



# Beoog Biiga Phase IV (Tomorrow's Child) Project

## Midline Evaluation

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Marlous de Milliano, PhD, Vanessa Hoffman, MPH, Daniel Zaas, MIDP,  
Lauren Robertson, MIDP, Liza Kahn, BA

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

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**Chief of Party: Hamadou Kanazoe**

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## Acronyms

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AFL	Assessment for learning
AGIR	Action, Gouvernance, Intégration, Renforcement
AIR	American Institutes for Research
AME	Association des Mères Educatrices (Mothers' Association)
APE	Association de Parents d'Élèves (Parent-Teacher Association)
ASER	Annual Status Educational Record
BB	Beoog Biiga
BEPC	Brevet d'Études du Premier Cycle (first secondary school diploma)
CEB	Circonscription d'Education de Base (School District Office)
COGES	Comités de Gestion des Écoles (School Management Committees)
CRS	Catholic Relief Services
DVA	African visual dictionaries
FAO	Food and Agriculture Organization (United Nations)
FGD	Focus group discussion
FY	Fiscal year
GASPA	Groupes d'Apprentissage et de Suivi des Pratiques Optimales d'ANJE '(Optimal Feeding Practices Learning and Monitoring Groups)
GoBF	Government of Burkina Faso
IDP	Internally displaced person
IRB	Institutional Review Board
IR	Intermediate result
KII	Key informant interview
LRP	Local and Regional Food Aid Procurement
MENA	Ministère de l'Education Nationale et de l'Alphabétisation (Ministry of Education and Literacy)



MENAPLN	Ministère de l'Éducation Nationale, de l'Alphabétisation et de la Promotion des Langues Nationales (Ministry of Basic Education, Literacy, and Promotion of National Languages)
McGovern-Dole	McGovern-Dole International Food for Education and Child Nutrition Program
MoH	Ministry of Health
NGO	Nongovernmental organization
OCADES	Organisation Catholique pour le Développement et la Solidarité (Caritas Burkina Faso)
OECD-DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
PDS	Présidents de Délégation Spéciale (mayor, municipal leader)
PMP	Performance-monitoring plan
PRM	Personne responsable du marché (procurement manager)
PTA	Parent–Teacher Association
SILC	Savings and Internal Lending Community
SNANS	National School Food and Nutrition Strategy
SO	Strategic objective
THR	Take-home ration
TaRL	Teaching at the right level
ToR	Terms of Reference
USDA	U.S. Department of Agriculture
USG	U.S. Government
WASH	Water, sanitation, and hygiene
WHO	World Health Organization

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# Executive Summary

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## Project Background and Purpose

The U.S. Department of Agriculture (USDA) funded Catholic Relief Services (CRS) for four 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, BB2, and BB3, in September 2021, USDA awarded CRS \$25 million to implement the fourth phase of BB, a 4-year program (Fiscal Year [FY] 2021–2025) with the main strategic objectives (SOs) of improving the literacy of school-age children (SO1) and increasing the use of favorable health, nutrition, and dietary practices (SO2). Building on the first three phases, BB4 covers 1,004 schools in the three original provinces of Bam, Sanmatenga, and Namentenga, and in two new provinces: Ganzourgou and Oubritenga. The project has relocated some of its activities to the Plateau-Central region because some of the schools and municipalities in the original Central-North region were inaccessible due to security concerns. Ganzourgou and Oubritenga in Plateau-Central have been receiving more and more displaced students because of the instability and have therefore been logical candidates for the relocation. The fourth phase of BB includes new project activities such as piloting a distance-learning program to continue education despite instability in Burkina Faso and starting a mentoring program for boys. Regarding food sourcing, BB4 will provide food commodities for meals from the Local and Regional Food Aid Procurement (LRP) Program through an expansion to schools in more communes in Namentenga province.

## Performance Evaluation and Methodology

CRS selected the American Institutes for Research® (AIR®) to conduct performance evaluations of the previous three BB phases and the baseline and midline evaluation of the fourth BB phase. The BB4 midline evaluation, the focus of this report, compares outcome indicators from the performance-monitoring plan (PMP) with the baseline benchmarks to observe any preliminary changes. In addition, this evaluation seeks to identify the potential threats to project sustainability and impact, and to confirm the relevancy of the project design assumptions. To answer the key evaluation questions and to provide evidence addressing the McGovern-Dole indicators, AIR used a mixed-methods approach. We designed survey questionnaires concentrating on what has changed to inquire about health, nutrition, literacy, local and regional food procurement, and community involvement in schools. In addition, a qualitative component assessed the criteria of the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC), answering the reasons certain changes

occurred (OECD, 2021).<sup>1</sup>These criteria were (1) stakeholder satisfaction and project alignment with the government of Burkina Faso (GoBF) goals (**relevance**); (2) project management, monitoring, collaboration with stakeholders, project implementation successes and challenges, and recommendations to better understand the **effectiveness** of BB4 at midline; (3) steps taken to maintain the **efficiency** of project operations; (4) **perceived impacts** of BB4 for SO1 and SO2; and (5) planning for **sustainability** after BB4.

The following is a snapshot of our evaluation approach for the midline performance evaluation:

- **Methodology.** A mixed-methods approach that includes quantitative and qualitative data collection concentrating on (perceived) change over time for BB participants and stakeholders.
- **Data sources.** Primary quantitative and qualitative data collection from the following sources:



Note. PRM refers to the *personne responsable du marché*, or the person in charge of school meal commodity procurement.

- **Analysis.** A measurement of key performance indicators at midline for the target population compared with the baseline outcomes of the original BB4 schools. The results are triangulated by qualitative interviews for contextual information.
- **Limitations.** Security concerns caused some challenges with data collection in areas in the Namentenga and Sanmatenga provinces, which led to replacement of the original school sample and inclusion of more new schools from Ganzourgou and Oubritenga. In addition,

there were some limitations regarding data collection after the school year ended and the ability to disaggregate all results by province, given some of the smaller sample sizes.

## Findings and Conclusions

The following is a snapshot of the key indicators and findings at midline. Additional details are provided in Sections 3 and 4 of the full report, with an overview of the changes in all indicators in Exhibits 20 and 43.

### Key Midline Findings

The following table outlines the results related to key indicators under each strategic objective and measured baseline and midline, combined with qualitative triangulation.

#### STRATEGIC OBJECTIVE 1: IMPROVED LITERACY OF SCHOOL-AGE CHILDREN

##### Literacy

- There were large and statistically significant increases in the proportion of Grade 2 students who could read at grade level. At midline, 66% of students could read at least at Level C (lower level for Grade 2—reading complex sounds), compared with 52% at baseline ( $p < 0.01$ ) and 60% could read at level D (upper level for Grade 2—decoding simple sounds) compared with 44% at baseline ( $p < 0.01$ ). Among the provinces, students' ability to read at Level C ranged from 70% in Sanmatenga to 92% in Bam.

##### Attentiveness and Attendance

- We found no statistically significant changes from baseline to midline in student attentiveness for boys and girls. Attentiveness, which is rated by teachers on a 1-to-10 scale, remained higher for girls (7.4 of 10 in a typical week) compared with boys (6.3 of 10). At midline, 76% of teachers reported a score of 7 or higher for girls compared with 48% for boys. Using the same passing score of 7 out of 10, 81% of teachers reported girls as attentive compared with 50% for boys.
- The overall student attendance rate was 93%, which is lower from the 96% at baseline ( $p < 0.10$ ). The attendance rate was highest in Bam (97%) and Oubritenga (97%) and lowest in Sanmatenga (78%). Attendance rates of girls and boys were similar.
- In the qualitative interviews, Teachers, Parent–Teacher Associations (PTAs), school management committee (COGES) members, province education directors, and the Ministère de l'Éducation Nationale, de l'Alphabétisation et de la Promotion des Langues Nationales (Ministry of Basic Education, Literacy, and Promotion of National Languages; MENAPLN) representatives across provinces said that BB4's school

feeding intervention directly increased student attendance. Stakeholders said that, when students knew they would receive a meal at school, they were more motivated to stay for the full school day. Many respondents said dropout challenges persisted in their localities, however, and differed for boys and girls. Because of economic challenges within families, boys in Grades 4 and 5 began dropping out to work at nearby gold-mining sites. Some girls began dropping out as early as Grades 5 and 6 because of early pregnancy and forced marriage; respondents said that these issues were partially caused by some families and communities' decreased value on girls' education.

#### Teacher–Administrator Relationship

- School administrators have consistently observed their teachers' classrooms since baseline. Most of these observations (85%) are carried out by school administrators or coaches. Teachers almost universally found the observations and the feedback they received useful.

## STRATEGIC OBJECTIVE 2: INCREASED USE OF HEALTH AND DIETARY PRACTICES

### Health and Hygiene Practices

- There was a large decrease in handwashing knowledge and practice at midline. It's important to note that the baseline evaluation occurred right after COVID-19, when handwashing awareness was widespread. At midline, however, just 8% of students could name at least four situations in which handwashing was important, compared with 39% at baseline ( $p < 0.01$ ). Similarly, only 3% of students reported washing their hands at four or more critical moments compared with 24% at baseline ( $p < 0.01$ ). Oubritenga had the lowest handwashing knowledge, at 1%, while Sanmatenga had the highest, at 27%. Oubritenga and Ganzourgou had the lowest handwashing practice, at 1% each, whereas students in Bam had the highest, at 6%.

### Safe Food Preparation and Storage

- All storekeepers used at least one safe food-storing technique at midline, compared with 99% at baseline. On average, storekeepers practiced five of nine safe-food-storing strategies, and 28% achieved a passing score with regard to knowing at least seven of these nine strategies. There was no change in practices compared with baseline (28%).

- Twenty-four percent of cooks demonstrated use of safe food preparation as a result of USDA assistance. On average, cooks practiced four of 12 safe food preparation practices, and only 2% obtained a passing score on safe food preparation practices (defined as using at least 9 of 12 recommended practices), a slight but statistically insignificant increase from baseline (1%).

### Nutrition Knowledge and Food Insecurity

- Nutrition knowledge—which the PMP defines as a student’s being able to name foods containing iron and vitamin A and cite a benefit of these foods—was 2% at midline, a significant decline from 36% at baseline ( $p < 0.01$ ). The drop seems to be mostly driven by students’ struggling to give examples of foods with vitamin A or iron. Simultaneously the proportion of teachers who received training on nutrition at midline decreased compared with baseline (24% vs. 64%,  $p < 0.01$ ). There was also a drop in teaching about nutrition, with 75% saying they taught about it at midline, compared with 91% at baseline ( $p < 0.01$ ). In Namentenga, all 10 teachers reported teaching about nutrition, whereas only 57% of the teachers in Oubritenga said they did. The remaining provinces ranged from 73% in Bam to 82% in Sanmatenga. These results may suggest that the newer schools have somewhat less teaching about nutrition.
- Food insecurity is an ongoing concern within the region and has been aggravated because of conflict. There are some regional variations, with 31% of mothers’ reporting having very low food security in Bam, compared with 9% in Ganzourgou. The proportion of very food insecure households was slightly lower since baseline. Nevertheless, one in five mothers report that household members had skipped or substituted meals, or decreased their size during food-insecure periods. However, this is a significant decline from baseline (44%,  $p < 0.01$ ).

## OECD Evaluation Criteria Findings

The midline qualitative approach sought to understand context of the program performance, using five criteria from the OECD-DAC: relevance, effectiveness, efficiency, impact (i.e., perceived impact in this study), and sustainability. The perceived impact results are triangulated in the benchmark key findings; the other criteria are discussed immediately below.

### 1. Relevance

Government officials noted that the BB4 project aligned with the GoBF’s strategic goals and expectations regarding literacy, health, and nutrition. Stakeholders largely appreciated the way

CRS designed BB4 to consider economic, cultural, and political contexts, for example, with one component providing a large monetary investment toward feeding students and another component facilitating Savings and Internal Lending Community (SILC) group activities. Most stakeholders expressed satisfaction with the school canteens, believing the canteens encouraged students to eat and stay at school. Participants appreciated the content of teacher trainings and support for water, sanitation, and hygiene (WASH). Areas with opportunities for improvement included support for mentors and training frequency.

## **2. Effectiveness**

Project implementers (CRS and OCADES) reported using regular and reliable monitoring mechanisms, providing close monitoring of community activities. USDA staff interviewed about the project expressed praise for the ability of the CRS team to be responsive and adaptive to changing and challenging conditions on the ground, given the security concerns and internally displaced people (IDPs). Stakeholders at national, provincial, district, and local levels noted close collaboration with project staff, including presentations at the beginning of the project and regular meetings throughout.

## **3. Efficiency**

Respondents reported delayed implementation of activities because of security concerns, with many schools being closed in Bam, Namentenga, and Sanmatenga. As a result, more schools were added in Ganzourgou and Oubritenga with a delay in the request and approval process to begin implementation. The largest concerns for implementers and stakeholders were security threats and inflation of food prices. Inflation of food prices and deworming medication costs resulted in budget challenges. Respondents considered the following activities the most cost efficient: forming SILC groups, providing improved cookstoves with reduced firewood needs, facilitating trainings for teachers, and raising awareness of WASH and nutrition. Security concerns have also led to more IDPs, resulting in overcrowded classrooms and the need for more supplies and food for school canteens. Threats to security have also resulted in some mentors not being able to continue activities, and some farmers and community members facing challenges with local food production due to lack of safe areas for farming.

## **4. Sustainability**

Stakeholders interviewed said that ownership and commitment was a central focus of BB4's implementation and that communities and the national government would have a joint effort in taking responsibility for school canteens. There is close engagement with the national government on sustainability of school canteens, including a draft policy under review, annual budget allocation, and State action plowing school fields across the country to promote growing crops for school meals. Stakeholders understood that continuing school canteens would require commitment from the national government and communities. While PTA and COGES members



want to continue school canteens, there was concern over the ability of communities to provide food commodities to cover three months of the school year. While most program activities were seen as being sustainable, especially mentoring for girls and literacy instruction, respondents raised concerns about WASH practices given the need for reliable access to water.

## Recommendations

Within this section, AIR presents recommendations based on key findings on performance evaluation outcomes and context within this midline evaluation report of BB4. The recommendations are grouped by category.

### *Literacy and Training*

- **Hold refresher training sessions at the beginning of the year to incorporate new educational staff.** A variety of community members, including school administrators and teachers, expressed a high degree of satisfaction with the training provided to date during the previous phases of the program and felt that it helped them to teach more efficiently and to place the students at the center of learning. The satisfaction with the training was echoed in our quantitative results. Nevertheless, statistical results indicated a decline in the use of new teaching practices between baseline and midline. In the qualitative interviews, respondents had further suggestions for improvements such as longer duration to cover all materials, increased financial support, and better rooms for training. An additional suggestion was refresher training at the beginning of the school year for new teachers, so that both new and existing teachers could benefit from a reminder about new teaching practices and other key topics. Application of training topics, as well as potential barriers to adoption of new techniques, should be further researched, and we recommend focusing on this during the endline evaluation.
- **Identify the needs for additional support for making the literacy programming more effective, for example, for boys and other groups lagging behind.** Even though the literacy assessment has demonstrated considerable improvement between the baseline and midline of BB4, continued support is needed, in particular, in some of the provinces with higher conflict-related insecurities and a higher influx of IDPs. Literacy rates increased in reading at Level C—the equivalent to the Grade 2 reading level, which focused on reading complex sounds—from 52% at baseline to 66% at midline. Among the provinces, students' ability to read at Level C ranged from 70% in Sanmatenga to 92% in Bam. In addition, a gender gap persisted, with girls performing better and attaining assessment scores about 11 percentage points higher. Girls, on average, scored higher (76%) on attentiveness scores than boys (48%). Because the mentoring program for girls was successful, the component for boys might also have potential to support learning and attentiveness. However, further research on the effectiveness of the mentoring component for boys is still needed.

- **Explore ways to resolve some of the issues between theory and practices for distance learning pilot.** Sixteen schools participated in a distance-learning pilot, in which teachers and community volunteers were trained to help students continue learning with tablets if a teacher was not there. Students could use the tablets to learn on their own, and this allowed for more interactive and personalized learning. Teachers engaged with the pilot stated that they thought this was a good approach and was engaging for students. However, there were difficulties recharging tablets because of limited electricity access. We recommend that CRS investigate ways to address challenges with the distance-learning pilot such as access to solar chargers or other ways to charge tablets.

### *School Infrastructure and Resources*

- **Continue to support and further incorporate internally displaced students into existing schools and classroom settings.** Security issues due to violent extremism have continued to emerge as a challenging factor for the stability of the education system, particularly in Namentenga and Sanmatenga, where many of the disruptions have taken place. These disruptions have led to an influx of internally displaced students' moving to neighboring areas and schools. Almost all respondents noted the influence of additional students on the existing low resources and limited classroom space. While CRS is already providing resources for schools and assists in building temporary classrooms, there seems to be a continued need for additional schools and school supplies and a structured way of incorporating IDPs into already-overcrowded classrooms. We recommend that CRS continue to work with the GoBF, as well as international organizations, to identify the additional needs related to the humanitarian context and address the concerns about space, supplies, and food, especially in those areas that have been affected directly or indirectly (through an increase in students) by conflict.
- **Provide teachers and mentors with needed materials.** Teachers across provinces reported having received fewer materials in the past 12 months compared with baseline, and they mentioned in the qualitative interview the need for more chalkboards, books, and dictionaries, and more tables and benches for classrooms to support student literacy learning. These resources are needed in general but, in particular, for teachers in schools with large influxes of IDPs, resulting in crowded classrooms. For the overall need of materials, an inventory should be made on the exact needs per area. CRS is recommended to collaborate with other partners in the field of education and emergency education to ensure an equitable distribution of materials. Several mentors also mentioned their need for bikes to be able to travel to schools and homes for mentoring activities. Some mentors said that they had previously received bikes from BB4 but that the bikes were poor quality and no longer worked. Others said they never received bikes during previous phases of the

project. For the mentoring for the girls program, AIR suggests that CRS conduct an inventory of bicycles provided to mentors, as well as more monitoring of bicycles and training for bicycle maintenance.

### *Canteen Infrastructure and Resources*

- **Adapt the program budget to account for school canteen food supply changes using the BB4 sustainability plan strategies.** As we previously noted, many parents struggle to provide food for their own families in the current economy and cannot contribute substantial food and money to school canteens. The BB4 sustainability plan includes steps for communities to establish targets for community contributions, increase donations from covering 3 months to instead providing for 4 months of the school year, and supporting PTAs to develop resource allocation plans to cover any community contribution gaps, and looking to SILCs to help ensure that food needs are met with community contributions. Some stakeholders said the food provided by the government doesn't cover school meals over a 3-month period. Local and regional food procurement proved challenging: Many producers were displaced from their farms because of political insecurity and many did not have the inputs needed to produce a large food supply. AIR suggests that CRS closely monitor commodities provided by the government to ensure coverage for 3 months, as well as closely review efforts to support community contributions'. We suggest additional studies on schools that are succeeding or facing challenges in providing community contributions for the full 3 months for lessons learned.
- **Assess the bottlenecks on timely delivery of local and regional food production, and raise awareness upon successful food delivery.** We constructed an indicator on successful food delivery for all three main providers (i.e., government, CRS, and local community) and the quality, timeliness, and frequency of food delivery. While the majority of schools submitted their procurement plans on time (78%) there was a small and insignificant decline in the submission of procurement plans. With regard to delivery, 17% schools had a timely food delivery from all providers, an increase compared with baseline but, overall, still a low rate. Both the quantitative and qualitative results indicated that there was a main concern about whether there were enough commodities. We recommend further research into the bottlenecks that drive these delays and insufficiencies.

### *Nutrition and Water, Sanitation, Hygiene (WASH), and Health*

- **Reinforce teaching nutrition and hygiene topics within schools by using refresher trainings for teachers and cooks or awareness campaigns to highlight the importance of nutrition and hygiene.** There was a significant decrease in the proportion of teachers who received training in nutrition at midline compared with baseline, and this resulted in fewer teachers' teaching about nutrition. Simultaneously, students' knowledge about nutrition (i.e., iron

and Vitamin A) and their hygiene practices in terms of handwashing declined, suggesting an overall distraction from nutrition, WASH, and health topics within class. Further, none of the school cooks reported the canteens' serving meals that met diversity requirements, and regarding the foods that were available in the canteen, significantly more cooks reported cereals and significantly fewer reported vitamin A-rich fruits. Refresher trainings or awareness campaigns among school staff on the importance of such topics may help renew attention to them and therefore strengthen knowledge and practices among students.

- **Partner with other projects and local organizations to improve water access. Consider providing local communities with the training and tools needed to maintain WASH infrastructure.** Several stakeholders said their schools did not have enough water to maintain handwashing practices or grow vegetables in school gardens. In many instances, stakeholders reported that the handwashing stations supplied by BB in previous years no longer worked because of use and sun exposure. AIR suggests that CRS partner with other projects or local organizations, as we did at baseline, to improve schools' access to water via handwashing stations and/or water tanks for school gardens. Additionally, we suggest that CRS determine whether further training and provision of tools to local stakeholders is needed to maintain WASH infrastructure over time for more sustainability in the outcomes.
- **Reinforce training in safe food preparation and safe food storage.** While most food handlers who had received training in safe food preparation and storage found it useful, only around 62% of storekeepers and 67% of cooks had received formal training. The outcomes were lower (33% of storekeepers, and 32% [ $p < 0.01$ ] of cooks) when excluding the new provinces in the Plateau-Central region, suggesting that the original schools had lower training rates. In addition, the use of safe food storage practices showed mixed results, with cooks showing an improvement in some storage practices and storekeepers exhibiting both an improvement and a decline in some areas, relative to baseline. Likewise, both knowledge and practice of handwashing after critical moments showed mixed results for cooks between baseline and midline. We recommend that CRS reinforce food handler training in safe food storage and preparation to promote improved hygienic canteen practices.

### ***Community and Parent Engagement***

- **Consider a market assessment or feasibility study to determine needs for income-generating activities and review of options to increase community contributions for school meals.** Given the sustainability plan goal of increasing community contributions for school meals to cover 4 months over the school year and challenges for parents and communities to meet current 3-month contribution goals, we suggest that CRS investigate more options to meet this goal. Preparation of school or community gardens, as well as

government-prepared fields, are already on their way, and anecdotal evidence on the school gardens seems to be positive. Participants in the mentoring activity, PTAs, and COGES requested training for their members in income-generating activities, giving examples such as making soap and weaving, to help parents and community members provide better support for their students and schools. Further market assessments could help to better understand the needs and options for income-generating activities, school garden support, and support for community contributions to school meals.

The exhibit below summarizes the recommendations and indicates the associated conclusions and actors involved.

### Exhibit ES 1. Summary of Recommendations and Associated Conclusions

Recommendation	Associated conclusion	Responsible party
<b>Literacy and training</b>		
Hold refresher training sessions at the beginning of the year to incorporate new educational staff.	While trainings were appreciated, application of new teaching techniques decreased during the midline evaluation.	CRS, school district administrators
Identify the need for additional support for making the literacy programming more effective for, e.g., boys and other groups lagging behind.	Grade 2 literacy improved in comparison with the BB4 baseline, but there were significant differences by province and gender, suggesting that certain groups may lag.	CRS
Explore ways to resolve some of the issues between theory and practices for distance-learning pilot.	Teachers engaged with the pilot stated that they thought this was a good approach and was engaging for students. However, there were difficulties recharging tablets because of limited electricity access.	CRS
<b>School infrastructure and resources</b>		
Continue to support and further incorporate internally displaced students into existing schools and classroom settings.	Conflict has led to an influx of internally displaced students moving to neighboring areas and schools. Almost all respondents noted the influence of additional students on the existing low resources and limited classroom space.	CRS, government of Burkina Faso (GoBF)
Provide teachers and mentors with needed materials	Teachers across provinces reported having received fewer materials in the last 12 months compared with baseline, and they mentioned in the qualitative interview the need for more chalkboards, books, and dictionaries, and more tables and benches for classrooms to support student literacy learning.	CRS
<b>Canteen infrastructure and resources</b>		

Recommendation	Associated conclusion	Responsible party
Adapt the program budget to account for school canteen food supply changes using the BB4 sustainability plan strategies.	Many parents struggle to provide food for their own families in the current economy and so cannot contribute substantial food and money to school canteens.	CRS
Assess the bottlenecks on timely delivery of local and regional food production and raise awareness upon successful food delivery.	Less than one in five schools had a timely food delivery from all providers. Quantitative and qualitative results indicated that there was a main concern about whether there were enough commodities.	CRS, GoBF, school district administrators
<b>Nutrition and WASH and health</b>		
Reinforce teaching of nutrition and hygiene topics within schools by using refresher trainings for teachers or awareness campaigns to highlight the importance of nutrition and hygiene.	There was a significant decrease in the proportion of teachers who received training in nutrition at midline compared with baseline, which resulted in fewer teachers' teaching about nutrition.	CRS
Partner with other projects and local organizations to improve water access. Consider providing local communities with the training and tools needed to maintain WASH infrastructure.	Several stakeholders said that their schools did not have enough water to maintain handwashing practices or grow vegetables in school gardens. In many instances, stakeholders reported that the handwashing stations supplied by BB in previous years no longer worked because of use and sun exposure.	CRS, local government, NGOs
Reinforce training in safe food preparation and safe food storage.	The use of safe food storage practices and handwashing practices showed mixed results, with cooks showing an improvement in some storage practices and storekeepers exhibiting both an improvement and a decline in some areas, relative to baseline.	CRS
<b>Community and parent engagement and communication</b>		
Consider a market assessment or feasibility study to determine needs for income-generating activities and review of options to increase community contributions for school meals.	Because of ongoing financial concerns, participants in the PTAs, and COGES requested training for their members in income-generating activities, giving examples such as making soap and weaving, to help parents and community members provide better support for their students and schools.	CRS, SILC, COGES

# 1. Introduction

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The U.S. Department of Agriculture (USDA) funded Catholic Relief Services (CRS) for four 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). The fourth phase of the BB program (BB4; FY 2021–2025) builds upon 12 years of CRS-managed implementation and the long-term commitment of the government of Burkina Faso (GoBF) to improve the literacy of school-age children (Strategic Objective 1) and increase the use of improved health, nutrition, and dietary practices (Strategic Objective 2). BB4 covers 1,004 schools in the three original provinces of Bam, Sanmatenga, and Namentenga, and in two new provinces: Ganzourgou and Oubritenga. The project has relocated activities to the Plateau-Central region, as some of the schools and municipalities in the original Central-North region were inaccessible because of security concerns. Ganzourgou and Oubritenga, in Plateau-Central, have been receiving more and more displaced students because of the instability and have therefore been logical candidates for the relocation. Besides the new provinces, the fourth phase of BB seeks to expand maternal and child nutrition activities to improve health of children under 5 years to address malnutrition issues and improve readiness for preschool, and strengthen the procurement of local and regional food commodities for schools as part of the Local and Regional Food Aid Procurement (LRP) program in Namentenga, Ganzourgou, and Oubritenga.

In this report, we present findings from the midline performance evaluation of BB4 using a mixed-methods evaluation approach. For the BB4 midline evaluation, AIR assessed the extent to which the BB4 program had achieved its objectives in terms of the components of the Organisation for Economic Co-operation and Development’s Development Assistance Committee (OECD-DAC) criteria: relevance, effectiveness, efficiency, perceived impact, and sustainability. AIR is also comparing midline values against the 2022 BB4 baseline to monitor progress toward the outcome indicators in the performance monitoring-plan (PMP). This report (a) includes the performance indicators’ changes since the baseline and (b) verifies program strategy and theory of change, and identifies potential threats to implementation.

The remainder of this section describes the project’s context and activities under BB4. 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. Finally, [Section 5](#) presents conclusions, and in [Section 6](#), we provide recommendations based on the key findings, limitations, and lessons learned from the midline evaluation.



### 1.1. Project Context and Beoog Biiga Background

**Context.** Ongoing violence and insecurity have impacted Burkina Faso during recent years, leading to increased forced displacement and exacerbating nutrition and education problems. As of February 2024, 2 million people had been displaced from their homes, 60% of those people being children (OCHA, 2024). According to recent reports by UNICEF, more than 630,000 children under the age of 5 are estimated to face acute malnutrition this year, and of those, 172,000 are estimated to suffer from wasting (UNICEF, 2023a). The Integrated Food Security Phase Classification (IPC) estimated that more than 130,000 pregnant and breastfeeding women were expected to face increased levels of acute malnutrition between August 2023 and July 2024. By mid-2024, all Burkinabe provinces were projected to experience worsened levels of acute malnutrition (IPC, 2023). On the education front, more than 5,000 schools were closed as of November 2023 because of security concerns (OCHA, 2023), and 1 million children are estimated to be out of school.

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, in 2011, CRS implemented the first Beoog Biiga (“Tomorrow’s Child” in Mooré; BB1) program “”in partnership with the GoBF and local organizations. The multisectoral program aimed to improve food security through education, health, and capacity-building activities. Since the initial program, CRS has expanded Beoog Biiga in scope and size through three more phases (BB2, BB3, and currently BB4). The current and fourth phase targets 1,004 schools in Bam, Namentenga, and Sanmatenga provinces (Exhibit 1), along with two additional provinces: Ganzourgou and Oubritenga. In total BB4 seeks to reach approximately 347,120 direct beneficiaries, including primary and preschool students, their teachers, Parent–Teacher Association (PTA) members, children under the age of 5, and pregnant women. BB4 is also expanding activities that were started under the previous three phases, such as capacity building within the Ministry of Health (MoH) and Ministry of Basic Education, Literacy, and Promotion of National Languages (MENAPLN) and raising community awareness of recommended health and nutrition practices, especially among mothers with children under the age of 5 years. BB4 also incorporates new project components, including two pilot programs: a mentoring program for

**Exhibit 1. BB4 Targeted Provinces**





boys and a distance-learning program to continue education despite security concerns. Over the course of the fourth phase, CRS also plans to integrate the provision of food commodities for meals formerly from the Faso Riibo Local and Regional Food Aid Procurement (LRP) program in BB communities in the Namentenga, Ganzourgou, and Oubritenga provinces.

**Program background.** Under its initial program BB1 (2011–2014), CRS provided school meals, take-home rations (THRs) for girls, health training, nutritional supplements, and capacity building in more than 700 primary schools and preschools (*bissongos*) in the Bam and Sanmatenga provinces. Fifty pilot schools received additional services, such as community-led development programs, training for teachers and Parent–Teacher Associations (PTAs), a mentoring program for girls, and community savings and lending activities. As a result of BB1, 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 the same school meals and nutrition-focused activities but expanded the program scope, with the additional goal of improving the quality of literacy, health, and dietary knowledge and practices of school-age children. CRS increased the BB2 coverage by serving more than 900 primary schools and community-led *bissongos* in the provinces of Bam and Sanmatenga. AIR’s evaluation of BB2 over the 5 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% were able to read at their grade level or above, which increased to 24% at midterm and 33% at endline.

CRS initiated BB3 from 2018 to 2022, building on gains made under BB2, covering 876 schools (revised from 996 schools because of insecurity, and increased from 852 schools) in Namentenga, in addition to the provinces of Bam and Sanmatenga. Namentenga was listed as one of the provinces with low efficiency in primary education in a 2018 World Bank study. The third phase of the BB program was affected by the COVID-19 pandemic and weather and conflict-related shocks. Despite the shocks and pandemic-related school disruptions, the literacy assessment demonstrated a statistically significant increase of over 21 percentage points between the baseline and endline evaluations. However, even with this increase, only slightly more than half of the students were meeting the Grade 2 reading standards.

BB4 (Fiscal Year [FY] 2021–2025) includes program activities from previous phases, such as the provision of school meals, take-home rations (THRs), vitamin A, and deworming medications, along with training for various beneficiaries, including teachers and school district administrators (see Exhibit 2). BB4 is expanding its coverage to Ganzourgou and Oubritenga,

and CRS is strengthening its activities such as capacity building within the MoH, as well as raising community awareness of recommended health and nutrition practices, especially among mothers with children under the age of 5. BB4 is also including new project components, such as piloting a distance-learning program to continue education despite instability in Burkina Faso and starting a mentoring program for boys. BB4 is in the process of continuing the transition of the school meal program to a joint community–government effort. BB4 aims to provide meals from the LRP program starting in Year 2 in Namentenga province (see Exhibit 2 for a list of activities in all four BB phases). CRS leads BB4 implementation, in partnership with the Organisation Catholique pour le Développement et la Solidarité (OCADES) Kaya, MENAPLN, and MoH.

## Exhibit 2. Program Activities, by Beoog Biiga Phase

Activity	BB1 (2011– 2014)	BB2 (2014– 2018)	BB3 (2018– 2022)	BB4 (2022– 2025)
Savings and internal lending committees (SILCs)	✓	✓	✓	✓
Raising awareness of the importance of education	✓	✓	✓	✓
School meals	✓	✓	✓	✓
Take-home rations for students	✓	✓	✓	✓
Raising awareness regarding nutrition, health, and WASH practices through community mobilization and increased access to water and latrine services at school	✓	✓	✓	✓
Capacity building of MoH to implement school health and nutrition policy	✓	✓	✓	✓
Distribution of deworming medication, vitamins, and minerals	✓	✓	✓	✓
Training for school district administrators		✓	✓	✓
Training for teachers		✓	✓	✓
Work with MENAPLN to promote literacy		✓	✓	✓
Establishment of libraries		✓	✓	✓
Reading camps		✓	✓	✓
Distribution of school supplies and materials		✓	✓	✓
Capacity building of MoH to implement nutrition training and health outreach		✓	✓	✓
Training in good health and nutrition practices related to WASH, together with MoH		✓	✓	✓

Activity	BB1 (2011– 2014)	BB2 (2014– 2018)	BB3 (2018– 2022)	BB4 (2022– 2025)
Capacity building of PTAs and mothers' associations to encourage enrollment		✓	✓	✓
Teacher recognition			✓	✓
Building and rehabilitation of preschools			✓	✓
Training in food preparation and storage practices			✓	✓
Energy-saving stoves			✓	✓
Implementation of GASPA (support groups for infant and young child feeding practices)			✓	✓
Assessment for learning (AFL) pilot and expansion			✓	✓
Distance-learning program pilot				✓
Mentoring program for boys and girls pilot				✓
Local and Regional Food Aid Procurement (LRP), commodity management training				✓

## 1.2. Purpose and Scope of the Evaluation

The BB4 midline performance evaluation aims to assess the progress in the implementation of the fourth phase and any improvements towards the intended program outcomes. Because new program intervention zones do not have the same level of exposure to the intervention as the schools in the original regions, there may be a limited effect for the newer schools at this moment. More substantial changes are expected at endline, when the new schools have been integrated into the BB4 program for sufficient time to allow changes in the output and outcome variables of the program. For this midline evaluation the difference between locations is taken into consideration and further explained in the methodology.

Keeping in mind these critical conditions and assumptions, the midline evaluation reviewed the results frameworks and described the findings in light of the implementing environment, enablers, and constraints. On the basis of the findings, AIR has included lessons learned and recommendations to suggest further improvements to meet the project objectives. In addition, for Phase 4 of the BB program, the midline evaluation focused also on the specific theme of sustainability. In particular, the assessment in this report aims to do the following:

1. Assess whether target beneficiaries are receiving services as expected.
2. Measure progress of project toward meeting stated goals and objectives.

3. Review and take stock critically and objectively of the project's implementing experience and the implementing environment, including enablers and constraints.
4. Review the project-level results frameworks and assumptions.
5. Document lessons learned and discuss midcourse corrections that may be necessary to meet the project's stated goals and objectives effectively and efficiently, and provide recommendations aimed at achieving sustainability.
6. Identify challenges and/or success factors that have been affecting the sustainability of the project.

## 2. Evaluation Design and Methodology

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This section provides a brief overview of the results framework and associated evaluation questions, as well as the quantitative and qualitative designs for the BB4 midline performance evaluation, including sampling design, data collection methods and analysis, and the limitations.

### 2.1. Results Framework

According to the BB4 results framework (see [Annex B](#)), providing school meals and THRs will improve school attendance and increase students' attentiveness by mitigating short-term hunger. These activities, in tandem with other education activities, such as raising community awareness of the importance of education, training school district administrators and teachers, and providing learning materials to teachers, are expected to lead to McGovern-Dole Strategic Objective 1 (SO1), improvement of students' literacy skills. For SO2, the improvement of health and dietary practices, the BB4 results framework identifies additional activities, including providing school food handlers with training in 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, including mothers with infants and children under the age of 2, in recommended health and nutrition practices in preprimary and primary schools. The two strategic objectives are related because fewer health-related absences lead to improved student attendance, which is a required precondition for the realization of SO1.

The successful realization of both strategic objectives relies on the achievement of the foundational results outlined in the results framework. For example, an improved policy and regulatory framework (Foundational Result 1.4.2) and increased government support (Foundational Result 1.4.3) are essential to ensuring the sustainability of the school meal

program and enhancing the capacity of MENAPLN for effective implementation and budgeting so that MENAPLN can work with schools to improve health and nutrition.

BB4 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, BB4 addresses two aims of the foundational results:

- (1) increased capacity of government institutions (Foundational Results 1.4.1 and 2.7.1) and
- (2) increased engagement of local organizations and community groups (Foundational Results 1.4.4 and 2.7.4).

The program also aims to contribute to the achievement of the National Education Strategic Plan and the United Nations Sustainable Development Goals. Working at this higher level, CRS can contribute to improving the policy and regulatory framework in Burkina Faso and specifically supporting MENAPLN in the ratification of a national school meals policy and the incorporation of health and nutrition training into school curricula.

## 2.2. Evaluation Questions

Following the performance evaluation plan and the BB4 midline evaluation terms of reference (ToR), AIR used quantitative methods to answer a host of questions mapped onto the McGovern-Dole BB4 results framework, provided by BB4, and approved by USDA. Addressing these questions helps assess the progress of BB4 objectives toward performance-monitoring plan (PMP) outcome indicators. Because of the breadth of the evaluation questions, we present a simplified evaluation matrix in Exhibit 3 with strategic objectives and results, and some illustrative evaluation questions, and have a comprehensive evaluation framework including data sources and illustrative indicators in [Annex C](#). The annex also includes the performance indicator, party responsible for reporting each of the McGovern-Dole strategic objectives, and the time of measurement.

### Exhibit 3. Evaluation Questions for BB4 Midline

Strategic objectives and results	Illustrative questions
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 with baseline? What factors contributed to this? What factors inhibited this?</li><li>• Is there any significant difference between students receiving a normal school program and students receiving a mentoring program?</li></ul>

Strategic objectives and results	Illustrative questions
<b>IR1.1. Improved quality of literacy instruction</b>	<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 BBIV literacy training? Are teachers using formative assessment (e.g., are they incorporating Teaching at the Right Level [TaRL] (J-Pal, NA) strategies)?</li> <li>• How much time per day do teachers devote to literacy instruction? What challenges do they face in devoting the time suggested?</li> </ul>
<b>Output. 1.1.1. More consistent teacher attendance</b>	<ul style="list-style-type: none"> <li>• To what extent have teachers' attendance improved in schools compared with the baseline? If so, why?</li> <li>• What are the greatest inhibiting factors to teacher's attendance?</li> <li>• What project interventions influenced the improvement of teacher attendance?</li> </ul>
<b>Output. 1.1.2. Better access to school supplies &amp; materials</b>	<ul style="list-style-type: none"> <li>• To what extent have school supplies and materials been distributed as planned?</li> <li>• Is there evidence that the distributed materials are being used regularly and effectively?</li> <li>• Which school supplies do teachers find most useful and why?</li> <li>• Which supplies provided do students like and why?</li> </ul>
<b>Output. 1.1.3. Improved literacy instructional materials</b>	<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> </ul>
<b>Output. 1.1.4. Increased skills and knowledge of teachers</b>	<ul style="list-style-type: none"> <li>• To what extent have teachers been trained per the project timeline and budget?</li> <li>• In what ways has the quality of teaching improved based on the tools and techniques used by teachers? What aspects of the trainings were not widely adopted and why?</li> <li>• Have literacy instruction trainings been completed as planned?</li> </ul>
<b>Output. 1.1.5. Increased skills and knowledge of school administrators</b>	<ul style="list-style-type: none"> <li>• To what extent have school administrators been trained per the project timeline and budget?</li> <li>• What percentage 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> </ul>
<b>IR1.2. Improved attentiveness output 1.2.1. Reduced short-term hunger</b>	<ul style="list-style-type: none"> <li>• To what extent have school meals been distributed per the project's budget and timeline? Is there any significant difference in distribution timeframe</li> </ul>

Strategic objectives and results	Illustrative questions
	<p>between schools from benefiting LRP commodities and those receiving U.S. government commodities?</p> <ul style="list-style-type: none"> <li>• What percent of students in target schools indicate that they are hungry during school afternoons? Is there any significant difference between schools benefiting LRP commodities and those receiving US government commodities?</li> </ul>
<p><b>Output 1.2.1.1/1.3.1.1</b>  <b>Increased Access to food</b>  <b>(school feeding)/LRP 1.2</b></p>	<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? Is there any significant difference between THR in schools benefiting from LRP commodities and those receiving U.S. government commodities?</li> <li>• To what extent has local food been procured and distributed per the project's timeline and budget?</li> <li>• What percent of school- level warehouses demonstrate appropriate storage of commodities?</li> </ul>
<p><b>IR1.3. Improved student attendance</b></p>	<ul style="list-style-type: none"> <li>• What is the current student attendance rate? What changes have been made from the baseline?</li> </ul>
<p><b>Output. 1.3.1 Increased economic &amp; cultural incentives (or decreased disincentives)</b></p>	<ul style="list-style-type: none"> <li>• To what extent has the girls' mentoring activity been implemented per the project's timeline and budget?</li> <li>• Have the mentors been recruited and trained per the project's timeline and budget?</li> <li>• Have the SILC activities been implemented as per the project's timeline and budget?</li> </ul>
<p><b>Output 1.3.4. Increased student enrollment</b></p>	<ul style="list-style-type: none"> <li>• To what extent has the enrollment of school-age students (girls and boys) changed compared with the baseline? If so, how?</li> <li>• Which factors have facilitated or have been obstacles to enrollment?</li> </ul>
<p><b>Output. 1.3.5. Increased community understanding of benefits of education</b></p>	<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> </ul>
<p><b>SO2. Increased use of health and dietary practices</b></p>	<ul style="list-style-type: none"> <li>• What proportion of GASPA (Infant and Young Child Feeding Practices Learning and Support Groups) practice promoted infant and young child feeding behaviors?</li> <li>• Has the parents' level of contribution to the school in WASH practice changed?</li> </ul>

Strategic objectives and results	Illustrative questions
<b>IR2.1 Improved knowledge of health and hygiene practices</b>	<ul style="list-style-type: none"> <li>• What percentage of students have increased their knowledge of health and hygiene practices compared with baseline?</li> <li>• To what extent have students improved their hygiene-related practices (what percentage of school children wash their hands at critical moments)?</li> <li>• To what extent have municipalities and PTAs fulfilled their roles in the funding and management of school canteens compared with the baseline?</li> </ul>
<b>IR 2.2 Increased knowledge of safe food prep and storage practices</b>	<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 has the energy-saving stove contributed to a reduction of the consumption of firewood and improved indoor air quality in school kitchens?</li> </ul>
<b>IR 2.3 Increased knowledge of nutrition</b>	<ul style="list-style-type: none"> <li>• To what extent has the project distributed micronutrients to students as planned?</li> <li>• To what degree has students' knowledge of Vitamin A, iron, and deworming medication changed since baseline?</li> </ul>
<b>IR2.5 Increased access to preventative health interventions</b>	<ul style="list-style-type: none"> <li>• What percentage of students have increased their knowledge of nutrition and dietary practices compared with baseline?</li> <li>• To what extent have teachers, PTAs, COGES members, and food preparers been trained in good nutrition and dietary practices as planned?</li> </ul>
<b>IR2.6 Increased access to requisite food prep and storage tools and equipment</b>	<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>
<b>Foundational Results</b>	
<b>FR 1: Output 1.4.1. &amp; 2.7.1 Increased capacity of government institutions</b>	<ul style="list-style-type: none"> <li>• To what extent have local government officials been trained as planned?</li> <li>• Is there evidence to suggest that those trained have increased capacity to carry out their responsibilities related to school meals, etc.?</li> </ul>
<b>FR 2: Output 1.4.2. &amp; 2.7.2 Improved policy or regulatory framework</b>	<ul style="list-style-type: none"> <li>• What is the current status of the policy/regulatory framework relative to school meals, and what role has the project had in improving it? To what extent have committees been engaged in the ratification of school meal policy?</li> </ul>
<b>FR 4: Output 1.4.4 &amp; 2.7.4 Increased engagement of local organizations and community groups</b>	<ul style="list-style-type: none"> <li>• To what extent are PTAs holding regular meetings? To what degree is this frequency different from baseline?</li> <li>• To what degree have the awareness-raising activities on nutrition, health, and WASH practices been completed as planned?</li> </ul>



Additionally, AIR assessed five dimensions of project achievements on the basis of the criteria defined by OECD-DAC: relevance, effectiveness, efficiency, perceived impact, and sustainability of project interventions (OECD, 2021). The evaluation framework in [Annex C](#) also lists the overarching research questions under each criterion for the midline evaluation that we addressed using qualitative analysis. Because the evaluation questions on effectiveness and perceived impact complement and deepen the evaluation questions (see Exhibit C2), AIR has decided to integrate the quantitative and qualitative findings so that the reader can directly observe the triangulation of statistical findings and stakeholder observations.

## 2.3. Evaluation Design

AIR designed the **quantitative methodology** of the BB4 performance evaluation using descriptive methods to measure the progress of key performance indicators related to core BB4 activities between baseline and midline in all five provinces of Burkina Faso. We replicated a similar quantitative methodology from the BB3 evaluation. The quantitative analysis is guided by the strategic objectives, and the findings are structured to report on each objective.

AIR complements the quantitative component of the evaluation with **qualitative methods** to assess the relevance, efficiency, and sustainability of the BB4 project, as well as to explore the perceptions of stakeholders on the effectiveness and expected impact of interventions. Qualitative analysis enables AIR to better understand stakeholders' perceptions of the 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. The qualitative results regarding the effectiveness and impact criteria are integrated with the quantitative findings to allow for direct triangulation.

## 2.4. Sampling Methods

In this section, we describe our sampling strategy for the BB4 midline evaluation, starting with the quantitative design and continuing with the qualitative methodology. The methodology builds on the sampling methods used for the baseline assessment.

### 2.4.1. Quantitative Methodology

The quantitative component of the midline performance evaluation measures the values of the key performance indicators related to core BB4 activities and compares them to baseline values. Because the BB4 schools in Bam, Sanmatenga, and Namentenga were exposed to treatment under BB3, the changes between the BB4 baseline and midline/endline evaluations reflect the influence of specific BB4 program elements, changes in the performance of the BB program during the BB4 period, lagged effects of change due to BB3 or external influences. The comparison between performance indicators over time should therefore be interpreted as

changes associated with the results of the accumulation of the BB program elements during the BB4 performance period.

During the BB4 midline evaluation, we built on and followed the same quantitative approach used during the BB4 baseline, BB3, and BB2 evaluations. We used original schools from Bam, Sanmatenga, and Namentenga, which were included in the baseline whenever possible and added schools from the two new provinces in the Plateau-Central region (i.e., Oubritenga and Ganzourgou) that CRS had added after the baseline evaluation. The distribution of 121 schools, according to our margin-of-error calculations, have an overall margin of error of less than 0.05 ([See Annex E](#)). We aimed to use as much of the baseline sample as possible to allow us to compare a similar set of students across time without introducing biases caused by differences among schools. However, as we further explain below, we added new schools from the Plateau-Central region in order to have a larger sample and to provide stratified results by original and newly added schools.

**For the sample of original schools:** We included 45 schools that were also included in the BB4 baseline. Many schools, especially in Namentenga were no longer accessible or had closed due to security concerns. For the original schools, we used a “pseudopanel,” meaning we used the same schools with a repeated cross-section design at the individual level (e.g., students, teachers, food preparers). One advantage of a “pseudopanel data” approach is that attrition of individuals (e.g., students or teachers) is not a concern, as long as the composition of the various sample groups stays the same. To ensure that the groups of students, teachers, mothers, and so forth, are comparable across time, we controlled each sample for characteristics such as age and gender for students and teachers. In addition, the cross-sectional design is less sensitive to the use of age-specific indicators (e.g., comparability of grade-specific literacy tests).

**For the new schools:** We added 75 schools from the Plateau-Central region, and we will use the midline as the pseudopanel moving forward. The endline evaluation will then be the main follow-up to measure the difference over time for the BB4 program in those locations.

#### **2.4.1.1. Performance Evaluation Design and Sampling**

In the midline performance evaluation of BB4, we collected quantitative information to track key indicators on literacy, health, and nutrition from school-level stakeholders (Group 1) and community-level stakeholders (Group 2):

**Group 1: School-Level Stakeholders.** From the proposed 121 schools, we sampled students, teachers, food preparers, school administrators, and PTA representatives, as described in the following list:

- **Students.** Within each sampled school, we selected a random sample of 10 Grade 2 students, by sampling from the Grade 2 student rosters provided by CRS. As described in Exhibit 5, we will only sample Grade 2 students for the Annual Status of Education Report (ASER) literacy assessment (see [Annex F](#) for more information). We developed an adapted version of the ASER assessment using two sources: (1) the Burkina Faso Grade 2 textbook (*Lire au Burkina*); and (2) previous versions of ASER that AIR developed and calibrated into the Burkinabé context through MENAPLN during the second phase of the project (BB2). During the BB3 baseline evaluation, we also held an adaptation workshop with MENAPLN to further validate the revised tool to ensure its consistency with Burkina Faso’s learning standards. We used the same assessment that was used for BB2, BB3, and the BB4 baseline evaluation to maintain comparability across time. To ensure that we kept the necessary minimum sample size, we preselected a replacement sample to maintain a response rate of at least 90%. To assess outcomes related to nutrition and hygiene, in addition to the 10 Grade 2 students, we also selected four students per school each from Grades 3 to 6 from approximately 20% of the 121 schools (23 schools). Older students are included to capture any changes in other grades. We ensured a balanced gender ratio by selecting an equal number of boys and girls in Grade 2 (5 boys and 5 girls in each school) and across Grades 3 through 6 (2 boys and 2 girls per school from any of Grades 3 to 6).
- **Teachers.** The team aimed to sample two teachers within each sampled school, one from Grade 2 and one from any of Grades 3 through 6. We aimed to balance the sample of Grade 3 through 6 teachers by grade across all 121 schools.
- **School principals.** AIR aimed to interview the school principals for the total sample of 121 schools.
- **Food preparers.** We planned to visit 52 schools with two food preparers per school, including the head cook and a storekeeper.
- **PTA (parent-teacher association) representatives.** The team aimed to sample the head of the PTA within each sampled school, for a total of 121 PTA representatives. If the head of the PTA was unavailable, we sampled one of the PTA representatives in charge after the PTA head.
- **School observations.** In addition, to validate some of the self-reported data regarding food preparation and storage, we conducted checks at the canteens and warehouses of the sampled school sites.

**Group 2: Community-Level Stakeholders.** We followed the same approach as in the BB4 baseline evaluation to survey school district officials and mothers, in addition to the new sample of producer group members.

- **School administrators.** The team visited the same school district offices (*Circonscription d'Education de Base [CEB]*), linked to the BB4 baseline schools. In addition, we included the new CEBs in Plateau-Central that are associated with the schools there. We aimed to survey two CEB staff members (one school administrator and one pedagogical advisor), for a total of 55 to 60 members.
- **Mothers.** AIR aimed to sample 120 women from Kongoussi, in Bam, and Zorgho, in Ganzourgou. First, we stratified the sample by province and then sampled three women from each group, including pregnant women, women with children from 0 to 6 months, and women with children from 6 to 23 months and women of childbearing age. This is consistent with the way CRS classifies mothers who are targeted through various interventions and the way the mother's groups are organized.
- **PRMs** (*Personne responsable du marché or school meal procurement manager*) -. AIR interviewed the person in charge of school meal commodity procurement at the communelevel for each commune covered by BB4. The sample is based on the number of communes.
- **Producer groups.** This survey asked members of the groups that are providing the LRP commodities about the quantity, quality, and frequency of sales made by the group. This is a new category, and the sample is based on the available groups.

Exhibit 4 shows the intended and actual sample sizes for the BB4 midline evaluation. Overall, we ended up with a random sample of 1,256 students, Grades 2–6, and 187 teachers. All respondents—students, teachers, school district administrators, food handlers, PTA members, principals, PRMs, producer groups, and mothers—gave us their consent to proceed with the survey.<sup>2</sup> The data collection team was unable to reach eight schools, six for security reasons and two because of impassible roads. An additional 15 schools could not be surveyed because they had no Grade 2 classes this year because of rotating classes (some schools do not offer all grade levels every year, which leaves some schools without Grade 2). In all cases, these schools were replaced by other schools, and in the end, we were able to survey respondents at 121 schools. The sample sizes are lower than planned because of the aforementioned security risks. Only 37% of the baseline sample could be revisited because schools had closed or were inaccessible. Schools were added that were new to the BB program (such as schools in Ganzourgou and Oubritenga) or were new to the evaluation. Within schools, the field team experienced some difficulties, as the school year had already ended and food handlers, teachers, and principals were not necessarily present on the school premises. The field team minimized any attrition in

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<sup>2</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.

the sample by announcing their visits beforehand and working with the local community to ensure that the respondents would be present the day of the data collection. We have calculated the level of preciseness of the actual sample in Annex E, and even though we had fewer students because the number of schools visited stayed at 121, the total margin of error stayed below the threshold of 5%.

#### Exhibit 4. Estimated and Actual Sample Sizes

Respondent	Sample performance indicator	Estimated BB4 sample size	Final BB4 sample
<b>Grade 2 students</b>	Percentage that demonstrates that they can read and understand the meaning of grade-level text	1,210 Grade 2 students (121 schools)	1,132 Grade 2 students (121 schools)
<b>Grade 2 and Grades 3–6 students</b>	Percentage that achieves a passing score on a test of good health and hygiene practices	1,310 students (1,210 Grade 2 students and 100 Grades 3–6 students in 121 schools)	1,256 students (121 schools)
<b>Teachers</b>	Percentage that demonstrates use of new and quality teaching techniques or tools	242 teachers (1 Grade 2 teacher and 1 Grades 3–6 teacher per school in 121 schools)	187 teachers (89 Grade 2 teachers and 98 Grades 3–6 teachers)
<b>Principals</b>	Timely procurement of food at the school level	121 principals (1 principal per school)	107 principals
<b>Food preparers</b>	Percentage that demonstrates use of safe food preparation and storage practices	104 food preparers (52 schools with 2 food preparers per school)	85 food preparers
<b>Mothers</b>	Percentage that practices 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 - Percentage of participants in GASPA who practice promoted infant and young child feeding behaviors	120 mothers in Kongoussi, Bam, and Zorgho, Ganzourgou	130 mothers in Bam and Ganzourgou
<b>PTA representatives</b>	Number of meetings held by PTA members in the last year	121 PTA members (1 per school)	118 PTA members

Respondent	Sample performance indicator	Estimated BB4 sample size	Final BB4 sample
<b>School district administrators</b>	Administrators' knowledge about training teachers in classroom management methods and literacy instruction	52 administrators (2 per CEB or School District Office)	25 administrators
<b>Student attendance</b>	Students' enrollment and day of attendance data	121 schools	98 schools
<b>Teacher attendance</b>	Teachers' attendance for the previous 3 months	121 schools	87 schools
<b>School observation checklist</b>	Observations about the schools' canteen and handwashing facilities	121 schools	98 schools
<b>PRM</b>	Percentage of communes implementing their procurement plans as planned	14 communes/PRM	9 PRMs
<b>Producer groups</b>	Percentage of producer groups that sold millet, cowpeas, or rice to a new buyer as a result of USDA assistance	19 representatives	9 producer groups

<sup>a</sup> See [Annex F](#) for details about the determination of sample sizes.

## 2.4.2. Qualitative Methodology

AIR complemented quantitative methods with qualitative methods to assess the relevance, effectiveness, efficiency, perceived impact, and sustainability of the BB4 program. The qualitative analysis enabled AIR to better understand stakeholders' perceptions of the program, experiences participating in program components, lessons learned, expectations for improved outcomes, and any other relevant contextual information.

### 2.4.2.1. Document Review

Before conducting focus group discussions (FGDs) and key informant interviews (KIIs), the evaluation team reviewed documents that CRS shared with the team for their relevance in addressing the evaluation questions. The information in the documents served as the initial step in our qualitative analysis to understand the way various project activities were implemented in previous phases and plans for BB4 project implementation. These documents informed the design of the interview guides and contextualized the findings from interviews. Below, we provide a list of the documentation:

- BB4 baseline evaluation reports
- project semiannual reports

- project success stories
- Sustainability Plan
- National School Canteen Management Guide
- National School Food and Nutrition Strategy (SNANS) in Burkina Faso, 2021–2025
- National Education Strategy, 2012–2021
- Strategic Plan for Basic Education and Secondary Education 2021–2025
- training documents, including teacher training; mentor training; cook/storekeeper training; PTA training; and nutrition, hygiene, and school health training

#### 2.4.2.2. Sampling Strategy

AIR used purposive sampling to select respondents for FGDs and KIIs in six schools participating in BB4 in Bam, Namentenga, and Sanmatenga provinces that had previously participated in BB3 activities and in two schools in Oubritenga and Ganzourgou provinces that had not participated in BB3 activities, for a total of eight schools. In-depth case studies of these eight schools provided rich detail on the circumstances of each community and the perceived effect of the program on various stakeholders.

To approach school selection, we targeted some schools participating in the mentoring activity and pilot for distance learning. We included respondents at the national and international levels such as USDA staff, CRS staff and implementing partners, and national government representatives. We also included respondents at province, district, and school level, such as mayors, school administrators, COGES and PTA members, teachers, and mentors. We also conducted FGDs with mothers participating in programming in Kongoussi, Bam.

Exhibit 5, below, details FGDs and KIIs conducted as part of these school-level case studies, as well as FGDs with mothers in Kongoussi, in Bam province, and interviews with key stakeholders.

#### Exhibit 5. Qualitative Sampling

Type of respondent	Methodology	Estimated number	Final sample
USDA	KII	1	1
CRS staff/OCADES (CoP; MEAL manager; education lead; lead for health, hygiene, and nutrition; lead for community engagement including mentoring; SILCs; and libraries)	KII	6	5

Type of respondent	Methodology	Estimated number	Final sample
National government (MENAPLN lead for canteens and lead for literacy, MoH lead for GASPA)	KII	3	3
Mayors/PDS (Présidents de Délégation Spéciale)	KII	8	6 (1–2 in each of 5 provinces)
School administrators	KII	8	11 (7 CCEB, 4 education directors at province level)
COGES/PTA members	FGD	8	7 (3 COGES, 4 PTA)
Teachers/school staff	FGD	8	8 (1 in each of 8 schools)
Mentors	FGD	4	4 (1 in each of 4 provinces)
Mothers	FGD	2	2 (in Kongoussi, Bam)
<b>Total KIIs and FGDs</b>		<b>26 KIIs and 22 FGDs (48 total)</b>	<b>26 KIIs and 21 FGDs (47 total)</b>

## 2.5. Data Collection Methods

AIR collected the BB4 midline data from May 28 to July 5, 2024, compared with May 4 to 22 in 2022 for the baseline. In this section, we provide detailed information on data sources, as well as the data collection plan, enumerator training, pilot testing, human subject protection including security measures for participants, and the team and quality assurance measures taken throughout the process.

### 2.5.1. Data Sources

For this study, AIR drew upon multiple primary and secondary sources of quantitative and qualitative data. Whenever possible, we triangulated the quantitative data with qualitative findings and project documents to provide contextual information and enrich the analysis throughout the report.

#### 2.5.1.1. Survey Instruments

For this midline evaluation, the AIR team built upon the field-tested surveys from baseline. These surveys covered literacy-related activities, along with nutrition, hygiene, health, dietary knowledge and practices, and procurement and disbursement of commodities. To be able to compare indicators over time, the surveys were kept the same to the greatest extent possible. Minor refinements were included to increase understanding or to ensure that any of the latest changes in the program or context were reflected. One new survey, which was not yet included



in the baseline, was designed for the producer groups. The team used the best practices listed below in designing and maintaining the surveys:

- Use of existing tools that CRS and the USDA 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, BB2, and BB3.
- AIR worked with CRS to develop new questionnaires and updated existing questions from previous tools, using the BB4 results framework and indicator definitions in the PMP.
- 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.

Exhibit 6 presents a list of surveys that we administered, including the topics and respondents, and whether the questionnaire was included in the BB4 baseline.

#### Exhibit 6. Data Collection Quantitative Tools

Tool	Topics	Respondents	Baseline
<b>Student survey</b>	<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</li> <li>• Enrollment and attendance rate</li> </ul>	Grade 2–6 students	✓
<b>Teacher survey</b>	<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>• Attendance for the previous three months</li> </ul>	Grade 2–6 teachers	✓
<b>School district administrator survey</b>	<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> </ul>	District chiefs and principal advisors	✓

Tool	Topics	Respondents	Baseline
<b>School observations</b>	<ul style="list-style-type: none"> <li>• School canteens</li> <li>• Handwashing stations</li> </ul>	Observations done by enumerators	✓
<b>Food handler survey</b>	<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> <li>• Hygiene knowledge and practices</li> </ul>	Cooks and storekeepers	✓
<b>PTA representative survey</b>	<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> </ul>	PTA heads or other leaders	✓
<b>Mother survey</b>	<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 2	✓
<b>School principal</b>	<ul style="list-style-type: none"> <li>• Timeliness, quality, and quantity of the commodities received for school meals</li> <li>• Any school closures due to security issues</li> </ul>	Principals	✓
<b>PRM</b>	<ul style="list-style-type: none"> <li>• Timeliness, quality, and quantity of the commodities received for school meals</li> </ul>	PRMs	✓
<b>Producer Groups</b>	<ul style="list-style-type: none"> <li>• Proportion of producer groups selling to a new buyer as a result of USDA assistance</li> <li>• Proportion of agricultural output sold to a new buyer(s), which is part of USDA assistance</li> <li>• Type of commodities</li> <li>• Timeliness, quality, and quantity of the commodities provided according to signed agreement</li> </ul>	Food producers	

### 2.5.1.2. Reading Assessment

For the BB4 evaluation, AIR used the same refined reading assessment, which was developed, tested, and approved during the BB3 evaluation to ensure comparability over time. The AIR team developed and fielded an adapted version of ASER for BB3 to measure second graders' reading levels at the end of Grade 2. 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, AIR conducted an adaptation workshop with MENAPLN in June 2019 to further calibrate ASER to the country context and ensure that the test was consistent with Burkina Faso's learning standards for each grade level in primary school.

For the BB4 assessment, we used this version of the ASER again so that the results could be compared across time. The final version of the test included 11 levels (A–K), which roughly corresponded to the reading standards for each grade level. Exhibit 7 presents the levels of the ASER reading test with the corresponding grades and reading skills.

### Exhibit 7. 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.
Level K	Grade 6	Answer reading comprehension questions on complex stories.

#### 2.5.1.3. Attendance

Following the same strategy as the BB3 evaluations, we collected attendance data for teachers and students. For teachers, we retrieved teacher attendance logs from school district administrators to provide 3 months of attendance data. We collected student attendance rates by counting the students present in each grade on the day of data collection and dividing that number by the total students enrolled in that specific class.

#### 2.5.1.4. Observations

To validate some of the self-reported data regarding canteen operations and food storage, we conducted spot checks at the canteens and warehouses of school sites and then triangulated this with the food handler survey data, including school canteen, health, nutrition, and WASH practices. For example, the observation tool assessed whether the canteen had clean utensils, appropriate stoves, and sealed storage containers.

#### 2.5.1.5. Key Informant Interviews and Focus Group Discussions

We built upon the FGD and KII protocols from the BB4 baseline, as well as the previous evaluations of the program. We incorporated questions to understand perceptions by

stakeholders' (e.g., implementers and implementing partners, local and national government representatives, school administrators, teachers, COGES, PTAs, mentors, and mothers) of the program's expected effect at midline, potential success factors and barriers, and suggestions for potential recommendations on areas for improvement as the project moves forward. The KII and FGD protocols were designed as 45- to 60-minute conversations.

All the qualitative protocols were translated from English to French and adapted 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.

### **2.5.2. Human Subject Protection**

As AIR does for all its studies, AIR conducted an Institutional Review Board (IRB) submission and review to ensure that the study process and protocols were following our international standards of good and ethical research. The study protocols and materials were submitted to the AIR IRB on April 20, 2024, and were approved on April 24, 2024 prior to the start of data collection. AIR did not apply for IRB approval from the local institutional review board, Comité National 'd'Ethique pour la Recherche en Santé (Ethical Board for Health Research), because this was not a health research project, there was no biomedical testing, and AIR and CRS did not consider this an appropriate fit.<sup>3</sup>

During data collection, the field team first obtained written consent from teachers and/or principals to survey students. The team then asked for students' verbal assent, assuring children that their participation was voluntary and that they could terminate the survey at any point. Because students were approached after the regular school year, caregivers were informed as many students were asked to come in to participate. 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 notetaking 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.

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<sup>3</sup> [http://www.santetropicale.com/Actualites/0503/0503\\_18.htm](http://www.santetropicale.com/Actualites/0503/0503_18.htm)

### **2.5.3. Data Collection Preparation**

In collaboration with data collection partner Action, Gouvernance, Intégration, Renforcement (AGIR), AIR recruited and trained 30 enumerators to collect survey data for the BB4 midline evaluation in May 2024. To enhance the efficiency and quality of data collection, to the greatest extent possible, AGIR rehired enumerators who had collected data during the BB4 baseline data collection or any previous BB evaluation efforts.

From May 19 to 24, AIR and our local partners trained the enumerators in a hybrid (remote and in-person) manner. The AIR team including our experienced local consultant, who has been leading and overseeing BB evaluations since BB2 led the training of enumerators in close collaboration with the AGIR team leaders. The training consisted of 5 days of theory-based classroom training and role play. During classroom training, enumerators learned (a) the purpose of each survey question; (b) how to ask questions directed to vulnerable respondents (in this case, children under 18); (c) how to assess students' literacy; (d) how to use tablets to implement the in-person surveys offline without an internet connection. The AIR team also trained enumerators in procedures for interviewing respondents, protecting respondents' privacy and confidentiality, and securing the data following the ethical guidelines outlined in the American Evaluation Association's (2018) Guiding Principles for Evaluators. Importantly, the training emphasized protecting and safeguarding the privacy of children and respecting the children's integrity.

Pilot testing in the two nonprogram schools provided an opportunity for enumerators to practice with real respondents, including students and teachers. This pilot mimicked real data collection to give enumerators hands-on practice. Afterward, enumerators regrouped with the AIR team remotely to debrief and discuss any issues they had encountered.

In addition, prior to data collection, the AIR qualitative lead held multiple hybrid (remote and in-person) training and discussion sessions with our three local qualitative researchers. Local consultants practiced using protocols and regrouped remotely with the AIR team to debrief afterward. The AIR qualitative lead worked closely with the local consultants to ensure cultural appropriateness. After initial fieldwork, 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.

### **2.5.4. Data Collection**

The field team collected data from May 28 until July 5, 2024, with the quantitative data collection being finished June 14 and the qualitative data collection mostly being finished by June 28, with a few remaining KIIs. The fieldwork managers had been involved in the project's

evaluation for previous iterations of BB, so they were well acquainted with the project, the schools, and implementation of the ASER reading assessment.

Because of some delays in the startup of the BB4 midline evaluation, the field team unfortunately did not manage to start data collection much prior to the end of the school year, so that some students were not in school to attend regular classes. 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. The field team also cooperated with regional education administrators, as well as local stakeholders such as principals and community health workers, to ensure that students were present at the schools to be interviewed and that, for instance, mothers and other adult stakeholders were identified.

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

For qualitative data collection, with oversight from AIR and logistical support from CRS, the three AIR local qualitative researchers led the effort in eight schools in Bam, Namentenga, Sanmatenga, Ganzourgou, and Oubritenga in May through July 2024. AIR coordinated with CRS to identify appropriate individuals for KIIs and worked closely with CRS to organize data collection. 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 AIR 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 interviewers to probe additional questions in order to increase further understanding of questions and domains relevant to the research.

- 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.

Security concerns caused some challenges with data collection in some areas of Namentenga province and Sanmatenga, which led to some restrictions and modification to the original plan for the midline evaluation. The CRS security team informed AIR and the local team that certain areas in which original schools were located were not safe for in-person data collection and/or that the schools were no longer operational because of the security concerns. In total, AIR was able to revisit 45 of the 121 original schools in Bam, Namentenga, and Sanmatenga. For the additional schools AIR sampled from the list of new schools in Ganzourgou and Oubritenga to complete the intended sample of 121 schools. As we explain below, the final sample is somewhat lower than anticipated because of additional security concerns and identified schools that did not have a Grade 2, our main participants for the literacy tests. While AIR prepared replacement lists of schools, the timeline remained a concern because the team had to work after school closing at the end of the school year and somewhat lower than intended sample sizes were achieved. For the schools and students this still fell within our margin of error calculations.

## 2.6. 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.

### 2.6.1. Quantitative Analysis

During and after the data collection, AIR reviewed the data thoroughly for completeness, duplicate entries, and skip-pattern logic. We assess the quality of the collected survey data by running frequency tabulations and counting missing responses. We then performed initial descriptive analysis to explore the data. The quantitative analysis included the following three components, which are presented in the findings sections below:

1. **Descriptive analysis.** We conducted descriptive analysis (means and percentages) of the quantitative survey data and other data to report on the performance indicators provided and defined by USDA in the performance-monitoring plan (PMP). We used the data from surveys collected from among others, students, teachers, food preparers, school administrators, PTA representatives, school principals, PRMs, and mothers to present a snapshot of key findings.
2. **Changes in levels and trends.** We examined changes over time for each outcome. For instance, the team analyzed the levels of and changes in relevant performance indicators

over time for the ASER assessment data and the student, teacher, food preparer, mother, school administrator, and PTA representative surveys. We used clustered *t* tests to look for any systematic differences between the baseline and midline evaluation. These results are presented in summary tables for each of comparison and reporting.

3. **Disaggregation.** We analyzed the findings by any characteristics of interest using disaggregation of the various subgroups (and strata) in the sample, such as student gender or province, or program implementation statistics (i.e., whether this is a newly added school or school already existing in the sample). The disaggregation provides insights into heterogeneity in the findings but also shows whether original and new schools are performing differently at this midline phase.

### **2.6.2. 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 AIR staff. These debriefings were instrumental in performing the following activities:

- identifying what topics/issues needed further probing;
- determining how to adapt the guides in real time, if needed, to obtain more meaningful data;
- ensuring that the research team understood and interpreted the main points and themes similarly;
- establishing quick turnaround findings, as warranted; and
- building a strong framework for additional analyses that will occur after a site visit.

For ease of analysis and uniformity of formatting across the case studies, AIR 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. AIR 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 notes 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-DAC criteria (relevance, effectiveness, efficiency, perceived impact, and sustainability) and interview and focus group guides. This structure was used to code detailed notes and enabled us to identify recurring patterns and pull out relevant crosscutting themes and any interesting divergences. We reviewed key stakeholder similarities and differences that might have been useful in complementing the quantitative results.



## 2.7. Evaluation Limitations

Although the AIR team designed this midline evaluation to be rigorous and consistent with previous efforts, the study faced a few limitations in its design, data collection, and analysis.

**Timing of the data collection.** Because of some delays in the recruitment for the midline evaluation, the AIR team did not manage to have all preparations finished for the field team to start the data collection prior to the final exams and end of the school year. Because of that timing, the field team had to collaborate with local authorities to ensure that participants were present during school visits. While the collaboration with local education authorities, as well as local community stakeholders, was largely successful, data collection became more difficult as the time gap between the end of the school year grew larger. The team tried to mitigate any effects by prioritizing school visits and delaying interviews that were less time sensitive, such as surveys with mothers, PRMs, and producer groups. For qualitative data collection, some FGDs with teachers had fewer participants because many teachers had already left for vacation.

**Security issues.** Security concerns were a constraint, especially in Sanmatenga and Namentenga provinces. AIR and the field team remained in close communication with CRS and provided updates about security issues. To the extent possible, we mitigated this challenge by replacing some of the original schools prior to the start of data collection according to CRS information on schools that were no longer operational or accessible. In addition, we provided a list of replacements for schools to ensure that sample sizes remained adequate for analytical purposes.

**New versus original BB school.** Because of security concerns, closing of schools, or unavailability of Grade 2, only about 36% of the original school sample (45 of 121) were revisited from baseline. Although the AIR team has tested whether the results were affected by the large proportion of new schools that were added from Oubritenga and Ganzourgou, the shift in sample has some consequences for the ability to disaggregate results by location. Especially for Namentenga, where there were main security concerns, some of the remaining sample sizes are small enough that they might affect the average. The AIR team will note these influences and offer comparisons at a higher aggregate level such as, for instance, original and new schools that are robust to show differences. In addition, although schools in Oubritenga and Ganzourgou had similar BB4 exposure to that of 'original' schools in Bam, Namentenga, and Sanmatenga, they were less exposed to BB because they were not included in previous iterations. Some of the differences in indicators may be less pronounced than expected because of this lack of cumulative effects. The AIR team has tested the differences in effects between new and original schools and recommends continuing to do this for the endline evaluation to understand if there are any differences in indicator changes.

### 3. Performance Evaluation Findings

In this section we provide summary statistics about students, parents, households, teachers, food handlers, PRMs, PTA members, producer groups, and school district administrators. We first discuss the evaluation sample and then present key performance indicators. The performance indicators are complemented by the qualitative findings on the same outcomes, enabling the AIR team to triangulate and explain any changes over time (See Exhibit 8). [Annex E](#) provides additional detail on the quantitative indicators and outcomes.

We present mean values of key indicators at baseline and midline. The evaluation team examined all the results by round, and by gender and province when relevant. The differences reflect historical differences between the locations, as well as differences in the implementation of previous BB project activities. For instance, Namentenga was not included in the earlier iterations of the project (BB1 and BB2) but was added for BB3, and Ganzourgou and Oubritenga were added after BB4 baseline because of difficulty reaching schools in other provinces. For this reason, the length of exposure to BB is different for each of the regions. As noted in [Section 1.1](#), the primary education system in Namentenga operates at lower efficiency in terms of access and quality than the education system in the other two provinces of project implementation.

#### Exhibit 8. Summary of Performance Indicator Findings

Key objective	Key findings
<b>SO1. Improved Literacy of School-Age Children</b>	
<b>IR1.1 Improved Quality of Literacy Instruction</b>	<ul style="list-style-type: none"><li>Teachers reported receiving fewer teaching supplies compared with baseline (3.3 versus 1.7 materials), and a larger proportion of teachers reported not receiving anything. Qualitative data indicated that teachers needed chalkboards, dictionaries, books, tables, and benches to support literacy instruction.</li><li>The proportion of teachers spending at least 45 minutes each day on literacy instruction declined significantly from 87% at baseline to 81% at midline.</li><li>Most teachers demonstrated the use of the techniques recommended by the BB program; however, significantly fewer school district administrators did so at midline.</li><li>Qualitative data suggested at least some teachers in most schools received training on the seven techniques recommended by the BB program, including the TaRL and formative assessment approaches for BB4 and AFL approach with</li></ul>

Key objective	Key findings
	<p>previous BB phases. Teachers who used these techniques saw a positive impact on student reading and writing.</p> <ul style="list-style-type: none"> <li>Many teachers told researchers literacy instruction trainings should be longer and occur more frequently to ensure that all teachers—including new staff—could use the techniques in their classrooms.</li> <li>There were large and statistically significant increases in the proportion of Grade 2 students who could read at grade level.</li> </ul>
<b>IR1.2 Improved (Student) Attentiveness</b>	<ul style="list-style-type: none"> <li>As at baseline, teachers rated girls' attentiveness higher than boys' with no changes from baseline to midline.</li> <li>Some qualitative data indicated student attentiveness improved because of school meals. Respondents didn't report differences in attentiveness between girls and boys.</li> </ul>
<b>IR1.3 Improved Student Attendance</b>	<ul style="list-style-type: none"> <li>Students' overall attendance rate remained high but was down significantly from baseline.</li> <li>In qualitative data, respondents said school meals directly increased attendance. Some respondents also said the girls mentoring program increased girls' attendance.</li> <li>Respondents mentioned persisting dropout challenges: boys' leaving school to work at gold-panning sites and, to a lesser extent, girls' leaving school because of less value placed on their education, as well as risks such as forced marriage and pregnancy.</li> </ul>
<b>SO2. Increased Use of Health and Dietary Practices</b>	
<b>IR2.1 Improved Knowledge of Health and Hygiene Practices</b>	<ul style="list-style-type: none"> <li>Both handwashing knowledge and practice were down significantly from baseline, and while most students were washing their hands, significantly fewer were using soap and water.</li> <li>Although qualitative data indicated students had good handwashing knowledge and practices, several schools reported challenges with access to water, including handwashing stations.</li> <li>Cooks knew to wash their hands before and after eating and before preparing food, but their knowledge and practice of washing hands while cooking, after handling food waste, and before handing out food declined had at midline.</li> <li>While 99% of mothers reported washing their hands the day before data collection, their handwashing knowledge and practices had declined significantly for nearly all critical moments, such as after using the latrine, from baseline to midline.</li> <li>Limited qualitative data suggested mothers knew when to wash their hands to protect their health and their children's health.</li> </ul>

Key objective	Key findings
<b>IR2.2 Increased Knowledge of Safe Food Prep and Storage Practices</b>	<ul style="list-style-type: none"> <li>Most cooks and storekeepers received training in the past year. However, food handlers showed a negative trend in their safe food preparation and storage knowledge. In terms of practice, cooks demonstrated improvement in storage practices but also showed a decline in preparation practices. Storekeepers' storage practices exhibited a negative trend compared with baseline, but these results were not significant.</li> <li>Although every storekeeper reported practicing at least one of USDA's safe food storage practices, only 28% achieved a passing score for safe storage practices (defined as using seven of nine recommended practices).</li> <li>Although all cooks reported using at least one USDA recommended preparation practice, just 2% of the cooks demonstrated a passing score on a test of safe food preparation (defined as using at least 9 of 12 recommended practices).</li> </ul>
<b>IR2.3 Increased Knowledge of Nutrition</b>	<ul style="list-style-type: none"> <li>23% of mothers provided a diverse diet to their children.</li> <li>Fewer mothers reported receiving diet education during pregnancy.</li> <li>20% of mothers breastfed within 1 hour of delivery, and 8 percentage points more mothers report breastfeeding within 2–4 hours after delivery at midline.</li> <li>At midline, 18 percentage points fewer mothers reported receiving education on early breastfeeding; 16 percentage points fewer reported receiving sensitization on exclusive breastfeeding; 22 percentage points fewer received sensitization on purging; and 29 percentage points fewer received sensitization on force feeding.</li> <li>In limited qualitative data, mothers demonstrated a good understanding of when and for how long to breastfeed, when to introduce solid foods, and how to increase dietary diversity for 6–23-month-olds.</li> </ul>
<b>IR2.5 Increased Access to Preventative Health Interventions</b>	<ul style="list-style-type: none"> <li>100% of mothers reported seeing someone for antenatal care, and 99% reported taking tablets to have a healthy pregnancy. Nineteen percentage points fewer mothers reported taking tablets to prevent intestinal worms.</li> <li>Fewer mothers received education about all antenatal best practices.</li> </ul>
<b>IR2.6 Increased Access to Requisite Food Prep and Storage Tools and Equipment</b>	<ul style="list-style-type: none"> <li>Just under half of school canteens had clean cooking utensils/equipment and a handwashing station, and of those, only 27% had soap at the handwashing station.</li> </ul>
<b>LRP1.2 Improved Timeliness of Food Assistance</b>	<ul style="list-style-type: none"> <li>Although all PRMs cited insufficient government funding, fewer PRMs experienced insufficient funding frequently/regularly.</li> <li>Fewer PRMs reported experiencing procurement problems caused by security concerns.</li> <li>School principals reported receiving more timely food assistance, but this still fell under 25%.</li> </ul>

### 3.1. Evaluation Sample and Indicators

Exhibit 9 summarizes the distribution of surveyed respondents in the BB4 midline sample by province. Overall, the sample showed that there were 46 schools in the Namentenga, Sanmatenga, and Bam provinces in which the BB program had been operational for several iterations, as well as 75 schools in Ganzourgou and Oubritenga, the two newly added provinces in Plateau-Central. The relatively large sample in the new provinces compared with the original provinces was mostly because of inaccessibility of schools in the original area, especially in Namentenga and Sanmatenga.

**Exhibit 9. Performance Sample Distribution, by Province and Type of Respondent**

Province	Schools	Students	Teachers	School district administrators	Food handlers	Principals
Bam	13	151	26	6	18	14
Ganzourgou	48	533	62	5	30	37
Namentenga	25	258	10	2	5	8
Sanmatenga	8	83	49	11	15	22
Oubritenga	27	231	40	1	17	26
<b>Total</b>	<b>121</b>	<b>1,256</b>	<b>187</b>	<b>25</b>	<b>85</b>	<b>107</b>
<i>Target</i>	<i>121</i>	<i>1,310</i>	<i>242</i>	<i>52</i>	<i>104</i>	<i>121</i>

Source: Midline surveys of students, teachers, school district administrators, food handlers, and principals.

Province	PTA members	PRMs	Producer Groups	Mothers
Bam	13	2	0	45
Ganzourgou	41	5	1	85
Namentenga	8	1	1	N/A
Sanmatenga	29	1	5	N/A
Oubritenga	27	N/A	2	N/A
<b>Total</b>	<b>118</b>	<b>9</b>	<b>9</b>	<b>130</b>
<i>Target</i>	<i>121</i>	<i>14</i>	<i>19</i>	<i>120</i>

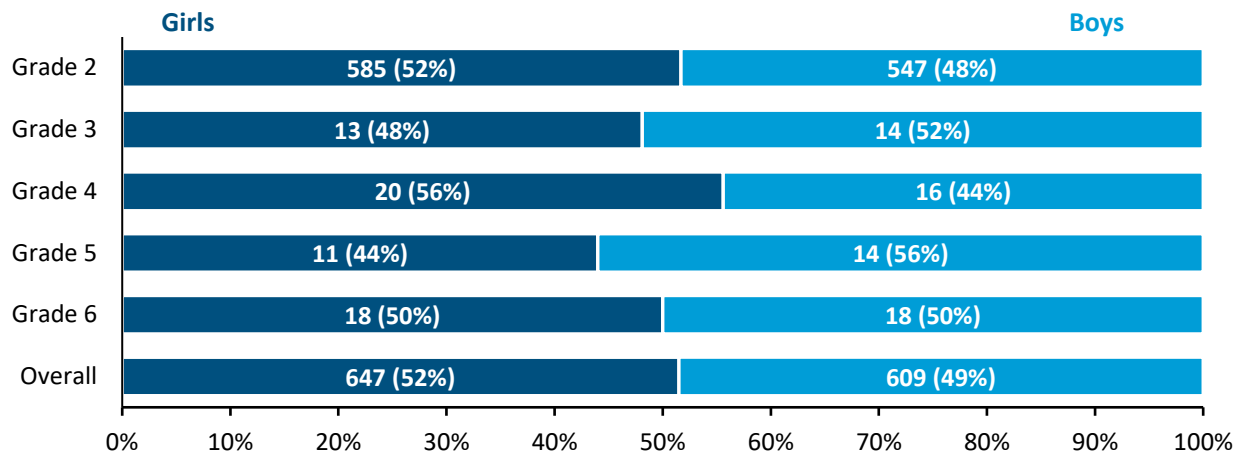
Source: Midline surveys of PTA members, commune procurement, producer groups, and mothers.

#### 3.1.1. Students

The sampling design ensured that the ratio of boys to girls was balanced equally and reflected 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 to 6, with where possible one of the four students from each of Grades 3 through 6. In practice, as Exhibit 10 shows and as we discussed in [Section 2.3.1](#), we surveyed 1,256 students in total, with 1,132 students from

Grade 2 and 124 students from Grades 3 through 6. Overall, the sample was 52% girls and 49% boys.

**Exhibit 10. Sampled Student Gender Distribution, by Grade**



Source: Student survey; AIR calculations.

Exhibit 11 presents summary statistics on the age of students surveyed in each grade. The mean and median age of Grade 2 students was 9 years. However, there was considerable variability, with the youngest Grade 2 student being 5 years old and the oldest student being 15 years old. Several factors likely influenced these large spans. Ages were self-reported by the students which may have led to imprecision. Of the students sampled, 12% did not know their age, suggesting that some reported ages might have been imprecise. Another possible explanation is a high incidence of grade repetition—15% of the sample had repeated a grade at least once—or delayed school entry.

**Exhibit 11. Student Age Distribution, by Grade**

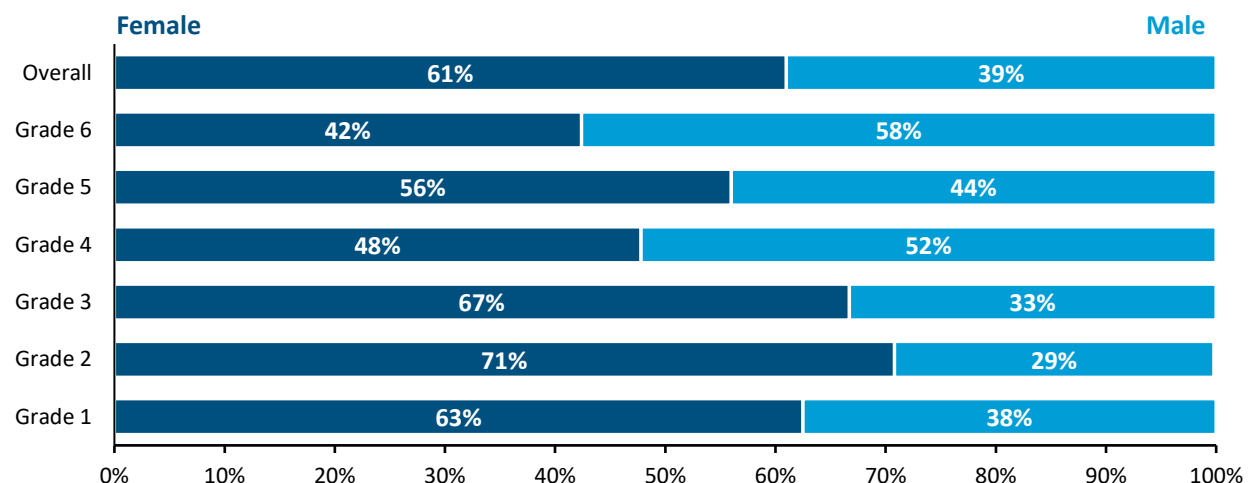
Grade	Mean	Median	Range
Grade 2	9	9	5–15
Grade 3	10	10	7–13
Grade 4	11	11	8–15
Grade 5	12	12	10–15
Grade 6	13	13	12–17

Source: Student survey; AIR calculations.

### 3.1.2. Teachers

We were able to collect data from 187 teachers. Exhibit 12 shows the breakdown of teachers by gender and grade. Overall, 61% of the teachers in our sample were female. Grade 2 was more likely to be taught by female teachers (71%) than by male teachers (29%,  $p < 0.05$ ).

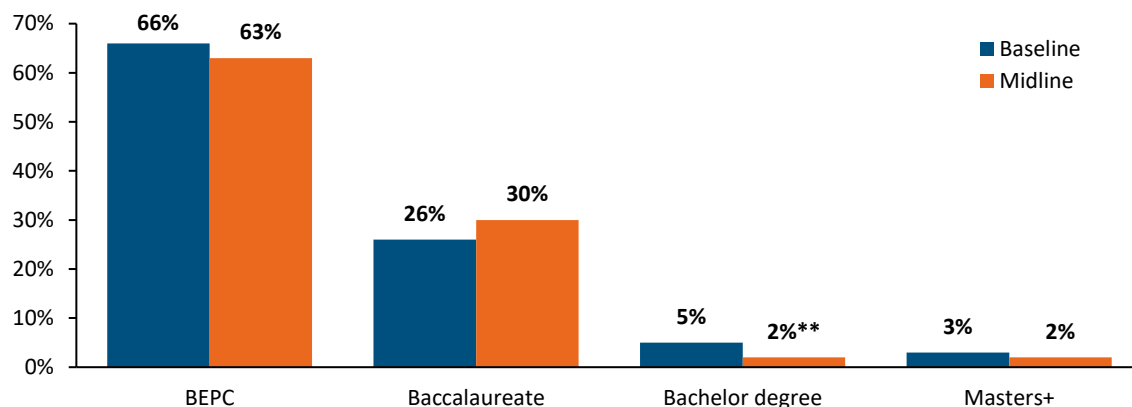
**Exhibit 12. Percentage of Female Teachers, by Grade**



Source: Teacher survey; AIR calculations.  $N = 187$ .

The mean age of teachers in the sample was 38 years, a significant increase from baseline (34 years,  $p < 0.01$ ). Exhibit 13 shows teachers' highest level of education. Most teachers (62%) had their BEPC (or first secondary school diploma). Just 4% of the teachers had a bachelor's degree or more. The percentage of teachers with a bachelor's degree decreased from 5% at baseline to 2% at midline ( $p < 0.05$ ). Female teachers were more likely to have stopped with a BEPC than were male teachers (71% vs. 49%,  $p < 0.01$ ) while male teachers were more likely to have a baccalaureate (39% vs. 25%,  $p < 0.05$ ). Teachers in Oubritenga and Namentenga appeared less educated than teachers in other provinces, with 79% and 70%, respectively of teachers in those provinces stopping with a BEPC.

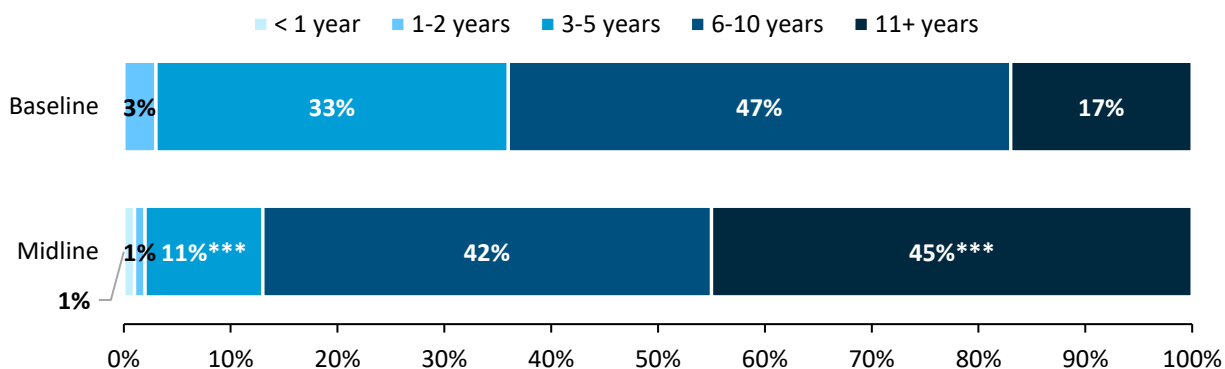
### Exhibit 13. Teacher Education



Source: Teacher survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 243$  teachers at baseline and 184 at midline. Note: 3% of the teachers at midline said “other” for the degree obtained.

Exhibit 14 displays the distribution of teachers’ experience levels at baseline and midline. At midline, 45% of teachers reported having 11 years of experience or more, a significant increase compared with the 17% of teachers who reported at baseline ( $p < 0.01$ ). This surge in experience may be attributed to teachers in Oubritenga, where 70% reported 11 or more years of experience. Notably, across all provinces, the proportion of teachers reporting this extensive experience exceeded the baseline average.

### Exhibit 14. Teacher Experience



Source: Teacher survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 245$  at baseline and 187 at midline.

#### 3.1.3. School District Administrators

AIR surveyed school district administrators [CEBs], who were the heads of school district offices, and pedagogical advisors, who were responsible for training teachers in pedagogical practices. As we mentioned in [Section 2.2](#), the AIR team planned to visit 26 CEBs,<sup>4</sup> which were

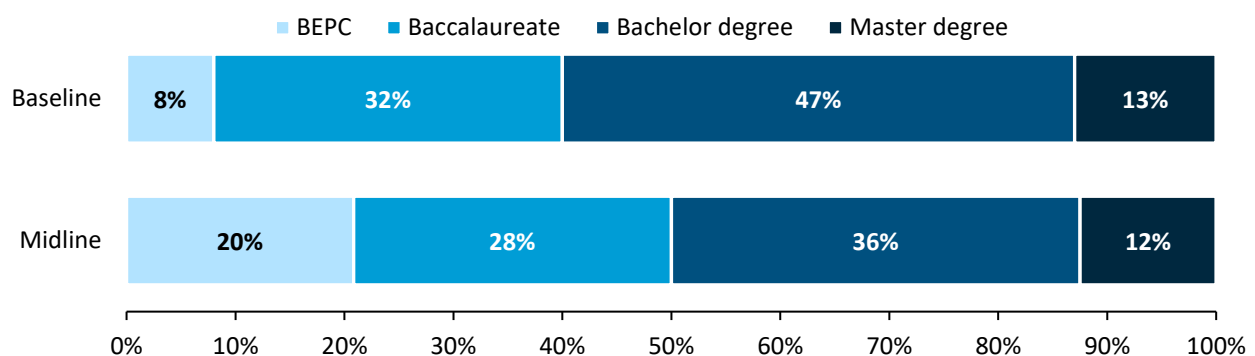
<sup>4</sup> The target number of school district administrators was lower than reported in the EDP because of the consolidation of some CEBs in 2021.



responsible for overseeing the 121 sampled schools, and to survey 52 school district administrators: one CEB chief and one principal advisor in each CEB office. In total, AIR was able to survey 25 administrators, including 14 chiefs and 11 principal advisors, in 17 CEBs.<sup>5</sup> Overall, 92% of the school district administrators were male.

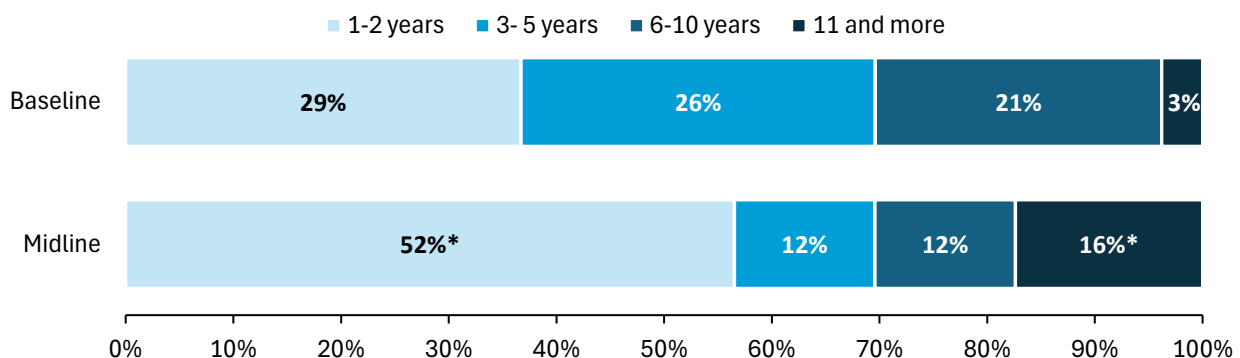
As shown in Exhibit 15, most school district administrators had a baccalaureate (28%) and a bachelor's degree (36%). In terms of level of experience (Exhibit 16), more than half reported having two or fewer years of experience, and 40% reported having 3 or more years. The mean age of a school district administrator was 50 years, with a range from 41 to 57 years.

#### Exhibit 15. School District Administrator Education



Source: School District Administrator survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 38$  at baseline;  $N = 25$  at midline. Note: 4% of the administrators said "other" at midline for the type of degree obtained.

#### Exhibit 16. School District Administrator Experience



Source: School District Administrator survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 38$  at baseline;  $N = 25$  at midline. Note: 3% of administrators said they "did not know" how much experience they had at baseline and 8% "did not know" at midline. "Don't know" is not included in the exhibit.

<sup>5</sup> The other 27 school district administrators were not available for the survey or were unreachable because of security concerns.

### 3.1.4. Principals

We surveyed the principals of 107 different schools. Of these principals, 22% were female. On average, principals had 4.5 years of experience in that role. Experience ranged from just under 3 years, in Oubritenga, to almost 7, in Namentenga and Sanmatenga.

### 3.1.5. *Personnes Responsable du Marché (Persons in Charge of School Meal Commodity Procurement)*

We surveyed nine PRMs in nine different CEBs: Two of the nine PRMs reported that they were accountants, one reported that they were the secretary general, and all nine confirmed that they oversaw managing the procurement and distribution of commodities for school meals.

### 3.1.6. Producer Groups

We collected data from nine producer groups at midline. The producer groups averaged 1,006 members, ranging from 30 to 4,142. The average group comprised 70% female producers. Eight of the respondents we interviewed were chairs of their respective groups, and five said that they oversaw sales. The groups focused on a variety of crops, with three focused on cowpeas, three on rice, one on millet, and two on other crops.

### 3.1.7. Food Handlers

We were able to collect data on 85% of the intended sample of food handlers, comprising 88 food handlers (47 cooks and 41 storekeepers). All sampled cooks were female (100%), and over half of sampled storekeepers were female (59%). Exhibit 17 shows the breakdown of food handlers by province at midline. As is illustrated in the exhibit, the composition of the midline sample for food handlers is similar across provinces, with the highest share of food handlers based in Ganzourgou and the lowest share in Namentenga.

**Exhibit 17. Food Handler Sample Composition Midline by Province**

Respondent	Bam	Namentenga	Sanmatenga	Ganzourgou	Oubritenga	Overall
Cooks	10	1	9	17	10	47
Storekeepers	8	4	9	13	7	41
<b>Total</b>	<b>18</b>	<b>5</b>	<b>18</b>	<b>30</b>	<b>17</b>	<b>88</b>

Source: Cook and Storekeeper survey; AIR calculations.

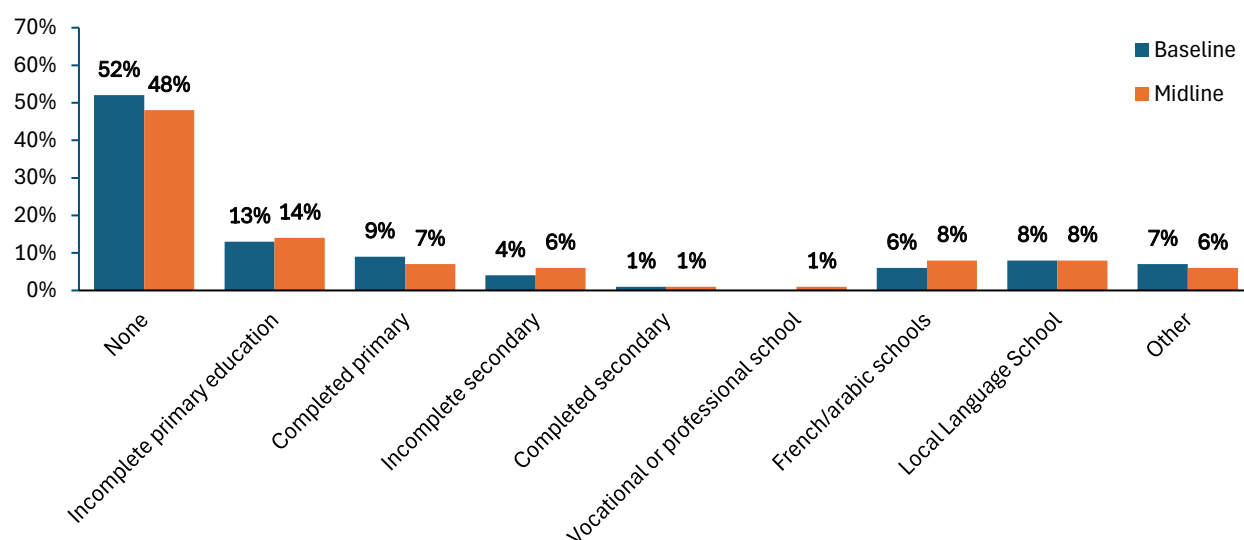
### 3.1.8. Parent-Teacher Association Members

To measure the level of community involvement with children's schooling, AIR surveyed PTA members in each school, interviewing 98% of the intended sample. Of the 118 surveyed PTA

members, 96% were male and 4% female; the mean age was 52 years old for males and 41 years for females, with the range spanning 29 to 81 years.

Most PTA members reported having no formal education (48%), followed by those with incomplete primary education (14%), a French/Arabic school (8%), a local language school (8%), completed primary (7%), incomplete secondary (6%), complete secondary (1%), and a vocational or professional school (1%). By province, the majority of PTA members in Bam (46%), Namentenga (88%), and Ganzourgou (56%) also reported a lack of formal education, whereas most PTA members in Sanmatenga (28%) reported a local language school as their highest level of education. Exhibit 18 shows PTA members' highest level of education at midline compared with baseline.

**Exhibit 18. PTA Members' Education Levels**



Source: PTA survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. N = 127 at baseline and N = 118 at midline.

Among the surveyed PTA members, most of them were presidents (74%); the rest were treasurers (11%), general members (10%), and secretaries (3%), or held other positions (3%). On average, PTA members had spent 7 years in their PTAs with a range of 1 to 30 years. PTA members in Namentenga had, on average, about 1 more year of experience (9 years) than those in Sanmatenga (8 years), 2 more years than those in Ganzourgou and Oubritenga (7 years), and 3 more years than those in Bam (6 years). Both the ages and the tenure suggest that PTA membership stays relatively firm and does not see a lot of changes.

### 3.1.9. Mothers With Children Under the Age of 2

The field team collected data from pregnant women and mothers with children under the age of 2. AIR was able to reach 45 mothers in Bam and 85 in Ganzourgou, for a total of 130 mothers.

The mean age of the surveyed mothers was 27 years, with ages ranging from 15 to 46 years. Most mothers did not have any education (61%) and were unable to read or write in any language (67% and 71%, respectively). Of the mothers who had some education, most had incomplete secondary education (12%), followed by incomplete primary (11%), completed primary (8%), French or Arabic school (3%), other type of education (3%), and completed secondary education (2%).

The mothers reported an average of 12 people living in their households, which coheres with household size 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. On average, 76% of mothers reported having one child under 2 years old, with nearly 2% reporting having two children under the age of 2, and 32% reporting having one child between the 0 and 6 months old.

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 19 details the mothers' responses to these questions. On average, 52% of surveyed mothers had access to a latrine in their household. Nearly all these latrines were pit latrines with a slab (91%). The same share of mothers had access to water at home for handwashing (98%), as they did for cooking and drinking (98%). Of the mothers who had access to water for drinking and cooking, a third (33%) reported a community water fountain as their household's main source of drinking water, 20% reported a public well as their primary source, 3% reported running water (tap) in the yard, 2% said a private well, 1% reported distribution of water by a tank, and 41% reported other sources. Half of the mothers reported having access to electricity, and of those, 58% had access for more than 5 hours each day. Nearly all (96%) of the mothers reported using treated bed nets to prevent malaria.

#### Exhibit 19. Household Conditions

Indicators	Mean	N
<b>Access to latrines in household</b>	<b>52%</b>	<b>130</b>
Ventilated pit latrine	9%	
Pit latrine with slab	91%	
Pit latrine without slab	0%	
<b>Water at home for handwashing</b>	<b>98%</b>	<b>130</b>

Indicators	Mean	N
<b>Water at home for drinking and cooking</b>	<b>98%</b>	<b>130</b>
Running water in the community (fountain)	33%	
Running water in the yard (tap)	3%	
Public well	20%	
Private well	2%	
Distribution of water	1%	
Other	41%	
<b>Access to electricity</b>	<b>50%</b>	<b>130</b>
0–1 hour	2%	
1–2 hours	17%	
3–5 hours	23%	
More than 5 hours	58%	
<b>Insecticide treated mosquito net at home</b>	<b>96%</b>	<b>130</b>

Source: Mother survey; AIR calculations.

## 3.2. Key Performance Evaluation Outcomes

In this section, we present baseline values of key indicators by strategic objective, followed by a section on the crosscutting foundational results.

### 3.2.1. Strategic Objective 1—Improve Students’ Literacy Outcomes

AIR analyzed data from the student, teacher, school district administrative, and producer group surveys to understand changes from baseline to midline and the distribution by region and gender in literacy among students. We combined the survey results with the test scores from the ASER reading test to understand the skills of the students at midline and the circumstances under which these were assessed.

Exhibit 20 provides an overview of the baseline 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 and midline results by sex, when appropriate, and used a 95% confidence interval around percentages. See Annex D for the full performance indicator table. We discuss each of these indicators and other findings in detail later in this section. The indicators show initial performance between baseline and midline on students’ literacy outcomes. McGovern-Dole Standard Indicator #1 shows an improvement in reading ability of the grade 2 students from 52% to 66% with comparable levels across the schools in original and new zones. Other indicators such as student attentiveness or teacher attendance do not show any statistically

significant differences over the last two years. The lack of change may be (partly) attributed to security concerns and the influx of IDP students which is further discussed below. Despite the positive change in reading there is a trend that may be concerning on the longer term. There is a decrease in the proportion of teachers demonstrating the use of new teaching techniques as well as a decrease in the teachers spending adequate time on literacy per day. The negative changes in both indicators may influence future reading scores. It is therefore important to keep a close eye on programme implementation and adaptation.

## Exhibit 20. Key BB4 Performance Indicators on Strategic Objective 1

Key indicator	Indicator number	Data source	Baseline (CI)	Midline (CI)	Original Zone* (CI)	New Zone* (CI)
<b>Strategic Objective 1—Improve Students’ Literacy Outcomes</b>						
Percentage of students in target schools who indicate that they are hungry or very hungry during the school day	CRS Custom Indicator # 10	Student survey	Overall: 3% (2%–4%)	Overall: 4% (3%–6%)	Overall: 4% (3%–6%)	Overall: 4% (3%–6%)
			Boys: 3% (2%–5%)	Boys: 5% (3%–7%)	Boys: 6% (4%–10%)	Boys: 4% (3%–7%)
			Girls: 3% (2%–5%)	Girls: 4% (2%–5%)	Girls: 2% (1%–5%)	Girls: 4% (3%–7%)
Proportion of students who missed school because of illness in the past 2 weeks	CRS Custom Indicator #6	Student survey	Overall: 16% (14%–18%)	Overall: 19% (16%–21%)	Overall: 16% (12%–19%)	Overall: 21% (18%–24%)
			Boys: 13% (11%–16%)	Boys: 19% (16%–23%)	Boys: 16% (12–21%)	Boys: 21% (17%–26%)
			Girls: 19% (16%–22%)	Girls: 18% (15%–21%)	Girls: 15% (11–20%)	Girls: 20% (16%–24%)
Percentage of students in target schools who are identified as attentive during class/instruction	CRS Custom Indicator #7	Teacher survey	Overall: 56% (49%–62%)	Overall: 57% (49%–64%)	Overall: 56% (45%–67%)	Overall: 57% (47%–67%)
			Boys: 50% (43%–56%)	Boys: 48% (41%–56%)	Boys: 52% (41%–63%)	Boys: 45% (35%–55%)
			Girls: 81% (76%–86%)	Girls: 76% (69%–82%)	Girls: 81% (71%–89%)	Girls: 72% (62%–80%)
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	McGovern-Dole Standard Indicator #1	ASER reading test	Overall: 52% (49%–55%)	Overall: 66% (63%–69%)	Overall: 67% (62%–71%)	Overall: 65% (61%–69%)
			Boys: 47% (43%–51%)	Boys: 60% (56%–64%)	Boys: 63% (57%–70%)	Boys: 58% (53%–64%)
			Girls: 56% (52%–60%)	Girls: 71% (67%–75%)	Girls: 71% (64%–76%)	Girls: 71% (66%–76%)

Key indicator	Indicator number	Data source	Baseline (CI)	Midline (CI)	Original Zone* (CI)	New Zone* (CI)
Percentage of teachers who attend and teach school at least 90% of scheduled school days	CRS Custom Indicator #8	Teacher attendance survey	92% (88%–94%)	95% (92%–97%)	92% (88%–94%)	96% (93%–98%)
Percentage of teachers who devote adequate time to literacy instruction every day.	CRS Custom Indicator #6	Teacher survey	87% (82%–91%)	81% (74%–86%)	81% (71%–89%)	81% (72%–88%)
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	86% (81%–90%)	77% (71%–83%)	87% (78%–93%)	69% (59%–78%)
Number 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 survey	27 N=38 (54%–85%)	12 N=25 (28%–69%)	9 N=19 (24%–71%)	3 N=6 (12%–88%)

Note: confidence interval (CI) is provided in parentheses. \*Original vs New Zone comparisons are midline values only, since all baseline values were collected in original zones.

### 3.2.1.1. Intermediate Result 1: Quality of Literacy Instruction

#### *Teacher Attendance*

The BB4 evaluation defines a teacher who teaches “regularly” as one who attends at least 90% of normal school days during the year. The enumerators collected attendance data by asking local district administrators for their teacher attendance logs. The sample consisted of 361 teachers from Grades 1 through 6 in the 87 schools for which data were available from December 2023 to February 2024.

Teacher attendance was measured by asking the school administrator about the number of school days that each teacher missed in the past 3 months and dividing by the total number of school days in those months. We found an average teacher attendance rate of 98% at midline, a significant improvement from baseline (95%,  $p < 0.01$ ). Regular attendance ranged from 88% in Bam to 100% in Sanmatenga and Namentenga. This was consistent with qualitative findings from teachers and parents who did not report unexplained teacher absences as a problem at their schools. Overall, 95% of teachers had attendance rates that qualified as teaching regularly

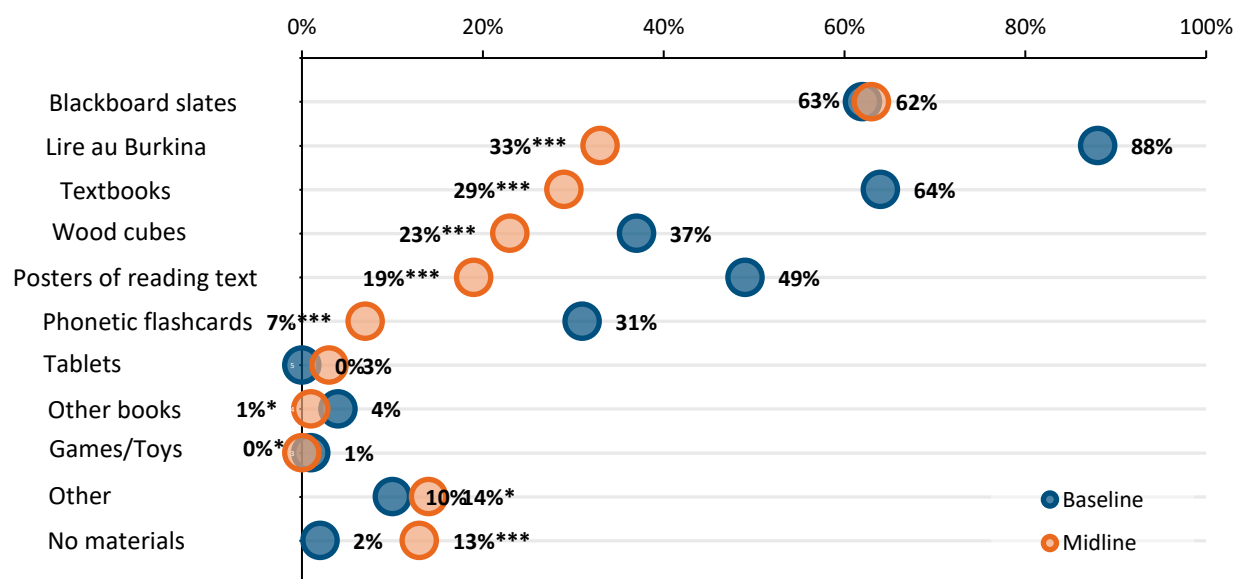
(i.e., above 90%) compared with 92% at baseline ( $p < 0.10$ ). Data on teacher attendance should be interpreted with caution, as they could be subject to social desirability bias.

In qualitative data, teachers said they attended school regularly and were motivated to do so. Teachers in all the target schools told researchers that teachers did not miss school because of lack of motivation. Teachers were only absent from school if they were sick, had emergencies, or were affected by insecurity. Some teachers suggested, however, that even though teachers came to school regularly, more incentivization—via school meals or remuneration—would be appreciated and would increase motivation.

### Access to School Supplies and Material

**Teachers.** We asked teachers about the supplies they received and those they preferred to use. At midline, as shown in Exhibit 21, teachers were less likely to report receiving most of the common supplies they received at baseline. In total, teachers reported receiving 1.7 supplies at midline compared with 3.3 at baseline ( $p < 0.01$ ). Perhaps most notably, while 88% of teachers received the *Lire au Burkina* book at baseline, only 33% did at midline ( $p < 0.01$ ). There was also a large increase in teachers saying that they had received no materials at all at midline (13% vs. 2%,  $p < 0.01$ ). Teachers in Namentenga (20%) and Sanmatenga (18%) were mostly likely to say that they received no materials. This difference may be because of recall bias—that is, respondents in the original schools in Namentenga, Sanmatenga, and Bam might not have recalled what they received.

**Exhibit 21. Supplies Received by Teachers**



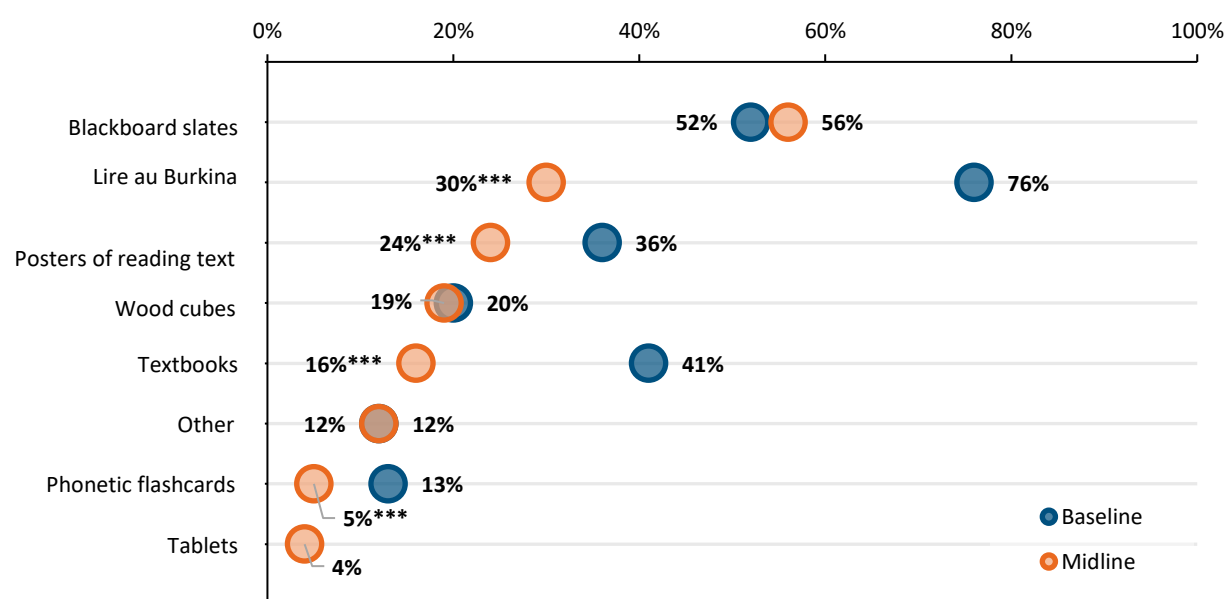
Source: Teacher survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . N = 245 at baseline and 187 at midline.



Qualitative data also highlighted teachers' need for more school supplies. Teachers and school district administrators across provinces said that teachers needed more materials to improve teaching and student literacy learning. Although respondents appreciated the quality of teaching materials given to them by BB4, many teachers and CCEBs said that the quantity was insufficient. They told researchers that teachers need more slates [chalkboards], books, African visual dictionaries, and classroom infrastructure including tables and benches to teach students to read and write. According to a teacher from a school in Sanmatenga, *"The teaching materials we receive are of high quality, but the quantity is very insufficient. It's not enough at all, especially during reading games. We need more African visual dictionaries (DVA), we only have one DVA for all these students."*

When we asked teachers which of the supplies they preferred to receive, there were some notable differences at midline (Exhibit 22). At baseline, *Lire au Burkina* was the preferred resource; however, there was a significant drop, from 76% to 30%, at midline ( $p < 0.01$ ). Because teachers could only name resources that they had received, and fewer teachers received *Lire au Burkina* at midline (see Exhibit 21), this does not necessarily mean that fewer teachers appreciated the books. There was also a large and significant drop in the proportion of teachers who said that they preferred posters of reading text, from 36% at baseline to 24% at midline ( $p < 0.01$ ) and of teachers who preferred textbooks, from 41% at baseline to 16% at midline ( $p < 0.01$ ). The majority (56%) of teachers at midline said that they preferred blackboard slates.

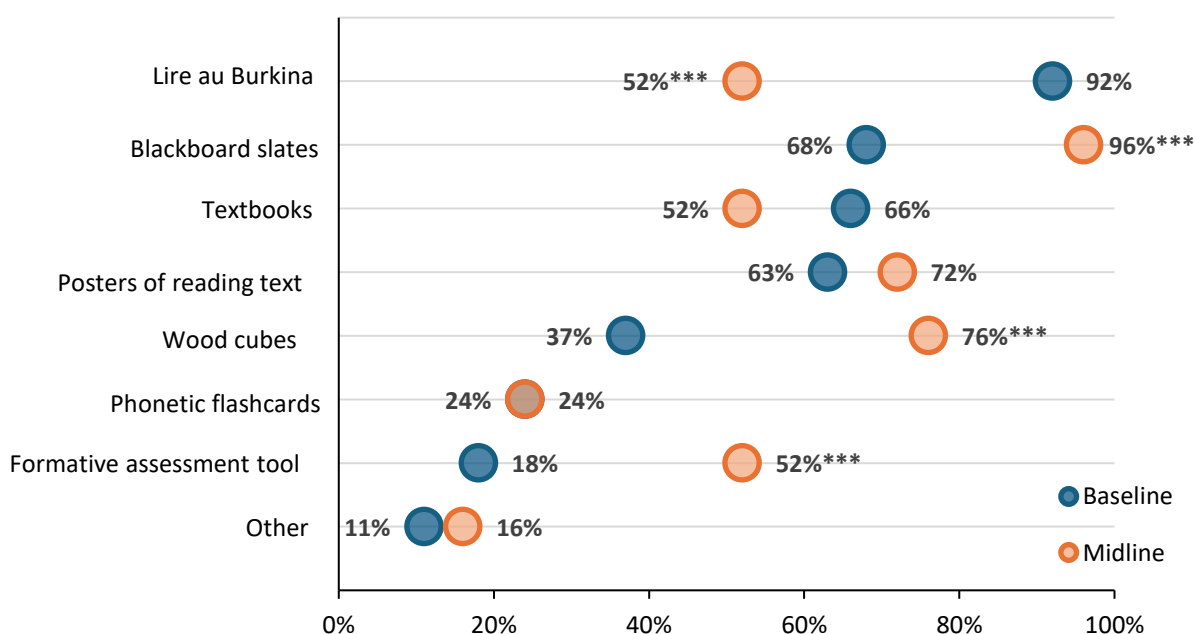
**Exhibit 22. Supplies Preferred by Teachers**



Source: Teacher and school district administrator surveys; AIR calculations.  $N = 247$  at baseline and 187 at midline. Note: Teachers were not asked about tablets at baseline.

We also asked school district administrators about the supplies that they had observed in classrooms over the previous year. The findings showed trends differing from what teachers reported. Administrators also saw a decline in *Lire au Burkina*, a 40-percentage point drop ( $p < 0.01$ ) relative to baseline (Exhibit 23). However, significantly more administrators observed blackboard slates (96% vs. 68%,  $p < 0.01$ ), wooden cubes (76% vs. 37%,  $p < 0.01$ ), and a formative assessment tool (52% vs. 18%,  $p < 0.01$ ) at midline.

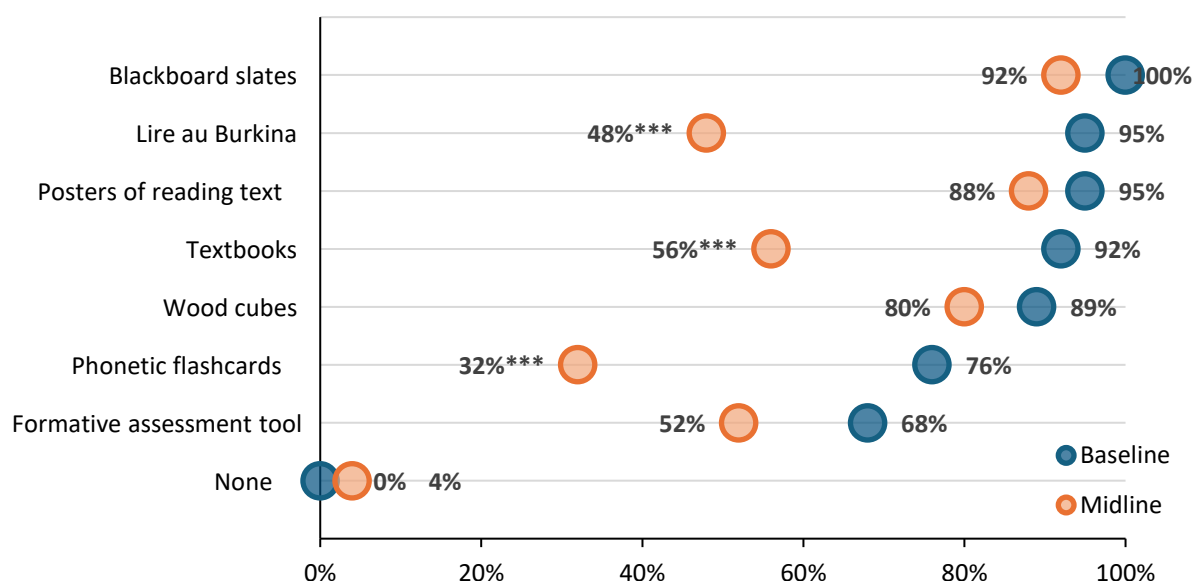
### Exhibit 23. Supplies Observed by Administrators



Source: School district administrator surveys; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 38$  at baseline and  $N = 25$  at midline. Note: Teachers were not asked about the formative assessment tool.

Exhibit 24 shows the tools that school district administrators thought teachers would find most useful. Among all tools, although not all statistically significant, a smaller proportion of administrators felt that the tools would be useful for teachers compared with the proportion of administrators at baseline. Most notably, a significantly smaller share of administrators, relative to those at baseline, felt that teachers would find *Lire au Burkina* (48% vs. 95%,  $p < 0.01$ ), textbooks (56% vs. 92%,  $p < 0.01$ ), or phonetic flashcards (32% vs. 76%,  $p < 0.01$ ) useful.

## Exhibit 34. Supplies Preferred by Administrators



Source: School district administrator surveys; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 38$  at baseline and  $N = 25$  at midline.

## Libraries

According to teachers and mayors in qualitative interviews, those in Bam had access to a library for students to visit and use books or a mobile library in which the librarian would bring books to the school for students. Teachers interviewed in Namentenga and Sanmatenga said that they did not have a library for the school but that they would like one. In one case, a mayor in Sanmatenga said that the project was providing support for a new library in the municipality and would be open after receiving necessary equipment. Teachers in Ganzourgou and Oubritenga said that there were libraries in the area but that it was too far for students to access them because they were 20 to 28 kilometers away. The presence of community libraries might help support achievement of literacy goals.

## Learning Literacy With Tablets

CRS piloted a distance-learning program as part of BB4 to address disruptions to education. The program was being implemented in 16 schools in Bam and Sanmatenga. Some of those schools were included in the qualitative sample. Teachers and mayors interviewed in schools that did not have the pilot said that they thought this was a good approach to overcoming challenges related to security concerns and displaced students. The implementer stated that there were two approaches used for remote learning: (1) distance learning using radio and television and (2) literacy learning with tablets. The first approach involved providing films for textbooks for Grade 1 and Grade 2 levels, targeting the holidays for distributing them, which was confirmed

by teachers interviewed in Bam. For the approach with tablets, teachers reported receiving training in using tablets to follow progress of students and explained that students would be able to continue with lessons and schoolwork if unable to come to school. According to the implementer, there were volunteers trained in communities to help students continue learning with tablets if a teacher was not there. Students could use the tablets to learn on their own, and that allowed for more interactive and personalized learning. Teachers at schools in Bam participating in the pilot said that they thought this was a good approach and was engaging for students. Challenges with the approach included difficulties recharging tablets because of limited electricity access. However, some teachers in schools in Sanmatenga participating in the pilot shared their opinions that the approach was good in theory but that they did not completely understand how it worked in practice in terms of the way that students were being monitored when using tablets remotely. All stakeholders appreciated the positive potential of the tablet learning approach to allow students to continue learning, especially in communities facing security concerns, displaced children, and schools that are closed or are not able to accept more students.

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*“We can’t have teachers everywhere but we can have tablet teachers everywhere, that’s really a good thing.” – Program implementer interview*

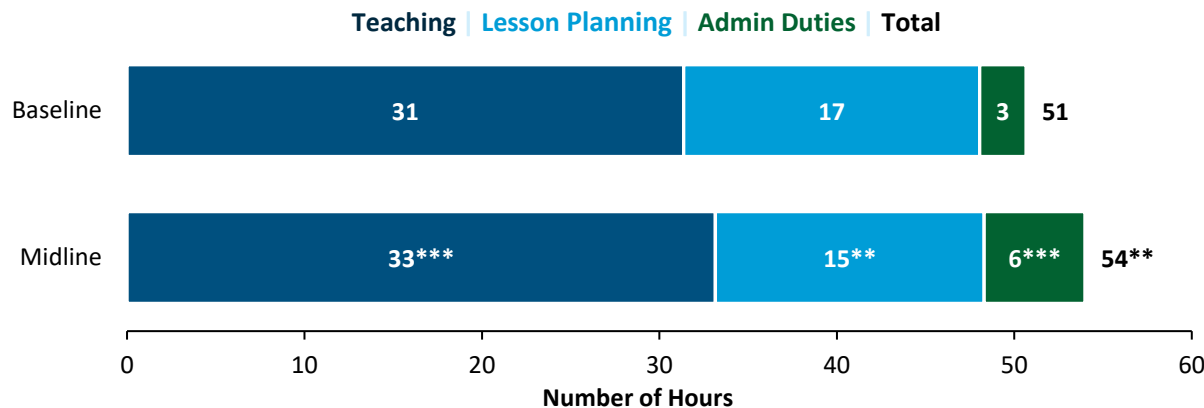
*“It is a very nice approach, given challenges with insecurity. If we can’t bring the students together in the classroom, teaching with tablets allows us to address this gap in learning. This is a really good thing.” – Mayor/PDS interview, Sanmatenga*

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### ***Literacy Instructional Practices***

***Classroom Practices.*** At midline, teachers were spending more time on school-related activities. As Exhibit 25 shows, teachers were spending an average of 54 hours per week on school-related activities at midline compared with 51 hours at baseline ( $p < 0.05$ ). Teachers were spending 2 more hours teaching students (33 hours vs. 31 hours,  $p < 0.01$ ) and 3 more hours on administrative duties (5 hours vs. 3 hours,  $p < 0.01$ ) at midline. Perhaps because they were spending more time on other classroom activities, teachers were spending less time on lesson planning at midline (15 hours vs. 17 hours,  $p < 0.05$ ). It was also likely that, because many of the teachers were interviewed after the school year, they did not need to do lesson planning and instead, had more administrative duties.

Exhibit 25. Number of Hours Spent on Teaching Activities per Week, by Province

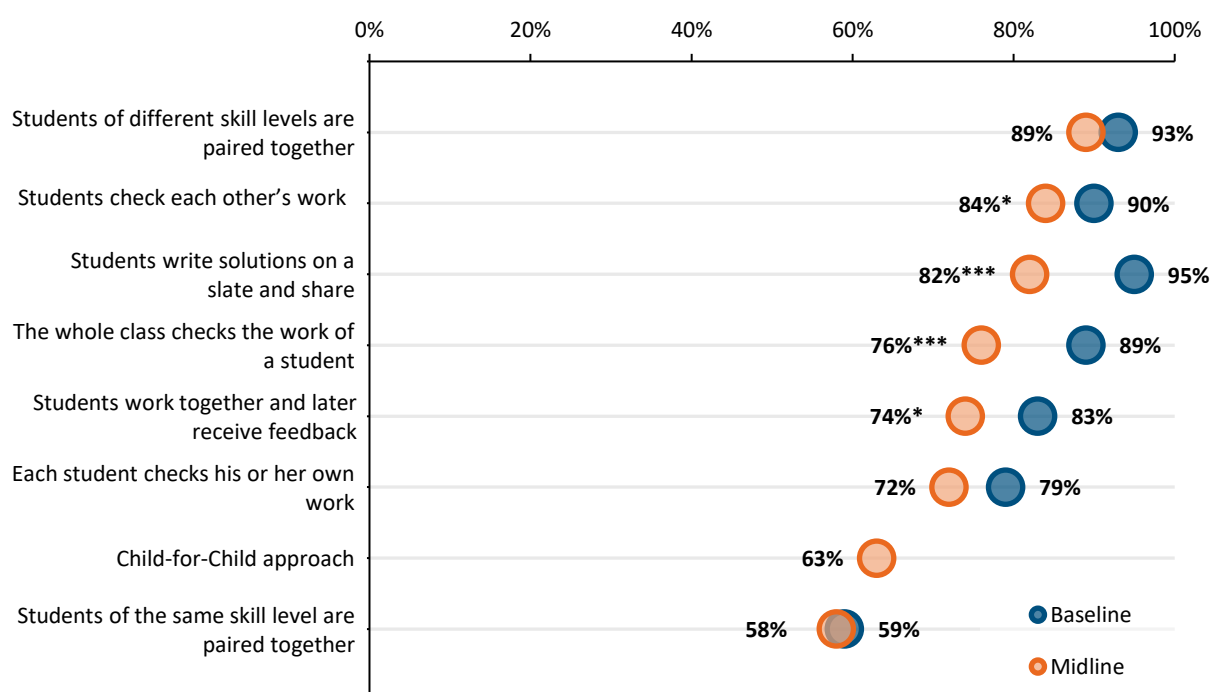


Source: Teacher survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. N = 245 at baseline and 187 at midline. Note: “Don’t know” and unrealistically high responses are excluded.

*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 (Montgomery et al., 1998). To measure the extent to which teachers applied high-quality teaching techniques and activities, we asked about the classroom practices that teachers used in the 2 weeks prior to the survey—for example, asking children to work in groups, to write, or to check one another’s work. The survey also asked teachers how often they used these techniques. Exhibit 26 shows which techniques teachers were using at least twice per week. Overall, most of the new teaching practices were reported less often at midline. “Students’ writing solutions on a slate and sharing” and “the whole class checking the work of a student” had the largest decreases, at 13 percentage points each (p < 0.01). Pairing students of different skills levels remained the most popular practice, with 89% of teachers saying they used it compared with 93% of teachers at baseline. There were no notable differences among the provinces.

One reason teaching methods might have regressed was that fewer teachers had received training in the past year than at baseline (57% vs. 40%, p < 0.01). Those who did attend the trainings were less likely at midline to say that the trainings covered the recommended practices in Exhibit 26. Sharing solutions that students wrote on a slate and having the whole class check the work of a student had the largest drops, at 23 and 14 percentage points, respectively (p < 0.01). Proportions of teachers receiving training ranged from 20% in Namentenga to 55% in Oubritenga.

## Exhibit 4. Adoption of New Teaching Practices



Source: Teacher survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. N = 245 at baseline and 185 at midline.

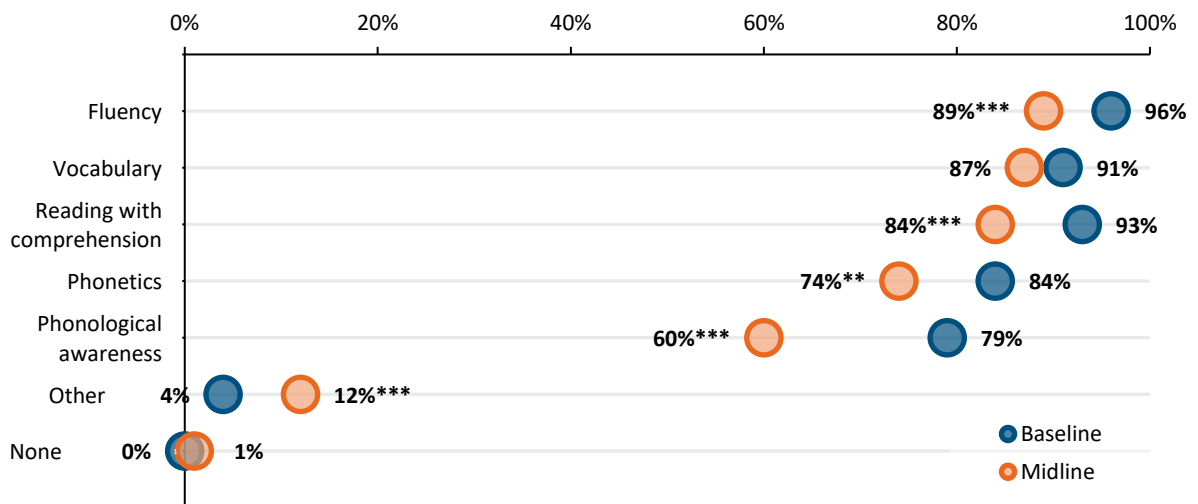
In qualitative data, most teachers included said that at least some teachers in their schools had received training from the program. Teachers discussed receiving training in reading and writing, including seven key techniques and the Teaching at the Right Level (TaRL) and assessment for learning (AFL) approaches. Teachers shared their perceptions of improvements in student reading and writing skills with the new techniques. Many teachers said they felt that using the promoted techniques made their job easier, resulting in less work and their being less tired, especially the technique of forming groups of students to work together or groups based on skill level. Teachers emphasized that the new techniques focused on having the student at the center of learning with the teacher as a guide. Across all provinces, teachers suggested areas for improvement in the training, saying that the duration was not sufficient to cover all the material and requesting increased financial support, and better rooms for training. According to teachers in focus group discussions, they were able to implement the new techniques without major difficulties and received support from school administrators. A few teachers described having an adjustment period to get used to the new techniques but improving with practice. Teachers recommended providing training for new teachers if a previously trained teacher had left, providing more refresher trainings, reviewing the timing of trainings to be at the start of the school year, and including supplies during trainings.

*“In particular, what I liked about this training is that what we learned, we were able to put it into practice without difficulty, and as we progressed, we noticed that the children were reading better and better. When we received the training, after we returned to our school, we noticed that our job as teachers was much lighter and easier. For example, in reading and writing, if you have formed your groups well, it will allow you to work less and the students are interested and they work well, and they advance very easily”. – Teacher focus group discussion, Namentenga*

**Literacy Instruction.** Like classroom instruction, the literacy techniques used by teachers decreased from baseline to midline (Exhibit 27). The most popular literacy component remained fluency, although it declined significantly at midline (96% vs. 89%,  $p < 0.01$ ). The largest decrease came from phonological awareness, which dropped from 79% at baseline to 60% at midline

( $p < 0.01$ ) and ranged from 51% in Sanmatenga to 73% in Bam. Notably, phonological awareness was the component that was mentioned most often covered in trainings (91%), whereas fluency and vocabulary were the least likely to be covered according to teachers (80% and 79%, respectively).

**Exhibit 27. Literacy Components Used in Class**

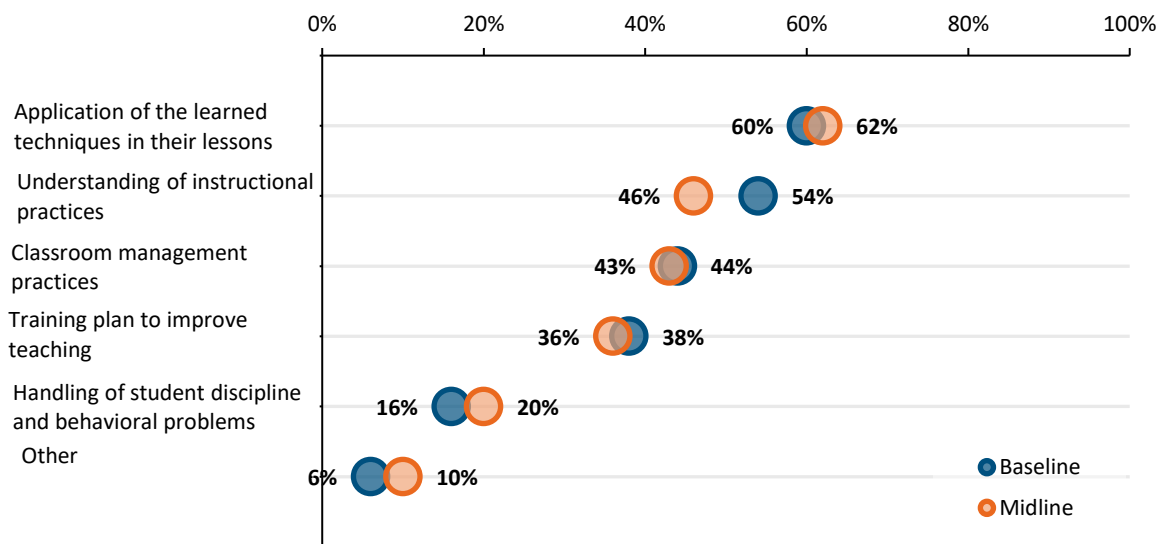


Source: Teacher survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 245$  at baseline and 187 at midline.

### **Skills and Knowledge of School Administrators**

At midline, 84% of teachers reported that someone had come to observe their classroom, compared with 83% of teachers at baseline (Exhibit 28). As at baseline, the most common people to carry out these observations were school administrators or coaches (85%). Almost all teachers found the observations (99%) and the feedback they received (99%) somewhat or very useful.

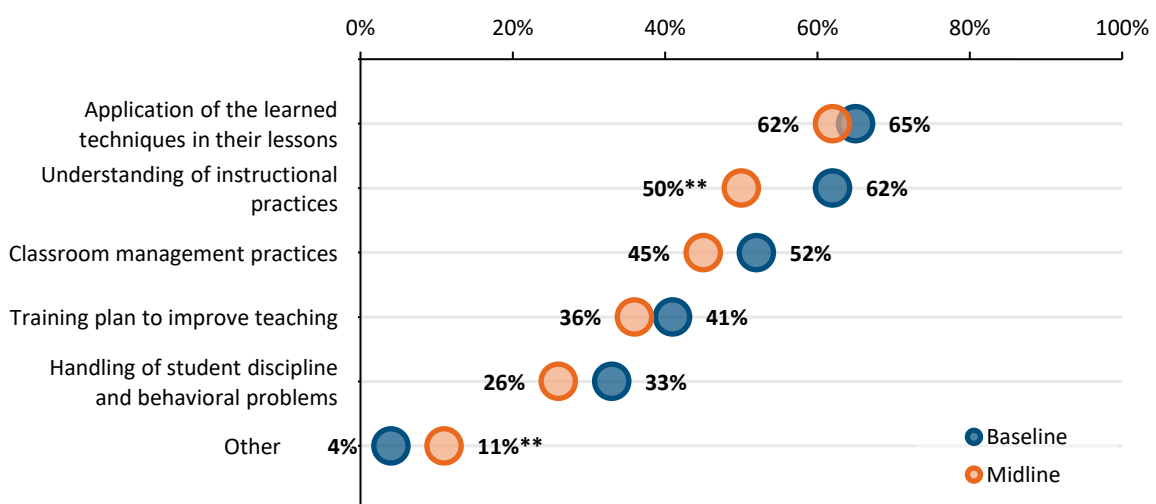
## Exhibit 28. Areas of Feedback from Observations



Source: Teacher survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 201$  at baseline and 151 at midline. Note. Teachers could choose multiple answers for these questions; therefore, the percentages do not add up to 100.

We asked teachers which areas of feedback led to changes in their teaching style (Exhibit 29). There were a few changes at midline. The most common area of feedback leading to changes was the application of learned methods in their lessons (62%). The only statistically significant change from baseline was that fewer teachers reported making changes when they received feedback about understanding instructional practices (50% vs. 62%,  $p < 0.01$ ). Teachers in Bam (36%) and Namentenga (38%) were the least likely to make changes on the basis of this feedback, whereas teachers in Ganzourgou were the most likely (65%).

## Exhibit 29. Areas of Feedback That Led to Change



Source: Teacher survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 201$  at baseline and 151 at midline. Note. Teachers could choose multiple answers for these questions; therefore, the percentages do not add up to 100.



*School Administrators Receiving Training.* Seventy-six 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 BB4 program provided the training. A plurality (68%) had attended just one training session, with another 32% percent having attended two training sessions. All the administrators reported being satisfied with the training.

The most common training topics were literacy instruction techniques (95%), classroom observations (58%), and providing teacher feedback (53%). However, sample sizes for these data are very small, so these findings should be interpreted with caution.

In key informant interviews, school district administrators shared receiving training for BB4 that they were then expected to use to lead training for teachers. School district administrators said that they liked the content of the training provided, giving examples of learning about the techniques, deciphering syllables, and covering TaRL and AFL. Further, they appreciated gaining skills as trainers and seeing skills strengthened for teachers after leading trainings. Administrators also discussed seeing positive effects on student learning following trainings. These administrators shared recommendations for training, including adequate time for training to cover all the material, comfortable space for training, and having the trainings at the start of the school year enable better implementation of techniques throughout the school year.

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*“For me it’s mainly at the level of deciphering, how to decipher the syllables, to separate the syllables to be able to read better. This aspect really amazed us because it allows the child to be able to read and write without major difficulty.” – School district administrator interview, Namentenga*

*“The content of the training modules, especially in reading and writing, is very interesting. If we manage to carry the training for teachers, we will have teachers who are very qualified in reading and writing, especially the two approaches, i.e. TARL and AFL. If we manage to do all of this, no teacher should have a problem with reading and writing. And since we know that reading and writing is the basis of all academic success, once it is good, it gives a positive impact to the education system.” – School district administrator, Sanmatenga*

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## **Leading Training**

*School Administrators Leading Training.* We also asked administrators about their leading the training of teachers. As Exhibit 30 shows, 76% of administrators said that they had led trainings in the previous year. Administrators in Bam and Sanmatenga were much more likely to report leading trainings compared with administrators in Ganzourgou. Most of the training sessions were led as part of the BB program (95%). Five percent of administrators reported leading a training on behalf of the government. On average, training lasted 8 hours per session, with 39

teachers being trained per session. Typically, the CRS organized training courses are two days long with a minimum of 16 hours. Training sessions tended to be larger in Ganzourgou (48 teachers). Most administrators led only one training (53%), followed by 41% who led two training sessions and 6% who led three training sessions.

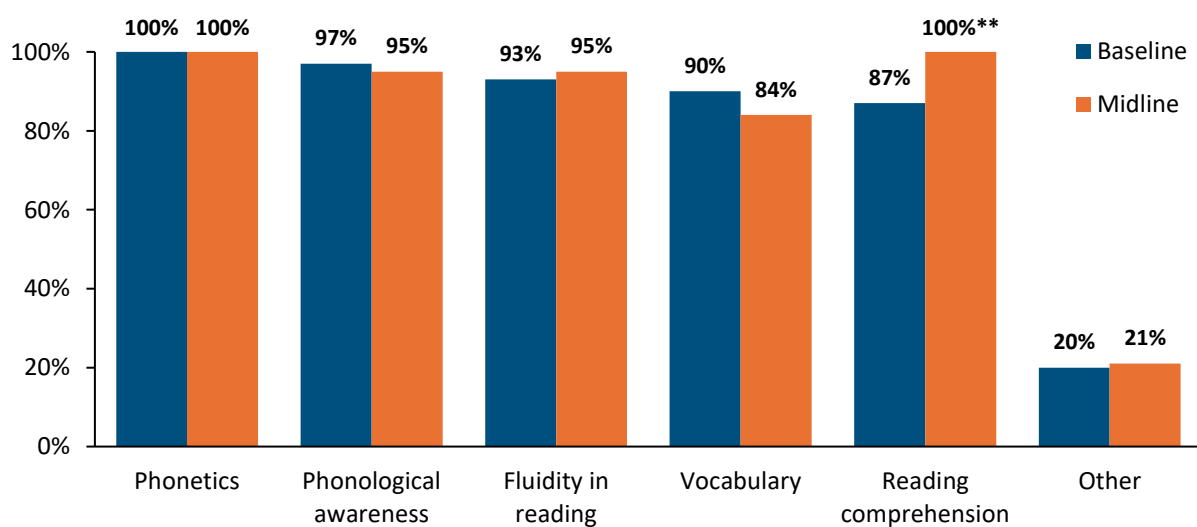
### Exhibit 30. Training Sessions Led by School District Administrators

Province	School district administrator led a training	Average # of hours spent per session	Average # of teachers trained per session
Bam	83% ( <i>N</i> = 6)	8 ( <i>N</i> = 5)	39 ( <i>N</i> = 5)
Namentenga	50% ( <i>N</i> = 2)	2 ( <i>N</i> = 1)	30 ( <i>N</i> = 1)
Sanmatenga	91% ( <i>N</i> = 11)	8.2 ( <i>N</i> = 10)	39 ( <i>N</i> = 10)
Ganzourgou	40% ( <i>N</i> = 5)	7.5 ( <i>N</i> = 2)	48 ( <i>N</i> = 2)
Oubritenga	100% ( <i>N</i> = 1)	8 ( <i>N</i> = 1)	29 ( <i>N</i> = 1)
Overall	76% ( <i>N</i> = 25)	7.74 ( <i>N</i> = 19)	39 ( <i>N</i> = 19)

Source: School district administrator survey; AIR calculations.

Exhibit 31 shows self-reports on literacy training taught by school district administrators. Most administrators reported teaching about each of the five literacy skills we asked about, with a significant increase in reading comprehension at midline (100%,  $p < 0.05$ ).

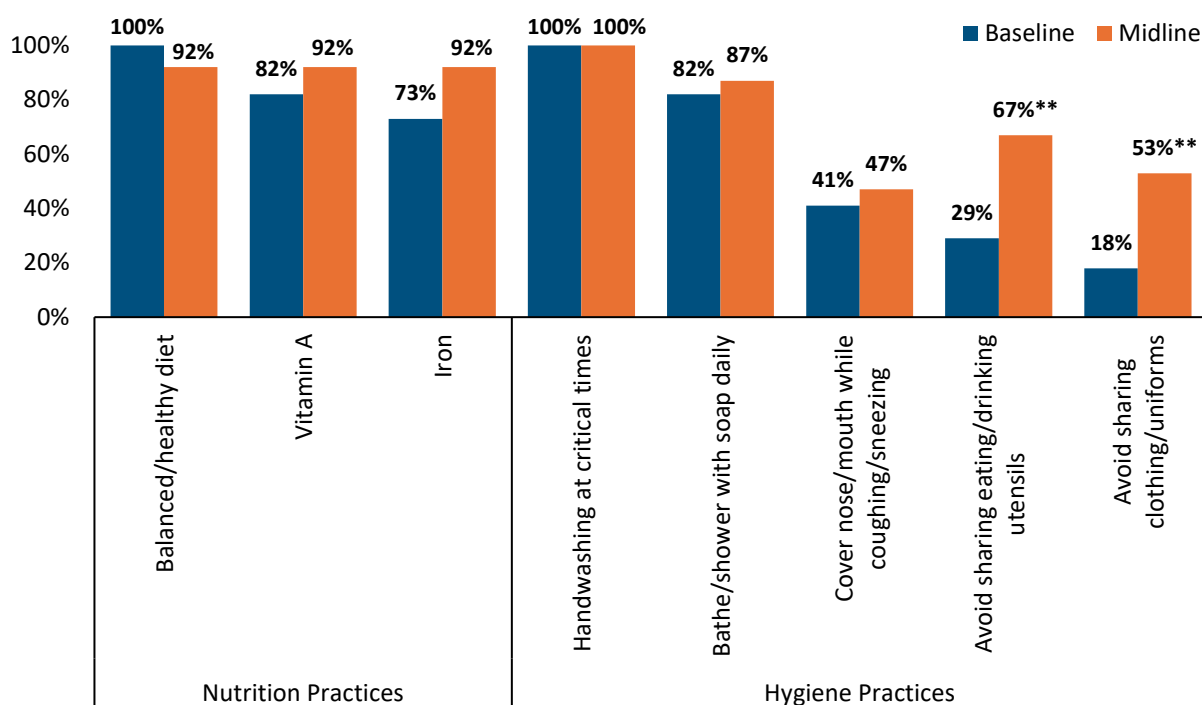
### Exhibit 31. Literacy Training Taught by School District Administrators



Source: School district administrator survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . *N* = 30 at baseline and *N* = 19 at midline.

Under the BB4 program, administrators (and head teachers in some instances) are responsible for providing training to teachers in nutrition and hygiene. At midline, 54% of school district administrators reported training teachers in nutrition in the last year, a significant increase from baseline (29%,  $p < 0.10$ ). Sixty percent of administrators led a training on teaching hygiene and handwashing practices to teachers. Exhibit 32 shows the nutrition and hygiene topics taught at the training.

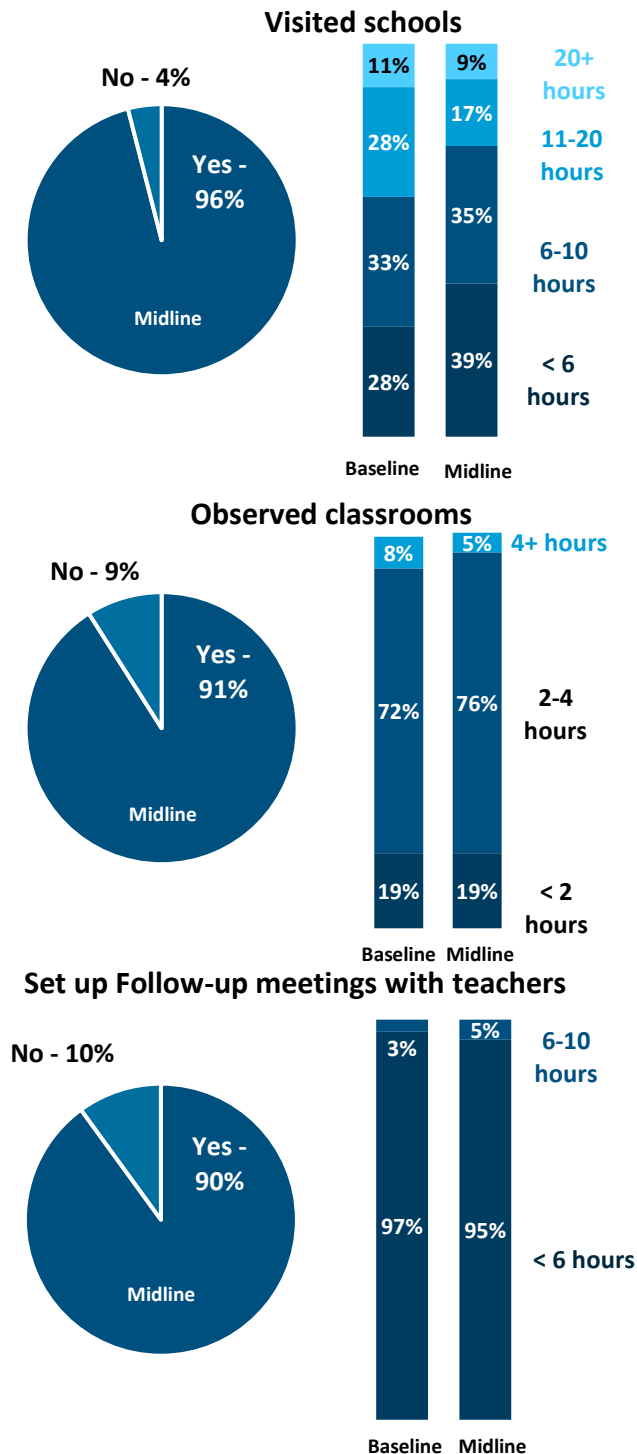
**Exhibit 32. Nutrition and Hygiene Training Topics**



Source: School district administrator survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 11$  at baseline and  $N = 13$  at midline (nutrition);  $N = 17$  at baseline and  $N = 15$  at midline (hygiene).

**School Administrators' School Visits.** Ninety-six percent of the school district administrators reported making school visits in the past year. As shown in Exhibit 33, most administrators (39%) at midline spent 6 hours or less on school visits each week, an 11-percentage point increase relative to baseline. In a typical visit, administrators most frequently (76%) reported that 2 to 4 hours were spent on classroom observations. Ninety percent of administrators reported setting follow-up meetings with teachers, and of those administrators, almost all reported spending fewer than 6 hours per week on follow-ups.

### Exhibit 33. Time Spent on Administrator Duties



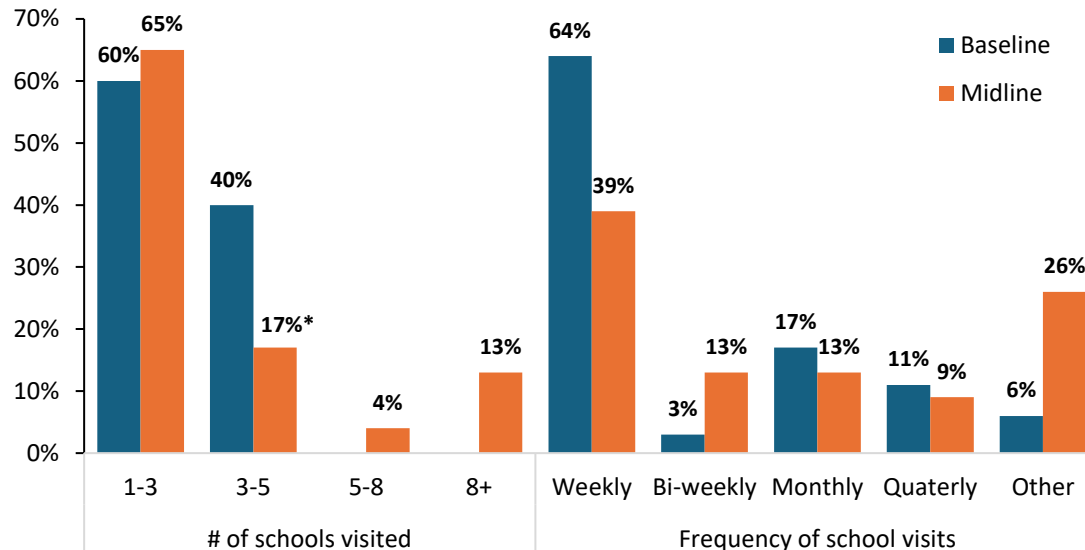
The most commonly cited reason for administrators to visit schools was to conduct classroom observations (74%), followed by meeting with school principals (65%), running administrative duties (61%), and meeting with teachers (52%).

Exhibit 34 shows the number and frequency of schools visited in a typical week. Most administrators (65%) reported visiting one to three schools in a typical week. At midline, 23 percentage points fewer administrators than at baseline reported visiting three to five schools ( $p < 0.10$ ), 13% reported visiting eight or more, and 4% reported visiting five to eight schools. In terms of frequency of school visits, more than a third of administrators (39%) reported visiting schools weekly at midline compared to almost two-third (64%) who reported weekly visits at baseline. Just over 25% of administrators reported visiting schools every two weeks or monthly, 9% reported quarterly, and 26% reported other frequencies.

Source: School district administrator survey; AIR calculations.

\* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ . N = 36 at baseline and 21 at midline

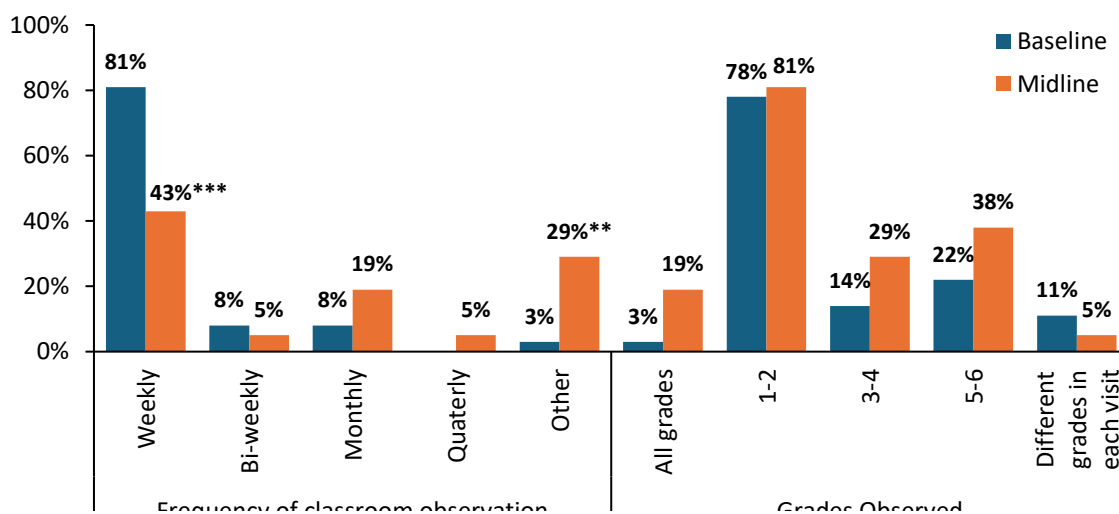
### Exhibit 34. Number and Frequency of Schools Visits



Source: School district administrator survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 35$  at baseline and  $N = 23$  at midline (number of schools visited).  $N = 36$  at baseline and  $N = 23$  at midline (frequency of school visits).

Exhibit 35 shows the frequency of classroom observations and the grades that were observed. At midline, 43% of administrators reported conducting classroom observations weekly, a significant drop from the percentage at baseline (81%,  $p < 0.01$ ). This is followed by 19% of administrators' conducting monthly classroom observations, 10% conducting every two weeks or quarterly, and 29% cited other frequencies. During these visits, administrators most commonly observed Grades 1 and 2 (81%), followed by Grades 5 and 6 (38%), and Grades 3 and 4 (29%); 19% observed all grades, and 5% observed different grades during each school visit.

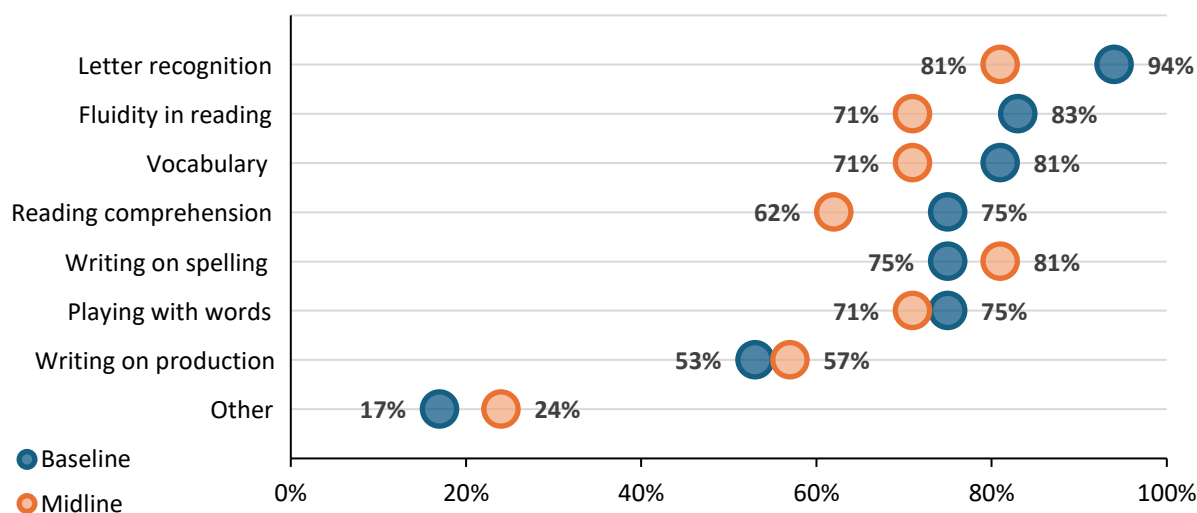
### Exhibit 35. Frequency of Classroom Observations and Grades Observed



Source: School district administrator survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 36$  at baseline and  $N = 21$  at midline.

Exhibit 36 shows the skills that administrators said they observed during classroom visits. The most common were letter recognition and writing on spelling (81% each). The least common was product writing (57%).<sup>6</sup>

**Exhibit 36. Techniques Observed by School District Administrators**

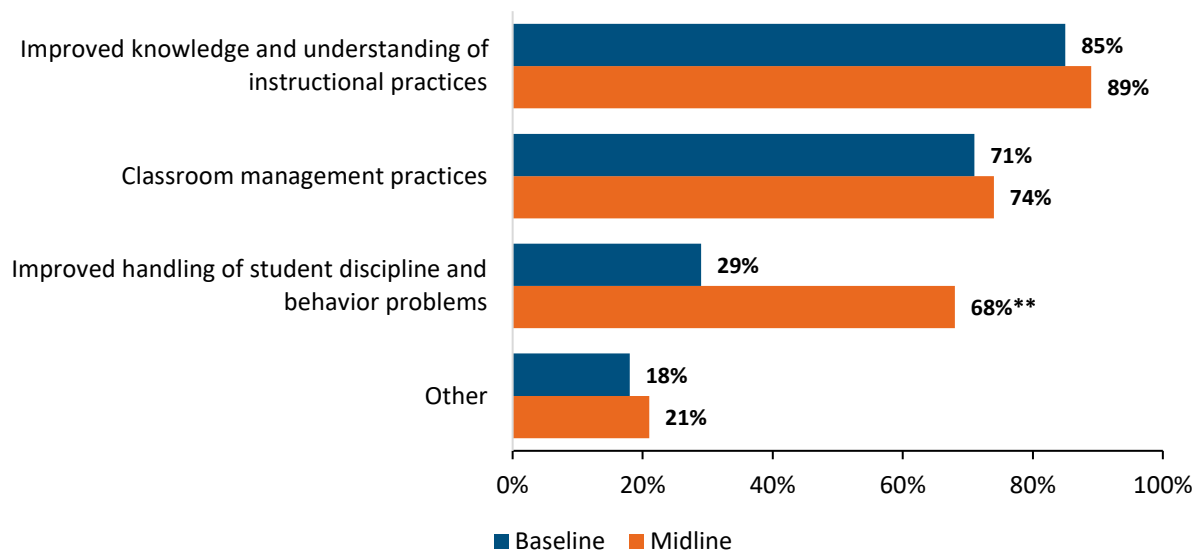


Source: School district administrator survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 36$  at baseline and  $N = 21$  at midline.

According to school district administrators, the most common areas of feedback given to teachers were the application of learned techniques in their lessons (84%) and teachers' knowledge and understanding of instructional practices (84%). Compared with baseline, administrators were more likely to provide feedback on a training plan to improve teaching (63% at midline,  $p < 0.05$ ) and handling of student discipline and behavior problems (63% at midline,  $p < 0.01$ ). The biggest challenge named by teachers, according to the administrators, was the lack of resources for using the techniques (61%). The next most commonly cited challenge was not knowing how to use techniques in class (44%). As shown in Exhibit 37 below, most administrators agreed that teachers had improved most in their knowledge and understanding of the instructional practices after having received feedback from administrators. At midline, administrators were more likely than they were at baseline to agree that teachers had improved their handling of student discipline (68% at midline,  $p < 0.05$ ), which aligned with an increase in feedback given in this area.

<sup>6</sup> Product writing teaches students to write with a specific type of text in mind (e.g., email, letter, reports).

### Exhibit 37. Areas of Teacher Improvement Based on Feedback From School District Administrators



Source: School district administrator survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 34$  at baseline and  $N = 19$  at midline.

#### 3.2.1.2. Intermediate Result 2: Attentiveness

Following the PMP definition of measuring attentiveness, the AIR team asked teachers to rate the relative degree of their students' attentiveness on a scale of 1 to 10, where 1 was not attentive at all. Exhibit 38 shows the student attentiveness scores by gender in each province. We found no statistically significant changes from baseline to midline. Attentiveness remained higher for girls (7.4 in a typical week) compared with boys (6.3 in a typical week). AIR also created an indicator that denoted an attentiveness score of 7 or above as a passing score. At midline, 76% of teachers said the girls in their classroom scored at least 7 of 10 on attentiveness compared to 48% of teachers who said boys scored at least a 7 of 10.

There were some large differences by province. Ninety percent of teachers in Namentenga said that their girls scored at least 7 of 10 on attentiveness compared with 66% of teachers in Ganzourgou. In Namentenga, 90% of teachers also said that their boys passed the attentiveness scale. The lowest rates for boys came from Oubritenga (40%) and Sanmatenga (40%).

### Exhibit 38. Student Attentiveness, as Reported by Teachers

Indicator	Baseline	Midline
<b>Girls</b>		
Attentiveness in a typical week <sup>a</sup>	7.4	7.4
Attentiveness in the last 2 weeks <sup>a</sup>	7.5	7.3
Attentiveness passing rate (7 out of 10) <sup>b</sup>	81%	76%
<b>Boys</b>		
Attentiveness in a typical week <sup>a</sup>	6.4	6.4
Attentiveness in the last 2 weeks <sup>a</sup>	6.5	6.3
Attentiveness passing rate (7 out of 10) <sup>b</sup>	50%	48%

Source: Teacher survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ . N = 43 in Bam, 82 in Namentenga, and 120 in Sanmatenga.<sup>a</sup> On a scale of 1 to 10.<sup>b</sup> The attentiveness passing rate used the teachers' rating of attentiveness in a typical week.

In the qualitative data, some respondents told researchers BB4's school feeding improved student attentiveness. Stakeholders from Sanmatenga, Namentenga, and USDA reported that, when students ate meals at school, they were more able to concentrate on their studies. According to a COGES member from Sanmatenga, *"When a child has enough to eat and is no longer hungry, he will now concentrate on working on his lessons."*

#### 3.2.1.3. Intermediate Result 3: Student Attendance

AIR 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 98 schools with available data was 93%, down from 96% at baseline ( $p < 0.10$ ). The attendance rate was highest in Bam (97%) and Oubritenga (97%) and lowest in Sanmatenga (78%).<sup>7</sup> Attendance rates were similar for girls and boys. Qualitative data showed that security concerns were higher in Sanmatenga and Namentenga compared with those in the other provinces. While these findings were not directly linked with attendance, this may have played a role in the geographical variation.

In qualitative data, teachers, PTAs, COGES members, province education directors, and MENAPLN representatives across provinces said BB4's school feeding intervention directly increased student attendance. Stakeholders said that, when students knew they would receive a meal at school, they were more motivated to attend and stay for the full school day instead of returning home for lunch and skipping afternoon classes.

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<sup>7</sup> We also compared this to CRS's monitoring data which showed an average attendance rate of over 98% in every province.



**“Thanks to the mentors, through different methods, girls are no longer absent because of menstruation. Regardless of the environment where a child sees her period, she knows how to behave now and it is no longer a problem.”**

**—COGES member, Sanmatenga**

Several respondents also told the researchers that BB4’s mentoring program increased girls’ attendance at school. Mentors, parents, and implementing partners said the girls mentoring program supported attendance by sensitizing parents on the value of girls’ education and providing girls with menstrual health support.

Many respondents said dropout challenges persisted in their localities, however, and differed for boys and girls. PTA and COGES members, teachers, mayors, and province education directors said many schools still faced student dropout challenges, with more boys dropping out than girls. Because of economic hardship and some parents’ belief that school would not help their children find jobs, boys frequently dropped out to work at gold-panning (mining) sites to support their families. Girls, on the other hand, usually dropped out because of forced marriage, unexpected pregnancy, and parents’ belief that girls’ education wasn’t important. Stakeholders said this wasn’t a significant problem, however, with most girls attending school regularly.

### ***Community Understanding of Benefits of Education***

In the qualitative analysis, most parents and community members interviewed understood the benefits of education. Mentors, teachers, and PTA and COGES members across provinces said parents in target areas knew the value of education and sent their children to school regularly, in part due to BB4’s sensitization sessions. According to a mentor from a school in Sanmatenga, *“I think that it is the various awareness-raising campaigns that have allowed the population to know the advantages of school for children.”* As mentioned above, however, some parents did not believe in the merit of education, and this contributed to student dropout.

Although most parents saw the value of education, few of them directly engaged in their children’s studies. Respondents told interviewers that, although parents understood the importance of education, few contacted teachers to discuss their children’s academic performance. A teacher from a school in Bam explained,

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*“Parents rarely get in touch with us to discuss their children’s performance, but it’s not zero because a few do it anyway, and these meetings are very beneficial because they allow teachers to give the necessary advice to parents so that they follow their children at home. We have 10% to 15% of parents who come to school.”*

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**Mentors.** In focus group discussions, mentors in Bam, Namentenga, and Sanmatenga reported receiving training from BB4, including the project’s vision for education in the community, the fact that academic success for girls was important for any community, techniques on how to be

a good mentor, ways to ensure that girls did not stay at home without going to school, and training specific to girls' menstrual hygiene and how to make sanitary napkins. Mentors interviewed shared that they found the training sessions to be helpful for mentoring and thought that the program helped increase the number of girls staying to complete primary school, through the CM2 (Grade 6) class. Some mentors in Bam shared their opinion that parents had more trust and respect for the mentors because parents knew the mentors had been trained by the BB4 program. In Namentenga, mentors said that girls would traditionally miss school to harvest millet but that, with awareness raising by mentors, the girls could help with harvesting but use bicycles to come to school and do more harvesting on the weekends. In Bam, mentors said that women from a neighboring village not participating in BB4 wanted to learn and that the BB4 mentors provided training so that the mentoring activity could be replicated in the neighboring village. Mentors appreciated the training and made suggestions for longer and more frequent trainings, having trainings at the start of the school year, including training on ways to approach parents reluctant to support girls' going to school. Mentors in Bam also requested more training for themselves, in addition to supporting girls, for example, having training for income-generating activities and trades such as soap making or weaving.

*Saving and Internal Lending Communities (SILC).* The BB4 project supported SILC groups formed under previous phases and facilitated new groups in the new intervention areas in Ganzourgou and Oubritenga. In focus group discussions, respondents among mentors, PTA, and COGES members in Bam, Sanmatenga, and Ganzourgou mentioned having SILC groups in place. Respondents in focus groups with mentors and PTAs in Namentenga and COGES in Oubritenga said that they were not part of SILC groups but would be interested in a group. Respondents participating in SILC groups described contributing to the group and then being able to access credit and pay the group back and getting profits at the end of the savings cycle. These respondents shared using funds to cover costs such as those for agricultural inputs at the start of a growing season, medical care, and school fees. Members shared challenges with SILC groups, including not having enough money from contributions to cover large credit requests. Respondents discussed the way some SILC groups provided support for schools. This included allowing members to borrow money to cover school fees for their children. In other cases, a SILC group provided a fence to a school to allow starting a school garden in Sanmatenga with the items grown there then used for meals at the school canteen. According to implementers, some women mentors in SILC groups used social funds to buy fabric to make sanitary napkins for girls in school. SILC groups also used funds to pay for kitchen utensils for canteens, as well as brooms and soap for cleaning

**“Our school wanted to do gardening but there was no fence, and the savings group saw that they had profits and decided to pay for the fence to help the students. The gardening we do at school is to prepare school meals.”**

schools. They also provided support for repairing toilets, doors, and kitchens in schools. Implementers said that the project was working on connecting SILC groups to microfinance institutions (MFI) to increase their capacity to finance their activities and provide access to more funds.

*Teacher Interaction with 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 midline, 92% of teachers reported meeting with at least one parent or PTA member during the school year. Of those teachers, 14% reported meeting with parents twice and 82% reported meeting with parents three or more times, an increase of 8 percentage points relative to baseline ( $p < 0.05$ ). Teachers in every province said that they were meeting with parents at about the same rate, with the exception of teachers in Namentenga, where just six of the 10 surveyed teachers said they had met with parents.

The most common reasons for meeting with parents were to discuss student performance (75%), student attendance (35%), and disciplinary issues (22%). Disciplinary issues were the only reason that changed significantly from baseline to midline (43% vs. 22%,  $p < 0.01$ ). We asked teachers if any of their students' parents had visited a class while they were teaching, and 86% said they had, a significant increase from 70% at baseline ( $p < 0.01$ ). Teachers agreed that the most common reasons to meet were performance (78%), attendance (43%), and disciplinary issues (40%). None of the reasons for meetings had changed significantly since baseline.

The survey also asked PTA members about the frequency of their meetings with teachers. On average, 92% of PTA members met with teachers during the year (Exhibit 39). Moreover, 97% of those who had met parents of students met at least twice in the past 12 months. Consistent with teachers' responses, the most common reason for PTA members to meet with teachers was to discuss student performance (75%). PTA members also reported frequently meeting with teachers about attendance (35%). Tardiness was the least cited reason (12%) reported by PTA members. Compared with baseline, PTA members were significantly less likely at midline (22%) to meet with teachers about disciplinary issues ( $p < 0.01$ ).

### Exhibit 39. PTA Meetings

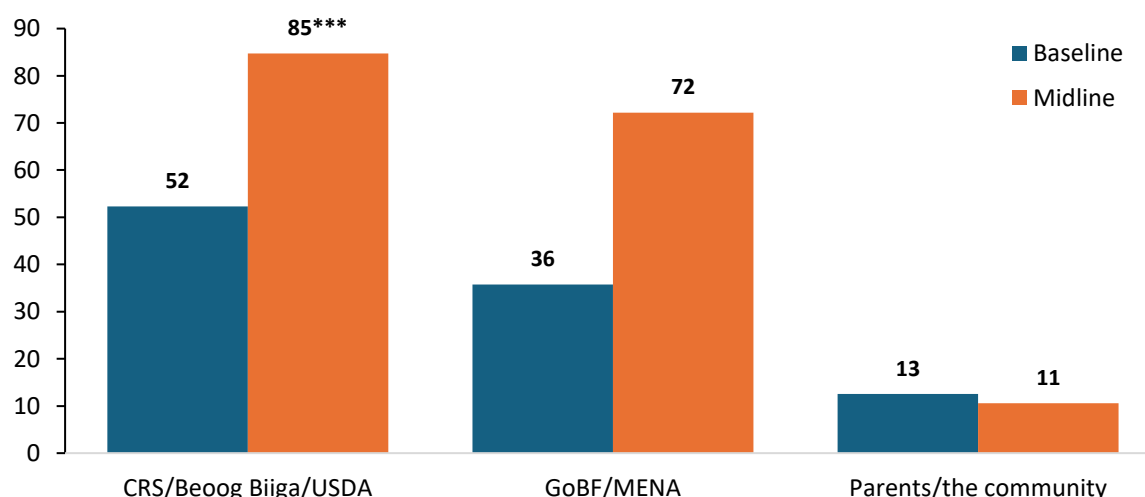
Indicator	Baseline	N	Midline	N
Teacher met individually with parents of students in the past 12 months.	90%	244	92%	187
Teacher met with parents of students three or more times in the past 12 months. <sup>a</sup>	74%	219	82%**	171
PTA member met individually with a teacher over the past 12 months.	94%	127	92%	116

Source: Teacher survey and PTA survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N$  refers to the total number of observations. <sup>a</sup>This question was asked only of those who reported attending at least one meeting.

**Understanding of School Canteen Operations.** The surveyed PTA members confirmed that their school had a canteen. When asked about their canteen’s status, 97% reported that the school canteen was functional, with no substantial differences among provinces—a significant increase from baseline (91%,  $p < 0.05$ ). On average, the canteen was functional for 8.0 months in the current academic year, a statistical increase of 1.3 relative to baseline ( $p < 0.01$ ). At baseline, getting insufficient donations was the most common reason (49%) PTA members cited for the canteens’ not being functional for the entire year. At midline, however, this was one of the least cited reasons (16%,  $p < 0.01$ ). The most common reason at midline, aside from “other” (37%), was delays in receiving commodities (29%).

PTA members also monitor the in-kind donations that canteens receive, which come from the government, community, NGOs, and other sources. Their reporting indicated that canteens received an average of 85 50-kilogram bags from the BB program, compared with 72 bags from GoBF/MENAPLN and 11 bags from parents/the community (Exhibit 40). At midline, canteens were statistically more likely than at baseline to receive donations from the BB program ( $p < 0.01$ ).

**Exhibit 40. Number of 50 kg Bags of Food Donated, by Source**



Source: PTA survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 56$  at baseline and  $N = 68$  at midline (CRS);  $N = 76$  at baseline and  $N = 78$  at midline (GoBF/MENAPLN);  $N = 94$  at baseline and  $N = 93$  at midline (parents/community).

The qualitative data confirmed the quantitative findings that all target schools had operational canteens. Respondents mentioned some key challenges regarding canteen operations, however. Mayors, PTA members, teachers, and project implementers said that many canteens didn’t have enough food to prepare meals throughout the school year. Many stakeholders said

the government did not provide enough food to schools to cover meals for a 3-month period, as intended. Respondents also said that parents (and community members) could not supply enough food to the canteen because of poor harvests and lack of income. During the months when canteens were endogenous (functioning with community member commodity contributions), it was challenging for many schools to keep canteen operations fully running.

Some schools required kitchen infrastructure updates and more kitchen equipment to support school feeding. PTA members from schools in Sanmatenga, Ganzourgou, and Bam said they needed more kitchen equipment, including utensils, pots, and dishes to serve meals to all students. PTA members also told researchers that their schools needed better kitchen infrastructure. A PTA member from a school in Ganzourgou reported, *“Our kitchen was built a long time ago and our kitchen is in a state of disrepair. If CRS can repair the kitchen for us, it would be a good thing for us.”*

#### **3.2.1.4. Strategic Objective 1: Reading Proficiency**

As described in [Section 2.4.1](#), the AIR 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 AIR and the MENAPLN held in June 2019, before the BB3 baseline evaluation. Exhibit 7 in [Section 2.4](#) describes the reading skills associated with each level. Level C, which corresponds to understanding complex sounds is associated with being able to read at the Grade 2 level. This is the measure we use for McGovern-Dole Indicator 1.

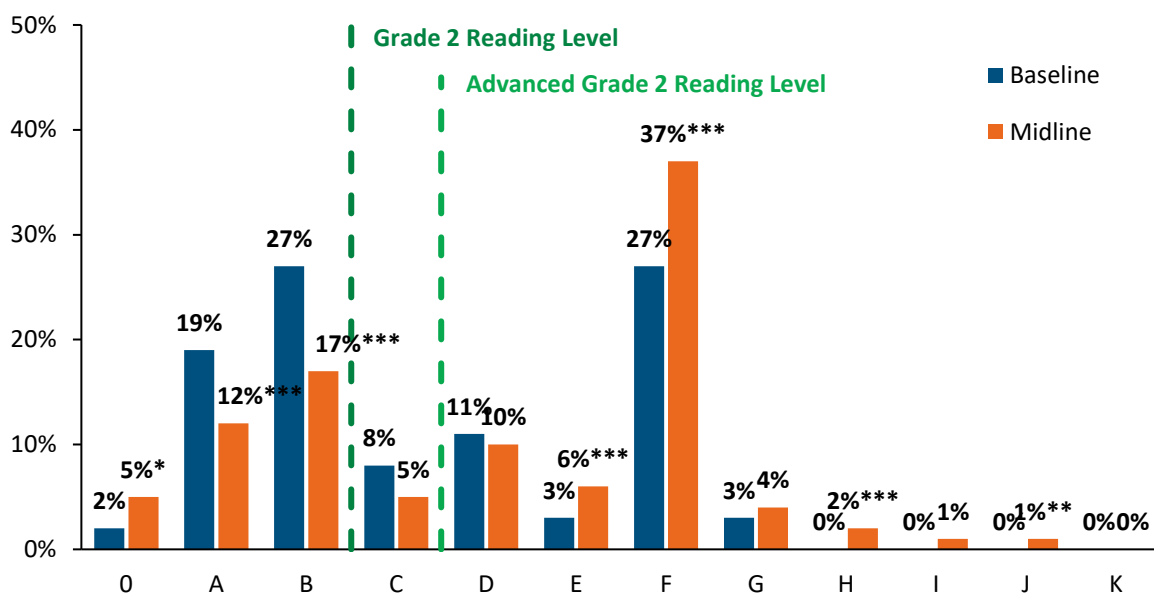
Exhibit 41 shows the distribution of the ASER literacy assessment results for Grade 2 students at baseline and midline. The purple dashed vertical line represents the minimum acceptable threshold for Grade 2 students, Level C. At midline, 66% of students could read at least at Level C, compared with 52% at baseline ( $p < 0.01$ ) and 60% could read at level D compared with 44% at baseline ( $p < 0.01$ ). Among the provinces, students’ ability to read at Level C ranged from 60% in Sanmatenga to 75% in Bam (see Exhibit F1 in Annex F).

As Exhibit 42 shows, reading improved for both genders; however, as at baseline, there was a gender gap. Girls (71%) were more likely to read at Level C than were boys (60%,  $p < 0.01$ ) and at Level D (66% vs. 55%,  $p < 0.01$ ). One possibility for the gender gap is the higher level of reported attentiveness among girls (see [Section 3.2.1.2](#)).

According to teachers, CCEBs, province education directors, and mayors interviewed, BB4 activities improved student reading proficiency. Teachers, CCEBs, province education directors, and mayors across all provinces said BB4’s literacy instruction activities and trainings enabled

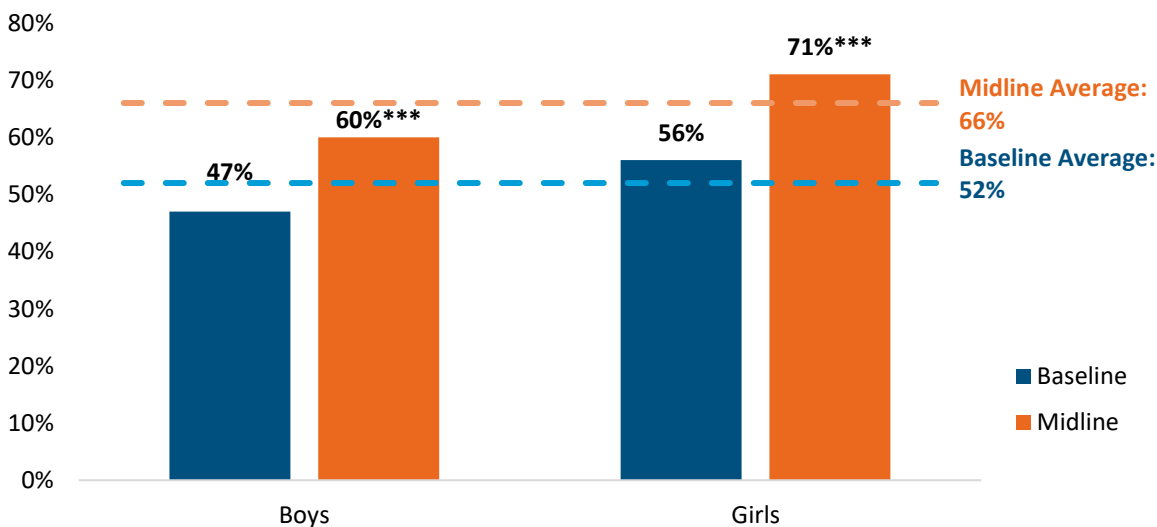
teachers to use new approaches in the classroom, which improved student reading outcomes at target schools. Through the increased use of group work, the TaRL approach, and other USDA literacy instruction techniques and practices, stakeholders said that they saw a clear improvement in student reading capabilities.

#### Exhibit 41. Reading Proficiency at Second-Grade Level



Source: Student survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. N = 1,220 at baseline and 1,130 at midline. Standard errors are clustered at the school level.

#### Exhibit 42. Reading Proficiency at Second-Grade Level, by Gender



Source: Student survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. Baseline N = 618 for boys and 602 for girls. Midline N = 546 for boys and 584 for girls. This graph indicates reading levels at Level C.

**Crossover Results.** We used data on measures of teachers' ability (e.g., experience and highest education attained) to analyze whether student reading outcomes varied by teachers' experience and education. Perhaps those teachers with more experience and higher education were better able to teach students. At midline, we found that students in female teachers' classes (76%) were significantly more likely to be reading at the second-grade level than students in male teachers' classes (63%,  $p < 0.05$ ). This was true for both boy and girl students in the class. We also found that teachers with a high level of experience—at least 5 years—had a significantly higher grade-level literacy rate in their classes (75% vs. 61%,  $p < 0.10$ ). We did not find any significant differences in student reading scores by teacher education.

**Influence of Preschools.** We also looked at students who reported attending a *bissongo* (preschool). At midline, 12% of students reported having attended a *bissongo*, a statistically insignificant drop from 15% at baseline. Disaggregating the results shows some geographical variation: In Oubritenga, just 5% of students reported having attended a *bissongo* compared with 20% in Namentenga. Although at baseline we found that students who attended a *bissongo* were more likely to read at grade-level, there was no such difference at midline. Students in Namentenga were more likely to read at grade level if they had attended a *bissongo* (77% vs. 62%,  $p < 0.10$ ), but that did not hold true in any other province. There were no differences when disaggregating by gender.

**Influence of Mentors.** We also looked at student reading proficiency and the influence of a mentor. As at baseline, we found no difference in the likelihood of a student's passing the assessment at the B, C, or D Levels according to whether they reported having a mentor. However, this result should be interpreted with caution, as the sample is small because the mentorship question was only asked of girls and just 12% of them reported having a mentor.

### **3.2.2. Strategic Objective 2—Increased Use of Health and Dietary Practices**

AIR examined the data to measure desired student, teacher, and school outcomes at midline in five intermediate result areas related to health and dietary practices:

- knowledge of health and hygiene practices
- knowledge of safe food preparation and storage practices
- knowledge of nutrition
- access to preventative health interventions
- access to requisite food preparation and storage tools and equipment

Exhibit 43 provides a summary of the key performance indicators on SO2 with more details on the measurement and findings in each of the subsections. Overall the table indicates that there



are concerns about the nutrition, health and hygiene practices of the students, which have decreased considerably since baseline. For both indicators on nutrition and dietary practices and health and hygiene practices the lowest scores are found among the schools in the two new zones suggesting that these may still have to catch-up in terms of implementation and performance. However, there are negative changes in the original zones as well, which may be explained due to restraints in the access to food and water in the region. While the vast majority of cooks and storekeepers demonstrate the use of at least one new safe preparation or storage technique the passing scores for safe food preparation and safe food storage remain low. These indices on preparation and storage have been continuously low for various iterations of the BB programme.

#### Exhibit 43. Key BB4 Performance Indicators on Strategic Objective 2

Key indicator	Indicator number	Data source	Baseline (CI)	Midline (CI)	Original Zone (CI)	New Zone (CI)
<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 nutrition and dietary practice	CRS Custom Indicator #18	Student survey	Overall: 36% (33%–38%)	Overall: 2% (1%–3%)	Overall: 4% (3%–6%)	Overall: 1% (0%–2%)
			Boys: 35% (31%–38%)	Boys: 1% (1%–3%)	Boys: 3% (1%–6%)	Boys: 0% (0%–2%)
			Girls: 36% (33%–40%)	Girls: 3% (2%–4%)	Girls: 5% (3%–9%)	Girls: 1% (0%–3%)
Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices	CRS Custom Indicator #17	Student survey	Overall: 66% (63%–68%)	Overall: 26% (23%–28%)	Overall: 36% (32%–40%)	Overall: 19% (16%–22%)
			Boys: 59% (55%–63%)	Boys: 22% (18%–25%)	Boys: 33% (27%–39%)	Boys: 14% (11%–18%)
			Girls: 73% (69%–76%)	Girls: 29% (26%–33%)	Girls: 39% (33%–45%)	Girls: 23% (19%–28%)
Number of individuals (cooks) who demonstrate use of at least one new safe food <i>preparation</i> practice as a result of USDA assistance	McGovern -Dole Standard Indicator #20	Food handlers survey	72 N=72 (95%–100%)	46 N=46 (92%–100%)	19 N=19 (82%–100%)	27 N=27 (87%–100%)
Number of individuals (storekeepers) who demonstrate use of at least one new safe food storage practice as a result of USDA assistance	McGovern -Dole Standard Indicator #20	Food handlers survey	73 N=74 (93%–100%)	39 N=39 (91%–100%)	19 N=19 (82%–100%)	20 N=20 (83%–100%)
Number of school cooks at target schools who achieve a passing score (demonstrate use of 8 of 10	McGovern -Dole Standard	Food handlers survey	5 N=72 (2%–15%)	1 N=46 (0%–11%)	1 N=19 (0%–7%)	0 N=27 (0%–13%)



Key indicator	Indicator number	Data source	Baseline (CI)	Midline (CI)	Original Zone (CI)	New Zone (CI)
practices) on a test of safe food preparation	Indicator 20		Male: 0 Female: 5	Male: 0 Female: 1	(0%–26%) Male: 0 Female: 1	(0%–13%) Male: 0 Female: 0
Number of storekeepers at target schools who achieve a passing score (demonstrates 7 of 9 practices) on a test of safe food storage	CRS Custom Indicators #19	Food handlers survey	21 N=74 (19%–40%) Male: 12 Female: 9	11 N=39 (15%–45%) Male: 4 Female: 7	6 N=19 (13%–57%) Male: 2 Female: 4	5 N=20 (9%–49%) Male: 2 Female: 3
Percentage of school cooks who demonstrate use of all sanitary practices or provide a diverse diet (defined as 8 of 15 foods), or wash their hands during 6 or more critical moments.	McGovern-Dole Standard Indicator 19	Food handlers survey	53% (41%–65%)	24% (13%–39%)	37% (16%–62%)	15% (4%–34%)
Percent of participants of GASPA (Infant and Young Child Feeding Practices Learning and Support Groups) who practice promoted infant and young child feeding behaviors <sup>8</sup>	CRS Custom indicator # 5	Mothers survey	Overall: 32% (26%–39%)	Overall: 32% (23%–42%)	Overall: 24% (13%–40%)	Overall: 37% (25%–51%)
			0–6 months: 68% (55%–80%)	0–6 months: 65% (47%–80%)	0–6 months: 33% (4%–78%)	0–6 months: 71% (52%–86%)
			7–18 months: 23% (16%–31%)	7–18 months: 9% (2%–21%)	7–18 months: 18% (5%–40%)	7–18 months: 0% (0%–15%)
			19–24 months: 15% (7%–28%)	19–24 months: 23% (8%–45%)	19–24 months: 29% (10%–56%)	19–24 months: 0% (0%–52%)

Note: confidence interval (CI) is provided in parentheses. Original vs New Zone comparisons are midline values.

### 3.2.2.1. Intermediate Result 1: Knowledge of Health and Hygiene Practices

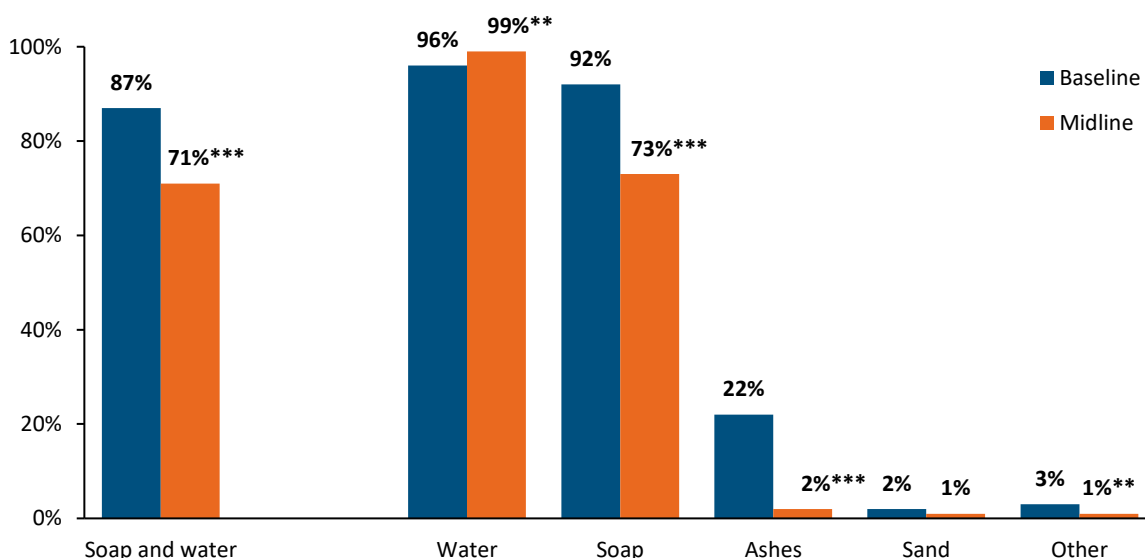
***Student Knowledge of Health and Hygiene Practices.*** To measure students' knowledge and practice of hygiene, we first asked them if they had washed their hands on the day before the survey, and if so, with what handwashing materials. Then, we asked students to identify any key moments when handwashing should occur (e.g., before eating, after eating, before touching food or sharing food, having dirty hands or touching something dirty, after using the

<sup>8</sup> To see more information on the breakouts for this indicator, see Exhibit F2 and Exhibit F3 in Annex F. Additional Tables and Exhibits.

latrine) without citing examples. We also asked them to describe instances when they washed their hands the day before the survey.

As at baseline, 99% of students reported washing their hands the previous day. Exhibit 44 shows what students used to wash. There was a decrease from baseline (87%) to midline (71%) in students' using soap and water ( $p < 0.01$ ). More students said they were using just water (99% vs. 96%,  $p < 0.01$ ) and fewer students were using soap (73% vs. 92%,  $p < 0.01$ ). There were also fewer students using ash to wash at midline (2%) than at baseline (22%) ( $p < 0.01$ ). At midline, girls were significantly more likely to use soap and water (75% vs. 67%,  $p < 0.01$ ) than at baseline. Questions about hygiene practices are susceptible to social desirability bias and could be skewed for that reason.

#### Exhibit 44. Student Hygiene Practices



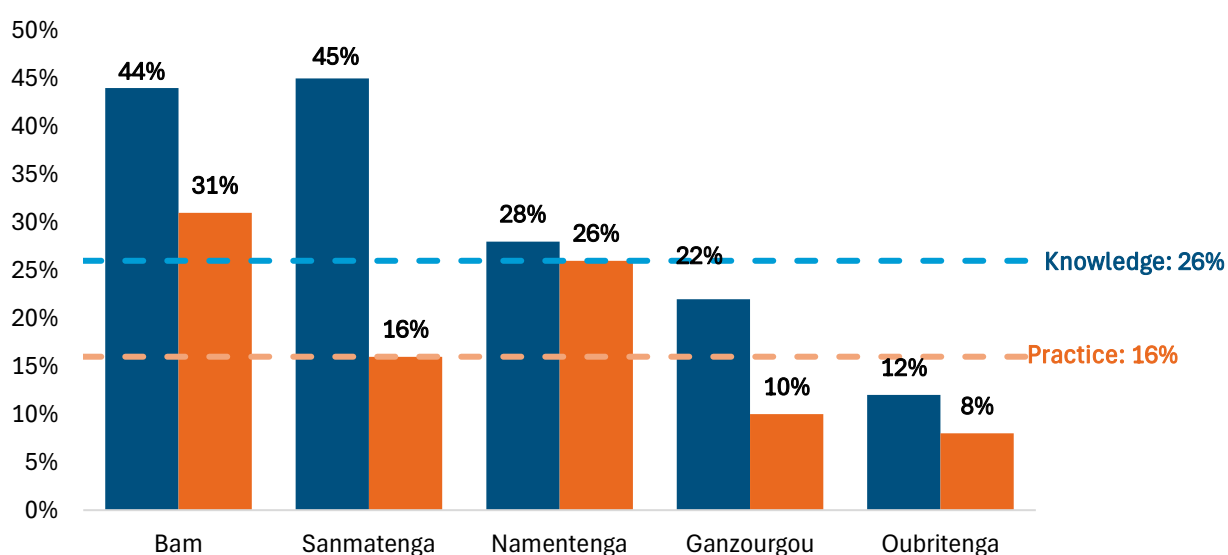
Source: Student survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Baseline  $N = 1,309$  for soap and water and 1,298 for individual materials. Midline  $Ns = 1,256$  for soap and water and 1,244 for individual materials. Standard errors are clustered at the school level.

Additionally, AIR established a threshold for handwashing knowledge as an ability to identify at least three of six key handwashing moments. 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 45 shows student handwashing knowledge and practice using these thresholds.

There was a large decrease in handwashing knowledge and practice at midline. Just 26% of students could name at least four situations in which handwashing was important, compared with 66% at baseline ( $p < 0.01$ ). Similarly, only 16% of students reported washing their hands at

four or more critical moments compared with 46% at baseline ( $p < 0.01$ ). Handwashing knowledge and practice varied widely among provinces but was still below the baseline average in each province. Handwashing knowledge (36% vs 19%,  $p < 0.01$ ) and practice (26% vs 9%,  $p < 0.01$ ) were significantly higher in the old BB4 schools compared to the new ones. As shown in Exhibit 45, Oubritenga had the lowest handwashing knowledge among provinces, at 12%, whereas Sanmatenga had the highest, at 45%. Oubritenga also had the lowest handwashing practice, at 8%, whereas students in Bam had the highest, at 31%). The weaker results in the new BB4 provinces may be explained by delayed training of teachers on health, hygiene, and nutrition in those areas. There were also gender differences for handwashing knowledge and practices at midline with 29% of girls showing sufficient knowledge compared to 22% of boys ( $p < 0.01$ ) and 18% of girls reporting good handwashing practice compared to 14% of boys ( $p < 0.10$ ).

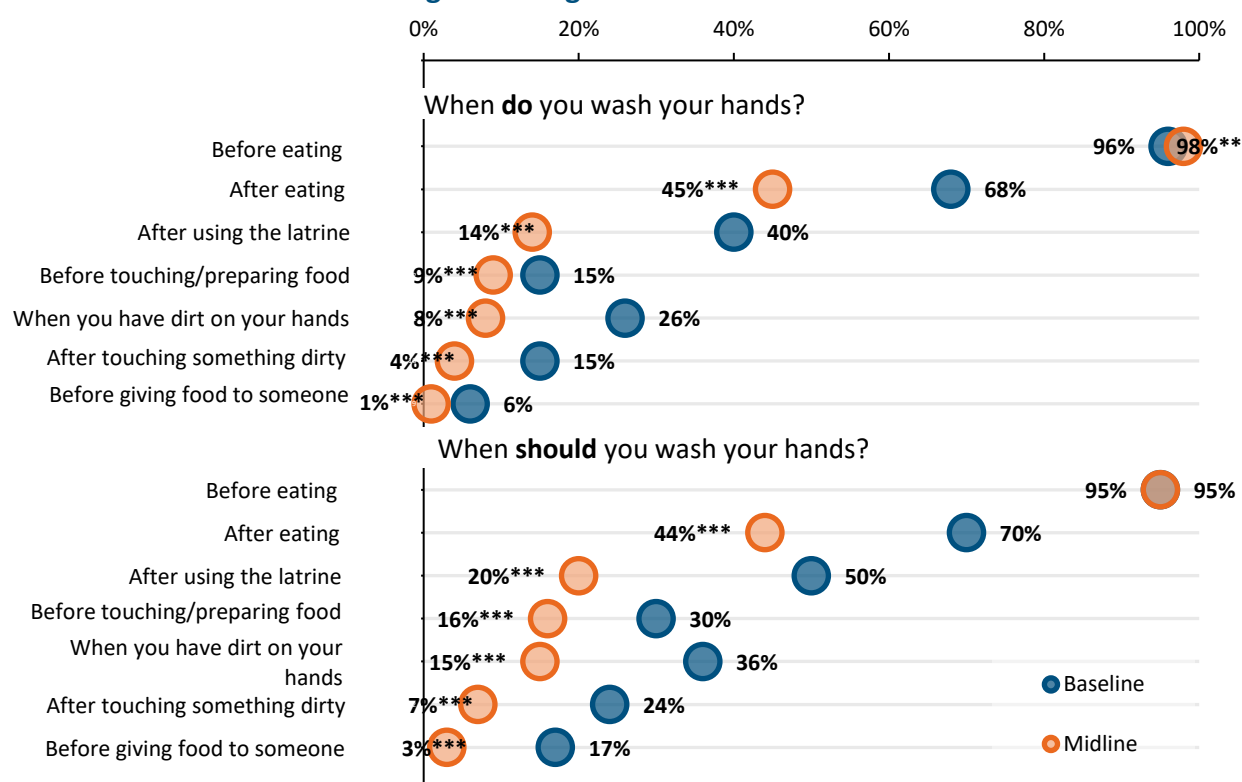
**Exhibit 45. Student Handwashing Knowledge and Practice, by Province**



Source: Student survey; AIR calculations. Knowledge Ns = 151 in Bam, 83 in Sanmatenga, 258 in Namentenga, 533 in Ganzourgou, and 231 in Oubritenga. Practice Ns = 151 in Bam, 82 in Sanmatenga, 256 in Namentenga, 526 in Ganzourgou, and 229 in Oubritenga.

These decreases do not seem to be driven by any single handwashing opportunity (Exhibit 46). While most students still knew to wash their hands before eating, there were large and significant drops for every other scenario.

## Exhibit 46. Student Handwashing Knowledge and Practice Details



Source: Student survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Baseline  $N = 1,309$  for knowledge and 1,298 for practice. Midline  $N = 1,256$  for knowledge and 1,244 for practice.

**Hygiene Topics in the Classroom.** A possible explanation for the decrease in hygiene practice at midline from qualitative data is the fact that some COGES members and teachers reported having few *functional* handwashing devices in their schools. Respondents from Ganzourgou and Bam told researchers that, over time and with regular use, many of their schools' handwashing devices had broken and had not been repaired. One teacher from Bam said it was difficult to repair broken handwashing devices with limited PTA funds: *"With children, no matter how much maintenance they have, there will always be damage. I think it's really costly, with the meager funds of the PTA, it's complicated."* Some stakeholders from Sanmatenga also said they had limited access to water, which made it difficult to support school hygiene.

### 'Mothers' Knowledge of Antenatal Care, Delivery, and Postnatal Care

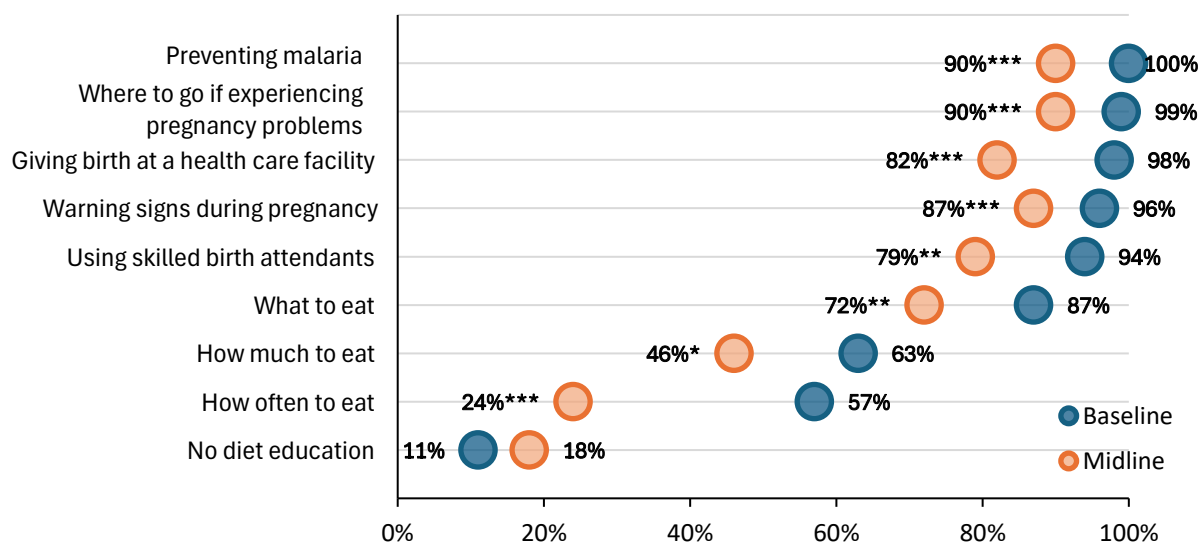
**Antenatal Care.** To measure the extent to which mothers in participant communities were following healthy practices related to pregnancy, the survey asked pregnant women and mothers about the education they had received formally (e.g., training, certificate programs) or

informally (e.g., from community members, relatives) on reproductive, maternal, and neonatal health.<sup>9</sup>

Overall, more than 75% of surveyed women reported that they had received formal or informal education on family planning in addition 98% of women received some form of education on antenatal care. On average, the most common education topics included preventing malaria (90%) and where to go for pregnancy problems (90%), followed by warning signs during pregnancy (87%), giving birth at a health care facility (82%), and using a skilled birth attendant (79%). While education rates on best practices were relatively high at midline, each showed a statistically significant decline from baseline (see Exhibit 47). However, when limiting analysis to the provinces included at baseline (Bam and Sanmatenga), none of the outcomes for pregnancy best practices were statistically significant.

More than three quarters of respondents (78%) said they had received some instruction on their diet during pregnancy. Although 72% of those said they had received some instruction on what types of foods they should consume, far fewer received education on the amount of food they should eat per meal (46%) and the frequency of meals (24%); 18% of respondents stated that they had not received any instruction on diet during pregnancy, and 3% did not respond or refused to answer the question. Removing Ganzourgou from the analysis, diet education on what to eat (73%) and how often to eat (7%) show a statistically significant decline relative to baseline ( $p < 0.10$  and  $p < 0.01$ , respectively). Disaggregated by mother type, 78% of mothers with children 0 to 6 months old, 77% of mothers with children 7 to 24 months old, and 81% of pregnant women received some type of diet education (see Exhibit 48).

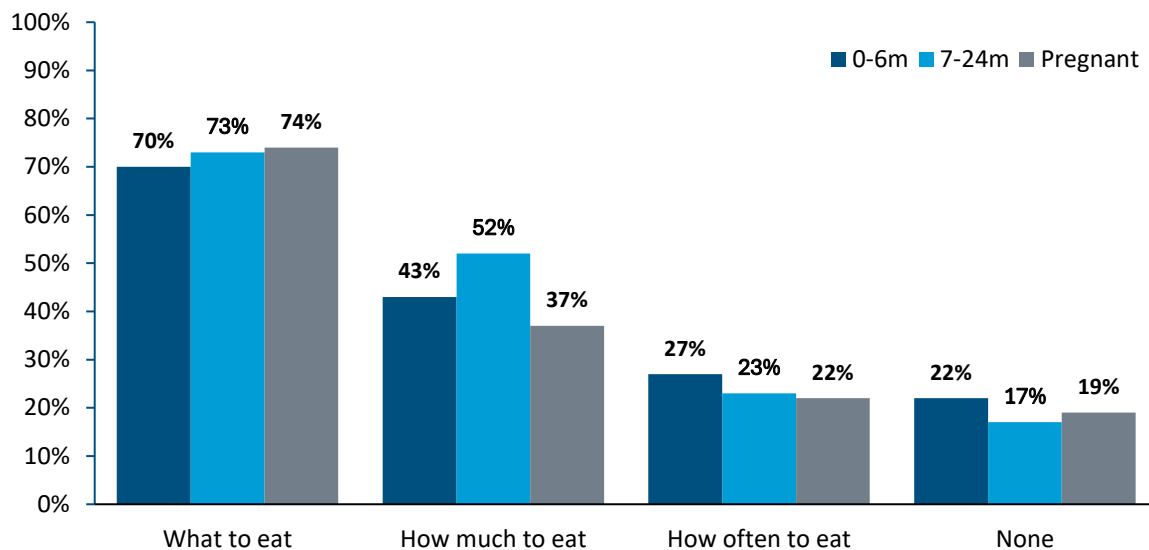
**Exhibit 47. Best Practices Covered in Formal or Informal Pregnancy Education**



<sup>9</sup> For more information on these practices, see Exhibits F2 and F3 in Annex F. Additional Tables and Exhibits.

Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 253$  at baseline and  $N = 130$  at midline.

#### Exhibit 48. Mothers Who Received Education on Diet During Pregnancy, by Status



Source: Mother survey; AIR calculations.  $N = 130$  at midline.

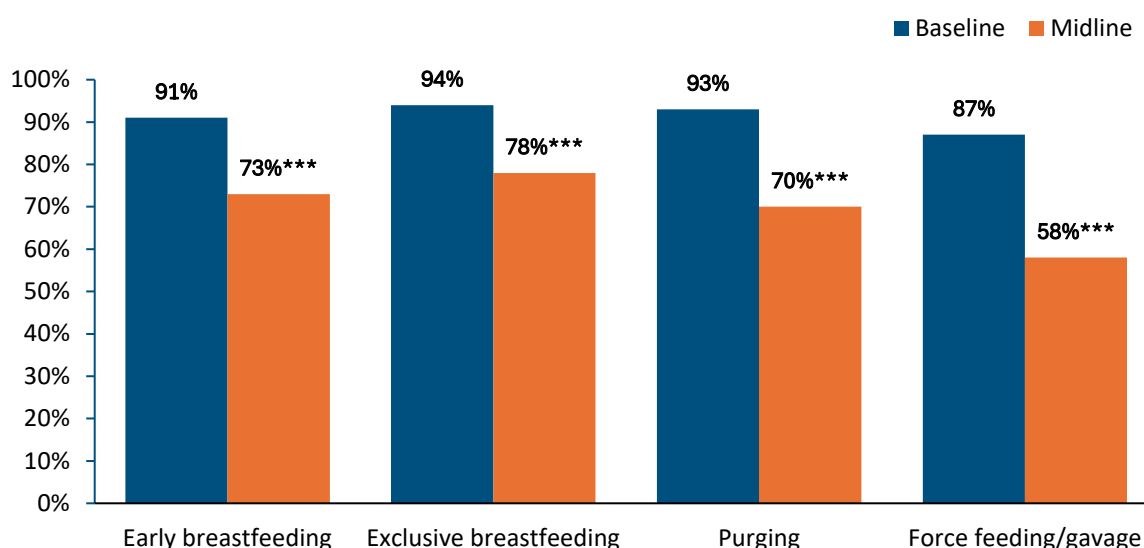
The survey also asked respondents if they had ever received any formal or informal education on the advantages and disadvantages of family planning; 72% reported that they had, a 23 percentage point decline from baseline ( $p < 0.01$ ). Of those who had received education, the vast majority (87%) had learned about family planning from a doctor, nurse, or midwife; few had learned from community health workers (1%) and radio or media (1%). By status, 86% of mothers with children 7 to 24 months old had received education on family planning, followed by 65% of mothers with children 0 to 6 months, and 44% of pregnant women (Exhibit 48).

**Postnatal Care.** In addition to education on antenatal care, most surveyed women reported that they had received education on postnatal checkups (82%). By mother type, 92% of mothers with children 7 to 24 months old had received this education, followed by 74% of pregnant women and 68% of mothers with children 0 to 6 months old (Exhibit 49).

We also asked mothers of children under 24 months of age about their exposure to information about feeding practices for newborns. Compared with baseline, mothers were significantly less likely to receive training in each of the postnatal care topics. At midline, mothers were most likely to receive training in exclusive breastfeeding (78%) and least likely to receive training in avoiding force feeding (58%). On average, 45% of mothers reported exclusively breastfeeding for at least 6 months, a 29-percentage point decline from baseline ( $p < 0.01$ ). For mothers with children 6 months or younger, 97% reported that they had exclusively breastfed their child the previous day. When limiting analysis to Bam and Sanmatenga, the outcomes show a similar statistically

significant decline from baseline for sensitization on early breastfeeding (67%,  $p < 0.01$ ), exclusive breastfeeding (77%,  $p < 0.10$ ), purging (64%,  $p < 0.01$ ), and force feeding (56%,  $p < 0.01$ ).

#### Exhibit 49. Sensitization on Postnatal Care Topics



Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . N = 232 at baseline and N = 102 at midline.

In qualitative data, mothers interviewed in infant and young child feeding (IYCF) learning and support groups understood the appropriate feeding practices for children under 24 months. Although the quantitative survey indicated that mothers received less training on postnatal care topics and were less likely to exclusively breastfeed for the first 6 months of a child's life, qualitative data suggested mothers in the IYCF groups applied the received knowledge and practiced breastfeeding for the first 6 months, continued breastfeeding during the first year, introduced solid foods at the child's 6-month mark, and knew the types of solid foods to introduce to increase dietary diversity, such as enriched porridge and soup. Note that the qualitative researchers only interviewed two groups of mothers in Bam, however, whereas the quantitative team surveyed 130 mothers in Bam and Ganzourgou.

#### 3.2.2.2. Intermediate Result 2: Knowledge of Safe Food Preparation and Storage Practices

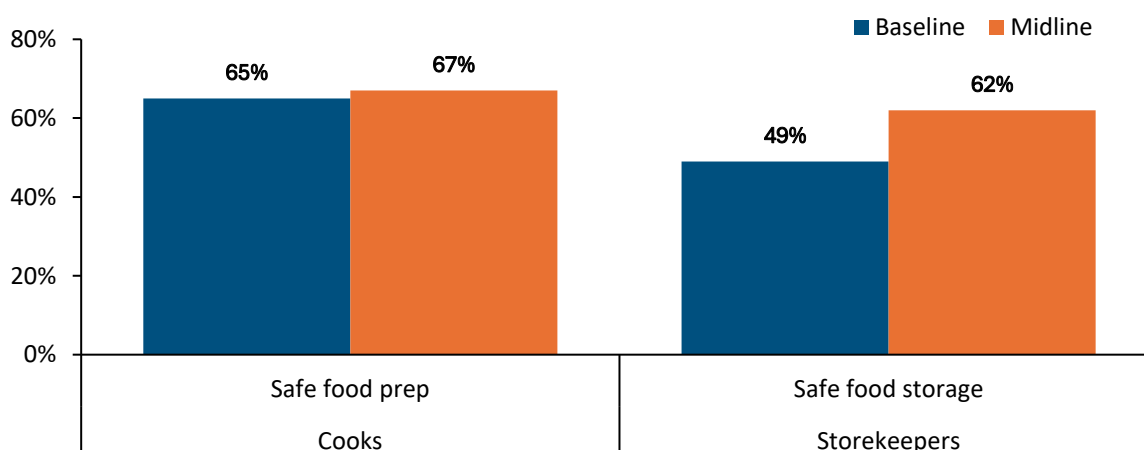
The survey asked cooks and storekeepers whether they had received any training in safe food storage and preparation and, if so, what topic areas were covered and whether the training had occurred during previous BB phases.

At midline, 62% of storekeepers reported that they had received formal training in safe food storage, and 67% of cooks reported that they had received formal training in safe food preparation (Exhibit 50). When we exclude the new provinces added at midline from the

analysis, 33% of storekeepers reported having received training within the past 12 months. There was a significant decline in the percentage of cooks who reported having received training at midline (32%,  $p < 0.01$ ) compared with baseline (65%).<sup>10</sup> There were some considerable differences by province: 94% of cooks in Ganzourgou had received formal training in food preparation, followed by Oubritenga (80%), Bam (33%), and Sanmatenga (33%). Storekeepers exhibited the highest rate of formal training in food storage in Ganzourgou (100%), followed by Oubritenga (71%), Namentenga (50%), Sanmatenga (29%), and Bam (25%). Cooks reported highest rate in formal food preparation in Ganzourgou (94%), as well, followed by Oubritenga (80%), Sanmatenga (38%), Bam (33%), and Namentenga (0%)

Among those who had received formal training, 96% of storekeepers and 80% of cooks received this training from CRS and the BB4 program, whereas 7% of cooks received this training from other nongovernmental organizations (NGOs). Moreover, all cooks (100%) and most storekeepers (96%) found their training useful.

#### Exhibit 50. Food Handler Formal Training in the Past 12 Months



Source: Cook and Storekeeper survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 72$  at baseline and  $N = 45$  at midline (cooks);  $N = 74$  at baseline and  $N = 39$  at midline (storekeepers).

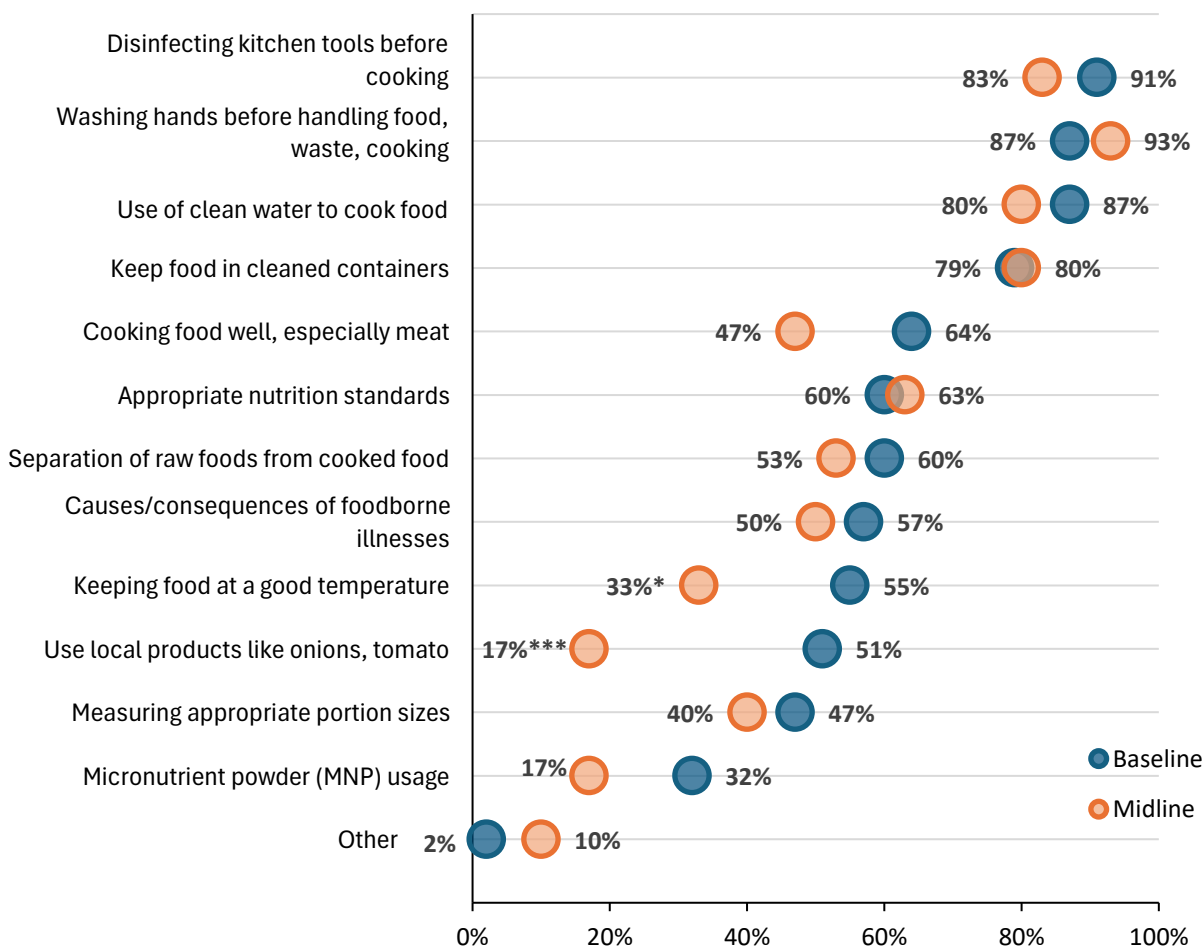
Cooks who had received any formal training on safe food preparation reported learning a variety of topics. As Exhibit 51 shows, among all surveyed cooks, the top three training topics covered were cleaning, washing, and disinfecting kitchen supplies and utensils before cooking (83%); washing hands before handling food, waste, and cooking (93%); and using clean water to cook food (80%). The least covered training topics were micronutrient powder use (17%), use of local food products (17%), and keeping food at a good temperature (33%). When excluding

<sup>10</sup>  $N = 21$  at midline (storekeepers) and  $N = 19$  at midline (cooks) after excluding Ganzourgou and Oubritenga from the analysis.



Ganzourgou and Oubritenga from the analysis, 100% ( $p < 0.05$ ) of cooks reported having received training in washing hands before handling food, waste, and cooking. However, only 50% ( $p < 0.10$ ) reported having been trained in disinfecting kitchen tools before cooking, 17% ( $p < 0.05$ ) in cooking food well, 17% ( $p < 0.05$ ) in keeping food at a good temperature, and 0% ( $p < 0.01$ ) were trained in the use of local products. These outcomes should be interpreted with caution because of the low sample size.

## Exhibit 51. Training Topics Covered—Safe Food Preparation

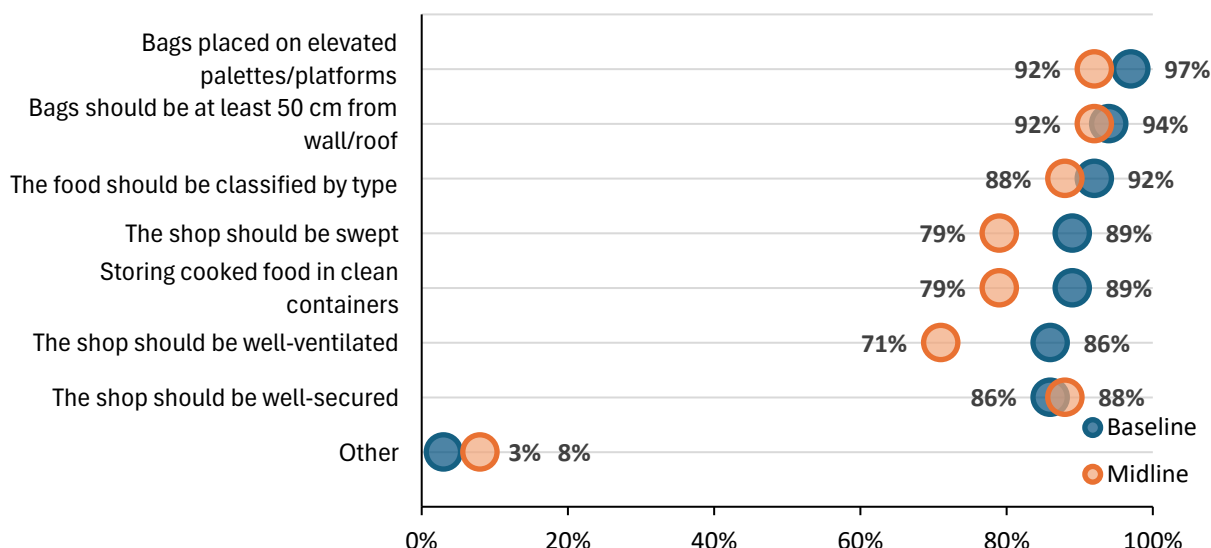


Source: Cook survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 47$  at baseline and  $N = 30$  at midline. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

Exhibit 52 shows the most common topics covered in safe food storage training according to storekeepers who received this training. Most frequently, 92% of storekeepers reported learning to place bags on elevated palettes or platforms, while less prevalently, 71% of storekeepers said the storeroom should be well ventilated. When excluding the new midline provinces from the analysis, 43% ( $p < 0.05$ ) of storekeepers reported having been trained in

keeping the shop well secured, a 43-percentage point decline from baseline (86%). Again, this result should be interpreted carefully because of the low sample size.

## Exhibit 52. Training Topics Covered—Safe Food Storage



Source: Storekeeper survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 36$  at baseline and  $N = 24$  at midline.

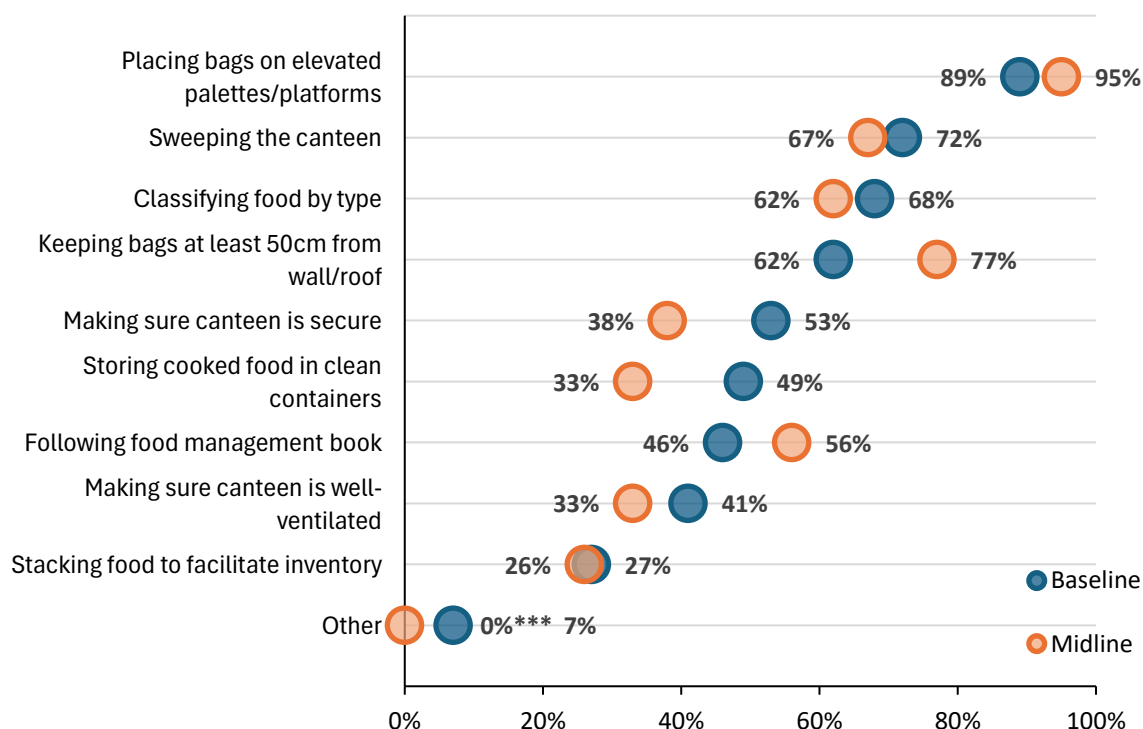
Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

Thirty-three percent of food handlers reported facing challenges applying the safe food preparation practices taught at the training. Of those, 25% noted that the training was not practical and was out of touch with reality. For instance, while keeping the shop well secured is recommended, storekeepers may not have the ability (financially or in terms of authority) to purchase or install the materials to make the shop well secured. By province, 50% of storekeepers in Sanmatenga reported facing challenges, followed by 40% of storekeepers in Oubritenga, and 38% in Ganzourgou. No cooks reported having experienced in challenges implementing the training.

**Food Storage Practices.** Exhibit 53 shows the safe food storage practices that storekeepers currently use. Most storekeepers practice bag elevation (95%), sweeping the canteen (67%), and classifying food by type (62%). Making sure the canteen is well ventilated (33%) and stacking food to facilitate inventory (26%) were the least practiced by storekeepers. When excluding Oubritenga and Ganzourgou from the analysis, 81% ( $p < 0.10$ ) of storekeepers kept bags at least 50 centimeters from the wall and roof at midterm, an increase from baseline ( $p < 0.10$ ), and 29% made sure the canteen was secure, a decline from baseline ( $p < 0.05$ ).<sup>11</sup>

<sup>11</sup>  $N = 74$  at baseline and  $N = 21$  at midline for storekeepers.

### Exhibit 53. Current Safe Food Storage Practices Among Storekeepers

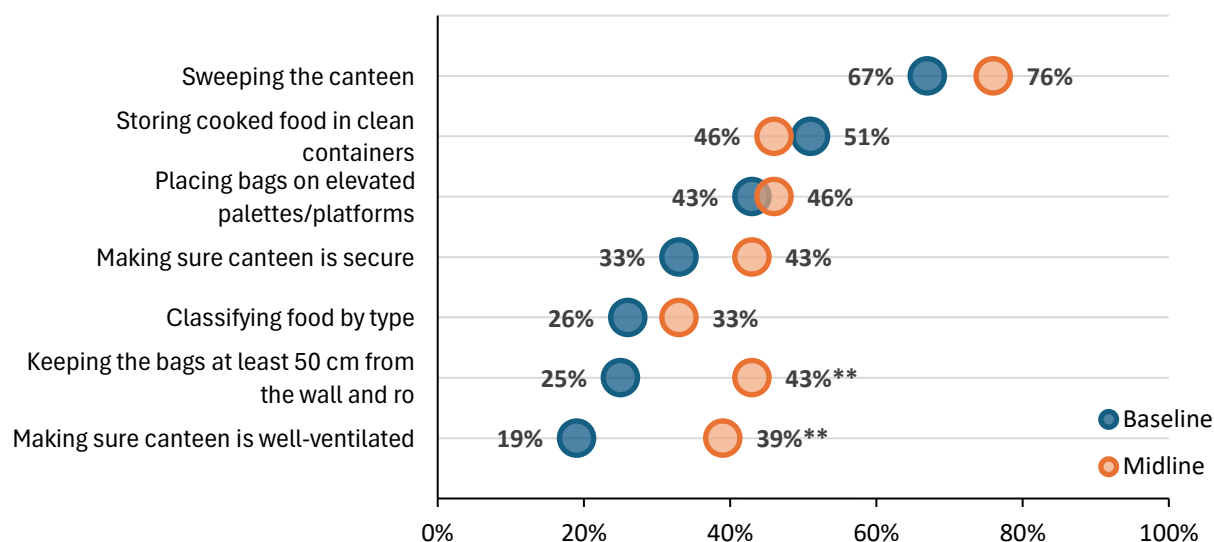


Source: Storekeeper survey. AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 74$  at baseline and  $N = 39$  at midline. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

Cooks are also surveyed on safe food storage practices. Exhibit 54 illustrates that cooks have most practiced sweeping the canteens (76%), whereas they have least practiced classifying food by type (33%). Compared with baseline, significantly more cooks practice keeping bags at least 50 cm from the wall and roof (43% vs. 25%,  $p < 0.05$ ), and making sure the canteen is well-ventilated (39% vs. 19%,  $p < 0.05$ ). Qualitative interviews with school management committees supported these findings with an emphasis training on storing food on elevated platforms and keeping bags away from walls. When analyzing just the provinces that were included at both baseline and midterm, cooks exhibited improvement in keeping bags at least 50 centimeters from the wall and roof (60%,  $p < 0.01$ ) and making sure the canteen is secure (55%,  $p < 0.01$ ).<sup>12</sup> However, these training topics are all self-reported, and one should exercise caution when interpreting the results because of a lower sample size.

<sup>12</sup>  $N = 72$  at baseline and  $N = 20$  at midline for cooks.

## Exhibit 54. Current Safe Food Storage Practices Among Cooks



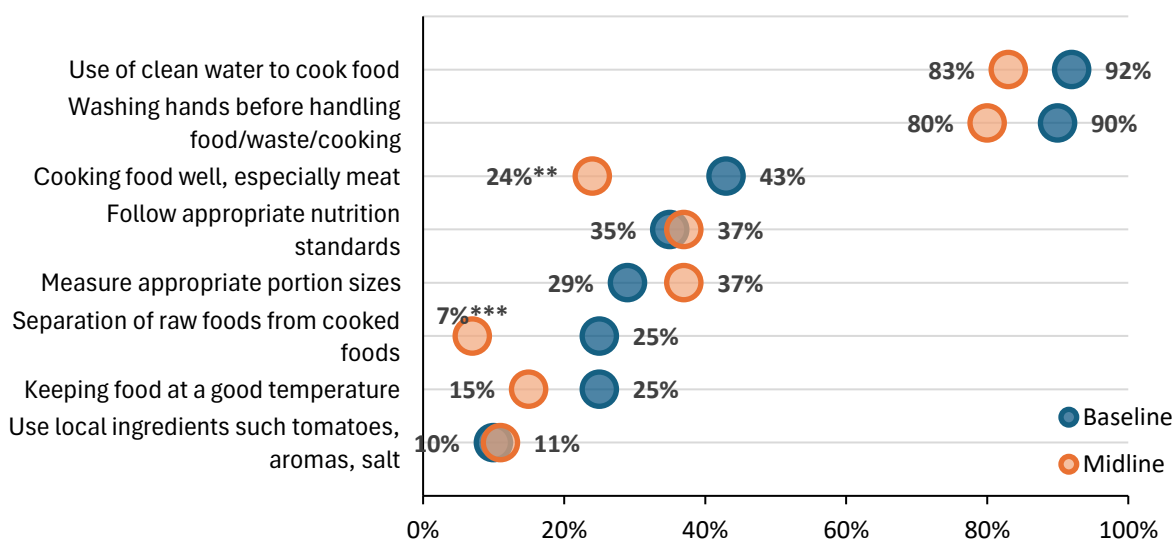
Source: Cook survey. AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 72$  at baseline and  $N = 46$  at midline. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

In keeping with food handlers' self-reported food storage practices, observational data on canteen maintenance show somewhat similar trends regarding canteen sweeping, indicating that 76% of canteens were regularly swept. However, the observational data indicate that more canteens followed shop security practices (e.g., 89% of canteens kept locks on the storeroom) than cooks and storekeepers reported. Compared with baseline, observational data showed a decline in canteens being well ventilated at midline (36% vs. 59%,  $p < 0.01$ ). When excluding Ganzourgou and Oubritenga from the analysis, the midline outcome still showed a decline and was significantly lower (16%,  $p < 0.01$ ) than at baseline, which suggested that the decline was not caused by the newer schools.

**Food Preparation Practices.** The survey of cooks asked<sup>13</sup> about specific food preparation practices to understand whether cooks were following proper hygienic procedures. We find that cooks most commonly reported using clean water to cook food (83%) and washing hands before cooking (80%) at midline, whereas only 15% of cooks reported keeping food at a good temperature (Exhibit 55). Compared with baseline, significantly fewer cooks practiced cooking food well, especially meat (24% vs. 43%,  $p < 0.05$ ), and separating raw and cooked foods (7% vs. 25%,  $p < 0.01$ ). There were no statistically significant changes in safe food preparation practices from baseline to midline after excluding Ganzourgou and Oubritenga from the analysis.

<sup>13</sup> Due to the timing of the midline evaluation, observations were not feasible after the school year had ended.

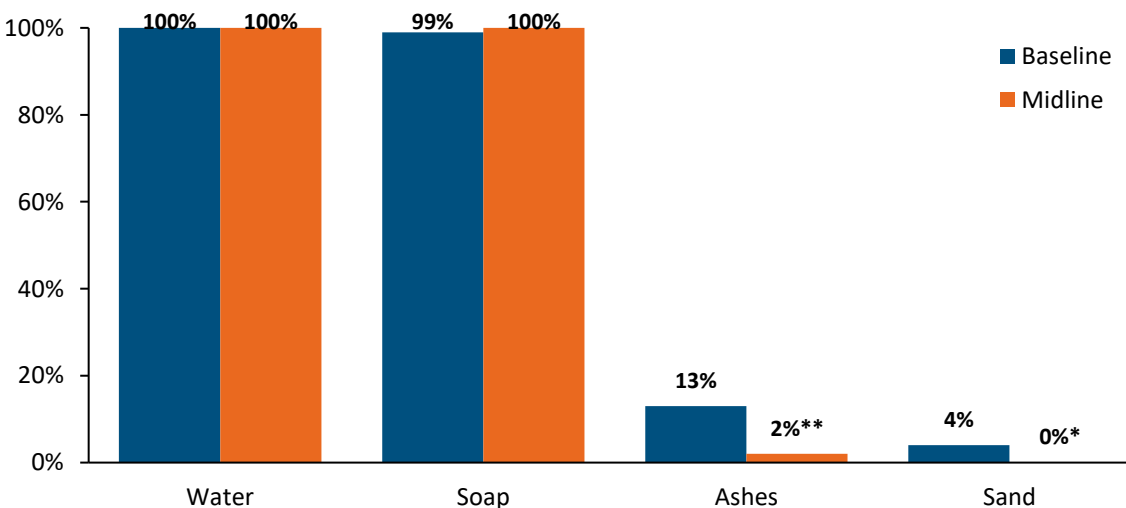
## Exhibit 55. Safe Food Preparation Practices



Source: Cook survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 72$  at baseline and  $N = 46$  at midline.

**Hygiene Practices Among Cooks.** The cook survey also asked about handwashing frequency and handwashing inputs. At midline, 85% of cooks had access to water in a canteen for washing their hands, and 83% had water for cooking. Among the cooks who reported having washed their hands the day before (96%), 100% of cooks reported having washed their hands with water and soap (Exhibit 56). Despite these high self-reported handwashing levels, canteen observational data found that only 49% had handwashing stations and only 27% had a handwashing station with soap. This disparity between self-reported and observational data suggests potential social desirability bias on behalf of the cooks.

## Exhibit 56. Handwashing Materials

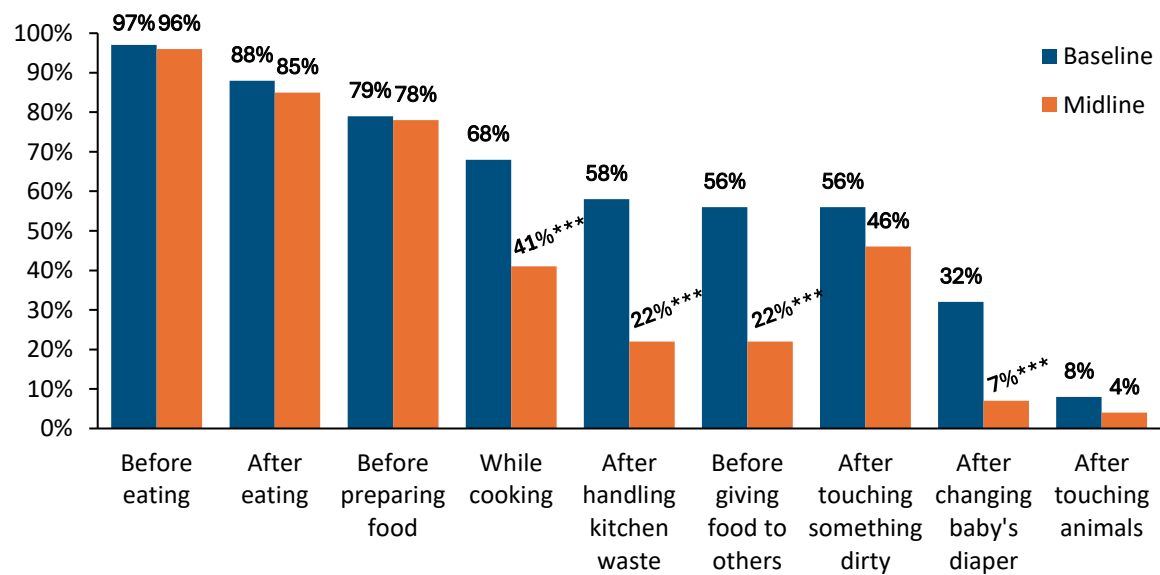


Source: Cook survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 72$  at baseline and  $N = 44$  at midline.

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

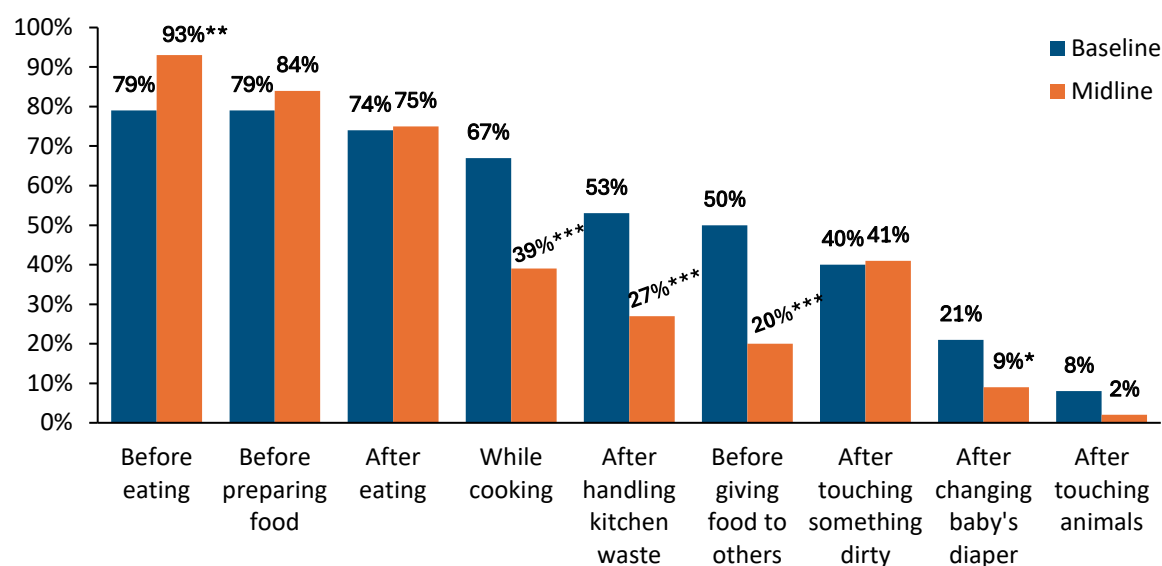
Exhibits 57 and 58 demonstrate the extent to which knowledge and practice differed for handwashing at critical moments for cooks at baseline and midline. On average, handwashing before eating (96%), after eating (85%), and before preparing food (78%) were the most common in terms of knowledge. Whereas handwashing after touching animals (4%) was the least common. Compared with baseline, handwashing knowledge and practices declined significantly on the following topics: while cooking, after handling kitchen waste, before giving food to others, and after changing a baby’s diaper. However, handwashing practices before eating showed a significant improvement at midline (93% vs. 79%,  $p < 0.05$ ). When analyzing outcomes for just the provinces included in both baseline and midline, cooks exhibited an improvement in washing hands before eating (95%,  $p < 0.05$ ) and before touching or preparing food (95%,  $p < 0.05$ ). However, they exhibited a significant decline in washing their hands while cooking (35%,  $p < 0.01$ ).

**Exhibit 57. Handwashing at Critical Moments—Knowledge**



Source: Cook survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 72$  at baseline and  $N = 46$  at midline.

## Exhibit 58. Handwashing at Critical Moments—Practice



Source: Cook survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. N = 72 at baseline and N = 44 at midline.

**Canteen-Related Outcomes.** To measure canteen-related outcomes, we asked food handlers questions regarding canteen-monitoring roles, the diversity of food served in the canteens, and the distribution of THRs to students and cooks. Exhibit 59 shows that monitoring roles were mostly the responsibility of storekeepers (97%) instead of cooks (29%). The commodity-monitoring role results for storekeepers showed that they were involved in most of the monitoring of commodities and checking of inventory.

## Exhibit 59. Canteen-Monitoring Roles

Canteen-monitoring roles	Baseline (storekeepers)	Midline (storekeepers)	Baseline (cooks)	Midline (cooks)
Have a role in monitoring commodities that come to their canteen	99%	97%	18%	29%
Checking daily quantity of commodities	96%	97%	85%	69%
Checking whether commodities meet safety and hygiene standards	93%	66%***	85%	62%
Monitoring inventory on a monthly basis	89%	58%***	15%	15%
Completing monitoring forms	89%	74%*	15%	0%
Checking total quantity of THRs provided	48%	76%***	0%	23%*
Accounting for commodity receipt and distribution	81%	66%*	0%	0%

Source: Cook and Storekeeper survey. AIR calculations. N = 45 at midline for cooks. N = 39 at midline for storekeepers.

By province, Bam and Sanmatenga had the highest share of cooks who reported any role in monitoring canteen commodities (40% and 38%, respectively), followed by cooks in Oubritenga (30%) and Ganzourgou (13%). The cooks in Namentenga reported having a role, but this should be interpreted with caution because of the small sample size ( $N = 1$ ). All storekeepers reported a role in monitoring commodities in each province except for Bam, where 88% of storekeepers reported having a role. These province-based differences might be because of underlying differences in canteen management strategies among the food handlers.

*Diversity in Meals.* We used the minimum food diversity threshold to measure food diversity at school canteens and found that none of the cooks at midline (compared with 4% at baseline,  $p < 0.10$ ) reported that the canteens served meals meeting the diversity requirements.<sup>14</sup> The majority of cooks (96%) reported cereals' being available in the school canteen, a 21 percentage point increase from baseline (75%,  $p < 0.01$ ). There was also a statistically significant decline in cooks reporting that vitamin A-rich fruit was available at midline (0% vs. 6%,  $p < 0.05$ ).

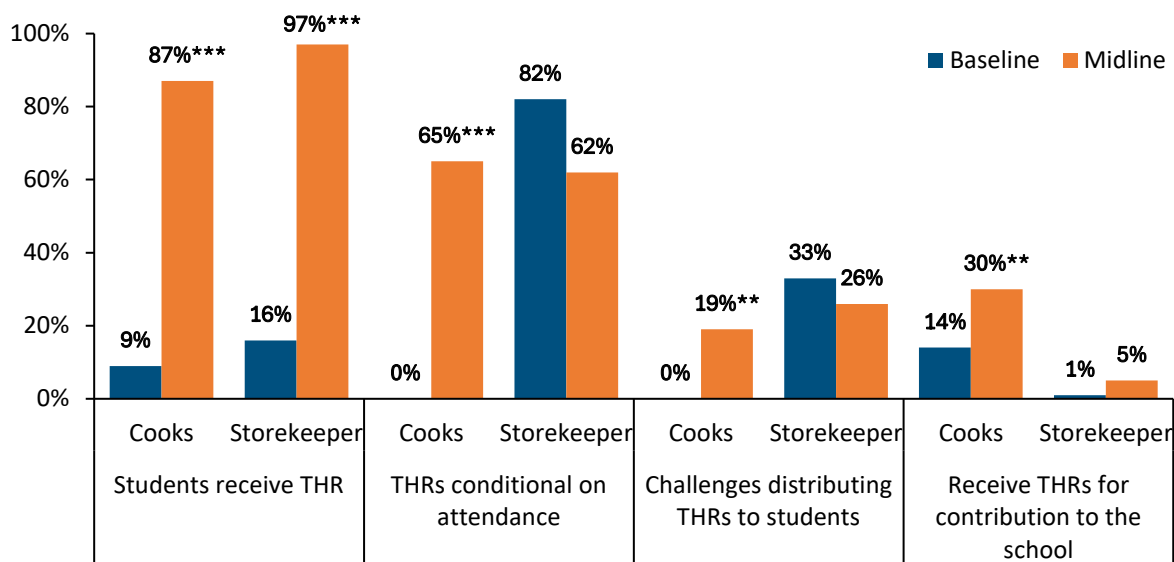
*Take-Home Rations.* According to the project, girls in Grade 5 and Grade 6 received THRs based on their attendance and all internally displaced students in Grades 1-4 received THRs regardless of attendance levels. The team asked both storekeepers and cooks about THR distribution among students in their schools, inquiring specifically about frequency, conditionality, and challenges. At midline, 97% of storekeepers, who monitored students' THRs, reported that students received THRs, a significant 81 percentage point increase from baseline ( $p < 0.01$ ; Exhibit 60). Of those, 16% reported that girls in Grades 1 through 3 received THRs, an increase relative to baseline ( $p < 0.01$ ), and 0% reported THRs for boys in the same grade. A higher proportion of storekeepers reported that students in Grades 4 through 6 received THRs, with 79% reporting girls and 21% boys. When asked about challenges distributing THRs to students, 19% ( $p < 0.05$ ) of cooks reported that they experienced challenges, an increase relative to baseline (0%; Exhibit 61).

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<sup>14</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 past week. To have consistent measures with students' responses, the team used the Food and Agriculture Organization (FAO) 2010 diversity index (FAO, 2010). Guidelines for measuring household and individual dietary diversity. United Nations (Kennedy et al., 2011).

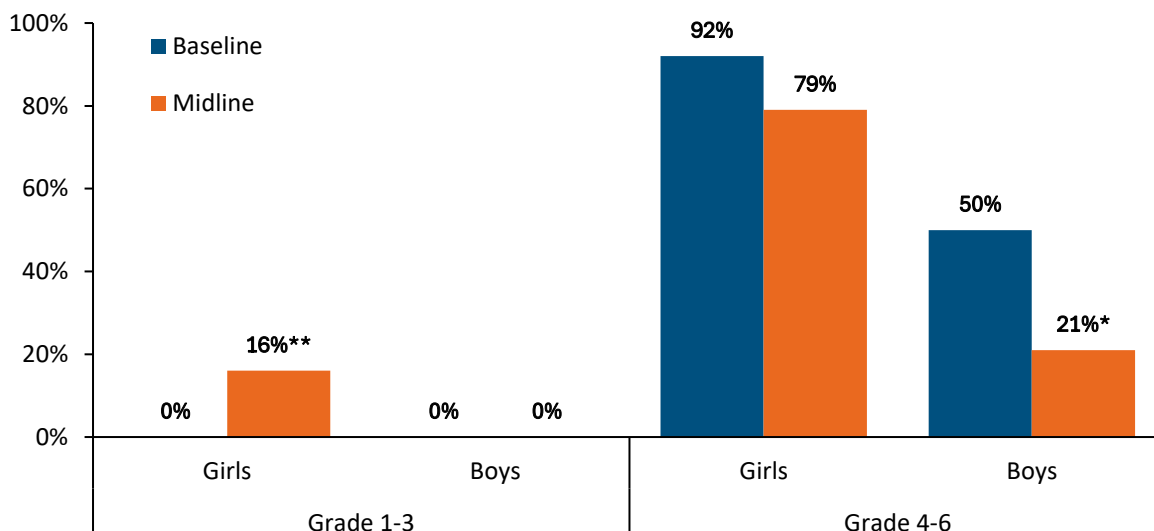


## Exhibit 60. THRs According to Food Handlers



Source: Cook and Storekeeper survey. AIR calculations. *N* = 46 at midline for cooks. *N* = 39 at midline for storekeepers.

## Exhibit 61. Student THR Distribution According to Storekeepers



Source: Storekeeper survey. AIR calculations. *N* = 12 at baseline and *N* = 38 at midline.

All storekeepers reported THR distribution in each province except for Sanmatenga (86%). Among the storekeepers and cooks who reported that students received THRs, 62% of storekeepers and 65% of cooks indicated that students' receiving of THRs was condition on attendance. In addition, 26% of surveyed storekeepers (*n*=38) and 19% of cooks (*n*=31) reported challenges distributing THRs to students. Of these, the most commonly cited challenges were that the quantity of THRs were not enough for all students (60% of storekeepers and 50% of cooks), and ethical issues such as the THRs being only available to

certain students (50% of storekeepers, and 67% of cooks). These values should be interpreted with caution due to the low sample size.

In qualitative data, most stakeholders said parents were thankful for the project's THRs, which helped them feed their families, but respondents did not think THRs led to increased student attendance. Many respondents from schools with IDPs in Bam, Sanmatenga, and Namentenga also said THR distribution caused controversy among parents. PTA and COGES members from schools in Bam and Sanmatenga, for example, said that THRs were distributed to boys and girls among IDP populations but were only distributed to girls among host populations, which matched the project's description. Some parents did not understand or agree with this approach and blamed PTA and COGES for the distribution discrepancy.

In BB4, 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 midline whether they had received THRs, 30% of cooks responded that they had, a 16-percentage point increase relative to baseline ( $p < 0.05$ ).

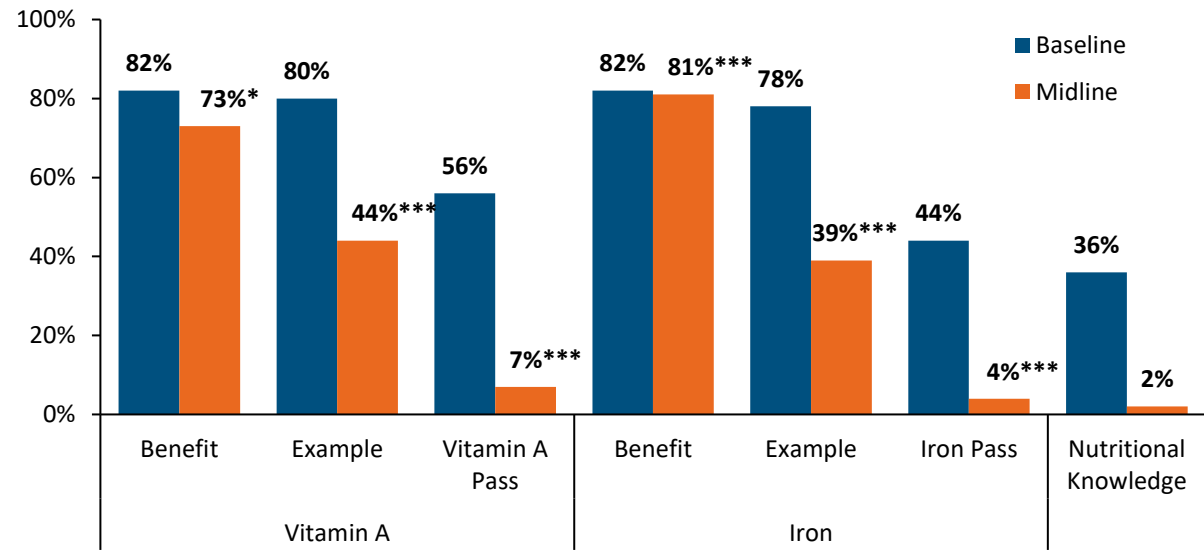
### 3.2.2.3 Intermediate Result 3: Knowledge of Nutrition

***Students' Nutrition Knowledge.*** To capture students' nutrition knowledge, we asked them 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. If they could name a benefit and an example of vitamin A and iron, we considered them to have sufficient nutrition knowledge.

Overall, nutrition knowledge, which the PMP defines as a student's being able to cite a benefit of and food containing iron and vitamin A, was 2% at midline, a significant decline from 36% at baseline ( $p < 0.01$ ). As shown in Exhibit 55, the drop seems to be mostly driven by students' struggling to give examples of foods with vitamin A or iron. At baseline, the average student could name 2.2 examples of foods rich in vitamin A compared with 0.8 foods at midline ( $p < 0.01$ ). Similarly, for iron, students could name 0.8 examples at baseline compared with 0.4 at midline ( $p < 0.01$ ).

Just 2% of students in Oubritenga had heard of vitamin A and none had heard of iron the nutrition knowledge assessment. Students in Namentenga had the highest rate of passing, at 5%, still well below the baseline average (see Exhibit 62). There was a small but statistically significant gap between genders with 3% of girls and 1% of boys proving their knowledge of vitamin A and iron ( $p < 0.05$ ). This was mostly driven by girls' being more likely than boys to be able to name examples of foods with iron (46% vs. 29%,  $p < 0.01$ ).

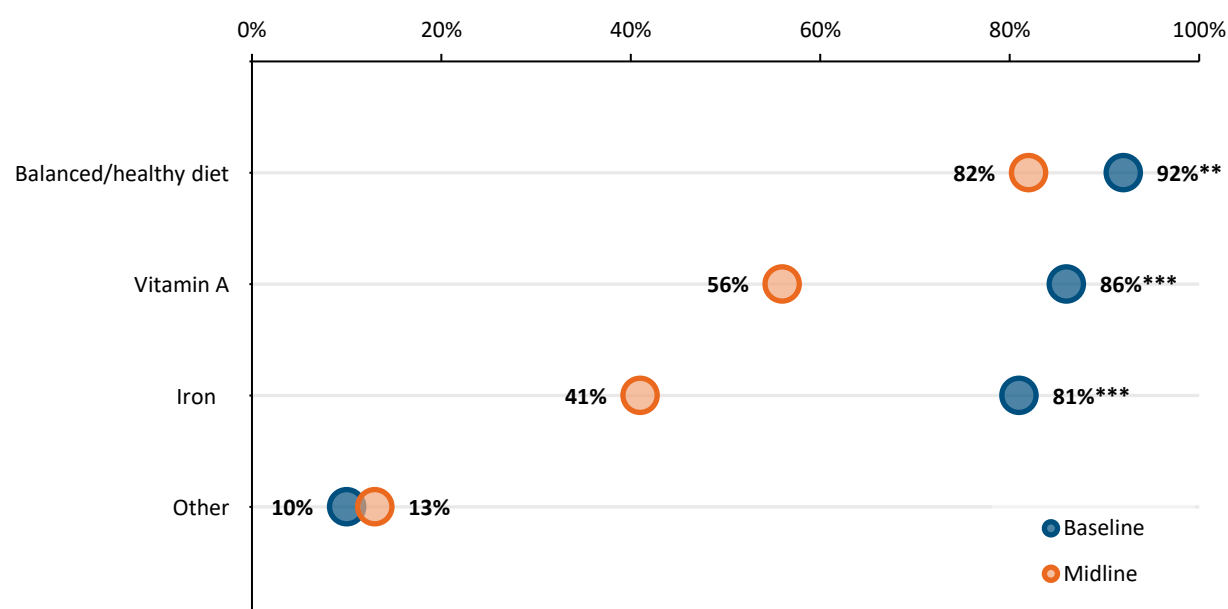
Exhibit 62. Student Knowledge of Vitamin A and Iron



Source: Student survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ . Baseline  $N$ s = 1,072 for vitamin A, 825 for iron, and 1,309 for nutrition knowledge. Midline  $N$ s = 241 for vitamin A, 155 for iron, and 1,256 for nutrition knowledge. Standard errors are clustered at the school level. The benefit and food responses are only among those who said that they had heard of the nutrients.

**Nutrition Topics in the Classroom.** There was significant decrease in the proportion of teachers who received training in nutrition at midline compared with baseline (24% vs. 64%,  $p < 0.01$ ). There were some provincial differences with just 10% of teachers in Namentenga receiving the training while 50% in Bam did so. There was also a drop in teaching about nutrition, with 75% at midline saying that they taught about it compared with 91% at baseline ( $p < 0.01$ ). At midline, male teachers were more likely than female teachers to say they taught about nutrition (89% vs. 67%,  $p < 0.01$ ). Despite the lack of training, 100% of teachers in Namentenga said that they taught about nutrition. Teachers in Oubritenga, at 57%, were least likely to be teaching about nutrition. Exhibit 63, shows the nutrition topics that teachers reported teaching. Each topic had significant declines from baseline to midline.

### Exhibit 63. Nutrition Lesson Topics



Source: Teacher survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 221$  at baseline and 140 at midline.

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.

In qualitative data, teachers said BB4's nutrition training had helped them improve student nutrition knowledge and practices. Teachers from Namentenga and Bam said that, after receiving nutrition trainings, they had educated students about the benefits of vitamin A and iron and the kinds of food that contained them. Several teachers said students also received deworming pills and multivitamins through BB4. Quantitative data, however, highlighted a decline in student nutrition knowledge since baseline. While some qualitative data suggested student nutrition knowledge and practices improved, significantly fewer teachers commented on BB4's nutrition training and activities than on BB4's literacy instruction training and activities.

#### 3.2.2.6 Strategic Objective 2: Health and Dietary Practices

**Food Security and Dietary Practices Among Students.** To measure food security among students, the AIR team looked at students' food intake, whether their meals filled them up, and where they ate their meals.

**Dietary Diversity Among Students.** Following the United Nations Food and Agriculture Organization (FAO) diversity index (2010), as recommended by the USDA Foreign Agricultural Service, the AIR 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 (Kennedy et al., 2011).

Although there were significant declines since baseline in the number of students eating breakfast and lunch<sup>15</sup>, most students are still getting those meals. Most students reported eating at least three meals the previous day (92%), a small and statistically insignificant decline from baseline (94%) (Exhibit 64). Similar to baseline, most of the students felt full after each meal although there was a small but significant decrease in students who were full after eating breakfast at midline (97% vs. 94%,  $p < 0.01$ ). There were no major differences by gender or geography.

There was a significant increase in the proportion of students receiving their minimum dietary diversity by eating at least eight different types of food throughout the day. At midline 41% met their dietary diversity needs compared with 33% at baseline ( $p < 0.01$ ). Specifically, from baseline to midline, there were significant increases in the proportion of students eating non-vitamin-A-rich vegetables (77% vs. 81%,  $p < 0.05$ ), vitamin A-rich fruit (55% vs. 62%,  $p < 0.05$ ), and eggs (11% vs. 15%,  $p < 0.10$ ).

At midline, 53% of students received THRs at school compared with 12% at baseline. Most of the provinces received THRs at similar rates, however in Oubritenga, 88% of the students said they received them. Girls (58%) were more likely than boys to report receiving THRs (47%,  $p < 0.01$ ).

In qualitative data, some schools managed to use school gardens and fields to incorporate a broader range of ingredients into school meals and promote dietary diversity. PTA and COGES members from schools in Namentenga, Ganzourgou, and Sanmatenga said they used produce from school fields and gardens to create sauces and add condiments to school meals, which otherwise consisted of rice and beans. For example, one PTA member from a school in Namentenga said, *“Gardens and school fields are very nice initiatives. In fact, at the beginning of the year, we gave condiments such as onion and tomato as well as millet and beans from our gardens and fields. If schools today have fields and gardens, it’s a very good thing, these will be used to supply the canteens.”*

Most respondents reported they were satisfied with the school meals; they appreciated the quality of the food provided and found the meals to be culturally acceptable. Some stakeholders from a school in Oubritenga, however, complained about the food supplied to canteens by the government, saying it had often gone bad and rarely came on time.

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<sup>15</sup> The decline in the proportion of students eating breakfast and lunch was likely caused because at the time of data collection, school canteens had closed for the summer break.

## Exhibit 64. Student Meal Intake

Indicator	Baseline	N	Midline	N
Students who ate breakfast	92%	1,307	86%***	1,254
Students who felt full after breakfast	97%	1,197	94%***	1,082
Students who ate lunch	97%	1,306	92%***	1,254
Students who felt full after eating lunch	97%	1,270	95%	1,148
Students who ate dinner	93%	1,307	94%	1,256
Students who felt full after eating dinner	98%	1,212	97%	1,178
Students who ate at least three meals yesterday	94%	1,297	92%	1,248
Students whose meals yesterday met the minimum dietary diversity	33%	1,308	41%***	1,256

Source: Student survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .

Note. Questions about fullness were asked only of students who reported eating that meal. All meals refer to the previous day.

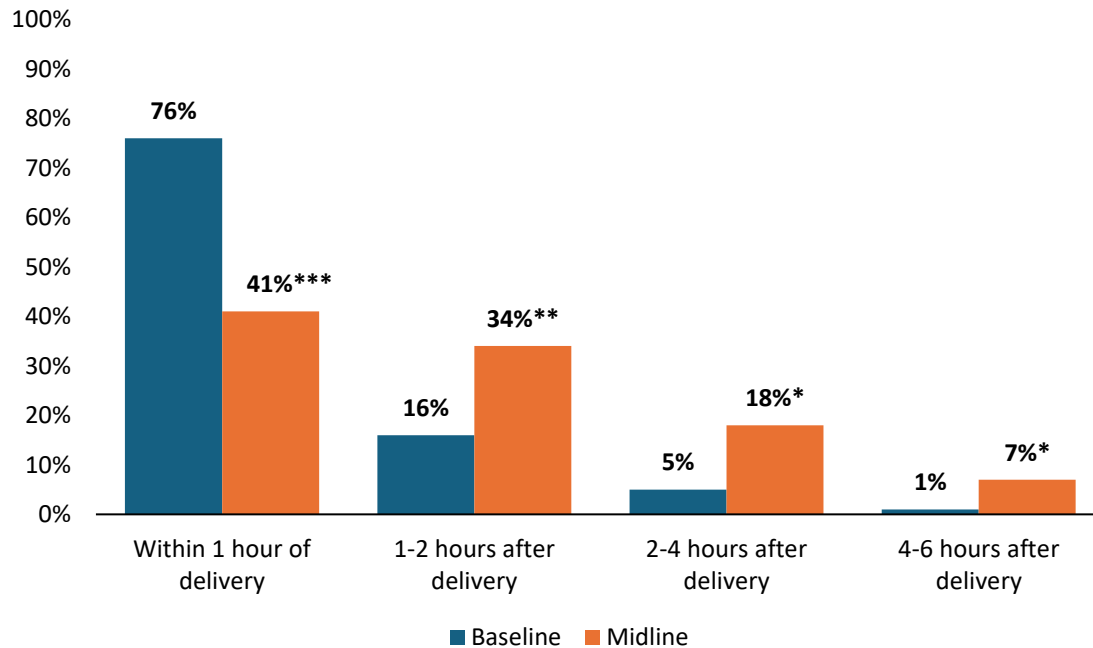
We asked the students where they ate their lunch the previous school day, and only 22% said they got their lunch from the school canteen. All PTAs reported that their school had a canteen, and of those, 97% reported it was functional, a 6 percentage point increase from baseline ( $p < 0.05$ ). Further, PTAs reported the canteen was operational for 8 months, an increase from baseline (6.7,  $p < 0.01$ ). It should be noted that, because data collection was conducted after the school year, schools may not have been providing meals on the days of data collection.

### ***Food Security and Dietary Practices for Children Under 24 Months***

**Early Feeding.** Following early feeding best practices, such as exclusive breastfeeding for the first 6 months and complementary feeding of semisolid and solid food thereafter, is important for promoting the sensory and cognitive development of newborns and protecting them against infectious and chronic diseases (Salim, 2018). Two aspects of breastfeeding practice are crucially important for maximizing the health benefits to newborns: (1) initiation of breastfeeding within 1 hour after birth and (2) breastfeeding exclusively for the first 6 months (Salim, 2018).

Of the mothers surveyed with children under 24 months old, 99% reported that they breastfed their youngest child. Exhibit 65 shows the time ranges for when mothers initiated breastfeeding. By mother status, 70% of mothers with children between 0 and 6 months and 58% of mothers with children between 7 and 24 months met the World Health Organization (WHO) and United Nations Children's Fund (UNICEF) recommendation to begin breastfeeding within 1 hour after delivery (62% on average), while 20% began breastfeeding within 2 hours and 14% within 2 to 4 hours.

## Exhibit 65. Initiation of Breastfeeding After Delivery

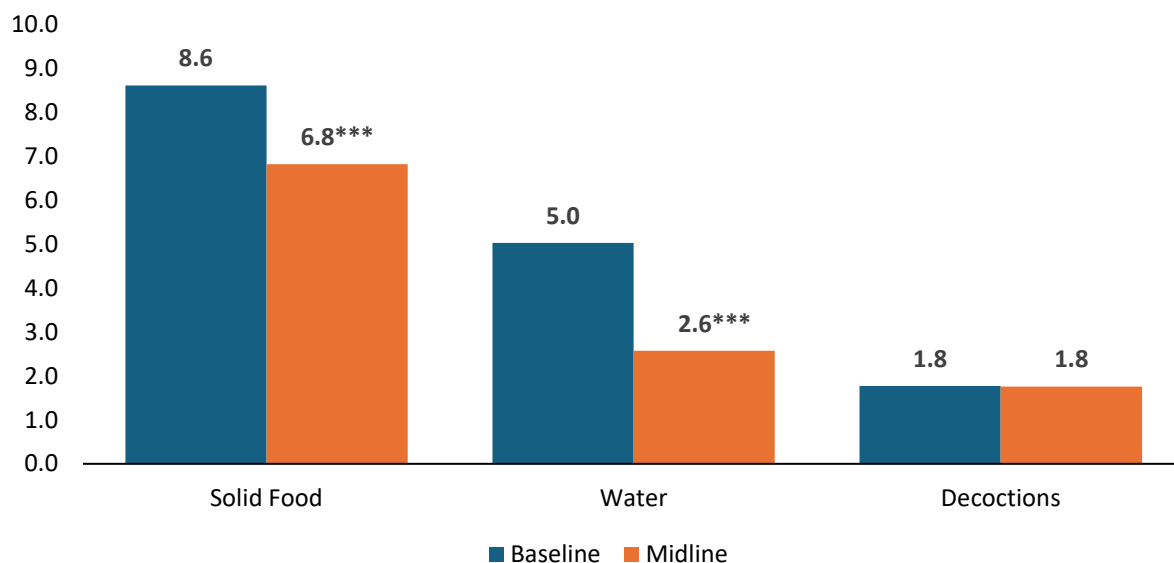


Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 232$  at baseline and  $N = 103$  at midline.

On average, surveyed mothers reported exclusively breastfeeding their infants for fewer months (3.85) at midline than at baseline (5.15,  $p < 0.05$ ) and fell under the WHO-recommended 6 months. When asked how long an infant should be breastfed exclusively, the average answer across all respondents was 5.65 months a statistically significant decline from baseline (6.06 months,  $p < 0.05$ ).

Exhibit 66 shows the age (months) at which the mother's youngest child was given water, decoctions (e.g., herbal tea), and solid food. The midline data showed that the surveyed women, on average, gave their newborns solid food at around 7 months of age, a statistically significant but small drop from 8.6 months at baseline. Mothers also reported giving their children water at a younger age compared with that at baseline (3.8 months vs. 5.0 months,  $p < 0.05$ ).

## Exhibit 66. Age (Months) When Youngest Child First Received Water, Decoctions, and Solid Food



Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 180$  at baseline and  $N = 75$  at midline (water).  $N = 57$  at baseline and  $N = 29$  at midline (decoctions).  $N = 160$  at baseline and  $N = 72$  at midline (solid food).

Of mothers with children under age 2, 90% reported that they had breastfed the day before, a significant drop from 98% at baseline ( $p < 0.10$ ). Fewer mothers reported breastfeeding every hour at midline compared with baseline (68% vs. 87%,  $p < 0.05$ ). Thirteen percent of mothers reported having given their child baby formula the previous day compared with 10% at baseline.

**Minimum Acceptable Diet.** Once children have reached 6 months of age and no longer need to be exclusively breastfed, it is common to see solid foods introduced into 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 (INDDEX Project, 2018). 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, semisolid, or soft foods). The recommended frequencies for children under 2 years are based on age and whether the child is still being breastfed:

- 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 nonbreastfed children between 6 and 23 months



According to our calculations, shown in Exhibit 67, in the day prior to the survey, 65% of mothers with children 0 to 6 months old had given their child the minimum acceptable diet, whereas 0% of mothers with children 7 to 8 months old and 25% of mothers with children 9 to 24 months old had done so.

#### Exhibit 67. 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	N/A	N/A	N/A	N/A	65%	37
7–8 months	0%	0	0%	0	0%	5
9–24 months	12%	15	2%	2	25%	61

Source: Mother survey; AIR calculations. N = 130.

Note. Minimum acceptable diet for children ages 0–6 months refers to the child being exclusively breastfed.

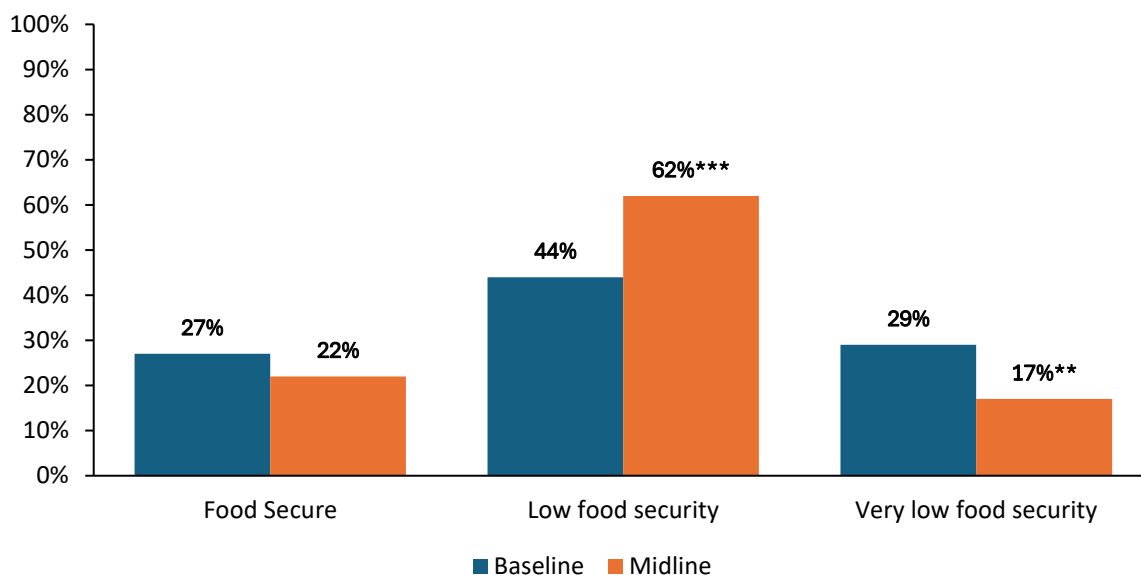
**Food Security.** Household food insecurity has implications for early childhood and brain development. The diet of pregnant and lactating mothers can affect absorption and distribution of vital nutrients for infants (Hager et al., 2010). The AIR team used USDA’s Household Food Security Survey Module (USDA Economic Research Service, 2012) 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 68 shows the distribution of food-insecure households based on these categories. Across the three categories, only 22% of mothers were food secure, with 62% of mothers having low food security and 17% very low food security. By province (Exhibit 70), most households are categorized as having low food security (67% in Bam and 59% in Ganzourgou). However, only 2% of households are food secure and 31% have very low food security in Bam, compared with 32% and 9% (respectively) of those in Ganzourgou. Exhibit 69 shows the distribution of food-insecure households by province. By mother status, a higher proportion of pregnant women (37%) and mothers with children six months or younger (22%) were food secure, compared with mothers with children seven to 24 months old (15%). Likewise, fewer

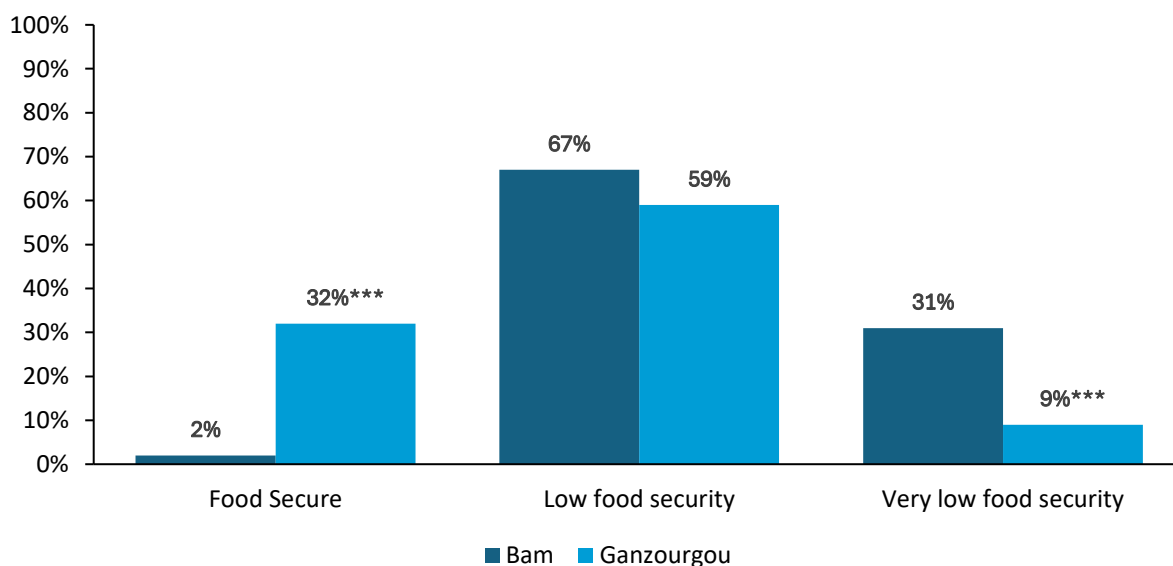
pregnant women (7%) and mothers with children six months or younger (5%) had very low food security compared with mothers with children between seven and 24 months (27%).

#### Exhibit 68. Household Food Insecurity



Source: Mother survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. N = 253 at baseline and N = 130 at midline.

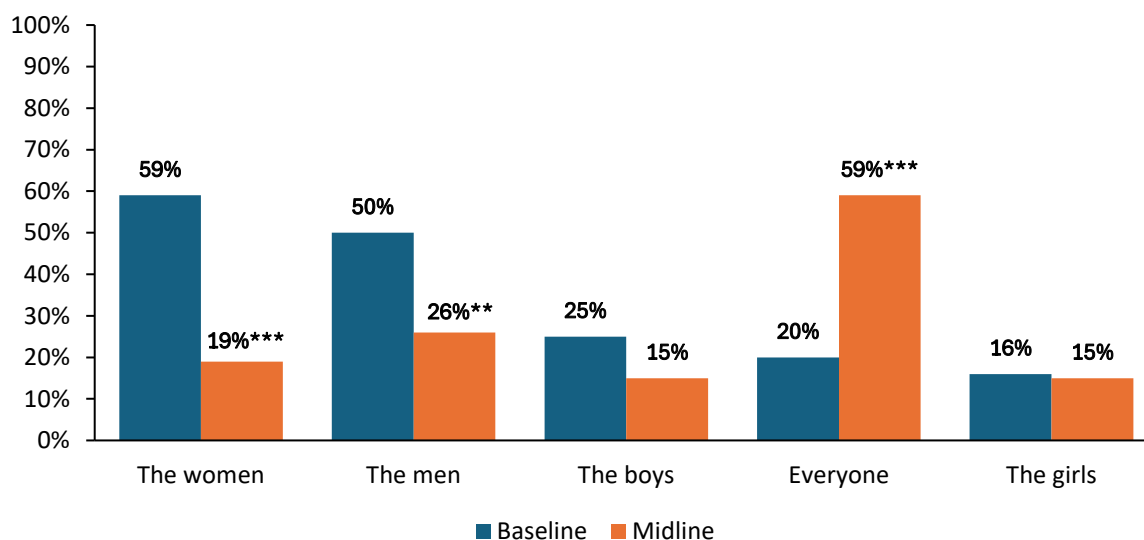
#### Exhibit 69. Household Food Insecurity, by Province



Source: Mother survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. N = 45 (Bam) and 85 (Ganzourgou) at midline.

The AIR 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. Twenty-one percent of respondents reported that someone in the household reduced or cut their meals, a 23 percentage point decline from baseline ( $p < 0.01$ ). Most mothers (59%) noted that everyone in the household reduced their meals during a period of food insecurity, a significant increase from baseline (20%) (see Exhibit 70).

#### Exhibit 70. Household Members Who Reduced or Cut Meals During Food Insecure Periods

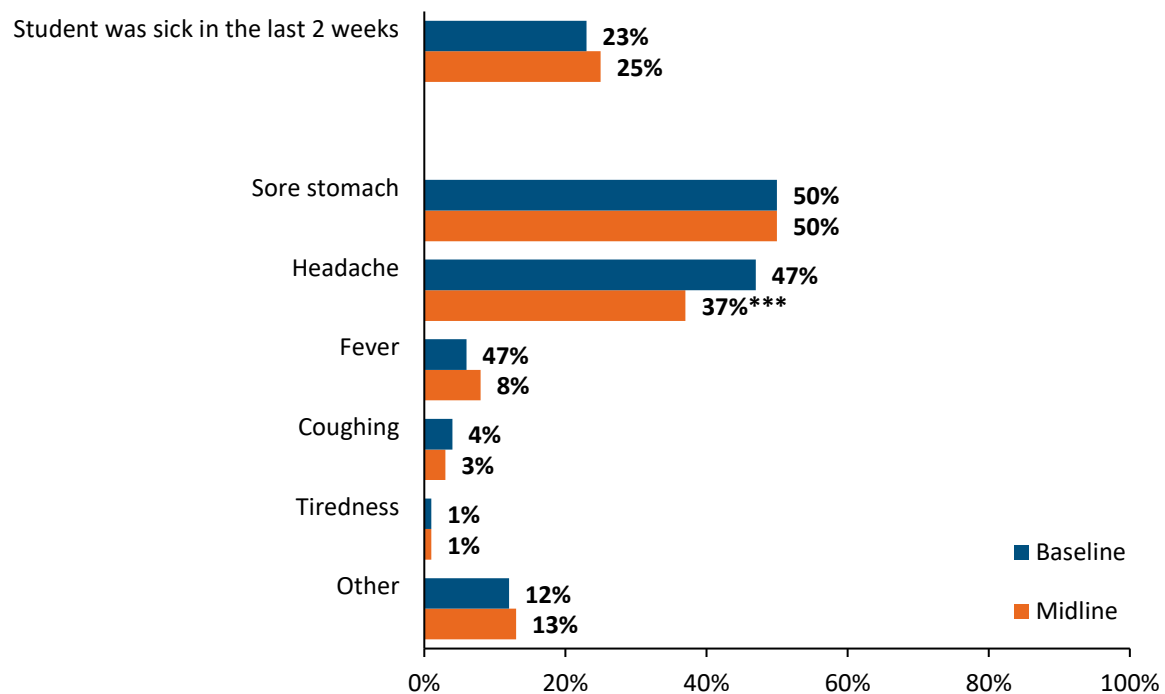


Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 111$  at baseline and  $N = 27$  at midline.  
 Note. Respondents could choose multiple options; therefore, the percentages do not add up to 100.

**Student Health.** To capture information on students' health and its relation to their attendance, we asked students if they had fallen ill in the past 2 weeks and, if so, whether they had missed school because of the illness. Twenty-five percent of students reported being sick in the past 2 weeks, an insignificant change from baseline (Exhibit 71).<sup>16</sup> There was little change in the types of illnesses reported by students; however, fewer students reported headaches at midline (37% vs. 47%,  $p < 0.01$ ). Similar to the proportion at baseline, 19% of students said they had missed school because of illness in the previous 2 weeks. There was little geographic difference and no gender difference.

<sup>16</sup> We also looked at CRS's monitoring data for our sample's school, however we found some data quality concerns. The data had a high proportion of missing values and noted unrealistic values as about half of the months, schools reported zero illness--related absences. Based on that data we found that students averaged 0.04 days missed due to illness per month.

## Exhibit 71. Student Illnesses in the Past 2 Weeks



Source: Student survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ . Baseline  $N = 1,303$  for sick in the last 2 weeks and 301 for the illnesses. Midline  $Ns = 1,253$  for sick in the last 2 weeks and 311 for the illnesses.

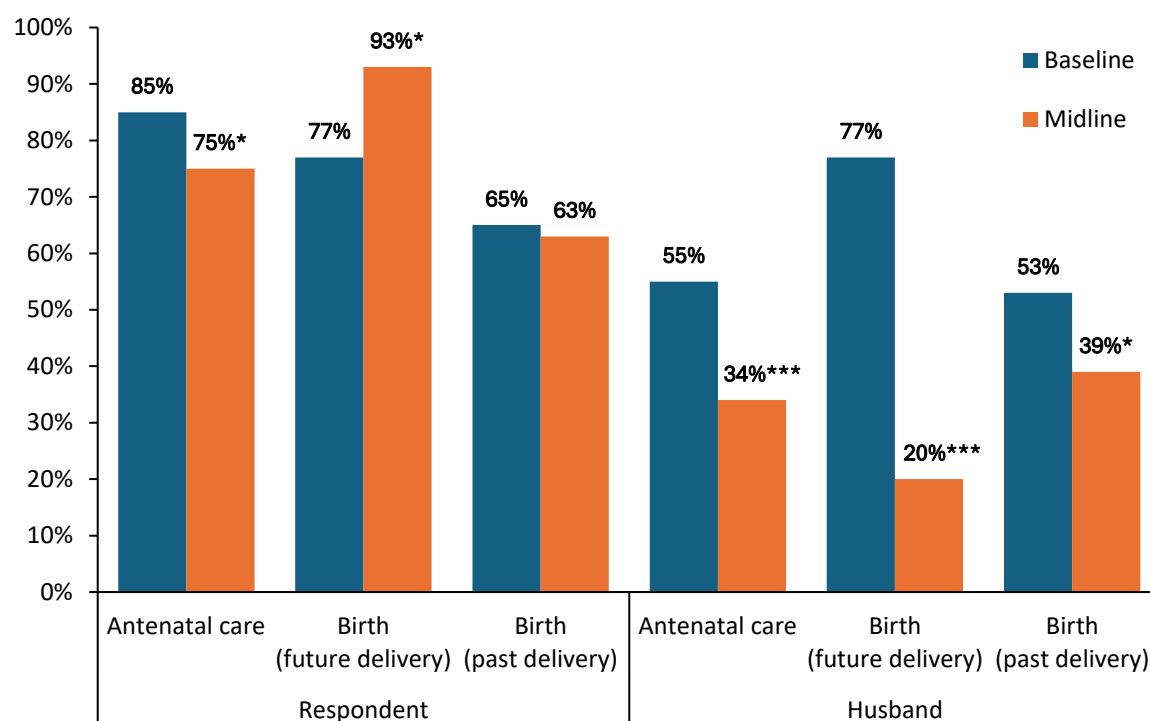
Note. Only students who reported being sick in the past 2 weeks answered this question. One student did not know the answer.

## Mothers' Health Practices: Antenatal and Postnatal Care

**Mothers' Decision Making on Health Care.** Mothers' use of antenatal and postnatal care, health facilities, and sanctioned health professionals may lead to positive health outcomes for them and their children. For antenatal and birth-related matters, statistically fewer mothers engaged their husbands when deciding which services to use (20% of pregnant women reported that their husband would decide on where to give birth) and 93% reported they themselves influenced these decisions, a significant increase from baseline ( $p < 0.10$ ). Decisions about where respondents delivered their most recently born child followed a similar pattern, with 63% of respondents making this decision compared with 39% of husbands (Exhibit 72).

Antenatal care follows a similar pattern to that of birth-related decision making. At midline, 34% of respondents reported their husband as the decision maker for antenatal care, a 21-percentage point decline from baseline ( $p < 0.01$ ). However, while most (75%) of women reported themselves as the decision maker for antenatal care at midline, the proportion was statistically lower than at baseline (85%,  $p < 0.10$ ).

## Exhibit 72. Maternal Health Decision-Making Dynamics



Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 253$  at baseline and  $N = 130$  at midline (antenatal care),  $N = 22$  at baseline and  $N = 30$  at midline (future birth), and 232 (birth–past delivery) at baseline and  $N = 104$  at midline.

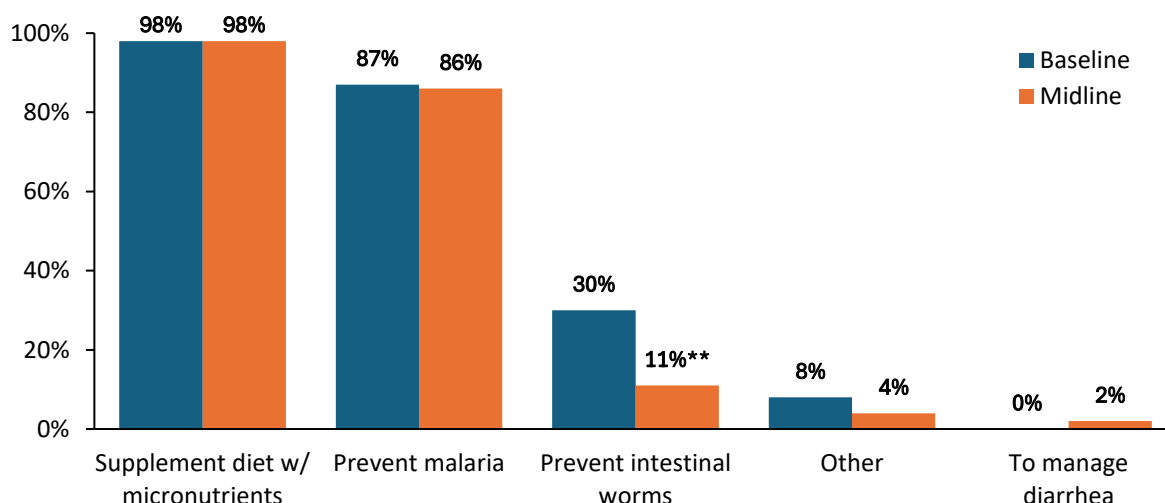
**Antenatal Care.** To examine the relationship between mothers' knowledge and practice of reproductive, maternal, and neonatal health, the AIR team surveyed mothers with children under 24 months of age regarding the extent to which they followed best practices in these areas and used formal health systems. The survey data showed high usage rates of antenatal and postnatal care and of health facilities. All the 130 respondents reported that they had seen someone for antenatal care during their most recent pregnancy. Of those, the vast majority (97%) visited a primary health facility, with 5% visiting a government hospital/clinic.

The timing of antenatal care visits is important. The WHO recommends a minimum of eight contacts (one within the first trimester, two in the second, and five in the third) between a pregnant mother and a health professional—to reduce perinatal mortality and improve women's experience of care (Reproductive Health Library, 2018). On average, surveyed mothers received antenatal care for the first time at 2.8 months, and the average number of antenatal care visits overall was five.

Nearly all respondents (99%) said they had taken tablets (supplements) for a healthier pregnancy. Exhibit 73 shows that the majority of pregnant respondents took tablets to supplement their diets with micronutrients (98%) and to prevent malaria (86%). Fewer women

took tablets to prevent intestinal worms, a significant drop from baseline (11% vs. 30%, respectively), or to manage diarrhea (2%). Among respondents who reported “other” (4%), the reasons they most commonly gave were to protect their child, to make childbirth easier, to treat an illness, and to prevent other diseases.

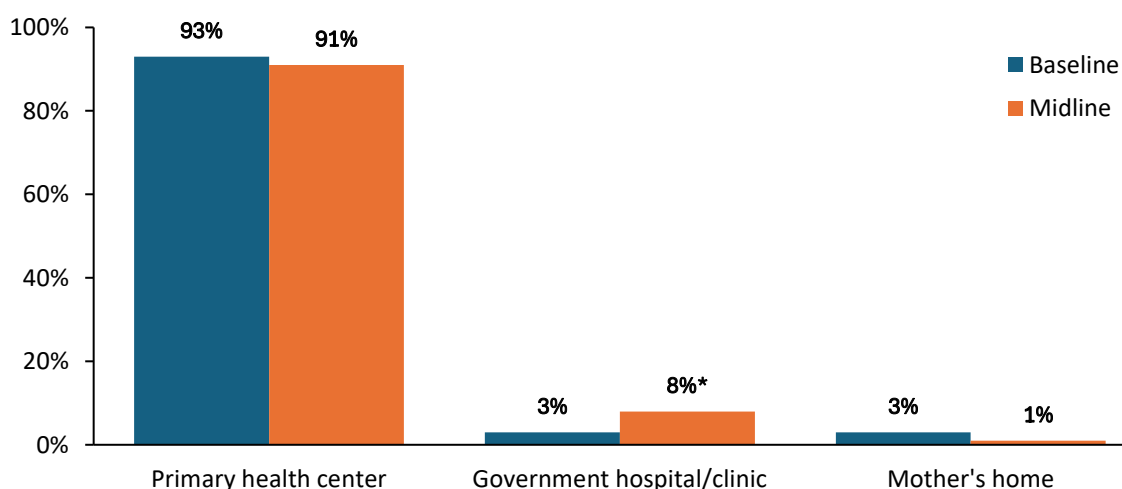
### Exhibit 73. Antenatal Health Practices—Tablets



Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 253$  at baseline and  $N = 129$  at midline.

Delivery Practices for Most Recent Delivery. Good health practices extend to mothers’ use of health facilities for delivery: On average, 99% of all surveyed women gave birth to their youngest child in a health facility, which was either a primary health center (91%) or a government hospital or clinic (8%); only 1% gave birth at home’ (1%), as shown in Exhibit 74. All respondents (100%) gave birth with assistance from a doctor, nurse, or midwife.

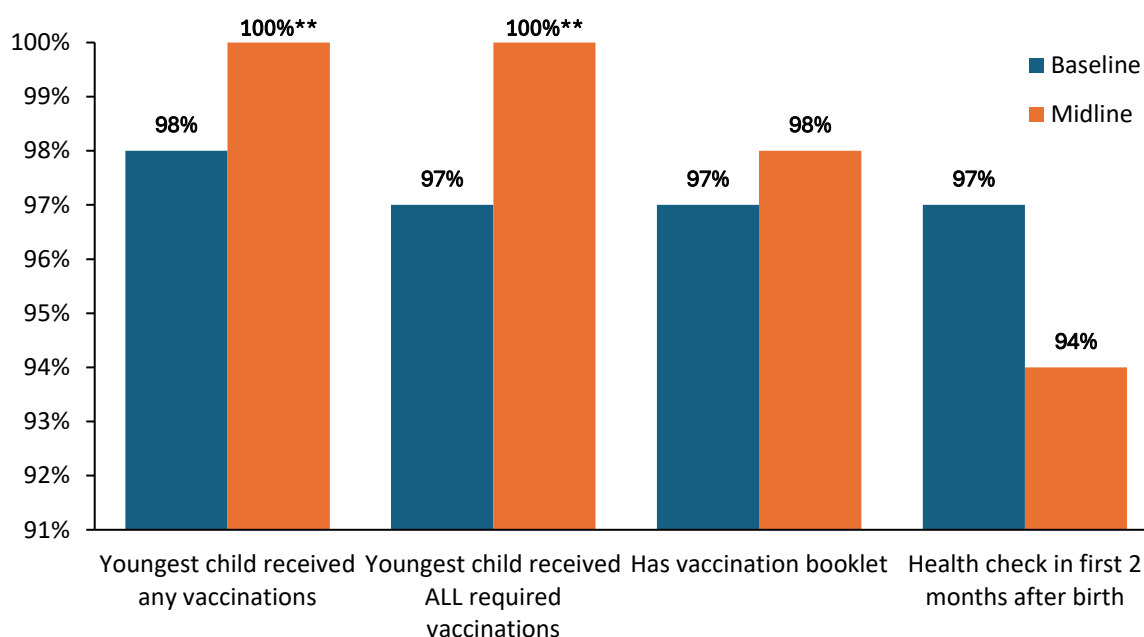
### Exhibit 74. Location of Most Recent Delivery



Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 232$  at baseline and 104 at midline.

**Postnatal Care for Most Recent Delivery.** The midline data showed that 94% of the mothers had taken the child for a postnatal check-up within 2 months of the birth. Exhibit 75 shows that most mothers who took their children to postnatal care appointments followed the advice of health care providers; for example, 100% of mothers took their child for at least one vaccination and 98% owned a vaccination booklet for their child. All the children who received at least one vaccine received *all* recommended vaccines (100%). All respondents (100%) reported that health care providers (e.g., doctor, nurse, midwife) performed infant health checks 2 months after birth. Note that these responses were self-reported and there might have been a discrepancy between knowledge (of which vaccinations were required and when) and practice.

**Exhibit 75. Infant Health Services for Most Recent Delivery**



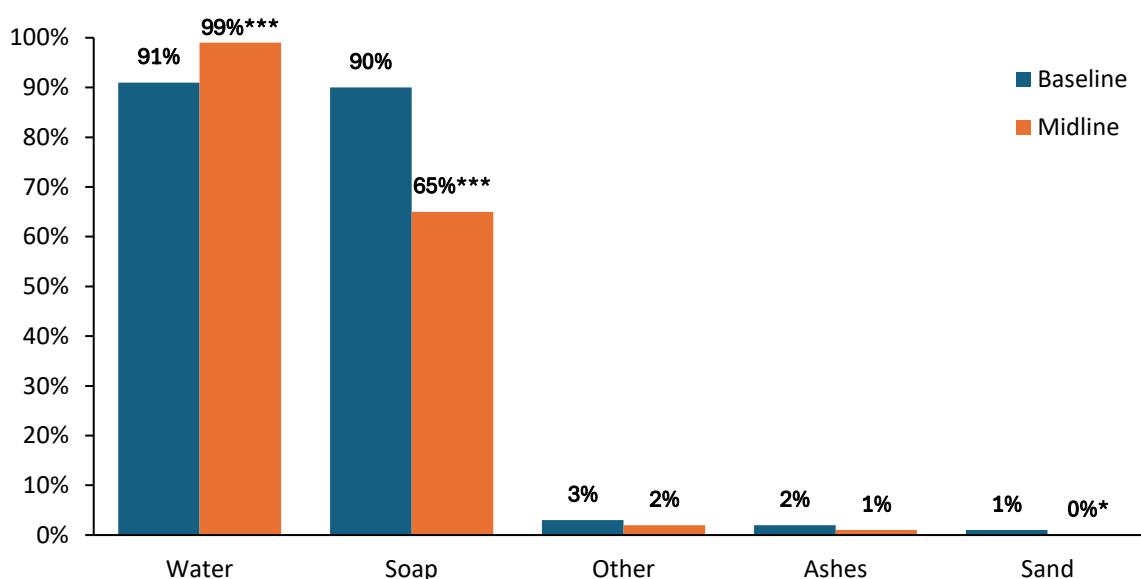
Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 232$  at baseline and  $N = 104$  at midline.

**Mothers' Hygiene and Health Practices.** Hygiene and health practices can influence nutrition and learning outcomes because poor hygiene practices can cause childhood illness even in instances where the child is receiving adequate nutrition, creating an undue burden on undernutrition (USAID, 2018). For that reason, AIR 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 65% reported using soap, a significant decline from 90% at baseline ( $p < 0.01$ ) (see Exhibit 76). To

capture mothers' knowledge on hygiene practices, the survey also asked them about specific situations in which they should wash their hands. AIR then compared mothers' hygiene knowledge with their handwashing practices by asking whether they had washed their hands at various moments, using the day before the survey as the reference period. Exhibits 77 and 78 show a stark discrepancy between situations in which they believed they needed to wash their hands (knowledge), and situations in which mothers stated they had washed their hands (practice). Compared with baseline, both knowledge and handwashing practices had declined significantly among nearly all indicators. 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.

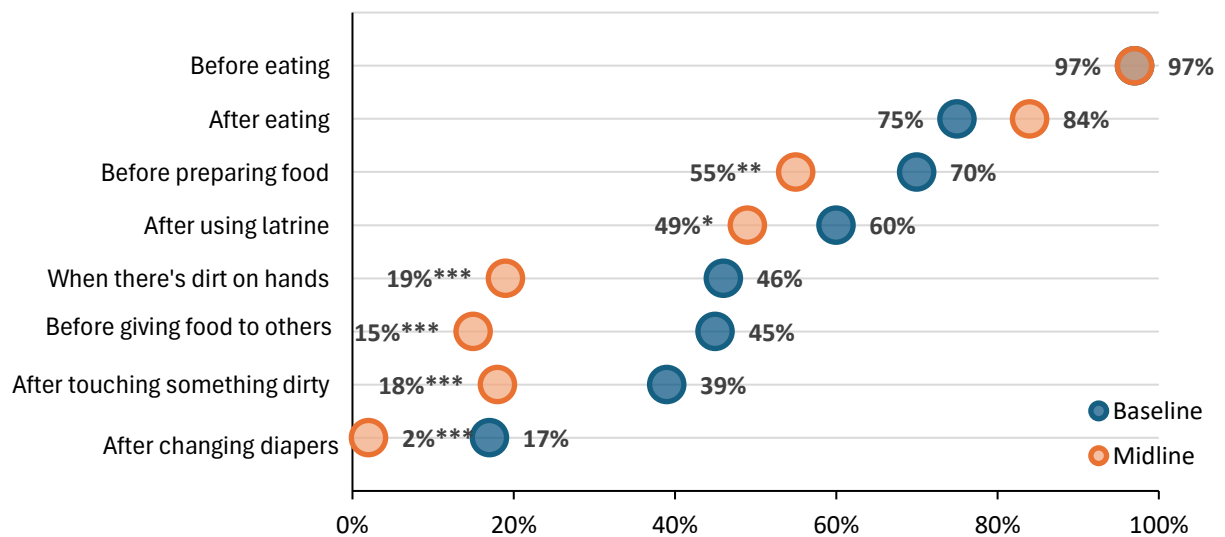
#### Exhibit 76. Materials Used for Handwashing



Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 253$  at baseline and  $N = 130$  at midline.

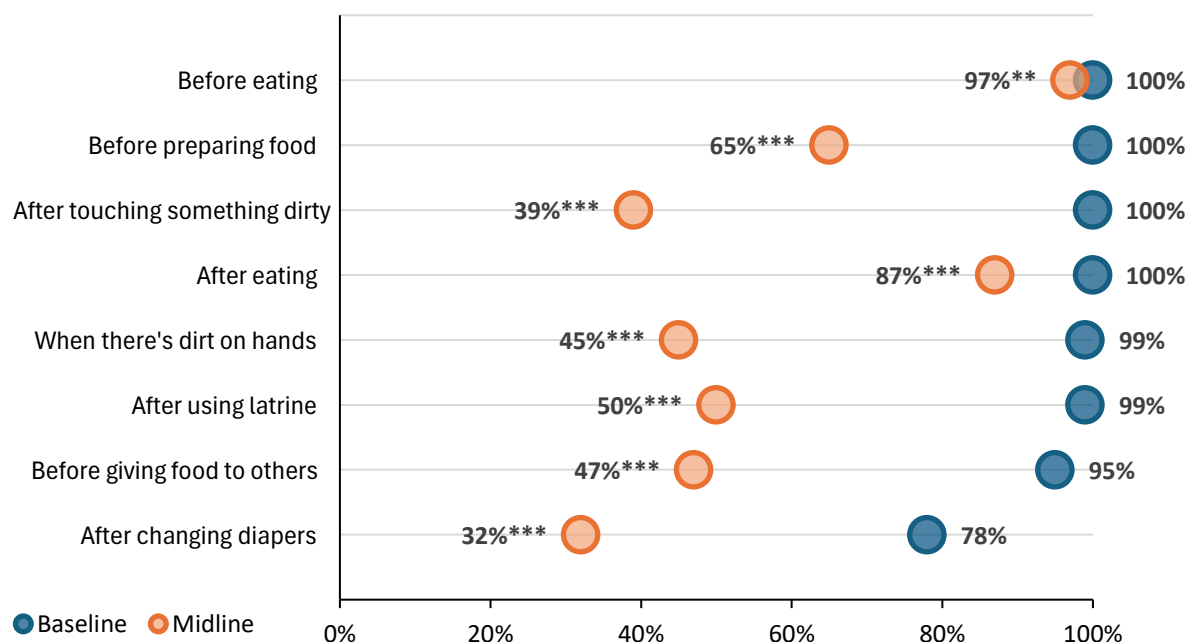


## Exhibit 77. Mothers' Handwashing Knowledge at Critical Points



Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 253$  at baseline and  $N = 130$  at midline. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

## Exhibit 78. Mothers' Handwashing Practice at Critical Points



Source: Mother survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 253$  at baseline and  $N = 130$  at midline. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

In qualitative data, mothers said it was important to wash their hands with soap before eating, before breastfeeding, and after using the toilet to protect their health and their children's

health. Mothers said that community-based health workers had educated them on best handwashing practices, indicating that the training and knowledge transfer was well-understood. However, quantitative data suggested that fewer mothers had appropriate handwashing knowledge and practices since baseline.

### 3.2.3. *Local and Regional Procurement of Commodities*

In this section we present the findings from the new BB4 LRP-related outcomes, including information from the principal and PRM surveys and producer groups (see Exhibit 79).

**Exhibit 79. Key BB4 Performance Indicators on Strategic Objective 2**

Key indicator	Indicator number	Data source	Baseline (CI)	Midline
<b>Strategic Objective 2—Increased Use of Health and Dietary Practices</b>				
Percentage of schools that receive timely food assistance	CRS Custom Indicator 29	Principal survey	7% (3%–14%)	17%** (10%–25%)
Percent of communes implementing their procurement plans as planned	CRS Custom Indicator 28	PRM survey	86% (42%–100%)	78% (40%–97%)
Percent of communes with timely food distribution to schools	CRS Custom Indicator 23	PRM survey	14% (0%–58%)	11% (0%–48%)

Note: confidence interval (CI) is provided in parentheses.

**Procurement of Commodities from Local Producers.** Commodities used in school meals are procured at the commune level by the PRMs who, in turn, distribute them to the schools. The LRP intervention is taking place in the two new provinces and is expected to expand further throughout the BB4 process.

One of the key indicators from the PMP asks if PRMs are implementing their procurement plans as intended. We defined successfully implementing their plan as a PRM who reports no difficulties encountered during the procurement process in at least three of four areas. Seven of the nine PRMs met this criterion.

Of these nine PRMs, three said they had received funding from the government for school canteen commodities during the 2023–24 academic year. Six did not receive any funding at all. All three who received government funding said that they regularly had trouble receiving sufficient funds from the government. We also asked the producer groups about their customers. Two of the nine said they sold their products to the government or PRMs, whereas five said they sold to NGOs.

We asked PRMs about the different difficulties they might face, including security concerns, supply availability, and delays, in the procurement process. One PRM reported having faced procurement challenges due to security concerns throughout the year. Four of the PRMs reported that they had had difficulty securing the quantity of commodities needed, and three reported processing delays in procurement. One of the PRMs reported difficulty obtaining good-quality food from local producers.

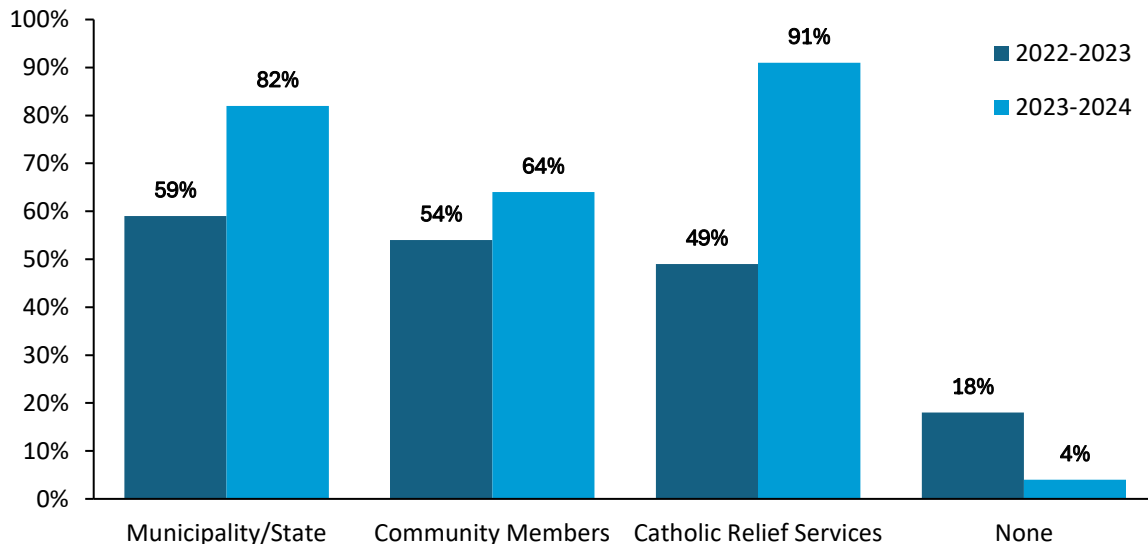
Only seven of the nine producer groups said that they provided commodities for schools during the past school year. Three of the groups knew how many schools they supported which ranged from 3 to 207. Six of the nine producer groups interviewed said they had signed a contract. They were required to produce an average of just over 1 million kgs of commodities, with a range from 10,000 kgs to 1.9 million kgs.

**Distribution of Commodities to Schools.** We also asked the PRMs about their distribution of commodities to schools. Just two of the seven PRMs reported that they used a distribution plan checklist to monitor distributions. A key indicator in the PMP was whether PRMs completed 75% of their distribution plans. We found that just one of the nine PRMs did so.

Three of the PRMs said that they had experienced delays in distributing the commodities, with one PRM noting delays in procurement as the cause and two citing other reasons as causes of these delays.

**Receipt of Commodities by Schools.** We surveyed school principals to track any issues they had had receiving the school meal commodities they needed to feed all their students. In a typical year BB schools would expect to receive commodities from the municipality/state, CRS, and local community members each for 3 different months of the school year. As shown in Exhibit 80, more than half of the principals cited donations from the municipality/state (59%) and local community members (54%), and just below half (49%) from CRS during the 2022–23 academic school year. For the 2023–24 academic year, more principals reported receiving commodities from all three groups. Most principals reported that they had received commodities from CRS (91%), the government (82%), and the community (64%) once per year.

## Exhibit 80. Sources of School Meal Commodities



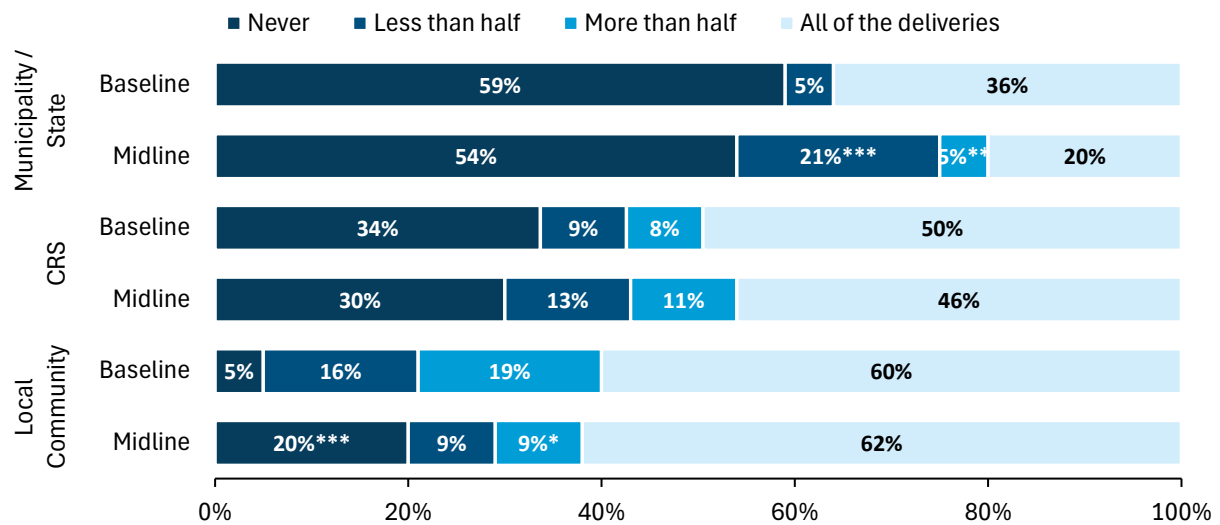
Source: Principal survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 107$ .

CRS developed an indicator to measure the percentage of schools receiving timely, quality, and sufficient deliveries of commodities for school meals. AIR calculated this indicator by creating a score from principals' responses on timeliness, quality, and sufficiency for each of the three suppliers of commodities.<sup>17</sup> In order to have successful deliveries of commodities, the school had to pass 75% (or seven of nine items) of the criteria. Based on the responses from principals, 17% of schools received timely, quality, and sufficient distributions of commodities. This is a significant increase from baseline (7%,  $p < 0.10$ ). The remainder of this section will look at the details of each of the three criteria.

According to principals, the government was the least likely group to make its deliveries on time, with 54% saying that they never received government deliveries on time (Exhibit 81). However, at midline, principals were more likely to report government deliveries' being on time less than half (21%,  $p < 0.01$ ) and more than half (5%,  $p < 0.05$ ). CRS was timelier, with 57% of principals saying that most of their deliveries arrived on time. Community members were the most likely to deliver on time, with 62% of principals saying that they always deliver on time. Community members living close to the schools and focusing their efforts on only one school are likely an advantage for them in terms of timely deliveries of commodities.

<sup>17</sup> We calculated the score, whereby timeliness, quality, and sufficiency for each supplier was counted as one when the principals confirmed passing the threshold for each at least half the time. The total possible score was nine for the three criteria across three providers. A score of at least 75 percent (or seven of nine) meant that they had succeed in meeting the indicator's threshold.

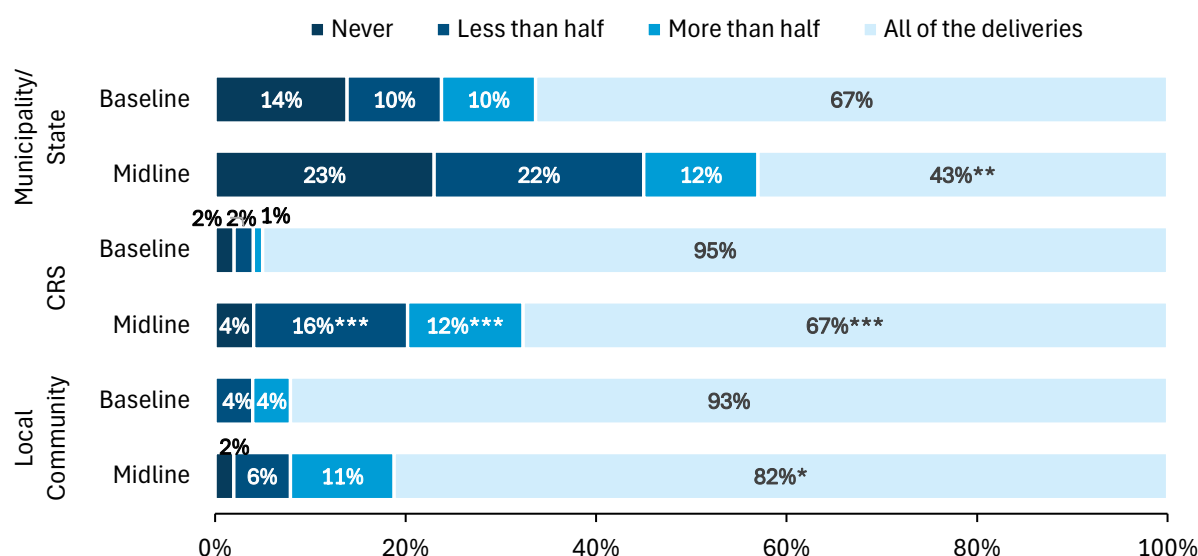
## Exhibit 81. Frequency of On-Time Deliveries of Commodities



Source: Principal survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 22$  at baseline and  $N = 80$  for municipality/state,  $N = 104$  at baseline and  $N = 90$  at midline for CRS, and  $N = 80$  at baseline and  $N = 66$  at midline for the local community.

As Exhibit 82 shows, across all suppliers, fewer principals reported that all commodities delivered were of good quality. Additionally, principals were more likely to report CRS deliveries to be of good quality less than half of the time (16%,  $p < 0.01$ ) and more than half (12%,  $p < 0.01$ ) of the time.

## Exhibit 82. Frequency of Quality Commodities Delivered



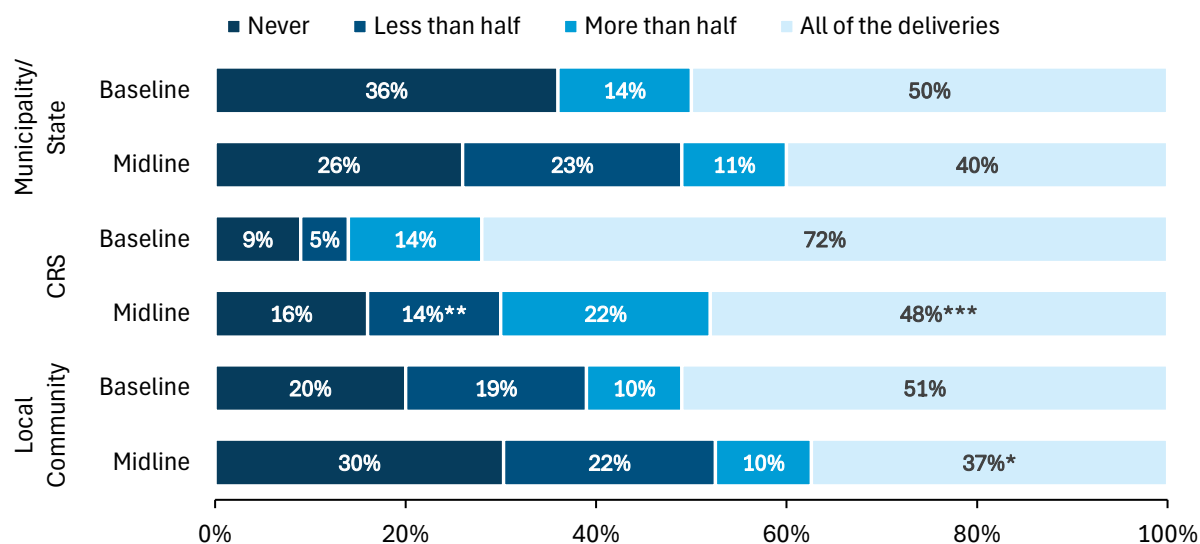
Source: Principal survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 21$  at baseline and  $N = 82$  for municipality/state,  $N = 104$  at baseline and  $N = 92$  at midline for CRS, and  $N = 80$  at baseline and  $N = 66$  at midline for the local community.

Fewer principals felt that that CRS and local community deliveries included enough commodities to feed their school's students, with 48% (CRS) and 37% (community) reporting that there were always enough commodities (see Exhibit 83).

Principals also reported how many days their school had been closed because of security concerns and other reasons since October 2023. On average, schools were closed for 1 day due to security concerns. Seven percent of principals reported other reasons for school closings.

In qualitative data, many mayors, province education directors, CCEBs, teachers, and COGES groups across provinces said it was difficult to procure local and regional food because of the limited availability of local produce and the lengthy procurement process. According to multiple stakeholders, the LRP component of school feeding was difficult to implement. Respondents explained that production in many areas was impacted by insecurity; displaced farmers had nowhere to cultivate major crops, which led to limited supply availability. Some respondents told researchers that farmers lacked fertilizers, seeds, and labor needed for cultivation, as well. Many stakeholders said the procurement process was lengthy, which delayed local and regional food distribution to schools.

## Exhibit 83. Frequency of Enough Commodities Delivered



Source: Principal survey; AIR calculations. \* $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .  $N = 22$  at baseline and  $N = 84$  for Municipality/State,  $N = 104$  at baseline and  $N = 94$  at midline for CRS, and  $N = 80$  at baseline and  $N = 67$  at midline for the local community.

### 3.2.4. Crosscutting Foundational Results

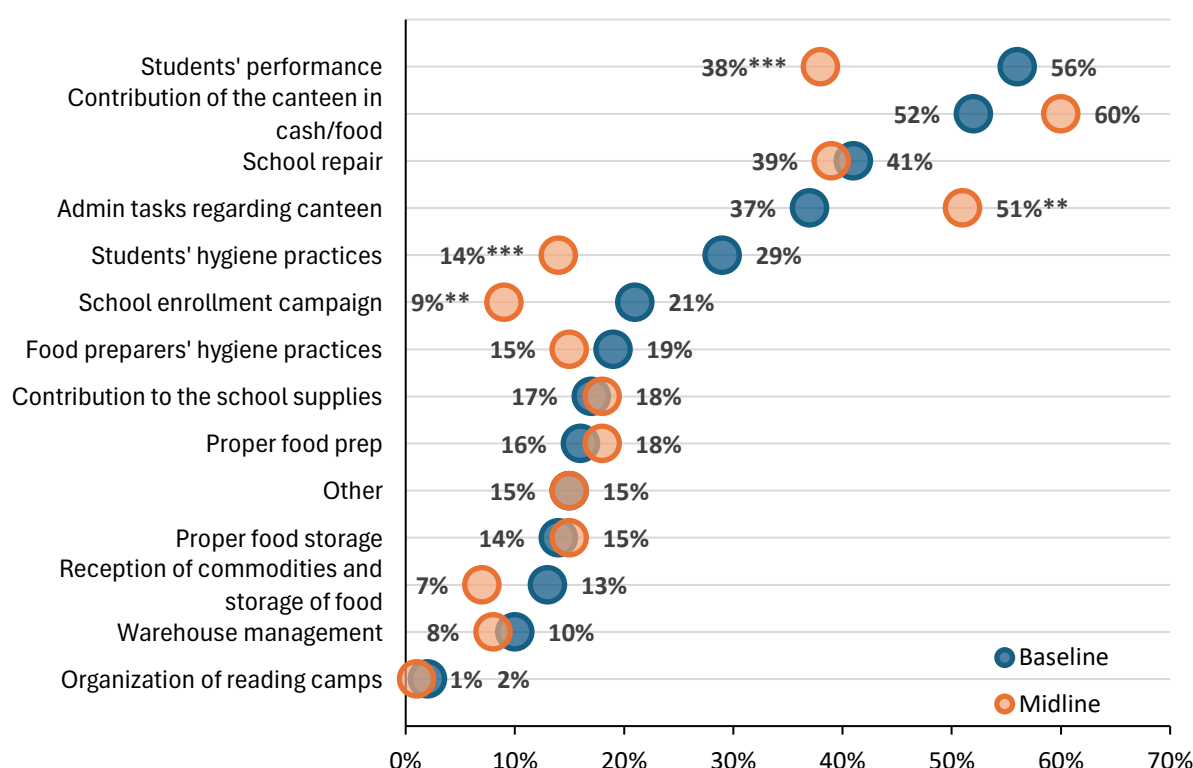
In the section below, we present findings on Foundational Result 4, namely, the engagement of local organizations and community groups in project implementation.

#### 3.2.3.1. Foundational Result 4: Engagement of Local Organizations and Community Groups

According to surveyed PTA members, PTAs held general assembly meetings an average of three times per year. The average number of meetings ranged from 1.9 in Namentenga to 2.9 in Oubritenga. Ten percent of PTA members said they held assemblies at least once per month, whereas 69% said they held them once every 3 or more months. In Oubritenga, 19% of PTA members reported holding assemblies at least once per month compared with 10% or less in the other provinces (and 0% in Namentenga).

Exhibit 84 details the most common agenda topics for the PTA assemblies according to respondents. At midline, more than half of the PTA members listed canteen contributions (60%) and canteen administrative tasks (51%) as common agenda items.

## Exhibit 84. PTA General Assembly Agenda Topics



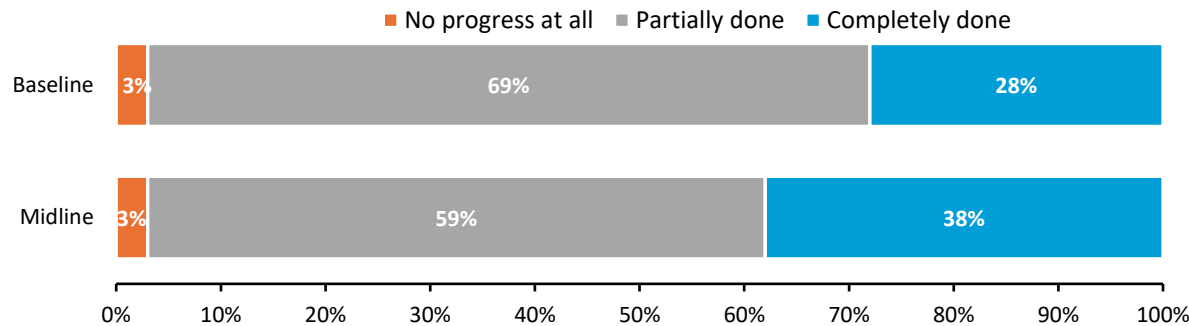
Source: Parent–Teacher Association survey; AIR calculations. \* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$ .  $N = 126$  at baseline and  $N = 117$  at midline.

Although canteen contributions and canteen administrative tasks were the two most popular action items, PTA members were much less likely to take action on these items—29% listed canteen contributions and 9% listed canteen administrative tasks as an action item. This is despite 90% of PTA members' reporting that they had taken action on items that came up at their assemblies.

As shown in Exhibit 85, most PTA members noted at least some level of completeness with their action items; 38% said projects were completed, whereas another 59% said work was partially done. There were no significant changes from baseline. The completeness rate ranged from 15% in Ganzourgou to 67% in Namentenga.



Exhibit 85. Completeness of PTA Action Items



Source: Parent–Teacher Association survey; AIR calculations. \*p < 0.10; \*\* p < 0.05; \*\*\* p < 0.01. N = 120 at baseline and N = 94 at midline.

In qualitative data collection, PTA and COGES members discussed receiving training in school canteens, making chalkboards, food storage, food safety and hygiene, school gardens, and PTA roles and responsibilities. When asked about areas for improvement, participants requested that PTA training include more people, having trainings for new PTA and COGES members, and additional training in improving production for school gardens and fields.

4. Findings With Respect to Evaluation Criteria

To better understand and contextualize the findings of the performance evaluation, the AIR team gathered and analyzed qualitative data related to preparation for implementation of BB4 activities and the expected influence of those activities on students’ literacy and nutrition and hygiene outcomes. Through KIs with teachers, school district administrators, province education directors, mayors, implementers (CRS and OCADES), and USDA staff and through FGDs with PTAs and mentors at a subset of BB4 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 BB4 intervention. Exhibit 86 summarizes the main findings, which we then describe in detail in the rest of this section. These midline findings relate primarily to beneficiary satisfaction, project alignment with national government goals, strengths and challenges in project management, steps taken to maintain efficiency of project operations, and expected sustainability of project components.

Exhibit 86. Summary of Performance Context Findings

Relevance
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- The BB4 project fits with national government priorities and policies focused on improving literacy; providing school meals; meeting children’s nutritional needs; and promoting good health, hygiene, and sanitation practices, according to stakeholders at different government levels.
- Stakeholders interviewed at the community level stated that BB4 activities matched challenges faced in the community, including lack of adequate supplies, teaching materials, and training to promote literacy; challenges with student attendance; dropouts; school fees; providing commodities for school canteens; and engaging parents to support schools.
- The project aligns with economic contexts in provision of food commodities for school meals and support with SILC activities. In the political context, the project is consistent with the vision and policies of the national government to support school canteens and literacy. In a cultural context, the project promotes social cohesion and mobilization for school fields, and engages community leaders to promote buy-in and engagement.
- Stakeholders expressed satisfaction with the content of trainings provided, support for school canteens, and WASH and nutrition support. Areas in which stakeholders were not completely satisfied and saw opportunities for improvement included support for mentors, training frequency, and infrastructure and resource support.

#### Effectiveness

- Results tied to specific performance evaluation indicators are presented in [Section 3.2](#).
- Project implementers reported using regular and reliable monitoring mechanisms, providing close monitoring of community activities.
- Stakeholders at national, provincial, district, and local levels noted close collaboration with project staff, including presentations at the beginning of the project and regular meetings throughout.

#### Efficiency

- **Indications of cost-efficient activities.** Although we have not conducted a cost-effectiveness analysis, project components perceived to have the best value for funds spent included training for teachers and school administrators who could continue their work or train others; facilitation of SILC groups, which could continue savings activities; provision of improved cook stoves for school canteen kitchens, resulting in reduced firewood needs; and raising awareness on WASH and material and child health practices to promote healthy communities with fewer medical expenses and missed days of school or work.
- **Use of project resources.** Implementers and stakeholders discussed conducting activities within the planned budget and having continuous budget monitoring. They described the need for flexibility given IDPs and increased numbers of students in some schools, resulting in the need for more classroom space, food commodities, and supplies.
- **Achievement of project timeline.** There was a delay in implementation of about 1 year for request and approval to relocate efforts from schools closed or not safe for implementation in the Central-North region to schools in the Plateau-Central region.
- **Responses to internal and/or external factors.** The project shifted to include schools in Ganzourgou and Oubritenga provinces because of security concerns in some schools in Bam, Namentenga, and Sanmatenga.

#### Sustainability

- Specific activities identified for greater sustainability after the project ends included mentoring for girls and literacy instruction, techniques that teachers had learned from the project and could continue practicing.

- Respondents reported that they would not be able to continue WASH practices, including handwashing, without reliable access to water.
- Stakeholders all said that ownership and commitment from actors at all levels would be critical for sustainability of school canteens and other project activities.
- The BB4 project is on track for some targets in the sustainability plan, especially at the national government level, with close engagement in sustainability, including a draft policy under review, annual budget allocation, and state action plowing school fields across the country to promote growing crops for school meals. There is still a need for progress on a framework to monitor government-provided school meals.
- At the municipal and school levels, stakeholders understood that continuing school canteens would require commitment from the national government and communities. Although PTA and COGES members wanted to continue school canteens, there was concern over the ability of communities to provide food commodities to cover 3 months of the school year. Therefore, there are concerns about meeting the sustainability plan, which sets a target of 150 schools' being phased out of USDA funding and covering at least 4 months of school feeding through community contributions.
- Building the capacity of municipal and community actors will also be crucial to ensuring that local systems of operation (such as the endogenous canteen, COGES, or PTAs) can continue to operate without the support of donors. Municipal leaders reported receiving initial training, but many had not yet mastered best practices and needed more information on resource allocation plans for community contributions.

## 4.1. Relevance

Through interviews and FGDs with project implementers, national and local government officials, and community-level stakeholders, the research team assessed the relevance of BB4 interventions. Interview topics focused on project alignment with the GoBF's goals and policies, and the extent to which the project has considered economic, cultural, and political contexts. AIR also reviewed stakeholder perceptions of relevance of project activities and satisfaction with their participation in the project.

### 4.1.1. *Alignment With Economic, Cultural, and Political Contexts*

Economically, the project makes substantial monetary investments in conjunction with the national government in the provision of food commodities, reducing the burden on communities for school meals. Additional economic support is provided for the broader community with SILC activities. Regarding the political context, government stakeholders confirmed that the project was consistent with the vision and policies of the national government to support school canteens; literacy; and promotion of health, hygiene, and nutrition. Implementers are providing support for education policies for school canteens. Interviews with a variety of local stakeholders did not reveal any areas in which the project and its goals were going against local cultural sensibilities. National government representatives emphasized the fact that having community food contributions for school canteens for part of the school year necessitates that implementers take into account community needs for participation. Likewise, establishing school fields requires social mobilization and cohesion to

produce crops for the school canteen, as well as familiarity with customs of groups in the areas of crop production. For the GASPA groups focused on women who are pregnant or with young children, implementers discussed seeking consent from the community before proceeding because the activity involved bringing together women to meet without men. Community leaders—including village chiefs and village development councils, as well as PTAs, COGES, and mother’s associations for community buy-in and engagement—were involved in the project’. Consistent with findings from the BB4 baseline evaluation of the project, interviews revealed that the project developed adaptations based on the local context and conditions on the ground, especially responding to security concerns.

#### **4.1.2. Project Alignment With Government Priorities and Coordination With Other Programs**

Stakeholders at different government levels, including ministry, province, and school district, described the way the BB4 project aligns with national government policies focused on improving literacy; providing school meals; meeting children’s nutritional needs; and promoting good health, hygiene and sanitation practices. Province education directors and school district administrators discussed the way project activities followed government policies and priorities, for example, having a focus on education, providing training for teachers, and distributing school supplies and teaching materials. Various government stakeholders felt that the project matched the presidential plan for schoolchildren’s nutrition and described seeing improved student attendance at school with meal provision. National government stakeholders also found that the interventions supporting women who were pregnant or with young children and WASH and health also were in line with the GoBF’ health and nutrition policies.

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*“The government’s objectives are quality education for Burkinabé children and for citizens. Seeing what BB4 is doing, seeing the objectives of BB4, I think that it aligns with this same line of thought, namely to promote quality education for children, by implementing actions both in terms of food and education.” – National government representative*

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The BB4 project is not operating in isolation in Burkina Faso. There are other NGOs and programs being implemented. CRS operates the KOM-YILMA program, investing in water access infrastructure in schools in Burkina Faso, which is coordinated with BB4 (Stulman, 2015). CRS also operated a USDA-funded LRP Program (USDA, 2021) in Burkina Faso, which included local and regional procurement of food commodities for schools participating in BB4. The LRP project has been incorporated in the BB program. Outside of CRS, other NGOs, such as World Food Programme (2024), provide food for school canteens, with the organizations coordinating to focus on different geographic areas. Other organizations are providing complementary services in the same area, for example, Plan International (NA) providing different training and services

focused on child protection and gender concerns, and additional NGOs provide health services in Kaya, Sanmatenga province.

#### **4.1.3.      *Relevance of Implementation Strategies***

Respondents discussed the key challenges to improving literacy, barriers to student enrollment and attendance, and need for greater parent and community engagement that matched project activities.

**Lack of adequate supplies, teaching materials, infrastructure, and training to support improving literacy.** Multiple teachers discussed a lack of tables and benches in classrooms resulting in overcrowding and difficulties with practicing writing skills. Teachers also shared that they lacked adequate teaching materials, such as reading books and notebooks for all the students. Teachers also described overcrowding of classrooms, with over 120 students in classrooms, especially because of school closings necessitating students' traveling to other schools and IDPs. To address this, some stakeholders noted that the project had constructed temporary classrooms, provided supplies, and encouraged PTAs to provide support, as well. Teachers greatly appreciated the content of training provided and discussed a need for more frequent refresher trainings. Teachers also reported some challenges related to religion and ethnicity, noting that some children who were learning Arabic at home had challenges with literacy in French at school and that during group exercises some students did not want to engage with students of a different religion or ethnicity.

**Student attendance, dropouts, school fees, and school canteens.** Multiple stakeholders, especially in Ganzourgou, Sanmatenga, and Bam, discussed student absenteeism and dropouts due to students going to gold-mining sites. Stakeholders described girls' being late to school or dropping out because of household responsibilities such as getting firewood or water. Mentors discussed perceptions among fathers that girls did not need to continue school once starting in the CM2 (Grade 6) level in primary school because of potential pregnancies once starting secondary school. The mentors raised awareness about the importance of continuing school for girls. Local officials noted seeing more dropouts among IDPs. Respondents in PTAs and COGES said that school fees were an important barrier to student attendance at school, noting that many parents could not afford to pay these fees. Respondents shared the importance of the school canteen for bringing students to school, especially students who lived far from the school; if they had to return home for a midday meal, they would be less likely to return afterward. Respondents suggested ensuring that the school canteen start from the beginning of the school year to promote student attendance.

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*“Chores can lead a girl to go late to school. Other girls are looking for firewood and are late for school. Some girls come late because of the search for water. All these situations are problems that girls experience but that teachers do not know; we mothers understand these situations.”*

– Mentors focus group discussion, Namentenga

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**Support from parents and communities.** Teachers reported seeing limited support and engagement from many parents. For example, some teachers said that they did not see parents visiting to ask about their child’s progress in school. Other teachers noted delays in starting the school year due to parents’ requesting that students participate in harvests in October, often pushing back the start date to November. Teachers also said that they believed most parents were not providing support for students to continue learning when at home. Among PTAs, respondents noted hearing that some parents had older children who obtained diplomas and this had not helped them obtain a job so they did not see the benefits of a general education for their other children. The PTA members suggested investing in apprenticeship opportunities such as sewing and carpentry, in addition to general education, to promote employment opportunities.

#### **4.1.4. Stakeholder Satisfaction with Participation**

Interviewees described areas in which they were satisfied or not satisfied with participating in the BB4 project. Stakeholders discussed several areas of satisfaction with the BB4 project: receiving regular training across multiple stakeholder types, school canteen support, overall package of BB4 activities, WASH and nutrition support, and other areas.

**Training content.** Respondents across stakeholder types shared their satisfaction with training provided by the project. This included the content of the training and support for PTAs, COGES, and mentors, along with capacity building. Stakeholders also appreciated training provided for teachers and support for training of trainers, and observations for school district administrators. Local and education officials specifically appreciated the training for reading and writing and the TaRL approach.

**School canteen support.** Multiple stakeholders from national, provincial, and local levels discussed satisfaction with the school canteen component of the project noting perceptions of increased student attendance at school and greater focus among students. Respondents from Ganzourgou and Oubritenga, which began project implementation in the last year, also expressed satisfaction with the school canteen.

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*“The school canteen is very successful and essential because it solves a big problem for children and parents. With the presence of school canteens, children stay focused at school and are happy to go to school.” – School management committee, Bam*

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**Full package of activities.** Many stakeholders expressed satisfaction with the full package of activities in the BB4 project and appreciated the partnership with implementers. Further, a school district administrator in Ganzourgou appreciated that the implementer provided a workshop presenting all of the activities planned at the start of the project.

**WASH and nutrition services and sensitization.** Among school district administrators and province education directors, there was appreciation for supplementation with micronutrients provided for students. Among administrators, mentors, and PTAs in Bam and Sanmatenga, there was satisfaction with sensitization on hygiene and sanitation.

**Other.** Additionally, selected stakeholders shared satisfaction with resources received, such as bicycles for mentors, teaching materials and supplies, libraries, promotion of SILCs for access to credit, distance learning and literacy learning with tablets, and support for preschools.

When asked about areas for improvement with the project and where they were not satisfied, stakeholders discussed aspects of the mentoring activity, training, infrastructure, and resources.

**Support for mentors.** While mentors liked being part of the activity, they shared areas for improvement. These included requests for refresher trainings and greater monitoring in the field. Mentors in Namentenga and Bam stated that, although they appreciated having received bicycles, many had broken down and mentors requested help with repairing them to support their work. Mentors also shared challenges with availability of parents and girls to meet with them because of other responsibilities, and with management of girls’ menstruation, noting that girls often could not afford sanitary napkins.

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*“What we can emphasize as an inadequacy is that we have the impression that we are left to ourselves. We received our last training 2 years ago. If we are in regular contact, even if only once a year, with our supervisors, it could help with how we continue. If there are new strategies for mentoring, we would love to have them too.” – Mentors focus group discussion, Bam*

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**Training frequency.** While stakeholders appreciated the content of training, there were requests for more frequent refresher trainings, especially for new individuals who had joined after initial trainings. This was especially the case for mentors, COGES, and teachers.



**Infrastructure and resources provided.** Most respondents were very pleased with infrastructure and resource support. In one case, respondents noted that they had appreciated construction of a water tower but that they had to wait for solar panels to charge in order to use it. Due to the need for charging the water tower was operational for less time per day than the previous water pump. Respondents also had requested new classrooms. Additionally, there were requests to increase the quantity of food commodities provided, especially for schools with greater numbers of IDPs.

## **4.2. Effectiveness**

Stakeholders were interviewed on the successes and challenges of program implementation. Those results that were tied to specific performance evaluation indicators are presented in Section 3.2. Additionally, the research team examined project management, monitoring, coordination with stakeholders, and community engagement, which are further discussed below.

### **4.2.1. Project Monitoring**

Project implementers described employing regular and reliable monitoring mechanisms throughout the project and providing reporting of project management data on a quarterly basis. They described holding annual planning sessions including monitoring and evaluation to update data collection tools. Project staff provided training for actors in the field to collect data for endogenous canteens and for partners. They were able to review data quality. Strengths in data collection included perceptions from government stakeholders of close monitoring of community activities and appreciation of the scoreboards to allow community members to see progress on health indicators. Staff described being able to access reliable data in a timely manner. Challenges included network connection; some areas were more remote, meaning that data collectors had to wait until there was a good connection to download the data, delaying the process.

### **4.2.2. Project Management and Collaboration**

Project staff discussed the way having the right staff, in addition to preparing and implementing activities on time, promoted project effectiveness. All staff gathered for monthly meetings to present and discuss upcoming activities. Project implementers also met with communities to discuss progress. Staff discussed close contact and coordination with communities for health and nutrition activities to promote ownership of the approaches to sustain outcomes after the project ends. Stakeholders at national, provincial, district, and local levels noted close collaboration with the project. Stakeholders at the provincial level discussed consultation with project staff before starting implementation of activities for BB4. Staff met with stakeholders at the beginning of the project to present all the activities and implementation strategies,



continuing with newsletters, information meetings, and coordination meetings as the project continued. At the national government level, respondents from education and health ministries discussed having close collaboration and regular meetings on promoting school feeding, reviewing tools to assess and teach reading, and providing training of teachers in literacy approaches. Project staff also regularly met with education officer stakeholders at the provincial and basic education district level, as well as district health representatives, regarding activities in place. In newly added provinces of Ganzourgou and Oubritenga, some local officials discussed needing more communication and involvement in the project to clarify roles and progress.

### **4.3. Efficiency**

Through interviews with local stakeholders, government officials, and implementing partners, the research team assessed efficiency in project implementation, including use of project resources and cost efficiency of activities. Topics included timeliness of achieving project objectives. AIR also reviewed internal and external factors affecting efficient implementation of project activities such as security concerns. Lastly, the research team reviewed project management structures, monitoring and evaluation mechanisms, and collaboration with other stakeholders.

#### **4.3.1. Use of Project Resources**

According to stakeholders and implementers, the two factors with the greatest effect on project implementation related to the budget and use of project resources were inflation and security concerns. Implementers described seeing a surge in food costs, resulting in inflation of food commodity prices, beyond what implementers had budgeted, and reported receiving additional funds from USDA. There were also increased costs for deworming medication due to inflation. Municipal officials also faced higher food prices creating challenges for local and regional food procurement and reported coordinating with implementers to resolve the issue. Growing security concerns also affected use of project resources. Implementers described needing to be flexible because of IDPs and increased numbers of students in some schools. These implementers also gave examples of meetings planned to be on site that had to be relocated because of security concerns, which affected costs. Implementers discussed conducting work within the planned budget and having continuous budget monitoring.

When asked about project activities providing the greatest value for funds spent, implementers discussed forming savings groups, providing improved cook stoves, raising awareness regarding WASH and maternal and child health, conducting teacher trainings, and implementing the mentor activity. Facilitating savings and SILCs was seen as cost effective because project staff trained agents to start groups and then communities could continue with SILCs on their own

and have the potential to provide credit and capital to support their own income-generating activities and some expenses for schools. Respondents discussed training provided for stakeholders in school canteens to make improved cook stoves, which decreased expenses by reducing firewood needed to prepare food. Respondents also focused on raising awareness among mothers regarding maternal and child health and raising awareness generally of health and WASH to promote a healthy community with lower medical expenses or missed school or work. Lastly, literacy trainings involving a train-the-trainer approach were seen as providing good value for funds spent, as was the mentor program, which mentors planned to continue after BB4 program ends.

#### **4.3.2.      *Achievement of Project Timeline***

There were delays in implementing many of the project activities because of security concerns. Many of the schools in the Central-North region in Bam, Namentenga, and Sanmatenga provinces either closed or were not considered safe for project activities. As a result, the project relocated efforts for many of these schools to Ganzourgou and Oubritenga provinces in the Plateau-Central region, with a delay of about 1 year for the request and approval process and with implementation starting in the 2023–24 school year. COGES also reported receiving food commodities from the national government later than expected, and this resulted in delays or temporary closures of school canteens. In Ganzourgou, local stakeholders discussed challenges with food procurement and distribution, noting a change in procurement responsibilities from the municipality to the CEB, and the need for better communication between schools and CCEBs to supervise delivery and distribution of food commodities in schools.

#### **4.3.3.      *External Factors***

In addition to inflation, which is discussed further in section 4.3.1, security concerns had a variety of reported effects on program implementation. Most notably, due to security challenges, the program had to relocate from about half of the originally included schools located in the Central-North region to new schools, in the Plateau-Central region. The program also continued with distance learning and literacy learning with tablet pilot activities in areas facing security concerns. Even some schools in Bam, Namentenga, and Sanmatenga that continued with program implementation, temporarily closed due to security concerns, with some stakeholders sharing that they had lost loved ones. Many schools that remained open in the Central-North region saw an increase in students coming from areas where schools had closed. In the Plateau-Central region, stakeholders said that there were IDP children joining existing schools in the region. In both cases, stakeholders reported overcrowding due to lack of adequate infrastructure and classroom space, as well as lack of sufficient food commodities. Stakeholders in Bam and Sanmatenga spoke of receiving assistance to build semifinished

classrooms to accommodate more students. CRS is engaging in additional projects such as the School Feeding Support Project in the North-Central and North regions to specifically support students and populations in an emergency context by providing more food to school canteens in collaboration with the GoBF Technical Secretariat for Education in Emergencies (Jumelages & Partenariats, 2023). The World Food Programme is providing in-kind emergency food assistance to IDPs and refugees in Burkina Faso (WFP, 2024). The GoBF designed a National Education in Emergencies Strategy 2019–2024 (SN-ESU) to inform responses to security concerns in areas including the North-Central region, led by the Technical Secretariat for Education in Emergencies (ST-ESU) (ECW, 2023; UNICEF, 2023b).

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*“And since we were not prepared for this situation of displaced people, the classes are overcrowded, making the teachers’ work difficult. If you take a class that normally should have 50 to 60 students and ends up with 200 to 300 students, you see that it is difficult.”*  
– Mayor/PDS interview, Sanmatenga

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In one area in Namentenga, mentors explained, some of the mentors left the village because of security concerns and others in Namentenga and Bam said that they had stopped their activities, such as meeting with girls right as they were leaving school or visiting them at home, because of security fears. Implementers spoke of providing training for activities such as building latrines and then finding that stakeholders adjusted priorities to items that could be moved if needed. While implementers were able to transition to implementing activities in new schools in the Plateau-Central region, in many cases these implementers had already invested time in activities such as teacher training and updating canteens and warehouses in continuing schools that were closed.

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*“At a certain point, we had to suspend activities because everyone was afraid. We had received warnings and had to stay safe. We didn’t do activities like making visits every Wednesday to each girls’ home.”* – Mentors focus group, Bam

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Local stakeholders described challenges with local food commodity production and community contributions to the school canteen because of insecurity, noting that there were areas that were no longer safe for farming in Bam and Sanmatenga. Beyond security concerns, some respondents also discussed lack of adequate rain to promote good harvests.

#### **4.4. Sustainability**

Project implementers, government officials, and school district administrators have emphasized the importance of increasing sustainability measures for BB4, especially regarding local stakeholder ownership and independence in carrying out program activities. BB4 has introduced a number of new program activities aimed at increasing both the impact of the

program and its sustainability. Many said that, moving forward, developing stakeholder involvement will be essential to ensuring that the program survives beyond the support of CRS. Moreover, local systems of operation, such as PTAs and food procurement mechanisms, need to be developed or enhanced to ensure that local actors can continue specific activities in the future.

#### **4.4.1. Expected Sustainability of Specific Project Activities**

In the following section, we examine the expected sustainability of various project activities based on our interviews with local stakeholders, project implementers, and government partners. Staff also shared the way the project implementation strategy promoted sustainability with train-the-trainer components, allowing for teachers to train other teachers, and for PTAs, mother's associations, and village leaders to be trained to train others.

**Literacy instruction.** When asked about the sustainability of BB4 activities, respondents from all provinces said it would be easy for teachers to continue implementing the literacy instruction techniques they'd acquired from the project's training and pedagogical support. Teachers, CCEBs, and MENAPLN representatives told researchers that teachers already used literacy instruction skills and techniques learned from BB4 and would continue using them after the project ends.

**Student mentoring.** Student mentors said they would continue mentoring girls after BB4 finishes. Several student mentors told researchers that they cared about the success of young girls in their communities and would continue implementing student mentor activities after the project ended. One mentor from a school in Bam, for example, *"We are not going to give up at all, we cannot give up on this work because it is the future of our daughters that is at stake. This mentoring work is so beneficial to us as well as our community that we can't give up. We don't want our daughters' school results to go down anymore."*

**WASH.** Schools won't be able to sustain WASH practices without access to water or functional WASH infrastructure. Although stakeholders interviewed understood the importance of good hygiene, some respondents from Bam and Ganzourgou said that, without fully-working handwashing stations, it would be nearly impossible to sustain WASH practices. In Sanmatenga difficulty of handwashing were noted due to the lack of access to water. As a PTA member from a school in Sanmatenga told researchers,

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*“Hygiene goes hand in hand with the availability of water. We can together make sure that there is no more garbage in the village and at the school, but if we come back home and there is no water to wash ourselves in, what are we going to do? When we say hygiene, it’s cleaning the yard, and also having water to wash yourself. Our major problem is the availability of drinking water. If we have water, we can work in such a way that even if you are a passer-by you will see that there is hygiene at the school. Our pressing need to support school hygiene is the availability of water. If you help us, I think it will do us good. Our grievance is water.”*

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**School meals.** PTA and COGES members want to continue school meal operations, but some key challenges will make it difficult to sustain school feeding at the local level. Multiple PTA and COGES members across provinces expressed a strong desire to continue school feeding after the project ends. Some PTAs and COGES already demonstrated their commitment toward sustaining school meals. At a school in Namentenga, parents consistently donated food to canteens. At schools in Sanmatenga and Ganzourgou, parents were able to supply canteens with vegetables from school gardens.

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*“School gardens are a very good initiative because they supply canteens with vegetables. This year, for example, the production ensured the preparation of the canteen until the end of the year, and we teachers even benefited from this production.” – Teacher, Sanmatenga*

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Despite these successes, parents in most provinces were unable to donate substantial food and money to endogenous canteens due to poverty, poor harvests, and limited food for their own families. As a result, most schools couldn’t serve meals throughout the entire school year. Schools in Bam and Sanmatenga needed more water to support school gardens, and other schools with fully functional gardens didn’t produce enough vegetables to fully supply endogenous canteens.

Many stakeholders also mentioned the challenges related to local and regional food procurement, which create barriers for sustainable local feeding. Some farmers displaced by insecurity didn’t have land to cultivate on, while other farmers didn’t have all the inputs needed (e.g., fertilizers, seeds, labor) to produce substantial crops. Because of the lengthy procurement process, schools rarely received local and regional food on time. A teacher from a school in Sanmatenga told researchers, *“The sustainability of the school canteen and even the other activities of the program will be very difficult here, because the food that comes from the local level here is not even of quality and does not even reach us in time.”*

#### **4.4.2. Stakeholder Preparedness to Continue Program Activities**

BB4 project staff shared that there was a skills definition workshop held to map actors and plan the way implementation will proceed after the project ends. Stakeholders emphasized the need

for ownership and commitment from actors at all levels—national, provincial, district, and local—for sustainability of project outcomes and approaches. The project has especially focused on preparedness of national government, municipalities, and community stakeholders.

The BB4 program sustainability plan includes targets for each year of implementation with the targets for school feeding shown in Exhibit 87.

#### Exhibit 87. BB4 Sustainability Plan School Feeding Program Targets

Target	Graduation Year	Responsible Entity
100% of schools have resource allocation plans for their months of community contributions.	Year 2	GoBF and municipalities
Ministry of Education (MENAPLN) has adopted CRS local meal menus .	Year 2	MENAPLN
80% of schools are able to meet their community contribution targets set by their resource allocation plan.	Year 3	COGES/PTAs
Municipal employees have mastered procurement best practices resulting from training.	Year 4	District-level MENAPLN
150 schools are phased out of USDA funding and are able to cover at least 4 months of school feeding through community contributions (meaning, a total of 7 months of feeding covered over the school year, including GoBF's 3-month contribution).	Year 4	Municipalities and schools
The National Public Health Laboratory (LNSP) has adopted the CRS <i>Food Safety and Sanitary Standards Manual</i> .	Year 4	LNSP
The national government has an established framework for the monitoring of government provided school meals.	Year 4	GoBF and MENAPLN
Significant advocacy efforts for the adoption a law mandating school feeding are aimed toward the relevant authorities.	Year 4	CRS and MENAPLN

**National government–level preparedness.** At the national government level, there was progress made towards targets in the sustainability plan for GoBF and MENAPLN, with an annual budget allocation for school feeding and a draft law for school feeding. There is room for more progress on establishing a framework to monitor government-provided school meals, and the LNSP's adopting the CRS *Food Safety and Sanitary Standards Manual*. For school canteens, considerations include capacity strengthening, expansion, budget, school fields, implementation as a sustainability strategy, and focus on a joint effort between the state and local communities providing food commodities for school canteens. Project staff discussed capacity strengthening and trainings for national government representatives, along with support for policies promoting school canteens. The GoBF has an annual budget allocating

approximately \$30 million for school feeding (GCNF, 2021). The national government has also signed a declaration of commitment as a member of the School Meals Coalition to provide access to food for children in school, strengthen capacity of actors in school feeding, promote local food products for school meals, and strengthen the legal framework and governance of school canteens (School Meals Coalition, 2021). National government representatives said that they would need more time and preparation to take charge of food commodities for the entire school year for schools. Project staff emphasized that government stakeholders were involved in all aspects of the project, with relevant policies being drafted collaboratively. National- and provincial-level government respondents discussed the need to confirm results and then to expand to the rest of the country if the state took responsibility. The state has already started promoting school fields. At the direction of the Ministry of Agriculture, the state plowed the fields of two schools in each of the 351 communes in Burkina Faso. National government representatives discussed prioritizing the school canteen and for the state and community to work together to provide food commodities over the school year. A participant in a national government interview commented, *“The current government emphasizes the canteen so that every school-age child can have a meal . . . . The state and community must pool forces to provide food in quantity and quality for children during the school year.”*

The project has a memorandum of understanding (MOU) with the Presidential Initiative’s permanent secretary to coordinate on school feeding and government funding. The project has also engaged with national government representatives for implementation and has provided support for a draft law for school feeding.

**Municipal level preparedness.** At the municipal level, there was initial progress toward sustainability plan targets. Some municipal leaders had not heard about resource allocation plans for community contributions of commodities to school canteens, whereas others had plans in place and PTA contributions. Municipal leaders discussed receiving training in food commodity procurement, as well as the management guide, but not yet mastering best practices. Respondents at the municipal level discussed their role in supervising school canteens, as well as procuring food commodities. The national government has been providing capacity building for municipal officials for procurement at the local level, as well as preparing a management guide for school canteen food commodity procurement in coordination with CRS. Most of the municipal leaders interviewed reported having received training in food commodity procurement using a budget allocation from the GoBF to procure food for 3 months of government coverage, although not specifically on handing over responsibilities after the project ends. Additionally, municipal leaders were asked about resource allocation plans developed by PTAs that they could submit to their municipality to request funds to cover any gaps. While some had not heard about this, others shared that the PTA has made contributions.



**Community-level preparedness.** At the community level, there was recognition of the need for raising awareness, ownership, and buy-in from parents and community members to contribute food commodities to school canteens. However, stakeholders reported seeing challenges with communities being able to provide food to cover 3 months of school feeding, indicating potential challenges to meet the sustainability plan target of communities covering at least 4 months of school feeding in 150 schools, with a phase-out of USDA funding. Parents and teachers discussed seeing vegetables supplied for school canteens from school gardens as part of the community contribution. The central entities at the community level include PTAs, mother's associations, and COGES to provide food from the community for 3 months of the school year. Many stakeholders discussed the need for raising awareness among parents and empowering and gaining commitment from the community to contribute food for the school canteen. PTA representatives emphasized the need for social cohesion and unity among parents and community members to support the school canteen. BB4 included using SILCs in the sustainability plan to help ensure that food needs are met with community contributions. Teacher and COGES respondents suggested providing support for income-generating activities for parents to help them provide more support for schools.

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*"It's about raising awareness, communicating and empowering. ... The school must be the business of the village and the village the business of the school."*

– School district administrator, Sanmatenga

*"It is unity that is strength. We, the parents of students, must unite to support the school in case of need."* – PTA focus group, Ganzourgou

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## 5. Conclusions

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In this BB4 midline performance evaluation, we used a mixed-methods approach to compare performance outcomes from baseline to midline to observe any progress over time and to identify potential threats or success factors of implementation. The AIR team visited 107 schools in five provinces including Bam, Namentenga, and Sanmatenga, as well as two new provinces: Ganzourgou and Oubritenga. The team collected survey data from 1,256 primary school students in Grades 2 through 6, 187 teachers, 25 school district administrators, 85 food handlers (cooks and storekeepers), 118 PTA members, 107 principals, 9 PRMs, 9 producer groups, and 130 mothers (pregnant women and mothers with children under the age of 2). The qualitative data reflect perceptions from stakeholders at eight schools, where AIR conducted 26 KIIs and 22 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 BB4. 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. This section summarizes key findings in response to the main evaluation questions at baseline and discusses study limitations.

## **5.1. Key Findings**

In this section, we summarize the key findings of the BB4 midline performance evaluation as related to BB4 main strategic objectives. The results on Strategic Objectives 1 and 2 consist of integrated quantitative and qualitative findings, followed by qualitative analysis on the remaining OECD-DAC evaluation criteria (i.e., relevance, effectiveness, efficiency, pact, and sustainability).

### **5.1.1. Benchmark Key Findings and Implications for the Main Strategic Objectives**

To assess the midline of BB4 key outcome indicators, we compared baseline and midline values and interpreted the outcomes using triangulation with qualitative results where possible. Below, are the results of the midline evaluation outcomes organized by BB4's two strategic objectives: (1) improved literacy of school age children and (2) increased use of health, nutrition, and dietary practices.

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

- Between the baseline and midline evaluation the overall objective of improving literacy outcomes showed a positive development with an increase in students' ability to read. However, most of the intermediate results, such as student attentiveness, student and teacher attendance rates, and application of new teaching techniques, indicated mixed results, which may be a concern for the sustainability of literacy outcomes in the future. While the evaluation does not allow us to determine the cause of each indicator change, the qualitative findings suggest that contextual factors such as increased instability, increased influx of IDPs, and high food insecurity may have played a considerable role in explaining some of the negative trends. See below for more details on findings within this strategic objective.
- There were large and statistically significant increases in the proportion of Grade 2 students who could read at grade level. At midline, 66% of students could read at least at Level C, compared with 52% at baseline ( $p < 0.01$ ) and 60% could read at Level D, compared with 44% at baseline ( $p < 0.01$ ). Among the provinces, students' ability to read at Level C ranged from 70% in Sanmatenga to 92% in Bam. In qualitative data, teachers, CCEBs, province education directors, and mayors concurred that student reading proficiency improved because of BB4's literacy instruction activities. Respondents particularly appreciated the

group work and TaRL approaches—emphasized through literacy trainings—and said that use of these techniques helped improve student reading capabilities. We found no statistically significant changes from baseline to midline in attentiveness. Attentiveness remained higher among girls (7.4 in a typical week) than among boys (6.3 in a typical week). At midline, 76% of teachers said the girls in their classroom were at least 7 out of 10 in attentiveness, with 7 a passing score. Less than half of the teachers (48%) assigned the boys a passing score. In qualitative data, some respondents reported an improvement in student attentiveness thanks to school feeding, noting that school meals reduced hunger and allowed students to focus more on their studies. Most respondents, however, were not sure whether the program had an impact on student attentiveness. The overall student attendance rate was 93%, which was lower than the 96% at baseline ( $p < 0.10$ ). The attendance rate was highest in Bam (97%) and Oubritenga (97%) and lowest in Sanmatenga (78%). Attendance rates of boys and girls were similar. Teachers, PTA and COGES members, province education directors, and MENAPLN representatives across provinces said in the qualitative interviews that BB4's school-feeding intervention directly increased student attendance. Stakeholders said when students knew they would receive a meal at school, they were more motivated to attend and stay for the full school day instead of returning home for lunch and skipping afternoon classes. Many respondents said dropout challenges persisted in their localities, however, and differed for boys and girls.

- The average teacher attendance rate was 98% at midline, a significant improvement from baseline, at 95% ( $p < 0.01$ ). Regular attendance ranged from 88% in Bam to 100% in Sanmatenga and Namentenga. This was consistent with qualitative findings from teachers and parents, who stated that teacher absenteeism was not an issue at their schools.
- At midline, teachers were less likely to report receiving common supplies that they had received at baseline. In total, teachers reported receiving 1.7 supplies at midline, compared with 3.3 at baseline ( $p < 0.01$ ). Perhaps most notably, although 88% of teachers received the *Lire au Burkina* book at baseline, only 33% did at midline ( $p < 0.01$ ). Even though some of these schools might have received lasting supplies at baseline, the qualitative findings highlighted the fact that teachers and administrators both reported that supplies were insufficient.
- Teachers were spending more time on school-related activities, including teaching at midline. They were spending an average of 54 hours per week on school-related activities at midline, compared with 51 hours at baseline ( $p < 0.05$ ).
- Despite additional time spent in class, most of the new teaching practices were reported less often at midline. For instance, pairing students of different skills levels was the most popular practice with 89% of teachers saying they used it at midline compared with 93% at

baseline. One reason teaching methods may have regressed is that fewer teachers received training in the past year than at baseline (57% vs. 40%,  $p < 0.01$ ). According to qualitative data, teachers also said training sessions should be longer to adequately cover the material, and they requested more regular refresher trainings to ensure all teachers—including new staff—could implement new teaching practices. The teachers seemed to be more positive about the training in the qualitative data and willing to use it because it saved time and put the student at the center of learning. They did, however, have suggestions for improvement with training, mentioning that the duration was not sufficient to cover all material, and they requested increased financial support and better rooms for training. Another consideration was refresher training at the beginning of the school year for new teachers.

- Similar to classroom instruction, the proportion of teachers using literacy techniques decreased from baseline to midline. The most popular literacy component remained fluency, although its use declined significantly at midline (96% vs. 89%,  $p < 0.01$ ).
- In terms of frequency of school visits, more than a third of administrators (39%) reported visiting schools weekly. This was a notable drop relative to baseline but was not statistically significant when weekly visits happened for 64%. Like school visits, classroom observations declined in comparison to baseline.

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

- The midline results on SO2 focusing on health, nutrition, and hygiene indicate some concern about the trends of intermediate results and outcomes, in particular, with regard to hygiene knowledge and practices of students and staff involved with food handling or preparation, and dietary diversity. Results related to health practices and health care were, overall, positive. The food- and nutrition-related outcomes faced ongoing challenges of food insecurity and low resources for households to contribute. On the hygiene side, respondents referred to barriers in terms of low water supplies and need for additional maintenance to ensure functional WASH facilities. Overall, the outcomes within this objective suggested the further incorporation of sustainability features to be able to mitigate climate and other contextual shocks that might influence the intermediate and long-term outcomes.
- There was a large decrease in handwashing knowledge at midline. Just 8% of students could name at least four situations where handwashing was important, compared with 39% at baseline ( $p < 0.01$ ).
- As at baseline, 99% of students reported having washed their hands the previous day. There was a decrease from baseline (87%) to midline (71%) in students' using soap and water ( $p < 0.01$ ). More students said they were using just water (99% vs. 96%,  $p < 0.01$ ) and fewer

students were using soap (73% vs. 92%,  $p < 0.01$ ). There were also fewer students using ash to wash at midline (2%) than at baseline (22%;  $p < 0.01$ ). Student handwashing practice also declined at midline; only 3% of students reported washing their hands at four or more critical moments, compared with 24% at baseline ( $p < 0.01$ ). At midline, girls were significantly more likely to use soap and water than at baseline (75% vs. 67%,  $p < 0.01$ ).

- Overall, more than 75% of surveyed women reported that they had received formal or informal education on best practices to follow while pregnant. On average, the most common education topics included preventing malaria (90%) and where to go for pregnancy problems (90%), followed by warning signs during pregnancy (87%), giving birth at a health care facility (82%), and use of a skilled birth attendant (79%). While education rates on best practices were relatively high at midline, they showed a statistically significant decline from baseline.
- Most surveyed women reported they received education on postnatal checkups (82%). By mother type, 92% of mothers with children 7 to 24 months old received this education, followed by 74% of pregnant women and 68% of mothers with children 0 to 6 months old. Mothers were significantly less likely at midline than at baseline to receive training in each of the postnatal care topics. Qualitative findings suggest that, although training decreased, mothers who had received knowledge applied it appropriately.
- At midline, 62% of storekeepers reported that they had received formal training in safe food storage and 67% of cooks reported that they had received formal training in safe food preparation. There were considerable differences by province, with 94% of cooks in Ganzourgou having received formal training in food preparation, followed by Oubritenga (80%), Bam (33%), and Sanmatenga (33%). Storekeepers exhibited the highest rate of formal training in food storage in Ganzourgou (100%), followed by those in Oubritenga (71%), Namentenga (50%), Sanmatenga (29%), and Bam (25%).
- Nutrition knowledge, which the PMP defines as a student's being able to cite a benefit of and food containing iron and vitamin A, was 2% at midline, a significant decline from 36% at baseline ( $p < 0.01$ ). The drop seems to be mostly driven by students' struggling to give examples of foods with vitamin A or iron. Simultaneously the proportion of teachers who had received training in nutrition at midline decreased compared with the proportion at baseline (24% vs. 64%,  $p < 0.01$ ). Relatedly, there was also a drop in teaching about nutrition, with 75% of teachers saying they taught about it at midline compared with 91% at baseline ( $p < 0.01$ ).
- Food insecurity, which had been aggravated by conflict, was an ongoing concern within the program area. There were some regional variations, with 31% of mothers reporting having very low food security in Bam, compared with 9% in Ganzourgou. The proportion of very

food insecure households had slightly declined since baseline. Nevertheless, one in five mothers reported that household members had cut meals during food-insecure periods.

#### **5.1.2. Key Findings With Respect to Evaluation Criteria**

The midline qualitative approach sought to understand the context of program performance, using five criteria from the OECD-DAC (2021). These criteria are (1) stakeholder satisfaction and project alignment with GoBF goals (**relevance**); (2) project management, monitoring, collaboration with stakeholders, project implementation successes and challenges, and recommendations to better understand the **effectiveness** of BB4 at baseline; (3) steps taken to maintain the **efficiency** of project operations; (4) **perceived impacts** for SO1 and SO2 at endline; and (5) planning for **sustainability** after BB4. Although perceived impacts are integrated in the results on SO1 and SO2 above, the key findings on the other criteria are highlighted below.

#### **5.1.3. Relevance**

Government officials noted that the BB4 project aligned with the GoBF's strategic goals and expectations regarding literacy, health, and nutrition. Stakeholders largely appreciated the way CRS designed BB4 to consider economic, cultural, and political contexts, such as providing a large monetary investment toward feeding students and activities. Most stakeholders expressed satisfaction with the school canteens, believing that the canteens encouraged students to eat and stay at school. Participants appreciated the content of teacher trainings and support for water, sanitation, and hygiene. Areas with opportunities for improvement included support for mentors and training frequency.

#### **5.1.4. Effectiveness**

Project implementers reported using regular and reliable monitoring mechanisms, providing close monitoring of community activities. USDA staff interviewed about the project expressed praise for the ability of the CRS team to be responsive and adaptive to changing and challenging conditions on the ground because of the security concerns and IDPs. Stakeholders at national, provincial, district, and local levels noted close collaboration with project staff, including presentations at the beginning of the project and regular meetings throughout.

#### **5.1.5. Efficiency**

Respondents reported delayed implementation of activities due to security concerns with many schools being closed in Bam, Namentenga, and Sanmatenga. As a result, more schools were added in Ganzourgou and Oubritenga with a delay in the request and approval process to begin implementation. The largest concerns for implementers and stakeholders were security threats and inflation. Inflation of food costs resulted in budget challenges, as well as increased costs of

deworming medications. Respondents considered the activities providing the greatest value for funds spent to include forming SILC groups, providing improved cookstoves with reduced firewood needs, facilitating trainings for teachers, and raising awareness on WASH and nutrition. Security concerns have also led to more IDPs, resulting in overcrowded classrooms and the need for more supplies and food for school canteens. Threats to security have also resulted in some mentors' not being able to continue activities, and some farmers and community members' facing challenges with local food production because of the lack of safe areas for farming.

#### **5.1.6. Sustainability**

Stakeholders interviewed said that ownership and commitment were a central focus of BB4's implementation and that communities and the national government would have a joint effort in taking responsibility for school canteens. There was close engagement with the national government on sustainability of school canteens, including a draft policy under review, annual budget allocation, and state action plowing school fields across the country to promote growing crops for school meals. Stakeholders understood that continuing school canteens would require commitment from the national government and communities. While PTA and COGES members wanted to continue school canteens, there was concern over the ability of communities to provide food commodities to cover 3 months of the school year. While most program activities were seen as being sustainable, especially mentoring for girls and literacy instruction, respondents raised concerns about WASH practices because of the need for reliable access to water.

### **5.2. Limitations**

Limitations of the study that are worth noting are described below and are presented in more detail in the limitation section 2.6. The evaluation team included the mitigation measures taken to limit any effects on the results in this report.

#### **5.2.1. Timing of the Data Collection**

Because of some delays in the recruitment for the midline evaluation, the AIR team did not manage to start the data collection prior to the final exams and end of the school year. The field team collaborated with local authorities to ensure that participants were present during school visits. While the collaboration with local education authorities, as well as local community stakeholders, was largely successful, data collection was more difficult when more time passed after the closing of the school year. The team tried to mitigate any effects by prioritizing school visits and keeping less time sensitive interviews, for example, with mothers, PRMs, and producer groups for later. For qualitative data collection, some focus group discussions with teachers had fewer participants because many teachers had already left for vacation.

### 5.2.2. *Security Issues*

Security concerns were a constraint, especially in Sanmatenga and Namentenga provinces. AIR and the field team remained in close communication with CRS and provided updates about security issues. To the greatest extent possible, we mitigated this challenge by replacing some of the original schools prior to the start of data collection and we provided a list of replacements for schools to ensure that sample sizes remained adequate.

### 5.2.3. *Disaggregation by location*

Because of security concerns, closure of schools or unavailability of Grade 2, only 36% of the original school sample (44 of 121) was revisited from baseline. Especially for Namentenga, where there were main security concerns, some of the remaining sample sizes were small and that may have affected the average in disaggregation. The AIR team will note these influences and offer comparison at a higher aggregate level such as for instance original and new schools that are robust to show differences.

## 6. Recommendations

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Below, AIR presents recommendations based on key project findings, including outcomes, limitations, and lessons learned from the midline evaluation. These recommendations do not address all challenges identified by the midline evaluation. Rather, they focus on recommended changes as the project continues with implementation. The recommendations are grouped by category.

### **Literacy and Training**

- **Hold refresher training sessions at the beginning of the year to incorporate new educational staff.** A variety of community members, including school administrators and teachers, expressed a high degree of satisfaction with the training provided to date during the previous phases of the program and felt that it had helped them to teach more efficiently and to place the students at the center of learning. The satisfaction with the training was echoed in our quantitative results. Nevertheless, statistical results indicated a decline in the use of new teaching practices between baseline and midline. In the qualitative interviews, respondents had further suggestions for improvements such as longer duration to cover all materials, increased financial support, and better rooms for training. Refresher training at the beginning of the school year for new teachers was another suggestion, to enable both new and existing teachers to benefit from a reminder on new teaching practices and other key topics. Application of training topics, as well as



potential barriers to adoption of new techniques, should be further researched, and we recommend focusing on this during the endline evaluation.

- **Identify the needs for additional support for making the literacy programming more effective**, for example, for boys and other groups lagging behind. Even though the literacy assessment has demonstrated considerable improvements between the baseline and midline of BB4, continued support is needed, in particular, in some of the provinces with higher insecurity and higher influx of IDPs. Literacy rates increased from 52% reading at Level C—the equivalent to the Grade 2 reading level, which focused on reading complex sounds—at baseline to 66% at midline. Among the provinces, students’ ability to read at Level C ranged from 70% in Sanmatenga to 92% in Bam. In addition, a gender gap persists, with girls performing better and attaining assessment scores about 11 percentage points higher than boys. Girls (76%) scored on average higher on attentiveness scores than boys (48%). Because the mentoring program for girls has shown itself to be successful, the component for boys may also have potential to support learning and attentiveness. However, further research on the effectiveness of the mentoring component for boys is still needed. ’
- **Explore ways to resolve some of the issues between theory and practices for the distance-learning pilot.** Sixteen schools participated in a distance learning pilot, in which teachers and volunteers in communities were trained to help students continue learning with tablets if a teacher was not there. Students could use the tablets to learn on their own, and this allowed for more interactive and personalized learning. Teachers engaged with the pilot said that that they thought it was a good approach and was engaging for students. However, there were difficulties recharging tablets because of limited electricity access. We recommend that CRS investigate ways to address challenges with the distance-learning pilot such as with access to solar chargers or other ways to charge tablets.

## School Infrastructure and Resources

- **Continue to support and further incorporate internally displaced students into existing schools and classroom settings.** Security issues due to violent extremism have continued to emerge as a challenging factor for the stability of the education system, particularly in Namentenga and Sanmatenga, where many of the disruptions have taken place. In addition, some schools which are at the edge of the intervention zone closed temporarily and are resettling and looking to re-open during the school year. These disruptions have led to an influx of internally displaced students moving between neighboring areas and schools. Almost all respondents noted the (temporary) influence of additional students on the existing low resources and limited classroom space. Although CRS was already providing resources for schools and assisting in building temporary classrooms, there seems to be a



continued need for additional schools and school supplies, and a structured way of incorporating IDPs into already- overcrowded classrooms. We recommend that CRS continue to work with the GoBF, as well as other international organizations, to identify the additional needs related to the humanitarian context and address the concerns about space, supplies and food especially in those areas which have been directly or indirectly (through an increase in students) by conflict. Besides we suggest a special study on the impact of IDPs on access to schooling, student behaviors and learnings to further understand the influence of these influxes on the class rooms.

- **Provide teachers and mentors with needed materials.** Teachers across provinces reported having received fewer materials in the past 12 months compared with those at baseline, and they mentioned in the qualitative interview the need for more chalkboards, books, and dictionaries, and more tables and benches for classrooms to support student literacy learning. These resources are needed in general, but in particular for teachers in schools with large influxes IDP students, resulting in crowded classrooms. For the overall need of materials, an inventory should be made on the exact needs per area. CRS is recommended to collaborate with other partners in the field of education and emergency education to ensure an equitable distribution of materials. Several mentors also mentioned their need for bikes to be able to travel to schools and homes for mentoring activities. Some mentors said that they had previously received bikes from BB4 but that the bikes were poor quality and no longer worked. Others said they'd never received bikes during previous phases of the project. For the mentoring for girls program, AIR suggests that CRS conduct an inventory of bicycles provided to mentors as well as provide more monitoring of bicycles and training in bicycle maintenance.

## Canteen Infrastructure and Resources

- **Adapt the program budget to account for school canteen food supply changes using the BB4 sustainability plan strategies.** As we previously noted, many parents struggle to provide food for their own families in the current economy and cannot contribute substantial food and money to school canteens. The BB4 sustainability plan includes steps for communities to establish targets for community contributions, increase donations from covering 3 months to instead providing for 4 months of the school year, and support PTAs in developing resource allocation plans to cover any community contribution gaps and looking to SILCs to help ensure food needs are met with community contributions. Some stakeholders said that the food provided by the government 'did not cover school meals over a 3-month period. Local and regional food procurement had proven challenging because many producers were displaced from their farms because of insecurity and many did not have the inputs needed to produce a large food supply.' The project also supports

school and community gardens, and the government is preparing fields for growing crops to support school canteens. AIR suggests that CRS closely monitor commodities provided by the government to ensure coverage for 3 months, as well as closely review efforts to support community contributions. We suggest additional studies on schools that are succeeding or facing challenges in providing community contributions for the full 3 months for lessons learned.

- **Assess the bottlenecks on timely delivery of local and regional food production and raise awareness upon successful food delivery.** We constructed an indicator on successful food delivery for all three main providers (i.e., government, CRS, and local community) and the quality, timeliness, and frequency of food delivery. While the majority of PRMs implemented their procurement plans on time (78%), there was a small and insignificant decline in the submission of procurement plans as intended. With regard to delivery, 17% of schools had a timely food delivery from all providers, an increase compared with baseline but overall still a low rate. Both the quantitative and qualitative results indicated that there was a main concern about whether there were enough commodities. In addition, due to the conflict key positions within the municipality changed leading to capacity challenges to manage day-to-day affairs, including the procurement of food supplies. We recommend further research into the bottlenecks that drive these delays and insufficiencies.

## Nutrition and Water, Sanitation, Hygiene, and Health

- **Reinforce teaching nutrition and hygiene topics within schools by using refresher trainings for teachers and cooks or awareness campaigns to highlight the importance of nutrition and hygiene.** There was a significant decrease in the proportion of teachers who received training in nutrition at midline compared with baseline, which resulted in fewer teachers' teaching about nutrition. Simultaneously, students' knowledge about nutrition (i.e., iron and Vitamin A), as well as their hygiene practices in terms of handwashing declined, suggesting an overall distraction from nutrition, water, sanitation, hygiene, and health topics within class. Further, none of the school cooks reported the canteens' serving meals that met diversity requirements, and of the foods that were available in the canteen, significantly more cooks reported cereals as available and significantly fewer reported that vitamin-A-rich fruits as available. Refresher trainings in awareness and campaigns among school staff on the importance of such topics, may help renew attention to these and therefore strengthen knowledge and practices among students.
- **Partner with other projects and local organizations to improve water access. Consider providing local communities with the training and tools needed to maintain WASH infrastructure.** Several stakeholders said that their schools did not have enough water to maintain handwashing practices or grow vegetables in school gardens. In many instances,

stakeholders reported that the handwashing stations supplied by BB in previous years no longer worked because of use and sun exposure. AIR suggests that CRS partner with other projects or local organizations, as we did at baseline, to improve schools' access to water via handwashing stations and/or water tanks for school gardens. Qualitative results mostly highlighted water access concerns in Samantenga, while the survey analysis suggested a general decrease in handwashing stations. Additionally, we suggest that CRS determine whether further training and provision of tools to local stakeholders are needed to maintain WASH infrastructure over time for more sustainability in the results.

- **Reinforce training on safe food preparation and safe food storage.** While most food handlers that received training on safe food preparation and storage found it useful, the percentage who received formal training was only around 62% of storekeepers and 67% of cooks. The outcomes were lower (33% of storekeepers and 32% of cooks ( $p < 0.01$ )) when excluding the new provinces in the Plateau-Central region, suggesting that the original schools had lower training rates. In addition, the use of safe food storage practices showed mixed results, with cooks showing an improvement in some storage practices and storekeepers exhibiting both an improvement in some areas and a decline in others, relative to baseline. Likewise, both knowledge and practice of handwashing after critical moments showed mixed results for cooks between baseline and midline. We recommend that CRS reinforce food handler training in safe food storage and preparation to promote improved hygienic canteen practices and explore the need for inspections by school administrators to reinforce the use of the practices.

## Community and Parent Engagement

- **Consider a market assessment or feasibility study to determine needs for income-generating activities and review of options to increase community contributions for school meals.** Given the sustainability plan goal of increasing community contributions for school meals to cover 4 months over the school year and challenges for parents and communities to meet current 3-month contribution goals, we suggest that CRS investigate more options to meet this goal. While parents and community members expressed a desire to contribute food commodities to school canteens and to provide support to schools, there was difficulty in doing so. Preparation of school or community gardens, as well as government-prepared fields, are already on their way, and anecdotal evidence on the school gardens seems to be positive. Participants in the mentoring activity, PTAs, and COGES requested training for their members in income-generating activities, giving examples such as making soap and weaving, to help parents and community members provide better support for their students and schools. Further market assessments could

help to better understand the needs and options for income-generating activities, school garden support, and support for community contributions to school meals.

## **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. Midline Evaluation TOR**

## Annex A. References

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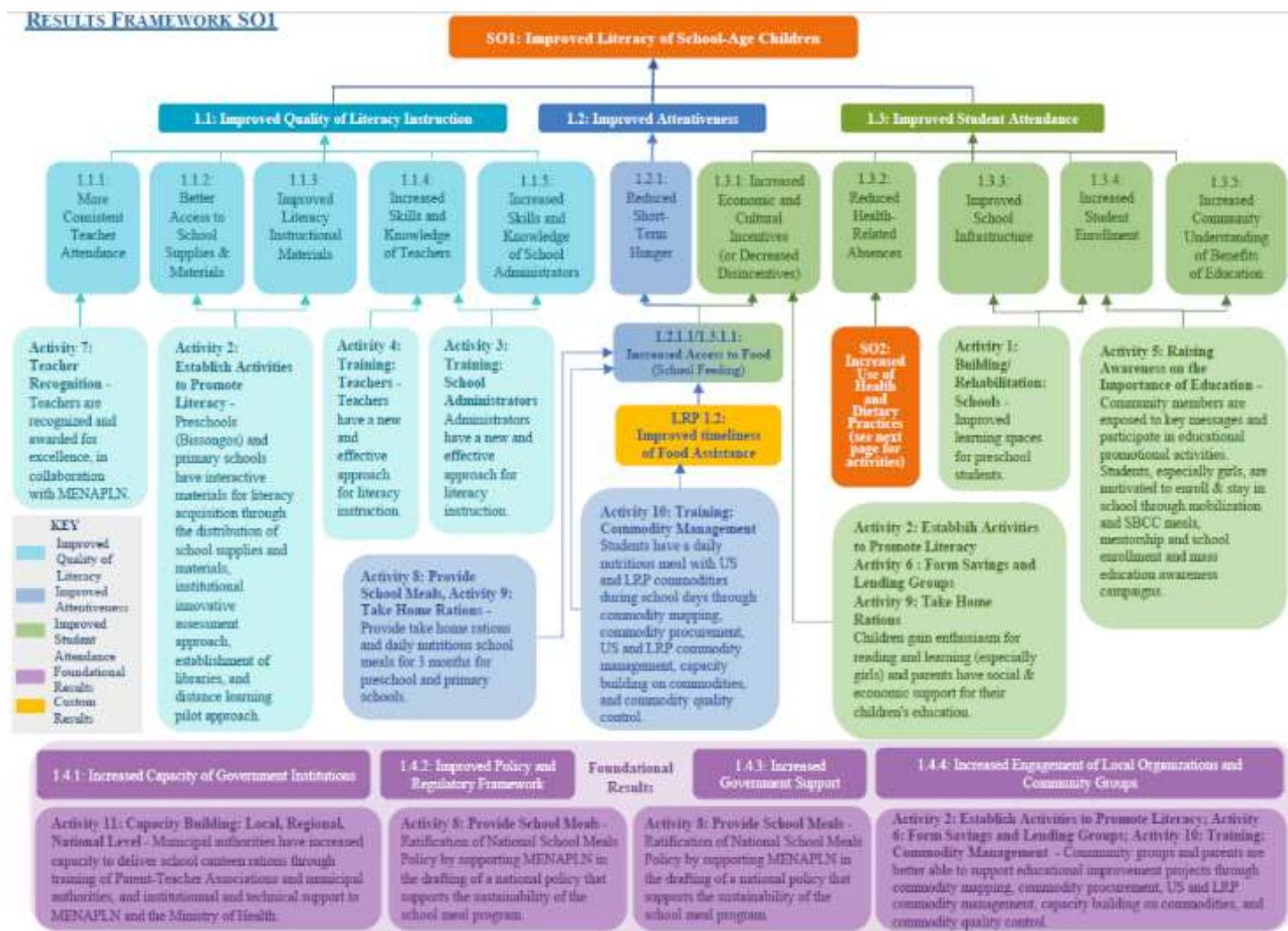
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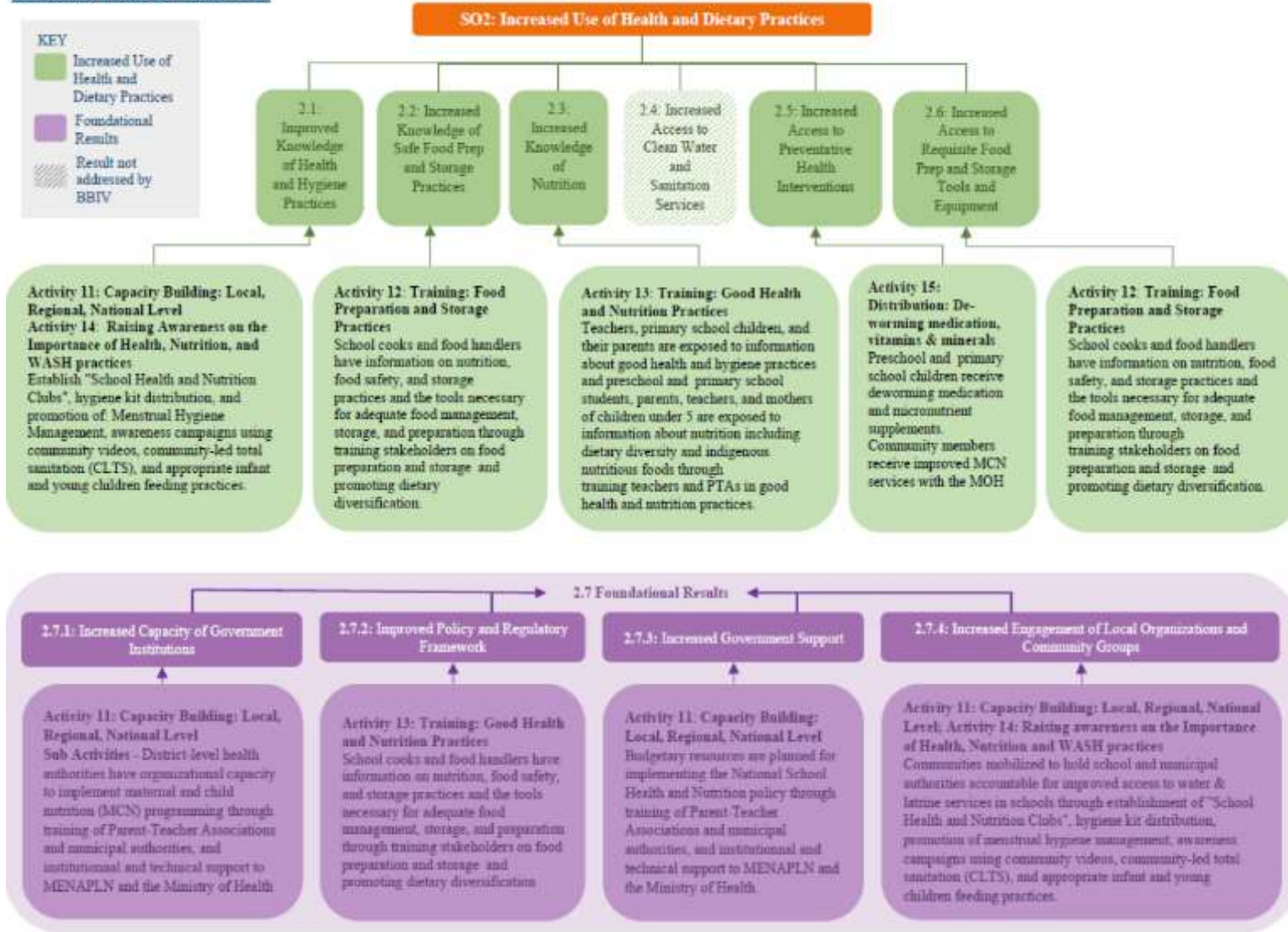
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## Annex B: Results Framework



## RESULTS FRAMEWORK SO2



## Annex C: Conceptual Framework and Other Key Questions

**Exhibit C1. Conceptual Framework and Other Key Questions**

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
SO1 Improved Literacy of School-Age Children	<p>What percent of students (boys and girls) have increased their reading comprehension compared to baseline? What factors contributed to this? What factors inhibited this?</p> <p>Is there any significant difference between students receiving a normal school program compared to students receiving a mentoring program?</p> <p>Is there any significant difference between students receiving LRP food and those receiving US commodities?</p>	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. non-mentoring)	<p>Student survey</p> <p>ASER assessment</p> <p>Teacher interviews</p> <p>Teacher survey</p>	AIR	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
IR1.1 Improved Quality of Literacy Instruction	<p>Have literacy instruction trainings been completed as planned?</p> <p>How well have teachers implemented literacy teaching techniques acquired under BB4 literacy training? Are teachers using formative assessment, are they incorporating TaRL strategies, etc.)</p> <p>How much time per day do they devote to literacy instruction? What challenges do they face in devoting the time suggested?</p> <p>What aspects do they find most useful and why (The training; the materials; the overall project)?</p> <p>In what way has the quality of education improved as a result of the adoption of technical trainings for teachers?</p> <p>What percent of teachers demonstrate use of new teaching techniques and knowledge?</p>	Percent of teachers who devote adequate time (an average of at least 45 minutes a day) to literacy instruction.	CRS program data Teacher survey Teacher Interviews Classroom observations	AIR and CRS	✓	✓
Output 1.1.1	To what extent have teachers' attendance improved in schools	Percent of teachers in target schools who attend and teach school at least 90%	School administrator interviews	AIR	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
More Consistent Teacher Attendance	<p>compared to the baseline? If so, why?</p> <p>What are the greatest inhibiting factors to teacher's attendance?</p> <p>What project interventions influenced the improvement of teacher attendance?</p>	<p>of scheduled school days per year</p> <p>(Disaggregated by gender)</p>	Teacher interviews			
Output 1.1.2 Better Access to School Supplies & Materials	<p>To what extent have school supplies and materials been distributed as planned?</p> <p>What materials have been supplied?</p> <p>Is there evidence that the distributed materials are being used regularly and effectively?</p> <p>Which school supplies do teachers find most useful and why?</p> <p>Which supplies provided do students like and why?</p> <p>What other supplies would teachers and students prefer?</p> <p>Are material kits being used as intended? Do teachers/students need additional training to better use these materials?</p>	Number of teaching and learning materials provided as a result of USDA assistance	<p>Distribution reports (CRS program data)</p> <p>Classroom observations</p> <p>Teacher surveys</p> <p>Teacher interviews</p> <p>Student interviews</p>	CRS MEAL, project team, AIR		✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
	How have these materials contributed to learning?					
Output 1.1.3 Improved Literacy Instructional Materials	<p>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?</p> <p>How are teachers using the materials provided? What, if any, other materials would they prefer?</p> <p>What do students like and dislike about using the literacy materials that have been provided?</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>Distribution reports (CRS program data)</p> <p>Classroom observations</p> <p>Teacher key informant interviews</p> <p>Student interviews</p>	CRS MEAL and AIR		✓
Output. 1.1.4 Increased Skills and Knowledge of Teachers	<p>To what extent have teachers been trained as per the project timeline and budget?</p> <p>In what ways has the quality of teaching improved based on the tools and techniques used by teachers? What aspects of the trainings were not widely adopted and why?</p> <p>How can the trainings have greater impact? What additional training topics would help the teachers to be</p>	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 (Disaggregated by gender, province, and school type—mentoring vs. ECD)	<p>Training reports (CRS program data)</p> <p>Teacher surveys</p> <p>Classroom observations</p> <p>Key informant interviews</p>	CRS MEAL, MENAPLN M&E, AIR		✓



Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
	<p>even more effective in literacy instruction?</p> <p>Have literacy instruction trainings been completed as planned?</p>	<p>Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (Disaggregated by gender)</p>				
Output. 1.1.5 Increased Skills and Knowledge of School Administrators	<p>To what extent have school administrators been trained as per the project timeline and budget?</p> <p>What percent of school administrators demonstrate use of new techniques or tools?</p> <p>To what extent do school administrators find the classroom observation technique useful?</p> <p>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?</p> <p>In what way has the quality of education improved based on</p>	<p>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)</p> <p>Number of school administrators and officials trained or certified as a result of USDA assistance (Disaggregated by gender and school type)</p>	<p>School administrator surveys</p> <p>School administrator interviews</p> <p>Teacher surveys</p> <p>CRS program data (training reports)</p>	CRS MEAL, MENAPL M&E, and AIR		✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
	<p>techniques used by the administrators?</p> <p>How well do administrators conduct school visits for teacher pedagogical accompaniment? Are schools sufficiently visited to create an enabling environment for the use of new techniques?</p>					



Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
IR1.2 Improved Attentiveness	<p>To what extent have school meals been distributed as per the project's budget and timeline?</p> <p>Is there any significant difference in distribution timeframe between schools benefiting LRP commodities and those receiving US government commodities?</p> <p>What percent of students in target schools indicate that they are hungry during school afternoons? Is there any significant difference between schools benefiting LRP commodities and those receiving US government commodities?</p> <p>How do students view the ration size? Is there any significant difference between schools benefiting LRP commodities and those receiving US government commodities?</p>	<p>Percentage of students in target schools who are identified as attentive during class/instruction (Disaggregated by gender, province, and school type—mentoring vs. ECD)</p> <p>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)</p>	<p>CRS distribution reports</p> <p>Teacher survey</p> <p>Student focus groups</p>	AIR and CRS MEAL	✓	✓
Output 1.2.1.1/1.3.1.1 Increased Access to Food (School Feeding)	To what extent have Take-Home Rations (THR) been distributed as per the project's timeline and budget? Is there any significant difference between THR in schools benefiting	Percentage of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	<p>CRS distribution reports</p> <p>Student focus groups</p>	CRS MEAL, and MENAPL M&E, AIR		✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
	<p>LRP commodities and those receiving US government commodities?</p> <p>To what extent have local food been procured and distributed as per the project's timeline and budget?</p> <p>How do students like the commodities provided for school meals? Is there any significant difference in the preference between LRP commodities and US government commodities?</p> <p>What percent of school level warehouses demonstrate appropriate storage of commodities?</p>	<p>Percentage of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Disaggregated by gender)</p> <p>Percentage of school-age children receiving THRs as a result of USDA assistance (Disaggregated by gender)</p> <p>Quantity of THRs provided (in metric tons) as a result of USDA assistance</p> <p>Percentage of school-age children who are satisfied with their school meals</p> <p>Percentage of warehouses that demonstrate proper storage techniques</p>	<p>Student survey</p> <p>Warehouse observations (if feasible)</p>			
IR1.3 Improved Student Attendance	What is the current student attendance rate? What changes have been made to the attendance rate from baseline? **	Average student attendance rate in USDA supported classrooms/schools that are part of the evaluation	<p>Student focus groups</p> <p>Student survey</p>	CRS MEAL, MENAPL M&E, and AIR	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
	<p>What is the difference in attendance rates between students in normal school programs compared to those receiving ECD or a mentoring program?***</p> <p>What have facilitated or have been obstacles towards attendance?</p>	<p>sample (Disaggregated by gender)</p> <p>Number of schools reached as a result of USDA assistance</p>	<p>Student attendance spot checks</p> <p>Mentor focus groups (for ML and EL)</p> <p>Teacher focus groups</p>			
Output 1.3.1 Increased Economic & Cultural Incentives (Or Decreased Disincentives)	To what extent has the girls' mentoring activity been implemented as per the project's timeline and budget?	Output 1.3.1 Increased Economic & Cultural Incentives (Or Decreased Disincentives)	<p>CRS program data (training reports, activity reports)</p> <p>Implementer interviews</p> <p>Mentor, PTA, parent FGDs</p> <p>Student survey</p>	CRS MEAL, MENAPL M&E, and AIR		✓
Output 1.3.4 Increased Student Enrollment	<p>To what extent has the enrollment of school-age students (girls and boys) changed compared to the baseline? If so, how?***</p> <p>Which factors have facilitated or have been obstacles towards enrollment?***</p>	Number of students enrolled in schools receiving USDA assistance	<p>Student registers</p> <p>Teacher interviews</p> <p>Parent focus groups</p> <p>Teacher focus groups</p>	CRS MEAL, MENAPL M&E, AIR		✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
Output 1.3.5 Increased Community Understanding of Benefits of Education	<p>To what degree have the awareness raising activities on the importance of education been completed as planned?</p> <p>To what extent has parents' knowledge of the importance of education changed compared to baseline?**</p> <p>To what extent has parents' level of contribution to the school canteen changed?**</p>	Number of community members benefiting from SBCC media campaign on education	Parent surveys CRS program data	CRS MEAL and AIR		✓
Custom indicator #29	<p>To what extent are schools receiving timely food assistance?</p> <p>To what extent are schools receiving quality food assistance?</p> <p>To what extent are schools receiving enough food assistance?</p>	Percent of schools that receive timely food assistance according to criteria (date delivery, quantity and quality).	Principal surveys	AIR and CRS M&E	✓	✓
Custom indicator #28	To what extent did <i>personne responsable du marché</i> implement their procurement plans?	Percent of communes implementing their procurement plans as planned	PRM surveys	AIR and CRS M&E	✓	✓
Custom indicator #23	To what extent did <i>personne responsable du marché</i> implement their distribution plans?	Percent of communes with timely food distribution at school level	PRM Surveys	AIR and CRS M&E	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
SO2: Increased Use of Health and Dietary Practices	<p>What proportion of participants of community-level nutrition interventions practice promoted infant and young child feeding behaviors?</p> <p>To what degree are mothers following standard health practices?</p>	<p>Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors</p> <p>Percentage of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (Disaggregated by gender)</p> <p>Percentage of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (Disaggregated by gender)</p> <ul style="list-style-type: none"> <li>Proportion of students that missed schools due to illness in the past two weeks</li> </ul>	<p>Mother surveys</p> <p>Mother observations (as feasible)</p> <p>student survey</p>	AIR and CRS M&E	✓	✓
IR2.1 Improved Knowledge of Health	What percentage of students have increased their knowledge of	Percentage of students in target schools who achieve	Student surveys	AIR	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
and Hygiene Practices	<p>health and hygiene practices compared to baseline?</p> <p>To what extent have students improved their hygiene-related practices (what percent of school children wash their hands at critical moments)?</p> <p>To what extent has the project supplied hand washing stations to schools as planned?**</p>	a passing score on a test of good health and hygiene practices (Disaggregated by gender and school type—mentoring vs. ECD)	<p>Student hand-washing observations</p> <p>CRS program data</p> <p>Teacher survey</p>			
IR 2.2 Increased Knowledge of Safe Food Prep and Storage Practices	<p>To what extent has the project completed trainings for food preparers as planned?**</p> <p>To what extent cooks and food handlers have increase knowledge in foods preparation and storage practices</p>	<p>Percentage of individuals trained in safe food preparation and storage as a result of USDA assistance (Disaggregated by gender)</p> <p>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)</p>	<p>Training reports</p> <p>Food handler survey</p>	CRS MEAL and MENAPL M&E, AIR		✓
IR 2.3 Increased Knowledge of Nutrition	What percentage of students have increased their knowledge of	Number of individuals trained in child health and nutrition as a result of	<p>Student surveys</p> <p>Mother survey</p>	CRS MEAL, MENAPL M&E, and AIR	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
	<p>nutrition and dietary practices compared to baseline?</p> <p>To what extent have PTA, COGES members, and food preparers been trained in good nutrition and dietary practices as planned? **</p>	<p>USDA assistance (Disaggregated by gender)</p> <p>Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs (Disaggregated by gender)</p> <p>Number of children under two (0-23 months) reached with community-level nutrition interventions through USG-supported programs (Disaggregated by gender)</p> <p>Number of pregnant women reached with nutrition-specific interventions through USG-supported programs</p> <p>Number of students in target schools who achieve a passing score on a test on food nutrition and dietary</p>	<p>Food handler survey</p> <p>training reports (including post-test results)</p>			

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
		practices (Disaggregated by school type—mentoring vs. ECD)				
IR2.5 Increased Access to Preventative Health Interventions	To what degree has students' knowledge of Vitamin A, Iron, and deworming medication changed since baseline?	Percentage of students receiving deworming medication(s) 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	Sample of student distribution records (school level) Student surveys CRS program data/distribution reports	CRS MEAL and partner M&E, AIR		✓
IR2.6 Increased Access to Requisite Food Prep and Storage Tools and Equipment	To what extent has the project distributed food preparation (including energy saving stoves) and storage supplies as planned to preschools?	Perception of improved food preparation and storage Percentage of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Distribution reports Implementer, cook/storekeeper, PTA interviews and FGDs	CRS MEAL		✓
FR 1: Output 1.4.1 & 2.7.1 Increased Capacity of	To what extent have local government officials been trained as planned? **	Number of trainings or tools provided to government officials	Training reports Community leader interviews	CRS MEAL		✓



Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*
Government institutions						
FR 2: Output 1.4.2 & 2.7.2 Improved Policy or Regulatory Framework	To what extent have committees engaged in ratification of school meal policy?*	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Policy reform committee meeting minutes Community leader interviews	CRS MEAL, MENAPL M&E, AIR		✓
FR 4: Output 1.4.4 & 2.7.4 Increased Engagement of Local Organizations and Community Groups	To what extent are PTA holding regular meetings? To what degree is this frequency different from baseline? How many PTA have been supported under BB3 since the baseline? To what degree have the awareness raising activities on nutrition, health and WASH practices been completed as planned? 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?	Number of PTAs supported Percentage of parents who have heard of iron and vitamin A Percentage of parents who can cite a food containing iron and vitamin A	PTA surveys mothers surveys CRS program data	CRS MEAL, AIR		✓

Source: CRS ToR and Evaluation Plan.

## Exhibit C2. Evaluation Questions for the BB4 Midline Evaluation Using OECD criteria

Relevance
<ul style="list-style-type: none"> <li>▪ To what extent has the project regarded economic, cultural and politic context?</li> <li>▪ To what extent are the project interventions meeting the needs of the beneficiaries and stakeholders in the economic, cultural, and political context?</li> <li>▪ To what extent are the project interventions aligned with Burkina Faso's education and/or development investment strategies and policies and with USDA and U.S. government development goals, objectives, and strategies?</li> <li>▪ To what extent were the implementation strategies relevant to improve (1) children's literacy, (2) student enrollment and attendance (particularly girls), and (3) community engagement?</li> <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>
Effectiveness
<ul style="list-style-type: none"> <li>▪ To what extent have students improved their nutrition, health, and hygiene-related practices? <b>(SO2)</b></li> <li>▪ To what extent do the project interventions help address student hunger? <b>(SO2)</b></li> <li>▪ To what extent do the project interventions help address student attentiveness? <b>(SO1)</b></li> <li>▪ To what extent have students (boys and girls) increased their reading comprehension compared with baseline? <b>(SO1)</b></li> <li>▪ To what extent has the pilot activity 'learning literacy with tablets' improved children's literacy skills? <b>(SO1)</b></li> <li>▪ To what extent has the project achieved its objectives and does this differ for boys/girls/men/women. Effectiveness will also assess what interventions contributed to the expected results or objectives. <b>(SO1 &amp; SO2)</b></li> <li>▪ To what extent does the project coordinate and collaborate with other stakeholders?</li> <li>▪ How effective is the mobilization of community counterparts and to what extent does the implementation of this measure impact the effectiveness of the project?</li> <li>▪ How well has the MEAL mechanism helped the implementation of the project, and what improvements could be made?</li> <li>▪ Is there an improvement in students' attention following the implementation of the strategies for effective management of students' attention recommended in the study on students' attention? <b>(SO1)</b></li> </ul>
Efficiency
<ul style="list-style-type: none"> <li>▪ To what extent have the project resources (inputs) led to the achieved results? Could the same results have been achieved with fewer resources or alternative approaches?</li> <li>▪ What indications are there that activities have been cost efficient?</li> <li>▪ Have the objectives been 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>
Perceived Impact
<ul style="list-style-type: none"> <li>▪ Are there indications that the project is on track to achieve the impact it was designed to have? <b>(SO1 &amp; SO2)</b></li> </ul>

- What are the signs of positive (or negative) impact<sup>18</sup> that the project interventions are having on students, teachers/directors, schools, communities, and the government? **(SO1 & SO2)**

#### Sustainability

An assessment will determine how project activities will continue with the absence of support from USDA and CRS. Sustainability will also assess the extent to which the project has planned for the continuation of activities, developed local ownership for the project, and developed sustainable partnerships.

- What are the major factors that are likely to influence the achievement or non-achievement of project sustainability?
- How do government capacities, policies, procedures, and priorities contribute to sustainability?
- What are the key institutions (i.e., international, national, provincial/district, and local stakeholders) and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and effective school meal programs?
- What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?
- Is there evidence of more community capacity for sustainability? communities ready to take over? Is there willingness of community members to participate without financial expectations?
- A sustainability plan was prepared as part of the initial proposal. How has this plan changed since then? What is the current status with respect to the defined milestones? Is the project on track with respect to sustainability? What might need to be done differently to strengthen success?

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<sup>18</sup> We are interpreting impact as perceived impact, as well as perceived effects since this is a performance evaluation.

## Annex D: McGovern-Dole Performance Indicators

**Exhibit D1. Definitions of McGovern-Dole Performance Indicators**

Key Indicator	Data Source	Definition
<b>Strategic Objective 1—Improve Students’ Literacy Outcomes</b>		
<u>CRS Custom indicator #10:</u> Percentage of students in target schools who indicate that they are hungry or very hungry during the school day	Student survey	The student said they ate lunch and were hungry after eating.
<u>CRS Custom indicator # 12:</u> Numbers of days in a month, on average, that a student misses school due to illness	Student survey	The student missed school due to an illness at least once in the past month.
<u>CRS Custom indicator # 7:</u> Percentage of students in target schools who are identified as attentive during class/instruction	Teacher survey	A class is considered attentive if the teacher rated their students’ attentiveness as at least a seven out of ten.
<u>MGD Standard indicator # 1:</u> 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	ASER reading test	A student reaches the second grade reading level (Level C) on the ASER exam.
<u>CRS Custom indicator # 8:</u> Percentage of teachers in target schools who attend and teach school at least 90% of scheduled school days per year	Teacher survey	A teacher who attended at least 90% of the school days over the previous three months.
<u>CRS Custom indicator # 6:</u> Percentage of teachers who devote adequate time to literacy instruction every day.	Teacher survey	The percent of trained teachers who devote adequate time to literacy instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension, etc) on the class day that is visited by the evaluation team. Adequate time is defined in this evaluation as 45 minutes.
<u>MGD Standard indicator # 4:</u> 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.	Teacher survey	A teacher who uses at least five new skills at least two times per week.
<u>MGD Standard Indicator # 6:</u> Number and percentage of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance.	School district administrator survey	A school district administrator who, in the past 12 months, led a teacher training in literacy instruction techniques through the BB program, observed classroom teaching, and set up follow-up meetings with teachers to provide feedback from classroom observations.

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

<u>CRS Custom indicator # 18</u> Number of students in target schools who achieve a passing score on a test on food nutrition and dietary practices	Student survey	A student who could name a benefit and an example of food containing vitamin A and iron.
<u>CRS Custom indicator # 17</u> : Number of students in target schools who achieve a passing score on a test of good health and hygiene practices	Student survey	A student who could name at least three of the critical times when they should wash their hands.
<u>MGD Standard indicator #20</u> : Number of individuals (cooks and store keepers) who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance.	Food handlers survey	Cook reports currently practicing 1 out of 10 safe food preparation practices.
	Food handlers survey	Storekeeper reports currently practicing 1 out of 9 safe food storage practices.
<u>CRS Custom indicator # 19</u> : Number of school cooks and food handlers at target schools who achieve a passing score on a test of safe food preparation and storage	Food handlers survey	Cooks with a passing score, which is defined as 75% or more of safe food preparation practices.
	Food handlers survey	Storekeepers with a passing score, which is defined as practicing 75% or more of safe food storage practices.
<u>CRS Custom indicator # 5</u> : Percent of participants of GASPA (Infant and Young Child Feeding Practices Learning and Support Groups) who practice promoted infant and young child feeding behaviors	Mothers survey	<u>0-6 months</u> : Child was breastfed, Child was breastfed within an hour of delivery, and Child was breastfed exclusively for greater or equal to the age of child. <u>7-18 months</u> : Child was breastfed, Child began eating solid food between 6-8 months), Child ate iron-rich food (meat, fish, organs, legumes, or dark leafy greens), Child eats a diverse diet (at least 7 of 13 unique food groups listed), and Child was fed at least TWO meals yesterday. <u>19-24 months</u> : Child was breastfed, Child began eating solid food between 6-8 months, Child ate iron-rich food (meat, fish, organs, legumes, or dark leafy greens), Child eats a diverse diet (at least 7 of 13 unique food groups listed), and Child was fed at least THREE meals yesterday.

## Exhibit D2. McGovern-Dole Performance Indicators

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midline %/#
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: 47%	Boys: 60%
			Girls: 56%	Girls: 71%
Number of individuals benefiting directly from USDA-funded interventions	McGovern-Dole Standard Indicator #31	Monitoring Data	0	
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	87%	81%
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: 50%	Boys: 48%
			Girls: 81%	Girls:76%
IR.1.3: Improved Student Attendance				
Average student attendance rate in USDA supported classrooms/schools	McGovern-Dole Standard Indicator #2	School registries	Boys: 96%	Boys: 93%
			Girls: 97%	Girls: 94%
Number of schools reached as a result of USDA assistance	McGovern-Dole Standard Indicator #32	Monitoring Data	0	
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	92%	95%

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midline %/#
<b>IR 1.1.2: Better Access to School Supplies &amp; Materials</b>				
Number of teaching and learning materials provided as a result of USDA assistance	McGovern-Dole Standard Indicator #3	Monitoring Data	0	
<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	
<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	86%	77%
Number of teachers/educators/ teaching assistants trained or certified as a result of USDA assistance	McGovern-Dole Standard Indicator #5	Monitoring Data	0	
<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%)	48%
Number of school administrators and officials trained or certified as a result of USDA assistance	McGovern-Dole Standard Indicator #7	Monitoring Data	0	
<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	CRS Custom indicator #5	Student Survey	Boys: 3%	Boys: 5%
			Girls: 3%	Girls:4%

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midline %/#
and those who report that they not hungry mean they are satisfied.				
<b>IR 1.2.1/1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding)</b>				
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	
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	
Number of USDA social assistance beneficiaries participating in productive safety nets	McGovern-Dole Standard Indicator #18	Monitoring Data	0	
Number of individuals receiving THRs as a result of USDA assistance	McGovern-Dole Standard Indicator #15	Monitoring Data	0	
Quantity of THRs provided (in metric tons) as a result of USDA assistance	McGovern-Dole Standard Indicator #14	Monitoring Data	0	
Percent of communes with timely food distribution at school level	CRS Custom indicator #23	PRM Survey	14%	11%
Percent of communes implementing their procurement plans as planned	CRS Custom indicator #28	PRM Survey	86%	78%
Percent of schools that receive timely food assistance according to criteria (date delivery, quantity and quality).	CRS Custom indicator #29	Principals Survey	7%	17%
<b>IR1.3.2: Reduced Health-Related Absences</b>				
Proportion of students that miss school due to illness in the past two weeks	CRS Custom indicator #6	Student Survey	Boys: 13%	Boys: 19%
			Girls: 19%	Girls: 18%
Numbers of days in a month, on average, that a student misses school due to illness		Monitoring Data	Boys:	Boys:
			Girls:	Girls:
<b>IR 1.3.4: Increased Student Enrollment</b>				



McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midline %/#
Number of students enrolled in schools receiving USDA assistance	McGovern-Dole Standard Indicator #9	Monitoring Data	0	
<b>IR 1.3.5: Increased Community Understanding of Benefits of Education</b>				
Number of community members benefiting from SBCC media campaign on education	CRS Custom indicator #7	Monitoring Data	0	
<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	
<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	
<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	
<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	
<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	
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	
<b>Strategic Objective #2—Increased Use of Health and Dietary Practices</b>				
	McGovern-Dole Standard Indicator #21	Mothers Survey	0 (0%)	0–6 months: 65%

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midline %/#
Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors				7–8 months: 0% 9–24 months: 25%
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	McGovern-Dole Standard Indicator #19:	Cook survey	38 (53%)	11 (24%)
		MCN Survey	213 (84%)	53(41%)
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	Cooks: 0 (0%) Storekeepers: 0 (0%)	Cooks: (24%) Storekeepers (100%)
<b>IR2.1: Improved Knowledge of Health and Hygiene Practices</b>				
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:0 (33%) Girls: 0 (46%)	Boys: 0 (7%) Girls: 0 (9%)
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: 0 (35%) Girls: 0 (36%)	Boys: 0 (1%) Girls: 0 (3%)
<b>IR 2.2: Increased Knowledge of Safe Food Prep and Storage Practices</b>				
Number of school storekeepers trained in safe storage as a result of USDA assistance	McGovern-Dole Standard Indicator #2	Food preparers Survey	36 (100%)	23 (96%)
Number of school cooks trained in safe food preparation as a result of USDA assistance			41 (87%)	24 (80%)
Number of individuals trained in safe food preparation and storage as a result of USDA assistance	McGovern-Dole Standard Indicator #22	Monitoring Data	0	
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	21 (28%)	11 (28%)

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midline %/#
Percentage of school cooks and food handlers at target schools who achieve a passing score on a test of safe food preparation			1 (1%)	1 (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	
<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	
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	
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	
Number of pregnant women reached with nutrition-specific interventions through USG-supported programs	McGovern-Dole Standard Indicator #26:	Monitoring Data	0	
<b>IR 2.5: Increased Access to Preventative Health Interventions</b>				
Number of students receiving deworming medication(s)	McGovern-Dole Standard Indicator #29	Monitoring Data	0	
<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	
<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	

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline %/#	Midline %/#
<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	
<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	
<b>A5. Enrollment</b>				
Number of mentors benefiting from mentoring training	CRS Custom indicator #17	Monitoring Data	0	
<b>A7. Establish Libraries</b>				
Number of community members using libraries	CRS Custom indicator #18	Monitoring Data	0	
<b>A9. Form Savings and Lending Groups</b>				
Number of new Savings and Internal Lending Community (SILC) group members	CRS Custom indicator #19	Monitoring Data	0	

## Annex E: Sample Calculations and Complementary Outcomes

For the BB4 evaluation, we estimated margin-of-error (ME) calculation for students to tell us the maximum variation in our estimates from the true value, and therefore whether the sample size is large enough to capture the true average value of our outcome variables. For our estimation we used our proposed BB4 baseline sample of 121 schools and 10 students per school for a total sample of 1,210 students, including students from two new provinces in the Plateau-Central region

We calculate the ME as follows:

$$ME = z_{\alpha/2} * \sqrt{p(1-p) * \left( \frac{1 + (s-1) * ICC}{sD} \right)}$$

**For the total schools we used** a sample of 10 students (s) in each of the 121 schools (D), and a intraclass correlation coefficient (ICC) of 0.24 for results on the ASER assessment (consistent with what has been found in related studies in India, Kenya, and Madagascar<sup>19</sup>), 95 percent confidence ( $z_{\alpha/2} = 1.96$ ) and a prevalence rate (baseline value (p)) of 40 per cent<sup>20</sup> for the ASER assessment, our approach can obtain an overall margin of error of 0.057. Based on our assumed sample, this means that we can be 95 percent certain that estimates obtained from quantitative survey results will not differ from the true value by more than about 4.9 percent. This estimate is still aligned with 5 percent limit, which is generally acceptable for social science and education research<sup>21</sup>. We used a baseline value of 40 percent for literacy outcomes of students, which is an adjusted value of the baseline value of the BB3 baseline literacy rates (33 percent) with an expected added program effect of 7 percent. With the baseline value of 40 percent in literacy, a 4.9 percent margin of error will result in a 2.0 percentage point margin on the literacy results.

Given that the actual sample size at midline was somewhat lower than planned (1,132 students instead of 1,210 students) we re-estimated the ME to understand whether the preciseness was affected. Since the number of school clusters remains the same the difference of the ME is

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<sup>19</sup> Duflo, E., Glennerster, R., & Kremer, M. (2008). Using randomization in development economics research: A toolkit. In T. Schultz & J. Strauss, Eds., *Handbook of development economics*, Vol. 4. Amsterdam: North Holland.

<https://economics.mit.edu/files/806>. French, R. J., & G. Kingdon. (2010). *The relative effectiveness of private and government schools in Rural India: Evidence from ASER data*. London: Institute of Education.

<sup>20</sup> We used an estimated baseline value of 40 percent. At the baseline of BB3 a 33 percent value was used for literacy outcomes for students in Grade 2, a percentage coming from the evaluation plan in the ToR. Since we estimated a program effect size of 10 percentage points, we expect the baseline value for Grade 2 students to be higher at the baseline of BB3. To take a conservative approach to the program effect during the COVID-19 period, we anticipated a slightly higher baseline value of 40 percent.

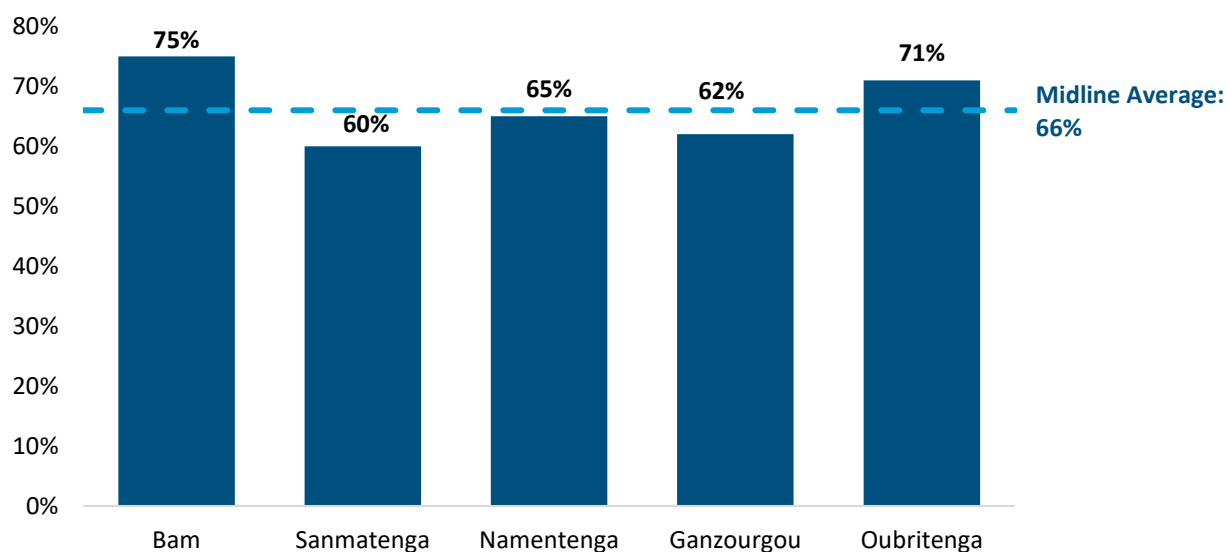
<sup>21</sup> Kotrlik, J. W. K. J. W., & Higgins, C. C. H. C. C. (2001). Organizational research: Determining appropriate sample size in survey research appropriate sample size in survey research. *Information technology, learning, and performance journal*, 19(1), 43.

minimal and remains rounded up at 4.9. To calculate the post-data collection margin of error we are assuming an average of 9.35 students per school (1,132 students divided by 121 schools).

For alternative outcomes such as for instance the mothers groups we use the inputs provided in the ToR to estimate the ME. With ICC of 0.2 and an assumption of 2 regions (Bam and Ganzourgou) and 3 mothers interviewed over 20 groups leads to a ME of 10.3% which is consistent with the 10% which was expected in the ToR.

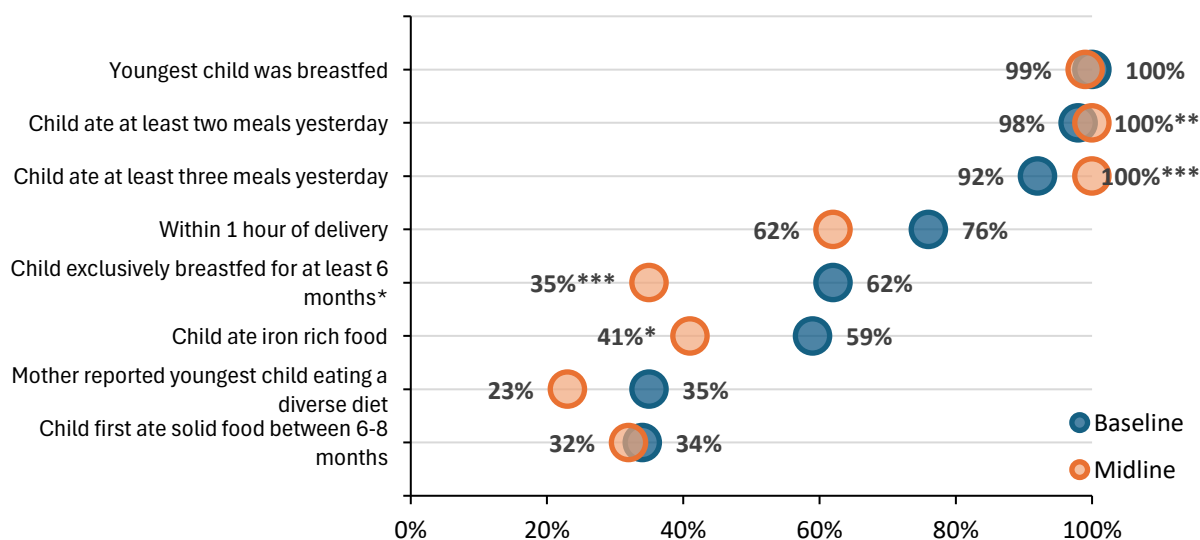
## Annex F. Additional Tables and Exhibits

**Exhibit F1. Proportion of Students Reading at the Grade 2 Level at Midline, by Province.**



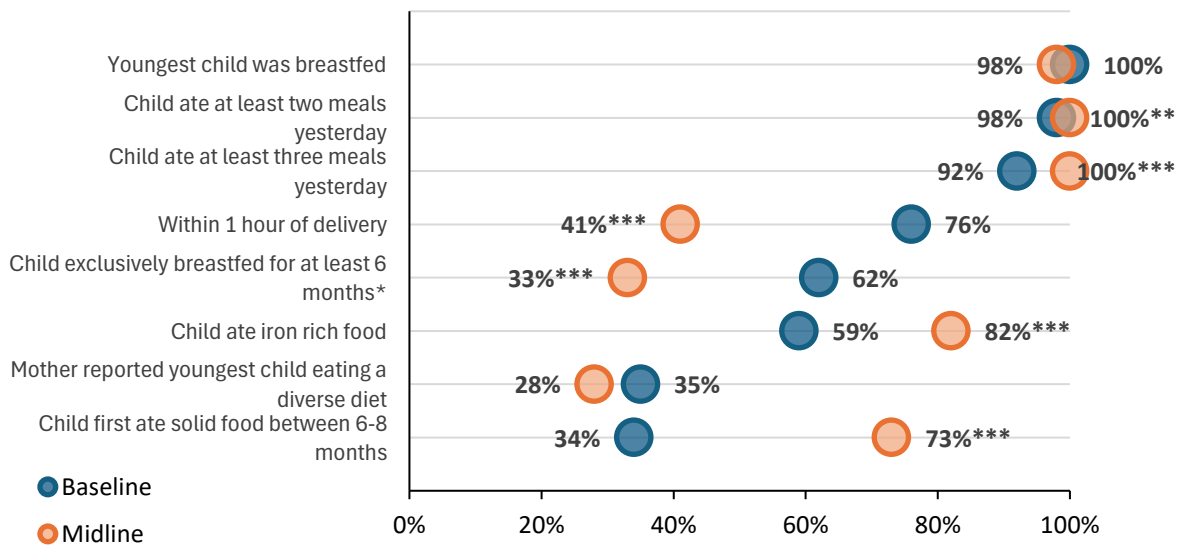
Source: Student survey; AIR calculations. *N* = 127 in Bam, 77 in Sanmatenga, 238 in Namentenga, 469 in Ganzourgou, and 219 in Oubritenga. This graph indicates reading levels at Level C.

**Exhibit F2. Practices that promote infant and young child feeding behaviors, Baseline vs. Midline**



**\*Note:** For children 6 months or younger, equals 1 if the reported months exclusively breastfed is equal to a child's age.

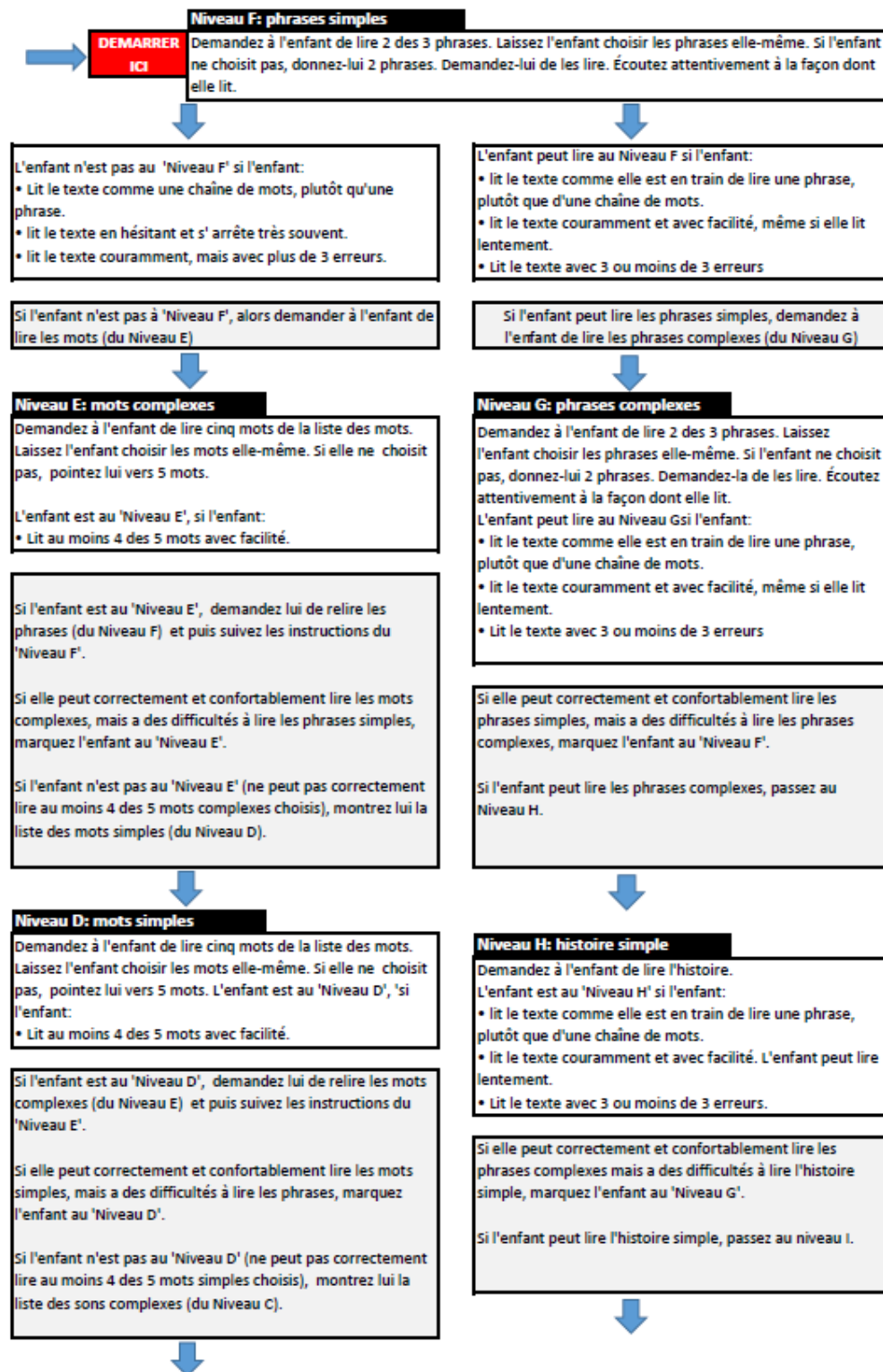
### Exhibit F3. Practices that promote infant and young child feeding behaviors, Baseline vs. Midline (old provinces)



**\*Note:** For children 6 months or younger, equals 1 if the reported months exclusively breastfed is equal to a child's age.



## Annex G. 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), montrer 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'.



## Annex H: Questionnaires



BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO


### CCEB Questionnaire

#### BASIC INFORMATION

<b>Enum</b>	Last Name: ..... First Name: .....	ID :
<b>date</b>	Date (DD/MM/YYYY)	
<b>Prov</b>	1. Bam 2. Sanmatenga 3. Namentenga 4. Ganzourgou 5. Oubritenga	I _ I
<b>CEB</b>	Write the CEB's name	<b>CODE</b> I _ I _ I _ I _ I _ I _ I


Dear School Administrator:

You have been selected to participate in a survey about health, nutrition, and education for a food for education project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential.

<b>Consent</b>	Do you accept participation in this survey? 1. Yesàlastname 2. Noàthanks	I _ I	* Select only one option
 If the response to "consent" is NO, thank the respondent and terminate the survey and proceed to the next person/CCEB on your list.			

## PERSONAL INFORMATION

Great! Now I would like to ask some questions about you...

<b>Lastname</b>	What is your last name? _____		
<b>Name</b>	What is your first name? _____		
<b>Gender</b>	Ask only if necessary 1. Male 2. Female	<input type="checkbox"/>	* Select only one option
<b>Age</b>	How old are you?	.....	*record age>=13 & =<99 *Put 888 if the teacher does not know his age
<b>ccebrole</b>	What is your role in the education district office? 1. School administrator/ Chief of the office 2. Principal Advisor 3. Other → thank them and kindly ask for the right person		
<b>Schoolle n1</b>	How long have you been working as “ccebrole” for those schools? 1. Less than a year 2. 1-2 years 3. 3-5 years 4. 6-10 years 5. 11 years or more 888. Refuse to answer/Don’t know		
 <b>If the response to “ccebrole” is other, thank the respondent and terminate the survey and ask for either the school administrator/chief of the office or a principal advisor.</b>			
<b>schoolle n</b>	How long have you been working as a school administrator? 1. Less than a year 2. 1-2 years 3. 3-5 years 4. 6-10 years 5. 11 years or more 888. Refuse to answer/Don’t know	<input type="checkbox"/>	*Select only one option *Where possible exclude extended periods of absence (e.g. career breaks, maternity leave etc.)
<b>schoolle n2</b>	How long have you been working as a school administrator in this school district?	<input type="checkbox"/>	*Select only one option

	1. Less than a year 2. 1-2 years 3. 3-5 years 4. 6-10 years 5. 11 years or more 888. Refuse to answer/Don't know		*Where possible exclude extended periods of absence (e.g. career breaks, maternity leave etc.)
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## SKILL AND KNOWLEDGE OF SCHOOL ADMINISTRATORS

Thank you! Now I would like to ask some questions about your education, trainings, and professional development

<b>edu</b>	What is the highest diploma you have completed? 1. BEPC 2. Baccalaureate 3. Bachelor's degree 4. Master's degree 5. Master 1 6. Master 2 7. Other (specify) _____ 888. Refuse to answer/Don't know	I__I	*Select only one option
<b>Trainrec1</b>	Have you received any training on how to train teachers in literacy instruction techniques and observe their classrooms, in the past 12 months? 1. Yes 2. No → <b>trained1</b> 888. Don't know/refuse to answer → <b>trained1</b>	I__I	*Select only one option *Training should have lasted at least 2 working days (16 hours) in duration. If less than 16 hours, choose "No" *Literacy instruction can include any training related to reading/writing
<b>Trainrec2</b>	Through which organization did you receive this training in the last 12 months? 1. Programs led by the GoBF → <b>trainrec4</b> 2. Programs led by CRS/Beoog Biiga Program 3. Programs led by other actors → <b>trainrec4</b> 4. Others → <b>Trainrec4</b> 888. Refuse to answer/Don't know → <b>trainrec4</b>	I__I	*Select all that apply

<b>Trainrec3</b>	<p>How many times did you receive trainings from Beoog Biiga Program in the last 12 months?</p> <ol style="list-style-type: none"> <li>1. Only once</li> <li>2. Twice</li> <li>3. Three times</li> <li>4. Four times</li> <li>5. More than four times</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/>	<p>*Select only one option</p>
<b>Trainrec4</b>	<p>What topics have the trainings focused on?</p> <ol style="list-style-type: none"> <li>1. Literacy instruction techniques for teachers→<b>readtrain5</b></li> <li>2. Classroom observations→<b>readtrain6</b></li> <li>3. Meeting with teachers to provide them with feedback→<b>readtrain7</b></li> <li>4. Other (specify)_____→<b>readtrain7</b></li> </ol> <p>888. Refuse to answer/Don't know→<b>readtrain7</b></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p>
<b>Trainrec5</b>	<p>Which of the following literacy instruction were covered in the training?</p> <ol style="list-style-type: none"> <li>1. Phonetics/letter recognition</li> <li>2. Phonological awareness (identification of sounds and formation of syllables/decoding and encoding) Vocabulary</li> <li>3. Comprehension of texts (reading comprehension)</li> <li>4. Fluidity in reading (reading aloud and reading alone)</li> <li>5. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p>
<b>Trainrec6</b>	<p>Which of the following classroom observation techniques were covered in the training?</p> <ol style="list-style-type: none"> <li>1. What to observe during classroom observations?</li> <li>2. How to observe classrooms?</li> <li>3. Provision of effective feedback/follow up meetings</li> <li>4. Other (specify)_____</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p>



	888. Refuse to answer/Don't know		
<b>Trainrec7</b>	Were you satisfied with the training? 1. Yes → <b>trainrec9</b> 2. No 888. Refuse to answer/Don't know	<input type="checkbox"/>	*Select only one option
<b>Trainrec8</b>	Why were you not satisfied with the training? 1. Training not useful 2. Training was too intensive and there were not enough days to cover the content 3. Training too technical 4. Training not practical and out of touch with reality 5. Training conditions, e.g., infrastructure, were poor 6. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>Trained1</b>	Have you led a teacher training in literacy instruction techniques, in the past 12 months? 1. Yes 2. No → <b>admin</b> 888. Refuse to answer/Don't know → <b>admin</b>	<input type="checkbox"/>	*Select only one option *Training should have lasted at least 2 working days (16 hours) in duration. If less than 16 hours, choose "No" *Literacy instruction can include any training related to reading/writing
<b>Trained2</b>	Through which organization did you give this training in the last 12 months? 1. Programs led by the GoBF → <b>trained4</b> 2. Programs led by CRS/Beoog Biiga Program 3. Programs led by other actors → <b>trained4</b>	<input type="checkbox"/>	*Select all that apply *Read the list of options to them

	888. Refuse to answer/Don't know→ <b>trained4</b>		
<b>Trained3</b>	<p>How many times did you give the literacy training from Beoog Biiga Program in the last 12 months?</p> <ol style="list-style-type: none"> <li>1. Only once</li> <li>2. Twice</li> <li>3. Three times</li> <li>4. Four times</li> <li>5. More than four times</li> </ol> <p>888. Refuse to answer/Don't know</p>	__	* Select only one option
<b>Trained4</b>	<p>In a typical training session, what is the average number of hours you spend on training activities for teachers?</p>	<p>.....</p> <p>...</p>	<p>*Record time in hours (0-10)</p> <p>*Either whole class, in groups, or individually</p> <p><i>*Enter 888 if Refuse to answer/Don't know</i></p>
<b>Trained5</b>	<p>How many teachers on average you train in your training sessions?</p>	<p>.....</p>	<p><i>*Enter 888 if Refuse to answer/Don't know</i></p>
<b>Trained6</b>	<p>Which of the following literacy instruction were covered in the literacy training?</p> <ol style="list-style-type: none"> <li>1. Phonetics/letter recognition</li> <li>2. Phonological awareness (identification of sounds and formation of syllables/decoding and encoding)</li> <li>3. Vocabulary</li> <li>4. Comprehension of texts (reading comprehension)</li> <li>5. Fluidity in reading (reading aloud and reading alone)</li> <li>6. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p> __ </p> <p> __ </p> <p> __ </p> <p> __ </p> <p> __ </p> <p> __ </p> <p> __ </p>	*Select all that apply
<b>Trained6b</b>	<p>Which of the following teaching techniques were covered in the literacy training?</p> <ol style="list-style-type: none"> <li>1. Each student checks his or her own work and gives himself/herself a mark/comments</li> <li>2. Students check each other's work</li> </ol>		

	3. The whole class checks the work of a student 4. Student writes the solution (his answers) on a slate and shows them to the teacher/the class 5. Students with different skill levels work in pairs (so that the weaker learns from the other) 6. Students of the same skill level work in pairs (to reinforce each other) 7. The teacher asks a group of students (3 or more) to work together on a project and then gives their opinion to the group about their work/production 8. Other, please specify_____ 0. None of the above 888. Don't know/Refuse to answer		
<b>Trained7</b>	How satisfied were teachers with the training? 0. Not at all satisfied 1. Barely satisfied 2. Somewhat satisfied 3. Very satisfied → <b>trained9</b> 888. Refuse to answer/Don't know → <b>trained9</b>	_	*Select only one option
<b>Trained8</b>	Why do you think teachers were not satisfied with the training? 1. Training not useful 2. Training was too intensive and there were not enough days to cover the content 3. Training too technical 4. Training not practical and out of touch with reality 5. Training conditions, e.g., infrastructure, were poor 6. Other (specify)_____ 888. Refuse to answer/Don't know	_   _   _   _   _   _   _	*Select all that apply

<b>Trained9</b>	Did you find that teachers applied the techniques you taught at the training in your classroom observation? 1. Yes, all or most of them → <b>admin</b> 2. Yes, partially → <b>admin</b> 3. No, none of them 888. Refuse to answer/Don't know→ <b>admin</b>	<input type="checkbox"/>	*Select only one option
<b>Trained10</b>	In your opinion, why did teachers not apply the techniques? 1. Not enough time to apply these techniques 2. Children find it difficult/are not at ease with the technique 3. Lack of materials to use these techniques 4. Techniques were too demanding in terms of preparation 5. They still don't know how to use techniques in class 6. Techniques were not in line with the current curricula 7. Training was not practical and out of touch with reality 8. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>Trained12</b>	How many times did you cancel your trainings (from Beoog Biiga) with due to security concerns or other reasons?	.....	*Enter the number between 0 and 9, and add 888 If the respondent does not know the answer

## SCHOOL VISITS AND CLASSROOM OBSERVATIONS

Thank you! Now I would like to ask some questions about school visits and classroom observations

<b>admin</b>	Have you visited any schools in the last 12 months? 1. Yes 2. No → <b>admina</b>	<input type="checkbox"/>	*Select only one option
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	888. Refuse to answer/Don't know		
<b>Admina</b>	<p>Why did you not visit any schools in the last 12 months?</p> <ol style="list-style-type: none"> <li>1. Security issues</li> <li>2. Busy with administrative/other work</li> <li>3. Budget issues</li> <li>4.</li> <li>5. Other (Specify-----)</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p> <p>*Skip to "adminc"</p>
<b>Adminb</b>	<p>What is the frequency of your school visits in a year?</p> <ol style="list-style-type: none"> <li>1. Weekly</li> <li>2. Once in two weeks</li> <li>3. Monthly</li> <li>4. Once in three months</li> <li>5. Quarterly</li> <li>6. Yearly</li> <li>7. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/>	<p>*Select only one option</p>
<b>Adminb1</b>	<p>In a typical school week, how many schools do you visit?</p> <ol style="list-style-type: none"> <li>1. Less than 3</li> <li>2. 3-5 schools</li> <li>3. 5-8 schools</li> <li>4. More than 8 schools</li> <li>5. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/>	<p>*Select only one option</p>
<b>Adminb2</b>	<p>In a typical school week, what is the number of (60-minute) hours you spend on school visits?</p>	<p>.....</p> <p>...</p>	<p>*Record time in hours (0-50)</p> <p>*Enter 888 if Refuse to answer/Don't know</p>
<b>Adminb3</b>	<p>What are the most common reasons for visiting schools?</p> <ol style="list-style-type: none"> <li>1. Conducting classroom observations</li> <li>2. Meeting the school principal</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p>

	3. Running administrative duties 4. Meeting with teachers/following up with teachers to discuss the observation's results 5. Other 888. Refuse to answer/Don't know	I__I	
<b>Adminc</b>	Have you observed teaching in any classroom in the school last 12 months? 1. Yes 2. No → adminc2 888. Don't know/refuse to answer	I__I	*Select only one option
<b>Adminc2</b>	Why did you not observe any classroom in the last 12 months? 1. Security issues 2. Busy with administrative/other work 3. Budget issues 4. 5. Other (Specify-----) 888. Refuse to answer/Don't know	I__I I__I I__I I__I	*Select all that apply *Skip to "supplies1"
<b>Adminc1</b>	What is the frequency of your classroom observations in a year? 1. Weekly 2. Once in two weeks 3. Monthly 4. Once in three months 5. Quarterly 6. Other (specify)_____ 888. Refuse to answer/Don't know	I__I	*Select only one option
<b>Adminc2</b>	In a typical school visit, how many classrooms do you observe? 1. Less than 5 2. 5-10 classrooms 3. 10-15 classrooms 4. More than 15 classrooms 5. Other (specify)_____ 888. Refuse to answer/Don't know	I__I	*Select only one option
<b>Adminc3</b>	In a typical school visit, which grades do you usually observe?	I__I	*Select all that apply

	1. All grades 2. Grades 1-2 3. Grades 3-4 4. Grades 5-6 5. Different grades in each visit 888. Refuse to answer/Don't know		
<b>Adminc4</b>	On average, in a typical school visit, what is the number of (60-minute) hours you spend <u>per</u> classroom observation?	..... ...	*Record time in hours (0-50) *Enter 888 if Refuse to answer/Don't know
<b>Adminc5</b>	Do you think these classroom observations are instructive for teachers? 1. Yes, very instructive→ <b>adminc8</b> 2. Yes, somewhat instructive → <b>adminc8</b> 3. Not instructive 888. Refuse to answer/Don't know→ <b>adminc8</b>	_	*Select only one option
<b>Adminc6</b>	Why do you think these observations are not instructive for teachers? 1. Teachers become nervous during classroom observations and hence their performance suffers 2. Student behavior changes during these observations 3. Teachers might change their behavior to match what they believe the observer wants to see 4. The frequency of the observation needs to be higher to be effective 5. Other (specify)_____ 888. Refuse to answer/Don't know	_   _   _   _	*Select all that apply
<b>Adminc7</b>	<b>Now, let's think about your observations in Grade 2 classroom!</b> During a typical classroom observation in the last 12 months in Grade 2, which of the following literacy techniques were observed? 1. Phonetics/letter recognition	_   _   _   _   _   _	*Select all that apply

	2. Phonological awareness (identification of sounds and formation of syllables/decoding and encoding) 3. Vocabulary 4. Reading comprehension 5. Fluidity in reading (reading aloud and reading alone) 6. Writing on spelling 7. Writing on production 8. Playing with words 9. Other 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Adminc7b</b>	During a typical classroom observation in the last 12 months in Grade 2, which of the following teaching techniques were observed? 1. Each student checks his or her own work and gives himself/herself a mark/comments 2. Students check each other's work 3. The whole class checks the work of a student 4. Student writes the solution (his answers) on a slate and shows them to the teacher/the class 5. Students with different skill levels work in pairs (so that the weaker learns from the other) 6. Students of the same skill level work in pairs (to reinforce each other) 7. The teacher asks a group of students (3 or more) to work together on a project and then gives their opinion to the group about their work/production 8. Other, please specify _____ 0. None of the above 888. Don't know/Refuse to answer	<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"/>	*Select all that apply
<b>Now, let's talk about after you are done with classroom observation!</b>			



<b>Adminc8</b>	<p>Have you set up follow-up meeting with teachers to give them feedback based on classroom observations?</p> <p>1. Yes 2. No→<b>supplies1</b></p>	<input type="checkbox"/>	*Select only one option
<b>Adminc9</b>	<p>What is the frequency of these follow-up meetings, on average, in each school?</p> <p>1. Weekly 2. Once in two weeks 3. Monthly 4. Quarterly 5. Other (specify) _____ 888. Refuse to answer/Don't know</p>	<input type="checkbox"/>	*Select only one option
<b>Adminc10</b>	<p>In a typical school week, what is the number of (60-minute) hours you spend on follow-up meetings with teachers?</p>	<p>..... ...</p>	<p>*Record time in hours (0-50) *Enter 888 if Refuse to answer/Don't know</p>
<b>Adminc11</b>	<p>On which of the following areas do you give feedback?</p> <p>1. Classroom management practices 2. Teacher's knowledge and understanding of instructional practices 3. Application of the learned techniques in their lessons 4. Teacher's handling of student discipline and behavior problems 5. A training plan to improve your teaching 6. Other 888. Refuse to answer/Don't know</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	*Select all that apply
<b>Adminc12</b>	<p>Do teachers highlight any challenges during these follow-up meetings?</p> <p>1. Yes→<b>admin14</b> 2. No 888. Refuse to answer/Don't know→<b>admin14</b></p>	<input type="checkbox"/>	*Select only one option
<b>Admin13</b>	<p>What challenges do teachers highlight in these follow-up meetings?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	*Select all that apply

	1. Not enough time to apply new techniques 2. Children find it difficult/are not at ease with the technique 3. Lack of materials to use these techniques 4. New techniques are too demanding in terms of preparation 5. Still don't know how to use techniques in class 6. Techniques were not in line with the current curricula 7. Training was not practical and out of touch with reality 8. Other, specify _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Admin14</b>	In the last 12 months, have you noticed direct or indirect changes from the follow-up meetings? 1. Yes 2. No → <b>admin16</b> 888. Refuse to answer/Don't know → <b>supplies1</b>	<input type="checkbox"/>	*Select only one option
<b>Admin15</b>	In what areas have you noticed changes after the follow-up meetings? 1. Classroom management practices 2. Knowledge and understanding of instructional practices have improved 3. Handling of student discipline and behavior problems has improved 4. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>Admin16</b>	Why do you think there have been no changes from the follow-up meetings? 1. Not enough time to apply new techniques 2. Children find it difficult/are not at ease with the technique 3. Lack of materials to use these techniques 4. New techniques are too demanding in terms of preparation 5. Still don't know how to use techniques in class 6. Techniques were not in line with the current curricula	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply

	7. Training was not practical and out of touch with reality 8. Other (Specify) _____ 888. Refuse to answer/Don't know		
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### **SCHOOL SUPPLIES AND LITERACY INSTRUCTIONAL MATERIALS**

**Thank you! Now I would like to ask you about teaching supplies and literacy instructional materials.**

<b>Supplies1</b>	Which of the following school supplies do you think would be useful for teachers? 0. None 1. Textbooks/Lire au Burkina 2. Phonetic flashcards 3. Blackboard slates (small or large) 4. Wood cubes 5. Posters of reading text pictures 6. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>Supplies2</b>	Which of the following school supplies did you find in all of the schools that you observed their classroom? 1. Textbooks/Lire au Burkina 2. Phonetic flashcards 3. Blackboard slates (small or large) 4. Wood cubes 5. Posters of reading text pictures 6. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>Supplies3</b>	Which of the following school supplies did you see teachers of Grades 1 and 2 using the most while observing them? 1. Textbooks/Lire au Burkina 2. Phonetic flashcards 3. Blackboard slates (small or large) 4. Wood cubes 5. Posters of reading text pictures 6. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply

<b>Supplies4</b>	<p>Which of the following school supplies did you see teachers of Grades 3 and 4 using the most while observing them?</p> <ol style="list-style-type: none"> <li>1. Textbooks/Lire au Burkina</li> <li>2. Phonetic flashcards</li> <li>3. Blackboard slates (small or large)</li> <li>4. Wood cubes</li> <li>5. Posters of reading text pictures</li> <li>6. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p>
<b>Supplies5</b>	<p>Which of the following school supplies did you see teachers of Grades 5 and 6 using the most while observing them?</p> <ol style="list-style-type: none"> <li>1. Textbooks/Lire au Burkina</li> <li>2. Phonetic flashcards</li> <li>3. Blackboard slates (small or large)</li> <li>4. Wood cubes</li> <li>5. Posters of reading text pictures</li> <li>6. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p>

## **NUTRITION KNOWLEDGE**

**Now I have some questions about nutrition.**

<b>nuttrain</b>	<p>Did you lead any training on teaching about nutrition in the last 12 months?</p> <p>1. Yes</p> <p>2. No→<i>hygtrain</i></p> <p>888. Refuse to answer/Don't know→<i>hygtrain</i></p>	I__I	*Select only one option
<b>Nutteach2</b>	<p>What do you usually teach in nutrition trainings to teachers?</p> <p>1. Iron (benefits and foods contain iron)</p> <p>2. Vitamin A (benefits and foods contain iron)</p> <p>3. Balanced/Healthy diet (a diet that is rich in nutrients and good for health, energy, and growth)</p> <p>4. Other (Specify)_____</p> <p>888. Refuse to answer/Don't know</p>	I__I	*Select all that apply
<b>nutteach</b>	<p>In the last 12 months that you observed classrooms, have you seen teachers teach nutrition in their classes usually?</p> <p>1. Yes</p> <p>2. No→<i>hygtrain</i></p>	I__I	*Select only one option
<b>nutteach1</b>	<p>In a typical school week, how many times do you teachers teach about nutrition in their classes?</p> <p>1. Never→<i>hygtrain</i></p> <p>2. Once per week</p> <p>3. 2-4 times per week</p> <p>4. Daily</p> <p>888. Refuse to answer/Don't know</p>	I__I	*Select only one option

## HYGIENE and HEALTH

Okay, we are almost done! I have some questions about hygiene now.

<b>hygtrain</b>	<p>Did you lead any training on teaching about hygiene and handwashing practices in the last 12 months?</p> <p>1. Yes</p> <p>2. No→<b>hygteach</b></p> <p>888. Refuse to answer/Don't know→<b>hygteach</b></p>	<input type="checkbox"/>	*Select only one option
<b>hygteach2</b>	<p>What types of hygiene practices do you teach in these trainings?</p> <p>1. Handwashing at critical times</p> <p>2. Avoid sharing eating utensils and drinking glasses</p> <p>3. Avoid sharing clothing or uniforms</p> <p>4. Bathe and shower with soap daily</p> <p>5. Cover your nose and mouth while coughing/sneezing</p> <p>6. Other (specify)_____</p> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p> <p>*Define critical moments as before eating and after using the latrine</p>
<b>hygteach</b>	<p>In the last 12 months when you observed their classrooms, have you seen teachers teach about hygiene in their classes usually?</p> <p>1. Yes</p> <p>2. No→<b>end survey here</b></p> <p>888. Refuse to answer/Don't know→<b>end survey here</b></p>	<input type="checkbox"/>	*Select only one option
<b>hygteach3</b>	<p>In a typical school week, how many times do teachers teach about hygiene practices in their classes?</p> <p>1. Never</p> <p>2. Once per week</p> <p>3. 2-4 times per week</p> <p>4. Daily</p> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/>	*Select only one option
<b>Thanks</b>	Thank you very much for answering my questions.		



# BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

## Food Preparer/Cook Survey

### Basic Information

<b>Enum</b>	Last Name: ..... First Name: .....	ID :
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>	6. Bam 7. Sanmatenga 8. Namentenga 9. Ganzourgou 10. Oubritenga	I _ I
<b>CEB</b>	Write the CEB's name	<b>CODE</b> I _ I _ I _ I _ I _ I _ I
<b>School</b>	Write the school name	<b>CODE</b> I _ I _ I _ I _ I _ I _ I
<b>School Type</b>	1. Private 2. Public 888. Don't know/refuse to answer	I _ I

Dear food preparer:

You have been selected to participate in a survey about health, nutrition, and education for a food for education project. Your participation in this interview is entirely voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential

<b>assent</b>	Do you accept if I ask you some questions? 1. Yes → <b>fname</b> 2. No → <b>thanks</b> 3. Don't know/refuse to answer → <b>thanks</b>	I _ I	*Select only one option
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If food preparer says No or Not found, thank him/her, terminate the survey and proceed to the next person on your food preparer list.

## Personal Information

Great! Now I want to ask you some questions about you ....

<b>fname</b>	What is your first name?		
<b>lname</b>	What is your last name?		
<b>gender</b>	Record gender 1. Male 2. Female	I__I	*Select only one option *Ask only if necessary
<b>Age2</b>	How old are you?	... ....	*Record number greater than zero *Enter 888 if the respondent does not know his/her age
<b>Exper</b>	How many years have you worked as a cook/food preparer	... ...	*Record number of zero or greater

## Current Practices

Thank you! Now I would like to ask some questions about your food preparation, storage, and monitoring practices

<b>Practice 1</b>	Which safe food preparation practices do you currently practice? 1. Measure appropriate portion sizes with local serving materials 2. Use of Micronutrient powder (MNP) 3. Follow appropriate nutrition standards 4. Washing hands before handling food/waste/cooking 5. Separation of raw foods from cooked foods 6. Cooking food well, especially meat 7. Keeping food at a good temperature 8. Use of clean water to cook food 9. Use local ingredients such as tomatoes, aromas, salt, onions.	__     __    __    __     __ 	*Select all that apply *Do not read the options
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	2. No→thr7 888. Don't know/No response →thr7		
<b>Thr2</b>	In which grade are students who receive THR's? 1. Girls in grades 1 – 3 2. Boys in grades 1 – 3 3. Girls in grades 4 – 6 4. Boys in grades 4 – 6 888. Don't know/No response	__ 	*Select all that apply *Probe that the question is asking in general
<b>Thr3</b>	How frequently do students receive THR's? 1. Monthly 2. Weekly 3. Once in two weeks 4. Other 888. Don't know/No response	__ 	*Select only one option *Probe that the question is asking in general
<b>Thr4</b>	Are these THR's conditional on attendance? 1. Yes 2. No 888. Don't know/No response	__ 	*Select only one option *Probe that the question is asking in general
<b>Thr5</b>	Do you face any challenges in distributing THR's to students? 1. Yes 2. No→thr7 888. Don't know/No response →thr7	__ 	*Select only one option
<b>Thr6</b>	What challenges do you face? 1. Quantity of THR is not enough for all students (THR does not cover all students) 2. Quantity of THR is not enough for the recipient's consumption 3. Quality of THR is not good 4. THR are not regular and there are delays in distribution due to delays in commodities 5. Ethical issues, for example, the notion that THR is only for specific group of students and school will not give THR to all students 6. Other 888. Don't know/No response	__    __    __    __    __ 	*Select all that apply

		<input type="checkbox"/> <input type="checkbox"/>	
<b>Thr7</b>	Do you receive THRs for your contribution to the school? 1. Yes 2. No→ <b>train1</b> 888. Don't know/No response → <b>train1</b>	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option
<b>Thr8</b>	How frequently do you receive the THRs? 1. Monthly 2. Weekly 3. Once every two weeks 4. Other 888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option
<b>Thr9</b>	Are you satisfied with your THR? 1. Yes→ <b>train1</b> 2. No 888. Don't know/No response → <b>train1</b>	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option
<b>Th10</b>	Why you are not satisfied with your THR? 1. Quantity of THR is not enough for your consumption 2. Quality of THR is not good 3. THR are not regular and there are delays in distribution due to delays in commodities 4. 5. Other (Specify_____) 6. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply

### Training

Thank you! Now I would like to ask some questions about your trainings in food preparation and storage practices.

<b>Train1</b>	<p>Have you received formal training in safe food preparation in the past 12 months?</p> <p>3. Yes</p> <p>4. No →cf</p> <p>888. Don't know/No response</p>	<input type="checkbox"/>	<p>*Select only one option</p> <p>*Training should have lasted at least 2 working days (16 hours) in duration. If less than 16 hours, choose "No"</p>
<b>Train2</b>	<p>From whom did you receive this training?</p> <p>5. Programs led by the GoBF</p> <p>6. Programs led by the CRS/Beoog Biiga Program →train3</p> <p>7. Programs led by other NGOs</p> <p>888. Don't know/No response</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p> <p>*Read the list of options to them</p>
<b>Train3</b>	<p>How many times did you receive the safe food preparation training from the Beoog Biiga Program?</p> <p>6. Only once</p> <p>7. Twice</p> <p>8. Three times</p> <p>9. Four times</p> <p>10. More than four times</p> <p>888. Don't know/No response</p>	<input type="checkbox"/>	<p>*Select only one option</p>
<b>Train4</b>	<p>Which of the following areas were covered in the safe food preparation training?</p> <p>1 Measuring appropriate portion sizes with local serving materials</p> <p>2 Micronutrient powder (MNP) usage</p> <p>5. Appropriate nutrition standards</p> <p>6. Causes and consequences of foodborne illnesses</p> <p>7. Washing hands before handling food/waste/cooking</p> <p>8. Separation of raw foods from cooked foods</p> <p>9. Cooking food well, especially meat</p> <p>10. Keeping food at a good temperature</p> <p>11. Use of clean water to cook food</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>*Select all that apply</p> <p>*Read options to the students</p>

	12. Use of local products such as tomatoes, flavoring, salt, and onions 13. Cleaning/washing/disinfecting kitchen supplies and utensils before cooking 14. Storing food in clean containers 15. 16. Other (Specify_____) 888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/>	
<b>Train5</b>	Did you find the training useful? 3. Yes → <b>train7</b> 4. No	<input type="checkbox"/>	*Select only one option
<b>Train6</b>	Why did you not find the training useful? 7. Not enough training 8. Training content was not practical and out of touch with reality 9. Poor infrastructure during training session 10. Other (Specify_____) 888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>Train7</b>	Did you face challenges in applying the safe food preparation practices you learned at the training in your canteen? 4. Yes 5. No → <b>cf</b> 888. Don't know/No response → <b>cf</b>	<input type="checkbox"/>	*Select only one option
<b>Train8</b>	What challenges did you face in applying these food preparation practices? 1. Still don't fully know/understand all practices 2. Still don't know how to use practices 3. Already apply those practices 4. Training was not practical and out of touch with reality 5. Other (Specify_____) 888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply

### **Food Availability**

**Now, I would like you to think about all the meals available in the school canteen in the last week.**

<b>cf</b>	Now, I want you take a minute and think of all the different foods that were available in the school canteen in the last week. <b>Are you ready? Okay. Which of the following were available in the school canteen:</b>		
<b>cf1a</b>	a. Cereals: porridge, bread, noodles, corn, millet, sorghum, rice, cake, macaronis, boule d'acassa (foura), zoom-koom? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1b</b>	b. White roots and tubers: Sweet potatoes, regular potatoes, yams, cassava, manioc? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1c</b>	c. Vitamin A rich vegetables and tuber: Carrots, orange sweet potatoes, squash? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1d</b>	d. Dark green leaves from manioc, baobab, sorrel, or spinach? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1e</b>	e. Other vegetables like eggplant, local eggplant, okra, peppers, onions, tomatoes? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1f</b>	f. Vitamin A rich fruit: Ripe mangoes, papaya, melon? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option

<b>Cf1g</b>	g. Other fruits: Watermelon, oranges, coconut, tamarind, néré, shea, patagium (kaga).... Or other wild fruits and their juices? Bissap juice and monkey bread (teudo) 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1h</b>	h. Organs: Internal organs: liver, heart, intestines, etc.? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1i</b>	i. Meat, such as: chicken, mutton, goat, duck, rabbit, pork, beef, turkey, guinea fowl, or other poultry/birds? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1j</b>	j. Eggs from chicken, ducks, or other birds? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1k</b>	k. Fish, shrimp, or another type? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1l</b>	l. Lentils, beans, nuts, peanuts, groundnuts, sesame, boule d'arachide (Moore: mougoudougou / Fulfulde : sorondobo), touto d'arachide (kourakoura), beignet de haricot (gonre)? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Cf1m</b>	m. Milk, cheese, yogurt? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>cf1n</b>	n. Oil, butter and other fats? 1. Yes 2. No	I__I	*Select only one option



	888. Don't know/No response		
<b>Cf1o</b>	o. Sweets: sugar, honey, candy, chocolate, cookies? 1. Yes 2. No 888. Don't know/No response	__	*Select only one option

### Hygiene

Okay, we are almost done! Now I have some questions about hygiene.

<b>watera</b>	Do you have access to water in the canteen for washing hands? 1. Yes 2. No 888. Don't know/No response	__	*Select only one option
<b>Waterb</b>	Do you have access to water in the canteen for cooking? 1. Yes 2. No 888. Don't know/No response	__	*Select only one option
<b>hand</b>	Did you wash your hands yesterday? 1. Yes 2. No→ <b>hand3</b> 888. Don't know/No response→ <b>hand3</b>	__	*Select only one option
<b>Hand1</b>	When did you wash your hands yesterday? 1. Before eating 2. After eating 3. Before touching or preparing food 4. While cooking 5. Before giving food to someone else 6. After touching something dirty	__   __   __   __   __   __   __	*Select all that apply *Probe if the respondent refers to the time s/he washed her/his hands, and ask them why they washed their hands at that time *Do not read options to child

	7. After changing a baby's diapers 8. After handling waste in the kitchen 9. After touching animals 10. After using the latrine 11. Other 888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>    	
<b>Hand2</b>	What did you use to wash your hands? 1. Water 2. Ash 3. Sand 4. Soap 5. Other 888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	*Select all that apply *If they say Water, PROBE – Did you use anything else? *Do not read the list
<b>hand3</b>	When do you think a person should wash their hands? 1. Before eating 2. After eating 3. Before touching or preparing food 4. While cooking 5. Before giving food to someone else 6. After touching something dirty 7. After changing a baby's diapers 8. After handling waste in the kitchen 9. After touching animals 10. After using the latrine	<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"/> 	*Select all that apply

	11. Other  888. Don't know/No response		
Thank the respondent and complete the survey.			



# BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO


## Mother (MCN) Survey


### BASIC INFORMATION (FOR ENUMERATORS TO FILL)

<b>Enum</b>	Last Name: ..... First Name: .....	ID :
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>		
<b>Village</b>	Write the village's name	
<b>Preloadedname</b>		
<b>PreloadedID</b>		
<b>Replacement</b>		

Dear Mother:

Hello, my name is <insert own name>. You have been selected to participate in a survey about health, nutrition, and hygiene for a food for education project. Your participation in this interview is entirely voluntary and you have no obligation to participate. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential.

<b>Consent</b>	Do you accept participation in this survey? 1. Yes 2. No → <b>thanks</b> them and terminate the survey, and proceed to the next mother on your list.	I__I	* Select only one option
 If the mother says NO, thank her, terminate the survey and proceed to the next mother on your list.			
<b>mother</b>	Are you a pregnant woman or mother of a child under 2 years old or both?	I__I	*Select only one option

	<ol style="list-style-type: none"> <li>1. Yes, pregnant woman</li> <li>2. Yes, mother of child under 2 years old</li> <li>3. Yes, Both pregnant and mother of child under 2</li> <li>4. No → <b>STOP – thanks them and terminate the survey. Consult with your supervisor, and proceed to the next mother on your list.</b></li> </ol>		
 If the respondent is not a pregnant woman or mother of a child under 2 years old on your list, thank them and terminate the survey. Consult with your supervisor, and proceed to the next mother on your list.			

## PERSONAL INFORMATION

Great! Now I want to ask you some questions about you ....

<b>lastname</b>	What is your last name?		
<b>firstname</b>	What is your first name?		
<b>Nickname</b>	What is your nickname?		
<b>age</b>	How old are you?	..... .	*record age>=12 & <=99 *Enter 888 if the mother does not know her age
<b>edu</b>	What is your highest level of education? 0. None 1. Incomplete primary education 2. Completed primary 3. Incomplete secondary 4. Completed secondary 5. Some college 6. Completed Bachelor's 7. More than Bachelor's 8. Only vocational or professional school 9. French-Arabic school 10. Other 888. Don't know/ refuse to answer	I _ I	* Select only one option
<b>read</b>	Can you read in: 1. French 2. a local language 3. Both French and a local language 4. No language → <b>skip to write</b> 5. Arabic 888. Don't know/ refuse to answer	I _ I	* Select only one option * Read the options to them
<b>write</b>	What about writing? Can you write in 1. French 2. a local language 3. Both French and a local language 4. No language 5. Arabic	I _ I	* Select only one option * Read the options to them

	888. Don't know/ refuse to answer		
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## HOUSEHOLD ENVIRONMENT

Good! Now I would like to ask you a few questions about your household

<b>hsize</b>	Including yourself, how many people live in your household <b>on average</b> (over the last 12 months)?	.....	*NB : the household could consist of only 1 member *INTERVAL from 1 to 60
<b>Kid02</b>	How many of your children are 2 years or younger?	..... ..	>=0 record number =<25
<b>Kid06</b>	How many of your children are 0 to up to 6 months old?	..... ..	>=0 record number =<25
<b>latrine</b>	Do you have access to any type of latrines? 1. Yes → <b>latty</b> 2. No → <b>water1</b> 888. Don't know/ refuse to answer → <b>water1</b>	I__I	* Select only one option *Specify to the respondent that it is the main latrine used by most members of the household
<b>latty</b>	What type of latrine is it? 1. Flush or pour 2. Ventilated pit latrine 3. Pit latrine with slab 4. Pit latrine without slab 5. Bucket latrines 6. Other, specify 888. Don't know/ refuse to answer	I__I	* Select only one option *Specify to the respondent that it is the main latrine used by most members of the household
<b>latlocation</b>	Where is this latrine located that you use primarily? 1. Inside of the house 2. Nearby the house (only used by your household) 3. Nearby the house (shared by the neighbors) 4. In the community 5. Church/Mosque 6. Their children's school	I__I	* Select only one option *Specify to the respondent that it is the main latrine used by most members of the household

	7. Other (specify-----) 888. Don't know/ refuse to answer		
<b>Water1</b>	Do you have water at home for washing hands? 1. Yes 2. No 888. Don't know/ No response	I__I	* Select only one option
<b>Water2</b>	Do you have clean water at home for drinking and cooking? 1. Yes 2. No → <b>source2</b> 888. Don't know/ No response → <b>Source2</b>	I__I	* Select only one option
<b>Source1</b>	What is the main source of drinking water of your household? 1. Running water in the yard (tap) 2. Running water in the community (fountain) 3. Private well 4. Public well 5. Distribution of water by a tank 6. Natural source of water (lake, river, stream, etc.) 7. Other (Specify: _____) 888. Don't know/ No response	I__I	*Do not give examples or mention the list to the respondent *Select only one option
<b>Source2</b>	How far do you have to go to get water in minutes?	I__I	*The distance should be considered for one way commute
<b>Elec1</b>	Do you have electricity where you live? 1. Yes 2. No → <b>Malaria1</b> 888. Don't know/ No response → <b>Malaria1</b>	I__I	*Select only one option
<b>Elec2</b>	For how many hours per day do you have electricity? 1. Less than 1 hour 2. 1-2 hours 3. 3-5 hours 4. More than 5 hours 888. Don't know/ No response	I__I	*Do not give examples or mention the list to the respondent *Select only one option



<b>Malaria1</b>	Do you have an insecticide treated net (ITN), a mosquito net at home? 1. Yes 2. No 888. Don't know/ No response	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option
<b>Malaria2</b>	How do you usually prevent Malaria infection? 1. Not doing anything 2. Sleep under the mosquito net at nights 3. Use preventive pills 4. Apply preventive products (lotions, spray, etc.) before going out of the house 5. Spray the house with insect killers 6. Mosquito screens for windows 7. Other (Specify _____) 888. Don't know/ No response	<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"/>	*Select all that apply

## ANTENATAL CONSULTATIONS

**Thank you! Now I would like to ask some questions about antenatal consultations.**

<b>anc1</b>	Have you seen anyone for antenatal care for your most recent pregnancy? 1. Yes→ <b>anc3</b> 2. No	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>anc2</b>	Why didn't you see anyone for antenatal care for this pregnancy? 1. Don't think need to/don't feel ill→ <b>anc13</b> 2. Health facility too far→ <b>anc13</b> 3. Don't trust health workers→ <b>anc13</b> 4. Bad experience→ <b>anc13</b> 5. Cost too expensive→ <b>anc13</b> 6. Husband doesn't allow→ <b>anc13</b> 7. Other family member doesn't allow (specify) → <b>anc13</b> 8. Don't know where to go→ <b>anc13</b> 9. Other (specify)_____ → <b>anc13</b> 888. Refuse to answer/Don't know→ <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"/> <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"/>	*Select all that apply



<b>anc5</b>	How many months pregnant were you when you first received antenatal care for this pregnancy?	.....	*Record in months (0-10) *Enter 888 if don/t know or refuse to answer
<b>anc6</b>	How many antenatal visits have you had during this pregnancy?	.....	*Record in number of times 0=< anc6 =<9 *Enter 888 if don't know or
<b>anc7</b>	During your antenatal care visit(s), did you ask any questions to the health provider? 1. Yes → <b>anc9</b> 2. No → <b>anc8</b> 888. Refuse to answer/Don't know → <b>anc11</b>	__ 	*Select only one option
<b>anc8</b>	Why didn't you ask the health provider any questions? 1. Didn't have any questions → <b>anc11</b> 2. Was embarrassed to ask→ <b>anc11</b> 3. Provider didn't let her ask→ <b>anc11</b> 4. Someone else didn't let her ask (specify) → <b>anc11</b> 5. Other (specify) → <b>anc11</b> 888. Refuse to answer/Don't know→ <b>anc11</b>	__    __    __    __    __ 	*Select all that apply
<b>anc9</b>	How satisfied were you with the health provider's answers to your questions? 1. Very satisfied→ <b>anc11</b> 2. Fairly satisfied→ <b>anc11</b> 3. Neither satisfied nor dissatisfied→ <b>anc11</b> 4. Fairly dissatisfied 5. Very dissatisfied 888. Refuse to answer/Don't know	__ 	*Select only one option

<b>anc10</b>	<p>What are the reasons you were not satisfied?</p> <ol style="list-style-type: none"> <li>1. Provider was rude or disrespectful</li> <li>2. No answers to my questions</li> <li>3. Didn't understand the answers</li> <li>4. Other (specify)</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>anc11</b>	<p>Overall, how satisfied were you with the way you were treated by the health provider during your antenatal care visit(s)?</p> <ol style="list-style-type: none"> <li>1. Very satisfied → <b>anc13</b></li> <li>2. Fairly satisfied → <b>anc13</b></li> <li>3. Neither satisfied nor dissatisfied → <b>anc13</b></li> <li>4. Fairly dissatisfied</li> <li>5. Very dissatisfied</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="radio"/> <input type="radio"/>	*Select only one option
<b>anc12</b>	<p>What are the reasons you were not satisfied?</p> <ol style="list-style-type: none"> <li>1. Provider was rude or disrespectful</li> <li>2. Provider was not qualified</li> <li>3. Waiting time</li> <li>4. No privacy</li> <li>5. No service/medicine available</li> <li>6. Other (specify)</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="radio"/> <input type="radio"/>	*Select only one option
<b>anc13</b>	<p>During this pregnancy, have you taken any tablets to have a healthier pregnancy?</p> <ol style="list-style-type: none"> <li>1. Yes → <b>anc14</b></li> <li>2. No → <b>anc15</b></li> </ol> <p>888. Refuse to answer/Don't know → <b>anc15</b></p>	<input type="radio"/> <input type="radio"/>	<p>* Select only one option</p> <p>* Ensure they respondent is not confused with taking medications for any random illnesses like a common fever or cold.</p>

<p><b>anc14</b></p>	<p>What were the reasons that you took the tablets?</p> <ol style="list-style-type: none"> <li>1. To prevent Malaria</li> <li>2. To prevent intestinal worms</li> <li>3. To supplement your diet with micronutrients and increase blood production (e.g., folate iron, multivitamins)</li> <li>4. To manage diarrhea</li> <li>5. Other (Specify_____)</li> </ol> <p>888. Refuse to answer/Don't know</p>	<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>	<p>           *Select all that apply            *Read the options to the respondents but do not read "other" or don't know         </p>
<p><b>anc15</b></p>	<p>In general, who among the following family members makes the decisions about any kind of care that you get during this pregnancy?</p> <ol style="list-style-type: none"> <li>1. Respondent herself</li> <li>2. Husband</li> <li>3. Mother (Natural/Step)</li> <li>4. Father (Natural/Step)</li> <li>5. Mother-in-law</li> <li>6. Father-in-law</li> <li>7. Grandmother</li> <li>8. Grandfather</li> <li>9. Sister/step-sister</li> <li>10. Brother/step-brother</li> <li>11. Aunt</li> <li>12. Uncle</li> <li>13. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	<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"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p>	<p>*Select all that apply</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"/>	
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**Thanks for your responses! Now, I would like to ask you a few questions about your knowledge related to pregnancy**

<b>anc16</b>	Did you receive education on using skilled birth attendants? 1. Yes 2. No 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>anc17</b>	Did you receive education on giving birth at a health care facility? 1. Yes 2. No 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>anc18</b>	Did you receive education on things to look out that might suggest problems with the pregnancy? 1. Yes 2. No 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>anc19</b>	Did you receive education on where to go if you had any problems with the pregnancy? 1. Yes 2. No 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>Anc21</b>	Did you receive education on how to prevent Malaria during pregnancy? 1. Yes 2. No	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option

	888. Refuse to answer/Don't know		
<b>Anc22</b>	<p>Did you receive education for your diet during pregnancy about?</p> <ol style="list-style-type: none"> <li>1. What to eat</li> <li>2. How much to eat</li> <li>3. How often to eat</li> <li>4. Adding a variety of foods to each meal</li> <li>5. Taking micronutrients/food supplements</li> <li>6. Balancing meat and energy intake</li> <li>7. None</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p> __</p> <p> </p> <p> __</p> <p> </p> <p> __</p> <p> </p> <p> __</p> <p> </p>	<p>*Select all that apply</p> <p>*Do not select none with any of other options</p> <p>*Do not select don't know with any of other options</p> <p>*Read the options to the respondent</p>
<b>Anc23</b>	<p>From whom did you receive this information for your pregnancy?</p> <ol style="list-style-type: none"> <li>1. Parents/parents-in-laws</li> <li>2. Other family members/friends</li> <li>3. Community health worker</li> <li>4. Doctor/nurse/midwife</li> <li>5. Traditional birth attendant</li> <li>6. radio/media</li> <li>7. Other</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p> __</p> <p> </p> <p> __</p> <p> </p> <p> __</p> <p> </p> <p> __</p> <p> </p> <p> __</p> <p> </p>	<p>* Select all that apply</p> <p>*Read the list of options to them</p>
<b>Anc20</b>	<p>Did you receive education to get postnatal checkup after delivery?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p> __</p> <p> </p>	<p>* Select only one option</p>

#### ASSISTED DELIVERY

**Thank you! Now I would like to ask some questions about your most recent delivery**

<b>Birth1</b>	Are you currently pregnant? 1. Yes 2. No → <b>Birth4</b> 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Birth2</b>	For your most recent pregnancy, where do you plan to give birth? 1. Her home 2. Other home 3. Government hospital/clinic 4. Primary health center 5. Outreach clinic 6. Other public facilities (specify) 7. Other NGO facilities (specify) 8. Private hospital/nursing home 9. Private clinic 10. Other private facilities (specify) 11. Other (specify) 888. Refuse to answer/Don't know	I__I	* Select only one option *Only relevant to pregnant women
<b>Birth3</b>	Who decides where you will give birth? 1. Respondent herself 2. Husband 3. Mother (Natural/Step) 4. Father (Natural/Step) 5. Mother-in-law 6. Father-in-law 7. Grandmother 8. Grandfather 9. Sister/step-sister 10. Brother/step-brother 11. Aunt 12. Uncle 13. Other (specify)_____ 888. Refuse to answer/Don't know	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Select all that apply *Only relevant to pregnant women
<b>Birth4</b>	Did you receive sensitization (formal or informal) on family planning? 1. Yes 2. No → <b>birth6</b> 888. Refuse to answer/Don't know → <b>Birth6</b>	I__I	* Select only one option *Define family plan as various ways or methods that a couple can use to delay or avoid a pregnancy.



<b>Birth4b</b>	Did you talk about advantages and disadvantages of family planning? 1. Yes 2. No → <b>Birth6</b> 888. Refuse to answer/Don't know → <b>Birth6</b>	I__I	* Select only one option Ask if Birth4 = Yes
<b>Birth5</b>	From whom did you receive this information? 1. Parents/parents-in-laws 2. Other family members/friends 3. Community health worker 4. Doctor/nurse/midwife 5. Traditional birth attendant 6. radio/media 7. Other 888. Refuse to answer/Don't know	I__I	* Select all that apply * Read the list of options to them * Ask if Birth4b = Yes
<b>Now, think about your youngest child that you gave birth to. Can you tell me,</b>			
<b>Birth6</b>	For your most recent pregnancy that you gave birth, was it a single or multiple birth? 1. Single baby 2. Twin babies 3. Three or more babies 888. Refuse to answer/Don't know 999. Respondent does not have any other babies and has not yet given birth	I__I	* Select only one option
<b>Birth7</b>	Was the youngest born baby a boy or a girl? 1. Boy 2. Girl	I__I	* Select only one option
<b>Birth8</b>	What name was given to the youngest born baby?		
<b>Birth9</b>	In what month and year was (name 1) born:		
<b>Birth9a</b>	Month of birth 1. January → <b>Birth9c</b> 2. February → <b>Birth9c</b> 3. March → <b>Birth9c</b> 4. April → <b>Birth9c</b> 5. May → <b>Birth9c</b> 6. June → <b>Birth9c</b> 7. July → <b>Birth9c</b> 8. August → <b>Birth9c</b>	I__I	* Select only one option

	9. September → <b>Birth9c</b> 10. October → <b>Birth9c</b> 11. November → <b>Birth9c</b> 12. December → <b>Birth9c</b> 888. Refuse to answer/Don't know → <b>Birth9b</b>		
<b>Birth9b</b>	In what season was (name 1) born: 1. Dry season 2. Rainy season 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Birth9c</b>	Year of birth 1. 2022 2. 2023 3. 2024 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Birth10</b>	Who assisted with the delivery of (name 1)? Anyone else? 1. Doctor/nurse/midwife 2. Traditional birth attendant 3. Other (specify)_____ 888. Refuse to answer/Don't know	I__I I__I I__I	*Select all that apply
<b>Birth11</b>	Where did you give birth to (name 1)? 1. Her home 2. Other home 3. Government hospital/clinic 4. Primary health center 5. Outreach clinic 6. Other public facilities (specify) 7. Other NGO facilities (specify) 8. Private hospital/nursing home 9. Private clinic 10. Other private facilities (specify) 11. Other (specify) 888. Refuse to answer/Don't know	I__I	* Select only one option Pouvons-nous demander aux recenseurs de lire les questions une par une et de noter leurs questions jusqu'à ce qu'Eoix soit de retour?
<b>Birth12</b>	Who among the following family members decided where you gave birth to (name 1)? 1. Respondent herself 2. Husband 3. Mother (Natural/Step)	I__I I__I I__I I__I	*Select all that apply

	4. Father (Natural/Step) 5. Mother-in-law 6. Father-in-law 7. Grandmother 8. Grandfather 9. Sister/step-sister 10. Brother/step-brother 11. Aunt 12. Uncle 13. Other relative (specify) _____ 888. Refuse to answer/Don't know	<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>Birth1 3</b>	Was (name 1) weighed at birth? 1. Yes 2. No 888. Refuse to answer/Don't know	<input type="checkbox"/>	* Select only one option

## INFANT CARE

**Thank you! Now I would like to ask some questions about infant care. Please respond to these questions about your youngest child under 24 months who is still alive.**

<b>Infant1</b>	Did anyone check on (name 1)'s health in the two months after you gave birth? 1. Yes 2. No → <b>Infant2</b> 888. Refuse to answer/Don't know → <b>Infant2</b>	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>Infant1a</b>	Who provided the check-up for (name 1)'s health in the two months after you gave birth? 1. Health care provider (doctor/nurse/midwife) 2. Traditional birth attendant 3. Other (specify) 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>Infant2</b>	Did (name 1) ever receive any vaccinations to prevent getting diseases, including vaccinations received in campaigns or immunization days? 1. Yes → <b>infant3</b> 2. No → <b>infant5</b> 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option

<b>Infant3</b>	Does (name1) have a vaccination booklet? 1. Yes 2. No 888. Refuse to answer/Don't know	__ 	* Select only one option
<b>Ask to see (name1)'s vaccination booklet if they have one. Use it to answer the next question if possible.</b>			
<b>Infant4</b>	Did (name 1) receive <i>all</i> of the vaccinations required for (name 1)'s age? 1. Yes → <b>infant6</b> 0. No → <b>infant5</b> 888. Refuse to answer/Don't know	__ 	* Select only one option
<b>Infant5</b>	Why did (name1) not receive all (or part of) his/her vaccinations? 1. The vaccinations are too expensive 2. Vaccination services are not available in the village/health facility 3. Vaccination services are too far away 4. Vaccinations are not important 5. I don't have time 6. Religious reason 7. Distrust of vaccines 8. Other (Specify : _____) 888. Refuse to answer/Don't know	__    __    __    __    __    __    __ 	*Select all that apply
<b>Infant6</b>	How old is (name 1)? Age in completed months: 0-24	.....	*Record in number of months – 0-24 * Put 888 if don't know/refuse to answer
<b>Infant7</b>	Is (name 1) living with you? 1. Yes 2. No 888. Refuse to answer/Don't know	__ 	* Select only one option

<b>Infant8</b>	Does (name1) sleep under a mosquito net? 1. Yes 2. No → bfeed1 888. Refuse to answer/Don't know → bfeed1	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>Infant8b</b>	Is this an ITN treated mosquito net? 1. Yes 2. No 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option

## EARLY FEEDING

**Thank you! Now I would like to ask some questions about early feeding, thinking about your youngest child (name 1).**

<b>Bfeed1</b>	Did you ever breastfeed (name 1)? 1. Yes 2. No → Bfeed3a 888. Refuse to answer/Don't know → Bfeed3a	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>Bfeed2</b>	When did you first breastfeed (name 1)? 1. Within 1 hour of delivery 2. 1-2 hours of delivery 3. 2-4 hours of delivery 4. 4-6 hours of delivery 5. 6-24 hours of delivery 6. 1-6 days after delivery 7. Over 1 week after delivery 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option
<b>Bfeed2a</b>	Did you receive sensitization (formal or informal) on early breastfeeding? 1. Yes 2. No → Bfeed2b 888. Refuse to answer/Don't know → Bfeed2b	<input type="checkbox"/> <input type="checkbox"/>	* Select only one option * Early breastfeeding is breastfeeding your infant right after giving birth.
<b>Bfeed2c</b>	From whom did you receive this information? 1. Parents/parents-in-laws 2. Other family members/friends 3. Community health worker 4. Doctor/nurse/midwife 5. Traditional birth attendant 6. Radio/Media	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Select all that apply * Read the list of options to them

	7. Other 888. Refuse to answer/Don't know	__    __    __ 	
<b>Bfeed2b</b>	Were you assisted by a midwife or other medical professional with early breastfeeding? 1. Yes 2. No 888. Refuse to answer/Don't know	__ 	* Select only one option
<b>Bfeed3</b>	For how many months did you breastfeed (name 1) exclusively?	.....	*Record in number of months – 0-36 * Put 999 if still breastfeeding * Put 888 if don't know/refuse to answer * Specify to the woman that exclusive breastfeeding include not to give water to the baby
<b>Bfeed5a</b>	For how long should a baby receive only breastmilk?	.....	*Record in number of months – 0-36 * Put 888 if don't know/refuse to answer
<b>Bfeed5b</b>	Did you receive education/sensitization (informal or formal information) on exclusive breastfeeding? 1. Yes 2. No 888. Refuse to answer/Don't know	__ 	* Select only one option


<b>Bfeed5c</b>	<p>From whom did you receive this information?</p> <ol style="list-style-type: none"> <li>1. Parents/parents-in-laws</li> <li>2. Other family members/friends</li> <li>3. Community health worker</li> <li>4. Doctor/nurse/midwife</li> <li>5. Traditional birth attendant</li> <li>6. radio/media</li> <li>7. Other</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p> __    __    __    __    __    __  </p>	<p>* Select all that apply * Read the list of options to them</p>
<b>Bfeed3a</b>	<p>Have you given (name 1) water?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No → <b>Bfeed4</b></li> </ol> <p>888. Refuse to answer/Don't know → <b>Bfeed4</b></p>	<p> __  </p>	<p>* Select only one option</p>
<b>Bfeed3b</b>	<p>When did you start giving (name 1) water?</p>	<p>.....</p>	<p>* Record in number of months – 0-36 * Put 888 if don't know/refuse to answer</p>
<b>Bfeed4a</b>	<p>Have you given (name 1) decoctions?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No → <b>Semisolid1</b></li> </ol> <p>888. Refuse to answer/Don't know → <b>Semisolid1</b></p>	<p> __  </p>	<p>* Select only one option</p>
<b>Bfeed4b</b>	<p>When did you start giving (name 1) decoctions?</p>	<p>.....</p>	<p>* Record in number of months – 0-36 * Put 888 if don't know/refuse to answer</p>
<b>Semisolid1</b>	<p>How many months after birth did (name 1) start eating semi-solid food (including drinking porridge)?</p>	<p>.....</p>	<p>* Record in number of months – 0-24 * Put 999 if not yet/still breastfeeding</p>

			* Put 888 if don't know/refuse to answer
<b>Semisolid2</b>	How many months after birth should a baby start eating semi-solid food (including drinking porridge)?	.....	*Record in number of months – 0-24 * Put 888 if don't know/refuse to answer
<b>Solidfood1</b>	How many months after birth did (name 1) start eating solid food?	.....	*Record in number of months – 0-24 * Put 999 if not yet/still breastfeeding * Put 888 if don't know/refuse to answer
<b>Solidfood2</b>	How many months after birth should a baby start eating solid food?	.....	*Record in number of months – 0-24 * Put 888 if don't know/refuse to answer
<b>purge</b>	Did you receive education/sensitization (formal or informal) to avoid purges practices? 1. Yes 2. No 888. Refuse to answer/Don't know	I _ I	* Select only one option
<b>gavage</b>	Did you receive education/sensitization (formal or informal) to avoid force feeding (gavage) at home? 1. Yes 2. No 888. Refuse to answer/Don't know	I _ I	* Select only one option *Excluding force feeding/gavage in a hospital or for a medical context

## COMPLEMENTARY FEEDING

Now I want you to take a minute and think about all the food consumption in your household...



<b>Decide1</b>	Are you the person who makes the decision about what members of your household eat in a given day? 1. Yes → <b>bfeedfreq1</b> 2. No 3. Sometimes → <b>bfeedfreq1</b>	__	* Select only one option
<b>Decwho1</b>	Who in your household makes decisions regarding what the children eat? (enumerator: record his/her name)		
<b>Decwho2</b>	What is your relationship to that person: Record the relationship 1. Your husband's other wife/wives 2. Husband 3. Mother (Natural/Step) 4. Father (Natural/Step) 5. Mother-in-law 6. Father-in-law 7. Brother-in-law 8. Sister-in-law 9. Grandmother 10. Grandfather 11. Sister/step-sister 12. Brother/step-brother 13. Aunt 14. Uncle 15. Other relative (specify) _____ 888. Refuse to answer/Don't know	__	* Select only one option
 <b>Skip to fs10 if the mother is pregnant with no other children under 2.</b>			
<b>Bfeedfre q1</b>	Did your youngest child receive breast milk yesterday? 1. Yes → <b>bfeedfreq2</b> 2. No → <b>bfeedfreq3</b> 888. Refuse to answer/Don't know → <b>bfeedfreq3</b>	__	* Select only one option
<b>Bfeedfre q2</b>	How frequently did you breastfeed your youngest child yesterday? 1. Every hour 2. Every two hours 3. Every three hours	__	* Select only one option

	4. Every four hours 5. Between 3-5 times 6. Twice 7. Only once 888. Refuse to answer/Don't know		
<b>Bfeedfreq3</b>	Did you feed your youngest child with baby formula (besides breastfeeding him/her)? 1. Yes 2. No 888. Refuse to answer/Don't know	I__I	* Select only one option *Baby formula is a manufactured food designed feeding to babies and infants as an alternative to breastmilk, usually prepared for bottle-feeding or cup-feeding from powder or liquid.
<b>Mealfreq1</b>	How many meals did your youngest ate yesterday? (not including breastfeeding)	.....	*record number of times the child ate >=0 & <=9 *Skip to <b>fs10</b> if the answer is 0
<b>responsive</b>	Did you or another adult stay with, support, and encourage your youngest child under 2 years when she/he was eating solid food yesterday? 1. Yes 2. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Now, I want you take a minute and think of all the food that was prepared for your youngest child, yesterday. [Skip to fs10 if the woman is pregnant and does not have a child under 2, and/or if mealfreq1==0]</b>			
<b>Fs1</b>	According to you, was yesterday 'ordinary/usual' or was it a special occasion? 1. Ordinary/Usual 2. Special occasion 888. Refuse to answer/Don't know	I__I	*Give examples of special occasions such as funeral and parties * Select only one option

<b>fs2</b>	<b>Now, I want you take a minute and think of all the food you or any other members in your household offered your youngest child under 2 years who is eating solid food yesterday. Did you serve:</b>		
<b>Fs2a</b>	Cereals: porridge, bread, noodles, corn, millet, sorghum, macaronis, cake, acassa, rice..? 3. Yes 4. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2b</b>	White roots and tubers: potatoes, yams, cassava...? 1. Yes 2. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2c</b>	Lentils, beans, groundnuts, other nuts, ground peas, peanut balls? (Moore: mougoudougou / Fulfulde: sorondobo), touto d'arachide (kourakoura), beignet de haricot (gonre)? 3. Yes 4. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2d</b>	Milk, cheese, yogurt? 3. Yes 4. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2e</b>	Meat of chicken, sheep, goat, duck, rabbit, pork, cow, turkey, or other poultry? 3. Yes 4. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2f</b>	Fish, shrimp, or other seafood? 1. Yes 2. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2g</b>	Organs: liver, heart, intestines...? 1. Yes 2. No 888. Refuse to answer/Don't know	I__I	* Select only one option

<b>Fs2h</b>	Eggs, from chicken, ducks, or other birds? 1. Yes 2. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2i</b>	Vitamin A rich vegetables and tuber: carrots, orange sweet potatoes...? 3. Yes 4. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2j</b>	Dark green leaves of cassava, baobab, manioc, baobab, sorrel, spinach ... ? 3. Yes 4. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2k</b>	Vitamin A rich fruits: ripe mangoes, papaya, melon...? 1. Yes 2. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2l</b>	Other vegetables as in eggplant, gombo, bell peppers, tomatoes, onions..? 5. Yes 6. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs2m</b>	Other fruits: watermelon, oranges, coconut, tamarind, néré, karité, patagium (kaga), or other wild fruits and their juice? 1. Yes 2. No 888. Refuse to answer/Don't know	I__I	* Select only one option
<b>Fs3</b>	<b>Yesterday</b> , has your youngest child eaten something before the morning meal? 1. No 2. Yes 888. Refuse to answer/Don't know	I__I	*Select only one option

<b>Fs4</b>	<b>Yesterday</b> , has your youngest child eaten something for the morning meal? 1. No 2. Yes 888. Refuse to answer/Don't know	__	*Select only one option
<b>Fs5</b>	<b>Yesterday</b> , has your youngest child eaten something between the morning meal and the mid-day meal? 1. No 2. Yes 888. Refuse to answer/Don't know	__	*Select only one option
<b>Fs6</b>	<b>Yesterday</b> , has your youngest child eaten something for the mid-day meal? 1. No 2. Yes 888. Refuse to answer/Don't know	__	*Select only one option
<b>Fs7</b>	<b>Yesterday</b> , has your youngest child eaten something between the mid-day meal and the evening meal? 1. No 2. Yes 888. Refuse to answer/Don't know	__	*Select only one option
<b>Fs8</b>	<b>Yesterday</b> , has your youngest child eaten something for the evening meal? 1. No 2. Yes 888. Refuse to answer/Don't know	__	*Select only one option
<b>Fs9</b>	<b>Yesterday</b> , has your youngest child eaten something after the evening meal? 1. No 2. Yes 888. Refuse to answer/Don't know	__	*Select only one option

***Now, I will read to you several statements that people have made regarding their food situation. For some of these statements, please tell me if the statement is often valid, sometimes valid, or never valid for your household during the last 12 months – that is, since last March.***

<b>Fs10</b>	<p>The food supplies that we bought did not last at all, and we have no money to buy more.</p> <p>Is this often, sometimes, or never the case for your household during the last 12 months, that is, since last May?</p> <ol style="list-style-type: none"> <li>1. Yes, often</li> <li>2. Yes, sometimes</li> <li>3. No, never</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p>1__ 1</p>	<p>*Select only one option</p>
<b>Fs11</b>	<p>We couldn't afford the luxury of eating balanced meals.</p> <p>Is this often, sometimes, or never the case for your household during the last 12 months?</p> <ol style="list-style-type: none"> <li>1. Yes, often</li> <li>2. Yes, sometimes</li> <li>3. No, never</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p>1__ 1</p>	<p>*Explain « balanced meals »</p> <p>* A balanced diet means to have various types of food for a meal in a day, including carbohydrates, protein, fats, vitamins, and minerals.</p> <p>*Select only one option</p>
<b>Fs12</b>	<p>During the last 12 months, that is, since last May, have you one time eaten less than what you should because there was not enough food or money for food?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p>1__ 1</p>	<p>*Select only one option</p>
<b>Fs13</b>	<p>During the last 12 months that is, since last May, were you hungry one time but did not eat because there was not enough food or money to buy food?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> <p>888. Refuse to answer/Don't know</p>	<p>1__ 1</p>	<p>*Select only one option</p>

<b>Fs14</b>	<p>During the last 12 months that is, since last May, have you or other adults in your household decreased the size of your meal <b>OR</b> skipped meals <b>OR</b> substitute some foods for other foods that are less nutritious because there was not enough food or money for food?</p> <p>1. Yes → <b>Fs14a</b>  2. No → <b>Fs16</b>  888. Refuse to answer/Don't know → <b>Fs16</b></p>	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option
<b>Fs14a</b>	<p>How many times did this happen?</p> <p>1. Nearly every month  2. Some months but not every month  3. Only 1 or 2 months  888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option
<b>Fs15</b>	<p>Who in the household usually receives the reduced portion of the meal?</p> <p>1. Everyone  2. The women  3. The girls  4. The men  5. The boys  6. Other  (Specify: _____  _)</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>*Don't give examples or read the list to the respondent</p> <p>* Select all that apply</p>

<b>Fs16</b>	<p>During the last 12 months, that is, since last March/April, how have you faced the fact that you did not have enough food for everyone in your household?</p> <ol style="list-style-type: none"> <li>0. Did not do anything</li> <li>1. Reduce the number of meals of the household members</li> <li>2. Reduce school fees of children</li> <li>3. Borrow money to buy food</li> <li>4. Receive food from members of the family, parents and neighbors</li> <li>5. Cook everything that is available in the house for meals</li> <li>6. Sell out cattle or other actives</li> <li>7. Other (specify : _____)</li> <li>8. Not applicable</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"/>	<p>*Ask Fs16 only if the respondent has responded YES OR YES OFTEN OR YES, SOMETIMES to at least one of the questions: "fs10" OR "fs11" OR "fs12" OR "fs13" OR "fs14"</p> <p>*Don't give examples or read the list to the respondent</p> <p>* Select all that apply</p>
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## HYGIENE HEALTH

**Okay, we are almost done! Now I have some questions about washing and hygiene now.**

<b>Hand1</b>	<p>Did you wash your hands yesterday?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No → <b>Hand4</b></li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/>	<p>* Select only one option</p>
<b>Hand2</b>	<p>What did you use to wash your hands? <i>[Do not give examples or read the options to the respondent]</i></p> <ol style="list-style-type: none"> <li>1. Water</li> <li>2. Ashes</li> <li>3. Sand</li> <li>4. Soap</li> <li>5. Other (specify : _____)</li> </ol> <p>888. Refuse to answer/Don't know</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>* Select all that apply</p> <p>*Do not give examples or read list to respondent</p>
<b>Hand3</b>	Did you wash your hands yesterday?		
<b>Hand3a</b>	<p>a. Before eating?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Did not eat</li> </ol>	<input type="checkbox"/> <input type="checkbox"/>	<p>* Select only one option</p>



<b>Hand3b</b>	b. Before touching or preparing food? 1. Yes 2. No 3. Did not touch/prepare food	<input type="checkbox"/>	* Select only one option
<b>Hand3c</b>	c. Before feeding your child/children? 1. Yes 2. No 3. Did not give food to others	<input type="checkbox"/>	* Select only one option
<b>Hand3d</b>	d. When you have dirt on your hands? 1. Yes 2. No 3. Did not have dirt on hands	<input type="checkbox"/>	* Select only one option
<b>hand3e</b>	e. After touching something dirty? 1. Yes 2. No 3. Did not touch something dirty	<input type="checkbox"/>	* Select only one option
<b>hand3f</b>	f. After using the latrine? 1. Yes 2. No 3. Did not use latrine	<input type="checkbox"/>	* Select only one option
<b>Hand3g</b>	g. After changing your child's diapers? 1. Yes 2. No 3. Did not change diapers	<input type="checkbox"/>	* Select only one option
<b>Hand3h</b>	h. After eating? 1. Yes 2. No 3. Did not eat		
<b>Hand4</b>	In your opinion, when do you think a person should wash their hands? 12. Before eating? 13. After eating	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Select all that apply

	14. Before touching or preparing food? 15. Before giving food to someone else? 16. When you have dirt on your hands? 17. After touching something dirty? 18. After using the latrine? 19. After changing your child's diapers? 20. Other (specify : _____)  888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Thanks</b>	<b>Thank you for participating in our survey! We appreciate your time!</b>		
<b>This is the end of the survey.</b>			



## BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

### Observation Checklist

<b>school</b>	School Name
<b>schoolcode</b>	Write school code
<b>prov</b>	<ol style="list-style-type: none"> <li>1. Bam</li> <li>2. Sanmatenga</li> <li>3. Namentenga</li> <li>4. Ganzourgou</li> <li>5. Oubritenga</li> </ol>
<b>ceb</b>	Write CCEB.....
<b>Date</b>	DD/MM/YYYY
<b>CEB</b>	Time of day <span style="float: right;">Capture the time.....</span>
<b>Time</b>	Students are in: <ol style="list-style-type: none"> <li>1. Morning break</li> <li>2. Lunch break</li> <li>3. Afternoon break</li> </ol>
<b>Canteen</b>	
<b>Canteen1</b>	Is there a canteen in the school? <ol style="list-style-type: none"> <li>0. No → <b>canteen3</b></li> <li>1. Yes</li> </ol>
<b>Canteen2</b>	Is the canteen functional? <ol style="list-style-type: none"> <li>0. No</li> <li>1. Yes</li> </ol>
<b>Canteen3</b>	Is there dedicated storage for food/commodities in the school?

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	0. No → <b>canteen4</b> 1. Yes → <b>canteen5</b>
<b>Canteen4</b>	Where do you store their commodities?
<b>Canteen5</b>	What safety measures does the school have in place? (Select all that apply) 1. Food storeroom has a lock 2. Food stored on pallets 3. Food stored at least 50 centimeters from the wall 4. Food stored at least 50 centimeters from the roof 5. Food securely closed in bags or containers 6. Clean warehouse, swept 7. Well-ventilated 8. Food/commodities classified by type 9. Food kept in the right temperature
<b>Comment_storage</b>	Any other comments with regard to food storage?
<b>Canteen6</b>	What safety measures does the canteen have in place? (Select all that apply) 1. Any handwashing station (of any kind) for cook to wash hands 2. Soap available by the handwashing station 3. Clean cooking utensils and equipment 4. Cooked food is separated from raw food
<b>Comment_foodprep</b>	Any other comments related to food preparation?
<b>Canteen7</b>	If it is lunch break (skip for other breaks), have you observed any of the following (select all that apply): 1. Food ready and served on time 2. Cooked food protected from flies

	3. Clean utensils for children to eat 4. None of the above was observed
<b>Comment_canteen</b>	Any comment with regard to the canteen?

#### Handwashing Facilities:

Handwashing practices	
<b>Wash1</b>	Is there a handwashing station (any kind) in school? 0. No → <b>wash2</b> 1. Yes
<b>Wash1a</b>	Is there a source of water that students usually wash their hands (out of handwashing station)? 0. No 1. Yes
<b>Wash2</b>	What kind of handwashing station is there? 1. Tap water 2. Well 3. A simple bucket (with no water source, the water was fetched from outside of school) 4. A built-in water tank 5. Other (Specify_____ -)
<b>Wash3</b>	Is the handwashing station functional? 0. No 1. Yes
<b>Wash4</b>	What is available for students to wash their hand at the handwashing station/out of station? (select all that apply) 0. None

	1. Soap 2. Sand 3. Ash 4. Other (Specify).....
	1.
<b>Comment_wash</b>	Comment



## BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO


### PTA Questionnaire

#### BASIC INFORMATION

<b>Enum</b>	Last Name: ..... First Name: .....	ID :
<b>Supervisor</b>	Who is your supervisor?	
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>	11. Bam 12. Sanmatenga 13. Namentenga 14. Ganzourgou 15. Oubritenga	I _ I
<b>CEB</b>	Write the CEB's name	<b>CODE</b> I _ I _ I _ I _ I _ I
<b>School</b>	Write the school name	<b>CODE</b> I _ I _ I _ I _ I _ I


Dear PTA:

You have been selected to participate in a survey about health, nutrition, and education for a food for education project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential.

<b>Consent</b>	Do you accept participation in this survey? 1. Yes → <b>PTAT</b> 2. No → <b>THANKS</b>	I _ I	*Select only one option
 If No, thank the respondent and end the survey.			

## PERSONAL INFORMATION

Great! Now I want to ask you some questions about you ....

<b>PTAT</b>	Are you a member of the school's Parent Teacher Association? 1. Yes 2. No → THANKS	 	* Select only one option
 <b>If No, thank the respondent and end the survey and look for a member of the Parents Teacher Association with the help of the principal.</b>			
<b>pname</b>	What is your last name?		
<b>pfirname</b>	What is your first name?		
<b>bureau</b>	What is your responsibility within the PTA group? 1. Head of the association 2. Secretary 3. Treasurer 4. Only a member	 	* Select only one option
<b>Bureau2</b>	Are you a member of the school management committee? 1. Yes 2. No	 	* Select only one option
<b>genderpta</b>	Enter the gender 1. Male 2. Female	 	* Select only one option
<b>age</b>	How old are you?	.....	*Record >= 15 *Enter 888 if the PTA does not know his/her age
<b>edu</b>	What is your highest level of education? 11. None 12. Incomplete primary education 13. Completed primary 14. Incomplete secondary 15. Completed secondary 16. Some college 17. Completed Bachelor's 18. More than Bachelor's 19. Only vocational or professional school 20. French-Arabic school 21. Other	 	*Select only one option



	888. Don't know/refuse to answer		
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## PTA ACTIVITIES

Thank you! Now I would like to ask you some questions about parent teacher association meetings

<b>Pta1</b>	How long have you been a member of this PTA? (record the answer in number of school years)	.....	*Record >=0 *If less than one school year, then enter 0
<b>Pta2</b>	This school year (since October 2023), how many general assemblies did the PTA organize?	.....	*Record 0 if no meetings and move to <b>pta9</b> *Record 888 if they don't know the answer
<b>pta2a</b>	In a typical school year, how often do the PTA organize the general assemblies? 1. Once a week 2. Bi-weekly 3. Once a month 4. Every 3 months 5. Every 4 months 6. Other (Specify-----) 888. Don't know/refuse to answer	__	*Select only one option *Skip if the answer in <b>pta2=0</b>
<b>pta3</b>	In the this school year (Since October 2023), in which months did the PTA organize a general assembly with parents and teachers? 1. October 2. November 3. December 4. January 5. February 6. March 888. Don't know/refuse to answer	__   __   __   __   __   __   __   __   __	*Select all that apply

Pta4	<p>In the this school year (Since October 2023), for what reasons did the PTA hold a general assembly?</p> <ol style="list-style-type: none"> <li>1. Administrative tasks regarding canteen management</li> <li>2. Proper food preparation (i.e., clean and safe procedures)</li> <li>3. Proper food storage (i.e., clean and safe procedures)</li> <li>4. Warehouse management, such as how to keep track of inventory</li> <li>5. Contribution to the canteen in cash/food by the community</li> <li>6. Contribution to the school supplies</li> <li>7. School repair, such as latrines, roof, walls, etc.</li> <li>8. School enrollment campaign in the community</li> <li>9. Students' performance</li> <li>10. Students' hygiene practices</li> <li>11. Cooks/food preparers' hygiene practices</li> <li>12. Reception of commodities and storage of food</li> <li>13.</li> <li>14. Organization of reading camps</li> <li>15. Other (Specify_____)</li> </ol> <p>888. Don't know/refuse to answer</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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p>
Pta5	<p>This school year (since October 2023), have you and other PTA members ever met with the school principal to discuss the PTA general assemblies' concerns/decisions, and/or how to put them into an action?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No → pta9</li> </ol> <p>888. Don't know/refuse to answer → pta9</p>	<input type="checkbox"/>	<p>*Select only one option          *The meeting(s) with the principal have to be related to the general assemblies. Probe if the respondent seems confused.</p>
Pta6	<p>Since the last general assembly meeting in this school year (since October 2023) until now, has any of the discussed decisions/concerns between PTA members been put into an action?</p> <ol style="list-style-type: none"> <li>1. Yes</li> </ol>	<p>.....</p>	<p>*Select only one option</p>

	<p>2. No →pta9</p> <p>888. Don't know/refuse to answer→pta9</p>		
Pta7	<p>What was <b>the main point discussed and put into an action</b> since the last general assembly in this school year (since October 2023)?</p> <ol style="list-style-type: none"> <li>1. Administrative tasks regarding canteen management</li> <li>2. Proper food preparation (i.e., clean and safe procedures)</li> <li>3. Proper food storage (i.e., clean and safe procedures)</li> <li>4. Warehouse management, such as how to keep a track of inventory</li> <li>5. Contribution to the canteen in cash/food by the community</li> <li>6. Contribution to the school supplies</li> <li>7. School repair, such as latrines, roof, walls, etc.</li> <li>8. School enrollment campaign in the community</li> <li>9. Students' performance</li> <li>10. Students' hygiene practices</li> <li>11. Cooks/food preparers' hygiene practices</li> <li>12. Reception of commodities and storage of food</li> <li>13.</li> <li>14. Organization of reading camps</li> <li>15. Other (Specify_____)</li> </ol> <p>888. Don't know/refuse to answer</p>	I__I	*Select only one option
Pta8	<p>In your opinion, how do you assess the level of completion of the discussed decision/concern?</p> <ol style="list-style-type: none"> <li>0. No progress at all</li> <li>1. Partially done</li> <li>2. Completely done</li> </ol> <p>888. Don't know/refuse to answer</p>	I__I	<p>*Select only one option</p> <p>*Read the options to them</p>
Pta9	<p>This school year (since October 2023), how many times did you meet individually with the teacher of your child?</p> <ol style="list-style-type: none"> <li>1. None →act1</li> </ol>	I__I	<p>*Select only one option</p> <p>*Probe: Ask about their meetings in general, including meetings that you had on</p>

	2. Once 3. Twice or three times 4. More than three times 888. Don't know/refuse to answer		your own or because of the school's request
<b>Pta9a</b>	What were the reasons for which you met individually with the teacher? 1. Student's performance 2. Student's attendance 3. Student's tardiness 4. Disciplinary issues 5. Other (Specify _____) 888. Don't know/refuse to answer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>Pta9b</b>	How many of these times did you meet with the teacher for a periodic parent-teacher meeting that <b>was scheduled by the school</b> ? 0. None 1. Once 2. Twice or three times 3. More than three times 888. Don't know/refuse to answer	<input type="checkbox"/>	*Select only one option

## PTA SCHOOL PARTICIPATION

Thank you! Now, I would like to ask you a few questions about your participation in school activities.

This school year (since October 2023) did you or another adult in your household:			
<b>Act1</b>	Support storekeepers in storing the commodities? 1. Yes 2. No 888. Don't know/refuse to answer	I__I	*Select only one option
<b>Act2</b>	Support monitoring commodities for the school canteen if they are properly stored? 1. Yes 2. No 888. Don't know/refuse to answer	I__I	*Select only one option
<b>Act3</b>	Contribute to the canteen in cash/food/firewood? 1. Yes 2. No 888. Don't know/refuse to answer	I__I	*Select only one option
<b>Act4</b>	Contribute to the school supplies and learning materials such as textbooks, slates, storybooks. etc.? 1. Yes 2. No 888. Don't know/refuse to answer	I__I	*Select only one option
<b>Act5</b>	Participate in a school community project, such as cleaning classrooms/schools or performing agricultural works in a collective farm dedicated to the school? 1. Yes 2. No 888. Don't know/refuse to answer	I__I	*Select only one option
<b>Act6</b>	Help the school as a cook or storekeeper? 1. Yes 2. No 888. Don't know/refuse to answer	I__I	*Select only one option
<b>Act7</b>	Visit a classroom while the teacher was teaching? 1. Yes 2. No	I__I	*Select only one option

	888. Don't know/refuse to answer		
<b>Act8</b>	Attend a performance played by the children in class? 1. Yes 2. No 888. Don't know/refuse to answer	I__I	*Select only one option
<b>Act9</b>	Support raising the awareness of the community on the importance of schooling, such as a door-to-door campaign? 1. Yes 2. No 888. Don't know/refuse to answer	I__I	*Select only one option

## CANTEEN OPERATIONS

Thank you for all your responses. We are almost done! Now, I would like to ask you some questions about the school canteen operation in this school.

<b>Canteen1</b>	Does this school have a canteen? 1. Yes 2. No → <b>THANKS</b>	_	*Select only one option
<b>Canteen2</b>	Is the school canteen functional? 1. Yes 2. No → <b>THANKS</b>	_	*Select only one option
<b>Canteen3</b>	In this year (since October 2023), how many months did the canteen function?	.....	*Record $\geq 0$ & $\leq 10$ *Probe: In each school year, canteen is supposed to operate from October/November to June for a total of 9 months *Put 888 if Don't know *If the canteen has been functioning without any disruption skip canteen3a.
<b>Canteen3a</b>	Why did the canteen not operate during this school year (since October 2023)? 1. The donated commodities were not enough to last for the whole year 2. There was a delay in receiving the expected commodities due to external factors, such as transportation problems 3. The school was closed because of security issues 4. The school infrastructure (e.g. a water facility) needed repair 5. Canteen equipment(s) was/were broken 6. 7. Other (Specify _____) 888. Don't know/Refuse to answer	_   _   _   _   _   _	*Select all that apply *Skip if the canteen was functional during the whole school year
<b>canteen4</b>	This school year (since October 2023), how much did GoBF/MENA donate in food commodities (in 50-kilograms bags) to the school?	.....	<b>Record the answer in number of 50 kilograms bags</b> *Put 888 if Don't know

<b>canteen5</b>	This school year (since October 2023), how much did parents and the community donate in food commodities (in 50-kilograms bags) to the school?	.....	<b>Record the answer in number of 50 kilograms bags</b> *Put 888 if Don't know
<b>canteen6</b>	This school year (since October 2023), how much did CRS/Beoog Biiga program/USDA donate in food commodities (in 50-kilograms bags) to the school?	.....	<b>Record the answer in number of 50 kilograms bags</b> *Put 888 if Don't know
<b>Canteen7</b>	When the canteen has been functional in this school year (Since October 2023), does the school provide cooks/food preparers with take-home rations for their contribution to the canteen? 1. Yes 2. No 888. Don't know/refuse to answer	I _ I	*Select only one option *Define take-home rations as corn meal that cooks can take home for their contribution
<b>THANKS</b>	<b>Thank you very much for answering my questions.</b>		





## BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

### Storekeeper Survey


#### Basic Information

<b>Enum</b>	Last Name: ..... First Name: .....	ID :
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>	16. Bam 17. Sanmatenga 18. Namentenga 19. Ganzourgou 20. Oubritenga	I _ I
<b>CEB</b>	Write the CEB's name	<b>CODE</b> I _ I _ I _ I _ I _ I _ I
<b>School</b>	Write the school name	<b>CODE</b> I _ I _ I _ I _ I _ I _ I
<b>School Type</b>	3. Private 4. Public 888. Don't know/refuse to answer	I _ I

#### Dear food preparer:

You have been selected to participate in a survey about health, nutrition, and education for a food for education project. Your participation in this interview is entirely voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential.

<b>assent</b>	Do you accept if I ask you some questions? 4. Yes à <b>fname</b> 5. No à <b>thanks</b>	I _ I	*Select only one option
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	6. Not found à <b>thanks</b>		
 <b>If food preparer says No or Not found, thank him/her, terminate the survey and proceed to the next person on your food preparer list.</b>			

### Personal Information

**Great! Now I want to ask you some questions about you ....**

<b>fname</b>	What is your first name?		
<b>lname</b>	What is your last name?		
<b>gender</b>	Record gender 3. Male 4. Female	I__ I__	*Select only one option *Ask only if necessary
<b>Age2</b>	How old are you?	... ....	*Record number *Enter 888 if the respondent does not know his/her age

### Current Practices

**Thank you! Now I would like to ask some questions about your food preparation, storage, and monitoring practices**

<b>Practice 2</b>	Which safe food storage practices do you currently practice?		*Select all that apply
	9. Keeping the bags at least 50 centimeters from the wall and roof	I__	
	10. Placing bags on elevated palettes/platforms	I__	
	11. Sweeping the storeroom/canteen	I__	
	12. Making sure canteen is well-ventilated	I__	
	13. Making sure canteen is secure	I__	
	14. Classifying food by type	I__	
	15. Stacking the food to facilitate the inventory (not mixed)	I__	
	16. Storing cooked food in clean containers	I__	
	17. Following the food management book you have	I__	
	18.	I__	
	19. Other (Specify_____)	I__	
	20. Don't know/No response		

<b>Practice 3</b>	Do you currently have any role in monitoring commodities that come to your canteen? 3. Yes 4. No → <b>thr1</b> 889. Don't know/No response	<input type="checkbox"/>	*Select only one option
<b>Practice 4</b>	Which of the following roles do you have in monitoring the commodities? 8. Checking daily quantity of commodities 9. Checking if commodities meet safety and hygiene standards 10. Monitoring inventory on a monthly basis 11. Completing monitoring forms 12. Checking total quantity of take-home rations (THR) provided 13. Accounting for commodity receipt and distribution 14. Other (Specify _____) 889. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply *Please read all the options to the cook
<b>Thr1</b>	Do students in your school currently receive take home rations (THR)? 3. Yes 4. No → <b>thr7</b> 889. Don't know/No response → <b>thr7</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select one
<b>Thr2</b>	In which grade are students who receive THRs? 5. Girls in grades 1 – 3 6. Boys in grades 1 – 3 7. Girls in grades 4 – 6 8. Boys in grades 4 – 6 889. Don't know/No response	<input type="checkbox"/>	*Select all that apply *Probe that the question is asking in general
<b>Thr3</b>	How frequently do students receive THRs? 5. Monthly 6. Weekly 7. Once in two weeks 8. Other (Specify _____) 889. Don't know/No response	<input type="checkbox"/>	*Select only one option *Probe that the question is asking in general
<b>Thr4</b>	Are these THRs conditional on attendance? 3. Yes 4. No	<input type="checkbox"/>	*Select only one option

	889. Don't know/No response		
<b>Thr5</b>	Do you face any challenges in distributing THRs to students? 1. Yes 2. No→ <b>thr7</b> 889. Don't know/No response → <b>thr7</b>	__	*Select only one option
<b>Thr6</b>	What challenges do you face? 7. Quantity of THR is not enough to cover all beneficiary students 8. Quantity of THR is not enough for the consumption of every household Quality of 9. THR is not good 10. THR are not regular and there are delays in distribution due to delays in commodities 11. Ethical issues, for example, the notion that THR is only for specific group of students and school will not give THR to all students 12. Others 889. Don't know/No response	__   __   __   __   __   __	*Select all that apply
<b>Thr7</b>	Do you receive THRs for your contribution to the school? 3. Yes 4. No→ <b>train1</b> 889. Don't know/No response → <b>train1</b>	__	*Select only one option
<b>Thr8</b>	How frequently do you receive the THRs? 5. Monthly 6. Weekly 7. Once every two weeks 8. Other 889. Don't know/No response	__	*Select only one option
<b>Thr9</b>	Are you satisfied with your THR? 3. Yes→ <b>train1</b> 4. No 889. Don't know/No response → <b>train1</b>	__	*Select only one option
<b>Th10</b>	Why you are not satisfied with your THR?	__	*Select all that apply

	7. Quantity of THR is not enough for your consumption <input type="checkbox"/> 8. Quality of THR is not good <input type="checkbox"/> 9. THR are not regular and there are delays in distribution due to delays in commodities <input type="checkbox"/> <input type="checkbox"/> 10. Other (Specify_____) 888. Don't know/No response		
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## Training

Thank you! Now I would like to ask some questions about your trainings in food preparation and storage practices.

<b>Train9</b>	<p>Have you received formal training in safe food storage in the past 12 months?</p> <ol style="list-style-type: none"> <li>Yes</li> <li>No →cf</li> </ol>	<input type="checkbox"/>	<p>*Select only one option</p> <p>*Training should have lasted at least 2 working days (16 hours) in duration. If less than 16 hours, choose "No"</p>
<b>Train10</b>	<p>From whom did you receive this training?</p> <ol style="list-style-type: none"> <li>Programs led by the GoBF</li> <li>Programs led by the CRS/Beoog Biiga Program → <b>Train12</b></li> <li>Programs led by other NGOs</li> <li>Others</li> </ol> <p>888. Don't know/No response</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*Select all that apply</p> <p>*Read the list of options to them</p>
<b>Train11</b>	<p>How many times did you receive the safe food storage training from the Beoog Biiga Program?</p> <ol style="list-style-type: none"> <li>Only once</li> <li>Twice</li> <li>Three times</li> <li>Four times</li> <li>More than four times</li> </ol> <p>888. Don't know/No response</p>	<input type="checkbox"/>	<p>*Select only one option</p>
<b>Train12</b>	<p>Which of the following topics were covered in the safe food storage practices?</p> <ol style="list-style-type: none"> <li>The bags should be at least 50 centimeters from the wall and roof</li> <li>The bags should be placed on elevated palettes/platforms</li> <li>The shop should be swept</li> <li>The shop should be well-ventilated</li> <li>The shop should be well-secured</li> <li>The food should be classified by type</li> <li>Storing cooked food in clean containers</li> <li>Other (Specify_____)</li> <li>Don't know/No response</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"/>	<p>*Select all that apply</p> <p>*Read the list of options to them</p>

<b>Train13</b>	Did you find the training useful? 1. Yes → <b>train15</b> 2. No	<input type="checkbox"/>	*Select only one option
<b>Train14</b>	Why did you not find the training useful? 1. Not enough training 2. Training was not practical and out of touch with reality 3. Poor infrastructure during training session 4. Infrastructure in our school was poorer than the standards used during training session 5. Other (Specify _____) 888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>Train15</b>	Did you face challenges in applying the safe food storage practices you learned at the training in your canteen? 1. Yes 2. No → <b>cf</b>	<input type="checkbox"/>	*Select only one option
<b>Train16</b>	What challenges did you face in applying these safe food storage practices? 1. Still don't fully know/understand all practices 2. Still don't know how to use the practices 3. Already apply those practices 4. Training was not practical and out of touch with reality 5. Other (Specify _____) 888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply



BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

## Student Attendance Questionnaire

### BASIC INFORMATION

<b>Enum</b>	Last Name: .....	First Name: .....	
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H

<b>date</b>	Date (DD/MM/YYYY)	
<b>Supervisor</b>	<b>Who is your supervisor?</b>	
<b>Prov</b>	21. Bam 22. Sanmatenga 23. Namentenga 24. Ganzourgou 25. Oubritenga	
<b>CEB</b>	Write the CEB's name	
<b>School</b>	Write the school name	

### Intro

<b>Attendance1</b>	Does this school have the following grades? 1. CP2 2. CE1 3. CE2 4. CM1 5. CM2	Select all that apply
<b>Multigrades</b>	Does this school have classes with multiple grade sin one class? 1. Yes 0. No	
<b>Attendance2</b>	In which grades did we collect data in this school? 1. CP2 2. CE1 3. CE2 4. CM1 5. CM2	Select all that apply

### Enrollment

<b>Enroll3g</b>	How many female students are enrolled in CP2?	Enter -888 if there is no information Ask if attendance2 = 1
<b>Enroll3b</b>	How many male students are enrolled in CP2?	Enter -888 if there is no information Ask if attendance2 = 1



<b>Enroll4g</b>	How many female students are enrolled in CE1?	Enter -888 if there is no information Ask if attendance2 = 2
<b>Enroll4b</b>	How many male students are enrolled in CE1?	Enter -888 if there is no information Ask if attendance2 = 2
<b>Enroll5g</b>	How many female students are enrolled in CE2?	Enter -888 if there is no information Ask if attendance2 = 3
<b>Enroll5b</b>	How many male students are enrolled in CE2?	Enter -888 if there is no information Ask if attendance2 = 3
<b>Enroll6g</b>	How many female students are enrolled in CM1?	Enter -888 if there is no information Ask if attendance2 = 4
<b>Enroll6b</b>	How many male students are enrolled in CM1?	Enter -888 if there is no information Ask if attendance2 = 4
<b>Enroll7g</b>	How many female students are enrolled in CM2?	Enter -888 if there is no information Ask if attendance2 = 5
<b>Enroll7b</b>	How many male students are enrolled in CM2?	Enter -888 if there is no information Ask if attendance2 = 5

#### **Attendance**

<b>Attendance3g</b>	How many female students are present in CP2?	Enter -888 if there is no information Ask if attendance2 = 1
<b>Attendance3b</b>	How many male students are present in CP2?	Enter -888 if there is no information Ask if attendance2 = 1
<b>Attendance4g</b>	How many female students are present in CE1?	Enter -888 if there is no information Ask if attendance2 = 2

<b>Attendance4b</b>	How many male students are present in CE1?	Enter -888 if there is no information Ask if attendance2 = 2
<b>Attendance5g</b>	How many female students are present in CE2?	Enter -888 if there is no information Ask if attendance2 = 3
<b>Attendance5b</b>	How many male students are present in CE2?	Enter -888 if there is no information Ask if attendance2 = 3
<b>Attendance6g</b>	How many female students are present in CM1?	Enter -888 if there is no information Ask if attendance2 = 4
<b>Attendance6b</b>	How many male students are present in CM1?	Enter -888 if there is no information Ask if attendance2 = 4
<b>Attendance7g</b>	How many female students are present in CM2?	Enter -888 if there is no information Ask if attendance2 = 5
<b>Attendance7b</b>	How many male students are present in CM2?	Enter -888 if there is no information Ask if attendance2 = 5
<b>Comments</b>	Please note any comments you have about the survey	



## BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

### Student Survey

Basic Information (for Enumerators to fill)

<b>Enum</b>	Last Name: ..... First Name: .....	
<b>Date</b>	Date (JJ/MM/AAAA)	
<b>Prov</b>	26. Bam 27. Sanmatenga 28. Namentenga 29. Ganzourgou 30. Oubritenga	I _ I
<b>CEB</b>	Write the CEB's name	<b>CODE</b> I _ I _ I _ I _ I _ I _ I
<b>School</b>	Write the school name	<b>CODE</b> I _ I _ I _ I _ I _ I _ I
<b>schooltype</b>	What type of school is it based on your list? 1. Public 2. Private  888. Don't know/no response	I _ I
<b>StudentID</b>	Student ID	<b>CODE</b> I _ I _ I _ I _ I _ I _ I
<b>preloadlastname</b>	What is the last name of the student?	
<b>preloadfirstname</b>	What is the first name of the student?	
<b>nickname</b>	nickname	
<b>preloadgender</b>	1. Male 2. Female	I _ I
<b>preloadgrade</b>	What grade/class are the student in? 1. CP2 2. CE1 3. CE2 4. CM1	I _ I

	5. CM2	
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#### Principal Consent:

<b>consent</b>	Has the school principal/teacher given consent for her/his child to participate in this survey? 1. Consented → <b>assent</b> 2. No consent → <b>STOP- Consult with your supervisor, and proceed to the next child on your list.</b>	I__I
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If you don't have the principal's consent, terminate the survey. Consult with your supervisor, and proceed to the next child on your list.

#### Dear student:

Hi, my name is \_\_\_\_\_. and I am asking some questions from children like you to understand more about a food for education program. Nothing you say here will be repeated to your parents or teachers; it will be kept a secret. There aren't any right or wrong answers. I want you to answer honestly and as best as you can. Do you have any questions for me? You can interrupt me to ask a question at any time. Also, if you don't know the answer to a question or don't want to answer it, just let me know and we can skip it. Are you ready to begin?

<b>assent</b>	Do you accept if I ask you some questions? 7. Yes → <b>fname</b> 8. No → <b>thanks</b>	I__I	*Select only one option
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If child says No or Not found, thank him/her, terminate the survey and proceed to the next child on your list.

#### Personal Information

Great! Now I want to ask you some questions about you ....

<b>fname</b>	What is your first name?		
<b>lname</b>	What is your last name?		
<b>gender</b>	Record gender 5. Male 6. Female	I__I	*Select only one option *Ask only if necessary
<b>age1</b>	Do you know your age? 1. Yes 2. No → <b>grade</b>	I__I	*Select only one option

<b>age2</b>	How old are you?	... ....	Record number >=5 & =<17
<b>grade</b>	Which grade are you at? 1. CP1 à <b>thanks</b> 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2	I__I	*Select only one option
 <b>If the child is in CP1, terminate the survey and return the child back to his/her class. Move to the next name on your list.</b>			
<b>everrpt</b>	Have you repeated any grades? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>everrpt2</b>	Which grade(s) did you repeat? 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2	I__I	*Select only one option
<b>Bissongo</b>	Did you attend bissongo/preschool? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option

<b>mentor</b>	<p>Is there anyone in the community, like a mentor, that supports you for school related activities, like attendance, issues at school, etc.?</p> <p>1. Yes</p> <p>2. No→<b>fs1</b></p> <p>888. Don't know/No response→<b>fs1</b></p>	I__I	<p>*Select only one option</p> <p>*Probe: Exclude a private tutor/teacher that comes to their house to help them with their study. *Defines mentors as a female community member who acts as their role model and offers them guidance and support</p>
<b>mentora1</b>	<p>Are you still working with your mentor?</p> <p>1. Yes</p> <p>2. No→<b>fs1</b></p> <p>888. Don't know/No response→<b>fs1</b></p>	I__I	*Select only one option
<b>mentora2</b>	<p>Since when have you been working with this mentor? Please give your answer in number of years.</p>	... ...	<p>*If the child is confused about the year, probe to calculate on your own based on their responses</p> <p>*If the child gives you a date, it cannot be before 2019</p> <p>*Enter 888 if the child does not know the answer</p>
<b>mentorb</b>	<p>How many days did you work/interact with this mentor over a typical month?</p>	... ...	*Enter 888 if the child does not know the answer
<b>mentord</b>	<p>On what areas, did she support you?</p> <p>1. School attendance</p> <p>2. School performance</p> <p>3. Tardiness at school</p> <p>4. Health issues</p>	<p>I__I</p> <p>I__I</p> <p>I__I</p> <p>I__I</p> <p>I__I</p>	<p>*Select all that apply</p> <p>*Do not read options to child</p>

	5. Your personal problems with teachers at school 6. Your personal problems with parents at home 7. Sexual and gender-based violence experience 8. Your questions or concerns regarding puberty and adolescence 9. Other 888. Don't know/No response	I__I I__I I__I I__I	
<b>mentorc</b>	Did you find her support helpful? 0. Not at all 1. Just a bit 2. Helpful 888. Don't know/No response	I__I	*Select only one option *Read options to child
<b>Mentore1</b>	Did your mentor meet with your parents in the past month? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option *Read options to child *Enter 888 if the child does not know the answer
<b>Mentore2</b>	Did your mentor meet with your teacher(s) in the past month? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option *Read options to child *Enter 888 if the child does not know the answer

#### Food Security

Now, I would like you to think about all the meals you ate yesterday.

<b>Fs1</b>	Was yesterday 'ordinary/usual' or was it a special occasion? 3. Ordinary/usual 4. Special occasion 888. Don't know/No response	I__I	*Give examples of special occasions, such as funerals and parties, festivals, or going to the market *Select only one option
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Now thinking about what you did yesterday.....			
<b>fs2</b>	<b>Yesterday</b> , did you eat something for the morning meal, breakfast? 3. Yes 4. No → <b>fs3</b> 888. Don't know/No response	__	*Select only one option
<b>fs2a</b>	Did you feel full after eating this meal? 1. I felt full → <b>fs3</b> 2. I could have eaten more 888. Don't know/No response	__	*Select only one option
<b>fs2b</b>	Why did you not eat more food? 1. There wasn't any more food 2. There wasn't anything I liked 3. Other (specify) _____ 888. Don't know/No response	__	*Select only one option
<b>Fs3</b>	<b>Yesterday</b> , did you eat something between the morning meal and lunch? 1. Yes 2. No 888. Don't know/No response	__	*Select only one option
<b>Fs4</b>	<b>Yesterday</b> , did you eat something for lunch? 1. Yes 2. No → <b>fs6</b> 888. Don't know/No response	__	*Select only one option
<b>Fs4a</b>	<b>Yesterday, where did you eat your lunch?</b> 1. At home 2. At school (school meal) 3. At school (brought from home) 4. At home and at school 888. Don't know/ No response	__	*Select only one option
<b>Fs4b</b>	Did you feel full after eating lunch? 1. I felt full → <b>fs6</b> 2. I could have eaten more 888. Don't know/No response	__	*Select only one option
<b>Fs4c</b>	Why did you not eat more food? 1. There wasn't any more food 2. There wasn't anything I liked; 3. Other (specify) _____	__	*Select only one option



	888. Don't know/No response		
<b>Fs6</b>	<b>Yesterday</b> , did you eat something between the mid-day meal (lunch) and the evening? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Fs7</b>	Did you eat something for the evening meal (dinner)? 1. Yes 2. No 888. Don't know/No response	I__I	*Select only one option
<b>Fs8</b>	Now think about when you went to bed last night, did you feel full? 1. I felt full → <b>fs9</b> 2. I could have eaten more 888. Don't know/No response	I__I	*Select only one option
<b>Fs8a</b>	Why did you not eat more food? 1. There wasn't any more food 2. There wasn't anything I liked; 3. Other (specify) _____ 888. Don't know/No response	I__I	*Select only one option
<b>Fs9</b>	We just talked about all the meals you ate yesterday. Now, I want you take a minute and think of all the different foods you ate yesterday. [INTERVIEW AID: USE FLASH CARDS WITH PICTURES OF EACH FOOD TYPE so children can easily recognize what we are asking them about] <b>Are you ready? Okay. Did you eat any:</b>		
<b>Fs9a</b>	a. Cereals: porridge, bread, noodles, corn, millet, sorghum, rice, cake, macaronis, boule d'acassa (foura), zoom-koom? 5. Yes 6. No 888. Don't know/No response	I__I	*Select only one option
<b>fs9b</b>	b. White roots and tubers: potatoes, yams, cassava, manioc? 3. Yes 4. No 888. Don't know/No response	I__I	*Select only one option

<b>fs9c</b>	c. Vitamin A rich vegetables and tuber: Carrots, orange sweet potatoes, squash? 5. Yes 6. No 888. Don't know/No response	__	*Select only one option
<b>fs9d</b>	d. Dark green leaves from manioc, baobab, sorrel, or spinach? 3. Yes 4. No 888. Don't know/No response	__	*Select only one option
<b>fs9e</b>	e. Other vegetables like eggplant, local eggplant, okra, peppers, onions, tomatoes? 7. Yes 8. No 888. Don't know/No response	__	*Select only one option
<b>fs9f</b>	f. Vitamin A rich fruit : Ripe mangoes, papayas, melons? 1. Yes 2. No 888. Don't know/No response	__	*Select only one option
<b>fs9g</b>	g. Other fruits: Watermelon, oranges, coconut, tamarind, néré, shea, patagium (kaga).... Or other wild fruits and their juices? Bissap juice and monkey bread (teudo) 3. Yes 4. No 888. Don't know/No response	__	*Select only one option
<b>fs9h</b>	h. Organs: Internal organs: liver, heart, intestines, etc.? 3. Yes 4. No 888. Don't know/No response	__	*Select only one option
<b>fs9i</b>	i. Meat, such as: chicken, mutton, goat, duck, rabbit, pork, beef, turkey, guinea fowl, or other poultry/birds? 5. Yes 6. No 888. Don't know/No response	__	*Select only one option

<b>fs9j</b>	j. Eggs from chicken, ducks, or other birds? 1. Yes 2. No 888. Don't know/No response	__	*Select only one option
<b>fs9k</b>	k. Fish, shrimp, or another type (seafood)? 3. Yes 4. No 888. Don't know/No response	__	*Select only one option
<b>fs9l</b>	l. Lentils, beans, nuts, peanuts, groundnuts, sesame, boule d'arachide (Moore: mougoudougou / Fulfulde: sorondobo), touto d'arachide (kourakoura), beignet de haricot (gonre)? 5. Yes 6. No 888. Don't know/No response	__	*Select only one option
<b>fs9m</b>	m. Milk, cheese, yogurt? 5. Yes 6. No 888. Don't know/No response	__	*Select only one option
<b>fs9n</b>	n. Oil, butter and other fats? 3. Yes 4. No 888. Don't know/No response	__	*Select only one option
<b>fs9o</b>	o. Sweets: sugar, honey, candy, chocolate, cookies? 3. Yes 4. No 888. Don't know/No response	__	*Select only one option
<b>Fs10</b>	Did you receive take home rations from school, in this school year (which is since September 2023)? 1. Yes 2. No 888. Don't know/No response	__	*Select only one option *Explain take-home-ration as portion of corn meal that school gave them monthly for their regular attendance.

#### Nutrition Knowledge

**Let's continue to talk about the meals you had yesterday.**

<b>vita</b>	Let's continue to think about meals. Have you heard of Vitamin A?	__  	* Select only one option
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	1. Yes 2. No→iron 888. Don't know/no response		
<b>vita1a</b>	What do you think Vitamin A does? 3. Good vision 4. Protects against diseases 5. Helps with growth 6. Keeps skin healthy 7. Other 888. Don't know/No response	I__ I__ I__ II__ _I__ _I__ II__ _I__	*Select all that apply
<b>vita2a</b>	Can you name a food that has Vitamin A? 1. Liver 2. Fish 3. Dairy products (milk, yogurt) 4. The egg yolk 5. Carrot 6. The orange-fleshed sweet potato 7. Squash (orange) 8. Vegetable edible dark green leaves 9. Red palm oil 10. Papaya 11. Mango 12. Néré four 13. Green bell pepper	I__ I__ I__ _I__ _I__ II__ _I__ I__ II__ _I__ _I__ I__ II__ _I__ I__ II__	*Select all that apply

	14. Melon (yellow and orange) 15. Other 888.Don't know/No response	_I_II _I_	
<b>iron</b>	We just finished talking about vitamin A. Do you know that there is iron in the food we eat? 1. Yes 2. No→ <b>Nuttimeout</b> 888. Don't know/no response	I__ I	*Select only one option
<b>iron2a</b>	What do you think iron does? 1. Good vision 2. Protects against diseases 3. Helps with growth 4. Muscle function 5. Brain function 6. Regulates body temperature 7. Prevents fatigue 8. Oxygen carrier in the body 9. Maintains healthy skin 10. Hemoglobin formation 11. Other 888.Don't know/No response	I__ I I__ II_ _I_II _I_ I__ II_ _I_II _I_ I__ II_ _I_ I__ II_ _I_	*Select all that apply
<b>iron3a</b>	Can you name a food that has iron? Any others? 1. Fish 2. Poultry 3. Red meat	I__ I I__ II_	* Select all that apply

[illegible]

	<b>2. No --&gt;Health1</b>  888. Don't know/no response		
<b>Worm2</b>	Have you taken any deworming medication in the last 6 months?  1. Yes  2. No  888. Don't know/no response	__   __	

Health

**Thanks! Now, I would like to ask you a few questions about health...**

<b>Health1</b>	<b>During the last two weeks, have you been sick?</b> 1. Yes → health1a 2. No → fs1 888. Don't know/No response	__	*Select only one option
<b>Health1a</b>	What kind of sickness did you have? 1. Sore stomach 2. Fever 3. Headache 4. Tiredness 5. Coughing 6. Other (specify_____)  888. Don't know/No response	__   __   __   __	*Select all that apply
<b>Health2</b>	<b>During the last two weeks, have you missed school because you were sick?</b> 1. Yes → health3 2. No → health4 888. Don't know/No response	__	*Select only one option
<b>Health3</b>	<b>During the last two weeks, how many days have you missed school because you were sick?</b>	__	
<b>Health4</b>	<b>During the last two weeks, did you miss school for any other reasons?</b> 1. Yes 2. No	__	*Explain to student if necessary: When the school was open, not because the school was

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	888. Don't know/No response		closed *Select only one option
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## Hygiene

Okay, we are almost done! Now I have some questions about hygiene.

<b>water</b>	Do you have water at home for washing hands? 3. Yes 4. No 888. Don't know/No response	<input type="checkbox"/>	*Select only one option
<b>hand</b>	Did you wash your hands yesterday? 3. Yes 4. No → <b>handwash</b> 888. Don't know/No response	<input type="checkbox"/>	*Select only one option
<b>hand2</b>	When did you wash your hands yesterday? 21. Before eating? 22. After eating? 23. Before touching or preparing food? 24. Before giving food to someone else? 25. When you have dirt on your hands? 26. After touching something dirty? 27. After using the latrine? 28. Other 888. Don't know/ No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Probe if the child refers to the time s/he washed her/his hands, and ask them why they washed their hands at that time *Do not read options to child *Select all that apply
<b>hand1</b>	What did you use to wash your hands? 6. Water 7. Ashes 8. Sand 9. Soap	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply *If they say Water, PROBE – Did you use anything else? *Do not read the list



	10. Other  888. Don't know/No response		
<b>handwash</b>	In your opinion, when do you think a person should wash their hands? 1. Before eating? 2. After eating 3. Before touching or preparing food? 4. Before giving food to someone else? 5. When you have dirt on your hands? 6. After touching something dirty? 7. After using the latrine? 8. Other  888. Don't know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>teachwash 3</b>	Has your teacher talked about about the importance of washing your hands, in the last two weeks? 1. Yes 2. No à readassess  888. Don't know/No response	<input type="checkbox"/>	t
<b>Teachwash 4</b>	Has your teacher told you about the critical moments when to wash your hands, in the last two weeks? 1. Yes 2. No  888. Don't know/No response	<input type="checkbox"/>	*Select only one option *Define critical moments as before eating and after using the latrine
 If the child is in grade 2 (CP2) got to <i>readassess</i> , otherwise thanks the students and terminate the survey			



Reading Assessment:

Here is the final set of questions! I would like to play a little game with you...

readassess	<p>What level did the student read at?</p> <ol style="list-style-type: none"> <li>1. O</li> <li>2. A</li> <li>3. B</li> <li>4. C</li> <li>5. D</li> <li>6. E</li> <li>7. F</li> <li>8. G</li> <li>9. H</li> <li>10. I</li> <li>11. J</li> <li>12. K</li> <li>13. No Assessment</li> </ol>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>	<p>*Select only one option *Only if they are in second grade</p>
thanks	Thank you so much for answering my questions. Candy for everyone!		



BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

## Teacher Attendance Questionnaire

### BASIC INFORMATION

<b>Enum</b>	Last Name: ..... First Name: .....	
<b>date</b>	Date (DD/MM/YYYY)	
<b>Supervisor</b>	<b>Who is your supervisor?</b>	
<b>Prov</b>	31. Bam 32. Sanmatenga 33. Namentenga 34. Ganzourgou 35. Oubritenga	
<b>CEB</b>	Write the CEB's name	
<b>School</b>	Write the school name	

### Attendance

<b>February_days</b>	How many official school days were there in December	
<b>March_days</b>	How many official school days were there in January	
<b>April_days</b>	How many official school days were there in February	
<b>grade</b>	What grade does the teacher teach	
<b>February</b>	Number of absent days in February	
<b>March</b>	Number of absent days in March	
<b>April</b>	Number of absent days in April	



# BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

## Teacher Questionnaire


### BASIC INFORMATION

<b>Enum</b>	Last Name: ..... First Name: .....	ID :
<b>date</b>	Date (DD/MM/YYYY)	
<b>Supervisor</b>	<b>Who is your supervisor?</b>	
<b>Prov</b>	36. Bam 37. Sanmatenga 38. Namentenga 39. Ganzourgou 40. Oubritenga	I _
<b>CEB</b>	Write the CEB's name	<b>CODE</b> I _ I _ I _ I _ I _ I _
<b>School</b>	Write the school name and code	<b>CODE</b> I _ I _ I _ I _ I _ I _
<b>School Type</b>	5. Private 6. Public 888. Don't know/refuse to answer	I _

Dear Teacher:

You have been selected to participate in a survey about health, nutrition, and education for a food for education project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential.

<b>Consent</b>	Do you accept participation in this survey? 3. Yes → lastname 4. No → <b>STOP – thank them and terminate the survey. Consult with</b>	I _	* Select only one option
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	<b>your supervisor, and proceed to the next teacher on your list.</b>		
 <b>If the response to “consent” is NO, thank the respondent and terminate the survey and proceed to the next teacher on your list.</b>			

## PERSONAL INFORMATION

Great! Now I would like to ask some questions about you...

<b>lastname</b>	What is your last name? _____		
<b>name</b>	What is your first name? _____		
<b>gender</b>	Ask only if necessary 3. Male 4. Female	__	* Select only one option
<b>age</b>	How old are you?	.....	*record age>=13 & =<99 Put 888 if the teacher does not know his age
<b>grade</b>	What grade(s) do you currently teach? 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2	__   __   __   __   __   __	*Select all that apply
<b>kid</b>	How many children are in your main class? Classe : Filles:_____ Garçons:_____  Classe : Filles:_____ Garçons:_____  Classe : Filles:_____ Garçons:_____	..... ... ..... ... ..... ...	*record number>=0 and =<150
<b>teachlen</b>	How long have you been working as a teacher? 6. Less than a year 7. 1-2 years 8. 3-5 years 9. 6-10 years 10. 11 years or more	__	* Select only one option *Where possible exclude extended periods of absence

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	889. Refuse to answer/Don't know		(e.g. career breaks, maternity leave etc.)
<b>teachlen 1</b>	<p>How long have you been working as a teacher in this school?</p> <p>6. Less than a year</p> <p>7. 1-2 years</p> <p>8. 3-5 years</p> <p>9. 6-10 years</p> <p>10. 11 years or more</p> <p>888. Refuse to answer/Don't know</p>	I <input type="text"/>	<p>* Select only one option</p> <p>*Where possible exclude extended periods of absence (e.g. career breaks, maternity leave etc.)</p>
<b>Rural</b>	<p>Which best describes this school's location?</p> <p>1. A small community in a rural area (less than 1,000 people)</p> <p>2. A village in a rural area (1000-3000 people)</p> <p>3. A small town (3000-5000 people)</p> <p>4. A town or city (5000 or more people)</p> <p>888. Refuse to answer/Don't know</p>	I <input type="text"/>	<p>* Select only one option</p>



## TIME USE

The following questions concerns your work for this school only during a typical school week, a full week with no holidays. Please do not include the work you do for other schools.. Write 0 (zero) if none.

<b>timeuse1</b>	In a typical school week, what is the number of (60-minute) hours you spend on teaching of students in school?	..... ...	*Record time in hours (0-50) *Either whole class, in groups, or individually <i>*Enter 888 if Refuse to answer/Don't know</i>
<b>timeuse2</b>	In a typical school week, what is the number of (60-minute) hours you spend on planning or preparation of lessons either in school or out of school?	..... ...	*Record time in hours (0-50) <i>*Enter 888 if Refuse to answer/Don't know</i>
<b>timeuse3</b>	In a typical school week, what is the number of (60-minute) hours you spend on administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertake in your job as a teacher)?	..... ...	*Record time in hours (0-50) <i>*Enter 888 if Refuse to answer/Don't know</i>

## SKILL AND KNOWLEDGE OF TEACHERS

Thank you! Now I would like to ask some questions about your education, trainings, and professional development

<b>edu</b>	<p>What is the highest diploma you have completed?</p> <p>8. BEPC 9. Baccalaureate 10. Bachelor's degree 11. Master's degree 12. Master 1 13. Master 2 14. Other 889. Refuse to answer/Don't know</p>	I__I	* Select only one option
<b>train4</b>	<p>Have you received formal training in literacy instruction and how to teach children to read and write, such as completing a certification program or a course in teaching these techniques, in the past 12 months? <i>Please exclude basic training received to become a teacher.</i></p> <p>17. Yes 18. No→<b>admin</b> 888. Don't know/refuse to answer→<b>admin</b></p>	I__I	<p>* Select only one option</p> <p>*Training should have covered at least 16 hours in total. If less than 16 hours, choose "No"</p> <p>*Literacy instruction can include any training related to reading/writing</p>
<b>train5</b>	<p>From whom did you receive this training in the last 12 months?</p> <p>8. Programs led by the GoBF →<b>readtrain1</b> 9. Programs led by CRS/Beoog Biiga Program 10. Programs led by other →<b>readtrain1</b> 11. Other→<b>readtrain1</b> 888. Refuse to answer/Don't know→<b>readtrain1</b></p>	I__I	<p>* Select all that apply</p> <p>*Read the list of options to them</p>
<b>train6</b>	<p>How many times did you receive the literacy training from Beoog Biiga Program in the last 12 months?</p> <p>11. Only once 12. Twice 13. Three times</p>	I__I	*Select only one option

	14. Four times 15. More than four times 889. Refuse to answer/Don't know		
<b>readtrain1</b>	Which of the following activities were covered in the literacy training? 9. Each student checks his or her own work and gives himself/herself a mark/comments 10. Students check each other's work 11. The whole class checks the work of a student 12. Student writes the solution (his answers) on a slate and shows them to the teacher/the class 13. Students with different skill levels work in pairs (so that the weaker learns from the other) 14. Students of the same skill level work in pairs (to reinforce each other) 15. The teacher asks a group of students (3 or more) to work together on a project and then gives their opinion to the group about their work/production 16. Other 888. Refuse to answer/Don't know	<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"/>	*Select all that apply
<b>readtrain2</b>	Which of the following literacy instruction were covered in the literacy training? 6. Phonetics/letter recognition 7. Phonological awareness (identification of sounds and formation of syllables/decoding and encoding) 8. Vocabulary 9. Comprehension of texts (reading comprehension) 10. Fluidity in reading (reading aloud and reading alone) 11. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply

<b>readtrain3</b>	Were you satisfied with the training? 5. Yes → <b>readtrain5</b> 6. No	<input type="checkbox"/>	*Select only one option
<b>readtrain4</b>	Why were you not satisfied with the training? 11. Training not useful 12. Training was too intensive and there were not enough days to cover the content 13. Training too technical 14. Training not practical and out of touch with reality 15. Training conditions, e.g. infrastructure, were poor 16. Training did not cover my expenses 17. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>readtrain5</b>	Did you apply the techniques you learned at the training in your class? 6. Yes → <b>admin</b> 7. No 888. Refuse to answer/Don't know	<input type="checkbox"/>	*Select only one option
<b>readtrain6</b>	Why did you not apply the techniques? 9. Not enough time 10. Children find it difficult/are not at ease with the technique 11. Lack of materials to use these techniques 12. Techniques were too demanding in terms of preparation 13. Still don't know how to use techniques in class 14. Techniques were not in line with the current curricula 15. Training was not practical and out of touch with reality 16. Other (specify) _____ 889. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply

## SKILLS AND KNOWLEDGE OF SCHOOL ADMINISTRATORS

Thank you! Now I would like to ask some questions about school administrators

<b>admin</b>	Did anyone come and observe your teaching in the classroom in the last 12 months? 3. Yes 4. No →lect1 888. Refuse to answer/Don't know→lect1	<input type="checkbox"/>	*Select only one option
<b>adminb</b>	Who observed your classroom? 1. School Principal as a coach 2. School Administrator as a coach (Inspecteur ou le Conseiller pedagogique) 3. MENA representative 4. Other teachers 5. Other 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
<b>admin1</b>	Do you think these classroom observations are useful? 4. Yes, very useful 5. Yes, somewhat useful 6. Not useful 889. Refuse to answer/Don't know	<input type="checkbox"/>	*Select only one option
<b>admin2</b>	Have you received feedback on your teaching based on classroom observations? 8. Yes 9. No 888. Refuse to answer/Don't know	<input type="checkbox"/>	*Select only one option
<b>admin3</b>	Has this feedback been constructive/useful? 1. Yes, very useful 2. Yes, somewhat useful 3. Not useful 888. Refuse to answer/Don't know	<input type="checkbox"/>	*Select only one option
<b>admin4</b>	On which of the following areas did you receive feedback? 7. Classroom management practices 8. Your knowledge and understanding of instructional practices 9. Application of the learned techniques in their lessons 10. Your handling of student discipline and behavior problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply

	11. A training plan to improve your teaching 12. Other (specify) _____ 889. Refuse to answer/Don't know	<input type="checkbox"/>	
<b>admin5</b>	To what extent has the feedback directly or indirectly led to a change in any of the following? 5. Classroom management practices 6. Your knowledge and understanding of instructional practices 7. Application of the learned techniques in their lessons 8. Your handling of student discipline and behavior problems 9. A training plan to improve your teaching 10. Other (specify) _____ 11. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply

### LITERACY INSTRUCTION

Thank you! Now I would like to ask some questions about teaching and literacy instruction

<b>lect1</b>	In a typical school day, what are the number of minutes you spend on teaching reading/writing each day?	..... ...	*Record time in minutes (0-600) *Either whole class, in groups, or individually *Enter 888 if Refuse to answer/Don't know
<b>lectex1</b>	Which of the following <<methods of reading/writing>> do you use to teach reading/writing in your main class, on a typical school day? 1. Did not use any literacy instruction techniques→ <b>lectex4</b> 2. Phonetics/letter recognition 3. Phonological awareness (identification of sounds and formation of syllables/decoding and encoding) 4. Vocabulary 5. Reading with comprehension	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply *Make sure if "1" is chosen, no other option is chosen

	6. Fluency in reading (reading alone and aloud) 7. Other _____ 8. Refuse to answer/Don't know→ <b>eval1a</b>		
<b>For each &lt;&lt;methods of reading/writing&gt;&gt; technique chosen above, ask the following question</b>			
<b>lectex2</b>	How much time, do you spend on this <<methods of reading/writing>>, on average, in a typical school day?	..... ...	*Record time in minutes (0-600) *Enter 888 if Refuse to answer/Don't Know
<b>lectex3</b>	How often do you usually have the children practice this <<methods of reading/writing>>? 1. Once per week 2. 2-4 times per week 3. Every day 888. Refuse to answer/Don't know	<input type="checkbox"/>	*Select only one option
<b>For each &lt;&lt;literacy instruction&gt;&gt; technique <u>not</u> chosen above, ask the following question</b>			
<b>lectex4</b>	Why do you not use this <<literacy instruction>> technique in your reading/writing activities? 1. Not appropriate for the grade 2. Student should already know the skill 3. I am not sure what it is 4. I don't think students should learn it 5. I don't think that it is the right technique 6. Other (specify) _____ 888. Refuse to answer/Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
Please tell me if you have used the following <u>in the last 2 weeks</u> :			
<b>eval1a</b>	Each student checks his or her own work and gives himself/herself a mark/comments 1. I never use it 2. I use it once per week → <b>eval2a</b> 3. I use it 2-4 times per week→ <b>eval2a</b> 4. I use it daily→ <b>eval2a</b>	<input type="checkbox"/>	*Select only one option *Read the options one after the other

	888. Refuse to answer/Don't know →eval2a		
<b>eval1b</b>	Why did you not use it? 1. I have never heard about it 2. I have heard about it but do not know how to use the technique 3. I know about it but do not find it very useful 4. I know about it, but students don't like it 5. Other (specify) _____ 888. Refuse to answer/Don't know	I__I	*Select only one option
<b>eval2a</b>	Students check each other's work 1. I never use it 2. I use it once per week →eval3a 3. I use it 2-4 times per week →eval3a 4. I use it daily →eval3a 888. Refuse to answer/Don't know →eval3a	I__I	*Select only one option
<b>eval2b</b>	Why did you not use it? 1. I have never heard about it 2. I have heard about it but do not know how to use the technique 3. I know about but do not find it very useful 4. I know about it, but students don't like it 5. Other (specify) _____ 888. Refuse to answer/Don't know	I__I	*Select only one option
<b>eval3a</b>	The whole class checks the work of a student (e.g., From work on the blackboard or an oral answer provided to the teacher with the whole class listening) 1. I never use it 2. I use it once per week →eval4a 3. I use it 2-4 times per week →eval4a 4. I use it daily →eval4a 888. Refuse to answer/Don't know →eval4a	I__I	*Select only one option
<b>eval3b</b>	Why did you not use it? 1. I have never heard about it 2. I have heard about it but do not know how to use the technique	I__I	*Select only one option



	3. I know about it but do not find it very useful 4. I know about it, but students don't like it 5. Other (specify) _____ 888. Refuse to answer/Don't know		
<b>eval4a</b>	Students write solutions on a slate and show to teacher and class 1. I never use it 2. I use it once per week→ <b>eval5a</b> 3. I use it 2-4 times per week→ <b>eval5a</b> 4. I use it daily → <b>eval5a</b> 888. Refuse to answer/Don't know→ <b>eval5a</b>	I__I	*Select only one option
<b>eval4b</b>	Why did you not use it? 1. I have never heard about it 2. I have heard about it but do not know how to use the technique 3. I know about it but do not find it very useful 4. I know about it, but students don't like it 5. Other (specify) _____ 888. Refuse to answer/Don't know	I__I	*Select only one option
<b>eval5a</b>	Students of different skill levels are paired together (so that lower levels learn from others) 1. I never use it 2. I use it once per week→ <b>eval6a</b> 3. I use it 2-4 time per week→ <b>eval6a</b> 4. I use it daily → <b>eval6a</b> 888. Refuse to answer/Don't know→ <b>eval6a</b>	I__I	*Select only one option
<b>eval5b</b>	Why did you not use it? 1. I have never heard about it 2. I have heard about it but do not know how to use the technique 3. I know about but do not find it very useful 4. I know about it, but students don't like it 5. Other (specify) _____ 888. Refuse to answer/Don't know	I__I	*Select only one option

<b>eval6a</b>	<p>Students of the same skill level are paired together (so that they reinforce each other.)</p> <ol style="list-style-type: none"> <li>1. I never use it</li> <li>2. I use it once per week→eval7a</li> <li>3. I use it 2-4 time per week→eval7a</li> <li>4. I use it daily →eval7a</li> </ol> <p>888. Refuse to answer/Don't know→eval7a</p>	I__I	*Select only one option
<b>eval6b</b>	<p>Why did you not use it?</p> <ol style="list-style-type: none"> <li>1. I have never heard about it</li> <li>2. I have heard about it but do not know how to use the technique</li> <li>3. I know about but do not find it very useful</li> <li>4. I know about it, but students don't like it</li> <li>5. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	I__I	*Select only one option
<b>eval7a</b>	<p>Teacher asks group (3 or more) of students to work together on a project and later provides feedback to the group on its performance.</p> <ol style="list-style-type: none"> <li>1. I never use it</li> <li>2. I use it once per week</li> <li>3. I use it 2-4 time per week</li> <li>4. I use it daily</li> </ol> <p>888. Refuse to answer/Don't know</p>	I__I	*Select only one option
<b>eval7b</b>	<p>Why did you not use it?</p> <ol style="list-style-type: none"> <li>1. I have never heard about it</li> <li>2. I have heard about it but do not know how to use the technique</li> <li>3. I know about but do not find it very useful</li> <li>4. I know about it, but students don't like it</li> <li>5. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	I__I	*Select only one option
<b>Eval8a</b>	<p>"Child-for-Child" approach to develop children's psychological skills to promote school health</p> <ol style="list-style-type: none"> <li>1. I never use it</li> <li>2. I use it once per week →eval8a</li> <li>3. I use it 2-4 times per week→ eval8a</li> <li>4. I use it daily→ eval8a</li> </ol>	I__I	*Probe if needed to define the students-for-students" approach – a participatory approach that involves students

	Refuse to answer/Don't know → <b>eval8a</b>		as partners in promoting better health at school and in the community by focusing on psychological skills (critical thinking, problem solving, self-awareness, decision making, interpersonal skills, and stress management) *Select only one option *Read the options one after the other
<b>Eval8b</b>	<p>Why did you not use it?</p> <ol style="list-style-type: none"> <li>1. I have never heard about it</li> <li>2. I have heard about it but do not know how to use the technique</li> <li>3. I know about it but do not find it very useful</li> <li>4. I know about it, but students don't like it</li> <li>5. The approach was not in line with the current curricula</li> <li>6. Other (specify)_____</li> </ol> <p>888. Refuse to answer/Don't know</p>	I__I	*Select only one option
<b>attentivef</b>	Think about a <u>typical school week</u> and on a scale of 1 to 10, where <b>1 is not attentive at all</b> and <b>10 is very attentive</b> , how would you rate the attentiveness levels of the girls in your main class?	I__I	*Select only one option
<b>attentive m</b>	Think about a <u>typical school week</u> and on a scale of 1 to 10, where <b>1 is not attentive at all</b> and <b>10 is very attentive</b> , how would you rate the attentiveness levels of the boys in your main class?	I__I	*Select only one option

<b>attentivef 1</b>	Now think about <u>the last two weeks</u> , and on a scale of 1 to 10, where <b>1 is not attentive at all</b> and <b>10 is very attentive</b> , how would you rate the attentiveness levels of the girls in your main class?	I__I	*Select only one option
<b>attentive m1</b>	Now think about <u>the last two weeks</u> and on a scale of 1 to 10, where <b>1 is not attentive at all</b> and <b>10 is very attentive</b> , how would you rate the attentiveness levels of the boys in your main class?	I__I	*Select only one option

# SCHOOL SUPPLIES AND LITERACY INSTRUCTIONAL MATERIALS

Thank you! Now I would like to ask you about teaching supplies and literacy instructional materials.

<b>supplies</b>	<p>Which of the following school supplies have you received in the past 12 months?</p> <ul style="list-style-type: none"> <li>7. None</li> <li>8. Textbooks/Lire au Burkina</li> <li>9. Phonetic flashcards</li> <li>10. Blackboard slates (small or large)</li> <li>11. Wood cubes</li> <li>12. Posters of reading text pictures</li> <li>13. Tablets</li> <li>14. Other (specify)_____</li> <li>889. Refuse to answer/Don't know →</li> </ul> <p><b>meetp</b></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>*Select all that apply</p>
<b>litinstruct 1a</b>	<p>Which three literacy instructional materials, in order of preference, did you find most useful? Please rank 1, 2, and 3.</p> <ul style="list-style-type: none"> <li>1. Textbooks/Lire au Burkina</li> <li>2. Phonetic flashcards</li> <li>3. Blackboard slates (small or large)</li> <li>4. Wood cubes</li> <li>5. Posters of reading text pictures</li> <li>6. Tablets</li> <li>7. Other</li> <li>888. Refuse to answer/Don't know</li> </ul>	<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>*Rank 1, 2, and 3. The rest should be 0</p>

## INTERACTIONS WITH PARENTS

Great! Now I would like to ask you about your interaction with parents

<b>meetp</b>	<p>In the last 12 months, did you meet individually with at least one parent of the children you teach to discuss the child's performance and discipline?</p> <ol style="list-style-type: none"> <li>Yes</li> <li>No→<b>act</b></li> </ol> <p>888. No response/refuse to answer</p>	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option
<b>meetnum p</b>	<p>How many times did you meet individually with at least one parent of the children you teach to discuss the child's performance and discipline?</p> <ol style="list-style-type: none"> <li>Once</li> <li>Twice</li> <li>More than three times</li> </ol> <p>888. No response/refuse to answer</p>	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option
<b>meetwhy p</b>	<p>What were the typical reasons for meeting individually with the parents of the children you teach in the last 12 months?</p> <ol style="list-style-type: none"> <li>Periodic school scheduled parent-teacher conference</li> <li>Child's performance</li> <li>Child's attendance</li> <li>Child's tardiness</li> <li>Disciplinary issues</li> <li>Just touching base</li> <li>Other (specify) _____</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"/>	<p>*Select all that apply</p> <p>*Do not read the options</p>
<b>act</b>	<p>In the last 12 months, did any of your students' parents visit a class while you were teaching?</p> <ol style="list-style-type: none"> <li>Yes</li> </ol>	<input type="checkbox"/> <input type="checkbox"/>	*Select only one option

	2. No 888. Don't know/refuse to answer		
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## NUTRITION KNOWLEDGE

Now I have some questions about nutrition.

<b>nuttrain</b>	<p>Did you receive training on teaching about nutrition in the last 12 months?</p> <p>3. Yes</p> <p>4. No</p> <p>889. Refuse to answer/Don't know</p>	I__I	*Select only one option
<b>nutteach</b>	<p>Do you teach about nutrition in your classes usually?</p> <p>3. Yes</p> <p>4. No→<b>hygtrain</b></p> <p>888. Refuse to answer/Don't know</p>	I__I	*Select only one option
<b>nutteach1</b>	<p>In a typical school week, how many times do you teach about nutrition in your classes?</p> <p>5. Never→<b>hygtrain</b></p> <p>6. Once per week</p> <p>7. 2-4 times per week</p> <p>8. Daily</p> <p>889. Refuse to answer/Don't know</p>	I__I	<p>*Select only one option</p> <p>*Teacher might not do the nutrition training during the whole year, but at the end.</p>
<b>Nutteach2</b>	<p>What do you usually teach about nutrition in your class?</p> <p>5. Iron (benefits and foods contain iron)</p> <p>6. Vitamin A (benefits and foods contain iron)</p> <p>7. Balanced/Healthy diet (a diet that is rich in nutrients and good for health, energy, and growth)</p> <p>8. Other (Specify_____)</p> <p>888. Refuse to answer/Don't know</p>	<p>I__I</p> <p>I__I</p> <p>I__I</p> <p>I__I</p>	*Select all that apply
<b>nutteach3</b>	<p>How long on average, in minutes, does the class on nutrition last?</p>	<p>.....</p> <p>.</p>	<p>*Record in minutes (0-600)</p> <p>Enter 888 if Refuse to answer/Don't know</p>



## HYGIENE HEALTH

Okay, we are almost done! I have some questions about hygiene now.

<b>hygtrain</b>	Did you receive training on teaching about hygiene and handwashing practices in the last 12 months? 3. Yes 4. No 888. Refuse to answer/Don't know	<input type="text"/>	*Select only one option
<b>hygteach</b>	Do you teach about hygiene in your classes usually? 3. Yes 4. No→ <b>healthtrain</b> 888. Refuse to answer/Don't know	<input type="text"/>	*Select only one option
<b>hygteach2</b>	What types of hygiene practices do you teach? 7. Handwashing at critical times 8. Avoid sharing eating and drinking utensils 9. Avoid sharing clothing or uniforms 10. Bathe and shower with soap daily 11. Cover your nose and mouth while coughing/sneezing 12. Other 888. Refuse to answer/Don't know	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	*Select all that apply *Define critical moments as before eating and after using the latrine
<b>hygteach3</b>	In a typical school week, how many times do you teach about hygiene practices in your classes? 5. Never 6. Once per week 7. 2-4 times per week 8. Daily 889. Refuse to answer/Don't know	<input type="text"/>	*Select only one option
<b>hygteach4</b>	How long on average, in minutes, does the class on hygiene practices last?	..... .	*Record in minutes (0-600) Enter 888 if Refuse to answer/Don't know

## SCHOOL HEALTH

Okay, we are almost done! I have some questions about hygiene now.

<b>healthtrain</b>	Did you receive training on teaching life skills to students in the last 12 months? 1. Yes 2. No 888. Refuse to answer/Don't know	<input type="text"/>	*Probe that life skills refers to skills that helps children develop psychosocial skills *Select only one option
<b>Healthteach 1</b>	Do you teach about life skills in your classes usually? 1. Yes 2. No → <b>end survey here</b> 888. Refuse to answer/Don't know	<input type="text"/>	*Select only one option
<b>Healthteach 2</b>	What types of life skills topics do you teach? 1. Problem solving 2. Decision making 3. Critical thinking 4. Interpersonal skills for better communications 5. Self-awareness 6. Stress management 7. Other 888. Refuse to answer/Don't know	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	*Select all that apply
<b>Healthteach 3</b>	In a typical school week, how many times do you teach about life skills in your classes? 9. Never 10. Once per week 11. 2-4 times per week 12. Daily 888. Refuse to answer/Don't know	<input type="text"/>	*Select only one option
<b>Healthteach 4</b>	How long on average, in minutes, does the class on life skills last?	..... .	*Record in minutes (0-600) Enter 888 if Refuse to answer/Don't know

Thanks	Thank you very much for answering my questions.
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## BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO


### Personne responsable du marché Questionnaire

#### BASIC INFORMATION

Enum	Last Name: ..... First Name: .....	ID :
date	Date (DD/MM/YYYY)	
Prov	1. Bam 2. Namentenga 3. Sanmatenga 4. Ganzourgou 5. Oubritenga	_
Commune	Write the commune's name	

Dear Personne responsable du marché:

You have been selected to participate in a survey about the procurement of school meals for a food for education project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential.

Consent	Do you accept participation in this survey? 5. Yes → lastname 6. No → <b>STOP – thank them and terminate the survey. Consult with your supervisor, and proceed to the next teacher on your list.</b>	_	* Select only one option
 If the response to “consent” is NO, thank the respondent and terminate the survey and proceed to the next teacher on your list.			

<b>lastname</b>	What is your last name? _____		
<b>name</b>	What is your first name? _____		
<b>Role1</b>	What is your role? 1. Secretary general 2. Accountant 3. Deputy Mayor 4. Other, specify _____		
<b>Role2</b>	Are you the person in charge of markets/purchasing/supplies?		
<b>Tenure</b>	What year did you start with your position as personne responsable du marché?	I__I	*Enter a year *Enter -888 if they do not know
<b>Plan1</b>	Do you use a food procurement registry checklist to document product details, quantities, dates of purchases, etc.? 1. Yes 0. No 888. Don't know/Refuse to answer	I__I	* Select only one option
<b>Ask to look at the distribution registry.</b>			
<b>Plan2</b>	Which of the following sections are filled out in the food procurement registry? 1. Product details 2. Quantities 3. Date of purchase 4. Date of distribution to schools 5. Cost 6. Other, specify _____ 888. Don't know/Refuse to answer	I__I	* Select all that apply

<b>Plan3</b>	Please take a photo of the food procurement registry		
<b>The following questions all refer to this academic year (2023-2024)</b>			
<b>Fund1</b>	During this academic year 2023-2024, have you received a transfer of funds for the purchase of food for school canteens? 1. Yes 0. No 888 Don't know/refuse to answer		
<b>Fund2</b>	Who provided funding for school meals/commodities <b>this</b> academic year (2023-2024)? 1. The central government of Burkina Faso 2. Other, specify_____	<input type="checkbox"/>	* Select all that apply
<b>Fund3_gov</b>	Which months did the Government provide funding for? 1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December	<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"/>	* Select all that apply
<b>Fund4_gov</b>	Are you having difficulty getting sufficient funds from the government to buy food? 1. Yes 0. No→fund4_oth 888. Don't know/Refuse to answer→fund4_oth	<input type="checkbox"/>	

<b>Fund5_gov</b>	If so, how often do you encounter these types of difficulties with the government? 1. Rarely 2. Sometimes 3. Often 4. Frequently/regularly	_	
<b>Fund3_oth</b>	Which months did the Government provide funding for? 1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December 888. Don't know/refuse to answer	_   _   _   _   _   _   _   _   _   _   _   _	* Select all that apply
<b>Fund4_oth</b>	Are you having difficulty getting sufficient funds from [OTHER] to buy food? 1. Yes 0. No→proc_1 888. Don't know/Refuse to answer→proc_1	_	
<b>Fund5_oth</b>	If so, how often do you encounter these types of difficulties with [OTHER]? 1. Rarely 2. Sometimes 3. Often 4. Frequently/regularly	_	
<b>Proc_1</b>	Have you had any trouble procuring commodities because of security concerns? 2. Yes 0. No→proc_3		

	888. Don't know/Refuse to answer→ <b>proc_3</b>		
<b>Proc_1m</b>	Which months did you experience this? 1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December 888. Don't know/refuse to answer	<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"/>	* Select all that apply
<b>Proc_3</b>	Have you experienced any difficulties purchasing enough commodities to distribute to schools? 1. Yes 0. No→ <b>proc_4</b> 888. Don't know/Refuse to answer→ <b>proc_4</b>	<input type="checkbox"/>	*Select one
<b>Proc_3m</b>	Which months did you experience this? 1. January 2. February 3. March 4. April 5. May 6. June 7. July	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Select all that apply



	8. August 9. September 10. October 11. November 12. December 888. Don't know/refuse to answer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Proc_4</b>	Did you experience any delays during the procurement process? 1. Yes 0. No→ <b>dist_1</b> 888. Don't know/Refuse to answer→ <b>dist_1</b>	<input type="checkbox"/>	*Select one
<b>Proc_4m</b>	Which months did you experience this? 1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December 888. Don't know/refuse to answer	<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"/>	* Select all that apply
<b>Proc_5</b>	What caused the delay? 1. Trouble finding enough commodities to buy 2. Late delivery of purchased commodities 3. Late receiving funding from the central government 4. Difficulty accessing the market (closed markets, inaccessible roads, etc._ 5. Other, specify_____ 888. Don't know/Refuse to answer	<input type="checkbox"/>	* Select all that apply  *Difficulty accessing markets could include inaccessible roads, closed markets, etc.
<b>Dist_1</b>	Which months did the municipality deliver commodities to the schools? 1. January 2. February 3. March	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Select all that apply

	4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December 888. Don't know/refuse to answer	<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>Dist_2</b>	Did you experience any delays distributing the commodities to schools? 1. Yes 0. No → <b>quality1</b> 888. Don't know/Refuse to answer → <b>quality1</b>		
<b>Dist_3</b>	What caused the delay? 1. Delays in procurement 2. Security concerns 3. Inaccessible roads 4. Other, specify _____ 888. Don't know/Refuse to answer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	* Select all that apply
<b>Quality1</b>	During this academic year, did you have any difficulties obtaining good quality (ie no discoloration, bad odors, or misshapen commodities) food from <b>the local producers</b> ? 1. Yes 0. No → <b>END</b> 888. Don't know/Refuse to answer → <b>END</b>		
<b>Quality2</b>	If so, how often have you had these difficulties? 1. Rarely 2. Sometimes 3. Frequently/regularly 888. Don't know/refuse to answer	<input type="checkbox"/>	* Select only one option * Only ask if GoBK was selected in Supplier3
<b>Thanks</b>	<b>Thank you very much for answering my questions.</b>		



# BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

## Principal Questionnaire

### BASIC INFORMATION

<b>Enum</b>	Last Name: ..... First Name: .....	ID :
<b>date</b>	Date (DD/MM/YYYY)	
<b>Prov</b>	1. Bam 2. Namentenga 3. Sanmatenga 4. Ganzourgou 5. Oubritenga	I _ I
<b>Comm</b>	Write the commune name	
<b>CEB</b>	Write the CEB's name	<b>CODE</b> I _ I _ I _ I _ I _ I _ I
<b>School</b>	Write the school name and code	<b>CODE</b> I _ I _ I _ I _ I _ I _ I

Dear Principal:

You have been selected to participate in a survey about the procurement of school meals and school closures for a food for education project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential.

<b>Consent</b>	Do you accept participation in this survey? 7. Yes à lastname 8. No à <b>STOP – thank them and terminate the survey.</b>	I _ I	* Select only one option
If the response to “consent” is NO, thank the respondent and terminate the survey.			

<b>lastname</b>	What is your last name? _____		
<b>name</b>	What is your first name? _____		
<b>gender</b>	What is the gender of the principal? 5. Male 6. Female	I__I	* Select only one option *Ask only if necessary
<b>tenure</b>	What year did you start with your position as personne responsable du marché?	I__I	*Enter a year *Enter -888 if they do not know
<b>Supplier1</b>	Who supplied your commodities for school meals <b>last</b> academic year (2022-2023)? 0. None 1. The municipality/state 2. 3. Catholic Relief Services (CRS) 4. Community members 5. Other, please specify _____ 888. Don't know/Refuse to answer	I__I	* Select all that apply

<b>Supplier2</b>	<p>In which months did your school receive commodities for school meals during the <b>last</b> academic year (2022-2023) from each of the following?</p> <p>0. None</p> <p>1. The municipality/state</p> <p>2. Catholic Relief Services (CRS)</p> <p>3. Community members</p> <p>4. Other, please specify_____</p> <p>888. Don't know/Refuse to answer</p> <p>a. January</p> <p>b. February</p> <p>c. March</p> <p>d. April</p> <p>e. May</p> <p>f. June</p> <p>g. July</p> <p>h. August</p> <p>i. September</p> <p>j. October</p> <p>k. November</p> <p>l. December</p>		<p>*Only ask about the options selected in Supplier1</p> <p>*Select all that apply</p>
<b>Supplier3</b>	<p>Who supplied your commodities for school meals <b>this</b> academic year (2023-2024)?</p> <p>0. None</p> <p>1. The municipality/state Catholic Relief Services (CRS)</p> <p>2. Community members</p> <p>3. Other, please specify_____</p> <p>888. Don't know/Refuse to answer</p>	<p> __ </p>	<p>* Select all that apply</p>

<b>Supplier4</b>	<p>In which months did your school receive commodities for school meals during <b>this</b> academic year (2023/24)?</p> <ol style="list-style-type: none"> <li>0. None</li> <li>1. The government of Burkina Faso</li> <li>2. Catholic Relief Services (CRS)</li> <li>3. Community members</li> <li>4. Other, please specify _____</li> </ol> <p>888. Don't know/Refuse to answer</p> <ol style="list-style-type: none"> <li>a. January</li> <li>b. February</li> <li>c. March</li> <li>d. April</li> <li>e. May</li> <li>f. June</li> <li>g. July</li> <li>h. August</li> <li>i. September</li> <li>j. October</li> <li>k. November</li> <li>l. December</li> </ol>		<p>*Only ask about the options selected in Supplier3</p> <p>*Select all that apply</p>
<b>Frequency1</b>	<p>During the past school year (2023/24), how frequently did you receive commodities for school meals from <b>the municipality/state</b>?</p> <ol style="list-style-type: none"> <li>2. Each week</li> <li>3. Twice per month</li> <li>4. Once per month</li> <li>5. Once every 3 months</li> <li>6. Other, specify....</li> </ol> <p>888. Don't know/Refuse to answer</p>	__	<p>* Select only one option</p> <p>* Only ask if GoBK was selected in Supplier3</p>
<b>Frequency2</b>	<p>During the past school year (2023/24), how frequently did you receive commodities for school meals from <b>the Beoog Biiga program</b>?</p> <ol style="list-style-type: none"> <li>1. Each week</li> <li>2. Twice per month</li> <li>3. Once per month</li> <li>4. Once every 3 months</li> <li>5. Other, specify....</li> </ol> <p>888. Don't know/Refuse to answer</p>	__	<p>* Select only one option</p> <p>* Only ask if Beoog Biiga was selected in Supplier3</p>

<b>Frequency3</b>	<p>During the past school year (2023/24), how frequently did you receive commodities for school meals from <b>the local community</b>?</p> <ol style="list-style-type: none"> <li>1. Each week</li> <li>2. Twice per month</li> <li>3. Once per month</li> <li>4. Once every 3 months</li> <li>5. Other, specify....</li> </ol> <p>888. Don't know/Refuse to answer</p>	I__I	<p>* Select only one option</p> <p>* Only ask if the local community was selected in Supplier3</p>
<b>Ontime1</b>	<p>How often did commodities for school meals from <b>the municipality/state</b> arrive on time during the past school year (2023/24)?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries</li> </ol> <p>888. Don't know/Refuse to answer</p>	I__I	<p>* Select only one option</p> <p>* Only ask if GoBK was selected in Supplier3</p>
<b>Ontime2</b>	<p>How often did commodities for school meals from <b>the Beoog Biiga program</b> arrive on time during the past school year (2023/24)?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries</li> </ol> <p>888. Don't know/Refuse to answer</p>	I__I	<p>* Select only one option</p> <p>* Only ask if Beoog Biiga was selected in Supplier3</p>
<b>Ontime3</b>	<p>How often did commodities for school meals from <b>the local community</b> arrive on time during the past school year (2023/24)?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries</li> </ol> <p>888. Don't know/Refuse to answer</p>	I__I	<p>* Select only one option</p> <p>* Only ask if the local community was selected in Supplier3</p>

<b>Quality1</b>	<p>During the past school year (2023/24), how often were the commodities provided by <b>the municipality/state</b> of good quality (ie no discoloration, bad odors, or misshapen commodities)?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries</li> </ol> <p>888. Don't know/Refuse to answer</p>	I__I	<p>* Select only one option</p> <p>* Only ask if GoBK was selected in Supplier3</p>
<b>Quality 2</b>	<p>During the past school year (2023/24), how often were the commodities provided by <b>the Beoog Biiga program</b> of good quality (ie no discoloration, bad odors, or misshapen commodities)?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries</li> </ol> <p>888. Don't know/Refuse to answer</p>	I__I	<p>* Select only one option</p> <p>* Only ask if Beoog Biiga was selected in Supplier3</p>
<b>Quality3</b>	<p>During the past school year (2023/24), how often were the commodities provided by <b>the local community</b> of good quality (ie no discoloration, bad odors, or misshapen commodities)?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries</li> </ol> <p>888. Don't know/Refuse to answer</p>	I__I	<p>* Select only one option</p> <p>* Only ask if the local community was selected in Supplier3</p>



<b>Quantity1a</b>	<p>During the past school year (2023/24), how often did the quantity of the commodities you received from <b>the municipality/state</b> match your expectations?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries→Quantity2a</li> </ol> <p>888. Don't know/Refuse to answer→Quantity2a</p>	I__I	<p>* Select only one option</p> <p>* Only ask if GoBK was selected in Supplier3</p>
<b>Quantity2a</b>	<p>During the past school year (2023/24), how often did the quantity of the commodities you received from <b>the Beoog Biiga program</b> match your expectations?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries→Quantity3a</li> </ol> <p>888. Don't know/Refuse to answer→Quantity3a</p>	I__I	<p>* Select only one option</p> <p>* Only ask if Beoog Biiga was selected in Supplier3</p>
<b>Quantity3a</b>	<p>During the past school year (2023/24), how often did the quantity of the commodities you received from <b>the local community</b> match your expectations?</p> <ol style="list-style-type: none"> <li>1. None of the deliveries</li> <li>2. Less than half of the deliveries</li> <li>3. More than half of the deliveries</li> <li>4. All the deliveries→Deliverydate1</li> </ol> <p>888. Don't know/Refuse to answer →Deliverydate1</p>	I__I	<p>* Select only one option</p> <p>* Only ask if the local community was selected in Supplier3</p>
<b>Deliverydate1</b>	On what date did you expect to receive the latest delivery of commodities used to prepare school meals?	I__I	<p>*Enter a date</p> <p>*Enter January 1, 2000, if they do not know</p>
<b>Deliverydate2</b>	On what date did you actually receive this delivery?	I__I	<p>*Enter a date</p> <p>*Enter January 1, 2000, if they do not know</p>

	Thank you. Now I'm going to ask you about school closures.		
<b>Closures2</b>	Since October 2023, how many days has the school been closed because of security concerns?	__	Enter a number
<b>Closures3</b>	Since October 2023, how many days has the school unexpectedly been closed for any other reasons?	__	Enter a number *Do not count official holidays or summer break
<b>Closures4</b>	What were these reasons? 1. Political instability 2. Non-Covid-19 related health outbreaks 3. Other	__	Select all that apply Ask if closures3 is greater than 0.
<b>Thanks</b>	<b>Thank you very much for answering my questions.</b>		



# BB4 Midline EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO


## Producer Groups Questionnaire

### BASIC INFORMATION

Enum	Last Name: ..... First Name: .....	ID :
date	Date (DD/MM/YYYY)	
Prov	2. Bam 4. Sanmatenga 3. Namentenga 6. Ganzourgou 7. Oubritenga	_
Commune	Write the commune's name	
Identification/Name of group		

Dear Producer Group Representative:

You have been selected to participate in a survey about the production of food for school meals for a food for education project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty. If you accept, please respond to all questions as candidly as possible. If you do not know the answer to a question, you may simply say so. All responses will be kept strictly confidential.

Consent	Do you accept participation in this survey? 9. Yes → lastname 10. No → <b>STOP – thank them and terminate the survey. Consult with your supervisor, and proceed to the next representative on your list.</b>	_	* Select only one option
 If the response to “consent” is NO, thank the respondent and terminate the survey and proceed to the next representative on your list.			

<b>lastname</b>	What is your last name? _____		
<b>name</b>	What is your first name? _____		
<b>Group1</b>	How many members are part of your production group?		
<b>Group2</b>	What is the proportion of female/male membership in the group?   ____  % female  ____  % male		
<b>Group3</b>	Which crops does your group typically produce? 0. Millet 1. Rice 2. Cowpeas 3. Other, specify _____		
<b>Role1</b>	What is your role within the producer group? 5. Chair 6. Secretary 7. Treasury 8. Regular member 9. Other, specify _____		
<b>Role2</b>	Are you the person in charge of sales?		
<b>Tenure1</b>	What year did you start with your current role within the producer group?	__	*Enter a year *Enter -888 if they do not know
<b>Tenure2</b>	When was the producer group created?	__	*Enter a year *Enter -888 if they do not know
<b>Plan1</b>	Do you use a registry checklist to document product details, quantities, dates of sales, etc.?	__	* Select only one option

	7. Yes 0. No 888. Don't know/Refuse to answer		
<b>Ask to look at the distribution registry.</b>			
<b>Plan2</b>	Was the enumerator able to see the distribution registry? 1. Yes 0. No 3. Other, specify  Please take a photo of the registry		
<b>Plan3</b>	Which of the following sections are filled out in the distribution registry? 7. Product details 8. Quantity – produced 9. Quantity - sold 10. Date of sale 11. Price per unit 12. Total price paid 13. Other, specify _____ 888. Don't know/Refuse to answer	I__I	* Select all that apply
<b>The following questions all refer to this academic year (2023-2024)</b>			
<b>Sales1</b>	During this academic year 2023-2024, have you sold any agricultural output that were used for school meals ? 2. Yes 1. No → end interview 888 Don't know/refuse to answer → end interview		
<b>Sales1b</b>	For how many different schools have you produced commodities in the past academic year?	I__I	*Enter -888 if they do not know

<b>Sales2</b>	Who purchased the commodities that you provided for schools during the academic year (2023-2024)? 3. The central government of Burkina Faso 4. Municipality 5. Commune procurement managers 6. School 7. Other, specify_____	I__I	* Select all that apply
<b>Sales3</b>	How frequently did you deliver commodities for school meals 2. Each week 3. Twice per month 4. Once per month 5. Once every three months 6. Other, specify 888. Don't know/refuse		
<b>Sale4</b>	Did your producer group sell any products to other buyers who did not use it for school meals? 2. Yes 3. No 888 Don't know/refuse to answer		
<b>Contract1</b>	Do you have a signed contract obligating you to produce a certain quantity and product? 4. Yes, it contains a quantity 5. Yes, it contains a product 6. Yes, it contains a quantity and product 1. No → <b>Product1</b> 888. Don't know/Refuse to answer → <b>Product1</b>	I__I	
<b>Contract2</b>	With whom did you sign the contract? 1. The central government of Burkina Faso 2. Municipality/community 3. School 4. CRS 5. Other, specify_____		
<b>Contract3</b>	Please take a photo of the contract		

<b>Contract4</b>	Which crops do you produce for the contract? 2. Millet 3. Rice 4. Cowpeas 5. Other, specify		
<b>Contract5</b>	What is the quantity that is required?	_	
<b>Contract5b</b>	Unit 0. Kg. 1. Bag 2. Other, specify		
<b>Contract6</b>	For the academic year 2023/24 were there any months that you were unable to deliver according to the obligations in the contract? 1. Yes 0. No 888 Don't know/refuse to answer	_	
<b>Contract7</b>	What proportion of the required quantity were you able to provide for each month during the academic year 2023/24? Whereby 0% means did provide as expected; 100% means provided the exact quantity as expected. ? 1. October 2. November 3. December 4. January 5. February 6. March 7. April 8. May	_   _   _   _   _   _   _   _   _   _	* Value between 0-100 ** Leave month blank if no provisions were expected *** Enter -888 if they do not know
<b>Contract8</b>	What were the problems you encountered during the academic year 2023/24 that led you to not being able to fulfill your contract obligations? 1. Quantity insufficient due to disease, floods, droughts or other weather shocks		* Select all that apply

	2. Crops were not ready to be harvested when the delivery was needed 3. High prices of agricultural inputs 3. Quality of the product was inadequate 4. Product not available at all 5. Security concerns prevented ability to farm 5. Buyer had insufficient funds to pay for products 6. Not enough producers participated 8. Other, specify		
	<b>Go to question 'Post1'</b>		
Questions if <b>Contract1</b> is 0. No or 888. Not know/refuse to answer			
	4.		
<b>Quantity1</b>	What is the quantity that is produced during the last year?		
<b>Quantity1b</b>	Unit 1. Kg. 2. Bag 3. Other, specify		
<b>Difficulty1</b>	What difficulties have you experienced when producing for the local schools in the past academic year 2023/24? 1. Quantity insufficient 2. Crops were not ready to be harvested when requested 3. Quality of the product was inadequate 4. Product not available at all 5. PRM/municipality had insufficient funds to pay for products 6. Other, specify		* Select all that apply



<b>Post1</b>	<p>Did you get paid directly after providing the requested products?</p> <p>1. Yes 0. No 2. Other, specify 888 Don't know/refuse to answer</p>		
<b>Post2</b>	<p>Have any of the buyers expressed concern about the quality of the produce?</p> <p>1. Yes 0. No 888 Don't know/refuse to answer</p>		
<b>Thanks</b>	<b>Thank you very much for answering my questions.</b>		

## Annex I: Qualitative Protocols

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### Focus Groups: Demande de consentement

*Good morning/afternoon. My name is [insert name]. We are from [insert name of company] and are working with the American Institutes for Research (AIR). The purpose of this discussion is to hear about your experience with the Beoog Biiga IV (BB4) 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 AIR, une compagnie de recherche américaine. L'objectif de cet entretien est d'en apprendre davantage sur votre expérience avec le programme BB IV. 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:**

- Enseignants/Teachers
- APE (PTA)/COGES
- Mentors/ Ma-Yokdga
- 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)) (Mothers of children under 2 years old)

# Teachers Guide / Guide enseignant

## 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 tenez-vous cette année ?
2. *What do you like most about teaching? How would you describe your experience with teaching? What is interesting about teaching?*  
Qu'aimez-vous le plus dans l'enseignement ? Comment décrieriez-vous vos expériences dans l'enseignement ? Est-ce intéressant ?

*a. What are the key challenges you face in your teaching?*

Quelles sont les principales difficultés que vous rencontrez dans l'enseignement ?

*b. What kind of support would be helpful for you for your teaching?*

Quels types d'aides pourraient être importants pour vous dans votre enseignement ?

## 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?*

3. Avez-vous entendu parlé du programme Beoog-Biiga? Si oui avez-vous reçu une formation à travers ce programme ?

*What were your main takeaways from the training?*

4. Qu'avez vous pu tirer de cette formation? Quelles connaissances avez-vous pu acquérir au cours de cette formation ?

*What did you like about it?*

5. Qu'avez vous aimé à propos de cette formation?

*What did you not like about it?*

6. Qu'est ce que vous n'avez pas aimé à propos de la formation?

*Has the training been useful in classroom situations? If yes, which techniques do you use and why? If no, then why not?*

7. 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 ?

*Do you prepare for reading and writing lessons on a daily basis? Do you have a lesson preparation book? [If yes, ask to see the book to see if lesson planning applies techniques taught in the training]*

8. Préparez vous au quotidien les leçons de lecture-écriture? Avez vous un cahier de préparation des leçons? [Si oui demandez à voir la préparation pour constater si la leçon du jour ou les leçons passées prévoit la mise en œuvre des techniques apprises en formation dans leur classe.]

*What challenges, if any, have you had in applying learnings from the training?*

9. Avez-vous rencontré des difficultés à appliquer ces techniques en classes? Si oui lesquels ?

*How are the techniques different from your own way of teaching?*

10. 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?*

11. Qu'est ce que vous auriez aimé prendre en compte (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?*

12. Avez vous reçu un suivi 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?*

13. 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 with girls?*

14. Quels sont les difficultés liées à l'apprentissage des élèves? Ces difficultés 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.*

15. Quelles ont été les meilleures pratiques qui ont favorisé l'amélioration des résultats scolaires des élèves? 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 ?

### **Student Attentiveness / L'attention d'élèves**

*Have you seen any changes in student's attention during lessons with the BB program?*

16. Avez-vous remarqué des changements dans l'attention des élèves pendant les cours avec le programme BB ? Pourquoi ?

### **Attitudes towards School**

#### **Attitudes par rapport à l'éducation**

*What are parents' attitudes in this village about education (probe for attitudes about boys vs. girls)? Have there been improvements?*

17. 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?*

18. 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?*

19. Cette école dispose –t-elle d'une cantine scolaire?

*What are any advantages of providing children with lunch at school?*

20. Quels sont les avantages liés à la fourniture de repas scolaires à l'école?

*Do you have any responsibilities in the school canteen? Please explain. If yes, please share your thoughts on these responsibilities.*

21. Avez vous des responsabilités au niveau de la cantine scolaire? S'il vous plait pourriez vous nous en dire davantage? Quelles sont vos responsabilités ?

*What is the role of school gardens and school farms for the school canteen?*

22. Quelle est l'importance des jardins scolaires et des champs écoles pour les cantines scolaires ?

***For participating schools.*** *Is your school using remote learning for school children 'learning literacy with tablets'? What do you think of this approach ?*

23. **[Seulement Bam et Sanmatenga]** Votre école utilise-t-elle une approche d'apprentissage à distance « alphabétisation avec tablettes » ?. Que pensez-vous de cette approche ?

#### **Libraries / Bibliothèque [less important question]**

*Is there a library in your community or school?*

a. *Do your students go there? How often? If not, why not?*

24. Y'a-t-il une bibliothèque dans votre communauté ou école?

a. Vos élèves y vont-ils? A quelle fréquence ? Si non, pourquoi ?

#### **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?*

25. 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?*

26. 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 and Nutrition**

*Does the school have handwashing stations? What is the current condition of the handwashing stations? Are they being maintained?*

27. L'école dispose-t-elle de dispositifs de lavage des mains? A quoi ressemblent ces dispositifs ? Dans quel état se trouve actuellement ce dispositif ? Ce dispositif est-il entretenu ?

*Have you received any training to teach students about handwashing practices? Please describe.*

28. 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.*

29. Enseignez-vous le lavage des mains à vos élèves? Si oui pourriez-vous le décrire ?

*Do your students find this helpful? Do you think their hygiene practices have changed? How?*

30. Les élèves trouvent-ils ces enseignements utiles? Pensez-vous que leurs pratiques d'hygiène aient changé ? Si oui comment ?

*Do you teach about nutrition, such as benefits and food sources of vitamin A and iron? What have your students learned about nutrition ?*

31. Dans le cadre de vos enseignements, dispensez-vous des modules de nutrition à vos élèves : par exemple les apprenez-vous les bienfaits des différentes catégories alimentaires pour l'organisme, l'importance de la vitamine A et du fer et où peut-on retrouver ces nutriments ?

### **Sustainability/Durabilité**

*What parts of the Beoog Biiga program will continue after the project ends? Do you believe that the school canteen will continue?*

32. Comment la cantine et les autres activités du programme pourraient-elles être pérennisées après le projet ?

### **Closing**

*How have security issues or government changes affected your activities at school with the BB4 program?*

33. 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?*

34. Y'a-t-il autre chose que vous souhaiteriez partager avec moi aujourd'hui?



# GUIDE APE/PTA/COGES

L'association des parents d'élèves – APE) (Parent Teacher Association – PTA)  
Comités de Gestion des Écoles – COGES (School Management Committee)

## Introduction

*What do you like about this school? What do you think your children like the most?*

1. Qu'aimez-vous à propos de cette école? Qu'est ce que vos enfants aiment le plus?

*What do you think can be improved?*

2. Qu'est ce qui pourrait être amélioré ?

## Attitudes about Schooling

*What are advantages to children going to school?*

*a. Probe: What are advantages for boys? What are advantages for girls?*

3. 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?*

4. 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?*

5. 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?

## Rôle d'APE/COGES

*What are the roles, responsibilities, and activities of the PTA?*

6. Quels sont les rôles, responsabilités et les activités de l'APE ?

*What are the roles, responsibilities, and activities of the School Management Committee (COGES)?*

7. Quels sont les rôles, responsabilités et les activités du COGES ?

### **Cantine scolaire/School canteen**

*Does your school currently have a canteen? Is it functional?*

8. Votre école dispose-t-elle d'une cantine ? Est-elle fonctionnelle ?
9. *What is working well with the school canteen? Are there any challenges? What are they?*  
A propos des cantines scolaires, qu'est ce qui fonctionne bien d'après vous ? Y'a-t-il des défis et difficultés ? lesquels

*What food commodities, if any, have you and others contributed to the school canteen?*

10. 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 ?

*What is the role of school gardens and school farms for the school canteen?*

11. Quelle est l'importance des jardins scolaires et des champs écoles pour les cantines scolaires ?

*Do you have any suggestions to improve the school canteen?*

12. 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?*

13. 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. *What about the quality?*
- d. *How big a reason is it for people in your community to send their daughters to school?*
14. [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. 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 ?

### **Training/Formation**

*For PTA members and COGES (school management committee), what training have you received from the BB project (e.g. food preparation, nutrition, food storage)?*

- a. *What additional information from trainings would be useful ?*
15. Pour les membres de l'association des parents d'élèves, et les membres de COGES, quels types de formations avez-vous reçu de la part de BB (préparation des repas, stockage ect.) ?
- a. Quelles formations additionnelles vous seront bénéfiques ?

### **Mentors (ma-yokdga)**

Nom local utilise: ma-yokdga a l'attention des enquêteurs(teuses)

*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?*

16. Certaines communautés ont formé des mentors (ma-yokdga) pour aider les filles à rester à l'école et à bien travailler. Votre communauté dispose-t-elle de mentors (ma-yokdga) ? Si oui que pensez-vous de cette initiative ?

*Does this program help girls stay in school? Why/Why not? How?*

17. Cette initiative aide-t-elle les filles à rester à l'école ? Pourquoi ? Comment ?

*Have mentors met with your children? If so, has this been helpful or not helpful?*

18. Les mentors ont-ils rencontré vos enfants ? Si oui, cette rencontre leur a-t-elle été bénéfique ?

19. *Do you have any recommendations as to how a mentorship program can better suit your family's needs?*

Avez-vous des recommandations sur la façon dont les activités des femmes mentor peut mieux répondre aux besoins de votre famille ?

### **SILC (Savings and Internal Lending Communities)**

*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' savings? Please describe.*
- b. *Has participating in a SILC had an effect on your or other members' livelihoods? Please describe.*
- c. *Has participating in a SILC had an effect on paying school-related expenses? Please describe.*
- d. *Did your SILC support schools in your community? Please describe.*
- e. *Did you have flexibility about the amount you saved, or could you skip a month if you needed to?*

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. *Votre participation aux groupes SILC a-t-elle eu un effet (par exemple sur votre épargne) sur vous ou les autres membres du groupe ? Si oui quels types d'effets ?*
- b. *Votre participation aux groupes SILC a-t-elle eu en effet (par exemple sur vos moyens de subsistance) sur vous ou les autres membres du groupe ? Si oui quels types d'effets ?*
- c. *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 ?*
- d. *Est-ce que votre groupe SILC soutient votre communauté ou l'école ? Si oui pouvez-vous mieux élaborer/expliciter ?*
- e. *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 ?*

*Could you please discuss support for Savings and Internal Lending Community (SILC) groups and their role in supporting school canteens?*

23. Pourriez vous nous parler de l'appui apporté par les coopératives d'épargne et de crédit aux cantines scolaires ?

### **Distance learning**

***For participating schools.*** *Is your school using remote learning for school children 'learning literacy with tablets'? What do you think of this approach ?*

24. **[Seulement Bam et Sanmatenga]** Votre école utilise-t-elle une approche d'apprentissage à distance « alphabétisation avec tablettes » ?. Que pensez-vous de cette approche ?

### **WASH/ Lavage**

*Does the school have handwashing stations? What are these stations like?*

25. L'école dispose-t-elle de dispositifs de lavage des mains ? A quoi ces dispositifs de lavage de main ressemblent-ils ?

### **SUSTAINABILITY / DURABILITE**

*How can BB4 support PTA and COGES activities?*

26. Comment le programme BB4 pourrait-il appuyer les activités des associations de parents d'élèves et de COGES?

*Could you describe any support from CRS/Beoog Biiga program to promote community contributions of commodities to school canteens?*

27. Pourriez vous nous décrire le plan de pérennisation de CRS et des appuis fournis par CRS à l'endroit des communautés en vue de promouvoir la contribution communautaire en vivres aux cantines scolaires ?

*Will the school canteen and community commodity contributions continue after the Beoog Biiga project ends? Why or why not?*

28. Comment la cantine et les autres activités du programme pourraient être pérennisées après le projet ?

*Could you please share how ready the PTA/COGES is to take ownership of program activities, such as the school canteen, and capacity to continue the activities?*

29. Pourriez-vous nous dire dans quelle mesure le APE/COGES est prêt à s'approprier les activités du programme, telles que la cantine scolaire, et à poursuivre les activités ?

### **Fin**

*How satisfied are you with the BB4 program?*

30. Êtes vous satisfaits du programme BB4 ? En quoi en êtes vous satisfaits ? et en quoi ne l'êtes vous pas ?

*Do you have any suggestions for BB4?*

31. Avez-vous des suggestions à donner pour le programme BB4 ?

*Is there anything else that you'd like to share with me today?*

32. Y'a-t-il quelque chose d'autre que vous souhaiteriez ajouter/ partager avec moi en dehors de ce que nous avons discuté jusqu'ici ?

# 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 Ma-Yokdga? 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 Ma-Yokdga ? 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...? Has this changed since you started mentoring? 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 Ma-Yokdga ?

*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 Ma-Yokdga ? 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 BB4 ? 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 ?

*Are there other things the program can provide that would help you do your job as a mentor? Please describe.*

9. 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?*

10. En quoi est-il important pour les enfants d'aller à l'école ? Pourquoi cela est-t-il important ?

*Is it just as important for both girls and boys to go school? Why/Why not?*

11. 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? Has this changed over the past 4 years? If so, how?*

12. 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? Has this changed over the past 4 years? If so, how?*

13. Les personnes de votre communauté soutiennent-ils le fait que les enfants aillent à l'école ? Qu'en est-il des filles ? cela a-t-il changé au cours des 4 années passées ? Si oui comment ?

*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? Has this changed over the past 4 years? If so, how?*

14. 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?*

15. 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?*

16. 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?*

17. 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?*

18. 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?*

19. Avez-vous des suggestions à faire afin d'améliorer les futures formations ?

### **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?*

*Pour ceux qui sont membres des groupes SILC, qu'avez-vous aimé ou n'avez-vous pas aimé à propos de ces groupes ?*



*For those of you who have not joined a SILC, would you be interested in joining one? Why or why not?*

Pour ceux d'entre vous qui n'êtes pas encore membre d'un groupe SILC, seriez vous intéressé a en rejoindre un ? Si oui ou non, pour quelles raisons ?

### **Closing**

*How satisfied are you with the program overall? Why do you feel that way?*

22. Quel est votre état de satisfaction avec le programme dans son ensemble ? Pour quelles raisons avez-vous cet état de satisfaction ?

*How have security issues impacted the program, if at all?*

23. L'insecurité a-t-il impacté l'activité de mentoring ou le programme BB dans son ensemble? Si oui comment ?

*Is there anything else that you'd like to share with me today?*

24. Y'a-t-il d'autres informations que vous souhaitez partager avec moi aujourd'hui ?

# 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 ?

*Have you heard of GASPA (Groupes d'Apprentissage et de Suivi des Pratiques d'ANJE (Alimentation du Nourrisson et du Jeune Enfant) ? What have you heard about it ? What are the main activities ? What are the roles in your community ?*

3. Avez-vous entendu parlé des GASPA (Groupes d'Apprentissage et de Suivi des Pratiques d'ANJE (Alimentation du Nourrisson et du Jeune Enfant)? Si oui, de quoi s'agit-il ? Que font les GASPA ? Quels sont leurs rôles au niveau de la communauté ?

*What have you learned from GASPA groups ? (if applicable)*

4. Qu'avez-vous appris des GASPA ?

## 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) (for interviewer: including breastmilk)*
    - i. *How did you learn about this? Who shared this information with you?*
    - ii. *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)*
    - iii. *How did you learn about this? Who shared this information with you?*
    - iv. *What do others in your family think when a newborn should receive the first food? What about people in your community?*
5. Alimentation du nourrisson

- a. Quel est le premier aliment qu'un tout nouveau-né doit recevoir ? (Expliquez pourquoi) (*pour l'enquêteur : inclure le lait maternel*)
  - i. Comment/de qui savez-vous ces choses?
  - ii. Quelle 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 ?
- b. Quand est-ce que le bébé doit recevoir son premier aliment ? (Expliquez pourquoi ?)
  - iii. Comment/de qui savez-vous ces choses?
  - iv. Quelle 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. *What do you know about breastfeeding? How do you know about it? Who shared this information with you?*  
Parlons maintenant de l'allaitement maternel. Que savez-vous de l'allaitement maternel ? Qui vous a appris ces choses ?
- b. *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?*
- c. *Why do you think some women do not breast feed? What are some of the barriers to breastfeeding?*
- d. *How long should a baby receive only breastmilk? (Explain why)*
  - i. *How did you learn about this? Who shared this information with you?*
- e. *Do you think breast milk alone is sufficient for the baby for the first six months? (Explain why)*
  - i. *How did you learn about this? Who shared this information with you?*

#### 6. Allaitement

- a. Est-ce que la plupart des femmes de votre famille allaitent leurs bébés en général ? Qu'en est-t-il des femmes de votre communauté ?
- b. Est-ce que les personnes de votre communauté s'attendent à ce que les femmes allaitent leurs bébés ?
- c. Selon vous, pourquoi certaines femmes n'allaitent pas ? Quelles sont les barrières à l'allaitement maternel ?
- d. Selon vous, pendant combien de temps, un bébé peut-il recevoir l'allaitement maternel exclusif ? (Pourriez vous expliquer pourquoi?) Comment/de qui savez vous ces choses ?
- e. Pensez vous que l'allaitement maternel exclusive peut suffir au bébé pour les six premiers mois ? (Pourriez vous expliquer pourquoi?) Comment/de qui savez vous ces choses ?

#### *Continued breastfeeding*

- a. *After six months, should breastfeeding continue? (Explain why)*

- a. *How did you learn about this? Who shared this information with you?*
  - b. *Is it possible to continue breastfeeding until 1 year or more? (Explain why)*
    - a. *How did you learn about this? Who shared this information with you?*
  - c. *How long should breastfeeding continue? For how long do women in your family breastfeed? Why?*
    - a. *How did you learn about this? Who shared this information with you?*
- 7. **Allaitement maternel continue**
  - a. *Après six mois, selon vous, est-ce que l'allaitement maternel exclusif peut continuer ? (Expliquez pourquoi ?) comment/de qui savez-vous ces choses ?*
  - b. *Est-il possible de poursuivre l'allaitement maternel jusqu'à un an ou plus ? (Expliquez pourquoi?) Comment/de qui savez-vous ces choses?*
  - c. *Pendant combien de temps l'allaitement maternel doit-il continuer ? Pendant combien de temps les femmes de votre famille allaitent-elles ? Pourquoi ? Comment/de qui savez-vous ces choses ?*

#### *Introducing semi-solid foods*

- a. *At what age should babies start eating semi-solid foods in addition to breastmilk? (Explain why)*
    - a. *How did you learn about this? Who shared this information with you?*
  - 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? (interviewer note: includes milk and solid food)*
    - a. *How did you learn about this? Who shared this information with you?*
- 8. **Introduction d'aliments semi-solides**
  - a. *A partir de quel âge, les bébés doivent-t-ils commencer à manger des aliments semi-solides en plus du lait? (Expliquez pourquoi?) Comment/de qui savez-vous ces choses ?*
  - a. *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-t-il de votre communauté ? Pourquoi pensez-vous que c'est à partir de cet âge que le bébé peut manger ce type d'aliments ?*
  - b. *Combien de fois un bébé doit-il être nourri (lait, bouillie, aliments semi solides et solides) chaque jour ? Pourquoi ? Comment/de qui savez-vous ces choses ?*

#### **Nutrition**

*What kinds of food are considered to be healthy? Can you give me some examples? Why are these foods healthy?*

- 9. *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 ?*

*Could you tell me what is iron?*

- a. *Where could you find iron in food?*
  - b. *Can you give me a reason why people should eat these foods?*
  - c. *How did you learn about this? Who shared this information with you?*
  - d. *Do people in your community eat these foods? Why/Why not?*
10. Pouvez-vous me dire ce qu'est le fer ?
- a. Ou peut-t-on trouver le fer?
  - b. Pouvez-vous me donner une raison pour laquelle on doit manger ce type d'aliments ?
  - c. Comment/de qui savez-vous ces choses ?
  - d. Les personnes de votre communauté mangent-t-ils ce type d'aliments ? Pourquoi ? Pourquoi pas ?

*Could you tell me what is Vitamin A?*

- a. *Where could you find Vitamin A in food?*
  - b. *Can you give me a reason why people should eat these foods?*
  - c. *How did you learn about this? Who shared this information with you?*
  - d. *Do people in your community eat these foods? Why/Why not?*
11. Qu'est-ce que la vitamine A ?
- a. Ou peut-on trouver la vitamine A ?
  - b. Pouvez-vous me donner une raison pour laquelle les gens doivent manger ces aliments ?
  - c. Comment/de qui savez-vous ces choses ?
  - d. Les gens de votre communauté mangent-ils ce type d'aliments ? Pourquoi ? Pourquoi pas?

*Could you tell me what is iodine (e.g. iodized salt)?*

- a. *Where could you find iodine (or iodized salt)?*
  - b. *Can you give me a reason why people should eat these foods?*
  - c. *How did you learn about this? Who shared this information with you?*
  - d. *Do people in your community eat these foods? Why/Why not?*
12. Qu'en est-t-il de l'iode (sel iodé, poissons de mer, fruits de mer)?
- a. Ou peut-on trouver l'iode?
  - b. Pouvez vous me donner une raison pour laquelle les gens doivent-t-ils manger ce type d'aliments?
  - c. Comment/de qui savez-vous ces choses ?
  - d. 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? Have you changed your and your family's diet over the past year? If so, what or who contributed to the change?*

- a. *If your diets have changed, is it easier to afford these diets? Why or why not?*
- b. *Are all members of the community able to afford these diets?*

- c. *Could you tell me about the people in your community that can afford these diets?*
  - d. *What are some of the barriers to accessing healthy meals for your family? What would be helpful to overcome those barriers?*
13. Lorsque vous préparez des repas pour votre famille, pensez vous à la qualité nutritionnelle de ces repas? Pourquoi? Avez-vous changé les habitudes alimentaires de votre famille durant les 12 derniers mois ? Quelles sont les raisons de ce changement ? Quelqu'un a-t-il joué un rôle dans ce changement ?
- a. Au cas ou vous avez changé vos habitudes alimentaires, est-il plus facile ou difficile d'obtenir ces types d'aliments ? Pourquoi ?
  - b. Tous les membres de la communauté sont-ils capables de se procurer ces aliments ?
  - c. Pouvez vous m'en dire plus sur les membres de votre communauté qui arrivent à obtenir ces aliments ?
  - d. Quelles sont certaines des barrières qui vous empêchent de préparer des repas sains pour votre famille? Comment ces barrières pourraient-elles être levées ?

#### **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?*

14. Lorsque vous avez besoin d'informations sur ce qui est bon de manger ou ce qui ne l'est pas, ou 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?*

15. 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?*

16. 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?*

17. 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? How did you learn about this? Who shared this information with you?*

18. A quel moment pensez-vous que les gens doivent laver leurs mains ? Comment/de qui savez-vous ces choses ?

*How important is hygiene and handwashing for your children's health? How did you learn about this? Who shared this information with you?*

19. Quelle est l'importance de l'hygiène et du lavage des mains pour la santé de vos enfants ? Comment/de qui savez-vous ces choses ?

*How often and when do you think people should wash their hands? Why? How did you learn about this? Who shared this information with you?*

*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 ? Comment/de qui savez-vous ces choses ?
- a. Quelles sont les pratiques et les attitudes de votre communauté sur la question ?

### **Recommendations/Sustainability**

21. *What recommendations do you have for GASPA?*

Avez-vous des recommandations pour le GASPA ?

22. *What would you like to learn from GASPA in the future ?*

Que souhaiteriez-vous apprendre du GASPA dans le futur ?

23. *How else can GASPA support mothers moving forward ?*

Comment le GASPA pourrait-il mieux accompagner les mères ?

### **Fin**

*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 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 the American Institutes for Research (AIR), a US-based research company. Catholic Relief Services (CRS) has contracted with AIR to carry out an independent evaluation of the Beoog Biiga IV (BB4) 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 AIR. CRS a mandaté notre structure et le bureau d'étude AIR pour conduire une évaluation indépendante du programme BBIV. 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:**

- School administrators / CCEB
- Mayors / maires
- National government officials (MENAPLN, MOH)
- CRS/OCADES

# School Administrators Guide – CCEB and Province Level Education Administrator

## Guide CCEB

### Background/Introduction

*What is your title? How long have you been with the CEB [or role]?*

1. Pour commencer pourriez-vous s'il vous plait vous présenter? Depuis combien de temps êtes vous dans cette CEB [Depuis combien de temps occupez-vous votre poste]?

### BB4

*Are you familiar with Beoog Biiga program? Have you been involved with the program?*

2. Êtes vous familier du programme Beoog Biiga? Dans quelle mesure avez-vous été impliqués dans ce programme ?

*What are some things that you think worked particularly well?*

3. Qu'est ce qui a particulièrement bien marché dans ce projet ?

*What, if anything, surprised you about the program? Why and how?*

4. Y'a-t-il eu quelque chose de surprenant à propos de ce projet? 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-t-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 effectué 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/STOREKEEPER]** *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 BB4 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 BB4 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 have the security issues or government changes impacted the schools and these program activities?*

14. 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?*

15. Y'a-t-il autre chose que vous souhaiteriez partager avec moi aujourd'hui?

# National Government Official Guide (MENAPLN, MOH)

## Guide à l'intention des officiels (MENAPLN, 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?

*What are some things that you think are working particularly well in BB4?*

4. Quels composants ou aspects du projet fonctionnent bien ?

*From your understanding, to what extent does the program effectively consider economic, cultural, and political contexts?*

5. De votre point de vue dans quelle mesure le projet tient-t-il compte des contextes économique, politique et culturel ?

### **[MENAPLN – Reading/Literacy]**

*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?*

*Does the government collaborate with the BB4 project to provide teacher training in literacy approaches? If the project were to end, would the government continue to use the project's literacy approach?*

### **[MENAPLN]**

6. 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 ?

- a. 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 ?
  - b. 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 ?
7. Le gouvernement collabore-t-il avec le projet BB pour assurer la formation des enseignants aux approches d'alphabétisation ? Si le projet devait prendre fin, le gouvernement continuerait-il à utiliser l'approche d'alphabétisation du projet ?

**[MENAPLN – Cantine scolaire / 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 changed?*

- a. *[IF YES] How or why has attendance improved? Do you think the school lunch program can be sustained? How can it be sustained?*
  - b. *[IF NO] Why do you think that is? What can be done to improve children's school attendance?*
8. 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 ?
- a. 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 ?
  - b. Si non (fréquentation ou p
  - c. ésence scolaire pas améliorée) , pourriez-vous nous en donner les raisons ? Comment pourrait-t-on améliorer le niveau de fréquentation scolaire ?

*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 future?*

- a. *Why/Why not?*
  - b. *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?*
9. 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 cantine) c'est-à-dire d'ici les trois prochaines années ?
- a. Pourriez-vous nous en donner les raisons ?
  - b. 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 ?

*The current phase of the program, the government provides school meals for 3 months of the year, can you tell me about the kinds of food provided during this time?*

c. *Have there been any challenges with delivering food to school canteens during that time of the year?*

10. Dans la présente phase du programme, le gouvernement a fourni 3 mois de vivres à la cantine scolaire au cours d'une année scolaire. Quels ont été les types de vivres fournis pendant ces trois mois ?

a. Y'a-t-il eu des défis liés à la livraison de vivres aux cantines scolaires durant cette période de l'année ?

*BB4 includes **local procurement** of agricultural commodities to come from communities for part of the year. What do you think about this plan? Can you see any challenges?*

11. BB4 a un plan d'approvisionnement en produits agricoles locaux provenant des communautés locales en vue de couvrir une partie de l'année académique. Que pensez-vous de cette approche ? Entrez-vous des défis particuliers liés à cette approche ?

*Part of the CRS sustainability plan includes training for MENAPLN and municipal employees to improve quality, efficiency, and timeliness of local procurement. Has this happened? Do you have any thoughts on this?*

12. Dans le cadre de son plan de soutien à la pérennité de son approche, CRS prévoit de renforcer les capacités du ministère de l'éducation nationale et des communes de sorte à améliorer la qualité, la célérité et l'efficacité du processus local de passation de marché

*Our understanding is that MENAPLN and the Presidential Initiatives' Permanent Secretary have agreed to work with CRS on a sustainability plan for school feeding and memorandums of understanding (MOUs), to continue school feeding. Could you speak to this?*

13. Un memorandum d'entente a été signé entre le ministère de l'éducation nationale et le secrétariat permanent de l'initiative présidentielle relative à l'alimentation scolaire, pourriez-vous nous en parler davantage ?

*Our understanding is that MENAPLN validated the **2021-2025 National Strategy for School Feeding and Nutrition (SNANS) in January 2021**. Could you speak to implementing this strategy and funding for SNANS and school canteens after the Beoog Biiga project ends?*

14. Le ministère de l'éducation nationale a validé la stratégie nationale d'alimentation et de nutrition scolaire (SNANS) en Janvier 2021. Pourriez-vous nous parler de la mise en œuvre de cette stratégie et son financement après la fin du programme BB?

*Are there any laws in place or in process to guarantee funding for school canteens? Could you speak more to this?*

15. Existe-t-il des lois ou des projets de lois garantissant le financement des cantines scolaires? Si oui, pourriez-vous nous en parler?

*What is the role of school gardens and school farms for school canteens?*

16. Quelle est l'importance des jardins scolaires et des champs écoles pour les cantines scolaires ?



**[MOH – GASPA]**

*What do you think of the program activities to educate pregnant and lactating women on maternal and child nutrition?*

17. 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 ?

*What has worked well and what could be improved?*

18. Qu'est-ce qui a bien marché et qu'est ce qui pourrait être amélioré ?

**Sustainability/ Durabilité**

*From your perspective, which activities will be sustainable if the project ended? Please explain.*

19. 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 ?

*How is MENAPLN involved in continuing programs after the Beoog Biiga project ends?*

20. Dans quelle mesure le ministère de l'éducation nationale est-il impliqué dans le processus de pérennisation du programme après la fin de Beoog Biiga ?

*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?*

21. 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 ?

*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?

# Mayors/PDS 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 plaît vous présenter? Depuis combien de temps êtes-vous maire? leader communautaire?

## Overall

*What do you see as the biggest issues facing schools in your community?*

2. Quels sont les plus grands défis/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?

## BB4

*Are you familiar with Beoog Biiga program? How have you been involved with the program, if at all?*

4. Êtes-vous familier du programme BB? Dans quelle mesure avez-vous été impliqués dans ce programme?

*What are some things that you think are working particularly well?*

5. 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 projet 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-il aux besoins et priorités de votre communauté?

*What training, if any, have you received from the BB4 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 BB4? 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 difficulties, if any, have you had in applying learnings from the training?*

11. Quels sont les difficultés 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 functional canteens?*

18. Les écoles dans votre communauté disposent-elles de cantines?

*What is your role, if any, in with regard 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 ?

## **SUSTAINABILITY / DURABILITE**

*What more could the BB4 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 if the BB4 program ends?  
[probe: who would take the lead?]*

21. Comment la cantine et les autres activités du programme pourraient être pérennisées après le projet ?

*With BB4, there is **local procurement** of food from your communities to be provided to the schools. Have you been made aware of this ? Do you see any challenges with this approach ?*

22. Avec BB4, il y a la fourniture de vivres au niveau local c'est-à-dire à partir des communautés locales. Êtes-vous au courant de cette approche ? Entrevoyez-vous déjà des défis ou des avantages liés à cette approche ?

*Have you or municipal employees received training on local procurement, and procurement at the municipality level, for example on quality, efficiency, and timeliness?*

23. Auriez vous ou certains de vos collègues reçus des formations sur les passations de marché au niveau local ? Par exemple sur les aspects liés à la qualité, la célérité et l'efficacité ?

*Have you heard about **resource allocation plans**, to be developed by PTAs and submitted to municipalities to provide more funding to cover any gaps in community contributions to school canteens?*

24. Auriez vous entendu d'un **plan d'allocation de ressources** à développer par les associations de parents d'élèves afin de disposer de ressources financières pour combler les déficits en lien avec la mobilisation communautaire pour le compte des cantines scolaires ?

25. **[For participating schools in pilot]** The project will also provide support for remote learning when children cannot go to school 'learning literacy with tablets'. What do you think of this approach ?

**[Bam et Sanmantega]** Le programme fournira également un appui pour un enseignement à distance des élèves ne pouvant pas se rendre à l'école « alphabétisation avec tablettes » , Que pensez-vous de cette approche ? ?

## **Closing**

*How have the security issues or government changes impacted the schools and these program activities?*

26. 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?*

27. Y'a-t-il autre chose que vous souhaiteriez 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 BB4 project?*

1. Pour commencer, pouvez-vous m'en dire plus sur votre rôle dans le cadre du projet BB4?

*What are some things that you think worked particularly well?*

2. Qu'est ce qui a particulièrement bien marché/eu du succès dans le cadre du programme BB4 ?

*What, if anything, has surprised you about the program? Why and how?*

3. Y'a-t-il eu des résultats surprenants ou inattendus que ce soit positifs ou négatifs dans le cadre de BB3 ? Si oui quels en ont été 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 coût/bénéfice ?

*What have been any cost-related challenges with project activities?*

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 coûts ?

*What are some things that did not work so well?*

6. Qu'est ce qui a moins bien marché dans le cadre du programme BB4 ?

*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. Rétrospectivement, qu'auriez-vous fait différemment ou chercher à améliorer si BB4 était à refaire ? Avez-vous des suggestions ou recommandations visant à corriger ce qui n'a pas bien marché lors de BB4 ? Si oui lesquelles ?

*To what extent does the project align and complement programs from other donors, NGOs, international organizations, and local organizations?*

8. Dans quelle mesure ce projet est-t-il en phase ou en complémentarité avec d'autres projets pilotés par d'autres ONGs 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 this 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, did beneficiaries' needs change? If so, how did the project respond?*

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 ?

*Is there an existing local source for food commodity procurement? Could you describe how this works?*

12. Au niveau local existe-t-il des sources d'approvisionnement en produits vivriers à même de répondre aux besoins des écoles ? Si oui comment cet approvisionnement local fonctionne-t-il (quels en sont les principaux acteurs)?

*Do you anticipate any specific challenges with local procurement of food supplies for school canteens ? Are local food sources being well utilized ? What are the benefits and challenges that you see?*

13. Les vivres sont achetés au niveau local pour approvisionner les cantines scolaires dans certaines régions. Que pensez-vous d'une telle approche ? Pensez-vous qu'elle puisse être viable et pérenne ? Quels sont les avantages et défis que vous entrevoyez ?

*The project will also provide support for remote learning when children cannot go to school with a pilot: 'learning literacy with tablets'. What do you think of this approach?*

14. Le programme fournira également un appui pour un **enseignement à distance** des élèves ne pouvant pas se rendre à l'école « alphabétisation avec tablettes » , Que pensez-vous de cette approche ?

*Were project activities achieved on time? If not, what were the obstacles?*

15. Toutes les activités du programme ont-elle pu être mises en œuvre à temps ? Si non, pourquoi ?

*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?*

16. 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 are the project management structures?*

17. Dans quelle mesure les structures de gestion du projet ont-elle été efficaces?

*How has the project coordinated with other stakeholders?*

18. Comment s'est passé la coordination avec les autres parties prenantes dans le cadre de la mise en oeuvre du projet?
- a. Are there any significant changes to coordination with stakeholders for BB4 ?

## **Sustainability/ Durabilité**

*What are the major factors that are likely to influence sustainability of activities and outcomes after the project ends?*

19. Quels sont les facteurs clés susceptibles d'influencer la durabilité des activités et des résultats ou acquis atteints après la fin du projet?

*Has the project engaged with stakeholders to sustain project activities after project funding ends? If yes, how?*

- b. What will their roles be?*
  - c. What systems are in place to sustain outcomes after the project ends?*
  - d. Are there plans in place for project sustainability after the end of BB4?*
20. 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 ?
- e. Quels seront les rôles des diverses parties*
  - f. Quel mécanisme est mis en place afin de garantir la pérennité du projet ?*

*How do government capacity and priorities contribute to sustainability?*

21. 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.*

22. 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 ?

*Could you discuss CRS's advocacy work to government and progress in annual budgets for school canteens or a law to guarantee funding for school canteens?*

23. Pourriez vous nous parler des actions de plaidoyer de CRS auprès du gouvernement et de l'évolution des budgets annuels pour les cantines scolaires ainsi que d'éventuelles législations garantissant le financement des cantines scolaires ?

*Could you describe CRS's sustainability plan and any support from CRS working with community stakeholders to promote community contributions of commodities to school canteens?*

24. Pourriez vous nous décrire **le plan de pérennisation de CRS** et des appuis fournis par CRS à l'endroit des communautés en vue de promouvoir la contribution communautaire en vivres aux cantines scolaires ?

*Could you discuss support for PTAs to develop resource allocation plans to cover community contributions to school canteens?*

25. Pourriez vous nous parler de l'appui apporté par les associations de parents d'élèves en vue de développer des plans d'allocation de ressources couvrant les contributions communautaires aux cantines scolaires ?



*Could you please discuss support for Savings and Internal Lending Community (SILC) groups and their role in supporting school canteens?*

26. Pourriez vous nous parler de l'appui apporté par les **coopératives d'épargne et de crédit** aux cantines scolaires ?

### **Closing**

*How has the project been affected by security issues?*

*g. How did the project respond?*

27. Comment le projet a-t-il été affecté par les questions sécuritaires?  
h. Comment le projet y a répondu?

*Is there anything else that you'd like to share with me today?*

28. Y'a-t-il autre chose que vous souhaitez partager avec moi aujourd'hui?

## Annex J: Midline Evaluation TOR

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**Catholic Relief Services Burkina Faso**

**Program Name: McGovern-Dole International Food for Education and Child Nutrition  
Program (Beoog Biiga IV)**

**Agreement: FFE-686-2021-005-00**

**Program Period: October 2021- September 2025**

**Terms of Reference for Mid-term and Final evaluation**

**TOR subject to USDA approval and may require modification.**

**September 2023**

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

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## List of Acronyms

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
Local and Regional Procurement	LRP
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

## 1. Purpose

The purpose of the terms of reference (TOR) is to outline duties and deliverables and describe the methodological requirement for midterm and final evaluations for the United States Department of Agriculture (USDA) FY21 McGovern-Dole (MGD) International Food for Education and Child Nutrition Program implemented by Catholic Relief Services (CRS)/Burkina Faso (Agreement #FFE-686-2021-005-00). The TOR will also provide the tasks and responsibilities for an external consultant to conduct these evaluations.

CRS will consider each evaluation as a separate activity and reserves the right to end its relationship with the external consultant or firm if the midterm evaluation performance is not satisfactory. The Baseline study has already been conducted, this current Terms of Reference aims to recruit a firm to complete both the mid-term evaluation and the final evaluation.

However, if the 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 would need to be approved by CRS.

## 2. 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 fourth phase of Beoog Biiga (BBIV) will consolidate successful results of 12 years of CRS-managed McGovern-Dole/United States Department of Agriculture (USDA)-funding and will capitalize on and support the government of Burkina Faso’s (GoBF) long-term commitment to self-sustained school feeding. In this phase, in collaboration with the GoBF and specifically with the Ministry of National Education and Literacy (MENAPLN), CRS will target 1004 schools ( 53 preschools and 951 primary schools) in the three original provinces (Bam, Namentenga, Sanmatenga) from the Center-North region and two new provinces from the Plateau-Central Region (Ganzourgou, Oubritenga) to increase access to food, improve student retention and health, increase teacher capacities, and improve education outcomes. Indeed, it is worth noting that due to insecurity which made some municipalities and schools inaccessible in the original intervention zone, the project is relocating its activities to the neighboring region of Plateau-Central Region, an area which is receiving more and more displaced students from the central North region. This relocation increases the number of schools from 860 to 1004 to reach the total number of beneficiaries highlighted in the project amended document. Through BBIV, alongside its local implementing partner Catholic Organization for Development and Solidarity (OCADES/Caritas), CRS will procure 7,100 metric tons (MT) of USDA commodities for school meals

in the target schools. Throughout the project, CRS will continue to employ its proven adaptability and agility to ensure continuity of quality education despite instability in Burkina Faso. As part of this strategy, CRS will pilot a distance learning program in BBIV to curb disruptions to education.

Beoog Biiga IV will enhance the sustainable initiatives begun under Beoog Biiga III 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 and to address high rates of malnutrition issues, allowing the children to reach preschool safely and in good health. Furthermore, Beoog Biiga IV will continue to build and to improve community support for education and health in the new project zone as well as in the remaining original zone 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.

The overall objectives of this 4-year project are as follows:

- Improve the quality of literacy instruction through training of school administrators and teachers, the promotion of literacy through formative reading assessments, the distribution of school supplies and materials, and the recognition of teacher performance.
- Improve attentiveness and reduce short-term hunger by providing daily school meals.
- Improve student attendance by establishing school libraries and extra-curricular activities, forming savings and lending groups, providing take home rations, promoting enrollment campaigns, building/rehabilitating preschool structures, and raising awareness on the importance of education.
- Increase knowledge of nutrition, health, and hygiene practices, safe food preparation and storage practices, and increase access to clean water and sanitation services, preventative health interventions, and requisite food preparation and storage tools and equipment by facilitating trainings and distributing micronutrients, deworming medication and energy saving stoves; and
- Improve use of nutritious and culturally acceptable food and timeliness of

food assistance.

In years two through four of the program, CRS will provide meals to 174,370 students from 53 preschools and 951 primary schools in the remaining original zone of Bam, Sanmatenga, and the new project relocation municipalities of Oubritenga (Ziniare) and Ganzourgou (Zoungou, Mogtedo, Boudri) for a period of three months (January-March). In Namentenga (Boulsa), and the other municipalities of Ganzourgou (Salogo, Meguet, kogho, Zam), and Oubritenga (Absouya, Dapelogo, Nagreongo, OurgouManega) students will receive their school meals under the Local and Regional Food Aid Procurement (LRP) program agreement.

CRS' current LRP program (running from 2019 to 2024) will cover school feeding needs of 212 schools in the six communes of the province of Oubritenga (Absouya, Dapelogo, Nagreongo, OurgouManega, Loubila and Ziniare). In the third year of BBIV program, CRS will phase in all LRP schools once the current LRP program closes in Mid-2024 BBIV will expand the LRP program into 220 schools in the four communes of the province of Oubritenga (Absouya, Dapelogo, Nagreongo, Ourgou Manega). 74,956 students will receive their nutritious meals from the Local and Regional Food Aid Procurement (LRP) program in years two, three, and four. The commodities will also be distributed for school meals and take-home rations. In communities where PTAs are strong enough, the LRP program and BBIV will pilot targeted support to PTAs

/COGESS, enabling them to take on and manage local procurement processes, rather than mayors. CRS will build the capacities of Municipalities and PTAs, reinforcing their skills in school feeding management such as, planning of food needs for the school year, estimating food quantities for procurement, planning budgets, creating distribution plans for supplies, overseeing monitoring and control and data collection and reporting activities.

CRS is leading project implementation of Beoog Biiga IV, 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 347,120 direct beneficiaries including:

- 264,675 primary and preschool students
- 4,299 teachers receiving training in literacy and/or health and Nutrition.
- 11,218 children under five (0-59 months) and 2,387 pregnant women receiving nutrition- specific interventions.
- 1004 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:

- Building/Rehabilitation of Schools
- Establish activities to Promote Literacy
- Training: School Administrators
- Training: Teachers
- Raising Awareness of the Importance of Education
- Formation of Savings and Lending Groups
- Teacher Recognition
- Providing School Meals
- Take Home Rations
- Training: Commodity Management
- Capacity Building: Local, Regional, National Level
- Training: Food Preparation and Storage Practices
- Training: Good Health and Nutrition Practices
- Raising Awareness on the Importance of Health, Nutrition, and WASH practices
- Distribution: De-worming medication, vitamins & minerals

In addition, the Beoog Biiga IV project's results framework can be found in Appendix B.

### **3. Program Evaluation process**

The Beoog Biiga evaluation process will be completed in three phases: baseline, midterm, and final evaluation. The completed baseline allowed CRS to estimate the coverage of performance indicator prior to the start-up of activities. It is worth noting that, for the new zone, the project conducted an internal baseline to collect data in the new communities. The midterm evaluation planned this FY24 will help CRS to 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.

#### **a. Midterm Evaluation**

##### **i. Purpose and Scope of Evaluation**

The midterm evaluation aims to assess the progress of Beoog Biiga IV'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 IV program. CRS has planned to complete the midterm evaluation in FY 2024. 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 final evaluation. Given that the project intervention zones (new zone in Plateau-Central region and remaining original zones in Central North region) do not have the same level of BB4 implementation, the mid-term evaluation will need to undertake analysis of actions in each project area as well as an overview analysis of the whole project 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 April – August 2024 and will follow the same design, tools, and sampling methodology as the baseline.

The evaluation will also document lessons learned and provide recommendations for mid-course corrective actions necessary to effectively and efficiently meet the project objectives and results. Both CRS and its sub-recipients will provide inputs for a complete survey design, including sample and data collection methodology, quantitative and qualitative components appropriate for the expected results. CRS anticipates that key evaluation questions which inform this design may include those outlined below.

## **ii. Key Evaluation Questions**

The midterm evaluation will rely on key questions presented in the overall design and key evaluation questions developed by the Organization for Economic Cooperation and Development (OECD)<sup>22</sup>: 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.

### **Relevance:**

- To what extent are the project interventions meeting the needs of the beneficiaries and stakeholders in the economic, cultural, and political context?
- To what extent are the project interventions aligned with Burkina Faso's education and/or development investment strategies and policies and with USDA and U.S. government development goals, objectives, and strategies?
- To what extent were the implementation strategies relevant to improve (1) children's literacy, (2) student enrollment and attendance (particularly girls), and (3) community engagement?
- Are stakeholders (students, PTA, parents, teachers, school administrators and

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<sup>22</sup> OECD (2021). *Applying Evaluation Criteria Thoughtfully*. <https://doi.org/10.1787/543e84ed-en>

local authorities) satisfied with their participation in the project? Why or why not?

**Effectiveness:**

- -To what extent have students improved their nutrition, health, and hygiene-related practices?
- - To what extent do the project interventions help address student hunger?
- - To what extent do the project interventions help address student attentiveness?
- -To what extent have students (boys and girls) increased their reading comprehension compared with baseline?
- - To what extent has the pilot activity 'learning literacy with tablets' improved children's literacy skills?
- To what extent has the project achieved its objectives and does this differ for boys/girls/men/women. Effectiveness will also assess what interventions contributed to the expected results or objectives.
- To what extent does the project coordinate and collaborate with other stakeholders?
- How effective is the mobilization of community counterparts and to what extent does the implementation of this measure impact the effectiveness of the project?
- How well has the MEAL mechanism helped the implementation of the project, and what improvements could be made?
- Is there an improvement in students' attention following the implementation of the strategies for effective management of students' attention recommended in the study on students' attention?

**Efficiency:**

- To what extent have the project resources (inputs) led to the achieved results? Could the same results have been achieved with fewer resources or alternative approaches?
- What indications are there that activities have been cost efficient?
- Have the objectives been achieved on time? If not, what were the obstacles?
- How has the project responded to any internal and/or external factors that have hindered the efficient implementation of project activities?

**Impact:**

- Are there indications that the project is on track to achieve the impact it was designed to have?
- what are the signs of positive (or negative) impact that the project interventions are having on students, teachers/directors, schools, communities, and the government?

**Sustainability:**

An assessment will determine how project activities will continue with the absence of support from USDA and CRS. Sustainability will also assess the extent to which the project has planned for the continuation of activities, developed local ownership for the project, and developed sustainable partnerships?

- What are the major factors that are likely to influence the achievement or non- achievement of project sustainability?
- How do government capacities, policies, procedures, and priorities contribute to sustainability?
- What are the key institutions (i.e., international, national, provincial/district, and local stakeholders) and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and effective school meal programs?
- What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?
- Is there evidence of more community capacity for sustainability? communities ready to take over? Is there willingness of community members to participate without financial expectations?
- A sustainability plan was prepared as part of the initial proposal. How has this plan changed since then? What is the current status with respect to the defined milestones? Is the project on track with respect to sustainability? What might need to be done differently to strengthen success?"

The key questions that may be asked during the midterm evaluation, as well as the data collection methods, are listed below relative to the projects results levels as presented in the results framework.

Strategic Objectives and Results	Key Questions	Methods
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<b>SO1. Improved Literacy of School-Age Children</b>	<ul style="list-style-type: none"> <li>- What percent of students (boys and girls) have increased their reading comprehension compared with baseline? What factors contributed to this? What factors inhibited this?</li> <li>- Is there any significant difference between students receiving a normal school program compared with students receiving a mentoring program?</li> <li>- Is there any significant difference between students receiving LRP food and those receiving US commodities?</li> </ul>	<ul style="list-style-type: none"> <li>- Student literacy assessment (ASER-reading test), disaggregated by gender; old/new schools; LRP/imported commodities; and whether school has the mentoring activity</li> <li>-Teacher interviews, with same disaggregation as above</li> </ul>
<b>IR1.1. Improved Quality of Literacy Instruction</b>	<ul style="list-style-type: none"> <li>- <del>Have literacy instruction trainings been completed as planned?</del></li> <li>- How well have teachers implemented literacy teaching techniques acquired under BBIV literacy training? Are teachers using formative assessment, are they incorporating TaRL strategies, etc.)</li> <li>- How much time per day do they devote to literacy instruction? What challenges do they face in devoting the time suggested?</li> <li>- What aspects do they find most useful and why (The training; the materials; the overall project)?</li> <li>- In what way has the quality of education improved as a result of the adoption of technical trainings for teachers?</li> <li>- What percent of teachers demonstrate use of new teaching techniques and knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>- CRS program data (training reports)</li> <li>- Teacher surveys</li> <li>- Teacher interviews</li> <li>- Classroom observations</li> </ul>

Output. 1.1.1. More Consistent Teacher Attendance	<ul style="list-style-type: none"> <li>- To what extent have teachers' attendance improved in schools compared with the baseline? If so, why?</li> <li>- What are the greatest inhibiting factors to teacher's attendance?</li> <li>- What project interventions influenced the improvement of teacher attendance?</li> </ul>	<ul style="list-style-type: none"> <li>- Key informant interviews with school administrators</li> <li>- Teacher interviews</li> </ul>
Output. 1.1.2. Better Access to School Supplies & Materials	<ul style="list-style-type: none"> <li>- To what extent have school supplies and materials been distributed as planned?</li> <li>- What materials have been supplied?</li> <li>- Is there evidence that the distributed materials are being used regularly and effectively?</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>- How have these materials contributed to learning?</li> </ul>	<ul style="list-style-type: none"> <li>- Distribution reports (CRS program data)</li> <li>- Classroom observations</li> <li>- Teacher surveys</li> <li>- Teacher interviews</li> <li>- Student interviews</li> </ul>
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?</li> </ul>	<ul style="list-style-type: none"> <li>- Distribution reports (CRS program data)</li> <li>- Classroom observations</li> <li>- Teacher key informant interviews</li> <li>- Student interviews</li> </ul>

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>- In what ways has the quality of teaching improved based on the tools and techniques used by teachers? 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 to be even more effective in literacy instruction?</li> </ul> <p>Have literacy instruction trainings been completed as planned?</p>	<p>Training reports (CRS program data)</p> <ul style="list-style-type: none"> <li>- Teacher surveys</li> <li>- Classroom observations</li> <li>- Key informant interviews</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 improved based on techniques used by the administrators?</li> <li>- How well do administrators conduct school visits for teacher pedagogical accompaniment? Are schools sufficiently visited to create an enabling environment for the use of new techniques?</li> </ul>	<ul style="list-style-type: none"> <li>- School administrator surveys</li> <li>- Teacher surveys</li> <li>- CRS program data (training reports)</li> </ul>

<b>IR1.2. Improved Attentiveness</b> Output 1.2.1. Reduced Short-Term Hunger	<ul style="list-style-type: none"> <li>- To what extent have school meals been distributed as per the project's budget and timeline? Is there any significant difference in distribution timeframe between schools</li> </ul>	<ul style="list-style-type: none"> <li>- Distribution reports ( in LRP schools and US government commodities)</li> <li>- Student surveys</li> </ul>
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	<ul style="list-style-type: none"> <li>benefiting LRP commodities and those receiving US government commodities?</li> <li>- What percent of students in target schools indicate that they are hungry during school afternoons? Is there any significant difference between schools benefiting LRP commodities and those receiving US government commodities?</li> <li>- How do students view the ration size? Is there any significant difference between schools benefiting LRP commodities and those receiving US government commodities?</li> </ul>	<ul style="list-style-type: none"> <li>- Student interviews</li> </ul>
Output 1.2.1.1/1.3.1.1 Increased Access to Food (School Feeding)/LRP 1.2	<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? Is there any significant difference between THR in schools benefiting LRP commodities and those receiving US government commodities?</li> <li>To what extent have local food been procured and distributed as per the project's timeline and budget?</li> <li>- How do students like the commodities provided for school meals? Is there any significant difference in the preference between LRP commodities and US government commodities?</li> <li>- What percent of school level warehouses demonstrate appropriate storage of commodities?</li> </ul>	<ul style="list-style-type: none"> <li>- Distribution reports (CRS program data)</li> <li>- Student interviews</li> <li>- Warehouse observations (as much as is feasible)</li> </ul>



<b><i>IR1.3. Improved Student Attendance</i></b>	<ul style="list-style-type: none"> <li>- What is the current student attendance rate? What changes have been made from the baseline?</li> <li>- Is there any significant difference in students' attendance rate between schools benefiting LRP commodities and those receiving US government commodities?</li> </ul>	<ul style="list-style-type: none"> <li>- Student attendance logs</li> <li>- Student interviews</li> <li>- Foods logs</li> <li>- Head count (evaluator)</li> </ul>
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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> <li>- Have the mentors been recruited and trained as per the project's timeline and budget?</li> <li>- Have the mentors conducted regular mentoring activities as planned?</li> <li>- Have the SILC activities been implemented as per the project's timeline and budget?</li> </ul>	<ul style="list-style-type: none"> <li>- CRS program data (training reports, activity reports)</li> <li>- OCADES key informant interviews</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 with the baseline? If so, how?</li> <li>- Which factors have facilitated or have been obstacles towards enrollment?</li> </ul>	<ul style="list-style-type: none"> <li>- Student registers</li> <li>- Teacher/school key informant interviews</li> <li>- Out of school students surveys-</li> </ul>
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>- Has parents' knowledge of the importance of education changed compared with baseline?</li> <li>- Has parents' level of contribution to the school canteen changed?</li> </ul>	<ul style="list-style-type: none"> <li>- Parent of children in school and out of school surveys-</li> <li>- CRS program data</li> </ul>

<b>SO2. Increased Use of Health and Dietary Practices</b>	<ul style="list-style-type: none"> <li>- What proportion of GASPA (Infant and Young Child Feeding Practices Learning and Support Groups) practice promoted infant and young child feeding behaviors?</li> <li>-To what degree are mothers following standard health practices?</li> <li>- Has the parents' level of contribution to the school in WASH practice changed?</li> </ul>	<ul style="list-style-type: none"> <li>-Mother surveys</li> <li>-Direct observation</li> </ul>
<b><i>IR2.1 Improved Knowledge of Health and Hygiene Practices</i></b>	<ul style="list-style-type: none"> <li>- What percentage of students have increased their knowledge of health and hygiene practices compared with baseline?</li> <li>To what extent have students improved their hygiene-related practices (what percent of</li> </ul>	<ul style="list-style-type: none"> <li>- Student surveys and observations (as feasible)</li> <li>-CRS program data (distribution reports)</li> </ul>

	<p>school children wash their hands at critical moments)?</p> <p>To what extent have municipalities and PTA fulfilled their roles in the funding and management of school canteens compared with the baseline?</p>	CRS program monitoring data
<b><i>IR 2.2 Increased Knowledge of Safe Food Prep and Storage Practices</i></b>	<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 has the energy-saving stove contributed to a reduction of the consumption of firewood and improved indoor air quality in school kitchens?</li> </ul>	<ul style="list-style-type: none"> <li>- Training reports</li> <li>CRS program monitoring data</li> </ul>
<b><i>IR 2.3 Increased Knowledge of Nutrition</i></b>	<ul style="list-style-type: none"> <li>- What percentage of students have increased their knowledge of nutrition and dietary practices compared with baseline?</li> <li>- To what extent have teachers, 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>- Student surveys</li> <li>- Parent surveys</li> <li>- Teacher, PTA/COGES/food preparers training reports (including post-test results)</li> </ul>

<b><i>IR2.5 Increased Access to Preventative Health Interventions</i></b>	<ul style="list-style-type: none"> <li>- To what extent has the project distributed micronutrients to students as planned?</li> <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>- Sample of student distribution records (school level)</li> <li>- Student surveys</li> <li>- CRS program data/distribution reports</li> </ul>
<b><i>IR2.6 Increased Access to Requisite Food Prep and Storage Tools and Equipment</i></b>	<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>- Distribution reports</li> </ul>
<b>FOUNDATIONAL RESULTS</b>		
<b><i>FR 1: Output 1.4.1. &amp; 2.7.1 Increased Capacity of Government institutions</i></b>	<ul style="list-style-type: none"> <li>- To what extent have local government officials been trained as planned?</li> <li>- Is there evidence to suggest that those trained have increased capacity to carry out their responsibilities related to school meals, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>- Training reports</li> <li>Interviews with government officials</li> </ul>

<b>FR 2: Output 1.4.2. &amp; 2.7.2 Improved Policy or Regulatory Framework</b>	<ul style="list-style-type: none"> <li>- What is the current status of the policy/ regulatory framework relative to schools meals, and what role has the project had in improving it? To what extent have committees been engaged in the ratification of school meal policy?</li> </ul>	<ul style="list-style-type: none"> <li>- Committee member interview</li> </ul>
<b>FR 4: Output 1.4.4 &amp; 2.7.4 Increased Engagement of Local Organizations and Community Groups</b>	<ul style="list-style-type: none"> <li>- To what extent are PTAs holding regular meetings? To what degree is this frequency different from baseline?</li> <li>- How many PTAs have been supported under BBIV 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>- Has parents' knowledge of the importance of health, nutrition and WASH changed compared to baseline?</li> </ul>	<ul style="list-style-type: none"> <li>- PTA surveys</li> <li>- CRS program data</li> </ul>

**NB:** The questions outlined here are those that the project team is interested in. The evaluation team will work with CRS and its partners to finalize a list of the most strategic and appropriate evaluation questions, before developing the evaluation tools.

### iii. **Schedule of Midterm Evaluation**

Preparation and execution of the midterm evaluation survey will be accomplished following this estimated timeline:

Date	Evaluation Activities
<b>December 2023</b>	Update TOR and submit to USDA for approval
<b>January 2024</b>	Recruit external evaluation consultant (if needed)
<b>February 2024</b>	Update data collection tools
<b>Mid-April -May 2024</b>	Collect, process, and analyze data
<b>June 2024</b>	Submission of first draft report to CRS for internal review
<b>July 2024</b>	Submission of first draft of mid-term evaluation report to USDA
<b>August 2024</b>	Address USDA comments and submit final report to USDA
<b>September 2024</b>	Hold workshop for sharing evaluation results

## **4. 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. A student survey and literacy assessment will be carried out with a representative number of students in the intervention zone. Surveys of mothers and pregnant women will be used 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 key outcome indicators 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 bisongo preschool.

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.

Performance evaluations in primary schools will aim to provide information on progress made toward the objectives set for performance indicators. Evaluations will also address relationships between outcomes achieved and expected results. Performance evaluations should be able to determine the effectiveness of BBIV by testing the TOC, which will measure the effectiveness of the intervention package on the quality of education and hunger reduction at school. Performance evaluations will be complemented with special studies to increase the learning process and reinforce an adaptative management approach. CRS also considered conducting evaluations with a quasi-experimental design to measure program impacts but deemed it unfeasible given that the intervention area is entirely covered by other nongovernmental organizations (NGO) actors. Additionally, the most accessible region, the Center-North, is facing deep levels of insecurity. Another option may be to identify a region less affected by insecurity, however significant differences are observed on socio-economic and cultural levels which make any comparison difficult.

The evaluation will measure the impact of the preschools on student performance at the primary level by comparing performance of students that attended preschool with those that did not. The evaluation will also monitor the effectiveness of the preschools through questions to parents and preschool/Bisongo monitors, school administrators and teachers. One of the innovative strategies in this phase will be supervision of preschool monitors by primary school teachers, who reside in the same villages.

#### **Data Collection Techniques and Methodologies:**

Performance evaluation will target the primary schools and will be repeated cross-sectionally using both qualitative and quantitative data collection methods. Data collected on key outcome indicators during midterm, and final evaluations will track progress towards achieving the established targets based on the unit of measurement and data source established in the Performance-Monitoring Plan (PMP). BBIV will instruct the external consultant to explore the measurement tools that were used and shown to be effective in BBIII, and therefore, allow data to be comparable across all project phases (BBI-BBIV). In addition, data for selected project output and outcome indicators will also be collected through regular monitoring visits and six-month progress reports.

CRS intends to recommend the continued use of ASER (Annual Status of Education Report) to assess student reading outcomes. CRS started using ASER during BBII, and it has been adapted to the Burkina Faso educational context with the support of the MENAPLN. For sustainability purposes and to allow a better understanding of the benefits of this tool, CRS has encourage teachers to use ASER for their rapid assessments during regular class activities. Feedback from the educational community shows that teachers appreciate ASER for its ease and for the results they have seen in the classroom. To measure maternal, child, and nutrition activities, a survey of mothers and fathers will be used to assess how well the project made improvements in their day-to-day lives. To do so, community-based health agents (ASBCs)<sup>4</sup> will help in a sample strategy by contributing to create lists of beneficiaries as well as to identify those beneficiaries during the data collection process.

Data collection tools will also include questionnaires for students, producers, district supervisors, teachers, and school administrators; interviews with implementing partners, the educational support community (parent-teacher associations, mother educators, school management committees), SILC members, and local government officials; and classroom and school feeding observations. Building on experience from previous phases, interviews with stakeholders will be also conducted to capture relevant information. Taking into consideration the lessons learned from BBII and BIII, CRS will encourage the consideration of larger samples for classroom

observations and increase the length of time during observations to get a more complete understanding of how techniques are being used. These data will help to better analyze the correlation between teacher characteristics, instructional practices, and student literacy outcomes.

*Sampling:*

**Quantitative Sample Midterm, and Final):**

Performance evaluations will rely on a two-stage cluster sample to select teachers, students, and food preparers. During the first stage, schools will be randomly selected as clusters. Students, teachers, and food preparers within the schools will be selected during the second stage. Sizes of the sampling units were computed using the indicators noted in Table 1. The indicators reflect the size needed for each respondent type. However, it is recommended that the sample be increased by 5-10% to account for data errors.

Minimum sample size for detecting an effect is accomplished by using equations (19) and (22) in McConnell and Vera-Hernandez [1], and for non-clustered binary and clustered binary indicators, respectively. Where use of conditional intra-cluster correlation (ICC) is necessary, the value is found in the literature review or has been calculated by the CRS team internally. The results were then cross-checked using equations [2] to ensure that each comparison data point (midterm and final) will have a sufficiently small margin of error (MOE) and confidence intervals.

**Table 1. Minimum Detectable Effect Sample Sizes**

Target Group	Indicators of interest	Baseline	LoP Target	MoE	ICC	No. clusters (at least)	Sample size (at least)
Students	<b>MGD #1:</b> % of students who, by the end of two grades of primary schooling, demonstrate that they can read and		45%	5%	0.2376458	121*10	1,204 students
	understand the meaning of grade-level text	45%					
Teachers	<b>MGD #4:</b> of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	0%	90%	10%	0.4409308	4*21	84 teachers

Food preparers	<b>MGD #20:</b> # of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0%	90% (2203/2448)	10%	0.9001098	3*33	99 individuals
Mothers	% of participants of GASPA <sup>5</sup> model who practice promoted infant and young child feeding behaviors	0%	60%	10%	Not using a clustered design	N/A	93 Mothers
Producer groups	% of producer groups that sold millet, cowpea, or rice to a new buyer as a result of USDA assistance	0%	30%	N/A	N/A	19	19 Groups

<sup>4</sup> Agent de Sante à Base Communautaire

For qualitative surveys, CRS will use structured and/or semi-structured key informant interview guides to gather information from implementing partners, the USDA, national leaders, and mayors. Focus group discussion guides will be used to obtain qualitative information from community groups (PTAs, school management committees (COGES), mentors, and SILCs). In addition, observation instruments (e.g., checklists) on classroom instruction, the use of teaching-learning materials, attentiveness, school health and nutrition practices, the preparation of meals, commodities storage, and the diversity of foods consumed by students will be used to triangulate with survey and focus group data. As much as possible, the selection of participants will ensure balanced representation of gender (men vs. women). Targeted actors in qualitative surveys will be selected through a purposive sampling approach. Table 2 below details the targets.

**Table 2. Qualitative Sample Sizes**

Beneficiaries	Sizes	Details
COGES/PTA members	8 groups (4 COGES/4 PTAs)	Focus group will consist of selected COGES and PTAs. The group will be selected through a purposive sampling approach with specific criteria. <sup>6</sup> Groups will maintain gender balance.
Mayors	9 interviews	At least one person from each of nine communities will be interviewed. Six interviews in Namentenga and three in the McGovern-Dole area. The mayors will be selected through purposeful sampling.

<sup>5</sup> Groupes d'apprentissage et de suivi des pratiques d'ANJE (Alimentation du Nourrisson et du Jeune Enfant)

<sup>6</sup> Purposive criteria: geographic repartition, committed and non-committed COGES and PTA, level of instruction of COGES/PTA members; other criteria could include participatory approach



School district <sup>7</sup> and education representative (province level)	31 interviews	At least one interview from each of 31 Basic Education Districts (CEBs) and one from each education director at the province level.
Mentors	12 groups	Focus group will consist of four selected schools/villages per province.

Data will be collected using a participatory approach. The evaluation team will prepare a table outlining results for all quantitative indicators for further detailed analysis and interpretation.

The evaluation plan details CRS' proposed methodology, including sampling strategy and sample sizes.

#### **a. 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). These evaluations will involve formal and informal surveys, key informant interviews, 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, the following broader methods are suggested which could be revised and finalized with the selected external evaluator:

- a) Document review: BB4 Program proposal and results framework, performance monitoring plan, Baseline Study report, performance indicator list and targets, theory of change and evaluation plan; work plans; BB3 baseline and mid-term evaluation, BB3 semiannual donor report and special studies; literacy and PTA/food preparers training modules.
- b) Quantitative beneficiary survey (student survey, teacher survey, **principals, commune procurement managers** and parent survey) to estimate outcome and output performance indicators' coverage level. The questionnaires from BB3 will be provided to the selected evaluator for consultation and to serve as inspiration.
- 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).

#### **b. Data Analysis Procedures**

Quantitative beneficiary survey data can 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 the 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.

## **5. Audience and Key Stakeholders**

To ensure high quality data and information is collected for the midterm and final evaluation assessments, CRS will engage all project stakeholders to encourage their participation including 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 and final studies in public spaces in the target municipalities. Information will also be shared with local government education officials through regular meetings.

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7 Circonscription d'Education de Base/CEB (School district)

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**Catholic Relief Services**

228 W. Lexington St.

Baltimore, Maryland 21201

**[www.CRS.org](https://www.crs.org)**



**AIR® Headquarters**

1400 Crystal Drive, 10th Floor

Arlington, VA 22202-3289

+1.202.403.5000 | [AIR.ORG](https://www.air.org)

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