



EVALUATION

Final Evaluation Report: Phase II of the Food for Education Program in Sierra Leone

February 2016

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FINAL EVALUATION OF THE FOOD FOR EDUCATION PROJECT (PHASE II) IN SIERRA LEONE

February 29, 2016

DISCLAIMER

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TABLE OF CONTENTS

| | |
|---|----|
| Final Evaluation Report: Phase II of the Food for Education Program in Sierra Leone | I |
| Table of Contents | 3 |
| List of Tables | 5 |
| List of Figures | 6 |
| Acronyms | 7 |
| Executive Summary | 8 |
| Project Background | 8 |
| Evaluation Purpose and Evaluation Questions | 8 |
| Evaluation design, methods and limitations | 9 |
| Findings & Recommendations | 10 |
| Introduction | 14 |
| Country Context | 14 |
| Project Background | 15 |
| Intervention Logic | 16 |
| Evaluation Purpose & Questions | 19 |
| Evaluation Purpose | 19 |
| Evaluation Questions | 19 |
| Evaluation methods | 21 |
| Impact Evaluation (Effectiveness) | 21 |
| Performance Evaluation: (Relevance, Efficiency, Sustainability) | 22 |
| Sampling and Sample Size | 22 |
| Evaluation Team | 24 |
| Limitations | 24 |
| Results and Findings | 26 |

| | |
|--|-----|
| Relevance..... | 26 |
| Effectiveness..... | 28 |
| Efficiency | 47 |
| Effect of EVD Outbreak on Program Implementation | 49 |
| Impact and Sustainability | 52 |
| Conclusions & Recommendations | 54 |
| Appendices | 55 |
| Appendix I. Comparing Indicator Values From Baseline To Final Evaluation | 55 |
| Appendix II. CRS Responses to Midline Recommendation..... | 56 |
| Annexes..... | 61 |
| Annex I. Scope of Work..... | 61 |
| Annex II. Evaluation Design and Methods | 62 |
| Annex III. Data Collection Tools..... | 64 |
| Annex IV: Sources of Information | 114 |

LIST OF TABLES

| | |
|--|-----|
| Table 1 Response Rates for different units | 21 |
| Table 2 % of students in treatment schools who read independently at or above their grade level..... | 306 |
| Table 3 Reading Performance Statistics for Treatment and Control Schools (all children, all grades) at baseline and endline | 306 |
| Table 4 Results from Difference in Differences Analysis, all students----- | 27 |
| Table 5: Resources in observed classrooms----- | 31 |
| Table 1 Descriptive Characteristics of teachers observed----- | 33 |
| Table 7: Scoring guidelines for teacher observations----- | 34 |
| Table 8: Estimated attendance of teachers----- | 38 |
| Table 9: Percentage of children who are attentive in control and treatment schools----- | 39 |
| Table 10: Student attentiveness over time in treatment schools, based on teacher recall----- | 40 |
| Table 11: Household food security and access to school meals----- | 40 |
| Table 12: Attendance Rates in Targeted Schools----- | 41 |
| Table 13: % of teachers in targeted schools able to describe a threshold of new techniques----- | 42 |
| Table 14: Program Cost and Spending for the FFE II Project in Sierra Leone (not including commodity costs) ----- | 43 |
| Table 25: Cost per child/per year of the school feeding program----- | 44 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1: CRS FFE Project Results Framework----- | 17 |
| Figure 2: % of children, in control and treatment schools, reading independently at grade level at Endline, Midline and Baseline----- | 25 |
| Figure 3: Phonemic Awareness----- | 28 |
| Figure 4: Alphabet Naming – Plot of Student Performance----- | 29 |
| Figure 5: Letter Sounds----- | 29 |
| Figure 6: Word Blending (Onset-Rime-Blend) ----- | 30 |
| Figure 7: Availability and use of textbooks in observed classrooms----- | 32 |
| Figure 8: Seating Arrangement in Classrooms----- | 32 |
| Figure 9: Student access to learning materials----- | 33 |
| Figure 10: Teacher Checks for Pupil Understanding during Lesson----- | 34 |
| Figure 11: Teacher Adjusts Practice based on Student Responses----- | 35 |
| Figure 12: Lesson objectives are clearly identified, pupils know them and demonstrate----- | 35 |
| Figure 13: Teachers encourage pupil participation and Engagement----- | 36 |
| Figure 14: Teachers give pupil the opportunities to read, write, and speak during lesson----- | 36 |
| Figure 15: Teachers use lesson plan to guide instruction----- | 37 |
| Figure 16: Teachers Explore Prior Knowledge of Students at Start of Lesson----- | 37 |
| Figure 17: Teacher uses a variety of teaching methods----- | 38 |
| Figure 18: Estimated attendance of teachers----- | 39 |
| Figure 19: Student Attendance in Treatment and Control Schools ----- | 41 |
| Figure 20: % of students that were able to continue learning during the period of school closure----- | 45 |
| Figure 21: % of schools following Ebola safety protocols ----- | 46 |
| Figure 22: Illustration of Difference in Differences----- | 58 |

ACRONYMS

| | |
|--------|---|
| BECE | Basic Education Certificate Examination |
| CRS | Catholic Relief Services |
| CSR | Country Status Report (on Education) |
| CTA | Community Teacher Association |
| DEO | District Education Office |
| DTM | Diagnostic Teaching Methods |
| ESRI | Ekwall-Shanker Reading Inventory |
| EVD | Ebola Virus Disease |
| FFE | Food for Education |
| GER | Gross Enrolment Rate |
| ILA | International Literacy Association |
| M&E | Monitoring and Evaluation |
| MSG | Mother's Support Groups |
| MEST | Ministry of Education, Science and Technology |
| MICS | Multiple Indicator Cluster Survey |
| NP | Northern Polytechnic |
| PQTR | Pupil Qualified Teacher Ratio |
| PTR | Pupil Teacher Ratio |
| SCR | School Census Report |
| SILC | Savings and Internal Lending Committee |
| SMC | School Management Committee |
| TLM | Teaching and Learning Materials |
| USDA | United States Department of Agriculture |
| WAEC | West African Examination Council |
| WASSCE | West African Senior Secondary Certificate Examination |
| WFP | World Food Programme |

EXECUTIVE SUMMARY

PROJECT BACKGROUND

The Government of Sierra Leone has made admirable gains in increasing access to education to the nation's students, even in the most marginalized regions. However, this achievement has been coupled with significant challenges to the delivery of high-quality education as evidenced in students' weak literacy scores. The 2014 National Early Grade Reading and Math Assessments, which shows that on average, P2 pupils could read 3.3 familiar words per minute and P4 pupils 16.4 words per minute, confirm the poor reading skills in the early primary years¹

USDA's investment in the Phase II of Food for Education Program (FFE II) represents an integrated approach designed to improve reading outcomes by improving teacher instructional skills, improving on the school environment, providing school meals, providing teaching and learning materials, and building the capacity of the Ministry of Education, Science, and Technology (MEST) and other local actors to deliver quality education. Catholic Relief Services (CRS) has implemented both phases of this program.

Unfortunately, during the implementation of FFE II, Sierra Leone witnessed a large Ebola Virus Disease (EVD) outbreak, which resulted in degradation the social and economic fabric of the country and a prolonged closure of schools.

EVALUATION PURPOSE AND EVALUATION QUESTIONS

The purpose of the final evaluation was to assess whether the FFE II project had achieved the expected results as outlined in the results framework. In particular, it assessed the relevance, effectiveness, efficiency, impact and sustainability of the program the FFE Phase II program in Sierra Leone. The evaluation considered the effect of the Ebola Virus Disease on the program results.

The evaluation was designed to integrate learning opportunities for all project stakeholders. These included teachers and head teachers, mother's groups, school management committees, district education officers, and community members. The findings from the evaluation will provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs.

¹ (Montrose International, 2014)

The specific questions investigated were:

1. To what extent have the project interventions been relevant?
2. To what extent has the implementation strategies and activities been effective in achieving the projects' planned outputs, results and objectives in a context of the EVD outbreak?
3. To what extent has the project been efficient in its unique operating environment?
4. What is the impact of the project on beneficiaries?
5. What are the indications of sustainability that can be detected from initiated actions?
6. To what extent were the student beneficiaries impacted by the closure of schools and restrictions on movement that resulted from the EVD outbreak?

This final evaluation is part of a series of evaluations required as part of the contract with the program funder, the United States Department for Agriculture (USDA). The project has been implemented in two phases: Phase I of the project started in 2008 and ended in 2012 and Phase II, which is the focus of this final evaluation, started in 2013 and ended in 2016. A baseline evaluation was conducted in June 2013 and a midterm evaluation in July 2014.

EVALUATION DESIGN, METHODS AND LIMITATIONS

The evaluation team utilized a multi-level, mixed-methods approach to the evaluation. These methods included a desk review of all project-related documents, interviews with key informants, focus group discussions with local stakeholders, and visits to a representative sample of project and control schools during which enumerators conducted reading assessment of students, observed teachers in their classrooms, and conducted a physical inspection of schools.

Because the treatment and control groups were not randomly selected, reading outcomes data were analyzed using a multivariate difference-in-differences regression model, to estimate the impact of the FFE II program on reading outcomes.

Like all research, this evaluation design and methodology had some limitations. The first was in relation to sample size as the targeted number of schools and students for the evaluation were not met. Some schools, especially in control areas, could not be found and other schools did not have the requisite numbers of students necessary for the reading assessment. Secondly, because there wasn't a true randomized control group it is difficult to attribute the changes seen over time to the FFE II program. The evaluation attempted to use statistical techniques to account for this with respect to the analysis of the change in reading outcomes. Nonetheless, this is a limitation to the evaluation. Certain indicators such as the measure of student attentiveness which relies on teacher recall have inherent biases. Furthermore, in situations where participants are aware that they are being observed, they may change their behavior in response to the observation. This is of particular concern with the classroom observation of teacher practice. Lastly, inter-rater reliability is always a concern when evaluation employs large numbers of enumerators as different enumerators may not be consistent in their evaluation. The training took several steps to account for this, but it is difficult to completely eliminate.

FINDINGS & RECOMMENDATIONS

Relevance

The final evaluation found the FFE II program to be very relevant to the needs of the schools and communities. The project addressed most of the issues highlighted by communities as priority issues. In addition, the project activities were aligned with national education priorities as described in the National Education Sector Plan. As a sign of its responsiveness to the needs of local communities, during the prolonged school closure caused by the Ebola crisis, the project was able to deliver food rations to the homes of students and teachers in participating schools. Overall, stakeholders were satisfied with the program and with the opportunities provided for their participation in it. The following are recommended to improve the relevance of the program:

Continue efforts to link with the activities of donors and other NGOs at the local and national level. Especially now that the MEST is planning to embark on a national school feeding program, CRS has a lot to contribute to the success of this national program. It should also ensure that its school feeding program is aligned as much as possible with the national program.

In addition to the school feeding program, the MEST is working on a number of new initiatives that have implications for the new CRS FFE III program. These include: national reading campaign, new primary school curriculum, and the implementation of national reading assessments. CRS should ensure that their work is aligned with these new initiatives so as to stay relevant.

Effectiveness

The main question asked here was whether the FFE II project results were achieved. Unfortunately, the project was unable to meet its overall target of 20 percent of students reading at grade level by project end. At project end, 6.6 percent of students surveyed (7.6 percent boys and 5.3 percent girls) in treatment schools were reading at grade level. While this was higher than at baseline, it was lower than what was recorded at the midterm evaluation, which suggests that the EVD crisis and resultant school closure had a negative effect on project trajectory. The results of the difference-in-differences analysis found no statistically significant effect of the FFE project on reading.

Despite the lack of statistically significant improvements in reading scores of treatment over control schools, schools in treatment areas did tend to perform better in indicators related to access to school supplies and teacher instructional practices. For example, although students in treatment schools were observed to be more likely to use textbooks in classrooms (31 percent of classrooms in treatment schools had students using textbooks compared to 27 percent in control schools). Even though use of textbooks was better than in FFE program schools, it was still lower than expected given that the project provided enough textbooks for students to share.

Student attendance rates, at 77 percent², were close to the project target of 80 percent, and significantly better than attendance in control schools.

The following are recommended to improve effectiveness:

- In terms of improving reading skills, it is important to not only train teachers, but also to ensure that students have reading materials that are at the appropriate level. In addition, there is a lot that communities can do to encourage their children to read. Even parents who are not literate can encourage language development by telling stories and encouraging their children to read to them. In addition to sensitizing Mother's Clubs and SMCs to monitor the school feeding program, it is important that they are also given some tools and ideas that they can use to support their children's literacy development. CRS can also support teachers and schools to have enough reading materials in the hands of children.
- While providing teachers with the knowledge of new teaching techniques is important, they also need on-going instructional support (i.e. coaching) in their classrooms to reinforce the practice of teaching techniques. While teachers reported knowledge of many of the teaching techniques, the practice of these techniques lagged behind. Having more frequent visits to provide instructional support should help change teaching practice. Other practices that have been tried and tested in other places is to provide teachers with scripted lesson plans that provide very explicit guidelines on what they should be doing in class each day to teach reading.
- More effort should be put on ensuring that teaching materials provided to the school are being used as intended. This might mean, for example, specific instruction included in teacher training sessions on how to best use text books or supplementary readers in classroom. It is also important that books are available for different levels of readers. It is clear from the reading assessment scores that only a minority of students will be able to read their textbooks.
- Reading instruction during classroom time may not be enough to get the poorest readers reading. Children need opportunities to practice the new skills that they are acquiring, and CRS may want to consider structured after-school and holiday-schools as additional ways to get children quickly reading at grade level. In these sessions, it would be helpful to group children according to reading ability rather than grade or class. Such targeted out-of-school instructional programs have been proven to work in Ghana and India.³ Even though the FFE II program encouraged reading clubs, only 30 percent of program schools reported having such clubs, and it is not clear that supplementary instruction was happening in those schools that had clubs.

² From both head counts and attendance records

³ See: <http://www.poverty-action.org/study/evaluating-teacher-community-assistant-initiative-ghana> and <http://www.poverty-action.org/study/balsakhi-remedial-tutoring-india>

Efficiency

The FFE II program suffered from a number of set-backs that affected the efficiency of the program. First, the project had a late start, which meant that the benefits were delayed. Secondly, the Ebola crisis meant that project activities were halted for a number of months. Both of these meant that the project results were not achieved on time. Nonetheless, rough estimates of costs of the school feeding part of the project found it to be cost-efficient compared to costs of similar programs in sub-Saharan Africa. Another incident that points to a need for greater efficiency in the distribution of foods is that during the Ebola crisis, food rations intended for program beneficiaries were misappropriated. The container of foods was eventually intercepted by the Sierra Leone Police. Recommendations to improve efficiency include:

- CRS to ensure that strict measures are put in place to minimize risks of fraud or corruption. The use of transport companies that employ GPS tracking should be considered.
- Ensure that project activities start on time and conduct close monitoring of key activities to ensure maximum benefits are realized in shortest possible time.
- Flexibility to change inputs, process, or activities if they are not producing the desired outcomes
- Better management processes to ensure quick processing of payment to beneficiaries for things such as transport allowances.

Effect of EVD Outbreak

The crisis brought on by the EVD outbreak had an acute effect on the education system and therefore on program implementation. The closure of the school system for seven months meant that many students did not have the opportunity to continue learning, especially in treatment areas. Many of the gains in key indicators reported at the time of the midterm evaluation had been lost at the final evaluation. For example, 72 percent of schools had lower enrolment in 2016 compared to earlier years (2013 and 2014). In explaining the lower enrolment numbers in 2016, head teachers reported that many children did not return to school after the prolonged closure either because they had moved from the area, parents did not feel the schools were safe, or girls had become pregnant or married. In addition to lower enrolments after the EVD crisis, results also show that reading skills assessed at the final evaluation was lower than at the midline. While CRS tried to catch up on its activities after school reopened, it was not able to make up for the grounds lost in enrolment or learning. The following are recommended in the unlikely event of another crisis or emergency situation affecting the program:

- Continued flexibility in reprogramming activities to meet the new needs of communities
- Providing opportunities for continued learning in the event of school closures. Students in CRS areas were much less likely to have made use of the radio education programs to continue their learning, and perhaps CRS could have done more to facilitate their learning. CRS officials reported that many of the communities they worked in did not have access to the radio networks due to their remoteness.

Impact and Sustainability

The impact of the program has already been discussed in the Effectiveness section. During the midterm evaluation some recommendations were made on how to improve the sustainability of the program, which still remain valid. The two most important are (1) to ensure that schools participating in the FFE

program receive government-approval to operate and (2) to ensure that the project develops an exit and sustainability plan at the start of FFE III. The majority of schools supported are non-approved schools which means that they do not receive support from government in terms of school subsidies, payment of teachers, provision of teaching and learning materials etc. Working with all stakeholders to ensure that project schools are approved will greatly improve the likelihood of MEST providing necessary support to schools. At the point of the midterm evaluation, the FFE II program did not have a written plan for exit and sustainability. CRS is highly encouraged to develop such a plan at the onset of FFE III, which can help guide its activities. It is expected that this plan will be updated over time, but the earlier that the project can discuss their exit and sustainability plan and communicate with relevant officials, the better the chances that some of the activities will be continued on exit.

INTRODUCTION

COUNTRY CONTEXT

Since the end of the civil war in 2001, primary school enrolments in Sierra Leone have increased significantly. Over the decade between 2001 and 2011, primary enrolments almost doubled (634,000 to 1.2 million),⁴ and currently stands at 1.4 million⁵. However, large segments of the primary-school aged population are not in school, particularly girls from the poorest households. According to the data from the Multiple Cluster Indicator Survey (2010), only 40 percent of rural girls aged 6 to 14 years, from the poorest households, were enrolled in school, compared to over 90 percent of urban boys from the wealthiest households.⁶

Furthermore, progress in achieving acceptable learning outcomes has been slow. Results from national examinations show that students are not achieving expected standards, and that boys outperform girls in all public exams. In addition, recent pilot assessments of learning in the early grades suggest that students are not developing the basic foundational literacy skills: many children do not know all the letters of the alphabet, have difficulty reading simple words, and do not comprehend simple passages after three years of schooling.⁷

Sierra Leone is one of the most food insecure countries in the world, and it is ranked 106 of 109 countries in the Global Food Security Index⁸ from the Economic Intelligence Unit. In response to these challenges, the United States Department of Agriculture (USDA) has made Sierra Leone one of its priority countries for the McGovern-Dole Food for Education (FFE) Programs. The FFE program helps support education, child development and food security in low-income, food-deficit countries around the globe. Its key objective is to reduce hunger and improve literacy and primary education, especially for girls, by providing school meals, teacher training and related support.

Unfortunately, even as Sierra Leone was recovering from the civil war and rebuilding its social and economic systems, the country was hit with the largest Ebola outbreak the world has ever seen. The first confirmed case was in February 2014, and by December 2015 the country had recorded an estimated 8,700 confirmed cases and over 3,500 confirmed deaths. The government took stringent

⁴ Primary enrolment numbers have stagnated over the last few years. Most of the growth was achieved in the years just after the war (2001-2005) as students returned to school and it is these cohorts that are now putting pressure on secondary schools.

⁵ 2015 Data from the Education Management and Information Systems, MEST

⁶ (Sierra Leone Ministry of Education Science and Technology 2013)

⁷ (Montrose International, 2014)

⁸ <http://foodsecurityindex.eiu.com/Country/Details#Sierra%20Leone>

actions to try to curb the disease, including delaying the reopening of schools for almost 7 months. In order to help mitigate the effects of school closure on learning, the Ministry of Education, Science and Technology (MEST) with support from various donors started a radio education program for school-going children. While the country was declared Ebola-free⁹ in November 2015, two new confirmed Ebola cases were reported in January 2016

PROJECT BACKGROUND

Catholic Relief Services (CRS) has been implementing the Food for Education (FFE) Program in Sierra Leone since 2008. The program has been implemented in Koinadugu District because of the district's food insecurity status, high malnutrition rates amongst children under age five, and below average education performance. According to a situational analysis of food insecurity done by the World Food Programme in 2011, 13 percent of households in Koinadugu were severely food secure (the third highest in the country) and 66 percent of households were food insecure (severe and moderate).¹⁰ The first phase of the FFE program (FFE Phase I) ran from 2008 to 2012 in four chiefdoms in Koinadugu - Sulima, Mongo, Neini, and Neya. These chiefdoms were chosen because they were the most marginalized in the district.

Between 2008 and 2012, the Phase I program distributed almost 1500 metric tons of food, corresponding to 5,780,201 meals served to 18,610 students. The project also included a component of take-home rations for girls in upper primary – over 5,000 girls benefitted from this. In addition to food aid, the Phase I FFE project trained school management committees and improved on school infrastructure. The Phase I project also included distribution of teaching and learning materials and furniture for schools.

Phase II of the FFE, which is the focus of this evaluation, is a US\$ 6.7¹¹ million dollar project that started in September 2012 and ended in January 2016. In Phase II the program expanded to include a fifth chiefdom (Dembelia Sinkunia) and to include an additional 75 schools from existing program chiefdoms. Phase II also included additional activities such as in-service teacher training on Diagnostic Teaching Methods (DTM) to improve on literacy instruction and the establishment of Savings and Internal Lending Committees (SILC) to help strengthen the financial status of households. The food aid component continues in Phase II using the same two modalities: (1) two in-school meals and (2) the take-home rations for girls in upper primary who maintain an 85 percent attendance rate.

⁹ After forty-two days without any new cases

¹⁰ (World Food Programme, 2011)

¹¹ Not including the cost of commodities. The maximum ceiling of the grant, including donated commodities and shipping, was USD 11 million

The FFE Phase II target groups consist of approximately: 27,040 students and 593 teachers who receive school meals; 4,028 girls who receive take-home rations (THR); 4500 parents benefitting from SILCs; and 250 teachers who received teacher certification training. Officials of the Ministry of Education, Science, and Technology (MEST) at the central and district levels also received support to improve their capacity to deliver educational services.

During the project's 2nd year and continuing into the final year of the project, the Ebola outbreak created a public health emergency that impacted all aspects of social and economic life. Though Koinadugu was one of the last districts to record a case, it was not spared the spread of the disease. Eight cases were confirmed and there were 57 confirmed deaths. Neini chiefdom, which is one of the program chiefdoms, was one of the most impacted, and CRS reported that 3 pupils and 2 teachers died from the EVD outbreak and many more children lost parents and family members. Because of the prolonged school closures, the FFE program activities in schools could not be implemented as planned. Instead, CRS got permission from USDA to distribute food to households of students, teachers, and cooks who were program beneficiaries. In effect, all children that were benefiting from school meals were to receive 'home' rations instead.

INTERVENTION LOGIC

The FFE program was developed with the overarching goal of sustainably improving literacy for school aged children. CRS identified three main constraints which contributed to low literacy levels amongst primary school children: poor quality of literacy instruction; poor attendance rates of students; and low student attentiveness due to hunger.

The activities of the CRS FFE Phase II project were organized around five main results:

1. Improving the quality of literacy instruction.
2. Improving attentiveness of primary school children.
3. Improved student attendance.
4. Improved capacity of government institutions.
5. Increased engagement of civil society institutions and community groups.

(1) Improving the Quality of Literacy Instruction

In order to improve the quality of literacy instruction, the project provided teaching and learning materials for students and teachers. Students in targeted schools received school supplies such as reading books, exercise books, and textbooks. Schools and teachers received literacy resources and instructional materials.

Through a partnership with the International Literacy Association (ILA), the project trained teachers on Diagnostic Teaching Methods (DTM) to improve the quality of literacy instruction. The project also partnered with the Northern Polytechnic, which runs a distance education program that allows non-certified community teachers to earn their teaching certification. The ILA trained 60 Northern Polytechnic lecturers on the DTM for literacy instruction. The FFE project trained head teachers and supervisors on classroom observation, school management, and simple supervisory techniques. The ILA developed materials and resources such as training manuals and observation tools to support the supervisors in their work.

(2) Improving attentiveness of primary school children

The program provided two nutritious meals a day for all students in targeted primary schools in order to reduce short-term hunger and improve attentiveness. The meal included a diet of corn soya blend (CSB), lentils, bulgur, and oil. Teachers and cooks also received meals.

(3) Improving attendance of students and teachers

The project employed a number of strategies to improve attendance of students and teachers. In addition to the daily provision of meals, the project provided take home rations for girls who attended school at least 85 percent of days in each school term. To support parents in ensuring that their children's attendance was regular and they remained enrolled in school, the project introduced savings and internal lending communities (SILC) into the project school communities. Members of Mother Support Groups were empowered and encouraged to monitor student and teacher attendance. The project held quarterly and annual awareness raising activities on the importance of education and facilitated Life Skill sessions for upper primary students to ensure that older children (particularly girls) remained in school even as they approach or reach puberty.

(4) Improving Capacity of Government Institutions

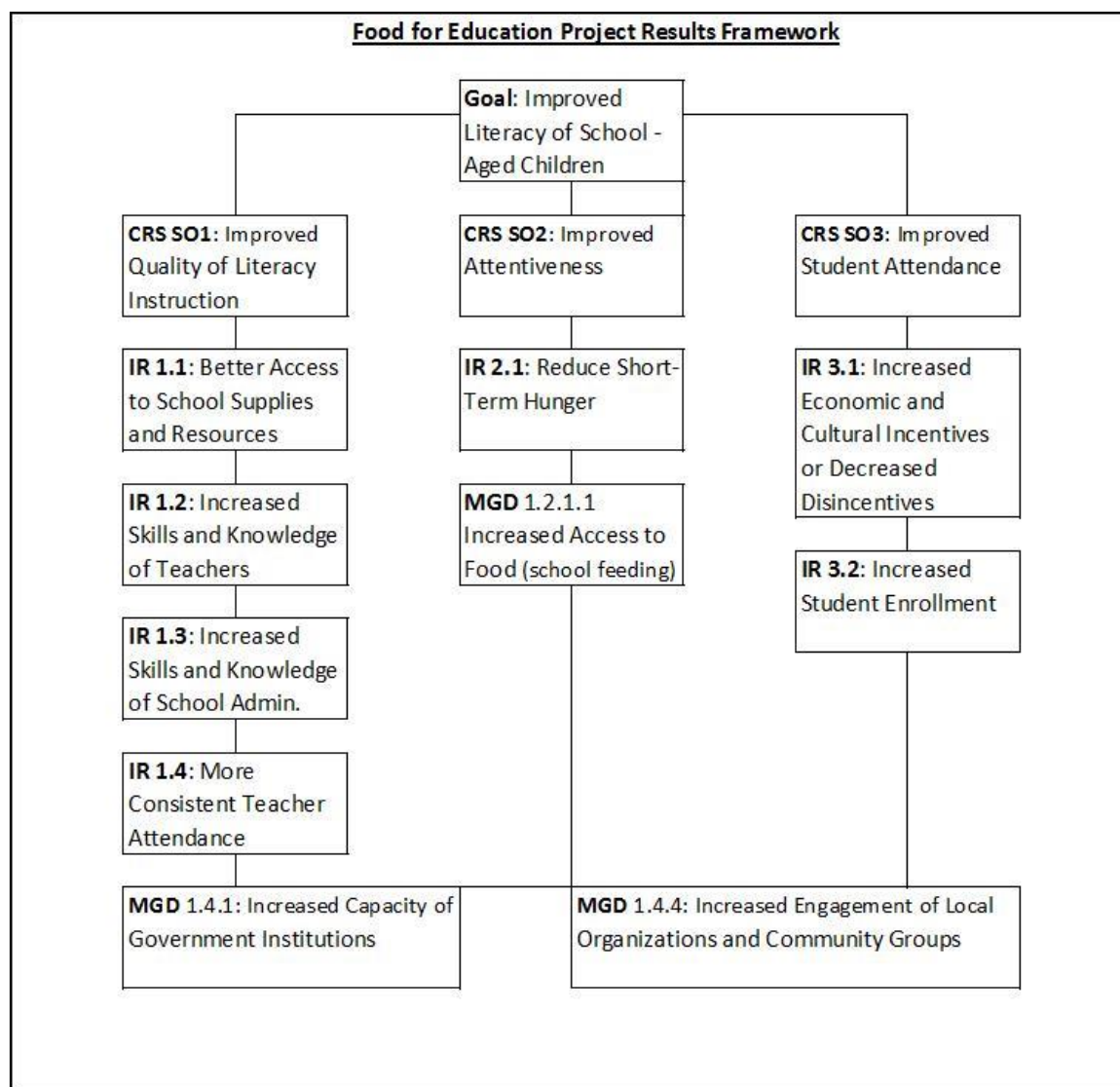
The project supported the District Education Office (DEO) in Koinadugu, the Northern Polytechnic, and the Central Ministry. The district supervisors of schools received training on conducting effective monitoring of teachers and the DEO received a supply of office equipment and two motor bikes to help them increase the frequency with which they visit the schools in the district. Northern Polytechnic lecturers received training on DTM and support for them to incorporate these techniques into their pre-service training program. Finally, the FFE project supported the central MEST in the development of their School Feeding Policy.

(5) Increased Engagement of Local Organizations and Community Groups

To ensure increased engagement of local organizations and community groups, the project trained and supported School Management Committees (SMC) and Mother's Support Groups (MSGs). Advocacy meetings were organized to inform teaching staff and the community on issues affecting both the school and wider community.

The FFE project involved a package of interventions as described above, and it is the combination of the various interventions that were expected to yield desired outcomes. The project results framework is shown in Figure 1 below. The figure highlights the Goal, Strategic Objectives (SO), Intermediate Results (IR), and the outputs common to the McGovern-Dole (MGD) global program.

Figure I CRS FFE Project Results Framework



EVALUATION PURPOSE & QUESTIONS

EVALUATION PURPOSE

The purpose of the final evaluation was to assess whether the project had achieved the expected results as outlined in the results framework. In particular, it will assess the relevance, effectiveness, efficiency, impact and sustainability of the FFE Phase II program in Sierra Leone. Given that the FFE SL program was influenced by the crisis caused by the Ebola Virus Disease, the evaluation will consider how this situation impacted the program.

Findings from the performance evaluation are shared with a wide community of development stakeholders, including Ministry of Education, Science and Technology, donors, NGOs operating in the education sector, local government authorities, and all project stakeholders in Koinadugu district. The findings will also serve to inform the third phase of the FFE Program, which will start in early 2016.

The evaluation was designed to integrate learning opportunities for all project stakeholders. These included teachers and head teachers, mother's Support groups, school management committees, district education office and community members. The project has been monitored since its inception and had a mid-term evaluation in 2014, in keeping with the requirements of the McGovern-Dole Food for Education Programs.¹² It will provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs.

EVALUATION QUESTIONS

1. To what extent have the project interventions been relevant?
2. To what extent has the implementation strategies and activities been effective in achieving the projects' planned outputs, results and objectives in a context of the EVD outbreak?
3. To what extent has the project been efficient in its unique operating environment?
4. What is the impact of the project on beneficiaries?
5. What are the indications of sustainability that can be detected from initiated actions?
6. To what extent were the student beneficiaries impacted by the closure of schools and restrictions on movement that resulted from the EVD outbreak?

¹² (Electronic Code of Federal Regulations: Part 1599—McGovern-Dole International Food for Education and Child Nutrition Program, 2016)

EVALUATION METHODS

The evaluation utilized a multi-level, mixed-methods approach to gain both a breadth and depth of information sufficient to answer all evaluation questions. In this instance, *multi-level* refers to the incorporation of stakeholders from all levels of the Sierra Leonean education system, including the MEST, district education office (DEO), head teachers, teachers, pupils, members of community-teacher associations (CTAs), school management committees (SMCs), and SILCs. *Mixed-methods* refers to the inclusion of various data collection and analytical methods relevant to a quantitative and qualitative evaluation.

During the course of the three year FFE project, two other evaluations have been conducted: a baseline evaluation in May-June 2013 and a midline evaluation in July 2014. To a large extent, the final evaluation followed the methodology of earlier evaluations so that the results can be compared. The specific methodologies used for the evaluation approaches are detailed below.

IMPACT EVALUATION (EFFECTIVENESS)

Evaluation of program effectiveness considered whether the program had met its goal (improved literacy skills) and intermediate results.

Improved reading skills

The impact of interest was whether students (boys and girls) in treatment schools increased their reading skills as a result of the implementation of the FFE II program. The estimates of impact were based on data collected via reading assessments of students. Two instruments were used - the Ekwall-Shanker Reading Inventory (ESRI), consisting of a graded word list, comprehension passages and questions, and an early grade reading assessment for Sierra Leone developed by Dr. Johanna Kuyvenhoven, a literacy specialist with over three decades of working experience in the country.¹³

In addition, a pupil questionnaire was verbally administered to every student selected for the reading assessment. This pupil questionnaire included questions about access to teaching and learning materials, whether or not they were hungry, whether they received school meals, home support for reading, and the impact of EVD on their learning. Each of these instruments were administered orally and one-on-one with each selected child.

In the early stages of the program design, CRS selected five of the most marginalized chiefdoms to implement the FFE II program and two other chiefdoms as control areas. Since the program used a non-equivalent group design with non-random selection of control and treatment areas, we needed to use a

¹³ Invalid source specified.

statistical method to isolate the program effect. Therefore, Difference-in-Differences analysis was used to determine the effect of the FFE II program on reading skills (see Annex II for details).

Improved quality of reading instruction

To evaluate the quality of reading instruction, classroom observation was conducted for 2-3 teachers in every school visited in control and treatment areas. The teacher's practice was scored against a standard rubric. At the end of the classroom observation, the teachers were also interviewed (one-on-one) using a teacher questionnaire instrument. This instrument solicited information on participation in various training programs, years of experience as a teacher, self-report of knowledge and skills in teaching phonics, and the impact of the EVD crisis on their performance.

Improved attentiveness

Student attentiveness information was derived from the classroom observation and from teacher recall of students' behaviour during observed lessons.

Improved student attendance

Student attendance information was derived from interviews with head teachers, information from attendance and enrolment registers, and from student counts conducted during school observation.

PERFORMANCE EVALUATION: (RELEVANCE, EFFICIENCY, SUSTAINABILITY)

The performance evaluation approach was comprised of three primary components: (1) Document Review, (2) Focus Group Discussions, and (3) Key Informant Interviews.

The team conducted a thorough review of project documents, including reports, contracts, financial statements, and monitoring & evaluation documents. The team held key informant interviews with officials from USDA, CRS, MEST, and project partners such as the International Literacy Association (ILA). Finally, at the school level, the team conducted key informant interviews with head teachers and focus group discussions with community members including members of SMCs, MSGs, CTAs and SILCs. Annex III contains the final versions of the tools used in the final evaluation.

SAMPLING AND SAMPLE SIZE

Sample Size

Students and teachers were the primary sampling units for the FFE final evaluation, based on the indicators of interest. The sample sizes for comparing treatment and control groups of students and teachers were computed using the formula in Annex II that required for each indicator of interest the baseline results, the final project targets, desired statistical power (set at 0.80), and desired statistical significance (set at 0.95). The minimum sample sizes were further inflated by 10 percent to account for non-response.

Based on the sample size calculations, the evaluators settled on 800 students (400 boys and 400 girls) in control and treatment areas for a total of 1600 students. The minimum sample size of teachers was 132 in each area for a total of 264 teachers. The evaluators settled on sampling 15

students per school (5 in each of primary 3, 4, and 5) which required at least 53 schools for each of the control and treatment areas.

Sampling

For sampling schools, a probability proportional to size (PPS) technique was applied to allocate the sample across the sub-domains¹⁴ of the target and comparison groups. Essentially, the PPS provided self-weighting of the sample. Schools were randomly selected from chiefdoms. Once the schools were selected, 15 students and 3 teachers were randomly selected from each school. This is the same design that was used during the baseline and midterm.

Table 3 provides the response rates for schools, teachers and students. We were able to get responses from 100 percent of schools in treatment areas and 89 percent in control areas. In the latter case, some schools could not be found either because they had closed down or changed location. Therefore, we were also unable to hit our target numbers for students and teachers in control areas.

Table 3 Response Rates for different units

| Group | Treatment Areas | | | Control Areas | | |
|--------------|------------------------|----------------------------|----------------------|----------------------|----------------------------|----------------------|
| | Target number | Number of responses | Response rate | Target number | Number of responses | Response rate |
| Schools | 53 | 53 | 100% | 53 | 47 | 89% |
| Teachers | 132 | 131 | 99% | 132 | 121 | 92% |
| Students | 800 | 682 | 85% | 800 | 672 | 84% |

In treatment areas, even though we visited all 53 schools, we were unable to meet our target number for students because some schools did not have all the requisite classes (e.g. they only went up to Class 3).

Recruitment and Training of Enumerators

Thirty-six (36) enumerators were recruited for the data collection. Most of the enumerators had participated in the baseline and/or midline survey for CRS, and as such had experience with the tools and methodology. All enumerators had at least a post-secondary qualification and many had participated in surveys and/or had taught in schools. All enumerators attended a 4-day training on the administration of the evaluation tools/questionnaires and general survey protocols in order to equip them collect the appropriate and quality data for analysis. A particular area of focus on protocols was that of getting 'informed consent'. Trainings included role-playing in order to fully understand the administration of the

¹⁴ Sub-domains are the chiefdoms in groups: treatment group (Dembelia Sinkunia, Mongo, Neini, Neya and Sulima) and comparison (Diang and Wara Wara Bafodia).

tools and translation of key words into the lingua franca (Krio) to help in the focus group discussions and pupil interviews. During the training, pupils from schools neighboring the training center volunteered to help our enumerators practice the pupil survey and reading assessment questionnaires.

Following the training of data collectors, the survey tools (questionnaires) were pretested before adopted for the data collection. The pretesting gave enumerators an opportunity to practice administering the tools in 'real-life' situations and gave an opportunity to test the appropriateness of the questions.

EVALUATION TEAM

The Evaluation Team consisted of education and evaluation specialists with balanced expertise across subject matter, evaluation methodology, and local research context. The core team members were:

Dr. Bidemi Carrol (Team Leader) has over 10 years of educational programming and evaluation experience throughout Africa. Dr. Carrol is knowledgeable about the educational, economic and political context in Sierra Leone. She was responsible for the overall technical aspects of the evaluation, co-development of questionnaires, development of training materials, and the writing of the report.

Mr. Mohamed Moigua (Statistician) has over 12 years of experience in Statistics, Monitoring & Evaluation, and Research. His responsibilities in this evaluation included development of sampling strategy, management of field work and data collectors, training of data collectors, co-development of questionnaires, and data analysis.

In addition to the two core team members, Mr. Santigie Kabia, the Monitoring Evaluation, Accountability and Learning Manager of CRS Sierra Leone shadowed the Evaluation Team during part of the fieldwork and Mrs. Lois Marah, a reading specialist consultant contracted by the Team Leader, participated in the training of data collectors. Thirty-six data collectors and five data entry clerks also contributed to the success of the field work.

LIMITATIONS

Like any research project, there are a number of limitations to the evaluation. As seen above, we could not get the targeted numbers of schools, students and teachers in control areas. This limits our ability to detect changes where they do exist. Some of the constructs such as student attentiveness are difficult to measure and rely on subjective recall from teachers and/or classroom observation data. With 36 different enumerators there is a possibility that inter-rater reliability might be an issue, despite all attempts in the training to ensure consensus in measurement. Finally, with every questionnaire there is a risk that the interviewees' interpretation and response to questions are not always what is intended by the interviewer. It is also possible that teachers change their behavior when they are being observed. So, the fact that there were observers in the room may cause the teacher to teach differently than they normally would.

RESULTS AND FINDINGS

RELEVANCE

Are the project activities consistent with the overall goals and objectives?

The overall goal of FFE Phase II was to improve the reading skills of primary school children in participating schools. The project sought to do this by improving literacy instruction and improving student attendance and attentiveness. The various components of the program – school feeding, teacher training, capacity building, improving school environment – all have shown some success in various contexts in meeting these objectives.

Studies of school feeding programs around the world present a mixed case for school feeding's impact on education¹⁵: in many countries, school feeding has had a positive impact on attendance; some studies report increase in achievement, but only in schools where teachers had above average experience (measured by the number of years of teaching).

There is less evidence about the link between hunger and attention as proposed by the FFE project, perhaps because attentiveness is not an easily measurable concept. One study from Jamaica showed that student attention increased after breakfast, but only in the better functioning schools.¹⁶ The studies suggest that in order to get the most benefit from the school feeding program, it is important to combine them with educational interventions that support the learning environment and teachers. This is the strength of the CRS FFE II program because in addition to providing school meals, it trains teachers, improves the learning environment, and develops the capacity of local institutions and organizations.

Does the program meet community and government priorities?

Interviews with government stakeholders and focus group discussions with community members revealed a long list of needs and challenges within the education sector and difficulties with prioritizing those needs. Among the long list of community needs in education, the following appeared consistently: lack of qualified teachers; poor school infrastructure; lack of government support for schools; communities having to pay teachers; poor or non-existent water and sanitation facilities; poverty; and lack of teaching and learning materials. In non-program school communities, pupil hunger was also identified as a challenge. In a few communities, changing parental attitudes towards education (especially Western education) was deemed to be important. With few exceptions, these are all areas that the FFE II project was designed to address but the needs of schools and communities were much greater than

¹⁵ For a summary of the literature, see: (Alderman and Bundy 2012)

¹⁶ (Grantham-McGregor, Chang and Walker 1998)

the project could provide. About 40 percent of schools in program areas are unapproved schools, which means that MEST has not sanctioned their operation and therefore they do not receive any support for their schools (no paid teachers, no TLM etc.).

In terms of government priorities for education, these are outlined in the Education Sector Plan: 2014-2018 (ESP) and in the more recent Post-Ebola Recovery and Transition Priorities (ERTP). The FFE Phase II project is aligned with both these priority documents. With regards to the ESP, the FFE Phase II project supports the objectives related to access and completion of primary school, improving learning environments, improving student's reading skills, and improving the quality of teachers. The GOSL developed its post-ebola recovery strategy as a foundation for rapid transition back to the country's development agenda, which was disrupted by the EVD outbreak. The priorities for recovery in education includes school feeding for primary school students to support their return back to school, construction of proper WASH facilities, and upgrades to classrooms to prevent overcrowding. These are all areas that FFE II and the upcoming FFE III will address in the program areas of Koinadugu district. In general, the program did address community and government priorities, although not to the extent needed given the very basic conditions of schools.

Are stakeholders satisfied with their participation in the program?

In general, stakeholders were satisfied with their participation in the program. Community members reported being active participants in the school feeding program. Mother's Support Groups reported that they provided condiments, cleaned the school compound, monitored the school feeding, and helped prepare food for students. In addition, some school management committee members started school farms to supplement the feeding program.

Other partners expressed satisfaction with the program, but suggested that participation would have been better if CRS had communicated better about the project overall and provided on-time payment for facilitation fees and transportation.

Overall, parents and community members expressed satisfaction with the FFE program, especially the school feeding and provision of teaching and learning materials. Some of the benefits mentioned were, increase in student enrolment, increase in retention, improving financial situation of parents through the SILC, reducing the financial burden of parents by providing meals in school, and uniting community members and teachers through supporting of MSGs and SMCs.

How well does the project complement and link to activities of other donors or NGOs?

This question was addressed to a great extent in the midterm evaluation. The recommendation at the time was for CRS to strengthen its efforts to link with activities of other donors and NGOs active in the program areas. While the break in programming made this impossible to address, CRS does report that during the development of the FFE Phase III proposal they consulted with NGOs to determine how to link and complement activities. The new proposal also included some specific ways in which they will do this by, for example, working with TALLE and Ibis, NGOs implementing literacy activities in Koinadugu district.

EFFECTIVENESS

To what extent were the project results and the yearly benchmark indicators achieved?

Improved Literacy of School-aged children

The overall goal of the FFE II program was to improve the literacy skills of children in the program. The indicator used to capture this is the percent of children who can read independently at or above their grade level. To derive this indicator, children were assessed using the ERSI graded word list. According to this methodology, students' reading level is determined by the level at which the child makes 0 or 1 mistake in identifying the words.

Figure 2 shows the percentage of children in treatment and control schools that could read independently at (or above) grade level. The data shown includes all children in all schools in all grades, and it shows improvement in reading levels from the baseline to endline (from 2.4 percent at baseline to 10.7 percent at midline and 10.3% at endline).¹⁷ The control schools show an increase in performance from baseline to midline to endline. However, treatment schools showed the biggest increase from baseline to midline, when they performed much better than control; but there was a notable decline in performance from midline to endline.

¹⁷ Please note that the schools assessed at these three points are not all the same

Figure 2: Percent of children, in control and treatment schools, reading independently at grade level at Endline, Midline and Baseline

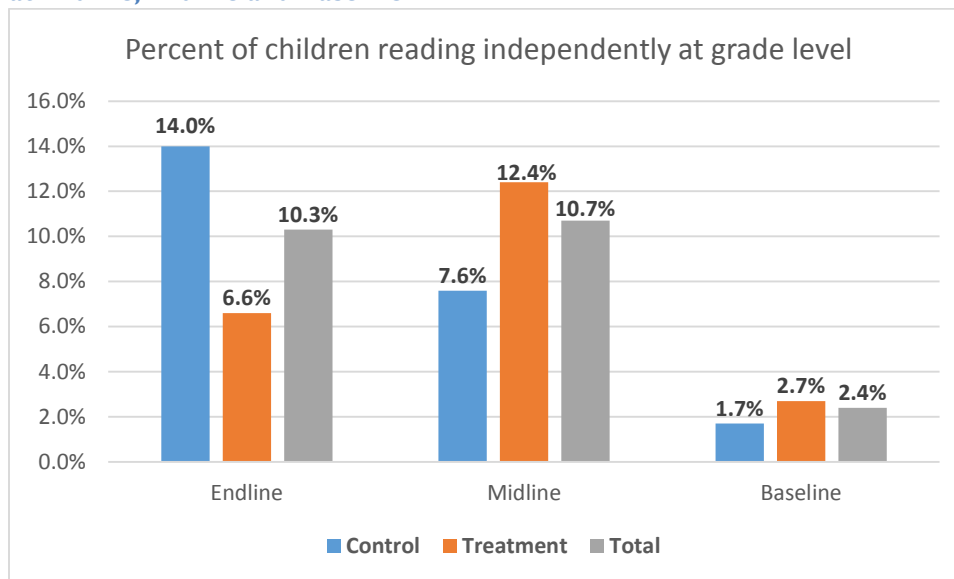


Table 4 shows that at the time of the final evaluation, 6.6 percent of students surveyed (7.6 percent boys and 5.3 percent girls) in treatment schools were reading at or above grade level. While this was higher than at baseline, it was lower than what was recorded at the midterm evaluation. It is important to note, however, that while the baseline and midline were conducted towards the end of the school year, the final evaluation was conducted at the start of the academic year. This could very well explain the reason for lower performance during the baseline as research has shown that students do experience some learning loss during long school breaks.¹⁸ The final results were far from the target of 20 percent.

¹⁸ However, the control schools do not show the same pattern. Children in control schools were more likely to have been engaged in learning during the school closure.

Table 4: Percent of students in treatment schools who read independently at or above their grade level¹⁹

| Indicators | Target | Baseline Results (May/June 2013) | Midterm Results (July 2014) | Final Results (January 2016) |
|---|--------|-------------------------------------|--------------------------------------|-------------------------------------|
| Percent of students in treatment schools who read independently at or above their grade level (girls/boys) (ESRI) | 20% | 2.7% (Boys 3.1%) (Girls 2.1%) | 12.4% (Boy 12.7%) (Girl 11.8%) | 6.6% (Boys 7.6%) (Girls 5.3%) |

In order to isolate the effect of the program, we used difference in differences analysis (DiD) at the school level (see Annex II for a description of the methodology). The analysis was done at the school level because we did not test the same students at both the baseline and the final evaluation. The ensuing analysis and discussion is based on the 74 schools (50 treatment and 24 control schools) for which we have data for the two time periods.

The dependent or outcome variable is the average reading level in the school – measured as the proportion of children who can read independently at their grade level. We summarize the average performance in reading for the matched treatment and control schools by sex in Table 5 below.

Table 5 Reading Performance Statistics for Treatment and Control Schools (all children, all grades) at baseline and endline

| Sex | Mean ^a | Std. Dev. | Min | Max | Treatment Schools Mean (I) | Control Schools Mean (II) | Difference (I-II) |
|--|-------------------|-----------|-----|-------|----------------------------|---------------------------|-------------------|
| BASELINE (May 2013) | | | | | | | |
| Both | 0.029 | 0.061 | 0 | 0.316 | 0.026 | 0.037 | -0.011 |
| Boys | 0.037 | 0.079 | 0 | 0.444 | 0.031 | 0.051 | -0.020 |
| Girls | 0.021 | 0.064 | 0 | 0.312 | 0.020 | 0.021 | -0.001 |
| ENDLINE (January 2016) | | | | | | | |
| Both | 0.077 | 0.097 | 0 | 0.333 | 0.059 | 0.116 | -0.057 |
| Boys | 0.091 | 0.121 | 0 | 0.428 | 0.069 | 0.137 | -0.068 |
| Girls | 0.059 | 0.111 | 0 | 0.428 | 0.042 | 0.093 | -0.051 |
| ^a Proportion of students reading independently at their grade level | | | | | | | |

¹⁹ The baseline and midline numbers are slightly different from what was reported in the midterm report due to further cleaning of the data, but changes do not affect the story line. Also, none of the control chiefdoms registered a case of Ebola unlike one of the treatment schools.

Schools show an overall increase in the proportion of students who can read independently (from 0.029 at baseline to 0.077 at endline), and the increase can be seen for both boys and girls. Though control schools in this sample appear to perform better than treatment schools at baseline and endline, the differences are small and not statistically significant.

The results from DiD analysis is shown below in Table 6. At endline, there was a statistically significant difference between treatment and control schools, with control schools showing better performance in reading. However, the DiD estimator is not statistically significant, meaning that the program itself showed no effect in reading. Similar analysis conducted at midline, also did not find statistically significant differences in performance between treatment and control schools from baseline to endline even though treatment schools performed better than control schools. Therefore, we cannot say that the program had any statistically significant effect in the targeted chiefdoms in terms of improving reading skills. The pattern is the same when analysed separately for boys and girls.

Table 6: Results from Difference in Differences Analysis, all students

| BOYS and GIRLS | | | | | | | |
|---|-----------------|----------------|-----------------|----------------|----------------|-----------------|---------------------|
| Variable | BASELINE | | | ENDLINE | | | DIFF-IN-DIFF |
| Outcome Variable | Control | Treated | Diff(BL) | Control | Treated | Diff(EL) | |
| Reading Level | 0.036 | 0.026 | -0.01 | 0.116 | 0.059 | -0.057 | -0.046 |
| Std. Error | | | 0.032 | | | 0.02 | 0.028 |
| t | | | 0.02 | | | -2.86 | -1.65 |
| P> t | | | 0.6 | | | 0.005*** | 0.100 |
| No. of observations: 148 | | | | | | | |
| Means and Standard Errors are estimated by linear regression | | | | | | | |
| **Inference: *** p<0.01; ** p<0.05; * p<0.1 | | | | | | | |

It is difficult to explain the findings from these analysis which is essentially showing no statistically significant effect in reading performance of the program, and it is possible that limitations in sample size reduced the power of the analysis. It is also possible that (and we see indications of this below) the EVD crisis affected treatment schools more negatively than it did control schools. Below we see that children in treatment schools were less likely to have engaged in learning during the school closure, and this may explain the large drop in performance from midline to final evaluation.

Early Grade Reading Assessment (Test of Pre-reading skills)

Based on the poor reading performance of students in the baseline assessment, the evaluators recommended (and CRS agreed) that tests of pre-reading skills are included in the reading assessment to understand whether students have mastered these skills. This is supported by ILA's Diagnostic Teaching Methods Training Manuals, which state that systematic instruction on literacy should be focused on the five components of reading and that lessons should start from simple to more complex:

“Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.”

The ESRI instruments used in the baseline focused primarily on vocabulary or decoding (word list) and comprehension and did not explicitly test whether students had developed the lower order skills (e.g. alphabet naming, phonemic awareness, and phonics). Therefore, students whose reading level was below a Primary 3 level were tested on lower order skills. In the endline, approximately 1,288 students (91% of total) received the tests of pre-reading skills (see Annex IV), which included the following components:

Phonemic Awareness (PA): Children were given pictures of common objects, told the names of the object, and asked to say the initial sound they hear.

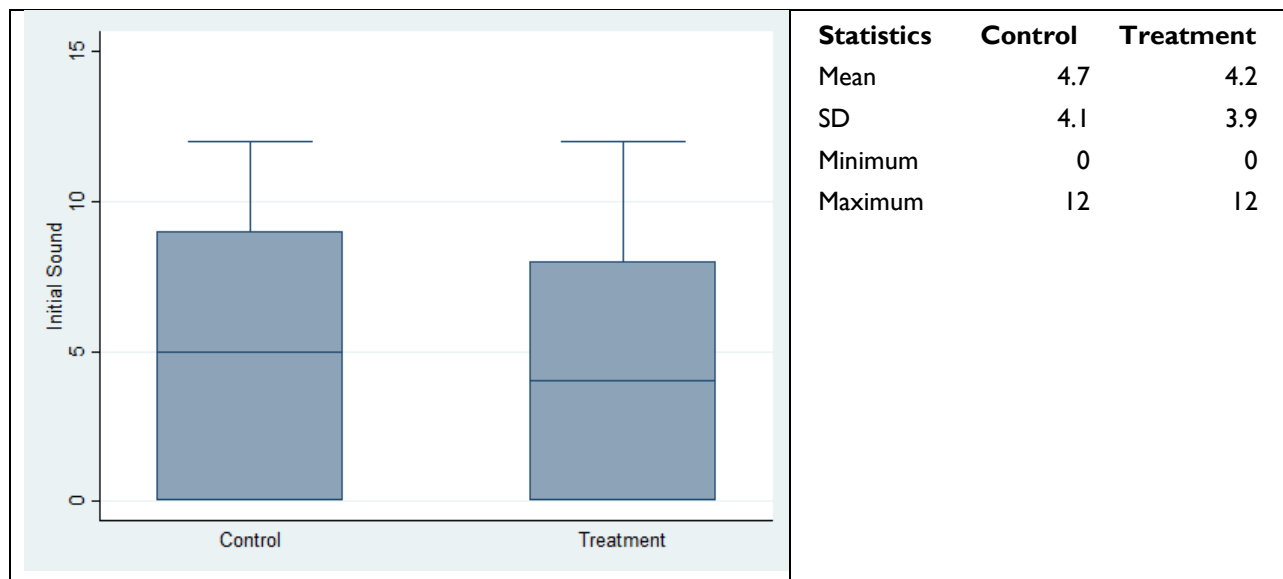
Alphabet Letter Naming (ALN): Children were presented with a random list of the 26 letters of the alphabet (in mixed upper and lower case) and were asked to name the letters.

Letter Sounds (LS): Students were shown 12 letters (consonants) and asked to name the letter and identify the sound of the letter.

Onset, Rime and Blending (ORB): Students were provided with rime and onset patterns to test their ability to make and read new words. For example, students were provided with the rime –“at” and onset patterns ‘c’, ‘m’, ‘h’, ‘b’, and had to put them together to form and say words (e.g. cat, mat, hat, bat). According to the MEST Language Arts syllabus, these are skills that students should have mastered by the end of Class I.

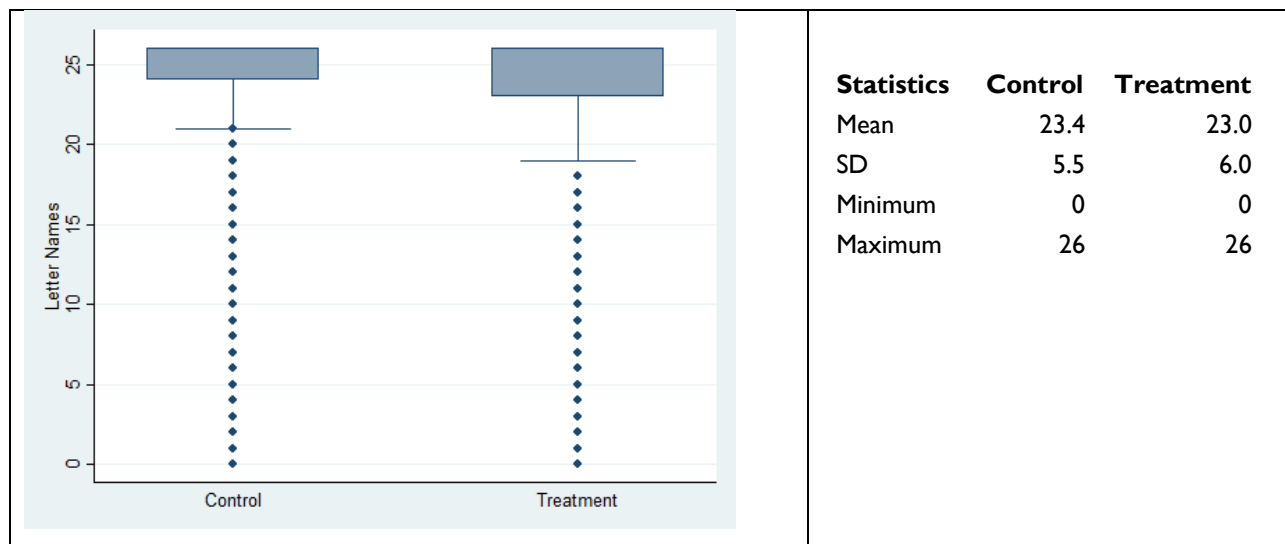
The box plots below summarize the results from the assessment of pre-reading skills

Figure 3: Phonemic Awareness



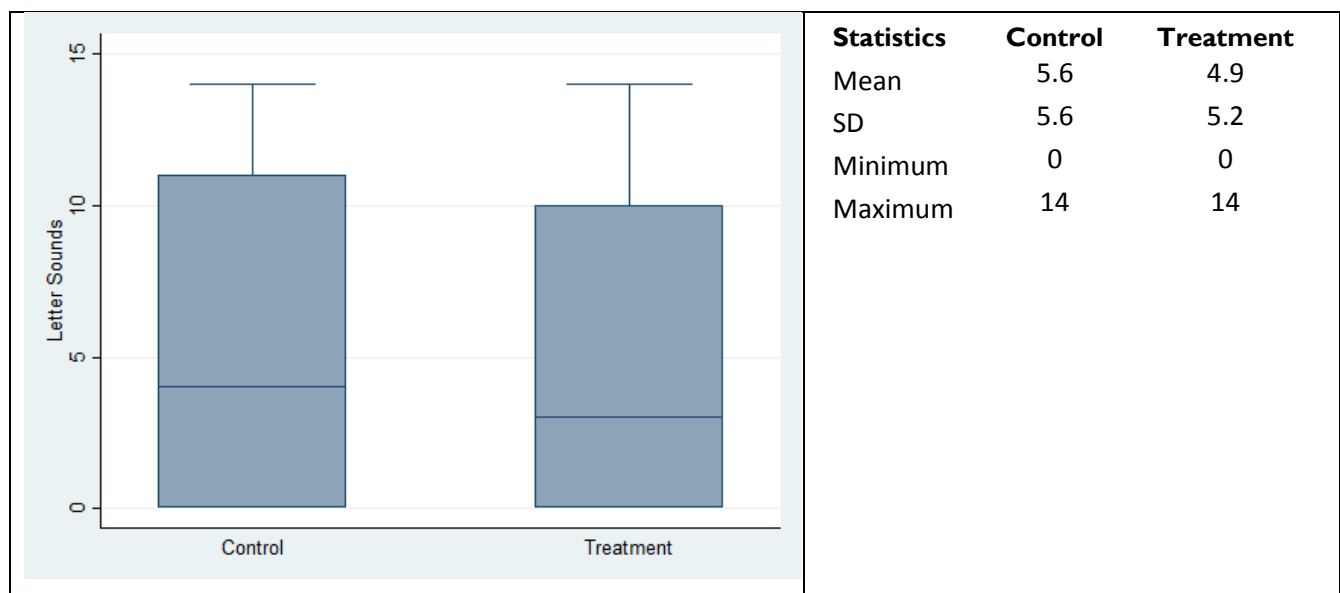
Students identified less than half of the initial sounds correctly. Control schools performed slightly better than treatment, and difference is statistically significant.

Figure 4 Alphabet Naming – Plot of Student Performance



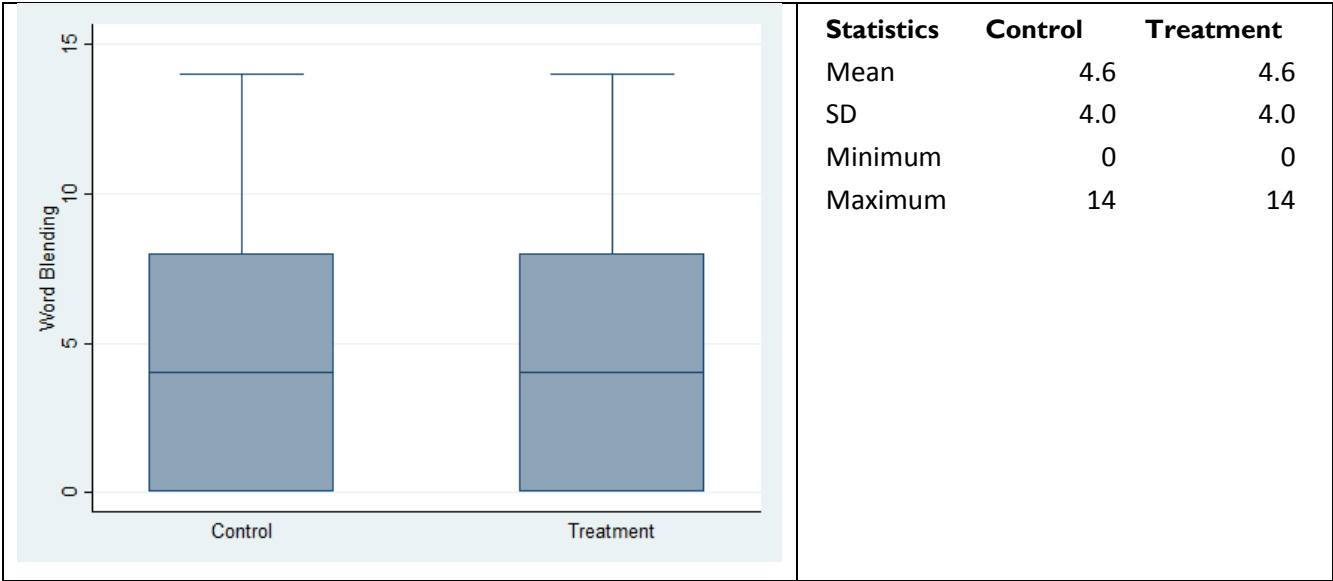
Students performed best on this task. On average, students could identify about 23 letters of the alphabet. However, there are a number of students who still have not mastered the skill as can be seen by the number of outliers and the fact that a few students could identify none of the letters (5).

Figure 5: Letter Sounds



Students still struggle with the sounds of letters. Children in control schools knew about 6 of the 14 letter sounds, while those in the treatment schools knew only 5. While only a difference of one letter, it is statistically significant (Figure 6).

Figure 6: Word Blending (Onset-Rime-Blend)



Again, students struggled with blending onset and rime patterns to make words. On average they got correct 4.6 of 14 possible blends. This is not surprising since most of them still struggle with their letter sounds.

To summarize, students performed best in alphabet naming, although there are still a few students who appear to have not mastered this most basic skill even after 2 years of schooling. Control schools performed slightly better on the tasks pertaining to identifying letter sounds, and while this difference is statistically significant, practically the difference is only by 1 or 2 letters. While the reasons for the difference are unclear, teachers in control and treatment schools do receive different types of in-service training, which may stress different topics. Teachers in control schools are more likely to have attended training on Child Centered Teaching Techniques (CCTT), which has a specific module on teaching pre-reading skills.

Improved quality of literacy instruction

Teachers in program schools received in-service training on Diagnostic Teaching Methodologies (DTM) in order to improve their instruction in English. In addition, some teachers (192) were participating in a distance education program with the Northern Polytechnic that was to lead to certification.

To determine the quality of literacy instruction, enumerators observed 252 teachers across treatment and control chiefdoms and assessed their teaching using a tool with items developed by the International Literacy Association and the Improving Schools in Sierra Leone program²⁰. Enumerators also observed access to school materials and other resources in the classrooms visited.

Characteristics of classrooms and access to teaching and learning materials

One of the hoped for results of the FFE II program was that participating schools will have better access to school supplies and materials. As such the project provided textbooks, exercise books, attendance registers, and classroom furniture to targeted schools. With textbooks, the aim was to reach a student-textbook ratio of 3:1.

Most classrooms (84 percent) had a chalkboard and a majority (59 percent) had teacher furniture. Treatment schools were more likely to have these basic furniture, because the project provided some. But classrooms were very print-poor: less than 30 percent had any children's work or display of words/letters on the wall (Table). The treatment schools fared worse in this area.

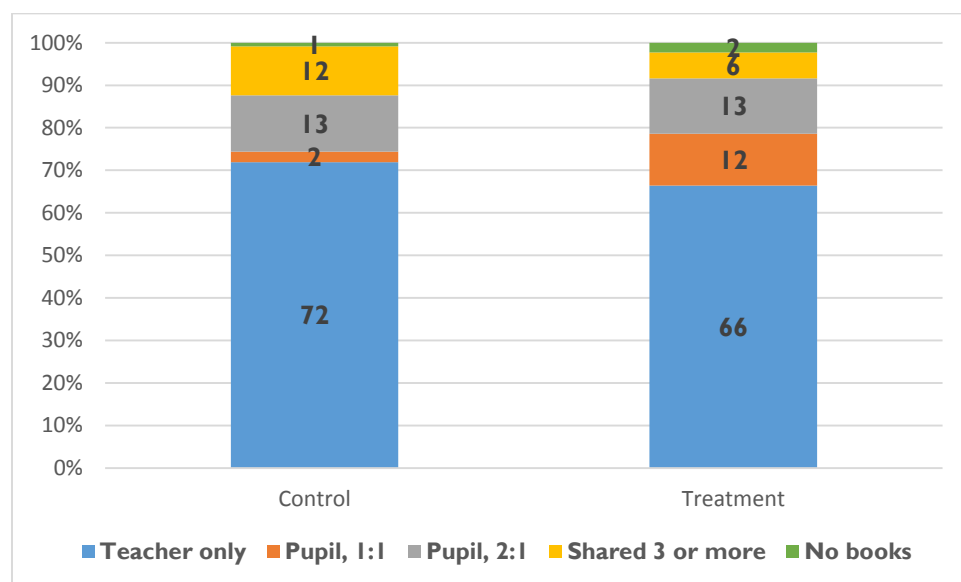
Table 5: Resources in observed classrooms

| <i>Classroom Facility</i> | <i>Treatment</i> | <i>Control</i> | <i>Total</i> |
|--|------------------|----------------|--------------|
| A separate chalkboard or blackboard | 87% | 80% | 84% |
| A teacher's table and chair | 62% | 55% | 59% |
| Children's work on the wall | 20% | 32% | 26% |
| Vocabulary words or letter chart on wall | 24% | 35% | 29%* |

In the overwhelming majority of classrooms observed (72 percent control and 66 percent treatment), only teachers used textbooks (Figure 7). It is possible that books were available in the required quantities and teachers did not give them to students. Treatment schools do fare significantly better than control schools in this indicator as in 31 percent of classrooms children were using books compared to 27 percent of classrooms in control schools. Still, given that the FFE II project distributed textbooks, more needs to be done to ensure that books are being used.

²⁰ This is another reading program, funded by DFID that has worked with the MEST to produce a classroom observation tool for use by school supervisors. The evaluators referred to both the ILA and ISIS/MEST tools in developing the classroom observation instrument.

Figure 7: Availability and use of textbooks in observed classrooms



The project provided student benches and furniture for project schools, and as Figure 8 shows, seating arrangement in treatment schools were much better than in control schools. In treatment schools, most classrooms (88 percent) had three or less pupils sharing a desk and only in 12 percent of classrooms was more than three children sharing one desk. On the other hand, 30 percent of classrooms in control schools had more than three children sharing one desk.

Figure 8: Seating Arrangement in Classrooms

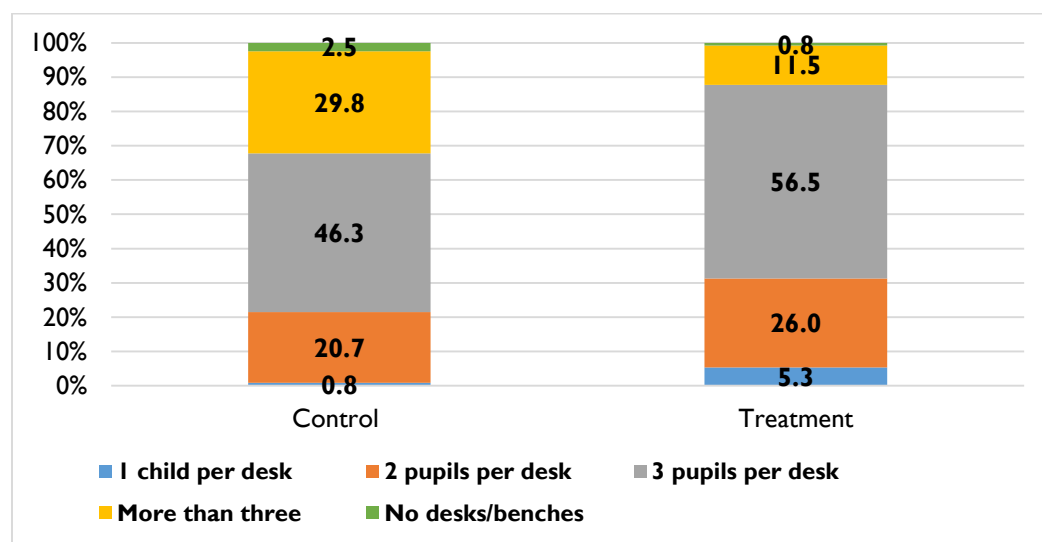
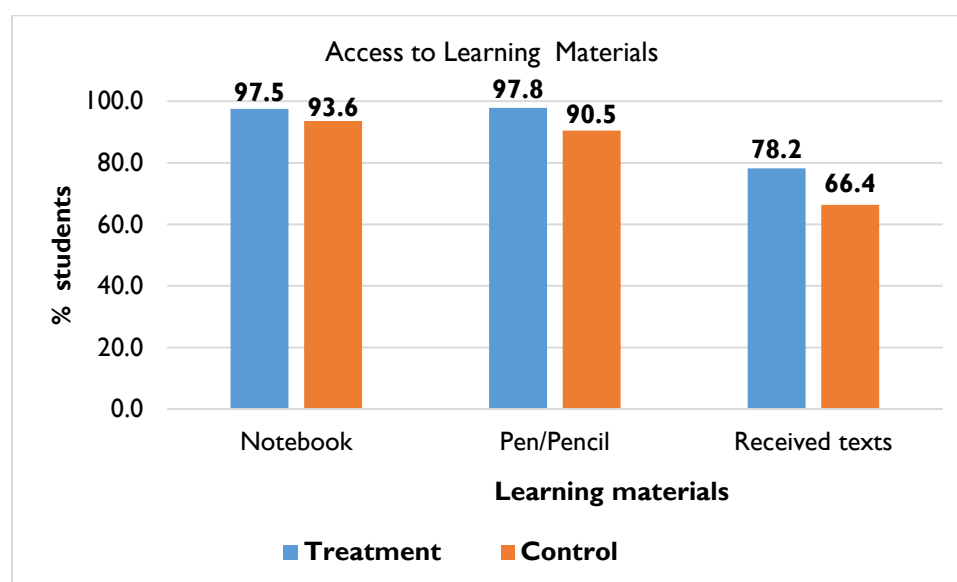


Figure 9 shows that students in program schools had better access to teaching and learning materials as compared to control schools and these differences are statistically significant. Almost all students (98 percent) had a pen or pencil and a notebook, and 78 percent reported that their teachers gave out textbooks for them to use during class time.

Figure 9: Student access to learning materials



Overall, students in treatment schools had better access to school supplies and teaching and learning materials than students in control schools, most likely because of the provision by the FFE II project. In areas where the project did not directly provide materials (such as ensuring printed materials on the wall), the control schools fared better.

Skills and Knowledge of Teachers

Demographic characteristics of teachers observed are shown in Table 6. Only about 5 percent of teachers in treatment schools and 8 percent in control schools are female. A significantly larger percentage of teachers in treatment schools had a teaching certificate and had attended an in-service training workshop in the 2 years before the survey, most likely due to the efforts of the FFE II program. Of those who had received in-service training, 37 percent of those in treatment areas reported having received DTM training from CRS. Teachers from control schools are much more likely to have received training on child-centered teaching techniques (CCTT) from MEST and UNICEF.

Table 7 Descriptive Characteristics of teachers observed

| Characteristics | Treatment (N=131) | Comparison (N=121) | Total | Sig (p<.05) |
|--|----------------------|-----------------------|-------|----------------|
| % Female | 4.6% | 8.3% | 6.4% | |
| Average years of teaching | 6.7 | 7.2 | 7.0 | |
| % has teaching certificate | 41% | 27% | 35% | * |
| % attended teacher training over 2 years | 74% | 50% | 62% | * |
| % attended CRS DTM workshop | 37% | 0% | 23% | * |
| % attended CCTT workshop by MEST/UNICEF | 36% | 57% | 44% | * |

The skills and knowledge of teachers were assessed using teacher surveys and teaching observations. The rubric used for the teaching observation and teacher's knowledge of pedagogy combined tools developed by International Literacy Association (ILA) and the Improving Schooling in Sierra Leone program. Teacher competencies were assessed in 3 broad areas as outlined below:

1. The teacher uses a variety of pupil assessment techniques during the lesson
2. Pupils are attentive and engaged throughout the lesson
3. The teacher demonstrate good instructional practice

Teacher performance was scored using the guidelines shown in Table 7.

Table 7: Scoring guidelines for teacher observations

| 1 Not yet Started | 2 Beginning | 3 Proficient | 4 Excellent |
|--|--|---|--|
| There is no evidence of desired behavior. The teacher needs significant support to develop practice. | The behavior is attempted, but not consistent. The teacher needs ongoing support to develop practice | The behavior is acceptable and somewhat consistent and could be used as a model for others. | The behavior is consistent and exemplary. The teacher could teach others to develop this behavior. |

Figure 10 to Figure 12 below show how teachers perform in the Area I. A higher percentage of teachers in treatment schools show proficiency in the various skills. For example, 37.5 percent of teachers in treatment schools are proficient (or excellent) in checking for pupil's understanding during the lesson, compared to 25.6 percent of teachers in control schools. The difference is statistically significant.

Figure 10 Teacher Checks for Pupil Understanding during Lesson

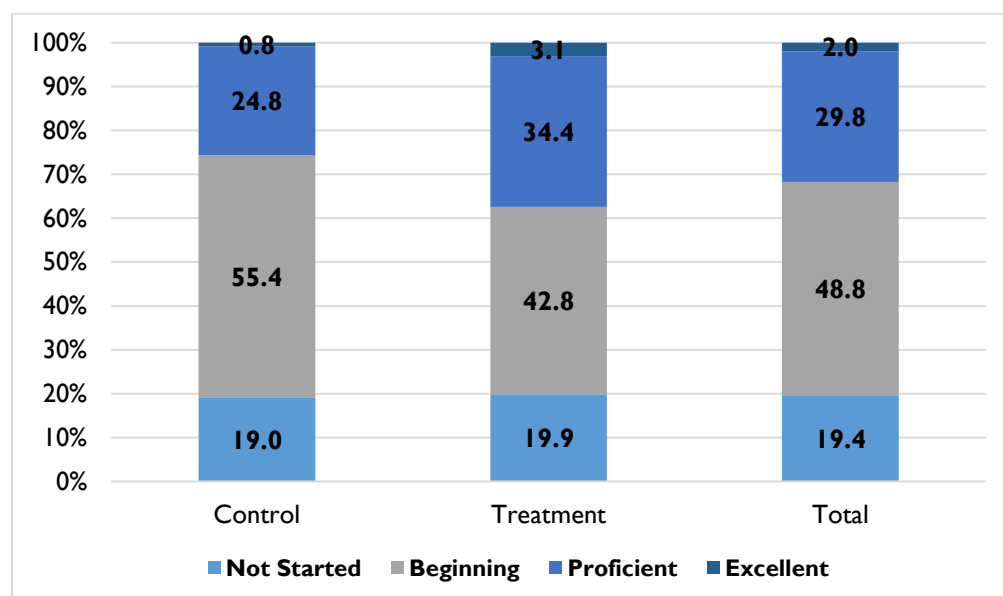


Figure 11: Teacher Adjusts Practice based on Student Responses

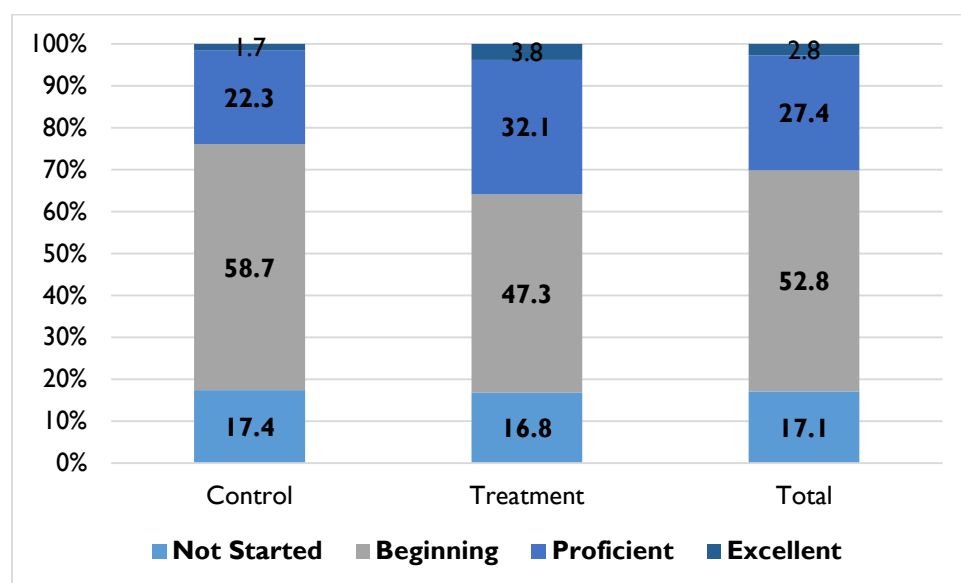


Figure 12: Lesson objectives are clearly identified, pupils know them and are given the opportunity to demonstrate that they have learned them

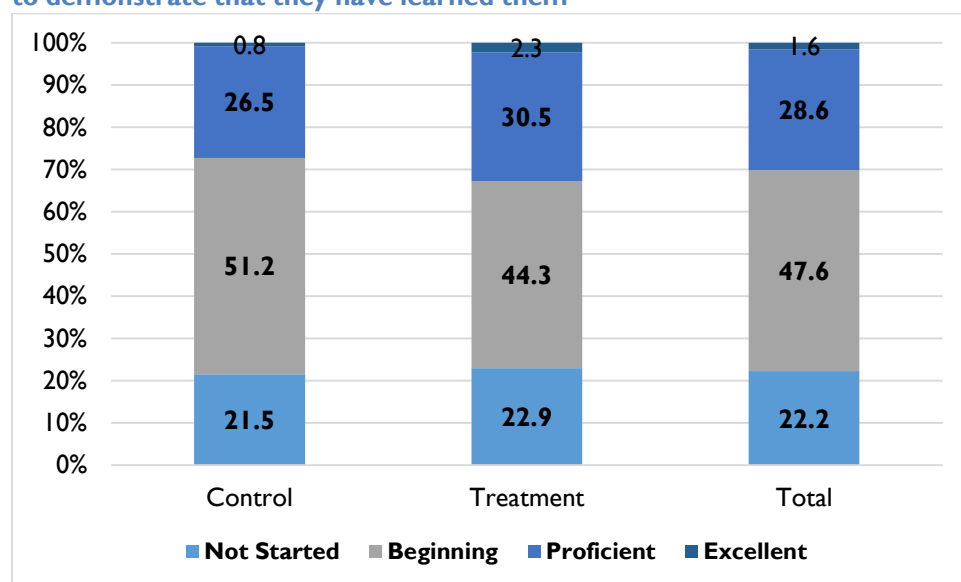


Figure 13 and Figure 14 represent teacher performance in Area 2 (ensuring students are engaged). Here also teachers in treatment schools performed better in encourage pupil participation and engagement (48 percent showed proficiency compared to 36 percent in control schools).

Figure 13: Teachers encourage pupil participation and Engagement

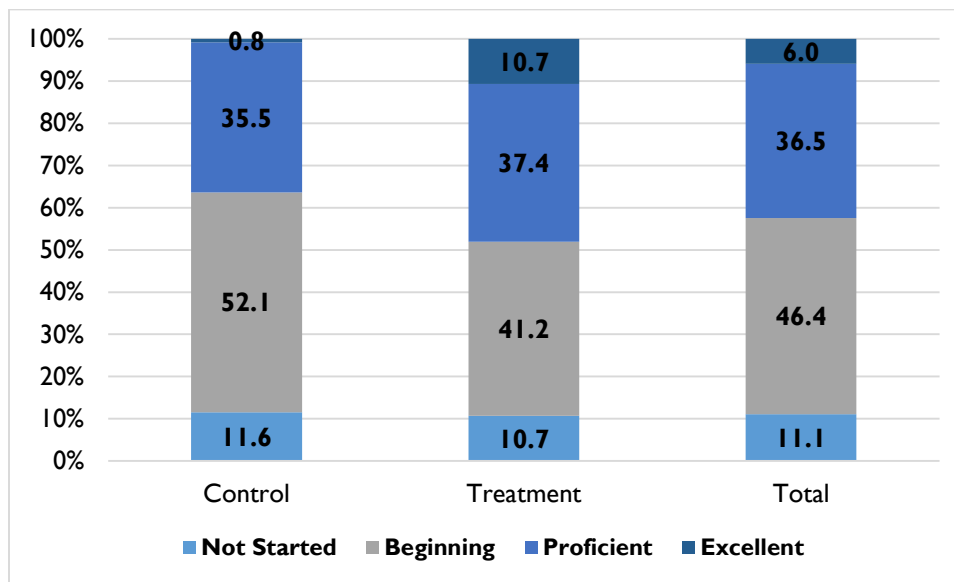
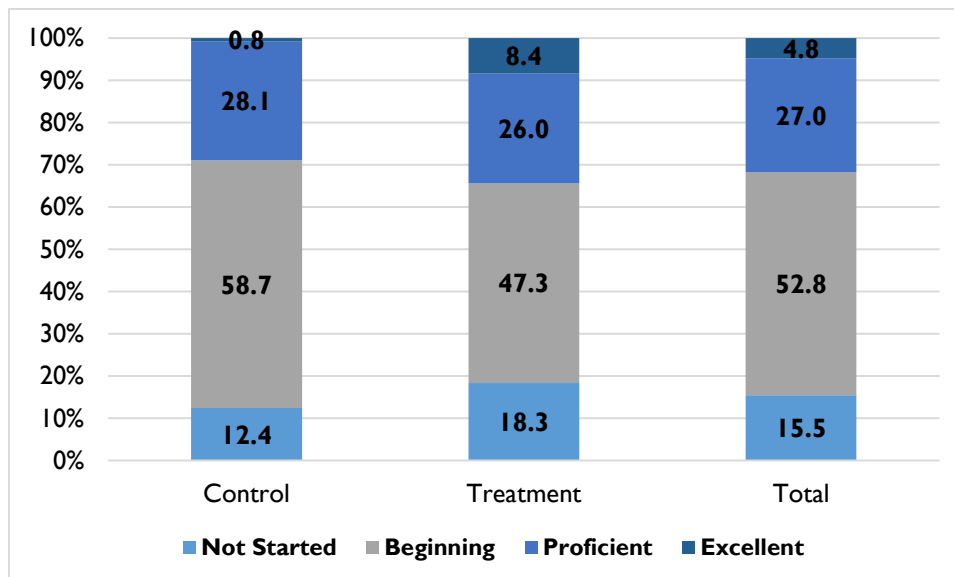


Figure 14: Teachers give pupil the opportunities to read, write, and speak during lesson



The final area of teacher performance in basic instructional practice – use of lesson plans, exploring students’ prior knowledge, and using a variety of teaching techniques.

Figure 15: Teachers use lesson plan to guide instruction

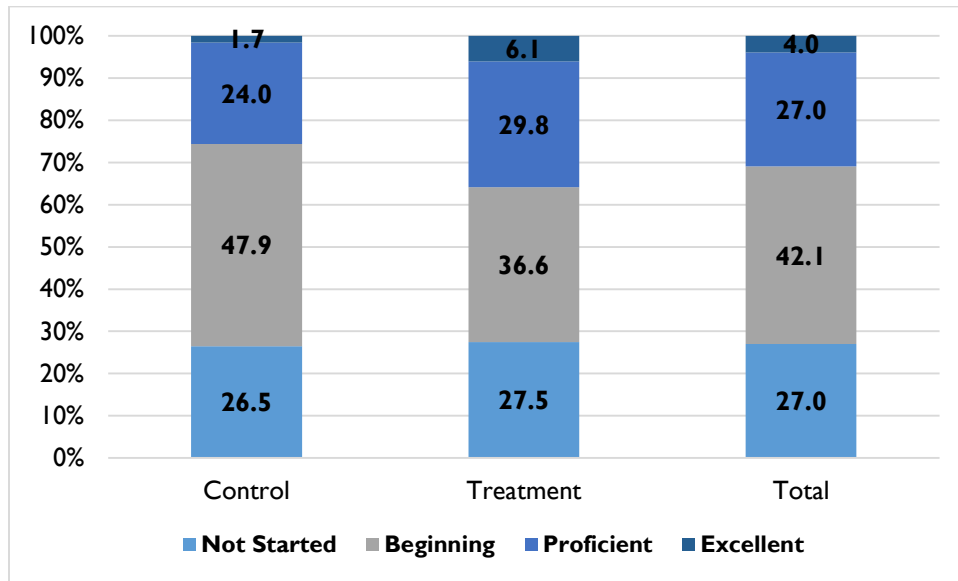


Figure 36: Teachers Explore Prior Knowledge of Students at Start of Lesson

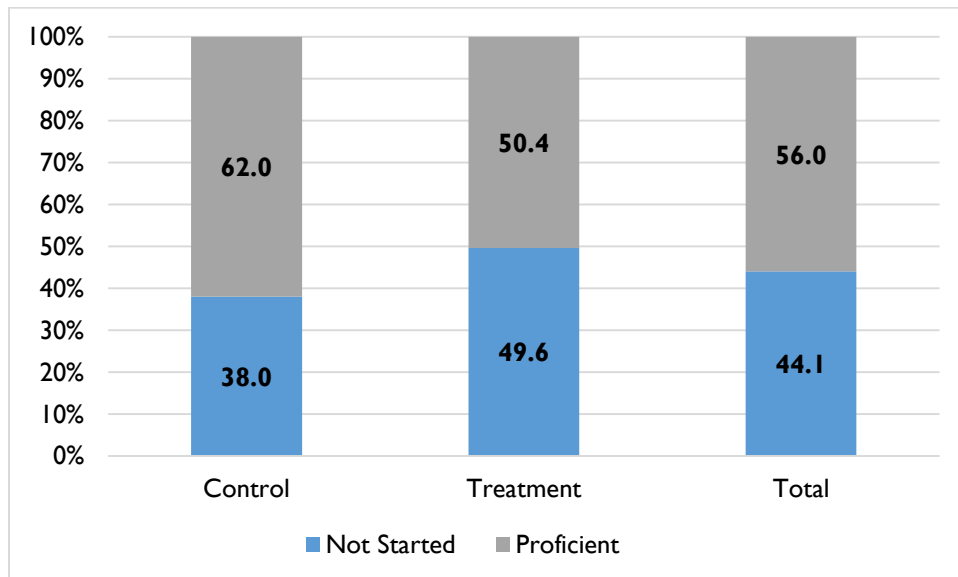
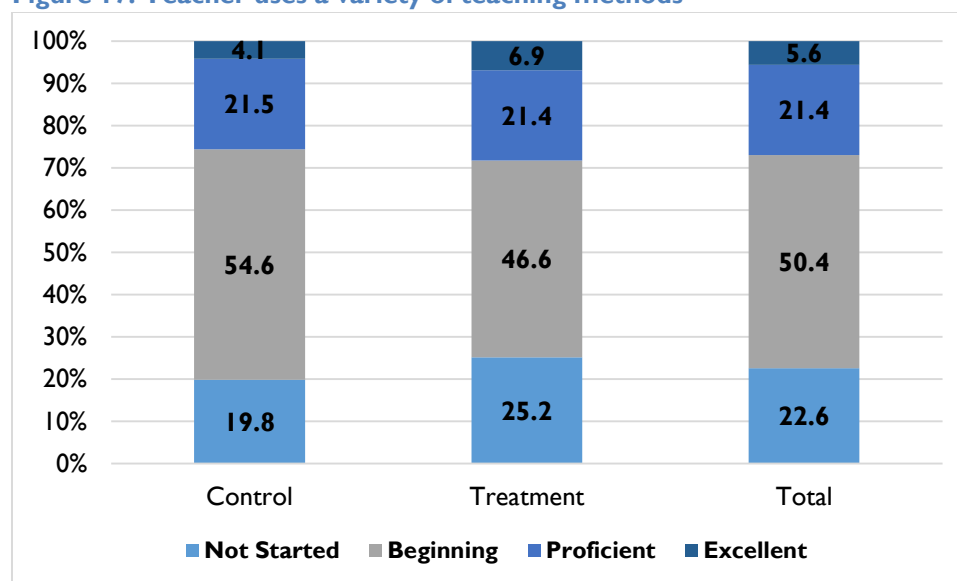


Figure 17: Teacher uses a variety of teaching methods



While teachers in treatment schools are showing higher proficiency in these skills, there are still challenges in their overall performance. Large percentages of teachers are still only beginning to demonstrate these basic teaching skills or not even attempting to do them. For example, 25 percent of teachers in treatment areas do not vary their teaching methods, 28 percent do not use a lesson plan, and half do not explore prior knowledge as part of their teaching. Much more needs to be done in terms of providing follow-up support and coaching for teachers to ensure that they put into practice what they have learned in training workshops

Teachers' attendance

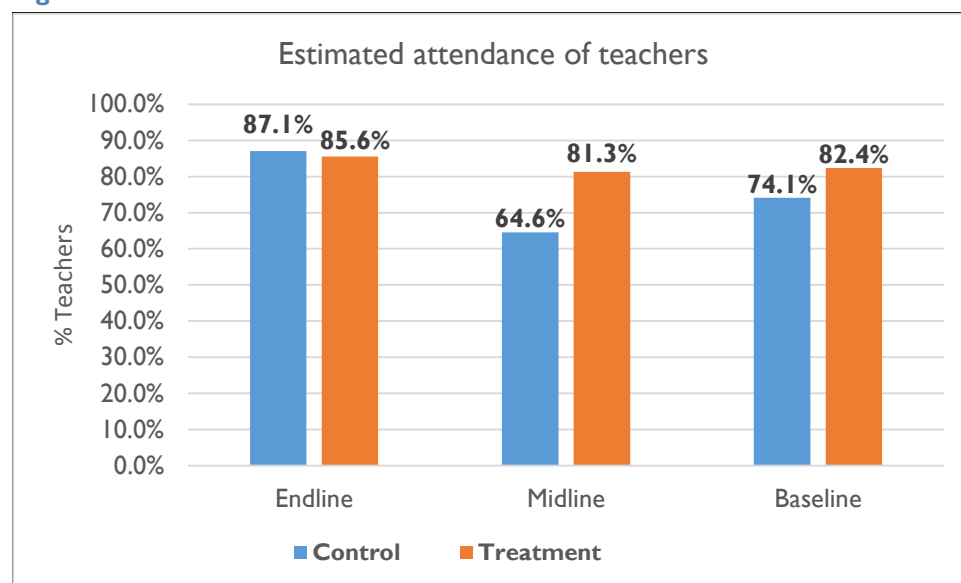
Estimated attendance of teachers was computed based on number of teachers who attended school 4 out of 5 days (80% of scheduled days) in the previous week before the evaluation. Results teachers' attendance between baseline and final evaluation (from 82.4% at baseline to 85.6% final evaluation) but dropped slightly at midterm (81.3%) as Table 12 shows.

Table 8: Estimated attendance of teachers

| Indicator | Target | Baseline Results (May/June 2013) | Midterm Results (July 2014) | Final Results (January 2016) |
|---|--------|-------------------------------------|--------------------------------|---------------------------------|
| Percent of teachers in target schools who attend school at least 80% of scheduled school days last school year (estimated teachers' attendance) | 95% | 82.4% | 81.3% | 85.6% |

Although attendance of teachers in treatment schools increased at final evaluation yet it was observably lower than that in control schools as shown in Figure 18. Nonetheless, the indicator for treatment schools was significantly higher at midline (81.3%) than for control schools (64.6%)

Figure 18: Estimated attendance of teachers



Improved Attentiveness

Part of the theory of change in the FFE Phase II project was that providing food to students would reduce hunger and improve attentiveness, which would in turn lead to improved literacy rates. The final evaluation relied on classroom observation to get measures of attentiveness as was done for the midterm.²¹ The results from the classroom observation (

Table 9) show that students in treatment schools appear to be more attentive in schools as seen by their engagement in various activities (e.g. following instructions, listening and working without distraction, etc.). The differences are statistically significant in all areas except for the percentage of children who ask questions.

Table 9: Percentage of children who are attentive in control and treatment schools

| School strata | Follow Instructions | Listen and work without distraction | Participate | Ask Questions |
|---------------|---------------------|-------------------------------------|-------------|---------------|
| Control | 43.4% | 43.0% | 43.7% | 37.3% |
| Treatment | 66.3% | 67.7% | 59.5% | 42.7% |

²¹ This is a very weak measure of student attentiveness, and the midterm evaluation had recommended dropping this measure altogether.

As Table 0 shows, the indicator result was highest at the baseline, lower at midterm and lowest at the final evaluation. Reader should note that student attentiveness at the baseline relied on teacher recall which could be subjective. The observed measures of the indicator at midterm and endline might be a better measure than teacher recall. However, regardless of which indicator measure is used, the target of 80 percent was not met. This may be because of the poor quality of the indicator or because there are a number of different things that affect student attentiveness. Even the fact that there was someone else in the classroom observing could have been distracting to some students.

Table 10: Student attentiveness over time in treatment schools, based on teacher recall

| Indicator | Target | Baseline Results (May/June 2013) | Midterm Results (July 2014) | Final Results (January 2016) |
|---|--------|----------------------------------|-----------------------------|------------------------------|
| Percent of students identified as attentive during classroom activities | 80% | 68.0% | 62.0% | 59.0% |

Reduced short-term hunger

CRS FFE program provided two meals a day to children in target schools so that they would not be hungry and would be more attentive in their classes. Ninety-seven percent of students in treatment schools that were surveyed reported that they did receive meals in school as given in Table 11. The remaining three percent of students who reported not receiving school meals were from a few schools in Nieni chieftdom.²² For those who received meals, 81 percent reported that they received meals twice a day and 19 percent received meals only once a day.²³

Table 11: Household food security and access to school meals

| Indicator | Target | Baseline | Midterm | Final |
|--|--------|----------|---------|-------|
| Percent of students in targeted schools who indicate that they are 'hungry' or 'very hungry' when they start school * | 0% | 64% | 28% | 47% |
| Percent of students who reported receiving meals in school | 100% | 74% | 100% | 97% |
| Percent of students who received 2 meals a day in school | | | 73% | 81% |
| <i>*Note the question asked about how hungry they were when they came to school. Not really a reflection of the effect of the school meals program, but of food provision at home and household food security.</i> | | | | |

²² The question asked was: "Are you provided with food/meals in this school?"

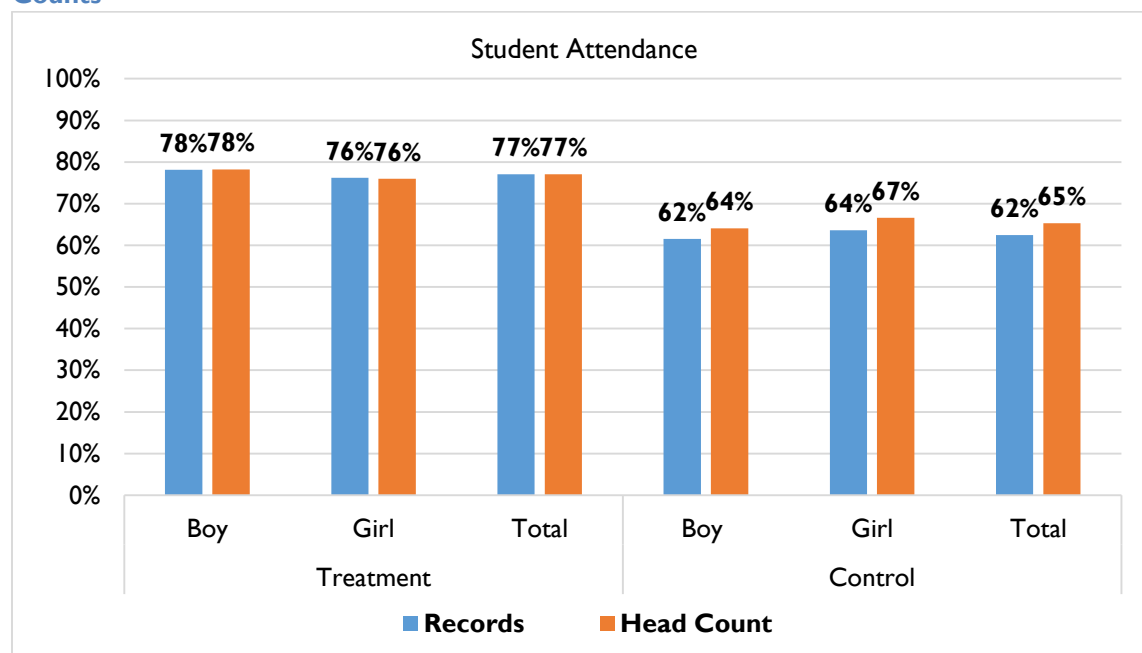
²³ The question asked was: "In a day, how many times are you provided with food/meal in this school?"

Improved Student Attendance

During the final evaluation, student attendance was measured by taking a physical count of students in the school and getting attendance records from the head teachers and/or the attendance register.

Figure 19 shows the attendance records from both sources. Student attendance is significantly higher in treatment schools (77 percent) compared to control schools (65 percent), and there is little or no difference between the attendance for boys and girls. The graph shows little difference between the two sources of attendance data.

Figure 19: Student Attendance in Treatment and Control Schools from School Records and Head Counts



As shown in control schools (as in Figure 19: Student Attendance in Treatment and Control Schools from School Records and Head CountsFigure), which shows statistically significant higher rates of enrolment in treatment schools.

Table 2, the treatment schools came close to, but did not meet the 80 percent target for student attendance. Indeed, attendance rates remained relatively unchanged from the baseline and higher than the midterm numbers. One reason for this might be that there are many reasons (e.g. ill health) for student absenteeism, not all of which can be solved by school meals. It is also possible that the gains in attendance due to school feeding had already been realized by the baseline, since most schools had been receiving meals under FFE I even before the baseline was conducted. In this case, a better comparison might be with the control schools (as in Figure 19: Student Attendance in Treatment and Control Schools from School Records and Head CountsFigure), which shows statistically significant higher rates of enrolment in treatment schools.

Table 12: Attendance Rates in Targeted Schools

| Indicator | Target | Baseline | Midterm | Final Results |
|-----------|--------|----------|---------|---------------|
|-----------|--------|----------|---------|---------------|

| | | Results (May/June 2013) | Results (July 2014) | (January 2016) |
|------------------------------|-----|--|----------------------------------|----------------------------------|
| Attendance Rate (Evaluation) | 80% | 78% | 68% (69% boys) (66% girls) | 77% (77% boys) (77% girls) |

Increased capacity of government institutions

Interviews with key education officials in the MEST in Koinadugu and Freetown and the International Literacy Association revealed that FFE II project did increase capacity of government institutions in the following ways:

- School supervisors and inspectors (7) were trained on enhanced monitoring techniques, coaching/mentoring, and diagnostic teaching methodologies
- Lecturers in the government teacher training college (Northern Polytechnic) (60) were trained on Diagnostic Teaching Methodology (DTM) in support of reading instruction
- District education officers were provided with motorbikes (2) and fuel to improve their abilities to visit schools and support teachers. The supervisors reported that having the bikes improved the frequency of their supervision visits
- The District education office in Koinadugu received office equipment (computer and printer)
- The School Feeding Coordinator at MEST supported to attend a training in Ghana
- CRS supported MEST in the development of the school feeding policy and in planning for proposed nationwide school feeding program
- Teachers in treatment schools (701) received training on teaching skills (DTM).

Teachers' knowledge in teaching techniques

Teachers in survey schools were asked to state their knowledge in teaching techniques. Survey results suggest that the teachers' knowledge in teaching techniques consistently increased at midline (66.0%) and endline (75.4%) from 15.0% at baseline; achieving the target. The indicator was observably more than three-folds higher in treatment schools compared to control schools (21.9%). Table 13: Percentage of teachers in targeted schools able to describe a threshold of new techniques

Table 13: Percentage of teachers in targeted schools able to describe a threshold of new techniques

| Indicator | Target | Baseline Results (May/June 2013) | Midterm Results (July 2014) | Final Results (January 2016) |
|---|---------------|---|--|---|
| Percent of teachers in target schools who are able to describe a threshold number (at least 4 methods) of new teaching techniques | 75% | 15% (pre-training score) | 66.0% (post-training score) | 75.4% (self-report) |

Increased engagement of local organizations and community groups (MGD 1.4.4)

The project worked with a number of local organizations and community groups in the target areas including School Management Committees (SMCs) and Mother's Support Groups. These groups

received trainings on advocacy, the importance of education, school improvement planning, school health and sanitation, and developing school gardens.

Every school in the treatment area had a SMC and 94 percent had a Mother's Mothers Support Group compared to 48 percent of schools in control area. The focus group discussions and interviews revealed that SMCs and Mother's Support Group were actively engaged in schools in a number of ways: they monitored the school feeding program; provided firewood and condiments; developed school gardens; cleaned school compound; and provided water for cooking. Mother's Support Group also reported helping with school fees for orphans and other vulnerable children; advocating for parents to send their children to school; and monitoring student attendance.

SMCs in treatment areas were also more engaged in development activities than those in control areas: 75% of head teachers in treatment schools reported that the SMCs were engaged in a major development activity over the recent years compared to 54 percent of control schools. The type of activities SMCs were engaged with included: construction and repair of school infrastructure; provision of furniture and teaching and learning materials; created and maintained school gardens/farms; encouraged parents to send children to school; and provided condiments for school feeding program.

EFFICIENCY

Was the program cost efficient?

The total approved budget for the whole program was USD \$6,647,378 (not including the cost of commodities²⁴) to benefit a total of 27,040 students during the 3-year duration, making the unit cost \$239 per student (or, approximately \$80 per student per year). In actual fact, at the highest point, the program benefited over 28,500 students, bring the unit cost to \$226 per student. This is still a high unit cost relative to the overall public recurrent unit cost of Le 111,530 (approx. USD 26) for primary school. If the cost of commodities are included up to the ceiling of USD 11 million, then the unit cost was even higher at USD 386 per beneficiary.

At the end of the project, 97 percent of funds allocated were expended, although the project underspent in some critical areas such as building/rehabilitation of schools and overspent in the administrative areas (see Table 4).

²⁴ Although we don't know the estimate cost of the commodities and shipping, the max ceiling of the budget, including shipping of donated commodities was \$11,000,000.

Table 14: Program Cost and Spending for the FFE II Project in Sierra Leone (not including commodity costs)

| Activity | Approved Budget(\$) | Cumulative Expenses | % Expended |
|---|---------------------|---------------------|-------------|
| Administration | 2,405,212 | 2,492,157 | 104% |
| Program Activities | | | |
| Building/Rehabilitation: Schools | 250,000 | 185,193.00 | 74% |
| Life skills Sessions for Students | 208,599 | 210,235 | 101% |
| Organization of Advocacy Meetings | 96,296 | 64,796 | 67% |
| Provide Literacy Materials | 33,952 | 36,452 | 107% |
| Raise Awareness on the Importance of Education | 93,169 | 69,591 | 75% |
| Student Recognition | 74,951 | 49,727 | 66% |
| Teacher Certification Program | 203,904 | 207,881 | 102% |
| Teacher Mentoring and Awards | 37,986 | 22,547 | 59% |
| Training: Effective Literacy Teaching Techniques | 300,929 | 216,020 | 72% |
| Training: Mothers' Support Groups | 27,358 | 26,971 | 99% |
| Training: Savings and Internal Lending Communities | 99,610 | 97,005 | 97% |
| Training: School Management Committee Advocacy Groups | 41,173 | 17,118 | 42% |
| Training: School Management Committees | 69,340 | 76,642 | 111% |
| Training: School Supervisors | 22,077 | 13,045 | 59% |
| Training: Teacher Training Colleges | 5,717 | 5,717 | 100% |
| Distribution of School Supplies and Materials | 585,426 | 585,426 | 100% |
| Training: Head Teachers as School Administrators | 3,886 | 0 | 0% |
| Provide School Meals | 532,520 | 449,877 | 84% |
| Total Activities | 2,686,893 | 2,334,243 | 87% |
| ITSH | | | |
| Handling | 67,021 | 70,660 | 105% |
| Internal Transportation | 651,412 | 714,107 | 110% |
| Warehouse | 228,538 | 255,724 | 112% |
| Total ITSH | 946,971 | 1,040,491 | 110% |
| Total Direct Costs | 6,039,076 | 5,866,891 | 97% |
| INDIRECT COSTS | | | |
| Admin | 309,304 | 392,466 | 127% |
| ITSH | 0 | -187,323 | |
| Activity | 298,995 | 407,215 | 136% |
| Total Indirect Costs | 608,299 | 612,358 | 101% |
| Grand Total Costs | 6,647,375 | 6,479,249 | 97% |

Since the school feeding made up the largest part of the budget and costs per student have been calculated for school feeding programs in other countries, it is the focus of the cost efficiency analysis. The cost of the school feeding program is estimated below (Table 85), by adding various budget components. The amount expended by USDA on commodities and shipping is an estimation based on calculating the difference between the USD11 Million and the \$6.7 million spent by CRS Sierra Leone. This translates to a cost per student of approximately US\$67 per year, and compared to the costs of other school feeding programs in sub-Saharan Africa which ranged from US\$28 to US\$63 per child per year (with an average of US\$40 per child per year), the program in Sierra Leone showed slightly below

average cost efficiency²⁵. This is an approximate calculation as during the period of the EVD crisis, meals were distributed to households and not to children in schools so it is possible that more household members may have benefited from the food rations.

Table 85: Cost per child/per year of the school feeding program

| Item | Approved budget (US\$) | Total Spending (US\$) |
|--|------------------------|-----------------------|
| Activity: Provide school meal | 532,520 | 480,964 |
| ITSH | 946,971 | 1,040,491 |
| Admin (20% share) | 481,042 | 498,431 |
| Indirect Cost (20% of direct cost) | 121,660 | 122,472 |
| Commodities & Shipping²⁶ | 3,482,100 | 3,616,601 |
| OVERALL TOTAL | 5,564,293 | 5,758,959 |
| Per student/year | \$65.08 | \$67.36 |

Were results achieved on time?

The results of this FFE Program, like other development projects around the country, were severely affected by the Ebola crisis. Schools were closed between September 2014 and April 2015 and there was in place a general state of emergency that restricted travel and other public activities. As a result, school-related program activities could not continue. USDA gave permission to provide meals to households with children attending schools in treatment areas, but other activities such as teacher training, mentoring and coaching, etc. were all on hold. The project received an extension until June 2016 to enable CRS to complete some of these activities.

Was the project implemented in the most efficient way compared to alternatives?

The overall goal of the FFE project is to increase the literacy rates of students. It is difficult to compare this project to other alternatives, because approaches are usually very different and research regarding the cost-effectiveness is limited. The data on effectiveness shows that there was no statistically significant improvement in literacy rates. We posit that the break in schooling and programming because of the Ebola crisis is a unique aspect of this program and it makes comparison to alternatives difficult. One positive aspect of this school feeding program is that it provided meals to children and households during a period of crisis and food insecurity, in addition to improvements in attendance.

EFFECT OF EVD OUTBREAK ON PROGRAM IMPLEMENTATION

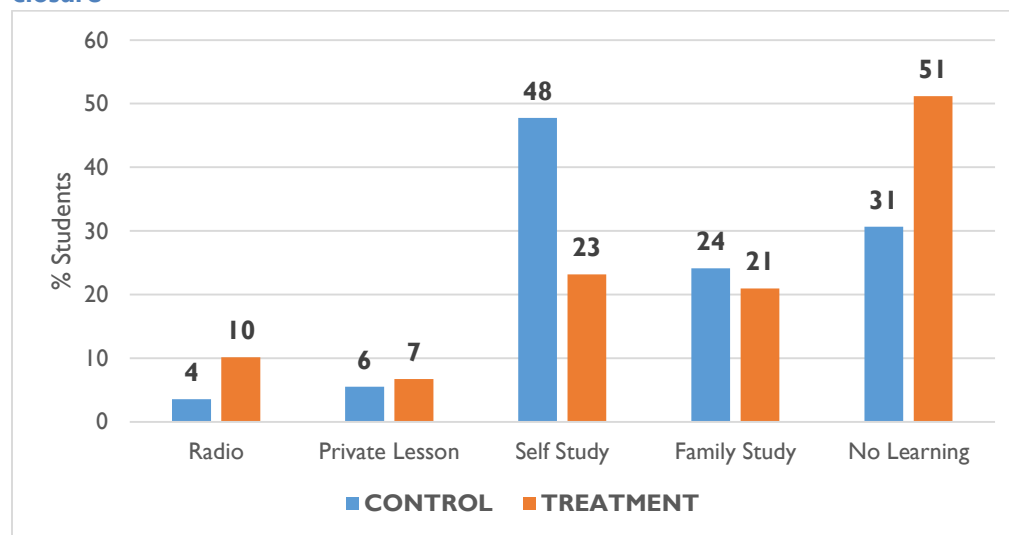
The Ebola crisis had a profound effect on the education system and therefore on program implementation. The closure of the school system for seven months meant that many students did not

²⁵ It is possible that the estimated expenditure on shipping and commodities is too high, which will improve the estimated cost-efficiency

²⁶ Assumption is that 80% of the ceiling of USD 11 Million was spent on commodities and shipping

have the opportunity to continue learning, especially in treatment areas. The MEST had initiated an instructional radio program, but only about 10 percent of students in treatment areas and 4 percent in control areas reported listening to that (Figure 20). The majority of students in treatment areas (51 percent) were unable to continue learning during the long period of school closure compared with 31 percent of students in control areas. Even though there was little opportunity for structured learning for both groups a much higher percentage of students in control areas (48 percent vs. 23 percent) reported engaging in self-study. It may be that students in control areas had more resources available at home to continue with their learning.

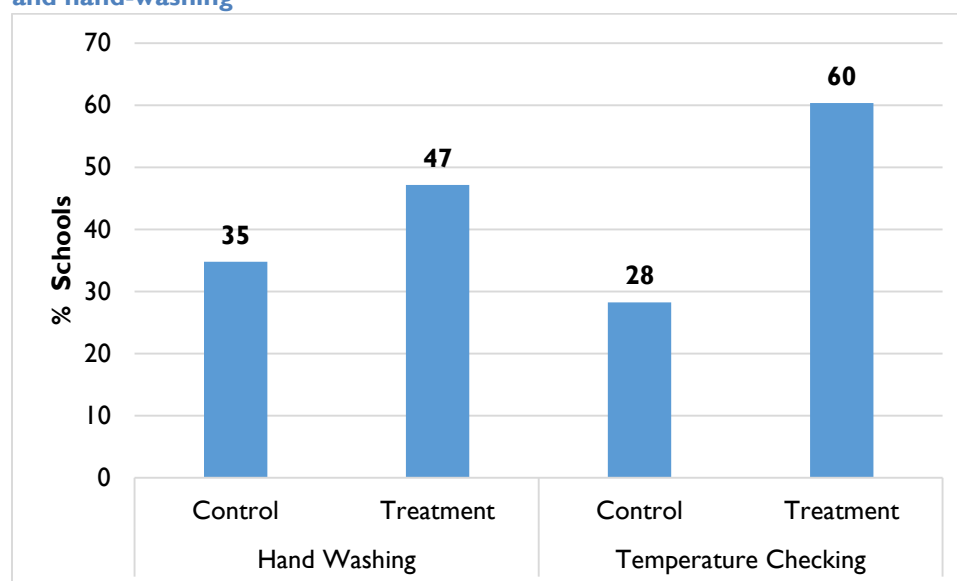
Figure 20: Percentage of students that were able to continue learning during the period of school closure



Another consequence of the crisis is that even after school reopened many children did not return back to school. For schools for which there was enrolment data for 2013, 2014 and 2015, 72 percent of them saw a drop in enrolment in 2016 from earlier years. For example, in 2016, the average enrolment was 158 down from 168 in 2014. Some children had moved, girls had gotten pregnant, and in other cases parents just did not have confidence in the system. So, some of the enrolment gains made in the early years of the FFE program were lost as a result of the crisis.

Finally, school infrastructure suffered, there were incidents of theft and destruction of teaching and learning materials and furniture due to the fact that schools were either closed and therefore not being supervised or schools were being used for other purposes and therefore vulnerable to loss of furniture. One positive consequence from the crisis is that head teachers reported that students and teachers were much more aware of water and sanitation and hygiene issues. They mentioned that hand washing was more of a practice than it was before the crisis. Figure 21 shows that 47 percent of schools in treatment areas were continuing the recommended practice of everyone washing hands before entering the school and 60 percent were taking the temperature of students entering the school. Treatment schools were significantly more likely to be following the protocols.

Figure 21: Percentage of schools following Ebola safety protocols of taking temperature of students and hand-washing



How did the closure of schools affect students' reading outcomes?

In order for children to learn how to read, they need to be taught, they need to be able to practice consistently, and they need access to reading materials. With school being closed, the majority of children could not continue with their reading. During head teacher interviews some of them mentioned that one of the major challenges they encountered was that children “lost their ability to read.”

How did the closure of schools affect the practice of teaching techniques learned by teachers?

During the period of school closure, teachers were not able to practice what they had learned in their training. This lull in practice may have caused them to forget some of what they had learned, because as reported in the midterm evaluation, teachers were only beginning to change their practice. Some head teachers reported that some teachers went to neighboring Guinea to teach, but it is unknown whether they were able to continue with the new teaching techniques or whether these were teachers that the FFE II projects had trained. Head teachers also reported that some teachers went to work in the Ebola Response or in the mines and had not returned to teaching.

How did CRS respond to the crisis?

One of the consequences of the Ebola crisis was that economic and social activities were interrupted. There was food scarcity in many areas and CRS responded by providing food for households. While this was commended by stakeholders, there were issues with fraud and the distribution of food that caused this initiative to be halted prematurely. In addition, the need was greater than what the project was able to respond to.

In addition to leveraging the FFE II program to respond to the crisis, CRS also helped to manage safe and dignified burials in a few districts and worked with the Ebola Task Force on awareness-raising campaigns, using radio and other media to disseminate messages about prevention and treatment of the disease. When schools were about to reopen, CRS funded the stakeholders meeting and one of the interviewees

responded that just the presence of field agents in the communities gave them some confidence to send their children back to school.

Overall, there was a lot of appreciation for how CRS, through the FFE program, was able to respond to the needs of communities during the health crisis. One of the recommendations from the midterm evaluation was that CRS be flexible enough to respond to this crisis, and by moving from school meals to home rations for students, CRS demonstrated this ability.

IMPACT AND SUSTAINABILITY

The previous sections of the report have highlighted some of the results of the FFE II Program. The intervention was welcomed and appreciated by the community and various stakeholders. Program activities were interrupted by the Ebola Virus Disease crisis, the largest of its kind in the world. Because of this, the program was not able to realize its full impact as a 7-month school closure and a state of emergency that restricted activities meant that project could not continue as planned.

Nonetheless, results from the midterm and final evaluations showed some positive effects in the treatment schools including; increase in attendance; reduction in hunger of students; more engaged school community organizations such as the SMC and Mother's clubs; and greater proficiency in teaching skills by teachers.

While reading skills also increased slightly in treatment schools between baseline and endline, they increased even more in control schools. Many more students in treatment schools reported that they were not able to continue learning during the Ebola crisis, which may partly explain this finding.

During the midterm evaluation, the evaluators made a few key recommendations to improve the sustainability of the program. These included: (1) the need to advocate with MEST to officially approve the operation of schools in treatment areas as the majority of them were operating without approval and (2) need to strengthen partnerships with other NGOs working in the area. Given the break in the activities, it was not possible for CRS to focus on these recommendations. However, the design of the new Food for Education program shows a commitment to addressing these: there is now a new position for advocacy officer that will focus on advocacy work, and during the design of the new project there were consultations with other NGOs working in similar areas and indications that there will be more links and knowledge sharing among the different organizations.

A final word on sustainability: the GOSL in its National Ebola-Recovery Plan included a National School Feeding program as one of its priorities. However, the program has been delayed in starting up because of difficulties in getting the requisite funding. With the long experience that CRS has implementing school feeding programs, they could play a very important role in helping the MEST builds its capacity in this area, while implementing a program that will benefit the neediest of children.

CONCLUSIONS & RECOMMENDATIONS

CONCLUSIONS

These findings demonstrate strong support for the continuation of an educational support and school feeding program in Koinadugu. The majority of stakeholders found the program to be useful. Teachers found the trainings to be useful and practical to their teaching, and we do note improvements to their skills over time. Support for trainings was very high. Because the Ebola crisis impacted the programming the project did not have as big of an impact as it could have especially in the area of improving student reading skills. Gains made during the midterm evaluation had been lost by the time of the final evaluation. There is therefore a need to continue engaging with teachers and students in these schools.

RECOMMENDATIONS

Most of the recommendations from the midterm evaluation are still valid for the new Phase III program as not all of them have been addressed. In addition to those, the following are recommended:

- In terms of improving reading skills, it is important to not only train teachers, but also to ensure that students have reading materials that are at the appropriate level. In addition, there is a lot that communities can do to encourage their children to read. Even parents who are not literate can encourage language development by telling stories and encouraging their children to read to them. In addition to sensitizing Mother's Support Groups and SMCs to monitor the school feeding program, it is important that they are also given some tools and ideas that they can use to support their children's literacy development. CRS can also support teachers and schools to have enough reading materials in the hands of children.
- CRS may want to consider including schools from control areas into any new project, even if they are not provided with the full program. These school communities have graciously allowed data collection to happen in their schools over multiple years, and they are very eager to also have school feeding program.
- It is recommended that CRS engage with the MEST School Feeding Unit to support them in their plans to roll out a nationwide program. This is a very ambitious program by MEST, and yet they do not yet have the technical or financial resources to implement it. With CRS expertise in this area, they can make a real contribution to MEST in this regard. The plans to embed technical assistance within this unit is a good start.

APPENDICES

APPENDIX I. COMPARING INDICATOR VALUES FROM BASELINE TO FINAL EVALUATION

| Indicators | Target | Baseline results | MTE results | Final Results |
|---|--------|---|--|--|
| 1. Percent of students in target schools who read independently at or above their grade level (girls/boys) (ESRI) | 20% | 2.7% (Boys 3.1%) (Girls 2.1%) | 12.4% (Boy 12.7%) (Girl 11.8%) | 6.6% (Boys 7.6%) (Girls 5.3%) |
| 2. Percent of students identified as attentive during classroom activities (boys & girls)* | 80% | 68% (based on teacher recall) | 62.0% (Boys 64.5%, Girls 59.6%) (based on observation) | 59.0% (Boys 59.5%) (Girls 58.6%) (based on observation) |
| 3. Estimated Attendance Rate (Evaluation) | 80% | 78% | 68% (69% boys) (66% girls) | 77% (77% boys) (77% girls) |
| 4. Percent of students in targeted schools who indicate that they are 'hungry' or 'very hungry' | 0% | 64% | 28% | 47% |
| 5. Percent of teachers in target schools who attend school at least 80% of scheduled school days last school year. (Estimated attendance rate for teachers) | 95% | 82.4% | 81.3% | 85.6% |
| 6. Percent of teachers in target schools who are able to describe a threshold number (at least 4 methods) of new teaching techniques | 75% | 15% (pre-training score) | 66.0% (post-training score) | 75.4% (self-report) |
| 7. Percentage of teachers can demonstrate at least one new teaching skill? | N/A | 20% | 75% | 75% (self-report) |
| 8. *Percentage of households who have increased their household spending on education since last year | 50% | 46% | 80% | N/A |
| 9. *Current household spending on education since last year (Average in SLL) | N/A | 245,845 | 392,634 | N/A |
| 10. *Percent of parents who demonstrate understanding of the importance for education for children- i.e. cite 2 or more reasons why education is important | 75% | 85% | 85% | N/A |
| 11. *Number (percentage) of households involved in SILC groups | N/A | 0% (0) | 21% | N/A |
| 12. *Avg. monthly savings rate of SILC members | N/A | N/A | 34% | N/A |
| 13. Percent of schools who provide stipulated level of food contribution | N/A | N/A | 97% | |
| 14. Percentage of SMCs contributing to schools as a result of USDA assistance? | N/A | N/A | 88% | 92% |
| 15. Number of students enrolled in project supported schools | 25,000 | T: 25,128 (B: 12,820) (G: 12,308) | 28,586 | 25,039 (as of Sep. 2015) |
| *Since a household survey was not conducted during the final evaluation, there are no values for these indicators. | | | | |

APPENDIX II. CRS RESPONSES TO MIDLINE RECOMMENDATION

| RECOMMENDATION | RESPONSE |
|---|---|
| RELEVANCE | |
| <ul style="list-style-type: none"> CRS should continue efforts to link with the activities of donors and other NGOs at the local level. | In the design of FFE III. |
| <ul style="list-style-type: none"> Explore more ways in which they can partner with others to extend their reach in the communities and to ensure that they do not duplicate the efforts of others. | Appears to have collaborated with other partners in the design of FFE III. Will need to have more structured ways of sharing and coordinating. Perhaps work with the DEO to ensure that regular coordination meetings are held. |
| <ul style="list-style-type: none"> At the time of finalizing this report, the Ebola virus disease outbreak had escalated and the country is under a state of emergency. The project needs to be flexible enough to adjust programming to address the current realities. | The project was able to provide take home rations for students during the period of school closure, which communities and households really appreciated. |
| EFFECTIVENESS | |
| <ul style="list-style-type: none"> Further professional development for teachers in teaching reading is needed. Teachers need not just workshop hours, but also examples of good practice, teaching materials, and teaching aids (books, alphabet cards etc.). Instruction needs to include phonics, alphabet abilities and comprehension. Improving reading skills is a national challenge and CRS would do well to collaborate with other NGOs working in this area. | This recommendation seems to have been taken on board with the design of FFE III. |
| <ul style="list-style-type: none"> There is a minority of schools where some students reported that only serve one meal a day was served. CRS needs to follow up with these schools to ensure that meals are provided as expected. This, plus inconsistencies in the times meals are provided might explain why some children in FFE schools still report being hungry in schools. | <p>This remains the case in the final evaluation.</p> <p>FFE III will only do one meal a day, but still need to ensure that schools follow protocol in terms of timing and quantity of meals.</p> |

| RECOMMENDATION | RESPONSE |
|--|---|
| <ul style="list-style-type: none"> Some discrepancies between attendance records from school registers and head counts points to the need for more unannounced spot checks of attendance to triangulate register records, and institution of sanctions for schools that are found to be falsifying records. | <p>This was not the case in the final evaluation. Must have been addressed</p> |
| <ul style="list-style-type: none"> Ensure that textbooks and other supplies delivered to schools are being used consistently. Teachers may need further training on how to incorporate textbooks into their teaching. | <p>Recommendation still stands for FFEIII. Ensure books are appropriate for the level or they will not be used</p> |
| <ul style="list-style-type: none"> While observed teachers in CRS FFE schools are more proficient than other teachers in most of the competency areas many still do not practice basic teaching skills. This points to the need for more support (e.g. coaching) of teachers in classroom practice. This is the role of school supervisors, and they may need more support (technical and logistical) to be able to do this. | <p>Recommendation still stands.</p> <p>The proposals to do more in-class coaching in FFE III is a good start. May want to consider providing teachers with some scripted lesson plans in the beginning so they can practice behaviors as directed until it becomes habit.</p> |
| <ul style="list-style-type: none"> Many schools still do not have basic water and sanitation facilities as some of the WASH facilities provided in the first phase of the project have not been regularly repaired and maintained. It is recommended that the project determines minimum standards for WASH facilities and either provide it as part of the rehabilitation activities or work with other partners (such as UNICEF) to provide this for schools. CRS should also ensure that schools are able to maintain WASH facilities. | <p>Recommendation still stands. There are plans to address this in FFE III. Minimum standards for WASH may have already been developed by MEST, so CRS will have to adhere to those.</p> |
| <ul style="list-style-type: none"> CRS needs to more clearly define their goals in terms of improving the capacities of government institutions in order to assess success in this area. CRS' work in trainings of MEST officials and the provision of equipment and logistical support to institutions is laudable. However, CRS should continue to look into dimensions such as leadership, human resources, institutional | <p>The new FFE Phase III program is more specific in its objective for capacity development – to improve MEST and district capacity to implement school feeding program. However, it needs to go further to define indicators that will be used to measure success.</p> <p>This recommendation still holds.</p> |

| RECOMMENDATION | RESPONSE |
|--|--|
| <p>arrangement, and accountability. Many of these are beyond the scope of any one project so this is an area where coordinated action with other partners is likely to yield more rewards.</p> | |
| EFFICIENCY | |
| <ul style="list-style-type: none"> • Ensure all activities are implemented as soon as possible to ensure that expected outcomes are realized by the end of the project. Because of the late start of the program, many activities were delayed and therefore benefits were delayed. | <p>This recommendation still holds for FFE III</p> |
| <ul style="list-style-type: none"> • Closer monitoring and support for schools and teachers should ensure that expected benefits are achieved there by improving the cost-benefit ratio. | <p>This recommendation still holds. The project's M&E should incorporate periodic assessment of students. Training should equip teachers and supervisors on how to monitor learner performance during the course of the school year, and to make adjustments as necessary. Monitoring plan should focus on key indicators to measure gains in literacy or reading skills</p> |
| IMPACT AND SUSTAINABILITY | |
| <ul style="list-style-type: none"> • Advocate with MEST for the formal recognition of FFE schools. Almost three-quarters of head teachers reported that their schools are operating without formal approval. Unapproved schools do not benefit from services and programs offered by government and major donors. These schools are unlikely to receive school fee subsidies, payroll teachers, teacher training programs, and other teaching and learning materials from government. The application process can be difficult and long, but CRS has no choice but to work with schools to obtain approval. The schools can make a good case that they are operating in remote areas where there are few schools. The advocacy process will need to take place at both the district and national levels. This is the single most important work that CRS can do to ensure that when they leave schools will be supported by MEST. | <p>This recommendation still stands. Over 60% of schools surveyed at baseline were not approved by government. Getting these schools approved is key to sustainability and them getting further support from MEST. This should be a key responsibility of the Advocacy Officer.</p> |
| <ul style="list-style-type: none"> • Advocate with MEST and other ministries such as Agriculture, and Health to ensure | <p>The GOSL has announced plans to implement a national school feeding program.</p> |

| RECOMMENDATION | RESPONSE |
|---|---|
| that there are budgetary allocations to support school feeding. It may be useful to also train civil society organizations on the importance of school feeding and work | |
| <ul style="list-style-type: none"> Develop a sustainability plan that highlights the goals for sustainability and actions to be taken to achieve these goals. | <p>No evidence that this was done, but it will need to be done in Phase III.</p> <p>This recommendation still stands.</p> |
| OTHER TECHNICAL RECOMMENDATIONS | |
| <ul style="list-style-type: none"> If possible, track scores of individual students over multiple years. If not possible, use schools to calculate sample size based on power requirements. More schools would likely be needed to meet the power requirement. | Addressed in the final evaluation |
| <ul style="list-style-type: none"> Treatment and control groups should be equal, as far as possible. | Addressed in the final evaluation |
| <ul style="list-style-type: none"> Revisit expectations of expected effect sizes as a result of the program, based on results from baseline and midterm. | Recommendation still stands for FFE III |
| <ul style="list-style-type: none"> During the final evaluation, differentiate schools in terms of when they entered the program (phase I or phase 2) and investigate differences between schools based on program entry. | Regression analysis do not show any statistically significant differences ($p < .05$) in reading between phase I and phase II schools |
| <ul style="list-style-type: none"> Reconsider the need for a household survey – the information from the household survey -is only pertinent for a few indicators, which are not expected to change much as targets have already been met. The savings can be used to increase the sample of schools and students. | Household survey was not done in the final evaluation |
| <ul style="list-style-type: none"> Reconsider the measurement of attentiveness as it is very imprecise. Unlikely that target of 80% will be met using current measurement practices. Recommend that this indicator be dropped. | This recommendation still stands. Measures of attentiveness are still very imprecise. |
| <ul style="list-style-type: none"> There are currently two different measurement of attendance, and it is unclear why these particular indicators | Recommendation still stands. |

| RECOMMENDATION | RESPONSE |
|--|--|
| <p>are being used. Recommend a simplification of the attendance measure, with clear guidance to schools and field agents on how these rates are being calculated. Because of the complexity of the attendance measure, CRS analyzes the attendance data for schools. CRS should work with schools so that administrators will be able to analyze attendance data for their own purposes. This reinforces the need for simple measures of attendance.</p> | |
| <ul style="list-style-type: none"> • A few areas warrant further research. CRS might consider a barrier analysis investigating the reason for school non-attendance and some further qualitative work on teaching and classroom practices. | <p>Recommendation still stands – especially for qualitative work on teaching and classroom practices</p> |

ANNEXES

ANNEX I. SCOPE OF WORK



SCOPE OF WORK (SOW)

Final Evaluation for Food for Education Project (FFE)

Purpose:

The purpose of this Scope of Work (SOW) is to outline the conditions and responsibilities of the consultant(s) who will undertake the final evaluation of the Food for Education Project Phase II.

Background:

Since 2008, CRS Sierra Leone in line with the Government of Sierra Leone's commitment to support basic education for all, has been implementing the Food for Education (FFE) Project in Koinadugu with interventions designed to improve quality and relevance of education, encourage complete cycle of primary education for vulnerable and marginalized children, especially girls, and increase community involvement in education. In 2012, new funding was approved for the project to be extended for another three years in five chiefdoms of Koinadugu District, in the north of Sierra Leone.

Phase I of this project ran from October 2008 to September 2012. The three-year phase 2 of the project is nearing its end, having been implemented from October 2012. Phase 2 which is the subject of this evaluation included the following key activities:

- Improve quality of literacy instruction through better access to school supplies and materials.
- Increase knowledge and skills of teachers and school administrators, and more consistent teacher attendance;
- Improve attentiveness of pupils through the provision of school meals;
- Improve student enrollment and attendance
- Increase cultural and economic incentives.
- Increase capacity and engagement of government institutions, local organizations and community groups.

The second phase began with a baseline and has undergone a mid-term evaluation. The recommendations from this mid-term evaluation can be found in Annex A. The ones most relevant to the final evaluation are as follows:

- Treatment and control groups should be equal, as far as possible.
- Revisit expectations of expected effect sizes as a result of the program, based on results from baseline and midterm.

Annex II. Evaluation Design and Methods

Calculation of sample size:

The sampling design for the student and teacher samples uses the formula for comparing P1 to P2. The sampling units of the final evaluation are students and teachers. The sample sizes for these sampling units was computed for seven (7) key indicators using: baseline evaluation results from Phase II, project targets, desired statistical power of 0.80 and statistical significance of 0.95.

The formula below was used to compute the sample sizes:

$$n = \frac{D \left[(Z_{\alpha} + Z_{\beta})^2 * (P_1(1 - P_1) + P_2(1 - P_2)) \right]}{(P_2 - P_1)^2}$$

where

n = required minimum sample size per treatment group

D = design effect (assumed in the following equations to be the *default* value of 2

P₁ = the estimated level of an indicator measured as a proportion for the baseline survey

P₂ = the *expected/target* level of the indicator either at some future date or for the project area such that the quantity **(P₂ - P₁)** is the size of the magnitude of change it is desired to be able to detect

Z_α = the Z-score corresponding to the degree of confidence with which it is desired to be able to conclude that an observed change of size **(P₂ - P₁)** would not have occurred by chance (α - the level of statistical significance), and

Z_β = the z-score corresponding to the degree of confidence with which it is desired to be certain of detecting a change of size **(P₂ - P₁)** if one actually occurred (β- statistical power).

The sample size formula shown here represents the sample size required for students in the treatment schools but because the final evaluation will capture treatment and comparison schools and because project objectives are interested in girls' outcomes relative to boys, the sample will also be stratified by treatment/comparison and by gender, therefore n=4.

The computed sample sizes will be adjusted using the response rate (probability of getting elements of the units) of 80% and the adjustment indicator/formula given by:

$$n' = \frac{n}{\left(1 + \frac{n}{N}\right)}$$

n' = adjusted sample size

n = required minimum sample size per treatment group

N = population size

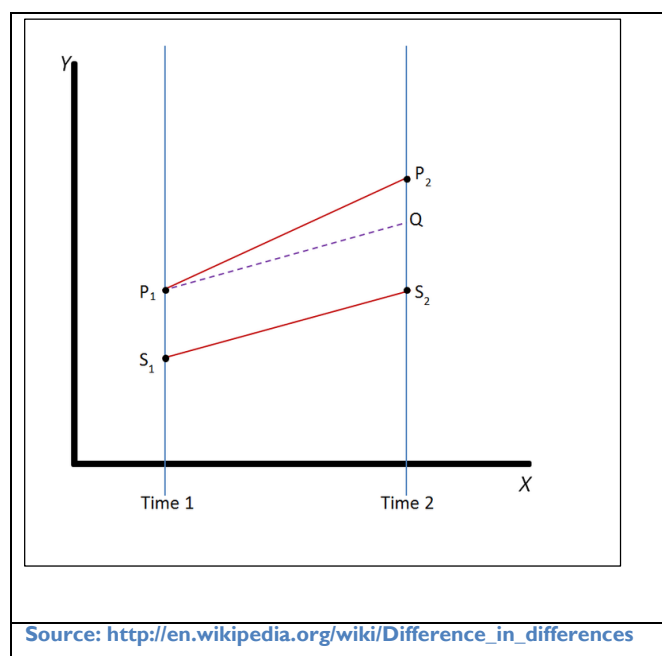
The adjusted sample sizes will be further inflated using the non-response rate (security factor) of 10% in order to obtain sufficiently large minimum sizes.

See specific calculations of minimum required sample sizes for the relevant indicators in Annex III. Based on the minimum required sample size for the student attentiveness indicator, the sample size will be no smaller than 356 girls in each of the treatment and comparison schools and 356 boys (total = 1424) and no smaller than 132 teachers in the treatment and comparison schools (total: 264). Care will be taken to keep a large enough number of clusters (schools) to provide representativeness in the sample (which also responds to the evaluator's recommendation in the mid-term evaluation) while keeping it logistically feasible. The number of students per school and other details will be agreed with the selected evaluator

Difference in Difference Analysis

Difference in Differences (DID) analysis was used to calculate the effect of the program treatment (or intervention) on the outcome (reading levels) by comparing the average change over time in the reading levels for the treatment group to the average change over time in reading levels for the control group. This is illustrated in Figure 22:23 below.

Figure 22: Illustration of Difference in Differences



The treatment group is represented by the line P and the control group is represented by the line S. Both groups are measured on the outcome variable (reading levels) at Time 1 (baseline) before the start of the program; initial average reading levels are represented by the points P_1 and S_1 . The treatment group then receives the treatment and both groups are again measured after this at Time 2 (midterm). Not all of the difference between the treatment and control groups at Time 2 (that is, the difference between P_2 and S_2) can be attributed to the effect of the program because the treatment group and control group did not start out at the same point at Time 1. The program effect is the difference between the observed outcome and the "normal" outcome (the

difference between P_2 and Q). The strong assumption in DID analysis is that in the absence of the intervention, the schools in treatment and control districts would have followed parallel paths over time (i.e. reading levels would have increased at the same rate). Although this assumption cannot be statistically tested, we can reasonably conclude that it holds in this case because the difference in time between baseline and midterm was small (1 academic year) and also because we are unaware of any major events that only affected one set of chiefdom. The biggest disruption, Ebola and subsequent school closure, affected all chiefdoms in the country.

Annex III. Data Collection Tools

C.1 Teacher and Classroom Observation Tool

School number |____|____|

Instructions: Please administer to three teachers of Classes 3, 4 and 5 (separately and one after the other), preferably teaching Language Arts or English. Observe one full class period.

| | | | |
|--------------|--|-------------------------|--|
| School Name: | | Date of Observation | |
| Chieftdom: | | Observation Start time: | |
| Class Level: | | Observation End time: | |
| Subject: | | Enumerator Name | |

Section A: GENERAL CLASSROOM OBERVATION:

| | |
|---|---|
| Ia. No. of Boys in Class: ____ ____ ____ | Ib. No. of Girls in Class ____ ____ ____ |
| 2. Type of Classroom: (Select one option) 1. Permanent 2. Semi-Permanent (e.g. hut) ____ 3. Temporary (e.g. under a tree, outside) | 3. Seating of children: (Select one option) 1. Each child has own desk/bench 2. Two children share a desk/bench 3. Three children share a desk/bench ____ 4. More than 3 children share a desk/bench 5. There are no desks/benches |
| 4. Does the classroom have: (Select all that apply) 1. A separate chalkboard or blackboard 2. A teacher's table and chair 3. Children's work on the wall ____ 4. List of vocabulary words or alphabet chart on the wall | 5. Are textbooks or readers being used? (Select One) 1. By the teacher only 2. By the children, one each 3. By the children, shared by two ____ 4. By the children, shared by three or |

| | |
|--|--|
| 5. Posters or messages about Ebola awareness | more 5. There are no books or readers |
|--|--|

Section B: TEACHER OBSERVATION

| SCORING GUIDE | 1- Not yet Started | 2 – Beginning | 3 Proficient | 4. Excellent |
|---------------|--|---|---|--|
| | There is no evidence of desired behavior. The teacher needs significant support to develop practice. | The behavior is attempted, but not consisted. The teacher needs ongoing support to develop practice | The behavior is acceptable and somewhat consistent and could be used as a model for others. | The behavior is consistent and exemplary. There is evidence of a routine with pupils taking responsibility. The teacher could teach others to develop this behavior. |

Area 1: The teacher uses a variety of pupil assessment techniques DURING the lesson. i.e. checks for pupil's understanding DURING the teaching

1.1 Teacher check for understanding during the lesson

1.2 Teacher adjusts practice based on pupil responses

1.3 Lesson objectives are clearly identified, pupils know them and are given the opportunity to demonstrate that they have learned them

| | 1 -Not yet Started | 2 – Beginning | 3 - Proficient | 4 - Excellent | SCORE |
|-----|--|--|---|--|----------------------|
| 1.1 | Teacher does not check for pupil understanding during the lesson | The teacher uses 1 assessment technique, but inconsistently or ineffectively | The teacher uses a variety of assessment techniques – most used effectively and appropriately | The teacher uses a variety of assessment techniques with skill; they check for all pupils' understanding | <input type="text"/> |

| | | | | | |
|-----|---|---|--|--|--------------|
| 1.2 | Teacher does not adjust practice based on pupil's response | Teacher adjusts practice a few times. Not consistent. | Teacher adjusts practice when s/he observe that pupil do not understands lesson | Teacher is consistently adjusting practice to meet the need of pupils. | ____ |
| | 1 -Not yet Started | 2 – Beginning | 3 - Proficient | 4 - Excellent | SCORE |
| 1.3 | There is no learning objective or learning objective is unclear | The lesson objective is narrow and only a few pupils have the opportunity to demonstrate mastery of the objective | Some pupils have the opportunity to demonstrate mastery of the objectives through practice and evaluation activities | All pupils have the opportunity to demonstrate mastery of lesson objectives through practice and evaluation activities | ____ |

| | | | | | |
|---|---|---|---|---|--------------|
| Area 2: Pupils are attentive and engaged throughout the lesson | | | | | |
| 2 | | | | | |
| 2.1 Pupil participation and attentiveness | | | | | |
| 2.2 Pupils read, write and speak during lesson | | | | | |
| | 1 -Not yet Started | 2 – Beginning | 3 - Proficient | 4 - Excellent | SCORE |
| 2.1 | There is no evidence of student attentiveness or engagement | A few pupils are attentive or engaged in the class (e.g. asking questions, participating, on-task etc.) | Most pupils are attentive or engaged in the class | All pupils are attentive or engaged throughout the lesson | ____ |
| 2.2 | No evidence of pupils reading, writing or speaking during the class | A few pupils read, write and speak during the class | Most pupils have opportunity to read, write and speak during lesson | All pupils have the opportunity to read, write, and speak during the lesson | ____ |

| | | | | | |
|--|--|--|--|--|--|
| Area 3: Teachers demonstrate good instructional practice | | | | | |
| 3.1 Evidence of lesson plan (basic element should include: pupil learning objectives, teaching strategies, | | | | | |

assessment strategies, TLM)

3.2 Teacher explores prior knowledge at the beginning of the lesson

3.3 Teacher uses a variety of teaching methods

| | 1 -Not yet Started | 2 – Beginning | 3 - Proficient | 4 - Excellent | SCORE |
|-----|---|--|---|--|--------------|
| 3.1 | There is no evidence of lesson plans | There is a lesson plan, but not sufficient to guide practice | Lesson plan exists and is sufficient to guide practice | Lesson plan exists and demonstrates best practice | __ |
| 3.2 | Teacher does not explore prior knowledge of pupils | | Teacher explores prior knowledge of pupils | | __ |
| 3.3 | The lesson is teacher-directed for the whole lesson | The lesson is mostly teacher-directed, whole group instruction | Pupils do some pair and/or group work that is appropriate for the concept learned | Pupils work in pairs/and or groups to practice aspects of the lesson | __ |

Section C: STUDENT ATTENTIVENESS

4. Enumerator Instructions: Evaluate student attentiveness during teaching/class session.

- 1 Little evidence of engagement means less than one-third of the students are engaged;
- 2 Moderate evidence means approximately half of students are engaged;
- 3 Extensive evidence means more than half of students are engaged.

| Student Attentiveness Criteria | a | b | |
|--|--|--|---|
| | 1. Little Evidence 2. Moderate Evidence 3. Extensive Evidence | Number of pupils attentive | |
| i. Students follow instruction. | <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> | Boys <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> | Girls <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> |
| ii. Students listen and work without distraction. | <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> | Boys <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> | Girls <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> |
| iii. Students are participating in the lesson (read passages, contribute to discussion, note taking). | <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> | Boys <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> | Girls <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> |
| iv. Students ask questions and/or seek help with learning. | <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> | Boys <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> | Girls <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> |
| General Comments: | | | |

Section D: TEACHER INFORMATION

At the end of the class, thank the teacher for allowing you to sit in his/her lesson. And ask for their time to answer a few more questions.

| | |
|---|---|
| Name of Teacher: _____ | Years of Teaching Experience: _____ |
| Sex: Male -----1 Female -----2 _____ | Years of Teaching this class: _____ |

1. Have you attended any teacher training workshops over the last three years since 2012?

Yes ----- 1

No ----- 2 → **(If No, Go to Qu. 4)**

2. Which teacher training workshops (on what topics)?

3. Who organized the workshop

CRS ----- 1

GOSL/MEST-----2

|_____|

Other Please Specify ____ 3 _____

4. Do you have a teaching certificate (such as TEC, TC Lower, TC or HTC)?

Yes.....1

|_____|

No.....2 → **Go to question 6**

5. Which teaching certificate do you have?

TEC ----- 1

TC Lower ----- 2

TC ----- 3

|____|

HTC ----- 4

Other (specify) ----- 5 _____

6. If no teaching certificate as above, what is the highest certificate completed

BECE ----- 1

WASSCE ----- 2

|____|

O'LEVEL ----- 3

Other (specify) ----- 4 _____

7. Are you currently engaged in a distance education course that will lead to a teaching certificate?

Yes..... 1

No..... 2

|____|

8. Thinking back to the last class, what percentage of the pupils did you think were paying attention to the teaching:

|____| Percent

9. Ask to see lesson plan from the last class you just observed.

Is there a lesson note?

Yes..... 1

No..... 2

|____|

If No, Go to Qu. 11

10. If there is a lesson note, check for its completeness as follows.

| | | |
|-------------------------------|---------------------------------|--------------------------|
| a. Objectives seen | 1 = Yes 2 = No | <input type="checkbox"/> |
| b. Teaching activities seen | | <input type="checkbox"/> |
| c. Form of assessment seen | | <input type="checkbox"/> |
| d. Materials needed indicated | | <input type="checkbox"/> |

Section E: IMPACT OF EBOLA

11. Were you involved in the Ebola Response during the Ebola outbreak?

Yes 1

No 2 → **If No, Go to question 13**

☐

12. In what capacity were you involved? **Choose all that apply**

1- Hygienist

2- Burial team

3- Part of sensitization teams

☐

4- Surveillance and contact tracing

5- Other. Please specify: _____

13. Since the outbreak of Ebola, have you received training in the following areas? **Choose all that apply**

1- Psychological and social support

2- Ebola Awareness

3- Hygiene and Sanitation

☐

4- Training on guidance notes and protocol for maintaining safe schools during EVD outbreak

5- Other (specify): _____

14. What has been the biggest challenge since the reopening of schools in April 2015?

We would like to understand what you know about teaching techniques in a number of different areas. You can hand this over to teacher to fill out. Or administer yourself. Use the following scale to indicate your knowledge about each area.

1= I know nothing about this.

2= I know about this, but I do not know how to use it.

3= I know about this and have some confidence in my abilities in this area.

4= I have excellent knowledge and skill in this area.

Circle the number that best represents your level of knowledge.

| Area | My level of confidence and ability | | | |
|---|---|---|---|---|
| 1. 4.1 Word Recognition and Phonics | 1 | 2 | 3 | 4 |
| 2. 4.2 Fluency | 1 | 2 | 3 | 4 |
| 3. 4.3 Vocabulary | 1 | 2 | 3 | 4 |
| 4. 4.4 Comprehension | 1 | 2 | 3 | 4 |
| 5. 4.5 Assessment | 1 | 2 | 3 | 4 |
| 6. 4.6 Effective Questioning | 1 | 2 | 3 | 4 |
| 7. 4.7 Motivation | 1 | 2 | 3 | 4 |
| 8. 4.8 Developing Independent Learners | 1 | 2 | 3 | 4 |
| 9. 4.9 Grouping for Instruction | 1 | 2 | 3 | 4 |
| 10. 4.10 Adapting for Individual Differences | 1 | 2 | 3 | 4 |

C.2 Key Informant Interview (Head Teachers)


INTRODUCTION


“My name is _____. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL). We would like to ask you few questions about your school and the education services in this school. Be sure that the information you provide will be strictly confidential and will be used for the purpose of this survey only; and will not serve as penalty for anyone”. It will take about 20 minutes to complete this questionnaire.

INFORMED CONSENT

Can you give me some of your time for me to talk to you and ask you few questions?

Consent given (tick as appropriate):

Yes ☐  **Start Interview**

No | |  **Go to Next School**

ENUMERATOR: ADMINISTER THIS QUESTIONNAIRE TO HEAD TEACHERS AS PRIMARY RESPONDENTS. THE DEPUTY HEAD TEACHER OR TEACHER-IN-CHARGE WOULD RESPOND IN THE ABSENCE OF THE HEAD TEACHERS.

SCHOOL LOCATION

| | | |
|---------------------------|--|--------------------------|
| District: | KONINADUGU | |
| Chiefdom: | | |
| Section: | | |
| Village/Town | | |
| School Name: | | |
| School Approved by MEST? | 1- Yes 2- No | <input type="checkbox"/> |
| Designation of Respondent | 1- Head teacher 2- Deputy head teacher 3- Teacher | <input type="checkbox"/> |
| School Ownership: | 1- Govt/District Education Committee; 2- Christian Mission 3- Islamic/ Mission 4- Community 5 -Private 6- Others (specify) _____ | <input type="checkbox"/> |

Enumerator: _____ Date (dd/mm/yyyy): ____/____/____/____/____/____/____/____/____/____/

Team Leader: _____ Date (dd/mm/yyyy): ____/____/____/____/____/____/____/____/____/____/

A. SCHOOL ENROLMENT AND ATTENDANCE

1. How many classes/grades has the school got? That is, the standard level of education that the pupils attend. For instance, if the school has more than one class of each level (say class 1A, 1B, etc) count as one class/grade.

Number of classes/grades in school _____|_____|

2. How many pupils are enrolled in this school for the 2016 school year? Confirm with school enrolment records.

| Sex | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Total |
|----------|---------|---------|---------|---------|---------|---------|-------|
| a. Boys | | | | | | | |
| b. Girls | | | | | | | |
| c. Total | | | | | | | |

3. Does the school have MEST register for recording daily students' attendance for all classes? Ask to see MEST register to confirm availability.

Yes ----- 1 → (If Yes, Go to Qu.5) _____|

No ----- 2 → (If No, Go to Qu.4)

4. If there is **no MEST register**, what do you use to keep attendance record of pupils? Ask to see attendance record.

Alternative attendance record: _____

5. Does the school have CRS register for recording daily students' attendance for all classes?

Yes ----- 1 No ----- 2 _____|

6. **Attendance of students on the day of survey:** Of the students currently enrolled in this school for 2016, how many attended school today according to MEST attendance register or other form of register for attendance as mentioned in **Qu. 4**?

| Sex | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Total |
|-------------|------------|------------|------------|------------|------------|------------|-------|
| a. Boys | | | | | | | |
| b. Girls | | | | | | | |
| c. Total | | | | | | | |

7. **(i). Attendance of students in the previous week before survey:** Of the students currently enrolled in this school for 2016, how many attended school on average in the previous week before the survey according to MEST attendance register or other form of register for attendance as mentioned in **Qu. 4**?

| Sex | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Total |
|-------------|------------|------------|------------|------------|------------|------------|-------|
| a. Boys | | | | | | | |
| b. Girls | | | | | | | |
| c. Total | | | | | | | |

- (ii). Enumerator:** Check whether the attendance is given weekly, monthly or not available at all.

Weekly average ----- 1

Monthly average ----- 2 |____|

No average available -- 3

8. How many teachers are in this school; whether present in school or not in school today? How many are males? How many are females?

a. Male _____ b. Female: _____ c. Total: _____

9. Of the teachers in this school, how many are trained and qualified? How many are untrained and unqualified?

b. No. of untrained and unqualified (no TEC/TC Lower) _____|_____|_____

Yes ----- 1 No ----- 2 |_____|

a. Male _____ b. Female: _____ c. Total: _____

Average number of teachers present in the previous week _____|_____

Yes ----- |

CRS ----- 1

Government/Local Council ----- 2

Community ----- 3

WFP ----- 4

Other NGO (*Specify.*) ----- 5

77

Yes ----- 1 |_|_|
No ----- 2 → **(If No, Go to Qu. 18)**

16. What is the composition of the food management committee?

a. No. of Teachers _____ |_|_|

b. No. of Parents/Community members' ____ |_|_|

17. Has the food management committee members been trained?

Yes ----- 1 No ----- 2 |_|_|

18. Are you facing any challenge(s) with regards the school feeding programme in this school?

Yes ----- 1 |_|_|

No ----- 2 → **(If No, Go to Qu. 21)**

19. If yes, what are the challenges that you are facing? **Choose all that apply.**

Non-provision of condiments ----- 1

Lack of storage facility ----- 2

Inadequate supplies of food ----- 3 |_|_|

Late delivery or receipt of supplies ----- 4

Lack of water facility ----- 5

Others (specify) ----- 6 _____

20. How can these challenges be solved?

21. What are the benefits of the school feeding programme to this school?

22. Does the school provide stipulated level of food contribution (such as condiments, fire wood, etc for cooking materials) to the school feeding programme?

Yes ----- 1 No ----- 2 |_____

23. Are the SMC actively involved in the school feeding programme?

Yes ----- |

No ----- 2 → (If No, Go to Qu. 25)

24. How are the SMC involved in the school feeding programme?

25. Have you given out take-home rations (for girls in classes 4, 5, 6) of the school meals last school year 2015 (i.e. April-December 2015)?

Yes ----- |

No ----- 2 → *(If No, Go to Section C)*

26. How many times have you given out take-home rations of the school meals since schools reopened in April 2015? **Ask for evidence of documentation to confirm?**

Number of times take-home rations is given _____ | _____

27. In total, how many girls have received take-home rations of the school meals since April 2015?

Number of girls given take-home rations _____|_____|_____|_____

C. SCHOOL FACILITIES, TEACHING & LEARNING MATERIALS

28. Do teachers have access to teachers' guides for each of the core subjects (English, Mathematics, Social Studies and Science) used for teaching in this school?

Yes ----- 1 No ----- 2 |

29. Has this school been provided with pupils' textbooks since April 2015 to now?

Yes ----- 1 ☐

No ----- 2 → **If No, Go to Qu.32)**

30. Who provides most of the textbooks?

CRS ----- 1

Government/Local Council (including MEST) ----- 2 ☐

Community ----- 3

Other NGOs (*Specify.*) ----- 4 _____

Individual donation ----- 5

31. How many textbooks are available for pupils of the core subjects (English, Mathematics, Social Studies and Integrated Science) for each class?

| Core Subjects | Write down the number of textbooks available for pupils | | | | | |
|-------------------|---|---------|---------|---------|---------|---------|
| | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 |
| a. English | | | | | | |
| b. Mathematics | | | | | | |
| c. Science | | | | | | |
| d. Social studies | | | | | | |

32. Does the school occupy its own permanent structure, public building, private building or temporary structure?

Own permanent structure ----- 1

Public building (barray, community centre, mosque, church, etc) ---- 2 ☐

Private building ----- 3

Temporary structure (makeshift, wattle & mud. etc) ----- 4

33. Has school got an "after school book or reading club" available?

Yes ----- 1 No ----- 2 ☐

34. Has school got a library?

43. Has any teacher in this school attended training on **DTM (Diagnostic Teaching Methodology) strategies** in the last the 3 years (i.e. since 2013)? This does **not** include regular formal training in colleges and distance learning.

Yes ----- 1

No ----- 2 **(If No, Go to Qu. 45)**

44. If yes, how many teachers have attended training on DTM strategies?

a. Male _____ b. Female: _____ c. Total: _____

45. Has any teacher in this school attended training on **Child-Centered Teaching Techniques (CCTT)** in the last the 3 years (i.e. since 2012)? This does **not** include regular formal training in colleges and distance learning.

Yes ----- 1

No ----- 2 (If No, Go to Qu. 47)

46. If yes, how many teachers had attended training on CCTTs?

a. Male _____ b. Female: _____ c. Total: _____

47. Is any teacher in this school currently enrolled in the distance learning programme?

Yes ----- 1

No ----- 2 (If No, Go to Qu. 50)

48. If yes, how many teachers are currently going through the distance learning programme?

a. Male _____ b. Female: _____ c. Total: _____

49. Who is sponsoring the teachers on distance learning programme?

CRS ----- 1

Self ----- 2 ☐

Others (specify) ----- 3 _____

50. Is there a Mothers' Club in this community?

Yes ----- 1 ☐

No ----- 2 → **(If No, Go to Section E)**

51. Is the Mothers' Club functioning?

Yes ----- 1 No ----- 2 ☐

E. WATER, SANITATION AND HYGIENE (WASH)

52. Does the school has drinking/potable water source?

Yes ----- 1 ☐

No ----- 2 → **(If No, Go to Qu.56)**

53. What is the **main** source of drinking water for the school?

Tap (pipe borne water) ----- 1

Hand pump well ----- 2

Ordinary well (protected) ----- 3 ☐

Ordinary well (unprotected) ----- 4

Others (specify) ----- 5 _____

54. Is the water source functioning?

Yes ----- 1 No, faulty ----- 2 ☐

55. If water source/point is faulty, describe the maintenance needs of the water source/point.

56. Has the school got a functioning toilet/latrine?

Yes ----- 1 ☐

No ----->

If No, Go to Q59

57. How many separate or shared rooms/drop holes are there?

a. # of separate rooms/drop holes for **boys**-----|__|__|

b. # of separate rooms//drop holes for **girls**-----|__|__|

c. # of shared rooms//drop holes by both sexes -----|__|__|

d. # of rooms//drop holes for teachers only -----|__|__|

58. Is the toilet/latrine usually cleaned at least once a day?

Yes ----- 1 No ----- 2 |__|

59. Is there a functional hand-washing facility (e.g. wash hand basin, bowl, etc) in the school? Ask to observe the hand washing place/station.

Yes ----- 1 |__|

No ----->

If No, Go to Q63

60. Is there **always** water available at hand washing facility?

Yes ----- 1 No ----- 2 -----> **If No, Go to Q62** |__|

61. Is the water **always** chlorinated – that is, has chlorine in it?

Yes ----- 1 No ----- 2 |__|

62. Is there **always** soap/detergent available at hand-washing place/station?

Yes ----- 1 No ----- 2 |__|

63. Does hygiene education occur at this school?

Yes ----- 1 No ----- 2 |__|

E. EFFECT OF EVD ON THE SCHOOL

64. What was the biggest challenge that faced the school as a result of the Ebola Crisis?

65. What was the biggest challenge faced in the reopening of school in April 2015?

66. Did this school community lose students and/or teachers to the EVD?

Yes ----- 1 |____|
 No ----- 2 → **(If No, Go to Q68)**

67. Have the teachers in this school receive trainings in the following areas?

| | | |
|---|-----------------------|--|
| a. Psychological and social support | 1 = Yes 2 = No | |
| b. Ebola Awareness (general knowledge) | | |
| c. Hygiene and Sanitation | | |
| d. Instructional Training | | |
| e. Training on EVD guidance notes and protocol (infection prevention control - IPC) | | |
| f. Other (Please specify): _____ | | |

68. Does the school have the following health facilities?

| | | |
|---|-----------------------|--|
| a. First aid facilities? | 1 = Yes 2 = No | |
| b. Nurse or health worker on site? | | |
| c. Health facility within walking distance? (<i>i.e. less than 12 mins</i>) | | |
| d. Contact details of parents? | | |
| e. An isolation room? | | |
| f. Infrared thermometers? | | |

69. What has changed the most in this school as a result of the Ebola outbreak?

70. If yes, please provide the information as indicated in below?

| Students | (i). Male | (ii) Female |
|---|------------------|--------------------|
| a. # of students enrolled for 2013-2014 school year : | | |
| b. # of students enrolled for 2015 school year (April – Dec 2015) | | |
| c. # of students who contracted Ebola and survived: | | |
| d. # of students who contracted Ebola and died: | | |
| e. # of students with someone in household who contracted Ebola | | |
| Teachers | (i). Male | (ii) Female |
| f. # of teachers were in the school for 2013-2014 school year : | | |
| g. # of teachers returned for 2015 school year (April – December 2015) | | |
| h. # of teachers who contracted Ebola and survived | | |
| i. # of teachers who contracted Ebola and died | | |
| j. # of teachers with someone in household who contracted Ebola | | |

F. OTHER PARTNERS SUPPORTING SCHOOL

71. Are there other NGOs or other organizations that currently support this school?

Yes ----- 1 ☐

No ----- 2 (*If No, End Interview*)

72. If yes, which NGOs or organizations and what kinds of project or support do they provide?

| No. | Name of NGO/COMPANY | Main activity or project of NGO |
|------------|----------------------------|--|
|------------|----------------------------|--|

| | | |
|---|--|--|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

END INTERVIEW! THANK THE RESPONDENT

C.3 Pupil Survey and Reading Assessment


INTRODUCTION

“My name is _____. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL). We would like to ask you few questions about you and your school. Be sure that the information you provide will be strictly confidential and will be used for the purpose of this survey only”. It will take about 10-15 minutes to complete this questionnaire.

INFORMED CONSENT

Can you give me some of your time for me to talk to you and ask you few questions?

Consent given (tick as appropriate):

Yes ☐  **Start Interview**

No ☐  **Go to Next Pupil**

ENUMERATOR: ADMINISTER THIS QUESTIONNAIRE TO THE SAMPLE OF PUPILS IN GRADES/CLASSES 3, 4 AND 5.

LOCATION OF SCHOOL

| | |
|---------------|-------|
| District: | _____ |
| Chiefdom: | _____ |
| Section: | _____ |
| Village/Town | _____ |
| School Name: | _____ |
| School Number | _____ |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Enumerator: _____ Date (dd/mm/yyyy): ____/____/____/____/____/____/____/____/____/____/

Team Leader: _____ Date (dd/mm/yyyy): ____/____/____/____/____/____/____/____/____/____/

A. PUPIL'S INFORMATION

73. Name of pupil: _____

74. Sex of pupil: Boy ----- 1 Girl ----- 2 |____|

75. Current class/grade of pupil:

Class 3 ----- 1

Class 4 ----- 2 |____|

Class 5 ----- 3

76. Are you provided with textbooks to read during class time in this school?

Yes ----- 1 No ----- 2 |____|

77. Have you ever attended any life skills session? **Give examples of life skills.**

Yes ----- 1 No ----- 2 |____|

B. FOOD SECURITY PROFILE

78. Did you eat at home before coming to school this morning?

Yes ----- 1 No ----- 2 |____|

79. When you came to school this morning, would you say you were not at all hungry, somewhat hungry or very hungry?

Not at all hungry (had food at home) ----- 1

Somewhat hungry (had some food at home but not enough) - 2 |____|

Very hungry (did not have any food at home) ----- 3

C. SCHOOL FEEDING PROGRAMME

80. Are you provided with meals (breakfast/snacks and lunch) in this school?

Yes ----- 1

☐

No ----- 2

(If No, Go to Section D)

81. Did you get food/meals (breakfast/snacks and lunch) in school every day last week (i.e. 5 previous school days before the survey)?

Yes ----- 1 No ----- 2 |_____|

82. In a day, how many times are you provided with food/meal in this school?

Number of times food is given in the day ----- |____|

83. Did you receive take-home food ration last term? This applies to girl child in classes 4 and 5 only.

Yes ----- I Not applicable (talking to boy or girl in class 3) --- 3

No ----- 2 |_____|

D. PUPIL READING OPPORTUNITY

84. Do you have a pen/pencil?

Yes ----- 1 No ----- 2 | |

85. Do you have a notebook?

Yes ----- 1 No ----- 2 |_____|

86. Do you belong to after school book or reading club?

Yes ----- 1 No ----- 2 |_____|

No such club is available ----- 3

87. What is the main language that you speak at home?

Krio ----- |

Koranko ----- 2

Yalunka ----- 3

Fula ----- 4

Madingo ----- 5

Limba ----- 6

Others (specify) ----- 7

88. Who else in the home can read in English? **Choose all that apply**

Father ----- 1
Mother ----- 2 |_____|
Brother/Sister (older) ----- 3
Other Adult ----- 4
Nobody ----- 5

E. EVD IMPACT ON LEARNING

89. During the period of the Ebola when schools were closed, how were you able to continue learning?
Choose all that apply

MEST Radio Program----- 1
Private lessons from teacher ----- 2
Studied on my own ----- 3 |_____|
Lessons from other household members - 4
Did not continue with studies ----- 5
Other (specify) ----- 6 _____

90. Did you get any support from government and/or NGO during the period of the Ebola when schools were closed?

Yes ----- 1 No ----- 2 |_____|

If No, End Interview

91. If yes, what did you get as support from government and/or NGO during the period of the Ebola?
Choose all that apply

Radio to listen to MEST Radio Program ----- 1
Learning materials ----- 2
Medicals ----- 3
Food ----- 4
Others (specify) ----- 5 _____

Student Reading Assessment Score sheet

Word Lists

| Level 1 | Tick | Level 2 | Tick | Level 3 | Tick |
|-------------------|--------------------------|-------------------|--------------------------|-------------------|--------------------------|
| See | <input type="checkbox"/> | you | <input type="checkbox"/> | road | <input type="checkbox"/> |
| play | <input type="checkbox"/> | Come | <input type="checkbox"/> | live | <input type="checkbox"/> |
| me | <input type="checkbox"/> | Not | <input type="checkbox"/> | thank | <input type="checkbox"/> |
| at | <input type="checkbox"/> | With | <input type="checkbox"/> | when | <input type="checkbox"/> |
| run | <input type="checkbox"/> | Jump | <input type="checkbox"/> | bigger | <input type="checkbox"/> |
| go | <input type="checkbox"/> | Help | <input type="checkbox"/> | how | <input type="checkbox"/> |
| and | <input type="checkbox"/> | Is | <input type="checkbox"/> | always | <input type="checkbox"/> |
| look | <input type="checkbox"/> | Work | <input type="checkbox"/> | night | <input type="checkbox"/> |
| can | <input type="checkbox"/> | Are | <input type="checkbox"/> | spring | <input type="checkbox"/> |
| here | <input type="checkbox"/> | This | <input type="checkbox"/> | today | <input type="checkbox"/> |
| # errors = | | # errors = | | # errors = | |

| Level 4 | Tick | Level 5 | Tick | Level 6 | Tick |
|-------------------|--------------------------|-------------------|--------------------------|-------------------|--------------------------|
| our | <input type="checkbox"/> | City | <input type="checkbox"/> | decided | <input type="checkbox"/> |
| please | <input type="checkbox"/> | Middle | <input type="checkbox"/> | served | <input type="checkbox"/> |
| myself | <input type="checkbox"/> | moment | <input type="checkbox"/> | amazed | <input type="checkbox"/> |
| town | <input type="checkbox"/> | frightened | <input type="checkbox"/> | silent | <input type="checkbox"/> |
| early | <input type="checkbox"/> | exclaimed | <input type="checkbox"/> | wrecked | <input type="checkbox"/> |
| send | <input type="checkbox"/> | several | <input type="checkbox"/> | improved | <input type="checkbox"/> |
| wide | <input type="checkbox"/> | Lonely | <input type="checkbox"/> | certainly | <input type="checkbox"/> |
| believe | <input type="checkbox"/> | Drew | <input type="checkbox"/> | entered | <input type="checkbox"/> |
| quietly | <input type="checkbox"/> | Since | <input type="checkbox"/> | realized | <input type="checkbox"/> |
| carefully | <input type="checkbox"/> | straight | <input type="checkbox"/> | interrupted | <input type="checkbox"/> |
| # errors = | | # errors = | | # errors = | |

Fill in the word list level based on the number of reading level errors. To establish level:

| Reading Level Errors | Word List Level | Comment |
|---------------------------------------|------------------------|---|
| 0-1 error = Independent | | The highest level at which the child made 0 or 1 error |
| 2 errors = Instructional | | The highest level at which the child made 2 errors |
| 3 or more errors = Frustration | | The level at which the child made 3 or more errors and the test is stopped. |

COMPREHENSION QUESTIONS AND ANSWERS

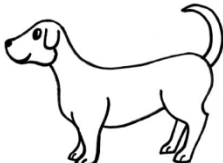


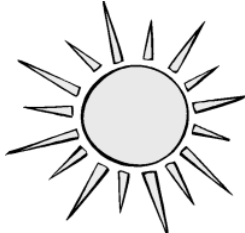



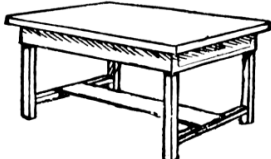

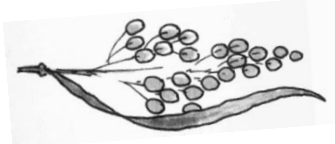

| <u>Level 1: Question & Answers</u> | <u>Level 2: Question & Answers</u> |
|--|---|
| <p>1. What does Fatu have? (a dog)</p> <p>2. What is the dog's name? (Pat)</p> <p>3. What can the dog do? (run or run fast)</p> <p>4. What did Fatu do when the dog ran away? (she looked for him)</p> <p>5. What did the dog want? (to eat)</p> <p>CL1. a. # Correct_____; b. # Incorrect_____</p> <p>c. (3 out of 5 or higher to pass): Passed ----- 1 Failed ----- 2</p> | <p>1. Who was Bingo? (a big brown goat, a goat, or a brown goat)</p> <p>2. Where did he live? (in a big field, or in a field)</p> <p>3. What did he like to eat best of all? (Mangos-If student says “bread” say, “But what did he like best of all?” Pupil must say “mangos”.)</p> <p>4. What did he also like to eat? (bread)</p> <p>5. What were the people doing in the field? (eating mangos)</p> <p>6. Where were the people sitting? (under a big tree, under a tree)</p> <p>7. Where did Bingo go? (under the tree)</p> <p>8. What did the people think when they saw Bingo? (they were afraid)</p> <p>9. What did they do when they saw Bingo? (they jumped up and ran away, or they ran away)</p> <p>10. What did the goat do then? (he ate all of their mangos, or he ate the mangoes)</p> <p>CL2. a. # Correct_____; b. # Incorrect_____</p> <p>c. (7 out of 10 or higher to pass): Passed ----- 1 Failed ----- 2</p> |
| <u>Level 3: Question & Answers</u> | <u>Level 4: Question & Answers</u> |
| <p>1. What do Isatu and her mother like to do? (wear lappas)</p> <p>2. How many lappas does Isatu's mother have? (four lappas)</p> <p>3. What are the colors of one of her lappas? (black and</p> | <p>1. What had Fanta always wanted to do? (go for a ride in a motor car)</p> <p>2. Who told Fanta that she could ride in a motor car? (her father)</p> <p>3. Who was Fanta going to visit? (her granny and</p> |

| | |
|--|---|
| <p>Level 3: Question & Answers</p> <p>white)</p> <p>4. Why does Isatu only have two lappas? (because she is young)</p> <p>5. What would Isatu like to have when she gets big (more lappas)</p> <p>6. Where do Isatu and her mother go sometimes? (the market)</p> <p>7. What is at the market? (traders selling cloth)</p> <p>8. What did Isatu's mother wear to the market? (her black and white lappa)</p> <p>9. Why did the woman say about the lappa? (it was very fine)</p> <p>10. Why did Isatu's mother buy more cloth? (to make more fine lappas)</p> <p>CL3. A. # Correct_____; b. # Incorrect_____</p> <p>c. (7 out of 10 or higher to pass): Passed ----- 1 Failed ----- 2</p> | <p>Level 4: Question & Answers</p> <p>grandpa)</p> <p>4. How did Fanta feel about going? (she was very happy, happy, and/or she could hardly wait to get started)</p> <p>5. Who helped Fanta get in the motor car? (her mother)</p> <p>6. Who helped Fanta put her bag on the top of the car? (the driver)</p> <p>7. How did Fanta feel when the motor car started going very fast? (she was afraid)</p> <p>8. What did the driver say to Fanta? (don't worry, everything will be okay)</p> <p>9. At whose house did Fanta arrive? (her granny and grandpa's house)</p> <p>10. Why was Fanta no longer afraid? (because she arrived at her granny and grandpa's house)</p> <p>CL4. A. # Correct_____; b. # Incorrect_____</p> <p>c. (7 out of 10 or higher to pass): Passed ----- 1 Failed ----- 2</p> |
| <p>Level 5: Question & Answers</p> <p>1. What do some people enjoy doing? (hunting in many forests)</p> <p>2. Why can hunting in forests be dangerous? (because people might get lost)</p> <p>3. Why have many people been lost in forests? (because they did not know how to find their way out)</p> <p>4. What do people who hunt in forests often take with them? (a cutlass)</p> <p>5. Why is a cutlass useful? (to mark the way)</p> <p>6. When hunters want to leave the forest, what do they do? (they follow the marks they have left on the</p> | <p>Level 6: Question & Answers</p> <p>1. What is the largest animal in the world that lives on land? (the elephant)</p> <p>2. How heavy might a full-grown elephant be? (about four tons)</p> <p>3. Why do elephants have no natural enemies other than humans? (because they are so large)</p> <p>4. Why are elephants almost always easy to get along with or why do they act friendly? (because they have no or few enemies or because they are so large)</p> <p>5. What is a herd? (a group of something, a group of elephants, or a good synonym)</p> |

| <u>Level 5: Question & Answers</u> | <u>Level 6: Question & Answers</u> |
|--|---|
| <p>trees and cut bushes)</p> <p>7. What do forests look like at the beginning? (appear small)</p> <p>8. What is one of the largest forests in Sierra Leone? (Loma forest)</p> <p>9. What else does a large forest contain besides enormous trees? (wild animals and rivers)</p> <p>10. Why would someone who explored forests need to be brave? (Because it is dangerous, or because one might get lost)</p> <p>CL5. a. # Correct_____; b. # Incorrect_____</p> <p>c. (7 out of 10 or higher to pass): Passed ----- 1 Failed ----- 2</p> | <p>6. How many elephants usually live in a herd? (about thirty)</p> <p>7. Who is usually the leader of an elephant herd? (a cow, a female, or a lady elephant)</p> <p>8. What do elephants do during the hottest part of the day? (they huddle together and attempt to find shade)</p> <p>9. What do elephants usually do near sundown? (go to get a drink or go to a nearby river or lake)</p> <p>10. What did it say that would make you think elephants usually like each other? (they stay together for most of their lives, they stay together, or they stay in a herd)</p> <p>CL6. a. # Correct_____; b. # Incorrect_____</p> <p>c. (7 out of 10 or higher to pass): Passed ----- 1 Failed ----- 2</p> |

FOR THE STUDENT WHOSE INDEPENDENT LEVEL IS BELOW 3 (0, 1 OR 2)

PA. Phonemic Awareness: Identification of the initial sound of the word.

| | |
|--|---|
| <p><i>Example picture</i></p> |  |
|  | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> </div>  <div style="text-align: center;"> <input type="checkbox"/> </div> </div> |
|  |  <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> </div> |
|  |  <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> </div> |
|  <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> </div> |  <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> </div> |
|  <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> </div> |  <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> </div> |

Total score _____/10

ALN. Alphabet Letter Naming game: Identification of letters ONLY

R

Example letter

t

B

y

M

i

s

A

r

L

h

z

O

k

P

v

G

e

j

x

c

d

U

w

n

Q

f

Total score ____/26

LS. Identification of letter and sound

| | | | | | |
|---|--------|-------|---|--------|-------|
| <div style="display: flex; justify-content: space-between; align-items: center;"> W letters and their sounds </div> | | | | | |
| S | Letter | Sound | b | Letter | Sound |
| P | Letter | Sound | n | Letter | Sound |
| V | Letter | Sound | d | Letter | Sound |
| A | Letter | Sound | h | Letter | Sound |
| T | Letter | Sound | f | Letter | Sound |
| M | Letter | Sound | o | Letter | Sound |
| R | Letter | Sound | k | Letter | Sound |

a. Letter score ____/14

b. Sign-Sound score ____/14

ORB. Assessment: Onset, Rime and Blending to Make Words.

Tick if student has correctly answered the words

| Booklet 1 | Tick | Booklet 2 | Tick | Booklet 3 | Tick |
|-------------------|--------------------------|-------------------|--------------------------|-------------------|--------------------------|
| at | | eed | | ine | |
| Mat | <input type="checkbox"/> | Weed | <input type="checkbox"/> | Fine | <input type="checkbox"/> |
| Hat | <input type="checkbox"/> | Need | <input type="checkbox"/> | Line | <input type="checkbox"/> |
| Bat | <input type="checkbox"/> | Feed | <input type="checkbox"/> | Dine | <input type="checkbox"/> |
| Cat | <input type="checkbox"/> | Greed | <input type="checkbox"/> | Shine | <input type="checkbox"/> |
| Total mark | | Total mark | | Total mark | |

Tick if student has correctly answered the whole booklet (*they have answered ALL the words correctly*)

Booklet 1 ☐

Booklet 2 ☐

Booklet 3 ☐

a. Words read correctly ____/12

b. Booklets read correctly ____/3

C.4 School Observation Checklist

INSTRUCTIONS:

- On arriving at the school make a quick tour of the school environment to ascertain information on facilities.
- Also do an assessment of the school building.
- In the classrooms, do the tour unnoticed by teachers and pupils (surprise visits).
- Subsequently, fill this checklist as you go round.
- You may follow-up with teachers/school authorities if you need clarification.
- Proceed with the key informant interviews immediately after the tour.
- If you have a camera-enabled phone or tablets, please take pictures of the school building and the WASH facilities
- And write name of schools on every picture taken.

SCHOOL LOCATION

| | |
|---------------|-----------|
| District: | _____ |
| Chiefdom | _____ |
| Section: | _____ |
| Village/Town | _____ |
| School Name: | _____ |
| School Number | ____ ____ |

Enumerator: _____ Date (dd/mm/yyyy): ____/____/____/____/____/____/____/____/

Team Leader: _____ Date (dd/mm/yyyy): ____/____/____/____/____/____/____/____/

A. SCHOOL BUILDINGS AND FACILITIES

92. What material is the roof of the school building made of?

- Corrugated metal sheets (zinc) ----- 1
- Asbestos ----- 2
- Concrete ----- 3 ☐
- Thatch ----- 4
- Tarpaulin (plastic sheet) ----- 5
- Others (specify) ----- 6 _____

93. What material is the wall of the school building made of?

- Concrete polished wall ----- 1
- Mud polished ----- 2
- Concrete unpolished wall ----- 3
- Mud unpolished ----- 4 ☐
- Metal sheets (pan body) ----- 5
- Thatch ----- 6
- Tarpaulin ----- 7
- Others (specify) ----- 8 _____

94. What material is the floor of the school building made of?

- Concrete floor ----- 1
- Earth floor ----- 2 ☐
- Wooden floor ----- 3
- Others (specify) ----- 4 _____

B. WATER, SANITATION and HYGIENE (WASH) FACILITIES AT SCHHOL

If possible, please take pictures of WASH facilities

95. Does the school has drinking/potable water source?

- Yes ----- 1 ☐
- No ----- 2 → (If No, Go to Qu.8)

96. What is the **main** source of drinking water for the school?

- Tap (pipe borne water) ----- 1
Hand pump well ----- 2
Ordinary well (protected) ----- 3 |____|
Ordinary well (unprotected) ----- 4
Others (specify) ----- 5 _____

97. Is the water source functioning?

- Yes ----- 1 No, faulty ----- 2 |____|

98. What is the condition of the water source?

99. Is there functioning toilet/latrine in the school?

- Yes ----- 1 No ----- 2 ~~If No, Go to Qu. 15~~ |____|

100. How many separate or shared rooms/drop holes are there?

- a. # of separate rooms/drop holes for **boys**-----|____|____|
b. # of separate rooms//drop holes for **girls**-----|____|____|
c. # of shared rooms//drop holes -----|____|____|
d. # of rooms//drop holes for teachers only -----|____|____|

101. Is the toilet/latrine cleaned?

- Yes ----- 1 No ----- 2 |____|

102. Has the toilet/latrine got a place for hand washing (e.g. wash hand basin, bowl, etc)?

- Yes ----- 1 |____|

- No ----- 2 (~~If No, Go to~~ Question 15)

103. Is there enough water available at hand washing facility at time of visit/survey?

Yes ----- 1 No ----- 2 |____|

104. Is there soap/detergent available at hand-washing place/station?

Yes ----- 1 No ----- 2 |____|

105. Is the water chlorinated – that is, has chlorine in it?

Yes ----- 1 No ----- 2 |____|

106. Is the school observing the following protocols?

| | | |
|---|--------|--|
| a. Taking temperature of all students entering the compound | 1= Yes | |
| b. Students and teachers washing hands on entry | 2= No | |

C. CLASSROOM OBSERVATION

107. How many separate classrooms has the school got?

Number of classrooms has the school got: _____|____|

108. How many classes/grades has the school got? That is, the standard level of education that the pupils attend. For instance, if the school has more than one class of each level (say class 1A, 1B, etc) count as one class/grade.

Number of classes/grades in school _____|____|

109. Is there water available in all classes/classrooms for drinking?

Yes, all classes always have water ----- 1 |____|

Yes, some classes sometimes have water ----- 2

No class has water ----- 3 → **If no class has water, Go to Section D**

110. Is the storage container for drinking water in the classes clean?

Yes, container is clean ----- 1

No, container is not clean ----- 2 |____|

There is no container, pupils use tap in class ----- 3

D. PHYSICAL COUNT OF TEACHERS AND STUDENTS

111. How many teachers can you count in the school?

Number of teachers present in school _____|_____|_____|

112. How many of these teachers are in their classes teaching?

Number of teachers attending classes/teaching ____|_____|_____|

113. How many students are physically present in the school on day of survey? (Please do head count of all students)

| Sex | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Out of Class |
|----------|------------|------------|------------|------------|------------|------------|--------------------|
| a. Boys | | | | | | | |
| b. Girls | | | | | | | |
| c. Total | | | | | | | |

**CONTINUE WITH THE KEY INFORMANT INTERVIEW WITH HEAD TEACHERS, CLASSROOM
OBSERVATION AND TEACHERS' OBSERVATION IMMEDIATELY AFTER YOU FINISH YOUR
OBSERVATION**

C.5 Focus Group Discussion in School Community

ENUMERATOR: Before you start the FGD, make sure that the group includes community authorities and representatives from CTAs, SMCs, Mothers' clubs, households/members of SILC groups and non-SILC participating households. The FGD should comprise between 8 and 12 people from the above groups; taking into account at least gender balance.

INTRODUCTION

My name is _____ and my colleague assisting me is _____. We're both working for CRS, who is supporting education of children in Koinadugu district. CRS would like to hear your ideas and opinions about children education in this community. CRS wants to know what you like, what you don't like, and how children education can be improved. We are having discussions like this with several groups in different communities around Koinadugu.

You are invited to participate because you live in this community and you have been supporting the school either as a member of CTA/SMC, as a parent or as a community leader. Your responses to the questions will be kept anonymous. The information that you provide will be strictly confidential and will be used for the purpose of this survey only. There are no wrong answers but rather differing points of view. Please feel free to share your views even if it differs from what others have said. Keep in mind that we're just as interested in hearing about challenges and what is not going well as we are about positive comments. It's when we know what's not going well that we can improve children education. It will take about 30-40 minutes of your time.

We are kindly asking that you give us some of your time to talk to you all. Thanks for taking the time to join us to talk about educational programs in this community.

Cluster Number: _____

SECTION 0: IDENTIFICATION OF COMMUNITY

| | |
|--------------------------|-------|
| District: | _____ |
| Chiefdom: | _____ |
| Section | _____ |
| School Village/Community | _____ |

| | |
|----------------------|---|
| Facilitator _____ | Date of Interview: (DD/MM/YYYY) ____/____/____ |
| Supervisor _____ | Date Reviewed: (DD/MM/YYYY) ____/____/____ |

A. FOCUS GROUP REPRESENTATION

1. Who are present for the focus group discussion and which group are they representing?

| No. | Name of person | Sex | Group represented |
|-----|----------------|----------------------|-------------------|
| | | 1- Male 2- Female | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |

Groups represented

Community authority (chief, youth leader, women leader)

SILC member

Non-SILC member

Mothers' clubs

SMC

CTA

a. Number of men present _____ |_____|_____|

b. Number of women present _____ |_____|_____|

A. EDUCATION IN THE COMMUNITY

2. What are some of the **major** challenges facing children education in this community?

3. Which of these challenges are the **most important** (priorities) for you in this community?

4. If yes, what is the CRS FFE program doing to address any of these challenges in Ques. 3 & 4?

5. Have you got any support on children education from CRS FFE program in the past 3 years since 2012?

Yes ----- 1 ☐

No ----- 2 *(If No, Go to Section C)*

C. SCHOOL FEEDING PROGRAMME

Enumerator: Ask these questions in school communities where school is receiving school feeding programme from CRS

6. CRS has been supporting school feeding programme in this school. In what ways has the program benefited the school?

7. What challenges are you facing with regard the school feeding programme that CRS is supporting the school in this community?

8. How can these challenges of the school feeding programme in the community be solved?

9. What ideas do you have on how to improve the programme?

10. What strategies would be used to maintain (sustain) the school feeding programme when the CRS FFE project would have ended?

11. In what ways have you as individuals or part of community group contributed to the school feeding programme? **Please consider the groups represented in the discussion.**

D. SCHOOL MANAGEMENT

12. Does this school (**name of survey school**) have a school management committee (SMC)?

Yes ----- 1 ☐

No ----- 2 → (If No, Go to Qu. 19)

13. Have all members of the SMC been trained in their roles and responsibilities for managing this school in the past 3 years (since 2012)?

All SMC members are trained ----- 1

Only some of them are trained ----- 2 ☐

No SMC member is trained ----- 3 → **If No, Go to Qu. 15**

14. When was the last time the SMC members were trained?

Last time SMC members were trained (year) ----- |_____|

15. Have the SMC ever met during this school year 2013/14 to discuss issues of managing this school?
Ask to see minutes of last meeting(s).

Yes, minute seen ----- 1

Yes, minute not available ----- 2 |_____|

No ----- 3 → **(If No, Go to Qu. 17)**

16. How frequently does the SMC meet this school year 2013/14?

Only once since this school year ----- 1

Once every term ----- 2 |_____|

Twice every term ----- 3

More than two in a term ----- 4

17. Have the SMC ever undertaking any school development project(s) in the past 3 years; since 2012?

Yes ----- 1 |_____|

No ----- 2 → **(If No, Go to Qu. 19)**

18. What are the major development project(s) that the SMC has undertaken in the past 3 years; since 2012?

19. Is there a community teachers' association (CTA)/Parent Teachers Association (PTA) for this school (**name of survey school**)?

Yes ----- 1 |_____|

No ----- 2 → **If No, Go to Section E**

20. Have the CTA/PTA ever undertaking any school development project(s) in the past 3 years; since 2012?

Yes ----- 1 |_____|

No ----- 2 → **(If No, Go to Section E)**

21. What are the major development project(s) that the CTA/PTA has undertaken in the past 3 years; since 2012?

E. SAVINGS & INTERNAL LENDING COMMITTEES (SILC) GROUPS

Enumerator: Ask these questions in school communities only where CRS is implementing the FFE project.

22. Has this community got a CRS formed SILC group?

Yes ----- 1 ☐

No ----- 2 → **(If No, Go to Section F)**

23. Name of SILC group: _____

24. How many people are members of the SILC group? How many are men? How many are women?

No. of men in SILC group _____ ☐ ☐ ☐

No. of women in SILC group _____ ☐ ☐ ☐

25. How has SILC helped its households/members of this community?

SECTION F: MOTHERS' SUPPORT GROUPS

Enumerator: Ask these questions in FFF project intervention school communities only; where Mothers' Clubs are presumed to exist.

26. Has this community got a Mothers' Support Group?

Yes ----- 1 ☐

No ----- 2 → **(If No, Go to Section G)**

27. What are the achievements of the Mothers' Support Group in this community?

28. Has the Mothers' Club got any challenge(s) that have affected its activities in this community

Yes ----- 1 ☐

No ----- 2 → **(If No, Go to Section G)**

29. If yes, what are the major challenges of Mothers' Support Group in this community?

G. NGO INVOLVEMENT

30. Are there other NGOs or other organizations that are currently operating in this community?

Yes ----- 1 ☐

No ----- 2 (*If No, End Interview*)

31. If yes, which NGOs or organizations and what kinds of project or support do they provide in this community?

| No. | Name of NGO/COMPANY | Main activity or project of NGO |
|-----|---------------------|---------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

G. EVD CRISIS

32. What was the biggest challenge facing the school community during the EVD CRISIS?

33. What strategies were successful in continuing education during the crisis?

34. What has been the biggest challenge since the reopening of schools?

35. What has changed the most as a result of the EVD?

36. What were some of the ways in which this community was impacted by EVD?

37. In what ways were some of these challenges mitigated? What strategies did communities used to cope?

38. What kind of support was provided by government and other NGOs during the crisis? Probe for ways in which CRS continued to support communities.

ANNEX IV: SOURCES OF INFORMATION

IV.1. List of Interviewees

| Name | Organization | Role |
|--------------------------|---------------------------------------|--|
| Abu Bakar Kuyateh | MEST Koinadugu | Deputy Director of Koinadugu Supervisors |
| David Sombie | Catholic Relief Services | Chief of Party – FFE Program |
| Santigie Kabia | Catholic Relief Services | Monitoring & Evaluation |
| Mr. Momoh | Catholic Relief Services | Education Program Officer |
| Field Staff Officers (2) | Catholic Relief Services | Field coordination |
| Julie Heifetz | International Literacy Association | Senior Program Manager |
| Lindsay Carter | United States Department of Education | Program Analyst |
| Andre Tamac | USDA | |
| Dr. Albert Dupigny | MEST | Consultant |

IV.2. Documents Reviewed

Agreement between the Government of the United States of America and Catholic Relief Services – United States Conference of Catholic Bishops for the Provision of Agricultural Commodities through the McGovern-Dole Food for Education Act. Amendment I (2012)

Catholic Relief Services – United States Conference of Catholic Bishops. Technical Assistance Agreement Amendment I I for the Food for Education “All Pikin for Learn Project under the USDA Program Grant Award” with the International Reading Association (2014)

Status Reports of the DTM Training prepared by International Reading Association (Phase III Report)

Status Reports on the Life Skills Component of the FFE II program prepared by Caritas Makeni

Schedules of Training for Mother’s Clubs and SILC Groups

Status report on Distance Education for Teachers prepared by Northern Polytechnic (2014)

CRS Financial Reports

IV.3. Bibliography

Electronic Code Of Federal Regulations - Part 1599—McGovern-Dole International Food for Education and Child Nutrition Program

Montrose International (2014) *Consultancy for the Design and Conduct of National Early Grade Assessments in Literacy and Numeracy (EGRA/EGMA) for Primary School Pupils in Sierra Leone*

World Food Programme (2011) *The State of Food Security and Nutrition in Sierra Leone: Comprehensive Food Security and Vulnerability Analysis* Freetown, Sierra LeoneWorld Food Programme