



Beoog Biiga 3 - Burkina Faso McGovern-Dole International Food for Education and Child Nutrition Program

Baseline Evaluation

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Beoog Biiga 3 Baseline Performance Evaluation Report

The McGovern-Dole International Food for Education and Child Nutrition project in Burkina Faso, known locally as Beoog Biiga (“tomorrow’s child” in the Mooré language), seeks to improve the quality of literacy instruction, attendance, and attentiveness of schoolchildren in 996 schools in the Center North Region of Burkina Faso. Primary activities include school feeding; teacher trainings and recognition; social and behavior change communication campaigns for school enrollment and health and nutrition practices; and community capacity building. The project collaborates with the Ministries of Health and Education, OCADES Kaya, and community organizations (mothers’ associations, parents’ associations, and school management committees).

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ACRONYM LIST

AGIR	Action, Gouvernance, Intégration, Renforcement
AME	Association mères éducatrices (Mother's Association)
ASER	Annual Status of Education Report (literacy assessment)
BB	Beoog Biiga
BEPC	Brevet d'études du premier cycle (first secondary school diploma)
CEB	Circonscription d'éducation de base (school district)
CRS	Catholic Relief Services
FGD	Focus group discussion
GoBF	Government of Burkina Faso
ICC	Intra-correlation coefficient
IYCF	Infant and young child feeding
KII	Key informant interview
MENAPLN	Ministère de l'Éducation Nationale et de l'Alphabétisation et de la Promotion des Langues Nationales (Ministry of National Education and Literacy)
MoH	Ministry of Health
MGD	McGovern-Dole
NGO	Non-Governmental Organization
OCADES	Organisation Catholique pour le Développement et la Solidarité
OECD	Organization for Economic Cooperation and Development
PMP	Performance monitoring plan
PTA	Parent-teacher association
SILC	Savings and internal lending communities
SO	Strategic Objective
THR	Take-home ration
ToC	Theory of Change
TOR	Terms of Reference
UN	United Nations
UNICEF	United Nations Children's Fund
USDA	United States Department of Agriculture
WASH	Water, sanitation, and hygiene
WHO	World Health Organization

EXECUTIVE SUMMARY

This report presents the baseline results of the performance evaluation of the Beoog Biiga 3 (BB3) McGovern-Dole (MGD) International Food for Education and Child Nutrition program in the provinces of Bam, Namentenga, and Sanmatenga in Burkina Faso. Since 2011, Catholic Relief Services (CRS) has implemented Beoog Biiga (BB, “Tomorrow’s Child” in the local language, Mooré) in Bam and Sanmatenga in the central north region of the country over two phases, BB1 and BB2. CRS implemented BB1 from 2011 to 2014 to improve food security through education, health, and capacity building activities and achieved many of its goals: students’ knowledge of health nutrition increased, as did school enrollment for both boys and girls. In light of these gains, CRS expanded BB1 to BB2 from 2014 to 2019. Under BB2, CRS continued to provide assistance with the additional goals of improving the quality of literacy and the health and dietary knowledge and practices of school-age children in the same two provinces of Bam and Samentanga. More specifically, BB2 served all primary schools (more than 900) and community-led preschools (*bissongos*). BB3 (FY2018 – 2022), the third phase, expands to a third province, Namentenga, and continues to build on the key two objectives of the previous phases: to improve literacy of school-age children (Strategic Objective 1) and to increase use of health and dietary practices (Strategic Objective 2). CRS selected IMPAQ International, LLC (IMPAQ) to conduct the performance evaluation of the BB3 program in three phases: baseline (2019), midterm (2021), and final (2022). IMPAQ designed these three rounds of the evaluation to measure changes in outcomes over time and to inform the overall evaluation results on BB3 core objectives using a mixed-methods approach. To capture program performance accurately, IMPAQ will measure the same program indicators at all three distinct collection points.

Methods

The baseline evaluation, the focus of this report, benchmarks the current conditions in the target areas related to each of the outcome indicators in the performance monitoring plan (PMP). In addition, it seeks to identify the potential threats to project sustainability and impact, as well as to confirm the relevancy of the project design assumptions.

To answer the key evaluation questions (listed in Appendix A. BB3 Evaluation Questions and Conceptual Framework) and to provide evidence addressing the MGD indicators, IMPAQ utilized a mixed-methods approach that relied on the following data sources:

- Student survey including a reading assessment, the Annual Status of Education Report (ASER)
- Teacher survey
- Student and teacher attendance data
- School district administrator survey
- Food handler survey
- Parent-teacher association (PTA) representative survey
- Mother survey
- Focus group discussions (FGDs) and key informant interviews (KIIs) with BB3 implementers and partners, county mayors, teachers, parents, students, and the United States Department of Agriculture (USDA)

IMPAQ designed the survey questionnaires to inquire about health, nutrition, literacy, and community involvement in schools. The complementary qualitative analysis provides contextual understanding of the program and helps with interpretation of the quantitative results. The qualitative study assessed the following principles: (1) the **relevance** of all interventions; (2) current attitudes and practices related to the two strategic objectives, which will be pertinent to understanding the **effectiveness** of

implementation strategies and activities; (3) the **efficiency** of the project; (4) the expectations of the project, which will influence **perceived impacts** in subsequent evaluation rounds; and (5) the likely **sustainability** of initiated actions.

Key Findings

Refinement of BB3 Theory of Change

Refinement and critical assessment of the theory of change (ToC) is important to understand the extent to which project activities are appropriate to achieve the project's key objectives. Through an in-depth review of documents from BB2 and BB3 and a workshop with local stakeholders, IMPAQ examined links in the BB3 ToC for Strategic Objectives 1 and 2 that require refinement, as outlined below. IMPAQ briefly outlines the refinement recommendations below (please see recommendation section in this Executive Summary for more details).

- **Outcome 1.1.2 Better Access to School Supplies and Materials** (*Activity 4: Distribution of school supplies and materials*). Although the use of BB learning materials improved from BB2 midline to BB2 endline, the baseline evidence shows that supplies of these materials remain inadequate and that teachers underutilize their materials. IMPAQ therefore recommends: (1) promoting use of previously distributed materials in BB2, and (2) training teachers to use the materials.
- **Outcome 1.1.4 Increased Skills and Knowledge of Teachers** (*Activity 19: Training teachers*). We found conflicting perspectives with respect to teacher trainings. In BB2 endline interviews, many teachers said that they greatly appreciated the training on new literacy instructional techniques; however, some teachers also reported that trainings were often too dense and overwhelming. Further, in the BB2 midline evaluation, teachers reported finding the training modules difficult to understand. However, at BB3 baseline, almost 57 percent of the teachers had already applied at least five of the seven different instructional techniques or tools. With these findings in mind, IMPAQ recommends: (1) modifying the content and length of teacher trainings and moving away from standardized training to more of a professional development approach, and (2) increasing district and school capacity to deliver more trainings and refresher courses.
- **Outcome 1.3.1 Increased Economic and Cultural Incentives (or Decreased Disincentives)** (*Activity 9: Form savings and internal lending communities (SILCs)*). SILCs are widely viewed as beneficial by both members and non-members, but, as revealed in our qualitative findings, during challenging economic times, parents may drop out or not have enough income to contribute to SILCs. Additionally, the BB2 endline evaluation indicated that limited involvement may arise from inability to afford to save or feeling intimidated by the amount of work required. Thus, IMPAQ recommends a special study to understand the specific barriers to savings in this context. Additionally, CRS could consider flexible contributions to SILCs, such as rotating savings across members, matching members to cover each other during personal hardships, and setting minimum contributions during common shocks, such as droughts, which affect all members.
- **Outcome 2.1 Improved Knowledge of Health and Hygiene Practices and Outcome 2.3 Increased Knowledge of Nutrition** (*Activity 17: Training on good health and nutrition practices*). In the BB3 baseline quantitative findings, while almost all students reported washing their hands, only 51 percent of students washed their hands with soap and water. Further, at BB2 endline only 16 out of 44 schools had soap. Qualitative findings also show that respondents at BB2 endline reported that handwashing stations and latrines were sometimes not in working order. IMPAQ therefore recommends monitoring latrines and handwashing stations to ensure they remain functional.

Quantitative Findings

Below is a snapshot of the key quantitative findings at baseline. The IMPAQ team examined all the data from different sources by gender when possible, but only highlighted distinct patterns. Section 6. Baseline Outcomes provides details.

Strategic Objective 1: Improved Literacy of School-Age Children

- When asked about lunch, 90 percent of students said they ate lunch yesterday (no gender differences); of these, 4 percent reported eating lunch at the canteen. Given that the data collection occurred during exams, the school canteen was not open in most of the schools. Thus, this low percentage of students eating at the canteen is not surprising. Among those who ate lunch (regardless of where they ate), only 4 percent mentioned they felt hungry, with no gender differences.
- Among the 24 percent of boys and 27 percent of girls who reported falling sick in the last two weeks, 15 and 14 percent respectively missed school due to an illness.
- Because schools were not in their regular schedules during baseline data collection, IMPAQ could only measure the attendance rate in 36 schools. Among these schools, the collected attendance rate was 71 percent. It was higher for girls (67 percent) than boys (56 percent). However, we should interpret this outcome with caution given the timing of data collection during exams.
- A large gender gap exists in the proportion of students considered attentive by their teachers. Teachers considered 77 percent of girls attentive and only 44 percent of boys attentive.
- ASER results show that 31 percent of second graders could read at a second-grade level of proficiency, which is the ability to read complex sounds. Girls outperformed boys: 35 percent of girls and 27 percent of boys could read at grade level.
- According to the teacher attendance information collected from school district administrators for February, March, and April 2019, on average, 82 percent of teachers in the sampled schools “regularly” taught in their class, meaning that they attended at least 90 percent of normal school days in those three months.
- Among all surveyed teachers, when asked about time allocated to literacy instruction (fluency, reading comprehension, phonetics, and vocabulary), 73 percent reported devoting at least an average of 45 minutes a day to this activity, with no gender differences.
- Following BB2 teacher training modules, BB3 also will offer seven different instructional practices under teacher-centered, student-centered, and group-centered categories. The baseline survey data show that 57 percent of the teachers have applied at least five of the seven high-quality teaching practices in the past two weeks, with no gender differences.
- BB3 emphasizes working with school district administrators to observe, coach, and meet with teachers to discuss observation outcomes. At baseline, 93 percent of school district administrators reported that they follow these practices. Almost all of the school district administrators were female, so we did not disaggregate the results by gender. This outcome could provide the program with useful information when setting the key MGD standard indicator for school district administrators and teaching them new techniques.

Strategic Objective 2: Increased Use of Health and Dietary Practices

- Less than 1 percent of students achieved a passing score on a test on nutrition and dietary practices that required them to name a benefit of vitamin A and iron and a food containing these nutrients. There were no gender differences.

- IMPAQ asked students to cite critical moments when people should wash their hands. Students who could name at least four such critical moments out of six passed this test of good hygiene. The data show that 5 percent of boys and 6 percent of girls met this criterion.
- All of the male and female storekeepers (100 percent) reported use of at least one safe food storage practice. However, a gender gap exists in the responses for the passing score on a test of safe food storage practice, defined as naming seven out of nine safe practices that they follow for storing commodities. While 19 percent of male storekeepers achieved a passing score on the safe food storage practices test, only 6 percent of the female storekeepers did so.
- All of the cooks (100 percent) reported use of at least one safe food preparation practice. However only 2 percent of them achieved a passing score on a safe food preparation test, defined as naming eight out of 11 safe practices that they follow at the canteen. Almost all of the cooks were female, so we did not disaggregate the results by gender.
- Overall, 34 percent of mothers with children 0–6 months, 12 percent of mothers with children 7–18 months, and 6 percent of mothers with children 19–24 months met standards for minimum acceptable diets for their children.

Qualitative Findings

Exhibit ES1 summarizes the main qualitative outcomes related to the qualitative research in the five main areas of interest to USDA, discussed in more detail in [Section 7](#), Qualitative Findings.

Exhibit ES1. Summary of Qualitative Findings

Relevance
▪ The strong project design builds upon BB1 and BB2 experiences, engages community and government stakeholders, and supports the culture of local canteens. ▪ Some weaknesses of the project design may threaten its relevance, such as problems with timely transportation of food supplies from the national government to schools, consistent tracking of community canteen contributions, low teacher motivation to engage with the project, and continued dependency of government and community on support from non-governmental organizations (NGOs). ▪ The project considers economic, cultural, and political contexts, for example, by ensuring that the CRS-donated bulgur meets the tastes of the children while not harming the local economy and by hiring a full-time security manager in response to security threats at some BB3 schools. ▪ BB3 aligns with the government’s strategic goals and expectations related to education, health, and nutrition.
Effectiveness (Current Attitudes and Practices)
▪ Many respondents reported valuing education for their children and the importance of equal access to school for boys and girls after sensitization on this topic from previous BB project phases. ▪ Students, parents, and teachers reported satisfaction with existing canteen operations as long as canteens received adequate amounts of food from the government, community, and CRS; all respondents believed the school meals increase student attendance by keeping children in school during the day and incentivizing students to come to school. ▪ When asked what they liked most about teaching, teachers said that they liked the students, but they noted challenges, including lack of adequate supplies and materials. ▪ All students reported learning to read and write despite having to share classroom resources with others. ▪ Parents and teachers largely felt satisfied with the current level of knowledge children had acquired about handwashing and hygiene, and they spoke positively about children washing their hands at key moments. ▪ No student interviewed reported having heard about iron or foods containing iron from their teacher, but there were slightly higher levels of knowledge regarding vitamin A, particularly in Bam and Sanmatenga. ▪ Parents said that babies should receive breast milk exclusively for the first six months of life to prevent disease and introduce complementary solid food thereafter. Parents did not report that young children ate iron-fortified food.
Efficiency

▪ BB3 has adjusted its programming to account for lessons learned in previous phases of the project, adding stakeholder workshops to improve communication, reward schemes to motivate teacher participation, and THRs for cooks to prevent dropout. ▪ External issues, such as security threats and lack of community motivation to support school meals, may threaten efficient implementation and sustainability.
Expected Impact (Current Expectations for BB3)
▪ Respondents expect that students will improve their attendance and that the dropout rate will decrease. ▪ The increased number of handwashing stations at schools and improved knowledge of water, sanitation, and hygiene (WASH) practices may translate into concrete changes in health and hygiene behavior. ▪ Strategies suggested to increase impact include increasing awareness and visibility of program, close collaboration between project implementers and the local government, and establishment of school gardens to improve the quantity and quality of food in canteens.
Sustainability
▪ Stakeholder involvement is critical to achieve government and community ownership of activities. ▪ Enhancement of SILC groups in BB3 is critical. SILC groups were among the most sustainable BB2 activities due to groups continuing after BB2 ended. ▪ Design of canteen operations to encourage the community and government to contribute to canteens in addition to CRS support can help to ensure the continuation of school meals after the project concludes.

Recommendations

Below we summarize our recommendations to CRS based on both lessons learned from our experience in the field and our findings after analyzing the collected data. We group our recommendations by category:

Recommendations to Enhance Planned BB3 Activities

Give teachers more extensive training and follow-up monitoring on use of BB3 materials and supplies.

Teacher surveys, KIIs, and student FGDs noted that classrooms had inadequate materials. However, survey data and previous BB2 findings suggest that the issue lies not so much with inadequate quantities of materials, but rather with teachers' knowledge of how to use the supplies provided. More training on how to integrate the variety of teaching materials into classroom instruction may resolve the overreliance on a few materials to engage students. School district administrators should also communicate with teachers at each school and follow up to ascertain how teachers have incorporated the materials into their lessons and to obtain feedback on which materials and supplies are most useful. By increasing communication with teachers, CRS may be able deliver more effective tools to meet teachers' needs.

Explore gender and regional differences in the school environment related to Strategic Objective 1, to modify the pedagogical trainings accordingly, if needed. Students' ASER results on reading proficiency show that girls outperformed boys with noticeable regional differences. Students' attentiveness rate reported by teachers, as well as students' attendance rate in a sub sample of schools, show that girls are more likely to have better outcomes than boys. CRS should explore these differences more carefully in the monitoring data, and alter pedagogical trainings accordingly, if necessary, so that teachers can instruct all students adequately. CRS also could conduct an assessment with teachers and students across the three provinces to better understand if these differences are systematic, and the potential driving forces.

Build the capacity of PTAs to mobilize resources for school infrastructure improvements. Qualitative discussions revealed that PTAs often hold responsibility for maintaining school infrastructure (such as handwashing stations, boreholes or wells, and tables and chairs in the classrooms). However, according to teacher interviews, PTAs vary in their capacity to obtain enough resources to handle repairs; thus, schools continue to suffer from poor infrastructure. CRS should incorporate into their planned PTA trainings for BB3 lessons on PTA functions, community mobilization, financial management, and effective communication. Equipped with this knowledge, PTAs can better mobilize financial and labor support from

the community when needed, for example connecting with SILC groups to contribute to purchasing and repairing materials. As well, enhancing PTA capacity could be helpful to ensure members can carry out their roles and responsibilities competently and diligently, including following up on school infrastructure and leading such tasks.

Revisit some of the PMP’s definitions on use of new techniques for standard indicators based on actual practices. The survey data from teachers and school district administrators provided sufficient information on practices they already followed or the knowledge they had regarding the training contents that they will receive in BB3. For example, 57 percent of teachers already reported applying effective techniques. Also, 93 percent of school district administrators mentioned they led a teacher training in literacy instructions; observed a classroom; and followed up with teachers to coach them after their observations. CRS should consider these outcomes as teaching techniques that should have its own custom indicators to understand how they evolve over time. This information then should be taken into account to set the key performance indicators (including MGD standard indicators #4, 6, and 19) alongside any new tools/techniques introduced by the program over time.

Conduct an assessment to understand barriers to savings for participating in SILC. According to findings from the ToC refinement and FGDs with parents, one of the main obstacles to SILC participation is the inability to save. During focus groups at BB3 baseline, people noted that making regular contributions through the year, especially at the end of the rainy season (which usually coincides with the first few months of the SILC group), is difficult because there are many expenses related to agricultural activities. In order for SILCs to be effective, households should be able to save and set aside money. Since one of the main constraints identified is the inability to save, it is important to understand the causes of low savings in this context. For instance, if one of the main barriers to savings is poverty and the inability to save due to insufficient funds then CRS can consider ways to boost incomes, including a cash transfer. On the other hand, if the main constraint is the lack of a safe place to keep money or lack of access to savings accounts, then the project can focus on those aspects as a means to increase SILC membership.

Introducing flexible contributions to SILCs. As mentioned in the previous recommendation, parents noted the difficulty of contributions during challenging economic times. Thus, we also recommend introducing flexible methods of contributing to SILCs. This implies removing any stipulation on a certain set amount of money, which SILC members have to contribute every month, and introducing flexible methods. IMPAQ outlines three potential options. First, a rotating system of contributing, wherein each member contributes every other month. Second, fixing matching pairs of members. That is, allowing members to stop contributing during personal economic hardship, such as sickness or death of a family member and allocating a “back-up” member to contribute during that time. This would also mean that when the “back-up” member faces a personal economic hardship, the first member contributes in his/her place. Finally, when the whole community faces an economic hardship such as a drought and everyone has a reduced capacity to contribute, SILCs can define a ‘minimum’ contribution, which reduces the contributions required by individual members to this minimum contribution level. Further, SILC members could ensure that there is no penalty for not being able to meet this ‘minimum contribution’, thus encouraging members not to drop out.

Recommendations with Potential Budget Implications or Reallocation of Resources

Consider follow-up research to assess WASH practices and BB3 progress toward increased use of health and hygiene practices. Despite improvements in students’ knowledge of good health and hygiene practices from baseline to final evaluation in BB2, BB3 student survey data consistently show a low level of knowledge of handwashing and self-reported practices in general. Almost all students reported washing their hands, but this proportion fell to half when we asked students if they washed their hands with soap, which was lower than students’ self-reported responses to the same question in BB2. Students

in FGDs reported as well that they wash their hands consistently; even where handwashing devices did not exist, students said they sought out other sources, such as water pumps, to wash their hands. Because we collected data when school was not in session, the IMPAQ team could not triangulate observations of student handwashing practices with the self-reported data. Similarly, we could not observe the hygiene practices of cooks. To better understand the low level of students handwashing knowledge and practices from BB2 to BB3; help resolve questions about self-reported data; and provide a more accurate depiction of health and hygiene practices, CRS should consider following up on handwashing and food preparation in a separate assessment during the school year, when handwashing stations and canteens are supposed to be fully functional.

Monitor latrines and handwashing stations and increase community capacity to maintain these facilities. To increase the effectiveness of BB3 trainings on nutrition and hygiene, adequate infrastructure is a necessary condition. However, participants in the ToC workshop pointed out the limited availability in many schools of infrastructure and resources to encourage appropriate hygiene behaviors, such as functional latrines, water, and soap. Thus, if budgetary resources are available, CRS might incorporate construction of latrines and handwashing stations into the program to make its WASH activities more effective.¹ If the budget modification is not feasible, IMPAQ recommends two beneficial options within the current budget or with reallocation of resources. First, CRS could add a component to the current ToC to monitor the functionality of latrines and handwashing stations in target schools. Second, CRS could work closely with other donors that working on WASH activities in targeted schools to enhance existing training to the community on how to repair and maintain latrines and handwashing stations. In each community, CRS should identify the individuals or groups responsible for infrastructure (usually the school principal or a teacher) and target its trainings appropriately. CRS should clarify in its trainings the ways in which schools can seek help if they themselves cannot repair essential facilities.

Better understand the nutrition of young children under 2, mothers, and pregnant women; consider how to allocate resources to areas of most need. In surveys and FGDs, mothers' knowledge and practice of infant and young child feeding (IYCF) and nutrition aligned with international standards, such as exclusive breastfeeding during the first six months. However, the data show that mothers had more limited familiarity with other topic areas, such as iron-rich foods. National-level data confirm that certain indicators of mothers' nutrition knowledge are troublesome; for example, only 35 percent of children age 6–23 months had consumed vitamin A-rich foods.² CRS could consider conducting a knowledge, attitudes, and practices assessment of mothers. CRS could use this information to train community health workers (CHWs) on the most relevant knowledge gaps to have meaningful and useful discussions with mothers. In this manner, CHWs would target their interactions with mothers to train them on those aspects of health and nutrition where mothers exhibit the greatest knowledge gaps and where good practices have been slow to become habit. Consequently, CHWs can better funnel resources to support improvements in outcomes where progress has been limited.

Understand the factors behind the prevalence of limited nutrition knowledge among students. Despite significant improvement in students' nutrition knowledge from baseline to endline during BB2, almost none of the students surveyed for the BB3 baseline evaluation achieved a passing score on the test of nutrition. Students' lack of knowledge could result from teachers' minimal devotion of time to teaching

¹ Of note, another donor implements WASH activities in 217 schools also supported by BB3 (March 2017 to March 2020). The main activities under this program include: 1) infrastructure building (installment of boreholes and construction of latrine blocks); 2) menstrual hygiene management trainings for teachers; 3) promotion of hygiene education in schools; 4) organization of water points and latrine management; 5) provision of water transport system, and 6) provision of group handwashing devices, etc.

² Elizabeth Heger Boyle, Miriam King, and Matthew Sobek. IPUMS-Demographic and Health Surveys: Version 4.1 [dataset]. Minnesota Population Center and ICF International, 2017. <https://doi.org/10.18128/D080.V4.1>

students about certain nutrition concepts, such as iron and vitamin A. It could also reflect the limited knowledge of their parents. CRS could consider conducting a knowledge, attitudes, and practices (KAP) assessment with students and teachers to identify challenges regarding these low outcomes, specifically in Bam, and learn success stories in Sanmatenga. With a better grasp of these barriers to transmitting nutrition information effectively to students, CRS can improve their approach to training school administrators and head teachers to ensure that they know how to best guide teachers so that they feel equipped to handle this subject in their classrooms. This assessment could also help understand if this lack of knowledge may require community-level interventions, which CRS could support via messaging and training at school open houses or during other opportunities to engage directly with parents.

SECTION 1. INTRODUCTION

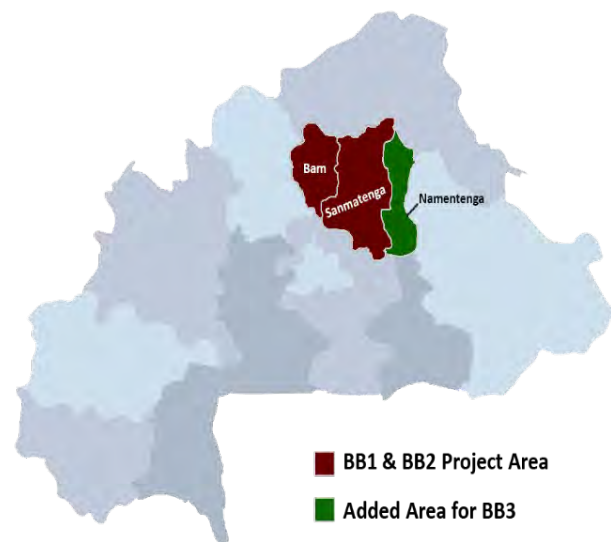
The United States Department of Agriculture (USDA) has funded Catholic Relief Services (CRS) for three phases of the Beoog Biiga (BB, “Tomorrow’s Child” in Mooré, the local language) project as part of the McGovern-Dole (MGD) International Food for Education and Child Nutrition Program. The third phase, a four-year intervention (FY2018–2022) with a budget of \$24 million, extends and expands on BB1 and BB2. This baseline performance evaluation benchmarks the pre-implementation values of BB3 outcome indicators. CRS selected IMPAQ International, LLC to conduct performance evaluations of all three BB phases. For BB3, IMPAQ will assess the extent to which the BB3 program achieves its objectives based on the components of the Organization for Economic Cooperation and Development's Assistance Committee (OECD-DAC) criteria: relevance, effectiveness, efficiency, impact, and sustainability. As well, IMPAQ will monitor BB3 progress toward the outcome indicators in the performance monitoring plan (PMP). The other purpose of this baseline report is to identify the potential threats to project sustainability and impact, as well as confirm the relevancy of the project design assumptions.

We have structured this report in eight sections. In this section, we provide a brief overview of the program and of the baseline performance evaluation. [Section 2](#). Evaluation Approach outlines the quantitative and qualitative evaluation methodologies, including research questions, sampling design, data sources, and data analysis. [Section 3](#). Fieldwork describes the fieldwork activities, including human subject protection procedures. We explain the refinement of the theory of change in [Section 4](#). Theory of change Refinement. [Section 5](#). Evaluation Sample describes the sampled respondents and their key characteristics. [Section 6](#). Baseline Outcomes and [Section 7](#). Qualitative Findings present the quantitative and qualitative findings. Finally, [Section 8](#). Conclusion concludes with lessons learned, study limitations, and recommendations.

1.1 Program Background

CRS has implemented many school meal programs in Burkina Faso since 1960.³ In 2011, in response to recurrent food crises, high levels of malnutrition, and low and unequal levels of education in the central north region of the country, CRS implemented the BB1 program from 2011 to 2014, in collaboration with local partners and the Burkina Faso Ministry of Basic Education and Literacy (MENAPLN) (*Ministère de l'Éducation Nationale et de l'Alphabétisation et de la*

Exhibit 1. BB3 Targeted Provinces



³ Pourirkèta Rita Nikiema, 2017. Impact of school feeding programmes on educational outcomes: Evidence from dry cereals in schools in Burkina Faso, WIDER Working Paper Series 182, World Institute for Development Economic Research (UNU-WIDER).

Promotion des Langues Nationales, MENAPLN).⁴ The program provided school meals, take-home rations (THRs) for girls, health training, nutritional supplements, and capacity building in over 700 primary schools and preschools (*bissongos*) in Bam and Sanmatenga. Fifty pilot schools also received additional services, such as community-led development programs, trainings for teachers and parent-teacher associations (PTAs), a mentoring program for girls, and community savings and lending activities. Stakeholders and beneficiaries observed noticeable improvements in school attendance and classroom attention levels, which they attributed to school meals, micronutrients, and improved hygiene practices. In light of the gains made under BB1, CRS initiated BB2 from 2014 to 2019. Under BB2, CRS continued to provide BB1 forms of assistance, with the additional goals of improving the quality of literacy, health, and dietary knowledge and practices of school-age children in Burkina Faso. BB2 increased access and served primary schools (more than 900) and community-led *bissongos*, again in the provinces of Bam and Sanmatenga. IMPAQ's evaluation of BB2 over the five years of program showed improvement in some key outcomes, including reading proficiency. For example, students experienced significant improvements in reading levels, from 15 percent being able to read at their grade level or above at baseline to 33 percent at endline.

To build on previous success and expand on BB1 and BB2, in September 2018, USDA awarded CRS \$24 million to implement the third phase of BB, a four-year program (FY2018–2022), with the main objectives of improved literacy of school-age children and increased use of health and dietary practices. BB3 has expanded in size and scope, covering 996 schools in Bam, Sanmatenga, and the additional province of Namentenga (shown in Exhibit 1). Over its four years, BB3 aims to reach approximately 472,355 direct beneficiaries, including primary and preschool students, children under age 5 and their mothers, teachers, and PTA members. BB3 includes elements of previous phases such as the provision of school meals, take-home rations, vitamin A, and deworming medications, and training for various beneficiaries, including teachers and school district administrators. In addition, BB3 added new project activities such as building the capacity of the Ministry of Health (MoH) as well as raising the awareness of the community, especially mothers with children under age 5, in promoting health and nutrition practices. See Appendix A for the full list of activities in all three BB phases. CRS is leading the implementation of BB3 in partnership with MENAPLN, *Organisation Catholique pour le Developpement et la Solidarite* (OCADES) Kaya, and MoH.

According to the BB3 theory of change (ToC) and results framework (see [Appendix A](#), BB3 Evaluation Questions and Conceptual Framework), providing school meals can both enhance attendance by keeping students in school for the full day and increase students' attentiveness by mitigating short-term hunger. These two factors, in tandem with raising community awareness on the importance of education, training for school district administrators and teachers, and providing learning materials to teachers, should improve students' literacy skills, in keeping with MGD Strategic Objective (SO) 1 to improved school-age children's literacy. In addition, to improve health and dietary practices (SO 2) the BB3 ToC suggests additional critical factors. These factors include providing food handlers at school with training on safe food preparation and storage practices; improving teachers' knowledge of health and hygiene practices so they can transfer their knowledge to students; and training the community in good health and nutrition practices in pre and primary schools, including mothers with infants and children under 5.

The TOCs for SO1 and SO2 make critical assumptions that rely on achievement of the foundational results as outlined in the results framework. For example, increased government support (Foundational Result 1.4.3), is essential to ensure the sustainability of school meals and enhance the capacity of MENA to provide the technical assistance needed for effective implementation and budgeting so they can work

⁴ The Burkina Faso Ministry of Basic Education and Literacy changed its name from *Ministere de l'Education Nationale et de l'Alphabetisation* (MENA) to *Ministere de l'Education Nationale et de l'Alphabetisation et de la Promotion des Langues Nationales* (MENAPLN) in 2019. Thus, IMPAQ has used MENAPLN throughout this report.

with schools to improve health and nutrition. Already, BB3 has planned to take steps toward fulfilling the objectives of the Foundational Results. BB3 is based on a participatory approach that reinforces the linkages between communities and schools by building the capacity of the local stakeholders and raising community awareness to ensure the program's sustainability. In so doing, BB3 addresses two aims of the Foundational Results: increased capacity of government institutions, and increased engagement of local organizations and community groups. This approach also ensures that the program is contributing to the achievement of the Burkina Faso education strategic plan and of the United Nations (UN) Millennium Development Goals and Sustainable Development Goals. Working at this higher level, BB3 then improves the policy and regulatory framework in Burkina to support MENAPLN in the ratification of a national school feeding policy and to incorporate good health and nutrition practice trainings into school curriculums.

1.2 Evaluation Background

IMPAQ's performance evaluation of BB3 seeks to assess the program's progress in achieving its two strategic objectives at the midterm (2021) and final (2022) periods using qualitative and quantitative methods. For the baseline evaluation, which is the focus of this report, IMPAQ collected qualitative and quantitative data with the following objectives:

- Benchmark the pre-implementation values of key performance indicators
- Confirm estimated targets for each performance indicator
- Improve the ToC for each strategic objective and formulate evaluation questions based on the ToC

To address these objectives at baseline, the IMPAQ team collected survey data from: (1) students in Grades 2–6, (2) their teachers, (3) school district administrators, (4) food handlers (cooks and storekeepers), (5) PTA representatives, and (6) mothers, including pregnant women and mothers of children under age 2. The team also administered a reading assessment to second graders. All surveys focused on literacy, health, and nutrition.

For the qualitative component, IMPAQ designed and conducted focus group discussions (FGDs) and key informant interviews (KIIs) with BB3 implementers and partners, county mayors, teachers, parents, students, and USDA staff. The qualitative component provides contextual understanding of the program to help in the interpretation of the quantitative results. Finally, the IMPAQ team assessed the BB3 ToC to understand the extent to which planned BB3 intervention activities are appropriate ways to achieve the program's strategic objectives.

SECTION 2. EVALUATION APPROACH

This section provides a brief overview of the quantitative and qualitative designs for the BB3 performance evaluation, including research questions, sampling design, data sources, and data analysis.

2.1 Research Questions

The quantitative research questions for the performance evaluation of BB3 focus on literacy, health, and nutrition outcomes for various beneficiaries, including students, teachers, school district administrators, food handlers (cooks and storekeepers), PTA representatives, and mothers (pregnant women and mothers of children under age 2). At baseline, the IMPAQ team benchmarked pre-implementation values of key outcomes and confirmed the indicator targets for the two strategic objectives; improved literacy of school-aged children and increased use of health and dietary practices. The team also addressed the qualitative questions at baseline to identify the potential threats to project sustainability and impact and to confirm the relevancy of the project design assumptions.

Due to the breadth of the evaluation, we have compiled the evaluation questions from the scope of work in a comprehensive conceptual framework in [Appendix A. BB3 Evaluation Questions and Conceptual Framework](#). We derived these research questions from the BB3 objectives and MGD program guidelines. For each strategic objective and result, the table in [Appendix A. BB3 Evaluation Questions and Conceptual Framework](#) lists research questions, key performance indicators, data sources, responsible party for collecting the data (IMPAQ or CRS), and rounds of data collection (baseline, midterm, and/or final) for gathering the information.

2.2 Quantitative Sampling Design

The baseline performance evaluation of BB3 collected quantitative information to track key indicators of literacy, health, and nutrition from the following sources:

- Students
- Teachers
- Food handlers
- PTA representatives
- Mothers
- School district administrators

This section describes the power calculations that we used to arrive at the optimal sample sizes for each of these groups, suggested by CRS. We then present a systematic sampling approach for each group.

2.2.1 Power Calculations and Optimal Sample Sizes

In determining the optimal samples, the IMPAQ team followed the recommendations of the BB3 terms of reference (TOR) to confirm the suggested sample size for each respondent type. Exhibit 2 details the sample sizes that the team used for students, teachers, food handlers, and mothers to estimate the various performance indicators outlined in the TOR. For school district administrators and PTA representatives, the team did not perform power calculations because of the small sample sizes.

As detailed in Exhibit 2, for the student survey sample, to find a 10-percentage point increase from 33 percent at baseline in the percentages of girls and boys who can read grade-level text, the sample size necessary is 108 schools with 10 students per school, for a total sample size of 1,080 students. The team assumed an intra-correlation coefficient (ICC) of 0.24 for student outcomes. This assumption is consistent

with what we found in related studies in India, Kenya, and Madagascar.⁵ The sample sizes for students for literacy outcomes includes only Grade 2 students; we sampled another 80 students in Grades 3–6 for hunger and handwashing outcomes.

Exhibit 2. Required Sample Sizes for Performance Indicators

Respondent	Performance Indicator	Estimated Baseline Level	Program Effect Size	ICC	Required Sample Size
For literacy outcomes: students in Grade 2	Percent who demonstrate that they can read and understand the meaning of grade-level text	33% ^a	10 p.p. ^a	0.24 ^a	108 schools, 10 students per school = 1,080 students
For hunger and handwashing outcomes: students in Grades 2–6	Percent who achieve a passing score on a test of good health and hygiene practices ^b	20% ^b	10 p.p. ^c	0.24 ^c	a) 108 schools, 10 Grade 2 students per school = 1,080 students b) 20 schools, 4 Grade 3–6 students per school = 80 students c) Total = 1,160 students
Teachers (one Grade 2 teacher and one teacher from Grades 3–6)	Percent who demonstrate use of new and quality teaching techniques or tools	49% ^a	16 p.p. ^a	0.44 ^a	108 schools, 2 teachers per school = 216 teachers
Food handlers	Percent who demonstrate use of safe food preparation and storage practices	0% ^a	60 p.p. ^a	0.90 ^a	50 schools, 2 food handlers per school = 100 food handlers
Mothers	Percent who practice promoted behaviors for feeding infants and young children	40% ^a	15 p.p. ^a	NA	170 mothers

p.p.: percentage point; ICC: intra-cluster correlation; NA: not applicable

^a From Annex E of the TOR, Evaluation Plan

^b Assumed based on IMPAQ's endline evaluation report of BB2

^c Assumed based on intra-cluster correlation/program effect size for students/food handlers

Note: Values in this table are estimated baseline values and not actual baseline values that were used for the power calculations

2.2.2 Sample Selection

Based on these power calculations, the team sampled individuals from two groups: (1) students, teachers, food handlers, and PTA representatives, who we nested within schools, and (2) mothers and school administrators, who are not nested.

⁵ Duflo, E., Glennerster, R., & Kremer, M. (2008). Using randomization in development economics research: A toolkit. In T. Schultz & J. Strauss, Eds., *Handbook of development economics*, Vol. 4. Amsterdam: North Holland.
<https://economics.mit.edu/files/806>. French, R. J., & G. Kingdon. (2010). *The relative effectiveness of private and government schools in Rural India: Evidence from ASER data*. London: Institute of Education.

Group 1: Nested Within Schools

According to the evaluation design, students, teachers, food handlers, and PTA representatives are nested within schools. The IMPAQ team thus first sampled schools and then sampled individuals from those schools.

- **School selection.** CRS provided IMPAQ with an initial list of 996 schools in the provinces of Bam, Sanmatenga, and Namentenga.⁶ Given BB3's specific interest in mentoring programs and *bissongos* (preschools), within each province, the team stratified the list of schools by type:
 - Schools near a *bissongo*
 - Schools with a mentoring program
 - Schools that neither are near a *bissongo* nor have a mentoring program

The IMPAQ team then selected schools using probability-proportional-to-size sampling, using the proportion of schools of each school type in a province as a size measure. This procedure resulted in 57 schools being selected in Sanmatenga and only 20 in Bam and 29 in Namentenga, because Sanmatenga is larger and has more schools.^{7, 8}

Because of security issues in certain school districts, or *circonscriptions d'éducation de base* (CEBs), in Bam and Sanmatenga, the IMPAQ team provided CRS with a backup list of 15 schools in Bam and 20 schools in Sanmatenga. The team sampled these replacement schools following the same proportional strategy we describe in the above section.

Based on the power calculations detailed in Exhibit 2, the team aimed to collect data from 108 schools. However, due to challenges in the field, including security issues and road conditions at the start of rainy season, enumerators visited 106 of the 108 schools (98 percent of the target). Details are in [Section 5](#). Evaluation Sample.

- **Student selection.** As detailed in the power calculations in Exhibit 2, the optimal sample size for students was 10 students from each of the 108 schools for a total sample size of 1,080 students. In order to achieve this sample size, within each sampled school, the evaluation team selected 10 Grade 2 students (five boys and five girls) by randomly sampling from the Grade 2 student roster for each school provided by CRS.⁹ We only sampled Grade 2 students for the literacy assessments. Using a conservative response rate of at least 70 percent, the evaluation team used the same student rosters to provide the enumerators with a list of randomly selected replacements for Grade 2 students that would enable the team to maintain the sample necessary for the power calculations. There were two main reasons for assuming such a low response rate: (1) security issues in some CEBs made some schools inaccessible and (2) we conducted the baseline evaluation at the end of the school year when many students could be out of school or involved in exams.

To assess outcomes related to nutrition and hygiene, based on the recommendations in the BB3 TOR, the evaluation team added 80 students in Grades 3 to 6 to the 1,080 Grade 2 students. Using

⁶ CRS initially provided a list of 995 schools. After removing private schools, the team had a list of 711 public schools.

⁷ For instance, in the original list of 711 schools, the number of schools in Namentenga was 169, in Bam it was 147; and in Sanmatenga, it was 395. This difference implies that Bam is a much smaller province with fewer schools than Sanmatenga. Thus, in the final sample, we ensured that the number of more schools sampled were more in Sanmatenga than in Bam to reflect the fact that Sanmatenga is a much larger province. That is, the final sample had 57 schools in Sanmatenga, 29 schools from Namentenga, and 20 schools from Bam.

⁸ Prior to baseline data collection, the team discovered that 26 schools of the original 711 did not have Grade 2 students. The team then resampled 26 schools for the final sample.

⁹ Two of the 108 selected schools, had only four Grade 2 students; one had only two girls. Consequently, in each of these three schools, the number of students sampled was less than 10. To make up the deficit, the team oversampled Grade 2 students in other schools in the *same* CEB that had more than 10 students.

class rosters, the team selected four students in Grades 3 to 6 from each of approximately 20 schools (about 20 percent of the 108), selecting two boys and two girls from each school and one student from each grade.

- **Teacher selection.** The team sampled two teachers within each sampled school: one from Grade 2 and one from a higher grade. Because teachers in Grades 3–6 are usually involved in national exams in June, the evaluation team worked with CRS to find in each school a Grade 3–6 teacher who was available at the time of data collection. The field team worked to balance the sample by grade.
- **Food handler selection.** The power calculation relies on the expectation that a large number of food handlers will use BB’s food preparation and storage practices; the sample sizes required to detect a large change are much smaller than for small changes. Thus, to select the sample of food handlers, the evaluation first randomly sampled 50 of the original 108 schools. Within each of these 50 schools, we sampled two food handlers per school.
- **PTA representative selection.** The team selected the head of the PTA within each sampled school for a total of 108 PTA representatives. If the head of the PTA was unavailable, we selected another PTA leader.

Group 2: Not Nested Within Schools

We did not nest mothers and school district administrators within schools. The IMPAQ team used a simple non-clustered approach to sampling these groups.

- **Mother selection.** The team used a stratified sampling approach to randomly select 170 pregnant women and mothers with children under age 2 from an initial list of 6,342 women provided by CRS. We first stratified the sample by village in order to ensure that villages with more pregnant women and mothers with young children would get greater representation. In keeping with BB’s interests as noted in the TOR, the team sampled three groups of women in proportion to their representation in the population:
 - Pregnant women (20 percent)
 - Women with children from 0 to 6 months (19 percent)
 - Women with children from 7 to 24 months (61 percent)

That is, these three groups had similar proportions in the sample chosen as in the actual population.¹⁰ Again assuming a conservative response rate of at least 70 percent, the evaluation team provided the enumerators with a list of randomly selected replacements for mothers, using the list provided by CRS. There were two main reasons for assuming a low response rate: (1) the security issues that made some villages inaccessible and (2) absence of mothers from the home.¹¹

- **School district administrator selection.** IMPAQ followed a simple random sampling approach to sample school district administrators. Within each CEB (school district), IMPAQ surveyed two CEB administrators—the district chief and a pedagogical advisor—using a list of CEB trainees from CRS.

2.3 Qualitative Sampling Design

The qualitative component of the baseline project evaluation aimed to address the research domains of relevance, effectiveness, efficiency, perceived effectiveness, and sustainability; to confirm program design

¹⁰ More specifically, based on the data provided by CRS, we defined the proportions as follows: pregnant women (20 percent); women with children from 0 to 7 months (19 percent); and women with children from 7 to 24 months (61 percent).

¹¹ Specifically, in *each* village the team selected replacements for each of the three types of mothers, assuming a 70 percent response rate. This resulted in a total replacement sample of 182 mothers.

assumptions; and to identify potential threats to implementation. In addition, it focused on evaluating reading attitudes, behaviors, and resources in home and community settings.

The IMPAQ team conducted KIIs and FGDs with six stakeholder groups: (1) teachers; (2) students; (3) parents; (4) county mayors; (5) representatives from BB3 implementers and partners including CRS, OCADES, and MENAPLN; as well as (6) USDA staff. For teachers, students, and parents, local facilitators selected two schools in each province for an overall mix of urban (near a main road) and rural (far from a main road) schools, taking into account security conditions and accessibility. In each of the six selected schools, facilitators interviewed one teacher, selecting teachers representing different grades and aiming for an even mix of male and female teachers. The team conducted one focus group in each school with five to nine students from Grades 5 and 6, for six focus groups. Eight FGDs with parents included four with mothers, three with fathers, and one with both mothers and fathers. The team conducted FGDs with students and parents in order to obtain detailed information about personal and group perceptions and opinions. Compared to individual interviews, FGDs allowed interviewers to speak to a larger number of individuals at each school, thus maximizing the use of time and resources.

In addition to school-level stakeholders, the IMPAQ team interviewed three county mayors, one from each province. The team also interviewed key program stakeholders and implementers: four KIIs with representatives of project implementers, including CRS, MENAPLN, OCADES, and one KII with USDA representatives.

Exhibit 3 presents the numbers of KIIs and FGDs conducted per respondent type, and [Appendix F](#). Qualitative Protocols contains the qualitative instruments developed and used for each respondent group.

Exhibit 3. Interviews and Focus Groups by Stakeholder Type

Stakeholder Type	Number of Stakeholders
Project-Level Stakeholders	
CRS	1 KII (3 participants)
MENAPLN	1 KII (2 participants)
OCADES	2 KIIs
USDA	1 KII (3 participants)
Province-Level Stakeholders	
County mayors	3 KIIs
School-Level Stakeholders	
Teachers	6 KIIs
Students	6 FGDs
Mothers	4 FGDs
Fathers	3 FGDs
Parents (both genders)	1 FGD

Source: IMPAQ

In each sampled school, the team held one FGD with teachers and another with parents. The breakdown of school-level participants by province, distance to the main road, and gender is in Exhibit 4.

Exhibit 4. School-Level Participants

Province	Distance to Main Road	Parents (FGDs)		Students (FGDs)		Teachers (KIIs)		Total
		Male	Female	Male	Female	Male	Female	Total
Bam	Near	4	2	5	4	0	1	16
	Far	0	12	2	3	0	1	18
	Near	8	5	4	4	1	0	22

Province	Distance to Main Road	Parents (FGDs)		Students (FGDs)		Teachers (KIIs)		Total
		Male	Female	Male	Female	Male	Female	Total
Namentenga ¹²	Near	8	0	4	4	0	1	17
Sanmatenga	Far	0	10	3	5	0	1	19
	Near	6	10	4	4	1	0	25
Total		26	39	22	24	2	4	117

Source: IMPAQ

2.4 Data Sources

The IMPAQ team drew upon multiple sources of quantitative and qualitative data to answer research questions, and where possible, triangulated the findings from the different data sources.

2.4.1 Quantitative Data Sources

To benchmark pre-implementation values for the performance evaluation indicators, the IMPAQ team administered surveys to students, teachers, school district administrators, food handlers (cooks and storekeepers), PTA representatives, and mothers. The team also collected teacher and student attendance data and administered an assessment of second-grade students' reading skills.

Surveys

The IMPAQ team designed and fielded surveys for the target groups that covered literacy-related activities, nutrition, and dietary practices; some respondents also answered questions on health and hygiene knowledge and behaviors, as shown in Exhibit 5. The team used the best practices listed below in designing the surveys.

- The team built upon the existing tools, approved by CRS and USDA, from previous phases of the program. These tools were developed, translated, and adapted to the Burkina context and were administered multiple times during BB1 and BB2.
- The team developed new questionnaires and updated existing questions from previous tools using the BB3 results framework and the indicator definitions in the PMP. This process helped the team include all the relevant questions to assess project indicators against stated objectives. Appendix A. BB3 Evaluation Questions and Conceptual Framework shows the core indicators, although the final surveys assessed many more indicators that are relevant.
- The surveys were of manageable lengths to avoid interviewer or respondent fatigue. Each survey took approximately 20 to 50 minutes to complete, depending on the respondent type.

Exhibit 5. Key Topics of BB3 Surveys

Tool	Topics	Respondents
Student survey	▪ Background information (age, grade repetition, preschool participation, etc.) ▪ Dietary practices at home and in school ▪ Nutrition knowledge (knowledge of iron and vitamin A) ▪ Health-related absences ▪ Hygiene knowledge and practices	Grade 2–6 students

¹² The two schools selected in Namentenga were both near a main road due to coordination challenges and availability of respondents.

Tool	Topics	Respondents
Teacher survey	▪ Background information (years of experience, level of education, etc.) ▪ Literacy-related activities, including teaching techniques, classroom practices, and use of school materials in class ▪ Student attentiveness ▪ Instruction on nutrition and hygiene practices ▪ Interaction with students' parents	Grade 2–6 teachers
School district administrator survey	▪ Background information (educational attainment, experience, etc.) ▪ School visits and classroom observations ▪ Interactions with teachers ▪ Nutrition and health training	CEB chiefs and principal advisors
Food handler survey	▪ Safe food preparation for the canteen ▪ Safe food storage for the canteen ▪ Dietary practices ▪ Hygiene knowledge and practices	Cooks and storekeepers
PTA representative survey	▪ PTA activities ▪ Functioning of the school canteen ▪ Community support for the school canteen	PTA heads or other leaders
Mother survey	▪ Demographic information (educational attainment, household size, and access to basic services such water and latrine at home) ▪ Antenatal care, delivery, and postnatal care ▪ Early and complementary feeding ▪ Household food security ▪ Hygiene knowledge and practices	Pregnant women and women with children under 2

Source: IMPAQ

Attendance Data

The team collected attendance data for surveyed teachers with support from school district administrators. Given the sensitivity of the data, school principals could have potentially withheld information about teachers' attendance. Therefore, IMPAQ data collection supervisors met with school district administrators in CEB offices and asked them to call school principals to collect teachers' attendance for February, March, and April, the last three months before data collection was originally scheduled.

To the extent possible, enumerators collected student attendance data on the day of the school visit by collecting enrollment data and running a head count on present students. However, enumerators could not capture this information in all sampled schools because of disruptions to the regular school schedule given final exams. Although collecting attendance rate from all the sampled schools at baseline was not feasible, IMPAQ will work with CRS's attendance rate in these schools, which will be collected for monitoring purposes at the beginning of academic year 2019-2020, to benchmark this value.

Reading Assessment

At baseline, the IMPAQ team developed and fielded a revised version of ASER for BB3 to measure second graders' reading levels at the end of Grade 2. To develop this revised version, the team used two sources: (1) *Lire au Burkina*, learning material that BB3 distributes to Grade 2 teachers in all targeted schools, and (2) five versions of ASER developed and calibrated to the Burkina context through MENAPLN during BB2. Using those sources, the team developed three versions to calibrate the survey further to the context with support from MENAPLN. In collaboration with CRS staff, IMPAQ conducted an adaptation workshop with MENAPLN in June 2019 and selected one version to administer for the evaluation. This workshop with

MENAPLN ensured that the test is culturally appropriate and consistent with Burkina Faso’s learning standards for each grade level in primary school.

In addition, the team pretested the updated ASER with Grade 2 students in two schools in Ouagadougou. The final version of the test included 11 levels (A–K), which roughly correspond to the reading standards for each grade level (see [Appendix C](#). Additional Exhibits and Complementary Outcomes). Exhibit 6 presents the levels of the ASER reading test with the corresponding grades and reading skills.

Exhibit 6. ASER Reading Test Levels

Level	Corresponding Grade	Reading Skills
Level A	Grade 1 – Lower level	Identify letters
Level B	Grade 1 – Upper level	Read simple sounds
Level C	Grade 2 – Lower level	Read complex sounds
Level D	Grade 2 – Upper level	Decode simple words (1–2 syllables)
Level E	Grade 3 – Lower level	Decode complex words (2–3 syllables)
Level F	Grade 3 – Upper level	Read simple sentences
Level G	Grade 4 – Lower level	Read complex sentences
Level H	Grade 4 – Upper level	Read simple stories
Level I	Grade 5 – Lower level	Answer reading comprehension questions on simple stories
Level J	Grade 5 – Upper level	Read complex stories
Level K	Grade 6	Answer reading comprehension questions on complex stories

Source: IMPAQ

2.4.2 Qualitative Data Sources

For the qualitative component of the evaluation, IMPAQ developed semi-structured KII protocols for teachers, county mayors, USDA staff, and BB3 implementers and partners, including CRS, OCADES, and MENAPLN. The team also developed FGD protocols for parents and students. We designed KII and FGD protocols for 45- to 60-minute conversations. The local qualitative lead translated the interview guides into French and ensured the cultural appropriateness of the tools. We used the baseline protocols to gather contextual information about attitudes and practices to inform implementation of BB3 intervention activities. The protocols probe the relevance of project goals and intended activities; the effectiveness of implementation strategies and activities given the current attitudes and practices regarding literacy, health, and nutrition; the efficiency of the project related to challenges and lessons learned; the perceived impact of the project related to project goals; and the likely sustainability of initiated actions after the project ends.

2.5 Data Analysis

The IMPAQ team started data analysis with an exhaustive assessment of quality for both quantitative and qualitative data. The team then proceeded with data cleaning and analysis. In addition, where applicable, IMPAQ triangulated qualitative findings with survey data to provide contextual information for the quantitative analysis.

2.5.1 Quantitative Data Analysis

After we downloaded the data from the programming server, SurveyCTO, IMPAQ transferred the downloaded data to a secure platform for data cleaning and analysis. The IMPAQ data analysis team conducted a review of survey data to check for data completeness, duplicate entries, skip pattern logic, and data cleaning. The team then analyzed the cleaned data descriptively by constructing means and percentages, using data from individual or multiple survey items. For the performance indicators, the IMPAQ team followed the definitions and calculations suggested in the PMP and worked with CRS to add

new indicators that needed to be defined after the project kickoff. When possible, the team also conducted subgroup analyses by gender, province, and student grade, highlighting emerging patterns.

2.5.2 Qualitative Data Analysis

During data collection, the qualitative data collectors shared their transcribed notes with IMPAQ and participated in debriefings to help IMPAQ:

- Identify what topics and issues needed further probing
- Determine how to adapt the protocols in real time, if needed, to obtain more meaningful data
- Ensure that the research team shared a common understanding and interpretation of the main points and themes
- Establish quick-turnaround findings as warranted
- Build a strong framework for additional analyses to be conducted after the site visits

After the evaluation team completed the KIIs and FGDs, the team reviewed and analyzed the transcripts to identify recurring patterns pertaining to the five research domains. The analytical approach captured salient themes for each research domain and any important similarities and key differences that may inform the quantitative results.

SECTION 3. FIELDWORK

This section describes the activities that the evaluation team conducted before, during, and after data collection. It also discusses challenges the team faced during quantitative and qualitative data collection.

3.1 Human Subjects Protection

According to the U.S. Department of Health and Human Services, IMPAQ determined that this study was exempt from institutional review board clearance because both of the following apply:

- There is no biomedical testing involved in this research.
- The IMPAQ team conducted this research in an established or commonly accepted educational setting, “involving normal education practices.”¹³

Nevertheless, team members, including enumerators and consultants working on the project, adhered to the ethical guidelines outlined in the American Evaluation Association’s *Guiding Principles for Evaluators*.¹⁴ The IMPAQ team trained enumerators on procedures for interviewing respondents, protecting respondents’ privacy and confidentiality, and securing the data. More specifically, the training emphasized protecting and safeguarding the privacy of children and respecting the children’s integrity.

During the data collection, the survey team first obtained written consent from teachers and/or principals to survey students. The team then asked for students’ verbal assent, assuring children that their participation was voluntary and that they could terminate the survey at any point. The team followed a similar procedure of seeking consent from adult participants when conducting FGD and KIIs and when administering surveys. The qualitative lead moderated the KII and FGDs, which were audio-recorded, with respondents’ consent, for note taking and analysis purposes.

Prior to each KII and FGD, the qualitative lead asked each participant to read and sign an informed consent form. IMPAQ worked closely with the qualitative lead to obtain consent forms from guardians for FGD respondents under 18 years old. The form notified participants (and their guardians, if applicable) of the following:

- The IMPAQ team will keep their participation and the information they disclose private.
- The IMPAQ team will not use their names in any reports. The interviewers will be taking notes during the discussions about what they said and will report only aggregate responses and opinions.
- Their participation is voluntary, and they may choose not to answer a question if they feel uncomfortable.
- With their permission, the entire session will be audio-recorded for report writing and analysis purposes only. Only the evaluation team will have access to the audio recording.

We provided contact information for CRS and IMPAQ on the consent form, and participants were encouraged to reach out to the organizer if they had any questions after the KII or FGD. The evaluation team kept confidential all information and opinions expressed during individual KIIs and FGDs. To the extent possible, only respondents and enumerators were present during the interviews. After data collection, the evaluation team protected the privacy and confidentiality of respondents by storing the data on secure servers and separating personally identifiable information from the survey data.

¹³ Exemption 45 CFR 46.101(b)(1).

3.2 Preparation for Data Collection

In collaboration with data collection partner *Action, Gouvernance, Intégration, Renforcement* (AGIR) and the fieldwork managers, IMPAQ recruited and trained 28 enumerators to collect survey data for the BB3 baseline evaluation in June 2019. To enhance the efficiency and quality of data collection, AGIR re-hired nine enumerators who had collected data during the BB2 evaluation for IMPAQ and assigned them to be the team leaders. Enumerator training consisted of five days of theory-based classroom training, one day of pilot testing in two nearby schools in Ouagadougou, and instrument refinement after pilot testing. During the classroom training, enumerators learned: (1) the purpose of each survey question; (2) how to ask questions directed to vulnerable respondents (in this case, children under 18); (3) how to assess students' literacy; and (4) how to use tablets to implement the in-person surveys offline without an internet connection. The pilot testing in the two non-program schools provided an opportunity for enumerators to practice with real respondents, including students, teachers, and PTA leaders. This pilot mimicked real data collection to give enumerators hands-on practice. Afterward, enumerators regrouped with the IMPAQ team to debrief and discuss any issues they encountered.

In addition, prior to data collection, the IMPAQ qualitative lead held multiple training and discussion sessions with fieldwork managers. Local consultants conducted two pilot FGDs, one with students and one with mothers. The IMPAQ qualitative lead worked with the local consultants to ensure cultural appropriateness. After pilot testing, the team met to discuss challenges, such as questions that confused respondents or not having time to cover all the questions. This meeting allowed the team to adjust the instruments and strengthened team members' interviewing and summarizing skills.

3.3 Field Activities

AGIR organized the 28 quantitative enumerators into seven teams of four individuals. Team leaders had been involved in BB2 data collection, so they were already familiar with the project, the schools, and implementation of the ASER reading assessment. In addition to leadership tasks, they also contacted school principals to coordinate their arrival before visiting the school; ensured that randomly selected students were still enrolled and available to be surveyed; and, finally, collected data on students' attendance rate. Two enumerators were also responsible for surveying school district administrators and recruiting them to collect teacher attendance information. AGIR assigned two teams of female enumerators to collect data from pregnant women and mothers with children under age 2 because of the sensitivity of some of the health questions in the survey and the conservative culture in rural areas. Using female enumerators enhanced the quality of collected data while making the survey environment comfortable for respondents.

The two experienced IMPAQ fieldwork managers took the lead in overseeing the quantitative data collection team on a daily basis to ensure the quality of the data collected and to provide enumerators with technical support. The CRS field animators were in touch with the field team leaders to facilitate the data collection and coordinated the school visits to make sure that all respondents would be available for the field team to survey. They also told community health workers to cooperate with IMPAQ team in identifying the selected mothers for the survey. In addition, AGIR team leaders and IMPAQ fieldwork managers were in touch with CRS security managers, who updated the field team on the security status of schools in order to ensure the safety of the enumerators. All enumerators regrouped with or contacted IMPAQ fieldwork managers several times a day to debrief, submit daily data collection logs, submit electronic surveys, and review and plan for the next days of data collection. The fieldwork managers were responsible for regularly updating IMPAQ's project director on challenges faced and decisions made.

For the qualitative data collection, with oversight from IMPAQ and logistical support from CRS, the two IMPAQ fieldwork managers led the effort in six schools in Bam, Namentenga, and Sanmatenga in June 2019. IMPAQ coordinated with CRS to identify appropriate individuals for KIIs and worked closely with CRS to organize the data collection. The qualitative researchers documented their progress daily—for example, the number of FGDs conducted and with whom—and noted any challenges encountered.

The field researchers recorded FGDs and KIIs, took detailed notes, and transcribed the recordings shortly afterward. The IMPAQ team communicated with the qualitative researchers often to check on progress, determine whether any adaptations to the schedule would be needed, and discuss whether to probe certain topics further. After receiving FGD and KII transcriptions, the qualitative team met to discuss insights and questions.

Further, the team adhered to the following data collection protocol throughout the project:

- Interviews incorporated a degree of flexibility, allowing additional questions in order to capture any information relevant to the research questions and domains.
- The evaluation team followed a consistent data collection approach with each respondent and at each school, while allowing for limited variation according to the cultural practices in each locality.

3.4 Field Challenges

During the two weeks of data collection, the team did not face major challenges that would affect the results and analysis for the qualitative component. However, the quantitative data collection encountered some challenges, as outlined below, but with support from CRS, the data collection partner, and fieldwork managers, the IMPAQ team managed to mitigate the effects of these challenges.

Because of delays in project evaluation kickoff between IMPAQ and CRS, security issues, and the timing of Ramadan, data collection began in mid-June. On May 16, 2019, the prime minister of Burkina Faso declared an emergency in several areas, including Bam and Sanmatenga, because of terrorist attacks and asked MENAPLN to decide whether schools would be open. CRS, which was collaborating with MENAPLN on deployment of the data collection team, told the team on May 24 that, according to MENAPLN, the sampled schools would be open. However, by that time, it was Ramadan. Because so many survey questions were related to nutrition, IMPAQ and CRS decided together to wait until after Ramadan to collect data in order to avoid the influence of fasting on responses. Although the data collection started shortly after Ramadan on June 13, national exams began on June 11, so schools were not following their regular schedules.

To minimize the effect of this challenge, CRS coordinated with schools to ensure that school level respondents would be available for the survey. The IMPAQ team also provided enumerators with a list of replacements for students to ensure a response rate of at least 70 percent. Except for teachers, school district administrators, and a few storekeepers, the fieldwork team reached its targets for all respondent groups.¹⁵

Security issues and impassable roads kept the fieldwork team from visiting two of the 108 sampled schools.¹⁶ To maintain the power of the study, the team oversampled students in larger schools within the same CEBs to make up for the shortage.

¹⁵ 96% of students, 85% of teachers, 83% of school district administrators, 91% of food handlers, 95% of PTA members, and 98% of pregnant women and mothers.

¹⁶ Rittimyinga School was inaccessible due to the rainy season, and Yalka School was inaccessible for security reasons based on information received from the CRS Regional Coordinator.

The fact that schools were not in their regular schedules caused additional challenges:

- **Lack of observations.** Because schools were holding exams, teaching was complete. Thus, we could not observe any classes to triangulate with self-reported survey data on teachers' use of techniques or students' attentiveness. In addition, the field team found canteens closed in some schools, so the team could not observe food preparation and storage practices. IMPAQ learned that schools moved handwashing stations to a safe locked location, which limited observation of handwashing practices. Therefore, the field team could not observe any connections between students' knowledge and practice of handwashing.
- **Unavailability of teachers and school district administrators.** Some teachers and district administrators were involved either in conducting the exams or in observing the exams for other schools. Some teachers had also traveled home to be with their families after exams. Thus, the team could not reach its target for teacher surveys or collect attendance data for all surveyed teachers.
- **Limitation of student attendance data.** Although the team collected attendance data for students in some of the schools, those data should be interpreted with caution; because the classes were not in their regular schedules, the measured attendance rate may not reflect actual practice. However, attendance spot checks every six months should capture accurate attendance rates. The evaluation can use this as the benchmark for midterm and final evaluations.

SECTION 4. THEORY OF CHANGE REFINEMENT

A ToC examines ideas or assumptions about how we expect change to happen. Developing a ToC based on solid program theory enables stakeholders to assess whether programs are delivering the right activities for the desired outcomes.¹⁷ Further, creating a ToC makes programs easier to sustain, bring to scale, and evaluate, because each step — from the ideas behind the program to the outcomes it hopes to provide and the resources needed — is clearly defined.¹⁸ Thus, ToCs are important for monitoring and evaluation processes because they help explain how activities are understood to produce a series of results that contribute to achieving the final intended outcome.^{19, 20}

Refinement and critical assessment of the ToC helps stakeholders to understand the extent to which project activities are appropriate to achieve the project's key objectives. Validation and refinement of the ToC can provide feedback on whether programs are on track to achieve desired changes and whether the context is evolving as anticipated.²¹ The ToC is also useful for monitoring assumptions to help determine whether the implementer considered the right factors and dynamics in the initial design, whether unforeseen changes have occurred in the environment, or whether there are gaps in the strategy to bring about change.²²

This section focuses on the links between outcomes and activities in the BB3 ToC for Strategic Objectives 1 and 2 that require refinement. After a brief overview of the BB3 ToC, we describe the methods used to refine the ToC. Then we discuss possible reasons that these links currently may not lead to the expected short-term outputs and outline options for refinement of the BB3 ToC.

4.1 Overview of the BB3 Theory of Change

The BB3 ToC outlines, in meaningful and logical ways, how program activities lead to eventual outcomes. As explained in [Section 1](#), Introduction, BB3 includes two distinct strategic objectives, each of which involves a series of activities designed to achieve them.

- **Strategic Objective 1: Improving the literacy of school-age children in targeted primary schools.** The BB3 ToC posits achieving this strategic objective through three broad sets of activities and results streams: (1) supply side interventions, including increased teaching capacity and pedagogical oversight, distribution of school materials, school feeding, and improved literacy tools; (2) incentives for changing behaviors, including awareness raising about education, teacher recognition, THRs, school feeding, improved student health, and increased household financial resources through SILCs; and (3) community and parental participation through an educational support community (PTAs, AMEs (*Association mères éducatrices*, Mothers' Associations), and school management committees) and decentralized mechanisms for school management (municipal authorities).

¹⁷ Learning for Sustainability. "Theory of Change". Retrieved at: <http://learningforsustainability.net/theory-of-change/>

¹⁸ Howard White, "Theory-Based Impact Evaluation: Principles and Practice," International Initiative for Impact Evaluation Working Paper 3, International Initiative for Impact Evaluation, June 2009.

¹⁹ Brown, Ann-Murray. (2016). "What is this thing called Theory of Change?". USAID Learning Lab. Retrieved from: <https://usaidelearninglab.org/lab-notes/what-thing-called-theory-change.>

²⁰ Vogel, Isabel and Stephenson, Zoe. (2012). "Examples of Theory of Change". Department of International Development, Government of United Kingdom. Retrieved from: https://assets.publishing.service.gov.uk/media/57a08a66ed915d622c000703/Appendix_3_ToC_Examples.pdf

²¹ Dhillon, Lovely, and Sara Vaca. "Refining theories of change." Evaluation 14.30 (2018).

²² Corlazzoli, V., & White, J. (2013a). *Practical Approaches to Theories of Change in Conflict, Security and Justice Programmes: Part 2: Using Theories of Change in Monitoring and Evaluation*. London: DFID / Search for Common Ground

- **Strategic Objective 2: Increasing the use of health and dietary practices** by program beneficiaries in program schools, including teachers, students, and food handlers. The BB3 ToC posits that, if students have knowledge about nutrition, health, and WASH in conjunction with access to nutrition, health, and WASH opportunities, then students will form better health and dietary practices. This assumption derives from strong evidence from the literature. For instance, there is significant scholarship on the link between decreased student health problems and improved school attendance.²³ Further, we see reductions in absenteeism in students treated for parasitic infections or for malaria and micronutrient deficiencies.²⁴ Finally, evidence exists linking increased nutritional knowledge and nutrition-focused health interventions to improved dietary practices and improved nutritional outcomes for children under age 2.²⁵

For both objectives, different inputs, or BB3 intervention activities, such as school feeding, teacher training, or provision of nutritional knowledge, lead to short-term outputs such as increased teacher skills, lower short-term hunger, increased student enrollment, improved quality of literacy instruction, increased attentiveness, or increased nutrition knowledge. Finally, these short-term outputs achieve the strategic objectives of improved literacy and increased use of health and dietary practices of school-age children, with the following key assumptions:

- **Assumption 1:** Continuation of resources from the government of Burkina Faso for school feeding programs
- **Assumption 2:** Minimal turnover in key positions such as municipal authorities
- **Assumption 3:** School access to water within a reasonable distance
- **Assumption 4:** Sufficient numbers of teachers for each school

4.2 Methods Used to Refine the BB3 Theory of Change

To validate BB3 assumptions and examine whether CRS designed BB3's intervention activities to lead to project success, we took two key steps: (1) conducted an in-depth document review of program implementation and evaluation documents and (2) held a workshop with BB3 program staff, beneficiaries, and other stakeholders. The team examined whether we could expect the BB3 intervention activities to lead to the postulated short-term outputs, intermediate outcomes, and eventual impacts, and under what conditions.

- **Step 1: Document review.** The team started by conducting a thorough document review, using knowledge and evidence from multiple sources to ascertain the validity of the links in the current ToC. The team gathered evidence from a variety of sources, including BB2's baseline, midterm, and endline evaluation reports, and endline evaluation data, as well as the BB3 PMP, performance indicator list, evaluation plan, and baseline data.
- **Step 2: ToC workshop.** After the document review, in collaboration with CRS, IMPAQ held an in-country workshop, led by our senior fieldwork manager on July 30, 2019. The team used information from the document review to finalize the agenda for the workshop. The main goal of the workshop was to dig deeper into the limitations, challenges, and suggested improvements identified in IMPAQ's evaluation of the BB1 and BB2 programs. Nineteen participants attended

²³ Krishnaratne, S., White, H. and Carpenter, E., 2013. "Quality education for all children? What works in education in developing countries", Working Paper 20. New Delhi: International Initiative for Impact Evaluation (3ie)

²⁴ Miguel and Kremer. "Worms: Identifying impacts on Education and Health in the presence of treatment externalities" *Econometrica*, Vol. 72, No. 1 (January, 2004), 159–217.

²⁵ The Lancet. "Maternal and Child Nutrition" Retrieved from: <http://www.thelancet.com/pb/assets/raw/Lancet/stories/series/nutrition-eng.pdf>

the workshop including CRS program staff and multiple stakeholders: school district administrators, teachers, PTA representatives, student mentors, and SILC members. The workshop was instrumental in helping the team to:

- Gain a holistic picture from BB2 stakeholders about IMPAQ's BB2 evaluation findings as well as the sustainability of BB2 activities after the completion of the second phase of the program.
- Understand the differences in the BB2 and BB3 ToCs. What activities were added, removed, or modified, and why.
- Gained perspectives from program staff and stakeholders on changes in important short-term outcomes, such as teacher attendance, student hunger, and handwashing prevalence, between the BB2 endline and BB3 baseline evaluations.

In combination with the document review, the workshop provided insights on ways to improve the BB3 ToC.

4.3 Potential Refinements to the BB3 Theory of Change

Using the methods described above, the team assessed the extent to which the drivers of change and assumptions of the BB3 ToC correspond to the MGD strategic objectives and their proposed intervention activities.

4.3.1 SO 1: Improved Literacy of School-Age Children

Evidence from the document review, workshop, and baseline evaluation suggest refinement of three outcome-activity links under this strategic objective.

➔ Outcome 1.1.2 Better Access to School Supplies and Materials

Activity 4: Distribution of school supplies and materials

Potential Challenges

During the BB3 baseline evaluation, many teachers and mayors noted a lack of adequate quality and quantity of supplies including books, tables, seats, and even classrooms. This finding is in line with what IMPAQ found during the BB2 endline evaluation. Although there were improvements between the BB2 midline and final evaluation in the use of learning materials such as wooden alphabet cubes, Bananagrams, and word strips, the supply of these materials was still inadequate. In both the BB2 endline and BB3 baseline studies, teachers reported not receiving enough learning materials to support all the students in their classrooms. Further, workshop participants said that schools would not be distributing additional materials for BB3 because of budget constraints.

Refinement Options

Considering budgetary constraints, IMPAQ suggests two refinement options:

- *Promote extensive use of previously distributed materials.* The BB2 endline evaluation found that many learning materials, including cubes, large slates, *Lire au Burkina* handbooks, word strips, and several others, were not used to capacity by Grade 2 teachers. To strengthen this link in the BB3 ToC, CRS can first examine the reasons these materials have not been used to capacity. If the main reason is low awareness, then CRS can consider promoting the use of these materials through awareness campaigns and school visits to make students, teachers, and school district administrators aware of their benefits for student literacy.

- *Exploring teacher's knowledge of teaching materials.* Another option to strengthen this link in the ToC is to, as a first step, explore how well teachers understand how to use these materials and examine constraints that teachers face in using these materials. In the second step, this can then be followed by training teachers on how to use these materials, tailoring the training based on teachers' knowledge of these materials, gleaned from step 1. The focus of the training can be on materials that are least understood. We found that many underutilized materials were supplies that teachers might not have used in the past, so they may not know how to employ them in the classroom.

➔ **Outcome 1.1.4 Increased Skills and Knowledge of Teachers**

Activity 19: Training teachers

Potential Challenges

We saw mixed findings with respect to the effectiveness of teacher trainings. In BB2 endline interviews, many teachers said that they greatly appreciated the training on new literacy instructional techniques; however, some teachers also reported that trainings were too often dense and overwhelming. In the BB2 midline evaluation, teachers reported that colleagues with limited education found the training materials difficult to understand. The BB3 baseline also revealed that almost 57 percent of the teachers already applied at least five of the seven different instructional techniques or tools at baseline.²⁶ While such a high proportion of teachers already using these techniques is promising, it is possible that these teachers are applying these techniques without fully understanding them. The qualitative study carried out by CRS in April 2018.²⁷ linked limited adoption of new techniques to the complexity and short duration of training sessions. Further, during FGDs and KIIs in the BB3 baseline evaluation and in the ToC workshop, mayors and teachers noted a need for more training and capacity building. Teachers also said that they had received very little training in some activities, such as micronutrient distribution. Given these contrasting findings, we present two refinement options below.

Refinement Options

Trainings may not lead to increased teacher skills and knowledge if they are not adequate or meaningful.

- *Modify teacher trainings in terms of content, length, and duration; integrate teacher needs.* Modifying teacher trainings will be key to ensuring that this link in the ToC is strong. One critical step will be to ask teachers what is most needed and useful for them and to consult them during the design of these trainings. As respondents said in the workshop, we must modify the content of the trainings appropriately. It is important to assess training needs and focus on those needs rather than repeating what teachers already know. Thus, we recommend moving away from a standardized teacher training to a more professional development approach wherein teacher trainings are tailor to each teachers' specific needs. This could also involve identifying those teachers who need more support relative to higher skilled ones and including modules tailored specifically for these teachers. Achieving such positive changes to the trainings fall within the scope of the current implementation budget. Other recommended changes would require increased financial resources: improving the organizational quality of the training sessions, having more systematic training for new teachers, and increasing the number of days of the training sessions.

²⁶ BB3 teacher training modules offer seven different instructional practices under teacher-centered, student-centered, and group-centered categories.

²⁷ CRS. 2018. "Qualitative study on barriers to the use of New techniques by teachers and on Barriers to the learning of knowledge on Nutrition and hygiene, by students in the provinces of Bam and Sanmatenga."

- *Increase district and school capacity to deliver more trainings, including refresher courses.* One major concern identified in the BB2 endline evaluation was that teacher mobility is common. Stakeholders were concerned that, once BB2-trained teachers left, schools and districts would have limited capacity to train new teachers to the same extent. To counter the turnover problem, BB3 could increase district and school capacity to deliver both trainings for new teachers and refresher trainings for current teachers. Additionally, BB3 could develop self-led materials and videos, which would be a low-cost and effective approach to refreshing trainings for teachers.

➔ **Outcome 1.3.1 Increased Economic and Cultural Incentives (or Decreased Disincentives)**

Activity 9: Form savings and internal lending communities (SILCs)

Potential Challenges

SILCs are widely viewed as beneficial by both members and non-members; however, as revealed in our qualitative findings, during challenging economic times, parents may drop out or not have enough income to contribute to SILCs. According to the BB2 endline evaluation, reasons included not having time to balance work and SILC activities, not being able to afford to save, and feeling intimidated by the amount of work required. BB3 baseline respondents indicated that not having enough money is a primary reason for not joining SILCs. In addition, in FGDs some parents shared having challenges contributing to SILCs for the first few months starting in October due to the end of the rainy season on focusing on agricultural activities. Further, SILC members reported in the BB2 endline study that they needed more support to run the groups effectively, particularly asking for support in managing savings and group funds.

Refinement Options

The possible refinement to strengthen the link between SILCs and economic incentives is as follows:

- *Understanding the barriers to saving in these provinces through a special study*
For SILCs to be effective, households should be able to save and set aside money. Since one of the main constraints identified is the inability to save, it is important to understand the causes of low savings in this context. For instance, if a main barrier to savings is poverty and the inability to save due to insufficient funds then CRS can consider ways to boost incomes, including a cash transfer. On the other hand, if the main constraint is the lack of a safe place to keep money or lack of access to savings accounts,²⁸ then the project can focus on that aspect as a means to increase SILC membership. Finally, if the main barrier to saving is that households find it difficult to follow through on plans to save money, then the project can work on opening accounts with commitment features to boost savings.²⁹ In this context, we recommend that CRS undertake a special study to understand the specific barriers to savings in the three provinces of Bam, Sanmatenga, and Namentenga.
- *Introducing flexible contributions to SILCs*
Since parents noted that contributions during challenging economic times are hard, we recommend introducing flexible methods of contributing to SILCs. This implies removing any stipulation on a certain set amount of money, which SILC members have to contribute every month, and introducing flexible methods. These could include three potential options. First, a rotating system of contributing, wherein each member contributes every other month. Second,

²⁸ Dupas, Pascaline, and Jonathan Robinson. "Why don't the poor save more? Evidence from health savings experiments." *American Economic Review* 103.4 (2013): 1138-71.

²⁹ Karlan, D., A. L. Ratan, and J. Zinman. Savings by and for the Poor: A Research Review and Agenda. Center for Global Development Working Paper No. 346, 2013.

fixing matching pairs of members. That is, allowing for members to stop contributing during personal economic hardships, such as sickness or death of a family member and allocating a “back-up” member to contribute during that time. This would also mean that when the “back-up” member faces a personal economic hardship, the first member contributes in his/her place. Finally, when the whole community faces an economic hardship such as a drought and everyone has a reduced capacity to contribute, SILCs can define a ‘minimum’ contribution and can reduce the contributions required by individual members to this minimum contribution level. Further, they can ensure that there is no penalty for not being able to meet this ‘minimum contribution’, thus encouraging them to not drop out.

4.3.2 SO 2: Increased Use of Health and Dietary Practices

The IMPAQ team found one set of links in the BB3 ToC, between two outcomes and one activity, that merits refinement based on evidence from the baseline data collection, document review, and ToC workshop.

➔ Outcome 2.1 Improved Knowledge of Health and Dietary Practices

Outcome 2.3 Increased Knowledge of Nutrition

Activity 17: Training on good health and nutrition practices

Potential Challenges

During the BB2 endline evaluation, teachers expressed concern that lack of latrines and operational handwashing devices were inhibiting adoption of appropriate handwashing behaviors and hygiene management. For instance, during the BB2 endline evaluation, only 16 of the 44 schools visited by the evaluation team had soap available. Qualitative data from BB2 also suggests that handwashing stations are sometimes out of order and no effort is made by the school/PTA to repair or replace them. Further, based on CRS’s monitoring data (FY18 Semi-Annual Narrative Report VIII CRS Burkina Faso), before the BB2 endline evaluation, in February 2018, only 33 of 115 target latrine blocks had been constructed. Contrastingly, actual practice of handwashing has increased. For instance, 97 percent of students at BB3 baseline reported having washed their hands with water compared to 95 percent at BB2 endline. Thus, the main concern is lack of infrastructural support for latrines and handwashing. For instance, in the BB3 baseline quantitative findings, while almost all students reported washing their hands, only 51 percent of students washed their hands with soap and water, which is a decline from BB2 endline of 82 percent.

With respect to nutrition knowledge, only 20 percent of children in the BB3 baseline survey had heard of vitamin A; the proportion who had heard of iron was even lower, at 3 percent. These findings represent a significant decline from BB2 endline, where 62 percent of students had heard of vitamin A and 29 percent heard of iron. There are two potential explanations for the significant decline. First, the sample surveyed at BB3 baseline is different from the sample surveyed at BB2 endline. Second, Namentenga was also added at BB3 baseline where only 8 percent of students had heard of Vitamin A and 1 percent had heard of iron. Inclusion of Namentenga reduces the overall average.

Refinement Options

Workshop respondents pointed out that many schools did not have the necessary infrastructure for appropriate hygiene behaviors, such as an adequate number of functional latrines, timely water supply, and soap for handwashing. Further, during the BB2 endline evaluation, respondents expressed concern that lack of these items can inhibit adoption of appropriate handwashing behaviors and hygiene management. For BB3 trainings on appropriate nutrition and hygiene behaviors to be effective, adequate infrastructure is a necessary condition. To address these concerns, IMPAQ offers one multi-part recommendation.

- *Build more latrines and handwashing stations and increase community capacity to monitor WASH facilities*

Stakeholders recommended closer monitoring of the installation and operation of handwashing devices and latrines. They also recommended developing strategies to support handwashing in schools with water scarcity issues. If budgetary resources are available, CRS could build more latrines and handwashing stations to other communes, in addition to Bossouma commune where CRS is already proposing to build them. Adding monitoring of latrines and handwashing stations to the current ToC would be a beneficial option. Further, CRS could add a component of training and mobilizing the community to repair and maintain existing latrines and handwashing stations. In each community, CRS could identify the individuals or groups responsible for WASH infrastructure (usually the school principal or a teacher) and target its trainings appropriately. In the trainings, CRS should clarify the ways in which schools can seek help if they themselves cannot repair essential facilities.

SECTION 5. EVALUATION SAMPLE

To benchmark pre-implementation values for the performance evaluation indicators, the field team visited 106 schools in Bam, Namentenga, and Sanmatenga to collect data from students, teachers, school district administrators, food handlers (cooks and storekeepers), PTA members, and mothers (pregnant women and mothers with children under age 2). This section describes the sample distribution for the quantitative portion of the performance evaluation and the key characteristics of each type of respondent, starting with schools and school respondents and then continuing with mothers.

5.1 Schools

To benchmark pre-implementation values for the performance indicators listed in Appendix A, initially, the IMPAQ team planned to visit 108 schools to collect data from 1,160 students, 216 teachers, and 108 PTA leaders in Bam, Namentenga, and Sanmatenga. The evaluation team also planned to survey two food handlers in a subsample of 50 schools and two school district administrators in each of the 24 CEBs in those three provinces. However, because of security issues and road conditions, two schools in Bam were inaccessible. In addition to the inaccessibility issue, irregular schedules in schools because data collection took place during exam time affected the number of available respondents, specifically teachers, administrators, and food handlers. However, with CRS facilitation in the field and the planned oversampling strategy for students, the IMPAQ team nearly reached the targets for all respondent groups. As shown in Exhibit 7, the team surveyed 1,115 students (96 percent of the target) in 106 schools (98 percent of the target). IMPAQ received consent or assent to survey all respondents.

Exhibit 7. Distribution of Baseline Sample by Province

Province	Type of Respondents						
	Schools	Students	Teachers	School District Administrators	Food Handlers	PTA Members	Mothers*
Bam	20	230	38	11	16	20	NA
Namentenga	29	296	43	6	30	27	NA
Sanmatenga	57	589	102	23	45	56	166
Total	106	1,115	183	40	91	103	166
Target	108	1,160	216	48	100	108	170

Source: IMPAQ calculations.

*Mother and child nutrition activity is only being implemented in Sanmatenga. Thus, pregnant women and mothers of children under age 2 were sampled only from Sanmatenga.

5.2 Students

The survey design ensured that the ratio of boys to girls is balanced and reflects the population of students in each beneficiary school. In each of 106 schools, the IMPAQ team randomly selected five boys and five girls in Grade 2; in 20 of those schools, the team also sampled four students in Grades 3 to 6 (two girls and two boys across the four grades in one school). In total, the team surveyed 1,115 students, 549 boys and 566 girls. Exhibit 8 shows the breakdown of gender by grade. The sample of Grade 2 students consists of even proportions of girls (51 percent) and boys (49 percent). The other grades have less balanced distributions of genders, but sample sizes are small: 19 students or fewer each in Grades 3–6.

Exhibit 8. Student Gender Distribution by Grade

Grade	Male		Female		Total
	Percent	Number	Percent	Number	
Grade 2	49%	514	51%	528	1,042
Grade 3	56%	10	44%	8	18
Grade 4	53%	10	47%	9	19

Grade	Male		Female		Total
	Percent	Number	Percent	Number	
Grade 5	37%	7	63%	12	19
Grade 6	47%	8	53%	9	17
Total	49%	549	51%	566	1,115

Source: Student survey; IMPAQ calculations.

Exhibit 9 provides summary statistics on the ages of the students surveyed in each grade. On average, students were the correct age for their grade. The mean age of a Grade 2 student is 9 years old. However, the range is quite wide, with the youngest student in Grade 2 being 5 and the oldest 14. Several factors likely influenced these wide ranges. For one, 27 percent of the sample reported not knowing their age. Another possible explanation is a high incidence of grade repetition — 23 percent of the sample had repeated a grade at least once.

Exhibit 9. Student Age Distribution by Grade

Grade	Mean	Median	Range
Grade 2	9	9	5–14
Grade 3	10	10	6–12
Grade 4	11	12	9–13
Grade 5	13	13	10–15
Grade 6	13	13	12–15

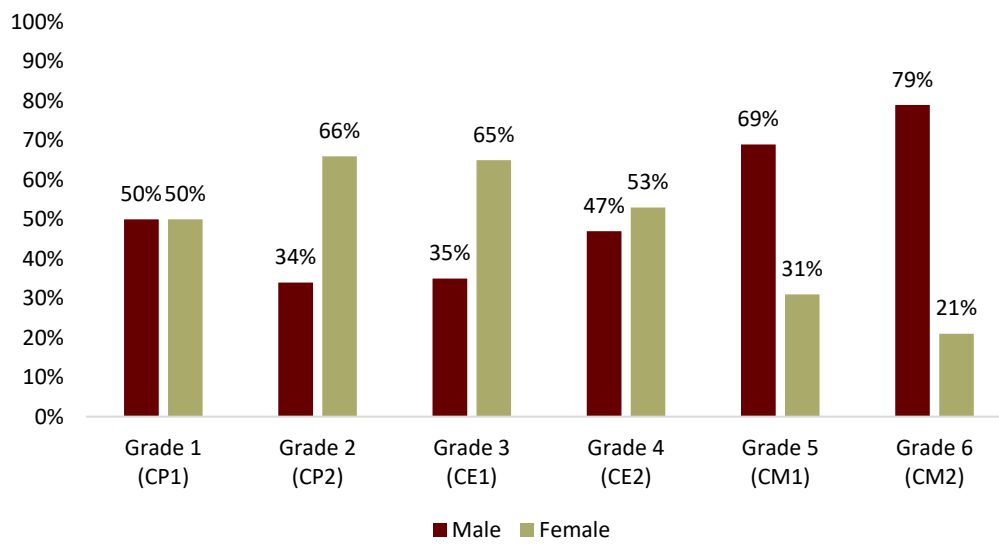
Source: Student survey; IMPAQ calculations.

5.3 Teachers

The evaluation design called for surveying 108 Grade 2 teachers and 108 additional teachers in the other primary school grades. As mentioned in [3.4 Field Challenges](#), surveying teachers during exam time was difficult because the school year had finished, and teachers either were involved in exams or had traveled home to be with their families during the break. In the end, IMPAQ was able to survey 90 Grade 2 teachers, which accounted for 49 percent of the teacher sample. Including the other grades, the team surveyed a total of 183 teachers across 103 schools, 85 percent of the target. Of these teachers, six (3 percent) taught two grades. No teacher reported teaching more than two grades.

The team observed that the gender composition of teachers was slightly skewed toward female teachers (54 percent). Exhibit 10 shows the breakdown of teacher gender by grade. It appears that teachers are more likely to be males in the upper grades. Grade 2 teachers were more likely to be female (66 percent) than male (34 percent).

Exhibit 10. Teacher Gender by Grade

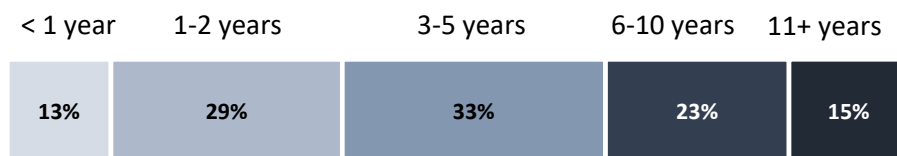


Source: Teacher survey, IMPAQ calculations. N = 84 for males and 99 for females. Numbers of teachers by grade: 12 for Grade 1, 90 for Grade 2, 17 for Grade 3, 30 for Grade 4, 16 for Grade 5, and 24 for Grade 6. Note: 3 percent of teachers reported teaching multiple grades.

The mean age of teachers in the sample is 34 years. The range is not exceptionally large, with the youngest teacher being 23 and the oldest 48.

Teacher experience was widely distributed, as seen in Exhibit 11. The plurality of teachers had between three and five years of teaching experience. Teachers in Bam had more experience than in the other provinces; none of the Bam teachers had less than one year of experience, only 3 percent had one or two years, and 32 percent reported having over 11 years of experience. There were no differences in experience by gender.

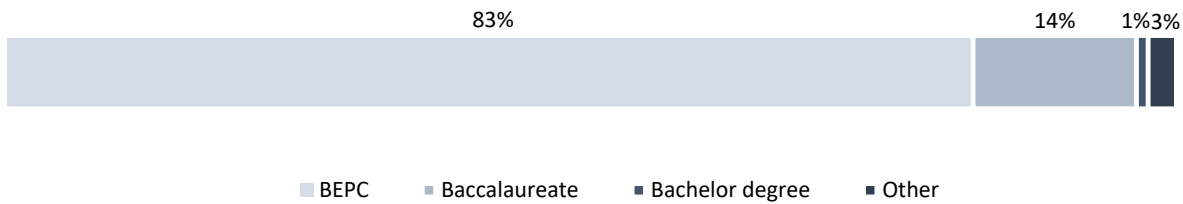
Exhibit 11. Teacher Experience



Source: Teacher survey; IMPAQ calculations. N = 183

Exhibit 12 shows teachers' educational attainment. Most teachers (83 percent) had only a *brevet d'études du premier cycle* (BEPC), which corresponds to a tenth-grade level of education. Only 74 percent of Bam teachers reported having a BEPC education; however, 11 percent of teachers in Bam chose "other" for this question compared to 0 percent in Namentenga and 1 percent in Sanmatenga. The results suggest that teachers had roughly the same level of education across provinces. No teachers reported having an education beyond a baccalaureate or bachelor's degree. Male teachers appear to be more educated on average than females. Females (87 percent) were more likely to report having only a BEPC education compared to males (77 percent), and females (8 percent) were less likely to have a baccalaureate than males (20 percent).

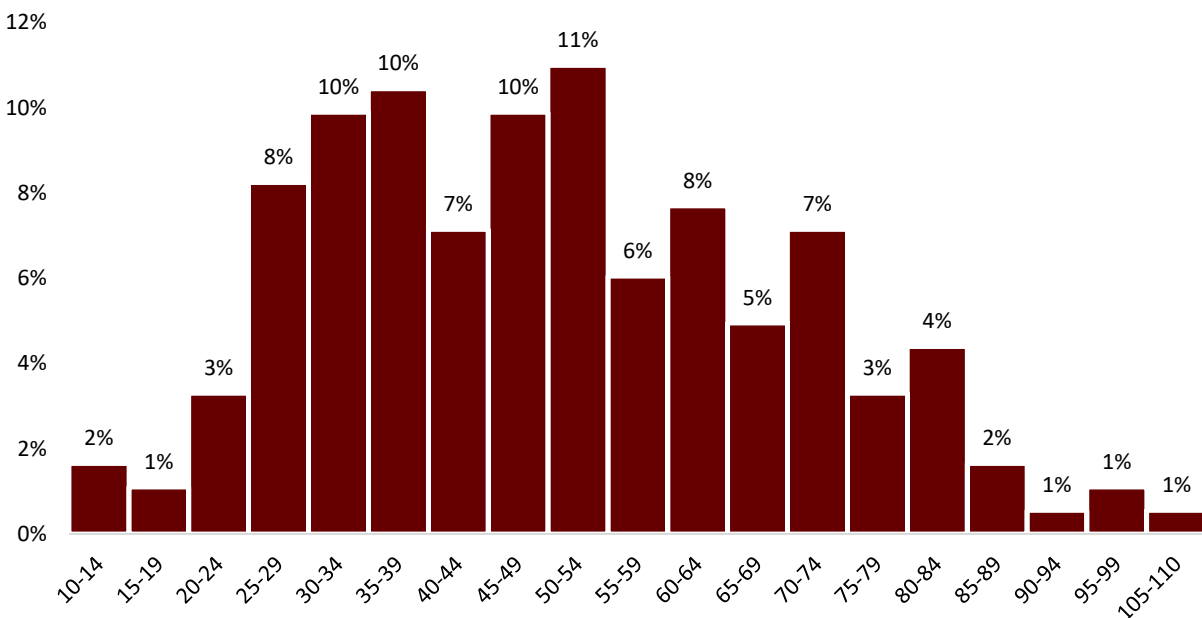
Exhibit 12. Teachers' Educational Attainment



Source: Teacher survey; IMPAQ calculations. N = 183

According to teachers, the average class size was 50 students (26 boys and 24 girls). Exhibit 13 shows the distribution of class sizes. It shows that most class sizes fall between 25 and 55 students; the total range is 10 to 107 students.

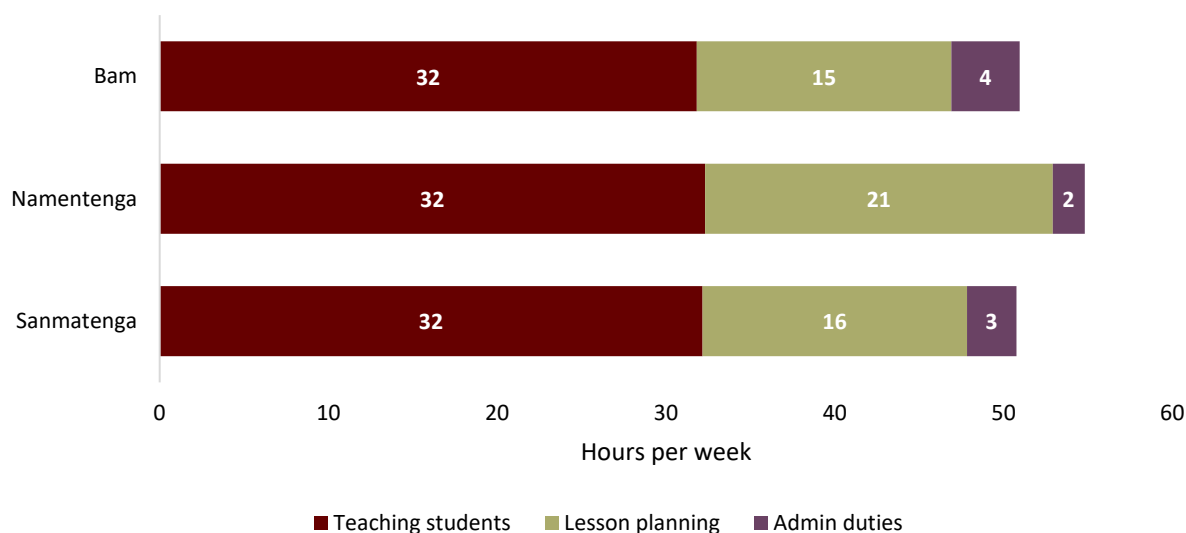
Exhibit 13. Distribution of Classroom Sizes



Source: Teacher survey, IMPAQ calculations. N = 183 classes One classroom was omitted as an outlier with a size of 3, which could be a human error.

The survey asked teachers how many hours they spend in a typical week on the following activities: teaching students, planning lessons, and fulfilling administrative duties. Exhibit 14 shows the number of hours teachers spent on each activity, disaggregated by province. Teachers spent the bulk of their time (32 hours on average) teaching students. On average, teachers spent an additional 17 hours working on their lesson plans. There were some differences among provinces, with lesson planning ranging from 15 hours in Bam to 21 hours in Namentenga. Male teachers spent more time on administrative duties than their female colleagues did (4 hours vs. 2 hours).

Exhibit 14. Number of Hours Spent on Teaching Activities per Week, by Province



Source: Teacher survey; IMPAQ calculations. N = 38 for Bam, 43 for Namentenga, and 102 for Sanmatenga. Note: 2 teachers did not know the time they spent teaching, 6 did not know the time they spent on lesson planning, and 34 did not know the time they spent on administrative duties. “Don’t know” and unrealistically high responses are excluded.

5.4 School District Administrators

IMPAQ surveyed school district administrators include CEB chiefs, who are the heads of school district offices, and pedagogical advisors, who are responsible for training teachers on pedagogical practices.

As mentioned in [2.2 Quantitative](#) Sampling Design, the IMPAQ team planned to visit 24 CEBs to survey 48 school district administrators: one CEB chief and one principal advisor in each CEB office. Because of the field challenges described in [3.4 Field](#) Challenges, in total IMPAQ surveyed 40 administrators, including 20 chiefs and 20 principal advisors in 21 CEBs. As shown in Exhibit 15, all but one of the school district administrators were male.

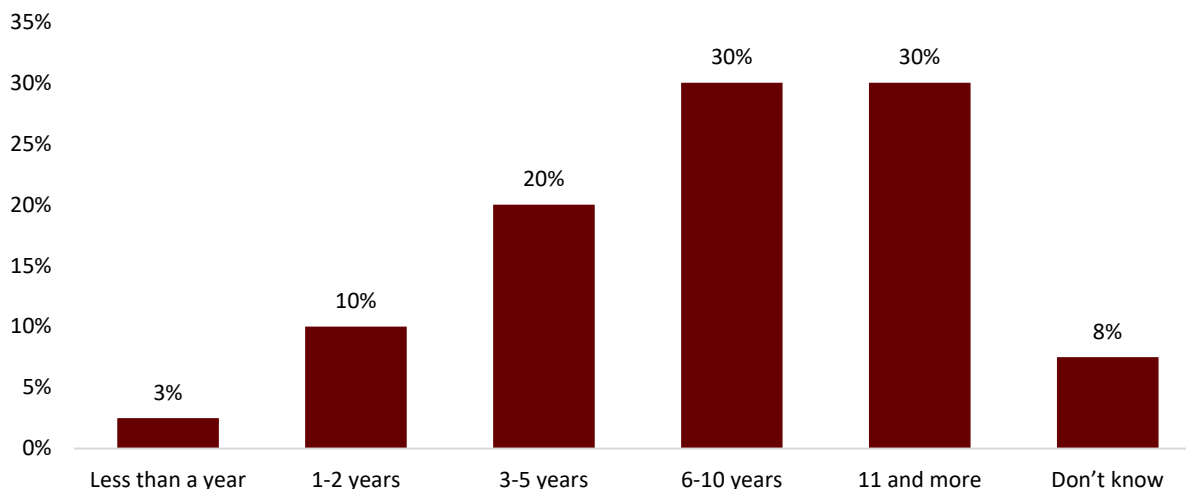
Exhibit 15. Distribution of School District Administrators by Role and Gender

CEB role	Male		Female		Total	
	Percent	Number	Percent	Number	Percent	Number
CEB chief	100%	20	0%	0	100%	20
Pedagogical advisor	95%	19	5%	1	100%	20
Total	97%	39	3%	1	100%	40

Source: School district administrator survey; IMPAQ calculations.

As shown in Exhibit 16, the school district administrators skewed toward having extensive experience in the CEBs: 30 percent had 6–10 years of experience; another 30 percent had 11 or more years of experience. The mean age of a school district administrator was 47 years. Ages ranged from 18 to 57 years.

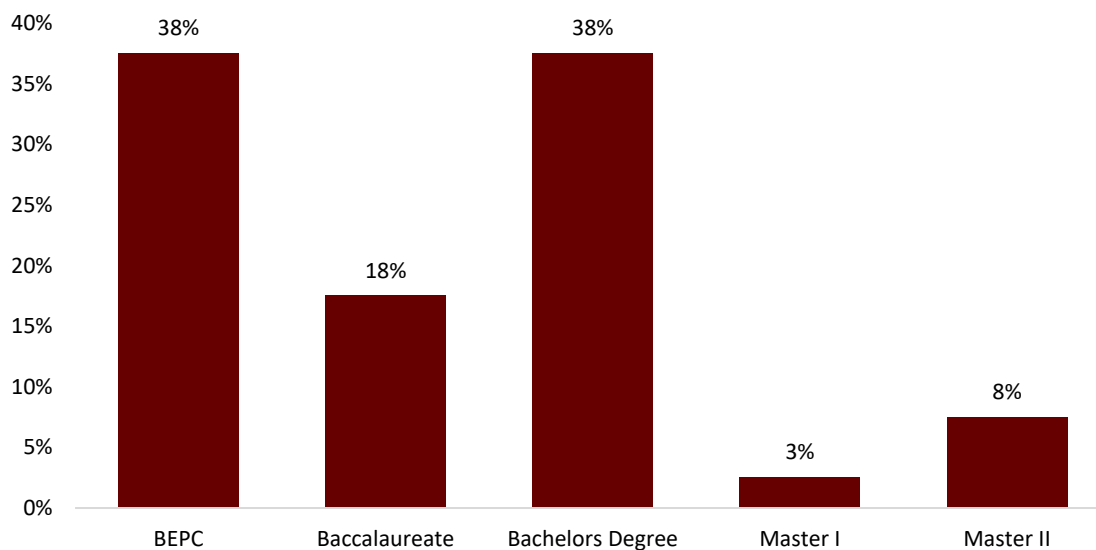
Exhibit 16. School District Administrator Experience



Source: School district administrator survey; IMPAQ calculations. N = 40.

As shown in Exhibit 17, 49 percent of school district administrators had a college degree, including 11 percent who had a post-graduate degree (Master I and Master II).

Exhibit 17. School District Administrator Education



Source: School district administrator survey; IMPAQ calculations. N = 40. Several administrators who did not know their education level were excluded.

5.5 Food Handlers

IMPAQ surveyed 48 cooks and 43 storekeepers from 50 different schools. Exhibit 18 gives the breakdown of cooks and storekeepers surveyed by gender. Almost all of the cooks were female (98 percent), while majority of storekeepers were male (62 percent).

Exhibit 18. Food Handlers Surveyed, by Gender

Indicator	Male		Female		Total	
	Percent	Number	Percent	Number	Percent	Number
Cooks	2%	1	98%	47	100%	48
Storekeepers	62%	27	38%	16	100%	43
Total	30%	28	70%	63	100%	91

Source: Food handlers' survey; IMPAQ calculations.

5.6 Parent-Teacher Associations

To measure the level of community involvement with children's schooling, IMPAQ surveyed PTA members in each school. All of the 103 PTA members surveyed (20 in Bam, 27 in Namentenga, and 56 in Sanmatenga) were males. Of the 103, 75 percent were PTA presidents; the rest were treasurers (14 percent) or secretaries (7 percent) or held other positions (5 percent).

The mean age of PTA members was 49, with ages ranging from 25 to 73. The average PTA member surveyed had been a part of the PTA for seven years. The majority of PTA members (65 percent) had no formal education; 18 percent of them had attended but not completed primary school. Just 6 percent of PTA survey respondents had completed any amount of schooling (2 percent completed primary school, 1 percent secondary, and 3 percent said "other").

5.7 Mothers

The field team collected data from pregnant women and mothers with children under age 2. IMPAQ was able to reach 166 mothers in Boussouma commune in Sanmatenga, the target area for nutrition and health outreach activities at the community level. However, the original distribution of preselected mothers in each group listed in [2.2.2 Sample Selection](#) has changed slightly due to availability of mothers (i.e., being in the farm or traveling): pregnant mothers (20 percent), mothers whose youngest child was 0–6 months (25 percent), and mothers whose youngest child was 7–24 months (55 percent). Two mothers reported both being pregnant and having a child under age 2. The mean age of the mothers surveyed was 27. The mothers' ages ranged from 16 to 45. IMPAQ's experience in rural areas shows that people are often confused about their age, which could explain the high end of the age range.

The mothers reported an average of 20 people living in their household. The number is likely high because families in rural areas in Burkina Faso often live in close proximity and share meals daily despite not living in the same dwelling. The households had an average of 1.3 children under 2 and 0.4 children between 0 and 6 months. The survey also asked about the mothers' educational attainment. None had completed secondary school; 90 percent had no formal education at all.

To get an overview of mothers' living situations, the survey inquired whether their households had access to latrines, water, electricity, and malaria prevention. Exhibit 19 details the mothers' responses to these questions. On average, 41 percent of mothers had access to a latrine in their household. The majority of these latrines were pit latrines with a slab (62 percent) or without a slab (35 percent). Almost all mothers had access to water for cooking at home, but only 84 percent had water for handwashing. Of the mothers who had access to water for cooking, 75 percent of them used a water fountain in the community. Only 7 percent of mothers had a private well or tap. Only 19 percent of the sample had access to electricity. Of those who did, 59 percent had access for more than five hours each day. A large majority (92 percent) of the mothers reported using treated bed nets to prevent malaria.

Exhibit 19. Household Access to Basic Services

Indicator	Percent	N
Latrines		
Access to latrines in household	41%	166
Latrine Type		
Pit latrine with slab	62%	68
Pit latrine without slab	35%	68
Flush or pour	2%	68
Bucket latrine	2%	68
Water		
Water at home for handwashing	84%	166
Water at home for cooking	99%	166
Water Source		
Running water in the community (fountain)	75%	165
Public well	18%	165
Private well	6%	165
Running water in the yard (tap)	1%	165
Other	1%	165
Electricity		
Access to electricity	19%	166
Hours of Electricity per Day		
1–2 hours	13%	32
3–5 hours	28%	32
More than 5 hours	59%	32
Malaria Prevention		
Insecticide treated mosquito net at home	92%	166

Source: Mother survey; IMPAQ calculations. N refers to the total number of observations.

SECTION 6. BASELINE OUTCOMES

This section presents summary statistics from the baseline evaluation's quantitative data sources, including student, teacher, school district administrator, food handler, PTA, and mother surveys, in addition to the reading assessment, which was administered to Grade 2 students. The IMPAQ team examined all the data by gender, and by province when possible, to highlight emerging patterns. [Appendix C](#). Additional Exhibits and Complementary Outcomes provides additional details on the baseline results. The results in this section, especially those on culturally and socially sensitive topics such as food security and health and hygiene practices, should be interpreted with caution because of the social desirability bias of self-reported data. The survey often asks respondents to reference the last 12 months that at the time of data collection referred to June 2018 to June 2019.

Exhibit 20 presents a summary of the key MGD evaluation performance indicators, as required by the PMP, with the data source used to measure each indicator, the baseline results disaggregated by gender where appropriate, and the 95 percent confidence interval around that percentage. IMPAQ discussed each of these indicators and other findings in detail in this section. [Appendix B](#). MGD Indicators provides the full table of the MGD project indicators, including both the monitoring and the evaluation indicators.

Exhibit 20. Key BB3 Performance Indicators and Targets

Key Indicator	Indicator Number	Data Source	Percent	95% Confidence Interval
Strategic Objective #1 – Improve Students' Literacy Outcomes				
Percentage of students in target schools who indicate that they are hungry or very hungry during the school days ^a	CRS custom indicator #5	Student Survey	Overall: 4%	3%-6%
			Boys: 5%	3%-7%
			Girls: 4%	2%-6%
Proportion of students that miss school due to illness in the past two weeks. ³⁰	CRS custom indicator #6	Student Survey	Overall: 14%	12%-16%
			Boys: 14%	12%-18%
			Girls: 14%	11%-17%
Average student attendance rate in USDA supported classrooms/schools	MGD standard indicator #2	School registries	Overall: 71%	60%-83%
			Boys: 69%	57%-81%
			Girls: 74%	63%-86%
Percentage of students in target schools who are identified as attentive during class/instruction	CRS Custom indicator #2	Teacher Survey	Overall: 51%	43%-58%
			Boys: 44%	37%-52%
			Girls: 77%	70%-83%
Percentage of students (boys and girls) who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	MGD standard indicator #1	ASER reading test	Overall: 31%	28%-34%
			Boys: 27%	24%-32%
			Girls: 35%	31%-39%

³⁰ This indicator is one of CRS's monitoring performance indicator, which originally defined as "Numbers of days in a month, on average, that a student misses school due to illness." In the agreed SOW between CRS and IMPAQ, we modified the language to "proportion of students that miss school due to illness in the past week" to be able to collect them from sampled young children using a short recall period.

Key Indicator	Indicator Number	Data Source	Percent	95% Confidence Interval
Percentage of teachers who attend and teach school at least 90% of scheduled school days per year. ³¹	CRS custom indicator #3	School district administrator Survey	Overall: 82%	75%-88%
Percentage of teachers who devote at least an average of 45 minutes a day to literacy instruction ^b	CRS Custom Indicator #1	Teacher Survey	Overall: 65%	57%-72%
Percentage of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	MGD standard indicator #4	Teacher Survey	Overall: 0%	0%
Percentage of school administrators and officials who demonstrate use of new techniques or tools as a result of USDA assistance	MGD standard indicator #6	School district administrator Survey	Overall: 0%	0%
Strategic Objective #2 – Increased Use of Health and Hygiene Practices				
Percentage of students in target schools who achieve a passing score on a test on food nutrition and dietary practice	CRS custom indicator #10	Student Survey	Overall: <1%	0%-0%
			Boys: <1%	0%-1%
			Girls: 0%	0%-1%
Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices	CRS custom indicator #11	Student Survey	Overall: 5%	4%-7%
			Boys: 5%	3%-7%
			Girls: 6%	4%-8%
Percentage of individuals (cooks) who demonstrate use of new safe food preparation as a result of USDA assistance	MGD standard indicator #19	Food Handlers Survey	0%	0%
Percentage of individuals (storekeepers) who demonstrate use of new safe food storage practices as a result of USDA assistance	MGD standard indicator #19	Food Handlers Survey	Overall: 0%	0%
Percentage of school cooks at target schools who achieve a passing score on a test of safe food preparation	MGD standard indicator #20	Food Handlers Survey	Overall: 2%	0%-11%
Percentage of school storekeepers at target schools who achieve a passing score on a test of safe food storage	MGD standard indicator #20	Food Handlers Survey	Overall: 14%	5%-28%
			Male: 19%	6%-38%
			Female: 6%	0%-30%
Percent of participants of community-level nutrition interventions who	MGD standard	Mothers Survey	Overall: 17%	11%-24%
			0-6 months: 34%	20%-51%

³¹ Following the PMP guidance, IMPAQ estimated the percent of teachers in target schools who attend and teach school at least 90% of scheduled school days *per year* through a representative sample of teachers during the months of February, March and April.

Key Indicator	Indicator Number	Data Source	Percent	95% Confidence Interval
practice promoted infant and young child feeding behaviors	indicator #21		7-18 months: 10%	4%-21%
			19-24 months: 6%	1%-21%

Source: Surveys of students, teachers, PTA members, food handlers, mothers; IMPAQ calculations.

^a Because of the timing of data collection, just 4 percent of students ate lunch at the canteen; therefore, all students who ate lunch (regardless of where) are reported here.

^b Because just 7 percent of the baseline sample has been trained by the Beoog Biiga program this indicator is reported out of the entire sample

^c There was only one male cook in the sample, thus, the result is not disaggregated by gender

6.1 Student Outcomes

This section presents student outcomes, collected from the student survey and ASER, in the following areas at baseline:

- Nutrition knowledge
- Hygiene knowledge and practices
- Food security
- Health
- Attendance
- Attentiveness
- Reading outcomes

6.1.1 Student Nutrition Knowledge

To capture students' nutrition knowledge, the survey asked students whether they had heard of vitamin A and iron. If they had heard of those nutrients, they then were asked to name benefits of vitamin A and iron, as well as foods that contain them.

In Exhibit 21, students' nutrition knowledge is broken out by province. Students in all provinces had better knowledge of vitamin A than of iron. Only 3 percent of students had heard about iron, as compared to 20 percent for vitamin A. Only 1 percent of the students in Namentenga had heard of iron, and none of them could cite a benefit of iron or a food containing iron. In both FGDs conducted with students in Namentenga, they reported that their teachers have not discussed iron or vitamin A, thus confirming the quantitative data showing that Namentenga seems to have the lowest levels of knowledge. No gender difference was identified either by province or overall. FGDs with students indicated that none of the students had been taught about iron by their teachers or parents.

Of the students who had heard of vitamin A, 49 percent could cite one benefit of vitamin A and 15 percent could name a food item that contains vitamin A. In two FGDs students mentioned they know vitamin A – in one group students reported they had been given vitamin A at school for their health while in another group they confirmed learning about vitamin A but did not know how to explain what they have learned. Among students who had heard of iron, 30 percent could cite one benefit, and 3 percent could name a food item that contains iron. This lack of knowledge may reflect parents' own limited familiarity with iron – only a few parents in our FGDs said that eating foods rich in iron promotes good growth and strength.

Exhibit 21. Student Nutrition Knowledge of Vitamin A and Iron, by Province

Indicator	Bam	Namentenga	Sanmatenga	All Provinces
Vitamin A				
Students who have heard of vitamin A	13%	8%	29%	20%
Students who can cite one benefit of vitamin A ^a	43%	42%	51%	49%
Students who can cite a food containing vitamin A ^a	30%	25%	11%	15%
Iron				
Students who have heard of iron	3%	1%	3%	3%
Students who can cite one benefit of iron ^a	13%	0%	42%	30%
Students who can cite a food containing iron ^a	0%	0%	5%	3%

Source: Student survey; IMPAQ calculations. N = 1,115

^aSample comprises only students who said they had heard of the nutrient in question.

The passing score on this test of nutrition was defined as the ability to name at least one food with iron, one food with vitamin A, one benefit of iron, and one benefit of vitamin A. However, just one of the students could pass this threshold at baseline. The level of nutritional knowledge is lower compared to the end of BB2 when 9 percent of students received a passing score.

6.1.2 Student Hygiene Knowledge and Practices

To measure students' knowledge and practice of hygiene, the survey first asked students if they washed their hands yesterday at all and, if so, with what. Then students were asked to identify any of six key moments when they should wash their hands (for example, before eating or after eating, touching food, or sharing food, having dirty hands or touching something dirty, or after using the latrine).

As shown in Exhibit 22, almost all students (98 percent) reported having washed their hands the day before the survey. The high proportion of students stating they wash their hands reflects the prevailing sentiment from focus groups with students as well; however, both the quantitative and qualitative data on this frequency of handwashing may reflect social desirability bias and therefore should be interpreted with caution.

In terms of materials used to wash their hands, among the 98 percent who washed their hands the day before, 51 percent of students reported using soap and water, 43 percent used just water, and the remaining 6 percent used a combination of water and ash, sand, or something else.

Exhibit 22. Student Hygiene Practices

Indicator	Bam	Namentenga	Sanmatenga	Overall
Students who say that they washed their hands yesterday	98%	97%	99%	98%
Students who say that they washed their hands with soap and water	39%	40%	62%	51%

Source: Student survey; IMPAQ calculations. N = 1,115

To assess whether students possess a sufficient level of knowledge about hygiene practices, IMPAQ established a threshold for adequate hygiene knowledge as the ability to identify at least four key

handwashing moments out of six.³² The average proportion of students who achieved a passing score on this test of good health and hygiene knowledge is five percent at baseline. Exhibit 23 shows some regional differences: students in Namentenga had the smallest proportion of students who had achieved a passing score. The proportion of students who could pass the assessment is lower than at the endline of BB2 (20 percent). The change from BB2 endline seems to be driven entirely by the addition of Namentenga and a sharp drop in Sanmatenga where 31 percent of students received a passing score at the end of BB2. The regional differences suggest that the BB program had a lasting effect on students in Bam, which saw no change in the time between BB2 and BB3. There were no differences found between genders.

Exhibit 23. Student Hygiene Knowledge

Indicator	Bam	Namentenga	Sanmatenga	Overall
Students who achieve a passing score on a test of good health and hygiene practices	8%	1%	6%	5%

Source: Student survey; IMPAQ calculations. N= 1,115

The survey also asked students if they washed their hands at six key moments, using a day before the survey as a reference. The IMPAQ team then compared self-reported responses about handwashing practices with students' knowledge of appropriate moments for handwashing. The baseline values for handwashing practices at key moments was slightly lower than their knowledge. The average proportion of students who reported washing their hands in at least four key handwashing moments out of six was 2 percent. Girls reported washing their hands at these key moments at a higher rate than boys did (3 vs 1 percent).

Only 38 percent of the students reported that their teachers taught them about the importance of handwashing, but if they did receive lessons, a very high proportion of students reported that their teacher taught them about the key moments to wash their hands (88 percent). The qualitative findings contradict the quantitative data somewhat regarding prevalence of students learning about handwashing from teachers as most students indicated their teachers incorporate lessons on handwashing into their classroom instruction on morals. Again, self-reporting on hygiene practices carry some social desirability bias, which could explain the low levels of knowledge as shown in Exhibit 23.

6.1.3 Student Food Security

To measure food security among students, the IMPAQ team looked at two outcomes:

- **Children's food intake during the day.** The survey asked students whether they ate breakfast and lunch the day before data collection. It also asked students where they had eaten lunch (at home or at the canteen, or whether they brought food from home to eat at school), and whether they felt full after consuming each meal.
- **Minimum acceptable diet.** Following the United Nations (UN) Food and Agriculture Organization (2010) diversity index, as recommended by the USDA Foreign Agricultural Service, the IMPAQ team calculated the minimum acceptable diet in terms of diversity, using students' self-reports to assess the diversity of their diet yesterday. Using a list of 15 types of food, we defined a threshold for an acceptable diet as including at least eight different foods per day.³³ As shown in Exhibit 24.4, the proportion of students in all provinces who reported that they ate breakfast is 87 percent; of these, 97 percent reported that they felt full after eating breakfast. Similarly, 90

³² The six critical handwashing moments were defined as washing before eating, before using the latrine, when touching something dirty, when they have dirt on their hands, before giving food to others, and before touching/preparing food.

³³ Kennedy, G., Ballard, T., and Dop, M. 2010. *Guidelines for Measuring Household and Individual Diversity*. Food and Agriculture Organization of the United Nations. Retrieved from: <http://www.fao.org/3/a-i1983e.pdf>.

percent of students reported having eaten lunch; of those, 95 percent felt full after lunch. These results are similar across all provinces and between boys and girls. Students in focus groups confirmed that the food served is enough for them to eat, and they feel full. Dissatisfaction with the quantity only emerged in one student FGD at a school in Namentenga, where students stated that the food is finished before they have enough to eat.

Among students who reported that they ate lunch, 91 percent reported that they went home to have lunch, and only 4 percent of students ate lunch in the canteen. Given the fact that the IMPAQ team collected data during exam time when canteens were not operating, this finding is not surprising.

Exhibit 24. Student Food Intake

Indicator	Bam	Namentenga	Sanmatenga	All Provinces	N
Percentage of students who ate breakfast before going to school yesterday	82%	87%	88%	87%	1,115
Percentage of students who felt full after the meal they ate before going to school yesterday	99%	93%	98%	97%	965
Percentage of students who ate lunch yesterday	92%	87%	90%	90%	1,115
Percentage of students who felt full after eating lunch yesterday	100%	91%	95%	95%	1,002

Source: Student survey; IMPAQ calculations. Note: Questions about fullness were asked only of students who reported eating that meal. N refers to the total number of observations.

As shown in Exhibit 24, students reported having high food intake. However, these responses should be interpreted with caution for multiple reasons. First, given the stigma attached to being hungry, students are likely over-reporting the number of meals consumed daily and not feeling hungry. In addition, according to the Food and Agriculture Organization (FAO) of the UN, Burkina Faso had an above average harvest in 2018, meaning the availability of food was likely higher than usual at baseline.³⁴

Although 86 percent of the sampled students reported that they ate at least three meals during the day before data collection, according to our survey results only 18 percent of students had a minimum acceptable diet in terms of nutrient diversity in their food consumption (Exhibit 25).³⁵ There were few differences by gender or province. The most commonly eaten type of food was cereals (98 percent), followed by leafy greens (74 percent), and other fruits (59 percent). Very few students (5 percent) reported having eaten vitamin A-rich vegetables or tubers. This low percentage may reflect students' limited familiarity with foods that contain vitamin A as mentioned in Section 6.1.1.

Exhibit 25. Student Dietary Diversity and Minimum Acceptable Diet

Indicator	Bam	Namentenga	Sanmatenga	All Provinces	N
Students who ate at least 3 meals yesterday	87%	86%	86%	86%	1,113

³⁴ Food and Agriculture Organization of the United Nations. 2019. Country Briefs – Burkina Faso. Retrieved from: <http://www.fao.org/gIEWS/countrybrief/country.jsp?code=BFA>

³⁵ The minimum acceptable diet indicator is not compared to BB2 because a different definition of minimum acceptable diet is used in BB3 (eating food from at least eight different food groups) compared to BB2 (five food groups) in order to make the threshold more reflective of true dietary diversity.

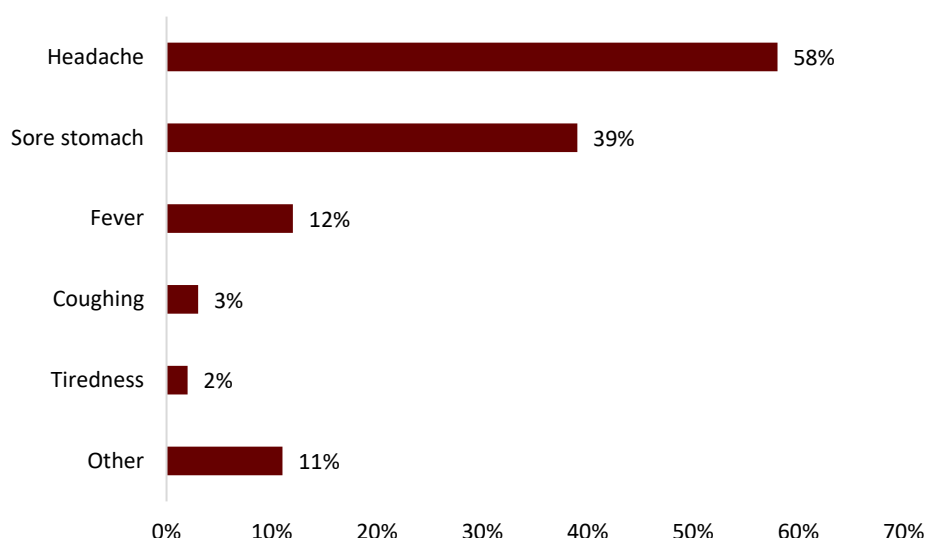
Indicator	Bam	Namentenga	Sanmatenga	All Provinces	N
Students whose meals yesterday met the minimum acceptable diet	13%	15%	20%	18%	1,115

Source: Student survey; IMPAQ calculations. N refers to the total number of observations.

6.1.4 Student Health

To capture information on students' health and its effect on their attendance, the survey asked students if they had fallen ill in the past two weeks, and, if so, whether they had missed school because of the illness. Twenty-six percent of students reported having fallen ill in the past two weeks, and 56 percent of those students reported having missed school because of the illness. Overall, 14 percent of students in the sample missed school because of an illness. In our qualitative data, teachers and parents mentioned illness/health-related issues most frequently as the reason for students missing school. However, there may be some regional differences in prevalence of missing school because of illness. Fewer students in Bam (30 percent) cited absence because of illness than compared to students in Namentenga (59 percent) or Sanmatenga (65 percent). As shown in Exhibit 26, the most common illness was a headache (58 percent), followed by a sore stomach (39 percent).

Exhibit 26. Student Illnesses in the Last Two Weeks



Source: Student survey; IMPAQ calculations. N = 285. Note: Only students who reported being sick in the past two weeks answered this question. One student did not know the answer.

6.1.5 Student Attendance

IMPAQ measured attendance rate by counting the students present in the target grade and dividing that number by the total student enrollment in that class. There were only 36 schools, where enrollment data were available and classroom attendance (headcounts) was feasible because baseline data collection occurred outside of the regular school calendar. Thus, the measured attendance rate in those 36 schools—defined as the percentage of enrolled students who attended school on the day of school visit—should be interpreted with caution.

Overall, students' attendance rate in those 36 schools was 71 percent. The qualitative data regarding student attendance indicates that students enjoy school and feel motivated to attend. When we asked whether students have missed school in the past two weeks, all students said they go to school every day.

In Namentenga, at one school the students reported they “are never absent.” Most parents reported that enrollment of every school-age child in their community in school. These findings could perhaps reflect social desirability bias. [Section 7](#). Qualitative Findings provides further qualitative notes on attendance and enrollment.

There was a slight gender differences in the attendance rate: girls with 74 percent and boys with 69 percent. This finding contradicts the qualitative findings. Although parents remarked in FGDs that boys and girls do have equal access to school, teachers and mayors pointed out in their interviews that boys tend to receive more support to attend school; and girls are held responsible for housework or held behind with the expectation that they will get married. IMPAQ also found a large gap between two provinces. In Sanmatenga, the attendance rate was 85 percent compared to just 51 percent in Namentenga.

For comparison purposes during the midterm evaluation, the IMPAQ team will collect attendance rate data through spot checks at each sampled school twice per academic year.

6.1.6 Student Attentiveness

Following the PMP definition for measuring attentiveness,³⁶ the IMPAQ team collected data from teachers rate the relative degree of the students’ attentiveness. Teachers were asked to rate their students’ attentiveness (by gender) on a scale of 1 to 10, where 1 is not attentive at all. Exhibit 27 shows the student attentiveness scores by gender. According to teachers, students’ attentiveness in a typical week was 7.1 out of 10 for girls and 6.3 for boys. These results are consistent across all provinces. IMPAQ also created an indicator which denotes an attentiveness score of 7 or above as a passing score. Exhibit 27 shows a large gap between girls (77 percent) and boys (44 percent). The overall attentiveness rate of 51 percent is slightly higher the final number during BB2 (45 percent). Similar to BB2, there were only minor regional differences at baseline.

Exhibit 27. Student Attentiveness, as Reported by Teachers

Indicator	Bam	Namentenga	Sanmatenga	All Provinces
Girls				
Attentiveness in a typical week ^a	7.3	7.4	7.0	7.1
Attentiveness in the last two weeks ^a	7.2	7.6	6.3	6.8
Attentiveness passing rate (7 out of 10) ^b	76%	81%	75%	77%
Boys				
Attentiveness in a typical week ^a	6.6	6.3	6.1	6.3
Attentiveness in the last two weeks ^a	6.6	6.6	5.6	6.0
Attentiveness passing rate (7 out of 10) ^b	53%	47%	40%	44%

Source: Teacher survey; IMPAQ calculations. N = 183

^aOn a scale of 1–10

^bThe attentiveness passing rate used the teachers’ rating of attentiveness in a typical week.

During the midterm evaluation, when schools are in their regular schedules, the IMPAQ team will triangulate these scores with classroom observations on attentiveness.

6.1.7 Student Reading Outcomes

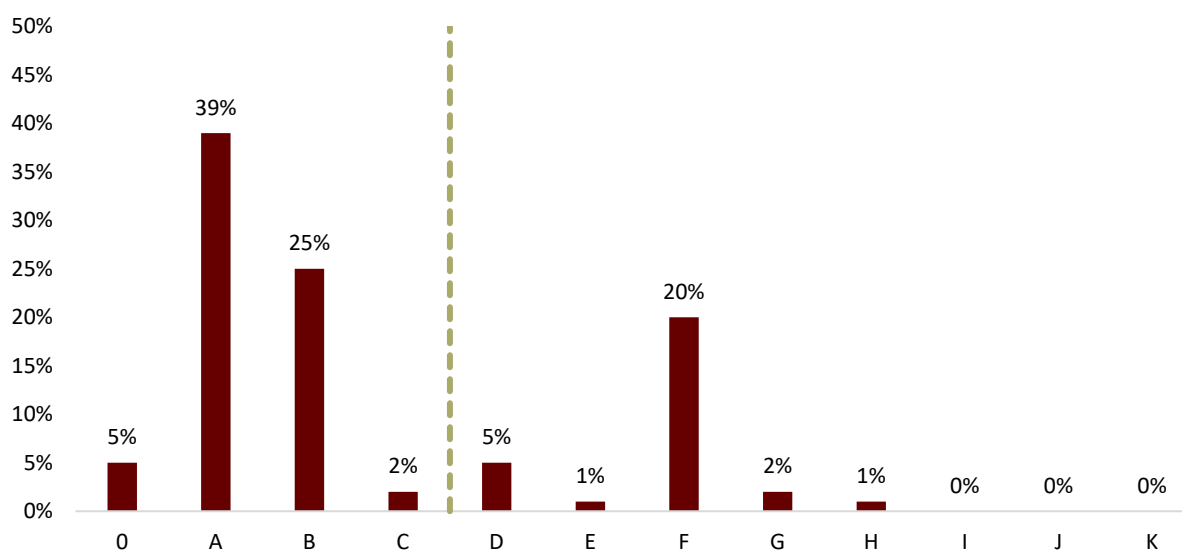
As described in [2.4.1 Quantitative Data Sources](#), the IMPAQ team used the ASER literacy assessment to measure Grade 2 students’ grade-level reading competencies. The team determined the thresholds for an acceptable reading level at each primary school grade according to the Burkina Faso curriculum guidelines and the calibration workshop that IMPAQ and CRS held in June 2019. [Exhibit 6](#). ASER Reading Test Levels in [2.4 Data Sources](#) shows the test levels. The calibration outcome defined Level C in the ASER

³⁶ Students are considered attentive if their teacher rated their attentiveness in a typical week as a 7 or above on a scale out of 10.

test, which corresponds to the ability to read complex sounds, as the minimum acceptable reading level at the end of second grade. Moreover, Level D is the ability to decode simple words, in advancing Grade 2 level students.

Exhibit 28 shows the distribution of the ASER literacy assessment results for Grade 2 students. The dashed vertical line represents the minimum acceptable threshold, that is, Level C in the ASER test. The majority of students remain below Level C. The ASER results in Exhibit 29 show that 31 percent of students in Grade 2 could read at least at the C level, and 29 percent of students could read at least at the D level. More girls than boys (35 percent compared to 27 percent) passed the Level C threshold. This result is on par with the final evaluation for BB2 when 33 percent of students could read at the Grade 2 level, with no regional differences in either phase. Looking at the results for student attentiveness, a potential reason for a higher proportion of girls passing the minimum acceptable reading level as compared to boys could be that teachers reported girls were more attentive than boys were.

Exhibit 28. Second-Grade Student Reading Skill Levels



Source: Student survey; IMPAQ calculations. N = 1,041. Note: One Grade 2 student did not take the reading assessment because the initial student list had the student in the wrong grade.

Exhibit 29. Reading Proficiency at Second-Grade Level, by Gender

Indicator	Level C or Above	Level D or Above	N
Second-grade students demonstrating reading ability at grade level or above	31%	29%	1,041
Male students demonstrating reading ability at grade level or above	27%	25%	514
Female students demonstrating reading ability at grade level or above	35%	32%	527

Source: Student survey; IMPAQ calculations. N refers to the total number of observations.

Consistently, nearly all students in the focus groups explained they like reading and very few reported to know someone in their class who does not like this activity. Students mentioned that teachers conduct their reading lessons by questioning students about the content of the reading passages and explaining difficult words. Students reported that teachers correct them as needed if they make mistakes.

6.2 Teacher Outcomes

The teacher survey collected data on teacher baseline outcomes in the following areas:

- Transferring nutrition and hygiene knowledge
- Attendance
- Classroom practices and teaching techniques
- School supplies and learning materials
- Observations by School District Administrators and School Principals
- Interactions with parents and/or PTAs

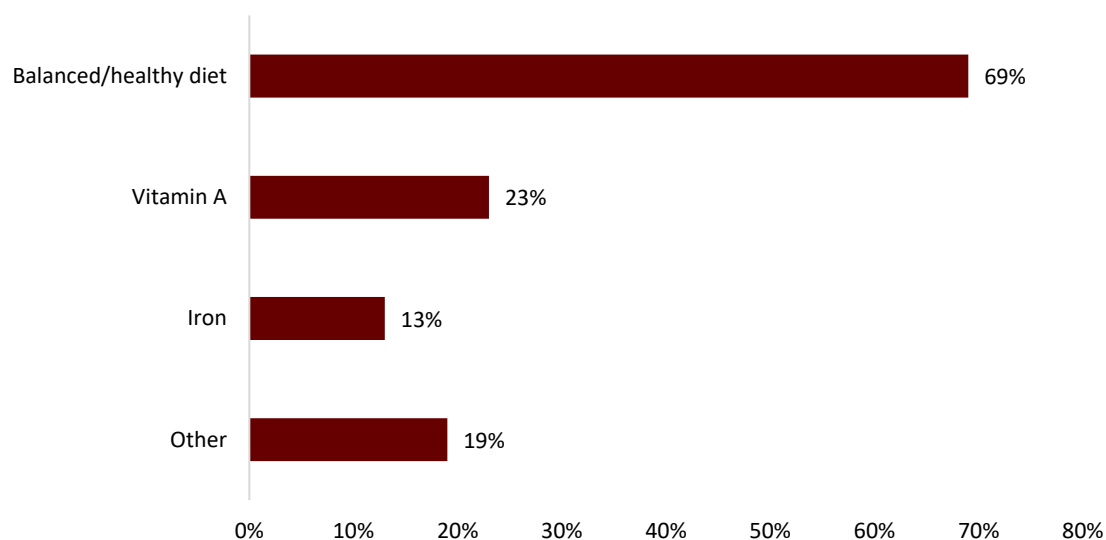
6.2.1 Transferring Nutrition and Hygiene Knowledge

Teachers play an important role in transferring to students the nutrition and hygiene knowledge they receive in BB trainings. The IMPAQ team asked teachers whether and how they incorporated lessons on nutrition and hygiene into their students' education.

Nutrition

Although just five percent of the teachers reported having received nutrition training, mostly in Bam and Sanmatenga, 64 percent said that they spend class time teaching about nutrition in all the three provinces. Exhibit 30 shows the nutritional topics teachers reported having covered. The majority (69 percent) reported teaching about a balanced and healthy diet; fewer taught specifically about vitamin A or iron. There were regional difference in the proportion of teachers who teach specifically about vitamin A and iron. While just eight percent of teachers in Namentenga reported teaching about vitamin A, 15 percent did so in Bam, and 30 percent in Sanmatenga. In Bam, zero teachers reported teaching about iron while eight percent Namentenga and 19 percent in Sanmatenga did so. Teachers said that nutrition classes lasted about 22 minutes on average in a typical week, which could be possibly one of the reasons behind the very low knowledge of students about vitamin A and iron.

Exhibit 30. Nutrition Lesson Topics

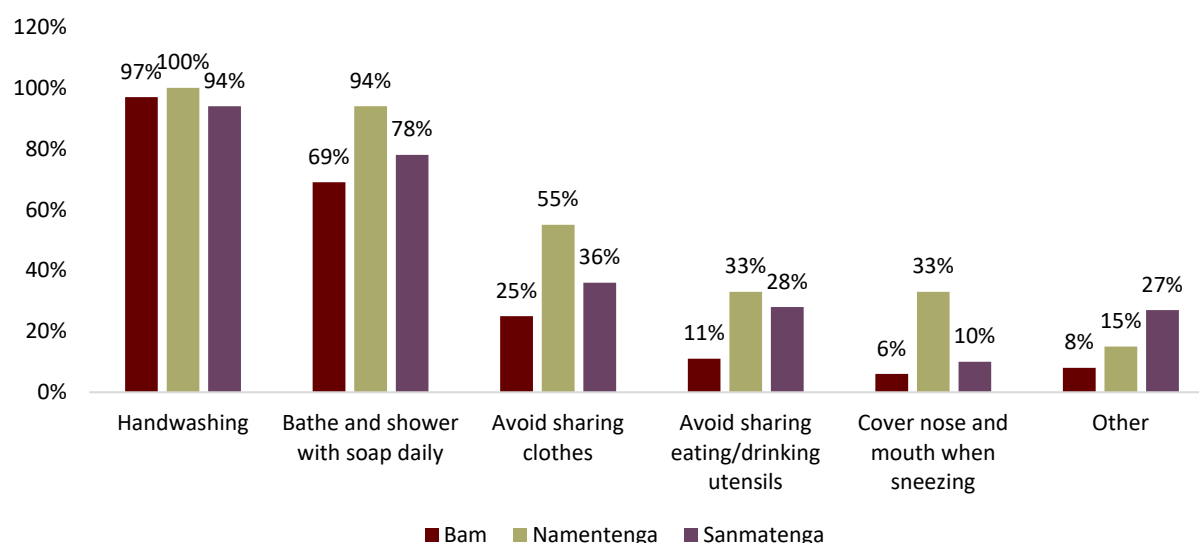


Source: Teacher survey; IMPAQ calculations. N = 134. Note: Only those who reported teaching about nutrition are included. This question allowed multiple responses; therefore, the percentages do not add up to 100 percent.

Hygiene

Only 12 percent of teachers reported having attended a training about hygiene practices, mostly in Bam and Sanmatenga, but 91 percent of all teachers reported teaching about hygiene, regardless of whether they attended a training and across all three provinces. There was some variation by province, with 95 percent of teachers in Bam and Sanmatenga reporting that they included lessons on nutrition as compared to only 77 percent in Namentenga, which is the new province. That most teachers cover hygiene aligns with the data from the student survey, in which 88 percent of students reported that their teachers taught them the critical moments to wash their hands. However, IMPAQ saw only 38 percent of students report that they received instruction in the *importance* of washing their hands. This could be an area of growth for teachers, though it should be noted from interviews with teachers and focus groups with parents, these respondents expressed satisfaction with the level of knowledge about handwashing and hygiene that students acquired. Exhibit 31 details the hygiene topics that teachers covered, broken out by province. Almost all teachers reported teaching about handwashing. More teachers in Namentenga than in Bam and Sanmatenga said they taught about bathing with soap, not sharing utensils, and covering the nose and mouth when sneezing. As in teaching nutrition, teachers reported spending an average of approximately 21 minutes on hygiene lessons.

Exhibit 31. Hygiene Lesson Topics by Province



Source: Teacher survey; IMPAQ calculations; N = 36 in Bam, 33 in Namentenga, and 97 in Sanmatenga. Only those who reported teaching about hygiene are included. This question allowed multiple responses; therefore, the percentages do not add up to 100 percent.

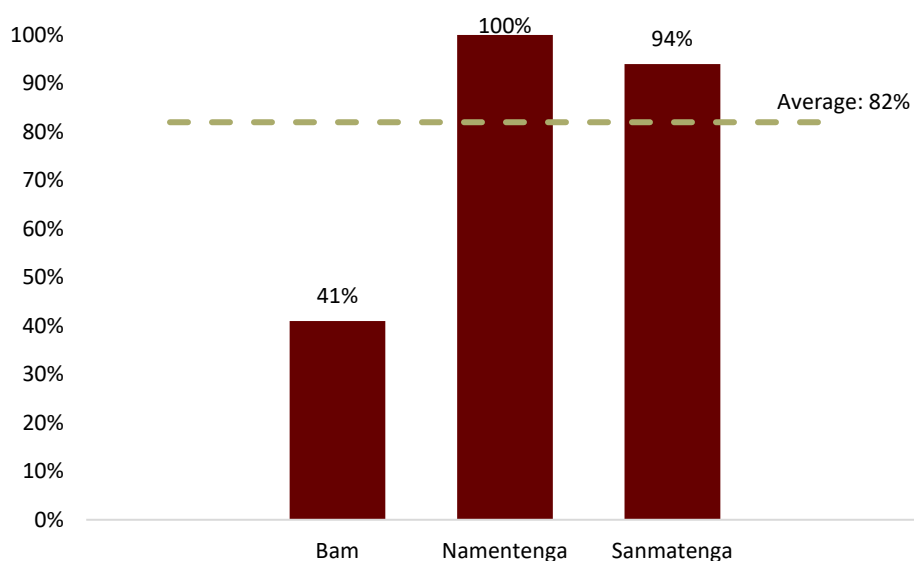
6.2.2 Teacher Attendance

Consistent with BB2, the BB3 evaluation defines a teacher who teaches “regularly” as one who attends at least 90 percent of normal school days during the year. The evaluation team collected attendance data for a sample of 161 teachers of Grades 1 to 6 in 91 schools. The IMPAQ team collected data from school district administrators for the months of February, March, and April 2019.

IMPAQ found an average teacher attendance rate of 96 percent. This is consistent with qualitative findings from teachers and parents not reporting unexplained teacher absences as a problem at their schools. Although one mayor in Sanmatenga mentioned teacher absences due to teachers often living in big cities far from the schools where they work. Overall, teachers attended school regularly 82 percent of the time, a slight decrease from the end of BB2 (89 percent). However, as shown in Exhibit 32, on average a much

lower proportion of teachers regularly attended in Bam (41 percent) than in Namentenga (100 percent) or Sanmatenga (94 percent). IMPAQ posits that terrorist attacks in Bam likely influenced teachers' attendance. Still, this regional difference could be important to keep in mind during implementation. However, the data on teacher attendance should be interpreted with caution. Indeed, IMPAQ field experience indicates that attendance is a direct indicator of teacher performance that school principals could be reluctant to share with school district administrators.

Exhibit 32. Regular Teacher Attendance during the Past Three Months



Source: Teacher attendance data from CEBs; IMPAQ calculations. N = 39 in Bam, 27 in Namentenga, and 95 in Sanmatenga. Note: Regular teacher attendance as defined by the PMP is having an attendance rate of at least 90%.

6.2.3 Classroom Practices and Teaching Techniques

Classroom Practices

Children tend to have diverse learning styles; applying a set of different activities in class, including teacher-centered, student-centered, and group-centered techniques, can be an effective way to accommodate the needs of students who learn in different ways.³⁷ To measure the extent to which teachers applied high quality teaching techniques and activities that could be useful for new tools and techniques in BB trainings, the survey asked them about classroom practices they used in the two weeks before the survey, for example, asking children to work in groups, to write, and to check each other's work. It also asked how often they used these techniques. Because at baseline just 7 percent of teachers reported receiving training from the BB program, the results in this section refers to the entire sample of teachers. This helps understand if teachers are already using those practices, which are the focus of BB3 training modules, and provide useful information for setting the key performance indicators in use of new techniques by teachers. Exhibit 33 details their responses. The most popular technique is having students write solutions on a slate and having them show it to the teacher and class: 90 percent of teachers reported using this technique, and 70 percent said they used it every day. Students in our qualitative focus groups confirmed that they engage in this kind of classroom learning frequently. Conversely, the least popular technique is pairing students of the same skill level together — just 29 percent reported using this technique at all.

³⁷ Montgomery S. M. et al., 1998

After examining individual classroom activities in the survey data, the IMPAQ team determined a threshold to indicate satisfactory usage of effective teaching practices: having applied at least five of the seven practices twice or more in the last two weeks. Overall, 57 percent of teachers met this threshold, a slight increase from the 49 percent who did so at the end of BB2. This indicator varied by province. It was highest in Bam (74 percent), followed by Namentenga (60 percent) and Sanmatenga (49 percent). There was no difference by gender.

Exhibit 33. Adoption of New Teaching Practices

Skill	Daily	2–4 Times per Week	Once per Week	Never
Each student checks his or her own work	25%	23%	9%	43%
Students check each other's work	37%	35%	7%	21%
The whole class checks the work of a student	49%	27%	9%	15%
Students write solutions on a slate and show to teacher and class	70%	17%	2%	10%
Students of different skill levels are paired together	55%	30%	5%	11%
Students of the same skill level are paired together	13%	11%	5%	71%
Teacher asks group of students to work together on a project and later provides feedback to the group on its performance	32%	22%	18%	28%
Teachers who demonstrate use of effective techniques or tools	57%			

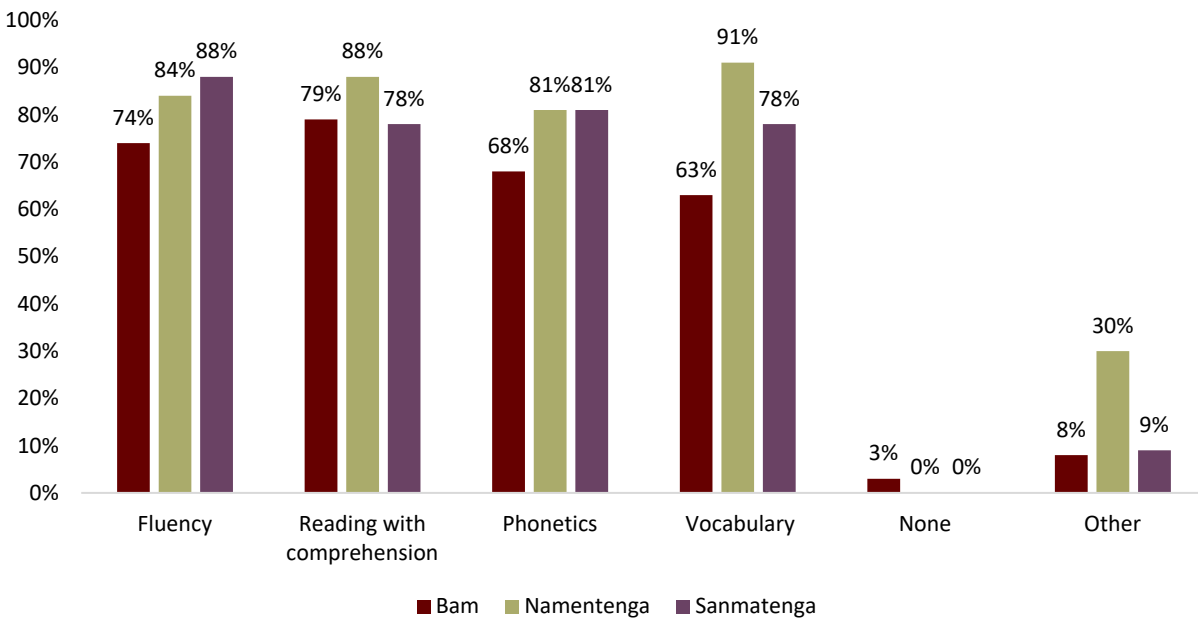
Source: Teacher survey; IMPAQ calculations. N = 176. Note: Several teachers who did not know or refused to answer were excluded.

Literacy Instruction

The IMPAQ team assessed whether teachers were applying any literacy instructions that will be part of BB3 training modules by asking teachers to provide examples of a strategy they used for teaching four BB3 target skills: fluency, reading comprehension, phonetics, and vocabulary.

Exhibit 34 presents teachers' responses about the content of their literacy instruction on a typical day. There were no large differences in the popularity of one strategy over another; on average, 78 percent reported having taught vocabulary and 84 percent fluency. This finding is consistent with qualitative focus groups where students reported that teachers cover vocabulary, for example explaining words that are new or difficult. There were, however, differences by province. In particular, there was a large variation by province in teaching vocabulary. Only 63 percent of teachers in Bam taught vocabulary, compared to 78 percent in Sanmatenga and 91 percent in Namentenga. There were few differences by gender; however, female teachers (85 percent) were 13 percentage points more likely to teach phonetics than male teachers (71 percent).

Exhibit 34. Teaching of Target Literacy Skills on a Typical Day, by Province

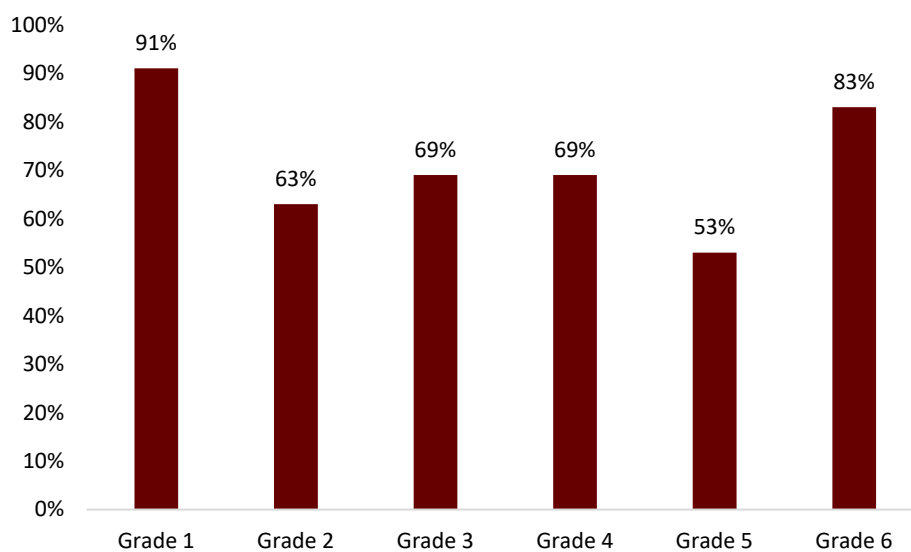


Source: Teacher survey; IMPAQ calculations. N = 38 in Bam, 43 in Namentenga, and 102 in Sanmatenga. Note: Teachers could select multiple answers; therefore, the percentages do not add up to 100 percent.

Next, the team calculated the average time that teachers reported spending on all literacy instruction per day by adding together the time they spent on each of the four target skills. This indicator reflects both teachers' understanding of and their practice of literacy instruction. Exhibit 35 shows the proportion of teachers who spent at least 45 minutes on literacy instruction on a typical day. On average, 65 percent of all teachers spent at least 45 minutes on literacy. This is a higher number than did so at the end of BB2 (51 percent). In addition, there were large differences on the average time spent on literacy instruction by grade and province shown in [Exhibit 67](#) in [Appendix C](#). Additional Exhibits and Complementary Outcomes. In Bam, 81 percent of teachers spent at least 45 minutes on literacy instruction compared to 62 percent in Sanmatenga and 57 percent in Namentenga. This finding runs counter to BB2 when the rate of teachers spending 45 per day on literacy was higher in Sanmatenga (63 percent) than Bam (44 percent). There were no gender differences at baseline.

Time spent on literacy instruction was highest in Grade 1 with 91 percent of teachers spending at least 45 minutes. It was lowest in Grade 5 at 53 percent. These differences are not surprising as these literacy instructions are often taught in earlier grades. This is consistent with qualitative findings where during interviews, teachers reported spending from 45 minutes to two hours each day teaching reading and writing.

Exhibit 35. Time Spent on Literacy Instruction, by Grade

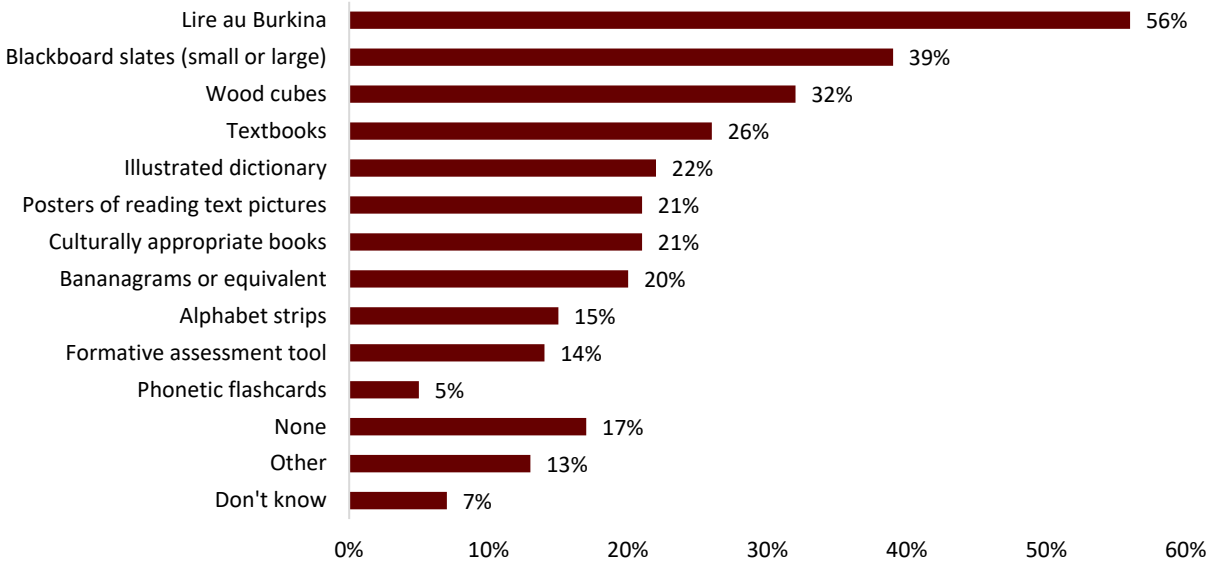


Source: Teacher survey; IMPAQ calculations. N = 175. Note: Teachers who chose only “other” when asked what literacy techniques they used were excluded.

6.2.4 School Supplies and Learning Materials

IMPAQ asked teachers about the supplies they received and which they prefer to use. Exhibit 36 details the supplies teachers said they received. The most common supply item that teachers reported having received was the *Lire au Burkina* book, at 56 percent, which was distributed to Grade 1 and 2 teachers by BB2 and the MENAPLN in Bam and Sanmatenga. However, teachers in Namentenga reported receiving the books at a higher rate (72 percent) than teachers in Bam (58 percent) and Sanmatenga (49 percent). This suggests that teachers in Namentenga also received books from MENAPLN or another source. A full 17 percent of teachers reported not getting any of the supplies, with some regional differences: in Sanmatenga, 23 percent of teachers reported receiving no supplies, compared to 13 percent in Bam and 9 percent in Namentenga.

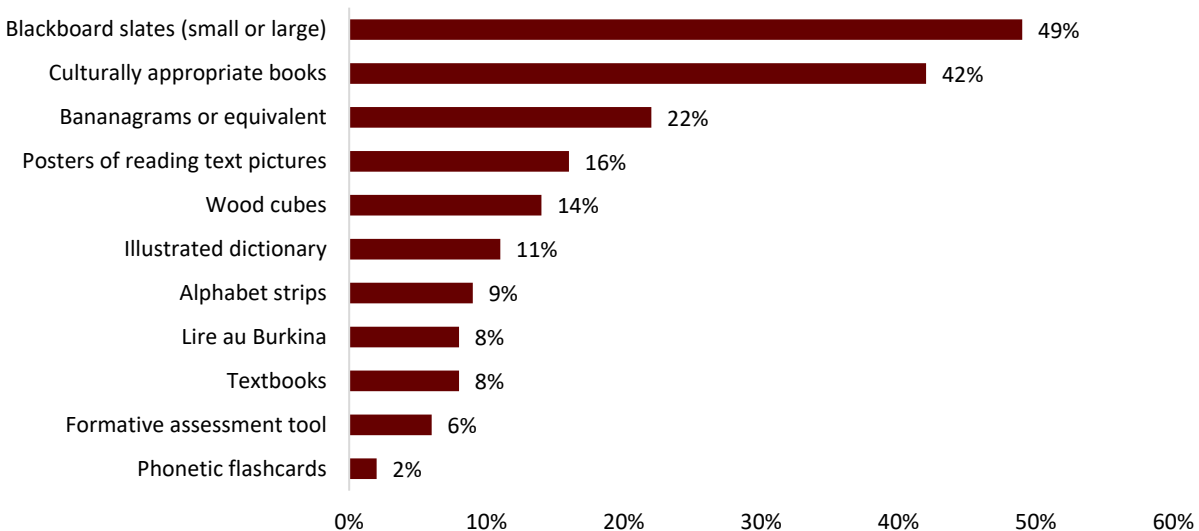
Exhibit 36. Supplies Received by Teachers



Source: Teacher survey; IMPAQ calculations. N = 183. Note: Teachers could select multiple answers; therefore, the percentages do not add up to 100 percent.

Exhibit 37 reflects the teachers' preferred school supplies. Blackboards were the most popular, with 49 percent of teachers naming them as one of their three favorites. Next was culturally appropriate books, at 42 percent. Even though *Lire au Burkina* is the most commonly received item (and listed as a favorite by school district administrators), it was one of the least popular supply items among teachers. In addition, only 5 percent of teachers reported having received phonetic flashcards, which could be the reason why they were least favorite learning material for teachers. This area needs further research study to probe reasons why teachers prefer some materials to others. This information might help explain why teachers have not used learning materials to capacity as mentioned in Section 4.3.1.

Exhibit 37. Supplies Preferred by Teachers

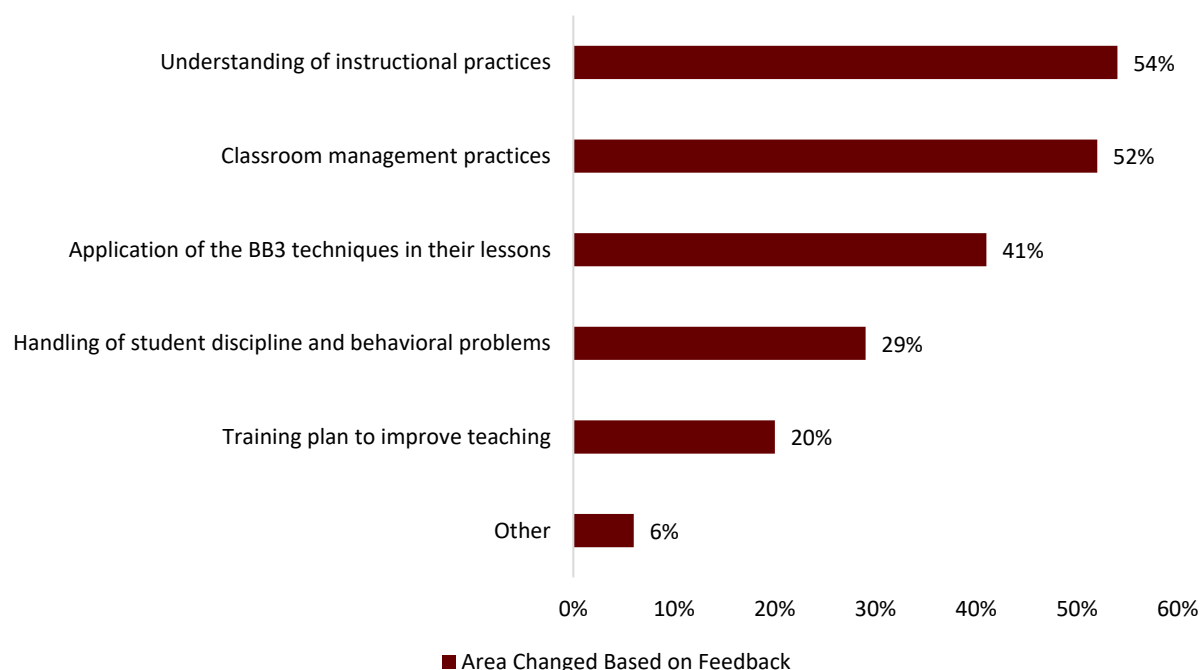


Source: Teacher survey; IMPAQ calculations. N = 183. Note: The percentages represent the proportion of surveys in which the supply item appeared in the teacher's top three preferred items.

6.2.5 Observations by School District Administrators and School Principals

The survey asked teachers about school district administrators' observations of their classes. Many teachers (71 percent) reported that someone had observed their classroom in the past year. The number was lower in Bam (63 percent) than in Namentenga (72 percent) and Sanmatenga (74 percent). Sixty four percent of teachers reported that school district administrators conducted the observations, and 28 percent reported the school principal did so. Of the teachers the IMPAQ team surveyed, 97 percent reported having received feedback from the observer, and they all said it was somewhat or very useful. Exhibit 38 details the areas in which teachers received feedback. The most common areas of feedback were the teachers' understanding of instructional practices (50 percent) and classroom management practices (43 percent). Among those who received feedback,³⁸ an average of 86 percent took action to implement it in those areas.

Exhibit 38. Areas of Feedback from Observations



Source: Teacher survey; IMPAQ calculations. N = 125. Note: Teachers could choose multiple answers for these questions; therefore, the percentages do not add up to 100 percent.

6.2.6 Interactions with Parents and PTA Members

We asked teachers whether they meet individually with parents and/or PTAs to assess the level of their interaction with parents. We asked the same questions from PTA representatives to triangulate their responses with those of the teachers. Teachers (84 percent) often reported meeting with the parents of students and 95 percent of those teachers reported meeting at least twice with parents. There were no differences by province. The most common reasons for meeting with parents was to discuss the students' performance (73 percent), disciplinary issues (47 percent), and students' attendance (45 percent). The IMPAQ team also discussed these reasons for parent-teacher meetings in interviews with teachers and focus groups with parents and uncovered more nuanced information about such interactions. For one, despite the reported frequency of teacher and parent meetings based on the teacher survey, our

³⁸ Excluding those who selected "Other" as their area of feedback.

interviews with teachers revealed that it may not always happen with the families of all students in the classroom. While some teachers said that parents came to school to discuss performance, disciplinary issues, and students' attendance, one teacher in Bam said that parents for only five of the 49 students in the class visited and discussed performance. There may also be some variations in which parents select to attend these meetings. One teacher in Sanmatenga said that mothers were much more likely than fathers to visit with teachers and another teacher in the same province said that only parents who valued education came to visit with teachers.

The survey also asked both PTAs the frequency of their meetings with teachers. On average, they met with teachers 2.5 times during the year. By far, the most common reason for PTA members to meet with teachers was to discuss students' performance (89 percent). This was consistent with a focus group with parents in Bam. Occasionally, PTA members reported meeting with teachers about attendance (20 percent) or disciplinary issues (19 percent). This was consistent with a focus group with fathers in Namentenga describing teachers meeting with the PTA regarding disciplinary issues. However, one teacher in Namentenga shared that there is limited contact between teachers and the PTA and instead the PTA board communicates with the school principal.

Exhibit 39. PTA Meetings

Indicator	Percent	N
Teacher met individually with parents of students in the past 12 months	84%	183
Teacher met with parents of students at least 2 times in the past 12 months ^a	95%	154
PTA member met individually with a teacher over the past 12 months	96%	103

Source: Teacher survey and PTA survey; IMPAQ calculations. N refers to the total number of observations.

^aThese questions were asked only of those who reported attending at least one meeting.

6.3 School District Administrator Outcomes

Surveys for school district administrators (both chiefs and pedagogical advisors) covered two main areas: (1) training (both received and led); and (2) school visits and their interaction with teachers.

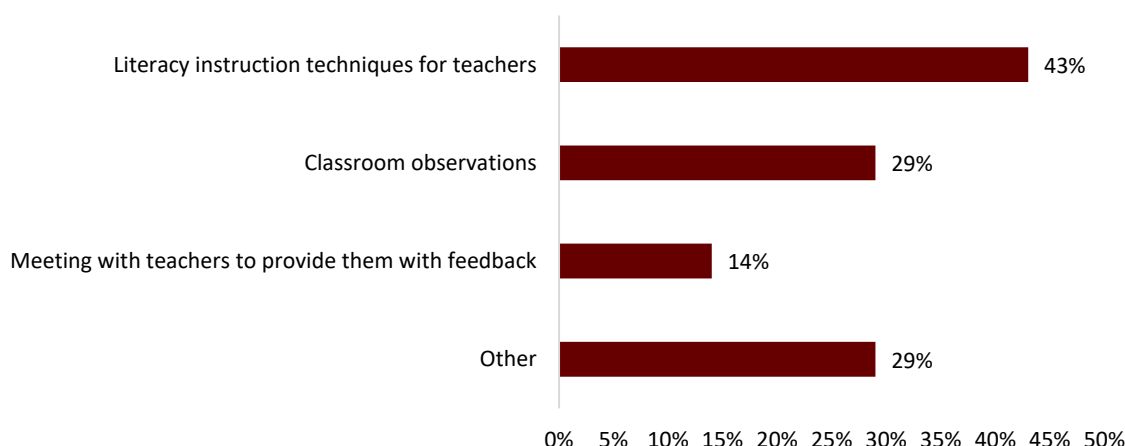
6.3.1 Training

Receiving Training

Eighteen percent of the school district administrators surveyed reported that they had attended a training in the past year, and 86 percent of those said that the BB was responsible for the training. Most (60 percent) had attended just one training. All reported being satisfied with the training.

Exhibit 40 shows the topics most commonly covered in the trainings that seven percent of administrators attended. The most common topic was literacy instruction strategies for teachers (43 percent), followed by classroom observations (29 percent) and providing feedback to teachers (14 percent).

Exhibit 40. Topics Covered in District Administrator Trainings



Source: School district administrator survey; IMPAQ calculations. N = 7. Note: Several administrators who did not know or refused to answer this question are excluded.

Leading Training

The survey also asked administrators whether they had conducted any training on literacy instruction. Only three of the 40 administrators surveyed reported having led a literacy training, all for BB. Under the BB3 program, administrators, and also head teachers in some instances, will also be responsible for providing trainings to teachers on nutrition and hygiene. Ten percent of administrators reported having trained teachers on nutrition in the last year; 36 percent said they held a training on hygiene. The administrators were asked to recount whether they had observed teachers teaching about nutrition and hygiene when they visited classrooms. Forty-nine percent of administrators reported seeing teachers teaching about nutrition while, 74 percent reported observing teachers teach about hygiene. All administrators who had conducted trainings reported that teachers were very satisfied and incorporated techniques from the trainings into their instruction.

6.3.2 School Visits

Observations and Follow-up Meetings

All 40 of the administrators said that they had made school visits in the past year. In a typical visit, administrators most commonly said that they visited fewer than five classrooms (82 percent). As shown in Exhibit 41, the school visits usually lasted less than 10 hours, with 38 percent lasting less than five hours and 33 percent lasting between 6 and 10 hours.

Exhibit 41. District Administrator School Visits

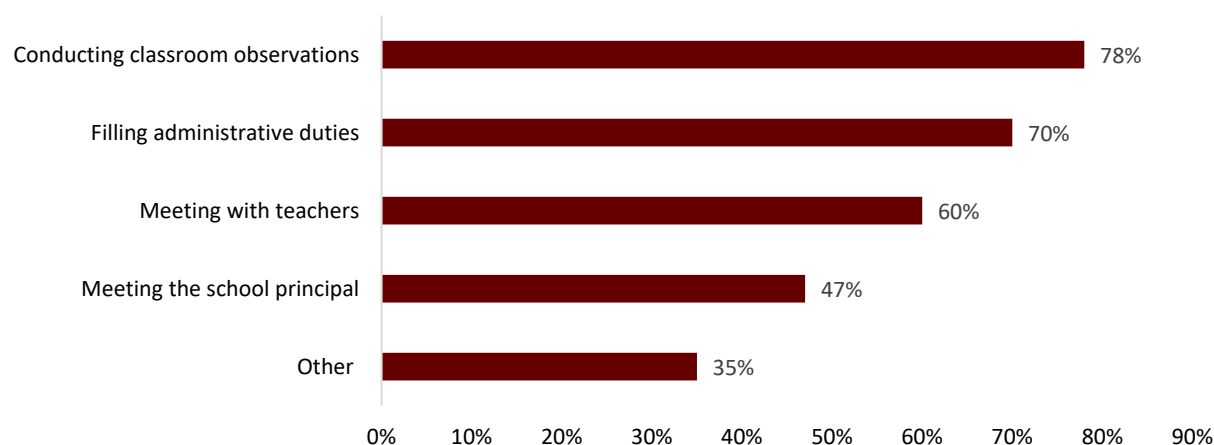
Indicator	Percentage of Administrators
Visited a school	100%
Hours spent per school visit	
Less than 6	37%
6–10	33%
11–20	15%
More than 20	15%
Visited a classroom	93%
Hours spent per classroom visit	
Less than 2	41%
2–4 hours	54%
More than 4	5%

Indicator	Percentage of Administrators
Set up a follow-up meeting	94%
Hours spent following up with teachers each week	
Less than 6	74%
6–10	8%
11–20	0%
More than 20	18%

Source: School district administrator survey; IMPAQ calculations. N = 40.

Exhibit 42 shows that the most commonly cited reason for visiting schools was to conduct class observations (78 percent), followed by administrative duties (70 percent) and meeting or following up with teachers (60 percent). When visiting for classroom observations, 35 percent of administrators said they visited all grades in the school, and 50 percent said they visited different grades each time. Classroom observations lasted less than two hours for 41 percent of administrators and between two and four hours for another 54 percent (Exhibit 41). About 60 percent of district administrators said that they provided feedback to teachers after their observations.

Exhibit 42. Reasons District Administrators Visited Schools

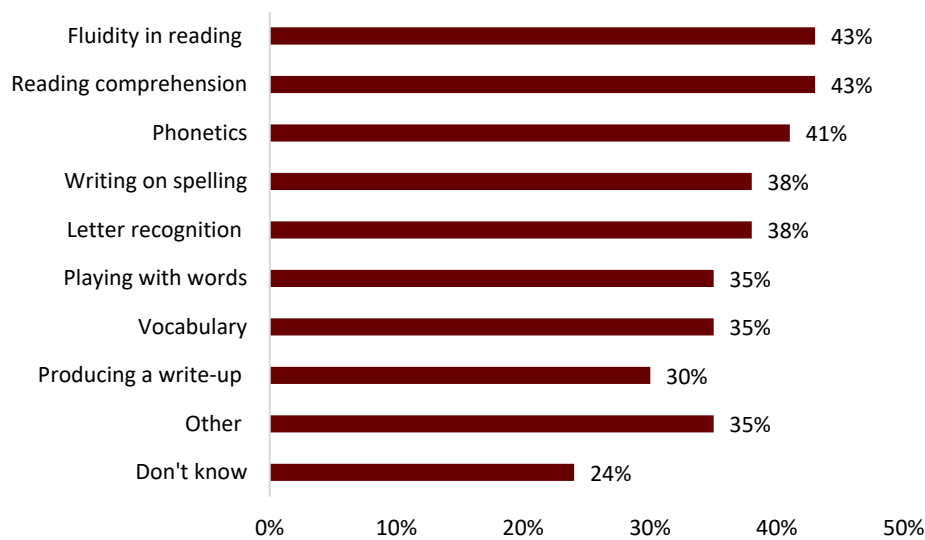


Source: School district administrator survey; IMPAQ calculations. N = 40 Note: Administrators could select multiple answers; therefore, the percentages do not add up to 100 percent.

The most common topic on which they gave feedback was the teacher's knowledge and understanding of instructional practices (95 percent), followed by the application of learned literacy instruction in their lessons (78 percent) and classroom management practices (73 percent); 93 percent of the administrators noted that their feedback led to direct changes in teachers' performance.

Exhibit 43 shows the skills administrators said they observed during classroom visits. The most common responses were reading fluency (43 percent), reading comprehension (43 percent), and phonetics (41 percent).

Exhibit 43. Literacy Instruction Observed by District Administrators



Source: School district administrator survey; IMPAQ calculations. N = 37. Note: Administrators who did not observe classrooms did not answer this question. Respondents could choose multiple answers; therefore, the percentages will not add up to 100 percent.

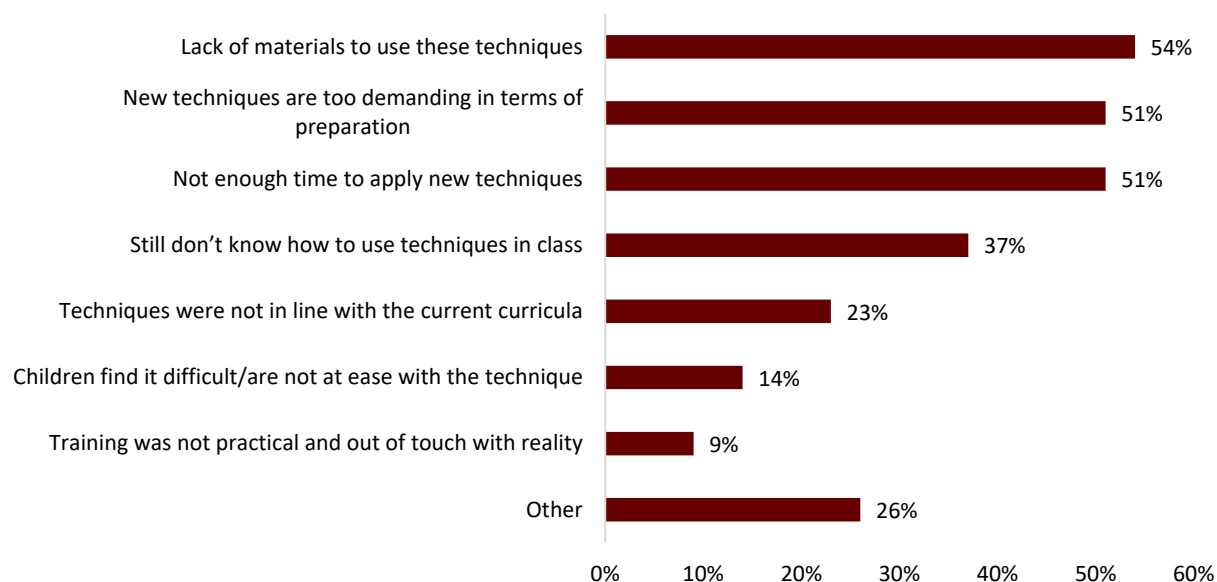
A large proportion of administrators (94 percent) said they scheduled follow-up meetings with the teachers they observed, with 74 percent reporting that they spent five hours or less per week following up with teachers. All administrators who conducted follow up reported that the meetings led directly to changes. Almost all of them noticed improvement in teachers' understanding of instructional practices (95 percent); 78 percent also noticed advances in classroom management practices.

In addition, IMPAQ measured the extent to which school district administrators interact with teachers given BB3's training contents. To measure this interaction, in agreement with CRS, IMPAQ considered a trained school administrator applying the new practices if s/he (1) leads a teacher training in literacy instructions, (2) observes a classroom, and (3) follows up with teachers to coach them after their observations. Because just at baseline, only 7 percent of the district administrators reported receiving training from previous BB phases, the results in this section refer to the entire sample of teachers. The data showed that overall, 93 percent of school district administrators applied all the three techniques with no significant gender differences. All the district administrators (100 percent) in Bam reported applying all three techniques, while Namentenga and Sanmatenga showed no major differences from the overall result. This information could provide useful information to set the key performance indicator for school administrators in use of new techniques and practices.

Observed Challenges Faced by Teachers

IMPAQ also asked about the challenges that teachers reported to the district administrators. Responses are detailed in Exhibit 44. More than half of administrators said that teachers cited a lack of materials (54 percent), the high demand of preparation to use the techniques learned in trainings conducted by administrators (51 percent), and not enough time to implement these techniques (51 percent) as challenges. This is consistent with qualitative findings where teachers reported a lack of teaching materials, for example books and slates, as an obstacle to improved classroom instruction.

Exhibit 44. Challenges Teachers Reported to District Administrators

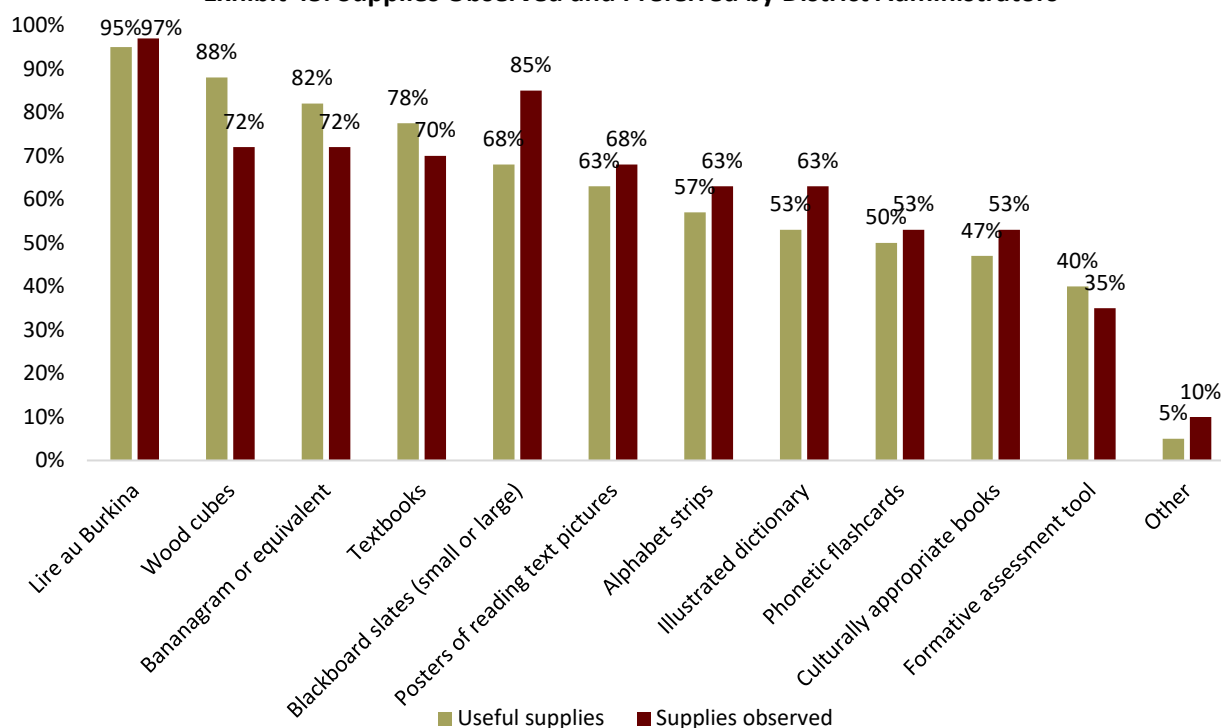


Source: School district administrator survey; IMPAQ calculations. N = 37. Note: Administrators could choose multiple answers; therefore, the percentages do not add up to 100 percent.

Observed Use of School Supplies by Teachers

IMPAQ asked district administrators about the school supplies they observed in all of the schools that they observed their classrooms during their school visit. As detailed in Exhibit 45, administrators most commonly saw *Lire au Burkina* books in the schools, a finding that is consistent with results of the teacher survey. Administrators considered the books as the most useful of the supplies for teaching. In general, administrators reported having observed more supplies than the teachers claimed to have received them. As noted in both quantitative surveys and qualitative interviews, teachers cited inadequate supplies as a big challenge to improved classroom instruction. Students in focus groups confirmed they often share materials such as textbooks and slates among themselves. The discrepancy between administrator responses regarding adequacy of classroom materials and teacher and student perspectives may need further investigation, which would also help to confirm whether teachers actually receive sufficient materials but may underutilize certain items with which they have less familiarity (e.g. they rely on one textbook because they do not know how to use other instruction materials provided).

Exhibit 45. Supplies Observed and Preferred by District Administrators



Source: School district administrator survey; IMPAQ calculations. N = 40. Note: Administrators could select multiple answers; therefore, the percentages do not add up to 100 percent.

6.4 Food Handlers Outcomes

To address our evaluation questions, we surveyed food handlers in the school canteens, which included cooks and storekeepers. We present below the results from surveys of cooks and storekeepers regarding

- Training on safe food preparation and food storage
- Food storage practices
- Food preparation practices
- Hygiene practices
- THRs
- Dietary diversity of the food prepared in the canteen

It is important to note that the results presented in this section rely on a small sample of food handlers.

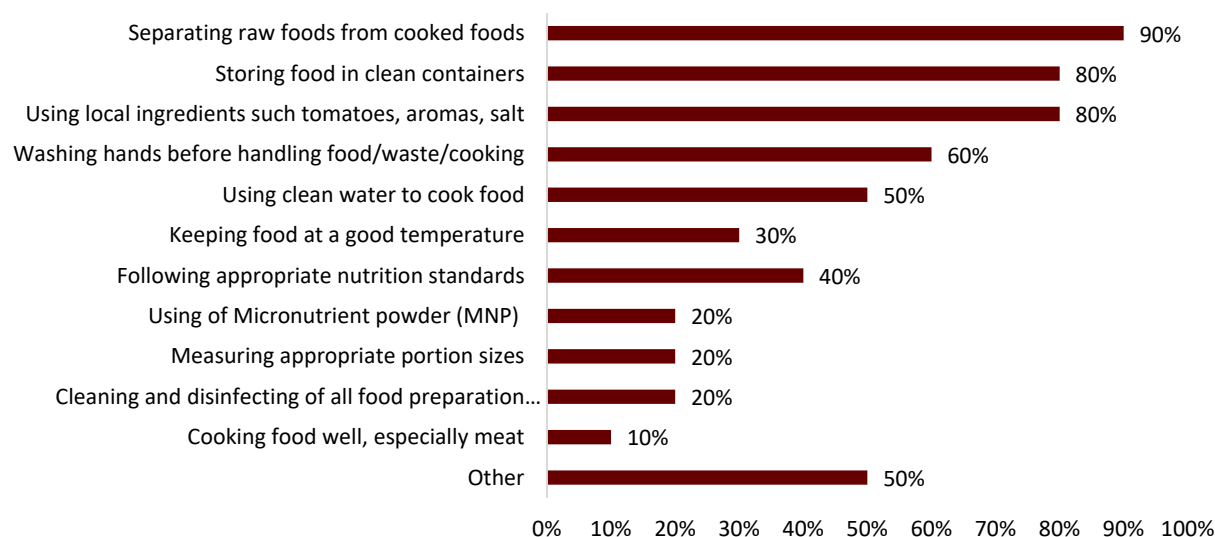
6.4.1 Training on Safe Food Preparation and Storage

The survey asked cooks and storekeepers whether they had received any training on safe food storage and preparation and, if so, whether the training came from previous BB phases and the topic areas covered.

All surveyed storekeepers but one indicated that they had not received training on food storage practices under the BB program. However, 79 percent of cooks reported that they have received training on food preparation; of these, 60 percent said they received the training from previous BB phases. Most had received training two (60 percent) or three times (40 percent). Others reported receiving training from the government of Burkina Faso. All found the lessons learned from these trainings to be useful. Exhibit

46 shows the topics covered in safe food preparation training, as reported by the cooks. The largest proportion of cooks reported that there was training on separating raw foods from cooked foods (90 percent), while the smallest proportion of them reported training on cooking food well (10 percent). A high proportion of them reported other responses (50 percent).

Exhibit 46. Topics Covered in Safe Food Preparation Training

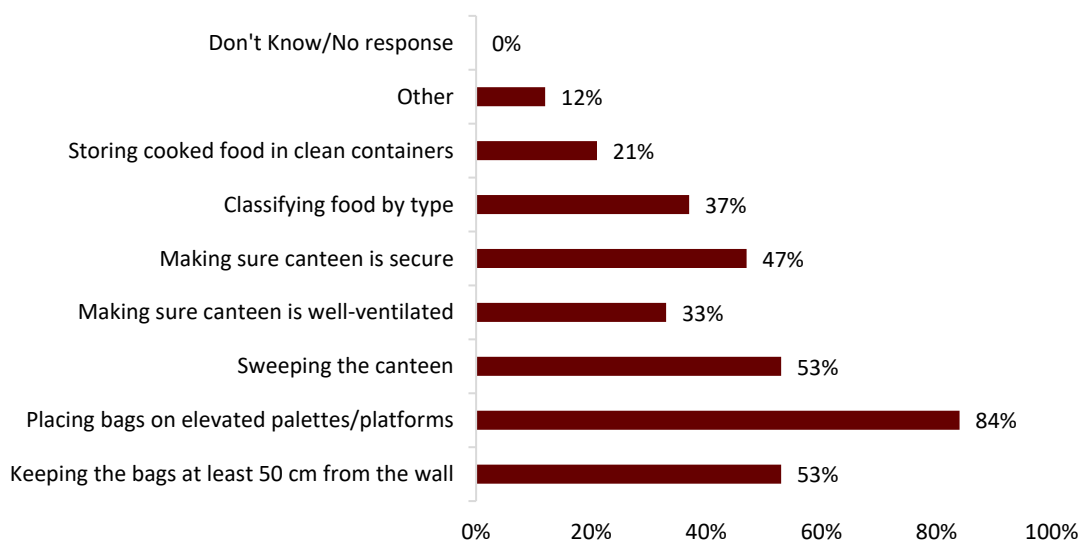


Source: Cook survey; IMPAQ calculations. N = 48. Note: Cooks could select multiple answers; therefore, the percentages do not add up to 100 percent.

6.4.2 Food Storage Practices

The survey asked storekeepers what practices they follow for safe food storage. All storekeepers (100 percent) reported use of at least one safe food storage practice with no gender differences. As shown in Exhibit 47, a high percentage of storekeepers said they placed bags on elevated palettes (84 percent), and a low percentage reported that they stored food in clean containers (21 percent) and making sure that the canteen is well-ventilated (33 percent).

Exhibit 47. Food Storage Practices Reported by Storekeepers



Source: Storekeeper survey; IMPAQ calculations. N = 43. Note: Storekeepers could select multiple answers; therefore, the percentages do not add up to 100 percent

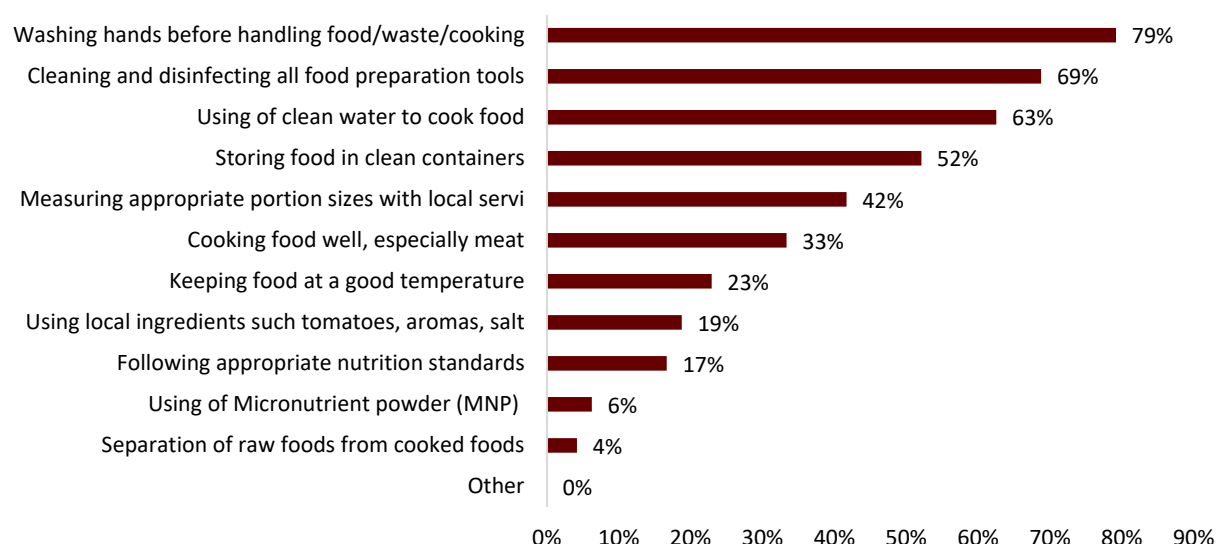
The cook survey also asked about food storage practices. Cooks reported that they contributed to storage practices; the three most frequent responses were sweeping the canteen (69 percent), storing cooked food in clean containers (54 percent), and placing bags on elevated palettes (31 percent).

We also looked at the percentage of school storekeepers at target schools who achieve a passing score on a test of safe food storage. Following the PMP definition, IMPAQ defined the passing score for storekeepers if they were able to cite more than (or equal to) 75 percent (seven out of nine) of the safe food storage practices and disaggregated this result by gender. A low proportion of storekeepers had a passing score for male (19 percent) as well as female (6 percent) storekeepers.

6.4.3 Food Preparation Practices

The cook survey asked about specific food preparation practices to reveal whether cooks were following proper hygienic procedures. All cooks (100 percent) reported use of at least one safe food preparation practice. Since almost all of the cooks were female, IMPAQ did not disaggregate the results by gender. The results in Exhibit 48 show that the most common response was washing hands before handling food (79 percent) and the least common was separating raw food from cooked food (4 percent) and using micronutrient powder (6 percent).

Exhibit 48. Food Preparation Practices Reported by Cooks



Source: Cook survey; IMPAQ calculations. N = 48. Note: Cooks could select multiple answers; therefore, the percentages do not add up to 100 percent.

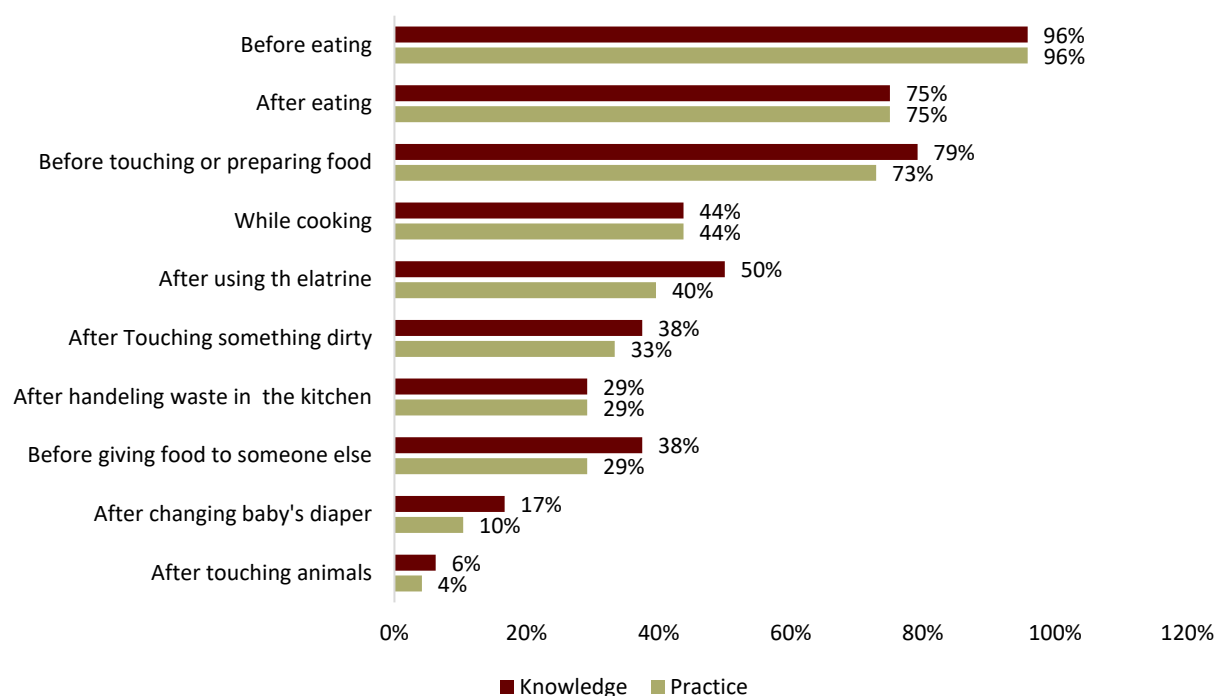
IMPAQ also looked at the survey responses from cooks that had received training and found that these responses were higher for most of these practices such as for washing hands before handling food/waste/cooking (90 percent) and storing food in clean containers (70 percent). The only practice, which was lower for trained cooks, was for using clean water to cook food (60 percent). However, we should be cautious interpreting these numbers due to the low number of trained cooks in our survey responses (10 cooks).

In addition, IMPAQ examined the data to report on the percentage of school cooks at target schools who achieve a passing score on a test of safe food preparation. Following the PMP, IMPAQ defined the passing score for cooks as practicing more than (or equal to) 75 percent (eight out of eleven) of the safe food preparation practices. However, we did not disaggregate by gender due to only one survey respondent being male. Although almost all cooks could cite at least one safe practice, a low proportion of cooks (2 percent) had a passing score on a test of safe food preparation.

6.4.4 Hygiene Practices

The cook survey also asked questions about handwashing practices. When asked about access to water, a high proportion of cooks reported access to water for cooking (90 percent) and for handwashing (92 percent) in the canteen. All cooks surveyed reported having washed their hands yesterday, most of them with water and soap (96 percent). As with other respondents, the field team also asked cooks about moments when they should wash their hands and when they actually did. As shown in Exhibit 49, in almost all cases, cooks' handwashing knowledge and practices were consistent. However, it is important to note that our results rely on a small sample size. This finding could reflect CRS trainings for cooks on how to wash their hands properly. MENAPLN reported that capacity building of canteen staff in hygiene and sanitation would also have large implications for students and their behavior with regard to handwashing.

Exhibit 49. Cook Handwashing Knowledge and Practices



Source: Cook survey; IMPAQ calculations. N = 48. Note: Cooks could select multiple answers; therefore, the percentages do not add up to 100 percent.

6.4.5 Canteen-Related Outcomes

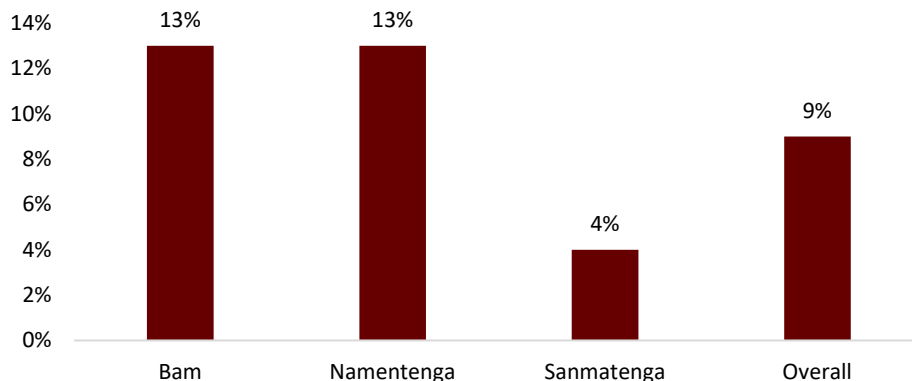
To measure the canteen-related outcomes, the IMPAQ team surveyed the food handlers and asked them questions regarding the diversity of foods served in the canteens and the distribution of take-home rations to students as well as cooks.

Diversity in Meals

Same as Section 6.1.3, IMPAQ calculated the minimum acceptable diet, in this case, cooks' self-reported responses to assess the food diversity available in the school canteen in the last week. IMPAQ used the same list of 15 types of food as in student survey, and defined the same threshold for an acceptable diet, which included at least eight different foods in the school canteen in the last week. To have consistent measures with students' responses, the team used the FAO 2010 diversity index.³⁹ The total proportion of cooks who reported that minimum acceptable dietary diversity was available in the canteen was very low (9 percent). These results were very low in all regions, although Bam and Namentenga had a higher proportion of responses that met the minimum threshold (13 percent) than Sanmatenga (4 percent), as seen in Exhibit 50.

³⁹ FAO. 2010. Guidelines for measuring household and individual dietary diversity. Rome, Italy: United Nations.

Exhibit 50. Minimum Acceptable Food Diversity in the Canteens Reported by Cooks, by Province



Source: Cook survey; IMPAQ calculations. N = 48

The highest number of foods available from the list of 15 food items was nine, reported by 4 percent of cooks. Almost 25 percent of the cooks reported that none of the foods from the list of foods was available at the canteen. The most commonly available food type was oil, butter, and other fats (76 percent), followed by lentils, beans, nuts, peanuts, groundnuts, or sesame (71 percent) and cereals (60 percent). None of the cooks reported availability of fruits, such as watermelon, oranges, coconut, or tamarind, or of vitamin A-rich vegetables, which will not usually be part of the expected commodities for canteen donations (See Exhibit 65 in Section 7 for more detail). According to students in FGDs, they primarily eat rice and beans.

THRs

The team asked both storekeepers and cooks about THRs. The storekeepers were responsible for monitoring students' THRs. Only 7 percent of surveyed storekeepers reported that students in their school received THRs in the province of Bam and Sanmatenga from BB program. Half of storekeepers (50 percent) reported that receipt of THRs was conditional on students' attendance. The low number of storekeepers reporting that students received rations could be because the school was currently not in session. Four of six teachers interviewed stated that THRs help to increase attendance rate of girls.

In BB3, the program will provide some cooks with THRs. Under this activity, the cooks will receive meals, equivalent to three times primary student's rations, as part of their service to the school. When asked whether they had received THRs, 36 percent of cooks responded that they had. However, this information needs to be interpreted with caution because providing THRs to cooks is a new activity under BB3, and since BB3 had not started activities at the time of data collection the cooks were likely confused by the question asked in the survey.

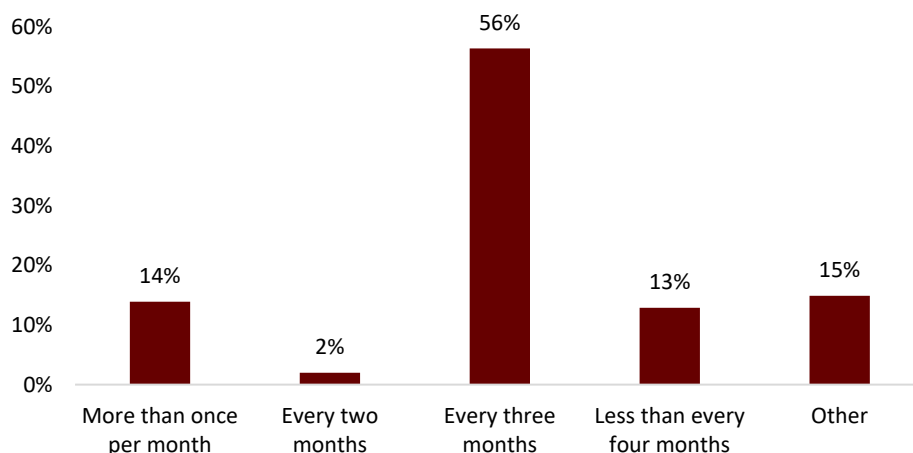
6.5 PTA Outcomes

To measure the level of community involvement with children's schooling, the field team surveyed one PTA member in each school. The survey asked questions related to PTA meetings held in the past year, the functioning of the school canteen, and the extent of community support for the school. It also asked about the number of months in which MENAPLN, CRS, parents, and other parties were responsible for the school canteen. It is important to note that the results presented in this section rely on a small sample of only 103 PTA leaders.

6.5.1 PTA Roles and Responsibilities

According to PTA leaders, PTAs held general assembly meetings an average of three times per year, with a range of 0 to 10 meetings. As shown in Exhibit 51, PTA meetings mostly commonly occurred every three months, a frequency reported by 56 percent of respondents. There are no regional differences.

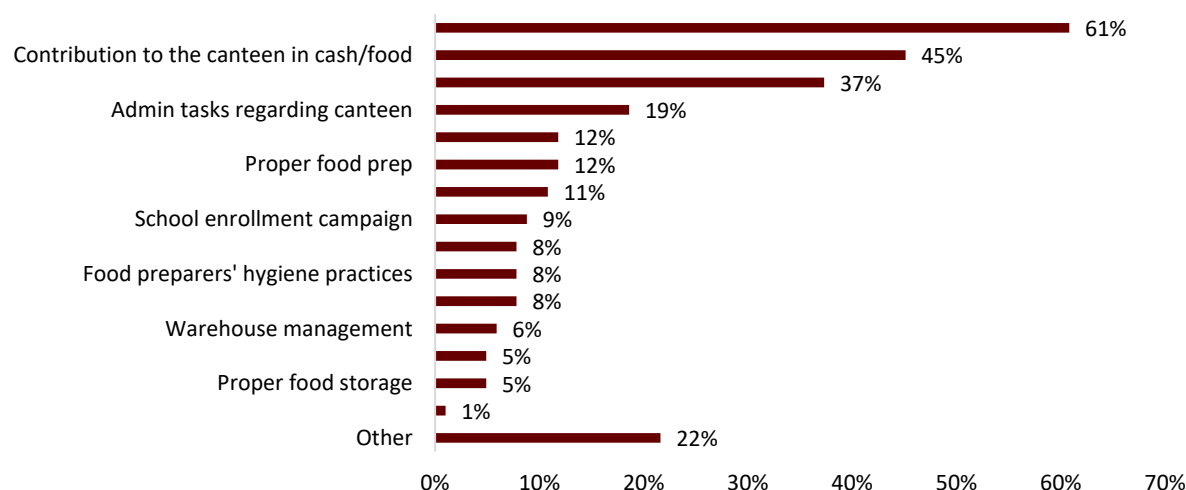
Exhibit 51. Frequency of PTA Meetings



Source: PTA survey; IMPAQ calculations. N = 101. 2 PTA members who did not know were excluded. Note: The majority of the "other" answers were some form of "when there is a need".

Exhibit 52 details the most common reasons respondents gave for the PTA assemblies. The most common reason was to discuss the students' performance (61 percent). PTA leaders often mentioned contributions to the school canteen (45 percent) and school repairs (37 percent). A wide variety of reasons PTAs might meet exist; hence, a large percentage of the respondents (22 percent) mentioned other reasons not included in the survey. There are some large regional differences in reasons for PTA meetings. For example, PTA members in Namentenga (23 percent) were much more likely to meet about proper food preparation than those in Sanmatenga (11 percent) and Bam (0 percent). By contrast, 46 percent of PTA members in Sanmatenga reported meeting to do school repairs, a response chosen by only 31 percent in Namentenga and 20 percent in Bam.

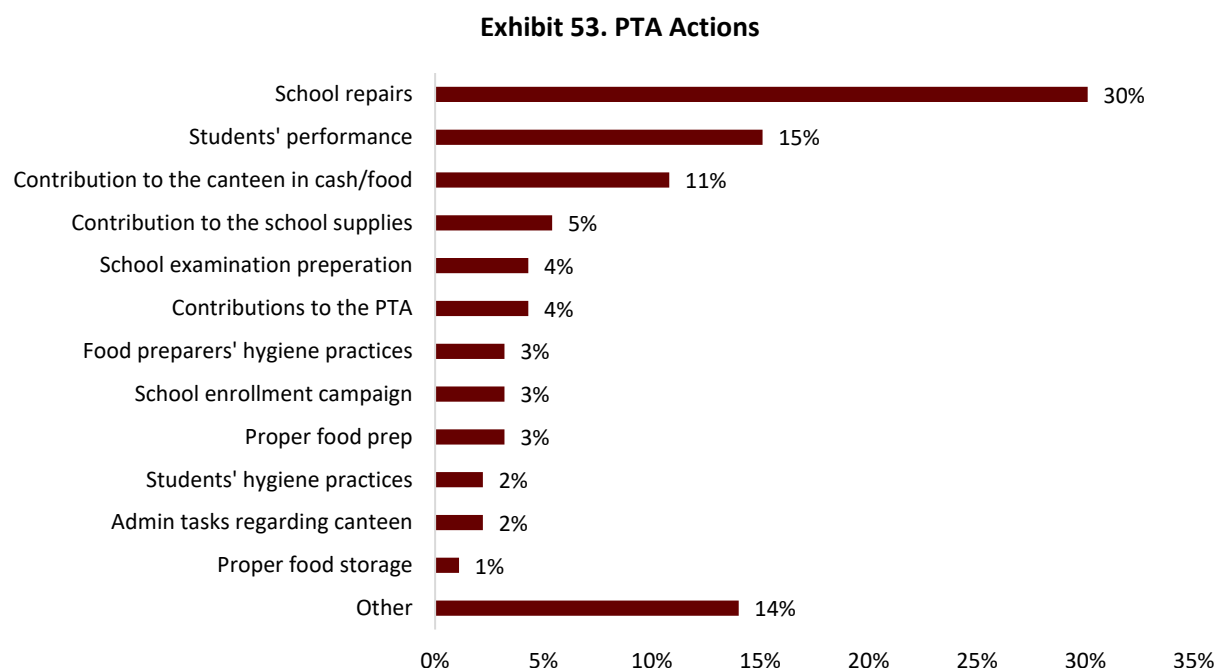
Exhibit 52. Most Common Reasons for PTA Meetings



Source: PTA survey; IMPAQ calculations. N = 102. Note: Respondents could select multiple responses for this question; therefore, the percentages do not add up to 100 percent.

6.5.2 PTA Operations

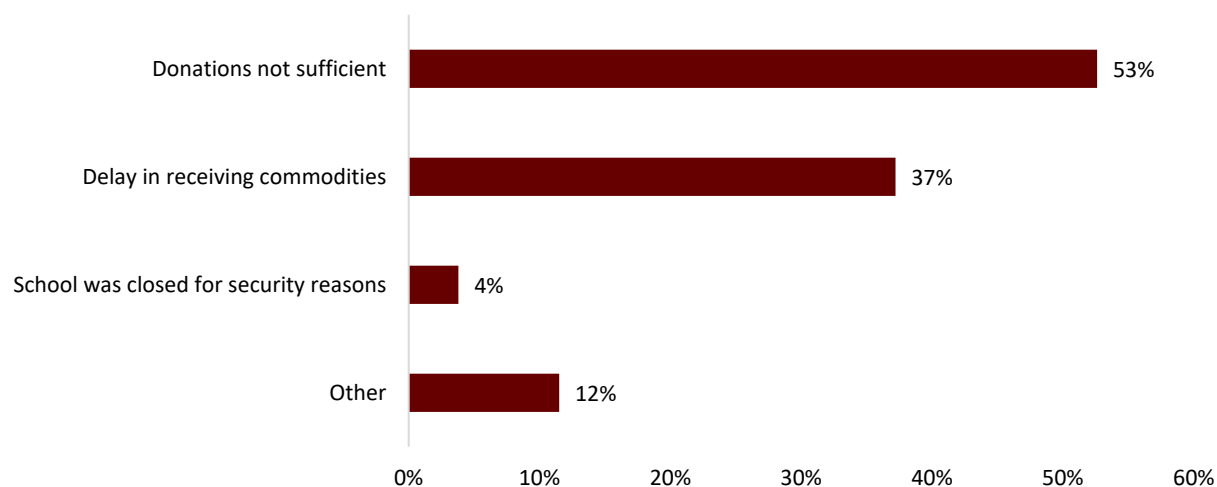
IMPAQ asked the PTA members whether they acted on the topics discussed in their general assemblies. Overwhelmingly, they said yes (96 percent). As shown in Exhibit 53, the most common action item was repairing schools (30 percent). In results similar to those for the reasons for PTA meetings, a much higher proportion of PTA members identified school repairs as a point of action in Sanmatenga (40 percent) than in Namentenga and Bam (17 percent each). In our qualitative data, parents and teachers mentioned frequently that PTAs were responsible for repairing school infrastructure or contributing to building something for school (e.g. a kitchen, warehouse, handwashing devices), which aligns with the high prevalence as shown below of PTAs taking on these tasks.



Source: PTA survey; IMPAQ calculations. N = 102. Note: Respondents could select multiple responses for this question; therefore, the percentages do not add up to 100 percent.

When asked about the status of the canteen at their school, 98 percent of PTA members reported that the school had a functional canteen; however, on average, they reported that the canteen remains operational only for six months of the nine-month school year. The qualitative findings indicated that canteens stop functioning when they run out of food, which can occur in those months where community contributions may not be enough. Students and parents from one focus group in Bam reported such an instance. Exhibit 54 shows that that our survey results reflect as well that low volumes of food (53 percent) hinder canteen operations. A secondary reason for non-functional canteens may be delays in receiving donations (37 percent), which CRS and project partners have acknowledged as a challenge to address in BB3. Looking at results by region, in Namentenga, 74 percent reported insufficient donations, as compared to 47 percent in Bam and 45 percent in Sanmatenga. In Bam and Sanmatenga, it was more likely to see delays in donations: 53 percent and 43 percent, respectively, compared to 11 percent in Namentenga. It is not surprising that Namentenga suffers from insufficient and/or delayed donations as they are a new province to the BB program and none of the program activities, including raising the community awareness, have been started yet. Therefore, they may only have received government contributions at baseline.

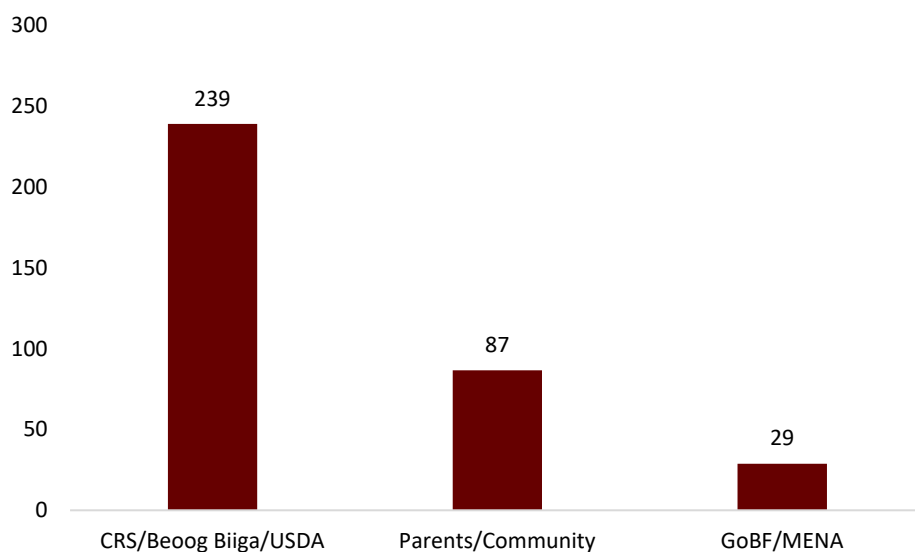
Exhibit 54. Reasons School Canteens Were Closed



Source: PTA survey; IMPAQ calculations. N = 78. Note: This question was asked only of those who reported that the canteen was not operational for all nine months of the school year.

As shown in Exhibit 55, PTA members are also responsible for monitoring the in-kind donations by different funders. Their reporting shows that the majority of the commodities donated come from BB (239 50kg bags). In contrast, the community donated an average of 87 bags and the government, 29 bags. Sanmatenga reported larger numbers of donations by the community (161 bags) and by CRS/Beoog Biiga/USDA (427 bags). These results should be interpreted with caution as there are small sample sizes in each province.

Exhibit 55. Number of 50kg Bags of Food Donated by Funders



Source: PTA survey; IMPAQ calculations. N = 65 for CRS/Beoog Biiga/USDA, 87 for parents/community, and 70 for GoBF/MENAPLN.

6.6 Mother and Child Nutrition Outcomes

In order to gain an understanding of the nutrition and feeding behaviors of children under age 2, as well as of the health and nutrition knowledge and practices of mothers and pregnant women, the IMPAQ team surveyed three groups of mothers: pregnant women, mothers with children 0–6 months of age, and mothers with children 7–24 months of age in Boussouma commune in Sanmatenga, the target area for

nutrition and health outreach activities at the community level. This section describes the outcomes at baseline in the following areas:

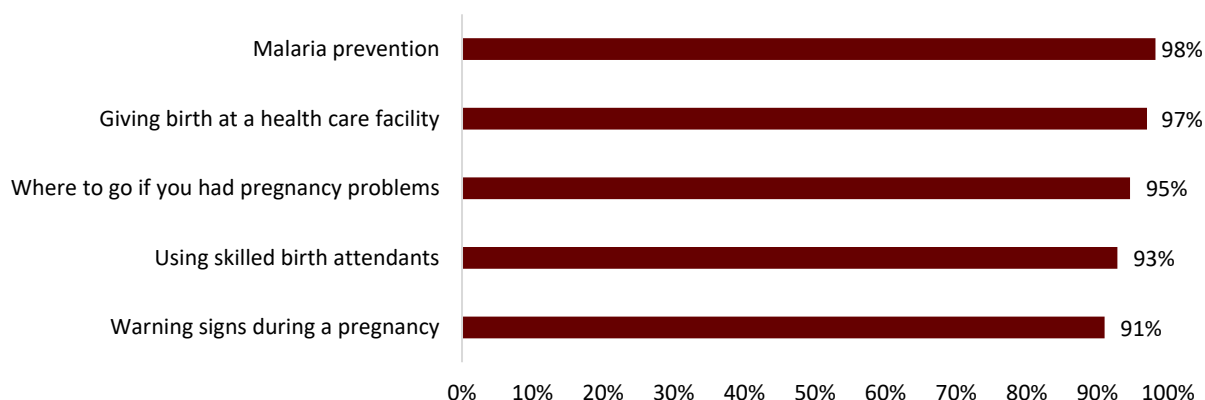
- Antenatal care, delivery, and postnatal care
- Food and feeding
- Hygiene and health

6.6.1 Antenatal Care, Delivery, and Postnatal Care

Knowledge

To measure the extent to which mothers in participant communities follow healthy practices related to pregnancy, the survey asked pregnant women and mothers about the education they had received, formally either through training and certificate programs or informally from community members or relatives, on reproductive, maternal, and neonatal health topics. Exhibit 56 shows that mothers reported high knowledge levels of best practices at baseline. Over 90 percent of surveyed women reported they had received formal or informal education on best practices to follow while pregnant. The most frequently reported best practices were malaria prevention (98 percent) and the importance of giving birth at a health facility (97 percent).

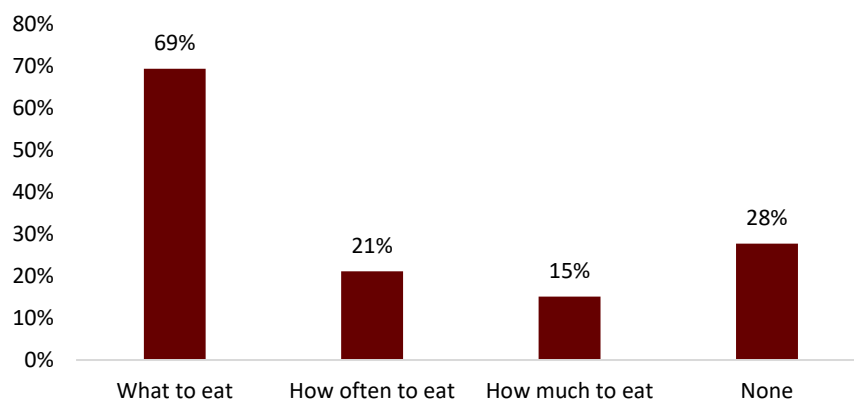
Exhibit 56. Best Practices Covered in Formal or Informal Pregnancy Education



Source: Mother survey; IMPAQ calculations. N = 166. Note: Mothers could select multiple answers; therefore, the percentages do not add up to 100 percent. The IMPAQ team asked this question of all pregnant women and mothers.

However, as Exhibit 57 shows, pregnant women and mothers were much less likely to have received formal or informal education about their diet during pregnancy than about the pregnancy topics shown in Exhibit 56. Although 69 percent of mothers said they had received some instruction on what types of foods they should consume during their pregnancies, far fewer were taught about the frequency of meals (21 percent) or the amount of food they should eat per meal (15 percent); 28 percent of mothers stated they had not received any instruction on diet during pregnancy.

Exhibit 57. Mothers Who Received Education on Diet During Pregnancy

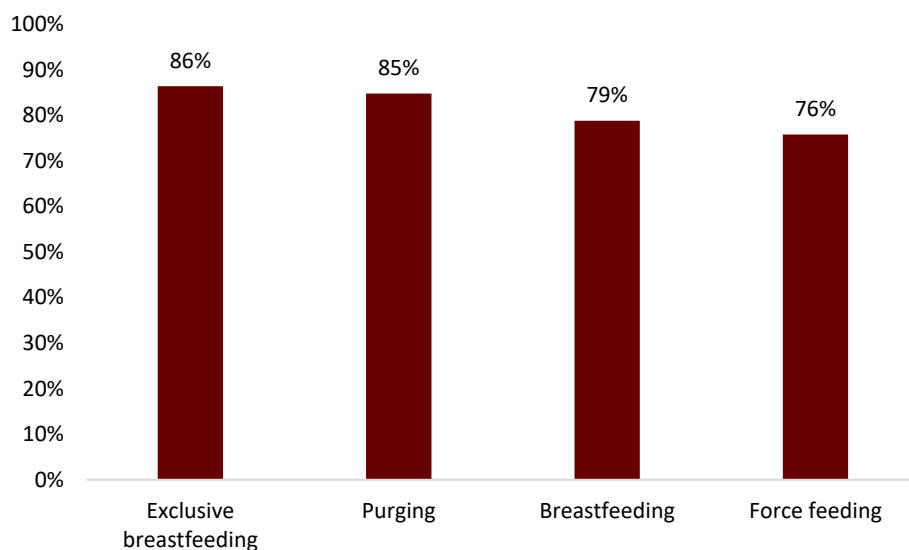


Source: Mother survey; IMPAQ calculations. N = 166. Note: The IMPAQ team asked this question of all pregnant women and mothers.

More mothers reported having received education on postnatal checkups than on dietary practices, during pregnancy; 86 percent of mothers reported having been informed that they should bring their newborns to postnatal checkups.

We asked mothers with children under age 2 about their exposure to knowledge of feeding practices for newborns. These responses, shown in Exhibit 58, indicate that mothers were most likely to receive training on exclusive breastfeeding (86 percent) and least likely to receive training on avoiding force-feeding or gavage.⁴⁰ (76 percent).

Exhibit 58. Mothers Who Received Education on Feeding Practices



Source: Mother survey; IMPAQ calculations. N = 132. Note: This question was asked only of mothers who had children under 2. Note: Mothers could select multiple answers; therefore, the percentages do not add up to 100 percent.

The survey also asked mothers and pregnant women if they had ever received any formal or informal education on the advantages and disadvantages of family planning; 88 percent reported that they had. Of

⁴⁰ In the local context, gavage is synonymous with force-feeding. Retrieved from: <http://www.med.umich.edu/1libr/pa/UMHomeGavageFeed.pdf>

these, the vast majority (97 percent) learned about family planning from a doctor, nurse, or midwife; very few (1 percent) learned from community health workers.

Practice

To examine the relationship between mothers' knowledge and practice of reproductive, maternal, and neonatal health, the IMPAQ team surveyed mothers with children under age 2 on the extent to which they followed best practices in these areas and used formal health systems. The results show high usage rates of antenatal and postnatal care and of health facilities, indicating that exposure to formal and informal education translates into adherence to best practices. Almost all of the 166 pregnant women and mothers with children under 2 reported that they saw someone for antenatal care during their most recent pregnancy. Of these, 100 percent met with a doctor, nurse, or midwife, in either a primary health facility or a government-run hospital or clinic, and three women consulted a traditional birth attendant *in addition to* their consultation with a health professional.

The timing of antenatal care visits is important. The World Health Organization (WHO) recommends a minimum of eight contacts between a pregnant mother and health professional to reduce perinatal mortality and improve women's experience of care, with the first visit occurring before 12 weeks of pregnancy.⁴¹ Most mothers surveyed received antenatal care for the first time at 36 weeks (33 percent) or 48 weeks (47 percent); the average number of antenatal care visits was four. WHO guidelines recommended four antenatal care visits until 2018, when the guidelines changed to suggest eight visits.⁴² Good health practices extend to mothers' use of health facilities for delivery as well: 98 percent of women gave birth to their youngest child in a health facility, either a primary health center (67 percent) or a government-run hospital or clinic (33 percent). All respondents gave birth with assistance from a doctor, nurse, or midwife; one respondent also had a traditional birth attendant.

The baseline data show that mothers made exceptional use of postnatal care after their most recent delivery. All mothers reported that their youngest child lives with them, and 96 percent said they had taken their child for a postnatal checkup; of these, almost all (99 percent) visited a health care provider. It appears that most mothers who take their children to postnatal care appointments follow the advice given by health care providers, as suggested by the high rates at which mothers took their children for vaccinations (98 percent), owned a vaccination booklet (99 percent), and put newborns to sleep under a mosquito net (93 percent). All of the children who received at least one vaccine received *all* recommended vaccines.

Decision Making

Mothers' use of antenatal and postnatal care, health facilities, and sanctioned health professionals may lead to positive health outcomes for themselves and their children. However, one element of health care use during pregnancy that is less positive is household decision-making on which services to utilize. At all stages (antenatal, delivery, and postnatal), most mothers responded that their husbands were the primary



⁴¹Reproductive Health Library. (2018). "WHO recommendation on antenatal care contact schedules". Retrieved from: <https://extranet.who.int/rhl/topics/improving-health-system-performance/who-recommendation-antenatal-care-contact-schedules>

⁴² Ibid.

decision-makers: 86 percent of respondents reported that their husband made the decisions around antenatal care, and only 37 percent reported having influence on the decision. Decisions about where to give birth follow the same pattern, with little variation between the most recent birth and future children.

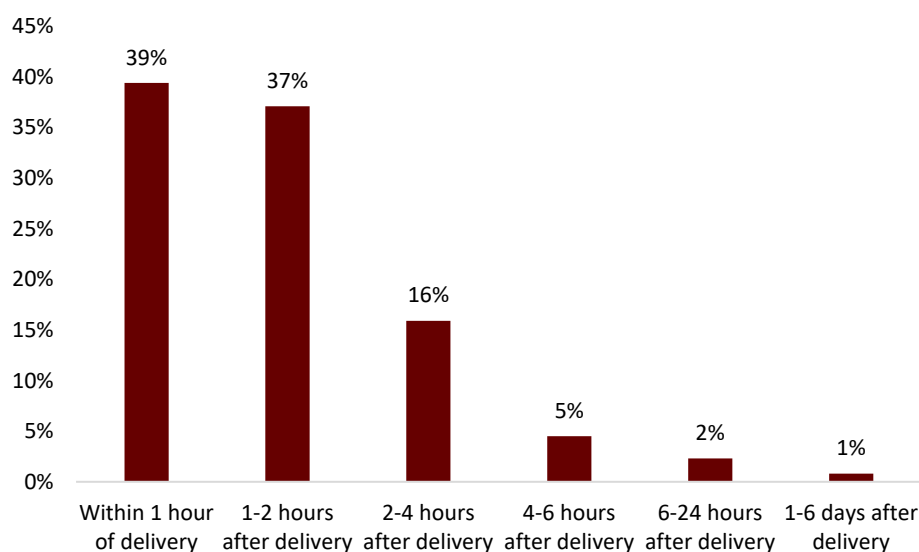
6.6.2 Food Security and Feeding

Early Feeding

Following early feeding best practices, breastfeeding exclusively for the first six months and then introducing complementary solid food thereafter is important for promoting the sensory and cognitive development of newborns and protecting them against infectious and chronic diseases.⁴³ The survey therefore asked mothers about their youngest child's early feeding practices. Of the mothers surveyed with children under age 2, 31 percent of youngest children were 0–6 months old, and the remainder were 7–24 months. All mothers reported that they breastfed their children; 78 percent of mothers reported that they had received formal or informal education in breastfeeding.

Two aspects of breastfeeding practice are crucially important for maximizing the health benefits to newborns: (1) initiation of breastfeeding within one hour after birth and (2) breastfeeding exclusively for the first six months.⁴⁴ Exhibit 59 shows the distribution of times when mothers initiated breastfeeding. Although only 39 percent met the WHO and the United Nations Children's Fund (UNICEF) recommendation to begin breastfeeding within one hour after delivery, a cumulative 76 percent of mothers began breastfeeding within two hours.

Exhibit 59. Initiation of Breastfeeding After Delivery



Source: Mother survey; IMPAQ calculations. N = 132. Note: This question was asked only of mothers who had children under 2.

On average, mothers with children under 2 exclusively breastfed their child for 5.5 months, quite close to the WHO-recommended 6 months. In addition to the question about practice, the survey also included a knowledge-based question on how long to breastfeed exclusively. The average answer, 6.1 months, was almost exactly the WHO recommendation. These findings were consistent with focus groups with mothers

⁴³ Salim, Leah. 2018. "Breastfeeding from the first hour of birth: what works and what hurts". UNICEF, WHO.

⁴⁴ Ibid.

and fathers, who also mostly said that children should be exclusively breastfed for six months. The results show a very small difference between knowledge and practice.

The baseline data show that mothers' knowledge and practice of when to start feeding newborns with solid foods are consistent with the WHO guidelines. However, 17 percent of mothers who said that babies should be exclusively breastfed for 6 months stopped exclusive breastfeeding before 6 months. More specifically, some mothers introduced their children to non-solid foods other than breast milk in the first six months, including water, given by 74 percent of mothers at 4.8 months on average, and decoctions (herbal tea), given by 16 percent at 2.7 months on average. In one focus group in Sanmatenga, mothers said that they used to give water to children under six months but do not do so currently after receiving sensitization from community health workers. In two focus groups, one in Bam, and one in Namentenga, parents said that infants under 6 months could receive water in certain situations such as very hot weather.

After the first six months, WHO recommends that mothers continue to breastfeed, with the addition of solid foods, for the next year and a half, until the child turns 2. Of mothers with children under age 2, 94 percent reported that they had breastfed yesterday, and 7 percent said they had given their child baby formula.

Minimum Acceptable Diet for Children Under 2

Once children have reached six months and no longer need to be exclusively breastfed, it is common to see solid foods introduced to their diet alongside continued breastfeeding. The common measure used to assess nutritional intake during this period is the minimum acceptable diet, one of eight WHO indicators used in assessing infant and young child feeding practices.⁴⁵ As defined in [6.1.3 Student](#) Food Security, this indicator has two components: (1) minimum dietary diversity, and (2) minimum meal frequency, which in this context includes the number of times a child receives solid, semi-solid, or soft foods. The recommended frequencies for children under 2 are based on age and whether the child is still being breastfed:⁴⁶

- Two times per day for breastfed infants between 6 and 8 months
- Three times per day for breastfed infants between 9 and 23 months
- Four times per day for non-breastfed children between 6 and 23 months

According to IMPAQ calculations, in the day prior to the survey, 24 percent of children under the age of 2 met the minimum dietary diversity requirements and 91 percent met the minimum meal frequency requirements. These findings for two indicators, along with the percentage of children receiving the minimum acceptable diet, are broken out by BB3 focused age categories in Exhibit 60.

Exhibit 60. Children under 2 whose Diet Met Minimum Standards

Age of Youngest Child	Minimum Dietary Diversity	N	Minimum Meal Frequency	N	Minimum Acceptable Diet	N
0–6 months	NA	NA	NA	NA	34%	41
7–18 months	21%	52	92%	50	12%	59
19–24 months	30%	30	89%	25	6%	32

Source: Mother survey; IMPAQ calculations. N refers to the total number of observations.

The data show that the surveyed mothers had primary control over their children's dietary intake. In addition to breastfeeding, 77 percent of mothers reported that they were responsible for preparing meals

⁴⁵ INDDEx Project (2018), Data4Diets: Building Blocks for Diet-related Food Security Analysis. Tufts University, Boston, MA. <https://inddex.nutrition.tufts.edu/data4diets>. Accessed on 12 August 2019.

⁴⁶ Ibid.

for their child. Of those who were not responsible for children’s meals, 72 percent named their husband and 23 percent another relative as the responsible party.

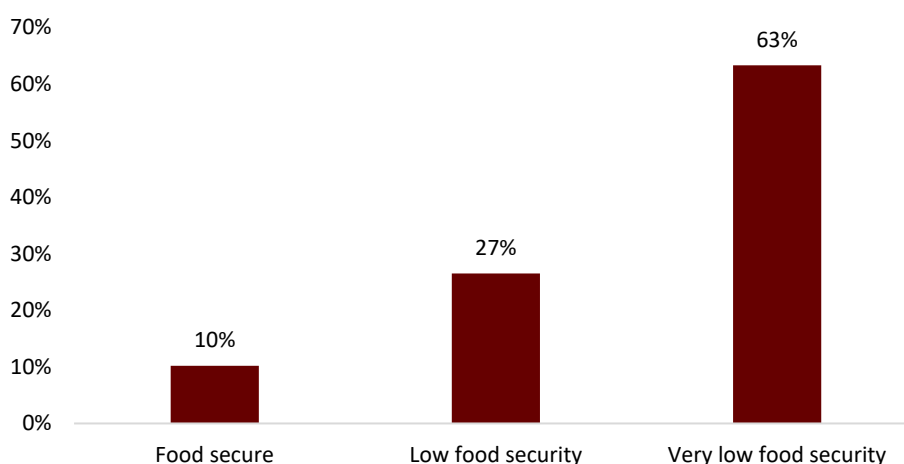
Food Security Status

Household food insecurity has implications for early childhood and brain development. The diet of pregnant and lactating mothers can affect absorption and distribution of vital nutrients for infants.⁴⁷ The IMPAQ team used USDA’s Household Food Security Survey Module⁴⁸ to measure food security in the households of the mothers surveyed. The survey asked mothers six questions about the food consumed in their household in the past 12 months. The survey also asked whether they were able to afford the food they needed. The total of the mother’s affirmative responses to the six questions is the household’s raw score. Raw scores are linked to food security status as follows:

- Raw score 0–1: High food security
- Raw score 2–4: Low food security
- Raw score 5–6: Very low food security

Exhibit 61 shows the distribution of food-insecure households based on these categories. Cumulatively, 90 percent of households experienced either very low food security (63 percent) or low food security (27 percent), a finding that has serious implications for childhood development. Bam, Namentenga, and Sanmatenga provinces represent some of the more food insecure zones in Burkina Faso; they also often face water shortages outside of the rainy season, which affect production of crops that are important for household consumption and income.⁴⁹

Exhibit 61. Household Food Security



Source: Mother survey; IMPAQ calculations. N = 166

The IMPAQ team also asked mothers which household members, if any, had reduced or cut their meals during periods of food insecurity during the past 12 months. Exhibit 62 shows that, in the majority of families, all members of the household reduced or cut their meals.

⁴⁷ Hager ER, Quigg AM, Black MM, et al. Development and validity of a 2-item screen to identify families at risk for food insecurity. *Pediatrics*. 2010; 126: 26-32.

⁴⁸ Economic Research Service, USDA. 2012. U.S. Household Food Security Survey Module: Six-Item Short Form (Tech.). Washington, DC: USDA.

⁴⁹ Murphy, Emmet; Oot, Lesley; Sethuraman, Kavita. 2017. USAID Office of Food for Peace Food Security Desk Review for Burkina Faso. Washington, DC: FHI 360/FANTA.

Exhibit 62. Household Members Who Reduced or Cut Meals During Food-Insecure Periods

Household Member	Reduced or Cut Meals
Everyone	55%
Women	39%
Men	38%
Girls	0%
Boys	1%
Other	4%

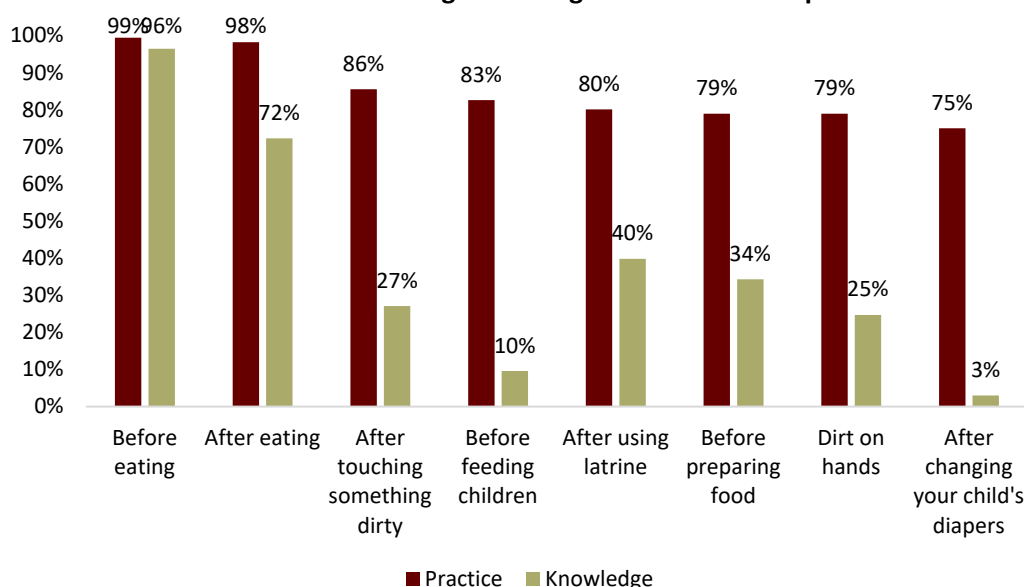
Source: Mother survey; IMPAQ calculations. N = 166. Note: Respondents could choose multiple options; therefore, the percentages do not add up to 100.

6.6.3 Hygiene and Health Practices

Hygiene and health practices can influence nutrition outcomes, as poor hygiene practices can cause illness to children even in instances where the child is receiving adequate nutrition, creating an undue burden on undernutrition.⁵⁰ For that reason, IMPAQ looked at mothers' handwashing practices and knowledge at the same critical moments covered in the student and food handler surveys.

All mothers reported having washed their hands during the previous day, although only 83 percent reported using soap and 10 percent reported using ash and water to wash. The survey also asked mothers about specific situations in which they should wash their hands to capture their knowledge on hygiene practices. IMPAQ, then, compared mothers' hygiene knowledge with their handwashing practices by asking if they washed their hands at various moments, using a day before the survey as a reference. Exhibit 63 show a stark discrepancy between situations when mothers stated that they had washed their hands (practice) and when they believed they should wash their hands (knowledge). These results may be indicative of a social desirability bias in mothers' willingness to demonstrate their commitment to good hygiene and health practices.

Exhibit 63. Mothers' Handwashing Knowledge and Practice in Specific Situations



Source: Mother survey; IMPAQ calculations. N = 166. Note: In assessing practice, "Before feeding children" and "After changing your child's diaper" were asked only of mothers with children, N = 132.

⁵⁰ USAID. 2018. "WASH and Nutrition". Retrieved from: <https://www.usaid.gov/sites/default/files/documents/1864/wash-nutrition-508.pdf>

SECTION 7. QUALITATIVE FINDINGS

To better understand and contextualize the findings of the performance evaluation, the IMPAQ team gathered and analyzed qualitative data related to the implementation of BB3 activities and the perceived influence of those activities on students' literacy and nutrition and hygiene outcomes. Through KIIs with teachers, county mayors, implementers (CRS and OCADES), and USDA staff and through FGDs with parents and students at a subset of BB3 schools, the research team sought to verify project design assumptions; identify potential threats to implementation; provide formative feedback on planned activities; and examine plans for sustainability. In this manner, the qualitative research at baseline reveals current attitudes, practices regarding literacy, nutrition, and hygiene prior to BB3 implementation, and provides information on the alignment of the program design with stakeholders' needs and capacities. Exhibit 64 summarizes the main findings, which are described in detail in the rest of this section. These are baseline findings regarding the strengths and weaknesses of project design and alignment with national government goals, current attitudes and practices related to the two strategic objectives to better understand BB3 effectiveness at midterm, steps taken to maintain efficiency of project operations, expectations for BB3 impacts, and plans for sustainability.

Exhibit 64. Summary of Qualitative Findings

Relevance
▪ The strong project design builds upon BB1 and BB2 experiences, engages community and government stakeholders, and supports the culture of local canteens. ▪ Some weaknesses of the project design may threaten its relevance, such as problems with timely transportation of food supplies from the national government to schools, consistent tracking of community canteen contributions, low teacher motivation to engage with the project, and continued dependency of government and community on support from non-governmental organizations (NGOs). ▪ The project considers economic, cultural, and political contexts, for example, by ensuring that the CRS-donated bulgur meets the tastes of the children while not harming the local economy and by hiring a full-time security manager in response to security threats at some BB3 schools. ▪ BB3 aligns with the government's strategic goals and expectations related to education, health, and nutrition.
Effectiveness (Current Attitudes and Practices)
▪ Many respondents reported valuing education for their children and providing equal access to school for boys and girls based on sensitization from previous BB project phases. ▪ Students, parents, and teachers reported satisfaction with existing canteen operations as long as canteens received adequate amounts of food from the government, community, and CRS; all respondents believed the school meals increase student attendance by keeping children in school during the day and incentivizing students to come to school. ▪ When asked what they liked most about teaching, teachers said that they liked the students, but they noted challenges, including lack of adequate supplies and materials. ▪ All students reported learning to read and write despite having to share classroom resources with others. ▪ Parents and teachers largely felt satisfied with the current level of knowledge children had acquired about handwashing and hygiene, and they spoke positively about children washing their hands at key moments. ▪ No student interviewed reported having heard about iron or foods containing iron from their teacher, but there were slightly higher levels of knowledge regarding vitamin A, particularly in Bam and Sanmatenga. ▪ Parents said that babies should receive breast milk exclusively for the first six months of life to prevent disease and introduce complementary solid food thereafter. Parents did not report that young children ate iron-fortified food.
Efficiency
▪ BB3 has adjusted its programming to account for lessons learned in previous phases of the project, adding stakeholder workshops to improve communication, reward schemes to motivate teacher participation, and THRs for cooks to prevent dropout.

▪ External issues, such as security threats and lack of community motivation to support school meals, may threaten efficient implementation and sustainability.
Expected Impact (Current Expectations for BB3) ▪ Respondents expect that students will improve their attendance and that the dropout rate will decrease. ▪ The increased number of handwashing stations at schools and improved knowledge of water, sanitation, and hygiene (WASH) practices may translate into concrete changes in health and hygiene behavior. ▪ Strategies suggested to increase impact include increasing awareness and visibility of program, close collaboration between project implementers and the local government, and establishment of school gardens to improve the quantity and quality of food in canteens.
Sustainability ▪ Stakeholder involvement is critical to achieve government and community ownership of activities. ▪ Enhancement of SILC groups in BB3 is critical. SILC groups were among the most sustainable BB2 activities due to groups continuing after BB2 ended. ▪ Design of canteen operations to encourage the community and government to contribute to canteens in addition to CRS support can help to ensure the continuation of school meals after the project concludes.

7.1 Relevance

Through interviews with USDA, MENAPLN, project implementers (CRS and OCADES), and county mayors, the research team assessed the relevance of BB3 interventions. Interview topics focused on stakeholders' perspectives on the strengths and weaknesses of the project design and the extent to which the project considers economic, cultural, and political contexts. Additionally, IMPAQ asked stakeholders to share their perceptions on the goals of BB3 interventions and the alignment of these objectives with the Burkina Faso government's education and development strategies and with the MGD strategic objectives.⁵¹

7.1.1 Strengths and Weaknesses of Project Design

Respondents identified several strengths and weaknesses of BB3's design.

Strengths of the Project Design

Interviewees described several strengths that will help BB3 meet its goals: learning from BB1 and BB2 experiences, engaging and getting validation from community and government stakeholders, and creating a culture of local canteens.

Building on the BB1 and BB2 framework. Stakeholders reported that a key strength of BB3 is having reviewed lessons learned from BB1 and BB2 and integrated them into the BB3 project design. For example, respondents discussed participating in workshops that engaged project implementers and partners in determining how to build on strengths and minimize weaknesses from the previous project phases for BB3 project design and implementation.

Stakeholder participation and validation. Another perceived strength is community and government participation in and validation of project activities. Stakeholders said they appreciated that PTAs, state and local government officials, and others are engaged in the activities and that the project design involves convening PTAs, government representatives, and project implementer staff to allow stakeholders to validate that the intervention is in line with their priorities and is having an impact on children. For example, one CRS respondent said that, when convening, stakeholders could share whether specific activities are in line with their priorities. As described in the BB3 evaluation plan, the project involves a community-based approach for developing indicators, tracking progress, and creating action plans. Project implementers shared how the project has received strong support from the national government,

⁵¹ SO1: Improved Literacy of School-Age Children; SO2: Increased Use of Health and Dietary Practices

specifically from the education minister, who has recognized the importance of BB3 project activities and has promoted BB3 by attending the project launch ceremony.

Culture of local canteens. Some project partners thought that having a culture of local school canteens in communities is a strength. Local canteens, also called community or endogenous canteens are those canteens where community members provide food to support the school meals without assistance from the state or any other entity. Community ownership of canteens can promote sustainability after the project ends.

Weaknesses of the Project Design

Respondents also identified weaknesses in the project design that may impede progress toward project goals. According to project implementers and partners, weaknesses from BB2 include issues with timely transportation of food supplies from the Government of Burkina Faso (GoBF) to schools, tracking community canteen contributions, and teacher motivation.

Timely provision of food supplies. Project partners and implementers reported difficulties in BB2 with ensuring that food supplies from the government arrive on time at schools. Respondents shared that the government provided three months of food rations to schools as agreed, but not when the supplies were expected. For example, some schools expected to receive rations in October but did not receive them until April or May. To address this issue, for BB3, the GoBF is providing food to schools later in the school year, from May to July, while the community and CRS will provide food earlier in the school year.

Collecting data on community food contributions. According to the project design, CRS, the community, and the government each supply three months of food so that students receive school meals for the entire school year. Project implementers said that, in previous BB phases, CRS did not collect data from tracking the quantity of food contributed in the months during which the community or the assumed responsibility for providing food. CRS staff shared that it would be helpful to capture this information to determine how much food communities are getting and whether communities and the government are covering food contributions adequately during their three-month periods. For BB3, CRS will collect this information using a tool for teachers to report the type and quantity of food provided by community members each month. Such data will help CRS understand whether relying on local canteens as part of the BB3 sustainability plan is feasible. Additionally, this data could reveal the elements of community contributions that are more successful than others and the qualities of communities that successfully support canteens. In this manner, CRS can develop better shock-responsive plans to sustain school meals and ensure continuity of supply in communities where households may struggle to provide support. See 7.1.2 Alignment with Economic, Cultural, and Political Contexts for more details on school meals.

Teacher motivation and expectations. Project implementers shared that, for the BB2 project, teachers were not motivated to provide deworming, iron, and vitamin A supplements, considering the task to be outside of their job descriptions. Therefore, they modified the approach to have parents distribute the supplements instead. They shared this one issue as one example of teacher resistance to actions that benefit the community. According to project implementers, coordination with teachers from 26 teachers' unions presents certain challenges. Project implementers noted that, although the program focuses primarily on children, other stakeholders, including teachers, want to receive an incentive for participating. For that reason, BB3 will continue to provide teachers with benefits such as learning new interactive teaching methods and skills.

7.1.2 Alignment with Economic, Cultural, and Political Contexts

Many respondents expressed the belief that the project considers economic, cultural, and political contexts. Examples cited include considering the economic context by implementing the project in one of

the poorer regions of the country and offering meals at school canteens free. Additionally, project implementers considered which foods to provide to schools and selected bulgur, which is not cultivated in the country, only after testing it to ensure that the children would like it and eat it. Provision of bulgur, as opposed to foods that are grown in Burkina Faso, also does not have a detrimental effect on the local economy and food production. The implementers also mentioned trying to support the local economy when possible and to choose local vendors and staff for project needs. Regarding the cultural context, government partners shared that they chose food rations that children would already be familiar with, such as corn, beans, and oil, and noted that the canteen staff are individuals from the local community who know the students. Consideration of the political context primarily related to government and teacher support and security conditions. Project implementers noted strong government support and alignment with government priorities but shared concerns about elections in October 2020 and a possible teacher strike. See [7.3 Efficiency](#) for further discussion of security concerns.

7.1.3 BB3 Goals and Alignment with Burkina Faso and U.S. Government Priorities

Project implementers described the short-term goal of BB3 as providing food to enable children to learn, study, and succeed in school. Long-term goals included improving educational outcomes, nutrition, and health for children and promoting ownership of activities by the government and communities. When asked if the BB3 project successfully aligns with the government's strategic goals related to education and development, project implementers and MENAPLN representatives said that the BB3 project activities do match the education ministry's expectations. They also shared that project implementers are involved with the development of a national strategy on school feeding and nutrition (See [7.5.1 Stakeholder Involvement](#)).

7.2 Effectiveness

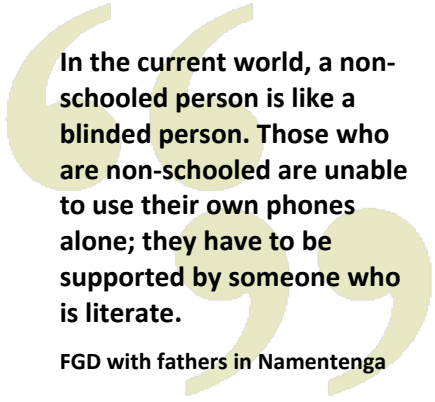
To facilitate understanding of the effectiveness of BB3 interventions at midline and endline, the baseline study examined current attitudes and practices related to the project's two strategic objectives: improved literacy of school-age children and increased use of health and dietary practices. The qualitative findings at baseline provide context for any changes that may occur after implementation related to project effectiveness.

7.2.1 Current Attitudes and Practices Regarding Strategic Objective 1: Improved Literacy of School-Age Children

This sub-section covers topic areas related to the key indicators and outcomes that fall under SO1 as noted in the BB3 ToC, and therefore touch upon a range of themes that emerged in our qualitative data: attitudes toward education, school enrollment, school feeding, student attendance, teacher attendance and experience in the classroom, literacy activities, and community support.

Attitudes Toward Education

Respondents shared that parents understand the importance of education for their children. Parents especially remarked on the short-term benefit of students learning to read and write, not only to further their own development, but also to support family members by, for example, reading phone numbers, phone messages, and even medical papers.



In the current world, a non-schooled person is like a blinded person. Those who are non-schooled are unable to use their own phones alone; they have to be supported by someone who is literate.

FGD with fathers in Namentenga

Looking to the future, parents identified education as valuable for getting a good job, specifically in civil service rather than in agriculture. Other benefits noted by parents included gaining knowledge, thinking critically, being open minded, being able to manage and get around a big city, and having respect in the community. Implementing partners also shared changes in perceptions of education in the country, along with new local policies, that they attributed to an increased awareness of the value of education.

Before, we used to think...educating a child meant Westernization and disconnecting children from their culture. People now make the distinction between education and the loss of cultural identity.

KII with project implementer

In light of the common belief among parents in the importance of education, parents shared ways that they support students to study at home. For example, some parents explained they pay for lamps so that children can work on their assignments comfortably at night; however, many children continue to lack this resource. In addition, parents said they encouraged their children to study at home by making blackboards for children to use and bringing students together to study. An obstacle to increased support at home cited by respondents was parents' illiteracy, which makes it challenging for them to help their children directly with assignments.

Yes, there is a difference between boys and girls because the trend here is to enroll boys and leave the girls behind for housework. If we have two children to enroll and there are not enough means to support both, the girl is left out.

KII with a mayor in Namentenga

Regarding the effect of children's gender on positive perspectives on education, many respondents reported that boys and girls had equal access to school. Some parents said that girls who went to school would be less likely to have an unplanned pregnancy in the future and would better manage their household. Parents noted that boys who were educated would be more likely to support education for their future children.

However, teacher and mayor respondents reported that parents are more likely to support boys than girls and to follow up with teachers. In addition, they said that girls are less likely to complete their education and to reach secondary school.

In addition to challenges related to gender, parents explained other obstacles in their decision to send children to school. For one, lack of money can make it difficult to pay school fees and buy school supplies. However, despite the difficulties of enrolling children in school, such as poverty, distance to school, and safety concerns, most parents reported that every school-age child in their community was enrolled in school. One FGD with fathers in Namentenga revealed that children sometimes do not want to go, but parents force them to attend.

Respondents provided various reasons for school enrollment, including opportunities for successful careers, such as employment as a civil servant. One teacher interviewed at a school in Bam stated that families feel especially motivated by success if they can see tangible examples in their community. Other than the intrinsic value of education, fathers in a FGD in Namentenga explained that parents send their children to school because the value of agriculture as a livelihood activity has declined due to bad rainy seasons, and fewer families have significant volumes of livestock.

Regarding the role of gender in parents' decision to enroll their children in school, respondents held varying beliefs about how it may factor into parents' decision making. One teacher stated that parents feel more hesitant to send girls to school because families keep girls at home to help mothers with housework and that parents expect girls to marry early, so they do not see the value of sending girls to

school. Alternatively, fathers in another province noted that even when parents enroll boys, alternative livelihood options, such as working at artisanal gold mines, may dissuade boys from remaining in school. Further, they said that, if a girl becomes pregnant, not only does it affect her studies, but it also may lead the boy who impregnated her to drop out of school to earn money for their family.

Despite commenting on potential gender differences, this FGD with fathers, along with two other teachers interviewed, said that gender does not generally factor into enrollment decisions. Fathers explained that both boys and girls could face challenges with enrollment if they lack birth registry documents. One mayor shared that while parents value education for boys and girls, if there are two children and only enough money for one child to go to school, the parents would send the boy to school. No parents or teachers provided specific stories of families holding children at home and not attending school, but more so surmised that it could happen based on certain perceptions of gender roles.



When we see our kids going to school in the morning and coming back in the evening, we are proud because we know these are future civil servants of the country.

FGD with mothers in Sanmatenga

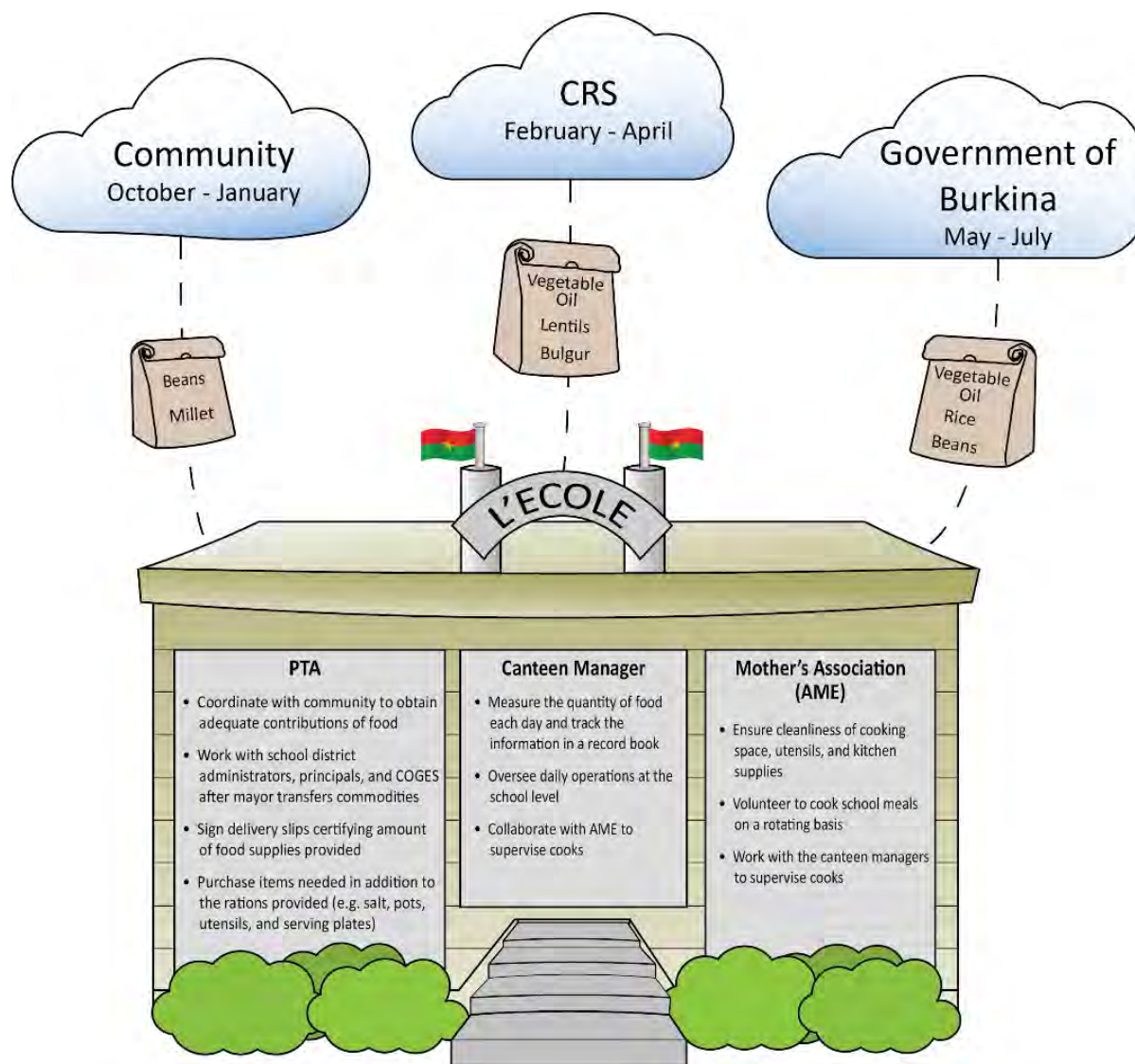
School Feeding

The provision of school meals can improve student cognition and increase school participation by reducing the opportunity cost of attending school and preventing some absences due to illness from poor nutritional intake.⁵² To understand current canteen operations and existing attitudes toward the school meals in BB3 target communities, the IMPAQ team spoke to a variety of respondents at the school level and within the government. Although BB3 has yet to start implementation of activities, respondents provided their opinions on canteen operations broadly, reflecting on BB3-supported canteens as well as local canteens likely not targeted in previous BB phases.

Canteen operations. Respondents from most of the six schools sampled for the qualitative study said that their schools had kitchens no matter their participation in BB1 or BB2, though some kitchens needed repairs and some kitchens closed due to insufficient food items. One KII with a teacher in Namentenga indicated that canteen operations relied more on the availability of food than on infrastructure because cooks can find alternate locations for food preparation if ingredients are available. Repairing canteens can be difficult because of lack of water and the variety of building materials used (concrete, clay, straw). Several respondents emphasized that only students receive meals at schools, and not teachers. Exhibit 65 outlines the BB3 model for canteen operations, which relies on community and state contributions for six months of the school year; this semi-supported mechanism for running the canteens will be valuable to ensuring the sustainability of canteens after BB3 concludes.

⁵² Adelman, S., et al., 2008. The impact of alternative food for education programs on learning achievement and cognitive development in northern Uganda. Washington, DC: The World Bank.

Exhibit 65. Summary of BB3 Canteen Operations



Source: IMPAQ.

Notably, despite a few statements from parents that households contribute millet and beans, the majority of FGDs with students pointed to rice and beans as the meal served. However, at two schools in Sanmatenga, students did mention other foods, such as bulgur and *foutou*.⁵³ Mothers in Bam pointed out that households in their community bring items other than food for the school meals, such as tree branches for firewood. Fathers at one school in Namentenga commented that they contribute to the school meals so that their children can succeed.

⁵³ *Foutou* is a dish of boiled, salted, and pounded plantains, which they typically eat with stew.

However, obtaining sufficient contributions from the community to run a school meal program can be difficult. One KII with a teacher at a school in Bam noted that, when community contributions run low, the canteens stop operating. Parents in this same community remarked on the difficulty of contributing to the school meals. Despite obstacles, students in four of six FGDs reported eating at school consistently. Students said that they eat meals, when served at noon and that all students receive the food.

Satisfaction with canteens and feeling full. All respondents reported satisfaction with different elements of canteen operations, including the model of mothers contributing to the cooking, the quantity of food cooked, and the regularity of the meals. Students themselves mostly said they liked the food and generally reported that the quantity served was sufficient. Dissatisfaction with the quantity emerged only in one student FGD at a school in Namentenga, which is the new province that was not included in previous phases and will be included for BB3. Fathers in a FGD in this same community pointed out that children do not feel full after eating. Despite this, the fathers feel satisfied with the performance of the canteen because the cooking occurs regularly and children eat the food. The fathers in this FGD alluded to potential issues with the amount of food provided by the community and the late arrival of food from the state. One FGD with students at a school in Namentenga noted that beans sometimes were spoiled, and meals lacked oil, which made the food less tasty. Mothers at a school in Bam also noted the lack of oil in which to cook the rice as detrimental to the quality of the meal.

Although opinions regarding the school meals concentrated on the food, a few remarks related to hygiene. In an FGD with fathers in Namentenga, participants noted that cooks should be clean. Students in Sanmatenga did not comment on the cleanliness of the individuals preparing the meals but did state broadly that the food should be clean.

Between a school where food is served to children and a school where food is not served at midday, the rate of attendance is not comparable. Where there is a canteen, the level of attendance is much higher.

KII with teacher in Namentenga

Connection between school meals and attendance. Every respondent, when asked whether cooked meals at school increase student attendance, responded affirmatively based on their experience and familiarity with canteens operating at their school. Two broad explanations emerged: (1) the school lunches keep children in school, especially those who live far from school, and (2) the meals provide an incentive for students to come to school.

Five of six teachers interviewed explained specifically that, when students eat lunch at school, they remain at school for afternoon activities. Otherwise, without the school meals, some students who go home for lunch will not return, especially if they live far away. They mentioned heat as a deterrent as well. Seven of eight FGDs with parents reiterated this sentiment. At one school in Bam, students said that they receive meals so that they stay at school for their lessons. CRS's partner, OCADES, emphasized that the school meals support attendance, especially at schools in rural areas.

...For children to attend school and concentrate we need this food stuff for as it is said, a hungry stomach cannot hear.

FGD with fathers in Namentenga

Teachers and parents also said that school meals influenced attendance by acting as an incentive for students to go to school each day. One teacher in Bam at a BB2 school noted that children in Grade 1, especially, like school because of the food served. Slightly more than half of the teachers interviewed stated that THRs help to increase the attendance of girls, particularly by motivating parents to enroll them in school.

Suggestions for improved effectiveness of school meals. The prevailing sentiment among all respondents at the school level seemed to be that community contributions are not adequate to provide school meals during the months when the responsibility falls to the community. Fathers at one school in Namentenga commented that the community contribution of rice depends on agricultural productivity. One mayor in Namentenga noted that the contribution from parents covers just about one month. Schools in Namentenga were not part of previous project phases and are new for BB3. However, the government-provided food may also be insufficient. A mayor in Bam indicated that they must increase food quantities to keep pace with student enrollment. To resolve this issue of inadequate food, mothers at one school in Sanmatenga suggested that the PTA should take steps to ensure that canteens can operate without support from the government. In Bam, parents diverged from this opinion, calling for government assistance to establish a local canteen, although they did not elaborate on what kind of help they needed or why.

As soon as there is the canteen, children are motivated to come early at school. We saw the school without a canteen. It was resembling a dead cycle. But as soon as the foodstuffs are mobilized, the school comes alive.

FGD with fathers in Namentenga

CRS will build the capacity of mayors to manage school canteens as part of BB3. When mayors were asked about this, they suggested providing guidance on supervisory visits to canteens and capacity building for everyone involved with school meal operations, such as more training for cooks. One mayor in Sanmatenga implied that better-managed canteens experience fewer periods of food shortages and requested CRS's support to oversee PTA and mothers' association activities more regularly for efficient usage of commodities and high-quality preparation of meals. Further emphasizing the need to improve the capacity for better monitoring, fathers at a different community in Sanmatenga said that the members of the PTA board should check the quality and quantity of food items but added that members need more training on this task. A mayor in Namentenga suggested that cooks should receive training directly, which will be done for BB3, instead of learning from teachers.

Respondents said that enhancements to existing school infrastructure might help improve canteen operations. For example, mothers said they wanted kitchens, water pumps, and better stoves. With these infrastructure upgrades, respondents believed the school environment would be more conducive to increased cooking rates.

Student Attendance

Teachers and parents often pointed to student enjoyment of school as a motivating factor for attendance. When asked whether they had missed school in the past two weeks, all students said they went to school every day. Students at one school in Namentenga reported that they "are never absent." This finding may reflect social desirability bias, but it underscores the general theme that students enjoy school. One teacher in Sanmatenga explained that students like school because they want to do well and become civil servants. Fathers in one FGD at a community in Namentenga commented that their children do not want to work in the fields and do want to be rich, desires that give them an incentive to go to school. As evidence of how much children look forward to school, parents in a few FGDs said that their children were prepared

to go to school in the morning; for example, they woke up on time. Parents in a few FGDs expressed concern that absences may rise when students stop enjoying school.

Challenges to attending school include logistical difficulties such as washed out roads from flooding or heavy rains. Distance, especially for young children according to one teacher in Sanmatenga, may also complicate regular attendance. As well, those students living far from school may have a harder time returning for afternoon classes after lunch. Other obstacles to attendance included being hungry, leaving school to work in gold mining sites, feeling ill, or helping parents in the fields. To help address these challenges, mayors and teachers recommended providing sensitization for parents on the importance of attendance and enrollment. Additionally, they explained that PTA should receive regular training for enhanced capacity to carry out their roles and responsibilities.

Despite all students reporting consistent school attendance in focus groups, parents were concerned and did not seem to concur on a strategy to improve attendance, although a prevailing sentiment seemed to be that children should receive rewards or incentives for good attendance and performance at school. Mothers and fathers in one FGD in Bam remarked that children should “be forced” to attend school but did not elaborate on what such enforcement would look like. Mothers in one community in Sanmatenga commented that better monitoring of children in collaboration with the PTA could be effective to resolve any challenges with children who do not attend school. Students indicated in their responses that teachers, for the most part, tracked attendance regularly in a copybook, although students at one school in Namentenga pointed out that teachers tracked absences only.

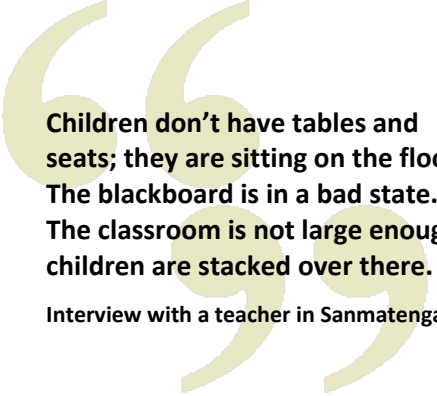
Teacher Attendance and Experience

Teachers and parents did not report unexplained teacher absences as a problem at their schools. However, one mayor shared that teachers may be absent or delayed because they often live in big cities far from the schools where they work. Teachers reported having justifications for absences, such as health or family reasons or needing to travel to get teaching wages. However, there was variation in perceptions regarding teacher motivation. Some teachers said that they were motivated to see students succeed; some were more motivated after parents rented houses for them near the school. Other teachers reported that they were not motivated because they needed to travel each day from home to the school or because conditions at the school were poor. One teacher reported not being paid for two months. When asked what they liked most about teaching, teachers said that they liked the students. Teachers noted challenges such as not having food at school and needing to travel to get lunch. Some solutions shared by respondents were for PTAs to provide housing for teachers near schools. Teachers and mayors described a need for improvement in relations between teachers and parents.

Literacy Environment: Materials, Classroom Activities, Libraries

Teachers reported spending from 45 minutes to two hours each day teaching reading and writing. They described challenges such as inadequate supplies and materials, tables, and seats. Specifically, students and teachers reported the need for several students to share one book. In one FGD, students said that there was one book per table to share. In a different school, a teacher said that there was one book for each group of three students.

All students reported that they were learning to read and write. An example from students of a reading lesson included



Children don't have tables and seats; they are sitting on the floor. The blackboard is in a bad state. The classroom is not large enough; children are stacked over there.

Interview with a teacher in Sanmatenga

teachers questioning students while reading, explaining difficult words, asking questions about comprehension, and having students read quietly on their own. Because teachers do problems and exercises in French, but students are familiar primarily with Mooré, students face some difficulties in translating these assignments in order to complete the work.

Respondents from only one of the six schools in the qualitative sample reported having a local library. At this school, which has a county library, the teacher said that children are encouraged to borrow books to read at home and that both boys and girls borrow books. In schools without local libraries, teachers were not sure either why this was the case or believed it was due to lack of funding.

Community Support

Respondents shared examples of parent engagement with schools, usually through PTAs and PTA boards, whose members were primarily men, or through mothers' associations or school management committees. Respondents said that PTAs and school management committees undertook such activities as repairing tables and seats, repainting blackboards, building handwashing devices, washing school toilets, providing soap, and planting trees to provide shade in school courtyards. In some communities, the PTA was responsible for contacting parents about an injured child or for providing medicine for students with a stomachache or headache. PTAs typically meet quarterly at general assembly (GA) meetings with teachers and parents, but in one case, they reported that active board members might hold separate discussions among themselves twice a month. The PTAs also collect school fees for each student and addressing the issue of parents not providing contributions. In some cases, PTAs covered transportation costs for teachers to attend capacity-building workshops and provided housing for teachers. Teachers in Sanmatenga mentioned that mentors came to school each week to support girls and provide advice on menstruation. In BB2, mentors provided literacy support for girls and in BB3, mentors will be women in the community who will support girls in enrolling and continuing to attend school.

Parents also discussed SILC activities, which can help communities support children going to school. In Bam and Sanmatenga, parents reported that SILCs were present. They perceived these groups to be positive in that SILCs served to fight poverty, bring people together, and support income-generating activities. In one community with several SILC groups, members used savings to purchase food, school fees, and cosmetics. However, parents mentioned that, although SILC groups are helpful, the first months could be difficult, when members have to pay contributions during the end of the rainy season. Parents also expressed negative attitudes toward SILC members who receive interest but do not take out loans and toward SILC trainers, who receive a percentage of the interest generated. In Namentenga, parents reported that SILCs were not available but that they would be interested in joining if such groups formed.

7.2.2 Current Attitudes and Practices Regarding Strategic Objective 2: Increased Use of Health and Dietary Practices

This sub-section discusses qualitative findings related to those key indicators and outcomes that fall under SO2 in the BB2 ToC: water, sanitation, and hygiene (WASH), nutrition knowledge, and infant and young child feeding (IYCF).

WASH

The discussion of WASH among respondents mostly centered on handwashing, however a few comments did relate to sanitation and overall hygiene. The most relevant themes and findings related to these two topics are presented below.

Handwashing. Parents and students explained that handwashing helps to prevent diseases. Fathers in Namentenga elaborated on the importance of preventing disease through handwashing because of distance to health centers and lack of financial means to treat illnesses. Outside of avoiding diseases, students in Sanmatenga reported they wash their hands before touching copybooks (which may relate to the finding that many students share these materials and therefore touch them).

Students said that they learned about handwashing and hygiene primarily from teachers at school, although some parents commented in FGDs that they educate their children on hygiene. In seven of eight FGDs, parents noted that they had received training on handwashing practices; one FGD in Namentenga also mentioned hygiene more broadly, including bathing. Specifically, some parents mentioned learning when to wash hands and what materials to use, such as soap and ash. Only one teacher commented on receiving hygiene and sanitation training.

A few teachers and students remarked that hygiene lessons fit into lessons on morals or science. Students in a few FGDs mentioned that they pass on the knowledge gained in the classroom regarding hygiene to their parents, and parents confirmed that this transfer of knowledge occurs. Parents and teachers generally expressed satisfaction with the level of knowledge about handwashing and hygiene that children acquired.

Respondents felt that knowledge of the importance of handwashing has translated into action, especially at schools with handwashing devices. Parents and teachers spoke positively about children washing their hands at key moments, such as after using the toilet and before and after eating. Responses from half of the student FGDs indicate that, even at schools without handwashing devices, students have found other water sources, such as cups or buckets of water and water pumps, to wash their hands. In a few FGDs, students stated explicitly that they use soap when washing hands. Schools where students reported washing with soap had handwashing devices.

The lack of functional devices and of access to water can hinder the translation of hygiene knowledge into practice. A mayor in Namentenga spoke about children in schools without handwashing devices having to walk 500 or 600 meters to wash their hands. Fathers in one FGD suggested that, if CRS does not provide water to the community, then CRS should link the community to an NGO that can provide support in this area. A mayor in Sanmatenga noted that a stronger PTA and AME could manage WASH facilities better so that the infrastructure can support the transmission of key hygiene messages, especially concerning handwashing.

Parents often noted that their children wash their hands before touching their copybooks and other school materials, but students infrequently commented that they do so. One FGD with mothers in Sanmatenga revealed as well some skepticism regarding whether students wash their hands before touching books, but these mothers stated definitively that their children wash their hands with soap before eating when at home; they explained that washing hands prior to eating when outside the house, such as in the bush or at the market, can be difficult.

Sanitation and general hygiene. One teacher mentioned that children shower before school, but a teacher in a different province stated that children do not clean themselves in the morning. A few teachers explained that they turn away students from the classroom if they find them to be too dirty. One teacher blamed the parents for not enforcing proper hygiene at home.



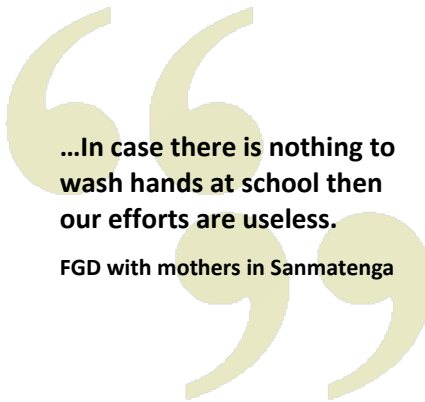
We are happy about their handwashing practices, and we even notice that diseases related to handwashing have dropped a lot.

FGD with mothers in Sanmatenga

As for sanitation, a mayor in Sanmatenga said that children tend to engage in open defecation in the bush because of poor latrines, and thus well-built facilities at school should be a top health and hygiene priority. One teacher in Namentenga pointed to an issue with people from outside the school using the school toilets.

Nutrition Knowledge

We asked Students in FGDs about vitamin A and iron and whether they had heard about foods containing either from their teacher. None of the students reported having heard about iron or foods containing iron from their teacher. However, students at schools in Bam and Sanmatenga had heard about vitamin A in class and said that vitamin A improves strength and health. Students in Namentenga did not report having heard about vitamin A in school.



...In case there is nothing to wash hands at school then our efforts are useless.

FGD with mothers in Sanmatenga

Infant and Young Child Feeding

To explore mothers' and fathers' current perceptions and levels of knowledge regarding feeding of infants and young children, interviewers inquired about early feeding, initial breastfeeding, continued breastfeeding, introduction of solid food, dietary diversity, meal frequency, and iron consumption. The IMPAQ team asked mothers and fathers about infant and young child feeding. Overall, responses were similar between mothers and fathers with any differences highlighted below.

Early initiation of breastfeeding. Parents in all focus groups said that a newborn's first food should be breast milk because it is rich in vitamins, is beneficial for the baby, cleans the baby's stomach, and promotes survival. Respondents noted that breast milk is the only food babies can eat.

Breastfeeding exclusively for six months. Most parents said that babies should receive breast milk exclusively for the first six months of life and that this practice can prevent disease. One group of mothers in Sanmatenga noted that babies under 6 months of age had been given water in the past, but this practice ended after sensitization provided to the community by health workers (prior to BB3 implementation). In one group of fathers in Namentenga and a group of mothers in Bam, parents said that infants up to 6 months could be given water if, for example, the baby has dry lips, or the mother is working outside in hot weather with the baby on her back.

Continued breastfeeding. Parents said that breastfeeding should continue after 6 months until the child reaches 1.5 or 2 years of age. Mothers and fathers in Namentenga reported that children were breastfed until age 2.

Timely introduction of solid, semi-solid, or soft foods. Nearly all parents said that babies should start eating solid foods, such as light porridge, at 6 months old, with some saying babies should start at 6 to 9 months of age. One group of mothers said that after starting porridge at 6 months, babies could start eating solid foods such as tô⁵⁴ at 8 months.

Dietary diversity and meal frequency. Parents said that it is beneficial to provide different types of foods and beverages to babies, such as sauces, soups, porridge with millet and fish, juice, and bananas. They warned against soft drinks and heavy or fried foods. Parents reported meal frequencies for children ranging from every two hours to three times a day. Many parents said that young children ate small quantities based on age and that it could be hard to estimate how much babies eat at one time. One group

⁵⁴ A white starch topped with vegetable sauce

of fathers in Namentenga reported that health workers show women the right quantities with regard to weight, age, and type of food.

Consumption of iron-rich or iron-fortified foods. Most parents reported that young children ate foods rich in iron, such as beans, green leaves of vegetables, baobab leaves with *tô*, eggs, and fruit juice. Some parents said that young children ate meat and fish; others said that children drank meat broth until they were able to eat meat. In general, parents did not report that young children ate iron-fortified foods. In one FGD, parents had not heard of iron. In others, parents reported that children receive vitamins, although they did not know which ones; some remarked that only sick children should receive vitamins. A few parents said that eating foods rich in iron promotes good growth and strength and that children can eat foods with iron in small quantities.

7.3 Efficiency

Through interviews with USDA, MENAPLN, project implementers (CRS and OCADES), and county mayors, the research team assessed challenges, lessons learned from previous project phases, internal and external threats to successful program implementation, and steps taken to main efficiency of BB3. The IMPAQ team identified these challenges based on our experiences with BB2 and discussed these during the BB3 baseline interviews. These areas identified for improvement to maintain efficiency in BB3 program operations included communication with stakeholders, transportation of commodities from the national government to schools, teacher motivation, cook motivation, and response to security concerns.

One particular obstacle lies in communicating to all relevant stakeholders, such as school district administrators, mayors, teachers about the status of program activities. Several MENAPLN staff commented that the information flow from CRS to stakeholders needs improvement, and one respondent mentioned a need for improvement in communication and coordination of roles and responsibilities on the ground. To ensure improved dialogue in BB3, a workshop involving all stakeholders occurred during the design phase of BB3, which allowed adjustments to enhance communication regarding project implementation. Additionally, CRS shared a plan for BB3 to communicate with mayors directly and to reach school district administrators and teachers by communicating with provincial directors of education, who oversee school district administrators and teachers. CRS will also have three field coordinators placed in provincial director of education offices with one in each of the three provinces (Bam, Namentenga, and Sanmatenga.)

Respondents from MENAPLN also pointed to some issues with the transportation of commodities from the national government to schools, citing delays in the previous phases of the project. Participants in the theory of change meeting also reported finding that delays in food provided by the GoBF reaching schools and sometimes arrived at the same time as food provided by CRS. The BB3 design workshop addressed this issue by proposing a consistent and rigorous process for selecting appropriate carriers. Using this process, CRS would work with MENAPLN staff when selecting transporters three months before food distribution, providing coaching to transporters, and applying penalties to transporters not delivering food on time.

According to key informants from the program side, the commitment of teachers and school district administrators is essential for project success, but eager participation, especially when it comes to activities teachers perceived as being outside their scope of work (such as distributing micronutrients and vitamins), has been challenging. They also shared this concern during the theory of change workshop. As one way to address teacher motivation, CRS plans to work with MENAPLN on criteria to use in selecting the best teachers, who will receive awards at the end of the school year. As part of BB3 implementation, CRS and MENAPLN will provide awards to the selected best teachers and best schools.

To address motivation for cooks and prevent theft of food, one modification for BB3 is take-home rations for cooks. CRS recruits cooks from the community, but does not pay them for their contribution; thus, take-home rations may reduce the risk of cooks dropping out, stealing, or hiding food.

The largest concern for project implementers was security; for example, CRS has hired a full-time security manager, who is responsible for identifying security concerns and communicating and coordinating between CRS, OCADES, and MENAPLN. Security concerns were also noted as creating a threat for teachers, who could be prevented from getting to certain schools or holding meetings, according to project implementer reports of unnamed armed men coming to schools, humiliating teachers in front of the whole school and telling teachers not to come back to the school, as well as reports of a teacher being kidnapped from one school.

According to MENAPLN, security issues could come up at any time and disrupt project activities, especially regarding delivery and monitoring of food supplies. MENAPLN has finalized a national strategy for security of schools at risk of facing terrorist attacks. This includes additional support to allow students in grade 6 to participate in national exams. OCADES respondents stated that they must assess the risks to project staff engaging in activities and holding meetings on a case-by-case basis. Another respondent remarked that the security issue would delay progress toward handover of activities to the government, as the government allocates more resources to security and defense. Certain other threats may also affect implementation. As noted by one stakeholder, CRS must develop an approach to help internally displaced students and parents integrate into their new community.

7.4 Expected Impact

At this baseline stage of the evaluation, the findings on impact relate to stakeholders' expectations of the project as a whole and to specific expectations for education and health outcomes. This information will be helpful in understanding stakeholders' perceptions of impact after project implementation begins. Many respondents noted that their main expectation for BB3 is to promote sustainability of activities and outcomes after the project ends (see [7.5 Sustainability](#)).

7.4.1 Literacy Expectations

USDA staff and county mayors shared expectations regarding educational outcomes with BB3 implementation. For example, one major shared expectations that program implementation would improve student attendance and reduce the number of students dropping out of school. Additionally, USDA respondents provided expectations for BB3 to determine what is preventing students from going to school. These respondents also wanted to determine which BB3 program activities have the greatest impact on literacy. One mayor in Bam stressed the expectation for the program to focus on teachers to improve educational outcomes for students, for example by building capacity, providing quality materials in sufficient quantities, improving relations between teachers and parents, and motivating and appreciating hard-working teachers. One project implementer highlighted the expectation that school canteens will have the greatest impact on improving student reading and writing capabilities by increasing student attendance.

7.4.2 Health, Hygiene, and Nutrition Expectations

For hygiene-related expectations, respondents from MENAPLN and project implementers said that they expected improved handwashing knowledge and practices with improved access to functional handwashing stations in schools provided by BB3. In addition, respondents noted expectations of improving student hygiene practices through education by teachers and sensitization of and training for parents.

7.4.3 Recommended Strategies to Increase Impact

Respondents recommended ways to increase the impact of BB3 activities based on experiences with BB2 and BB1. For example, one county mayor in Sanmatenga suggested increasing awareness and visibility of BB3 in communities so that residents understand the importance of activities and take ownership of the project to continue it after USDA funding ends. Another mayor in Bam recommended close collaboration between project implementers and local government stakeholders to avoid duplicating efforts and to ensure effective project implementation. Respondents from MENAPLN and project implementers suggested starting school gardens to improve the quantity and quality of foods offered in the school canteen, to sell garden crops to add to the PTA fund, and to encourage teachers to use new instructional techniques in teaching about plants and gardening. Respondents from MENAPLN and project implementers recommended investing in libraries and suggested including local language books as well as varied types of materials, such as books, magazines, newspapers, and resources with interesting facts.

7.5 Sustainability

Project implementers and USDA representatives have emphasized the increased focus on sustainability for BB3. The intent is to facilitate a gradual process in which the government takes complete ownership of the project and can manage school feeding, literacy, health, and nutrition components. As recommended in the BB2 midline evaluation, CRS and partners have already conducted a sustainability workshop toward this end as well as a theory of change workshop. At baseline, the research team asked all stakeholders, except students, to identify major factors that are likely to influence project sustainability. Respondents also suggested strategies to sustain activities after funding ends, which CRS could consider before starting interventions.

It is mainly the strong involvement of other actors in all phases of project implementation. If CRS alone takes the lead in all interventions, at the end of the project nothing will continue.

KII with implementing partner

7.5.1 Stakeholder Involvement

Respondents reported that stakeholder involvement is one of the most important factors determining whether BB3 activities remain beyond USDA funding. Project implementers noted that they have taken steps to incorporate stakeholder collaboration and communication by holding meetings to validate project activities. Project implementers said that they were preparing the government to continue project activities after BB3 ends by, for example, continuing to make sure that MENAPLN is involved in the project, feels empowered, and takes responsibility for the project. Government ownership could involve introducing a law regarding school feeding and making budget allocations, as noted in the BB3 plan to assess management structures for school feeding and support MENAPLN in creating a national school meals policy, which would address project partner concerns regarding reliance of government agencies on NGOs. Representatives from MENAPLN expressed the need to document school canteen implementation processes to ensure that CRS's practical knowledge is not lost after the project ends. Respondents shared that involving PTAs, community leaders, and SILCs would be beneficial for continuing activities after the project ends.

Keep on with BB2 achievements...A project could be there for a given time and right after the project ends, if people did not take ownership of the achievements, we will lose the gains. In contrast, when people take ownership of the policy and project objectives, it is possible to continue activities.

Interview with a mayor in Sanmatenga

7.5.2 Expected Sustainability of Specific Project Activities

Respondents at baseline spoke to the sustainability of various BB3 elements and shared their perspectives on whether they could maintain such activities upon project end. Project implementers especially praised SILCs as having the greatest potential for sustainability because of their social components and private service provider approach, which aided the continuation of SILCs after BB2 and will likely contribute to the success of SILCs moving forward in BB3. Another activity with potential long-lasting effects may be the trainings conducted with BB3 participants if they fully internalize concepts taught about hygiene practices and teaching pedagogies and transfer that knowledge onward to others.

However, certain BB3 activities face greater challenges to sustainability, such as the school canteens. Although the design of BB3 intends to promote government and community ownership by relying on their contributions for six months of the school year, some communities may feel less inclined to engage in a meaningful way to support school canteens. CRS should take this lack of motivation into account and consider the best approach to mobilize community support. Project implementers also remarked that libraries would be difficult to continue without BB3 support and offered as a suggestion that they use digital materials instead of printed books.

SECTION 8. CONCLUSION

The baseline results of the BB3 performance evaluation benchmark outcomes related to BB3 core objectives, identify potential threats to the implementation, and suggest potential additional questions to ask in the midterm evaluation. The baseline evaluation team employed a variety of data collection methods including: (1) surveys of students (including a reading assessment), teachers, school district administrators, food handlers, PTA members, and mothers; (2) FGDs with parents and students; and (3) KIIs with various school, project, and government personnel.

To collect data, the IMPAQ team visited 106 schools in the provinces of Bam, Namentenga, and Sanmatenga in Burkina Faso. The team collected survey data from 1,115 primary school students in Grades 2 to 6, 183 teachers, 40 school district administrators, 91 food handlers (cooks and storekeepers), 103 PTA members, and 166 mothers (pregnant women and mothers with children under 2). The qualitative data reflect opinions from stakeholders at six schools (two per province), where IMPAQ conducted KIIs with teachers and FGDs with students (eight mixed-gender groups) and parents (eight groups: four of mothers, three of fathers, and one combined). In addition, IMPAQ spoke to CRS staff, representatives of project partners OCADES and MENAPLN, county mayors, and USDA staff to obtain broad perspectives on BB3. Lastly, the team collected attendance data for the teachers in sample schools and captured attendance rates for students in the sample. This section summarizes key findings in response to the main research questions at baseline, discusses study limitations, and provides recommendations for the project.

8.1 Key Findings

The key findings of the baseline performance evaluation relate to BB3 ToC refinement, key performance indicators from quantitative surveys, and qualitative data collected to provide context for quantitative findings.

8.1.1 Refinement of BB3 ToC

Refinement and critical assessment of the theory of change (ToC) is important to understand the extent to which project activities are appropriate to achieve the project's key objectives. Through an in-depth review of documents from BB2 and BB3 and a workshop with local stakeholders, IMPAQ examined links in the BB3 ToC for Strategic Objectives 1 and 2 that require refinement, as outlined below. IMPAQ briefly outlines the refinement recommendations below (please see recommendation section in this Executive Summary for more details).

- **Outcome 1.1.2 Better Access to School Supplies and Materials** (*Activity 4: Distribution of school supplies and materials*). Although the use of BB learning materials improved from BB2 midline to BB2 endline, the baseline evidence shows that supplies of these materials remain inadequate and that teachers underutilize their materials. IMPAQ therefore recommends: (1) promoting use of previously distributed materials in BB2, and (2) training teachers to use the materials.
- **Outcome 1.1.4 Increased Skills and Knowledge of Teachers** (*Activity 19: Training teachers*). We found conflicting perspectives with respect to teacher trainings. In BB2 endline interviews, many teachers said that they greatly appreciated the training on new literacy instructional techniques; however, some teachers also reported that trainings were often too dense and overwhelming. Further, in the BB2 midline evaluation, teachers reported finding the training modules difficult to understand. However, at BB3 baseline, almost 57 percent of the teachers had already applied at least five of the seven different instructional techniques or tools. With these findings in mind, IMPAQ recommends: (1) modifying the content and length of teacher trainings and moving away

from standardized training to more of a professional development approach, and (2) increasing district and school capacity to deliver more trainings and refresher courses.

- **Outcome 1.3.1 Increased Economic and Cultural Incentives (or Decreased Disincentives)** (*Activity 9: Form savings and internal lending communities (SILCs)*). SILCs are widely viewed as beneficial by both members and non-members, but, as revealed in our qualitative findings, during challenging economic times, parents may drop out or not have enough income to contribute to SILCs. Additionally, the BB2 endline evaluation indicated that limited involvement may arise from inability to afford to save or feeling intimidated by the amount of work required. Thus, IMPAQ recommends a special study to understand the specific barriers to savings in this context. Additionally, CRS could consider flexible contributions to SILCs, such as rotating savings across members, matching members to cover each other during personal hardships, and setting minimum contributions during common shocks, such as droughts, which affect all members.
- **Outcome 2.1 Improved Knowledge of Health and Hygiene Practices and Outcome 2.3 Increased Knowledge of Nutrition** (*Activity 17: Training on good health and nutrition practices*). In the BB3 baseline quantitative findings, while almost all students reported washing their hands, only 51 percent of students washed their hands with soap and water. Further, at BB2 endline only 16 out of 44 schools had soap. Qualitative findings also show that respondents at BB2 endline reported that handwashing stations and latrines were sometimes not in working order. IMPAQ therefore recommends monitoring latrines and handwashing stations to ensure they remain functional.

8.1.2 Quantitative Findings

Survey findings benchmark pre-implementation values of BB3 key performance indicators under the project's two strategic objectives.

Strategic Objective 1: Improved Literacy of School-Age Children

- When asked about lunch, 90 percent of students said they ate lunch yesterday (no gender differences); of these, 4 percent reported eating lunch at the canteen. Given that the data collection occurred during exams, the school canteen was not open in most of the schools. Thus, this low percentage of students eating at the canteen is not surprising. Among those who ate lunch (regardless of where they ate), only 4 percent mentioned they felt hungry, with no gender differences.
- Among the 24 percent of boys and 27 percent of girls who reported falling sick in the last two weeks, 15 and 14 percent respectively missed school due to an illness.
- Because schools were not in their regular schedules during baseline data collection, IMPAQ could only measure the attendance rate in 36 schools. Among these schools, the collected attendance rate was 71 percent. It was higher for girls (67 percent) than boys (56 percent). However, we should interpret this outcome with caution given the timing of data collection during exams.
- A large gender gap exists in the proportion of students considered attentive by their teachers. Teachers considered 77 percent of girls attentive and only 44 percent of boys attentive.
- ASER results show that 31 percent of second graders could read at a second-grade level of proficiency, which is the ability to read complex sounds. Girls outperformed boys: 35 percent of girls and 27 percent of boys could read at grade level.
- According to the teacher attendance information collected from school district administrators for February, March, and April 2019, on average, 82 percent of teachers in the sampled schools "regularly" taught in their class, meaning that they attended at least 90 percent of normal school days in those three months.

- Among all surveyed teachers, when asked about time allocated to literacy instruction (fluency, reading comprehension, phonetics, and vocabulary), 73 percent reported devoting at least an average of 45 minutes a day to this activity, with no gender differences.
- Following BB2 teacher training modules, BB3 also will offer seven different instructional practices under teacher-centered, student-centered, and group-centered categories. The baseline survey data show that 57 percent of the teachers have applied at least five of the seven high-quality teaching practices in the past two weeks, with no gender differences.
- BB3 emphasizes working with school district administrators to observe, coach, and meet with teachers to discuss observation outcomes. At baseline, 93 percent of school district administrators reported that they follow these practices. Almost all of the school district administrators were female, so we did not disaggregate the results by gender. This outcome could provide the program with useful information when setting the key MGD standard indicator for school district administrators and teaching them new techniques.

Strategic Objective 2: Increased Use of Health and Dietary Practices

- Less than 1 percent of students achieved a passing score on a test on nutrition and dietary practices that required them to name a benefit of vitamin A and iron and a food containing these nutrients. There were no gender differences.
- IMPAQ asked students to cite critical moments when people should wash their hands. Students who could name at least four such critical moments out of six passed this test of good hygiene. The data show that 5 percent of boys and 6 percent of girls met this criterion.
- All of the male and female storekeepers (100 percent) reported use of at least one safe food storage practice. However, a gender gap exists in the responses for the passing score on a test of safe food storage practice, defined as naming seven out of nine safe practices that they follow for storing commodities. While 19 percent of male storekeepers achieved a passing score on the safe food storage practices test, only 6 percent of the female storekeepers did so.
- All of the cooks (100 percent) reported use of at least one safe food preparation practice. However only 2 percent of them achieved a passing score on a safe food preparation test, defined as naming eight out of 11 safe practices that they follow at the canteen. Almost all of the cooks were female, so we did not disaggregate the results by gender.
- Overall, 34 percent of mothers with children 0–6 months, 12 percent of mothers with children 7–18 months, and 6 percent of mothers with children 19–24 months met standards for minimum acceptable diets for their children.

8.1.3 Qualitative Findings

The baseline qualitative approach focused on understanding the five USDA evaluation criteria. They include: (1) the strengths and weaknesses of project design and its alignment with GoBF goals (**relevance**); (2) current attitudes and practices related to the two SOs to better understand the **effectiveness** of BB3 at midterm; (3) steps taken to maintain the **efficiency** of project operations; (4) expectations for BB3 to set the stage for **perceived impacts** at midterm; and (5) planning for **sustainability** after BB3.

Relevance

Stakeholders largely appreciated how CRS has designed BB3 to consider economic, cultural, and political contexts, such as ensuring the CRS-donated bulgur meets the tastes and needs of the children while not harming the local economy. Project implementers and MENAPLN representatives concurred that BB3 aligns with the government’s strategic goals related to education, health, and nutrition. Although the project design has excelled in engaging community and government stakeholders and supporting the

culture of local canteens, respondents pointed to issues with transportation of government food supplies and low teacher motivation as weaknesses to address.

Effectiveness

Parents generally emphasized the importance of education. Many respondents said that boys and girls should have equal access to school, although some believed parents provide more support for boys. All respondents noted satisfaction with canteen operations and confirmed that the school meals increase student attendance by keeping children in school during the day and motivating them to come to classes regularly. Teachers said they enjoyed working with the students but noted challenges with inadequate quantities of school supplies and limited teacher housing. Regarding WASH practices, parents and teachers said that children know to wash their hands at key moments. Students confirmed regular handwashing. However, these responses could reflect social desirability bias. In terms of feeding infants and young children, parents said that babies should receive breastmilk exclusively for the six months of life to prevent disease and later introduce complementary solid food.

Efficiency

Most respondents praised BB3 for adjusting programming to account for lessons learned in previous phases of the project. However, certain external issues, such as security issues and lack of community ability to contribute to school meals may threaten efficient implementation as well as sustainability.

Perceived Impacts

CRS staff, project partners, and school-level stakeholders said that they expected BB3 to improve student school attendance, decrease dropout rates, and improve knowledge of WASH practices. These respondents also suggested that BB3 could increase impact by increasing awareness of the program, enhancing collaboration between project implementers and local government, and starting school gardens to provide food for the canteens.

Sustainability

CRS reported that they would support the development of local canteens by following a model in which the community, CRS, and the government each contribute food for three months. Respondents noted that stakeholder involvement would be critical to achieve government and community ownership of project activities. Project implementers highlighted SILCs, which continued after previous project phases, as having great potential for sustainability for BB3.

8.2 Limitations

Limitations of the study that are worth noting are described below. The evaluation team also included measures IMPAQ took to minimize their effects.

8.2.1 Security Issues in Bam and Sanmatenga

One of the main constraints on the evaluation was security issues in certain CEBs in Bam and Sanmatenga. Due to these security concerns, the evaluation team was unable to reach the target sample of 108 schools, so that the final baseline evaluation sample was 106 schools. The IMPAQ team mitigated this challenge by oversampling in other schools within the same CEBs, a tactic that helped to reach a response rate of over 83 percent for all respondents. Similarly, surveying mothers was challenging, because the field team had to conduct these surveys at home, so that enumerators took a risk in travelling long distances to each mother. We mitigated these concerns to some extent by assuming a conservative response rate of 70 percent for students and mothers by providing a list of replacement. These tactics ensured that sample sizes remained adequate for analytical purposes.

8.2.2 Self-Reported Data

An important limitation of the performance evaluation is reliance on self-reported data for socially and culturally sensitive subjects that are particularly susceptible to social desirability bias, such as food consumption, hygiene practices, and attendance. The self-reported data should be interpreted with caution. To help counter the bias, the evaluation team asked similar questions of different types of respondents so the team could triangulate the findings. For example, in addition to asking teachers if they taught hygiene, the team also asked students and questioned school district administrators about any hygiene instruction they received from teachers (students) and saw in classroom observations (school district administrators). The IMPAQ team also planned to observe handwashing practices and canteen operations, but the observational tools will be more effective during future rounds of data collection when schools are on their regular schedules.

8.2.3 Data Collection during Exams

For multiple reasons, including delays in project evaluation kickoff between IMPAQ and CRS, security issues, and the timing of Ramadan, the IMPAQ team had to start the data collection in June, after national exams had started and schools were not following their regular schedules. IMPAQ could not delay baseline data collection because BB3 implementation starts in summer 2019. The timing of the data collection caused challenges to the availability of the respondents and reliability of benchmark values for some indicators.

- **Availability of respondents.** School-level respondents, especially teachers, generally either were involved in national exams or had left for the summer. Enumerators had to call students in to schools to take in the survey. To minimize the effect of these challenges and maintain the power of the study, CRS took the lead in coordinating with schools to ensure that respondents would be available for surveys. In addition, IMPAQ provided enumerators with a list of replacement students, assuming a 70 percent response rate to maintain the power.
- **Reliability of benchmark values for some indicators.** The fact that schools were not following their regular schedule made benchmarking some specific outcomes challenging. For example, attendance rate measures for students should be interpreted with caution. IMPAQ's plan for using CRS monitoring attendance rate at the beginning of academic year 2019-2020 as benchmark values, as well as IMPAQ's attendance spot checks during the school year between the baseline and midterm evaluations should mitigate this reliability concern. Similarly, teacher attendance data are limited because school district administrators were involved in exams. Moreover, outcomes reported by teachers, including attentiveness, should be interpreted with caution, because classes were not in session. For the same reason, the IMPAQ team was not able to observe any classrooms to correlate observation data with survey responses. However, to minimize the effect of this challenge, the IMPAQ team set the recall period to "a typical week/day" rather than "last week/yesterday" to capture a general overview of the outcomes. At midterm, IMPAQ will add questions to the teacher survey to capture both a general level of outcomes for comparison with the baseline and a shorter recall period for comparison with the final evaluation.

8.3 Notable Potential Challenges to Implementation

Qualitative interviews and focus groups, the ToC refinement workshop, and baseline values from the quantitative surveys revealed potential threats to program implementation as BB3 activities get underway. First, we present below the potential threats to success of project activities, which CRS and partners should continue to monitor and recognize as challenges; some of these obstacles present broader external constraints that may necessitate higher-level investments and changes beyond the

scope of BB3. Consequently, these factors do not lend themselves easily to concrete recommendations, and thus we discuss them separately as items to note but recognizing that actionable alterations to address these challenges may be difficult.

8.3.1 Food Insecurity of Target Areas

Bam, Namentenga, and Sanmatenga provinces represent some of the more food insecure zones in Burkina Faso; they also often face water shortages outside of the rainy season, which affect production of crops that are important for household consumption and income.⁵⁵ Baseline data from the mother survey also revealed that 63 percent of mothers considered their households to have very low levels of food security; only 10 percent of mothers reported that their households were food secure. Local food shortages can lead to moderate or severe acute malnutrition as families turn to alternative options that may provide inadequate nutrients for normal child growth and development.⁵⁶ Household food insecurity also has implications for early childhood and brain development. The diet of pregnant and lactating mothers can affect absorption and distribution of vital nutrients for infants.

Considering this context, BB3 will take steps to improve the nutrition of young children, pregnant women, and mothers with children under age 2, including sensitization on dietary diversity. However, changing food security conditions may influence the effectiveness of outcomes. CRS should consider how best to monitor and track how program operations may be responsive to changing household needs amidst any shocks. In addition, CRS could increase its dialogue and partnership with organizations that operate in this space to improve the resilience of households in BB3 target provinces in response to food insecurity.

8.3.2 Security Conditions

As the baseline qualitative data show, security conditions in Burkina Faso may present challenges throughout BB3 implementation. Specifically, occasional teacher strikes may deter or delay project activities. In addition, the upcoming elections in October 2020 could create an environment that disrupts daily operations. These security issues may affect the project's ability to deliver and monitor food supplies, according to MENAPLN. Other project partners noted that the sustainability of BB3 activities and the process of handing over project activities to the government might experience lags if the security situation deteriorates, as more of the state budget would then go toward defense. At the local level, security concerns could make it impossible for male teachers to access certain schools or conduct meetings. CRS has already hired a full-time security manager, but BB3 should continue to monitor security threats and plan to maintain the continuity of activities to the extent possible.

8.4 Recommendations

Although BB3 may not be able to mitigate all potential challenges to implementation, IMPAQ has identified a few areas where CRS can take practical actions to address evaluation and project concerns. The recommendations do not address all challenges identified; instead, they focus on the main drivers of project success and on any changes required for future projects or evaluations. The first set of recommendations focuses on enhancing the relevance and effectiveness of current BB3 activities. The second set consists of recommendations with budget implications for future evaluation and research to add to the existing evidence base.

⁵⁵ Murphy, Emmet; Oot, Lesley; Sethuraman, Kavita. 2017. USAID Office of Food for Peace Food Security Desk Review for Burkina Faso. Washington, DC: FHI 360/FANTA.

⁵⁶ Hager ER, Quigg AM, Black MM, et al. Development and validity of a 2-item screen to identify families at risk for food insecurity. *Pediatrics*. 2010; 126: 26-32.

8.4.1 Recommendations to Enhance Planned BB3 Activities

Give teachers more extensive training and follow-up monitoring on use of BB3 materials and supplies.

Teacher surveys, KIIs, and student FGDs noted that classrooms had inadequate materials. However, survey data and previous BB2 findings suggest that the issue lies not so much with inadequate quantities of materials, but rather with teachers' knowledge of how to use the supplies provided. More training on how to integrate the variety of teaching materials into classroom instruction may resolve the overreliance on a few materials to engage students. School district administrators should also communicate with teachers at each school and follow up to ascertain how teachers have incorporated the materials into their lessons and to obtain feedback on which materials and supplies are most useful. By increasing communication with teachers, CRS may be able deliver more effective tools to meet teachers' needs.

Explore gender and regional differences in the school environment related to Strategic Objective 1, to modify the pedagogical trainings accordingly, if needed. Students' ASER results on reading proficiency show that girls outperformed boys with noticeable regional differences. Students' attentiveness rate reported by teachers, as well as students' attendance rate in a sub sample of schools, show that girls are more likely to have better outcomes than boys. CRS should explore these differences more carefully in the monitoring data, and alter pedagogical trainings accordingly, if necessary, so that teachers can instruct all students adequately. CRS also could conduct an assessment with teachers and students across the three provinces to better understand if these differences are systematic, and the potential driving forces.

Build the capacity of PTAs to mobilize resources for school infrastructure improvements. Qualitative discussions revealed that PTAs often hold responsibility for maintaining school infrastructure (such as handwashing stations, boreholes or wells, and tables and chairs in the classrooms). However, according to teacher interviews, PTAs vary in their capacity to obtain enough resources to handle repairs; thus, schools continue to suffer from poor infrastructure. CRS should incorporate into their planned PTA trainings for BB3 lessons on PTA functions, community mobilization, financial management, and effective communication. Equipped with this knowledge, PTAs can better mobilize financial and labor support from the community when needed, for example connecting with SILC groups to contribute to purchasing and repairing materials. As well, enhancing PTA capacity could be helpful to ensure members can carry out their roles and responsibilities competently and diligently, including following up on school infrastructure and leading such tasks.

Revisit some of the PMP's definitions on use of new techniques for standard indicators based on actual practices. The survey data from teachers and school district administrators provided sufficient information on practices they already followed or the knowledge they had regarding the training contents that they will receive in BB3. For example, 57 percent of teachers already reported applying effective techniques. In addition, 93 percent of school district administrators mentioned they led a teacher training in literacy instructions; observed a classroom; and followed up with teachers to coach them after their observations. CRS should consider these outcomes as custom indicators to understand how they evolve over time. This information then should be taken into account to set the key performance indicators (including MGD standard indicators #4, 6, and 19) with new tools/techniques introduced by the program over time.

Conduct an assessment to understand barriers to savings for participating in SILC. According to findings from the ToC refinement and FGDs with parents, one of the main obstacles to SILC participation is the inability to save. During focus groups at BB3 baseline, people noted that making regular contributions through the year, especially at the end of the rainy season (which usually coincides with the first few months of the SILC group), is difficult because there are many expenses related to agricultural activities. In order for SILCs to be effective, households should be able to save and set aside money. Since one of the main constraints identified is the inability to save, it is important to understand the causes of low savings

in this context. For instance, if one of the main barriers to savings is poverty and the inability to save due to insufficient funds then CRS can consider ways to boost incomes, including a cash transfer. On the other hand, if the main constraint is the lack of a safe place to keep money or lack of access to savings accounts, then the project can focus on those aspects as a means to increase SILC membership.

Introducing flexible contributions to SILCs. As mentioned in the previous recommendation, parents noted the difficulty of contributions during challenging economic times. Thus, we also recommend introducing flexible methods of contributing to SILCs. This implies removing any stipulation on a certain set amount of money, which SILC members have to contribute every month, and introducing flexible methods. IMPAQ outlines three potential options. First, a rotating system of contributing, wherein each member contributes every other month. Second, fixing matching pairs of members. That is, allowing members to stop contributing during personal economic hardship, such as sickness or death of a family member and allocating a “back-up” member to contribute during that time. This would also mean that when the “back-up” member faces a personal economic hardship, the first member contributes in his/her place. Finally, when the whole community faces an economic hardship such as a drought and everyone has a reduced capacity to contribute, SILCs can define a ‘minimum’ contribution, which reduces the contributions required by individual members to this minimum contribution level. Further, SILC members could ensure that there is no penalty for not being able to meet this ‘minimum contribution’, thus encouraging members not to drop out.

8.4.2 Recommendations with Potential Budget Implications or Reallocation of Resources

Consider follow-up research to assess WASH practices and BB3 progress toward increased use of health and hygiene practices. Despite improvements in students’ knowledge of good health and hygiene practices from baseline to final evaluation in BB2, BB3 student survey data consistently show a low level of knowledge of handwashing and self-reported practices in general. Almost all students reported washing their hands, but this proportion fell to half when we asked students if they washed their hands with soap, which was lower than students’ self-reported responses to the same question in BB2. Students in FGDs reported as well that they wash their hands consistently; even where handwashing devices did not exist, students said they sought out other sources, such as water pumps, to wash their hands. Because we collected data when school was not in session, the IMPAQ team could not triangulate observations of student handwashing practices with the self-reported data. Similarly, we could not observe the hygiene practices of cooks. To better understand the low level of students handwashing knowledge and practices from BB2 to BB3; help resolve questions about self-reported data; and provide a more accurate depiction of health and hygiene practices, CRS should consider following up on handwashing and food preparation in a separate assessment during the school year, when handwashing stations and canteens are supposed to be fully functional.

Monitor latrines and handwashing stations and increase community capacity to maintain these facilities. To increase the effectiveness of BB3 trainings on nutrition and hygiene, adequate infrastructure is a necessary condition. However, participants in the ToC workshop pointed out the limited availability in many schools of infrastructure and resources to encourage appropriate hygiene behaviors, such as functional latrines, water, and soap. Thus, if budgetary resources are available, CRS might incorporate construction of latrines and handwashing stations into the program to make its WASH activities more effective.⁵⁷ If the budget modification is not feasible, IMPAQ recommends two beneficial options within

⁵⁷ Of note, another donor implements WASH activities in 217 schools also supported by BB3 (March 2017 to March 2020). The main activities under this program include: 1) infrastructure building (installment of boreholes and construction of latrine blocks); 2) menstrual hygiene management trainings for teachers; 3) promotion of hygiene education in schools; 4) organization of water points and latrine management; 5) provision of water transport system, and 6) provision of group handwashing devices, etc.

the current budget or with reallocation of resources. First, CRS could add a component to the current ToC to monitor the functionality of latrines and handwashing stations in target schools. Second, CRS could work closely with other donors that working on WASH activities in targeted schools to enhance existing training to the community on how to repair and maintain latrines and handwashing stations. In each community, CRS should identify the individuals or groups responsible for infrastructure (usually the school principal or a teacher) and target its trainings appropriately. CRS should clarify in its trainings the ways in which schools can seek help if they themselves cannot repair essential facilities.

Better understand the nutrition of young children under 2, mothers, and pregnant women; consider how to allocate resources to areas of most need. In surveys and FGDs, mothers' knowledge and practice of infant and young child feeding (IYCF) and nutrition aligned with international standards, such as exclusive breastfeeding during the first six months. However, the data show that mothers had more limited familiarity with other topic areas, such as iron-rich foods. National-level data confirm that certain indicators of mothers' nutrition knowledge are troublesome; for example, only 35 percent of children age 6–23 months had consumed vitamin A-rich foods.⁵⁸ CRS could consider conducting a knowledge, attitudes, and practices assessment of mothers. CRS could use this information to train community health workers (CHWs) on the most relevant knowledge gaps to have meaningful and useful discussions with mothers. In this manner, CHWs would target their interactions with mothers to train them on those aspects of health and nutrition where mothers exhibit the greatest knowledge gaps and where good practices have been slow to become habit. Consequently, CHWs can better funnel resources to support improvements in outcomes where progress has been limited.

Understand the factors behind the prevalence of limited nutrition knowledge among students. Despite significant improvement in students' nutrition knowledge from baseline to endline during BB2, almost none of the students surveyed for the BB3 baseline evaluation achieved a passing score on the test of nutrition. Students' lack of knowledge could result from teachers' minimal devotion of time to teaching students about certain nutrition concepts, such as iron and vitamin A. It could also reflect the limited knowledge of their parents. CRS could consider conducting a knowledge, attitudes, and practices (KAP) assessment with students and teachers to identify challenges regarding these low outcomes, specifically in Bam, and learn success stories in Sanmatenga. With a better grasp of these barriers to transmitting nutrition information effectively to students, CRS can improve their approach to training school administrators and head teachers to ensure that they know how to best guide teachers so that they feel equipped to handle this subject in their classrooms. This assessment could also help understand if this lack of knowledge may require community-level interventions, which CRS could support via messaging and training at school open houses or during other opportunities to engage directly with parents.

⁵⁸ Elizabeth Heger Boyle, Miriam King, and Matthew Sobek. IPUMS-Demographic and Health Surveys: Version 4.1 [dataset]. Minnesota Population Center and ICF International, 2017. <https://doi.org/10.18128/D080.V4.1>

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APPENDICES

- A. BB3 Evaluation Questions and Conceptual Framework**
- B. MGD Indicators**
- C. Additional Exhibits and Complementary Outcomes**
- D. ASER-Reading Test Instructions**
- E. Questionnaires**
- F. Qualitative Protocols**

APPENDIX A. BB3 EVALUATION QUESTIONS AND CONCEPTUAL FRAMEWORK

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
SO1 Improved Literacy of School-Age Children	▪ What are students' reading levels? ▪ What percent of students (male and female) can read and understand at ASER C level? How do the scores of girls in mentoring schools differ? ▪ How do the scores of students benefiting from ECD differ? ▪ What factors prevent children's literacy (disaggregated by boys and girls)? ▪ What percent of students (boys and girls) have increased their reading comprehension compared to baseline? What factors contributed to this? What factors inhibited this? ▪ Is there any significant difference between students receiving a normal school program compared to students receiving an ECD program? ▪ Is there any significant difference between students receiving a normal school program compared to students receiving a mentoring program?	▪ Percentage of students (boys and girls) who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text. (Disaggregated by gender, province, and school type - mentoring vs. ECD)	▪ Student survey ▪ ASER assessment ▪ Teacher interviews ▪ Teacher survey	IMPAQ	✓	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
IR1.1 Improved Quality of Literacy Instruction	- How well do teachers instruct reading and writing? What is the teachers' current level of skills and knowledge of literacy instruction?* - How much time per day do they devote to literacy instruction? What challenges do they face in devoting time suggested? What aspects do they find most useful and why? - What are the constraints of literacy teaching techniques and supplies available to teachers? - How well have teachers implemented literacy teaching techniques acquired under BB2 literacy training? - What aspects do they find most useful and why? - In what way has the quality of education improved as a result of the adoption of technical trainings for teachers?	Percent of teachers who devote adequate time (an average of at least 45 minutes a day) to literacy instruction.	- CRS program data - Teacher survey - Teacher Interviews - Classroom observations	IMPAQ and CRS	✓	✓	✓
Output 1.1.1 More Consistent Teacher Attendance	- To what extent have teachers' attendance improved in schools compared to the baseline? If so, why? - What are the greatest inhibiting factors to teacher's attendance? - What project interventions influenced the improvement of teacher attendance?	The percent of teachers in target schools who attend and teach school at least 90% of scheduled school days per year (Disaggregated by gender)	- School administrator interviews - Teacher interviews - Teacher logs	IMPAQ	✓	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
Output 1.1.2 Better Access to School Supplies & Materials	What materials have been supplied? Have the materials distributed have been sufficiently used?*	Number of teaching and learning materials provided as a result of USDA assistance	CRS distribution Reports	CRS MEAL, project team, IMPAQ		✓	✓
	- Which school supplies do teachers find most useful and why? - Which supplies provided do students like and why? - What other supplies would teachers and students prefer? - Are material kits being used as intended? Do teachers/students need additional training to better use these materials?		- Classroom observations - Teacher interviews - Teacher survey - School district administrator - Student focus groups				
Output 1.1.3 Improved Literacy Instructional Materials	- Do the teachers consider literacy instructional materials to be an improvement over what they previously had? - How are teachers using the materials provided? What, if any other materials would they prefer? - What do students like and dislike about using the literacy materials that have been provided? School?	Percent of schools in targeted provinces who received a full package of literacy instruction materials as a result of USDA assistance (Disaggregated by province and school type - mentoring vs. ECD)	- CRS distribution reports - Student focus groups - Teacher interviews - Classroom observation	CRS MEAL and IMPAQ		✓	✓
Output. 1.1.4 Increased Skills and Knowledge of Teachers	What percent of teachers demonstrate use of new teaching techniques and knowledge?	Percentage of teachers/educators/teaching assistants in target schools who demonstrate use of new and	- CRS training reports - Teacher Survey	CRS MEAL, MENAPLN M&E, IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
	- In what ways has the quality of teaching improved based on the tools and techniques used by teachers? What aspects of the trainings were not widely adopted and why? - How can the trainings have greater impact? What additional training topics would help the teachers be even more effective in literacy instruction?	- quality teaching techniques or tools as a result of USDA assistance (Disaggregated by gender, province, and school type – mentoring vs. ECD) - Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (Disaggregated by gender)	- Teacher interviews - Classroom observations				
Output. 1.1.5 Increased Skills and Knowledge of School Administrators	- To what extent have school administrators been trained as per the project timeline and budget?* - What percent of school administrators demonstrate use of new techniques or tools? - To what extent do school administrators find the classroom observation technique useful? - How are the techniques received by teachers? Have the observations led to constructive feedback? If so, has the feedback been received by teachers and affected their teaching techniques? - In what way has the quality of education improved based on techniques used by the administrators? - How well do administrators conduct school visits for teacher	- Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Disaggregated by gender, province, and school type – mentoring vs. ECD) - Number of school administrators and officials trained or certified as a result of USDA assistance (Disaggregated by gender and school type – mentoring vs. ECD)	- School administrator surveys - School administrator interviews - Teacher surveys - CRS program data (training reports)	CRS MEAL, MENAPLN M&E, and IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
	pedagogical accompaniment? Are schools sufficiently visited to create an enabling environment for the use of new techniques?						
IR1.2 Improved Attentiveness	- How attentive are students during class instruction? - How does this differ among girls in the mentoring program? - How does this differ among student benefiting from ECD? - To what extent have school meals been distributed as per the project's budget and timeline? - What percent of students in target schools indicate that they are hungry during the school days? - How do students find the ration size? **	- Percentage of students in target schools who are identified as attentive during class/instruction (Disaggregated by gender, province, and school type – mentoring vs. ECD) - Percentage of students in target schools who indicate that they are hungry or very hungry during the school days (Disaggregated by gender and school type – mentoring vs. ECD)	- CRS distribution reports - Student survey - Student focus groups - Classroom observation - Teacher surveys	IMPAQ and CRS MEAL	✓	✓	✓
Output 1.2.1.1/1.3.1.1 Increased Access to Food (School Feeding)	- How do students like the commodities provided for school meals? ** - What percent of school level warehouses demonstrate appropriate storage of commodities? **	- Percentage of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance - Percentage of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Disaggregated by gender) - Percentage of school-age children receiving take-home rations as a result of USDA assistance (Disaggregated by gender)	- CRS distribution reports - Student focus groups - Student survey - Warehouse observations	CRS MEAL, and MENAPLN M&E, IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
		- Quantity of take-home rations provided (in metric tons) as a result of USDA assistance - Percentage of school-age children who are satisfied with their school meals - Percentage of warehouses that demonstrate proper storage techniques					
IR1.3 Improved Student Attendance	- What is the average student attendance?* - Is there a difference amongst students who benefitted from ECD or from mentoring?* - How many days, on average, per month do students miss due to illness? - What is the current student attendance rate? What changes have been made from the baseline?* - Is there a significant difference in attendance rates between students in normal school programs compared to those receiving ECD or a mentoring program?*	- Average student attendance rate in USDA supported classrooms/schools that are part of the evaluation sample (Disaggregated by gender) - Number of schools reached as a result of USDA assistance	- Student focus groups - Student survey - Student attendance spot checks - Mentor focus groups (for ML and EL) - Teacher focus groups	CRS MEAL, MENAPLN M&E, and IMPAQ	✓	✓	✓
Output 1.3.4 Increased Student Enrollment	To what extent has the enrollment of school-age students (girls and boys) changed compared to the baseline? If so, how?*	Number of students enrolled in schools receiving USDA assistance	- Student registers - Teacher interviews - Parent focus groups - Teacher focus groups	CRS MEAL, MENAPLN M&E, IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
	Which factors have facilitated or have been obstacles towards enrollment?***						
Output 1.3.5 Increased Community Understanding of Benefits of Education	- Has parents' knowledge of the importance of education changed compared to baseline?*** - Has parents' level of contribution to the school canteen changed?***	Number of community members benefiting from SBCC media campaign on education	- Parent surveys - CRS program data	CRS MEAL and IMPAQ		✓	✓
SO2: Increased Use of Health and Dietary Practices	- What proportion of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors? - To what degree are mothers following standard health practices? To what extent, proportion of students who missed schools due to illnesses reduced in the Beoog Biiga intervention schools?	- Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors - Percentage of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (Disaggregated by gender) - Percentage of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (Disaggregated by gender) - Proportion of students that missed schools due to illness in the past two weeks	- Mother surveys - Mother observations (as feasible) - student survey	IMPAQ and CRS M&E	✓	✓	✓
IR2.1 Improved Knowledge of Health and Hygiene Practices	What is the student's level of knowledge of health and hygiene practices? What percentage of students have increased their knowledge of health and hygiene practices compared to baseline?	Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices (Disaggregated by gender and	- Student surveys - Student hand-washing observations - CRS program data	IMPAQ	✓	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
	- What is the teacher's level of knowledge of health and hygiene practices? - To what extent have students improved their hygiene-related practices (what percent of school children wash their hands at critical moments)? - To what extent has the project supplied hand washing stations to schools as planned?***	school type – mentoring vs. ECD)	Teacher survey				
IR 2.2 Increased Knowledge of Safe Food Prep and Storage Practices	- To what extent has the project completed trainings for food preparers as planned?*** - To what extent has there been an increase in knowledge of safe food preparation and storage practices for food preparers in the Beoog Biiga intervention schools during the course of the program?	- Percentage of individuals trained in safe food preparation and storage as a result of USDA assistance (Disaggregated by gender) - Percentage of food handlers (cooks and storekeeper) at target schools who achieve a passing score on a test of safe food preparation and storage (Disaggregated by gender)	- Training reports - Food handler survey	CRS MEAL and MENAPLN M&E, IMPAQ		✓	✓
IR 2.3 Increased Knowledge of Nutrition	- What is the students' level of knowledge of nutrition practices? What percentage of students have increased their knowledge of nutrition and dietary practices compared to baseline? - To what extent have food preparers been trained in good nutrition and dietary practices as planned?***	- Number of individuals trained in child health and nutrition as a result of USDA assistance (Disaggregated by gender) - Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs (Disaggregated by gender) - Number of children under two (0-23 months) reached with	- Student surveys - Mother survey - Food handler survey training reports (including post-test results)	CRS MEAL, MENAPLN M&E, and IMPAQ	✓	✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
		community-level nutrition interventions through USG-supported programs (Disaggregated by gender) ▪ Number of pregnant women reached with nutrition-specific interventions through USG-supported programs ▪ Number of students in target schools who achieve a passing score on a test on food nutrition and dietary practices (Disaggregated by school type – mentoring vs. ECD)					
IR2.5 Increased Access to Preventative Health Interventions	▪ To what degree has students' knowledge of Vitamin A, Iron and deworming medication changed since baseline?	▪ Percentage of students receiving deworming medication(s) ▪ Percentage of students in target schools who achieve a passing score on a test of food nutrition and dietary practices by naming at least one food with iron and one with vitamin A and by naming one benefit of each	▪ Sample of student distribution records (school level) ▪ Student surveys ▪ CRS program data/distribution reports	CRS MEAL and partner M&E, IMPAQ		✓	✓
FOUNDATIONAL RESULTS							
FR 1: Output 1.4.1 & 2.7.1 Increased Capacity of Government institutions	▪ To what extent have local government officials been trained as planned? **	▪ Number of trainings or tools provided to government officials	▪ Training reports ▪ Community leader interviews	CRS MEAL		✓	✓
FR 2: Output 1.4.2 & 2.7.2 Improved Policy or	▪ To what extent have committees been engaged ratification of school meal policy?***	▪ Number of policies, regulations, or administrative procedures in each of the following stages of	Policy reform committee meeting minutes	CRS MEAL, MENAPLN M&E, IMPAQ		✓	✓

Strategic Objectives and Results	Research Questions	Project Indicators	Data Source	Responsible Party	B*	M*	F*
Regulatory Framework		development as a result of USDA assistance	Community leader interviews				
FR 4: Output 1.4.4 & 2.7.4 Increased Engagement of Local Organizations and Community Groups	▪ To what extent are PTA holding regular meetings? To what degree is this frequency different from baseline? ▪ How many PTA have been supported under BB3 since the baseline? ▪ To what degree have the awareness raising activities on nutrition, health and WASH practices been completed as planned? ▪ Has mothers' knowledge of the importance of health, nutrition and WASH changed compared to baseline? ▪ Has the parents' level of contribution to the school in WASH practice changed?	▪ Number of PTAs supported ▪ Percentage of parents who have heard of iron and vitamin A ▪ Percentage of parents who can cite a food containing iron and vitamin A	▪ PTA surveys ▪ mothers surveys ▪ CRS program data	CRS MEAL, IMPAQ		✓	✓

*Indicators are measured at (B)aseline, (M)idterm, and/or (F)inal

** CRS takes the lead on these indicators, and IMPAQ reports on them from the evaluation sample qualitatively or quantitative methods

The baseline study will also collect information on the relevance of the project design to the context and its potential for sustainability and impact with the following questions:

- To what extent does the BB3 project design respond to the needs and challenges identified by the baseline? What design changes could be made to improve this?
- How could integration of the two strategic objectives be enhanced or further leveraged to deeper positive project impact?
- What could be barriers to achieving sustainability and impact? How can an exit strategy be better integrated from project start up to ensure more sustained impact?

- What challenges can already be foreseen with the design of the project in achieving its objectives, and what improvements could be made to the design and plan?
- How could integration of the gender considerations be enhanced or further leveraged to deepen positive project impact?
- Does the ToC reflect well the needs identified during the design? What are the key assumptions related to program ToC that need to be monitored and specifics questions to test the theory of change during BB3 implementation?
- What are project participants' (students, teachers, administrators, PTA, etc.) expectations with regards to this project?

APPENDIX B. MGD INDICATORS

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline
Strategic Objective #1 – Improve Students’ Literacy Outcomes			
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	MGD Standard Indicator # 1	ASER reading test	Boys: 27%
			Girls: 35%
Percent of students who, by the end of two grades of primary schooling, demonstrate proficiency in identifying letters	MGD Standard Indicator # 30	Monitoring Data	
Number of individuals benefiting directly from USDA-funded interventions	MGD Standard Indicator # 31	Monitoring Data	
IR.1.1:Improved Quality of Literacy Instruction			
Percentage of teachers who devote adequate time (45 minutes) to literacy instruction every day.	CRS Custom indicator # 1	Teacher Survey	65%
IR.1.2:Improved Attentiveness			
Percentage of students in target schools who are identified as attentive during class/instruction	CRS Custom indicator # 2	Teacher Survey	Boys: 44%
			Girls: 77%
IR.1.3:Improved Student Attendance			
Average student attendance rate in USDA supported classrooms/schools	MGD Standard Indicator # 2	School registries	Boys: 69%
			Girls: 74%
Number of schools reached as a result of USDA assistance	MGD Standard Indicator #32:	Monitoring Data	
IR 1.1.1: More Consistent Teacher Attendance			
Percentage of teachers in target schools who attend and teach school at least 90% of scheduled school days per year	CRS Custom indicator # 3	School district administrator Survey	82%
IR 1.1.2:Better Access to School Supplies & Materials			
Number of teaching and learning materials provided as a result of USDA assistance	MGD Standard Indicator # 3	Monitoring Data	
IR1.1.3: Improved Literacy Instructional Materials			
Percentage of schools that have received a full package of literacy instruction materials as a result of USDA assistance	CRS Custom indicator # 4	Monitoring Data	

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline
IR 1.1.4: Increased Skills and Knowledge of Teachers			
Number of teachers/ educators/ teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	MGD Standard Indicator # 4	Teacher Survey	0%
Number of teachers/educators/ teaching assistants trained or certified as a result of USDA assistance	MGD Standard Indicator # 5	Monitoring Data	
IR 1.1.5:Increased Skills and Knowledge of School Administrators			
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	MGD Standard Indicator # 6	School district administrator Survey	0%
Number of school administrators and officials trained or certified as a result of USDA assistance	MGD Standard Indicator # 7	Monitoring Data	
IR 1.2.1: Reduced Short-Term Hunger			
Percentage of students in target schools who indicate that they are hungry or very hungry during the school days * Students who report that they are hungry or very hungry mean that they are not satisfied and those who report that they not hungry mean they are satisfied.	CRS Custom indicator # 5	Student Survey	Boys: 5%
			Girls: 4%
IR 1.2.1/1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding)			
Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	MGD Standard Indicator # 16	Monitoring Data	
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	MGD Standard Indicator # 17	Monitoring Data	
Number of USDA social assistance beneficiaries participating in productive safety nets	MGD Standard Indicator # 18	Monitoring Data	
Number of individuals receiving take-home rations as a result of USDA assistance	MGD Standard Indicator # 15	Monitoring Data	
Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	MGD Standard Indicator # 14	Monitoring Data	
IR1.3.2: Reduced Health-Related Absences			

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline
Proportion of students that miss school due to illness in the past two weeks	CRS Custom indicator # 6	Student Survey	Boys: 14%
			Girls: 14%
Numbers of days in a month, on average, that a student misses school due to illness		Monitoring Data	Boys:
			Girls:
IR 1.3.4: Increased Student Enrollment			
Number of students enrolled in schools receiving USDA assistance	MGD Standard Indicator # 9	Monitoring Data	
IR 1.3.5: Increased Community Understanding of Benefits of Education			
Number of community members benefiting from SBCC media campaign on education	CRS Custom indicator # 7	Monitoring Data	
Fundamental Result (FR)-1.4.1: Increased Capacity of Government Institutions			
Number of regional MENAPLN and municipal authorities trained in school feeding management	CRS Custom indicator # 8	Monitoring Data	
1.4.2.Fondamental Result (FR)-1.4.2: Improved Policy and Regulatory Framework			
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	MGD Standard Indicator #10	Monitoring Data	
Fundamental Result (FR)-1.4.3: Increased Government Support			
Number of meals provided to students with BF government support	CRS Custom indicator # 9	CRS/ Monitoring	
Fundamental Result (FR)-1.4.3/1.4.4: Increased Government Support/Increased Engagement of Local Organizations and Community Groups			
Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	MGD Standard Indicator # 11:	Monitoring Data	
Fundamental Result (FR)-1.4.4: Increased Engagement of Local Organizations and Community Groups			
Number of public-private partnerships formed as a result of USDA assistance	MGD Standard Indicator # 12:	Monitoring Data	
Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	MGD Standard Indicator # 13:	Monitoring Data	
Strategic Objective #2 – Increased Use of Health and Dietary Practices			
		Mothers Survey	0-6 months: 34%

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline
Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors	MGD Standard Indicator # 21		7-18 months: 10% 19-24 months: 6%
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	MGD Standard Indicator # 19:	Monitoring Data	
Percentage of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	MGD Standard indicator #20	Food preparers Survey	0%
IR2.1:Improved Knowledge of Health and Hygiene Practices			
Number of students in target schools who achieve a passing score on a test of good health and hygiene practices	CRS Custom indicator # 10	Student Survey	Boys: <1% Girls: 0%
Number of students in target schools who achieve a passing score on a test on food nutrition and dietary practices	CRS Custom indicator # 11	Student Survey	Boys: 5% Girls: 6%
IR 2.2: Increased Knowledge of Safe Food Prep and Storage Practices			
Number of school storekeepers trained in safe storage as a result of USDA assistance	MGD Standard Indicator # 2	Food preparers Survey	21 cooks
Number of school cooks trained in safe food preparation as a result of USDA assistance			0 Storekeepers
Percentage of school storekeepers at target schools who achieve a passing score on a test of safe food storage	CRS Custom indicator # 12	Food preparers Survey	Male: 19% Female: 6%
Percentage of school cooks and food handlers at target schools who achieve a passing score on a test of safe food preparation			2%
IR 2.3: Increased Knowledge of Nutrition			
Number of individuals trained in child health and nutrition as a result of USDA assistance	MGD Standard Indicator # 23:	Monitoring Data	
Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs	MGD Standard Indicator # 24:	Monitoring Data	
Number of children under two (0-23 months) reached with community-level nutrition interventions through USG-supported programs	MGD Standard Indicator # 25:	Monitoring Data	
Number of pregnant women reached with nutrition-specific interventions through USG-supported programs	MGD Standard Indicator # 26:	Monitoring Data	
IR 2.5: Increased Access to Preventative Health Interventions			

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline
Number of students receiving deworming medication(s)	MGD Standard Indicator # 29	Monitoring Data	
2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment			
Number of preschools (<i>bissongos</i>) with improved food prep and storage equipment	CRS Custom indicator # 13	Monitoring Data	
IR 2.7.1: Increased Capacity of Government Institutions			
Number of regional and district MOH agents trained in MCN services & supported to implement GASPA in the community	CRS Custom indicator # 14	Monitoring Data	
IR 2.7.4: Improved Policy and Regulatory Framework			
Number of actions taken by community members to address health, nutrition, or WASH issues at school	CRS Custom indicator # 15	Monitoring Data	
A2. Capacity Building: Local, regional, national			
Number of members of the educational support community (PTA, AME, COGES, <i>bissongo</i> caregivers) with strengthened capacity to fulfil their roles in educational development	CRS Custom indicator # 16	Monitoring Data	
A5. Enrollment			
Number of mentors benefiting from mentoring training	CRS Custom indicator # 17	Monitoring Data	
A7. Establish Libraries			
Number of community members using libraries	CRS Custom indicator # 18	Monitoring Data	
A9. Form Savings and Lending Groups			
Number of new Savings and Internal Lending Community (SILC) group members	CRS Custom indicator # 19	Monitoring Data	
Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors	MGD Standard Indicator # 21:	Monitoring Data	
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	MGD Standard Indicator # 19:	Monitoring Data	
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	MGD Standard indicator #20	Monitoring Data	
IR2.1: Improved Knowledge of Health and Hygiene Practices			

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline
Number of students in target schools who achieve a passing score on a test of good health and hygiene practices	CRS Custom indicator # 10	Monitoring Data	
Number of students in target schools who achieve a passing score on a test on food nutrition and dietary practices	CRS Custom indicator # 11	Monitoring Data	
IR 2.2: Increased Knowledge of Safe Food Prep and Storage Practices			
Number of individuals trained in safe food preparation and storage as a result of USDA assistance	MGD Standard Indicator # 22	Monitoring Data	
Number of school cooks and food handlers at target schools who achieve a passing score on a test of safe food preparation and storage	CRS Custom indicator # 12	Monitoring Data	
IR 2.3: Increased Knowledge of Nutrition			
Number of individuals trained in child health and nutrition as a result of USDA assistance	MGD Standard Indicator # 23:	Monitoring Data	
Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs	MGD Standard Indicator # 24:	Monitoring Data	
Number of children under two (0-23 months) reached with community-level nutrition interventions through USG-supported programs	MGD Standard Indicator # 25:	Monitoring Data	
Number of pregnant women reached with nutrition-specific interventions through USG-supported programs	MGD Standard Indicator # 26:	Monitoring Data	
IR 2.5: Increased Access to Preventative Health Interventions			
Number of students receiving deworming medication(s)	MGD Standard Indicator # 29:	Monitoring Data	
2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment			
Number of preschools (<i>bissongos</i>) with improved food prep and storage equipment	CRS Custom indicator # 13	Monitoring Data	
IR 2.7.1: Increased Capacity of Government Institutions			
Number of regional and district MOH agents trained in MCN services & supported to implement GASPA in the community	CRS Custom indicator # 14	Monitoring Data	
IR 2.7.4: Improved Policy and Regulatory Framework			
Number of actions taken by community members to address health, nutrition, or WASH issues at school	CRS Custom indicator # 15	Monitoring Data	

McGovern-Dole Performance Indicator	Indicator Number	Data Sources	Baseline
A2. Capacity Building: Local, regional, national			
Number of members of the educational support community (PTA, AME, COGES, <i>bissongo</i> caregivers) with strengthened capacity to fulfil their roles in educational development	CRS Custom indicator # 16	Monitoring Data	
A5. Enrollment			
Number of mentors benefiting from mentoring training	CRS Custom indicator # 17	Monitoring Data	
A7. Establish Libraries			
Number of community members using libraries	CRS Custom indicator # 18	Monitoring Data	
A9. Form Savings and Lending Groups			
Number of new Savings and Internal Lending Community (SILC) group members	CRS Custom indicator # 19	Monitoring Data	

APPENDIX C. ADDITIONAL EXHIBITS AND COMPLEMENTARY OUTCOMES

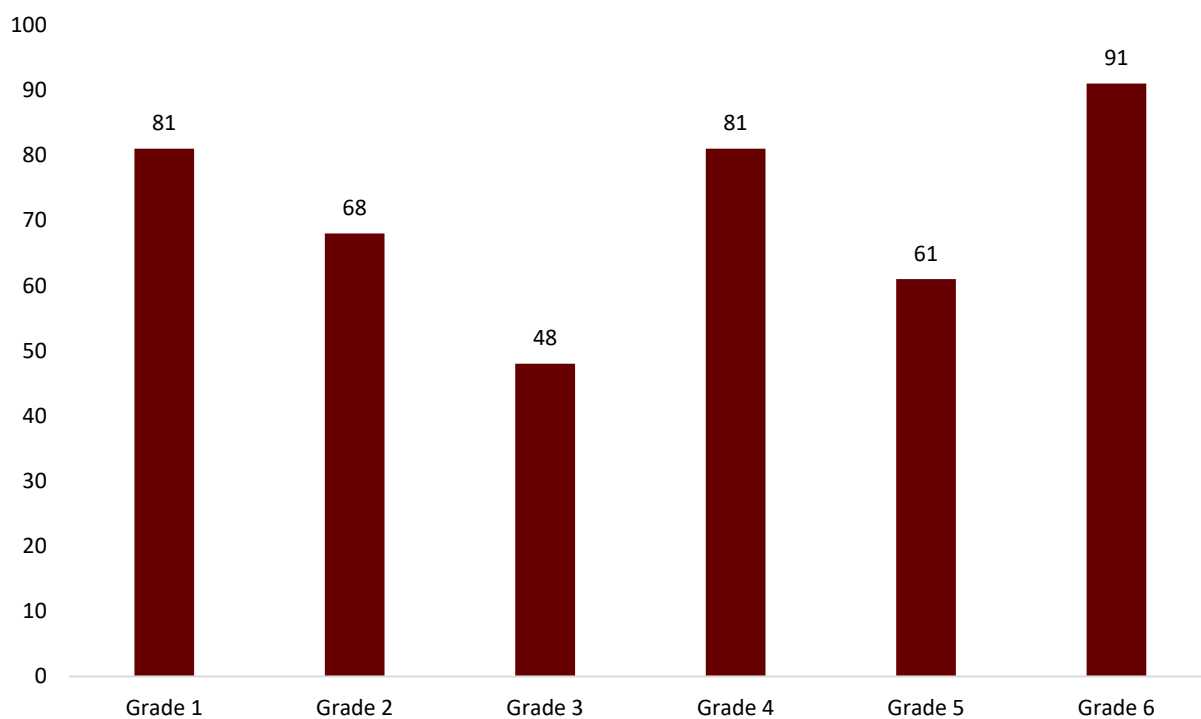
Exhibit 66. Program Activities					
Activity	Beneficiaries	Location	BB1	BB2	BB3
Literacy					
Capacity building of PTAs and mothers' associations to conduct enrollment campaigns	Community mentors	All three provinces			✓
Training for school district administrators	School district administrators MENAPLN MoH Teachers PTAs Mothers' associations School Management Committee	All three provinces		✓	✓
Teacher recognition	Teachers	Bam and Sanmatenga			✓
Training for teachers: full training for new teachers, refreshers for those previously trained	Teachers MENAPLN	Bam and Sanmatenga (Doesn't say in the Evaluation Plan, but presumably the full trainings would also be given in Namentenga)		✓	✓
Work with MENAPLN to promote literacy	Teachers MENAPLN	All three provinces: All schools in two districts		✓	✓
Building and rehabilitation of preschools	Preschool students	All three provinces			✓
Establishment of libraries	Community members Students	Not stated in the evaluation plan		✓	✓
Reading camps	Students PTAs Mothers' associations Teachers	Schools participating in mobile reading camps (Evaluation Plan doesn't state location)		✓	✓
Savings and internal lending committees (SILCs)	SILC members	Four municipalities in Namentenga not covered by USAID or Plan International	✓	✓	✓
Raising awareness of the importance of education	Municipal mayor Community members	All 24 municipalities in zones around artisanal gold mining activities	✓	✓	✓
Distribution of school supplies and materials	Students Teachers PTAs School management committees Parents	All three provinces		✓	✓
School Meals					
School meals	Primary and preschool students Cooks	All three provinces	✓	✓	✓

	Storekeepers Food monitors School principals Community mentors School management committees PTAs Parents				
Take-home rations for students	Primary school students: 1. Girls in Grades 4–6 with a 90% attendance rate 2. Boys and girls in Grades 4–6 with a 90% attendance rate	1. Namentenga (schools where enrollment and dropout rates for girls are worse than for boys) 2. Bam and Sanmatenga (schools within a 15km radius near artisanal gold mining operations)	✓	✓	✓
Water, Sanitation, and Hygiene (WASH)					
Raising awareness on nutrition, health and WASH practices through community mobilization and increased access to water and latrine services at school	Municipal mayor Community members	All 24 municipalities	✓	✓	✓
Nutrition					
Capacity building of MoH to implement nutrition training and health outreach	Pregnant and lactating women Women with children under age 2 Community health workers MoH	Commune of Boussouma, Sanmatenga province		✓	✓
Capacity building of MoH to implement school health and nutrition policy	MoH	All three provinces	✓	✓	✓
Distribution of deworming medication, vitamins, and minerals	Cooks Teachers PTA members Students	Deworming: All three provinces Vitamin A: Bam & Sanmatenga Micronutrient powder: Namentenga	✓	✓	✓
Training on food preparation and storage practices, with refreshers for those previously trained	PTAs School management committees Mothers' associations Cooks Storekeepers	All three provinces			✓

Training on good health and nutrition practices related to WASH in coordination with MOH	Students Teachers School directors PTAs Mothers' associations School management committees Cooks	All three provinces		✓	✓
Energy-saving stoves	Students Cooks	Namentenga			✓

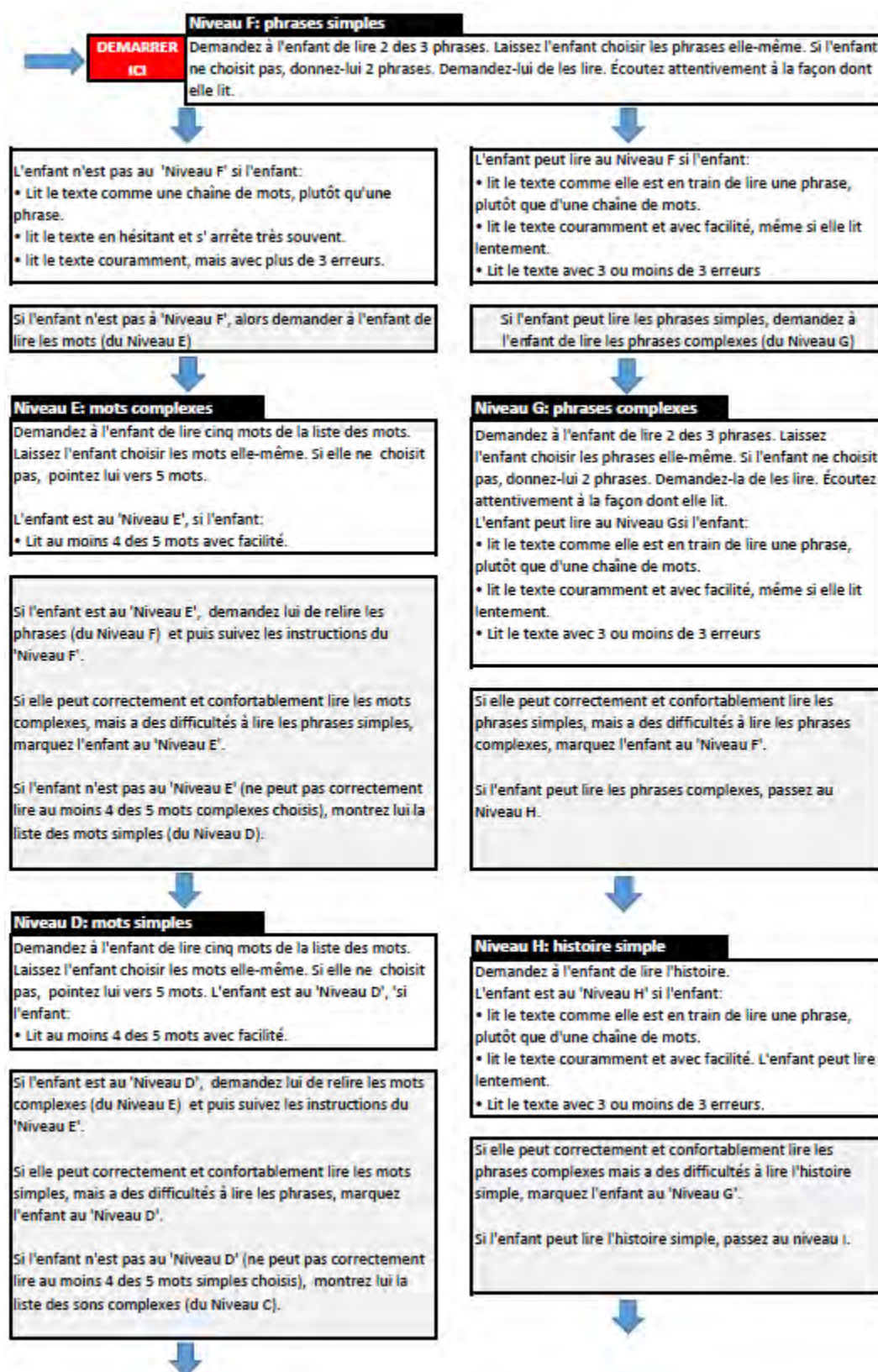
Source: IMPAQ

Exhibit 67. Number of Minutes Spent on Literacy Teaching Per Day



Source: Teacher survey; IMPAQ calculations. N = 175. Note: Teachers who chose only "other" when asked what literacy techniques they used were excluded.

APPENDIX D. ASER-READING TEST



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 D'.

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'.

Niveau C	Niveau D	Niveau E	Niveau F
ied eur oir ion ier ol oin on aim ille	pain ciel faim peur sac cou col lion bille riz	tailleur vacances paille champion maintenant fem me collier mangues famille brousse	C'est la rentrée des classe Hamadé joue au ballon. Fanta et sa tante vont au champ.
Niveau B	Niveau A		Niveau G
en au ain oi mou so ta pl sa est	u e p i n l a o m s		Le jeudi soir Karim et Philippe vont faire la chasse aux margouillats. Samedi matin, Sako et Aline vont cueillir des mangues en brousse. Les travailleurs se hâtent car leurs champs sont éloignés du village.

Niveau I	Niveau H
Question de compréhension (sur l'histoire du Niveau H): - Où est ce que Madi est allé pendant les vacances? - Qu'est ce que l'oncle de Madi lui a offert? - Qu'est ce que Madi a donné à la poule ? 1 au village, 2 une poule, 3 du mil	Pendant les vacances, Madi va au village chez son oncle Kouka. A la fin des vacances, son oncle lui offre une poule. De retour en ville, Madi lui donne du mil à picorer. La nuit, la poule dort sur le petit arbre.
Niveau J	Niveau K
Le maire de la commune est passé un matin nous rendre visite à l'école. Sur place, il n'était pas content de la propreté de la cour de l'école. Le lendemain, il a réuni toute son équipe. A la fin de cet entretien, il a décidé de convoquer une réunion à l'école. Les enseignants, les élèves et la communauté se sont retrouvés un samedi soir pour discuter.	Question de compréhension (sur l'histoire du Niveau J): - Qu'est-ce qui n'a pas plu au maire lors de sa visite à l'école ? - A quel moment les gens se sont réunis pour discuter ? -En début de semaine -En fin de semaine -En milieu de semaine - Qu'a fait le maire après la visite ? 1 La propreté de la cour de l'école, 2 En fin de semaine, 3 Il a réuni

APPENDIX E. QUESTIONNAIRES



BASELINE EVALUATION CRS FOOD FOR EDUCATION BURKINA FASO

Elèves - Students

Information de base (A remplir par les enquêteurs)

Enum	Nom de famille: Prénoms:	
Date	Date (JJ/MM/AAAA)	
Prov	1. Bam 2. Sanmatenga 3. Namentenga	
CEB	Nom de la CCEB	CODE
School	Nom de l'école	CODE
schooltype	Type d'école mentionné sur votre liste? 1. Public 2. Privé 888. Ne sait pas/ Pas de réponse	
StudentID	Identifiant élève	CODE
preloadlastname	Nom de famille de l'élève ?	
preloadfirstname	Prénom de l'élève ?	
preloadgender	Sexe de l'élève 1. Garçon 2. Fille	
preloadgrade	Classe de l'élève ? 1. CP2 2. CE1 3. CE2 4. CM1 5. CM2	

Consentement du directeur/enseignant:

consent	Le directeur/l'enseignant a-t-il donné son accord pour interviewer cet élève ? 1. A donné son consentement à assent 2. N'a pas donné son consentement à STOP- Informez votre chef d'équipe et passé au prochain élève	
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Si vous n'avez pas le consentement du directeur/enseignant, terminez l'enquête. Consultez votre chef d'équipe et passer au prochain élève.

Cher élève :

Bonjour. Mon nom est..... J'interroge les élèves à propos d'un programme d'éducation. Ce que tu diras pendant notre entretien restera entre nous et ne sera répété ni à tes parents, ni à tes enseignants. Ce sera un secret. Il ne s'agit pas d'un test ou d'un examen. Essaie de répondre honnêtement aux questions du mieux que tu pourras. Tu peux m'interrompre pendant notre entretien au cas où tu as des questions. Si tu ne connais pas la réponse à une question ou si tu ne veux pas répondre à une question, laisse moi savoir afin que je saute la question. A présent, as-tu une question pour moi avant qu'on ne commence ?

assent	Es-tu d'accord de participer à cet entretien ? 1. Oui à fname 2. Non à thanks	☐	*Sélectionner uniquement une option
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Si l'enfant dit non ou s'il est absent, terminer l'enquête et passer au prochain élève sur la liste.

Information personnelle

Très bien, maintenant je vais te poser des questions à propos de toi

fname	Quel est ton nom de famille?		
lname	Quel est ton prénom ?		
gender	Sexe de l'élève 1. Garçon 2. Fille	☐	*Sélectionner uniquement une option *Demander uniquement si nécessaire
age1	Connais-tu ton âge ? 1. Oui 2. Non à intro	☐	*Sélectionner uniquement une option
age2	Quel âge as-tu?	.....	Entrez un nombre >=5 & <=17
grade	Dans quelle classe es-tu ? 1. CP1 à thanks 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2	☐	*Sélectionner uniquement une option



Si l'élève se trouve en classe de CP1, terminez l'enquête, remerciez l'élève et passer au prochain élève sur votre liste.

everrpt	As tu déjà redoublé une classe 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	☐	*Sélectionner uniquement une option
everrpt2	Quelle classe as-tu déjà redoublé? 1. CP1 2. CP2	☐	*Sélectionner uniquement une option

	3. CE1 4. CE2 5. CM1 6. CM2		
Bissongo	Est-ce que tu as fais la maternelle/un bissongo ? 1. Oui 2. Non 888. Ne sait pas/ Pas de réponse	☐	*Sélectionner uniquement une option
mentor	Est-ce qu'il y'a quelqu'un dans ce village, tel qu'un mentor/ conseiller (mayongoudga, roo-ma), qui t'encourage, te donne des conseils par rapport à l'école ou qui intervient auprès de papa, maman ou ton maitre, ton directeur d'école lorsque tu rencontres des problèmes à l'école comme par exemple des problèmes d'absence ? 1. Oui 2. Nonàfs1 888. Ne sait pas/Pas de réponseàfs1	☐	*Sélectionner uniquement une option *Note : Il ne s'agit pas d'un répétiteur de maison qui vient enseigner l'élève
mentora1	Est-ce que ce mentor/conseiller continue de te soutenir actuellement ? 1. Oui 2. Nonàfs1 888. Ne sait pas/ Pas de réponseàfs1	☐	*Sélectionner uniquement une option
mentora2	Depuis quand ce mentor/conseiller a-t-il commencé à te soutenir/conseiller /orienter ? (Donnez la réponse en nombre d'années révolues)	.....	*Si l'enfant est confus par rapport à l'année, essayer lui poser des questions vous permettant d'estimer. * Si l'enfant vous donne une année précise, calculez le nombre d'années révolues en faisant la différence avec l'année 2019 *Entrez 888 si l'enfant ne connaît pas la réponse
mentorb	Au cours d' un mois donné, combien de jours, toi et ton mentor/conseiller pouvez-vous vous rencontrer pour échanger/travailler par rapport à tes problèmes scolaires ?	.....	*Une semaine typique, est une semaine sans jour férié * Entrez 888 si l'enfant ne connaît pas la réponse
mentord	A propos de quoi (quel type de problème) ton mentor a-t-il intervenu auprès de toi, tes parents ou ton maitre/directeur ? 1. Problème de présence/assiduité à l'école 2. Tes résultats en classe 3. Problèmes de retard	☐ ☐ ☐ ☐ ☐	*Sélectionner tout ce qui s'applique *Ne pas lire les options de réponses à l'élève

	4. Problèmes de santé 5. Des problèmes personnels avec le(s) enseignant(s) à l'école 6. Des problèmes personnels avec tes parents à la maison 7. Expériences de violences sexuelles ou basées sur le genre (harcèlement, kidnapping, violences domestiques) 8. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐	
mentorc	Est-ce que tu as trouvé son soutien (mentor/conseiller) utile/bénéfique ? 0. Pas du tout 1. Un peu seulement 2. Assez utile/bénéfique 888. Ne sait pas/Pas de réponse.	☐	*Sélectionner uniquement une option *Lire les options à l'élève

Sécurité Alimentaire

Maintenant, je voudrais que tu penses à tout ce que tu as mangé hier.

Fs1	La journée d'hier était-elle normale ou spéciale (par exemple jour de fête, funérailles) 1. Ordinaire 2. Spéciale 888. Ne sait pas/Pas de réponse.	☐	*Donnez des exemples de jours spéciaux tels que funérailles, fêtes, festival, *Sélectionner uniquement une option
Penses maintenant à ce que tu as mangé hier.....			
fs2	Hier est-ce que tu as mangé quelque chose le matin comme petit déjeuner ? 1. Oui 2. Non → fs3 888. Ne sait pas/Pas de réponse.	☐	*Sélectionner uniquement une option
fs2a	Est-ce que tu étais rassasié après avoir pris ce petit déjeuner ou aurais tu pu manger plus ? 1. J'étais rassasié → fs3 2. J'aurais pu manger plus 888. Ne sait pas/Pas de réponse.	☐	*Sélectionner uniquement une option
fs2b	Pourquoi n'as-tu pas mangé plus ? 1. Il n'y avait plus de nourriture 2. Il n'y avait rien que j'aime 3. Autre (précisez) _____ 888. Ne sait pas/Pas de réponse	☐	*Sélectionner uniquement une option
Fs3	Hier, as-tu mangé quelque chose entre le matin et midi? 1. Yes 2. No 888. Ne sait pas/Pas de réponse.	☐	*Sélectionner uniquement une option
	Hier, as-tu mangé quelque chose à midi ? 1. Oui 2. Non → fs6	☐	*Sélectionner uniquement une option

	888. Ne sait pas/Pas de réponse.		
a	Hier où as-tu mangé le repas de midi ? 3. A la maison 4. A l'école (repas de la cantine) 5. A l'école (repas apporté de la maison) 6. A l'école et à la maison 7. Autres 888. Ne sait pas/ refuse de répondre		
Fs4b	Est-ce que tu t'es senti rassasié après avoir mangé ou aurais tu pu manger plus ? 1. J'étais rassasié → fs6 2. J'aurais pu manger plus	|__|	*Sélectionner uniquement une option
Fs4c	Pourquoi n'as-tu pas mangé plus ? 1. Il n'y avait plus de nourriture 2. Il n'y avait rien que j'aimais 3. Autres (Précisez)_____ 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner uniquement une option
Fs6	Hier, as-tu mangé quelque chose entre le repas de midi et le repas du soir/nuit ? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner uniquement une option
Fs7	As-tu mangé quelque chose au repas du soir/nuit ? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner uniquement une option
Fs8	Maintenant, pense au moment où tu es allé pour te coucher hier nuit. Est –ce qu'au moment d'aller dormir, tu sentais que tu étais rassasié ou que tu aurais pu manger plus ? 1. J'étais rassasié → fs9 2. J'aurais pu manger plus 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner uniquement une option
Fs8a	Pourquoi n'as-tu pas mangé plus ? 1. Il n'y avait plus de nourriture 2. Il n'y avait rien que j'aime; 3. Autres (Précisez)_____ 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner uniquement une option
Fs9	Nous venons de parler des repas que tu as mangé hier. Maintenant, je voudrais que l'on prenne une minute pour réfléchir à tous les types d'aliments que tu as mangés hier. Aide : Utilisez des cartons avec les images de chaque aliment afin d'aider les enfants à reconnaître facilement ce qu'ils ont mangé. Es-tu prêt ? Ok, Allons-y. As-tu mangé des :		

Fs9a	a. Céréales : bouillie, pain, nouilles, blé, mil, sorgho, riz, gateaux, macaronis, boule d'acassa (foura), zoom-koom? 1. Oui 2. Non 888. Ne sait pas/ Pas de reponse	|_|	*Sélectionner uniquement une option
fs9b	b. Des racines et tubercules: patates, ignames, manioc? 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	|_|	*Sélectionner uniquement une option
fs9c	c. Des aliments riches en vitamine A : carottes, orange, patates douces, courges 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	|_|	*Sélectionner uniquement une option
fs9d	d. Des feuilles vertes foncées comme celles du manioc, baoba, épinards, oseilles ? 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	|_|	*Sélectionner uniquement une option
fs9e	e. D'autres légumes comme de l'aubergine, coumba , du gombo, du piment, des oignons, des tomates 1. Oui 2. Non 888. Ne sait pas/ Pas de reponse.	|_|	*Sélectionner uniquement une option
fs9f	f. Fruits riches en vitamine A : mangues, papayes, melons murs? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner uniquement une option
fs9g	g. D'autres fruits : pastèques, oranges, noix de coco, tamarin, rondo karité, kaga.... Ou autres fruits sauvages et leurs jus ? Jus de teedo et bissap 1. Oui 2. Non 888. Ne sait pas/ Pas de réponse	|_|	*Sélectionner uniquement une option
fs9h	h. Organes: Organes internes: Foie, cœur, intestins, viscères, etc.? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner uniquement une option
fs9i	i. Viandes tels que : poulets, moutons, chèvre, canard, porc, bœuf, dindons, pintades, ou autres types de volailles ? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner uniquement une option

fs9j	j. Œufs de poules, canards, ou autres oiseaux ? 1. Oui 2. Non 888. Ne sait pas/ Pas de réponse	☐	*Sélectionner uniquement une option
fs9k	k. Poissons, crevettes ou autres types de fruits de mer? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	☐	*Sélectionner uniquement une option
fs9l	l. Lentilles,haricots, noix, cacahuètes, arachides,sésame boule d'arachide (Moore: mougoudougou / Fulfulde: sorondobo), tourteau d'arachide (kourakoura), beignet de haricot (gonre)? 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	☐	*Sélectionner uniquement une option
fs9m	m. Lait , fromage, Yaourt? 1. Oui 2. Non 888. Ne sait pas/ Pas de reponse	☐	*Sélectionner uniquement une option
fs9n	n. Huile, beurre, et autres graisses? 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	☐	*Sélectionner uniquement une option
fs9o	o. Sucreries: sucre, miel, bonbon, chocolat, biscuits? 1. Oui 2. Non 888. Ne sait pas/Pas de reponse	☐	*Sélectionner uniquement une option
Fs10	As-tu reçu à l'école des rations à emporter au cours de cette année scolaire (septembre 2018- May 2019)? 1. Oui 2. Non 888. Ne sait pas/ Pas de réponse	☐	*Sélectionner uniquement une option *Expliquez la ration à emporter comme étant la ration sèche telle que du riz, du maïs, du gourgour, pos cassé que l'école leur donne chaque mois en fonction de leur assiduité/présence

Connaissances nutritionnelles

Continuons avec les repas que tu as mangé hier

vita	As-tu entendu parlé de la Vitamine A? 1. Oui 2. Non→iron 888. Ne sait pas/Pas de reponse	☐	* Sélectionner uniquement une option
vita1a	Selon toi qu'est-ce que la vitamine A apporte à l'organisme ? 1. Bonne vision 2. Protège contre les maladies 3. Apporte la croissance	☐ ☐ ☐ ☐	*Sélectionner toutes les possibilités

	4. Garde la peau en bonne santé 888. Autre Ne sait pas/ Pas de reponse	☐ ☐	
vita2a	Peux tu citer un aliment qui contient de la vitamine A? 1. foie 2. Poisson 3. Produits laitiers(lait, yaourt) 4. Le jaune d'oeuf 5. La Carotte 6. Patate douce à chair orange 7. Courge (orange) 8. Feuilles de légumes vertes 9. Huile de palme rouge 10. Papaye 11. Mangue 12. Néré 13. Poivron 14. Melon (jaune, orange) 15. Autre 888. Ne sait pas/ Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	* Sélectionner toutes les possibilités
iron	Nous avons fini avec la vitamine A. Sais-tu qu'il y'a du fer dans les aliments que l'on mange ? 1. Oui 2. Non→ Nuttimeout 888. Ne sait pas/Pas de réponse	☐	*Sélectionner uniquement une option
iron2a	Selon toi qu'est-ce que le fer apporte à l'organisme? 1. Bonne vision 2. Protège contre les maladies 3. Améliore la croissance 4. Fonction musculaire 5. Fonction cérébrale 6. Régule la température de l'organisme 7. Empêche la fatigue 8. Transporte l'oxygène dans l'organisme 9. Maintient la peau en bonne santé 10. Formation de l'hémoglobine 11. Autre 888. Ne sait pas/Pas de reponse.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	* Sélectionner toutes les possibilités
iron3a	Peux-tu citer des aliments qui contiennent du fer ? Autres ? 1. Poisson 2. Volaille 3. Viande rouge 4. Organes internes 5. Haricots 6. Poix séchés 7. Lentilles 8. Légumes à feuilles vertes (baobab, épinards) 9. Œufs 10. Patates 11. Tofu 12. Haricot vert 13. Noisettes (sésame, anacardes) 14. Poivron vert	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	* Sélectionner toutes les possibilités

	15. Pastèques 16. Tomates 17. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐	
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Santé

Merci ! A présent, je souhaiterais te poser quelques questions à propos de la santé...

Health1	Durant les deux dernières semaines , est-ce que tu es tombé malade ? 1. Oui à health1a 2. Non à fs1 888. Ne sait pas/ Pas de reponse	☐	*Sélectionner uniquement une option
Health1a	Quel type de mal avais-tu ? 1. Maux de ventre 2. Fièvre 3. Maux de tête 4. Fatigue 5. Toux 6. Autres(Pécisez _____) 888. Ne sait pas/Pas de reponse	☐ ☐ ☐ ☐	* Sélectionner toutes les possibilités
Health2	Durant les deux dernières semaines , t'es-tu absenté à l'école parce que tu étais malade ? 1. Oui à health3 2. Non à health4 888. Ne sait pas/ Pas de reponse	☐	*Sélectionner uniquement une option
Health3	Durant les deux dernières semaines , combien de fois t'es-tu absenté à l'école parce que tu étais malade ? 1. 1-3 jours 2. 3-5 jours 3. Plus de 5 jours 888. Ne sait pas/ Pas de reponse	☐	*Sélectionner uniquement une option
Health4	Durant les deux dernières semaines, as tu été absent de l'école pour d'autres raisons à part la santé ?? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	☐	*Expliquez à l'élève qu'il s'agit des jours où l'école était ouverte et non fermée *Sélectionner uniquement une option

Hygiène

Parfait, nous avons presque fini, maintenant je vais te poser des questions à propos de l'hygiène.

water	As tu accès à l'eau à la maison pour te laver les mains? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	☐	*Sélectionner uniquement une option
hand	T'es-tu lavé les mains hier ? 1. Oui 2. Non → handwash 888. Ne sait pas/Pas de réponse	☐	*Sélectionner uniquement une option

hand2	A quel moment t'es-tu lavé les mains hier 1. Avant de manger ? 2. Après avoir mangé 3. Avant de toucher des aliments ou de préparer ? 4. Avant de donner à manger à quelqu'un ? 5. Lorsque les mains étaient sales 6. Après avoir touché à quelque chose de sale ? 7. Après avoir utilisé les latrines ? 8. Autre 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Si l'élève se réfère au temps, reformulez en demandant pourquoi il/elle s'est lavé les mains à ce moment *Ne pas Lire les options à l'élève * Sélectionner toutes les possibilités
hand1	Avec quoi t'es-tu lavé les mains ? 1. De l'eau 2. De la cendre 3. Du sable 4. Du savon 5. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐	* Sélectionner toutes les possibilités * Si;l'élève répond, "de l'eau", demandez s'il a lave ses mains avec autre chose à part l'eau *Ne lisez pas la liste à l'élève
handwash	Selon toi, à quel moment penses-tu qu'une personne doit se laver les mains ? 1. Avant de manger ? 2. Après avoir mangé 3. Avant de toucher des aliments ou de préparer ? 4. Avant de donner à manger à quelqu'un ? 5. Lorsque les mains sont sales 6. Après avoir touché à quelque chose de sale ? 7. Après avoir utilisé les latrines ? 8. Autre 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐	* Sélectionner toutes les possibilités
teachwash3	Est-ce que ton maitre t'a parlé de l'importance du lavage des mains durant les deux semaines passées ? 1. Oui 2. Non à readassess 888. Ne sait pas/Pas de réponse	☐	*Sélectionner uniquement une option
Teachwash4	Au cours des deux dernières semaines de classe, Est-ce que ton maitre t'a expliqué à quels moments il faut se laver les mains? 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	☐	*Sélectionner uniquement une option *Définir moments ici comme étant les moments critiques mentionnés ci-hauts
 Si l'élève est en classe de CP2, allez au test de lecture, sinon remerciez l'élève et terminez l'entretien.			

Evaluation de la lecture:

Nous sommes presque à la fin de notre entretien. A présent, j'aimerais faire un petit jeu avec toi avant de partir...

readassess	A que niveau l'élève a-t-il lu ? 1. O 2. A 3. B 4. C 5. D 6. E 7. F 8. G 9. H 10. I 11. J 12. K 13. Pas d'évaluation	I _ I	*Sélectionner uniquement une option *Ce test est à faire uniquement avec les élèves de la classe de CP2
thanks	Merci beaucoup d'avoir répondu à mes questions		



IMPAQ
INTERNATIONAL LLC

**BASELINE EVALUATION CRS FOOD FOR EDUCATION
BURKINA FASO**

Enseignant - Teachers

Information de base (A remplir par les enquêteurs)

Enum	Nom de famille : Prénoms:	ID :
date	Date (DD/MM/YYYY)	
Supervisor	Nom et prénoms du chef d'équipe?	
Prov	4. Bam 5. Sanmatenga 6. Namentenga	|_|
CEB	Nom de la CEB	CODE |_|_|_|_|_|_|_|_|_|
School	Nom de l'école et son code	CODE |_|_|_|_|_|_|_|_|_|
School Type	1. Privé 2. Publique 888. Ne sait pas/Pas de réponse	|_|

Cher 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 ou de vous retirer 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 à lastname 2. Non à STOP – remercier le répondant et terminer l'enquête. Informez le chef d'équipe et passez au prochain enseignant sur la liste.	|_|	* Choisir une seule option
 Si réponse à "consent" est Non remercier le répondant et terminer l'enquête			

PERSONAL INFORMATION

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

lastname	Quel est votre nom de famille? _____		
name	Quel est votre prénom? _____		
gender	Quel est le sexe de l'enseignant (demandez si seulement nécessaire) 1. Homme 2. Femme	☐	* Choisir une seule option
age	Quel âge avez-vous?	.....	*Entre l'age>=13 & =<99 Mettre 888 si l'enseignant ne connaît pas son age
grade	Quel(s) classes enseignez-vous actuellement? 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2	☐ ☐ ☐ ☐ ☐ ☐	*Choisir toutes les possibilités/options
kid	Combien d'élèves comprend votre classe principale ? 1. Filles: 2. Garçons: .....	..... ... ..... ... ..... ...	*Entrez un nombre entre >=0 et <=150
teachlen	Depuis combien de temps êtes vous enseignant ? 1. Moins d'une année 2. 1-2 ans 3. 3-5 ans 4. 6-10 ans 5. 11 ans et plus 888. Refuse de répondre/Ne sait pas	☐	* Choisir une seule option * Si possible, exclure les longues périodes d'absence (maternité, pauses etc.)
teachlen1	Depuis combien de temps enseignez-vous dans cette école? 888. Moins d'une année 889. 1-2 ans 890. 3-5 ans 891. 6-10 ans 892. 11 ans et plus 888. Refuse de répondre/Ne sait pas	☐	* Choisir une seule option * Si possible, exclure les longues périodes d'absence (maternité, pauses etc.)

TIME USE

Les questions suivantes concernent votre travail en tant qu'enseignant pendant une semaine typique/normale sans jours fériés. S'il vous plaît n'incluez pas les travaux effectués pour d'autres écoles. S'il vous plaît, entrez un nombre. Entrez 0 si aucun

timeuse1	Dans une semaine d'école normale, combien d'heures au total consacrez-vous à enseigner vos élèves ?	..... ...	*Entrez la réponse en heures (0-50) *Soit la classe entière, en groupe ou individuellement class, in groups, or individuelle <i>*Entrez 888 si Refuse de répondre/Ne sait pas</i>
timeuse2	Pendant une semaine d'école normale, combien d'heures, consacrez-vous à la préparation des leçons que ce soit à la maison ou à l'école ?	..... ...	*Entrez le temps en heures (0-50) <i>*Enter 888 si Refuse de répondre/Ne sait pas</i>
timeuse3	Dans une semaine d'école normale, combien d'heures consacrez-vous aux tâches/activités administratives (c'est-à-dire autres que l'enseignement) que ce soit en dehors de l'école ou dans son enceinte?	..... ...	* Entrez le temps en heures (0-50) <i>*Enter 888 si Refuse de répondre/Ne sait pas</i>

SKILL AND KNOWLEDGE OF TEACHERS

Très bien ! A présent, j'aimerais vous poser des questions sur vos différentes formations académiques et professionnelles

edu	Quel est le diplôme le plus élevé que vous avez obtenu durant votre parcours scolaire/ou universitaire ? 1. BEPC 2. Baccalauréat 3. Licence 4. Maîtrise 5. Master 1 6. Master 2 7. Autres 888. Refuse de répondre/Ne sait pas	I__I	* Choisir une seule option
train4	Avez-vous reçu des formations sur l'apprentissage ou la pédagogie de la lecture écrite au cours de cette année scolaire ? (Exclure la formation de base reçue par les enseignants pendant leur formation à l'ENEP : Ecole Nationale des Enseignants du Primaire) 1. Oui 2. Non→admin 888. Refuse de répondre/Ne sait pas→admin	I__I	* Choisir une seule option *La formation doit avoir duré au moins 16 heures au total Si moins de 16 heures, choisir « Non » *L'apprentissage de la lecture comprend toutes techniques touchant à la lecture écrite
train5	De qui avez-vous reçu cette formation ? 1. De la part de l'Etat →readtrain1 2. De la part d'un programme mis en œuvre par CRS/Beoog Biiga 3. De la part d'un programme mis en œuvre par une autre ONG →readtrain1 888. Refuse de répondre/Ne sait pas→readtrain1	I__I	* Choisir toutes les possibilités/options *Leur lire la liste des options
train6	Combien de fois avez-vous reçu la formation en apprentissage de la lecture de la part du programme Beoog biiga au cours des 12 derniers mois. 1. Une seule fois 2. Deux fois 3. Trois fois 4. Quatre fois 5. Plus de 4 fois 888. Refuse de répondre/Ne sait pas	I__I	* Choisir une seule option
readtrain1	Lesquelles des activités suivantes ont été couvertes lors de la formation ? 1. Chaque élève vérifie son propre travail et se donne une note/ des commentaires (auto-évaluation/métacognition)	I__I I__I	*Choisir toutes les possibilités/options

readtrain5	Avez-vous appliqué les techniques que vous avez apprises lors de cette formation dans vos salles de classe ? 1. Oui → admin 2. Non 888. Refuse de répondre/Ne sait pas	☐	*Choisir une seule option
readtrain6	Pourquoi n'avez-vous pas appliqué ces techniques ? 1. Pas assez de temps 2. Les élèves trouvent ces techniques difficiles/ ils ne sont pas à l'aise avec ces techniques. 3. Manque de matériels pour mettre en pratique ces techniques 4. Les techniques étaient trop exigeantes en termes de temps préparation 5. Je ne sais toujours pas comment utiliser ces techniques en classe. 6. Les techniques ne correspondaient pas au programme/curricula actuel 7. La formation n'était pas pratique et était déconnectée de la réalité. 8. Autre (précisez) _____ 888. Refuse de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐ ☐	*Choisir toutes les possibilités/options

SKILLS AND KNOWLEDGE OF SCHOOL ADMINISTRATORS

Merci ! Maintenant, je souhaiterais vous poser quelques questions à propos des conseillers pédagogiques

admin	Est-ce que quelqu'un est venu observer votre enseignement en classe au cours des 12 derniers mois ? 1. Oui 2. Non → lect1 888. Refuse de répondre/Ne sait pas → lect1	☐	*Choisir une seule option
adminb	Qui a effectué cette observation de classe ? 1. Directeur d'école 2. Conseiller pédagogique 3. Représentant du MENAPLN 4. D'autres enseignants 5. Membre(s) de l'APE 6. Autres 888. Refuse de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐	*Choisir toutes les possibilités/options
admin1	Pensez-vous que ces observations de classe sont utiles ? 1. Oui très utiles 2. Oui assez utile 3. Inutile 888. Refuse de répondre/Ne sait pas	☐	*Choisir une seule option

admin2	Avez-vous reçu des commentaires, remarques suite à ces observations de classe ? 5. Oui 6. Non 888. Refuse de répondre/Ne sait pas	☐	*Choisir une seule option
admin3	Est-ce que ces remarques/commentaires ont été constructives/utiles 1. Oui très utiles 2. Oui assez utiles 3. Inutile 888. Refuse de répondre/Ne sait pas	☐	*Choisir une seule option
admin4	Sur quels aspects avez-vous reçu des remarques ou commentaires ? 1. Pratiques de la Gestion de la classe 2. Votre connaissance et votre compréhension pédagogiques. 3. Votre gestion de la discipline et conduite des élèves 4. Un plan de formation pour améliorer votre enseignement 5. Autres (Précisez) _____ 888. Refuse de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐	*Choisir toutes les possibilités/options
admin5	Parmi les aspects suivants, lesquels ont changé à votre niveau suite aux commentaires et remarques des visites d'observation ? 1. Pratiques de la gestion de la classe 2. Votre connaissance et votre compréhension pédagogiques. 3. Votre gestion de la discipline et conduite des élèves 4. Un plan de formation pour améliorer votre enseignement 5. Autre (Précisez) _____ 888. Refuse de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐	*Choisir toutes les possibilités/options

Alphabétisation

Merci! A present je souhaiterais vous poser quelques questions sur l'enseignement de la lecture écriture

lect1	Dans une journée d'école typique/normale, combien de minutes consacrez -vous à enseigner la lecture écriture à vos élèves ?		*Entrez le temps en minutes (0-600) *Que ce soit la classe toute entière, des groups ou individuellement *Entrez 888 si Refuse de répondre/Ne sait pas
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lectex1	Lesquelles des activités suivantes ou techniques utilisez-vous pour enseigner la lecture écriture dans une journée d'école typique/ordinaire ? 1. N'utilise aucune technique/activité particulière → lectex4 2. Phonétique 3. Vocabulaire 4. Lecture compréhension 5. Lecture courante (lecture individuelle à haute voix) 6. Autres _____ (Précisez) _____ 888. Refuse de répondre/Ne sait pas → eval1a	☐ ☐ ☐ ☐ ☐ ☐ ☐	*Choisir toutes les possibilités/options *Se rassurez que lorsque l'option 1 est choisie, aucun autre choix n'est possible
Pour chaque technique de lecture écriture choisie , posez les questions suivantes			
lectex2	Combien de temps (en minutes), passez-vous en moyenne sur cette technique ou activité lors d'une journée d'école typique ?	..... ...	*Entrez le temps en minutes (0-600) *Enter 888 si Refuse de répondre/Ne sait pas
lectex3	Combien de fois pratiquez-vous cette technique avec les élèves au cours d'une semaine ? 1. Une fois par semaine 2. 2-4 fois par semaine 3. Tous les jours 888. Refuse de répondre/Ne sait pas	☐	*Choisir une seule option
Pour chaque technique de lecture écriture, non choisie, posez les questions suivantes			
lectex4	Pourquoi n'utilisez-vous pas cette technique/activité lors d'une leçon de lecture écriture? 1. Pas approprié pour la classe que je tiens 2. Les élèves devraient avoir dépassé ce niveau 3. Je ne sais pas ce que c'est 4. Je ne pense pas que les élèves doivent apprendre ça 5. Je ne pense pas que ce soit la bonne technique 6. Autres (précisez) _____ 888. Refuse de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐	*Choisir toutes les possibilités/options
S'il vous plait, dites-moi si vous avez utilisé les techniques ou conduit les activités suivantes au cours des deux semaines passées			
eval1a	Chaque élève vérifie son travail (auto-évaluation) et s'attribue une note / un commentaire 1. Je ne l'ai jamais utilisé	☐	*Choisir une seule option *Lire les options une après une

	2. Je l'utilise une fois dans la semaine → eval2a 3. Je l'utilise 2-4 fois par semaine→ eval2a 4. Je l'utilise quotidiennement (chaque jour) → eval2a 888. Refuse de répondre/Ne sait pas → eval2a		
eval1b	Pourquoi ne l'avez-vous pas utilisé ? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment appliquer cette technique/conduire cette activité 3. Je connais cette technique mais je ne la trouve pas très utile/nécessaire 4. Je connais cette technique mais les élèves ne l'aiment pas. 5. Autre (Précisez) _____ 888. Refuse de répondre/Ne sait pas	|__|	*Choisir une seule option
eval2a	Les élèves vérifient mutuellement leur travail 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine → eval3a 3. Je l'utilise 2-4 fois par semaine→ eval3a 4. Je l'utilise quotidiennement (chaque jour)→ eval3a 888. Refuse de répondre/Ne sait pas→ eval3a	|__|	*Choisir une seule option
eval2b	Pourquoi ne l'utilisez vous pas? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment utilisé cette technique/ conduire cette activité. 3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire 4. Je connais cette technique mais les élèves ne l'aiment pas. 5. Autre (Précisez) _____ 888. Refuse de répondre/Ne sait pas	|__|	*Choisir une seule option
eval3a	Toute la classe vérifie le travail d'un élève (exemple à partir d'une réponse que l'élève a donné en écrivant au tableau ou en donnant une réponse tandis que toute la classe écoute ou regarde ce qu'il a écrit au tableau) 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine → eval4a 3. Je l'utilise 2-4 fois par semaine → eval4a 4. Je l'utilise quotidiennement (chaque jour) → eval4a 5. Refuse de répondre/Ne sait pas→ eval4a	|__|	*Choisir une seule option

eval3b	Pourquoi n'utilisez-vous pas cette technique/activité ? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité. 3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire 4. Je connais cette technique mais les élèves ne l'aiment pas. 5. Autre (Précisez) _____ 6. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option
eval4a	Les élèves écrivent la réponse à une question sur leur ardoise et la montrent à l'enseignant 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine →eval5a 3. Je l'utilise 2-4 fois par semaine →eval5a 4. Je l'utilise quotidiennement (chaque jour) →eval5a 5. Refuse de répondre/Ne sait pas→eval5a	I _ I	*Choisir une seule option
eval4b	Pourquoi n'utilisez-vous pas cette technique/activité ? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité. 3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire 4. Je connais cette technique mais les élèves ne l'aiment pas. 5. Autre (Précisez) _____ 6. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option
eval5a	Les élèves de niveau différent travaillent par paire de tel sorte que le plus faible apprenne du plus fort 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine→eval6a 3. Je l'utilise 2-4 fois par semaine→eval6a 4. Je l'utilise quotidiennement (chaque jour) →eval6a 5. Refuse de répondre/Ne sait pas→eval6a	I _ I	*Choisir une seule option
eval5b	Pourquoi ne l'avez-vous pas utilisé ? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité. 3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire	I _ I	*Choisir une seule option

	4. Je connais cette technique mais les élèves ne l'aiment pas_____ 5. Autre (précisez) 6. Refuse de répondre/Ne sait pas		
eval6a	Des élèves d'un même niveau travaillent par pair de sorte à se renforcer mutuellement 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine→ eval7a 3. Je l'utilise 2-4 fois par semaine→ eval7a 4. Je l'utilise quotidiennement → eval7a 888. Refuse de répondre/Ne sait pas→ eval7a	I__I	*Choisir une seule option
eval6b	Pourquoi ne l'avez-vous pas utilisé ? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité. 3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire 4. Je connais cette technique mais les élèves ne l'aiment pas_ 5. Autre (précisez)_____ 888. Refuse de répondre/Ne sait pas	I__I	*Choisir une seule option
eval7a	Les enseignants demandent à un groupe (3 élèves ou plus) de travailler ensemble sur une activité et de fournir le résultat aux autres groupes 1. Je ne l'ai jamais utilisé 2. Je l'utilise une fois par semaine 3. Je l'utilise 2-4 fois par semaine 4. Je l'utilise quotidiennement 888. Refuse de répondre/Ne sait pas	I__I	*Choisir une seule option
eval7b	Pourquoi ne l'avez-vous pas utilisé ? 1. Je n'en n'ai jamais entendu parlé 2. J'en ai entendu parlé mais je ne sais pas comment utiliser cette technique/ conduire cette activité. 3. Je connais cette technique/activité mais ne la trouve pas très utile/nécessaire 4. Je connais cette technique mais les élèves ne l'aiment pas_ 5. Autre (précisez)_____ 6. Refuse de répondre/Ne sait pas	I__I	*Choisir une seule option
attentivef	Pensez à un jour ordinaire/typique au cours de la semaine. Sur une échelle croissante de 1 à 10 ou 1 est le niveau le plus bas en termes d'attention et 10 le niveau le plus élevé, quel niveau d'attention attribueriez-vous aux filles de votre classe principale ?	I__I	*Choisir une seule option

attentivem	Pensez à un <u>jour ordinaire/typique</u> au cours de la semaine. Sur une échelle croissante de 1 à 10 ou 1 est le niveau le plus bas en termes d'attention et 10 le niveau le plus élevé, quel niveau d'attention attribueriez-vous aux garçons de votre classe principale ?	|_|	*Choisir une seule option
attentivef1	Maintenant, pensez aux <u>deux dernières semaines</u> de cours à l'école. Sur une échelle croissante de 1 à 10 ou 1 est le niveau le plus bas en termes d'attention et 10 le niveau le plus élevé, quel niveau d'attention attribueriez-vous aux filles de votre classe principale?	|_|	*Choisir une seule option
attentivem 1	Maintenant, pensez aux deux dernières semaines de cours à l'école. Sur une échelle croissante de 1 à 10 ou 1 est le niveau le plus bas en termes d'attention et 10 le niveau le plus élevé, quel niveau d'attention attribueriez-vous aux garçons de votre classe principale ?	|_|	*Choisir une seule option

SCHOOL SUPPLIES AND LITERACY INSTRUCTIONAL MATERIALS

Merci beaucoup. A présent, j'aimerais vous poser des questions sur le matériel didactique

supplies	Lesquels des matériels suivants avez-vous reçu au cours des 12 derniers mois 1. Aucun 2. Cahier de texte 3. Outil d'évaluation formative 4. Frises alphabétiques 5. Flash cartes 6. Livres culturellement appropriés 7. Ardoises géantes/ emmanchées 8. Lire au Burkina 9. Bananagram ou équivalent 10. Cubes en bois 11. Illustrations des livres de lecture 12. Dictionnaires visuels africains 13. Autres (Précisez) _____ 888. Refuse de répondre/Ne sait pas→meetp	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Choisir toutes les possibilités/options
litinstruct1 a	Quels sont les trois matériels didactiques, par ordre de préférence, que vous avez trouvé les plus utiles? Veuillez classer de 1 à 3 par ordre croissant d'importance. 1. Cahier de texte 2. Outil d'évaluation formative 3. Frises alphabétiques 4. Flash cartes 5. Livres culturellement appropriés 6. Ardoises géantes/ emmanchées 7. Lire au Burkina 8. Bananagram ou équivalent 9. Cubes en bois 10. Illustrations des livres de lecture 11. Dictionnaires visuels africains 12. Autres 888. Refuse de répondre/Ne sait pas _____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Ordonner de 1, 2, à 3. Le reste doit être 0

INTERACTIONS AVEC LES PARENTS

Parfait , à présent j'aimerais vous poser quelques questions sur votre interaction avec les parents d'élèves

meetp	Durant les douze derniers mois, avez-vous rencontrer individuellement au moins un parent de vos élèves afin de discuter de leur performance et leur discipline scolaires ? - Oui - Non→act 888. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option
meetnump	Combien de fois avez-vous rencontrer individuellement les parents de vos élèves afin de discuter de leur performance et leur discipline scolaires ? - Une fois - Deux fois - Plus de trois fois 888. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option
meetwhyp	Quelles étaient les raisons typiques de vos rencontres individuelles avec les parents des élèves que vous enseignez ? - Réunion périodique parents-enseignants - Performance de l'élève - Présence de l'élève aux cours - Retards de l'élève - Problèmes de discipline - Juste prendre contact - Autres (Précisez) _____	I _ I I _ I I _ I I _ I I _ I I _ I	*Choisir toutes les possibilités/options *Ne pas lire les options
act	Au cours des 12 derniers mois, est-ce qu'un parent d'élèves vous a visité pendant que vous étiez en cours ? - Oui - Non 888. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option

CONNAISSANCES NUTRITIONNELLES

Maintenant, j'ai quelques questions sur la nutrition.

nuttrain	Avez-vous reçu des formations sur l'enseignement de la nutrition au cours des 12 derniers mois ? - Oui - Non 888. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option
nutteach	En général, est-ce que vous enseignez la nutrition en salle de classe ? - Oui - Non → hygtrain	I _ I	*Choisir une seule option
nutteach1	Dans une semaine d'école typique, combien de fois, enseignez-vous la nutrition dans votre classe ? - Jamais → hygtrain - Une fois par semaine 2-4 fois par semaine - Quotidiennement 888. Refuse de répondre/Ne sait pas	I _ I	*Choisir une seule option L'enseignant peut ne pas faire la leçon sur toute l'année mais dans une période spécifique
Nutteach2	Qu'enseignez-vous à propos de la nutrition dans votre classe ? - Fer (les bienfaits du fer et les aliments contenant du fer) - Vitamine A (Les bienfaits de la vitamine A et les aliments contenant la vitamine A) - Alimentation équilibrée (une alimentation riche en micronutriments, bonne pour la santé, pour l'énergie et la croissance) - Autres (Précisez _____) 888. Refuse de répondre/Ne sait pas	I _ I I _ I I _ I I _ I	**Choisir toutes les possibilités/options
nutteach3	En moyenne, combien de temps (en minutes) dure une leçon sur la nutrition ?	.....	*Entrez en minutes (0-600) Entrez 888 si Refuse de répondre/Ne sait pas

HYGIENE

Parfait, nous avons presque fini. Maintenant j'ai quelques questions à propos de l'hygiène.

hygtrain	Avez-vous reçu une formation sur l'enseignement de l'hygiène et du lavage des mains au cours des 12 derniers mois ? 1. Oui 2. Non 888. Refuse de répondre/Ne sait pas	|_|	*Choisir une seule option
hygteach	Enseignez-vous généralement l'hygiène dans votre classe ? 1. Oui 2. Non → end survey here	|_|	*Choisir une seule option
hygteach2	Quelles sont les pratiques en matière d'hygiène que vous enseignez aux élèves ? 1. Lavage des mains à des moments critiques 2. Eviter de partager les ustensiles de cuisine/à boire 3. Eviter de partager des vêtements et des uniformes 4. Se laver et se doucher quotidiennement avec du savon 5. Se couvrir la bouche et le nez lorsqu'on tousse ou éternue. 6. Autre 888. Refuse de répondre/Ne sait pas	|_| |_| |_| |_| |_| |_| |_|	*Choisir toutes les possibilités/options *Définir moments critiques comment étant par exemple au moment de manger ou d'utiliser les latrines
hygteach3	Durant une semaine d'école typique, combien de fois enseignez-vous les pratiques d'hygiène en classe ? 1. Jamais 2. Une fois par semaine 3. 2-4 fois par semaine 4. Chaque jour 888. Refuse de répondre/Ne sait pas	|_|	*Choisir une seule option
hygteach4	En moyenne, combien de minutes dure une leçon sur les pratiques d'hygiène ?	.....	*Entrez en minutes (0-600) Entrez 888 si Refuse de répondre/Ne sait pas
Thanks	Merci beaucoup d'avoir répondu à mes questions.		



**BASELINE EVALUATION CRS FOOD FOR EDUCATION
BURKINA FASO**

Fiche de Presence Enseignant - Teacher Attendance

BASIC INFORMATION

enum	Nom de famille : Prénoms:	
date	Date (DD/MM/YYYY)	
Supervisor	Nom et prénoms du chef d'équipe?	
prov	1. Bam 2. Sanmatenga 3. Namentenga	
CEB	Nom de la CEB	
School	Nom de l'école	

Attendance

feb_days	Combien de jours officiels d'écoles y'a-t-il eu dans le mois de février?	
march_days	Combien de jours officiels d'écoles y'a-t-il eu dans le mois de Mars?	
april_days	Combien de jours officiels d'écoles y'a-t-il eu dans le mois de Avril?	
grade	Classe de l'élève?	
february	Nombre de jours d'absence en février	
mars	Nombre de jours d'absence en mars	
avril	Nombre de jours d'absence en avril	



ÉVALUATION DE BASE DU PROGRAMME D'ALIMENTATION SCOLAIRE DE CRS AU BURKINA FASO
CCEB – School District Administrators

BASIC INFORMATION

Enum	Nom de famille:	Prénoms:	ID :
date	Date (DD/MM/YYYY)		
Prov	4. Bam 5. Sanmatenga 6. Namentenga	|_|	
CEB	Nom de la CCEB	CODE |_|_|_|_|_|_|_|_|_|_|	

Cher conseiller pédagogique :

Conseiller d'éducation de base:

Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire de CRS. 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 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 ? 3. Oui à lastname 4. No à thanks	|_|	* Sélectionnez une seule option
Si le répondant ne donne pas son consentement, terminez l'enquête et passez à la question			

INFORMATIONS PERSONNELLES

Great! Now I would like to ask some questions about you...

Lastname	Quel est votre nom de famille? _____		
Name	Quel est votre prénom? _____		
Gender	Demandez si seulement nécessaire 3. Homme 4. Femme	☐	* Sélectionnez une seule option
Age	Quel age avez vous?	.....	*Age >=13 & =<99 * 888 si l'enseignant ne connaît pas son âge
ccebrole	Quel est votre rôle dans cette circonscription d'éducation de base ? 1. Chef de la CEB 2. Conseiller pédagogique principal 3. Autre à Les remerciez gentiment et demandez la bonne personne		
Schoollen 1	Depuis combien de temps occupez-vous cette responsabilité au niveau de cette CCEB ? 1. Moins d'une année 2. 1-2 ans 3. 3-5 ans 4. 6-10 ans 5. 11 ans ou plus 888. Refus de répondre/Ne sait pas		
 Si la réponse à la question "ccebrole" est autre , remerciez le répondant, terminez l'enquête et demandez le conseiller pédagogique ou le chef de la CCEB.			
schoollen	Depuis combien de temps travaillez-vous comme conseiller pédagogique ? 6. Moins d'une année 7. 1-2 ans 8. 3-5 ans 9. 6-10 ans 10. 11 ans ou plus 889. Refus de répondre/Ne sait pas	☐	*Sélectionnez une seule option * Si possible, exclure les longues périodes d'absence (maternité, pauses etc.)
	893.		
schoollen 2	Depuis combien de temps travaillez-vous comme conseiller pédagogique dans cette CCEB ? 1. Moins d'une année 2. 1-2 ans 3. 3-5 ans 4. 6-10 ans 5. 11 ans ou plus 888. Refus de répondre/Ne sait pas	☐	*Sélectionnez une seule option * Si possible, exclure les longues périodes d'absence (maternité, pauses etc.)

COMPETENCES ET CONNAISSANCES DES ADMINISTRATEURS SCOLAIRES

Je vous remercie ! J'aimerais maintenant poser quelques questions sur votre éducation, vos formations et votre développement professionnel.

edu	Quel est le diplôme le plus élevé que vous avez obtenu durant votre parcours scolaire/ou universitaire ? 8. BEPC 9. Baccalauréat 10. Licence 11. Maîtrise 12. Master 1 13. Master 2 14. Autres (Précisez) _____ 889. Refus de répondre/Ne sait pas	|__|	*Sélectionnez une seule option
Trainrec1	Avez-vous reçu une formation pédagogique sur l'apprentissage de la lecture-écriture et les techniques d'observation des classes au cours des 12 derniers mois ? 3. Oui 4. Non→ trained1 888. Refus de répondre /Ne sait pas→ trained1	|__|	*Sélectionnez une seule option *La formation doit avoir duré au moins 16 heures au total. Si la formation a duré moins de 16 heures, choisir «Non» comme réponse *Tout type de formation liée à la lecture-écriture
Trainrec2	A travers quelle organisation avez-vous reçu cette formation au cours des 12 derniers mois ? 4. De la part d'un programme de l'Etat → trainrec4 5. De la part d'un programme de CRS/Beoog biiga 6. De la part d'un programme mis en œuvre par une autre ONG → trainrec4 7. Autres à trainrec4 888. Refus de répondre /Ne sait pas→ trainrec4	|__|	*Sélectionnez toutes les options possibles
Trainrec3	Combien de fois avez-vous reçu cette formation de la part du programme Beoog Biiga au cours des 12 derniers mois ? 6. Une seule fois 7. Deux fois 8. Trois fois 9. Quatre fois 10. Plus de quatre fois 888. Refus de répondre/Ne sait pas	|__|	*Sélectionnez une seule option
Trainrec4	Quels étaient les thèmes de la formation ? 1. Techniques d'apprentissage de la lecture→ readtrain5	|__| |__| |__|	*Sélectionnez toutes les options possibles

	2. Observations de classeà readtrain6 3. Rencontre avec les enseignants pour leur fournir des commentaires/remarques→ readtrain7 4. Autres (Précisez)_____ à readtrain7 888. Refus de répondre /Ne sait pasà readtrain7		
Trainrec5	Lesquelles des techniques suivantes ont été abordées durant la formation ? 6. Phonétique ☐ 7. Vocabulaire ☐ 8. Compréhension de texte/Lecture compréhension ☐ 9. Lecture courante (Lecture individuelle à haute voix) ☐ 10. Autres (Précisez)_____ ☐ 889. Refus de répondre/Ne sait pas ☐		*Sélectionnez toutes les options possibles
Trainrec6	Lesquelles des techniques en matière d'observation ont été abordées au cours de la formation ? 1. Ce qu'il faut observer pendant la scéance ? ☐ 2. Comment faire l'observation de classe ☐ 3. Fourniture de retour d'informations/Réunions de suivi efficaces après l'observation ☐ 4. Autres (Précisez)_____ ☐ 888. Refus de répondre/Ne sait pas		*Sélectionnez toutes les options possibles
Trainrec7	Etiez-vous satisfait de la formation ? 3. Oui → readtrain5 4. Non ☐ 888. Refus de répondre/Ne sait pas		*Sélectionnez une seule option
Trainrec8	Pourquoi n'étiez-vous pas satisfait de la formation ? 1. La Formation n'est pas utile/bénéfique ☐ 2. La formation était intensive et il n'y avait pas assez de jours pour couvrir tout le contenu ☐ 3. Formation trop technique ☐ 4. Formation peu pratique et déconnectée de la réalité ☐ 5. Les conditions de formation (ex. infrastructures) étaient mauvaises ☐ 6. Autres (A préciser) ☐ 888. Ne sait pas/Pas de réponse		*Sélectionnez toutes les options possibles

Trainled1	Avez-vous dirigé une formation sur les techniques d'apprentissage de la lecture au cours des 12 derniers mois ? - Oui - Non→admin 888. Refus de répondre /Ne sait pas à admin	☐	*Sélectionnez une seule option *La formation doit avoir duré au moins 16 heures au total. Si la formation a duré moins de 16 heures, choisir «Non» comme réponse *Tout type de formation liée à la lecture-écriture
Trainled2	A travers quelle organisation avez-vous donné cette formation ? - De la part d'un programme de l'Etat →trainled4 - De la part d'un programme de CRS/Beoog biiga - De la part d'un programme mis en œuvre par une autre ONG →trainled4 888. Refus de répondre /Ne sait pas→trainled4	☐	*Sélectionnez toutes les options possibles *Lire toutes les options afin que le répondant choisisse
Trainled3	Combien de fois avez-vous donné cette formation à travers le programme Beog biiga au cours des 12 derniers mois ? - Une seule fois - Deux fois - Trois fois - Quatre fois - Plus de quatre fois 888. Refuse de répondre/Ne sait pas	☐	* Sélectionnez une seule option
Trainled4	Lors d'une session de formation typique, combien d'heures en moyenne consacrez-vous à la formation des enseignants ?	..... ...	*Entrez le temps en heures (0-50) *Soit une classe entière , en groupe ou individuellement <i>*Entrez 888si refus de répondre ou "ne sait pas"</i>
Trainled5	En moyenne, combien d'enseignants formez-vous au cours de ces sessions de formation ?	.....	<i>* Entrez 888si refus de répondre ou "ne sait pas"</i>
Trainled6	Lesquelles des techniques d'apprentissage de la lecture-écriture avez-vous apprises aux enseignants lors de ces formations ? - Phonétique - Vocabulaire - Compréhension de texte/Lecture compréhension	☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles

	4. Lecture courante (Lecture individuelle à haute voix) 5. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐	
Trained7	Quel était le niveau de satisfaction des enseignants ? 0. Pas du tout satisfait 1. A peine satisfait 2. Plutôt satisfait 3. Très satisfait → trained9 888. Refuse de répondre/Ne sait pas → trained9	☐	*Sélectionnez une seule option
Trained8	Pourquoi pensez-vous que les enseignants n'étaient pas satisfaits de la formation ? 1. La Formation n'est pas utile/bénéfique 1. La formation était intensive et il n'y avait pas assez de jours pour couvrir tout le contenu 2. Formation trop technique 3. Formation peu pratique et déconnectée de la réalité 4. Les conditions de formation (ex. infrastructures) étaient mauvaises 5. Autres (A préciser) 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles
Trained9	Avez-vous constaté que les enseignants utilisent les techniques que vous leur avez enseigné lors de vos visites d'observation de classe ? 3. Oui → admin 4. Non 888. Refus de répondre/Ne sait pas → admin	☐	*Sélectionnez une seule option
Trained10	D'après vous, pourquoi les enseignants n'appliquent pas ces techniques ? 9. Pas assez de temps d'appliquer les techniques 10. Les élèves trouvent ces techniques difficiles/ ils ne sont pas à l'aise avec ces techniques. 11. Manque de matériels pour mettre en pratique ces techniques 12. Les techniques étaient trop exigeantes en termes de temps préparation 13. Ils ne savent pas encore comment utiliser ces techniques en classe. 14. Les techniques ne correspondaient pas au programme/curricula actuel	☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles

	15. La formation n'était pas pratique et était déconnectée de la réalité. 16. Autre (précisez) _____ 888. Refuse de répondre/Ne sait pas		
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VISITES D'ÉCOLES ET OBSERVATIONS DES CLASSES

Thank you! Now I would like to ask some questions about school visits and classroom observations

admin	Avez-vous effectué une visite dans une école au cours des 12 derniers mois? 3. Oui 4. Non 888. Refuse de répondre/Ne sait pas	|_|	*Sélectionnez une seule option
admina	Pourquoi n'avez-vous pas visité d'école au cours des 12 derniers mois ? 1. Problèmes de sécurité 2. Occupé par les tâches administratives/Autres tâches 3. Problèmes de budget 4. Autres (à préciser) 5. Refuse de répondre/Ne sait pas		
Adminb	Quelle est la fréquence de vos visites au cours d'une année ? 1. Hebdomadairement 2. Une fois chaque deux semaines 3. Mensuellement 4. Une fois tous les trimestres 5. Autres (précisez) _____ 888. Refus de répondre/Ne sait pas	|_|	*Sélectionnez une seule option
Adminb1	Dans une semaine d'école typique/normale, combien d'écoles visitez-vous ? 1. Moins de 3 2. 3-5 écoles 3. 5-8 écoles 4. Plus de 8 écoles 5. Autres (Précisez) _____ 888. Refus de répondre/Ne sait pas	|_|	*Sélectionnez une seule option
Adminb2	Dans une semaine d'école typique/normale, combien d'heures consacrez-vous aux visites scolaires?	..... ...	*Entrez le temps en heures (0-50) * Entrez 888si refus de répondre ou "ne sait pas"
Adminb3	Quelles sont les raisons courantes de ces visites scolaires ? 1. Conduire l'observation des classes 2. Rencontrer le directeur d'école 3. Pour des questions administratives	|_| |_| |_| |_| |_|	*Sélectionnez toutes les options possibles

	4. Rencontrer les enseignants pour restituer les résultats d'observations 5. Autres 888. Refus de répondre/Ne sait pas		
Adminc	Avez-vous observé une leçon dans une salle de classe au cours des 12 derniers mois ? 1. Oui 2. Non 888. Refus de répondre/Ne sait pas	|__|	*Sélectionnez une seule option
Adminc1	A quelle fréquence effectuez-vous l'observation de classe au cours d'une année ? 1. Hebdomadairement 2. Une fois toutes les deux semaines 3. Mensuellement 4. Une fois par trimestre 5. Autre (Précisez) _____ 888. Refus de répondre/Ne sait pas	|__|	*Sélectionnez une seule option
Adminc2	Lors d'une visite d'école, combien de classes observez-vous ? 1. Moins de 5 classes 2. 5-10 classes 3. 10-15 classes 4. Plus, de 15 classes 5. Autres (Précisez) _____ 888. Refus de répondre/Ne sait pas	|__|	*Sélectionnez une seule option
Adminc3	Lors d'une visite d'école, quelles classes observez-vous généralement ? 1. Toutes les classes 2. CP1-CP2 3. CE1-CE2 4. CM1-CM2 5. Des classes différentes à chaque visite 888. Refus de répondre /Ne sait pas	|__|	*Sélectionnez une seule option
Adminc4	En moyenne, lors d'une visite d'observation, combien d'heures faites-vous par classe ?	..... ...	*Entrez le temps en heures (0-50) * Entrez 888 si refus de répondre ou "ne sait pas"
Adminc5	Pensez-vous que ces observations de classes sont instructives pour les enseignants ? 4. Oui, très instructives→ adminc8 5. Oui, un peu instructives 6. Pas du tout instructives 889. Refus de répondre/Ne sait pas→ adminc8	|__|	*Sélectionnez une seule option

Adminc6	Pourquoi pensez-vous que ces observations ne sont pas instructives pour les enseignants ? 1. Les enseignants deviennent nerveux au cours de l'observation si bien que leur performance diminue 2. Le comportement des élèves change au cours de l'observation 3. Les enseignants peuvent modifier leur comportement en fonction de ce que l'observateur souhaite voir, à leur avis 4. La fréquence des observations doit être plus élevée afin qu'elles soient plus efficaces 5. Autres 888. Refuse de répondre/Ne sait pas	☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles
Adminc7	Maintenant, pensons à l'observation en classe de CP2! Durant une observation de classe au CP2 au cours des 12 derniers mois, parmi les techniques suivantes, lesquelles avez-vous observé? 1. Reconnaissance de lettres 2. Phonétique 3. Vocabulaire 4. Lecture compréhension (compréhension de textes) 5. Lecture courante (Lecture individuelle à haute voix) 6. Orthographe 7. Ecriture production 8. Jeux de mots 9. Autres 888. Ne sait pas/Refuse de répondre	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles
Maintenant, parlons de l'après observation!			
Adminc8	Avez-vous organisé une réunion de suivi avec les enseignants pour leur faire part de commentaires sur la base d'observations en classe ? 7. Oui 8. Non→supplies1	☐	*Sélectionnez une seule option
Adminc9	Quelle est la fréquence de ces réunions de suivi en moyenne par école ? 1. Hebdomadairement 2. Une fois toutes les deux semaines 3. Mensuellement 4. Trimestriellement 5. Autre (Précisez)_____ 888. Refus de répondre/Ne sait pas	☐	*Sélectionnez une seule option

Adminc10	Au cours d'une semaine scolaire typique/normale, combien d'heures (60 minutes) sont consacrées aux réunions de suivi avec les enseignants?	..... ...	*Entrez le temps en heures (0-50) * Entrez 888si refus de répondre ou "ne sait pas"
Adminc11	Sur quels aspects donnez-vous des commentaires ? 1. Pratiques de la gestion de classe 2. Connaissance et compréhension des pratiques pédagogiques de l'enseignant 3. Application des techniques apprises dans leurs leçons 4. Traitement par l'enseignant des problèmes de discipline et de comportement des élèves 5. Un plan de formation pour améliorer leur enseignement 6. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles
Adminc12	Les enseignants soulignent-ils des difficultés rencontrées au cours de ces réunions de suivi ? 1. Oui→ admin14 2. Non 888. Pas de réponse/Ne sait pas→ admin14	☐	*Sélectionnez une seule option
Admin13	Quelles difficultés les enseignants soulignent-ils lors de ces réunions de suivi ? 1. Pas assez de temps pour appliquer ces nouvelles techniques 2. Les enfants trouvent ces techniques difficiles/Ils ne sont pas à l'aise 3. Manque de matériel pour appliquer ces techniques 4. Ces techniques exigent trop de temps de préparation 5. Les enseignants ne savent toujours pas comment utiliser ces techniques en classe 6. Ces techniques ne sont pas conformes au programme/curricula de formation 7. Les formations étaient non pratiques et déconnectées de la réalité 8. Autres (A préciser) 888. Refus de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles
Admin14	Au cours des 12 derniers mois, avez-vous remarqué des changements directs ou indirects suite aux réunions de suivi? 1. Oui 2. Non→ admin16 888. Refus de répondre/Ne sait pas→ supplies1	☐	*Sélectionnez une seule option

Admin15	Dans quels domaines avez-vous constaté des changements après les réunions de suivi ? 6. Pratiques de la gestion de classe 7. Amélioration de la connaissance et compréhension des pratiques pédagogiques de l'enseignant 8. Amélioration de la gestion des problèmes de discipline et de comportement des élèves 9. Autres (Précisez) _____ 10. Refus de répondre/Ne sait pas	☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles
Admin16	Pourquoi pensez-vous qu'il n'y a eu aucun changement par rapport aux réunions de suivi? 1. Pas assez de temps pour appliquer ces nouvelles techniques 2. Les enfants trouvent ces techniques difficiles/Ils ne sont pas à l'aise 3. Manque de matériel pour appliquer ces techniques 4. Ces techniques exigent trop de temps de préparation 5. Les enseignants ne savent toujours pas comment utiliser ces techniques en classe 6. Ces techniques ne sont pas conformes au programme/curricula de formation 7. Les formations étaient non pratiques et déconnectées de la réalité 8. Autres (A préciser) 888. Refus de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles

FOURNITURES SCOLAIRES ET MATÉRIEL PÉDAGOGIQUE

Merci! A présent, je voudrais vous poser des questions à propos du matériel didactique

Supplies1	Parmi ce matériel didactique, lesquels pensez-vous être utiles pour les enseignants ? 889. Cahier de texte ☐ 890. Outil d'évaluation formative ☐ 891. Frises alphabétiques ☐ 892. Flash cartes ☐ 893. Livres culturellement appropriés ☐ 894. Ardoises géantes/ emmanchées ☐ 895. Lire au Burkina ☐ 896. Bananagram ou équivalent ☐ 897. Cubes en bois ☐ 898. Illustrations des livres de lecture ☐ 899. Dictionnaires visuels africains ☐ 900. Autres (Précisez) _____ ☐ 888.Refuse de répondre/Ne sait pas		*Sélectionnez toutes les options possibles
Supplies2	Parmi les fournitures scolaires suivantes, lesquelles avez-vous trouvées dans toutes les écoles où vous avez observé leurs classes ? Cahier de texte ☐ 1. Outil d'évaluation formative ☐ 2. Frises alphabétiques ☐ 3. Flash cartes ☐ 4. Livres culturellement appropriés ☐ 5. Ardoises géantes/ emmanchées ☐ 6. Lire au Burkina ☐ 7. Bananagram ou équivalent ☐ 8. Cubes en bois ☐ 9. Illustrations des livres de lecture ☐ 10. Dictionnaires visuels africains ☐ 11. Autres (Précisez) _____ ☐ 888.Refuse de répondre/Ne sait pas		*Sélectionnez toutes les options possibles
Supplies3	Lesquelles des fournitures scolaires suivantes avez-vous vu des enseignants de CP1 et CP2 utiliser le plus ? 1. Cahier de texte ☐ 2. Outil d'évaluation formative ☐ 3. Frises alphabétiques ☐ 4. Flash cartes ☐ 5. Livres culturellement appropriés ☐ 6. Ardoises géantes/ emmanchées ☐ 7. Lire au Burkina ☐ 8. Bananagram ou équivalent ☐ 9. Cubes en bois ☐ 10. Illustrations des livres de lecture ☐ 11. Dictionnaires visuels africains ☐		*Sélectionnez toutes les options possibles

	12. Autres (Précisez)_____		
	888.Refuse de répondre/Ne sait pas		
Supplies4	Lesquelles des fournitures scolaires suivantes avez-vous vu des enseignants de CE1 et CE2 utiliser le plus ? 1. Cahier de texte 2. Outil d'évaluation formative 3. Frises alphabétiques 4. Flash cartes 5. Livres culturellement appropriés 6. Ardoises géantes/ emmanchées 7. Lire au Burkina 8. Bananagram ou équivalent 9. Cubes en bois 10. Illustrations des livres de lecture 11. Dictionnaires visuels africains 12. Autres (Précisez)_____ 888. Refuse de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles
Supplies5	Lesquelles des fournitures scolaires suivantes avez-vous vu des enseignants de CM1 et CM2 utiliser le plus? 1. Cahier de texte 2. Outil d'évaluation formative 3. Frises alphabétiques 4. Flash cartes 5. Livres culturellement appropriés 6. Ardoises géantes/ emmanchées 7. Lire au Burkina 8. Bananagram ou équivalent 9. Cubes en bois 10. Illustrations des livres de lecture 11. Dictionnaires visuels africains 12. Autres (Précisez)_____ 888.Refuse de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options possibles

CONNAISSANCES NUTRITIONNELLES

Maintenant je souhaiterais vous poser des questions sur la nutrition.

nuttrain	Avez-vous dirigé une formation sur l'enseignement de la nutrition au cours des 12 derniers mois 3. Oui 4. Non→hygtrain 889. Refus de répondre/Ne sait pas→hygtrain	|_|	*Sélectionnez une seule option
Nutteach2	Qu'enseignez-vous habituellement dans les formations en nutrition aux enseignants ? 1. Le fer (les bienfaits et les aliments qui le contiennent) 2. Vitamine A (les bienfaits et les aliments qui le contiennent) 3. Alimentation équilibrée / saine (une alimentation riche en nutriments et bonne pour la santé, l'énergie et la croissance) 4. Autres (A préciser) 888. Refus de répondre/Ne sait pas	|_|	*Sélectionnez une seule option
nutteach	Au cours des 12 derniers mois où vous avez observé des classes, avez-vous vu des enseignants enseigner la nutrition dans leurs classes ? 3. Oui 4. Non→hygtrain	|_|	*Sélectionnez une seule option
nutteach1	Au cours d'une semaine scolaire typique, combien de fois vos enseignants enseignent-ils la nutrition dans leurs classes? 5. Jamais→hygtrain 6. Une fois par semaine 7. 2-4 fois par semaine 8. Quotidiennement 889. Refus de répondre/Ne sait pas	|_|	*Sélectionnez une seule option

HYGIENE-SANTE

Okay, nous avons Presque fini. Maintenant, j'ai quelques questions sur l'hygiène et la santé

hygtrain	Avez-vous dirigé une formation en enseignement sur les pratiques d'hygiène et de lavage des mains au cours des 12 derniers mois ? 3. Oui 4. Non → hygteach 888. Refus de répondre / Ne sait pas → hygteach	☐	*Sélectionnez une seule option
hygteach2	Quels types de pratiques d'hygiène enseignez-vous dans ces formations ? 7. Lavage des mains à des moments critiques 8. Eviter de partager les ustensiles de cuisine/à boire 9. Eviter de partager les vêtements et uniformes 10. Se laver et se doucher quotidiennement avec du savon 11. Se Couvrir le nez et la bouche en toussant / éternuant 12. Autres (A préciser) 888. Refus de répondre/Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐ ☐	* Choisir toutes les possibilités/options * Définir moments critiques comment étant par exemple au moment de manger ou d'utiliser les latrines
hygteach	Au cours des 12 derniers mois, lorsque vous avez observé leurs salles de classe, avez-vous déjà vu des enseignants enseigner l'hygiène dans leurs classes ? 3. Oui 4. Non → Terminez l'enquête ici 888. Refus de répondre/Ne sait pas → Terminez l'enquête ici	☐	*Sélectionnez une seule option
hygteach3	Au cours d'une semaine scolaire typique, combien de fois les enseignants enseignent-ils des pratiques d'hygiène dans leurs classes ? 5. Jamais 6. Une fois par semaine 7. 2-4 fois par semaine 8. Quotidiennement 889. Refus de répondre/Ne sait pas	☐	*Sélectionnez une seule option
Thanks	Merci beaucoup d'avoir répondu à mes questions.		



Basic Information

Enum	Nom de famille : First Prénoms :	ID :
Supervisor	Qui est votre superviseur?	
Date	Date (JJ/MM/AAAA)	
Prov	7. Bam 8. Sanmatenga 9. Namentenga	|_|
CEB	Nom de la CCEB	CODE |_|_|_|_|_|_|_|_|
School	Nom De l'école	CODE |_|_|_|_|_|_|_|_|
School Type	3. Privé 4. Publique 888. Ne sait pas/Pas de réponse	|_|

Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire de CRS. 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 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..

assent	Acceptez-vous de participer à cette enquête ? 3. Oui à fname 4. Non à thanks 5. Non trouvé à thanks	 	*Sélectionner une seule option
 Si la cantinière/cuisinière ne donne pas son consentement ou n'est pas présente, terminez l'enquête et passez à l'enquête suivante ;			

Parfait! Je voudrais vous poser quelques questions sur vous....

Pratiques actuelles

Practice1	Quelles sont les pratiques saines et sécurisées que vous pratiquez en matière de préparation des repas ?		
	1. Mesurer les quantités appropriées avec du matériel de mesure local	☐	*Sélectionner toutes les options possibles *Ne lisez pas les options de réponse
	2. Utilisation de poudre de micronutriments	☐	
	3. Suivre les normes de nutrition appropriées	☐	
	4. Se laver les mains avant de manipuler les aliments/déchets/cuisine	☐	
	5. Séparation des aliments crus des aliments cuits	☐	
	6. Bien cuire les aliments, en particulier la viande	☐	
	7. Garder les aliments/nourriture à une bonne température	☐	
	8. Utilisation d'une eau propre pour la cuisine	☐	
	9. Utilisez des ingrédients locaux tels que tomates, aromes, sel, oignons	☐	
	10. Lavage/Nettoyage/Désinfection de tous les ustensiles de cuisine avant la cuisine	☐	
	11. Garder/Conserver les repas dans des récipients propres	☐	
	12. Autres (Précisez _____)	☐	
888. Ne sait pas/Pas de réponse			

Practice2	Quelles pratiques de conservation des aliments utilisez-vous actuellement ?		*Sélectionner toutes les options possibles
	1. Gardez les sacs de vivres à au moins 50 centimètres de distance des murs et du toit	☐	
	2. Placer les sacs de vivre sur des palettes élevées	☐	
		☐	
	3. Le balayage du magasin/ de la cantine	☐	

	4. S'assurer que la cantine est bien ventilée/aérée 5. S'assurer que la cantine est sécurisée 6. Classer les vivres par catégorie 7. Garder les aliments dans des récipients propres 8. Autres 888 Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐	
Practice3	Avez-vous un rôle dans le suivi des vivres qui arrivent au niveau de la cantine ? 1. Oui 2. Non→ thr1 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Practice4	Lesquels des rôles suivants avez-vous dans le suivi des vivres arrivant à la cantine ? 1. Vérifier quotidiennement les quantités de vivres 2. Vérifier que les vivres respectent les normes de sécurité et d'hygiène 3. Effectuer le suivi des stocks sur une base mensuelle 4. Remplir les fiches de suivi 5. Vérifier la quantité totale de rations à emporter servies 6. Comptabiliser la réception et la distribution des vivres 7. Autres à préciser 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles
Thr1	Est-ce que les élèves de votre école reçoivent des rations à emporter ? 1. Oui 2. Non→ thr7 888. Ne sait pas/Pas de reponse→ thr7	☐	*Sélectionner une seule option
Thr2	Dans quelle classe se trouvent les élèves qui reçoivent les rations à emporter ? 1. Filles du CP1-CE1 2. Garçons du CP1-CE1 3. Filles du CE2-CM2 4. Garçons du CE2-CM2 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Thr3	A quelle fréquence les élèves reçoivent-ils les rations à emporter ? 1. Mensuellement 2. Hebdomadairement 3. Une fois toutes les deux semaines 4. Autres 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option

Thr4	Est-ce que ces rations à emporter dépendent du niveau de présence/assiduité des élèves à l'école ? 1. Oui 2. Non 888. Ne sait pas /Pas de réponse	☐	*Sélectionner une seule option
Thr5	Rencontrez-vous des difficultés dans la distribution de ces rations ? 1. Oui 2. Non→ thr7 888. Ne sait pas /Pas de réponse → thr7	☐	*Sélectionner une seule option
Thr6	Quelles sont les difficultés que vous rencontrez ? 1. La quantité de rations à emporter ne permet pas de couvrir tous les élèves devant en bénéficier 2. La quantité de ration à emporter n'est pas suffisante pour la consommation de chaque ménage 3. La qualité des rations à emporter n'est pas bonne 4. Les rations à emporter ne sont pas régulières et il y'a des retards dans la distribution dus au retards dans l'acheminement des vivres 5. Des problèmes d'ordre éthique. Par exemple, le fait que les rations sont distribuées uniquement à un groupe spécifique et non à tous les élèves 6. Autres 888. Ne sait pas/ Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles
Thr7	Est-ce que vous recevez des rations à emporter en guise de contrepartie pour le rôle que vous jouez à la cantine ? 1. Oui 2. Non→ train1 888. Ne sait pas/ Pas de réponse→ train1	☐	*Sélectionner une seule option
Thr8	A quelle fréquence recevez-vous les rations à emporter ? 1. Mensuellement 2. Hebdomadairement 3. Une fois toutes les deux semaines 4. Autres 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Thr9	Etes-vous satisfait de votre ration à emporter ? 1. Oui→ train1 2. Non	☐	*Sélectionner une seule option

	888. Ne sait pas/Pas de réponse→ train1		
Th10	Pourquoi n'êtes-vous pas satisfait de votre ration à emporter ? 1. La quantité de rations à emporter ne permet pas de couvrir tous les élèves devant en bénéficier 2. La quantité de ration à emporter n'est pas suffisante pour la consommation de chaque ménage 3. La qualité des rations à emporter n'est pas bonne 4. Les rations à emporter ne sont pas régulières et il y'a des retards dans la distribution dus au retards dans l'acheminement des vivres 5. Des problèmes d'ordre éthique. Par exemple, le fait que les rations sont distribuées uniquement à un groupe spécifique et non à tous les élèves 6. Autres à préciser 888. Ne sait pas/ Pas de réponse	☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles

Formation

Merci bien ! A présent j'aimerais vous poser quelques questions à propos des formations que vous auriez reçues sur la préparation et la conservation des aliments.

Train1	Avez-vous reçu une formation officielle en matière de préparation des aliments sans danger au cours des 12 derniers mois ? 5. Oui 6. Non →cf 888. Ne sait pas /Pas de réponse	☐	*Sélectionner une seule option *La formation doit avoir duré au moins 16 heures au total. Si la formation a duré moins de 16 heures, choisir « Non » comme réponse
Train2	De qui avez-vous reçu cette formation ? 1. De la part d'un programme de l'Etat 2. De la part d'un programme de CRS/Beoog biiga àtrain3 3. De la part d'un programme mis en œuvre par une autre ONG 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles *Lisez leur la liste des options de réponse possibles
Train3	Combien de fois avez-vous reçu cette formation de la part du programme Beoog Biiga? 1. Une seule fois 2. Deux fois 3. Trois fois 4. Quatre fois 5. Plus de quatre fois 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Train4	Lesquels des thèmes suivants ont été abordé durant cette formation ? 1. Mesurer les quantités appropriées à l'aide de matériaux locaux 2. L'usage de poudre de micronutriments 3. Suivre les normes de nutrition appropriées 4. Causes et conséquences des maladies d'origine alimentaire 5. Se laver les mains avant de manipuler les aliments/déchets/cuisine 6. Séparation des aliments crus des aliments cuits 7. Bien cuire les aliments surtout la viande 8. Garder les aliments/nourriture à une bonne température 9. Utilisation d'une eau propre pour la cuisine 10. Utiliser des ingrédients locaux tels que tomates, aromes, sel, oignons	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles

	11. Lavage/Nettoyage/Désinfection de tous les ustensiles de cuisine avant la cuisine 12. Garder/Conservez les repas dans des récipients propres 13. Autres à préciser 888. Ne sait pas/Pas de réponse		
Train5	Avez-vous trouvé la formation bénéfique/Utile ? 5. Oui → train7 6. Non 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Train6	Pourquoi n'avez-vous pas trouvé la formation bénéfique ? 1. Pas assez de formation 2. Formation non pratique et déconnectée de la réalité 7. Les Conditions de formation étaient mauvaises (infrastructure, ...) 3. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles
Train7	Avez-vous rencontré des difficultés à appliquer les pratiques acquises lors de cette formation au niveau de votre cantine ? 5. Oui 6. Non → cf 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Train8	Quelles difficultés avez-vous rencontré dans l'application de ces pratiques ? 1. Je ne connais toujours pas/ne comprend pas toutes les pratiques 2. Je ne sais toujours pas comment utiliser ces pratiques 3. Je les met déjà en pratique 4. La formation n'était pas pratique et était déconnectée de la réalité 5. Autres 888. Ne sait pas /Pas de réponse	☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles

Disponibilité alimentaire

A présent, j'aimerais que vous réfléchissiez à tous les repas/aliments qui étaient disponibles à la cantine au cours de la semaine passée.

cf	Lesquels des aliments suivants étaient présents dans la cantine au cours de la semaine passée ?		
cf1a	Céréales : bouille, pain, nouilles, blé, mil, sorgho, riz, gâteaux, macaronis, boule d'acassa (foura), zoom-koom 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner une seule option
Cf1b	Des racines et tubercules blancs : patates, ignames, manioc 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner une seule option
Cf1c	Des aliments riches en vitamine A : carottes, orange, patates douces, courges 3. Oui 4. Non 888. Ne sait pas /Pas de réponse	|__|	*Sélectionner une seule option
Cf1d	Des feuilles vertes foncées comme celles du manioc, baobab, épinards, oseilles 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner une seule option
Cf1e	D'autres légumes comme de l'aubergine, aubergine sauvage, du gombo, du piment, des oignons, des tomates 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	|__|	*Sélectionner une seule option
Cf1f	Fruits riches en vitamine A : mangues, papayes, melons murs ? 1. Oui 2. Non 888. Pas de réponse/ Ne sait pas	|__|	*Sélectionner une seule option
Cf1g	D'autres fruits : pastèques, oranges, noix de coco, tamarin, néré, karité, kaga.... Ou autres fruits sauvages et leurs jus, Jus de teedo et bissap 3. Oui 4. Non 888. Pas de réponse/Ne sait pas	|__|	*Sélectionner une seule option
Cf1h	Organes : Organes internes (Foie, cœur, intestins, viscères, etc) 3. Oui 4. Non 888. Pas de réponse/Ne sait pas	|__|	*Sélectionner une seule option

Cf1i	Viandes tels que : poulets, mouton, chèvre, canard, porc, bœuf, dindons, pintades, ou autres types de volailles 3. Oui 4. Non 888. Pas de réponse/Ne sait pas	|_|	*Sélectionner une seule option
Cf1j	Œufs de poules, canards, ou autres oiseaux 1. Oui 2. Non 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner une seule option
Cf1k	Poissons, crevettes, crustacées et autres fruits de mers 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner une seule option
Cf1l	Lentilles, haricots, noix, cacahuètes, arachides, sésame, boule d'arachide (Moore: mougoudougou / Fulfulde: sorondobo), tourteau d'arachide (kourakoura), beignet de haricot (gonré) 3. Yes 4. No 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner une seule option
Cf1m	Lait , fromage, Yaourt 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner une seule option
fs7n	Huile, beurre, et autres graisses 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner une seule option
fs7o	Sucreries : sucre, miel, bonbon, chocolat, biscuits 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner une seule option

Hygiène

Parfait, à présent nous avons presque fini. J'aimerais vous poser quelques questions sur l'hygiène.

waterra	Avez-vous accès à l'eau à la cantine pour vous laver les mains ? 3. Oui 4. Non 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Waterb	Avez-vous accès à l'eau à la cantine pour cuisiner ? 1. Oui 2. Non 888. Ne Sait pas/Pas de réponse	☐	*Sélectionner une seule option
hand	Avez-vous lavé vos mains hier ? 3. Oui 4. Non → hand3 888. Ne sait pas /Pas de réponse à hand3	☐	*Sélectionner une seule option
Hand1	A quel(s) moments vous êtes-vous lavé les mains hier ? Avant de manger 1. Après avoir mangé 2. Avant de toucher ou préparer la nourriture 3. Pendant que vous cuisiniez 4. Avant de donner la Nourriture à quelqu'un 5. Après avoir touché quelque chose de sale 6. Après avoir changé les couches d'un bébé 7. Après avoir manipulé des déchets dans la cuisine 8. Après avoir touché un animal 9. Après avoir utilisé les latrines 10. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles *Si le répondant se réfère au temps, soyez plus précis en lui demandant pourquoi il a lavé ses mains *Ne lisez pas les options
Hand2	Qu'avez-vous utilisé pour vous laver les mains ? 6. Eau 7. Cendre 8. Sable 9. Savon 10. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles *Si le répondant dit l'eau, demandez s'il a lavé avec autre chose *Ne lisez pas les options
hand3	A quels moments pensez-vous qu'une personne doit se laver les mains ? 1. Avant de manger 2. Après avoir mangé 3. Avant de toucher ou préparer de la nourriture 4. Pendant la cuisine 5. Avant de donner la nourriture à quelqu'un d'autre 6. Après avoir touché quelque chose de sale 7. Après avoir changé les couches d'un bébé 8. Après avoir manipuler des déchets dans la cuisine 9. Après avoir touché un animal 10. Après avoir utilisé les latrines 11. Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles

Thanks	Merci de votre participation à notre enquête ! Nous apprécions le temps que vous y avez consacré!
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ÉVALUATION DE BASE DU PROGRAMME D'ALIMENTATION SCOLAIRE DE CRS AU BURKINA FASO

Magasinier – Storekeepers

Basic Information

Enum	Nom de famille : First Prénoms :	ID :
Supervisor	Qui est votre superviseur?	
Date	Date (JJ/MM/AAAA)	
Prov	10. Bam 11. Sanmatenga 12. Namentenga	I _ I
CEB	Nom de la CCEB	CODE I _ I _ I _ I _ I _ I _ I
School	Nom De l'école	CODE I _ I _ I _ I _ I _ I _ I
School Type	5. Privé 6. Publique 888. Ne sait pas/Pas de réponse	I _ I

Cher magasinier:

Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire de CRS. 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 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..

assent	Acceptez-vous de participer à cette enquête ? 6. Oui à fname 7. Non à thanks 8. Non trouvé à thanks	I _ I	*Sélectionner une seule option
Si la cantinière/cuisinière ne donne pas son consentement ou n'est pas présente, terminez l'enquête et passez à l'enquête suivante ;			

Parfait! Je voudrais vous poser quelques questions sur vous....

Pratiques actuelles

Practice2	Quelles pratiques de conservation des aliments utilisez-vous actuellement ? 9. Gardez les sacs de vivres à au moins 50 centimètres de distance des murs et du toit 10. Placer les sacs de vivre sur des palettes élevées 11. Le balayage du magasin/ de la cantine 12. S'assurer que la cantine est bien ventilée/aérée 13. S'assurer que la cantine est sécurisée 14. Classer les vivres par catégorie 15. Empiler les vivres (sans les mélanger) pour en faciliter l'inventaire 16. Garder les aliments dans des récipients propres 17. Suivre un cahier/livre de gestion de vivres 18. Autres 889 Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles
Practice3	Avez-vous un rôle dans le suivi des vivres qui arrivent au niveau de la cantine ? 3. Oui 4. Non→thr1 889. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Practice4	Lesquels des rôles suivants avez-vous dans le suivi des vivres arrivant à la cantine ? 8. Vérifier quotidiennement les quantités de vivres 9. Vérifier que les vivres respectent les normes de sécurité et d'hygiène 10. Effectuer le suivi des stocks sur une base mensuelle 11. Remplir les fiches de suivi	☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles

	12. Vérifier la quantité totale de rations à emporter servies 13. Comptabiliser la réception et la distribution des vivres 14. Autres à préciser 888. Ne sait pas/Pas de réponse	☐ ☐ ☐	
Thr1	Est-ce que les élèves de votre école reçoivent des rations à emporter ? 3. Oui 4. Non→ thr7 889. Ne sait pas/Pas de reponse→ thr7	☐	*Sélectionner une seule option
Thr2	Dans quelle classe se trouvent les élèves qui reçoivent les rations à emporter ? 1. Filles du CP1-CE1 2. Garçons du CP1-CE1 3. Filles du CE2-CM2 4. Garçons du CE2-CM2 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Thr3	A quelle fréquence les élèves reçoivent-ils les rations à emporter ? 1. Mensuellement 2. Hebdomadairement 3. Une fois toutes les deux semaines 4. Autres 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Thr4	Est-ce que ces rations à emporter dépendent du niveau de présence/assiduité des élèves à l'école ? 3. Oui 4. Non 889. Ne sait pas /Pas de réponse	☐	*Sélectionner une seule option
Thr5	Rencontrez-vous des difficultés dans la distribution de ces rations ? 3. Oui 4. Non→ thr7 889. Ne sait pas /Pas de réponse → thr7	☐	*Sélectionner une seule option
Thr6	Quelles sont les difficultés que vous rencontrez ? 7. La quantité de rations à emporter ne permet pas de couvrir tous les élèves devant en bénéficier 8. La quantité de ration à emporter n'est pas suffisante pour la consommation de chaque ménage 9. La qualité des rations à emporter n'est pas bonne	☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles

	10. Les rations à emporter ne sont pas régulières et il y'a des retards dans la distribution dus au retards dans l'acheminement des vivres 11. Des problèmes d'ordre éthique. Par exemple, le fait que les rations sont distribuées uniquement à un groupe spécifique et non à tous les élèves 12. Autres 888. Ne sait pas/ Pas de réponse		
Thr7	Est-ce que vous recevez des rations à emporter en guise de contrepartie pour le rôle que vous jouez à la cantine ? 3. Oui 4. Non→train1 889. Ne sait pas/ Pas de réponse→train1	|_|	*Sélectionner une seule option
Thr8	A quelle fréquence recevez-vous les rations à emporter ? 5. Mensuellement 6. Hebdomadairement 7. Une fois toutes les deux semaines 8. Autres 888. Ne sait pas/Pas de réponse	|_|	*Sélectionner une seule option
Thr9	Etes-vous satisfait de votre ration à emporter ? 3. Oui 4. Non→train1 889. Ne sait pas/Pas de réponse→train1	|_|	*Sélectionner une seule option
Th10	Pourquoi n'êtes-vous pas satisfait de votre ration à emporter ? 7. La quantité de rations à emporter ne permet pas de couvrir tous les élèves devant en bénéficier 8. La quantité de ration à emporter n'est pas suffisante pour la consommation de chaque ménage 9. La qualité des rations à emporter n'est pas bonne 10. Les rations à emporter ne sont pas régulières et il y'a des retards dans la distribution dus au retards dans l'acheminement des vivres 11. Des problèmes d'ordre éthique. Par exemple, le fait que les rations sont distribuées uniquement à un groupe spécifique et non à tous les élèves	_ _ _ _ _	*Sélectionner toutes les options possibles

	12. Autres à préciser 888. Ne sait pas/ Pas de réponse		
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Formation

Merci bien ! A présent j'aimerais vous poser quelques questions à propos des formations que vous auriez reçues sur la préparation et la conservation des aliments.

Train9	Avez-vous reçu des formations en matière de conservation des vivres/aliments au cours des 12 derniers mois ? - Oui - Non →cf	☐	*Sélectionner une seule option * La formation doit avoir duré au moins 16 heures au total. Si la formation a duré moins de 16 heures, choisir « Non » comme réponse
Train10	De qui avez-vous reçu cette formation ? - De la part d'un programme de l'Etat - De la part d'un programme de CRS/Beoog biiga àTrain12 - De la part d'un programme mis en œuvre par une autre ONG - Autres 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles *Lisez leur la liste des options de réponse possibles
Train11	Combien de fois avez-vous reçu cette formation de la part du programme Beoog Biiga ? - Une seule fois - Deux fois - Trois fois - Quatre fois - Plus de quatre fois 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Train12	Lesquelles des thèmes suivants ont été abordé durant cette formation ? - Les sacs de vivres doivent être à au moins 50 centimètres des toits et murs - Les sacs de vivres doivent être placés sur des palettes élevées - Le magasin doit être balayé - Le magasin doit être bien aéré/ventilé - Le magasin doit être bien sécurisé - Les aliments/vivres doivent être bien rangés par catégorie - Garder les aliments dans des récipients propres - Autres à préciser 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles
Train13	Pensez-vous que la formation a été bénéfique/Utile? - Oui →train15 - Non	☐	*Sélectionner une seule option
Train14	Pourquoi n'avez-vous pas trouvé la formation bénéfique ?	☐	*Sélectionner toutes les options possibles

	1. Pas assez de formation 2. Formation non pratique et déconnectée de la réalité 3. Les Conditions de formation étaient mauvaises (infrastructure, ...) 4. Autres à préciser 888. Ne sait pas/Pas de réponse	☐ ☐ ☐ ☐ ☐	
Train15	Avez-vous rencontré des difficultés à appliquer les bonnes pratiques acquises lors de cette formation au niveau de votre cantine? 1. Oui 2. Non àcf 888. Ne sait pas/Pas de réponse	☐	*Sélectionner une seule option
Train16	Quelles difficultés avez-vous rencontré dans l'application de ces pratiques ? 1. Je ne connais toujours pas/ne comprend pas toutes les pratiques 2. Je ne sais toujours pas comment utiliser ces pratiques 3. Je les met déjà en pratique 4. La formation n'était pas pratique et était déconnectée de la réalité 5. Autres à préciser 888. Ne sait pas /Pas de réponse	☐ ☐ ☐ ☐ ☐	*Sélectionner toutes les options possibles
Thanks	Merci de votre participation à notre enquête ! Nous apprécions le temps que vous y avez consacré!		



**BASELINE EVALUATION DU PROJET CRS FOOD FOR
EDUCATION AU Burkina Faso**

Association des Parents d'Elèves (APE) - PTA

INFORMATION DE BASE

Enum	Nom : Prénom :	ID :
Supervisor	Qui est votre superviseur?	
Date	Date (JJ/MM/AAAA)	
Prov	13. Bam 14. Sanmatenga 15. Namentenga	I _ I
CEB	Entrez le nom de la Circonscription de l'Education de Base	CODE I _ I _ I _ I _ I _ I _ I
School	Entrez le nom de l'école	CODE I _ I _ I _ I _ I _ I _ I

Bonjour APE:

Vous avez été sélectionné pour participer à une enquête sur la santé, la nutrition et l'éducation dans le cadre du projet Cantine Scolaire de CRS. 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 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 --> Lastname 2. Non → THANKS	I _ I	*Sélectionner seulement une option
 Si Non, remercier le répondant et terminer l'enquête			

Informations individuelles

Parfait! A présent je souhaiterais vous poser des questions personnelles !

PTAT	Etes-vous un membre de l'association des parents d'élèves de cette école ? 1. Oui 2. Non à MERCI	I _ I	*Sélectionner seulement une option
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Si non, terminez l'enquête et chercher un membre de l'association des parents d'élèves avec l'aide du directeur.

pname	Quel est votre nom de famille ?		
pfirstname	Quel est votre prénom ?		
bureau	Quelle est votre responsabilité au sein du bureau de l'APE? 1. Dirigeant de l'Association 2. Secrétaire 3. Trésorier 4. Seulement un membre	I__I	*Sélectionner seulement une option
genderpta	Entrer le genre 1. Homme 2. Femme	I__I	*Sélectionner seulement une option
age	Quel âge avez-vous?	I__I	NOTER L'AGE >= 15 *Entrer 888 si le APE ne connaît pas son nom.
edu	Quel est votre plus haut niveau d'éducation? .0. Je n'ai aucun niveau d'éducation 1. Je n'ai pas terminé le cycle primaire 2. J'ai terminé le primaire 3. Je n'ai pas terminé le niveau secondaire 4. J'ai terminé le secondaire 5. J'ai brièvement fréquenté l'université 6. J'ai obtenu une licence 7. Je suis allée au-delà de la licence 8. J'ai uniquement fréquenté une école de formation ou professionnelle 9. Ecole franco-arabe 888. Ne sait pas / Refuse de répondre	I__I	* Sélectionnez une seule option

Activités de l'Association des parents d'élèves

Merci ! Passons maintenant aux questions sur les activités de l'association des parents d'élèves

Pta1	Depuis combien de temps êtes-vous membre de cette APE? (Enregistrer la réponse en nombre d'années scolaires)	.....	* Entrer > = 0 * Si moins d'une année scolaire, entrez 0
Pta2	Dans la dernière année scolaire (Septembre 2018 à Juin 2019), l'APE a organisé combien d'assemblées générales?	.....	* Entrer 0 si aucune réunion et passer à pta9 * Entrer 888 s'ils ne savent pas la réponse
pta2a	En général dans une année scolaire typique combien de fois l'APE organise-t-elle les assemblées générales? 1. Une fois par semaine 2. Bihebdomadaire 3. Une fois par mois 4. Tous les 3 mois 5. Trimestriel 6. Autre (précisez-----) 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option * Ignorer si la réponse dans Pta2 = 0
pta3	Dans la dernière année scolaire (Septembre 2018 à Juin 2019), dans quels mois l'APE a organisé une assemblée générale avec les parents et les enseignants? 1. Septembre 2. Octobre 3. Novembre 4. Décembre 5. Janvier 6. Février 7. Mars 8. Avril 9. Mai 10. June 888. Ne sait pas / refuse de répondre	|_| |_| |_| |_| |_| |_| |_| |_| |_| |_|	*Sélectionnez tout ce qui s'applique
Pta4	Dans la dernière année scolaire (Septembre 2018 à Juin 2019), pour quelles raisons l'APE a tenu une assemblée générale? 1. Tâches administratives relatives à la gestion de la cantine 2. Préparation correcte des aliments (c.-à-procédures propres et sûres) 3. Stockage correcte de nourriture (c.-à-procédures propres et sûres) 4. Gestion de l'entrepôt, par exemple, comment garder une trace de l'inventaire 5. Contribution à la cantine en argent / nourriture par la communauté 6. Contribution aux fournitures scolaires	|_| |_| |_| |_| |_| |_| |_|	*Sélectionnez tout ce qui s'applique

	7. Réparation de l'école, comme les latrines, le toit, les murs, etc. 8. Campagne d'inscription scolaire dans la communauté 9. La performance des élèves 10. Les pratiques d'hygiène des élèves 11. Pratiques d'hygiène des cuisiniers 12. Organisation de camps de lecture 13. Autre (précisez _____) 888. Ne sait pas / refuse de répondre	☐ ☐ ☐ ☐ ☐ ☐	
Pta5	Dans la dernière année scolaire (Septembre 2018 à Juin 2019), avez-vous et d'autres membres de l'APE rencontré le directeur de l'école pour discuter des préoccupations / décisions des assemblées générales de l'APE et / ou comment les mettre en action? 1. Oui 2. Non à pta9 888. Ne sait pas / refuse de répondre à pta9	☐	* Sélectionnez une seule option * La/les réunion(s) avec le directeur doit être lié aux assemblées générales. Sonde si le répondant semble confus.
Pta6	Depuis la dernière réunion de l'assemblée générale de cette année scolaire (Septembre 2018 à Juin 2019) jusqu'à présent, est-ce que quelque décision discutée ou préoccupation entre les membres de l'APE a été mise en action? 1. Oui 2. Non à pta9 888. Ne sait pas / refuse de répondre à pta9	.....	* Sélectionnez une seule option
Pta7	Quel a été le principal point discuté et mis en action depuis la dernière assemblée générale de cette année scolaire (Septembre 2018 à Juin 2019)? 1. Tâches administratives relatives à la gestion de la cantine 2. Préparation correcte des aliments (c.-à-procédures propres et sûres) 3. Stockage correcte de nourriture (c.-à-procédures propres et sûres) 4. Gestion de l'entrepôt, par exemple, comment garder une trace de l'inventaire 5. Contribution à la cantine en argent / nourriture par la communauté 6. Contribution aux fournitures scolaires 7. Réparation de l'école, comme les latrines, le toit, les murs, etc. 8. Campagne d'inscription scolaire dans la communauté 9. La performance des élèves 10. Les pratiques d'hygiène des élèves 11. Pratiques d'hygiène des cuisiniers	☐	* Sélectionnez une seule option

	12. Organisation de camps de lecture 13. Autre (précisez _____) 888. Ne sait pas / refuse de répondre		
Pta8	À votre avis, comment évaluez-vous le niveau d'achèvement de la décision / préoccupation discutée? 0. Aucun progrès du tout 1. Partielle 2. Complètement achevé 888. Ne sait pas / refuse de répondre	☐	* Sélectionnez une seule option * Lire les options
Pta9	Dans la dernière année scolaire (Septembre 2018 à Juin 2019), combien de fois avez-vous rencontré individuellement l'enseignant de votre enfant? 1. Aucun à act1 2. Une fois que 3. Deux ou trois fois 4. Plus de trois fois 888. Ne sait pas / refuse de répondre	☐	* Sélectionnez une seule option * Sonde: Renseignez-vous sur leurs réunions en général, y compris les réunions que vous aviez demandé vous-même ou à la demande de l'école
Pta9a	Quelles ont été les raisons pour lesquelles vous avez rencontré individuellement l'enseignant? 1. La performance de l'élève 2. L'assiduité de l'élève 3. Le retard de l'élève 4. Questions disciplinaires 5. Autre (précisez _____) 888. Ne sait pas / refuse de répondre	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez tout ce qui s'applique
Pta9b	Combien de ces fois avez-vous rencontré individuellement l'enseignant de votre propre initiative ou sur invitation de l'enseignant? 0. Aucun 1. Une fois 2. Deux ou trois fois 3. Plus de trois fois 888. Ne sait pas / refuse de répondre	☐	* Sélectionnez une seule option

Participation aux activités scolaires

Merci ! Maintenant, je voudrais vous poser quelques questions à propos de votre participation aux activités scolaires.

Dans la dernière année scolaire (Octobre 2018 à Juin 2019), avez-vous ou un autre adulte dans votre foyer:			
Act1	Aider les magasiniers dans le stockage des produits? 1. Oui 2. Non 3. 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option
Act2	Aider à vérifier que les produits pour la cantine scolaire sont correctement stockés? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option
Act3	Contribuer à la cantine en argent / nourriture / bois de chauffage? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option
Act4	Contribuer aux fournitures scolaires et du matériel d'apprentissage tels que des manuels, des ardoises, des livres d'histoires. etc.? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option
Act5	Participer à un projet communautaire de l'école, comme nettoyer des salles de classe / écoles ou effectuer des travaux agricoles dans une ferme collective dédiée à l'école? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option
Act6	Aider l'école en tant que cuisinier ou magasinier? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option
Act7	Visite d'une salle de classe pendant que l'enseignant enseignait? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option
Act8	Assister à un spectacle joué par les enfants en classe?	|_|	* Sélectionnez une seule option

	1. Oui 2. Non 888. Ne sait pas / refuse de répondre		
Act9	Soutenir la sensibilisation de la communauté sur l'importance de l'école, comme une campagne de porte-à-porte? 1. Oui 2. Non 888. Ne sait pas / refuse de répondre	|_|	* Sélectionnez une seule option

OPÉRATIONS DE LA CANTINE

Merci pour toutes vos réponses. On a presque fini! Maintenant, je voudrais vous poser quelques questions sur le fonctionnement de la cantine scolaire dans cette école.

Canteen1	Est-ce que cette école a une cantine? 1. Oui 2. Non à MERCI	☐	* Sélectionnez une seule option
Canteen2	Est-ce que la cantine scolaire est fonctionnelle? 1. Oui 2. Non à MERCI	☐	* Sélectionnez une seule option
Canteen3	Dans la dernière année scolaire (octobre 2018 à Juillet 2019), combien de mois est-ce que la cantine a fonctionné?	.....	* Record > = 0 & <= 10 * Sonde: Chaque année scolaire, la cantine est censé fonctionner à partir d'Octobre / Novembre à Juin pour un total de 9 mois * Mettre 888 si Je ne sais pas
Canteen3a	Pourquoi la cantine n'a pas fonctionné pendant toute l'année scolaire (depuis Septembre 2018)? 1. Les produits donnés ne suffisaient pas pour durer toute l'année 2. Il y avait un retard dans la réception des produits attendus en raison de facteurs externes, tels que des problèmes de transport 3. L'école a été fermée en raison de problèmes de sécurité 4. L'infrastructure scolaire (par exemple, une installation d'eau) devait être réparé 5. Équipement de cantine (s) a / ont été casés 6. Autre (précisez _____) 888. Ne sait pas / Refuse de répondre	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez tout ce qui s'applique * Passer si la cantine était fonctionnel durant toute l'année scolaire
canteen4	Dans la dernière année scolaire (octobre 2018 à Juin 2019), quelle quantité (sacs de 50 kg) de denrées alimentaires est-ce que le GoBF/MENAPLN a donné à l'école?	.....	Notez la réponse en nombre de sacs de 50 kilogrammes * Mettre 888 si ne sais pas
canteen5	Dans la dernière année scolaire (Octobre 2018 à Juin 2019), quelle quantité (sacs de 50 kg) de denrées alimentaires est-ce que les parents et la communauté ont donnée à l'école?	.....	Notez la réponse en nombre de 50 kilogrammes sacs * Mettre 888 si ne sais pas
canteen6	Dans la dernière année scolaire (Octobre 2018 à Juin 2019), quelle quantité (sacs de 50 kg) de denrées alimentaires est-ce que CRS / programme Beoog Biiga / USDA ont donnée à l'école?	.....	Notez la réponse en nombre de sacs de 50 kilogrammes * Mettre 888 si ne sais pas
Canteen7	Lorsque la cantine a été fonctionnelle dans la dernière année scolaire (Septembre 2018 à Juin 2019), est-ce que l'école a fournit aux cuisiniers / préparateurs d'aliments des rations à emporter en guise de retribution pour leur soutien à la cantine? 1. Oui	☐	* Sélectionnez une seule option * Définir des rations à emporter comme la farine de maïs que les cuisiniers peuvent ramener à la maison pour leur contribution

	2. Non 888. Ne sait pas / refuse de répondre		
MERCI	Je vous remercie d'avoir répondu à mes questions.		



IMPAQ
INTERNATIONAL LLC

Baseline EVALUATION CRS FOOD FOR EDUCATION
BURKINA FASO

L'intention de la mère – Mothers

Informations de base (À remplir par les enquêteurs)

Enum	Nom: Prénom:	ID :
Date	Date (JJ/MM/AAAA)	
village	Écrire le nom de le village	CODE |_|_|_|_|_|_|_|_|_|
preloadedname		
preloadedID		
remplaçant		
Statut	Quel est le statut de la mère ? 1. Enceinte 2. Mère avec un enfant de moins de 7 mois 3. Mère avec un enfant de 7- 24 mois	

Chère maman:

Bonjour, je m'appelle <insérer votre propre nom>. Vous avez été sélectionnée pour participer à une enquête sur la santé, la nutrition et l'éducation pour le projet «nourriture contre éducation». Votre participation à cet entretien est entièrement volontaire et vous n'avez aucune obligation de participer. Si, à tout moment, vous souhaitez interrompre votre participation, vous pouvez le faire sans problème. Si vous acceptez, veuillez répondre à toutes les questions aussi franchement que possible. Si vous ne connaissez pas la réponse à une question, vous pouvez simplement le dire. Toutes les réponses resteront strictement confidentielles.

Consent	Acceptez-vous de participer à cette enquête? 1. Oui à lastname 2. Non à remerciez-la , terminez l'enquête et passez à la prochaine mère sur votre liste.	|_|	* Choisissez une seule option
 Si la mère dit NON, remerciez-la, mettez fin à l'enquête et passez à la prochaine mère sur votre liste.			
mother	Êtes-vous enceinte ou mère d'un enfant de moins de 2 ans? 1. Oui, je suis enceinte	|_|	* Choisissez une seule option

	2. Oui, je suis mère d'un enfant de moins de 2 ans 3. Oui en meme temps enceinte et mère d'enfant de moins de 2 ans 4. Non – ARRÊTEZ-Remerciez-la et mettez fin à l'enquête. Consultez votre superviseur et passez à la prochaine mère sur votre liste.		
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Si la répondante figurant sur votre liste n'est pas enceinte ou mère d'un enfant de moins de 2 ans, remerciez-la et mettez fin à l'enquête. Consultez votre superviseur et passez à la prochaine mère sur votre liste.

INFORMATIONS PERSONNELLES

Parfait! Maintenant, je souhaiterais vous poser quelques questions personnelles....

lastname	Quel est votre nom?		
firstname	Quel est votre prénom?		
age	Quel âge avez-vous?	.....	*Inscrivez les âges >=13 & <=99 *Notez 888 si la mère ne connaît pas son âge
edu	Quel est votre plus haut niveau d'éducation? 0. Je n'ai aucun niveau d'éducation 1. Je n'ai pas terminé le cycle primaire 2. J'ai terminé le primaire 3. Je n'ai pas terminé le niveau secondaire 4. J'ai terminé le secondaire 5. J'ai brièvement fréquenté l'université 6. J'ai obtenu une licence 7. Je suis allée au-delà de la licence 8. J'ai uniquement fréquenté une école de formation technique ou professionnelle 9. Ecole franco-arabe 10. Autres 888. Ne sait pas / Refuse de répondre	I _ I	* Choisissez une seule option
read	Pouvez vous lire en : 1. français 2. dans une langue locale 3. les deux 4. dans aucune langue 888. Ne sait pas/ Refuse de répondre	I _ I	* Choisissez une seule option * Lisez-leur les options
write	Quand est-il de l'écriture? 1. Je peux écrire en francais 2. dans une langue locale 3. les deux	I _ I	* Choisissez une seule option *Lisez-leur les options

	4. dans aucune langue 888. Ne sait pas/ Refuse de répondre		
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ENVIRONNEMENT DOMESTIQUE

Bien! Maintenant, j'aimerais vous poser quelques questions sur votre ménage

hsize	Au cours des 12 derniers mois, combien de personnes ont veccu en moyenne dans votre ménage, vous y compris	.....	*NB : le ménage peut n'être constitué que d'un seul membre * INTERVALLE de 1 à 60
Kid02	Combien parmi vos enfants ont 2 ans ou moins?	..... .	>=0 Inscrivez le nombre =<25 Le nombre d'enfants ne peut pas être supérieur à 25
Kid06	Combien parmi vos enfants ont entre 0 et 6 mois?	..... .	>=0 Inscrivez le nombre en chiffres =<25 Le nombre d'enfants ne peut pas être supérieur à 25
latrine	Avez-vous (vous et les membres de votre ménage) accès à des latrines? 1. Oui à lattyp 2. Non à Water1 888. Ne sait pas / Refuse de répondre à Water1	|_|	* Choisissez une seule option Précisez à la répondante qu'il s'agit des principales latrines utilisées par la plupart des membres du ménage
lattyp	De quel type de latrines s'agit-il? 1. à chasse d'eau ou à vider 2. latrine à fosse ventilée 3. latrine à fosses avec dalle 4. latrine à fosses sans dalle 5. latrines à seau 888. Ne sait pas / Refuse de répondre	|_|	* Choisissez une seule option * Précisez à la répondante qu'il s'agit des principales latrines utilisées par la plupart des membres du ménage.
latlocation	Où se trouve cette latrine que vous utilisez principalement?	|_|	* Choisissez une seule option

	1. à l'intérieur de la maison 2. A coté de la maison et utilisée uniquement par les membres du ménage 3. à proximité de la maison (partagée avec les voisins) 4. dans la communauté 5. à l'église / à la Mosquée 6. à l'école des enfants 7. Autres (précisez -----) 888. Ne sait pas / Refuse de répondre		* Précisez à la répondante qu'il s'agit des principales latrines utilisées par la plupart des membres du ménage.
Water1	Avez-vous accès l'eau à la maison pour vous laver les mains? 1. oui 2. non 888. Ne sait pas / Pas de réponse	I__I	* Choisissez une seule option
Water2	Avez-vous accès à leau potable à la maison pour boire et faire la cuisine? 1. oui 2. Non à Source2 888. Ne sait pas / Pas de réponseà Source2	I__I	* Choisissez une seule option
Source1	Quelle est la principale source d'eau potable de votre ménage? 1. L'eau courante dans la concession (robinet) 2. Eau courante dans la communauté (fontaine) 3. puits privé 4. Puits public 5. Distribution d'eau par un réservoir 6. Source naturelle d'eau (lac, rivière, ruisseau, etc.) 7. Autres (précisez: _____) 888. Ne sait pas / Pas de réponse	I__I	*Ne donnez pas d'exemples et ne listez pas les options à la répondante * Choisissez une seule option
Source2	Jusqu'ou faut-il aller pour la corvée d'eau? 1. Tout près (0-15 minutes à pied) 2. Assez près (15 à 45 minutes de marche) 3. Loin (45 - 1h 30 minutes à pied) 4. Très loin (plus d'1h30 de marche) 888. Ne sait pas / Pas de réponse	I__I	* Choisissez une seule option * Pour la distance, considérez le trajet aller simple
Elec1	Avez-vous de l'électricité chez vous? 1. oui 2. Non à passez à Malaria1 888. Ne sait pas / pas de réponseà Malaria1	I__I	*Choisissez une seule option
Elec2	Vous bénéficiez de l'électricité pendant combien d'heures par jour? 1. 0-1 heure 2. 1-3 heures 3. 3-5 heures 4. plus de 5 heures	I__I	*Ne donnez pas d'exemples et ne listez pas les options à la répondante * Choisissez une seule option

	888. Ne sait pas / Pas de réponse		
Malaria1	Avez-vous une moustiquaire imprégnée d'insecticide (ITN) ou une simple moustiquaire à la maison? 1. oui 2. non 888. Ne sait pas / Pas de réponse	☐	*Choisissez une seule option
Malaria2	Comment vous protégez-vous du paludisme? 1. Je ne fais rien 2. Je dors sous une moustiquaire la nuit 3. Je prends des comprimés pour la prévention 4. Appliquer des lotions/spray/pommades sur le corps avant de sortir 5. Je vaporise la maison avec des insecticides 6. Autres (précisez _____) 888. Ne sait pas / Pas de réponse	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options applicables

CONSULTATIONS PRÉNATALES

Je vous remercie! J'aimerais maintenant poser quelques questions sur les consultations prénatales.

anc1	avez-vous consulté quelqu'un pour des soins prénataux lors de votre dernière grossesse? 1. Oui → anc3 2. non	☐	* Choisissez une seule option
Anc2	Pourquoi n'avez-vous vu personne pour des soins prénataux pendant cette grossesse? 1. Je ne pensais pas en avoir besoin/ je ne me sentais pas malade → anc13 2. Le centre de santé est trop éloigné → Anc13 3. Je ne fais pas confiance aux travailleurs de la santé → Anc13 4. J'ai eu une mauvaise expérience → Anc13 5. Je préfère le guérisseur traditionnel → Anc13 6. Ça coûte trop cher → Anc13 7. Mon mari ne me l'a pas autorisée → Anc13 8. Les autres membres de la famille ne me l'ont pas autorisée (spécifiez) → Anc13 9. Je ne savais pas où aller à Anc13 10. Autres (précisez) → Anc13 888. Refuse de répondre / Ne sait pas → Anc13	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options applicables
ANC3	Qui avez-vous vu? 1. Un médecin / une infirmière / une sage-femme 2. Une accoucheuse traditionnelle _____ 888. Refuse de répondre / Ne sait pas		Sélectionnez toutes les options applicables
Anc4	Où avez-vous reçu des soins prénataux pour cette grossesse? 1. à la maison 2. chez quelqu'un d'autre 3. à l'hôpital public/ Clinique publique 4. au Centre de santé primaire 5. à la clinique de proximité 6. d'autres établissements publics (précisez) 7. d'autres établissements d'ONG (précisez) 8. dans un hôpital privé / maison de soins 9. dans une clinique privée 10. d'autres établissements privés (précisez) 11. Autres (précisez) 888. Refuse de répondre / Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options applicables

Anc5	À combien de mois de grossesse étiez-vous lorsque vous avez reçu des soins prénataux pour la première fois?	.....	*Inscrivez les mois en chiffres (0-10) *Notez 888 si la personne ne sait pas /Refuse de répondre
Anc6	Combien de visites prénatales avez-vous faites pendant cette grossesse?	.....	*Inscrivez le nombre de fois 0=< consultations prénatales 6 =<9 *Notez 888 si elle ne sait pas ou refuse de répondre
Anc7	Avez-vous posé des questions au prestataire de santé lors de votre/ vos consultations prénatales? 1. Oui à Anc9 2. Non à Anc8 888. Refuse de répondre / Ne sait pas à Anc11	☐	*Choisissez une seule option
Anc8	Pourquoi n'avez-vous pas posé de questions au prestataire de santé? 1. Je n'avais pas de questions à Anc11 2. J'étais gênée de poser des questions à Anc11 3. Le prestataire ne m'a pas laissé poser des questions à Anc11 4. Quelqu'un d'autre m'a empêché de poser des questions (précisez) à Anc11 5. Autres (précisez) à Anc11 888. Refuse de répondre / Ne sait pas à Anc11	☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options applicables
Anc9	Dans quelle mesure étiez-vous satisfaite des réponses du prestataire de santé à vos questions? 1. Très satisfaite à Anc11 2. Assez satisfaite à Anc11 3. Ni satisfaite ni insatisfaite à Anc11 4. Plutôt insatisfaite 5. Très insatisfaite 888. Refuse de répondre / Ne sait pas	☐	*Choisissez une seule option
Anc10	Quelles sont les raisons pour lesquelles vous n'étiez pas satisfaite? 1. Le prestataire était impoli ou irrespectueux 2. Il/elle n'a pas répondu à mes questions 3. Je n'ai pas compris les réponses 4. Autres (précisez) 888. Refuse de répondre / Ne sait pas	☐ ☐ ☐ ☐	*Sélectionnez toutes les options applicables
Anc11	Dans l'ensemble, dans quelle mesure étiez-vous satisfaite de la façon dont le prestataire de santé vous a traitée lors de votre ou vos visites de soins prénataux? 1. Très satisfaite à Anc13	☐	*Choisissez une seule option

	2. Assez satisfaite à Anc13 3. Ni satisfaite ni insatisfaite à Anc13 4. Plutôt insatisfaite 5. Très insatisfaite 888. Refuse de répondre / Ne sait pas		
Anc12	Quelles sont les raisons pour lesquelles vous n'étiez pas satisfaite? 1. Le prestataire était impoli ou irrespectueux 2. Le prestataire n'était pas qualifié 3. Le temps d'attente était long 4. Il n'y avait pas d'intimité 5. Aucun service / médicament disponible 6. Autres (précisez) 888. Refuse de répondre / Ne sait pas	|_|	*Choisissez une seule option
Anc13	Pendant cette grossesse, avez-vous pris des comprimés pour avoir une grossesse en bonne santé? 1. Oui à anc14 2. Non à anc15 888. Refuse de répondre / Ne sait pas à anc15	|_|	* Choisissez une seule option * Assurez-vous que la répondante ne confond pas avec la prise de médicaments pour des maladies aléatoires comme une fièvre ou un rhume.
Anc14	Quelles étaient les raisons pour lesquelles vous aviez pris les comprimés? 1. Pour prévenir le paludisme 2. Pour prévenir les vers intestinaux 3. Pour enrichir votre alimentation avec des micronutriments et augmenter la production de sang (fer, multivitamines) 4. Pour soigner une diarrhée 5. Autres (précisez _____) 888. Refuse de répondre / Ne sait pas	|_| |_| |_| |_| |_| |_|	*Sélectionnez toutes les options applicables * Lisez les options à la répondante, mais pas les options «Autres» ou «Ne sait pas»
anc15	En général, qui prend les décisions concernant les soins que vous recevez pendant votre grossesse? 1. Moi-même 2. Mon mari 3. Ma mère (biologique / la femme de mon père) 4. Mon père (biologique / le mari de ma mère) 5. Ma belle-mère 6. Mon beau-père 7. Ma grand-mère 8. Mon grand-père 9. Ma soeur / belle-soeur 10. Mon frère / beau-frère 11. Ma tante 12. Mon oncle	_ _ _ _ _ _ _ _ _ _ _	*Sélectionnez toutes les options applicables

	13. Autres (précisez) _____ 888. Refuse de répondre / Ne sait pas	☐	
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Merci pour vos réponses! J'aimerais maintenant vous poser quelques questions sur vos connaissances concernant la grossesse.

anc16	Avez-vous été sensibilisée (formel ou informel) aux bienfaits de recourir à des accoucheuses qualifiées (sage-femme/accoucheuse/maieuticien)? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
anc17	Avez-vous été sensibilisée aux bienfaits d'accoucher dans un établissement de santé? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
anc18	Avez-vous été sensibilisée aux facteurs à surveiller qui pourraient causer des problèmes à votre grossesse? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
anc19	Avez-vous été sensibilisée aux endroits où aller si vous aviez des problèmes avec votre grossesse? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
anc20	Avez-vous été sensibilisée à faire un bilan postnatal après l'accouchement? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
anc21	Avez-vous été sensibilisée à la prévention contre le paludisme? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
anc22	Avez vous reçu une sensibilisation sur les pratiques nutritionnelles à avoir durant la grossesse? Notamment sur: 1. Qu'est ce qu'il faut manger 2. Quelle quantité manger 3. A quel(s) moment(s) il faut manger 4. Aucun 888. Ne sait pas/refuse de répondre	☐ ☐ ☐ ☐	* Sélectionner toutes les options possibles Ne choisissez pas aucun en même temps avec d'autres réponses'

ACCOUCHEMENT ASSISTÉ

Je vous remercie! J'aimerais maintenant poser quelques questions sur votre dernier accouchement.

Birth1	Êtes-vous actuellement enceinte? 1. oui 2. Non à Birth4 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
Birth2	Où comptez-vous accoucher pour cette grossesse? 1. Chez moi 2. Chez quelqu'un d'autre 3. À l'hôpital public /Clinique publique 4. Au centre de santé primaire 5. À la clinique de proximité 6. Autres établissements publics (précisez) 7. Autres établissements d'ONG (précisez) 8. Dans un hôpital privé /dans une maison de soins 9. Dans une clinique privée 10. Autres établissements privés (précisez) 11. Autres (précisez) 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
Birth3	Qui décide du lieu où vous accoucherez? 1.Moi-même 2. Mon mari 3. Ma mère (biologique / la femme de mon père) 4. Mon père (biologique / le mari de ma mère) 5. Ma belle-mère 6. Mon beau-père 7. Ma grand-mère 8. Mon grand-père 9. Ma soeur / belle-soeur 10. Mon frère / beau-frère 11.Ma tante 12. Mon oncle 13. Autres (précisez) _____ 888. Refuse de répondre / Ne sait pas	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options applicables
Birth4	Avez-vous reçu une sensibilisation (formelle/informelle) sur les avantages et les inconvénients de la planification familiale ? 1. Oui 2. Non à Birth6 888. Ne sait pas/ pas de réponse à Birth6	☐	* Choisissez une seule option Définir la planification familiale comme étant l'ensemble des méthodes auxquelles un couple peut avoir recours pour retarder ou

			éviter une grossesse
Birth5	De qui avez-vous reçu cette sensibilisation? 1. Parents/beaux-parents 2. Autres membres de la famille/amis 3. Agents de santé communautaire 4. Médecin/sage-femme/accoucheuse/infirmière 5. Accoucheuse traditionnelle 6. Autres 888. Ne sait pas/ pas de réponse	|_|	* Choisissez une seule option
Passons maintenant à votre dernier enfant. Pouvez-vous me dire:			
Birth6	Pour votre dernier accouchement, s'agissait-il d'une naissance unique ou multiple? 1. un seul bébé 2. des jumeaux 3. des triplés ou plus 888. Refuse de répondre / Ne sait pas 999. La répondante n'a pas d'autre bébé et n'a pas encore accouché	|_|	* Choisissez une seule option
Birth7	dernier né était-il un garçon ou une fille? 1. garçon 2. fille	|_|	* Choisissez une seule option
Birth8	Quel nom vous lui avez-vous donné?		
Birth9	En quel mois et année (nommez le bébé1) est-il né?:		
Birth9a	Le mois de naissance 1. Janvier à Birth9c 2. février à Birth9c 3. Mars à Birth9c 4. avril à Birth9c 5. mai à Birth9c 6. juin à Birth9c 7. juillet à Birth9c 8. août à Birth9c 9. septembre à Birth9c 10. octobre à Birth9c 11. novembre à Birth9c 12. décembre à Birth9c 888. Refuse de répondre / Ne sait pas à Birth9c	|_|	* Choisissez une seule option
Birth9b	En quelle saison (nommez le bébé 1) est-il né? 1. en saison sèche 2. en saison des pluies 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option

Birth9c	Année de naissance 1. 2017 2. 2018 3. 2019 888. Refuse de répondre / Ne sait pas		* Choisissez une seule option
Birth10	Qui vous a assisté à la naissance de (nommez le bébé 1)? 1. Un médecin / une infirmière / une sage-femme 2. Une accoucheuse traditionnelle 3. Autres (précisez) _____ 888. Refuse de répondre / Ne sait pas	 	*Sélectionnez toutes les options applicables
Birth11	Où avez-vous donné naissance à (nommez le bébé 1) 1. Chez moi 2. Chez quelqu'un d'autre 3. À l'hôpital public / Clinique publique 4. Au centre de santé primaire 5. À la clinique de proximité 6. Autres établissements publics (précisez) 7. Autres établissements d'ONG (précisez) 8. Dans un hôpital privé / dans une maison de soins 9. Dans une clinique privée 10. Autres établissements privés (précisez) 11. Autres (précisez) 888. Refuse de répondre / Ne sait pas		* Choisissez une seule option
Birth12	Qui a décidé du lieu de naissance de (nommez le bébé 1)? 1. Moi-même 2. Mon mari 3. Ma mère (biologique / la femme de mon père) 4. Mon père (biologique / le mari de ma mère) 5. Ma belle-mère 6. Mon beau-père 7. Ma grand-mère 8. Mon grand-père 9. Ma soeur / belle-soeur 10. Mon frère / beau-frère 11. Ma tante 12. Mon oncle 13. Autres (précisez) _____ 888. Refuse de répondre / Ne sait pas	 	*Sélectionnez toutes les options applicables
Birth13	Est-ce que (nommez le bébé 1) a été pesé à la naissance? 1. oui 2. non		* Choisissez une seule option

	888. Refuse de répondre / Ne sait pas		
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SOINS DU NOURRISSON

Je vous remercie! J'aimerais maintenant poser quelques questions sur les soins du nourrisson. Veuillez répondre à ces questions sur votre dernier enfant vivant âgé de moins de 24 mois .

Infant1	Est-ce que quelqu'un a vérifié l'état de santé de (nommez le bébé 1) dans les deux mois qui ont suivi l'accouchement? 1. oui 2. Non à passez Infant2 888. Refuse de répondre / Ne sait pas à Infant2	☐	* Choisissez une seule option
Infant1a	Qui a assuré le suivi de la santé de (nommez le bébé 1) au cours des deux mois qui ont suivi votre accouchement? 1. Le prestataire de soins de santé (médecin / infirmière / sage-femme) 2. L'accoucheuse traditionnelle 3. Autres (précisez) 888. Refuse de répondre / Je ne sais pas	☐	* Choisissez une seule option
Infant2	(Nommez le bébé 1) a-t-il déjà reçu des vaccins pour prévenir les maladies, y compris des vaccins reçus lors de campagnes ou de journées de vaccination? 1. oui à infant3 2. non à infant5 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
Infant3	Est-ce que (Nommez le bébé 1) a un cahier de vaccination ? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
Infant4	Est-ce que (Nommez le bébé 1) a reçu toutes les vaccinations requises pour son age ? 1. oui à infant6 2. non à infant5 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
Infant5	Pourquoi (bébé 1) n'a pas reçu toutes ou une partie de ces vaccinations ? 1. Les vaccins sont trop chers 2. Il n'y a pas de service de vaccination dans le village/centre de santé 3. Le service de vaccination est trop éloigné 4. Les vaccins ne sont pas importants 5. Je n'ai pas le temps	☐	*Sélectionnez toutes les options applicables

	6. Raison religieuse 7. Autres à préciser 888. Refuse de répondre / Ne sait pas		
Infant6	Quel âge a (nommez le bébé 1)? Âge en mois entiers: 0-24 mois	.....	*Inscrivez le nombre de mois en chiffres– 0-24 * Notez 888 si elle ne sait pas/refuse de répondre
Infant7	Est-ce que (nommez le bébé 1) vit avec vous? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I__I	* Choisissez une seule option
Infant8	Est-ce que (nommez le bébé1) dort sous une moustiquaire? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I__I	* Choisissez une seule option

ALIMENTATION PRÉCOCE

Je vous remercie! J'aimerais maintenant poser quelques questions sur l'alimentation précoce, concernant votre plus jeune enfant (nommez-le1).

Bfeed1	Avez-vous déjà allaité (nommez-le 1)? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I __ I	* Choisissez une seule option
Bfeed2	Quand avez-vous allaité pour la première fois (nommez-le 1)? 1. Dans l'heure qui a suivi l'accouchement 2. 1-2 heures après l'accouchement 3. 2-4 heures après l'accouchement 4. 4-6 heures après l'accouchement 5. 6-24 heures après l'accouchement 6. 1-6 jours après l'accouchement 7. Plus d'une semaine après l'accouchement 888. Refuse de répondre / Ne sait pas	I __ I	* Choisissez une seule option
Bfeed2a	Avez-vous reçu une sensibilisation sur l'allaitement précoce ? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I __ I	* Choisissez une seule option Allaitement précoce: allaitement Durant les tous premiers moments de la naissance
Bfeed2b	Avez-vous été assisté par une sage-femme ou un autre professionnel médical lors de l'allaitement précoce ? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I __ I	* Choisissez une seule option
Bfeed3	Pendant combien de mois avez-vous allaité (nommez-le 1) exclusivement au sein?	... ...	* Inscrivez le nombre de mois en chiffres – 0-36 * Notez 999 si elle allaite encore * Notez 888 si elle ne sait pas/refuse de répondre
Bfeed3a	Avez-vous déjà donné de l'eau à (bébé 1) ? 1. oui 2. non à Bfeed4 888. Refuse de répondre / Ne sait pas à Bfeed4		
Bfeed3b	Quand avez-vous commencé à donner de l'eau à (bébé 1) ?		Inscrivez le nombre de mois en chiffres – 0-36 * Notez 999 si elle allaite encore * Notez 888 si elle ne sait pas/refuse de répondre»

Bfeed4a	Avez-vous donné des décoctions à bébé 1 ? 1. Oui 2. Non à Bfeed5 888. Ne sait pas/Refuse de répondre à Bfeed5		* Choisissez une seule option
Bfeed4b	Quand avez-vous commencé à donné des décoctions à bébé 1 ?		Réponse en nombre de mois Entrez 888 si « ne sait pas » ou « refuse de répondre »
Bfeed5a	Selon vous, pendant combien de temps un bébé peut-il être exclusivement nourri au lait maternel?	... ...	* Inscrivez le nombre de mois en chiffres– 0-36 * Notez 888 si elle ne sait pas /refuse de répondre
Bfeed5b	Avez-vous reçu une éducation/sensibilisation sur l'allaitement exclusif ? 1. Oui 2. Non 888. Ne sait pas/Refuse de répondre		
Solidfood1	Combien de mois après la naissance (nommez-le 1) a-t-il commencé à manger des aliments solides (y compris de la bouillie)?	... ...	* Inscrivez le nombre de mois en chiffres– 0-24 * Notez 999 si elle n'allait pas encore/allait toujours * Notez 888 si elle ne sait /refuse de répondre
Solidfood2	Selon vous, combien de mois après la naissance un bébé devrait-il commencer à manger des aliments solides (y compris de la bouillie)?	... ...	* Inscrivez le nombre de mois en chiffres – 0-24 * Notez 888 si elle ne sait pas/refuse de répondre
purge	Avez-vous été sensibilisé (formel/informel) à éviter de pratiquer la purge ? 1. Oui 2. Non 888. Refuse de répondre/Ne sait pas		* Choisissez une seule option
gavage	Avez-vous été sensibilisé (formel/informel) à éviter de pratiquer l'alimentation forcée/gavage à la maison ? (Pincer ou fermer le nez du bébé et ouvrir sa bouche pour le forcer à avaler soit de la bouillie, de l'eau ou des décoctions ect..) 1. Oui 2. Non 888. Refuse de répondre/Ne sait pas		* Choisissez une seule option Exclure le gavage médical (passage de sondes dans les narines pour l'alimentation) pratiquée à l'hôpital

COMPLÉMENT ALIMENTAIRE

Maintenant, je veux que vous preniez une minute pour penser à toute la consommation de nourriture dans votre ménage...

Decide1	Prenez-vous la décision de ce que les membres de votre ménage mangent tous les jours? 1. Oui → bfeedfreq1 2. Non 3. Quelquefois → bfeedfreq1	I _ I	* Choisissez une seule option
Decwho1	Qui dans votre ménage prend les décisions concernant ce que les enfants mangent? (enquêteur: notez son nom)		
Decwho2	Quelle est votre relation avec cette personne: Notez cette relation 1. L'autre femme de mon mari/les femmes 2. Mon mari 3. Ma mère (biologique / la femme de mon père) 4. Mon père (biologique / le mari de ma mère) 5. Ma belle-mère 6. Mon beau-père 7. Mon beau-frère 8. Ma belle-soeur 9. Ma grand-mère 10. Mon grand-père 11. Ma soeur/ demi-soeur 12. Mon frère/demi-frère 13. Ma tante 14. Mon oncle 15. Autres membres de la famille (précisez) _____ 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
 Sauter cette partie si la mère est enceinte et qu'elle n'a pas d'enfant de moins de 2 ans.			
Bfeedfreq1	Votre plus jeune enfant a-t-il reçu du lait maternel hier? 1. Oui → bfeedfreq2 2. Non → bfeedfreq3 888. Refuse de répondre / Ne sait pas → bfeedfreq3	I _ I	* Choisissez une seule option
Bfeedfreq2	À quelle fréquence avez-vous allaité votre plus jeune enfant hier? 1. Toutes les heures 2. Toutes les deux heures 3. Toutes les trois heures 4. Toutes les quatre heures 5. Entre 3 et 5 fois 6. Deux fois 7. Une seule fois 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
Bfeedfreq3	Avez-vous nourri votre plus jeune enfant avec du lait maternisé (en plus de l'allaitement)? 1. Oui	I _ I	* Choisissez une seule option

	2. non 888. Refuse de répondre / Ne sait pas		Lait maternisé=lait artificielle
Mealfreq1	Combien de fois votre plus jeune enfant a-t-il mangé hier? (en dehors de l'allaitement)	.....	*Inscrivez les nombres >=0 & <=9 *Passez à fs10 si la réponse est 0
responsive	Est-ce que vous ou un autre adulte êtes resté avec, soutenu et encouragé votre plus jeune enfant de moins de 2 ans quand il / elle mangeait des aliments solides hier? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
Maintenant, je veux que vous preniez une minute et pensiez à toute la nourriture qui a été préparée pour votre plus jeune enfant de moins de 2 ans, hier. [Passez à ac10 si la femme est enceinte et n'a pas d'enfant de moins de 2 ans et / ou si la fréquence des repas1 == 0]			
fs1	Selon vous, la journée d'hier était-elle une journée «ordinaire / habituel» ou y avait-il une occasion spéciale? 1. Ordinaire / habituel 2. Occasion spéciale 888. Refuse de répondre / Ne sait pas	I _ I	*Donnez des exemples d'occasions spéciales comme les funérailles et les fêtes * Choisissez une seule option
fs2	Maintenant, je veux que vous preniez une minute et pensiez à toute la nourriture que vous ou un autre adulte a/avez donnée hier à votre plus jeune enfant de moins de 2 ans qui mange des aliments solides. Lui avez-vous donné:		
fs2a	Céréales: bouillie, pain, nouilles, maïs, millet, sorgho, macaronis, gâteau, acassa, riz? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
fs2b	Racines et tubercules blancs : pommes de terre, ignames, manioc ...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option

fs2c	Des lentilles, haricots, arachides, les autres fruits à gousses, pois, oulettes d'arachides (Moore: mougoudougou / Fulfulde: sorondobo), touto d'arachide (kourakoura), beignets de haricot (gonre)? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
fs2d	Lait, fromage, yaourt? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
fs2e	Viande de poulet, mouton, chèvre, canard, lapin, porc, vache, dinde ou autre volaille? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
Fs2f	Poisson, crevettes ou autres fruits de mer ? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
Fs2g	Organes: foie, cœur, abats...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
fs2h	Des œufs de poulet, canards ou autre volaille? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
fs2i	Légumes et tubercules riches en vitamine A: carottes, patates douces à l'orange...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
Fs2j	Feuilles vert foncé de manioc, baobab, oseille, épinard...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
Fs2k	Fruits riches en vitamine A: mangues mûres, papaye, melon...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option
fs2l	Autres légumes comme l'aubergine, le gombo, les poivrons, les tomates, les oignons...? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	I _ I	* Choisissez une seule option

Fs2m	Autres fruits: pastèque, oranges, noix de coco, tamarin, néré, karité, detarium (kaga) ou autres fruits sauvages et leur jus? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option
fs3	Hier , Votre plus jeune enfant a-t-il mangé quelque chose avant le repas du matin? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option
fs4	Hier , Votre plus jeune enfant a-t-il mangé quelque chose, au petit-déjeuner? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option
fs5	Hier , Votre plus jeune enfant a-t-il mangé quelque chose entre le petit-déjeuner et le repas de midi? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option
fs6	Hier , Votre plus jeune enfant a-t-il mangé quelque chose pour le repas de midi? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option
fs7	Hier , Votre plus jeune enfant a-t-il mangé quelque chose entre le repas de midi et le repas du soir? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option
fs8	Hier , Votre plus jeune enfant a-t-il mangé quelque chose au dîner? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option
fs9	Hier , Votre plus jeune enfant a-t-il mangé quelque chose après le dîner? 1. non 2. oui 888. Refuse de répondre / Ne sait pas	|_|	* Choisissez une seule option

Je vais maintenant vous lire plusieurs déclarations faites par des personnes concernant leur situation alimentaire. Pour certaines de ces déclarations, veuillez me dire si la déclaration est souvent applicable, parfois applicable ou jamais applicable à votre ménage au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier.

fs10	Les denrées alimentaires que nous avons achetées n'ont pas du tout duré et nous n'avons pas d'argent pour en acheter. Cela a-t-il été souvent, parfois ou jamais le cas concernant votre ménage durant les 12 derniers mois, c'est-à-dire depuis le mois de juin dernier? 1. Oui, souvent 2. oui, parfois 3. non, jamais 888. Refuse de répondre / Ne sait pas	|_|	*Choisissez une seule option
fs11	Nous ne pouvions pas nous permettre le luxe de manger des repas équilibrés. Cela a-t-il été souvent, parfois ou jamais le cas concernant votre ménage durant les 12 derniers mois? 1. Oui, souvent 2. oui, parfois 3. non, jamais 888. Refuse de répondre / Ne sait pas	|_|	*Expliquez ce qu'est «un repas équilibré » *Choisissez une seule option
fs12	Au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier, avez-vous déjà une fois mangé moins que ce que vous devriez manger parce qu'il n'y avait pas assez de nourriture ou d'argent pour la nourriture? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	|_|	*Choisissez une seule option
fs13	Au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier, avez-vous eu, une fois, faim sans pour autant manger parce qu'il n'y avait pas assez de nourriture ou d'argent pour en acheter? 1. oui 2. non 888. Refuse de répondre / Ne sait pas	|_|	*Choisissez une seule option
fs14	Au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier, avez-vous ou un autre adulte de votre ménage diminué la portion de votre repas OU sauté des repas OU substitué certains aliments par d'autres moins nutritifs faute de nourriture suffisante ou d'argent pour en acheter? 1. Oui à fs14a 2. Non à fs16 888. Refuse de répondre / Ne sait pas à fs16	|_|	*Choisissez une seule option
fs14a	Combien de fois est-ce arrivé? 1. Presque tous les mois 2. Certains mois seulement 3. Seulement 1 mois ou 2 888. Refuse de répondre / Ne sait pas	|_|	*Choisissez une seule option

fs15	Pour qui dans le ménage réduisez-vous habituellement la portion des repas? 1. Tout le monde 2. les femmes 3. les filles 4. Les hommes 5. les garçons 6. Autres (précisez: _____)	☐ ☐ ☐ ☐ ☐ ☐	*Ne donnez pas d'exemples et ne listez pas les options à la répondante * Sélectionnez toutes les options applicables
fs16	Au cours des 12 derniers mois, c'est-à-dire depuis le mois de juin dernier, comment avez-vous réglé le problème de manque de nourriture pour les membres de votre ménage? 0. N'a rien fait 1. En réduisant le nombre de repas des membres du ménage 2. En réduisant les frais de scolarité des enfants 3. En empruntant de l'argent pour acheter de la nourriture 4. En recevant de la nourriture des membres de la famille, des parents et des voisins 5. En préparant tout ce qui est disponible dans la maison pour les repas 6. En vendant nos bovins ou autres actifs 7. Autres (précisez: _____)	☐ ☐ ☐ ☐ ☐ ☐ ☐	Ne posez la question Ca16 que si la répondante a répondu OUI OU souvent OUI, OU PARFOIS OUI, à au moins une des questions: « Ca10» OU « Ca11 » OU «Ca12» OU « Ca13» OU « Ca14» * Ne donnez pas d'exemples et ne listez pas les options à la répondante * Sélectionnez toutes les options applicables

SANTÉ ET HYGIÈNE

D'accord, nous avons presque terminé! Maintenant, j'ai quelques questions sur le lavage et l'hygiène.

hand1	Vous êtes-vous lavé les mains hier? 1. oui 2. Non → hand4 888. Refuse de répondre / Ne sait pas	☐	* Choisissez une seule option
Hand2	Qu'avez-vous utilisé pour vous laver les mains? [Ne donnez pas d'exemples et ne listez pas les options à la répondante] 1. de l'eau 2. de la cendre 3. du sable 4. du savon 5. Autres (précisez: _____)	☐ ☐ ☐ ☐	* Sélectionnez toutes les options applicables * Ne donnez pas d'exemples ou ne listez pas les

	888. Refuse de répondre / Ne sait pas		options à la répondante
Hand3	Vous êtes-vous lavé les mains hier? :		
Hand3a	Avant de manger? 1. oui 2. non 3. Je n'ai pas mangé aujourd'hui	☐	* Choisissez une seule option
Hand3b	Avant de toucher ou de préparer un repas? 1. oui 2. non 3. Je n'ai pas touché / préparé la nourriture	☐	* Choisissez une seule option
Hand3c	Avant de nourrir votre enfant / vos enfants? 1. oui 2. non 3. Je n'ai pas donné à manger aux autres	☐	* Choisissez une seule option
Hand3d	Quand vous avez de la saleté sur les mains? 1. oui 2. non 3. Je n'ai pas sali mes mains aujourd'hui	☐	* Choisissez une seule option
Hand3e	Après avoir touché quelque chose de sale? 1. oui 2. non 3. Je n'ai rien touché de sale	☐	* Choisissez une seule option
Hand3f	Après avoir utilisé les latrines? 1. oui 2. non 3. Je n'ai pas utilisé les latrines	☐	* Choisissez une seule option
Hand3g	Après avoir changé les couches de votre enfant? 1. oui 2. non 3. je n'ai pas changé les couches	☐	* Choisissez une seule option
Hand3h	Après avoir mangé 2. Oui 3. Non 4. Je n'ai pas mangé		
Hand4	À votre avis, quand pensez-vous qu'une personne devrait se laver les mains? 1. Avant de manger? 2. Après avoir mangé 3. Avant de toucher ou de préparer un repas? 4. Avant de donner à manger à quelqu'un d'autre? 5. Lorsque vous avez de la saleté sur les mains? 6. Après avoir touché quelque chose de sale?	☐ ☐ ☐ ☐ ☐ ☐ ☐	* Sélectionnez toutes les options applicables

	7. Après avoir utilisé les latrines? 8. Après avoir changé les couches d'un enfant? 9. Autres (précisez: _____) 888. Refuse de répondre / Ne sait pas	I _ I	
Thanks	Merci de votre participation à notre enquête ! Nous apprécions le temps que vous y avez consacré!		
Nous sommes à la fin de l'Enquête, Enquêteurs, s'il vous plait répondez à ces questions en se basant sur ce que vous avez observé pendant ou à la fin de l'enquête.			

OBSERVATIONS

OBSERVATION : Lavage des mains

Water1	répondante a-t-elle des latrines à la maison? 1. Oui 2. Non	☐	* Choisissez une seule option
Water2	répondante dispose-t-elle une source d'eau pour se laver les mains à la maison? 1. Oui 2. Non	☐	* Choisissez une seule option
Wash1	Quel moment critique avez-vous observé le lavage des mains: 1. Avant de manger 2. Après avoir mangé 3. Après avoir utilisé les latrines 4. Avant de nourrir l'enfant 5. Avant de préparer à manger 6. Après avoir changé la couche de l'enfant 6. Je ne l'ai vu faire aucune des activités ci-dessus (<i>Précisez....</i>) àBreastfeed1	☐	* Choisissez une seule option
Wash2	Comment la répondante s'est-elle lavé les mains? 1. avec de l'eau 2. avec de l'eau et du savon 3. Autres (précisez) (_____ 4. Elle ne s'est pas lavé les mains	☐	* Choisissez une seule option

OBSERVATION : Allaitement

Breastfeed1	On vos observatins, avec quoi la mère a-t-elle nourri son enfant (0-6 mois)? 1. avec du lait maternel 2. avec du lait maternisé 3. avec du lait cru/brut (provenant directement d'un animal) 4. avec de l'eau 5. avec de la bouillie 6. Autres aliments	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options applicables
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	7. Je ne l'ai pas vu nourrir son enfant 8. La répondante n'avait pas d'enfant âgé de 0 à 6 mois.		
Breastfeed2	on vos observations, avec quoi la mère nourrit-elle son enfant âgé de (7-24 mois)? 1. avec du lait maternel 2. avec du lait maternisé 3. avec du lait cru 4. avec de l'eau 5. avec de la bouillie 6. Autres aliments 7. Je ne l'ai pas vu nourrir son enfant La répondante n'avait pas d'enfant âgé de 7 à 24 mois	☐ ☐ ☐ ☐ ☐ ☐	*Sélectionnez toutes les options applicables
Feeding1	ez-vous vu/observé la mère en train de pratiquer la purge ? 1. Oui 2. Non 3. Ne sait pas/refuse de répondre		* Choisissez une seule option
Feeding2	ez-vous vu/observé la mère en train de pratiquer le gavage ? 1. Oui 2. Non 3. Ne sait pas/refuse de répondre		* Choisissez une seule option

Fiche d'observations – School Observations

École	Nom de l'école	
Code de l'école	Inscrivez le code de l'école	
Province	Province	
ceb	Inscrivez la CEB.....	
Date	JJ/MM/AAAA	
CEB	Moment de la journée	Notez l'heure...
Moment	Les élèves sont en: 1. récréation du matin 2. pause déjeuner 3. récréation de l'après-midi	
Cantine		
Canteen1	Y a-t-il une cantine à l'école? 0. Non à cantine3 1. Oui	
Canteen2	La cantine est-elle fonctionnelle? 0. Non 1. Oui	
Canteen3	Y a-t-il un espace de stockage des denrées alimentaires / des produits de base dans l'école? 0. Non à cantine4 1. Oui à cantine5	
Canteen4	Où stockez-vous les produits?	
Canteen5	Quelles sont les mesures de sécurité mises en place par l'école? (Sélectionnez toutes les options applicables) 1. Le magasin de stockage des denrées alimentaires est doté d'une serrure 2. Les denrées alimentaires sont stockées sur des palettes 3. Les denrées alimentaires sont stockées à au moins 50 centimètres du mur 4. Les denrées alimentaires sont stockées à au moins 50 centimètres du toit 5. Les denrées alimentaires sont enfermées de manière hermétique dans des sacs ou	

	des récipients 6. L'entrepôt est propre, balayé 7. Il est bien ventilé 8. Les denrées alimentaires / produits de base sont classés par type 9. Les denrées alimentaires sont conservées à la bonne température
Comment_storage	Avez-vous d'autres commentaires concernant le stockage des aliments?
Canteen6	Quelles sont les mesures de sécurité mises en place par la cantine? (Sélectionnez toutes les options applicables) 1. Station de lavage des mains (de n'importe quel type) pour permettre au cuisinier/à la cuisinière de se laver les mains 2. Savon disponible à la station de lavage des mains 3. Nettoyage des ustensiles et du matériel de cuisine 4. Les aliments cuits sont séparés des aliments crus
Comment_foodprep	D'autres commentaires concernant la préparation des aliments?
Canteen7	C'est la pause déjeuner (ignorez les autres pauses), avez-vous observé l'un des faits suivants (sélectionnez toutes les options applicables): 1. Le repas est prêt et servi à l'heure 2. Les plats cuisinés sont protégés des mouches 3. Les couverts sont propres pour permettre aux enfants de manger 4. Aucune de ces options n'a été observée
Comment_canteen	D'autres commentaires sur la cantine?

Pratiques de lavage des mains des élèves:

Pratiques de lavage des mains	
Wash1	Y a-t-il une station de lavage des mains (de n'importe quel type) à l'école? 0. Non à lavage 2 1. Oui
Wash1a	Y'a t-il une source d'eau (autre que le dispositif de lavage des mains) où les élèves vont habituellement laver leurs mains ?
Wash2	De quel type de station de lavage des mains s'agit-il? 1. un robinet d'eau

	2. un puits 3. un simple seau (sans source d'eau, l'eau provient de l'extérieur de l'école) 4. un réservoir d'eau intégré 5. Autres (précisez _____ -)
Wash3	La station de lavage des mains est-elle fonctionnelle? 0. Non 1. Oui
Wash4	Avec quoi les enfants se lavent-t-ils les mains, que ce soit au niveau de la station de lavage des mains ou d'une source d'eau ? 0. Aucun 1. Savon 2. Sable 3. Cendre 4. Autres à préciser
Wash7	Nombre total d'élèves qui ont utilisé les toilettes
Wash8	Quel est le nombre total d'élèves qui s'est lavé les mains à l'eau et au savon après être allé aux toilettes?
Wash9	Quel est le nombre total d'élèves qui s'est lavé les mains avec << lavage4 >> et de l'eau? (sautez cette question s'il n'y a pas de station de lavage des mains dans l'école)
Wash10	Quel est le nombre total d'élèves qui s'est lavé les mains uniquement avec << lavage4 >>?
Comment_wash	Commentaires

APPENDIX F. QUALITATIVE PROTOCOLS

KII: Maires de Communes – County Mayors

Entretiens auprès d'informateurs clés: dirigeants communautaires / maires de communes

Bonjour / Bon après-midi. Je m'appelle [insérer votre nom]. Nous appartenons à [insérer le nom de la société] et travaillons avec IMPAQ International, une compagnie de recherche basée aux États-Unis. Le but de cet entretien est de recueillir vos expériences avant le lancement du programme Beoog Biiga III (BB3).

Je vais, avec votre permission, enregistrer l'entretien afin de compléter la prise de notes. Personne en dehors de l'équipe d'évaluation n'aura accès à cet enregistrement. **Ai-je votre permission pour enregistrer la conversation?**

L'entretien durera environ 30 minutes et sera plus efficace si vous faites l'essentiel de la conversation. N'hésitez pas à parler ouvertement et franchement de vos expériences et de vos perspectives concernant ce projet. Votre participation à cet entretien est volontaire. Si, vous souhaitez, à tout moment, mettre un terme à votre participation, vous pouvez le faire sans problème.

Les données recueillies au cours de ces entretiens seront consignées de manière globale, en soulignant des points d'information provenant de sites spécifiques et non d'individus en particulier. Vous ne serez par conséquent pas identifié par votre nom.

Avez-vous des questions avant de commencer? D'accord, allons-y.

Contexte / Introduction

1. Quel est votre fonction? Depuis combien de temps êtes-vous impliqué dans [l'organisation de la commune / de la communauté]?
2. Connaissez-vous le programme Beoog Biiga? Avez-vous été impliqué dans le programme?
3. Pouvez-vous décrire vos attentes concernant le programme Beoog Biiga III (BB3)?

Attitude vis à vis de l'éducation

4. Quels sont les principaux défis auxquels les écoles de votre commune font face?
5. À votre avis, quels sont les obstacles qui empêchent les enfants de recevoir une éducation de haute qualité dans [votre commune] ? (examinez les différences entre la qualité de l'éducation des garçons et celle des filles)

6. Qu'est-ce qui serait utile pour éliminer ces obstacles?
7. Comment pensez-vous, en tant que maire / dirigeant de votre communauté, pouvoir aider à l'élimination de ces obstacles?
8. Comment les enseignants et les écoles peuvent-ils être soutenus pour améliorer l'éducation?
9. Quelle est l'attitude des parents de cette commune vis à vis de l'éducation des garçons ? Cette attitude est-elle différente en ce qui concerne les filles ?

Alimentation scolaire

10. Les écoles de votre commune disposent-elles en ce moment d'un endroit considéré comme une cuisine pour la préparation des repas des élèves ?
11. Êtes-vous impliqué dans la gestion de la cantine des écoles de votre communauté ? Si oui, veuillez préciser. Sinon, pourquoi ne participez-vous pas à la gestion des cantines scolaires dans votre communauté ?
12. Selon vous, comment est-ce que le programme peut améliorer la capacité de votre gouvernement ou des autorités locales à gérer les cantines scolaires dans votre commune ? (Cherchez à savoir : quelles compétences ou quelles formations seraient utiles pour gérer les cantines scolaires dans la commune ?)
13. Que pouvez-vous faire pour soutenir la fourniture de repas aux élèves dans les cantines scolaires ?

De manière globale

14. Quelles sont vos priorités en tant que responsable de la commune en termes d'éducation, de nutrition, de santé et d'hygiène pour les enfants d'âge scolaire ?
15. Quelles améliorations souhaiteriez-vous voir en priorité en ce qui concerne l'éducation des enfants, la nutrition, la santé et l'hygiène dans votre communes ?
16. Y a-t-il autre chose que vous aimeriez partager avec moi à présent?

KII: Implementing Partners (MENAPLN, CRS, OCADES)

Bonjour/Bonsoir. Mon nom est [Insérer nom] et celui-ci/celle-ci est mon/ma collègue [Insérer nom]. Nous sommes de [insérer nom du cabinet] et nous travaillons avec Impaq international, une compagnie américaine. L'objectif de cette interview est d'en savoir davantage sur votre expérience étant donné que Beoog Biiga III sera bientôt lancé.

Avec votre permission, je voudrais enregistrer notre conversation en vue d'en faciliter la transcription. Personne en dehors de l'équipe d'évaluation n'aura accès à cet enregistrement. Ai-je votre permission pour enregistrer la conversation ?

Cet entretien durera environ une heure et sera fructueux si vous êtes disposé à parler. Je vous invite à parler de manière ouverte sur vos expériences et opinions concernant ce projet. Votre participation à cet entretien est volontaire. Vous êtes libre de participer et d'interrompre cette interview sans autre forme de sanctions. Toutefois votre participation sera bénéfique pour le projet

Les informations qui seront collectées dans le cadre de ces interviews seront exploitées de manière anonyme et agrégées pour mettre en exergue des points clés. Vous ne serez pas du tout identifié individuellement dans notre rapport d'évaluation.

Avez-vous des questions avant qu'on entame la conversation ?

1. Pour commencer, pouvez-vous me préciser votre titre/fonction ? Depuis combien de temps travaillez-vous pour [Nom de l'organisation] ? Quelles sont vos principales responsabilités dans votre fonction et quelles sont celles inhérentes au programme Beoog Biiga ? Depuis quand êtes-vous impliqué dans ce projet ?
2. Quel est l'objectif principal du programme Beoog biiga ? Qu'essaie-t-il d'atteindre comme objectifs à moyens et longs termes ? Pensez-vous que ces objectifs sont réalistes/raisonnables ? Pourquoi et Pourquoi pas ?
3. Étiez-vous impliqué ou consulté lors de la phase de conception, préparation du programme Beoog biiga III ? Si oui Comment avez-vous été impliqué ?
4. Selon vous, quelles sont les forces et les faiblesses liées à la conception de ce programme?
5. Quelles sont vos attentes par rapport au programme Beoog Biiga III?
6. Pensez-vous que les objectifs du programme Beoog biiga répondent aux priorités du gouvernement en ce qui concerne ses objectifs sur le plan éducatif et sanitaire ? (Au MENAPLN uniquement : Comment est-ce que beoog biiga répond-t-il aux priorités du MENAPLN ?)
7. D'après votre compréhension, est-ce que le programme a suffisamment considéré le contexte économique, culturel et politique du pays ?

8. Le programme BBIII s'appuie-t-il suffisamment sur les expériences tirées des programmes passés (Beog biiga I et beog biiga II) ? Si oui, comment ? Quelles ont été les leçons apprises de BB2 et BB1 ?
9. D'après vous, quels sont les aspects du programme qui vont le plus impacter les compétences en lecture et écriture (alphabétisation) des élèves ? Y'a-t-il des aspects qui vont influencer ces compétences dans une moindre mesure ? Si oui lesquels ? D'après vous, quelles stratégies CRS pourrait-il mettre en place afin d'améliorer les compétences en lecture-écriture (alphabétisation) des élèves ?
10. D'après vous, quels sont les aspects du programme qui vont le plus impacter les connaissances et pratiques des élèves en matière d'hygiène et alimentation ? Y'a-t-il des aspects qui vont influencer ces connaissances et pratiques dans une moindre mesure ? Si oui lesquels ? D'après vous, quelles stratégies CRS pourrait-il mettre en place afin d'améliorer les connaissances et pratiques des élèves sur le plan de l'hygiène et alimentation ?
11. D'après vous, quelles sont les questions les plus critiques que CRS et ses partenaires doivent considérer avec plus d'attention de sorte à ce que le projet soit un succès ?
12. Y'a-t-il des facteurs internes et/ou externes qui pourraient avoir un impact quelconque sur la réussite du programme ? Comment les responsables du programme pourraient exploiter/atténuer ces facteurs ?
13. D'après vous, quelles activités et procédures pourraient être viables au-delà de la fin du programme ? Lesquelles ne le seront pas ? S'il vous plaît expliquer. Quelles sont les plus grands défis à relever pour assurer la durabilité ? Le programme pourra-t-il surmonter ces défis ?
14. D'après vous, quelles stratégies faudrait-il mettre en place afin d'obtenir un engagement perren des communautés, de l'administration locale et centrale c'est-à-dire un engagement qui survivra au-delà de la fin du projet ?
15. Est-ce qu'il y'a des aspects sociaux, culturels ou politiques qui peuvent compromettre la durabilité du projet ? Si oui, y'a-t-il des actions prises pour sensibiliser les institutions locales et les groupes cibles afin de parer à ces difficultés ?
16. Avez-vous des recommandations spécifiques qui seraient de nature à renforcer la durabilité du projet ?
17. Y'a-il autre chose que vous souhaiteriez évoqué ?

KII: Teachers

Bonjour/Bonsoir. Mon nom est [Insérer nom] et celui-ci/celle-ci est mon/ma collègue [Insérer nom]. Nous sommes de [insérer nom du cabinet] et nous travaillons avec Impaq international, une compagnie américaine. L'objectif de cette interview est d'en savoir davantage sur votre expérience étant donné que Beoog Biiga III sera bientôt lancé.

Avec votre permission, je voudrais enregistrer notre conversation en vue d'en faciliter la transcription. Personne en dehors de l'équipe d'évaluation n'aura accès à cet enregistrement. Ai-je votre permission pour enregistrer la conversation ?

Cet entretien durera environ une heure et sera fructueux si vous êtes disposé à parler. Je vous invite à parler de manière ouverte sur vos expériences et opinions concernant ce projet. Votre participation à cet entretien est volontaire. Vous êtes libre de participer et d'interrompre cette interview sans autre forme de sanctions. Toutefois votre participation sera bénéfique pour le projet.

Les informations qui seront collectées dans le cadre de ces interviews seront exploitées de manière anonyme et agrégées pour mettre en exergue des points clés. Vous ne serez pas du tout identifié individuellement dans notre rapport d'évaluation.

Background/Introduction

1. Pour commencer, parlons un peu de vous. Depuis combien de temps êtes-vous enseignant ? Depuis combien de temps enseignez-vous dans cette école ?

Attitudes par rapport à l'éducation

2. Quels sont les défis que les ménages de cette communauté rencontrent pour envoyer leurs enfants à l'école ou supporter leur éducation scolaire ? (Chercher à savoir s'il y'a des raisons qui empêchent les garçons ou les filles d'aller à l'école et s'il y'a des difficultés selon la tranche d'âge ou la classe de l'élève)
3. Pensez-vous que les garçons et les filles ont un accès égal à l'éducation dans cette communauté ? (Par accès égal, il faut entendre : « même chance d'aller à l'école »)
4. Quels facteurs selon vous encouragent les familles à envoyer leurs enfants à l'école ? (Chercher à savoir s'il y'a des différences en fonction du sexe des enfants : garçons, filles)
5. Quelle est l'attitude des parents de ce village en matière d'éducation ? d'éducation des filles ? d'éducation des garçons ?
6. Est-ce que les enfants de cette communauté, bénéficient d'une aide à la maison pour pouvoir bien étudier ? Comment? Pour quoi? Pour quoi pas?
7. Pensez-vous que les parents s'intéressent aux performances de leurs enfants en classe ? Comment ? Y'a-t-il des parents qui viennent souvent se renseigner sur les performances de leurs élèves ?

Alimentation scolaire

8. Est-ce que votre école a un lieu où des repas sont cuisinés pour les enfants et les enseignants ? S'il vous plaît décrivez comment cela fonctionne.
- a. Est-ce que le fait de servir les repas à l'école augmente le niveau de présence des élèves ?
 - b. Pensez-vous que fournir des rations à emporter aux filles augmente le niveau de présence des filles à l'école ? Pourquoi ? Pourquoi pas ?
 - c. Avez-vous des responsabilités concernant le volet alimentation scolaire ? Si oui, s'il vous plaît pouvez-vous me partager vos responsabilités et vos opinions ?

Libraries

9. Y'a-t-il une bibliothèque dans votre communauté ? Y'a-t-il un lieu au sein de votre communauté, à l'école ou quelque part d'autre pour que les enfants s'asseyent et lisent ou empruntent des livres pour aller lire à la maison ? Si oui est-ce que les enfants utilisent cette « bibliothèque » ? Si non, pourquoi pas ? Encouragez-vous les enfants à prendre des livres pour la maison ? Y'a-t-il un groupe d'élèves spécifiques (selon le genre, le groupe d'âge ou la classe) qui aiment plus emprunter les livres que d'autres ?

Role des parents

10. Est-ce que les parents sont impliqués dans les activités scolaires ? Y'a-t-il une association de parents d'élèves dans cette école ?
- a. Si oui, quelles types d'activités, cette association réalise-t-elle ? Avez-vous des suggestions sur comment améliorer votre collaboration avec l'association des parents d'élèves ?
 - b. Si non, pensez-vous qu'une telle association est utile/bénéfique pour votre école ? Quelles activités vous attendez-vous à ce que cette association effectue ? Seriez-vous intéressé à participer ? Selon vous, qui au sein de la communauté devrait être membre de cette association ?

Présence à l'école

11. Arrive-t-il souvent que des enseignants n'arrivent pas à être présents à l'école pour la tenue des cours pour des raisons autres que la santé ? Pourquoi ?
12. Pensez-vous qu'il y'a des enseignants qui ne sont pas souvent motivés pour aller à l'école ? Pourquoi ? Si oui, qu'est-ce qui pourrait être fait pour les motiver ?

Activités en classe

13. Avez-vous entendu parlé de Beog biiga? Si oui, avez-vous reçu une formation dans le cadre de ce programme ? Pouvez-vous s'il vous plaît partager vos expériences en termes de formation ? Avez-vous des suggestions à faire concernant ces formations ?
14. Qu'aimez-vous le plus dans l'enseignement ? Comment décrieriez-vous vos expériences dans l'enseignement ? Est-ce intéressant ? Quelles sont les difficultés dans l'enseignement ?
- a. Quelles sont les principales difficultés que vous rencontrez dans l'enseignement ?
 - b. Quels types d'aides pourraient être importants pour vous dans votre enseignement ?

15. Etes-vous satisfaits de la quantité et qualité des matériels didactiques qui sont offerts ? Pour quoi? Pour quoi pas? Quels types de matériels didactiques seraient vraiment utiles dans vos activités pédagogiques quotidiennes ?
16. Combien de temps passez-vous en moyenne chaque jour à enseigner la lecture-écriture aux élèves ?
17. Est-ce que vos élèves aiment venir à l'école ? Pourquoi ? Pourquoi pas ?
18. D'après vous, est-ce que les élèves de votre école ont fait preuve de progrès en termes de performance au cours des dernières années ? Quels sont les contraintes en matière de performance (niveau des élèves) ? Quelles ont été les bonnes pratiques pour améliorer leur performance ?
19. Comment appréciez-vous le niveau de connaissance des élèves et des parents sur les bonnes pratiques en matière de santé et d'hygiène que ce soit à l'école ou à la maison ?
20. Avez-vous d'autres responsabilités à l'école en plus d'enseigner ? Par exemple organisation d'activités extra-scolaires ?

Conclusion

21. Y'a-t-il quelque chose d'autre que vous souhaiteriez ajouter avant qu'on ne termine ? Merci beaucoup !

FGD: Enseignant - Parents

Bonjour/Bonsoir. Mon nom est [Insérer nom] et celui-ci/celle-ci est mon/ma collègue [Insérer nom]. Nous sommes de [insérer nom du cabinet] et nous travaillons avec Impaq international, une compagnie américaine. L'objectif de cette interview est d'en savoir davantage sur votre expérience étant donné que Beoog Biiga III sera bientôt lancé.

Avec votre permission, je voudrais enregistrer notre conversation en vue d'en faciliter la transcription. Personne en dehors de l'équipe d'évaluation n'aura accès à cet enregistrement. Ai-je votre permission pour enregistrer la conversation ?

Cet entretien durera environ une heure et sera fructueux si vous êtes disposé à parler. Je vous invite à parler de manière ouverte sur vos expériences et opinions concernant ce projet. Votre participation à cet entretien est volontaire. Vous êtes libre de participer et d'interrompre cette interview sans autre forme de sanctions. Toutefois votre participation sera bénéfique pour le projet.

Les informations qui seront collectées dans le cadre de ces interviews seront exploitées de manière anonyme et agrégées pour mettre en exergue des points clés. Vous ne serez pas du tout identifié individuellement dans notre rapport d'évaluation.

Introduction

1. Pour commencer, j'aimerais en savoir davantage sur chacun de vous. Faisons un tour de table afin que je chacun puisse se présenter. Chacun peut-il me dire combien d'enfants il a ? Combien d'enfants sont scolarisés ?/Sont dans cet école ?

Association des parents d'élèves

2. Y'a-t-il un regroupement de parents d'élèves tels qu'une association de parents d'élèves dans l'école ou fréquentent vos enfants ?
 - a. Si oui, quelles sont les activités de cette association ?
 - b. Is anyone a member of the PTA? If yes, what are the responsibilities for a PTA member? Quelqu'un d'entre vous est-il membre de cette association ? Si oui, quelles sont les responsabilités d'un membre de cette association ? A quel fréquence participez-vous aux réunions de l'association ?
 - c. Que savez-vous de l'association des parents d'élèves ? Avez-vous entendu quelque chose de positif ou négatif à propos de l'association des parents d'élèves ? S'il vous plait expliquez nous? Avez-vous des suggestions sur comment améliorer la collaboration avec l'école ?
 - d. Si non, pensez-vous qu'un groupe tel que l'APE est bénéfique pour l'école ? Quelles sont les types d'activités que vous attendez de ce type de groupe ? Seriez-vous intéressés à rejoindre l'APE ? Qui de votre communauté devrait joindre l'APE selon vous ?

SILC

3. Je souhaiterais en savoir davantage sur les SILC qui sont présentes dans votre communauté. Etes-vous au courant de l'existence d'une SILC dans votre communauté ? Que savez-vous des SILC ? Avez-vous entendu des choses positives ou négatives à propos de ces SILC ?
4. Avez-vous déjà été invité à intégrer un groupe SILC? Qui vous a invité ? Avez-vous décidé de rejoindre un groupe SILC? Pourquoi ou pourquoi pas ? Seriez-vous intéressé à rejoindre un groupe SILC maintenant si toutefois on vous y invitait ? Pourquoi? Pourquoi pas ? Qu'est-ce que le SILC devrait faire de différent/changer à leur niveau avant que vous ne soyez prêt à intégrer le SILC ? S'il vous plaît, pourriez-vous partager vos expériences en avantages et inconvénients/défis en tant que membre d'un SILC ?
5. Durant cette année scolaire, avez-vous participé à une quelconque activité scolaire ? Si oui, lesquelles ? Pourquoi avez-vous participé à ces activités ? Si non, pourquoi n'avez-vous participé à aucune activité de nature scolaire ?

Alimentation scolaire

6. Est-ce que votre école possède actuellement un lieu où de la nourriture est préparée pour les élèves ? (Cantine) ?
S'il vous plaît, décrivez comment cela fonctionne ?
 - a. Est-ce que quelqu'un d'entre vous a apporté de l'aide d'une quelconque nature à la cantine ? Comment ? S'il vous plaît, décrivez.
7. Etes-vous satisfait par rapport au fonctionnement de la cantine et la nourriture servie à vos enfants chaque midi ? Pourquoi ? Pourquoi pas ?
8. Avez-vous des suggestions pour l'amélioration du fonctionnement de la cantine ou de la nourriture servie à vos enfants ?
9. A considérer qu'il n'y avait pas de cantine et qu'une cantine vient d'être ouverte à l'école de telle sorte que la nourriture soit servie aux enfants à midi. Est-ce que ce changement affecterait le niveau de présence des élèves à l'école ?

Attitudes concernant l'éducation

10. Est-il important pour les enfants d'aller à l'école? Pourquoi ? Expliquez ? Combien d'années un enfant doit-il aller à l'école? Pourquoi ?
11. Supposons que Mr et Mme Ouedraogo ont un enfant en âge d'aller à l'école. Selon les pratiques courantes dans cette communauté, lequel des deux parents serait le plus hésitant à envoyer son enfant à l'école ? Serait plus motivé à envoyer son enfant à l'école ? Pourquoi ? Est-ce qu'il y aura une différence si cet enfant est un garçon/une fille ? Lequel des parents prendra la décision d'inscrire son enfant à l'école ?
12. Une décision importante que les parents prennent en général, c'est de garder leurs enfants à côté afin que ceux-ci les aident dans les activités agro-sylvo pastorales. Est-ce une pratique courante ici

également dans votre communauté ? Si non quelles décisions prennent alors les parents de cette communauté ? Pourquoi les parents prennent-ils cette décision ?

13. Que pensez-vous du fait que les enfants aillent à l'école ? Selon vous y'a-t-il des inconvénients pour les enfants ? Y'a-t-il des avantages ? Quelles sont les problèmes spécifiques que les garçons et filles allant à l'école rencontrent ?
14. Comment pensez-vous qu'un garçon peut tirer bénéfice immédiat et dans un future proche du fait d'aller à l'école ? Ce bénéfice est-il différent pour une fille ?
15. Comment vos enfants tirent-ils bénéfice de l'école ? Quels sont les bénéfices immédiats et futurs ? Ces bénéfices sont-ils différents pour les garçons et les filles ?
16. Encouragez-vous vos enfants à étudier à la maison ? Pourquoi? Pourquoi pas? Comment vous impliquez vous dans l'éducation de vos enfants ? Est-ce une pratique courante au sein de votre communauté ?
17. Avez-vous visité l'enseignant de votre enfant au cours de cette année scolaire ? Pourquoi ? Pourquoi pas ?
18. Dans votre communauté, y'a-t-il des enfants en âge d'aller à l'école mais qui ne vont pas ? Pourquoi ? Que font ces enfants au lieu d'aller à l'école ?
 - a. Qu'est ce qui pourrait être fait pour que ces enfants puissent aller à l'école? (problèmes de scolarité ? Si oui , demandez les montants : frais de scolarité, cotisations etc..)
19. Y'a-t-il des enfants qui sont souvent absents à l'école ? Si oui, pour quelles raisons ?
 - a. Qu'est-ce qui pourrait être fait afin que ces enfants ne s'absentent plus ?
20. Est-ce que vos enfants vont de manière volontaire à l'école ? Aiment-t-ils l'école ? Pourquoi pensez-vous qu'ils aiment l'école/ou n'aiment pas l'école (demandez des exemples spécifiques) ?
21. Qu'aimez-vous en particulier à propos de l'école à laquelle votre enfant fréquente ? Qu'est-ce qui pourrait être amélioré ? Connaissez vous l'enseignant/les enseignants de votre enfant? Qu'aimez-vous/n'aimez-vous pas à propos des enseignants de vos enfants ?

Maintenant que vous avons terminé avec l'éducation des enfants, parlons à présent de la santé de vos enfants.

22. Avant d'utiliser leurs livres ou cahiers, certains enfants lavent leurs mains afin de les (livres, cahiers) garder propres (ne pas les salir). Avez-vous constaté ce comportement auprès de vos enfants ?
 - a. A quelles autres occasions, avez vous remarqué que vos enfants allaient laver leurs mains? Pourquoi vont-t-ils laver leurs mains à ces occasions ?Pensez-vous que c'est important ?
 - b. Etes vous satisfait de la fréquence du lavage des mains de vos enfants au cours d'une journée? Si non, qu'est ce qui pourrait être fait afin d'augmenter l'occurrence du lavage des mains ?
 - c. Avez vous reçu une formation sur le lavage des mains? S'il vous plait, expliquez ?
 - d. Avez-vous éduqué vos enfants en ce qui concerne le lavage des mains? S'il vous plait Expliquez ?

Alimentation du nourrisson et du jeune enfant

Nous aimerions maintenant poser quelques questions sur l'alimentation du nourrisson et du jeune enfant.

23. Alimentation précoce

- a. Quel est le premier aliment qu'un nouveau-né devrait recevoir? (Expliquez pourquoi)
- b. Quand est-ce que le bébé devrait recevoir le premier aliment? (Expliquez pourquoi)

24. Allaitement

- a. Pendant combien de temps est-ce qu'un bébé devrait être allaité exclusivement au lait maternel? (Expliquez pourquoi)
- b. Pensez-vous que l'allaitement maternel exclusif peut suffire au bébé pendant les six premiers mois? (Expliquez pourquoi)

25. Poursuite de l'allaitement

- a. L'allaitement devrait-il continuer au-delà de six mois? (Expliquez pourquoi)
- b. Est-il possible de continuer à allaiter jusqu'à un an ou plus? (Expliquez pourquoi)

26. Introduction d'aliments solides

- a. À quel âge les bébés devraient-ils commencer à manger des aliments en plus du lait maternel? (Expliquez pourquoi)
- b. À quelle fréquence devrait-on donner des repas aux bébés par jour?
- c. Quelle quantité de nourriture faudrait-il donner aux bébés par jour?

27. Selon vous, dans quelle mesure est-il bénéfique de donner des types d'aliments différents / boissons aux bébés âgés de 6 à 23 mois? Si c'est bénéfique, quels types d'aliments / boissons? Si vous avez des enfants de ce groupe d'âge, leur donnez-vous ces aliments / boissons? Si non, pourquoi pas?

28. Les bébés de 0 à 6 mois doivent-ils boire de l'eau ou toute autre boisson en dehors du lait maternel ou lait maternisé? (Expliquez pourquoi?)

29. Les bébés de 6 à 23 mois devraient-ils manger de la viande, de la volaille, des fruits de mer, du foie et des feuilles vertes? (Expliquez pourquoi)

30. Les bébés de 6 à 23 mois devraient-ils manger des aliments riches en fer? Lesquels? (Expliquez pourquoi)

Fin

31. Y'a-t-il quelque chose d'autre que vous souhaiteriez partagé avec moi afin qu'on ne termine?

FGD: Les Elèves - Students

Bonjour/Bonsoir. Mon nom est [insérer nom] et je suis ici pour vous poser quelques questions afin de connaître un peu plus sur un programme qui va bientôt commencer dans votre école, appelé Beoog biiga III. Je voudrais vous écouter à propos de votre expérience à l'école.

Cet échange durera environ 1 heure et sera fructueux si vous êtes participative. Je souhaiterais enregistrer notre conversation afin de pouvoir faciliter la transcription. Vos réponses seront gardées en secret avec moi. Je ne les partagerai pas avec vos parents, enseignants ou quelqu'un d'autre. Me permettez-vous d'enregistrer cette conversation ? Il n'y a pas de bonne ou mauvaise réponse. Soyez donc à l'aise et répondez aux questions du mieux que vous pouvez. S'il vous plaît ne parlez pas tous en même temps de sorte à ce qu'on puisse se comprendre. Si à un moment, vous souhaitez poser une question ou interrompre la conversation, levez la main et dites-le-moi.

Avez-vous une question pour moi avant qu'on ne commence ? D'accord, commençons.

Introduction

1. Je souhaiterais en savoir un peu plus sur chacun de vous. Faisons un tour de table et que chacun me dise son prénom et sa matière préférée en classe.

Activités en classe

2. Je voudrais commencer en vous posant quelques questions sur ce que vous apprenez en classe
 - a. Combien d'entre vous apprennent à lire (levez vos mains)?
 - b. Qui peut me dire comment se passe une leçon de lecture ? Que fais le maître avec vous lors d'une leçon de lecture ? Qu'est-ce que le maître vous demande de faire ? Est-ce que la maîtresse demande aux filles de faire quelque chose pendant que les garçons font autre chose ?
 - c. Qu'utilisez-vous à l'école pour apprendre à lire ? Qui peut me dire, ce que vous utilisez en classe pour lire pendant une leçon de lecture (un texte dans un livre, sur un tableau, sur une ardoise ?)
 - d. Quel type de livre le maître utilise-t-il généralement pour conduire une leçon de lecture ? Pendant une leçon de lecture, combien d'entre vous ont un livre ou une ardoise pour lire ? Pouvez-vous voire le texte écrit au tableau par le maître ?
 - e. Qui connaît, quelqu'un dans votre classe qui n'aime pas la leçon de lecture ? Pourquoi cet élève n'aime pas la lecture ?
 - f. Quel matériel didactique aimez-vous le plus à l'école ? Lequel n'aimez-vous pas ou aimez-vous moins que les autres ? Pourquoi (On peut demander aux élèves de classer les matériels en ordre croissant du plus aimé au moins aimé)
3. Combien d'entre vous apprennent à écrire (levez les mains) ?
 - a. Pendant une leçon d'écriture, qu'est-ce que le maître vous demande de faire ? Qu'est-ce que vous aimez à propos de l'écriture, Qu'est-ce que vous n'aimez pas ?

- b. Qu'utilisez-vous à l'école pour apprendre à écrire ? Qu'aimez-vous à propos de ce matériel ? Qu'est-ce que vous n'aimez pas ? Quels autres matériels aimeriez-vous utiliser ?

Alimentation scolaire

- 4. A présent, j'aimerais en savoir un peu plus sur la nourriture que vous recevez à la cantine
 - a. Recevez-vous de la nourriture à l'école chaque midi ?
 - b. Est-ce que vous recevez ce repas à l'école tous les jours (pourquoi/pourquoi pas) ?
 - c. Y'a-t-il des élèves dans votre école qui ne reçoivent pas un repas à midi ? Savez-vous pourquoi ?
 - d. Quel type de repas recevez-vous à midi en général
 - e. Est-ce que vous aimez recevoir cette nourriture ? Pour quoi ? Pour quoi pas? Est-ce que la nourriture est bonne? (Pour quoi? Pour quoi pas?)
 - f. Après avoir mangé ce repas, êtes-vous rassasié?

Présence scolaire

- 5. Est-ce que quelqu'un parmi vous a été absent à l'école au cours des deux dernières semaines ? Pourquoi avez-vous été absent ?
- 6. Est-ce que votre maitre note les absences ? Est-ce qu'il note les absences chaque jour ?

Santé et nutrition

- 7. Maintenant, j'aimerais vous poser des questions sur la santé et la nutrition?
 - a. Est-ce que votre maitre vous a déjà parlé de comment rester propre et en bonne santé? (Quand vous a-t-il parlé de cela : pendant les leçons en classe, campagnes spécifiques ?) Combien de fois ?
 - b. Alors qui se rappelle de ce que son maitre a dit sur comment rester propre et en bonne santé? Qu'est ce qu'il a dit ?
 - c. Est-ce que à la maison, les membres de votre famille savent comment rester propre et en bonne santé?
 - d. Est-ce que votre enseignant vous a déjà parlé de la nutrition et des aliments qui contiennent le fer? Si oui, qu'est ce que le maitre vous a dit ? Est-ce que les membres de votre famille savent ce que le maitre vous a dit ?
 - e. Est-ce que votre enseignant vous a déjà parlé de la nutrition et des aliments qui contiennent la vitamine A? Si oui, qu'est-ce que le maitre vous a dit ? Est-ce que les membres de votre famille savent ce que le maitre vous a dit ?

Hygiène/Lavage des mains

- 8. Est-ce que vous avez un dispositif de lavage des mains à l'école? Si oui, est-il toujours fonctionnel ?
 - a. Combien d'entre vous ont utilisé le dispositif de lavage des mains hier? (levez les mains). (Si cette question est posée un lundi, au lieu de hier posez la question par rapport au dernier jour d'école)
 - b. Lors d'un jour d'école normal, à quel moment, je peux voir des élèves aller laver leurs mains ?
 - c. Parmi vous, qui peut me dire comment les élèves lavent leurs mains au dispositif de lavage des mains? Qu'est ce qu'ils utilisent pour se laver les mains ?
 - d. Qui connaît quelqu'un dans votre classe/école, qui n'aime pas utiliser le dispositif de lavage des mains ? Pourquoi cette personne, n'aime pas utiliser le tip tap ?

- e. Est-ce que le maitre vous a expliqué pourquoi il y'a un dispositif de lavage de mains à l'école ? Dites-moi, que vous a dit le maitre à ce propos du lavage des mains ?
- f. Qu'avez vous appris par rapport au lavage des mains? Quand devez vous vous laver les mains ? Comment devez-vous laver vos mains ? Pensez vous que c'est important de se laver les mains ? Pourquoi?

Fin

- 9. C'était tout ce que je voulais vous demander aujourd'hui. Est-ce que vous avez quelque chose d'autre à dire/ ajouter ?