



Sierra Leone LAN 4 U FUTURE  
McGovern-Dole International Food for  
Education and Child Nutrition Project

Baseline Evaluation

9/27/2022

# Sierra Leone LAN 4 U FUTURE McGovern-Dole International Food for Education and Child Nutrition Project

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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
L4UF	LAN 4 U Future Project
LRP	Local and Regional Food Aid Procurement
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) has implemented school feeding programming in Sierra Leone since 2008 and will continue its work with the LAN 4 U Future Program (L4UF) (2021-2025). Funded by the United States Department of Agriculture's (USDA) McGovern-Dole Food for Education program, L4UF strives to reduce hunger and improve literacy and primary education.

L4UF will enhance strategies based on lessons learned in school feeding and focus on strengthening capacity and leveraging resources for long-term sustainability of project results. The program seeks to continue to improve literacy and increase the use of health and dietary practices for 69,731 primary school children, including about 57,400 pupils in 310 primary schools whom CRS supported from 2018 to 2022; build on the accomplishments from prior McGovern-Dole investments; and achieve sustainability responding to the three project-level McGovern-Dole strategic objectives (SO), including SO1: Improved Literacy of School-Age Children, SO2: Increased Use of Health and Dietary Practices, and SO3: LRP: 1.3: Improved utilization of nutritious and culturally acceptable food that meets quality. CRS will carry out activities under this agreement in the Northern region in Koinadugu and Falaba districts in 310 primary schools and five preschools.

This baseline performance evaluation is a key tool for the program funder and other development partners to understand the current state of literacy, health, and dietary practices, including the use of nutritious and culturally accepted food in the districts and schools where the program will be implemented. 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 school management committees (SMCs), community teacher associations (CTAs), mothers support groups (MSGs), and parents to reinforce the need for community support around pupils' education and reading.

## Evaluation Questions, Design, Methods, and Limitations

CRS contracted School-to-School International (STS) as the independent external evaluator for the baseline of the L4UF project. To promote efficiency, the baseline data was collected simultaneously as part of the endline evaluation for CRS's previous project—All Pikin for Learn—for which STS was also contracted as the external evaluator. An endline report containing data that compares changes over time is available separately. This report outlines the results of the June 2022 baseline evaluation.

The baseline aims to respond to evaluation questions centered on five themes—relevance, effectiveness, efficiency, impact, and sustainability. The baseline evaluation's purposes are to establish baseline values and define targets for L4UF program performance indicators, generate data to be used for comparative analysis, and help CRS validate the project's strategies and assumptions. This baseline evaluation presents data that will be used to assess changes over time for the L4UF project.

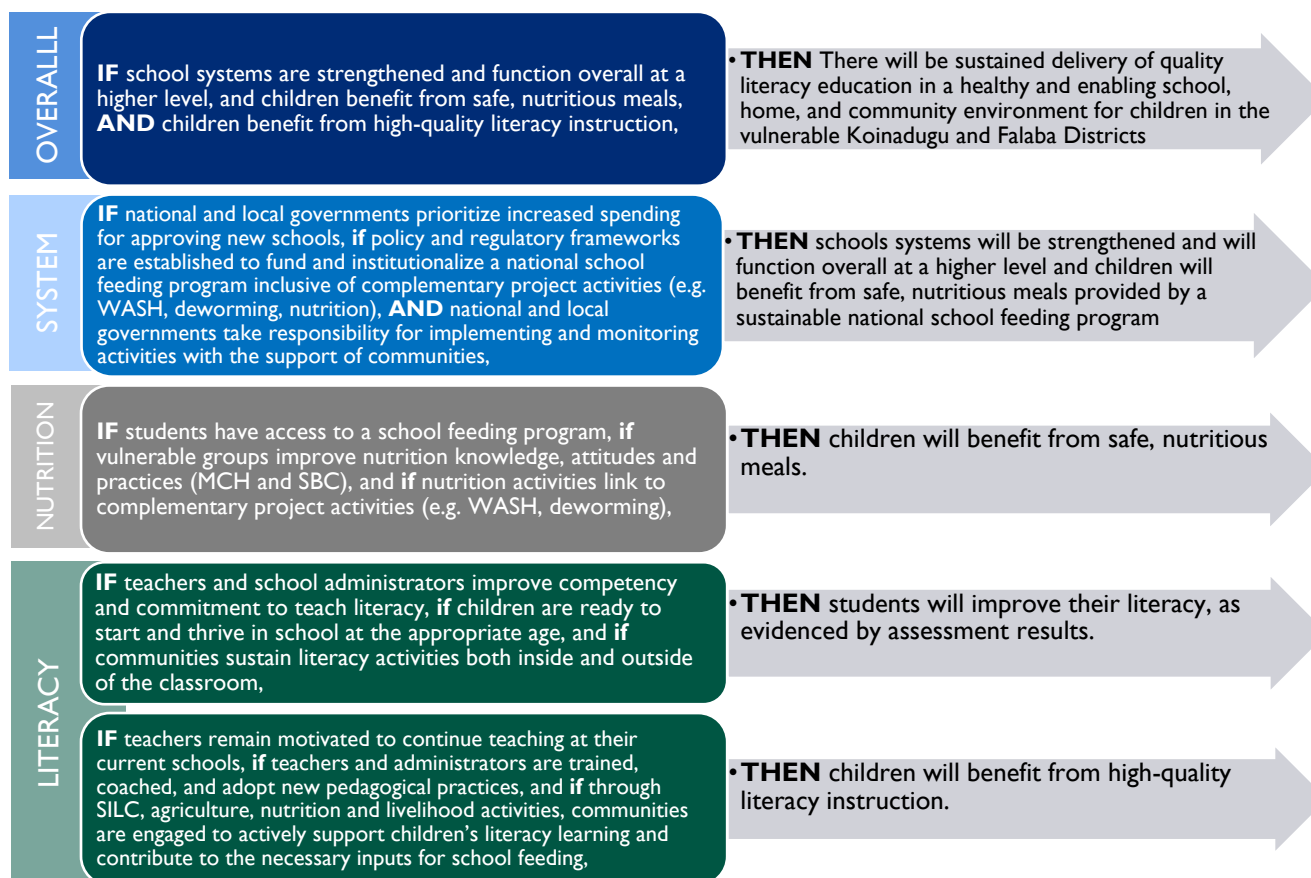
Utilizing mixed methods, enumerators collected data from a clustered sample of the L4UF intervention schools in June 2022 using a literacy assessment, surveys, observation tools, and qualitative interviews and focus group discussions. Diverse groups of stakeholders were included to provide broad perspectives for the project, including pupils, teachers, head teachers, SMC chairpersons, CTA chairpersons, school food preparers, the heads of the MSGs, community members, and staff from government partners.

The following limitations should be considered when reviewing the findings of the L4UF Baseline. First, the evaluation used tools adapted from previous CRS programming in Sierra Leone. While these tools were updated, the tools may not be fully aligned to current literacy and food research. Also, poor connectivity in remote communities contributed to delays in uploading data during data collection. These delays may have limited the ability to monitor data quality efficiently. Next, the sampling approach aimed to survey three teachers per school, but the presence of multi-grade classrooms resulted in lower teacher response rates than anticipated. Lastly, there is an inherent bias in sampling children present on the day of the scheduled assessment, as the data may be biased toward children who regularly attend school.

## Findings and Conclusions

Overall, the findings from the baseline evaluation for the L4UF project show that the design of the project is relevant and properly addresses the needs of the communities CRS serves. Outlined in Figure I, the theory of change (ToC) focuses on three keys areas (literacy, nutrition, and systems) which when combined collectively create learning environments both at school and in the community that will continue to deliver high quality literacy. Baseline data supports that these are critical areas in supporting pupil's learning. The project has been able to increase teaching and administrative competency as recorded in multiple measures such as teacher qualifications and levels of mentorship. Further, the project has been able to significantly increase the nutrition and health of pupils. Collectively, these project measures have supported growth in pupil's literacy.

**Figure I: Theory of Change**



The addition of SO 3 is a positive step in the right direction, as it brings the project in even closer alignment with community needs. Communities are very supportive of the L4UF programming and are fearful of it ending due to the benefits similar programming has previously brought to the communities. As outline in Table 1, there is still room for the ToC to have an effect. In five out of the seven literacy subtasks, a majority of pupils are not answering a single question correctly. Further support of SO1 and SO2 along with the addition of SO 3 will work to improve student performance and overall understanding.

**Table 1: Proportion of Pupils Receiving Zero Scores by Gender**

	Boys	Girls	Total
Alphabet naming (out of 51)	11.7%	8.74%	10.25%
Phonemic awareness (out of 10)	56.7%	62.34%	59.46%
Familiar word reading (out of 40)	46.8%	56.66	51.64%
Nonword reading (out of 25)	67.6%	74.74%	71.08%
Reading passage (out of 36)	59.9%	68.06%	63.89%
Reading comprehension (out of 5)	65.9%	70.98%	68.37%
Listening comprehension (out of 6)	26.8%	32.78%	29.72%

The challenges facing L4UF are also great. Based on the baseline literacy assessment, L4UFpupils' literacy outcomes are low, with very few pupils achieving the reading comprehension benchmark. Pupils performed best on the alphabet naming and listening comprehension subtasks, but more than half of pupils struggled with the other subtasks. In general, boys and girls performed similarly.

Teachers and teacher quality will need to play a critical role in the project's success. Teachers will need the appropriate resources to be able to teach. A positive baseline finding is that most classrooms have basic resources, such as chalkboards (76.4%) and books or readers (only 6.2% of classrooms had none). Teacher knowledge—as measured by teacher credentials—remains low, as fewer than 50% of teachers at baseline were certified. The project will need to focus on building teachers' capacity to make improvements to literacy outcomes, despite parents' belief that children can read. Fortunately, systems are in place to support capacity building, since baseline data show that more than three in four teachers (85.1%) said a CRS literacy coach had observed or mentored them during the past month.

Supporting the feeding program will be critical for the L4UFproject because, as parents mentioned, the school feeding program is a major component in ensuring children enroll in school. The baseline data suggest that existing school feeding is going well, as 72% of children reported having been given food the previous day at school. Most children also seem to be getting a wide variety of nutrients, with approximately 70% consuming the minimal acceptable diet.

## Recommendations

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

Baseline data show that literacy outcomes among pupils are low, and this finding is consistent across genders and districts. Overall, 88.3% of pupils did not meet the expected reading threshold, indicating that the majority of pupils cannot read and understand the meaning of grade-level text. L4UF must intensify the existing literacy programming to address this low performance. In particular, more than half of pupils received zero scores on the following literacy subtasks—phonemic awareness (59.4%), familiar word



reading (51.6%), nonword reading (71.0%), reading passage (63.8%) and reading comprehension (68.3%). Future literacy programming should intensify its focus on improving these essential skills. Two key stakeholders should be targeted to improve literacy outcomes—teachers and parents/caregivers.

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

Quantitative baseline data did not reveal significant differences on either literacy or health/nutrition outcomes by gender, which is a positive finding. At the same time, qualitative data indicated that parents and caregivers perceive and experience gender inequities and gender-specific challenges that act as barriers to effective L4UF programming. Some of the gender-specific barriers to girls' education identified in FGDs and KIs include pregnancy and early marriage. Also, some women caregivers expressed frustration that they were expected to contribute in-kind labor without pay to support the program or their child's education, such as cooking school meals. More research and/or programmatic efforts could be explored to better understand the role that gender plays in communities where L4UF is implemented.

**Explicitly address sustainability from program launch.**

Clear communication and expectations setting around the eventual transition of program leadership from CRS to government, civil society, and local partners must begin at program launch. Baseline data show tremendous appreciation for CRS programming and a desire for it to continue. At the same time, baseline data suggest that no other partner is prepared for or anticipating taking ownership of the CRS programming components long-term. Key informants expressed the belief that the program's existence was due to CRS presence and did not refer frequently to the role of the government. CRS should develop a transition strategy for L4UF in partnership with relevant stakeholders.

# 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% of men over the age of six and 23.7% 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>

Despite these challenges, the GoSL has committed to increasing its investment in the education sector. It allocated 21.0% 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. Project Description

CRS has implemented a school feeding project in Sierra Leone since 2008 in support of the GoSL’s education strategy and in close collaboration with the National School Feeding Secretariat, Ministry of Basic Senior and Secondary Education, Ministry of Health, and the Ministry of Water Resources. Leveraging the experience and relationships from previous phases, CRS, its implementing partners, and key government stakeholders have implemented four consecutive phases of the project: 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. All of these phases were funded by the USDA’s McGovern-Dole Program.

In September 2018, the ‘All Pikin for Learn’ project was approved for four years between August 2018 to September 2022, with a coverage expansion. Phase IV operated in 5 chiefdoms (Kamukeh, Wara Bafodia, Diang, Kalian, Nieni) of Koinadugu district and ten chiefdoms (Dembelia-Sinkunia, Kebelia, Sulima, WollayBarawa, Morifindugu, Mongo, Nyedu, Neya, Delemandugu, and Kulor Saradu) of Falaba district, in the north of Sierra Leone. During implementation, the project sought to achieve two strategic objectives

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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.

(SO) in line with desired results and in response to the project-level McGovern-Dole SO1: Improved Literacy of School-Age Children SO2: Increased Use of Health and Dietary Practices.

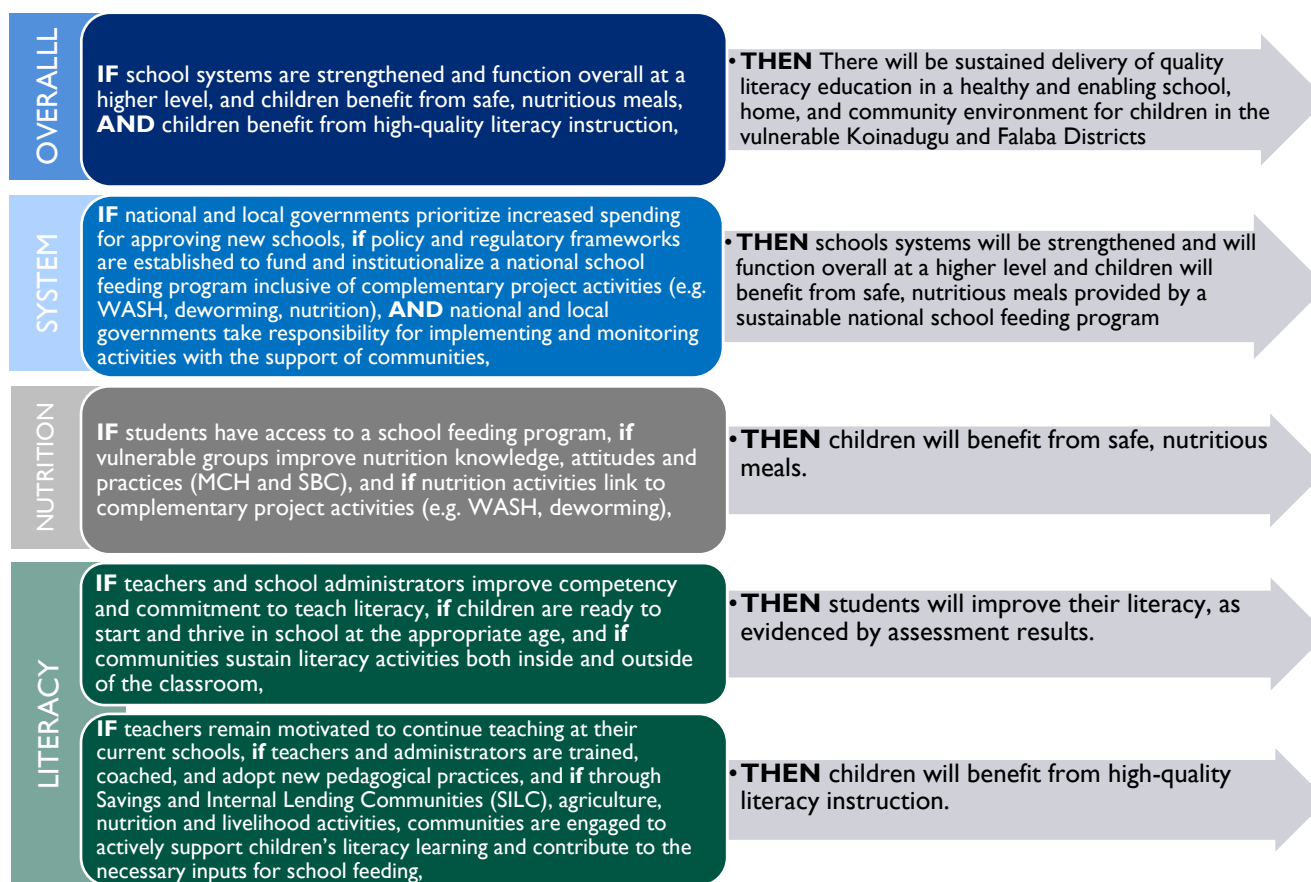
CRS, its implementing partners, and key government stakeholders designed a fifth phase of the project called “L4UF” that the United States Department of Agriculture (USDA) approved for four years from 2021–2025. This phase of the project will enhance strategies based on lessons learned in school feeding and focus on strengthening capacity and leveraging resources for long-term sustainability of project results. This fifth phase seeks to continue to improve literacy of school age children and increase use of health and dietary practices for 69,731 primary school children, including about 57,400 continuing pupils from award MGD-636-2018/007-00 across the same 310 primary schools; and build on the accomplishments from prior McGovern-Dole investments and achieve sustainability responding to three project-level McGovern-Dole SOs—SO1: Improved Literacy of School-Age Children SO2: Increased Use of Health and Dietary Practices, and SO3: LRP: 1.3: Improved utilization of nutritious and culturally acceptable food that meets quality. CRS will carry out activities under this agreement in the northern region in Koinadugu and Falaba districts in 310 primary schools and five preschools.

The project’s main activities for SO 1 will include promoting teacher attendance; distributing school supplies and materials; establishing activities to promote literacy; training teachers, school administrators, and PTAs; and building or rehabilitating schools. The project’s main activities for SO 2 will include providing take home rations, providing schools meals, establishing school gardens, and training on good health and nutrition practices. SO3 will be achieved through cross-cutting activities related to food distribution and capacity building with local, regional, and national level actors.

### **1.3. Results Framework**

The L4UFproject is primarily 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 is also focusing its resources on improving and jumpstarting literacy through the L4UFproject. The L4UF Theory of Change (TOC) is outlined in Figure 2.

**Figure 2: Theory of Change**



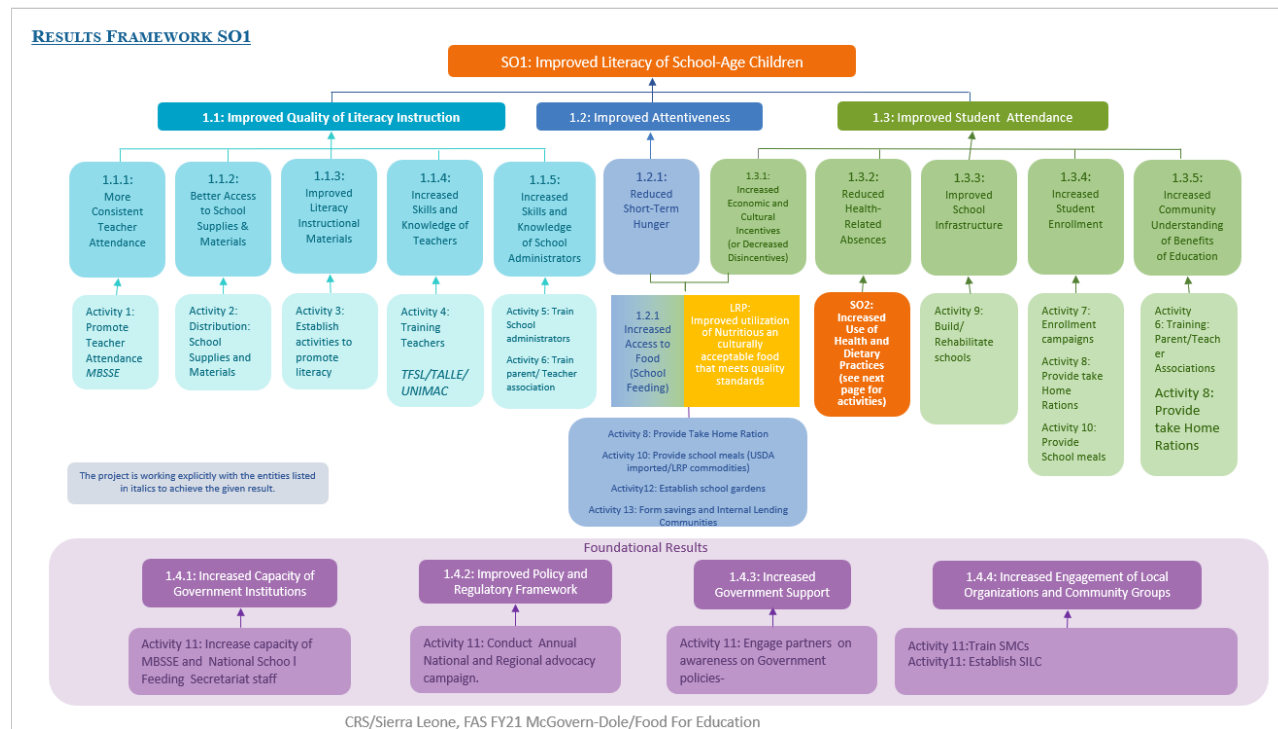
### Strategic Objectives

The L4UF IV project centers around three SDA MGD project SOs:

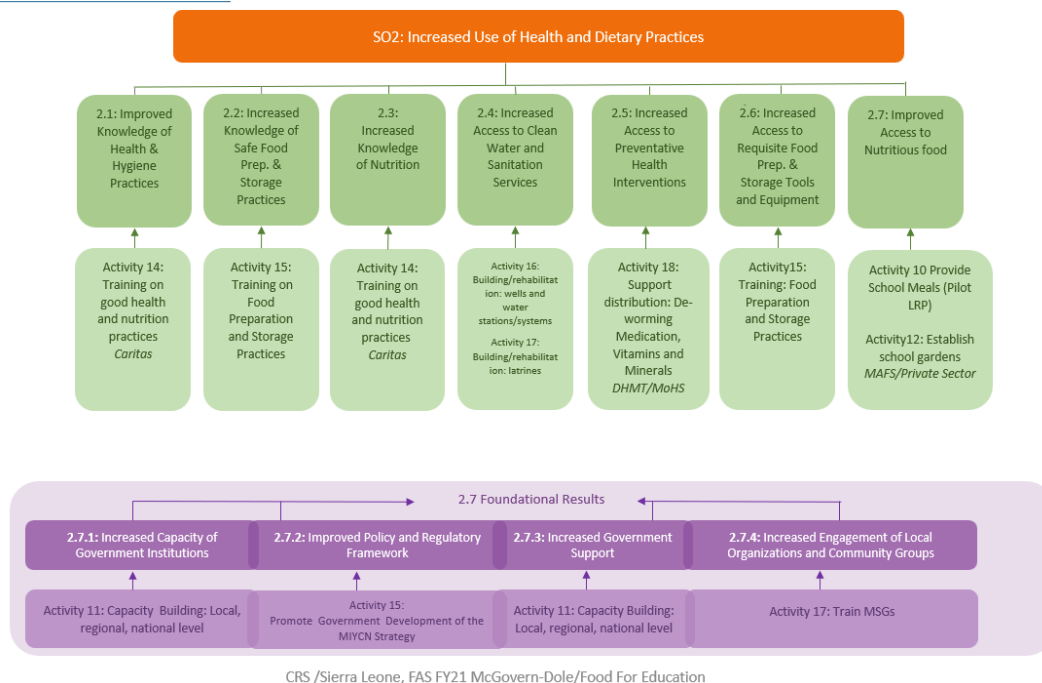
- SO 1: Improved literacy of school-age children; and
- SO 2: Increased use of health and dietary practices of school-aged children.
- SO 3: LRP: 1.3: Improved utilization of nutritious and culturally acceptable food that meets quality.

The SOs will be supported as outlined in the L4UF Project Results Framework (Figure 3).

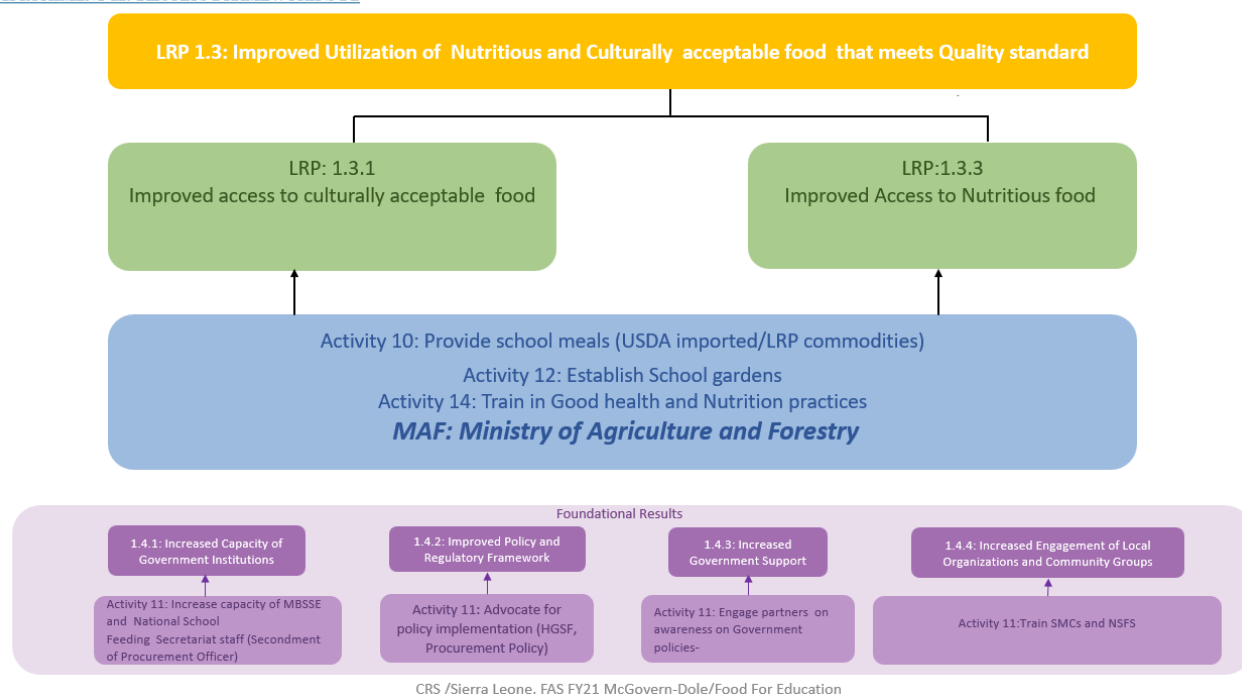
**Figure 3: LAN 4 U Future Project Results Framework**



**ATTACHMENT H: RESULTS FRAMEWORK SO2**



## ATTACHMENT H: RESULTS FRAMEWORK SO2



Under the project’s first SO focused on literacy, L4UF will implement several school-based activities to improve the literacy of school-aged children in 310 intervention schools. CRS recognizes the critical role of teachers in pupils’ learning and will focus on teachers’ professional development through training, coaching, and performance incentives. Direct support to pupils will include the establishment of new after-school reading clubs that promote a culture of reading. At the heart of the McGovern-Dole program, daily school meals will be provided at all intervention schools.

The project’s second SO seeks to increase the use of health and dietary practices. CRS activities will focus on promoting health, nutrition, and personal hygiene initiatives with the schools and communities.

The project’s third SO seeks to improve utilization of Nutritious and Culturally acceptable food that meets quality standard. A key strategy for L4UF program is to transition to local and regional procurement (LRP) in order to reduce reliance on imported food aid, support the journey of sustainability, and have a local market in place that will fully support home grown school feeding in the long run.

## Purpose of the Evaluation

“Lan for you future” baseline will establish base values for all performance indicators that have a non- zero baseline value, define targets for performance indicators, and validate project strategies and assumptions. It will help project managers understand some of the contextual factors contributing towards improving pupils’ health and literacy in the most food insecure chiefdoms in Koinadugu and Falaba Districts and inform project about changes that might be needed to project activities or targets. The baseline will seek to verify assumptions and pre-conditions made during project design as well as provide quantitative and

qualitative data on the performance measures and identify potential challenges to the project. It will also allow the team to establish questions to test the theory of change and refine indicator targets<sup>8</sup>.

The baseline report will reflect on findings and produce recommendations related to some key follow up questions:

Overall relevance:

Are the project activities and outputs consistent with the intended impacts and effects?

To what extent are the objectives of the project still valid?

What are the key assumptions related to the project theory of change that need to be monitored and specific questions to test the theory of change during “Lan for U Future” project implementation?

Sustainability and impact:

What are the key considerations to ensure sustainability and impact?

What is the capacity level of these structures to enable sustainability?

## **2. Evaluation Design & Methodology**

### **2.1. Evaluation Questions**

CRS contracted School-to-School International (STS) as the independent external evaluator for the L4UF IV project. The endline evaluation that STS conducted for Phase IV of the APFL project in June 2022 also served as the baseline for the L4UF project. An endline report containing data that compares changes over time for Phase IV is available separately. This report outlines the results of the June 2022 baseline evaluation that will be used to assess changes over time for the L4UF project.

The purposes of the baseline evaluation are to establish baseline values and define targets for L4UF program performance indicators, generate data to be used for comparative analysis, and help CRS validate the project’s strategies and assumptions. Evidence from this report will elucidate some of the contextual factors for improving pupil health and literacy in the Koinadugu and Falaba districts, enabling CRS to make evidence-based decisions in their programming to maximize the effectiveness, relevance, efficiency, sustainability, and impact over the life of the project.

Partners within the MSBBE may also use the results to inform their national policies, programs, and practices. As examples, the National School Feeding Secretariat may adopt the best practices demonstrated during L4UF, or the members of the Ministry of Basic and Senior and Secondary Education (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 school management committees (SMCs), community teacher associations (CTAs), mothers’ support groups (MSGs), and parents to reinforce the need of community support around pupils’ education and reading.

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<sup>8</sup> Evaluation Terms of References, CRS 2022

## Evaluation Questions

To support the previously stated purposes, this baseline evaluation report explores the following questions within its findings, conclusions, and recommendations.

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>

## Key Performance Indicators

The L4UF project requires that the majority of performance indicators be set to zero for the baseline evaluation. Data provided by CRS are shaded grey and represent the full list of 310 intervention schools, while the other data, which were collected during the external baseline evaluation, represent only the 72 sample schools.



**Table 2: Key Performance Indicators at Baseline**

Indicator Name	Indicator No.	Target	Baseline			Comments
			Boys	Girls	Total	
Percentage 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 1	25%	7.7%	3.1%	5.5%	
Percentage of students in target schools who indicate that they are hungry or very hungry during the school days	CRS Custom 3	N/A	1.0%	0.43%	0.7%	CRS school feeding not active at time of baseline
Average student attendance rate in USDA supported classrooms/schools	MGD 2	89%	70.9%	52.7%	61.8%	Per CRS monitoring data
Number of students enrolled in schools receiving USDA assistance (Primary School)	MGD 9	31,546	23,356	21,155	44,511	Per CRS monitoring data
Percentage of pupils in classes 3 to 6 who dropped out of school at the end of the school year	CRS Custom 9	N/A	4.4%	4.4%	4.4%	
Percentage of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors	MGD 21	TBD	98.2%			Calculated as number of MSG heads that identified at least one IYCF behavior
Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices	CRS Custom 10	0	42.0%	43.5%	42.7%	
Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	CRS Custom 12	0	37.2%			Gender of food preparers not captured
Number of schools using an improved water source	MGD 27	46	161			Per CRS monitoring data
Number of schools with improved sanitation facilities	MGD 28	169	228			Per CRS monitoring data
Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	LRP Standard #4					

Indicator Name	Indicator No.	Target	Baseline			Comments
			Boys	Girls	Total	
Cost of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard #5					
Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	LRP Standard #6					
Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	LRP Standard #11					
Number of people who demonstrate use of nutritious and culturally acceptable nutritious food.	LRP Standard #12/Custom Indicator					

## 2.2. Evaluation Design

This section describes the methods used to address the study's research questions, including the research approach, evaluation tools, sampling method, data collection and analysis, and study limitations.

The baseline evaluation of L4UF is a mixed method study that establishes baseline values and targets for the project's performance indicators and provides information for evidence-based decision making regarding the design and assumptions of the L4UF Project.

## 2.3. Sampling methods

As stated above, the baseline data reported in this document were collected as part of the endline evaluation for the previous APFL IV project. For this evaluation, enumerators visited nearly all the same schools that were sampled at APFL IV 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). 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 baseline.

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 class 2, 3, and 4, resulting in a maximum of 140 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. Sample Targets and Response Rates.

## 2.4. Data Collection Methods

### Evaluation Tools

The L4UF baseline utilized the same evaluation tools that were used in the APFL IV endline. 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 consistent with the L4UF project. Researchers also added questions to the head teacher survey about COVID-19 and the project's pandemic-related activities.<sup>9</sup>

### Literacy Assessment

STS administered a 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 3 provides a summary of the subtasks.

**Table 3: 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 a random order.
Phonemic Awareness	Phonemic awareness	Identify the words represented by ten 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.

<sup>9</sup> Head teacher were asked three additional questions: 1.) Did your school receive any of the following program adaptations during the COVID-19 Pandemic?, 2.) Has the COVID Pandemic affected the efficiency of commodity management and food distribution?, and 3.) How has the COVID Pandemic affected commodity management and food distribution? How has it impacted the program?

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 and two observation checklists from previous phases of the APFL project were used to collection information at each school (Table 4).

**Table 4: 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 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.

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

STS contracted Dalan Development Consultants (Dalan), a local data collection firm, to conduct the baseline 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 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 5. Sample Targets and Response Rates**

Group	Target sample number	Actual number of responses	Response rate
Schools	72	71	98.6%
Pupils	700	712	101.7%
Teachers	216	193	89.3%
Classroom observation	216	205	94.9%
School Observations	72	71	98.6%
Head Teachers	72	72	100.0%
Food Preparers	144	144	100.0%
SMC Chairpersons	72	72	100.0%
CTA Chairpersons	72	70	97.2%
MSG Representatives	72	71	98.6%

## Focus Group Discussions and Key Informant Interviews

During data collection, two teams of enumerators facilitated one all-male FGD and one all-female 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 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 and/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 in a WhatsApp® group, which enabled responsive action if issues arose. Many enumerator teams could not upload data electronically every day, however, due to 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 the following 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 subtask mean scores. Any measured statistically significant differences are noted in 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.

## 2.6. Evaluation Limitations

The following limitations should be considered when reviewing the findings of the L4UF baseline:

- **Use of tools from previous program phases.** The baseline data collection utilized several tools from previous APFL evaluations, the program preceding L4UF. While these tools were reviewed and updated to a certain level, the tools the tools at baseline were not revised based on any literacy research above and beyond what had been done in previous evaluation phases.. Additionally, since the evaluation team relied on prior pilots of the surveys, STS was unable to examine the extent of any potential social desirability bias inherent in the tools, as well as their cultural relevance and appropriateness.
- **Delays in uploading data due to poor connectivity.** Poor connectivity in more remote communities was a critical challenge during data collection. While the data being collected were stored within the software on the tablets, enumerators were unable to upload the data to the server each day as instructed. This delay limited the ability of the field coordinator and program coordinator to properly monitor the data as they were coming in and resolve problems as they were happening. Despite these challenges, the data quality is strong thanks to redundant data quality processes put into place to address this challenge.
- **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-level classrooms.
- **Inherent bias in sampling children present on day of assessment.** Pupils' literacy assessment results may be biased towards the types of pupils 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 that approach may create opportunities for manipulation to have only high performers participate. This sampling approach will remain the same at future assessments and therefore the comparison across timepoints will be valid.

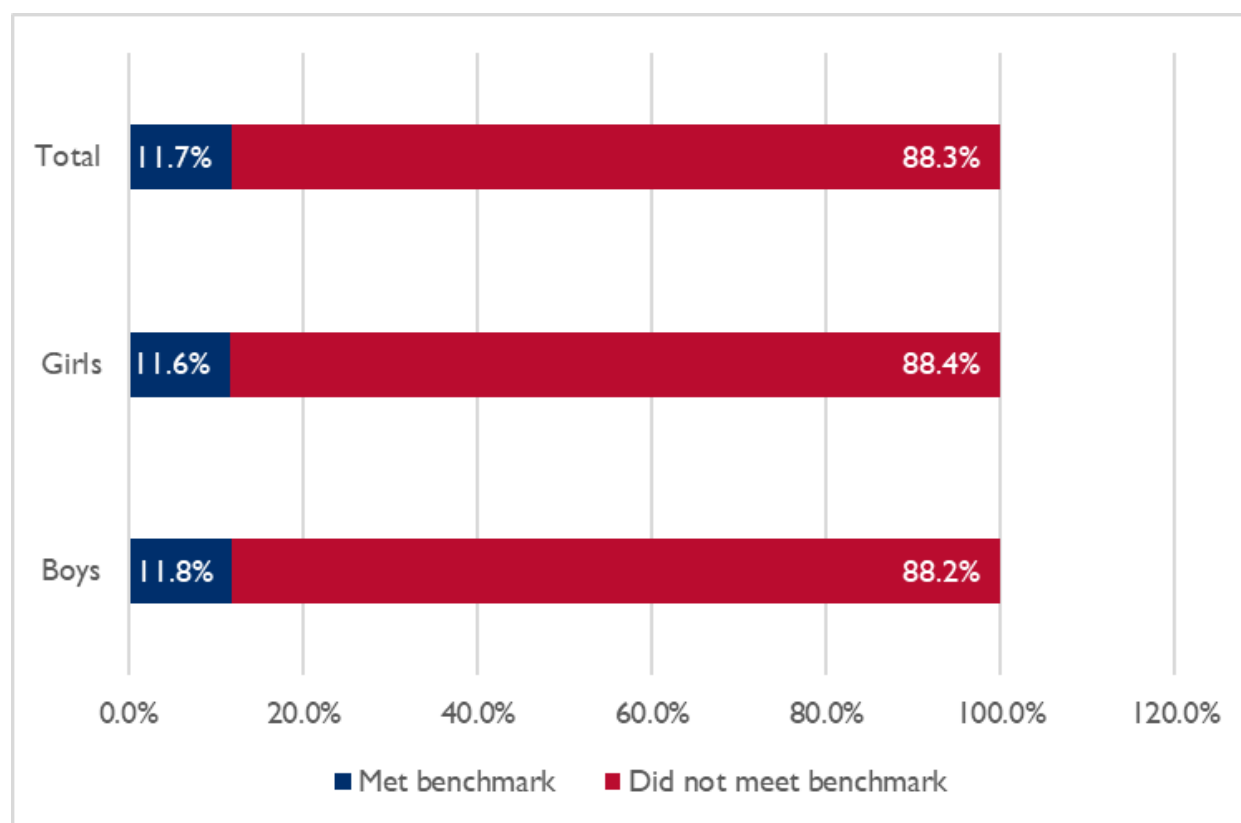
## 3. Findings

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

The first SO of the L4UF project is the improved literacy of school-aged children. This is the key result in the program's TOC around literacy. Achievement of this SO is measured through 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 grade-level text (McGovern-Dole Indicator #1)*. The literacy assessment, described in section 2.4, was administered to boys and girls at the end of class 2 to capture baseline values for indicator 1.0.0.1, calculated as answering at least four of five reading comprehension questions correctly.

As shown in Figure 4, at baseline, **the majority of pupils cannot read and understand the meaning of grade-level text**. Overall, 88.3% of all pupils did not meet the threshold. The proportion of pupils who did not reach the threshold was consistent across genders—88.4% of girls and 88.2% of boys did not meet the threshold.

**Figure 4: Percentage of Pupils Reaching Literacy Threshold, Total and By Gender**



The analysis also looked at differences between pupils in the two project districts. At baseline, the proportion of pupils meeting the reading threshold in Koinadugu (14.9%) was higher than the proportion in Falaba (9.5%). The highest proportion of pupils meeting the reading threshold was found among girls in Koinadugu (16.2%); the lowest among girls in Falaba (8.4%).

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

		Baseline	
		n	%
Falaba	Boys	28	10.5%
	Girls	19	8.4%
Koinadugu	Boys	18	13.7%
	Girls	21	16.2%

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 baseline, more than half of pupils received zero scores on the following subtasks—phonemic awareness (59.4%), familiar word reading (51.6%), nonword reading (71.0%), reading passage (63.8%) and reading comprehension (68.3%). It is notable that these subtasks measure recognition of units of sound (phonemic awareness), decoding (familiar and nonword reading), and comprehension (reading passage and reading comprehension). The proportion of zero scores was less than 50.0% for the alphabet naming and listening comprehension subtasks. This information is useful for considering how programmatic interventions may concentrate their efforts in regard to literacy instruction.

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

Task	Boys	SE	Girls	SE	Total	SE
Alphabet naming (out of 51)	11.7%	.016	8.7%	.015	10.2%	.014
Phonemic awareness (out of 10)*	56.7%	.036	62.3%	.028	59.4%	.029
Familiar word reading (out of 40)*	46.8%	.032	56.6%	.032	51.6%	.029
Nonword reading (out of 25)*	67.6%	.030	74.7%	.026	71.0%	.027
Reading passage (out of 36)	59.9%	.033	68.0%	.027	63.8%	.028
Reading comprehension (out of 5)	65.9%	.033	70.9%	.026	68.3%	.030
Listening comprehension (out of 6)*	26.8%	.031	32.7%	.029	29.7%	.026

Note: Girls (n=343); Boys (n=350)

### Alphabet Naming

In the alphabet naming subtask, enumerators presented pupils with a grid of 51 letters in uppercase and lowercase and asked pupils to say the name of the letters.<sup>10</sup> The alphabet naming subtask measures pupils' knowledge of letters of the alphabet and their ability to recognize the graphemic features of each letter.

Presented in Table 8, the average pupil was able to recognize nearly two-thirds of letters on the assessment, illustrating that pupils' ability to recognize and name letters is in progress. These proportions were consistent across genders.

**Table 8: Alphabet Naming, Total and By Gender**

Gender	Baseline		
	N	Mean Score	SE
Boys	344	32.1	1.69
Girls	339	30.5	1.64
Total	683	31.3	1.51

<sup>10</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.

### Phonemic Awareness

Phonemic awareness—or a child’s ability to identify the smallest unit of sound (known as a phoneme) 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 pictures of ten common objects and read the name of the object aloud to the pupils. Pupils were 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.

At baseline, pupils’ phonemic awareness mean scores were low overall. Pupils were able to identify fewer than one-fourth of the phonemes presented in the assessment, and their mean scores were consistent across gender. These results present an opportunity for intervention, as pupils likely need intensive practice in listening activities that support the development of phonemic awareness.

**Table 9: Phonemic Awareness Mean Scores, Total and By Gender (Correct out of 10)**

Gender	Baseline		
	N	Mean Score	SE
Boys	344	2.3	.30
Girls	339	2.2	.28
Total	683	2.3	.24

### Familiar Word Reading

The familiar word reading subtask consisted of 40 familiar words presented to pupils in a grid. Pupils were asked to read as many of the familiar words as they could aloud.<sup>11</sup> Pupils’ skills in sight-word recognition and decoding are critical to their ability to read. By reading familiar words, pupils are more likely to be able to read at greater speeds and facilitate comprehension overall.

On average at baseline, pupils were able to read nearly 11 words out of a list of 40 words. While boys on average were able to read 12 words, girls were only able to read nine words on average. This gender gap between boys and girls was statistically significant. Interventions should aim to address this gender inequity, focusing on drivers that may be biased against girls when it comes to familiar word recognition. While there is no gender-specific reason that girls should be decoding more poorly than boys, time spent engaged in decoding could be a factor, if girls are spending additional time on family chores or other activities not related to learning.

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

Gender	Baseline		
	N	Mean Score	SE
Boys	344	12.3	1.50
Girls	339	9.3	1.29
Total	683	10.8	1.23

<sup>11</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 nonwords as they could.<sup>12</sup> Invented word reading measures pupils' decoding skills.

Baseline results for the invented word reading subtask are presented in Table 11. Out of 25 items, pupils correctly read 3.5 invented words on average. Boys outperformed girls, reading 4.0 invented words correctly compared with 3.1, on average, but this difference was not statistically significant. The project should continue to monitor the potential for gender difference in pupils' invented word reading ability to prevent gender differences from emerging.

**Table 11: Mean invented Word Reading, by Gender**

Gender	Endline		
	N	Mean Score	SE
Boys	344	4.0	.58
Girls	339	3.1	.64
Total	683	3.5	.51

### Reading Passage and Reading Comprehension

Reading comprehension—the ability to understand the meaning of written text—is a culmination of all the above reading skills. As pupils' mastery of 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 as much of the story aloud as they could. After pupils finished reading the story, enumerators asked pupils five comprehension questions—four direct and one inferential—to test their understanding of the content of the story.<sup>13</sup> These two subtasks measure decoding and reading comprehension

Baseline results for the reading passage subtask are presented in Table 12. From a short story of 41 words, pupils read 8.4 words on average. While boys read about 23% of the words (9.4 words), girls only read about 18% of the words (7.5 words). While this difference is not statistically significant, the gap does raise concern that gender differences could widen between girls and boys over time. The project should continue to monitor the potential for gender difference in pupils' ability to read the connected text.

**Table 12: Reading Passage Mean Scores by Gender (Correct out of 41)**

Gender	Baseline		
	N	Mean Score	SE
Boys	344	9.4	1.4
Girls	339	7.5	1.3
Total	683	8.4	1.1

<sup>12</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>13</sup> Three items on the reading passage were updated from the APFL III to 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.

Reading comprehension measures pupils' ability to understand the passage they read above. Baseline mean scores for the reading comprehension subtask are presented in Table 13. Overall, pupils were able to answer one reading comprehension question correctly at baseline, with no difference found between girls and boys. **Ample room for improvement in pupils' reading comprehension exists, and it should be one of the focuses of project interventions.**

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

Gender	Baseline		
	N	Mean Score	SE
Boys	344	1.0	.16
Girls	339	1.0	.17
Total	683	1.0	.15

The distribution of pupils able to answer reading comprehension questions correctly is detailed in Table 14. Overall, over two-thirds of pupils (68.3%) were unable to answer a single reading comprehension question correctly. Notably, however, a small group is clustered at 3 correct questions. Further research should aim to understand the differences between the cohort of pupils who cannot answer any reading comprehension questions correctly and the cohort who can answer three correctly.

**Table 14: Distribution of Correct Reading Comprehension Questions by Gender**

Number of Questions Correct	Girls	Boys	Total
0	65.8%	70.9%	68.3%
1	5.3%	2.0%	3.7%
2	6.6%	2.9%	4.8%
3	10.3%	12.3%	11.3%
4	7.0%	7.4%	7.2%
5	4.7%	4.21%	4.5%

### Listening Comprehension

The listening comprehension subtask consists of a short story of 40 words read out loud by enumerators to pupils. Pupils are then asked four comprehension questions related to the story—three direct and one inferential. The listening comprehension subtask complements the reading passage and comprehension subtasks by enabling a better understanding of whether pupils' comprehension difficulties are a result of reading skills or overall language comprehension.

Baseline results for the listening comprehension subtask are presented in Table 15. Out of a possible four questions, pupils correctly answered, on average, 1.7 questions, with no statistically significance difference between boys and girls. **In addition to reading comprehension, project interventions should also prioritize listening comprehension as pupils' ability is notably low at baseline.**

**Table 15: Listening Comprehension Mean Scores by Gender (Correct out of 4)**

Gender	Baseline		Standard Error
	N	Mean Score	
Boys	344	1.7	.13
Girls	339	1.6	.14
Total	683	1.7	.13

*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:

- 1.1.1 More consistent teacher attendance
- 1.1.3 Improved literacy instructional materials
- 1.1.4 Increased skills and knowledge of teachers
- 1.1.5 Increased skills and knowledge of school administrators

Baseline findings are presented for each output to provide relevant contextual information at the start of the L4UF project.

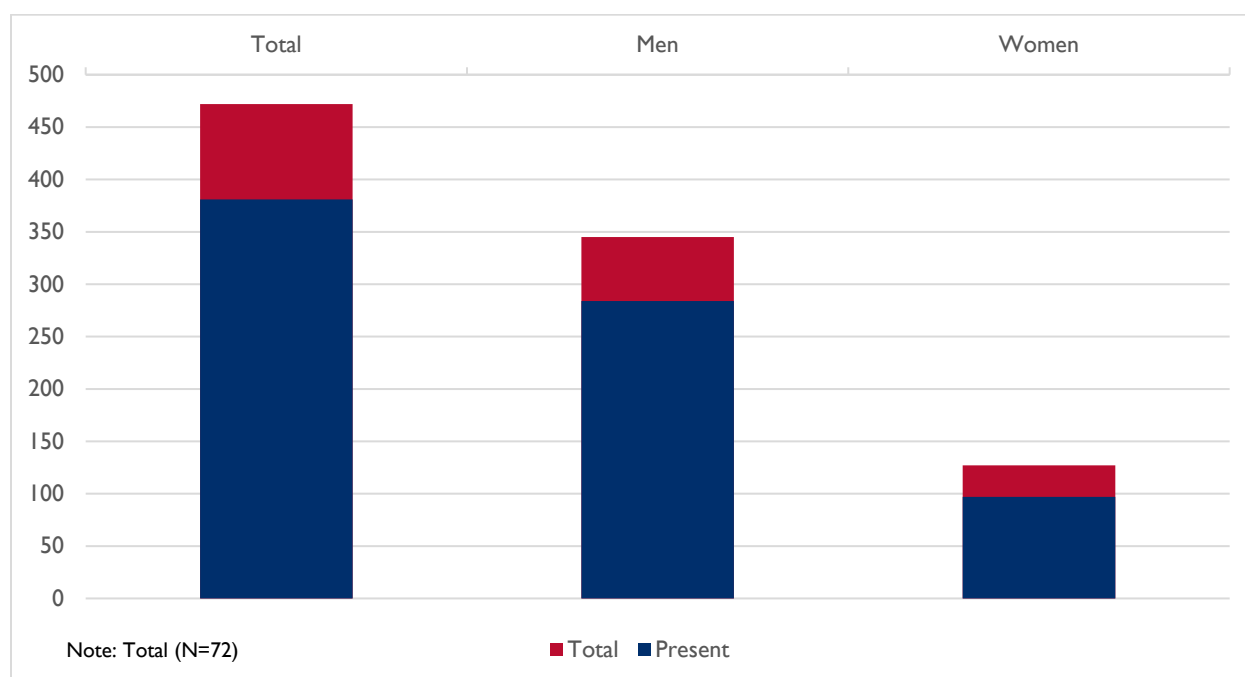
*1.1.1 More Consistent Teacher Attendance*

At baseline, head teachers were asked a series of questions about teacher attendance and documentation of teacher attendance at the school level. Of the 72 head teachers interviewed, 70 (97.2%) reported that their school had a time book for recording daily teacher attendance.<sup>14</sup>

Teacher attendance results are reported in Figure 5. On average, total attendance rates were 83.7% at baseline. Men and women teachers had average attendance rates on the day of the survey of 82.1% and 76.3%, respectively.

<sup>14</sup> Enumerators were instructed to “Ask to see records for teacher attendance”. No other follow up questions were asked about the daily time book. Future tools may want to add a question on whether the time book is up-to-date or frequently used.

**Figure 5: Total Number of Teachers and Number of Teachers in Attendance**

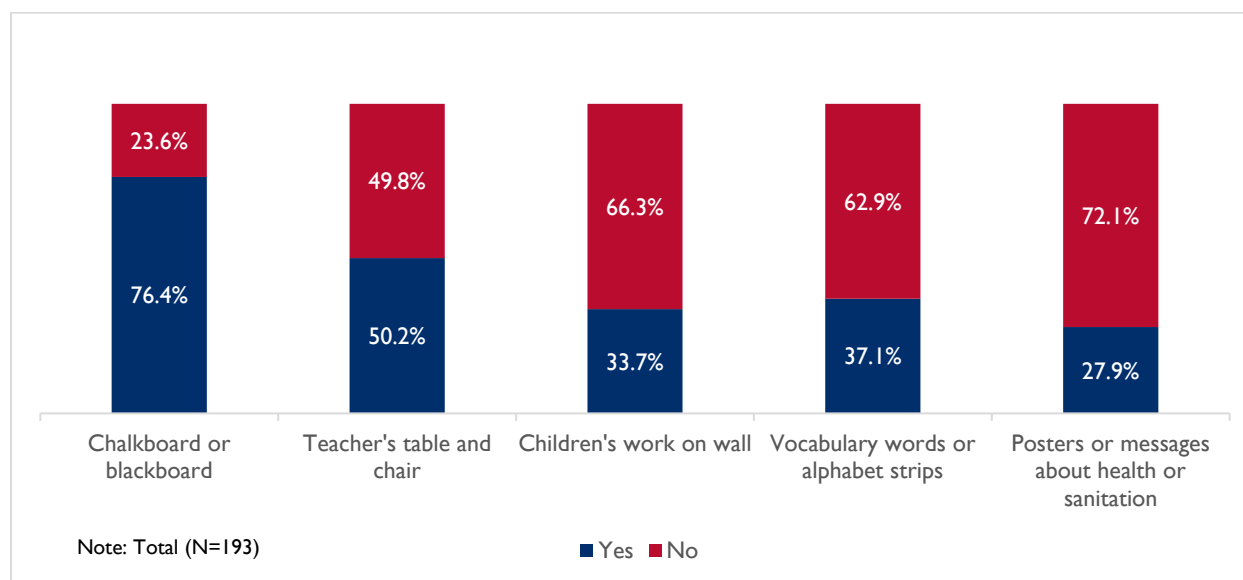


### 1.1.3 Improved Literacy Instructional Materials

To understand the resources available in schools at baseline, enumerators took an inventory of classroom resources and furniture. This section presents key findings from their observations.

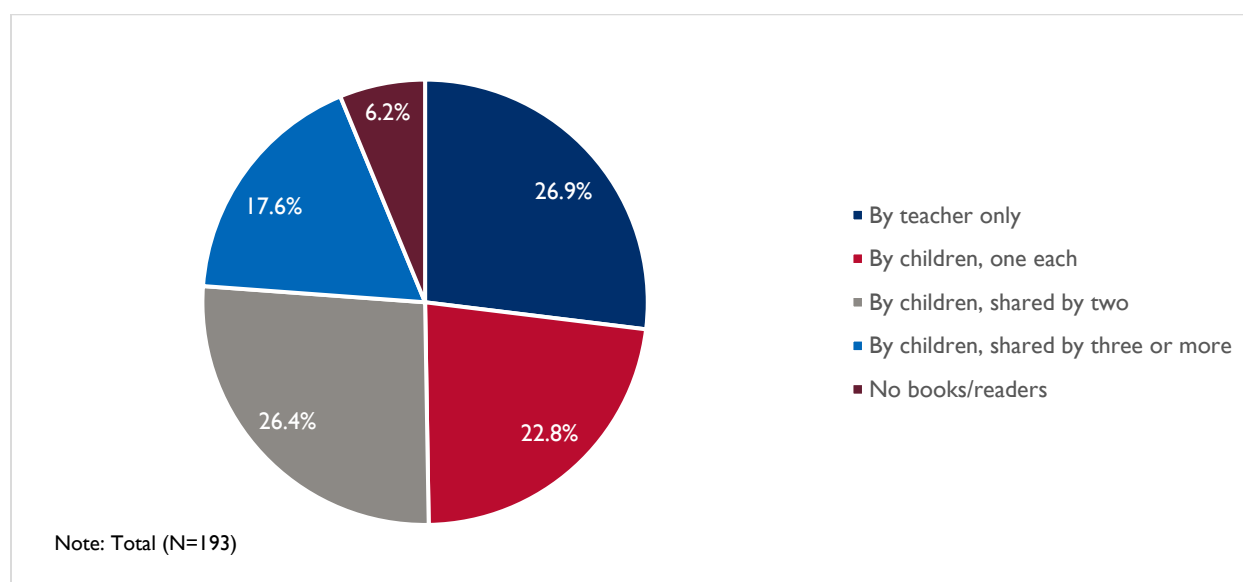
The classroom resources observed are detailed in Figure 6. The most common classroom resource observed was a chalkboard or blackboard (76.4%), followed next by a teacher's table and chair (50.2%). The remaining three resources—pupils' work on walls, vocabulary words or alphabet strips, and posters or messages about health or sanitation—were present in less than half of all schools observed. **The project should consider how the lack of these resources may lessen the impact of interventions.** Additionally, the project may want to consider how they may increase the presence of these classroom resources in sampled schools.

**Figure 6: Classroom Resources Observed**



Enumerators also recorded the presence and prevalence of textbooks or readers in the classroom (Figure 7). In more than a quarter of the classrooms (26.9%), only the teacher used a textbook or reader. When pupils used textbooks or readers, they most often shared a book by two (26.4%) or per one pupil (22.8%) and least often shared among three pupils (17.6%). In 17.6% of classrooms, no textbooks or readers were observed.

**Figure 7: Observed Use of Textbooks or Readers in the Classroom**



#### 1.1.4 Increased Skills and Knowledge of Teachers

At baseline, 145 classroom teachers were interviewed 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.

Table 16 provides a summary of the educational characteristics of the classroom teachers interviewed. More than two in five teachers (42%) reported having a teaching certificate. Of those individuals with a teaching certificate, 45.1% had a Teachers Certificate (TC), and 37.8% had a TC-lower certificate. The majority (56.4%) of teachers report that their highest qualification completed was a West African Senior School Certificate Examination (WASSCE).

**Table 16: Classroom Teacher Characteristics**

	Endline		Sig.
	n	%	
Has teaching certificate	82	42.1%	
New schools	21	25.6%	
Continuing schools	61	74.3%	
Teacher Elementary Certificate (TEC)	1	1.2%	
Teacher Certificate Lower	31	37.8%	
Teacher Certificate	37	45.1%	
Higher Teacher Certificate (HTC)	16	19.5%	*
Other	0		
Basic Education Certification Examination (BECE)	39	20.00%	
WASSCE	110	56.41%	
O'LEVEL	19	9.74%	*
Other	27	13.85%	*

Teachers were also asked about their participation in the APFL IV project (the project implemented by CRS prior to the launch of L4UF) and other types of trainings, and their responses are presented in Table 17. Of the 193 teachers interviewed, 68.2% reported that they had participated in a *diagnostic teaching methodologies* training during the academic year, 53.8% responded that they or another teacher in their school had been trained in life skills areas, and 23.5% engaged in a distance education course that would lead to a teaching certificate.

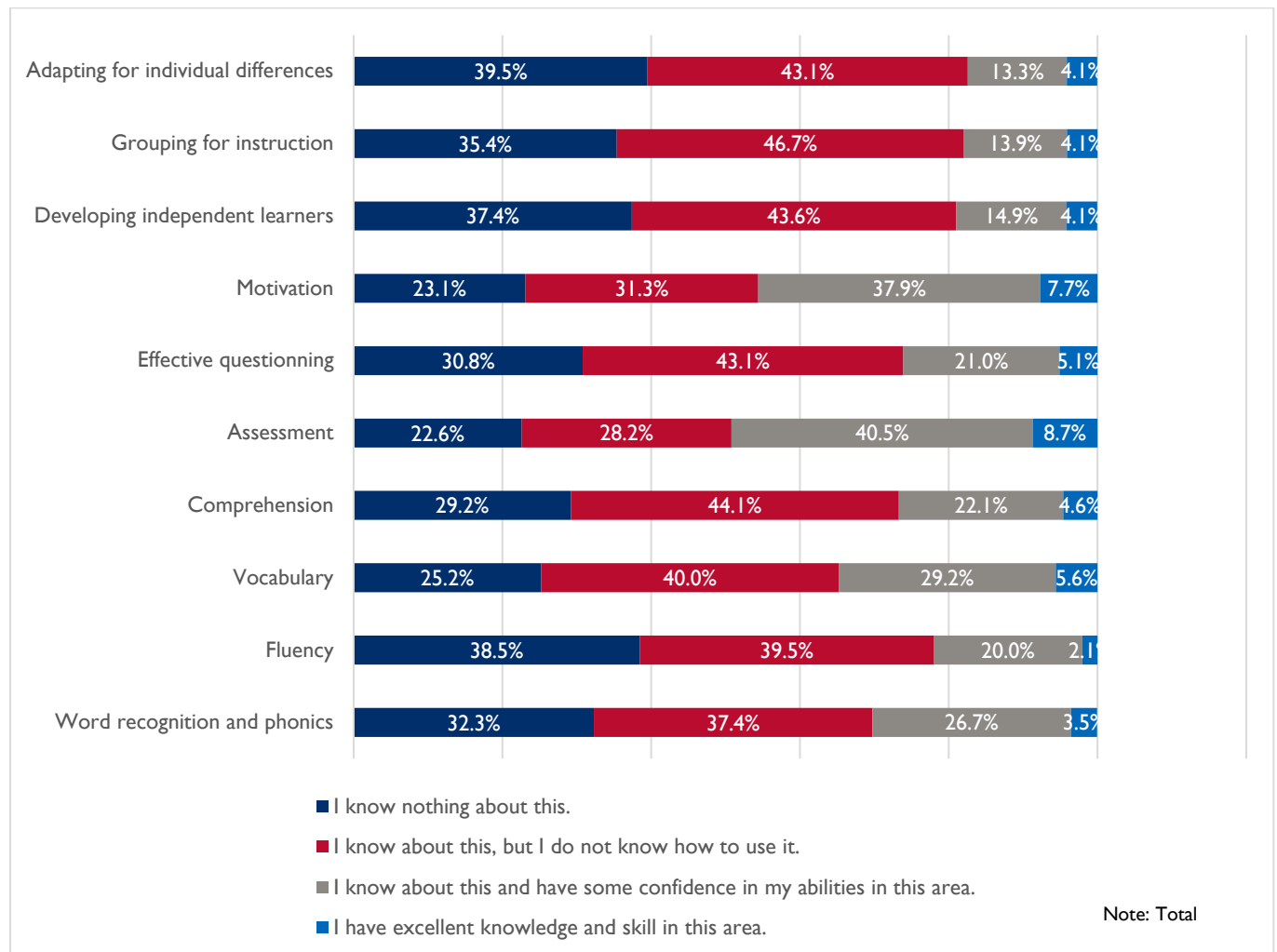
**Table 17: Classroom Teacher Training Participation**

Characteristic	N	Percentage of total
Has participated in a diagnostic teaching methodologies training by a literacy coach in academic year	133	68.21%
Engaged in a distance education course that will lead to a teaching certificate	46	23.59%
Has been trained in life skills areas in this school (responding teacher or any other teacher in the school)	105	53.85%



Enumerators asked teachers about their level of knowledge of teaching techniques critical to the L4UF project. Over one-third of teachers reported knowing nothing about adapting for individual differences; grouping for instruction; developing independent learners; fluency' and word recognition and phonics. Over a quarter reported knowing nothing about motivation, effective questioning, assessment, comprehension, and vocabulary. **Project interventions should include components that engage with teachers to increase their exposure and understanding of various teaching techniques. The data suggest there is room for growth that may have a sizable impact on learning outcomes**

**Figure 8: Teacher Knowledge of Teaching Techniques**



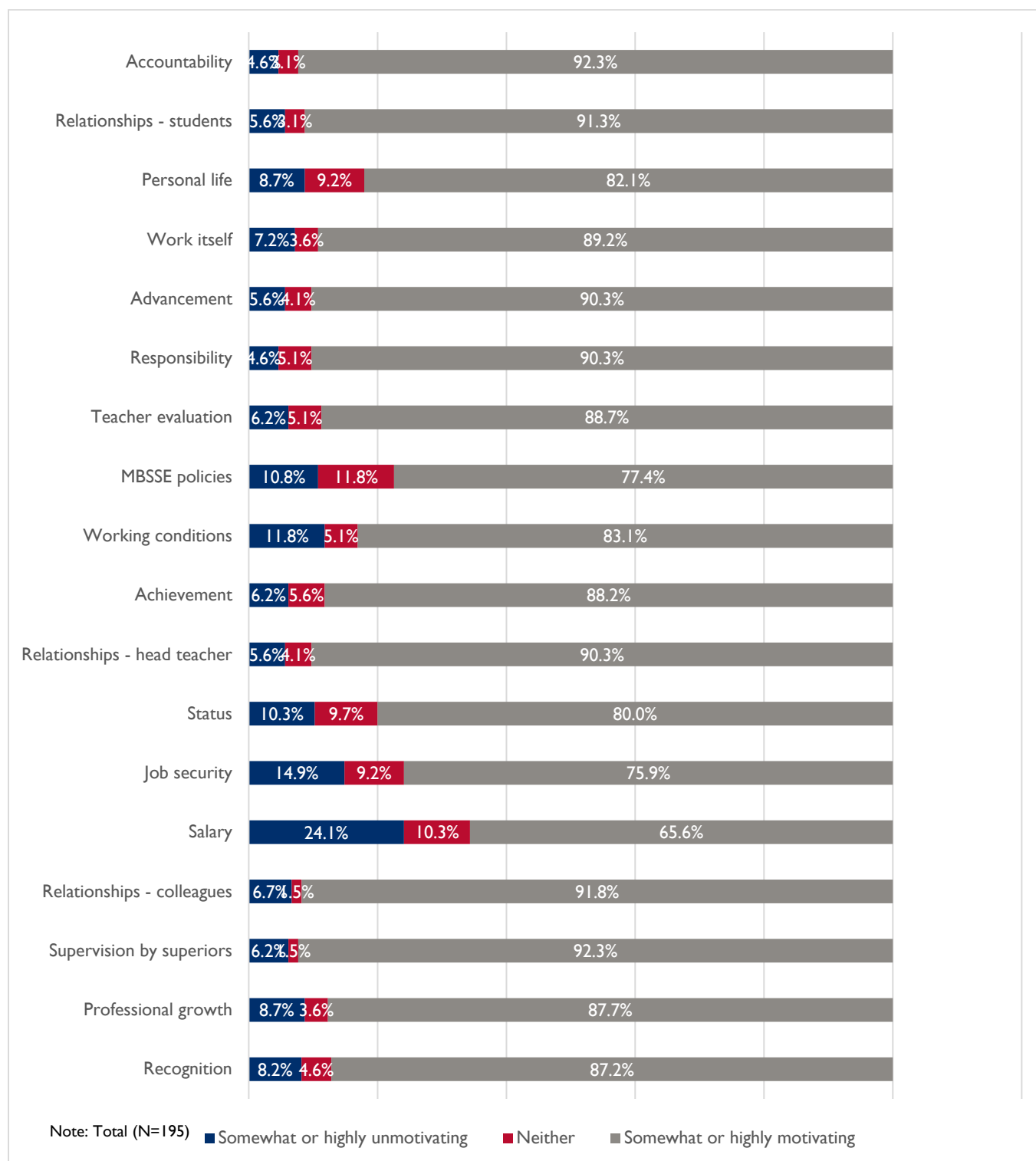
Teachers' responses regarding the frequency of coaching and mentoring sessions during the past month and the previous academic year are displayed in 15. The vast majority of teachers said they were observed or mentored by a CRS literacy coach in the past month (85.1%) and an MBSSE inspector during the prior academic year (81.5%). Almost all teachers (98.9%) said they had been observed or mentored by their head teacher during the previous academic year; of those, 91.19% said they were observed or mentored more than twice during the year.

**Table 18: Coaching and Mentoring Frequency**

Type	N	Percentage of total
Observed or mentored by CRS literacy coach in past month	166	85.13%
Once in the month	75	45.18%
Twice in the month	38	22.89%
More than twice in the month	53	31.93%
Observed or mentored by head teacher in academic year	193	98.97%
Once in the year	11	5.70%
Twice in the year	6	3.11%
More than twice in the year	176	91.19%
Observed or mentored by MBSSE inspector this year	159	81.54%
Once in the year	50	31.54%
Twice in the year	31	49.06%
More than twice in the year	78	49.06%

Finally, teachers were asked about what aspects of their job motivated them. Results are presented in Figure 9. Out of 18 categories, the largest proportion of teachers were somewhat or highly motivated by both accountability and supervision by superiors (92.3%). Notably, the majority agreed that all the 18 categories were somewhat or highly motivating. Salary was the category that teachers cited most often as being somewhat or highly unmotivating (24.1%). The project should recognize that as a limitation when engaging with teachers.

**Figure 9: Teacher Motivating Factors**



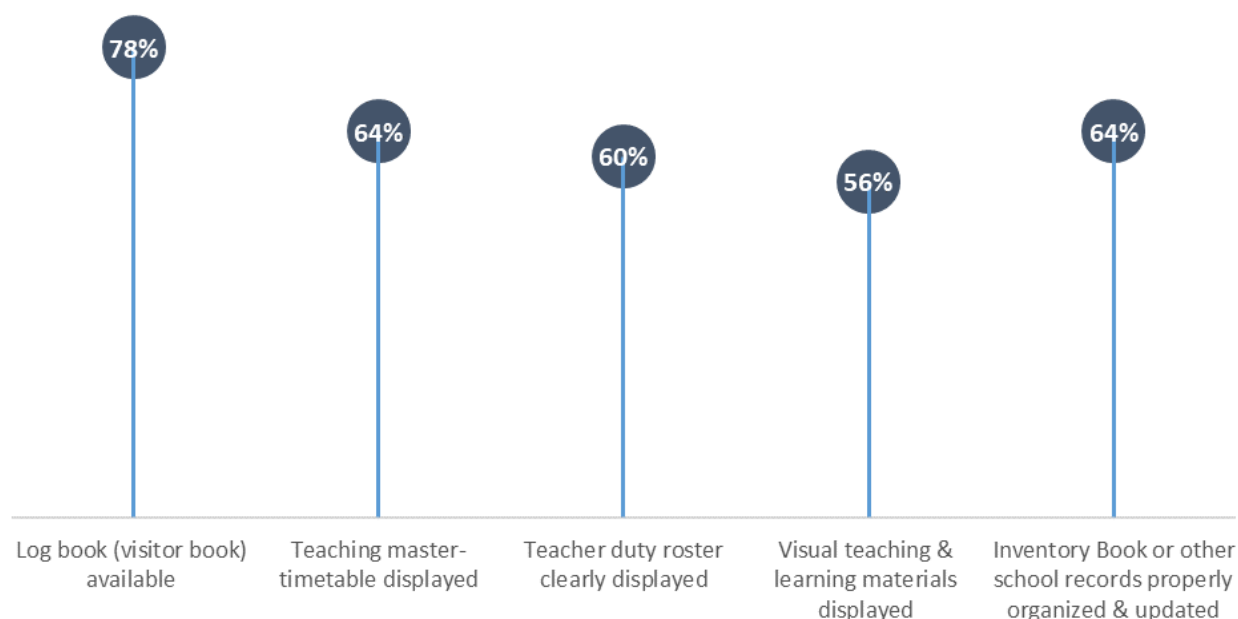
### 1.1.5 Increased Skills and Knowledge of School Administrators

At baseline, 72 head teachers were asked about the type of trainings they had received during the previous school year, and enumerators took note of specific improved tools or techniques demonstrated by head

teachers to establish a baseline. Out of those, 66 head teachers (91.6%) reported that they had benefited from training by CRS or TALLE in diagnostic teaching methodologies in the past 12 months.

Enumerators also noted if specific techniques and tools were visible in head teachers' offices, and findings are presented in Figure 10. Out of the five techniques, the most frequently observed was a logbook or visitors' book, which was seen in 78% of head teachers' offices. More than half (60%) of head teachers had a teacher duty roster clearly displayed in their office.

**Figure 10: Percentage of Head Teacher Techniques and Tools Observed**



Note: Endline Total (N=72)

### IR1.2 Improved Attentiveness

The second IR under SOI is improved attentiveness. These data were captured through the classroom observation tool. The classroom observation tool included observations of physical attributes of the classroom; the presence and use of teaching and learning materials in the classroom; and evidence of pupil attentiveness. Enumerators observed pupils' ability to follow instructions and their attentiveness during class. On average, about 64.1% and 62.9% of girls and boys, respectively, were attentive to instructions.

Additionally, two outputs are associated with this IR:

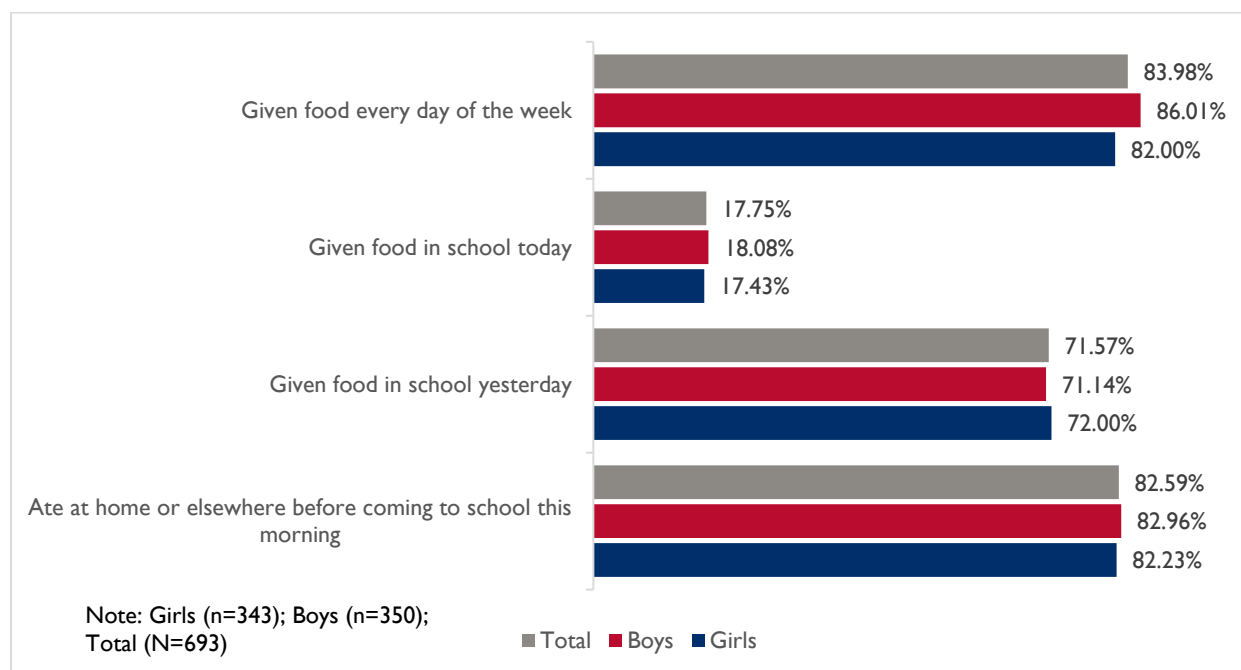
- 1.2.1 Reduced short-term hunger
- 1.2.2 Increased access to food (school feeding)

#### 1.2.1 Reduced Short-term Hunger

Enumerators asked pupils about their access to food and feeding both at home and at school throughout a week. Results are presented in Figure 11. About four in five pupils reported that they had eaten at home or elsewhere before coming to school. While over 70% of pupils said they were given food in school in the previous day, only 17% reported having been given food on the day of the assessment. Low levels of food

on the day of the assessment should be considered in relation the learning outcomes as research suggests hunger has numerous effects on pupils' performance.<sup>15</sup> **Project interventions should consider that when planning data collection and consider avoiding the collection of data before the school meal.**

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



Pupils who reported having received food at school on the day of the assessment were asked about their level of hunger after eating; this question is in response to indicator *1.2.1.1 Percentage of students in target schools who indicate that they are hungry or very hungry during the school days*. Findings indicate that only 123 pupils reported receiving food in school on the day of the assessment. At odds with this, however, is that 93.0% of head teachers reported that pupils had have or will receive food from CRS on the day of the assessment. Qualitative data collection could focus on the logistics of food distribution among pupils to understand why despite the majority of schools receiving CRS meals for the day, only a minority of pupils had eaten. One possible explanation is that children were assessed mid-morning, before food was distributed at lunch. More information is necessary to confirm.

Of those pupils who had received food at school on the day of the assessment, 111 reported not being hungry at all or had enough food and 11 reported being somewhat hungry or had some food but not enough. Only one pupil reported being very hungry after receiving food at school on the day of the assessment, suggesting that the amount of food provided by CRS is sufficient.

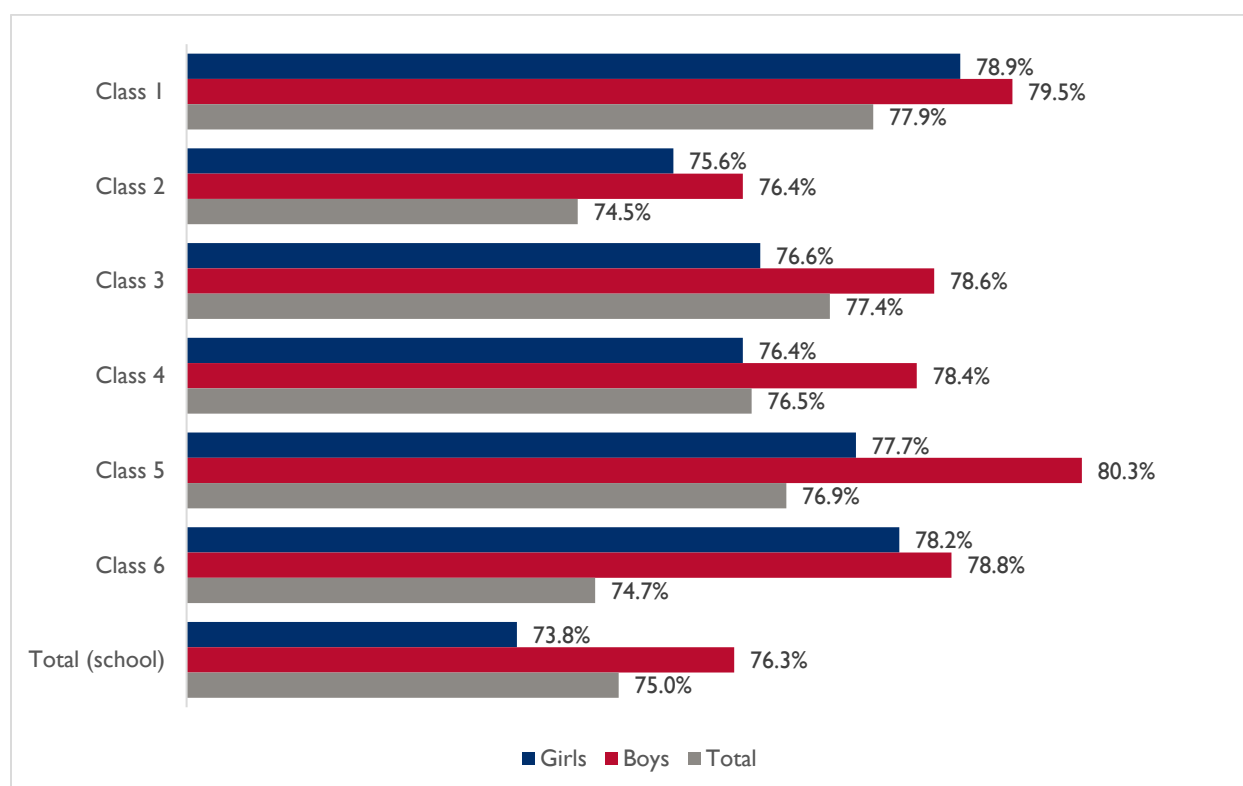
<sup>15</sup> The literacy assessments were conducted mid-morning, so it's not surprising that most children hadn't eaten anything at school yet as children are likely to access food at lunch. The result may not necessarily indicate a problem with food access but could reflect the time of day when the question was asked.

**Table 19: Pupil Hunger Level, Baseline to Midline**

Response	Girls		Boys		Total	
	n	%	n	%	N	%
Not hungry at all (had enough food)	58	16.91%	53	15.14%	111	16.02%
Somewhat hungry (had some food but not enough)	4	1.17%	7	2.00%	11	1.59%
Very hungry	0	0.00%	1	0.29%	1	0.14%
Missing/did not receive food at school on day of assessment	281	81.92%	289	82.57%	570	82.25%

**IRI.3 Improved Pupil Attendance**

Enumerators asked head teachers at sampled schools 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. Within sampled schools, the average school-level attendance rate was 74.9%, with girls attending at a rate of 73.8% and boys at a rate of 76.3%. Boys had slightly higher attendance rates overall and across classes.

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

Three outputs are associated with this IR:

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

### I.3.3 Improved School Infrastructure

Enumerators observed the physical infrastructure of the sampled schools, and key findings are presented in Table 20. A majority of sampled schools (90.4%) had corrugated metal sheets made of zinc as the main material of the roof, while most schools had polished concrete walls (64.3%) and concrete floors (71.2%). Most of the schools (90.4%) had kitchens available for cooking food, while only 34.2% of schools had storerooms or storage facilities.

**Table 20: Sample School Infrastructure Characteristics**

Characteristic	n	% of Total
Main material of roof		
Corrugated metal sheets (zinc)	66	90.4%
Concrete	0	0.00%
Thatch	3	4.1%
Tarpaulin (plastic sheet)	0	0.00%
Main material of walls of building		
Concrete polished wall	47	64.3%
Mud polished	9	12.3%
Concrete unpolished wall	1	1.3%
Mud unpolished	12	16.4%
Thatch	2	2.7%
Other	2	2.7%
Main material of floor of building		
Concrete floor	52	71.2%
Earth floor	20	27.4%
Wooden floor	1	1.3%
Kitchen available for cooking food	66	90.4%
Storeroom or storage facility in school	25	34.2%

Note: Total (N=73)

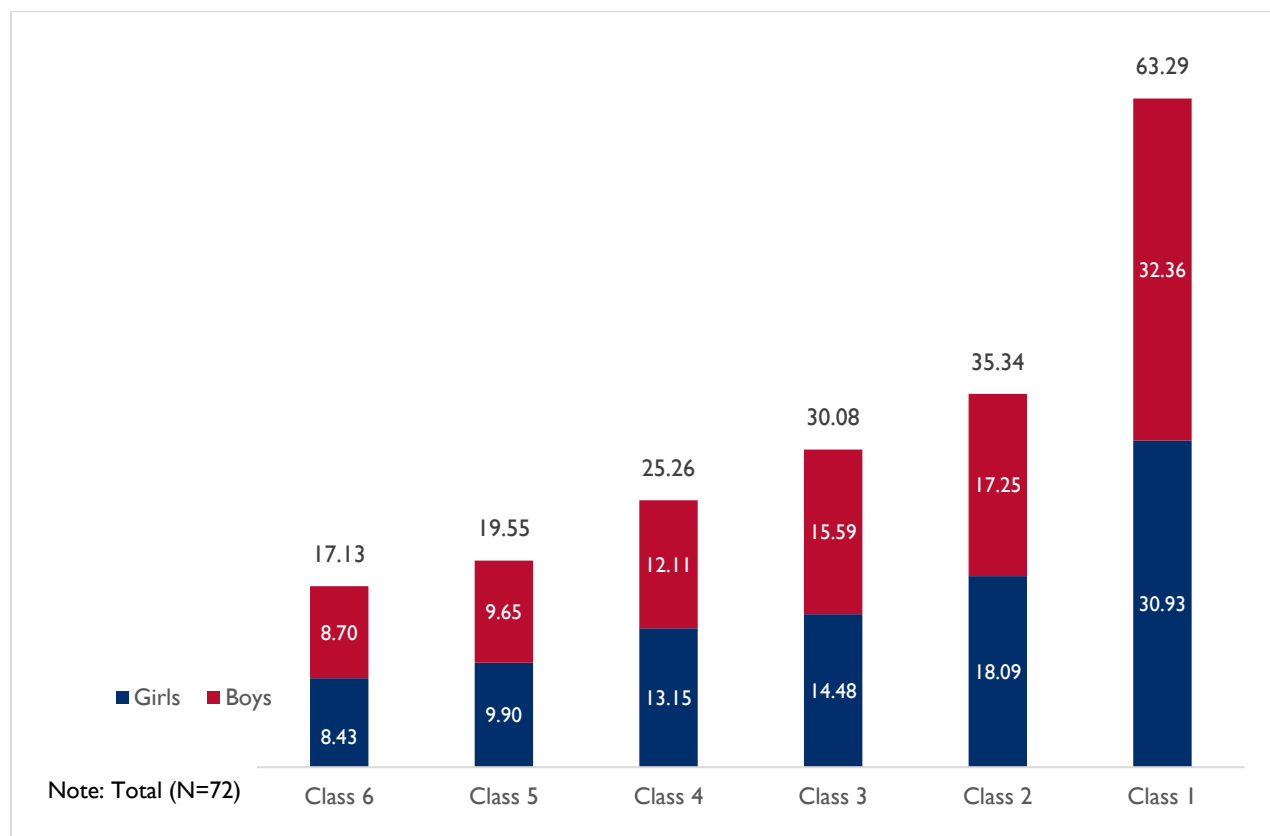
### I.3.4 Increased Pupil Enrollment

Enumerators asked head teachers of sampled schools to provide the total number of enrolled pupils by class and gender.

The average enrollment by class and gender is presented in Figure 13. The average total enrollment was highest for Class I, with 63.29 pupils. Average enrollment decreased as the class level increased, with the

smallest average class size in class 6 (17.3 pupils). The average enrollment of girls was lower than boys within each class level.

**Figure 13: Average Pupil Enrollment by Class, Gender, Total**



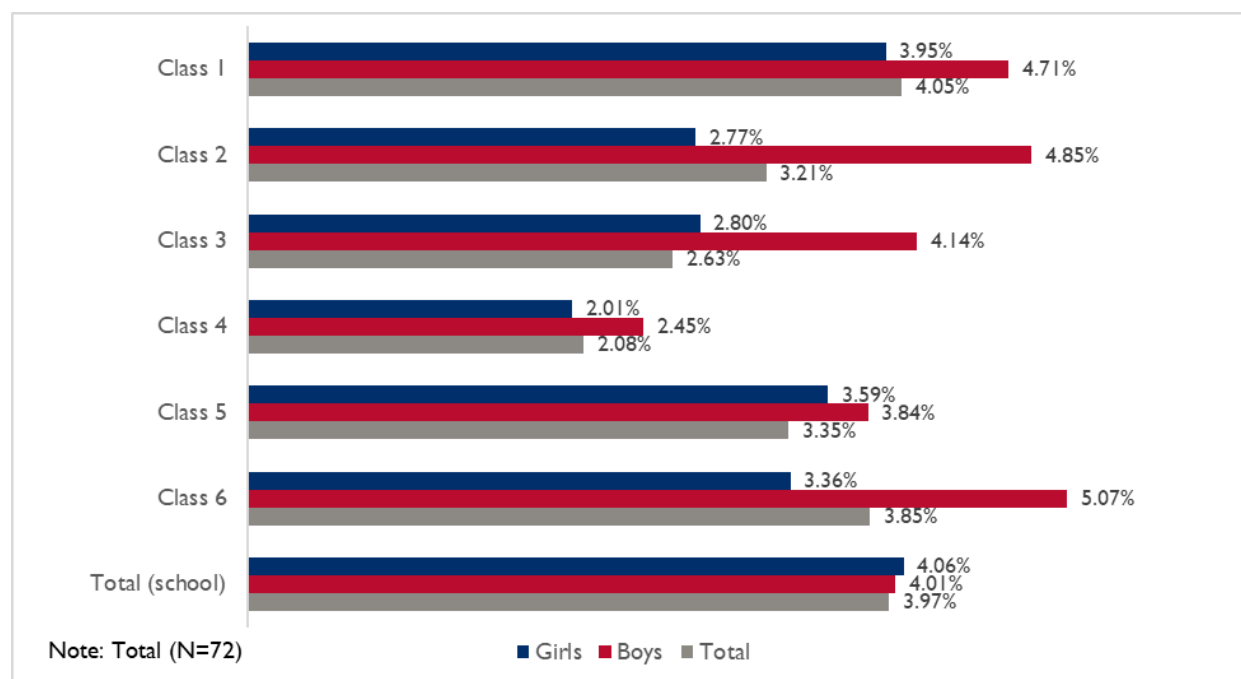
### 1.3.5 Increased Community Understanding of the Benefits of Education

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 rate was calculated as the total dropouts divided by the total enrollment.

Dropout rates by class and gender are presented in Figure 14. The average dropout rate across all classes and both genders was 3.9%. Class 1 had the highest dropout rate—4.0% of pupils dropped out by the end of the school year. There was no observable trend in dropouts by gender and class, although the average dropout rate for boys across all classes was marginally higher than that for girls—4.0% versus 4.0%, respectively. **Overall, dropout rates observed at sample schools is low.**



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

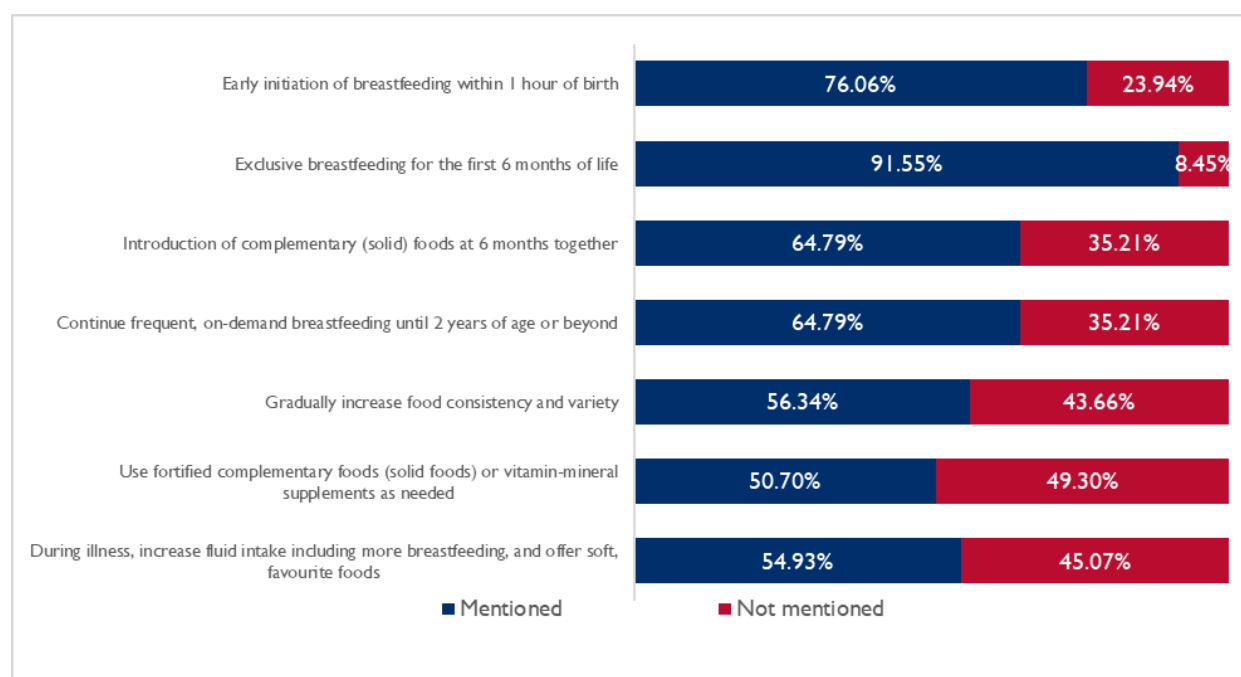


### SO2 Increased use of good health and dietary practices

The second SO of the L4UF 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>16</sup> Findings are presented in Figure 15.

<sup>16</sup> A total of 66 MSG heads were interviewed.

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



**Each of the seven behaviors were mentioned by more than half of the MSGs.** The most mentioned behavior, with 91.5% 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 76.0% of MSGs. Nearly two-thirds of MSGs stated that mothers can support good IYCF practices by *introducing complimentary (solid) foods at 6 months together* (64.7%) and *continue frequent, on-demand breast-feeding until 2 years of age or beyond* (64.9%). The behaviors mentioned less often—although still mentioned among by a majority of MSGs—included *gradually increase food consistency and variety* (54.3%), *Use fortified complementary foods (solid foods) or vitamin-mineral supplements as needed* (50.7%), and *during illness, increase fluid intake including more breastfeeding and offer soft, favorite foods* (54.9%).

Programmatic interventions could potentially make the largest impact by identifying what sub-groups among MSGs are still less likely to practice IYCF behaviors and develop interventions focused on education and awareness with them. Additionally, attention should be given to the three least mentioned practices—*gradually increase food consistency and variety*, *use fortified complementary foods (solid foods)*, or *vitamin-mineral supplements as needed*, and *during illness, increase fluid intake including more breastfeeding and offer soft, favorite foods*. The project should aim to raise the proportion of MSGs mentioning these practices to similarly high levels as the others listed.

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

Nearly all pupils reported having eaten *grains, roots, and tubers* (98.5%) the previous, while approximately three in four pupils said their diet had included *legumes and nuts* (72.4%), *flesh food* (71.0%), *fruits* (73.6%), and *vegetables* (78.4%). A minority of pupils said they had consumed *dairy products* (23.2%), *eggs* (5.4%), and *other foods eaten* (4.5%). Programmatic interventions could make the largest impact by focusing on these three missing food groups.

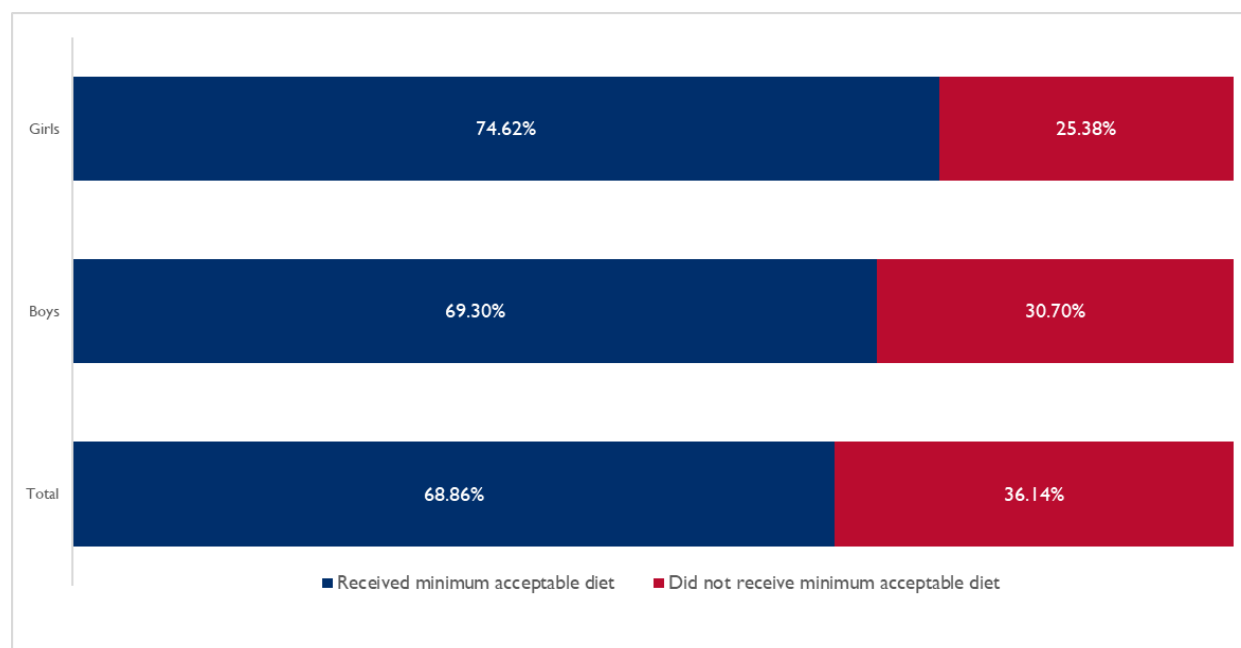
**Figure 16: Percentage of Pupils Consuming Selected Food Groups**



Note: N=693

Using these results, the proportion of pupils who had consumed a minimum acceptable diet—defined as consuming four of the seven food groups in the previous day—was calculated. **As expected, with a majority of pupils having consumed food from five groups, more than two-thirds of pupils had consumed a minimum acceptable diet.** More girls had consumed a minimum acceptable diet than boys—74.6% to 69.3%, respectively—but this difference was not statistically significant. Therefore, gender specific interventions are not required. The largest impact on minimum acceptable diet will likely be achieved by focusing on interventions that increase pupils' daily consumption of the food groups consumed the least—dairy products, eggs, and other foods eaten.

**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*

The first IR under SO2 is improved knowledge of health and hygiene practices. To respond to this IR, pupils were asked to name things they can do to have good health and hygiene, and 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 out of four (75.6%) naming this practice. Nearly as many pupils mentioned *washing hands with soap and clean water before eating* (73.2%) and *washing their body* (72.3%). The practices mentioned least often included *keeping latrines clean* (37.0%), *hair braiding* (35.2%), and *deposit trash into a trash/dust bin* (33.4%).

Programmatic interventions could focus on raising awareness about hygiene practices that fall below the 50% threshold by doing such things as placing visual aids as reminders around schools.

**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 baseline, 58.9% of pupils achieved a passing score for good health and hygiene practices, as reported in Table 21. No statistically significant differences were found between boys and girls. If the programmatic interventions are successful in increasing the proportion of pupils practicing the behaviors least ascribed to at baseline, the number of pupils with passing scores will greatly increase.

**Table 21: Percentage of Pupils Achieving Passing Scores in Health and Hygiene Practices by Gender**

	Baseline	
	n	% of Total
Percentage of pupils who pass	440	58.9%
Boys	216	54.4%
Girls	224	61.5%

*IR2.2 Increased Knowledge of 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, enumerators interviewed food preparers to learn about their knowledge of safe food preparation and storage. Enumerators also observed kitchen and storage facilities at each school.

**Table 22: Sample School Kitchen Characteristics**

Characteristic	n	Percentage of total
Material of roof of kitchen		
Corrugated metal sheets (zinc)	23	34.8%
Asbestos	1	1.5%
Concrete	0	0.00%
Thatch	39	59.0%
Tarpaulin (plastic sheet)	0	0.00%
Material of wall of kitchen		
Concrete polished wall	4	6.0%
Mud polished	3	4.5%
Concrete unpolished wall	0	0.00%
Mud unpolished	2	3.0%
Metal sheets (pan body)	0	0
Thatch	10	15.1%
Tarpaulin (plastic sheet)	0	0
No wall	46	69.7%
Material of floor of kitchen		
Concrete floor	9	13.6%
Earth floor	57	86.3%
Wooden floor	0	0.00%
Has spoon and plate shelves	35	53.0%

Characteristic	n	Percentage of total
Has rack/pallet for drying plates and spoons	49	74.2%

Note: Total (N=73)

As reported earlier, 90.4% of schools had a kitchen. Characteristics of those school kitchens are presented in Table 23. A majority of school kitchens (59.0%) had thatch roofs, while over a third had corrugated metal sheets (34.8%). The majority had no walls and earth flooring—69.7% and 86.3% respectively. Kitchen improvement interventions should focus on strategies to improve the safety of preparation of food in kitchens with these attributes, including the incorporation of best practices for food preparation in kitchens with thatch roofs and/or earth floors.

**Table 23: Sample School Storeroom or Storage Facility Characteristics**

Characteristic	n	% of Total
Has door with lock	70	98.5%
Has ventilation blocks		
Yes, with mesh	4	5.6%
Yes, without mesh	63	88.7%
No ventilation blocks at all	4	5.6%
Material of roof of storeroom/storage facility		
Corrugated metal sheets (zinc)	71	100.0%
Asbestos	0	0.00%
Concrete	0	2.5%
Thatch	0	0.00%
Tarpaulin (plastic sheet)	0	0.00%
Material of wall of storeroom/storage facility		
Concrete polished wall	70	98.5%
Mud polished	1	1.4%
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	100.0%
Earth floor	0	0.00%

Characteristic	n	% of Total
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%

Note: Total for the first item (N=71)

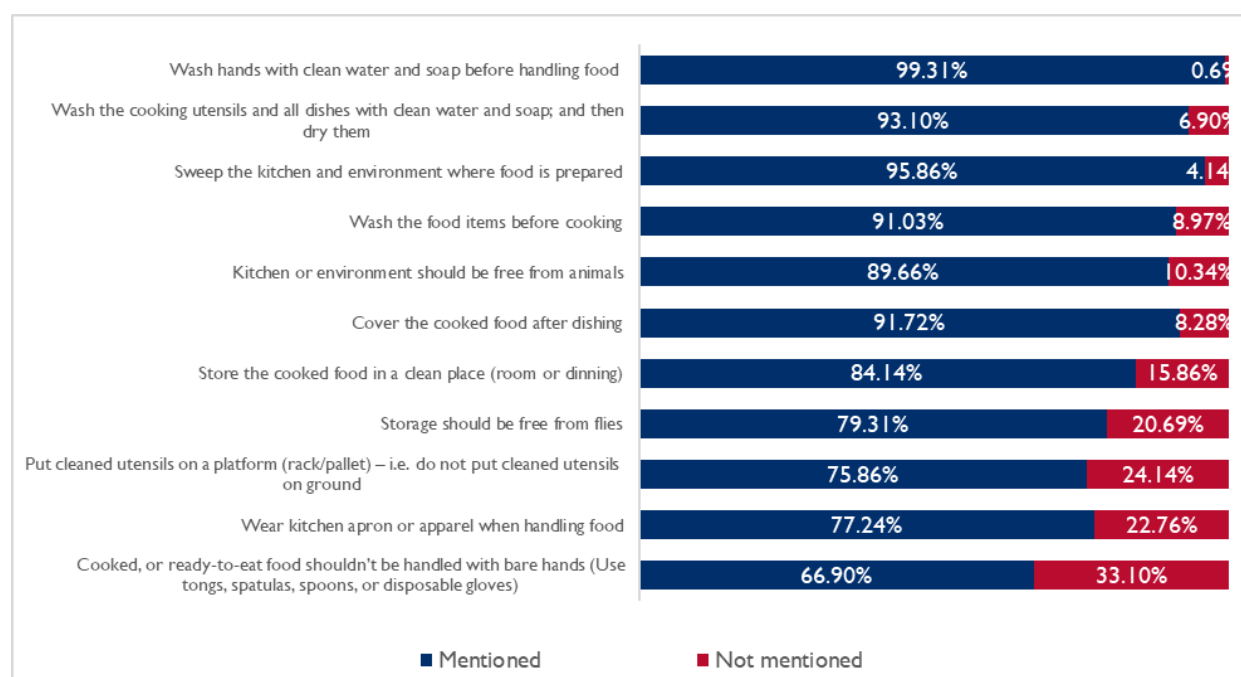
To provide further information for the second IR under SO2, enumerators collected similar data on the characteristics of school storerooms and storage facilities characteristics, as presented in Table 23. Almost all the storerooms or storage facilities observed had doors with locks (98.5%), and over 90% had ventilation, including 88% of those with mesh. All storerooms and storage facilities had roofs made of corrugated metal sheets, and almost everyone had concrete polished walls (98.5%). **At baseline, the majority of storerooms and storage facilities had characteristics that increase the health and safety of food preparation and storage.** However, there is room for growth regarding fumigation, and interventions could have the largest impact by focusing on this attribute.

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. Three out of four food preparers (75.1%) achieved a passing score, which required a food preparer to identify at least eight of the 11 practices.

The specific practices named by the food preparers are detailed in Figure 19. Each of the 11 practices was mentioned by at least two-thirds of the food preparers. **Although food preparers demonstrated a high level of knowledge of safe food preparation and storage practices, interventions could have measurable impact by implementing educational interventions that highlight practices that less than 90% of food preparers mentioned.**



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



#### IR2.4 Increased Access to Clean Water and Sanitation Services

The fourth IR under SO2 is increased access to clean water and sanitation services. **According to CRS's baseline monitoring data of all intervention schools, 161 of 309 schools (52.1%) are using an improved water source, which is comparable to baseline data finding that nearly half of sampled schools have a functional drinking water facility. More than two-thirds had a functioning toilet or latrine.** The data suggests that while access to water exists, functionality remains an obstacle for sustained use.

Findings on water source characteristics from baseline schools, which correspond to indicator 2.4.1 *Number of schools using an improved water source*, are presented in Table 24. These data are drawn from the school observation checklist tool. The majority of schools with a functional drinking water facility had a hand pump well – 66.6% (24 of 36 schools). Water facilities' functionality remains an obstacle to pupils' access to drinking water. The most common reason for a water facility not functioning was that there was no water/dried (37.8%).

**Table 24: 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%

Characteristic	n	Percentage of total
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%

Note: Total for the first item (N=73); total for second item (N=36); total for the third item (N=28); total for the fourth item (N=37)

Findings on sanitation facilities at the 73 sample schools, which correspond to *indicator 2.4.2 Number of schools with improved sanitary facilities*, are presented in Table 25. These data are drawn from the School observation checklist tool. Nearly three-fourths of sampled schools had a functioning toilet/latrine in the school (71.2%), with 86.5% of these latrines being separate for pupils and teachers (45 of 52 schools with functioning toilets/latrines).

**At baseline, access to clean water and sanitation services exists in a large portion of sampled schools, but whether these facilities are accessible and functioning throughout the year remains unclear. Further, the project may want to investigate whether these facilities are accessible to everyone, especially vulnerable populations.**

**Table 25: 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%
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%

Characteristic	n	Percentage of total
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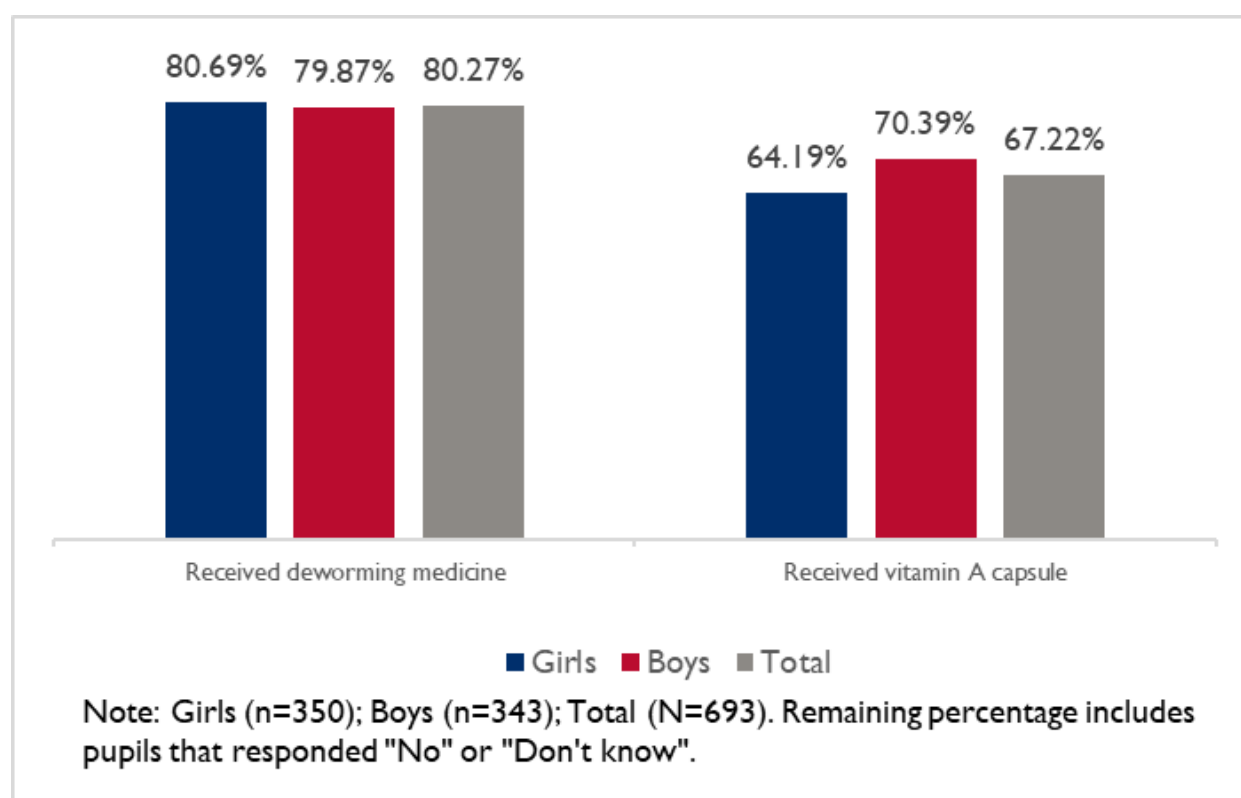
Note: Total for the first item (N=73); total for items 2–5 (N=52); total for the sixth item (N=41)

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

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

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. About four in five pupils said they had received deworming medicine, with no statistically significant difference between girls and boys. Understanding what keeps the remaining 20% of pupils from receiving deworming medicine should be a focus of the project.

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



More than two-thirds of pupils said they had received a vitamin A capsule. More boys than girls reported receiving a capsule—70.3% and 64.1%, respectively—but the difference was not statistically significant. However, this difference should be monitored in case the gap increases between boys and girls. Understanding what keeps the remaining 30% of pupils from receiving a vitamin A capsule should be a focus of the project.

### 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, enumerators took an inventory of the food preparation and storage tools and equipment at every school. Results are presented in Table 26. The quantity of kitchen equipment and tools necessary to practice safe food preparation varied greatly across sampled schools, with many having

insufficient amounts of equipment and tools. Programmatic interventions should investigate strategies to increase schools' access to necessary equipment and tools.

**Table 26: 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
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)*

**SO3: LRP: 1.3: Improved utilization of nutritious and culturally acceptable food that meets quality.**

CRS has implemented four phases of the MGD school feeding project in Sierra Leone since 2008, starting with Phase I from 2008 to 2012, and followed by Phase II from 2012 to 2016; Phase III from 2016 to 2018; and Phase IV from 2018 to 2022. This baseline report represents the starting point for Phase V of the CRS MGD school feeding project, called L4UF, which will run from 2021 to 2024.

With the start of the L4UF Project, a third SO focused on improved utilization of nutritious and cultural acceptable food that meets quality has been created to complement SO 1: Literacy and SO 2: Health—SO 3. The McGovern-Dole Food for Education and Child Nutrition Program, including L4UF in Sierra Leone, is complemented by the Local and Regional Food Aid Procurement (LRP) Program of the USDA Foreign Agricultural Service (FAS). This program focuses on the use of locally procured commodities. This section details baseline understanding of this new strategic objective and the role of locally procured commodities in reaching the overall objectives of the L4UF Project.

Several possible indicators to measure SO3 are of interest to this baseline. The values of these possible indicators will likely be zero, as this study is a baseline. Possible indicators include:

- Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity);
- Cost of commodity procured as a result of USDA assistance (by commodity and source country);

- Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country);
- Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance; and
- Number of people who demonstrate use of nutritious and culturally acceptable nutritious food.

One possible indicator for SO3 is the number of people who demonstrate use of nutritious and culturally acceptable nutritious food. This indicator is best defined as the number of individuals—including pupils, teachers, and cooks—who are consuming and are satisfied with culturally prepared foods, which are foods served using LRP commodities as part of school meal. This includes foodstuffs such as palm oil, local rice, orange flesh sweet potatoes, and pigeon peas.

Broadly speaking, an important measure of SO3 is the proportion of food commodities procured for L4UF through local sources. Table 27 details the projected purchase of local commodities for the program at baseline.

**Table 27: Anticipated L4UF Local Commodities Purchases**

Local Commodities			
Commodities	Approved Quantity (MT) for Life of Program	Quantity Procured for Pilot	% Procured
Local Rice	1,146	23	2.01
Pigeon Peas	383	5.9	1.54
Palm Oil	78	2	2.56
OFSP	312	4.95	1.59
<b>Total</b>	<b>1,919</b>	<b>35.85</b>	<b>7.70</b>

Source: CRS Internal Monitoring Data, August 2022.

### Program Relevance

Findings from baseline FGDs and KIIs 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.

#### To what extent does the program design respond to the needs identified by the baseline?

Qualitative data from community FGDs and stakeholder KIIs indicates that the overall design of the L4UF project is responsive to the most prominent needs of pupils in their education:

- School feeding support,
- Improving teacher quality,
- WASH needs, including water wells and latrines, and
- Creating or improving school building infrastructure.

Of these needs, school feeding support and access to water/construction of wells were cited the most frequently in FGDs. Barriers to pupils' education cited less frequently included the need to do farm work and early marriage. Gender-specific challenges are addressed more in the gender section of this report.

The results of the Early Grade Reading Assessment show that pupils' phonemic awareness skills are low. Phonemic awareness is the ability to identify and manipulate the smallest units of sound in a language (in this case, English), phonemes. This is a foundational skill for learning to read. One theory that might explain why phonemic awareness skills are low is that teachers may be uncomfortable or are not trained to teach in English and may rely on mother tongue language instruction in the classrooms, which would detract from learning the sounds of the English language. The finding of low phonemic awareness skills in English suggest that an one pathway to improvement in the future is to improve the quantity and quality of phonemic awareness instruction, generally achieved through speaking and listening activities in the target language. Teachers may need additional English language training to accomplish this. The low performance of pupils on the literacy assessment's phonemic awareness subtask indicates a potential unmet need to reinforce speaking and listening in English within the classrooms. Teachers may be uncomfortable or are not trained to teach in English and may rely on mother tongue language instruction in the classrooms, which would detract from learning the sounds of the English language.

### Program Effectiveness

Participants in both the community FGDs and the stakeholder KIIs provided their perceptions of the strengths, weaknesses, and value of the L4UF project through their reflections on the past project, APFL IV.

#### How appropriate is the project design to the context?

The L4UF design was viewed by parents and community member FGD participants and KII respondents as appropriate for the context because the project closely responds to the challenges, barriers, and needs of the communities. Parents emphasized that the school feeding, and literacy components of the design were very successful and contributed to overall better health and school outcomes, including reading. Many parents also emphasized a desire for increased project focus on water and well construction, as well as increased support of agriculture. The new SO 3, which focuses on improved utilization of nutritious and culturally acceptable food that meets quality, should help in being responsive to this desire.

#### What challenges can already be foreseen with the design of the project in achieving its objectives?

Because FGD participants were questioned about the existing program (APFL IV), future challenges were related to fear that the program might end. The implementation of L4UF in the same localities will mitigate this fear. In addition, there were some respondents that reported they had not yet received some components of the project (e.g., the boxes) or that components that had been put in place were no longer functioning (e.g., well pumps). These challenges suggest some past issues in implementation, specifically that some communities that were supposed to receive components of the project did not and some of those that did receive components found that those were no longer working. These problems will also occur going forward if plans are not put into place to maintain the same level of implementation. For example, the program could implement a rapid messaging system so that community members can report wells that are no longer functioning.

#### How could integration of the three strategic objectives and the foundational results be enhanced or further leveraged to deeper positive program impact?

No clear findings emerged from the analysis at the time of the baseline evaluation.

How could integration of the gender considerations be enhanced or further leveraged to deepen positive project impact?

Some of the gender-specific barriers to girls' education identified in FGDs and KIIs include pregnancy and early marriage. Likewise, some women caregivers expressed frustration that they were expected to contribute in-kind labor without pay to support the program or their child's education, such as by cooking at the school. Some women caregivers also suggested that they carried an extra burden of supporting their child's education alone while men spent their time and money elsewhere. Program interventions that rely on community support should make sure that the labor for such programs is not recruited exclusively from women who are already predominately responsible for the majority of unpaid labor. The project should ensure that both men and women are included in community programming. Lastly, additional outreach might be needed to get buy-in and support from men in the community who the women have identified are absent from their children's education.

To what extent will the project respond to the needs of stakeholders and facilitate their participation?

In communities where APFL had already intervened, the qualitative data indicate that the project is highly responsive to the needs of parents and community members and that it has engaged their participation in numerous ways. Therefore, if L4UF follows similar processes, it should yield similar results in regard to stakeholder participation. Participants did mention some barriers to their engagement, which were related to poverty and a need to engage in paid agricultural labor or farm work.

Which interventions are likely to be the most critical and effective in achieving the project's intermediate results and objectives?

Parents and community members discussed all aspects of the project's intervention based on the outlined activities provided by CRS. In this discussion, parents and community members—as well as KII respondents—most frequently cited school feeding as the project's most critical intervention. School feeding was perceived as increasing pupils' attendance and enabling them to be able to focus and pay attention in the classroom and, therefore, supporting their learning.

A second critical intervention was related to access to water and well construction. Parents were adamant that a lack of access to water would negatively impact school enrollment.

Respondents mentioned the literacy intervention and teacher training less frequently. Parents seemed pleased with the education their children were receiving and believed they were learning to read. The baseline quantitative data do not support parents' perceptions, as literacy outcomes remain low.

Are there any foreseeable negative impacts or unintended consequences of the project that need to be addressed or mitigated against since the beginning?

No clear negative impacts or unintended consequences were identified in the data.

### Sustainability and Impact

Sustainability of the program was at the forefront of parents' minds as they were very concerned that CRS would end the program and remove its support to communities. Parents implicitly expressed the belief that the program would not be sustained without CRS involvement and leadership. Some parents did suggest that if the local economy were bolstered through support for local agriculture that the communities would be able to sustain the project interventions going forward.

What are the key considerations to ensure sustainability and impact?

The FGDs did not reveal concrete strategies to ensure sustainability and impact specific to the project. However, the broader literature on sustainability typically recommends actions such as building

stakeholder buy-in, building coordination across key partners, such as government and civil society, and strengthening the capacity of actors to continue program interventions beyond the life of the project. The baseline shows that some of these actions are already starting in a strong place. For example, quantitative data shows that school food preparers are demonstrating an understanding of the 11 key practices.

#### What could be barriers to achieving sustainability and impact?

Communities' poverty levels could be a key barrier. This ongoing challenge for families can affect school enrollment and their ability to engage to support a child's education. Government willingness or capacity to support, take up, and or systematize best practices from the project is another possible barrier.

## Conclusions

Overall, the findings from the baseline evaluation for the L4UF project show that the project design is relevant and properly addresses the needs of the communities CRS serves. The addition of SO 3 is a positive step in the right direction, as it brings the project in even closer alignment with community needs. Communities are very supportive of the L4UF programming and are fearful of it ending due to the benefits similar programming has brought to the communities in the past.

The challenges facing L4UF are also great. Based on the baseline literacy assessment, L4UF pupils' literacy outcomes are low, with very few pupils achieving the reading comprehension benchmark. Pupils performed best on the alphabet naming and listening comprehension subtasks, but more than half of pupils struggled with the other subtasks. In general, boys and girls performed similarly.

Teachers and teacher quality will need to play a critical role in the project's success. Teachers will need the appropriate resources to be able to teach. A positive baseline finding is that most classrooms have basic resources, such as chalkboards (76.4%) and books or readers (only 6.2% of classrooms had none). Teacher knowledge—as measured by teacher credentials—remains low, as fewer than 50% of teachers at baseline were certified. The project will need to focus on building teachers' capacity to make improvements to literacy outcomes, despite parents' belief that children can read. Fortunately, systems are in place to support capacity building, since baseline data show that more than three in four teachers (85.1%) said a CRS literacy coach had observed or mentored them during the past month.

Supporting the feeding program will be critical for the L4UF project because, as parents mentioned, the school feeding program is a major component in ensuring children enroll in school. The baseline data suggest that existing school feeding is going well, as 72% of children reported having been given food the previous day at school. Most children also seem to be getting a wide variety of nutrients, with approximately 70% consuming the minimal acceptable diet.

## 4. Recommendations

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

Baseline data show that pupils' literacy outcomes are low, and this finding is consistent across gender and districts. Overall, 88.3% of pupils did not meet the expected reading threshold, indicating that the majority of pupils cannot read and understand the meaning of grade-level text. L4UF 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 important systems—particularly a teacher observation system—are already in place to support a greater focus on teacher quality in delivery



literacy instruction. The program should consider if the nature of those observations is adequately focused on changing teacher behavior and improving literacy instruction (as opposed to 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.

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

Quantitative baseline data did not reveal any significant differences on either literacy or health/nutrition outcomes by gender, which is a positive finding. At the same time, qualitative data indicated that parents and caregivers perceive and experience gender inequities and gender-specific challenges that may act as barriers to effective L4UF programming. More research and/or programmatic efforts could be explored to better understand the role that gender plays in the communities where L4UF is implemented.

**Explicitly address sustainability from program launch.**

Clear communication and expectations setting around the eventual transition of program leadership from CRS to government, civil society, and local partners must begin at program launch. Baseline data show tremendous appreciation for CRS programming and a desire for it to continue. At the same time, baseline data suggest that no other partner is prepared for or anticipating taking ownership of the CRS programming components long-term. CRS should develop a transition strategy for L4UF in partnership with relevant stakeholders. Such a strategy should clearly articulate transition and phase-out approaches for each activity; identify responsible parties to continue implementation after L4UF ends; delineate direct and indirect costs; establish monitoring and oversight guidelines; and set clear timelines.

## 5. Annexes

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

Baseline Evaluation for the McGovern Dole V

**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 V.

**Background:**

CRS has been implementing the school feeding project in Sierra Leone since 2008 in support to the government of Sierra Leone's education strategy and in close collaboration with the National School Feeding Secretariat, Ministry of Basic Senior and Secondary Education, Ministry of Health, and the Ministry of water resources. Leveraging the experience and relationships from previous phases, CRS, its implementing partners and key government stakeholders have implemented consecutive phases of the project: the first phase of the project, Phase I was between October 2008 and 2012; Phase II ran from October 2012 to February 2016; and Phase III from December 2016 to September 2018 and a Phase IV from 2018 to 2022. During Phase III, CRS made strides to enhance project sustainability by ensuring that schools were aided through the formal approval process that qualifies them to receive government support. In the IV phase, the key strategies for sustainability were 1. strengthen advocacy efforts to support approved schools 2. approved school received funds from government and 3. gradual transition of school feeding from USDA funding to national ownership and funding.

In September 2018, the 'All Pikin for Learn' project was approved for four years, with a coverage expansion. Phase IV operated in 5 chiefdoms (Kamukeh, Wara Wara Bafodia, Diang, Kalia, 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. During implementation, the project sought to achieve two strategic objectives in line with desired results and in response to the project-level McGovern-Dole **SO1: Improved Literacy of School-Age Children** **SO2: Increased Use of Health and Dietary Practices.**

CRS, its implementing partners and key government stakeholders designed a fifth phase of the project which was approved by the USDA for four years from 2021 -2025. This phase of the project will enhance strategies based on lessons learned in school feeding and focus on strengthening capacity and leveraging resources for long-term sustainability of project results. Phase V of the project “Lan for you future” seeks to continue to improve literacy of school age children and increase use of health and dietary practices for 69,731 primary school children, including about 57,400 continuing pupils from award MGD-636-2018/007-00 across the same 310 primary schools, to build on the accomplishments from prior McGovern-Dole investments and achieve sustainability responding to project-level McGovern-Dole **SO1:** Improved Literacy of School-Age Children **SO2:** Increased Use of Health and Dietary Practices and **SO3:** LRP: 1.3: Improved utilization of nutritious and culturally acceptable food that meets quality.

**APFL IV** targeted a total number of 88,696 direct beneficiaries including 69,731 pupils<sup>1</sup> in 310 schools across 15 chiefdoms in Koinadugu and Falaba districts. CRS provided 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.

The implementation and midterm evaluation of the IV phase was affected by The World Health Organizations' declaration of a public health emergency of international concern in January of 2020 after a respiratory disease, COVID 19 was discovered in December of 2019. This disease is still an ongoing health concern with new variants emerging and has resulted in the death of Million worldwide. In March of 2019, Sierra Leone reported its index case and this was followed by a second in April of the same year. The government of Sierra Leone took a number of steps to curb the spread of the diseased including the reactivation of the emergency response. This body is charged with the responsibility of managing the emergency response and ensuring that the country recovers from the pandemic; inter- district lock down, curfew, enforcement and the use of face mask, ban on social activities and social gathering were put in place. Churches, Mosques and Schools were closed for about eight months with the resulting negative effect on student learning as contact time between teacher and pupils was lost and the movement of project staff hampered due to the lock down and consequently, School Feeding was brought to a halt. However, during this period, the project conducted two phases of Take Home Rations (THR) distribution for beneficiaries. The first phase was conducted in April 2020, targeting 1520 Teachers and 49,938 students from approximately 16,646 Households and the second phase which was conducted in May 2020 targeted 1577 Teachers, 930 Cooks and 51,849 students from approximately 17,283 households. The Government supported CRS and their other partners also organize a radio teaching Programme to support student learning during the period when schools were closed. The Food for education project organized General COVID-19 sensitization and messaging during THR distribution focusing on safe meeting procedures for reading clubs. Two transmitters were bought in Phase IV with project funds 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 and 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. In the current climate, the project implementation is ongoing, and the project 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. The data collection for endline and baseline will be conducted within the context and action will be taken to minimize exposure for the evaluation team and community members.

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

The APFL V 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

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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”.

- 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 V:

- 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 and
- SO3: Improved utilization of nutritious and culturally acceptable food that meets quality.

### **Objectives of the Baseline Evaluation**

“Lan for you future” baseline will establish base values for all performance indicators that have a non-zero baseline value, define targets for performance indicators, and validate project strategies and assumptions. It will help project managers understand some of the contextual factors contributing towards improving pupils health and literacy in the most food insecure chiefdoms in Koinadugu and Falaba Districts and also inform project about changes that might be needed to project activities or targets. The baseline will seek to verify assumptions and pre-conditions made during project design as well as provide quantitative and qualitative data on the performance measures and identify potential challenges to the project. It will also allow the team to establish questions to test the theory of change and refine indicator targets.

The baseline report will reflect on findings and come up with recommendations related to some key follow up questions:

#### **Overall relevance:**

- Are the project activities and outputs consistent with the intended impacts and effects?
- To what extent are the objectives of the project still valid?
- What are the key assumptions related to the project theory of change that need to be monitored and specific questions to test the theory of change during “*Lan for U Future*” project implementation

#### **Sustainability and impact:**

- What are the key considerations to ensure sustainability and impact
- What is the capacity level of these structures to enable sustainability.

### **APFL IV Evaluation Design**

APFL V 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 Endline, 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 of the “lan for you future” will use both quantitative and qualitative methods. During the baseline, evaluation, a pupil survey and literacy assessment will be carried out with a representative number of pupils in the intervention schools. Observations will take place to assess how well teachers and administrators are using literacy teaching techniques, current levels of teacher attendance and the extent to which pupils wash their hands before meals, nature of classrooms and teacher and pupil interaction. The study will also include knowledge assessments of cooks, and analysis on health and nutrition practices document review to capture enrollment number of pupils' and teachers' attendance data.

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

<b>Quantitative tools</b>	<b>Key indicator for which tool will be used</b>	<b>Respondent</b>	<b>Sample strategy</b>
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	Percent of students in target schools who indicate that they are hungry or very hungry during the school days (CRS Custom Indicator #3)  Percent of students in target schools who achieve a passing score on a test of good health and hygiene practices (CRS Custom Indicator 10)	Pupils disaggregated by gender, selected from classrooms (#3) and school health clubs (#10)	Cluster Sampling
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	Pupils disaggregated by gender for all reading sub tasks	Cluster Sampling

	grade level text (MGD Indicator 1)		
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**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.

### **Baseline evaluation report**

The purpose of the baseline 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 midterm 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.

CRS will formally inform all stakeholders about the baseline and final evaluation during stakeholders meetings and via letters to councils and chief to ensure full participation and ownership by community stakeholders. This will include project participant, stakeholder, and partners: student/ pupils, teachers, local councils, community leaders and chiefs, School Management Committes, Mothers Support Groups, DHMT and Caritas. The consultant will provide opportunities for samples of these various categories of project participant and stakeholders to share their experience, opinions and perspspectives on the project performance through focus group discussion, surveys and assessment and key informant interviews. The findings of the evaluations will also be presented and discussed with all stakeholders and utilized by project team for project decisions.

**Table 5. Final evaluation timeline**  
**Estimated Timeline for the evaluation**

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 5 <sup>th</sup> week May 2022	Training of enumerators and data collection
1 <sup>st</sup> week June 2022	Data collection and initial analysis
3 <sup>rd</sup> 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

## Baseline Evaluation Questions

*Evaluation Questions:* The evaluation of the “Learn for u future” 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?*
- *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?*
- *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	<b>External coherence:</b> How does the project complement other intervenors particularly in school feeding projects and in supporting education in Koinadugu and Falaba districts in general?
	<b>Internal/ External coherence:</b> How well is the project internally coherent/consistent with other school feeding interventions championed by the

	<i>government of Sierra Leone and international school feeding norms? (</i>
	<b><i>External Coherence:</i></b> <i>How well does the project coordinate with other actors to complement students' needs not covered by school feeding in Sierra Leone? (</i>
<b><i>Methods:</i></b> <i>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</i>	

*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**

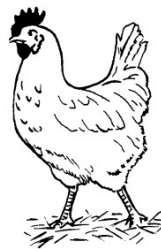
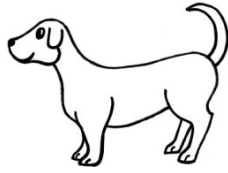


## Letter Name Identification

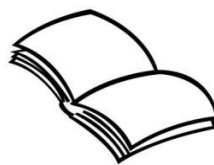
R

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

## Oral Reading Fluency

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 ----- I

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 ----- I

No ----- 0

|\_\_\_\_|

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

Yes ----- I

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

### 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

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



## **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?

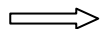
Consent given (tick as appropriate):

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?

---

---

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?

<b>a. Men</b>	<b>b. Women</b>	<b>c. Total</b>
---------------	-----------------	-----------------

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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 &amp; 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 &amp; 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 ----- |

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 ----- I                      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		
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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			
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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	1 = Available      0 = Not Available					
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

134

**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?

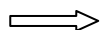
Consent given (tick as appropriate):

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
a. No of Teachers		
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?

## 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>
1.			
2.			
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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 Sogoria	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



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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