Mc-Govern Dole International Food for Education And Child Nutrition III Project in Mali

Baseline Report

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ACRONYM LIST

ANPECTP	Government Agency in Charge of Early Childhood Development
APE	l'Association des Parents d'Elèves (Parent Association)
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
ASER	Annual Status of Education Report
BLA	Balanced Literacy Approach
CGE	Committé de Gestion d'Ecole (School Management Commitee)
CRS	Catholic Relief Services
DAP	Development Activity Proposal
FAS	Foreign Agricultural Service
FFE	Food for Education
IDEN	Departmental Inspector of National Education
M&E	Monitoring and Evaluation
MDG	McGovern-Dole
MDMS	Midday Meal Scheme
MOE	Ministry of Education
PA	Parent Associations
PTA	Parent-Teacher Association
SDA	Departmental Agricultural Services
SFP	School Feeding Project
SILC	Savings and Internal Lending Community
SMC	School Managements Committees
SRS	Simple Random Sampling
THR	Take Home Rations
USDA	US Department of Agriculture
ENSAN	Enquête Nationale sur la Sécurité Alimentaire et Nutritionnelle

EXECUTIVE SUMMARY

This report provides the baseline results of the evaluation of the McGovern-Dole (MGD) International Food for Education and Child Nutrition (FFE) III project in Northern Mali. The project is being implemented by Catholic Relief Services (CRS) and is funded by the United States Department of Agriculture (USDA). CRS selected IMPAQ International, LLC (IMPAQ) to conduct an impact evaluation of the project. The evaluation will assess four dimensions of the project's achievement, including: relevance, effectiveness, performance and impacts, and sustainability.

The FFE III project aims to improve the literacy, health and hygiene attitudes and practices of 77,104 children in 264 primary schools in the regions of Mopti and Koulikoro through a variety of school feeding related activities. Key project activities include: school meals; take home rations (THR), Vitamin A, and deworming medications distribution; capacity building for School Management Committees (SMC), MOE and CNCS; formation of Savings and Internal Lending Community (SILC) groups; expansion of illustrated report cards; and teachers as well as school administrators training on the balanced literacy approach

To answer the evaluation questions and provide evidence addressing the indicators, we will conduct a 5-year, longitudinal quasi-experimental design using two types of methodology:

- A Pre-Post Comparison Method to assess health and hygiene practices among principals, teachers, School Management Committee (SMC) members, students and caregivers. This methodology will assess and quantify the project's results by tracking changes in outcomes for the same project beneficiaries over time using measures both before and after the project.
- A Cohort Comparison Method to evaluate the effects of the Balanced Literacy Approach (a literacy intervention) on student literacy growth. This methodology measures improvement (change) over time of beneficiaries relative to their initial state before the project started.

IMPAQ will also integrate a complementary qualitative method to address some of the limitations of the quantitative methods and provide contextual understanding and interpretation of the quantitative results.

This report presents the baseline levels of key project indicators. For the baseline, IMPAQ collected in May 2016 data on more than 500 variables from 2,464 primary school students, 2,279 caregivers, 181 teachers, and 49 school principals, and 48 SMC members. The data provides interesting insights into the students', caregivers', and teachers' knowledge of nutrition and hygiene, students' academic performance, and community engagement. The data also point to the

need for projects, such as the one implemented by CRS, to improve food security, dietary diversity, and student literacy. Key findings are summarized below.

SCHOOL OUTCOMES

- Schools in Mopti had a larger average student-teacher ratio (73:1) than schools in Koulikoro (63:1) and larger proportions of female students and female teachers than did schools in Koulikoro.
- The majority of all schools were equipped with food storage rooms, kitchens, and latrines and had access to water, but few schools had sufficient reading materials.
- More than half of all students (66 percent) liked their teachers for 'teaching well and being kind and helpful' while nearly three-fourths (73 percent) did not like their teachers because s/he was 'too strict, harassed, underestimated, or screamed at them.
- Students most commonly cited 'learning skills/knowledge' (38 percent) as the reason why they liked their classroom/school and cited 'being bullied by teachers/other students' (44 percent) as the top reason for not liking their classroom/school.

STUDENT OUTCOMES

- About 28 percent of students said they were sick in the past 2 weeks, and, among those, 73 percent said they missed school (1-3 days on average) because of their illness.
- About 58 percent of students were able to identify the two critical moments at which a person should wash his/her hands (before eating and after using latrines), but only 49 percent reported actually washing their hands at those two moments.
- The majority of all students (85 percent) reported washing their hands with soap and water, but less than half of them (46 percent in Koulikoro and 56 percent in Mopti) were observed doing it.
- Almost all of the students ate breakfast[1] (98 percent), lunch (97 percent), and dinner (96 percent). For those children who reported that they ate breakfast and/or lunch, nearly all (98 percent) felt full after they consumed the meal. However, only 29 percent of the students reached a minimum acceptable diet.
- Nearly no students achieved grade level reading competencies: 5 percent of 1st graders could read simple sounds; 2 percent of 2nd graders could decode simple words; 5 percent of 3rd graders could read simple sentences; and 4 percent of 4th graders could read simple stories.

[1] Measured as having breakfast or any snacks before breakfast.

CAREGIVER OUTCOMES

- Food security was low among all caregivers but particularly low for caregivers of students in Mopti region: about 44 percent of caregivers in Koulikoro were food secure compared to only 33 percent in Mopti.
- The majority of caregivers (83 percent) reported good knowledge of handwashing practices but their knowledge was not always reflected in their actual handwashing habits: only 76 percent of caregivers said they actually washed their hands for the two critical moments considered.
- The majority of all caregivers (95 % in Koulikoro and 83% in Mopti) reported washing their hands with soap and water, but far fewer (74 percent in Koulikoro and 53 percent in Mopti) were observed doing it.
- Caregivers' support for their children's school and education was generally strong: half of all caregivers (52 percent) reported participating in a school support activity since the beginning of the year, and nearly all caregivers (99 percent) reported being engaged in their children's education.
- Caregivers' aspirations for their children were high: 74 percent of caregivers hoped that their children would have a white collar type job and 72 percent hoped that their children would reach a tertiary level education.

TEACHER OUTCOMES

- The majority of all teachers (83 percent) reported having been formally trained to teach, but far few teachers, especially in Mopti, received trainings in literacy and pedagogy since the beginning of the school year.
- The majority of grade 1 teachers reported being trained in the BLA in April 2016 (97 percent in Koulikoro and 78 percent in Mopti), but only 9 percent of teachers reported being trained on all eight BLA techniques
- Few first grade teachers (7 percent) used all the BLA techniques in their class, 97 percent reported using the techniques on which they were trained (on average four) in their classroom.
- About half of all teachers (52 percent) said that principals observed their Reading-Writing class for usually 1-2 days during the period of a week, and most teachers found the observations useful most of the time.
- The majority of teachers (94 percent) reported good knowledge of handwashing practices, and their knowledge was generally reflected in their actual handwashing habits.

SCHOOL PRINCIPAL OUTCOMES

- A large proportion of principals in Koulikoro (67 percent) and in Mopti (79 percent) said they observed their teachers 1-2 days over a period of a regular week, and most principals reported not having any difficulties with observing their teachers.
- Over half of the principals (60-63 percent) reported that the pedagogical advisors were helpful for their work.

SCHOOL MANAGEMENT COMMITTEES

- The majority of SMC members (over 90 percent) received some form of training, but members in Koulikoro received training in more topics on average (approximately 5) compared to their counterparts in Mopti (approximately 3). Most members (over 80 percent) found the training helpful.
- The high rates of trained SMC members seemed to be reflected in their knowledge, with Mopti trailing slightly behind on several aspects: 1) SMC members across both regions could cite on average five main responsibilities of the SMCs; 2) over 90 percent could cite at least two to four practices of safe food storage and food hygiene; 3) over 80 percent reported good knowledge of handwashing practices and their knowledge was generally reflected in their actual handwashing habits.
- SMC members' involvement with the schools was strong: 83 percent reported monitoring teachers' practices, and 97 percent reported monitoring children's progress.
- The vast majority of members (97 percent in Koulikoro and 89 percent in Mopti) reported that their schools had canteens and that SMCs managed the canteens.
- School canteens were not always well-equipped and did not operate homogenously across both regions since the beginning of the school year: In Koulikoro, school canteens functioned for 4 months on average while in Mopti canteens functioned for 6 months on average. 69 schools in Mopti received funding from the government to run canteens.

Based on these findings, we developed the following recommendations for CRS:

RECOMMENDATIONS FOR THE PROJECT

- Focus on strengthening teachers' pedagogical practices, improving teachers' attitudes and behaviors and the school environment to create an atmosphere conducive to learning for students.
- Conduct further study to understand why so many school-aged children are not in school and/or what might need to happen to enable these children to go to school.

- Combine school feeding project with activities to ensure adequate basic services (e.g. adequate water access) in households to facilitate the success of health and hygiene project activities.
- Develop creative ways to facilitate the engagement of illiterate caregivers in their children's education (such as colored report cards).
- Focus some efforts at the household / community level, to promote a 'culture of reading, increase access to books/reading materials, and find ways to make reading fun.
- Ensure that teachers receive trainings on all of the BLA techniques, especially since teachers report using the techniques after training. In addition, consider teachers' limited education level and difficulty with French language skills when carrying out the trainings.
- Empower principals to support teachers and help them consolidate their learning and practices once the BLA training ends.
- Ensure uniformity in trainings for SMC members and support to canteens across regions or otherwise compensating for any differences.
- Follow-up with SMCs and schools to better understand why many SMCs in Koulikoro do not have the management books, and ensure uniformity in the possession and usage of management books.
- Work with PAs to make sure they are adequately supporting principals so that principals can in turn support teachers.

RECOMMENDATIONS FOR THE EVALUATION

- Continue and expand the use of observation data to complement self-reported survey data for the midline and endline data collection. This would be particularly relevant for studying culturally and socially sensitive topics (such as handwashing practices and meal consumption). The integration of observation data will help gauge the extent by which the self-reported data was under- or over-reported and to accurately measure the program effects. In addition, we recommend integrating observations of teachers' pedagogical practices, students' participation in class and the school environment to provide a more nuanced picture of the changes in knowledge, perceptions and behaviors of the BLA activity.
- Collect the same type of information at midline and endline under the same conditions and according to the evaluation design to make meaningful comparisons among different points in time. The longitudinal structure of the data is crucial for a formal evaluation of the program and the proposed methodology here.

- Implement a comprehensive monitoring plan with unique identifiers for schools, principals, teachers, students and other project beneficiaries to track the project's progress over time and indicate if sites or beneficiaries are receiving the project services as planned.

SECTION 1. INTRODUCTION

This report provides the baseline results of the evaluation of the MDG (FFE) III project in Northern Mali. CRS selected IMPAQ International to conduct an impact evaluation of the project.

In September 2015, USDA awarded CRS $29.9 million to implement the FFE III project in response to recurrent food crises, high levels of malnutrition, and low and inequitable levels of education in the Sahel region. The 5-year project (FY2016 – FY2020) aims to improve the literacy, hygiene attitudes and practices of 77,104 children in 264 primary schools in the regions of Mopti and Koulikoro (Exhibit 1). The project will achieve these objectives through a variety of activities targeted at students, teachers, parents and community, schools, and policies. Key project activities include: school meals; take home rations (THR), Vitamin A, and deworming medications distribution; capacity building for School Management Committees (SMC), MOE and CNCS; formation of Savings and Internal Lending Community (SILC) groups; expansion of illustrated report cards; and teachers as well as school administrators training on the balanced literacy approach.

CRS will directly implement parts of the project's activities with the following implementing partners: Amprode, Caritas Bamako, Caritas Mopti, Education Development Center, Inc. (EDC) and Guamina. In addition, CRS will work in collaboration with the Ministry of National Education (MONE), Regional Education Offices, School District Offices (CAP) and School Management Committees (SMC) to build local capacity and promote sustainability for school feeding and literacy activities.

Exhibit 1: Map of targeted region in Mali

In the remainder of the baseline report, we present the following information: Section 2 summarizes our evaluation approach. Section 3 describes our field work and analysis plan. Section 4 summarizes the qualitative component for each group of respondents. Section 5 describes our evaluation samples. Section 6 presents the baseline levels for each type of respondent and Section 7 presents the qualitative results. Finally, Section 8 concludes the report by summarizing our key findings and recommendations.

SECTION 2. EVALUATION APPROACH AND DATA

1.1 Research Questions and Key Indicators

Throughout the implementation of the project, we will assess the following four dimensions of the project's achievements:

1. Relevance
2. Effectiveness
3. Performance and impacts
4. Sustainability

Exhibit 2 outlines the specific research questions for the performance and impact dimension. The questions for the three other dimensions (relevance, effectiveness and sustainability) are outlined in the qualitative component in Section 4, Exhibit 7, and will be answered using midline and endline qualitative data, since the project at baseline had not yet started.

For the baseline, we collected and analyzed data to produce baseline indicators of the project's performance and impacts (Exhibit 2). In addition, we collected and used data to report on preselected McGovern Dole standard performance indicators, as required by USDA (Appendix 2, Exhibit 73). We will use both types of indicators to produce an information base against which to monitor and assess the project during implementation and after the project is completed.

Exhibit 2: Research Questions (Quantitative)

Performance and Impacts
▪ Have children in the FFE intervention schools improved their literacy during the project?
▪ To what extent have teachers improved their skills and knowledge to instruct literacy?
▪ To what extent has student attendance in the FFE intervention schools improved during the project?
▪ To what extent has there been an increase in the use of standard hygiene and health practices among students in the FFE intervention schools during the course of the project?
▪ To what extent has there been an increase in dietary diversity among students in the FFE intervention schools during the course of the project?
▪ To what extent has there been an increase in access to preventative health interventions for students in the FFE intervention schools during the course of the project?
▪ To what extent has there been an increase in access to food preparation and storage tools and equipment in FFE intervention schools during the course of the project?
▪ To what extent has there been an increase in the involvement of parents in FFE intervention schools during the course of the project?

Source: CRS TOR.

2.1 Methodology

To answer the evaluation questions and provide evidence addressing the indicators, we are conducting a 5-year, longitudinal quasi-experimental design using two types of methodology: a Pre-Post Comparison and a Cohort Comparison. We provide details on both methodologies below. We are integrating a complementary qualitative method at baseline, midline and endline to help address some of the limitations of the quantitative methods in answering all the research questions and to provide contextual understanding and interpretation of the quantitative results. Section 4 provides details of the qualitative method. In this report, we set the baseline values, which are necessary for us to measure the project's performance later.

Pre-Post Comparison Method

We are use a Pre-Post Comparison Method to assess health and hygiene practices among project beneficiaries including: principals, teachers, school management committees, students and mothers/caregivers. We are also assessing food security status among mothers/caregivers and minimum acceptable diets among students. We are using this methodology to assess and quantify the project's impact by tracking changes in outcomes for the same project beneficiaries over time using measures both before and after the project.

An important step for an evaluation using this methodology is the determination of the sample size. This is to ensure that the planned sample is large enough to detect expected differences in outcomes between the treatment and comparison group. A sample size that is too small leads to a underpowered study, which will have a high probability of overlooking an effect that is real. More specifically, for the Pre-Post Comparison Method, power analysis needs to be conducted to determine the number of beneficiaries needed to detect differences in health and hygiene practices over time using measures both before and after the project.

Basic methods to compute the required sample size are well understood and supported by widely available software. However, the sophistication of the sample size formula commonly used has not kept pace with the complexity of the sampling designs most often used in practice. An inherent difficulty in using the sample size formula is that assumptions are needed on some key parameters of the data generating process, which are not required by the basic formula for a randomized control trial.

In our case, the outcome variable is measured at the individual level, but the sampling takes place at a higher level; in this case at the school-level. Therefore, sample size formula for power analysis must be adjusted to reflect that observations from individuals of the same school are not independent, as they may share some unobserved characteristics.

To tackle this complication, we take advantage of formula for calculating sample size under cluster design for binary outcomes from Liu (2013)[2] as

$$n^* = \big(p_1(1-p_1) + p_0(1-p_0)\big)\frac{\left(z_\beta + z_{\frac{\alpha}{2}}\right)^2}{(p_1 - p_0)^2}(1 + (m-1)\rho)$$

Where n^* is the sample size, p_1 and p_0 are the proportions of the outcomes respectively for after and before treatment, m is the average cluster size, and ρ is the intracluster correlation factor (ICC).

The ICC gives a measure of the proportion of the total variance accounted for by the between (in this case, school) variance component. The intuition behind the ICC is that the larger the fraction of the total variance accounted for by the between cluster variance component the more similar are outcomes within the cluster, and the less information is gained from adding an extra individual within the cluster. It can be easily seen that, if$\rho = 0$, then this equation reduces to the standard formula for power analysis.

Setting standard values for the level and power of the test ($\alpha = 0.05$ and $\beta = 0.8$), assuming that $\rho = 0.25$, and considering that our sampling was conducted in 50 schools, the minimal sample size needed to detect an effect from 0.49[3] to 0.64 is 900. This is substantially smaller than our sample of 2,464 students and 2,279 caregivers.

Cohort Comparison Method

We will use a Cohort Comparison Method to evaluate the effects of the BLA on student literacy growth. This methodology measures improvement (change) over time of beneficiaries relative to their initial state before the project started. Earlier cohorts serve as a comparison group to later cohorts. We can utilize this method in accordance with EDC's Balanced Literacy Approach implementation plan. In Year 1 (2015-2016), only Grade 1 teachers will receive BLA intervention training. In Year 2 (2016-2017), Grade 1 teachers will become Grade 2 teachers and receive additional training, and new Grade 1 teachers will receive BLA training. In Year 3 (2017-2018), Grade 2 teachers will become Grade 3 teachers, Grade 1 teachers will become Grade 2 teachers, and all will receive retraining; and new Grade 1 will receive BLA training. To be able to carry out the comparison cohort method detailed below, we will need to sample Grade 1, Grade 2, Grade 3, and Grade 4 students at baseline. Exhibit 3 provides a graphical representation of the cohort comparison method, which we explain in detail in the following subsections.

[2] Liu, X. (2013). Statistical Power Analysis for the Social and Behavioral Sciences: Basic and Advanced Techniques, Routledge.
[3] These values represent baseline average for observed handwashing practices.

Exhibit 3: Cohort Comparison Approach to Project Evaluation Strategy

	Baseline	Midline	Endline
	2015-2016	2017—2018	2019-2020
Comparison 1	4th grade		
Comparison 2	3rd grade		
Comparison 3	2nd grade	4th grade	
Treatment Cohort 1	1st grade	3rd grade	
Treatment Cohort 2		2nd grade	4th grade
Treatment Cohort 3		1st grade	3rd grade

2-year Project Effect	3-year Project Effect	4-year Project Effect

Source: Authors calculations.

We will calculate two types of project effects on literacy levels: Average Treatment Effect on the Treated (ATE) and Total Average Treatment Effect (TATE).

- **ATE** is equivalent to the change in literacy prevalence between treatment and comparison groups after controlling for any other effects that could be influencing our results simultaneously. To obtain unbiased ATE estimates, we need to take into account time effects. Specifically, we need to subtract any changes in illiteracy prevalence in primary school children that might have arisen due to changes over time in circumstances unrelated to the project.
- **TATE** is a weighted average of the Average Treatment on the Treated (ATE) and the Indirect Treatment on the Untreated (ITE). The ITE measures the indirect effect of the project on cohorts that were not selected to be taught by BLA-trained teachers, but that belonged to schools where these BLA-trained teachers taught (spillover effects). We will underestimate the treatment's effectiveness if we do not consider the possibility that the BLA-trained teachers might also improve the literacy level of students belonging to untreated cohorts. The treatment's effect on the treated will be underestimated, and its effect on the untreated will remain unmeasured, which may result in incorrect policy conclusions.

This phased-implementation approach will allow the evaluator to determine the following:

1. The 2-year project effects calculated at midline
2. The 3-year project effects calculated at midline
3. The 4-year project effects calculated at endline
4. Time effects in the treatment schools

5. Spillover effects in the comparison schools

1. **Two-year project effects**: We find, highlighted in grey, the observations that will be used to calculate the 2-year project effects at midline. Grade 2 students from Treatment Cohort 2 at midline will have been exposed to 2 years of teachers with BLA training (2016-2018). By comparing these students with Grade 2 students in Comparison 3 from baseline, we can estimate the 2-year project effect of having exposure to a BLA trained teacher on literacy growth (Exhibit 4 provides an example of the calculations for the 2-year project effects).

2. **Three-year project effects**: The observations that will be used to calculate the 3-year project effects are highlighted in light green. Grade 3 students from Treatment Cohort 1 at midline will have been exposed to 3 years of teachers with BLA training (2015-2018). By comparing these students with Grade 3 students in Comparison 2 from baseline, we can estimate the 3-year project effect of having exposure to a BLA trained teacher on literacy growth.

3. **Four-year project effects:** The observations that will be used to calculate the 4-year project effects (3 years of currently trained teachers plus the effect of staying with a trained teacher for 1 more year) are highlighted in light yellow. Grade 4 students from Treatment Cohort 2 at endline will have been exposed to 4 years of teachers with BLA training (2016-2019). By comparing these students with Grade 4 students in Comparison 1 from baseline, we can estimate the 4-year project effect of having exposure to a BLA trained teacher on literacy growth.

4. **Time effects:** To find time effects between baseline and midline, we will compare Grade 1 students from Treatment Cohort 1 at baseline with Grade 1 students in Treatment Cohort 3 from midline, both of which would have been exposed to 1 year of teachers with BLA training. The only difference between these two groups is the potential time effects. Similarly, if we compare Grade 3 students from Treatment Cohort 1 at midline with Grade 3 students in Treatment Cohort 3 from endline (both of which would have been exposed to 3 years of teachers with BLA training), we can calculate time trends between midline and endline.

5. **Spillover effects**: The cohort comparison design will allow CRS Mali to determine spillover effects of the BLA intervention on students within BLA schools. Some of the BLA-trained teachers end up teaching the comparison groups when the teachers assigned to those grades are absent from school. Taking that fact into account is important because teacher absenteeism has been documented as a serious concern in developing countries. For example, Grade 4 students in Comparison 3 at midline will not have been taught by a BLA-trained teacher but may have benefited from the BLA intervention through spillover effects. By

comparing this group with the Grade 4 students in Comparison 1 from baseline, we can determine the 3-year spillover effect of being in a BLA school on literacy progress.

Exhibit 4: Example of calculations: Two-year program effects

The Average Treatment Effect on the Treated after 2 years of exposure to the program (ATE_2) is the difference in illiteracy prevalence for children in second grade at midline and baseline after controlling for any time effects between baseline and midline, as shown in **Equation 1**.

$$ATE_2 = \underbrace{(P^2_{t+2} - P^2_t)}_{\text{two year change in prevalence}} - \underbrace{(P^1_{t+2} - P^1_t)}_{\text{time effect}} \quad (1)$$

The Total Average Treatment Effect on literacy levels after 2 years of exposure to the program ($TATE_2$) is the weighted average of the Average Treatment on the Treated (ATE_2) after 2 years of exposure to the program and the Indirect Treatment on the Untreated (ITE) after being exposed to the project between baseline and midline.

$$ITE = \underbrace{(P^4_{t+2} - P^4_t)}_{\text{spillover effect}} \quad (2)$$

$$TATE_2 = 0.5\, ATE_2 + 0.5\, ITE \quad (3)$$

Where:

- P^2_{t+2} is illiteracy prevalence of children in second grade in year 3 (midline)
- P^2_t is illiteracy prevalence of children in second grade in year 1 (baseline)
- P^1_{t+2} is illiteracy prevalence of children in first grade in year 3 (midline)
- P^1_t is illiteracy prevalence of children in first grade in year 1 (baseline)
- P^4_{t+2} is illiteracy prevalence of children in fourth grade in year 3 (midline)
- P^4_t is illiteracy prevalence of children in fourth grade in year 1 (baseline)

Source: IMPAQ.

Methodological Limitation. This is a quasi-experimental design which relies on the assumption that we are able to capture causal changes in literacy rates by measuring changes across cohorts. Our identification strategy rests on the assumption that there are no unobserved variables that affect both the probability of being part of the intervention group and the literacy rates of children. For example, particular educational policies enacted by the government at the same year of the intervention would lead to concerns to the Cohort Comparison Approach.

In order to safeguard from these threats and ensure the validity of our methodology, we have taken different actions exploting the structure of the program implementation and the data available.

- The inclusion of time effects controls for all year-specific, individuals-shared increases in literacy outcomes for all individuals. This addresses the identification threat mentioned in the paragraph above regarding other educational policies being enacted.
- Our proposed monitoring plan with unique identifiers to track the project's progress for students will allow us to include individuals fixed-effects in our analysis, which will control

for any time-invariant, individual-specific unobserved characteristics (e.g., intrinsic ability, motivation).

- Threats arising from spillover effects will be investigated through comparison across cohorts in the same school.
- Additionally, our evaluation will involve a substantial data collection on different variables. These variables will provide information and will be included in our specifications to control for other factors arising from students, families, teachers, caregivers, schools and principals.

Therefore, by taking advantage of longitudinal data, the cohort implementation of the program, and a wide set of variables, our proposed quasi-experiment design is rigorous and allows us to mitigate many of the potential issues.

2.2 Sampling

To implement a cohort comparison method, we could only sample from schools where: 1) grades 1 through 4 were taught, 2) there were no mulitgrade classrooms for grades 1-4, and 3) teachers taught only one grade (grades 1-4) per school. Since only 54 schools met all 4 requirements, we surveyed grades 1-4 from all 54 primary schools. We selected 2,160 grade 1-4 students[4] and factored in a 20 percent attrition rate across data collection stages to obtain a MDE of 9.16 percent. We also sampled the households of the students in our sample as well as the teachers, principals and School Management Committees (SMCs) from our sampled schools. Exhibit 5 contains the comprehensive list of the respondents, key information collected and sampling strategy.

Exhibit 5: Recommended Sampling Strategy

Respondent	Key Information Collected	Timeline	Sample Strategy
Households	Demographic characteristics, hygiene knowledge and practices, food security status, education perceptions	Baseline (2016)	2,160 households
		Midline (2018)	Between 1,800 and 2,160 households
		Endline (2020)	between 900 and 1,080 households[5]

[4] We selected a sample of 540 students from each grade from 1 to 4 (10 students on average per grade in each school) giving us a total sample of 2,160 students at baseline (1,080 boys and 1,080 girls) and a probable sample size of at least 450 students per grade at each other stage (for a total of at least 1,800 in midline and 900 at endline).

[5] We assume that households will have access to the most relevant information regarding the FFE and BLA interventions. We plan to sample the household of each sampled student.

School Principals	Pre- and in-service trainings, school management, teacher monitoring and oversight, hygiene knowledge and practices, school characteristics	Baseline (2016) Midline (2018) Endline (2020)	54 school principals[6]
Teachers	Pre- and in-service trainings, BLA teaching practices, hygiene knowledge and practices	Baseline (2016) Midline (2018) Endline (2020)	54 Grade 1 teachers[7] 54 Grade 2 teachers[8] 54 Grade 3 teachers[9] 54 Grade 4 teachers[10]
Students	Reading abilities (ASER), student perceptions of learning environment, learning habits, hunger, minimum acceptable diet, health status, hygiene knowledge and practices	Baseline (2016) Midline (2018)	540 from each Grades 1-4
		Endline (2020)	Between 450 and 540 from Grades 3 and 4 only
School Management Committee – Board Members	Roles and responsibilities, SMC management, school and canteen management, community contribution/support for schools and canteens, hygiene knowledge and practices	Baseline (2016) Midline (2018) Endline (2020)	54 members (will be a sub-sample of mothers)

Source: Authors' calculations.

2.3 Data Sources

To evaluate the project, we selected baseline indicators that address the research questions and align with the conceptual framework of the intervention. The data that we report in the following baseline report comes from four surveys (a student survey, a teacher survey, a principal survey, and a caregiver survey), as well as an assessment of students' reading skills (included in Appendix 7).

Surveys

[6] Assuming a total of 54 unique school principals based on the FFE and BLA sample of 54 schools that fulfill all the requirements for the evaluation.
[7] Assuming one teacher per grade per school (54 unique Grade 1 teachers).
[8] Assuming one teacher per grade per school (54 unique Grade 2 teachers).
[9] Assuming one teacher per grade per school (54 unique Grade 3 teachers).
[10] Assuming one teacher per grade per school (54 unique Grade 4 teachers).

We designed and fielded the surveys to collect pre-project measures of food security, dietary diversity, and nutrition and hygiene knowledge and behavior of students, caregivers, teachers, and principals. We were guided by the following best practices in designing the surveys:

- The survey should contain the key indicators in the results framework to enable us to assess the project against its stated objectives. Appendix 2, Exhibit 73 shows these core indicators in, although the final surveys contained many more relevant indicators.
- When possible, we measured indicators using the questions and approaches that have already been field-tested and approved by USDA on other evaluations.[11,12,13] For almost all of the key indicators measured in the study, we employed questions from surveys used in other similar school feeding project evaluations in the region, ensuring that they were appropriate for local conditions and that the resulting data could be compared with national/international data.
- The surveys were of manageable lengths to avoid interviewer or respondent fatigue. Each survey took respondents approximately 20 to 30 minutes to complete.

Using the IMPAQ surveys, we collected sufficient information along the causal chain to enable us to understand how the project influenced behaviors and whether the project affected final outcomes.

Reading Assessment

We developed, fielded, and used an adaptation of the ASER-Reading test to measure students' reading levels at baseline. In collaboration with CRS staff, IMPAQ conducted an adaptation workshop and a pretest to ensure that test was culturally appropriate and consistent with Mali's learning standards for each grade level in primary school. In the 1-day adaptation workshop, we convened a group of local reading, curriculum, and assessment experts from the MoE to assess the appropriateness of the test and its administration instructions with respect to the following factors:

(1) Language
(2) Grade level
(3) Research questions

We conducted the pretest at a school outside of Bamako that has similar characteristics to the rural schools in the evaluation sample. We used the results from the pretest to further improve the test. The final version of the test included 11 levels (A-K), which roughly correspond to the

[11] Food and Agriculture Organization. (2010). *Guidelines for Measuring Household and Individual Dietary Diversity.* Rome, Italy: United Nations.
[12] United States Department of Agriculture, Foreign Agricultural Service. (2014, July). *Food for Progress and McGovern-Dole Indicators and Definitions.* Food Assistance Division, Office of Capacity Building and Development.
[13] United States Department of Agriculture, Economics Research Service. (2012, September). *U.S. Household Food Security Survey Module: Six-Item Short Form.*

reading standards for each grade level. Exhibit 6 presents the structure of the ASER-Reading test, including the test's levels and corresponding grades and reading skills.

Exhibit 6: ASER-Reading Test Structure

Level	Corresponding Grade	Reading Skill
Level 0	None	None
Level A	Grade 1 (1ere Annee) – Lower level	Identify letters
Level B	Grade 1 (1ere Annee) – Upper level	Read simple sounds
Level C	Grade 2 (2eme Annee) – Lower level	Read complex sounds
Level D	Grade 2 (2eme Annee) – Upper level	Decode simple words (1-2 syllables)
Level E	Grade 3 (3eme Annee) – Lower level	Decode complex words (2-3 syllables)
Level F	Grade 3 (3eme Annee) – Upper level	Read simple sentences
Level G	Grade 4 (4eme Annee) – Lower level	Read complex sentences
Level H	Grade 4 (4eme Annee) – Upper level	Read simple stories
Level I	Grade 5 (5eme Annee) – Lower level	Answer reading comprehension questions on simple stories
Level J	Grade 5 (5eme Annee) – Upper level	Read complex stories
Level K	Grade 6 (6eme Annee)	Answer reading comprehension questions on complex stories

Source: IMPAQ.

SECTION 3. FIELD WORK AND ANALYSIS

3.1 Field Work

We recruited and trained 44 CRS enumerators to collect the baseline data from June to July, 2016. The training consisted of 2 days of theoretical indoor training, 1 day of hands-on practice at a nearby school, and 1 day of post-field practice debrief. The enumerators used iPads to conduct the in-person surveys and submitted the surveys electronically and periodically during the field work.

We organized the enumerators into subteams of six individuals and assigned each team a department to survey. Two supervisory teams, consisting of one to two IMPAQ experts and one to three CRS facilitators, closely followed the teams of enumerators on a daily basis to oversee the quality of the data that enumerators collected and provide them with technical support.

All enumerators regrouped with their supervisory teams in their respective departments several times during the data collection to debrief, submit daily data collection logs, submit electronic surveys, and review and plan for the next days of data collection. The team completed field work in 15 days.

3.2 Quantitative Analysis

For this baseline report, we constructed and computed indicators (percentages and averages) as well as scales using individual or multiple survey items. In addition, the team conducted subgroup analyses by grade, student gender, and regions, highlighting emerging patterns.

SECTION 4. QUALITATIVE COMPONENT

4.1 Evaluation Questions and Methodology

Research Questions

The qualitative approach is intended to provide insight into the relevance, effectiveness, and sustainability of FFE III. Exhibit 7 outlines the specific evaluation questions. While we were able to get some preliminary data, most of the questions will be addressed using midline and endline qualitative data, since the project at baseline had not yet started. In addition to the questions outlined below, we also collected information on current project realities and perceptions to help CRS design appropriate strategies and activities and address implementation challenges. This information was the focus of our baseline qualitative data collection.

Exhibit 7: Research Questions (Qualitative)

Relevance
▪ To what extent has the FFE project aligned with local, regional, and national policies, interventions, and initiatives in education and health? ▪ To what extent were the objectives of the project valid? ▪ Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives? ▪ Are the activities and outputs of the project consistent with the intended impacts and effects?
Effectiveness
▪ To what extent were the objectives of FFE achieved/are likely to be achieved? ▪ What were the major factors influencing the achievement or non-achievement of the objectives? ▪ To what extent have government officials increased their skills and knowledge in FFE intervention departments during the course of the project? ▪ Are there changes to the M&E system and processes that need to be taken to improve the utility, credibility and reliability of the data and information collected? ▪ Have there been any unintended negative effects of the project? If so, why?
Sustainability
▪ What steps has the project taken to address the sustainability of the project activities? What additional steps need to be taken to improve the chances for sustainability of the activities and benefits derived from the project activities? ▪ How has local, regional and national capacity changed regarding literacy instruction in treatment schools? School feeding projects? Student enrollment and attendance monitoring? Is there evidence that their capacity and ability to provide quality programming has improved? ▪ How have the national capacities, policies, procedures and priorities changed?

Source: CRS TOR.

Methodology

Our qualitative design will combine: (1) a review, analysis and synthesis of project data and documents and (2) a qualitative rapid-assessment approach using key informant interviews (KIIs) and focus group discussions (FDGs) at a total of four selected project sites across the two targeted regions.

4.2 Selection of Key Informants

To address the research questions defined above, we carried out key informant interviews (KII) and focus group discussions (FDG) with selected key project stakeholders and beneficiaries both at the national and community level. We developed role-specific interview and focus group protocols to question the identified key informants about their perceptions of the project implementation process, the project management and the lessons learned. For the baseline, protocols focused on collecting information on current project realities and perceptions. Below we provide more details on the selection of information at the national level and the community level.

National Level

In collaboration with CRS, we interviewed four national level respondents on the basis of their involvement with the project. These included: one representative from the Ministry of Education (MoE), one representative from the National Centre for School Canteens (CNCS), one representative from CRS, and one representative from EDC. Exhibit 8 summarizes the national level sample.

Exhibit 8: Key Informants at the National Level

Type	Name(s)	Title(s)	Affiliation	Gender (M/F)	Basis for Selection
KII	Amadou Samaké	Assistant Principal of Fundamental Education	MoE	M	Key government partner
KII	Papa Sidibé	Manager of the Department of research, monitoring and evaluation	CNCS	M	Key gouvernement Partner
KII	Sylvain Guindo	Assistant Coordinator of Food for Education III	CRS	M	Key implementer
KII	Almougairata Maiga	Coordinator	EDC	M	Key sub-contracting partner

Source: Authors' calculation, key informant protocols.

Community Level

In collaboration with CRS, we selected 4 sites in total: In Mopti, we selected one school in the wetland area and two in the dry land area, whereas, in Koulikoro, we selected one school in Kolokani and one in Nara. At each site selected, we conducted focus group discussions with students, parents, and SMC members. Exhibit 9 summarizes the community level sample.

- Mixed gender groups of 6 to 25 parents who will benefit from the FFE III project. Each group had at least one SMC member who discussed SMC-related questions with the interviewer after the focus group with parents.
- Mixed gender groups of 10 to 12 students who had participated in the FFE III project. Groups were mixed due to limitations on students' time availability.

Exhibit 9: Key Informants at Community Level

Type	School	Region	Group Composition	Age Range	Basis for Selection
Student FDG	Goumbou A	Koulikoro	5 girls / 5 boys	7-14	Nara
Student FDG	Gueourou	Mopti	6 girls / 6 boys	6-13	Dry land area
Student FDG	Oro	Mopti	7 girls / 5 boys	7-13	Kolokani
Student FDG	Yebe	Mopti	6 girls/ 6 boys	6-13	Wetland area
Parent FDG	Welingara	Mopti	8 women / 17 men	32-63	Dry land area
Parent FDG	Gueourou	Mopti	3 women / 15 men,	30-45	Dry land area
Parent FDG	Oro	Mopti	0 women/ 6 men,	40-58	Kolokani
Parent FDG	Yebe	Mopti	1 women / 6 men,	35-54	Wetland area
SMC FDG	Goumbou A	Koulikoro	5 men / 1 woman	32-40	Nara
SMC FDG	Gueourou	Mopti	4 men/ 0 woman	35-45	Dry land area
SMC FDG	Oro	Mopti	3 men / 0 woman	45-58	Kolokani
SMC FDG	Yebe	Mopti	3 men / 1 woman	35-54	Wetland area
SMC FDG	Welingara	Mopti	4 men / 1 woman	35 / 60	Dry land area

Source: authors' calculations, parent focus group protocol and student focus group protocol.

4.3 Data Sources

We used data from multiple sources, including primary data collected through KIIs and FGDs as well as secondary data from FFE III-related documentation.

Key Informant Interview and Focus Group Discussion Data

For baseline, we collected primary data using a national KII protocol with project stakeholders and focus group discussion guides for parents, students, and SMC members. We added directions and introductions to each guide and protocol to align with the consent procedures. All KII guides and FGD protocols were reviewed by CRS Mali (Appendix 7 includes the interview and focus group protocols).

- National Level KIIs: These in-depth KIIs focused on gaining national level respondents' views of the FFE III, which covered: project objectives, project alignment with other efforts, implementation barriers, and lessons learned for future efforts and sustainability.
- Focus Group Discussions: Our discussion guides were tailored to each beneficiary group:
  - ❖ Parents focused on perceived quality of education, parental involvement, attendance, and aspirations for their children.
  - ❖ SMCs focused on their roles and responsibilities, their training, and accomplishments to date.
  - ❖ Students focused on their aspirations and attitudes toward their schools/teachers.

Project Document Data

For midline and endline, we will analyze secondary data from FFE III-related documentation, including project quarterly reports, special study reports, and feasibility studies, to gain a more in-depth understanding of the implementation of the project and answer evaluation questions.

4.4 Field Work

Two IMPAQ researchers collected qualitative data in Bamako and in the targeted regions over a period of 4 weeks. For the key informant interviews with project stakeholders in Bamako, one team member led the discussion according to the above-described protocols while the other team member took notes and monitored body language and environmental cues. This approach led to a strong rapport between the interviewers and respondents, as well as thorough notes. For the focus group discussions with parents, students and SMCs, one team member led the discussion, took notes, and recorded all discussion with the permission of the interviewees to ensure complete and detailed notes.

The teams conferred by telephone and email daily to summarize the main points of each session using a structured summary form paralleling the structure of the interview guide or focus group protocol. The summary synthesized the major points and salient themes as well as verbatim quotes of interest from the sessions that addressed the key evaluation questions. The summary forms fed directly into the analysis (Section 7).

Qualitative Analysis

To analyze the interview and focus group notes, we used a structured summary form paralleling the structure of the interview guides. Our summary (Section 7) synthesized the major themes from the interview and focus group sessions that address the key evaluation questions on the challenges, lessons learned, and future sustainability of the project. We also included verbatim quotes of particular interest.

SECTION 5. EVALUATION SAMPLES

5.1 Schools

Initially we set to carry out a two-stage sampling, where in the first stage we would choose a group of schools taking into account a range of regional characteristics such as the geographical location (Koulikoro and Mopti), the urban/rural status, etc. However, we ended up using a simple random sampling (SRS) at the grade level because, as explained in Section 2.3, we could only sample in the 54 schools that met the sampling requirement for the suggested impact evaluation design (cohort comparison method).

As soon as field operations started, we realized that 4 out of the 54 schools became inaccessible due to safety and security issues[14]. We also realized early on during the data collection activities that many respondents were missing. As a result, we resampled in the remaining 50 schools and increased the number of students surveyed per grade to reach the MDE we calculated using the original number of schools (54). In practice, this meant surveying all respondents (including replacements[15]) to ensure a large enough sample size.

In each of the 50 primary schools, we surveyed the principal, the grade 1 through 4 teachers, and a random sample of grade 1 through 4 students and their mothers (or caregivers),[16] as well as a representative of the school's SMC. With our resampling strategy for students, we ended up with a sample of 2,464 students (with at least 570 students per grade), which is a large enough sample to reach our MDE and conduct the impact evaluation.

Overall, only 2 caregivers and 2 students did not give us their consent to proceed.[17]

Exhibit 10 shows the distribution of sampled respondents by region. Appendix 3 provides a detailed list of schools in each region.

[14] Kouakourou C, Larde-Bale, Ouro-Alphaka, and Poutchy were the schools with security issues.
[15] We had initially planned for and randomly selected replacement pairs of students and mothers/caregivers to replace any missing students and/or their mothers ensure a large enough sample size.
[16] We interviewed pairs of mothers/caregivers and children to enable a more meaningful interpretation of the findings between students and mothers/caregivers.
[17] In accordance the U.S. Department of Health and Human Services guidelines on Human Subjects Research (45 C.F.R. § 46), we asked all respondents for their consent to proceed with the survey. Human Subject Regulations Decision Charts. (2016, February 16). Retrieved from http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html

Exhibit 10: Sample Distribution by Department and Type of Respondent

Région	Type of Respondents					
	Schools	Students	Caregivers	SMC	Teachers	Principals
Koulikoro	30	1,465	1,405	30	112	30
Mopti	20	999	972	18	69	19
Total	50	2,464	2,377	48	181	49

Source: Surveys of Students, Caregivers, Teachers, and Principals; authors' calculations.

Below we discuss the basic demographic characteristics of each group of respondents.

5.2 Students

Within each grade in each school, we randomly selected five girls and five boys to maintain the boys-to-girls ratio between the sample of students and the population of beneficiary students. This sample enabled us to disaggregate the data by students' gender and to explore differences across grade levels. In total, we surveyed 2,464 primary school students (1,279 females and 1,185 males) from grades 1 through 4.

Exhibit 11 shows the composition of the student sample in terms of grade, gender, and average age. Although in general the proportion of girls to boys is balanced, there were slightly more female students than males in Mopti compared to Koulikoro (Appendix 4, Exhibit 76).

Exhibit 11: Student Sample Composition

Grade	Female	Male	Average Age[18]	Age Range
1st Grade (CP1)	321	299	7	5-14
2nd Grade (CP2)	333	310	8	5-11
3rd Grade (CE1)	332	299	10	6-16
4th Grade (CE2)	293	277	11	7-16

Source: Student survey; authors' calculations.

5.3 Caregivers

The term 'mother' in the study referred to students' biological mothers as well as students' primary or secondary caregivers (whether male or female) in cases were the biological mothers

[18] The average ages of males and females at each grade level are approximately the same.

were not the students' caregivers or were absent. For the purpose of clarity, we will refer to all mothers and primary/secondary caregiver in our report as 'caregivers'.

We surveyed 2,377 caregivers in Koulikoro and Mopti. The number of surveyed caregivers was slightly less than the number of surveyed students (N=2,464) because: 1) several students in our sample were siblings who had the same caregivers and 2) in some instances, the enumerators were not able to find the corresponding caregivers to survey. In all, we ended up with a total of 2,333 paired caregivers and students, which still amply meets the sample size requirements.

Of the caregivers we surveyed, about 29 percent were students' primary or secondary caregivers (such as grandmothers, sisters, or aunts) rather than the biological caregiver. There were some notable regional differences: 35 percent of caregivers in Koulikoro compared to 22 percent of caregivers in Mopti were students' primary/secondary caregivers (Appendix 4, Exhibit 77). In addition, about 51 percent of surveyed caregivers were members of a Savings and Internal Lending Community (SILC).

Exhibit 12 shows the composition of the caregiver sample in terms of gender and average age. There were some minor regional differences in the sample composition (Appendix 4, Exhibit 77).

Exhibit 12: Caregiver Sample Composition

Relationship to Student	Female	Average Age	Age Range	Observations
Biological caregiver	97%	34	13 – 73	1,655
Primary caregiver	96%	40	14 – 82	448
Secondary caregiver	89%	36	14 – 80	264
Total number of observations				2,377

Source: Student survey; authors' calculations.

5.4 Household Environment

The characteristics of students' households, such as caregivers' educational attainment or households' access to water, are important because they illuminate the conditions in which children live, and these conditions can limit or empower students in achieving the outcomes of interest. For example, a student whose primary caregiver is educated is likely to do better in school than a student whose caregiver is illiterate[19]. A student who has access to water at or

[19] Harding, J., Morris, P., and Hughes D. "The Relationship Between Maternal Education and Children's Academic Outcomes: A Theoretical Framework." Journal of Marrriage and Family, vol. 77 , no. 1 , 2015 , pp. 60-76. DOI: 10.1111/jomf.12156.

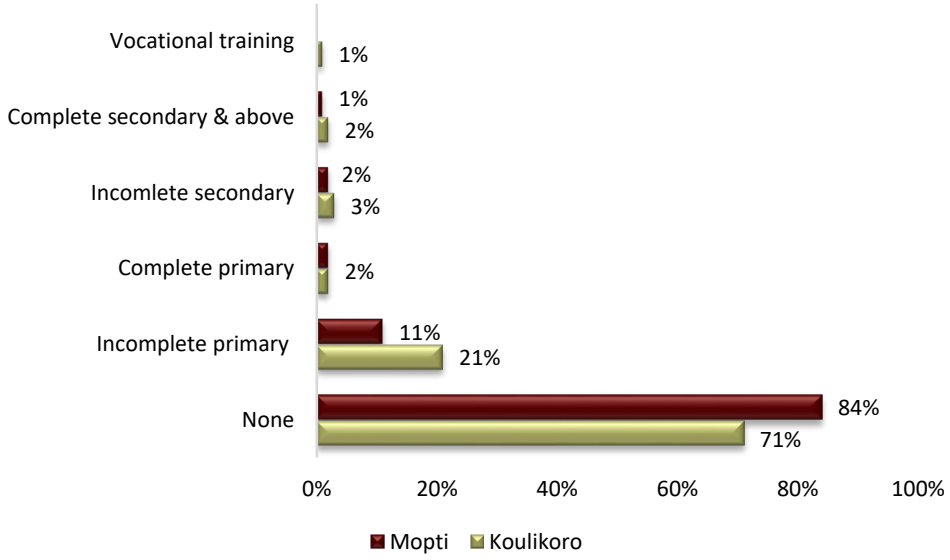
near home will be in a better position to apply the learnt hygiene practices (such as handwashing) than a student who has inadequate access to water at home. Below, we discuss key household characteristics, including:

- Caregivers educational attainment
- Household composition (size, percent of children under five, percent of school-aged children not in school)
- Household access to basic services
- Availability of books and reading habits in households

Caregivers' Educational Attainment

Exhibit 13 shows caregivers' educational attainment by region. The majority of caregivers had no formal education, with some regional differences: 84 percent of caregivers in Mopti reported having no formal education compared to 71 percent of caregivers in Koulikoro.

Exhibit 13: Caregivers' Educational Attainment by Region



Source: Caregiver Survey; authors' calculations, N=1,405 in Koulikoro, N=972 in Mopti.

Household Composition

Exhibit 14 presents the characteristics of the surveyed households. The size of households across both regions was fairly large (about 15 people on average), and many of the households had school-aged children that were not in schools (40 percent in Mopti and 29 percent in Koulikoro).).

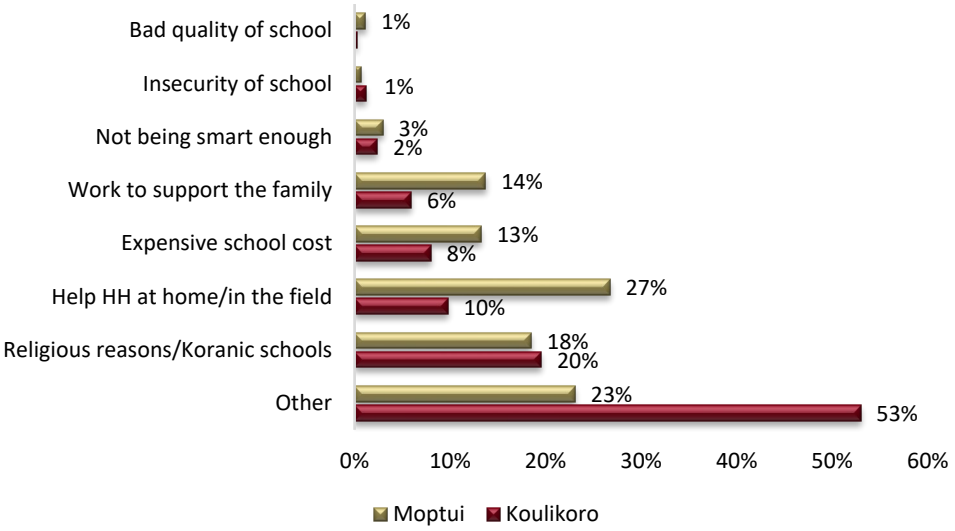
Exhibit 14: Household Characteristics

Characteristics	Koulikoro	Mopti
Average household size[20]	16 people	14 People
Average number of children under 5 years old	3 People	3 People
Proportion of households reporting school aged children NOT in school	29%	40%
Total number of observations	1,405	972

Source: Caregiver Survey; authors' calculations.

Exhibit 15 highlights the reasons why caregivers did not send their children to school. In the other category, the majority of caregivers mentioned reasons such as: child does not want or like to go to school, the school is too far, the child has a disability, etc.

Exhibit 15: Reasons for Children Being Out of School



Source: Caregiver Survey; authors' calculations, N=316 in Koulikoro, and N=348 in Mopti[21].

Households' Access to Basic Services

Exhibit 16 shows the households' access to basic services. In general, households in Mopti seemed to have poorer access to basic services than Koulikoro, especially in terms of having a latrine in the household, running water in the courtyard or a private well, and access to electricity.

[20] Household size is ranged between 2 and 98 people. This implies people might consider an extended household as an answer.

[21] The calculations are based on the total number of responses to different options that were selected for all that applied.

The majority of all households (98 percent) reported walking to school, and households were located at a reasonable walking distance to their children's school (within 19 minutes).

Exhibit 16: Households Access to Basic Services

Services	Koulikoro	Mopti
Access to latrine in HH	98%	79%
Access to pit latrine with/without slab	96%	93%
Access to main sources of water Running water in the yard (tap)	31%	4%
Running community water (hydrant)	30%	34%
Private well	20%	11%
Public well	16%	48%
Other sources[22]	3%	3%
Access to electricity	51%	41%
Access to unprocessed biomass fuels for cooking[23]	100%	100%

Source: Caregiver Survey; authors' calculations.

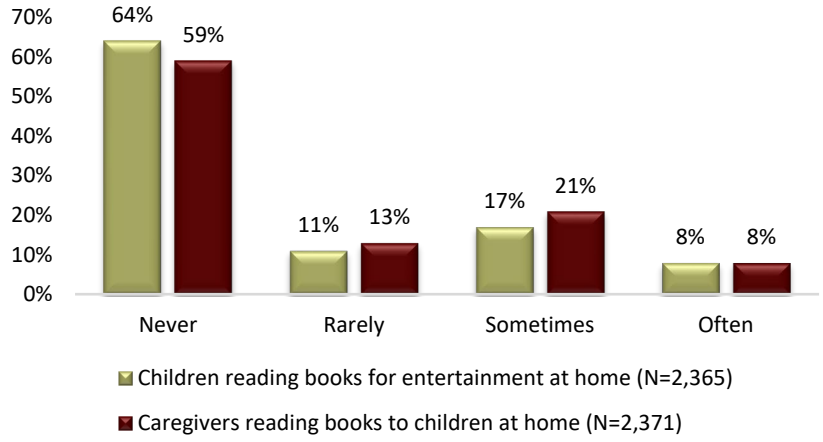
Availability of Books and Reading Habits in Households

The majority of all households (73 percent) did not have books at home other than textbooks. For those households with books at home, most (91 percent) had one to five books.

Exhibit 17 shows the reading habits of households. Across both regions, a large proportion of households (59 percent) never read to their children and a larger proportion of students (64 percent) never read books at home for fun.

[22] Other main sources of water in households are natural water sources, public tab water, and human powered pump.
[23] Unprocessed biomass fuels such as wood (92%), charcoal (4%), cow mud and agricultural residues (each 2%).

Exhibit 17: Reading Habits in Households



Source: Caregiver Survey; authors' calculations.

Caregivers' responses were mostly consistent with students' responses. About 50 percent of students reported that they never had anyone read to them and 73 percent said that they never read books other than textbooks at home for fun[24].

5.5 Teachers

We surveyed all the grade 1-4 teachers in our sampled schools. We surveyed a total of 181 grade 1-4 teachers, and, out of those, 9 were the school principals. The regions had approximately the same percentage of grade 1-4 teachers who were also principals of the schools.

Exhibit 18 shows the composition of the teacher sample in terms of gender, age, language, and experience as measured by years of teaching. Exhibit 19 shows the educational attainment of teachers. Teachers in Koulikoro were roughly similar to their counterparts in Mopti in terms of their average age, the proportion of teachers reporting French as the language they spoke best and their educational attainment. However, teachers in Koulikoro were more likely to be male and have more teaching experience than teachers in Mopti.

Exhibit 18: Teachers' Characteristics

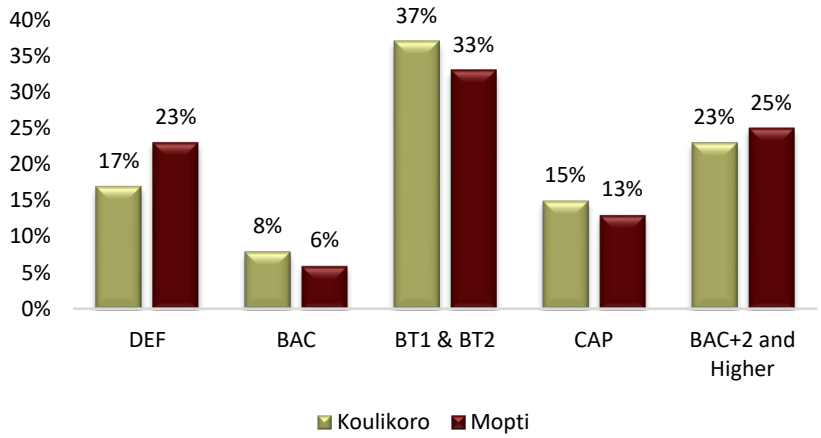
Characteristics	Koulikoro	Mopti
Female	38%	49%
Average Age	35	32
Average class size	73	55

[24] Student Survey, authors's calculations.

French language skills[25]	36%	38%
Proportion of teachers who have taught for 6 years or more	54%	42%
Total number of observations[26]	*112*	*69*

Source: Teacher Survey; authors' calculations.

Exhibit 19: Teachers' Educational Attainment



Source: Teacher Survey; authors' calculations, N=104 in Koulikoro, and N=64 in Mopti[27].

The majority of teachers in Mopti (62 percent) and Koulikoro (64 percent) were community employees. Few were government employees (Exhibit 20).

Exhibit 20: Teachers' Employment Status

Employment Status	Koulikoro	Mopti
Government Employee	12%	2%
Community Employee	64%	62%
Government Contract Teacher	1%	4%
Community Contract Teacher	19%	23%
IFM Intern	1%	0%
Volunteer	3%	9%
Total number of observations	112	69

Source: Teacher Survey; authors' calculations.

[25] For this variable, we asked teachers which language they spoke the best and calculated the percentage of teachers who said French by region.
[26] Including principals who taught.
[27] Excluding the "other" options from our calculations.

5.6 School Principals

We surveyed all the principals from our sampled schools, a total of 49 school principals (9 of which were also grade 1-4 teachers at the schools).

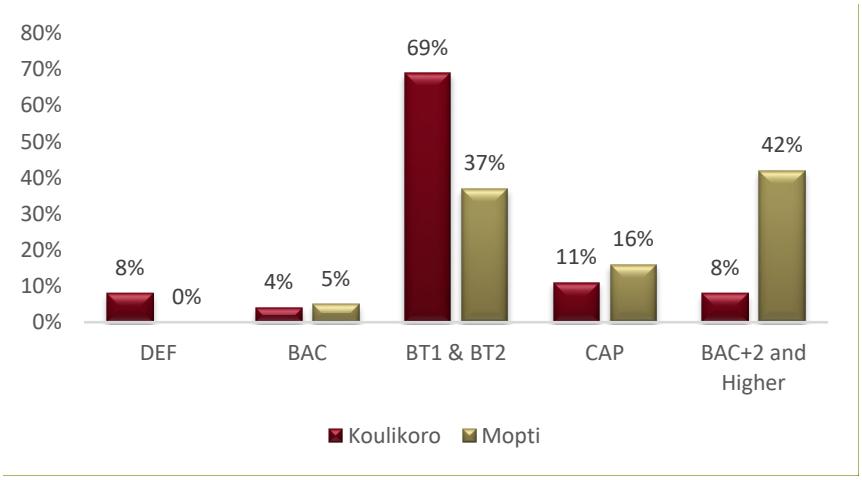
Exhibit 21 shows the composition of the principal sample in terms of gender, age, language, and experience as measured by years of experience serving as principal at the school. Exhibit 22 shows the educational attainment of principals. Principals in Koulikoro were different from principals in Mopti for all of the characteristics considered. Principals in Mopti were more likely to be female, younger, less educated, stronger in French, and more experienced.

Exhibit 21: Principals' Characteristics

Characteristics	Koulikoro	Mopti
Female	3%	21%
Age	46	39
French language skills[28]	57%	74%
Proportion of principals who have served their school for 3 or more years	60%	68%
Total number of observations[29]	30	19

Source: Principal Survey; authors' calculations.

Exhibit 22: Principals' Educational Attainment



Source: Principal Survey; authors' calculations, N=26 in Koulikoro, and N=19 in Mopti.[30]

[28] For this variable, we asked principals which language they spoke the best and calculate the percentage of teachers who said French by region.
[29] Including principals who taught.
[30] Excluding the "other" options from our calculations.

5.7 School Management Committees (SMCs)

We surveyed about one member from each SMC for the schools in our sample. At each school, we requested to survey the SMC president. When the president was unavailable, we generally asked to survey the second in command after the president. In total, we surveyed 48 SMC members (45 men and 3 women). Two SMC members were missing during the time of data collection activities.

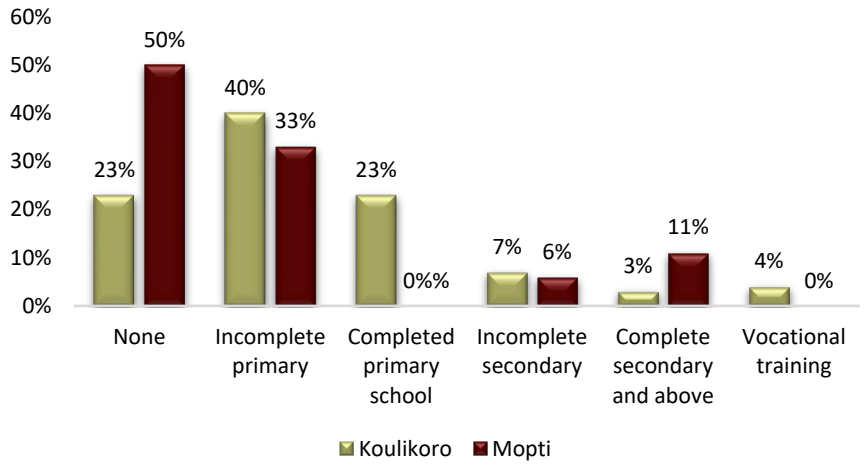
Exhibit 23 shows the composition of the SMC member sample in terms of gender and average age, and Exhibit 24 shows the educational attainment of surveyed SMC members. In general, members across the two regions were about the same age. There were no women in the SMC sample for Mopti, and 10 percent were women in the sample for Koulikoro. In addition, SMC members in Koulikoro tended to be less educated on average compared to their counterparts in Mopti.

Exhibit 23: SMC Characteristics

Characteristics	Koulikoro	Mopti
Female	10%	0%
Average Age	51	49
Total number of observations	*30*	*18*

Source: SMC Survey; authors' calculations.

Exhibit 24: SMC's Educational Attainment by Region



Source: SMC Survey, authors' calculation, N=30 in Koulikoro, and N=18 in Mopti.

SECTION 6. BASELINE LEVELS

Below, we analyzed data from the surveys of students, caregivers, teachers, principals, and SMCs separately. We examined all data by gender and region. However, we only highlighted regional and gender differences when the differences generally exceeded 5 percent, and Appendices 4 and 5 provide further details. We note the number of observations in the exhibits as appropriate. Self-reported data, especially those on culturally and socially sensitive topics such as handwashing, should be interpreted with caution due to social desirability biases. All observational data should also be interpreted with caution, as the number of observations for observational data was generally much smaller than the number of observations for self-reported data.

In addition, we report in the table below the baseline levels for the McGovern Dole Evaluation Indicators, as required by the approved performance evaluation plan (PMP) (Exhibit 25). Exhibit 73 in Appendix 2 provides the full table of the McGovern Dole Evaluation Indicators, including both the monitoring and the evaluation indicators. Per the approved M&E plan, IMPAQ is responsible for collecting data for the performance indicators listed under the evaluation indicators, while CRS will collect data to inform the performance indicators listed under monitoring indicators.

Exhibit 25: Baseline Levels for McGovern Dole Performance Indicators

McGovern-Dole Indicators	Data Collection methods	Data Source	Observations	Baseline (Percentage /Number)	Final Target (Percentage/ Number)
Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Evaluation	Student Survey	310	Boys: 2%	20
			333	Girls: 2%	10
			643	Overall: 2%	20
Percent of students who demonstrate decoding abilities	Evaluation	Student Survey	1,276	Female: 7%	21
			1,183	Male: 9%	N/A
Percent of students who reach the national reading standards by the end of the year	Evaluation	EDC/ EGRA	N/A	N/A	12
Percent of female students reporting they feel encouraged to participate in class by their teachers	Evaluation	Student Survey	1,271	62%	10

Percent of students in target schools identified by their teachers as attentive during class/instruction	Evaluation	EDC	N/A	50%	80
Percent of students in target schools who indicate that they are "not hungry" during the school day	Evaluation	Student Survey	2,041	91%	20
Percent of school-aged children receiving a minimum acceptable diet	Evaluation	Student Survey	1,079 1,168	Boys: 28% Girls: 29%	10
Average number of days missed per student per school year due to student health issues	Evaluation	CRS	0	N/A	23
Percent of school-aged children enrolled in school	Evaluation	CRS	Female: Girls:	N/A N/A	65
Percent of community members demonstrating knowledge of educational benefits[31]	Evaluation	Mother Survey	2,338	87%	80

Source: Author's calculations.

6.1 School Outcomes

This section presents baseline outcomes for the schools in our sample in five key areas:

- School composition
- School infrastructure
- School canteens
- School environment
- Scoreboards and colored report cards

School composition

Schools in Mopti had a larger average student-teacher ratio (73:1) and a larger proportions of female students and female teachers than schools in Koulikoro. Exhibit 26 presents the composition of the school sample in terms of student enrollment, number of teachers, average student-teacher ratio, and number of principals.

[31] Of girls education specifically. Knowledge of educational benefits was measured by the ability of respondents to identify at least 2 benefits.

Exhibit 26: School Indicators

Indicator	Koulikoro	Mopti
Total student enrollment	32,213	34,306
Average student enrollment	248	256
Proportion of female students	47%	58%
Total number of teachers	517	499
Average student-teacher ratio	63:1	73:1
Proportion of female teachers	45%	60%
Total number of principals[32]	130	134
Total number of observations	*130*	*134*

Source: CRS school level data for all CRS beneficiary schools; authors' calculations. Principal Survey; authors' calculations.

School Infrastructure

We analyzed the condition of the schools' relevant infrastructures and resources including: food storage, kitchen, canteens, water, latrines, and school material.

The majority of schools were equipped with food storage rooms, kitchens, and latrines, but few schools had sufficient reading materials. In addition, schools did not operate canteens homogeneously across regions: 74 percent of schools in Mopti had functional canteens compared to 33 percent in Koulikoro. This large difference may be due to the fact that the government support school canteens in Mopti. Over three fourths of all schools had access to water. The schools sourced the water from either the tap (43 percent in Koulikoro and 21 percent in Mopti) or the village pump (40 percent in Koulikoro and 58 percent in Mopti)[33]. About 30 percent of schools in Koulikoro and 21 percent in Mopti had problems accessing the water, mostly because of difficulties with pumping out the water and the drying up of water points.

Exhibit 27: Frequency of schools with Key Infrastructures and Resources

Key Infrastructures and Materials	Koulikoro	Mopti
School Infrastructure and materials		
Schools with food storage	90%	100%
School with kitchen	90%	95%
Schools with sufficient reading materials	13%	11%
Schools with *functional* canteens (e.g. canteens currently serving meals)	33%	74%
Water		
Schools with access to water	77%	79%

[32] We did not receive information on principals from CRS so we assumed each school has one principal.
[33] Source: Principal Survey; authors' calculations, =30 in Koulikoro, and N=19 in Mopti.

Schools with access to water in the school compound	73%	79%
Latrines		
Schools with latrines	93%	89%
Schools with separated latrines for boys and girls	67%	68%
Total number of observations	30	19

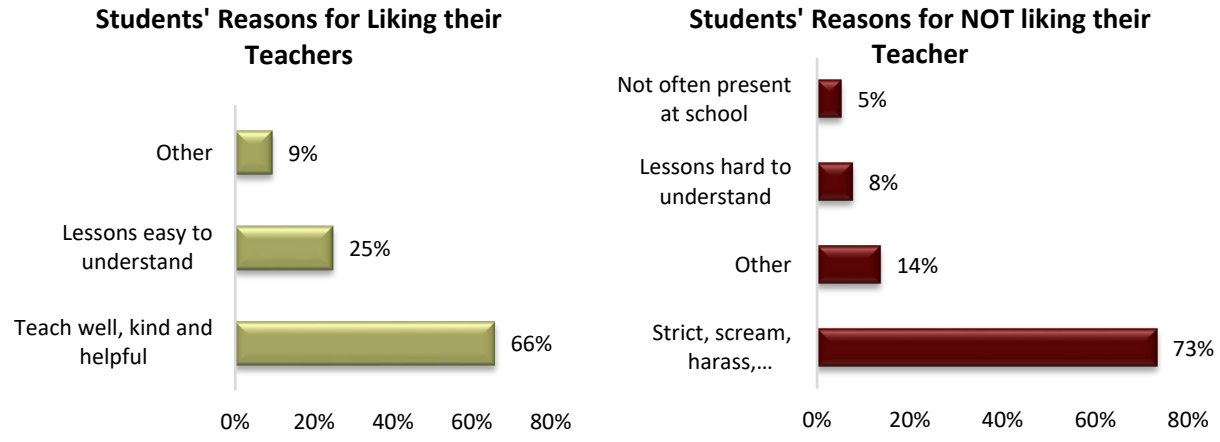
Source: Principal Survey; authors' calculations.

School Environment

To measure the schools' environment, we looked at how students felt about their teacher, their classrooms and their schools. The characteristics of students' school environment are important because they can shed light on students' outcomes, such as student attendance or student performance.

The data show that more than half of all students (66 percent) liked their teachers for teaching well and being kind and helpful while nearly three fourths (73 percent) did not like their teachers because s/he was too strict, harassed, underestimated, or screamed at students (Exhibit 28). Students most commonly cited 'learning skills/knowledge' (38 percent) as the reason why they liked their classroom/school and cited 'hit, insulted, and teased, by teachers and students' (44 percent) as the top reason for not liking their classroom/school (Exhibit 29).

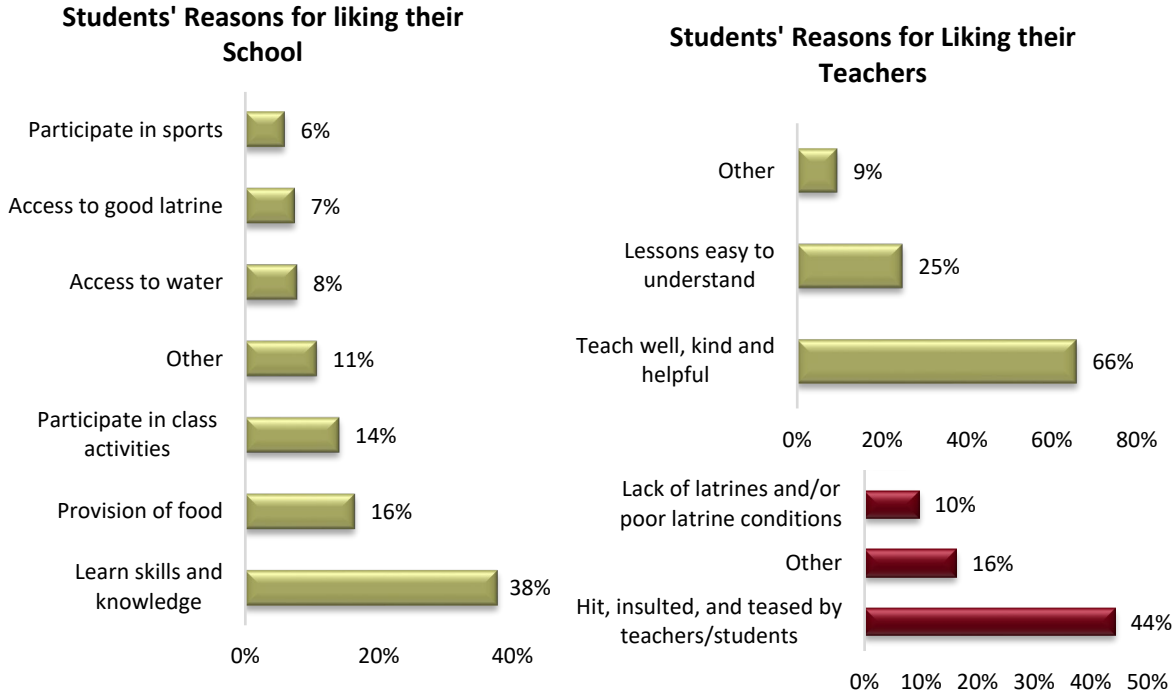
Exhibit 28: Reasons Cited by Students for Liking or not Liking their Teachers



Source: Student Survey; authors' calculations, N= 2,544[34].

[34] The calculations are based on the total number of responses to different options that were selected for all that applied.

Exhibit 29: Reasons Cited by Students for Liking or Not Liking their Classroom and School Environment



Source: Student Survey; authors' calculations.
Note[35]: N=3,966 for the left graph, and N= 2,980 for the right graph.

Scoreboards and colored report cards

We asked caregivers about scoreboards and report cards at their children's school. Only 4 percent of caregivers reported that the school had a scoreboard and 9 percent reported that they had received a colored report card for their child[36]. Of those, 97 percent found the scoreboard helpful, and 98 percent found the report card helpful[37].

6.2 Student Outcomes

This section presents students' baseline outcomes in the following four areas:

- Health

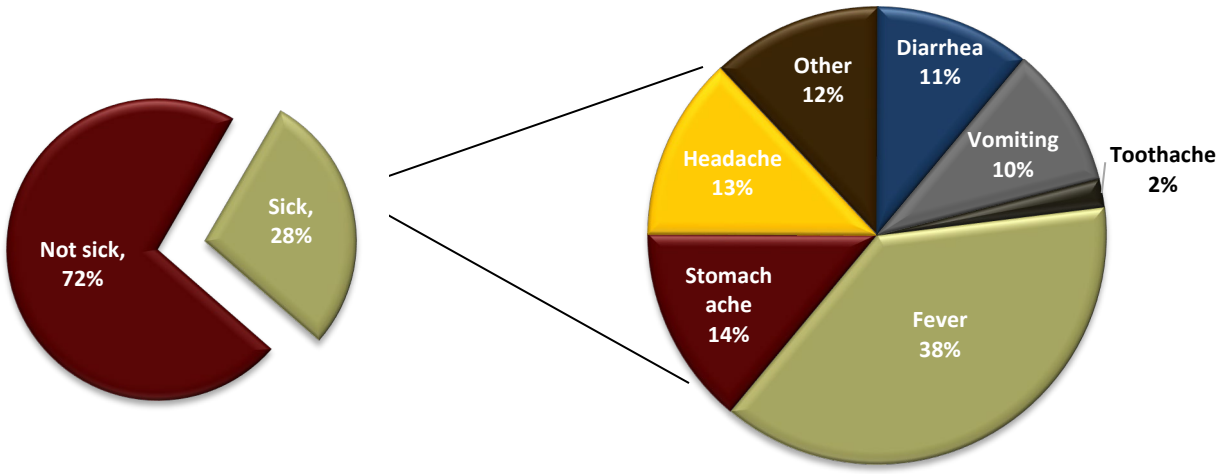
[35] The calculations are based on the total number of responses to different options that were selected for all that applied.
[36] 4 percent of caregivers (86 out of 2,319) reported that the school had a scoreboard and 9 percent (222 out of 2,150) reported that they had received a colored report card for their child .
37 Of those, 97 percent (86 out of 89) found the scoreboard helpful, and 98 percent (217 out of 222) found the report card helpful.

- Hygiene knowledge and practices
- Food security
- Students' reading assessments

Health

To capture information regarding students' health and effects on school attendance, we looked at whether students had fallen ill in the last 2 weeks, and, if so, whether they missed school because of their illness. About 28 percent of students said they were sick in the past 2 weeks. The most cited illnesses were fever followed by stomachaches and headaches (Exhibit 30). There were slight regional differences in the types of illnesses reported (Exhibit 79 in Appendix 4). Among the students who reported being ill, 73 percent said they missed school because of their illness, and, among those, 78 percent said they missed between 1-3 days of school[38].

Exhibit 30: Frequency of Students who were Ill In the Past 2 Weeks and Types of Illnesses



Source: Student Survey; authors' calculations;
Note: N=2,462 for the graph on the left, and N= 882[39] for the graph on the right.

Students' responses were mostly consistent with caregivers' responses. About 23 percent of caregivers reported that their children were ill over the same time period, most notably due to fever. Among those, 66 percent of caregivers said that their children missed between 1-3 days of school because of their illness[40].

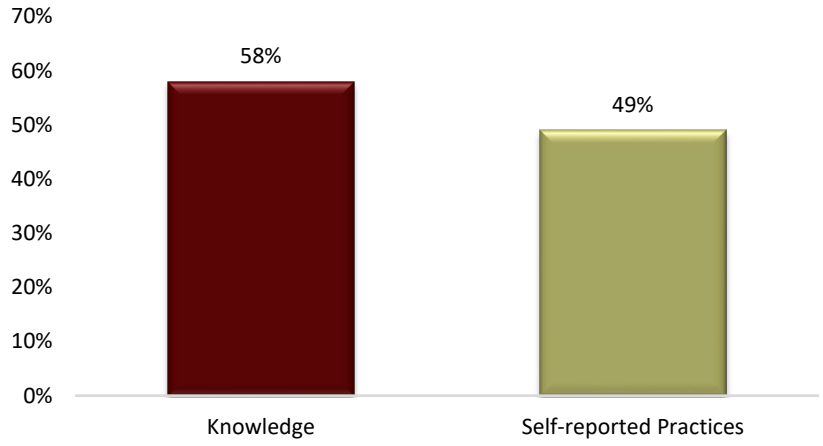
[38] Source: Student survey; authors' calculations. Out of 692 students, 73 percent missed schools. Out of 506 students that missed schools, 78 percent missed between 1-3 days of school.
[39] The calculations are based on the total number of responses to different options that were selected for all that applied.
[40] Caregiver Survey; authors' calculations.

Hygiene knowledge and practices

To measure students' knowledge and practice of hygiene, we looked at students' handwashing practices and knowledge of prevention of intestinal worms.

We first calculated the rate at which students identified the two critical moments at which one should wash their hands (before eating and after using the latrines) and compared it to the rate at which students reported washing their hands for those two specific moments. We found some slight discrepancies in the two rates (Exhibit 31). While 58 percent of students were able to identify the two critical moments at which a person should wash their hands, only 49 percent of students actually reported washing their hands for those two moments. Exhibit 80 in Appendix 4 compares students' hygiene practices and knowledge across various instances and shows that students self-reported practices were more or less consistent with their knowledge.

Exhibit 31: Students' Knowledge of Handwashing versus Self-Reported Practices of Handwashing at Critical Moments



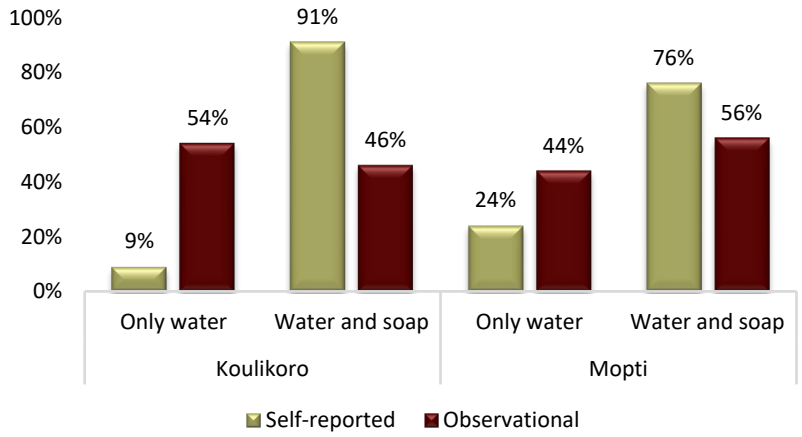
Source: Student Survey; authors' calculations.
Note: N=2,445 for the knowledge bar, and N=2,460 for the self-reported practices bar

We then looked into what students used to wash their hands and observed their handwashing practices at home. The majority of all students (85 percent) reported washing their hands with soap and water. When comparing the self-reported data with the observational data, we found that students significantly over-reported washing their hands with soap and water (Exhibit 32). Less than half to half (46 percent in Koulikoro and 56 percent in Mopti) actually washed their hands with both soap and water[41]. There were also some regional differences with the

[41] We interpret these inconsistencies with caution, since the number of observations is much lower than the number self-reported practices.

observational data: 56 percent of students in Mopti washed their hands with soap and water compared to only 46 percent of students in Koulikoro.

Exhibit 32: Students' Self-reported Washing Habits vs. Observational[42] Data



Source: Student Survey; authors' calculations.

Half of students (50 percent) could cite at least two ways to prevent intestinal worms. There were slight regional differences: 46 percent of students in Mopti cited two preventive ways compared to 53 percent of students in Koulikoro.

Food Security

To measure food security among students, we looked at three critical dimensions: students' food intake, the diversity of students' diets and students' minimum acceptable diet. To limit biases, we only considered the data of students who reported having a normal day[43] for the time period on which the questions were based.

For food intake, we examined the frequency, location, and status of meals that students consumed on a daily basis. Specifically, we asked students whether they ate meals (breakfast, lunch, and/or dinner), where they ate those meals (home and/or at the canteen) and whether they felt full after consuming each meal. As Exhibit 33 shows, almost all of the students ate breakfast[44] (98 percent), lunch (97 percent), and dinner (96 percent). For those children who reported that they ate breakfast and/or lunch, nearly all (98 percent) felt full after they consumed the meal. Given the

[42] The total number of observations (618) is based on those students who ate and used the latrine during the enumerators' visit.
[43] A "normal" day is defined as a day without any special occasions such as a wedding, before the survey.
[44] Measured as having breakfast or any snacks before breakfast.

stigma attached to being hungry, student are likely over-reporting the number of meals consumed a day and not feeling hungry.

Few students (15 percent) reported eating lunch at the school canteen, which was expected since the canteen component of the project had not started yet.

Exhibit 33: Students' Food Intake

Food Intake	Percentage	Observations[45]
Children ate before coming to school	98%	2,251
Children felt full after the meal s/he ate before going to school	98%	2,159
Children ate during lunch break	97%	2,251
Children felt full after eating lunch	98%	2,175
Children ate dinner	96%	2,250
Children felt full after eating dinner	98%	2,234

Source: Student Survey; author's calculations.

We found these outcomes to be fairly consistent with household hunger outcomes from ENSAN Mali: 96.8 percent of surveyed household were classified as experiencing no hunger[46]. It is important to note that the data from ENSAN was based on household surveys (and not children specifically) and was collected at a different time period (February 2016) than our survey.

For dietary diversity, in accordance with FAS guidelines, we defined dietary diversity as consuming four or more food groups out of the seven food groups in the previous 24 hours.[47] We first calculated the proportion of students who reached dietary diversity using student data and then recalculated students' dietary diversity using caregiver data and observational data to provide a robustness check on the student data.

As Exhibit 34 presents, only 29 percent of students reported reaching dietary diversity, which was roughly consistent with caregivers' responses. Observational data showed an even grimmer picture: only 11 percent of student reached dietary diversity. The observational data should be interpreted with caution however, since the number of observations are small.

[45] The total number of observations are limited to those sampled students that had a normal on the day before survey happened. Inconsistency between the total number of observations is due to students' rejection.
[46] World Food Program (2016, March). Rapport de Synthese : Enquete Nationale sur la Securite Alimentaire et Nutritionnelle (ENSAN Mali). Rome, Italy: United Nations. Retrieved from: http://documents.wfp.org/stellent/groups/public/documents/ena/wfp284183.pdf?_ga=1.241287938.1421946729.1471897724.
[47]The 7 food groups include: 1. Grains, roots and tubers; 2. Legumes and nuts; 3. Dairy products (milk, yogurt, cheese); 4. Flesh foods (meat, fish, poultry, and liver/organ meats); 5. Eggs; 6. Vitamin-A enriched foods, including vegetable oil, fruits and vegetables; and 7. Other fruits and vegetables.

Exhibit 34: Students' Dietary Diversity

Dietary Diversity	Percentage	Observations
Students reached dietary diversity reported by students*	29%	2,245
Students reached dietary diversity reported by caregivers**	32%	2,210
Students reached dietary diversity by observations**[48]	11%	523

*Source:*Student Survey; *Caregiver Survey; authors' calculations.*

We then used the minimum dietary diversity indicator to calculate the minimum acceptable diet among students using the following FAS recommended formula:[49] *Minimum acceptable diet = Minimum dietary diversity + Minimum meal frequency*.[50] A child who meets the minimum feeding frequency and minimum dietary diversity for his or her age group is considered to have reached a minimum acceptable diet. Similar to our calculations for minimum dietary diversity, we calculated minimum acceptable diet by first using student data and then using caregiver data for purposes of comparison.

As Exhibit 35 presents, only 29 percent of students reached a minimum acceptable diet. Caregivers reported approximately the same. Contrasting these outcomes with hunger outcomes discussed earlier, it is likely that, while students are eating three meals a day, these meals may not be highly nutritious, hence students' low minimum acceptable diet scores.

Exhibit 35: Students' Minimum Acceptable Diet

Food Diversity	Percentage	Observations
Students reached a minimum acceptable diet reported by caregivers*	32%	2,212
Students reached a minimum acceptable diet reported by students**	29%	2,251

*Source: *Caregiver Survey; **Student Survey; authors' calculations.*

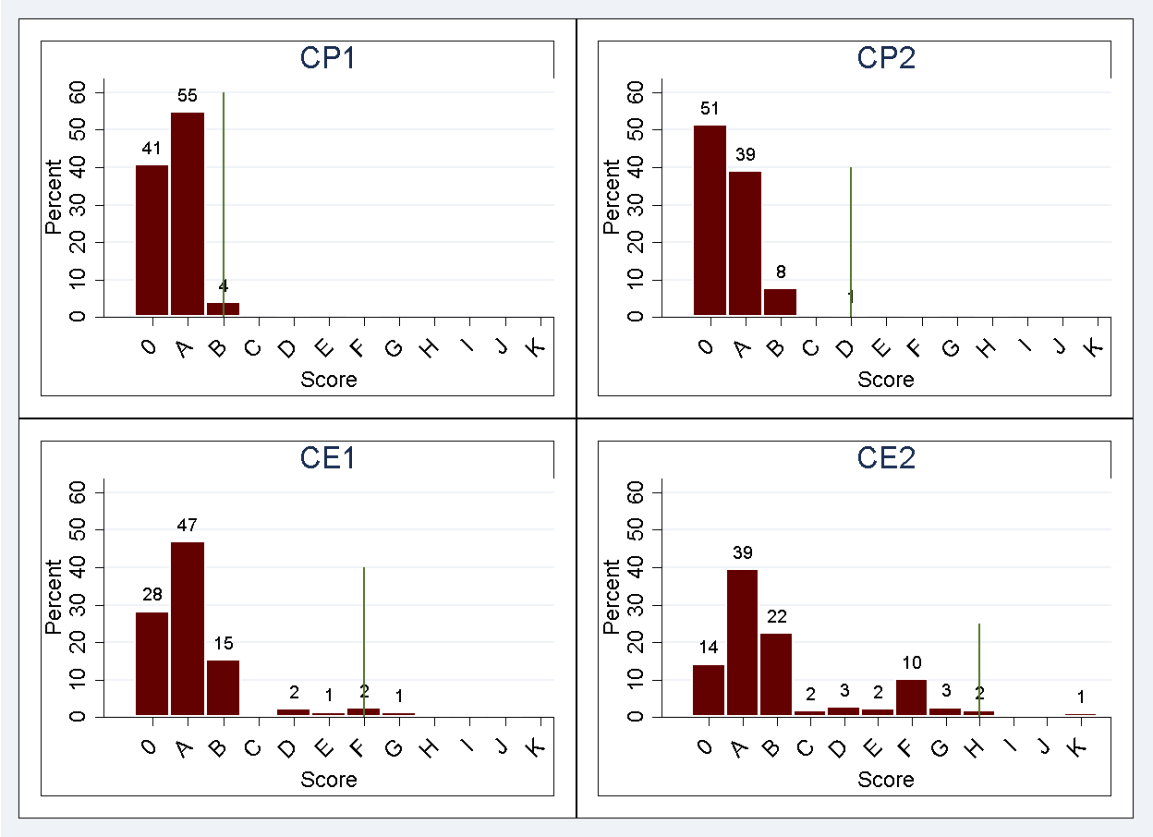
Students' Reading Assessment

We used the ASER-Literacy assessment to measure students' grade-level reading competencies. We determined the thresholds for an acceptable reading level at each primary school grade according to the Malian curriculum guidelines and the calibration workshop that IMPAQ and CRS held in May 2016 (Exhibit 6 in Section 2.3 shows the map of the test levels).

[48] The total number of observations (523) is based on those students who ate breakfast or lunch during the enumerators' visit.
[49] Food and Agriculture Organization. (2010). *Guidelines for Measuring Household and Individual Dietary Diversity.* Rome, Italy: United Nations;
[50]Minimum meal frequency is defined as three or more feedings of solid, semi-solid, or soft food per day.

Exhibit 36 shows the distribution of the ASER Literacy results and the acceptable thresholds by grade level (represented by a vertical green line). The data indicate that the majority of students did not achieve grade level reading competencies, and students' did not achieve the progress expected in the curriculum as they moved up to higher grades.

Exhibit 36: Distribution of Reading Skills by Grade Level (Percentage of Students)



Source: Students' assessments; authors' calculations.

Exhibit 37 shows the proportion of students who demonstrated reading ability at grade level or above. The data indicate that nearly no students achieved grade level reading competencies. In fact, only 5 percent of first graders could read simple sounds, 2 percent of second graders could decode simple words, 5 percent of third graders could read simple sentences, and 4 percent of fourth graders could read simple stories. There were no significant differences between boys and girls or across regions. Exhibit 85 in Appendix 5 includes the full results of ASER disaggregated by sex and grade.

Exhibit 37: Students Demonstrating Reading Ability at Grade Level and Above

Reading Ability	Percentage	Observations
Grade 1 demonstrating reading ability at grade level or above	5%	620
Grade 2 demonstrating reading ability at grade level or above	2%	643
Grade 3 demonstrating reading ability at grade level or above	5%	631
Grade 4 demonstrating reading ability at grade level or above	4%	570

Source: Students' assessments; authors' calculations.

6.3 Caregiver Outcomes

This section presents caregivers' baseline outcomes in the following five areas:

- Food security status
- Hygiene knowledge and self-reported practices of hygiene
- Involvement in preventative health activities for children
- Involvement in school activities and children's education
- Caregivers' aspirations for their children's future

Food Security Status

We used USDA's Household Food Security Survey Module[51] to measure food security in the households of the students in our sample. To calculate our food security measure, we asked students' caregivers six questions on the food consumed in their household in the last 12 months and whether they were able to afford the food they needed. The sum of a caregivers' affirmative responses to the six questions is the household's raw score. We linked the raw score to a food security status as follows:

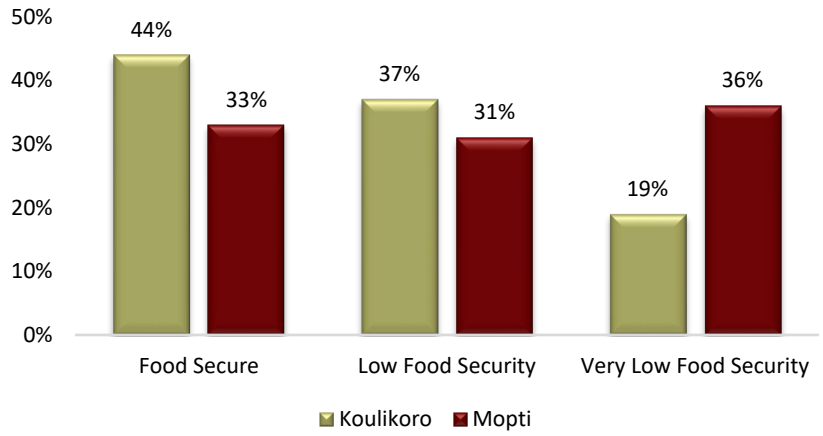
- Raw score 0-1—High or marginal food security
- Raw score 2-4—Low food security
- Raw score 5-6—Very low food security

As Exhibit 37 shows, food security was low among all caregivers but particularly low for caregivers of students in Mopti region. In fact, about 44 percent of caregivers in Koulikoro were food secure compared to only 33 percent of caregivers in Mopti.

[51] Economic Research Service, USDA. (2012). *U.S. Household Food Security Survey Module: Six-Item Short Form* (Tech.). Washington, DC: USDA.

Food security in both regions may likely be even lower for several reasons. First, households may be over-reporting due to the stigma attached to households not being able to adequately feed their family[52]. Second, the data seem to have been collected during a period in the year of food security (May) and may not truly reflect households' food security status at different periods of the year. In fact, per the World Food Program's national food security census (ENSAN) conducted in Mali in 2016, households in Mopti and Koulikoro seem to experience the most food security during the months of October through July, and the most food insecurity during the months of July through October[53].

Exhibit 38: Food Security Status among Households



Source: Caregiver Survey; authors' calculations, N=1,404 in Koulikoro, N=972 in Mopti.

When comparing these outcomes with the food security outcomes from ENSAN Mali, we found that our data showed higher levels of food security. In fact, according to ENSAN, only 26.8 percent of household in Koulikoro were food secure and 15.8 percent in Mopti[54]. This highlights the difficulty in collecting reliable data on such sensitive subject, and will likely necessitate additional cognitive testing of our food security questions to ensure validity and reliability of the data.

The discrepancy between the low rates of students who reported being hungry and the high rates of food insecurity reported by children's caregivers is likely due to several factors. First, while children may be eating three meals a day and feeling full after consuming the meals, these meals

[52] Eichberg, S. and Hart, J. (2013). The Truth and the Facts: Food Inequality on Long Island. Garden City, NY: Center for Health Innovation, Adelphi University. Retrieved from: http://www.adelphi.edu/wp-content/blogs.dir/3/files/2013/04/Food-Inequality-Report-2013.pdf?t=136553791l-1632184.
[53] World Food Program (2016, March). Rapport de Synthese : Enquete Nationale sur la Securite Alimentaire et Nutritionnelle (ENSAN Mali). Rome, Italy: United Nations. Retrieved from: http://documents.wfp.org/stellent/groups/public/documents/ena/wfp284183.pdf?_ga=1.241287938.1421946729.1471897724.
[54] Ibid.

may only be staving off hunger briefly and are likely not properly nourishing children. This explanation is consistent with student's low dietary outcomes. Second, given the stigma attached to being hungry, students may be over-reporting the number of meals consumed a day and not feeling hungry.

We then investigated if specific household members shouldered more of the burden of food insecurity in the household by asking questions about whose meal was cut or reduced at the time of food/money shortage. As Exhibit 39 presents, adults' meals, and specifically women's meals, were generally reduced or cut much more often than the children's meals (boys or girls). Women in Koulikoro seemed to bear more of the burden than their counterparts in Mopti. In fact, about 37 percent of caregivers in Koulikoro versus 29 percent in Mopti reported cutting or reducing the meals of women in the household during times of food insecurity. There were no differences in the rate of reduced or cut meals between boys and girls.

Exhibit 39: Proportion of Household Members Experiencing Reduced/Cut Meals during Food Insecurity

Household Members	Koulikoro	Mopti
Everyone	30%	37%
Women	37%	29%
Men	29%	26%
Girls	2%	4%
Boys	2%	4%
Total Responses	*720*	*728*

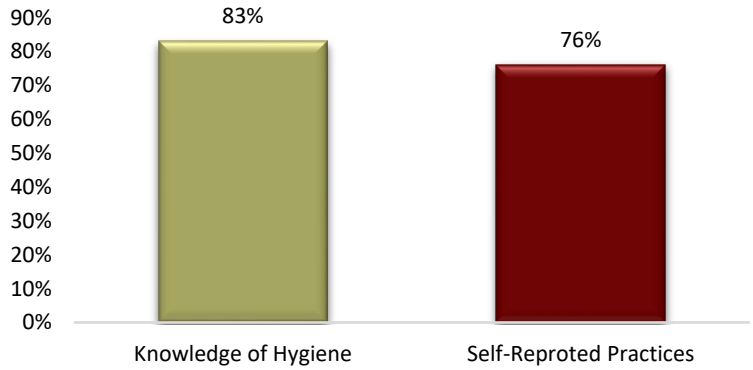
Source: Caregiver Survey; authors' calculations.

Hygiene Knowledge & Self-Reported Practice of Hygiene

To measure caregivers' knowledge and practice of hygiene habits, we looked at caregivers' handwashing practices and knowledge of prevention of intestinal worms.

We first calculated the rate at which caregivers identified the two critical moments at which one should wash their hands (before eating and after using the latrines) and compared it to the rate at which caregivers reported washing their hands for those two specific moments. In general, caregivers did not wash their hands as often as they reported people should. While about 83 percent of caregivers said people should wash their hands for those critical moments, 76 percent said they actually washed their hands for those moments (Exhibit 40). Exhibit 81 in Appendix 4 compares caregivers' hygiene practices and knowledge across various instances and shows that caregivers' self-reported practices were not always consistent with their knowledge.

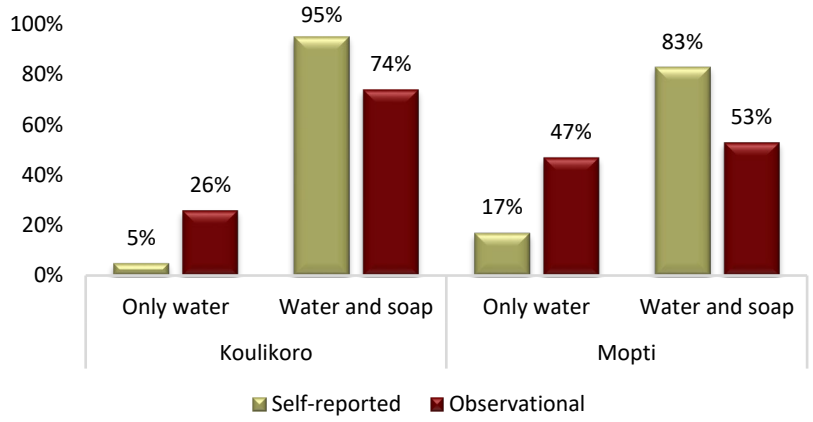
Exhibit 40: Caregivers' Knowledge of Handwashing versus Self-Reported Practices of Handwashing at Critical Moments



Source: Caregiver Survey; authors' calculations, N=2,376.

We then asked caregivers what they used to wash their hands and observed their handwashing practices at home. As Exhibit 41 shows, the majority of all caregivers reported washing their hands with soap and water (95 percent in Koulikoro and 83 percent in Mopti). However, when comparing the self-reported data with the observational data, we found that caregivers tended to significantly over-report washing their hands with soap and water in both regions. In fact, 74 percent of caregivers in Koulikoro and only 53 percent of caregivers in Mopti actually washed their hands with soap and water.

Exhibit 41: Caregivers' Self-reported Handwashing Habits vs. Observational[55] Data of Caregivers' Handwashing Habits



Source: Caregiver Survey; authors' calculation.
Note: Self-reported outcomes with N=1,404 in Koulikoro, and N=972 in Mopti
Observational outcomes with N=282 in Koulikoro, and N=457 in Mopti

[55] The total number of observations is based on those caregivers who ate and used the latrine during the enumerators' visit.

Approximately half of the caregivers (55 percent) were able to cite at least two legitimate ways to prevent intestinal worms. There were notable regional differences: 66 percent of caregivers in Koulikoro cited two preventive ways compared to only 40 percent in Mopti[56].

Involvement in Preventative Health Activities

To measure caregivers' involvement in preventative health activities for their children, we looked into the type of preventative health activities in which parents participated. Most caregivers (over 90 percent) reported having their child vaccinated at least once, but far fewer reported engaging in other preventative health activities, such as seeking prenatal care, providing nutrient supplementation or attending growth controls (Exhibit 42). Caregivers in Koulikoro reported engaging in preventative health activities at a much higher rate than their counterparts in Mopti.

Exhibit 42: Caregivers' Involvement in Preventive Activities by Region

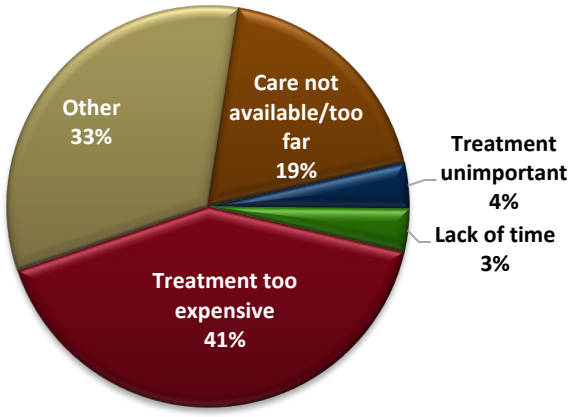
Preventive Activities	Koulikoro	Mopti
Vaccination	95%	92%
Supplement (food) iron	55%	44%
Vitamin A supplementation	66%	58%
Growth control	55%	34%
Prenatal care	69%	56%
Other	3%	6%
Total number of responses [57]	*1,394*	*972*

Source: Caregiver Survey; authors' calculations.

Exhibit 43 shows the reasons why caregivers did not engage in these preventive activities. There were no significant regional differences with the exception of the cost of the treatments, which seems to be a bigger issue for caregivers in Koulikoro (44 percent) than for caregivers in Mopti (38 percent)[58]. Answers under 'Other' varied, from using traditional medicine to not being aware of the existence/need for preventative health activities.

[56] Caregiver Survey; authors' calculations, N=1,398 in Koulikoro, and N=970 in Mopti.
[57] 11 household members rejected to answer.
[58] Caregiver survey, authors' calculations.

Exhibit 43: Caregivers' Reasons for not being engaged in Preventive Health Care Activities for their Children



Source: Caregiver Survey; authors' calculation, N = 1,685.

Involvement in School Activities and Children's Education

To measure caregivers' involvement with their children's school and education, we looked at caregivers' participation in school meetings and involvement in school support projects and in their children's education.

Exhibit 44 shows caregivers' attendance to SMC meetings in the last 3 months. Overall, caregivers' attendance was low. When SMCs organized 1-3 meetings: 48 percent of all caregivers reported not attending the meetings. When SMCs organized over 3 meetings: 49 percent reported not attending the meetings, 20 percent reported attending 1-3 meetings, and 31 percent attended over 3 meetings.

Exhibit 44: Proportion of Caregivers who Attended SMC Meetings Relative to the Number of SMC Meetings Organized

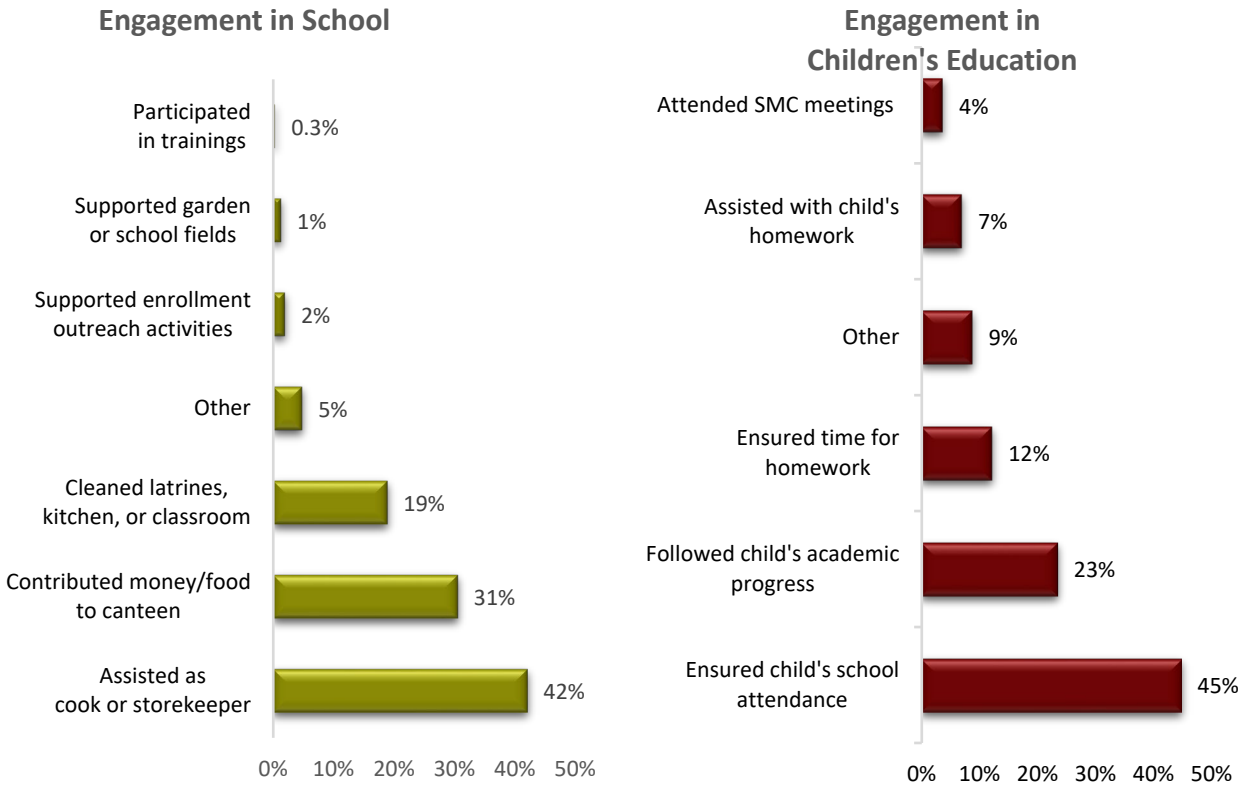
Number of SMC Meetings Organized by SMCs	Proportion of Caregiver Attendance		
	None	1-3 Meetings	Over 3 Meetings
1-3 Meetings	48%	51%	1%
Over 3 Meetings	49%	20%	31%

Source: Caregiver Survey; authors' calculation
Note: N=2,356 for organized meeting, and N=1,395 for attended meetings.

About half of all caregivers (52 percent) reported participating in a school cleaning or support project activities since the beginning of the year, and nearly all caregivers (99 percent) reported

being engaged in their children's education[59]. There were important regional differences with regard to caregivers' involvement in school support activities: 60 percent of caregivers in Mopti participated in a school support activity compared to only 47 percent in Koulikoro[60]. Exhibit 45 provides the frequency of caregivers' involvement for various school support activities as well as for different aspects of children's education.

Exhibit 45: Proportion of Caregivers Involved in School Support Activities and in Children's Education



Source: Caregiver Survey; authors' calculation, N=1,744 (total number of responses) for school involvement and N=2,589 (total number of responses) for Children's Education[61].

[59] Source: Caregiver Survey; authors' calculation, N=2377.
[60] Source: Caregiver Survey; authors' calculation, N=2377.
[61] The calculations are based on the total number of responses to different options that were selected for all that applied.

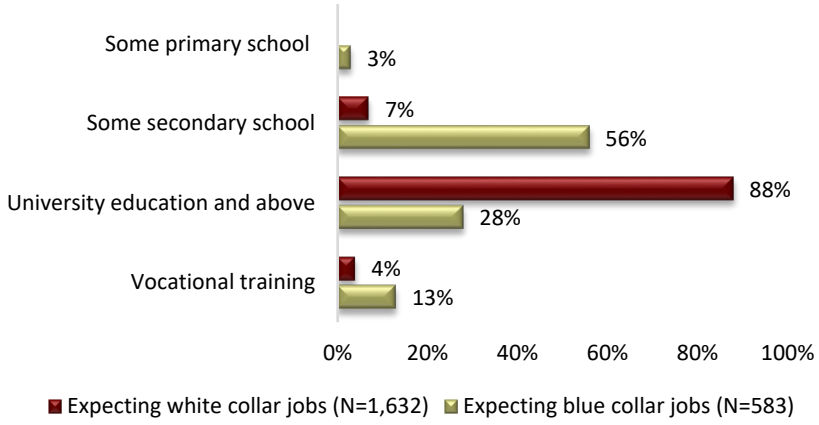
Caregivers' Aspirations for their Children's Future

To measure the level of caregivers' aspirations for their children, we looked at caregivers' expectations for their children's occupation and educational attainment as well as caregivers' perceptions of girls 'education.

Caregivers' aspirations for their children were high: 74 percent of caregivers hoped that their children would have a white collar type job instead of a blue collar job and 72 percent hoped that their children would reach a tertiary level education[62].

As Exhibit 46 shows, caregivers' expectations for their children's occupation were generally in line with their expectations for their children's educational attainment. In fact, over 88 percent of caregivers who expected a white collar job for their children wanted them to have a high level of education (university and above). Similarly, 56 percent of caregivers who expected a blue collar job for their children wanted them to only have a secondary level education.

Exhibit 46: Caregivers' Aspirations for their Children's Occupation Relative to Caregivers' Aspirations for their Children's Educational Attainment

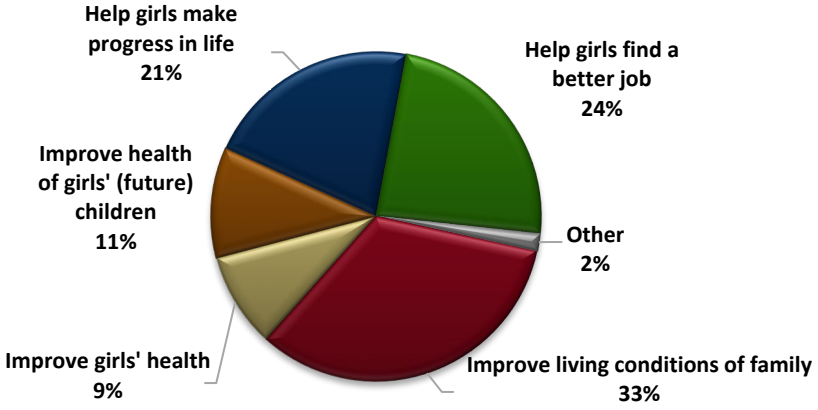


Source: caregiver Survey; authors' calculations.

Nearly all caregivers (97 percent) believed education was a good thing for girls[63]. Exhibit 47 provides a breakdown of the reasons caregivers believed educating girls was a good thing.

[62]Source: Caregiver Survey; authors' calculation, N=2377.
[63]Source: Caregiver Survey; authors' calculation, N= 2372.

Exhibit 47: Reasons Caregivers Believed Education Was a Good Thing for Girls?



Source: caregiver Survey; authors' calculations, N) =5,944[64](total number of responses.

6.4 Teacher Outcomes

This section presents teachers' baseline outcomes in the following four areas[65]:

- Pre-service and in-service trainings
- Balanced Literacy Approach (BLA)
- Pedagogical Support and Oversight
- Hygiene knowledge, teaching about hygiene and self-reported practices of hygiene

Pre-Service and In-Service Trainings Received

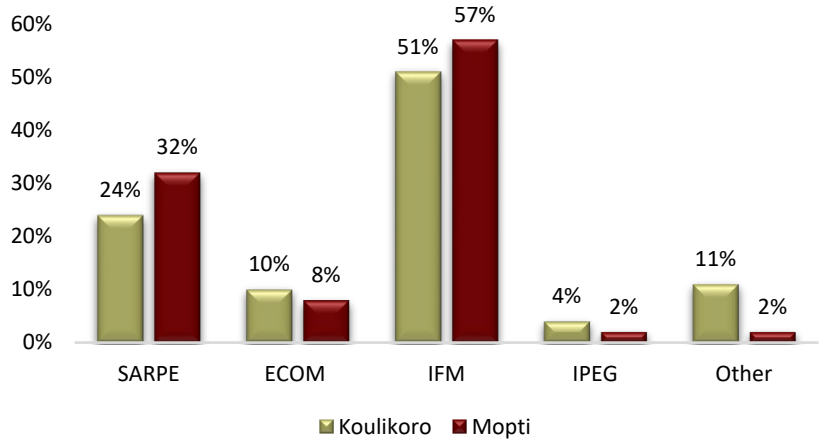
We examined the percentage of teachers who were formally trained to teach and the type of trainings they received. About 83 percent of teachers reported having been formally trained to teach.

As Exhibit 48 shows, of those teachers who were formally trained, the majority were recruited and trained through IFM[66] (Institut de formation des maîtres) and SARPE (Strategy Alternative de

[64] The calculations are based on the total number of responses to different options that were selected for all that applied.
[65] This section includes teachers and principals who taught grades 1-4.
[66] [66] IFM is is a teachers training school. All schools have a 4-year program for Grade 9 graduates and 2-year training program for Grade 12 graduates. Training program includes psychology, pedagogy, and subject matters such as science, mathematics, languages, etc.

Recruitment du Personnel Enseignant)[67]. The remainder were recruited and trained through ECOM (Ecole Communautaire)[68], HEGIRE (Training Center for Teachers)[69], and IPEG (Institut Pédagogique d'Enseignement Général)[70].

Exhibit 48: Different Type of Pre-Service Trainings



Source: Teacher Survey; authors' calculations, N=92 in Koulikoro, and N=60 IN Mopti.

Though the majority of teachers were trained to teach, far fewer received trainings in literacy and pedagogy since the beginning of the school year, especially teachers in Mopti (Exhibit 49).

Exhibit 49: Proportion of Teachers who received In-Service Trainings in Literacy and Pedagogy

Trainings	Koulikoro	Mopti
Literacy Training (*Since beginning of school year*)	27%	19%

[67] SARPE is "a fast-track training route which involves taking slightly older students - again, with a minimum qualification of the DEF (although many will have received some further education) - and training them over what was 15 days and is now six months. SARPE is organised and taught by the local education authorities, with school advisors taking a prominent role in the training". ("Mali : Teacher Preparation and Continuing Professional Development in Africa (TPA)"). Center for International Education (CIE). (2016). Mali: Teacher Preparation and Continuing Professional Development in Africa (TPA). Brighton, England: University of Sussex. Retrieved from: http://www.sussex.ac.uk/cie/projects/completed/tpa/mali.

[68] ECOM is 45-day training program for community schools teachers. Those teachers are hired and paid by communities but go through this government-supported training program. The program also includes psychology, pedagogy, and subject matters.

[69] HEGIRE is a teachers training school. All schools have a 4-year program for Grade 9 graduates and 2-year training program for Grade 12 graduates. Training program includes psychology, pedagogy, and subject matters such as science, mathematics, languages, etc.

[70] IPEG is is a teachers training school. All schools have a 4-year program for Grade 9 graduates and 2-year training program for Grade 12 graduates. Training program includes psychology, pedagogy, and subject matters such as science, mathematics, languages, etc.

Pedagogical Training (*Since beginning of school year*)	23%	14%
Total number of responses	112	69

Source: Principal Survey; authors' calculations.

Balanced Literacy Approach (BLA)

We investigated the proportion of teachers trained in the BLA, proportions of teachers who used the approach in their class, and BLA techniques favored by students.

Exhibit 50 shows the percentage of teachers trained in the BLA broken down by grade and by region. As expected, given the project implementation timeline, the majority of all grade 1 (CP1) teachers were trained in the BLA in April 2016 (78 percent in Mopti and 97 percent in Koulikoro).

However, unexpectedly, large proportions of grade 2-4 (CP2-CE2) teachers also said they were trained in the BLA[71]. However, upon closer look at the data, we found that 100 percent of teachers in Koulikoro and 58 percent of teachers in Mopti were trained in November 2015 or before[72]. The training these teachers received is likely different than the BLA training (since that training was provided during the spring of 2016), so this finding should not undermine the validity of our evaluation.

Exhibit 50: Proportion of Teachers Trained in the BLA

Grade	Koulikoro		Mopti	
	Percentage	Observations	Percentage	Observations
CP1	97%	30	78%	18
CP2	31%	26	35%	17
CE1	57%	28	19%	16
CE2	32%	28	17%	18
Total number of responses	112		69	

Source: Teacher Survey; authors' calculations.

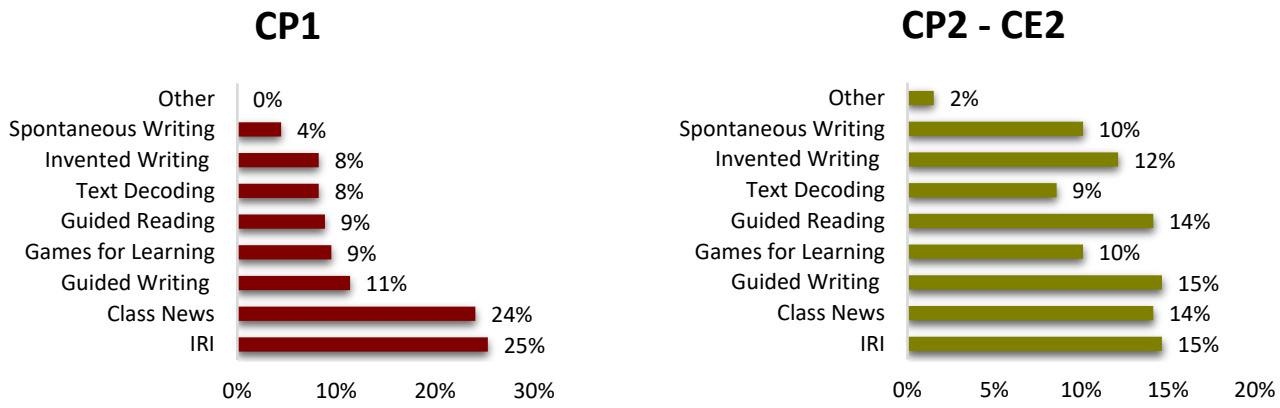
Few teachers were trained in all eight techniques (9 percent of CP1 and 18 percent of CP2-CE2 teachers[73]). On average, teachers received training in four techniques, with no significant differences across region and grade[74].

Exhibit 51 shows the techniques in which teachers were trained. The most cited techniques in which CP1 teachers reported being trained were the 'Class News' (24 percent) and 'IRI' (25

[71] Per the project implementation timeline, all grade 2-4 (CP2-CE2) teachers should receive the BLA training in spring of 2017.
[72] The other 42 percent of teachers in Mopti reported that they received their training in April 2016; however, these are just 5 teachers out of 12.
[73] Source: Teacher Survey; authors' calculations, N= 43 for CPI teachers, and N= 44 for CP2-CE2 teachers.
[74] Ibid.

percent). CP2-CE2 teachers also cited IRI but to a much lesser (15 percent) extent and Guided Writing (15%).

Exhibit 51: Frequency of Teachers Trained in the Different BLA Techniques



Source: Teacher Survey; authors' calculations, N= 158[75] for CPI and N= 198[76] for CP2-CE2.

Exhibit 52 shows the proportions of teachers who reported using the BLA techniques in their class. The majority of CP1 teachers (between 97 and 89 percent) reported implementing the techniques in their classroom. Far fewer teachers in CP2-CE2 said they used the techniques in their class (between 11 and 46 percent). However, the techniques used by the latter were probably not the BLA techniques teachers were trained on in spring 2016, since most teachers in CP2-CE2 only received training in November 2015 or before (the actual BLA training took place in the spring of 2016).

Exhibit 52: Proportion of Teachers Using the BLA Techniques in Class by Grade and Region

Grade	Koulikoro		Mopti	
	Percentage	Observations	Percentage	Observations
CP1	97%	30	89%	18
CP2	46%	26	29%	17
CE1	36%	28	37%	16
CE2	11%	28	17%	18
Total number of responses	112		69	

Source: Teacher Survey; authors' calculations.

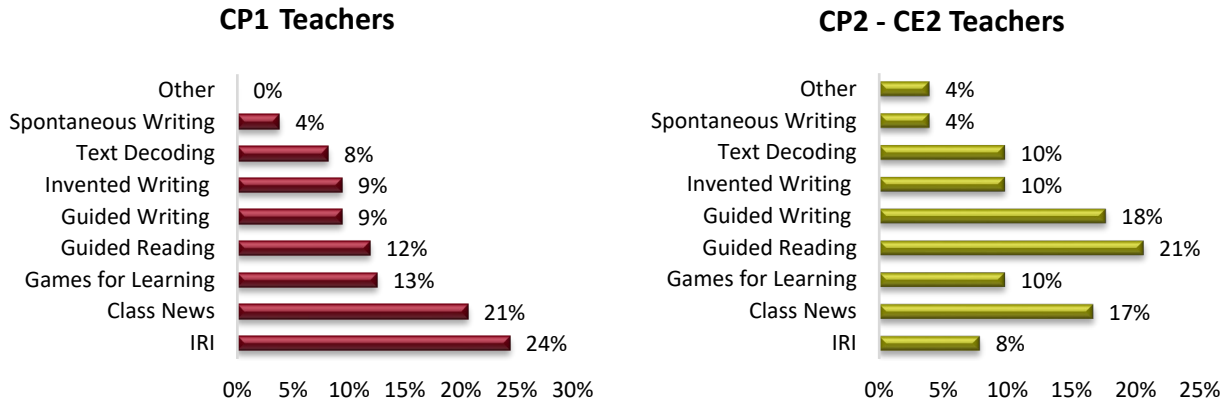
75 The calculations are based on the total number of responses to different options that were selected for all that applied with 43 CP1 teachers.
76 The calculations are based on the total number of responses to different options that were selected for all that applied with 45 CP2-CE2 teachers.

Consistent with the training received, few CP1 teachers (7 percent) used all of the techniques in the class. On average, CP1 teachers used four techniques, with no significant differences across regions and grades[77].

Exhibit 53 shows the proportions of teachers who used the various BLA techniques during the Language and Communication class by grades. CP1 teachers cited most commonly using the 'Class News' (21 percent) and the 'IRI' (21 percent) techniques in class. In contrast, CP2-CE2 teachers cited most commonly 'Guided Reading' (21 percent) and 'Guided Writing' (18 percent).

When probed about which BLA techniques students appreciated most (Exhibit 54), teachers most often cited the 'Class News' (37 percent in Mopti and 18 percent in Koulikoro) and 'IRI' (20 percent in Mopti and 27 percent in Koulikoro).

Exhibit 53: Proportion of Teachers who used The BLA Techniques during Language and Communication Class

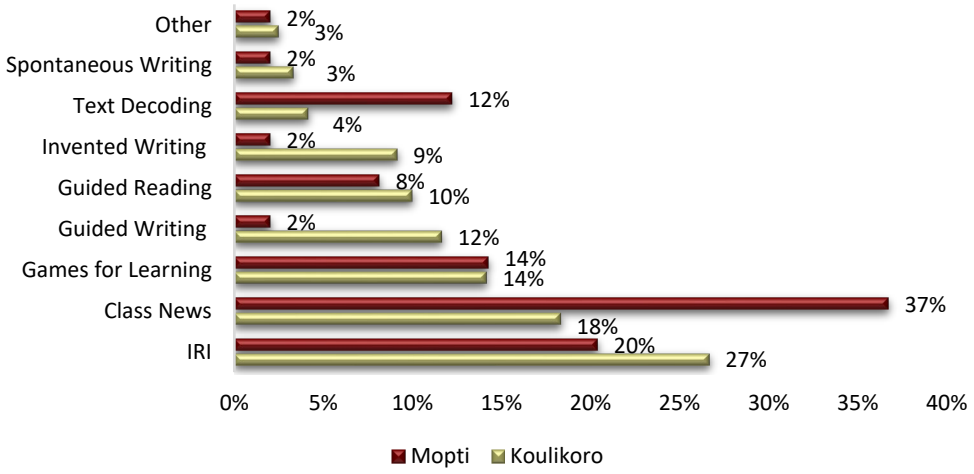


Source: Teacher Survey; authors' calculations, N=160 responses for CP1 teachers, and N =102 for CP2-CE2 teachers[78].

Exhibit 54: BLA Techniques Most Appreciated by Students (according to teachers)

77 Ibid.

78 The calculations are based on the total number of responses to different options that were selected for all that applied.



Source: Teacher Survey; authors' calculations, N=120 in Koulikoro, and N= 49 in Mopti[79].

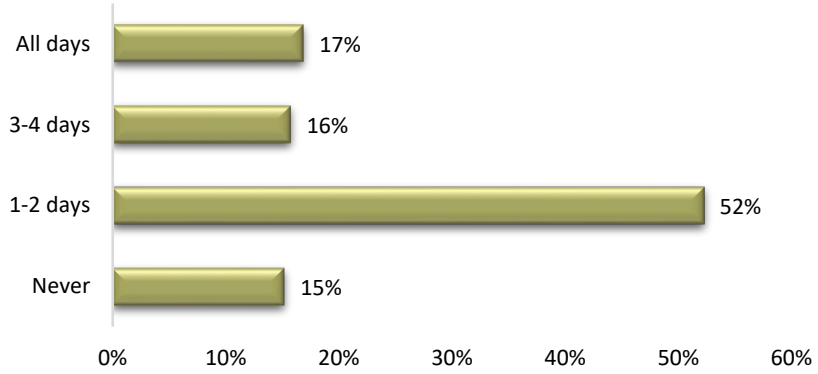
Pedagogical Support and Oversight

To measure the extent to which teachers were supported and supervised at school, we looked at how often principals observed teachers' Reading-Writing class over a period of a week, the extent to which teachers found these observations useful and the other types of support teachers received from principals.

About half of all teachers (52 percent) said that principals observed their Reading-Writing class for 1-2 days during the period of a week. Few teachers (15 percent) said that the principals never observed their class during a week (Exhibit 55). The only notable regional differences were over observing teachers daily: 20 percent of teachers in Koulikoro reported principals observed their Reading-Writing class on a daily basis compared to only 12 percent of teachers in Mopti[80].

[79] The calculations are based on the total number of responses to different options that were selected for all that applied.
[80] Source: teacher survey, authors' calculations.

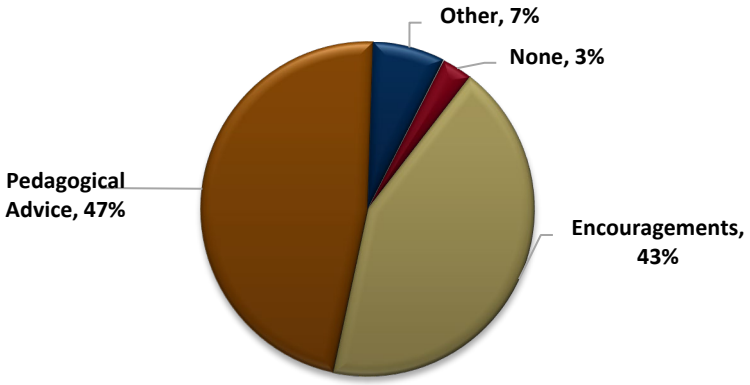
Exhibit 55: Frequency of Principals' Observations of Teachers' Reading-Writing Class over a Week



Source: Teacher Survey; authors' calculations. N=178.

Among the teachers who reported that the principals observed their class, the majority (90 percent in Koulikoro and 84 percent in Mopti) found the principals' observations helpful most of the time. When probed about other types of support teachers received from the principals, a larger proportion of teachers mentioned pedagogical advice (47 percent) and encouragements (43 percent) (Exhibit 56).

Exhibit 56: Different Types of Principals' Support



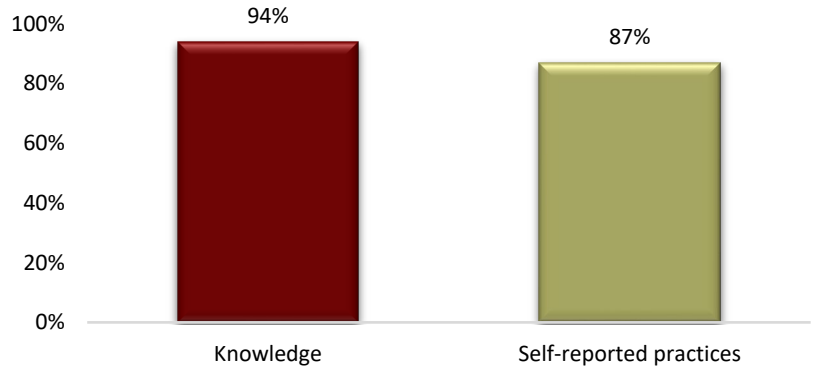
Source: Teacher Survey; authors' calculations. N=301[81].

Hygiene Knowledge and Self-Reported Practices of Hygiene

[81] The calculations are based on the total number of responses to different options that were selected for all that applied.

To measure teachers' knowledge and practice of hygiene, we asked them about handwashing practices and intestinal worm prevention. Just as we did for caregivers and students, we first calculated the rate at which teachers identified at least the two critical moments at which one should wash their hands (before eating and after using the latrines) and compared it to the rate at which teachers reported washing their hands for those two specific moments. In general, teachers washed their hands as they stated people should with no regional differences. About 94 percent of teachers said people should wash their hands for the two considered critical moments, and 87 percent said they actually washed their hands for those moments (Exhibit 57). Exhibit 82 in Appendix 4 compares teachers' hygiene practices and knowledge across various instances and shows that teachers' self-reported practices were more or less consistent with their knowledge.

Exhibit 57: Teachers' Knowledge of Handwashing versus Self-Reported Practices of Handwashing at Critical Moments



Source: Teacher Survey; authors' calculations. N=181.

We then looked into what teachers used to wash their hands. Almost all teachers (98 percent) reported washing their hands usually with soap and water.

More than half of teachers (67 percent) could cite at least two ways to prevent intestinal worms.

6.5 School Principal Outcomes

This section presents baseline outcomes for all principals (N=49) in the following areas:

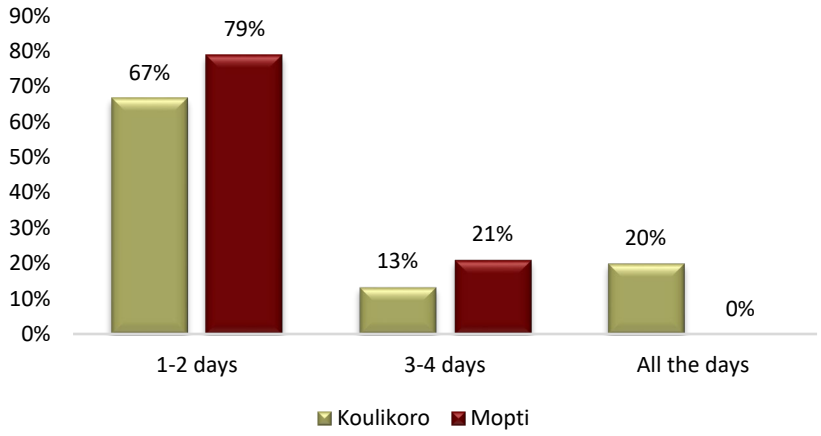
- Pedagogical Advisors and Oversight of Teachers

Pedagogical Advisors and Oversight of Teachers

To measure the extent to which principals supported and supervised teachers, we investigated how often principals observed their teachers during the Reading-Writing class, whether principals had difficulties with supporting their teachers, and the extent to which pedagogical advisors were helpful to principals.

A large proportion of principals in Koulikoro (67 percent) and in Mopti (79 percent) said they observed their teachers 1-2 days over a period of a regular week. The principals' responses were mostly consistent with teachers'; however, while all principals said they observed all their teachers at least once during a regular week, 15 percent of teachers said their principals never observed them.

Exhibit 58: Frequency of Principals' Observations of Teachers' Reading-Writing Class versus a Regular Week



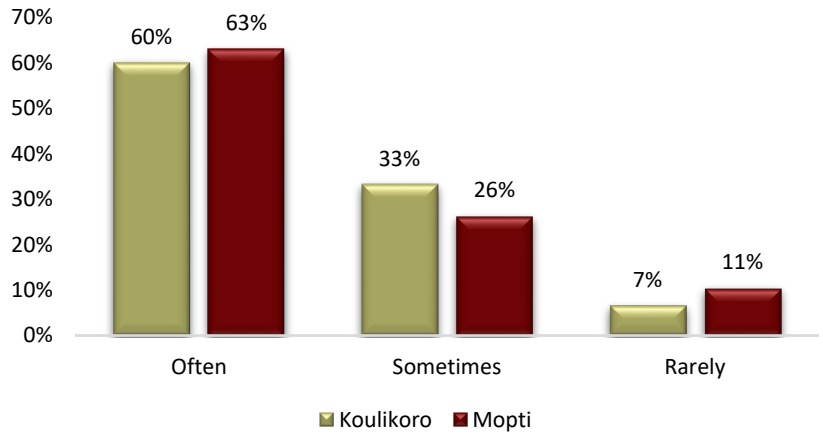
Source: Principal Survey; authors' calculations, N=30 in Koulikoro and N=19 in Mopti.

Most principals reported not having any difficulties with observing their teachers. For those who did experience challenges (20 percent in Koulikoro and 32 percent in Mopti)[82], most cited that the challenge was 'lack of time'.

Over half of teachers (60-63 percent) reported that the pedagogical advisors were 'often' helpful for their work (Exhibit 59).

Exhibit 59: Proportion of Principals who Found Pedagogical Advisors Useful for their Work

[82] Principal Survey; authors' calculations, N=30 in Koulikoro and N=19 in Mopti.



Source: Principal Survey; authors' calculations, N=30 in Koulikoro and N=19 in Mopti.

6.6 SMC Outcomes

This section presents baseline outcomes for SMCs in the following areas:

- Training
- Management of roles and responsibilities
- Knowledge of safe food storage and safe food preparation
- Hygiene knowledge and self-reported practices of hygiene
- Management of canteens
- Support for and operations of canteens
- School Involvement

Training

We examined the proportion of SMC members who were formally trained and the topics on which they were trained.

Nearly all SMC members (over 90 percent) said that they had received some form of training. However, members in Koulikoro received training on more topics (approximately 5) compared to their counterparts in Mopti (approximately 3). Few (no one in Mopti and 19 percent in Koulikoro) had received training on all seven topics. Members across the two regions were not trained in the various topics homogeneously. Exhibit 60 provides the topics of training cited by members.

Exhibit 60: Frequency of SMC Members Trained in the Different Topics

Topics[83]	Koulikoro	Mopti
Management of rations	21%	30%
Health, hygiene and nutrition	17%	12%
Establishing SMCs democratically	11%	11%
Roles and responsibilities of SMCs	16%	23%
Development of the annual action plan	13%	12%
Mobilization of resources	10%	7%
Monitoring and evaluation strategies	12%	5%
Pedagogical approaches teachers use[84]	60%	78%
Total number of responses [85,86]	126	57

Source: SMC Survey, authors' calculations.

When probed on whether the trainings helped members fulfill their responsibilities, over 80 percent of members across both regions said that the trainings helped either all or most of the time[87].

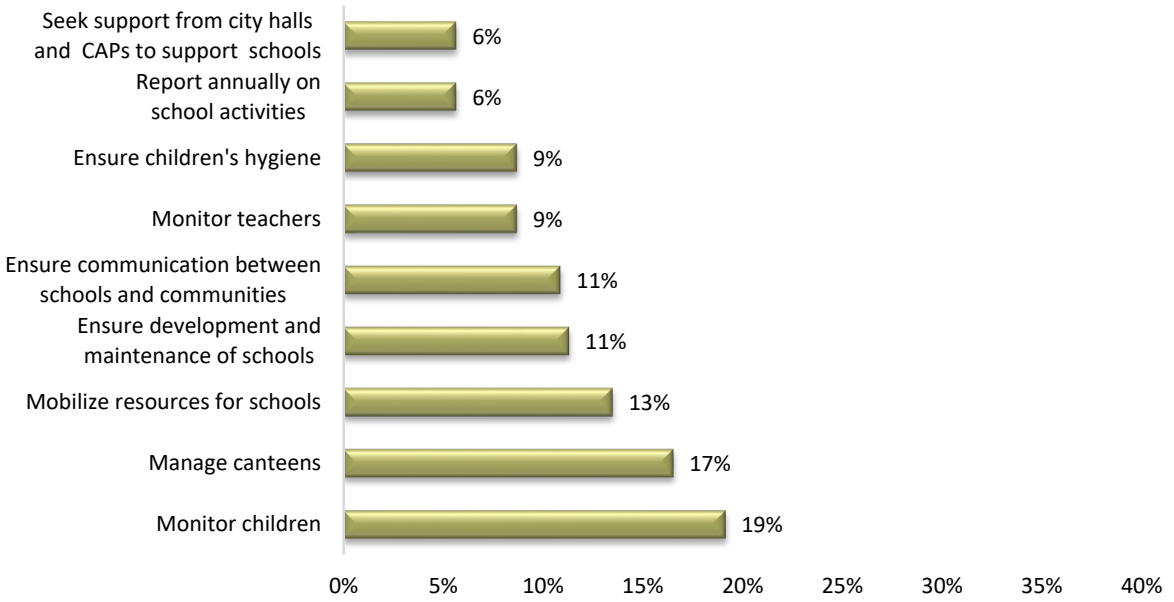
Management of roles and responsibilities

We looked at whether SMC members knew their roles and responsibilities and the extent to which they felt their roles and responsibilities were manageable.

On average, SMC members across both regions cited five main responsibilities of the SMCs, with managing canteens and monitoring canteens as the two most-cited responsibilities (Exhibit 61). When probed on whether the responsibilities conferred to SMCs were too burdensome, 37 percent of members in Koulikoro and 44 percent in Mopti said yes[88].

[83] For all topics except 'Pedagogical approaches', SMC members were asked to cite the topics they were trained on. For the topic 'Pedagogical approaches', SMC members were asked a close-ended question: whether or not they had received training in the pedagogical approaches teachers use.
[84] N = 30 in Koulikoro, and 18 in Mopti for that training question.
[85] The calculations are based on the total number of responses to different options that were selected for all that applied.
[86] 4 out of 48 SMC members have not received any formal training.
[87] Source: SMC Survey, authors' calculations.
[88] Source: SMC Survey, authors' calculations; across all the responses to all the options, which is= 230.

Exhibit 61: Main Responsibilities of SMCs



Source: SMC Survey, authors' calculations; across all the responses to all the options, which is= 230[89].

Knowledge of safe food storage and safe food preparation

To measure SMC members' knowledge of safe food storage and safe food preparation practices, we calculated the proportion of members who could cite at least two and at least four practices for each of the two categories. The majority of all members (over 90 percent) could cite at least two practices of safe food storage and safe food hygiene. However, fewer members could cite at least four practices, especially for food storage among members in Mopti and for food hygiene among members in Koulikoro (Exhibit 62).

Exhibit 62: Frequency of SMC Members who Identified Practices of Safe Food Storage and Safe Food Hygiene

Practices	Food Storage		Food Preparation	
	Koulikoro	Mopti	Koulikoro	Mopti
Cited at least 2 legit Practices	97%	94%	100%	100%
Cited at least 4 legit Practices	80%	67%	67%	83%
Total number of observations	30	18	30	18

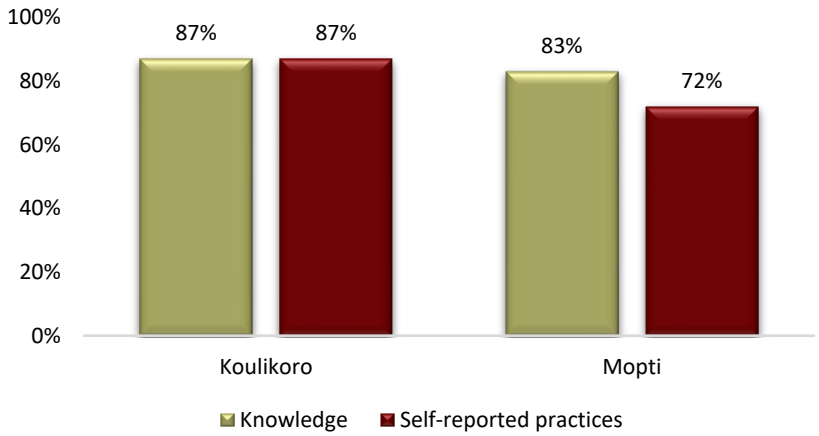
Source: SMC Survey, authors' calculations.

[89] The calculations are based on the total number of responses to different options that were selected for all that applied.

Hygiene knowledge and self-reported practices of hygiene

To measure SMC members' knowledge and practice of hygiene, we looked at members' handwashing practices and knowledge of prevention of intestinal worms. Just as we did for other interviewees, we first calculated the rate at which members identified the two critical moments at which one should wash their hands (before eating and after using the latrines) and compared it to the rate at which members reported washing their hands at those two specific moments. In general, members washed their hands as they stated people should. While 83 to 87 percent of members said people should wash their hands for the two considered critical moments, 72 to 87 percent said they actually washed their hands for those moments (Exhibit 63). There were notable differences between self-reported hygiene practices across regions: members in Koulikoro (87 percent) reported better handwashing practices than members in Mopti (72 percent). Exhibit 84 in Appendix 4 compares members' hygiene practices and knowledge across various instances and shows that member's self-reported practices were more or less consistent with their knowledge.

Exhibit 63: SMC Members' Knowledge of Handwashing versus Self-Reported Practices of Handwashing at Critical Moments by Region



Source: SMC Survey, authors' calculations, N=30 in Koulikoro, and N=18 in Mopti.

We then looked into what SMC members used to wash their hands. The majority of members (94 percent) reported washing their hands with soap and water.

Sixty-nine percent of all members could cite at least two ways to prevent intestinal worms. There were significant differences across regions: 73 percent of members in Koulikoro could cite at least two ways compared to 61 percent in Mopti.

Management of canteens

We looked into how many SMC members said their school had a canteen and how many managed their school's canteen, whether members felt that their canteen was well equipped, and the tools members used to manage their canteens.

The vast majority of members reported that their schools had canteens and that SMCs managed the canteens. There were some regional differences: fewer schools in Mopti (89 percent) had canteens compared to schools in Koulikoro (97 percent) (Exhibit 64).

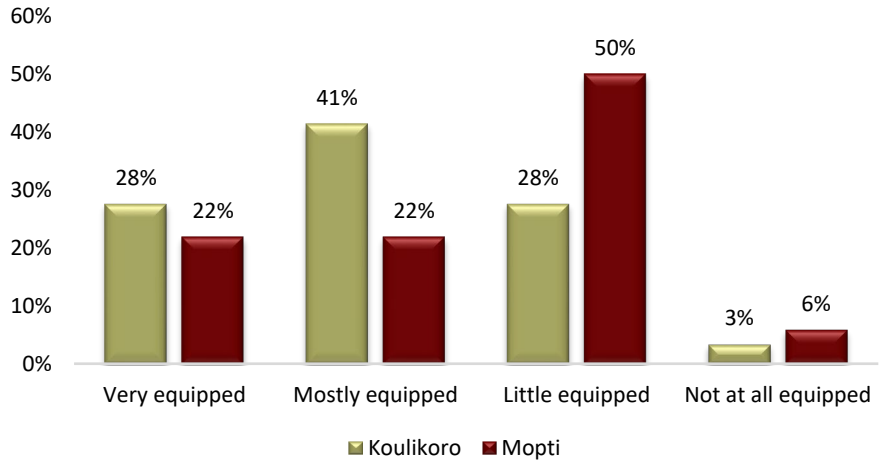
Exhibit 64: Proportion of Schools with Canteens and Canteens Managed by SMCs

Canteens Ownership and Management	Koulikoro	Mopti
Schools with Canteens	97%	89%
Canteens managed by SMCs	93%	100%
Total number of observations	30	18

Source: SMC Survey, authors' calculations.

While most schools had canteens, they were not always adequately equipped. In fact, about 69 percent of members in Koulikoro and only 42 percent in Mopti said that their canteens were mostly very equipped (Exhibit 65).

Exhibit 65: Proportion of Canteens Equipped to Prepare Meals



Source: SMC Survey, authors' calculations, N=29 in Koulikoro, and N=18 in Mopti.

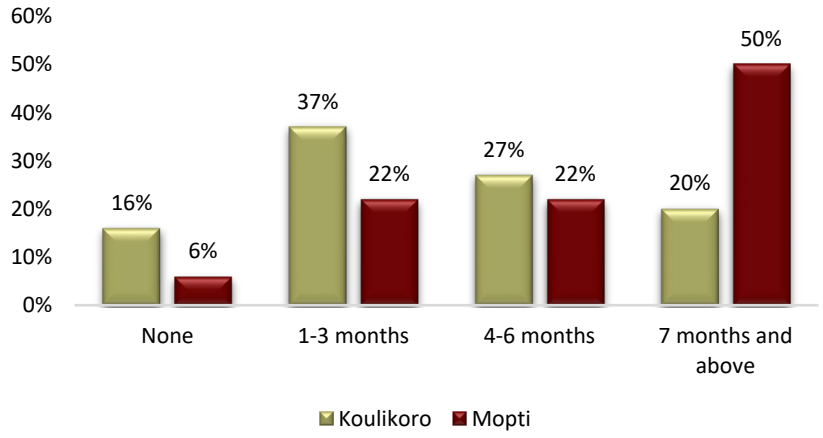
With regard to management tools, we calculated the proportions of SMCs who reported having the various school and canteen management books[90] and compared their responses to the observational data[91]. While the majority of SMC members reported having all of the management books, fewer members in Koulikoro had the management books compared to members in Mopti (67 percent in Koulikoro versus 94 percent in Mopti). The self-reported data was generally consistent with the observational data, though members in Koulikoro seem to have underestimated the number of books held by their SMCs[92].

Support and Operation of Canteens

We looked into the average number of months canteens were in operation, which stakeholders covered these months, and parental contributions to the canteens.

School canteens did not operate homogenously across both regions since the beginning of the school year. In Koulikoro, school canteens functioned for 4 months on average, while in Mopti canteens functioned for 6 months on average. Exhibit 66 provides the breakdown of the average number of months canteens functioned since the start of the school year. This discrepancy may be explained by the fact that 69 schools in Mopti received funds from the government to run their canteens in April-May while waiting for the arrival of FFE commodities[93].

Exhibit 66: Average Number of Months Canteens Functioned Since the Beginning of the School Year



Source: SMC Survey, authors' calculations, N=30 in Koulikoro, and N=18 in Mopti.

[90] Books considered included: the community contribution book, the community management book, the inventory book, and the student attendance book.
[91] Enumerators physically checked which school and canteen management books SMCs had.
[92] Source: SMC Survey, authors' calculations, N=30 in Koulikoro, and N=18 in Mopti.
[93] Source: CRS Mali.

In Koulikoro, the MoE, Parents and CRS covered the same number of months on average (approximately 1 month). In Mopti, however, parents covered more months (approximately 3) compared to CRS (approximately 2 months) and the MoE (approximately 1 month) (Exhibit 67).

Exhibit 67: Average Number of Months Various Stakeholders supported the Functioning of the Canteen since the Beginning of the School Year

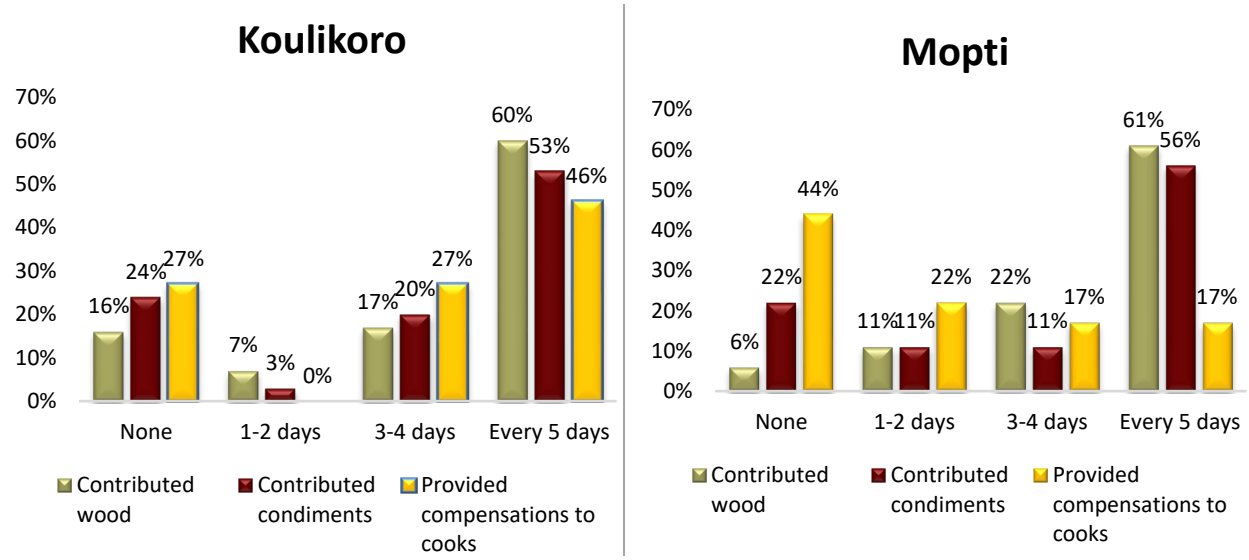
Stakeholders	Average # of Months	
	Koulikoro	Mopti
Ministry of Education	1	1
Parents	1	3
CRS	1	2
Other communities	0	0
Total number of observations	30	18

Source: SMC Survey, authors' calculations.

Parental support for the canteens was strong. The majority of communities (83 percent) maintained the school's storage room since the beginning of the semester (January)[94]. Parents also contributed wood, condiments and compensated cooks. On average, over a period of a regular week, over 70 percent of parents contributed wood, condiments and compensated cooks for 3 or more days of the week. There were some regional differences in the level and type of contributions: in Mopti, parents contributed condiments and wood at roughly the same rate; however, far fewer parents (3 percent) compensated cooks for 3 or more days of the weeks compared to parents in Koulikoro (7 percent) (Exhibit 68).

[94] SMC Survey, authors' calculations, N=48.

Exhibit 68: Number of days Parents Contributed Wood, Condiments and Compensated Cooks for the Canteen over a Regular Week



Source: SMC Survey, authors' calculations, N=30 in Koulikoro, and N=18 in Mopti.

School involvement

We examined the number of school meetings (General Assemblies) SMCs organized since the beginning of the school year, the type of monitoring and oversight SMCs engaged in over teachers and students, and SMCs' action plans

Most schools had between 1-3 assemblies (63 percent in Koulikoro and 50 percent in Mopti), followed by more than 3 assemblies (30 percent in Koulikoro and 50 percent in Mopti) (Exhibit 69).

Exhibit 69: Number of General Assemblies Organized by SMCs since the Beginning of the School Year

Number	Koulikoro	Mopti
None	7%	0%
Between one and three	63%	50%
More than 3	30%	50%
Total number of observations	30	18

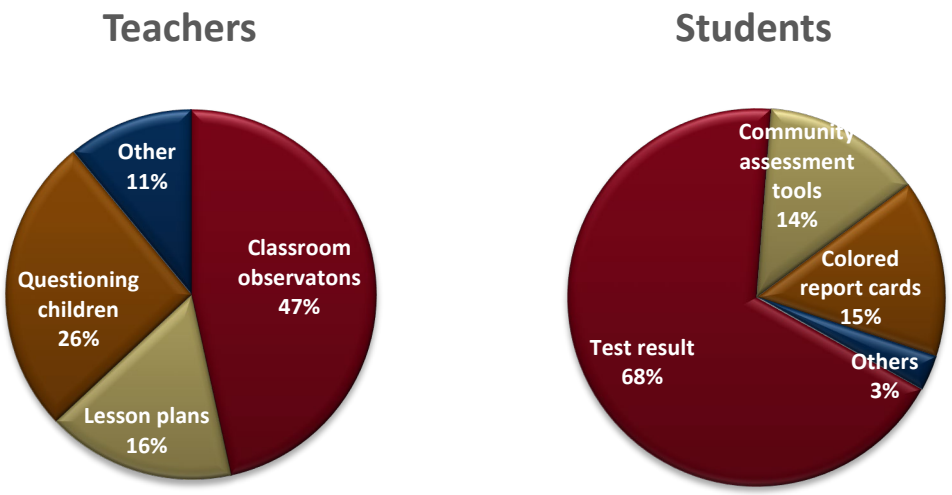
Source: SMC Survey, authors' calculations.

The majority of SMC members (83 percent) reported monitoring teachers' practices, and even larger proportions of members (97 percent) reported that they monitored children's progress.

Members most often cited classroom observations (47 percent) and questioning children (26 percent) as the approaches they used to monitor teachers and checking test results for monitoring students (Exhibit 70).

About 75 percent of SMCs reported monitoring the proper maintenance of pedagogical materials, mainly by visiting the storage room (46 percent), followed by inventory (29 percent), classroom observations (24 percent)[95].

Exhibit 70: Approaches Used by SMCs to Monitor Teachers and Students



Source: SMC Survey, authors' calculations
Note[96]: N=73 for the left, and N=70 for the right graph[97].

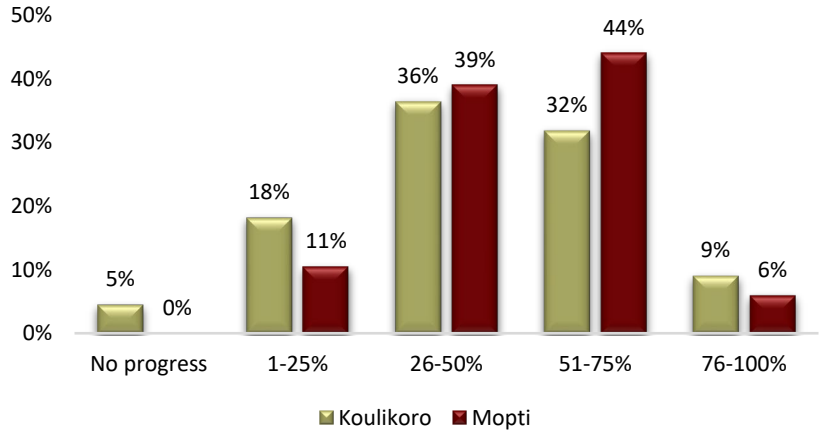
With regard to SMCs' annual action plans, we calculated the extent to which SMC members reported having developed the annual action plan for their school and compared their responses to observational data[98].

About 83 percent of SMC members reported having developed the annual action plan for their school. There were notable differences across regions: 100 percent of SMCs in Mopti had elaborated the school's annual action plan compared to 73 percent in Koulikoro. The self-reported data was generally consistent with the observational data[99].

[95] Source: SMC Survey, authors' calculations; across all the number of responses to all applied options, which is 70.
[96] The calculations are based on the total number of responses to different options that were selected for all that applied.
[97] The calculations are based on the total number of responses to different options that were selected for all that applied.
[98] Enumerators physically checked which SMCs had annual action plans.
[99] *Source: SMC Survey, authors' calculations, N=22 in Koulikoro, and N=18 in Mopti.*

Exhibit 71 shows the level of completion of the annual action plans. In general, SMCs in Mopti completed more of their annual action plans compared to SMCs in Koulikoro: about 50 percent of SMCs in Mopti had completed 51 percent or more of their action plan compared to only 41 percent in Koulikoro.

Exhibit 71: The Level of Completion of Annual Action Plans



Source: SMC Survey, authors' calculations, N=22 in Koulikoro, and N=18 in Mopti.

SECTION 7. QUALITATIVE OUTCOMES

7.1 Student Focus Groups

Motivation to Attend School

When asked, students in all schools were initially very positive in their attitudes toward school:

"WE LIKE ALL IN OUR SCHOOL!"

Some students specifically mentioned classes and subjects that they enjoyed, such as mathematics, conjugation, and ethics.

Classroom Activities

Most of the children in our focus groups were enthusiastic when explaining their classroom activities. Students particularly liked lessons using the radio, which they enjoyed because it allowed them to sing and dance. Students said that they felt encouraged by their teacher to participate in classroom activities. One student commented:

"I ENJOY RAISING MY HAND TO READ A TEXT DURING THE READING LESSON. WHEN I READ WELL, MY TEACHER APPRECIATES ME, SAYING 'VERY GOOD."

However, after probing by the interviewers, the children opened up about what they did not like, with most students commenting on physical and emotional punishment from their teachers, e.g., hitting and insults:

"MY TEACHER FRIGHTENS ME SOMETIMES; THEN, I PANIC."

"WHEN I PANIC, I CANNOT DO ANYTHING."

"WE DISLIKE THE TEACHER HITTING US."

"I DO NOT LIKE INSULTS ABOUT MY PARENTS."

Even though they did not like being punished by their teachers, many children still reported that it was important for them to attend school and that they enjoyed it. They did note that most of their classmates did not feel the same way and that their parents often encouraged them to stay home to work.

Aspirations

Interestingly, when students were asked if they would like to go back to agricultural work after finishing their studies, they vigorously and unanimously answered: "NO!" They all agreed that they wanted a different life. One student explained:

"ATTENDING SCHOOL IS IMPORTANT BECAUSE IT ALLOWS US TO HAVE BETTER LIVING CONDITIONS LATER."

Most students commented that attending school would help them get good jobs that would allow them to take care of themselves and their parents.

"SCHOOL GIVES KNOWLEDGE; THAT ALLOWS ME DISTINGUISHING GOOD THINGS FROM BAD."

"WHEN YOU ATTEND SCHOOL, YOU CAN BECOME INTEGRATED ANYWHERE YOU GO."

"YOU CAN TAKE CARE OF YOUR PARENTS LATER."

Students had high aspirations for their post-study careers, mainly motivated by future wellbeing for their families but also for prestige and to help other people. Common responses students gave when asked what they wanted to be when they grew up were: minister, doctor, teacher, and professional soccer player.

7.2 Parent Focus Groups

Quality of Education

In all four focus groups, parents generally thought that their children were receiving a good education. Many parents commented on the importance of education and the proper management of the schools to provide opportunities for their children. Parents had several positive comments, such as:

"THE SCHOOL MAY ADVANCE THE VILLAGE IN THE FUTURE."
"THERE'S VILLAGE CHILDREN WHO CONTINUE THEIR STUDIES TO KORO OR BAMAKO."

"THE FACT THAT IT TEACHES CHILDREN GOOD PRACTICE HYGIENE SUCH AS WASHING HANDS WITH SOAP IS A GOOD THING IN OUR SCHOOL."

Parents generally agreed that the schools were managed well and that there was collaboration between the schools and the village community.

However, parents in all four focus groups agreed that the schools could improve the quality of education. Several parents commented that students are not learning as much in terms of content and quality. For example, one parent said:

"BEFORE, THE LEVEL OF THE 5E ALLOWED A STUDENT TO WORK; NOW, EVEN A STUDENT OF 9E IS NOT ABLE TO PROPERLY WRITE A LETTER TO HIS FATHER."

Another parent in a separate group made a similar comment:

"A STUDENT OF 3E BEFORE SPEAKS BETTER FRENCH THAN A PUPIL OF 6E TODAY – THIS SHOCKS ME."

Several parents also thought that the teachers were not motivated because their wages were too low. Parents wanted the teachers to be more motivated and dedicated to their children. One parent commented:

"THE MASTERS WORK MORE FOR THEMSELVES THAN FOR CHILDREN; THE QUALITY OF THE EDUCATION OF THE CHILDREN IS NO LONGER THEIR PRIORITY."

One parent suggested that reducing the number of teachers would be helpful, as it would reduce the financial contribution needed by parents.

Parental Involvement

While the schools offer several activities for the parents, many were unaware of what was offered or did not regularly participate, which may be attributed in large part to the high illiteracy rate. One parent spoke for the group, saying:

"WE HAVE NOT BEEN AT SCHOOL, SO WE CANNOT ENJOY MOST OF THE ACTIVITIES OF THE SCHOOL, ASIDE FROM THOSE MANUAL SUCH AS GARDENING."

Lack of literacy skills also impeded parental involvement in other ways, as described by one parent:

"WE HAVE NOT GONE TO SCHOOL, THEREFORE, WE FIND IT DIFFICULT TO FOLLOW THE ACADEMIC DEVELOPMENT OF OUR CHILDREN. WE HAVE LEARNED THAT THERE ARE PAPERS IN COLOR (GREEN, YELLOW, RED) IN THE NEARBY VILLAGE TO HELP ILLITERATE PARENTS TO FOLLOW THEIR CHILDREN; HOWEVER, THESE PAPERS HAVE NOT YET ARRIVED HERE."

There was some disagreement in the focus group on how parents should be involved in improving the quality of education for their children. Almost everyone agreed that it was important for

parents to do more to ensure that their children attend school on time, do their coursework, and pay tuition and fees; the disagreement was with regard to solutions. Several parents thought that the SMC and teachers could do more to raise awareness about the importance of children attending school and doing homework.

School Attendance

The parents in our focus groups differed in where they were located. Some parents lived close to the school (under 1 kilometer away), and their children could walk to school in 5-10 minutes. Other parents lived in villages much further away, from which the students traveled up to 5 kilometers, sometimes 45-60 minutes on foot each way. Parents explained that some of these villages do not have a direct road to the school, adding additional physical challenges for children. In winter, this distance and lack of roads make it difficult for students to get to school.

Distance was the largest barrier to school attendance. Parents suggested that village communities organize and maintain regular transportation (such as a cart or a ferry), to improve student attendance in more remote areas. Others suggested buses and bikes, and some suggested building schools in remote villages. One parent suggested that the SMC educate parents about waking their children and having them leave earlier in the day to make it to school on time.

Parents said that having dry rations for girls at the school encouraged them to send their girls to school. They also said that a functional canteen was a large motivator to send children to school, as explained by this parent:

"MY CHILD IS HAPPY TO GO TO SCHOOL BECAUSE HE IS SURE TO BE FULL."

Parents said that having domestic or agricultural work at home was usually not a reason to keep children at home, although later many said that cultural activities such as collective fishing kept boys out of school. One parent said:

"THE MORE CHILDREN YOU HAVE, THE MORE YOU GET A GREAT FIELD. THESE CUSTOMS ARE PERPETUATED UNTIL NOW."

The main reason for the non-regularity of some students is linked to poverty– tuition and supplies are a major burden. One parent suggested reducing the number of teachers that parents were responsible for funding. Other reasons for poor attendance among girls were cultural, such as circumcision and marriage. Nomadic families also affect the regularity of student attendance.

Most parents were unaware that the Malian Constitution states that school is compulsory from 1e to the 6e year for any child born in Malian territory. Parents also explained that there were religious reasons why students didn't attend school:

"EARLY ISLAMIC LEADERS HAVE CONVINCED MANY THAT WHEN YOU SEND YOUR CHILD TO SCHOOL, IT IS TO PUT HIM IN HELL. THIS IDEA IS REMAINED CLOISTERED IN THE MINDS OF SOME. THE AREA IS STRONGLY ISLAMIZED."

When parents were asked what would encourage higher school attendance, they had several suggestions, including having a regular canteen. Some parents suggested providing dry rations for the boys in addition to the girls (such as rice to go along with the oil obtained by the girls). However, most parents said that a cultural shift was necessary for change to be sustainable. The parents acknowledged that changing certain cultural and religious habits would be a long-term effort, but the strategy of parental awareness has already begun to bear fruit. The responsibility lies with the CGS, a village community dedicated to the cause of education, and rigorous education authorities. The CGS needs to continue to educate parents about the importance of school attendance, with the support of the local customary authorities, the Town Hall and the Centre of Animation Educational.

Aspirations for Children

Most of the parents in the focus groups had high aspirations for their children:

"IF THEY DO NOT HAVE A DESK JOB, EVEN IF THE CHILD BECOMES A FARMER, HE WILL EASILY KNOW THE LIMITS OF ITS FIELDS, THE QUANTITY OF SEED AND FERTILIZER IT TAKES."

"WE WANT OUR CHILDREN TO REACH THE UNIVERSITY."

"WE HOPE THAT OUR CHILDREN REACH THE END OF THE STUDIES – WE WISH FOR A BETTER LIFE FOR THEM AND THEIR CHILDREN."

However, even though most parents had high aspirations for their children, several stated that this might not happen for their children, due to lack of resources and the current conditions of their schools:

"THE LACK OF RESOURCES IS AN OBSTACLE TO SCHOOL ATTENDANCE, WITH OUR MEANS, FEW CHILDREN CAN REACH THE BT LEVEL AND FEWER UNIVERSITY."

"OUR CHILDREN HAVE LITTLE CHANCE TO ACHIEVE IF THEIR LIVING AND STUDY CONDITIONS ARE NOT IMPROVED, ESPECIALLY AFTER THE PRIMARY."

Several parents spoke of cultural reasons in their communities that prevented children from continuing in school. For girls, many left early to get married or have children:

"A GIRL IN 7E YEAR IS CONSIDERED READY TO GET MARRIED – 'AT THIS MOMENT, THE FRUIT IS RIPE."

Some parents suggested building a secondary school in the village to encourage attendance at the higher level, as the costs to send children to the city were too much for most. Other parents said that it is easier to send children to primary school and harder to send them beyond:

"THE CONDITIONS OF LIFE, STUDIES AND ESPECIALLY MONITORING OF OUR CHILDREN TO ZACHARY [UNDERGRADUATE, HIGH SCHOOL] ARE HARDER THAN THOSE OF PRIMARY SCHOOL."

7.3 SMC Focus Groups

Role and Responsibilities

The CGS members viewed themselves as intermediaries between the school and the community, including parents and city hall. As elected members, they take their role seriously, as described by one participant:

"WE WERE ELECTED MEMBERS OF THE CGS BECAUSE THE VILLAGE COMMUNITY HAD CONFIDENCE IN US; WE HAVE ACCEPTED THIS ROLE BECAUSE WE WANT TO RENDER SERVICE TO THE SCHOOL AND THE VILLAGE."

Most CGS members agreed that their responsibilities were appropriate and fair**.** A few members wanted additional support from City Hall. For example, in one school, the CGS and parents are responsible for maintaining the school buildings, yet their City Hall did not provide the funds needed to support the necessary maintenance. In another school, CGS members thought they should have more responsibilities:

"THE SCHOOL HAS A NEED FOR HOUSING FOR TEACHERS. THE CGS SHOULD BUILD THESE HOMES AND MOBILIZE THE LOCAL COMMUNITY OR LOCAL AND EDUCATIONAL AUTHORITIES TO MEET THIS NEED. IN ADDITION, THE VILLAGE NEEDS A PUBLIC HIGH SCHOOL. THE CGS SHOULD MAKE THE NECESSARY STEPS TO THAT EFFECT."

A few groups commented that they were responsible for activities that should be covered by the community or the local government, such as support for teachers and school buildings. One CGS member did not like being responsible for gardening.

Training

All CGS members thought that their training was sufficient, and several appreciated that it was easy to understand and in the local language. One group discussed learning how to create an action plan and a 3 or 5-year school project, and, while they do not use it yet, they plan to in the future:

"WE KNOW HOW THIS WORKS, ALTHOUGH WE DO NOT STRICTLY APPLY IT FOR THE MOMENT."

In addition to learning about planning, managing, and accounting, the members liked learning about how to communicate with parents:

"THE KNOWLEDGE LEARNED IN THE TRAINING HELPED US EDUCATE THE PARENTS ABOUT THE IMPORTANCE OF SCHOOL, INCLUDING THE MONITORING OF SCHOOL ATTENDANCE."

"BEFORE, IT WAS DIFFICULT TO ADVISE OUR CHILDREN TO WORK HARD IN SCHOOL; NOW, WE HAVE LEARNED TO DO IT BETTER."

Some members suggested that they receive literacy sessions, particularly for illiterate members.

Accomplishments

The CGS members were excited to share their accomplishments, with each group interviewed sharing the most important thing that they did together:

"ENCLOSING THE SCHOOL WITH A WALL – NOW, THE SCHOOL IS AWAY FROM THE NEGATIVE EFFECTS OF STRAY ANIMALS AND TRAFFIC ACCIDENTS."

"WORKING WITH PARTNERS TO BUILD THREE ADDITIONAL CLASSES."

"FACILITATING THE CANTEEN (2 GROUPS)."

"THE SECOND MOST IMPORTANT THING IS THE PLANTING OF TREES."

However, some members did say that there were challenges as a group, particularly with members being transient:

"IT IS DIFFICULT TO BRING TOGETHER ALL MEMBERS OF THE CGS FOR VARIOUS REASONS, SOME ARE HIGHLY MOBILE."

7.4 Key Informant Interviews

Project Goals and Objectives

All of the key informants were unanimous in stating the main goals for the Food for Education Project: increase school attendance and improve education quality. Improving food security, and therefore the health of the child, is the mechanism through which these goals can be achieved. The key informants explained that providing food (both in school canteens and in rations to take home) encourages student attendance against opposing factors such as distance and child work expectations. In addition, training teachers is essential so that the children are not just attending school but receiving a high quality education. Key informants described the relationship between food and education and why the FFE project is significant:

"CHILDREN WHO HAVE EATEN ENOUGH WILL BE HEALTHIER AND MORE ATTENTIVE, CAREFUL, AND MINDFUL OF THESE NEW EDUCATION PRACTICES."

"IT IS WHY THIS PROJECT IS BEING IMPLEMENTED IN FOOD INSECURE AREAS."

"HUNGER AND INSECURITY ARE FACTORS OF SCHOOL DROPOUT."

"ASSURING GOOD EDUCATION TO A CHILD INCLUDES PROVIDING HIM WITH BALANCED FOOD."

The key informants have been learning from previous projects (FFE I and FFE II), their partners, and the local communities to meet their goals. One informant described the partnership:

"WE ARE SEVERAL NGOS, BUT IT IS THE SAME BODY – WE ARE NOT WORKING ALONE BUT RATHER IN AN INTEGRATED WAY."

They noted that working together and with local stakeholders, including parents, will lead to building long-term capacity. Related to long-term capacity are the efforts with the SMCs and SILC, which are intended to build the economic capacities of local communities, particularly for women, leading to an increase in sustainable education practices.

Teachers are another important group for the key informants to work with. They described the relationship:

"WE ARE NOT PROVIDING READY SOLUTIONS FOR USE; WE ARE BUILDING THEM TOGETHER."

"WE PUT TRAINEES AT THE CORE OF THEIR OWN TRAINING."

However, challenges arose, especially at the beginning. The key informants said that convincing teachers that their previous teaching strategy was not appropriate was tricky at first. Since then, though, teachers have agreed with the new approach and see that the success depends on them.

The goal is for the MoE to replicate the efforts of the FFE III project by the time it ends. One key informant said:

"WE ARE LAYING THE FOUNDATION FOR REAL PEDAGOGIC CHANGE, A PARTICIPATORY EDUCATION APPROACH."

The key informants expressed high hopes for project success and that they looked forward to seeing results. Several key informants noticed anecdotal evidence of success:

"WE ALREADY SEE SOME NICE INTERACTIONS OF TEACHERS WITH STUDENTS – THIS IS AN INDICATION THAT MORE STUDENTS ARE NOT AFRAID OF THEIR TEACHERS."

However, almost every key informant said that full success would take time.

Alignment with Other Efforts

The key informants agreed that FFE III needed to align with national and local efforts and that sustainability was necessary in the long run. All said that the project was aligned with the Mali national government's health and education policies and that they are working directly with the Health and Education ministries. The MoE is involved at the regional and local levels as well, suggesting cultural adjustments when necessary. In addition to health and education policies, the key informants explained that the project aligns with local communities' economic development goals.

The key informants spoke about boosting local production and development through the school feedings. The informants were not 100 percent united on the subject of school feedings – the school canteen supply by CRS comes from the United States, while the national policy in Mali focuses on domestic supply. One informant, while acknowledging the importance of providing food to children in poor areas of the country, stressed:

"WE SHOULD THINK ABOUT PROGRESSIVE WITHDRAWAL OF DONOR ACTIONS IN ORDER TO ALLOW LOCAL COMMUNITIES TAKING CARE OF FOOD NEEDS OF THEIR OWN CHILDREN."

Another informant said that initial economic support from the outside to local communities could be helpful in at the beginning, but eventually:

"LOCAL COMMUNITIES ARE EXPECTED TO TAKE OVER DONORS' ACTIONS IN SCHOOL FEEDING."

The main partners have agreed on this, and CRS has been flexible about adjusting their design.

Looking to the Future

All key informants expressed positive comments about how the project was implemented so far and were hopeful for project success. However, they recognized several factors that could negatively impact FFE III success, including local insecurity, natural disasters, and insufficient local agriculture:

"THE SECURITY ISSUE IN MALI, PARTICULARLY IN THE NORTH, IS A REAL FACTOR THAT MIGHT AFFECT THE FFE III EFFECTS. SOME SCHOOLS ARE NOW CLOSED, AND SOME OTHERS ARE NOT ACCESSIBLE BECAUSE OF INSECURITY."

"THE WEAK QUANTITY OF LOCAL AGRICULTURAL PRODUCTION MIGHT AFFECT THE SUCCESS IN ACHIEVING THE DURABILITY GOAL OF THE PROJECT."

"LOCAL COMMUNITIES ARE EXPECTED TO PROVIDE SCHOOL CANTEENS WITH FOOD FROM THEIR OWN AGRICULTURAL PRODUCTION, WHICH WILL BE DIFFICULT."

In addition, staff turnover (teachers and principals), people moving (SMC members) and cultural motives might be key reasons why the project is not as successful as it could be:

"MOVING SCHOOL STAFF TEACHERS AND COMMUNITY LEADERS – IF SOME NEW ELECTED LEADERS HAVE NOT BEEN TRAINED, THEY WOULD NOT BE AS EFFICIENT AS EXPECTED.

MANY TEACHERS MOVE FROM ONE SCHOOL TO ANOTHER, OR FROM A SCHOOL TO AN OFFICE."

"THE IGNORANCE OR MISUNDERSTANDING OF RESPECTIVE ROLES AND RESPONSIBILITIES OF STAKEHOLDERS MIGHT HAVE NEGATIVE EFFECTS ON THE PROJECT SUCCESS.

SECTION 8. CONCLUSIONS

8.1 Key Findings

This report provided the baseline levels of the evaluation of the McGovern-Dole (MGD) International Food for Education and Child Nutrition (FFE) III project in Koulikoro and Mopti. These baseline levels will be used as the benchmarks against which we will measure progress over time as the project's activities are implemented. We are using a longitudinal quasi-experimental design to:

- Assess health and hygiene practices among principals, teachers, SMC members, students and caregivers as well as measure students' attendance, dietary diversity and access to preventative health, among other main indicators, using a pre-post comparison method (Performance Evaluation).
- Evaluate the effects of the Balanced Literacy Approach on teachers' skills and knowledge and on students' literacy growth, using a Cohort Comparison Method (Impact Evaluation).

We collected data on more than 500 variables from 2,464 primary school students, 2,279 caregivers, 181 teachers, 49 school principals, and 48 SMC members. We provide below the key findings related to students', caregivers', teachers' and principals, and SMC members" knowledge of health and hygiene, as well as findings related to food security and dietary diversity and how these outcomes are linked to students' literacy outcomes.

Students' Outcomes

When it came to reading skills, primary school students had particularly large deficits that got worse as they moved to higher grades, regardless of their region or gender. Few students achieved grade level reading competencies: 5 percent of first graders could read simple sounds, 2 percent of second graders could decode simple words, 5 percent of third graders could read simple sentences, and 4 percent of fourth graders could read simple stories. The reasons behind such abysmal results are multiple and intercorrelated.

In general, schools were not providing an environment conducive to learning according to both the quantitative and qualitative data collected. Even though the majority of schools were equipped with food storage rooms, kitchens, and latrines, and had access to water, few of them had sufficient reading materials. More importantly, most students at schools (73 percent) reported not liking their teachers because their teachers beat, harassed, and underestimated them. Similarly, 44 percent of students cited not liking their classroom/school because they were bullied by teachers or other students. Students' negative feelings toward abusive teachers and other students generated an environment in which learning was compromised. These feelings were

particularly emphasized during the focus groups with students. It is also important to note that the school environment and quality of education may not only be impacting the learning outcomes of children already in school but also may be dissuading children from going to school. In fact, a large number of school-aged children (29 percent in Koulikoro and 40 % in Mopti) were not in school.

Students' nutrition level and health status were two other critical factors likely affecting their literacy performance. Nearly all of the students reported eating breakfast, lunch, and dinner and feeling full after consuming the meals; however, only 29 percent of the students reached a minimum acceptable diet. So while many students were generally eating three meals a day and feeling full after meals, they were likely not consuming nutritious meals. In addition, most students came from food insecure households: 56 percent of students' households in Koulikoro and 57 percent in Mopti were food insecure. Students' dietary diversity and food security status can affect their ability to concentrate and learn in school and also partially explain why they fell sick often and so intensely: 28 percent of students said they were sick in the past 2 weeks, and, among the students who reported being ill, 73 percent said they missed school due to illness.

Poor hygiene practices among students likely exacerbated their health issues. In fact, only 49 percent of students reported washing their hands at two critical moments (before eating and after using latrines), and less than half of students (46 percent in Koulikoro and 56 percent in Mopti) were observed to have used soap and water to wash their hands. Students' lack of hygiene can increase diarrheal rates and lead to poorer nutrient absorption, both of which can make children more prone to illness in general, feel weak, and have more difficulty paying attention and learning at school.

These findings suggest that it is extremely important to take these mitigating factors into account when measuring the impact of a literacy intervention, such as the BLA. Both the school environment and the health and nutrition of children will strongly influence these children's ability to take advantage of such literacy interventions.

Caregivers' Outcomes

The characteristics of students' households, such as households' access to water or educational attainment, are important because they illuminate the conditions in which children live, and these conditions can limit the ability of or empower students to achieve the desired outcomes in literacy , nutrition, and hygiene.

In general, households in Mopti seemed to have less access to basic services than those in Koulikoro, especially in terms of having a latrine in the household, running water (in the courtyard or a private well), and access to electricity. Access to running water in households was particularly

poor, with only 4 percent of households in Mopti having access compared to 31 percent of households in Koulikoro. The lack of adequate water and latrines in students' households can further undermine healthy hygiene practices among students and other household members, just as the lack of electricity can limit students' ability to study after school. Household conditions were further exacerbated by caregivers' poor hygiene knowledge and practices, particularly in Mopti. While the majority of caregivers reported that they washed their hands at the two critical moments, only 53 percent of caregivers in Mopti were observed to wash their hands with soap and water compared to 74 percent in Koulikoro. Moreover, only 40 percent of caregivers in Mopti could cite two ways to prevent intestinal worms compared to 66 percent in Koulikoro. Without good hygiene practices and knowledge, caregivers can further compromise children's health and are unequipped to guide their children toward healthier hygiene practices.

Caregiver support for their children's schooling was likely another key factor affecting students' literacy performance. In general, caregivers' support for their children's school and education was strong. About half of all caregivers (52 percent) reported participating in a school support activity since the beginning of the year, and over 70 percent made contributions 3 or more days of the week for the operation of the school's canteen. Nearly all caregivers (99 percent) reported being engaged in their children's education, and many had high aspirations for their children's future, with 74 percent hoping that their children would obtain a white collar type job. Caregivers' strong involvement with their children's schooling and high aspirations for their children's future indicate that parents care about their children's education. However, caregivers may not necessarily have all the skills to adequately support their children's learning. The majority of all caregivers had no formal education, which seemed to limit the ways in which they could support their children in school. For instance, when asked how they supported their children's learning, caregivers most commonly mentioned 'by ensuring their children went to school' (45 percent), and few said 'by assisting children with their homework' (7 percent). Caregivers' constricted ability to support their children's education was emphasized during the focus groups with caregivers during which caregivers mentioned that their lack of literacy skills limited their ability to get involved in their children's education.

Caregiver involvement is an important factor as students are more likely to do better in school when their primary caregivers are educated compared to students whose caregivers are illiterate[100][101]. The effect of caregivers' illiteracy is exemplified by the fact that the gap between students reading levels and the grade-level standards is widening. In effect, illiterate parents have

[100] Paxson, C. and Norbert, S. (2007). Cognitive Development among Young Children in Ecuador: The Roles of Wealth, Health, and Parenting. Journal of Human Resources, vol. XLII, no. 1, pp. 49-84. doi:10.3368/jhr.XLII.1.49.
[101] Walker, S. et al. (2011). Inequality in Early Childhood: Risk and Protective Factors for Early Child Development. The Lancet, vol. 378, no. 9799, pp. 1325-1338. doi:10.3368/jhr.XLII.1.49.

a harder time appropriately supporting children in higher grades because the academic requirements are tougher.

Teachers and Principal Outcomes

When it came to teacher quality, teachers' low education level and limited professional development opportunities likely undermined their ability to adequately support students in the classroom. In fact, most teachers had a BT1/BT2 level of education or lower and were not fluent in French, the language of instruction. In addition, while the majority of teachers (83 percent) were formally trained to teach, a much smaller proportion of teachers, particularly in Mopti, received in-service trainings in literacy or pedagogy during the course of the school year. Key informant interviews with stakeholders pointed out the difficulty in ensuring continuous professional development for teachers because of the high teacher turnover in Mali.

Given teachers' limited access to professional development, the BLA activity can play an important role in strengthening teachers' skills and knowledge. The baseline data is already showing some positive signs in that direction. The BLA training, which was conducted for Grade 1 teachers in April 2016, seem to have influenced first grade teachers' pedagogical practices: while only 9 percent of teachers reported being trained on all eight techniques, 97 percent reported using the techniques on which they were trained (on average four) in their classroom. When comparing the pedagogical techniques of Grade 1 teachers to the techniques of Grade 2-4 teachers (whom most have not yet received the BLA training), Grade 1 teachers used more innovative techniques such as IRI and the Class News, while Grade 2-4 teachers used more traditional techniques such as guided reading and writing.

School principals can also play an important role in improving teacher quality. The data shows that principals were proactive in supporting their teachers and such support seemed to be valued among teachers: 67 percent of teachers in Koulikoro and 79 percent of teachers in Mopti said they observed their teachers' Reading-Writing class 1-2 days during a regular week, and the majority of teachers (90 percent in Koulikoro and 84 percent in Mopti) found the principals' observations helpful most of the time. When probed about other types of support teachers received from principals, a large proportion of teachers mentioned pedagogical advice (47 percent) and encouragements (43 percent). There were some inconsistencies between principals' responses and teachers' responses on principals' observations: all principals reported observing their teachers at least once a week; however, 15 percent of teachers said that their principal never observed them. In contrast, principals did not always find pedagogical advisors (PAs) helpful: over half of all principals (60-63 percent) reported that the pedagogical advisors were helpful for their work. These findings suggest that the project may need to focus more attention on PAs to make sure that they are adequately supporting principals so that they can in turn support teachers.

The majority of teachers (94 percent) reported good knowledge of handwashing practices, and their knowledge was generally reflected in their actual handwashing habits. Teachers' knowledge of worm prevention was not as strong as their knowledge of handwashing: about 67 percent of teachers could cite at least two ways to prevent intestinal worms. These outcomes are nevertheless encouraging as they show that teachers are equipped to help guide students toward better hygiene practices.

SMC Outcomes

As the link between the communities and the schools, SMCs can play a critical role in fostering community buy-in. This is particularly important given the project's strong reliance on community involvement and contributions for its success. To that end, it will be critically important to adequately equip SMC members with the skills and knowledge to enable them to succeed in their role.

We found that nearly all SMC members (90 percent) had received some form of training and, of those trained, most members (80 percent) believed that the trainings were helpful in fulfilling SMCs' responsibilities. This was particularly emphasized during the focus groups with SMC members during which members shared that the trainings were appropriate and easy to understand, and most importantly helped them learn to communicate with parents. There were some regional differences in the rates of training: members in Koulikoro were trained on more topics (on average five topics) compared to their counterparts in Mopti (on average three topics).

The high rates of trained SMC members seemed to be reflected in their knowledge, with Mopti trailing slightly behind on several aspects. In fact, most SMCs seemed to know their responsibilities and could list about five responsibilities. In addition, the majority of all members (87 percent in Koulikoro and 83 percent in Mopti) reported good knowledge of handwashing practices, and their knowledge was generally reflected in their actual handwashing habits. Members' knowledge of worm prevention was not as strong but still high, with 73 percent of members in Koulikoro able to cite at least two ways to prevent intestinal worms, compared to 61 percent in Mopti. Furthermore, the majority of all members (over 90 percent) knew the practices (at least two) to safely prepare and store food. It is important to note that large proportions of SMC members (37 percent in Koulikoro and 44 percent in Mopti) found their responsibilities too burdensome, which could potentially discourage SMC support in the long run and eventually jeopardize the sustainability of the project. This was not however mentioned during the focus groups, and the project may need to explore this issue further.

Despite the discrepancies across regions in the training rates and knowledge of SMC members, members across both regions were equally proactive in their schools and communities. Focus groups with SMC members revealed that members in fact took their roles very seriously. Most schools (over 90 percent) organized at least one General Assembly meeting since the beginning

of the school year. In addition, the majority of SMC members (83 percent) reported monitoring teachers' practices, and even larger proportions of members (97 percent) reported that they monitored children's progress.

School canteens were not always well-equipped and did not operate homogenously across both regions since the beginning of the school year. In Mopti, 50 percent of schools operated canteens for 7 months or more, and in Koulikoro 53 percent of schools operated canteens for 3 months or less. This discrepancy was to be expected as 69 schools in Mopti received funds from the government to run their canteens in April-May while waiting for the arrival of FFE commodities. However, there were some inconsistencies in the numbers when we compared the average number of months during which the canteens operated with the average number of months during which various stakeholders supported the operations of the canteens. Most notably, members in Mopti reported that parents contributed to the canteens the most months (approximately 3 months) when, technically, the MoE should have been the one identified as contributing the most, given their support to school canteens in Mopti. The project may need to explore this inconsistency further. In addition, it is important to note that while the majority of SMC members reported having all of the management books, much less members in Koulikoro reported having the management books compared to members in Mopti (67 percent in Koulikoro versus 94 percent in Mopti). This may require follow-up on the part of CRS/Mali, since the management books is a prerequisite for canteens.

8.1 Limitations

An important limitation of our study is that it relied on self-reported data for a number of socially and culturally sensitive subjects, such as food consumption or hygiene practices, which can lead to unreliable data, especially in Mali where such topics are highly taboo. To help counter such biases, we integrated observation data (of handwashing practices, composition of meals served, etc.) to help us gauge the extent by which the self-reported data was under- or over-reported.

In addition, several of the beneficiary schools that were originally in our sample had to be dropped because of security issues. These schools were in highly insecure areas, increasingly affected by local terrorism, to the point that our enumerators could no longer safely travel to these schools. Since these vulnerable schools will likely benefit most from the project given their situation, our evaluation results may not capture the extent of the effects of the project on beneficiaries.

8.1 Recommendations

We present the following recommendations to CRS based on our experience in the field at baseline and after analyzing the data that we collected.

Recommendation for the project:

- **Work on the school environment.** We recommend that the project not only focus strengthening teachers' pedagogical practices, but also on improving teachers' attitudes and the school environment (explicitly addressing bullying) to create an atmosphere conducive to learning for students.
- **Conduct further research regarding the school-aged children not in school**. Given the large percentages of school-aged children not in school, particularly in Mopti, we suggest further study to understand why this many school-aged children are not in school and/or what might need to happen to enable these children to go to school.
- **Focus on improving households' basic services**. We encourage combining school feeding projects with activities to ensure adequate basic services (e.g. adequate water access) in households to facilitate the success of health and hygiene project activities.
- **Facilitate caregiver involvement in their children's education**. Given caregivers' high illiteracy rates and strong desire to engage in their children's education, we recommend developing creative ways to facilitate the involvement of illiterate caregivers in their children's education.
- **Initiate/Support activities to promote a 'culture of reading'**. Given the strong link between reading at home/availability of reading books at home and student school outcomes, we suggest focusing some effort at the household / community level, to promote a 'culture of reading, increase access to books/reading materials, and find ways to make reading fun.
- **Ensure teacher training on all BLA techniques.** We recommend ensuring that teachers receive trainings on all of the BLA techniques, especially since teachers report using the techniques when they are trained on them. In addition, consider teachers' limited education level and difficulty with French language skills when carrying out the trainings.
- **Capitalize on principals to provide support to teachers.** Given teachers positive feedback on directors' support, we recommend further empowering principals to support teachers and help teachers consolidate their learning and practices once the BLA training ends.
- **Ensure uniformity of training for SMCs and support to canteens across regions**. We recommend ensuring uniformity in trainings for SMC members and support to canteens across regions or otherwise compensating for any differences.
- **Ensure uniformity of possession and usage of management books.** Given that management books are a prerequisite for canteens and that much less SMCs in Koulikoro

reported having the management books, we suggest following up with SMCs and schools to better understand why many SMCs in Koulikoro do not have the management books, and ensure uniformity in the possession and usage of management books.

- **Focus on improving the role of pedagogical advisors**. We encourage working with PAs to make sure they are adequately supporting principals so that principals can in turn support teachers.

Recommendations for the evaluation:

- **Continue and expand the use of observation data to complement self-reported data.** Given that self-reported survey data on practices and behaviors are usually less reliable than observing actual behaviors, we recommend that the midline and endline data collection continue to use observation data. This would be particularly important for studying culturally and socially sensitive topics (such as handwashing practices and meal consumption) due to social desirability biases (especially in Mali where such topics are highly taboo). The integration of observation data will help gauge the extent by which the self-reported data was under- or over-reported and to accurately measure the program effects. For example, over-report of handwashing practices (as seen in the data) can lead to an underestimate of the effects of the program and compromise a rigorous program evaluation. In addition, we recommend integrating observations of teachers' pedagogical practices, students' participation in class and the school environment to provide a more nuanced picture of the changes in knowledge, perceptions and behaviors of the BLA activity.
- **Administer the same survey at midline and endline.** We recommend collecting the same type of information at midline and endline under the same conditions and according to the evaluation design to make meaningful comparisons among different points in time. The longitudinal structure of the data is crucial for a formal, rigorous evaluation of the program through the use of pre-post and cohort comparison methods. While adding new questions to the existing survey questionnaires as needs arise is acceptable, we strongly advise against modifying the current baseline survey questions, which will make it more difficult to compare indicators over time.
- **Keep detailed project records.** We recommend that the project implement a comprehensive monitoring plan with unique identifiers for schools, principals, teachers, students and other project beneficiaries to track the project's progress over time and indicate if sites or beneficiaries are receiving the project services as planned. We also recommend regularly collecting and checking monitoring data for quality (whether it be daily, weekly, or monthly).

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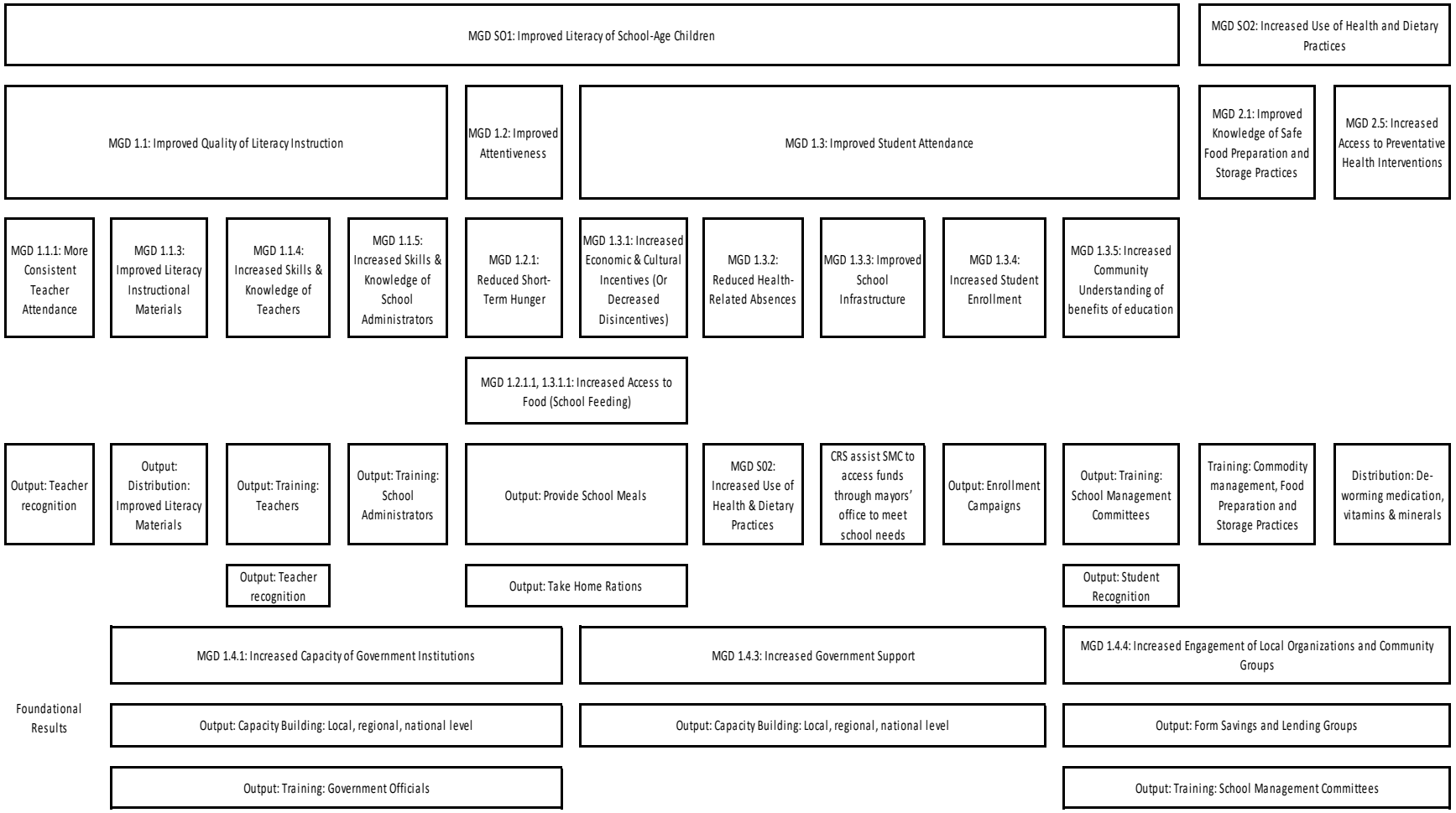
APPENDICES

1. **McGovern-Dole Results Frameworks**
2. **Evaluation Indicators**
3. **Distribution of sampled schools and SMCs by region**
4. **Regional Differences in respondent outcomes**
5. **ASER Reading Assessment Results**
6. **Survey Instruments**
7. **Qualitative Protocols**

Exhibit 72: Result Framework



APPENDIX 2: EVALUATION INDICATORS

Exhibit 73: Evaluation Indicators

McGovern-Dole Indicators	Data Collection methods	Data Source	Observations	Baseline (Percentage/Number)	Final Target (Percentage/Number)
Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Evaluation	Students Survey	310	Boys: 2%	20
			333	Girls: 2%	10
			643	Overall: 2%	20
Number of individuals benefiting directly from USDA-funded interventions	CRS/ Monitoring	CRS	0	Male: 0	37,935
			0	Female: 0	39,169
			0	Overall: 0	77,104
Number of individuals benefiting indirectly from USDA-funded interventions	CRS/ Monitoring	CRS	0	0	231,312
Number of individuals benefiting directly from USDA-funded interventions (new)	CRS/ Monitoring	CRS	0	0	2,699
Number of individuals benefiting directly from USDA-funded interventions (continuing)	CRS/ Monitoring	CRS	0	0	74,405
Value of public and private sector investments leveraged as a result of USDA assistance (Host Government)	CRS/ Monitoring	CRS	0	0	1,804,234
Value of public and private sector	CRS/ Monitoring	CRS	0	0	1,936,234

investments leveraged as a result of USDA assistance					
Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	264
Value of public and private sector investments leveraged as a result of USDA assistance (Other Public)	CRS/ Monitoring	CRS	0	0	132,000
Number of Savings and Internal Lending Community (SILC) groups supported as a result of USDA assistance	CRS/ Monitoring	CRS	0	242	427
Average amount of contribution per Savings and Internal Lending Community (SILC) group to school canteens (per year, in US dollar)	CRS/ Monitoring	CRS	0	5	15
Number of Savings and Internal Lending Community (SILC) groups contributing to their school canteen	CRS/ Monitoring	CRS	0	217	300
Number of individuals actively participating in Savings and Internal Lending Community (SILC) groups as a result of USDA assistance	CRS/ Monitoring	CRS	0	5,425	7,500
Number of household members benefitting from the creation of Savings and Internal Lending Community (SILC) groups formed as a result of USDA assistance	CRS/ Monitoring	CRS	0	32,550	45,000

Number of School Management Committee members trained on MONE modules	CRS/ Monitoring	CRS	0	0	1,324
Number of Action Plans created by School Management Committees as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	264
Number of Community Giant Scoreboards created as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	264
Number of matching grants awarded to eligible School Management Committees	CRS/ Monitoring	CRS	0	0	198
Number of national-level organizational weaknesses in school canteen management addressed as a result of USDA assistance.	CRS/ Monitoring	CRS	0	0	5
Number of local, regional or national education officials participating in sustainability events	CRS/ Monitoring	CRS	0	0	35
Number of government officials certified as Teacher Trainers	CRS/ Monitoring	CRS	0	0	36
Number of trained government officials participating in the Early Grade Reading Assessment (EGRA)	CRS/ Monitoring	CRS	N/A	N/A	26
Percent of students who demonstrate decoding abilities	Evaluation	Student Survey	1,276	Female: 7%	21
			1,183	Male: 9%	N/A
Percent of students who reach the national reading standards by the end of the school year.	Evaluation	EDC/EGRA	N/A	N/A	12

Average number of days present to teach per teacher	CRS/ Monitoring	CRS	0	0	155
Percent of teachers who have received feedback from school structures	CRS/ Monitoring	CRS	0	60	80
Number of teachers who have received feedback from school structures	CRS/ Monitoring	CRS	0	0	144
Number of teachers that have literacy instructional materials as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	703
Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	1,494
Number of balanced literacy kits distributed to schools (French)	CRS/ Monitoring	CRS	0	0	1,494
Number of balanced literacy kits distributed to schools (Bamanankan)	CRS/ Monitoring	CRS	0	0	180
Number of balanced literacy kits distributed to schools (Soninke)	CRS/ Monitoring	CRS	0	0	108
Number of balanced literacy kits distributed to schools (Dogo-so)	CRS/ Monitoring	CRS	0	0	78
Number of students benefiting from the distribution of school supplies and materials	CRS/ Monitoring	CRS	0	0	77,104
Number of schools receiving school supplies and materials as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	264
Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a	CRS/ Monitoring	0	0	0	633

result of USDA assistance					
Percent of girl students reporting they feel encouraged to participate in class by their teachers	Evaluation	Student Survey	1,271	62%	10
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	703
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	257
Number of school administrators and officials trained or certified as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	293
Percent of students in target schools identified by their teachers as attentive during class/instruction	Evaluation	EDC	N/A	50	80
Percent of students in target schools who indicate that they are "not hungry" during the school day	Evaluation	Student Survey	2,041	91%	20
Percent of school-age children receiving a minimum acceptable diet	Evaluation	Student Survey	1,079 1,168	Boys: 28% Girls: 29%	10
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	37,935 39,169

Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new)	CRS/ Monitoring	CRS	0	0	2,699
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continuing)	CRS/ Monitoring	CRS	0	0	74,405
Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	42,721, 386
Number of take-home rations provided as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	19,499
Number of individuals receiving take-home rations as a result of USDA assistance (new)	CRS/ Monitoring	CRS	0	0	975
Number of individuals receiving take-home rations as a result of USDA assistance (continuing)	CRS/ Monitoring	CRS	0	0	18,524
Number of individuals receiving take-home rations as a result of USDA assistance	CRS/ Monitoring	CRS	0	Boys:	9,453
			0	Female:	10,046
Number of individuals receiving take-home rations as a result of USDA assistance (Others)	CRS/ Monitoring	CRS	0	0	1,101
Number of social assistance beneficiaries participating in productive safety nets as	CRS/ Monitoring	CRS	Boys: 0	0	37,935
			Girls: 0	0	40,270

a result of USDA assistance					
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new)	CRS/ Monitoring	CRS	0	0	2,737
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)	CRS/ Monitoring	CRS	0	0	75,468
Total quantity of commodities (MT) distributed as family rations to cooks as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	70
Number of individuals trained in commodity management, food preparation and storage practices at the community-level	CRS/ Monitoring	CRS	0	0	1,324
Number of school canteen cooks trained in safe food preparation and storage	CRS/ Monitoring	CRS	0	0	1,101
Number of government staff in relevant ministries/offices trained in commodity management, food preparation and storage practices	CRS/ Monitoring	CRS	0	0	14
Number of school-aged children receiving school meals (breakfast, snack, lunch) as a result of USDA assistance	CRS/Monitoring	CRS	0	0	77,104
Number of individuals receiving take-home	CRS/Monitoring	CRS	0	0	20,600

rations as a result of USDA assistance					
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	CRS/ Monitoring	CRS	0	0	78,205
Number of students regularly (80%) attending USDA supported classrooms/schools	CRS/ Monitoring	CRS	0	Boys: 0	34,142
			0	Girls: 0	35,252
Average number of days per student of school attended	CRS/ Monitoring	CRS	0	0	143
Percent of 5th and 6th grade students having at least 90% school attendance	CRS/ Monitoring	CRS	0	0	90
Average number of days missed per student per school year due to student health issues	Evaluation	CRS	0	38	23
Number of students receiving Vitamin A tablets	CRS/ Monitoring	CRS	0	0	71,839
Number of de-worming treatments provided	CRS/Monitoring	CRS	0	0	516,245
Number of Vitamin A supplements provided	CRS/Monitoring	CRS	0	0	516,245
Percent of school-aged children enrolled in school	Evaluation	CRS	Female:	N/A	65
			Girls:	N/A	
Number of students enrolled in schools receiving USDA assistance	CRS/ Monitoring	CRS	0	0	37,935
			0	0	39,169
Number of target communities benefitting from enrollment campaigns	CRS/ Monitoring	CRS	0	0	264

Number of target communities benefitting from community-level barrier analyses	CRS/ Monitoring	CRS	0	0	264
Percent of community members demonstrating knowledge of educational benefits	Evaluation	CRS	0	0	80
Number of students whose parents received illustrated report cards distributed to literate and illiterate parents	CRS/ Monitoring	CRS	0	66,933	77,104
Number of students who receive certificates that recognize academic achievement	CRS/ Monitoring	CRS	0	0	5,280

Source: Counterpart International, Inc. (2015, December). Monitoring and Evaluation Plan

APPENDIX 3: DETAILED LIST OF SCHOOLS AND SMCS BY REGION

Exhibit 74: Distribution of Sampled Schools by Region

Region	Schools
Koulikoro	Diarrabougou
	Didieni A
	Didieni B
	Didieni C
	Goumbou A
	Goumbou B
	Guihoyo
	Guire
	Koloumba
	Kolokani F
	Kolokani G
	Koron
	Mourdiah A
	Mourdiah B
	Nara A
	Nara B
	Nara C
	Nara E
	Nara F
	Nima Belebougou
	Niokhona
	Nossombougou A
	Nossombougou B
	Nossombougou C
	Ouolodo A
	Ouolodo B
	Ourala C
	Sebekoro I
	Tioribougou A

Region	Schools
	Tioribougou B
Mopti	Bagourou
	Barigondaga
	Bounguel
	Diaba
	Doundou
	Dourou
	Gueourou
	Madiama A
	Madiama B
	Mougna
	Oro
	Samani
	Senguebengou
	Sirakoro
	Sofara C
	Somadougou A
	Somadougou B
	Tabato
	Tongorongo
	Yebe

Source: SMC survey; authors' calculations.

Exhibit 75: SMC Members' Name

Region	Schools	SMC Members' Name
Koulikoro	Diarrabougou	Soiba Diarra
	Didieni A	Yssouf Danioko
	Didieni B	Oumou Diarra
	Didieni C	Djibril Camara
	Goumbou A	Djegui Doucourae
	Goumbou B	Youmary Soumare
	Guihoyo	Eyae Diarra
	Guire	Bacassae Diarriso
	Kaloumba	Madi Keita
	Kolokani F	Bakary Diarra
	Kolokani G	Mamadou baba Coulibaly
	Koron	Adama Goumane
	Mourdiah A	Mahamadou Diarra
	Mourdiah B	Moussa Traorae
	Nara A	Aminata Sidibe
	Nara B	Modib0 Keita
	Nara C	Adama Kamissoko
	Nara E	Sidiki Dembaelae
	Nara F	Boubacar Toure
	Nima Belebougou	Mahamadou Kouma
	Niokhona	Konare Jean mari
	Nosombougou A	Amara Koureichi
	Nossombougou B	Issa binba Traorae
	Nossombougou C	Awa Zan TRAoRa
	Ouolodo A	Modibo Traorae
	Ouolodo B	Bakari Diarra
	Ourala C	Solomany Diarra
	Sebekoro I	Bakary Fofana
	Tioribougou A	Amadou Diarra
	Tioribougou B	Mamadou Diarra
Mopti	Bagourou	Boureima Guindo
	Bargondaga	Al hadj aboubacar Diallo
	Bonguel	Doussan Kone
	Doundou	Aly amako Sagara
	Gueourou	Amadou Togo
	Madiama A	Mamadou Seyti
	Madiama B	Moussa Therra
	Mougna	Mamadou Plea
	Oro	Abdramane Togo

Region	Schools	SMC Members' Name
Mopti	Samani	Issa Guindo
	Senguebengou	Alassane Dama
	Sirakoro	Bourama Arama
	Sofara	Andrae Saye
	Somadougou A	Mouctare Diarra
	Somadougou B	Mouctare Diarra
	Tabato	Bakary Kontao
	Tongorongo	Kalilou Kontao
	Yebe	Dansira Bouara

Source: SMC survey; authors' calculations.

APPENDIX 4: REGIONAL DIFFERENCES IN RESPONDENT OUTCOMES

Exhibit 76: Student Sample Composition by Region

Region	Koulikoro			Mopti		
Grade	Female	Average Age	Age Range	Female	Average Age	Age Range
1st Grade (CP1)	51%	7	[5-12]	52%	7	[5-14]
2nd Grade (CP2)	50%	8	[5-11]	54%	8	[5-11]
3rd Grade (CE1)	51%	10	[6-14]	55%	10	[7-16]
4th Grade (CE2)	50%	11	[8-16]	54%	10	[7-15]
Total number of observations	1,465			999		

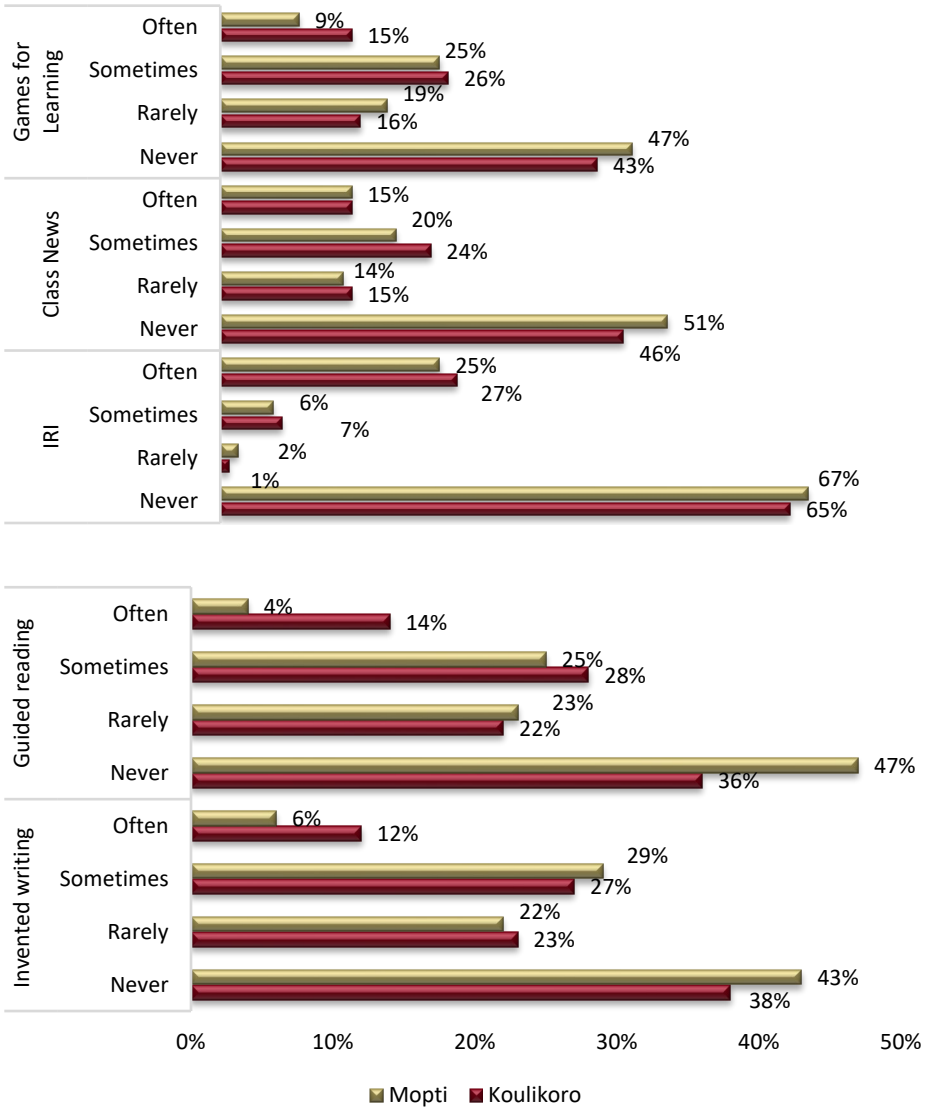
Source: Student survey; authors' calculations.

Exhibit 77: Caregiver Sample Composition by Region

Relationship with the Student		Female	Average Age	Age Range	Percentages
Koulikoro	Biological parent	96%	33	13-66	66%
	Primary caregiver	96%	39	14-82	20%
	Secondary caregiver	88%	37	14-80	15%
Mopti	Biological parent	97%	35	18-73	77%
	Primary caregiver	96%	44	15-73	17%
	Secondary caregiver	94%	35	15-73	5%

Source: Caregiver Survey; authors' calculations.

Exhibit 78: Frequency of BLA Activities Used in Class by Region



Source: Student Survey; authors' calculations.
Note: N=1,463 in Koulikoro, and N= 994[102]

[102] The responses ranged between 1,451 and 1,463 in Koulikoro, and between 984 and 994 depending on the number of rejections.

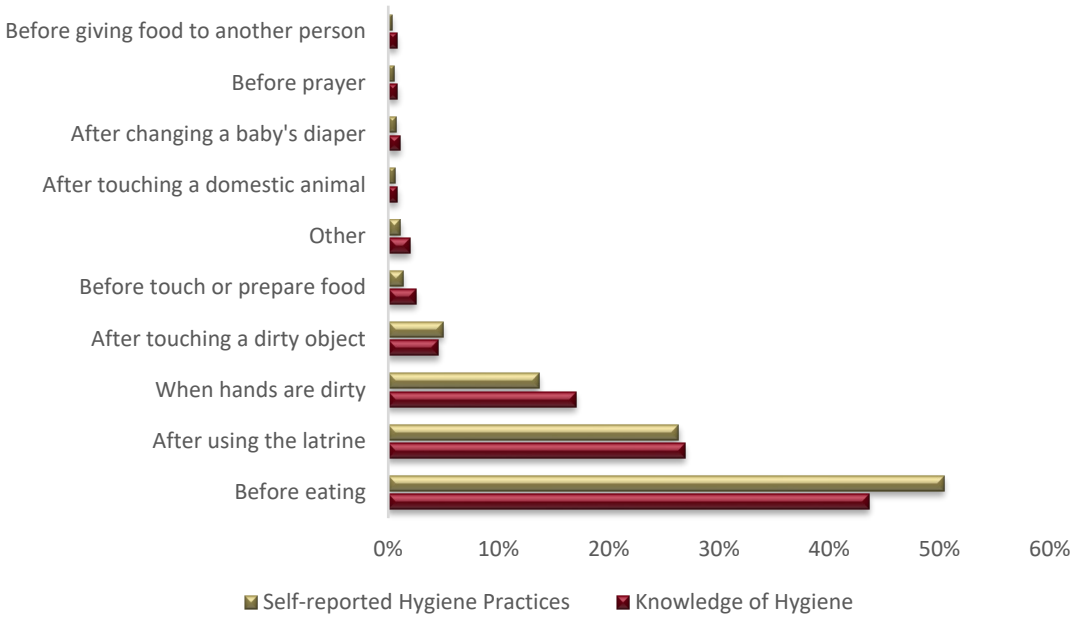
Exhibit 79: Students' Type of Illnesses in the Past Two Weeks by Region

Illnesses	Koulikoro	Mopti
Diarrhea	9%	13%
Vomiting	10%	11%
Fever	34%	42%
Stomachache	14%	13%
Headache	16%	8%
Toothache	2%	1%
Other	15%	11%
Total number of responses[103]	501	381

Source: Student Survey; authors' calculations.

[103] The calculations are based on the total number of responses to different options that were selected for all that applied.

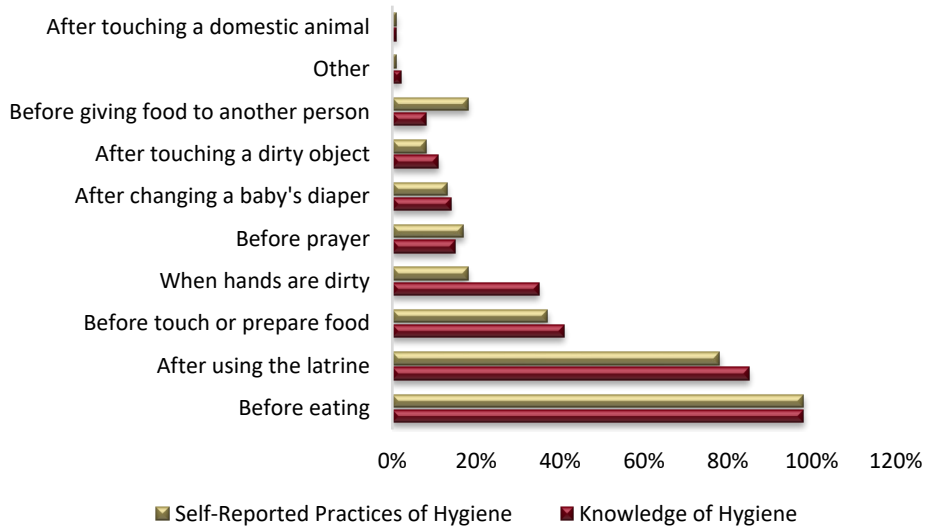
Exhibit 80: Students' Hygiene Knowledge and Self-Reported Practices



Source: Student Survey; authors' calculations.
Note: N= 5,419 for knowledge, and N=4,725 for practices question[104].

[104] The calculations are based on the total number of responses to different options that were selected for all that applied.

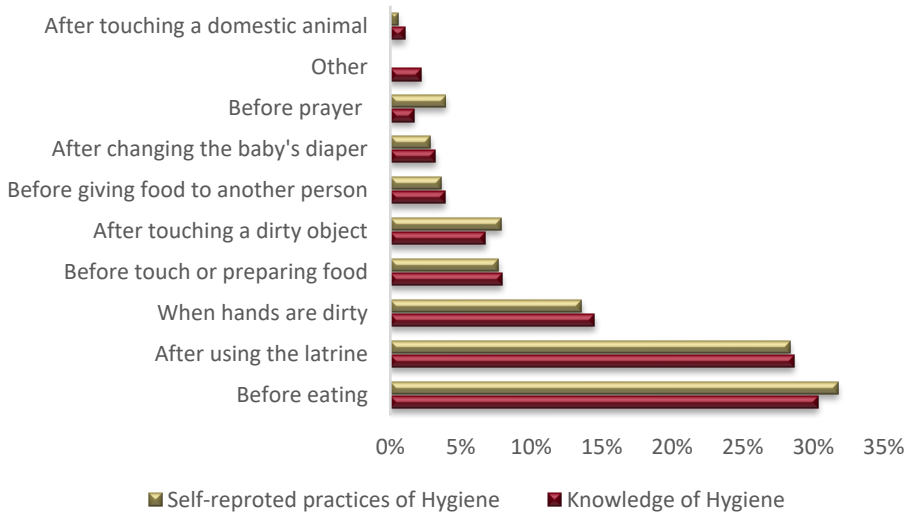
Exhibit 81: Caregivers' Hygiene Knowledge and Self-Reported Practices [105]



Source: Mother Survey; authors' calculations.
Note[106]: N=2,369 for knowledge, and N=2,376 for the practices question

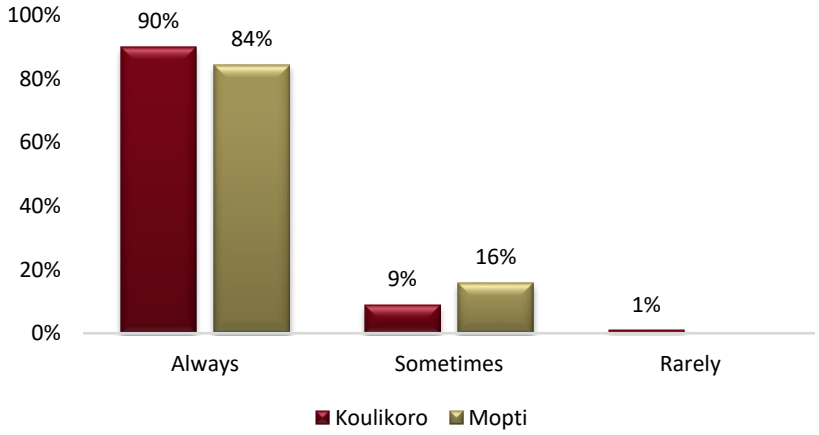
[105]These outcomes should be interpreted with caution because for the self-reported practices of hygiene respondents only reported washing their hands for the instances they had engaged in during the previous day. If a respondent did not engage in a specific instance the previous day (for example: 'changing a baby's diaper'), the respondent would have therefore not listed that instance as a reason for washing their hands. However, this does not imply that the respondent would have not washed his/her hands should s/he have engaged in that instance.
[106] The calculations are based on the total number of responses to different options that were selected for all that applied.

Exhibit 82: Teachers' Hygiene Knowledge and Self-reported Practices[107]



Source: Teacher Survey, authors' calculations.
Note[108]: N= 594 for the knowledge, and N=561 for the practices questions.

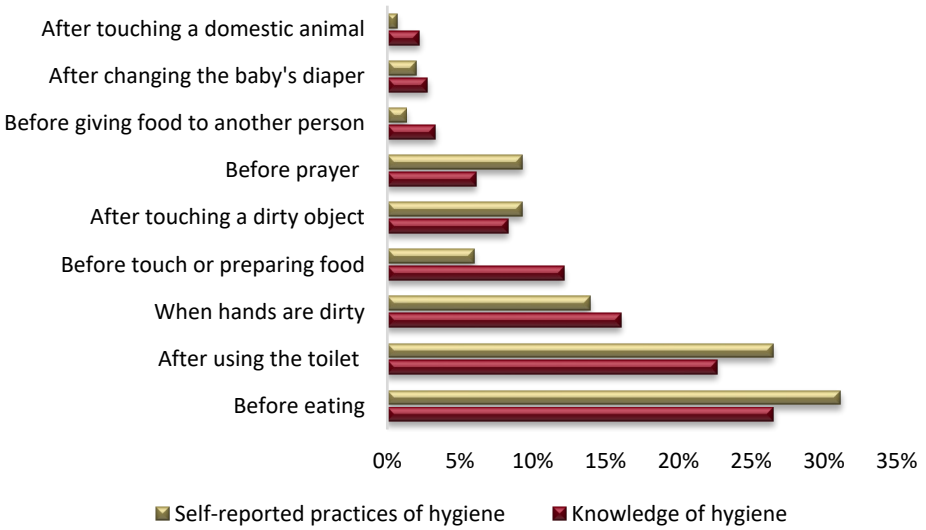
Exhibit 83: Proportion of Teachers Found Principals' Observations Useful



Source: Teacher Survey; authors' calculations. N=94 in Koulikoro, and N=58 in Mopti.

[107] These outcomes should be interpreted with caution because for the self-reported practices of hygiene respondents only reported washing their hands for the instances they had engaged in during the previous day. If a respondent did not engage in a specific instance the previous day (for example: 'changing a baby's diaper'), the respondent would have therefore not listed that instance as a reason for washing their hands. However, this does not imply that the respondent would have not washed his/her hands should s/he have engaged in that instance.
[108] The calculations are based on the total number of responses to different options that were selected for all that applied.

Exhibit 84: SMC Members' Hygiene Knowledge and Self-Reported Practices[109]



Source: SMC Survey, authors' calculations.
Note[110]: N= 181 for the knowledge, and N=151 for the practices questions.

[109] These outcomes should be interpreted with caution because for the self-reported practices of hygiene respondents only reported washing their hands for the instances they had engaged in during the previous day. If a respondent did not engage in a specific instance the previous day (for example: 'changing a baby's diaper'), the respondent would have therefore not listed that instance as a reason for washing their hands. However, this does not imply that the respondent would have not washed his/her hands should s/he have engaged in that instance.
[110] The calculations are based on the total number of responses to different options that were selected for all that applied.

APPENDIX 5: ASER READING ASSESSMENT RESULTS

Exhibit 85: Gender Differences in Demonstrating Reading Ability At Grade Level, and Above by Grade

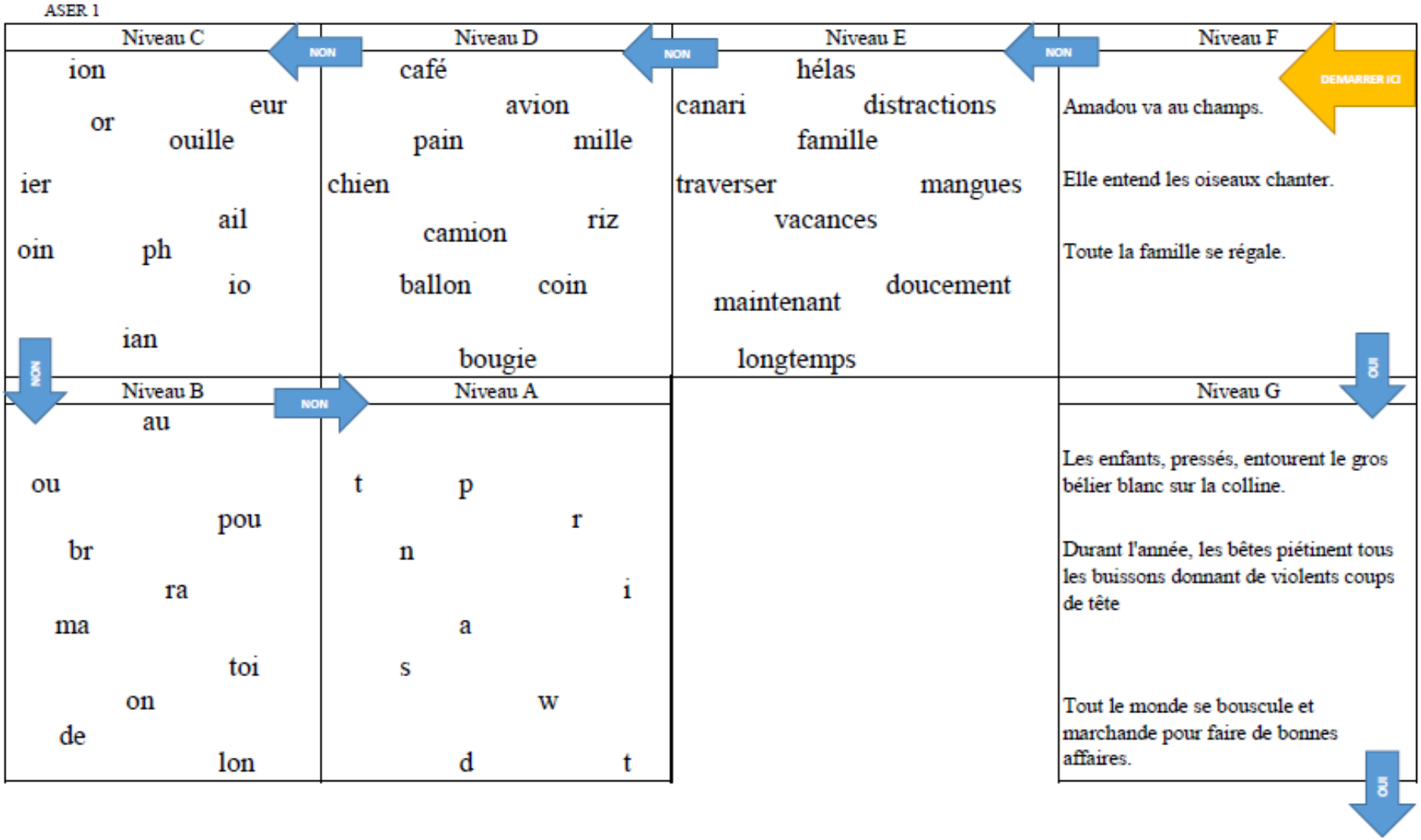
Reading proficiency at the grade level and above		Koulikoro	Mopti
Grade 1	Female	6%	2%
	Male	5%	7%
Grade 2	Female	3%	2%
	Male	2%	2%
Grade 3	Female	4%	6%
	Male	4%	7%
Grade 4	Female	7%	1%
	Male	4%	5%

Source: Student Survey; authors' calculations.

APPENDIX 6: SURVEY INSTRUMENTS

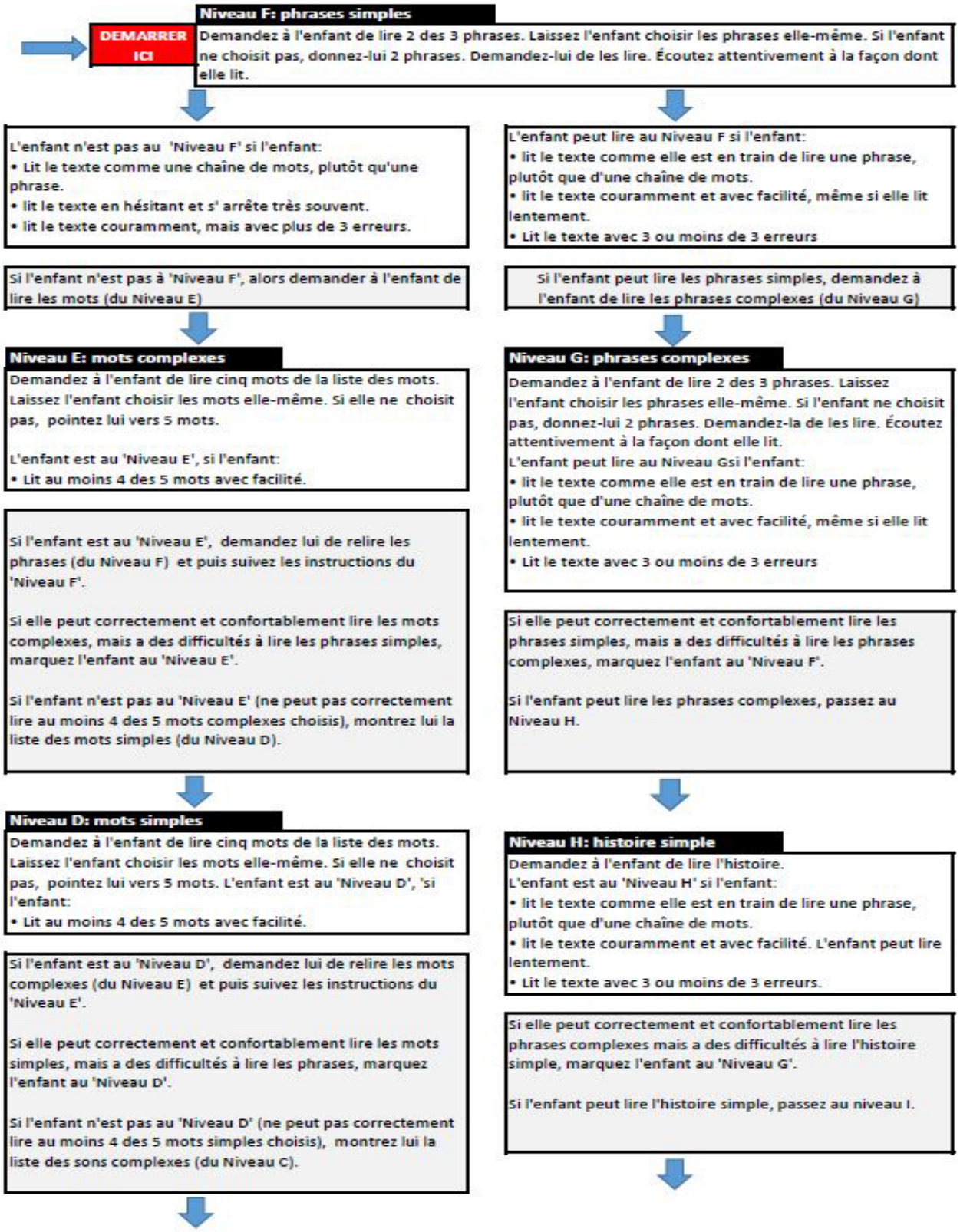
ASER Reading Assessment
ASER Test Administration Instructions
Student Survey
Caregiver Survey
Teacher/ Principal Survey
SMC Survey

ASER Reading Assessment



Niveau I	Niveau H
Questions de comprehension (sur l'histoire du Niveau H): 1. Qu'est-ce que Samba et Fatou aiment ? 2. Où sont partis Samba et Fatou ? 3. Qu'ont fait les oiseaux quand le vent a soufflé ?	Samba et Fatou aiment la chasse. Un beau matin, ils vont dans les champs. Il y a partout des mange-mil, des moineaux et des perdrix. Les enfants sourient et sortent leurs lance-pierres. Tout d'un coup, un grand vent souffle, les oiseaux s'envolent. Quel dommage ! 1. La chasse, 2. Aux champs, 3. Se sont envolés
Niveau J	**Niveau K**
Un soir, pendant l'hivernage, Amadou revenait d'une promenade, alors qu'il faisait déjà nuit. Arrivé sous le tamarinier qui se trouvait non loin de notre concession, il entendit un bruissement de feuilles. Il aperçut une silhouette bizarre. La peur le prit. il cria de toutes ses forces : -Au secours ! Au secours ! Armés de coupe-coupe et de bâtons, les voisins arrivèrent en courant. Son cœur battait fort et il n'arrivait pas à répondre à leurs questions qu'il percevait a peine. Depuis ce jour, il prit la ferme résolution de ne plus rentrer tard à la maison.	**Questions de comprehension** (sur l'histoire du Niveau J): 1. Amadou revenait d'une promenade en: - Début de journée - Fin de journée - Mi-journée? 2. Pourquoi Amadou a-t-il pris peur ? 3. Quelle désicion Amadou a-t-il prise ? 1. En fin de journée, 2. Il a aperçu une silhouette, 3. De ne plus rentrer tard à la maison

ASER Assessment Administration Instructions



Niveau C: sons complexes

Demandez à l'enfant de lire cinq sons de la liste des sons. Laissez l'enfant choisir les sons elle-même. Si elle ne choisit pas, pointez lui vers 5 sons.

L'enfant est au 'Niveau C', 'si l'enfant:
• Lit au moins 4 des 5 sons avec facilité.

Si l'enfant est au 'Niveau C', demandez lui de relire les mots simples (du Niveau D) et puis suivez les instructions du 'Niveau D'.

Si elle peut correctement et confortablement lire les sons complexes, mais a des difficultés à lire les mots simples, marquez l'enfant au 'Niveau C'.

Si l'enfant n'est pas au 'Niveau C' (ne peut pas correctement lire au moins 4 des 5 sons complexes choisis), montrez lui la liste des sons simples (du Niveau B).

Niveau B: sons simples

Demandez à l'enfant de lire cinq sons de la liste des sons. Laissez l'enfant choisir les sons elle-même. Si elle ne choisit pas, pointez lui vers 5 sons.

L'enfant est au 'Niveau B', si l'enfant:
• Lit au moins 4 des 5 sons avec facilité

Si l'enfant est au 'Niveau B', demandez lui de relire les sons complexes (du Niveau C) et puis suivez les instructions du 'Niveau C'.

Si elle peut correctement et confortablement lire les sons simples, mais a des difficultés à lire les sons complexes marquez l'enfant au 'Niveau B'.

Si l'enfant n'est pas au 'Niveau B' (ne peut pas correctement lire au moins 4 des 5 sons simples choisis), montrer lui la liste des lettres.

Niveau A: lettres

Demandez à l'enfant de lire cinq lettres de la liste des lettres. Laissez l'enfant choisir les lettres elle-même. Si elle ne choisit pas, pointez lui vers 5 lettres

L'enfant est au 'Niveau A', 'si l'enfant:
• Lit au moins 4 des 5 sons avec facilité.

Si l'enfant est au 'Niveau A', demandez lui de relire les sons simples (du Niveau B) et puis suivez les instructions du 'Niveau B'.

Si elle peut correctement et confortablement lire les lettres, mais a des difficultés à lire les sons simples marquez l'enfant au 'Niveau A'.

Si l'enfant n'est pas au 'Niveau A' (ne peut pas correctement lire au moins 4 des 5 lettres choisis), marquez l'enfant au 'Niveau 0'

Niveau I: question de compréhension du text H

Lisez à l'enfant les trois questions de compréhension et demandez à l'enfant de répondre aux 3 questions.
L'enfant est au 'Niveau I' si l'enfant:
• Peut répondre correctement à au moins 2 questions de compréhension.

Si elle peut correctement et confortablement lire l'histoire simple mais a des difficultés à répondre correctement à 2 questions de compréhension marquez l'enfant au 'Niveau H'.

Si l'enfant peut répondre correctement à 2 questions de compréhension, passez au Niveau J.

Niveau J: histoire complexe

Demandez à l'enfant de lire l'histoire.
L'enfant est au 'Niveau J' si l'enfant:
• lit le texte comme elle est en train de lire une phrase, plutôt que d'une chaîne de mots.
• lit le texte couramment et avec facilité. L'enfant peut lire lentement.
• Lit le texte avec 3 ou moins de 3 erreurs.

Si elle peut correctement répondre à 2 questions de compréhension mais a des difficultés à lire l'histoire complexe marquez l'enfant au 'Niveau I'.

Si l'enfant peut lire l'histoire complexe passez au Niveau K.

Niveau K: Question de compréhension du text J

Lisez à l'enfant les 3 questions de compréhension et demandez à l'enfant de répondre aux 3 questions.
L'enfant est au 'Niveau K' si l'enfant:
• Peut répondre correctement à au moins 2 questions de compréhension.

Si elle peut correctement et confortablement lire l'histoire complexe mais a des difficultés à répondre correctement à 2 questions de compréhension marquez l'enfant au 'Niveau J'.

Si l'enfant peut répondre correctement à 2 questions de compréhension, marquez l'enfant au 'Niveau K'.

Student Survey

INFORMATION DE BASE

Enum	Agent Enquêteur *(Nom et prénom)*	
Date	Date *(JJ/MM/AAAA)*	
region	Inscrire le nom de la région	
CAP	Inscrire le nom du Centre d'Animation Pédagogique	
Schname	Inscrire le nom de l'école	
studentid	Indiquer l'Identifiant Unique (ID) de l'élève	**CODE** I__I__I__I__I__I__I__I__I__I
Preloadgrade	Indiquer la classe du répondant : *(Inscrire la classe de l'élève qui est notée sur votre fiche d'école)* 1. 1ere Année 2. 2eme Année 3. 3eme Année 4. 4eme Année 5. 5eme Année 6. 6eme Année	I__I

Cher Elève :

Tu as été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire. Ta participation dans cette étude est entièrement volontaire. Tu n'es sous aucune obligation d'y participer. Tu as le droit de refuser de répondre à des questions et de te retirer de l'étude à tout moment. Si tu acceptes, veuilles bien à répondre à toutes les questions le plus honnêtement possible. Si tu es incapable de répondre à une des questions, tu peux ignorer la question. Toutes tes réponses sont strictement confidentielles.

consent	Acceptes-tu de participer à cette enquête ? 1. Oui 2. Non 9. Non trouvé	I__I	*Sélectionner seulement une option *Si Non ou Non trouvé, remercier le répondant et terminer l'enquête *Si Oui, aller à "fname"
⚠ **Si réponse à "consent" est Non ou Non trouvé remercier le répondant et terminer l'enquête**			

N.B : Si le répondant refuse de répondre à une quelconque question marquez un "R" pour la réponse et passer à la question suivante.

Informations Personnelles

Super! Maintenant, je voudrais te poser quelques questions sur toi…

fname	Quel est ton prénom?		
lname	Quel est ton nom de famille?		
Primecarename	Quel est le prénom de ta mère OU gardienne/tuteur principale ?		
primecarelast	Quel est le nom de ta mère OU gardienne/tuteur principale ?		
Age1	Connais-tu ton âge? 1. Oui 2. Non	I__I	*Si Oui, passer à "age2" *Si Non, passer à "gender" *Sélectionner seulement une option
Age2	Quel âge as-tu:	……	*INTERVALLE D'AGE 4 à 19 *Inscrire -99 si le répondant refuse de répondre
Gender	Es-tu garçon ou fille? 1. Masculin 2. Féminin	I__I	*Demander seulement si c'est nécessaire *Sélectionner seulement une option
Class	Dans quelle classe es-tu ? 1. 1ere Année 2. 2eme Année 3. 3eme Année 4. 4eme Année	I__I	*Si la classe de l'élève est différente que la classe notée sur votre fiche d'école, veuillez confirmer avec le directeur la classe de l'élève *Sélectionner seulement une option
schoolday	Quel est le dernier jour où tu es allé à l'école? 1. Hier 2. Lundi dernier 3. Mardi dernier 4. Mercredi dernier 5. Jeudi dernier 6. Vendredi dernier 7. Samedi dernier 8. Cela fait plus d'une semaine	I__I	*Sélectionner seulement une option

Environnement et Participation à l'Ecole

Très bien! Maintenant, je voudrais te poser quelques questions sur ton école…

Enviro1	Qu'est-ce que tu aimes à propos de ton maîtres/ maîtresses: 1. Enseigne bien, gentil et utile, etc. 2. Leçons faciles à comprendre 3. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Enviro1a	Qu'est-ce que tu aimes à propos de ta classe et de ton école? 1. Apprends des habilités et des connaissances utiles 2. Participe à des activités/jeux en classe 3. De la nourriture est fournie 4. Access a de l'eau 5. Access a de bonnes latrines 6. Pratique du sport à l'école 7. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Enviro2	Qu'est-ce que tu n'aimes pas à propos de ton maîtres/ maîtresses: 1. Frappe, crie, harcèle, sous-estiment, etc. 2. Leçons difficile à comprendre 3. Pas souvent présent à l'école 4. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Enviro2a	Qu'est-ce que tu n'aimes pas à propos de ta classe et de ton école? 1. N'apprends pas des choses utiles/c'est ennuyant 2. Manque de matériels didactiques: c'est-à-dire des livres, des tableaux, etc. 3. Ecole trop loin 4. Mauvaise hygiène sanitaire dans les toilettes, manque de toilettes 5. Nourriture fournie est mauvaise, pas de nourriture fournie	I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

	6. Pas d'accès à l'eau 7. Autres élèves me taquinent/m'intimident 8. Manque d'habille/d'uniforme 9. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I	
Enviro3	**D'habitude**, est-ce que le maitre/la maitresse te pose des questions pendant la leçon en classe? 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option
Enviro4	**D'habitude**, est-ce que tu essayes de répondre aux questions du maitre/de la maitresse en classe ? 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option
Enviro5	**D'habitude,** est-ce que tu fais des leçons avec la radio ? 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option
Enviro6	**D'habitude**, est-ce que tu fais souvent les nouvelles de la classe (c'est à dire le maitre/la maitresse te demande ce que tu as fait la veille et tu lui dis comment l'écrire au tableau) ? 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option
Enviro7	**D'habitude**, est-ce que tu fais les jeux en classes ? 1. Souvent	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas'

	2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas		*Sélectionner seulement une option
Enviro8	**D'habitude**, est-ce que le maitre/la maitresse te demande d'écrire sur un sujet de ton choix? 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option
Enviro9	**D'habitude**, est-ce que le maitre/la maitresse te laisse lire le texte de ton choix? 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option
Enviro10	**D'habitude**, est-ce qu'il y a quelqu'un à la maison qui te lit des livres? 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option
Enviro11	**D'habitude**, est-ce que tu lis des livres pour divertissement (c'est-à-dire, non exigé comme devoir de maison) 1. Oui 2. Non	I__I	*Sélectionner seulement une option

Hygiène

Merci ! Maintenant, Je voudrais te poser quelques questions sur l'hygiène…

handwash	Selon toi, à quels moments une personne devrait se laver les mains? 1. Avant de manger 2. Avant de toucher ou préparer l'aliment 3. Avant de donner l'aliment à un autre	I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant

	4. Quand les mains sont sales 5. Après avoir touché un objet sale 6. Après avoir touché un animal 7. Après avoir utilisé les latrines 8. Après avoir changé une couche de bébé 9. Avant la prière 10. Autre (Spécifier :_____) 88. Ne sais pas	I__I I__I I__I I__I I__I I__I I__I	*Choisir toutes les réponses qui s'appliquent
Hand1	Combien de fois as-tu lavé tes mains hier?	… …	*Intervalle de 0 à 20 *0, passer a « Hand8 »
Hand2	Quels étais les motifs ? 1. Avant de manger 2. Avant de toucher ou préparer la nourriture 3. Avant de donner la nourriture à une autre personne 4. Quand les mains sont sales 5. Après avoir touché un objet sale 6. Après avoir touché un animal domestique 7. Après avoir utilisé les latrines 8. Après avoir changé une couche de bébé 9. Avant la prière 10. Autre (Spécifier :_____) 88. Ne sais pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Hand8	Qu'utilises-tu pour te laver les mains d'habitude? 1. Eau simple 2. Eau plus savon Autre (Spécifier : _____)	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option

Worms	Selon toi, comment peut-on éviter d'attraper les vers intestinaux (dans le ventre)? 1. Eviter de marcher les pieds nus (porter les chaussures)	I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Après que le répondant donne un moyen, inciter le répondant à

	2. Ne pas se baigner ou nager dans de l'eau stagnante 3. Manger de la viande qui est bien cuite 4. Eviter le contact direct avec l'eau contaminée, mais si nécessaire porter des bottes et gants 5. Laver les mains avec de l'eau potable et du savon avant de préparer la nourriture, avant de servir la nourriture ou avant de manger 6. Laver les mains avec de l'eau potable et du savon après avoir utilisé les latrines 7. Protéger la nourriture contre les mouches, les cafards, et la poussière 8. Garder la nourriture dans un garde-manger, ou endroit qui est propre et bien aéré 9. Autre (spécifier :_____) 88. Ne sais pas		donner un second moyen: "Par quel autre moyen peut-on prévenir les vers intestinaux?" Inciter pour obtenir 2 moyens au total

Santé

Merci ! Maintenant, Je voudrais te poser quelques questions sur la santé…

Health1	**Durant les deux dernières semaines,** es-tu tombé malade ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option * Si 1, passer à "health1a" * Si 2, passer à "fs1"
Health1a	Qu'est-ce que tu avais? 1. Diarrhée 2. Vomissement 3. Fièvre 4. Autre (Spécifier:_____)	I__I I__I I__I I__I	*Choisir toutes les réponses qui s'appliquent
Health2	**Durant les deux dernières semaines,** as-tu manqué l'école parce que tu étais malade? 1. Oui 2. Non	I__I	*Sélectionner seulement une option * Si 1, passer à "health3" * Si 2, passer à "fs1"
Health3	**Durant les deux dernières semaines,** pendant combien de jours as-tu manqué l'école parce que tu étais malade ? 1. Aucun	I__I	*Sélectionner seulement une option

	2. 1-3 jours 3. 3-5 jours 4. Plus de 5 jours		

Sécurité Alimentaire

Merci! Maintenant, je voudrais que tu réfléchisses sur tous les repas que tu as mangés hier…

Fs1	Selon toi, est-ce que hier était un jour 'normal' / 'habituel' ou est-ce que c'était une occasion spéciale? 1. Normal/Habituel 2. Occasion spéciale (spécifier :_____)	I__I	* Donner des exemples d'occasion spéciale, comme un enterrement ou une fête *Sélectionner seulement une option
Fs2	Maintenant en réfléchissant sur ce que tu as fait **hier**, as-tu mangé quelque chose avant de prendre le repas du matin? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Fs3	**Hier,** as-tu mangé quelque chose pour le repas du matin? 1. Oui 2. Non	I__I	*Si réponse a "fs3" est Non, aller à fs5 *Sélectionner seulement une option
Fs4	**Hier,** où as-tu mangé quelque chose pour le repas du matin ? 1. A la maison 2. A la cantine 3. Autre (Spécifier :_____)	I__I	*Sélectionner seulement une option
Fs4a	**Hier,** étais-tu rassasié après avoir mangé le matin? 1. J'étais rassasié 2. J'aurais pu manger davantage	I__I	* Si 1, passer à "fs5" * Si 2, passer à "fs4b" *Sélectionner seulement une option
Fs4b	**Hier,** pourquoi n'as-tu pas mangé plus de nourriture le matin? 1. Il n'y avait plu de nourriture 2. Il y avait rien que j'aimais 3. Autre (Spécifier :_____)	I__I	*Sélectionner seulement une option
Fs5	**Hier,** as-tu mangé quelque chose entre le repas du matin et le repas de la mi-journée? 1. Oui	I__I	*Sélectionner seulement une option

	2. Non		
Fs6	**Hier,** as-tu mangé quelque chose pour le repas de la mi-journée? 1. Oui 2. Non	I__I	* Si 1, passer à "fs7" * Si 2, passer à "fs8 " *Sélectionner seulement une option
Fs7	**Hier,** où as-tu mangé quelque chose pour le repas de la mi-journée ? 1. A la maison 2. A la cantine 3. Autre (Spécifier :_____)	I__I	*Sélectionner seulement une option
Fs7a	**Hier,** étais-tu rassasié après avoir mangé le repas de la mi-journée? 1. J'étais rassasié 2. Je n'étais pas rassasié	I__I	*Si 1, passer à "fs8" *Si 2, passer à "fs7b" *Sélectionner seulement une option
Fs7b	**Hier,** pourquoi n'as-tu pas mangé plus de nourriture? 1. Il n'y avait plu de nourriture 2. Il y avait rien que j'aimais 3. Autre (Spécifier :_____)	I__I	*Sélectionner seulement une option
Fs8	**Hier,** as-tu mangé quelque chose entre le repas de la mi-journée et le repas du diner? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Fs9	**Hier,** as-tu mangé quelque chose pour le repas du diner? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Fs10	**Hier,** as-tu mangé quelque chose après le diner ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Fs10a	**Hier,** étais-tu rassasié après avoir mangé le soir? 1. J'étais rassasié 2. J'aurais pu manger davantage	I__I	* Si 1, passer à "fs11" * Si 2, passer à "fs10b" *Sélectionner seulement une option
Fs10b	**Hier,** pourquoi n'as-tu pas mangé plus de nourriture le soir? 1. Il n'y avait plu de nourriture 2. Il y avait rien que j'aimais 3. Autre (Spécifier :_____)	I__I	*Sélectionner seulement une option

Nous venons juste de parler de tous les repas que tu as mangés hier. Maintenant, je voudrais que tu prennes quelques minutes pour réfléchir sur toute la nourriture et les boissons que tu as mangé hier durant la journée et la nuit et que cela soit à la maison, à l'école ou en dehors de la maison et de l'école. Es-tu prêts? Ok.

Fs11	Peux-tu citer tous les aliments et les boisons que tu as consommé hier ? 1. Mil, riz, maïs, sorgho, manioc 2. Noix ou haricots (tel que niébé) 3. Yaourt, lait ou fromage 4. Viande ou du poisson 5. Œufs 6. Huile de palme rouge ou fruits ou légumes (tel que carotte, courge, patate douce, légumes verts foncés à feuilles, mangue mure, melon, abricot, papaye mure, pèche, piments rouges, feuilles de moringa) 7. Autres fruits et légumes, tel que oignon, aubergine, pastèque, oranges, piments verts, chou, tomates, dattes	I__I I__I I__I I__I I__I I__I I__I	*Notez tous les aliments et les boissons mentionnées par le répondant sur une fiche de papier séparée. Lorsque des plats sont mentionnés, demander la liste des ingrédients de ses plats. Lorsque le répondant a terminé, demander au répondant de s'assurer qu'il/elle a mentionné **TOUTES** les nourritures et les boissons consommées y compris les gouters. Lorsque le répondant a terminé, sélectionner toutes les réponses qui s'appliquent. Pour tous les groupes alimentaires non mentionnés, demander au répondant si un aliment de ce groupe a été consommé.

TEST DE LECTURE

Voici la dernière série de questions! Je voudrais faire un petit jeu avec toi…

readassess	A quel niveau l'élève a-t-il/elle lut? 0. 0 1. A 2. B 3. C 4. D 5. E 6. F	I__I	*Indiquer le niveau de lecture selon le test *Sélectionner seulement une option

	7. G 8. H 9. I 10. J 11. K		
thanks	**Merci beaucoup d'avoir répondu à mes questions**		

OBSERVATION

OBSERVATION : Lavage des mains

Wash1	Quel moment critique avez-vous observé : 1. Avant de manger 2. Après avoir utilisé les latrines 3. N'a ni mangé ni utilisé de latrines *(Spécifier pourquoi :_____)*	I__I	*Si 3, terminer les observations *Sélectionner seulement une option
Wash2	Comment est-ce que l'élève s'est-il lavé les mains ? 1. Eau 2. Eau et savon 3. Autre (spécifier :_____) 4. Ne sait pas lavé les mains	I__I	*Sélectionner seulement une option

OBSERVATION : Aliments consommée durant le repas

Food1	Quel moment critique avez-vous observé : 1. Petit déjeuner 2. Déjeuner 3. N'as pas pris de repas *(Spécifier pourquoi :_____)*	I__I	*Sélectionner seulement une option *Si 1 ou 2, passer à "food2" *Si 3, terminer les observations

Food2	Qu'est-ce que l'élève a mangé ? 1. Mil, riz, maïs, sorgho, ou manioc 2. Noix ou haricots comme le niébé 3. Lait, yaourt ou fromage 4. Viande, ou poisson 5. Œuf 6. Huile de palme rouge, ou des fruits et légumes y compris, la carotte, la courge, la patate douce, les légumes verts foncés à feuilles, la mangue mure, le melon, la papaye mure, les piments rouges, les feuilles de moringa, les feuilles de haricot 7. Autres fruits et légumes tel que l'oignon, l'aubergine, la pastèque, les oranges, les piments verts, le chou, les tomates, les dattes	I__I I__I I__I I__I I__I I__I I__I	*Choisir toutes les réponses qui s'appliquent

Mother Survey

INFORMATION DE BASE

Enum	Agent Enquêteur *(Nom et prénom)*	
Date	Date *(JJ/MM/AAAA)*	
Region	Inscrire le nom de la région	
CAP	Inscrire le nom du Centre d'Animation Pédagogique	
Schname	Inscrire le nom de l'école	Sélectionner
studentid	Indiquer l'Identifiant Unique (ID) de l'élève	**CODE I__I__I__I__I__I__I__I__I**
Village	Inscrire le nom du village ou réside la mère/gardienne de l'élève	

Cher Mère:

Vous avez été sélectionné pour participer à un sondage sur la santé, la nutrition et l'éducation dans le cadre du projet cantine scolaire. Votre participation dans cette étude est entièrement volontaire. Vous n'êtes sous aucune obligation d'y participer. Bien que votre participation compte pour cette étude, vous Vous avez le droit de refuser de répondre à des questions et de vous rétracter de l'étude à tout moment. Si vous acceptez, veuillez répondre à toutes les questions le plus honnêtement possible. Si vous êtes incapable de répondre à une des questions, vous pouvez ignorer la question. Toutes vos réponses sont strictement confidentielles.

consent	Acceptez-vous de participer à cette enquête ? 1. Oui 2. Non 3. Non trouvé	I__I	*Si Non ou non trouvé, remercier le répondant et terminer l'enquête *Si Oui, aller à "match" *Sélectionner seulement une option
Si réponse à "consent" est Non ou Non trouvé, remercier le répondant et terminer l'enquête			

N.B : Si le répondant refuse de répondre à une quelconque question marquez un "R" pour la réponse et passer à la question suivante.

Informations Personnelles

fname	Quel est votre prénom? _____		
lname	Quel est votre nom de famille? _____		
biomo	Quelle est votre relation avec : _____[nom de l'élève] ? 1. Mère biologique 2. Gardienne principale 3. Gardienne secondaire 4. Autre	I__I	*Si 'Mère biologique' ou 'Gardienne principale' ou 'Gardienne secondaire' passer à 'age1' *Si Autre, remercier le répondant et terminer l'enquête *Définition de la gardienne principale : Personne qui prend soin de l'enfant et veille sa santé, son bien-être physique et son développement social, à court ou à long terme, à son propre domicile ou à celui de l'enfant. *Définition de la gardienne secondaire : Personne dans le ménage de l'enfant qui prend soin de l'enfant
Si réponse à "biomo" est Autre, remercier le répondant et terminer l'enquête			
Age1	Pouvez-vous me donner votre âge? 1. Oui 2. Non	I__I	*Si Oui passer à "age2" *Si Non passer à "gender" *Sélectionner seulement une option
Age2	Quel âge avez-vous?	… …	*INTERVALLE D'AGE 12 à 99

Gender	De quel sexe êtes-vous? 3. Masculin 4. Féminin	I__I	*Demander seulement si c'est nécessaire *Sélectionner seulement une option
edu	Quel est le plus haut niveau d'étude que vous ayez complété? 1. Aucune 2. Un peu d'école primaire mais n'a pas complété l'école primaire 3. Compléter l'école primaire 4. Un peu d'école secondaire mais n'a pas complété l'école secondaire 5. Compléter l'école secondaire 6. Un peu d'université mais n'a pas complété l'université 7. Passé la licence 8. Plus que la license 9. École professionnelle	I__I	*Sélectionner seulement une option
silc	Faites-vous partie d'un groupe Communautés d'Epargne et de Crédit Interne (CECI)? 1. Oui 2. Non		

<u>Environnement du Ménage</u>

Bien! Maintenant, je voudrais vous poser quelques questions sur [nom de l'élève] et votre ménage…

Distance1	Combien de temps [nom de l'élève] prend-il/elle pour arriver à l'école?	….	*En minute -88 = si ne sait pas
Distance2	Comment [nom de l'élève] se déplace-t-il/elle habituellement pour aller à l'école? 1. A pied 2. Bicyclette 3. Motocyclette 4. Dos d'animal 5. Transport en commun (bus, taxi, charrette) 6. Autre (spécifier:_____) 88. Ne sait pas	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option

Latrine1	Avez-vous une latrine où vous vivez? 1. Oui 2. Non	I__I	*Si Non, passer à "water" *Si Oui, passer à "latrine2" *Sélectionner seulement une option
Latrine2	Quel type de latrine s'agit-il? 1. Installation à chasse mécanique ou manuelle reliée à un égout ou système septique ou fosse 2. Latrine à fosse ventilée 3. Latrine à fosse avec une dalle 4. Latrine à fosse sans dalle 5. Latrine à seau 6. Autre (specifier:_____)	I__I	*préciser au répondant qu'il s'agit de la latrine principale utilisé par la plupart des membres du ménage *Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
water	Quelle est la principale source d'eau de boisson des membres de votre ménage ? 1. Eau courante dans la cour (robinet) 2. Eau courante de la communauté (borne fontaine) 3. Puit privé 4. Puit public 5. Distribution d'eau par citerne 6. Source naturelle d'eau (lac/marigot, rivière, ruisseau, etc.) 7. Autre (Spécifier:_____) 88. Ne sait pas	I__I	*Définir « ménage » ou donner des exemples : C'est un groupe de personnes généralement unies par des liens de sang ou de mariage, logeant habituellement ensemble, produisant ensemble, et dont l'autorité socio-économique théoriquement d'une seule personne appelée chef de ménage. *Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
Elec1	Avez-vous de l'électricité où vous vivez ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option *Si Non, passer à "cookstove1"
Elec2	Durant combien de temps avez-vous de l'électricité dans un jour ? 1. 0-1 heures 2. 1-3 heures 3. 3-5 heures 4. Plus de 5 heures	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option

Cookstove1	Quel est le principal combustible que vous utilisez pour cuisiner ? 1. Boue de vache 2. Residus agricoles, feuilles, paille, copeaux/sciure 3. Bois 4. Charbon de bois 5. Pétrole lampant 6. Gaz ou biogaz 7. Electricité 8. Autre (Spécifier:_____) 9. Aucun / ne cuisine pas 88. Ne sait pas	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
hsize	Y compris vous, combien de personnes sont dans votre ménage?	……	*NB : le ménage peut être constitué d'une seule personne *INTERVALLE de 1 à 99
Kid	Combien d'enfants âgés de moins de 5 ans vivent dans votre ménage ?	……	*Intervalle de 0 à 30
Kid1	Combien d'enfants qui vivent dans votre ménage ont l'âge d'aller à l'école ?	……	* Intervalle de 0 à 30 *Si 0, passer à "Book1"
Kid2	Parmi ces enfants, est-ce que certain ne vont pas à l'école ? 1. Oui 2. Non	I__I	*Si Oui, passer à "Kid3" *Si Non, passer à "Book1" *Sélectionner seulement une option
Kid3	Quelles sont toutes les raisons pour lesquelles ces enfants ne vont pas à l'école ? 1. Je ne peux pas me permettre le coût de l'école 2. Mon/mes enfant(s) n'est pas assez intelligent / assez capable 3. J'ai besoin de mon/mes enfant(s) pour m'aider à la maison / dans le champ 4. J'ai besoin que mon/mes enfant(s) travaille pour supporter la famille 5. La qualité de l'école est mauvaise (c'est-à-dire, les élèves n'apprennent rien, les enseignants sont agressives et/ou ne sont pas présents, etc.) 6. L'école n'est pas sûr/sauf	I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

	7. Autre (Spécifier:_____)		
Book1	Approximativement, combien de livres avez-vous à la maison, en excluant les livres scolaires ? 0. Aucun livre 1. 1-5 2. 6-10 3. 11-20 4. Plus de 20	I__I	*Sélectionner seulement une option
Book2	**En général,** [nom de l'élève] lit-il/elle des livres pour divertissement (c'est-à-dire, non exigé comme devoir de maison) ? 5. Souvent 6. Parfois 7. Rarement 8. Jamais 88. Ne sais pas	I__I	*Sélectionner seulement une option *Lire la liste au répondant mais ne pas lire "ne sait pas" où "refusé"
Book3	**En général**, En général, est-ce que vous ou un autre adulte dans votre ménage lit des livres de [nom de l'élève]? 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sais pas	I__I	*Sélectionner seulement une option *Lire la liste au répondant mais ne pas lire "ne sait pas" où "refusé"

Santee

***Merci! Maintenant, je voudrais vous poser quelques questions à propos de la santé de* [nom de l'élève]…**

Health1	Avez-vous déjà été engagé dans les activités de soins de santé préventifs suivantes pour [nom de l'élève]: 1. Vaccination 2. Supplément (alimentaire) en fer 3. Supplément en vitamine A 4. Contrôle de croissance 5. Soins prénataux 6. Autre (specifier:_____)	I__I I__I I__I I__I I__I I__I	*Lire la liste au répondant *Demandez Health1a si le répondant n'a pas cochez TOUTES les réponses (1 à 5) pour la question Health1. *Choisir toutes les réponses qui s'appliquent

			* Définir «contrôles de croissance»: Visites à un professionnel des soins de santé pour surveiller la croissance de l'enfant dans les premières années de la vie afin de chercher des retards de développement ou des problèmes
Health1a	Pour les activités de soins de santé préventive de [nom de l'élève] que vous n'avez pas faites, qu'est-ce qui vous a empêché? 1. Les soins coûtent trop chers 2. Les soins ne sont pas disponibles/ trop loin/non fournis dans ma communauté 3. Les soins ne sont pas importants 4. Je n'ai pas assez de temps 5. Raison religieuse 6. Autre (Spécifier :_____)	I__I I__I I__I I__I	*Ne pas citer la liste des raisons. *Choisir toutes les réponses qui s'appliquent
Health2	En général, diriez-vous que la santé de [nom de l'élève] est bonne, moyenne, ou mauvaise? 1. Bonne 2. Moyenne 3. Mauvaise	I__I	*Sélectionner seulement une option
Health3	**Durant les deux dernières semaines,** [nom de l'élève] est-il/elle tombé malade ? 3. Oui 1. Non	I__I	*Sélectionner seulement une option *Si Oui, passer à "health3a" *Si Non, passer à "handwash"
Health3a	Quels étaient les symptômes de cette/ces maladie(s)? 1. Diarrhée 2. Vomissement 3. Fièvre 4. Autre (Spécifier :_____)	I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Health3b	**Durant les deux dernières semaines,** [nom de l'élève] a-t-il/elle manqué l'école parce que il/elle était malade? 3. Oui 4. Non	I__I	*Sélectionner seulement une option *Si Oui passer à "health3c" *Si Non passer à "handwash"

Health3c	**Durant les deux dernières semaines,** combien de jours [nom de l'élève] a-t-il/elle manqué l'école parce que il/elle était malade ? 5. 1-3 jours 6. 3-5 jours 7. Plus de 5 jours	I__I	*Ne pas lire la liste au répondant *Sélectionner seulement une option

Hygiene

Merci! Je voudrais vous poser quelques questions à propos de l'hygiène…

handwash	Selon vous, à quels moments une personne devrait se laver les mains? 11. Avant de manger 12. Avant de toucher ou préparer la nourriture 13. Avant de donner la nourriture à une autre personne 14. Quand les mains sont sales 15. Après avoir touché un objet sale 16. Après avoir touché un animal domestique 17. Après avoir utilisé les latrines 18. Après avoir changé une couche de bébé 19. Avant la prière 20. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Hand1	Combien de fois avez-vous lavé vos mains hier?	…….	* Intervalle de 0 à 20 * Si 0, passer à « Hand3 »
Hand2	Quels étais les motifs ? 11. Avant de manger 12. Avant de toucher ou préparer la nourriture 13. Avant de donner la nourriture à une autre personne 14. Quand les mains sont sales 15. Après avoir touché un objet sale 16. Après avoir touché un animal domestique 17. Après avoir utilisé les latrines 18. Après avoir changé une couche de bébé 19. Avant la prière 20. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Hand3	Qu'est-ce que vous utilisez d'habitude pour vous laver les mains? 1. Eau simple 2. Eau plus savon 3. Autre (Préciser : _____)	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option

Worms	Selon vous, comment peut-on éviter d'attraper les vers intestinaux (dans le ventre)? 1. Eviter de marcher pieds nus (porter des chaussures) 2. Ne pas se baigner ou nager dans de l'eau stagnante 3. Manger de la viande qui est bien cuite 4. Eviter le contact avec l'eau contaminée, mais si nécessaire porter des bottes et des gants 5. Laver les mains avec de l'eau potable et du savon avant de préparer la nourriture, avant de servir la nourriture ou avant de manger 6. Laver les mains avec de l'eau qui est potable et du savon après avoir utilisé les latrines 7. Protéger la nourriture contre les mouches, les cafards, et la poussière 8. Garder la nourriture dans un garde-manger, ou endroit qui est propre et bien aéré 9. Autre (préciser :_____) 88. Ne sait pas	I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Après que le répondant donne un moyen, inciter le répondant à donner un second moyen: Par quel autre moyen peut-on prévenir les vers intestinaux? Inciter pour 2 moyens au total

Sécurité Alimentaire

Super! Maintenant, je voudrais que vous preniez une minute et réfléchissiez sur toute la nourriture et les boissons que vous avez donnée à manger à [nom de l'élève] hier durant la journée et la nuit et que cela soit à la maison ou en dehors de la maison…

Fs1	Selon vous, est-ce que hier était un jour 'ordinaire / 'habituel' ou est-ce que c'était une occasion spéciale? 3. Ordinaire/Habituel 4. Occasion spéciale (spécifier :_____)	I__I	* Donner des exemples d'occasion spéciale, comme un enterrement ou une fête *Sélectionner seulement une option

Fs2	Pouvez citer tous les aliments et les boissons que vous avez donné à manger à [nom de l'élève] hier ? 8. Mil, riz, maïs, sorgho, manioc 9. Noix ou haricots (tel que niébé) 10. Yaourt, lait ou fromage 11. Viande ou du poisson 12. Œufs 13. Huile de palme rouge ou fruits ou légumes (tel que carotte, courge, patate douce, légumes verts foncés à feuilles, mangue mure, melon, abricot, papaye mure, pèche, piments rouges, feuilles de moringa) 14. Autres fruits et légumes, tel que oignon, aubergine, pastèque, oranges, piments verts, chou, tomates, dattes	I__I I__I I__I I__I I__I I__I I__I	*Notez tous les aliments et les boissons mentionnées par le répondant sur une fiche de papier séparée. Si des plats ont été mentionnés, demander la liste des ingrédients utilisés dans chaque plat mentionné. *Lorsque le répondant a terminé, demander au répondant de s'assurer qu'il/elle a mentionné **TOUTES** les nourritures et les boissons données à leur enfant hier, **y compris les gouters**. Utiliser le découpage de temps si nécessaire (matinée, après-midi, soir, nuit). *Sélectionner toutes les réponses qui s'appliquent. *Pour tous les groupes alimentaires non mentionnés, demander au répondant si un aliment de ce groupe a été donné à leur enfant hier.
Fs3	**Hier**, est-ce que [nom de l'élève] a mangé quelque chose avant de prendre le repas du matin? 3. Oui 4. Non	I__I	*Sélectionner seulement une option
Fs4	**Hier**, est-ce que [nom de l'élève] a mangé quelque chose pour le repas du matin? 4. Oui 5. Non	I__I	*Sélectionner seulement une option
Fs5	**Hier**, est-ce que [nom de l'élève] a mangé quelque chose entre le repas du matin et le repas de la mi-journée? 3. Oui 4. Non	I__I	*Sélectionner seulement une option
Fs6	**Hier**, est-ce que [nom de l'élève] a mangé quelque chose pour le repas de la mi-journée? 1. Oui 2. Non	I__I	*Sélectionner seulement une option

Fs7	**Hier**, est-ce que [nom de l'élève] a mangé quelque chose entre le repas de la mi-journée et le repas du soir ? 3. Oui 4. Non	I__I	*Sélectionner seulement une option
Fs8	**Hier**, est-ce que [nom de l'élève] a mangé quelque chose pour le repas du soir? 3. Oui 4. Non	I__I	*Sélectionner seulement une option
Fs9	**Hier**, est-ce que [nom de l'élève] a mangé quelque chose après le repas du soir? 3. Oui 4. Non	I__I	*Sélectionner seulement une option

Maintenant, je vais vous lire plusieurs déclarations que des personnes ont faites à propos de leur situation alimentaire. Pour certaines déclarations, veuillez me dire si la déclaration est souvent valable, parfois valable, ou jamais valable pour votre ménage durant les 12 derniers mois - c'est à dire, depuis Mai dernier.

Fs16	Le ravitaillement que nous avons acheté n'a pas du tout duré, et nous n'avons pas d'argent pour en avoir davantage. Etait-il le cas souvent, parfois, ou jamais pour votre ménage durant les 12 derniers mois, c'est-à-dire depuis Mai dernier? 1. Oui, souvent 2. Oui, parfois 3. Non, jamais 88. Ne sait pas	I__I	*Sélectionner seulement une option
Fs17	Nous ne pouvions pas nous permettre le luxe de manger des repas équilibrés. Était-il le cas souvent, parfois, ou jamais pour votre ménage durant les 12 derniers mois? 1. Oui, souvent 2. Oui, parfois 3. Non, jamais 88. Ne sait pas	I__I	*Expliquer repas "équilibré' *Sélectionner seulement une option
Fs18	Durant les 12 derniers mois, c'est-à-dire depuis Mai dernier, avez-vous une fois mangée moins que vous pensiez que vous devriez parce qu'il n'y avait pas assez de nourriture or d'argent pour la nourriture? 1. Oui	I__I	*Sélectionner seulement une option

	2. Non 88. Ne sait pas		
Fs19	Durant les 12 derniers mois, c'est-à-dire depuis Mai dernier, aviez-vous une fois faim mais n'avez pas mangé parce qu'il n'y avait pas assez de nourriture ou d'argent pour la nourriture? 1. Oui 2. Non 88. Ne sait pas	I__I	*Sélectionner seulement une option
Fs20	Durant les 12 derniers mois, c'est-à-dire depuis Mai dernier, avez-vous ou d'autres adultes dans votre ménage une fois réduit la taille de vos repas **OU** sauter des repas **OU** substituer certain aliments pour d'autres aliments moins nutritif parce qu'il n'y avait pas assez de nourriture ou d'argent pour la nourriture? 1. Oui 2. Non 88. Ne sait pas	I__I	*Si Oui, passer à "fs20a" *Si Non ou Ne sait pas, passer à "fs22" *Sélectionner seulement une option
Fs20a	Combien de fois ceci s'est-il passé - presque chaque mois, quelques mois mais pas chaque mois, ou seulement 1 ou 2 mois? 1. Presque chaque mois 2. Quelques mois mais pas chaque mois 3. Seulement 1 ou 2 mois 88. Ne sait pas	I__I	*Sélectionner seulement une option
Fs21	Pour qui dans le ménage réduisez-vous habituellement la taille des repas? 1. Tout le monde 2. Les femmes 3. Les filles 4. Les hommes 5. Les garcons 6. Autre (Specifier:_____)	I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Fs22	Durant les 12 derniers mois, c'est-à-dire depuis Mai dernier, comment avez-vous fait face au fait que vous n'avez pas assez de nourriture pour tout le monde dans le ménage ? 1. Réduire le nombre de repas des membres du ménage 2. Réduire les dépenses scolaires des enfants 3. Emprunter de l'argent pour acheter de la nourriture 4. Recevoir de la nourriture de membres de la famille, parents et voisins 5. Cuisiner tout ce qui est disponible dans la maison pour des repas 6. Vendre notre bétail ou d'autres actifs 7. Autre (spécifier: _____)	I__I I__I I__I I__I I__I I__I I__I	*Demander Fs22 seulement si le répondant a répondu OUI **OU** OUI SOUVENT **OU** OUI, PARFOIS à au moins une de ces questions: "fs16" **OU** "fs17" **OU** "fs18" **OU** "fs19" **OU** "fs20" *Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Participation des Parents

Merci! Maintenant, je voudrais vous poser quelques questions à propos de votre engagement à l'école de [nom de l'élève]…

Act1	Depuis le début de l'année scolaire, c'est-à-dire depuis Octobre dernier, combien d'assemblées générales **ont été organisées** par le CGS entre les parents et les élèves pour discuter de la vie de l'école ? 0. Aucun 1. 1 à 3 rencontres 2. Plus de 3 rencontres 88. Ne sait pas	I__I	*Si Aucun, passer a Act3 *Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
Act2	Depuis le début de l'année scolaire, c'est-à-dire depuis Octobre dernier, combien d'assemblées générales **avez-vous participé**? 0. Aucun 1. 1 à 3 rencontres 2. Plus de 3 rencontres 88. Ne sait pas	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
Act3	Selon vous, à quel point le Comité de Gestion Scolaire (CGS) de l'école de [nom de l'élève] est-il actif/engagé? 1. Souvent 2. Parfois 3. Rarement 4. Jamais	I__I	* Lire la liste au répondant *Sélectionner seulement une option

Act4	Avez-vous participé à une activité de soutien à l'école de [nom de l'élève], tel que nettoyer les latrines, la cuisine, les locaux scolaires, aider l'école comme cuisinier ou magasinier, ou d'autres activités? 1. Oui 2. Non	I__I	*Si Oui passer à "Act5" *Si Non passer à "Act6" *Sélectionner seulement une option
Act5	A quelle(s) activité(s) de soutien avez-vous participé ? 1. Nettoyer les latrines, la cuisine, les locaux scolaires 2. Aider l'école comme cuisinier ou magasinier 3. Contribuer de l'argent et/ou des aliments pour la cantine scolaire 4. Supporter le jardin/champs de l'école 5. Participation à une formation 6. Participation à des activités de sensibilisation sur l'inscription des enfants à l'école 7. Autre (Spécifier :_____)	I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Act6	Etes–vous engagé(e) dans l'éducation de [nom de l'élève] ? 1. Oui 2. Non	I__I	*Donner des exemples si nécessaire : Aider [nom de l'élève] à lire/faire ses devoirs de maison; suivre ses progrès; s'assurer qu'il va à l'école; s'assurer qu'il a le temps nécessaire pour ses devoirs de maison; assister aux rencontres du Comité de Gestion Scolaire (CGS) ; etc. *Sélectionner seulement une option
Act7	Pouvez-vous citer toutes les manières dont vous êtes engagé(e) dans l'éducation de [nom de l'élève] ? 1. Aider à lire/faire ses devoirs de maison 2. Suivre son progrès scolaire 3. S'assurer qu'il/elle va à l'école 4. S'assurer qu'il/elle a le temps nécessaire pour ses devoirs de maison 5. Assister aux rencontres du Comité de Gestion Scolaire (CGS) Autre (Spécifier:_____)	I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Score1	Est-ce qu'il y a un tableau d'affichage à l'école de [nom de l'élève] ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option *Si Oui, passer à "score2" *Si Non, passer à "Report1"
Score2	Selon vous, est-ce que ce tableau à l'école de [nom de l'élève] est utile ? 1. Oui, utile 2. Non, pas utile 3. A la fois utile et pas utile		*Si Oui, passer à «Score 3» **et ne pas demander « Score4 »** *Si Non, passer à « score4» **et ne pas demander « score3»** *Si à la fois utile et pas utile, passer à « Score3 » **ET demander « Score4 »** *Sélectionner seulement une option
Score3	Pouvez-vous me donner des exemples sur la manière dont ce tableau est utile ? 1. Donne des informations sur la présence des élèves à l'école (fréquentation scolaire) 2. Donne des informations sur l'inscription scolaire à l'école 3. Donne des informations sur la performance des élèves à l'école 4. Donne des informations sur la présence des enseignants à l'école 5. Donne des informations sur la performance des enseignants à l'école 6. Donne des informations sur les contributions communautaires aux repas (cantine) scolaires 7. Donne des informations sur les plans d'actions de l'école Autre (spécifier:_____)	I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Score4	Pouvez-vous me donner des exemples sur pourquoi le tableau n'est pas utile ? 1. L'information sur le tableau n'est pas claire/confuse/illisible 2. L'information sur le tableau ne m'enseigne pas quelque chose de nouveau 3. L'information sur le tableau n'est pas mise à jour 4. Le tableau n'est pas affiché dans un endroit accessible 5. Autre (spécifier:_____)	I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Report1	Avez-vous reçu un bulletin coloré pour [nom de l'élève]? 1. Oui 2. Non	I__I	*Sélectionner seulement une option *Si Oui, passer à "Report2" *Si Non, passer à "Teacheratt"
Report2	Selon vous, est-ce que le bulletin coloré pour [nom de l'élève] est-il utile ? 1. Oui 2. Non 3. A la fois utile et pas utile		*Si Oui, passer à «Report3» **et ne pas demander « Report4 »** *Si Non, passer à «Report4» **et ne pas demander « Report3»** *Si à la fois utile et pas utile, passer à « Report3 » **ET demander « Report4 »** *Sélectionner seulement une option
Report3	Pouvez-vous me donner des exemples sur la manière dont ce bulletin coloré est utile ? 1. Donne des informations sur la performance des élèves à l'école 2. Autre (spécifier:_____)	I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Report4	Pouvez-vous me donner des exemples sur pourquoi le bulletin coloré n'est pas utile ? 1. L'information sur le tableau n'est pas claire/confuse/illisible 2. L'information sur le bulletin ne m'enseigne pas quelque chose de nouveau 3. L'information sur le bulletin n'est pas mise à jour	I__I I__I I__I I__I	*Demander seulement cette question si le répondant a répondu Non a «Report2 » *Ne pas donner d'exemples ou lire la liste au répondant

	4. Autre (spécifier:_____)		*Choisir toutes les réponses qui s'appliquent

Teacheratt	**En général,** le maître de [nom de l'élève] s'absente-t-il de l'école : 1. Souvent 2. Parfois 3. Rarement 4. Jamais 88. Ne sait pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option

Aspiration Educative des Mères

Super! Maintenant, je voudrais vous poser quelques questions à propos de l'éducation de [nom de l'élève]…

Asp1	Quand [nom de l'élève] sera âgé de près de 20 ans, quel métier pensez-vous qu'il/elle fera ? 1. Col Bleu (Travaux qui ne requièrent pas un haut niveau d'éducation) 2. Col Blanc (Travaux qui requièrent un haut niveau d'éducation) 3. Autre (spécifier:_____) 88. Ne sait pas	I__I	*Si le répondant choisit un métier col bleu, inscrire 1 Si le répondant choisit un métier col blanc, inscrire 2 * les exemples donnés ont pour but d'aider les

	Exemples de travaux Col Bleu a. Ménagère à temps plein b. Ouvrier agricole c. Ouvrier de construction (bâtiment) d. Secrétaire de bureau e. Leader religieux/prêtre/cheik f. Commerçants/vendeur (se) g. Militaire h. Maçon i. Sportif (ve) j. Employé(e) domestique k. Chauffeur l. Mécanicien m. Chauffeur de taxi n. Cultivateur o. Fonctionnaire p. Sapeur-pompier q. Profession traditionnelle r. Pêcheur s. Policier (ère) t. Chanteur	Exemples de travaux Col Blanc Politicien a) Vétérinaire b) President du pays c) Cuisinier professionelle d) Juriste (magistrate, notaire, avocat, etc.) e) Scientifique f) Dentiste g) Professeur d'université h) Gestionnaire i) Percepteur j) Médecin k) Comptable l) Acteur(trice) m) Artiste n) Ingénieur o) Infirmière p) Professeur lycée/collège, instituteur (trice) q) Peintre, decorateur r) Homme(femme) d'affaires s) Pilote d'avion t) Informaticien u) Chef d'école/université		enumérateurs à choisir la bonne réponse. Mais ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
Asp2	Idéalement, quel niveau d'éducation voudriez-vous que [nom de l'élève] atteigne ? 1. Aucune 2. Un peu d'école primaire 3. Compléter l'école primaire 4. Un peu d'école secondaire 5. Compléter l'école secondaire 6. Un peu d'université 7. Passé la licence 8. Plus que la licence 9. École professionnelle 88. Ne sait pas		I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option

Asp3	Attendez-vous à ce que [nom de l'élève] atteigne ce niveau d'éducation? 1. Oui 2. Non	I__I	*Si Oui, passer à "Girlsch1 " *Si Non, passer à "Asp4" *Sélectionner seulement une option
Asp4	Pourquoi pensez-vous que [nom de l'élève] ne va pas atteindre ce niveau d'éducation? 1. Je ne peux pas me permettre le coût de l'école pour mon enfant 2. Mon enfant n'est pas assez intelligent / assez capable 3. J'ai besoin de mon enfant pour m'aider à la maison / dans le champ 4. J'ai besoin que mon enfant travaille pour supporter la famille 5. Autre (Spécifier:_____)	I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Girlsch 1	Dans le passé, c'était surtout les garçons qui allaient à l'école. De nos jours, à la fois les garçons et les filles vont à l'école. Selon vous, cela est-il une bonne ou une mauvaise chose ? 1. Bonne 2. Mauvaise 3. A la fois Bonne et Mauvaise 88. Ne sait pas	I__I	*Sélectionner seulement une option *Si Bonne, passer à « girlsch2» **et ne pas demander « Girlsch3 »** *Si Mauvaise, passer à « girlsch3» **et ne pas demander « Girlsch2 »** *Si la fois Bonne et Mauvaise, passer à « girlsch2» *Si Ne sait pas, remercier le répondant et passer aux observations
Si réponse à "girlsch1" est Ne sait pas, remercier le répondant et passer aux observations.			
Girlsch 2	Pourquoi pensez-vous que la scolarisation des filles est une bonne chose? 1. Améliore les conditions de vie de toute la famille 2. Améliore leur santé (des filles) 3. Améliore la santé des enfants qu'elles auront 4. Les filles pourront aussi s'épanouir 5. Permet aux filles de trouver un meilleur travail 6. Autre (spécifier:_____)	I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Girlsch 3	Pourquoi pensez-vous que la scolarisation des filles est une mauvaise chose? 1. Les filles sont supposées rester à la maison 2. Les filles n'ont pas besoin d'école 3. Les filles ne travaillent pas en dehors de la maison, alors, à quoi bon ? 4. Les filles ne doivent pas être dehors en public 5. Il n'y a pas d'école pour filles uniquement, et elles ne doivent pas fréquenter l'école avec les garçons 6. L'école est dangereuse pour les filles 7. Autre (spécifier :_____)	I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
thanks	**Merci beaucoup d'avoir répondu à mes questions**		

OBSERVATIONS DANS LES MENAGES

OBSERVATION : Lavage des mains

Wash1	Quel moment critique avez-vous observé? 4. Avant de manger 5. Après avoir utilisé les latrines 6. *N'as ni mangé ni utilisé de latrines (Spécifier pourquoi : _____)*	I__I	*Si 3, terminer les observations *Sélectionner seulement une option
Wash2	Comment est-ce que la mère/gardienne s'est-il/elle lavé les mains? 5. Eau 6. Eau et savon 7. Autre (spécifier :_____) 8. Ne sait pas lavé les mains	I__I	*Sélectionner seulement une option

OBSERVATION : Aliments consommée durant le repas

Food1	Quel moment critique avez-vous observé ? 4. Petit déjeuner 5. Déjeuner 6. N'as pas pris de repas *(Spécifier pourquoi :_____)*	I__I	*Sélectionner seulement une option *Si 1 ou 2 passer à "food2" *Si 3 terminer les observations

Food2	Qu'est-ce que le ménage a mangé ? 8. Mil, le riz, le maïs, le sorgho, ou le manioc 9. Noix ou les haricots comme le niébé 10. Lait, yaourt ou fromage 11. Viande ou du poisson 12. Œuf 13. L'huile de palme rouge ou des fruits et des légumes y compris la citrouille, la carotte, la courge, la patate douce, les légumes verts foncés à feuilles, la mangue mure, melon de cantaloup, abricot, papaye mure, pèche, piments rouges, feuilles de moringa, feuilles de haricot Autres fruits et légumes tel que l'oignon, l'aubergine, la pastèque, les oranges, les piments verts, le chou, les tomates, les dattes 14. Autre (Spécifier :_____)	I__I I__I I__I I__I I__I I__I I__I I__I	*Choisir toutes les réponses qui s'appliquent

Teacher/Principal Survey

Information de base

Enum	Agent Enquêteur *(Nom et prénom)*	
Date	Date *(JJ/MM/AAAA)*	
Region	Inscrire le nom de la région	
CAP	Inscrire le nom du Centre d'Animation Pédagogique	
Schname	Inscrire le nom de l'école	
ID	Inscrire le code pour l'Identifiant Individuel	**CODE** I__I__I__I__I__I__I__I__I

Cher Directeur/Enseignant :
Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire. Votre participation dans cette étude est entièrement volontaire. Vous n'êtes sous aucune obligation d'y participer. Vous avez le droit de refuser de répondre à des questions et de vous rétracter de l'étude en tout moment. Si vous acceptez, veuillez répondre à toutes les questions le plus honnêtement possible. Si vous êtes incapable de répondre à une des questions, vous pouvez ignorer la question. Toutes vos réponses sont strictement confidentielles.

consent	Acceptez-vous de participer à cette enquête? 1. Oui 2. Non 3. Non trouvé	I__I	*Si Non ou pas trouvé remercier le répondant et terminer l'enquête *Si oui, aller à "match"
Si réponse à "consent" est Non ou Non trouvé remercier le répondant et terminer l'enquête			

Informations personnelles

Super! Maintenant, je voudrais vous poser quelques questions sur vous…

match	Etes-vous : _____ ***[nom de l'enseignant/directeur]*** ? 4. Oui 5. Non		*Inscrire le nom du Directeur ou de l'Enseignant qui se trouve dans la fiche de collecte *Si Oui, passer à « age1 » *Si Non, passer à "fname"
fname	Quel est votre prénom? _____		
lname	Quel est votre nom de famille? _____		
Age1	Pouvez-vous me dire votre âge 1. Oui 2. Non 3. Ne sait pas	I__I	*Si Oui, passer à "age2" *Si Non ou Ne sait pas, passer à "gender" *Sélectionner seulement une option
Age2	Quel âge avez-vous?	… …	*INTERVALLE D'AGE de 15 à 99
gender	De quel sexe êtes-vous? 5. Masculin 6. Féminin	I__I	*Demandez seulement si c'est nécessaire
language	Quelle est la langue que vous parlez le mieux? 1. Français 2. Langue Locale 3. Autre (spécifier:_____)	I__I	*Sélectionner seulement une option
Edu	Quel niveau d'étude le plus élevé avez-vous achevé ? 1. DEF 2. BAC 3. BT1 4. BT2 5. CAP 6. Bac+2 (DEUG, DUT) 7. Bac+3 8. Bac+4 9. Bac+5 10. Autre (Préciser : _____)	I__I	*Sélectionner seulement une option
Teach	Enseignez-vous en 1ere Année, 2eme Année, 3eme Année, 4eme Année dans cette école? 1. Oui 2. Non	I__I	*Si Oui, passer à " **Teach1**" *Si Non, passer à "principal"

Teach1	Quelle classe enseignez-vous ? 3. 1ere Année 4. 2eme Année 5. 3eme Année 6. 4eme Année	I__I I__I I__I I__I	*Choisir toutes les réponses qui s'appliquent ***Si le répondant enseigne plus d'une classe (1ere Année, 2eme Année, 3eme Année, 4eme Année) passer à "principal"**
Teach2	Tenez-vous cette classe depuis la rentrée de l'école ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Teachlen	Depuis combien de temps enseignez-vous? 1. Moins de 1 an 2. 1 à 2 ans 3. 3 à 5 ans 4. 6 ans ou plus	I__I	*Sélectionner seulement une option
Kid	Il y a combien d'élèves dans votre classe?	….	*Indiquer le nombre, de 0 à 150
emp	Quel est votre statut d'emploi ? 1. Fonctionnaire de l'Etat 2. Fonctionnaire des collectivités 3. Contractuel de l'Etat 4. Contractuel des collectivités 5. Stagiaire IFM 6. Bénévole	I__I	*Lire la liste au répondant *Sélectionner seulement une option

FORMATIONS ET CONNAISSANCES

Merci! Maintenant, je voudrais vous poser quelques questions sur le type de formation et les diplômes que vous avez reçus dans le passé…

Train1	Avez-vous été formé pour enseigner ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option *Si non, passer à **Train4**
Train2	Quelle est votre formation pour enseigner : 1. SARPE 2. ECOM 3. IFM 4. IPEG 5. Hégire 6. Aucune 7. Autre (Préciser : _____)	I__I	*Sélectionner seulement une option

Train3	Cette formation a-t-elle été sanctionnée par un diplôme, un certificat, une attestation de réussite ? 1. Diplôme 2. Certificat 3. Attestation de réussite 4. Autre	I__I	*Sélectionner seulement une option
Train4	Avez-vous été formé sur l'approche équilibrée ? 1. Oui 2. Non 3. Ne sait pas	I__I	*Sélectionner seulement une option *Si Oui, passer à « Train5 » *Si Non, passer a « Train6a »
Train5	Quand avez-vous été formé sur l'approche équilibrée? 1. Novembre 2015 2. Avril 2016 3. Avant l'année 2015-2016 4. Autre (Préciser :_____)	I__I I__I I__I I__I	*Sélectionner seulement une option
Train6	Sur quelles techniques de l'approche équilibrée avez-vous été formés ? 1. Radio 2. Nouvelles de la classe 3. Décodage de texte 4. Lecture guidée 5. Jeux de mécanismes de la langue 6. Ecriture guidée 7. Ecriture inventée 8. Ecriture spontanée 9. Autre (préciser : _____)	I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Train6a	Est-ce que vous utilisez les activités de l'approche équilibrés dans votre classe ? 1. Oui 2. Non	I__I	Si Oui, passer à « Train6b» Si Non, passer à « Train7» *Sélectionner seulement une option

Train6b	Quelles activités de l'approche équilibrée menez-vous pendant les leçons de Langue et Communication? 1. Radio (en théorie, tous les jours) 2. Nouvelles de la classe (en théorie, tous les jours) 3. Décodage de texte 4. Lecture guidée 5. Jeux de mécanismes de la langue (en théorie, tous les jours) 6. Ecriture guidée 7. Ecriture inventée 8. Ecriture spontanée 9. Autre (Préciser :_____)	I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Train6c	Quelles sont les activités de l'approche équilibrée que les élèves apprécient le plus dans votre classe? 1. Radio 2. Nouvelles de la classe 3. Décodage de texte 4. Lecture guidée 5. Jeux de mécanismes de la langue 6. Ecriture guidée 7. Ecriture inventée 8. Ecriture spontanée 9. Autre (préciser : _____)	I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Train6d	Quelles autres activités menez-vous pendant les leçons de Langue et Communication? *1. Lecture collective de lettres, syllabes ou mots isolés* *2. Lecture collective de texte* *3. Copie de lettres, syllabes, mots* *4. Copie de texte* *5. Récitation* *6. Alphabet* *7. Travail sur une lettre du jour* *8. Lecture individuelle de lettres, syllabes ou mots isolés* *9. Lecture individuelle d'un texte signifiant* *10. Questions/Réponses de compréhension* *11. Répétition d'une phrase/texte porté au tableau* *12. Saynètes* *13. Observation d'images, du texte, avant la lecture* *14. Autre (Préciser : _____)*	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Train7	Avez-vous reçu une autre formation en didactique de la lecture-écriture depuis le début de l'année scolaire, c'est-à-dire depuis octobre dernier? 1. Oui 2. Non 3. Ne sait pas	I__I	*Préciser au répondant que cela n'inclus pas l'approche équilibrée *Sélectionner seulement une option
Train7a	Avez-vous participé à une autre formation en pédagogie depuis octobre dernier? 1. Oui 2. Non 3. Ne sait pas	I__I	*Préciser au répondant que cela n'inclut pas l'Approche Equilibré *Sélectionner seulement une option *Si Oui, passer à "Train8" *Si Non, passer à "Attend1"
Train8	Qui a appuyé la formation ? 1. CAP 2. CRS 3. Autre (Spécifier :_____)	I__I I__I I__I	*Choisir toutes les réponses qui s'appliquent
Attend1	**En général**, est-ce que vous pensez que vous enseignez vos élèves bien? 1. Souvent (fréquemment) 2. Parfois (quelquefois) 3. Rarement 4. Jamais	I__I	*Lire la liste au répondant *Sélectionner seulement une option
Attend2	**En général,** à quelle fréquence absentez-vous de votre classe? 5. Souvent (fréquemment) 6. Parfois (quelquefois) 7. Rarement 8. Jamais	I__I	*Lire la liste au répondant *Sélectionner seulement une option
Attend3	**Au cours d'une semaine ordinaire**, à quelle fréquence le directeur vous observe pendant une leçon de lecture-écriture ? 0. Jamais 1. 1-2 jours 2. 3-4 jours 3. Tous les jours	I__I	* Ne pas lire la liste au répondant *Si 1, 2, ou 3, passer à «Attend3a» *Si Jamais, passer à «Attend3b» *Sélectionner seulement une option

Attend3a	Selon vous, est-ce que les observations du directeur sont utiles ? 1. Souvent (fréquemment) 2. Parfois (quelquefois) 3. Rarement 4. Jamais	I__I	*Lire la liste au répondant *Sélectionner seulement une option
Attend3b	A part des observations, le directeur vous donne quels autres types de soutien? 0. Aucun 1. Encouragements/Félicitations 2. Conseils pédagogiques 3. Autre (Préciser : _____)	I__I I__I I__I I__I	* Ne pas lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Attend4	**D'habitude**, est-ce que vos élèves participent durant la leçon ? 1. Souvent (fréquemment) 2. Parfois (quelquefois) 3. Rarement 4. Jamais	I__I	*Lire la liste au répondant *Sélectionner seulement une option
Attend4a	**D'habitude**, par rapport à la participation durant la leçon, y a-t-il une différence entre les filles et les garçons ? 1. Oui Non	I__I	*Sélectionner seulement une option *Si Oui, passer « Attend4b » Si Non, passer a « handwash »
Attend4b	Qui participe **plus** durant la leçon— les filles ou les garçons ? 1. Les filles Les garçons	I__I	*Sélectionner seulement une option

Hygiène

Nous avons presque fini! Maintenant, je vais vous poser quelques questions sur l'hygiène...

handwash	Selon vous, à quel moment une personne devrait se laver les mains? 21. Avant de manger 22. Avant de toucher ou préparer la nourriture 23. Avant de donner la nourriture à une autre personne 24. Quand les mains sont sales 25. Après avoir touché un objet sale 26. Après avoir touché un animal domestique 27. Après avoir utilisé les latrines 28. Après avoir changé une couche de bébé 29. Avant la prière 30. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Hand1	Combien de fois avez-vous lavé vos mains **hier**?	… ….	*0 = < & <20 *Si 0, passer a « Hand3 »
Hand2	Quels étaient les motifs ? 21. Avant de manger 22. Avant de toucher ou préparer la nourriture 23. Avant de donner la nourriture à une autre personne 24. Quand les mains sont sales 25. Après avoir touché un objet sale 26. Après avoir touché un animal domestique 27. Après avoir utilisé les latrines 28. Après avoir changé une couche de bébé 29. Avant la prière 30. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Hand3	**D'habitude**, qu'est-ce que vous utilisez pour vous laver les mains? 4. Eau simple 5. Eau plus savon 6. Autre (Préciser :_____)	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option

Worms1	Par quel moyen peut-on prévenir les vers intestinaux? 10. Eviter de marcher pieds nus (porter des chaussures) 11. Ne pas se baigner ou nager dans de l'eau stagnante 12. Manger de la viande qui est cuite à point 13. Eviter le contact avec l'eau contaminée, mais si nécessaire porter des bottes et des gants 14. Laver les mains avec de l'eau potable et du savon avant de préparer la nourriture, avant de servir la nourriture ou avant de manger 15. Laver les mains avec de l'eau qui est potable et du savon après avoir utilisé les latrines 16. Protéger la nourriture contre les mouches, les cafards, et la poussière 17. Garder la nourriture dans un garde-manger, ou endroit qui est propre et bien aéré 18. Autre (spécifier:_____) 88. Ne sait pas	I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Après que le répondant donne un moyen, inciter le répondant à donner un second moyen: Par quel autre moyen peut-on prévenir les vers intestinaux? *Inciter pour obtenir 2 moyens au total
Stuprop	A votre avis, durant une journée normale, combien d'élèves parmi vos élèves se lavent les mains avant de manger à l'école? 1. Aucun 2. Moins de la moitié 3. Environ la moitié 4. Plus de la moitié 5. Presque tous 6. Tous 88. Ne sait pas	I__I	*Sélectionner seulement une option

Directeur

Maintenant, je voudrais savoir si vous servez comme directeur de l'école.

principal	Etes-vous le directeur dans cette école? 1. Oui 2. Non	I__I	*Si Oui, passer à "principal1" *Si réponse à "principal" est "Non", remercier le répondant et terminer l'enquête *Sélectionner seulement une option
 **Si réponse à "principal" est Non, remercier le répondant et terminer l'enquête**			

Principal1	Depuis combien de temps êtes-vous directeur de cette école? 1. Moins de 1 an 2. 1 à 2 ans 3. 3 à 5 ans 4. 6 ans ou plus	I__I	*Sélectionner seulement une option
Principal2	Avez-vous été formé pour suivre et appuyer vos enseignants dans leur enseignement de la lecture-écriture ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Principal3	Au cours d'une semaine ordinaire, à quelle fréquence observez-vous vos enseignants pendant une leçon de lecture-écriture ? 1. Jamais 2. 1-2 jours 3. 3-4 jours 4. Tous les jours	I__I	* Ne pas lire la liste au répondant *Sélectionner seulement une option
Principal4	Avez-vous des difficultés pour observer/soutenir vos enseignants ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option Si Non, passer à **Principal6**
Principal5	Quelles sont ces difficultés ? 1. Manque de temps 2. Manque de ressources matérielles (livres, craie, etc.) 3. Ne sait pas comment les soutenir 4. Autre (Préciser :_____)	I__I I__I I__I I__I	*Ne pas lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Principal6	Est-ce-que les conseils pédagogiques vous aide dans votre travail? 1. Souvent (fréquemment) 2. Parfois (quelquefois) 3. Rarement 4. Jamais	I__I	*Lire la liste au répondant *Sélectionner seulement une option

ACTIF PHYSIQUES DE L'ECOLE

Comme vous êtes le directeur, c'est-à-dire, le premier responsable de l'école, je voudrais vous poser quelques questions sur les actifs physiques de l'école….

Asset1	L'école dispose-t-elle d'un endroit de stockage des vivres aéré? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Asset2	L'école dispose-t-elle de palettes ou de plan élevé pour le stockage des vivres ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Asset3	Est-ce qu'il y a une cuisine dans l'école ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Asset4	Est-ce qu'il y a une disponibilité en eau pour l'école ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Asset4a	Quelle est la PRINCIPALE source d'eau disponible pour l'école ? 1. Aucune 2. Robinet, eau courante SOMAGEP 3. Forage/pompe villageoise 4. Puits amélioré (protégé) 5. Puits traditionnel (non protégé) 6. Eau de surface (marigot, rivière, ruisseau) 7. Eau de pluie 8. Autre (spécifier:_____)	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
Asset4b	A quelle distance de l'école se trouve la source d'eau PRINCIPALE ? 1. Dans l'enceinte de l'école 2. A moins de 15 minutes de marche 3. A plus de 15 minutes de marche 4. Ne sait pas	I__I	*Lire la liste au répondant, mais ne pas lire 'ne sait pas' *Sélectionner seulement une option
Asset4c	Avez-vous actuellement des problèmes d'accès à l'eau potable? 1. Oui 2. Non	I__I	*Sélectionner seulement une option *Si Oui, passer à ''asset4d'' *Si Non, passer à ''asset5''

Asset4d	Quel genre de problèmes d'accès à l'eau potable avez-vous ? 1. Pompe en panne 2. Point d'eau occupé par les animaux 3. Tarissement du point d'eau 4. Point d'eau utilisé pour l'agriculture 5. Autre (préciser : _____)	I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Asset5	Existe-t-il au sein de l'école des installations sanitaires (ex : latrines, toilettes, etc.) ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Asset6	Existe-t-il au sein de l'école des installations sanitaires en blocs séparés pour les filles et les garçons ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Asset7	Est-ce qu'il y une disponibilité suffisante du matériel de lecture ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option

CANTINE SCOLAIRE

Très bien! Maintenant, je voudrais vous poser quelques questions sur la cantine de l'école….

Canteen1	Est-ce que l'école dispose d'une cantine scolaire fonctionnelle? 1. Oui 2. Non	I__I	*Sélectionner seulement une option *Si Oui, passer à "canteen2" *Si Non, remercier le répondant et terminer l'enquête
Si réponse à " Canteen1" est Non, remercier le répondant et terminer l'enquête			
Canteen2	Quel est le dernier jour durant lequel les élèves ont été servi un repas à la cantine scolaire ? 1. Aujourd'hui 2. Lundi passé 3. Mardi passé 4. Mercredi passé 5. Jeudi passé 6. Vendredi passé 7. Il y a plus d'une semaine	I__I	*Ne pas lire la liste au répondant *Sélectionner seulement une option

Canteen3	[Réponse de la question « Canteen2 »], à la cantine scolaire, pouvez-vous me dire tous les aliments et les boissons inclus dans le repas des élèves? 15. Mil, riz, maïs, sorgho, manioc 16. Noix ou haricots (tel que niébé) 17. Yaourt, lait ou fromage 18. Viande ou du poisson 19. Œufs 20. Huile de palme rouge ou fruits ou légumes (tel que carotte, courge, patate douce, légumes verts foncés à feuilles, mangue mure, melon, abricot, papaye mure, pèche, piments rouges, feuilles de moringa) 21. Autres fruits et légumes, tel que oignon, aubergine, pastèque, oranges, piments verts, chou, tomates, dattes	I__I I__I I__I I__I I__I I__I I__I	*Notez tous les aliments et les boissons mentionnées par le répondant sur une fiche de papier séparée. Si des plats ont été mentionnés, demander la liste des ingrédients utilisés dans chaque plat mentionnée. *Lorsque le répondant a terminé, demander au répondant de s'assurer qu'il/elle a mentionné **TOUTES** les nourritures et les boissons inclus dans le repas des élèves. *Sélectionner toutes les réponses qui s'appliquent. *Pour tous les groupes alimentaires non mentionnés, demander au répondant si un aliment de ce groupe a été consommé.
thanks	**Merci beaucoup d'avoir répondu à mes questions.**		

School Management Committee Survey

INFORMATION DE BASE

Enum	Agent Enquêteur *(Nom et prénom)*	
Date	Date *(JJ/MM/AAAA)*	
region	Inscrire le nom de la région	
CAP	Inscrire le nom du Centre d'Animation Pédagogique	

Schname	Inscrire le nom de l'école	

Cher Mr/Mme:

Vous avez été sélectionné(e) pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire. Votre participation dans cette étude est entièrement volontaire. Vous n'êtes sous aucune obligation d'y participer. Bien que votre participation compte pour cette étude, vous avez le droit de refuser de répondre à des questions et de vous rétracter de l'étude à tout moment. Si vous acceptez, veuillez bien à répondre à toutes les questions le plus honnêtement possible. Si vous êtes incapable de répondre à une des questions, vous pouvez ignorer la question. Toutes vos réponses sont strictement confidentielles.

consent	Acceptez-vous de participer à cette enquête ? 6. Oui 7. Non 8. Non trouvé	I__I	*Si Non ou non trouvé remercier le répondant et terminer l'enquête *Si Oui, aller à "match"
Si réponse à "consent" est Non ou Non trouvé remercier le répondant et terminer l'enquête			

N.B : Si le répondant refuse de répondre à une quelconque question marquez un "R" pour la réponse et passer à la question suivante.

INFORMATION PERSONNELLE

Match	Etes-vous membres du CGS? 1. Oui 2. Non	I__I	*Sélectionner seulement une option *Si Oui, passer à "match1" *Si Non, remercier le répondant et terminer l'enquête.
Si réponse à "match" est Non remercier le répondant et terminer l'enquête			

Match1	Etes-vous : _____ ***[nom du représentative CGS]*** ? 1. Oui 2. Non	I__ I	*Inscrire le nom du représentative CGS que se trouve dans la fiche *Sélectionner seulement une option *Si Oui passer à "Match2" *Si Non passer à "fname"
Fname	Quel est votre prénom? _____		
Lname	Quel est votre nom de famille? _____		
Match2	Etes-vous : 1. Directeur de l'école 2. Enseignant 3. Parent d'élève 4. Autre (Spécifier : _____)	I__I	*Sélectionner seulement une option
Age1	Pouvez-vous me donner votre âge? 7. Oui 8. Non	I__I	*Si Oui passer à "age2" *Si Non passer à "gender" *Sélectionner seulement une option
Age2	Quel âge avez-vous?	… …	*INTERVALLE D'AGE de 12 à 99
Gender	De quel sexe êtes-vous? 7. Masculin 8. Féminin	I__I	*Demander seulement si c'est nécessaire *Sélectionner seulement une option
edu	Quel est le plus haut niveau d'étude que vous ayez complété? 10. Aucune 11. Un peu d'école primaire mais n'a pas complété l'école primaire 12. Complété l'école primaire 13. Un peu d'école secondaire mais n'a pas complété l'école secondaire 14. Complété l'école secondaire 15. Un peu d'université mais n'a pas complété l'université 16. Passé la licence 17. Plus que la license 18. École professionnelle	I__I	*Sélectionner seulement une option

FORMATION ET CONNAISSANCES DES CGS

Bien! Maintenant, je voudrais vous poser quelques questions sur les formations que vous avez reçues et sur vos connaissances…

Train1	Est-ce que le CGS gère la cantine scolaire ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Train2	Est-ce que les membres du CGS ont été formés ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option Si Oui, passer à Train3 Si Non, passer à Train4
Train3	Dans quels domaines les membres du CGS ont été formés ? 1. Gestion des vivres 2. Santé, hygiène, et nutrition 3. Mise en place démocratique du CGS 4. Rôles et Responsabilités du CGS 5. Elaboration du plan d'action annuel 6. Mobilisation des ressources 7. Stratégies de suivi et d'évaluation 8. Autre (Préciser :_____)	I__II__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Train4	Pouvez-vous citer les responsabilités principales du CGS? 1. Suivi des enfants (maintien des enfants à l'école, progression scolaire des enfants, etc.) 2. Suivi des enseignants (présence, etc.) 3. Gestion de la cantine 4. Mobilisation de ressources pour l'école (financières et/ou matérielles) 5. Hygiène et propreté des enfants 6. Assurer la communication entre l'école et la communauté (communication) 7. Veiller au développement et à l'entretien de l'école (l'entretien des bâtiments, latrines, points d'eau) 8. Compte rendu du bilan annuel des activités a la population 9. Plaidoyer auprès de la mairie/CAP pour des appuis 10. Autre (Préciser :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Train5	Selon vous, pensez-vous que les responsabilités conférées aux CGS sont trop lourdes ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option Si Oui, passer à "Train6" *Si Non, passer à "Train8" *Si Refusé, passer à "Train6"
Train6	Selon vous, quelles responsabilités devraient être retenues? 1. Suivi des enfants (maintien des enfants à l'école, progression scolaire des enfants, etc.) 2. Suivi des enseignants (présence, etc.) 3. Gestion de la cantine 4. Mobilisation de ressources pour l'école (financières et/ou matérielles) 5. Hygiène et propreté des enfants 6. Assurer la communication entre l'école et la communauté (communication) 7. Veiller au développement et à l'entretien de l'école (l'entretien des bâtiments, latrines, points d'eau) 8. Compte rendu du bilan annuel des activités à la population 9. Plaidoyer auprès de la mairie/CAP pour des appuis 10. Autre (Préciser :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Train7	Selon vous, qui devrait se charger des responsabilités non retenues ? 1. Directeur de l'école 2. Enseignant 3. Parents 4. Gouvernement/Ministère de l'Education 5. Autre (préciser :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Train8	Est-ce que la/les formation(s) reçue vous permet-elle d'assurer vos responsabilités ? 1. Toutes 2. La plupart 3. Certaines 4. Aucunes	I__I	*Lire la liste au répondant *Sélectionner seulement une option
Train9	Selon vous, quelles sont les bonnes pratiques de stockage des vivres ? 1. Les sacs doivent être à un mètre du mur et du toit 2. Les sacs doivent être posés sur les palettes/plan élevés 3. Le magasin doit être balayé 4. Le magasin doit être aéré 5. Le magasin doit être bien sécurisé 6. Les vivres doivent être classés par type 7. Les vivres doivent être bien empilés pour faciliter le comptage (pas mélangés) 8. Autre (Préciser :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent

Train10	Selon vous, quelles sont les bonnes pratiques de préparation sure des aliments, du point de vue de l'hygiène ? 1. Maintenir propres les surfaces qui servent à préparer la nourriture propre 2. Laver les légumes, fruits et ingrédients avec de l'eau potable 3. Bien cuire la viande, le poisson 4. Respecter les étapes de préparation des aliments 5. Ne jamais mélanger les aliments crus et les aliments déjà cuits 6. Ne jamais conserver les repas en vue de les réchauffer et les consommer le lendemain 7. Servir les repas du jour chauds 8. Ne pas laisser les plats ouverts a l'air libre 9. Mettre les plats dans les assiettes/tasses propres 10. Autre (Préciser :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
handwash	Selon vous, à quels moments une personne devrait se laver les mains? 31. Avant de manger 32. Avant de toucher ou préparer la nourriture 33. Avant de donner la nourriture à une personne 34. Quand les mains sont sales 35. Après avoir touché un objet sale 36. Après avoir touché un animal domestique 37. Après avoir utilisé les latrines 38. Après avoir changé une couche de bébé 39. Avant la prière 40. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Hand1	Combien de fois avez-vous lavé vos mains hier?	… ….	*Intervalle de 0 à 20 *Si 0, passer a « Hand3 »

Hand2	Quels étais les motifs ? 31. Avant de manger 32. Avant de toucher ou préparer la nourriture 33. Avant de donner la nourriture à une autre personne 34. Quand les mains sont sales 35. Après avoir touché un objet sale 36. Après avoir touché un animal domestique 37. Après avoir utilisé les latrines 38. Après avoir changé une couche de bébé 39. Avant la prière 40. Autre (Spécifier :_____) 88. Ne sait pas	I__I I__I I__I I__I I__I I__I I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Hand3	Qu'est-ce que vous utilisez d'habitude pour vous laver les mains? 7. Eau simple 8. Eau plus savon 9. Autre (Préciser :_____)	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
Worms	Selon vous, comment peut-on éviter d'attraper les vers intestinaux (dans le ventre)? 19. Eviter de marcher pieds nus (porter des chaussures) 20. Ne pas se baigner ou nager dans de l'eau stagnante 21. Manger de la viande qui est bien cuite 22. Eviter le contact avec l'eau contaminée, mais si nécessaire porter des bottes et des gants 23. Laver les mains avec de l'eau potable et du savon avant de préparer la nourriture, avant de servir la nourriture ou avant de manger 24. Laver les mains avec de l'eau qui est potable et du savon après avoir utilisé les latrines 25. Protéger la nourriture contre les mouches, les cafards, et la poussière 26. Garder la nourriture dans un garde-manger, ou endroit qui est propre et bien aéré 27. Autre (préciser :_____) 88. Ne sait pas	I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Après que le répondant donne un moyen, inciter le répondant à donner un second moyen: Par quel autre moyen peut-on prévenir les vers intestinaux? Inciter pour 2 moyens au total

GESTION DE LA CANTINE SCOLAIRE

Merci! Maintenant, je voudrais vous poser quelques questions sur les* assemblées générales et la *gestion de la cantine scolaire…

SMC1	**Depuis le début de l'année scolaire**, c'est-à-dire depuis Octobre dernier, combien **d'assemblées générales** ont été organisées par le CGS entre les parents et les élèves pour discuter de la vie de l'école ? 3. Aucunes 4. 1 à 3 assemblées générales 5. Plus de 3 assemblées générales 88. Ne sait pas	I__I	*Ne pas lire la liste au répondant *Sélectionner seulement une option
SMC2	Est-ce que l'école dispose d'une cantine scolaire ? 3. Oui 4. Non	I__I	*Sélectionner seulement une option
SMC3	Existe-t-il un cahier de contribution communautaire ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
SMC4	Existe-t-il un cahier de gestion des emballages des vivres ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
SMC5	Existe-t-il un cahier de bon de sortie ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
SMC6	Existe-t-il un registre d'appel par classe? 3. Oui 4. Non	I__I	*Sélectionner seulement une option
SMC7	En termes d'équipement pour préparer les repas, est-ce que vous diriez que la cantine de votre école est: 1. Très pourvue 2. Assez bien pourvue 3. Peu pourvue 4. Pas du tout pourvue	I__I	*Lire la liste au répondant *Sélectionner seulement une option
SMC8	**Depuis le début de l'année scolaire**, c'est-à-dire depuis Octobre dernier, pendant combien de mois est-ce que la cantine a-t-elle fonctionnée?	…..	*Enregistrer le nombre en mois *Intervalle de 0 à 12
SMC9	**Depuis le début de l'année scolaire**, c'est-à-dire depuis Octobre dernier, les vivres du Ministère de l'Education (programme PUEPT) ont couvert combien de mois ?	….	*Enregistrer le nombre en mois *Intervalle de 0 à 12

SMC10	**Depuis le début de l'année scolaire**, c'est-à-dire depuis Octobre dernier, la cantine a été prise en charge par la communauté pendant combien de mois?	…..	*Enregistrer le nombre en mois *Intervalle de 0 à 12
SMC11	**Depuis le début de l'année scolaire**, CRS a couvert combien de mois?	…..	*Enregistrer le nombre en mois *Intervalle de 0 à 12
SMC12	**Depuis le début de l'année scolaire**, c'est-à-dire depuis Octobre dernier, les autres intervenants ont couvert combien de mois ?	…..	* Enregistrer le nombre en mois *Intervalle de 0 à 12
SMC13	**Au cours des trois derniers mois**, c'est-à-dire depuis Février, est-ce que la communauté a assuré l'entretien du magasin? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
SMC14	**Au cours d'une semaine de cantine**, combien de jours est-ce que les parents/élèves ont contribué pour le bois? 0. Aucun 1. 1 à 2 jours 2. 3 à 6 jours 3. Tous les jours 88. Ne sait pas	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
SMC15	**Au cours d'une semaine de cantine**, combien de jours est-ce que les parents ont contribué aux condiments (légumes, sel, potasse, etc.)? 0. Aucun 1. 1 à 2 jours 2. 3 à 4 jours 3. Tous les 5 jours 88. Ne sait pas	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option

SMC16	**Au cours d'une semaine de cantine**, combien de jours est-ce que la communauté assure la compensation des cuisinières? 0. Aucun 1. 1 ou 2 jours 2. 3 à 4 jours 3. Tous les 5 jours 88. Ne sait pas	I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Sélectionner seulement une option
SMC17	**Depuis le début de l'année scolaire**, c'est-à-dire depuis Octobre dernier, avez-vous élaboré votre plan d'action annuel de l'école? 1. Oui 2. Non	I__I	*Si Oui passer à "SMC18" *Si Non passer à "Edu1" *Sélectionner seulement une option
SMC18	**Depuis le début de l'année scolaire**, c'est-à-dire depuis Octobre dernier, quel est le niveau de réalisation du plan d'action annuel de l'école (ensemble d'activités à réaliser à l'école pendant l'année) : 1. 0% 2. 1-25% 3. 26-50% 4. 51-75% 5. 76-100%	I__I	*Ne pas lire la liste au répondant, donner des exemples si nécessaire : jardin scolaire, champ collectif, travaux de clôture, latrine, cuisine, salle de classes, etc. *Sélectionner seulement une option

SUIVIT DE L'ENSEIGNEMENT

Edu1	Est-ce que le CGS a-t-il été informé des approches pédagogiques, du programme utilisé par les enseignants ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option
Edu2	Est-ce que le CGS suit les pratiques de l'enseignant ? 1. Oui 2. Non	I__I	*Si Oui passer à "Edu3" *Si Non passer à "Edu4" *Sélectionner seulement une option
Edu3	Comment est-ce que le CGS suit les pratiques de l'enseignant ? 1. Observation de classe 2. Cahier de préparation 3. Questionnement des enfants 4. Autre (Préciser :_____)	I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Edu4	Est-ce que le CGS suit la correcte conservation et utilisation des matériels pédagogiques ? 1. Oui 2. Non	I__I	*Si Oui passer à "Edu5" *Si Non passer à "Edu6" *Sélectionner seulement une option

Edu5	Comment est-ce que le CGS suit la correcte conservation et utilisation des matériels pédagogiques ? 1. Visite du local ou sont stocké les matériels 2. Inventaire 3. Observation de classe 4. Autre (Préciser :_____)	I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Edu6	Le CGS suit-il la progression des enfants ? 1. Oui 2. Non	I__I	*Si Oui passer à "Edu7" *Si Non passer à "Edu8" *Sélectionner seulement une option
Edu7	Comment est-ce que le CGS suit la progression des enfants ? 1. Résultats des compositions 2. Outils communautaires d'évaluation des apprentissages (Beekungo, EGRA lite, autre) 3. Bulletins colorés 4. Autre (Préciser :_____)	I__I I__I I__I I__I	*Ne pas donner d'exemples ou lire la liste au répondant *Choisir toutes les réponses qui s'appliquent
Edu8	Est-ce que le CGS a été questionné par les parents d'élèves sur les pratiques pédagogiques des enseignants ? 1. Oui 2. Non	I__I	*Sélectionner seulement une option

OBSERVATION

OBSERVATIONS: OUTILS DE GESTIONS

Mgmt1	Vérifier que **TOUS** les outils de gestions existent **ET** sont tenus à jour, y compris : un cahier de contribution communautaire, un cahier de gestion des emballages vides, un cahier de bon de sortie, et un registre d'appel par classe : 1. Oui 1. Non	I__I	*Sélectionner seulement une option
Mgmt2	Vérifier que le CGS a un plan d'action annuel de l'école : 1. Oui 2. Non	I__I	*Sélectionner seulement une option

APPENDIX 7: QUALITATIVE PROTOCOLS

Key Informant Interview Protocol
Parent Focus Group Protocol
Children Focus Group Protocol

Key Informant Interview Protocol

Respondent: _____
Respondent's Title: _____
Respondent's Gender: **Male** **Female**
Respondent's Organization: _____
Interviewer: _____
Date: _____

[*NOTE TO INTERVIEWER: Below are suggested introductory remarks. While it is not necessary to follow this as a script, it is important that you cover all of the main points contained here.*]

I work for IMPAQ International, and we are researching the Food for Education project that is administered by the Catholic Relief Services (CRS). CRS contracted with us to conduct this study. As part of our study, we will be interviewing key stakeholders to understand the work that you do. This is not an evaluation of you or an individual school. Rather, the purpose of the study is to gather data to help us understand and describe project design, barriers and lessons learned. The interview will be approximately 30-40 minutes. We will be using the information we learn from our visit today to inform our feedback to CRS. What you have to say is important to us; we appreciate your helping us understand your work. The results will be summarized for CRS and your name will not be included in the report or in any notes we share outside the evaluation team. We may include quotes in the report, but will not identify the person we are quoting by name or specific position. Your confidentiality will be protected.

Before we begin, do you have any questions about the purpose of the evaluation or our confidentiality policy? If it's ok, I would like to record the interview for note-taking accuracy. Do I have your permission to do so?

I. Respondent's Background/Role

Let's start with a few questions about your education and work background

1. Can you tell me a little bit about your educational background and the work you did prior to coming to (name of organization)?
2. How long have you been with <<insert organization>>?]How long have you been working on the Food for Education Project, in particular? (*If hasn't started working on FFE yet, probe on when respondent plans to start working with FFE))*
3. Can you please describe your involvement to date/your planned involvement) in the Food for Education project? [*PROBE: Role/responsibilities/activities respondent has/ will have in the FFE project]*

Next I'm going to ask you to give your views on different aspects of the FFE project, including its goals and objectives and how well the FFE program fits with other educational and health initiatives for children.

II. Project Goals and Objectives

4. What do you see as the main goals of the Food for Education Project? *What, specifically, is it trying to achieve? (Probe on short-term versus long-term goals) Do you think these are reasonable goals? Why/why not?*

5. How is the FFE project designed to/planning to meet these goals and specific objectives? *Which activities are being carried out/ will be carried out to achieve the objectives of the project? How successful do you think these activities are/ will be. Why?*

6. To what extent/in what ways were you involved in helping to design the FFE project? Who did you collaborate with in designing the project? Do you feel that your input was used? How so/how not? (*If not involved in design, probe on why not— for example, not given the opportunity, conflicting demands, etc.)*

III. Alignment with Other Efforts

7. We are interested in knowing in what ways and how well you think the goals of the FFE project fit with other efforts and initiatives in education and health. **(Interviewers should ask version a, b, or c depending on respondent: if national level, ask a); regional level, ask b), and local level, ask c.**

    a) In what ways/how well do you think the FFE's goals fit with the goals of the Mali national government's educational and health policies? Why? *[PROBE: what does respondent consider to be the national priorities in these areas? Based on what?*}
    b) How well do the FFE's goals and objectives fit with regional educational and health priorities in the (name of region)? *[PROBE: what does respondent consider to be the region's priorities in these areas? Based on what?*}
    c) How well does the FFE fit with the <u>local</u> government's educational and health priorities for children here in <<*insert area*>>)? *[PROBE: what does respondent consider to be the region's priorities in these areas? Based on what?*}

IV. Looking to the Future

Finally, I'd like to ask one last question about your views on the future of the FFE project.

8. Please tell me about any specific factors, including factors specific to <<*insert name of region or locality*>> that you think might affect the FFE project's chances to succeed, now

and in the future? Please explain why and how you think this factor/these factors could influence the FFE in the future?

Thanks so much for taking part in this interview. Your views will be important to understanding how to improve the FFE project.

Parents Focus Group Protocol

I work for IMPAQ International, and we are researching the Food for Education project that is administered by the Catholic Relief Services (CRS). CRS contracted with us to conduct this study. As part of our study, we will be talking with parents to understand more about children's education in this area. The group will take about an hour of your time. What you have to say is important to us. The information you give us will be used to help improve education in the area. We may include quotes in the report we write based on what we hear from, but will not identify the person we are quoting by name or specific position. Your confidentiality will be protected.

Before we begin, do you have any questions about the purpose of the evaluation or our confidentiality policy? If it's ok, I would like to record the interview for note-taking accuracy. Do I have your permission to do so?

MODERATOR INSTRUCTION: ***Go around room ask everyone for their name, age and how many children they have and their ages. Also:***

- Encourage everyone to speak their mind. Emphasize that you are interested in everyone's experiences and opinions;
- Emphasize that there are no right or wrong answers
- Request people to speak one at a time so that everyone can be heard
- Introduce observers or others from the team who may be in the room
- Put everyone at ease/makes jokes

Intervieweur: _____

Date: _____

Lieu de l'école/village de discussion de groupe:_____

Nombre d'élèves dans le groupe de discussion: Femmes : _____ **Hommes :** _____

Age: De : ____**to :** _____

FOCUS GROUP QUESTIONS:

THEMES AND QUESTIONS	SUGGESTED PROBES	RATIONALE/COMMENTS
I. QUALITY OF EDUCATION (20 minutes) a. I first want to ask you a little bit about the education that children receive in this area. I am particularly interested in elementary education, from grades 1 to 4. What do you think about the education young children receive in this area? What things about it are good? Why? What things about it are not so good and need to be improved? Why b. What activities does the school do well? What makes them good? What can the school do better or improve upon? Why? c. What do you think of the way the schools in your community are managed by the principal and school staff? What is good about how they are managed and what things need to be improved? Why?	a. Some specific probes might include: Do teachers show up regularly? Do the children look forward to going to school? Are they learning what you think they should in school? Why/Why not?	a. We are interested in parents overall perception of the <u>quality of education</u> in their area. What are some of things that parents like and are working well? b. We are interested in learning more about parents' perceptions specifically of the school in the community and how they could be better. c. We are interested in learning more about parents' perceptions of the school's management.
II. PARENTAL INVOLVEMENT (10 minute) a. What things can parents in the community do to improve the quality of education for their children? Why would these help improve education?	a. What are some of the activities they think they can engage in that will help? For example, ensuring children do their homework, go to school regularly, become members of SMCs, meeting with teachers, etc. If necessary use follow-up probes: How about being involved in the SMC or meeting regularly with your children's teachers? Do you think that would help? Why/Why not?	a. We are interested in learning about the ways in which parents thing they can/should get involved to improve the education of their children.
III. ACCESS TO EDUCATION (10 minutes) a. In some communities, not all children can get to school easily. How do young children in your	a. For example, how far is the school your children attend? Is there transportation available for the children to get to school? Or someone to take them? Is it harder for some children than others to get to	a. We are interested in finding out if there is a school within easy geographic access. b. We want to know if parents experience any difficulties because of distance or lack of transportation to access education.

THEMES AND QUESTIONS	SUGGESTED PROBES	RATIONALE/COMMENTS
community usually get to school? How far do they have to travel? b. What do you think would help most in making it easier for children to get to school?	school (probe on differences between boys and girls, more rural areas, younger versus older)	
IV. CHILDREN'S SCHOOL ATTENDANCE (10 minutes) a. In some communities, not all children are able to attend school on a regular basis. Please talk about how much this happens in your community. Are there some children who attend school more than others? For example, differences between younger and older kids, boys or girls, distance from school, or anything else? Why are there these differences? What prevents children in this community from going to school? *(First let participants give own responses before probing).* b. What do you think would encourage children in your community to go to school more often?	a. Probe on work—kids who have to go to work instead of school?; household chores/taking care of siblings; lack of money for school fees/uniforms; danger/lack of physical safety in getting to school Are the things preventing kids from going to school different for girls and boys? How? b. Use the following probes: i. How about if the school provided them with regular meals? Why/why not? ii. What else do you think would encourage children to go to school regularly? Why? iii. What about more parent involvement? What kind of parent involvement would be helpful? Why? iv. Is there something you could do together as a community that would help encourage students to go to school? What are some of those things? v. Is there something the government could do? What are some of those things?	a. We are interested in finding out if children in the community are going to school regularly and if not, why not. b. We are interesting in learning more about what would make the children go to school more often/ can the community do can do/what the government can do to help.
V. ASPIRATIONS FOR CHILDREN (10 minutes) **Now we are going to talk a bit about how far children go in school.** a. How far do most children in the community get in school? Elementary school? Beyond? Do most children in	**For all points:** Probe on differences between children (between boys and girls, birth order, "having a head for school"), factors that might prevent children from going as far as they'd like. c. Use probes like *can you tell me a little more about why you think*	a. We want to know about how far parents think children will end up studying and why they will not study further, and whether the level of aspiration differ for boys and girls, or for the child's place in the family, etc.) b. We are interested in parents aspirations for they own children

THEMES AND QUESTIONS	SUGGESTED PROBES	RATIONALE/COMMENTS
the community go as far in school as they would like? (If not, what stops them?) b. How far would you like to see your own child/children go in school? Why? What difference will it make it their lives to have this level of education? **c.** How far do you think your child/children will get in school? Why?	*children/your child may not study beyond xx grade.*	c. And whether they think these are achievable given the resources/challenges at hand.

Thank everyone for attending and wrap-up. Hand out incentives, if planned.

DETAIN THE SMC Members for 10 minutes of additional questions.

SMC Questions:

1. How long have you been a SMC member?
2. How do you see your role as a SMC member?
3. Can you tell me what some of your responsibilities are as a SMC member?
    a. Are the responsibilities too much, just right or not enough? Why do you feel that way? *PROBE: How much time does it generally take you? Is that too much time, too little or just right? Would you like to do more/less?*
    b. Are there somethings that you think you should be responsible for? Can you tell me what some of those are?
    c. Are there somethings that you think you should not be responsible for? What are some of those things? Who do you think should be responsible for these things?
4. Did you receive any training when you became a SMC member?
    a. Was the training easy to understand? Why/Why not?
    b. Was the training helpful? How was it helpful?
    c. Were there things that you wished had been covered in the training? What are some of those things?
5. Finally, what do you think is the most important thing you do as an SMC member?

Student Focus Group Protocol

I work for IMPAQ International, and we are talking to children about your school for a project we are researching called the Food for Education project that is run by the Catholic Relief Services (CRS). As part of our study, we will be talking with children like you to understand more about the schools in this area. The group will take about 30 minutes of your time. What you have to say is important to us. The information you give us will be used to help improve education in the area. We may include quotes in the report we write based on what we hear from, but will not identify the person we are quoting by name or specific position. Your confidentiality will be protected. *Re-word as necessary to make more kid-friendly but make sure to cover this information.*

Before we begin, do you have any questions about the purpose of the evaluation or our confidentiality policy? If it's ok, I would like to record the interview for note-taking accuracy. Do I have your permission to do so? *Re-word as necessary to make more kid-friendly but make sure to cover this information.*

MODERATOR INSTRUCTION: ***Go around room ask everyone for their name, age, grade and may be what is their favorite thing to do. Also:***

- Encourage everyone to speak their mind. Emphasize that you are interested in everyone's experiences and opinions;
- Emphasize that there are no right or wrong answers
- Request people to speak one at a time so that everyone can be heard
- Introduce observers or others from the team who may be in the room
- Put everyone at ease/makes jokes

Intervieweur: _____

Date: _____

Lieu de l'école de discussion de groupe: _____

Nombre d'élèves dans le groupe de discussion: Filles : _____ **Garçons :** _____

Age: De : ____**to :** _____

FOCUS GROUP QUESTIONS:

THEMES AND QUESTIONS	SUGGESTED PROBES	RATIONALE/COMMENTS
VI. MOTIVATION TO ATTEND SCHOOL (10 minutes) d. I first want to ask you a little bit about your school. Do you like your school? What do you like about it? e. Are there things you don't like? What are some of those things? f. Now, can you tell me about some of the reasons you come to school? Is it important to go to school? Why/Why not?	a. Tell me some of the things you like about coming to school? i. How about your teacher? What do you like about your teacher? ii. How about the activities you do in class? Which activities do you like the most? b. Is there anything you do not like about your school, your classroom, what you do here, your teachers or something else? c. For example, do your parents make you come or you come because you want to? Why? i. Do you think going to school for children like you is important? Why/Why not?	d. We are interested in their overall motivation to attending school. e. We want to know what are some of the things they do not like that may lead to dropping out of or missing school. f. We want to know why they attend school with emphasis on their attitude toward obtaining an education.
VII. CLASSROOM ACTIVITIES (15 minute) b. Can you now tell me about some of the things you do in class? How often do you do them and do you like doing them? What do you like about them? What do you not like about them? c. Do you feel encouraged to participate in these activities in class?	a. PROBE about the following specific activities: i. Lessons with radio – have you had any lessons using a radio? Did you like that lesson? What did you like about that lesson? What did you not like? **Can you sing the last song you learned in your lesson with the radio? *Asked only for this activity*.** ii. Games in the classroom – radio – have you had any lessons using a radio? Did you like that lesson? What	a. Activities with emphasis on the specific activities listed to see if they do these in class and their perceptions of these activities. b. Do they feel encouraged to participate or are there barriers here?

THEMES AND QUESTIONS	SUGGESTED PROBES	RATIONALE/COMMENTS
	did you like about that lesson? What did you not like? iii. Classroom news iv. Write about something you want to write about v. Read books or text that you pick out b. Do your teachers or your classmates encourage you to participate? Tell me of one time when this happened.	
VIII. ASPIRATION (5 minutes) c. I just have one more question for you. What would you like to be when you grow up? Why?	a. *Go around the room and ask each child.* IF NEEDED: My son/daughter wants to be a [use something appropriate] when he/she grows up. What about you? Why do you want to become [insert what they say]?	a. We are interested in finding out what they aspire to.

Thank everyone for attending and wrap-up. Hand out incentives, if planned.