, with this practice, "there really was an improvement. The children don't have the same problems." A teacher in Namentenga reiterated, "I organized the class into small groups with tutors. I have noticed that by doing so it goes better." In Bam, a teacher reported using incentives, like candles, to motivate children to study. At another school in Bam, a teacher observed that "girls work harder than boys" so the project should "focus more on teaching boys."

However, COVID-19 has hampered these advancements. A school administrator in Namentenga commented, "Classes have been closed since March, so more than half of the time devoted to learning has been lost. As a result, we are very much behind." Parents in this same community shared this sentiment and stated, "Corona set back our children's studies." Project staff also held this same perspective and one individual commented that despite attempts to catch up with delays that occurred because of school closures, "it is not sure whether that was effective, and in particular, [whether that] enabled better reading outcomes for students."

Parents seem to play an important role in how students learn as well. In Namentenga, a parent explained, "We can't just leave the children with the teachers. We also have a part to play." This group of parents reported monitoring and observing their children to ensure that they completed their schoolwork. One parent mentioned that parents should drop by schools to check on their children and "see how your child is doing his schoolwork. Whether or not the child is attending school, you need to come check." A teacher in Sanmatenga described reaching out to the parents of a child who started performing poorly in school after seeing "an imaginary person"; by working with the father, teachers have seen improvements in the child.

### Support from Parent Teacher Associations (PTAs)

Members of PTAs in Bam, and Namentenga, and Sanmatenga summarized their role as helping the school run well, for example, helping facilitate communication between parents and teachers. Sanmatenga PTA members described their role as "act[ing] as a bridge between teachers and parents for the smooth running of the school." In Namentenga, this responsibility also included taking a sick child to the hospital and then letting parents know. Additionally, the mother's association (AME), as part of the PTA, focuses on any issues specific to girls. PTAs also maintain school infrastructure, with a PTA in Sanmatenga noting, "All the issues of the school are based on us. Whether it's pump failures, broken doors and windows, or any other issue in the facility we should be ready to solve them." For example, in Sanmatenga, this included purchasing tarpaulin covers for the sheds where teachers and students have class. Additional to school infrastructure, PTAs maintain latrines and handwashing stations and ensure sufficient school supplies for teachers and students. In Sanmatenga, members of one PTA said that supplies from the government do not always cover all of the needs. They request contributions from parents to cover these costs and noted challenges with getting these funds, due to poverty. They also repair benches and tables

for classrooms. However, a mayor in Sanmatenga noted that while PTAs work in good faith, they do not always have adequate skills to manage well and can experience personnel issues.

### **Savings and Internal Lending Communities**

Parents reported positive and numerous effects of SILCs on livelihoods. Parents who participate noted that they often get more money back than they put in and enjoy the flexibility of being able to take out money for various purposes as long as they are able to pay it back in the required timeframe. A number of mothers used SILC funds to pay for school fees and for supplies. Project monitoring records show that of the 277 SILCs created, membership has been comprised of 6,069 women and 869 men.

SILC support to schools, as reported by project implementer staff, has been low, which may demonstrate that absent additional incentive or encouragement to do so, contributions of SILCs to schools may be a less realistic goal than previously thought. According to their records, only 31 SILCs have provided direct support to their local schools out of the 277 total SILC groups that have been created thus far. It is much more common for mothers to use their SILC funds to pay for education fees and supplies for their children, with 157 members having done so.

SILC group operations handled by the private service provider, a trained community member trusted to run the group, have not been reported as an issue. On average, 25-30 members participate per group, and it is up to the group and the provider to determine the level of contribution, frequency of contribution, reimbursement deadlines, and microcredit amounts. Participants seem to enjoy the flexibility of determining the level of contribution on a group-by-group basis. Currently, SILC groups operate in Sanmatenga and Namentenga, but not in Bam. Security concerns have caused project implementers to withdraw operations in certain communities thus far, and this fear was echoed by parents who noted that the movement of people due to COVID-19 and security issues made it difficult to maintain a SILC group consistently.

#### ***4.2.4.2 Strategic Objective 2: Increased Use of Health and Dietary Practices***

This subsection discusses qualitative findings related to those key indicators and outcomes that fall under SO2: WASH, nutrition knowledge, and infant and young child feeding.

### **Water, Sanitation, and Hygiene**

#### ***Presence of handwashing stations***

Students, teachers, and cooks in schools, and PTA members all agreed that the schools had handwashing stations. Only one teacher noticed that one of the devices did not work, although another one in the school did. Students, teachers, and cooks could describe the different types of handwashing stations installed in their schools and noted that the stations had soap for handwashing. One teacher even described adapting the system: “They gave us iron bars to develop the tip-tap. We found that the iron bars were not



Tipity tap and hand washing station in Namentenga



going to be enough, so we were inspired by the model, and we had replicated this through local hardware. We use two wooden stakes, on which we have a wooden crossbar with a well-washed can. By activating a pedal it's cool and children can wash their hands. ... We also received this other device, equipped with several taps through which several children can wash their hands at once."

Still, one PTA member noted, "At the peak of the coronavirus, a handwashing station with soaps had been installed. It is a system consisting of a metal weld that integrates buckets of water with a pipe and with another pipe so that it is activated and closes after washing. It's still there, but the number is insufficient compared to the number students." One cook also lamented about there being enough handwashing stations and said it would be particularly useful to have one in the kitchen.

#### **Water, sanitation, and hygiene** *infrastructure maintenance*

As previously noted, the school PTA maintains the WASH infrastructure. As one PTA member said, "I do the maintenance of the school pump, but I don't have any difficulties in general. I often pass by to see how children use the pump. And I give them advice on how to use the pump effectively. I warn teachers about students' behavior with regard to the use of materials. When there is a breakdown on the equipment, I am called. When I arrive when if it is a breakdown that can be repaired right away I do it. Otherwise, I inform the PTA office."

The main reason equipment becomes damaged is children play with the handwashing structure. A PTA member specified that, "What can cause breakdowns to the equipment is the fact of not putting enough water or that the children swing on the crossbar. Sometimes some children play with the pedal. All of these practices can quickly damage equipment." Also, because the latrines do not have doors, other community members use them when school is not in session. A PTA member shared, "The latrines do not have a door. During the school year, there is no problem with the presence of students, but during the holidays anyone can use the latrines, so it degrades quickly."

The primary barrier to maintaining the infrastructure is lack of funding. As one PTA member said, "We take care of those things. For example, repairs, transportation costs of food. At this side, we have cash flow issues. Often there are parents who cannot pay PTA fees."

#### **Access to water**

Government officials, mothers, teachers, mentors, cooks, and PTA members in interviews and focus groups all cited the lack of access to water as a major issue. One official noted that watering holes had been dug in some villages, which somewhat mitigated the problem. One local mayor noted that the school did not have access to water and that it was difficult to obtain educational outcomes. "You'll agree with me that a school without drinking water cannot reach the expected performance levels. In those schools, you often have to go far to fetch water."

Others in mothers' focus groups observed uniformly that they did not have water at home and had to use their village's lone pump to obtain water. One mother said that their village did not even have a pump and that the sole pump was in the school. Obtaining water for the day could easily consume two to three hours and they still might not be able to get any water. As one mother in Sanmatenga said, "It is the same pump. It is hard to get water. Often, it is not enough, between four or six cans a day, and we manage until the next day. There are days when there are a lot of people, and you have to come home and negotiate with the one who had the water so that you can cook. If the next day you win, you pay back the amount of water borrowed."

Another mother described the process of obtaining water daily: “The number of users is too high for one pump alone. When we leave home, we walk less than 30 minutes before arriving at the pump. When we arrive, we can spend between three and four hours before having water. Often at the drop of the sun, we have not yet had water, so we end up with only a few cans of water, and this is not enough for our needs.” Still, the mothers noted that they managed somehow, and they were generally able to obtain some water for their needs -- “At the pump, when there's too many people, it takes two hours. Except when the pump fails. However, we can find water.” The mothers also mentioned the time commitment and how obtaining water can take up their days. As one mother said, “We can spend one to two hours before we have water. As water is precious, everyone sends several containers, so the time to fill them all, this creates a long wait for others who also want water. When your turn arrives, you are obliged to fill up to 10 cans before passing the trick to someone else. So that your daily water chore can be enough for your needs.”

Teachers, too, noted the difficulty in obtaining water, with one teacher remarking, “Going to get water a little farther away is not easy, it can lead to delays in children. When they go to find that there is no water at the fountain, they hang around longer.” Mentors commented that the lack of water meant that their girls could be often late for school as they need to get water. Cooks identified lack of water as one of the major issues they face. “Here we are facing issues with regards to water. Students do not have any water source. Sometimes when we go fetch water, it is not enough. Accessing water is very difficult here. In case we have some initiatives in that direction, it will be of great help to us and the kids. The water well is over there and is not in good condition. If we had a closer water source, it would lessen our burden.” PTA members explained that while sometimes the pumps break down and they need to find funds to repair them, the major issue is the lack of water overall: “Sometimes the pump breaks down and the PTA does not have funds to repair it, and we as parents are forced to contribute to repair it. In the lean season period, access to water becomes a serious issue. That is why if there is a way to support us with this issue, it will really relieve us.”

#### Water, sanitation, and hygiene knowledge, training, and teaching

Mothers in focus groups generally said that handwashing should be done before and after eating and before meal preparation. In two of the focus groups, mothers said that hands should also be washed after using the toilet and before feeding children or breastfeeding. They also agreed that handwashing was important to prevent diseases, especially among children. The following is illustrative of the responses in this particular group: “When using a toilet, you have to wash your hands with soap. Before I start cooking, I wash my hands with soap, and before feeding my child, I wash my hands too. When you wash your hands, you would have cleanliness to avoid disease.” Mothers correctly identified that handwashing could prevent diseases that resulted in diarrhea, stomachaches and vomiting, though one mother also mentioned malaria, which is not preventable by handwashing.

Students mostly knew that they should wash their hands to avoid diseases. As one child said, “She told us to wash our hands because when we eat with dirty hands, we can get major diseases. If we wash our hands before eating, we get healthy, but if we eat with dirty hands, we can get sick.” They described being told to wash hands before and after eating by their teachers, and some students mentioned being taught to wash their hands after using the toilet. Some students linked washing hands to better performance in school. As one of them said, “It’s very important to wash your hands. If we don’t wash our hands before eating and germs are on our hands that can create disease. But if you get sick, you can’t come to class and if you don’t come to class, you can’t follow the lessons. Therefore, you can’t get a good grade when we have essays. That’s why we wash our hands; because it’s a very good thing.” Students were correctly able to describe how to wash their hands, with one of them saying, “First wash with plain water, then use soap to rub the hands well and rinse with clean water. And wave your hands around. Don’t wipe your hands on your clothes.” They noted they could use ash or sand if soap was not available.

Teachers in focus groups said they taught handwashing skills to their students and noted that they “learned about the crucial moment in handwashing and how to wash hands” at the trainings they received. Teachers explained that these trainings were not exclusively about handwashing, but rather hygienic practices were covered under other trainings, such as those for teaching reading and writing. One teacher said, “There are students who wash their hands without knowing how to do it. They wash their hands and then wipe them on their dirty clothing. We teach them how to wash their hands and which steps to follow.” When asked to describe those steps, teachers could do so correctly. Teachers felt that their training and instructions to students have made a difference. “Yes, it has become like a reflex, for example when they [students] go out like this, they only go to the hand wash to wash their hands.”

School cooks noted that the training they had received in hygienic practices had spread in their community because they came home and taught those lessons to others. — “When we came back from training, village women have followed our practice in terms of hygiene and cleanliness, and this practice spread in the whole village. We took time to show them what we learned during the training.” But the cooks felt that the training sessions could have been more intensive and allowed them to explore the practices in greater detail. As one of them said, “If the training had taken place for at least two days, so that we can go in depth over things and get details, this would have made us more comfortable with our work. We appreciated the one-day training session, but it’s only partial. If the training session lasted two or three days, our knowledge would be greatly improved.” Finally, PTA members noted that the handwashing devices had been installed to “avoid people getting sick” and that they “need to teach them [the children] how to use the device so that it doesn’t get damaged.”

#### Water, sanitation, and hygiene practices

Students mentioned that they had been taught WASH practices by their teachers and that they came home and taught their younger siblings the same practices. “When we got this knowledge from our teachers, we shared it with our younger brothers, and they also follow this practice and wash their hands as well.” Few of the students indicated they were washing hands more but did attribute more handwashing as a result of COVID-19. As one of them said, “It’s because of a disease called coronavirus that we wash our hands a lot more often now.” Some students noted that other students did not always want to wash their hands because they wanted to get to the food faster before it ran out. As one of them said, “When he sees the food, he thinks they are going to eat and leave him, so he hurries to eat without being left.”

Teachers said that they teach their students WASH practices and talk about it in class. As one of them explained, “Yes, we talked to them about that in class. First, wet your hands with water, then put soap on your hands and rub them well before rinsing with clean water.” Teachers also said that they had a responsibility at school to enforce WASH practices. As one teacher said, “Yes, I have a role to play in my class. At noon when the lunch is ready, I choose which students will go to the canteen to pick the food. I make sure that the students’ dishes are clean. I then order to the older girls to proceed to the sharing of the meal after washing their hands. When the distribution of the meal is finished, I make sure that they come to remove the dishes by group. I also make them aware of handwashing before and after the meal. There are others who use the dish they have eaten from to get water to drink. I make them understand that they must first clean the dish properly before drinking from it.” Teachers observed that students’ behaviors had changed because of these instructions. “It’s become like a reflex for them. When they get out of the bathroom, for example, they automatically go wash their hands. Even when they are having their meals, you will see them wash their hands before eating.” Another teacher mentioned, “Yes, it has really changed. It allows them to be clean at school and at home. What we teach them in hygiene practice, they will also go to teach that to their parents. So that helps their parents as well.”

School cooks mentioned liking the WASH trainings and the practices. “We liked that it allowed us to know what kind of hygiene needs to take place in preparing food. That’s what we liked the most, because we can apply this within our own families, for the well-being of our family members. We had practices before that we didn’t know were bad. After we attended the training session, we had a positive change in how we do our work.”

Local administrators remarked that they had noticed most diseases come from dirty hands and that teachers had really appreciated the WASH trainings they received.

### Nutrition Knowledge

Mothers in focus groups repeatedly associated “healthy” food with cleanliness, with participants saying healthy food is “when you prepare by making sure the utensils are clean” or “food that is healthy is when you wash your utensils well and cook with clean water.” One mother declared that for “food to be healthy, when preparing, the cook must wash his hands, wash her utensils and use clean water. When preparing the pots must be kept closed. When it comes to cooking rice, for example, I can wash the rice three or four times before putting it in the pot.” One mother mentioned that meat must be slaughtered under supervision in a certain way for it to be safe, and another mother noted that pork was not clean and hence unhealthy. A few mothers noted that midwives had warned them against excess salt, so many of them were cooking with less salt and were refraining from using bouillon cubes for seasoning, instead using soumbala and dry fish or potash. Several participants identified tô as healthy and others mentioned foods such as okra, kapok, bouldaka sauce. Mothers were more likely to talk about food they considered healthy when talking about “nutritious” food—they mentioned that food with fish or meat is more nutritious. Overall, mothers identified healthy food with cleanliness and nutritious food with specific food items, such as meat and fish. Their key takeaway from interactions with midwives was the deleterious effects of too much salt and the need to use it and other salty products like bouillon cubes more sparingly.

### Iron knowledge and intake

Although not as knowledgeable about sources of iron, mothers in the focus groups correctly identified the need for iron during pregnancy as that which “*gives blood [that] helps a pregnant woman.*” As one mother said, “Without iron-rich meals, pregnant women suffer from blood diseases [meaning anemia].” Still, when it came to identifying food with iron, they were not as knowledgeable, mentioning foods such as fruits and vegetables, meat or chicken soup, and more specifically mango, apples, avocado, chicken, cabbage, onion, Maggi or bouillon cubes, sauce of soumbala and fish. Several mothers also mentioned the soft drink Fanta as containing iron. One woman noted that she had procured all the different foodstuffs she was advised to get for the birth of her previous child. From these focus groups, it appears that mothers are receiving some information on iron and its importance during pregnancy, but they are unclear about which food items contain iron, instead associating iron-rich foods with those they may have been taught to think of as being healthy or nutritious.

### Vitamin A knowledge and intake

When it came to vitamin A, mothers largely did not know much about it other than “it strengthens the health of the pregnant woman” or “this vitamin also helps to have blood and when the pregnant woman gives birth, she is healthy.” They appeared unaware of the importance of vitamin A to visual health, immune function, and fetal growth and development. The only source of vitamin A they identified correctly was “raw foods such as salad.” As one mother said, “This vitamin is contained in raw foods. There is for example the salad. When we do not find the salad, we can use the cabbage that can be prepared with onion and tomato.” Overall, knowledge of the benefits of vitamin A and its food sources was limited to none among these mothers.

Still one school administrator noted that the distribution of vitamin A and micronutrients was essential to reducing certain illnesses and hence the component of the program distributing these to children was appreciated. “I would rather like to talk about what I appreciate on what has been done. There is the distribution of micronutrients and vitamin A, there is the distribution of albendazole [deworming medication] as well. With kids, it is not always easy, and hygiene is not always their concern. Being able to support micronutrients will reduce sicknesses, especially worm diseases that we know, and prevent educational activities. Therefore, we are already happy with that.”

#### Iodine and salt knowledge and intake

Iodine, a micronutrient, is key in the prevention of thyroid-related health issues and is especially important for pregnant and lactating women. It is usually introduced into salt to ensure its presence in people’s diet as very few food items contain iodine. Interviewers asked mothers in focus groups about their salt consumption, and their responses tied salt to negative effects such as swollen feet and high blood pressure, and something that should be avoided or used in small amounts. As one mother said, “For some pregnant women, when they consume a lot of salt, it swells their feet. On top of that, it has been said that salt intake increases blood pressure. For a pregnant woman, when blood pressure rises, this can be harmful to the child.” They noted, “When pregnant women come to the health center for the weigh-in, the midwife asks them if they have swelling in their feet. If so, they will ask you to stop eating salt. For some, they will not be asked to stop eating salt but will be asked to reduce salt intake.” Overall, it appears that mothers are unaware of the need for iodine in their diets and associate salt, which is often iodized, with negative health effects and with the need to reduce its consumption.

#### Distributing multivitamin, deworming pills (teachers)

National government officials noted the importance of introducing multivitamins and deworming pills into children’s diets, and one of them said that the government was looking at ways to introduce powdered micronutrients in children’s school meals. “We are looking to see how we could add powdered micronutrients to school meals so that as soon as they are done preparing, they can spread it on the children’s meals. When each child comes to get his meal, we use this packet of powder (MMPI) to put it straight in the meal.”

A school district official noted that they were involved in providing training on hygiene and nutrition and training other colleagues. They were also involved in distributing micronutrients to schools. “As a school district it is through our office in charge of financial management that we receive these micronutrients and vitamins A then they are handed in to schools for distribution to kids.”

#### Infant and Young Child Feeding

##### Early feeding

The consensus among mothers in focus groups, with few exceptions, was that infants should be given breast milk exclusively for the first six months. The mothers in the groups did not feed their babies any other food the first six months. While some mothers said that breast milk was given immediately after birth, others said that one should wait at least an hour before feeding the baby. As one mother noted, “For what I have seen, when a pregnant woman gives birth, there are midwives that do not wait 10 minutes before giving you the baby for you to breastfeed. This strengthens the relationship between the newborn and the mother. Some midwives ask that you breastfeed the child before getting off the delivery table. There are many ways of doing things and it depends on everyone’s knowledge.”

Mothers also noted that babies should be fed six to seven times a day, though some mothers noted feeding their baby as many as 10 times a day. As one mother said, “When he is breastfed at least seven times, it is enough for the day.”

Additionally, mothers noted that after six months, porridge can be introduced into the baby's diet. As one mother said, "After six months, porridge is added, because breast milk is no longer enough. Apart from the porridge, the water is added."

They mostly noted that water should be avoided during the first six months, with a few exceptions. Some mothers acknowledged giving water to their babies within the first six months, with the timeframe varying from 10 days to three months, though most waited six months. As one mother said, "Yes, that may be enough. As he is small, breast milk is enough. The child I am holding is 8 months old, but it was at six months that I started giving him water."

#### Breastfeeding

Mothers said uniformly that breastfeeding is an accepted practice in their communities. "All women give breast milk to newborns." The mothers in the groups did not know anyone personally who had not breastfed, but they had heard anecdotes of women who were unable to breastfeed due to pain in their breasts or lack of milk. As one mother said, "If the woman gives birth and she has no breastmilk. I haven't seen one in our house yet, but I've heard of it before." Another mother said that if a woman was working or going to school and had to leave the baby at home, she might not be able to breastfeed the baby.

The women, however, noted that it was unacceptable for a mother not to breastfeed her child and that she might be forced to do it by the community. "If she has nothing, she is forced to breastfeed. Except in case of the mother's illness, the mother is obliged to breastfeed the child.", or "People don't accept. It is a must to breastfeed the child."

The reason for breastfeeding was to ensure the health of the child and for the mother to bond with the child. As one mother said, echoing others in the groups, "Breast milk helps to maintain and protects him/her from disease until he/she reaches six months, from where he/she can be given other foods. When a child is breastfed exclusively with breastmilk, he/she becomes more resilient to diseases." While mothers appeared to be aware that breastfeeding was good for the health of their baby, they were unsure about the specific health benefits of breastfeeding with many saying "I don't know" when probed about it.

#### Continued breastfeeding

Mothers in the focus groups mostly said that they breastfed their children for two years, with a few saying one year and five or six months. "There are some who wean at one year and five months, but the majority is at two years."

They said they generally started weaning their children off breast milk around the two-year mark. The only exception was if the woman got pregnant again and had to wean the child earlier. One mother echoed the consensus, "Generally, children from two years if there is no accident. Starting from 18 months, the mother can accidentally get pregnant, and in that case the child must be weaned." A few mothers noted weaning earlier than two years. "I usually wean my children before the age of two. They are weaned around 18 and 19 months. I have never breastfed a child for two years. There is no particular reason for this, it is a personal choice." Still another mother noted weaning a little past the two-year mark. "For what we have been taught, we have to feed the child exclusively with breast milk for six months, then we add porridge and water until they reach a year and a half. He must be weaned around two years. But there are women who breastfeed their children up to two years and two months before weaning."

#### Introducing solid foods

While mothers mostly noted that babies can be given porridge and other semi-solid foods around six months, others mentioned nine months or even a year or more. As one mother said, "We start giving him the porridge from six months." Still mothers, especially in one group, said after one year or later and



affirmed that all women in their village do so. Mothers in another group mentioned “from the tenth month that we add semi-solid food.” Still the most common response was introducing porridge and other semi-solid foods around the six- to seven-month mark. As one mother noted, “From the sixth month and the seventh month, we start giving the porridge, until he reaches one year before we start giving him the food that we usually eat.” Another mother said, “From the sixth month, we start giving him the porridge. It is from nine months that I start giving him solid foods like beans, rice, corn. Before nine months, you can also give him sauce and soup.” So, while most mothers appeared to be aware that six months was a good time to start babies on semi-solid food, many mothers mentioned nine months, one year or more.

#### Dietary diversity

Mothers in the focus groups noted using soumballa, salt, “Maggi” (boullion cubes), tomatoes and onions along with okra, boubvaka, kapok, green leaves, baobab leaves, sorrel and dry fish in their cooking. “All the ingredients make the meal nutritious,” as one mother said. However, they lamented the lack of ingredients, especially when crops fail, and the lack of money that prevented them from buying ingredients in the market. As one mother said, “Often there is a lack of money to find the ingredients. When this is the case, you get by with Maggi, soumbala cubes, and salt.” As other mothers noted, “We don’t make bad foods, but often it happens that it is difficult to find enough to make a good meal” or “We make sure we can eat. Tomatoes, onions and oil. We make sure it can be edible.” Mothers also noted that the lack of water prevented them from growing vegetables and other crops. “With a dam, we can do our gardening by helping each other. We have no water and because of lack of water, there is nothing we can do.” A few participants mentioned that even if they have money, ingredients are often not available due to scarcity or distance. “Most of the time, it’s the lack of money but sometimes you have the money and the vegetables are in short supply on the market because we are far from the places of production.” One participant said that neighbors often shared ingredients to help each other out. From focus groups, it seems the lack of food diversity is most likely related to a lack of funds to buy the necessary ingredients for a more diverse diet. Lack of money is also exacerbated by lack of water, which precludes mothers’ ability to grow crops. Even if they have money, often ingredients are not available. As one mother said, “Often, it is poverty that can lead to this. You may often want to make a meal but can’t afford it. Often you can also have the money but not be able to find the vegetables on the market.”

#### Program activities for women with infants and young children

National government officials said that the program piloted providing pregnant women with training on good practices in nutrition, breastfeeding, and health. The training was provided through community health workers. As one official said, “It will allow women to take steps to improve nutrition for infants and young children, and it will allow us to improve our indicators in terms of exclusive breastfeeding and the minimum amount of breastfeeding that’s acceptable in order to really fight against malnutrition, especially when it comes to growth delays in children. It’s a good thing in any case to exclusively breastfeed from birth to six months old.”

Mothers in focus groups concurred and described visiting the health center and receiving advice from nurses on good nutrition practices. As one mother said, “We can get information from the health services during the awareness sessions. Often when we come for consultations health workers take the opportunity to advise us on what to eat or not to eat.” Several participants noted that they had been asked to reduce their salt and sugar consumption and doing so had made them feel better. The women were generally aware that they could obtain information and advice at the health centers.

#### 4.2.5 Sustainability

To assess the sustainability of project interventions, the research team asked stakeholders about expected sustainability of project activities, factors likely to influence sustainability, and obtaining support from

communities and government stakeholders. Interviewers also asked respondents to recommend strategies for continuing activities after the project ends. According to one mayor, it is essential to obtain community buy-in or ownership to make the project sustainable. Stakeholders noted that parents could produce the food for the canteen and increasingly contribute a greater share, but they were unsure whether parents were organized enough to do so, even though they may understand the importance of the program. However, the mayor noted, “We often say things that are well said but when they are put into practice, there are problems. Will this system hold up?” They concluded that raising awareness was essential to achieve sustainability.

#### *4.2.5.1 Expected Sustainability of Specific Project Activities*

Government officials and administrators felt continuing the school feeding program in canteens was important and would survive the program. “First there is the reinforcement component of the endogenous canteen, in any case this part will stay, this is sure. School fields, school orchards, school gardens, livestock units, they will remain.” Another government official noted that incorporating the MoH nutrition plan, which would include the community-based healthcare workers in the system, would help sustain the program.

The official also noted that the SILCs could be sustained as “it’s a good system for women. It allows them to have social cohesion among themselves and to also have a revenue-generating activity with these group-saving schemes they have.” Project implementers also noted that the SILCs would contribute to children’s education by allowing parents to improve their economic situation, and that community members had been trained in establishing and running a SILC, which meant that they could train other community members, and sustain the SILC program.

A local administrator also noted that the teacher training activities and educational materials would have long-term impact, especially if they used the peer teaching model, which would allow other teachers to be trained even if there was staff turnover. USDA echoed this view, “Looking at how teachers use their trainings and how the trainings are tailored to them so they are able to learn from the training and how well they can share the training with others. That’s a big thing for sustainability. Also the usage of the materials that CRS has previously provided. Making sure the usage of those materials goes beyond a couple of years but continues as long as they are usable. Training of trainers, so they understand their training and can go back and train others in their schools and communities.” A school district administrator also noted that the state “should perhaps try to put more emphasis on this project by trying to see the possibility of ensuring a part of the continuation of this project. The state can think of how to sustain this project. We are still here, and we can in any case continue to train our colleagues in the field. Or at least take advantage of our meetings to come back on the issues of hygiene, nutrition, and sanitation. These are all things that we can continue to do because there are achievements.”

When it came to libraries, project implementers noted that several municipalities had found the funds to pay for a librarian or redeployed other staff. “There are municipalities that were able to pay the salaries of their librarians while others (a great number) were not able. Some of these municipalities that had staff partially employed decided to redeploy those staffs at the library at a part-time basis. These are some of the things that I think are important to reflect on for sustainability.” They also noted that in order for the project to be sustainable, it was important “we put in people’s minds that they have a responsibility over the continuation of the actions that are being initiated.” Project implementers also noted that they are training the municipalities to take over the management of the libraries. Additionally, since most teachers and students interviewed had not heard about libraries in their communities, raising awareness would be helpful to promote sustainability and use.



PTA members largely said that they would continue their role as PTA members and perform the activities, such as maintaining WASH infrastructure, even if the program no longer existed. As one of them said, “The meaning of our commitment is to be able to control the operation of activities so that if the people who help us are no longer there, we can always continue to do the job properly. The help is not eternal, but if we acquire mastery of the processes, we can continue to do the work after the end of the Beoog Biiga Program.” PTA members said, “We have benefited from the program with a lot of aid and knowledge from the trainings. When we are tired of doing so, we will still be able to continue to do the work even if it will not be in the proportions as usual. We will make efforts according to the means at our disposal.”

Similarly, mentors remarked that they would continue helping the children and fulfilling their roles as mentors even if they were not paid, because “We are not going to give up. We will support these children until they find work. Because their success will not benefit another country outside our own. Their success will also benefit us.”

#### *4.2.5.2 Stakeholder Involvement and Capacity Building*

A local mayor viewed local farmers providing food for the school canteen instead of selling their crops as an area of capacity building. “When you see the farmers, they grow cowpeas but generally it is to sell, they do not consume. The fact that we use this food to feed the children at school has allowed some people to understand the need to consume what we produce locally.” A national government official concurred, noting that community involvement was key, “but the most important thing that remains to be done is the community, who in the recent past thought that it is the state that had to give food since we said that school is free. So at home when one says it's free, one crosses one's arms and wait for everything. So if there is something to be done at this level, it's really to disconnect this way of seeing things. And therefore at the level of communities, it will be about working for the establishment of fields, for the establishment of gardens and orchards and livestock units for the benefit of food. We have to organize ourselves to help each other. There is also that people have to be organized in cooperatives because municipalities have to buy the food at the commune level, at the localities level; therefore, people have to organize themselves in the form of groups or cooperatives in order to produce more quantity and quality to allow the municipalities to have healthy food and on the spot. So, in any case, I think that the community needs to organize itself more and then get rid of a certain mentality that is to expect everything from the state. We have to be able to do something.” The official also noted that at the headquarters level, the necessary people were already informed and that the government was supporting the initiative by currently making 500,000,000 CFA francs [approximately USD \$930,000] available, and is making further efforts to consistently fund the program. “The government is making efforts. It's true that we've found that funding has been constant since 2017, that's it, so the funding is constant, but it's still an effort, 19,000,000,000 CFA francs [approximately USD \$35,500,000] in fairly austere budgets, it's really a huge effort.”

Project implementers echoed the need for community involvement and noted that such involvement has led to “communities contributing in terms of local materials to renovation activities. We have an instance of a community which gathered local materials for the construction of a school fence.” They also noted that the training of 500 new volunteer mentors also was a significant boost to the capacity in these communities, as these mentors will continue to provide those services and thus fulfill a key educational component of the program by helping children stay in and do well in school. Project staff also said the teacher training component of the program had achieved sustainability because MENAPLN transferred resources to the school district administrators, who are now in charge of delivering training and “they have mastered the approach and they are well skilled and took ownership of the approach. The trainings are well delivered by school district administrators, and we went for supervisions of a sample of trainings and were able to notice that professionalism and ownership.” The literacy training, project staff noted, is

already under the purview of school administrators from MENAPLN. When it came to total sanitation, CRS staff noted the “genuine involvement of community leader and health districts – there is a high level of motivation. It is even the health district that led the training of the community health workers.”

USDA staff concurred that community involvement was necessary, but also noted that government support at both central and local levels is critical for sustainability. They noted that the central government funds three months of school feeding while the program provides commodities for an additional three to four months and felt the program is truly moving toward sustainability. “There has been strong buy-in from the government. Recently there was the National African School feeding day event was well attended. The Minister of Education was there as well. Burkina Faso is investing over \$30 million per year in school feeding and are very committed to the effort. The government contributes approximately three months of feeding to schools and the project provides an additional three to four months of commodities to schools. This project is truly moving toward graduation and building sustainable systems.” The USDA staff member also noted the need for buy-in from local government, especially when it came to constructing schools, and community ownership, especially when it came to constructing and maintaining WASH infrastructure. When it came to literacy, USDA staff felt that the training-of-the-trainer model contributed to sustainability, as trained teachers can train others and can continue to use the available literacy materials as long as they are usable.

When it came to the SILC, project implementers noted relying on community members to deliver their approach with trainings that allow the community members “to fully initiate and support SILC groups and train other interested individual to become private service providers.” The staff member also noted that trained private service providers, are “inner members of the communities” to increase training among community members and scale up the SILC in villages. As the payment is tied to the scale-up of SILCs and community members pay the service provider from SILC earnings, the program manager noted, “The more groups the private service provider supports, the more incomes he/she will generate, and we think that is substantial in a rural context.” One barrier, however, to this approach may occur if SILC members delay their payments and that “can jeopardize the motivation of others and the group might end up dismantled.” They noted that sustainability workshops held in 2019 with multiple local authorities, such as mayors, and with national government officials contributed greatly to these outcomes. As they said, “Meetings like this that bring everyone to the table at all levels are great for increasing capacity. Building capacity for schools and mayors to manage the school canteen, to manage school feeding outside of the three months that BB3 manages it is important.”

#### *4.2.5.3 Recommended Strategies for Sustainability*

Recommendations for strategies to sustain the program ranged from USDA staff recommending a school feeding law (which is “missing right now, something that Burkina Faso is working towards”) to PTA members and national government officials recommending the creation of a community field in which to grow crops for the school feeding program. “We can set up a community field for the benefit of the school, for example. We will then be able to use the crops from the community field to feed the school canteen.” A local administrator also suggested organizing competitions around gardening and cleanliness among schools to “bring people to stay in the logic of hygiene, nutrition etc.” But both administrator and a local mayor noted that the key challenge was funding to sustain the program. National government officials noted that it was not enough to just provide financial resources, but the ground-level organization and capacity among parents, students, teachers, municipalities were necessary for the success of the program. Finally, USDA staff noted that important to sustainability was “having clear handover plans and clear documentation with the community and government to sustain activities. Roles and responsibilities are key. We’ve seen other projects where implementing partners work on handover plans in collaboration with the government, sign the document together, etc. We’ve also seen it at the individual school level.”

## 5. Conclusions

In this BB3 midterm performance evaluation, we used a mixed-methods approach to assess changes in outcomes related to core project objectives, provide lessons learned, and offer recommendations for necessary midcourse corrections or modifications. The IMPAQ team visited 106 schools in the provinces of Bam, Namentenga, and Sanmatenga in Burkina Faso. The team collected survey data from 1,111 primary school students in Grades 2-6; 208 teachers; 42 school district administrators; 98 food handlers (cooks and storekeepers); 100 PTA members; and 178 mothers (pregnant women and mothers with children under the age of two). The qualitative data also reflect opinions from stakeholders at six schools (two per province), where IMPAQ conducted KIIs and FGDs with community- and school-level beneficiaries, project staff, and USDA and other government officials at national and local levels to obtain broad perspectives on BB3. Lastly, the team collected attendance data for the teachers and students in the performance evaluation sample. We triangulated survey data and classroom observations with qualitative findings to provide contextual information for the quantitative results, where applicable.

In conclusion, the midterm performance evaluation suggests that the project has been on track to achieve some of the intended outcomes such as improved regular teacher attendance, though achievements in some other areas been limited, including literacy outcomes and nutrition knowledge. During the data analysis process, we identified a number of factors, such as political instability and COVID-19, which caused school disruptions in Burkina,<sup>48</sup> especially after 2019. These events seemingly created some challenges for the literacy interventions as the terrorist attacks targeted schools and teachers, especially in Bam and Sanmatenga, causing high teacher turnover and/or negatively affecting the literacy scores. In addition to political instability, delays in food commodity contributions to schools from the government and communities created challenges for canteen operations and their ability to achieve their objectives, such as regular school meal provision. However, COVID-19, as another external shock, seems to intensify those impediments and cause more challenges for the implementation and the effectiveness of the interventions, especially related to SO1. Although BB3 has demonstrated an encouraging degree of absorptive (immediately reacting to a shock or stressor) and adaptive (adjusting to respond to the ongoing shock or stressor) resilience capacities for programming in the face of sudden and vast COVID-19-related closures, gaps emerge when examining the degree to which the contingency plan was effectively implemented. See [Section 5.3](#) for more details about the COVID-19 influence.

In this section, we summarize the key findings regarding the main research questions in two categories: (1) with respect to the BB3 main strategic objectives and (2) based on the five evaluation criteria (i.e., relevance, effectiveness, efficiency, (perceived impact), and sustainability).

### 5.1 Key Findings and Implications for the Main Strategic Objectives

To assess the progress of BB3 key outcome indicators from baseline to midterm, we triangulated findings from the quantitative data with qualitative findings. We outline below the implications of the midterm evaluation outcomes for BB3's two strategic objectives: (1) improved literacy of school age children and (2) increased use of health, nutrition, and dietary practices.

#### 5.1.1 Strategic Objective 1: Improved Literacy of School-Age Children

- Nearly all surveyed students (97 percent) said they ate lunch yesterday – a statistically significant increase from baseline (90 percent). Of these students, 40 percent reported eating at the school canteen, which was most commonly reported in Bam (82 percent) and less common in

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<sup>48</sup> <https://www.hrw.org/report/2020/05/26/their-war-against-education/armed-group-attacks-teachers-students-and-schools#>

Namentenga (25 percent) and Sanmatenga (27 percent). Among those who ate lunch (regardless of where they ate), only three percent mentioned they felt hungry after lunch, with no statistically significant differences between boys and girls. Despite a higher presence of school canteen meals, students in Bam reported a higher rate of hunger after lunch (10 percent) than students in Namentenga (zero percent) and Sanmatenga (two percent).

- Students, parents, and teachers reported satisfaction with existing canteen operations as long as canteens received adequate amounts of food from the government, community, and CRS; all respondents believed the school meals increased student attendance by keeping children in school during the day and incentivizing students to come to school. To increase impact, CRS could establish school fields or gardens to improve the quantity and quality of food in canteens.
- On average, 32 percent of students reported becoming ill in the previous two weeks and 71 percent of those students missed school because of it—both are significant increases from baseline.
- The attendance rate at midterm was 95 percent, with no statistically significant differences by sex. The attendance rate was higher in Bam (99 percent) compared to Namentenga and Sanmatenga (95 percent each).
- While parents reported being concerned with their child’s education, other stakeholders such as teachers and mentors did not think parents were following and checking-in on their child’s academic progress. All parents noted that they valued equal access to school for girls and boys.
- A large gender gap exists in the proportion of students that teachers considered attentive. Teachers considered girls (75 percent) more attentive than boys (48 percent). Relative to baseline, boys’ attentiveness improved by a small but statistically significant margin.
- ASER results declined at midline relative to baseline, which is likely due to learning loss amid the COVID-19 pandemic. Just 19 percent of students passed the minimum threshold for Grade 2 reading proficiency compared to 31 percent at baseline. Using a more relaxed threshold (Level B) to account for COVID-19 learning loss, 58 percent of students could read at the level expected for the end of Grade 1, which is about the same level at baseline (56 percent).
- Parents, PTA members, and mentors all felt that mentors helped girls stay in school and resulted in better educational outcomes.
- According to the teacher attendance information that school district administrators collected for December 2020, January 2021, and February 2021, 94 percent of teachers in the sampled schools, on average, regularly taught their class, meaning they attended at least 90 percent of normal school days in those three months. This is a statistically significant increase from baseline when 82 percent of teachers from sampled schools regularly taught their class. This increase is mainly driven by improvement in teacher attendance in Bam, where teachers attended school regularly 41 percent of the time at baseline compared to 94 percent at midline. The change in regular teacher attendance in the other two provinces were minimal as they both were at high levels at baseline (97 percent).
- When asked about time allocation for literacy instruction (i.e., fluency, reading comprehension, phonetics, vocabulary), 86 percent of all surveyed teachers reported devoting at least an average of 45 minutes per day to this activity, which is a statistically significant increase from 65 percent at baseline.
- BB3 offers seven different instructional practices under teacher-centered, student-centered, and group-centered categories. At midterm, 70 percent of teachers reported applying at least five of the seven teaching practices in the two weeks before the survey. This was a statistically significant increase from 57 percent at baseline.

- In interviews, teachers described being dedicated to teaching their students but, in some cases, noted challenges, including problematic classroom infrastructure, lack of adequate supplies and materials, or difficulties absorbing and retaining the trainings.
- BB3 emphasizes working with school district administrators to observe, coach, and meet with teachers to discuss observational outcomes. At baseline, we found that a high percentage of school district administrators (93 percent) were already doing so, and this was maintained at midterm (95 percent). During a school visit, the most common activity was meeting with teachers, which was reported by 90 percent of school district administrators at midterm compared to just 60 percent at baseline. Additionally, a slightly lower proportion of teachers reported following up with teachers at midterm (90 percent) compared to baseline (93 percent). We also created an indicator to assess whether school district administrators were using new techniques as a result of BB and found that 57 percent were doing so at midterm—up from just eight percent at baseline.

#### 5.1.2 Strategic Objective 2: Increased Use of Health and Dietary Practices

- Similar to baseline, only one percent of students achieved a passing score on a test of nutrition and dietary practices. This test required that respondents name a benefit of vitamin A and iron and a food containing these nutrients.
- In a test of hygiene practices, we asked students to cite six critical moments when people should wash their hands. Students received a passing score if they could name at least four such critical moments. Overall, 15 percent of students met this threshold compared to just five percent at baseline. The hygiene test at midterm shows a gender gap—12 percent of boys and 17 percent of girls could name critical handwashing moments.
- Parents and teachers largely felt satisfied with the current level of knowledge children had acquired about handwashing and hygiene, and they spoke positively about children washing their hands at key moments.
- Nearly all male and female storekeepers (92 percent) reported using at least one safe food storage practice. However, a gender gap exists, with 95 percent of males using at least one of these practices but only 90 percent of females doing so. In addition, only 14 percent of surveyed storekeepers achieved a passing score on a test of safe food storage practices, which we defined as naming and using a minimum of six out of eight safe practices for storing commodities.
- All surveyed cooks (100 percent) reported using at least one safe food preparation practice. However, only two percent of cooks achieved a passing score on a safe food preparation test, defined as naming 10 out of 12 safe practices that they follow at the canteen.
- School cooks and storekeepers noted the need for additional training on cooking food and on identifying unexpired food.
- Students, parents, and teachers reported satisfaction with existing canteen operations as long as canteens received adequate amounts of food from the government, community, and CRS; all respondents believed school meals increased student attendance by keeping children in school during the day and incentivizing students to come to school.
- Overall, 78 percent of mothers with children 0–6 months old, zero percent of mothers with children 7–8 months old, and eight percent of mothers with children 9–24 months old reported that their youngest child’s food intake met the standards for a minimum acceptable diet. Since the intervention for mothers was delayed until after midterm, we were not able to make comparisons with baseline.
- There was a lack of knowledge regarding sources of vitamins and minerals, such as vitamin A, iron, and iodine, among women who were pregnant or had infants or young children in the region to be targeted by project interventions.

## 5.2 Key Findings with Respect to Evaluation Criteria

The midterm qualitative approach sought to understand program performance, using five criteria<sup>49</sup> from the Organization for Economic Co-operation and Development's Assistance Committee (OECD-DAC). This criteria includes (1) stakeholder satisfaction and project alignment with GoBF goals (**relevance**); (2) project management, monitoring, collaboration with stakeholders, project implementation successes, challenges, and recommendations to better understand the **effectiveness** of BB3 at midterm; (3) steps taken to maintain the **efficiency** of project operations; (4) **perceived impacts** for SO1 and SO2 at midterm; and (5) planning for **sustainability** after BB3.

### 5.2.1 Relevance

Government officials noted that the BB3 project aligns with the governments' strategic goals and expectations regarding literacy, health, and nutrition. Stakeholders largely appreciated how CRS designed BB3 to consider economic, cultural, and political contexts, such as providing a large monetary investment toward feeding students and supporting students in the north-central region of Burkina Faso. Most stakeholders expressed satisfaction with the school canteens, believing the canteens encourage students to eat and stay at school. Beneficiaries also appreciated training on hygiene, cleanliness, and handwashing.

### 5.2.2 Effectiveness

Project implementers as well as national and local government officials noted good project coordination and collaboration but suggested more engagement with provincial and regional officials. Project staff described effective project implementation monitoring. Most respondents described positive experiences with the implementation of project training and applying what they had learned. However, some teachers had difficulties, and others requested increased training time and training fees. Still, respondents reported that teacher training increased use of teaching techniques (e.g., play) to engage children in reading and writing. Community-level stakeholders reported project successes, including school feeding, hygiene, school management, and adaptations due to external factors. They also identified challenges such as delayed distribution of food, deworming medication, and teaching supplies to schools.

### 5.2.3 Efficiency

Project implementers and stakeholders noted delays in project activities due to the COVID-19 pandemic, security threats, and staff turnover, with associated impacts on budget and timeline. However, postponed activities occurred in 2021, and the budget is on track for the remainder of the project. External issues such as the COVID-19 pandemic and security concerns had a major impact on all aspects of program implementation, especially for literacy since schools were closed for three months.

### 5.2.4 Perceived Impacts

Students, parents, and teachers reported satisfaction with existing canteen operations as long as canteens received adequate amounts of food on time; and all respondents believed that school meal provision increased student attendance by keeping children in school during the day and incentivizing students to come to school. Parents emphasized the importance of education and equal access to education for girls and boys; they also reported being concerned with their children's education. However, teachers and mentors did not think parents were following their children's academic progress adequately. Parents, PTA members, and mentors all felt that mentors helped girls stay in school and achieve better educational outcomes. Teachers described dedication to teaching students but also noted challenges with classroom

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<sup>49</sup> The OECD Development Assistance Committee Criteria were revised in December 2019.  
<https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>



infrastructure, quantity of teaching materials, and difficulty retaining all trainings. Parents and teachers felt satisfied with children's handwashing and hygiene knowledge levels and practices, but students seemingly lack knowledge on nutrition, including sources of vitamin A and iron. Women who participated in Savings and Internal Lending Communities (SILCs) reported high levels of satisfaction and benefits such as increased income and access to credit for various purposes (e.g., paying for school fees).

See findings under SO1 and SO2 above for more details.

#### 5.2.5 Sustainability

Stakeholders noted that community ownership and buy-in, especially from national and local governments, are critical to program sustainability. Government officials noted that the peer-to-peer training model makes teacher and other training programs sustainable. Regarding school feeding, community members and government officials discussed creating community fields (i.e., collectively owned farming plots) to assist with providing food for canteens and increasing sustainability. Project implementers highlighted SILCs as having positive outcomes on livelihoods and providing greater financial flexibility with respect to daily expenses. Project implementers reported using a peer-to-peer training model with community members to start and maintain their own SILC groups for improved sustainability.

### 5.3 COVID Implications for BB3

COVID-19 had a variety of reported effects on all aspects of program implementation. The most widely reported effect was on children's ability to learn and attend school. One commonly mentioned problem was the reopening of schools for students in grade 6 taking exams at the start of the rainy season following their three-month closure that started in March 2020. Rainy season is a time during which many remote villages are completely inaccessible, and flooding increases the risk of any travel. One parent in Namentenga said, "Yes, it has made it more complicated for studies. Our children didn't work. After they closed, they only reopened during the rainy season. The disease has disrupted many activities, but the school suffered the most. Testing classes started meeting again later; others didn't resume."

In some cases, children were able to attend another school that was nearby and more accessible. Mentors and other community members noted that the presence of COVID-19 delayed implementation of key activities, meaning that in addition to schools being closed, mentorship activities were put on hold. The effect of COVID-19 on school closures and student progress cannot be overstated and was widely cited as a major issue across nearly all respondents.

As teachers noted, their students are significantly behind in their lessons because of school closures and lost learning time. One teacher in Sanmatenga said, "It had a big impact on us here. We had to take time off long before it was planned. After that, we didn't have class until the end of the year. When we came back when classes resumed, the children's level had dropped a lot." Reported learning loss due to time away further compounded learning setbacks. Teachers reported that most students were not able to resume lessons where they left off but instead returned to school with a much lower level of comprehension than before the school closures.

Parents and teachers both expressed concerns about the significant learning loss due to COVID-19 closures and the academic progress of their students. Parents particularly noted that the reduced school year only allowed for one examination, and students were automatically sent to the next grade, despite being unprepared and not completing the previous grade. The effect of the school closures will likely have a continual cascading effect if time and care are not taken to bring the students back up to a baseline for their grade level before proceeding with the curriculum. One project implementer noted that MENAPLN advised schools to expend one month after reopening to help students catch up to their previous

academic level but was skeptical whether this was sufficient time: “At the beginning of the school year, they took one month to try to catch up this delay; but it is not sure whether that was effective and in particularly enabling better reading outcomes for students.”

On a positive note, some respondents pointed out that the presence of COVID-19 and official government guidance and communications enhanced WASH activities and adherence to handwashing techniques. Since the outbreak of COVID-19, respondents reported greater handwashing frequency as a preventative measure for the disease in addition to social distancing and the wearing of masks. Mothers of children noted this effect in particular.



## 6. Recommendations

Below, IMPAQ presents recommendations based on key project outcomes, limitations, and lessons learned from the midterm evaluation. These recommendations do not address all challenges from the midterm evaluation. Rather, they focus on recommended changes for future projects and the main drivers of project success. The recommendations are grouped by category.

### 6.1 Literacy, Teacher Training, and Materials

**Re-evaluate the content of teacher trainings to reinforce teaching at the right level.** In alignment with the MENAPLN recommendations, we suggest BB3 reinforces teaching (students) at the right level (TaRL) through two evidence informed<sup>50</sup> implementation models since students are behind in their learning because of COVID-19 school closures.

- **Learning camp model:** Instructors need to work directly with children in "Learning Camps." Learning Camps are intensive periods of instructional activity that usually last ten days. Children (generally in Grades 3-5) need to be re-grouped according to learning level rather than age or grade for two to three hours per day. When they are not in a Learning Camp, children return to their regular grade classes. Learning Camps are carried out during the school day with the permission of local authorities.
- **Train teachers in the TaRL approach:** Teachers need to be trained and supported to implement TaRL in their schools. In these models, teachers re-group children in Grades 3-5 based on learning level, which can be assessed through a simple learning assessment tool, for one or two hours per day to focus on basic skills. These programs may be led by mentors or "leaders of practice" who are part of the school system but have carried out practice classes to implement and experience the TaRL approach first-hand. The leaders of practice then train teachers and also provide ongoing, onsite support. Teachers need to receive strong ongoing mentorship support with monitoring and review systems that are integrated into existing educational systems.

The ASER results clearly demonstrated that Grade 2 literacy scores significantly declined in midterm relative to baseline, which is likely a consequence of lost learning time during pandemic-related school closures. However, further analysis suggests that learning loss may have been sustained because teachers spent the first three to four months of the school year catching up on lost schooling from the previous year. Experimental research on literacy and education in developing countries has found teaching at the right level to be one of the most effective strategies to boost learning outcomes for students.<sup>51</sup> While it is encouraging that teachers spend time remedying learning loss, in light of the ongoing pandemic, it is important that BB3 carefully reviews the evidence-informed models above to optimize child learning for those entering Grades 3-5 in the coming school year.

**Further explore the relationship between preschools for girls and boys to scale up.** More research could better identify the links between preschools and primary schools for girls and boys. Investments in *bissongos* (preschools) may have an ongoing effect on learning outcomes of school age children though this might depend on the degree of selection bias. Our quantitative analysis showed that students who

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<sup>50</sup> <https://www.povertyactionlab.org/case-study/teaching-right-level-improve-learning>

<sup>51</sup> For a review of evidence see:

1) <https://www.povertyactionlab.org/case-study/teaching-right-level-improve-learning>

2) Muralidharan, K., 2017. Field experiments in education in developing countries. In Handbook of economic field experiments (Vol. 2, pp. 323-385). North-Holland.

attended a *bissongos* program were significantly more likely than children who did not attend a *bissongos* to pass the ASER at least at a second-grade level. On average, 26 percent of students who attended *bissongos* passed at a second-grade level compared to 18 percent who did not. However, this benefit accrued specifically to boys, suggesting a greater need to not only invest in preschools but study why boys who attended preschool benefit more. Further study can show whether this is because girls are underrepresented in preschools, or because girls do not get the same quality of instruction and resources as boys.

**Re-evaluate methods to increase community use and participation in libraries.** To help improve literacy levels, BB3 should raise awareness about libraries as community resources and emphasize the benefits they offer to teachers and students. Acknowledging that libraries were implemented in Bam and Sanmatenga and not yet in Namentenga, students and most teachers appeared to not know what a library was or that such institutions exist even when they were described to them. Teachers were unaware that library materials could be accessed and that children could take them home. Additionally, local government officials perceived these reading centers as a resource for teachers but not for students.

## 6.2 School canteens

**Improve food handlers' storage and monitoring practices.** BB3 should improve storage and monitoring practices in school canteens. They can potentially do so by increasing training duration for cooks and storekeepers, providing annual refresher trainings, and tailoring training modules for staff who are not literate. If the BB3 budget allows, BB3 can also provide additional resources to improve food storage locations or encourage PTAs and local officials to raise funds as well. While a high proportion of storekeepers reported placing food bags on elevated platforms (76 percent), other food storage practices, such as following COVID-19 safety protocols (10 percent) and practicing canteen ventilation (13 percent), were less common. In addition, other food management best practices (e.g., food storage monitoring, hygiene practices) declined since baseline. Storekeepers reported difficulties in applying recommended practices from trainings due to extremely small food storage sites, limited water access, and other resource constraints. Additionally, we also found that monitoring activities by both storekeepers and cooks declined at midterm relative to baseline. For instance, in monitoring commodities coming to the canteens, cooks recorded an eight percentage point reduction compared to baseline (29 percent). Storekeepers specifically reported declines in monitoring storage and hygiene practices.

**Explore school fields to complement community contributions to the canteen within BB3 Scope of Work.** PTA members, national government officials, and other stakeholders recommended creating communal school fields, gardens, and livestock units as resources to diversify canteen contribution sources and thereby reduce dependence on contributions from community members. If the BB3 budget allows, BB3 can also provide seeds and support. Commodity contributions to schools from BB3, the government, and parents declined since baseline, which likely reflects delays in receipt of donations due to COVID-19 in 2020, and government and transportation delays in 2021, but also reduced capacity of stakeholders to donate in light of pandemic-related adversities. Further investigation could help determine why food donations from the community have decreased. For example, if community donations are linked to available resources, further research could explore ways to invest in income-generating activities in the face of structural and persistent poverty.

**Investigate why canteens are less likely to function as expected.** With insights from the government and communities, BB3 should explore the reasons behind low canteen operations and consider strategies to increase commodity contributions. Nearly all surveyed PTA members confirmed their school had a canteen. When asked about its status, 64 percent reported that the school canteen was functional—

significantly lower than baseline (98 percent). Quantitative evidence suggests that canteens were much less likely to be functional in Namentenga and Sanmatenga than in Bam. By contrast, qualitative findings suggest that nearly all canteens were functional. This may be reconciled by the time period during which canteens were considered functional. In qualitative interviews, stakeholders noted delays in food commodity donations, in which case the canteen could only operate if adequate community food contributions were received. In the current academic year at midterm, the canteen was functional, on average, for 3.5 months, a significant reduction from the average of 5.8 months at baseline.

Surveyed food handlers reported that delays in receiving commodities is the most common reason why the canteen did not operate in the school year. If further study provides evidence that this is the case, then capacity-building regarding government quality assurance and commodity tracking (from the government and communities) may help reduce delays which can, in turn, improve canteen operations. While there is already reliable monitoring of BB3 commodities provided to schools, including management logs completed by teachers and observations by school district administrators who visit those schools, this data is lacking for commodities from the government and communities. Providing capacity-building in this area would allow for greater sustainability after the project ends. Having a better understanding of the actual quantities of food the government and community contribute would allow local stakeholders to plan and take action to ensure their canteen continues to operate throughout the school year. We also suggest enhancing capacity of the national laboratories as a sustainable solution to relieve the bottleneck of delays and ensure timely delivery of government food commodities to school canteens, as described in interviews with government officials.

## 6.3 Water, sanitation, and hygiene

**Explore ways to improve access to water in communities to enhance the WASH practices.** Future work should more carefully study and prioritize programming activities to enhance water access in communities and to study how those enhancements are linked with student, mother and community health and learning outcomes. However, this could have budget implications and the project should explore other opportunities, such as collaborating with other partners and non-governmental organizations that focus on addressing water access in the same target areas during the last year of the program, if possible, or for future programming. Future work could also include collaboration with other organizations focused on building wells and other water access points. With improved knowledge of health and hygiene practices and stakeholders' satisfaction in these communities regarding the training on handwashing, cleanliness, and hygiene, exploring ways to improve access to water and WASH infrastructure could help strengthen sanitation and hygiene knowledge and improve practices. Survey data from students and food handlers showed that there is a gap between their handwashing knowledge and practices. Gaps between WASH knowledge and practice could be due to sub-optimal handwashing practices, which could be due to limited access to water and WASH facilities. In many interviews and FGDs, stakeholders reported difficulty accessing water: many reported the need to travel long distances to water points or wait in long lines to access water. In interviews, cooks especially lamented the lack of water in their kitchens and the need to obtain it from a pump or sometimes some distance away. PTA members in charge of maintaining the WASH infrastructure described the lack of funding for this responsibility. Consistently, in the few communities with good access to pumps and water in schools, there were fewer challenges in WASH related outcomes.

## 6.4 Nutrition knowledge and practices

**Educate mothers further on WHO recommended best practices on early feeding.** Following WHO-recommended early feeding practices, BB3 should emphasize 1) exclusive breastfeeding during the first

six months after birth and 2) introducing complementary solid food six months after birth. Among surveyed mothers, we found that breastfeeding and early feeding knowledge and practices are subpar. Maternal and child nutrition training should emphasize these topics with mothers who are pregnant or have young children. Findings from focus groups with mothers also indicate a limited understanding of recommended breastfeeding, water, and solid food practices with women often offering contradictory information.

**Investigate why student knowledge of nutrition are so low despite the training from teachers.** Further research could help CRS better understand the drivers of low nutrition knowledge among students, especially since teachers reported improved teaching on nutrition literacy metrics. At midterm, only two percent of students had heard about iron and 14 percent about vitamin A – a large and statistically significant decrease from 20 percent at baseline ( $p < 0.01$ ). Among those, only three percent who heard of vitamin A and one percent of those who had heard of iron could cite any benefits or name any food containing that nutrient. According to teacher survey data, teachers spent only about 20 minutes on this topic in a whole week at midterm, which was similar to time spent at baseline. Is student nutritional knowledge low because teachers are spending too little time teaching these topics? Are teachers not incentivized to teach nutrition topics amid a multiplicity of other trainings that they perceive as more important?

**Trainings for the community health workers should focus on nutritional knowledge specifically vitamin A, iron, and iodine.** Activities for women who are pregnant or have infants and young children should focus on nutritional knowledge, such as benefits and sources of vitamin A, iron, and iodine. This requires training for community health workers who facilitate activities on maternal and child nutrition. In focus groups, mothers could not identify foods that contained certain micronutrients such as vitamin A and iron or their nutritional value. When asked about healthy foods, mothers mostly discussed hygiene and cleanliness. Although they were aware of the need for iron in their diet, they associated iodine with salt intake, which they had been told to view negatively; their knowledge about vitamin A and its best food sources was very limited.

## 6.5 Capacity-building

**Encourage SILC participation among mentors and mothers who are pregnant or have young children.** Additional support from SILCs could help CRS promote mentoring activities and health and nutrition practices. Only about a quarter of surveyed mothers live in food secure households. In interviews, mentors also expressed a need for assistance with savings and income-generating activities for themselves and to help support the girls they are mentoring. Most interviewed mothers reported satisfaction with SILC groups and how they helped facilitate single, large expenses like school fees or expenses associated with starting an informal business. With access to these income-generating activities, mentors could better support girls in their communities and further support SILC contributions to schools.

# Annexes

- A. References**
- B. Results Framework**
- C. Conceptual Framework and Other Key Questions**
- D. McGovern Dole Performance Indicators**
- E. Additional Tables and Complementary Outcomes**
- F. ASER-Reading Test Instructions**
- G. Questionnaires**
- H. Qualitative Protocols**
- I. Midterm Evaluation SOW and/or TOR**

## Annex A: References

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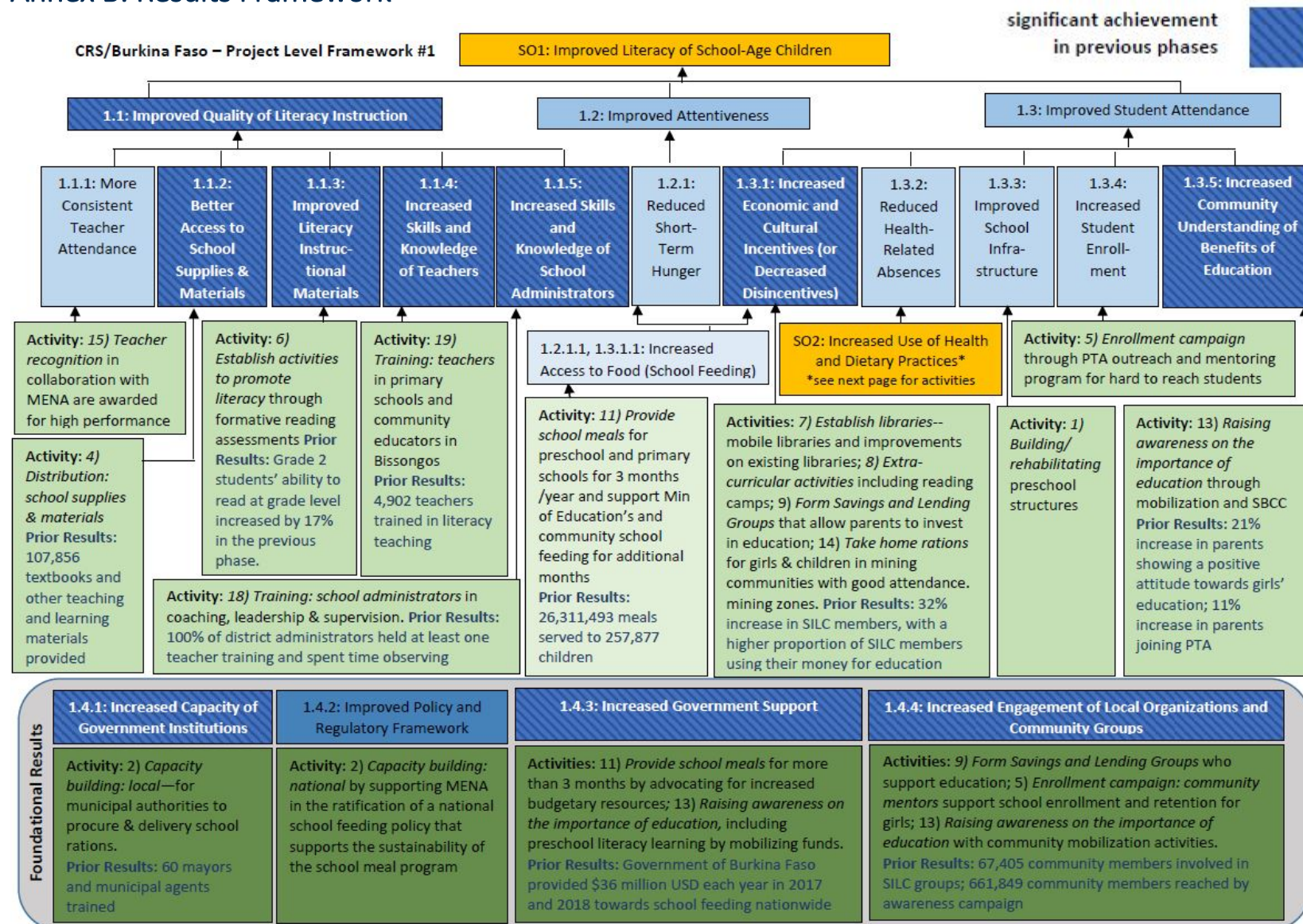
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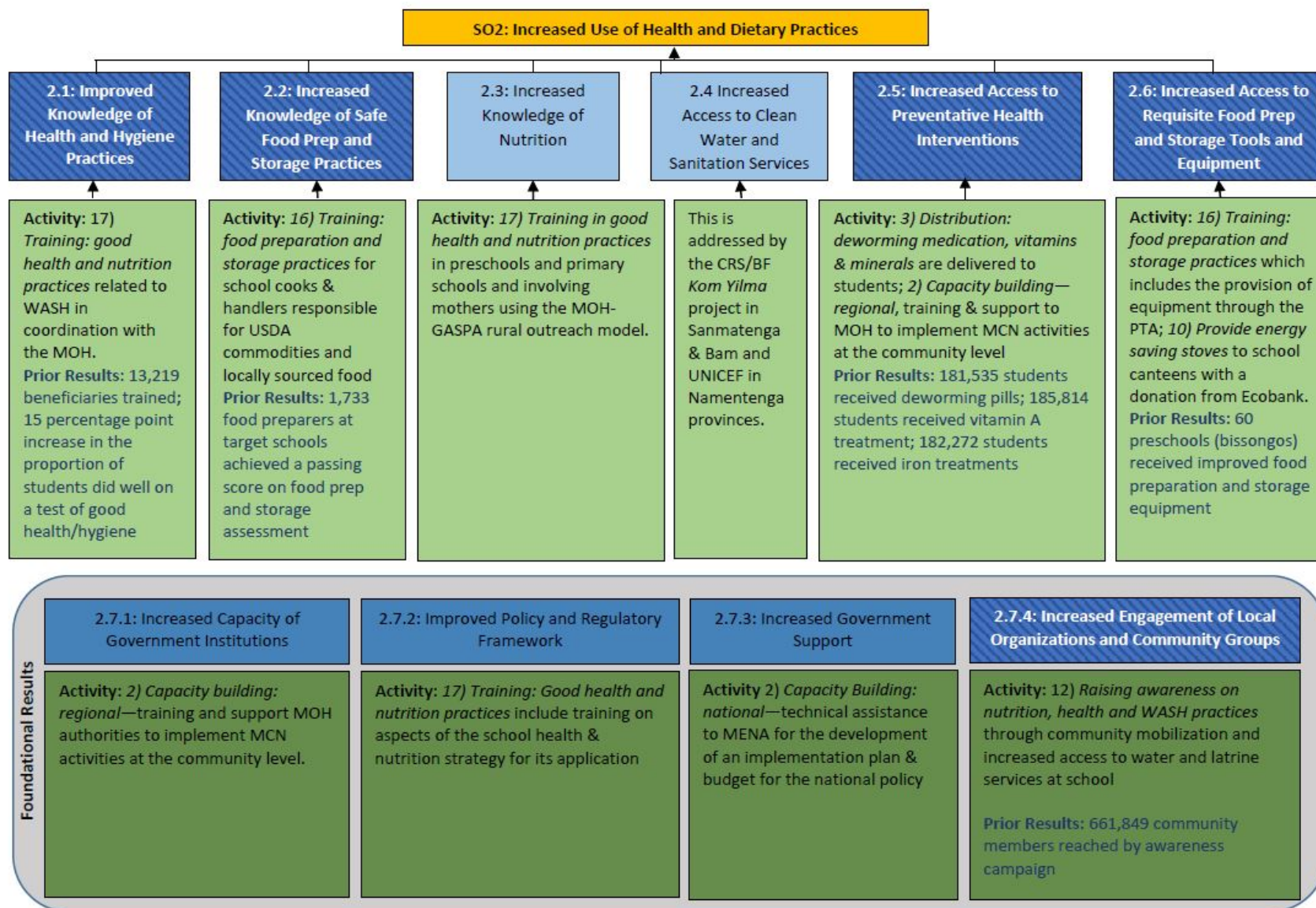


## Annex B: Results Framework





## CRS/Burkina Faso – Project Level Framework #2



## Annex C: Conceptual Framework and Other Key Questions

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
SO1 Improved Literacy of School-Age Children	<ul style="list-style-type: none"> <li>What percent of students (boys and girls) have increased their reading comprehension compared to baseline? What is the magnitude of this change? What factors contributed to this? What factors inhibited this? (What factors contributed to increased reading comprehension? What factors inhibited improvement?)</li> <li>What is the difference between students receiving a normal school program compared to students receiving an ECD program?</li> <li>What is the difference between students receiving a normal school program compared to students receiving a mentoring program?</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students (boys and girls) who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text. (Disaggregated by gender, province, and school type - mentoring vs. ECD)</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>ASER assessment</li> <li>Teacher interviews</li> <li>Teacher survey</li> </ul>	IMPAQ	✓	✓	✓
IR1.1 Improved Quality of Literacy Instruction	<ul style="list-style-type: none"> <li>Have literacy instruction trainings been completed as planned?*</li> <li>How well have teachers implemented literacy teaching techniques acquired under BB3 literacy training?</li> <li>What aspects do teachers find most useful and why?</li> <li>In what way has the quality of education changed because of the adoption of technical trainings for teachers?</li> </ul>	<ul style="list-style-type: none"> <li>Percent of teachers who devote adequate time (an average of at least 45 minutes a day) to literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>CRS program data</li> <li>Teacher survey</li> <li>Teacher Interviews</li> <li>Classroom observations</li> </ul>	IMPAQ and CRS	✓	✓	✓
Output 1.1.1 More Consistent Teacher Attendance	<ul style="list-style-type: none"> <li>To what extent have teachers' attendance changed in schools compared to the baseline? Why?</li> <li>What are the greatest inhibiting factors to teachers' attendance?</li> </ul>	The percent of teachers in target schools who attend and teach school at least 90% of	<ul style="list-style-type: none"> <li>School administrator interviews</li> <li>Teacher interviews</li> </ul>	IMPAQ	✓	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
	<ul style="list-style-type: none"> <li>What project interventions, if any, did influence the improvement of teacher attendance?</li> </ul>	<p>scheduled school days per year (Disaggregated by gender)</p>	<ul style="list-style-type: none"> <li>Teacher logs</li> </ul>				
Output 1.1.2 Better Access to School Supplies & Materials	<ul style="list-style-type: none"> <li>What materials have the project supplied to educators? Have the materials distributed have been sufficiently used?**</li> <li>Which school supplies do teachers find most useful and why?</li> <li>Which supplies provided do students like and why?</li> <li>What other supplies would teachers and students prefer?</li> <li>Are material kits being used as intended? Do teachers/students need additional training to better use these materials?</li> <li>Have these materials contributed to better student outcomes?**</li> </ul>	<p>Number of teaching and learning materials provided as a result of USDA assistance</p>	<ul style="list-style-type: none"> <li>CRS distribution Reports</li> <li>Classroom observations</li> <li>Teacher interviews</li> <li>Teacher survey</li> <li>School district administrator</li> <li>Student focus groups</li> </ul>	CRS MEAL, project team, IMPAQ		✓	✓
Output 1.1.3 Improved Literacy Instructional Materials	<ul style="list-style-type: none"> <li>To what extent have literacy instructional materials been distributed as planned? Do the teachers consider these materials to be an improvement over what they previously had? How?**</li> <li>How are teachers using the materials provided? What, if any, other materials would they prefer?</li> <li>What do students like and dislike about using the literacy materials that have been provided to them?</li> </ul>	<p>Percent of schools in targeted provinces who received a full package of literacy instruction materials as a result of USDA assistance (Disaggregated by province and school type - mentoring vs. ECD)</p>	<ul style="list-style-type: none"> <li>CRS distribution reports</li> <li>Student focus groups</li> <li>Teacher interviews</li> <li>Classroom observation</li> </ul>	CRS MEAL and IMPAQ		✓	✓
Output. 1.1.4 Increased Skills and Knowledge of Teachers	<ul style="list-style-type: none"> <li>To what extent have teachers been trained as per the project timeline and budget?**</li> <li>What percent of teachers demonstrate use of new teaching techniques and knowledge?**</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of teachers/educators/teaching assistants in target schools who demonstrate use of new</li> </ul>	<ul style="list-style-type: none"> <li>CRS training reports</li> <li>Teacher Survey</li> </ul>	CRS MEAL, MENAPLN M&E, IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
	<ul style="list-style-type: none"> <li>In what ways has the quality of teaching improved from teachers' perspectives based on the tools and techniques used by them? What aspects of the trainings were not widely adopted and why?</li> <li>How can the trainings have greater impact? What additional training topics would help the teachers be even more effective in literacy instruction?</li> </ul>	<ul style="list-style-type: none"> <li>and quality teaching techniques or tools as a result of USDA assistance (Disaggregated by gender, province, and school type – mentoring vs. ECD)</li> <li>Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (Disaggregated by gender)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher interviews</li> <li>Classroom observations</li> </ul>				
Output. 1.1.5 Increased Skills and Knowledge of School Administrators	<ul style="list-style-type: none"> <li>To what extent have school administrators been trained as per the project timeline and budget? **</li> <li>What percent of school administrators demonstrate use of new techniques or tools?</li> <li>To what extent do school administrators find the classroom observation technique useful?</li> <li>How are the techniques received by teachers? Have the observations led to constructive feedback? If so, has the feedback been received by teachers and affected their teaching techniques?</li> <li>In what way has the quality of education changed based on techniques used by the administrators?</li> <li>How well do administrators conduct school visits for teacher pedagogical accompaniment? Are schools sufficiently</li> </ul>	<ul style="list-style-type: none"> <li>Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Disaggregated by gender, province, and school type – mentoring vs. ECD)</li> <li>Number of school administrators and officials trained or certified as a result of USDA assistance (Disaggregated by gender and school type – mentoring vs. ECD)</li> </ul>	<ul style="list-style-type: none"> <li>School administrator surveys</li> <li>School administrator interviews</li> <li>Teacher surveys</li> <li>CRS program data (training reports)</li> </ul>	CRS MEAL, MENAPL M&E, and IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
	visited to create an enabling environment for the use of new techniques?						
IR1.2 Improved Attentiveness	<ul style="list-style-type: none"> <li>To what extent have school meals been distributed as per the project's budget and timeline?</li> <li>What percent of students in target schools indicate that they are hungry during the school days?</li> <li>How do students feel about the size of the rations?*</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students in target schools who are identified as attentive during class/instruction (Disaggregated by gender, province, and school type – mentoring vs. ECD)</li> <li>Percentage of students in target schools who indicate that they are hungry or very hungry during the school days (Disaggregated by gender and school type – mentoring vs. ECD)</li> </ul>	<ul style="list-style-type: none"> <li>CRS distribution reports</li> <li>Student survey</li> <li>Student focus groups</li> <li>Classroom observation</li> <li>Teacher surveys</li> </ul>	IMPAQ and CRS MEAL	✓	✓	✓
Output 1.2.1.1/1.3.1.1 Increased Access to Food (School Feeding)	<ul style="list-style-type: none"> <li>To what extent have Take-Home Rations (THR) been distributed as per the project's timeline and budget?</li> <li>Do students like the commodities provided for school meals?</li> <li>What percent of school level warehouses demonstrate appropriate storage of commodities?</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance</li> <li>Percentage of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Disaggregated by gender)</li> <li>Percentage of school-age children receiving THRs as a result of USDA assistance</li> </ul>	<ul style="list-style-type: none"> <li>CRS distribution reports</li> <li>Student focus groups</li> <li>Student survey</li> <li>Warehouse observations</li> </ul>	CRS MEAL, and MENAPL M&E, IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
		(Disaggregated by gender) <ul style="list-style-type: none"> <li>Quantity of THRs provided (in metric tons) as a result of USDA assistance</li> <li>Percentage of school-age children who are satisfied with their school meals</li> <li>Percentage of warehouses that demonstrate proper storage techniques</li> </ul>					
IR1.3 Improved Student Attendance	<ul style="list-style-type: none"> <li>What is the current student attendance rate? What changes have been made to the attendance rate from baseline?***</li> <li>What is the difference in attendance rates between students in normal school programs compared to those receiving ECD or a mentoring program?***</li> <li>What have facilitated or have been obstacles towards attendance?</li> </ul>	<ul style="list-style-type: none"> <li>Average student attendance rate in USDA supported classrooms/schools that are part of the evaluation sample (Disaggregated by gender)</li> <li>Number of schools reached as a result of USDA assistance</li> </ul>	<ul style="list-style-type: none"> <li>Student focus groups</li> <li>Student survey</li> <li>Student attendance spot checks</li> <li>Mentor focus groups (for ML and EL)</li> <li>Teacher focus groups</li> </ul>	CRS MEAL, MENAPL M&E, and IMPAQ	✓	✓	✓
Output 1.3.1 Increased Economic & Cultural Incentives (Or Decreased Disincentives)	<ul style="list-style-type: none"> <li>To what extent has the girls' mentoring activity been implemented as per the project's timeline and budget?</li> </ul>	<ul style="list-style-type: none"> <li>Output 1.3.1 Increased Economic &amp; Cultural Incentives (Or Decreased Disincentives)</li> </ul>	<ul style="list-style-type: none"> <li>CRS program data (training reports, activity reports)</li> <li>Implementer interviews</li> <li>Mentor, PTA, parent FGDs</li> </ul>	CRS MEAL, MENAPL M&E, and IMPAQ		✓	✓



Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
			<ul style="list-style-type: none"> <li>Student survey</li> </ul>				
Output 1.3.4 Increased Student Enrollment	<ul style="list-style-type: none"> <li>To what extent has the enrollment of school-age students (girls and boys) changed compared to the baseline? If so, how?*</li> <li>Which factors have facilitated or have been obstacles towards enrollment?*</li> </ul>	Number of students enrolled in schools receiving USDA assistance	<ul style="list-style-type: none"> <li>Student registers</li> <li>Teacher interviews</li> <li>Parent focus groups</li> <li>Teacher focus groups</li> </ul>	CRS MEAL, MENAPL M&E, IMPAQ		✓	✓
Output 1.3.5 Increased Community Understanding of Benefits of Education	<ul style="list-style-type: none"> <li>To what degree have the awareness raising activities on the importance of education been completed as planned?</li> <li>To what extent has parents' knowledge of the importance of education changed compared to baseline?*</li> <li>To what extent has parents' level of contribution to the school canteen changed?*</li> </ul>	Number of community members benefiting from SBCC media campaign on education	<ul style="list-style-type: none"> <li>Parent surveys</li> <li>CRS program data</li> </ul>	CRS MEAL and IMPAQ		✓	✓
SO2: Increased Use of Health and Dietary Practices	<ul style="list-style-type: none"> <li>What proportion of participants of community-level nutrition interventions practice promoted infant and young child feeding behaviors?</li> <li>To what degree are mothers following standard health practices?</li> </ul>	<ul style="list-style-type: none"> <li>Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors</li> <li>Percentage of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (Disaggregated by gender)</li> <li>Percentage of individuals who demonstrate use of new safe food</li> </ul>	<ul style="list-style-type: none"> <li>Mother surveys</li> <li>Mother observations (as feasible)</li> <li>student survey</li> </ul>	IMPAQ and CRS M&E	✓	✓	✓



Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
		preparation and storage practices as a result of USDA assistance (Disaggregated by gender) <ul style="list-style-type: none"> <li>Proportion of students that missed schools due to illness in the past two weeks</li> </ul>					
IR2.1 Improved Knowledge of Health and Hygiene Practices	<ul style="list-style-type: none"> <li>What percentage of students have increased their knowledge of health and hygiene practices compared to baseline?</li> <li>To what extent have students improved their hygiene-related practices (what percent of school children wash their hands at critical moments)?</li> <li>To what extent has the project supplied hand washing stations to schools as planned?*</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices (Disaggregated by gender and school type – mentoring vs. ECD)</li> </ul>	<ul style="list-style-type: none"> <li>Student surveys</li> <li>Student hand-washing observations</li> <li>CRS program data</li> <li>Teacher survey</li> </ul>	IMPAQ	✓	✓	✓
IR 2.2 Increased Knowledge of Safe Food Prep and Storage Practices	<ul style="list-style-type: none"> <li>To what extent has the project completed trainings for food preparers as planned?*</li> <li>To what extent cooks and foods handlers have increase knowledge in foods preparation and storage practices</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of individuals trained in safe food preparation and storage as a result of USDA assistance (Disaggregated by gender)</li> <li>Percentage of food handlers (cooks and storekeeper) at target schools who achieve a passing score on a test of safe food preparation and storage (Disaggregated by gender)</li> </ul>	<ul style="list-style-type: none"> <li>Training reports</li> <li>Food handler survey</li> </ul>	CRS MEAL and MENAPL M&E, IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
IR 2.3 Increased Knowledge of Nutrition	<ul style="list-style-type: none"> <li>What percentage of students have increased their knowledge of nutrition and dietary practices compared to baseline?</li> <li>To what extent have PTA, COGES members, and food preparers been trained in good nutrition and dietary practices as planned? **</li> </ul>	<ul style="list-style-type: none"> <li>Number of individuals trained in child health and nutrition as a result of USDA assistance (Disaggregated by gender)</li> <li>Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs (Disaggregated by gender)</li> <li>Number of children under two (0-23 months) reached with community-level nutrition interventions through USG-supported programs (Disaggregated by gender)</li> <li>Number of pregnant women reached with nutrition-specific interventions through USG-supported programs</li> <li>Number of students in target schools who achieve a passing score on a test on food nutrition and dietary practices (Disaggregated by school type – mentoring vs. ECD)</li> </ul>	<ul style="list-style-type: none"> <li>Student surveys</li> <li>Mother survey</li> <li>Food handler survey training reports (including post-test results)</li> </ul>	CRS MEAL, MENAPL M&E, and IMPAQ	✓	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
IR2.5 Increased Access to Preventative Health Interventions	<ul style="list-style-type: none"> <li>To what degree has students' knowledge of Vitamin A, Iron, and deworming medication changed since baseline?</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students receiving deworming medication(s)</li> <li>Percentage of students in target schools who achieve a passing score on a test of food nutrition and dietary practices by naming at least one food with iron and one with vitamin A and by naming one benefit of each</li> </ul>	<ul style="list-style-type: none"> <li>Sample of student distribution records (school level)</li> <li>Student surveys</li> <li>CRS program data/distribution reports</li> </ul>	CRS MEAL and partner M&E, IMPAQ		✓	✓
IR2.6 Increased Access to Requisite Food Prep and Storage Tools and Equipment	<ul style="list-style-type: none"> <li>To what extent has the project distributed food preparation (including energy saving stoves) and storage supplies as planned to preschools?</li> </ul>	<ul style="list-style-type: none"> <li>Perception of improved food preparation and storage</li> <li>Percentage of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance</li> </ul>	<ul style="list-style-type: none"> <li>Distribution reports</li> <li>Implementer, cook/storekeeper, PTA interviews and FGDs</li> </ul>	CRS MEAL		✓	✓
<b>FOUNDATIONAL RESULTS</b>							
FR 1: Output 1.4.1 & 2.7.1 Increased Capacity of Government institutions	<ul style="list-style-type: none"> <li>To what extent have local government officials been trained as planned? **</li> </ul>	<ul style="list-style-type: none"> <li>Number of trainings or tools provided to government officials</li> </ul>	<ul style="list-style-type: none"> <li>Training reports</li> <li>Community leader interviews</li> </ul>	CRS MEAL		✓	✓
FR 2: Output 1.4.2 & 2.7.2 Improved Policy or Regulatory Framework	<ul style="list-style-type: none"> <li>To what extent have committees engaged in ratification of school meal policy? **</li> </ul>	<ul style="list-style-type: none"> <li>Number of policies, regulations, or administrative procedures in each of the following stages of</li> </ul>	<ul style="list-style-type: none"> <li>Policy reform committee meeting minutes</li> </ul>	CRS MEAL, MENAPL M&E, IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
		development as a result of USDA assistance	<ul style="list-style-type: none"> <li>Community leader interviews</li> </ul>				
FR 4: Output 1.4.4 & 2.7.4 Increased Engagement of Local Organizations and Community Groups	<ul style="list-style-type: none"> <li>To what extent are PTA holding regular meetings? To what degree is this frequency different from baseline?</li> <li>How many PTA have been supported under BB3 since the baseline?</li> <li>To what degree have the awareness raising activities on nutrition, health and WASH practices been completed as planned?</li> <li>To what extent have mothers' (with children under the age of two) knowledge of the importance of health, nutrition and WASH changed compared to baseline?</li> </ul>	<ul style="list-style-type: none"> <li>Number of PTAs supported</li> <li>Percentage of parents who have heard of iron and vitamin A</li> <li>Percentage of parents who can cite a food containing iron and vitamin A</li> </ul>	<ul style="list-style-type: none"> <li>PTA surveys</li> <li>mothers surveys</li> <li>CRS program data</li> </ul>	CRS MEAL, IMPAQ		✓	✓

*\*Indicators are measured at (B)aseline, (M)idterm, and/or (F)inal*

*\*\* CRS takes the lead on these indicators, and IMPAQ reports on them from the evaluation sample qualitatively or quantitative methods*

The midterm evaluation also collected information on some additional questions listed on the TOR:

- To date, which strategies have demonstrated success, and which have not been successful in achieving the project objectives and results?
- What are the obstacles/challenges/risks to implementation and how can they be overcome in the remaining duration of the project?
- Has the project affected girls and boys differently? If so, how?
- Has there been a change in the demand for literacy in the communities (value and interest in education and reading)?
- What are the activities that the beneficiaries are satisfied with? Why?
- What are the activities that the beneficiaries are not satisfied with? Why?
- What are the project's major limitations, and how is the project team addressing those challenges?
- How do the limitations affect the results, interpretation, and conclusions of the study?

#### Exhibit 74. Key Evaluation Questions and their Objectives

Objective	Relevance
The extent to which the project interventions are meeting the needs of the project beneficiaries and are aligned with Burkina Faso's education and/or development investment strategies/policies and with USDA and	<ul style="list-style-type: none"> <li>To what extent does the project align and complement other donor and/or other NGOs, International Organization, and local organization managed programs?</li> </ul>

Objective	Relevance
the US Government's development goals, objectives, strategies, and considers economic, cultural and political contexts.	<ul style="list-style-type: none"> <li>Are stakeholders (students, PTA, parents, teachers, school administrators and local authorities) satisfied with their participation in the project? Why or why not?</li> </ul>
Objective	Effectiveness
The extent to which the project is achieving its objectives will be analyzed, including examination of whether effectiveness differs for boys/ girls/ men/ women. Effectiveness will also assess what interventions contributed to the expected results or objectives.	<ul style="list-style-type: none"> <li>To what extent does the project coordinate and collaborate with other stakeholders?</li> <li>How effective is mobilization of community counterparts and to what extent does community mobilization implementation affect the perceived effectiveness of the project?</li> <li>Is the management system for the project effective?</li> <li>To what extent has project implementation been effectively monitored?</li> <li>How well has the MEAL mechanism in place helped the implementation of the project, and what improvements could be made?</li> </ul>
Objective	Efficiency
The extent to which the project resources (inputs) have led to the achieved results and if the same results could have been achieved with fewer resources or alternative approaches.	<ul style="list-style-type: none"> <li>How cost efficient was the implementation of the activities?</li> <li>Were the objectives achieved on time? If not, what were the obstacles?</li> <li>How has the project responded to any internal and/or external factors that have hindered the efficient implementation of project activities?</li> </ul>
Objective	(Perceived) Impact
A Qualitative assessment of the medium and long-term induced effects, both intended and unintended, of the project intervention (specifically girls' mentoring). <sup>52</sup> Effects can be both direct or indirect and positive or negative.	<ul style="list-style-type: none"> <li>What changes has been observed as a result of project interventions? To what extent, are these changes attributable to BB3 activities? <sup>53</sup></li> </ul>
Objective	Sustainability
An assessment will determine how project activities will continue with the absence of support from both USDA and CRS. Sustainability will also assess the extent to which the project has planned for the continuation of project activities, developed local ownership for the project, and developed sustainable partnerships.	<ul style="list-style-type: none"> <li>What are the major factors that are likely to influence the achievement or non-achievement of project sustainability?</li> <li>How do government's capacities, policies, procedures, and priorities contribute to sustainability?</li> <li>What strategies should the implementer use to obtain long-lasting support from communities and local/central administration that extends beyond the life of the project?</li> </ul>

Source: CRS ToR and Evaluation Plan.

<sup>52</sup> We will only be able to assess perceived impacts and perceptions of effects since this is a performance evaluation without a credible control or comparison group.

<sup>53</sup> We will only be able to assess perceived impacts and perceptions of changes that are attributable to the BB3 activity, because the research design does not allow for establishing causality.

## Annex D: McGovern-Dole Performance Indicators

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midterm %/#	Midterm Target	Target Met? (Y or N)
Strategic Objective #1 – Improve Students’ Literacy Outcomes						
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	McGovern-Dole Standard Indicator #1	ASER reading test	Boys: 27%	Boys: 17%	35%	N
			Girls: 35%	Girls: 21%		
Number of individuals benefiting directly from USDA-funded interventions	McGovern-Dole Standard Indicator #31	Monitoring Data	0	224,488	302746	-
IR.1.1: Improved Quality of Literacy Instruction						
Percentage of teachers who devote adequate time (45 minutes) to literacy instruction every day.	CRS Custom indicator #1	Teacher Survey	65%	86%	69%	Y
IR.1.2: Improved Attentiveness						
Percentage of students in target schools who are identified as attentive during class/instruction	CRS Custom indicator #2	Teacher Survey	Boys: 44%	Boys: 48%	49%	N
			Girls: 77%	Girls: 75%	82%	N
IR.1.3: Improved Student Attendance						
Average student attendance rate in USDA supported classrooms/schools	McGovern-Dole Standard Indicator #2	School registries	Boys: 69%	Boys: 95%	85%	Y
			Girls: 74%	Girls: 96%		
Number of schools reached as a result of USDA assistance	McGovern-Dole Standard Indicator #32	Monitoring Data	0	852	852	Y
IR 1.1.1: More Consistent Teacher Attendance						
Percentage of teachers in target schools who attend and teach school at least 90% of scheduled school days per year	CRS Custom indicator #3	School district administrator Survey	82%	96%	86%	Y
IR 1.1.2: Better Access to School Supplies & Materials						
Number of teaching and learning materials provided as a result of USDA assistance	McGovern-Dole Standard Indicator # 3	Monitoring Data	0	93,675	77320	Y

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midterm %/#	Midterm Target	Target Met? (Y or N)
<b>IR1.1.3: Improved Literacy Instructional Materials</b>						
Percentage of schools that have received a full package of literacy instruction materials as a result of USDA assistance	CRS Custom indicator # 4	Monitoring Data	0	0	85%	N
<b>IR 1.1.4: Increased Skills and Knowledge of Teachers</b>						
Percentage 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	McGovern-Dole Standard Indicator # 4	Teacher Survey	0%	70% (1,385)	1,834	N
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	McGovern-Dole Standard Indicator # 5	Monitoring Data	0	1,978	3 175	N
<b>IR 1.1.5: Increased Skills and Knowledge of School Administrators</b>						
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	McGovern-Dole Standard Indicator # 6	School district administrator Survey	0 (0%)	36 (57%)	55	N
Number of school administrators and officials trained or certified as a result of USDA assistance	McGovern-Dole Standard Indicator # 7	Monitoring Data	0	64	58	Y
<b>IR 1.2.1: Reduced Short-Term Hunger</b>						
Percentage of students in target schools who indicate that they are hungry or very hungry during the school days * Students who report that they are hungry or very hungry mean that they are not satisfied and those who	CRS Custom indicator # 5	Student Survey	Boys: 5%	Boys: 3%	3%	Y
			Girls: 4%	Girls: 3%	2%	Y



McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midterm %/#	Midterm Target	Target Met? (Y or N)
report that they not hungry mean they are satisfied.						
IR 1.2.1/1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding)						
Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	McGovern-Dole Standard Indicator # 16	Monitoring Data	0	678,025	11,055,253	N
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	McGovern-Dole Standard Indicator # 17	Monitoring Data	0	84,530	241,834	N
Number of USDA social assistance beneficiaries participating in productive safety nets	McGovern-Dole Standard Indicator # 18	Monitoring Data	0	217,916	244,595	N
Number of individuals receiving THR as a result of USDA assistance	McGovern-Dole Standard Indicator # 15	Monitoring Data	0	191,466	19,116	Y
Quantity of THR provided (in metric tons) as a result of USDA assistance	McGovern-Dole Standard Indicator # 14	Monitoring Data	0	2,966	720	Y
IR1.3.2: Reduced Health-Related Absences						
Proportion of students that miss school due to illness in the past two weeks	CRS Custom indicator # 6	Student Survey	Boys: 14%	Boys: 22%	Midterm target not available	-
			Girls: 14%	Girls: 24%	Midterm target not available	-
Numbers of days in a month, on average, that a student misses school due to illness		Monitoring Data	Boys:	Boys:	3	-
			Girls:	Girls:	3	-
IR 1.3.4: Increased Student Enrollment						
Number of students enrolled in schools receiving USDA assistance	McGovern-Dole Standard Indicator # 9	Monitoring Data	187,174	191,466	241,834	N
IR 1.3.5: Increased Community Understanding of Benefits of Education						

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midterm %/#	Midterm Target	Target Met? (Y or N)
Number of community members benefiting from SBCC media campaign on education	CRS Custom indicator # 7	Monitoring Data	0	772,252	277,500	Y
<b>Fundamental Result (FR)-1.4.1: Increased Capacity of Government Institutions</b>						
Number of regional MENAPL and municipal authorities trained in school feeding management	CRS Custom indicator # 8	Monitoring Data	0	80	51	Y
<b>1.4.2. Fundamental Result (FR)-1.4.2: Improved Policy and Regulatory Framework</b>						
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	McGovern-Dole Standard Indicator #10	Monitoring Data	0	1	2	N
<b>Fundamental Result (FR)-1.4.3: Increased Government Support</b>						
Number of meals provided to students with BF government support	CRS Custom indicator # 9	CRS/ Monitoring	0	375,545	10,524,411	N
<b>Fundamental Result (FR)-1.4.3/1.4.4: Increased Government Support/Increased Engagement of Local Organizations and Community Groups</b>						
Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	McGovern-Dole Standard Indicator # 11:	Monitoring Data	0	2,731,041	1,000,000	Y
<b>Fundamental Result (FR)-1.4.4: Increased Engagement of Local Organizations and Community Groups</b>						
Number of public-private partnerships formed as a result of USDA assistance	McGovern-Dole Standard Indicator # 12:	Monitoring Data	0	32	14	Y
Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	McGovern-Dole Standard Indicator # 13:	Monitoring Data	0	845	852	N
<b>Strategic Objective #2 – Increased Use of Health and Dietary Practices</b>						
Percent of participants of community-level nutrition		Mothers Survey	n/a	0-6 months: 78%	50%	N

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midterm %/#	Midterm Target	Target Met? (Y or N)
interventions who practice promoted infant and young child feeding behaviors	McGovern-Dole Standard Indicator # 21			7-8 months: 0%		
				9-24 months: 8%		
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	McGovern-Dole Standard Indicator # 19:	Teacher survey	Male Teachers: 0	1,047 (100%)	12,433	N
			Female Teachers: 0	912 (98%)		
		Cook survey	Cooks: 0	264 (31%)		
		MCN Survey	MCN: n/a	0 (0%)		
Percentage of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	McGovern-Dole Standard indicator #20	Food preparers Survey	0% (0)	2% (17)	1,346	N
IR2.1: Improved Knowledge of Health and Hygiene Practices						
Number of students in target schools who achieve a passing score on a test of good health and hygiene practices	CRS Custom indicator # 10	Student Survey	Boys: 4,811 (5%)	Boys: 11,852 (12%)	78,613	N
			Girls: 5,715 (6%)	Girls: 16,018 (17%)		
Number of students in target schools who achieve a passing score on a test on food nutrition and dietary practices	CRS Custom indicator # 11	Student Survey	Boys: 192 (<1%)	Boys: 349 (<1%)	29,480	N
			Girls: 0 (0%)	Girls: 511 (1%)		
IR 2.2: Increased Knowledge of Safe Food Prep and Storage Practices						
Number of school storekeepers trained in safe storage as a result of USDA assistance	McGovern-Dole Standard Indicator # 2	Food preparers Survey	0 (0%)	324 (38%)	1367	Y
Number of school cooks trained in safe food preparation as a result of USDA assistance			358 (21%)	1301 (65%)		

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midterm %/#	Midterm Target	Target Met? (Y or N)
Number of individuals trained in safe food preparation and storage as a result of USDA assistance	McGovern-Dole Standard Indicator # 22	Monitoring Data	0	2,854	19,116	N
Percentage of school storekeepers at target schools who achieve a passing score on a test of safe food storage	CRS Custom indicator # 12	Food preparers Survey	Male: 19%	Male: 14%	80%	N
			Female: 6%	Female: 14%		
Percentage of school cooks and food handlers at target schools who achieve a passing score on a test of safe food preparation			2%	2%		
Number of school cooks and food handlers at target schools who achieve a passing score on a test of safe food preparation and storage	CRS Custom indicator # 12	Monitoring Data	0	TBD <sup>a</sup>	1,267	-
<b>IR 2.3: Increased Knowledge of Nutrition</b>						
Number of individuals trained in child health and nutrition as a result of USDA assistance	McGovern-Dole Standard Indicator # 23:	Monitoring Data	0	2,653	12,433	N
Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs	McGovern-Dole Standard Indicator # 24:	Monitoring Data	0	0	5,199	N
Number of children under two (0-23 months) reached with community-level nutrition interventions through USG-supported programs	McGovern-Dole Standard Indicator # 25:	Monitoring Data	0	0	2,080	N
Number of pregnant women reached with nutrition-specific interventions through USG-supported programs	McGovern-Dole Standard Indicator # 26:	Monitoring Data	0	0	2,601	N
<b>IR 2.5: Increased Access to Preventative Health Interventions</b>						

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midterm %/#	Midterm Target	Target Met? (Y or N)
Number of students receiving deworming medication(s)	McGovern-Dole Standard Indicator # 29	Monitoring Data	0	61,260	241,834	N
<b>2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment</b>						
Number of preschools ( <i>bissongos</i> ) with improved food prep and storage equipment	CRS Custom indicator # 13	Monitoring Data	0	42	60	Y
<b>IR 2.7.1: Increased Capacity of Government Institutions</b>						
Number of regional and district MOH agents trained in MCN services & supported to implement Groupes d'Apprentissage et de Suivi des Pratiques optimales d'Alimentation (GASPA) in the community	CRS Custom indicator # 14	Monitoring Data	0	40	30	Y
<b>IR 2.7.4: Improved Policy and Regulatory Framework</b>						
Number of actions taken by community members to address health, nutrition, or WASH issues at school	CRS Custom indicator # 15	Monitoring Data	0	27	85	N
<b>A2. Capacity Building: Local, regional, national</b>						
Number of members of the educational support community (PTA, AME, COGES, <i>bissongo</i> caregivers) with strengthened capacity to fulfil their roles in educational development	CRS Custom indicator # 16	Monitoring Data	0	2,517	2,556	N
<b>A5. Enrollment</b>						
Number of mentors benefiting from mentoring training	CRS Custom indicator # 17	Monitoring Data	0	2,753	750	Y
<b>A7. Establish Libraries</b>						
Number of community members using libraries	CRS Custom indicator # 18	Monitoring Data	0	24,723	22,000	N
<b>A9. Form Savings and Lending Groups</b>						

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midterm %/#	Midterm Target	Target Met? (Y or N)
Number of new Savings and Internal Lending Community (SILC) group members	CRS Custom indicator # 19	Monitoring Data	0	6,070	2,400	Y
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	McGovern-Dole Standard indicator #20	Food preparers Survey	0	17	1,346	N

<sup>a</sup>CRS is currently in the process of collecting data for this indicator. The value will be available at the end of June

## Annex E: Additional Tables and Complementary Outcomes

**Exhibit 75. Program Activities**

Activity	Beneficiaries	Location	BB1	BB2	BB3
<b>Literacy</b>					
Capacity building of PTAs and mothers' associations to conduct enrollment campaigns	Community mentors	All three provinces			✓
Training for school district administrators	School district administrators MENAPLN MoH Teachers PTAs Mothers' associations School Management Committee	All three provinces		✓	✓
Teacher recognition	Teachers	Bam and Sanmatenga			✓
Training for teachers: full training for new teachers, refreshers for those previously trained	Teachers MENAPLN	Bam and Sanmatenga (Doesn't say in the Evaluation Plan, but presumably the full trainings would also be given in Namentenga)		✓	✓
Work with MENAPLN to promote literacy	Teachers MENAPLN	All three provinces: All schools in two districts		✓	✓
Building and rehabilitation of preschools	Preschool students	All three provinces			✓
Establishment of libraries	Community members Students	Not stated in the evaluation plan		✓	✓
Reading camps	Students PTAs Mothers' associations Teachers	Schools participating in mobile reading camps (Evaluation Plan doesn't state location)		✓	✓
Savings and internal lending committees (SILCs)	SILC members	Four municipalities in Namentenga not covered by USAID or Plan International	✓	✓	✓
Raising awareness of the importance of education	Municipal mayor Community members	All 24 municipalities in zones around artisanal gold mining activities	✓	✓	✓
Distribution of school supplies and materials	Students Teachers PTAs School management committees Parents	All three provinces		✓	✓
<b>School Meals</b>					

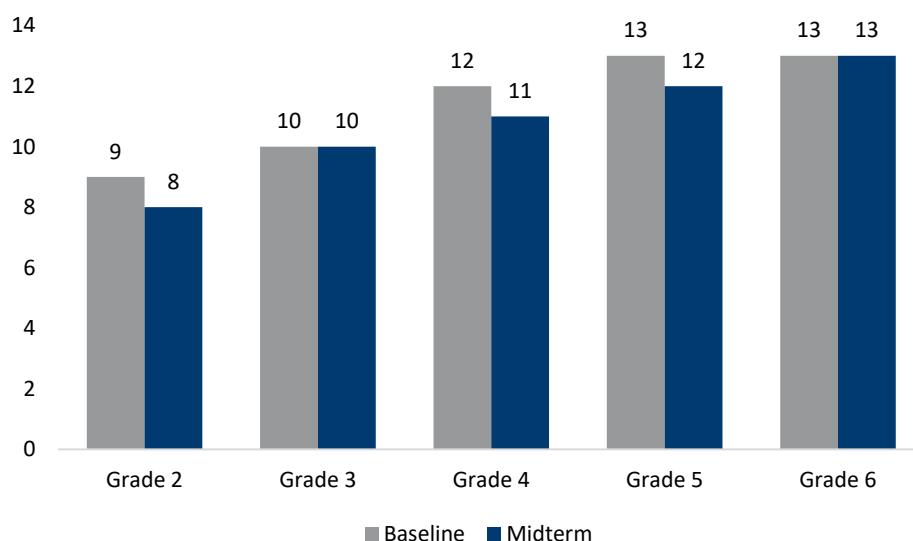


School meals	Primary and preschool students Cooks Storekeepers Food monitors School principals Community mentors School management committees PTAs Parents	All three provinces	✓	✓	✓
THR for students	Primary school students: 1. Girls in Grades 4–6 with a 90% attendance rate 2. Boys and girls in Grades 4–6 with a 90% attendance rate	1. Namentenga (schools where enrollment and dropout rates for girls are worse than for boys) 2. Bam and Sanmatenga (schools within a 15km radius near artisanal gold mining operations)	✓	✓	✓
<b>Water, Sanitation, and Hygiene (WASH)</b>					
Raising awareness on nutrition, health and WASH practices through community mobilization and increased access to water and latrine services at school	Municipal mayor Community members	All 24 municipalities	✓	✓	✓
<b>Nutrition</b>					
Capacity building of MoH to implement nutrition training and health outreach	Pregnant and lactating women Women with children under age 2 Community health workers MoH	Commune of Boussouma, Sanmatenga province		✓	✓
Capacity building of MoH to implement school health and nutrition policy	MoH	All three provinces	✓	✓	✓
Distribution of deworming medication, vitamins, and minerals	Cooks Teachers PTA members Students	Deworming: All three provinces Vitamin A: Bam & Sanmatenga Micronutrient powder: Namentenga	✓	✓	✓
Training on food preparation and storage practices, with refreshers for those previously trained	PTAs School management committees Mothers' associations Cooks	All three provinces			✓

	Storekeepers				
Training on good health and nutrition practices related to WASH in coordination with MOH	Students Teachers School directors PTAs Mothers' associations School management committees Cooks	All three provinces		✓	✓
Energy-saving stoves	Students Cooks	Namentenga			✓

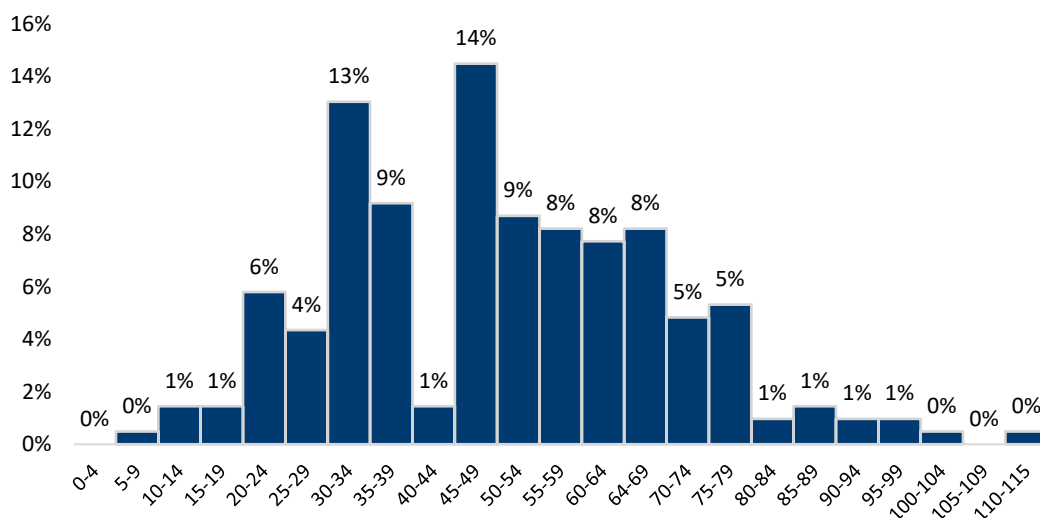
Source: IMPAQ

**Exhibit 76. Median Age of Students at Midterm**



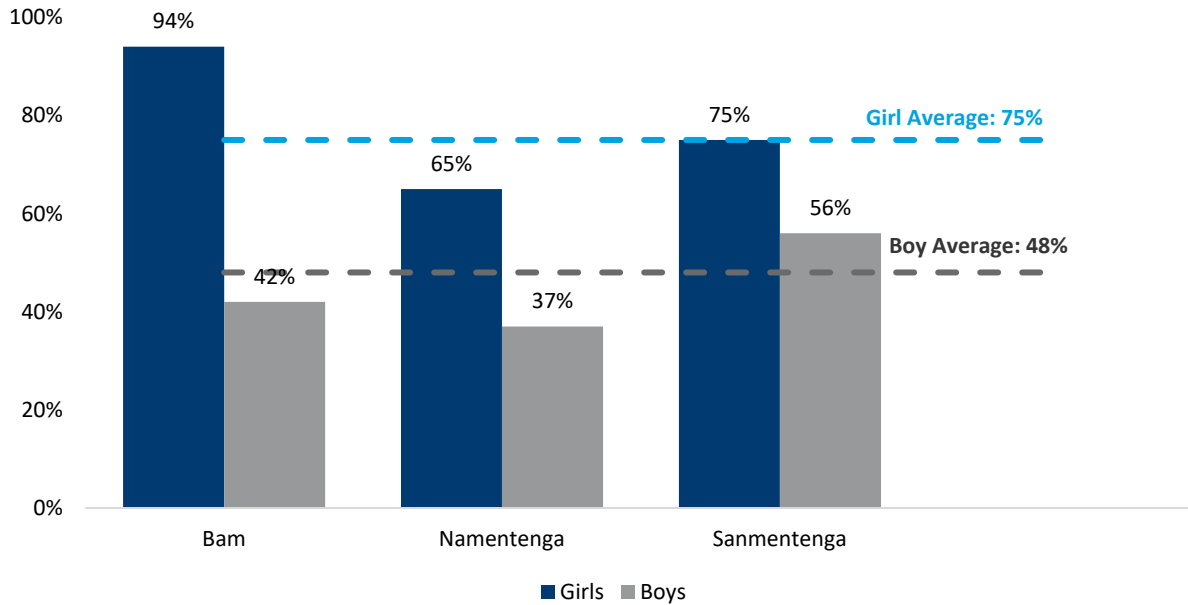
Source: Student survey; IMPAQ calculations. Baseline Ns = 748 for Grade 2, 13 for Grade 3, 17 for Grade 4, 17, for Grade 5, and 17 for Grade 6; Midterm Ns = 694 for Grade 2, 18 for Grade 3, 20 for Grade 4, 18, for Grade 5, and 22 for Grade 6.

**Exhibit 77. Classroom Sizes at Midterm**



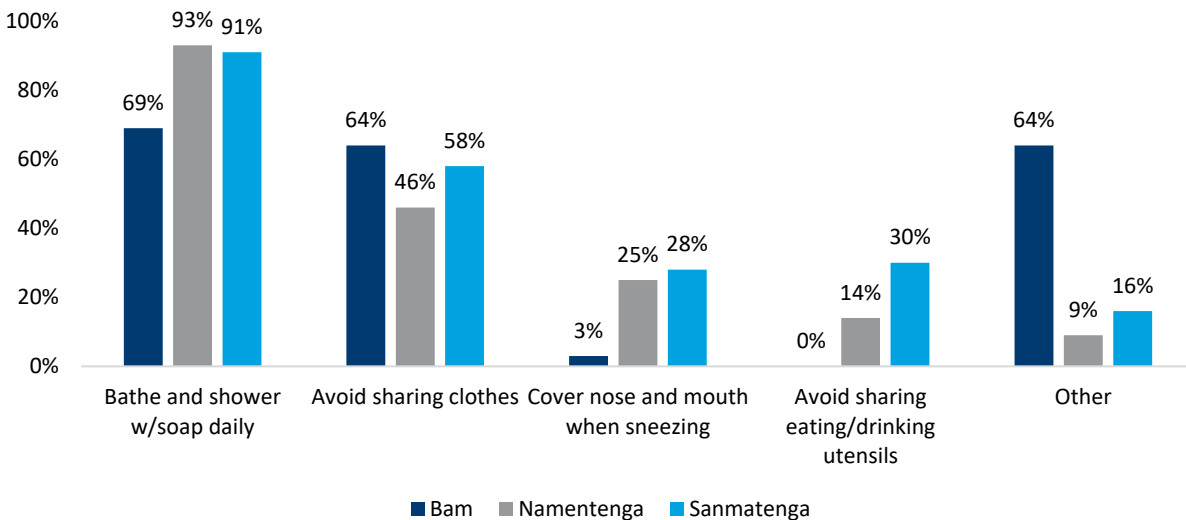
Source: Teacher survey; IMPAQ calculations. N = 36 for Bam, 57 for Sanmatenga, and 114 for Namentenga.

**Exhibit 78. Attentiveness Greater than 7.0 at Midterm**



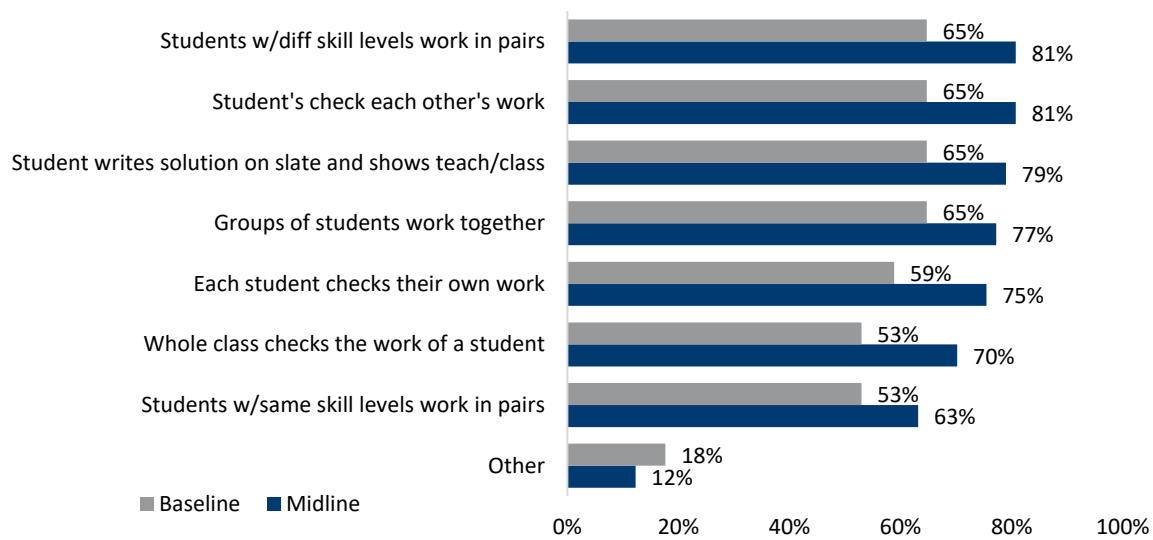
Source: Teacher survey; IMPAQ calculations. N = 36 in Bam, 57 in Namentenga, and 114 in Sanmatenga.

**Exhibit 79. Hygiene Lesson Topics by Province**



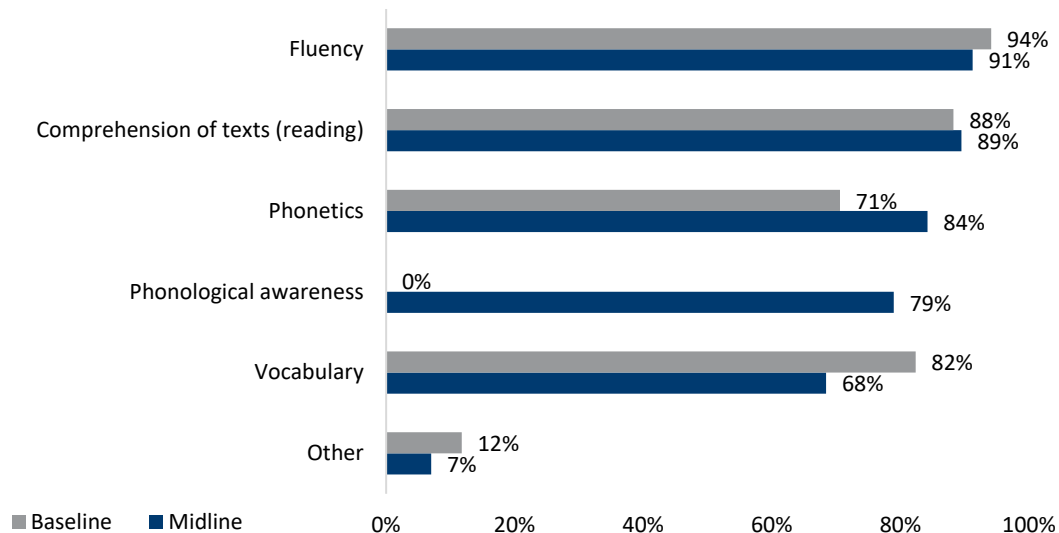
Source: Teacher survey; IMPAQ calculations. N = 36 in Bam, 57 in Namentenga, and 110 in Sanmatenga.

### Exhibit 80. Teacher Training Topics



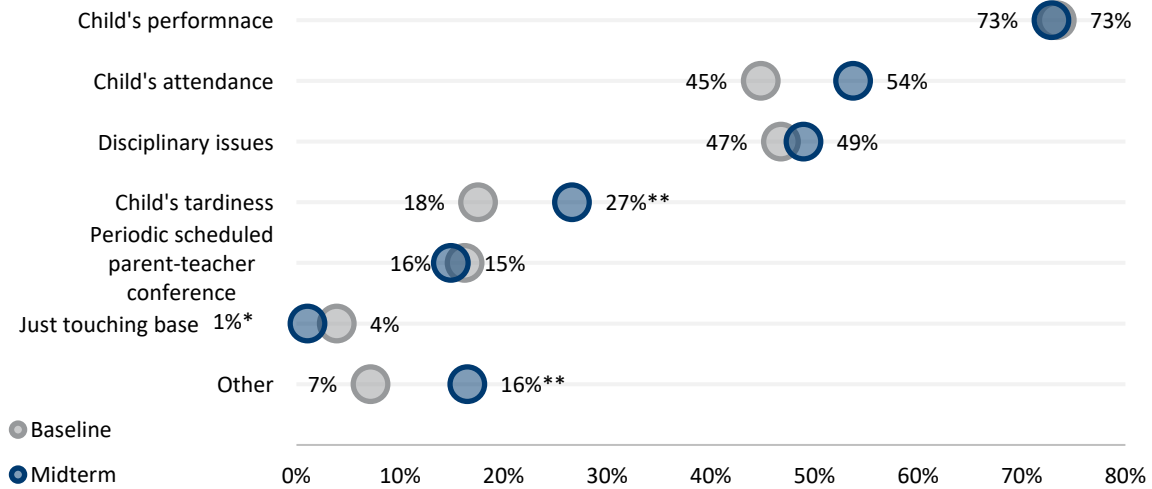
Source: Teacher survey; IMPAQ calculations. N = 17 at baseline and 57 at midterm.

### Exhibit 81. Literacy Teacher Training Topics



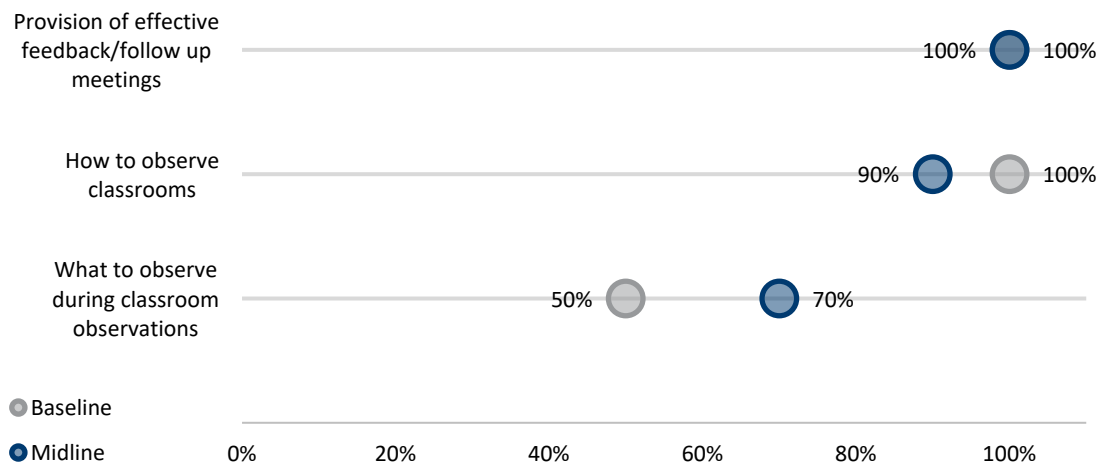
Source: Teacher survey; IMPAQ calculations. N = 17 at baseline and 57 at midterm.

### Exhibit 82. Reasons Teachers Met with Parents



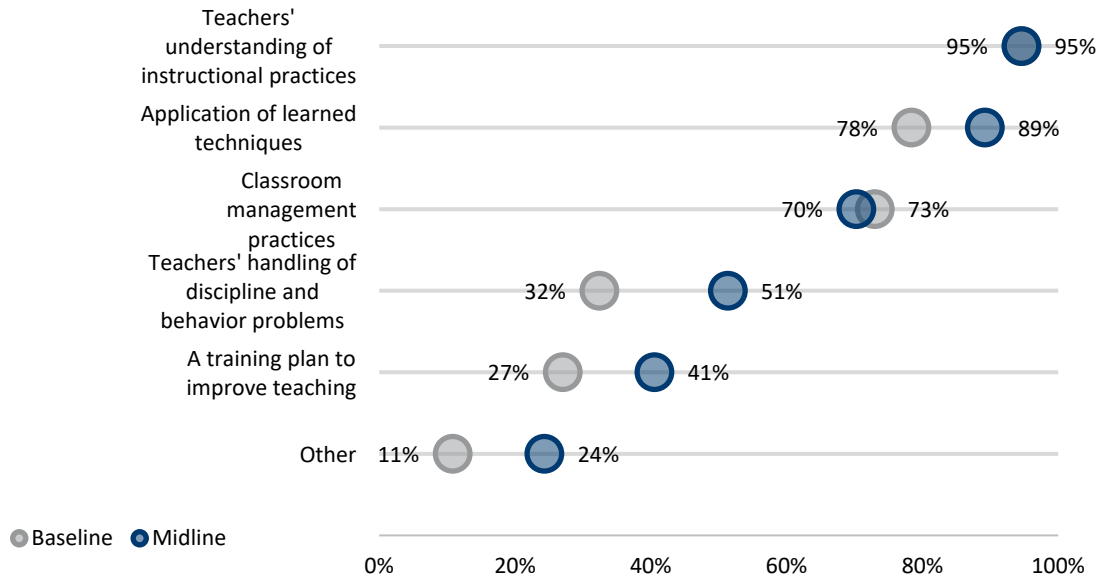
Source: Teacher survey; IMPAQ calculations. N = 154 at baseline and 188 at midterm.

### Exhibit 83. Classroom Observation Techniques Covered in School District Administrator Trainings



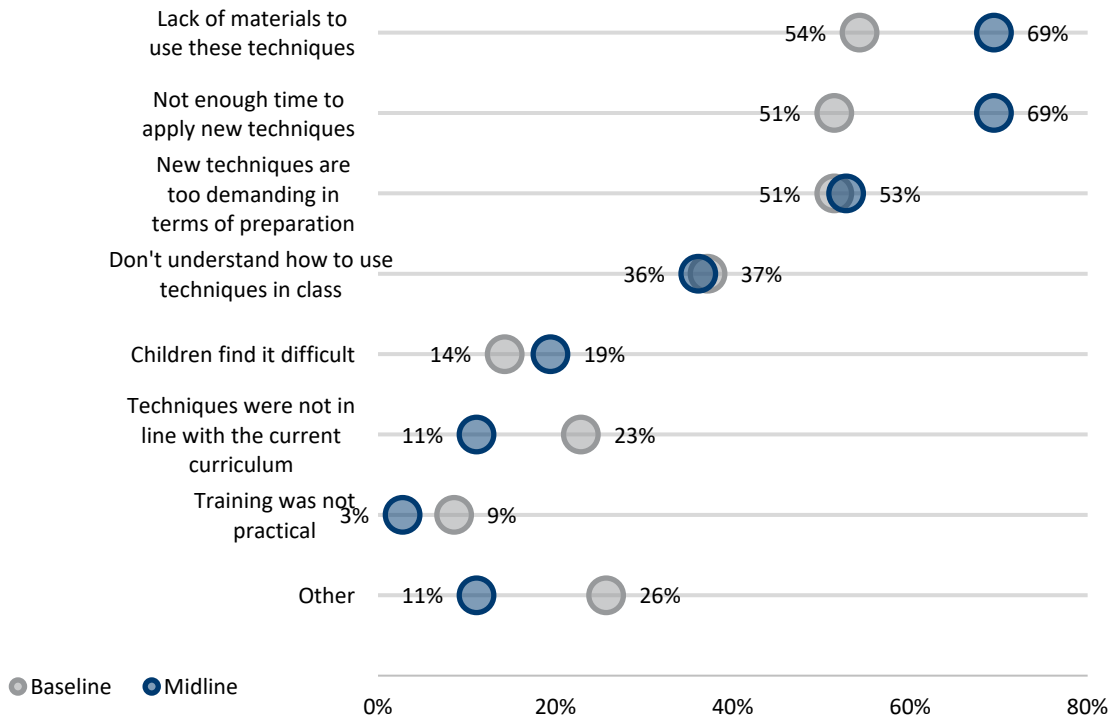
Source: School district administrator survey; IMPAQ calculations. N = 2 at baseline and 10 at midterm.

### Exhibit 84. Areas of Feedback Given by School District Administrators to Teachers



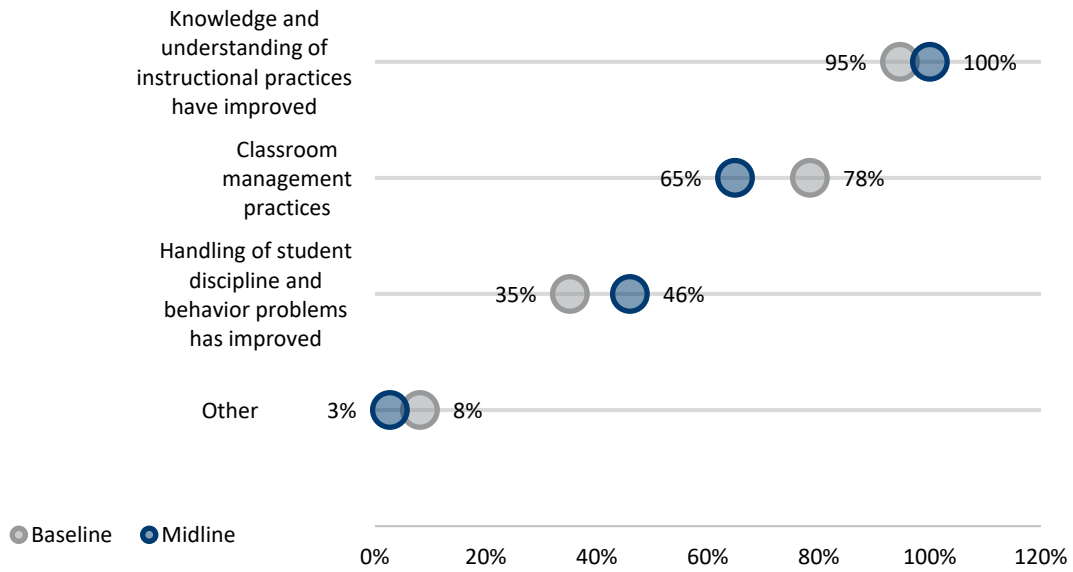
Source: School district administrator survey; IMPAQ calculations. N = 37 at baseline and 37 at midterm.

### Exhibit 85. Areas of Difficulty Reported to School District Administrators by Teachers



Source: School district administrator survey; IMPAQ calculations. N = 35 at baseline and 36 at midterm.

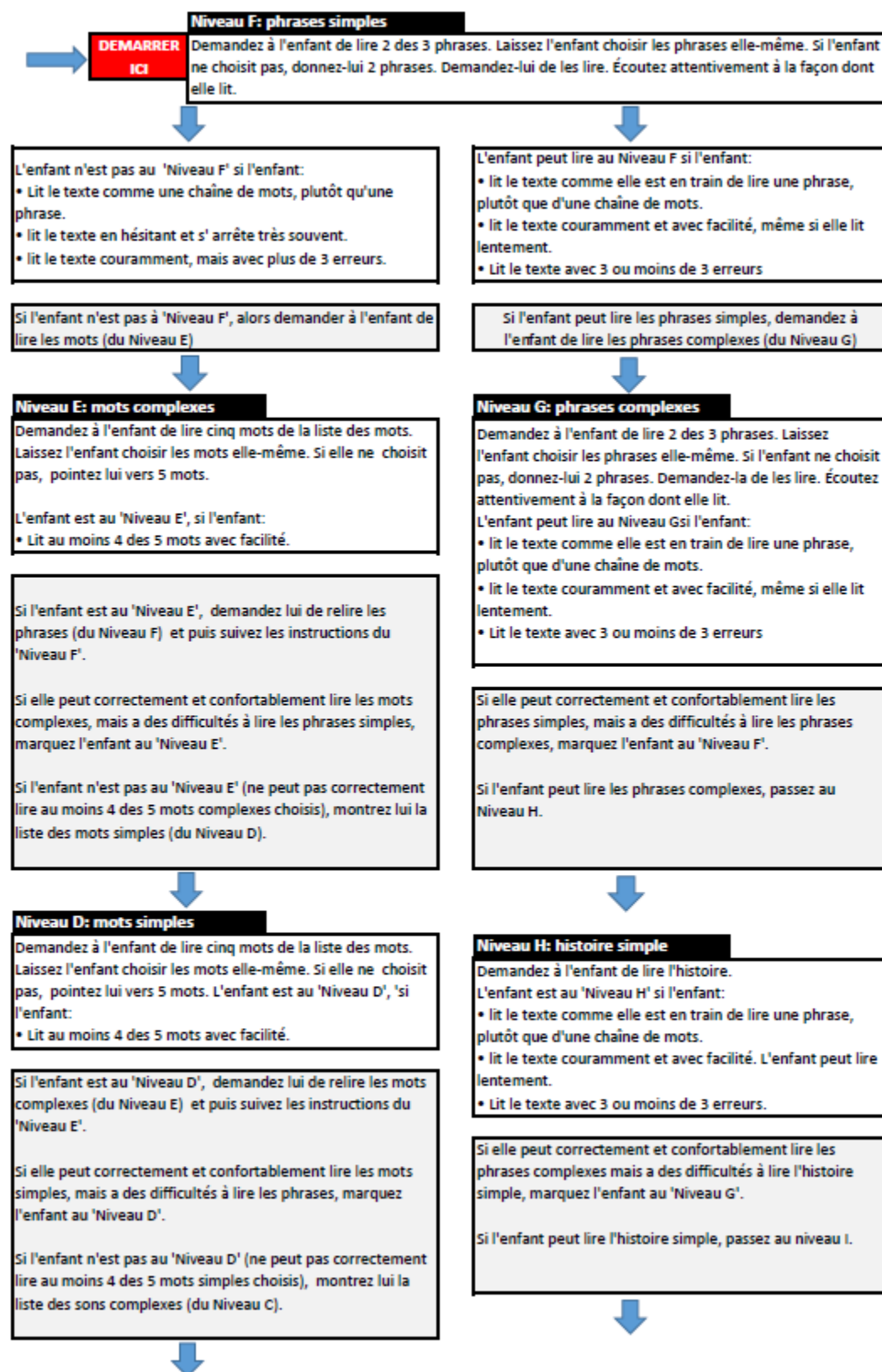
## Exhibit 86. Areas of Teacher Improvement based on Feedback from School District Administrators



Source: School district administrator survey; IMPAQ calculations. N = 37 at baseline and 37 at midterm.



## Annex F: ASER-Reading Test Instructions



**Niveau C: sons complexes**

Demandez à l'enfant de lire cinq sons de la liste des sons. Laissez l'enfant choisir les sons elle-même. Si elle ne choisit pas, pointez lui vers 5 sons.

L'enfant est au 'Niveau C', si l'enfant:  
 • Lit au moins 4 des 5 sons avec facilité.

Si l'enfant est au 'Niveau C', demandez lui de relire les mots simples (du Niveau D) et puis suivez les instructions du 'Niveau D'.

Si elle peut correctement et confortablement lire les sons complexes, mais a des difficultés à lire les mots simples, marquez l'enfant au 'Niveau C'.

Si l'enfant n'est pas au 'Niveau C' (ne peut pas correctement lire au moins 4 des 5 sons complexes choisis), montrez lui la liste des sons simples (du Niveau B).

**Niveau B: sons simples**

Demandez à l'enfant de lire cinq sons de la liste des sons. Laissez l'enfant choisir les sons elle-même. Si elle ne choisit pas, pointez lui vers 5 sons.

L'enfant est au 'Niveau B', si l'enfant:  
 • Lit au moins 4 des 5 sons avec facilité.

Si l'enfant est au 'Niveau B', demandez lui de relire les sons complexes (du Niveau C) et puis suivez les instructions du 'Niveau C'.

Si elle peut correctement et confortablement lire les sons simples, mais a des difficultés à lire les sons complexes marquez l'enfant au 'Niveau B'.

Si l'enfant n'est pas au 'Niveau B' (ne peut pas correctement lire au moins 4 des 5 sons simples choisis), montrez lui la liste des lettres.

**Niveau A: lettres**

Demandez à l'enfant de lire cinq lettres de la liste des lettres. Laissez l'enfant choisir les lettres elle-même. Si elle ne choisit pas, pointez lui vers 5 lettres.

L'enfant est au 'Niveau A', si l'enfant:  
 • Lit au moins 4 des 5 sons avec facilité.

Si l'enfant est au 'Niveau A', demandez lui de relire les sons simples (du Niveau B) et puis suivez les instructions du 'Niveau B'.

Si elle peut correctement et confortablement lire les lettres, mais a des difficultés à lire les sons simples marquez l'enfant au 'Niveau A'.

Si l'enfant n'est pas au 'Niveau A' (ne peut pas correctement lire au moins 4 des 5 lettres choisis), marquez l'enfant au 'Niveau O'.

**Niveau I: question de compréhension du text H**

Lisez à l'enfant les trois questions de compréhension et demandez à l'enfant de répondre aux 3 questions.

L'enfant est au 'Niveau I' si l'enfant:  
 • Peut répondre correctement à au moins 2 questions de compréhension.

Si elle peut correctement et confortablement lire l'histoire simple mais a des difficultés à répondre correctement à 2 questions de compréhension marquez l'enfant au 'Niveau H'.

Si l'enfant peut répondre correctement à 2 questions de compréhension, passez au Niveau J.

**Niveau J: histoire complexe**

Demandez à l'enfant de lire l'histoire.

L'enfant est au 'Niveau J' si l'enfant:  
 • lit le texte comme elle est en train de lire une phrase, plutôt que d'une chaîne de mots.  
 • lit le texte couramment et avec facilité. L'enfant peut lire lentement.  
 • Lit le texte avec 3 ou moins de 3 erreurs.

Si elle peut correctement répondre à 2 questions de compréhension mais a des difficultés à lire l'histoire complexe marquez l'enfant au 'Niveau I'.

Si l'enfant peut lire l'histoire complexe passez au Niveau K.

**Niveau K: Question de compréhension du text J**

Lisez à l'enfant les 3 questions de compréhension et demandez à l'enfant de répondre aux 3 questions.

L'enfant est au 'Niveau K' si l'enfant:  
 • Peut répondre correctement à au moins 2 questions de compréhension.

Si elle peut correctement et confortablement lire l'histoire complexe mais a des difficultés à répondre correctement à 2 questions de compréhension marquez l'enfant au 'Niveau J'.

Si l'enfant peut répondre correctement à 2 questions de compréhension, marquez l'enfant au 'Niveau K'.

ASER 1											
Niveau C				Niveau D				Niveau E			
ied				pain	ciel			enfants			
eur	oir			faim	peur			vacances			
or	ier	ol		sac				apprenti			
oin	on			col	cou			maintenant			
	aim			petit	gras			femme	nourriture		
gr				riz				mangues	personne		
Niveau B				Niveau A				Niveau F			
en				u							
au	ain			e							
	oi			i	p						
mou		so		a	n	l					
ta		pl		m	o						
sa				s							
	est										

Niveau I		Niveau H	
<b>Question de compréhension</b> (sur l'histoire du Niveau H):			
1. Où est ce que Madi est allé pendant les vacances?		Pendant les vacances, Madi va au village chez son oncle Kouka. A la fin des vacances, son oncle lui offre une poule. De retour en ville, Madi lui donne du mil à picorer. La nuit, la poule dort sur le petit arbre.	
2. Qu'est ce que l'oncle de Madi lui a offert?			
3. Qu'est ce que Madi a donné à la poule ?			
1 au mil, 2 une poule, 3 au village			
Niveau J		Niveau K	
Le maire de la commune est passé un matin nous rendre visite à l'école. Sur place, il n'était pas content de la propreté de la cour de l'école.		<b>Question de compréhension</b> (sur l'histoire du Niveau J):	
Le lendemain, il a réuni toute son équipe. A la fin de cet entretien, il a décidé de convoquer une réunion à l'école.		1. Qu'est-ce qui n'a pas plu au maire lors de sa visite à l'école ?	
Les enseignants, les élèves et la communauté se sont retrouvés un samedi soir pour discuter.		2. A quel moment les gens se sont réunis pour discuter ? -En début de semaine -En fin de semaine -En milieu de semaine	
		3. Qu'a fait le maire après la visite ?	

## Annex G: Questionnaires



EVALUATION à Mi-Parcours :Projet Vivres pour  
l'éducation de CRS BURKINA FASO

### CCEB Questionnaire


#### BASIC INFORMATION

<b>Enum</b>	Nom de famille: .....	Prénoms: .....	ID :
<b>date</b>	Date (DD/MM/YYYY)		
<b>Prov</b>	1. Bam 2. Sanmatenga 3. Namentenga	_	
<b>CEB</b>	Nom de la CCEB	<b>CODE</b>  _ _ _ _ _ _ _ _ _	

**Cher conseiller pédagogique :**


**Conseiller d'éducation de base:**

**Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire de CRS. Votre participation dans cette étude est entièrement volontaire. Vous n'êtes sous aucune obligation d'y participer. Vous avez le droit de refuser de répondre à des questions et de vous rétracter de l'étude à tout moment. Si vous acceptez, veuillez répondre à toutes les questions le plus honnêtement possible. Si vous êtes incapable de répondre à une des questions, vous pouvez ignorer la question. Toutes vos réponses sont strictement confidentielles.**

<b>Consent</b>	Acceptez-vous de participer à cette enquête ? 1. Oui→lastname 2. No→thanks	_	* Sélectionnez une seule option
 <b>Si le répondant ne donne pas son consentement, terminez l'enquête et passez à la question</b>			

## INFORMATIONS PERSONNELLES

Great! Now I would like to ask some questions about you...

<b>Lastname</b>	Quel est votre nom de famille? _____		
<b>Name</b>	Quel est votre prénom? _____		
<b>Gender</b>	Demandez si seulement nécessaire 1. Homme 2. Femme	_	* Sélectionnez une seule option
<b>Age</b>	Quel age avez vous?	.....	*Age >=13 & =<99 * 888 si l'enseignant ne connaît pas son âge
<b>ccebrole</b>	Quel est votre rôle dans cette circonscription d'éducation de base ? 1. Chef de la CEB 2. Conseiller pédagogique principal 3. Autre → Les remerciez gentiment et demandez la bonne personne		
<b>Schoollen 1</b>	Depuis combien de temps occupez-vous cette responsabilité au niveau de cette CCEB ? 1. Moins d'une année 2. 1-2 ans 3. 3-5 ans 4. 6-10 ans 5. 11 ans ou plus 888. Refus de répondre/Ne sait pas		
 <b>Si la réponse à la question "ccebrole" est autre , remerciez le répondant, terminez l'enquête et demandez le conseiller pédagogique ou le chef de la CCEB.</b>			
<b>schoollen</b>	Depuis combien de temps travaillez-vous comme conseiller pédagogique ? 1. Moins d'une année 2. 1-2 ans 3. 3-5 ans 4. 6-10 ans 5. 11 ans ou plus 888. Refus de répondre/Ne sait pas	_	*Sélectionnez une seule option * Si possible, exclure les longues périodes d'absence (maternité, pauses etc.)
	888.		
<b>schoollen 2</b>	Depuis combien de temps travaillez-vous comme conseiller pédagogique dans cette CCEB ? 1. Moins d'une année 2. 1-2 ans 3. 3-5 ans 4. 6-10 ans 5. 11 ans ou plus 888. Refus de répondre/Ne sait pas	_	*Sélectionnez une seule option * Si possible, exclure les longues périodes d'absence (maternité, pauses etc.)

## COMPETENCES ET CONNAISSANCES DES ADMINISTRATEURS SCOLAIRES

Je vous remercie ! J'aimerais maintenant poser quelques questions sur votre éducation, vos formations et votre développement professionnel.

<b>edu</b>	Quel est le diplôme le plus élevé que vous avez obtenu durant votre parcours scolaire/ou universitaire ? 1. BEPC 2. Baccalauréat 3. Licence 4. Maîtrise 5. Master 1 6. Master 2 7. Autres (Précisez) _____ 888. Refus de répondre/Ne sait pas	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Trainrec1</b>	Avez-vous reçu une formation pédagogique sur l'apprentissage de la lecture-écriture et les techniques d'observation des classes au cours des 12 derniers mois ? 1. Oui 2. Non → <b>trained1</b> 888. Refus de répondre /Ne sait pas → <b>trained1</b>	<input type="checkbox"/>	*Sélectionnez une seule option *La formation doit avoir duré au moins 16 heures au total. Si la formation a duré moins de 16 heures, choisir «Non» comme réponse *Tout type de formation liée à la lecture-écriture
<b>Trainrec2</b>	A travers quelle organisation avez-vous reçu cette formation au cours des 12 derniers mois ? 1. De la part d'un programme de l'Etat → <b>trainrec4</b> 2. De la part d'un programme de CRS/Beoog biiga 3. De la part d'un programme mis en œuvre par une autre ONG → <b>trainrec4</b> 4. Autres → <b>trainrec4</b> 888. Refus de répondre /Ne sait pas → <b>trainrec4</b>	<input type="checkbox"/>	*Sélectionnez toutes les options possibles
<b>Trainrec3</b>	Combien de fois avez-vous reçu cette formation de la part du programme Beoog Biiga au cours des 12 derniers mois ? 1. Une seule fois 2. Deux fois 3. Trois fois 4. Quatre fois 5. Plus de quatre fois 888. Refus de répondre/Ne sait pas	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Trainrec4</b>	Quels étaient les thèmes de la formation ? 1. Techniques d'apprentissage de la lecture → <b>readtrain5</b> 2. Observations de classe → <b>readtrain6</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles

	3. Rencontre avec les enseignants pour leur fournir des commentaires/remarques→ <b>readtrain7</b> 4. Autres (Précisez)_____ → <b>readtrain7</b> 888. Refus de répondre /Ne sait pas→ <b>readtrain7</b>		
<b>Trainrec5</b>	Lesquelles des techniques suivantes ont été abordées durant la formation ? 1. Phonétique/Le travail de reconnaissance des lettres 2. Conscience phonologique (discrimination auditive et repérage visuelle des sons/séances de chasse au son, repérage de son) 3. Vocabulaire 4. Compréhension de texte/Lecture compréhension 5. Lecture courante (Lecture individuelle à haute voix) 6. Autres (Précisez)_____ 888. Refus de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles
<b>Trainrec6</b>	Lesquelles des techniques en matière d'observation ont été abordées au cours de la formation ? 1. Ce qu'il faut observer pendant la séance ? 2. Comment faire l'observation de classe 3. Fourniture de retour d'informations/Réunions de suivi efficaces après l'observation 4. Autres (Précisez)_____ 888. Refus de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles
<b>Trainrec7</b>	Etiez-vous satisfait de la formation ? 1. Oui → <b>readtrain5</b> 2. Non 888. Refus de répondre/Ne sait pas	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Trainrec8</b>	Pourquoi n'étiez-vous pas satisfait de la formation ? 1. La Formation n'est pas utile/bénéfique 2. La formation était intensive et il n'y avait pas assez de jours pour couvrir tout le contenu 3. Formation trop technique 4. Formation peu pratique et déconnectée de la réalité	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles



	5. Les conditions de formation (ex. infrastructures) étaient mauvaises 6. Autres (A préciser) 888. Ne sait pas/Pas de réponse		
<b>Trainrec9</b>	Combien de fois vos sessions de formations pédagogiques avec le programme Beog-Biiga ont été retardées du fait du COVID ?		Entrez un nombre compris entre 0 et 9 et 888 lorsque le répondant ne sait pas
<b>Trainled1</b>	Avez-vous dirigé une formation sur les techniques d'apprentissage de la lecture au cours des 12 derniers mois ? 1. Oui 2. Non → <b>admin</b> 888. Refus de répondre /Ne sait pas → <b>admin</b>	_	*Sélectionnez une seule option *La formation doit avoir duré au moins 16 heures au total. Si la formation a duré moins de 16 heures, choisir «Non» comme réponse *Tout type de formation liée à la lecture-écriture
<b>Trainled2</b>	A travers quelle organisation avez-vous donné cette formation ? 1. De la part d'un programme de l'Etat → <b>trainled4</b> 2. De la part d'un programme de CRS/Beoog biiga 3. De la part d'un programme mis en œuvre par une autre ONG → <b>trainled4</b> 888. Refus de répondre /Ne sait pas → <b>trainled4</b>	_	*Sélectionnez toutes les options possibles *Lire toutes les options afin que le répondant choisisse
<b>Trainled3</b>	Combien de fois avez-vous donné cette formation à travers le programme Beog biiga au cours des 12 derniers mois ? 1. Une seule fois 2. Deux fois 3. Trois fois 4. Quatre fois 5. Plus de quatre fois 888. Refuse de répondre/Ne sait pas	_	* Sélectionnez une seule option
<b>Trainled4</b>	Lors d'une session de formation typique, combien d'heures en moyenne consacrez-vous à la formation des enseignants ?	..... ...	*Entrez le temps en heures (0-10) *Soit une classe entière , en groupe ou individuellement *Entrez 888si refus de répondre ou "ne sait pas"

<b>Trainled5</b>	En moyenne, combien d'enseignants formez-vous au cours de ces sessions de formation ?	.....	<i>* Entrez 888si refus de répondre ou "ne sait pas"</i>
<b>Trainled6</b>	<p>Lesquelles des techniques d'apprentissage de la lecture-écriture avez-vous apprises aux enseignants lors de ces formations ?</p> <ol style="list-style-type: none"> <li>1. Phonétique / Le travail de reconnaissance des lettres</li> <li>2. Conscience phonologique (discrimination auditive et repérage visuelle des sons/séances de chasse au son, repérage de son)</li> <li>3. Vocabulaire</li> <li>4. Compréhension de texte/Lecture compréhension</li> <li>5. Lecture courante (Lecture individuelle à haute voix)</li> <li>6. Autres</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<i>*Sélectionnez toutes les options possibles</i>
<b>Trainled7</b>	<p>Quel était le niveau de satisfaction des enseignants ?</p> <ol style="list-style-type: none"> <li>0. Pas du tout satisfait</li> <li>1. A peine satisfait</li> <li>2. Plutôt satisfait</li> <li>3. Très satisfait → <b>trainled9</b></li> </ol> <p>888. Refuse de répondre/Ne sait pas → <b>trainled9</b></p>	<div><input type="checkbox"/></div>	<i>*Sélectionnez une seule option</i>
<b>Trainled8</b>	<p>Pourquoi pensez-vous que les enseignants n'étaient pas satisfaits de la formation ?</p> <ol style="list-style-type: none"> <li>1. La Formation n'est pas utile/bénéfique</li> <li>1. La formation était intensive et il n'y avait pas assez de jours pour couvrir tout le contenu</li> <li>2. Formation trop technique</li> <li>3. Formation peu pratique et déconnectée de la réalité</li> <li>4. Les conditions de formation (ex. infrastructures) étaient mauvaises</li> <li>5. Autres (A préciser)</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<i>*Sélectionnez toutes les options possibles</i>
<b>Trainled9</b>	<p>Avez-vous constaté que les enseignants utilisent les techniques que vous leur avez enseigné lors de vos visites d'observation de classe ?</p> <ol style="list-style-type: none"> <li>1. Oui → <b>admin</b></li> <li>2. Non</li> </ol> <p>888. Refus de répondre/Ne sait pas → <b>admin</b></p>	<div><input type="checkbox"/></div>	<i>*Sélectionnez une seule option</i>

<b>Trained10</b>	<p>D'après vous, pourquoi les enseignants n'appliquent pas ces techniques ?</p> <ol style="list-style-type: none"> <li>1. Pas assez de temps d'appliquer les techniques</li> <li>2. Les élèves trouvent ces techniques difficiles/ ils ne sont pas à l'aise avec ces techniques.</li> <li>3. Manque de matériels pour mettre en pratique ces techniques</li> <li>4. Les techniques étaient trop exigeantes en termes de temps préparation</li> <li>5. Ils ne savent pas encore comment utiliser ces techniques en classe.</li> <li>6. Les techniques ne correspondaient pas au programme/curricula actuel</li> <li>7. La formation n'était pas pratique et était déconnectée de la réalité.</li> <li>8. Autre (précisez) _____</li> </ol> <p>888. Refuse de répondre/Ne sait pas</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Sélectionnez toutes les options possibles</p>
<b>Trained12</b>	Combien de fois avez-vous annulé vos sessions de formations (dans la cadre du programme BB) avec des enseignants du fait du COVID ?		Entrez un nombre compris entre 0 et 9 et 888 lorsque le répondant ne sait pas

#### **VISITES D'ÉCOLES ET OBSERVATIONS DES CLASSES**

**Thank you! Now I would like to ask some questions about school visits and classroom observations**

<b>admin</b>	<p>Avez-vous effectué une visite dans une école au cours des 12 derniers mois?</p> <ol style="list-style-type: none"> <li>1. Oui</li> <li>2. Non</li> </ol> <p>888. Refuse de répondre/Ne sait pas</p>	<input type="checkbox"/>	<p>*Sélectionnez une seule option</p>
<b>admina</b>	<p>Pourquoi n'avez-vous pas visité d'école au cours des 12 derniers mois ?</p> <ol style="list-style-type: none"> <li>1. Problèmes de sécurité</li> <li>2. Occupé par les tâches administratives/Autres tâches</li> <li>3. Problèmes de budget</li> <li>4. COVID-19</li> <li>5. Autres (à préciser)</li> <li>6. Refuse de répondre/Ne sait pas</li> </ol>		
<b>Adminb</b>	<p>Quelle est la fréquence de vos visites au cours d'une année ?</p> <ol style="list-style-type: none"> <li>1. Hebdomadairement</li> <li>2. Une fois chaque deux semaines</li> <li>3. Mensuellement</li> <li>4. Une fois tous les trimestres</li> </ol>	<input type="checkbox"/>	<p>*Sélectionnez une seule option</p>

	5. Autres (précisez) _____ 888. Refus de répondre/Ne sait pas		
<b>Adminb1</b>	Dans une semaine d'école typique/normale, combien d'écoles visitez-vous ? 1. Moins de 3 2. 3-5 écoles 3. 5-8 écoles 4. Plus de 8 écoles 5. Autres (Précisez) _____ 888. Refus de répondre/Ne sait pas	_	*Sélectionnez une seule option
<b>Adminb2</b>	Dans une semaine d'école typique/normale, combien d'heures consacrez-vous aux visites scolaires?	..... ...	*Entrez le temps en heures (0-50) * Entrez 888si refus de répondre ou "ne sait pas"
<b>Adminb3</b>	Quelles sont les raisons courantes de ces visites scolaires ? 1. Conduire l'observation des classes 2. Rencontrer le directeur d'école 3. Pour des questions administratives 4. Rencontrer les enseignants pour restituer les résultats d'observations 5. Autres 888. Refus de répondre/Ne sait pas	_   _   _   _   _	*Sélectionnez toutes les options possibles
<b>Adminc</b>	Avez-vous observé une leçon dans une salle de classe au cours des 12 derniers mois ? 1. Oui 2. Non → adminc2 888. Refus de répondre/Ne sait pas	_	*Sélectionnez une seule option
<b>Adminc_b</b>	Pourquoi n'avez-vous pas observé de classe au cours des 12 derniers mois ? 1. Insécurité 2. Occupé dans les tâches administratives/autres travaux 3. Problèmes de budgets 4. COVID 5. Autres (à préciser) 6. Ne sait pas/refuse de répondre (888)		*Sélectionnez toutes les réponses qui s'appliquent et allez à supplies1
<b>Adminc1</b>	A quelle fréquence effectuez-vous l'observation de classe au cours d'une année ? 1. Hebdomadairement 2. Une fois toutes les deux semaines 3. Mensuellement 4. Une fois par trimestre 5. Autre (Précisez) _____ 888. Refus de répondre/Ne sait pas	_	*Sélectionnez une seule option

<b>Adminc2</b>	Lors d'une visite d'école, combien de classes observez-vous ? 1. Moins de 5 classes 2. 5-10 classes 3. 10-15 classes 4. Plus, de 15 classes 5. Autres (Précisez) _____ 888. Refus de répondre/Ne sait pas	<input type="text"/>	*Sélectionnez une seule option
<b>Adminc3</b>	Lors d'une visite d'école, quelles classes observez-vous généralement ? 1. Toutes les classes 2. CP1-CP2 3. CE1-CE2 4. CM1-CM2 5. Des classes différentes à chaque visite 888. Refus de répondre /Ne sait pas	<input type="text"/>	*Sélectionnez une seule option
<b>Adminc4</b>	En moyenne, lors d'une visite d'observation, combien d'heures faites-vous par classe ?	..... ...	*Entrez le temps en heures (0-50) * Entrez 888 si refus de répondre ou "ne sait pas"
<b>Adminc5</b>	Pensez-vous que ces observations de classes sont instructives pour les enseignants ? 1. Oui, très instructives→ <b>adminc8</b> 2. Oui, un peu instructives 3. Pas du tout instructives 888. Refus de répondre/Ne sait pas→ <b>adminc8</b>	<input type="text"/>	*Sélectionnez une seule option
<b>Adminc6</b>	Pourquoi pensez-vous que ces observations ne sont pas instructives pour les enseignants ? 1. Les enseignants deviennent nerveux au cours de l'observation si bien que leur performance diminue 2. Le comportement des élèves change au cours de l'observation 3. Les enseignants peuvent modifier leur comportement en fonction de ce que l'observateur souhaite voir, à leur avis 4. La fréquence des observations doit être plus élevée afin qu'elles soient plus efficaces 5. Autres 888. Refuse de répondre/Ne sait pas	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	*Sélectionnez toutes les options possibles
<b>Adminc7</b>	Maintenant, pensons à l'observation en classe de CP2!	<input type="text"/> <input type="text"/>	*Sélectionnez toutes les options possibles

	<p>Durant une observation de classe au CP2 au cours des 12 derniers mois, parmi les techniques suivantes, lesquelles avez-vous observé?</p> <ol style="list-style-type: none"> <li>1. Phonétique / Le travail de reconnaissance des lettres</li> <li>2. Conscience phonologique (discrimination auditive et repérage visuelle des sons/séances de chasse au son, repérage de son)</li> <li>3. Vocabulaire</li> <li>4. Lecture compréhension (compréhension de textes)</li> <li>5. Lecture courante (Lecture individuelle à haute voix)</li> <li>6. Orthographe</li> <li>7. Ecriture production</li> <li>8. Jeux de mots</li> <li>9. Autres</li> <li>10. Ne sait pas/Refuse de répondre</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Maintenant, parlons de l'après observation!</b>			
<b>Adminc8</b>	<p>Avez-vous organisé une réunion de suivi avec les enseignants pour leur faire part de commentaires sur la base d'observations en classe ?</p> <ol style="list-style-type: none"> <li>1. Oui</li> <li>2. Non→supplies1</li> </ol>	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Adminc9</b>	<p>Quelle est la fréquence de ces réunions de suivi en moyenne par école ?</p> <ol style="list-style-type: none"> <li>1. Hebdomadairement</li> <li>2. Une fois toutes les deux semaines</li> <li>3. Mensuellement</li> <li>4. Trimestriellement</li> <li>5. Autre (Précisez) _____</li> <li>888. Refus de répondre/Ne sait pas</li> </ol>	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Adminc10</b>	<p>Au cours d'une semaine scolaire typique/normale, combien d'heures (60 minutes) sont consacrées aux réunions de suivi avec les enseignants?</p>	<p>.....</p> <p>...</p>	<p>*Entrez le temps en heures (0-50)</p> <p>* Entrez 888si refus de répondre ou "ne sait pas"</p>
<b>Adminc11</b>	<p>Sur quels aspects donnez-vous des commentaires ?</p> <ol style="list-style-type: none"> <li>1. Pratiques de la gestion de classe</li> <li>2. Connaissance et compréhension des pratiques pédagogiques de l'enseignant</li> <li>3. Application des techniques apprises dans leurs leçons</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles

	4. Traitement par l'enseignant des problèmes de discipline et de comportement des élèves 5. Un plan de formation pour améliorer leur enseignement 6. Autres 888. Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/>	
<b>Admin12</b>	Les enseignants soulignent-ils des difficultés rencontrées au cours de ces réunions de suivi ? 1. Oui→ <b>admin14</b> 2. Non 888. Pas de réponse/Ne sait pas→ <b>admin14</b>	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Admin13</b>	Quelles difficultés les enseignants soulignent-ils lors de ces réunions de suivi ? 1. Pas assez de temps pour appliquer ces nouvelles techniques 2. Les enfants trouvent ces techniques difficiles/Ils ne sont pas à l'aise 3. Manque de matériel pour appliquer ces techniques 4. Ces techniques exigent trop de temps de préparation 5. Les enseignants ne savent toujours pas comment utiliser ces techniques en classe 6. Ces techniques ne sont pas conformes au programme/curricula de formation 7. Les formations étaient non pratiques et déconnectées de la réalité 8. Autres (A préciser) 888. Refus de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles
<b>Admin14</b>	Au cours des 12 derniers mois, avez-vous remarqué des changements directs ou indirects suite aux réunions de suivi? 1. Oui 2. Non→ <b>admin16</b> 888. Refus de répondre/Ne sait pas→ <b>supplies1</b>	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Admin15</b>	Dans quels domaines avez-vous constaté des changements après les réunions de suivi ? 1. Pratiques de la gestion de classe 2. Amélioration de la connaissance et compréhension des pratiques pédagogiques de l'enseignant 3. Amélioration de la gestion des problèmes de discipline et de comportement des élèves 4. Autres (Précisez) _____ 5. Refus de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles



<b>Admin16</b>	<p>Pourquoi pensez-vous qu'il n'y a eu aucun changement par rapport aux réunions de suivi?</p> <ol style="list-style-type: none"> <li>1. Pas assez de temps pour appliquer ces nouvelles techniques</li> <li>2. Les enfants trouvent ces techniques difficiles/Ils ne sont pas à l'aise</li> <li>3. Manque de matériel pour appliquer ces techniques</li> <li>4. Ces techniques exigent trop de temps de préparation</li> <li>5. Les enseignants ne savent toujours pas comment utiliser ces techniques en classe</li> <li>6. Ces techniques ne sont pas conformes au programme/curricula de formation</li> <li>7. Les formations étaient non pratiques et déconnectées de la réalité</li> <li>8. Autres (A préciser)</li> </ol> <p>888. Refus de répondre/Ne sait pas</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div>	<p>*Sélectionnez toutes les options possibles</p>
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## **FOURNITURES SCOLAIRES ET MATÉRIEL PÉDAGOGIQUE**

Merci! A présent, je voudrais vous poser des questions à propos du matériel didactique

<b>Supplies1</b>	Parmi ce matériel didactique, lesquels pensez-vous être utiles pour les enseignants ? 0. Aucun 1. Cahier de texte/"Lire au Burkina" 2. Flash cartes 3. Ardoises géantes/ emmanchées 4. Cubes en bois 5. Illustrations des livres de lecture 6. Autres (Précisez) _____ 888.Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles
<b>Supplies2</b>	Parmi les fournitures scolaires suivantes, lesquelles avez-vous trouvées dans toutes les écoles où vous avez observé leurs classes ? 1. Cahier de texte/"Lire au Burkina" 2. Flash cartes 3. Ardoises géantes/ emmanchées 4. Cubes en bois 5. Illustrations des livres de lecture 6. Autres (Précisez) _____ 888.Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles
<b>Supplies3</b>	Lesquelles des fournitures scolaires suivantes avez-vous vu des enseignants de CP1 et CP2 utiliser le plus ? 1. Cahier de texte/"Lire au Burkina" 2. Flash cartes 3. Ardoises géantes/ emmanchées 4. Cubes en bois 5. Illustrations des livres de lecture 6. Autres (Précisez) _____ 888.Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles
<b>Supplies4</b>	Lesquelles des fournitures scolaires suivantes avez-vous vu des enseignants de CE1 et CE2 utiliser le plus ? 1. Cahier de texte/"Lire au Burkina" 2. Flash cartes 3. Ardoises géantes/ emmanchées 4. Cubes en bois 5. Illustrations des livres de lecture 6. Autres (Précisez) _____ 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles
<b>Supplies5</b>	Lesquelles des fournitures scolaires suivantes avez-vous vu des enseignants de CM1 et CM2 utiliser le plus? 1. Cahier de texte/"Lire au Burkina" 1. Flash cartes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options possibles

	2. Ardoises géantes/ emmanchées 3. Cubes en bois 4. Illustrations des livres de lecture 5. Autres (Précisez) _____ 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/>	
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#### CONNAISSANCES NUTRITIONNELLES

**Maintenant je souhaiterais vous poser des questions sur la nutrition.**

<b>nuttrain</b>	Avez-vous dirigé une formation sur l'enseignement de la nutrition au cours des 12 derniers mois 1. Oui 2. Non → <b>hygtrain</b> 888. Refus de répondre/Ne sait pas → <b>hygtrain</b>	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Nutteach2</b>	Qu'enseignez-vous habituellement dans les formations en nutrition aux enseignants ? 1. Le fer (les bienfaits et les aliments qui le contiennent) 2. Vitamine A (les bienfaits et les aliments qui le contiennent) 3. Alimentation équilibrée / saine (une alimentation riche en nutriments et bonne pour la santé, l'énergie et la croissance) 4. Autres (A préciser) 888. Refus de répondre/Ne sait pas	<input type="checkbox"/>	*Sélectionnez une seule option
<b>nutteach</b>	Au cours des 12 derniers mois où vous avez observé des classes, avez-vous vu des enseignants enseigner la nutrition dans leurs classes ? 1. Oui 2. Non → <b>hygtrain</b>	<input type="checkbox"/>	*Sélectionnez une seule option
<b>nutteach1</b>	Au cours d'une semaine scolaire typique, combien de fois vos enseignants enseignent-ils la nutrition dans leurs classes? 1. Jamais → <b>hygtrain</b> 2. Une fois par semaine 3. 2-4 fois par semaine 4. Quotidiennement 888. Refus de répondre/Ne sait pas	<input type="checkbox"/>	*Sélectionnez une seule option

**Okay, nous avons Presque fini. Maintenant, j'ai quelques questions sur l'hygiène et la santé**

<b>hygtrain</b>	Avez-vous dirigé une formation en enseignement sur les pratiques d'hygiène et de lavage des mains au cours des 12 derniers mois ? 1. Oui 2. Non → <b>hygteach</b> 888. Refuse de répondre / Ne sait pas → <b>hygteach</b>	<input type="checkbox"/>	*Sélectionnez une seule option
<b>hygteach2</b>	Quels types de pratiques d'hygiène enseignez-vous dans ces formations ? 1. Lavage des mains à des moments critiques 2. Eviter de partager les ustensiles de cuisine/à boire 3. Eviter de partager les vêtements et uniformes 4. Se laver et se doucher quotidiennement avec du savon 5. Se Couvrir le nez et la bouche en toussant / éternuant 6. Autres (A préciser) 888. Refus de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Choisir toutes les possibilités/options * Définir moments critiques comment étant par exemple au moment de manger ou d'utiliser les latrines
<b>hygteach</b>	Au cours des 12 derniers mois, lorsque vous avez observé leurs salles de classe, avez-vous déjà vu des enseignants enseigner l'hygiène dans leurs classes ? 1. Oui 2. Non → <b>Terminez l'enquête ici</b> 888. Refus de répondre/Ne sait pas → <b>Terminez l'enquête ici</b>	<input type="checkbox"/>	*Sélectionnez une seule option
<b>hygteach3</b>	Au cours d'une semaine scolaire typique, combien de fois les enseignants enseignent-ils des pratiques d'hygiène dans leurs classes ? 1. Jamais 2. Une fois par semaine 3. 2-4 fois par semaine 4. Quotidiennement 888. Refus de répondre/Ne sait pas	<input type="checkbox"/>	*Sélectionnez une seule option
<b>Thanks</b>	<b>Merci beaucoup d'avoir répondu à mes questions.</b>		




## Cantinière/Cuisinière

### Basic Information

<b>Enum</b>	Nom de famille : ..... First Prénoms : .....	ID :
<b>Supervisor</b>	Qui est votre superviseur?	
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>	4. Bam 5. Sanmatenga 6. Namentenga	I__
<b>CEB</b>	Nom de la CCEB	CODE I__I__I__I__I__I__I__I__
<b>School</b>	Nom De l'école	CODE I__I__I__I__I__I__I__I__
<b>School Type</b>	1. Privé 2. Publique 888. Ne sait pas/Pas de réponse	I__

### Cher cantinière/cuisinière:

**Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire de CRS. Votre participation dans cette étude est entièrement volontaire. Vous n'êtes sous aucune obligation d'y participer. Vous avez le droit de refuser de répondre à des questions et de vous rétracter de l'étude à tout moment. Si vous acceptez, veuillez répondre à toutes les questions le plus honnêtement possible. Si vous êtes incapable de répondre à une des questions, vous pouvez ignorer la question. Toutes vos réponses sont strictement confidentielles..**

<b>assent</b>	Acceptez-vous de participer à cette enquête ? 1. Oui → <b>fname</b> 2. Non → <b>thanks</b> 3. Non trouvé → <b>thanks</b>	I__	*Sélectionner une seule option
 <b>Si la cantinière/cuisinière ne donne pas son consentement ou n'est pas présente, terminez l'enquête et passez à l'enquête suivante ;</b>			

**Parfait! Je voudrais vous poser quelques questions sur vous....**

## Pratiques actuelles

Practic e1	Quelles sont les pratiques saines et sécurisées que vous pratiquez en matière de préparation des repas ?		
	1. Mesurer les quantités appropriées avec du matériel de mesure local		
	2. Utilisation de poudre de micronutriments	<input type="checkbox"/>	
	3. Suivre les normes de nutrition appropriées		
	4. Se laver les mains avant de manipuler les aliments/déchets/cuisine	<input type="checkbox"/>	
	5. Séparation des aliments crus des aliments cuits	<input type="checkbox"/>	
	6. Bien cuire les aliments, en particulier la viande		
	7. Garder les aliments/nourriture à une bonne température	<input type="checkbox"/>	*Sélectionner toutes les options possibles
	8. Utilisation d'une eau propre pour la cuisine	<input type="checkbox"/>	*Ne lisez pas les options de réponse
	9. Utilisez des ingrédients locaux tels que tomates, arômes, sel, oignons	<input type="checkbox"/>	
	10. Lavage/Nettoyage/Désinfection de tous les ustensiles de cuisine avant la cuisine (pas en lien avec le COVID)	<input type="checkbox"/>	
	11. Garder/Conserver les repas dans des récipients propres	<input type="checkbox"/>	
	12. Suivre les protocoles sanitaires du COVID dans la préparation des aliments	<input type="checkbox"/>	
	13. Autres (Précisez _____)	<input type="checkbox"/>	
888. Ne sait pas/Pas de réponse			
Practic e2	Quelles pratiques de conservation des aliments utilisez-vous actuellement ?		
	1. Gardez les sacs de vivres à au moins 50 centimètres de distance des murs et du toit	<input type="checkbox"/>	*Sélectionner toutes les options possibles
	2. Placer les sacs de vivre sur des palettes élevées	<input type="checkbox"/>	
	3. Le balayage du magasin/ de la cantine	<input type="checkbox"/>	
	4. S'assurer que la cantine est bien ventilée/aérée	<input type="checkbox"/>	

	5. S'assurer que la cantine est sécurisée 6. Classer les vivres par catégorie 7. Garder les aliments dans des récipients propres 8. Autres 888 Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Practic e3</b>	Avez-vous un rôle dans le suivi des vivres qui arrivent au niveau de la cantine ? 1. Oui 2. Non→ <b>thr1</b> 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Practic e4</b>	Lesquels des rôles suivants avez-vous dans le suivi des vivres arrivant à la cantine ? 1. Vérifier quotidiennement les quantités de vivres 2. Vérifier que les vivres respectent les normes de sécurité et d'hygiène 3. Effectuer le suivi des stocks sur une base mensuelle 4. Remplir les fiches de suivi 5. Vérifier la quantité totale de rations à emporter servies 6. Comptabiliser la réception et la distribution des vivres 7. Autres à préciser 888. Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les options possibles Veuillez lire toutes ces options à la cantinière/cuisinière
<b>Thr1</b>	Est-ce que les élèves de votre école reçoivent des rations à emporter ? 1. Oui 2. Non→ <b>thr7</b> 888. Ne sait pas/Pas de reponse→ <b>thr7</b>	<input type="checkbox"/>	*Sélectionner une seule option
<b>Thr2</b>	Dans quelle classe se trouvent les élèves qui reçoivent les rations à emporter ? 1. Filles du CP1-CE1 2. Garçons du CP1-CE1 3. Filles du CE2-CM2 4. Garçons du CE2-CM2 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner toutes les options qui s'appliquent Veuillez noter et prendre soin de préciser que la question est d'ordre générale ( pratique faite indépendamment du COVID)
<b>Thr3</b>	A quelle fréquence les élèves reçoivent-ils les rations à emporter ? 1. Mensuellement 2. Hebdomadairement 3. Une fois toutes les deux semaines 4. Autres 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option La question est d'ordre générale ( pratique faite indépendamment du COVID)



<b>Thr4</b>	<p>Est-ce que ces rations à emporter dépendent du niveau de présence/assiduité des élèves à l'école ?</p> <ol style="list-style-type: none"> <li>Oui</li> <li>Non</li> </ol> <p>888. Ne sait pas /Pas de réponse</p>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p> <p>La question est d'ordre générale (pratique faite indépendamment du COVID)</p>
<b>Thr5</b>	<p>Rencontrez-vous des difficultés dans la distribution de ces rations ?</p> <ol style="list-style-type: none"> <li>Oui</li> <li>Non→<b>thr7</b></li> </ol> <p>888. Ne sait pas /Pas de réponse →<b>thr7</b></p>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p>
<b>Thr6</b>	<p>Quelles sont les difficultés que vous rencontrez ?</p> <ol style="list-style-type: none"> <li>La quantité de rations à emporter ne permet pas de couvrir tous les élèves devant en bénéficier</li> <li>La quantité de ration à emporter n'est pas suffisante pour la consommation de chaque ménage</li> <li>La qualité des rations à emporter n'est pas bonne</li> <li>Les rations à emporter ne sont pas régulières et il y'a des retards dans la distribution dus au retards dans l'acheminement des vivres</li> <li>Des problèmes d'ordre éthique. Par exemple, le fait que les rations sont distribuées uniquement à un groupe spécifique et non à tous les élèves</li> <li>Les mesures de sécurité du COVID ont causé des retards et des défis dans la gestion des rations à emporter</li> <li>Autres</li> </ol> <p>888. Ne sait pas/ Pas de réponse</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Sélectionner toutes les options possibles</p>
<b>Thr7</b>	<p>Est-ce que vous recevez des rations à emporter en guise de contrepartie pour le rôle que vous jouez à la cantine ?</p> <ol style="list-style-type: none"> <li>Oui</li> <li>Non→<b>train1</b></li> </ol> <p>888. Ne sait pas/ Pas de réponse→<b>train1</b></p>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p>
<b>Thr8</b>	<p>A quelle fréquence recevez-vous les rations à emporter ?</p> <ol style="list-style-type: none"> <li>Mensuellement</li> <li>Hebdomadairement</li> <li>Une fois toutes les deux semaines</li> <li>Autres</li> </ol>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p>

	888. Ne sait pas/Pas de réponse		
<b>Thr9</b>	<p>Etes-vous satisfait de votre ration à emporter ?</p> <p>1. Oui → <b>train1</b></p> <p>2. Non</p> <p>888. Ne sait pas/Pas de réponse → <b>train1</b></p>	<input type="checkbox"/>	*Sélectionner une seule option
<b>Th10</b>	<p>Pourquoi n'êtes-vous pas satisfait de votre ration à emporter ?</p> <p>1. La quantité de ration à emporter n'est pas suffisante pour la consommation</p> <p>2. La qualité des rations à emporter n'est pas bonne</p> <p>3. Les rations à emporter ne sont pas régulières et il y'a des retards dans la distribution dus au retards dans l'acheminement des vivres</p> <p>4. Les mesures de sécurité du COVID ont causé des retards et des défis dans la gestion des rations à emporter</p> <p>5. Autres à préciser</p> <p>888. Ne sait pas/ Pas de réponse</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les options possibles
<b>Thr4a</b>	<p>Depuis Octobre 2020, les élèves de votre école ont-ils reçu les repas scolaires sous forme de rations?</p> <p>1. Oui → <b>thr4b</b></p> <p>2. Non → <b>thr5</b></p> <p>888. Refuse de répondre/Ne sait pas → <b>thr5</b></p>	<input type="checkbox"/>	<p>Sélectionner une seule option</p> <p>Assurez vous que le répondant ne confond pas entre : 1) les rations à emporter distribuées en plus des repas chauds offerts à l'école et 2) les rations à emporter distribuées entre Avril et Aout 2020 lorsque les écoles étaient fermées</p>
<b>Thr4b</b>	<p>Depuis octobre 2020, en quels mois les élèves ont-ils reçu les repas scolaires sous formes de rations?</p> <p>1. Octobre</p> <p>2. Novembre</p> <p>3. Décembre</p> <p>4. Janvier</p> <p>5. Février</p> <p>6. Mars</p> <p>888. Ne sait pas/refuse de répondre</p>	<input type="checkbox"/>	<p>Sélectionnez toutes les options qui s'appliquent</p> <p>Assurez vous que le répondant ne confond pas entre : 1) les rations à emporter distribuées en plus des repas chauds offerts à l'école et 2) les rations à emporter distribuées entre Avril et Aout 2020 lorsque les écoles étaient fermées</p>

<b>Thr4c</b>	<p>Depuis Octobre 2020, quels sont les élèves qui ont reçu les repas scolaires sous forme de rations à emporter au cours des mois que vous avez sélectionné ci-dessous</p> <ol style="list-style-type: none"> <li>1. Filles en classe de CP1 au CE1</li> <li>2. Garçons en classe de CP1 au CE1</li> <li>3. Filles en classe de CE2 au CM2</li> <li>4. Garçons en classe de CE2 au CM2</li> <li>888. Ne sait pas/refuse de répondre</li> </ol>	<input type="checkbox"/>	<p>Sélectionnez toutes les options qui s'appliquent</p>
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## Formation

**Merci bien ! A présent j'aimerais vous poser quelques questions à propos des formations que vous auriez reçues sur la préparation et la conservation des aliments.**

<b>Train1</b>	<p>Avez-vous reçu une formation officielle en matière de préparation des aliments sans danger au cours des 12 derniers mois ?</p> <p>3. Oui</p> <p>4. Non →cf</p> <p>888. Ne sait pas /Pas de réponse</p>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p> <p>*La formation doit avoir duré au moins 16 heures au total. Si la formation a duré moins de 16 heures, choisir « Non » comme réponse</p>
<b>Train2</b>	<p>De qui avez-vous reçu cette formation ?</p> <p>1. De la part d'un programme de l'Etat</p> <p>2. De la part d'un programme de CRS/Beoog biiga →train3</p> <p>3. De la part d'un programme mis en œuvre par une autre ONG</p> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Sélectionner toutes les options possibles</p> <p>*Lisez leur la liste des options de réponse possibles</p>
<b>Train3</b>	<p>Combien de fois avez-vous reçu cette formation de la part du programme Beoog Biiga?</p> <p>1. Une seule fois</p> <p>2. Deux fois</p> <p>3. Trois fois</p> <p>4. Quatre fois</p> <p>5. Plus de quatre fois</p> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p>
<b>Train4</b>	<p>Lesquels des thèmes suivants ont été abordé durant cette formation ?</p> <p>1. Mesurer les quantités appropriées à l'aide de matériaux locaux</p> <p>2. L'usage de poudre de micronutriments</p> <p>3. Suivre les normes de nutrition appropriées</p> <p>4. Causes et conséquences des maladies d'origine alimentaire</p> <p>5. Se laver les mains avant de manipuler les aliments/déchets/cuisine</p> <p>6. Séparation des aliments crus des aliments cuits</p> <p>7. Bien cuire les aliments surtout la viande</p> <p>8. Garder les aliments/nourriture à une bonne température</p> <p>9. Utilisation d'une eau propre pour la cuisine</p> <p>10. Utiliser des ingrédients locaux tels que tomates, aromes, sel, oignons</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Sélectionner toutes les options possibles</p> <p>* Lisez leur la liste des options de réponse possibles</p>

	11. Lavage/Nettoyage/Désinfection de tous les ustensiles de cuisine avant la cuisine 12. Garder/Conservez les repas dans des récipients propres 13. Suivre les protocoles sanitaires du covid dans la préparation des aliments 14. Autres à préciser 888. Ne sait pas/Pas de réponse		
<b>Train5</b>	Avez-vous trouvé la formation bénéfique/Utile ? 3. Oui → <b>train7</b> 4. Non 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Train6</b>	Pourquoi n'avez-vous pas trouvé la formation bénéfique ? 1. Pas assez de formation 2. Formation non pratique et déconnectée de la réalité 1. Les Conditions de formation étaient mauvaises (infrastructure, ...) 3. Autres 888. Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les options possibles
<b>Train7</b>	Avez-vous rencontré des difficultés à appliquer les pratiques acquises lors de cette formation au niveau de votre cantine ? 3. Oui 4. Non → <b>cf</b> 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Train8</b>	Quelles difficultés avez-vous rencontré dans l'application de ces pratiques ? 1. Je ne connais toujours pas/ne comprend pas toutes les pratiques 2. Je ne sais toujours pas comment utiliser ces pratiques 3. Je les met déjà en pratique 4. La formation n'était pas pratique et était déconnectée de la réalité 5. Autres 888. Ne sait pas /Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les options possibles

**A présent, j'aimerais que vous réfléchissiez à tous les repas/aliments qui étaient disponibles à la cantine au cours de la semaine passée.**

<b>cf</b>	<b>Lesquels des aliments suivants étaient présents dans la cantine au cours de la semaine passée ?</b>		
<b>cf1a</b>	Céréales : bouille, pain, nouilles, blé, mil, sorgho, riz, gâteaux, macaronis, boule d'acassa (foura), zoom-koom 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Cf1b</b>	Des racines et tubercules blancs : patates, ignames, manioc 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Cf1c</b>	Des aliments riches en vitamine A : carottes, orange, patates douces, courges 1. Oui 2. Non 888. Ne sait pas /Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Cf1d</b>	Des feuilles vertes foncées comme celles du manioc, baobab, épinards, oseilles 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Cf1e</b>	D'autres légumes comme de l'aubergine, aubergine sauvage, du gombo, du piment, des oignons, des tomates 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Cf1f</b>	Fruits riches en vitamine A : mangues, papayes, melons murs ? 1. Oui 2. Non 888. Pas de réponse/ Ne sait pas	<input type="checkbox"/>	*Sélectionner une seule option
<b>Cf1g</b>	D'autres fruits : pastèques, oranges, noix de coco, tamarin, néré, karité, kaga.... Ou autres fruits sauvages et leurs jus, Jus de teedo et bissap 1. Oui 2. Non 888. Pas de réponse/Ne sait pas	<input type="checkbox"/>	*Sélectionner une seule option
<b>Cf1h</b>	Organes : Organes internes (Foie, cœur, intestins, viscères, etc) 1. Oui 2. Non 888. Pas de réponse/Ne sait pas	<input type="checkbox"/>	*Sélectionner une seule option

<b>Cf1i</b>	Viandes tels que : poulets, mouton, chèvre, canard, porc, bœuf, dindons, pintades, ou autres types de volailles 1. Oui 2. Non 888. Pas de réponse/Ne sait pas	_	*Sélectionner une seule option
<b>Cf1j</b>	Œufs de poules, canards, ou autres oiseaux 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	_	*Sélectionner une seule option
<b>Cf1k</b>	Poissons, crevettes, crustacées et autres fruits de mers 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	_	*Sélectionner une seule option
<b>Cf1l</b>	Lentilles, haricots, noix, cacahuètes, arachides, sésame, boule d'arachide (Moore: mougoudougou / Fulfulde: sorondobo), tourteau d'arachide (kourakoura), beignet de haricot (gonré) 1. Yes 2. No 888. Ne sait pas/Pas de réponse	_	*Sélectionner une seule option
<b>Cf1m</b>	Lait , fromage, Yaourt 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	_	*Sélectionner une seule option
<b>fs7n</b>	Huile, beurre, et autres graisses 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	_	*Sélectionner une seule option
<b>fs7o</b>	Sucreries : sucre, miel, bonbon, chocolat, biscuits 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	_	*Sélectionner une seule option

## Hygiène

**Parfait, à présent nous avons presque fini. J'aimerais vous poser quelques questions sur l'hygiène.**

<b>watera</b>	Avez-vous accès à l'eau à la cantine pour vous laver les mains ? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Waterb</b>	Avez-vous accès à l'eau à la cantine pour cuisiner ? 1. Oui 2. Non 888. Ne Sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>hand</b>	Avez-vous lavé vos mains hier ? 1. Oui 2. Non → <b>hand3</b> 888. Ne sait pas /Pas de réponse → <b>hand3</b>	<input type="checkbox"/>	*Sélectionner une seule option
<b>Hand1</b>	A quel(s) moments vous êtes-vous lavé les mains hier ? 1. Avant de manger 2. Après avoir mangé 3. Avant de toucher ou préparer la nourriture 4. Pendant que vous cuisiniez 5. Avant de donner la Nourriture à quelqu'un 6. Après avoir touché quelque chose de sale 7. Après avoir changé les couches d'un bébé 8. Après avoir manipulé des déchets dans la cuisine 9. Après avoir touché un animal 10. Après avoir utilisé les latrines 11. Autres 888. Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les options possibles *Si le répondant se réfère au temps, soyez plus précis en lui demandant pourquoi il a lavé ses mains *Ne lisez pas les options
<b>Hand2</b>	Qu'avez-vous utilisé pour vous laver les mains ? 1. Eau 2. Cendre 3. Sable 4. Savon 5. Autres 888. Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les options possibles *Si le répondant dit l'eau, demandez s'il a lavé avec autre chose *Ne lisez pas les options



<b>hand3</b>	<p>A quels moments pensez-vous qu'une personne doit se laver les mains ?</p> <ol style="list-style-type: none"> <li>1. Avant de manger</li> <li>2. Après avoir mangé</li> <li>3. Avant de toucher ou préparer de la nourriture</li> <li>4. Pendant la cuisine</li> <li>5. Avant de donner la nourriture à quelqu'un d'autre</li> <li>6. Après avoir touché quelque chose de sale</li> <li>7. Après avoir changé les couches d'un bébé</li> <li>8. Après avoir manipuler des déchets dans la cuisine</li> <li>9. Après avoir touché un animal</li> <li>10. Après avoir utilisé les latrines</li> <li>11. Autres</li> <li>888. Ne sait pas/Pas de réponse</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Sélectionner toutes les options possibles</p>
<b>Thanks</b>	<p><b>Merci de votre participation à notre enquête ! Nous apprécions le temps que vous y avez consacré!</b></p>		




## Questionnaire Association des Parents d'Elèves (APE)

### INFORMATION DE BASE

<b>Enum</b>	Nom : ..... Prénom : .....	ID :
<b>Supervisor</b>	Qui est votre superviseur?	
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>	7. Bam 8. Sanmatenga 9. Namentenga	I _ I
<b>CEB</b>	Entrez le nom de la Circonscription de l'Education de Base	CODE I _ I _ I _ I _ I _ I _ I
<b>School</b>	Entrez le nom de l'école	CODE I _ I _ I _ I _ I _ I _ I

Bonjour APE:


**Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire de CRS. Votre participation dans cette étude est entièrement volontaire. Vous n'êtes sous aucune obligation d'y participer. Vous avez le droit de refuser de répondre à des questions et de vous rétracter de l'étude à tout moment. Si vous acceptez, veuillez répondre à toutes les questions le plus honnêtement possible. Si vous êtes incapable de répondre à une des questions, vous pouvez ignorer la question. Toutes vos réponses sont strictement confidentielles.**

<b>Consent</b>	Acceptez-vous de participer à cette enquête ?  1. Oui --> Lastname 2. Non → <b>THANKS</b>	I _ I	*Sélectionner seulement une option
 <b>Si Non, remercier le répondant et terminer l'enquête</b>			

Informations individuelles

Parfait! A présent je souhaiterais vous poser des questions personnelles !

<b>PTAT</b>	Etes-vous un membre de l'association des parents d'élèves de cette école ?  1. Oui 2. Non → <b>MERCI</b>	I _ I	*Sélectionner seulement une option
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 Si non, terminez l'enquête et chercher un membre de l'association des parents d'élèves avec l'aide du directeur.			
<b>pname</b>	Quel est votre nom de famille ?		
<b>pfirstname</b>	Quel est votre prénom ?		
<b>bureau</b>	Quelle est votre responsabilité au sein du bureau de l'APE?  1. Dirigeant de l'Association 2. Secrétaire 3. Trésorier 4. Seulement un membre	I__I	*Sélectionner seulement une option
<b>Bureau2</b>	Etes vous un membre de Comité de Gestion d'Ecole? 1. Oui 2. Non		Sélectionner seulement une option
<b>genderpta</b>	Entrer le genre  1. Homme 2. Femme	I__I	*Sélectionner seulement une option
<b>age</b>	Quel âge avez-vous?	I__I	NOTER L'AGE >= 15  *Entrer 888 si le APE ne connaît pas son nom.
<b>edu</b>	Quel est votre plus haut niveau d'éducation? .0. Je n'ai aucun niveau d'éducation 1. Je n'ai pas terminé le cycle primaire 2. J'ai terminé le primaire 3. Je n'ai pas terminé le niveau secondaire 4. J'ai terminé le secondaire 5. J'ai brièvement fréquenté l'université 6. J'ai obtenu une licence 7. Je suis allée au-delà de la licence 8. J'ai uniquement fréquenté une école de formation ou professionnelle 9. Ecole franco-arabe 10. Autre 888. Ne sait pas / Refuse de répondre	I__I	* Sélectionnez une seule option

## Activités de l'Association des parents d'élèves

Merci ! Passons maintenant aux questions sur les activités de l'association des parents d'élèves

<b>Pta1</b>	Depuis combien de temps êtes-vous membre de cette APE? (Enregistrer la réponse en nombre d'années scolaires)	.....	* Entrer > = 0 * Si moins d'une année scolaire, entrez 0
<b>Pta2</b>	Cette année scolaire (depuis octobre 2020), l'APE a organisé combien d'assemblées générales?	.....	* Entrer 0 si aucune réunion et passer à pta9 * Entrer 888 s'ils ne savent pas la réponse
<b>Pta2b</b>	Cette année scolaire (depuis octobre 2020), combien de fois l'APE a-t-elle du annuler ses assemblées générales à cause du Covid?		Mettre 0 si aucun meeting Mettre 888 si il ne sait pas
<b>pta2a</b>	En général dans une année scolaire typique combien de fois l'APE organise-t-elle les assemblées générales? 11. Une fois par semaine 12. Bihebdomadaire 13. Une fois par mois 14. Tous les 3 mois 15. Tous les 4 mois 16. Autre (précisez-----) 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option * Ignorer si la réponse dans Pta2 = 0
<b>pta3</b>	Dans la dernière année scolaire (depuis octobre 2020), dans quels mois l'APE a organisé une assemblée générale avec les parents et les enseignants?  1. Octobre 2. Novembre 3. Décembre 4. Janvier 5. Février 6. Mars 888. Ne sait pas / refuse de répondre	_   _   _   _   _   _   _   _	*Sélectionnez tout ce qui s'applique
<b>Pta4</b>	Dans la dernière année scolaire (depuis octobre 2020), pour quelles raisons l'APE a tenu une assemblée générale? 1. Tâches administratives relatives à la gestion de la cantine 2. Préparation correcte des aliments (c.-à-procédures propres et sûres) 3. Stockage correcte de nourriture (c.-à-procédures propres et sûres) 4. Gestion de l'entrepôt, par exemple, comment garder une trace de l'inventaire	_   _   _   _	*Sélectionnez tout ce qui s'applique



	8. Campagne d'inscription scolaire dans la communauté 9. La performance des élèves 10. Les pratiques d'hygiène des élèves 11. Pratiques d'hygiène des cuisiniers 12. Réception de biens et stockage de vivres 13. Préparation des écoles (lavage et désinfection) pour leur ré-ouverture durant le Covid 14. Organisation de camps de lecture 15. Autre (précisez _____) 888. Ne sait pas / refuse de répondre		
<b>Pta8</b>	À votre avis, comment évaluez-vous le niveau d'achèvement de la décision / préoccupation discutée? 0. Aucun progrès du tout 1. Partielle 2. Complètement achevé 888. Ne sait pas / refuse de répondre	I _ I	* Sélectionnez une seule option * Lire les options
<b>Pta9</b>	Cette année scolaire (depuis octobre 2020), combien de fois avez-vous rencontré individuellement l'enseignant de votre enfant? 1. Aucun → <b>act1</b> 2. Une fois que 3. Deux ou trois fois 4. Plus de trois fois 888. Ne sait pas / refuse de répondre	I _ I	* Sélectionnez une seule option * Sonde: Renseignez-vous sur leurs réunions en général, y compris les réunions que vous aviez demandé vous-même ou à la demande de l'école
<b>Pta9a</b>	Quelles ont été les raisons pour lesquelles vous avez rencontré individuellement l'enseignant? 1. La performance de l'élève 2. L'assiduité de l'élève 3. Le retard de l'élève 4. Questions disciplinaires 5. Autre (précisez _____) 888. Ne sait pas / refuse de répondre	I _ I I _ I I _ I I _ I I _ I I _ I	*Sélectionnez tout ce qui s'applique
<b>Pta9b</b>	Combien de ces fois avez-vous rencontré individuellement l'enseignant de votre propre initiative ou sur invitation de l'enseignant? 0. Aucun 1. Une fois 2. Deux ou trois fois 3. Plus de trois fois 888. Ne sait pas / refuse de répondre	I _ I	* Sélectionnez une seule option

### Participation aux activités scolaires

**Merci ! Maintenant, je voudrais vous poser quelques questions à propos de votre participation aux activités scolaires.**

Cette année scolaire (depuis Octobre 2020 ), avez-vous ou un autre adulte dans votre foyer:			
<b>Act1</b>	Aider les magasiniers dans le stockage des produits? 1. Oui 2. Non 3. 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option
<b>Act2</b>	Aider à vérifier que les produits pour la cantine scolaire sont correctement stockées? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option
<b>Act3</b>	Contribuer à la cantine en argent / nourriture / bois de chauffage? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option
<b>Act4</b>	Contribuer aux fournitures scolaires et du matériel d'apprentissage tels que des manuels, des ardoises, des livres d'histoires. etc.? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option
<b>Act5</b>	Participer à un projet communautaire de l'école, comme nettoyer des salles de classe / écoles ou effectuer des travaux agricoles dans une ferme collective dédiée à l'école? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option
<b>Act6</b>	Aider l'école en tant que cuisinier ou magasinier? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option
<b>Act7</b>	Visite d'une salle de classe pendant que l'enseignant enseignait? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option

<b>Act8</b>	Assister à un spectacle joué par les enfants en classe? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option
<b>Act9</b>	Soutenir la sensibilisation de la communauté sur l'importance de l'école, comme une campagne de porte-à-porte? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	_	* Sélectionnez une seule option



## OPÉRATIONS DE LA CANTINE

Merci pour toutes vos réponses. On a presque fini! Maintenant, je voudrais vous poser quelques questions sur le fonctionnement de la cantine scolaire dans cette école.

<b>Canteen1</b>	Est-ce que cette école a une cantine? 1. Oui 2. Non → <b>MERCI</b>	<input type="text"/>	* Sélectionnez une seule option
<b>Canteen2</b>	Est-ce que la cantine scolaire est fonctionnelle? 1. Oui 2. Non → <b>MERCI</b>	<input type="text"/>	* Sélectionnez une seule option
<b>Canteen3</b>	Cette année scolaire (depuis octobre 2020 ), combien de mois est-ce que la cantine a fonctionné?	.....	* Record >= 0 & <= 10 * Sonde: Chaque année scolaire, la cantine est censé fonctionner à partir d'Octobre / Novembre à Juin pour un total de 9 mois * Mettre 888 si Je ne sais pas * Si la cantine a fonctionné sans interruption, sautez canteen3a.
<b>Canteen3a</b>	Pourquoi la cantine n'a pas fonctionné pendant toute cette année scolaire (depuis octobre 2020)? 1. Les produits donnés ne suffisaient pas pour durer toute l'année 2. Il y avait un retard dans la réception des produits attendus en raison de facteurs externes, tels que des problèmes de transport 3. L'école a été fermée en raison de problèmes de sécurité 4. L'infrastructure scolaire (par exemple, une installation d'eau) devait être réparé 5. Équipement de cantine (s) a / ont été casés 6. Implications du COVID 19 → <b>canteen3b</b> 7. Autre (précisez _____) 888. Ne sait pas / Refuse de répondre	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	*Sélectionnez tout ce qui s'applique * Passer si la cantine était fonctionnel durant toute l'année scolaire
<b>Canteen3b</b>	Cette année scolaire (depuis octobre 2020) combien de mois la cantine a-t-elle été fermée à cause du COVID ?		*Entrez un nombre compris entre >= 0 & <=10 *Préciser au besoin: Durant chaque année scolaire, la cantine est supposée fonctionner entre Octobre/ Novembre et Juin pour un total de 9 mois. Entrez 888 si ne sait pas
<b>Canteen3c</b>	Cette année scolaire (depuis octobre 2020) combien de mois les repas chauds généralement servis à l'école ont		*Entrez un nombre compris entre >= 0 & <=10

	été distribués sous forme de rations à emporter à cause du COVID ?		*Préciser au besoin: Durant chaque année scolaire, la cantine est supposée fonctionner entre Octobre/ Novembre et Juin pour un total de 9 mois. Entrez 888 si ne sait pas
<b>canteen4</b>	<b>Cette année scolaire (depuis octobre 2020),</b> quelle quantité (sacs de 50 kg) de denrées alimentaires est-ce que le GoBF/MENA a donné à l'école?	.....	<b>Notez la réponse en nombre de sacs de 50 kilogrammes</b> * Mettre 888 si ne sais pas
<b>canteen5</b>	<b>Cette année scolaire (depuis Octobre 2020),</b> quelle quantité (sacs de 50 kg) de denrées alimentaires est-ce que les parents et la communauté ont donnée à l'école?	.....	<b>Notez la réponse en nombre de 50 kilogrammes sacs</b> * Mettre 888 si ne sais pas
<b>canteen6</b>	<b>Cette année scolaire (depuis Octobre 2020),</b> quelle quantité (sacs de 50 kg) de denrées alimentaires est-ce que CRS / programme Beoog Biiga / USDA ont donnée à l'école?	.....	<b>Notez la réponse en nombre de sacs de 50 kilogrammes</b> * Mettre 888 si ne sais pas
<b>Canteen7</b>	Lorsque la cantine a été fonctionnelle dans cette année scolaire (depuis Octobre 2020), est-ce que l'école a fournit aux cuisiniers / préparateurs d'aliments des rations à emporter en guise de retribution pour leur soutien à la cantine? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	I__I	* Sélectionnez une seule option * Définir des rations à emporter comme la farine de maïs que les cuisiniers peuvent ramener à la maison pour leur contribution
<b>MERCI</b>	<b>Je vous remercie d'avoir répondu à mes questions.</b>		



## ÉVALUATION A MI-PARCOURS DU PROGRAMME D'ALIMENTATION SCOLAIRE DE CRS AU BURKINA FASO

## Fiche d'observations

<b>École</b>	Nom de l'école
<b>Code de l'école</b>	Inscrivez le code de l'école
<b>Province</b>	Province
<b>ceb</b>	Inscrivez la CEB.....
<b>Date</b>	JJ/MM/AAAA
<b>CEB</b>	<div style="display: flex; justify-content: space-between;"> <div>Moment de la journée</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">                     Notez l'heure ...                 </div> </div>
<b>Moment</b>	Les élèves sont en: <ol style="list-style-type: none"> <li>1. récréation du matin</li> <li>2. pause déjeuner</li> <li>3. récréation de l'après-midi</li> </ol>
<b>Cantine</b>	
<b>Canteen1</b>	Y a-t-il une cantine à l'école? 0. Non → <b>cantine3</b> 1. Oui
<b>Canteen2</b>	La cantine est-elle fonctionnelle? 0. Non 1. Oui
<b>Canteen3</b>	Y a-t-il un espace de stockage des denrées alimentaires / des produits de base dans l'école?

	0. Non → <b>cantine4</b> 1. Oui → <b>cantine5</b>
<b>Canteen4</b>	Où stockez-vous les produits?
<b>Canteen5</b>	<p>Quelles sont les mesures de sécurité mises en place par l'école? (Sélectionnez toutes les options applicables)</p> <p>1. Le magasin de stockage des denrées alimentaires est doté d'une serrure</p> <p>2. Les denrées alimentaires sont stockées sur des palettes</p> <p>3. Les denrées alimentaires sont stockées à au moins 50 centimètres du mur</p> <p>4. Les denrées alimentaires sont stockées à au moins 50 centimètres du toit</p> <p>5. Les denrées alimentaires sont enfermées de manière hermétique dans des sacs ou des récipients</p> <p>6. L'entrepôt est propre, balayé</p> <p>7. Il est bien ventilé</p> <p>8. Les denrées alimentaires / produits de base sont classés par type</p> <p>9. Les denrées alimentaires sont conservées à la bonne température</p>
<b>Comment_storage</b>	Avez-vous d'autres commentaires concernant le stockage des aliments?
<b>Canteen6</b>	<p>Quelles sont les mesures de sécurité mises en place par la cantine? (Sélectionnez toutes les options applicables)</p> <p>1. Station de lavage des mains (de n'importe quel type) pour permettre au cuisinier/à la cuisinière de se laver les mains</p> <p>2. Savon disponible à la station de lavage des mains</p> <p>3. Nettoyage des ustensiles et du matériel de cuisine</p> <p>4. Les aliments cuits sont séparés des aliments crus</p>
<b>Comment_foodprep</b>	D'autres commentaires concernant la préparation des aliments?

<b>Canteen7</b>	<p>Si c'est la pause déjeuner (ignorez les autres pauses ), avez-vous observé l'un des faits suivants (sélectionnez toutes les options applicables):</p> <ol style="list-style-type: none"> <li>1. Le repas est prêt et servi à l'heure</li> <li>2. Les plats cuisinés sont protégés des mouches</li> <li>3. Les couverts sont propres pour permettre aux enfants de manger</li> <li>4. Aucune de ces options n'a été observée</li> </ol>
<b>Comment_canteen</b>	D'autres commentaires sur la cantine?

Pratiques de lavage des mains des élèves:

Pratiques de lavage des mains	
<b>Wash1</b>	<p>Y a-t-il une station de lavage des mains (de n'importe quel type) à l'école?</p> <ol style="list-style-type: none"> <li>0. Non → <b>lavage 2</b></li> <li>1. Oui</li> </ol>
<b>Wash1a</b>	Y'a t-il une source d'eau (autre que le dispositif de lavage des mains) où les élèves vont habituellement laver leurs mains ?
<b>Wash2</b>	<p>De quel type de station de lavage des mains s'agit-il?</p> <ol style="list-style-type: none"> <li>1. un robinet d'eau</li> <li>2. un puits</li> <li>3. un simple seau (sans source d'eau, l'eau provient de l'extérieur de l'école)</li> <li>4. un réservoir d'eau intégré</li> <li>5. Autres (précisez _____-)</li> </ol>
<b>Wash3</b>	<p>La station de lavage des mains est-elle fonctionnelle?</p> <ol style="list-style-type: none"> <li>0. Non</li> <li>1. Oui</li> </ol>
<b>Wash4</b>	<p>Avec quoi les enfants se lavent-t-ils les mains, que ce soit au niveau de la station de lavage des mains ou d'une source d'eau ?</p> <ol style="list-style-type: none"> <li>0. Aucun</li> <li>1. Savon</li> <li>2. Sable</li> </ol>

	3. Cendre 4. Autres à préciser
<b>Wash5</b>	Vérifiez avec le directeur d'école si l'un ou plusieurs des kits suivants ont été fournis à l'école par la communauté ou le gouvernement à cause du Covid dans le but de reprendre les cours?: 1. Masques 2. Savons 3. Posters sur la sensibilisation aux lavages des mains et les mesures de sécurité du Covid
<b>Comment_wash</b>	Commentaires



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**Baseline EVALUATION CRS FOOD FOR EDUCATION  
BURKINA FASO**

## **Magasinier**


### Basic Information

<b>Enum</b>	Nom de famille : ..... First Prénoms : .....	ID :
<b>Supervisor</b>	Qui est votre superviseur?	
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>	10. Bam 11. Sanmatenga 12. Namentenga	I__I

<b>CEB</b>	Nom de la CCEB	CODE  _ _ _ _ _ _ _ _
<b>School</b>	Nom De l'école	CODE  _ _ _ _ _ _ _ _
<b>School Type</b>	3. Privé 4. Publique 888. Ne sait pas/Pas de réponse	_

**Cher magasinier:**

**Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire de CRS. Votre participation dans cette étude est entièrement volontaire. Vous n'êtes sous aucune obligation d'y participer. Vous avez le droit de refuser de répondre à des questions et de vous rétracter de l'étude à tout moment. Si vous acceptez, veuillez répondre à toutes les questions le plus honnêtement possible. Si vous êtes incapable de répondre à une des questions, vous pouvez ignorer la question. Toutes vos réponses sont strictement confidentielles..**

<b>assent</b>	Acceptez-vous de participer à cette enquête ? 4. Oui → <b>fname</b> 5. Non → <b>thanks</b> 6. Non trouvé → <b>thanks</b>	_	*Sélectionner une seule option
 <b>Si la cantinière/cuisinière ne donne pas son consentement ou n'est pas présente, terminez l'enquête et passez à l'enquête suivante ;</b>			

**Parfait! Je voudrais vous poser quelques questions sur vous....**

<b>fname</b>	Prénom du répondant?		
<b>lname</b>	Nom de famille du répondant ?		
<b>gender</b>	Sexe 3. Homme 4. Femme	<input type="text"/>	*Sélectionner une seule option *Demandez si seulement nécessaire
<b>Age2</b>	Quel âge avez-vous?	<input type="text"/>	*Entrez un nombre *Entrez 888 si le répondant ne connaît pas son âge

## Pratiques actuelles

**Merci ! A présent, je souhaiterais vous poser quelques questions concernant la manière dont vous préparez, gardez les aliments et faites le suivi des stocks de vivres**

Practice2	<p>Quelles pratiques de conservation des aliments utilisez-vous actuellement ?</p> <p>9. Gardez les sacs de vivres à au moins 50 centimètres de distance des murs et du toit</p> <p>10. Placer les sacs de vivre sur des palettes élevées</p> <p>11. Le balayage du magasin/ de la cantine</p> <p>12. S'assurer que la cantine est bien ventilée/aérée</p> <p>13. S'assurer que la cantine est sécurisée</p> <p>14. Classer les vivres par catégorie</p> <p>15. Empiler les vivres (sans les mélanger) pour en faciliter l'inventaire</p> <p>16. Garder les aliments dans des récipients propres</p> <p>17. Suivre un cahier/livre de gestion de vivres</p> <p>18. Suivre les protocoles sanitaires du COVID</p> <p>19. Autres</p> <p>889 Ne sait pas/Pas de réponse</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>*Sélectionner toutes les options possibles</p>
Practice3	<p>Avez-vous un rôle dans le suivi des vivres qui arrivent au niveau de la cantine ?</p> <p>3. Oui</p> <p>4. Non→thr1</p> <p>889. Ne sait pas/Pas de réponse</p>	<p><input type="checkbox"/></p>	<p>*Sélectionner une seule option</p>
Practice4	<p>Lesquels des rôles suivants avez-vous dans le suivi des vivres arrivant à la cantine ?</p> <p>8. Vérifier quotidiennement les quantités de vivres</p> <p>9. Vérifier que les vivres respectent les normes de sécurité et d'hygiène</p> <p>10. Effectuer le suivi des stocks sur une base mensuelle</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>*Sélectionner toutes les options possibles</p> <p>Lire toutes les options au répondant</p>



	11. Remplir les fiches de suivi 12. Vérifier la quantité totale de rations à emporter servies 13. Comptabiliser la réception et la distribution des vivres 14. Autres à préciser 888. Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Thr1</b>	Est-ce que les élèves de votre école reçoivent des rations à emporter ? 3. Oui 4. Non→ <b>thr7</b> 889. Ne sait pas/Pas de reponse→ <b>thr7</b>	<input type="checkbox"/>	*Sélectionner une seule option
<b>Thr2</b>	Dans quelle classe se trouvent les élèves qui reçoivent les rations à emporter ? 1. Filles du CP1-CE1 2. Garçons du CP1-CE1 3. Filles du CE2-CM2 4. Garçons du CE2-CM2 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option Préciser que la question est générale et est indépendante de la situation du Covid
<b>Thr3</b>	A quelle fréquence les élèves reçoivent-ils les rations à emporter ? 1. Mensuellement 2. Hebdomadairement 3. Une fois toutes les deux semaines 4. Autres 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option Préciser que la question est générale
<b>Thr4</b>	Est-ce que ces rations à emporter dépendent du niveau de présence/assiduité des élèves à l'école ? 3. Oui 4. Non 889. Ne sait pas /Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Thr5</b>	Rencontrez-vous des difficultés dans la distribution de ces rations ? 3. Oui 4. Non→ <b>thr7</b> 889. Ne sait pas /Pas de réponse → <b>thr7</b>	<input type="checkbox"/>	*Sélectionner une seule option
<b>Thr6</b>	Quelles sont les difficultés que vous rencontrez ? 8. La quantité de rations à emporter ne permet pas de couvrir tous les élèves devant en bénéficier 9. La quantité de ration à emporter n'est pas suffisante pour la consommation de chaque ménage 10. La qualité des rations à emporter n'est pas bonne	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les options possibles

	<p>11. Les rations à emporter ne sont pas régulières et il y'a des retards dans la distribution dus au retards dans l'acheminement des vivres</p> <p>12. Des problèmes d'ordre éthique. Par exemple, le fait que les rations sont distribuées uniquement à un groupe spécifique et non à tous les élèves</p> <p>13. Les mesures de sécurité du COVID ont causé des retards et des défis dans la gestion des rations à emporter</p> <p>14. Autres</p> <p>888. Ne sait pas/ Pas de réponse</p>		
<b>Thr7</b>	<p>Est-ce que vous recevez des rations à emporter en guise de contrepartie pour le rôle que vous jouez à la cantine ?</p> <p>3. Oui</p> <p>4. Non→<b>train9</b></p> <p>889. Ne sait pas/ Pas de réponse→<b>train9</b></p>	<p> __ </p>	<p>*Sélectionner une seule option</p>
<b>Thr8</b>	<p>A quelle fréquence recevez-vous les rations à emporter ?</p> <p>5. Mensuellement</p> <p>6. Hebdomadairement</p> <p>7. Une fois toutes les deux semaines</p> <p>8. Autres</p> <p>888. Ne sait pas/Pas de réponse</p>	<p> __ </p>	<p>*Sélectionner une seule option</p>
<b>Thr9</b>	<p>Etes-vous satisfait de votre ration à emporter ?</p> <p>3. Oui</p> <p>4. Non→<b>train1</b></p> <p>889. Ne sait pas/Pas de réponse→<b>train1</b></p>	<p> __ </p>	<p>*Sélectionner une seule option</p>
<b>Th10</b>	<p>Pourquoi n'êtes-vous pas satisfait de votre ration à emporter ?</p> <p>6. La quantité de rations à emporter ne permet pas de couvrir tous les élèves devant en bénéficier</p> <p>7. La quantité de ration à emporter n'est pas suffisante pour la consommation de chaque ménage</p> <p>8. La qualité des rations à emporter n'est pas bonne</p> <p>9. Les rations à emporter ne sont pas régulières et il y'a des retards dans la distribution dus au retards dans l'acheminement des vivres</p>	<p> __ </p> <p> __ </p> <p> __ </p> <p> __ </p> <p> __ </p>	<p>*Sélectionner toutes les options possibles</p>

	<p>10. Des problèmes d'ordre éthique. Par exemple, le fait que les rations sont distribuées uniquement à un groupe spécifique et non à tous les élèves</p> <p>11. Autres à préciser</p> <p>888. Ne sait pas/ Pas de réponse</p>		
<b>Thr4a</b>	<p>Depuis Octobre 2020, les élèves de votre école ont-ils reçu les repas scolaires sous forme de rations?</p> <p>3. Oui → <b>thr4b</b></p> <p>4. Non → <b>train9</b></p> <p>888. Refuse de répondre/Ne sait pas → <b>thr5</b></p>	I _ I	<p>Sélectionner une seule option</p> <p>Assurez-vous que le répondant ne confond pas entre : 1) les rations à emporter distribuées en plus des repas chauds offerts à l'école et 2) les rations à emporter distribuées entre Avril et Aout 2020 lorsque les écoles étaient fermées</p>
<b>Thr4b</b>	<p>Depuis octobre 2020, en quels mois les élèves ont-ils reçu les repas scolaires sous formes de rations ?</p> <p>7. Octobre</p> <p>8. Novembre</p> <p>9. Décembre</p> <p>10. Janvier</p> <p>11. Février</p> <p>12. Mars</p> <p>888. Ne sait pas/refuse de répondre</p>		<p>Sélectionnez toutes les options qui s'appliquent</p> <p>Assurez-vous que le répondant ne confond pas entre : 1) les rations à emporter distribuées en plus des repas chauds offerts à l'école et 2) les rations à emporter distribuées entre Avril et Aout 2020 lorsque les écoles étaient fermées</p>
<b>Thr4c</b>	<p>Depuis Octobre 2020, quels sont les élèves qui ont reçu les repas scolaires sous forme de rations à emporter au cours des mois que vous avez sélectionné ci-dessous ?</p> <p>5. Filles en classe de CP1 au CE1</p> <p>6. Garçons en classe de CP1 au CE1</p> <p>7. Filles en classe de CE2 au CM2</p> <p>8. Garçons en classe de CE2 au CM2</p> <p>888. Ne sait pas/refuse de répondre</p>		<p>Sélectionnez toutes les options qui s'appliquent</p>

Formation

**Merci bien ! A présent j'aimerais vous poser quelques questions à propos des formations que vous auriez reçues sur la préparation et la conservation des aliments.**

<b>Train9</b>	<p>Avez-vous reçu des formations en matière de conservation des vivres/aliments au cours des 12 derniers mois ?</p> <ol style="list-style-type: none"> <li>Oui</li> <li>Non →cf</li> </ol>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p> <p>* La formation doit avoir duré au moins 16 heures au total. Si la formation a duré moins de 16 heures, choisir « Non » comme réponse</p>
<b>Train10</b>	<p>De qui avez-vous reçu cette formation ?</p> <ol style="list-style-type: none"> <li>De la part d'un programme de l'Etat</li> <li>De la part d'un programme de CRS/Beoog biiga →Train12</li> <li>De la part d'un programme mis en œuvre par une autre ONG</li> <li>Autres</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Sélectionner toutes les options possibles</p> <p>*Lisez leur la liste des options de réponse possibles</p>
<b>Train11</b>	<p>Combien de fois avez-vous reçu cette formation de la part du programme Beoog Biiga ?</p> <ol style="list-style-type: none"> <li>Une seule fois</li> <li>Deux fois</li> <li>Trois fois</li> <li>Quatre fois</li> <li>Plus de quatre fois</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p>
<b>Train12</b>	<p>Lesquelles des thèmes suivants ont été abordé durant cette formation ?</p> <ol style="list-style-type: none"> <li>Les sacs de vivres doivent être à au moins 50 centimètres des toits et murs</li> <li>Les sacs de vivres doivent être placés sur des palettes élevées</li> <li>Le magasin doit être balayé</li> <li>Le magasin doit être bien aéré/ventilé</li> <li>Le magasin doit être bien sécurisé</li> <li>Les aliments/vivres doivent être bien rangés par catégorie</li> <li>Garder les aliments dans des récipients propres</li> <li>Suivre les protocoles de sécurité liés au Covid dans le stockage des vivres</li> <li>Autres à préciser</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Sélectionner toutes les options possibles</p> <p>*Lisez leur la liste des options de réponse possibles</p>
<b>Train13</b>	<p>Pensez-vous que la formation a été bénéfique/Utile?</p> <ol style="list-style-type: none"> <li>Oui →train15</li> <li>Non</li> </ol>	<input type="checkbox"/>	<p>*Sélectionner une seule option</p>
<b>Train14</b>	<p>Pourquoi n'avez-vous pas trouvé la formation bénéfique ?</p> <ol style="list-style-type: none"> <li>Pas assez de formation</li> </ol>	<input type="checkbox"/> <input type="checkbox"/>	<p>*Sélectionner toutes les options possibles</p>

	2. Formation non pratique et déconnectée de la réalité 3. Les Conditions de formation étaient mauvaises (infrastructure, ...) 4. Autres à préciser 888. Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Train15</b>	Avez-vous rencontré des difficultés à appliquer les bonnes pratiques acquises lors de cette formation au niveau de votre cantine? 1. Oui 2. Non → cf 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner une seule option
<b>Train16</b>	Quelles difficultés avez-vous rencontré dans l'application de ces pratiques ? 1. Je ne connais toujours pas/ne comprend pas toutes les pratiques 2. Je ne sais toujours pas comment utiliser ces pratiques 3. Je les met déjà en pratique 4. La formation n'était pas pratique et était déconnectée de la réalité 5. Autres à préciser 888. Ne sait pas /Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les options possibles
<b>Thanks</b>	<b>Merci de votre participation à notre enquête ! Nous apprécions le temps que vous y avez consacré!</b>		



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**EVALUATION A MI-PARCOURS DU PROJET CRS FOOD  
FOR EDUCATION BURKINA FASO**

## **Questionnaire ELEVE**

Information de base (A remplir par les enquêteurs)

<b>Enum</b>	Nom de famille : ..... Prénoms: .....	
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>	13. Bam 14. Sanmatenga 15. Namentenga	I _ I
<b>CEB</b>	Nom de la CCEB	<b>CODE</b> I _ I _ I _ I _ I _ I _ I _ I
<b>School</b>	Nom de l'école	<b>CODE</b> I _ I _ I _ I _ I _ I _ I _ I
<b>schooltype</b>	Type d'école mentionné sur votre liste? 1. Public 2. Privé 888. Ne sait pas/ Pas de réponse	I _ I
<b>StudentID</b>	Identifiant élève	<b>CODE</b> I _ I _ I _ I _ I _ I _ I _ I
<b>preloadlastname</b>	Nom de famille de l'élève?	
<b>preloadfirstname</b>	Prénom de l'élève?	
<b>preloadgender</b>	Sexe de l'élève 1. Garçon 2. Fille	I _ I
<b>preloadgrade</b>	Classe de l'élève ? 1. CP2 2. CE1 3. CE2 4. CM1 5. CM2	I _ I

Consentement du directeur/enseignant:

<b>consent</b>	Le directeur/l'enseignant a-t-il donné son accord pour interviewer cet élève ? 1. A donné son consentement → <b>assent</b> 2. N'a pas donné son consentement → <b>STOP-</b> <b>Informez votre chef d'équipe et passé au prochain élève</b>	I _ I
 <b>Si vous n'avez pas le consentement du directeur/enseignant, terminez l'enquête. Consultez votre chef d'équipe et passer au prochain élève.</b>		

**Cher élève :**

Bonjour. Mon nom est..... J'interroge les élèves à propos d'un programme d'éducation. Ce que tu diras pendant notre entretien restera entre nous et ne sera répété ni à tes parents, ni à tes enseignants. Ce sera un secret. Il ne s'agit pas d'un test ou d'un examen. Essaie de répondre honnêtement aux questions du mieux que tu pourras. Tu peux m'interrompre pendant notre entretien au cas où tu as des questions. Si tu ne connais pas la réponse à une question ou si tu ne veux pas répondre à une question, laisse moi savoir afin que je saute la question. A présent, as-tu une question pour moi avant qu'on ne commence ?


<b>assent</b>	Es-tu d'accord de participer à cet entretien ? 7. Oui → <b>fname</b> 8. Non → <b>thanks</b>	I _ I	*Sélectionner uniquement une option
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**Si l'enfant dit non ou s'il est absent, terminer l'enquête et passer au prochain élève sur la liste.**

Information personnelle

Très bien, maintenant je vais te poser des questions à propos de toi

<b>fname</b>	Quel est ton nom de famille?		
<b>lname</b>	Quel est ton prénom ?		
<b>gender</b>	Sexe de l'élève 5. Garçon 6. Fille	I__I	*Sélectionner uniquement une option *Demander uniquement si nécessaire
<b>age1</b>	Connais-tu ton âge ? 1. Oui 2. Non <b>à l'intro</b>	I__I	*Sélectionner uniquement une option
<b>age2</b>	Quel âge as-tu?	.....	Entrez un nombre >=5 & <=17
<b>grade</b>	Dans quelle classe es-tu ? 1. CP1 <b>à thanks</b> 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2	I__I	*Sélectionner uniquement une option
 <b>Si l'élève se trouve en classe de CP1, terminez l'enquête, remerciez l'élève et passer au prochain élève sur votre liste.</b>			
<b>everrpt</b>	As tu déjà redoublé une classe 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	I__I	*Sélectionner uniquement une option
<b>everrpt2</b>	Quelle classe as-tu déjà redoublé? 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2	I__I	*Sélectionner uniquement une option
<b>Bissongo</b>	Est-ce que tu as fais la maternelle/un bissongo ? 1. Oui 2. Non 888. Ne sait pas/ Pas de réponse	I__I	*Sélectionner uniquement une option
<b>mentor</b>	Est-ce qu'il y'a quelqu'un dans ce village, tel qu'un mentor/ conseiller (mayongoudga, roo-ma), qui t'encourage, te donne des conseils par rapport à l'école ou qui intervient auprès de papa, maman ou ton maitre, ton directeur d'école lorsque tu rencontres des problèmes à l'école comme par exemple des problèmes d'absence ? 1. Oui 2. Non <b>→ fs1</b> 888. Ne sait pas/Pas de réponse <b>→ fs1</b>	I__I	*Sélectionner uniquement une option * Posez cette question uniquement aux filles *Note : Il ne s'agit pas d'un répétiteur de maison qui vient enseigner l'élève mais plutôt d'une femme de la communauté sélectionnée en tant que modèle pour leur apporter conseil et assistance en cas de besoin

<b>mentora1</b>	Est-ce que ce mentor/conseiller continue de te soutenir actuellement ? 1. Oui 2. Non→fs1 888. Ne sait pas/ Pas de réponse→fs1	I__I	*Sélectionner uniquement une option
<b>mentora2</b>	Depuis quand ce mentor/conseiller a-t-il commencé à te soutenir/conseiller /orienter ? (Donnez la réponse en nombre d'années révolues)	.....	*Si l'enfant est confus par rapport à l'année, essayer lui poser des questions vous permettant d'estimer. * Si l'enfant vous donne une année précise, calculez le nombre d'années révolues en faisant la différence avec l'année 2019 *Entrez 888 si l'enfant ne connaît pas la réponse
<b>mentorb</b>	Au cours d' un mois donné, combien de jours, toi et ton mentor/conseiller pouvez-vous vous rencontrer pour échanger/travailler par rapport à tes problèmes scolaires ?	.....	* Entrez 888 si l'enfant ne connaît pas la réponse
<b>mentord</b>	A propos de quoi (quel type de problème) ton mentor a-t-il intervenu auprès de toi, tes parents ou ton maitre/directeur ? 1. Problème de présence/assiduité à l'école 2. Tes résultats en classe 3. Problèmes de retard 4. Problèmes de santé 5. Des problèmes personnels avec le(s) enseignant(s) à l'école 6. Des problèmes personnels avec tes parents à la maison 7. Expériences de violences sexuelles ou basées sur le genre (harcèlement, kidnapping, violences domestiques) 8. Tes interrogations et inquiétudes à propos de la puberté et de l'adolescence 9. Autres 888. Ne sait pas/Pas de réponse	I__I I__I I__I I__I I__I I__I I__I I__I	*Sélectionner tout ce qui s'applique  *Ne pas lire les options de réponses à l'élève
<b>mentorc</b>	Est-ce que tu as trouvé son soutien (mentor/conseiller) utile/bénéfique ? 0. Pas du tout 1. Un peu seulement 2. Assez utile/bénéfique 888. Ne sait pas/Pas de réponse.	I__I	*Sélectionner uniquement une option *Lire les options à l'élève
<b>Mentore1</b>	Ton mentor a-t-il rencontré tes parents au cours du mois passé ? 1. Oui 2. Non 3. Ne sait pas/refuse de répondre		Sélectionnez une seule option Lire les options à l'enfant Entrez 888 si l'enfant ne sait pas ou refuse de répondre
<b>Mentore2</b>	Ton mentor a-t-il rencontré ton enseignant au cours du mois passé ? 1. Oui 2. Non 3. Ne sait pas/refuse de répondre		Sélectionnez une seule option Lire les options à l'enfant Entrez 888 si l'enfant ne sait pas ou refuse de répondre

Sécurité Alimentaire

**Maintenant, je voudrais que tu penses à tout ce que tu as mangé hier.**



<b>Fs1</b>	La journée d'hier était-elle normale ou spéciale (par exemple jour de fête, funérailles) 1. Ordinaire 2. Spéciale 888. Ne sait pas/Pas de réponse.	<input type="checkbox"/>	*Donnez des exemples de jours spéciaux tels que funérailles, fêtes, festival, *Sélectionner uniquement une option
Penses maintenant à ce que tu as mangé hier.....			
<b>fs2</b>	Hier est-ce que tu as mangé quelque chose le matin comme petit déjeuner ? 1. Oui 2. Non → <b>fs3</b> 888. Ne sait pas/Pas de réponse.	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>fs2a</b>	Est-ce que tu étais rassasié après avoir pris ce petit déjeuner ou aurais tu pu manger plus ? 1. J'étais rassasié → <b>fs3</b> 2. J'aurais pu manger plus 888. Ne sait pas/Pas de réponse.	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>fs2b</b>	Pourquoi n'as-tu pas mangé plus ? 1. Il n'y avait plus de nourriture 2. Il n'y avait rien que j'aime 3. Autre (précisez) _____ 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>Fs3</b>	Hier, as-tu mangé quelque chose entre le matin et midi? 1. Yes 2. No 888. Ne sait pas/Pas de réponse.	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>Fs4</b>	Hier, as-tu mangé quelque chose à midi ? 1. Oui 2. Non → <b>fs6</b> 888. Ne sait pas/Pas de réponse.	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>Fs4a</b>	Hier où as-tu mangé le repas de midi ? 3. A la maison 4. A l'école (repas de la cantine) 5. A l'école (repas apporté de la maison) 6. A l'école et à la maison 7. Autres 888. Ne sait pas/ refuse de répondre		
<b>Fs4b</b>	Est-ce que tu t'es senti rassasié après avoir mangé ou aurais tu pu manger plus ? 1. J'étais rassasié → <b>fs6</b> 2. J'aurais pu manger plus	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>Fs4c</b>	Pourquoi n'as-tu pas mangé plus ? 1. Il n'y avait plus de nourriture 2. Il n'y avait rien que j'aimais 3. Autres (Précisez) _____ 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner uniquement une option

<b>Fs6</b>	Hier, as-tu mangé quelque chose entre le repas de midi et le repas du soir/nuit ? 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	__	*Sélectionner uniquement une option
<b>Fs7</b>	As-tu mangé quelque chose au repas du soir/nuit ? 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	__	*Sélectionner uniquement une option
<b>Fs8</b>	Maintenant, pense au moment où tu es allé pour te coucher hier nuit. Est –ce qu’au moment d’aller dormir, tu sentais que tu étais rassasié ou que tu aurais pu manger plus ? 1. J’étais rassasié → <b>fs9</b> 2. J’aurais pu manger plus 888. Ne sait pas/Pas de reponse	__	*Sélectionner uniquement une option
<b>Fs8a</b>	Pourquoi n’as-tu pas mangé plus ? 1. Il n’y avait plus de nourriture 2. Il n’y avait rien que j’aime; 3. Autres (Précisez) _____ 888. Ne sait pas/Pas de reponse	__	*Sélectionner uniquement une option
<b>Fs9</b>	Nous venons de parler des repas que tu as mangé hier. Maintenant, je voudrais que l’on prenne une minute pour réfléchir à tous les types d’aliments que tu as mangés hier. Aide : Utilisez des cartons avec les images de chaque aliment afin d’aider les enfants à reconnaître facilement ce qu’ils ont mangé. Es-tu prêt ? Ok, Allons-y. As-tu mangé des :		
<b>Fs9a</b>	a. Céréales : bouillie, pain, nouilles, blé, mil, sorgho, riz, gateaux, macaronis, boule d’acassa (foura), zoom-koom? 3. Oui 4. Non 888. Ne sait pas/ Pas de reponse	__	*Sélectionner uniquement une option
<b>fs9b</b>	b. Des racines et tubercules: patates, ignames, manioc? 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	__	*Sélectionner uniquement une option
<b>fs9c</b>	c. Des aliments riches en vitamine A : carottes, orange, patates douces, courges 3. Oui 4. Non 888. Ne sait pas/Pas de reponse	__	*Sélectionner uniquement une option
<b>fs9d</b>	d. Des feuilles vertes foncées comme celles du manioc, baoba, épinards, oseilles ? 3. Oui 4. Non 888. Ne sait pas/Pas de reponse	__	*Sélectionner uniquement une option

<b>fs9e</b>	e. D'autres légumes comme de l'aubergine, coumba , du gombo, du piment, des oignons, des tomates 3. Oui 4. Non 888. Ne sait pas/ Pas de reponse.	__	*Sélectionner uniquement une option
<b>fs9f</b>	f. Fruits riches en vitamine A : mangues, papayes, melons murs? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	__	*Sélectionner uniquement une option
<b>fs9g</b>	g. D'autres fruits : pastèques, oranges, noix de coco, tamarin, rondo karité, kaga.... Ou autres fruits sauvages et leurs jus ? Jus de teedo et bissap 3. Oui 4. Non 888. Ne sait pas/ Pas de réponse	__	*Sélectionner uniquement une option
<b>fs9h</b>	h. Organes: Organes internes: Foie, cœur, intestins, viscères, etc.? 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	__	*Sélectionner uniquement une option
<b>fs9i</b>	i. Viandes tels que : poulets, moutons, chèvre, canard, porc, bœuf, dindons, pintades, ou autres types de volailles ? 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	__	*Sélectionner uniquement une option
<b>fs9j</b>	j. Œufs de poules, canards, ou autres oiseaux ? 1. Oui 2. Non 888. Ne sait pas/ Pas de réponse	__	*Sélectionner uniquement une option
<b>fs9k</b>	k. Poissons, crevettes ou autres types de fruits de mer? 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	__	*Sélectionner uniquement une option
<b>fs9l</b>	l. Lentilles,haricots, noix, cacahuètes, arachides,sésame boule d'arachide (Moore: mougoudougou / Fulfulde: sorondobo), tourteau d'arachide (kourakoura), beignet de haricot (gonre)? 3. Oui 4. Non 888. Ne sait pas/Pas de reponse	__	*Sélectionner uniquement une option
<b>fs9m</b>	m. Lait , fromage, Yaourt? 3. Oui 4. Non 888. Ne sait pas/ Pas de reponse	__	*Sélectionner uniquement une option

<b>fs9n</b>	n. Huile, beurre, et autres graisses? 3. Oui 4. Non 888. Ne sait pas/Pas de reponse	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>fs9o</b>	o. Sucreries: sucre, miel, bonbon, chocolat, biscuits? 3. Oui 4. Non 888. Ne sait pas/Pas de reponse	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>Fs10</b>	As-tu reçu à l'école des rations à emporter au cours de cette année scolaire (septembre 2018- May 2019)? 1. Oui 2. Non 888. Ne sait pas/ Pas de réponse	<input type="checkbox"/>	*Sélectionner uniquement une option *Expliquez la ration à emporter comme étant la ration sèche telle que du riz, du maïs, du goulgour, pos cassé que l'école leur donne chaque mois en fonction de leur assiduité/présence

Connaissances nutritionnelles

#### Continuons avec les repas que tu as mangé hier

<b>vita</b>	As-tu entendu parlé de la Vitamine A? 1. Oui 2. Non → <b>iron</b> 888. Ne sait pas/Pas de reponse	<input type="checkbox"/>	* Sélectionner uniquement une option
<b>vita1a</b>	Selon toi qu'est-ce que la vitamine A apporte à l'organisme ? 3. Bonne vision 4. Protège contre les maladies 5. Apporte la croissance 6. Garde la peau en bonne santé 888. Autre Ne sait pas/ Pas de reponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionner toutes les possibilités
<b>vita2a</b>	Peux tu citer un aliment qui contient de la vitamine A? 1. foie 2. Poisson 3. Produits laitiers(lait, yaourt) 4. Le jaune d'oeuf 5. La Carotte 6. Patate douce à chair orange 7. Courge (orange) 8. Feuilles de légumes verts 9. Huile de palme rouge 10. Papaye 11. Mangue 12. Néré 13. Poivron 14. Melon (jaune, orange) 15. Autre	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Sélectionner toutes les possibilités

	888. Ne sait pas/ Pas de réponse		
<b>iron</b>	Nous avons fini avec la vitamine A. Sais-tu qu'il y'a du fer dans les aliments que l'on mange ? 1. Oui 2. Non→ <b>Nuttimeout</b> 888. Ne sait pas/Pas de réponse	<input type="checkbox"/>	*Sélectionner uniquement une option
<b>iron2a</b>	Selon toi qu'est-ce que le fer apporte à l'organisme? 1. Bonne vision 2. Protège contre les maladies 3. Améliore la croissance 4. Fonction musculaire 5. Fonction cérébrale 6. Régule la température de l'organisme 7. Empêche la fatigue 8. Transporte l'oxygène dans l'organisme 9. Maintient la peau en bonne santé 10. Formation de l'hémoglobine 11. Autre 888. Ne sait pas/Pas de reponse.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Sélectionner toutes les possibilités
<b>iron3a</b>	Peux-tu citer des aliments qui contiennent du fer ? Autres ? 1. Poisson 2. Volaille 3. Viande rouge 4. Organes internes 5. Haricots 6. Poix séchés 7. Lentilles 8. Légumes à feuilles vertes (baobab, épinards) 9. Œufs 10. Patates 11. Tofu 12. Haricot vert 13. Noisettes (sésame, anacardes) 14. Poivron vert 15. Pastèques 16. Tomates 17. Autres 888. Ne sait pas/Pas de réponse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Sélectionner toutes les possibilités

Santé

**Merci ! A présent, je souhaiterais te poser quelques questions à propos de la santé...**


<b>Health1</b>	<p>Durant les <b>deux dernières semaines</b>, est-ce que tu es tombé malade ?</p> <p>1. Oui → health1a</p> <p>2. Non → fs1</p> <p>888. Ne sait pas/ Pas de reponse</p>	I__I	*Sélectionner uniquement une option
<b>Health1a</b>	<p>Quel type de mal avais-tu ?</p> <p>1. Maux de ventre</p> <p>2. Fièvre</p> <p>3. Maux de tête</p> <p>4. Fatigue</p> <p>5. Toux</p> <p>6. Autres(Précisez_____)</p> <p>888. Ne sait pas/Pas de reponse</p>	I__I I__I I__I I__I	* Sélectionner toutes les possibilités
<b>Health2</b>	<p>Durant les <b>deux dernières semaines</b>, t'es-tu absenté à l'école parce que tu étais malade ?</p> <p>1. Oui → <b>health3</b></p> <p>2. Non → <b>health4</b></p> <p>888. Ne sait pas/ Pas de reponse</p>	I__I	*Sélectionner uniquement une option
<b>Health3</b>	<p>Durant les <b>deux dernières semaines</b>, combien de fois t'es-tu absenté à l'école parce que tu étais malade ?</p> <p>1. 1-3 jours</p> <p>2. 3-5 jours</p> <p>3. Plus de 5 jours</p> <p>888. Ne sait pas/ Pas de reponse</p>	I__I	*Sélectionner uniquement une option
<b>Health4</b>	<p>Durant les deux dernières semaines, as tu été absent de l'école pour d'autres raisons à part la santé ??</p> <p>1. Oui</p> <p>2. Non</p> <p>888. Ne sait pas/Pas de réponse</p>	I__I	<p>*Expliquez à l'élève qu'il s'agit des jours où l'école était ouverte et non fermée</p> <p>*Sélectionner uniquement une option</p>

Hygiene

**Parfait, nous avons presque fini, maintenant je vais te poser des questions à propos de l'hygiène.**

<b>water</b>	<p>As tu accès à l'eau à la maison pour te laver les mains?</p> <p>3. Oui</p> <p>4. Non</p> <p>888. Ne sait pas/Pas de réponse</p>	I__I	*Sélectionner uniquement une option
<b>hand</b>	<p>T'es-tu lavé les mains hier ?</p> <p>3. Oui</p> <p>4. Non → <b>handwash</b></p> <p>888. Ne sait pas/Pas de réponse</p>	I__I	*Sélectionner uniquement une option

<b>hand2</b>	<p>A quel moment t'es-tu lavé les mains hier</p> <ol style="list-style-type: none"> <li>1. Avant de manger ?</li> <li>2. Après avoir mangé</li> <li>3. Avant de toucher des aliments ou de préparer ?</li> <li>4. Avant de donner à manger à quelqu'un ?</li> <li>5. Lorsque les mains étaient sales</li> <li>6. Après avoir touché à quelque chose de sale ?</li> <li>7. Après avoir utilisé les latrines ?</li> <li>8. Autre</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Si l'élève se réfère au temps, reformulez en demandant pourquoi il/elle s'est lavé les mains à ce moment</p> <p>*Ne pas Lire les options à l'élève</p> <p>* Sélectionner toutes les possibilités</p>
<b>hand1</b>	<p>Avec quoi t'es-tu lavé les mains ?</p> <ol style="list-style-type: none"> <li>6. De l'eau</li> <li>7. De la cendre</li> <li>8. Du sable</li> <li>9. Du savon</li> <li>10. Autres</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>* Sélectionner toutes les possibilités</p> <p>* Si;l'élève répond, "de l'eau", demandez s'il a lave ses mains avec autre chose à part l'eau</p> <p>*Ne lisez pas la liste à l'élève</p>
<b>handwash</b>	<p>Selon toi, à quel moment penses-tu qu'une personne doit se laver les mains ?</p> <ol style="list-style-type: none"> <li>1. Avant de manger ?</li> <li>2. Après avoir mangé</li> <li>3. Avant de toucher des aliments ou de préparer ?</li> <li>4. Avant de donner à manger à quelqu'un ?</li> <li>5. Lorsque les mains sont sales</li> <li>6. Après avoir touché à quelque chose de sale ?</li> <li>7. Après avoir utilisé les latrines ?</li> <li>8. Autre</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>* Sélectionner toutes les possibilités</p>
<b>teachwash3</b>	<p>Est-ce que ton maitre t'a parlé de l'importance du lavage des mains durant les <u>deux semaines passées</u> ?</p> <ol style="list-style-type: none"> <li>1. Oui</li> <li>2. Non → readassess</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/>	<p>*Sélectionner uniquement une option</p>
<b>Teachwash4</b>	<p>Au cours <u>des deux dernières semaines</u> de classe, Est-ce que ton maitre t'a expliqué à quels moments il faut se laver les mains?</p> <ol style="list-style-type: none"> <li>1. Oui</li> <li>2. Non</li> </ol> <p>888. Ne sait pas/Pas de réponse</p>	<input type="checkbox"/>	<p>*Sélectionner uniquement une option</p> <p>*Définir moments ici comme étant les moments critiques mentionnés ci-hauts</p>
<b>Covid 1</b>	<p>Lorsque les écoles étaient fermées à cause du Covid, quelqu'un vous a-t-il enseigné à propos du lavage des mains ?</p> <ol style="list-style-type: none"> <li>1. Oui</li> <li>2. Non → readassess</li> <li>3. Ne sait pas/refuse de repondre (888)</li> </ol>	<input type="checkbox"/>	<p>Sélectionnez une seule option</p>
<b>Covid 2</b>	<p>Quand les écoles ont été fermées à cause du Covid, ou avez-vous le plus appris à propos du lavage des mains ?</p>	<input type="checkbox"/>	<p>Ne lisez pas les options à l'enfant</p>

	1. Message radio ou TV 2. Membres de la communauté (affiliée à l'école ou au village) 3. Mes parents 4. A travers BB3/CRS lorsque moi (ou mes parents) sommes allés collecté ma ration à emporter 5. Appris à travers d'autres organisations 6. Mon mentor 7. Je le savais avant la fermeture 8. Autres 888. Ne sait pas/ refuse de répondre		Sélectionnez tout ce qui s'applique
 <b>Si l'élève est en classe de CP2, allez au test de lecture, sinon remerciez l'élève et terminez l'entretien.</b>			

Evaluation de la lecture:

**Nous sommes presque à la fin de notre entretien. A présent, j'aimerais faire un petit jeu avec toi avant de partir...**

<b>readassess</b>	A que niveau l'élève a-t-il lu ? 1. O 2. A 3. B 4. C 5. D 6. E 7. F 8. G 9. H 10. I 11. J 12. K 13. Pas d'évaluation	I _ I	*Sélectionner uniquement une option *Ce test est à faire uniquement avec les élèves de la classe de CP2
<b>thanks</b>	<b>Merci beaucoup d'avoir répondu à mes questions</b>		



**EVALUATION A MI-PARCOURS DU PROJET VIVRES  
POUR L'EDUCATION DE CRS AU Burkina Faso**



# Teacher Attendance Questionnaire

## BASIC INFORMATION

<b>enum</b>	Nom de famille: ..... Prénoms: .....	
<b>date</b>	Date (DD/MM/YYYY)	
<b>Supervisor</b>	Nom et prénoms du chef d'équipe?	
<b>prov</b>	16. Bam 17. Sanmatenga 18. Namentenga	
<b>CEB</b>	Nom de la CEB	
<b>School</b>	Nom de l'école	

## Attendance

<b>dec_days</b>	Combien de jours officiels d'écoles y'a-t-il eu dans le mois de décembre?	
<b>jan_days</b>	Combien de jours officiels d'écoles y'a-t-il eu dans le mois de Janvier?	
<b>feb_days</b>	Combien de jours officiels d'écoles y'a-t-il eu dans le mois de février?	
<b>grade</b>	Classe de l'élève?	
<b>December</b>	Nombre de jours d'absence en décembre	
<b>January</b>	Nombre de jours d'absence en Janvier	
<b>february</b>	Nombre de jours d'absence en février	



**EVALUATION A Mi PARCOURS du projet Vivres pour  
l'éducation de CRS BURKINA FASO**

## Questionnaire Enseignant

Information de base (A remplir par les enquêteurs)

<b>Enum</b>	Nom de famille: ..... Prénoms: .....	ID :
<b>date</b>	Date (DD/MM/YYYY)	
<b>Supervisor</b>	Nom et prénoms du chef d'équipe?	
<b>Prov</b>	19. Bam 20. Sanmatenga 21. Namentenga	_
<b>CEB</b>	Nom de la CEB	<b>CODE</b>  _ _ _ _ _ _ _ _ _
<b>School</b>	Nom de l'école et son code	<b>CODE</b>  _ _ _ _ _ _ _ _ _
<b>School Type</b>	5. Privé 6. Publique 888. Ne sait pas/Pas de réponse	_

**Cher Enseignant :**

**Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire. Votre participation dans cette étude est entièrement volontaire. Vous n'êtes sous aucune obligation d'y participer. Vous avez le droit de refuser de répondre à des questions ou de vous retirer de l'étude à tout moment. Si vous acceptez, veuillez répondre à toutes les questions le plus honnêtement possible. Si vous êtes incapable de répondre à une des questions, vous pouvez ignorer la question. Toutes vos réponses sont strictement confidentielles.**

<b>Consent</b>	Acceptez-vous de participer à cette enquête ?  3. Oui → <b>lastname</b> 4. Non → <b>STOP</b> – remercier le répondant et terminer l'enquête. <b>Informez le chef d'équipe et passez au prochain enseignant sur la liste.</b>	_	* Choisir une seule option
<b>Si réponse à "consent" est Non remercier le répondant et terminer l'enquête</b>			

## PERSONAL INFORMATION

Super! Maintenant, je voudrais vous poser quelques questions sur vous...

<b>lastname</b>	Quel est votre nom de famille? _____		
<b>name</b>	Quel est votre prénom? _____		
<b>gender</b>	Quel est le sexe de l'enseignant (demandez si seulement nécessaire) 3. Homme 4. Femme	<input type="checkbox"/>	* Choisir une seule option
<b>age</b>	Quel âge avez-vous?	.....	*Entre l'age>=13 & =<99 Mettre 888 si l'enseignant ne connaît pas son age
<b>grade</b>	Quel(s) classes enseignez-vous actuellement? 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Choisir toutes les possibilités/options
<b>kid</b>	Combien d'élèves comprend votre classe principale ? 1. Filles: ..... 2. Garçons: .....	..... ... ..... ... ..... ...	*Entrez un nombre entre >=0 et <=150
<b>teachlen</b>	Depuis combien de temps êtes vous enseignant ? 6. Moins d'une année 7. 1-2 ans 8. 3-5 ans 9. 6-10 ans 10. 11 ans et plus 889. Refuse de répondre/Ne sait pas	<input type="checkbox"/>	* Choisir une seule option * Si possible, exclure les longues périodes d'absence (maternité, pauses etc.)
<b>teachlen1</b>	Depuis combien de temps enseignez-vous dans cette école? 889. Moins d'une année 890. 1-2 ans 891. 3-5 ans 892. 6-10 ans 893. 11 ans et plus 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/>	* Choisir une seule option * Si possible, exclure les longues périodes d'absence (maternité, pauses etc.)

TIME USE

Les questions suivantes concernent votre travail en tant qu'enseignant pendant une semaine typique/normale sans jours fériés. S'il vous plaît n'incluez pas les travaux effectués pour d'autres écoles. S'il vous plaît, entrez un nombre. Entrez 0 si aucun

<b>timeuse1</b>	Dans une semaine d'école normale, combien d'heures au total consacrez-vous à enseigner vos élèves ?	..... ...	*Entrez la réponse en heures (0-50) *Soit la classe entière, en groupe ou individuellement class, in groups, or individuelle <i>*Entrez 888 si Refuse de répondre/Ne sait pas</i>
<b>timeuse2</b>	Pendant une semaine d'école normale, combien d'heures, consacrez-vous à la préparation des leçons que ce soit à la maison ou à l'école ?	..... ...	*Entrez le temps en heures (0-50) <i>*Enter 888 si Refuse de répondre/Ne sait pas</i>
<b>timeuse3</b>	Dans une semaine d'école normale, combien d'heures consacrez-vous aux tâches/activités administratives (c'est-à-dire autres que l'enseignement) que ce soit en dehors de l'école ou dans son enceinte?	..... ...	* Entrez le temps en heures (0-50) <i>*Enter 888 si Refuse de répondre/Ne sait pas</i>

# SKILL AND KNOWLEDGE OF TEACHERS

**Très bien ! A présent, j'aimerais vous poser des questions sur vos différentes formations académiques et professionnelles**

<b>edu</b>	Quel est le diplôme le plus élevé que vous avez obtenu durant votre parcours scolaire/ou universitaire ? 8. BEPC 9. Baccalauréat 10. Licence 11. Maîtrise 12. Master 1 13. Master 2 14. Autres 889. Refuse de répondre/Ne sait pas	I__I	* Choisir une seule option
<b>train4</b>	Avez-vous reçu des formations sur l'apprentissage ou la pédagogie de la lecture écrite au cours de cette année scolaire ? (Exclure la formation de base reçue par les enseignants pendant leur formation à l'ENEP : Ecole Nationale des Enseignants du Primaire) 5. Oui 6. Non→ <b>admin</b> 888. Refuse de répondre/Ne sait pas→ <b>admin</b>	I__I	* Choisir une seule option * La formation doit avoir duré au moins 16 heures au total Si moins de 16 heures, choisir « Non » * L'apprentissage de la lecture comprend toutes techniques touchant à la lecture écrite
<b>train5</b>	De qui avez-vous reçu cette formation ? 5. De la part de l'Etat → <b>readtrain1</b> 6. De la part d'un programme mis en œuvre par CRS/Beoog Biiga 7. De la part d'un programme mis en œuvre par une autre ONG → <b>readtrain1</b> 888. Refuse de répondre/Ne sait pas→ <b>readtrain1</b>	I__I	* Choisir toutes les possibilités/options * Leur lire la liste des options
<b>Train6a</b>	Combien de vos sessions de formation dans le cadre du programme BB avez-vous du annulé du fait du Covid ?	I__I	Entrez un chiffre et 888 si le répondant ne sait pas
<b>train6</b>	Combien de fois avez-vous reçu la formation en apprentissage de la lecture de la part du programme Beoog biiga au cours des 12 derniers mois. 6. Une seule fois 7. Deux fois 8. Trois fois 9. Quatre fois 10. Plus de 4 fois 889. Refuse de répondre/Ne sait pas	I__I	* Choisir une seule option
<b>readtrain1</b>	Lesquelles des activités suivantes ont été couvertes lors de la formation ?		* Choisir toutes les possibilités/options

	<ol style="list-style-type: none"> <li>1. Chaque élève vérifie son propre travail et se donne une note/ des commentaires (auto-évaluation/métacognition)</li> <li>2. Les élèves vérifient le travail les uns des autres (évaluation par pair)</li> <li>3. Toute la classe vérifie le travail d'un élève (correction collective)</li> <li>4. L'élève écrit ses réponses(solutions) sur une ardoise et les montre à l'enseignant et à la classe</li> <li>5. Des élèves de niveau différent travaillent ensemble de tel sorte que le plus faible apprenne du plus fort (tutorat)</li> <li>6. Des élèves d'un même niveau travaillent ensemble afin de se renforcer mutuellement (travail collaboratif)</li> <li>7. L'enseignant demande à un groupe d'élèves (3 ou plus) de travailler ensemble a un projet puis donne son opinion au groupe sur leur travail /production (travaux de groupe)</li> <li>8. Autres</li> </ol> 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Lisez les options à la répondante, mais pas les options «Autres» ou «Ne sait pas»</p>
<b>readtrain2</b>	<p>Lesquelles des composantes suivantes de la lecture ont été couvertes lors de la formation ?</p> <ol style="list-style-type: none"> <li>7. Phonétique/Le travail de reconnaissance des lettres</li> <li>8. Conscience phonologique (discrimination auditive et repérage visuelle des sons en séances de chasse au son, repérage de son)</li> <li>9. Vocabulaire</li> <li>10. Compréhension de texte (lecture et compréhension)</li> <li>11. Fluidité de la lecture (lire seul à haute voix)</li> <li>12. Autre (précisez) _____</li> </ol> 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Choisir toutes les possibilités/options</p> <p>*Lisez les options à la répondante, mais pas les options «Autres» ou «Ne sait pas»</p>
<b>readtrain3</b>	<p>Etiez-vous satisfait de la formation ?</p> <ol style="list-style-type: none"> <li>5. Oui →<b>readtrain5</b></li> <li>6. Non</li> </ol>	<input type="checkbox"/>	<p>*Choisir une seule option</p>
<b>readtrain4</b>	<p>Pourquoi n'étiez-vous pas satisfait de la formation ?</p> <ol style="list-style-type: none"> <li>2. La Formation n'est pas utile</li> <li>3. La formation était très intensive et il n'y avait pas assez de jours pour couvrir tout le contenu</li> <li>4. Formation trop technique</li> <li>5. Formation non pratique et déconnectée de la réalité</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Choisir toutes les possibilités/options</p>

	6. Les Conditions de formation étaient mauvaises (infrastructure, ...) 7. Autres (Précisez) _____ 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/>	
<b>readtrain5</b>	Avez-vous appliqué les techniques que vous avez apprises lors de cette formation dans vos salles de classe ? 5. Oui → <b>admin</b> 6. Non 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/>	*Choisir une seule option
<b>readtrain6</b>	Pourquoi n'avez-vous pas appliqué ces techniques ? 9. Pas assez de temps 10. Les élèves trouvent ces techniques difficiles/ ils ne sont pas à l'aise avec ces techniques. 11. Manque de matériels pour mettre en pratique ces techniques 12. Les techniques étaient trop exigeantes en termes de temps préparation 13. Je ne sais toujours pas comment utiliser ces techniques en classe. 14. Les techniques ne correspondaient pas au programme/curricula actuel 15. La formation n'était pas pratique et était déconnectée de la réalité. 16. Autre (précisez) _____ 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Choisir toutes les possibilités/options

#### SKILLS AND KNOWLEDGE OF SCHOOL ADMINISTRATORS

**Merci ! Maintenant, je souhaiterais vous poser quelques questions à propos des conseillers pédagogiques**

<b>admin</b>	Est-ce que quelqu'un est venu observer votre enseignement en classe au cours des 12 derniers mois ? 3. Oui 4. Non → <b>lect1</b> 888. Refuse de répondre/Ne sait pas → <b>lect1</b>	<input type="checkbox"/>	*Choisir une seule option
<b>adminb</b>	Qui a effectué cette observation de classe ? 1. Directeur d'école/ entraîneur 2. Conseiller pédagogique (Inspecteur ou le Conseiller pédagogique) 3. Représentant du MENA 4. D'autres enseignants 5. Membre(s) de l'APE 6. Autres 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Choisir toutes les possibilités/options

<b>admin1</b>	Pensez-vous que ces observations de classe sont utiles ? 4. Oui très utiles 5. Oui assez utile 6. Inutile 889. Refuse de répondre/Ne sait pas	<input type="checkbox"/>	*Choisir une seule option
<b>admin2</b>	Avez-vous reçu des commentaires, remarques suite à ces observations de classe ? 7. Oui 8. Non 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/>	*Choisir une seule option
<b>admin3</b>	Est-ce que ces remarques/commentaires ont été constructives/utiles 1. Oui très utiles 2. Oui assez utiles 3. Inutile 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/>	*Choisir une seule option
<b>admin4</b>	Sur quels aspects avez-vous reçu des remarques ou commentaires ? 1. Pratiques de la Gestion de la classe 2. Votre connaissance et votre compréhension pédagogiques. 3. Votre gestion de la discipline et conduite des élèves 4. Un plan de formation pour améliorer votre enseignement 5. Autres (Précisez) _____ 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Choisir toutes les possibilités/options
<b>admin5</b>	Parmi les aspects suivants, lesquels ont changé à votre niveau suite aux commentaires et remarques des visites d'observation ? 6. Pratiques de la gestion de la classe 7. Votre connaissance et votre compréhension pédagogiques. 8. Votre gestion de la discipline et conduite des élèves 9. Un plan de formation pour améliorer votre enseignement 10. Autre (Précisez) _____ 888. Refuse de répondre/Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Choisir toutes les possibilités/options

### Alphabétisation

**Merci! A present je souhaiterais vous poser quelques questions sur l'enseignement de la lecture écriture**



<b>lect1</b>	Dans une journée d'école typique/normale, combien de minutes consacrez -vous à enseigner la lecture écriture à vos élèves ?	..... ...	*Entrez le temps en minutes (0-600) *Que ce soit la classe toute entière, des groups ou individuellement <i>*Entrez 888 si Refuse de répondre/Ne sait pas</i>
<b>lectex1</b>	<p>Lesquelles des activités suivantes ou techniques utilisez-vous pour enseigner la lecture écriture dans une journée d'école typique/ordinaire ?</p> <ol style="list-style-type: none"> <li>1. N'utilise aucune technique/activité particulière → <b>lectex4</b></li> <li>2. Phonétique/Le travail de reconnaissance des lettres</li> <li>3. Conscience phonologique (discrimination auditive et repérage visuelle des sons en séances de chasse au son, repérage de son)</li> <li>4. Vocabulaire</li> <li>5. Lecture compréhension</li> <li>6. Lecture courante (lecture individuelle à haute voix)</li> <li>7. Autres (Précisez) _____</li> </ol> <p>888. Refuse de répondre/Ne sait pas → <b>eval1a</b></p>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Choisir toutes les possibilités/options *Se rassurez que lorsque l'option 1 est choisie, aucun autre choix n'est possible</p>
<b>Pour chaque technique de lecture écriture choisie , posez les questions suivantes</b>			
<b>lectex2</b>	Combien de temps (en minutes), passez-vous en moyenne sur cette technique ou activité lors d'une journée d'école typique ?	..... ...	*Entrez le temps en minutes (0-600) <i>*Enter 888 si Refuse de répondre/Ne sait pas</i>
<b>lectex3</b>	<p>Combien de fois pratiquez-vous cette technique avec les élèves au cours d'une semaine ?</p> <ol style="list-style-type: none"> <li>1. Une fois par semaine</li> <li>2. 2-4 fois par semaine</li> <li>3. Tous les jours</li> </ol> <p>888. Refuse de répondre/Ne sait pas</p>	<input type="checkbox"/>	*Choisir une seule option
<b>Pour chaque technique de lecture écriture, non choisie, posez les questions suivantes</b>			

<b>lectex4</b>	<p>Pourquoi n'utilisez-vous pas cette technique/activité lors d'une leçon de lecture écriture?</p> <ol style="list-style-type: none"> <li>1. Pas approprié pour la classe que je tiens</li> <li>2. Les élèves devraient avoir dépassé ce niveau</li> <li>3. Je ne sais pas ce que c'est</li> <li>4. Je ne pense pas que les élèves doivent apprendre ça</li> <li>5. Je ne pense pas que ce soit la bonne technique</li> <li>6. Autres (précisez) _____</li> </ol> <p>888. Refuse de répondre/Ne sait pas</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Choisir toutes les possibilités/options</p>
<p>S'il vous plaît, dites-moi si vous avez utilisé les techniques ou conduit les activités suivantes au cours des deux semaines passées</p>			
<b>eval1a</b>	<p>Chaque élève vérifie son travail (auto-évaluation) et s'attribue une note / un commentaire</p> <ol style="list-style-type: none"> <li>1. Je ne l'ai jamais utilisé</li> <li>2. Je l'utilise une fois dans la semaine →eval2a</li> <li>3. Je l'utilise 2-4 fois par semaine→eval2a</li> <li>4. Je l'utilise quotidiennement (chaque jour) →eval2a</li> </ol> <p>888. Refuse de répondre/Ne sait pas →eval2a</p>	<input type="checkbox"/>	<p>*Choisir une seule option *Lire les options une après une</p>
<b>eval1b</b>	<p>Pourquoi ne l'avez-vous pas utilisé ?</p> <ol style="list-style-type: none"> <li>1. Je n'en n'ai jamais entendu parlé</li> <li>2. J'en ai entendu parlé mais je ne sais pas comment appliquer cette technique/conduire cette activité</li> <li>3. Je connais cette technique mais je ne la trouve pas très utile/nécessaire</li> <li>4. Je connais cette technique mais les élèves ne l'aiment pas.</li> <li>5. Autre (Précisez)_____</li> </ol> <p>888. Refuse de répondre/Ne sait pas</p>	<input type="checkbox"/>	<p>*Choisir une seule option</p>
<b>eval2a</b>	<p>Les élèves vérifient mutuellement leur travail</p> <ol style="list-style-type: none"> <li>1. Je ne l'ai jamais utilisé</li> <li>2. Je l'utilise une fois par semaine →eval3a</li> <li>3. Je l'utilise 2-4 fois par semaine→eval3a</li> <li>4. Je l'utilise quotidiennement (chaque jour)→eval3a</li> </ol> <p>888. Refuse de répondre/Ne sait pas→eval3a</p>	<input type="checkbox"/>	<p>*Choisir une seule option</p>
<b>eval2b</b>	<p>Pourquoi ne l'utilisez vous pas?</p> <ol style="list-style-type: none"> <li>1. Je n'en n'ai jamais entendu parlé</li> </ol>	<input type="checkbox"/>	<p>*Choisir une seule option</p>

	<p>2. J'en ai entendu parlé mais je ne sais pas comment utilisé cette technique/ conduire cette activité.</p> <p>3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire</p> <p>4. Je connais cette technique mais les élèves ne l'aiment pas.</p> <p>5. Autre (Précisez) _____</p> <p>888. Refuse de répondre/Ne sait pas</p>		
<b>eval3a</b>	<p>Toute la classe vérifie le travail d'un élève (exemple à partir d'une réponse que l'élève a donné en écrivant au tableau ou en donnant une réponse tandis que toute la classe écoute ou regarde ce qu'il a écrit au tableau)</p> <p>1. Je ne l'ai jamais utilisé</p> <p>2. Je l'utilise une fois par semaine →<b>eval4a</b></p> <p>3. Je l'utilise 2-4 fois par semaine →<b>eval4a</b></p> <p>4. Je l'utilise quotidiennement (chaque jour) →<b>eval4a</b></p> <p>5. Refuse de répondre/Ne sait pas→<b>eval4a</b></p>	__	*Choisir une seule option
<b>eval3b</b>	<p>Pourquoi n'utilisez-vous pas cette technique/activité ?</p> <p>1. Je n'en n'ai jamais entendu parlé</p> <p>2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité.</p> <p>3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire</p> <p>4. Je connais cette technique mais les élèves ne l'aiment pas.</p> <p>5. Autre (Précisez) _____</p> <p>6. Refuse de répondre/Ne sait pas</p>	__	*Choisir une seule option
<b>eval4a</b>	<p>Les élèves écrivent la réponse à une question sur leur ardoise et la montrent à l'enseignant</p> <p>1. Je ne l'ai jamais utilisé</p> <p>2. Je l'utilise une fois par semaine →<b>eval5a</b></p> <p>3. Je l'utilise 2-4 fois par semaine →<b>eval5a</b></p> <p>4. Je l'utilise quotidiennement (chaque jour) →<b>eval5a</b></p> <p>5. Refuse de répondre/Ne sait pas→<b>eval5a</b></p>	__	*Choisir une seule option
<b>eval4b</b>	<p>Pourquoi n'utilisez-vous pas cette technique/activité ?</p> <p>1. Je n'en n'ai jamais entendu parlé</p> <p>2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité.</p> <p>3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire</p>	__	*Choisir une seule option

	4. Je connais cette technique mais les élèves ne l'aiment pas. 5. Autre (Précisez) _____ 6. Refuse de répondre/Ne sait pas		
<b>eval5a</b>	Les élèves de niveau différent travaillent par paire de tel sorte que le plus faible apprenne du plus fort 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine→ <b>eval6a</b> 3. Je l'utilise 2-4 fois par semaine→ <b>eval6a</b> 4. Je l'utilise quotidiennement (chaque jour) → <b>eval6a</b> 5. Refuse de répondre/Ne sait pas→ <b>eval6a</b>	I _ I	*Choisir une seule option
<b>eval5b</b>	Pourquoi ne l'avez-vous pas utilisé ? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité. 3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire 4. Je connais cette technique mais les élèves ne l'aiment pas _____ 5. Autre (précisez) _____ 6. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option
<b>eval6a</b>	Des élèves d'un même niveau travaillent par pair de sorte à se renforcer mutuellement 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine→ <b>eval7a</b> 3. Je l'utilise 2-4 fois par semaine→ <b>eval7a</b> 4. Je l'utilise quotidiennement → <b>eval7a</b> 888. Refuse de répondre/Ne sait pas→ <b>eval7a</b>	I _ I	*Choisir une seule option
<b>eval6b</b>	Pourquoi ne l'avez-vous pas utilisé ? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité. 3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire 4. Je connais cette technique mais les élèves ne l'aiment pas _ 5. Autre (précisez) _____ 888. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option
<b>eval7a</b>	Les enseignants demandent à un groupe (3 élèves ou plus) de travailler ensemble sur une activité et de fournir le résultat aux autres groupes 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine 3. Je l'utilise 2-4 fois par semaine	I _ I	*Choisir une seule option

	<p>4. Je l'utilise quotidiennement</p> <p>888. Refuse de répondre/Ne sait pas</p>		
<b>eval7b</b>	<p>Pourquoi ne l'avez-vous pas utilisé ?</p> <ol style="list-style-type: none"> <li>1. Je n'en n'ai jamais entendu parlé</li> <li>2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité.</li> <li>3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire</li> <li>4. Je connais cette technique mais les élèves ne l'aiment pas_</li> <li>5. Autre (précisez)_____</li> <li>6. Refuse de répondre/Ne sait pas</li> </ol>	I__I	*Choisir une seule option
<b>Eval8a</b>	<p>Approche « enfant pour enfant » afin de développer les compétences des enfants dans la promotion de la santé scolaire</p> <ol style="list-style-type: none"> <li>1. Je ne l'ai jamais utilisé</li> <li>2. Je l'utilise une fois par semaine→<b>eval8a</b></li> <li>3. Je l'utilise 2-4 fois par semaine→ <b>eval8a</b></li> <li>4. Je l'utilise tous les jours→<b>eval8a</b></li> <li>5. L'approche n'était pas en phase avec le curriculum actuel</li> <li>6. Autre (précisez)_____</li> <li>888. Refuse de répondre/Ne sait pas (888) →<b>eval8a</b></li> </ol>		<p>Si nécessaire, décrire l'approche « élève pour élève », une approche participative qui implique les élèves en tant que partenaires pour promouvoir une meilleure santé à l'école et au sein de la communauté en se focalisant sur les compétences psychologiques (pensée critique, résolution de problèmes, conscience de soi, prise de décision, compétences interpersonnelles et gestion du stress)</p> <p>*Sélectionner seulement une option</p> <p>*Lire les options une après l'autre</p>
<b>Eval8b</b>	<p>Pourquoi ne l'avez-vous pas utilisé ?</p> <ol style="list-style-type: none"> <li>1. Je n'en n'ai jamais entendu parlé</li> <li>2. J'en ai entendu parlé mais ne sais pas comment utiliser la technique</li> <li>3. Je connais la technique mais je ne la trouve pas très nécessaire/utile</li> <li>4. Je connais la technique mais les élèves ne l'aiment pas</li> <li>5. L'approche n'était pas en phase avec le curriculum actuel</li> <li>6. Autre (précisez)_____</li> <li>888. Refuse de répondre/Ne sait pas</li> </ol>		Sélectionner seulement une option

<b>attentivef</b>	Pensez à un jour <b><u>ordinaire/typique</u></b> au cours de la semaine. Sur une échelle croissante de 1 à 10 ou 1 est le niveau le plus bas en termes d'attention et 10 le niveau le plus élevé, quel niveau d'attention attribueriez-vous aux filles de votre classe principale ?	_	*Choisir une seule option
<b>attentivem</b>	Pensez à un <b><u>jour ordinaire/typique</u></b> au cours de la semaine. Sur une échelle croissante de 1 à 10 ou 1 est le niveau le plus bas en termes d'attention et 10 le niveau le plus élevé, quel niveau d'attention attribueriez-vous aux garçons de votre classe principale ?	_	*Choisir une seule option
<b>attentivef1</b>	Maintenant, pensez aux <b><u>deux dernières semaines</u></b> de cours à l'école. Sur une échelle croissante de 1 à 10 ou 1 est le niveau le plus bas en termes d'attention et 10 le niveau le plus élevé, quel niveau d'attention attribueriez-vous aux filles de votre classe principale?	_	*Choisir une seule option
<b>attentivem 1</b>	Maintenant, pensez aux deux dernières semaines de cours à l'école. Sur une échelle croissante de 1 à 10 ou 1 est le niveau le plus bas en termes d'attention et 10 le niveau le plus élevé, quel niveau d'attention attribueriez-vous aux garçons de votre classe principale ?	_	*Choisir une seule option

SCHOOL SUPPLIES AND LITERACY INSTRUCTIONAL MATERIALS

**Merci beaucoup. A présent, j'aimerais vous poser des questions sur le matériel didactique**

<b>supplies</b>	<p>Lesquels des matériels suivants avez-vous reçu au cours des 12 derniers mois</p> <ol style="list-style-type: none"> <li>0. Aucun</li> <li>1. Cahier de texte/ «Lire au Burkina »</li> <li>2. Flash cartes</li> <li>3. Ardoises géantes/ emmanchées</li> <li>4. Cubes en bois</li> <li>5. Illustrations des livres de lecture</li> <li>6. Autres (Précisez)_____</li> </ol> <p>888. Refuse de répondre/Ne sait pas→ <b>meetp</b></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Choisir toutes les possibilités/options</p>
<b>litinstruct1a</b>	<p>Quels sont les trois matériels didactiques, par ordre de préférence, que vous avez trouvé les plus utiles? Veuillez classer de 1 à 3 par ordre croissant d'importance.</p> <ol style="list-style-type: none"> <li>1. Cahier de texte/"Lire au Burkina"</li> <li>2. Flash cartes</li> <li>3. Ardoises géantes/ emmanchées</li> <li>4. Cubes en bois</li> <li>5. Illustrations des livres de lecture</li> <li>6. Autres (Précisez)_____</li> </ol> <p>888. Refuse de répondre/Ne sait pas_____</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Ordonner de 1, 2, à 3. Le reste doit être 0</p>

## INTERACTIONS AVEC LES PARENTS

**Parfait , à présent j'aimerais vous poser quelques questions sur votre interaction avec les parents d'élèves**

<b>meetp</b>	<p>Durant les douze derniers mois, avez-vous rencontrer individuellement au moins un parent de vos élèves afin de discuter de leur performance et leur discipline scolaires ?</p> <p>1. Oui 2. Non→<b>act</b> 888. Refuse de répondre/Ne sait pas</p>	_	*Choisir une seule option
<b>meetnump</b>	<p>Combien de fois avez-vous rencontrer individuellement les parents de vos élèves afin de discuter de leur performance et leur discipline scolaires ?</p> <p>1. Une fois 2. Deux fois 3. Plus de trois fois 888. Refuse de répondre/Ne sait pas</p>	_	*Choisir une seule option
<b>meetwhyp</b>	<p>Quelles étaient les raisons typiques de vos rencontres individuelles avec les parents des élèves que vous enseignez ?</p> <p>1. Réunion périodique parents-enseignants 2. Performance de l'élève 3. Présence de l'élève aux cours 4. Retards de l'élève 5. Problèmes de discipline 6. Juste prendre contact 7. Autres (Précisez) _____</p>	<p> _   _   _   _   _   _ </p>	<p>*Choisir toutes les possibilités/options *Ne pas lire les options</p>
<b>act</b>	<p>Au cours des 12 derniers mois, est-ce qu'un parent d'élèves vous a visité pendant que vous étiez en cours ?</p> <p>1. Oui 2. Non 888. Refuse de répondre/Ne sait pas</p>	_	*Choisir une seule option



# CONNAISSANCES NUTRITIONNELLES

Maintenant, j'ai quelques questions sur la nutrition.

<b>nuttrain</b>	Avez-vous reçu des formations sur l'enseignement de la nutrition au cours des 12 derniers mois ? 3. Oui 4. Non 889. Refuse de répondre/Ne sait pas	<input type="text"/>	*Choisir une seule option
<b>nutteach</b>	En général, est-ce que vous enseignez la nutrition en salle de classe ? 3. Oui 4. Non→ <b>hygtrain</b>	<input type="text"/>	*Choisir une seule option
<b>nutteach1</b>	Dans une semaine d'école typique, combien de fois, enseignez-vous la nutrition dans votre classe ? 5. Jamais→ <b>hygtrain</b> 6. Une fois par semaine 7. 2-4 fois par semaine 8. Quotidiennement 889. Refuse de répondre/Ne sait pas	<input type="text"/>	*Choisir une seule option L'enseignant peut ne pas faire la leçon sur toute l'année mais dans une période spécifique
<b>Nutteach2</b>	Qu'enseignez-vous à propos de la nutrition dans votre classe ? 1. Fer (les bienfaits du fer et les aliments contenant du fer) 2. Vitamine A (Les bienfaits de la vitamine A et les aliments contenant la vitamine A) 3. Alimentation équilibrée (une alimentation riche en micronutriments, bonne pour la santé, pour l'énergie et la croissance) 4. Autres (Précisez_____) 888. Refuse de répondre/Ne sait pas	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	**Choisir toutes les possibilités/options
<b>nutteach3</b>	En moyenne, combien de temps (en minutes) dure une leçon sur la nutrition ?	.....	*Entrez en minutes (0-600) Entrez 888 si Refuse de répondre/Ne sait pas

## HYGIENE

**Parfait, nous avons presque fini. Maintenant j'ai quelques questions à propos de l'hygiène.**

<b>hygtrain</b>	Avez-vous reçu une formation sur l'enseignement de l'hygiène et du lavage des mains au cours des 12 derniers mois ? 3. Oui 4. Non 888. Refuse de répondre/Ne sait pas	_	*Choisir une seule option
<b>hygteach</b>	Enseignez-vous généralement l'hygiène dans votre classe ? 3. Oui 4. Non → <b>healthtrain</b>	_	*Choisir une seule option
<b>hygteach2</b>	Quelles sont les pratiques en matière d'hygiène que vous enseignez aux élèves ? 7. Lavage des mains à des moments critiques 8. Eviter de partager les ustensiles de cuisine/à boire 9. Eviter de partager des vêtements et des uniformes 10. Se laver et se doucher quotidiennement avec du savon 11. Se couvrir la bouche et le nez lorsqu'on tousse ou éternue. 12. Autre 888. Refuse de répondre/Ne sait pas	_   _   _   _   _   _	*Choisir toutes les possibilités/options *Définir moments critiques comment étant par exemple au moment de manger ou d'utiliser les latrines
<b>hygteach3</b>	Durant une semaine d'école typique, combien de fois enseignez-vous les pratiques d'hygiène en classe ? 5. Jamais 6. Une fois par semaine 7. 2-4 fois par semaine 8. Chaque jour 889. Refuse de répondre/Ne sait pas	_	*Choisir une seule option
<b>hygteach4</b>	En moyenne, combien de minutes dure une leçon sur les pratiques d'hygiène ?	.....	*Entrez en minutes (0-600) Entrez 888 si Refuse de répondre/Ne sait pas

## Santé scolaire

**D'accord, nous avons presque fini, j'ai des questions sur l'hygiène à présent.**

<b>healthtrain</b>	Avez-vous reçu une formation sur l'enseignement des compétences de vie à vos élèves durant les 12 derniers mois ? 1. Oui 2. Non 888. Refuse de répondre/Ne sait pas	_	Préciser que les compétences de vie se réfèrent aux compétences visant à aider les enfants à développer des
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			compétences psychosociales Sélectionner seulement une option
<b>Healthteach1</b>	Enseignez-vous généralement les compétences de vie dans vos classes habituellement ? 5. Oui 6. Non → <b>terminer l'enquête ici</b>	_	*Sélectionner une seule option
<b>Healthteach2</b>	Quels types de thèmes sur les compétences de vie enseignez vous ? 1. Résolution de problème 2. Prise de décision 3. Analyse/réflexion critique 4. Compétences interpersonnelles pour une meilleure communication 5. Connaissance de soi 6. Gestion du stress 7. Autre 888. Refuse de répondre/Ne sait pas	_   _   _   _   _   _   _	*Sélectionner tout ce qui s'applique
<b>Healthteach3</b>	Dans une semaine de classe ordinaire, combien de fois enseignez vous les compétences de vie dans vos classes ? 9. Jamais 10. Une fois par semaine 11. 2-4 times par semaine 12. Journalièrement 888. Refuse de répondre/Ne sait pas	_	*Sélectionner une seule option
<b>Healthteach4</b>	Combien de fois en moyenne en minutes, une leçon de classe sur les compétences de vie dure-t-elle ?	.....	*Entrez des minutes (0-600) <i>Entrez 888 si refuse de répondre ou ne sait pas</i>
<b>Thanks</b>	<b>Merci beaucoup d'avoir répondu à mes questions</b>		



**ÉVALUATION A MIS PARCOURS DU PROGRAMME D'ALIMENTATION SCOLAIRE DE CRS AU BURKINA  
FASO**


## Questionnaire à l'intention de la mère (NME)


Informations de base (À remplir par les enquêteurs)

<b>Enum</b>	Nom: ..... Prénom: .....	ID :
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>village</b>	Écrire le nom de le village	CODE  _ _ _ _ _ _ _ _
<b>preloadedname</b>		
<b>preloadedID</b>		
<b>remplaçant</b>		
<b>Statut</b>	Quel est le statut de la mère ? 1. Enceinte 2. Mère avec un enfant de moins de 7 mois 3. Mère avec un enfant de 7- 24 mois	

**Chère maman:**

Bonjour, je m'appelle <insérer votre propre nom>. Vous avez été sélectionnée pour participer à une enquête sur la santé, la nutrition et l'éducation pour le projet «nourriture contre éducation». Votre participation à cet entretien est entièrement volontaire et vous n'avez aucune obligation de participer. Si, à tout moment, vous souhaitez interrompre votre participation, vous pouvez le faire sans problème. Si vous acceptez, veuillez répondre à toutes les questions aussi franchement que possible. Si vous ne connaissez pas la réponse à une question, vous pouvez simplement le dire. Toutes les réponses resteront strictement confidentielles.

<b>Consent</b>	Acceptez-vous de participer à cette enquête? 1. Oui → <b>lastname</b> 2. Non → <b>remerciez-la</b> , terminez l'enquête et passez à la prochaine mère sur votre liste.	_	* Choisissez une seule option
 <b>Si la mère dit NON, remerciez-la, mettez fin à l'enquête et passez à la prochaine mère sur votre liste.</b>			
<b>mother</b>	Êtes-vous enceinte ou mère d'un enfant de moins de 2 ans? 1. Oui, je suis enceinte 2. Oui, je suis mère d'un enfant de moins de 2 ans 3. Oui en meme temps enceinte et mère d'enfant de moins de 2 ans	_	* Choisissez une seule option

	4. Non – <b>ARRÊTEZ-Remerciez-la et mettez fin à l'enquête. Consultez votre superviseur et passez à la prochaine mère sur votre liste.</b>		
 <b>Si la répondante figurant sur votre liste n'est pas enceinte ou mère d'un enfant de moins de 2 ans, remerciez-la et mettez fin à l'enquête. Consultez votre superviseur et passez à la prochaine mère sur votre liste.</b>			

#### INFORMATIONS PERSONNELLES

**Parfait! Maintenant, je souhaiterais vous poser quelques questions personnelles....**

<b>lastname</b>	Quel est votre nom?		
<b>firstname</b>	Quel est votre prénom?		
<b>age</b>	Quel âge avez-vous?	.....	*Inscrivez les âges >=13 & <=99 *Notez 888 si la mère ne connaît pas son âge
<b>edu</b>	Quel est votre plus haut niveau d'éducation? 0. Je n'ai aucun niveau d'éducation 1. Je n'ai pas terminé le cycle primaire 2. J'ai terminé le primaire 3. Je n'ai pas terminé le niveau secondaire 4. J'ai terminé le secondaire 5. J'ai brièvement fréquenté l'université 6. J'ai obtenu une licence 7. Je suis allée au-delà de la licence 8. J'ai uniquement fréquenté une école de formation technique ou professionnelle 9. Ecole franco-arabe 10. Autres 888. Ne sait pas / Refuse de répondre	I _ I	* Choisissez une seule option
<b>read</b>	Pouvez vous lire en : 1. français 2. dans une langue locale 3. les deux 4. dans aucune langue 888. Ne sait pas/ Refuse de répondre	I _ I	* Choisissez une seule option * Lisez-leur les options
<b>write</b>	Quand est-il de l'écriture? 1. Je peux écrire en français 2. dans une langue locale 3. les deux 4. dans aucune langue 888. Ne sait pas/ Refuse de répondre	I _ I	* Choisissez une seule option * Lisez-leur les options

#### ENVIRONNEMENT DOMESTIQUE

**Bien! Maintenant, j'aimerais vous poser quelques questions sur votre ménage**

<b>hsize</b>	Au cours des 12 derniers mois, combien de personnes ont veccu en moyenne dans votre ménage, vous y compris	.....	*NB : le ménage peut n'être constitué que d'un seul membre  * INTERVALLE de 1 à 60
<b>Kid02</b>	Combien parmi vos enfants ont 2 ans ou moins?	..... .	>=0 Inscrivez le nombre =<25 <b>Le nombre d'enfants ne peut pas être supérieur à 25</b>
<b>Kid06</b>	Combien parmi vos enfants ont entre 0 et 6 mois?	..... .	>=0 Inscrivez le nombre en chiffres =<25 <b>Le nombre d'enfants ne peut pas être supérieur à 25</b>
<b>latrine</b>	Avez-vous (vous et les membres de votre ménage) accès à des latrines? 1. Oui→ <b>latty</b> 2. Non → <b>Water1</b> 888. Ne sait pas / Refuse de répondre → <b>Water1</b>	I__I	* Choisissez une seule option Précisez à la répondante qu'il s'agit des principales latrines utilisées par la plupart des membres du ménage
<b>latty</b>	De quel type de latrines s'agit-il? 1. à chasse d'eau ou à vider 2. latrine à fosse ventilée 3. latrine à fosses avec dalle 4. latrine à fosses sans dalle 5. latrines à seau 888. Ne sait pas / Refuse de répondre	I__I	* Choisissez une seule option * Précisez à la répondante qu'il s'agit des principales latrines utilisées par la plupart des membres du ménage.
<b>latlocation</b>	Où se trouve cette latrine que vous utilisez principalement? 1. à l'intérieur de la maison 2. A coté de la maison et utilisée uniquement par les membres du ménage 3. à proximité de la maison (partagée avec les voisins) 4. dans la communauté 5. à l'église / à la Mosquée 6. à l'école des enfants 7. Autres (précisez -----) 888. Ne sait pas / Refuse de répondre	I__I	* Choisissez une seule option * Précisez à la répondante qu'il s'agit des principales latrines utilisées par la plupart des membres du ménage.
<b>Water1</b>	Avez-vous accès l'eau à la maison pour vous laver les mains? 1. oui 2. non	I__I	* Choisissez une seule option

	888. Ne sait pas / Pas de réponse		
<b>Water2</b>	Avez-vous accès à leau potable à la maison pour boire et faire la cuisine? 1. oui 2. Non → <b>Source2</b> 888. Ne sait pas / Pas de réponse → <b>Source2</b>	I _ I	* Choisissez une seule option
<b>Source1</b>	Quelle est la principale source d'eau potable de votre ménage? 1. L'eau courante dans la concession (robinet) 2. Eau courante dans la communauté (fontaine) 3. puits privé 4. Puits public 5. Distribution d'eau par un réservoir 6. Source naturelle d'eau (lac, rivière, ruisseau, etc.) 7. Autres (précisez: _____) 888. Ne sait pas / Pas de réponse	I _ I	*Ne donnez pas d'exemples et ne listez pas les options à la répondante * Choisissez une seule option
<b>Source2</b>	Jusqu'où faut-il aller pour la corvée d'eau? 1. Tout près (0-15 minutes à pied) 2. Assez près (15 à 45 minutes de marche) 3. Loin (45 - 1h 30 minutes à pied) 4. Très loin (plus d'1h30 de marche) 888. Ne sait pas / Pas de réponse	I _ I	* Choisissez une seule option * Pour la distance, considérez le trajet aller simple
<b>Elec1</b>	Avez-vous de l'électricité chez vous? 1. oui 2. Non → passez à <b>Malaria1</b> 888. Ne sait pas / pas de réponse → <b>Malaria1</b>	I _ I	* Choisissez une seule option
<b>Elec2</b>	Vous bénéficiez de l'électricité pendant combien d'heures par jour? 1. 0-1 heure 2. 1-3 heures 3. 3-5 heures 4. plus de 5 heures 888. Ne sait pas / Pas de réponse	I _ I	*Ne donnez pas d'exemples et ne listez pas les options à la répondante * Choisissez une seule option
<b>Malaria1</b>	Avez-vous une moustiquaire imprégnée d'insecticide (ITN) ou une simple moustiquaire à la maison? 1. oui 2. non 888. Ne sait pas / Pas de réponse	I _ I	* Choisissez une seule option
<b>Malaria2</b>	Comment vous protégez-vous du paludisme? 1. Je ne fais rien 2. Je dors sous une moustiquaire la nuit 3. Je prends des comprimés pour la prévention 4. Appliquer des lotions/spray/pommades sur le corps avant de sortir 5. Je vaporise la maison avec des insecticides 6. Autres (précisez _____)	I _ I I _ I I _ I I _ I I _ I	*Sélectionnez toutes les options applicables

	888. Ne sait pas / Pas de réponse		
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## CONSULTATIONS PRÉNATALES

Je vous remercie! J'aimerais maintenant poser quelques questions sur les consultations prénatales.

<b>anc1</b>	Avez-vous consulté quelqu'un pour des soins prénataux lors de votre dernière grossesse? 1. Oui → <b>anc3</b> 2. non	<input type="checkbox"/>	* Choisissez une seule option
<b>Anc2</b>	Pourquoi n'avez-vous vu personne pour des soins prénataux pendant cette grossesse? 1. Je ne pensais pas en avoir besoin/ je ne me sentais pas malade → <b>anc13</b> 2. Le centre de santé est trop éloigné → <b>Anc13</b> 3. Je ne fais pas confiance aux travailleurs de la santé → <b>Anc13</b> 4. J'ai eu une mauvaise expérience → <b>Anc13</b> 5. Je préfère le guérisseur traditionnel → <b>Anc13</b> 6. Ça coûte trop cher → <b>Anc13</b> 7. Mon mari ne me l'a pas autorisée → <b>Anc13</b> 8. Les autres membres de la famille ne me l'ont pas autorisée (spécifiez) → <b>Anc13</b> 9. Je ne savais pas où aller → <b>Anc13</b> 10. Autres (précisez) → <b>Anc13</b> 888. Refuse de répondre / Ne sait pas → <b>Anc13</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options applicables
<b>ANC3</b>	Qui avez-vous vu? 1. Un médecin / une infirmière / une sage-femme 2. Une accoucheuse traditionnelle _____ 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sélectionnez toutes les options applicables
<b>Anc4</b>	Où avez-vous reçu des soins prénataux pour cette grossesse? 1. à la maison 2. chez quelqu'un d'autre 3. à l'hôpital public/ Clinique publique 4. au Centre de santé primaire 5. à la clinique de proximité 6. d'autres établissements publics (précisez) 7. d'autres établissements d'ONG (précisez) 8. dans un hôpital privé / maison de soins 9. dans une clinique privée 10. d'autres établissements privés (précisez) 11. Autres (précisez) 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options applicables

<b>Anc5</b>	À combien de mois de grossesse étiez-vous lorsque vous avez reçu des soins prénataux pour la première fois?	.....	*Inscrivez les mois en chiffres (0-10) *Notez 888 si la personne ne sait pas /Refuse de répondre
<b>Anc6</b>	Combien de visites prénatales avez-vous faites pendant cette grossesse?	.....	*Inscrivez le nombre de fois 0=< <b>consultations prénatales</b> 6 =<9 *Notez 888 si elle ne sait pas ou refuse de répondre
<b>Anc7</b>	Avez-vous posé des questions au prestataire de santé lors de votre/ vos consultations prénatales? 1. Oui → <b>Anc9</b> 2. Non → <b>Anc8</b> 888. Refuse de répondre / Ne sait pas → <b>Anc11</b>	<input type="checkbox"/>	*Choisissez une seule option
<b>Anc8</b>	Pourquoi n'avez-vous pas posé de questions au prestataire de santé? 1. Je n'avais pas de questions → <b>Anc11</b> 2. J'étais gênée de poser des questions → <b>Anc11</b> 3. Le prestataire ne m'a pas laissé poser des questions → <b>Anc11</b> 4. Quelqu'un d'autre m'a empêché de poser des questions (précisez) → <b>Anc11</b> 5. Autres (précisez) → <b>Anc11</b> 888. Refuse de répondre / Ne sait pas → <b>Anc11</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options applicables
<b>Anc9</b>	Dans quelle mesure étiez-vous satisfaite des réponses du prestataire de santé à vos questions? 1. Très satisfaite → <b>Anc11</b> 2. Assez satisfaite → <b>Anc11</b> 3. Ni satisfaite ni insatisfaite → <b>Anc11</b> 4. Plutôt insatisfaite 5. Très insatisfaite 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	*Choisissez une seule option
<b>Anc10</b>	Quelles sont les raisons pour lesquelles vous n'étiez pas satisfaite? 1. Le prestataire était impoli ou irrespectueux 2. Il/elle n'a pas répondu à mes questions 3. Je n'ai pas compris les réponses 4. Autres (précisez) 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options applicables
<b>Anc11</b>	Dans l'ensemble, dans quelle mesure étiez-vous satisfaite de la façon dont le prestataire de santé vous a traitée lors de votre ou vos visites de soins prénataux? 1. Très satisfaite → <b>Anc13</b>	<input type="checkbox"/>	*Choisissez une seule option

	2. Assez satisfaite → <b>Anc13</b> 3. Ni satisfaite ni insatisfaite → <b>Anc13</b> 4. Plutôt insatisfaite 5. Très insatisfaite 888. Refuse de répondre / Ne sait pas		
<b>Anc12</b>	Quelles sont les raisons pour lesquelles vous n'étiez pas satisfaite? 1. Le prestataire était impoli ou irrespectueux 2. Le prestataire n'était pas qualifié 3. Le temps d'attente était long 4. Il n'y avait pas d'intimité 5. Aucun service / médicament disponible 6. Autres (précisez) 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	*Choisissez une seule option
<b>Anc13</b>	Pendant cette grossesse, avez-vous pris des comprimés pour avoir une grossesse en bonne santé? 1. Oui → <b>anc14</b> 2. Non → <b>anc15</b> 888. Refuse de répondre / Ne sait pas → <b>anc15</b>	<input type="checkbox"/>	* Choisissez une seule option * Assurez-vous que la répondante ne confond pas avec la prise de médicaments pour des maladies aléatoires comme une fièvre ou un rhume.
<b>Anc14</b>	Quelles étaient les raisons pour lesquelles vous aviez pris les comprimés? 1. Pour prévenir le paludisme 2. Pour prévenir les vers intestinaux 3. Pour enrichir votre alimentation avec des micronutriments et augmenter la production de sang (fer, multivitamines) 4. Pour soigner une diarrhée 5. Autres (précisez _____) 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options applicables * Lisez les options à la répondante, mais pas les options «Autres» ou «Ne sait pas»
<b>anc15</b>	En général, qui prend les décisions concernant les soins que vous recevez pendant votre grossesse? 1. Moi-même 2. Mon mari 3. Ma mère (biologique / la femme de mon père) 4. Mon père (biologique / le mari de ma mère) 5. Ma belle-mère 6. Mon beau-père 7. Ma grand-mère 8. Mon grand-père 9. Ma soeur / belle-soeur 10. Mon frère / beau-frère 11. Ma tante 12. Mon oncle 13. Autres (précisez) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options applicables

	888. Refuse de répondre / Ne sait pas		
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**Merci pour vos réponses! J'aimerais maintenant vous poser quelques questions sur vos connaissances concernant la grossesse.**

<b>anc16</b>	Avez-vous été sensibilisée (formel ou informel) aux bienfaits de recourir à des accoucheuses qualifiées (sage-femme/accoucheuse/maieuticien)? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option
<b>anc17</b>	Avez-vous été sensibilisée aux bienfaits d'accoucher dans un établissement de santé? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option
<b>anc18</b>	Avez-vous été sensibilisée aux facteurs à surveiller qui pourraient causer des problèmes à votre grossesse? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option
<b>anc19</b>	Avez-vous été sensibilisée aux endroits où aller si vous aviez des problèmes avec votre grossesse? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option
<b>anc21</b>	Avez-vous été formé ou sensibilisé sur comment prévenir le paludisme durant la période de grossesse ? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option
<b>anc22</b>	Avez vous reçu une sensibilisation sur les pratiques nutritionnelles a avoir durant la grossesse? Notemment sur: 1. Qu'est ce qu'il faut manger 2. Quelle quantité manger 3. A quel(s) moment(s) il faut manger 4. Aucun 888. Ne sait pas/refuse de répondre	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Selectionner toutes les options possibles Ne choisissez pas aucun en meme temps aue dautres reponses'

<b>Anc23</b>	De qui avez-vous reçu cette information durant votre grossesse ? 1. Parents/beaux-parents 2. Autres membres de la famille/amis 3. Agents de santé communautaire 4. Médecin/Infirmière/Sage-femme 5. Accoucheuse traditionnelle 6. Radio/Médias 7. Autres 8. Refuse de répondre/Ne sait pas	<input type="checkbox"/>	Sélectionnez tout ce qui s'applique Lire toutes ces options au répondant
<b>Anc20</b>	Avez-vous été sensibilisé à faire un bilan postnatal après l'accouchement ? 1. Oui 2. Non 3. Ne sait pas/Refuse de répondre (888)		

#### ACCOUCHEMENT ASSISTÉ

Je vous remercie! J'aimerais maintenant poser quelques questions sur votre dernier accouchement.

<b>Birth1</b>	Êtes-vous actuellement enceinte? 1. oui 2. Non → <b>Birth4</b> 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option
<b>Birth2</b>	Où comptez-vous accoucher pour cette grossesse? 1. Chez moi 2. Chez quelqu'un d'autre 3. À l'hôpital public /Clinique publique 4. Au centre de santé primaire 5. À la clinique de proximité 6. Autres établissements publics (précisez) 7. Autres établissements d'ONG (précisez) 8. Dans un hôpital privé /dans une maison de soins 9. Dans une clinique privée 10. Autres établissements privés (précisez) 11. Autres (précisez) 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option Question uniquement pertinente pour les femmes enceintes
<b>Birth3</b>	Qui décide du lieu où vous accoucherez? 1. Moi-même 2. Mon mari 3. Ma mère (biologique / la femme de mon père) 4. Mon père (biologique / le mari de ma mère) 5. Ma belle-mère 6. Mon beau-père 7. Ma grand-mère 8. Mon grand-père 9. Ma soeur / belle-soeur 10. Mon frère / beau-frère	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options applicables Question uniquement pertinente pour les femmes enceintes

	11. Ma tante 12. Mon oncle 13. Autres (précisez) _____ 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/> <input type="checkbox"/>	
<b>Birth4</b>	Avez-vous reçu une sensibilisation (formelle/informelle) sur les avantages et les inconvénients de la planification familiale ? 1. Oui 2. Non → <b>Birth6</b> 888. Ne sait pas/ pas de réponse → <b>Birth6</b>	<input type="checkbox"/>	* Choisissez une seule option Définir la planification familiale comme étant l'ensemble des méthodes auxquelles un couple peut avoir recours pour retarder ou éviter une grossesse
<b>Birth5</b>	De qui avez-vous reçu cette sensibilisation ? 1. Parents/beaux-parents 2. Autres membres de la famille/amis 3. Agents de santé communautaire 4. Médecin/sage-femme/accoucheuse/infirmière 5. Accoucheuse traditionnelle 6. Radio/Médias 7. Autres 888. Ne sait pas/ pas de réponse	<input type="checkbox"/>	* Choisissez une seule option
<b>Passons maintenant à votre dernier enfant. Pouvez-vous me dire:</b>			
<b>Birth6</b>	Pour votre dernier accouchement, s'agissait-il d'une naissance unique ou multiple ? 1. un seul bébé 2. des jumeaux 3. des triplés ou plus 888. Refuse de répondre / Ne sait pas 999. La répondante n'a pas d'autre bébé et n'a pas encore accouché	<input type="checkbox"/>	* Choisissez une seule option
<b>Birth7</b>	Le dernier né était-il un garçon ou une fille ? 1. garçon 2. fille	<input type="checkbox"/>	* Choisissez une seule option
<b>Birth8</b>	Quel nom vous lui avez-vous donné ?		
<b>Birth9</b>	En quel mois et année (nommez le bébé1) est-il né ?:		

<b>Birth9a</b>	Le mois de naissance 1. Janvier → <b>Birth9c</b> 2. février → <b>Birth9c</b> 3. Mars → <b>Birth9c</b> 4. avril → <b>Birth9c</b> 5. mai → <b>Birth9c</b> 6. juin → <b>Birth9c</b> 7. juillet → <b>Birth9c</b> 8. août → <b>Birth9c</b> 9. septembre → <b>Birth9c</b> 10. octobre → <b>Birth9c</b> 11. novembre → <b>Birth9c</b> 12. décembre → <b>Birth9c</b> 888. Refuse de répondre / Ne sait pas → <b>Birth9c</b>	<input type="text"/>	* Choisissez une seule option
<b>Birth9b</b>	En quelle saison (nommez le bébé 1) est-il né? 1. en saison sèche 2. en saison des pluies 888. Refuse de répondre / Ne sait pas	<input type="text"/>	* Choisissez une seule option
<b>Birth9c</b>	Année de naissance 1. 2017 2. 2018 3. 2019 888. Refuse de répondre / Ne sait pas	<input type="text"/>	* Choisissez une seule option
<b>Birth10</b>	Qui vous a assisté à la naissance de (nommez le bébé 1)? 1. Un médecin / une infirmière / une sage-femme 2. Une accoucheuse traditionnelle 3. Autres (précisez) _____ 888. Refuse de répondre / Ne sait pas	<input type="text"/> <input type="text"/> <input type="text"/>	*Sélectionnez toutes les options applicables
<b>Birth11</b>	Où avez-vous donné naissance à (nommez le bébé 1) 1. Chez moi 2. Chez quelqu'un d'autre 3. À l'hôpital public /Clinique publique 4. Au centre de santé primaire 5. À la clinique de proximité 6. Autres établissements publics (précisez) 7. Autres établissements d'ONG (précisez) 8. Dans un hôpital privé /dans une maison de soins 9. Dans une clinique privée 10. Autres établissements privés (précisez) 11. Autres (précisez) 888. Refuse de répondre / Ne sait pas	<input type="text"/>	* Choisissez une seule option

<b>Birth12</b>	Qui a décidé du lieu de naissance de (nommez le bébé 1)? 1. Moi-même 2. Mon mari 3. Ma mère (biologique / la femme de mon père) 4. Mon père (biologique / le mari de ma mère) 5. Ma belle-mère 6. Mon beau-père 7. Ma grand-mère 8. Mon grand-père 9. Ma soeur / belle-soeur 10. Mon frère / beau-frère 11. Ma tante 12. Mon oncle 13. Autres (précisez) _____ 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Sélectionnez toutes les options applicables
<b>Birth13</b>	Est-ce que (nommez le bébé 1) a été pesé à la naissance? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option

### SOINS DU NOURRISSON

**Je vous remercie! J'aimerais maintenant poser quelques questions sur les soins du nourrisson. Veuillez répondre à ces questions sur votre dernier enfant vivant âgé de moins de 24 mois .**

<b>Infant1</b>	Est-ce que quelqu'un a vérifié l'état de santé de (nommez le bébé 1) dans les deux mois qui ont suivi l'accouchement? 1. oui 2. Non → passez <b>Infant2</b> 888. Refuse de répondre / Ne sait pas → <b>Infant2</b>	<input type="checkbox"/>	* Choisissez une seule option
<b>Infant1a</b>	Qui a assuré le suivi de la santé de (nommez le bébé 1) au cours des deux mois qui ont suivi votre accouchement? 1. Le prestataire de soins de santé (médecin / infirmière / sage-femme) 2. L'accoucheuse traditionnelle 3. Autres (précisez) 888. Refuse de répondre / Je ne sais pas	<input type="checkbox"/>	* Choisissez une seule option
<b>Infant2</b>	(Nommez le bébé 1) a-t-il déjà reçu des vaccins pour prévenir les maladies, y compris des vaccins reçus lors de campagnes ou de journées de vaccination? 1. oui → <b>infant3</b> 2. non → <b>infant5</b> 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option



<b>Infant3</b>	Est-ce que (Nommez le bébé 1) a un cahier de vaccination ? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I__I	* Choisissez une seule option
<b>Infant4</b>	Est-ce que (Nommez le bébé 1 ) a reçu <b>toutes</b> les vaccinations requises pour son age ? 1. oui→ <b>infant6</b> 2. non→ <b>infant5</b> 888. Refuse de répondre / Ne sait pas	I__I	* Choisissez une seule option
<b>Infant5</b>	Pourquoi (bébé 1) n'a pas reçu toutes ou une partie de ces vaccinations ? 1. Les vaccins sont trop chers 2. Il n'y a pas de service de vaccination dans le village/centre de santé 3. Le service de vaccination est trop éloigné 4. Les vaccins ne sont pas importants 5. Je n'ai pas le temps 6. Raison religieuse 7. Autres à préciser 888. Refuse de répondre / Ne sait pas	I__I	*Sélectionnez toutes les options applicables
<b>Infant6</b>	Quel âge a (nommez le bébé 1)? Âge en mois entiers: 0-24 mois	.....	*Inscrivez le nombre de mois en chiffres– 0-24 * Notez 888 si elle ne sait pas/refuse de répondre
<b>Infant7</b>	Est-ce que (nommez le bébé 1) vit avec vous? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I__I	* Choisissez une seule option
<b>Infant8</b>	Est-ce que (nommez le bébé1) dort sous une moustiquaire? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I__I	* Choisissez une seule option

## ALIMENTATION PRÉCOCE

**Je vous remercie! J'aimerais maintenant poser quelques questions sur l'alimentation précoce, concernant votre plus jeune enfant (nommez-le1).**

<b>Bfeed1</b>	Avez-vous déjà allaité (nommez-le 1)? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	__ 	* Choisissez une seule option
<b>Bfeed2</b>	Quand avez-vous allaité pour la première fois (nommez-le 1)? 1. Dans l'heure qui a suivi l'accouchement 2. 1-2 heures après l'accouchement 3. 2-4 heures après l'accouchement 4. 4-6 heures après l'accouchement 5. 6-24 heures après l'accouchement 6. 1-6 jours après l'accouchement 7. Plus d'une semaine après l'accouchement 888. Refuse de répondre / Ne sait pas	__ 	* Choisissez une seule option
<b>Bfeed2a</b>	Avez-vous reçu une sensibilisation sur l'allaitement précoce ? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	__ 	* Choisissez une seule option Allaitement précoce: allaitement Durant les tous premiers moments de la naissance
<b>Bfeed2c</b>	De qui avez-vous reçu cette information/sensibilisation ? 1. Parents/Beaux-parents 2. Autres membres de la famille/Amis 3. Agents de santé communautaires 4. Médecin/Infirmière/Sage-femme 5. Accoucheuse traditionnelle 6. Radio/Médias 7. Autres 8. Refuse de répondre/Ne sait pas		Sélectionnez tout ce qui s'applique Lire les différentes options de réponse au répondant
<b>Bfeed2b</b>	Avez-vous été assisté par une sage-femme ou un autre professionnel médical lors de l'allaitement précoce ? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	__ 	* Choisissez une seule option
<b>Bfeed3</b>	Pendant combien de mois avez-vous allaité (nommez-le 1) exclusivement au sein?	... ...	*Inscrivez le nombre de mois en chiffres – 0-36 * Notez 999 si elle allaite encore * Notez 888 si elle ne sait pas/refuse de répondre


<b>Bfeed3a</b>	<p>Avez-vous déjà donné de l'eau à ( bébé 1 ) ?</p> <p>1. oui</p> <p>2. non → <b>Bfeed4</b></p> <p>888. Refuse de répondre / Ne sait pas → <b>Bfeed4</b></p>		
<b>Bfeed3b</b>	<p>Quand avez-vous commencé à donner de l'eau à (bébé 1) ?</p>	<p> __</p> <p> </p>	<p>Inscrivez le nombre de mois en chiffres – 0-36</p> <p>* Notez 999 si elle allaite encore</p> <p>* Notez 888 si elle ne sait pas/refuse de répondre»</p>
<b>Bfeed4a</b>	<p>Avez-vous donné des décoctions à bébé 1 ?</p> <p>1. Oui</p> <p>2. Non → <b>Bfeed5</b></p> <p>888. Ne sait pas/Refuse de répondre → <b>Bfeed5</b></p>	<p> __</p> <p> </p>	<p>* Choisissez une seule option</p>
<b>Bfeed4b</b>	<p>Quand avez-vous commencé à donné des décoctions à bébé 1 ?</p>		<p>Réponse en nombre de mois</p> <p>Entrez 888 si « ne sait pas » ou « refuse de répondre »</p>
<b>Bfeed5a</b>	<p>Selon vous,pendant combien de temps un bébé peut-il être exclusivement nourri au lait maternel?</p>	<p>...</p> <p>...</p>	<p>*Inscrivez le nombre de mois en chiffres– 0-36</p> <p>* Notez 888 si elle ne sait pas /refuse de répondre</p>
<b>Bfeed5b</b>	<p>Avez-vous reçu une éducation/sensibilisation sur l'allaitement exclusif ?</p> <p>1. Oui</p> <p>2. Non</p> <p>888. Ne sait pas/Refuse de répondre</p>	<p> __</p> <p> </p>	<p>* Choisissez une seule option</p>
<b>Bfeed5c</b>	<p>De qui avez-vous reçu cette information</p> <p>1. Parents/beaux-parents</p> <p>2. Autres membres de la famille/amis</p> <p>3. Agents de santé communautaire</p> <p>4. Médecin/sage-femme/accoucheuse/infirmière</p> <p>5. Accoucheuse traditionnelle</p> <p>6. Radio/médias</p> <p>7. Autres</p> <p>888.Ne sait pas/ pas de réponse</p>	<p> __</p> <p> </p>	<p>* Choisissez une seule option</p>
<b>Semisolid1</b>	<p>Après combien de mois de naissance, (name 1) a-t-il commencé à manger des aliments semi-solides incluant la bouille ?</p>	<p> __</p> <p> </p>	<p>Entrez le nombre de mois : 0-24</p> <p>Mettre 999 si pas encore/ou toujours entrain d'allaiter</p> <p>Mettre 888 si ne sait pas/refuse de repondre</p>

<b>Semisolid2</b>	Combien de mois après sa naissance, un bébé peut-il commencé à manger des aliments semi-solides (y compris boire de la bouillie) ?	I__ I	Entrez le nombre de mois : 0-24 Mettre 888 si ne sait pas/refuse de répondre
<b>Solidfood1</b>	Combien de mois après la naissance (nommez-le 1) a-t-il commencé à manger des aliments solides?	... ...	*Inscrivez le nombre de mois en chiffres– 0-24 * Notez 999 si elle n’allait pas encore/allait toujours * Notez 888 si elle ne sait /refuse de répondre
<b>Solidfood2</b>	Selon vous, combien de mois après la naissance un bébé devrait-il commencer à manger des aliments solides?	... ...	*Inscrivez le nombre de mois en chiffres – 0-24 * Notez 888 si elle ne sait pas/refuse de répondre
<b>purge</b>	Avez-vous été sensibilisé (formel/informel) à éviter de pratiquer la purge ? 1. Oui 2. Non 888.Refuse de répondre/Ne sait pas		* Choisissez une seule option
<b>gavage</b>	Avez-vous été sensibilisé (formel/informel) à éviter de pratiquer l’alimentation forcée/gavage à la maison ? (Pincer ou fermer le nez du bébé et ouvrir sa bouche pour le forcer à avaler soit de la bouillie, de l'eau ou des décoctions ect..) 1. Oui 2. Non 888. Refuse de répondre/Ne sait pas		* Choisissez une seule option Exclure le gavage médical (passage de sondes dans les narines pour l’alimentation) pratiquée à l’hôpital

#### COMPLÉMENT ALIMENTAIRE

**Maintenant, je veux que vous preniez une minute pour penser à toute la consommation de nourriture dans votre ménage...**

<b>Decide1</b>	Prenez-vous la décision de ce que les membres de votre ménage mangent tous les jours? 1. Oui → <b>bfeedfreq1</b> 2. Non 3. Quelquefois → <b>bfeedfreq1</b>	I__I	* Choisissez une seule option
<b>Decwho1</b>	<i>Qui dans votre ménage prend les décisions concernant ce que les enfants mangent?</i> (enquêteur: notez son nom)		
<b>Decwho2</b>	Quelle est votre relation avec cette personne: Notez cette relation 1. L’autre femme de mon mari/les femmes 2. Mon mari 3. Ma mère (biologique / la femme de mon père) 4. Mon père (biologique / le mari de ma mère)	I__I	* Choisissez une seule option

	5. Ma belle-mère 6. Mon beau-père 7. Mon beau-frère 8. Ma belle-soeur 9. Ma grand-mère 10. Mon grand-père 11. Ma soeur/ demi-soeur 12. Mon frère/demi-frère 13. Ma tante 14. Mon oncle 15. Autres membres de la famille (précisez) _____ 888. Refuse de répondre / Ne sait pas		
 <b>Sauter cette partie si la mère est enceinte et qu'elle n'a pas d'enfant de moins de 2 ans.</b>			
<b>Bfeedfreq1</b>	Votre plus jeune enfant a-t-il reçu du lait maternel hier? 1. Oui → <b>bfeedfreq2</b> 2. Non → <b>bfeedfreq3</b> 888. Refuse de répondre / Ne sait pas → <b>bfeedfreq3</b>	I _ I	* Choisissez une seule option
<b>Bfeedfreq2</b>	À quelle fréquence avez-vous allaité votre plus jeune enfant hier? 1. Toutes les heures 2. Toutes les deux heures 3. Toutes les trois heures 4. Toutes les quatre heures 5. Entre 3 et 5 fois 6. Deux fois 7. Une seule fois 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
<b>Bfeedfreq3</b>	Avez-vous nourri votre plus jeune enfant avec du lait maternisé (en plus de l'allaitement)? 1. Oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option Lait maternisé=lait artificielle
<b>Mealfreq1</b>	Combien de fois votre plus jeune enfant a-t-il mangé hier? (en dehors de l'allaitement)	.....	*Inscrivez les nombres ≥0 & ≤9 *Passez à <b>fs10</b> si la réponse est 0
<b>responsive</b>	Est-ce que vous ou un autre adulte êtes resté avec, soutenu et encouragé votre plus jeune enfant de moins de 2 ans quand il / elle mangeait des aliments solides hier? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option

<b>Maintenant, je veux que vous preniez une minute et pensiez à toute la nourriture qui a été préparée pour votre plus jeune enfant de moins de 2 ans, hier. [Passez à ac10 si la femme est enceinte et n'a pas d'enfant de moins de 2 ans et / ou si la fréquence des repas1 == 0]</b>			
<b>fs1</b>	Selon vous, la journée d'hier était-elle une journée «ordinaire / habituel» ou y avait-il une occasion spéciale? 1. Ordinaire / habituel 2. Occasion spéciale 888. Refuse de répondre / Ne sait pas	I _ I	*Donnez des exemples d'occasions spéciales comme les funérailles et les fêtes  * Choisissez une seule option
<b>fs2</b>	<b>Maintenant, je veux que vous preniez une minute et pensiez à toute la nourriture que vous ou un autre adulte a/avez donnée hier à votre plus jeune enfant de moins de 2 ans qui mange des aliments solides. Lui avez-vous donné:</b>		
<b>fs2a</b>	Céréales: bouillie, pain, nouilles, maïs, millet, sorgho, macaronis, gâteau, acassa, riz? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
<b>fs2b</b>	Racines et tubercules blancs : pommes de terre, ignames, manioc ...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
<b>fs2c</b>	Des lentilles, haricots, arachides, les autres fruits à gousses, pois, oulettes d'arachides (Moore: mougoudougou / Fulfulde: sorondobo), touto d'arachide (kourakoura), beignets de haricot (gonre)? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
<b>fs2d</b>	Lait, fromage, yaourt? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
<b>fs2e</b>	Viande de poulet, mouton, chèvre, canard, lapin, porc, vache, dinde ou autre volaille? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
<b>Fs2f</b>	Poisson, crevettes ou autres fruits de mer ? 1. oui 2. non	I _ I	* Choisissez une seule option

	888. Refuse de répondre / Ne sait pas		
<b>Fs2g</b>	Organes: foie, cœur, abats...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option
<b>fs2h</b>	Des œufs de poulet, canards ou autre volaille? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option
<b>fs2i</b>	Légumes et tubercules riches en vitamine A: carottes, patates douces à l'orange...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option
<b>Fs2j</b>	Feuilles vert foncé de manioc, baobab, oseille, épinard...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option
<b>Fs2k</b>	Fruits riches en vitamine A: mangues mûres, papaye, melon...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option
<b>fs2l</b>	Autres légumes comme l'aubergine, le gombo, les poivrons, les tomates, les oignons...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option
<b>Fs2m</b>	Autres fruits: pastèque, oranges, noix de coco, tamarin, néré, karité, detarium (kaga) ou autres fruits sauvages et leur jus? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option
<b>fs3</b>	<b>Hier</b> , Votre plus jeune enfant a-t-il mangé quelque chose avant le repas du matin? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option
<b>fs4</b>	<b>Hier</b> , Votre plus jeune enfant a-t-il mangé quelque chose, au petit-déjeuner? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	_	* Choisissez une seule option

<b>fs5</b>	<b>Hier</b> , Votre plus jeune enfant a-t-il mangé quelque chose entre le petit-déjeuner et le repas de midi? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	_	*Choisissez une seule option
<b>fs6</b>	<b>Hier</b> , Votre plus jeune enfant a-t-il mangé quelque chose pour le repas de midi? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	_	*Choisissez une seule option
<b>fs7</b>	<b>Hier</b> , Votre plus jeune enfant a-t-il mangé quelque chose entre le repas de midi et le repas du soir? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	_	*Choisissez une seule option
<b>fs8</b>	<b>Hier</b> , Votre plus jeune enfant a-t-il mangé quelque chose au dîner? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	_	*Choisissez une seule option
<b>fs9</b>	<b>Hier</b> , Votre plus jeune enfant a-t-il mangé quelque chose après le dîner? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	_	*Choisissez une seule option

***Je vais maintenant vous lire plusieurs déclarations faites par des personnes concernant leur situation alimentaire. Pour certaines de ces déclarations, veuillez me dire si la déclaration est souvent applicable, parfois applicable ou jamais applicable à votre ménage au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier.***

<b>fs10</b>	Les denrées alimentaires que nous avons achetées n'ont pas du tout duré et nous n'avons pas d'argent pour en acheter. Cela a-t-il été souvent, parfois ou jamais le cas concernant votre ménage durant les 12 derniers mois, c'est-à-dire depuis le mois de juin dernier? 1. Oui, souvent 2. oui, parfois 3. non, jamais 888. Refuse de répondre / Ne sait pas	_	*Choisissez une seule option
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<b>fs11</b>	<p>Nous ne pouvions pas nous permettre le luxe de manger des repas équilibrés. Cela a-t-il été souvent, parfois ou jamais le cas concernant votre ménage durant les 12 derniers mois?</p> <p>1. Oui, souvent 2. oui, parfois 3. non, jamais 888. Refuse de répondre / Ne sait pas</p>	<p> _ </p>	<p>*Expliquez ce qu'est «un repas équilibré »</p> <p>*Un repas équilibré est un repas incluant ces différents éléments nutritifs : protéines, glucides, lipides, vitamines et sels minéraux</p> <p>*Choisissez une seule option</p>
<b>fs12</b>	<p>Au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier, avez-vous déjà une fois mangé moins que ce que vous devriez manger parce qu'il n'y avait pas assez de nourriture ou d'argent pour la nourriture?</p> <p>1. oui 2. non 888. Refuse de répondre / Ne sait pas</p>	<p> _ </p>	<p>*Choisissez une seule option</p>
<b>fs13</b>	<p>Au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier, avez-vous eu, une fois, faim sans pour autant manger parce qu'il n'y avait pas assez de nourriture ou d'argent pour en acheter?</p> <p>1. oui 2. non 888. Refuse de répondre / Ne sait pas</p>	<p> _ </p>	<p>*Choisissez une seule option</p>
<b>fs14</b>	<p>Au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier, avez-vous ou un autre adulte de votre ménage diminué la portion de votre repas <b>OU</b> sauté des repas <b>OU</b> substitué certains aliments par d'autres moins nutritifs faute de nourriture suffisante ou d'argent pour en acheter?</p> <p>1. Oui→<b>fs14a</b> 2. Non→<b>fs16</b> 888. Refuse de répondre / Ne sait pas →<b>fs16</b></p>	<p> _ </p>	<p>*Choisissez une seule option</p>

<b>fs14a</b>	Combien de fois est-ce arrivé? 1. Presque tous les mois 2. Certains mois seulement 3. Seulement 1 mois ou 2 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	*Choisissez une seule option
<b>fs15</b>	Pour qui dans le ménage réduisez-vous habituellement la portion des repas? 1. Tout le monde 2. les femmes 3. les filles 4. Les hommes 5. les garçons 6. Autres (précisez: _____)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Ne donnez pas d'exemples et ne listez pas les options à la répondante * Sélectionnez toutes les options applicables
<b>fs16</b>	Au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier, comment avez-vous réglé le problème de manque de nourriture pour les membres de votre ménage?  0. N'a rien fait 1. En réduisant le nombre de repas des membres du ménage 2. En réduisant les frais de scolarité des enfants 3. En empruntant de l'argent pour acheter de la nourriture 4. En recevant de la nourriture des membres de la famille, des parents et des voisins 5. En préparant tout ce qui est disponible dans la maison pour les repas 6. En vendant nos bovins ou autres actifs 7. Autres (précisez: _____)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ne posez la question Ca16 que si la répondante a répondu OUI OU souvent OUI, OU PARFOIS OUI, à au moins une des questions: « Ca10» <b>OU</b> « Ca11 » <b>OU</b> «Ca12» <b>OU</b> « Ca13» <b>OU</b> « Ca14» * Ne donnez pas d'exemples et ne listez pas les options à la répondante * Sélectionnez toutes les options applicables

## **SANTÉ ET HYGIÈNE**

**D'accord, nous avons presque terminé! Maintenant, j'ai quelques questions sur le lavage et l'hygiène.**

<b>hand1</b>	Vous êtes-vous lavé les mains hier? 1. oui 2. Non → <b>hand4</b> 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/>	* Choisissez une seule option
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<b>Hand2</b>	Qu'avez-vous utilisé pour vous laver les mains? [Ne donnez pas d'exemples et ne listez pas les options à la répondante] 1. de l'eau 2. de la cendre 3. du sable 4. du savon 5. Autres (précisez: _____) 888. Refuse de répondre / Ne sait pas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Sélectionnez toutes les options applicables * Ne donnez pas d'exemples ou ne listez pas les options à la répondante
<b>Hand3</b>	Vous êtes-vous lavé les mains hier? :		
<b>Hand3a</b>	a. Avant de manger? 1. oui 2. non 3. Je n'ai pas mangé aujourd'hui	<input type="checkbox"/>	* Choisissez une seule option
<b>Hand3b</b>	b. Avant de toucher ou de préparer un repas? 1. oui 2. non 3. Je n'ai pas touché / préparé la nourriture	<input type="checkbox"/>	* Choisissez une seule option
<b>Hand3c</b>	c. Avant de nourrir votre enfant / vos enfants? 1. oui 2. non 3. Je n'ai pas donné à manger aux autres	<input type="checkbox"/>	* Choisissez une seule option
<b>Hand3d</b>	d. Quand vous avez de la saleté sur les mains? 1. oui 2. non 3. Je n'ai pas sali mes mains aujourd'hui	<input type="checkbox"/>	* Choisissez une seule option
<b>Hand3e</b>	e. Après avoir touché quelque chose de sale? 1. oui 2. non 3. Je n'ai rien touché de sale	<input type="checkbox"/>	* Choisissez une seule option
<b>Hand3f</b>	f. Après avoir utilisé les latrines? 1. oui 2. non 3. Je n'ai pas utilisé les latrines	<input type="checkbox"/>	* Choisissez une seule option
<b>Hand3g</b>	g. Après avoir changé les couches de votre enfant? 1. oui 2. non 3. je n'ai pas changé les couches	<input type="checkbox"/>	* Choisissez une seule option
<b>Hand3h</b>	Après avoir mangé 2. Oui 3. Non 4. Je n'ai pas mangé		

<b>Hand4</b>	<p>À votre avis, quand pensez-vous qu'une personne devrait se laver les mains?</p> <ol style="list-style-type: none"> <li>1. Avant de manger?</li> <li>2. Après avoir mangé</li> <li>3. Avant de toucher ou de préparer un repas?</li> <li>4. Avant de donner à manger à quelqu'un d'autre?</li> <li>5. Lorsque vous avez de la saleté sur les mains?</li> <li>6. Après avoir touché quelque chose de sale?</li> <li>7. Après avoir utilisé les latrines?</li> <li>8. Après avoir changé les couches d'un enfant?</li> <li>9. Autres (précisez: _____)</li> </ol> <p>888. Refuse de répondre / Ne sait pas</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>* Sélectionnez toutes les options applicables</p>
<b>Thanks</b>	<b>Merci de votre participation à notre enquête ! Nous apprécions le temps que vous y avez consacré!</b>		
<b>Nous sommes à la fin de l'Enquête.</b>			

## Annex H: Qualitative Protocols

### Focus Groups: Demande de consentement

Good morning/afternoon. My name is [insert name]. We are from [insert name of company] and are working with IMPAQ International, a US-based research company. The purpose of this discussion is to hear about your experience with the Beoog Biiga III (BB3) program.

With your permission, I will audio record the discussion to assist with note-taking. No one outside the evaluation team will have access to this recording. **Do I have your permission to record the conversation?**

The discussion will last about 60-90 minutes and will work best if you do most of the talking. Feel free to speak openly and candidly about your experiences and perspectives regarding this project. Your participation in this discussion is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty.

The data gathered through these discussions will be reported in an aggregate manner, highlighting informational points from specific sites and not from particular individuals. You will not be identified by name.

Do you have any questions for me before we begin? Okay, let's get started.

Bonjour/Bonsoir. Mon nom est [*insérer nom*]. Nous sommes de [Nom de la compagnie] et travaillons pour IMPAQ International, une compagnie de recherche américaine. L'objectif de cet entretien est d'en apprendre davantage sur votre expérience avec le programme BB III.

Avec votre permission, je vais enregistrer la discussion afin de compléter et faciliter la prise de notes. Personne d'autre à part l'équipe d'évaluation n'aura accès à l'enregistrement. **Ai-je la permission d'enregistrer la conversation?**

La discussion durera 60-90 minutes et sera fructueuse si vous y participez. Sentez-vous libre de parler ouvertement de vos expériences et opinions concernant ce projet. Votre participation à cette discussion est volontaire. Si à un moment ou à un autre vous souhaitez arrêter votre participation à l'entretien, vous pourrez le faire sans aucune pénalité.

Les données collectées à travers ces discussions seront reportées de manière agrégée en soulignant des informations spécifiques à des sites sans toutefois les lier à des individus en particulier. Vous ne serez pas nommément identifié.

Avez-vous des questions pour moi avant que nous ne commençons ? D'accord commençons.

Guides Inclus:

- Parents
- APE
- Mentors
- Elèves
- Mères d'enfants de moins de deux ans (GASPA - Groupes d'Apprentissage et de Suivi des Pratiques d'ANJE (Alimentation du Nourrisson et du Jeune Enfant))

## GUIDE PARENT

### Introduction

I'd like to start by learning more about each of you. As we go around the circle, please tell me how many children you have, what their ages are and if they are in school.

1. Tout d'abord, permettez-moi d'en savoir davantage sur chacun de vous. Faisons un tour de table : chacun peut-il me dire combien d'enfants il a, leur âge et s'ils sont à l'école ?

### Attitudes about Schooling

What are advantages to children going to school?

- a. Probe: What are advantages for boys? What are advantages for girls?
2. Quels sont les avantages de la scolarisation des enfants ?
  - a. Chercher à savoir : Quels sont les avantages pour les garçons ? Quels sont les avantages pour les filles ?

What are drawbacks to children going to school?

- b. Probe: What are drawbacks for boys? What are drawbacks for girls?
3. Quels sont les inconvénients liés à la scolarisation des enfants ?
  - a. Chercher à savoir: Les inconvénients pour les garçons ? Les inconvénients pour les filles ?

What are challenges for boys and girls going to school in your community? Is it the same or different? How?

4. Quels sont les défis liés à la scolarisation des garçons et des filles dans votre communauté ? Ces défis diffèrent-ils selon le sexe (garçon/fille) ? Si oui comment?

One important decision that parents make is to keep their children with them to support the household with housework, agriculture, and animal husbandry. Is that a common practice in your community? What are alternatives to this decision? Why do parents make these choices?

5. Une décision importante que les parents prennent consiste à garder leurs enfants avec eux afin que ces derniers les aident dans les travaux domestiques, l'agriculture, le pâturage des animaux. Est-ce une pratique courante au sein de votre communauté ? Quelles sont les alternatives à cette décision ? Pourquoi les parents font-ils ce choix ?

What do you like about this school? What do you think can be improved? What do you think your children like the most?

6. Qu'aimez-vous à propos de cette école? Qu'est ce qui pourrait être amélioré ? Qu'est ce que vos enfants aiment le plus?

During this school year, have you participated to any school related activity? If yes, which activities? (Do you attend meetings with your children's teacher?) Why did you choose to participate in these activities? If no, why didn't you participate in any school related activity?

7. Pendant l'année scolaire, avez-vous participé à une quelconque activité scolaire ? Si oui lesquelles ? (Participez-vous à des rencontres avec les enseignants de vos enfants ?) Pour quelles raisons participez-vous à de telles rencontres ? Si non, pour quelles raisons n'y participez-vous pas ?

### Mentors

Some communities have trained mentors who help girls stay in school and perform better at school. Does your community have such mentors? If yes, what do you think of this program?

8. Certaines communautés ont formé des mentors pour aider les filles à rester à l'école et à bien travailler. Votre communauté dispose-t-elle de mentors ? Si oui que pensez-vous de cette initiative ?

Does this program help girls stay in school? Why/Why not? How does it help them stay in school?

9. Cette initiative aide-t-elle les filles à rester à l'école ? Pourquoi ? Comment cette initiative les aide-t-elle à rester à l'école ?

Have mentors met with your children? If so, has this been helpful or not helpful?

10. Les mentors ont-ils rencontré vos enfants ? Si oui, cette rencontre leur a-t-elle été bénéfique ?

### Cantine scolaire

Does your school currently have a canteen? Is it functional?

11. Votre école dispose-t-elle d'une cantine ? Est-elle fonctionnelle ?

What food commodities, if any, have you and others contributed to the school canteen?

12. Avez-vous (vous ou d'autres parents) contribué à mobiliser des dons en vivres pour la cantine ? Si oui quels types de vivres avez-vous mobilisé ?

Do you have any suggestions to improve the school canteen?

13. Auriez-vous des suggestions à faire pour améliorer la bonne marche de la cantine scolaire ?

What are any advantages of providing children with lunch at school?

14. Y'a-t-il des avantages à fournir des repas aux enfants à l'école ? Si oui, lesquels ?

[IF GIRLS OR BOYS RECEIVE TAKE HOME RATIONS].

- a. Do any of your children bring home food from school? What kind of food do they bring in?
- b. Is the food helpful to the family? How?

- c. Is the amount of food adequate? What about the quality?
  - d. How big a reason is it for people in your community to send their daughters to school? Do you think they would send their daughters to school if this food was not provided?
15. [Si les garçons ou les filles reçoivent des rations à emporter].
- a. Est-ce qu'un de vos enfants apporte des vivres reçus de l'école à la maison ? Si oui quels types de vivres apporte-t-il/elle ?
  - b. Cet apport aide-t-il la famille ? Si oui comment ?
  - c. La quantité apportée est-elle adéquate ? Qu'en est-il de la qualité ?
  - d. Pensez-vous que ce soit une des raisons les plus importantes pour lesquelles la communauté accepte que leurs filles aillent à l'école ? Pensez-vous qu'ils n'auraient pas envoyé leurs filles à l'école si ces vivres n'étaient pas offerts ?

#### Bibliothèque

- Is there a library in your community?
- a. Do your children go there?
  - b. Who do they go with?
  - c. Do they bring back books to read at home?
16. Y'a-t-il une librairie dans votre communauté ?
- a. Est-ce que vos enfants y vont ?
  - b. Avec qui y vont-ils ?
  - c. Rapportent-ils les livres à la maison avec eux ?

#### Do your children read at home?

- a. How often do they read at home for fun? When they do, for how long do they read?
  - b. What are some of the reasons they do not read at home?
  - c. Does anyone in your household read to your children or help them with their studies?
17. Vos enfants lisent-ils à la maison ?
- a. Combien de fois lisent-ils à la maison pour plaisir? Lorsqu'ils le font, pendant combien de temps lisent-ils ?
  - b. Pour quelles raisons ne lisent-ils pas à la maison ?
  - c. Quelqu'un au sein de votre famille fait-il la lecture à vos enfants ou les aide-t-il dans leurs études à la maison ?

Do you or anyone else in your family use the library? How do you or your family members use the library?

18. Est-ce que vous ou quelqu'un d'autre dans votre famille utilise-t-il la bibliothèque ? Si oui comment vous/cette personne utilise-t-elle la bibliothèque ?

Is the library good for your community? What's good about it? What can be improved?

19. La bibliothèque est-elle bonne pour la communauté ? Si oui en quoi ? Qu'est-ce qui peut être amélioré ?

SILC



- Next, I'd like to ask you about Saving and Internal Lending Communities that may operate in the community. Are you aware of any SILCs in your community? What do you know about these SILCs?
20. Je voudrais à présent vous poser des questions à propos de groupes d'épargne et de crédits internes qui opèrent sans doute dans votre communauté. Avez-vous connaissance d'un groupe d'épargne et de crédit au sein de votre communauté ? Que savez-vous à propos de ces SILCs ?

- Have you ever been approached or invited to join a SILC? Did you join? Why or why not?
21. Avez-vous déjà été approché ou invité à rejoindre un groupe SILC ? Si oui, avez-vous rejoint le groupe ? Si oui/non pourquoi ?

- [IF PARTICIPATED] For those of you who have joined a SILC, tell me what you liked about it? What did you not like?
- a. From your perspective, has participating in a SILC had an effect on your or other members' livelihoods? Please describe.
  - b. Has participating in a SILC had an effect on school costs? Please describe.
  - c. Did your SILC support schools in your community? Please describe.
  - d. Did you have flexibility about the amount you saved or could you skip a month if you needed to?
  - e. How did COVID impact your participation in the SILC?
22. [Au cas où il/elle a déjà participé à un groupe SILC]. Pour ceux d'entre vous qui ont déjà rejoint un groupe SILC, dites-moi ce que vous aimez à propos des groupes SILC ? Qu'est-ce que vous n'aimez pas à propos de ces groupes ?
- a. De votre point de vue, est-ce que le fait de participer à un groupe SILC a un effet sur les moyens de subsistance ? Si oui pouvez-vous mieux élaborer/expliciter ?
  - b. Est-ce que le fait de participer à un groupe SILC a eu un effet sur les coûts liés à la scolarisation des enfants ? Si oui s'il vous plaît pouvez-vous mieux élaborer/expliciter ?
  - c. Est-ce que votre groupe SILC soutient votre communauté ? Si oui pouvez-vous mieux élaborer/expliciter ?
  - d. Est-ce que vous épargnez le même montant chaque mois ? Y'a-t-il eu un ou des mois où vous n'étiez pas en mesure de donner votre contribution d'épargne ? Y'a-t-il eu un ou des mois où vous avez donné une contribution dont le montant a été moins élevé que d'habitude ? Si oui pouvez-vous nous en donner les raisons ?
  - e. Comment le COVID a-t-il impacté votre participation au SILC ?

Fin

- How, if at all, has COVID impacted your child's learning in your opinion?
23. Selon vous, comment le COVID a-t-il impacté l'apprentissage de votre enfant ?

Is there anything else that you'd like to share with me today?

24. Y'a-t-il quelque chose d'autre que vous souhaiteriez me faire savoir ?

# PTA GUIDE (French – APE: Associations de Parents d'élèves)

## Background/Introduction

I'd like to start by learning more about each of you. As we go around the circle, please tell me how many children you have, their ages and which class/grade they are in. Please share your role in the PTA if applicable, and what you see as the biggest need for the school.

Tout d'abord, permettez-moi d'en savoir davantage sur chacun de vous. Faisons un tour de table : chacun peut-il me dire combien d'enfants il a, leur âge et dans quelle classe(s) ils se trouvent. S'il vous plait pouvez vous me parler de votre rôle au sein de l'APE et ce que vous entrevoyez comme le plus grand besoin de cette école ?

## Responsibilities / Responsabilités

What are the roles, responsibilities, and activities of the PTA?

1. Quels sont les rôles, responsabilités et les activités de l'APE ?

What training, if any, have you received on roles and responsibilities of the PTA from the BB3 project? How helpful was this training? How, if at all, were you able to use the learnings from the training? Were there any challenges? What information would be useful?

2. Quelles formations avez-vous reçu sur les rôles et responsabilités de l'APE de la part du programme BB3 ? Cette formation a-t-elle été bénéfique? Si oui en quoi vous a-t-elle été bénéfique? Comment avez-vous pu utiliser les connaissances acquises lors de la formation ? Avez-vous rencontrer des difficultés ? Quelles informations vous auraient été plus bénéfiques ?

## Infrastructure and Supplies / Infrastructures et matériels

PTAs are sometimes in charge of improving school infrastructure, such as buildings and facilities, how does this PTA engage in these activities, if at all? What are any challenges?

3. Les APE sont souvent en charge de l'amélioration des infrastructures scolaires telles que les bâtiments et les toilettes, l'APE s'est-t-il engagé dans ce type d'activités ? Comment s'est-t-il engagé ? Y'a-t-il eu des défis ou difficultés ?

PTAs sometimes contribute to school supplies and learning materials. How does this PTA engage in these activities, if at all? What are any challenges?

4. Les APE contribuent souvent en termes de matériels didactiques et d'apprentissage. Comment l'APE s'engage-t-il dans ces activités ? Y'a-t-il eu des défis ou difficultés ?

## School Canteen/Cantines scolaires

Does your school currently have a canteen? Is it functional?

5. Votre école dispose-t-elle d'une cantine scolaire ? Est-elle fonctionnelle ?

What training, if any, have you received in food storage, preparation and nutrition from the BB3 project? How helpful was this training? How, if at all, were you able to use the learnings from the training? Were there any challenges? What information would be useful?

6. Avez-vous reçu une formation en stockage, préparation des repas et nutrition de la part du projet BB3 ? Cette formation a-t-elle été bénéfique ? Si oui comment ? Comment avez-vous été capable d'utiliser les connaissances acquises dans le cadre de ces formations ? Y'a-t-il eu des défis ou difficultés ? Quelle information additionnelle auraient été plus utiles/bénéfiques de recevoir au cours de cette formation ?

How does the PTA support the school canteen?

- a. What food commodities, if any, have you and others contributed to the school canteen?
7. Comment l'APE supporte-t-elle les cantines scolaires ?
  - a. Avez vous vous ou d'autres contribuer en vivres à la cantine scolaire ? Si oui quels types de vivres avez-vous donné ?

What is working well with the school canteen? Are there any challenges? What are they?

8. A propos des cantines scolaires, qu'est ce qui fonctionne bien d'après vous ? Y'a-t-il des défis et difficultés ? lesquels

Do you have any suggestions to improve the school canteen?

9. Avez vous des suggestions à faire pour améliorer la cantine scolaire ?

#### Mentors

Some schools have trained mentors who help girls stay in school and perform better at school. Does your school have students that have such mentors? If yes, what do you think of this program?

10. Certaines écoles ont formé des mentors afin qu'elles aident les filles à ne pas abandonner l'école et à donner le meilleur d'elles à l'école. Votre école a-t-elle des élèves qui disposent de mentors ? Si oui que pensez vous de cette initiative ?

Does this program help girls stay in school? Why/Why not? How?

11. Cette initiative aide-t-elle les filles à ne pas abandonner l'école ? Pourquoi/Pourquoi pas ?

#### WASH/ Lavage

Does the school have handwashing stations? What are these stations like?

12. L'école dispose-t-elle de dispositifs de lavage des mains ? A quoi ces dispositifs de lavage de main ressemblent-ils ?

Who do you think is responsible for maintaining the handwashing facility?

- a. What does maintaining mean? What are some of the things that need to be done to keep the wash stations operational? What are any challenges?
13. D'après vous qui est responsable d'entretenir et de maintenir ces dispositifs de lavage des mains ?
  - a. Que faut-il entendre par entretien de ces dispositifs? Qu'est ce qui doit être fait afin de garder les stations de lavage fonctionnels ? Rencontrez-vous des défis et difficultés ? Lesquels ?

## SUSTAINABILITY / DURABILITE

How will PTA activities continue after the project ends?

14. Pensez-vous que les activités des APE pourront continuer même après la fin du projet ? Comment ?

What are any challenges to continuing PTA activities after the project ends?

15. Quels seront les difficultés ou défis qui peuvent empêcher les activités des APE de se poursuivre après la fin du projet ?

How do you think the school could continue funding and maintaining the school canteen and handwashing stations after the project ends? What role should the PTA play?

16. Comment pensez vous que l'école peut continuer à financer et pérenniser les cantines scolaires et les stations de lavage des mains après la fin du projet ? Quel rôle l'APE peut-t-il jouer ?

## Closing

Do you have any suggestions on how to improve the PTA?

17. Avez vous des suggestions sur comment améliorer le fonctionnement de l'APE ?

How satisfied are you with the BB3 program?

18. Etes vous satisfaits du programme BB3 ? En quoi en êtes vous satisfaits ? et en quoi ne l'êtes vous pas ?

Has COVID impacted the program in anyway? How?

19. Le Covid a-t-il impacté le programme dans une certaine mesure ? Comment ?

Is there anything else that you'd like to share with me today?

20. Y'a t-il quelque chose d'autre que vous souhaitez partagé avec moi aujourd'hui ?

# MENTORS GUIDE/ GUIDE MENTORS

## Background/Introduction

I'd like to start by learning more about each of you. As we go around the circle, please tell me how long you have been a mentor and how many girls do you mentor.

Je souhaiterais commencer à en apprendre davantage sur vous. A mesure que nous faisons un tour de table, pourriez vous s'il vous plait me dire depuis combien de temps avez-vous été mentor et combien de filles mentorez vous ?

## Being a Mentor

Why did you decide to become a mentor? What motivated you?

1. Pourquoi avez-vous décidé de devenir mentor ? Qu'est ce qui vous a motivé ?

Can you tell me a little bit about what you do as a mentor? Please share some examples of your mentoring activities.

2. Pourriez-vous me dire en quoi consiste votre rôle en tant que mentor ? Pourriez vous s'il vous plait partager quelques un des exemples de vos activités de mentoring ?

How often do the girls you mentor come to school? Every school day, few times a week...? Do you think these girls come to school more or less often than most girls in the community? Why do you think that is?

3. Combien de fois les filles que vous mentorez viennent-t-elles à l'école ? Chaque jour d'école ? Quelques fois dans la semaine ? Pensez vous que ces filles que vous mentorez viennent plus ou moins fréquemment à l'école que les autres filles de la communauté ? Quelles en sont les raisons ?

What do you like most about being a mentor?

4. Qu'aimez vous le plus à propos du mentoring/le fait d'être mentor ?

What are some of the things that you do not like so much about being a mentor? What are any challenges you have faced as a mentor?

5. Qu'est ce qui ne vous plait pas à propos du mentoring/le fait d'être mentor ? Quelles sont les difficultés que vous rencontrez en tant que mentor ?

Do you see yourself continuing as a mentor after the project ends? Why?

6. Est-ce que vous vous voyez continuer le mentoring après la fin du projet BBIII ? Si oui/non, pour quelles raisons ?

Have you met with parents as a mentor? How useful were these meetings? Please explain.

7. Avez-vous eu à rencontrer des parents d'élèves que vous mentorez dans le cadre de vos activités ? Ces rencontres ont-elles été fructueuses ? Si oui/non, pourquoi ?

Have you met with teachers as a mentor? How useful were these meetings? Please explain.

8. Avez-vous rencontré des enseignants dans le cadre de vos responsabilités de mentoring ? Ces rencontres ont-elles été fructueuses ? Si oui/non, pourquoi ?

Did you receive a bicycle to do your job as a mentor? Is the bicycle useful? Would you have been able to do this job without it? Did having the bicycle motivate you to become a mentor or continue being one?

9. Avez-vous reçu une bicyclette dans le cadre du programme afin de pouvoir effectuer vos activités de mentoring ? Cette bicyclette vous est-elle utile ? Auriez-vous été en mesure de faire ce travail sans la bicyclette ? Le fait de recevoir une bicyclette vous a-t-il motivé à devenir mentor ou vous motive-t-il à continuer d'être mentor ?

Are there other things the program can provide that would help you do your job as a mentor?

10. Y'a-t-il d'autres choses que le programme pourrait faire afin de vous aider encore plus dans votre rôle et vos activités de mentoring ?

## Children in School

How important is it for children to go to school? Why is it important?

11. En quoi est-il important pour les enfants d'aller à l'école ? Pourquoi cela est-il important ?

Is it just as important for both girls and boys to go school? Why/Why not?

12. Est-t-il aussi autant important pour les garçons que pour les filles d'aller à l'école ? Pourquoi ?

Do children in your community generally go to school? Till what age do they stay in school usually? Is it different for boys and girls? How?

13. En général, les enfants de votre communauté vont-ils à l'école ? Jusqu'à quel âge restent-ils à l'école en général ? y'a-t-il une différence entre garçons et filles ?

Do people in your community generally support children going to school? How about for girls?

14. Les personnes de votre communauté soutiennent-elles le fait que les enfants aillent à l'école ? Qu'en est-il des filles ?

What are some of the barriers to children staying in school in your community? Is it different for girls and boys? How is it different? What are the particular challenges girls face to stay in school?

15. Quelles sont dans cette communauté les barrières qui empêchent les enfants d'aller et de fréquenter l'école ? Y'a-t-il une différence de ces barrières entre garçons et filles ? Quels sont les difficultés ou contraintes qui empêchent les filles d'aller à l'école ou de la fréquenter ?

What are some of the things you would do to increase girls' school enrollment and attendance?

16. Que feriez vous comme initiatives afin d'augmenter le niveau de scolarisation et d'assiduité des filles ?

#### Mentor Training /Formations

Let's talk a little bit now about the training you received to become a mentor. What was the training like? What kinds of information did you receive in the training?

17. Parlons à présent des formations que vous avez reçu dans le cadre du mentoring. En quoi a consisté la formation ? Quel types d'informations avez-vous reçu durant la formation ?

Did the training help you do your job as a mentor? How did it help? What was most useful? What were any challenges?

18. Cette formation vous a-t-elle aidé à jouer correctement votre rôle de mentor ? En quoi cela vous a-t-il aidé ? Qu'est ce qui vous a aidé le plus ? Quelles ont été les difficultés ?

What were things in the training that you have not found helpful?

19. Y'a-t-il des choses que vous n'avez pas trouvé utiles durant la formation ? Lesquelles et Pourquoi ?

Do you have any suggestions for improving the training?

20. Avez-vous des suggestions à faire afin d'améliorer les futures formations ?

#### Closing

How satisfied are you with the program overall? Why do you feel that way?

21. Quel est votre état de satisfaction avec le programme dans son ensemble ? Pour quelles raisons avez-vous cet état de satisfaction ?

How has COVID impacted the program, if at all?

22. Le Covid a-t-il impacté l'activité de mentoring ou le porgramme BB dans son ensemble? Si oui comment ?

Is there anything else that you'd like to share with me today?

23. Y'a-t-il d'autres informations que vous souhaitez partager avec moi aujourd'hui ?

# STUDENT GUIDE

Note to interviewer: please note the grade of students (CP1, CP2, CE1, CE2, CM1, CM2)

Note à l'intention de l'interviewer: veuillez noter la classe des élèves (CP1, CP2, CE1, CE2, CM1, CM2)

## Background/Introduction

### Introduction

I'd like to start by learning more about each of you. As we go around the circle, please tell me your first name and what you like and do not like about school.

Je souhaiterais commencer en apprenant un peu plus sur chacun de vous. Faisons un tour de table et que chacun me dise comment il s'appelle et qu'est ce qu'il aime et n'aime pas à l'école ?

## Mentor/ Mentoring

1. Now, I have a question for the girls. Do any of you have a mentor assigned to help you with school? If yes, does this person help you with school? Tell me one or two ways in which they help you with school?
  - a. For interviewer, if needed, probe that we do not mean a private tutor/teacher that comes to their house to help them with their study, and define mentors as a female community member who acts as their role model and offers them guidance and support
2. A présent, j'ai une question pour les filles. Quelqu'une d'entre vous aurait-elle une mentor qui l'aide dans le cadre de l'école ? Si oui en quoi cette mentor vous aide-t-elle dans le cadre de l'école ?
  - a. Pour l'interviewer, si besoin est préciser qu'il ne s'agit pas d'un enseignant ou d'un tuteur privé qui vient à la maison pour les appuyer mais plutôt une femme de la communauté qui en tant que modèle leur prodigue des conseils et de l'assistance en lien avec leur scolarisation

Do you like your mentor? Why/Why not?

3. Aimez vous votre mentor? Pourquoi ? Pourquoi pas ?

## Library (If community has one)

Do you know what a library is? What is it?

4. Savez vous ce qu'est une bibliothèque ? Qu'est ce que c'est ?

Have you ever been to the one in your community/school? If yes, how was that? How often do you go?

5. Avez vous déjà été dans une librairie dans votre communauté ou école ? Si oui comment avez-vous trouvé cette expérience ? A quelle fréquence allez-vous à la bibliothèque ?

What did you do in the library when you went?



6. Que faites vous à la bibliothèque lorsque vous y aller ?

Do you like it there? Why/Why not?

7. Aimez vous la bibliothèque? Pourquoi ?

Do you take out books to read from the library? What kinds of books do you take out? Where do you read them?

8. Empruntez vous des livres à la bibliothèque ? Quels types de livres empruntez vous ? Ou allez vous les lire ?

Do you read at home for fun? Why/Why not? When do you read for fun at home? How often and for how long do you read for fun at home?

9. Lisez vous souvent à la maison par plaisir ? Pourquoi ? A quel moment lisez vous juste pour le plaisir/la distraction ? Combien de fois lisez vous à ces occasions ? Et pendant combien de temps lisez vous à ces occasions ?

Does anyone in your household read to you or help you with their studies?

10. Y'a-t-il quelqu'un dans votre communauté qui vous aide à lire ou vous aide dans vos études ?

#### School Canteen

Next, I would like to learn about the food that you receive at school.

A présent je voudrais qu'on parle des repas que vous recevez à l'école

Does your school currently have a canteen?

11. Votre école dispose-t-elle actuellement de cantines ?

What do you like about the canteen?

12. Qu'est ce que vous aimez à propos de votre cantine ?

What do you not like about the canteen?

13. Qu'est ce que vous n'aimez pas à propos de votre cantine ?

Are you full after eating the midday meal?

14. Etes vous rassasié après avoir manger le repas de midi ?

Are there some students who do not receive this meal at school? (If yes, do you know why? Please share.)

15. Y'a-t-il des élèves qui ne reçoivent pas de repas à l'école ? Si oui, pourquoi

#### School Attendance

Do you like coming to school? What do you like?

16. Aimez vous venir à l'école ? Pourquoi aimez vous venir à l'école ? Qu'aimez vous à propos de l'école ?

What are things that you do not like about coming to school?

17. Pour quelles raisons n'aimez-vous pas l'école ?

On days you do not come to school, what are some of the reasons?

18. Qu'est ce qui vous empêche souvent de ne pas pouvoir venir à l'école ?

#### Handwashing

Do you have a hand washing station at your school? If yes, is it functional?

19. Avez vous un dispositif de lavage des mains dans votre école ? Si oui ? Est-ce fonctionnel ?

Has your teacher explained why to wash your hands? What did he or she say?

20. Votre enseignant vous a-t-il expliqué pourquoi il faut laver vos mains ? Que vous a-t-il dit ?

Do you think it's important to wash your hands? Why?

21. Pensez vous qu'il est important de se laver les mains ? Pourquoi ?

Who knows someone who does not like to use the washing station? (Raise your hands) Why do you think some of your classmates don't like to use the tippy taps/washing stations?

22. Qui connaît quelqu'un qui n'aime pas utiliser les dispositifs de lavage des mains ? (levez vos mains) Pourquoi pensez vous que certains de vos camarades n'aiment pas utiliser les dispositifs de lavage des mains ?

In the last few months would you say you have been asked to wash your hands more or the same as before? Why do you think that is?

23. Au cours du mois passé vous a-t-on demandé de laver vos mains avec la même fréquence que d'habitude ou de façon plus fréquente que d'habitude ? Pourquoi selon vous ?

#### Closing

Those are all of the questions I have for you today. Is there anything else that you'd like to share with me?

24. Voici nous avons fini avec les questions que j'avais à vous poser. Y'a-t-il autre chose que vous souhaitez me dire ?

# MOTHERS in GASPA (Groupes d'Apprentissage et de Suivi des Pratiques d'ANJE (Alimentation du Nourrisson et du Jeune Enfant) GUIDE

## Background/Introduction

I'd like to start by learning more about each of you. As we go around the circle, please tell me how many children you have, what their ages are and if they are in school.

1. Tout d'abord, permettez-moi d'en savoir davantage sur chacun de vous. Faisons un tour de table : chacun peut-il me dire combien d'enfants il a, leur âge et s'ils sont à l'école ?

Do any of you have babies or are any of you currently expecting?

2. Quelqu'un d'entre vous a-t-il un bébé ou attend-t-il un bébé ?

## Enfants et jeunes nourrissons

Now we would like to ask a few questions about infant and young child feeding.

A présent, je souhaiterais vous poser quelques questions à propos de l'allaitement et de l'alimentation chez de jeunes nourrissons.

### Early Feeding

- a. What is the first food a newborn should receive? (Explain why)
    - i. What do others in your family think should be the first food a newborn should receive? What about people in your community?
  - b. When should the baby receive the first food? (Explain why)
    - i. What do others in your family think when a newborn should receive the first food? What about people in your community?
3. Alimentation du nourrisson
    - c. Quel est le premier aliment qu'un nouveau-né doit recevoir ? (Expliquez pourquoi)
      - i. Quel est l'opinion des autres membres de votre famille sur ce qui doit être donné comme premier aliment à l'enfant ? Qu'en est-il de l'opinion des personnes de votre communauté ?
    - d. Quand est-ce que le bébé doit recevoir son premier aliment ? (Expliquez pourquoi ?)
      - i. Quel est l'opinion des autres membres de la famille sur la période à partir de laquelle un nouveau-né doit recevoir son premier aliment ? Qu'en est-il des personnes de votre communauté ?

### Breastfeeding

- a. Do most women in your family breast feed? How about in your community?
  - i. Do people in your community expect women to breast feed babies?
- b. Why do you think some women do not breast feed? What are some of the barriers to breastfeeding?
- c. How long should a baby receive only breastmilk? (Explain why)
- d. Do you think breast milk alone is sufficient for the baby for the first six months? (Explain why)

#### 4. Allaitement

- e. Est-ce que la plupart des femmes de votre famille allaitent leurs bébés en général ? Qu'en est-il des femmes de votre communauté ?
- i. Est-ce que les personnes de votre communauté s'attendent à ce que les femmes allaitent leurs bébés ?
- f. Selon vous, pourquoi certaines femmes n'allaitent pas ? Quelles sont les barrières à l'allaitement maternel ?
- g. Selon vous, pendant combien de temps, un bébé peut-il recevoir l'allaitement maternel exclusif ? (Pourriez vous expliquer pourquoi?)
- h. Pensez vous que l'allaitement maternel exclusive peut suffir au bébé pour les six premiers mois ? (Pourriez vous expliquer pourquoi?)

#### Continued breastfeeding

- a. After six months, should breastfeeding continue? (Explain why)
- b. Is it possible to continue breastfeeding until 1 year or more? (Explain why)
- c. How long should breastfeeding continue? For how long do women in your family breastfeed? Why?

#### 5. Allaitement maternel continue

- d. Après six mois, selon vous, est-ce que l'allaitement maternel exclusif peut continuer ? (Expliquez pourquoi ?)
- e. Est-il possible de poursuivre l'allaitement maternel jusqu'à un an ou plus ? (Expliquez pourquoi?)
- f. Pendant combien de temps l'allaitement maternel doit-il continuer ? Pendant combien de temps les femmes de votre famille allaitent-elles ? Pourquoi ?

#### Introducing semi-solid foods

- a. At what age should babies start eating semi-solid foods in addition to breastmilk? (Explain why)
- b. Is that when most babies in your family start eating semi-solid food? How about in your community? Why do you think that is?
- c. How often should meals be provided to babies each day? Why?

#### 6. Introduction d'aliments semi-solides

- a. A partir de quel âge, les bébés doivent-ils commencer à manger des aliments semi-solides en plus du lait? (Expliquez pourquoi?)
- b. Is that when most babies in your family start eating semi-solid food? How about in your community? Why do you think that is?
- c. Est-ce à partir de cet âge que la plupart des bébés de votre famille/ménage commencent à manger des aliments semi-solides ? Qu'en est-il de votre communauté ? Pourquoi pensez-vous que c'est à partir de cet âge que le bébé peut manger ce type d'aliments ?
- d. Combien de fois un bébé doit-il être nourri chaque jour ? Pourquoi ?

#### Nutrition

What kinds of food are considered to be healthy? Can you give me some examples? Why are these foods healthy?

- 7. Quels sont les types d'aliments qui sont considérés comme étant sains ? Pouvez vous me donner quelques exemples ? Pourquoi ces aliments sont-ils considérés comme sains ?

What kinds of food are rich in iron?

- a. Can you give me a reason why people should eat these foods?
  - b. Do people in your community eat these foods? Why/Why not?
8. Quels types d'aliments sont riches en fer ?
- a. Pouvez-vous me donner une raison pour laquelle on doit manger ce type d'aliments ?
  - b. Les personnes de votre communauté mangent-t-ils ce type d'aliments ? Pourquoi ? Pourquoi pas ?

What about Vitamin A?

- c. Can you give me a reason why people should eat these foods?
  - d. Do people in your community eat these foods? Why/Why not?
9. Qu'en est-t-il de la vitamine A ?
- a. Pouvez-vous me donner une raison pour laquelle les gens doivent manger ces aliments ?
  - b. Les gens de votre communauté mangent-ils ce type d'aliments ? Pourquoi ? Pourquoi pas ?

What about iodine (e.g. iodized salt)?

- c. Can you give me a reason why people should eat these foods?
  - d. Do people in your community eat these foods? Why/Why not?
10. Qu'en est-t-il de l'iode (sel iodé, poissons de mer, fruits de mer)?
- a. Pouvez vous me donner une raison pour laquelle les gens doivent-t-ils manger ce type d'aliments?
  - b. Les personnes de votre communauté mangent-t-ils ce type de repas ? Pourquoi ? Pourquoi pas ?

When you prepare meals for your family, do you think about the nutritional quality of the food you are preparing? Why/Why not?

- a. What are some of the barriers to cooking healthy meals for your family?
11. Lorsque vous préparez des repas pour votre famille, pensez vous à la qualité nutritionnelle de ces repas? Pourquoi?
- b. Quelles sont certaines des barrières qui vous empêchent de préparer des repas sains pour votre famille?

What would help you cook healthy meals for your family?

12. Qu'est-ce qui vous serait nécessaire d'avoir afin de pouvoir cuisiner des repas sains pour votre famille ?

#### Sources d'information sur la nutrition

When you need information on food, what is good or not so good, where do you go to get that information? Anywhere else?

13. Lorsque vous avez besoin d'informations sur ce qui est bon de manger ou ce qui ne l'est pas, où allez vous pour obtenir ce type d'informations ? A part cet endroit y'a-t-il un autre endroit où vous allez ?

Who do you trust the most to tell you about what is good or bad food? Why?

14. A qui faites-vous le plus confiance pour vous dire ce qui est bon ou mauvais comme nourriture? Pourquoi ?

- Where do you get information on healthy eating during pregnancy and breastfeeding?
15. Ou obtenez-vous les informations sur comment manger de façon saine durant la grossesse et l'allaitement ?

#### WASH

- I want to now talk a little bit about washing. First, do you have running water at home?  
If not, how do you get water at home? How long does it take you to get water ever? Are you able to get adequate water every day for drinking and washing?
16. Je souhaiterais à présent parler un peu plus de l'assainissement. Tout d'abord avez-vous une source d'eau courante à la maison ?
- a. Si non, comment obtenez-vous l'eau à la maison ? Combien de temps cela vous prend-t-il pour aller obtenir cette eau ? Etes vous en mesure d'obtenir chaque jour de l'eau à boire et pour le lavage ?

- When do you think people should wash their hands?
17. A quel moment pensez-vous que les gens doivent laver leurs mains ?

- How important is hygiene and handwashing for your children's health?
18. Quelle est l'importance de l'hygiène et du lavage des mains pour la santé de vos enfants ?

- Are you more likely to wash your hands because of COVID? Why/Why not?
19. Pouvons-nous dire que maintenant vous vous lavez les mains plus fréquemment qu'avant/que d'habitude à cause du Covid ? Pourquoi ? Pourquoi pas ?

- How often and when do you think people should wash their hands? Why?
- a. How do people in your community feel about this?
20. A quel moment et combien de fois pensez vous que les gens doivent se laver leurs mains ? Pourquoi ?
- a. Quelles sont les pratiques et les attitudes de votre communauté sur la question ?

Fin

Is there anything else that you'd like to share with me today?

21. Y'a-t-il quelque chose d'autre que vous souhaiteriez me dire ?

## Key Informant Interviews: CONSENT

Good morning/afternoon. My name is [insert name] and this is my colleague [insert name]. We are from [insert name of company] and are working with IMPAQ International, a US-based research company. Catholic Relief Services (CRS) has contracted with IMPAQ to carry out an independent evaluation of the Beoog Biiga III (BB3) program. The purpose of this interview is to hear about your experiences.

With your permission, I will audio record the discussion to assist with note-taking. No one outside the evaluation team will have access to this recording. **Do I have your permission to record the conversation?**

The interview will last about 60 minutes and will work best if you do most of the talking. Feel free to speak openly and candidly about your experiences and perspectives regarding this project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty.

The data gathered through these interviews will be reported in an aggregate manner, highlighting informational points from specific sites and not from particular individuals. You will not be identified by name.

Do you have any questions for me before we begin? Okay, let's get started.

KII : consentement

Bonjour/Bonsoir.

Mon nom est et voici mon collègue.... Nous sommes de .....et nous travaillons pour le bureau d'études américain IMPAQ international. CRS a mandaté notre structure et le bureau d'étude IMPAQ pour conduire une évaluation indépendante du programme BBIII. Le but de cet entretien est d'en savoir davantage sur vos expériences en lien avec ce programme.

Avec votre permission, je souhaiterais enregistrer notre échange dans le seul but d'aider à la prise de notes et de compléter les notes prises. Nous tenons à vous rassurer que personne en dehors de l'équipe d'évaluation n'aura accès à cet enregistrement.

L'entretien va prendre à peu près 1 heure de temps et nous souhaiterions vous inviter à participer de manière active, ouverte et transparente en répondant dans la mesure du possible aux questions posées. Toutefois nous tenons à préciser que votre participation à cet entretien est volontaire ; ce qui signifie qu'à tout moment vous pourrez décider d'arrêter l'entretien et de renoncer à participer. Nous tenons toutefois à vous rassurer que cet échange sera confidentiel et que les informations que vous voudrez bien partager permettront aux premiers responsables du projet de mieux comprendre les résultats obtenus sur le terrain et les zones d'amélioration, toutes choses qui seront bénéfiques pour les bénéficiaires du projet. Les informations ne seront pas collectées à des fins d'exploitation individuelle. Elles seront maintenues anonymes et exploitées de manière agrégée.

Avez vous des questions avant qu'on ne commence?

Key Informant Interview Guides:

- Teachers / Enseignant
- School cooks/Warehouse managers
- School administrators / CCEB
- Community leaders (mayors) / maires
- National government officials (MENAPLN, MOH)



# Teachers Guide / Guide enseignant

## Background/Introduction

Let's start by talking a little bit about your background. How long have you been a teacher? How long have you been at this school? What grade(s) do you currently teach? (e.g., CP1, CP2, CE1, CE2, CM1, CM2)

1. Commençons par votre experience. Depuis combien de temps etes vous enseignant. Depuis combien de temps etes vous dans cette école ? Quelles classes enseignez vous actuellement ?

## Training and Classroom Activities / Activités en classes et formations

Have you heard of the Beoog Biiga program? If yes, have you received training through this program?

2. Avez vous entendu parlé du programme BB? Si oui avez-vous reçu une formation à travers ce programme ?

What were your main takeaways from the training?

3. Qu'avez vous pu tirer de cette formation?

What did you like about it?

4. Qu'avez vous aimé à propos de cette formation?

What did you not like about it?

5. Qu'est ce que vous n'avez pas aimé à propos de la formation?

Have you practiced what you have learned in the classroom? If yes, which techniques do you use and why? If no, then why not?

6. Avez vous pu mettre en pratique ce que vous avez appris lors de ces formations dans vos salles de classe respectives? Si oui quelles sont les techniques que vous avez pu mettre en pratique ? Sinon pourquoi ?

What challenges, if any, have you had in applying learnings from the training?

7. Avez vous rencontré des défis à appliquer ces techniques en classes? Si oui lesquels ?

How are the techniques different from your own way of teaching?

8. En quoi ces techniques sont-elles novatrices ou différentes par rapport à vos techniques habituelles d'enseignement ?

What, if anything, was not covered in the training that you think would have been useful to you as a teacher?

9. Qu'est ce que vous auriez aimé voire couvert (car très important dans vos activités pédagogiques) par cette formation et qui ne l'a pas été ?

Did you receive coaching or assistance to apply the new tools and training after you completed the training? How helpful was it?

10. Avez-vous reçu un coaching ou une assistance à l'issue de la formation afin de pouvoir appliquer ces techniques?

Are you satisfied with the quantity and quality of materials and supplies you have? Why or why not? What materials and supplies would be helpful for you for your teaching?

11. Êtes-vous satisfait du nombre et de la qualité du matériel didactique à votre disposition? Pourquoi? Quel matériel vous aurait été bénéfique dans le cadre de vos activités pédagogiques?

What are the challenges to children's performance in school? How is different for boys compared to girls?

12. Quels sont les défis liés à la performance des élèves en classe? Ces défis sont-ils différents selon le sexe? (garçons, filles)?

What have been the best practices for students' academic improvement? Do you have any other responsibilities at school other than teaching? For example, volunteering with reading camps, libraries, or other extra-curricular activities.

13. Quelles ont été les meilleures pratiques liées à une amélioration de leur performance scolaire? Avez-vous d'autres responsabilités dans cette école à part l'enseignement? Par exemple être enseignant bénévole pour guider les clubs de lecture, les bibliothèques ou d'autres activités extra-scolaires?

#### Attitudes towards School

What are parents' attitudes in this village about education (probe for attitudes about boys vs. girls)? Have there been improvements?

14. Quelles sont les attitudes des parents d'élèves de ce village à propos de l'éducation des enfants? (Ces attitudes sont-elles différentes en fonction du sexe de l'enfant : garçon, fille)?

How concerned are parents with the performance of their children at school? Do they meet with you to discuss their children's matters with you? How often do you usually meet with them? Do you find it useful? Why or why not?

15. Les parents se préoccupent-ils de la performance scolaire de leurs enfants? Entrent-ils souvent en contact avec vous afin de discuter des performances de leurs enfants? À quelle fréquence les rencontrez-vous? Ces rencontres sont-elles bénéfiques? En quoi?

#### School Feeding / Cantine Scolaire

Does your school currently have a canteen?

16. Cette école dispose-t-elle d'une cantine scolaire?

What are any advantages of providing children with lunch at school?

17. Quels sont les avantages liés à la fourniture de repas scolaires à l'école?

Do you have any responsibilities for school feeding? Please explain. If yes, please share your thoughts on these responsibilities.

18. Avez vous des responsabilités liées à l'alimentation scolaire? S'il vous plait pourriez vous nous en dire davantage? Quelles sont vos responsabilités ?

#### Libraries / Bibliothèque

Is there a library in your community or school?

- a. Do your students go there? How often? If not, why not?
19. Y'a –t-il une bibliothèque dans votre communauté ou école?
- a. Vos élèves y vont-t-ils? A quelle fréquence ? Si non, pourquoi ?

How do you motivate students to read for fun?

20. Comment motivez vous les élèves à lire par plaisir?

#### Attendance/Motivation

Is it sometimes the case that some teachers in your school are not able to come to school for reasons other than health or family concerns? Why?

21. Arrive –t-il souvent aux enseignants de votre école de ne pas être en mesure de venir à l'école pour des raisons autres que celles liées à la santé ou des raisons familiales ? Pourquoi ?

Do you think that some teachers are sometimes discouraged from coming to school? Why? If so, what would make them feel better about coming to work?

22. Pensez vous que certains enseignants n'aient souvent pas de motivation à venir à l'école? Pourquoi ? Qu'est ce qui pourrait être fait afin de motiver ces derniers ?

#### WASH

Does the school have handwashing stations? What are these stations like?

23. L'école dispose-t-elle de dispositifs de lavage des mains? A quoi ressemblent ces dispositifs ?

Have you received any training to teach students about handwashing practices? Please describe.

24. Avez-vous reçu une formation afin d'être en mesure d'apprendre à vos élèves les pratiques en matière de lavage des mains? Si oui pourriez vous nous en parler ?

Do you teach handwashing practices to your students? Please describe.

25. Enseignez-vous le lavage des mains à vos élèves? Si oui pourriez-vous décrire ?

Do your students find this helpful? Do you think their hygiene practices have changed? How?

26. Les élèves trouvent-t-il ces enseignements utiles? Pensez-vous que leurs pratiques d'hygiène aient changé ? Si oui comment ?

#### Closing

How has the COVID pandemic impacted your activities at school with the BB3 program?  
27. Comment le COVID a-t-il impacté les écoles et les activités du programme?

How have security issues affected your activities at school with the BB3 program?  
28. Comment les questions sécuritaires ont-elles impacté les écoles et les activités du programme ?

Is there anything else you'd like to share with me today?  
29. Y'a-t-il autre chose que vous souhaiteriez partager avec moi aujourd'hui?

# School Cook/Food Warehouse Manager Guide (cuisinière ou magasinier)

## Background/Introduction

Let's start by talking a little bit about your background. What is your role? How long have you been a cook or food warehouse manager? How long have you been at this school?

Pour commencer, pourriez-vous m'en dire davantage sur votre rôle ? Depuis combien de temps êtes-vous cuisinière ou magasinier ? Depuis combien de temps êtes-vous dans cette école ?

## Training / Formation

Have you heard of the Beoog Biiga program? If yes, have you received food preparation or storage training through this program?

1. Avez-vous entendu parlé du programme BB? Si oui, avez-vous reçu une formation à travers ce programme ?

What were your main takeaways from the training?

2. Qu'avez-vous pu tirer de cette formation?

What did you like about it?

3. Qu'avez-vous aimé à propos de cette formation?

What did you not like about it?

4. Qu'est-ce que vous n'avez pas aimé à propos de la formation?

What challenges, if any, have you had in applying learnings from the training?

5. Quels défis avez-vous rencontrés dans l'application des connaissances acquises lors de cette formation?

What, if anything, was not covered in the training that you think would have been useful to you?

6. Qu'est-ce que vous auriez aimé voire couvert (car très utiles) par cette formation et qui ne l'a pas été ?

What, if anything, would you like to see more of in the training?

7. Pour les prochaines formations que souhaiteriez-vous voire en plus?

## School Canteen and Warehouse

Are you satisfied with how the canteen works and the midday meal served to children at the canteen? Why or why not?

8. Êtes-vous satisfaits de la manière dont la cantine fonctionne et du repas de midi servi aux élèves à la cantine? Pourquoi ?

What about the quality of the meals? How satisfied are you with the foodstuffs received?

9. Qu'en est-t-il de la qualité de la nourriture? Etes vous satisfaits des vivres reçus ?

What are any challenges with operating the canteen?

10. Quelles sont les difficultés rencontrées dans le fonctionnement de la cantine?

Can anything about the canteen or the meals served be improved? What should be improved?

11. Qu'est ce qui pourrait être amélioré à propos de la cantine ou des repas servis?

What is your role in monitoring foodstuffs that come to the canteen?

12. Quel rôle jouez-vous dans le suivi des vivres reçus à l'école ?

Are you satisfied with how the food storage warehouse work? Why or why not?

13. Etes vous satisfaits de la manière dont le magasin de stockage des vivres fonctionne ? Pourquoi ?

Can anything about the food storage warehouse be improved? What should be improved?

14. Qu'est ce qui pourrait être amélioré à propos du magasin de stockage des vivres?

Do you receive food rations to take home? How satisfied are you with this?

15. Recevez vous des rations à emporter? Etes vous satisfaits de ces rations ?

Do you provide any girls or boys with food rations to take home, based on attendance at school?  
In your opinion, how does this affect children's attendance in school?

16. Fournissez-vous des rations à emporter aux filles ou garçons sur la base de leur taux de présence ou de fréquentation scolaire? Selon vous dans quelle mesure cela affecte-t-il la présence des élèves ?

## WASH

Does the school have handwashing stations? What are these stations like? How well do they function?

17. L'école dispose-t-elle de dispositifs de lavage des mains? A quoi ressemblent ces dispositifs ,de quoi sont-ils faits? Ces stations de lavage fonctionnent-ils actuellement ? (si possible prendre des photos)

Have you received any training on hygiene and sanitation?

18. Avez vous reçu une formation en hygiène et assainissement?

What challenges, if any, have you had in applying learnings from the training?

19. Quels défis avez vous rencontré dans l'application des connaissances acquises lors de ces formations?

How well are you able to access water for cooking? Could this be improved?

20. Dans quelle mesure êtes vous en mesure d'accéder à l'eau pour la cuisine? Cela pourrait-t-il être amélioré?

## Closing

Has the COVID pandemic impacted the school canteen or storage warehouse or your role in it?  
How?

21. Le Covid a-t-il impacté la cantine scolaire ou le magasin ou votre rôle en lien avec la cantine ou le magasin ? Si oui, comment ?

Have the security issues impacted the school canteen or storage warehouse or your role in it?  
How?

22. La question sécuritaire a-t-elle eu un impact sur la cantine , le magasin ou votre rôle en lien avec la cantine ou le magasin? Comment ?

Is there anything else you'd like to share with me today?

23. Y'a-t-il quelque chose d'autre que vous souhaiteriez me dire aujourd'hui?

## School Administrators Guide

Guide CCEB

### Background/Introduction

What is your title? How long have you been with the CEB?

1. Pour commencer pourriez vous s'il vous plait vous présenter? Depuis combien de temps êtes vous dans cette CEB ?

BB3

Are you familiar with Beoog Biiga program? Have you been involved with the program?

2. Êtes vous familier du programme BB? Dans quelle mesure avez-vous été impliqués dans ce programme ?

The program is about halfway through. What are some things that you think are working particularly well?

3. Le programme est à mi parcours. Qu'est ce qui a particulièrement bien marché dans ce projet ?

What, if anything, has surprised you about the program so far? Why and how?

4. Y'a-t-il eu quelque chose de surprenant à propos de ce projet jusque-là ? Si oui donnez en les raisons?

What are some things that are not working so well?

5. Qu'est ce qui n'a pas marché assez bien dans ce projet?

What, if anything, do you think needs improvement? Do you have any suggestions for improving these or other aspects of the program? What are they?

6. Quels aspects du projets faudrait-il chercher à améliorer? Avez-vous des suggestions ou recommandations visant à améliorer ces aspects ? Si oui lesquels

### Training / Formation

School administrators are sometimes involved in training teachers, observe classrooms, set up follow-up meetings with teachers to provide them feedback, and even provide training to school cooks and food warehouse managers. Have you been involved in any of these activities? If yes, which ones?

7. Les CCEB sont souvent amenés à former les enseignants, à faire des observations de classes, à tenir des rencontres de suivi et de rapportage avec les enseignants et même à dispenser des formations aux cantinières et aux magasiniers. Avez-vous déjà été impliqué dans l'une ou partie des activités mentionnées ?

**[TRAINED TEACHERS]** Please tell us more about your experience training teachers. What kind of training did you provide?

8. Formation des enseignants/ Pourriez vous nous parler de vos expériences de formation d'enseignants? Quels types de formations avez-vous dispensé ?

What was good about the training?

- a. Qu'avez vous apprécié à propos de cette formation?

What, if anything, would you change or improve?

- b. Que changeriez vous afin d'améliorer cette formation?

Do you think teachers liked the training?

- c. Les enseignants ont-ils apprécié positivement la formation?

What do you think worked well?

- d. Qu'est ce qui a bien marché?

What did not work so well?

- e. Qu'est ce qui n'a pas bien marché ?

What about the training materials?

- f. Qu'en est-t-il du matériel de formation?

Were there some you liked more than others? Which ones and why? Which ones did you not like and why?

- g. Y'a-t-il certains de ces matériels que vous avez apprécié plus que d'autres? Pourquoi ? Quels sont ceux que vous n'avez pas apprécié ? Pourquoi?

**[TEACHER OBSERVATION]** Please tell us more about your experience observing teachers in classrooms. Did you receive any training to do this?

9. Observation des enseignants. Pourriez vous m'en dire davantage à propos de l'observation des enseignants dans les salles de classe? Avez vous reçu une formation en observation des enseignants en salle?

If yes, what, and what was good about the training?

- a. Si oui, pouvez vous nous en dire davantage et qu'avez vous apprécié particulièrement dans cette formation?

What, if anything, would you change or improve?

- b. Que changeriez vous afin d'améliorer cette formation



Tell us more about what you did during these classroom observations, how you observed and what you reported?

- c. Pourriez vous nous dire davantage sur ce que vous faites lors des observations de classes ? Comment se passent les observations et quel est le contenu du rapport à la fin de l'observation ?

Is there additional training or materials that would have made these observations easier or more useful? If so, what are they?

- d. Y'a –t-il un matériel additionnel ou une formation supplémentaire qui vous auraient mieux outillé à effectuer ces observations de classe de manière plus aisée ou utile ? Si oui pourriez vous nous en dire davantage ?

**[FOLLOW-UP SESSIONS FOR FEEDBACK]** Please tell us more about your experience meeting with teachers after observing their classes to provide feedback. Did you receive any training to do this?

- 10. Compte rendu/rapport/ restitution des visites d'observation. Pourriez vous nous en dire davantage à propos de vos séances de restitution ou de rapportage avec les enseignants suite aux observations faites ? Avez-vous reçu une formation dans ce sens ?

If yes, what, and what was good about the training?

- a. Si oui, pouvez vous nous en dire davantage et qu'avez vous apprécié particulièrement dans cette formation

What, if anything, would you change or improve?

- b. Que changeriez vous afin d'améliorer cette formation

Tell us more about what you did during these feedback sessions with teachers, and what you reported?

- c. Pourriez vous nous parler des sessions de restitution ou de rapportage que vous effectués avec les enseignants après les visites d'observation ? Que dites-vous aux enseignants et sur quoi porte le rapportage ou la restitution ?

Is there additional training or materials that would have made these feedback sessions with teachers easier or more useful? If so, what are they?

- d. Auriez-vous besoin de formation ou de matériel supplémentaires afin que ces sessions de rapportage avec les enseignants puissent être plus efficaces ? Si oui lesquels ?

**[TRAINED COOK/FOOD WAREHOUSE MANAGERS]** Please tell us more about your experience training cooks and/or food warehouse managers.

- 11. Formation des cantinières et des magasiniers. Pourriez vous nous en dire davantage sur vos expériences de formation des cuisinières et/ou magasiniers ?

What kind of training did you provide?

- a. Quel type de formation avez vous dispensé ?

What was good about the training?

- b. Qu'avez-vous apprécié particulièrement de cette formation?

What, if anything, would you change or improve?

c. Que changeriez vous afin d'améliorer cette formation

Do you think cooks and warehouse managers liked the training?

d. Pensez vous que les cantinières et les magasiniers ont aimé la formation?

What do you think worked well?

e. Qu'est ce qui a bien marché dans cette formation?

What did not work so well?

f. Qu'est ce qui n'a pas bien marché?

Were there some you training materials you liked more than others? Which ones and why?

Which ones did you not like and why?

g. Y'a-t-il eu du matériel de formation qui a été relativement mieux apprécié que les autres ?  
lesquels ? Pourquoi ?

#### Sustainability / Durabilité

The BB3 program has provided support for school administrators to train teachers, observe classrooms, set up follow-up meetings with teachers to provide them feedback, and even provide training to school cooks and food warehouse managers. How could these activities continue after the project ends?

12. Le programme BB3 a permis au CCEB de former des enseignants, d'effectuer des visites observations de classe, d'initier des rencontres de restitution d'observations avec les enseignants et même de former des cantinières et des magasiniers. Comment ces activités pourraient continuer après la fin du projet ?

What would be any challenges to continuing these activities after the project ends?

13. Quels seraient les défis à relever afin que ces activités puissent se pérenniser ?

#### Closing

How has the COVID pandemic impacted the schools and these program activities?

14. Comment le COVID a-t-il impacté les écoles et les activités du programme?

How have the security issues impacted the schools and these program activities?

15. Comment les questions sécuritaires ont-elles impacté les écoles et les activités du programme?

Is there anything else that you'd like to share with me today?

16. Y'a-t-il autre chose que vous souhaiteriez partager avec moi aujourd'hui?

# Community Leaders (Mayors) Guide

Maires/leaders communautaires

## Background/Introduction

What is your title? How long have you been with [county/community organization]?

1. Pour commencer , pourriez vous s'il vous plait vous presenter? Depuis combien de temps etes vous maire ? leader communautaire ?

## Overall

What do you see as the biggest issues facing schools in your community?

2. Quels sont les plus grands challenges/défis ou problématiques que les écoles de votre communauté rencontrent ?

What are the most important things you would like to see improve for education and nutrition for school-age children in your county?

3. En ce qui concerne l'éducation et la nutrition des enfants d'âge scolaire, que souhaiteriez vous voir principalement améliorer ?

## BB3

Are you familiar with Beoog Biiga program? How have you been involved with the program, if at all?

4. Etes vous familier du programme BB? Dans quelle mesure avez-vous été impliqués dans ce programme ?

The program is about halfway through. What are some things that you think are working particularly well?

5. Le programme est à mi-parcours. Qu'est ce qui a particulièrement bien marché dans ce projet ?

What have been any unexpected results from the program?

6. Y'a -t-il eu des résultats inattendus (positifs/négatifs)?

What are some things that are not working so well?

7. Qu'est ce qui ne marche pas assez bien dans ce projet?

What, if anything, do you think needs improvement?

8. Quels aspects du projets faudrait-il chercher à améliorer? Avez-vous des suggestions ou recommandations visant à améliorer ces aspects ? Si oui lesquels ?

How well and in what ways does the program align with your community's priorities and needs?

9. Dans quelle mesure le programme répond-t-il aux besoins et priorités de votre communauté?

What training, if any, have you received from the BB3 program? How helpful has it been?

a. Probe for training on school canteen management, monitoring PTAs and schools, support for infrastructure improvements

10. Avez vous reçu des formations dans le cadre du programme BB3? Si oui, lesquels ? Ces formations vous ont-elles été bénéfiques ?

b. Evoquez des formations sur la gestion des cantines, le suivi des APE et des écoles, l'appui en termes d'infrastructures (rénovation, construction)

What challenges, if any, have you had in applying learnings from the training?

11. Quels sont les défis que vous avez rencontré dans l'application des connaissances acquises lors de ces formations?

#### Attitudes towards School

What are the main challenges faced by schools in your county?

12. Quels sont les principaux défis rencontrés par les écoles dans votre commune?

From your perspective, what are the barriers to children receiving high quality education in your county? (Probe for differences between boys and girls)

13. Quels sont les principales barrières liées à la qualité de l'éducation dans votre commune (y'a-t-il une différence entre garçons et filles) ?

What would be helpful for overcoming these barriers?

14. Que pourrait-t-on faire pour surmonter ces barrières?

How do you think you as a mayor/leader of your community can support removing those barriers?

15. En tant que maire/leader communautaire, comment pouvez vous oeuvrer à lever ces barrières?

How can teachers and schools be supported to improve quality of education?

16. Comment les enseignants et les écoles pourraient-ils être appuyés dans la quête d'une éducation de qualité?

What are parents' attitudes in this county about education for boys? Is the attitude different for girls?

17. Quelle est l'attitude des parents de cette commune en ce qui concerne l'éducation des garçons? Celle des filles ?

#### School Canteens / Cantines scolaires

Do the schools in your county currently have canteens?

18. Les écoles dans votre communauté disposent-elles de cantines?

What is your role, if any, in with regards to school canteens in your community?

19. Avez vous un rôle à jouer dans le fonctionnement des cantines scolaires? Si oui pouvez vous nous en dire davantage ?

What more could the BB3 program do to provide support for you with infrastructure and school canteens?

20. Que pourrait faire le programme de plus afin de vous appuyer dans les questions de cantines et d'infrastructures scolaires?

How can the canteen and other program activities continue after the BB3 program ends?

21. Comment la cantine et les autres activités du programme pourraient être pérennisées au-delà de la fin du projet ?

#### Closing

How has the COVID pandemic impacted the schools and these program activities?

22. Comment le COVID a-t-il impacté les écoles et les activités du programme?

How have the security issues impacted the schools and these program activities?

23. Comment les questions sécuritaires ont-elles impacté les écoles et les activités du programme?

Is there anything else that you'd like to share with me today?

24. Y'a-t-il autre chose que vous souhaiteriez partager avec moi aujourd'hui?

# National Government Official Guide (MENAPL, MOH)

Guide à l'intention des officiels (MENAPL, MOH)

To begin, could you tell me what is your title? How long have you been with [organization]? What are your main responsibilities in your position? How long have you been involved with this project?

1. Pour commencer, pourriez vous s'il vous plait vous présenter? Depuis combien de temps travailler pour cette institution ? Quelles sont vos principales responsabilités ? Depuis combien de temps êtes vous impliqués dans le projet BB ?

What do you think is the main goal of the Beoog Biiga program? What, specifically, is it trying to achieve? Do you think these are reasonable goals? Why or why not?

2. Quels sont les objectifs globaux du projet BB? Quels en sont les objectifs spécifiques ? Ces objectifs vous semblent-ils raisonnables ? pourquoi ?

In what ways do you think the Beoog Biiga project's goals fit with the government's goals?

3. En quoi le programme BB répond-t-il aux objectifs du gouvernement?

The program is about halfway through. What are some things that you think are working particularly well?

4. Le programme est à présent à mi-parcours. Quels sont les composantes ou aspects du projet qui ont bien fonctionné ?

What have been any unexpected results from the program?

5. Y'a-t-il eu des résultats inattendus (positifs/négatifs)?

What are some things that are not working so well?

6. Qu'est ce qui ne marche pas assez bien dans ce projet?

What, if anything, do you think needs improvement? Do you have any suggestions for improving these or other aspects of the program? What are they?

7. Quels aspects du projets faudrait-il chercher à améliorer? Avez-vous des suggestions ou recommandations visant à améliorer ces aspects ? Si oui lesquels ?

From your understanding, to what extent does the program effectively consider economic, cultural, and political contexts?

8. De votre point de vue dans quelle mesure le projet tient-t-il compte des contextes économique, politique et culturel ?

**[MENAPLN - Reading]** What do you think of the program activities designed to improve children's reading? Do you think children's reading skills in these schools have improved?

- a. [IF YES] How or why have they improved? What has been effective in your opinion in improving children's reading?
- b. [IF NO] Why do you think that is? What can be done to improve children's reading?

9. **[MENAPLN]** Que pensez-vous des activités du programme qui visent l'amélioration du niveau de lecture des élèves ? Pensez-vous que le niveau de lecture des enfants dans ces écoles s'est amélioré ?
- Si oui pouvez-vous nous en dire davantage (l'amélioration du niveau de lecture)? Qu'est-ce qui a été crucial ou décisif dans l'amélioration de ce niveau ?
  - Si non pouvez-vous nous en dire davantage (pourquoi le niveau de lecture n'a pas été amélioré ?). Que suggérez vous comme actions afin d'améliorer leur niveau de lecture ?

**[MENAPLN – School canteen]** What do you think of the program activities designed to improve children's school attendance by providing meals at school? Do you think student attendance improved?

- [IF YES] How or why has attendance improved? Do you think the school lunch program can be sustained? How can it be sustained?
  - [IF NO] Why do you think that is? What can be done to improve children's school attendance?
  - The school lunch program is currently paid for in part by charity and other groups. Do you see this being funded more by the government in the next three years when the project ends? Why/Why not? What would need to happen to make this a government-funded program from which all schools and the children attending them can benefit? How long would that take, do you think?
10. **[MENAPLN – Cantine scolaire]** Que pensez vous des activités du programme qui s'adressent à la problématique de la fréquentation scolaire à travers la dotation en repas scolaires ? Pensez-vous que le niveau de présence ou fréquentation scolaire s'est amélioré ?
- Si Oui, comment et pourquoi le niveau de fréquentation/d'assiduité s'est-t-il amélioré ? Pensez-vous que le programme de cantine (fourniture de repas chauds) sera pérenne ? Comment peut-t-il être pérennisé ?
  - Si non (fréquentation ou présence scolaire pas améliorée) , pourriez vous nous en donner les raisons ? Comment pourrait-t-on améliorer le niveau de fréquentation scolaire ?
  - le programme de cantines scolaires est actuellement financé en partie par des œuvres de charité ou d'autres acteurs. Pensez-vous que le gouvernement pourrait prendre le relais à la fin du projet (c'est-à-dire plus de financement de la part du gouvernement afin de prendre en charge la la cantine) c'est-à-dire d'ici les trois prochaines années ? Pourriez vous nous en donner les raisons ? Que faudra-t-il faire afin que le gouvernement puisse prendre intégralement en charge les cantines scolaires dans toutes les écoles afin que tous les élèves de ces écoles puissent en bénéficier ? Combien de temps cela prendra-t-il ?

**[MOH – GASPA]** What do you think of the program activities to educate pregnant and lactating women on maternal and child nutrition?

11. Que pensez vous des activités du programme mises en œuvre pour former et sensibiliser les femmes allaitantes et enceintes sur les questions de nutrition infantile ?

From your perspective, which activities will be sustainable after the project ends? Please explain.

12. De votre point de vue, quelles sont les activités qui seront pérennes au-delà de la fin du projet ? Pourriez-vous nous en donner les raisons ?

From your perspective, what strategies should be used to obtain long-lasting support from communities and local/central administration that extends beyond the life of the project?

13. De votre point de vue, quelles stratégies devraient être utilisées afin d'obtenir un soutien constant et durable des communautés locales, de l'administration centrale et locale? au-delà de la fin du projet ?

How has the COVID pandemic impacted the schools and these program activities?

- a. Have you collaborated with CRS on how to implement program activities given the pandemic? Please describe.

14. Comment l'école et le projet ont-ils été affectés par le COVID 19

- a. Avez vous collaboré avec CRS afin d'adapter la mise en œuvre des activités du programme à la pandémie ? Pourriez vous nous en parler ?

Is there anything else that you'd like to share with me today?

15. Y'a-t-il autre chose que vous souhaitez partager avec moi aujourd'hui?

## CRS/OCADES Guide

Guide à l'endroit de CRS et OCADES

To begin, could you tell me a bit about your role for the BB3 project?

1. Pour commencer , pouvez-vous m'en dire plus sur votre role dans le cadre du projet BB3?

The program is about halfway through. What are some things that you think are working particularly well?

2. Le projet est à présent à mi-parcours. Qu'est ce qui a bien marché dans ce projet jusque-là ?

What, if anything, has surprised you about the program so far? Why and how?

3. Y'a-t-il eu quelque chose de surprenant à propos de ce projet jusque-là ? Si oui donnez en les raisons ?

Which aspect of the program has provided the most value for money spent? Why and how? Tell me more about that.

4. Quels aspects ou composantes du programmes ont eu un bon rapport cout/bénéfice ?

What are any indications that project activities within budgeted costs? What have been any cost-related challenges?

5. Dans quelle mesure les activités du projet ont été exécutées dans la limite du budget disponible? Y'a-t-il eu des défis en termes de couts ?

What are some things that are not working so well?

6. Qu'est ce qui n'a pas bien marché dans ce projet?

What, if anything, do you think needs improvement? Do you have any suggestions for improving these or other aspects of the program? What are they?

7. Quels aspects du projets faudrait-il chercher à améliorer? Avez-vous des suggestions ou recommandations visant à améliorer ces aspects ? Si oui lesquels ?

To what extent does the project align and complement programs from other donors, NGOs, international organizations, and local organizations?

8. Dans quel mesure ce projet est en phase ou en complémentarité avec d'autres projets pilotés par d'autres NGOs ou donateurs, organisations internationales ou locales ?



From your understanding, how does the program consider economic, cultural, and political contexts?

9. De votre point de vue dans quelle mesure le projet tient-t-il compte des contextes économique, politique et culturel ?

How do you plan to use the findings from the evaluation? What key questions do you hope the evaluation will be able to inform?

10. Comment comptez vous utiliser les résultats de cette évaluation? Sur quelles questions clé attendez vous que l'évaluation s'appesantisse ?

Since the project started, have beneficiaries' needs changed? If so, how has the project responded?

11. Depuis le début du projet les besoins des bénéficiaires ont-ils évolué? Si oui dans quelle mesure le projet a-t-il pu répondre à cette évolution ?

Have project objectives been achieved on time? If not, what were the obstacles?

12. Les objectifs du projet ont-ils pu être atteints à temps? Si non, quels en ont été les causes ?

How effective is the monitoring strategy for collecting regular and reliable data on the work? What are the strengths and gaps in the monitoring system?

13. Dans quelle mesure la stratégie de suivi pour la collecte de données régulières et fiables a-t-elle été efficace ? Quelles sont les forces et les faiblesses du système de suivi/monitoring ?

How effective do the project management structures seem to be?

14. Dans quelle mesure les structures de gestion du projet ont-elle été efficaces?

How has the project coordinated with other stakeholders?

15. Comment s'est passée la coordination avec les autres parties prenantes dans le cadre de la mise en œuvre du projet?

What are the major factors that are likely to influence sustainability of activities and outcomes after the project ends?

16. Quels sont les facteurs clés susceptibles d'influencer la durabilité des activités et des résultats ou acquis atteints après la fin du projet?

How has the project engaged stakeholders to sustain project activities after the project funding ends?

a. What will their roles be?

b. What systems are in place to sustain outcomes after the project ends?

17. Dans quelle mesure le projet a-t-il engagé les parties prenantes à pérenniser les activités du projet une fois que celui-ci aura pris fin ?

a. Quels seront les rôles des diverses parties

b. Quel mécanisme est mis en place afin de garantir la pérennité du projet ?

How do government capacity and priorities contribute to sustainability?

18. Dans quelle mesure les capacités et priorités du gouvernement contribuent à la pérennisation ?

Please tell me about any specific factors that you think might affect the program's chances to succeed, now and in the future.

19. Y'a-t-il des facteurs qui de votre point de vue pourraient affecter les chances de succès du projet soit maintenant ou dans un proche futur ?

How has the project been affected by COVID-19?

- a. How did the project respond?

20. Comment le projet a-t-il été affecté par le COVID 19

- a. Comment le projet y a répondu?

How has the project been affected by security issues?

- b. How did the project respond?

21. Comment le projet a-t-il été affecté par les questions sécuritaires?

- a. Comment le projet y a répondu?

Is there anything else that you'd like to share with me today?

22. Y'a-t-il autre chose que vous souhaitez partager avec moi aujourd'hui?

Stakeholder type/Acteur (e.g.: parents, APE, élèves, enseignants, cusinière/magasinier, mentors, mères GASPA, maires, CCEB, MENAPLN/MOH, CRS/OCADES): \_\_\_\_\_

Entretien/Focus Group: \_\_\_\_\_

Date: \_\_\_\_\_

Nom d'intervieweur: \_\_\_\_\_

Province: \_\_\_\_ Bam \_\_\_\_ Namentenga \_\_\_\_ Sanmatenga

CEB: \_\_\_\_\_

School/École: \_\_\_\_\_

Number of participants (men)/Nombre de participants (Hommes): \_\_\_\_\_

Number of participant (women)/Nombre de participants (Femmes): \_\_\_\_\_

## STUDENT/ÉLÈVE GUIDE

Note to interviewer: please note the grade of students (CP1, CP2, CE1, CE2, CM1, CM2)

Note à l'intention de l'interviewer: veuillez noter la classe des élèves (CP1, CP2, CE1, CE2, CM1, CM2)

### Demande de consentement

Bonjour/Bonsoir. Mon nom est [*insérer nom*]. Nous sommes de [Nom de la compagnie] et travaillons pour IMPAQ International, une compagnie de recherche américaine. L'objectif de cet entretien est d'en apprendre davantage sur votre expérience avec le programme BB III.

Avec votre permission, je vais enregistrer la discussion afin de compléter et faciliter la prise de notes. Personne d'autre à part l'équipe d'évaluation n'aura accès à l'enregistrement. **Ai-je la permission d'enregistrer la conversation?**

La discussion durera 60-90 minutes et sera fructueuse si vous y participez. Sentez-vous libre de parler ouvertement de vos expériences et opinions concernant ce projet. Votre participation à cette discussion est volontaire. Si à un moment ou à un autre vous souhaitez arrêter votre participation à l'entretien, vous pourrez le faire sans aucune pénalité.

Les données collectées à travers ces discussions seront reportées de manière agrégée en soulignant des informations spécifiques à des sites sans toutefois les lier à des individus en particulier. Vous ne serez pas nommément identifié.

Avez-vous des questions pour moi avant que nous ne commençons ? D'accord, commençons.

## Background/Introduction

### Introduction

I'd like to start by learning more about each of you. As we go around the circle, please tell me your first name and what you like and do not like about school.

Je souhaiterais commencer en apprenant un peu plus sur chacun de vous. Faisons un tour de table et que chacun me dise comment il s'appelle et qu'est-ce qu'il aime et n'aime pas à l'école ?

## Mentor/Mentoring

25. Now, I have a question for the girls. Do any of you have a mentor assigned to help you with school? If yes, does this person help you with school? Tell me one or two ways in which they help you with school?

- a. For interviewer, if needed, probe that we do not mean a private tutor/teacher that comes to their house to help them with their study, and define mentors as a female community member who acts as their role model and offers them guidance and support

26. A présent, j'ai une question pour les filles. Quelqu'une d'entre vous aurait-elle une mentor qui l'aide dans le cadre de l'école ? Si oui, en quoi cette mentor vous aide-t-elle dans le cadre de l'école ?

- a. Pour l'interviewer, si besoin est, préciser qu'il ne s'agit pas d'un enseignant ou d'un tuteur privé qui vient à la maison pour les appuyer mais plutôt une femme de la communauté qui en tant que modèle leur prodigue des conseils et de l'assistance en lien avec leur scolarisation

Do you like your mentor? Why/Why not?

27. Aimez-vous votre mentor? Pourquoi ? Pourquoi pas ?

Library (If community has one)

Do you know what a library is? What is it?

28. Savez vous ce qu'est une bibliothèque ? Qu'est ce que c'est ?

Have you ever been to the one in your community/school? If yes, how was that? How often do you go?

29. Avez vous déjà été dans une librairie dans votre communauté ou école ? Si oui comment avez-vous trouvé cette expérience ? A quelle fréquence allez-vous à la bibliothèque ?

What did you do in the library when you went?

30. Que faites vous à la bibliothèque lorsque vous y aller ?

Do you like it there? Why/Why not?

31. Aimez vous la bibliothèque? Pourquoi ?

Do you take out books to read from the library? What kinds of books do you take out? Where do you read them?

32. Empruntez vous des livres à la bibliothèque ? Quels types de livres empruntez vous ? Ou allez vous les lire ?

Do you read at home for fun? Why/Why not? When do you read for fun at home? How often and for how long do you read for fun at home?

33. Lisez vous souvent à la maison par plaisir ? Pourquoi ? A quel moment lisez vous juste pour le plaisir/la distraction ? Combien de fois lisez vous à ces occasions ? Et pendant combien de temps lisez vous à ces occasions ?

Does anyone in your household read to you or help you with their studies?

34. Y'a-t-il quelqu'un dans votre communauté qui vous aide à lire ou vous aide dans vos études ?

## School Canteen

Next, I would like to learn about the food that you receive at school.

A présent je voudrais qu'on parle des repas que vous recevez à l'école

Does your school currently have a canteen?

35. Votre école dispose-t-elle actuellement de cantines ?

What do you like about the canteen?

36. Qu'est ce que vous aimez à propos de votre cantine ?

What do you not like about the canteen?

37. Qu'est ce que vous n'aimez pas à propos de votre cantine ?

Are you full after eating the midday meal?

38. Etes vous rassasié après avoir manger le repas de midi ?

Are there some students who do not receive this meal at school? (If yes, do you know why? Please share.)

39. Y'a-t-il des élèves qui ne reçoivent pas de repas à l'école ? Si oui, pourquoi

#### School Attendance

Do you like coming to school? What do you like?

40. Aimez vous venir à l'école ? Pourquoi aimez vous venir à l'école ? Qu'aimez vous à propos de l'école ?

What are things that you do not like about coming to school?

41. Pour quelles raisons n'aimez-vous pas l'école ?

On days you do not come to school, what are some of the reasons?

42. Qu'est ce qui vous empêche souvent de ne pas pouvoir venir à l'école ?

#### Handwashing

Do you have a hand washing station at your school? If yes, is it functional?

43. Avez vous un dispositif de lavage des mains dans votre école ? Si oui ? Est-ce fonctionnel ?

Has your teacher explained why to wash your hands? What did he or she say?

44. Votre enseignant vous a-t-il expliqué pourquoi il faut laver vos mains ? Que vous a-t-il dit ?

Do you think it's important to wash your hands? Why?

45. Pensez vous qu'il est important de se laver les mains ? Pourquoi ?

Who knows someone who does not like to use the washing station? (Raise your hands) Why do you think some of your classmates don't like to use the tippy taps/washing stations?

46. Qui connaît quelqu'un qui n'aime pas utiliser les dispositifs de lavage des mains ? (levez vos mains)  
Pourquoi pensez vous que certains de vos camarades n'aiment pas utiliser les dispositifs de lavage des mains ?

In the last few months would you say you have been asked to wash your hands more or the same as before? Why do you think that is?

47. Au cours du mois passé vous a-t-on demandé de laver vos mains avec la même fréquence que d'habitude ou de façon plus fréquente que d'habitude ? Pourquoi selon vous ?

#### Closing

Those are all of the questions I have for you today. Is there anything else that you'd like to share with me?

48. Voici nous avons fini avec les questions que j'avais à vous poser. Y'a-t-il autre chose que vous souhaitez me dire ?

Stakeholder type/Acteur (e.g.: parents, APE, élèves, enseignants, cusinière/magasinier, mentors, mères GASPA, maires, CCEB, MENAPLN/MOH, CRS/OCADES): \_\_\_\_\_

Entretien/Focus Group: \_\_\_\_\_

Date: \_\_\_\_\_

Nom d'intervieweur: \_\_\_\_\_

Province: \_\_\_\_ Bam \_\_\_\_ Namentenga \_\_\_\_ Sanmatenga

CEB: \_\_\_\_\_

School/École: \_\_\_\_\_

Number of participants (men)/Nombre de participants (Hommes): \_\_\_\_\_

Number of participant (women)/Nombre de participants (Femmes): \_\_\_\_\_

## Teachers Guide/Guide enseignant

KII : consentement

Bonjour/Bonsoir.

Mon nom est et voici mon collègue.... Nous sommes de .....et nous travaillons pour le bureau d'études américain IMPAQ international. CRS a mandaté notre structure et le bureau d'étude IMPAQ pour conduire une évaluation indépendante du programme BBIII. Le but de cet entretien est d'en savoir davantage sur vos expériences en lien avec ce programme.

Avec votre permission, je souhaiterais enregistrer notre échange dans le seul but d'aider à la prise de notes et de compléter les notes prises. Nous tenons à vous rassurer que personne en dehors de l'équipe d'évaluation n'aura accès à cet enregistrement.

L'entretien va prendre à peu près 1 heure de temps et nous souhaiterions vous inviter à participer de manière active, ouverte et transparente en répondant dans la mesure du possible aux questions posées. Toutefois nous tenons à préciser que votre participation à cet entretien est volontaire ; ce qui signifie qu'à tout moment vous pourrez décider d'arrêter l'entretien et de renoncer à participer. Nous tenons toutefois à vous rassurer que cet échange sera confidentiel et que les informations que vous voudrez bien partager

permettront aux premiers responsables du projet de mieux comprendre les résultats obtenus sur le terrain et les zones d'amélioration, toutes choses qui seront bénéfiques pour les bénéficiaires du projet. Les informations ne seront pas collectées à des fins d'exploitation individuelle. Elles seront maintenues anonymes et exploitées de manière agrégée.

Avez vous des questions avant qu'on ne commence?

#### Background/Introduction

Let's start by talking a little bit about your background. How long have you been a teacher? How long have you been at this school? What grade(s) do you currently teach? (e.g., CP1, CP2, CE1, CE2, CM1, CM2)

30. Commençons par votre experience. Depuis combien de temps etes vous enseignant. Depuis combien de temps etes vous dans cette école ? Quelles classes enseignez vous actuellement ?

#### Training and Classroom Activities/Activités en classes et formations

Have you heard of the Beoog Biiga program? If yes, have you received training through this program?

31. Avez vous entendu parlé du programme BB? Si oui avez-vous reçu une formation à travers ce programme ?

What were your main takeaways from the training?

32. Qu'avez vous pu tirer de cette formation?

What did you like about it?

33. Qu'avez vous aimé à propos de cette formation?

What did you not like about it?

34. Qu'est ce que vous n'avez pas aimé à propos de la formation?

Have you practiced what you have learned in the classroom? If yes, which techniques do you use and why? If no, then why not?

35. Avez vous pu mettre en pratique ce que vous avez appris lors de ces formations dans vos salles de classe respectives? Si oui quelles sont les techniques que vous avez pu mettre en pratique ? Sinon pourquoi ?

What challenges, if any, have you had in applying learnings from the training?

36. Avez vous rencontré des défis à appliquer ces techniques en classes? Si oui lesquels ?

How are the techniques different from your own way of teaching?

37. En quoi ces techniques sont-elles novatrices ou différentes par rapport à vos techniques habituelles d'enseignement ?

What, if anything, was not covered in the training that you think would have been useful to you as a teacher?

38. Qu'est ce que vous auriez aimé voire couvert (car très important dans vos activités pédagogiques) par cette formation et qui ne l'a pas été ?

Did you receive coaching or assistance to apply the new tools and training after you completed the training? How helpful was it?

39. Avez vous reçu un coaching ou une assistance à l'issue de la formation afin de pouvoir appliquer ces techniques?

Are you satisfied with the quantity and quality of materials and supplies you have? Why or why not? What materials and supplies would be helpful for you for your teaching?

40. Etes vous satisfait du nombre et de la qualité du matériel didactique à votre disposition? Pourquoi ? Quel matériel vous aurait été bénéfique dans le cadre de vos activités pédagogiques ?

What are the challenges to children's performance in school? How is different for boys compared to girls?

41. Quels sont les défis liés à la performance des élèves en classe? Ces défis sont-ils différents selon le sexe ? (garçons, filles) ?

What have been the best practices for students' academic improvement? Do you have any other responsibilities at school other than teaching? For example, volunteering with reading camps, libraries, or other extra-curricular activities.

42. Quelles ont été les meilleures pratiques liées à une amélioration de leur performance? Avez-vous d'autres responsabilités dans cette école à par l'enseignement ? Par exemple être enseignant bénévole pour guider les clubs de lecture les bibliothèques ou d'autres activités extra scolaires ?

#### Attitudes towards School

What are parents' attitudes in this village about education (probe for attitudes about boys vs. girls)? Have there been improvements?

43. Quelles sont les attitudes des parents d'élèves de ce village à propos de l'éducation des enfants? (Ces attitudes sont-elles différentes en fonction du sexe de l'enfant : garçon, fille) ?

How concerned are parents with the performance of their children at school? Do they meet with you to discuss their children's matters with you? How often do you usually meet with them? Do you find it useful? Why or why not?

44. Les parents se préoccupent-t-ils de la performance scolaire de leurs enfants ? Entrent –t-ils souvent en contact avec vous afin de discuter des performances de leurs enfants ? A quelle fréquence les rencontrez vous ? Ces rencontres sont-elles bénéfiques ? En quoi?

#### School Feeding / Cantine Scolaire

Does your school currently have a canteen?

45. Cette école dispose –t-elle d'une cantine scolaire?



What are any advantages of providing children with lunch at school?

46. Quels sont les avantages liés à la fourniture de repas scolaires à l'école?

Do you have any responsibilities for school feeding? Please explain. If yes, please share your thoughts on these responsibilities.

47. Avez-vous des responsabilités liées à l'alimentation scolaire? S'il vous plaît pourriez-vous nous en dire davantage? Quelles sont vos responsabilités ?

#### Libraries / Bibliothèque

Is there a library in your community or school?

a. Do your students go there? How often? If not, why not?

48. Y'a-t-il une bibliothèque dans votre communauté ou école?

a. Vos élèves y vont-ils? A quelle fréquence ? Si non, pourquoi ?

How do you motivate students to read for fun?

49. Comment motivez-vous les élèves à lire par plaisir?

#### Attendance/Motivation

Is it sometimes the case that some teachers in your school are not able to come to school for reasons other than health or family concerns? Why?

50. Arrive-t-il souvent aux enseignants de votre école de ne pas être en mesure de venir à l'école pour des raisons autres que celles liées à la santé ou des raisons familiales ? Pourquoi ?

Do you think that some teachers are sometimes discouraged from coming to school? Why? If so, what would make them feel better about coming to work?

51. Pensez-vous que certains enseignants n'aient souvent pas de motivation à venir à l'école? Pourquoi ? Qu'est-ce qui pourrait être fait afin de motiver ces derniers ?

#### WASH

Does the school have handwashing stations? What are these stations like?

52. L'école dispose-t-elle de dispositifs de lavage des mains? A quoi ressemblent ces dispositifs ?

Have you received any training to teach students about handwashing practices? Please describe.

53. Avez-vous reçu une formation afin d'être en mesure d'apprendre à vos élèves les pratiques en matière de lavage des mains? Si oui pourriez-vous nous en parler ?

Do you teach handwashing practices to your students? Please describe.

54. Enseignez-vous le lavage des mains à vos élèves? Si oui pourriez-vous décrire ?

Do your students find this helpful? Do you think their hygiene practices have changed? How?  
55. Les élèves trouvent-t-il ces enseignements utiles? Pensez-vous que leurs pratiques d'hygiène aient changé ? Si oui comment ?

#### Closing

How has the COVID pandemic impacted your activities at school with the BB3 program?  
56. Comment le COVID a-t-il impacté les écoles et les activités du programme?

How have security issues affected your activities at school with the BB3 program?  
57. Comment les questions sécuritaires ont-elles impacté les écoles et les activités du programme ?

Is there anything else you'd like to share with me today?  
58. Y'a-t-il autre chose que vous souhaiteriez partager avec moi aujourd'hui?

## Annex I: Midterm Evaluation SOW and/or TOR



Catholic Relief Services Burkina Faso

Program Name: McGovern-Dole International Food for Education and Child Nutrition Program (Beog Biiiga III)

Agreement: FFE-686-2018/006-00

Program Period: October 2018- September 2022

Terms of Reference for Baseline Study, Mid-Term and Final Evaluation  
December 2020

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## List of Acronyms

Mothers' Association	AME
Beoog Biiga	BB
Burkina Faso	BF
Catholic Relief Services	CRS
Community-based MEAL	CbMEAL
Community Management Committee	COGES
Data Quality Assessment and Improvement Plan	DQAI
Early Childhood Development	ECD
McGovern-Dole International Food for Education and Child Nutrition Program	MGD
Ministry of Basic Education and Literacy	MENA
Ministry of Health	MoH
Monitoring, Evaluation, Accountability, and Learning	MEAL
Organisation Catholique pour le Developpement et la Solidarite	OCADES
Organization for Economic Cooperation and Development	OECD
Parent Teacher Associations	PTA
Performance Monitoring Plan	PMP
Regional Technical Advisor	RTA
Saving and Internal Lending Communities	SILC
Theory of Change	TOC
United States Department of Agriculture	USDA

## Purpose

The purpose of the terms of reference (TOR) is to outline duties, deliverables and describe the methodological requirement for the baseline, midterm and final evaluations for the United States Department of Agriculture (USDA) FY18 McGovern-Dole (MGD) International Food for Education and Child Nutrition Program implemented by Catholic Relief Services (CRS) Burkina Faso (Agreement #FFE-686-2018/006-00). The TOR will also provide the tasks and responsibilities for an independent consultant firm to conduct these evaluations. However, for each evaluation, CRS will revise details and submit to USDA for approval. CRS will consider each evaluation as a separate activity and reserves the right to end its relationship with the independent consultant firm if the baseline or midterm evaluation performance is not satisfactory. If the baseline or midterm evaluation does not meet expectations, CRS will re-engage in a competitive recruitment process to find a new evaluator. It is also expected that the consultancy team members will remain the same and any changes to project leadership must be communicated to CRS.

## Project Background

Since 2011, CRS has implemented Beoog Biiga (“Tomorrow’s Child” in Mooré) in the provinces of Bam and Sanmatenga in the Central North region of Burkina Faso. This program, funded by USDA’s MGD, successfully reaches over 200,000 students annually.

The third phase of MGD funding the program will also include Namentenga province as a new area and will be implemented for four years (2018-2022). CRS aims to continue to improve the literacy and health and dietary practices of school age children in the 852 project schools and preschools with a holistic package of interventions. The Beoog Biiga III is consistent with national, bilateral, and international frameworks and strategies. Nationally, the project contributes to the Strategic Development Plan of Education in Burkina (PDSEB) that aims to (1): develop the preschools in the country as well as increase enrollment by at least 25% by 2021; (2): achieve enrollment of all school age children by 2021 with equality between girls and boys. Bilaterally, it contributes to the Feed the Future initiative through the activities related to social assistance that allows for an increase in community assets (e.g. public works, community-organized school feeding program), household assets (e.g. school feeding, education, nutrition or literacy training), and strengthening of human capital (e.g. school feeding, education, nutrition or literacy training). Internationally, the project contributes in achieving the targets and indicators set forth in the millennium development goals (MDG).

Beoog Biiga III will enhance the sustainable initiatives begun under Beoog Biiga I by continuing the transition of the school meal program to a joint community-government effort. In addition to school meals the program includes activities such as take-home rations for girls, training of teachers, administrators and PTA members, school health and nutrition activities, a girls’ mentoring program, and saving and internal lending communities (SILC). CRS will implement maternal and child nutrition activities to improve the health of children under five [0-59] months old to address high rates of malnutrition issues, allowing the children to reach preschool safely and in good health. Furthermore, Beoog Biiga III will continue to improve community support for education and health through awareness-raising and capacity-building activities. These activities will focus on building the economic capacity of parents through SILC, as well as building the capacity of parent teacher associations (PTA), school management committees (COGES) and local government (communes) to assure sustainability of program activities and local ownership.

The approach of the project is based on participation and innovation, reinforcing the linkages between community and schools. This will contribute to program sustainability and to the achievement of the national education strategic plan and MDG objectives.

Beoog Biiga III (BB3) is valued at \$24,000,000, which includes 8,910 MT of commodities (soy-fortified bulgur, lentils, cornmeal, and vegetable oil). CRS will import food commodities for three of the four program years; the commodities will be distributed for school meals and take-home rations.

CRS is leading project implementation of Beoog Biiga III, in partnership with the Ministry of Basic Education and Literacy (MENA) of Burkina Faso and Organisation Catholique pour le Developpement et la Solidarite (OCADES) Kaya. CRS is also working in collaboration with the Ministry of Health.

Over the life of project CRS will reach 325,928 direct beneficiaries including:

- 298,059 primary and preschool students
- 3,773 teachers receiving training in literacy and/or health and Nutrition
- 8,581 children under five (0-59 months) and 7,803 pregnant women receiving nutrition-specific interventions
- 852 Parent-Teacher Associations (PTA) supported

In order to achieve the project's Theory of Change described in Annex B, the following activities are being implemented:

- Provision of School Meals
- Provision of Take-Home Rations
- Distribution: Deworming, Vitamins and Minerals
- Training: Good Health and Nutrition Practices
- Distribution: School Supplies and Materials
- Training: School Administrators
- Capacity Building: Local, Regional, National Level
- Establishment of Libraries
- Creation of Savings and Lending Groups
- Raising awareness on the Importance of Education
- Raising awareness on health, nutrition, and WASH
- Teacher recognition
- Establish activities to promote literacy
- Training teachers
- Enrollment campaigns
- Building/Rehabilitation: Schools
- Extra-curricular activities
- Training: Food preparation and storage practices



- Provide energy-saving stoves

In addition, the Beoog Biiga III project's results framework can be found in Appendix B.

#### Program Evaluation process

The Beoog Biiga evaluation process will be completed in three phases: a baseline, midterm, and final evaluation. The baseline will permit CRS to estimate the coverage of performance indicator prior to the start-up of activities. The midterm evaluation will assess the performance indicators' changes since the baseline and will allow CRS and its partners to correct, if necessary, the program strategy and theory of change. The final evaluation will reveal the change in key performance indicators at the close of the project's activities.

#### 3.1. Baseline study

CRS has planned to complete the baseline as required by USDA, and this activity will be the first step of program implementation. This activity aims to measure the coverage level of Beoog Biiga performance indicators before activities start up. Baseline values will be collected by the independent consultant firm for all the indicators of the Performance Monitoring Plan (PMP) that have a non-zero baseline value. CRS will contract an experienced, independent consultant firm to collect baseline data that are reliable, accurate, valid and timely, and to enable the project team to establish indicator benchmarks and adjust project targets as necessary. CRS will support the independent consultant and will review the survey plan, survey instruments, sampling methods, and the development of a data analysis plan based on the project indicators. Further support from CRS will also ensure the evaluation methodologies are respected.

##### 3.1.1. Purpose and Scope of Evaluation

The purpose of the baseline study is to establish indicators' (outcome/outputs) baseline information and targets for each related strategic objectives of USDA's MGD program: (SO1) Improved literacy of school-age children and (SO2) Increased use of health and dietary practices in program schools and for which the project will regularly measure performance. This initial data will serve to compare with midterm and final evaluation data and if necessary will permit CRS to adjust any of the project targets. The independent consultant firm conducting the baseline will collect key data points for each of the performance indicators in a randomized sample of schools across all three provinces in the coverage area of the project (Bam, Sanmatenga, and Namentenga). The consultant selected should choose the appropriate method according to the result of baseline study. Thus, a mixed method (quantitative and qualitative) approach could be used to better capture information needs.

CRS/BF will contract an international evaluation entity to conduct the baseline study before project activities commence.

During the baseline, the theory of change (ToC) will be improved, with support from the consultant. This will consist of formulating a ToC for each strategic objective and for the purpose. A graphic representation of the ToC will be made to facilitate a better understanding, and the consultant will also prepare a matrix of evaluation questions based on the ToC.

CRS/Burkina Faso will contract an international evaluation entity to conduct the baseline study before project activities

During the baseline, the theory of change (ToC) will be improved. The improvement will be done with the baseline consultant's support. It will consist of formulating a ToC for each strategic objective and for each

purpose. A graphic representation of the ToC will be made to facilitate a better understanding. The evaluation entity will also prepare a matrix of evaluation questions based on the ToC. According to the Performance Monitoring Plan (PMP), specific performance indicators will be collected during the baseline by the independent consultant firm:

- 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
- Percentage of teachers who devote at least an average of 45 minutes a day to literacy instruction
- Percentage of students in target schools who are identified as attentive during class/instruction
- Percentage of teachers in target schools who attend and teach school at least 90% of scheduled school days per year
- Average student attendance rate in USDA supported classrooms/schools
- 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
- Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance
- Percentage of students in target schools who indicate that they are hungry or very hungry during the school days
- Numbers of days in a month, on average, that a student misses school due to illness
- Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance
- Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance
- Proportion of students that miss school due to illness in the past two weeks
- Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors
- Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance
- Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance
- Number of students in target schools who achieve a passing score on a test of good health and hygiene practices

In addition, the independent consultant will collect the following performance indicators from the evaluation sample to support CRS on their M&E data:

- Average student attendance rate in USDA supported classrooms/schools that are part of the evaluation sample
- Number of school cooks and food handlers at target schools who achieve a passing score on a test of safe food preparation and storage
- Number of pregnant women reached with nutrition-specific interventions through USG-supported programs

Prior to data collection, CRS will provide the USDA-approved PMP to the independent consultant firm. This document describes the definition, data source, method/approach for these indicators and the complete list of indicators.

NB: Baseline Key Evaluation questions: Please refer to the Evaluation Plan, page 17, Section 4.2.2: Key Evaluation Questions (Annex E)

### 3.1.3 Schedule of Baseline Survey Activities

Preparation and execution of the baseline survey will be accomplished following this estimated calendar:

Calendar	Baseline survey Activities
December 26, 2018	Submit draft TOR to USDA
January 26, 2019	Incorporate comments from USDA & receive USDA's approval for TOR
February 1, 2019	Advertise TOR for independent consultant recruitment
May 8, 2019	Sign the contract with consultant
May 29, 2019	Data collection tools development and evaluation schedule
June 1 – June 9, 2019	Field work: Travel and training data collectors, test and finalize survey instruments
June 10- July 5, 2019	Collect primary data in field ()
July 5 - August 9, 2019	Analyze data, prepare draft report of the baseline survey
August 9, 2019	Submission of first draft of the baseline evaluation report by consultant to CRS for internal review
August 27, 2019	Submission of the first draft of the baseline evaluation report to USDA by CRS/HQ
September 13, 2019	Consultant and CRS address USDA comments
September 20, 2019	Submission of final report to USDA
September 25, 2019	CRS holds restitution workshop with local stakeholders

## 3.2 Midterm Evaluation

CRS has planned to complete the midterm evaluation in FY 2021. CRS is also planning to contract with an external international consultant to conduct this study. To be consistent in program evaluation strategy, CRS also expects to contract with the same consultant for all the evaluations (baseline, midterm and final).

### 3.2.1 Purpose and Scope of Evaluation

The midterm evaluation aims to assess the progress of Beoog Biiga III's implementation and its results towards intended outcomes. It will assess service delivery as outlined in the detailed implementation plan and project agreement. It will measure progress against stated goals and objectives, including the effectiveness, efficiency and timeliness of Beoog Biiga III program interventions in achieving targets. The midterm will review the results frameworks with all project documents and critical assumptions, and consider the implementing environment, including enablers and constraints, with the aim of making necessary modifications or midcourse corrections to support the project to meet its stated goals and objectives, and achieve sustainability. The midterm evaluation is planned for March 2021.

The midterm evaluation will be both retrospective and prospective and will also base on the criteria define by Organization for Economic Cooperation and Development (OECD) which are: 1) the relevance of all interventions, 2) the effectiveness of implementation strategies and activities, 3) the efficiency of the project, 4) the impact of the project, and 5) likely sustainability of initiated actions.

The independent consultant firm conducting the midterm evaluation will collect key data points for each of the performance indicators in a randomized sample of schools across all three provinces in the coverage area of the project (Bam, Sanmatenga, and Namentenga). To allow consistency in the analysis of results and progress compared to the baseline study, the consultant should use the same methodology and tools as in the baseline study to collect the performance indicators listed below:

- 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
- Percentage of teachers who devote at least an average of 45 minutes a day to literacy instruction
- Percentage of students in target schools who are identified as attentive during class/instruction
- Percentage of teachers in target schools who attend and teach school at least 90% of scheduled school days per year
- Percentage of teachers/ educators/ teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance
- Percentage of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance
- Percentage of students in target schools who indicate that they are hungry or very hungry during the school days
- Numbers of days in a month, on average, that a student misses school due to illness
- Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance
- Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance
- Proportion of students that miss school due to illness in the past two weeks
- Percent of participants of GASPA (Infant and Young Child Feeding Practices Learning and Support Groups) who practice promoted infant and young child feeding behaviors
- Percentage of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance
- Percentage of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance
- Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices
- Number of students in target schools who achieve a passing score on a test on food nutrition and dietary practices

In addition, the independent consultant will collect the following performance indicators from the evaluation sample to support CRS on their M&E data:

- Average student attendance rate in USDA supported classrooms/schools that are part of the evaluation sample
- Percentage of school cooks and food handlers at target schools who achieve a passing score on a test of safe food preparation and storage
- Number of pregnant women reached with nutrition-specific interventions through USG-supported programs

Prior to data collection, CRS will provide the USDA-approved PMP to the independent consultant firm. This document describes the definition, data source, method/approach for these indicators and the complete list of indicators.

NB: Midterm Key Evaluation questions: Please refer to the Evaluation Plan, page 20, Section 4.3.2: Key Evaluation Questions (Annex E).

In addition to these evaluation questions, it would be important to measure the impact of COVID-19 on the achievement of results and the progress of activities.

### 3.2.2 Schedule of Midterm Evaluation

Preparation and execution of the midterm evaluation survey will be accomplished following this estimated timeline:

Calendar	Midterm evaluation Activities
December 15, 2020	Submit draft TOR to USDA
January 25, 2021	Incorporate comments from USDA and receive USDA's approval for TOR
February 25, 2021	Update data collection tools and evaluation schedule
February 26- March 8, 2021	Field work: Travel and training data collectors, test and finalize survey instruments
March 9 - 30, 2021	Collect primary data in field (and CRS' secondary monitoring data)
April 1- May 14, 2021	Analyze data, prepare draft report of the midterm evaluation
May 14, 2021	Submission of first draft of the midterm evaluation report by consultant to CRS for internal review
May 28, 2021	Submission of the first draft of the midterm evaluation report to USDA by CRS/HQ
June 11, 2021	Consultant and CRS address USDA comments
June 18, 2021	Submission of final report to USDA
June 28, 2021	CRS holds restitution workshop with local stakeholders

### 3.3 Final Evaluation

CRS will conduct the final evaluation in the last year of the program. This evaluation aims to measure the changes and overall success of the project by comparing indicator values' endline data against targets and baseline values. The final evaluation will also seek to provide lessons learned and recommendations for

USDA, program participants, CRS, and other key stakeholders for future programs. The final evaluation will also retain the same the sampling used in the baseline and the midterm.

### 3.3.1. Purpose and Scope

The purpose of the final evaluation is to assess the extent to which the project achieved expected results, as well as appropriateness of project design elements, implementation, management structure, and replicability. It will assess constraints, lessons learned, and good practices, opportunities as well as successes in implementation, and determine the relevance and effectiveness of the strategies and approach utilized in the implementation of the program. It will also assess the sustainability of the program's benefits including but not limited to the development of capacity (knowledge and skills) of stakeholders (students, teachers, parents) and quality of activities (adherence to standards).

NB: Final Evaluation Key Evaluation questions: Please refer to the Evaluation Plan, page 26, Section 4.4.2: Key Evaluation Questions (Annex E)

### 3.3.2 Schedule of Final Evaluation

Preparation and execution of the final evaluation survey will be accomplished following this estimated timeline:

Calendar	Final Evaluation Activities
December 15, 2021	Submit draft TOR to USDA
January 25, 2022	Incorporate comments from USDA and receive USDA's approval for TOR
February 25, 2022	Update data collection tools and evaluation schedule
February 26 - March 8, 2022	Field work: Travel and training data collectors, test and finalize survey instruments
March 9 - 30, 2022	Collect primary data in field (and CRS' secondary monitoring data)
April 1 - May 14, 2022	Analyze data, prepare draft report of the final evaluation
May 14, 2022	Submission of first draft of the final evaluation report by consultant to CRS for internal review
May 28, 2022	Submission of the first draft of the final evaluation report to USDA by CRS/HQ
June 11, 2022	Consultant and CRS address USDA comments
June 18, 2022	Submission of final report to USDA
June 28, 2022	CRS holds restitution workshop with local stakeholders

### Evaluation Approach and Methodology

All the evaluations will use mixed methods (quantitative and qualitative) to assess performance indicators' coverage level at baseline and their changes at the midterm and final evaluation points. Thus, a student survey and literacy assessment will be carried out by the consultant firm with a representative number of students in the intervention zone. The consultant firm will use surveys of mothers and pregnant women to assess how well they have been reached with health and nutrition intervention and ultimately to what extent children under five have been reached.

In addition, correlation analysis methods will be used to test a possible link between outcome indicators relating to school attendance and access and different group of beneficiaries according to: students who have received support from mentors, and those who had attended an Early Childhood Development Center or bissongo pre-primary school.

The surveys will be complemented by a participatory, beneficiary-based qualitative data collection including observation methods to collect information to assess how well food preparers use new safe food preparation and storage practices; to assess how well teachers, pre-school teachers, and administrators already use literacy teaching skills; teacher attendance; and the extent to which students wash their hands after using the latrine. Evaluations will also include key informant interviews with project staff on the appropriateness of project design elements, best practices, and lessons learned, with student parents, parent teachers' associations, community leaders, and mentors in the participating schools to get a more detailed picture of constraints to education and/or health and nutrition, as well as untapped opportunities. Focus groups and group interviews with project participants will gather their views on project success, appropriateness of activities, and the program's impact.

The evaluation plan details CRS' proposed methodology, including sampling strategy and sample sizes.

#### 4.1 Sources of Data and Data Collection Methods

*As mentioned above, both quantitative and qualitative data collection methods will be employed to conduct these evaluations (baseline, midterm and final). Data collection methods to be employed by the consultant firm include formal and informal surveys, interviews of key people, community meetings, participant observation, and reviews of program records and documents. Quantitative surveys will provide data to measure the changes in performance indicators' outcomes, the success of implementation strategies, and the extent to which planned targets were achieved. Specifically, prior to data collection, the following broader methods are requested and are to be finalized within one month of contract signature with the selected external evaluator:*

- a) *Document review: BB3 Program proposal and Results Framework, performance monitoring plan, performance indicator list and target, theory of change and evaluation plan; work plans; BB2 baseline, mid-term and final evaluation report, BB2 semiannual donor report and special studies; BB3 semiannual donor report; literacy and PTA/food preparers training modules;*
- b) *Quantitative beneficiary survey (student survey, teacher survey, and parent survey) to estimate outcome and output performance indicators' coverage level.*
- c) *Key informant interviews, focus group discussions and post-evaluation workshop with stakeholders, including CRS, students, teachers, school administrators, parents, PTA and COGES members, OCADES Kaya, local government officials (from MENA and the Ministry of Health (MoH), and USDA)*

#### COVID-19 Precautions:

CRS will require the external evaluator to propose and implement a satisfactory plan to mitigate the spread of COVID-19 during the data collection phase of the study. This COVID-19 plan needs to include contingencies for study design (methodology and tools), trainings, data collection, analysis and reporting, and budget implications. Annexed is CRS's internal COVID-19 guidelines. The external evaluator (and any third-party data collection firms) is expected to follow any relevant procedures to ensure the safety of all parties involved.



- a) CRS will facilitate remote training if an international evaluator is selected and is not able to travel to Burkina Faso due to travel restrictions.
- b) Please see in Annex F the internal guide on COVID-19.

#### 4.2. Data Analysis Procedures

Quantitative beneficiary survey data could be collected directly or entered using standard ICT4D solutions (such as CommCare) The latter is preferable, but not obliged in the case that the consultant does not have experience using the technology. A clean database shall be imported into a standard survey data analysis package such as SPSS or Stata for tabulating the indicator estimates, their confidence intervals and p-values, and additional statistical analysis needed to answer evaluation questions. The quantitative data analysis plan shall be developed by external consultant and shall be finalized with CRS. For qualitative data analysis, the consultant shall use industry standard protocols, tools and software. He or she shall draft a data analysis plan to be finalized by CRS.

#### Audience and Key Stakeholders

To ensure high quality data and information is collected for the baseline, midterm and final evaluation assessments, CRS will engage all project stakeholders to ensure their participation in the study. These stakeholders include: students, teachers, school administrators, parents, mentors, preschool caregivers, PTA and COGES members, food preparers, OCADES Kaya, local government officials (from MENA and MoH), and USDA. CRS and its partners will share relevant information from the midterm evaluation in public spaces in the target municipalities. Information will be distributed during the restitution workshop with stakeholders. Depending on the COVID-19 pandemic, this workshop could be virtual or in person. In both cases the project will share the summary of the report translated in French to key actors. In each of the provinces covered there will be meetings with small groups of people to make sure all stakeholders are aware of the results as well as recommendations of the midterm evaluation. The presentation will be shared with USDA.

#### Selection of the Evaluation Team

All evaluations will be conducted by an external independent consulting firm with the support of the CRS Head of Programs, the CRS Regional MEAL advisor, and local stakeholders. The external consultant will have demonstrated knowledge and experience conducting similar studies specially performance and impact evaluations of development programs involving education and nutrition. They will have experience in Burkina Faso or West Africa and will have adequate language skills.

They will use local consultants/firm as a partner for field data collection. The consultants will have demonstrated expertise in evaluation design, statistical analysis and sampling, investigation skills, development of data collection tools, questionnaire design, data collection, conducting interviews, data analysis, and report writing. The local consultants as well as enumerators must be fluent in one of the main languages of the project area.

CRS will select the consulting firm (international and local partner) through a competitive procurement process, as per CRS internal procedures. CRS will ensure that the selection is made based on relevant experience and that it is free of any conflict of interest. Due to the project's complex evaluation design, and to ensure inter-rater reliability, CRS will advertise the SOW for the baseline, midterm and final evaluations together and recruit one consultant or firm to conduct all three studies. This will support consistency in the data collection approach, analysis, and management of the performance and impact evaluation methodology.



CRS is committed to gender equality and will insist that the evaluation team must reflect gender balance.

#### Evaluator's Qualifications

CRS will recruit an external consultants/firm with significant experience in Program Evaluation. The expect consultants/firm should composed to international consultant with a paired local consultant to oversee field work. The prime (international firm) should have strong experience with education programming and evaluations including, in the domains of health and nutrition and school feeding programs.

The team should at least be composed of a lead consultant and an associate consultant with the profile below:

- ❖ Lead consultant:
  - PhD, in social science (Education, Anthropology, Economics, Sociology), international development, program evaluation and measurement or any related background
  - Excellent knowledge and experience in education program evaluation including school feeding programs.
  - Team management experience
  - Demonstrated experience in complex program evaluation including experimental and quasi experimental approach and qualitative approach in evaluation and possession of strong research skills
  - Demonstrated skills in statistics, including experience in developing sampling methodologies for students and household surveys
  - Experience in West Africa with knowledge of Burkina Faso education context.
  - Experience with USG-funded monitoring requirement in Monitoring and evaluation.
  - A demonstrated high level of professionalism and ability to work within tight deadlines
  - Strong interpersonal and communication skills
  - Good computing skills
  - Excellent spoken and written English
  - Strong proficiency in French is required
- ❖ Associate consultant:
  - MSC in statistics, Program Evaluation and Measure, international development or any related background.
  - Experience and knowledge in the use of electronic data collection tools in evaluations
  - Background in statistics and evaluation methods that use counterfactual and experimental/quasi-experimental approach, cohort analysis experience will also appreciate.
  - Experience in data processing, analysis and reporting
  - Strong proficiency in English and French are required

#### Evaluation Management

To ensure a separation between project and evaluation management, the evaluation management will be led by the CRS Head of Programs (HoP) in Burkina Faso and the CRS Burkina Faso MEAL Manager, with support from the CRS Regional Technical Advisor for MEAL based in Dakar. The HoP will directly supervise the independent consulting firms contracted to conduct evaluation activities. The consultants will ensure evaluation independence. The external evaluation consultants will be responsible for all the deliverables listed in the TOR and will be free to draw their own conclusions free from political or organizational pressure. The evaluator will coordinate with CRS's team (Country Representative, Head of Program, Chief of Party, MEAL Manager and Project Support Officer) with regards to the overall scope, direction, and

completion of this evaluation. USDA will act as a key informant and hold a stakeholder call with the selected evaluator prior to field data collection. USDA is also the funder of the evaluations, and will review, provide comment, and approve the final report.

The Beoog Biiga III Chief of Party and MEAL Manager will support logistics planning for evaluations but will have no role in evaluation management. They will review the draft and final evaluation reports, coordinate the stakeholder workshop to review/validate the evaluation findings, and ensure follow-up of evaluation recommendations.

#### Deliverables for each evaluation

The key deliverables of the evaluations are as follows:

- Detailed workplan in English
- The sampling strategy, including sampling plan and sample size calculations in English
- Quality assurance plan in English
- French version of data collection tools clean and final English versions of:
  - quantitative data sets in Microsoft-Excel and any other utilized format (SPSS, STATA, etc.) including codebooks and syntax
- De-identified qualitative field and interview notes, draft report (executive summary, context, methodology, findings, and recommendations) in English
- Draft Evaluation Report (with performance indicators annex) in English
- Final report and database (in Excel and/or Stata or SPSS version) in English
- Presentation of evaluation in English
- Summary brief: For all evaluations (baseline, midterm, and final) an evaluation summary brief will be produced, not to exceed 4 pages, should summarize the main findings of the report evaluation design. It should include charts, graphs, photographs, and/or maps to visualize the data in a clear, easy to read format, accessible to stakeholders from the community level to the government level. (French and an English version are required).
  - Final reports must not contain any propriety or personally identifiable information (PII). 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).”
    - 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 which requires that information and services are accessible to persons with disability. (See <https://section508.gov/create>).

#### Ethical considerations

Evaluation participants/respondents will first receive an explanation of the purpose of the evaluation and only participants who formally consent and agree to participate will be enrolled and interviewed.

#### Evaluation Resources

CRS will make following reference documents and resources available for the final evaluation:

- Beoog Biiga II baseline, midterm and final report
- Beoog Biiga III evaluation plan
- Beoog Biiga III performance monitoring plan
- Donor semiannual reports
- The annual work plan for FY21
- Donor correspondence/approvals, and project amendments
- Burkina Faso's national education strategy
- Training reports
- Distribution reports
- One pagers, success stories, newspaper clippings on activities/events completed
- Activity descriptions from the project agreement (if not already included in the work plans)
- USDA Monitoring and Evaluation Policy
- USDA Food for Progress and McGovern-Dole Indicator Handbook

#### Structure of Proposal and Submission Guidelines

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

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

## References

McConnell, B., and M. Vera-Hernandez. "Going beyond simple sample size calculations: a practitioner's guide." Institute for Fiscal Studies.