



Sierra Leone ALL PIKIN FOR LEARN  
McGovern-Dole International Food for  
Education and Child Nutrition Project

Final Evaluation

9/27/2022

# ENDLINE EVALUATION REPORT FOR PHASE IV OF THE ALL PIKIN FOR LEARN PROJECT IN SIERRA LEONE

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# List of Acronyms

APFL	All Pikin for Learn Project
APFL IV	Phase IV of the All Pikin for Learn Project
CRS	Catholic Relief Services
CTA	Community Teacher Association
FGD	Focus Group Discussions
GoSL	Government of Sierra Leone
ICC	Intraclass Correlation
IR	Intermediate Result
IYCF	Infant and Young Child Feeding
KII	Key Informant Interviews
MBSSE	Ministry of Basic and Senior Secondary Education
MGD	McGovern-Dole
MSG	Mothers Support Group
NSFS	National School Feeding Secretariat
PMP	Performance Monitoring Plan
SILC	Savings and Internal Lending Communities
SMC	School Management Committee
SO	Strategic Objective
STS	School-to-School International
USDA	United States Department of Agriculture

# Executive Summary

## Project Background and Purpose

The Government of Sierra Leone (GoSL) has committed to increasing its investment in the education sector. In alignment with these priorities, Catholic Relief Services (CRS) continues to implement the All Pikin for Learn (APFL) project in northern Sierra Leone. Funded by the United States Department of Agriculture's (USDA) McGovern-Dole Food for Education program, APFL strives to reduce hunger and improve literacy and primary education. APFL provides nutritional support to communities in Sierra Leone's Koinadugu and Falaba districts through nutritious meals at intervention schools each school day, as well as take-home rations to pupils who demonstrate high academic performance and to teachers who support APFL's after-school activities, such as health and reading clubs. Phase I was implemented between October 2008 and 2012; Phase II ran from October 2012 to February 2016; and Phase III ran from December 2016 to September 2018. In September 2018, the 'All Pikin for Learn' project was approved for four years, from September 2018 to September 2022, with a coverage expansion. Phase IV operated in 5 chiefdoms (Kamukeh, Wara Wara Bafodia, Diang, Kalian, Nieni) of Koinadugu district and 10 chiefdoms (Dembelia-Sinkunia, Kebelia, Sulima, WollayBarawa, Morifindugu, Mongo, Nyedu, Neya, Delemandugu, and Kulor Saradu) of Falaba district, in the north of Sierra Leone. In March 2020, CRS adapted its activities due to the onset of the COVID-19 pandemic, including distributing take-home rations and solar-powered radios to pupils, as well as building handwashing stations with appropriate training on how to use them.

This endline performance evaluation is a key tool for the program funder and other development partners to understand what progress Phase IV of the APFL (APFL IV) program has made during its four-year implementation between 2018 and 2022, especially after the tumult of the global pandemic. Partners within the Ministry of Basic and Senior Secondary Education (MBSSE) may use the results to inform their national policies, programs, and practices. At the community level, results around pupils' performance can be used in discussions with the school management committees (SMCs), community teacher associations (CTAs), mothers support groups (MSGs), and parents to reinforce the need for community support for pupils' education and reading.

## Evaluation Questions, Design, Methods, and Limitations

This report outlines the results of the 2022 endline evaluation, which assesses whether APFL IV has met its objectives. The evaluation responds to five evaluation criteria to gauge the project's progress against its indicators—relevance, effectiveness, efficiency, sustainability, and impact. This study compares changes with results from the APFL IV baseline and reviews how the APFL IV's theory of change has held up.

Utilizing mixed methods, the non-experimental endline performance evaluation measures the project's progress toward meeting its performance indicators. Data were collected from a clustered sample of the 310 APFL IV intervention schools in June 2022 using a literacy assessment, surveys, observation tools, qualitative interviews, and focus group discussions. Diverse groups of stakeholders were included to provide broad perspectives for the project, including pupils, parents, teachers, head teachers, SMC chairpersons, CTA chairpersons, school food preparers, the heads of the MSGs, community members, and staff from government partners.

The following limitations should be considered when reviewing the findings of the APFL IV endline:

- While the sampling approach called for selecting three teachers of different classes at each school, the presence of multi-grade classrooms at some schools resulted in a smaller sample of teachers than anticipated.
- Sampling children present on the day of the literacy assessment creates an inherent bias toward selecting pupils who attend regularly.

Lastly, the endline analysis was conducted using Stata, whereas the baseline analysis was conducted using SPSS. The analysis is the same from baseline to endline, but due to small differences in the software weighting algorithms in some cases, there are marginal differences. These differences are too small to affect any of the statistical findings.

## Findings and Conclusions

Overall, results from this endline evaluation show that improvements in key Strategic Objectives (SOs) have been achieved. Like at baseline and midline, the study's findings provide both encouraging signs and room for improvement for CRS. Clear progress has been made in improving literacy and increasing the use of good health and dietary practices.

Parent and caregiver respondents in FGDs expressed enthusiastic support for the project and emphasized the positive impact it has produced so far in their schools and communities. Respondents said they would like project activities to continue, particularly the school feeding and 'box' (or lending) components of the project. Respondents were pleased that their children were learning, but a focus on health, hygiene, and livelihoods—particularly support for agriculture—took priority.

Findings from *SO1: Improved Literacy* show pupils' literacy outcomes improved from baseline to endline, but the practical significance of these improvements is still minimal. The percent of students who met the reading threshold went from 4.6% at baseline to 11.7% at endline, which is a statistically significant and large increase. However, this means that over 600 pupils (88.3 percent) were not able to meet the reading threshold of correctly responding to four out of five reading comprehension questions. Girls, where at baseline only 3.1 percent met the reading threshold, seemed to make more progress than boys in reading ability and comprehension, increasing to 11.6 percent who met baseline and closing the gender gap, but understanding remained low on average with less than 60 students meeting the threshold in the endline sample. Performance on lower-level literacy skills such as alphabet naming and phonemic awareness increased since baseline from 1.1 to 2.2 (out of 10). The results of the decoding measures (familiar word reading and invented word reading) were murky. Performance on one measure of decoding—familiar word reading—improved overall, but gender inequities persisted, with girls reading fewer familiar words than boys – 9.3 in comparison to 12.30. In contrast, performance on another measure of decoding—invented word reading—showed that performance was low overall but that girls' performance had doubled from baseline (1.5-3.1), a finding that was statistically significant.

As with findings from SO1, results from *SO2: Increased use of good health and dietary practices* showed that pupils' and schools' access to food, medicine, and other resources improved from baseline to endline, but in some ways remained unchanged. For example, to better understand pupils' dietary intake, they were asked about the types of foods they ate the previous day. Results showed that pupils, overall, appear to have variation in their diets across multiple food groups, except dairy, where they could potentially be missing an important source of calcium. At endline, pupils' diets looked similar to pupils surveyed at midline and baseline, with close to or more than 50 percent of pupils eating at least four of the food groups. At the same time, when grouped into those receiving a minimum acceptable diet (defined as consuming four of the seven food groups in the previous day), as expected with the large

majority of pupils eating across five of the food groups, more than two-thirds of all pupils are consuming a minimum acceptable diet, this is a notable increase from baseline where only 44.72 percent of pupils consumed a minimum acceptable diet. Pupils' health and hygiene practices also improved. At endline, 58.94 percent of pupils achieved a passing score for good health and hygiene practices, and this finding represents a statistically significant increase from baseline (42.70 percent). At the same time, a common pattern in the data on both strategic objectives was that the endline schools—while an improvement over baseline—were lower than midline scores.

Some important impacts have been found on those groups working to improve child feeding, including food preparers and MSGs. Over two-thirds, more than 95, of food preparers surveyed named all of the eleven best practices for food preparation and storage practices at endline, a notable difference from baseline when only four of the best practices were mentioned by the same proportion of food preparers. Another promising finding was that more than 50 percent of MSGs mentioned all the Infant and Young Child Feed (IYFC) behaviors reported in this study. At endline, the majority of MSGs were practicing all the IYCF behaviors, a marked increase from baseline, where the majority of MSGs were only practicing two of the 7 IYFCs. This is an important finding not just as a measure of program impact but also as an indicator of sustainability.

Accessing water continued to be a challenge for the schools and communities in the project. At endline, only about half of sampled schools had a functional drinking water facility. In FGDs and KIs, parents consistently mentioned access to water and well construction as important needs and linked them to school enrollment.

In FGDs and KIs, parents and project stakeholders expressed their enthusiastic support for the APFL IV project and a desire to see it succeed. Participants said they had seen evidence of the project's impact through their children who are enrolled and attending school, learning to read, and having regular access to food. However, stakeholders expressed a strong fear that the program would end and these benefits would disappear, indicating a lack of belief in the sustainability of the project.

Throughout the project, the health component saw some of the most considerable and most sustained impacts. In many cases, such as with food preparers and MSGs, endline data showed that large portions of the sample demonstrated ideal health practices. In addition to being a success for the project, it also shows that there is room for expansion. Future projects should look to broaden the scope of these interventions while mirroring the successful implantation strategies proven in this project. Two aspects of the health program did not experience similar levels of growth that we saw across the other components: consistency in water access and access to food on the day of observation. When looking to expand the health program, special attention should be paid to these two items to channel similar levels of improvement in these aspects.

Based on these findings, key recommendations include the following:

- Intensify and expand existing literacy programming.
- Teacher quality, particularly in literacy instruction, should be an ongoing focus.
- Address perceived gender inequities and gender-specific challenges to programming
- Explicitly address sustainability from the program launch
- Success in health objectives suggests room for expansion



# I. Introduction and Purpose

## I.1. Project Context

The Government of Sierra Leone (GoSL) declared basic education “free and compulsory” with the Education Act of 2004.<sup>1</sup> While school enrollment has increased in recent years, Sierra Leone faces high dropout rates and low literacy rates.<sup>2, 3</sup> According to the most recent *Demographics and Health Survey*, only 31.9 percent of men over the age of six and 23.7 percent of women have completed primary school or higher.<sup>4</sup> Furthermore, Sierra Leone’s education system was devastated by the 2014–15 Ebola virus outbreak; schools closed for more than nine months, resulting in nearly one year of lost schooling.<sup>5</sup> Sierra Leone is a multilingual country. The official language is English, which is also the language of instruction. However, Krio is the most widely spoken language in the country and other languages spoken include Mende and Temne. The multilingual nature of the country means that some children are likely learning in a language they do not speak or understand, which could influence learning outcomes if proper supports and instruction in English are not provided.

Despite these challenges, the GoSL has committed to increasing its investment in the education sector. It allocated 21.0 percent of the national budget to support the launch of the GoSL’s Free Education Program in August 2018. The program provides free education from pre-primary through secondary school and strengthens schools’ infrastructure, supply chains, and services.<sup>6</sup> The Ministry of Basic and Senior Secondary Education’s (MBSSE) 2018–20 Education Strategy aims to increase access, equity, and completion rates; improve the quality and relevance of pupils’ education; and strengthen the education system. Key interventions of the robust strategy include bolstering the national school feeding program, upgrading school infrastructure through maintenance or construction, improving teaching and learning materials in the classroom, and investing in teachers’ skills and motivation.<sup>7</sup>

## I.2. All Pikin for Learn Project Description

Catholic Relief Services (CRS) has been implementing the All Pikin for Learn (APFL) project in northern Sierra Leone since 2008. APFL, funded by the United States Department of Agriculture’s (USDA) McGovern-Dole Food for Education program, strives to reduce hunger, and improve literacy and primary education. McGovern-Dole projects around the world provide school meals, teacher training, and other support activities to boost school enrollment and academic performance.<sup>8</sup>

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<sup>1</sup> Parliament of Sierra Leone, “The Education Act, 2004,” signed March 29, 2004. <http://www.sierra-leone.org/Laws/2004-2p.pdf>

<sup>2</sup> UNESCO Institute of Statistics, accessed August 6, 2019, <http://uis.unesco.org/country/SL#slideoutmenu>

<sup>3</sup> Statistics Sierra Leone - SSL and ICF International. Sierra Leone Demographic and Health Survey 2013. Freetown, Sierra Leone: SSL and ICF International. 2014.

<sup>4</sup> Statistics Sierra Leone - SSL and ICF International. Sierra Leone Demographic and Health Survey 2013. Freetown, Sierra Leone: SSL and ICF International. 2014.

<sup>5</sup> Sierra Leone Ministry of Basic and Senior Secondary Education, “2018–20 Education Sector Plan,” 2017.

<sup>6</sup> State House Media and Communications Unit, “President Bio Launches Free Education, Calls on Parents and Teachers to Support the Initiative,” last modified August 20, 2018, <https://statehouse.gov.sl/president-bio-launches-free-education-calls-on-parents-and-teachers-to-support-the-initiative/>.

<sup>7</sup> Sierra Leone Ministry of Basic and Senior Secondary Education, “2018–20 Education Sector Plan,” 2017.

<sup>8</sup> United States Department of Agriculture, “McGovern-Dole Food for Education Program,” accessed August 6, 2019, <https://www.fas.usda.gov/programs/mcgovern-dole-food-education-program>.

Under the McGovern-Dole program, CRS has provided nutritional support to communities within Sierra Leone's Koinadugu and Falaba districts. This support includes providing nutritious meals to pupils, teachers, and food preparers at intervention schools each school day, as well as take-home rations for pupils who demonstrate high academic performance and teachers who support APFL's after-school activities. APFL has sought to improve pupils' educational outcomes through the provision of teaching and learning materials, the creation of after-school reading clubs, literacy training and coaching for teachers and school administrators, and school infrastructure improvements. Additionally, the project has worked with local communities to create and strengthen school management committees (SMC), community teacher associations (CTA), mothers support groups (MSG), and savings and internal lending communities (SILC).

APFL went through three project phases between 2008 and 2018. Phase I targeted the four most food insecure chiefdoms in Koinadugu with critical food distribution via daily school meals and take-home rations to more than 5,000 girls in upper primary classes. CRS also trained SMCs, provided schools with teaching and learning materials, and supported key infrastructure improvements. In Phase II, APFL expanded to include a fifth chiefdom and 75 additional schools. In-service teacher training on diagnostic teaching methods was added to improve literacy instruction within the intervention schools. CRS also established SILCs to improve the financial stability of households. Lastly, in Phase III, CRS supported the rebuilding of intervention schools after the Ebola crisis. Twenty-five literacy coaches were hired and equipped to provide training and coaching to teachers, and after-school reading clubs were created to support pupils' interest in reading. All Phase III activities ended on June 30, 2018.

This report describes the fourth phase of the project (APFL IV), which ran from September 2018 through September 2022. Under this \$25 million phase, CRS aimed to double its reach from 32,684 primary school pupils to 69,731 pupils in 310 schools across 15 chiefdoms in the Koinadugu and Falaba districts. The 32,684 pupils who benefited from APFL's Phase III continued to be supported in APFL IV. Building upon the progress made, APFL IV relaunched its core project activities, added new support activities, and intensified advocacy efforts to achieve sustainability at the local, district, and national

### CRS Saving and Internal Lending (SILC)

SILC groups (15–25 members) are user-owned, self-managed savings and credit groups that are accessible, transparent, and flexible. There are SILC groups operating in 174 communities within this project.

The SILC model offers poor households safe and frequent opportunities to save in the convenience of their own community. It helps members build lump sums that become available at a pre-determined time, and allows them easy access to small, flexible loans or emergency grants.

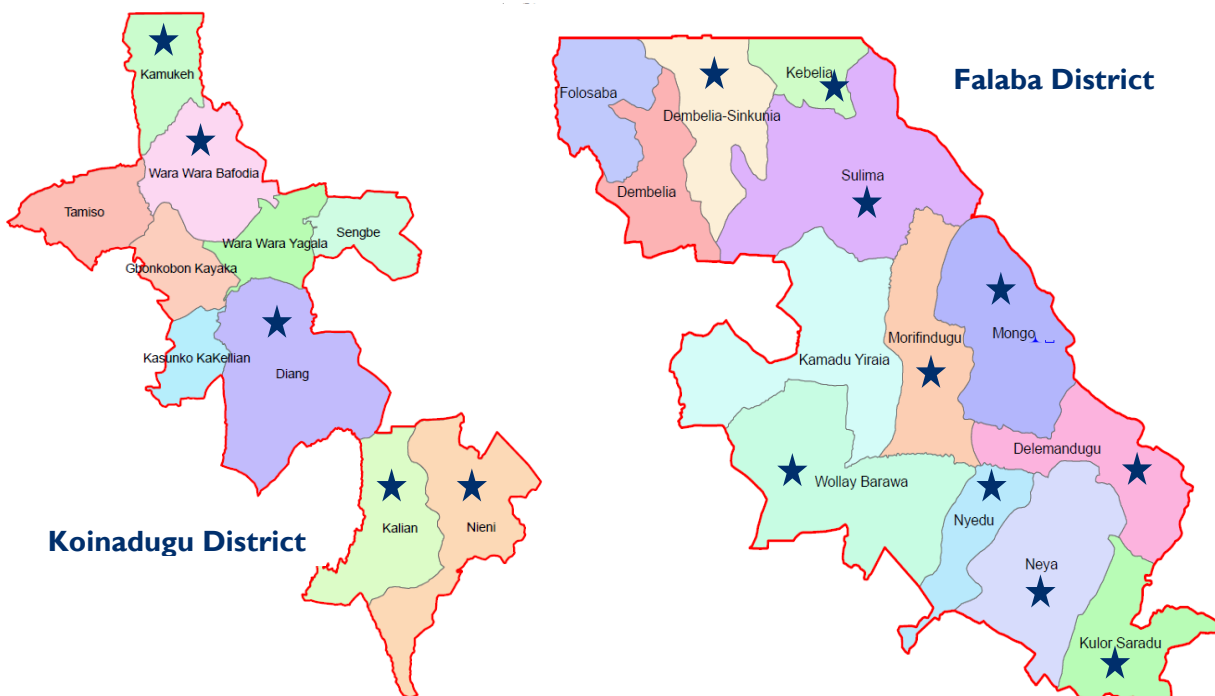
To ensure sustainability, CRS developed the Private Service Provider (PSP) model, which prepares agents to become independent service providers operating on a market-led basis. In this model, agents are recruited, but the project only pays them for a limited period. After nine months of operation, agents undergo an examination process to assess the quality of their work and readiness to work independently from the project. Successful agents are certified as PSPs, and from that moment, offer their training and support services to communities at a fee.

**Table 1: Timeline of All Pikin for Learn Project Phases**

APFL Phases	Timeline	Geographic Area	Pupils Reached
I	2008–12	4 chiefdoms	25,128
II	2012–16	5 chiefdoms	28,585
III	2016–18	5 chiefdoms	32,684
IV	2018–22	15 chiefdoms	69,731

levels. CRS partnered with the MBSSE, the Ministry of Health and Sanitation (MoHS), CARITAS Makeni, Ernest Bai Koroma University, the Association of Language and Literacy Education (TALLE), District Councils, and World Hope International. A key goal of APFL IV was to successfully transition support of the schools' feeding programs to the GoSL's national school feeding program by the end of the project in 2022.

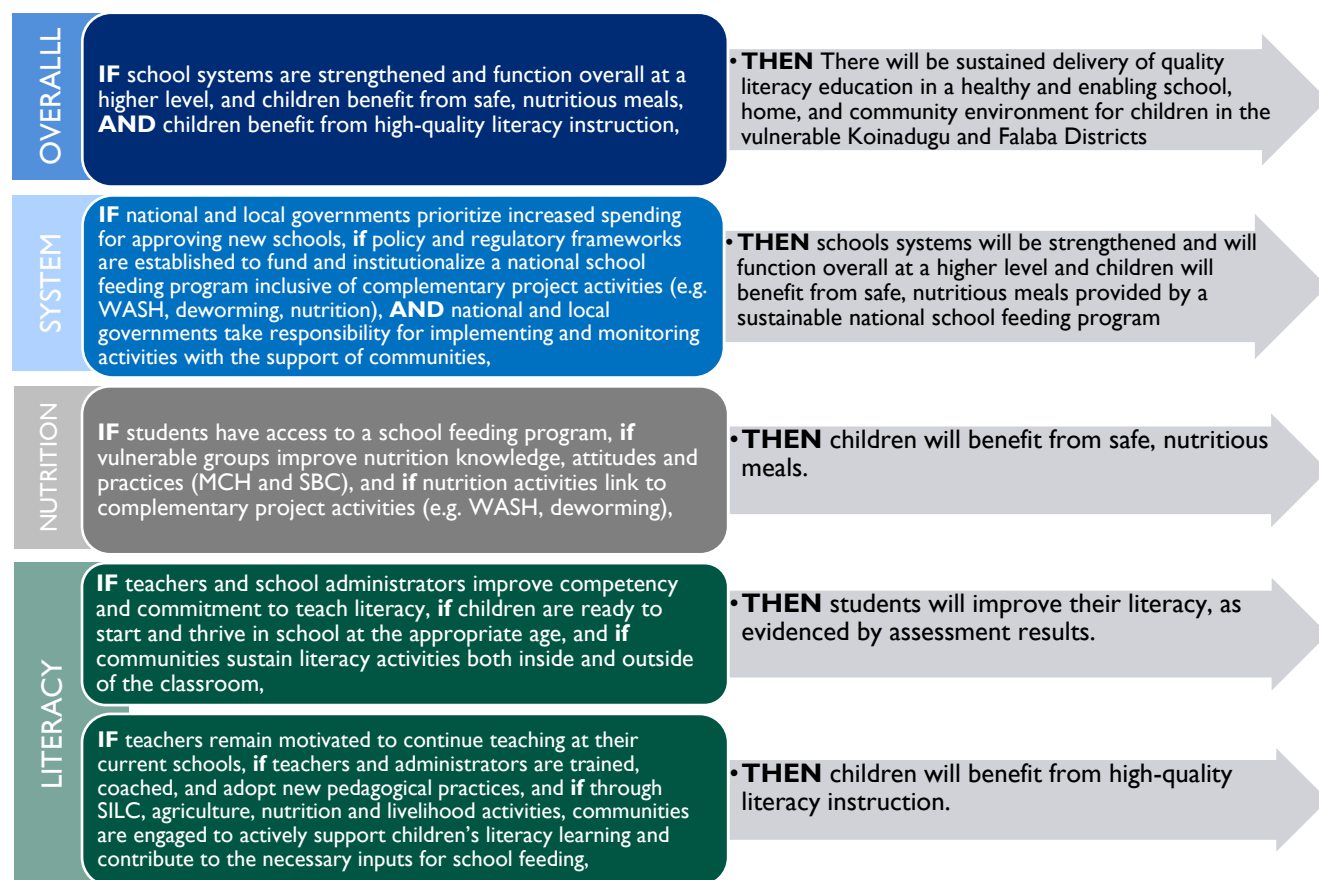
**Figure 1: Intervention Chiefdoms within the Koinadugu and Falaba Districts**



### 1.3. Results Framework

Since its inception, the APFL project has been a school feeding program aiming to improve the education and nutrition outcomes of children. Due to the poor state of education in the intervention districts, CRS has focused resources on improving and jumpstarting literacy through APFL. However, after the Ebola crisis, the project intensified efforts to reinforce positive health and dietary practices in pupils and communities. The APFL IV Theory of Change (TOC) is outlined in Figure 2.

**Figure 2: APFL IV Theory of Change**



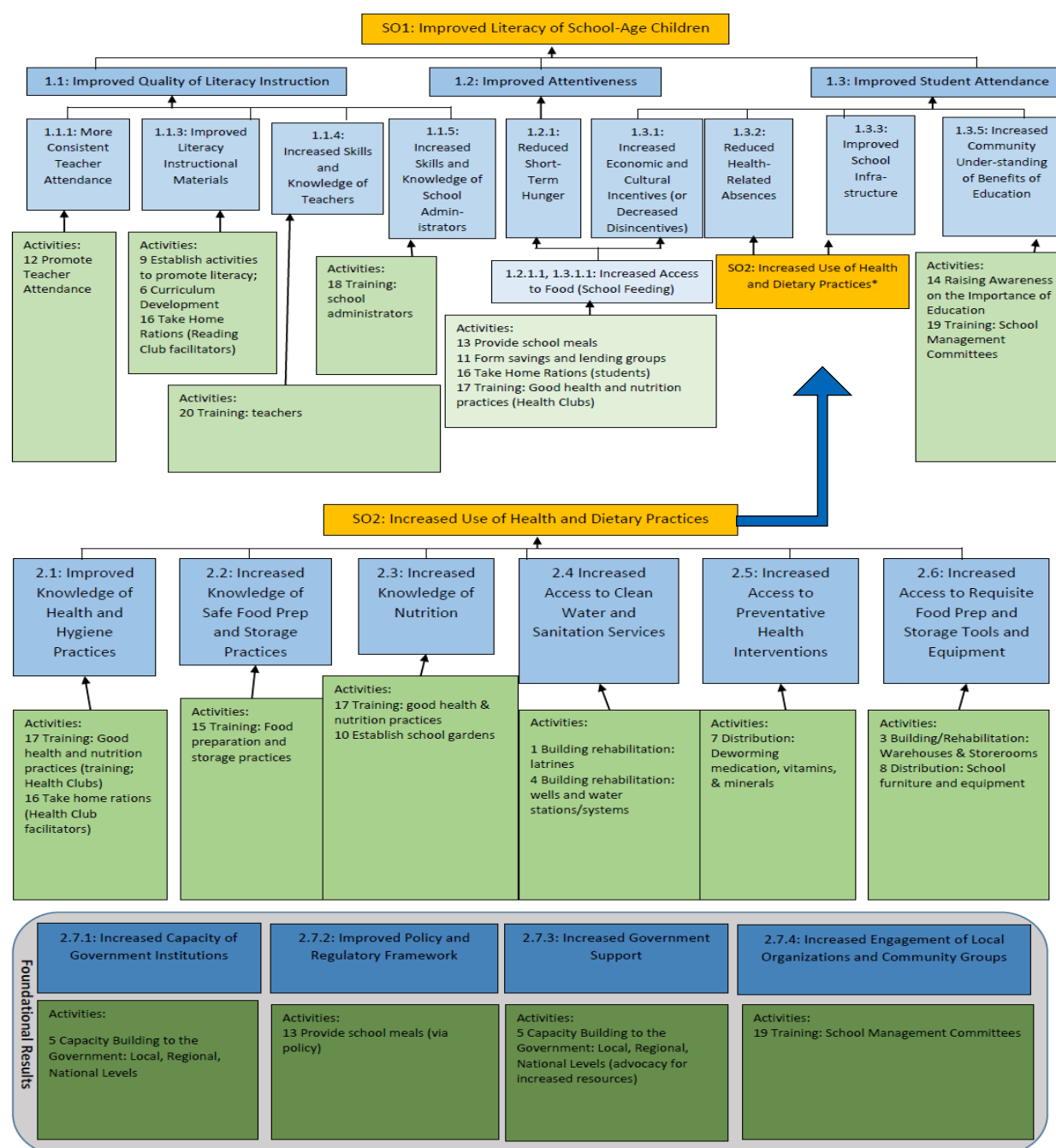
### Strategic Objectives

The APFL IV project centered around the two USDA MGD project SOs:

- SO 1: Improved literacy of school-age children; and
- SO 2: Increased use of health and dietary practices of school-aged children.

The SOs were supported as outlined in the APFL IV Project Results Framework (Figure 3).

**Figure 3: AFPL IV Project Results Framework**



Under the project's first SO, APFL IV implemented several school-based activities to improve the literacy of school-aged children in 310 intervention schools. CRS recognized the critical role of teachers in pupils' learning and focused on teachers' professional development through training, coaching, and performance incentives. With an emphasis on sustainability through the GoSL, CRS conducted a two-year distance-education certification program to increase the number of certified teachers eligible to enroll in the MBSSE system and become government-salaried teachers. CRS also supported existing qualified teachers in the enrollment process.

Direct support to pupils included the establishment of 117 new after-school reading clubs that promoted a culture of reading. As the heart of the McGovern-Dole program, daily school meals were provided at all intervention schools—in collaboration with the MBSSE at all government-supported schools and independently at non-government schools—to encourage pupils' attendance and attentiveness. Take-home rations were provided to the top-performing men and women pupils in each class level at intervention schools during an annual ceremony. Teachers who facilitated after-school activities received quarterly rations.

The project's second SO sought to increase the use of health and dietary practices. CRS's activities focused on promoting health, nutrition, and personal hygiene initiatives within the schools and communities. Health clubs for pupils were expanded and reinforced. Food preparers, school administrators, SMC chairpersons, and local leaders received training on proper food preparation, storage, and sanitation practices. MSG members received training on maternal and child health and nutrition. School gardens were established with support from the Ministry of Agriculture to provide hands-on learning opportunities for both pupils and community members.

CRS also sought to improve school water and sanitation facilities to allow pupils to put proper health behaviors into practice. In consultation with the Ministry of Sanitation and Water Resources, the project aimed to build and repair gender-segregated latrines in accordance with national standards, and ten new wells were planned to be built at schools without access to water. To further mitigate the effects of poor sanitation, CRS also aimed to collaborate with the Ministry of Health and Sanitation in school-based deworming efforts under their national Neglected Tropical Disease Program.

To achieve these ambitious goals and move towards local and national sustainability by the end of this phase, the APFL IV project team planned to consistently work alongside local communities, organization partners, and GoSL ministries, departments, and agencies, including the MBSSE, Ministry of Health and Sanitation, National School Feeding Secretariat, and Ministry of Sanitation and Water Resources. National advocacy efforts were aimed to be interwoven throughout Phase IV to promote teacher professional development and incentives, share best practices with the national school feeding program, and inform and reinforce national priorities around child health, nutrition, and sanitation.

## **1.4 Purpose of the Evaluation**

CRS contracted School-to-School International (STS) as the independent external evaluator for the APFL IV project. STS conducted three evaluations for APFL IV, including a baseline evaluation in June 2019, a midline evaluation in June 2021, and an endline evaluation in June 2022.

This report outlines the results of the 2022 endline evaluation, which assesses if APFL IV has met its objectives. The evaluation uses five criteria to gauge the project's progress against its indicators—relevance, effectiveness, efficiency, sustainability, and impact—and compares changes with results from the APFL IV baseline. Some mention of midline results is also included when deemed appropriate. Considering the context of project implementation, the evaluation reviews how APFL IV's theory of change has held up.

This performance evaluation is a key tool for the program funder and other development partners to understand what progress the program has made, especially during a tumultuous period due to the global COVID-19 pandemic. Partners within the MBSSE may also use the results to inform their national policies, programs, and practices. For example, the National School Feeding Secretariat may adopt the best practices demonstrated during APFL IV, or members of the MBSSE focused on early grade reading

may better understand contextual factors underlying pupils' literacy performance. At the community level, pupils' performance can be used in discussions with the SMCs, CTAs, MSGs, and parents to reinforce the need for community support around pupils' education and reading.

## 2. Evaluation Design and Methodology

### 2.1. Evaluation Questions

To support the previously stated purposes, this endline evaluation report explores the following questions within its findings, conclusions, and recommendations. See Annex A for the Evaluation TOR.

**Figure 4: Summary of Endline Evaluation Questions**

Relevance	<ul style="list-style-type: none"><li>• Relevance is defined by the extent to which project activities meet the priorities of the target group recipients, aligned with government policies and donor requirements. Relevance should also address the extent to which the project has integrated the economic, cultural, and political context with existing relevant project activities.</li></ul>
Effectiveness	<ul style="list-style-type: none"><li>• Effectiveness is a measure of the extent to which project activities attain their objectives.</li></ul>
Efficiency	<ul style="list-style-type: none"><li>• Efficiency measures both qualitative and quantitative outputs in relation to inputs. It assesses the extent to which the project uses valuable resources to achieve the desired results.</li></ul>
Impact	<ul style="list-style-type: none"><li>• Impact measures the total effect of a project intervention, both intended and unintended.</li></ul>
Sustainability	<ul style="list-style-type: none"><li>• The evaluation assesses if the benefits of an activity are likely to continue after donor funding has been withdrawn and the extent to which the project has developed local ownership and sustainable partnerships.</li></ul>



## 2.2. Evaluation Design

The non-experimental endline performance evaluation utilized mixed methods to measure if the APFL IV project met its performance indicators by comparing endline results with baseline data<sup>9</sup>. The study also provides information for evidence-based decision-making regarding the project's design and assumptions.

Data were collected from a clustered sample of the 310 APFL IV intervention schools in June 2022 using a set of quantitative and qualitative tools. Diverse groups of stakeholders were included to provide broad perspectives for the project, including pupils, teachers, head teachers, SMC chairpersons, CTA chairpersons, school food preparers, MSG members, GoSL representatives, and other community members. Pupils' enrollment and attendance rates, literacy and attentiveness levels, and knowledge and use of health, hygiene, and dietary practices were measured. Similarly, enumerators collected data on teachers' attendance, motivation, and knowledge and use of teaching practices. Focus group discussions and key informant interviews were also conducted with parents, caregivers, community members and GoSL representatives.

## 2.3. Sampling Methods

For the endline evaluation, enumerators visited nearly all the same schools that were sampled at baseline, with one replacement school. The baseline sample was drawn using a two-stage cluster sampling approach. This approach was used to account for attributes such as district location and APFL status—continuing versus new. First, schools were randomly selected as clusters within continuing or new schools in the Koinadugu or Falaba districts (four clusters total one new and continuing from both Falaba and Koinadougou). For the second stage of sampling, STS randomly selected ten pupils from those present in class 2 to participate in the literacy assessment and pupil survey. Replacement schools were also selected in case the original sampled schools were unavailable or difficult for enumerators to reach. One replacement school was visited at endline.

The resulting target sample size was 71 schools overall and approximately ten pupils per school—five girls and five boys—for a total of 712 pupils. Enumerators also aimed to survey the head teacher, SMC chairperson, CTA chairperson, and MSG head at each school, as well as two food preparers and one teacher each in classes 2, 3, and 4, resulting in a maximum of 144 food preparers and 210 teachers in the sample. A more detailed description of the sampling approach can be found in Annex A. Sample targets and responses are outlined in Table 4.

## 2.4. Data Collection Methods

### Evaluation Tools

The APFL IV endline utilized the same evaluation tools as used at baseline. Taken from previous phases of the APFL project, the tools included a literacy assessment and pupil survey; classroom and school observation checklists; school-based stakeholder surveys; community focus group discussion (FGD) questionnaires; and government and partner key informant interview (KII) questionnaires. STS and CRS reviewed the tools prior to data collection and made specific revisions to ensure terminology was

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<sup>9</sup> The data collected at endline was used to report on endline results and served as data to report on baseline for the follow on project starting in 2023.



consistent with the APFL project. Researchers also added questions to the head teacher survey about COVID-19 and the project's pandemic-related activities.

### *Literacy Assessment*

STS administered an endline literacy assessment to class 2 pupils to measure their core early grade reading skills. The assessment was adapted from a national literacy assessment tool originally developed by UNICEF. The assessment contained seven untimed subtasks, which were administered in English—alphabet naming, phonemic awareness, familiar word reading, invented word reading, reading passage, reading comprehension, and listening comprehension. Table 2 provides a summary of the subtasks.

**Table 2: Literacy Assessment Subtasks**

Subtask	Core Reading Skill	Subtask Description
Alphabet Naming	Alphabet knowledge	Provide the name of 51 letters presented in both uppercase and lowercase in random order.
Phonemic Awareness	Phonemic awareness	Identify the words represented by 10 pictures and give the sound of the first letter of each word represented.
Familiar word reading	Word recognition	Read 40 familiar words that are randomly ordered and drawn from a list of frequent words.
Invented word reading	Decoding	Make letter-sound correspondences through the reading of 25 simple nonsense words.
Reading passage	Decoding and reading	Read a short, grade-appropriate passage of 36 words with accuracy and little effort.
Reading comprehension	Reading comprehension	Respond to five questions, including four literal questions and one inferential question, about the passage read in the previous subtask.
Listening comprehension	Listening comprehension and oral language	Listen to a text the enumerator reads aloud and respond to four questions, including three literal questions and one inferential question, about the text.

The literacy assessment was administered by enumerators at the school on tablets using Tangerine®, an electronic data collection software.

### *School-based Surveys and Observation Checklists*

For a comprehensive picture of a sampled school's environment, numerous data points were collected at the school level. Seven surveys, administered in English, and two observation checklists from previous phases of the APFL project were used to collection information at each school (Table 3).

**Table 3: School-based Surveys and Observation Checklists**

Tool	Types of information collected
Pupil Survey	Availability of teaching and learning materials and activities; frequency and sufficiency of meals at home and school; knowledge of and demonstration of good health and hygiene practices.
Teacher Survey	Levels of teacher certification; in-service training and coaching; knowledge and use of teaching techniques; motivating factors; satisfaction with the APFL project.
Head Teacher Survey	MBSSE status; enrollment and attendance data; teacher training, attendance, and retention information; school infrastructure details; teaching and learning materials available; school activities and support structures.
Food Preparer Survey	Training received; knowledge of safe food preparation and storage practices; challenges in the role.
SMC Chairperson Survey	Trainings received; committee operations; role in school feeding program.
CTA Chairperson Survey	Association operations; school engagement.
MSG Head Survey	Group operations and activities; knowledge of and use of nutrition, health, and sanitation practices.
Classroom Observation Checklist	Physical attributes of the classroom; presence and use of teaching and learning materials in the classroom; evidence of pupil attentiveness.
School Observation Checklist	Physical attributes of the school, including those overall and with classrooms, sanitation facilities, food preparation and storage areas, and other spaces; inventory of teaching and learning materials in the classrooms.

### *Community Focus Group Discussions and Key Informant Interviews*

In addition to the surveys conducted at schools, the endline evaluation included focus group discussions (FGD) with community members and in-depth key informant interviews (KIIs) with stakeholders from the Ministry of Basic and Senior and Secondary Education (MBSSE), the National School Feeding Secretariat (NSFS), and partner organizations. Enumerators conducted interviews using structured questionnaires from previous phases of the APFL project that were adapted by STS for the endline evaluation. The interview guides for FGDs and KIIs can be found in Annex J.

### **Recruitment and Training of Enumerators**

STS contracted Dalan Development Consultants (Dalan), a local data collection firm, to conduct the endline data collection in June 2022. Dalan recruited 57 enumerators and qualitative facilitators for the data collection from its pool of data collectors, 29 of whom had prior experience collecting data for the APFL project at baseline.

STS and Dalan personnel trained enumerators from June 6 – 10, 2022. The five-day training in Kabala, the capital of the Koinadugu District, covered the contents of the literacy assessment and school-based surveys; use of tablets and data collection software; ethical considerations; and the responsibilities of enumerators and supervisors during data collection. Enumerators also practiced administering tools one

morning in non-sampled schools near Kabala. Enumerators were divided into three sub-groups based on which instruments they would administer during data collection: 1) the literacy assessment, 2) school-based surveys and observation checklists, and 3) FGDs and KIIs.

### School-based Data Collection

Fifteen teams of enumerators collected data in the Koinadugu and Falaba districts from June 13–21, 2021. Each team included three enumerators—two who administered the literacy assessment and pupil survey and one who conducted the school-based surveys. One of the three enumerators also served as the supervisor responsible for introducing the team to the school director and conducting the classroom and pupil sampling. All assessment participants were asked to assent before participating in the assessment and had the opportunity to opt-out at any time. Enumerators were trained in research ethics before the assessment began, including minimizing the risk of harm; obtaining informed consent; protecting anonymity and confidentiality; and applying child protection principles.

Enumerators visited all 71 sampled schools during the data collection and encountered many multi-grade classrooms, which limited response rates for the classroom observations and teacher surveys.

**Table 4. Sample Targets and Response Rates**

Group	Target sample number	Actual number of responses	Response rate
Schools	72	71	98.61%
Pupils	700	712	101.71%
Teachers	216	193	89.35%
Classroom observation	216	205	94.91%
School Observations	72	71	98.61%
Head Teachers	72	72	100.00%
Food Preparers	144	144	100.00%
SMC Chairpersons	72	72	100.00%
CTA Chairpersons	72	70	97.22%
MSG Representatives	72	71	98.61%

### Focus Group Discussions and Key Informant Interviews

During data collection, two teams of enumerators facilitated one all-men FGD and one all-women FGD in six communities for a total of 12 FGDs. The team from CRS and STS conducted a purposeful sample of communities from both districts and from communities with continuing and new schools to ensure the qualitative data represented a range of geographic and programmatic experiences. Once teams arrived in each community, they sought the community chief's approval to conduct FGDs. CRS provided a letter of introduction to support this process. If the community chief granted approval, the team leader then helped mobilize participants by drawing from parents or caregivers of pupils in classes 1 through 6, teachers, youth leaders, religious leaders, members of the SILCs, and school representatives. Participants of the school-based surveys could not participate in FGDs. To avoid any undue bias or influence, the community chief also could not take part in FGDs. While facilitating the training in Kabala,

STS conducted in-person KIs with a deputy district education official and a national education official. Enumerators recorded the FGDs and KIs using digital recorders and then transcribed them.

### COVID-19 Precautions

During data collection, several precautions were taken to mitigate the risk of COVID-19 for both enumerators and study participants. During the enumerator training, participants were briefed on the symptoms and transmission of the disease. During data collection, enumerator team supervisors ensured that teams had disposable tissues and access to safe disposal, alcohol-based hand sanitizer, disinfectant for student materials and tablets, and face masks or gloves. Enumerators were also trained to practice frequent hand hygiene while administering the assessment tools and practice social distancing; disinfect student stimuli and desks between every student assessment; clean tablets frequently; and remove themselves if they became sick or were in close contact with someone who was sick.

### Data Monitoring and Quality Assurance

Every day during data collection, Dalan's field coordinator and STS Data Monitoring and Quality Assurance Associate monitored incoming data. Dalan's field coordinator visited multiple schools in person to conduct on-site spot checks and troubleshoot any issues that teams encountered. Dalan and STS communicated with team supervisors on a WhatsApp® group, which enabled responsive action if/when issues arose. Many enumerator teams could not upload data electronically every day, however, due to a lack of connectivity in communities. In some cases, teams could not upload data until returning to Freetown. These delays impeded the real-time data tracking activities of Dalan's field coordinator and STS's research coordinator.

Dalan's staff ensured enumerator teams followed data collection procedures and submitted a field report that logged any discrepancies between the number and type of data collected and the targeted number of surveys. STS later cross-referenced these reports against the uploaded data and applied disposition codes to the data to categorize any issues. The coding and flagging procedures ensured that any nuances in the data collected at each school were sufficiently cataloged and considered during data cleaning, analysis, and reporting.

## 2.5. Data Analysis Methods

### Sample Weighting

STS used sampling weights to calculate more representative estimates in the sample of pupils. Random sampling does not account for the fact that some pupils have a lower probability of being selected if they represent smaller subgroups in the population. For example, on average more girls are enrolled in class 2 than boys, so the probability of selecting a girl to participate in the study is lower. Therefore, analysts use sampling weights to account for these differences in probabilities.

STS calculated the weights using background data available from each school in the sample population, including the number of class 2 classrooms at the school, the number of pupils in each classroom, and the number of class 2 pupils enrolled. Enumerators collected this information in the head teacher survey. STS applied weights in the analysis of the literacy assessment. Each pupil received a combined school and pupil weight.

### Generation of Findings

In July 2022, STS generated descriptive statistics from the endline data:

- **Mean scores:** Average number of items answered correctly on a subtask
- **Zero scores:** Proportion of pupils who did not answer a single item correctly on a subtask
- **Proportions:** Proportion of respondents who replied in a specific way to an item
- **Means:** Average score on a survey item

Analysts determined differences in performance between girls and boys by calculating inferential statistics on subtasks' mean scores. Any measured statistically significant differences are noted in the tables. Differences between baseline and endline scores were conducted using t-tests or ANOVA for means and proportions, while chi-square analysis was used to analyze zero scores. Statistical significance tests were also performed to analyze the difference in mean scores between boys and girls between baseline and endline; statistically significant differences are noted under each table.

## 2.6. Evaluation Limitations

The following limitations should be considered when reviewing the findings of the APFL IV baseline:

- **Lower response rates than anticipated for school surveys.** The sampling approach called for three teachers to be surveyed and three classrooms to be observed at each school—one each for classes 2 through 4. However, when enumerators arrived, there were fewer eligible teachers and classrooms to include as a result of the multi-grade classrooms.
- **Inherent bias in sampling children present on the day of assessment.** Pupils' literacy assessment results may be biased toward the types of students who attend regularly and may exclude those pupils who are enrolled but do not attend regularly. However, this random method of sampling on the day of the assessment is preferable to sampling pupils in advance, as it may create opportunities for manipulation, so only high performers participate. This sampling approach will remain the same in future assessments, and therefore the comparison across timepoints will be valid.
- **Change in use of data analysis program and impact on results.** The software used in this analysis differs from the one used at baseline and midline. Between the time of the midline analysis and this endline analysis, STS has moved from using SPSS to using Stata due to the limitations and cost of SPSS. Overall, this change has strengthened analytical capacity, the results' robustness, and the findings' replicability. However, it is important to note that Stata and SPSS use different weighing processes, resulting in minor differences between the reports. The differences are minor, often less than 1, and do not result in any difference in the interpretation of the findings.

## 3. Findings

The findings in this section correspond to the APFL IV project's results framework, SOs, and Performance Monitoring Plan (PMP) indicators. Definitions of indicator calculations, as well as comparison of baseline and endline values to targets, can be found in **Error! Reference source not found.** Differences at endline that are statistically significant are referred to as "significantly" higher or lower than baseline values.

To respond to the evaluation question on effectiveness—to *what extent are the project results and the yearly benchmark indicators achieved/ likely to be achieved?*—this section presents a comparison with program targets where possible. In addition, to answer the evaluation question on impact—*has the*

*theory of change (TOC) improved school education outcomes through increased literacy of school-aged children and increased use of health and dietary practices of school-aged children combining with different foundational results held?*—this section includes interpretations of the extent to which results confirm the logic behind the TOC.

### SO1: Improved Literacy of School-aged Children

Improved literacy of school-age children is the first SO of the APFL IV project and serves as the key result in the program's TOC around literacy. According to the TOC, the components needed to achieve improved literacy are improved competency and commitment in teachers and school administrators; the readiness of children to start and thrive in school; and communities supporting and sustaining literacy activities. This section will examine changes in pupils' literacy levels as well as the components needed to achieve this SO.

Achievement of this SO is measured by indicator 1.0.0.1: *Percentage of pupils who, by the end of two grades of schooling, demonstrate that they can read and understand the meaning of the grade-level text (McGovern-Dole Indicator #1)*. The APFL IV literacy assessment, described in section 2.4, was administered to boys and girls at the end of class 2 to capture endline values for indicator 1.0.0.1, calculated as answering at least four of five reading comprehension questions correctly.

**Table 5: Pupils Meeting Reading Threshold by Gender**

Number of Reading comprehension Questions Correct	Girls		Boys	
	Baseline	Endline	Baseline	Endline
0	89.41%	79.88%	68.23%	65.31%
1	1.19%	1.68%	7.22%	5.08%
2	2.69%	2.75%	7.05%	13.80%
3	3.60%	8.11%	9.73%	8.07%
4	1.95%	4.83%	3.56%	4.15%
5	1.17%	2.75%	4.21%	3.59%

**Although comprehension has improved, the majority of pupils still cannot read and understand the meaning of the grade-level text.** Overall, 92.42 percent of girls and 92.26 percent of boys (a nearly equal percentage) did not correctly answer at least four reading comprehension questions, as presented in Table 5. In other words, at endline, between 7 to 8 percent of pupils met the grade-level threshold, which is higher than the baseline proportion of 5.6 percent. However, this figure is significantly lower than the program's Year 3 target of 24.50 percent. Given that pupils were out of school for several months in 2020 due to school closures, it is not surprising that the gains in reading scores were marginal.<sup>10</sup>

**Threshold results by gender.** Fewer girls met the threshold at endline than did boys, but this difference is small. Perhaps more interesting is the fact that a greater percentage of girls (79.88 percent)

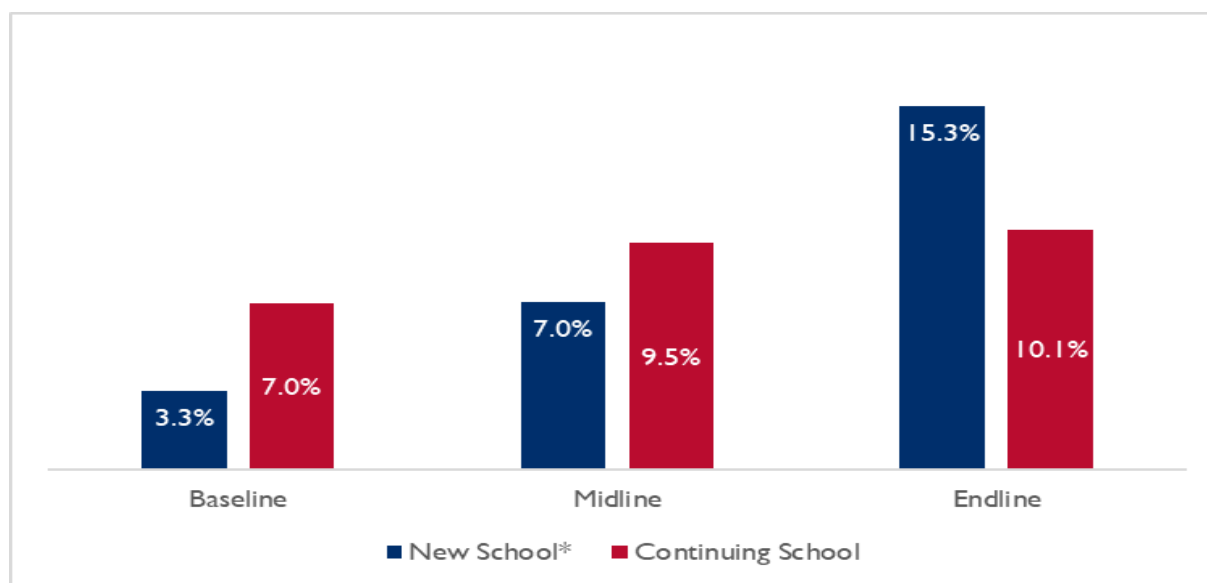
<sup>10</sup> Program staff report that a radio teaching program was aired during the period of school closures to continue to reach pupils. Pupils were provided with radios.

than boys (65.31 percent) were unable to answer any reading comprehension questions correctly. This finding suggests that more boys are on the pathway to reading comprehension than girls.

**Threshold results by school status.** A deeper analysis explored if there were differences by school status, specifically between schools continuing from APFL III and new ones joining the program for APFL IV. At endline, 15.3 percent of pupils in new schools met the threshold, as depicted in Figure 5, while 10.1 percent of pupils in continuing schools did so. This finding is a departure from the trends at baseline and midline, when a smaller percentage of pupils in new schools met the threshold in comparison to pupils in continuing schools. Overall, at endline, a larger percentage of pupils across both school status categories met the threshold than at midline and baseline.

There are three possible explanations we propose for the difference in new and continuing schools on the performance of pupils reading at the threshold, but also more broadly. One, it is possible that the treatment effect is the most impactful at new schools, especially in the endline period accounting for the difference. This would also explain instances where we see a dip in outcomes since midline. The logic is that when practices are first introduced, they are often more rigorously followed, and their novelty can increase their impact for the short term. Two, and the most likely cause, is that the difference is due to a change in the program quality or intensity. Lastly, is that the remaining schools left to add to the sample by endline did not represent a unique sample and therefore had confounding variables that resulted in the uniquely high treatment effect. Regardless, both support that the theory of change has an overall effect over time.

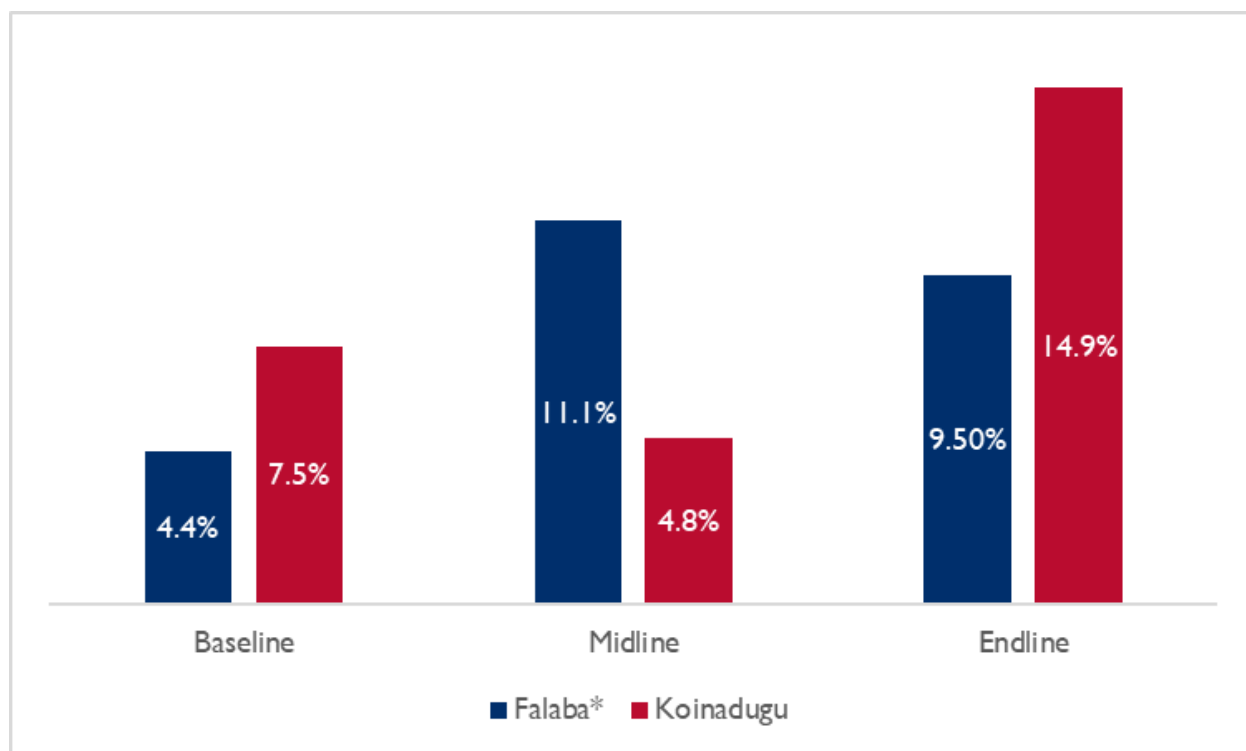
**Figure 5: Proportion of Pupils Meeting Reading Threshold at Baseline, Midline, and Endline, by School Status**



**Threshold results by district.** Fewer pupils in Falaba (9.5 percent) than Koinadugu (14.9 percent) met the reading threshold of correctly answering at least four out of five reading comprehension questions, as depicted in Figure 6. This finding is in line with the trends at baseline and midline when a smaller percentage of pupils in Falaba met the threshold in comparison to Koinadugu. At endline, a larger percentage of pupils in Koinadugu met the threshold than at midline and baseline. In contrast, a

smaller percentage of pupils in Falaba met the threshold at endline than at midline, although there was still an overall increase from baseline.

**Figure 6: Proportion of Pupils Meeting Reading Threshold at Baseline, Midline, and Endline, by District**



The analysis also looked at differences between boys and girls within districts, shown in Table 6. In Falaba, both boys and girls showed increases between baseline and endline in meeting the threshold; however, for both genders in that district, the proportion of pupils meeting it at endline was lower than at midline. In Koinadugu, both boys and girls showed increases from baseline to endline, and endline results were significantly higher than at midline (in contrast to Falaba). One theory for this significant gain from midline is that it could reflect changes in program intensity or quality in this district as a result of poor midline results. The difference in girls' performance at endline in the two districts was notable. At endline, nearly double the proportion of girls in Koinadugu met the reading threshold than girls in Falaba.

**Table 6: Proportion of Pupils Meeting Reading Threshold at Baseline, Midline and Endline, by District and Gender**

		Baseline		Midline		Endline		Sig
		n	%	n	%	N	%	
Falaba	Boys	13	5.80%	26	13.30%	28	10.57%	*
	Girls	6	2.60%	18	8.80%	19	8.47%	
Koinadugu	Boys	16	11.20%	5	4.60%	18	13.76%	



		Baseline		Midline		Endline		Sig
		n	%	n	%	N	%	
	<b>Girls</b>	8	3.80%	6	5.00%	21	16.21%	*

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

Zero scores and mean scores for other literacy assessment subtasks are presented in the following section to allow for a better understanding of pupils' reading performance. Statistical significance tests were performed to analyze the difference in mean scores between boys and girls. Statistically significant differences are noted under each table.

**Zero Scores.** The proportion of pupils who did not answer a single item correctly on each subtask—known as a zero score—is presented in Table 7. At endline compared with baseline, a statistically significantly lower proportion of pupils received zero scores in phonemic awareness (59.46 percent compared with 74.9 percent at baseline) and listening comprehension (29.72 percent compared with 50.5 percent at baseline).

While no other subtasks showed statistically significant changes, it is important to note that the proportion of pupils receiving zero scores in alphabet naming, familiar word reading, and nonword reading increased from baseline to endline.

**Table 7: Proportion of Pupils Receiving Zero Scores by Gender**

Task	Boys			Girls			Total		
	Baseline	Endline	Sig.	Baseline	Endline	Sig	Baseline	Endline	Sig
Alphabet naming (out of 51)	4.87%	11.7%	*	10.18%	8.74%		6.8%	10.25%	
Phonemic awareness (out of 10)*	72.03%	56.7%	*	79.87%	62.34%	*	74.9%	59.46%	*
Familiar word reading (out of 40)*	42.22%	46.8%		61.66%	56.66		49.4%	51.64%	
Nonword reading (out of 25)*	62.22%	67.6%		85.15%	74.74%	*	70.7%	71.08%	
Reading passage (out of 36)	59.89%	59.9%		83.39%	68.06%	*	68.7%	63.89%	
Reading comprehension (out of 5)	64.97%	65.31%		89.00%	79.88%	*	73.8%	68.37%	
Listening comprehension (out of 6)*	50.72%	26.8%	*	50.2%	32.78%	*	50.5%	29.72%	*

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$

**Zero scores by gender.** The proportion of boys and girls who did not answer a single item correctly on each subtask is presented in Table 7. At endline compared with baseline, a statistically significantly lower proportion of boys received zero scores in phonemic awareness and listening comprehension. Both phonemic awareness and listening comprehension measure sound or auditory-based skills rather than text-based skills. Also, a larger proportion of boys posted zero scores on alphabet naming, and this finding was also statistically significant. At endline compared with baseline, a statistically significant lower proportion of girls received zero scores in phonemic awareness, nonword reading, reading passage, reading comprehension, and listening comprehension.

### Alphabet Naming

In the alphabet naming subtask, enumerators presented pupils with a grid of 51 uppercase and lowercase letters and asked them to say the name of the letter.<sup>11</sup> The alphabet naming subtask measures pupils' knowledge of letters of the alphabet and their ability to recognize the graphemic features of each letter.

As presented in Table 8, at endline, the total mean score for alphabet naming was 31.3, below the mean score at baseline, although this dip was not statistically significant. However, at endline, boys' mean scores were statistically significantly lower than at baseline. Notably, at endline, girls' and boys' mean scores were not significantly different, suggesting no gender gap in alphabet naming ability exists at present. A gender gap was present at midline, however, as boys had statistically significantly higher mean scores in alphabet naming than girls.

**Table 8: Alphabet Naming Mean Scores by Gender (Correct out of 51)**

Gender	Baseline		Midline		Endline		Sig.
	N	Mean Score	N	Mean Score	N	Mean Score	
Boys	348	38.8	334	31.2	344	32.1	*
Girls	334	34.1	344	28.1	339	30.5	
Total	682	36.6	678	29.7	683	31.3	

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

### Phonemic Awareness

Phonemic awareness—or a child's ability to identify the smallest units of sound (known as phonemes) made by a letter or group of letters—is another important building block in learning to read. For the phonemic awareness subtask, enumerators provided pupils with basic pictures of ten common objects and read the name of the object out loud to the pupils. Pupils were then asked to say the initial sound of the object's name. The phonemic awareness subtask measures pupils' awareness of phonemes and their ability to distinguish among multiple phonemes.

<sup>11</sup> This subtask was modified from the APFL III literacy assessment, which contained 26 letters in a diamond-shape. The number of items was increased for the APFL IV literacy assessment to ensure that each letter appeared both in its lowercase and uppercase forms.

Pupils' phonemic awareness mean scores significantly improved from baseline to endline. Out of ten possible items, pupils on average identified 2.2 items at endline, a significant increase from baseline, when pupils could only identify 1.1 items on average. Boys at endline could identify 2.3 out of the ten sounds on average, a statistically significant increase from 1.2 at baseline. Girls' mean scores also significantly improved from baseline (0.9 items) to endline (2.2 items). Girls and boys performed similarly at endline with no measured statistical difference. Phonemic awareness is a skill that is typically developed in schooling through explicit instruction in the smallest units of sound in a language. If the project engaged students in activities that required active listening and identification of sounds, such as singing and rhyming, this could explain the improvement in phonemic awareness.

**Table 9: Phonemic Awareness Mean Scores by Gender (Correct out of 10)**

Gender	Baseline		Midline		Endline		Sig.
	N	Mean Score	N	Mean Score	N	Mean Score	
Boys	348	1.2	334	1.7	344	2.3	*
Girls	334	0.9	344	1.4	339	2.2	*
Total	682	1.1	678	1.6	683	2.2	*

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

### Familiar Word Reading

The familiar word reading subtask consisted of 40 familiar words presented to pupils in a grid. Pupils were asked to read aloud as many of the familiar words as they could.<sup>12</sup> Critical to a pupil's ability to read, familiar word reading measures pupils' sight-word recognition and decoding skills.

On average, pupils were able to read more words at endline (10.8) than at midline (9.3), but fewer than at baseline (11.6), as seen in Table 10. However, while midline scores were statistically significantly lower than at baseline, endline scores were not significantly lower than baseline scores. On average, girls read 9.3 out of the 40 words in the grid, higher than the mean score at baseline (7.8). Although the difference is not statically significant, it does suggest an improvement. Notably, though, gender inequity between girls' and boys' scores persisted from baseline to endline, with girls identifying three fewer words on average than boys at endline. This difference was statistically significant.

**Table 10: Familiar Word Reading Mean Scores by Gender (Correct out of 40)**

Gender	Baseline		Midline		Endline		Sig.
	N	Mean Score	N	Mean Score	N	Mean Score	
Boys	348	15	334	11.1	344	12.3	
Girls	334	7.8	344	7.6	339	9.3	
Total	682	11.6	678	9.3	683	10.8	

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

<sup>12</sup> The items included in the familiar word subtask were consistent across the APFL III and IV literacy assessments. The familiar words on the APFL IV assessment were rerandomized within lines. One item—"play"—appeared twice in the grid.

### Invented Word Reading

For the invented word reading subtask, pupils were presented with a grid of 25 made-up words that follow the phonological and spelling rules of English. Enumerators asked pupils to read aloud as many invented words as they could.<sup>13</sup> Invented word reading measures a pupil's ability to decode language by matching a letter or combination of letters, or graphemes, to their sounds. The ability to decode language aids pupils in reading new or unfamiliar words.

Invented word reading mean scores, presented in Table 11, show statistically significant improvement among girls. Girls' mean scores at endline (3.1 invented words) more than doubled from baseline (1.5). Boys' mean scores at endline (4.0) decreased since baseline (4.9), but the change was not statistically significant. Although girls' scores increased significantly, boys' mean scores at endline were still statistically significantly higher than girls. Overall, mean scores increased from baseline to endline, but the gain was not statistically significant.

**Table 11: Invented Word Reading Mean Scores by Gender (Correct out of 25)**

Gender	Baseline		Midline		Endline		Sig.
	N	Mean Score	N	Mean Score	N	Mean Score	
Boys	348	4.9	334	3.5	344	4.0	
Girls	334	1.5	344	1.5	339	3.1	*
Total	682	3.3	678	2.5	683	3.5	

*Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and midline at  $p < 0.05$ .*

### Reading Passage and Reading Comprehension

All the above reading skills culminate in reading comprehension—the ability to understand the meaning of the written text. As pupils' proficiency in lower-level reading skills increases, the likelihood that they will be able to read and understand written passages also increases. For the reading passage and reading comprehension subtasks, pupils were presented with a short story of 41 words and asked to read the story aloud. After pupils finished reading the passage, enumerators read five comprehension questions—four direct and one inferential—aloud to pupils to test their understanding of the story's content.<sup>14</sup> These two subtasks measure decoding and reading comprehension.

At endline, the total mean score for the reading passage subtask was 8.4, a statistically significant change since baseline (7.6). Girls' ability to read the passage statistically significantly increased from baseline to endline, as shown in Table 12. At baseline, girls, on average, were only able to read 3.9 of 41 words but showed continued improvement at midline (6.9 words) and endline (7.5 words). Although boys' mean scores increased from 8.3 words at midline to 9.4 words at endline, those mean scores were both lower than at baseline (10.9 words). Although girls' scores on average showed statistically significant improvement from baseline to midline, boys still scored higher than girls on average at endline.

<sup>13</sup> Several updates were made to this subtask from APFL III to APFL IV. Four invented words that were homophones of either familiar words or proper nouns were modified by changing one letter. All invented words were presented in lowercase letters.

<sup>14</sup> Three items on the reading passage were updated from the APFL III to the APFL IV literacy assessment. All five comprehension questions were also updated to better align with the story and with common early grade literacy assessment guidance.

**Table 12: Reading Passage Mean Scores by Gender (Correct out of 36)**

Gender	Baseline		Midline		Endline		Sig.
	N	Mean Score	N	Mean Score	N	Mean Score	
Boys	348	10.9	334	8.3	344	9.4	
Girls	334	3.9	344	6.1	339	7.5	*
Total	682	7.6	678	7.2	683	8.4	*

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

Reading comprehension measures pupils' ability to understand the passage they read above. Table 13 shows the average reading comprehension scores at baseline, midline, and endline. At endline, on average, both boys and girls could answer one of the five reading comprehension questions correctly. While low, this mean score represented a statistically significant improvement from baseline, when, on average, pupils could answer 0.6 questions correctly. Girls posted a statistically significant improvement in reading comprehension from baseline to endline, with the average score increasing from 0.3 to 1.0.

**Table 13: Reading Comprehension Mean Scores by Gender (Correct out of 5)**

Gender	Baseline		Midline		Endline		Sig.
	N	Mean Score	N	Mean Score	N	Mean Score	
Boys	348	0.9	334	0.8	344	1.0	
Girls	334	0.3	344	0.5	339	1.0	*
Total	682	0.6	678	0.7	683	1.0	*

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

### Listening Comprehension

Listening comprehension measures pupils' overall oral language comprehension and vocabulary. The listening comprehension subtask complements the reading passage and comprehension subtasks by providing a better understanding of whether pupils' comprehension difficulties result from reading skills or overall language comprehension. For the listening comprehension subtask, enumerators read aloud a short story of 40 words to pupils. The enumerator then asked the pupil four comprehension questions related to the story—three direct and one inferential.<sup>15</sup>

Presented in Table 14 are the average listening comprehension scores from baseline, midline, and endline. While the endline mean score of 1.7 was still low, pupils performed on average statistically significantly higher at endline than baseline (1.1). Boys' average scores increased from 1.1 at baseline to 1.7 at endline, while girls' mean scores followed a similar trajectory to boys'—1.0 at baseline and 1.6 at endline.

**Table 14: Listening Comprehension Mean Scores by Gender (Correct out of 4)**

Gender	Baseline	Midline	Endline	Sig.
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<sup>15</sup> One of the listening comprehension questions was updated from the APFL III to the APFL IV literacy assessment.

	N	Mean Score	N	Mean Score	N	Mean Score	
Boys	348	1.1	334	1.6	344	1.7	*
Girls	334	1.0	344	1.4	339	1.6	*
Total	682	1.1	678	1.5	683	1.7	*

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

### IR1.1 Improved Quality of Literacy Instruction

The first intermediate result (IR) under SOI is the improved quality of literacy instruction. Four outputs are associated with this IR:

- I.1.1 More consistent teacher attendance
- I.1.3 Improved literacy instructional materials
- I.1.4 Increased skills and knowledge of teachers
- I.1.5 Increased skills and knowledge of school administrators

Endline findings are presented for each output.

#### I.1.1 More Consistent Teacher Attendance

Teacher attendance is a way to measure the TOC component of improved teacher competency and commitment to teaching literacy. Head teachers were asked a series of questions about teacher attendance and documentation of teacher attendance at the school level. On the day of the endline interviews, 80.72 percent of all teachers, including 82.31 percent of male teachers, and 76.37 of women teachers, were in attendance. These percentages were lower than the mean attendance found at baseline, particularly among women teachers, but still represent approximately eight out of ten teachers in attendance.

**Table 15: Total Number of Teachers and Number of Teachers in Attendance**

Teacher Attendance	Baseline		Endline	
	N	Percent Attendance (Mean)	N	Percent Attendance (Mean)
Men	67	88.0%	81	82.31%
Women		88.7%		76.37%
Total		88.2%		80.72

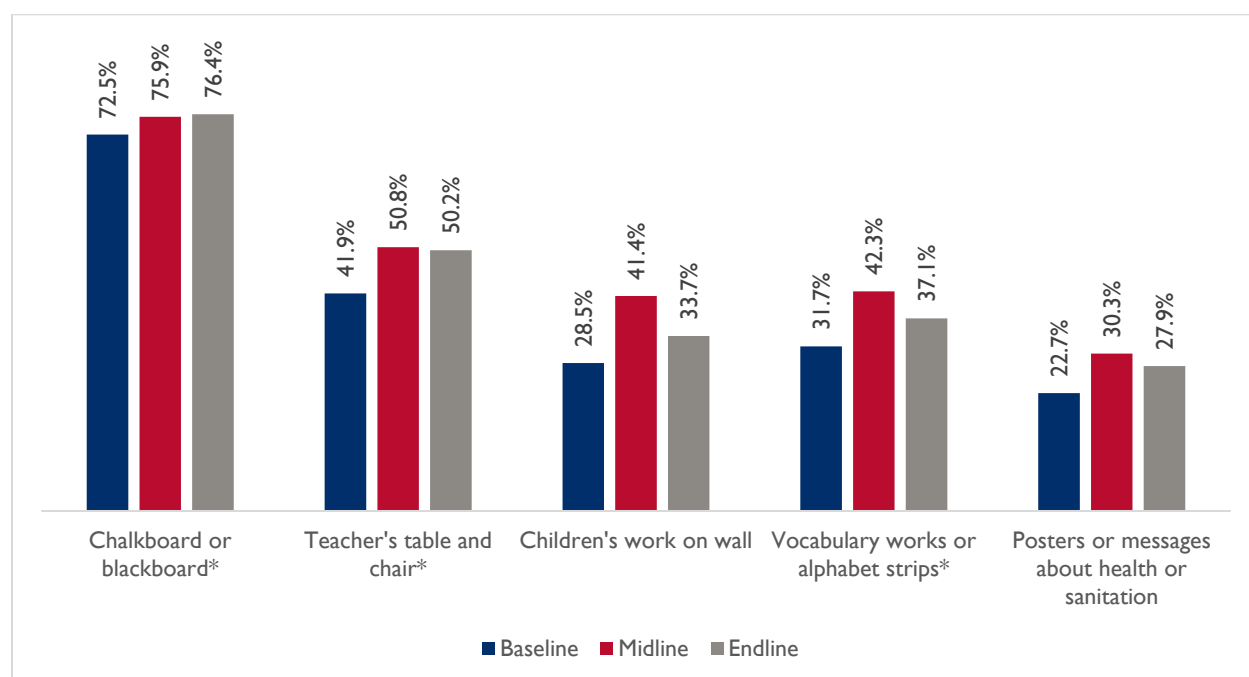
#### I.1.3 Improved Literacy Instructional Materials

Providing pupils with appropriate and adequate learning materials in schools is key to ensuring the quality of learning improves. Items such as chalkboards, alphabet strips, and other materials are important in supporting literacy acquisition, particularly when pupils live in environments with limited access to books and other printed materials. To understand the availability of resources in schools, enumerators conducted an inventory of classroom resources and furniture.

In the classrooms observed at endline, more resources of all categories were present compared with baseline (see Figure 7). 76.4 percent of classrooms had a chalkboard or a blackboard at endline compared with 72.5 percent at baseline. The proportion of teachers' tables and chairs increased from 41.9 percent at baseline to 50.2 percent at endline, and the proportion of vocabulary words or alphabet

strips also increased (31.7 percent to 37.1 percent). Both gains were statistically significant. However, when comparing changes from midline to endline, the observed classroom resources decreased in all but one category (chalkboard or blackboard). One theory to explain the decrease in observed classroom resources is that the project did not provide adequate resources between midline and endline to match needs. Another is that resources observed at midline were damaged or broken by endline and were not replaced.

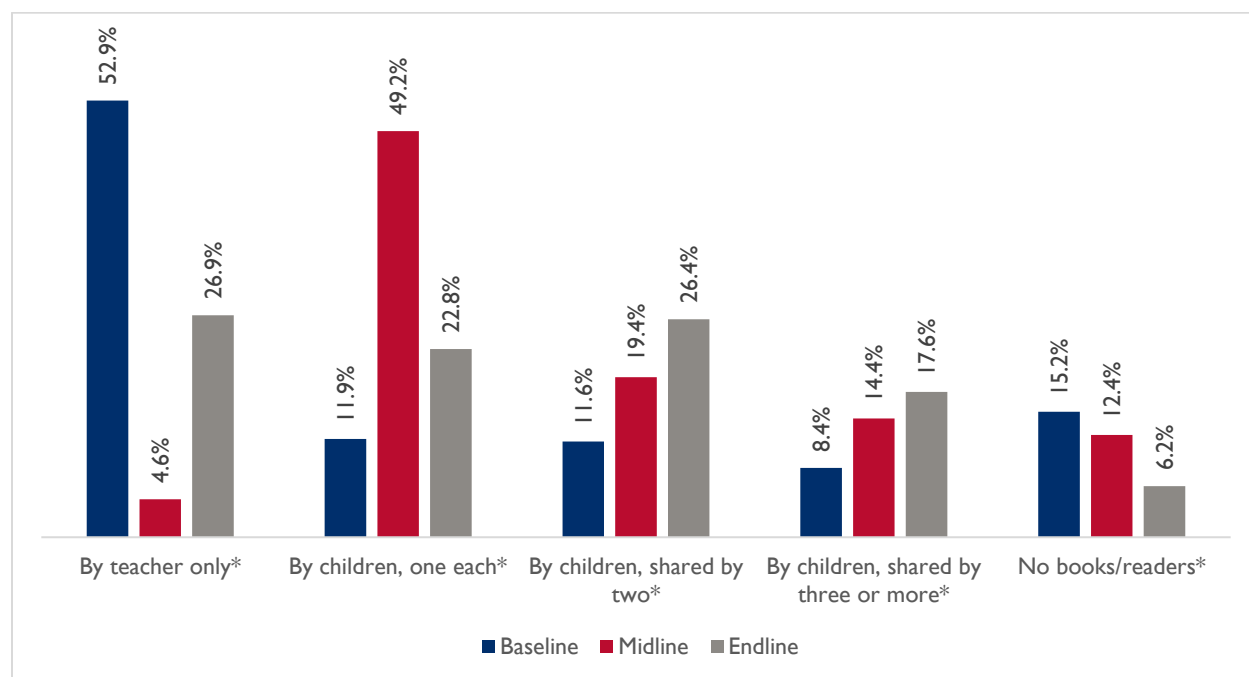
**Figure 7: Classroom Resources Observed**



Enumerators also recorded the use of resources in classrooms, specifically the use of textbooks or readers, which is key to fostering reading improvement (Figure 8).<sup>16</sup> **More textbooks were available to pupils at endline than at baseline. The percentage of classrooms that had no books or readers decreased from 15.2 percent at baseline to 6.2 percent at endline.** Also, the use of textbooks or readers by all stakeholders increased from baseline to endline. At the same time, the use of textbooks or readers by a child (one each) decreased from midline to endline. This suggests that the pupil-textbook ratio may have decreased in the program.

<sup>16</sup> Enumerators were asked: Are textbooks or readers being used? (Select One option) By the teacher only, By the children, one each, By the children, shared by two, By the children, shared by three or more, or There are no books or readers

**Figure 8: Observed Use of Textbooks or Readers in the Classroom, Baseline, Midline, and Endline**



Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$

#### 1.1.4 Increased Skills and Knowledge of Teachers

Teacher knowledge and skills are also key to pupils' learning outcomes. While teachers' actual knowledge and skills were not assessed in this study, contextual information about teachers' credentials, participation in APFL IV trainings, and motivations is presented in this section.

At endline, enumerators interviewed 151 classroom teachers—54 from class 2, 46 from class 3, 47 from class 4, and four from multi-grade classrooms—to gain an understanding of their credentials; their knowledge of good instructional practices and teaching techniques; the type of support they receive from coaches, head teachers, and MBSSE supervisors; and their teaching motivations.

At endline, 19.5 percent of teachers reported having a Higher Teacher Certificate, an increase from 1.5 percent at baseline, which was a statistically significant change (See Table 16). The proportion of teachers reporting O Level as their highest qualification decreased from 18.4 percent at baseline to 9.74 percent at endline, which was a statistically significant change.

**Table 16: Classroom Teacher Characteristics**

	Baseline		Midline		Endline		Sig.
	n	%	n	%	n	%	
Has teaching certificate	68	46.2%	63	40.3%	82	42.1%	
New schools	15	36.5%	9	21.4%	21	25.6%	



	Baseline		Midline		Endline		Sig.
	n	%	n	%	n	%	
Continuing schools	53	50.9%	54	49.6%	61	74.3%	
Type of teaching certificate							
Teacher Elementary Certificate (TEC)	4	6.3%	3	5.3%	1	1.2%	
Teacher Certificate Lower	24	34.0%	27	43.1%	31	37.8%	
Teacher Certificate	39	57.9%	28	43.2%	37	45.1%	
Higher Teacher Certificate (HTC)	1	1.5%	4	6.7%	16	19.5%	*
Other	2	3.6%	3	5.0%	0		
Highest qualification							
Basic Education Certification Examination (BECE)	29	19.7%	27	17.2%	39	20.00%	
WASSCE	88	61.2%	78	53.6%	110	56.41%	
O'LEVEL	27	18.4%	8	4.9%	19	9.74%	*
Other	1	0.7%	38	24.3%	27	13.85%	*

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

Teachers were also asked about their participation in the APFL IV project and other types of trainings. Their responses are presented in Table 17. Of the 192 teachers interviewed at endline, **a statistically significantly higher proportion had participated in diagnostic teaching methodologies (DTM) training during the academic year at endline (58.25 percent) than baseline (35.6 percent)**; however, this proportion decreased from midline (**64.6 percent**). Although the proportion of teachers who reported they had engaged in distance education increased slightly from baseline (21.1 percent) to endline (23.6 percent), the change was not statistically significant. Likewise, a higher proportion of teachers responded that at least one teacher at the school had been trained in life skills areas at endline (53.85 percent) than baseline (29.9 percent), but the change was not statistically significant. There are two possible explanations for the decrease in the proportion of teachers who participated in DTM training methodologies between midline and endline. First is a possible decrease in the supply of training; the project may not have been able to offer as many trainings as necessary. The second theory is a decrease in the demand for training; teachers may not have been able to attend trainings due to personal or professional conflicts or may have decided that the quality or nature of the training was not compelling.

**Table 17: Classroom Teacher Training Participation**

	Baseline		Endline		Sig
	N	Percentage	N	Percentage	
Has participated in a diagnostic teaching methodologies training by a literacy coach in academic year	54	35.6	286	58.25	*
Engaged in a distance education course that will lead to a teaching certificate	32	21.2	46	23.6	
Has been trained in life skills areas in this school (responding teacher or any other teacher in the school)	46	29.9	105	53.85	

*Note: Previous participation in the Food for Education program in the last academic year was not included in the endline.*

Enumerators also asked teachers about their level of knowledge of teaching techniques critical to the APFL IV program. Results are presented in Figure 9. In all areas, the proportion of teachers who reported knowing nothing about the topic decreased statistically significantly from baseline to endline, while the proportion of teachers who reported having some knowledge and confidence in their abilities increased statistically significantly. The highest proportions of teachers who reported excellent knowledge and skill at endline were in assessment (8.7 percent), motivation (7.7 percent), and vocabulary (5.6 percent). **The skills in which the greatest proportion of teachers reported knowing nothing about at endline included adapting for individual differences (39.5 percent), developing independent learners (37.4 percent), grouping for instruction (35.4 percent), fluency (38.5 percent), word recognition/phonics (32.3 percent), and vocabulary (25.2 percent).** While the proportion of teachers who reported knowing nothing about these skills decreased from baseline to endline, they increased from midline to endline.

**Figure 9: Teacher Knowledge of Teaching Techniques**

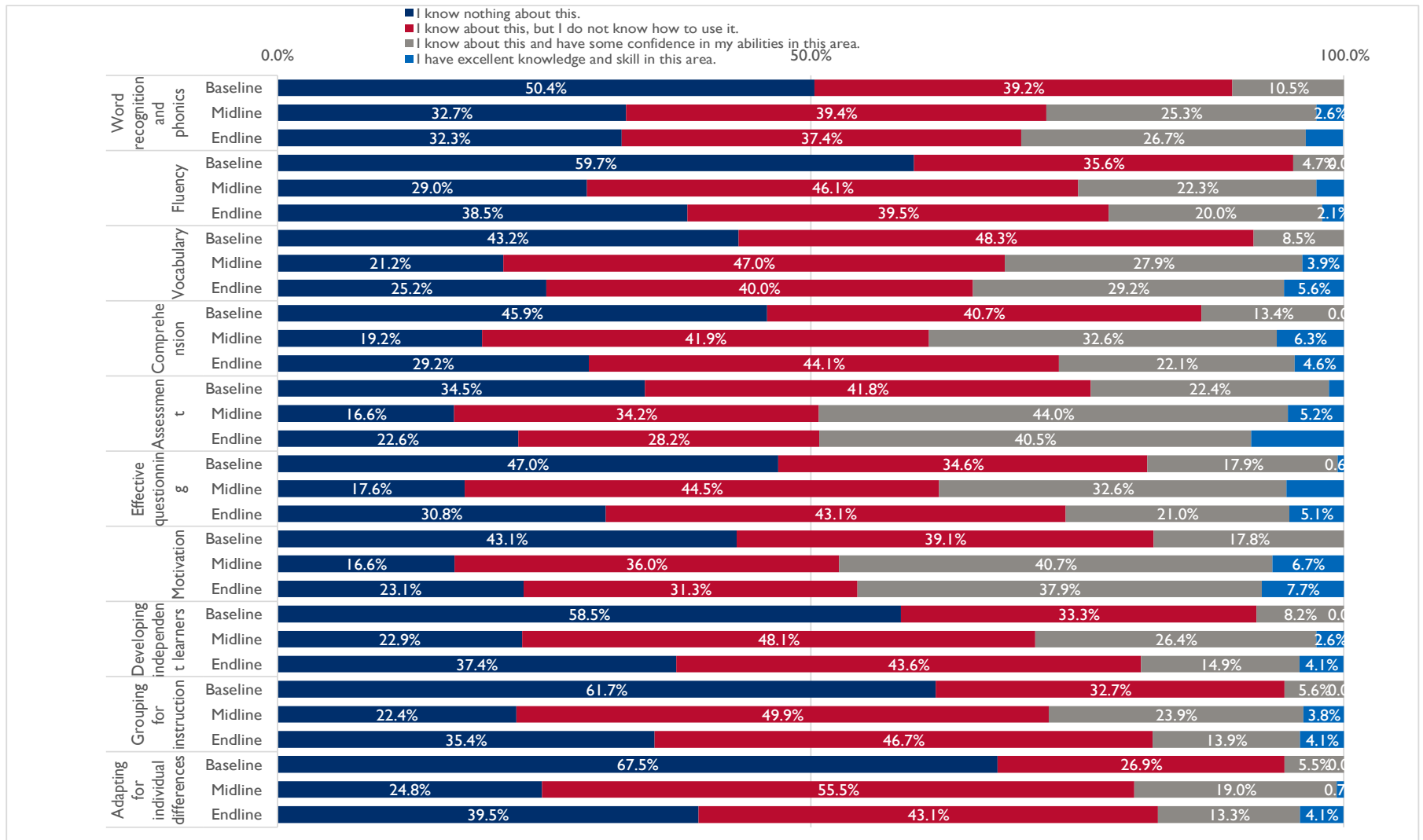


Table 18 reports teachers' responses about the frequency of coaching and mentoring sessions during the past month and the previous academic year. More than three in four teachers (85.13 percent) said a CRS literacy coach had observed or mentored them during the past month, which was a statistically significant increase from baseline (50.9 percent). Like baseline, almost all teachers (97.3 percent) at endline said their head teacher had observed or mentored them during the previous academic year. At endline, more than nine out of ten teachers (91.19 percent) said they were observed or mentored more than twice during the year, which was a statistically significant increase from baseline. The proportion of teachers who reported that MBSSE inspectors had observed or mentored them increased significantly from baseline (56.4 percent) to endline (81.4 percent). Likewise, the proportion of teachers who reported that MBSSE inspectors had observed or mentored them more than twice a year increased significantly from baseline (40.21 percent) to endline (49.06 percent).

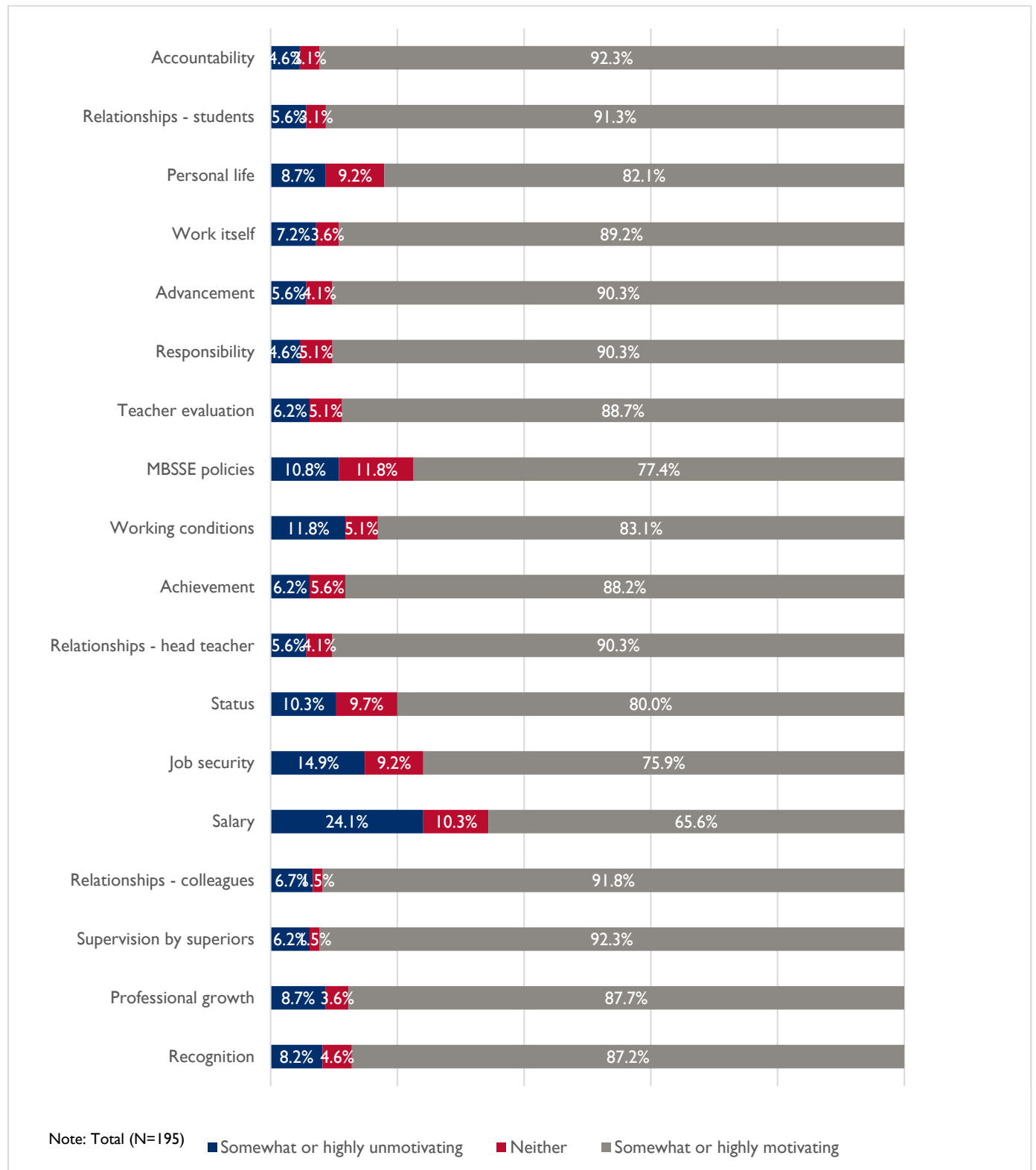
**Table 18: Coaching and Mentoring Frequency**

Type	Baseline		Endline		Sig
	N	Percentage of total	N	Percentage of total	
Observed or mentored by CRS literacy coach in past month	78	50.94%	166	85.13%	*
Once in the month	38	46.99%	75	45.18%	
Twice in the month	18	24.12%	38	22.89%	
More than twice in the month	22	28.89%	53	31.93%	
Observed or mentored by head teacher in academic year	138	94.85%	193	98.97%	*
Once in the year	11	7.35%	11	5.70%	*
Twice in the year	8	5.50%	6	3.11%	
More than twice in the year	119	87.15%	176	91.19%	*
Observed or mentored by MBSSE inspector this year	80	56.43%	159	81.54%	*
Once in the year	20	23.60%	50	31.54%	*
Twice in the year	28	36.19%	31	49.06%	
More than twice in the year	32	40.21%	78	49.06%	*

Note: Baseline Total (N=145) Endline (N=195); Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

Finally, teachers answered questions about what aspects of their job motivate them. Results are presented in Figure 10. Out of 18 categories, supervision by supervisors and accountability were the factors that the highest proportion of teachers reported as somewhat or highly motivating at endline (92.3 percent). In contrast, roughly one out of four teachers said they were somewhat or highly unmotivated by salary (24.1 percent) or job security (25.6 percent) at endline. These two factors were also the ones most cited as somewhat or highly unmotivating at baseline, but the proportions decreased from baseline (50.2 percent and 30.5 percent, respectively, at baseline).

**Figure 10: Teacher Motivating Factors**



### 1.1.5 Increased Skills and Knowledge of School Administrators

School administrators' skills and knowledge also contribute to pupil learning outcomes, as a stronger school system is key to accountability and delivery of quality education. During observations, enumerators noted if specific techniques and tools were visible in head teachers' offices, with findings presented in Table 19. At endline, enumerators most frequently observed a logbook available (78 percent), which was higher than baseline (72.0 percent) but lower than midline (92.6 percent). All resources for systems of monitoring teacher attendance and delivery improved since baseline, except the display of visual teaching and learning materials. However, most endline percentages were lower than those found at midline. **These findings indicate that resources for systems of monitoring teacher attendance and delivery of instruction improved overall over the life of the project but may still be fragile in terms of systematization.**

**Table 19: Percentage of Head Teacher Techniques and Tools Observed**

	Baseline		Midline		Endline	
	n	%	n	%	n	%
Logbook available	50	72.0%	65	92.6%	72	78%
Teaching master timetable displayed	36	51.7%	39	53.0%	72	64%
Teacher duty roster displayed	35	50.4%	44	61.3%	72	60%
Visual teaching and learning materials displayed	42	60.2%	46	64.5%	72	56%
Inventory book/school records organized	44	63.1%	48	67.9%	72	64%

### IRI.2 Improved Attentiveness

Pupil attentiveness is a key component of the program's TOC, serving as a proxy measure for what pupils may be absorbing, as well as the quality of instruction and teachers' skills in classroom management. Enumerators observed pupils' attentiveness during class and evaluated it on a three-point scale, with little, moderate, or extensive evidence of pupils following the teacher's instructions during the class period. This measure included observations of pupils listening and working without distraction, pupils' participation in lessons, and pupils asking questions or seeking help. Boys and girls were evaluated separately.

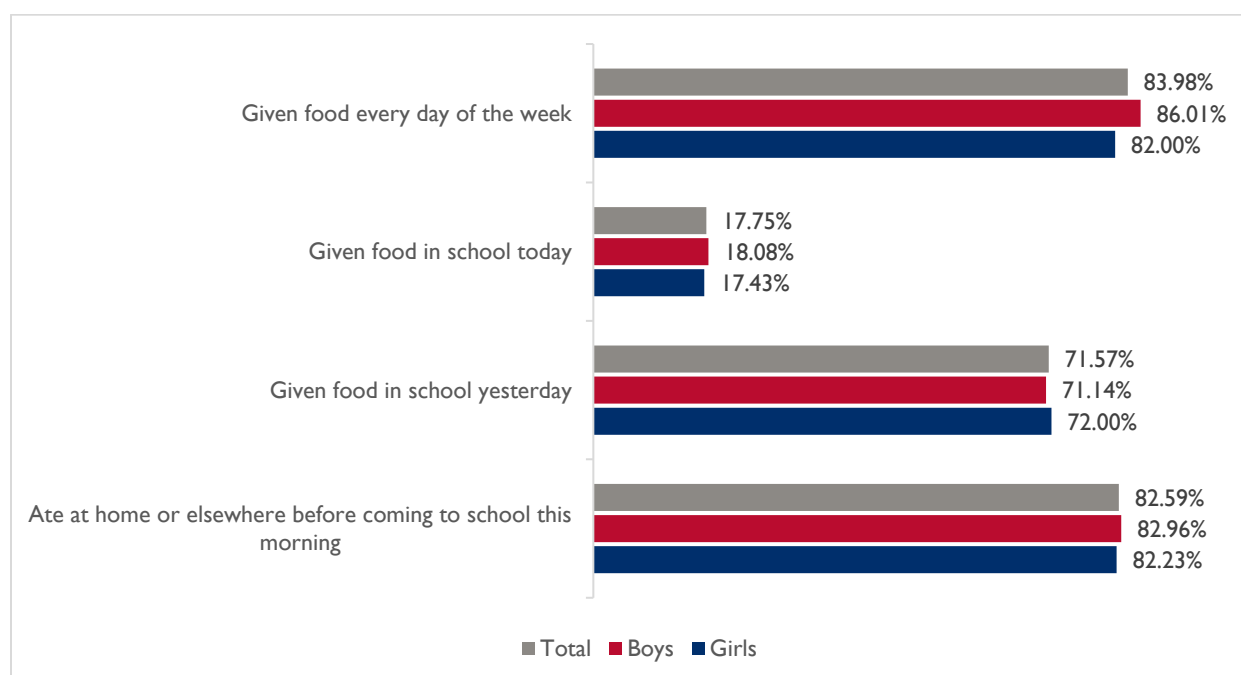
Additionally, two outputs are associated with this IR:

- 1.2.1 Reduced short-term hunger
- 1.2.2 Increased access to food (school feeding)

#### 1.2.1 Reduced Short-term Hunger

Hunger can distract pupils in the classroom, thus eliminating or mitigating pupils' attentiveness and, therefore, learning outcomes. Enumerators asked pupils about their access to food and feeding both at home and at school throughout the week. Results are presented in Figure 11. At endline, about four in five pupils (82.59 percent) reported that they had eaten at home or elsewhere before coming to school. While 71.57 percent of pupils said they were given food in school in the previous day, only 17.7 percent reported having been given food on the day of the assessment. This percentage was lower than the percentage of children reporting that they were given food in school on the day of the assessment at midline (34.7 percent). At endline, the percentage of pupils receiving food was consistent across genders.

**Figure 11: Percentage of Pupils Receiving Food by Gender at Endline**



Note: Girls (n=343); Boys (n=350); Total (N=693)

Pupils who reported having received food at school on the day of the assessment were asked about their level of hunger after eating to respond to indicator 1.2.1.1 *Percentage of pupils in target schools who indicate that they are hungry or very hungry during the school days*. These results are presented in Table 20. **At endline, a majority of pupils reported they did not receive food on the day of the assessment, but that proportion had decreased since baseline. At the same time, a higher proportion of pupils reported not being hungry at all at endline (16.02 percent) than at baseline (0.6 percent).**

**Table 20: Pupil Hunger Level, Baseline, Midline, Endline**

	Baseline	Midline	Endline	Sig.
	(n=10)	(n=222)	(n=693)	
Missing/didn't receive food on day of assessment	98.60%	65.3%	82.25%	*
Very hungry	0.00%	0.00%	0.14%	
Somewhat hungry (had some food but not enough)	0.8%	3.0%	1.59%	
Not hungry at all (had enough food)	0.6%	31.7%	16.02%	

Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

When analyzing change from baseline to endline by gender (See Table 21), the differences between boys and girls are small. **At endline, a majority of girls and boys reported they did not receive food on the day of the assessment, but that proportion had decreased since baseline.<sup>17</sup> At the same**

<sup>17</sup> At baseline, school feeding programs had not yet started so very few students reported having received food on that day.

time, a similar proportion of boys (15.14 percent) and girls (16.91 percent) reported not being hungry at all at endline (16.02 percent), and for both genders, the endline proportion was higher than at baseline and statistically significant.

**Table 21: Pupils' Reported Hunger Status or Access to Food by Gender**

Response	Baseline						Endline						Sig.
	Girls		Boys		Total		Girls		Boys		Total		
	n	%	n	%	N	%	n	%	n	%	N	%	
Not hungry at all (had enough food)	2	0.36%	3	0.90%	5	0.64%	58	16.91%	53	15.14%	111	16.02%	*
Somewhat hungry (had some food but not enough)	2	0.43%	3	1.08%	5	0.78%	4	1.17%	7	2.00%	11	1.59%	
Very hungry	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.29%	1	0.14%	
Missing/did not receive food at school on day of assessment	328	99.2%	342	98.03%	670	98.58%	281	81.92%	289	82.57%	570	82.25%	*

Note: Categories with an asterisk (\*) indicate a statistically significant difference between total at baseline and endline at  $p < 0.05$ .

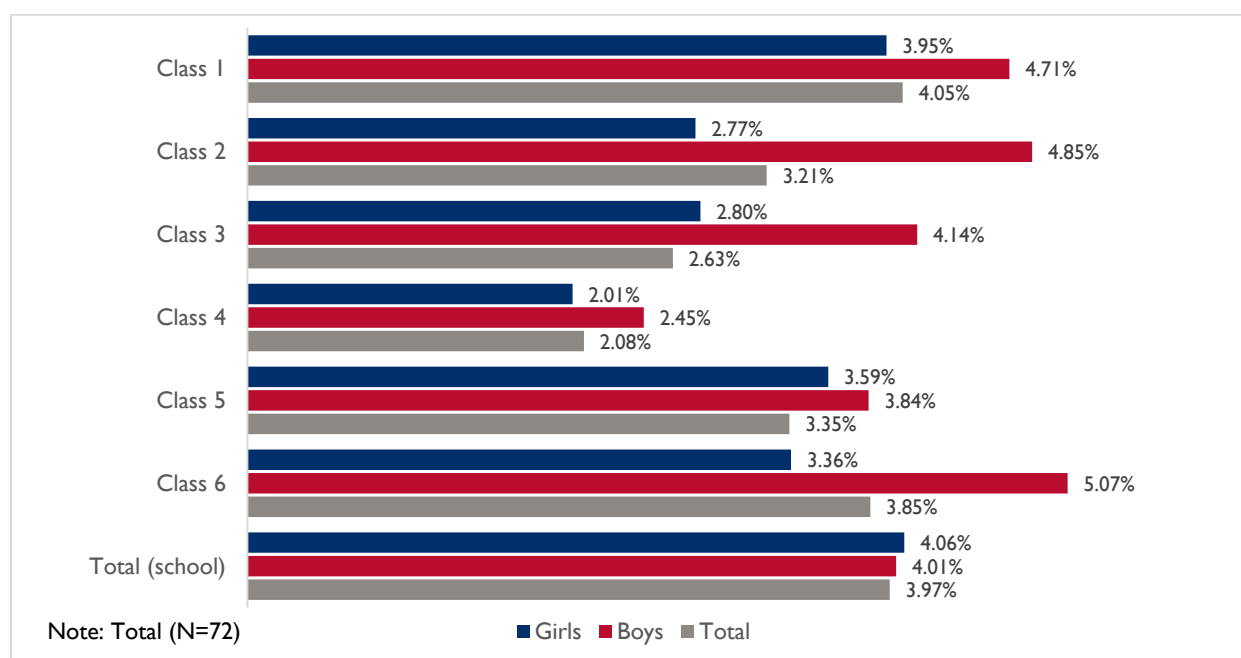
### IR1.3 Improved Pupil Attendance

The third IR under SOI is improved pupil attendance. Pupil attendance is important to learning outcomes, serving as a proxy measure of exposure to educational content. For sampled schools only, enumerators asked head teachers to report the total number of pupils enrolled and attending school, by class and gender, to respond to indicator 1.3.0.1 average student attendance rate in USDA-supported classrooms/schools. Attendance rates, calculated as the number of pupils attending divided by the number of pupils enrolled, are presented in Figure 12.<sup>18</sup> The average school-level attendance rate increased from 69.3 percent at baseline to 74.97 percent at endline, including 76.33 percent for boys and 73.82 percent for girls. Baseline school-level attendance rates were 69.3 percent for boys and 67.8 percent for girls.

<sup>18</sup> Attendance was measured in the head teacher SSME. Head teachers were asked: "Of the students currently enrolled in this school for 2021/22, how many attended school today according to CRS attendance register or other form of register (MBSSE register) for attendance?". Result show that in all classes, as reflected in Figure 12, that over 70% of students were present on the day of the evaluation. To record total attendance over the year, first we need to determine at what level we want to understand absenteeism. Mirroring other measures and considering practicality, we recommend by class and gender. To capture this data, head teachers should be guided in how to record absentees by class and gender each day which can then be totaled and recorded on the day of the observation. It is also important to collect how many days that school has been in session that year as that may vary by school.



**Figure 12: Attendance Rates by Class and Gender at Endline**



Three outputs are associated with this IR:

- I.3.3 Improved school infrastructure
- I.3.4 Increased pupil enrollment
- I.3.5 Increased community understanding of the benefits of education

### I.3.3 Improved School Infrastructure

Between baseline and midline, CRS constructed and rehabilitated schools in all districts. As at baseline, enumerators observed the sampled schools' physical infrastructure. As shown in Table 22, a significantly higher proportion of sampled schools had kitchens available for cooking (90.41 percent) and storerooms (100.0 percent) at endline compared with baseline (51.1 percent and 62.8 percent, respectively). However, a lower proportion of schools had kitchens available for cooking food at endline compared with midline (95.40 percent).

**Table 22: Characteristics of Schools, Baseline to Midline**

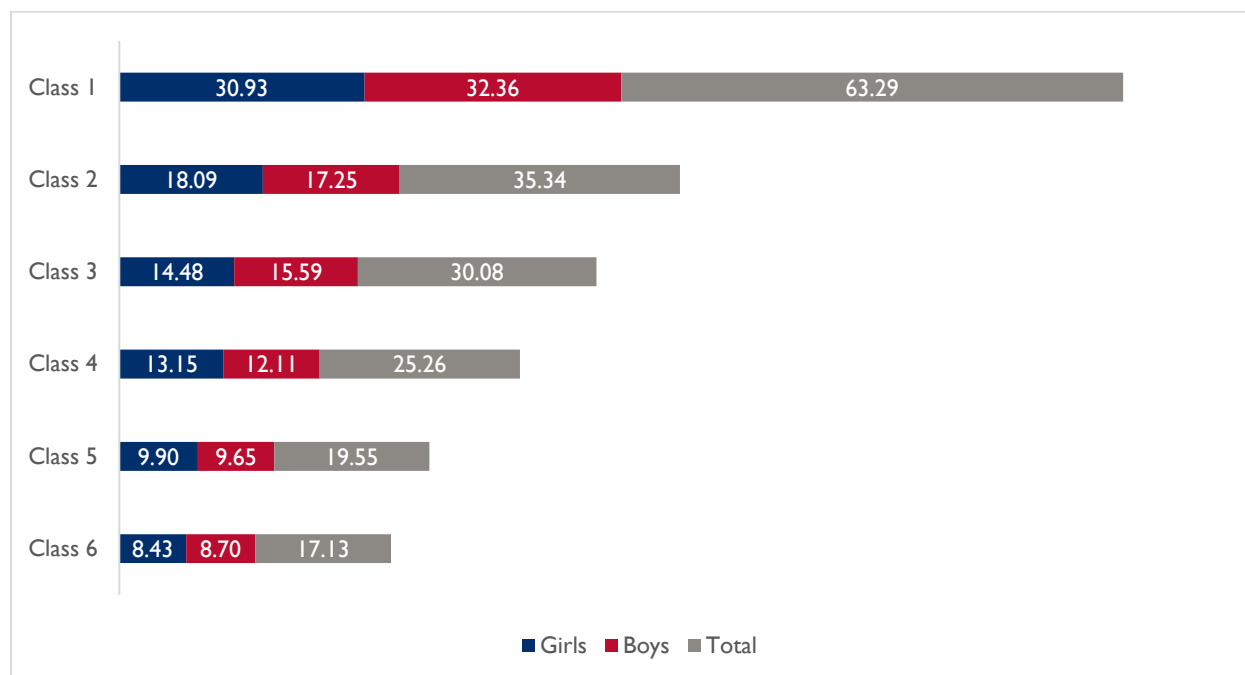
Characteristic	Baseline		Midline		Endline		Sig.
	n	% of Total	n	% of Total	n	% of Total	
Kitchen available for cooking food	36	51.10%	66	95.40%	66	90.41%	*
Storeroom or storage facility	45	62.80%	69	100.00%	63	100.00%	*

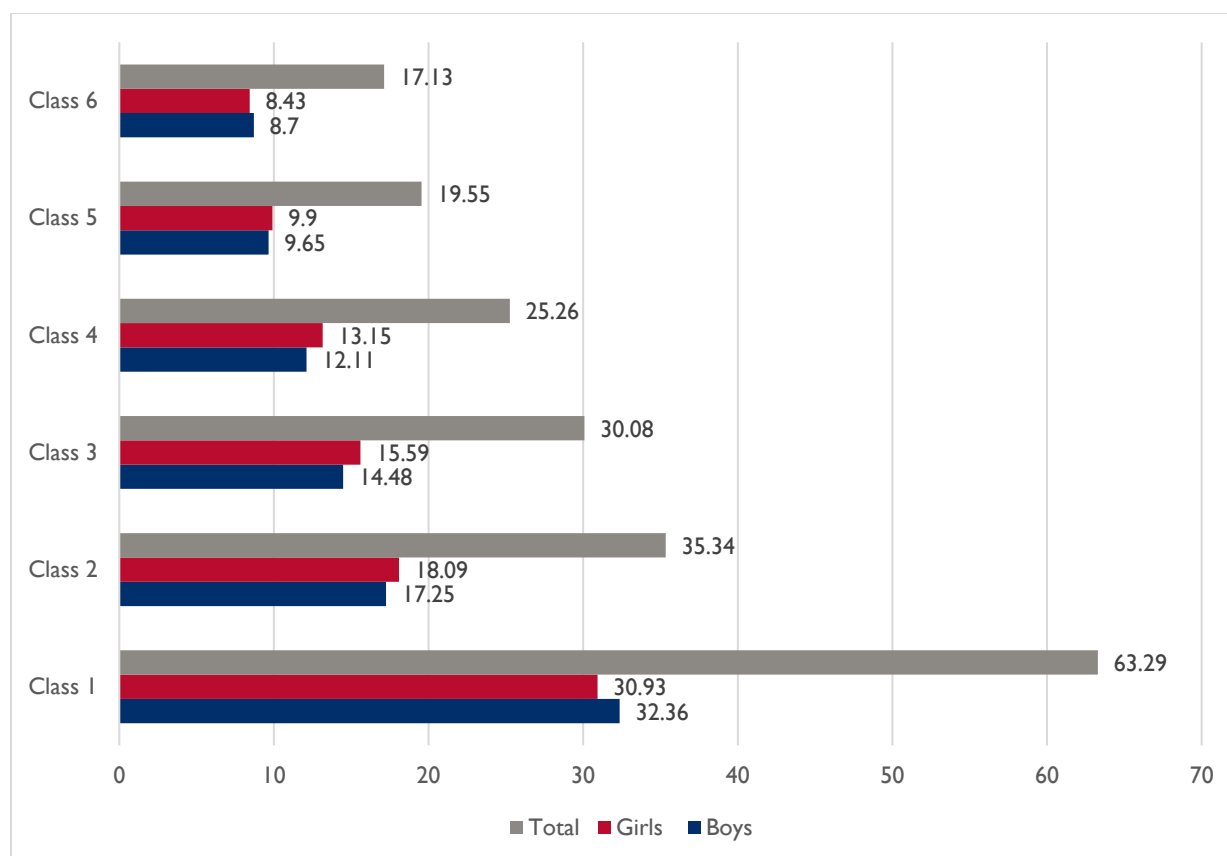
Note: Categories with an asterisk (\*) indicate a statistically significant difference between baseline and endline at  $p < 0.05$ .

### 1.3.4 Pupil Enrollment

Tracking pupil enrollment serves as a proxy for understanding how many pupils could benefit from other school-based interventions, thus giving a sense of the reach of the program. Indicator 1.3.4.1—*Number of pupils enrolled in schools receiving USDA assistance*—is calculated using the number of pupils formally enrolled in APFL IV schools. For sampled schools only (n=72), enumerators asked head teachers to provide the total number of enrolled pupils by class and gender. At endline, Class 1 had the highest overall average enrollment (63.29 pupils), and Class 6 had the lowest (17.13 pupils). On average, the trends by gender were inconsistent; fewer girls than boys were enrolled in Classes 1, 3, and 6, but the differences were small (see Figure 13).

**Figure 13: Average Pupil Enrollment by Class and Gender**



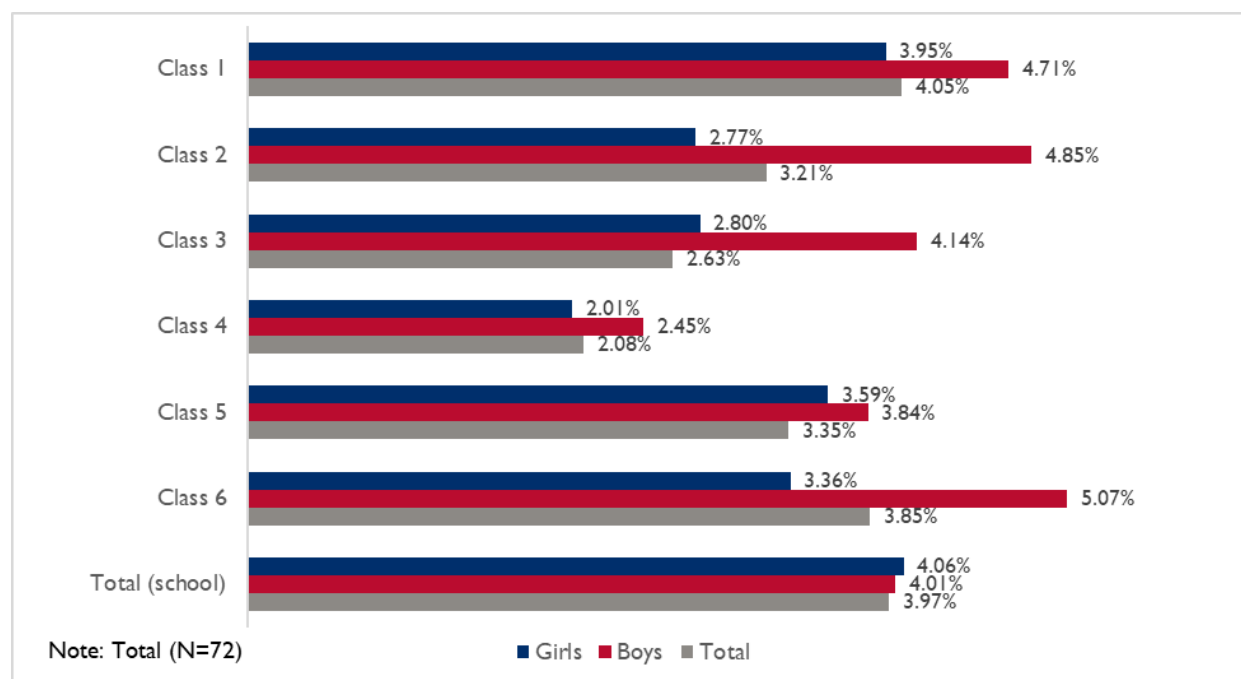


### 1.3.5 Community Understanding of the Benefits of Education

Dropout rates by class and gender were calculated to respond to indicator *1.3.5.3: Percentage of students in classes 3 through 6 who dropped out of school at the end of the school year*. Head teachers provided the total number of enrolled pupils by class and gender and the total number of dropouts. The dropout was calculated as total dropouts divided by total enrollment. Dropout rates by class and gender are presented in Figure 14.

Dropout rates at endline were consistently higher among boys than girls in each class, but the total dropout rate was nearly identical across gender (girls=4.06 percent; boys=4.01 percent). Total dropout rates were highest in Class 1. The average dropout rate across all classes and both genders was 3.97 percent at midline compared with 4.4 percent at baseline, much lower than the year 3 target dropout rate of 14.0 percent. Total dropout rates decreased for pupils of both genders as well: 4.01 percent for boys, compared with 4.5 percent at baseline, and 4.06 percent for girls, compared with 4.8 percent at baseline.

**Figure 14: Dropout Rates by Class and Gender at Endline**

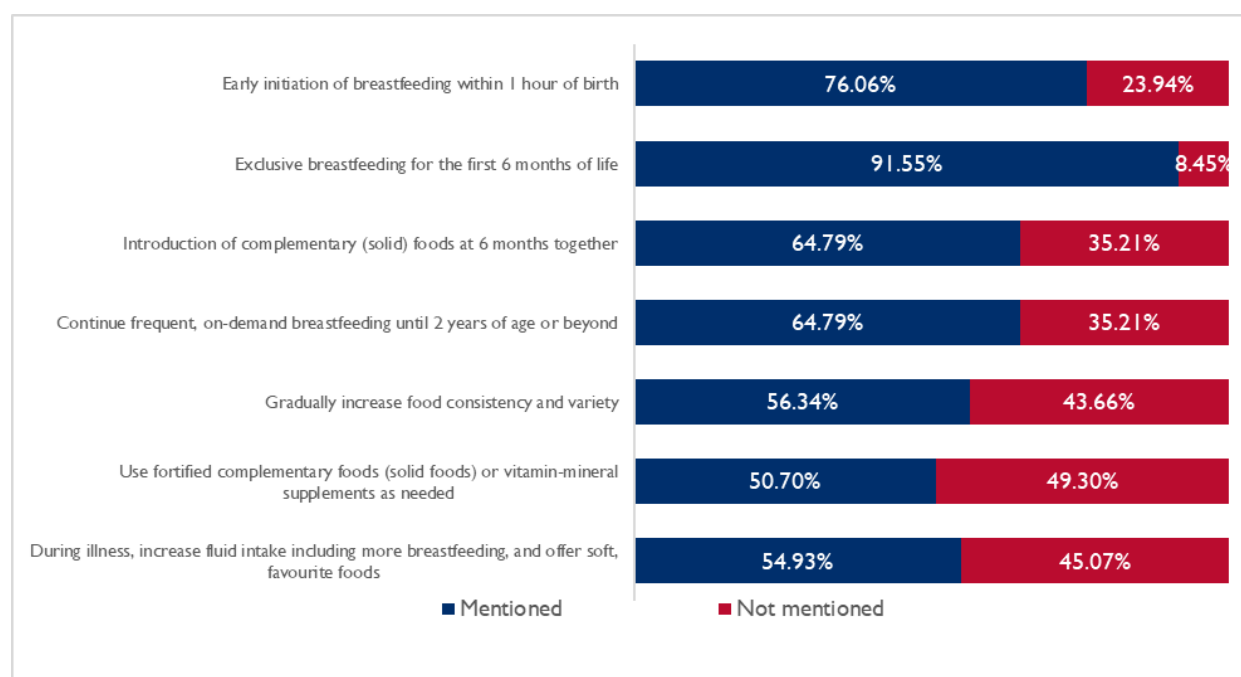


### SO2 Sustained improvement in health and dietary practices among MSGs and Pupils

The second SO of the APFL IV project is the increased use of good health and dietary practices. Results for indicator 2.0.0.3 *Percentage of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors* were calculated by asking the heads of MSGs about their knowledge of infant and young child feeding (IYCF) behaviors. Enumerators asked respondents to name things that a mother can do to support good IYCF practices and marked the practices that were mentioned.<sup>19</sup> Findings are presented in Figure 15.

<sup>19</sup> A total of 71 MSG heads were interviewed.

**Figure 15: Knowledge of Infant and Young Child Feeding Behaviors**



**At least half of the MSGs mentioned each of the behaviors in this study.** The most mentioned behavior, with 91.55 percent of MSGs highlighting it, was *exclusive breastfeeding for the first 6 months of life*. The next most indicated behavior was *early initiation of breastfeeding within 1 hour of birth*, which was mentioned by 76.06 percent of MSGs. Nearly two-thirds stated that mothers can support good IYCF practices by *introducing complementary (solid) foods at 6 months together* (64.79 percent), as well as *continue frequent, on-demand breastfeeding until 2 years of age or beyond* (64.79 percent). The largest room for further growth, although still mentioned by a majority of MSGs, are the remaining three behaviors: *gradually increase food consistency and variety* (54.34 percent), *use fortified complementary foods (solid foods) or vitamin-mineral supplements as needed* (50.70 percent), and *during illness, increase fluid intake including more breastfeeding and offer soft, favorite foods* (54.93 percent). **At endline, the majority of MSGs participants were practicing all the IYCF behaviors, a marked increase from baseline and midline.**

At endline, pupils were asked about the types of foods that they ate the previous day to understand better their dietary intake and the types of foods they consumed. Results are presented in Figure 16. Pupils, overall, appear to have variations in their diets across multiple food groups, except dairy, where they could potentially be missing an important source of calcium.

Almost the entire sample of pupils' diet the previous day featured *grains, roots, and tubers* (98.56 percent). Around three-fourths of pupils had eaten *legumes and nuts* (72.44 percent), *flesh food* (71.00 percent), *fruits* (73.63 percent), and *vegetables* (78.37 percent) the previous day. Pupils' diets featured the following foods less frequently—*dairy products* (23.21 percent), *eggs* (5.40 percent), and *other foods eaten* (4.54 percent). **At endline, pupils' diets looked similar to pupils surveyed at midline and baseline.**

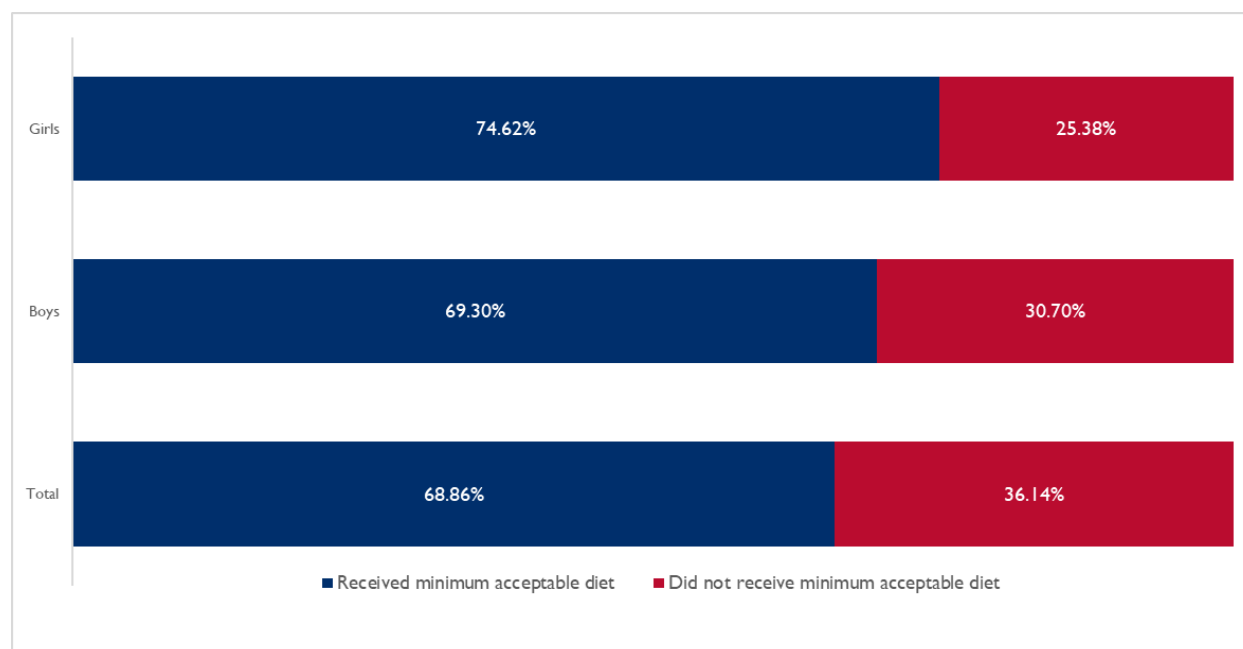
**Figure 16: Percentage of Pupils Consuming Selected Food Groups**



Note: N=693

Using these results, pupils were grouped into those receiving a minimum acceptable diet—defined as consuming four of the seven food groups in the previous day. As expected, with the large majority of pupils eating at least five of the food groups, more than two-thirds of all pupils consumed a minimum acceptable diet. More girls than boys consumed a minimum acceptable diet at endline—74.62 percent to 69.30 percent, respectively. The proportion of boys and girls consuming a minimum acceptable diet each increased from midline (boys 58.8 percent at midline, girls 65.6 percent at midline).

**Figure 17: Percentage of Pupils Consuming a Minimum Acceptable Diet (Four of Seven Food Groups) by Gender**



*IR2.1 Improved Knowledge of Health and Hygiene Practices: Increase focus on handwashing since baseline*

The first IR under SO2 is improved knowledge of health and hygiene practices. To respond to this IR at baseline, pupils were asked to name things they can do to have good health and hygiene. Enumerators coded their responses based on a set of 12 possible good practices. Responses are presented in Figure 18.

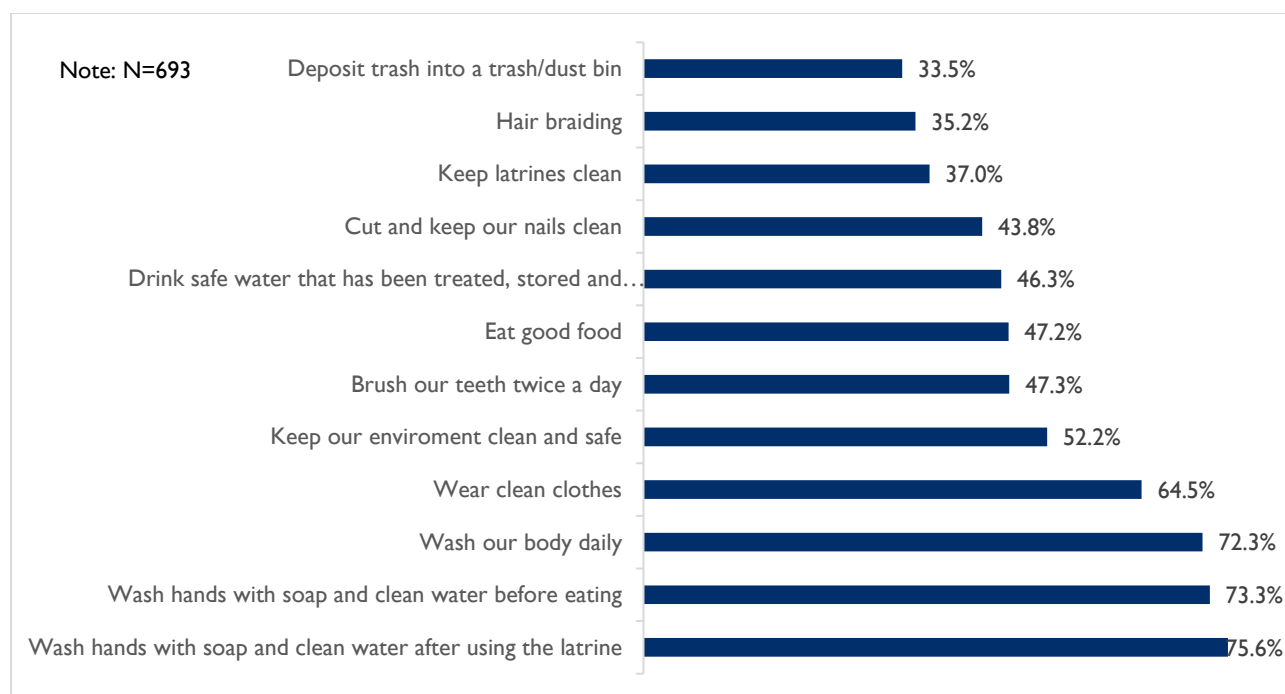
Pupils most frequently mentioned *wash hands with soap and clean water after using the latrine*—with three in four (75.64 percent) naming this practice, which was nearly identical to midline (75.34 percent). About the same proportion of pupils mentioned *washing hands with soap and clean water before eating* and *washing their body*—73.29 percent and 72.34 percent, respectively. The practices that the fewest pupils mentioned included *keeping latrines clean* (37.01 percent), *hair braiding* (35.20 percent), and *deposit trash into a trash/dust bin* (33.48 percent).

**Figure 18: Percentage of Pupils Naming Good Health and Hygiene Practices**



*Note: N=693*





Using these results, results for indicator 2.1.1 *Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices* were calculated. At endline, 58.94 percent of pupils achieved a passing score for good health and hygiene practices, as reported in Table 23.<sup>20</sup> At endline, boys and girls achieved passing scores at similar rates—54.41 percent and 61.58 percent, respectively. At endline, there were no statistically significant differences between boys and girls. While the overall percentage at endline of pupils achieving a passing score (58.94 percent) represents a significant increase from baseline (42.7 percent), it is much lower than the year 3 program target of 70.0 percent for this indicator.

**Table 23: Percentage of Pupils Achieving Passing Scores in Health and Hygiene Practices, by Gender**

	Baseline		Midline		Endline		Sig.
	n	% of Total	n	% of Total	n	% of Total	
Percentage of pupils who pass	278	42.70%	363	54.5	440	58.94%	*
Boys	142	42.00%	187	54.60%	216	54.41%	*
Girls	145	43.50%	176	54.50%	224	61.58%	*

#### IR2.2 Increased Knowledge and Access to Safe Food Preparation and Storage Practices

The second IR under SO2 is increased knowledge of safe food preparation and storage practices. To respond to this IR at the endline, enumerators interviewed 144 food preparers to learn about their

<sup>20</sup> Passing is defined as identifying at least six of 12 practices.

knowledge of safe food preparation and storage. Enumerators also observed kitchen and storage facilities at each school.

As reported in Table 24, 90.41 percent of schools had a kitchen, which is a significant increase from only 51.1 percent at baseline. Characteristics of those school kitchens are presented in Table 24. A majority of school kitchens (59.09 percent) had thatch roofs, while over a third had corrugated metal sheets. The majority have no walls and earth flooring—69.70 percent and 86.36 percent, respectively.

**Table 24: Sample School Kitchen Characteristics**

Characteristic	n	Percentage of total
Has a kitchen available for cooking food	66	90.41%
Material of roof of kitchen		
Corrugated metal sheets (zinc)	23	34.85%
Asbestos	1	1.52%
Concrete	0	0.00%
Thatch	39	59.09%
Tarpaulin (plastic sheet)	0	0.00%
Material of wall of kitchen		
Concrete polished wall	4	6.06%
Mud polished	3	4.55%
Concrete unpolished wall	0	0.00%
Mud unpolished	2	3.03%
Metal sheets (pan body)	0	0
Thatch	10	15.15%
Tarpaulin (plastic sheet)	0	0
No wall	46	69.70%
Material of floor of kitchen		
Concrete floor	9	13.64%
Earth floor	57	86.36%
Wooden floor	0	0.00%
Has spoon and plate shelves	35	53.03%
Has rack/pallet for drying plates and spoons	49	74.24%

Note: Total (N=73)

To provide further information for the second IR under SO2, enumerators collected similar descriptive characteristics of school storerooms or storage facilities, which are presented in Table 25. Almost all the 70 storerooms or storage facilities that were observed had doors with locks (98.59 percent). Over 90

percent of them had ventilation, with 88 percent having ventilation with mesh. All observed storerooms or storage facilities had roofs made of corrugated metal sheets, and almost all had polished concrete walls (98.59 percent). **Collectively, at endline, schools have continued to implement best practices for food storage that were observed at midline.**

**Table 25: Sample School Storeroom or Storage Facility Characteristics**

Characteristic	n	% of Total
Has door with lock	70	98.59%
Has ventilation blocks		
Yes, with mesh	63	88.73%
Yes, without mesh	4	5.63%
No ventilation blocks at all	4	5.63%
Material of roof of storeroom/storage facility		
Corrugated metal sheets (zinc)	71	100.00%
Asbestos	0	0.00%
Concrete	0	0.00%
Thatch	0	0.00%
Tarpaulin (plastic sheet)	0	0.00%
Material of wall of storeroom/storage facility		
Concrete polished wall	70	98.59%
Mud polished	1	1.41%
Concrete unpolished wall	0	0.00%
Mud unpolished	0	0.00%
Metal sheets (pan body)	0	0.00%
Thatch	0	0.00%
Tarpaulin (plastic sheet)	0	0.00%
Material of floor of storeroom/storage facility		
Concrete floor	71	100.00%
Earth floor	0	0.00%
Wooden floor	0	0.00%
Food stacked on pallet	69	97.18%
Food store clean	67	94.37%
Food store has been fumigated in last 6 months	49	69.01%

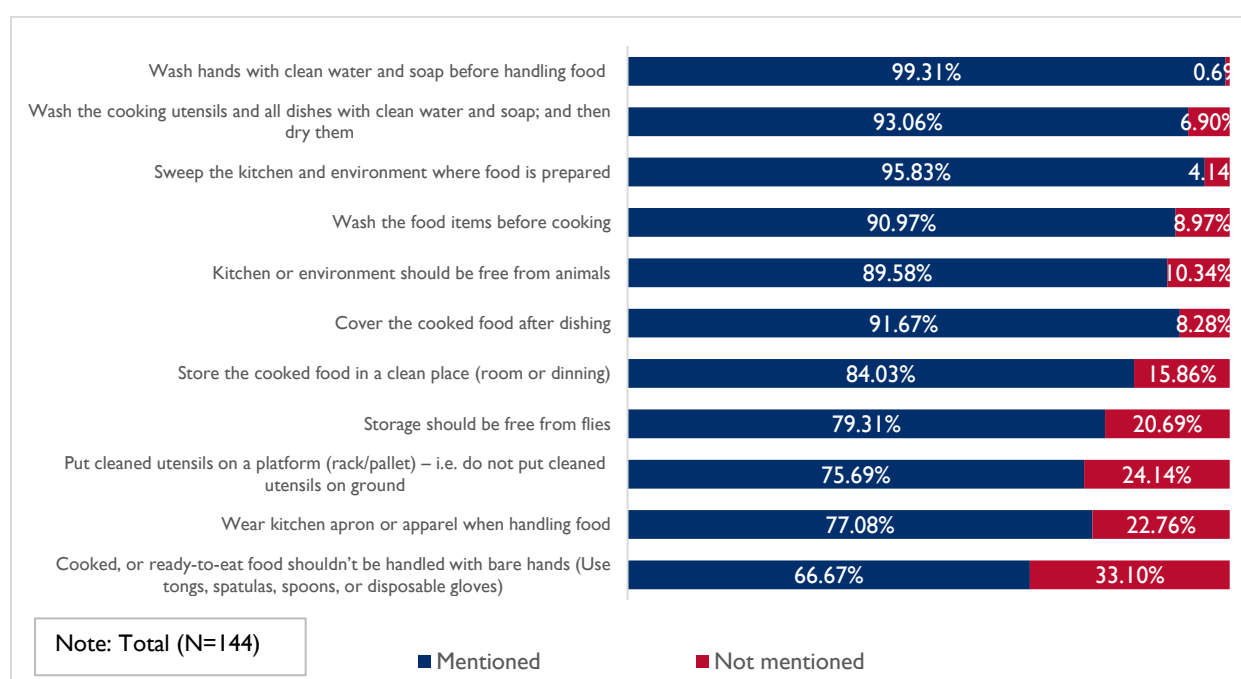
Characteristic	n	% of Total
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Note: Total for the first item (N=71)

To calculate results for indicator 2.2.1 *Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage*—enumerators asked food preparers to name things they can do to prepare and store food safely. About three out of four food preparers (75.17 percent) received a passing score at endline by naming at least eight of the 11 monitored practices.

The specific practices identified by the food preparers are detailed in Figure 19. Unlike at baseline and midline, all 11 best practices for food preparation and storage were mentioned at endline by at least two-thirds of the food preparers. By contrast, only four of the best practices were mentioned by at least two-thirds of respondents at baseline, and only five at midline, illustrating that food preparers' knowledge of safe food preparation and storage practices has increased since baseline.

**Figure 19: Knowledge of Safe Food Preparation and Storage Practices**



#### IR2.4 Continued Access to Clean Water and Sanitation Services – Obstacles in Functionality

The fourth IR under SO2 is increased access to clean water and sanitation services. **About half of sampled schools at endline had a functional drinking water facility, and more than two-thirds had a functioning toilet or latrine.** These results were similar to those from midline, where 55.4 percent of schools had a functional drinking water facility, and 78.5 percent had a functioning toilet or latrine.

Findings on water source characteristics from the sample schools, which correspond to indicator 2.4.1 *Number of schools using an improved water source*, are presented in. Of the 36 schools with a functional water facility, most had a hand pump well—66.67 percent. The functionality of the water facility remains an obstacle to pupils' access to drinking water. The most common reason for a water facility not functioning at endline was that there was no water/dried (37.84 percent).

**Table 26: Sample School Water Facility Characteristics**

Characteristic	n	Percentage of total
Functional drinking water facility at school	36	49.32%
Main water facility is chlorinated	22	61.11%
Type of water facility		
Tap/pipe borne water	2	5.56%
Hand pump well	24	66.67%
Borehole with pump	3	8.33%
Ordinary well (protected)	1	2.78%
Ordinary well (unprotected)	2	5.56%
Others	4	11.11%
Reason for water facility not functioning		
Broken down	12	32.43%
No water/dried	14	37.84%
Other	11	29.72%

Source: School observation survey (N=72)

Findings on sanitation facilities at the 72 sample schools, which correspond to *indicator 2.4.2 Number of schools with improved sanitary facilities*, are presented in. Nearly three-fourths of sampled schools had a functioning toilet/latrine in the school (71.23 percent), marginally lower than at midline (78.5 percent) and baseline (74.3 percent). Higher than observed at any other stage of the project, 86.54 percent of observed schools had separate latrines for pupils and teachers. Similar rates of cleanliness of toilets/latrines are recorded at endline as seen in baseline and midline.

**Overall, at endline, access to clean water and sanitation services has sustained or improved from midline, suggesting a lasting change from baseline.**

**Table 27: Sample School Sanitation Facility Characteristics**

Characteristic	n	Percentage of total
Functioning toilet/latrine in school	52	71.23%
Latrines/toilets separated by gender	50	96.15%
Pupils and teachers have separate toilets/latrines	45	86.54%
Cleanliness of toilets/latrines		
All rooms are clean	36	69.23%
Some rooms are clean	14	26.92%
No rooms are clean	2	3.85%

Characteristic	n	Percentage of total
Place for hand washing	41	78.85%
Availability of water and soap at handwashing facility		
Water and soap available	19	46.34%
Water available only	19	46.34%
Soap available only	0	0.00%
No water and soap available	3	0.00%

Note: Total for the first item (N=73); total for items 2–5 (N=52); total for the sixth item (N=41); Source: School observation survey (N=72)

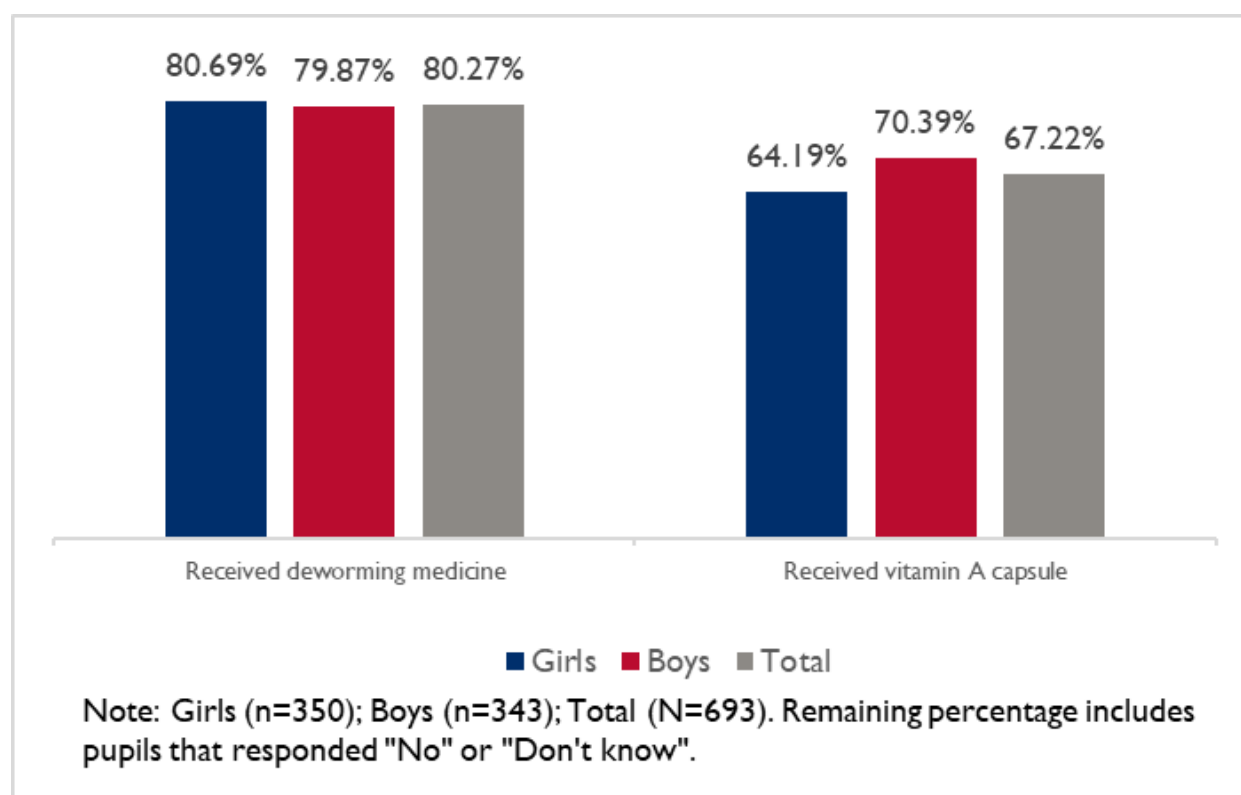
### IR2.5 Sustained Access to Preventative Health Services

The fifth IR under SO2 is increased access to preventative health services. To respond to this IR at endline, pupils and head teachers were asked about their receipt of deworming and vitamin A capsules during the school year.

At endline, enumerators asked pupils if they had received a dose of deworming medicine or a vitamin A capsule during the school year. Results are presented in Figure 20. Four out of five pupils received deworming medicine, including similar proportions of boys and girls. While this percentage significantly improved from baseline, it is lower than levels recorded at midline. A possible explanation for the 20 percent of pupils who did not receive the deworming medicines might be either due to their age, as there are age limits for every deworming medication distributed. Another explanation is that there are common misconceptions about the medication. However, program staff report that community sensitization is ongoing about the importance of these drugs to the health of the children.

The total percentage of pupils receiving a vitamin A capsule increased from midline (65.9 percent) to endline (67.22 percent). This increase was driven by the higher numbers of boys receiving vitamin A capsules at endline (70.39 percent) than midline (63.9 percent). By comparison, the proportion of girls receiving vitamin A capsules decreased from midline (68.0 percent) to endline (64.19 percent). **Overall, the significant increase in pupils' access to preventive health services recorded at midline from baseline was maintained at endline.**

**Figure 20: Percentage of Pupils Reporting Receiving Preventative Health Services by Gender**



**IR2.6. Increased Access to Requisite Food Preparation and Storage Tools and Equipment**

The sixth IR under SO2 is increased access to requisite food preparation and storage tools and equipment. To respond to this IR at endline, enumerators took an inventory of the food preparation and storage tools and equipment present at the school. Results are presented in Table 28. At endline, there was a statistically significant increase in the average number of buckets, towels, cups, and large bowls for cooked food.

**Table 28: Presence of Kitchen Equipment and Tools**

Tool	Average	Minimum	Maximum
Big pots	2	0	3
Big bowls for cooked food	1.78	0	6
Big bowls for sauce	1.78	0	32
Wooden spoon	1.69	0	22
Scooping spoon	1.33	0	4
Serving plates	7.43	0	215
Spoons	9.41	0	215
Buckets	1.52	0	13
Towels	1.36	0	5

Tool	Average	Minimum	Maximum
Cups	1.93	0	68
Knives	0.98	0	5
Mortar	0.59	0	2
Mortar pestle	0.57	0	3

Note: Total (N=66); Source: School observation survey

## Evaluation Questions

The findings from the FGDs and KIs inform the qualitative research questions and are summarized in the following sections, as well as the Conclusions and Recommendations section. It is important to note that these findings should not be considered representative of the entire population but the communities sampled.

Twelve FGDs were conducted with parent and community members in six chiefdoms. The objective of the FGDs was to gain insights from parents and community members about their perceptions of quality and access to education in their community, parental/community involvement in schools, and perceptions of the FFE Phase 4 program. Separate focus groups were conducted for men and women (six with men and six with women), and groups included parents of children ranging from grades 1 to 6, as well as community stakeholders. FGD participants responded to questions regarding a) perceptions of education and school engagement; b) savings and International Lending Communities; c) perceptions of FFE Project Implementation; d) relevance of Project Activities; e) Program Effectiveness; and f) Stakeholder Engagement and Sustainability. KIs were also conducted with two national stakeholders. The goal of these KIs was to gain insights and understanding of the level of awareness, engagement, and existing structures or mechanisms within the government for supporting marginalized girls' education.

### Relevance

Participants in FGDs and stakeholder KIs provided their opinions on the relevance of the APFL IV project. Quantitative data on progress toward desired results also inform the evaluation of the project interventions' relevance.

#### Are the activities and outputs of the project consistent with the overall goal, objectives, and intermediate objectives?

Similar to findings at midline, parents and government officials consistently commented on the importance of the school feeding program, teacher training activities, and provision of water sources at schools in improving pupils' education, thus **indicating that the project's activities and outputs are consistent with the overall goal, SOs, and intermediate results of APFL IV's results framework**. School feeding was widely reported as a key component of FFE programming. The provision of food was repeatedly linked to better learning and school enrollment. It was often reported as an effective component of the programming. Respondents warned of potential negative effects if school feeding were to stop after the program ended.

#### Does the project meet community and government priorities?

As school feeding is a major component of the government's Free Quality School Program (FQSP), the objectives of APFL align quite closely with those of the FQSP. **Parents' and government officials'**



**feedback suggests that project activities are meeting some community priorities.** Similar to midline results, nearly all FGD participants mentioned the most immediate community priority of feeding children, explaining how the school feeding program has met a major community need by relieving parental pressure to provide a meal for their children.

However, **access to water and functioning wells remains a key community concern.** Parents frequently expressed concern that their schools or communities either did not have a functioning well (e.g., “They gave us a pump, but it is no longer functioning.”) or that there had been no assistance with access to water. Some parents expressed concern that this would negatively affect school attendance. As a women FGD participant said,

*“We don’t have...a water well, and that will affect attendance because if the children know when they go to school that they will not have water, some will not go. So let them help us with the school building and water well.”*

Likewise, livelihoods remained a key community concern, consistent with midline results. Parents frequently explained that although increased school attendance was a positive development, they now had fewer children to help with farm work. FGD participants often requested some sort of support—either with land or equipment—for their farming activities. (See the Sustainability section for more detail.) In general, communities are still most concerned with meeting basic needs—such as sustenance for themselves and their children. Thus, other components of the program—such as improving the quality of teaching—were viewed as extra benefits but not immediate priorities. This finding has remained consistent since baseline.

Are stakeholders (school management committee, parents, teachers, and local authorities) satisfied with their participation in the project? Why or why not?

**When asked about their satisfaction with their participation in the project, some stakeholders responded to the specific question about participation, and others replied more generally about their overall satisfaction with the project.**

**For those stakeholders that replied to the specific question about participation, they reported satisfaction.** For example, the interviewer for one stakeholder group reported, “All 8 participants said they are very satisfied with their participation, and they give big clap as a sign of satisfaction in the way they are participating in the program.” Other stakeholders specifically mentioned their satisfaction with participation in the food component of the program, stating, “We also are contributing cooking condiments for the food. We are making all those contributions for the sake of the education of our children.”

**For those stakeholders that replied more generally, most said they were highly satisfied with the project and its results.** Specifically, participants mentioned their satisfaction with the school meals and rations provided by CRS, higher pupil rates of attendance, and the provision of various learning materials. Parents mentioned they were motivated to send their children to school through their engagement with the project, including assisting in the construction of school buildings and preparing food, among other activities.

Few respondents expressed dissatisfaction with the project and its results. Most expressed satisfaction, a sense of urgency to ensure that the program would continue in their communities, and a fear of what would transpire when the program came to an end.

Teacher satisfaction with APFL trainings is presented in Table 29. The proportion of teachers indicating they were “very satisfied” in all categories increased significantly from baseline to endline. **However, at**

**endline, life skills programming was the category with the lowest proportion of teachers reporting they were “very satisfied.”** This finding is different from midline when training on literacy instruction was the category with the lowest proportion of teachers reporting they were “very satisfied.”

**Table 29: Teacher Rates of Satisfaction with Program Activities, Baseline to Midline to Endline**

		Time of data collection						Sig.
		Baseline		Midline		Endline		
		N	%	N	%	N	%	
Training on literacy instruction	Not Satisfied	3	3.40%	10	7.00%	7	3.59%	
	Somewhat satisfied	20	25.10%	28	19.80%	25	12.82%	
	Very satisfied	35	44.50%	103	66.90%	150	76.92%	*
	Not applicable	17	27.00%	10	6.40%	13	6.67%	*
Coaching by literacy coaches	Not Satisfied	3	3.60%	5	3.40%	6	3.08%	
	Somewhat satisfied	21	26.20%	29	19.80%	76	13.33%	
	Very satisfied	35	44.50%	106	70.10%	291	76.92%	*
	Not applicable	16	25.60%	11	6.80%	40	6.67%	
School feeding	Not Satisfied	5	5.90%	1	0.60%	5	2.56%	
	Somewhat satisfied	18	22.30%	3	1.80%	3	1.54%	*
	Very satisfied	36	46.10%	134	89.20%	184	94.36%	*
	Not applicable	16	25.60%	13	8.50%	3	1.54%	*
Provision of teaching and learning resources	Not Satisfied	4	5.20%	10	6.90%	7	3.59%	
	Somewhat satisfied	22	27.20%	27	18.70%	27	13.85%	
	Very satisfied	33	42.00%	106	69.30%	159	81.54%	*
	Not applicable	16	25.60%	8	5.10%	2	1.03%	*
Support from head teacher	Not Satisfied	1	1.10%	3	2.30%	7	3.59%	
	Somewhat satisfied	12	14.60%	18	12.00%	14	7.18%	
	Very satisfied	46	58.90%	122	80.60%	174	89.23%	*
	Not applicable	16	25.40%	8	5.10%	0	0.00%	*
Reading clubs	Not Satisfied	3	3.90%	3	2.30%	6	3.08%	
	Somewhat satisfied	20	24.60%	18	11.70%	15	7.69%	
	Very satisfied	35	44.50%	120	79.80%	173	88.72%	*
	Not applicable	17	26.90%	10	6.20%	1	0.51%	*

		Time of data collection						Sig.
		Baseline		Midline		Endline		
		N	%	N	%	N	%	
Life skills programming	Not Satisfied	10	13.30%	11	7.40%	14	7.18%	
	Somewhat satisfied	19	23.30%	19	12.80%	27	13.85%	
	Very satisfied	29	36.50%	98	65.40%	127	65.13%	*
	Not applicable	17	26.90%	23	14.50%	27	13.85%	

Note: Categories with an asterisk (\*) indicate a significant difference between baseline and endline at  $p < 0.05$ .

#### How well does the project complement and link to the activities of other donors at the local level?

Parents, community members, and government officials did not mention other ongoing projects at the local levels. Thus, this study cannot evaluate the project's coordination with other interventions.

#### Are there any interventions or results that are not included but should be?

Building on the APFL project's integrated approach, parents recommended some interventions that fit in with a systems-level perspective to sustaining education, health, and dietary outcomes. These were primarily focused on school infrastructure and farming support. Unlike midline results, few respondents mentioned health interventions or transportation and roads as additional interventions.

- **School infrastructure.** Many participants requested new or repaired infrastructure at school compounds. Several respondents indicated that some of the buildings constructed at the start of the program were not holding up and deteriorating. Some communities also requested additional primary classrooms for higher grade levels or a secondary school in their community.
- **Farming support:** Parents commented that they needed help with their agricultural work now that their children were going to school and requested farming equipment, such as tractors.

#### Effectiveness

A comparison of results against the program's targets throughout this report informs the evaluation of the program's effectiveness. Participants in both the community FGDs and the stakeholder KIs provided their perceptions of the program's effectiveness and were consistently positive in their reports, particularly on the effectiveness of the program in impacting both educational and health outcomes. One woman FGD respondent stated,

*"CRS has really done well for us. Our children are eating healthy food, and they are also getting their school supplies as well. They are also monitoring all the schools they are supporting, which is why we are pleading with CRS not to leave us because we had that phase four has come to an end; we see them now as a father because of the support they are given to us."*

Have the implementation strategies been relevant and effective enough to improve literacy; enrollment; health and nutrition practices; community participation and engagement; and the capacity of the national school feeding program? How have the changes in the implementation strategy affected the effectiveness of the program?

**Literacy.** Most respondents suggested that the quality of education is good, and children are learning. Multiple respondents state that the children read well. At midline, few parents commented specifically on

literacy, but at endline, that awareness has increased. One mother reported, *“The teachers are teaching them well, and our children can read and write very well...”* These perceptions do not perfectly align with quantitative results, which suggest that literacy has improved by some measures but is still low overall.

**Enrollment.** FGD members unanimously agreed that the school feeding program has increased enrollment at their schools. At the same time, many FGD members shared that gender relations were ongoing barriers to school enrollment, specifically early marriage and female genital mutilation. Similarly, challenging gender relations was mentioned by several women respondents. One woman caregiver shared,

*“The men are responsible for the children not going to school because they married three or four women, they give birth to children, they are not supporting the children’s education, we the mothers help the children in terms of bags, uniform, they leave everything with women. The men are not taking care of the children. That is why we become tired to support the education of the children.”*

If future project interventions want to address this finding more thoroughly it could consider including trainings that promote gender equality with a focus on women empowerment. Further parent workshops could focus on the common consequences of child marriage and female genital mutilation/cutting on girls and their learning outcomes. Gendered beliefs/sexism measures could be included in both the pupil, parent, and teacher survey to gauge the salience of gender and resulting inequalities from it. Lastly, adding quantitative measures to observe the average age of child marriage for girls by school, pupils’ perception of child marriage, and parent beliefs on child marriage could further ground the study.

**Health and nutrition practices.** In addition to increased enrollment, parents also believed that the school feeding program had improved their children’s health, which is similar to the findings at midline. Parents largely did not comment on their children’s health and hygiene beyond mentioning that they attended more carefully to hygiene as a mode of support for their child to attend school (mentioned in the following paragraph).

**Community participation and engagement.** FGD members named many ways in which they had participated in supporting education both at home and in school. Women caregivers reported supporting their child’s education by providing money to support, giving them lunch and one mentioned “flogging” children when they do not attend as a means of support. Other more commonly cited modes of community participation and engagement included caring for their child’s hygiene, fetching water, constructing the toilet, and cooking food.

*Are there other strategies that would work better and have more impact?*

No clear alternate implementation strategies emerged through this study.

#### Efficiency

This study cannot assess if the project is being implemented in the most efficient way due to the lack of a counterfactual.

#### Impact

This section summarizes the project’s overall impact, notably interrelated, unforeseen positive and negative consequences of increased school enrollment and attendance. Earlier sections have explained the project’s intended impacts.

What are the unintended positive and negative effects of the intervention on children, communities, and institutions? How does the intervention affect the well-being of different groups of stakeholders, including more vulnerable, at-risk youth?

Several women respondents expressed frustrations with the extra burden that women have taken on regarding the program in comparison to men.

Similar to midline findings, results of FGDs showed that increased attendance has also impacted the labor supply for families' agricultural work.

What do program participants and other stakeholders affected by the intervention perceive to be the effects of the intervention on themselves?

Overall, FGD and KII participants primarily reported how the interventions have positively impacted their children and their communities but did not frequently or consistently respond to how the program had impacted themselves as individuals.

To what extent has ownership among stakeholders increased (monitoring of teacher performance, care to prevent fraud, protect infrastructure and supplies, enforcement of educational bylaws)?

Parents also reported taking a more active role in supporting their child's education, but, unlike at midline, few respondents mentioned involvement in issues such as preventing fraud and enforcing educational bylaws. In one instance, stakeholders reported that elders would make sure that "no stealing takes place" at the CRS store in their community. In another instance, stakeholders reported that "The SMCs are monitoring the cooks for them not to steal from the rice and the soup." Thus, while fraud was not specifically highlighted, theft was a concern that stakeholders raised.

Parents also reported that SMCs were engaged in monitoring and that parents were reporting concerns to SMCs. For example, in one community, stakeholders reported that SMCs had checked on the water well there and that stakeholders had reported issues with the well.

FGD respondents also mentioned involvement in contributing to and protecting school infrastructure, aligned with reports at midline. Women respondents, in particular, mentioned offering in-kind support, sewing uniforms for their children, and providing food or cooking services at the school. In another instance, stakeholders mentioned that they "watch around the school compound about how clean they have swept the school compound."

To what extent can identified changes be attributed to the intervention?

Without a counterfactual, it is not possible to attribute any changes in educational and health outcomes to the project. Just as was found at midline, trends outlined in the **Error! Reference source not found.** The section shows the differences between pupils in schools that have continued from earlier APFL phases and pupils in new schools—namely, higher literacy scores in continuing schools, more pupils getting the minimum acceptable diet, and higher passing rates on a health and hygiene test. These differences imply that continuity in the program may be supporting the attainment of desired outcomes. Qualitative data indicate the project's role in foundational outcomes, including how parents clearly attribute increases in enrollment and attendance rates to the school feeding program.

### Sustainability

Stakeholders participating in KIIs and FGDs provided insight into the project's sustainability, with findings summarized in this section and recommendations detailed in a subsequent section.

What activities or outcomes (both expected and unexpected) of the program are likely to be sustained? What are the major factors that can influence the achievement or non-achievement of project sustainability? What exit strategies were incorporated into the program design, and what strategies were implemented?

As also stated at midline, an important component of sustainability is SILCs, and this is likely to be a component sustained by many communities. In communities where SILCs—or “the box”—have been established, participants enthusiastically reported how the box functioned and its benefits. One caregiver explained:

*“We have the box, and SMC members oversee the box. Every month we put five thousand leones. Everybody in the community is involved. We put money in the box for the very important program that we need to solve, so we use the money in the box to put in a very important program that will benefit our children and the community. Although sometimes the money in the box will not be enough, but we will loan from another source.”*

Another caregiver lauded how the box functioned and its benefits:

*“I am happy about the intervention of CRS. Indeed, we are suffering here, but since CRS started operations in this community, we have been provided with a box into which we are required to contribute money and thereafter share the money contributed among the contributors after a period of time. Contributors can also secure loans from the box whenever they need money to address their kids' school needs. The box has brought relief to us.”*

Some dissatisfaction around boxes and their lack of availability was expressed. At least two parents in different communities mentioned that CRS had not yet come with a box or that it was unavailable in their community. Overall, for those with boxes in their communities, nearly all respondents reported that the boxes were important to them. Women caregivers mentioned that their leadership of the box could be a method of sustainability. One stated, “Our husbands will make large farms, and we, the women, will pay more attention to the box.” Undoubtedly, the boxes are widely approved and are likely a key component of ongoing sustainability.

Some respondents also mentioned how supporting agriculture in the community could contribute to the education project's sustainability. One perspective expressed was that the school feeding program could be sustained by supporting local agriculture. More generally, another respondent stated, “Let them help us with food; we want to make community farming. Let them help us with machines and seeds to make bigger farms, so by the time CRS leaves, we will be able to take care of ourselves” It is important to note that the provision of farm machinery is outside the scope of the project.

**Are teachers motivated to stay? To what extent are high-performing teachers taking over for Literacy Advisors? What evidence is there to suggest this?**

The endline interviews did not delve deeply into this question, and parent respondents largely offered positive reports of teachers and teaching.<sup>21</sup> Little mention of teacher quality beyond general approval was found in the qualitative data.

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<sup>21</sup> At endline, teachers were asked to rate 18 items: “On a scale of 1-5 with 1 being not-motivating and 5 being highly motivating, indicate the degree to which each of the following serve as a motivating factor for teachers.” Out of 18 categories, supervision by supervisors and accountability were the factors that the highest proportion of teachers reported as somewhat or highly motivating at endline (92.3 percent). In contrast, roughly one out of four teachers said they were somewhat or highly unmotivated by salary (24.1 percent) or job security (25.6 percent) at endline. Further measures of motivation should be considered in the future to better capture how teachers are responding to the measure. We recommend two options. The first is that KII should also include a small sample of teachers to directly discuss this question of why teacher may or may not stay in the program. The second is to include more quantitative measures on the teacher SSME. The project may want to consider a rank choice option to get a better sense of what is the most and least motivating. Additionally, a question could ask if the participants' motivations changed since the start of the program interventions.

What strategies should be used to obtain long-lasting support from communities and local/central administration that goes beyond the time of the project?

Parents clearly support the program. As one parent stated, “We thank God for our children's education because the teachers are very good.” Finding ways to support their farming, as shared earlier, would further alleviate some of their burdens and potentially allow them to contribute more to the schools and their children’s education. Another parent commented, “*Some parents will prefer to take their children to the farm for work. If you do not work, you cannot eat.*” They recommended that CRS help support farms to free up time and money for caregivers to support schools. Other caregivers also mentioned support for agriculture as a strategy for reducing barriers that prevent parents from engaging in school activities. More strategies to address the external pressures that could keep children and parents from engaging in school are necessary to obtain long-lasting participation (if not ‘support’).

## 4. Conclusions

Overall, this endline evaluation shows that improvements in key SOs have been achieved. Like at baseline and midline, the study’s findings provide encouraging signs and room for improvement for CRS. Clear progress has been made in both improving literacy and increasing the use of good health and dietary practices. Despite progress in literacy, overall literacy outcomes remain low.

Respondents in FGDs expressed enthusiastic support for the project and emphasized the positive impact it has produced so far in their schools and communities. Respondents said they would like project activities to continue, particularly the school feeding and ‘box’ (or lending) components of the project. This finding indicates that the project's positive effects are not yet sustainable as the communities are still unable to maintain school feeding or the lending process by themselves. Thus, this provides more justification for implementing the fifth phase of FFE. In addition to wanting project activities to continue, respondents also were pleased that their children were learning, but a focus on health, hygiene, and livelihoods—particularly support for agriculture—took priority.

Findings from *SO1: Improved Literacy* show pupils’ literacy outcomes improved from baseline to endline, but the practical significance of these improvements is still minimal. Very few pupils met the reading threshold of correctly responding to four out of five reading comprehension questions. Girls made more progress than boys in reading ability and comprehension since baseline but understanding remained low on average. Performance on lower-level literacy skills such as alphabet naming and phonemic awareness increased since baseline. The results of the decoding measures (familiar word reading and invented word reading) were murky. Performance on one measure of decoding—familiar word reading—improved overall, but gender equities persisted, with girls reading fewer familiar words than boys. In contrast, performance on another measure of decoding—invented word reading—showed that performance was low overall but that girls’ performance had improved since baseline, a statistically significant finding. As with findings from *SO1*, results from *SO2: Increased use of good health and dietary practices* showed that pupils’ and schools’ access to food, medicine, and other resources improved from baseline to endline but remained unchanged in some ways. For example, to better understand pupils’ dietary intake, they were asked about the types of foods they ate the previous day. Overall, results showed that pupils have variations in their diets across multiple food groups, except dairy, where they could be missing an important source of calcium. At endline, pupils’ diets look similar to those surveyed at midline and baseline. However, when grouped into those receiving a minimum acceptable diet (defined as consuming four of the seven food groups in the previous day), more than two-thirds of all pupils were consuming a minimum acceptable diet. This is positive but expected, as the large majority of pupils ate across from five of the food groups. Pupils’ health and hygiene practices also improved. At endline, 58.94 percent of pupils achieved a passing score for good health and hygiene



practices. This finding represents a statistically significant increase from baseline. At the same time, a common pattern in the data on both strategic objectives was that the endline scores—while an improvement over baseline—were lower than midline scores.

Some important impacts have been found on those groups working to improve child feeding, including food preparers and MSGs. Over two-thirds of food preparers surveyed named all the eleven best practices for food preparation and storage practices at endline, a notable difference from baseline when only four of the best practices were mentioned by the same proportion of food preparers. Another promising finding was that most MSGs mentioned all the Infant and Young Child Feed behaviors reported in this study. At endline, the majority of MSGs were practicing all the IYCF behaviors, a marked increase from baseline and midline. This is an important finding not just as a measure of program impact but also as an indicator of sustainability.

Accessing water continued to be a challenge for the schools and communities in the project. At endline, only about half of sampled schools had a functional drinking water facility. In FGDs and KIIs, parents consistently mentioned access to water and well construction as important needs and linked them to school enrollment.

In FGDs and KIIs, parents and project stakeholders expressed their enthusiastic support for the APFL IV project and a desire to see it succeed. Participants said they had seen evidence of the project's impact through their children who are enrolled and attending school, learning to read, and having regular food access. However, stakeholders expressed a strong fear that the program would end and that these benefits would disappear, indicating a lack of belief in the project's sustainability.

There are instances where we see decreased literacy outcomes from baseline to endline. In only one of these cases is that difference significant – where boys scored lower on alphabet naming. But strikingly, in all instances, the decrease is seen exclusively in the boys. In many cases, overall scores are balanced by large increases seen in literacy outcomes in girls' scores, such as in the case of invented word scores. However, a significant spike drives this in girls' scores that outweighs a non-significant drop in boys' scores. Quantitatively, this suggests a specific decrease in the quality or quantity of program interventions for boy pupils. While not intentional, in some cases, a heavy emphasis can be placed on reducing gender inequity for girls, leading to an overcorrection that can affect boys specifically. Future interventions should be careful to highlight this as a potential outcome and put measures in place to ensure that measures to close gender gaps do not inadvertently inverse them.

The findings from *SOI* suggest that the theory for change around literacy holds, although the effect is small. The project increased teaching and administrative competency, as recorded in multiple measures. Teachers sampled at endline were notable more qualified, better supplied, and had more training and mentoring throughout the year. Teachers were more likely to have participated in diagnostic teaching methodologies training, to have a higher teacher certificate (1.5 percent to 19.5 percent), to have been observed or mentored by a CRS literacy coach in the past month (50.94 percent to 85.13 percent), to have been observed or mentored by head teacher (94.85 percent to 98.97 percent), to have been observed or mentored by MBSSE inspector (56.43 percent to 81.54 percent).

Further, the project significantly increased the nutrition and health of pupils, which saw marked improvements from baseline. More pupils at endline had received food on the day of evaluation (17.75 percent), the majority ate from at least five of the food groups (greater than 70 percent), and 20 percent more than at baseline had a minimum acceptable diet.



Together, the theory of change did influence pupils' literacy. The data supports the argument that *"If school systems are strengthened, and function overall at a higher level, and children benefit from safe, nutritious meals, and children benefit from high-quality literacy instruction, "* children will benefit from high-quality instruction and improve literacy. There is potential that the effect caused by the interventions on teachers, administrators, and critical community actors may continue to increase literacy outcomes for pupils. The causal chain in the theory of change could take additional time to explore effects of greater magnitudes than we could in this study.

## 5. Recommendations

While this project is ending, quantitative and qualitative findings point to specific recommendations for strengthening similar projects going forward. These recommendations focus on pupils' literacy outcomes, teacher quality, girls' education, and program sustainability. Recommendations are outlined in the following section.

### 1. Intensify and expand existing literacy programming.

While the program saw improvement in literacy indicators between baseline and endline, overall, data show that even after significant increases caused by program interventions, literacy outcomes among pupils remain low. This is consistent across genders and districts. Overall, 88.3 percent of all pupils did not meet the expected reading threshold at endline, indicating that the majority of pupils cannot read and understand the meaning of the grade-level text. This is below the target set at baseline, which set a goal of at least 25 percent of *students who, by the end of two grades of schooling, demonstrate that they can read and understand the meaning of the grade-level text*. With that goal, we would have wanted to see 75 percent or fewer pupils not meeting the reading threshold. Future programming must intensify the existing literacy programming to address this low performance. Two key stakeholders should be targeted to improve literacy outcomes: teachers and parents/caregivers. Some crucial systems—particularly a teacher observation system—are already in place to support a greater focus on teacher quality in delivering literacy instruction. The program should consider if the nature of those observations is adequately focused on changing teacher behavior and improving literacy instruction (instead of monitoring teachers only). The program should also consider intensifying its focus on improving the specific skills in which pupils are lagging, particularly phonemic awareness, decoding, and comprehension. Lastly, FGDs with parents and caregivers suggest they are satisfied with their children's reading skills, despite demonstrated low performance. The program could pursue more socialization of the importance of reading and strategies that parents can employ at home to support reading acquisition and development.

### 2. Teacher quality, particularly in literacy instruction, should be an ongoing focus

As mentioned above, teachers are vital stakeholders in improving literacy outcomes. While some of the resources and systems supporting literacy acquisition and development are in place—such as the use of books or readers and teacher observation—it is unclear if this is taking hold in the classroom. Very few teachers report excellent knowledge of any essential teaching technique or area. The highest proportions of teachers who reported excellent knowledge and skill at endline were in assessment (8.7 percent), motivation (7.7 percent), and vocabulary (5.6 percent). The skills in which the greatest proportion of teachers reported knowing nothing about at endline included adapting for individual differences (39.5 percent), developing independent learners (37.4 percent), grouping for instruction (35.4 percent), fluency (38.5 percent), word recognition/phonics (32.3 percent), and vocabulary (25.2 percent). This is an enormous barrier to delivering adequate literacy instruction, as most of these topics are central to

teaching children to read. Without better knowledge and self-confidence in these areas, reading outcomes seem unlikely to improve.

### **3. Address perceived gender inequities and gender-specific challenges to programming**

Quantitative endline data did not reveal consistent and statistically significant differences in either literacy or health/nutrition outcomes by gender, a positive finding for the program, suggesting that it may have remedied some gender gaps. At the same time, qualitative data indicated that parents and caregivers perceive and experience gender inequities and gender-specific challenges that serve as barriers to effective future programming. Additionally, notable decreases were seen in boys' literacy outcomes. More research and programmatic efforts could be explored to understand better gender's role in the communities where Lan 4 U Future is implemented.

### **4. Explicitly address sustainability from the program launch**

Endline data show tremendous appreciation for CRS programming and a desire for it to continue. At the same time, endline data suggest that parents and community members fear that CRS programming will end because they believe there is no one else to continue the program. Very few (although some) parents or caregivers expressed confidence that the communities could continue to support the efforts without CRS support, even though many are currently assisting the project. If CRS hopes to transition leadership of these initiatives to local actors, future programming must begin by clearly articulating a sustainability strategy. Such a strategy should outline transitions and phase-out approaches for each activity, identify responsible parties to continue implementation, delineate direct and indirect costs, establish monitoring and oversight guidelines, and set clear timelines.

### **5. Success in health objectives suggests room for expansion**

Throughout the project, the health component saw some of the most considerable and most sustained impacts. In many cases, such as with food preparers and MSGs, endline data showed that large portions of the sample demonstrated ideal health practices. In addition to being a success for the project, it also shows that there is room for expansion. Future projects should look to broaden the scope of these interventions while mirroring the successful implantation strategies proven in this project. Two aspects of the health program did not experience similar levels of growth that we saw across the other components: consistency in water access and access to food on the day of observation. When looking to expand the health program, special attention should be paid to these two items to channel similar levels of improvement in these aspects.

## **6. Annexes**

### **Annex A. Scope of Work and Research Questions**

Final Evaluation for the McGovern Dole IV – 2018 Award

#### **Purpose:**

The purpose of these Terms of Reference (TOR) is to outline the conditions and responsibilities of the consultant(s) who will undertake the baseline, midterm evaluation and final evaluation of the McGovern-Dole project, Phase IV.

### **Background:**

CRS Sierra Leone is implementing the fourth phase of the McGovern-Dole (MGD) 'All Pikin for Learn' (APFL) project in 15 chiefdoms in Koinadugu and Falaba districts. This has been in line with the Government of Sierra Leone's Education strategy to improve quality and relevance of education, encourage the completion of primary education for vulnerable and marginalized children, especially girls, and increase community involvement in education. Phase I was between October 2008 and 2012; Phase II ran from October 2012 to February 2016; and Phase III ran from December 2016 to September 2018. During Phase III, CRS took several steps to ensure sustainability of the project, including helping schools through the formal approval process that qualifies them to receive government support. With the new Free Quality Education program that was launched on 20<sup>th</sup> August 2018, the Government of Sierra Leone (GoSL) will provide tuition-free education, textbooks and uniforms for students, and expand the national school feeding program. Schools that are not approved will not be eligible for support from government. However, government is making efforts to approve as many schools as possible. A key strategy for sustainability in Phase IV will be to intensify advocacy efforts to get these schools approved and government-supported. In this phase, CRS will work with government to transition school feeding from USDA funding to national ownership and funding. Therefore, GoSL support to school feeding programs is critical to continue the gains made in phases I-IV.

In September 2018, the 'All Pikin for Learn' project was approved for another four years, with a coverage expansion. Phase IV will operate in 5 chiefdoms (Kamukeh, Wara Wara Bafodia, Diang, Kalian, Nieni) of Koinadugu district and 10 chiefdoms (Dembelia-Sinkunia, Kebelia, Sulima, Wollay Barawa, Morifindugu, Mongo, Nyedu, Neya, Delemandugu, and Kulor Saradu) of Falaba district, in the north of Sierra Leone; see chiefdom maps in Annex I. During this period, the project will seek to achieve two strategic objectives: **increased literacy of school aged children; and increased use of health and dietary practices of school aged children in 309 schools**. See details of program activities, Annex IX. Phase IV will have a baseline, midterm, and final evaluation. This scope of work will serve as the guide for all three events.

Retention of the consultant(s) to proceed with the midterm review and/or final evaluation, however, is dependent upon their satisfactory performance of the baseline. CRS would relaunch the selection process

for the midterm review and final evaluation where the baseline consultant does not meet expectations. The baseline evaluator met the performance criteria and will be retained to conduct the midterm Evaluation. Please note that all evaluation reports will be reviewed in line with an internal checklist (Annex II). Having satisfactorily completed the baseline and interim evaluations, CRS has elected to retain the same consultant (s) to carry out the final evaluation.

APFL IV will target a total number of 88,696 direct beneficiaries including 69,731 pupils<sup>1</sup> in 309 schools across 15 chiefdoms in Koinadugu and Falaba districts. CRS provides a mid-morning nutritious daily meal which consists of fortified rice, lentils, and vegetable oil to pupils, teachers and cooks in all the intervention schools, for every school day during the school year for four years. This is consistent with the Government of Sierra Leone's draft National School Feeding Plan. The project also works with local communities, strengthening School Management Committees, Mothers' Support Groups, and Saving and Internal Lending Communities.

The project works with the MBSSE both in Freetown and in Koinadugu and Falaba Districts, the Association of Language and Literacy Educators (TALLE) and will engaged a reputable teacher training institute for the training of teachers. Additionally, the project may contract a partner to implement health and nutrition related activities. The implementation of the project has been affected by The World Health Organization declaration of a public health emergency of international concern in January of 2020 after a respiratory disease was discovered in December of 2019. This disease is still an ongoing health concern and has resulted in the death of over two Million four hundred people worldwide. In March of 2020, Sierra leone reported its index case and this was followed by a second in April of the same year. The government of Sierra leone through the Ministry of Health and Sanitation reactivated the emergency response unit which was initially formed during the Ebola crisis. This body is charged with the responsibility of managing the emergency response and ensuring that the country recovers from this pandemic. In a bid to curb the spread of the COVID disease several measures including inter-district lock down, curfew, enforcement of the use of face mask, ban on social activities and social gathering were put in place. Churches, Mosques and School were closed for about eight months with the resulting negative effect on student learning as contact time between teacher and pupils was lost and staff movement was hampered due to the lock down and consequently, School Feeding was brought to a halt. However, during this period, the Program conducted Take Home Ration (THR) distribution for beneficiaries. This distribution was done in two (2) phases ;first phase was conducted in April, targeting 1520 Teachers and 49,938 students from approximately 16,646 Households and the second phase which was conducted in May targeted 1,577 Teachers, 930 Cooks and 51,849 students from approximately 17,283. The Government supported by partners took steps based on lessons learnt from the Ebola crisis to organize a radio teaching Programme to support student learning during the period when schools were closed. The Food for education program organized General COVID-19 sensitization and messaging during THR distribution focusing on safe meeting procedures for reading clubs. Two transmitters were bought to support the transmission of Radio lessons and life skills within Falaba and Koinadugu districts. Additionally solar-powered radio/lights with SD cards were provided pre-loaded with 6 weeks of radio learning content to the reading clubs while the Savings and internal lending Communities ( SILC) groups were also sensitized on safe meeting guidelines The current number

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<sup>1</sup> In the Sierra Leonean context, children attending primary school are referred to as "pupils", whereas children attending secondary school are referred to as "students".

of cumulative cases as at February 15<sup>th</sup> from the situation report is Three thousand eight hundred and twenty-three (3823) with seventy-nine (79) death, Zero new cases and Two thousand five hundred and seventy- eight (2578) recoveries. In the current climate of reduced cases, the project implementation is ongoing, and the program staff are conducting awareness session to keep communities knowledgeable and alert of the dangers of the disease. During meetings steps are taken to ensure that the guidelines provided by the government on social distancing, handwashing and wearing of face mask is enforced. It is within this context that the mid-term evaluation will be conducted with the precaution taken to ensure participants and evaluation team is not exposed.

### **Evaluation Plan:**

The Evaluation Plan (See Annex III) will guide all actions that would be taken by CRS and the successful consultant(s) to conduct the baseline, final evaluation and midterm review. Therefore, this TOR will be contingent on the APFL IV Evaluation plan and it is subject to changes as deemed fit by USDA. CRS and the consultant(s) may also suggest changes to the evaluation plan for the approval of USDA, which would then allow for changes to be made to this TOR.

The Evaluation Plan will facilitate accountability, learning and decision making for the Ministry of Education, Science and Technology (MBSSE), CRS, the United States Department of Agriculture (USDA) and participating communities by collecting quality data, analyzing it, and making it available to stakeholders. The project's Theory of Change (Annex IV) articulates how component parts of the project will contribute to the expected goal and the assumptions the theory makes to permit evaluators to test its validity in achieving project outcomes.

The Evaluation Plan provides more details about how project activities and results will be achieved, how the project aligns with MGD learning agenda, how the project intends to build government capacity and gives an account of yearly targeted project direct beneficiaries. The Evaluation Plan also provides the overall evaluation design, sampling methodology, key evaluation questions, evaluation timelines and evaluation management and dissemination strategy of the baseline, midline and final evaluations.

### **McGovern-Dole Project Results Framework**

The APFL IV Project Results Framework, also found in the Evaluation Plan, aligns to USDA's Program Level Frameworks. It outlines a hierarchy of interventions and outcomes that lead to the overall strategic objectives of the project -increased literacy levels of school aged children and increased use of health and dietary practices through the following;

- Improved Quality of Literacy Instruction
  - Improved Pupil Attentiveness
  - Improved Pupil Attendance
- Improved Use of Health and Dietary Practices
- Increased Capacity of Government Institutions
- Increased Engagement of Local Organizations and Community Groups

### **Evaluation Objectives**

The objective of all three evaluations is to conduct a comprehensive and independent evaluation that will assess progress made against the two strategic objectives of the APFL IV:

- SO1: Improved literacy of school age children and
- SO2: Increased use of health and dietary practices of school aged children in 309 schools in the 15 project intervention chiefdoms.

## **Objectives of the Final Evaluation**

The objective of the final evaluation is to measure the overall results of the project “All pikin for lan” taking into consideration intended and unintended results and strategies. It will be based on the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD) criteria of relevance, coherence, effectiveness, efficiency, sustainability and impact of project strategies and interventions. The final evaluation will incorporate all the key questions from the midterm evaluation report and include additional questions related to lessons learned and recommendations made by key stakeholders (participants, Ministry of Education, Ministry of Health, implementing partners, USDA, etc)

## **APFL IV Evaluation Design**

APFL IV will use a performance evaluation to measure the outcomes of the program from baseline to midterm evaluation to final evaluation. Pupil outcomes include literacy, attentiveness, attendance, enrollment, and health, hygiene and dietary practices. Teacher outcomes measure knowledge of teaching practices and attendance. Outcomes related to parents, SMC members, and other community stakeholders will also be assessed.

- a. The consultant(s) will collect survey data at baseline, interim and end line about literacy outcomes, teaching practices, pupil perceptions, health and nutrition behaviors of pupils, teachers and school cooks. The consultant(s) will also collect survey data pertaining to the effect of the program on school stakeholders, teachers, administrators, directors, and members of the SMCs.
- b. School attendance data: CRS will provide the consultant(s) with data collected by the schools about pupils' attendance, but the consultant(s) will also need to conduct a headcount at baseline. Ideally those data will be organized and formatted in a way that it can be easily used for analysis. If pupils can be tracked across years, these data will be very useful. The consultant(s) will advise CRS on the collection of these data and provide analysis. These data will be collected through the period of project implementation and its analysis will be incorporated in all three reports at baseline, midterm evaluation and end line.
- c. The consultant(s) will collect qualitative data through in-depth interviews with school stakeholders, teachers, administrators, directors, and members of the SMCs to understand what components of the program are more and less effective and why. Potential questions may include: How have your teaching techniques changed since you were matched with your literacy coach? For pupils: Have you noticed a change in your classroom performance? If yes, what are the main reasons behind this change?

The consultant will be guided by evaluation criteria and key questions for each of the surveys; Baseline, Midline and End line, presented in the Evaluation Plan, Annex III. The consultant should reference the evaluation questions presented in the Evaluation Plan, Annex III

## **Evaluation Methodology**

The baseline, midterm evaluation and final evaluation will use both quantitative and qualitative methods. During the baseline, interim and final evaluation, a pupil survey and literacy assessment will be carried

out with a representative number of pupils in the intervention zone. Observations will take place to assess how well teachers and administrators already use literacy teaching techniques, current levels of teacher



attendance and the extent to which pupils wash their hands before meals. The study will also include knowledge assessments of cooks, document review to capturing enrollment number of pupils' and teachers' attendance data. Sampling design and methodology for all three evaluations will follow the approved evaluation plan as described in Annex III. Further discussion on the details of the sampling design and methodology will be possible with the consultant(s) and the sampling strategy can be improved on should the consultancy firm deems necessary. However, significant modifications to the evaluation plan will require advance approval of CRS and USDA.

The evaluation team will work closely with CRS field staff, who know the implementation area. Based on the evaluation design and questions described in the Evaluation Plan (Annex III), the consultant will adopt APFL phase III qualitative and quantitative tools as well as develop new tools where necessary and submit draft evaluation tools to CRS for validation. The validated tools will be developed into the digital data collection platform, CommCare software by CRS staff. CRS will make available to the consultant tools from APFL phase III for the evaluation only. CRS has acquired CommCare software license and will provide the appropriate digital devices to the consultant for data collection only.

**Quantitative tools:** Multiple tools will collect quantitative baseline, midline and final evaluation data, including the following (please note that proposed and key information to be collected and sampling will be finalized with the final retained consultant / firm): The Performance Monitoring Plan (PMP), Annex XI, categorizes tools that will be used by evaluators and project staff for measuring performance indicators, both MGD standard and CRS Custom indicators throughout the project life cycle. Table I below presents list of indicators for which data will be collected by evaluators at baseline, midline and endline. Performance indicators that may have a non-zero at baseline or should be reported at any of the evaluation periods but should be collected at project level will be provided to the evaluator.

Table I. Quantitative Tools

Quantitative tools	Key indicator for which tool will be used	Respondent	Sample strategy
Observation checklist	Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors (MDG Indicator 21)	MSG members with children under 2	Simple random sample (of mothers)

Pupil Survey	<p>Percent of students in target schools who indicate that they are hungry or very hungry during the school days (CRS Custom Indicator #3)</p> <p>Percent of students in target schools who achieve a passing score on a test of good health and hygiene practices (CRS Custom Indicator 10)</p>	Pupils disaggregated by gender, selected from classrooms (#3) and school health clubs (#10)	Cluster Sampling
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School attendance tracker and school admission register	Percentage of students grades 3 to 6 who dropped out of school at the end of the school year (CRS Custom Indicator 9)	School administrator	Simple random sample (of schools)
Food preparers survey	Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage (CRS Custom Indicator 12)	Food preparers	Cluster Sampling
Reading Assessment	Percent of students who, by the end of two grades of schooling, demonstrate that they can read and understand the meaning of grade level text (MGD Indicator 1)	Pupils disaggregated by gender for all reading sub tasks	Cluster Sampling

**Table 2. Qualitative Tools**

Qualitative Tool	Application	Respondents
Focus group discussion (FGD)	Open discussions on education beliefs, school infrastructure/ learning environment, reading, gender issues and parent/community involvement. FGD will be facilitated by one moderator and one note taker and one translator (as needed). Facilitators will be the same sex as the group that they are facilitating.	Pupils, Parents (beneficiary), Community members (non-beneficiary) 10-12 individuals: same age group and sex for each FGD
Key informant interviews	Key respondents will be interviewed using a semi-structured questionnaire to assess perceptions about education, community involvement, learning environment and whether the program has successfully addressed the barriers to education.	School directors, teachers, local leaders, SMC chairman, MSGs & GoSL representatives

Through a stakeholders' validation workshop, the consultant will present preliminary results to CRS and project stakeholders to highlight areas of interest that will be valuable to understand better for project strategy and may provide additional context to the consultant. The collected data will be used to set and/or revise realistic targets for the indicators within the Indicator Performance Tracking Table (IPTT) (Annex V); which is supported by the Performance Monitoring Plan (PMP) (Annex VI) and serve as a benchmark for comparison against monitoring and endline data to determine project impact.

#### **Final evaluation report**

The purpose of the final evaluation is to critically assess whether the project has met its objectives. It will be undertaken in a sample of the 309 project schools in the 15 project chiefdoms. It will assess the progress of the program's implementation of project activities using the DAC criteria of relevance, effectiveness, efficiency, impact and sustainability using sampling design and methodology described in the approved evaluation plan (Annex iii). The final evaluation will compare baseline to final evaluation and monitoring data to date and using various methods specified in the evaluation plan, will identify indications of the progress during the project intervention. The final evaluation will also provide lessons learned and proffer recommendations focused on overcoming any potential issues or challenges identified, or other suggestions for improving program design.

The final evaluation will also document lessons learned and recommend changes to activities or implementation strategies as needed. CRS will ensure that all key project staff and key stakeholders participate in the review process in order to bring together a range of viewpoints to inform the process, the overall assessment and recommendations. The final evaluation will also follow the structure of the report described below and it will be shared widely to promote greater ownership of the project and sharing of lessons learned.

Based on satisfactory performance, the baseline consultant (s) will conduct the final evaluation as described in the approved evaluation plan scheduled to place in June of 2022.

The project's evaluation plan (Annex III) provides list of questions to be addressed during the final evaluation, but these may be complemented by additional evaluation questions based on discussions held with the consultants, MBSSE and other stakeholders. During the process of the evaluation the Corona Virus guidelines provided by the Government of Sierra Leone will be observed to avoid making the process a spreader event. The use of mask, Social distancing, handwashing will be adhered to by data collectors and respondents.

### **Audience and Key Stakeholders**

At the national and district level, CRS will work directly with the MSBBE Directorate of School Feeding, the Ministry of Health and Sanitation, the Ministry of Agriculture Fisheries and Forestry, Ministry of Water Resources, and the Ministry of Social Welfare, Gender and Children's Affairs. CRS will also work with the Association of Language and Literacy Educators on the literacy activities and with Ernest Bai Koroma University of Science and Technology, Makeni University College (EBKUST/MUC) on the Distance Education Program.

At the local level, CRS will engage religious leaders, community health workers, Savings and Internal Lending Communities, school support officers, local authorities, reading clubs, Mothers' Support Groups, School Management Committees, school administrators, teachers, and Community Teachers' Associations.

**Table 3. Final evaluation timeline**

March – April 2022	ToR for Endline and Baseline submitted to USDA for review and approval
April 2022:	Contractual agreement signed with consultant for Endline and Baseline
May 2022	Evaluation preparatory work including tools development and finalization of design, sampling methodology tools and assign roles and responsibilities.
2nd week in May, 2022	Consultant will speak with M&E Staff of USDA as a Key Informant prior to data collection.
3rd to 5th week May 2022	Training of enumerators and data collection
1st week June 2022	Data collection and initial analysis
3rd week June 2022	Data analysis and first draft final evaluation and baseline reports submitted to CRS
July 2022	Report reviewed by CP and WARO and comments submitted to Consultant
July 2022	Analysis and dissemination workshop held with stakeholders
July 2022	Final Evaluation report submitted to USDA for review
August 2022	USDA review and provide feedback on reports to consultant
August 2022	Consultant update report for final submission to USDA
August	USDA final approval of evaluation

## Final Evaluation Questions

*Evaluation Questions:* The evaluation of the “All Pikin for Lan” will focus on determining the progress and impact that was created by the project. Evaluation criteria and key questions to consider are as follows:

*Relevance:* Relevance is defined by the extent to which project activities meet the priorities of the target group recipients, aligned with government policies and donor requirements.

Key questions to address:

- To what extent are the objectives of the “Lan for u future” project valid?
- Are the activities and outputs of the project consistent with the overall goal, objectives and intermediate objectives?
- Are the activities and outputs of the project consistent with the intended impacts and effects?
- How responsive is the project design to an emergency context and or unexpected events that may impact project implementation?

Methods: Document review; focus group discussions with diverse stakeholder groups; key informant interviews; stakeholder validation workshop

*Effectiveness:* Effectiveness is a measure of the extent to which project activities attain their objectives.

Key questions to address:

- To what extent are the project results and the yearly benchmark indicators achieved/likely to be achieved?
- Have the implementation strategies been relevant and effective enough to improve:
  - pupil’s literacy level?
  - ❖ enrollment and attendance among pupils, particularly girls?
  - ❖ health and nutrition practices?
  - ❖ Access to nutritious and culturally acceptable food
  - ❖ community participation and engagement?
  - ❖ Capacity of national school feeding project and other community structures?
- To what extent were recommendations from the midterm evaluation implemented? And did those actions help implementation and/or outcomes?
- How have the changes in the implementation strategy and design due to the COVID pandemic affected the effectiveness of the project to increase:
  - pupil’s literacy level?
  - enrollment and attendance among pupils, particularly girls?
  - health and nutrition practices?
  - community participation and engagement?
  - the capacity of the national school feeding project?
- Have the implementation strategies been relevant and effective enough to improve performance of main project results?
- What were the major factors influencing the achievement or non-achievement of the objectives (Including unexpected events such as emergencies)?
- Has project implementation been effectively monitored? How well has the monitoring and evaluation mechanism facilitated the effectiveness of project implementation.
- How has the COVID pandemic affected project activity implementation and what additional lessons can be learnt which will be useful in a medical emergency?

Methods: Document review: Detailed Implementation Plan (DIP)/Indicator Performance Tracking Table (IPTT), regular reports, annual reading assessments, monitoring data, data from community interventions (SMC functionality, food contributions, school project progress); representative pupil survey and reading assessment; focus group discussions with diverse stakeholder groups in schools; key informant interviews; classroom observation; stakeholder validation workshop.

*Efficiency:* Efficiency measures both qualitative and quantitative outputs in relation to inputs. It assesses the extent to which the project uses valuable resources to achieve the desired results.

Key questions to address:

- Were activities cost efficient?
- Were results achieved on time?
- Is the project being implemented in the most efficient way compared to alternatives?
- How well has the project Monitoring, Evaluation system supported project efficiency?
- How has the COVID pandemic affected the project efficiency?

Methods: Document review: (DIP, IPTT, budget, quarterly cash forecasts, regular reports, costs of new anti-fraud measures); focus group discussions with diverse stakeholder groups including community members and school governance structures; key informant interviews: finance and project managers, other actors in the education sector in Koinadugu; stakeholder validation workshop

*Impact:* This measures the total effect of a project intervention, both intended and unintended.

Key questions to address:

- What were the intended and unintended positive and negative effects/changes of the intervention on children including more vulnerable, at-risk youth& Children, Local councils, chiefdom authorities, Mothers support groups, School Management, committees, National School feeding secretariat, local farmers and farm groups?

How many Local councils, chiefdom authorities, Mothers support groups, School Management, committees, National School feeding secretariat, local farmers and farm groups

- and indirect beneficiaries have been positively or negatively impacted by the project?

How does the intervention affect the well-being of Children, Teachers, Mothers support groups, Farmers groups, National School feeding secretariat, Local councils and chiefdom authorities different groups of stakeholders?

- What do beneficiaries and other stakeholders affected by the intervention perceive to be the effects of the intervention on them?

To what extent has ownership among stakeholders increased (monitoring teacher performance, care to prevent fraud, protect infrastructures, supplies, enforce educational bylaws?)

To what extent can identified changes be attributed to the project intervention?



- What is the extent of the change that the project intervention has brought to the following: Pupil literacy levels, pupil attendance, Teacher capacity and retention, community participation and engagement, Health and nutrition practices,

Methods: Document review (DIP, IPTT, budget, regular reports), representative pupil survey and reading assessment, focus group discussions with diverse stakeholder groups including teachers, administrators, pupils, parents, teaching faculty, project staff, central and local authorities, school management committees, etc., key informant interviews: finance and project managers, classroom observation, stakeholder validation workshop,

*Sustainability:* The final evaluation will assess whether the benefits of an activity are likely to continue after donor funding has been withdrawn and the extent to which the project has developed local ownership and sustainable partnerships.

Key questions to address:

- What activities and/or outcomes (both expected and unexpected) are likely to be sustained?
- What are the major factors (institutional, governance structures, etc.) that can influence the achievement or non-achievement of project sustainability?
- What exit strategies were incorporated into project design and what strategies were implemented?
- To what extent can identified changes be attributed to the intervention?
- Did the theory of change to improve school education outcomes through increase literacy of school aged children; and increased use of health and dietary practices of school aged children combining with different foundational results hold? Why or why not?
- How well has the project sustainability measures or strategies ensured project sustainability?
- What elements of the sustainability strategy has produced result and why or why not?
  - What are the capacities, opportunities and strengths of the community structures and the National School Feeding Secretariat that will support or ensure project sustainability?
  - How and To what extent has the Government of Sierra Leone taken larger role in the school feeding project?

Methods: Document review (government policies, procedures and priority documents, DIP, IPTT, budget, regular reports, cross-national literature review of successful sustainability strategies, focus group discussions with diverse stakeholder groups, project staff, central and local authorities, school management committees, etc. Key informant Interviews: finance and project managers, critical reflection and thinking on project exit strategy, stakeholder validation workshop

*Coherence:* The compatibility of the intervention with other interventions in a country, sector or institution

Coherence	External coherence: How does the project complement other intervenors particularly in school feeding projects and in supporting education in Koinadugu and Falaba districts in general?
	Internal/ External coherence: How well is the project internally coherent/consistent with other school feeding interventions championed by the government of Sierra Leone and international school feeding norms? (
	External Coherence: How well does the project coordinate with other actors to complement students' needs not covered by school feeding in Sierra Leone? ( )
Methods: Document review (government policies, procedures and priority documents, DIP, IPTT, budget, regular reports, cross-national literature review of successful sustainability strategies, focus group discussions with diverse stakeholder groups, project staff, central and local authorities, school management committees, etc. Key informant Interviews: finance and project managers, critical reflection and thinking on project exit strategy, stakeholder validation workshop	

These may be complemented by additional evaluation questions based on discussions with MBSSE, USDA, the evaluator, and other stakeholders. In addition, the Final evaluation will document lessons learned on both the project and the evaluation.

Key questions to address:
<ul style="list-style-type: none"> <li>• To what extent are the objectives of the “Lan for u future “project valid?</li> <li>• Are the activities and outputs of the project consistent with the overall goal, objectives and intermediate objectives?</li> <li>• Are the activities and outputs of the project consistent with the intended impacts and effects?</li> <li>• How responsive is the project design to an emergency context and or unexpected events that may impact project implementation?</li> </ul>
Methods: Document review; focus group discussions with diverse stakeholder groups; key informant interviews; stakeholder validation workshop

*Effectiveness:* Effectiveness is a measure of the extent to which project activities attain their objectives.

Key questions to address:

- To what extent are the project results and the yearly benchmark indicators achieved/likely to be achieved?
  - Have the implementation strategies been relevant and effective enough to improve:
    - pupil's literacy level?
  - ❖ enrollment and attendance among pupils, particularly girls?

<ul style="list-style-type: none"> <li>❖ health and nutrition practices?</li> <li>❖ Access to nutritious and culturally acceptable food</li> <li>❖ community participation and engagement?</li> <li>❖ Capacity of national school feeding project and other community structures?</li> </ul> <ul style="list-style-type: none"> <li>• To what extent were recommendations from the midterm evaluation implemented? And did those actions help implementation and/or outcomes?</li> <li>• How have the changes in the implementation strategy and design due to the COVID pandemic affected the effectiveness of the project to increase: <ul style="list-style-type: none"> <li>• pupil's literacy level?</li> <li>• enrollment and attendance among pupils, particularly girls?</li> <li>• health and nutrition practices?</li> <li>• community participation and engagement?</li> <li>• the capacity of the national school feeding project?</li> </ul> </li> <li>• Have the implementation strategies been relevant and effective enough to improve performance of main project results?</li> <li>• What were the major factors influencing the achievement or non-achievement of the objectives (Including unexpected events such as emergencies)?</li> <li>• Has project implementation been effectively monitored? How well has the monitoring and evaluation mechanism facilitated the effectiveness of project implementation.</li> <li>• How has the COVID pandemic affected project activity implementation and what additional lessons can be learnt which will be useful in a medical emergency?</li> </ul> <p>Methods: Document review: Detailed Implementation Plan (DIP)/Indicator Performance Tracking Table (IPTT), regular reports, annual reading assessments, monitoring data, data from community interventions (SMC functionality, food contributions, school project progress); representative pupil survey and reading assessment; focus group discussions with diverse stakeholder groups in schools; key informant interviews; classroom observation; stakeholder validation workshop.</p>
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*Efficiency:* Efficiency measures both qualitative and quantitative outputs in relation to inputs. It assesses the extent to which the project uses valuable resources to achieve the desired results.

<p>Key questions to address:</p> <ul style="list-style-type: none"> <li>• Were activities cost efficient?</li> <li>• Were results achieved on time?</li> <li>• Is the project being implemented in the most efficient way compared to alternatives?</li> <li>• How well has the project Monitoring, Evaluation system supported project efficiency?</li> <li>• How has the COVID pandemic affected the project efficiency?</li> </ul>
<p>Methods: Document review: (DIP, IPTT, budget, quarterly cash forecasts, regular reports, costs of new anti-fraud measures); focus group discussions with diverse stakeholder groups including community members and school governance structures; key informant interviews: finance and project managers, other actors in the education sector in Koinadugu; stakeholder validation workshop</p>

*Impact:* This measures the total effect of a project intervention, both intended and unintended.

Key questions to address:

- What were the intended and unintended positive and negative effects/changes of the intervention on children including more vulnerable, at-risk youth & Children, Local councils, chiefdom authorities, Mothers support groups, School Management, committees, National School feeding secretariat, local farmers and farm groups?
- How many Local councils, chiefdom authorities, Mothers support groups, School Management, committees, National School feeding secretariat, local farmers and farm groups and indirect beneficiaries have been positively or negatively impacted by the project?
- How does the intervention affect the well-being of Children, Teachers, Mothers support groups, Farmers groups, National School feeding secretariat, Local councils and chiefdom authorities different groups of stakeholders?
- What do beneficiaries and other stakeholders affected by the intervention perceive to be the effects of the intervention on them?
- To what extent has ownership among stakeholders increased (monitoring teacher performance, care to prevent fraud, protect infrastructures, supplies, enforce educational bylaws?)
- To what extent can identified changes be attributed to the project intervention?
- Did the theory of change to improve school education outcomes through increase literacy of school aged children; and increased use of health and dietary practices of school aged children combining with different foundational results hold? Why or why not?
- What is the extent of the change that the project intervention has brought to the following: Pupil literacy levels, pupil attendance, Teacher capacity and retention, community participation and engagement, Health and nutrition practices,

Methods: Document review (DIP, IPTT, budget, regular reports), representative pupil survey and reading assessment, focus group discussions with diverse stakeholder groups including teachers, administrators, pupils, parents, teaching faculty, project staff, central and local authorities, school management committees, etc., key informant interviews: finance and project managers, classroom observation, stakeholder validation workshop,

*Sustainability:* The final evaluation will assess whether the benefits of an activity are likely to continue after donor funding has been withdrawn and the extent to which the project has developed local ownership and sustainable partnerships.

Key questions to address:

- What activities and/or outcomes (both expected and unexpected) are likely to be sustained?
- What are the major factors (institutional, governance structures, etc.) that can influence the achievement or non-achievement of project sustainability?
- What exit strategies were incorporated into project design and what strategies were implemented?
- To what extent can identified changes be attributed to the intervention?

<ul style="list-style-type: none"> <li>• Did the theory of change to improve school education outcomes through increase literacy of school aged children; and increased use of health and dietary practices of school aged children combining with different foundational results hold? Why or why not?</li> <li>• How well has the project sustainability measures or strategies ensured project sustainability?</li> <li>• What elements of the sustainability strategy has produced result and why or why not? <ul style="list-style-type: none"> <li>○ What are the capacities, opportunities and strengths of the community structures and the National School Feeding Secretariat that will support or ensure project sustainability?</li> <li>○ How and To what extent has the Government of Sierra Leone taken larger role in the school feeding project?</li> </ul> </li> </ul>
<p>Methods: Document review (government policies, procedures and priority documents, DIP, IPTT, budget, regular reports, cross-national literature review of successful sustainability strategies, focus group discussions with diverse stakeholder groups, project staff, central and local authorities, school management committees, etc. Key informant Interviews: finance and project managers, critical reflection and thinking on project exit strategy, stakeholder validation workshop</p>

*Coherence:* The compatibility of the intervention with other interventions in a country, sector or institution

Coherence	External coherence: How does the project complement other intervenors particularly in school feeding projects and in supporting education in Koinadugu and Falaba districts in general?
	Internal/ External coherence: How well is the project internally coherent/consistent with other school feeding interventions championed by the government of Sierra Leone and international school feeding norms? (
	External Coherence: How well does the project coordinate with other actors to complement students' needs not covered by school feeding in Sierra Leone? ( )
<p>Methods: Document review (government policies, procedures and priority documents, DIP, IPTT, budget, regular reports, cross-national literature review of successful sustainability strategies, focus group discussions with diverse stakeholder groups, project staff, central and local authorities, school management committees, etc. Key informant Interviews: finance and project managers, critical reflection and thinking on project exit strategy, stakeholder validation workshop</p>	

These may be complemented by additional evaluation questions based on discussions with MBSSE, USDA, the evaluator, and other stakeholders. In addition, the Final evaluation will document lessons learned on both the project and the evaluation.

*Table 1: Key sustainability questions*

These may be complemented by additional evaluation questions based on discussions held with MBSSE, USDA, the evaluator, and other stakeholders. In addition, the midterm evaluation will document lessons learned, and recommend changes to activities or implementation strategies as needed. The midterm evaluation will also collect data to inform progress on the project's research questions.



## **Annex B. Pupil Literacy Assessment**

# READING ASSESSMENT – ENGLISH

**All Pikin for Learn IV**

Class 2

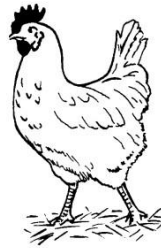
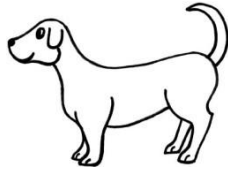
**June 2022**

## Letter Name Identification

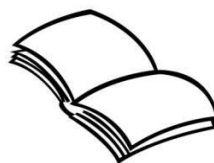
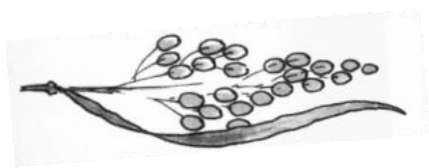
R

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

## Initial Sound Identification



## Initial Sound Identification



## Familiar Word Identification

tin

see	go	me	at	play
and	look	run	can	here
boy	big	come	ball	it
this	he	spoon	man	that
you	table	cup	is	goat
are	head	all	leg	like
number	play	into	the	from
not	green	yes	red	does

## Nonword Reading

sut	fid	mab
-----	-----	-----

lum	dop	vob	fim	hif
pes	jal	fik	neb	zeg
daf	jol	tos	mef	wis
dap	shab	meb	yot	pog
reb	mip	nuk	de	mof

The girl has three fish. The fish are fat. The girl puts the fish in a basket. She runs home. The girl's mother is there. Her mother will cook the fish. The girl will be happy.

## Annex C. Pupil Survey

### PUPIL SURVEY

#### *Introduction & Informed Consent*

Consent included in reading assessment for students.

#### *Instructions*

Administer the pupil questionnaire to each student G2 pupils selected for the reading assessment.

#### **A. General Information**

#### **B. PUPIL'S INFORMATION**

1. Gender of pupil:      Boy ----- 0                      Girl ----- 1                      |\_\_|

2. Age (in years) of pupil as at last birthday.                      |\_\_| |\_\_|

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

Yes ----- 1      No ----- 0                      |\_\_|

4. Have you ever been provided with a slate this school year?

Yes ----- 1      No, not at all ----- 0                      |\_\_|

5. Are you a member of the school Reading Club?



Yes ----- |

No----- 0

|\_\_\_\_|

School has no reading club -- 99

**C. SCHOOL FEEDING PROGRAMME**

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

Yes ----- |

No ----- 0

|\_\_\_\_|

7A. Have you been given/served food/meal in school yesterday?

Yes ----- |

No ----- 0

|\_\_\_\_|

7B. Have you been given/served food/meal in school today?

Yes ----- 1                      No ----- 0 If No, **Skip to Qu. 11 (and skip Q. 12)**  
 |\_\_\_\_|

8. When were you given food in school today? That is, were you given food in the morning or afternoon?

Morning (before 11:30 am) ----- 1  
 At lunch time (exactly 11:30-12:15 pm) -- 2  
 Afternoon (after 12:15 pm) ----- 3  
 Don't know----- 4                      |\_\_\_\_|

9. After eating food, would you say you are not at all hungry, somewhat hungry or very hungry now?

Not at all hungry (had enough food) ----- 1 >>> **Skip to Qu. 11**  
 Somewhat hungry (had some food but not enough) ---- 2                      |\_\_\_\_|  
 Very hungry ----- 3

10. If hungry, why?

Food not enough ----- 1  
 Shared food with outsider (parent/other children at home) ----- 2 |\_\_\_\_|  
 Other (Specify)\_\_\_\_\_ ----- 3

11. Are you given/served food/meal every day in the week?

Yes ----- 1                      No ----- 0                      |\_\_\_\_|

12. How satisfied are you with the food/meal that you receive in school today?(only asked if answer to Have you been given/served food/meal in school today? is yes)

Very satisfied ----- 1  
 Somewhat satisfied ----- 2  
 Dissatisfied ----- 3  
 Very dissatisfied ----- 4                      |\_\_\_\_|

#### D. HEALTH, DIETARY & HYGIENE PRACTICES

13. Now I would like to ask you about the type of foods that you ate yesterday during the day and the night. Please tell me all the food that you ate yesterday during the day and the night.

**Enumerator:** Categorize the food list (as mentioned by child) into the various food type using the table below.

Child ate (.....) yesterday	I = Yes 0 = No
a. Grain, roots and tubers (e.g. rice, cassava, gari, yam, bulgur, potato, funday, plaintain coco yam, etc.)	<input type="checkbox"/> <input type="checkbox"/>
b. Legumes and Nuts (e.g. ground nut, beans, cashew etc.)	<input type="checkbox"/> <input type="checkbox"/>
c. Dairy products (milk, yogurt, cheese, cow milk, etc.)	<input type="checkbox"/> <input type="checkbox"/>
d. Flesh food (meat, fish, chicken, liver/organ meat)	<input type="checkbox"/> <input type="checkbox"/>
e. Eggs	<input type="checkbox"/> <input type="checkbox"/>
f. Fruits (e.g. banana, mango, plum, orange, avocado pear, lemon, etc.)	<input type="checkbox"/> <input type="checkbox"/>
g. Vegetables (e.g. Cassava leaves, potato leaves, okra, cucumber, carrot, tomatoes, etc.)	<input type="checkbox"/> <input type="checkbox"/>
h. Other foods you ate: please list _____	<input type="checkbox"/> <input type="checkbox"/>

\_\_\_\_\_  
\_\_\_\_\_

**14. Enumerator:** Ask the pupil to tell you his/her knowledge on good health and hygiene practices. The list of good health and hygiene practices is provided below; select 'yes' if the pupil mention the practice and 'no' if he/she does not mention the practice at all. **Do not read the list to the pupil.**

Say "Now I would like to know your knowledge on good health and hygiene practices".

**Ask:** What are the things that you can do for you to have good health and hygiene. ( do not read out the list)

Child knows (.....)	I – Yes 0 - No
a. Wash hands with soap and clean water after using the latrine	<input type="checkbox"/> <input type="checkbox"/>
b. Wash hands with soap and clean water before eating	<input type="checkbox"/> <input type="checkbox"/>
c. Drink safe water that has been treated, stored and retrieved properly	<input type="checkbox"/> <input type="checkbox"/>
d. Keep our environment clean and safe	<input type="checkbox"/> <input type="checkbox"/>
e. Keep latrines clean	<input type="checkbox"/> <input type="checkbox"/>
f. Wash our body daily	<input type="checkbox"/> <input type="checkbox"/>

g. Deposit trash into a trash/dust bin			
h. Cut and keep our nails clean			
i. Brush our teeth twice a day			
j. Hair braiding			

Child knows (.....)	1 – Yes 0 – No
k. Wear clean clothes	
l. Eat good food	

## E. ACCESS TO PREVENTATIVE HEALTH INTERVENTIONS

15. Have received a de-worming medicine (i.e. worm medicine) in this school year (since September 2020)?

Yes ----- 1      No ----- 0      Don't know -----777 |\_\_\_\_|

16. Have you received a vitamin A capsule in this school year (since September 2020)?

Yes ----- 1      No ----- 0      Don't know -----777 |\_\_\_\_|

## E. LIFE SKILLS

17. Have you ever attended any life skills session in this school? (hint: [Mention life skills such as coping with stress & emotion, self-awareness & empathy, communication & interpersonal relationships, critical & creative thinking; and decision making & problem solving])

Yes ----- 1      No ----- 0 ➡ Skip to end

18. What skills have you learned/ developed as a result of a life skill session?

**End of interview! Thank pupil for participation.**

## Annex D. Teacher Survey and Classroom Observation Tool

### TEACHER & CLASSROOM OBSERVATION TOOL


**Instructions:** Please administer to three teachers of Classes 2, 3 and 4 (separately and one after the other), teaching Language Arts or English. Observe one full class period. Fill out one form per observation


Observation Start time		ID05: Subject	
ID01: School Name		ID06: Date of Observation	
ID02: School village/town		ID08: Enumerator Name	
ID03: Chiefdom		ID09: School number	
ID04: Class Level		Observation End time	
Section Observed (Select A if there is only one section in the class level/grade)			

My name is \_\_\_\_\_. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL) for the midline evaluation of the Food for Education Phase 4 (FFE 4) project. We would like to ask you a 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 30 minutes to complete this questionnaire.

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 Teacher**

## Section A: GENERAL CLASSROOM OBSERVATION



<p><b>1a. No. of Boys in Class:</b> _____</p> <p>Enter "0" if there are none. Enter "777" if don't know/no response.</p>	<p><b>1b. No. of Girls in Class</b> _____</p> <p>Enter "0" if there are none. Enter "777" if don't know/no response.</p>
<p><b>2. Type of Classroom: (Select one option)</b></p> <p>1. Permanent (eg. Concrete with CI sheet)</p> <p>2. Semi-Permanent (e.g. hut, makeshift) _____</p> <p>3. Temporary (e.g. under a tree, outside)</p>	<p><b>3. Seating of children: (Select <b>one</b> option only)</b></p> <p>1. Each child has own desk/bench</p> <p>2. Two children share a desk/bench _____</p> <p>3. Three children share a desk/bench   _ </p> <p>4. More than 3 children share a desk/bench</p> <p>5. There are no desks/benches</p>
<p><b>4. How many pupils are without <b>desks</b>? That is, pupils have no desk to put their books to write or read. (Note: The standard is three children per desk)</b></p> <p>No. of pupils without <b>desks</b> _____</p> <p>Enter "0" if there are none. Enter "777" if don't know/no response.</p>	<p><b>5. How many pupils are without <b>benches/chairs</b>? That is, pupils have no benches/chairs to sit; sit on stone or timber log. (Note: The standard is three children per bench)</b></p> <p>No. of pupils without <b>benches/chairs</b> _____</p> <p>Enter "0" if there are none. Enter "777" if don't know/no response.</p>
<p><b>6. Does the classroom have the following items? Record if seen in the classroom or not seen in the classroom.</b></p> <p><b>a. A separate chalkboard or blackboard (I=seen, 0=not seen)</b> _____</p> <p><b>b. A teacher's table and chair (I=seen, 0=not seen)</b> _____</p> <p><b>c. Children's work posted on the wall (I=seen, 0=not seen)</b> _____</p> <p><b>d. List of vocabulary words or alphabet strip/chart on the wall (I=seen, 0=not seen)</b> _____</p> <p><b>e. Posters or messages about health or sanitation (I=seen, 0=not seen)</b> _____</p>	<p><b>7. Are textbooks or readers being used? (Select One option)</b></p> <p><b>a. By the teacher only</b></p> <p><b>b. By the children, one each</b> _____</p> <p><b>c. By the children, shared by two</b>   _ </p> <p><b>d. By the children, shared by three or more</b></p> <p><b>e. There are no books or readers</b></p>

## **Section B: USE OF LEARNING MATERIALS IN CLASS**

**Enumerator Instruction:** For the following questions, observe and count how many pupils in the class use the following literacy materials. Enter "0" if there are none.

Literacy materials	Number of pupils using:	
8. Alphabet cards	a. Boys  _ _ _ _ _	b. Girls  _ _ _ _ _
9. Alphabet strips	a. Boys  _ _ _ _ _	b. Girls  _ _ _ _ _
10. Exercise book	a. Boys  _ _ _ _ _	b. Girls  _ _ _ _ _
11. Slates	a. Boys  _ _ _ _ _	b. Girls  _ _ _ _ _
12. Chalk	a. Boys  _ _ _ _ _	b. Girls  _ _ _ _ _

### Section B: STUDENT ATTENTIVENESS

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

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

Student Attentiveness Criteria	<b>a</b> 1. <b>Little Evidence</b> 2. <b>Moderate Evidence</b> 3. <b>Extensive Evidence</b>	<b>b</b>  <b>Number of pupils attentive</b>	
<b>I3.</b> Students follow instructions.	<div style="border-bottom: 1px solid black; width: 40px; margin: 0 auto;"></div>	a. Boys  <div style="border-bottom: 1px solid black; width: 40px; margin: 0 auto;"></div>	b. Girls <div style="border-bottom: 1px solid black; width: 40px; margin: 0 auto;"></div> Enter "0" if there

		Enter "0" if there are none. Enter "777" if don't know/no response.	are none. Enter "777" if don't know/no response.
<b>14.</b> Students listen and work without distraction.	_ _ _	a. Boys  _ _ _	b. Girls  _ _ _
<b>15.</b> Students are participating in the lesson (read passages, contribute to discussion, note taking).	_ _ _	a. Boys  _ _ _	b. Girls  _ _ _
<b>16.</b> Students ask questions and/or seek help with learning.	_ _ _	a. Boys  _ _ _	b. Girls  _ _ _
<b>General Comments:</b>			

End of observation. At the end of the class, please thank the teacher for allowing you to sit in his/her lesson. Ask for their time to answer a few more questions. Use the teacher form to administer the teacher interview.

### Section C: TEACHER INTERVIEW

Select the district where the school is located.		Class level observed:	
Select the chiefdom where the school is located.		Section observed:	
Select the village/community where the school is located.		Subject observed:	
Select the name of the school.			

My name is \_\_\_\_\_. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL) for the midline evaluation of the Food for Education Phase 4 (FFE 4) project. We would like to ask you a 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 30 minutes to complete this questionnaire.

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

Yes ☐  **Start Interview**

No ☐  **Go to Next Teacher**

**Administer the following questions to the teacher whose class you just observed.**

1- Sex of teacher:      Male -----1                      Female -----2                      |\_\_\_\_|

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

Yes -----1                      No -----2      →      **If No, Go to Q6**                      |\_\_\_\_|

3- Which teaching certificate do you have?

TEC ----- 1

HTC ----- 4

TC Lower ----- 2

Other ----- 5 \_\_\_\_\_ |\_\_\_\_\_|

TC----- 3

4- For the [INSERT TYPE OF CERTIFICATE], from where did you get support to pursue your certification?

CRS distance learning/teacher training programme -----1

Other support-----2

5- What is the highest certificate you've completed?

BECE ----- 1

O'LEVEL----- 3

WASSCE ----- 2

Other (specify) ----- 555 \_\_\_\_\_ |\_\_\_\_\_|

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

Yes -----1

No -----2

|\_\_\_\_\_|

7- In this school year (2020/21), have you ever attended a training in DTM (Diagnostic Teaching Methodologies) in this school?

Yes -----1

No -----2

|\_\_\_\_\_|



8- Have you or any other teacher ever been trained in life skills areas in this school?

**Enumerator:** *Mention life skills such as coping with stress & emotion, self-awareness & empathy, communication & interpersonal relationships, critical & creative thinking; and decision making & problem solving*

Yes ----- 1

No ----- 2

9- In the past month, have you ever been visited or observed or mentored in your classroom ?

Yes ----- 1

No ----- 2

**If No, Go to Qu. 11**

|\_\_\_\_|

10- If yes, how many times were you visited or observed or mentored last month (June 2019) by the

Once in the month ----- 1      Twice in the month ----- 2      More than twice in the month-----3

11- During this school year (2020/21, have you ever been observed or mentored in your classroom by your **Head Teacher**?

Yes -----1      No -----2      **If No, Go to Qu. 13**      |\_\_\_\_|

12- How many times have you been visited or observed or mentored in this school year by the **Head Teacher**?

Once in the year ----- 1      Twice in the year ----- 2      More than twice in the year-----3

13- During this school year (2020/21), have you ever been observed or mentored in your classroom by your **MBSSE Inspector/Supervisor**?

Yes -----1      No -----2      **If No, Go to Qu. 15**      |\_\_\_\_|

14- How many times have you been visited or observed or mentored this school year by the **MBSSE Inspector/Supervisor**?

Once in the year ----- 1      Twice in the year ----- 2      More twice in the year----- 3

## Section D: IMPROVED EARLY GRADE LITERACY INSTRUCTIONAL MATERIALS

15- Do you have a lesson plan/note for the class you just conducted? *Ask to see the lesson plan.*

Yes, in Head Teacher's Office ----- |

|\_\_\_\_\_|

No -----0

**If No, Go to Q18**

16- **Enumerator:** Check to see whether the teacher used the following literacy instructional materials during teaching?

a. Alphabet cards	1= Yes	_____
b. Literacy teacher's guide	2= No	_____

17- Do you have access to a teacher's guide?

Yes, in Head Teacher's Office ----- 1

Yes, in the classroom ----- 2

No----- 0

#### Section E: DEMONSTRATION OF NEW TEACHING TECHNIQUES

We would like to understand what the teachers know about teaching techniques in a number of different areas. Use the following scale to indicate their knowledge about each area.

1= I know nothing about it.

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

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

4= I have excellent knowledge and skill in it.

***If 1 or 2, do not ask for column 'b' (Teaching Technique/skills)***

Area	a. The teacher's level of confidence and ability				b. Teaching Technique/skills you could use for [...] (REQUIRED COLUMN)
18. Word Recognition and Phonics	1	2	3	4	

**Food for Education Project (FFE) Phase 4 Endline Evaluation** | **2022**

<b>19. Fluency</b>	1	2	3	4	
<b>20. Vocabulary</b>	1	2	3	4	
<b>21. Comprehension</b>	1	2	3	4	
<b>22. Assessment</b>	1	2	3	4	
<b>23. Effective Questioning</b>	1	2	3	4	

24. Motivation	1	2	3	4	
25. Developing Independent Learners	1	2	3	4	
26. Grouping for Instruction	1	2	3	4	
27. Adapting for Individual Differences	1	2	3	4	

## Section F: TEACHER MOTIVATION

On a scale of 1-5 with 1 being not-motivating and 5 being highly motivating, indicate the degree to which each of the following serve as a motivating factor for teachers.

Motivating factor	1 Highly unmotivating	2 Somewhat unmotivating	3 Neither	4 Somewhat Motivating	5 Highly motivating
28. recognition (e.g., receiving praise from administrators, parents, students, or others)					
29. potential for professional growth (e.g., possibility of improving one's own professional skills)					
30. supervision by superiors (e.g., head teachers, coaches, etc.)					
31. interpersonal relationships with colleagues (e.g., interaction with other teachers)					
32. salary (e.g., salary and benefits)					
33. job security					
34. status (e.g., professional status of teaching)					
35. interpersonal relationships with head teacher					

36. sense of achievement (e.g., experiencing success)					
---	--	--	--	--	--

Motivating factor	1 Highly unmotivating	2 Somewhat unmotivating	3 Neither	4 Somewhat Motivating	5 Highly motivating
37. working conditions (e.g., building conditions, amount of work, facilities available)					
38. MBSSE policies (e.g., overall effects of the Ministry Of Basic And Senior Secondary Education as an organization)					
39. teacher evaluation (e.g., appraisal of classroom instruction by coaches or others)					
40. responsibility (e.g., autonomy, authority and responsibility for own work)					
41. potential for advancement (e.g., possibility of assuming different positions in the profession)					
42. work itself (e.g., aspects associated with the tasks of teaching)					
43. factors in personal life (e.g., effects of teaching on one's personal life)					
44. interpersonal relationships with students (e.g., interaction with students)					
45. sense of accountability (e.g., being held directly responsible for student)					

#### Section G: Satisfaction with the Program

On a scale of **1-3** with 1 being NOT satisfied and 3 being VERY satisfied, indicate the degree of satisfaction with the various areas of the FFE program motivating factor for teachers.

Area	1 NOT Satisfied	2 Somewhat satisfied	3 VERY Satisfied	9 Not applicable
------	-----------------	----------------------	------------------	------------------



**Food for Education Project (FFE) Phase 4 Endline Evaluation** | **2022**

46. Training on Literacy Instruction				
47. Coaching by Literacy Coaches				

Area	1 NOT Satisfied	2 Somewhat satisfied	3 VERY Satisfied	9 Not applicable
48. School feeding				
49. Provision of teaching and learning resources				
50. Support from head teacher				
51. Reading clubs				
52. Life skills programming				

**Any additional comments?**

## Annex E. School-Based Surveys

### KEY INFORMANT INTERVIEWS

#### HEAD TEACHERS, SMC, CTA, MOTHERS CLUB

##### Introduction & Informed Consent

“My name is \_\_\_\_\_. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL) for the endline study. We would like to ask you few questions about your school and the education services in this school. We want to ensure 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 30 minutes to complete this questionnaire.”

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

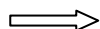
Consent given (tick as appropriate):

Yes ☐

**Start Interview**

No ☐

**Go to Next School**



##### Instructions

The respondents for this questionnaire are Head Teacher, SMC Chairperson, CTA Chairperson and Mothers Club head. Conduct the interview with respondents one after the other. Whilst you are talking to the head teacher, ask him/her to call for the other respondents. In case the respondents are not available, you talk to their deputies or senior members as appropriate.

##### General Information

Enumerator: \_\_\_\_\_

Date interview completed (dd/mm/yyyy) :

School Name: \_\_\_\_\_

School Number:

Location \_\_\_\_\_ of \_\_\_\_\_ school (Village/Town): \_\_\_\_\_

Chiefdom: \_\_\_\_\_

Section: \_\_\_\_\_

Time Interview started (GMT) (hh:mm):

**A. INTERVIEW WITH THE HEAD TEACHER****I. SCHOOL INFORMATION, ENROLMENT AND ATTENDANCE**

1. Has this school been approved by MBSSE?

Yes ----- 1

No ----- 2 → *If Not approved, Go to Qu. 3*

2. What is the PIN Code?

\_\_\_\_\_ >>> *Go to Qu. 6*

3. Has the school ever submitted school certification application to MBSSE?

Yes ----- 1

No ----- 2 → *If No, Go to Qu.5*

4. When did the school submit school certification application to MBSSE? *Record month and year.*

\_\_\_\_\_

5. Why has the school not applied for school certification to MBSSE?

\_\_\_\_\_  
\_\_\_\_\_

6. Has the school received subsidy from the Government of Sierra Leone (GoSL) in this academic year (2021/22)?

Yes ----- 1 → *If Yes, Go to Qu. 8*

No ----- 2

7. If the school is **not** receiving subsidy, what are the reasons for that?

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8. Did any MBSSE inspector come to check the school during this school year, since September 2021?

Yes ----- 1

No ----- 2

9. How many different classes/grades does this school have? *That is, the standard level of education that the pupils attend. Choose all that apply.*

Number of different classes/grades in school ----- |\_\_\_\_\_|

a. How many sections of Class I does this school have? ----- |\_\_\_\_\_|

- b. How many sections of Class 2 does this school have? ----- |\_\_\_\_|
- c. How many sections of Class 3 does this school have? ----- |\_\_\_\_|
- d. How many sections of Class 4 does this school have? ----- |\_\_\_\_|
- e. How many sections of Class 5 does this school have? ----- |\_\_\_\_|
- f. How many sections of Class 6 does this school have? ----- |\_\_\_\_|

10. How many pupils are enrolled in this school for the 2021/22 school year? **Confirm with school enrolment records.**

Gender	1. Class 1	2. Class 2	3. Class 3	4. Class 4	5. Class 5	6. Class 6	Total
a. Boys							
b. Girls							
c. Total							

11. How many pupils have dropped out of school for the 2021/22 school year?

Gender	1. Class 1	2. Class 2	3. Class 3	4. Class 4	5. Class 5	6. Class 6	7. Total
a. Boys							
b. Girls							
c. Total							

12. What are the primary reasons for boy students to dropout? And for girl students?

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

**Ask to see the register.**

Yes ----- 1      No ----- 0      |\_\_\_\_|

14. Does the school have a MBSSE register for recording students' daily attendance for all classes?

**Ask to see the register.**

Yes ----- 1      No ----- 0      |\_\_\_\_|

15. **Attendance of pupils on the day of survey:** Of the students currently enrolled in this school for 2021/22, how many attended school **today** according to CRS attendance register or other form of register (MBSSE register) for attendance?

<b>Gender</b>	<b>1. Class 1</b>	<b>2. Class 2</b>	<b>3. Class 3</b>	<b>4. Class 4</b>	<b>5. Class 5</b>	<b>6. Class 6</b>	<b>Total</b>
<b>a. Boys</b>							
<b>b. Girls</b>							
<b>c. Total</b>							

16. Did this school benefit from any rehabilitation work or new construction from CRS such as classroom, water well, toilet/latrine, etc.?

Yes ----- 1                      No ----- 0                      **If No, Go to Qu.20**    |\_\_\_\_|

17. How many classrooms were rehabilitated or newly constructed by CRS?

a. No. of classrooms were rehabilitated: \_\_\_\_\_

b. No. of classrooms were newly constructed: \_\_\_\_\_

18. How many water wells were rehabilitated or newly constructed by CRS?

a. No. of water wells were rehabilitated: \_\_\_\_\_

b. No. of water wells were newly constructed: \_\_\_\_\_

19. How many toilets/latrines (separate rooms/drop holes) were rehabilitated or newly constructed by CRS?

a. No. of toilets/latrines were rehabilitated: \_\_\_\_\_

b. No. of toilets/latrines were newly constructed: \_\_\_\_\_

20. Does the school have a garden?

Yes ----- 1                      No ----- 0                      **If No, Go to Qu.24**    |\_\_\_\_|

21. Do you have a school garden guideline or manual?

Yes ----- 1                      No ----- 0                      |\_\_\_\_|

22. Is the garden seasonal or year-round?

Seasonal ----- 1                      Year-round ----- 2                      |\_\_\_\_|

23. What is the purpose of the garden?(Select all that apply)

a. Pedagogy

b. Supplementary school feeding

c. Donation to teachers

d. Sale for schools

e. Others

|\_\_\_\_|

## II. TEACHERS

24. In total, 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. Men	b. Women	c. Total
--------	----------	----------



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25. Of the teachers in this school, how many teachers are on payroll? |\_\_\_\_|\_\_\_\_|

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

a. No. of trained and qualified (holding TEC, TC, TC-Lower, HTC) ----- |\_\_\_\_| \_|

b. No. of untrained and unqualified (holding none) ----- |   |   |

27. Of the trained and qualified teachers, how many have acquired their certificate through CRS supported distance learning programme?

No. of trained & qualified thru CRS supported distance learning programme |   |   |

28. Of the untrained and unqualified teachers, how many are currently attending distance learning programme supported by CRS? Even if they have left the school?

No. of untrained & unqualified attending distance learning programme supported by CRS \_\_\_\_\_

29. In total, how many teachers in this school have ever been certified (i.e. trained and qualified) through CRS supported distance learning programme?

No. of teachers certified thru through CRS supported distance learning programme   |   |   |

30. Of the teachers certified through CRS supported distance learning programme:

a. How many teachers are currently still in school? ----- |   |   |

b. How many teachers have left the school? ----- |   |   |

31. What are the reasons for teachers certified thru CRS supported distance learning leaving the school?

Teacher **not** on payroll ----- 1

Teacher got job elsewhere ----- 2

Teacher transferred to other CRS school ----- 3 |   |

Teacher transferred to other school elsewhere ----- 4

Teacher left for unwarranted behaviour ----- 5

Others (specify) ----- 555 \_\_\_\_\_

32. Does the school have a time book for recording daily teacher attendance such as a daily time book?  
**Ask to see records for teacher attendance.**

Yes ----- 1

No ----- 0

|   |

33. **Attendance of teachers on the day of survey:** Of the teachers in this school for 2021/22 academic year, how many attended school **today**.

**Enumerator:** confirm teacher attendance by physically counting all teachers present in school on the day survey.

a. Men	b. Women	Total

34. Have you (the head teacher) benefited from training in DTM (Diagnostic Teaching Methodologies) by CRS or TALLE (Early Grade Literacy Teaching) in the past 12 months?

Yes ----- 1      No ----- 0 → If No, Go to Qu.36      |\_\_\_\_|

35. How has the training in DTM helped you perform your duty as head teacher/school administrator?

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36. In your opinion, what do you think can be done to **further** improve quality of literacy instruction?

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37. In your opinion, to what extent does the training in DRM align with the existing national policies and programs on how to teach literacy in Sierra Leone?

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38. Observe the head teacher's office during the visit to verify demonstration of new techniques/tools.  
Record '1' if tool is seen; otherwise record '0' if tool is not seen.

Is tool (.....) seen?	1= Seen 0= Not seen
-----------------------	------------------------

a. Log book (visitor book) available	
b. Teaching master-timetable is displayed	
c. Teacher Duty Roster is clearly displayed	
d. Visual teaching & learning materials are displayed	
e. Inventory Book or other school records are properly organized & updated	

39. Has any other teacher (other than the head teacher) benefited from training in DTM (Diagnostic Teaching Methodologies) by CRS or TALLE (Early Grade Literacy Teaching) in the past 12 months?

Yes ----- 1      No ----- 0 → **If No, Go to Q40** |\_\_\_\_|

40. How many teachers (other than the head teacher) have benefited from training in DTM (Diagnostic Teaching Methodologies) by CRS or TALLE (Early Grade Literacy Teaching) in the past 12 months?

Number of teachers trained in DTM by CRS/TALLE ----- |\_\_\_\_\_|

41. Has any teacher, including the head teacher, ever been trained in any life skills in this school by CRS? (Mention life skills such as coping with stress & emotion, self-awareness & empathy, communication & interpersonal relationships, critical & creative thinking; and decision making & problem solving).

Yes ----- 1      No ----- 0      **If No, Go to Qu.38**      |\_\_\_\_|

42. If yes, how many teachers have been trained in life skills? How many are male? How many are female?

a. No. of male teachers trained in life skills ----- |\_\_\_\_|

b. No. of female teachers trained in life skills ----- |\_\_\_\_|

43. Does the school have a reading club?

Yes ----- 1      No ----- 0      |\_\_\_\_|

44. Are there established by-laws to promote education in this community? That is, laws to enforce school enrolment for all school-age children, abolish early marriage, stop FMG practice during school days, provision of stipulated condiments, compulsory membership of upper grade pupils in reading clubs, etc.

Yes ----- 1      No ----- 0      |\_\_\_\_|

### III. SCHOOL FEEDING PROGRAMME

45. Does the school have sufficient food commodities (rice, lentils & vegetable oil) supplied by CRS today? If yes, is the food stock sufficient for the next one week (from today)?

Food commodities	a. Sufficient food commodities available today? (1= Yes    2= No)	b. Sufficient for the next week (from today)? (1= Yes    2= No)
a. Rice		
b. Lentils		

c. Vegetable oil		
------------------	--	--

46. Of the food commodities supplied by CRS today, how much of do you think comes from local markets or farmers?

<b>Food commodities</b>	<b>Most =2</b>	<b>Some=1</b>	<b>None=0</b>
d. Rice			
e. Lentils			

f. Vegetable oil			
------------------	--	--	--

47. Have or will pupils in this school receive/be served meal/food provided by CRS today?

Yes ----- 1                      No ----- 0                      Don't know/Not applicable ----- 777

**(If No or Don't know/Not applicable, Go to Qu. 46)**                      |\_\_\_\_|

48. When was or will meal/food be served to the pupils today?

**Choose all that apply**

Morning (before 11:30 am)----- 1

At lunch time (exactly at 11:30-12:30 pm) – 2                      |\_\_\_\_|

Afternoon (after 12:30 pm) ----- 3

49. Why have pupils in this school **not** been served meal/food today?

**Choose ALL that apply**

Food supplies run out----- 1

No condiments for cooking ----- 2

No fuel (fire wood) to cook food -- 3

No cook available ----- 4                      |\_\_\_\_|

No cooking utensils (pot)----- 5

No access to store ----- 6

Others (specify) ----- 7 \_\_\_\_\_

No feeding programme yet established at this school -----0

50. Are the community people supporting this school with stipulated level of food contribution for cooking materials (such as condiments, fire wood, vegetables, etc.) to the school feeding programme?

Yes ----- 1                      No ----- 0                      Don't know/Not applicable-----777



51. Are teachers of this school currently receiving meals (school feeding programme)?  
 Yes ----- 1      No ----- 0      Don't know/Not applicable ----- 777

*(If No or Don't know/Not applicable, Go to Question 50)*      |\_\_\_\_|

52. How many teachers are currently receiving meals/food?  
 No. of teachers receiving meals/food ----- |\_\_\_\_|\_\_\_\_|

53. Does the school have a **child health and nutrition guide** provided by MOHS available?  
 Yes ----- 1      No ----- 0      |\_\_\_\_|

54. In your opinion, to what extent does the school feeding program supplied by CRS align with the existing national policies and programs on how school feeding in Sierra Leone?

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#### IV. ADAPTATIONS TO COVID

COVID1. Did your school receive any of the following programme adaptations during the COVID-19 Pandemic?

Adaptations	Received (1= Yes 0= No)	Was the adaptation relevant to the needs of your community? (0-Not at all relevant 1- Somewhat relevant 2- Highly relevant)
a. Take-home rations equaling 10 weeks of school feeding meals		
b. Handwashing stations		
c. Training in handwashing station proper use		
d. Solar-powered radios		

COVID2. Has the COVID Pandemic affected the efficiency of commodity management and food distribution?

Yes ----- 1

No ----- 0

**(If Yes, Go to COVID3. If no,**

**go to Q. 52)**

COVID3. How has the COVID Pandemic affected commodity management and food distribution?  
How has it impacted the programme?

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**V. SCHOOL FURNITURE, TEACHING & LEARNING MATERIALS**

55. Does the 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

56. Are there teachers' guides or **MBSSE formulated lesson plans** available for the core subjects (English, Mathematics, Social Studies & Science) for teaching in this school?

Yes ----- 1      No ----- 0 → **If No, Go to Q55** |\_\_\_\_|

57. For which of the core subjects are teachers' guides available?

	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Core subjects	<i>1 = Available      0 = Not Available</i>					
a. English						
b. Mathematics						
c. Science						
d. Social Studies						

58. Has this school been provided with pupils' textbooks from CRS?

Yes ----- 1      No ----- 0      |\_\_\_\_|

59. Does the school have a cupboard?

Yes ----- 1      No ----- 0      |\_\_\_\_|

**VI. INCREASED USE OF HEALTH AND DIETARY PRACTICES**

60. Is there a School Health/WASH club in this school?

Yes ----- 1      No ----- 0      (If No, Go to Qu.61) |\_\_\_\_|

61. In total, how many teachers and pupils are there in the School Health/WASH club?

<b>a.</b> No. of teachers	<b>b.</b> No. of pupils	<b>c.</b> Total

62. Have teachers of the School Health/WASH club been trained on sanitation and hygiene practices by CRS in the past year (since July 2020)?

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

63. Have pupils of the School Health/WASH club been trained on sanitation and hygiene practices by CRS in the past year (since July 2020)?

Yes ----- 1      No ----- 0      |\_\_\_\_|

64. Have pupils in this school received de-worming medicine/worm medicine in this school year (2020/2021)?

Yes ----- 1      No ----- 2 → (If No, Go to Qu.63)      |\_\_\_\_|

65. How many times in this school year have pupils received de-worming medicine-i.e. worm medicine (2020/2021)?

No. of times de-worming medicine received ----- |\_\_\_\_|

66. Have pupils in this school received vitamin A Supplementation in this school year (2020/2021)?

Yes ----- 1      No ----- 2      If No, Go Qu.65      |\_\_\_\_|

67. How many times during this school year have pupils received vitamin A supplementation?

No. of times vitamin A Supplementations received ----- |\_\_\_\_\_|

68. Does this school have a School Management Committee (SMC)?

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

69. Is there a Community Teachers' Association (CTA) formed in this community?

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

70. Is there a Mothers Support Group/Mothers' Club formed and supported by CRS in this community?

Don't know-----777

**<<End Interview with head teacher>>**

**B. INTERVIEW WITH SMC Chairperson**

## Introduction and Informed Consent

[NOTE: The respondent for this questionnaire is the SMC chairperson.]

“My name is \_\_\_\_\_. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL) for the. We would like to ask you few questions about your school and the education services in this school. We want to ensure 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 30 minutes to complete this questionnaire.”

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

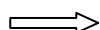
Consent given (tick as appropriate):

Yes ☐

**Start Interview**

No ☐

**Go to Next School**



1. How many members are male and female in the SMC?

a. SMC members (Men)	b. SMC members (Women)	c. Total

2. Did the SMC members receive training in school management supported by CRS since September 2020?

Yes ----- 1

No ----- 0

☐

3. Did the SMC meet to discuss issues of managing this school this school year(2020/2021)? **Ask to see minutes of last meeting(s) to confirm response**

Yes ----- 1 No ----- 0

**(If No, Go to Q6)**

☐

4. How frequently did the SMC meet in this school year (2021/22)?

Monthly (every month) ----- 1



Quarterly (every 3 months)-----2

Every 6 months-----3

Once in the school year ----- 4 |\_\_\_\_|

5. When was the last time the SMC met?

Last time of meeting (month & year): \_\_\_\_\_

6. Is the SMC actively involved in the school feeding programme?

Yes ----- 1      No ----- 0 → **(If No, Go to Q8)** |\_\_\_\_|

7. How is the SMC involved in the school feeding programme in this school?

8. Has the SMC ever been trained by CRS in safe food preparation practices, food storage practices and/or child health & nutrition?

Yes ----- 1      No ----- 0 → **(If No, Go to Q12)**      |\_\_\_\_|

9. How many members of SMC have been trained in food preparation by CRS?

No. of SMC members trained in safe food preparation practices ----- |    \_ |    |

10. How many members of SMC have been trained in food storage practices by CRS?

No. of SMC members trained in food storage practices ----- |    \_ |    |

11. How many members of SMC have been trained in child health & nutrition by CRS?

No. of SMC members trained in child health & nutrition ----- |    \_ |    |

12. Are there established by-laws to promote education in this community? That is, laws to enforce school enrolment for all school-age children, abolish early marriage, , provision of stipulated condiments, compulsory membership of upper grade pupils in reading clubs, etc.

Yes ----- 1      No ----- 0      |\_\_\_\_|

&lt;&lt; End Interview with SMC Chairperson&gt;&gt;

**C. INTERVIEW WITH CTA Chairperson**

“My name is \_\_\_\_\_. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL) for the. We would like to ask you few questions about your school and the education services in this school. We want to ensure 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 30 minutes to complete this questionnaire.”

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**

1. How many teachers are members of the CTA **executive**? How many Parents/Community members belong to the CTA **executive**?

	i. No. of men members	ii. No. of women members
<b>a.</b> No of Teachers		
<b>b.</b> No of Parents/Community members		

2. Is the CTA chairperson member of the SMC?

Yes ----- 1      No ----- 0      |\_\_\_|

3. Has the CTA ever met this school year (2021/22)?

Yes ----- 1      No ----- 0      → (If No, Skip to Q5) |\_\_\_|

4. How frequently has the CTA met in this school year (2021/22)?

Monthly (every month) ----- 1  
 Quarterly (every 3 months) ----- 2  
 Half yearly (every 6 months) ----- 3  
 Once in the school year ----- 4      |\_\_\_|

5. Did the CTA executive/members engage in managing this school during this school year (2021/22)?

Yes ----- 1  
 No ----- 2      → (If No, End interview with CTA Chair)      |\_\_\_|

6. In what way(s) has the CTA been engaged in managing this school?

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7. How satisfied are you with the FFE 4 programme?

Very satisfied ----- 3

Somewhat satisfied ----- 2

Dissatisfied ----- 1

Very dissatisfied ----- 0

Have not yet participated in programme --- 888

Don't know ----- 777

-<< End interview with CTA Chair >>

#### D.MOTHERS' CLUB (Mothers club head)


"My name is \_\_\_\_\_. We are collecting data on behalf of Catholic Relief Services-SL (CRS/SL) for the. We would like to ask you few questions about your school and the education services in this school. We want to ensure 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 30 minutes to complete this questionnaire."

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**

1. How many members are there in the Mothers Club?

No. of members in Mothers Club -----|\_\_\_\_\_|☐

2. Did the Mothers Club receive any training supported by CRS during this school year (2021/22)?

Yes ----- ☐ No ----- ☐ 0  **(If No, Skip to 91)** ☐

3. Which form of training has the Mothers Club received? **Choose all that apply**

Advocacy----- ☐

Awareness raising on importance of education (general sensitisation) ----- ☐ 2

☐

Community mobilization (support school feeding, school gardens)-----

---- ☐ 3

Child health & nutrition (WASH, food preparation, family planning) -----

----- ☐ 4

Other \_\_\_\_\_ -- ☐ 555

4. Has the Mothers' Club visited this CRS supported school during this school year (2021/22) (such as checking on pupils' attendance, etc.)?

Yes ----- ☐ No ----- ☐ 0 ☐ **(If No, Skip to Q6)**

5. How frequently has the Mothers' Club visited this school during this school year (2021/22)?

Monthly (every month) ----- ☐ 1

Quarterly (every 3 months)----- ☐ 2

Half yearly (every 6 months)----- ☐ 3

Once in the school year ----- 4 |\_\_\_\_|

6. Did the Mothers' Club complete any home visitations to sensitise parents on the importance of education?

Yes ----- 1                      No ----- 0                      |\_\_\_\_|

7. In what ways has the Mothers' Club been active during the past school year?

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8. Do you have any children?

Yes ----- 1

No ----- 0

|\_\_\_\_| (If No, Skip to Q11)

9. How many children do you have?

|\_\_\_\_|

10. How many of your children are currently less than 5 years old?

|\_\_\_\_|

11. Now I would like to ask you about the type of foods your child or children ate yesterday during the day and the night at home. Please tell me all the food that your child or children ate yesterday during the day and the night at home

\_\_\_\_\_

**Enumerator:** Categorize the food list (as mentioned by caregiver) into the various food type using the table below.

Child ate (.....) yesterday	1 = Yes 0 = No
a. Grain, roots and tubers (e.g. rice, cassava, gari, yam, bulgur, potato, funday, etc.)	____
b. Legumes and Nuts (e.g. ground nut, beans, cashew etc.)	____
c. Dairy products (milk, yogurt, cheese, cow milk, etc.)	____



d. Flesh food (meat, fish, chicken, liver/organ meat)	
e. Eggs	
f. Fruits (e.g. banana, mango, plum, orange, avocado pear, lemon, etc.)	____
g. Vegetables (e.g. Cassava leaves, potato leaves, okra, cucumber, etc.)	____
h. Other foods you ate: please list _____	____

\_\_\_\_\_

12. Now I would like to hear about your experiences on infant and young child feeding practices. *Do not read the list. In the list of good infant and young child feeding practices below, mark if the individual mentions the practice.*

Now ask “what are the things you usually do to support good infant and young child feeding practices?”

<b>Interviewee mention (.....)</b>	<b>1 = Yes 0 = No</b>
a. Early initiation of breastfeeding within 1 hour of birth	
b. Exclusive breastfeeding for the first 6 months of life	
c. Introduction of complementary (solid) foods at 6 months together	
d. Continue frequent, on-demand breastfeeding until 2 years of age or beyond	
e. Gradually increase food consistency and variety	
f. Use fortified complementary foods (solid foods) or vitamin-mineral supplements as needed	
g. During illness, increase fluid intake including more breastfeeding, and offer soft, favourite foods	
h. None of the above mentioned	

13. **Now we would like to hear about your routine and practices in food preparation and storage.** storage practices. *Do not read the list. In the list of safe food preparation and storage practices below, mark if the individual mentions the practice.*

Now ask “what are the things that you do to prepare and store food safely?”

<b>Interviewee mention (.....)</b>	<b>1 = Yes 0 = No</b>
a. Wash hands with clean water and soap before handling food	
b. Wash the cooking utensils and all dishes with clean water and soap; and then dry them	
c. Sweep the kitchen and environment where food is prepared	
d. Wash the food items before cooking	
e. Kitchen or environment should be free from animals	
f. Cover the cooked food after dishing	
g. Store the cooked food in a clean place (room or dining)	
h. Storage should be free from flies	
i. Put cleaned utensils on a platform (rack/pallet) – i.e. do not put cleaned utensils on ground	
j. Wear kitchen apron or apparel when handling food	
k. Cooked, or ready-to-eat food shouldn't be handled with bare hands (Use tongs, spatulas, spoons, or disposable gloves)	
l. None of the above mentioned	

14. How satisfied are you with the FFE 4 programme?

Very satisfied ----- 3

Somewhat satisfied ----- 2  
Dissatisfied----- 1  
Very dissatisfied----- 0  
Have not yet participated in programme --- 888  
Don't know-----777

**END INTERVIEW! THANK THE RESPONDENTS**

## Annex F: School Observation Tool

### SCHOOL OBSERVATION CHECKLIST

#### INSTRUCTIONS:

- Do physical observation of infrastructures and facilities in all survey schools and record exactly what you would see.
- On arriving at the school, make a quick tour of the school environment to ascertain information on school building(s).
- Do an assessment of the WASH facilities (water points, toilets/latrine, hand washing points) and kitchen; where available.
- In the classrooms, do the tour unnoticed by teachers and pupils (surprise visits).
- Subsequently, fill this checklist as you go around.
- You may follow-up with school authorities (head teachers/teachers/cooks or food preparers) if you need clarification.
- Please take pictures of the school buildings, WASH facilities and kitchen. These will be saved automatically.
- Proceed with the key informant interview with the head teacher immediately after the tour and observation.

#### General Information

Enumerator: \_\_\_\_\_

Date interview completed (dd/mm/yyyy): |\_\_| |\_\_|/|\_\_| |\_\_|/|\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

School Name: \_\_\_\_\_

School Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

Location \_\_\_\_\_ of \_\_\_\_\_ school \_\_\_\_\_ (Village/Town): \_\_\_\_\_

Chiefdom: \_\_\_\_\_

Section: \_\_\_\_\_

Time observation started (GMT) (hh:mm): | | | | |

**A. SCHOOL BUILDINGS**

1. What is the main material the **roof** of the school building is made of?

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

2. What is the main material the **wall** of the school building is made of?

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

3. What is the main material the **floor** of the school building is made of?

- Concrete floor ----- 1  
 Earth floor ----- 2   
 Wooden floor -----3  
 Others (specify) ----- 4 \_\_\_\_\_

4. How many permanent buildings are there in the school?

No. of permanent school buildings -----

5. How many separate classrooms has the school got?

No. of classrooms the school has -----

6. How many non-permanent (makeshift structures) are there in the school?

No. of makeshift structures ----- | \_|

#### B. Classroom Resources

7. How many *pupils'* textbooks are available for pupils in the core subjects (English, Mathematics, Social Studies and Integrated Science) for each class? **Take inventory in the head teacher's office and the classrooms.**

Core Subjects	Write down the number of textbooks available for pupils					
	1 Class 1	2 Class 2	3 Class 3	4 Class 4	5 Class 5	6 Class 6

a. English						
b. Mathematics						
c. Science						
d. Social studies						

8. How many **desks, benches, and blackboards** are available for pupils in each class? **Count to ascertain the number of desks, benches, and blackboards available?**

Core Subjects	Write down the number of desks, benches, and blackboards available for pupils					
	1 Class 1	2 Class 2	3 Class 3	4 Class 4	5 Class 5	6 Class 6
a. Desks						
b. Benches						
c. Blackboard						

9. Are there the following improved early grade literacy instructional materials in the classrooms? *Check these for classes 1, 2, and 3*

Material		Grade 1	Grade 2	Grade 3
a. Alphabet cards	Yes --- 1 No --- 2			
b. Alphabet strips				
c. Slates				
d. Supplementary readers (e.g. Konki & Tinker, Big fight, etc.)				
e. Vanguarders (A4 size)				
f. Chalk				

10. Is there a literacy corner to display improved early grade literacy instructional materials including drawings & painting in the classrooms? *Check these for classes 1, 2, and 3.*

GRADE 1	Yes----- 1	No ----- 2	___
GRADE 2	Yes----- 1	No ----- 2	___
GRADE 3	Yes----- 1	No ----- 2	___

### C. WATER, SANITATION and HYGIENE (WASH) FACILITIES



11. Does the school have a functional drinking/potable water facility (working and water flowing) on school compound/premise?

Yes ----- 1                      No ----- 2      →    **(If No, Go to Q14)**      |\_\_\_\_|

12. What is the **main** type of water facility for the school? (if Q11 is YES)

Tap/Pipe borne water ----- 1  
 Hand pump well ----- 2  
 Borehole with pump ----- 3  
 Ordinary well (protected) ----- 4 ☐  
 Ordinary well (unprotected) ----- 5  
 Others (specify) ----- 6 \_\_\_\_\_

13. Is the **main** water facility/point functioning (*working and water flowing*) at the time of visit? (if 11 is YES)

Yes (*working and water flowing*) ----- 1 **→ If Yes, Go to Q15**

No, faulty ----- 2 ☐

14. Why is the water facility/point not functioning? (if Q11 or Q13 is NO)

Broken down ----- 1

No water/Dried ----- 2

Others (specify) ----- 3 \_\_\_\_\_

15. Is the main water facility/point chlorinated at the time of visit?

Yes ----- 1 No ----- 2 ☐

16. Is there a **functioning** toilet/latrine in this school?

Yes ----- 1 No ----- 2 **→ If No, Go to Qu23** ☐

17. Are the latrine/toilet separated:

a. Are the latrines/toilets separated by **gender**?

Yes ----- 1 No ----- 2 **→ If No, Go to Qu19** ☐

b. Do students and teachers have separate latrines/toilets?

Yes ----- 1 No ----- 2 **→ If No, Go to Qu19** ☐

18. How many separate rooms/drop holes are there? Enter "0" if there are none. (if Q17 is YES)

- a. No. of separate rooms/drop holes for **boys only** ----- |\_\_\_\_|\_\_\_\_|
- b. No. of separate rooms/drop holes for **girls only** ----- |\_\_\_\_|\_\_\_\_|
- c. No. of rooms/drop holes for **men** teachers only ---- |\_\_\_\_|\_\_\_\_|
- d. No. of rooms/drop holes for **women** teachers only - |\_\_\_\_|\_\_\_\_|

19. How many shared rooms/drop holes are there? Enter "0" if there are none. (if Q17 is NO)

- e. No. of shared rooms/drop holes (**boys & girls**) ----- |\_\_\_\_|\_\_\_\_|
- f. No. of shared rooms/drop holes (**men & women** teachers) -- |\_\_\_\_|\_\_\_\_|

20. Are toilet/latrine rooms cleaned?

Yes, all rooms are cleaned----- 1

Yes, some rooms are cleaned----- 2

No, none is cleaned at all ----- 3 |\_\_\_\_|

21. Is there a place for hand washing (such as wash hand basin, bowl, Tippy tap, etc.) at the school?

Yes ----- 1      No ----- 2      **If No, Go to Qu.23** |\_\_\_\_|

22. Is there water and soap/detergent available at hand washing facility at time of visit/survey?

Water and soap available----- 1

Water available only -----2

Soap available only ----- 3 |\_\_\_\_|

No water and soap available----- 4

#### D. STORAGE FACILITY FOR FOOD

23. Does the school have a storeroom or storage facility used for storing food?

Yes, at the school----- 1

Yes, away from the school ----- 2 |\_\_\_\_|

No ----- 3      **If No, Go to Qu.32**

24. Does the storeroom have a metal/steel door with a lock?

Yes, with lock ----- 1

No ----- 2 |\_\_\_\_|

25. Does the storeroom have ventilation blocks?

Yes, with mesh ----- 1

Yes, without mesh ----- 2 |\_\_\_\_|

No ventilation blocks at all -----3

26. What is the main material the **roof** of the storeroom is made of?

Corrugated metal sheets (zinc)----- 1

Asbestos-----2

Concrete ----- 3 |\_\_\_\_|

Thatch -----4

Tarpaulin (plastic sheet)----- 5

Other (specify) ----- 6 \_\_\_\_\_

27. What is the main material the **wall** of the storeroom is 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 \_\_\_\_\_

28. What is the main material the **floor** of the storeroom is made of?

Concrete floor-----1

Earth floor ----- 2 |\_\_\_|

Wooden floor ----- 3

Other (specify) ----- 4 \_\_\_\_\_

29. Is the food stacked on pallet?

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

30. Is the food store clean?

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

31. Has the food store ever been fumigated in the last 6 months (since December 2018)?

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

#### E. KITCHEN FACILITY (Take pictures of storage facility)

32. Does the school have a kitchen available for cooking food?

Yes ----- 1                      No ----- 2                      **If No, Go to Qu.34** |\_\_\_|

33. What material is the **roof** of the Kitchen made of?

Corrugated metal sheets (zinc)-----1

Asbestos-----2

Concrete ----- 3 |\_\_\_|

Thatch -----4

Tarpaulin (plastic sheet)----- 5

Others (specify) ----- 6 \_\_\_\_\_

34. What material is the **wall** of the Kitchen 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 \_\_\_\_\_

No wall ----- 0

35. What material is the **floor** of the kitchen made of?

Concrete floor----- 1

Earth floor ----- 2 |\_\_\_\_|

Wooden floor ----- 3

Others (specify) ----- 4 \_\_\_\_\_

36. Does the kitchen have spoon and plate shelves?

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

37. Does the kitchen have rack/pallet for drying plates and spoons?

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

38. Is there handwashing facility or place around kitchen or cooking area?

Yes ----- 1 No ----- 2 **If No, Go to Q38** |\_\_\_\_|

39. Is there water and soap available at the handwashing facility/place?

Water & soap available ----- 1

Water available only ----- 2

Soap available only ----- 3 |\_\_\_\_|

No, neither water nor soap available 4

40. If there is no handwashing facility, is there soap available for handwashing? **Ask to see soap.**

Yes, soap available (seen) ----- 1

Yes, soap available (not seen) ----- 2

No, not at all----- 3



41. Are there aprons available for cooks/food preparers?

Yes ----- 1

No ----- 2

|\_\_\_\_|

42. Does the school have cooking utensils? How many are there? ***If none, write '0'***

a. Big Pots ----- |\_\_\_\_|

b. Big Bowl for storing cooked food ----- |\_\_\_\_|

c. Big Bowl for storing sauce ----- |\_\_\_\_|

d. Cooking (wooden) spoons ----- |\_\_\_\_|

e. Serving/scooping Spoons ----- |\_\_\_\_|

f. Serving Plates ----- |\_\_\_\_|\_\_\_\_|\_\_\_\_|

g. Spoons for pupils ----- |\_\_\_\_|\_\_\_\_|\_\_\_\_|

h. Buckets ----- |\_\_\_\_|

- i. Towels ----- |\_\_\_\_|
- j. Cups ----- |\_\_\_\_|\_\_\_\_|\_\_\_\_|
- k. Knives ----- |\_\_\_\_|
- l. Mortar ----- |\_\_\_\_|
- m. Mortar pestle ----- |\_\_\_\_|

#### F. SCHOOL GARDEN (*Take pictures of garden*)

43. Does the school have a school garden?

Yes ----- 1      No ----- 2      **If No, Go to Qu.34**      |\_\_\_\_|

44. What types of vegetables are grown?

- Green beans ----- 1
- Potatoes ----- 2
- Peppers ----- 3
- Tomatoes ----- 4
- Cassava Leaves ----- 5      |\_\_\_\_|
- Pumpkin ----- 6
- Lettuce ----- 7
- Spinach ----- 8
- Others (specify) ----- 9 \_\_\_\_\_

## Annex G. Focus Group Discussion Guide

*Qualitative Instrument: CRS All Pikin for Learn (APFL) Phase 4 Endline*

### **A note about this tool:**

**Population Group:** Parents/Community Members

**Number of Participants:** 6 to 10

**Time Limit:** Approximately 1 – 1.5 hours

**Purpose:** This guide will enable you to gather information from parents and community members from new All Pikin For Learn (APFL) McGovern Dole (MGD) International Food For Education (FFE) Phase 4 Program Schools. The objective is to gain insights from parents and community members about their perceptions of quality and access to education in their community, parental/community involvement in schools, and perceptions of the FFE Phase 4 program.

**Recommended sources:** Separate focus groups should be conducted for **men** and **women**. The focus groups should include parents of children in grades 1 – 6 as well as community stakeholders, such as community and traditional authority (chiefs, religious leaders, etc.), headmen, women and youth leaders, and Saving and Internal Lending Communities (SILC).

### Demographic information

1. Type of FGD: \_\_\_\_\_
2. Name of School: \_\_\_\_\_
3. Chiefdom: \_\_\_\_\_
4. Facilitator name: \_\_\_\_\_
5. Note taker name: \_\_\_\_\_
6. Total number of participants: \_\_\_\_\_
7. Date: \_\_\_\_\_
8. Start Time: \_\_\_\_\_

## FOCUS GROUP DISCUSSION GUIDE

### Parents/Community Members

#### Introduction and Consent

Hello, my name is \_\_\_\_\_ and my colleague assisting me is \_\_\_\_\_. We're collecting data on behalf of CRS, who is supporting education of children in Koinadugu and Falaba districts. As you may know, CRS has been active in supporting children's education, health and nutrition in Sierra Leone for many years. We are gathering information to better understand the education and nutrition situation of boys and girls in your community to help ensure the project will meet their needs appropriately.

However, we cannot guarantee any additional aid, services, or project action will take place in your community as a result of your participation in this focus group. We also cannot offer you any compensation for your participation. The discussion should take about an hour to an hour and a half. There are no right or wrong answers, and you are free to ask for clarification any time if you do not understand the questions. Your answers will be private. We will not share your answers with anyone, except those people working directly with CRS on this project. But in order to better keep track of all of the information provided today, and to help me focus on facilitating this discussion, we will be recording this discussion. Please be assured that your identity will remain confidential at all times. Nobody will be able to link your responses to your name. Your name will never be used in connection with any of the information you tell. We thank you for your participation.

Do you have any questions about any of the things that I just mentioned?

- *If YES, answer all participants' questions and continue.*
- *If NO, continue.*

Do we have your permission to record the interview on our audio-recorder?

- *If YES, continue.*
- *If NO, acknowledge that you will not record the conversation and proceed without turning on the recorder.*

Do we have your agreement to participate voluntarily in this Focus Group Discussion?

- *If YES, continue.*
- *If NO, thank them for their time, note on the registration form they did not want to participant and left.*

**\*\*IMPORTANT NOTE\*\*:**

*Begin audio-recording after consent received.*

**A. Perceptions of Education and School Engagement**

1. How do you see the quality of education for the children in this community (perception of quality education in community)?

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2. In your opinion, what do you think are barriers to school enrollment and attendance in this community? That is, things that stop children from going and attending school? Do these barriers differ for girls and boys? If yes, how so?

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3. What have you done (or doing) as parents and community people towards promoting education of children in this community? What about promoting education for girls?

4. What strategies can you suggest to further improve the quality of education for children in this community? What about for supporting or improving girls' education specifically?

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5. In this community, do parents and community members engage in managing school activities - such as enrolment, attendance, construction works, etc.? If yes, how so? (for example, what types of activities do they engage in, which community members engage, how often, etc.)

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6. In your opinion, what do you think are some of the barriers or constraints that prevent parents and community members from engaging or supporting school activities? Do these barriers differ for women and men? If yes, how so?

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7. Do you have any recommendations on how to overcome or reduce these barriers or obstacles that prevent parents and community members from engaging in school activities and/or supporting children's education more broadly?

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### B. Savings and Internal Lending Communities (SILCs)

8. Within your community, are there any active Savings and Internal Lending Communities (SILCs), also known as "the box"? If yes, could you please tell me about them (for example, how is it supported, who is involved, how are the proceeds used, do they contribute to or help children's education)?

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### C. Perceptions of FFE 4 Project Implementation

9. What can you tell me about CRS's FFE program? *[FACILITATOR: Allow participants to give open-ended responses first, but if they do not know about the program, give a short orientation on FFE's main activities and approach to improving student learning outcomes, attentiveness in the classroom and attendance in school.]*

**10.** What positive things do you think FFE has achieved in your school and community?

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**11.** Have any of the following things happened as a result of FFE programming? *[FACILITATOR: Read the list below and ask participants to raise their hands if they believe it has happened. After reading the list, ask for specifics (12) about what happened.]*

- a. Stealing of food or other supplies by food preparers, teachers, and others;
- b. Poor food preparation at school leading to sickness;
- c. Pupils skipping afternoon lessons after receiving their meal;
- d. Pupils eating too much and being sleepy and unable to pay attention to the lessons in the afternoon;
- e. Children from nearby communities are abandoning their schools in favor of enrolling in APFL-supported schools, which could also contribute to potential safety issues for children on the way to and from the schools due to the distance; and
- f. Donor dependency or fatigue especially when considering the sustainability of the schools after the APFL program ends.

**12.** If any of the above situations occurred, please share more details. \_\_\_\_\_

**13.** Do you have any specific concerns related to the project? If so, please describe.

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#### D. RELEVANCE

14. FFE phase 4 project has different activities which include:

- a. school feeding,
- b. storage & handling of food,
- c. supply of teaching and learning materials,

- d. supporting distance learning (teacher training),
- e. training of SMCs,
- f. coaching & mentoring of teachers,
- g. construction of school infrastructures (WASH facilities and food stores),
- h. supporting construction of kitchens for schools,
- i. supporting Private Service Providers (PSPs) for establishing Savings and Internal Lending Communities (SILC) & training SILC members
- j. training of cooks on safe food preparation and child health & nutrition/dietary practices.
- k. school gardens,
- l. formation and training of reading clubs,
- m. formation and training of school health clubs,
- n. social and behavioral change (SBC) through radio jingles, radio discussions, etc. on child health & nutrition including WASH and menstrual hygiene,
- o. construction of latrines and school blocks and training of MSGs

Which of these activities do you think are most important to this community and school?

Why are the activities important? *[Facilitator: share the flipchart paper with the list of activities and associated visuals as a reference]*

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**15.** To what extent do these FFE project activities meet the needs of the community?

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**16.** How satisfied are you with your participation in the program? Would you say “satisfied”, “somewhat satisfied”, or “dissatisfied”? Why or why not?

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## E. EFFECTIVENESS

**17.** In your opinion, which activities do you think will be most effective to improve children's learning, attentiveness in the classroom and attendance in school? Why? *[Facilitator: share the flipchart paper with the list of activities and associated visuals as a reference]*

- a. school feeding,
- b. storage & handling of food,
- c. supply of teaching and learning materials,
- d. supporting distance learning (teacher training),
- e. training of SMCs,
- f. coaching & mentoring of teachers,
- g. construction of school infrastructures (WASH facilities and food stores),
- h. supporting construction of kitchens for schools,
- i. supporting Private Service Providers (PSPs) for establishing Savings and Internal Lending Communities (SILC) & training SILC members
- j. training of cooks on safe food preparation and child health & nutrition/dietary practices.

- k. school gardens,
- l. formation and training of reading clubs,
- m. formation and training of school health clubs,
- n. social and behavioral change (SBC) through radio jingles, radio discussions, etc.  
on child health & nutrition including WASH and menstrual hygiene,
- o. construction of latrines and school blocks and training of MSGs

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18. How did the program adjust in response to the COVID-19 pandemic? Were these changes relevant to your community's needs? How effective were the changes?

## F. STAKEHOLDER ENGAGEMENT AND SUSTAINABILITY

19. How interested are members of your community in supporting and strengthening children's education (health and nutrition)? Would you say, "very interested", "somewhat interested"

or “not interested”? How/why?

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**20.** What types of activities are there in your community that support children’s education, health and nutrition? What types of support have been particularly effective? Why?

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**21.** What, if any, are the potential barriers to supporting children's education (health and nutrition) in your community? What barriers or obstacles prevent community members from more active support and engagement?

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**22.** How has ownership of the program changed? For example, how involved are stakeholders in monitoring teacher performance, preventing fraud, protecting infrastructures, supplies, or enforcing educational bylaws?

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**23.** What strategies should be used to obtain long lasting support from communities and local/central administration that goes beyond the time of the project?

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**Closing**      Those are all of my questions. Do you have anything you would like to add? Do you have any questions for us?

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**Summary and Conclusion.** Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used to help CRS FFE understand education, health and nutrition issues for children in Koinadugu and Falaba districts in Sierra Leone. The final results of our research project will be published in a report in the coming months. We will do our best to ensure that these results are communicated back to the ministry.

**End Time:** \_\_\_\_\_

**Total length:** \_\_\_\_\_ Hours \_\_\_\_\_ Minutes

**POST-FOCUS GROUP NOTES:**

*Please comment on*

- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

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## Focus Group Registration Form

**Date:**

**School Name:**

**Chiefdom:**

**Focus Group Type/Subgroup:**

**Facilitator Name:**

**Notetaker Name:**

**Total Number of Participants:**

<b>First Name</b>	<b>Sex (M/F)</b>	<b>Age</b>	<b>Position/Role in Community</b> <i>(i.e., parent, mothers' group member, community leader, etc.)</i>
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2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

10.			
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## Annex H. List of Sample Schools Visited

June 2022

School	District	Chiefdom	Village
Community School Banbugu	Falaba	Barawa Wolay	Banbugu
MCA Primary School Bandakarifaya	Falaba	Barawa Wolay	Bandakarifaya
MCA Primary School Barawa Kanoya	Falaba	Barawa Wolay	Barawa Kanoya
MCA School Brimaya	Falaba	Barawa Wolay	Brimaya
MCA Primary School Kulanko	Falaba	Barawa Wolay	Kulanko
MCA Primary School Tiamberan	Falaba	Barawa Wolay	Tiamberan
DEC School Fatafie	Falaba	D/Sinkunia	Fatafie
DEC School Gbindi	Falaba	D/Sinkunia	Gbindi
Ansarul Islamic Gbindi	Falaba	D/Sinkunia	Gbindi
DEC School Sogoroia	Falaba	D/Sinkunia	Sogoria
MCA School Deldu Kamaron	Falaba	Demandugu	Deldu Kamaron
MCA School Fankaia	Falaba	Demandugu	Fankaia
MCA School Farakofeh	Falaba	Demandugu	Farakofeh
MCA School Fayia	Falaba	Demandugu	Fayia
MCA School Kondeya	Falaba	Demandugu	Kondeya
RC Primary Konkowakoro	Falaba	Demandugu	Konkowakoro
DEC School Duraya	Falaba	Kabelia	Duraya
MCA School Kaliyere	Falaba	Kabelia	Kaliyereh
DEC School Mesendinkuday	Falaba	Kabelia	Masedaykuday
MCA School Nomokoya	Falaba	Kabelia	Nomokoya
MCA School Simithia	Falaba	Kabelia	Simithia
RC School Bendugu	Falaba	Mongo	Bendugu
Ansarul Islamic School Bendugu	Falaba	Mongo	Bendugu
RC School Danyoroh	Falaba	Mongo	Danyoroh
Ansarul Islamic Primary Karifasania	Falaba	Mongo	Karifasania
RC School Karifaya	Falaba	Mongo	Karifaya
Ansarul Islamic Trimafeh	Falaba	Mongo	Trimafeh
MCA Primary Sorokoro	Falaba	Morifindugu	Ballia-Sorokoro
Community School Gbenekoro	Falaba	Morifindugu	Gbenekoro

Ansarul Islamic Serekolia	Falaba	Morifindugu	Serekolia
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Community School Tuba	Falaba	Morifindugu	Tuba
Community School Bendu	Falaba	Neya	Bendu
MCA Primary School Faragbema	Falaba	Neya	Faragbema
MCA Fayimba Kondeya	Falaba	Neya	Fayimba Kondeya
Community School Kenewa	Falaba	Neya	Kenewa
MCA Primary School Kumbawuleballia	Falaba	Neya	Kumbawuleballia
RC Primary Mamudya	Falaba	Neya	Mamudya
MCA Primary School Mania	Falaba	Neya	Mania
Community School Maralia	Falaba	Neya	Maralia
RC Primary Nendu	Falaba	Nyiedu	Nendu
DEC School Limbaya	Falaba	Sulima	Limbaya
DEC School Yogobain	Falaba	Sulima	Yogobain
Community Pri. Sch. Fogo	Koinadugu	Diang	Fogo
Lake Sofon Pri. Sch.	Koinadugu	Diang	Kansikoro
M.C.A. Pri. Sch. N'yanwulia	Koinadugu	Diang	N'yanwulia
Sandia Community Pri.	Koinadugu	Diang	Sandia
Primary School Worowaya	Koinadugu	Diang	Worowaya
MCA Primary School Borekoro	Koinadugu	Fudu Kalian	Borekoro
MCA Primary School Gbangbafera	Koinadugu	Fudu Kalian	Gbangbafera
MCA Primary School Keindeya	Koinadugu	Fudu Kalian	Keindeya
MCA Primary School Liroh	Koinadugu	Fudu Kalian	Liroh
MCA Primary School Yerelanfe	Koinadugu	Fudu Kalian	Yerelanfe
N.B.C. Pri. School Daliportor	Koinadugu	Kamukeh	Daliportor
N.B.C. Pri. School Kambalia	Koinadugu	Kamukeh	Kambalia
N.B.C. Pri. School Kambia	Koinadugu	Kamukeh	Kambia
N.B.C. Pri. School Serekunday	Koinadugu	Kamukeh	Serekunday
MCA Primary School Boikalia	Koinadugu	Nieni	Boikalia
MCA Primary School Fankoya	Koinadugu	Nieni	Fankoya
RC Primary Funmbakura	Koinadugu	Nieni	Funmbakura
Community school Gbenekoro 2	Koinadugu	Nieni	Gbenekoro 2
MCA Primary School Kilala	Koinadugu	Nieni	Kilala
MCA Primary School Kombaya	Koinadugu	Nieni	Kombaya
MCA Primary School Krutor	Koinadugu	Nieni	Krutor
MCA Primary School Nyanakolia	Koinadugu	Nieni	Nyanakolia
RC Primary Safinya 2	Koinadugu	Nieni	Safinya 2
DEC Primary School Samaia	Koinadugu	Nieni	Samaia
MCA Primary School Soya	Koinadugu	Nieni	Soya
Ansarul Primary School	Koinadugu	Nieni	Sumbaria
RC Primary School Yiffin	Koinadugu	Nieni	Yiffin
MCA Primary School Yiffin	Koinadugu	Nieni	Yiffin
WCSL Pre School	Koinadugu	WW/ Bafodia	Kakoya

N.B.C. Pri. School Kamakumba	Koinadugu	WW/ Bafodia	Kamakumba
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