PCI - Food for Education Phase II

Midterm Evaluation Report

Bunda, Butiama and Musoma Rural Dustricts
Mara Region
Tanzania

Midterm Qualitative Evaluation Report
January, 2016
Prepared By: Alice Michelazzi
Agreement Number: FFE-621-2013/033-00

About the Author:

This report was authored by Alice Michelazzi. She has over ten years of experience in international development, out of which seven have been spent designing, managing and monitoring education interventions in Tanzania. As the baseline survey coordinator, she worked with the PCI Tanzania team in Mwanza and Musoma to plan, organize, carry out, and supervise the baseline survey, including training the data collection and data entry teams.

Front cover picture: S1 Kiswahili Teacher teaching syllables in Kirumi PS

This evaluation has been realized as part of PCI Food for Education Phase II project funded by the United States Department of Agriculture (USDA) McGovern-Dole Food for Education (FFE) Program.

This report has been conducted by an independent external expert (Alice Michelazzi). Opinions expressed in this document represent the views of the author and are not necessarily shared by PCI, the United States Department of Agriculture (USDA), or authorities of Tanzania.

Table of Contents

Acknowledgements

The author of this report would like to thank PCI Staff in Mwanza, Bunda and Musoma for the assistance provided and the great contribution to the successful completion of this mid line evaluation. The assistance provided in planning, communication, logistical support, and information and input provided throughout the evaluation have been of invaluable importance.

We are extremely grateful as well for the support of the District Councils of Bunda, Butiama, and Musoma Rural and, most of all, for the kind reception and assistance offered by the head teachers, teachers, parents, village authorities and students during our visits to their schools.

Acronyms

3Rs Reading, Writing, Arithmetic
BMI Body Mass Index
CBP Children's Book Project
EGRA Early Grade Reading Assessment
ERIC Everyone Reading in Class
EQUIP-T Education Quality Improvement Programme in Tanzania
FFE Food for Education
FFE II Food for Education Phase II
FGD Focus Group Discussion
LANES Literacy and Numeracy Education Support Programme
M&E Monitoring and Evaluation
MOBENZI mobile device-based data collection system that allows for real-time information gathering and analysis
MOE Ministry of Education
PCI Project Concern International
PS Primary School
PSLE Primary School Leaving Examination
PTA Parent-Teacher Association
SMC School Management Committee
SO Specific Objective
SWASH School Water, Sanitation and Hygiene
T&L Teaching and Learning
UNICEF United Nations International Children's Emergency Fund
USDA United States Department of Agriculture
VSA Volunteer Student Aide
VSLA Village Saving and Loan Association
WASH Water, Sanitation, Hygiene
WEC Ward Education Coordinator
WE-GROW Women Empowerment – Grass Root Building Our Wealth
WFP World Food Program

Executive Summary

Following the end of the PCI-implemented Food for Education (FFE) program in 2013 funded by the United States Department of Agriculture (USDA), referred to now as FFE Phase I, PCI continued with a second 3-year expanded FFE Phase II program (FFE II) in October 2013. The FFE II intervention will continue up to the end of 2016.

This program extends its reach to 156 primary schools and it is being implemented in collaboration with the Bunda, Musoma, and Butiama District Councils. According to the most recent monitoring data, through the FFE II program, 95,422 students (48,271 boys and 47,151 girls), 1,836 teachers, 153 guards, and 253 cooks receive a meal of USDA-provided rice and beans four times a week. In addition to meals, schools also benefit from various education, health, and agricultural trainings and interventions. In addition, over 6,110 parents and community members benefit from Women Empowered (WE), a savings and loan program, and 503 parents benefit from FFE-supported farmer groups through USDA assistance.

A midterm evaluation was carried out during the month of November 2015 in order to assess progress of project activities, identify enablers and constraints to progress, assess efforts taken in order to improve the sustainability of the project activities and recommend mid-course corrections to project activities in order to strengthen project performance.

Field data collection was carried out from November 11th to November 19th 2015 in nine schools participating in the activities. Schools were selected by the external evaluator together with PCI staff from a list of 18 schools which had been pre-identified by PCI in order to investigate the different level of success of project activities in the schools. Data were collected through key informant interviews and Focus Group Discussions with project staff, district authorities and stakeholders.

The nature of this mid-term evaluation is a process evaluation, and therefore, measuring the level of attainment of performance indicators and performing a comparison with mid-line targets (as suggested at baseline) could not be performed. Budget and time constraints did not allow to increase the sample size or the time spent in each school visit. The sample taken for this mid-term evaluation (9 out of 156 schools) does not allow to generalize results to the entire population.

Key findings for this evaluation include:

a) School Profiling

Performance of sampled schools on project activities (education, agriculture, health, school feeding and community participation) was assessed during field visits. *High performing schools* were found to show higher performance in all areas of intervention as well as a higher level of knowledge and involvement of local leaders (school administrators, school management committee, or SMC, members and local leaders) on project activities. *Low performing schools* demonstrated worst performance over project activities as well as reduced capacities of local leaders to address challenges of community mobilization and skepticism. It was more difficult to elaborate a profile for *average performing schools* and it is therefore proposed to delete this category from the profiling exercise.

b) Findings according to main evaluation criteria:

Relevance

Activities carried out under FFE II program are in line with main national priorities and guidelines. The interventions in the field of quality of literacy instruction are in line with major education programs at national level. The activities on school feeding and nutrition are in line with national guidelines and recommendations from UNICEF and WFP.

The support given in the formation of Village Saving and Loan Associations (VSLAs) has proved to be beneficial in communities where access to lending/borrowing opportunities is difficult. The communities targeted by the intervention are far from formal and informal banking systems and the establishment of VLSAs has also served the scope of increasing the awareness of their members on community- related issues.

Effectiveness

Trainings delivered were effective. All of the teachers involved in the literacy trainings report an increased level of understanding and improved learning among students in the classroom as a consequence of the change of reading instruction methodology.

All respondents reported one of the benefits from the project was an overall increase in attendance and attentiveness of pupils as a consequence of providing them with school meals. In all schools and communities, stakeholders interviewed reported on the benefits deriving from school feeding activities. District officials, school personnel and parents agreed that since pupils are getting mid-day meal in school both attentiveness and results improved and absenteeism has been reduced.

Zinduka clubs are active in all the schools and the pupils interviewed demonstrated a good understanding of the concepts learned.

Efficiency

The monitoring and evaluation system in place proves to be extremely effective in tracking some of the activities carried out by the project. The Mobenzi system used to receive daily updated information from schools about the commodity use activities being carried out allows the project staff to keep track of food consumption, targeted population and commodity supply status in the project schools.

The system used to implement school feeding activities is highly efficient. Seven out of nine schools were found using correctly the measurements provided by PCI to serve food in children's plates

Sustainability

Due to the nature of the project, sustainability has been among principal project concerns since the inception of the project. Joint sustainability workshops for the Districts of Musoma, Bunda and Butiama were conducted by PCI at district level in the second half of 2015 and they represented an important occasion for all the stakeholders to gather and reflect on the sustainability of project activities. The workshops represented an important turning point for districts to reflect and act on their role in the sustainability of the activities. It will be important to support the districts in the road ahead in order to come up with a shared effective sustainability strategy for the intervention initiated by PCI. The decision, at the beginning of FFE II, to move to provide the schools to four meals per week has been taken to start sensitizing the local communities on the need to take care of school feeding to prepare them for continuation after the project end. This move has not brought about any demonstrable change in the schools visited during this evaluation. However, external factors (such as the current drought) that have had an impact on local communities' abilities to contribute food commodities in a time of food scarcity should be taken into consideration.

Findings of field interviews and observations confirm that project activities being implemented are in line with needs of the communities where the project is working. The project has been able to address issues related to initial mistrust and skepticism coming from the communities and the same issues did not occur in communities joining the FFE program during the second phase. Communication and exchanges between schools, when they've occurred, appear to have provided an avenue to ease initial community insecurities regarding PCI programs. Therefore, a local school exchange program (if possible at ward level or involving Head Teachers and SMC chairpersons of schools in the same or in neighboring wards) in which

current well-performing schools are visited by new or struggling schools in order to get insight and suggestions (and to observe the benefits first-hand) should be facilitated by the project.

A great difference in school performance has been brought about by leadership and administrative skills of school administrators and local leaders, an important factor that is not within the direct control of the PCI project activities. The move taken by PCI during the month of November 2015 to train all members of the SMCs of all the schools goes in the right direction in order to increase awareness and knowledge of what their role entails. The collaboration with district authorities on such activities should continue in order to capacitate SMCs in the execution of their functions. Additional areas of interest (keeping the same structure of involvement of the entire SMC) could address the use of school funds (how to decide, track and report on use of funds) and parental involvement.

1. Introduction

Following the end of the PCI-implemented Food for Education (FFE) program in 2013 funded by the United States Department of Agriculture (USDA), referred to now as FFE Phase I, PCI continued with a second 3-year expanded FFE Phase II program (FFE II) in October 2013. The FFE II intervention will continue up to the end of 2016.

This program extends its reach to 156 primary schools[1] and it is being implemented in collaboration with the Bunda, Musoma, and Butiama District Councils. According to the most recent monitoring data, through the FFE II program, 95,422 students (48,271 boys and 47,151 girls), 1,836 teachers, 153 guards, and 253 cooks receive a meal of USDA-provided rice and beans four times a week. In addition to meals, schools also benefit from various education, health, and agricultural trainings and interventions. In addition, over 6,110 parents and community members benefit from Women Empowered (WE), a savings and loan program, and 503 parents benefit from FFE-supported farmer groups through USDA assistance.

In summary, the FFE II project objectives are to:

1. Improve the quality of literacy instruction through the provision of school supplies, establishment of libraries, distribution and production of reading materials, and training of teachers and school administrators;
2. Improve attentiveness and reduce short-term hunger through the provision of school meals, developing partnerships with farmer groups to supply food to schools, and establishing school gardens;
3. Improve student attendance through better health and nutrition practices and increasing community understanding of the benefits of education;
4. Improve knowledge of health and hygiene practices through health screening and school health education;
5. Increase knowledge of safe food preparation and storage practices through relevant trainings;
6. Increase access to clean water and sanitation services through the construction of latrines and water systems;
7. Increase access to food preparation and storage tools and equipment through the construction of energy-saving stoves; and

[1] Note that due to rising enrollment rates, the Musoma District Council has since split 22 schools into 'A' and 'B' schools to reduce teacher to student ratios, adding to the previous 134 schools supported by the FFE . Throughout this evaluation report reference will be made to 134 or 156 schools according to the project activities.

8. Increase engagements of local organizations and community groups through the establishment of saving and lending groups at village level.

FFE II Project Activities

As the current FFE II program enters its last year, PCI will focus interventions on strengthening capacity and enabling communities to support and sustain the FFE II interventions.

Teachers at all participating schools oversee school feeding activities, utilize health clubs to promote health and hygiene practices, encourage new agricultural techniques through school gardens, and apply new teaching techniques and tools in the classroom to encourage literacy among students. Through USDA assistance, as of October 2015 a total of 1,836 teachers in 156 schools have benefitted from provision of school meals and other project activities. Additionally, 791 teachers have benefited from specific trainings on school feeding, health, agriculture, and/or education interventions. All trainings are aimed to build the capacity of teachers to implement and sustain program activities at the school level. To strengthen the communication of school-level activities and school management, PCI also conducted a school administration training in July 2015 in all the district councils, which was aimed to increase transparency and collaboration between teachers and school committees.

School committee and sub-committees must ensure proper school management, including managing school feeding contributions from the community (in-kind and monetary), ration determination, and transportation of any commodities from the community to the school in order to achieve sustainability. They also oversee school feeding management at the school level through the school feeding sub-committee and health and hygiene activities at the school level through the school water, Sanitation and Hygiene (WASH) sub-committee. Therefore school committees need to communicate effectively with teachers, parents, Village Government Councils (VGCs), and other local, private stakeholders advocate for resources and ensure proper school management. PCI focuses on increasing effective communication between schools, school committees, and communities through a school administration meetings, and trainings. As of December 2015, 156 school committees and their members have received training by PCI during FFE II.

The village and community responsibilities, as outlined by various stakeholders during PCI sustainability workshops, include managing timely and consistent parent contributions towards school feeding and other school interventions handled by the VGC, and sensitization of school activities to community members via village meetings and community groups (i.e. farmer groups, WE savings and loan groups, etc.) to expand school-level interventions to the

community and house-level. PCI has rolled out a methodology called *Journey of Life* in 37 villages, in which parents and community members gain awareness about the problems and needs of children and create action plan for local solutions. PCI also continues the WE savings and loan groups within communities surrounding project schools. As of October 2015, 6.100 (2,069 men and 4,041 women) parents benefit from the WE program. Through income generating activities, the ability to save and lend and hold weekly social discussions on community issues.

During 2015, PCI also piloted a volunteer student aide (VSA) methodology. This methodology utilizes recently graduated youth, who did not continue on to secondary school, to assist Health Teachers in promoting health related activities at the school and spread key health messages back to the community. The pilot involved 32 VSAs (16 boys and 16 girls), who assisted health teachers with the HIV and malaria Zinduka program, the menstruation management initiative in collaboration with HURU International, the documentation of first aid kit use and health related absences, and various school health club activities. As of October 2015, 29 schools have set up systems for community-provided school meals once a week (through parent contributions and harvested food from school farm) and 18 schools have received a total of 2,350 kilograms contributed from farmer group members.

Ward and division leadership levels are key to ensuring FFE program sustainability, with responsibilities that include conducting monitoring and support visits to schools on a routine basis, attending meetings at various levels to receive feedback from school and community members, and connecting schools and communities with government, private sector, and/or local organizations for continued support and resource mobilization. PCI involves district officials in all stages of the FFE program. In addition, Ward Education Coordinators (WECs) and Ward Executive Officers have been trained to be better equipped to support FFE activities using JoL methodology. Ward Agriculture Extension Officers have been involved in all farmer group and school garden trainings, and provide support to agriculture teachers and farmer group members following PCI trainings.

2. Midterm Evaluation Objectives

PCI is currently implementing a Phase II Food for Education (FFE II) in Tanzania with the purpose of delivering a high quality and sustainable program designed to improve literacy of school-aged children. This mid-term external evaluation provides recommendations for potential project adjustments that may be needed to improve programming.

The mid-term evaluation objectives are to:

1. Assess the relevance of the project strategy and approach and the validity of assumptions made during project design;
2. Assess progress from baseline, including the effectiveness, efficiency and timeliness of interventions in achieving targets;
3. Document lessons learned, challenges and unanticipated effects;
4. Identify enablers and constraints to progress (internal and external factors) that have supported or limited project success;
5. Assess efforts taken in order to improve the sustainability of the project activities;
6. Recommend mid-course corrections to strengthen project performance, efficiency and sustainability;
7. Provide recommendations for areas of focus for the final evaluation, including reviewing and strengthening data collection systems and metrics in preparation for the final evaluation.

Evaluation framework

Table 1: Evaluation framework

Evaluation criteria	Key questions	Judgment criteria	Data collected	Collection method
Relevance	To what degree do program's objectives remain valid? To what extent are the program's activities and outputs consistent with its key goals and attainment of objectives?	Whether the objectives respond to the needs and priorities	Statements from District staff Statements from project management / staff Internal project documents	Interviews Document analysis
	What are the contributors/barriers to improved student achievement and/ or school performance? To what extent has PCI supported WE GROW and/ or farmers groups contributed to school performance?			
Effectiveness	To what degree were the program's objectives achieved or anticipated to be achieved? What chief factors were responsible for the achievement of these objectives? What is the utility of the monitoring and evaluation system and processes?	Whether the objectives are anticipated to be achieved Appropriateness of the strategy to achieve those objectives Feasibility of the intervention To assess the methodologies / processes used by the project	Statements from project management / staff Internal project documents Observation of activities and statements from the beneficiaries Statements and analysis from local stakeholders	Interviews Document analysis Focus groups with local stakeholders
	To what extent are the teacher trainings and /or other trainings addressing the needs/deficiencies of the teachers/students or respective participants (based on findings from baseline, project data, and/or staff reports)? Based on observation and interviews, how effectively are the techniques learned through teacher or any other trainings being implemented in the classrooms or on day-to-day roles by respective participants? What changes have the teachers observed among students as a result of program intervention? (any intended and unintended outcome of the program) How effective are school committee and/ or Parents-Teachers-Associations? How effective are the established health clubs and/ or school library/ reading corner?			
Efficiency	To what extent were objectives achieved on time?		Statements from project management / staff Internal project documents	Document analysis Interviews Focus groups with
	To what extent did the target audience (i.e. students,			

	teachers, other school-level stakeholders, etc.) receive the intended inputs?		Statements and analysis from local stakeholders	local stakeholders
Sustainability	What steps have the project taken to address the sustainability of the project activities? What additional steps need to be taken in order to improve the chances for sustainability of the activities and benefits derived from the project activities?	Special focus on the sustainability part of the project, with a critical review of the community Engagement activities and elaboration of suggestions for an exit strategy	Statements from District staff Observation of activities and statements from the beneficiaries Statements and analysis from local stakeholders	Interviews Document analysis Focus groups with local stakeholders
	What chief factors may be contributing to achievement or failure of the program's overall sustainability? How ready is the community to sustain the school feeding program?			

Methodology

Sampling

Full data collection was conducted in nine schools participating in the project. These schools were selected by the external evaluator together with PCI staff from a list of 18 schools which had been pre-identified by PCI in order to investigate the different level of success of project activities in the schools.

PCI defined a preliminary sample of 18 schools, which was received by the external evaluator who made the final selection of 9 schools after consultation with PCI. Further discussion with PCI project staff was conducted upon arrival of the consultant in one of the field offices. The 18 schools have been categorized by PCI as: *low performing, average performing or high performing* schools, according to their ability to complete project activities and the quality of those activities within the following criteria:

Literacy/Education

- Use of libraries established (presence of responsible teacher, availability and use of library lending ledger);
- Teachers' preparation of teaching/learning aids and application;
- Display of teaching/learning materials in classroom;
- Perceived performance in literacy among lower grade pupils in Standards 1 (S1) and 2 (S2)[2] as reported by schools' Head Teachers. Schools with student literacy levels at least 80% for both S1 and S2 were considered "good performing" compared with schools having lower literacy rates (literacy rates reported for each school are provided in Annex 5);
- Active school committee;
- Active school subject clubs.

School Feeding

- Community contribution toward school feeding (food commodities for the fifth day meal, payments of cooks, guards etc);
- Active school feeding committee;
- Community involvement in offloading (availability of parents during offloading of commodities).

Health

- Active school health clubs (school health clubs are present at school and meet actively to address their tasks)[3];

[2] During sampling it was decided this criteria would receive less weight during consideration during the analysis as it was a very subjective criteria in absence of monitoring data (i.e. EGRA results) to support decisions on it.

[3] School health clubs are part of the Tanzanian education system. They are formally established in each primary school and are mandated to take care of school environment and cleanliness, as well as sensitize pupils on health

- Active in health education programs such as Zinduka.[4]

Agriculture

- Active in school garden activities (differences in activity/involvement/productivity were investigated during school visits).

School Performance on project-related activities over the course of the project.

- This evaluation criteria is transversal to all criteria above, and provided information for the evaluation team to differentiate between schools demonstrating a constant path of growth over the course of the project and schools demonstrating a recent and sudden improvement in their performance following changes in school and/or community leadership. It also allowed for consideration of performance issues brought about by recent changes in school personnel or village authorities.

The schools were divided according to their classification following the presence/absence or quality of the inputs as determined in the TOR for this evaluation. Moreover, an additional criteria concerning the consistency of their performance over the course of the project was added by the consultant in order to not include schools who had undergone an abrupt (either positive or negative) change in their performance in the course of the last six months of project activities.

The PCI team agreed to consider the criteria of community participation as of paramount importance for school performance in project activities and stressed the importance of linking the other criteria to the one related to community participation. The final list of selected schools and their status in implementing project activities is shown in Table 2.

and hygiene issues. Though the clubs are formally present in each school, their level of engagement in health activities greatly depends on the teacher coordinating them.

[4] Zinduka programs have been initiated through PCI FFE II in intervention schools. They supplement school health clubs and are not part of the system.

Table 2: Status of Project Activities in Nine Evaluated Schools

District	School Name	FFE I /FFE II	School Size	Education					School Feeding			Health		Agri-culture	School Performance on Project-Related Activities
			# students # teachers	Use esta-blished library	Use prepared teaching aids	Std. I & II literacy at least 80%[1]	Active school com-mittees	Active school subject clubs	Community contributions	Active food committee	Commu-nity involved off-load	Active school health clubs	Active educ-ation program	Active school gardens	
Well performing schools															
Musoma	Suguti A	FFE I	533 / 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Demonstrated constant good performance trend over the course of the project (FFE I & II)
Bunda	Nyabur-undu	FFE I	859/ 21		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Demonstrated constant good performance trend; off-loading done by the community
Butiama	Kirumi	FFE I	688 / 9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Demonstrated constant good performance trend; off-loading done sometimes by students and sometimes community

Average performing schools															
Musoma	Bugwema	FFE I	709 / 10		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Demonstrated constant good performance trend over the course of the project (FFE I & II); library under construction.
Bunda	Kitengule	FFE II	645 / 16	✓	✓	*[2]	✓	✓	✓	✓	✓	✓	✓	✓	Demonstrated constant good performance trend; good teacher collaboration; head teacher able to supervise others
Butiama	Kihuzu	FFE II	687 / 12		✓		✓	✓	✓	✓		✓	✓	✓	Demonstrated constant good performance trend; no library; off-loading done by students
Poor performing schools															
Musoma	Chitare	FFE I	471 / 8		✓		✓	✓			✓	✓	✓	✓	Performance unchanged for the past three years; no library

Musoma	Salama A	FFE I	428 / 11		✓		✓	✓	✓	✓		✓	✓	✓	Performance unchanged for the past three years; no library; off-loading done by students; fair community contributions
Musoma	Ryamis-anga	FFE I	642 / 11		✓	✓[3]	✓	✓		✓		✓	✓	✓	Performance unchanged for the past three years; no library; off-loading done by students; poor community contributions

Notes to Table 2: (1) Literacy rates at each school, as reported by Head Teachers, is provided in Appendix VI, (2) Although efforts were made to obtain literacy levels in all schools evaluated, literacy levels from the Head Teacher in Kitengule School were not obtained, and we were not able to accurately assess this school; (3) Ryamisanga school only marginally meets literacy criteria, with S1 and S2 student literacy rates at 25% and 13% (weighted average 19%), respectively.

Data collection

Differently from the baseline data collection, where quantitative data was collected, the mid-term evaluation was qualitative, concentrating on key informant interviews, Focus Group Discussion (FGD) and observations.

Following key informant interviews with PCI staff, USDA and district officials; a final list of interviews and observations to be carried out at school level was prepared and interviews were conducted at each of the 9 schools. Interviews and observations included the following:

a) Head Teacher interviews in all schools;

b) Standard 1 (S1) or Standard 2 (S2) teachers involved in PCI/CBP trainings in all schools;

c) School Management Committee (SMC) Chairperson interviewed in all schools;

d) Village leaders (Village Chairman and/or Village Director) interviewed in low performing schools;

e) School Matron (one per school), interviewed in the two schools which have received HURU kits for girls;

f) Agriculture teacher, library teacher, health teacher, storekeeper, cooks, and Zinduka teachers interviewed in each school (a detailed list of interviews conducted is available in Annex VI);A school feeding session observed by the evaluation team in all the schools where the team was present at the time of distribution of food. A total of four feeding sessions were observed;

g) At least one S1 or S2 literacy lesson was observed by the evaluation team whenever a lesson was scheduled at the time/day the team was present at school. A total of four S1 or S2 lessons were observed in four different schools;

h) A Zinduka session observation was carried out whenever it was scheduled at the time/day when the evaluation team was present at school. Alternatively a short discussion was conducted with Zinduka group members. A total of two Zinduka sessions were observed, and meetings with Zinduka group members were held in three schools.

In addition to school-level interviews, meetings with district project focal points and district technical staff (District Medical Officers, District Education Officers, District Agriculture and Livestock Officers, District Community Mobiliziers) as well as District Executive Officer (in Musoma District) and with District Councilors (in Bunda district) were conducted prior to starting field visits.

The evaluation team developed evaluation tools for semi-structured interviews and FGDs with the main project stakeholders. Interview or FGD questions were developed following the logic model and included probing questions on each phase of the model and areas of the process from inputs to impact which could be most vulnerable. Guiding questions were developed for key informant interviews and FGDs [5] and although no checklist was used to conduct classroom, school feeding and Zinduka observations, relevant inputs coming from the observations were used as a basis for the subsequent follow-up discussion with the stakeholders. Validity of responses was checked by cross-checking answers among different respondents.

Field data collection was facilitated by PCI staff (in charge of organizing meetings with schools and other stakeholders) and by one evaluation assistant purposively hired by PCI for this assignment. The evaluation assistant participated in the development of the tools, conducted some of the FGDs, translated answers if necessary and participated in debriefing sessions in order to check the accuracy of collected data.

Analysis of the information collected

Relevant documentation ranging from sector and policy documents to project documents, databases, reports and data collected in the previous phase were reviewed and used as a basis for the identification of main themes to be investigated during field visits, and answers to the evaluation questions were assessed to make conclusions and recommendations according to four main evaluation criteria: relevance, effectiveness, efficiency, sustainability.

Notes taken from data collected during field visits (FGDs, semi-structured interviews) were summarized and analyzed in order to define common school profiles. The analysis looked for common trends in the accounts from interviewed stakeholders. At the end of each day the evaluation team leader and the assistant compared notes taken during school visits in order to highlight trends and common features.

Limitations and Considerations

The nature of this mid-term evaluation is a qualitative *process evaluation*, measuring achievement of performance indicators compared against mid-line targets (as suggested at baseline). Moreover, monitoring data do not provide EGRA or classroom observations that could substitute for a quantitative analysis of performance on literacy practices.

Seven out of the nine sampled schools participated in both the FFE I and FFE II programs[6]. This sample does not allow an investigation into differences in performance between FFE I and FFE II schools; however, results from field visits allowed this evaluation to identify some common trends and challenges among schools.

5 See Annex

[6] According to FFE II design, the project has increased its reach to 31 new schools while continuing activities in the original 103 schools.

Budget and time constraints did not permit increasing the number of schools included in this evaluation or the time spent during each school visit. The sample taken for this mid-term evaluation (9 out of 156 schools) does not allow for generalizability of results to the entire population.

Although the sample taken for this mid-term evaluation is by no means representative of the entire population of reference, the field visits conducted in the schools sampled nonetheless provide useful inputs for the continuation of the activities.

Due to the fact that the mid-line evaluation field visit was conducted close to the end of the school year, it was not possible to conduct as many classroom observations as it was initially planned. Many schools were, at the time of the visit, busy with end of term examinations. However, observations in the classroom were still conducted.

3. Main Findings

Overall, the project's objectives remain valid and in line with Tanzania's National education priorities and project activities are in line with project goals and objectives. Activities were carried out consistently across the evaluated schools and targeted audiences received project inputs in accordance with project documentation. There were differences observed between high and low performing schools in terms of how well local authorities intervened to alleviate initial skepticism about PCI activities within their communities, and there were a number of additional external factors found to be leading contributors toward school performance. These differences are summarized in Table 3 below.

Schools are receiving similar support from PCI for school feeding activities, teacher training, establishment of libraries, school gardens, Zinduka clubs and health related activities. However, each activity is received by a single school with a varying level of interest and willingness to participate according to the motivation of the stakeholders involved. Furthermore, interviews conducted during field visits found that the skills and leadership qualities of school administrators, SMC members (most of all SMC chairpersons) and village authorities have a major impact on community involvement and therefore school performance. School administrators who demonstrated better management skills and capacity to lead the other teachers were the ones found to have major understanding of the benefits of PCI intervention and they were the ones who could demonstrate better results in organizing and keeping track of different activities occurring in their schools. Village authorities with stronger leadership were found to be more effective in tackling issues related to community contribution to school activities. In this evaluation, high performing schools had school administrators and local authorities that demonstrated high skill and leadership qualities, associated with higher perception of program quality in their communities. Conversely, low performing schools had school administrators and local authorities that did not demonstrate the same skill and leadership characteristics, and initial skepticism on quality of commodities delivered in their communities was longer lasting.

All the schools visited during the mid-term evaluation reported initial issues (now resolved) in the acceptance of the project by some part of the local community of reference when discussing food commodities. Some schools reported on these issues when presenting to the local communities the first aid kits[7] which were provided by PCI. In Kirumi PS (a high performing

[7] First aid kits were purchased by PCI and distributed to participating schools. They contain basic supplies and equipment for treating bruised and minor accidents occurring in schools as well as basic medications (Paracetamol, ORS) for the first treatment of common sicknesses.

school), the health teacher reported that she was "not using oral medications because this might create problems with parents" (in terms of having their kids take a medication whose origin was not known). In the interviews to school administrators and local leaders the interviewees reported that at the beginning of the intervention (during FFE I) some parents were saying that *"PCI food was of 'free masons'".* In this case the word 'free mason' is inappropriately utilized by local communities in order to refer to food and medicaments which could potentially harm the wellbeing of their kids. Reference was mostly made to "loss of manhood and inability to conceive children at a later stage of life". The sensitization meetings done by PCI together with local and district administrators sensitized communities about the intervention and overcame the problem. Another important factor improving the acceptance of the program was the move taken under FFE I to allow teachers to eat meals with the students. Having adults eat the same food their children were eating further convinced the communities that the meal provided was healthy for their children.[8]

Picture 1 – Mobenzi data collection in Bugwema PS

The monitoring and evaluation system in place proves to be extremely effective in tracking some of the activities carried out by the project. The Mobenzi system is used to receive daily updated information from schools about the commodity use activities being carried out and allows the project staff to keep track of food consumption, targeted population and commodity supply status in the project schools. Other forms of quarterly internal monitoring are in place for all the activities being carried out by the project. As pointed out during the field visits, updating the quarterly checklist currently being used will allow project staff to align the internal monitoring system to the monitoring of project targets as indicated in the project document.

[8] Although evaluation focuses on PCI FFE II, the geographical vicinity of Phase I and Phase II schools does not allow to separate completely the two phases for activities which have expanded their reach (in terms of number of participating schools) during PCI FFE II.

Table 3: School profiles according to main evaluation criteria

Main Evaluation Criteria	High Performing Schools	Average Performing Schools[9]	Low Performing Schools
Support of program activities delivered to the school through the delivery mechanisms	PCI's activities carried out in the schools were consistent across all evaluated schools. The selection of schools in which to conduct some activities (i.e. school WASH) was operated by PCI after conducting rigorous needs assessments at school level together with district authorities at the beginning of the intervention.		
Perceived quality of program components	After initial skepticism from the community, the program has been accepted in all its components and communities are participating in its implementation (through contribution of payments to cooks and guards, loading/off-loading of food commodities and other contribution for other works). Local leaders at school and village level demonstrated better leadership skills and supported project staff at higher levels in the implementation of activities.		Longer lasting (now resolved) community skepticism on quality of commodities delivered (e.g. food distributed to pupils and medications in the first aid kit) with lower level of intervention from local authorities (SMC and village leaders) to improve the perception of PCI by the local community. In these schools, the local leaders at school and village level demonstrated weaker leadership skills and did not support project staff in the implementation of activities.

[9] The category of average performing schools was particularly difficult to differentiate from high performing and low performing schools. It is therefore proposed to remove such category from future profiling and concentrate on differences observed between high and low performing schools.

Extent to which project targeted audiences actually receive the intended inputs	Targeted audiences (i.e. teachers, SMC members, pupils, communities) received trainings, materials, and program activities to the extent foreseen by project documentation. Differences in the quantity of materials received (i.e. story books) were not linked with school performance in this evaluation. No differences in quality of received materials were observed during school visits.
Level of influence of other factors	Other factors external to project activities, particularly the leadership and administrative skills of school administrators and local leaders, were observed to be among the main factors affecting school performance. External factors, such as persistent drought during previous rainy season, are common to all schools and affected the ability of schools to produce foodstuff required to provide school meals on the 5th day of the week[10].

Education Activities

Relevance:

The interventions in the field of quality of literacy instruction are in line with major education programs at national level (including USAID-funded TZ21 Program, UKAID – funded EQUIP-T, Big Results Now and LANES).

Monitoring data report the distribution of 38,656 books to 156 schools as of October 2015. During field visits it was possible to see reading books and textbooks, teaching and learning aids, first aid kits and student health cards and materials for Zinduka activities. Materials have been received and registered in the school roster; however, during school visits it was recorded that not all the materials are being used in the schools. Some of the materials, though representing the "standard" to be available at school level, seemed not to be used during school visits (for example science and mathematics kits). This is due in some cases to inability of the teachers to use the materials. In some schools it was seen that out of the two mathematic kits delivered only one had been used while the second had not been opened. It might be worth revisiting the program of materials distribution by reducing some of the quantities as less used materials might end up being lost or stolen in the schools due to the reduced safety of storage spaces available. Choice of materials to be delivered should be consistent with the overall project strategy in order to maximize their reach and use at school level.

On some occasions trainings were delivered to participants who were not supposed to receive the training because project staff did not have any role in the selection of teachers participating in trainings carried out. For example, trainings were given on early literacy to teachers not teaching early grades, or to participants not interested in the topics of the trainings (mostly in

[10] FFE II intervention provides a meal composed of rice and beans for four days out of the five days of school

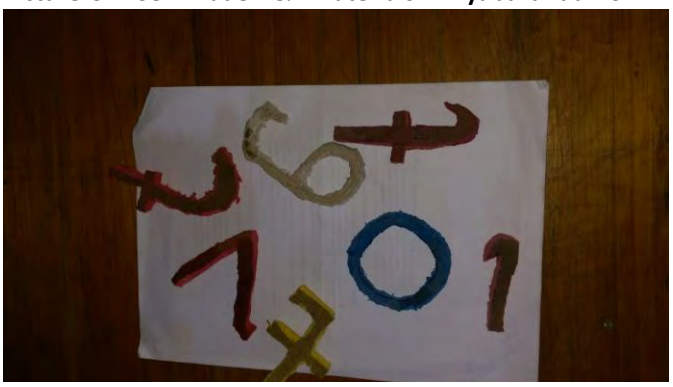
the case of school garden training) thus affecting the outcome of project activities at school level.

Effectiveness:

Picture 2 – Wall charts – compound letters – Bugwema PS

Trainings have been received with varying levels of interest according to skills of teachers (i.e. level of response on school gardens depend very much on level of interest in agriculture demonstrated by the "agriculture teacher" in target schools). All of the teachers involved in the literacy trainings (both PCI/CBP and well as EQUIP-T trainings) report an increased level of understanding and improved learning among students in the classroom as a consequence of the change of reading instruction methodology.[11] EQUIP-T trainings are tackling the same issues currently being taught by PCI/CBP. Risk of providing teachers with different information on the same topic might cause a reduced level of understanding of trainings (i.e. many teachers lamented receiving different instruction on letter sounds from PCI/CBP and EQUIP-T, thus causing confusion on the correct "sound" to be used when teaching). At the same time, EQUIP-T trainings have been perceived as "refresher trainings" from the teachers who had already attended PCI-CBP one, increasing their level of understanding of the topics presented and the reason of these trainings (EQUIP-T has also provided teachers with the new S1 and S2 curriculum for 3Rs - Reading, Writing and Arithmetic - which is phonics-related).

Picture 3 – Self made T&L materials – Nyaburundu PS



The level of classroom use of teaching and learning aids was observed to be not uniform across schools, although teachers from all the schools have received training on how to create and use teaching and learning (T&L) aids. In some of the schools visited, teachers showed confidence in the use of letter card and word cards. One teacher showed the materials he made (letters) with used shoe soles. During some of the lessons observed, teachers were guiding children to sing learning songs about letter sounds. When encountering teachers who were not demonstrating any use of T&L aids, the evaluation team asked follow up questions during the teacher interview following the observation to find out why they were not using the T&L aids. The main reasons for not using T&L aids as reported by teachers, ranged from not feeling the need/usefulness of the aids, to not having enough materials (marker pens, manila cards) to prepare them. Techniques for developing teaching and learning aids are

[11] No formal assessment of students performance in reading was conducted during the mid-line evaluation.

presented to teachers also during formal pre-service teacher training; however, effective use of the materials is not widespread in the Tanzanian education system.

In many of the schools visited, differences were observed in how story books were stored compared to text books received by the project. Text books were better kept, in ad-hoc cabinets or shelves, and most of the times better displayed and better tracked in library registers. A system is in place in all schools for checking out textbooks to students for the school year and the restitution of text books at the end of the year is better regulated and connected to receiving the end of year certificate to proceed to next grade. Little evidence of checking out storybooks was found when reviewing the systems in place. Narrative recounts from teachers reported that it was common that "one student takes a book and then the book is passed to other students with no control by the teachers" (Library Teacher, Kihuzu PS). During interviews carried out with teachers and library teachers, it was clear that teachers were most used to handling textbooks and only little steps had been taken so far to implement the same system for story books.

Efficiency:

According to School Administrators and book count done during field visits, story books provided by the project have not been received in the number stated by project documents. Only a few schools[12] reported receiving the foreseen 144 story books.[13] From random checks of story books available, it was seen that in many schools the number of story books present in the school library[14] has already diminished. This is due to loss or damage by the kids and it is partly caused by the low level of awareness by teachers on the potential use of story books as classroom aid (as supplementary reading materials). Story books are not perceived as learning materials by many teachers and the fact that the project foresaw the distribution of only six copies per each title to each school makes it difficult for teachers to use them in the classroom. The few teachers that reported using the story books during classroom instruction said that they are used at the end of the lesson as reading materials, when books are passed from one child to another and read silently by the students. No mention was made of comprehension activities or of strategies to promote reading abilities of kids.

[12] Story books have not yet been distributed in schools joining the program under FFE II. In Mazami PS, 70 out of 144 books were found in the library (unclear number received); in Salama A, 120 (the story books were not divided when division into Salama A and B was operated by the district); in Chitare A 132 story books were received according to school materials ledger. The Kirumi school ledger shows 117 books received; it was possible to locate 84 (either present in the library or recorded in the check out system) at the time of visit. (Records from field visits, November 2015)

[13] According to the accounts from school administrators and teachers responsible of the ledger/library, story books were delivered to the schools through Ward Education Coordinators (WECs). It is unclear at which stage of the distribution of books - from PCI to WECs to schools – when the number of books delivered decreased from the original 144 books.

[14] For the sake of this count, books which were counted in the library/shelves/boxes or cupboards where teachers declared they should have been kept and added to the books reported to be with students as per library roster and then confronted with total number of books received.

Most of the teachers interviewed, reported that the trainings delivered by Children Book's Project (CBP)[15] focused on the creation of self-made books (from inventing the story to fabricating the book). After the training the books were collected by CBP in order to be used for the competition among teachers in order to select which stories had to be published and distributed to all the schools. While this process is interesting in order to deliver to schools locally relevant texts, it left the teachers out of the process and diverted the attention from creating low-cost, easily made reading materials (which could be potentially replicated by teachers in many copies for classroom use), to participating in a story-writing competition. According to the teachers' accounts the self-made books have not been returned (yet) to the schools. In order to make the trainings more relevant to the school needs, it would be advisable to insist on the use of reading materials in the classroom[16].

Picture 4 – Bugwema PS library

The establishment of libraries has been only partially successful and it does not represent a criteria for success in promoting reading practices in the school. Schools with very "nice" libraries display a varying level of library management practice. The availability of a room to be used as a library plays an important role in the quality of the library set up at school level. Mmazami PS, one of the schools selected by CBP as the "model" school for reading practices, presented a very clean and organized space for displaying textbooks but no care at all was put in the display and use of other reading materials (story books and supplementary reading materials) and very little attention to these materials was demonstrated by the librarian in charge. Bugwema PS is the only school visited where an ad hoc room was built as a library. It is a very small and simple room with rudimental shelves and it is used only for supplementary reading materials[17]. This setting represented the best display of supplementary reading materials as something different from (but as important as) textbooks. It could be useful to create different models for storing and using books according to the characteristics of each school. While in some schools it could be possible to create a library in one of the rooms not used by students, in other schools improving the security of classrooms might provide a

[15] Children's Book Project is one of the project partners of PCI in the implementation of the FFE II program. It is an organization operating in Tanzania in order to promote the availability and use of books in Primary Schools.

[16] From the next school year all the schools will be asked to start using the new curriculum for S1 and S2. Teachers are currently being trained on the new curriculum but no textbooks have been delivered yet. Using self-made materials could constitute an invaluable asset for these teachers in order to be better prepared to teach the new curriculum in absence of ad-hoc textbooks.

[17] It is however not possible to say if the status of the library represents the common practice in the school as during the visit it was clear that the library personnel had been instructed to set the library at its best for the evaluation visit.

cheaper alternative to store and use (some of) the books directly there.

Sustainability:

Skill and involvement level of School Management Committee (SMC) members and local authorities has a great impact on school performance on project related activities, however Head Teacher's skills have a greater impact on school –related response to project outputs (i.e. the Head Teacher capacity to organize the teaching staff). The level of involvement of SMC members and overall parent community in project activities varies across schools and is a factor impacting greatly on the future sustainability of the project. In many cases it is, however, beyond the project's scope to impact on such attitude.

The steps taken by the project to impact the performance of SMC and local governing bodies are in line with project objectives and goals and have been reported by relevant stakeholders who were interviewed (HT, SMC members and local authorities) to be useful in the management of school related activities in the community. Moreover, the recent trainings provided to all SMC members have filled a training gap which is very often occurring in Tanzanian primary schools. SMCs are elected and in power for a period of three years and are normally the body representing the entire school community having among the members teachers[18], parents and local leaders[19]. However, in cases where no handover is made from one SMC to the next one, SMCs end up being in charge with very little knowledge on their duties and powers, thus making their leadership not effective.

School Feeding

Relevance:

The school feeding and nutrition activities are in line with national guidelines and recommendations from UNICEF and WFP. The issue of nutrition and food intake that children in the project area are receiving (beyond PCI intervention) should be a serious concern at all levels. By asking stakeholders about nutrition habits in the area it was clear that very little information is available on how much children should eat and which kind of nutrients (vitamins and minerals, among others) they should get in order to grow healthy.

[18]The head teacher is by law the secretary of the School Management Committee of the school where s/he is the head teacher

[19]Local leaders are called to participate in case issues of concern arise. From interviews conducted it resulted that local leader (i.e. *diwani*) do not normally participate to SMC meetings even if one seat is reserved for them or for one representative. Issues are brought to the attention of the village/ward council through informative notes and through the HT participation to Ward Development Meetings.

Effectiveness:

All respondents reported one of the benefits from the project was an overall increase in attendance and attentiveness of pupils as a consequence of providing them with school meals. In all schools and communities, stakeholders interviewed reported on the benefits deriving from school feeding activities. District officials, school personnel and parents agreed that since pupils are getting mid-day meal in school both attentiveness and results improved and absenteeism has been reduced. Reference to reduced absenteeism was made in all interviews by Head Teachers, SMC members, district officials, village leaders and class teachers. Head Teachers and class teachers in all schools reported also on the positive effects of increased attentiveness during afternoon sessions.

To illustrate the above, for example, teachers reported that pupils who live far from the school (in some cases at a distance of 8 km) do not come back for afternoon session when there is no school meal. On the last day of field visits, the team arrived in one school where there was no school meal being provided on that day[20] so pupils had gone home to take their lunch. As a big rain started over lunch time, only a handful of students returned to school for afternoon sessions. Moreover, all teachers interviewed reported that since the introduction of school meals pupils are more attentive during afternoon sessions and the level of engagement has increased.

Efficiency:

The system used to implement school feeding activities is highly efficient. Seven out of nine schools were found using correctly the measurements provided by PCI to serve food in children's plates[21][22].

The system to monitor food distribution, commodities consumption and number of school meals served is efficient and data are constantly monitored by a PCI M&E Officer stationed in Musoma.

Latrines and Rain Water Harvesting Systems (RWHS) are currently being built by an external engineering firm contracted by PCI. First lot of construction is foreseen to be ready by February 2016. Monitoring visits by PCI senior staff and district officials were being carried out at the same field visits for the midterm evaluation were ongoing.

[20] PCI provides food for 4 out 5 school days per week, so schools allow pupils to go home on the day when no school meal is provided. Pupils are requested to come back at 2 pm for afternoon sessions.

[21] The program trained cooks on how to use the spoons which were created and tested by the project in order to provide each kid with food ratios according to USDA guidelines.

[22] In two schools cooks were found mixing rice and beans prior to serving the ratios to the children, thus slightly reducing the total quantity of food received. After checking with the PCI Community Mobilizer, the mistake was promptly addressed and follow-up controls done by PCI Commodities Manager report that food is served according to guidelines in these schools.

In the schools of Bugwema and Kihuzu it was possible to see RWHS built during FFE I. The stakeholders interviewed in these two schools (Head Teacher and SMC Chairperson) reported that RWHS are operational and fully functional during rainy season when the systems get constantly refilled by rain; however, reserves are soon depleted and there is no back-up system during the dry season.

Sustainability:

Joint sustainability workshops for the Districts of Musoma, Bunda and Butiama were conducted by PCI at district level in the second half of 2015 and they represented an important occasion for all the stakeholders to gather and reflect on the sustainability of project activities. District officials, PCI staff and other relevant stakeholders discussed in working groups on possible strategies to secure sustainability of the intervention. During key informant interviews at district level and with PCI staff held for this mid-term evaluation in all the three districts involved, the workshops were mentioned by district project focal people (one in each district) as an important turning point for districts to reflect and act on their role in the sustainability of the activities. It will be important to support the districts in the road ahead in order to come up with a shared effective sustainability strategy for the intervention initiated by PCI.

Although all stakeholders expressed the value of school feedings during interviews, only in few cases did respondents express the possibility of continuing with school feeding after the end of PCI intervention. In seven out of nine the cases the respondents expressed the “impossibility to do it” due to external factors (rain, scarce habit of dealing with agricultural activities) or due to the fact that it would have been too difficult to involve parents in such activity. Respondents also stated that the issue had been brought in front of the SMC and the members “are going to discuss about it in the future.” In these cases, even though no practical decision had been taken yet, school leadership showed an interest in exploring possible ways forward. In these cases, school and local leadership demonstrated to be more pro-active and involved in project activities. In the Bugwema primary school, the SMC chairperson reported that the WE GROW group (of which he was the secretary) had decided to “come to school in order to cultivate the school field” (this has not happened yet in the school).

At this point of time it is of paramount importance to develop a phase out strategy in collaboration with local authorities (District, Ward and village level). Both in case of FFE III approval, as well as if the intervention is going to end with FFE II, local authorities should be responsible for the follow up with the communities. Involvement at higher levels (maybe through USDA visit next year) is of paramount importance in order to guarantee future sustainability and continuation of the school feeding program.

Health

Relevance:

The support PCI has been providing to WE GROW groups has proved to be beneficial in communities where access to lending/borrowing opportunities is difficult. The communities targeted by the intervention are far from formal and informal banking systems and the establishment of VLSAs has also served the scope of increasing the awareness of their members on community- related issues. During the field visits, WE GROW groups that are well-connected with schools (i.e. groups with members belonging to the school staff/cooks/SMC) have proved to be more aware of project activities and more willing to contribute as a group to project sustainability at school level through contributions in commodities for school feeding or by working in the school fields in order to increase the income generated by the school.

Effectiveness:

Picture 5 -Zinduka Session – The tree of transmission

Zinduka clubs are active in all the schools and the pupils interviewed demonstrated a good understanding of the concepts learned. Some of the facilitators demonstrated a lower understanding of the techniques required for leading a session, so newly trained teachers would benefit from organized peer-to-peer support (e.g. use facilitators from neighboring schools).

During the past year, PCI started distributing HURU kits in some of the schools to girls in higher grades who have already started menstruation. HURU kits are kits composed of 8 washable sanitary pads, a sanitary bag to carry them around, soap and 3 underpants. They have been developed in order to help girls improve their school attendance during menstruation. PCI community mobilizers visit the schools and arrange an introductory meeting with school matrons and girls in higher grades. At the end of the meeting the girls who want to receive the kit stay for another short session in which the rules for handling and washing the pads are explained and kits distributed. Interviews conducted with school matrons[23] reported that HURU kits are well accepted by girls and even those who do not request them during the first meeting, go back later to school matrons in order to request a kit. Many teachers reported that other community members have come to

[23] School matrons are present in each school and managed by the Tanzanian education system. They are in charge of the health and wellbeing of female students and are therefore the ones in charge of communication with PCI for the distribution and follow up of HURU kits.

school to ask if it is possible to extend the distribution to the village at large and no relevant issue has been reported by users. Head Teachers and school matrons reported increase in attendance by girls due to the distribution of the kits, however, as the intervention is in its pilot phase, no data has been collected yet on improved attendance and retention.

Efficiency:

The distribution of first aid kits was efficient, reaching all the schools part of the intervention; however, the decision to purchase ready-made kits made it more difficult to select the content of the distributed sets. Plans are in place to change the procedure so that it will be possible to distribute kits containing only relevant supplies.

Focus group with WE GROW group members in Ryamisanga PS highlighted the importance of the groups in reaching the most marginalized (mostly women) in the villages in order to give them the possibility to alleviate the poverty burden. The members reported that the group has been supported with ad-hoc trainings and materials by the intervention in all its phases.

Sustainability:

Further steps to support WE GROW groups to develop income generating activities that have overlap with school or project-related objectives will improve their sustainability (suggestions raised by WE GROW group members regarding agricultural activities, production of school uniforms, and production of HURU kits).

The increasing involvement of WE GROW groups into the strategy to support school feeding is also to be considered an important step for the sustainability of school feeding activities beyond the life of the project. From interviews conducted with WE GROW members they represent an important link between the project and the local communities as they take part in project activities, come in contact with project staff while not being directly involved in school issues. FFE II intervention is mainly perceived to be an intervention for schools and children and WE GROW groups represent a strategic partner in connecting PCI intervention to village authorities and communities. At the same time it will be important to develop further WE GROW groups by supporting the creation of income generating activities connected with the intervention (examples given during interviews regarded the manufacturing of HURU kits, school uniforms as well as agricultural activities).

Distribution of first aid kits, if continued, should come with a reflection on a strategy to increase its sustainability over time in order for school to be able to replenish the stock when they are finished. Kitengule PS health teacher reported that “when Panadol was finished, I went to the head teacher to report and the head teacher bought it with school money”. In other schools the visits demonstrated that items of major use (Panadol, iodine bandages) were not re-stocked

when finished and health teachers and head teachers did not have a strategy in mind on how to go about this issue.

Agriculture

Relevance:

Picture 6 – Nyaburundu PS school garden

The support PCI has provided to schools and farmers group in the establishment of improved agricultural techniques has proved to be important for the diffusion of techniques in the area. Head teacher and Agriculture Teacher of the schools of Nyaburundu report that students are replicating at home small vegetable gardens according to the techniques learnt in the school garden.

Effectiveness:

The support PCI has provided to farmer groups has proved more difficult to demonstrate results in terms of school performance. According to the interview conducted with the PCI Agriculture Officer, the pilot conducted during last agricultural season to provide farmers with inputs, in exchange for a percentage of harvest being given back to the school the feeding program, has not yielded the expected results. The agricultural season has been affected by a poor harvest and for this reason most of the farmer groups have decided not to bring to the schools the agreed percentage of harvested goods. A strategy which will be tested during the next agricultural season will link input support to WE GROW groups willing to get involved into agricultural activities, thus strengthening the link between WE GROW groups and schools and reinforcing their role as change agents within the communities. During field visits most of the schools reported that the school fields are big but mostly under-utilized due to the lack of inputs and manpower to cultivate them in their entirety. Providing WE GROW groups or parents with inputs to cultivate the school fields might also be a solution to explore in order to increase the sustainability of the school feeding intervention.

Efficiency:

As reported above, the project has demonstrated a high efficiency rate in the organization of the distribution of PCI-procured food commodities to the schools. The system in place allows for detailed and timely verification of consumption and distribution thus allowing for timely

programming of import-related activities. The timely preparation of food procured under FFE II is still affected in some schools[24] by the malfunctioning of energy-saving stoves being built under FFE I. This issue affects food preparation and distribution because on rainy days food cannot be prepared by the cooks outdoors on an open fire, and so pupils end up not receiving the meal. The project should work to find a viable solution to fix the stoves in the schools affected by the issue.

Picture 7 – Open air kitchen – Suguti A PS

Sustainability:

Due to the nature of the project, sustainability has been among principal project concerns since the inception of the project. The decision, at the beginning of FFE II, to move to provide the schools to four meals per week has been taken to start sensitizing the local communities on the need to take care of school feeding to prepare them for continuation after the project end. This move has not brought about any demonstrable change in the schools visited during this evaluation. The only exception among the schools visited was at Lukuba Primary School (which was not part of the sample)[25]. Due to the vicinity of the lake (the school is on an island on Lake Victoria) the school has a big school garden which caters for vegetable as well as for maize. The school is reported to have a provision for the meal on the day when PCI is not providing for it as well as a longer history of school meals. The vicinity of the lake allows the school to water the field throughout the year so they reported to have an above average harvest of produces.

External factors (such as the current drought) that have had an impact on local communities' abilities to contribute food commodities in a time of food scarcity should be taken into consideration.. During mid-term evaluation school visits, many stakeholders reported about the difficulty of mobilizing local communities on the issue of school feeding and how to continue it in case of PCI FFE phasing out. Even though all the schools reported to have school fields of varying sizes, the level of use, quantity of harvest and use of harvest made by school administrators varied greatly from school to school (and with no strong correlation with school performance levels). Out of the schools who reported to cultivate the school fields, five schools reported that prior to project start harvest was used in order to provide (not regularly) a

[24] Three out of nine schools visited during the evaluation were affected by the issue and according to discussion with PCI staff, 65 out of 103 schools participating in FFE I present the same problem. the original stove design did not take into consideration the size of off-cuts normally used in Tanzania for stoves. The work needed to repair the malfunctioning stoves are not foreseen in the near future.

[25] Lukuba PS was visited in order to gain insight on a HURU sensitization meeting by observing the sensitization meeting for the distribution of HURU kits.

porridge-based meal to their students when harvest was available. It was however not possible to collect reliable data on frequency of this practice. Moreover, in many cases, harvests from school fields represent the only income schools have, when they don't receive their quarterly running costs budget provision from the government. In these cases, Head Teachers reported on the need to sell the harvest in order to procure basic teaching and learning materials and school assets. Other schools reported to use harvest for providing lunch to pupils during exams or special events. In two cases, fields were not cultivated due to lack of capacity or inputs.

In four (4) schools, stakeholders interviewed (SMC chairpersons, village leaders) reported that they were not aware of the fact that Phase II of the project will end at the end of 2016 and that funds have not yet been secured for the continuation of the activities. Head Teachers interviewed demonstrated to be more aware of project timing and its implication on school feeding activities.

Summary of the main findings and conclusion

Table 5: Main findings and conclusions according to evaluation criteria

EVALUATION CRITERIA	MAIN FINDINGS	CONCLUSIONS
(SO1) "Improved literacy of school aged children"		
RELEVANCE	The interventions in the field of education are in line with national policies and curriculum. The materials produced and distributed are relevant and in line with the current curriculum. The training needs of teachers and school administrators have been taken into consideration and well incorporated in the intervention.	The trainings for literacy teachers are well designed and in line with latest developments by main donors and MOE. Some of the activities that demanded community contribution (construction of libraries, kitchens) represent a burden on the communities and are often conflicting with other requests for contribution for improving the school infrastructure (laboratories, teacher houses)
EFFICIENCY	Project staff is able to react timely to unexpected events and solve problems; technical advice capacity insures valuable support to the project implementation. Logistic staff is technically prepared and able to handle complex commodity distribution process. Following division of some schools, materials have been divided, thus decreasing the availability at school level.	The decision to assign project community mobilizers to one major sector of intervention (as of December 1st 2015) is well taken and represent an improvement for the professional growth of the staff and for a more punctual monitoring of activities in the field.
EFFECTIVENESS	Activity implementation is on time and of good quality. HT being transferred from schools where FFE started in Phase I to schools where the project started under Phase II have proved to be a	There is a risk of overload of responsibilities/knowledge for few teachers in schools with limited teaching staff (and consequent risk of losing human capital if a teacher gets transferred to another school)

	huge asset in terms of school preparation, human resource management and community mobilization Movements of teachers/support staff affect project results (i.e. inter-schools transfers as well as change of functions within a school)	
SUSTAINABILITY	Literacy related activities are appreciated by school administrators, district staff and local communities and, being in line with government's efforts, are likely to be followed up by MOE officials and by other interventions (EQUIP-T) after the end of the project. The trainings held for school administrator and SMC members are relevant for the overall sustainability of project activities.	
(SO2) "Increased use of health and dietary practices"		
RELEVANCE	Health related activities are in line with national guidelines and support schools in complying with guidelines in place. The support given to schools in the construction of RWHS and school WASH fills an important gap in the area where water systems are lacking and most schools lack sanitation facilities for the students and teachers.	Activities related to BMI index and filling of health report cards for the pupils of the schools represent an on-the-job learning activity for district and local dispensary personnel.
EFFICIENCY	Logistic staff is technically prepared and able to handle complex commodity distribution process. The quality of realization of Rain water harvesting systems and latrines is above average Issues in food distribution at school level (wrong use of measurements	

	for rations distribution to students) were encountered in some of the schools due to changes in personnel at school level. HURU kits are perceived as an important solution for the health and wellbeing of girls in the project area.	
EFFECTIVENESS	All the schools visited had a system in place to guarantee hand washing of kids prior to lunch. However, no hand washing facility was in place at general school level. When asked (in three of nine schools), Head Teachers reported that facilities for hand washing made with locally available materials (like tippy-taps) are stolen frequently from school areas. First aid kits distributed to schools are reported to be useful in treating minor injuries occurring to students. Lunch provision is reported to be effective in reducing absenteeism and improving school outcomes.	
SUSTAINABILITY	No sustainability plan for school feeding activities is yet in place at school/local level.	Phase out strategy should be agreed upon with local authorities and School Committees in order to guarantee sustainability of the project. School Feeding should constitute the starting point of an awareness raising campaign on issues of children health and nutrition.

Recommendations

Recommendations on Community Perceptions:

Discussion with project staff and field observations support that project activities being implemented are in line with needs of the communities where the project is working. Still, many beneficiary communities reported to have never been in contact with external organizations (organizations not belonging to the same community as local churches or government-lead programs) prior to PCI implementing development activities in the area, and therefore the intervention was met with a level of initial mistrust and skepticism. In these communities, trust building takes time and often community members must see the benefits in order to give trust and participate. For example, at Bugwema primary school, the Head Teacher reported that initially it was quite difficult to "convince" the local community to contribute bricks and locally available materials when PCI started working to build the school's Rain Water Harvesting System; however, after they saw that the program really worked and built what was promised, it was much easier to get local contributions for starting new construction.

Communication and exchanges between schools, when they've occurred, appear to have provided an avenue to ease initial community insecurities regarding PCI programs. For example, in Kitengule PS, the program has benefitted enormously by the fact that the Head Teacher (HT) has been transferred to Kitengule PS from a school where the program started under Phase I. In this case the Head Teacher has brought a great deal of knowledge about the program and helped sensitize the communities when PCI started operating in the school.

Initial community mistrust was not reported in schools joining the program under FFE Phase II, due to increased trust in PCI based on current/previous work and diffusion of information on program activities being carried out in Phase I schools in the geographical vicinity of Phase II schools. Therefore, a local school exchange program (if possible at ward level or involving Head Teachers and SMC chairpersons of schools in the same or in neighboring wards) in which current well-performing schools are visited by new or struggling schools in order to get insight and suggestions (and to observe the benefits first-hand) should be facilitated by the project. Each relevant school should be used as a model in the area in which it is performing well. For example, during school visits, Kirumi PS was seen struggling with their school gardens but a very well organized library was observed, with teachers showing interest in children reading story books and recollecting well which books children read most. At the same time, three out of nine schools visited had beautiful school gardens providing vegetables to be added to school meals. In Nyaburundu PS plans were being made for vegetables consumption over school

holidays as the garden was continuing to produce a great amount of vegetables and at the same time had no library and very little knowledge about books was shown by teachers present on the day of the visit. In these cases, exchanging visits to well performing schools might serve to boost the enthusiasm of lower performing schools in a particular area.

Recommendations on local leadership skills

Picture 8 – School Feeding Session - Ryamisanga PS

A great difference in school performance[26] has been brought about by leadership and administrative skills of school administrators and local leaders, an important factor that is not within the direct control of the PCI project activities. Skill and involvement level of SMC members and local authorities has a great impact on school-specific performance on project related activities, while Head Teachers' skills have a greater impact on school–related response to project outputs (i.e. the HT capacity to organize the teaching staff). The move taken by PCI during the month of November 2015 to train all members of the SMCs of all the schools goes in the right direction in order to increase awareness and knowledge of what their role entails. Moreover, the involvement in the same meetings of village leaders allowed for discussions on division of roles, responsibilities and lines of communications. The collaboration with district authorities on such activities should continue in order to capacitate SMCs in the execution of their functions. Additional areas of interest (keeping the same structure of involvement of the entire SMC) could address the use of school funds (how to decide, track and report on use of funds) and parental involvement.

Recommendations related to education:

- A strategy should be developed to promote reading practice at school (and if possible at community) level. Up to now storybooks distribution has been done together with trainings on library management. The distribution of story books should go hand in hand with training teachers on use of supplementary reading

[26]In this context we will refer to school performance as the ability of the school to be active on project activities, relate with project partners, to mobilize the community and to respond to project inputs and solicitations.

materials in classroom, and with the development of reading promotion strategies at school level (reading fair, inter-school reading competition, or prizes for the pupil reading more books in one school year). In order to increase the availability of copies of one title among schools, it could be interesting to pilot a system of inter-school lending. Together with CBP, neighboring schools showing a good performance in library use, book tracking and availability of personnel should be selected and additional training provided in order o allow for exchange of books between libraries of different schools. If possible, schools in the same ward should be linked under the supervision of WECs.

- Schools showing a good performance in library use lamented the fact that very often pupils ran out of new titles to read. For schools which will be added to the project in the future, a system of "rotating" libraries (for storybooks) might be developed, providing each school with different titles which can then rotate to another school at the end of a stated period. For example at the end of each term or year storybooks could be collected and exchanged with a neighboring school (which received different titles at the beginning). The system could work more easily among schools from the same ward under the supervision of the WEC.

- A strategy should be agreed upon with district authorities and EQUIP-T Program in order to supplement EQUIP-T efforts in Mara region for the schools participating in FFE II intervention.

- Ensure a strategy is in place to maximize the effectiveness and relevance of trainings for trainees. In order to avoid delivering training to non-relevant participants, guidelines for the selection of training participants should be developed, in collaboration with local authorities, in order to ensure correspondence between participants and topics of the training. For ongoing trainings this could be done by pre-selecting the participants from attendance lists of previous sessions in order to guarantee that trainees are administered all the sessions of a particular training. Community mobilizers could be in charge of checking at school level that trainings are administered to relevant teachers. In this case, schools should be asked in advance to submit a list of teachers who will be participating in a planned training.

- The partnership between activities carried out directly by CBP and the project education sector in order to guarantee the maximum effectiveness of the intervention should be reinforced. Examples from other projects operating in the country could be used in order to boost the efficacy of the intervention on literacy practices. Additional trainingson topics related to those already proposed to school teachers (i.e. phonics, reading practices) could help boost project results and take

advantage of the activities already carried out. Provision of distribution of more copies of story books already present at school, partnered with trainings to teachers on how to use the storybooks as instructional materials in classrooms (read aloud, reading clubs, buddy reading, reading for comprehension) should be preferred to provision of additional materials or focus on other areas of teaching.

- Explore the possibility of using materials developed by other projects active in the country (i.e. TZ21 eContent for teachers training on early reading) in order to supplement face-to-face trainings to teachers. These materials could be provided during trainings and used by teachers when at school as a reference in case of doubts or in case of need of further training.

- Put in place a system of coaches and mentors (maybe through Head Teachers or WECs) for supporting teachers in the use of new practices and materials in the classroom. As demonstrated by other projects focusing on teaching instruction[27], a point of reference should be given to teachers in order to be able to seek support locally in case they are struggling with new concepts and techniques learnt in the trainings.

- Reinforce the role of "school feeding committees" in the framework of the intervention in order to capacitate the members on their role and importance in order to guarantee the correct preparation and distribution of food to pupils.

Recommendations in the field of health and nutrition:

- Develop collaboration with local authorities (district/ward health officers, community mobilizers) and health dispensaries in order to raise awareness on nutrition related issues (not only concerning under-nourished children) and healthy nutrition practices. When asked about eating practices in the area, stakeholders reported very low intake of vitamins and minerals at household level. Increase consumption of fruits and vegetables should become a concern for health officers. In a longer term perspective, providing schools with fruit trees whose harvest should be eaten by pupils, would make schools to become agents of change in the communities.

- Conduct awareness activities for kids on food intake and good nutrition practices in order to develop a culture of healthy eating among school population.

- Develop (maybe through additional resources/involvement of universities or other stakeholders) an awareness raising campaign (even at national level) on the importance of school feeding practices in order to raise attendance and results. The importance of

[27] See Schidler, Linda *The Impact of Time Spent Coaching for Teacher Efficacy on Student Achievement,* Early Childhood Education Journal, April 2009, Volume 36, Issue 5, pp 453-460

school feeding for healthy grow, better education and improved outcomes should become the centre of an awareness raising campaign at all levels (from household to ministry officials).

- Continue exploring the possibility of using WE-GROW groups as change agents in the communities. Zinduka activities for adults could be developed on different topics (not only malaria and HIV) and sessions could be "played" during WE-GROW meetings. WE-GROW represent a link between schools and communities (most of all where members are also school stakeholders). Reinforcing this link could be of paramount importance in supporting the sustainability of project activities.

Other recommendations:

The division of community mobilizers per sector represents a point of strength of the project. Advanced trainings in a specific sector should be given to community mobilizers so for them to act as "advisors" when visiting schools (i.e. strategies to observe classroom management, use of materials, library practices, should be among the specific inputs to be delivered to education community mobilizers)

Explore the possibility of using Mobenzi as a system of communication to and from schools. The system in place already allows for mixed-mode data gathering (data, pictures, videos). It could potentially be beneficial for the schools to use it as a system to communicate difficulties encountered to PCI staff and request support.

Annexes

List of Annexes:

Annex 1: Terms of Reference of the Evaluation

TOR: Process Evaluation for PCI Midline

Background

PCI is currently implementing a Phase 2 Food for Education (FFE) in Tanzania with the purpose of delivering a high quality and sustainable program designed to improve literacy of school-aged children. PCI is focusing its attention on strengthening the capacity of program stakeholders to deepen and sustain program achievements made under FFE Phase 1, and increasing coverage of program interventions to a limited number of new schools which help to expand the reach of current program interventions while allowing greater cohesion to the program. PCI continues to supply school meals in order to sustain gains in enrollment and achievement under FFE Phase 1.

To increase the sustainability of school meals, PCI has reduced the number of daily rations from a breakfast and lunch which were provided under FFE Phase 1, to a single morning meal under FFE Phase 2. PCI will actively collaborate with school committees, parents, farmer groups, and government agricultural extension workers to mobilize contributions of food to support community-led school meals which will continue to be supplemented with vegetables harvested from school gardens. PCI will gradually reduce the rations provided in the final year of the project to facilitate the transition by the end of the project.

To further expand a sustainable approach to teacher training, PCI continues to work with the Ministry of Education and Vocational Training (MoEVT) to roll out the national In-Service Training (INSET) program to enhance classroom management and child-centered teaching methodologies. PCI and local partners is assisting the MoEVT to improve childhood literacy by building teacher capacity to teach reading and to increase children's access to reading materials through the establishment of school libraries with both Swahili and English materials. PCI is building the capacity of school administrators and school committees to improve teacher attendance, and improve equity in school enrollment by mobilizing communities to identify children facing specific physical or social obstacles and find local solutions to overcome these challenges. PCI is also attempting to reduce health-related absences from school by continuing to expand the nation's School Health and School Water and Sanitation and Hygiene (SWASH) initiatives, continuing to promote child-friendly health education through School Health Clubs, and reaching more students with health screening and referral services.

PCI will continue to implement the program in rural villages of Bunda and Musoma Rural Districts of Mara Region, making concrete steps towards the sustainability of program interventions, while simultaneously expanding the program to benefit more schools in these same Districts. In response to a request by MoEVT, PCI has expanded the program to six new wards. PCI is currently implementing the school feeding program in a total of 134 schools representing 26 wards in Bunda and Musoma Rural Districts in the Mara Region.

As of the last semi-annual report, daily meals are being provided to 94,160 students, and 1,774 adults totaling 95,934 direct school feeding beneficiaries. Overall, the program also benefits parents, teachers, school administrators, government officials and workers, extension agents, and community members, reaching 101,688 total direct beneficiaries.
The following ongoing activities represent achievements that will help to ensure lasting impact, sustainability, and successes of the program: assessing the quality of literacy instructions by monitoring teachers on the use of trained methods and supplies provided by school inspectors from the District Councils; strengthening capacity of community-based institutions (village governments and school committees) to support and sustain program activities through ward level meetings; and working with farmer groups to provide a portion of harvests to school feeding activities at participating schools.

Midterm Plan

PCI-Tanzania will conduct a midline evaluation of the Food for Education project in Tanzania. Unlike the baseline data collection (which included EGRA and surveys), the midline evaluation is intended to be a qualitative process evaluation. **Note that the midterm evaluation will be qualitative and thus will not utilize the same methodology as the baseline assessment. The final evaluation will utilize the same methodology and tools as the baseline which will help to ensure that the impact evaluation and EGRA testing will remain consistent.**

A process evaluation focuses on the process from inputs to outcomes; it does not examine the impact of outcomes of the project (that would be an impact evaluation). The purpose of information collected through a process evaluation is to understand how program impact and outcomes are on track to be achieved. Note that results reported from a process evaluation may be generalized to the population participating in the process evaluation; the results are not generalizable to a larger population.

Purpose and Scope

The purpose of the midterm evaluation is to provide recommendations for potential project adjustments that may be needed to improve programming. The mid-term evaluation objectives are to: assess the relevance of the project strategy and approach and the validity of assumptions made during project design; assess progress from baseline, including the effectiveness, efficiency and timeliness of interventions in achieving targets; document lessons learned, challenges and unanticipated effects; identify enablers and constraints to progress (internal and external factors) that have supported or limited project success; assess sustainability efforts to date; recommend mid-course corrections to strengthen project performance, efficiency and sustainability; and provide recommendations for areas of focus for

the final evaluation, including reviewing and strengthening data collection systems and metrics in preparation for the final evaluation.

Research Questions

The research questions frame the goals of the study and should help to answer the question of what steps PCI should take in the remaining period of implementation to achieve optimal impact against its objectives and/ or expected results? The evaluator will conduct a process evaluation aimed at answering the following questions:

Relevance

General

To what degree do the program's objectives remain valid?

To what extent are the program's activities and outputs consistent with its key goals and attainment of objectives?

Specific

What are the contributors/barriers to improved student achievement and/ or school performance?

To what extent has PCI supported WE GROW and/ or farmers groups contributed to school performance?

Effectiveness

General

To what degree were the program's objectives achieved, or are anticipated to be achieved?

What chief factors were responsible for the achievement or failure of the objectives?

What is the utility of the monitoring and evaluation system and processes?

To what extent are changes to the M&E system and processes needed in order to improve the utility, credibility and reliability of the data and information collected?

How did external factors influence program delivery?

Specific

To what extent are the teacher trainings and /or other trainings addressing the needs/deficiencies of the teachers/students or respective participants (based on findings from baseline, project data, and/or staff reports)?

Based on observation and interviews, how effectively are the techniques learned through teacher or any other trainings being implemented in the classrooms or on day-to-day roles by respective participants?

What changes have the teachers observed among students as a result of program intervention? (any intended and unintended outcome of the program)

How effective are school committee and/ or Parents-Teachers-Associations?

How effective are the established health clubs and/ or school library/ reading corner?

Efficiency

General

To what extent were objectives achieved on time?

Specific

To what extent did the target audience (i.e. students, teachers, other school-level stakeholders, etc.) receive the intended inputs?

Sustainability

General

What steps have the project taken to address the sustainability of the project activities?
What additional steps need to be taken in order to improve the chances for sustainability of the activities and benefits derived from the project activities?

Specific

What chief factors may be contributing to achievement or failure of the program's overall sustainability?
How ready is the community to sustain the school feeding program?

Methodology

The consultant will develop a detailed methodology to be used to answer those questions. Data will be collected on the process of services delivered in three types of schools – those perceived as high performing, low performing and average schools.

The methodology will involve report review of existing project reports and monitoring and evaluation data to set the context for exploration. Interviews and/or focus groups will be held with project staff and selected key stakeholders, including USDA (HQ Washington and Agricultural Attache). This process will lead to modification and finalization of tools. The consultant will then travel to schools where s/he will conduct interviews with school administrators and teachers, students, and community members, and conduct observations of classrooms and school projects, (e.g., gardens).

The data collected through this process evaluation will be used to generate a profile of these three types of schools. The profiles will include the 'dosage' of program activities delivered to the school through the delivery mechanisms, the perceived quality of program components, extent to which project targeted audiences actually receive the intended inputs, and the level of influence of other factors. The profiles generated from the school data may be used by PCI staff to identify areas where adjustments are necessary. PCI staff may use those profiles to make programmatic adjustments to achieve optimal impact against its indicators.

Sample

The evaluator will collaborate with PCI to select 9 schools to participate in this evaluation – 3 schools that are considered relatively lower performing, 3 higher performing, and 3 average schools. A preliminary list of schools has been selected. The evaluator will make the final selection of schools to reduce the potential for bias from staff. Convergence in findings are important particularly because of the small sample and because schools will be subjectively chosen (i.e. based on perceptions). Accepted qualitative methodology suggests an average of 4-6 focus groups per project, with up to 9-10+, depending on the size of the project. The decision about the number of focus groups needed may often be constrained by budget, number of different constituency groups, and the number of and variability of geographic areas. In this case, a stratified sample (low performing, average, better performing) may provide the best opportunity for learning and determining factors related to success among the schools. While the results may not be generalizable to all schools, important information about factors related to success may be gained through detailed assessment of the different types of schools.

Data Collection

In each school, data will be collected from students, teachers, service delivery partners, representatives of school committee and PCI project staff.

In order to conduct a process evaluation, the consultant will:
Review project documentation and conduct interviews/focus groups with project staff and selected key stakeholders to begin to map project flow, barriers, and facilitators of success, patterns/themes that may characterize high-performing vs. low performing schools.
Develop qualitative data collection instruments that 'map' the process (input → output →outcome →impact).
Collect data in 9 schools, including interviews and/or focus groups with students, teachers, service delivery partners, selected other key stakeholders and PCI project staff.
Compile, clean and analyze data, with a focus on determining common factors that may contribute to better or worse school functioning.
Produce a report of results of the process evaluation; integrate quantitative project data and utilize this data to contextualize the findings from the midterm.
Provide recommendations for improving service delivery processes.

Criteria for Evaluating Performance

Literacy/Education
Use of libraries established (Management of libraries and documentation)
Teachers preparation of teaching/learning aids and application.
Displaying of teaching/learning materials in classroom.
Perceived' Performance in literacy to lower grade pupils grade 1 & II - this will be tricky and subjective, so I am not sure that we want to retain it.
School committee activeness - also a bit subjective, but as Alex has recently or is in the process of meeting one-one with each and every school committee, he should have a pretty good sense for this.

Active school subject clubs - again, also subjective, but hopefully the community mobilizers and coordinators can point to schools where they have really observed active clubs.

School Feeding
Community contribution in SF (food commodities for the fifth day meal, payments of cooks, guards etc)
Active school food committee
Community involvement in offloading

Health
Active school health clubs
Active in zinduka programs

Agriculture
Active in school garden activities

Data Collection Instruments
The consultant will develop qualitative data collection instruments to be administered to project staff, service delivery partners, selected other key stakeholders and students, parents and teachers in 6 schools. Following is a brief description of the qualitative tools:

Respondent Group	**Inputs** *Project intended services and products (e.g. teachers will receive training on topic x)*	**Outputs** *Actual outputs as a result of the inputs (e.g. teacher training planned and delivered)*	**Outcomes** *What is observed to occur in the field as a result of the outputs (e.g. teachers attend training)*	**Impact** *The subsequent impact on the intended beneficiaries as a result of the outcomes (e.g. students receive better instruction as a result of their teacher having attended training)*
Students				X
Parents				X
Teachers			X	X
School **Committee and/ or Parents-Teachers-Associations**		X	X	X
Service delivery partners	X	X	X	
PCI Staff	X	X	X	X

Interviews and/or focus groups with key informants in each respondent group such as the Head Teacher, lead teacher, training staff of service delivery partners, and on-the-ground PCI staff. These interviews or focus groups will include probing questions on each phase of the results framework (Annex 1). When one-to-one interviews are not feasible or the group of respondents may be large – such as students or parents - focus groups will be conducted. Questions will be based on the results framework and areas in the process from inputs to impact that may be most vulnerable – such as a training-of-trainers model for teacher training, which relies heavily on the transmission of information through three groups before the information reaches teachers. The interviews will be conducted with key informants in each respondent group at the 9 schools; focus groups will be held with different subsections of parents and students in the community.

Data Analysis and Reporting

Interview and focus group data will be coded and analyzed to identify themes within each group of schools. These data will be summarized to generate profiles of the two school groups.

Workplan

The available timeframe for data collection, analysis and write-up is approximately 24 days of consultant time. It is expected that the evaluation will take place in November 2015; it is anticipated the final report will be completed by Dec 30, 2015 to ensure that PCI is able to submit a quality report. This will be confirmed based on consultant availability. The following is a general outline of tasks and timeline.

Task	Number of Consultant Days	Number of PCI Days
Prior to reaching field office, review available project data	1.5	
Develop inception report including detailed methodology and draft interview and focus group tools	1.5	
Review of the detailed methodology and tools by PCI Tanzania and IO staff		2
Review project data with field team; conduct interviews with project staff	2	
Finalize interview and focus group tools	1	
Conduct surveys, interviews and focus groups with PCI staff, partners and stakeholders in 9 schools	9	

Compile and clean interview and focus group data	2	
Analyze data	2.5	
Draft Report	2.5	
Report review by PCI		3
Finalize report	2	
Total consultant days	24	

PCI roles
Provide key project documents and routine monitoring data
Review of detailed methodology
Work with consultant to finalize schools
Provide support on logistics
Report review

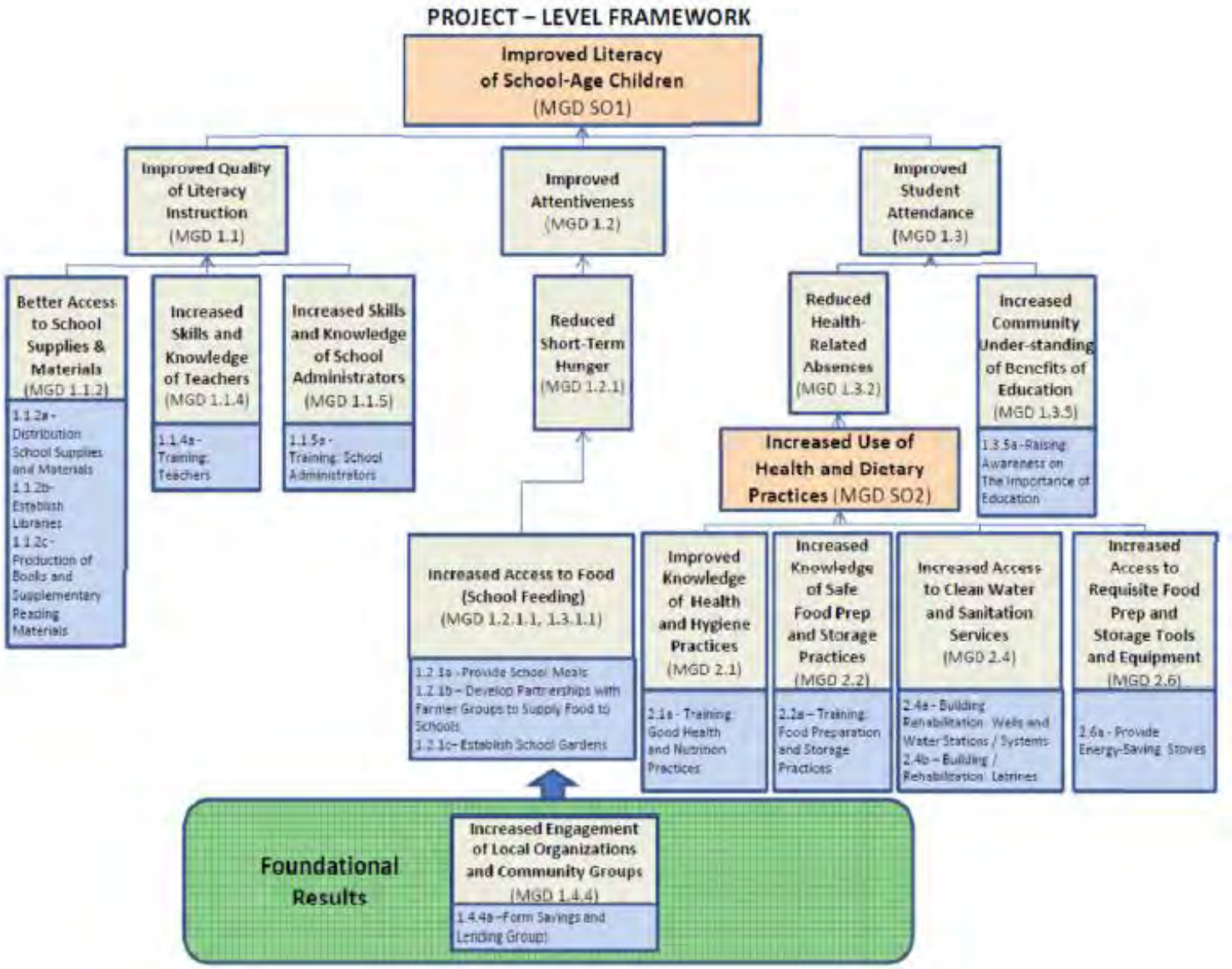
Criteria for Evaluation Consultant
The applicant should meet the following minimum requirements:
Academic background in social / health sciences or related field; minimum of Masters Degree
Extensive experience in leading project evaluations using a range of quantitative and qualitative data collection and analysis methods
Experience in leading evaluations in the areas of international development/public health; experience in evaluating school feeding programs strongly preferred
Experience in the evaluation of projects funded by U.S. government/USDA strongly preferred
Knowledge of Tanzania national legislation relating to health and education
Demonstrable capacity to deliver high quality outputs within the proposed timeframe
Verbal and written fluency in English; verbal and written fluency in Kiswahili and the ability to lead primary data collection in Kiswahili strongly preferred
Professional experience leading evaluations in Africa; experience in Tanzania strongly preferred
Ability to travel to the Mara region of Tanzania during the proposed evaluation timeline

Intellectual property
USDA, as the funding partner, shall own all Work Product. All Work Product shall be considered work made for hire by Consultant and owned by USDA.

Deliverables

The primary deliverable will be a report with the following headings: Introduction, Summary of Existing Project Data, Methodology, Results, Conclusions & Recommendations. The results section should discuss the outcomes of the qualitative data collection, as well as integrate the findings from existing project data. Conclusions and Recommendations should also integrate/summarize what has been learned from existing project data, as well as the qualitative data collection.

The consultant should also submit all the raw data, including qualitative questionnaires, observations, as well as analytics from the data analysis process.


PROJECT – LEVEL FRAMEWORK
Improved Literacy of School-Age Children (MGD SO1)
Improved Quality of Literacy Instruction (MGD 1.1)
Improved Attentiveness (MGD 1.2)
Improved Student Attendance (MGD 1.3)
Better Access to School Supplies & Materials (MGD 1.1.2)
1.1.2a - Distribution School Supplies and Materials
1.1.2b- Establish Libraries
1.1.2c - Production of Books and Supplementary Reading Materials
Increased Skills and Knowledge of Teachers (MGD 1.1.4)
1.1.4a - Training: Teachers
Increased Skills and Knowledge of School Administrators (MGD 1.1.5)
1.1.5a - Training: School Administrators
Reduced Short-Term Hunger (MGD 1.2.1)
Reduced Health-Related Absences (MGD 1.3.2)
Increased Community Under-standing of Benefits of Education (MGD 1.3.5)
1.3.5a -Raising Awareness on The Importance of Education
Increased Use of Health and Dietary Practices (MGD SO2)
Increased Access to Food (School Feeding) (MGD 1.2.1.1, 1.3.1.1)
1.2.1a - Provide School Meals
1.2.1b – Develop Partnerships with Farmer Groups to Supply Food to Schools
1.2.1c- Establish School Gardens
Improved Knowledge of Health and Hygiene Practices (MGD 2.1)
2.1a - Training: Good Health and Nutrition Practices
Increased Knowledge of Safe Food Prep and Storage Practices (MGD 2.2)
2.2a – Training: Food Preparation and Storage Practices
Increased Access to Clean Water and Sanitation Services (MGD 2.4)
2.4a - Building Rehabilitation Wells and Water Stations / Systems
2.4b – Building / Rehabilitation Latrines
Increased Access to Requisite Food Prep and Storage Tools and Equipment (MGD 2.6)
2.6a - Provide Energy-Saving Stoves
Foundational Results
Increased Engagement of Local Organizations and Community Groups (MGD 1.4.4)
1.4.4a –Form Savings and Lending Group

Annex 2: Names of the evaluators and their company (summarized CV)

PERSONAL INFORMATION

Alice Michelazzi

[redacted]

Date of birth [redacted] | Nationality Italian

WORK EXPERIENCE

Oct 2015–Oct 2015

EGRA/EGMA Assessor trainer

Montorose International, Juba (South Sudan)

In the framework of the UNICEF - funded project "Improving Literacy and Numeracy Outcomes in South Sudan" I have been in charge of the training of 14 enumerators on EGRA (English, Dinka and Nuer Languages) and EGMA assessments.

Set up and management of instruments on tablets with Tangerine

Aug 2015 – Nov 2015

TZ21 Assessment Manager

School-to-School International, Zanzibar, Mtwara, Lindi (Tanzania)

In the framework of the USAID-funded Tanzania 21st Century Basic Education Programme , in charge of the management of the drafting and piloting of the instruments for the project review data collection in 120 schools in Mtwara and Lindi Regions and Zanzibar.

Piloting and revision of the instruments.

Supervision and training of 45 enumerators on EGRA Survey, Head Teacher, Teacher and Lead Teacher questionnaires, use of Tablets for data collection (with Tangerine programme).

Logistical organization of the exercise Supervision of data collection; Responsible for all financial issues in the field; Support to the training on qualitative tools, management of the qualitative data collection.

Mar 2015 – May 2015

Project Review Assessment Manager

School-to-School International (Tanzania)

In the framework of the USAID-funded Tanzania 21st Century Basic Education Programme , in charge of the overall management of project review data collection in 80 schools in Mtwara Region and Zanzibar. Piloting and revision of the instruments.
Supervision and training of 6 enumerators on Head Teacher, Teacher and Lead Teacher questionnaires, Focus Group Discussion Techniques (for parents Questionnaires), use of Tablets for data collection (with Tangerine programme).
Logistical organization of the exercise

Sep 2014–Oct 2014

TZ21 Endline assessment Manager

School-to-School International, Mtwara, Lindi, Zanzibar (Tanzania)

Development of the EGRA tools and surveys;

Organization and coordination of training of enumerators and Data entry operators;

Supervision of data collection;

Support and advise on the management and implementation of all assessment activities.

Responsible for all financial issues in the field;Support in the drafting of the evaluation final report.

Aug 2014–Aug 2014

Impact evaluation consultant

Jobortunity Training Institute, Arusha (Tanzania)

Consultant for an external impact evaluation: "5 years of Jobortunity – what impact has the programme had on its students?"

Development of the impact study methodology and questionnaires; Training of enumerators; Supervision of data collection; Writing of the final report.

Jul 2014–Jul 2014

PCI Food For Education II Baseline Assessment Manager

School-to-School International, Musoma (Tanzania)

In the framework of the USDA-funded PCI Food for Education project , I have been in charge of the overall management of baseline data collection in 40 schools in Mara region, Tanzania

Supervision of 2 local coordinators and 1 data entry supervisor

Training of 24 enumerators on Early Grade Reading Assessment, questionnaires (Head Teacher, Teacher, Parents) and classroom observation.

Liaising with PCI for the logistical organization of the exercise. Supervision of data entry, data cleaning and reporting.

Mar 2014–Jul 2014

Interim Manager

Jobortunity Training Institute, Arusha (Tanzania)

Responsible of searching for fund-raising opportunities from local and international private donors.

Management of contracts and supplies.

Development of income generating activities.

Aug 2013–Nov 2013

Mid -line Assessment Manager

School-to-School International, Zanzibar, Lindi and Mtwara (Tanzania)

In the framework of the USAID-funded Tanzania 21st Century Basic Education Programme , I have been in charge of the overall management of mid-line data collection in 120 schools in Mtwara and Lindi Regions and Zanzibar.

Supervision of 3 local coordinator

Training of 45 enumerators on Early Grade Reading Assessment, questionnaires (Head Teacher, Teacher, School Management Committee) and classroom observation

Logistical organization of the exercise Supervision of data entry

Jun 2013–Jul 2013

External evaluator

Istituto Oikos, Arusha (Tanzania)

Responsible for the implementation of the external evaluation of the project "Cultivating the future at school" implemented by Istituto Oikos in 13 primary schools of Arusha and Meru Districts from 2010 to 2013. Review of project documents and relevant literature

Meeting with relevant stakeholders (School headmasters and teachers, School Committees, Ward Education Coordinators, District Education Officers).Elaboration of the evaluation report.

Sep 2012–Nov 2012

Baseline survey consultant

ACRA (Tanzania)

Responsible for the implementation of the **baseline survey** for the project "Integrated rural development programme in Mlangali, Milo and Mawengi Wards, Ludewa District, Tanzania". **Definition of sample frame, sample and sampling methodology; elaboration of the questionnaire; training of surveyors; analysis of questionnaires.**

May 2012–Aug 2012

Education Specialist

ACRA (Tanzania)

Responsile of the education component of the project "Integrated Rural development in Mlangali, Milo and Mawengi Wards, Ludewa District, Tanzania".

Responsible of the implementation of the education activities of the project: school renovations, teachers' testing, InSet trainings, SWASH campaigns, pre-primary education.

Sep 2011–Apr 2012

Project Manager

ACRA NGO (Tanzania)

Project manager of the project "Integrated rural development in Mlangali, Milo and Mawengi wards, Ludewa District, Tanzania".

Responsible of the electrification and education components. Responsible of relations with donors (Tanzanian Ministry of Finance and private donors), with stakeholders and district and local authorities. Responsible of narrative and financial reporting.

Apr 2011–Jun 2011

Project Proposal Writing Consultant

ACRA Tanzania (Tanzania)

Writing, in collaboration with ACRA country team, of two project proposals for funding (European Union Energy Facility and private donors).

Both proposals have been approved and projects are currently being implemented.

Aug 2009–Aug 2010

Project Manager

ACRA, Njombe (Tanzania)

Responsible of the implementation of an integrated rural development project in Njombe; Tanzania. Responsible of organization of activities; relations with donors; counterparts and stakeholders; reporting; financial management according to donors and NGO internal procedures. Start-up of the education component of the project: meeting with District and local authorities, sensitization meetings in primary schools, training of trainers, renovation works of school buildings.

EDUCATION AND TRAINING

1 Oct 2014–Present

Short courses scheme

Institute of Education - UCL, London (United Kingdom)

Education and International Development: Concepts, Theories and Issues

Planning for Educational Development

Feb 2012–Oct 2012

University of London distance Learning Programme

University of London - SOAS School of Oriental and African Studies

Short course scheme:

Socio-economics of rural livelihoods

Research methods

Passed exams for both courses

May 2003

Bremen University (Germany)

Short course on Writing Project Proposals for international donors

Jul 2002

Scuola Sant'Anna and LVIA (Italian NGO) (Italy)

Agro-tropical pastoral systems and rural development

Oct 1997–Oct 2002

Degree in International and Diplomatic sciences

Universita' degli studi di Bologna (Italy)

Development Policies

Feb 2002

ISPI (Istituto di Studi di Politica Internazionale) (Italy)

Short course on Project Cycle Management

PERSONAL SKILLS

Mother tongue(s): Italian

Other language(s)

	UNDERSTANDING		SPEAKING		
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2
French	B2	B2	B2	B2	B2
German	C1	C1	C1	C1	C1
Kiswahili	B1	B1	C1	B2	A2

Digital competence

Macintosh and Windows Operative systems

Microsoft Office package; web browsers; editing

SPSS Statistics, Epi Info 7, R

Driving licence: B

Annex 3: Agenda of meetings conducted

Date	Venue	
10/11/2015	Phone call	Kate Snipes – USDA Nairobi
10/11/2015	Phone call	Wentzel Mitchell – Senior Programme Analyst - USDA
11/11/2015	PCI Office – Mwanza	Michael Mulford – PCI Country Director
11/11/2015	PCI Office – Bunda	PCI project staff
12/11/2015	PCI Office – Bunda	WE GROW department staff
12/11/2015	Bunda District Council HQ	Bunda District Executive Director Bunda District Councillor Bunda Health, Education, Agriculture staff
12/11/2015	Butiama District Council HQ	Butiama District Project Focal Person Butiama Health, Education, Agriculture and construction staff
12/11/2015	Musoma Rural District Council HQ	Musoma Rural District Executive Director Musoma Rural District Project Focal Person Musoma Health, Education, Agriculture, Planning and construction staff
12/11/2015	PCI Musoma Office	PCI Monitoring and Evaluation Unit
13/11/2015	Bugwema Primary School	
13/11/2015	PCI Musoma Office	Childrens Book Project Officer
14/11/2015	Lukuba Primary School	
16/11/2015	Suguti A Primary School	
16/11/2015	Chitare Primary School	
17/11/2015	Kirumi Primary School	
17/11/2015	Ryamisanga Primary School	
18/11/2015	Kihuzu Primary School	
18/11/2015	Chitengule Primary School	
19/11/2015	Salama A Primary School	
19/11/2015		Ward Education Coordinator - Kitera Ward

19/11/2015	Nyaburundu Primary School	
20/11/2015	PCI Musoma Office	Mid line Evaluation De-briefing meeting with project staff
20/11/2015	PCI Mwanza Office	Mid line Evaluation De-briefing meeting with Country Director
26/11/2015	Arusha	Benjamin Mtaki – USDA Agricultural Specialist

Annex 4: List of interviews conducted at school level

Date	School	Interviews conducted
13/11/2015	Bugwema Primary School	Head Teacher SMC Chairperson (also Secretary of WE GROW group) S1 Teacher with classroom Observation Storekeeper School Feeding session observation
14/11/2015	Lukuba Primary School	Huru kit sensitization meeting observation
16/11/2015	Suguti A Primary School	Head Teacher Health teacher Library Teacher SMC Chairperson Cooks School Matron S1 Classroom Observation
16/11/2015	Chitare Primary School	Head Teacher Health teacher Library Teacher SMC Chairperson S1 and S2 Teacher Community Members
17/11/2015	Mazami Primary School	CBP Model School
17/11/2015	Kirumi Primary School	Head Teacher Health teacher (also Matron) Library Teacher Storekeeper WE GROW Group members Agriculture teacher Cooks School Matron S1 and S2 Teacher
17/11/2015	Ryamisanga Primary School	Head Teacher Matron Library Teacher Storekeeper WE GROW Group members School Feeding Session Observation SMC Chairperson

		Village Chairman Village Leader (mtendaji)
18/11/2015	Kihuzu Primary School	Head Teacher Zinduka Session Health teacher Village leader representative (Kaimu mtendaji)
18/11/2015	Chitengule Primary School	Head Teacher Zinduka group members Health teacher S1 Teacher Library teacher Agriculture teacher
19/11/2015	Salama A Primary School	Head Teacher SMC Chairperson S1 and S2 Teachers Library teacher Village chairman
19/11/2015	Nyaburundu Primary School	Head Teacher SMC Chairperson S1 and S2 Teachers Health teacher Library teacher Agriculture Teacher Village chairman

Annex 5: Literacy levels as reported by Head Teachers

Appendix Table: Illiterate Standard 1 and 2 students in sampled schools

School	Standard	# Students Reported as Illiterate	# Total Students in Grade	% Illiterate	Weighted Average
Suguti A	1	15	104	14%	14%
	2	9	67	13%	
Nyaburundu	1	18	118	15%	15%
	2	11	80	14%	
Kirumi	1	20	108	19%	20%
	2	22	98	22%	
Bugwema	1	19	96	20%	22%
	2	23	95	24%	
Kitengule*	1				
	2				
Kihuzu	1	27	108	25%	25%
	2	25	101	25%	
Chitare A	1	25	74	34%	52%
	2	51	71	72%	
Salama A	1	20	75	27%	23%
	2	10	56	18%	
Ryamisanga	1	25	100	25%	19%
	2	10	80	13%	

* Literacy numbers were not able to be obtained from Kitengule school.

Annex 6: Status of library facilities at school level

Table 6: Characteristics of libraries per each visited school

School	Library checkout system	Storage security	Use of books in the classroom
Suguti A	System is in place. Library teachers reports on difficulties of keeping track of books	There is a small room to be used as a library. Space only for checking books out	Textbooks are used in the classroom
Nyaburundu	No system in place	Books are locked in cupboards	Textbooks are used in classrooms (the responsible teacher was not present at time of visit so only partial information was received)
Kirumi	System in place	There is a separated room used as a library which is locked when no teacher is present	Textbooks are used in classroom; storybooks are given to pupils as additional reading materials (library teacher reports that the books are not enough in quantity for class use)
Bugwema	System in place and library teacher is knowledgeable on books content and use by pupils	Ad-hoc built room as library	Textbooks are used in classroom; storybooks are given to pupils as additional reading materials
Kitengule	System in place	There is a separated room used as a library which is locked when no teacher is	Textbooks are used in classroom; storybooks are given to pupils as additional reading

		present	materials
Kihuzu	System available but not used	Books are stored in boxes and eventually brought to classroom during lessons (book corners). No security in place; pupils take books without teachers being responsible for them.	Only textbooks are used
Chitare A	System in place	Books are in a cupboard because there was no room available after division of Chitare A and B	Textbooks are used in classroom. No evidence of use of story books (only 132 out of 144 received)
Salama A	System in place for textbooks (under the responsibility of the academic teacher)	Books are stored in boxes and eventually brought to classroom during lessons .	Storybooks are rotated in class until all pupils have read them, then teacher asks comprehension questions.
Ryamisanga	No system in place	Books are well kept in teachers' office	Not much evidence of use of storybooks

Annex 7: Guiding questions for interviews and FGDs

Head Teacher

1) Characteristics of Head Teacher (how long in the school, how long in this role…)
2) Characteristics of schools (facilities available and other organizations working at school level)
3) Support received through PCI and response of the community/village authorities
4) Collaboration with PCI and District on project-related activities
5) Training received by school teachers/SMC/Head Teacher (Through PCI)
6) In your opinion what has been retained by trained teachers from training received? (use of materials, methodologies…books)
7) Challenges faced in the implementation of the project
8) Changes brought by project
9) Thoughts on sustainability of the project at school level

Early Grade teachers/Library teacher

1) Training received – which kind? Use of new materials/methodologies in classroom; challenges? Positive effects on children?
2) Trainings to be received – what would be useful?
3) Library – books received, management, use, response from children and community

Health personnel (in relevant school the Health teacher or matron will be interviewed)

1) Characteristics of Zinduka activities/health clubs/HURU kit distribution (for matrons mainly)
2) Use of first aid kits at school level – challenges and good points (replenishment plan)
3) HURU kits – how have they been received, how are they used, any issue reported by girls already using them, feedback from the community, are VSA –if available-

supporting in the activity)

4) Level of involvement of the community (SMC and parents) on School health clubs and Zinduka

5) Health cards – are they available at school level? Have they been used?

6) Has BMI measurement exercise been carried out? Results? Feedback from parents?

SMC Chairperson/ Village leaders/ Ward Education Coordinators

1) Level of knowledge of project activities at school level and level of involvement

2) How is the community supporting school feeding activities in this school?

3) In which other activities are parents involved? (agricultural pilots? WE GROW?)

4) Thoughts on the sustainability of the project at school level

5) What are the roles of the SMC in this school? How often does the SMC meet?

WE GROW members

1) Characteristics of the group, membership, amount of money collected, use

2) Positive effects of WE GROW membership at household level and village level

3) Plans for the future of the group

4) Connection between WE GROW and schools. Are they working? Are they positive?

Annex 8: List of documentation and literature consulted for the evaluation.

Project documents:

PCI Tanzania, FFE II, Baseline Survey Report
PCI Tanzania, FFE II Performance Monitoring Plan
PCI Tanzania, FFE II Phase II activities description
PCI Tanzania, FFE II, Project Evaluation Plan

Quarterly reports:
PCI Tanzania FFE II Quarterly Report – January March 2014, April 2014
PCI Tanzania FFE II Quarterly Report – April – June 2014, July 2014
PCI Tanzania FFE II Quarterly Report – July - September 2014, October 2014
PCI Tanzania FFE II Quarterly Report -October –December 2014, January 2015
PCI Tanzania FFE II Quarterly Report - January March 2015, April 2015
PCI Tanzania FFE II Quarterly Report – April – June 2015, July 2015
PCI Tanzania FFE II Quarterly Report – July - September 2015, October 2015 (Draft)

Semi-Annual Reports:

PCI Tanzania, FFE II Semi-Annual Report October 2014 – March 2015

National policies:

Ministry of Education and Vocational Training, National Curriculum for Standard 1 -3, 2015

Academic articles:

Schidler, Linda *The Impact of Time Spent Coaching for Teacher Efficacy on Student Achievement,* Early Childhood Education Journal, April 2009, Volume 36, Issue 5, pp 453-460