

# How to improve literacy and food security in ever-evolving context? Bring everyone together!

## *Two-Country Comparison of Tools, Methods, Evaluation Results, and Lessons Learned*

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# Outline for each evaluation

1. Objectives
2. Approach
3. Results

# Support for the Integrated School Feeding Program

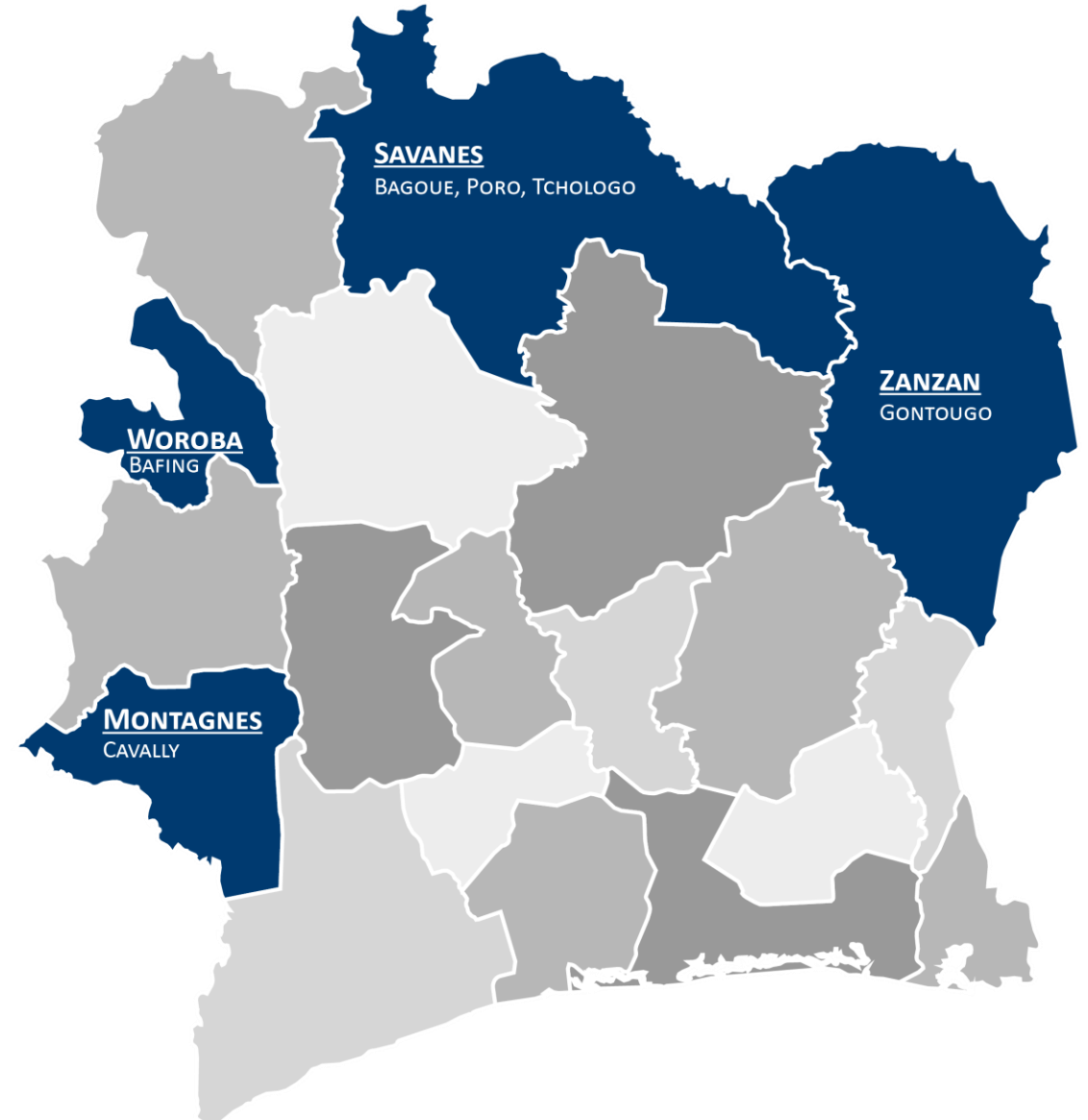
Cote d'Ivoire

# Evaluation Objectives

- Assess the progress made in reaching program targets of results
  - Document program implementation through 2018
  - Compare program results with the 2016 baseline levels
- Assess and identify key achievements and challenges, draw lessons, and identify best practices for learning
  - Provide evidence-based findings to guide operational and strategic decision-making
  - Incorporate lessons learned, improve partnership coordination, and inform sustainability

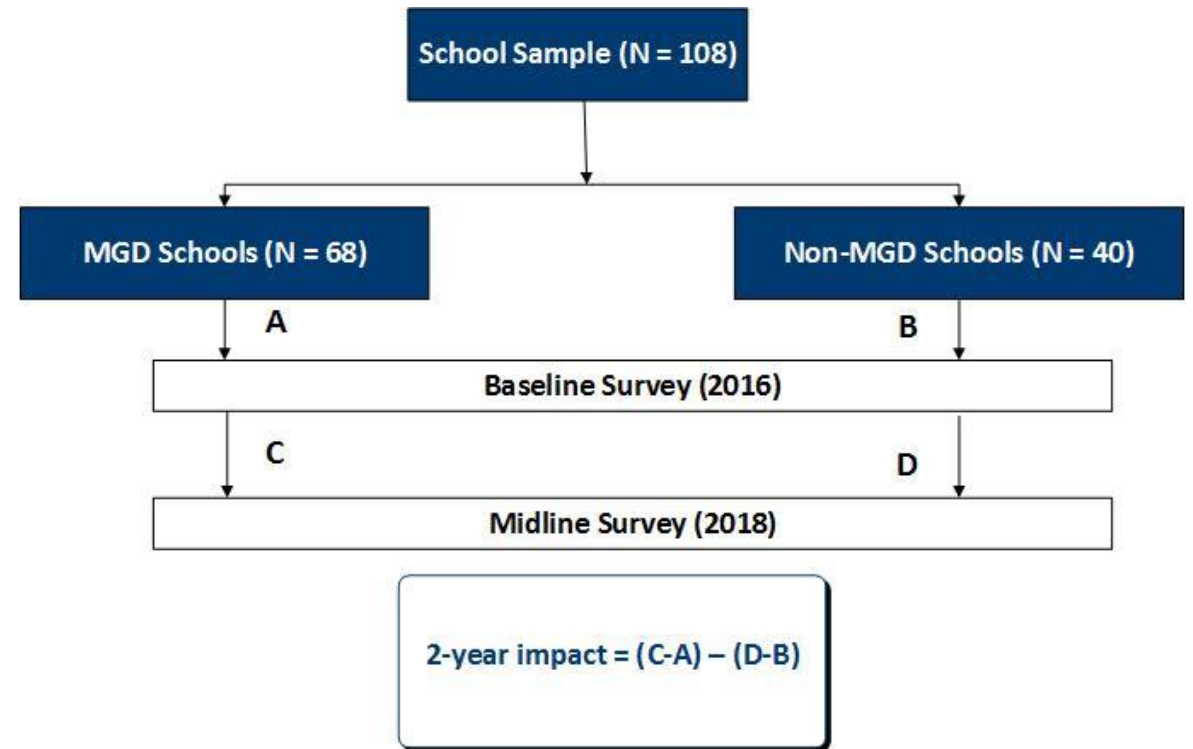
# Evaluation Approach

- Evaluation questions related to program relevance, effectiveness, efficiency, impact, and sustainability
- Mixed-method evaluation in 7 regions
- Focus group discussions at 10 sites with students, parents, school management committee members, and women production groups
- Key informant interviews with program implementers, USDA, and national and local government stakeholders



# Evaluation Approach

- Difference-in-Difference method to compare the changes in reading outcomes between population of beneficiaries and population that did not benefit from the program
- Surveys and ASER reading assessments:
  - Students and households (N = 1,740)
  - Teachers (N = 329) and principals (N = 104)
  - School canteen managers (N = 67)



# Very Literacy Poor Environment at Baseline

- 68% of students came from illiterate households
- 78% of students reported not having books at home
- 67% reported not reading with parents or siblings at home
- 7% of schools had a library
- Over 40 students per teacher in a classroom

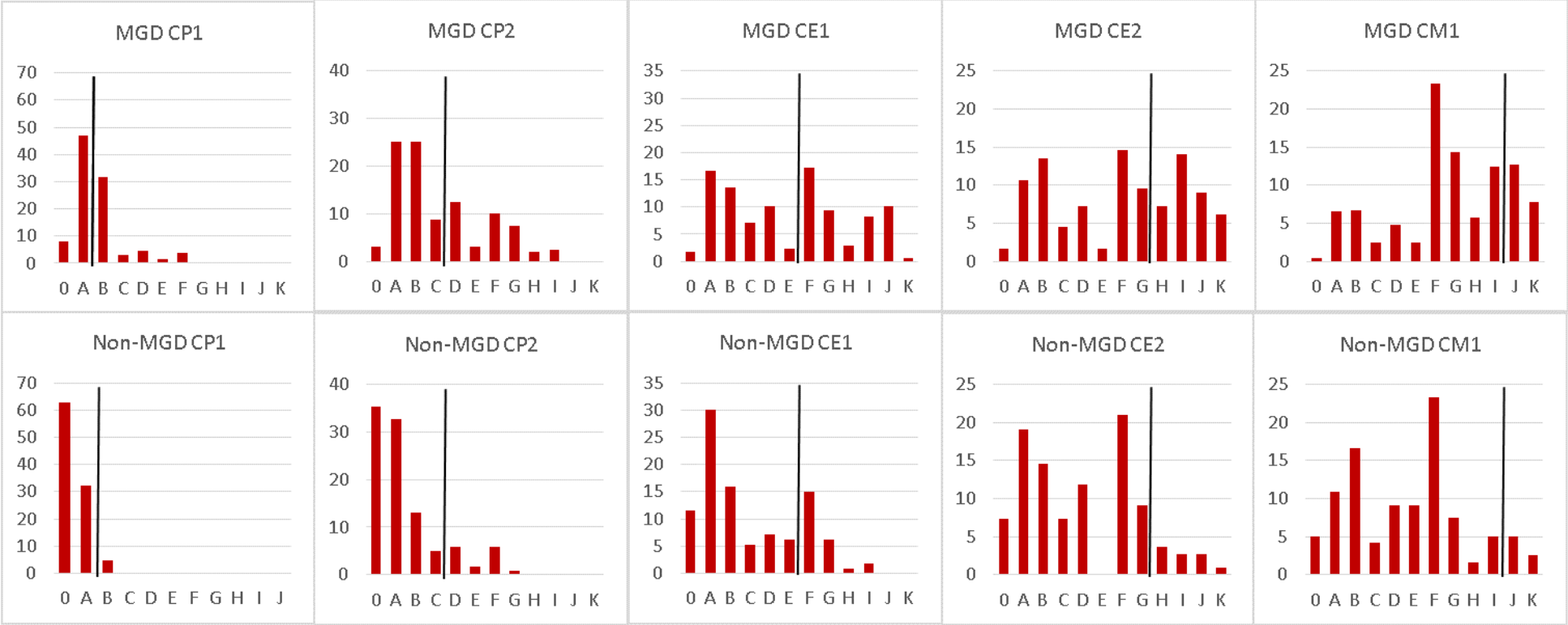
Reading proficiency	Non-MGD	MGD
CP1	4%	5%
CP2	15%	14%
CE1	17%	25%
CE2	11%	11%
CM1	3%	7%
CM2	11%	6%

# Promising Literacy Findings at Midline

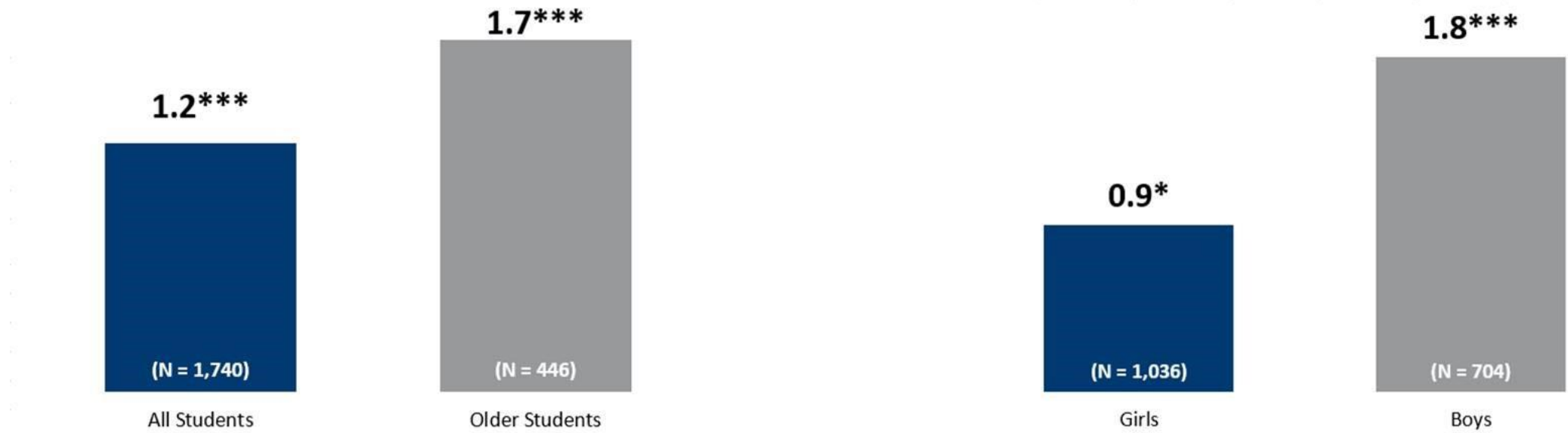
- Enrolment increased schools for girls in CM grades where take-home rations are offered
- 67% of students enrolled in MGD schools had access to mobile libraries and many students also had access to other materials, including reading boards, illustrated boards, junior dictionaries, and sculpted plastic letters
- In non-MGD schools, only 10% of students had access to such learning materials
- Over 90% of teachers at every grade level said that they had participated in AVSI trainings
- If available, school records showed near-perfect levels of teacher attendance



# Reading Assessment Scores by Grade at Midline



# Positive Program Impacts on Literacy



# Sustainability Findings

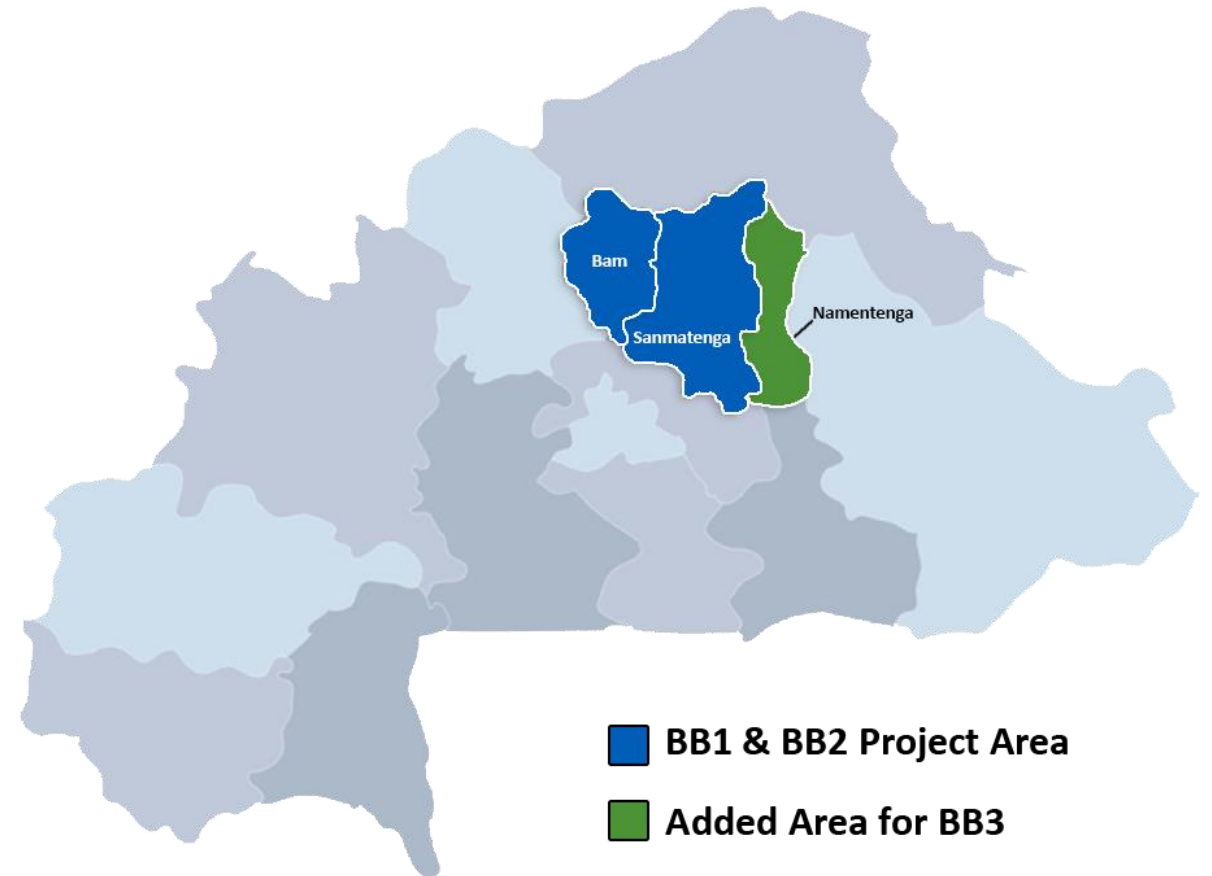
- Ensuring functioning and well provisioned canteens is essential to encourage regular student attendance in school
- Continuous efforts are needed to enhance school infrastructure and reduce teacher absenteeism
- Turnover is a threat to sustainability at all levels—at both the local level, and at the regional and national level
- Strengthening the capacities of local communities and government partners will increase the likelihood of the project achieving sustainable, long term impact

# Beoog Biiga Program (Tomorrow's Child)

Burkina Faso

# Background

- ▶ Selected by CRS in 2015 for BB2 evaluation
- ▶ Performance evaluation
  - Baseline (May 2015)
  - Midline (May 2017)
  - Final (May 2018)
- ▶ Impact evaluation of girls' mentorship
  - Baseline (May 2015)
  - Follow-up (May 2018)



# Evaluation Objectives

- ▶ Assess whether the project has achieved the expected results as outlined in the project-level results framework
- ▶ Assess the relevance and sustainability of the outputs and their contribution to the long-term outcomes
- ▶ Generate lessons learned and recommendations for CRS, the Ministry of Education, partners, USDA, and sectoral peers for future food assistance and education programs



Source. CRS

# Evaluation Questions

- ▶ Relevance
- ▶ Effectiveness
- ▶ Efficiency
- ▶ Impact
- ▶ Sustainability



Source. CRS

# Quantitative Research Questions

- ▶ Relevance
- ▶ Effectiveness
- ▶ Efficiency
- ▶ **Impact**
- ▶ Sustainability

## Impact

“What percentage of students have increased their reading comprehension compared to baseline?”



# Quantitative Research Questions

- ▶ Relevance
- ▶ Effectiveness
- ▶ Efficiency
- ▶ Impact
- ▶ **Sustainability**

## Sustainability

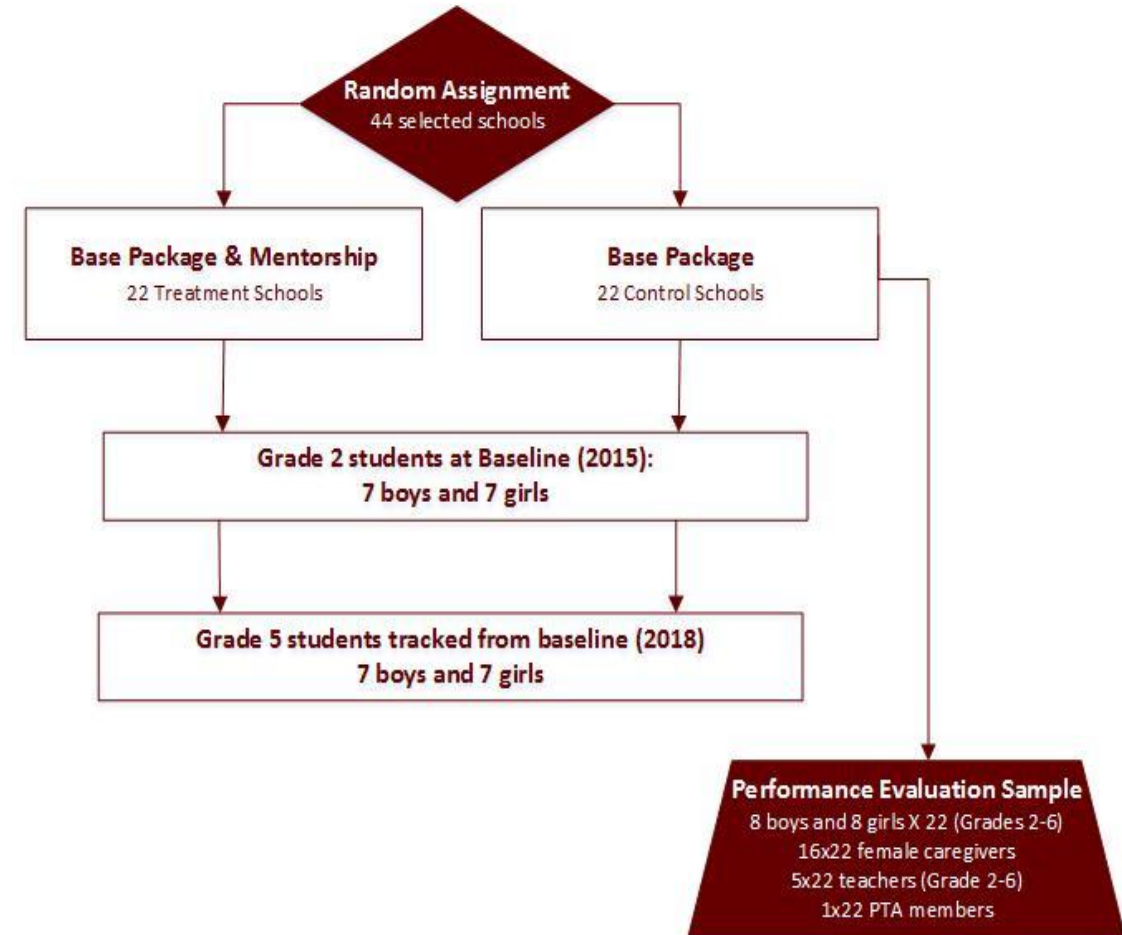
“Extent to which the project has planned for continuation of activities and developed sustainable partnerships?”

# Evaluation Approach

## Impact Evaluation

- ▶ A Randomized Controlled Trial method
  - Baseline (May 2015)
  - Follow-up (May 2018)
- ▶ Data Source
  - Student survey
  - Reading assessment
  - Key Informant Interviews and Focus Group Discussions

## RCT and Performance Evaluation Design

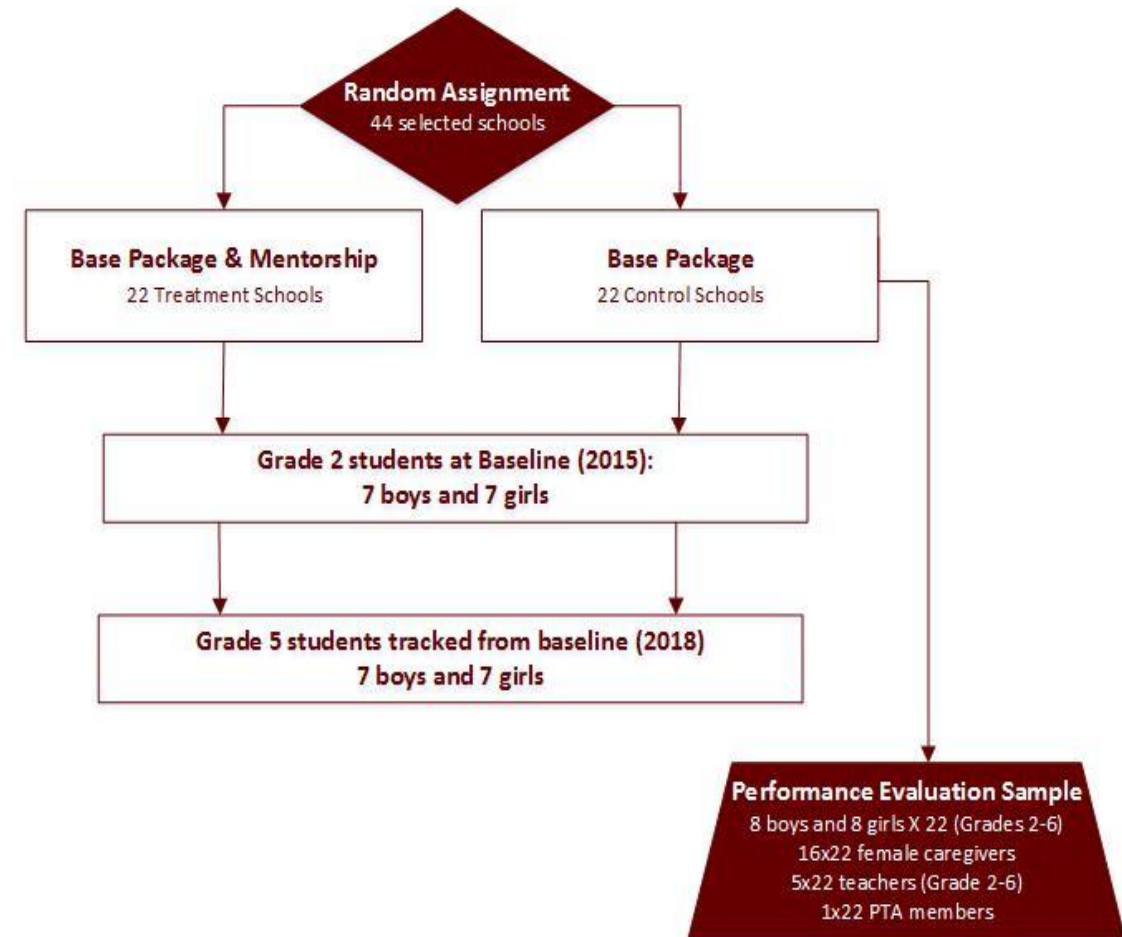


# Evaluation Approach

## Performance Evaluation

- ▶ Mixed-method approach
- ▶ Data Sources
  - Various quantitative surveys, reading assessment for Grade 2, and attendance data
  - Qualitative key informant interviews and focus group discussions
  - Classroom Observations
- ▶ Data Analysis
  - Assessing changes over time using descriptive analysis

## RCT and Performance Evaluation Design

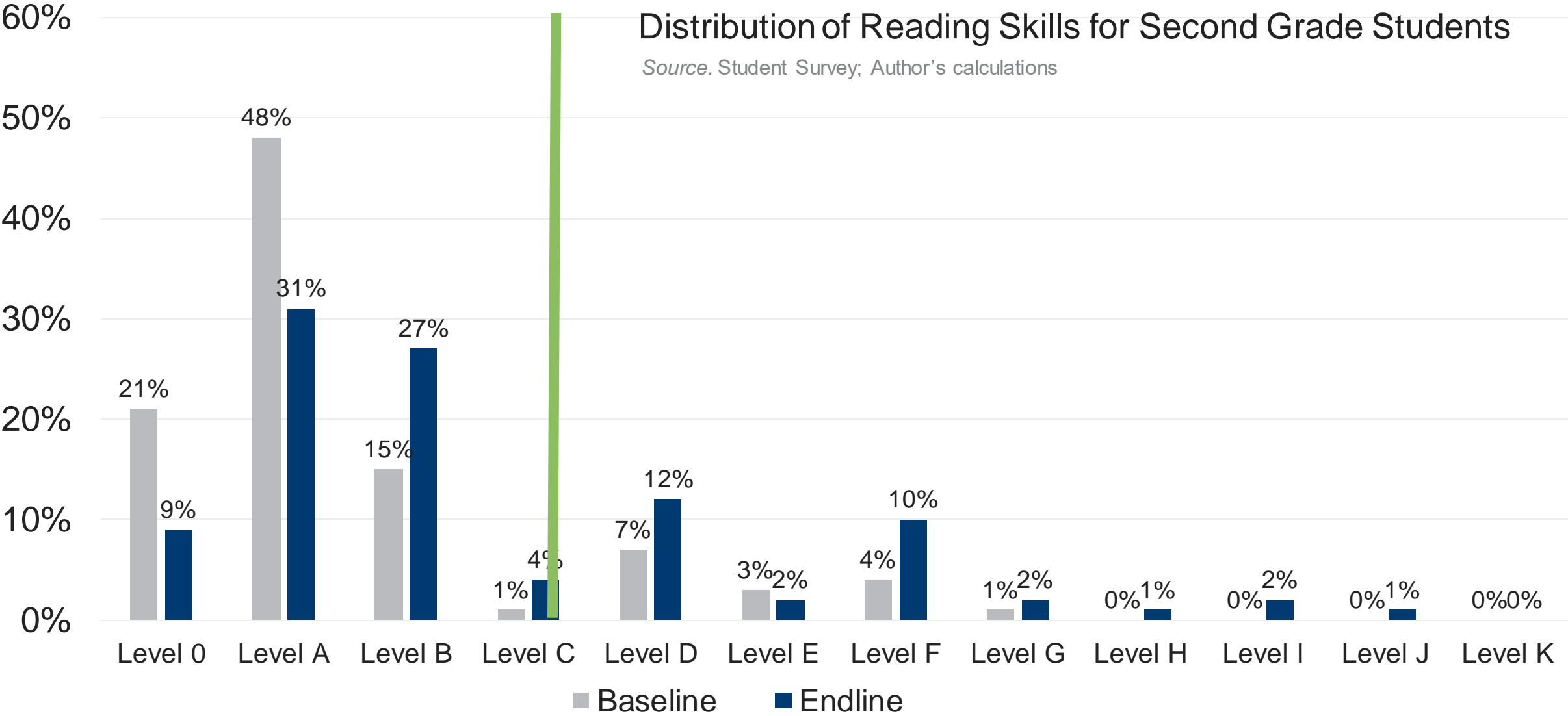


# Findings – Reading Outcomes

- ▶ More students (18 percentage points) passed reading proficiency at grade level

Indicator	Baseline		Final		Difference in Means (Baseline – Midline) (p-value)	Difference in Means (Baseline -Endline) (p-value)
	Percent	Total Number of Observations	Percent	Total Number of Observations		
Grade 2 students demonstrating reading ability at grade level or above	15%	188	33%	175	9 (0.2458)	18*** (0.0001)
Boys	13%	88	33%	86	4 (0.7253)	20*** (0.0014)
Girls	18%	100	33%	89	15 (0.1811)	15*** (0.0205)

# Findings – Reading Outcomes



# Findings – Impact Outcomes

► **Regression analysis**

- Disaggregated by sex

For example:

Variable	Coefficient (P-Value)
Treatment effect for girls ( $\beta_1$ )	-.025** (.043)
Treatment effect for boys ( $\beta_1 + \beta_2$ )	.021 (.340)
N	250
Control-group mean for girls	5%
Control-group mean for boys	2%

Source: student survey; \* P-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01

► **Impact evaluation outcomes:**

- Reading proficiency
- Success in school due to mentors (self-reported)

Indicates a significantly negative result for girls

Indicates an insignificant result for boys

# Findings – Impact Outcomes

Impact of mentoring on...	Boys	Girls
Reading proficiency	↑	–

## Impact of Mentoring Program on Literacy

Variable	Coefficient (P-Value)
Treatment effect for girls ( $\beta_1$ )	-0.03 (0.702)
Treatment effect for boys ( $\beta_1 + \beta_2$ )	0.21*** (.001)
N	253
Control-group mean for girls	27%
Control-group mean for boys	27%

Source: student survey; \* P-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01

## Findings - Sustainability

- ▶ Those who have been impacted by the program (students, teachers, mentors, and parents) will continue to benefit
- ▶ There is support from the community for continuation of program activities
- ▶ Transition of some activities from CRS to MENA have occurred
- ▶ There is confusion among stakeholders and partners about which activities will be sustained and who will lead those efforts.
- ▶ Of particular concern is the continued training of teachers



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