



Global Communities



AIR®

# BASELINE PERFORMANCE EVALUATION

MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAM

Photo: Dalberg International

## PROGRAM GOAL

The fourth phase of Global Communities's (formally Project Concern International) - Pamoja Tuwalishe IV is a Food for Education project (FFE IV) supported by the USDA McGovern-Dole Food for Education and Child Nutrition Program in Tanzania. FFE IV aims to 1) improve the literacy of school-aged children and 2) increase the use of health and dietary best practices in the Dodoma and Mara regions. FFE IV builds on the successes from the previous project phases of FFE by focusing on sustainability and increasing the reach of the project. FFE IV aims to reach over 1 million participants including:

**Children**  
335,509  
Pre-primary and primary school children

**Parents**  
5,800  
Parents

**School level**  
3,110 Teachers   120 School reading club facilitators   702 School cooks   351 Security guards

**Capacity building**  
1,500 GoT officials   8,775 School administrators

## INDEPENDENT EVALUATION

AIR conducted a baseline evaluation of the FFE IV program using qualitative and quantitative methods, including student, caregiver, and teacher surveys, classroom and school observations, focus group discussions, and key informant interviews. The purpose of the baseline evaluation is to establish baseline values, refine targets of all performance indicators, understand the program's operating context, identify opportunities and threats to project implementation, generate data for comparative analysis over the life of the project, validate project targets, strategies and assumptions, and provide recommendations for areas of focus for project implementation and for subsequent evaluation activities.



Photo: Dalberg International

### PROGRAM NAME

Pamoja Tuwalishe (FFE) IV

### EVALUATION LOCATION

Dodoma and Mara, Tanzania

### TIMELINE

2022-2027

### FUNDER

United States Department of Agriculture McGovern-Dole International Food for Education and Child Nutrition program

### IMPLEMENTER

Global Communities

### PARTNERS

Government of Tanzania (GoT)

### INDEPENDENT EVALUATOR

American Institutes for Research (AIR)

### Evaluation Sample

**1,018**  
Students

**958**  
Caregivers

**336**  
Teachers

**60**  
Head teachers

**60**  
Classroom Observations

**16**  
Focus Groups

**15**  
Key Informant Interviews

A detailed explanation of the technical design, the findings, and recommendations are provided in the full report which is available upon request.

## Diet & Nutrition

- 35% of students and caregivers were able to name four major food groups.
- Few students - 9% according to students and 4% according to caregivers - were consuming at least 4 of the 7 food groups required to meet their minimum dietary diversity on an average day.
- While 53% of schools have a place for food preparation, only 6% were operational throughout the school year.



## Sustainability

- Over half (57%) of continuing schools sampled maintained school feeding programs after FFE III, averaging 2.6 days of school feeding each week and receiving 86% of commodities from parents and 14% from school gardens, according to head teachers.
- School gardens are much more common in continuing schools in Mara, with 78% of them saying they have a school garden compared to 31% in the new Mara schools and 21% in Dodoma schools.



## Literacy

Overall, 4% of students were able to read at grade level with comprehension with no significant differences by sex or new and continuing schools. The result is primarily driven by low fluency scores which is not necessarily indicative of a lack of comprehension. 59% of students pass the reading comprehension subtask and another measure of strictly reading with comprehension found that 53% of students could do so.

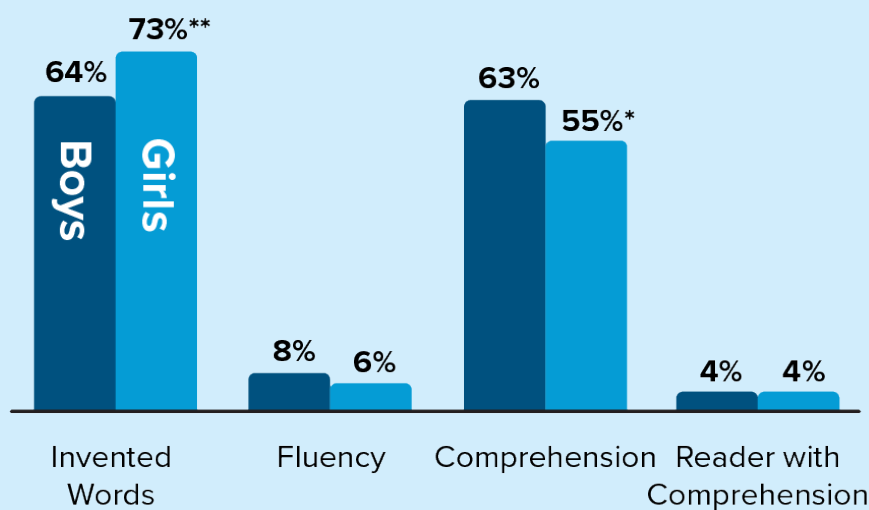


Photo: Dalberg International

## Attendance & Attentiveness

- Classroom observations showed that students were attentive 89% of the time.
- The overall student attendance rate was 71% including 85% in schools in Dodoma, 70% in new schools in Mara, and 63% in continuing schools in Mara.
- Over half of teachers (57%) surveyed said lack of motivation was the most common reason for students missing school, followed by need to work (45%) and illness (41%).



Photo: Dalberg International

"I am glad that Global Communities is planning to start a program where they will address the challenge of hunger and health in schools. My recommendation to them is that before they start the implementation process, they will need to create a lot of awareness of the importance of nutrition."

- Teacher, Dodoma Region

## RECOMMENDATIONS

### Emphasize reading comprehension in teacher training to promote literacy.



Focus program efforts on continuing to improve reading comprehension which students are doing relatively well despite reading at a slower speed. For example, the program can support teachers in reading comprehension teaching and support students in independent reading by using supplementary materials such as leveled readers and decodable books, as well as working with Parent-Teacher Partnerships to help read outside of schools, especially in libraries.

### Build trust with community on school feeding through transparency and accountability

Ensure clear monitoring and tracking systems and records are used for donations received, food being stored, and food used, as well transparency with community members and clarity on who is responsible for tracking this information. Consider that some parents are reluctant to contribute to school meals due to concerns about how the food is used, for example having suspicions of teachers taking the food or that all food contributed will be used for school meals.



### Provide training on agricultural techniques for farmer groups and school gardens

Provide training and support for farmers' groups and school gardens on modern farming techniques, climate-smart agriculture, and pesticide and fertilizer use. Teachers and farmers interviewed described challenges poor harvests due to lack of rain, poor soil fertility, and access to modern farming techniques.



### Invest in school infrastructure construction and maintenance

Continue to invest in school infrastructure, given the alignment with government and stakeholder priorities and growing student populations. At the same time, help schools plan for infrastructure maintenance and repair. While stakeholders expressed appreciation for infrastructure construction such as latrines, water tanks, classrooms, and desks, they also noted challenges with maintenance and repairs.

