

Food for Education Program in Sierra Leone: Midterm Evaluation Report

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EXECUTIVE SUMMARY

Context and Background

The CRS Food for Education midterm evaluation (MTE) 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 midterm evaluation, started in 2013 and will end 2015. A baseline evaluation was conducted in 2013 and a final evaluation is expected at project end.

The overall objective of the FFE program is to sustainably improve literacy for school aged children in targeted communities. The objective of the MTE is to assess the extent to which the program is achieving relevance, efficiency, effectiveness, sustainability and impact, and to provide input into the continuing cooperation amongst MEST, USDA and CRS.

The evaluation applies a mixed methods approach, consisting of quantitative and qualitative data collection and analysis methods which complement each other. The midterm design follows the baseline design as closely as possible so that comparison is possible. The program was implemented in Koinadugu district where five chiefdoms were identified to receive program based on their relative marginalization and two other chiefdoms were selected as control or comparison chiefdoms. The MTE was conducted in 48 schools (32 treatment and 16 control schools); at each school 15 students in classes 3, 4 and 5 were selected to participate in a reading assessment; and 2 teachers participated in the classroom observation. Focus group discussions were held in each school community and the head teachers were interviewed. In addition, 700 households around school communities participated in a household survey.

The evaluation faced some methodological challenges mainly related to assessing student attentiveness and determination of household spending on education. In addition, because it was agreed not to track individual students, information on reading levels had to be analyzed at the school level, which led to a loss of power in the analysis.

CRS FFE Program from 2008 to present

The first phase of the FFE program started in 2008 and it was implemented in four chiefdoms in Koinadugu. Between 2008 and 2012, the 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 the school infrastructure. The Phase 1 project also included teacher training and distribution of teaching and learning materials and furniture for schools.

The end of Phase 1 report highlighted the following achievements:

- Infrastructure improvements: constructed or rehabilitated 78 schools, 69 water wells (19 rehabilitated), 58 food stores, 61 kitchens, and 98 latrines.
- Enrolment improvement: enrolment of girls increased from 4,086 to 9,558 (134%) and enrolment of boys increased from 5,449 to 10,101 (85%).
- Improved learning environment:
 - o 100% of the schools had all the core textbooks at a ratio of 1 textbook to every 3 students
 - o 100% of all 117 of the schools had adequate school supplies

- o 405 teachers in all the 117 schools were trained on school sanitation and hygiene
- o 148 teachers (12 females and 136 males) successfully completed distance education training

The second phase of the FFE started in 2012, and it allowed the program to expand to include a fifth chiefdom (Dembelia Sinkunia) and to include additional schools from existing program chiefdoms. In total, 75 new schools were added in Phase II. In addition to expanding the reach of the program, Phase II also included additional activities such as in-service teacher training on Diagnostic Teaching Methods (DTM) to improve on literacy instruction, life skills training for upper primary students, 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 agreed attendance rates. Because of the increased focus on improving literacy in Phase II, baseline and midline evaluations include assessments of student reading as a key indicator of success.

Results and Recommendations from the MTE

General

Overall, the CRS FFE program has made good progress towards its objectives even though the Phase II implementation has been ongoing for only a year. The program is highly relevant and addresses some of the major problems faced by school communities. Government and community stakeholders report a high-level of satisfaction with the program. The following key activities were implemented as of March 2014:

- 3,709,522 meals distributed to 28,576 students
- 129 mother's groups trained
- 147 teachers were being supported to achieve their teaching certificate through the distance education program
- 37 Savings and Internal Lending Committee groups formed and trained on financial literacy
- 694 teachers were trained on effective literacy teaching techniques
- 28,576 students received school supplies (exercise books, pens etc.)
- Over 5,000 textbooks were distributed to the 75 new schools.

These contributions led to significant improvements in program schools as compared to treatment schools:

- Reading levels improved more for both boys and girls in treatment schools. The improvement for girls in treatment schools was significantly higher than for girls in control schools
- Teachers in treatment schools showed significantly higher attendance rates and higher levels of competencies in key areas of teaching
- Children in treatment schools were less likely to be hungry than students in control schools and from same schools during baseline. The difference is statistically significant.
- Students in treatment schools were observed to be more engaged in classrooms compared with control schools, and the difference was statistically significant.

Further results are discussed below.

Relevance

The support that CRS FFE program is providing to the education sector in Koinadugu district is both needed and highly relevant. The project addresses some of the major priorities of education in the district such as teacher training, capacity building, and rehabilitation of schools. In addition, it also aims to address the food insecurity issues that plague the district. It is consistent with the development priorities of the Government of Sierra Leone; the MEST's Education Sector Plan and policies; and USDA's policy emphasis in international development. With the persisting poverty and low reading levels of the student population, the CRS FFE II project is an important development intervention in Koinadugu District. Stakeholders report high levels of satisfaction with their participation in the program. The following are recommended to improve the relevance of the program:

- CRS should continue efforts to link with the activities of donors and other NGOs at the local level. They should 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.
- In particular, IBIS, which is a member of the Education Consortium has developed teacher training materials specifically to teach reading instruction. FFE schools could, in addition to ones provided by their partner -the International Reading Association-, benefit from some of these materials. In addition it is important to explore ways to collaborate with other projects such as SNAP (agriculture), Leonard Cheshire Disability (inclusive education) and UNICEF (cluster monitoring).
- 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.

Effectiveness

CRS FFE program has made good progress on a number of fronts including improvements in reading outcomes, training teachers, reducing incidence of hunger among children, and engaging local communities in school activities. In addition, teachers in program schools have higher attendance rates and are more proficient in most of the teaching areas observed. Given that only one year has elapsed since the baseline, the improvements are noteworthy. That said there is scope to improve the effectiveness of the program. The following are specific recommendations to improve the effectiveness of the program.

- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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 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.

Efficiency

Given that the final results are not known, this evaluation could not make definitive statements about efficiency. The cost of school feeding per beneficiary compares favorably with that of other organizations implementing similar projects in other sub-Saharan countries. Early indications suggest that the program can be more cost efficient. In pursuing the ultimate goal of improving student learning outcomes early indications also suggest that it does bring other benefits to beneficiaries including improvement in nutrition and overall well-being. The following are recommended to improve the efficiency of the program.

- 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.
- Closer monitoring and support for schools and teachers should ensure that expected benefits are achieved there by improving the cost-benefit ratio.

Impact and Sustainability

Although it is too early to assess the long term impact and sustainability, the program can already take a number of steps to improve the likelihood of sustainability. Given the initial starting condition of the district, and the effect of the recent Ebola crisis, further support will be needed in the near future to ensure that benefits are sustained. The following are recommended to improve the sustainability of the project.

- 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.

- Strengthen partnership with other donors and NGOs working in the area. This point has already been discussed under recommendations for improving relevance, but it is worth repeating here.
- Advocate with MEST and other ministries such as Agriculture, and Health to ensure 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 with them on a concerted campaign to adopt and implement the recently drafted policy on school feeding.
- Develop a sustainability plan that highlights the goals for sustainability and actions to be taken to achieve these goals.

Other Recommendations

The following are recommendations on issues of measurement and methodology, based on the experience of the midline that may prove useful in the design of the final evaluation.

- 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.
- 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.
- During the final evaluation, differentiate schools in terms of when they entered the program (phase1 or phase 2) and investigate differences between schools based on program entry.
- Reconsider the need for a household survey – the information from the household survey are 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.
- 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.
- There are currently two different measurement of attendance, and it is unclear why these particular indicators 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.
- 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.

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6 INTRODUCTION

6.1 Context and objective of the study

This report presents an external mid-term evaluation of the Food for Education (FFE) Program (Phase II) implemented by the Catholic Relief Services (CRS) with funding from 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 evaluation, started in 2012 and will end 2015.

The overall objective of the FFE program is to sustainably improve literacy for school aged children in targeted communities.

The objective of the present study, which is a mid-term evaluation (MTE), is to collect information about the FFE Phase II program in Sierra Leone, assess its relevance, efficiency, effectiveness, sustainability and impact, and to provide input into the continuing cooperation amongst MEST, USDA and CRS.

6.2 Methodology and data collection

To a large extent, so as to be able to compare with baseline data, the evaluation methodology was similar to that adopted for the baseline evaluation. The key features of the baseline methodology included:

- Use of a representative sample of schools, classes, mother's clubs, and SILC participating households.
- Use of a comparison group design methodology with treatment and comparison schools and households.

The few differences between the methodology used in the midline and baseline evaluation are as described below:

Conduct of reading assessment:

During the baseline evaluation, the pupil reading assessment was carried out using the Ekwall Shanker Reading Inventory (ESRI) tool for children's reading and literacy assessment, adapted to the Sierra Leone context. The ESRI was administered to children in classes 3, 4, and 5. The ESRI consists of a number of test instruments to measure children's reading abilities, and for the baseline assessment two of these instruments – the graded word list and the reading passages test – were used.

The results of the tests showed that children performed poorly. The tests were much better at revealing what students did not know as opposed to what they knew. Due to this, it was recommended that in addition to the graded word list and reading comprehension tests, some tests of emergent literacy (pre-reading skills) were also included, such that we avoid large floor effects, where most students fail the assessment, and CRS is able to understand what students do know.

For the MTE, students in classes 3, 4, and 5 continued to be assessed using the graded word list and the comprehension, but a new assessment of pre-reading skills (such as letter naming, phonemic awareness, and word building) was also included.



Instrument to measure student attentiveness:

The baseline evaluation relied on the teacher's ability to report on student attentiveness after a class period. In the midline, this instrument was supplemented with enumerator observations of student attentiveness (e.g. listening to teacher, following instructions, participating in activity, asking questions etc.) during a 30-minute lesson.

Teacher observation:

The MTE included teacher observations, which were not done during the baseline.

6.2.1 Sample Design

The sample design for the midterm evaluation followed a mix of probability sampling techniques that included multi-stage cluster sampling, simple random sampling and systematic random sampling methods. A comparison group design for the baseline survey sample was carried out to ensure comparison of (key) indicator measures in project intervention areas with non-intervention areas. Because schools and students were not randomly selected into the program, collecting data at different points in time for both intervention (also referred to as target or treatment) and non-intervention (also referred to as comparison or control), should help isolate the effect of the FFE project. A probability proportional to size (PPS) technique was applied to allocate the sample across the sub-domains¹ of the target and comparison groups. Essentially, the PPS provided self-weighting of the sample. This is the same design that was used during the baseline. The schools surveyed during the midline are a subset of those surveyed during the baseline. Students were selected randomly from schools and no attempt was made to survey same students in the baseline and midline.

Calculation of sample size:

The sampling units of the midterm evaluation were households, students, and teachers. The sample sizes for these sampling units were computed for eight (8) key indicators using: baseline/monitoring results, project targets and population sizes for the units. 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)

P_1 = the estimated level of an indicator measured as a proportion for the baseline survey

P_2 = the *expected/target* level of the indicator at project end such that the quantity $(P_2 - P_1)$ is the magnitude of change to be detected

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 $(P_2 - P_1)$ 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 $(P_2 - P_1)$ if one actually occurred (β - statistical power).

¹ Sub-domains are the chiefdoms in groups: treatment group (Dembelia Sinkunia, Mongo, Neini, Neya and Sulima) and comparison (Diang and Wara Wara Bafodia).

The computed sample sizes were 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 were further inflated using the non-response rate (security factor) of 20% in order to obtain sufficiently large minimum sizes. Thus, the inflated sample sizes are given in Table 1 below.

Table 1 Sample sizes for key indicators for treatment group

NO.	KEY INDICATORS	BASELINE RESULTS	PROJECT TARGET	POPULATION SIZES (N)	COMPUTED SAMPLE SIZES
1	Percent of teachers in target schools who are able to describe a threshold number of new teaching techniques	Post training score = 66%	75%	# teachers = 701	463
2	Percent of students in target schools who read at or above their grade level (girls/boys)	4.7%	30%	# students = 28,586	77
3	Percent of students identified as attentive during classroom activities (boy & girls)	67.7%	80%	# students = 28,586	477
4	Percent of students in targeted schools who indicate that they are 'hungry' or 'very hungry'	63.7%	0%	# students = 28,586	11
5	Estimated Attendance Rate (Evaluation)	93.1%	80%	# students = 28,586	250
6	Estimated attendance rate for teachers	82.4%	95%	# teachers = 701	185
7	Percentage of households who have increased their household spending on education since last year	46.1%	50%	# households = 22,264	5153
8	Percentage of parents who demonstrate understanding of the importance for education for children	85%	75%	# households = 22,264	595

Determination of required sample size for various surveys:

The required sample sizes for households, students and teachers to be surveyed were determined by maximum computed sample sizes for the teachers, students, and households. However, where these values were too large (as is the required 5,153 households for indicator 7), the minimum computed sample sizes determined the required sample sizes. The sample was allocated across the sub-domains using probability proportional to size (PPS) approach. Half of the samples for treatment groups were assumed for the comparison group.

Households

The computed sample sizes for household indicators were **5,153** and **595**. Since 5,153 households were too large, therefore the required sample size was **595** for treatment group. The sample was selected from the five intervention chiefdoms (Dembelia Sinkunia, Mongo, Neya, Neni and Sulima). Assuming half (**50%**) of **595** (sample size for treatment group) for comparison group, then the sample size for comparison group became **297** which was selected from two non-intervention chiefdoms – Diang and Wara Wara Bafordia. However, the sample sizes were rounded up to the nearest hundreds: **600** for treatment group and **300** for the comparison group yielding **900** households. Noting that 20 households were selected from each cluster for interview, number of clusters per chiefdom was determined. Thus, 45 clusters (including 30 clusters in treatment and 15 clusters in comparison) were sampled.

The allocation of sample households by chiefdom for treatment and comparison groups are given in Table 2.

Table 2 Allocation of sample households and clusters for five intervention and two comparison chiefdoms.

Chiefdom	Estimated Households*	Households proportion	Number of households to selected	Adjusted Number of households to selected	Number of Survey Clusters to select
Intervention Chiefdoms					
Dembelia Sinkunia	2,282	0.102	61.5	60	3
Mongo	4,802	0.216	129.4	120	6
Neya	5,480	0.246	147.7	160	8
Neni	6,411	0.288	172.8	180	9
Sulima	3,289	0.147	88.6	80	4
Total Intervention	22,264	1	600	600	30
Comparison Chiefdoms					
Diang	3,230	0.434	130.2	140	7
W/Wara Bafodia	4,212	0.566	169.8	160	8
Total Comparison	7,442	1	300	300	15

* Estimated households are based on the 2004 population and housing census

Students

Similarly, from Table 1, the computed sample sizes for students were **77, 477, 11, 250** and **185** for the respective indicators. Therefore, the required sample size for the treatment group was **477**; approximately **480** (rounded to nearest tenth). Also, assuming **50%** of 480 (sample size for treatment group) gave a sample size of **240** for the comparison group; yielding a total of **720** to be surveyed. Table 4 gives the allocation of sample students for treatment and comparison groups. Similarly, with 15 students sampled per school, 32 schools were selected in treatment and 16 schools in comparison; yielding 48 schools for the evaluation.

Table 3 Allocation of sample students for treatment and comparison groups

Chiefdom	No. of Schools	Proportion of schools	Number of students to be selected	Adjusted number of students selected	Number of schools to be selected
Treatment group					
D/Sinkunia	18	0.094	45.0	45	3
Mongo	43	0.224	107.5	105	7
Neya	37	0.193	92.5	90	6
Neni	65	0.339	162.5	150	10
Sulima	29	0.152	72.5	90	6
Total	192	1	480	480	32
Comparison group					
Diang	23	0.418	100.4	105	7
Wara Wara Bafodia	32	0.582	139.6	135	9
Total	55		240	240	16

Teachers

Computed sample sizes for teachers were 463 and 185. The midline evaluation required the need to observe teaching methods in the classrooms for the whole class period in both treatment and comparison schools, coupled with: school observation, the teacher interview, key informant interview with the head teacher and student's observation & reading assessment. Hence, two teachers were selected in every survey school yielding a total of 96 teachers (including 64 schools in treatment and 32 in comparison). The sample size formula was ignored in this instance.

Focus Group Discussion

Focus group discussions (FGD) were held in every survey cluster/community with representatives of School Management Committees (SMCs), Community Teachers Associations (CTAs), Mothers' clubs, youth groups, community authorities, Savings and Internal Lending Committee (SILC) groups and other relevant stakeholders involved in the general status of schools and education services.

6.2.2 Selection of sample: Two-stage sampling

A two-stage sampling technique was used for selecting samples of the units (households, students and teachers).

Households

At the first stage, 45 sample clusters were randomly selected from the list of clusters using a systematic random sampling technique. The list of clusters consisted of 2004 Census enumeration areas (EAs)² from communities/villages in the seven chiefdoms.

At the second stage, 20 households were selected in each cluster using a simple random sampling protocol (random walk) by enumerators; thereby yielding a total of 900 households. In selecting households, the evaluation team considered all households, with children aged 6–17 years and/or households with parents who had children 6–17 years staying elsewhere, to form the sampling frame. Households that had **no** child between age 6 and 17 years were excluded.

Students

At the first stage, 48 sample schools were randomly selected from the list of baseline schools using a simple random sampling technique (the random number table). The evaluation required that the schools covered in the baseline evaluation were surveyed³. Because of time constraints and intensity of work, a subset of the baseline sample of schools was selected instead.

At the second stage, 15 students were selected from each survey school; yielding the total sample of 720 students for interview and reading assessment. As was the case in the baseline survey, students in classes 3, 4, and 5 were sampled and 5 students were selected from each class.

Students were selected using simple ballot method. Enumerators wrote “YES” on a number of small pieces of paper that corresponded to the number of children they needed to take part in the survey and “No” on the remaining pieces of paper; all to sum to the total number of students in the class. Each student was given an opportunity to select a piece of paper. Students that selected pieces of paper with the word ‘YES’ were included in the sample.

Teachers

Two (2) teachers were observed teaching in each survey school. Teaching practice as well as student participation during the lesson was observed. Enumerators were instructed to prioritize teachers of classes 2, 3, 4 or 5 who were teaching Language Arts or English. If this was not possible, then they should observe any teacher conducting lesson during the time they were in the school.

6.2.3 Midterm Evaluation Tools

Six separate questionnaires and observation checklists were used as evaluation tools to collect data. These tools are presented in the annexes.

- i. Household Questionnaire
- ii. Pupil Questionnaire with reading assessment (ESRI and EGRA)
- iii. Key Informant Interview Questionnaire (Head teachers)
- iv. Focus Group Questionnaire

² Geographical units provided by Statistics Sierra Leone recommended for use in all surveys.

³ Eighty-five (85) schools were covered during the baseline survey: 58 program schools and 27 comparison schools

- v. School Observation Checklist
- vi. Teacher Classroom Observation Checklist

Drafts of the questionnaires were submitted to CRS FFE project staff for review, the comments helped in improving the contents of the questionnaires.

6.2.4 Recruitment and Training of Enumerators

Twenty-six (26) enumerators were recruited and trained to collect data for the midline evaluation. Training was held for 4 days (23rd - 26th June 2014) at Kabala Pastoral Centre Hall. Enumerators were given instructions on interviewing techniques (survey standard procedures and protocols) and guided through the content and administration of questionnaires, as well as engaging in role play in order to fully understand particular data collection tools. The enumerators also practiced asking/interpreting the questions in dominant local languages of the survey communities, these included Krio and Koranko. Practice administering the reading assessment was enhanced through the participation of 13 students in grades/classes 3, 4 and 5 from the Roman Catholic Primary School, Kabala. Each team of two enumerators was assigned one child to administer the reading assessment tool (ESRI and EGRA).

6.2.4.1 Pre-test of Survey Schools

The pre-test of the survey tools and students reading assessment followed and concluded the training session for 1 (one) day – 27th June 2014. The essence of the pre-test was to test the appropriateness of the questionnaires before finally adopting them for data collection. In addition, the pre-test also reinforced understanding of the questionnaires in preparation of the fieldwork. The pre-test was conducted in Kabala town and 2 rural communities around the township for household survey and focus group discussions; 4 schools were covered for students' survey (and reading assessment), key informant interview, school observation and teacher classroom observation. Overall, 46 household questionnaires (2 per enumerator), 3 focus group discussions, 4 key informant interviews, 4 school observations, 26 teacher classroom observations (1 per enumerator) and 46 students/reading assessments (2 per enumerator) were completed. After the pre-test, the completed questionnaires were reviewed, and discussions took place with enumerators who were encouraged to make comments/suggestions for improvement and finalization of questionnaires for data collection.

6.2.5 Data Collection

Field data was collected within 10 days (30th June – 9th July 2014). At the end of the training, the enumerators were organized and worked in 13 teams; with 2 persons per team. One team member served as team leader who also provided field level quality control of data collected (edit completed questionnaires, spot checks and monitoring of household recalls); thereby ensuring quality of data collected. The consultants provided coordination, supervision and monitoring of the field data collection and also conducted key informant interviews with relevant stakeholders including FFE project staff in Freetown and Kabala, Koinadugu District Director of Education Department, representatives from CARITAS, Northern Polytechnic, officials from USDA and USA Embassy, MEST School Feeding Coordinator and CRS Headquarters in Baltimore, MD, USA. For a full list of interviews, please see Annex 1.

Following survey protocols, data collectors obtained informed consent from interviewees/respondents in households prior to interview. At the school level, the head teachers gave consent for the teacher and classroom observations whilst the respective class teachers consented for the student interview and reading assessment. The data collectors also followed CRS child safety/protection measures when interviewing children. The reading assessment was conducted in an informal and friendly environment and atmosphere to promote the well-being of the students.

Overall response rates were high as seen in Table 4 below. Apart from the student assessment and teacher observation, response rates were at 100%. Some schools had fewer than the required number of students enrolled in the target classrooms, and so we did not reach the target numbers. We also were not able to meet the target number of students because of small class sizes in some schools and absenteeism. We could not reach all the teachers we wanted because four schools were conducting end-of-term examinations and some schools had only one teacher available on the survey day. However, we had inflated the sample sizes by 20% to account for low response rates, which was sufficient to accommodate the gap. (See response rates below.)

The enumerators followed strict protocols with respect to informed consent. Each participant was asked to consent to the interview or observation before enumerators proceeded. General consent was gotten from head teachers and teachers, who act in loco parentis, to interview students. In addition, enumerators explained the concept of informed consent to students who were told they did not have to participate and that they could stop the interview or assessment at any point in time.

Table 4 Response Rates for different groups

Group	Target number	Number of responses	Response rate
Schools	48	48	100%
Households	900	899	99.9%
Focus Groups	48	48	100%
Head Teachers	48	48	100%
Teacher Observation	96	86	89.6%
Students	720	670	93.1%

6.2.6 Data Processing, Entry, Analysis and Reporting

Five (5) persons were hired and trained for data entry. Data entry was done in 10 days (7th – 16th July 2014) at CRS Northern Regional Office in Kabala. Prior to data entry, all completed questionnaires were thoroughly checked, edited and recoded (where applicable) to ensure data quality and complete capture of data. Data were entered in SPSS (Statistical Package for Social Scientists) data editor and Microsoft Excel spreadsheet designed for the purpose. Separate data entry templates were created for the respective data collected. The cleaning of data was done using SPSS data cleaning queries. Errors and mismatches, due to inconsistencies during data collection, were checked and corrected; this ensured logical consistency and quality of data for quality outputs.

Data was analyzed using SPSS analytical package and Microsoft Excel; this was based on the midline evaluation indicators, as reflected in the Scope of Work and the FFE project management plan/logical frame. Results were presented in frequency tables, cross tabulations and charts. Statistical significance for key indicators' results (difference test and confidence intervals) was provided where appropriate. An evaluation draft interim report was submitted to CRS for review. Following receipt of comments from CRS, the draft interim report was presented for validation in the stakeholders' feedback workshop at CRS Office in Kabala. The final report (taken into account all comments from CRS and feedback workshop) including executive summary was thereafter submitted to CRS.

1.3. Structure of the Report

Following the introduction which covers the context and the methodology of the evaluation, chapter two briefly reviews the history of FFE Program in Koinadugu District, outlines the history of CRS' support to MEST, and describes the intervention logic of the FFE program in some detail. The overall relevance of the

FFE program is assessed in the third chapter, with reference to Sierra Leone's development priorities, the Ministry of Education's Strategic Plan and objectives, USDA's partnership priorities, and the local conditions in Koinadugu district. The fourth chapter is concerned with evaluating the effectiveness of the various project activities to date, while efficiency of the use of inputs and the management structure is the subject of the fifth chapter. In chapter six the impact and the prospect of sustainability is evaluated, and the final chapter contains the overall conclusions and recommendations of the evaluation team. Several annexes provide further information about the evaluation exercise.



7 HISTORY AND DESCRIPTION OF THE CRS FFE PROGRAM

7.1 History of the CRS/SL FFE Program

The Government of Sierra Leone (GOSL) has made noteworthy progress over the past decade in improving access to basic education. Enrolments have increased significantly at the primary and junior secondary levels, and enrolment growth continues to be strong especially at the secondary levels. Over the decade between 2001 and 2011, primary enrolments almost doubled (634,000 to 1.2 million)⁴, junior secondary enrolment quadrupled (60,000 to 245,000), and senior secondary school enrolment increased by a factor of 5 (23,000 to 108,000), despite from a low base⁵. However, large segments of the primary-school aged population are not in school, particularly children from the poorest households, and most particularly girls from poor households in rural areas. 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.

It is with this backdrop that Catholic Relief Services (CRS) began implementing the Food for Education (FFE) program in Sierra Leone in Koinadugu District in the Northern Province of Sierra Leone. CRS chose the district of Koinadugu because of its poor food security status, extremely high malnutrition rates amongst children under age five, and below average education performance. The first phase of the FFE program started in 2008 and it was implemented in four chiefdoms in Koinadugu - Sulima, Mongo, Neini, and Neya. These chiefdoms were chosen because they were the most marginalized.

Between 2008 and 2012, the 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 the school infrastructure. The Phase 1 project also included teacher training and distribution of teaching and learning materials and furniture for schools.

The end of Phase 1 report highlighted the following achievements:

- Infrastructure improvements: constructed or rehabilitated 78 schools, 69 water wells (19 rehabilitated), 58 food stores, 61 kitchens, and 98 latrines.

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 Data from (Sierra Leone Ministry of Education Science and Technology 2013)

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

- Enrolment improvement: enrolment of girls increased from 4,086 to 9,558 (134%) and enrolment of boys increased from 5,449 to 10,101 (85%).
- Improved learning environment:
 - o 100% of the schools had all the core textbooks at a ratio of 1 textbook to every 3 students
 - o 100% of all 117 of the schools had adequate school supplies
 - o 405 teachers in all the 117 schools were trained on school sanitation and hygiene
 - o 148 teachers (12 females and 136 males) successfully completed distance education training

Phase II of the FFE, which is the focus of this evaluation, started in 2012 and will continue for a further 3 years. In Phase II the program expanded to include a fifth chiefdom (Dembelia Sinkunia) and to include additional schools from existing program chiefdoms. In total, 75 new schools were added in Phase II. In addition to expanding the reach of the program, 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 agreed attendance rates.

7.2 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: (1) poor quality of literacy instruction; (2) poor attendance rates of students; and (3) low student attentiveness due to hunger. The features of the FFE program were designed in order to address these constraints and, in addition, to support the Government of Sierra Leone's commitment to education for all (particularly amongst vulnerable and marginalized children).

The CRS FFE program is primarily focused on three main strategic objectives:

- 1) Improving the quality of literacy instruction.
- 2) Improving attentiveness of primary school children.
- 3) Improving student attendance.

Improving the Quality of Literacy Instruction

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

Through a partnership with the International Reading Association (IRA), the project **trains teachers** Diagnostic Teaching Methods (DTM), which have been shown to improve knowledge and practices across all literacy subject areas. The areas covered include (but are not limited to): assessment, instruction, comprehension, and monitoring students' abilities. Teachers will acquire new strategies in classroom practices including fostering greater child-centered and collaborative learning. The project also partners with Northern Polytechnic, which runs a distance education program that allows non-certified community teachers to earn their teaching certification. The IRA trained 60 Northern Polytechnic lecturers on the DTM for literacy instruction. The FFE project also trains the head teachers and supervisors on classroom observation, school management, and simple supervisory techniques.

Improving attentiveness of primary school children

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

Improving attendance of students and teachers

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

Improving Capacity of Government Institutions

To improve the capacity of government institutions the project supports the District Education Office (DEO) in Koinadugu, the Northern Polytechnic, and the Central Ministry. The district supervisors of schools have received training on conducting effective monitoring of teachers and the DEO received supply of office equipment. 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 supports the main Ministry in the development of their School Feeding Policy.

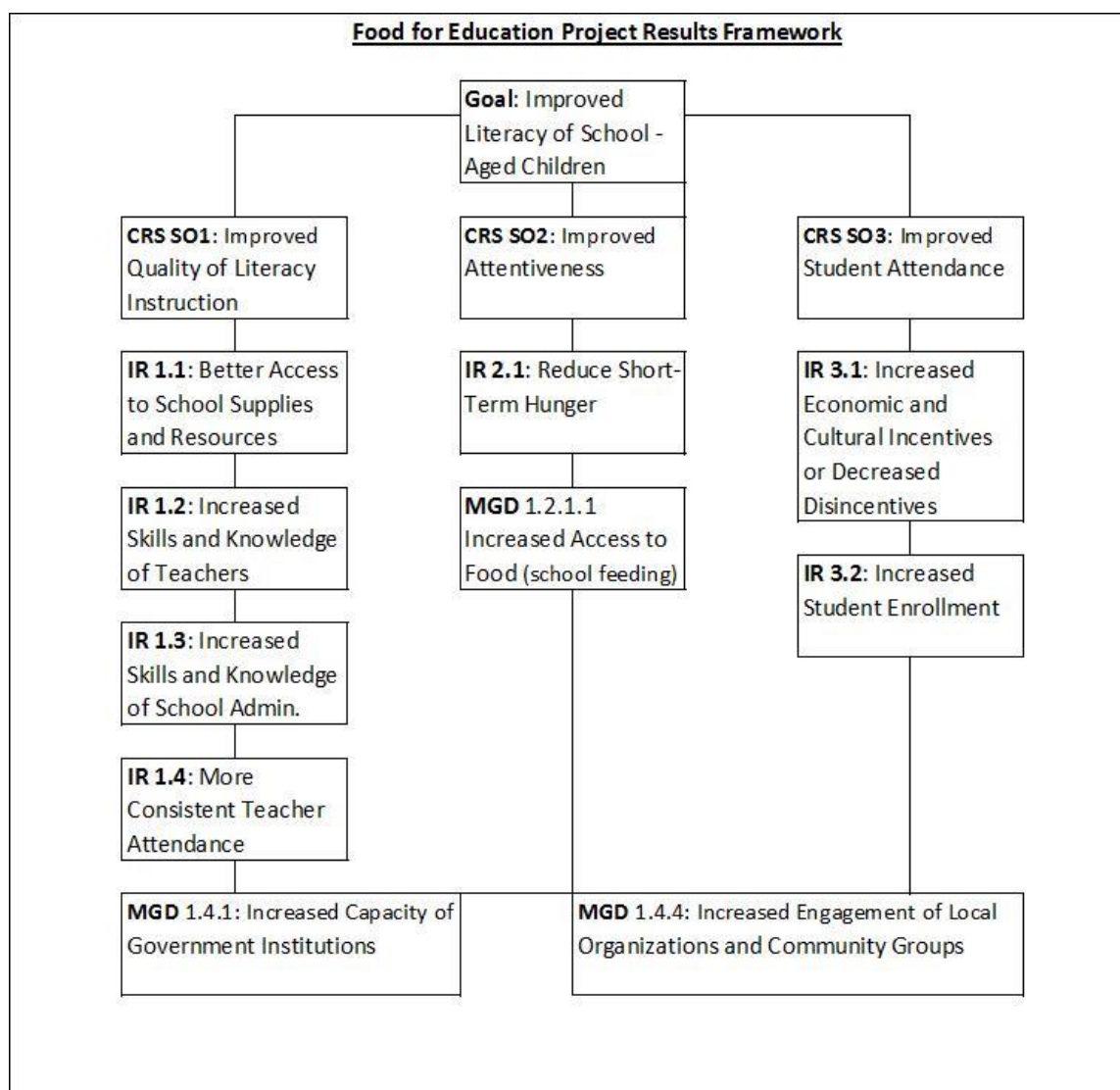
Increased Engagement of Local Organizations and Community Groups

To ensure increased engagement of local organizations and community groups, the project trains and supports School Management Committees and Mother's Clubs. Advocacy meetings are organized to inform teaching staff and the community on issues affecting both the school and wider community.

The FFE project involves a package of interventions as described above, and it is the combination of the various interventions that are expected to yield desired outcomes. The full project results framework is shown in Figure 1 below.



Figure 1 CRS FFE Project Results Framework



8 RELEVANCE

8.1 Does the project address the main causes of the problem?

The main problem that the project sets out to solve is the low learning outcomes, specifically literacy skills, of primary school children. The causes for the low learning outcomes are many and interconnected. They include poor teaching practice, teacher quality, few instructional hours, and unavailability of teaching and learning materials. The various components of the program – school feeding, teacher training, capacity building – all have shown some success in various contexts in addressing some of these problems.

A recent literature review of school feeding programs around the world by Alderman and Bundy⁷ argued that while school feeding programs can influence the education of school children and improve nutrition for beneficiaries, they function most effectively as social safety net programs. They present a mixed case for school feeding's impact on education: 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. One study from Jamaica showed that student attention increased after breakfast, but only in the better functioning schools.⁸ 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 program because in addition to providing school meals, it trains teachers, improves the learning environment, and develops the capacity of local institutions and organizations.

8.2 Does the program meet community and government priorities?

The development agenda of GOSL is outlined in the Third Poverty Reduction Strategy, known as the Agenda for Prosperity (AfP). Based on the AfP, the MEST has outlined its priority for education in the most recent Education Sector Plan 2014-2018 (ESP), entitled: "Learning to Succeed." The ESP has 3 main goals and 9 strategic objectives. The three main goals are: (1) improve access, equity, and completion; (2) Improve quality and relevance; and (3) strengthen the capacity of the education system.

The FFE program is aligned with government priorities and in particular the following strategic objectives (SO):

SO 1.1: All children enter school and complete primary education

SO 2.1: Improve learning environments

SO 2.3: Improve students' reading and math skills

SO 2.4: Improve the quality of teachers

SO 3.6: Build the capacity to monitor performance and supervise quality improvement at all levels

Even though school feeding is not mentioned in the ESP as a specific priority, it is mentioned in the AfP as a social protection program. In addition, the MEST has recently developed a draft School Feeding Policy. The aim of this policy is to "ensure that a nutritious meal is provided every school day for all Sierra Leonean

⁷ (Alderman and Bundy 2012)

⁸ (Grantham-McGregor, Chang and Walker 1998)

children registered in pre-school, primary school and junior secondary school so that hunger and food insecurity do not deter their attendance and retention in school, and their learning, health, nutrition, growth and development.”⁹ However, despite this ambitious objective, there is currently no budgetary allocation for school feeding in the GOSL budget 2010-2014.¹⁰ CRS was mentioned in the policy as one of two providers (the other being World Food Programme) of school meals in the country.

For the specific targeted communities in Koinadugu, the CRS FFE program fits well into government and community priorities. The district of Koinadugu has one of the highest prevalence of food insecurity in the country with 13.4 percent of the households severely food insecure, compared to the national average of 6.5 percent. Similarly, in terms of education indicators, Koinadugu ranks below national and regional averages in terms of key education indicators.

Table 5 Education Indicators in Koinadugu District compared to Regional and National Averages, 2011

Indicator	Koinadugu District	National Average	Regional (North) Average	Source
School Environment				
% of schools approved by MEST ^a	31%	59%	41%	School Census Report (SCR) 2011
Pupil-teacher ratio (primary)	32:1	39:1	33:1	Education Country Status Report (CSR) 2011
Pupil-Qualified Teacher Ratio (primary)	100	65	81	EMIS 2011
% of schools with access to safe drinking water	42%	66%	56%	SCR 2011
School participation				
% of children in Class 1 who attended pre-school	2%	6%	4%	MICS 2010
% of 6-11 year olds enrolled in school	65%	76%	73%	CSR 2011 (based on MICS 2010)
Learning Outcomes				
BECE pass rates (4 passes or more) ^b	39%	47%	48%	CSR 2011 (based on WAEC 2011)
WASSCE pass rates	1%	5%		CSR 2011 (based on WAEC 2011)
Literacy rate among women (15-24) %	45%	48%	41%	MICS 2010
Teachers				
% of teachers on payroll	48%	59%		Based on EMIS 2011
% of primary school teachers that are qualified	33%	48%		Based on EMIS 2011
% female teachers	11%	28%		Based on EMIS 2011
Notes:				
^a Approved schools are officially recognized by MEST and are eligible for financial and other support by MEST (e.g. payment of school fee subsidies, payment of teachers etc.). Unapproved schools are not eligible for the same support.				
^b Basic Education Certificate Examination – a minimum of 4 passes is needed to proceed to Senior Secondary School				
^c West African Senior Secondary Certificate of Examination – needed for entry into tertiary level institutions.				

⁹ Ministry of Education, Science, and Technology (2014). Sierra Leone National School Feeding Policy (Draft)

¹⁰ (Sierra Leone Ministry of Finance and Economic Development n.d.)

Given this data, one can conclude that by choosing Koinadugu, CRS has chosen one of the most marginalized districts to conduct their work.

Community priorities in education were identified during focus group discussions conducted during the MTE. The most common education priorities for targeted communities were: many teachers not on payroll, inadequate numbers of trained and qualified teachers, poor infrastructure, poverty of parents, and unavailability of teaching and learning materials. These are all areas that CRS is working to address under the FFE program. The evidence clearly suggests that the FFE program does indeed meet government and community priority needs.

8.3 Are stakeholders satisfied with their participation in the program?

In general, stakeholders were satisfied with their participation in the program. SMCs and parents are actively involved in the school feeding programs, and trainers and teachers are satisfied with the training that they receive. Local authorities including the Deputy Director of Education and education supervisors in Koinadugu expressed their satisfaction with the way in which CRS has involved them in the program so far. It is expected that they will continue to participate.

However, one area of concern highlighted on numerous moments during the discussions was the need for CRS to provide logistical support such as transportation to facilitate easier participation in CRS activities. It was stated that higher levels of participation in workshops, trainings, and monitoring activities would be obtained if CRS covered the transportation cost for such activities. Even when transportation costs were paid, interviewees mentioned that payments were usually late, which caused them some hardship.

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

The evaluation revealed a number of NGOs supporting education at the local level both in the targeted and comparison schools. CRS officials were aware of the activities of a few of them including IBIS, Leonard Cheshire, Cause Canada, and Child Fund.

Table 6 Activities of other NGOs in Koinadugu District

NGO/Development Partners	Main activity or project of NGO	Project Complement or Link
<i>Target</i>		
IBIS	One of the main international NGOs supporting Education, they have been implementing programs in Koinadugu since 2011. The main education program is the ISIS (funded by DFID) through which they support improvements to whole school quality – teacher training, provision of teaching and learning materials (TLM), grants to schools, student scholarships, and mentoring programs. They support schools across all chiefdoms in Koinadugu District. Ibis also sponsors teachers through the Distance Education Program.	The CRS FFE school feeding project will complement the ISIS project, which does not provide food. However, in schools where they overlap there is potential for duplication of activities around teacher training.

ACDI/VOCA	ACDI/VOCA implements the Sustainable Nutrition and Agriculture Program (SNAP). This project is funded by USAID and the main objectives are to (i) reduce chronic malnutrition among children under five and (2) enhance livelihoods for vulnerable people, especially women and youth. The project distributes food aid to impoverished households, conducts vocational trainings for youths, establishes farmer field schools, and train mother care groups.	SNAP operates in Neya, Folosaba Dembelia, Wara Wara Bafodia, Mongo, Kasonko, Nieni, and Diang chiefdoms of Koinadugu. Three of these are intervention chiefdom and two control chiefdoms. SNAP can support the FFE program in a number of ways: (1) because it focuses on reducing malnutrition for under-5s, it would mean students entering primary schools at age 6 would be better prepared to learn; (2) farmer field schools should help households improve their agricultural yield which should make them less dependent on food aid. Since both programs are funded by US government, it is recommended that other avenues for collaboration are discussed between the two teams
Cause Canada	CAUSE Kids, a program of CAUSE Canada, is a child sponsorship program that takes a holistic approach to helping children break free from the cycle of poverty. They operate only in Koinadugu District, working with communities to provide school meal programs, gardens, uniforms, school supplies, healthcare, infrastructure, and more. Responses from the interviews and FGD suggest that Cause Canada has provided sport kits for schools in both Target and control chiefdoms.	Cause Canada operates mostly in schools around Kabala town. Therefore, there is very low probability of overlap in the school feeding program.
Leonard Cheshire Disability	Leonard Cheshire Disability works to support access to primary education for children with disability. They train teachers on inclusive education, raise awareness in communities on disability issues, build ramps in schools to improve accessibility, and create child-to-child clubs with disabled and non-disabled children. Evaluation shows that they work in both Target and control areas.	Leonard Cheshire supports schools in both treatment and comparison areas. Their focus is mostly on disability, an area that CRS FFE does not cover. There is potential for collaboration with Leonard Cheshire on how they might support disability issues in CRS supported schools.
UNICEF	UNICEF is piloting its Cluster Monitoring Project (funded by DFID) in Koinadugu District. Cluster monitoring helps the District Education Office improve its monitoring and supervision of schools. The monitoring will cover four key improvement areas: (1) the teaching learning process; (2) safe learning environment; (3) school administration and management; and (4) community participation in school development. UNICEF is also training teachers in Koinadugu on Child Centered Teaching Techniques (CCTT).	The Cluster Monitoring program will influence the success and sustainability of certain aspects of the CRS FFE program, particularly support to head teachers and teachers. Cluster monitoring does not operate in all schools, but it cuts across schools in both CRS target and comparison chiefdoms. Schools that are part of the cluster monitoring program will get more regular visits from the supervisors and inspectors of schools.

8.5 Summary

The CRS FFE project is highly relevant for the district of Koinadugu. It is consistent with the development priorities of the Government of Sierra Leone; the MEST's Education Sector Plan and policies; and USDA's policy emphasis in international development. With the persisting poverty and low reading levels of the student population, the CRS FFE II project has been an important development intervention in Koinadugu District.



9 EFFECTIVENESS

In order to assess the effectiveness of the project, the midline team evaluated the extent to which the project had achieved (or had made progress towards) its objectives (or intermediate results). The data in this section is from various surveys, interviews, and focus group discussions. The discussion of effectiveness is organized around the strategic objectives and intermediate results.

This section compares the baseline and midterm values of key indicators with the target value of the indicator expected at the end of the project. It further explores the factors affecting the magnitude of change detected in both control and treatment schools.

For certain key indicators, the report uses difference-in-differences statistical techniques to report compare the average change in the indicator (from baseline to midterm) for treatment schools to the average change in the indicator for control schools. This method helps eliminate the effect of the selection bias that was introduced as a result of the chiefdoms not being randomly assigned to the program.

9.1 Improved Literacy of School-aged children (GOAL)

The overall goal of the CRS FFE program is to improve the literacy of school-aged children in targeted schools. The results presented in this section are derived from the reading assessments administered to students in classes 3, 4, and 5.

Students were administered a series of tests, which were an adaptation of the Ekwall-Shanker Reading Inventory. In the first case, they were presented with a **graded word list**,¹¹ which was used to gain a quick estimate of the student's independent, instructional, and frustration reading levels. The independent reading level is the level at which a student should be able to read without help from the teacher. It is the highest level at which the child makes 0 or 1 mistake. The instructional level is the level at which a child can be expected to read with help from a teacher (2 mistakes allowed) and the frustration level is the level at which the material is too difficult for the student to read.¹² The graded word list, adapted for Sierra Leone, is presented in the pupil assessment tool in Annex 4. Depending on their assessed independent reading level, the students were presented with a graded reading passage followed by comprehension questions. This was the approach followed by the baseline.

As mentioned earlier, the team also introduced a series of tests of emergent literacy for all students (regardless of their grade or class) whose independent reading level was below the Class 3 reading level. These tests assessed pre-reading skills such as Phonemic Awareness (Initial Sound Recognition), Letter Knowledge (Identifying letters of the alphabet), Letter Sound Identification and Word Building (using onset, rime and blending to read words). The tests or early grade reading assessments¹³ used were developed by Dr Johanna Kuyvenhoven, a literacy specialist with over three decades of working experience in Sierra Leone, and have been used to test children on a national scale in Sierra Leone.¹⁴

¹¹ A list of words that increase in difficulty by grade. Words are a mix of regular and irregular words that should be within the oral vocabulary of students at each grade level.

¹² (Shanker and Cockrum 2013)

¹³ Main difference between these tests and the popular EGRA tests is that the timed element was eliminated

¹⁴ (Kuyvenhoven 2011)

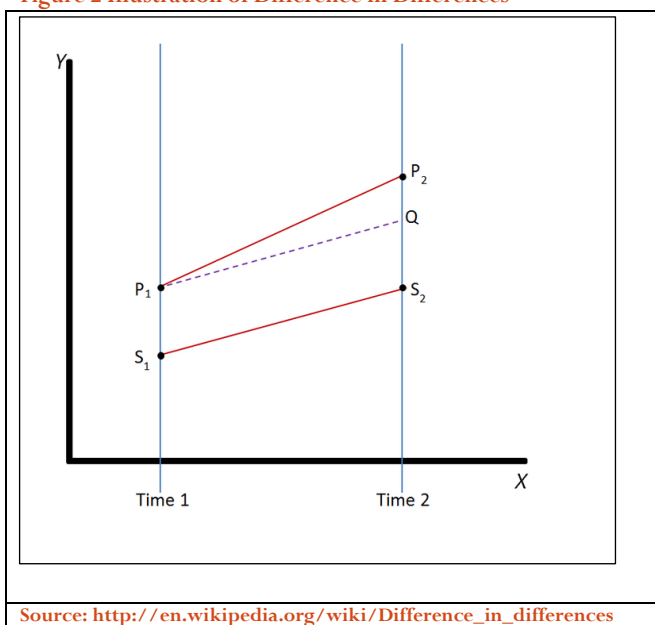
The baseline reading assessment was conducted in May 2013, while the midterm assessment was conducted a year later in June 2014. During that year, the treatment schools received a package of intervention from FFE program including: school meals, teacher training on DTM, teaching and learning materials, and training of school administrators. It is this package of interventions that constitutes the ‘treatment’, and in the following section attempts are made to isolate the effect of this treatment using a statistical analysis known as “difference in differences” (DID).

Estimating the effect of CRS FFE program (program effect) on the reading levels

Because there was no random assignment of chiefdoms into treatment and control chiefdoms and instead, according to the baseline report, the most marginalized chiefdoms were selected for the program, the design can best be described as a non-equivalent group design (NEGD). This is one of the most frequently used designs in social science research – it is structured like a pretest-posttest randomized experiment, but it lacks the key feature of randomized designs – random assignment. Because of this it is unlikely that the treatment and control chiefdoms and schools were equivalent before the treatment. Therefore, the difference between scores in baseline and MTE cannot be attributed to the effect of the program.

We need a statistical method that can control for the fact that the groups were not the same in the beginning. One such is the Difference in Differences (DID), which allows calculation of the effect of a treatment (or intervention) on an outcome (say, 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 2 below.

Figure 2 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 chiefdoms.

Results

The analysis was done at the school level because we did not test the same students at both the baseline and the MTE. This analysis is conducted on the 48 schools (32 treatment schools and 16 control schools) for which we have data for the two time periods. This averaging reduces the power of our analysis, and it is possible that we may not be able to pick up statistical differences in the groups even though they do exist.

The dependent or outcome variable is the average reading level in the school – measured as the percentage of children who can read independently at their grade level. We summarize the average performance in reading for both treatment and control schools by gender in Table 7 below.

Table 7 Descriptive Statistics of reading assessments

	Mean ^a	Std. Dev.	Min	Max	Treatment Schools Mean (I)	Control Schools Mean (II)	Difference (I-II)
BASELINE (May 2013)							
Both	.035	.067	0	.316	.027	.049	-.022
Boys	.040	.082	0	.444	.031	.059	-.028
Girls	.025	.071	0	.312	.021	.061	-.040
MIDTERM (June 2014)							
Both	.101	.138	0	.600	.118	.071	.047
Boys	.126	.186	0	.833	.129	.121	.008
Girls	.075	.134	9	.444	.095	.035	.060
^a Proportion of students reading independently at their grade level							

Reading levels assessed at baseline were uniformly low. For example, 3.5% of all children could read independently at their grade level (4% boys; 2.5% girls).¹⁵ The range was also wide, with the worst schools having no students reading at grade level and the best school having 31.6 % of children reading at grade level. Schools in the comparison groups scored better than schools in the treatment groups, a result that is expected given that the program was implemented in the most marginalized chiefdoms, as reported in the baseline report. This result holds true for boys and girls. However, the difference between mean reading levels in treatment and control schools was not statistically significant at the 5% level.

There was marked improvement in the average reading levels at the MTE: 11.9% of all children could read at grade level (compared to 3.5% during the baseline), and the average reading levels of both boys and girls improved. The MTE results also showed that the average reading levels in the treatment schools (11.8% reads at grade level) were higher than that of the control schools (7.1% reads at grade level); this is a reverse of the situation at baseline. However, again the difference was not statistically significant. The lack of statistical significance may be due to low power of the tests.

¹⁵ Please note that the midterm report uses a more conservative indicator than the baseline. The MTE reports the children reading independently (makes 0-1 mistake on the graded word list) whereas the baseline reports on the instructional reading level of the child

We use difference in differences (DID) estimation to compare the change in the treatment schools – the schools that benefited from the FFE program – to the change in the control group – the nonparticipating schools – during the one year between baseline and midline. The change in the control group is an estimate of the true counterfactual – i.e., what would have happened to the treatment group if there were no FFE program. Two estimations were run: a simple one just looking at the DID in the outcome variable (percent of children who can read independently at grade level) and a second model that included the percent of qualified teachers in the school as an independent variable, therefore controlling for that effect. The results are shown below for the latter model for all students and then separately for boys and girls. Table 8 shows that the average reading levels improved in both control and treated schools, the difference in the change (improvement) over time between treatment and control schools is not statistically significant. Interestingly, the percentage of qualified teachers has a negative effect on the average reading outcomes of the school, although it is not statistically significant.

Table 8 Results from Difference in Differences Estimation, All Students

BOYS AND GIRLS							
Variable(s)	Coeff.	Std. Err.	t	P> t			
% qualified teachers	-0.048	0.038	-1.27	0.208			
	BASELINE			MIDLINE			DIFF-IN-DIFF
Outcome Variable	Control	Treated	Diff(BL)	Control	Treated	Diff(ML)	
Reading Level	0.061	0.041	-0.02	0.089	0.136	0.047	0.067
Std. Error	(0.03)	(0.023)	(0.034)	(0.031)	(0.024)	(0.033)	(0.048)
t	2.01	1.82	-0.59	2.89	5.6	1.41	1.4
P> t	0.047	0.071	0.56	0.005	0	0.162	0.164
No. of observations: 95							
Means and Standard Errors are estimated by linear regression							
Inference: * p<0.01; ** p<0.05; * p<0.1							

Table 9 shows the result for average reading outcomes for girls. This time the improvement in girls reading level for girls in treatment schools is statistically significant at the 10% level. Again, there is a negative effect of share of qualified teachers on the average reading outcomes for girls. The negative effect of qualified teachers is worrisome especially since the project is investing resources into training teachers. Overall, the treatment effect is positive and statistically significant for girls (when you control for teacher characteristics), meaning the change in girls' independent reading levels has increased significantly as a result of just one year exposure to the program.

Table 9 Results from Difference in Differences Estimation, Girls Only

GIRLS ONLY							
Variable(s)	Coeff.	Std. Err.	t	P> t			
% qualified teachers	-0.102	(0.036)	-2.843	0.006***			
	BASELINE			MIDLINE			DIFF-IN-DIFF
Outcome Variable	Control	Treated	Diff(BL)	Control	Treated	Diff(ML)	
Reading Level	0.065	0.051	-0.014	0.074	0.135	0.062	0.076
Std. Error	(0.029)	(0.021)	(0.032)	(0.029)	(0.023)	(0.032)	(0.045)
t	2.26	2.39	-0.43	2.52	5.87	1.95	1.67
P> t	0.026	0.019	0.669	0.014	0	0.054*	0.099*
No. of observations: 95 *							
Means and Standard Errors are estimated by linear regression							
Inference: * p<0.01; ** p<0.05; * p<0.1							

The results for boys only are shown in Table 10. The improvement in average reading levels for boys in treatment schools was higher than for boys in control schools, but the difference was not statistically significant. The effect of qualified teachers is weakly positive, but again not statistically significant.

Table 10 Results of Difference-in-Differences Estimation, Boys only

BOYS ONLY							
Variable(s)	Coeff.	Std. Err.	t	P> t			
% qualified teachers	0.006	0.052	0.123	0.902			
	BASELINE			MIDLINE			DIFF-IN-DIFF
Outcome Variable	Control	Treated	Diff(BL)	Control	Treated	Diff(ML)	
Reading Level	0.053	0.029	-0.025	0.118	0.127	0.009	0.033
Std. Error	(0.042)	(0.031)	(0.048)	(0.042)	(0.033)	(0.045)	(0.066)
t	1.26	0.94	-0.52	2.83	3.84	0.19	0.51
P> t	0.21	0.351	0.605	0.006	0	0.85	0.613
No. of observations: 95 *							
Means and Standard Errors are estimated by linear regression							
Inference: * p<0.01; ** p<0.05; * p<0.1							

In conclusion, the above DID analysis shows that after accounting for the differences in the initial starting position between control and treatment schools, schools in treatment areas showed more improvement in the reading levels of students. However, the change in reading levels is statistically significant only for girls.

Analysis of Result of Test of Pre-Reading Skills

Approximately 511 students (76% of total) whose reading skills were below a Class 3 reading level also received the tests of pre-reading skills (see Annex 4). These tests 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 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.

Of the children who were assessed for pre-reading skills, 46 % were female; 50 % were in Class 3, 35% in class 4, and 16% in Class 5 (see Table 11). Two-thirds of children lived in households where there was no one who could read or write in English. In this area, the children in treatment schools fared worse than control schools (70% versus 60%) also confirming what was known already that our treatment schools were in more marginalized areas.

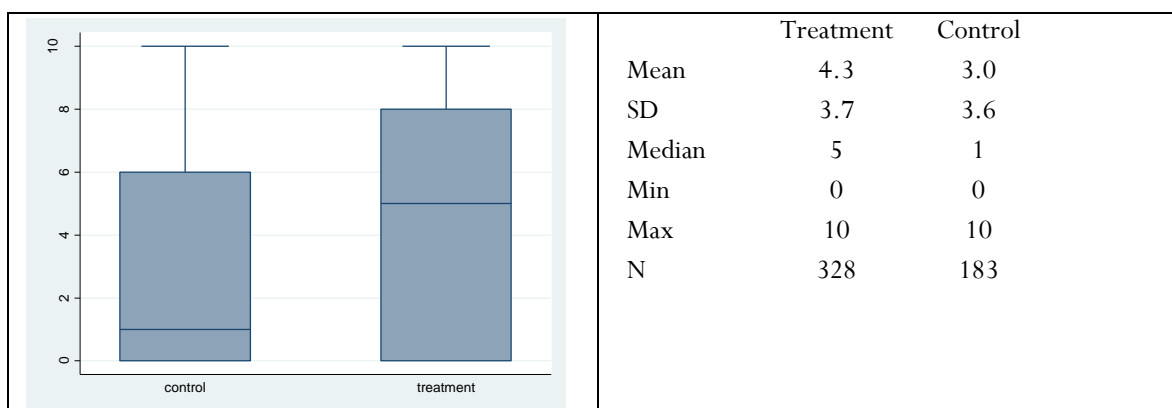
Table 11 Descriptive Statistics of children whose independent reading level was below the Class 3 level (N=511)

Indicator	Total	Boys	Girls	Treatment	Control	
% Female	46.2%			40.5%	56.3%	
% Class 3	49.5%	51.6%	47.0%	53.4%	42.6%	
% Class 4	34.6%	34.9%	34.3%	34.1%	35.5%	
% Class 5	15.9%	13.5%	18.6%	12.5%	21.9%	
% with no literate household member	66.1%	65.8%	66.5%	69.8%	59.6%	
% with literate older sibling	23.3%	21.8%	25.0%	19.2%	30.6%	
% with at least one parent literate	7.0%	6.5%	7.6%	7.0%	7.1%	

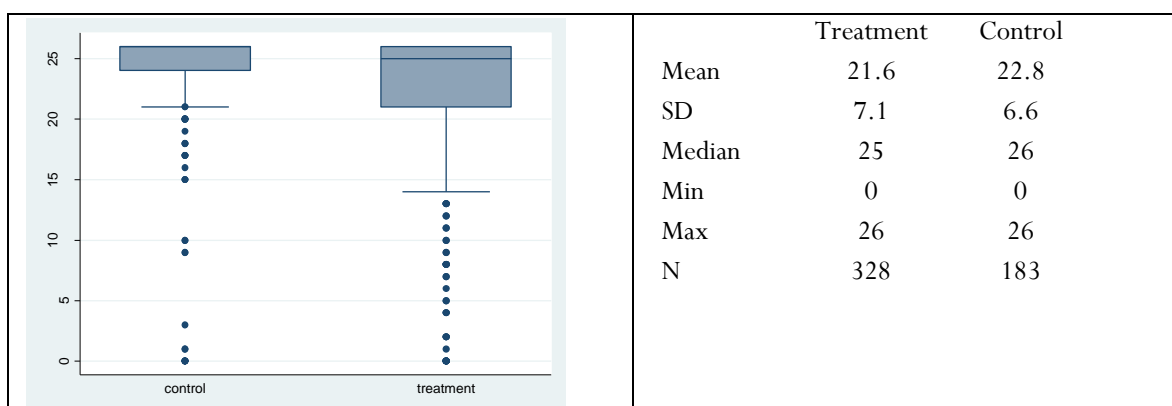
Below are box plots showing the distribution of student’s performance on the various assessments given.

Phonemic Awareness (Initial Letter Sounds): In this assessment, students had to identify the initial sound of a word, when shown the picture and told the word. On average, the students in the control group could correctly identify 3 out of 10 sounds whereas the treatment group could correctly identify 4 out of 10 sounds. The middle value (median) in the control group is 1, whereas it is 5 for the treatment group. The difference in performance between the two groups is statistically significant, although a difference of 1 letter sound may not be practically significant.

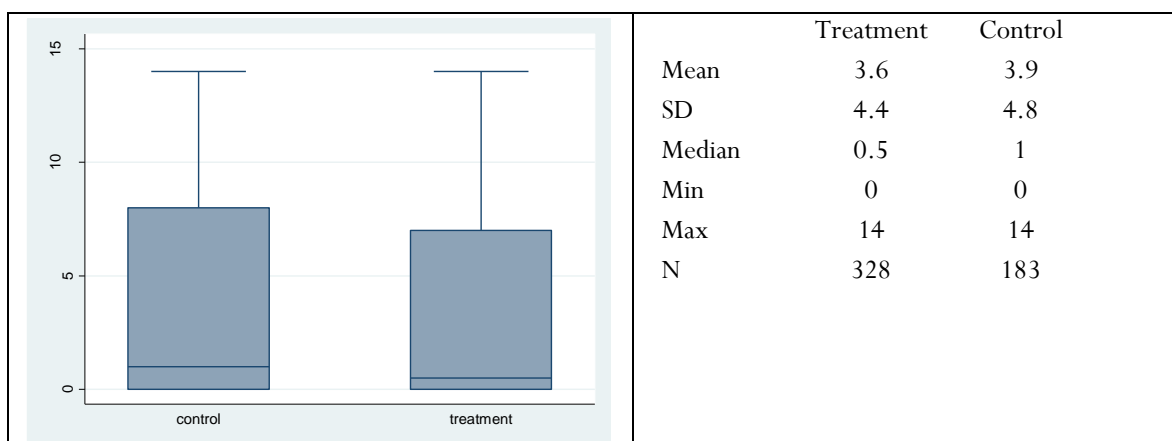




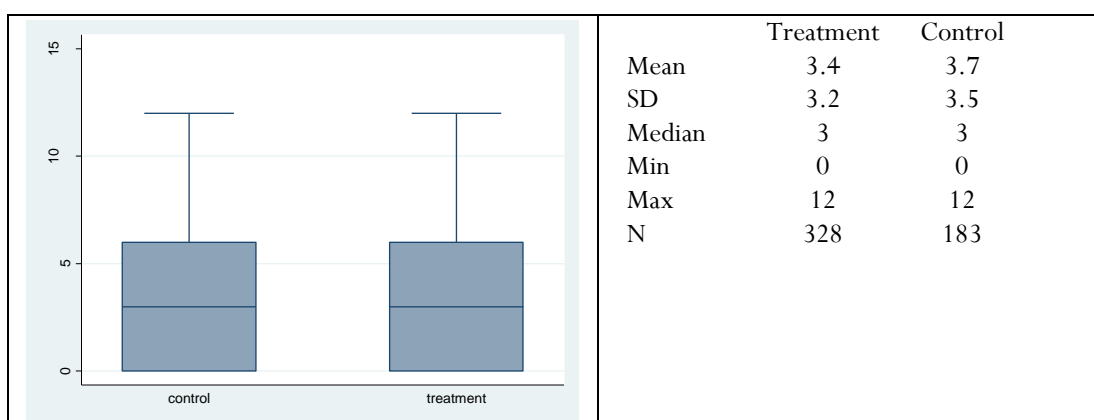
Alphabet Naming (ALN): The student's task was to correctly identify the names of each of the 26 letters of the alphabet presented randomly in either upper or lower case. Students in control schools could identify 23 letters correctly on average, while those in the treatment schools could identify 22 letters correctly. Although this is a difference of only one letter, it is still statistically significant. There was less variation in the control schools where almost all students could identify between 21 and 26 letters. The treatment schools had many more students who could identify less than 20 letters correctly and both schools had a few students who could not name any of the letters. Of the students who were assessed in letter naming, 51% of students in treatment schools and 57% of students in control schools could correctly identify all of the letters.



Letter Sounds (LS): Students were presented with 14 letters and they were asked to say the name of the letter and the sound associated with the letter. Below is a summary of students' performance on the assessment of letter sounds. Students in control and treatment schools on average identified 4 out of 14 letter sounds correctly. The minimum was 0 and the maximum was 14, and the median score was 1 out of 14. There was no difference between control and treatment schools in this task.



Onset, Rime, Blends (ORB): The ORB assessment tests a student's ability to combine onset and rimes to make words. This is usually called 'word building' in the Sierra Leone curriculum. Students could get a total of 12 words correct, but the average correct score was 3.7 for control schools and 3.4 for treatment schools. The median score of 3 was the same for both types of schools. The difference in the mean scores for treatment and control was not statistically significant.



In general, the tests of pre-reading skills showed that most students had not yet developed the skills needed to become fluent readers, despite the training on reading instruction. Only 51% of students in the treatment schools and 57% of students in the comparison schools, who were given the letter identification exercise, could correctly identify all 26 letters of the alphabet. Children fared even worse with identifying the sounds of letters and the beginning sounds of words. Since these tests were not assessed in the baseline, it is not possible to say whether the skill levels observed in the midline are an improvement over a year ago.

Unfortunately, it is not possible to pinpoint whether the low skills observed are a result of the training content not meeting the needs of students, teachers not being able to put into practice what they've learned, poor quality of the cascade training, or simply that more time is needed to see the result of the training. However, more emphasis need to be put into the program to ensure that teachers are indeed learning the necessary skills and are able to practice them in their classrooms. In addition, further qualitative research is needed on what happens inside classrooms during the teaching of literacy skills.

9.2 Improved quality of literacy instruction (SO1)

In order to improve the quality of literacy instruction, the project distributed school supplies such as exercise books, textbooks, and trained teachers and school administrators. The following results highlight the results found as of the MTE period, in treatment and comparison schools.

9.2.1 Access to school materials and supplies

The results from student survey and classroom observation showed that 94% of students in treatment schools had a writing instrument (pen/pencil) compared to 85.3 % of students in comparison schools. There was no difference between ownership of notebooks in comparison and treatment schools. Unfortunately, this information was not collected at baseline so it is not possible to say whether the distribution of these items had any effect.

Table 12 Percentage of students with basic stationery

Item	Treatment Schools	Comparison Schools	Total
Had a pen/pencil	94.2%	85.3%	91.2%
Had a notebook	94.2%	94.2%	94.2%

During the year under review, the project provided blackboard, teacher furniture (table and chair) and student furniture (benches and desks) for 75 new schools that entered the project during Phase II. The Phase I schools received their furniture during the first phase of the project. Distribution of furniture was on-going throughout the year under review for new schools. Classroom facilities in both target and comparison schools are still very sparse. Most classrooms have a blackboard, but less than a third of them have teacher furniture. Classroom walls are typically bare, with only 6% of schools displaying children's work or literacy materials (e.g. alphabet charts) on their walls. Having access to written materials on classroom walls not only reinforces what students have learned, but also helps provide a stimulating classroom environment.¹⁶ Schools in comparison areas appear to have better facilities than those in the CRS FFE target areas, which is most likely due to the fact that treatment schools are in most marginalized areas as per the project design. There is scope for the program to improve classroom facilities.

Table 13 Classroom Facilities in Target and Comparison Schools

<i>Facility</i>	<i>Target</i>	<i>Comparison</i>	<i>Total</i>
A separate chalkboard or blackboard	93%	86%	91%
A teacher's table and chair	26%	32%	28%
Children's work on the wall	5%	7%	6%
List of vocabulary words/alphabet chart on wall	3%	11%	6%

¹⁶ The project did not provide things like alphabet cards, but one would expect some resources to help with teaching literacy

The CRS FFE program planned to provide sets of required textbooks for each of the primary grades from Primary 1 to Primary 6. The aim was to have at a minimum 3 children sharing a text book. During the classroom observation, enumerators checked the extent to which textbooks were being used in the classroom. While children in program schools were more likely to be using a book, there were still over a quarter of classrooms where no textbooks or readers were used. It is unclear whether this was because they did not have books or the teacher did not feel it was necessary for students to use during that class. According to CRS, textbooks had been delivered to schools during phase I and throughout phase II.

Table 14 Use of textbooks in observed classrooms

<i>Use of textbooks</i>	<i>Treatment</i>	<i>Comparison</i>	<i>Total</i>
By the teacher only	37.9%	60.7%	45.3%
By the children, one each	6.9%	3.6%	5.8%
By the children, shared by two	15.5%	3.6%	11.6%
By the children, shared by three or more	12.1%	7.1%	10.5%
No books or readers used	27.6%	25.0%	26.7%

9.2.2 Increased skills and knowledge of teachers

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 Reading Association (IRA) and the Improving Schooling in Sierra Leone program (ISIS).

Teacher competencies were assessed in 3 broad areas as outlined below:

Area 1: The teacher uses a variety of pupil assessment techniques during the lesson.

- 1.1 Teacher checks 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

Area 2: Teachers demonstrate good instructional practice

- 2.1. Evidence of lesson plan (basic elements should include: pupil learning objectives, teaching strategies, assessment strategies, and Teaching and Learning Materials)
- 2.2. Teacher explores prior knowledge at the beginning of the lesson
- 2.3. Teacher uses a variety of teaching methods

Area 3: Teachers demonstrate good instructional practice

- 3.1. Evidence of lesson plan (basic element should include: pupil learning objectives, teaching strategies, assessment strategies, teaching and learning materials)
- 3.2. Teacher explores prior knowledge at the beginning of the lesson
- 3.3. Teacher uses a variety of teaching methods



The data collectors observed 2 teachers per school, for a full class period, and ranked their performance on the various competencies based on guidelines outlined in Table 15 below. They were instructed to select teachers from classes 2 to 5 and to give preference to Language Arts classes. If this was not possible they could observe a teacher in any subject.

Table 15 Scoring guidelines for teacher observations

<i>1 Not yet Started</i>	<i>2 Beginning</i>	<i>3 Proficient</i>	<i>4 Excellent</i>
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. There is evidence of a routine with pupils taking responsibility. The teacher could teach others to develop this behavior.

Teacher Characteristics

The enumerators observed 93 classrooms in total, but 7 of those teachers were conducting exams so their teaching skills could not be assessed. The majority of teachers were male (91%) and had an average of about 8 years of teaching experience. Fifty-five percent of teachers in targeted schools had their teaching certificate compared to only 26% in comparison schools, and likely reflects the efforts that CRS made in Phase 1 of the program to enrol teachers in the 1-year distance education program.

Table 16 Characteristics of Observed Teachers

Characteristics	Treatment	Comparison	Total	Sig. Difference
TEACHERS				
% Male	95%	84%	91%	*
Average years of teaching	8.4	8.2	8.3	
% has teaching certificate	54%	26%	45%	***
% attend teacher training over last year	84%	41%	69%	***
% attend CRS DTM workshop	77%	0%	64%	***
% attend CCTT workshop	17%	60%	24%	***
CLASSROOMS				
Average class size	16	12	15	
Class 2	11%	9%	11%	
Class 3	39%	31%	37%	
Class 4	33%	38%	34%	
Class 5	16%	22%	18%	
Structure				
Permanent	72%	82%	76%	
Semi-permanent (e.g. hut)	28%	14%	23%	
Temporary (e.g. under a tree)	0%	4%	1%	
* p<.10; **p<.05; ***p<.01				

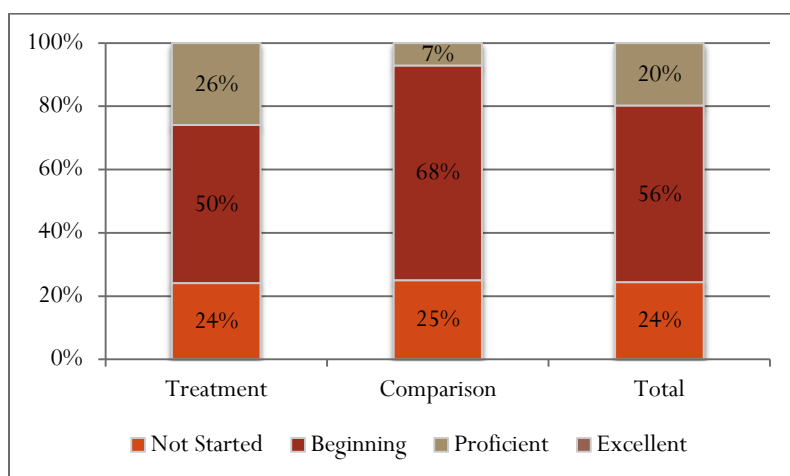
Eighty-four percent of teachers observed in targeted schools attended teacher training workshop over the last year, compared with only 41% of teachers observed in comparison schools, and this is a statistically significant difference. Seventy-seven percent of teachers observed in target schools reported having attended the Diagnostic Teaching Methods Workshop that is part of the CRS FFE program. In comparison schools, teachers were much more likely to have attended the UNICEF-sponsored workshop on Child Centred Teaching Techniques (CCTT): 60% of teachers in comparison schools versus 17% in target schools. It is possible that the MEST officials who selected teachers to attend the CCTT training prioritized teachers from non-CRS schools since they are less likely to have other training opportunities. CCTT also includes a component on how to teach reading in schools.

Results of Teacher Observation

Area 1: Teacher uses a variety of pupil assessment techniques during the lesson.

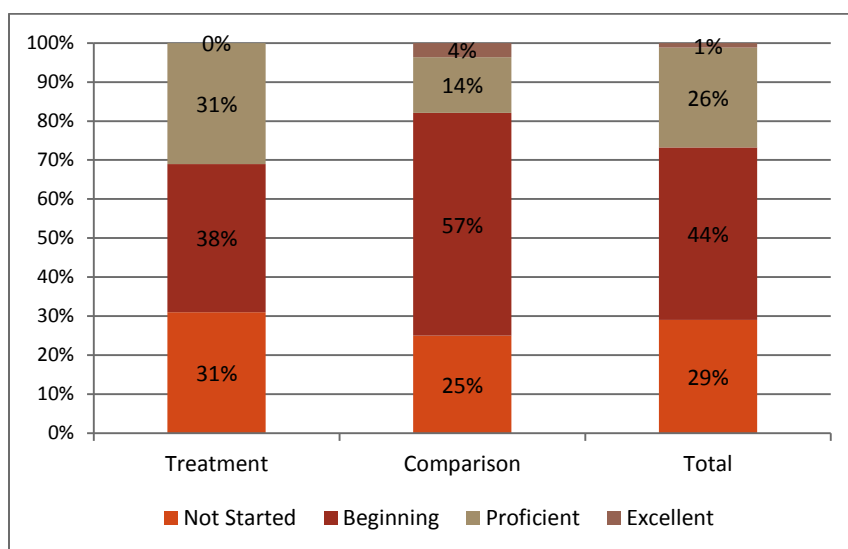
The competencies tested in Area 1 are directly related to the techniques taught in DTM workshops, where teachers learned methods that allowed them to test for pupil's understanding during the session, and adjust their teaching strategies as needed. Figure 3 shows that 26% of teachers in treatment schools and 7% of teachers in comparison schools were proficient in this area. This difference is statistically significant.

Figure 3 Teacher checks for pupil's understanding during lessons



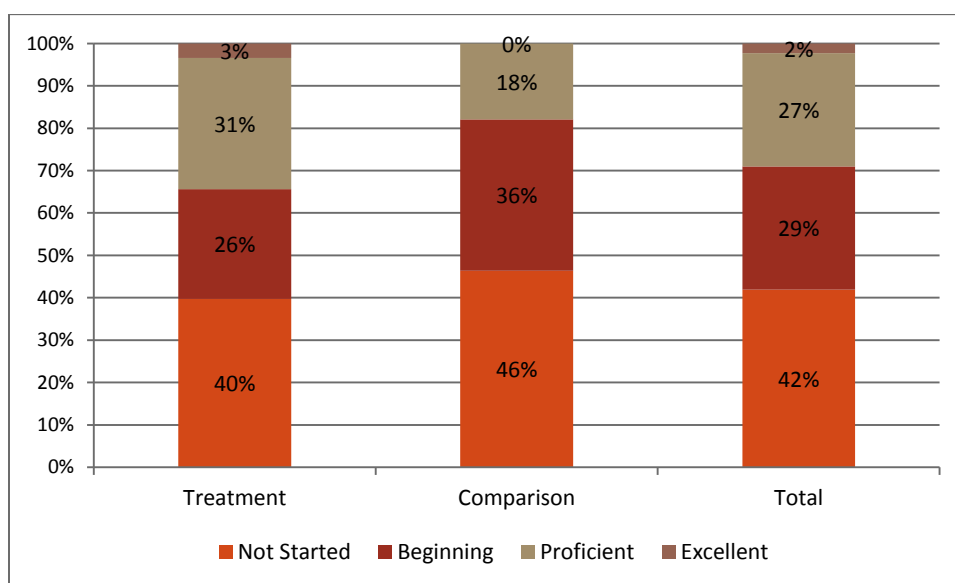
Similarly, more teachers in target schools are proficient in adjusting their teaching based on pupils' understanding of their lessons - 31% versus 18% (Figure 4); however, more teachers in control schools are beginning to do this.

Figure 4 Teacher adjusts practice based on pupil's responses



Thirty-one percent of teachers in target schools demonstrated proficiency in identifying lesson objectives compared to 18% of teachers in comparison schools (Figure 5).

Figure 5 Teachers clearly identify lesson objectives and pupils are given the opportunity to demonstrate that they have learned them



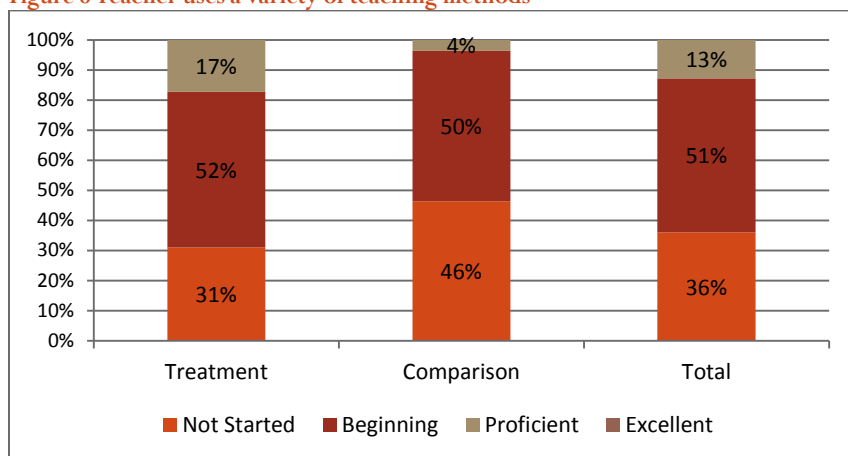
Area 2: Teachers demonstrate good instructional practice

In this competency area, the observer assessed whether the teacher:

- (1) used a variety of teaching techniques (Figure 6)
- (2) had lesson plans and used them effectively (Figure 7)
- (3) explored pupils' prior knowledge of the topic (Figure 8)
- (4) gave pupils the opportunity to read, write and speak during lesson (Figure 9)

Teachers were less proficient in these competency areas as compared to the practices in Area 1. Only 17% of teacher in treatment schools and 4% of teachers in comparison schools were proficient in using a variety of teaching methods during their lesson. Most teachers still use methods that are teacher-centered and teacher-directed and there is little opportunity for group work or peer-to-peer learning.

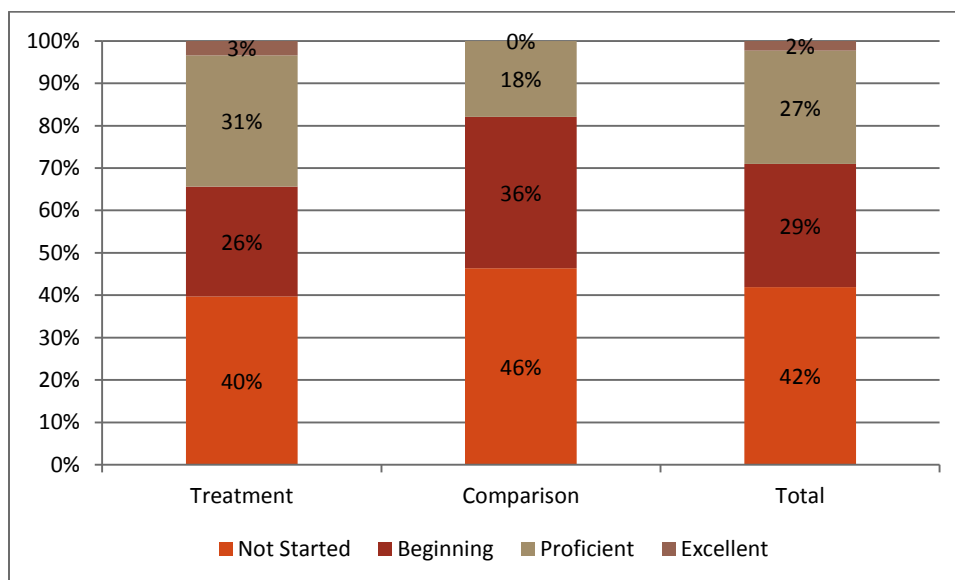
Figure 6 Teacher uses a variety of teaching methods



A larger percentage of teachers in target schools (34%) used lesson plans effectively in their teaching compared to teachers in comparison schools (18%) as shown in The enumerators asked to see lesson plans and checked that they had identified teaching objectives, activities, assessment, and materials needed – and that these lesson plans were followed during the lesson.

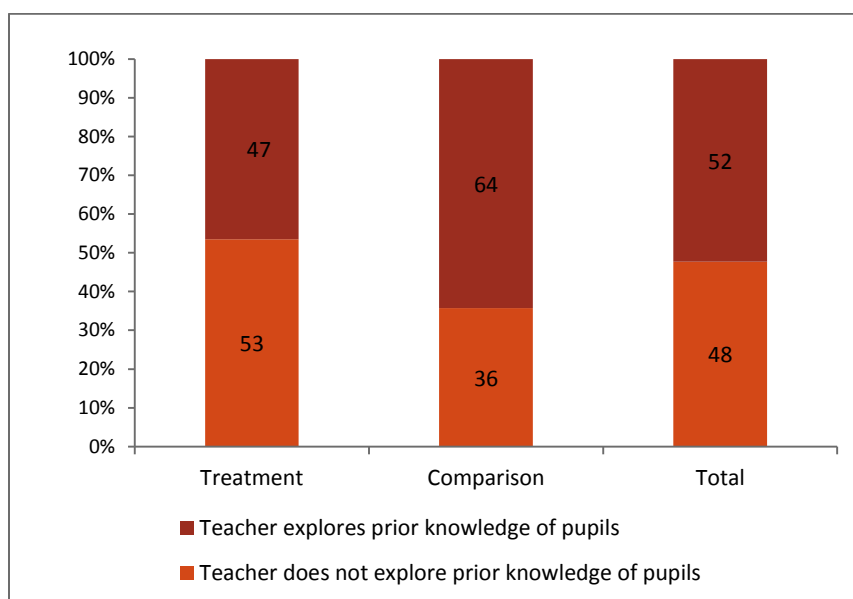
Figure 7. The enumerators asked to see lesson plans and checked that they had identified teaching objectives, activities, assessment, and materials needed – and that these lesson plans were followed during the lesson.

Figure 7 Teacher uses lesson plans effectively during lesson



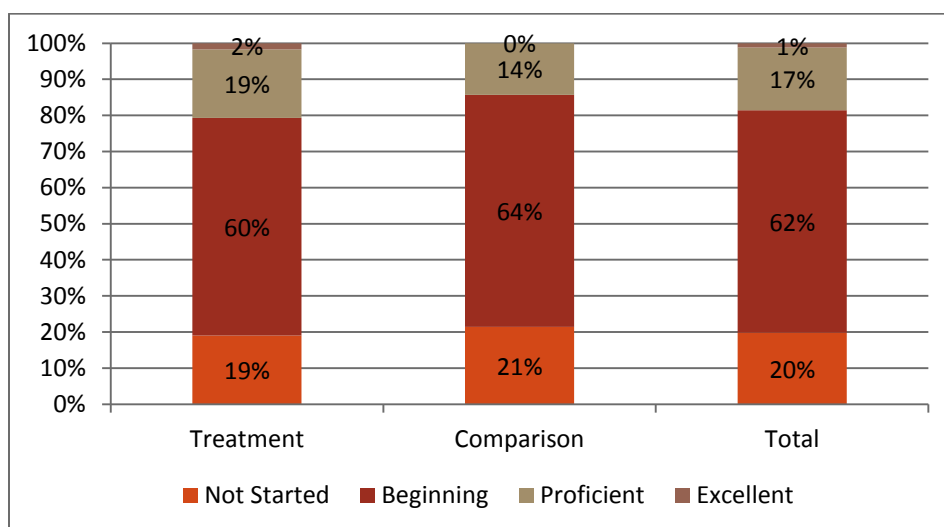
The one area in which teachers in comparison schools appeared to perform better was in exploring student's prior knowledge during the lesson – only 47% of teachers in treatment schools explored the prior knowledge of pupils, compared to 64% of teachers in control schools (see Figure 8).

Figure 8 Teacher explores prior knowledge of students



Twenty-one percent of teachers in target schools were proficient in ensuring that pupils read, write, and speak during lessons.

Figure 9 Teacher ensures that pupils read, write, and speak during lesson

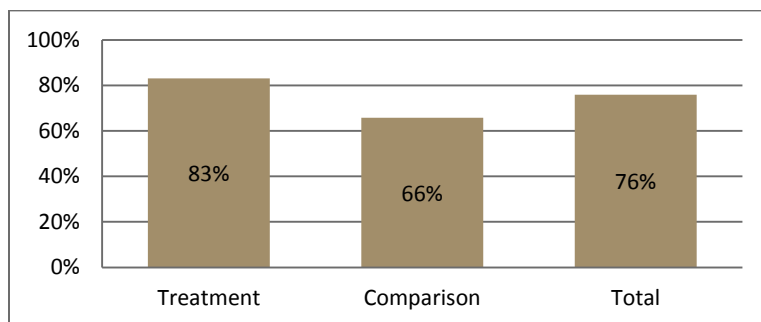


In summary, the data shows that teachers in target schools were more proficient in most of the teaching competencies assessed. However, the majority of teachers in target schools are not proficient in some basic teaching practices. For example, only a third of teachers observed used a lesson plan effectively. Because the teacher observation was not conducted during the baseline, this report cannot conclusively say whether the relatively better performance of teachers in target schools was as a result of the CRS DTM teacher training program. It may be that the two groups were dissimilar from the beginning. Nonetheless, given that the teachers in target schools are more likely to be certified and more likely to have attended in-service professional development, one can cautiously attribute the difference in teacher performance to these efforts by CRS.

9.2.3 More consistent teacher attendance

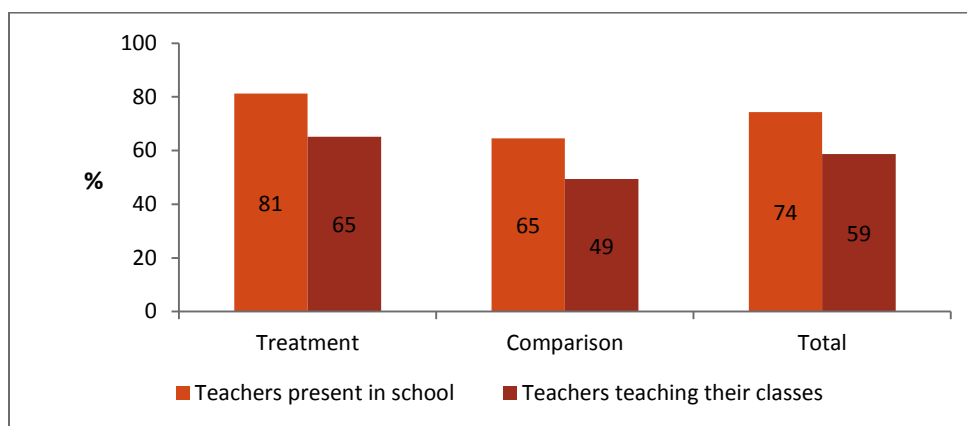
Teacher attendance was evaluated in two different ways: (1) counting the number of teachers seen in the school on the day of visit and comparing it to the teacher attendance log (2) asking the head teacher and reviewing the teacher attendance register to get the average attendance on the week prior to the survey. Based on the register reports, the estimated attendance rates for teachers were 83% for program schools and 66% for comparison schools.

Figure 10 Estimated weekly attendance rate (%) of teachers based on attendance register



The attendance rates using the head counts were similar to the register reports – 81% attendance rates for target schools and 65% in comparison schools. The data also revealed that teachers may be present in school, but not teaching: 65% of teachers in target schools and 49% of teachers in comparison schools were actually teaching during the visit. In most cases, they were supposed to be teaching, but weren't.

Figure 11 Percentage of teachers present in school and teaching based on head count on day of survey



While teacher attendance rates were higher in target than comparison schools, there had been no change in teacher attendance rate since the baseline for target schools. This may be because the baseline rates were already very good, perhaps because of efforts during the first Phase of the project. In order for the project to be able to meet its target of 95% attendance rate for teachers, CRS will need to consider other measures to increase teacher attendance rates, while recognizing that the issues that affect teacher attendance such as teacher pay might be beyond the scope of what the program can affect.

9.3 Improved Attentiveness (SO2)

The second strategic objective of the CRS FFE project was to improve attentiveness of students, as it is hypothesized that this would lead to improved literacy rates. Attentiveness proved to be a challenge to measure given the time and resources available. In a literature review of studies of student attentiveness,

Williams and Korn found that most measures were very imprecise.¹⁷ The team used two methods to measure attentiveness (1) as reported by enumerators during classroom observation and (2) as reported by the teacher themselves.

Teachers in treatment schools reported that on average 58% of students were attentive during the lesson, whereas teachers in comparison schools reported that 44% of their students were attentive. The student attentiveness rate in target schools showed a decline from the baseline evaluation, and attentiveness rates were still far from the end of project target of 80% (Table 17). However, caution must be taken in interpreting this finding due to imprecise measurement of student attentiveness.

Table 17 Comparing student attentiveness data based on teacher recall for baseline and MTE with project target

Indicators	Target	Baseline results	MTE results
Percent of students identified as attentive during classroom activities	80%	68%	58%

From the classroom observation, 46.5% of classrooms in treatment areas were reported as having most or all students attentive or engaged, compared to 17.9% of classrooms in control area. This is a statistically significant difference (see Table 18).

Table 18 Incidence of student attentiveness as derived from classroom observations

Extent of participation and attentiveness	Treatment	Comparison	Total
There is no evidence of students' attentiveness or engagement	15.5%	28.6%	19.8%
A few students are attentive or engaged in the class (e.g. asking questions, participating, on-task etc.)	37.9%	53.6%	43.0%
Most students are attentive or engaged in the class	43.1%	17.9%	34.9%
All students are attentive or engaged throughout the lesson	3.4%	0.0%	2.3%
Total	100.0%	100.0%	100.0%

9.3.1 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. The meals were expected to contribute to increased attendance and retention of pupils, and ultimately, increased learning outcomes.

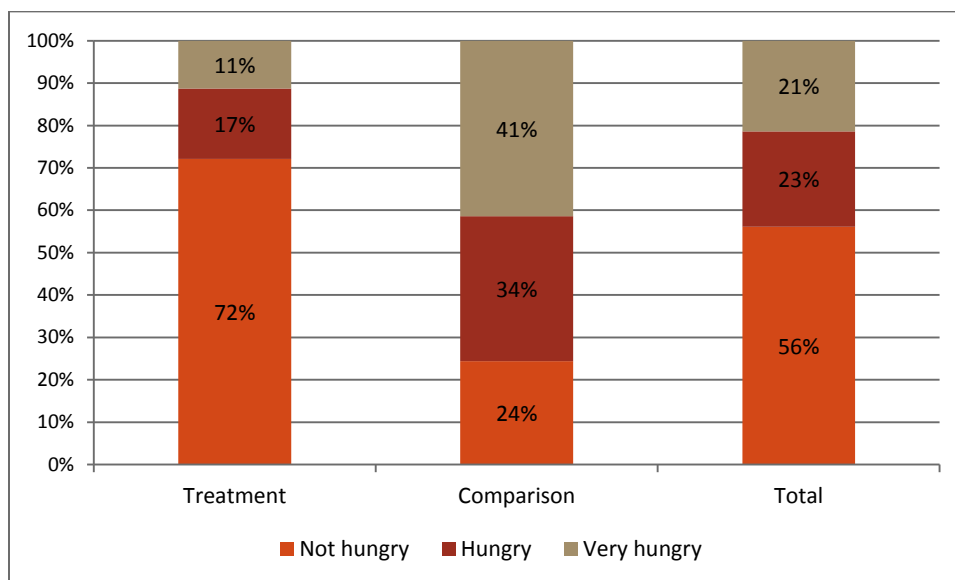
All students in treatment schools that were surveyed reported that they did receive meals in school. When asked about whether they had received meals every day in the week previous to the survey, 97% answered in the affirmative. Finally, although the program was supposed to provide meals twice daily, 27% of students surveyed reported that they received a meal only once a day. These 121 students who report that they only get meals once a day came from four schools, and it is recommended that these schools receive closer monitoring.

¹⁷ (Wilson and Korn 2007)

Data from a small sample of schools (32) also showed that the meal times differed from school to school, despite the recommendation that breakfast and lunch times be consistent across schools. In terms of breakfast 38% of surveyed schools served the first meal between 8:30 to 9:00 a.m., 19% between 9:01 and 9:30 a.m.; 28% between 9:30 and 10 am and 16% after 10 a.m. Lunch times were also different from school to school: 31% served lunch between 11:00 and 11:30 a.m.; 41% between 11:30 and 12:00; 19% between 12:01 and 12:30; and 9% after 12:30 p.m.

Figure 12 shows a significant difference between the hunger status of pupils in treatment and comparison schools as 72% of pupils in treatment schools indicated they were “Not Hungry” compared to 24% of pupils in comparison schools.

Figure 12 Percentage of students that report being "Very Hungry", "Hungry" and "Not at all Hungry"



The result from the midline shows an improvement from the baseline results, where almost 64% of pupils reported being hungry or very hungry. The target was that by the end of the project no child in target schools will report being hungry. This is achievable with closer monitoring of the school feeding process by ensuring that children receive the expected two meals a day and that breakfast is served early on in the day. It may be that for the 28% who report being hungry or very hungry had not received breakfast by the time of survey, or that they came from the four schools that seem to only provide one meal a day.

Indicator	Target	Baseline	MTE
Percent of students in targeted schools who indicate that they are ‘hungry’ or ‘very hungry’ (as shown in a school survey)	0%	64%	28%

9.4 Improved Student Attendance (SO3)

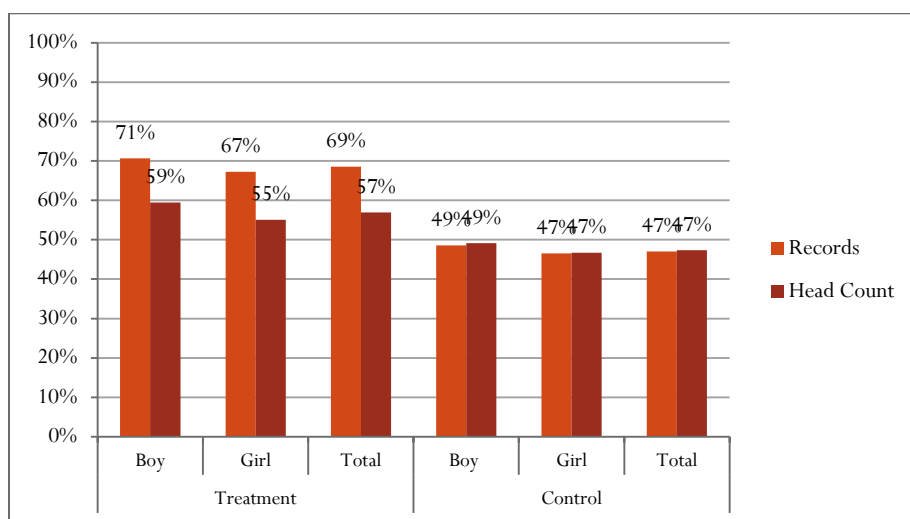
Improving student attendance is the third strategic objective of the CRS FFE program. In addition to the school feeding component, which was to increase attendance and retention of all students, the project also provided specific incentives, in the form of take-home food rations, to help increase attendance and retention for girls. Girls in upper primary classes who attended school at least 85% of the time were given 3.75 kg of oil to take home to their families.

During the MTE, student attendance was measured in three different ways: (1) by taking a physical count of students in the school during the school observation period; (2) by reviewing attendance records for the survey day; and (3) by reviewing attendance records for the week prior to the survey to get the average weekly attendance. The reason for this is that attendance data is not always very reliable especially in cases where schools receive benefits on a per student basis as the tendency is for schools to over report attendance. This issue has been highlighted in the MEST's own annual school census. In order to calculate attendance rates, enumerators also needed to get enrolment figures for the year from enrolment records.

Enumerators were able to conduct head counts in all 48 schools. However, enrolment records was missing for one school,¹⁸ daily attendance records from 2 schools, and weekly attendance records from 17 schools. As a result, the following analysis does not use the weekly attendance records. Given that MEST recommends the practice of 'closing' registers (calculating averages) on a weekly basis, it is unclear why 38% of target schools and 31% of comparison schools did not 'close' their registers to get a weekly average. Target schools appeared to perform worse in this area than comparison schools. It is recommended that this becomes part of the training for school administrators, if it is not already. If it is, then CRS needs to ensure that head teachers can ensure this task is completed.

Figure 13 below shows the estimated average student attendance for the day of survey from head counts and attendance registers. The attendance rates derived from the attendance registers in target schools was 71% compared to 47% in control schools. This is a statistically significant difference. However, in the treatment schools, the attendance rates derived from head counts were 12 percentage points lower than those derived from the school register, whereas no such difference exists in the control schools. This may mean that schools that received meals over-report their attendance data, which is not uncommon. There is no statistical difference between the treatment and control schools using the attendance data derived from head counts.

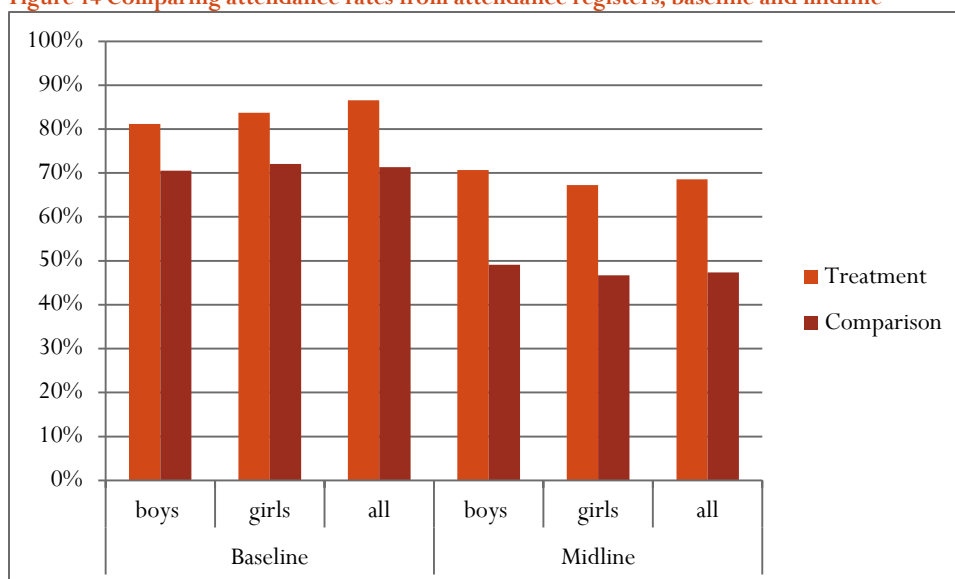
Figure 13 Average student attendance on day of survey, from attendance records and head counts



¹⁸ There was a new principal in this school, who said that the previous principal had not handed over records to him

Another finding about the attendance data is that the attendance rates derived at midline were much lower than the baseline attendance rates calculated using baseline data (see Figure 14) for both target and comparison schools. The difference is quite large. One explanation is that the question asked was slightly different in the two surveys: the midline asked for attendance during the day of survey (so as to be able to compare with head counts), and the baseline asked for attendance during the day prior to the survey. Second, the enumerators were not explicitly asked to check the registers themselves during the baseline. Finally, the dates of the surveys were different: for the baseline from May 28th to June 7th and for the midline from 30th June to 9th July 2014. It is possible that because the midline was conducted later in the school year, some children had already stopped coming to school. It is a well-known phenomenon in Sierra Leone schools that attendance at the start and end of the terms are usually low. More regular spot checks might help to triangulate attendance records.

Figure 14 Comparing attendance rates from attendance registers, baseline and midline



The limitation of using attendance data collected from school visits is that the data is for a specific point in time (survey day or week prior to survey), and this may not be representative of the average day. For this reason, CRS collects its own attendance data for monitoring purposes. CRS program schools have to fill out registers and track attendance for each child, and CRS officers use this data to summarize average attendance. A review of the CRS M&E documents revealed that two indicators of attendance are used: (1) *Percent of students (girls and boys) regularly (80%) attending USDA supported classrooms* and (2) *Percent of the total number of student days attended of the total number of student days*. Both of these require careful daily attendance tracking at the student level, but they are not necessarily the common indicators for tracking attendance. It is unrealistic to expect school administrators to be able to calculate these averages by themselves, and therefore it would be good for sustainability if CRS also supports schools to be able to calculate daily and weekly averages using the MEST register and methods. Again, the attendance records reported by CRS using these techniques are much higher than what was derived from the review of the registers and the headcounts carried out during the mid-term survey.

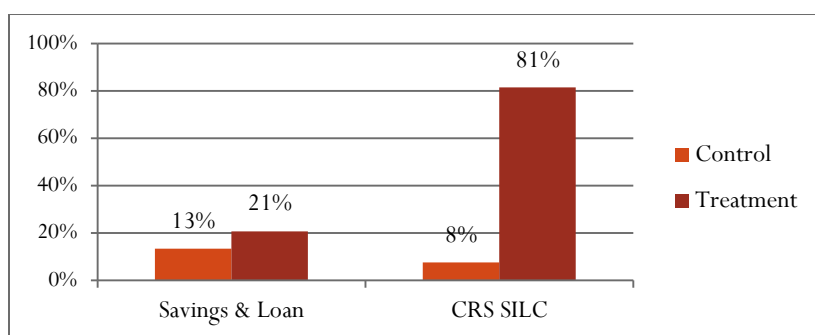
9.4.1 Increased economic and cultural incentives

Access to SILC

CRS implemented Savings and Internal Lending Communities (SILC) in school communities to improve the financial capacity of parents to provide for educational costs as this is one of the main barriers to attending school. SILCs are a type of community-based savings and credit association, which allows a self-selected group of people to pool their money into a fund, from which members can borrow. The money is paid back with interest, causing the fund to grow. In addition to encouraging savings, SILC members can also receive short-term loans and receive training in financial literacy, savings and lending.

In Phase II of the project, CRS target was to create 75 SILC groups, and according to the CRS status report of March 2014, 37 out of 75 (49%) SILC groups had been formed. Twenty-one percent of households surveyed in treatment areas had at least one member participating in a Savings and Loans (S&L) group compared to 13 percent of households in comparison chiefdoms (Figure 15). Of those households participating in S&L groups, 81% of those in treatment areas and 8% of households in comparison area participated in the CRS SILC groups.

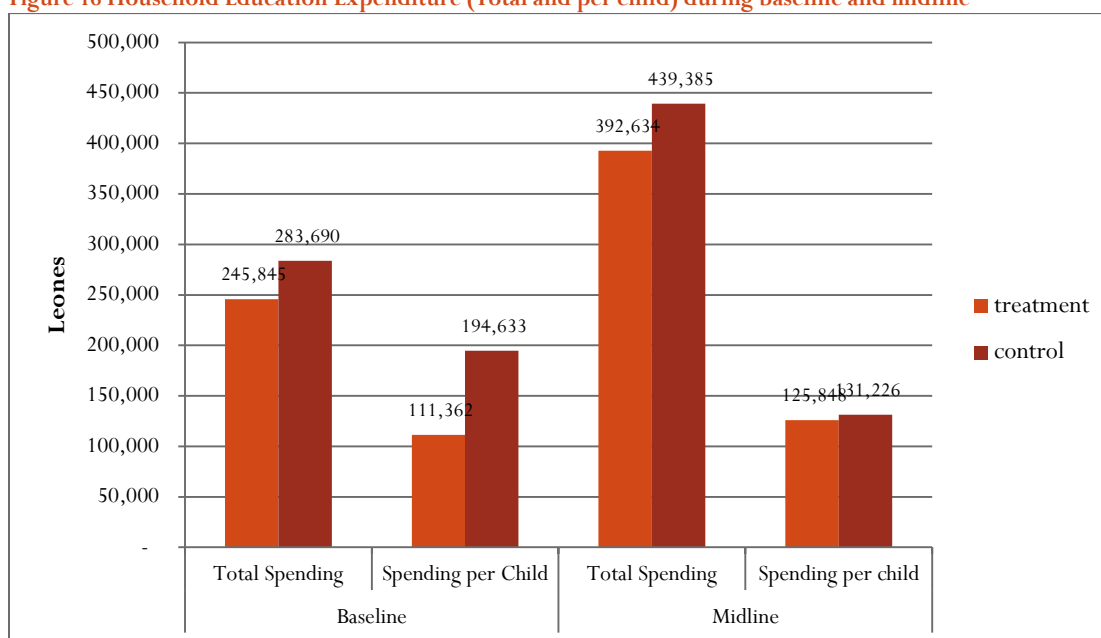
Figure 15 Percentage of households with at least one member belonging to savings and loans groups



Household spending on Education

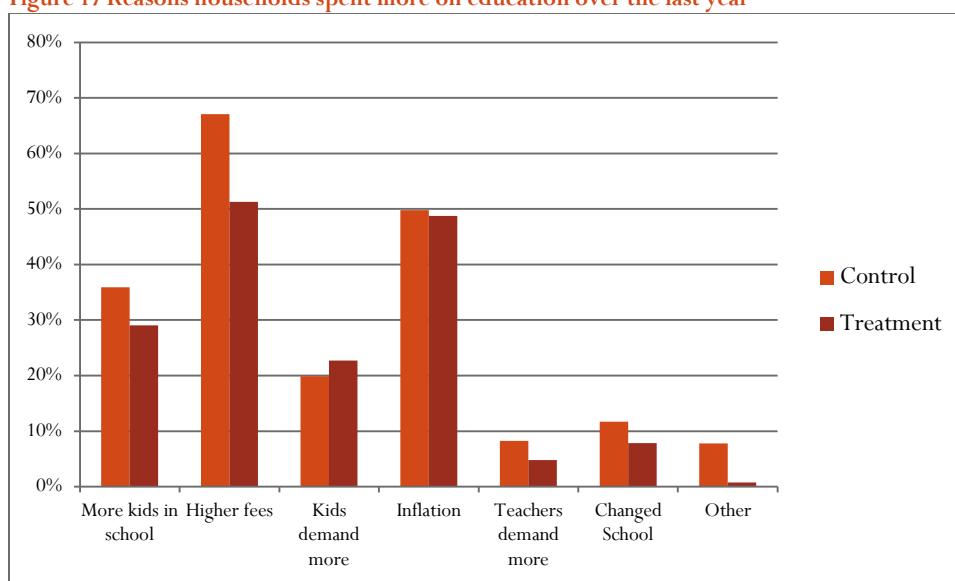
Figure 18 below shows the reported average spending per household on education for both total spending and per child spending over the 1-year period. Households in comparison chiefdoms have always spent more on education than households in treatment chiefdoms, most likely because these households are of higher socio economic status. However the statistical significance of this difference has changed over time. Whereas the difference in spending between treatment and control was statistically significant during time of baseline, the difference is now no longer statistically significant. During midline survey, households with SILC members reported spending more on their children's education (SLL 500,046) compared to non-SILC Households (SLL 408,767), but again, this is not a statistically significant difference.

Figure 16 Household Education Expenditure (Total and per child) during baseline and midline



Households in both target and comparison chiefdoms reported more spending on education this year, compared to the previous year. A larger percentage of households in comparison chiefdoms (88%) reported increased spending on education as compared to the target chiefdoms (80%), and this difference is statistically significant. The main reasons given for the increase in spending for both control and treatment are increase in the cost of schooling and general increase in cost of goods. However, about 30% of treatment also reported that they had more children in school.

Figure 17 Reasons households spent more on education over the last year

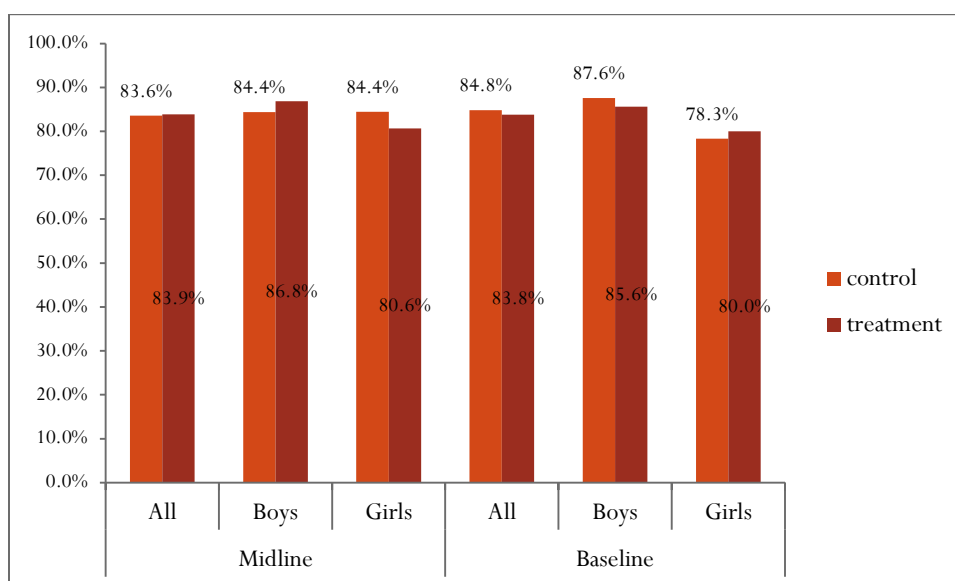


To conclude, households in comparison communities spend more on education generally, probably because they are better off. The difference in spending was statistically significant during the baseline, but not during the end-line. All communities reported spending more on education over the year, and mainly because of increase in the cost of schooling and general prices in the economy.

Access to education

Households in target and comparison areas demonstrated knowledge of the importance of education by citing multiple benefits of education: 85% of respondents in target areas and 83% of households in comparison areas could cite at least two reasons why education was important. The household survey revealed that 84% of children aged 6-17 years, living in surveyed households were attending school (see Figure 18). There is no statistically significant difference between treatment and comparison in terms of school participation. The participation rate has stayed relatively constant from baseline to midline for households in both control and treatment areas. However, it is important to remind readers that the FFE program had been implementing in these communities for many years now, and perhaps the expected gain in attendance have already been captured in earlier years.

Figure 18 Percentage of children (6-17), living in surveyed households, currently attending school (school participation rate)



The three main reasons given by households in target areas as to why their children were not in school were: (1) child too young (45%), (2) school too expensive (27%), and (3) child needed for work (15%). For households in control areas, the top three reasons were: (1) school too expensive (54%); (2) child too young (28%); and (3) child not interested (16%). Given the large percentage of people who mentioned child being too young as a reason for them not being in school (even though the question was asked about 6-17 year olds), CRS may be able to raise participation rates in target areas by tailoring its sensitization and awareness raising activities on ensuring that children are enrolled at age six. There is a well-known problem of late entry to primary schools in Sierra Leone: in 2010, 40% of Grade 1 new entrants were aged seven years and above. However, it is also worth pointing out that age data is quite unreliable in these contexts as many households do not have records of children's births.

In terms of progress towards project targets, the MTE shows that the project targets for this area have either already been achieved or are likely to be achieved. On two of the project indicators – percentage of households who have increased their spending on education and percentage of parents who demonstrate understanding of the importance of education - the project has achieved its targets.

Table 19 Comparing baseline results with the end of project targets

Indicator	Target	Baseline	Midline
Percentage of households who have increased their household spending on education since last year	50%	46%	80%
Current household spending on education since last year (Average in SLL)	N/A	245,845	392,633
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%

4.4 Increased capacity of government institutions (MGD 1.4.1)

Key to sustainability of the project is the development of the capacity of government institutions, and the project activities included a number of activities with this objective as described below.

(a) Training of school supervisors

CRS trained school supervisors on enhanced monitoring of teachers and teaching practice. The evaluation team was unable to collect information that would have helped determine the percentage of school supervisors who demonstrated at least one new effective supervision skill. Logistically, it was impossible to observe school supervisors carrying out their tasks. However, interviews with the Deputy Director of Education of the District confirmed that his staffs were indeed trained. Review of pre-and post-test results from the training showed an improvement in knowledge of the supervisors. Finally, there is evidence of demonstration of skills since the supervisors have been able to monitor and provide reports of monitoring visits of over ninety teachers in project schools.

(b) Training of lecturers of Northern Polytechnic (NP)

International Reading Association organized two workshops for approximately 60 lecturers at Northern Polytechnic, training them on how to teach reading to young readers and how to assess student performance. Results from the pre- and post- tests show that lecturers increased their knowledge during the course of the workshops. However, the ideas taught have not yet been incorporated into NP's own delivery of the teacher training course.

(c) Capacity Development of School Feeding Coordinator at Central Ministry

CRS sponsored the School Feeding Coordinator at MEST to attend a school health and nutrition training in Ghana. In addition they supported the School Feeding Unit in the development of the School Feeding Policy, by serving on the technical committee.

(d) Logistical support to the District Education Office in Koinadugu

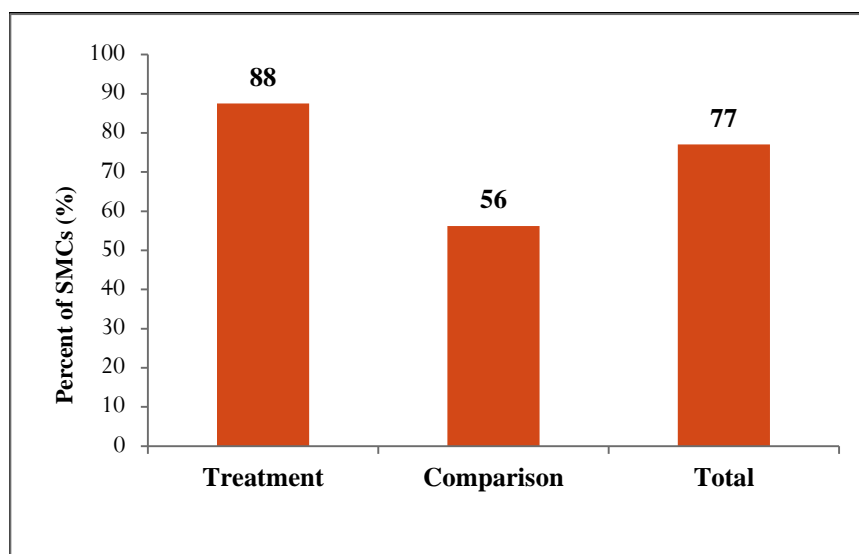
In addition to training of District Education officials, CRS also provide 2 motorbikes, computer and network printer for the district education office. In addition, they provide a small monthly quota for fuel to aid in their monitoring activities.

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

The project works with a number of local organizations and community groups in the target areas including School Management Committees (SMCs) and Mother's Clubs. The newly-formed Mother's clubs received trainings on advocacy, the importance of education, school health and sanitation, and developing school gardens.

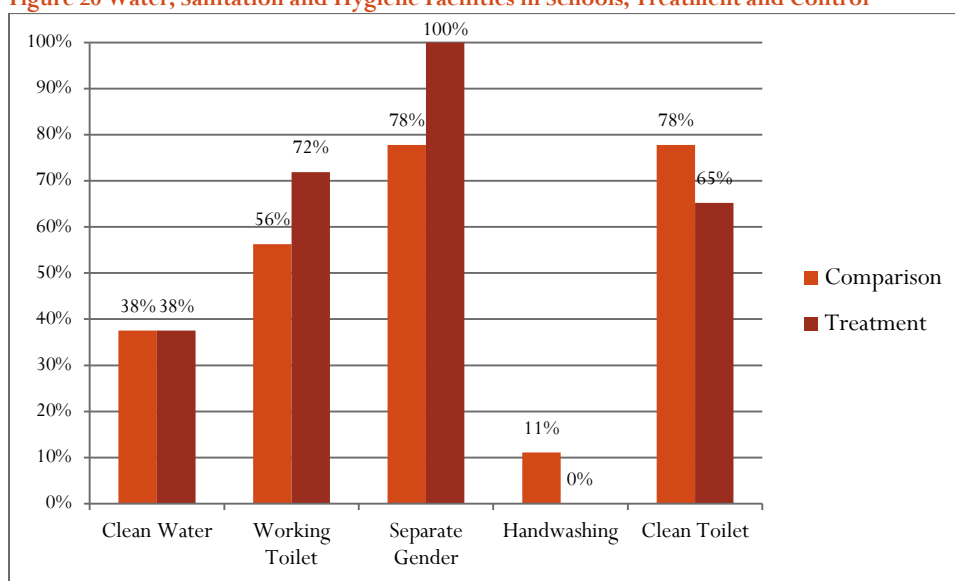
The focus group discussions revealed that SMCs and Mother's Clubs were actively engaged in the target schools. They supported the school feeding program by helping with monitoring of the school feeding process, developing school farms to supplement the food provided by CRS, and providing condiments necessary to cook a complete meal. SMCs also reported being engaged in construction and rehabilitation work and in maintenance of furniture. Figure 19 below shows that 88% of SMCs in schools in treatment areas report having undertaken a school development project as compared to 56% of SMCs in control areas. This is a statistically significant difference.

Figure 19 Percentage of SMC undertaking school development projects since 2012



According to the project description, CRS was to train SMCs on school improvement plans and provide each school with funds to implement their plans. CRS anticipates school improvement plans to include projects such as rehabilitation of classrooms, rehabilitation or construction of latrines and wells; and repair and/or maintenance of school equipment. Unfortunately, this component of the FFE project is behind schedule, as the budget had not been spent by March 2014. An assessment of school infrastructure (especially water and sanitation infrastructure) suggests that this area should be prioritized, especially given that good sanitation can prevent numerous diseases (see Figure 20). Less than 40% of target schools have access to safe drinking water and only 56% have access to a functioning toilet. Of those with toilets, 78% of treatment and 100% of target schools have separate toilets for boys and girls. Only one school in the sample had a designated hand-washing station and there was no soap found anywhere. It is recommended that the project determines minimum standards for WASH facilities and ensure that schools and communities are able to develop and maintain them.

Figure 20 Water, Sanitation and Hygiene Facilities in Schools, Treatment and Control



In addition to the support reported above, Mother's clubs also reported helping with school fees for orphans and other vulnerable children; cleaning school compounds, advocating for parents to send their children to school; and monitoring student attendance.

9.6 Summary

This section, considering the effectiveness of the CRS FFE activities, has highlighted progress on a number of fronts including improvements in reading outcomes, real progress in ensuring teachers are trained, and some progress in engaging local communities in school activities. There is scope for further work in ensuring that the teacher training leads to improved classroom practice and also that knowledge acquired during all the various trainings translate to a change of practice and behavior, not just for teachers, but also for teacher trainers, lecturers and government officials. The school feeding program on the whole is being implemented well, but there is a minority of schools that only serve one meal a day. On the other hand, the study has highlighted some areas of concern. One of the most important of these is the reporting of attendance, where spot checks of attendance found marked discrepancy between attendance records and the head counts. This points to the need for more unannounced spot checks of attendance to triangulate the official records.

10 EFFICIENCY

An evaluation of the efficiency of a project is a measure of how economically inputs (such as money, people, time, materials) are converted into outputs. As this is a midline evaluation for a project that is still being implemented, the findings are not definitive. According to DAC Principles of program evaluation, when evaluating the efficiency of a project, the following can be considered: whether objectives were achieved on time; whether activities were cost-efficient; and whether the project was implemented in the most efficient way compared to alternatives.

10.1 Were activities completed on time?

The project started with a delay for which it is still trying to compensate. The effective start date was October 1st 2012, but due to various reasons (elections, delays in shipping and clearing etc.) the activities did not start until May 2013 (7 months after official project start). Despite the start-up delays, it is expected that most of the program activities will be completed by the end of the project. The initial delay did lead to a reduction in efficiency as staff salaries still had to be paid despite the delay in activities.

10.2 Were activities cost-efficient?

A thorough analysis of cost-efficiency is best done at project end. At this MTE, we provide a qualitative description of issues around cost-efficiency since the net benefits (or results) are still to be realized. The total approved budget for the whole program was USD \$6,457,306.19 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). This is a high unit cost relative to the overall public recurrent unit cost of Le 111,530 (approx. USD 26) for primary school. Sierra Leone has one of the lowest per student cost even among low income countries, which partly explains the poor standards of education.

The overall spend rate of 48 percent is as expected at half-way point of the project (See Table 20). However, there are some activities (such as SILC Training, Provide School Meals, Building/Rehabilitation of School, Training of head teachers and teacher mentoring) that are underspent, mainly due to the late start of the project. Nonetheless, rate of implementation had picked up by the time of the midline survey, and it is expected that subsequent financial reports will show more spending on these lines. The administrative costs appear to be overspent at 74%, but according to project staff, this is due to some of the staff costs being erroneously charged to the admin line, and will be rectified in future reports.



Table 20 Financial Report showing approved budget, cumulative spending as of March 2014, and the percentage of total budget spent, by activity

Activity	Approved Budget(\$)	Cumulative Expenses (Mar 2014)	% spent of total
DIRECT COSTS			
Total Administration	2,405,211.92	1,421,068.60	59%
Program Activities			
Provide School Meals	532,520.38	89,271.09	17%
Student Recognition	74,951.68	31,615.32	42%
Training: SILC	111,535.70	6,143.15	6%
Training: Mothers' Support Groups	21,358.08	10,633.72	50%
Raise Awareness on Importance of Education	93,168.72	34,119.58	37%
Life skills Sessions for Students	208,598.80	93,369.46	45%
Training: Teacher Training Colleges	12,270.00	5,604.96	46%
Training: School Supervisors	22,076.98	7,487.13	34%
Training: School Management Committees	69,339.90	43,652.54	63%
Building/Rehabilitation: Schools	250,000.00	-	0%
Training: SMC Advocacy Groups	61,173.12	335.58	1%
Organization of Advocacy Meetings	96,296.40	38,932.11	40%
Distribution of School Supplies and Materials	529,500.00	286,460.85	54%
Provide Literacy Materials	27,213.00	15,227.80	56%
Teacher Certification Program	194,904.36	134,544.20	69%
Training: Effective Literacy Teaching	333,349.10	82,033.23	25%
Training: Head Teachers as School Administrators	4,072.32	-	0%
Teacher Mentoring and Awards	37,986.36	-	0%
Total Activities	2,680,314.90	879,430.72	33%
ITSH			
Handling	\$67,021.35	33,944.84	51%
Internal Transportation	\$651,412.37	252,036.26	39%
Warehouse	\$228,537.60	121,071.34	53%
Total ITSH	946,971.32	407,052.44	43%
Total Direct Costs	5,842,427.90	2,707,551.76	46%
INDIRECT COSTS			
Section	Approved Cash(\$)		
Admin	315,883.63	232,398.98	74%
ITSH	0	-	
Activity	298,994.66	145,956.01	49%
Total Indirect Costs	614,878.29	378,354.99	62%
Total Costs	6,457,306.19	3,085,906.75	48%

As mentioned above, the overall cost per student is high compared to what the GOSL cost per primary student. The bulk of the cost goes to providing school meals. The cost of the school feeding program is estimated below (Table 21), by adding various budget components. The total approved budget is US\$2,156,587, and as of March 2014 \$858,591 had been spent to provide 3,316,576 meals to 28,586 pupils. This translates to a cost per student of approximately US\$30 per year¹⁹, and compares favorably 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 (weighted average US\$40 per child per year).²⁰

Table 21 Cost of Providing School Meals in Koinadugu

Item	Approved budget (\$)	Cumulative Spending as of March 2014
Activity: Provide School meal	532,520.38	89,271.09
ITSH	946,971.32	407,052.44
Admin (20% share)	481,042.384	284,213.72
Indirect Cost (10% of direct cost)	196,053.41	78,053.73
OVERALL TOTAL	2,156,587.49	858,590.98
Per student		\$30.03
Per meal		\$0.25

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

Compared to other programs designed to increase the literacy rates of student, the CRS FFE program appears expensive. This is because other such programs focus only on pedagogical issues (e.g. teacher training, provision of teaching and learning material, remedial instruction, etc.). However, the research regarding the cost-effectiveness of programs that improve student learning is limited.²¹ A positive aspect of school feeding program is that it brings additional benefits to the overall well-being of children, through better nutrition, in addition to improvements in attendance and learning.

10.4 Summary

Given that the final results are not known, the MTE cannot make definitive statements about efficiency. But early indications are that the program may not be the most cost-efficient approach if the ultimate goal is improving student learning outcomes, but that it does bring other benefits to beneficiaries including improvement in nutrition and overall well-being.

¹⁹ This is an estimation as the school feeding program had been running for less than a year in March 2014

²⁰ (Bundy, et al. 2009)

²¹ The J-PAL for a synthesis: <http://www.povertyactionlab.org/policy-lessons/education/student-learning#more>

6. SUSTAINABILITY

When considering sustainability of the CRS FFE program, the central question is: will the activities initiated continue or will the outputs and benefits of the project continue after the end of the project. With regard to the CRS FFE program two issues of sustainability are important to the USDA: (1) how the benefits of education, enrollment, and attendance of children in schools in the targeted communities will be sustained when the assistance terminates; and (ii) the estimated period of time required until the Government of Sierra Leone, CRS, communities themselves, or other stakeholders might be able to sustain the program without additional assistance.²²

6.1 Activities likely to be sustained

The activity that is least likely to be sustained now or in the near future is the school feeding program. The authorities interviewed were not optimistic about the government being able to continue with this program after the funding ended. While some schools may be able on an individual basis to continue with providing some meals to students it is unlikely that they will be able to do this on a consistent basis.

The only other school feeding program is being run by the World Food Programme, and they are facing financial constraints as well. They have cut back on the scale of their operations (in terms of the quantity of food being distributed), and unlikely that they will be able to take on the chiefdoms in Koinadugu at the current funding levels.

Even though the MEST is working on a school feeding policy, with support from WFP, that seeks to expand the school feeding program, there are currently no funds from the government to do this. The education sector plan which spans 2014-2018 makes no provision for school feeding, and there is currently no line budget allocation in the Ministry of Education's budget.

The teacher training program is more likely to be continued after the CRS FFE Program is ended as this is a costed activity in the ESP, and GOSL and its many partners are actively engaged in teacher training. The MEST will also be setting up a Teaching Service Commission over the next few years, which will take responsibility for a more equitable allocation of teachers to school, thereby ensuring that every student is being taught by a trained teacher. The activities of the Teaching Service Commission should also ensure that teachers in approved schools are on the government payroll, and therefore increase their likelihood of being retained in schools.

6.2 Factors influencing likelihood of sustainability

Some factors that can influence the achievement of sustainability include the building of capacity of local institutions, improved economic status of communities, policy priorities of central and local governments, and overall economic status of the country.

As mentioned above there is alignment between the CRS FFE program and the government's development and education priorities. There are funds for continued teacher training programs by GOSL and also through activities undertaken by donors and other partners.

²² McGovern Dole International Food for Education and Child Nutrition Program: Electronic Code of Federal Regulations. <http://www.ecfr.gov/cgi-bin/text-idx?SID=1128dcfc8c203ddb2ddad8cc1854a29c&node=7:10.1.3.4.8&rgn=div5>



In addition to financial resources and the policy environment being conducive, the capacity of local organizations to sustain the benefits of the program is also critical. The CRS FFE program has done a good job of encouraging participation of local institutions – such as the DEO, teacher training colleges, and schools themselves.

One necessary condition for GOSL to take over the maintenance of schools, they need to be inspected and approved by government. It appears that a number of missions have set up schools in these chiefdoms, but schools have not yet been approved. Only 25% of schools surveyed in target areas have been approved by MEST, compared to 63% of comparison schools. Schools that are not approved are not eligible for many of the transfers and programs from government: school fee subsidies, teaching and learning materials, qualified teachers on payroll etc. If there is one thing that CRS can do to help sustainability and secure support for schools is to advocate with DEO Koinadugu and MEST to approve the Koinadugu schools. There is a lot of paperwork involved as well, and CRS officers can work with school officials to get the necessary approval application package together.

6.3 Summary

When assessing the impact of the CRS FFE Program, and the prospect of the sustainability of its outputs, it is important to keep in mind that a development intervention of this nature takes time to make an impact. Some specific activities of the FFE program would not be continued if the funding were to end after 2015. However, there are indications that benefits might continue as parents have improved their participation in the schools and their knowledge about the importance of education is high. Teachers' knowledge and skills have been increased, and there is a good possibility that they will continue to use the knowledge acquired for future students.



7 CONCLUSION AND RECOMMENDATIONS

The midterm evaluation of the CRS FFE program has focused on four dimensions: (1) relevance; (2) effectiveness; (3) efficiency and (4) sustainability and impact. Within each of these dimensions, where possible, we have investigated progress made during the year between the baseline and midterm evaluations. Because of the late start of the program, some activities had either not started or were behind schedule at the time of the baseline schedule. Therefore, the expected effects of these activities were muted. In addition, since this is the second phase of the program and schools and communities entered the program in phases, some of the usual effects of school feeding (e.g. increased attendance and enrolments) had already been captured in earlier phases. Below is a summary of conclusions and recommendations on the various components.

7.1 Relevance

The support that CRS FFE program is providing to the education sector in Koinadugu district is both needed and highly relevant. The project addresses some of the major priorities of education in the district such as teacher training, capacity building, and rehabilitation of schools. In addition, it also aims to address the food insecurity issues that plague the district. It is consistent with the development priorities of the Government of Sierra Leone; the MEST's Education Sector Plan and policies; and USDA's policy emphasis in international development. With the persisting poverty and low reading levels of the student population, the CRS FFE II project is an important development intervention in Koinadugu District. Stakeholders appear to be satisfied with their participation in the program. The following are recommended to improve the relevance of the program:

- CRS should increase efforts to link with the activities of donors and other NGOs at the local level. They should explore 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.
- In particular, IBIS, which is a member of the Education Consortium has developed teacher training materials specifically to teach reading instruction. FFE schools could benefit from some of these materials. In addition it is important to explore ways to collaborate with other projects such as SNAP (agriculture), Leonard Cheshire Disability (inclusive education) and UNICEF (cluster monitoring).
- 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. An assessment of the current needs is an appropriate first step followed by a revised plan of action of the donor's approval.

7.2 Effectiveness

CRS FFE activities has made progress on a number of fronts including improvements in reading outcomes, training teachers, reducing incidence of hunger among children, and engaging local communities in school activities. There is scope for further work in ensuring that the teacher training leads to improved classroom practice and also that knowledge acquired during all the various trainings translate to a change of practice and behavior, not just for teachers, but also for teacher trainers, lecturers and government officials. The following are specific recommendations to improve the effectiveness of the program.

- 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.
- There is a minority of schools that only serve one meal a day. 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.
- Ensure that textbooks and other supplies delivered to schools are being used. Teachers may need further training on how to incorporate textbooks into their teaching.
- 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.
- Many schools still do not have basic water and sanitation facilities. 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.
- 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.). In addition, teachers need to be monitored and coached in their classrooms. Instruction needs to include phonics, alphabet abilities and comprehension. Other NGOs like IBIS and the Education Consortium have developed materials to support this, and CRS can explore collaboration with them.
- A better understanding of the dimensions of capacity development is needed in order to be able to improve capacities of government institutions. CRS needs to clearly define their goals in terms of improving the capacities of government institutions in order to assess success in this area. So far the work has been limited to trainings of individuals and provision of equipment and logistical support to institutions. But capacity development is about more than this, and includes dimensions such as leadership, human resources, institutional 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.

7.3 Efficiency

Given that the final results are not known, this evaluation could not make definitive statements about efficiency. The cost of school feeding per beneficiary compares favorably with other sub-Saharan companies. Early indications are that the program may not be the most cost-efficient approach if the ultimate goal is improving student learning outcomes, but that it does bring other benefits to beneficiaries including improvement in nutrition and overall well-being. The following are recommended to improve the efficiency of the program.

- 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.
- Despite the short time frame and difficult context, CRS should focus on results even if it means that activities are not implemented as originally designed or that some activities take longer than planned time. This would mean more focus on monitoring and follow-up activities. For example,



teacher training should be followed by monitoring of teacher practice in classrooms and further coaching. Similarly book delivery should be followed by monitoring to ensure that teachers and students are using the books; if books are not being used then perhaps some additional activities would be needed to rectify this. In general, closer monitoring and support for schools and teachers should ensure that expected benefits are achieved thereby improving the cost-benefit ratio.

7.4 Impact and Sustainability

Although the long-term impact and sustainability are uncertain at this point, the program can already take a number of steps to improve the likelihood of sustainability. Given the initial starting condition of the district, and the effect of the recent Ebola crisis, further support will be needed in the near future to ensure that benefits are sustained. The following are recommended to improve the sustainability of the project.

- Advocate with MEST for the formal recognition of FFE schools. Almost three-quarters of FFE schools are operating without formal approval of MEST. 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 for 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.
- Strengthen partnership with other donors and NGOs working in the area. This point has already been discussed under recommendations for improving relevance, but it is worth repeating here.
- Advocate with MEST and other ministries such as Agriculture, and Health to ensure 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 with them on a concerted campaign to adopt and implement the recently drafted policy on school feeding.
- Develop a sustainability plan that highlights the goals for sustainability and actions to be taken to achieve these goals.

7.5 Other Recommendations

The following are recommendations on issues of measurement and methodology, based on the experience of the midline that may prove useful in the design of the final evaluation.

- 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.
- 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.
- During the final evaluation, differentiate schools in terms of when they entered the program (phase1 or phase 2) and investigate differences between schools based on program entry.
- Reconsider the need for a household survey – the information from these are only pertinent for a few indicators, which are not expected to change much as targets have already been met.

- 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.
- There are currently two different measurement of attendance, and it is unclear why these particular indicators 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. In addition, 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.
- 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

8 ACRONYMS

BECE	Basic Education Certificate Examination
CRS	Catholic Relief Services
CSR	Country Status Report (on Education)
ESRI	Ekwall Shanker Reading Inventory
FFE	Food for Education
GER	Gross Enrolment Rate
IRA	International Reading Association
M&E	Monitoring and Evaluation
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
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



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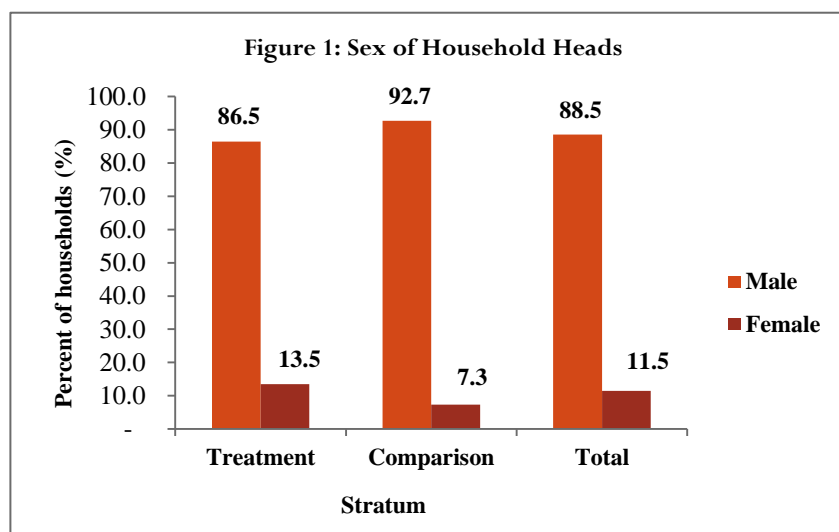
APPENDICES

Appendix A: Full MTE Results Tables and Figures (full)

HOUSEHOLD CHARACTERISTICS

Sex of household heads

Female heads of households are more common in treatment communities and this difference is statistically significant. It is another indicator of the marginalization of treatment communities



Education of Household Heads

Table 1: Percentage distribution of highest education level household head has attained

[illegible]

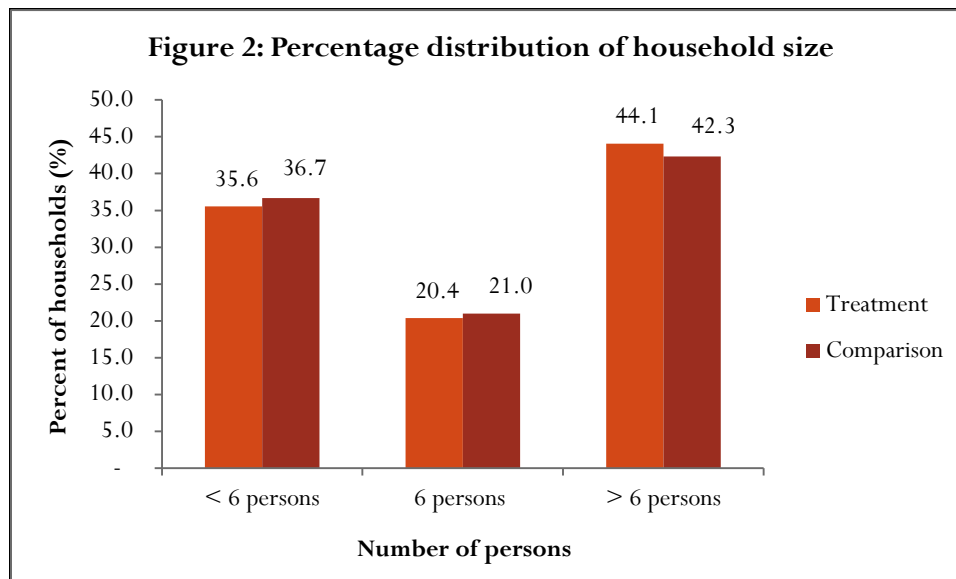
Main Economic Activity of Household Head

Table 2: Main economic activity of household/household head

Economic activity	Treatment	Comparison	Total
Crop Farming	75.1%	80.0%	76.8%
Livestock/Poultry	0.7%	1.3%	0.9%
Fishing	0.2%	0.0%	0.1%
Forestry/Logging/Timber harvest	0.0%	0.7%	0.2%
Mining/Quarrying	0.3%	2.0%	0.9%
Petty Trading	8.8%	4.0%	7.2%
Skilled worker (e.g. Masonry, Carpentry)	4.7%	3.7%	4.3%
Employed receiving Salary /Wage	8.2%	6.0%	7.5%
Bike /OKADA rider	0.2%	0.3%	0.2%
Service provider (e.g. dress-maker, barber)	0.8%	0.3%	0.7%
Herbalist/Traditional healer	0.5%	0.3%	0.4%
Others (remittance, palm wine tapping, etc)	0.5%	1.3%	0.8%
Total	100.0%	100.0%	100.0%

Average household size

There is no statistically significant difference in the average household size between treatment and comparison areas, estimated at 6.7 and 6.5 respectively.



Age Distribution of Household Population

Table 3: Age distribution of household population

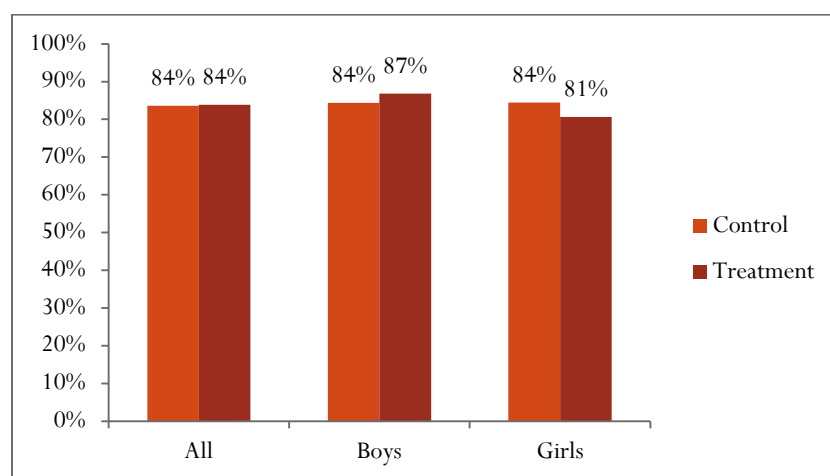
Age group (years)	Treatment	Comparison	Total
0 - 5	15.7%	13.5%	15.0%
6 - 17	42.4%	42.1%	42.3%
18 years & above	41.9%	44.4%	42.7%
Total	100.0%	100.0%	100.0%

EDUCATION AND EDUCATION SPENDING

School enrolment rate for children aged 6-17 years living in surveyed households

84% of children aged between 6-17 year old living in surveyed households are currently attending school.

Participation rate is the same for children in control and treatment households.



The highest school participation rates are reported in Mongo and Wara Wara Bafodia. There is a large gender gap in school participation in Neya chiefdom that warrants further investigation and action.

Table 4: Percentage of children 6-17 year old, living in households, currently attending school (school enrolment rate) by chiefdom

Chiefdom	School enrolment (Percent)	
	Boys	Girls
Treatment		
DEMBELIA SINKUNIA	84%	87%
MONGO	93%	90%
NEINI	85%	82%
NEYA	89%	64%
SULIMA	79%	75%
Comparison		
DIANG	72%	72%
WARA WARA BAFODIA	93%	93%

43.4% of households in treatment areas and 40.3 percent of households in comparison areas have at least one child, aged 6-17 years, who is not attending school. The reasons for children not attending school are highlighted below.

Table 5: Reasons for children not attending school

Reasons	Treatment	Comparison	Total
Child too young	45.4%	28.1%	39.9%
Child completed school	3.5%	0.0%	2.4%
School too far away	10.8%	5.0%	8.9%
Too expensive	26.5%	53.7%	35.2%
Child needed for household/farm work	15.4%	14.9%	15.2%
Child work elsewhere	5.0%	8.3%	6.0%
Child is ill/handicapped	4.6%	5.0%	4.7%
Child not interested	12.3%	15.7%	13.4%
Pregnancy	2.3%	2.5%	2.4%
Others	4.2%	5.0%	4.5%

84% of parents know the benefits of education, and there is no difference between treatment and control on this indicator.

Table 6: Percent of parents who demonstrate understanding of the importance for education for children - i.e. cite 2 or more reasons why education is important

Sex	Treatment	Comparison	Total
Boys	76.8%	81.0%	78.2%
Girls	76.1%	81.0%	77.8%
Total	85.1%	83.0%	84.4%

Reported household spending on education – comparing current levels to last years

Table 7: Extent of household spending on children education compared to one year ago

Extent of spending	Treatment	Comparison	Total
Spent more than last school year	79.6%	87.5%	82.4%
Spent same as last school year	15.8%	8.3%	13.2%
Spent less than last school year	4.6%	4.2%	4.4%
Total	100.0%	100.0%	100.0%

Table 8: Reasons for households' increased spending on children's education

Reasons	Treatment	Comparison	Total
More children currently attend school	24.3%	29.4%	26.2%
School charges increased	52.4%	67.1%	57.8%
Children are demanding more	22.3%	17.3%	20.5%
Increased economic trend/market price	47.6%	49.4%	48.3%
Teachers demanding more for extra class	4.8%	8.2%	6.0%
Change of school	7.5%	11.7%	9.0%
Others	0.5%	6.9%	2.9%

Table 9: Reasons for households' reduced spending on children's education

Reasons	Treatment	Comparison	Total
Less children currently attend school	26.1%	63.6%	38.2%
Scholarship/support from elsewhere	21.7%	0.0%	14.7%
Children are demanding less	30.4%	9.1%	23.5%
Change of school	4.3%	0.0%	2.9%
Teachers demanding less for extra class	13.0%	18.2%	14.7%
Others	8.7%	9.1%	8.8%

Table 10: Current household spending on education since last year

Spending (in SLL)	Treatment	Comparison	Total
< 100,000	21.0%	17.8%	19.9%
100,000 - 199,000	19.8%	18.9%	19.5%
200,000 - 299,000	14.0%	15.9%	14.6%
300,000 - 399,000	10.4%	10.6%	10.5%
400,000 - 499,000	7.8%	7.2%	7.6%
500,000 - 599,000	6.8%	6.1%	6.5%
600,000 - 699,000	4.8%	3.8%	4.4%
700,000 - 799,000	2.4%	4.5%	3.1%
800,000 - 899,000	3.0%	2.7%	2.9%
900,000 - 999,000	2.2%	3.0%	2.5%
1,000,000 - 1,099,000	1.6%	1.5%	1.6%
1,100,000 - 1,199,000	0.8%	1.1%	0.9%
1,200,000 - 1,299,000	1.0%	0.8%	0.9%
1,300,000 - 1,399,000	1.0%	0.4%	0.8%
1,400,000 - 1,499,000	1.2%	0.8%	1.0%
1,500,000 & above	2.4%	4.9%	3.3%
Total	100.0%	100.0%	100.0%

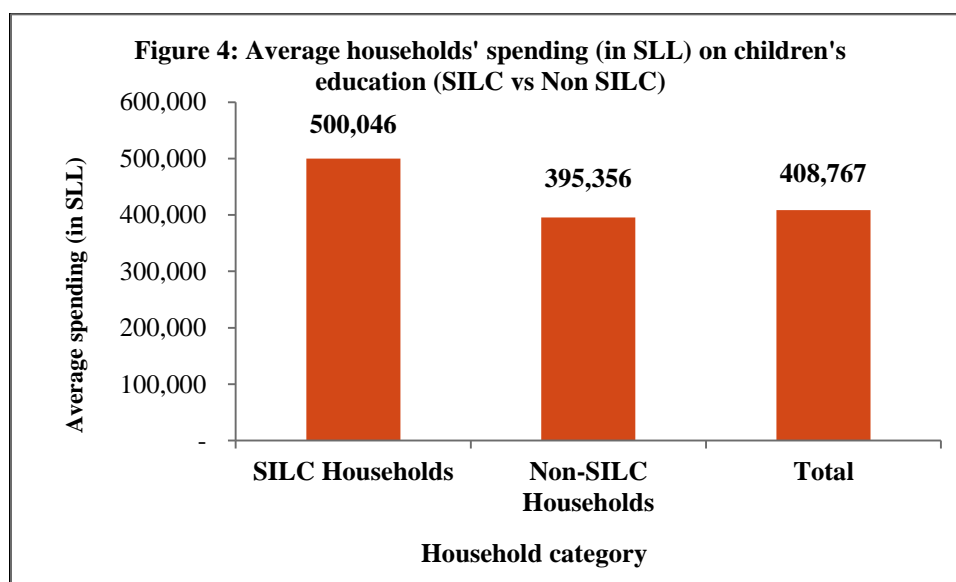


Table 11: Average household spending (in SLL) on children's education, by chiefdom

Chiefdom	Midline	Baseline
<i>Treatment</i>		
DEMBELIA SINKUNIA	339,600.00	238,541.00
MONGO	382,482.14	227,618.00
NEINI	442,081.02	259,918.00
NEYA	352,683.91	209,989.00
SULIMA	387,190.79	309,609.00
<i>Comparison</i>		
DIANG	408,435.09	263,702.00
WARA WARA BAFODIA	460,477.71	299,801.00

ACCESS TO CREDIT

60% of households in treatment areas and 63% in comparison areas have no access to credit or loans. Of those with access to credit, the main source is: family/friends/money lenders. The interest rates on loans range from 5 to 10 %.

Table 12:

Main source	Treatment	Comparison	Total
None	59.6%	63.0%	60.7%
Family/Friends/Money Lender	13.9%	13.3%	13.7%
SILC (formed by CRS)	11.2%	0.7%	7.7%
OSUSU	4.2%	1.7%	3.3%
Others (specify)	3.8%	0.0%	2.6%
Village Saving & Lending Association (VSLA)	3.0%	19.0%	8.3%
Financial Service Association (FSA)	2.2%	0.0%	1.4%
Community Bank	1.2%	1.7%	1.3%
Micro Credit Institution	0.7%	0.7%	0.7%
Commercial Bank	0.3%	0.0%	0.2%
Total	100.0%	100.0%	100.0%

21% of households in treatment areas and 13% of households in control areas report participating in a Savings & Loans group. This is a statistically significant difference.

SCHOOL FEEDING PROGRAMME

97.3% of students report that they are provided with meals (breakfast/snacks and lunch) in school daily.

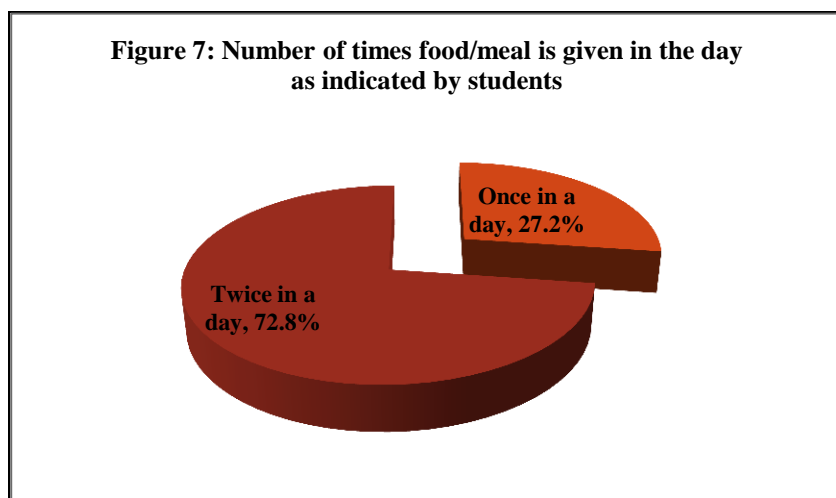


Table 15: Percentage of students with pen/pencil or notebook

Item	Treatment	Comparison	Total
Pen/pencil	94.2%	85.3%	91.2%
Notebook	94.2%	94.2%	94.2%

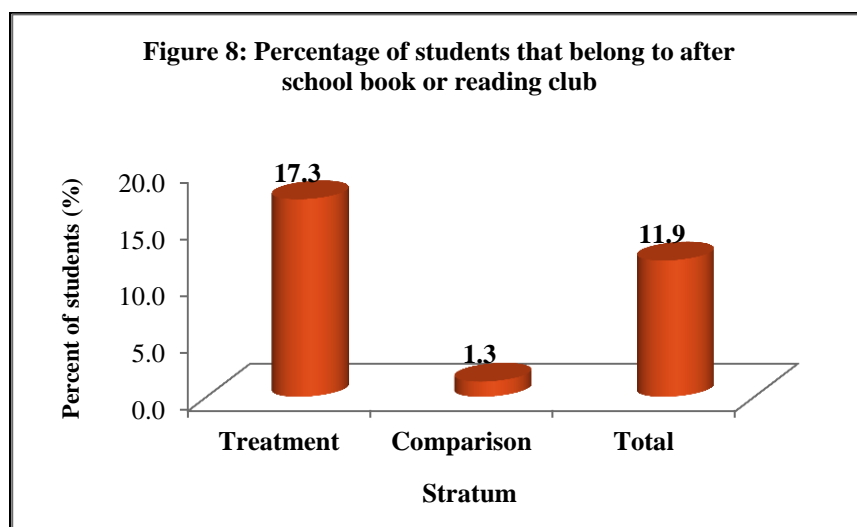


Table 16: Main language that children speak at home

Language	Treatment	Comparison	Total
Krio	8.8%	2.7%	6.7%
Koranko	63.6%	34.7%	53.9%
Yalunka	18.2%	0.9%	12.4%
Fula	6.3%	0.9%	4.5%
Madingo	0.7%	2.2%	1.2%
Limba	1.3%	58.7%	20.6%
Others	1.1%	0.0%	0.7%
Total	100.0%	100.0%	100.0%

Table 17: Percentage of persons in the home that can read in English

Person	Treatment	Comparison	Total
Father	7.2%	6.7%	7.0%
Mother	1.3%	2.7%	1.8%
Brother/Sister (older)	21.6%	28.4%	23.9%
Other Adult	5.6%	4.4%	5.2%
No body	65.2%	59.6%	63.3%

Reading Levels

Table 18: Percentage distribution of Independent Reading Level of Students in Classes 3, 4 and 5 (%)				
Class attending	Reading Level	Control	Treatment	All
Class 3	Class1 and below	81.4 87.1	77.8 91.2	78.9 90.1
	Class 2	9.3 8.7	12.4 6.1	11.4 6.8
	Class 3	9.3 2.3	6.2 1.8	7.1 1.9
	Class 4	0.0 1.1	3.1 0.7	2.1 0.8
	Class 5	0.0 0.4	0.5 0.1	0.4 0.2
	Class 6	0.0 0.4	0.5 0.1	0.4 0.2
Class 4	Class 1 and below	68.8 71.8	54.7 66.1	59.2 67.8
	Class 2	15.6 15.7	14.9 22.1	15.1 20.1
	Class 3	10.4 9.9	17.4 8.1	15.1 8.6
	Class 4	3.9 0.9	7.5 3.0	6.3 2.3
	Class 5	1.3 1.8	4.4 0.8	3.4 1.1
	Class 6	0.0	1.2	0.8
Class 5	<=Class1	50.0 54.1	28.4 48.8	37.3 50.8
	Class 2	14.5 16.5	18.2 19.8	16.7 18.5
	Class 3	19.4 22.9	25.0 20.9	22.7 21.6
	Class 4	8.1 4.1	13.6 5.3	11.3 4.9
	Class 5	6.5 1.2	11.4 4.2	9.3 3.1
	Class 6	1.6 1.2	2.3 1.1	2.0 1.1
	JSS 1	0.0	1.1	0.7
Baseline figures in red				

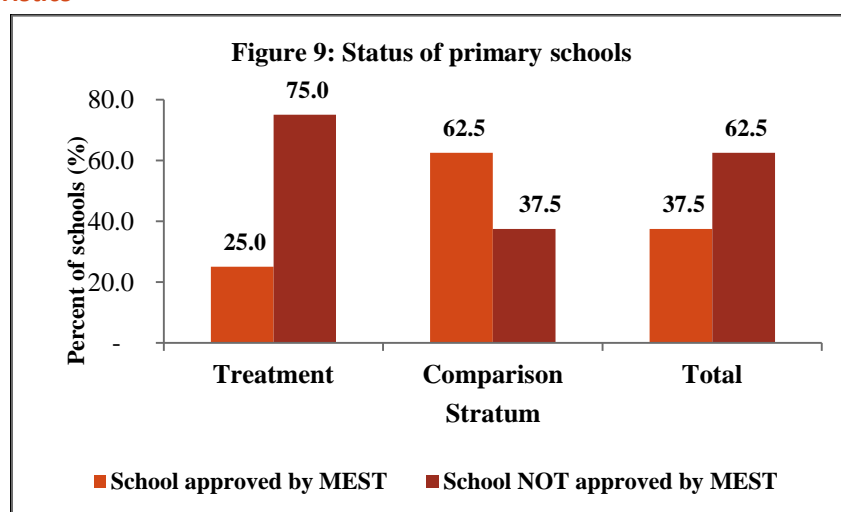
Table 19: Percentage distribution of Instructional Reading Levels of Students in Classes 3, 4 and 5 (%)				
Class attending	Reading Level	Control	Treatment	All
Class 3	<=Class1	77.9 82.2	72.2 87.7	73.9 86.3
	Class 2	9.3 8.7	14.4 6.6	12.9 7.2
	Class 3	11.6 6.8	8.8 3.9	9.6 4.7
	Class 4	1.2 1.1	4.1 0.4	3.2 0.6
	Class 5	0.0 0.8	0.5 0.8	0.4 0.8
	Class 6	0.0 0.4	0.0 0.5	0.0 0.5
Class 4	<=Class1	55.8 58.7	49.1 56.0	51.3 56.9
	Class 2	19.5 12.1	15.5 18.2	16.8 16.3
	Class 3	15.6 23.8	16.8 18.7	16.4 20.3
	Class 4	5.2 3.1	9.3 5.1	8.0 4.5
	Class 5	2.6 1.8	7.5 1.6	5.9 1.6
	Class 6	1.3 0.5	1.9 0.4	1.7 0.4
Class 5	<=Class1	35.5 43.5	22.7 40.6	28.0 41.7
	Class 2	21.0 17.7	19.3 14.8	20.0 15.9
	Class 3	24.2 24.7	20.5 25.4	22.0 25.2
	Class 4	8.1 7.7	20.5 9.2	15.3 8.6
	Class 5	6.5 4.7	12.5 6.4	10.0 5.7
	Class 6	3.2 1.8	2.3 3.2	2.7 2.7
	JSS 1	1.6 0.0	2.3 0.4	2.0 0.2
Baseline figures in red				

Table20: Percentage distribution of Frustration Reading Levels of Students in Classes 3, 4 and 5 (%)				
Class attending	Reading Level	Control	Treatment	All
Class 3	<=Class1			
	Class 2	76.7 83.3	70.9 87.8	72.7 86.7
	Class 3	9.3 7.6	15.8 6.5	13.8 6.8
	Class 4	12.8 6.8	9.2 3.9	10.3 4.7
	Class 5	1.2 1.1	3.6 0.4	2.8 0.6
	Class 6	0.0 0.8	0.5 0.8	0.4 0.8
Class 4	<=Class1			
	Class 2	55.8 59.6	49.1 55.8	51.3 57.0
	Class 3	18.2 11.2	14.9 18.0	16.0 15.9
	Class 4	16.9 23.8	17.4 18.7	17.2 20.3
	Class 5	5.2 3.1	9.3 4.9	8.0 4.4
	Class 6	2.6 2.2	7.5 2.2	5.9 2.2
	JSS 1	1.3 0.0	1.9 0.4	1.7 0.3
Class 5	<=Class1	1.6	2.3	2.0
	Class 2	32.3 44.1	22.7 41.1	26.7 42.3
	Class 3	24.2 17.7	13.6 14.5	18.0 15.7
	Class 4	24.2 24.1	25.0 24.5	24.7 24.3
	Class 5	8.1 7.1	20.5 9.9	15.3 8.9
	Class 6	6.5 5.3	13.6 6.7	10.7 6.2
	JSS 1	3.2 1.8	2.3 3.2	2.7 2.7
Baseline figures in red				

Table 21: Percentage of students who can read Independently at Baseline and Midline (by gender and class level)

MIDLINE								
Sex/Class	Target Schools				Comparison Schools			
	Class 3	Class 4	Class 5	Total	Class 3	Class 4	Class 5	Total
Boy	10.7%	11.6%	19.6%	12.7%	10.5%	10.3%	17.2%	12.3%
Girl	10.7%	15.2%	8.1%	11.8%	8.3%	0.0%	0.0%	3.4%
Total	10.7%	13.0%	14.8%	12.4%	9.3%	5.2%	8.1%	7.6%
BASELINE								
Sex/Class	Target Schools				Comparison Schools			
	Class 3	Class 4	Class 5	Total	Class 3	Class 4	Class 5	Total
Boy	4.7%	4.1%	3.7%	4.2%	3.5%	3.5%	7.4%	4.3%
Girl	3.7%	1.0%	1.1%	2.2%	1.8%	4.0%	2.5%	2.6%
Total	4.2%	2.7%	2.4%	3.2%	2.7%	3.7%	5.3%	3.5%

School Characteristics

**Table 23: Ownership of schools (primary)**

Ownership	Treatment	Comparison	Total
Government (District Education Committee)	31.3%	18.8%	27.1%
Christian Mission	53.1%	68.8%	58.3%
Islamic Mission	0.0%	12.5%	4.2%
Community	15.6%	0.0%	10.4%
Total	100.0%	100.0%	100.0%

Table 24: Occupancy status of school premises

Occupancy status	Treatment	Comparison	Total
Own permanent structure	71.9%	93.8%	79.2%
Private building	9.4%	0.0%	6.3%
Temporary structure (makeshift, wattle & mud. etc)	18.8%	6.3%	14.6%
Total	100.0%	100.0%	100.0%

Table 25: Type of materials made of school buildings

Material type	Treatment	Comparison	Total
Roof materials			
Corrugated metal sheets (zinc)	75.0%	100.0%	83.3%
Thatch	21.9%	0.0%	14.6%
Tarpaulin (plastic sheet)	3.1%	0.0%	2.1%
Wall materials			
Concrete polished wall	56.3%	62.5%	58.3%
Mud polished	15.6%	6.3%	12.5%
Mud unpolished	15.6%	18.8%	16.7%
Thatch	9.4%	0.0%	6.3%
Others (Sticks, open space,	3.1%	12.5%	6.3%
Floor materials			
Concrete floor	68.8%	68.8%	68.8%
Earth floor	31.3%	31.3%	31.3%

Table 26: Highest level/grade of schools (primary)

Highest level/grade	Treatment	Comparison	Total
Class 3	9.4%	0.0%	6.3%
Class 4	28.1%	12.5%	22.9%
Class 5	25.0%	6.3%	18.8%
Class 6	37.5%	81.3%	52.1%
Total	100.0%	100.0%	100.0%

Table 27: Number of classrooms in schools (primary)

Number of classrooms	Treatment	Comparison	Total
1 Classroom	0.0%	6.3%	2.1%
2 Classrooms	18.8%	18.8%	18.8%
3 Classrooms	46.9%	37.5%	43.8%
4 Classrooms	9.4%	12.5%	10.4%
5 Classrooms	9.4%	12.5%	10.4%

6 Classrooms	12.5%	12.5%	12.5%
8 Classrooms	3.1%	0.0%	2.1%
Total	100.0%	100.0%	100.0%

School Attendance

Percentage of school with MEST register for recording daily students

Treatment	Comparison	Total
43.8%	87.5%	58.3%

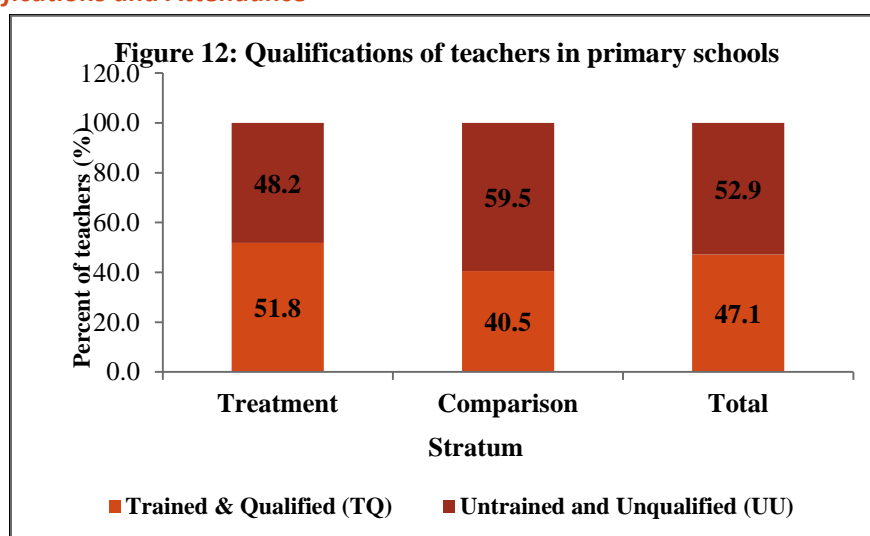
Table 28: Percentage of schools (primary) that calculate and track average attendance

Attendance record	Treatment	Comparison	Total
Weekly average	53.1%	68.8%	58.3%
Monthly average	9.4%	0.0%	6.3%
No average available	37.5%	31.3%	35.4%
Total	100.0%	100.0%	100.0%

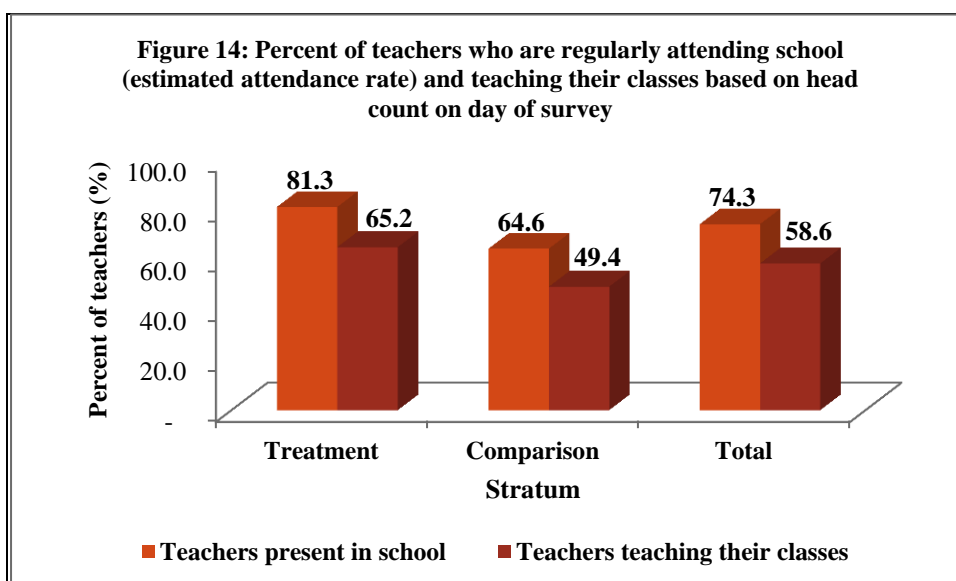
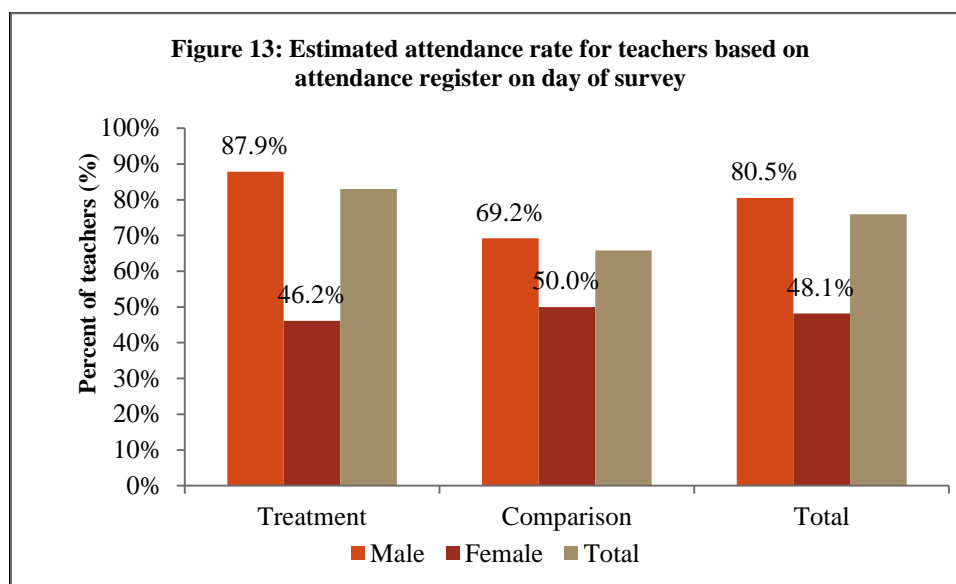
Table 29: Number of students enrolled in survey schools (boys/girls)

Sex	Treatment	Comparison	Total
Boys	2,430	1,572	4,002
Girls	2,457	1,611	4,068
Total	4,887	3,183	8,070

Teachers Qualifications and Attendance



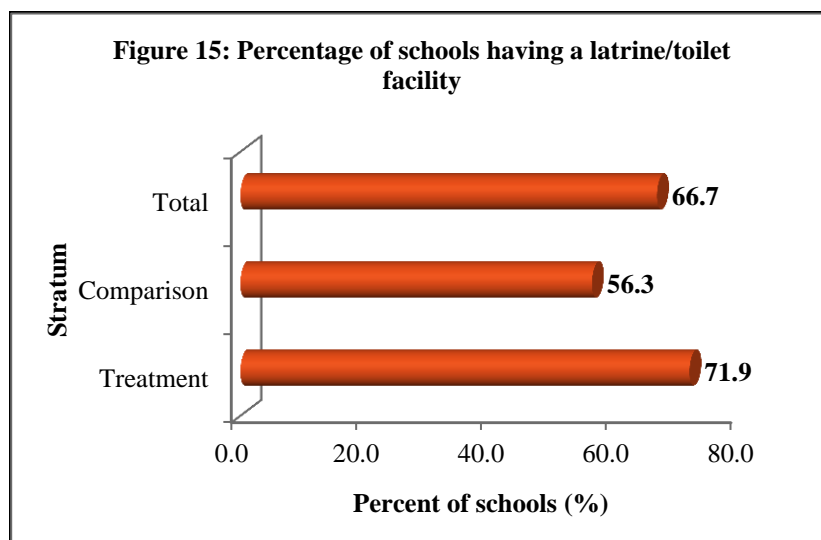
Percentage of schools that have teachers' attendance register for recording daily teacher attendance:
Treatment = 84.4%, Comparison = 100.0%



WATER AND SANITATION FACILITIES AT SCHHOL

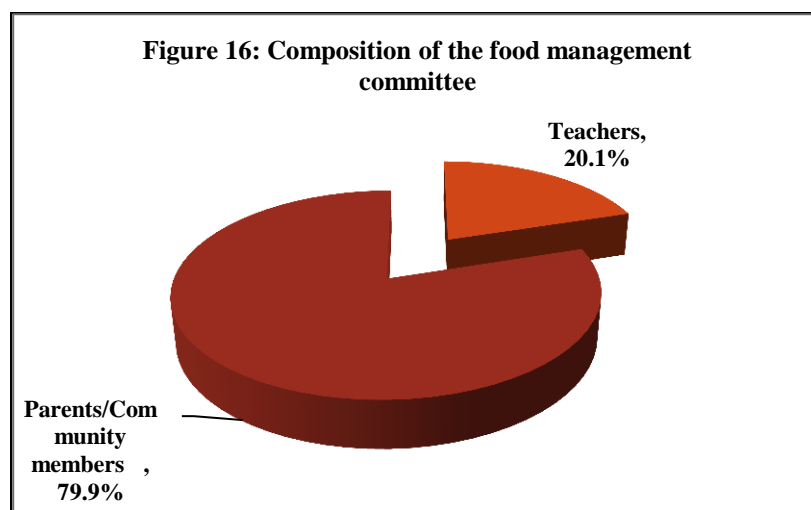
Table 30: Source of portable drinking water

Source	Treatment	Comparison	Total
Tap (pipe borne)	0.0%	18.8%	6.3%
Hand pump well	37.5%	18.8%	31.3%
<i>% schools having source of portable drinking water</i>	<i>37.5%</i>	<i>37.6%</i>	<i>37.6%</i>



SCHOOL FEEDING PROGRAMME

Evidently, 96.9% of schools receiving food/meals have food management committees; essentially a sub-committee of the school management committee (SMC) primarily charged to manage food provided for schools.

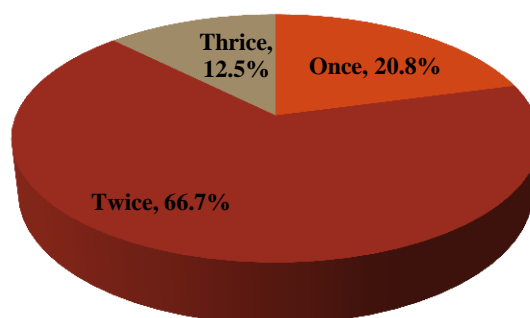


74.2% of food management committees reported to have members trained in their roles and responsibilities for managing food.

Also about 96.9% of schools receiving food/meals were reported to providing stipulated food contributions (such as fire wood and cooking condiments).

About 75.0% of schools have reportedly given out take-home rations to girls in classes 4, 5 and 6 since the current school year 2013/14 that began in September 2013.

Figure 17: Number of times take-home rations have been given to girls since start current school year 2013/14



In total 400 girls in the 32 treatment survey schools were reported to have received take-home rations since the current school year 2013/14.

School Facilities, Teaching & Learning Materials

% schools with teachers having access to teachers' guides in the core subjects (English, Mathematics, Social Studies and Science) used for teaching

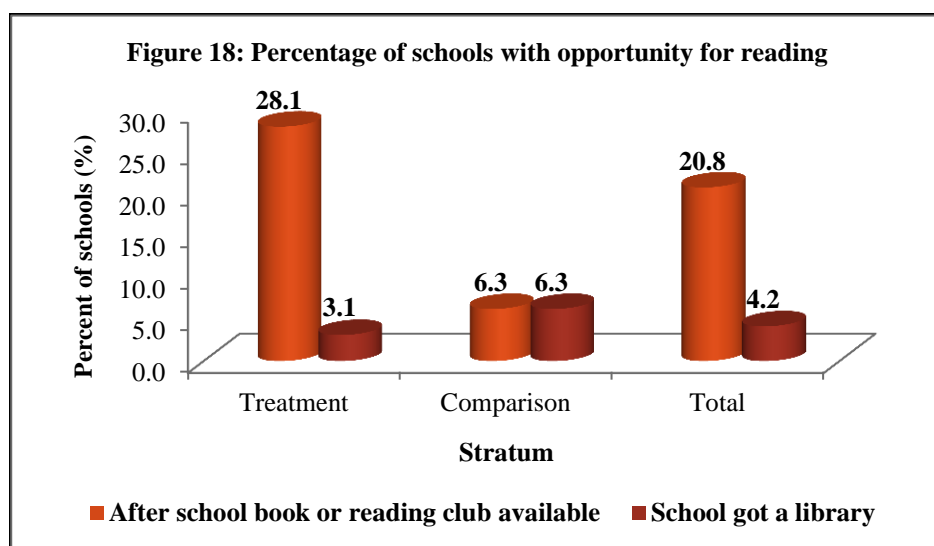
Treatment	Comparison	Total
65.6%	56.3%	62.5%

Table 31: Percentage of schools that received supply of pupils textbooks during current school year 2013/2014

Main provider	Treatment	Comparison	Total
CRS	56.3%	6.3%	39.6%
Government/Local Council (including MEST)	9.4%	37.5%	18.8%
Other NGOs (UNICEF)	0.0%	12.5%	4.2%
<i>% schools that received supply</i>	65.6%	56.3%	62.5%

Table 32: Textbook-students ratios in the four core subjects by class/grade

Core Subjects	Textbook-students ratio (# students per textbook)						
	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	ALL
<i>Treatment</i>							
ENGLISH	1:3.7	1:3.2	1:2.1	1:2.1	1:2.1	1:1.0	1:2.5
MATHEMATICS	1:3.8	1:3.1	1:2.8	1:2.9	1:2.9	1:1.0	1:2.9
SCIENCE	1:11.6	1:6.6	1:3.7	1:2.4	1:3.2	1:1.0	1:4.1
SOCIAL STUDIES	1:4.1	1:4.0	1:3.1	1:3.2	1:3.0	1:1.2	1:3.3
<i>Comparison</i>							
ENGLISH	1:2.9	1:2.2	1:2.3	1:2.2	1:2.2	1:1.5	1:2.3
MATHEMATICS	1:3.0	1:2.4	1:2.5	1:2.5	1:2.2	1:1.7	1:2.5
SCIENCE	1:9.0	1:6.0	1:2.4	1:1.8	1:1.8	1:1.6	1:3.0
SOCIAL STUDIES	1:3.0	1:2.6	1:1.8	1:2.1	1:1.8	1:1.6	1:2.2



% schools with life skills sessions held for pupils

Treatment	Comparison	Total
53.1%	37.5%	47.9%

School Management and Capacity Building

% SMCs trained in their roles and responsibilities in school management in the past 3 years since 2012.

Treatment	Comparison	Total
90.6%	37.5%	72.9%

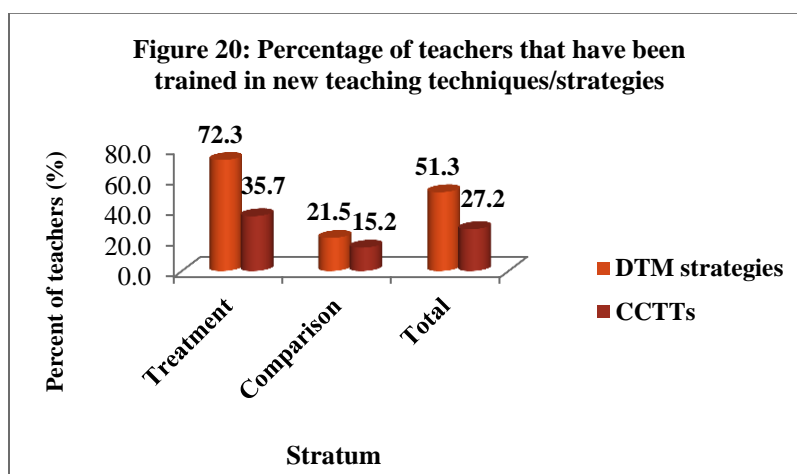
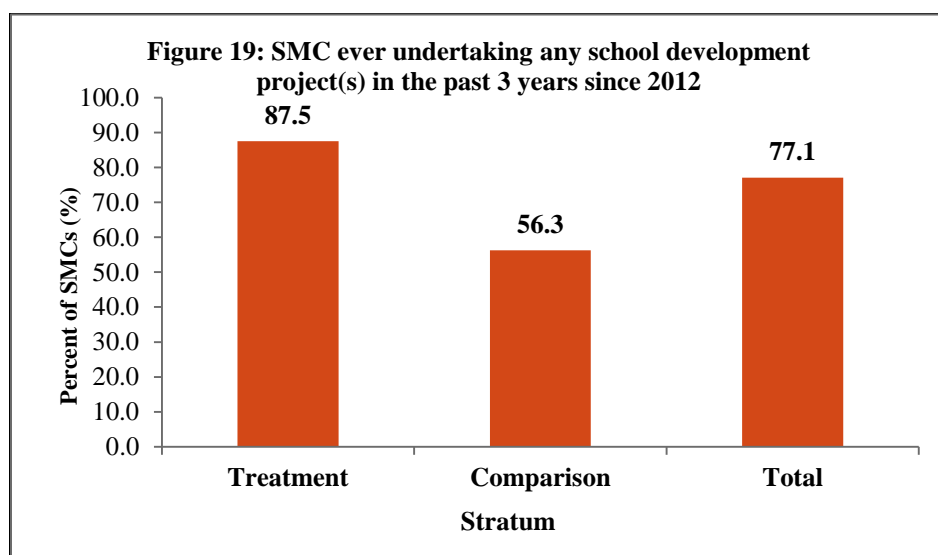


Table 33: Number of teachers currently going through the distance learning program (Survey Schools)

Sex	Treatment	Comparison	Total
Male	26	21	47
Female	0	6	6
Total	26	27	53

Table 34: Sponsors supporting teachers on distance learning program

Sponsor	Treatment	Comparison	Total
CRS	88.9%	0.0%	53.3%
Self	5.6%	41.7%	20.0%
Others (other NGOs such as IBIS)	5.6%	58.3%	26.7%
Total	100.0%	100.0%	100.0%

Table 35: Other NGOs/development partners supporting schools

NGO/Development Partners	Main activity or project of NGO
<i>Treatment</i>	
IBIS	Support for child education, Supply of teaching and learning materials, Support to teachers training
SNAP	Farmer Field School
Loma Mountain Forest Group	Nature Club
Child Fund	Train pupils on health issues
CARITAS	Life skills
CARE	Health
Cause Canada	Provide sport kits
Leonard Cheshire Disability	Support persons with disability
UNICEF	Health Issue
<i>Comparison</i>	
IBIS	Supply of teaching and learning materials, Support teachers
DEMDEMBEH	Supply Tom shoes to pupil
Street Child S/L	Aid in construction of school building
Leonard Cheshire Disability	Support persons with disability, Support to teachers training
Christian Extension Services	Rehabilitation of schools
Cause Canada	Provide sport kits

CLASSROOM AND TEACHER OBSERVATION

CLASSROOM OBSERVATION

Table 36: Status of classrooms

Classroom status	Treatment	Comparison	Total
Permanent	72.4%	82.1%	75.6%
Semi-Permanent (e.g. hut)	27.6%	14.3%	23.3%
Temporary (e.g. under a tree, outside)	0.0%	3.6%	1.2%
Total	100.0%	100.0%	100.0%

Table 37: Seating arrangement of students in classes

Seating arrangement	Treatment	Comparison	Total
Each child has own desk/bench	5.2%	10.7%	7.0%
Two children share a desk/bench	8.6%	14.3%	10.5%
Three children share a desk/bench	63.8%	39.3%	55.8%
More than 3 children share a desk/bench	22.4%	35.7%	26.7%
Total	100.0%	100.0%	100.0%

Table 38: Facility in classrooms

Facility	Treatment	Comparison	Total
A separate chalkboard or blackboard	93.1%	85.7%	90.7%
A teacher's table and chair	25.9%	32.1%	27.9%
Children's work on the wall	5.2%	7.1%	5.8%
List of vocabulary words/alphabet chart on wall	3.4%	10.7%	5.8%
Total	100.0%	100.0%	100.0%

Table 39: Use of textbooks in classrooms as observed

Use of textbooks	Treatment	Comparison	Total
By the teacher only	37.9%	60.7%	45.3%
By the children, one each	6.9%	3.6%	5.8%
By the children, shared by two	15.5%	3.6%	11.6%
By the children, shared by three or more	12.1%	7.1%	10.5%
No books or readers used	27.6%	25.0%	26.7%
Total	100.0%	100.0%	100.0%

TEACHER OBSERVATION

Area 1: Teacher use of pupil assessment techniques during lessons

Table 40: Teacher checking for understanding of pupils during the lesson

Technique	Treatment	Comparison	Total
Teacher does not check for pupil understanding during the lesson	24.1%	25.0%	24.4%
Teacher uses one assessment technique, but inconsistently or ineffectively	50.0%	67.9%	55.8%
Teacher uses a variety of assessment techniques - most used effectively and appropriately	25.9%	7.1%	19.8%
Total	100.0%	100.0%	100.0%

Table 41: Teacher adjustment of practice based on pupil responses during the lesson

Practice	Treatment	Comparison	Total
Teacher does not adjust practice based on pupils response	31.0%	25.0%	29.1%
Teacher adjusts practice a few times, not consistently	37.9%	57.1%	44.2%
Teacher adjusts practice when s/he observe that pupils do not understand lesson	31.0%	14.3%	25.6%
Teacher is consistently adjusting practice to meet the need of pupils.	0.0%	3.6%	1.2%
Total	100.0%	100.0%	100.0%

Table 42: Teacher presentation and clarity of lesson objectives during the lesson

Practice	Treatment	Comparison	Total
There is no learning objective or learning objective is unclear	32.8%	25.0%	30.2%
Lesson objective is narrow and only a few students have the opportunity to demonstrate mastery of the objective	36.2%	64.3%	45.3%
Some pupils have the opportunity to demonstrate mastery of the objectives through practice and evaluation activities	29.3%	7.1%	22.1%
All pupils have the opportunity to demonstrate mastery of lesson objectives through practice and evaluation activities	1.7%	3.6%	2.3%
Total	100.0%	100.0%	100.0%

Area 2: Teachers' demonstration of good instructional practice

Table 43: Evidence of lesson plan during lesson

Evidence of lesson plan	Treatment	Comparison	Total
There is no evidence of lesson plans	39.7%	46.4%	41.9%
There is a lesson plan, but not sufficient to guide practice	25.9%	35.7%	29.1%
The lesson plan exists and is sufficient to guide practice	31.0%	17.9%	26.7%
The lesson plan exists and demonstrates best practice	3.4%	0.0%	2.3%
Total	100.0%	100.0%	100.0%

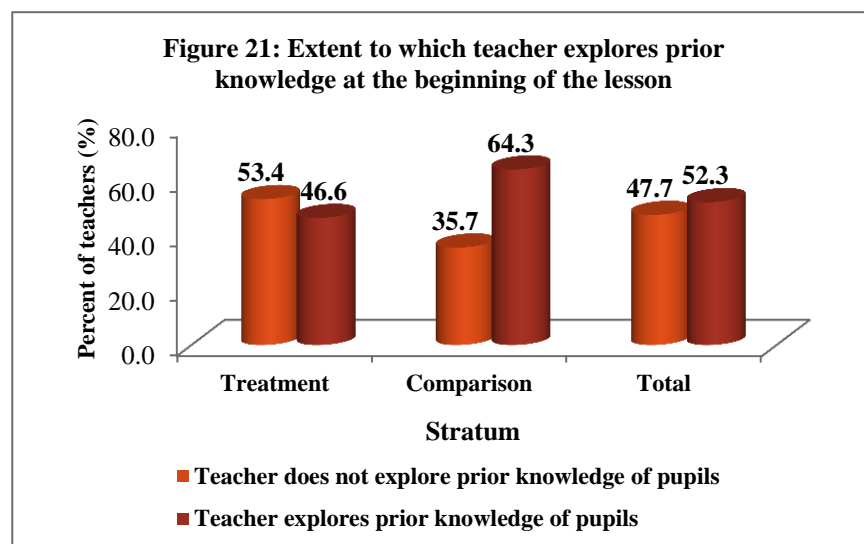


Table 44: Teachers' use of teaching methods

Use of teaching methods	Treatment	Comparison	Total
Lesson is teacher-directed for the whole lesson	31.0%	46.4%	36.0%
Lesson is mostly teacher-directed, whole group instruction	51.7%	50.0%	51.2%
Students do some pair and/or group work that is appropriate for the concept learned	17.2%	3.6%	12.8%
Total	100.0%	100.0%	100.0%

Area 3: Students' attentiveness and engagement throughout the lesson

Table 45: Extent of students' participation and attentiveness during the lesson

Extent of participation and attentiveness	Treatment	Comparison	Total
There is no evidence of students' attentiveness or engagement	15.5%	28.6%	19.8%
A few students are attentive or engaged in the class (e.g. asking questions, participating, on-task etc.)	37.9%	53.6%	43.0%
Most students are attentive or engaged in the class	43.1%	17.9%	34.9%
All students are attentive or engaged throughout the lesson	3.4%	0.0%	2.3%
Total	100.0%	100.0%	100.0%

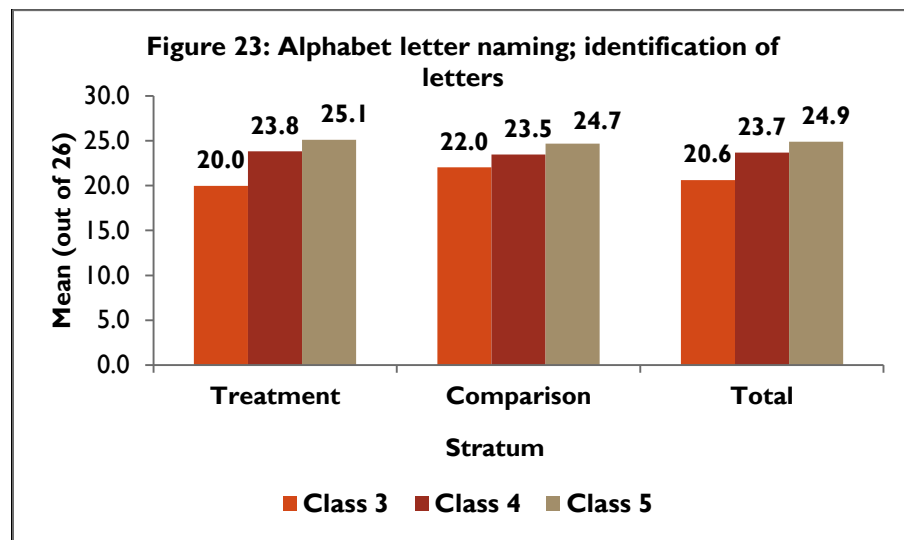
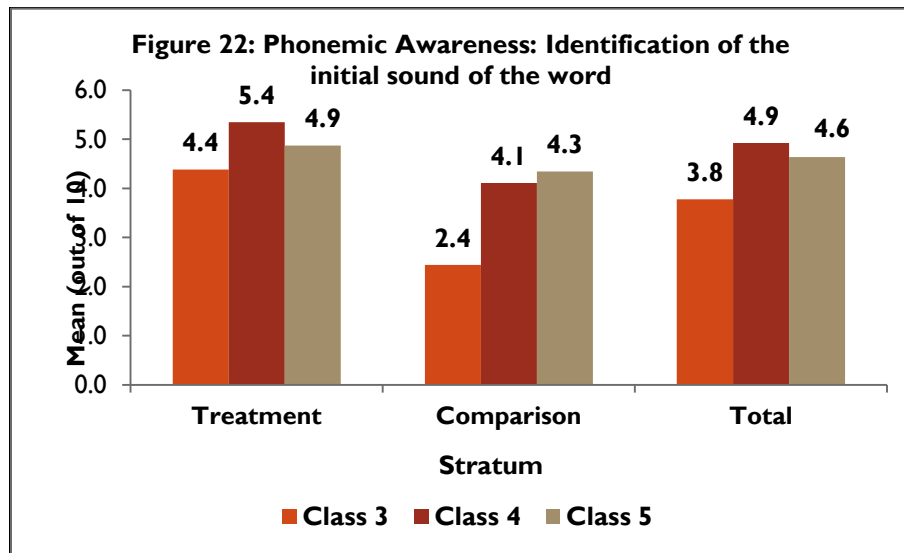
Table 46: Extent to which students read, write and speak during lesson

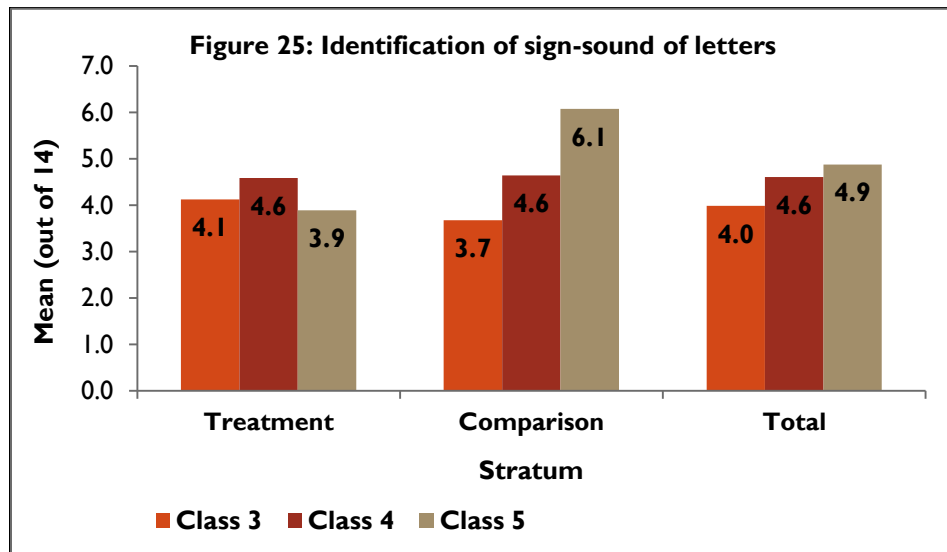
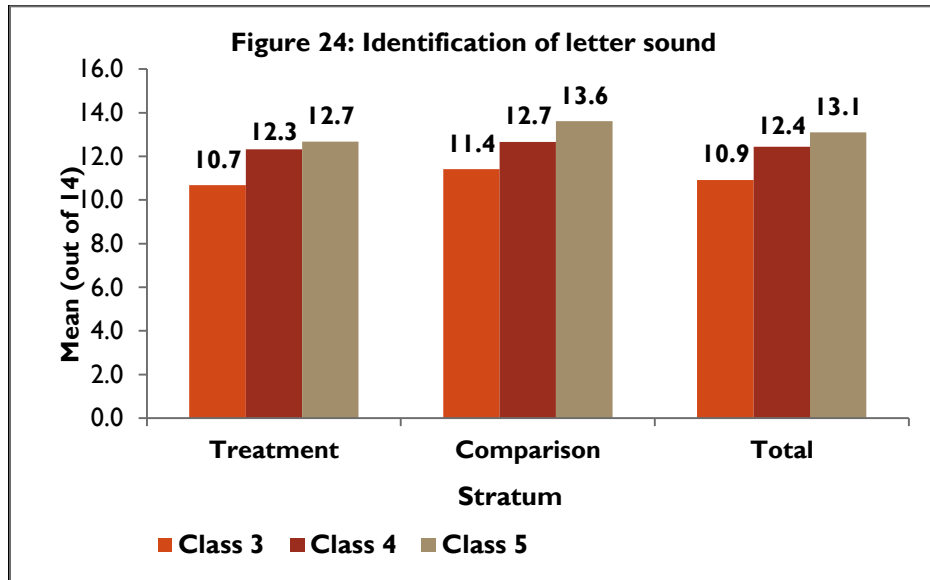
Extent of reading, writing and speaking	Treatment	Comparison	Total
No evidence of students reading, writing or speaking during the class	19.0%	21.4%	19.8%
A few students read, write and speak during the class	60.3%	64.3%	61.6%
Most students have opportunity to read, write and speak during lesson	19.0%	14.3%	17.4%
All students have the opportunity to read, write, and speak during the lesson	1.7%	0.0%	1.2%
Total	100.0%	100.0%	100.0%

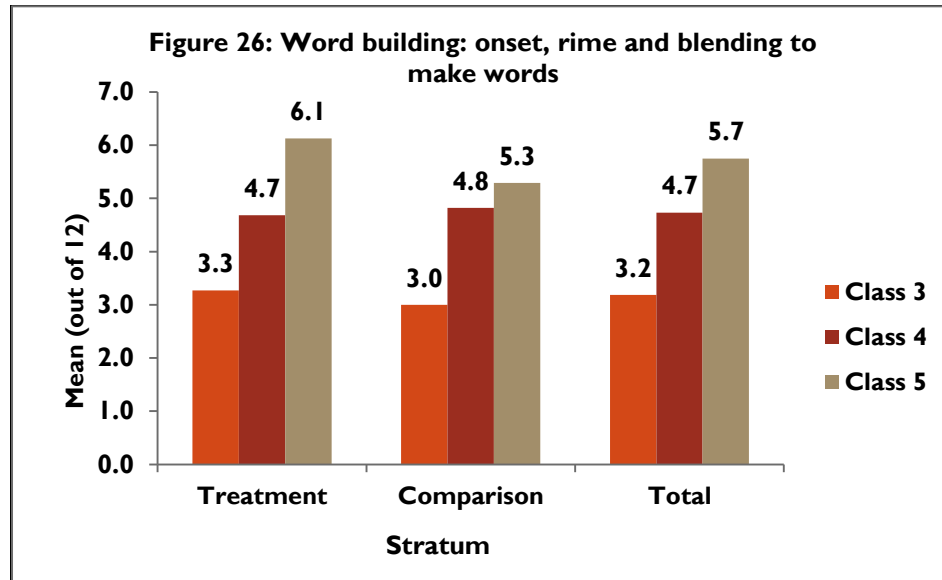
Table 47: Percentage of students attentive during classroom activities

	Boys			Girls			Both Boys & Girls		
	Treat ment	Comp arison	To tal	Treat ment	Comp arison	To tal	Treat ment	Comp arison	To tal
Behaviour criteria									
Students follow instruction.	76	65	73	69	59	62	72	62	70
Students listen and work without distraction	73	62	70	68	53	64	70	58	67
Students are participating in the lesson (read passages, contribute to discussion, note taking).	72	51	67	69	48	63	70	50	65
Students ask questions and/or seek help with learning	37	49	40	34	49	38	35	49	39
Average students' attentiveness	65	57	63	60	52	58	62	55	60

Early Grade Reading Assessment (EGRA)







Appendix B: Comparing baseline and midterm results for program schools

Midterm term evaluation results compared with baseline measures

Indicators	Target	Baseline results	MTE results	Sig. Difference
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%)	11.9% (Boys 12.4%) (Girls 11.2%)	*
2. Percent of students identified as attentive during classroom activities (boys & girls)*	80%	68% (based on teacher recall)	58% (based on teacher recall)	*
3. Estimated Attendance Rate (Evaluation)	80%	78%	68% (69% boys) (66% girls)	*
4. Percent of students in targeted schools who indicate that they are 'hungry' or 'very hungry'	0%	64%	28%	*
5. Estimated attendance rate for teachers	95%	82%	83%	
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% (based on pre-training score)	66% (based on post-training score)	*
7. Percentage of teachers can demonstrate at least one new teaching skill?	N/A	20%	75%	*
8. Percentage of households who have increased their household spending on education since last year	50%	46%	80%	*
9. Current household spending on education since last year (Average in SLL)	N/A	245,845	392,634	*
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%	
11. Number (percentage) of households involved in SILC groups	N/A	0% (0)	21%	*
12. Average monthly savings rate of SILC members	N/A	N/A	34%	
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%	
15. Percent of Teacher Training College staff who are able to describe a threshold number of new teaching techniques	N/A	34% (based on pre-training score)	88% (based on post-training score)	
16. Number of students enrolled in project supported schools	25,000	Total: 25,128 (B: 12,820) (G: 12,308)	28,586	

Note: Significant difference was not tested for indicators that have not got values available or determined for baseline.
N/A means not available

Appendix C: Statistical/Significance Testing: Treatment versus Comparison for MTE

Midterm results: Treatment group versus Comparison group (with indicators differing significantly starred)

Indicators	Target	Treatment	Comparison	Sig.
1. Percent of students in target schools who read at or above their grade level (girls/boys) (ESRI)	20%	11.9% (Boys: 12.4% Girls: 11.2%)	7.6% (Boys 12.3%, Girls 3.4%)	*
2. Percent of students identified as attentive during classroom activities (boys & girls)	80%	62.1% (based on teacher recall)	58% (based on teacher recall)	*
3. Estimated Daily Attendance Rate (Evaluation)	80%	67.7%	47.7%	*
4. Percent of students in targeted schools who indicate that they are 'hungry' or 'very hungry' (as shown in a school survey)	0%	27.9%	75.6%	*
5. Percent of teachers who are regularly attending school/Estimated attendance rate for teachers	95%	83%	65.8%	*
6. Percent of teachers in target schools who are able to describe a threshold number (at least 4 methods) of new teaching techniques	75%	66% (post- training score)	N/A	
7. Percentage of teachers can demonstrate at least one new teaching skill	N/A	75.4%	21.9%	*
8. Percentage of households who have increased their household spending on education since last year	50%	79.6%	87.5%	*
9. Current household spending on education over one year (Average in SLL)	N/A	392,633	439,385	
10. Percentage of parents who understand the importance of education for children- i.e. cite 2 or more reasons why education is important	75%	85.1%	83.0%	
11. Percentage of households involved in SILC groups	N/A	20.7%	13.3%	
12. Average monthly savings rate of SILC members	N/A	33.6%	N/A	
13. Percent of schools who provide stipulated level of food contribution	N/A	96.9%	N/A	
14. Percentage of Parent-Teacher Associations or similar "school" governance structures (SMCs) are contributing to schools as a result of USDA assistance?	N/A	87.5%	N/A	
15. Percent of Teacher Training College staff who are able to describe a threshold number of new teaching techniques	N/A	88% (post- training score)	N/A	
16. Number of students enrolled in project supported schools	N/A			

Note: Significant difference was not tested for indicators that have not got values available/determined for comparison group. N/A means not available

In addition, significance tests were carried on specific results as suggested/requested per feedback on the evaluation report. The results are presented in the table below.

Test of significance on specific results (with results differing significantly starred)

Results	Treatment	Comparison	Sig
1. Scholarship/support from elsewhere as a reason for households' reduced spending on children's education	21.7%	0.0%	*
2. % households with children (6-17) years attending (enrolled) school.	85.5%	89.0%	
3. % girls enrolled in school	70.7%	75.5%	
4. % of teachers trained and qualified in primary schools	51.8%	40.5%	*
5. Estimated attendance rate for teachers based on attendance register on day of survey	83.0%	65.8%	*
6. Teachers attendance on day of survey (based on head count)	65.2%	49.4%	
7. Percentage of schools having a latrine/toilet facility	71.9%	56.3%	*
8. % SMC ever undertaking any school development project(s) in the past 3 years since 2012	87.5%	56.3%	*
9. % students owning a desk and a chair	5.2%	10.7%	*
10. % classroom with separate chalkboard or blackboard	93.1%	85.7%	*
11. % classroom with only teacher using textbook (as observed)	37.9%	60.7%	*
12. % classroom with all children using textbook (one each as observed)	6.9%	3.6%	*
13. % classroom with 2 children shared a textbook (as observed)	15.5%	3.6%	*
14. % classroom with three or more children shared a textbook (as observed)	12.1%	7.1%	*
15. % classroom with no child using any books or readers (as observed)	27.6%	25.0%	
16. % teachers with no evidence of lesson plan	39.7%	46.4%	
17. % teachers with a lesson plan, but not sufficient to guide practice	25.9%	35.7%	*
18. % teachers with lesson plan and is sufficient to guide practice	31.0%	17.9%	*
19. % teachers with lesson plan and demonstration of best practice	3.4%	0.0%	*
20. Phonemic Awareness: Identification of the initial sound of the word (mean score out of 10)	4.8	3.5	
21. Alphabet letter naming; identification of letters (mean score out of 26)	22.2	23.2	
22. Identification of letter sound (mean score out of 14)	11.6	12.4	
23. Identification of sign-sound of letters (mean score out of 14)	4.3	4.6	

ANNEXES

Annex 1: List of interviewee and contributors

Name	Title	Organization
Aminata Jalloh	Education Assistant	CRS
Amy Ritualo	M & E	USDA
Anne Sellers	Education Advisor	CRS
Dan Archibald	Program Admin and M&E	USDA
David Sombie	Education Manager	CRS
Field Agent 1	Field Agent	CRS
Field Agent 2	Field Agent	CRS
Heather Dolphin	M & E	CRS
Jenneh Jalloh	Program Officer	USAID Sierra Leone
Jonathan Schofield	Head of Programs	CRS
Julie Heifitz	International Director	IRA
Mary Allen	Program Analyst, Food for Education	USDA
Michael Ghebrab	Country Representative	CRS
Mohamed Gibril Kamara	School Feeding Coordinator	MEST
Mr. Mwaluma Andrew Gegbe	M & E Coordinator	CRS
Mr. Gandhi	Master Trainer	
Mr. Kabia	Dean of Education and Coordinator FFE Program	Northern Polytechnic
Mr. Kuyateh	Deputy Director, Koinadugu	MEST
Mr. Simlapi Kpallu	Quality of Education Manager	CRS

Annex 2: Household Questionnaire



INTRODUCTION

“My name is _____. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL) about children education. We would like to ask you few questions about your child education. 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 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 Household**

Cluster Number: |__| |__|

SECTION 0: CLUSTER IDENTIFICATION

Household Number

|__| |__|

District

Chiefdom

Village/Community

Interviewer _____	Date of Interview: (DD/MM/YYYY) __ __ / __ __ / __ __ __ __
Supervisor _____	Date Reviewed: (DD/MM/YYYY) __ __ / __ __ / __ __ __ __

CHIEFDOMS

- 1- DEMBELIA SINKUNIA
- 2- MONGO
- 3- NEINI
- 4- NEYA

- 5- SULIMA
- 6- DIANG
- 7. WARA WARA BAFODIA



**LIST ALL MEMBERS OF THE HOUSEHOLD, STARTING WITH THE HEAD OF THE HOUSEHOLD,
INCLUDING THEIR SEX AND GENDER**

HOUSEHOLD ROSTER

No.	Name of household members (start with household head)	Sex 1= Male 2= Female	Age as at last birthday (years) For children less than 1 yea, enter 00
1.			____ ____
2.			____ ____
3.			____ ____
4.			____ ____
5.			____ ____
6.			____ ____
7.			____ ____
8.			____ ____
9.			____ ____
10.			____ ____
11.			____ ____
12.			____ ____
13.			____ ____
14.			____ ____
15.			____ ____
16.			____ ____
17.			____ ____
18.			____ ____
19.			____ ____
20.			____ ____



LIST OF CHILDREN 6-17 YEARS STAYING ELSEWHERE

No.	Name of children 6-17 years staying elsewhere	Sex <i>1= Male 2= Female</i>	Age as at last birthday (years) <i>Leave blank if no child lives elsewhere</i>
1.		____	____ ____
2.		____	____ ____
3.		____	____ ____
4.		____	____ ____
5.		____	____ ____
6.		____	____ ____
7.		____	____ ____
8.		____	____ ____
9.		____	____ ____
10.		____	____ ____



SECTION A: RESPONDENT AND HOUSEHOLD CHARACTERISTICS				
No.	QUESTION	RESPONSE CODES		ANSWER
A1	Name of respondent.	_____		
A2	Gender of respondent	1 - Male 2 - Female	____	
A3	Age of respondent	<i>Age in completed years as at last birthday</i>	____ ____	
A4	Are you the head of this household?	1 - Yes —————→ <i>If Yes, Go to A6</i> 2 - No	____	
A5	If you are not the household head, what is the gender of household head?	1 - Male 2 - Female	____	
A6	What is the highest education level household head has attained?	1= None/Never attended school 2= Primary 3= Junior School Education 4= Senior School Education 5= Higher/Post Secondary 6= Tech/Voc 7= Others (specify) _____	____	
A7	What is the main economic activity of the household/household head? <i>That is, activity that gives the most income.</i>	01- Crop Farming 02- Livestock/Poultry 03- Fishing 04- Forestry/Logging/Timber harvest 05- Mining/Quarrying 06- Petty Trading 07- Skilled worker (e.g. Masonry, Carpentry) 08- Employed receiving Salary/Wage 09- Bike /OKADA rider 10- Service provider (e.g. dress-maker, barber) 11- Herbalist/Traditional healer 12- Other (Specify) _____	____ ____	
A8	In total, how many people live (eat from the same pot) in this household?	Total number of household members		____ ____
A9	Of the people that live in this household, how many people are in each of these age categories (including you)? <i>(Please confirm with the household roster)</i>	Age group (years)	(i). How many are male?	(ii). How many are female?
		a).Children (0 – 5)	____ ____	____ ____
		b). Children (6 –17)	____ ____	____ ____
		c). Adult (18 and above)	____ ____	____ ____
A10	How many children 6 – 17 years are staying elsewhere?	a. Number of boys staying elsewhere		____ ____
		b. Number of girls staying elsewhere		____ ____

SECTION B: EDUCATION AND EDUCATION SERVICES					
Instructions: Record all education expenses for children (6-17) years living in household and/or staying elsewhere currently attending school this academic year (2013/14) that household head or someone in the household is financing their education					
No	QUESTION			RESPONSE CODES	ANSWER
B1	<i>Check A9b and A10.</i> Is there any child (6-17) years in this household or staying elsewhere currently attending school in this school year 2013/14 that you are or someone in the household is financing their education?			1 – Yes 2 – No → <i>If No, Go to B12</i>	____
Enumerator: Fill out B2 –B7 for each child mentioned currently attending school.					
B2 Child name	B3 Sex 1= Boy 2= Girl	B4 What is the grade/class child (Name) is currently attending?	B5 Where does child (Name) lives? 1= In household 2= Elsewhere <i>(If child lives elsewhere, Go to B7)</i>	B6 If child (Name) lives in household, how far is the school that s/he is attending? Record distance in miles <i>(If school in community, write 00)</i>	B7 How much have you spent on child's (Name) education this school year (2013/14)? <i>Consider all education expenses (tuition fees, other charges, uniforms, books, pens/pencils, bags, foot ware, etc). Record amount in Leones.</i>
Children in household					
i.					
ii.					
iii.					
iv.					
Children staying elsewhere					
v.					
vi.					
vii.					
B8	Number of children living in household currently attending school			B9	Number of children living elsewhere currently attending school
	a. Number of boys ____				a. Number of boys ____
	b. Number of girls ____				b. Number of girls ____



No.	QUESTION	RESPONSE CODES	ANSWER
B10	Overall, did you spend more, same or less amount on children education this academic year (2013/14) compared to last school year (2012/13)?	1= Spent more than last school year 2= Spent same as last school year 3= Spent less than last school year <i>If spent same amount spent, Go B13</i>	____
B11	If spent more amount on children education, what is/are the reasons for that? <i>Choose all that apply</i>	1. More children currently attend school 2. School charges increased 3. Children are demanding more 4. Increased economic trend/market price 5. Teachers demanding more for extra class 6. Change of school 7. Others (specify) _____	
B12	If spent less amount on children education, what is/are the reasons for that? <i>Choose all that apply</i>	1. Less children currently attend school 2. Scholarship/support from elsewhere 3. Children are demanding less 4. Change of school 5. Teachers demanding less for extra class 6. Others (specify) _____	
B13	Is there any child (6-17) years in this household that is not currently attending school this school year?	1 – Yes 2 – No → <i>If No, Go to B15</i>	____
B14	Why are children (is child) not currently attending school? <i>Record answer for each child not attending school</i> <i>Choose all that apply</i>	1. Child too young 2. Child completed school 3. School too far away 4. Too expensive 5. Child needed for household/farm work 6. Child work elsewhere 7. Child is ill/handicapped 8. Child not interested 9. Pregnancy 10. Others (specify) _____	
B15	In your opinion, do you agree that it is important for boys to go to school?	1-Strongly Agree 2- Agree 3- Neutral 4- Disagree 5- Strongly disagree <i>(If 4 or 5; Go to B17)</i>	____
B16	In your opinion, why is it important for boys to go to school? <i>Choose all that apply</i>	1. Acquisition of life skills 2. Empower to maintain a healthy existence 3. Empower to maintain a productive existence 4. Secure well paid job 5. Grow into resourceful and socially active adults 6. Acquire critical thinking skills 7. Help develop self-confidence 8. Economic independence 9. Contribute to children welfare better 10. To make good decision in the family/household	



		11. Others (specify) _____ 12. Cannot tell	
No.	QUESTION	RESPONSE CODES	ANSWER
B17	In your opinion, do you agree that it is important for girls to go to school?	1-Strongly Agree 2- Agree 3- Neutral 4- Disagree 5- Strongly disagree <i>(If 4 or 5; Go to Section C)</i>	____
B18	In your opinion, why is it important for girls to go to school? <i>Choose all that apply</i>	1- Acquisition of life skills 2- Empower to maintain a healthy existence 3- Empower to maintain a productive existence 4- Secure well paid job 5- Grow into resourceful & socially active adults 6- Acquire critical thinking skills 7- Help develop self-confidence 8- Economic independence 9- Contribute to children welfare better 10- To make good decision in the family/household 11- Others (specify) _____ 12- Cannot tell	
SECTION C: ACCESS TO CREDIT			
No.	QUESTION	RESPONSE CODES	ANSWER
C1	What is your main source of credit/loan?	1- OSUSU 2- Village Saving & Lending Association (VSLA)/Thrift & Credit Cooperative 3- Financial Service Association (FSA) 4- Micro Credit Institution 5- Community Bank, 6- Commercial Bank 7- SILC (formed by CRS) 8- Family/Friends/Money Lender 9- Others (specify) _____ 10- None <i>If None, Go to C5.</i>	____
C2	Do you always have credit/loan from this source when you need it?	1 – Yes, always 3- No 2 – Yes, sometimes	____
C3	Do you pay any interest on the credit/loan that you receive from this source?	1 - Yes 2 – No <i>If No, Go to C5</i>	____
C4	What is the rate of interest do you pay on the	Rate of interest (percent)	____



	credit/loan that you receive from this source?	(Show any necessary calculation) <i>Last loan amount</i> = <i>Interest paid</i> =		
C5	Do you or anyone in this household belong to any savings and lending group including CRS formed SILC group?	1 - Yes 2 – No <i>If No, Go to End Interview</i>		____
No.	QUESTION	RESPONSE CODES		ANSWER
C6	Which group(s) do you or household member belong? <i>Choose all that apply</i>	1- OSUSU 2- Village Saving & Lending Association (VSLA-SNAP)/Thrift & Credit Cooperative 3- Financial Service Association (FSA-IFAD) 4- Micro Credit Institution 5- Community Bank, 6- Commercial Bank 7- SILC (formed by CRS) 8- Others (specify) _____ <i>If savings and lending group other than SILC, End Interview</i>		
C7	If SILC group, how many persons (including you) in this household are members?	a. No. of men in household belonging to SILC		____
		b. No. of women in household belonging to SILC		____
C8	What is your average monthly income and weekly contributions of each household member to the SILC group? Confirm amount on pas book.			
	SILC member	i. Average monthly income (Le)	ii. Weekly contribution to SILC (Le)	
C8a				
C8b				
C8c				
C8d				
C8e				

END OF INTERVIEW! THANK THE RESPONDENT



Annex 3: Head teacher Questionnaire

KEY INFORMANT INTERVIEW (HEAD TEACHERS)

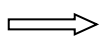
INTRODUCTION

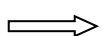
“My name is _____. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL). We would like to ask you few questions about your school and the education services in this school. Be sure that the information you provide will be strictly confidential and will be used for the purpose of this 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:	_____	
Chiefdom:	_____	
Section:	_____	
Village/Town	_____	
School Name:	_____	
School Approved by MEST?	1- Yes 2- No	___
School Code as given by MEST, school is approved	___ ___ ___ ___ ___ ___	
Designation of Respondent	1- Head teacher 2- Deputy head teacher 3- Teacher	___
School Ownership:	1- Govt/District Education Committee; 2- Christian Mission 3- Islamic/ Mission 4- Community 5 -Private 6- Others (specify) _____	___

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 2013/14 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 2013/2014, 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							

- (i). **Attendance of students in the previous week before survey:** Of the students currently enrolled in this school for 2013/2014, 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

7. 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: _____

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

a. No. of trained and qualified (has at least TEC/TC Lower) _____ | ____ | ____ |

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

9. Does the school have attendance register for recording daily teacher attendance? Ask to see teacher time/daily attendance book.

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

10. **Attendance of teachers on the day of survey:** Of the teachers in this school for 2013/2014, how many attended school today.

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

11. **Attendance of teachers in the previous week before survey:** Of the teachers in this school for 2013/2014, how many were present, on average, in the previous week before the survey? Ask to see teacher attendance register to confirm attendance of teachers?

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

B. SCHOOL FEEDING PROGRAM

12. Has this school got school feeding program?



Yes ----- 1 |____|

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

13. If yes, who provides the school feeding program?

CRS ----- 1

Government/Local Council ----- 2

Community ----- 3 |____|

WFP ----- 4

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

14. Has the school got a food management committee?

Yes ----- 1 |____|

No ----- 2 → *(If No, Go to Qu.18)*

15. What is the composition of the **food management committee**?

a. Teachers _____ |____| |____|

b. Parents/Community members' _____ |____| |____|

16. If yes, has the food management committee members been trained?

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

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

Yes ----- 1 |____|

No ----- 2 → *(If No, Go to Qu. 21)*

18. If yes, what are the challenges that you are facing?

19. How can these challenges be solved?



20. What are the benefits of the school feeding program to this school?

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

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

22. Are the SMC actively involved in the school feeding program?

Yes ----- 1 |____|

No ----- 2 → *(If No, Go to Qu. 25)*

23. How are the SMC involved in the school feeding program?

Have you given out take-home rations (for girls in classes 4, 5, 6) of the school meals since this school year 2013/14?

Yes ----- 1 |____|

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

24. How many times have you given out take-home rations of the school meals since this school year 2013/14? *Ask for evidence of documentation to confirm?*

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

25. In total, how many girls have received take-home rations of the school meals since this school year 2013/14?

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

C. SCHOOL FACILITIES, TEACHING & LEARNING MATERIALS

26. 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 |____|



27. Has this school been provided with pupils' textbooks this school year 2013/2014?

Yes ----- 1 |____|

No ----- 2 → *If No, Go to Qu.31)*

28. Who provides most of the textbooks?

CRS ----- 1

Government/Local Council (including MEST) ----- 2 |____|

Community ----- 3

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

Individual donation ----- 5

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

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						

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

Own permanent structure ----- 1

Public building (barrack, community centre, mosque, church, etc) ---- 2 |____|

Private building ----- 3

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

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

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

32. Has school got a library?

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



33. Does school hold any life skills session for pupils? *Give examples of life skills (storytelling, songs, drawing, role play, group discussion, dramatizing).*

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

D. SCHOOL MANAGEMENT AND CAPACITY BUILDING

34. Has this school got school management committee (SMC)?

Yes ----- 1 |____|

No ----- 2 → *(If No, Go to Qu.43)*

35. What is the composition of the SMC? How many male and female members are in the SMC?

a. No. of male members _____ |____| _____ |

b. No. of female members _____ |____| _____ |

36. Have the SMC members trained in their roles and responsibilities in school management in the past 3 years (since 2012)?

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

37. 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 ----- 1 |____|

No ----- 2 → *(If No, Go to Qu.41)*

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

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

Once every term ----- 2 |____|

Two time every term ----- 3

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

39. 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.43)*

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



41. Has any teacher in this school attended training on **DTM (Diagnostic Teaching Methodology) strategies** in the last the 3 years (i.e. since 2012)? This does **not** include regular formal training in colleges and distance learning? This does **not** include regular formal training in colleges and distance learning?

Yes ----- 1 |____|

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

42. If yes, how many teachers had attended training on DTM strategies?

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

43. 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*)

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

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

45. Is any teacher in this school currently going through the distance learning program?

Yes ----- 1 |____|

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

46. If yes, how many teachers are currently going through the distance learning program?

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

47. Who is sponsoring the teachers on distance learning program?

CRS ----- 1

Self ----- 2 |____|

Others (specify) ----- 3 _____



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

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

48. Is the Mothers' Club functioning?

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

E. OTHER PARTNERS SUPPORTING SCHOOL

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

Yes ----- 1 | ____ |
 No ----- 2 *(If No, End Interview)*

50. 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



Annex 4: Pupil Survey and Reading Assessment

PUPIL SURVEY


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

1. Name of pupil: _____

2. Sex of pupil: Boy ----- 1 Girl ----- 2 | _____ |

3. Current class/grade of pupil: ----- | _____ |

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

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

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

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

B. FOOD SECURITY PROFILE

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

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

7. 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

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

Yes ----- 1 | _____ |

No ----- 2 → (If No, Go to Section D)



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

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

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

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

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

Yes ----- 1 Not applicable (talking to boy/girl in class 3) --- 3

No ----- 2 |_____|

D. PUPIL READING OPPORTUNITY

12. Do you have a pen/pencil?

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

13. Do you have a notebook?

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

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

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

No such club is available ----- 3

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

Krio ----- 1
 Koranko ----- 2
 Yalunka ----- 3
 Fula ----- 4 |_____|
 Madingo ----- 5
 Limba ----- 6
 Others (specify) ----- 7 _____

16. 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



CONTINUE READING ASSESSMENT WITH PUPIL

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"/>
Total mark		Total mark		Total mark	
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"/>
Total mark		Total mark		Total mark	

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

- 0-1error = independent
- 2 errors = instructional
- 3 or more errors = frustration



Reading Level Errors	Word List Level
0-1 error = independent	
2 errors = instructional	
3 or more errors = frustration	

Comprehension questions and answers

Level 1 question and answers

1. What does Fatu have? (**a dog**)
2. What is the dog's name? (**Pat**)
3. What can the dog do? (**run or run fast**)
4. What did Fatu do when the dog ran away? (**she looked for him**)
5. What did the dog want? (**to eat**)

CL1. a. Correct _____ b. Incorrect _____

c. (3 out of 5 or higher to pass):

Passed ----- 1 Failed ----- 2

Level 2 question and answers

1. Who was Bingo? (**a big brown goat, a goat, or a brown goat**)
2. Where did he live? (**in a big field, or in a field**)
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".**)
4. What did he also like to eat? (**bread**)
5. What were the people doing in the field? (**eating mangos**)
6. Where were the people sitting? (**under a big tree, under a tree**)
7. Where did Bingo go? (**under the tree**)
8. What did the people think when they saw Bingo? (**they were afraid**)
9. What did they do when they saw Bingo? (**they jumped up and ran away, or they ran away**)
10. What did the goat do then? (**he ate all of their mangos, or he ate the mangoes**)

CL2. a. Correct _____ b. Incorrect _____

d. (7 out of 10 or higher to pass):

Passed ----- 1 Failed ----- 2

Level 3 question and answers

1. What do Isatu and her mother like to do? (**wear lappas**)
2. How many lappas does Isatu's mother have? (**four lappas**)
3. What are the colors of one of her lappas? (**black and white**)
4. Why does Isatu only have two lappas? (**because she is young**)
5. What would Isatu like to have when she gets big (**more lappas**)
6. Where do Isatu and her mother go sometimes? (**the market**)
7. What is at the market? (**traders selling cloth**)
8. What did Isatu's mother wear to the market? (**her black and white lappa**)
9. Why did the woman say about the lappa? (**it was very fine**)
10. Why did Isatu's mother buy more cloth? (**to make more fine lappas**)

CL3. a. Correct _____ b. Incorrect _____

Level 4 question and answers

1. What had Fanta always wanted to do? (**go for a ride in a motor car**)
2. Who told Fanta that she could ride in a motor car? (**her father**)
3. Who was Fanta going to visit? (**her granny and grandpa**)
4. How did Fanta feel about going? (**she was very happy, happy, and/or she could hardly wait to get started**)
5. Who helped Fanta get in the motor car? (**her mother**)
6. Who helped Fanta put her bag on the top of the car? (**the driver**)
7. How did Fanta feel when the motor car started going very fast? (**she was afraid**)
8. What did the driver say to Fanta? (**don't worry, everything will be okay**)
9. At whose house did Fanta arrive? (**her granny and grandpa's house**)

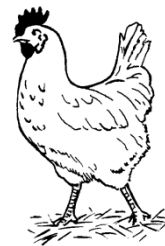
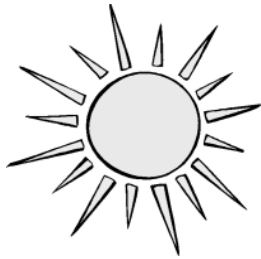
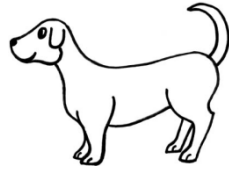


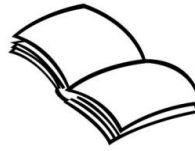
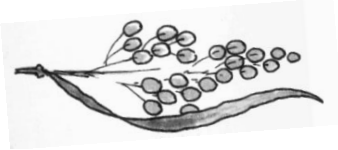
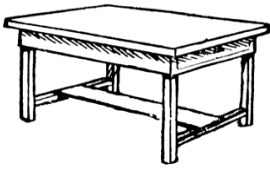
<p>c. (7 out of 10 or higher to pass): Passed ----- 1 Failed ----- 2</p>	<p>10. Why was Fanta no longer afraid? (because she arrived at her granny and grandpa's house)</p> <p>CL4. a. Correct_____ b. Incorrect_____</p> <p>c. (7 out of 10 or higher to pass): Passed ----- 1 Failed ----- 2</p>
<p><u>Level 5 question and answers</u></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 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><u>Level 6 question and answers</u></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> <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>



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

Example picture





Total score _____/10

ALN. Alphabet Letter naming game: Identification of letters

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> <div>W</div> <div>letters and their sounds</div> </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	<input type="checkbox"/>	eed	<input type="checkbox"/>	ine	<input type="checkbox"/>
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"/>	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



Annex 5: Classroom and Teacher Observation tool

School number | ____ | ____ |

Instructions: Please administer to two teachers of Classes 2, 3, 4 or 5 (separately and one after the other), preferably teaching Language Arts or English. Observe one full class period.

Date: _____ **Enumerator Name:** _____
School Name: _____ **Chiefdom:** _____
Class Level _____ **Subject:** _____
Observation Start time _____ **Observation End time** _____

GENERAL CLASSROOM OBERVATION:

1a. No. of Boys in Class _____	1b. No. of Girls in Class _____
2. Type of Classroom: (Select One) 1. Permanent 2. Semi-Permanent (e.g. hut) 3. Temporary (e.g. under a tree, outside)	3. Seating of children: (Select one) 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 more 5. There are no books or readers

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 pupil's understanding	<input type="checkbox"/>
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.	<input type="checkbox"/>
	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 people 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	<input type="checkbox"/>

Area 2: Pupils are attentive and engaged throughout the lesson					
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	<input type="checkbox"/>
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	<input type="checkbox"/>

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	The lesson plan exists and is sufficient to guide practice	The lesson plan exists and demonstrates best practice	<input type="checkbox"/>
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	<input type="checkbox"/>

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 the majority of students meet the engagement criteria described below.

Student Attentiveness Criteria	a	b	
	1. Little Evidence 2. Moderate Evidence 3. Extensive Evidence	Number of pupils attentive	
i. Students follow instruction.	____	Boys _____	Girls _____
ii. Students listen and work without distraction.	____	Boys _____	Girls _____
iii. Students are participating in the lesson (read passages, contribute to discussion, note taking).	____	Boys _____	Girls _____
iv. Students ask questions and/or seek help with learning.	____	Boys _____	Girls _____
General Comments:			

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

Name of Teacher	_____	Years of Teaching Experience	_____
Sex	Male -----1 Female -----2		

1. Have they attended any teacher training workshops over the last two years (Since 2012/13 or 2013 academic year)

Yes ----- 1

No ----- 2 **→ (Jump to question 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 (Go to question 7)

No.....2

5. If no teaching certificate as above, highest certificate completed

1 – None

2 – BECE

3 – WASSCE

4 - O'LEVEL

5 Other Specify -----

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

Yes.....1

No.....2



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

8. Ask to see lesson plan from the last class you just observed.
Should have: objectives, teaching activities, assessment, materials needed



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. List teaching techniques you could use for this component.

1= I know nothing about this.

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

3= I know how 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	a. My level of confidence and ability				b. Teaching Technique/skills you could use for [...] (REQUIRED COLUMN)
	1	2	3	4	
4.1 Word Recognition and Phonics					
4.2 Fluency					
4.3 Vocabulary					
4.4 Comprehension					
4.5 Assessment					
4.6 Effective Questioning					
4.7 Motivation					
4.8 Developing Independent Learners					
4.9 Grouping for Instruction					
4.10 Adapting for Individual Differences					

Grading Guide of Possible Strategies form by Teaching Skills is attached



Annex 6: School Observation Checklist Tool

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.

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

51. What material 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 _____

52. 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 _____

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

- Concrete floor ----- 1
 Earth floor ----- 2 |_____|
 Wooden floor ----- 3
 Others ----- 4 _____

B. WATER AND SANITATION FACILITIES AT SCHHOL

54. Is there potable drinking water source on school compound?

- Yes ----- 1 |_____|
 No ----- 2 → *(If No, Go to Qu.6)*

55. If yes, what is the source of drinking water on school compound?

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



Hand pump well ----- 2 |_____|
 Ordinary well ----- 3
 Others (specify) ----- 4 _____

56. Has school got a functioning toilet/latrine?

Yes ----- 1 |_____|
 No ----- 2 → *(If No, Go to Section C)*

57. Is the toilet/latrine clean?

Yes, clean ----- 1 |_____|
 No, filthy ----- 2

58. Does the toilet/latrine have separate compartment for boys and girls?

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

59. 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 Section C)*

60. Is there soap available at the hand washing place?

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

C. CLASSROOM OBSERVATION

61. How many separate classrooms has the school got?

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

62. 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 _____ |_____|

63. 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**

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

Observe the container

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

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

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

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

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

67. 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

Annex 7: Community Focus Group Discussion Tool

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

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

		Sex	
--	--	-----	--

No.	Name of person	1- Male 2- Female	Group represented
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. Have you got any support on children education from CRS FFE program in the past 3 years since?

Yes ----- 1 |____|

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

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

C. SCHOOL FEEDING PROGRAMME

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

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

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

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

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

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

11. In what ways have you as an individual or part of community group contributed to the school feeding program?

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' CLUBS

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' Club?

Yes ----- 1 | ____ |

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

27. What are the achievements of the Mothers' Club 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' Club 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		

