

BASELINE SURVEY REPORT

**PCI Food for Education II Program
Mara Region, Tanzania**

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Table of Contents

Acknowledgements	iii
Acronyms	iv
Executive Summary	v
I. INTRODUCTION	1
II. BASELINE SURVEY OBJECTIVES	1
III. METHODOLOGY	3
A. Data Collection Overview.....	3
B. Data Collection Instruments.....	3
C. Survey Preparations.....	4
C.1. Recruitment	4
C.2. School Notification	5
C.3. Training.....	5
D. Sampling and Data Collection.....	5
E. Data Entry, Cleaning and Analysis.....	7
IV. RESULTS	8
A. EGRA.....	8
A.1. Overall EGRA Scores	9
A.2. EGRA Scores by Gender.....	10
A.3. EGRA Scores by Grade.....	12
A.4. Zero Scores	13
A.5. Fluency	15
A.6. Correlations	15
B. Teacher Observation	17
B.1. Total Classroom Observation Scores.....	18
B.2. Scores by Subdomain	20
C. Teacher Interview	24
C.1. Teacher Training	25
C.2. Teaching Reading	25
D. School Administrator Interview	30
D.1. School Administrator Training	30
D.2. School Administrator Use of Teaching Techniques and Tools.....	31
E. Student Interview	35
E.1. School Feeding.....	35
E.2. School Absences	36

E.3. Health and Hygiene Test.....	38
F. Parent Interview.....	41
V. DISCUSSION AND RECOMMENDATIONS	44
VI. INDICATOR TRACKING.....	49

Annexes

Annex 1. Results Framework.....	51
Annex 2. Indicator Performance Tracking Table.....	52
Annex 3. Baseline Survey School Sample.....	55
Annex 4. Data Collection Training Schedule	56
Annex 5. Enumerator and Supervisor Training Guide	57
Annex 6. Data Collection Instruments	58
Annex 7. Additional Descriptions and Findings	101
Annex 8. Background on EGRA and Explanation of Scoring	113

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Acronyms

CBP	Children’s Book Project
EGRA	Early Grade Reading Assessment
FFE	Food for Education
FGD	Focus Group Discussion
FE	Final Evaluation
IPTT	Indicator Performance Tracking Table
MTE	Mid-term Evaluation
NIMR	National Institute for Medical Research
PCI	Project Concern International
PSLE	Primary School Leaving Examination
PTA	Parent-Teacher Association
S&L	Savings and Loans
STS	School-to-School International
SWASH	School Water, Sanitation and Hygiene
VSA	Volunteer Student Aide

Executive Summary

From 2010-2013, PCI implemented a school-feeding program in Bunda and Musoma Rural districts of Mara Region, Tanzania, funded by the United States Department of Agriculture (USDA) McGovern-Dole Food for Education (FFE) Program. In October 2013, PCI initiated a second FFE program (FFE II), which includes the original program's 103 schools and adds 31 additional schools. FFE II also expands into a third district, Butiama. The second program continues to include school feeding and incorporate health, nutrition, and water and sanitation objectives, but introduces a new emphasis on improving literacy among students at targeted primary schools.

A baseline survey was carried out from July 31 – August 6, 2014, in order to establish baseline values for selected FFE II project indicators. The baseline values provide information with which to further refine program strategies, activities, and targets and will also serve as a basis against which to measure project progress during the life of the project.

A sample of 40 schools, including 30 schools randomly selected from among the 134 PCI intervention schools plus 10 comparison schools selected from a neighboring, non-project district (Serengeti), comprised the study group for the baseline survey. The survey included an Early Grade Reading Assessment (EGRA) to measure basic reading skills of students and the effectiveness of teacher training and support activities. Teachers were observed teaching a reading lesson, to help identify teacher behaviors associated with positive student performance and to identify ways to support teachers to improve instruction in reading. Teachers, students, school administrators, and parents were also interviewed about their participation and experience with different elements of the PCI program.

A total of 800 Standard 2 and Standard 4 students participated in the EGRA and student interviews (20 per school). Eighty teachers (40 each teaching the Standard 2 and Standard 4 classes from which the students were randomly sampled) were observed and interviewed. In addition, 40 head teachers or other school administrators and 229 parents of students in Standards 1-7 were interviewed. The EGRA was also administered to 200 students from four additional schools as part of the pilot testing of Version B of the EGRA (to be used at the end-line evaluation).

Data collection instruments were designed, pre-tested, translated into Swahili and administered over five days at the 40 schools. Data was collected by a local team of enumerators and supervisors, under the overall guidance of an external baseline survey consultant. The consultant trained the data collection team during a five-day workshop, which included field practice and further pilot testing of the instruments. Data was entered by a local team using Epi Info, including double-entry of a sample of 10% of each of the instruments for quality control. Data was cleaned and analyzed by the external evaluation team and analyzed using Epi Info and SPSS for additional statistical analyses.

Key findings from the survey include the following:

- The overall mean EGRA scores, averaging results from each of the five reading tasks assessed (phonemic awareness, letter sound knowledge, invented word decoding, oral

passage reading, and reading comprehension), were 23% for students in the PCI intervention schools (treatment group) and 22% for students in the comparison schools. No statistically significant differences were detected between these two study groups. In addition, no significant differences were observed between treatment and comparison groups by gender, nor by Standard (grade). No significant differences were observed between the two study groups when analyzing by individual EGRA task. At baseline, these findings are important because they establish “equivalency at baseline,” allowing measurement of change over time between the two groups from a comparable starting point.

- In the PCI intervention schools, boys obtained higher overall mean EGRA scores than girls (statistically significant at $p < .05$). Boys also scored higher than girls in the phonemic awareness and reading comprehension tasks in the PCI schools ($p < .01$). In the comparison schools, no significant differences were detected in overall mean EGRA scores or by EGRA task between girls and boys.
- As expected, overall mean EGRA scores for Standard 4 students were higher than for Standard 2 students in both the treatment and comparison groups ($p < .0001$). By task, significant differences were also found between the performance of Standard 2 and Standard 4 pupils, with the largest gaps observed between Standards in invented word decoding, oral reading, and reading comprehension. Only one difference between treatment and comparison groups was observed by Standard, where Standard 2 treatment students outperformed Standard 2 comparison students on the reading comprehension task ($p < 0.05$).
- Nearly a quarter of all students received a “zero score” (signifying that they did not get a single item correct) on the phonemic awareness task. Almost half received a zero score for invented word decoding and oral passage reading, and about half received a zero score for reading comprehension. Just over 10% of all students tested could not answer any of the items on the assessment. The same proportion of treatment and comparison students received zero scores across tasks (and the total score) except for the letter sound knowledge task, on which a greater proportion of comparison students received a zero score than treatment students ($p < .001$). No significant differences were found on zero scores between boys and girls in either the treatment or comparison group.
- Tanzania has not established national standards for grade-level literacy performance, so it is not possible to provide baseline values that correspond exactly to the USDA indicators as written: percent of boys and girls who demonstrate reading comprehension equivalent to their grade level as defined by national standards. In the absence of defined standards, assessing the percent of boys and girls who achieve 50% or higher on the total mean EGRA score can serve to reflect overall reading performance on several critical reading tasks, including reading comprehension. As a baseline, it will also allow a comparison of progress over time. Based on this definition, baseline values for reading achievement are 12% for boys and 9% for girls in the PCI schools.

- Correlational relationships between EGRA scores and other factors, such as training received by teachers and school administrators, length of reading lesson, class size, gender of the reading teacher and head teacher, whether or not students ate a school meal, whether students reported being hungry, and presence of a school library, were tested. The correlation between overall mean EGRA scores and the length of reading lessons was statistically significant, in Standard 2 treatment classrooms, as was the relationship between overall mean EGRA scores and class size. Students whose teacher reported spending 30 minutes or more on reading or other literacy lessons had higher overall EGRA scores than students whose teachers reported spending less than 30 minutes ($t=-4.78$, $df=254.59$, $p<.000$). In treatment schools, a statistically significant negative correlation was observed between class size and overall mean EGRA scores, where students in smaller classes achieved higher overall EGRA scores, on average, than those in classes with a larger number of students ($r=-0.168$, $p < 0.001$ using number of students in attendance; $r = -0.149$, $p < 0.001$ using number of students registered). In comparison schools, a statistically significant positive correlation was noted ($r = 0.267$, $p < 0.001$ and $r = 0.174$, $p < 0.05$ for class size by attendance and by number of students registered, respectively).
- Overall classroom observation scores, calculated as the average of scores on seven sub-domains including classroom environment, classroom organization, instructional content, class activities, teaching methods, assessment methods, and use of teaching and learning materials, were calculated as a measure of the extent to which teachers demonstrate the use of new and quality teaching techniques and tools. Total mean classroom observation scores averaged about 41% for teachers in both study groups, suggesting that teachers have considerable room to grow in their use of the range of literacy instruction techniques and tools. There were no significant differences between scores by study group among male teachers; however, female teachers in the PCI schools obtained higher scores than those in the comparison schools ($p<.05$). Similarly, no significant differences were found between male and female teachers in the PCI schools, but male teachers scored higher than female teachers in the comparison schools ($p<.05$).
- There was considerable variation in classroom observation scores by sub-domain: both treatment and comparison teachers obtained the highest scores in teaching methods and the lowest scores in instructional content and use of teaching and learning materials. No significant differences were observed in teacher performance on any of the subdomains between treatment and comparison groups. As a “snapshot” of current teacher practices, the baseline observations show teachers making greater use of traditional, teacher-centered methods and basic teaching-learning materials (i.e. blackboard and textbooks). Only a very small proportion of teachers appear to be exercising critical sound-letter correspondence exercises such as identifying differences and similarities of sounds, pronouncing sounds of letters, or writing letters. While these results are not surprising, given that the program’s planned training activities have not yet begun, the results do shed some light on the specific areas of teacher strengths and challenges which training and support activities should take into account.

- A large majority of teachers in both study groups obtained overall classroom observation scores between 25% - 49%. Only one teacher obtained a score less than 25%, and none of the teachers observed obtained a score 75% or higher. Using the overall scores as a measure of the use of a variety of instructional methods and materials, it is proposed that the score of 50% be used as the threshold for defining whether or not teachers are demonstrating use of new and quality techniques and tools, with reference to the USDA indicator. At this threshold, the project's baseline values are 10% for teachers in the PCI schools and 15% for those in comparison schools.
- To assess the percent of school administrators who demonstrate use of new and quality teaching techniques or tools, they were asked a series of questions on methods they use to improve teacher performance, their frequency of observing and discussing teacher performance, use of lesson plans, other outside-classroom activities used to support reading, and use of management tools and techniques. Based on their responses, a total, composite performance score was determined for each school administrator. The mean total score among school administrators in the PCI intervention schools was 67% and 64% in the comparison schools, with no statistically significant differences by study group. In both sets of schools, male administrators scored higher on their reported use of techniques and/or tools than did their female counterparts, though these differences were not statistically significant.
- Only one school administrator scored below 50%, while around 80% scored between 50% and 74%. It is proposed that the definition for this indicator include the percent of school administrators who obtain a performance score of at least 75% on the items scored in the questionnaire. Using this definition, the baseline values for the indicator are 23% PCI intervention schools and 10% comparison schools.
- Teachers were asked how many of the students in their class (the one observed) they would describe as being "inattentive" during class. Teachers identified anywhere from zero to 41 inattentive students, with an average of 9.8 students per class in the intervention schools and 13.8 students per class in the comparison schools described as inattentive. In PCI schools, 14% of students were described by the teachers as inattentive versus 18% in the comparison classes. These differences were not statistically significant.
- Almost two-thirds of students in the PCI intervention schools and 14% of those in the comparison schools reported recently eating a school feeding meal (excluding the newly added schools, which have not yet started school feeding, 85% of students in PCI schools reported eating the school feeding meal). Most of those in the PCI schools had eaten rice and beans, either with or without porridge, while in the comparison schools, almost all had porridge alone. Of those who ate a school meal, about 10% in the PCI schools and in the comparison schools continued to feel hungry, while the majority, around 90%, did not. Less than half of the student sample at PCI schools (45%) reported feeling hungry or very hungry during the school day, versus three-quarters (76%) of those in the comparison schools.
- The average number of days students reported being absent from school due to illness in the previous month was 2.28 days for students in the PCI intervention schools and 2.37 days

for students in the comparison schools. Estimates provided by parents (who in most cases were not the parents of the students interviewed) were similar, at 2.07 days missed in the intervention schools and 2.34 in the comparison schools.

- In the PCI schools, students were roughly evenly divided among those who said they were absent from school because of poor health more this year, less this year, or about the same as last year. In the comparison schools, the proportion of students who said they were absent less this year than last year (33%) was higher both in comparison to those in the PCI intervention schools (30%) and in comparison to those who said they were absent more or absent about the same (but these differences were not statistically significant). In line with responses from the students, parents at the PCI schools were about evenly divided in their responses.
- The mean score on an eight-item health and hygiene test given to all 800 students was 64% among students in the PCI intervention schools and 67% in the comparison schools. These differences were not statistically significant. The proportion of students answering each question correctly ranged from 55% to 89%. Boys scored somewhat higher than girls in treatment schools, whereas in comparison schools the opposite was true, but neither of these findings was statistically significant. In both sets of schools, Standard 4 students scored higher than students in Standard 2; again, this was not a statistically significant finding. The percent of students who achieved a passing score on the test (assuming a passing grade is at least 75%) is 51% in the intervention schools (including 47% in Standard 2 and 55% in Standard 4) and 53% in the comparison schools (including 49% in Standard 2 and 57% in Standard 4).
- Of 229 parents interviewed across the 40 schools, a large majority of parents (85%) were able to name three or more benefits of educating their child. The difference in responses between parents of students at intervention schools versus those at comparison schools was not statistically significant.

Very few significant differences were found in baseline results between the treatment group and the comparison group. The similarity of results across instruments indicates a high level of comparability between study groups and successful use of the propensity score matched pairing technique, which is an important element of pre- to post-test gains analyses. As a result, differences detected between groups at post-test will be able to be more confidently attributed to the effects of the intervention (provided no other confounding variables are identified). The high proportion of planned respondents reached, with very little missing data, also points to a high level of quality of sampling, instrumentation, and overall administration of the survey.

In spite of a lack of clarity around certain indicators and their definitions in this setting (e.g., related to defining literacy achievement and “new and quality teaching techniques and tools”), baseline estimates and annual targets for the indicators have been proposed. Adjustments in several of the final year targets are suggested, either because the original targets were not sufficiently different from the baseline values or because, based on actual baseline results, they do not appear to be achievable. Target-setting, though, must necessarily take into account the context and a variety of program considerations, so final targets should be proposed by the PCI team, in consultation with other partners as appropriate.

I. INTRODUCTION

From 2010 – 2013, PCI implemented a school feeding program in Mara Region, Tanzania, funded by the United States Department of Agriculture (USDA) McGovern-Dole Food for Education (FFE) Program. Following the conclusion of the first FFE project, PCI began a second, three-year FFE program in October 2013. This second project will reach 134 primary schools (103 continuing from the first project and 31 added under the second). The project is being implemented in collaboration with the Bunda, Musoma Rural, and Butiama District Councils.

The overall objectives of the project 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;
6. Increase access to clean water and sanitation services through the construction of latrines and water systems; and
7. Increase access to food preparation and storage tools and equipment through the construction of energy-saving stoves.

While school feeding and activities in the areas of health, water and sanitation, and nutrition are continued from the first project, the second project has a new emphasis on improving the quality of teaching instruction and improving literacy achievement. The project's results framework is as shown in Annex 1.

II. BASELINE SURVEY OBJECTIVES

A baseline survey was carried out in July/August 2014. Key objectives of the baseline included the following:

1. Establish research groups and sampling methodology for data collection at the baseline and for the final evaluation;
2. Establish project baseline values for selected project indicators as denoted in the project's Performance Monitoring Plan and Indicator Performance Tracking Table (see Annex 2);
3. Provide information with which PCI may adjust targets for project indicators according to findings;

4. Provide information which may help validate project strategies and assumptions and shed further light on potential strengths, weaknesses, opportunities and threats to project implementation in each of the target areas;
5. Provide information to enable program staff to develop and/or adjust strategies to maximize strengths and mitigate challenges;
6. Assess the skills, knowledge and current practices of beneficiaries to refine capacity building and training activities; and
7. Generate data to be used for comparative analysis across the life of the project to measure change.

The survey was designed to provide baseline data for the following indicators as required by USDA, among other indicators to be tracked by PCI during the program:

PCI FFE II Baseline Survey Indicators

- Percent of boys in target schools who, by the end of two years of school, demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools
- Percent of girls in target schools who, by the end of two years of school, demonstrate reading comprehension equivalent to their grade level as defined by national standards¹ at USDA supported schools
- Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, or coaches
- Percent of teachers in target schools who demonstrate use of new and quality teaching techniques or tools
- Percent of teachers in target schools who allow students to ask questions during class
- Percent of teachers in target schools who allow students to respond to questions raised in class by other students
- Percent of school administrators in target schools who demonstrate use of new and quality teaching techniques or tools
- Percent of students in classrooms identified as inattentive by their teachers
- Percent of students in target schools who indicate that they are “hungry” during the school day
- Percent of students who report a decrease in health-related absences
- Average number of days students report being absent from school due to illness during the previous month
- Percent of students in target schools who achieve a passing score on a test of good health and hygiene practices
- Percent of parents in target communities who can name at least three benefits of primary education
- Percent of Volunteer Student Aides (VSAs) with increased self-confidence

III. METHODOLOGY

A. Data Collection Overview

The following data collection activities were carried out as part of the baseline survey:

- Early Grade Reading Assessment (EGRA) - EGRA is a standardized method of measuring early grade literacy, involving an oral assessment administered one-on-one with children. In addition to giving a picture of student skills, the EGRA also provides a measure of the effectiveness of teacher training and support activities. For the FFE II baseline survey, the EGRA was administered to students in Standards 2 and 4.
- Student Interview - The same students assessed with EGRA were interviewed about their food consumption at school, feelings of hunger, health-related absences, and their knowledge related to health and hygiene.
- Teacher Observation – Standard 2 and Standard 4 teachers were observed teaching a reading lesson. The classroom observations combined with the EGRA help to identify teacher behaviors associated with positive student performance and to identify ways to support teachers to improve instruction in reading.
- Teacher Interview – The teachers observed teaching a reading lesson were also interviewed regarding their practices in literacy instruction, provision of school supplies and materials, training received, student attentiveness, and access to school meals.
- School Administrator Interview – Head Teachers or other school administrators were interviewed at each school in the survey, covering the use of new techniques/tools, training received, and access to school meals.
- School Checklist – A physical review of school infrastructure was conducted at each school to verify the existence of project-related supplies and infrastructure (latrines, food storage, library, etc.).
- Parent Interviews – Parents of students in pre-primary and Standards 1-7 were interviewed regarding their understanding of the benefits of primary education, their participation in project-supported groups and activities, and their child's attendance at school.

B. Data Collection Instruments

Seven instruments were developed for collecting data during the baseline survey (final versions in English and Swahili of each instrument are attached in Annex 6). The instruments were drafted by the evaluation team, drawing from existing tools¹ and originally-formulated items, in consideration of the information needed to meet the survey objectives and to assess USDA-required and other key project indicators. The tools included:

¹ School-to-School International (STS) had conducted EGRA and similar classroom observations in multiple countries, and used instruments from these other exercises as a reference for the instruments developed for this survey.

1. Two versions of an EGRA tool (Versions A and B), each including four tasks through which students were asked to demonstrate basic reading skills, including letter sound knowledge, phonemic awareness, reading simple words, and reading and understanding stories.²
2. Student Questionnaires (included as part of the EGRA instrument)
3. Classroom Observation Guide for in-class observations of teachers as they teach reading or literacy lessons
4. Teacher Questionnaire
5. Head Teacher Questionnaire
6. School Observation Checklist (included as part of the Head Teacher Questionnaire)
7. Parent Questionnaire

After initial drafting in English and review by the evaluation team and PCI, the instruments were translated into Swahili by an independent consultant. Translations were reviewed by PCI staff and members of the evaluation team to ensure faithfulness of the translations to the English.

All instruments were pilot-tested in one or two phases. The two EGRA tools were first pilot tested with 28 students (14 each in Standards 2 and 4).³ As part of this pilot test, the student questionnaire and head teacher questionnaire were also piloted. In addition, all of the instruments were again reviewed and piloted as part of the training of data collectors and supervisors. The tools (with the exception of the parent questionnaire) were administered to teachers, head teachers, and approximately 100 students at four schools during the training. Final revisions were made to the instruments following the pilot testing and prior to use.

C. Survey Preparations

In addition to the development and testing of data collection instruments, the following activities were carried out in preparation for the baseline survey:

C.1. Recruitment of Data Collection and Data Entry Team

PCI advertised for candidates for the enumerator, supervisor, and data entry positions at the following institutions in or near the project area: National Institute for Medical Research (NIMR)—Mwanza; Butimba, Bunda, and Tarime Teachers Colleges; and the District Offices at Bunda, Butiama, and Musoma. Two data collection supervisors were selected from a pool of eight applicants after interviews with the external Baseline Survey Coordinator, and one data entry supervisor was selected from a pool of four applicants. A total of 24 enumerators were initially selected, each with classroom teaching experience. After training, it was determined

² Only the fourth task differed between the two tools. Version A was selected for administration during the baseline survey, while Version B will be administered at end-line, in order to minimize the risk of contamination of results through exposure to the tool at baseline.

³ Results were analyzed to ensure that the two tools were of comparable difficulty. Given some concerns about the comparability of the two tools (in the pre-test, students appeared to perform better on Version A), Version B was administered to an additional 200 students in four PCI intervention schools outside of the baseline survey sample for further comparability testing. Scoring on the EGRA test at endline will be calibrated to adjust for any differences found in level of difficulty.

that two did not have adequate capacity, and they were released before the start of data collection. One of the supervisors collected data when needed, as did one of the two school inspectors who attended the data collection training (she administered the EGRA and student interview only⁴). In addition, 10 data entry clerks were selected; of these, one did not show up for training, and another was released due to concerns about performance during the training.

C.2. School Notification

After sampling the schools to be included in the baseline survey (see Section D.1), PCI staff visited the district education offices to introduce the objectives of the survey and request their support in ensuring schools were prepared to participate. Letters signed by the respective District Councils were sent to each of the selected schools to inform them of the expected date and time of visit; this notification helped to ensure that the Head Teacher and other teachers would be available, enabled the school to arrange for reading instruction to take place during the visit, and allowed schools to make prior arrangements for a sample of parents to be present at school. The survey supervisors also communicated with head teachers on the day before the school visit to make sure schools were ready for the team.

C.3. Training

A five-day training was facilitated by the external Baseline Survey Coordinator for supervisors and data collectors. The training covered an overview of the PCI project and the evaluation objectives and methods; roles and responsibilities for ensuring high quality of interviewing and data recording; detailed review of each of the data collection tools; proper interviewing and observation techniques; and practicing respondent selection and data collection through role plays and two field tests in nearby schools (see Annex 4). A Guide for Enumerators and Supervisors developed by the evaluation team (Annex 5) was distributed to the trainees and reviewed during the training; among others, it included detailed, item-by-item instructions for how to administer each instrument, as well as procedures for obtaining consent for participation in the study, organizing data collection activities, sampling students, parents, and teachers within selected schools, and verifying and submitting completed questionnaires.

A one-day training was also held for the data entry clerks and supervisor; this training took place at the PCI office in Musoma, after the data collection instruments had been finalized and data entry platforms were developed. Data entry clerks were introduced to the data collection instruments and trained in the procedures for entering data for each form.

D. Sampling and Data Collection

Sampling for the baseline survey was conducted in two stages, as described below:

1. A total of 40 schools were selected as the study group (see Annex 3): 30 schools were randomly selected from among the 134 PCI intervention schools (including 103 schools continuing from Phase I and 31 schools added with Phase II), and 10 schools were selected from a neighboring, non-project district (Serengeti) to serve as a comparison group. To

⁴ In order not to influence the responses, the two inspectors (who attended the training and accompanied data collection teams during data collection at the request of the Musoma District Academic Officer) did not collect data from and were not present during interviews with teachers or head teachers.

select the 10 comparison schools, a propensity score matched-pair sample procedure was used, in which schools from Serengeti District were selected on the basis of characteristics comparable to the selected treatment schools, including size, proximity, and student performance (using pass rates and 2013 results from the Standard VII Primary School Leaving Exam, or PSLE).

2. Within the selected schools, selection of student, teacher, head teacher, and parent respondents proceeded as follows:
 - a. *Students* - From each intervention and comparison school, 10 students were randomly selected from each of the two target Standards to participate in the reading assessment and student interview. Assessing literacy levels in students of Standard 2 is in line with best practice in EGRA and also corresponds to the PCI FFE program indicator related to students having finished two years of schooling.⁵ Including Standard 4 students provides a measure of whether literacy skills are improving over time and ensures a more robust measure of achievement of the program by providing a larger sample.
 - b. *Teachers* - In each intervention and comparison school, one teacher from each of the two target grades (Standards 2 and 4) where the EGRA was conducted was observed and interviewed.⁶
 - c. *Head Teachers* – The Head Teacher from each school (or his/her designee in a few cases where the Head Teacher was not available) was interviewed.
 - d. *Parents* – Each school was requested (in the letter from the District sent ahead of time) to request a parent from one student in each standard to come to the school to be interviewed on the day of the survey. Schools were instructed to select both male and female parents and to select parents who do participate on school committees as well as those who do not.

A summary of planned and actual survey respondents, by PCI FFE project intervention schools (I) and comparison (C) schools, is as shown in the table below:

Table 1: Planned versus Actual Baseline Survey Respondents

Respondent Group	Planned			Actual		
	I	C	Total	I	C	Total
Standard 2 students (EGRA, interview)	300	100	400	299	100	399
Standard 4 students (EGRA, interview)	300	100	400	301	100	401
Standard 2/4 teachers (observation)	60	20	80	60	20	80
Standard 2/4 teachers (interview)	60	20	80	58	20	78
School Administrators (interview)	30	10	40	30	10	40
Parents (interview)	210	70	280	171	58	229

⁵ In Tanzania, national standards for grade-level literacy performance have not been established. Thus, in order to evaluate whether or not students are reading at or near grade level, the EGRA instrument was adapted from those used previously in Tanzania to assess literacy in this grade range (2-4). The tool measures skills considered essential for these grade levels.

⁶ It was anticipated that some schools would have more than one Standard 2 or Standard 4 class, or more than one Standard 2 or Standard 4 teacher, in which case one class (stream) or one teacher would have been selected randomly. However, in practice, this situation was not encountered at any of the 40 sampled schools.

Data was collected at the 40 schools from July 31 to August 6, 2014. Seven data collectors and the external Baseline Survey Coordinator also administered the EGRA to 200 students from four additional schools on August 6-7 as part of the pilot testing of Version B of the EGRA (to be used at the end-line evaluation).

For quality control, all completed reading assessments, questionnaires, observation forms, and checklists were reviewed daily by the supervisors to ensure complete and correct recording. The external Baseline Survey Coordinator also reviewed a sample of forms in the field each day during data collection as well as during data entry.

E. Data Entry, Cleaning and Analysis

Data was entered from August 4–9 by a team of eight data entry officers and one data entry supervisor, under the overall supervision of the Baseline Survey Coordinator. Data was entered in Epi Info using data entry platforms developed by the external evaluation team. A sample of 10% of each of the instruments was also selected for double-entry, as a quality control measure. Of the 10% of data re-entered, an error rate of only 1-3% per instrument was found, indicating a good quality of data entry.

Each data file (one for each data collection instrument) was exported to Excel for an initial review and data cleaning by the Baseline Survey Coordinator. The files were then reviewed in detail by the lead consultant and STS, who liaised with the field team to conduct a full data cleaning. The cleaned data sets were then analyzed in Epi Info and/or exported to SPSS for additional statistical analyses.

IV. RESULTS

A. Early Grade Reading Assessment (EGRA)

The Early Grade Reading Assessment (EGRA) was administered to a total of 800 students selected at random from Standard 2 and 4 classes (see Annex 8 for a detailed background on the EGRA, its development and uses, etc.). As shown in Table 2 below, 600 of the students were from the PCI intervention schools in Bunda, Butiama, and Musoma Rural districts, while 200 were from the comparison schools in Serengeti district. The treatment and comparison groups were almost equally split by gender. Half of each group was comprised of Standard 2 students, while the other half was comprised of Standard 4 students.

Table 2. EGRA Sample Description

	Treatment		Comparison	
	#	%	#	%
Student Gender‡				
Girls	300	51%	98	49%
Boys	293	49%	101	51%
Standard				
Standard 2	299	50%	100	50%
Standard 4	301	50%	100	50%
District				
Bunda	300	50%	--	--
Musoma Rural	190	32%	--	--
Butiama	110	18%	--	--
Serengeti	--	--	200	100%
Total	600	100%	200	100%

‡Information for student gender was missing for seven students in the treatment group and 1 student in the comparison group; these 7 students are left out of the analysis when considering Gender but not in other analyses.

Each student participating in the EGRA was asked to complete five tasks (see Annex 6 for a detailed description of the tasks and the skills assessed for each):

- **Task 1: Phonemic Awareness** – The student was read aloud a set of words and asked to identify which word began with a different sound;
- **Task 2: Letter Sound Knowledge** – The student was given a page full of letters from the English alphabet and asked to identify the sounds (not the names) of as many letters as possible in 60 seconds;
- **Task 3: Invented Word Decoding** – The student was given a page of “made-up” words and asked to read as many as possible in 60 seconds;

- **Task 4a: Oral Passage Reading** – The student was given a short reading passage and asked to read as much of it as possible in 60 seconds;
- **Task 4b: Reading Comprehension** – The student was asked up to five reading comprehension questions relevant to the passage read.

Students were scored on each task on a scale of 0% to 100%, and their total EGRA score is an average across all five tasks (see Annex 8 for further detail).

A.1. Overall EGRA Scores

As shown in Table 3 below, the overall mean EGRA score for students in the PCI intervention schools was 23.1%, and the overall mean EGRA score for students in the comparison schools was 22.1%. No statistically significant differences were detected between study groups⁷; this is important because it establishes “equivalency at baseline,” allowing measurement of change over time between the two groups from a comparable starting point.

Table 3. Total EGRA Score by Study Group

	N	Min (%)	Max (%)	Mean (%)	SD⁸
Treatment	600	0	93.8	23.09	19.64
Comparison	200	0	73.8	22.14	19.32
Overall	800	0	93.8	22.94	19.67

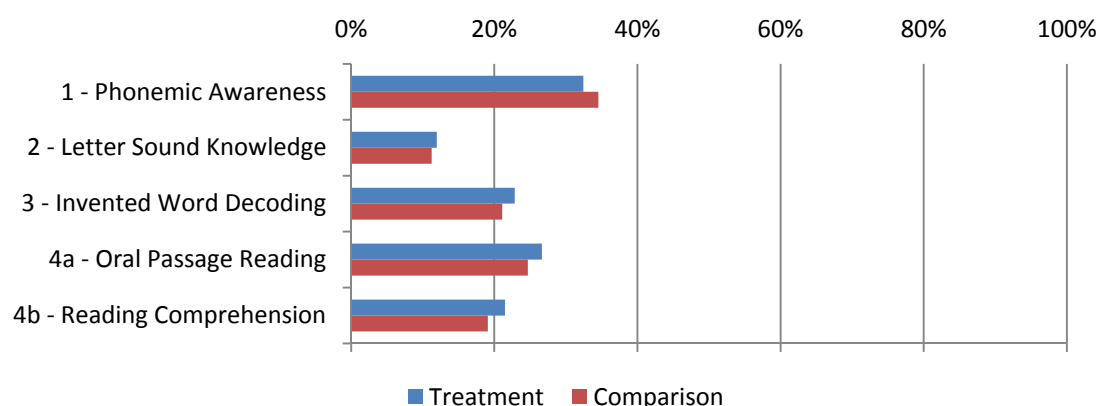
Figure 1 shows the scores achieved by treatment and comparison students by task; again, no significant differences were observed between the two groups. Students achieved the highest mean scores in phonemic awareness (hearing and identifying the sounds of letters in a word, in this case the beginning sound of a word), although these are still relatively low, with students getting only about one-third of these items correct. On Tasks 2 and 3, students’ performance was quite low, though the scale used on these tasks is different from the other ones.⁹ This view of student achievement will become more useful in comparing student gains in specific skill areas between baseline and endline.

⁷ Statistical tests of difference for all EGRA scores were conducted using two-tailed t-tests.

⁸ The large standard deviations (SDs) are in line with what STS has observed on other EGRAs within Tanzania, as well as in other countries. The range of student performance is wide; see Table 4 below (performance categories) for additional insight on the distribution of scores.

⁹ Comparing scores across tasks should be done with caution because the intent and design of each task, and the interpretation of results, is different. Tasks 1, 4a and 4b were designed to be completed, so a desirable score would be in the 80-100% range. However, Tasks 2 and 3 provide a large number of letters and words for students to identify (up to 100) without expecting students to reach the end. Thus, on these tasks, the “score” should be interpreted in a slightly different way since they were not expected to identify all 100 letters or words. For these tasks, a score of 60% might be considered desirable, since a reader should be able to identify approximately one letter or word per second. For this report, mean scores are presented together for the sake of simplicity.

Figure 1. Percent Correct by EGRA Task and Study Group



Students were also categorized into performance groups based on their overall mean EGRA scores. As seen in Table 4, around 60% of both treatment and comparison students scored in the first quartile, with overall mean EGRA scores of less than 25%. About one-third of each group obtained an overall mean EGRA score of 25%-49%. Less than 10% of students achieved an overall score above 50%. No significant differences in student distributions across the four performance categories were observed between study groups.

Table 4. Reading Performance Categories by Study Group (overall mean EGRA scores)

	Treatment		Comparison	
	#	Percent	#	Percent
<25%	349	58.2%	121	60.5%
25%-49%	187	31.2%	62	31.0%
50%-74%	59	9.8%	17	8.5%
75%-100%	5	0.8%	0	0.0%
Total	600	100%	200	100%

A.2. EGRA Scores by Gender

In the PCI intervention schools, boys obtained higher overall mean EGRA scores than girls (24.8% versus 21.4%, significant at $p < .05$). No significant differences were detected in overall mean EGRA scores in the comparison schools between girls and boys. In addition, no significant differences were observed between treatment and comparison groups by gender.

Table 5. Total EGRA Score by Study Group and Gender

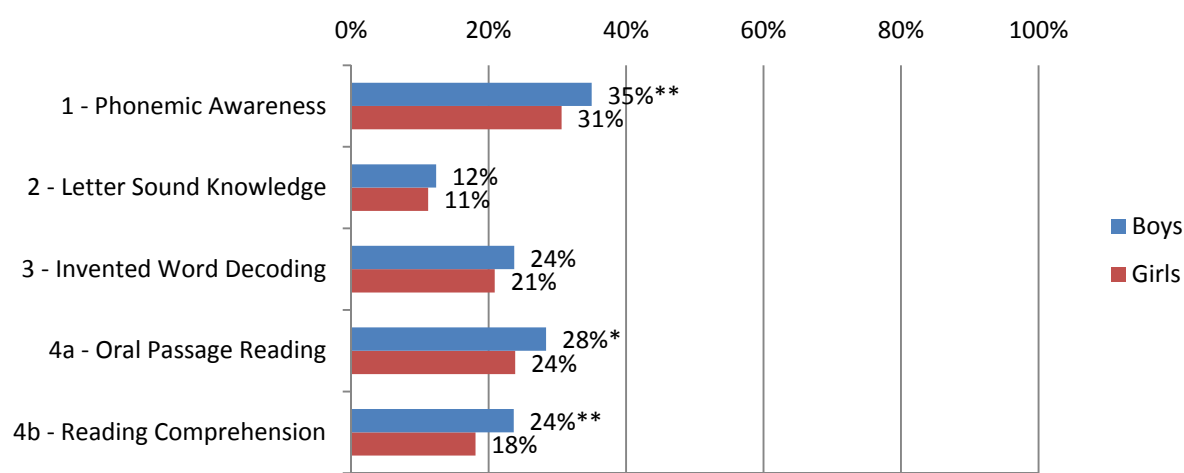
	Treatment			Comparison		
	N‡	Mean (%)	SD	N‡	Mean (%)	SD
Girls	300	21.41*	19.16	98	19.53	18.79
Boys	293	24.76*	20.00	101	24.40	19.52
Total	600	23.20	19.79	200	22.14	19.32

‡Information for student gender was missing for 7 students in treatment group and 1 student in comparison group.

*Significant at $p < 0.05$

Figure 2 details scores achieved by task and gender. Overall, boys scored significantly higher than girls in phonemic awareness and in the oral passage reading and reading comprehension. These differences were evident between boys and girls in the treatment schools in phonemic awareness and reading comprehension, but were not detected between boys and girls at the comparison schools.¹⁰ Girls' and boys' performance by task, however, did not differ between the treatment and comparison groups.

Figure 2. Percent Correct by Task and Gender



*Significant at $p < 0.05$

** Significant at $p < 0.01$

A view of boys' and girls' performance by study group and reading performance category (Table 6) shows that over 60% of girls and over 50% of boys fall into the first quartile of performance. Just above one-quarter of girls and one-third of boys fall into the second quartile of performance (25%-49%). It is important to note, however, that differences between boys and girls in their distribution across all four reading performance categories were not found to be significant. This suggests that, by performance category, boys and girls performed similarly. In addition, no differences between study groups by gender were observed.

Table 6. Reading Performance Category by Study Group and Gender

	Treatment				Comparison			
	Girls		Boys		Girls		Boys	
	#	Percent	#	Percent	#	Percent	#	Percent
<25%	186	62.0%	159	54.3%	65	66.3%	56	55.4%
25%-49%	86	28.7%	99	33.8%	25	25.5%	36	35.6%
50%-74%	25	8.3%	33	11.3%	8	8.2%	9	8.9%
75%-100%	3	1.0%	2	0.7%	0	0.0%	0	0.0%
Total	300	100%	293	100%	98	100%	101	100%

¹⁰ Differences between boys and girls in oral passage reading were only observed when comparing the entire sample of girls versus the entire sample of boys, but not when broken down by study group, due to the variation in sizes of the study groups.

Indicator: Percent of boys in target schools who, by the end of two years of school, demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools

Indicator: Percent of girls in target schools who, by the end of two years of school, demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools

Tanzania has not established national standards for grade-level literacy performance, so it is not possible to provide a baseline value that corresponds exactly to this indicator, as written. In the absence of defined standards, it is proposed that the literacy achievement indicator reflect the percent of Standard 2 and Standard 4 students who achieve 50% or higher on the total mean EGRA score.¹¹ This proposed cutoff derives from the finding that at baseline, a strong majority (around 90%) of treatment and control students obtained overall mean EGRA scores of below 50%. An increase in the proportion of students achieving a mean score of 50% or higher, therefore, will serve as a strong indication of improved literacy ability. While this is not a national standard, the score combines performance on several critical reading tasks, including reading comprehension, and provides a useful basis of comparison for future measures (i.e., end-line).

A.3. EGRA Scores by Standard (Grade)

The same EGRA test was administered to Standards 2 and 4, and as expected, Standard 4 students were observed to outperform Standard 2 students in both the treatment and comparison groups. Within each Standard, no significant differences in overall mean EGRA scores were detected between groups.

Table 7. Total EGRA Score by Study Group and Standard

	Treatment			Comparison		
	N	Mean (%)	SD	N	Mean (%)	SD
Standard 2	299	16.23*	14.45	100	14.36**	14.1
Standard 4	301	29.89*	21.67	100	29.92**	20.72
Total	600	23.09	19.64	200	22.14	19.32

*Significant at $p < 0.0001$

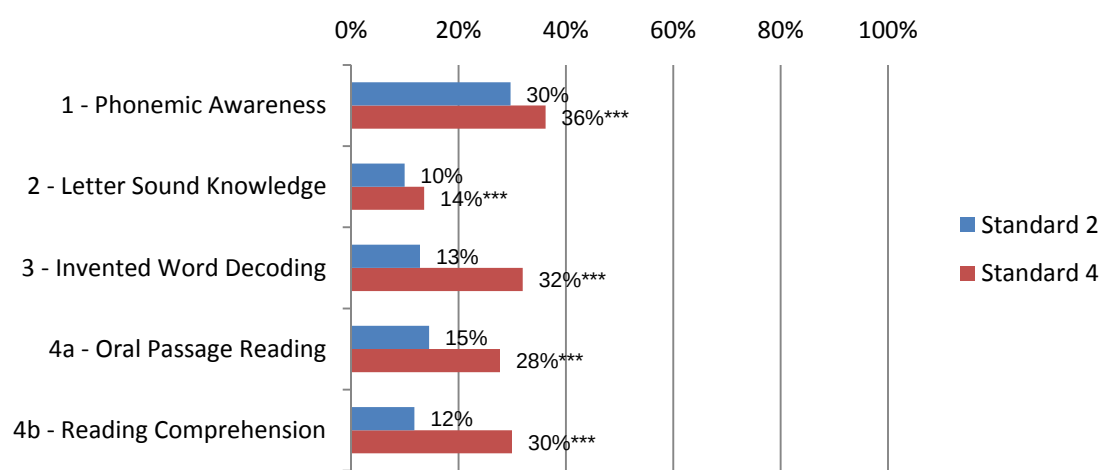
**Significant at $p < 0.0001$

For each task, significant differences were found between the performance of Standard 2 and Standard 4 pupils, as shown in Figure 3. The largest gaps were observed between Standards in invented word decoding, oral reading, and reading comprehension, arguably the more difficult tasks on the assessment. Relatively small differences were observed between Standards 2 and 4 on the phonemic awareness and letter sound knowledge tasks. Only one difference between treatment and comparison groups was observed by Standard, where Standard 2 treatment

¹¹ PCI may consider exploring a different threshold for this indicator.

students (13% correct) outperformed Standard 2 comparison students (9% correct) on the reading comprehension task ($p < 0.05$).

Figure 3. Percent Correct by Standard



***Significant at $p < 0.0001$

Table 8 categorizes student reading performances by quartiles (overall mean EGRA scores of less than 25%, between 25% - 50%, etc. As seen, three-quarters of Standard 2 students achieved less than 25% correct. In contrast, over 40% of Standard 4 students achieved less than 25% correct, and another 40% achieved between 25% up to 50%. Thus, while Standard 4 students demonstrate higher achievement in literacy than Standard 2 students, there are still relatively few students even in Standard 4 who scored 50% or higher. While significant differences in student distribution across the four performance categories were detected between Standards, no differences were observed between study groups.

Table 8. Reading Performance Category by Study Group and Standard

	Treatment				Comparison			
	Standard 2		Standard 4		Standard 2		Standard 4	
	#	Percent	#	Percent	#	Percent	#	Percent
<25%	219	73.2%	130	43.2%	78	78.0%	43	43.0%
25%-49%	72	24.1%	115	38.2%	20	20.0%	42	42.0%
50%-74%	8	2.7%	51	16.9%	2	2.0%	15	15.0%
75%-100%	0	0.0%	5	1.7%	0	0.0%	0	0.0%
Total	299	100%	301	100%	100	100%	100	100%

A.4. Zero Scores

Reviewing “zero scores,” or tasks on which students did not get a single item correct, is useful for three reasons. First, they identify students who are particularly at risk. Second, they provide more detailed information on children who *were* able to perform even at a minimal level, once the zero score students are disaggregated. Third, they provide a standard metric for observing

ability across tasks. In contrast to “percent correct,” which can be interpreted differently across tasks (see footnote 8 above), *no students* should have zero scores on any task. Thus, zero scores provide a standard basis of comparison across tasks, grade levels, and even languages.

Table 9 shows the baseline EGRA zero scores overall and by task. Students who did not get a single item correct on a given task received a zero score for that task, and a student who did not get any item correct on any of the tasks received a zero score for the total EGRA score.

Nearly a quarter of all students received a zero score on the phonemic awareness task. Almost half received a zero score for invented word decoding and oral passage reading, and about half received a zero score for reading comprehension. Just over 10% of all students tested could not answer any of the items on the assessment. The same proportion of treatment and comparison students received zero scores across tasks (and the total score) except for Task 2: Letter Sound Knowledge. In this case, a significantly greater proportion of comparison students received a zero score on this task than treatment students ($p < .001$).

Table 9. Zero Scores by Task and Study Group

	Treatment		Comparison	
	#	Percent	#	Percent
Task 1 - Phonemic Awareness	140	23.3%	45	22.5%
Task 2 - Letter Sound Knowledge	123***	20.0%	63***	31.5%
Task 3 - Invented Word Decoding	257	42.7%	94	47.0%
Task 4a - Oral Passage Reading	257	42.7%	95	47.5%
Task 4b - Reading Comprehension	293	48.8%	105	52.5%
Total EGRA Score	64	10.7%	25	12.5%

***Significant at $p < 0.001$

An analysis of zero scores by study group and gender shows no differences between boys and girls in either the treatment or comparison group. The only significant difference observed between treatment and comparison groups was with respect to letter sound knowledge, where treatment girls were seen to have a lower proportion of zero scores (22%) than comparison girls (39%).

Table 10. Zero Scores by Task and Gender

	Treatment				Comparison			
	Girls		Boys		Girls		Boys	
	#	%	#	%	#	%	#	%
Task 1 - Phonemic Awareness	77	25.7%	61	20.8%	26	26.5%	19	18.8%
Task 2 - Letter Sound Knowledge	66***	22.0%	55	18.8%	38***	38.8%	25	24.8%
Task 3 - Invented Word Decoding	136	45.3%	118	40.3%	51	52.0%	43	42.6%
Task 4a - Oral Passage Reading	136	45.3%	118	40.3%	52	53.1%	43	42.6%
Task 4b - Reading Comprehension	158	52.7%	132	45.1%	57	58.2%	48	47.5%
Total EGRA Score	35	11.7%	28	9.6%	16	16.3%	9	8.9%

***Significant at $p < 0.001$

A.5. Fluency

Another important metric of achievement in literacy is fluency in reading, which is measured by EGRA as the number of letters or words correctly read by a student on timed reading tasks. Student fluency results for Tasks 2 (Letter Sound Knowledge), 3 (Invented Word Decoding), and 4a (Oral Reading Passage) are shown in Annex 7. None of the fluency rates across these three timed reading tasks were found to be significantly different between treatment and comparison students.

An analysis of fluency by gender (see Annex 7) shows no significant differences between girls' and boys' results. In addition, no significant differences were detected between treatment and comparison girls or between treatment and comparison boys. Furthermore, an analysis of fluency by Standard shows higher letters and words correctly read per minute in Standard 4 than in Standard 2. This was true for both treatment and comparison students. In the case of Invented Word Decoding and the Oral Passage Reading, Standard 4 students read, on average, at least 10 more words per minute than Standard 2 students. No significant differences were observed between treatment and comparison students in Standard 2, and no significant differences were observed between treatment and comparison students in Standard 4 across all three timed tasks.

A.6. Correlations

Correlational relationships between overall mean EGRA scores and student, teacher, and school characteristics will be of particular interest at endline following the implementation of programming. However, some correlations of interest were tested at baseline, including between EGRA scores and:

- The length of reading lessons (30 minutes or less vs. 30 minutes or longer)
- Class size, including both the number of students registered and the number of students in attendance on the day of survey
- The gender of the reading instructor
- The gender of the head teacher
- Whether a student ate a school meal the day before
- Whether a student was hungry while at school
- The presence of library or reading room at school

Correlations were conducted by study group and standard. The following statistically significant correlations were found:

- a. In treatment schools, between overall mean EGRA scores and the length of reading lessons in Standard 2 classrooms – students whose teacher reported spending 30 minutes or more on reading or other literacy lessons had higher overall EGRA scores (mean=18.84) than students whose teachers reported spending less than 30 minutes on reading or literacy lessons (mean=14.80) ($t=-4.78$, $df=254.59$, $p<.000$);
- b. In treatment schools, between overall mean EGRA scores and class size (measured by number of students in attendance) – a negative relationship was found, in that classes with a smaller number of total students in attendance achieved higher overall EGRA

scores, on average, than classes with a larger number of students in attendance ($r = -0.168$, $p < 0.001$); and

- c. In treatment schools, between overall mean EGRA scores and class size (total number of students registered) – as above, a negative relationship was found, such that classes with a smaller number of total students registered achieved higher overall EGRA scores, on average, than classes with a larger number of students in attendance ($r = -0.149$, $p < 0.001$).
- d. In comparison schools, between overall mean EGRA scores and class size (measured by number of students in attendance) – a positive relationship was found, in that classes with a larger number of total students in attendance achieved higher overall EGRA scores, on average, than classes with a smaller number of students in attendance ($r = 0.267$, $p < 0.001$); and
- e. In comparison schools, between overall mean EGRA scores and class size (total number of students registered) – as above, a positive relationship was found, such that classes with a larger number of total students registered achieved higher overall EGRA scores, on average, than classes with a smaller number of students in attendance ($r = 0.174$, $p < 0.05$).

It is likely that the differences noted between the treatment and comparison schools are due in part to the differences in sample sizes between the two study groups as well as to the fact that there was a statistically significant difference in numbers of students registered (comparison schools having more than the treatment schools).

No other statistically significant correlations were found between overall mean EGRA scores and any of the other factors tested.

B. Teacher Observation

In each of the 40 schools in the survey, one Standard 2 teacher and one Standard 4 teacher (from the classes where students were tested with EGRA) were observed teaching a reading or literacy lesson, in order to gain an understanding of the kinds of teaching and learning activities taking place in the study school classrooms and to assess the percentage of teachers demonstrating quality literacy instruction. The teachers were observed for 30-40 minutes, during which time an enumerator noted the tools, techniques, and activities used by the teacher. The Classroom Observation tool (Annex 6), an observation “checklist” comprised of about 80 items, was used for this purpose.¹² The observation items are grouped into the following subdomains:

- **Subdomain 1: Classroom Environment** – Includes items pertaining to classroom layout, displays, student learning materials, and teacher preparation materials
- **Subdomain 2: Classroom Organization** – Includes items related to how students are organized within the classroom
- **Subdomain 3: Instructional Content** - Includes items related to literacy instruction techniques such as writing letters, identifying letter sounds, discussing the meaning of vocabulary, dictation, and creating text
- **Subdomain 4: Class Activities** – Includes items related to literacy-related class activities such as listening to the teacher read aloud, working on group projects, and reading independently
- **Subdomain 5: Teaching methods** – Includes items related to teachers’ support of student learning such as asking students questions, allowing students to ask questions, providing explanations if students don’t understand material, and praising or complimenting students
- **Subdomain 6: Assessment** – Includes items related to teachers’ use of assessment to gauge student learning
- **Subdomain 7: Teaching Learning Material Use** – Includes items pertaining to the types of classroom materials teachers use during the lesson

Teachers were scored on a scale of 0% to 100% for each subdomain. Their total Classroom Observation Score is an average across all subdomains, where higher scores reflect greater use of the observed literacy instruction techniques and tools (see Annex 8 for a full list of items and scoring criteria for the Classroom Observation). As shown in Table 11, a greater proportion of teachers observed were male in both treatment and comparison classrooms. Half of the teachers observed taught Standard 2 and the other half taught Standard 4. A large majority of the classes observed were single grade classes, although the nine of the classes observed in treatment schools were multi-grade.

¹² In drafting this tool, reference was made to data collection instruments from similar classroom observations conducted by STS and other organizations in Tanzania and elsewhere; observation items were adapted specifically for the interventions, approaches, and objectives of the PCI FFE program.

Table 11. Classroom Observation Sample Description

	Treatment		Comparison	
	#	%	#	%
Teacher Gender‡				
Male	33	57%	14	70%
Female	25	43%	6	30%
Standard				
Standard 2	30	50%	10	50%
Standard 4	30	50%	10	50%
Class Type				
Multi-grade	9	15%	0	0%
Single Grade	51	85%	20	100%
Total	60	100%	20	100%

‡The gender of two teachers was not recorded.

B.1. Total Classroom Observation Scores

Total mean classroom observation scores averaged about 41% for teachers in both study groups, as shown in Table 12 below, suggesting that teachers have considerable room to grow in their use of the range of literacy instruction techniques and tools. No significant differences were observed between study groups, meaning that, on average, treatment and comparison teachers exhibit similar levels of facility with literacy instruction techniques and tools at baseline. That teachers are beginning at a similar starting point provides an important foundation in confirming differences between treatment and comparison teachers over time.

Table 12. Total Classroom Observation Score by Study Group

	N	Min (%)	Max (%)	Mean (%)	SD
Treatment	60	24.89	60.24	41.45	6.67
Comparison	20	31.5	64.55	41.18	7.87
Overall	80	24.89	64.55	41.38	6.94

An analysis of mean classroom observation scores by study group and gender shows no significant differences between male teachers at the treatment and comparison schools. However, female teachers at the treatment schools received higher scores than their comparison group counterparts ($p < 0.05$). Further, while no significant differences between male and female performance was observed in treatment classrooms, male teachers at comparison schools obtained higher mean classroom observation scores than female teachers at those schools. Although their sample is small, female teachers in comparison classrooms exhibited relatively weak performance in comparison with all other subgroups.

Table 13. Overall Mean Classroom Observation Scores by Study Group and Gender

	Treatment			Comparison		
	N	Mean (%)	SD	N	Mean (%)	SD
Male	33	40.67	5.45	14	43.71*	7.87
Female	25	42.71*	8.08	6	35.27*	3.81
Total	58	41.55	6.72	20	41.18	7.87

*Significant at $p < 0.05$

Table 14 shows mean classroom observation scores for teachers by study group and Standard. No significant differences were observed between treatment and comparison teachers in either Standards 2 or 4. While there was no difference between Standard 2 and 4 teachers in comparison classrooms, Standard 2 treatment teachers obtained higher performance scores, on average, than Standard 4 teachers in treatment classrooms. This difference is something to note when comparing teacher performance by standard at end-line.

Table 14. Total Classroom Observation Score by Study Group and Standard

	Treatment			Comparison		
	N	Mean (%)	SD	N	Mean (%)	SD
Standard 2	30	43.96**	6.9	10	43.94	10.05
Standard 4	30	38.95**	5.48	10	38.42	3.58
Total	60	41.45	6.67	20	41.18	7.87

**Significant at $p < 0.01$

In Table 15, teachers are grouped into performance categories, showing a summary distribution of teachers' overall scores by quartile. A large majority of teachers in both study groups obtained overall classroom observation scores between 25% - 49%. Only one teacher obtained a score less than 25% and none of the teachers observed obtained a score 75% or higher. More Standard 2 teachers in treatment schools fell into the third quartile of performance than treatment teachers in Standard 4. However, results by performance category did not otherwise substantially vary. No significant differences were observed between Standard 2 treatment teachers and Standard 2 comparison teachers. Similarly, no significant differences were observed between Standard 4 treatment and comparison teachers.

Table 15. Teacher Performance Categories by Study Group and Standard

Overall Classroom Observation Score	Treatment				Comparison			
	Standard 2		Standard 4		Standard 2		Standard 4	
	#	Percent	#	Percent	#	Percent	#	Percent
<25%	0	0%	1	3%	0	0%	0	0%
25%-49%	24*	80%	29*	97%	7	70%	10	100%
50%-74%	6*	20%	0*	0%	3	30%	0	0%
75%-100%	0	0%	0	0%	0	0%	0	0%
Total	30	100%	30	100%	10	100%	10	100%

*Significant at $p < 0.05$

Indicator: Percent of teachers in target schools who demonstrate use of new and quality teaching techniques or tools

Using the overall scores as a measure of the use of a variety of instructional methods and materials, it is proposed that the score of 50% be used as the threshold for defining whether or not teachers are demonstrating use of new and quality techniques and tools, with reference to the USDA indicator. At this threshold, the project's baseline values are 10% for teachers in the PCI schools and 15% for those in comparison schools.

B.2. Scores by Subdomain

An analysis of teacher performance by subdomain reveals more specific areas of teacher strengths and challenges. As shown in Table 16 below, both treatment and comparison teachers obtained the highest scores in Teaching Methods (scoring approximately 60% out of 100% possible). Subdomains on which both groups of teachers obtained the lowest scores were Instructional Content (scoring about 24% out of 100% possible) and "Teaching-Learning Material Use" (scoring about 32% out of 100%). No significant differences were observed between treatment and comparison teacher performance on any of the subdomains. Again, this suggests that the tools and techniques currently used by teachers from both study groups are, on average, very similar.

Table 16. Classroom Observation Scores by Subdomain and Treatment Group

	Treatment			Comparison		
	N	Mean (%)	SD	N	Mean (%)	SD
Classroom Environment	60	44.55	8.32	20	45.91	7.93
Classroom Organization	60	37.78	11.43	20	36.67	10.26
Instructional Content	60	25.38	17.42	20	22.31	17.45
Class Activities	60	40.61	12.91	20	42.73	11.46
Teaching Methods	60	59.17	11.65	20	60.00	11.97
Assessment	60	51.19	19.02	20	47.86	20.87
Teaching Learning Material Use	60	31.48	10.06	20	32.78	13.72

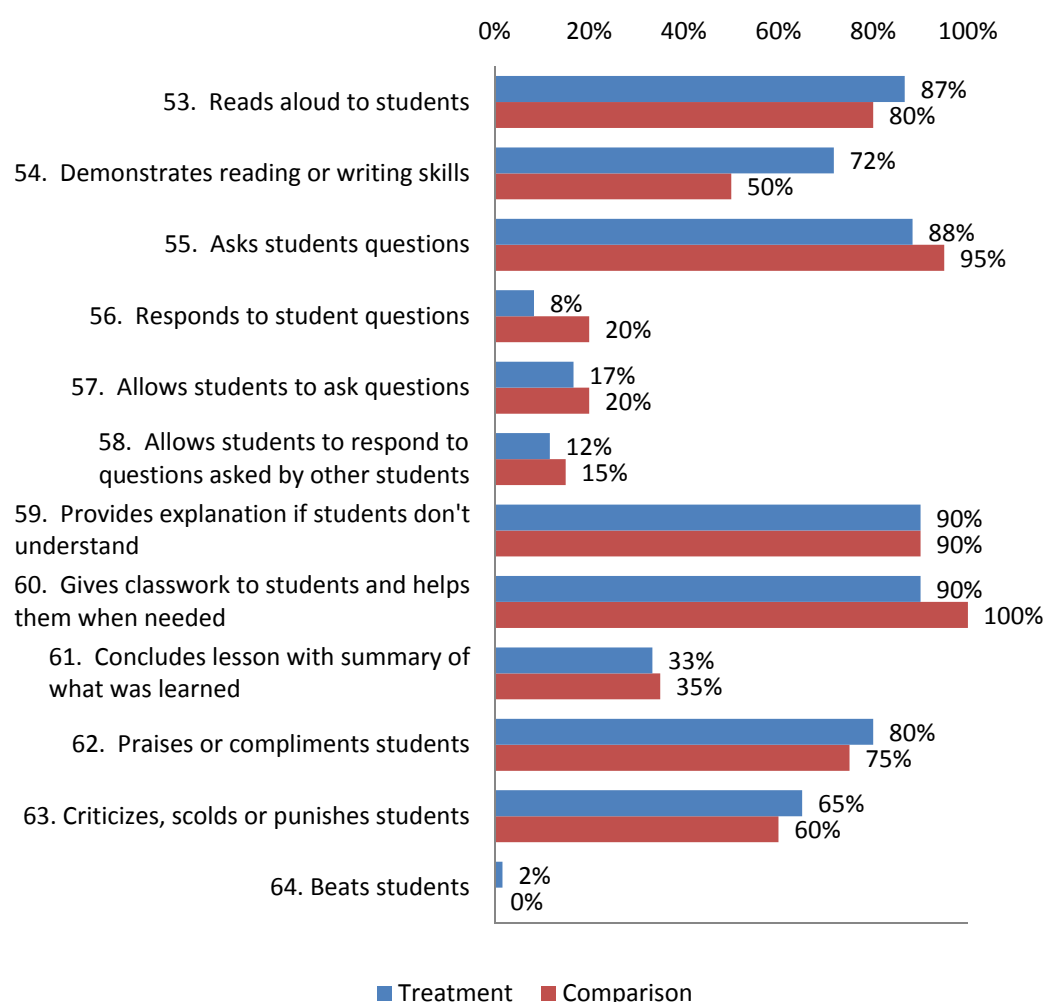
Figure 4 details the percentage of teachers obtaining a "correct" mark on each item within the "Teaching Methods" subdomain, the area where teachers generally scored highest. Large proportions (above 80%) of both treatment and comparison teachers were observed to read out loud to their students, ask students questions, provide explanations to students if they don't understand, and give classwork to students and help them when needed. Teachers were scored "correct" on items 63 and 64 (criticizing, scolding, punishing, or beating students) if they were *not* seen to conduct these activities during observation. Only one teacher was observed beating their students. On the other hand, the majority of teachers were observed to criticize, scold, or punish students during a lesson. Only about one-third of observed teachers concluded their lesson with a summary of what was learned.

Indicator: Percent of teachers in target schools who allow students to ask questions during class

Indicator: Percent of teachers in target schools who allow students to respond to questions raised in class by other students

With regard to the indicators above, Figure 4 also shows that 20% of comparison teachers and 17% of treatment teachers allowed students to ask questions during their observation. In addition, 17% of comparison teachers and 12% of treatment teachers were observed allowing students to respond to questions asked by other students. No significant differences were detected between treatment and comparison teachers across either of these items. This suggests that any real differences between study groups with respect to the two indicators are not confirmed (and are instead likely due to expected variations between groups). In addition to these metrics related to student questioning, only about 14% of all teachers were observed to respond to student questions.

Figure 4. Teaching Methods - Percentage of Teaching Behaviors Observed



The lowest performance scores received by teachers were in the subdomain of “Instructional Content.” As shown in Figure 5, the proportion of teachers using any of the techniques within this domain, on average, was low. Most notably, less than 10% of all 60 teachers were observed guiding students to associate words with letters, read printed materials or books, answer questions about the meaning of texts, or draw a picture to show they understand a text. No teachers were observed guiding students to identify differences and similarities of sounds. Although it is not expected that a teacher would use all of these techniques over the course of a single observation, that so few teachers focused on reading content in these ways may help explain the low levels of student performance observed on tasks involving letter sounds, oral reading, and reading comprehension.

Tests of statistical difference between study groups were not conducted for every item (although it was confirmed that there is no significant difference between treatment groups by subdomain). Potential patterns in comparison and treatment teacher scores may be noted, however, as points of comparison for end-line analysis.

Figure 5. Instructional Content - Percentage of Teachers "Correct" by Item

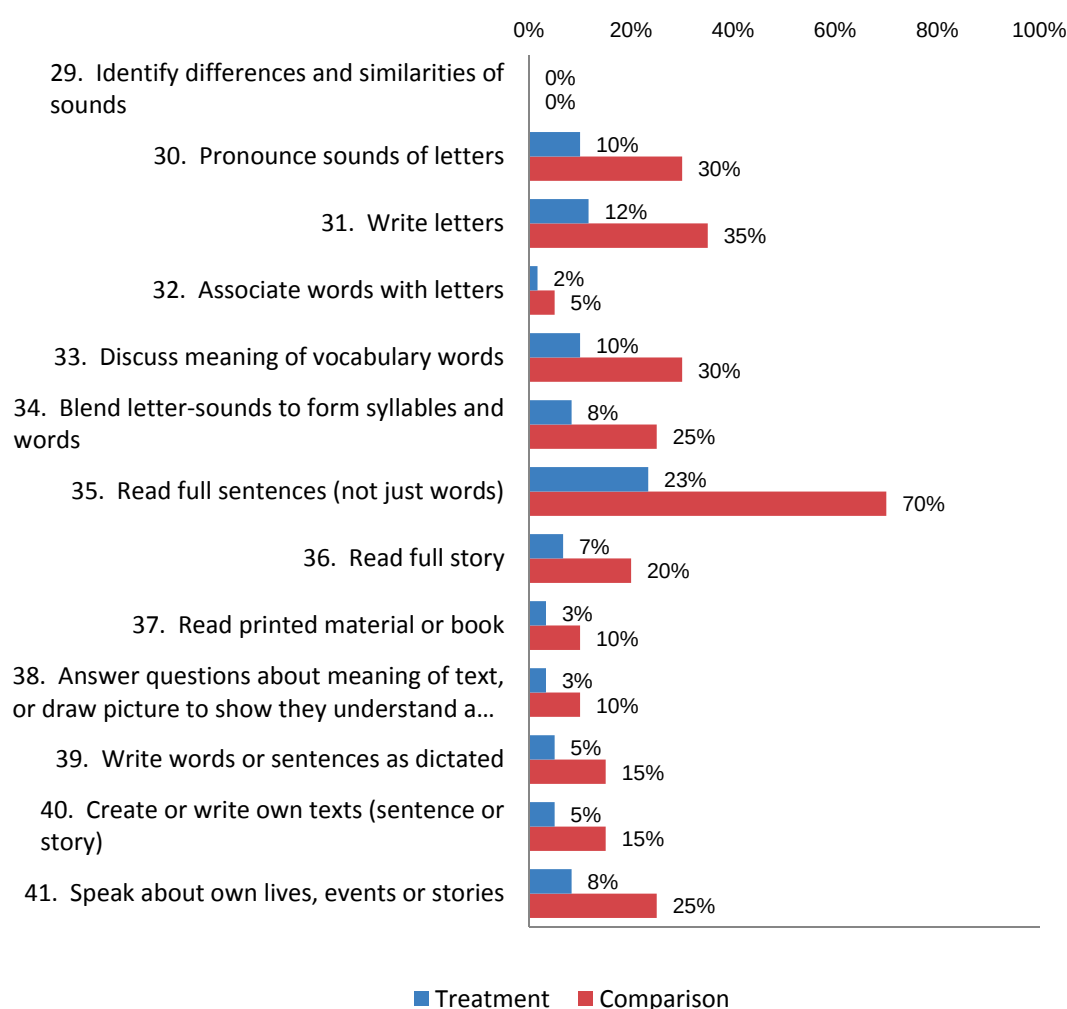
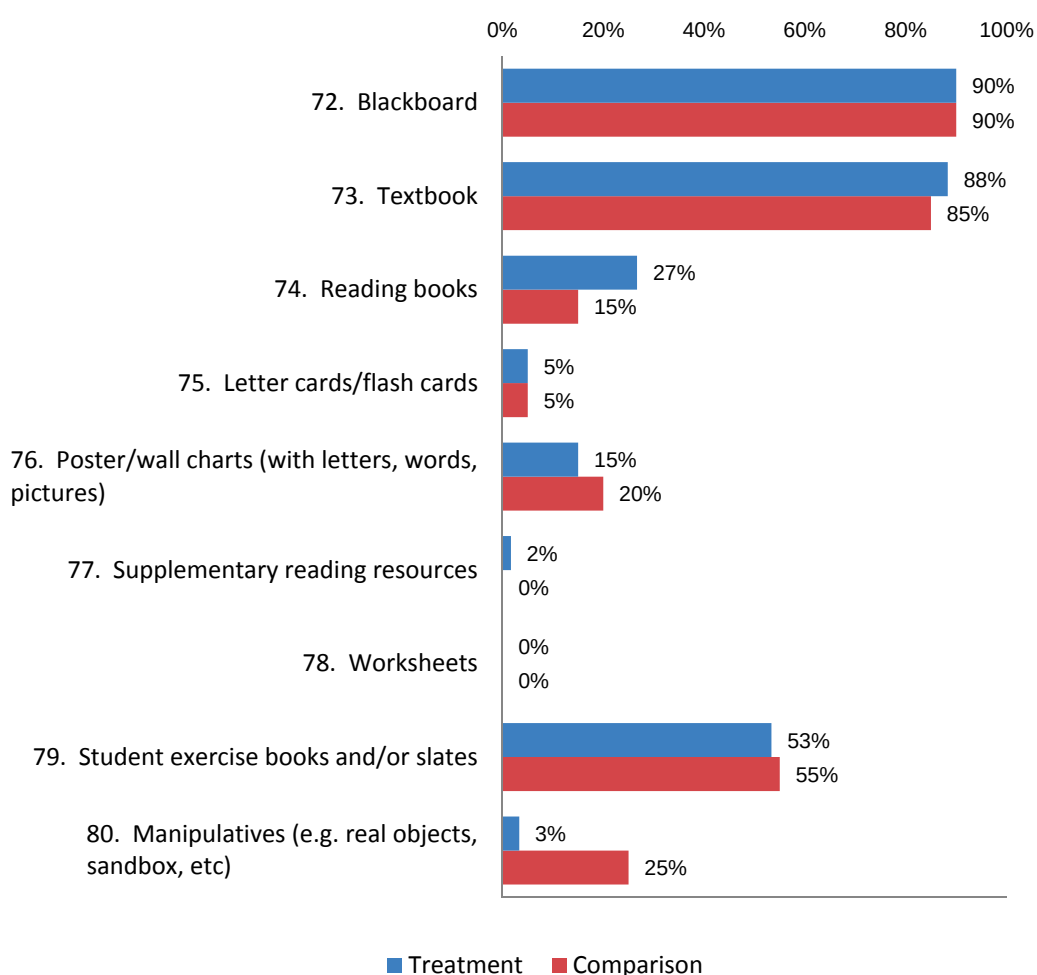


Figure 6 displays the percentage of teachers observed using nine types of teaching and learning materials. It is readily apparent that both treatment and comparison teachers predominantly make use of the blackboard and textbook, as would be expected in a conventional classroom. About half of the classes observed made use of student exercise books and/or slates. While some teachers (approximately 20%) were observed using reading books, posters or wall charts, and in the case of comparison classrooms, manipulatives, very few or no teachers were seen to use letter cards or flash cards, supplementary reading resources, or worksheets. Again, while it is not expected that teachers would make use of all of these materials in a single lesson, multiple observations nevertheless present a picture in which teachers most commonly rely upon the blackboard, textbook, and student exercise books and/or slates to facilitate learning.

Figure 6. Teaching-Learning Material Use - Percentage of Teachers "Correct" by Item



C. Teacher Interview

Each of the teachers observed was also to be interviewed, regarding their background and training, participation in the PCI program, and the techniques and tools they use specifically in teaching reading. Of the 80 planned, 78 teachers were actually interviewed, including 58 at the PCI intervention schools and 20 at the comparison schools.¹³

Overall, 60% of the 78 teachers interviewed were men, and the average age of the teachers was 38. Slightly over half of the teachers had six or more years of teaching experience altogether, with the remainder having taught for five years or fewer. Only the PCI schools had teachers with less than a year of teaching experience. Characteristics of the interviewed teachers, by PCI intervention schools and comparison schools, are as shown in the table below:

Table 17. Teacher Sample Description (Interview)

	Treatment		Comparison	
	#	%	#	%
Standard				
Standard 2	29	50%	10	50%
Standard 4	29	50%	10	50%
Teacher Gender				
Male	33	57%	14	70%
Female	25	43%	6	30%
Total Teaching Experience				
Less than 1 year	14	24%	--	--
1-5 years	14	24%	7	35%
6-10 years	5	9%	4	20%
More than 10 years	25	43%	8	40%
Don't Know	--	--	1	5%
Teaching Experience at the School				
Less than 1 year	13	22%	4	20%
1-5 years	20	34%	9	45%
6-10 years	6	10%	4	20%
More than 10 years	19	33%	3	15%
Total	58	100%	20	100%

¹³ At one school (in Musoma Rural), the Standard 4 teacher was not present on the day the survey team arrived, so the Standard 2 teacher was observed teaching both an S2 and an S4 class, but only interviewed once. One questionnaire form was misplaced (for a Standard 2 teacher observed and interviewed in Bunda).

C.1. Teacher Training

The teachers interviewed at the PCI intervention schools were asked about the training they have received from PCI. It should be noted that the sample of PCI schools included a mix of schools which had participated in the previous FFE project and those which were newly added during this second project; schools in the latter category have not yet received any PCI interventions, including training of teachers. Likewise, because the second program has only recently begun, much of the planned training has not yet been provided even at the schools which participated in the first program.

Of the 58 teachers interviewed, 19 (33%) reported having received some training from PCI, while 37 others (64%) had not and two (3%) were not sure.¹⁴ No teachers had yet received the planned training (by partner Children's Book Project) in Readership Teaching Methodologies, nor in Library Management. Most of those who had been trained so far received training related to the school feeding activity (see Table 18 in Annex 7). Note that, aside from training in reading, the sample of Standard 2 and 4 teachers (selected because of the relevance to early grade reading), may not necessarily be targeted for many of the PCI trainings.

In addition to formal training, teachers were also asked whether or not they had received any other assistance in teaching reading. Eleven of the 20 teachers from comparison schools (55%) and 34 of 58 teachers from the PCI intervention schools (60%) indicated that they had received assistance of this type, from the sources cited in the table below:

Table 19. Assistance Provided to Teachers in Teaching Reading

Source of Assistance in Teaching Reading	Treatment		Comparison	
	#	%	#	%
Head Teacher	14	24%	3	15%
Other teacher	27	47%	8	40%
DEO/WEO	2	3%	3	15%
School Inspector	3	5%	1	5%
Children's Book Project staff	1	2%	--	--

C.2. Teaching Reading

Teachers were interviewed specifically about their teaching of reading or literacy in Standards 2 and 4. For example, teachers were asked if there was a scheduled time for teaching reading in the Standard 2 or Standard 4 class they normally teach. Almost all teachers, including 48 of the 58 teachers in the intervention schools (83%) and 18 of the 20 teachers in the comparison schools (90%), said that there was a scheduled time. (This question may have been misunderstood, however, as several teachers appeared to be referring to after-school, remedial lessons for slower learners.)

Teachers were also asked how often they taught reading in a week and how long the reading session normally lasts. As shown in the table below, just over half of the teachers said they taught reading every day, and all but two taught reading at least one or two times per week.

¹⁴ The training may have been received during the first PCI FFE program and/or during the second program.

There were no significant differences in the time allocated to each reading session: in both study groups, half or almost half reported allocating at least half an hour to each session, while around half allocated between one-quarter and half an hour per session.

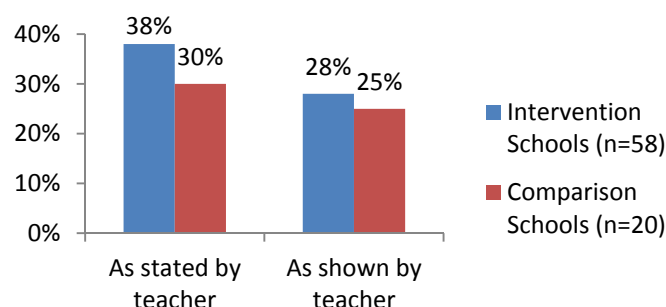
Table 20. Reading Lessons – Frequency and Time Allocated

	Treatment		Comparison	
	#	%	#	%
Frequency of Reading Lessons				
Every day	32	55%	11	55%
3-4 times/week	8	14%	5	25%
1-2 times/week	15	26%	3	15%
Less than once/week	--	--	--	--
Never	2	3%	--	--
Time Allocated to Reading Lesson				
More than 45 minutes	8	14%	4	20%
31-45 minutes	13	22%	6	30%
16-30 minutes	34	59%	10	50%
0-15 minutes	2	3%	--	--
Total¹⁵	58	100%	20	100%

Teachers were asked about different aspects of their literacy instruction, such as lesson planning or scripting of lessons; use of different methods for teaching reading; use of methods to assess student reading ability; and use of learning aids in teaching reading. There were no statistically significant differences in any area of response between the intervention and the comparison schools. Frequency tables of the responses are as shown in Annex 7 and summarized in the figures below.

Around a third of teachers in both groups reported using lesson plans or scripts to teach their reading classes, and about a quarter were able to show the interviewer a sample:

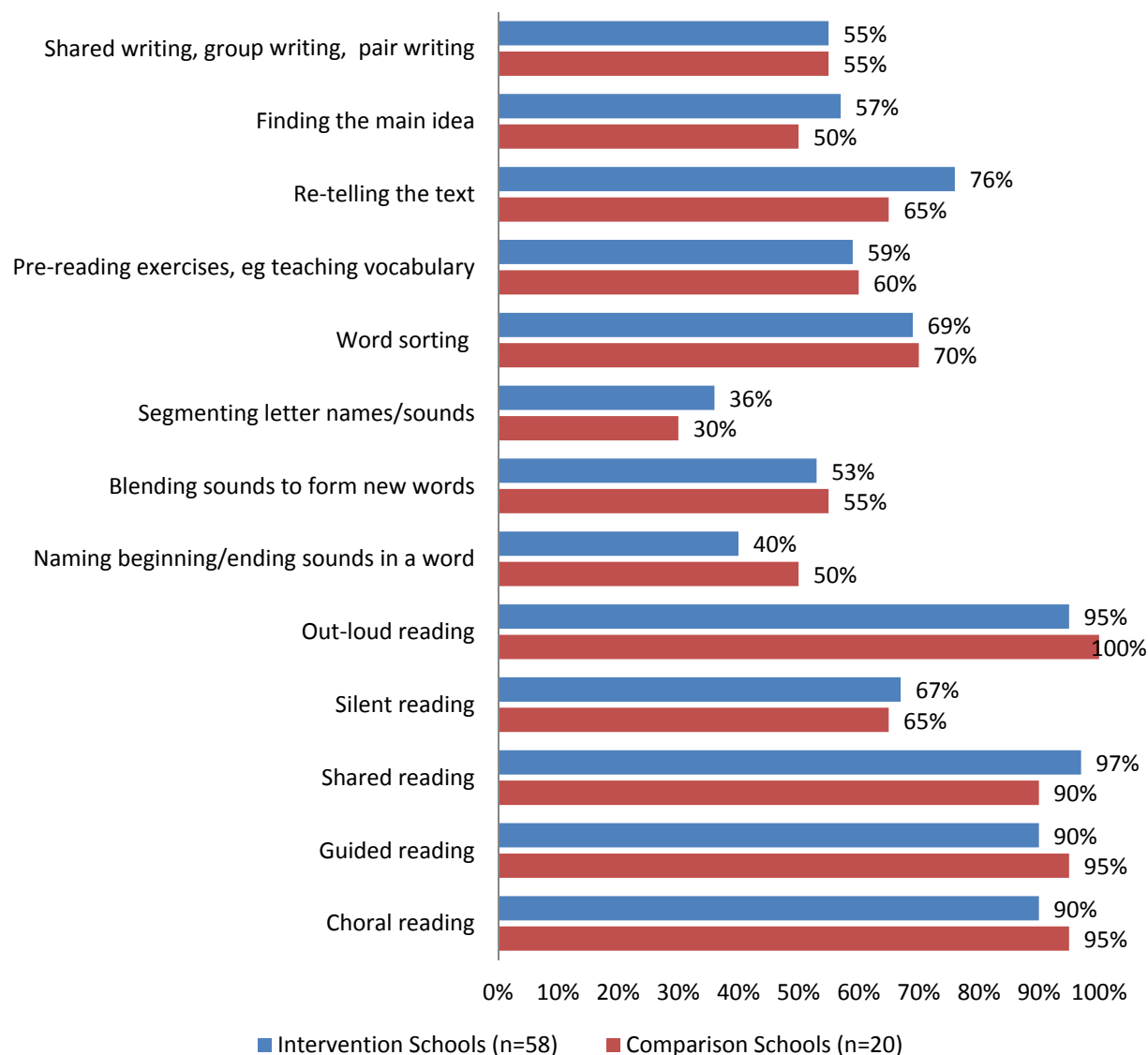
Figure 7. Teacher Use of Lesson Planning



¹⁵ Responses adding to less than 100% are due to the omission of “Don’t know” responses.

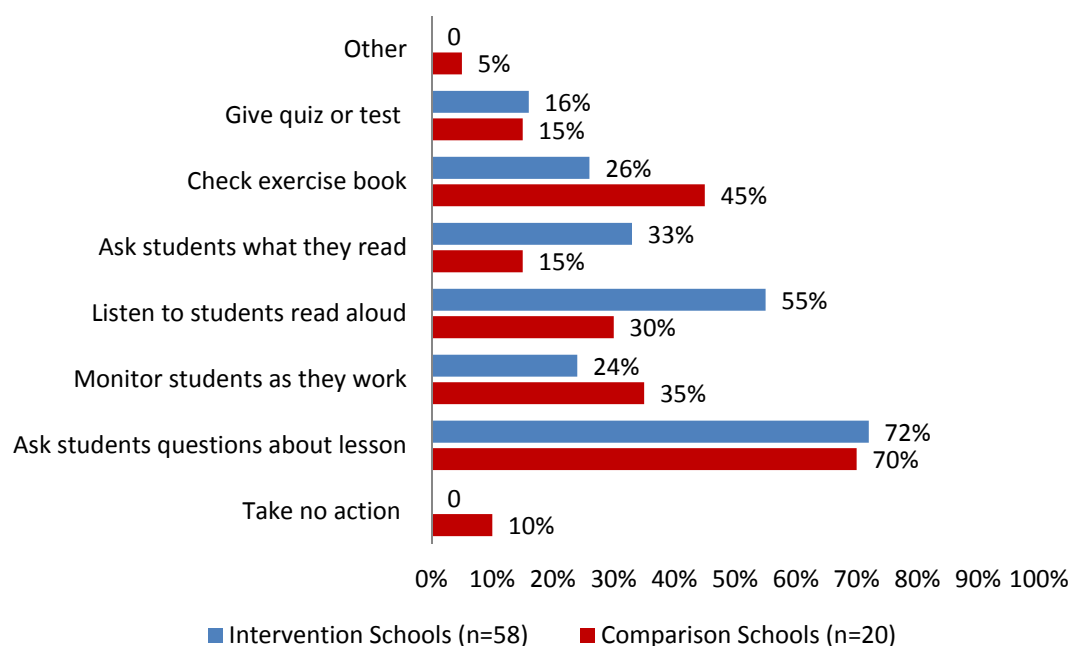
All teachers reported using a variety of methods to teach reading, as shown in Figure 8 below. Out loud reading, shared reading, choral reading, and guided reading were the most commonly reported methods used, with between 90%-100% of teachers saying they used the methods, while the least commonly used methods reported were segmenting letter names and sounds (reported by around only one third of teachers) and naming beginning and ending sounds in a word (half or less than half of teachers). These patterns suggest that teachers in treatment and comparison schools alike make limited use of phonics-related activities in their instruction.

Figure 8. Teaching Reading: Percent of Instructional Strategies Observed



Most teachers also reported using a range of methods to assess whether or not their students are learning to read (see Figure 9). The most common assessment method was asking students questions about the lesson, with over 70% of teachers assessing in this way, while all other methods were used by less than half of the teachers.

Figure 9. Methods Used to Assess Reading Skills



Fewer teachers reported using tools or learning aids in teaching reading. Most teachers used a blackboard and textbooks, as noted in the teacher observation section above. Approximately 40% of teachers reported using posters, charts or pictures, and around 30% used flashcards. Less than 20% used any supplementary reading materials or an alphabet strip, while other learning aids such as flipcharts, manipulatives, word wall, or worksheets were used by less than 10% of teachers. No teacher reported using story books in their teaching of reading.

Indicator: Percent of students in classrooms identified as inattentive by their teachers

Teachers were asked how many of the students in their class (the one observed) they would describe as being “inattentive” during class.¹⁶ The teacher responses ranged from 0 to 41, with an average of 9.8 students per class in the intervention schools and 13.8 students per class in the comparison schools.

Of the 4,154 students in the PCI intervention classes, a total of 560 (14%) were described by the teachers as being “inattentive” during class. In the comparison classes, a total of 275 out of 1,548 (18%) were described as “inattentive.” These differences were not statistically significant.

¹⁶ According to teachers, class sizes ranged from 25 to 143 students, with an average of 74 students per class (72 in the PCI schools, 77 in the comparison schools).

Table 21. Teacher Identification of Inattentive Students

	Treatment		Comparison	
	#	%	#	%
Students identified as inattentive by their teachers	560	14%	275	18%
Not inattentive	3594	86%	1273	82%
Total	4154	100%	1548	100%

Correlational relationships were tested between the number of students described as inattentive and class size (using both the number of students in attendance on the day the class was observed, and the number of students registered). In both treatment and comparison schools, there was a significant positive correlation between the number of students in attendance and the number of students described as inattentive ($r = 0.112$, $p < 0.01$ in the treatment schools and $r = 0.326$, $p < 0.001$ in the comparison schools); i.e., the larger the class, the greater the number of students described as inattentive. The same trend is observed when looking at the number of students registered and the number of students described as inattentive ($r = 0.174$, $p < 0.001$ in the treatment schools and $r = 0.327$, $p < 0.001$ in the comparison schools).

D. School Administrator Interview

At each of the 40 schools (30 PCI intervention schools and 10 comparison schools), a head teacher or other school administrator was interviewed. At 35 of the 40 schools, the Head Teacher was interviewed, while at three schools, the Deputy Head Teacher was interviewed and in two schools it was the Academic Teacher (*Mwalimu wa Taaluma*). Ninety percent were men.

Most of the administrators had over 10 years of teaching experience altogether, but a majority had been in their current position for fewer than five years, as shown below:

Table 22. School Administrator Sample Description

	Treatment		Comparison	
	#	%	#	%
School Administrator Gender				
Male	27	90%	9	90%
Female	3	10%	1	10%
Position / Title				
Head Teacher	26	87%	9	90%
Deputy Head Teacher	2	7%	1	10%
Academic Teacher	2	7%	--	--
Total Teaching Experience				
Less than 1 year	--	--	1	10%
1-5 years	5	17%	3	30%
6-10 years	2	7%	--	--
More than 10 years	22	73%	6	60%
Don't Know	1	3%	--	--
Time in Position at the School				
Less than 1 year	7	23%	3	30%
1-5 years	14	47%	3	30%
6-10 years	4	13%	2	20%
More than 10 years	5	17%	2	20%
Total	30	100%	10	100%

D.1. School Administrator Training

The school administrators at the 30 PCI intervention schools were asked about the training they have received from PCI. Of the 30, 23 (77%) had received some training from PCI, while the

remaining seven (23%) had not¹⁷. Because this second phase of the program is just beginning, no teachers had yet received the planned training (by partner Children's Book Project) in Readership Teaching Methodologies, nor in Library Management. Most of those who had been trained so far received training related to the school feeding activity, as shown below:

Table 23. School Administrator Training Received

Training	Intervention School Teachers (n=30)	
	#	%
Commodity and Store Management/Safe Food Storage and Preparation	16	53%
School Administrators Training	2	7%
INSET	4	13%
Formation of Health Clubs	3	10%
Health Screening	3	10%
Zinduka	4	13%
School Gardening	5	17%
Mobenzi	3	10%
Other Training	9 ¹⁸	30%

D.2. School Administrator use of Teaching Techniques and Tools

Indicator: Percent of school administrators in target schools who demonstrate use of new and quality teaching techniques or tools

In order to assess the percent of school administrators who demonstrate use of new and quality teaching techniques or tools, they were asked a series of questions on methods they use to improve teacher performance, frequency of observing and discussing teacher performance, use of lesson plans, other outside-classroom activities used to support reading, and use of management tools and techniques. These items include areas in which PCI expects to provide training, combined with teacher activities which other projects in Tanzania and elsewhere have used to improve teaching in reading.

Ninety percent or higher of school administrators reported reviewing lesson plans of teachers as a method for improving their teaching. Over 70% of school administrators at treatment schools and 90% of those at comparison schools meet on a monthly basis or more with teachers to review performance. Only about 40%, however, observed a teacher teaching on at least a monthly basis, while around 60% of those at treatment schools and 70% of those at comparison schools observed at least once per quarter.

¹⁷ The training may have been received during the first PCI FFE program and/or during the second program. Most training planned under the second program has not yet started.

¹⁸ Mostly training received during the first phase of the PCI FFE program, including training in English and Mathematics.

Figures 10 – 13 below show the percent of school administrators reporting use of other specified techniques or tools.

Figure 10. Techniques for Helping Teachers Teach Better

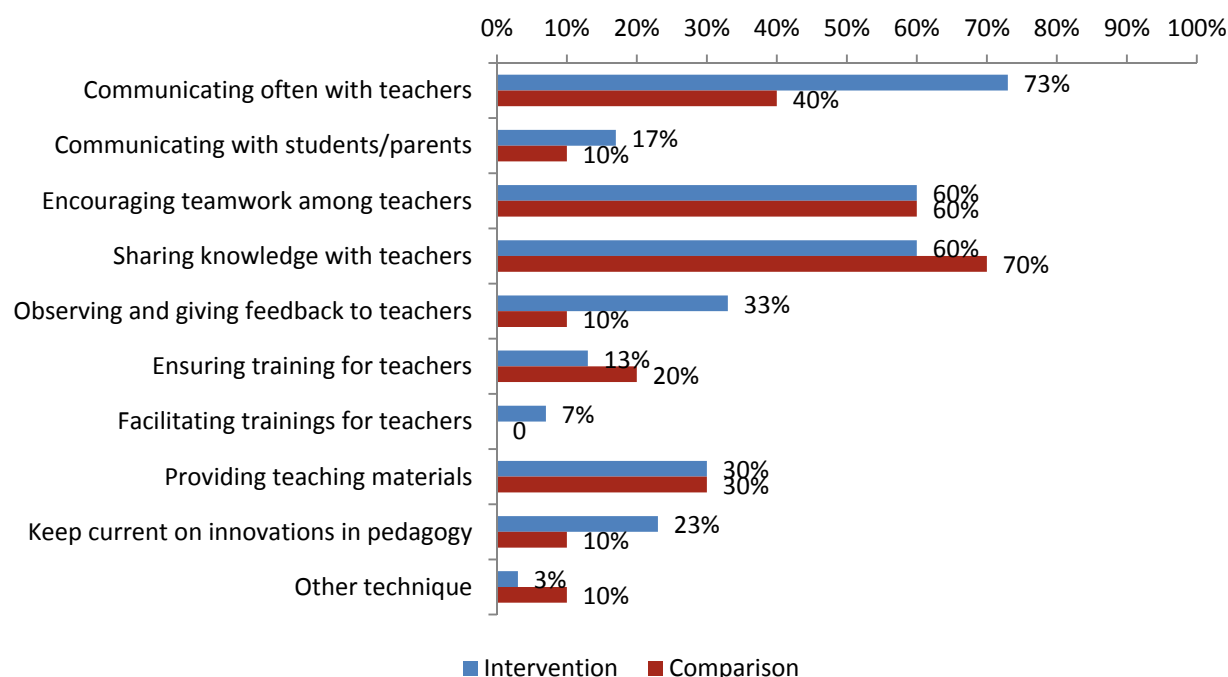


Figure 11. Methods Used to Assess Reading Skills

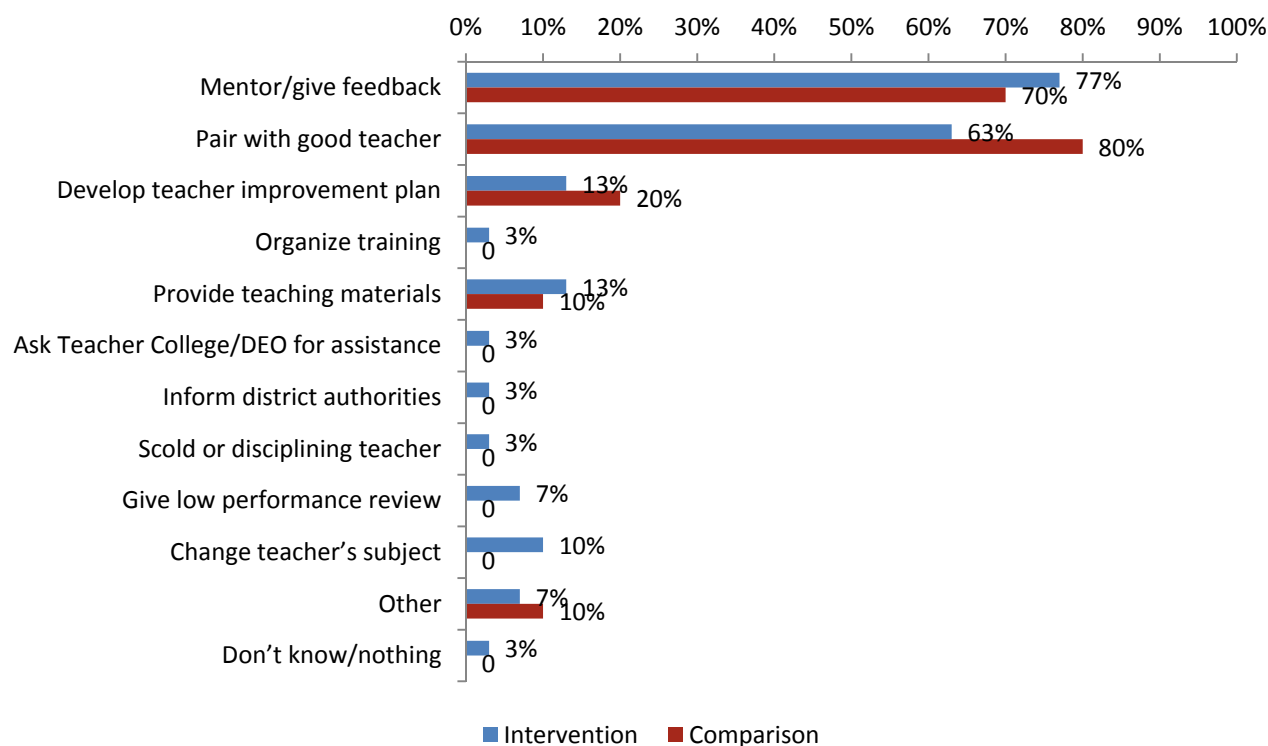


Figure 12. Other Methods Used to Support Reading

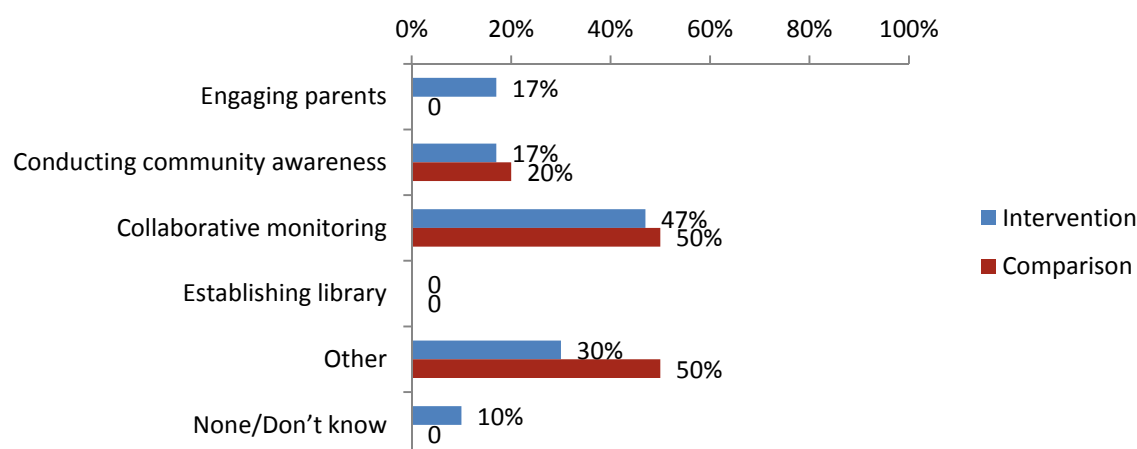
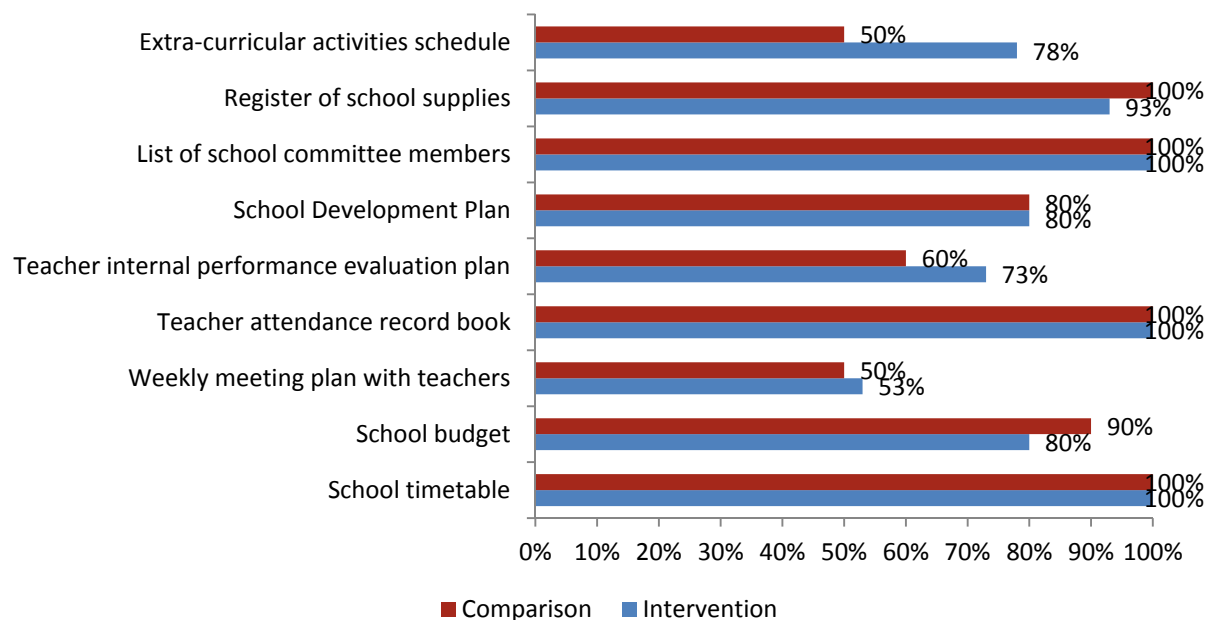


Figure 13. Tools Developed by School Administrators



Based on their responses to the questions on techniques and tools used, a total, composite performance score was determined for each school administrator. The mean total score among all school administrators was 66.6% in the PCI intervention schools and 63.8% in the comparison schools, with no statistically significant differences by study group.

Table 24. School Administrator Techniques and Tools Performance Scores

	N	Min (%)	Max (%)	Mean (%)	SD
Treatment	30	50.00	88.23	66.57	10.46
Comparison	10	44.12	76.47	63.82	9.1
Overall	40	44.12	88.23	65.88	10.1

In both sets of schools, male administrators scored higher on their reported use of techniques and/or tools than did their female counterparts, though these differences were not statistically significant.

Table 25. School Administrator Total Performance Scores by Study Group and Gender

	Treatment			Comparison			Total		
	N	Mean (%)	SD	N	Mean (%)	SD	N	Mean (%)	SD
Male	27	67.43	10.41	9	64.38	9.47	36	66.67	10.14
Female	3	58.82	8.82	1	58.82	N/A	4	58.82	7.20

In both sets of schools, scores on the use of management tools and techniques (e.g. school timetable, weekly meeting plan with teachers, teacher performance evaluation plan, etc.) was considerably higher than use of pedagogical leadership techniques, such as strategies for improving the teaching performance of their teachers. The differences, however, were not statistically significant.

Table 26. School Administrator Total Performance Scores by Sub-Domain

	Treatment			Comparison			Total		
	N	Mean (%)	SD	N	Mean (%)	SD	N	Mean (%)	SD
Pedagogical Leadership	30	60.53	13.36	10	57.60	9.28	40	59.80	12.42
Use of Management Tools/ Techniques	30	83.33	16.70	10	81.11	14.86	40	82.78	16.10

The distribution of total scores showed no significant differences by study group. Only one school administrator scored below 50%, while around 80% scored between 50% and 74%.

Table 27. School Administrator Performance Scores Distributions by Study Group

	Treatment		Comparison	
	No.	Percent	No.	Percent
<25%	0	0%	0	0%
25%-49%	0	0%	1	10%
50%-74%	23	77%	8	80%
75%-100%	7	23%	1	10%
Total	30	100%	10	100%

It is proposed that the definition for this indicator include the percent of school administrators who obtain a performance score of at least 75% on the questionnaire (see Annex 8 for scoring). Using this definition, the baseline values for the indicator are 23.3% PCI intervention schools (7/30) and 10.0% comparison schools (1/10).

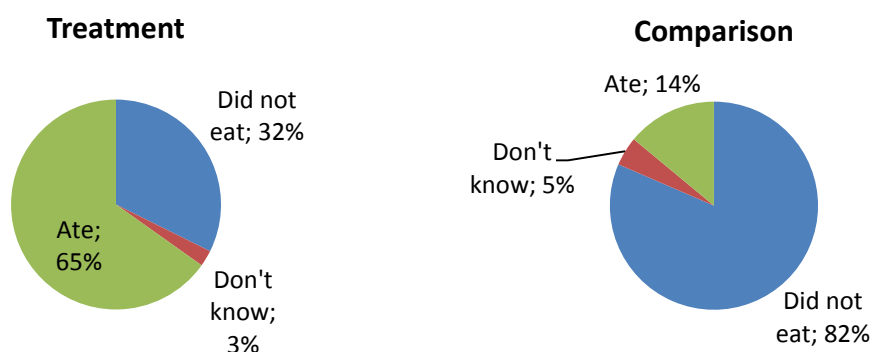
E. Student Interview

The 800 Standard 2 and Standard 4 students who participated in the reading assessment were also interviewed regarding their participation in the school feeding program, their feelings of hunger during the school day, and their knowledge on health and hygiene.

E.1. School Feeding

Students were asked whether or not they had eaten a meal provided through the school feeding program on the day prior to the interview (or on whichever day the student was last at school and on which the school feeding program provided a meal). As shown in the figures below, 65% of students in the PCI intervention schools¹⁹ and 14% of those in the comparison schools had eaten a school feeding meal. Of these, a little over three-quarters in the PCI schools had eaten rice and beans, either with or without porridge, and the remainder had porridge only. In the comparison schools, almost all had porridge alone.

Figure 13. Student Participation in School Feeding



Of those who ate a school meal, about 10% in the PCI schools and in the comparison schools continued to feel hungry, while the majority, around 90%, did not.

Indicator: Percent of students in target schools who indicate that they are “hungry” during the school day

Regardless of whether or not the student had eaten a school feeding meal the day prior (or another recent day), all were asked about their feelings of hunger during the school day. (In line with MGD 1.2.1, students were asked whether they usually feel hungry or very hungry during the school day). Responses are as shown in Table 28 below:

¹⁹ Excluding students from the eight schools in the treatment group which are new to the PCI FFE program and have not yet started the school feeding intervention, the percent of students reporting that they ate a school meal is 85%.

Table 28. Student Feelings of Hunger

	Treatment		Comparison	
	#	%	#	%
Students who indicated that they are usually hungry or very hungry during the school day	271	45%	152	76%
Students who indicated that they are usually not hungry or very hungry / Do not know	329	55%	48	24%
Total	600	100%	200	100%

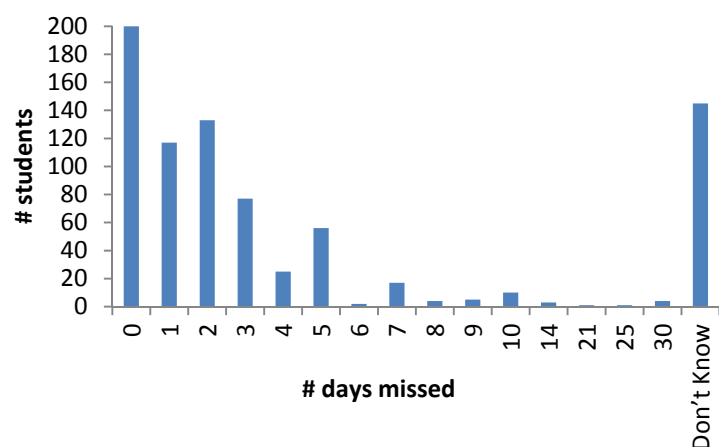
E.2. School Absences

Indicator: Average number of days students report being absent from school due to illness during the previous month

All students were also asked about the number of days they were absent from school as a result of bad health or illness during the previous month (the month prior to the closing of schools, from which students had just returned when the survey was conducted). Estimates from the students ranged from 0 days to 30 days absence, as shown in the table below:

Table 29. Number of Days of Absence

Number of Days Missed	#	%
0	200	25%
1	117	15%
2	133	17%
3	77	10%
4	25	3%
5	56	7%
6-10	38	5%
11-30	9	1%
Don't Know/No response	145	18%



Excluding the 145 students who were not able to provide an estimate, the average number of days students report being absent from school due to illness in the previous month was 2.28 for students in the PCI intervention schools and 2.37 for students in the comparison schools.

The parents who were interviewed at the school (who in most cases were not the parents of the students interviewed) were also asked about their own child's absences from school as a result of bad health or illness during the month period prior to a recent school vacation. This group of parents overall estimated fewer absences than did the children. About one-third of parents (35% in intervention schools; 41% in comparison schools) reported that their child had not been absent at all from school in the previous month (versus 25% of the children). Of those who were able to give an estimated number of days, the number of days missed ranged from 0 to 21 days. The average number of days missed, including those who had not missed any days, was 2.07 in the intervention schools and 2.34 in the comparison schools.

Indicator: Percent of students who report a decrease in health-related absences

Students were also asked to try to estimate whether they have missed more, fewer, or the same number of days at school this year compared to last year due to illness or bad health. In the PCI schools, students were roughly evenly divided among those who said they were absent more this year, less this year, or about the same as last year, with slightly more (151 versus 135) saying they have been absent less this year. In the comparison schools, the proportion of students who said they were absent less this year than last year was higher both in comparison to those in the PCI intervention schools and in comparison to those who said they were absent more or absent about the same (but these differences were not statistically significant).

Table 30. Frequency of School Absences Due to Bad Health or Sickness – Student Responses

	Treatment (n=600)		Comparison (n=200)	
	No.	%	No.	%
Absent more this year than last	135	23%	55	28%
Absent less this year than last	151	25%	68	34%
Absent about the same this year and last year	146	24%	41	21%
Don't know	168	28%	36	18%

The parents who were interviewed at the school (who in most cases were not the parents of the students interviewed) were also asked to assess whether their own child's health-related absences were increasing or decreasing. In line with responses from the students, parents at the PCI schools were about evenly divided in their responses. Again in line with student responses, a higher number of parents at the comparison schools reported fewer absences than those reporting more. An even higher number reported that the the number of absences was about the same. A comparison between parents at the intervention schools and the comparison schools shows that a higher percentage of parent respondents in the intervention schools believed that their child had been absent from school because of sickness or bad health

more this year, when compared to parents at the comparison schools; these differences, however, were not statistically significant.

Table 31. Frequency of School Absences Due to Bad Health or Sickness – Parent Responses

	Intervention Schools (n=171)		Comparison Schools (n=58)	
	No.	%	No.	%
More this year than last year	50	29%	10	17%
Less this year than last year	51	30%	19	33%
Same this year as last year	51	30%	26	45%
Don't know / No response	19	11%	3	5%

E.3. Health and Hygiene Test

Indicator: Percent of students in target schools who achieve a passing score on a test of good health and hygiene practices

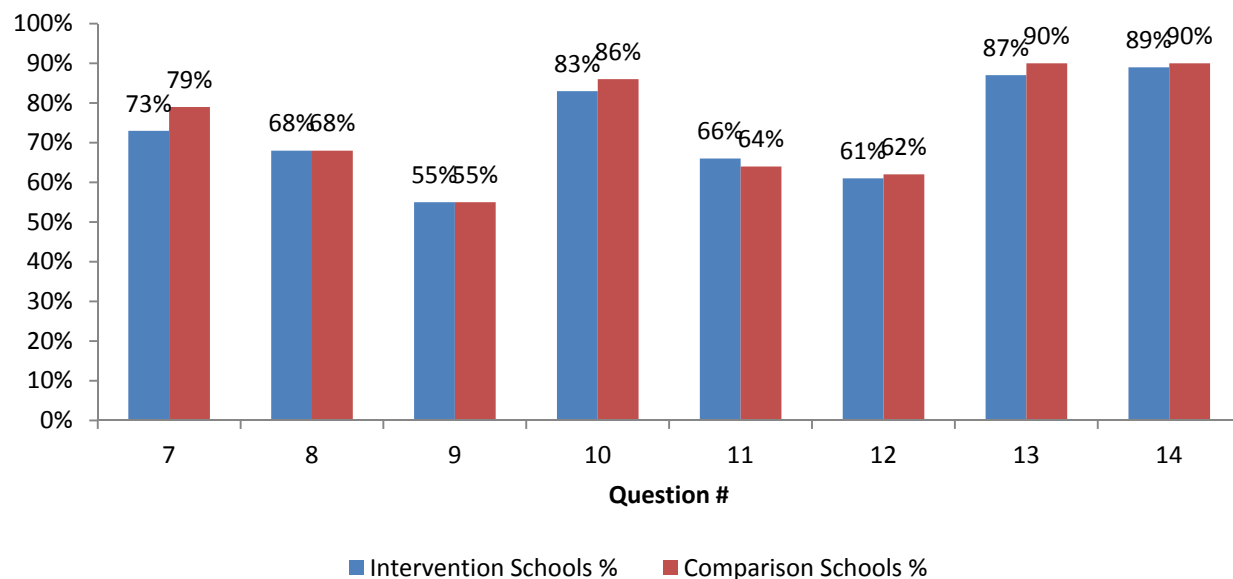
An eight-item health and hygiene test was given to all 800 students. The questions were “true-false” and covered a range of topics, including hygiene, nutrition, and HIV. Overall, the mean score on the test was 64.2% among students in the PCI intervention schools and 66.5% in the comparison schools. These differences were not statistically significant.

Table 32. Student Health Test Scores by Study Group

	N	Min (%)	Max (%)	Mean (%)	SD
Treatment	600	0	100	64.19	19.99
Comparison	200	0	100	66.50	18.79
Overall	800	0	100	64.77	19.71

The proportion of students answering each question correctly ranged from 55% to 89%, as shown in Figure 14 below:

Figure 14. Student Health Test Correct Responses



Tables 33 – 34 below show the distribution of mean scores by gender and by Standard, in the PCI intervention schools and comparison schools. Boys scored somewhat higher than girls in treatment schools, whereas in comparison schools the opposite was true, but neither of these findings was statistically significant. In both sets of schools, Standard 4 students scored higher than students in Standard 2; again, this was not a statistically significant finding.

Table 33. Student Health Test Scores by Study Group and Gender

	Treatment			Comparison		
	N	Mean (%)	SD	N	Mean (%)	SD
Male	293	65.27	19.42	101	65.35	21.35
Female	300	62.92	20.62	98	67.72	15.84

Table 34. Student Health Test Scores by Study Group and Standard

	Treatment			Comparison		
	N	Mean (%)	SD	N	Mean (%)	SD
Standard 2	299	61.37	20.67	100	63.50	18.09
Standard 4	301	66.99	18.92	100	69.50	19.08

As detailed in Tables 35 and 36 below, the percent of students who achieved a passing score on the test (assuming a passing grade is at least 75%) is 51% in the intervention schools (including 47% in Standard 2 and 55% in Standard 4) and 53% in the comparison schools (including 49% in Standard 2 and 57% in Standard 4).

Table 35. Student Health Test Score Categories by Study Group and Standard

	Treatment				Comparison			
	Standard 2		Standard 4		Standard 2		Standard 4	
Student Health Test Score	#	%	#	%	#	%	#	%
<25%	12	4%	9	3%	3	3%	2	2%
25%-49%	44	15%	24	8%	9	9%	7	7%
50%-74%	102	34%	101	34%	39	39%	34	34%
75%-100% *	141	47%	167	55%	49	49%	57	57%
Total	299	100%	301	100%	100	100%	100	100%

* Passing

Table 36. Student Health Test Passing Scores

	Treatment		Comparison	
	#	%	#	%
Students who achieved a passing score on a test of good health and hygiene practices	308	51%	106	53%
Students who did not receive a passing score	292	49%	94	47%
Total	600	100%	200	100%

F. Parent Interview

A total of 229 parents were interviewed across the 40 schools, including 79 in Bunda, 39 in Butiama, 53 in Musoma Rural, and 58 in Serengeti. Although the letters sent out by the districts instructed schools to request one parent from a student in each of standards 1 to 7 to come to school to be interviewed, the average number of parents who came and were interviewed per school was between five and six, ranging from 2 to 7 parents.

A description of the sample of parents and their child in school is provided in the table below:

Table 37. Parent Sample Description

	Treatment		Comparison	
	#	%	#	%
Parent Gender				
Male	107	63%	37	64%
Female	64	37%	21	36%
Parent Member of School Committee				
Any Committee	56	33%	20	34%
School Management Committee	39	23%	17	29%
PTA	5	3%	3	5%
School Feeding sub-Committee	9	5%	0	0%
SWASH sub-Committee	3	2%	1	2%
Other Committee	6	4%	1	2%
Child Gender				
Male	84	49%	28	48%
Female	87	51%	30	52%
Child's Grade (Standard)				
Pre-Primary	18	11%	5	9%
1	45	26%	11	19%
2	24	14%	11	19%
3	27	16%	7	12%
4	22	13%	4	7%
5	12	7%	5	9%
6	8	5%	5	9%
7	15	9%	10	17%
Total	171	100%	58	100%

Schools were asked to invite a mix of parents, to include those who were members of a school committee and those who were not. About a third of the parents interviewed reported being a member of a school-level committee, while the other two-thirds of parents did not belong to any such committee. Those who were members were mostly part of the school management committee; others belonged to the PTA, a school feeding or SWASH sub-committee (at the PCI intervention schools), or other.

Overall, 63% of the parents were male, while 37% were female, and their ages ranged from 22 to 78, with median age of 44 years (with little to no difference between the intervention schools and the comparison schools). The students (children of the parents) were almost evenly divided between boys and girls (49% to 51% respectively).

Of the 229 parents, 23 (10%) had students in pre-primary and 203 (90%) had students in Standards 1 – 7. Distribution by Standard varied only slightly between the intervention and comparison schools, and in both categories, a higher proportion of students were in the first three Standards.

Most parents (186 of 229, or 81%) reported having visited the school before, for reasons as shown in Table 38 below:

Table 38. Reasons for Parent Visits to School

Reason	Intervention Schools (n=171)		Comparison Schools (n=58)	
	No.	%	No.	%
Any	134	78%	52	90%
Talk to teacher about child's performance or attendance or behavior in school	112	66%	47	81%
Attend a PTA or school committee meeting	43	25%	14	24%
Attend school feeding sub-committee meeting	6	4%	2	3%
Attend PCI sensitization meeting	23	13%	0	0%
Attend another school meeting, such as a parent's meeting	23	13%	12	21%
Other reason	8	5%	7	12%

None of the differences in response frequencies between parents in the intervention schools and those in the comparison schools were statistically significant.

Indicator: Percent of parents in target communities who can name at least 3 benefits of primary education

Parents were asked to name three benefits of sending their child to school. A large majority of parents (195 out of 229, or 85%) were able to name three or more benefits of educating their child. The difference in responses between parents of students at intervention schools (85.3%) versus those at comparison schools (84.4%) was not statistically significant.

Table 39. Parent Knowledge of Benefits of Education

	Treatment		Comparison	
	#	%	#	%
Able to name 3 benefits of education	146	85%	49	84%
Not able to name 3 benefits of education	25	15%	9	16%
Total	171	100%	58	100%

V. DISCUSSION AND RECOMMENDATIONS

The primary objective of the baseline survey was to establish baseline values for selected project indicators against which the project will be able to measure its progress through the life of the project. With the exception of two indicators (see section VI.), baseline values were determined for all objectives as planned and have been used as a basis for proposed midterm and end of project targets (Annex 2).

In establishing baseline values and proposing targets, certain assumptions had to be made about the indicators and their definitions (especially, as discussed above, related to defining literacy achievement and “new and quality teaching techniques and tools”). Similarly, because most of the planned project interventions were yet to start at the time of the baseline and in some cases had not been fully designed, the survey assessed a range of knowledge and practices which may or may not end up being areas of emphasis of the project. Thus, the importance to be attached to individual results from the baseline and the influence of the results on the design and implementation of interventions will necessarily need to take into consideration the eventual focus areas of the interventions. Further definition of the interventions, moreover, should be taken into account when collecting evaluation information at midterm and/or end of project.

Very few significant differences were found in baseline results between the treatment group (random sample of PCI intervention schools) and the comparison group. The similarity of results across instruments indicates a high level of comparability between study groups and successful use of the propensity score matched pairing technique, which is an important element of pre- to post-test gains analyses. As a result, differences detected between groups at post-test will be able to be more confidently attributed to the effects of the intervention (provided no other confounding variables are identified).

In general, results of the baseline survey did not contain many unexpected or atypical results. In particular, the results of the EGRA (which because of commonalities in the instruments and methods of administration allow its results to be compared to a certain extent across projects) and the classroom observations are consistent with the findings from other countries where similar assessments have been conducted. This also suggests a high level of reliability in instrumentation and administration.

In summary, key findings from the baseline and recommendations arising include the following:

- Overall EGRA scores were low, with the large majority of students achieving a score of less than 50%, and below what they should be achieving at their grade level. Though grade-level performance standards have not yet been established in Tanzania, 11% of students (Standards 2 and 4 combined) were unable to respond to a single item correctly. As expected, Standard 4 students outperformed Standard 2 students across all tasks, but their scores were still relatively low, suggesting that additional years of schooling are only having a limited impact on literacy achievement. Boys in the treatment group obtained significantly higher overall EGRA scores than girls in the treatment group. This difference was more readily observed in the higher scores achieved by boys in the phonemic awareness, oral reading passage, and reading comprehension tasks. These differences should be taken into

consideration in the analysis of potential treatment group gender gaps at end-line. Additionally, students' reading fluency on timed reading tasks should be carefully observed at end-line in an analysis of gains.

- Relative to the other tasks, students performed best on phonemic awareness and letter-sound correspondence. In similar contexts, this is often due to the instructional strategies used by the majority of teachers that focus predominantly on exercises such as choral repetition, memorization of the alphabet, and other exercises involving the identification of sounds and letters.
- Students' performance was poorest on decoding, fluency (oral passage reading), and comprehension. This is consistent with findings in other similar settings where EGRA has been administered, where students tend to score lowest on comprehension tasks. Again, this is frequently due to the fact that teachers spend most of their time with the phonological awareness activities described above rather than balancing instruction with time spent on decoding, vocabulary (a prerequisite for building fluency), and comprehension.
- Similarly, patterns in the teacher observation portion of the baseline mirror what has been found in other countries. These include:
 - An almost exclusive reliance on “chalk and talk” methods of instruction;
 - A large percentage of time dedicated to “teacher talk” rather than student talk or student work;
 - Excessive use of choral repetition and large-group instruction at the expense of independent, pair, or small group reading;
 - Little or no time spent making meaning of reading with comprehension tasks such as pre-reading discussions, comprehension questions during and after reading, and extension activities that demonstrate children's understanding of text;
 - Limited use by teachers of instructional materials such as flash cards, letter cards, or wall charts;
 - A near absence of reading materials for students, particularly leveled, decodable readers; and
 - Little meaningful work on developing vocabulary, as evidenced by the extremely low scores in the observation related to students asking questions, getting responses, and responding to questions of other students.
- The relatively low use of newer teaching techniques and tools (the large majority of teachers had overall classroom observation scores between 25% and 49%) is not particularly surprising at baseline given that teachers participating in the observations had not yet receiving project training or relevant materials support. Importantly, significant differences detected in the classroom observation scores between treatment and comparison schools were minimal, providing even ground on which to base future comparisons of teacher performance. Measures of improved performance at end-line should look for an increase in the proportion of teachers achieving overall scores of 50% and higher.

- Teachers reported relatively high levels of awareness and use of a range of methods for teaching reading. Many more traditional teaching methods, such as choral reading, out-loud reading, guided reading, and shared reading, were reportedly used by around 90% of teachers, whereas the use of other strategies, such as segmenting letter names and sounds, blending sounds to form new words, and naming beginning and ending sounds, were reported to be used much less frequently. Similarly, the use of various methods for assessing whether or not students are learning was considerably lower: on average, the assessment methods examined were used by only around one-third of teachers, and there was a reliance on informal methods (e.g. questioning). There may be a need to emphasize a mix of such informal methods with more structured techniques, such as one-on-one assessments or use of assessment tools.
- Similarly, most school administrators expressed relatively high levels of awareness and activity in carrying out their responsibilities to support improved instruction and learning outcomes, with no statistically significant differences found between study groups, nor by gender of respondent. This provides a strong foundation for PCI to provide further training and support to school administrators to apply methods for improving teacher performance and for using other management tools and outside-the-classroom activities to support reading.
- Given these patterns, several strategies could be considered by PCI for improving the lowest reading scores identified at baseline. The following list represents a sample of best practices reflecting what works in early grade reading instruction:
 1. Provide students with reading material beyond textbooks, notebooks, or text on chalkboards, especially leveled and decodable readers.
 2. Help teachers obtain or develop key instructional materials and train them in their use. Materials include big books, letter and syllable cards, word cards, and story pictures.
 3. Ensure that students spend time each day reading silently to themselves to build their independent reading ability.
 4. Ensure that teachers provide opportunities for students to work in pairs and groups on a variety of literacy activities, from drawing to storytelling to reading and asking one another questions to extending the story.
 5. Provide students with opportunities to ask questions of the teacher and their peers, and to answer their peers.
 6. Train teachers in the use of simple comprehension strategies that should be used routinely, including pre-reading, read alouds, types of comprehension questions and exercises to use after reading (including literal and inferential questions), and extension exercises such as dramatizing or continuing the story.
 7. Train teachers in the use of vocabulary building strategies, including oral language development and the introduction of at least one new word each day.
 8. Train teachers in the teaching of decoding strategies such as helping students sound out unknown words, comparing word parts to words they know, and linking decoding to vocabulary lessons.

9. Encourage students to exercise their imaginations by inventing stories and characters, both verbally and in writing.
 10. Train teachers in how to teach the elements of stories, including setting, character, plot, motivation, conflict, and resolution.
 11. Provide students with a balance of fiction and nonfiction reading exercises.
 12. Ensure that students have an opportunity to write, both in response to prompts as well as the generation of original ideas such as stories or letters.
 13. Where necessary, provide teachers with scripted lessons that cover the five foundational skill areas in the early grades.
 14. Require teachers to teach reading for at least an hour a day in the early grades. This strategy has been adopted in Uganda and other countries.
 15. Provide teachers with formative assessment strategies such as daily observations and questions, weekly rapid reviews of key competencies attained, and monthly one-on-one assessment of key competencies where possible. Strategies such as these have been developed for use in large classrooms in Africa – for example, in the USAID-funded Read to Succeed project in Zambia.
- Many of these best practices are in step with the skill areas, teaching strategies, and materials proposed by Children’s Book Project for implementation under the FFE II project. At the time of the baseline assessment, teacher professional development had not yet begun. Future project assessments (i.e. at midline and endline) will document potential changes in teacher practices, materials use, and student literacy as measured by classroom observations, teacher interviews, and the EGRA. Comparisons of student and teacher performance between intervention and comparison groups—and comparisons of each group’s performance between baseline and midline/endline—will provide an indication of the effectiveness of CBP’s approach. At present, baseline results suggest that CBP’s focus on phonemic awareness and phonetics, vocabulary, fluency, reading comprehension, writing, library development, the supply of reading materials and community involvement are appropriate, and needed, strategies.
 - One significant difference found between respondents at the PCI intervention schools and those in comparison schools was in the percent of students indicating that they are usually hungry or very hungry at school, with a much lower percentage of students at the PCI schools reporting feeling hungry. This likely reflects the fact that school feeding is already taking place in most of the PCI schools (only a small percentage of the comparison schools had school feeding activities, and where they existed they consisted mostly of porridge only). Lower reported levels of hunger, however, did not correspond to a significantly lower level of students being reported as inattentive by their teachers, however, nor of lower levels of school absence due to ill health, nor of improved reading skills.
 - It is difficult to know whether or not teachers are able to accurately report at a given point in time a number of their students who are inattentive. In addition, it is likely that there are many factors that contribute to student attentiveness, including hunger and illness, but also including conditions outside the scope of the project, such as class size. It was seen in the baseline that average class size was very large (over 70 students), and few schools were

able to accommodate multiple streams or sessions, due to lack of space, teachers, and/or time in the day. In treatment schools, a statistically significant negative correlation was found between class size and overall mean EGRA scores (i.e., a higher number of students registered in a class and actually in attendance both correlated with lower EGRA scores); similarly, a statistically significant correlation was observed in both study groups between class size and the number of students identified as inattentive (larger class sizes being positively correlated with higher numbers of students being reported as inattentive).

- Though it is important to make sure that school children know how they can prevent disease and promote better health, it is not clear that improving student knowledge in health and nutrition will on its own have an impact on the project's higher-level indicators such as improved health and dietary practices, school attendance or learning outcomes. Efforts to ensure improved access to water and sanitation, health screening and services or referrals, involvement of parents and communities, and the school feeding component are likely to have a more direct impact on school health and performance and may merit relatively higher levels of effort and resources.
- Parent responses revealed high levels of engagement – including participation on school committees and participation in school events – as well as high levels of awareness about the benefits of sending their children to school. While the selection of parents was not random, and as a result it is not clear that the sample of parents was representative of parents at the schools in general, it is clear that the program will have a number of channels for reaching parents and encouraging their participation and that there is a strong base of parent engagement which could be built on.

VI. INDICATOR TRACKING

Baseline values of the key baseline survey indicators are as shown in the table below. These values (for the PCI intervention schools) are also reflected in the Indicator Performance Tracking Table (IPTT), included as Annex 2 (showing baseline survey indicators only). Because of small sample sizes, baseline results (and therefore targets) cannot be established at a district-by-district level.

Suggested annual targets for each indicator, based on the baseline estimates, are as shown on the IPTT for the consideration of PCI.²⁰ Adjustments in several of the final year targets have been suggested, either because the original targets were too low or because, based on actual baseline results, they do not appear to be achievable. Target-setting, though, must necessarily take into account the context and a variety of program considerations, so final targets should be proposed by the PCI team, in consultation with other partners as appropriate.

Two indicators in the PMP and IPTT for which baseline values were not determined are:

1. *Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, or coaches*

This indicator is defined in exactly the same way as a second indicator (*Percent of teachers in target schools who demonstrate use of new and quality teaching techniques or tools*), and thus is not reported separately. To define the indicator differently in order to determine a baseline value, PCI would need to specify which behaviors, among those included in the teacher observation protocol and/or interview, it would consider as constituting “improved literacy instruction” (and as distinct from use of new and quality teaching tools and techniques). Alternatively, PCI may consider assessing this indicator as written (e.g. improvement as identified by supervisors, mentors or coaches) at the time of the midterm and/or final evaluation, once these individuals have been identified.

2. *Percent of Volunteer Student Aides (VSAs) with increased self-confidence*

At the time of conducting the baseline, PCI had not yet started its planned work with VSAs, who will be recent female graduates who did not have the opportunity to attend secondary school (although almost half of school administrators, both those at PCI intervention schools and at comparison schools, reported that they currently have VSAs, possibly of another type). This indicator will be assessed via survey at endline and via pre-test during the program intervention for baseline.

²⁰ It is assumed, given that most project interventions have not yet started, that baseline values and the year 1 (FY14) targets will mostly be the same.

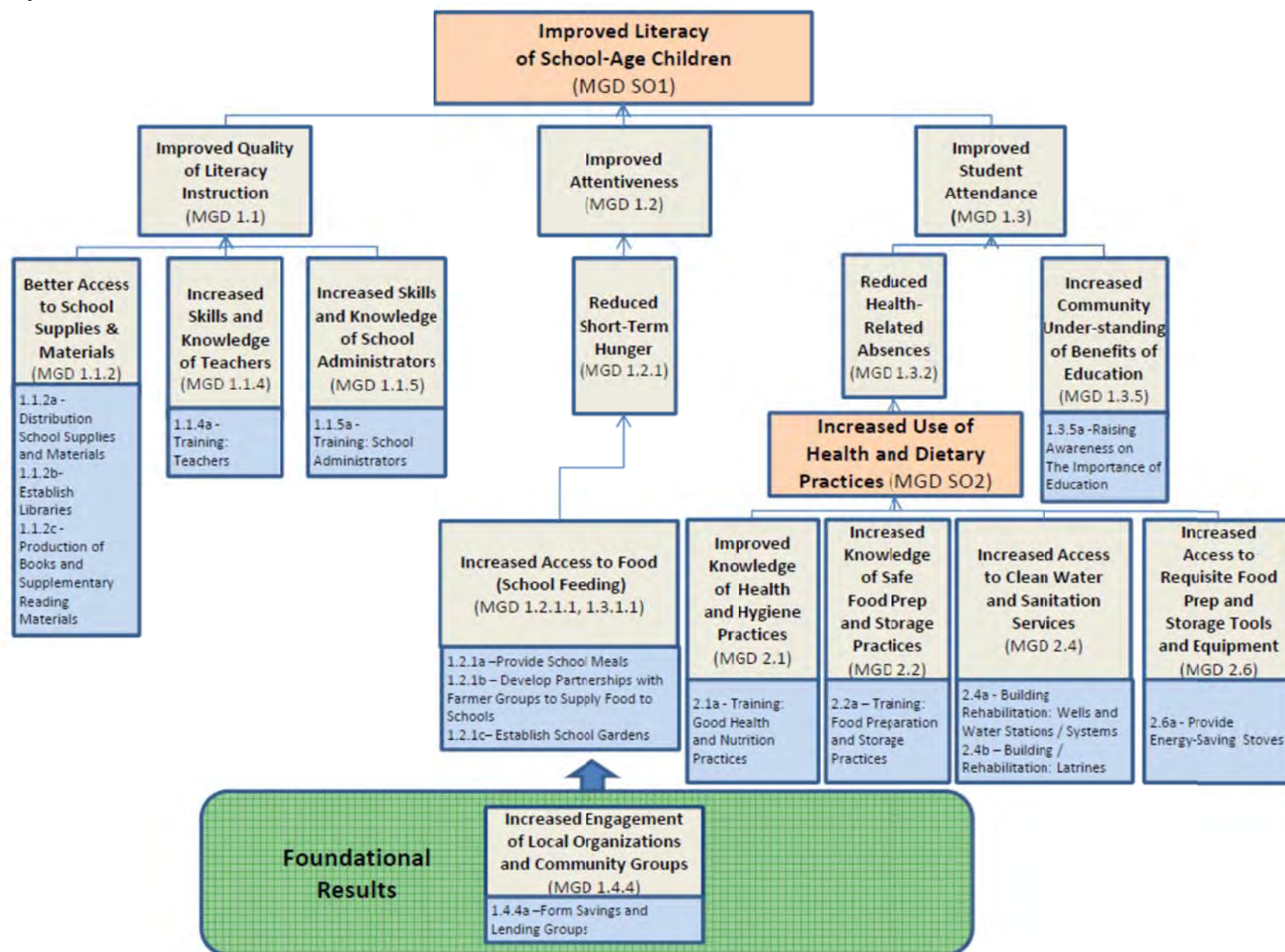
Indicator	Baseline Result		Statistically Significant Difference
	Intervention Schools	Comparison Schools	
Percent of boys in target schools who, by the end of two years of school, demonstrate reading comprehension <i>equivalent to their grade level as defined by national standards</i> ²¹ at USDA supported schools	11.9% (n=35)	8.9% (n=9)	None
Percent of girls in target schools who, by the end of two years of school, demonstrate reading comprehension <i>equivalent to their grade level as defined by national standards</i> ²² at USDA supported schools	9.3% (n=28)	8.2% (n=8)	None
Percent of teachers in target schools who demonstrate use of new and quality teaching techniques or tools (<i>defined as those who achieve at least 50% on the classroom observation instrument</i>)	10% (n=6)	15% (n=3)	None
Percent of teachers in target schools who allow students to ask questions during class	17% (n=10)	21% (n=4)	None
Percent of teachers in target schools who allow students to respond to questions raised in class by other students	12% (n=7)	17% (n=3)	None
Percent of school administrators in target schools who demonstrate use of new and quality teaching techniques or tools (<i>defined as those who report using at least 75% of the target techniques and/or tools</i>)	23% (n=7)	10% (n=1)	None
Percent of students in classrooms identified as inattentive by their teachers	14% (n=560)	18% (n=275)	None
Percent of students in target schools who indicate that they are “hungry” ²³ during the school day	45% (n=271)	76% (n=152)	p<.000
Percent of students who report a decrease in health-related absences	25% (n=151)	34% (n=68)	None
Average number of days students report being absent from school due to illness during the previous month	2.28 (n=484)	2.37 (n=171)	None
Percent of students in target schools who achieve a passing score on a test of good health and hygiene practices	51% (n=308)	53% (n=106)	None
Percent of parents in target communities who can name at least 3 benefits of primary education	85% (n=146)	84% (n=49)	None

²¹ In Tanzania, national standards for grade-level literacy performance have not been established. See section IV.A.2. for a discussion of the method used for determining these baseline values.

²² As above.

²³ In line with MGD 1.2.1, students were asked if they are hungry or very hungry during the school day.

Annex 1. Project-Level Results Framework



Annex 2. Indicator Performance Tracking Table (IPTT) – Baseline Survey Indicators Only

				Year 1 (FY14)			Year 2 (FY15)			Year 3 (FY16)		
Indicator Source	Indicator	Desired Direction of Change (+ or -)	Baseline	Target	Actual	% Achieved	Target	Actual	% Achieved	Target	Actual	% Achieved
Strategic Objective 1: Improved Literacy of School-Age Children												
USDA	Percent of boys in target schools who, by the end of two years of school demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools	+	12%	12%			20%			40% 50%		
USDA	Percent of girls in target schools who, by the end of two years of school demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools	+	9%	9%			20%			40% 50%		
Objective 1: Improved Quality of Literacy Instruction												
USDA	Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, or coaches	+	N/A							75%		

				Year 1 (FY14)			Year 2 (FY15)			Year 3 (FY16)		
Indicator Source	Indicator	Desired Direction of Change (+ or -)	Baseline	Target	Actual	% Achieved	Target	Actual	% Achieved	Target	Actual	% Achieved
1.1.4 Increased Skills and Knowledge of Teachers												
USDA	Percent of teachers in target schools who demonstrate use of new and quality teaching techniques or tools	+	10%	10%			40%			75%		
PCI TZ	Percentage of teachers that allow students to ask questions during class	+	17%	17%			25%			35%		
PCI TZ	Percentage of teachers that allow students to respond to questions raised in class by other students.	+	12%	12%			20%			30%		
1.1.5 Increased Skills and Knowledge of School Administrators												
USDA	Percent of school administrators in target schools who demonstrate use of new techniques or tools	+	23%	25%			50%			75%		
1.2 Improved Attentiveness												
USDA	Percent of students in classrooms identified as inattentive by their teachers	-	14%	14%			12%			10% 15%		
1.2.1 Reduced Short-term Hunger												
USDA	Percent of students in target schools who indicate that they are "hungry" during the school day	-	45%	45%			35%			25% 95%		

				Year 1 (FY14)			Year 2 (FY15)			Year 3 (FY16)		
Indicator Source	Indicator	Desired Direction of Change (+ or -)	Baseline	Target	Actual	% Achieved	Target	Actual	% Achieved	Target	Actual	% Achieved
1.3.2 Reduced health-related absences												
USDA	Percent of students who report a decrease in health-related absences	+	25%	25%			30%			35% 20%		
PCI TZ	Average number of days per student that they were absent from school the previous month due to illness	-	2.28	2.28			2.15			2.0		
SO2: Increased use of health and dietary practices												
2.1 Improved knowledge of health and hygiene practices												
USDA	Percent of students in target schools who achieve a passing score on a test of good health and hygiene practices	+	51%	51%			70%			90%		
1.3.5 Increased community understanding of benefits of education												
USDA	Percent of parents in target communities who can name at least 3 benefits of primary education	+	85%	85%			90%			90%		
USDA	Percent of Volunteer Student Aides with increased self-confidence	+	N/A							70%		

Annex 3. Baseline Survey School Sample

PCI Intervention Districts = Bunda, Butiama, Musoma Rural Districts

Included in FFE I

Newly added in FFE II

Comparison District = Serengeti District

District	School Name
Bunda	Kambarage
Bunda	Mariwanda B
Bunda	Haruzale
Bunda	Nyantare
Bunda	Nyamakombu
Bunda	Kamulebya
Bunda	Mchigondo
Bunda	Kiroleli
Bunda	Igundu
Bunda	Marambeka
Bunda	Kenkombyo
Bunda	Busambara
Bunda	Bulendabufwe
Bunda	Bushigwamala
Bunda	Nansuruli

District	School Name
Butiama	Kihuzu
Butiama	Bukinga
Butiama	Masurura
Butiama	Mwikoko
Butiama	Muriaza
Butiama	Ryamisanga ²⁴

District	School Name
Musoma Rural	Buira
Musoma Rural	Burungu
Musoma Rural	Kinyang'erere
Musoma Rural	Kwibara
Musoma Rural	Bukumi
Musoma Rural	Buraga
Musoma Rural	Wanyere
Musoma Rural	Butata
Musoma Rural	Busungu

District	School Name
Serengeti	Majimoto
Serengeti	Zakia Meghji
Serengeti	Mbalibali
Serengeti	Iharara
Serengeti	Iseresere
Serengeti	Nyansurumunti
Serengeti	Kitunguruma
Serengeti	Matare
Serengeti	Nyaigabo
Serengeti	Masomgo

²⁴ Random replacement selection for Kinyambwiga B in Bunda District (at the latter school, which was originally selected for the sample, the data collection team found no one there on the scheduled day of the survey, as a result of the death of a teacher the previous evening)

Annex 4. PCI FFE II – Baseline Survey –Training of Enumerators/Supervisors

Day 1 - Monday		Day 2 - Tuesday	Day 3 - Wednesday	Day 4 - Thursday	Day 5 - Friday
08:30 - 09:00	Arrival and Registration	Arrival and Registration	School Practice #1 and feedback/lessons	Arrival and Registration	School Practice #2
09:00 - 09:30	Introduction to Project and EGRA (why do we assess reading ability with EGRA)	Review of previous day; Review of EGRA basic scoring rules		Classroom Observation practice	
09:30 - 10:30	Roles and responsibilities of enumerators, supervisors, assessment manager and PCI	Practicing EGRA Task 1 and Task 2		Practicing EGRA Task 1 and Task 2	
10:30 - 11:00	Tea Break	Tea Break		Tea Break	
11:00 - 11:30	Sampling	Practicing EGRA Task 3 and Task 4		Classroom Observation practice	
11:30 - 12:00	General Instructions, Introduction and rapport, Obtaining consent				
12:00 – 13:00	Completing basic information section; EGRA Scoring Rules	Student Questionnaire		Lunch	Lunch
13:00 - 14:00	Lunch	Lunch		Lunch	Lunch
14:00- 14:30	Kiswahili letter sounds – EGRA task 2	Teacher Questionnaire	Head Teacher Questionnaire and School Checklist	Parent Questionnaire	Feedback from practice
14:30 – 16:00	Introduction and practice of EGRA Tasks				
16:00 - 16:45	Using a timer – scoring all tasks quickly	EGRA practice in triads		Practice	Closing and preparations
16:45 - 17:00	Closing	Closing	Closing	Closing	

Annex 5. Enumerator and Supervisor's Training Guide

[To be submitted as a separate document]

Annex 6. Final Data Collection Instruments: PCI FFE II Baseline Survey

EGRA KISWAHILI

Maelekezo ya Jumla:

Wakati wa kufanya uchunguzi huu, ni muhimu kuonyesha mwelekeo wa kucheza na kuburudika na wanafunzi kwa kuanza kuzungumza nao juu ya maswala rahisi yatakayowapendeza (tazama mfano ulioko hapa chini). Mwanafunzi anapaswa kuchukulia uchunguzi huu kama mchezo wa kujifurahisha kuliko mtihani wa kuogopewa. Ni muhimu kusoma TU zile sehemu zilizo ndani ya visanduku pole pole na kwa ufasaha.

Hujambo! Ningependa kujitambulisha kwako. Jina langu ni _____ na ninaishi _____. (Mwambie kwa ufupi kuhusu familia yako, idadi ya watoto wako na umri wao, michezo upendayo, n.k.)
1. Hebu nieleze kwa ufupi kuhusu familia yako. (Ngojea jibu la mwanafunzi kwa muda mfupi. Ukiona kwamba anasita, uliza swali la pili; lakini asiposita, enda kwenye sehemu ya idhini ya Kusemwa).
2. Unapenda kufanya nini wakati hupo shuleni?

Idhini ya Kusemwa

- Hebu nikueleze sababu za kuja kwangu hapa hivi leo. Ninafanya kazi na taasisi ya PCI kwenye program ya chakula na elimu II.
- Ulichaguliwa kushiriki kwa bahati, kama katika mchezo wa bahati nasibu.
- Tunakuomba ushirikiane nasi katika shughuli hii. Lakini usishiriki katika shughuli hii iwapo hutaki.
- Tutacheza mchezo wa kusoma. Nitakuuliza usome herufi, maneno na hadithi fupi kwa sauti.
- Nitatumia hii saa ya kasi ili kupima muda utakaotumia kusoma.
- Huu SIYO mtihani na alama zako za mitihani shuleni hazitaathirika.
- Pia nitakuuliza maswali kuhusiana na shule na afya.
- Sitanukuu jina lako kwenye karatasi hii kwa hivyo hakuna mtu atakaejua haya ni majibu yako.
- Kumbuka kwamba una hiari ya kutoshiriki katika shughuli hii. Vile vile, tutakapoanza shughuli hii, utajibu maswali kwa hiari yako na ni sawa iwapo hutaki kujibu swali.
- Je, una swali lolote? Uko tayari kuanza?

Tia alama ya sahihi ikiwa mwanafunzi ametoa idhini: ☐ **NDIO**

(Kama idhini ya mdomo haikutolewa ,mshukuru mtoto na uendeleo kwa mtoto anayefuata kwa kutumia fomu hiyo hiyo)

A. Tarehe ya uchunguzi :	Tarehe : _____ Mwezi: _____
B.1. Jina la mdodosaji :	
B.2. Alama binafsi ya Mdodoswaji:	
C.1. Jina la shule:	
C.2. Nambari ya usajiri wa shule::	
D. Wilaya:	
E. Mkoa:	
F. Zamu ya shule:	☐ 1 = Siku nzima
	☐ 2 = Asubuhi tu
	☐ 3 = Mchana tu

G. Darasa viwango mchanganyiko ?	☐ 0 =Hapana ☐ 1 = Ndiyo
H. Kiwango:	
I.Jina la mkondo:	
J. Alama binafsi ya mwanafunzi :	
K. Umri wa mwanafunzi :	
L. Jinsi ya mwanafunzi	☐ 0 =msichana ☐ 1 = mvulana
M. Muda wa kuanza :	_____ : _____ Asubuhi / Mchana

Sehemu ya Kwanza: utambuzi wa sauti

Soma kwa sauti kila kikundi cha maneno mara moja tu na mwanafunzi aseme neno gani linaanza na sauti tofauti na mengine.

Hili ni zoezi la kusikiliza. Nitasema maneno matatu. Moja linaanza na mlilo wa tofauti, nataka uniambie ni neno gani linaanza na sauti ya tofauti?

1. Kwa mfano;
“bata”, “dada”, “baba”. Neno gani linaanza na sauti ya tofauti?

Iwapo mwanafunzi atajibu kwa usahihi mwambie, vizuri sana, “dada” linaanza na sauti ya tofauti.

Iwapo mwanafunzi hatajibu kwa usahihi, sema: “bata”, “dada”, “baba”. “Dada” linaanza na sauti ya tofauti kuliko “bata” na “baba.”

2. Sasa jaribu neno lingine: “chura,” “chupa,” “kula.” Neno gani linaanza na sauti ya tofauti?

Iwapo mwanafunzi atajibu kwa usahihi mwambie, vizuri sana “kula” linaanza na sauti ya tofauti.

Iwapo mwanafunzi hatajibu kwa usahihi, sema: “chura,” “chupa,” “kula.” “Kula” linaanza na sauti ya tofauti kuliko “chupa” na “chura.”

Je, umeelewa unavyopaswa kufanya?

Uko tayari? Anza.

Sehemu hii haitapimwa muda

Utaratibu wa kusitisha mapema: sitisha zoezi hilo, ikiwa mwanafunzi hana majibu sahihi ndani ya seti tano ya mwanzo.

Neno gani linaanza na sauti ya tofauti? [soma kila kikundi mara moja tu]							
1	Meno	Soma	Saba	[Meno]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
2	Yeye	Yona	Kona	[Kona]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
3	Kile	Kama	Baba	[Baba]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
4	Wewe	Tatu	Watu	[Tatu]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
5	Cheza	Juma	Jiko	[Cheza]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
6	Ndizi	Ndege	Mbuzi	[Mbuzi]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
7	Peku	Saba	Paka	[Saba]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
8	Viti	Kanzu	Kuni	[Viti]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
9	Nguo	Ngazi	Mbegu	[Mbegu]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu
10	Pipi	Kuni	Panzi	[Kuni]	☐ jibu sahihi	☐ jibu lisilosahihi	☐ kutojibu

Number of correct responses:

Weka alama katika kisanduku hiki iwapo shughuli ilisitishwa kwa sababu mwanafunzi hana majibu sahihi ndani ya seti tano ya mwanzo.

Sehemu ya Pili: Ufahamu wa Sauti ya Herufi

Muonyeshe mwanafunzi orodha ya herufi iliyomo katika kijitabu cha mwanafunzi. Kisha sema ifuatavyo:

Karatasi hii ina herufi mbali mbali. Tafadhali zitamke sauti zote;
Kwa mfano, sauti ya herufi hii [kisha mwonyeshe herufi n] ni “nnn”

Hebu tufanye mazoezi: Nitamkie sauti ya herufi hii [mwonyeshe herufi E]:

Iwapo jawabu la mwanafunzi ni sahihi, sema : **Vyema, sauti ya herufi hii ni “e”**

Iwapo jawabu la mwanafunzi sio sahihi, sema: **Sauti ya herufi hii ni “e”**

Sasa, hebu jaribu herufi nyingine: nitamkie sauti ya herufi hii [mwonyeshe herufi w]:

Iwapo jawabu la mwanafunzi ni sahihi, sema: **Vyema, sauti ya herufi hii ni “www”**

Iwapo jawabu la mwanafunzi sio sahihi, sema: **Sauti ya herufi hii ni “www”**

Je, umeelewa unavyopaswa kufanya?

Nikisema “Anza”, tafadhali zitamke sauti za herufi hizi haraka iwezenavyo lakini kwa makini.

Nitamkie sauti za herufi, kuanzia hapa kisha kuendelea hivi. [Elekeza kidole chako katika herufi ya kwanza katika mstari wa juu baada ya mfano kisha uendelee hadi mwisho wa mstari huo]. Unapokua unataja sauti nitanyamaza kimya nikusikilize, isipokuwa pale utakapohitaji msaada. Uko tayari? Anza.



Anzisha saa ya kupimia kasi pindi mwanafunzi anaposoma sauti za herufi ya mwanzo. Fuatilia kusoma kwake ukitumia penseli kisha utie alama ya mkwaju (/) katika kila herufi ambayo hakuweza kuitamka. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambapo alijisahihisha, tia alama ya duara (O) kwa herufi hiyo kisha uendelee. **Unapaswa kuwa kimya**, isipokuwa wakati unampa mwanafunzi majibu, ifuatavyo: Iwapo mwanafunzi anasita kwa muda wa sekunde 3, mpe jawabu halafu mwelekeze katika herufi inayofuata kisha umwambie **“Tafadhali endelea.”** Kisha uweke alama ya kuonyesha hakupata jibu sahihi. Kama mtoto anataja jina la herufi, tofauti na sauti yake, mpe sauti ya herufi na sema : **“Tafadhali utaje sauti ya herufi”**. Weka alama ya mkwaju kwenye herufi uliotaja mwenyewe. Fursa hii ifanyike mara moja tu kwenye zoezi hilo.

BAADA YA SEKUNDE 60, SEMA, “Acha kusoma.” Halafu weka alama ya mabano (/) katika herufi ya mwisho aliyosoma. Halafu endelea na zoezi linalofuata.

Utaratibu wa kusitisha kusoma mapema: Iwapo mwanafunzi hatapata majibu sahihi hata moja katika mstari wote wa juu, hata kwa kujikosoa, sema **“Asante !”** na endelea na zoezi linalofuata.

Mifano: n E W

i	T	m	i	a	K	T	K	n	L	
u	i	B	a	N	U	y	U	Y	g	(10)
U	Z	w	a	O	m	i	Gh	M	e	(20)
R	W	S	W	n	ch	a	l	u	i	(30)
th	Z	D	a	o	i	b	A	N	o	(40)
s	n	M	k	i	h	N	l	n	A	(50)
u	a	A	i	m	L	a	E	a	f	(60)
a	e	A	k	t	E	a	l	Ny	K	(70)
a	h	i	L	sh	O	n	A	V	ng'	(80)
g	L	d	a	i	Dh	a	A	U	P	(90)
i	T	m	i	a	K	T	K	n	L	(100)

Muda uliosalia katika saa ya kupima kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE) :

Weka alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakusoma kwa usahihi neno lolote katika mstari wa kwanza.

Idadi ya majibu sahihi:

Sehemu ya Tatu: Kutambua Maneno ya Kubuni

Muonyeshe mwanafunzi orodha ya maneno ya kubuni iliyomo ndani ya kijitabu cha mwanafunzi, halafu sema,

Karatasi hii ina maneno yaliyobuniwa. Ningependa usome maneno yote unayoweza. Usitamke herufi moja moja lakini ulisome neno zima. Kwa mfano, neno hili la kubuni ni: “juna”
 Hebu tufanye mazoezi: tafadhali lisome neno hili [mwonyeshe neno “huka”]
 [Iwapo mwanafunzi atasema “huka”, mwambie]: “Vizuri sana : “huka”
 [Iwapo mwanafunzi hakusoma neno “huka” vizuri, mwambie]: Neno hili la kubuni ni “huka.”
 Sasa, hebu jaribu neno lingine la kubuni: Tafadhali soma neno lifuatalo mwonyeshe neno: “fisa”.
 [Iwapo mwanafunzi atasema “fisa”, mwambie]: “Vizuri sana : “fisa”
 [Iwapo mwanafunzi hakusoma neno “fisa” vizuri, mwambie]: Neno hili la kubuni ni “fisa.”
 Nikisema “Anza”, yasome maneno haraka iwezekanavyo lakini kwa makini. Yasome maneno kutoka upande wa kushoto kuelekea upande wa kulia wa ukurasa huu, ukianzia mstari wa kwanza. Nitakuwa kimya nikusikilize, isipokuwa wakati unapohitaji usaidizi. Je, umeelewa jinsi unavyopaswa kufanya? Uko tayari? Anza.



Anzisha saa ya kupimia kasi pindi mwanafunzi anaposoma neno la kwanza. Fuatiliza kusoma kwake ukitumia penseli kisha utie alama ya mkwaju (/) katika kila neno ambalo hakusoma vilivyo. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambalo alijisahihisha, weka alama ya duara (O) kwa neno hilo kisha uendelee.

Unapaswa kuwa kimya isipokuwa wakati unampa mwanafunzi majibu, ifuatavyo: Iwapo mwanafunzi anasita kwa muda wa sekunde 3, mpe jibu halafu mwelekeze katika neno linalofuata kisha umwambie **“Tafadhali endelea.”** Kwa kila neno unalomsomea mwanafunzi, weka alama ya kuonyesha hakupata jibu sahihi.

BAADA YA SEKUNDE 60 SEMA, “Tafadhali, acha kusoma.” Halafu weka alama ya mabano (!) katika neno la mwisho alilosoma.

Utaratibu wa kusitisha kusoma mapema: Iwapo mwanafunzi hakusoma vilivyo maneno yote katika mstari wa kwanza, sema **“Asante !”**, sitisha shughuli hii, kisha uweke alama katika kisanduku kilicho chini ya ukurasa huu na uendelee na sehemu inayofuata.

Mifano: juna fisa huka

1	2	3	4	5	
Zefu	Vicha	choyu	mwela	nzinga	(5)
gowe	Kengu	nyuza	vube	Vili	(10)
mapa	Nepu	ndise	Shifi	mtozo	(15)
rubwa	Mwate	chena	fipe	hungu	(20)
mbeta	Ripi	sine	riki	Gazu	(25)
ndweku	Ndami	msino	bwara	Kabe	(30)
nziki	Howe	honzi	sharu	leye	(35)
toso	Regu	mtofi	Kine	Ngiso	(40)
hefa	Ndaho	josa	kenzi	Dusu	(45)
yota	Chuso	rime	ngute	Kuvi	(50)

Muda uliosalia katika saa ya kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE):

Weka alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakusoma kwa usahihi neno lolote katika mstari wa kwanza.

Idadi ya majibu sahihi:

Sehemu ya Nne (a): Kusoma Hadithi kwa Sauti

Muonyeshe mwanafunzi hadithi iliyomo katika kijitabu cha mwanafunzi. Halafu sema hivi,

Hii hapa ni hadithi fupi. Ningependa uisome kwa sauti, haraka iwezekanavyo lakini kwa makini. Ukimaliza kuisoma, nitakuuliza maswali kuhusu yale uliyosoma. Je, umeelewa jinsi unavyopaswa kufanya? Nikisema “Anza,” isome hadithi vizuri kadri ya uwezo wako. Nitanyamaza nikusikilize. Uko tayari? Anza.



Anzisha saa ya kupimia kasi pindi mwanafunzi anaposoma neno la kwanza. Fuatilia kusoma kwake ukitumia penseli kisha uweke alama ya mkwaju (/) katika kila neno ambalo hakusoma vilivyo. Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambalo alijisahihisha, weka alama ya duara (O) kwa neno hilo kisha uendelee. Usiseme chochote, isipokuwa wakati mwanafunzi atasita kwa muda wa sekunde 3 ambapo sasa utamsomea neno kisha umwonyeshe neno linalofuata na kumwambia “**Tafadhali endelea.**” Kwa kila neno unalomsomea mwanafunzi, weka alama ya kuonyesha hakupata jibu sahihi.

Baada ya sekunde 60, sema, “Tafadhali, acha kusoma.” Halafu weka alama ya mabano () katika neno la mwisho alilosoma.

Utaratibu wa kusitisha kusoma mapema: Iwapo mwanafunzi hakusoma vilivyo maneno yote katika mstari wa kwanza, sema “**Asante !**”, sitisha shughuli hii, kisha uwekemstari.

Sehemu ya Nne (b). Kusoma na Kufahamu

Baada ya kukamilika kwa sekunde 60 au Iwapo mwanafunzi atamaliza kusoma hadithi, **IONDOE hadithi kutoka mbele ya mwanafunzi**, kisha uulize swali la kwanza hapa chini.

Mpe mwanafunzi hadi sekunde 15 alijibu swali, weka alama sahihi kulingana na jibu lake, halafu uendelee katika swali linalofuata.

Soma maswali ya kila mstari hadi katika mabano yanayoonyesha mahala mwanafunzi alikomea kusoma.

SEMA: Sasa nitakuuliza maswali machache kuhusiana na hadithi uliosoma. Jaribu kujibu maswali kadri ya uwezo wako.

HADITHI 1: KUSOMA	MASWALI	JIBU SAHIHI	JIBU LISILOSAHIHI	KUTOJIBU
Juma anapenda kucheza mpira wa miguu. Yeye ni mchezaji hodari.10	Juma anapenda kucheza mchezo gani? [mpira wa miguu]			
Wiki iliyopita, timu yao ilicheza na timu jirani. 18	Timu ya Juma ilicheza na timu gani? [Ilicheza na timu jirani, timu ya jirani]			
Juma alifunga magoli matatu. Alishangiliwa na kupewazawadi. Juzi alipokuwa akifanya mazoezi, aliumia mguu.32	Ni nini kilifanyika kwa Juma alipokuwa akifanya mazoezi? [Aliumia, aliumia mguu, aliumizwa mguu]			
Alipelekwa hospitalini. Daktari alimwambia apumzike kwa muda wa siku mbili. Juma alihuzunika sana. Alifikiri angekosa kushiriki katika mchezo wa Jumamosi.52	Daktari alimwambia Juma afanye nini? [Apumzike/apumzike kwa siku mbili]			
Ijumaa aliporudi hospitalini, daktari alimwambia mguu umepona. Juma alifurahi sana. 62	Kwa nini Juma alifurahisana?[kwa sababu aliambiwa amepona / sasa angecheza mpira tena]			

Muda uliosalia katika saa ya kasi kufikia mwisho wa kusoma [idadi ya SEKUNDE]:

Weka alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakusoma kwa usahihi neno lolote katika mstari wa kwanza.

Idadi ya jibu sahihi:

Muda wa Kumaliza: ____:____ AM / PM

Sehemu ya Tano: Usaili juu ya mazingira ya mwanafunzi

Muulize mwanafunzi swali kwa mdomo kwa lengo la kumdodosa. Usisome majibu kwa sauti. Subiri mwanafunzi ajibu na andika jibu katika sehemu iliyotolewa au weka alama ya vema kwenye kisanduku cha jibu linaloana na jibu la mwanafunzi. Kama hakuna maelekezo yaliyotofauti basi jibu moja linaruhusiwa.

1	Je, ulikula chakula kinachotolewa shuleni jana? (<i>Kama mwanafunzi hakuwepo shuleni jana, muulize siku nyingine ya karibu aliyokuwepo shuleni. Kama jana haikuwa siku ya chakula shuleni, uliza siku kabla ya jana</i>)	1 ☐ Ndiyo 2 ☐ Hapana (<i>Kama jibu ni "Hapana", endelea na swali la 4.</i>) 99 ☐ Sijui/Sina jibu (<i>endelea na swali la 4.</i>)		
2	[<i>Kama jibu ni "Ndiyo" kwa swali la 1</i>] Shuleni jana (" <i>siku hiyo</i> " kama siyo jana), ulikunywa uji, wali na maharage, au vyote?	1 ☐ Uji 2 ☐ Wali na maharage 3 ☐ Uji, wali na maharage 99 ☐ Sijui/Sina jibu		
3	Baada ya kula chakula shuleni jana, (" <i>siku hiyo</i> ", kama siyo jana) ulisikia njaa?	1 ☐ Ndiyo 2 ☐ Hapana 99 ☐ Sijui/Sina jibu		
4	Huwa unasikia njaa au njaa kali ukiwa shule?	1 ☐ Ndiyo 2 ☐ Hapana 99 ☐ Sijui/Sina jibu		
5	Kabla ya mwezi mmoja kufunga shule, ulishindwa kufika shuleni kwa muda wa siku ngapi kwa sababu ya afya isiyo nzuri/ugonjwa?	_____ (<i>Andika idadi ya siku ambazo mwanafunzi hakuhudhuria</i>) 99 ☐ Sijui/Sina jibu		
6	Je, umekosa kuhudhuria shule kwa sababu ya afya isiyo nzuri au kuumwa zaidi mwaka huu kuliko mwaka jana, au pungufu mwaka huu kuliko mwaka jana, au kwa viwango vinavyolingana?	1 ☐ Zaidi mwaka huu kuliko mwaka jana 2 ☐ Pungufu mwaka huu kuliko mwaka jana 3 ☐ Kwa viwango vinavyolingana 99 ☐ Sijui/Sina jibu		
Sasa napenda kukuuliza maswali juu ya afya na usafi wa mwili. Nitasoma maelezo na utaniambia kama unafikiri maelezo hayo ni kweli au si kweli (<i>Soma kila maelezo kwa wanafunzi na uweke alama kuhusiana na jibu lake</i>)				
7	Ugonjwa unaweza kusababishwa na mambo mengi ikiwa ni pamoja na lishe isiyo nzuri na uchafu wa mwili.	1 ☐ kweli	2 ☐ siyo kweli	99 ☐ Sijui/Sina jibu
8	Baadhi ya magonjwa yanaweza kuzuiwa kwa kuvaa viatu.	1 ☐ kweli	2 ☐ siyo kweli	99 ☐ Sijui/Sina jibu

9	Hakuna njia ya kuzuia watoto kuharisha au kufariki kutokana na magonjwa ya kuhara	1 ☐ kweli	2 ☐ siyo kweli	99 ☐ Sijui/Sina jibu
10	Chakula hutupatia nguvu, hutukinga na magonjwa, na hutusaidia kukua.	1 ☐ kweli	2 ☐ siyo kweli	99 ☐ Sijui/Sina jibu
11	Chakula chenye uwiano mzuri kina wanga pekee.	1 ☐ kweli	2 ☐ siyo kweli	99 ☐ Sijui/Sina jibu
12	Njia nzuri ya kujikinga na virusi vya UKIMWI ni kuacha ngono.	1 ☐ kweli	2 ☐ siyo kweli	99 ☐ Sijui/Sina jibu
13	Njia muhimu ya kuepuka magonjwa ni kusafisha mikono na maji na sabuni kabla ya kupika au kula na baada ya kutoka chooni.	1 ☐ kweli	2 ☐ siyo kweli	99 ☐ Sijui/Sina jibu
14	Sisi wanafunzi tunaweza kuifanya shule kuwa safi, salama na sehemu yenye afya.	1 ☐ kweli	2 ☐ siyo kweli	99 ☐ Sijui/Sina jibu
Vizuri sana, sasa tumemaliza. Umefanya kazi nzuri. Nakushukuru kwa ushirikiano wako, tafadhali rejea darasani kwako nakutakia masomo mema.				

Muda wa kumaliza : ____ : ____ Asub
Mchana

EARLY GRADE READING ASSESSMENT

STUDENT STIMULI BOOKLET

KISWAHILI

BASELINE SURVEY, JULY 2014

2. Sehemu ya Pili: Ufahamu wa sauti Herufi

Mfano: n e W

i	T	m	i	a	K	T	K	n	L
u	i	B	a	N	U	y	U	Y	g
U	Z	w	a	O	m	i	Gh	M	e
R	W	S	W	n	ch	a	l	u	i
th	Z	D	a	o	i	b	A	N	o
s	n	M	k	i	h	N	l	n	A
u	a	A	i	m	L	a	E	a	f
a	e	A	k	t	E	a	l	Ny	K
a	h	i	L	sh	O	n	A	V	ng'
g	L	d	a	i	Dh	a	A	U	P

4. Sehemu ya Tatu: Kutambua Maneno ya Kubuni

Mfano: juna fisa huka

Zefu	Vicha	choyu	mwela	nzinga
gowe	Kengu	nyuza	vube	vili
mapa	Nepu	ndise	Shifi	mtozo
rubwa	Mwate	chena	fipe	hungu
mbeta	Ripi	sine	riki	gazu
ndweku	Ndami	msino	bwara	kabe
nziki	Howe	honzi	sharu	leye
toso	Regu	mtofi	Kine	ngiso
hefa	Ndaho	josa	kenzi	dusu
yota	Chuso	rime	ngute	kuvi

Juma anapenda kucheza mpira wa miguu. Yeye ni mchezaji hodari. Wiki iliyopita, timu yao ilicheza na timu jirani.

Juma alifunga magoli matatu. Alishangiliwa na kupewa zawadi. Juzi alipokuwa akifanya mazoezi, aliumia mguu. Alipelekwa hospitalini. Daktari alimwambia apumzike kwa muda wa siku mbili.

Juma alihuzunika sana. Alifikiri angekosa kushiriki katika mchezo ya Jumamosi. Ijumaa aliporudi hospitalini, daktari alimwambia mguu umepona. Juma alifurahi kabisa.

CLASSROOM OBSERVATION FORM – FOMU YA UANGALIZI DARASANI

DISTRICT NAME: JINA LA WILAYA	DATE OF INTERVIEW: TAREHE YA USAILI ____/____/____ (tar/mwez/mwaka)
WARD NAME: JINA LA KATA	TIME OF INTERVIEW/OBSERVATION (START) [Use 24 hour clock]: MUDA WA KUANZA KUDODOSA [Tumia mda wa kalenda ya masaa 24]
SCHOOL NAME: JINA LA SHULE	TIME OF INTERVIEW/OBSERVATION (END) [Use 24 hour clock]: MUDA WA KUMALIZA KUDODOSA [Tumia mda wa kalenda ya masaa 24]
ENUMERATOR NAME: JINA LA MDODOSAJI	ENUMERATOR SIGNATURE: SAHIHI YA MDODOSAJI
SUPERVISOR NAME: JINA LA MSIMAMIZI	SUPERVISOR SIGNATURE: SAHIHI YA MSIMAMIZI

PART 1: INTRODUCTION, CONFIDENTIALITY AND CONSENT / SEHEMU YA 1: UTANGULIZI,USIRI NA RIDHAA

Greet the teacher and introduce yourself: *My name is _____ and I am working for the PCI Food For Education (FFE II) program. We are observing and interviewing teachers in Standards 2 and 4 to learn about reading and other topics. We would like to observe you in the classroom in order to learn about the teaching of reading. We will also interview you after the observation. If you agree to participate in the survey, all the observations and answers that you provide will be kept private – only members of the survey team would have access to this information. You may choose to stop the observation or interview at any time. However, observing your class and your honest answers to our questions will help us better understand how students learn to read and the support they receive. We greatly appreciate your cooperation. The observation will take about 30 minutes. Do you have any questions for me?*

Msalimie mwalimu na ujitambulisha kwake Jina langu ni _____ na ninafanya kazi PCI katika mpango II wa Elimu na Chakula. Tunaangalia na kufanya usaili na walimu katika darasa la 2 na la 4 kujifunza juu ya kusoma na masuala mengine. Tunapenda kukuangalia darasani ukifundisha ili kujifunza juu ya kufundisha kusoma Pia tutafanya usaili baada ya kuangalia. Ikiwa unakubali kushiriki katika utafiti huu maoni na majibu yako yote yatahifadhiwa kwa siri. Ni wajumbe wa utafiti huu tu watakaona taarifa hizi. Unaweza kuamua kusitisha kuangaliwa na hata usaili wakati wowote. Kwa vyovyote, kuangalia kwetu darasa na majibu yako ya uaminifu kwa maswali yetu vitatusaidia kuelewa vema ambavyo wanafunzi wanajifunza kusoma na msaada wanaopata. Tunashukuru sana kwa ushirikiano wako. Uangalizi wetu utachukua kiasi cha dakika 40. Una swali lolote kwangu?

1.	Do you agree to participate in this observation? Je! unakubali kushiriki katika uchunguzi huu?	0 ☐ No/Hapana 1 ☐ Yes/Ndiyo
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PART 2: TEACHER IDENTIFICATION / SEHEMU YA 2: UTAMBULISHO WA MWALIMU		
[Before the observation, ask the teacher the following questions] [Kabla ya uangalizi, muulize mwalimu maswali yafuatayo]		
2.	LEAVE BLANK (ACHA WAZI)	
3.	Is the class being observed multi-grade (that is, does it combine more than one grade)? Je! darasa lenye kuangaliwa ni darasa lenye wanafunzi wa madarasa tofauti?	0 ☐ No/ Hapana 1 ☐ Yes/Ndiyo
4.	Subject of class to be observed: Somo linaloangaliwa:	1 ☐ Reading /kusoma 2 ☐ Language/Literature Lugha/Fasihi 3 ☐ Literacy/ kusoma na kuandika
5.	# of students <u>registered</u> in Class: Wanafunzi waliosajiliwa darasani:	1 Total/Jumla _____ 2 Boys/ wavulana _____ 3 Girls/wasichana _____
PART 3: CLASSROOM ENVIRONMENT/ SEHEMU YA 3: MAZINGIRA YA DARASANI		
[Complete this section before teacher begins lesson.] [Jaza sehemu hii kabla ya mwalimu kuanza kusomesha]		
6.	Number of students attending class this day (count them): Idadi ya wanafunzi waliohudhuria masomo siku ya leo: (wahesabu)	1 Total/Jumla _____ 2 Boys/ wavulana _____ 3 Girls/wasichana _____
7.	Does the room/space have a blackboard? Je, chumba cha darasa kina ubao wa kuandikia?	0 ☐ No/ Hapana 1 ☐ Yes/ Ndiyo
8.	Does the teacher have a chalk/marker? Je ,mwalimu ana chaki /kalamu za ukutani?	0 ☐ No/ Hapana 1 ☐ Yes/Ndiyo
9.	Do all students have seats? Wanafunzi wote wanakaa kwenye viti?:	0 ☐ No/Hapana 1 ☐ Yes/ Ndiyo (Ikiwa jibu ni "Ndiyo"endelea swali la 11
10.	If no, who mainly does not have a seat? Kama hapana ,ni wanafunzi gani hasa hawana viti vya kukalia?	1 ☐ Boys/ wavulana 2 ☐ Girls/wasichana 3 ☐ equal /Hapana utofauti (ni sawa kwa wote/hakuna tofauti)
11.	Who is mainly seated at the back of the room/space? Ni wanafunzi gani hasa wanakaa sehemu za nyuma kabisa darasani?	1 ☐ Boys/ wavulana 2 ☐ Girls/wasichana 3 ☐ equal /Hapana tofauti (ni sawa kwa wote/hakuna tofauti)
12.	Students are seated in: Wanafunzi wanakaa kwa:	1 ☐ rows (safu) 2 ☐ clusters/groups (vikundi) 3 ☐ circle/semicircle (duara/nusu duara)

		4 ☐ pairs (Jozi) 5 ☐ Other (Nyinginezo)_____
13.	From the back of the room, it is possible to see what is written on the blackboard: Kukaa viti vya nyuma darasani inawezekana kuona kile kilichoandikwa ubaoni.	0 ☐ No/Hapana 1 ☐ Yes/ Ndiyo 99 ☐ Not applicable (Haihusiki)
14.	From the back of the room, it is possible to hear what is being said at the front of the class. Kukaa viti vya nyuma darasani inawezekana kusikia kile kinachosemwa mbele ya darasa.	0 ☐ No/ Hapana 1 ☐ Yes/ Ndiyo 99 ☐ Not applicable/haihusiki
15.	<i>[Ask teacher to show his/her own teacher's book or guide for teaching this class] Muombe mwalimu kuonesha kiongozi cha mwalimu.</i> Teacher has his/her own teacher's guide applicable to this class. (Mwalimu anacho kiongozi cha mwalimu stahiki kwa matumizi ya darasa hili.)	0 ☐ No/Hapana 1 ☐ Yes/Ndiyo 99 ☐ Not applicable/haihusiki
16.	<i>[Ask teacher to show his/her own lesson plan for teaching today's class]</i> <i>Muombe mwalimu kuonesha andalio la somo kwa matumizi yake ya darasa ya leo]</i> Teacher has his/her own lesson plan for today's lesson. (Mwalimu analo andalio la somo lake mwenyewe)	0 ☐ No/Hapana (if no, skip to 19) 1 ☐ Yes/Ndiyo 99 ☐ Not applicable/haihusiki
17.	Is the most recent lesson plan entry signed by the Head Teacher (or by the responsible teacher)? Je andalio la somo la hivi karibuni limesainiwa na mwalimu mkuu au mwalimu husika?	0 ☐ No/Hapana 1 ☐ Yes/ Ndiyo (If "Yes ", skip to 19) Kama jibu ni "Ndiyo", nenda swali 19
18.	When was the last entry signed by the Head Teacher (or by the responsible teacher)? Andalio la mwisho la somo lilisainiwa lini n a mwalimu mkuu [au mwalimu husika]?	1 ☐ The day before / Siku moja kabla 2 ☐ The week before / Wiki moja kabla 3 ☐ Last month / Mwezi uliopita 4 ☐ Last term / Muhula uliopita 5 ☐ There is no signature/Hakuna sahini
<i>For Questions 19, 20, and 21, ask children to hold up textbook or printed material (question 19), exercise book/paper/slate (question 20), and pencil or pen (question 21) for the lesson. Count.</i> <i>Swali la 19, 20 na 21 omba wanafunzi wanyanyue juu vitabu/karatasi/vibao, na penseli kwa ajili ya somo husika. Hesabu.</i>		
19.	How many students have a textbook or printed material for the observed lesson?	1 ☐ All (wote) 2 ☐ Half or more than half (nusu au zaidi ya nusu)

	Ni wanafunzi wangapi wana vitabu vya darasa au machapisho ya somo husika?	3 ☐ Less than half (chini ya nusu) 4 ☐ None (hata mmoja) 99 ☐ Not applicable/Haihusiki
20.	How many students have an exercise book, paper or slate? Ni wanafunzi wangapi wana madaftari, karatasi au vibao?	1 ☐ All (wote) 2 ☐ Half or more than half (nusu au zaidi ya nusu) 3 ☐ Less than half (chini ya nusu) 4 ☐ None (hata mmoja) 99 ☐ Not applicable/Haihusiki
21.	How many students have pencil or pen? Ni wanafunzi wangapi wanazo penseli au kalamu?	1 ☐ All (wote) 2 ☐ Half or more than half (nusu au zaidi ya nusu) 3 ☐ Less than half (chini ya nusu) 4 ☐ None (hata mmoja) 99 ☐ Not applicable
22.	The following are <u>available and displayed</u> in the classroom: Vitu vifuatavyo vinavyopatikana na vinaonekana darasani: (Tick all that apply; only tick if the material is present in the classroom and you see it) Weka vema kwa vyote vinavyohusika, kama vinapatikana na vinaonekana darasani	a ☐ No/ Hapana b ☐ reading books / vitabu vya kujisomea c ☐ posters/charts/pictures bango/Majarida/Picha d ☐ letter cards or flash cards /kadi za herufi e ☐ flip charts (bango kitita) f ☐ alphabet strip or word wall (Maandishi ya ukutani) g ☐ Other (specify) Mengineyo(ainisha)_____
23.	Student work is displayed in the room/space. (Kazi za wanafunzi zimewekwa kwa kuonekana darasani.)	0 ☐ No/Hapana 1 ☐ Yes/Ndiyo 99 ☐ Not applicable/Haihusiki

PART 4: LESSON OBSERVATION / SEHEMU YA 4: WAKATI HALISI WA UANGALIZI WA SOMO

Class Start-up. Tick "observed" only once as the action first occurs. At end of observation, tick actions that were not observed)

Darasa linaanza(weka alama ya vema katika neno "lilijitokeza" mara moja tu pale kitendo kinapoanza.Mwishoni mwa uangalizi, weka alama ya vema katika vitendo ambavyo havikujitokeza.

24. Observation of reading/literacy lesson starts: ____:____ (hr:min) Uangalizi wa somo unaanza____: ____ (saa.dakika)	25. Observation of reading/literacy lesson ends: ____:____ (hr:min) Uangalizi wa somo unamalizika____: ____ (saa.dakika)
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Classroom Organization: Students are organized in Mpangilio wa darasa: Wanafunzi wamepangwa kwa...		Observed Lilijitokeza	not observed halikujitokeza
26	Whole class / Darasa zima		
27	Small groups / Vikundi vidogo		
28	Paired students /Jozi		
Instructional Content: Teacher guides students to.... Mada : Mwalimu anaongoza wanafunzi.....			
29	Identify differences and similarities of sounds Kuainisha tofauti na uwiano wa sauti		
30	Pronounce sounds of letters kutamka sauti za herufi		
31	Write letters Kuandika herufi		
32	Associate words with letters Kuhusisha maneno na herufi		
33	Discuss meaning of vocabulary words Kujadili maana ya maneno (msamiati)		
34	Blend letter-sounds to form syllables and words Kuunganisha sauti ya herufi ili kujenga silabi na maneno		
35	Read full sentences (Not just words) Kusoma sentensi nzima (siyo maneno tu)		
36	Read full story- Kusoma hadithi nzima		
37	Read printed material or book (i.e.newspaper or book) Kusoma maandiko au vitabu (gazeti au kitabu)		
38	Answer questions about meaning of text, or draw picture to show they understand a text Kujibu maswali au kuchora picha juu ya maana ya maandiko		
39	Write words or sentences as dictated Kuandika maneno au sentensi kama zilivyosomwa.		
40	Create or write own texts (sentence or story) Kutunga au kuandika maandiko yao wenyewe (sentensi au hadithi)		
41	Speak about own lives, events or stories Kueleza juu ya maisha yao, matukio au hadithi		
Class Activities: at some point during the lesson the students are ... Kazi za darasani: kwa kipindi fulani wakati wa somo wanafunzi huwa			
42.	Listening to teacher read out loud Wanamsikiliza mwalimu anasoma kwa sauti		
43.	Reading out loud together (choral reading) Wanasoma kwa sauti kwa pamoja (usomaji wa pamoja)		
44.	Reading out loud to another student (paired reading) Wanasoma kwa sauti kwa jozi (usomaji kwa jozi)		
45.	Reading independently (by him/herself)		

	Wanasoma mwanafunzi mwenyewe binafsi (mwenyewe binafsi)		
46.	Reading out loud one student at a time Wanasoma kwa sauti mwanafunzi mmoja mmoja		
47.	Repeating/Recitation Wanarudia/wanasoma kwa sauti		
48.	Answering teacher's questions wanajibu maswali ya mwalimu		
49.	Writing on blackboard Wanaandika ubaoni		
50.	Writing on paper, in exercise book or slate Wanaandika kwenye karatasi, daftari au vibao		
51.	Working on group projects Wanafanya kazi kwenye vikundi		
52.	Playing learning games, skits or songs wanacheza michezo ya kujifunza, maigizo mafupi, vichekesho au nyimbo		
Teaching Methods: Teacher ...			
Mbinu za kufundishia: Mwalimu			
53.	Reads aloud to students anasoma kwa sauti kwa wanafunzi		
54.	Demonstrates reading or writing skills anaonesha stadi za kusoma na kuandika		
55.	Asks students questions Anauliza wanafunzi maswali		
56.	Responds to student questions anajibu maswali ya wanafunzi		
57.	Allows students to ask questions Anaruhusu wanafunzi kuuliza maswali		
58.	Allows students to respond to questions asked by other students Anaruhusu wanafunzi kujibu maswali ya wanafunzi wenzao		
59.	Provides explanation if students don't understand Anatoa maelezo zaidi ikiwa wanafunzi hawakuelewa		
60.	Gives classwork to students and helps them when needed Anawapa wanafunzi kazi za darasani na anawasaidia inapohitajika		
61.	Concludes lesson with summary of what was learned Anahitimisha somo kwa kutoa ufupisho kwa kile kilichofundishwa		
62.	Praises or compliments students Anawapongeza au anawasifu wanafunzi		
63.	Criticizes, scolds or punishes students Anakosoa, anakemea au anatoa adhabu kwa wanafunzi		
64.	Beats students Anawachapa wanafunzi		
Assessment: Teacher assesses student learning by....			
Tathmini: Mwalimu anatathmini usomaji wa wanafunzi kwa ...			

65.	Asking questions during the lesson kuuliza maswali wakati wa kusoma		
66.	Monitoring students as they work to check understanding kufuatilia wanafunzi wakiwa wanafanyakazi ili kuangalia ufahamu wao		
67.	Observing student activities kuangalia kazi za wanafunzi		
68.	Listening to individual students read aloud kusikiliza mwanafunzi mmoja mmoja akisoma kwa sauti		
69.	Asking students to tell about what they just read Kuauuliza wanafunzi waeleze kile walichokisoma		
70.	Checking student exercise book or homework Kukagua madaftari ya wanafunzi au mazoezi ya ziada		
71.	Giving quiz or test to class kutoa chemsha bongo au jaribio		
Teaching Learning Material Use: Teacher uses...			
Matumizi ya nyenzo za kufundishia na kusoma: Mwalimu anatumia....			
72.	Blackboard / Ubao		
73.	Textbook/ Vitabu vya kiada		
74.	Reading books Vitabu vya kusoma		
75.	Letter cards/flash cards Kadi za herufi/kadi maalum		
76.	Poster/wall charts (with letters, words, pictures) Bango/chati za ukutani (zilizo na herufi,maneno, picha)		
77.	Supplementary reading resources Vitabu vya ziada vya kusoma		
78.	Work sheets / Karatasi za kufanyia kazi		
79.	Student exercise books and/or slates/ Madaftari ya kuandikia ya wanafunzi na/au vibao		
80.	Manipulatives (e.g. real objects, sandbox, etc.) Nyenzo nyingine (vitu halisi, boksi la mchanga, n.k)		
Teacher Position: Teacher is...			
Nafasi ya Mwalimu: Mwalimu			
81.	Sitting or standing in front of class or at blackboard Anakaa au anasimama mbele ya darasa au karibu na ubao		
82.	Moving throughout the classroom/space Anazunguka darasani kote		
83.	Not paying attention to students or doing his/her own work Haangalii wanafunzi/anafanya kazi zake mwenyewe tu		
84.	Away from the classroom Yuko mbali kabisa na darasa		

PART 5: OBSERVER REFLECTIONS ON LESSON /SEHEMU YA 4: MAONI YA MWANGALIZI JUU YA SOMO

[Provide your overall impressions of Lesson. Complete immediately after the end of lesson and always before observing another teacher]

[Maoni kwa ujumla juu ya somo (weka majibu mara tu baada ya kumalizika ufundishaji na kabla ya kumuangalia mwalimu mwingine)]

85.	<i>Ask to see the teacher's lesson plan or reading script for the lesson just taught.</i> Teacher taught the same lesson as indicated in the lesson plan, script or notes. <i>Omba kuona andalio la somo la mwalimu au maandiko ya kusoma kwaajili ya somo lililokwisha kufundishwa. Mwalimu alifundisha somo lile linalojionesha katika andalio lake la somo, maandiko au nukuu za zomo.</i>	1 ☐ Mostly /kwa kiasi kikubwa 2 ☐ Partly / kwa kiasi tu 3 ☐ Not at all / Hata kidogo 4 ☐ No plan or script/ Hakuna andalio la somo wala maandiko
86.	Class activities and discussion followed the lesson plan, script or lesson notes. Kazi za darasani na majadiliano zilifuata andalio la somo, maandiko au nukuu za zomo.	1 ☐ Mostly kwa kiasi kikubwa 2 ☐ Partly kwa kiasi tu 3 ☐ Not at all hata kidogo 4 ☐ No plan or script hamna andalio la somo wala maandiko

Thank the teacher and confirm the time and place for the follow-up interview.

Mshukuru mwalimu na hakikisha muda na jipange kwa usaili wa ufuatiliaji.

TEACHER INTERVIEW/ Mahojiano na Mwalimu

DISTRICT NAME (Jina la wilaya):	DATE OF INTERVIEW: ____/____/____ (dd/mm/yyyy) (Tarehe ya mahojiano)
WARD NAME (Jina la kata):	TIME OF INTERVIEW (START) [Use 24 hour clock] (muda wa mahojiano)(kuanza) [Tumia mda wa kalenda ya masaa 24]:
SCHOOL NAME (Jina la shule):	TIME OF INTERVIEW (END) [Use 24 hour clock] (muda wa mahojiano)(kumaliza) [Tumia mda wa kalenda ya masaa 24]:
ENUMERATOR NAME (Jina la mdodosaji):	SUPERVISOR NAME (Jina la msimamizi):
ENUMERATOR SIGNATURE (Sahihi ya mdodosaji):	SUPERVISOR SIGNATURE (Sahihi ya msimamizi):

PART 1. INTRODUCTION, CONFIDENTIALITY AND CONSENT

Eneo 1: Utangulizi, Usiri na Ridhaa)

Greet the teacher and introduce yourself: *My name is _____ and I am working for the PCI Food For Education (FFE II) program. Thank you for letting me observe your classroom earlier. I would now like to ask you some questions about your experiences as a teacher. All the answers that you provide will be kept private – only members of the survey team will have access to this information, and your name will not be used or matched with your responses. You are free to choose not to answer any question that you would prefer not to answer. You can stop the interview at any time, ask me to clarify any question, or ask me to repeat something if you don't understand. You may also choose to withdraw from the survey at any time. However, your honest answers to our questions will help us better understand whether this program is working well and how we might be able to improve it. We greatly appreciate your cooperation. The interview will take about 15 minutes. Do you have any questions for me now?*

Msalime mwalimu na ujitambulisha: Jina langu ni _____ nafanya kazi na taasisi ya PCI kwenye programu ya chakula na elimu awamu ya II. Nashukuru kwa kuniruhusu kutazama darasa lako. Ningependa kukuuliza maswali kuhusu taaluma yako kama mwalimu. Majibu yote utakayotoa yatahifadhiwa kwa siri, ni wajumbe tu wa utafiti huu ambao watakaopata taarifa hizi, na jina lako halitaambatanishwa na majibu yako. Una uhuru wa kutojibu swali lolote ambalo hujisikii kutoa majibu. Unaweza kuahirisha mahojiano muda wowote, kuniomba ufafanuzi kwenye swali lolote au kuniomba nirudie jambo kama hujanielewa. Pia uko huru wakati wowote kujitoa kwenye utafiti huu. Ingawa, majibu yako ya uaminifu yatatusaidia kuelewa kama programu hii inafanya kazi vizuri na jinsi gani tunaweza kuiboresha. Tunashukuru kwa dhati kwa ushirikiano wako. Mahojiano yatumia takribani dakika 15. Una swali lolote?

1. Do you agree to participate in this interview?
(Je, unakubali kushiriki mahojiano haya?)

1 ☐ Yes (Ndiyo)
2 ☐ No (Hapana)

PART 2. TEACHER IDENTIFICATION, BACKGROUND, TRAINING
Sehemu ya 2: Utambulisho wa mwalimu na mafunzo

2. LEAVE BLANK (ACHA WAZI)

3. Gender (Jinsia)	1 ☐ Male (mwanaume) 2 ☐ Female (mwanamke)
4. What is your age? (Una miaka mingapi?)	_____ (in years) (miaka) [Don't Know (Sijui) = 99]
5.a. Which grade(s) do you normally teach at this school? (Kwa kawaida unafundisha darasa gani katika shule hii?) (Tick all that apply) (Weka vema majibu yote anayotaja mwalimu)	a ☐ Pre-primary (darasa la awali) b ☐ Standard 1 (darasa la kwanza) c ☐ Standard 2 (darasa la pili) d ☐ Standard 3 (darasa la tatu) e ☐ Standard 4 (darasa la nne) f ☐ Standard 5 (darasa la tano) g ☐ Standard 6 (darasa la sita) h ☐ Standard 7 (darasa la saba)
5.b. Which subject(s) do you currently teach at this school? (Unafundisha somo/masomo gani katika shule hii?) (Tick all that apply) (Weka vema majibu yote anayotaja mwalimu)	a ☐ English (Kiingereza) b ☐ Swahili (Kiswahili) c ☐ Math (Hisabati) d ☐ Science (sayansi) e ☐ History (historia) f ☐ Geography (geografia) g ☐ Civics (somo la uraia) h ☐ Religion (somo la dini) i ☐ Physical Education (Mazoezi) j ☐ Vocational Skills (stadi za kazi) k ☐ Other (specify) [Mengineyo (ainisha) - _____]
6. How long have you been teaching in total? (Kwa ujumla umekuwa ukifanya kazi ya ualimu kwa miaka mingapi?)	1 ☐ Less than 1 year (chini ya mwaka 1) 2 ☐ 1-5 years (miaka 1 – 5) 3 ☐ 6-10 years (miaka 6 – 10) 4 ☐ More than 10 years (zaidi ya miaka 10)
7. How long have you been teaching at this school? (Umekuwa ukifundisha kwa miaka mingapi katika shule hii?)	1 ☐ Less than 1 year (chini ya mwaka 1) 2 ☐ 1-5 years (miaka 1 – 5) 3 ☐ 6-10 years (miaka 6 – 10) 4 ☐ More than 10 years (zaidi ya miaka 10)
8. Have you received any training through the PCI/FFE program? (Umewahi kupokea mafunzo yoyote kupitia PCI mpango wa chakula na elimu?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana) (If "No", skip to question 10) (Kama jibu ni "hapana" endelea na swali la 10)

9. What type of training have you received through PCI/FFE? (Ulipokea mafunzo gani kupitia PCI mpango wa chakula na elimu?) (Tick all responses which the teacher mentions) [Weka vema kwenye majibu yote yanayotolewa na mwalimu]	a ☐ INSET (In-service Education and Training) (<i>specify main topic of training</i>) Mafunzo kazini (<i>ainisha yaliyofundishwa</i>)_____ b ☐ Readership Teaching Methodologies (with Children's Book Project) Kufundisha namna ya kusoma kupitia shirika la Children's Book Project c ☐ Readership Teaching Methodologies - TOT (with Children's Book Project) Namna ya kufundisha kusoma kwa Wawezeshaji kupitia shirika la Children's Book Project d ☐ Library Management (with Children's Book Project) Usimamizi wa maktaba kupitia shirika la Children's Book Project e ☐ Journey of Life (Safari ya Maisha) f ☐ Formation of Health Clubs (kuunda klabu za afya) g ☐ Health Screening (uchunguzi wa afya) h ☐ Zinduka i ☐ School Gardening (bustani ya shule) j ☐ Commodity & Store Management/ Safe Food Storage & Preparation (Usimamizi wa bidhaa na maghala / uhifadhi salama na utayarishaji wa chakula) k ☐ School Administrators Training (mafunzo ya wasimamizi wa shule) l ☐ Mobenzi m ☐ Other (<i>specify</i>) / Mengineyo (<i>eleza</i>)_____
PART 3. FOCUS ON READING Sehemu ya 3: Msisitizo kwenye Usomaji	
10. Do you have a scheduled time for teaching Reading [<i>in the observed class</i>]? (Una ratiba ya kufundisha usomaji [darasa lililochunguzwa]?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana) (<i>If "No", skip to question 12</i>) (<i>Kama jibu ni "hapana" endelea na swali la 12</i>)
11. What time does the reading lesson usually start and end [<i>in the observed class</i>]? (Kipindi cha usomaji huanza na kumalizika muda gani?)	__:__ (start) [mfano 8:00] (kuanza) __:__ (end) (kumaliza) ☐ Time varies (no usual start/end time) (Muda unategemea [hakuna muda maalumu wa kuanza na kumaliza])
12. In general, how often do you teach reading or other literacy lessons to your class [<i>in the observed class</i>]? (Kwa ujumla, ni mara ngapi unafundisha somo la usomaji au vipindi vingine vya KKK [katika darasa lililochunguzwa]?)	1 ☐ Every day (kila siku) 2 ☐ 3-4 times/week (mara 3 - 4 kwa wiki) 3 ☐ 1-2 times/week (mara 1- 2 kwa wiki) 4 ☐ Less than once/week (chini ya mara 1 kwa wiki) 5 ☐ Never (hakuna)

13. On average, how many minutes do your reading or other literacy lessons last [<i>in the observed class</i>]? (Kwa wastani, kipindi chako cha usomaji au cha KKK hutumia dakika ngapi ?[katika darasa lilochunguzwa])	1 ☐ More than 45 minutes (zaidi ya dakika 45) 2 ☐ 31-45 minutes (dakika 31 – 45) 3 ☐ 16-30 minutes (dakika 16 – 30) 4 ☐ 0-15 minutes (dakika 0 – 15)		
14. Do you use lesson plans or scripts for your reading lessons? (Unatumia andalio la somo katika kipindi cha usomaji?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana) (<i>If “No”, skip to question 16</i>) (<i>Kama jibu ni “hapana” endelea na swali la 16</i>)		
15. May I see your lesson plans or scripts? (Naweza kuona andalio la somo?)	<i>The teacher is able to show you lesson plans or scripts for reading:</i> (<i>Mwalimu anaweza kuonesha andalio la somo</i>) 1 ☐ Yes/ Ndiyo 2 ☐ No/ Hapana		
16. Do you use any of the following methods to teach your students to read? (<i>READ each of the items below to the teacher and record the answer given</i>) (Unatumia njia yoyote kati ya hizi katika kufundisha wanafunzi kujua kusoma?) <i>SOMA kila kimoja ya vitu hapo chini na andika jibu linalotolewa</i>	Yes (ndiyo)	No (hapana)	Don't Know (Sijui)
Choral reading (kusoma pamoja kwa sauti)	1 ☐	2 ☐	99 ☐
Guided reading (kusoma kwa kuongozwa)	1 ☐	2 ☐	99 ☐
Shared reading (kusoma kwa kupokezana)	1 ☐	2 ☐	99 ☐
Silent reading (kusoma kimya kimya)	1 ☐	2 ☐	99 ☐
Out-loud reading (kusoma kwa sauti)	1 ☐	2 ☐	99 ☐
Naming beginning and ending sounds in a word (Kutaja sauti ya mwanzo na mwisho katika neno)	1 ☐	2 ☐	99 ☐
Blending sounds to form new words (kuchanganya sauti kuunda maneno mapya)	1 ☐	2 ☐	99 ☐
Segmenting letter names and sounds (kutenganisha herufi na sauti)	1 ☐	2 ☐	99 ☐
Word sorting (kuchagua neno)	1 ☐	2 ☐	99 ☐
Pre-reading exercises, like teaching vocabulary (mazoezi kabla ya kusoma, mfano kufundisha misamiati)	1 ☐	2 ☐	99 ☐
Re-telling the text (kurudia kutamka nakala)	1 ☐	2 ☐	99 ☐

Finding the main idea (kutafuta wazo kuu)	1 ☐	2 ☐	99 ☐
Shared writing, group writing, and pair writing (kuandika pamoja, kuandika kama kundi, kuandika watu wawili)	1 ☐	2 ☐	99 ☐
17. What methods do you use most often to assess whether or not your students are learning to read? (Tick all responses which the teacher mentions) (Njia gani unatumia mara kwa mara kutathmini kama wanafunzi wako wanajifunza kusoma?) <i>Weka vema majibu yote ya mwalimu</i>	a ☐ Take no action (kutochukua hatua) b ☐ Ask students questions about lesson (kuuliza wanafunzi maswali kuhusu walichojifunza) c ☐ Monitor students as they work (kuchunguza wanafunzi pindi wakifanya kazi) d ☐ Listen to students read aloud (kusikiliza wanafunzi wakisoma kwa sauti) e ☐ Ask students to tell about what they just read (kuwauliza wanafunzi waseme kuhusu walichosoma) f ☐ Check student exercise book or homework (kutazama daftari la mazeozi la mwanafunzi na kazi za nyumbani) g ☐ Give quiz or test (kutoa chemsha bongo au majaribio) h ☐ Other (specify) Mengineyo (ainisha)		
18. What learning aids do you use to teach reading? (Tick all responses which the teacher mentions) (Unatumia vitu gani vya kumsaidia mwanafunzi kujifunza wakati unafundisha usomaji?) <i>Weka vema majibu yote ya mwalimu</i>	a ☐ None (Hakuna) b ☐ Blackboard (Ubao) c ☐ Textbook (Vitabu) d ☐ Supplementary reading materials (vitabu na machapisho ya ziada) e ☐ Story books (vitabu vya hadithi) f ☐ Posters/charts/pictures (Mabango/Chati/Picha) g ☐ Worksheets (Machapisho ya kazi) h ☐ Flashcards (Kadi maelezo) i ☐ Flipcharts (Chati zakuandikia ukutani) j ☐ Computer/other audio/visual (Kompyuta na vyombo vingine vya kusaidia kuona/kusikiliza)		

	k ☐ Alphabet strip (karatasi za herufi) l ☐ Word wall (Ukuta wa maneno) m ☐ Other (<i>specify</i>) _____Vingine (<i>ainisha</i>)
19. Have you prepared any materials yourself or with your fellow teachers to assist you in teaching reading? (Je, wewe mwenyewe au kushirikiana na waalimu wenzako, mmewahi kutayarisha vifaa kwa ajili ya kukusaidia kufundisha somo la usomaji?)	1 ☐ Yes (Ndiyo) 2 ☐ No (<i>If "No", skip to question 21</i>) (Hapana, kama jibu ni "hapana" endelea na swali la 21)
20. If yes, please show me which materials you have made. (Kama ni ndiyo, tafadhali naomba unioneshe vifaa ulivyotengeneza) (<i>Tick all that apply; only tick if the material is present in the classroom and you see it</i>) (Weka vema kwenye visanduku vyote vya vifaa ambavyo vinaonekana darasani)	a ☐ None seen (sijaona) b ☐ Word charts (chatu za neno) c ☐ Wall charts (chatu za ukutani) d ☐ Paragraph charts (chatu za aya) e ☐ Story books or other reading materials (poems, songs) (vitabu vya hadithi au maandiko mengine ya kusomea [mashairi, nyimbo]) f ☐ Posters/charts/pictures (bango/chatu/picha) g ☐ Worksheets (karatasi za kazi) h ☐ Flashcards (kadi neno) i ☐ Flipcharts(Chatu zakuandikia ukutani) j ☐ Alphabet strip (Karatasi za herufi) k ☐ Word wall (ukuta wa maneno) l ☐ Other (<i>specify</i>) Mengineyo (<i>Ainisha</i>) _____
21. Have you received any guidance from anyone to help you teach reading more effectively? (Umepokea mwongozo kutoka kwa mtu yeyote ili kukusaidia kufundisha somo la usomaji kwa ufanisi zaidi?)	1 ☐ Yes (Ndiyo) 2 ☐ No (<i>If "No", skip to question 23</i>) (Hapana, kama jibu ni "hapana" endelea na swali la 23)
22. From whom did you receive this help? (Nani alikupa msaada huu?) (<i>Tick all responses which the teacher mentions</i>) (Weka vema katika majibu aliyotaja mwalimu)	a ☐ Head teacher (Mkuu wa shule) b ☐ Other teacher (Mwalimu mwingine) c ☐ District/Ward Education Officer (Afisa elimu wa wilaya/Mratibu elimu kata) d ☐ School Inspector (Mkaguzi wa shule) e ☐ Teacher Resource Center Coordinator (Mratibu wa kituo cha elimu)

	f ☐ Teacher Training College Trainer (mkufunzi wa chuo cha mafunzo ya ualimu) g ☐ PCI staff (mtumishi wa taasisi ya PCI) h ☐ Children's Book Project staff (mtumishi wa mradi wa Children's Book project) i ☐ Other trainer (<i>specify</i>)(mkufunzi mwingine) <i>Ainisha</i> _____ j ☐ Other (<i>specify</i>) Mwingine (<i>ainisha</i>) _____
PART 4. SCHOOL FEEDING-	
Sehemu ya 4. Lishe	
23. How many students are in your class (<i>the one observed</i>)? (kuna wanafunzi wangapi kwenye darasa lako?) (darasa lilichunguzwa)	
24. How many of the students in this class would you describe as usually being "inattentive" during class? (Wanafunzi wangapi katika darasa hili mara nyingi wanaonekana kukosa usikivu wakati wa vipindi?)	
25. Yesterday [<i>or the most recent school day if yesterday was not a school day, or the most recent school feeding day</i>], did you eat a meal at school provided by the PCI/FFE program? (Jana [au siku nyingine ya karibuni kama jana haikuwa siku ya chakula shuleni] ulikula shuleni chakula kilichotolewa na mpango wa PCI/chakula na elimu?	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)

*The interview is now over. Thank the teacher for his/her time.
(Mahojiano yamefikia mwisho/tamati. Mshukuru mwalimu kwa kutoa muda wake.)*

Time Ended: ____ : ____ AM / PM

HEAD TEACHER INTERVIEW/ Usaili wa Mwalimu Mkuu

DISTRICT NAME(Jina la wilaya):	DATE OF INTERVIEW(Tarehe ya mahojiano): ____/____/____ (dd/mm/yyyy)
WARD NAME (Jina la kata):	TIME OF INTERVIEW (START) (muda wa mahojiano kuanza)[Use 24 hour clock]:Tumia saa 24
SCHOOL NAME(Jina la shule):	TIME OF INTERVIEW (END) (muda wa mahojiano kumalizika)[Use 24 hour clock]: Tumia saa 24
ENUMERATOR NAME (Jina la anayesaili):	SUPERVISOR NAME(Jina la msimamizi):
ENUMERATOR SIGNATURE (Sahihi ya anayesaili):	SUPERVISOR SIGNATURE (Sahihi ya msimamizi):

PART 1. INTRODUCTION, CONFIDENTIALITY AND CONSENT:

Sehemu 1: Utangulizi, Usiri and Ridhaa

Greet the teacher and introduce yourself: *My name is _____ and I am working for the PCI Food For Education (FFE II) program. We are carrying out a baseline survey, to collect information which will help in designing the program and later measuring progress of the program towards meeting its objectives. We will be talking to teachers, students, and parents, as well as observing teachers and assessing the reading skills of some students. I would like to ask you some questions about this school and about your participation in the PCI FFE II program. All the answers that you provide will be kept private – only members of the survey team will have access to this information, and your name will not be used or matched with your responses. You are free to choose not to answer any question that you would prefer not to answer. You can stop the interview at any time, ask me to clarify any question, or ask me to repeat something if you don't understand. You may also choose to withdraw from the survey at any time. However, your honest answers to our questions will help us better understand whether this program is working well and how we might be able to improve it. We greatly appreciate your cooperation. The interview will take about 25 minutes. Do you have any questions for me now?*

Msalimie mwalimu na ujitambulishe: *Jina langu ni _____ nafanya kazi na taasisi ya PCI kwenye mpango wa Chakula na Elimu awamu ya II. Tunafanya uchunguzi wa awali, kukusanya taarifa zitakazotusaidia kupanga programu na baadaye kupima Maendeleo kuhusiana na makusudio ya mpango. Tutazungumza na waalimu, wanafunzi na wazazi pamoja na kuangalia walimu wakiwa darasani na kupima stadi za kusoma kwa baadhi ya wanafunzi. Nitapenda kukuuliza maswali juu ya shule na ushiriki wako katika mpango wa Elimu na Chakula awamu ya II. Majibu yote utakayotoa yatahifadhiwa kuwa siri –ni wajumbe wa uchunguzi huu pekee ndio wataweza kuona taarifa hizo, na jina lako halitaambatanishwa na majibu yako. Uko huru kutojibu swali lolote ambalo hujisikii kutoa majibu. Unaweza pia kuahirisha mahojiano haya muda wowote, kuniomba ufafanuzi kwenye swali lolote au kuniomba nirudie jambo kama hujanielewa. Pia uko huru wakati wowote kujitua kwenye utafiti huu. Kwa vyovyote, majibu yako ya uaminifu yatatusaidia kuelewa kama mpango huu unafanya kazi vizuri na jinsi gani tunaweza kuuboresha. Tunashukuru kwa dhati kwa ushirikiano wako. Mahojiano yatatumia takribani dakika 25. Je, una swali lolote?*

1. Do you agree to participate in this interview? (Unakubali kushiriki katika mahojiano haya?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)
PART 2. TEACHER IDENTIFICATION, BACKGROUND, TRAINING Sehemu ya 2: Utambulisho wa mwalimu na mafunzo	
2. LEAVE BLANK (ACHA WAZI)	
3. Gender/Jinsi	1 ☐ Male (mwanaume) 2 ☐ Female (mwanamke)
4. What is your age? (Una miaka mingapi?)	_____ (in years) (miaka) [Don't Know (Sijui) = 99]
5. What is your job title at this school? (Una nafasi gani ya uongozi katika shule hii?)	1 ☐ Head Teacher (Mwalimu Mkuu wa shule) 2 ☐ Deputy Head Teacher (Mwalimu Mkuu Msaidizii) 3 ☐ Acting Head Teacher (Kaimu Mwalimu Mkuu) 4 ☐ Academic Teacher (Mwalimu wa Taaluma) 5 ☐ Other (specify) / Mengineyo (eleza) _____
6. How long have you been teaching in total? (Kwa ujumla umekuwa ukifundisha kwa muda gani?)	1 ☐ Less than 1 year (chini ya mwaka 1) 2 ☐ 1-5 years (mwaka 1- 5) 3 ☐ 6-10 years (miaka 6 – 10) 4 ☐ More than 10 years (zaidi ya miaka 10)
7. How long have you been teaching at this school? (Umekuwa ukifundisha kwa muda gani katika shule hii?)	1 ☐ Less than 1 year (chini ya mwaka 1) 2 ☐ 1-5 years (mwaka 1- 5) 3 ☐ 6-10 years (miaka 6 – 10) 4 ☐ More than 10 years (zaidi ya miaka 10)
8. For how long have you been in your current position at this school? (Kwa muda gani umekuwa katika cheo chako katika shule hii?)	1 ☐ Less than 1 year (chini ya mwaka 1) 2 ☐ 1-5 years (mwaka 1- 5) 3 ☐ 6-10 years (miaka 6 – 10) 4 ☐ More than 10 years (zaidi ya miaka 10)
9. Have you received any training through the PCI/FFE program? (Umepokea mafunzo yoyote kupitia PCI mpango wa chakula na elimu?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana) (If "No", skip to question 11) (Kama jibu ni "hapana" endelea na swali la 11)
10. What type of training have you received through the PCI/FFE program? (Umepokea mafunzo ya aina gani kupitia PCI mpango wa chakula na elimu?) (Tick all responses which the teacher mentions) (Weka vema majibu yote anayotaja mwalimu)	a ☐ INSET (In-service Education and Training) (specify main topic of training) Mafunzo kazini (ainisha yaliyofundishwa) _____ b ☐ Readership Teaching Methodologies (with Children's Book Project) Kufundisha namna ya kusoma kupitia shirika la Children's Book Project c ☐ Readership Teaching Methodologies - TOT (with Children's Book Project) Namna ya kufundisha kusoma kwa Wawezeshaji kupitia Children's Book Project

	d ☐ Library Management (with Children's Book Project) Usimamizi wa maktaba kupitia Children's Book Project e ☐ Journey of Life (Safari ya Maisha) f ☐ Formation of Health Clubs (kuunda klabu za afya) g ☐ Health Screening (uchunguzi wa afya) h ☐ Zinduka i ☐ School Gardening (bustani ya shule) j ☐ Commodity & Store Management/ Safe Food Storage & Preparation (Usimamizi wa bidhaa na maghala / uhifadhi salama na utayarishaji wa chakula) k ☐ School Administrators Training (mafunzo ya wasimamizi wa shule) l ☐ Mobenzi m ☐ Other (<i>specify</i>) / <i>Mengineyo (eleza)</i> _____
PART 3. PEDAGOGICAL LEADERSHIP	
11. Is it one of your responsibilities to help teachers teach better? (Ni moja ya wajibu wako kuwasaidia walimu wafundishe vizuri zaidi?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana) (<i>If "No", skip to question 13</i>) / (<i>Kama jibu ni "hapana" nenda swali la 13</i>)
12. If yes, what are some ways in which you help teachers teach better? (Kama jibu ni ndiyo, ni kwa njia zipi unawasaidia walimu wafundishe vizuri zaidi?) (<i>Tick all responses which the teacher mentions</i>) (<i>Weka vema kwa majibu yote yanayosemwa na mwalimu</i>)	a ☐ Don't know (Sijui) b ☐ Communicate often with teachers (kuwasiliana na walimu mara kwa mara) c ☐ Communicate often with students and parents (kuwasiliana na wanafunzi na wazazi mara kwa mara) d ☐ Encourage teamwork among teachers (kuisitiza walimu kufanya kazi pamoja) e ☐ Share knowledge with teachers (kushirikishana maarifa na walimu) f ☐ Observe and give feedback to teachers (kutazama na kutoa mrejesho kwa walimu) g ☐ Ensure teachers receive training (kuhakikisha walimu wanapata mafunzo) h ☐ Facilitate trainings/workshops for teachers (kuendesha mafunzo/warsha kwa walimu) i ☐ Provide teaching materials (kutoa vifaa vya kufundishia) j ☐ Stay abreast of current innovations in pedagogy (kuhakikisha ubunifu katika mbinu za kisasa za ufundishaji/ elimu zinaeleweka) k ☐ Other (<i>specify</i>) _____ <i>Mengineyo (eleza)</i>

13. How often do you meet with teachers individually to talk about their performance? (Mara ngapi unakutana na mwalimu mmoja mmoja kuzungumzia utendaji kazi wao?)	1 ☐ Once or more than once a month/ Mara moja au zaidi ya mara moja kwa mwezi 2 ☐ Once every two to three months/ Mara moja kila miezi miwili mpaka mitatu 3 ☐ Once every four to six months / Mara moja kila miezi minne mpaka sita 4 ☐ Once per year/ Mara moja kwa mwaka 5 ☐ Less than once per year or never/ Chini ya mara moja kwa mwaka, au hakuna
14. Are teachers at this school required to prepare lesson plans? (Walimu katika shule hii wanatakiwa kuaandaa maandalio ya somo?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana) (If “No”, skip to question 16)/ (Kama jibu ni “hapana” endelea na swali la 16)
15. If yes, do you review the lesson plans? (Kama ndiyo, unafanya mapitio ya maandalio ya somo?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)
16. This academic year, have you conducted classroom teacher observations? (Katika mwaka huu wa masomo, umefanya uchunguzi wa walimu darasani?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)
17. On average, how often do you observe a teacher in one academic year? (Kwa wastani, unamchunguza mwalimu mara ngapi katika mwaka mmoja wa masomo?)	1 ☐ Once or more than once a month/ Mara moja au zaidi ya mara moja kwa mwezi 2 ☐ Once every two to three months/ Mara moja kila miezi miwili mpaka mitatu 3 ☐ Once every four to six months / Mara moja kila miezi minne mpaka sita 4 ☐ Once per year/ Mara moja kwa mwaka 5 ☐ Less than once per year or never/ Chini ya mara moja kwa mwaka, au hakuna
18. If a teacher has a problem teaching, what do you do to improve his/her teaching? (Kama mwalimu ana tatizo la ufundishaji, unafanya nini kuboresha ufundishaji wake?) (Tick all responses which the teacher mentions)	a ☐ Don’t know/nothing (Sijui/hakuna) b ☐ Inform district authorities (Ninajulisha uongozi wa wilaya) c ☐ Scold/discipline teacher (Ninamchukulia hatua mwalimu) d ☐ Give low performance review (Ninampa utendaji hafifu katika tathmini yake) e ☐ Mentor/give feedback (Ninamsaidia kumjenga/ninatoa mrejesho)

(Weka vema majibu yote ya mwalimu)	f ☐ Pair with a good teacher (Ninamweka pamoja na mwalimu mahiri) g ☐ Develop teacher improvement plan (Tayarisha mpango wa maboresho ya mwalimu) h ☐ Organize training (Andaa mafunzo) i ☐ Provide teaching materials (Toa vifaa vya mafunzo) j ☐ Ask Teacher College/DEO for assistance (Ninaomba msaada wa Chuo cha Walimu/Afisa Elimu wa Wilaya) k ☐ Other (<i>specify</i>) _____ Mengineyo (<i>ainisha</i>)	
19. In your school timetable, how <u>often</u> is reading to be taught in Standard 2? (Katika ratiba ya shule yenu, mna vipindi vingapi kwa wiki vya somo la Kusoma katika darasa la 2?)	1 ☐ Every day (Kila siku) 2 ☐ 3-4 times/week (Mara 3-4 kwa wiki) 3 ☐ 1-2 times/week (Mara 1-2 kwa wiki) 4 ☐ Less than once/week (Chini ya mara 1 kwa wiki) 5 ☐ Never (Hakuna)	
20. In your school timetable, <u>how much time</u> is allocated to each reading lesson in Standard 2? (Katika ratiba ya shule yenu, muda gani umepangwa kwa ajili ya kipindi cha Kusoma katika darasa la 2?)	1 ☐ More than 45 minutes (zaidi ya dakika 45) 2 ☐ 31-45 minutes (dakika 31 – 45) 3 ☐ 16-30 minutes (dakika 16 – 30) 4 ☐ 0-15 minutes (dakika 0 – 15)	
21. Apart from teaching reading, what other activities are conducted by this school to support reading? (Tofauti na kufundisha Kusoma, shule hii inafanya shughuli zipi kusaidia usomaji?) (Tick all responses which the teacher mentions) (Weka vema kwa majibu yote ya mwalimu)	a ☐ Don't know/nothing (sijui/ hakuna kitu) b ☐ Engage parents (kuwashirikisha wazazi) c ☐ Conduct community awareness (kuhamasisha ufahamu wa jamii) d ☐ Collaborative monitoring (ufuatiliaji wa pamoja) e ☐ Library (maktaba) f ☐ Other (<i>specify</i>) _____ Mengineyo (<i>ainisha</i>)	
PART 4. USE OF MANAGEMENT TOOLS AND TECHNIQUES Sehemu ya 4. Matumizi ya Zana za Usimamizi na Mbinu		
22. Have you developed a _____? (READ each item to the respondent; record if he/she is able to show you the item) (Umewahi kuandaa _____?) (SOMA kila kipengele kwa anayejibu; andika kama anaweza kukuonyesha kitu hicho)	22.a. School timetable / Ratiba ya shule 22.b. School budget/ Bajeti ya mapato na matumizi ya shule 22.c. Weekly meeting plan with teachers/ Mpango wa kikao cha walimu kila wiki 22.d. Teachers attendance record book / Kitabu cha kumbukumbu ya mahudhurio ya walimu	1 ☐ Yes/Ndiyo 2 ☐ No/Hapana 1 ☐ Yes/Ndiyo 2 ☐ No/Hapana 1 ☐ Yes/Ndiyo 2 ☐ No/Hapana 1 ☐ Yes/ Ndiyo 2 ☐ No/Hapana

	22.e. Teachers internal performance evaluation plan/ Mpango wa tathmini ya utendaji wa walimu	1 ☐ Yes/Ndiyo 2 ☐ No/Hapana	
	22f. School Development Plan/ Mpango wa maendeleo ya shule	1 ☐ Yes/ Ndiyo 2 ☐ No/Hapana	
	22g. List of School Committee members/ Orodha ya wajumbe wa kamati ya shule	1 ☐ Yes/Ndiyo 2 ☐ No/Hapana	
	22h. Book register of school supplies/ Daftari ya kumbukumbu ya vifaa vya shule	1 ☐ Yes/Ndiyo 2 ☐ No/Hapana	
	22i. Schedule of extra-curricular activities (e.g. clubs, sports) / Ratiba ya shuguli za nje ya darasa (e.g. klabu, michezo, n.k.)	1 ☐ Yes/Ndiyo 2 ☐ No/Hapana	
23. What events has this school organized in the past year to involve parents or communities in the education of their children? matukio gani shule hii ilitayarisha mwaka jana kuwahusisha wazazi au jamii katika elimu ya watoto wao? (Tick all responses which the teacher mentions) Weka vema majibu yote ya mwalimu	a ☐ None (Hakuna) b ☐ Don't know/Don't remember/No response (Sijui/sikumbuki/hakuna jibu) c ☐ PTA/School Committee meeting (Jumuiya ya wazazi na walimu/kikao cha kamati ya shule) d ☐ School feeding sub-committee meeting (Kikao cha kamati ndogo ya chakula cha watoto shuleni) e ☐ Sensitization meeting (specify) (Kikao cha uhamasishaji) (ainisha) _____ f ☐ Another school event (specify) (Tukio jingine la shule) _____ (ainisha) g ☐ Other (specify) _____ Mengineyo (ainisha)		
PART 5. MATERIAL AND INFRASTRUCTURE SUPPORT Sehemu ya 5. Vifaa na Miundombinu Saidizi			
24. What is the total enrolment of students in this school year (as of March 2014)? (Wanafunzi wangapi walikuwa wameandikishwa katika shule hii mwaka huu (kufikia mwezi wa tatu 2014?))	Boys (wavulana)	Girls (wasichana)	Total (jumla)
25. Has your school received any textbooks, guides, or manuals through the PCI/FFE program? (Shule yenu imepokea vitabu, kiongozi au mwongozo wa walimu kupitia PCI mpango wa chakula na elimu awamu?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana) (If "No", skip to question 27) (Kama jibu ni "hapana" nenda swali la 27)		
26. If yes, which textbooks, guides, or manuals has your school received?	a ☐ Don't know (sijui)		

(Kama jibu ni ndiyo, ni vitabu gani kiongozi cha mwalimu au miongozo ambayo shule yenu imepokea?) <i>(Tick all responses which the teacher mentions)</i> <i>(Weka vema majibu yote atakayotaja mwalimu)</i>	b ☐ Student English textbook (kitabu cha kiada cha kiingereza) c ☐ Student mathematics textbook (kitabu cha kiada cha hisabati) d ☐ Student science textbook (kitabu cha kiada cha sayansi) e ☐ Guides related to reading (establishing libraries, teaching reading, etc.) (<i>specify</i>) (kiongozi cha kusoma, kuanzisha maktaba, n.k.) _____ (<i>ainisha</i>) f ☐ School garden manual (mwongozo wa bustani ya shule) g ☐ Zinduka guidebook (kitabu cha kiongozi cha Zinduka) h ☐ Food Storage Handling and Preparation manual (mwongozo wa kuhifadhi na maandalizi ya chakula) i ☐ School feeding guidelines (miongozo ya chakula shuleni) j ☐ Health Club materials (Vifaa vya klabu za afya) k ☐ INSET manual (Moduli za mafunzo kazini) l ☐ Materials related to school administration (guide for head teachers, roles of school committees, etc.) (<i>specify</i>) (vifaa vinavyohusika na usimamizi wa shule, kama kiongozi cha mwalimu mkuu, wajibu wa kamati za shule, n.k.) _____ (<i>ainisha</i>) m ☐ Other (<i>specify</i>) (Mengineyo)(<i>elezea</i>) _____
27. Has your school received any supplementary reading materials or story books through the PCI program? (Shule yako imepokea vitabu vya ziada, au hadithi kupitia mpango wa PCI wa Chakula na Elimu shuleni?)	1 ☐ Yes (<i>specify</i>) / Ndiyo (<i>elezea</i>) _____ 2 ☐ No (Hapana)
28. Has your school received any other supplies or materials through the PCI/FFE program? (Shule yako imepokea vitu/misaada mingine kupitia mpango wa PCI shuleni?)	1 ☐ Yes (Ndiyo) 2 ☐ No (<i>If "No", skip to question 30</i>)/ Hapana (<i>kama jibu ni "hapana" nenda swali la 30</i>)
29. Which other materials has your school received? (Ni vitu/misaada gani shule yako imepokea?) <i>(Tick all responses which the teacher mentions)</i> <i>(Weka vema majibu yote ya mwalimu)</i>	a ☐ Blackboard (ubao) b ☐ Calendar (kalenda) c ☐ Map (ramani) d ☐ Posters/charts/pictures (bango/chati/picha) e ☐ Atlas (kitabu cha ramani) f ☐ Dictionary (kamusi) g ☐ Flashcards (kadi za mafundisho) h ☐ Flipcharts (chatu za kuandikia ukutani)

	i ☐ Science kit (kifurushi cha kufundishia sayansi) j ☐ Lesson plan (andalio la somo) k ☐ Calculators (kikokotozi) l ☐ Scissors/Rulers (mkasi/rula) m ☐ Stationery supplies (paper, pens, crayons, etc.) karatasi, kalamu, kalamu za rangi n ☐ Other (<i>specify</i>)/ Mengineyo (<i>eleza</i>) _____		
30. What is the main source of drinking water in this school? (Nini chanzo kikuu cha maji ya kunywa katika shule hii?) <i>(Tick only one answer)</i> <i>(weka vema jibu moja tu)</i>	0 ☐ No water source (Hakuna chanzo cha maji) 1 ☐ River, stream, lake, pond (mto, mkondo wa maji, ziwa au bwawa) 2 ☐ Unprotected well or spring (chemchemi isiyotunzwa) 3 ☐ Taps / pipeline (bomba la maji) 4 ☐ Borehole (kisima) 5 ☐ Protected well or spring (kisima au chemchemi salama) 6 ☐ Rainwater harvesting system (mfumo wa kuvuna maji ya mvua) 7 ☐ Other (<i>specify</i>) Mengineyo (<i>eleza</i>) _____		
Does this school have: (Shule hii ina:)	Yes / Ndiyo	No / Hapana	Don't Know / Sijui
31. A library or reading room? (Maktaba au chumba cha kusomea)	1 ☐	2 ☐ (endelea swali la 33)	99 ☐
32. (If yes) Was it supported by PCI/FFE? (Kama ndiyo, iliwezesha na mpango wa PCI wa chakula na elimu?)	1 ☐	2 ☐	99 ☐
33. A school garden? (Bustani ya shule?)	1 ☐	2 ☐ (endelea swali la 35)	99 ☐
34. (If yes) Was it supported by PCI/FFE? (Kama ndiyo, iliwezesha na mpango wa PCI wa chakula na elimu?)	1 ☐	2 ☐	99 ☐
35. An energy-saving stove? (Jiko banifu?)	1 ☐	2 ☐ (endelea swali la 37)	99 ☐
36. (If yes) Was it supported by PCI/FFE? (Kama ndiyo, iliwezesha na mpango wa PCI wa chakula na elimu?)	1 ☐	2 ☐	99 ☐
37. An active School Committee or Parent-Teacher Association (PTA)?	1 ☐	2 ☐	99 ☐

(Kamati ya shule au jumuiya ya wazazi na walimu inayotenda kazi?)			
38. An active School Feeding Committee? (Kamati ya chakula ya shule inayotenda kazi?)	1 ☐	2 ☐	99 ☐
39. An active School Water, Sanitation and Hygiene (SWASH) Committee? (Kamati ya shule ya maji, usafi wa mazingira na usafi wa mwili inayotenda kazi?)	1 ☐	2 ☐	99 ☐
40. An active Health Club? (Klabu ya afya inayotenda kazi?)	1 ☐	2 ☐	99 ☐
41. Volunteer Student Aides (VSAs)? (Wanafunzi wasaidizi wa kujitolea?)	1 ☐	2 ☐	99 ☐
42. Besides PCI, is any other non-governmental organization supporting this school currently? (Tofauti na PCI, kuna taasisi nyingine isiyo ya serikali inayotoa msaada katika shule hii kwa sasa?)	1 ☐ Yes (Ndiyo) 2 ☐ No (If "No", skip to question 44) (Hapana; kama jibu ni "hapana" endelea na swali la 44)		
43. If yes, in what area(s) are you receiving support? (Kama ndiyo, ni katika maeneo yapi mnapokea msaada?) (Tick all responses which the teacher mentions) (Weka vema majibu yote ya mwalimu)	a ☐ School feeding (kulisha watoto wa shule) b ☐ Teacher training (mafunzo ya walimu) c ☐ School supplies (vifaa vya shule) d ☐ Library (maktaba) e ☐ SMC/PTA (Kamati ya shule/Jumuiya ya wazazi na waalimu) f ☐ School garden (bustani ya shule) g ☐ Health intervention (hudumawa afya) h ☐ Water/Sanitation (maji/ usafi wa mazingira) i ☐ Other (specify) Mengineyo (eleza) _____		
44. Yesterday [or the most recent school day if yesterday was not a school day, or the most recent school feeding day], did you eat a meal at school provided by the PCI/FFE program? Jana (au siku ya karibuni iwapo jana haikuwa siku ya chakula shuleni), ulikula chakula shuleni kilichotolewa na mpango wa PCI elimu na chakula?	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)		

Thank the Head Teacher, tell him/her you would like to view the school infrastructure, and proceed to next page.

Mshukuru mwalimu mkuu, mwambie unapendelea kutazama miundombinu ya shule na kuendelea kurasa inayofuata.

Time Ended:/muda wa kumaliza ____ : ____
AM / PM/ asubuhi/mchana

SCHOOL OBSERVATION CHECKLIST/ Orodha ya Uchunguzi wa Shule

Review the Head Teacher's responses to questions 31. – 35. above. Go to physically see each of the items below and complete the form accordingly. Tathmini majibu ya mwalimu mkuu kwa swali 31 hadi 35. Nenda uangalie yafuatayo na ujaze kikamilifu.		
1.	Library or reading room is physically present (Kuna jengo la maktaba au chumba cha kusomea?)	1 ☐ Yes / Ndiyo 2 ☐ No (<i>If "No", skip to question 5</i>) / Hapana (<i>Kama jibu ni "hapana" endelea na swali la 5</i>)
2.	Where is the library or reading room located? (Jengo la maktaba au chumba cha kusomea kiko sehemu gani?)	1 ☐ In separate room(s) dedicated to library use (chumba au vyumba pekee kwa matumizi ya maktaba) 2 ☐ Book corner in a classroom (kona ya vitabu darasani) 3 ☐ In the Head Teacher's room (ndani ya ofisi ya mwalimu mkuu) 4 ☐ In the teachers' room (ndani ya ofisi ya walimu) 5 ☐ In the store (katika stoo) 6 ☐ Other (<i>specify</i>) _____ Nyingine (<i>eleza</i>)
3.	How many books for early grades (appropriate for Standards 1 or 2) are there in the library? (Ni vitabu vingapi kwa ajili ya madarasa ya chini (kufaa darasa la 1 au 2 vipo katika maktaba?)	1 ☐ less than 50 (chini ya 50) 2 ☐ 50-100 3 ☐ 101-200 4 ☐ 201-500 5 ☐ more than 500 (zaidi ya 500)
4.	Are students allowed to borrow books from the library (take them out of the library)? Wanafunzi wanaruhusiwa kuazima vitabu maktaba (kutoka navyo nje ya maktaba)?	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)
5.	School garden is physically present (Bustani ya shule ipo?)	1 ☐ Yes (Ndiyo) 2 ☐ No (<i>If "No", skip to question 8</i>) / Hapana (<i>kama jibu ni "hapana" endelea na swali la 8</i>)
6.	There is evidence that the school garden is currently in use. (Kuna ushahidi kuwa bustani ya shule inatumika kwa sasa?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)
7.	The following additional features are present at the garden: (<i>Tick all that apply</i>) Sifa za ziada zifuatazo zipo katika bustani (<i>weka vema kwa yanayohusika</i>)	a ☐ Solar Dryer (Mashine ya kukausha inayotumia nishati ya jua) b ☐ Indigenous trees (Miti ya asili)

8.	An energy saving stove is constructed on-site. (Jiko banifu limejengwa kwenye eneo husika?)	1 ☐ Yes (Ndiyo) 2 ☐ No (If “No”, skip to question 10) / Hapana (kama jibu ni “hapana” endelea na swali la 10)
9.	There is evidence that the stove is being used. (Kuna ushahidi kuwa jiko linatumika?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)
10.	There is food at the school for preparing school feeding meals. (Kuna chakula kwa ajili ya kuandaa milo ya chakula shuleni?)	1 ☐ Yes (Ndiyo) 2 ☐ No (If “No”, skip to question 12) / Hapana (kama jibu ni “hapana” endelea na swali la 12)
11.	Food for the feeding program is stored off the ground. (Chakula kwa ajili ya mpango wa chakula shuleni kinahifadhiwa juu ya ardhi?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)
12.	The school has a latrine or toilets for students. (Shule ina matundu ya choo au choo cha maji kwa ajili ya wanafunzi?)	1 ☐ Yes (Ndiyo) 2 ☐ No (If “No”, skip to question 16) / Hapana (kama jibu ni “hapana” endelea na swali la 16)
13.	Total number of drop holes/toilet stances for female students only. (Idadi ya jumla ya matundu ya choo kwa wanafunzi wa kike pekee)	
14.	Total number of drop holes/toilet stances for male students only. (Idadi ya jumla ya matundu ya choo kwa wanafunzi wa kiume pekee)	
15.	The boys latrine/toilets are physically separated from the girls latrine/ toilets. (Vyoo vya wanafunzi wa kiume vimetenganishwa na vyoo vya wanafunzi wa kike?)	1 ☐ Yes (Specify distance apart) Ndiyo (umbali unaotenganisha) _____ 2 ☐ No (Hapana)
16.	Does the school have a hand-washing station? (Shule ina sehemu ya kunawa mikono?)	1 ☐ Yes (Ndiyo) 2 ☐ No (If “No”, skip to end) / Hapana (kama jibu ni “hapana” sitisha mahojiano)
17.	Do the hand-washing station/ “tip-taps” have water for washing? (Sehemu ya kunawa mikono ina maji?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)
18.	Do the hand-washing station/ “tip-taps” have soap? (Sehemu ya kunawa mikono ina sabuni?)	1 ☐ Yes (Ndiyo) 2 ☐ No (Hapana)

Mshukuru mwalimu mkuu

PARENT INTERVIEW / HOJAJI YA MZAZI

DISTRICT NAME / JINA LA WILAYA:	DATE OF INTERVIEW: ____/____/____ (dd/mm/yyyy) TAREHE YA MAHOJIANO: ____/____/____ (tar/mw/mwaka)
WARD NAME / JINA LA KATA:	TIME OF INTERVIEW (START) [Use 24 hour clock] / SAA YA KUANZA MAHOJIANO [tumia saa 24]:
SCHOOL NAME / JINA LA SHULE:	TIME OF INTERVIEW (END) [Use 24 hour clock] / SAA YA KUMALIZA MAHOJIANO [tumia saa 24]:
ENUMERATOR NAME / JINA LA ANAYESAILI:	ENUMERATOR SIGNATURE / SAHIHI YA ANAYESAILI:
SUPERVISOR NAME / JINA LA MSIMAMIZI:	SUPERVISOR SIGNATURE /SAHIHI YA MSIMAMIZI:

PART 1. INTRODUCTION, CONFIDENTIALITY AND CONSENT SEHEMU YA 1. UTANGULIZI ,USIRI NA HIARI YA KUSHIRIKI

Greet the student's parent and introduce yourself: *My name is _____ and I am working for the PCI Food For Education (FFE) program. Thank you for coming to school and allowing me to ask you some questions about your experience as a parent of a child attending this school. All the answers that you provide will be kept private – only members of the survey team will have access to this information, and your name will not be used or matched with your responses. You are free to choose not to answer any question that you would prefer not to answer. You can stop the interview at any time, ask me to clarify any question, or ask me to repeat something if you don't understand. You may also choose to withdraw from the survey at any time. However, your honest answers to our questions will help us better understand whether this program is working well and how we might be able to improve it. We greatly appreciate your cooperation. The interview will take about 15 minutes. Do you have any questions for me now?*

Msalimie mzazi wa mwanafunzi na ujitambilishe kwake: *Jina langu ni _____ na ninafanya kazi na taasisi ya PCI katika mpango wa Chakula na Elimu .Tunakushukuru kwa kufika na kunikubalia nikuulize maswali juu ya uzoefu wako ukiwa mzazi wa mwanafunzi anayesoma katika shule hii. Majibu yote utakayotoa yatahifadhiwa kuwa siri binafsi. Ni wajumbe wa utafiti huu pekee watakaona taarifa hii, na jina lako halitaoanishwa na majibu yako. Una haki ya kuamua kutojibu swali lolote utakaloamua kutojibu. Unaweza kukatisha mahojiano wakati wowote, kuhitaji ufafanuzi juu ya swali au kunitaka nirudie pale ambapo hukuelewa. Pia unaweza kujiondoa katika utafiti wakati wowote. Kwa vyovyote, majibu yako ya ukweli kwa maswali yetu yatasaidia kufahamu vema ikiwa mpango huu unatekelezwa kama ulivyotarajiwa na endapo tunaweza kuuboresha. Tunakushukuru kwa ushirikiano wako. Mahojiano yatafanyika kwa muda wa dakika 15. Una maswali yoyote kwangu kwa sasa?*

1. Do you agree to participate in this interview?
Unakubali kushiriki katika mahojiano haya?

- 1 ☐ Yes Ndiyo
2 ☐ No Hapana

PART 2. PARENT IDENTIFICATION, BACKGROUND SEHEMU 2. UTAMBULISHO WA MZAZI ,TAARIFA ZA MSINGI

2. LEAVE BLANK (ACHA WAZI)	
3. Gender / Jinsia	1 ☐ Male / Mwanamume 2 ☐ Female / Mwanamke
4. What is your age? / Una umri gani?	_____ (in years) (miaka) [Don't Know (Sijui) = 99]
5. What is the name of your child who attends this school? (Refer to the youngest child if more than one) Jina la mwanao anayesoma katika shule hii ni nani? (Kama ni zaidi ya mmoja chukua mtoto mdogo zaidi)	
6. Is (<u>NAME of that child</u>) a boy or girl? Je (<u>JINA la mtoto</u>) mvulana au msichana?	1 ☐ Boy / Mvulana 2 ☐ Girl / Msichana
7. (<u>JINA la mtoto</u>) anasoma darasa gani?	0 ☐ Pre-primary (darasa la awali) 1 ☐ Standard 1 (darasa la kwanza) 2 ☐ Standard 2 (darasa la pili) 3 ☐ Standard 3 (darasa la tatu) 4 ☐ Standard 4 (darasa la nne) 5 ☐ Standard 5 (darasa la tano) 6 ☐ Standard 6 (darasa la sita) 7 ☐ Standard 7 (darasa la saba)
8. What do you think are the three main benefits from ensuring that your child goes to school? (Probe for up to 3 responses) Ni faida zipi tatu za msingi zinazopatikana kwa kumpeleka mtoto shule? (Dadisi kupata majibu hadi 3)	a ☐ Don't know/no response Sijui/Hakuna jibu b ☐ Reducing poverty / Kupunguza umaskini c ☐ Gaining life skills and work skills / Kupata stadi za maisha na ujuzi wa kazi d ☐ Gain knowledge, skills, and ethics / Kupata maarifa, ujuzi na maadili e ☐ Ability to express themselves / Uwezo wa kujieleza binafsi f ☐ Self-awareness and self – reliance / Kujitambua na kujitegemea g ☐ Building capacity for further development / Kujenga uwezo kwa maendeleo ya baadaye h ☐ Increasing creativity and curiosity / Kuongeza ubunifu na udadisi i ☐ Get school meals / Kupata chakula shuleni j ☐ Increased confidence / Kuongeza kujiamini k ☐ Other (specify) Mengineyo (Eleza) _____

9. Besides today, have you or any other adult member of your household visited this school during this school year? Tofauti na siku ya leo, wewe au mtu mzima yeyote kutoka kaya yako amewahi kutembelea shule hii ndani ya mwaka huu?	1 ☐ Yes / Ndiyo 2 ☐ No / Hapana (If “No”, skip to question 11.) (Kama jibu ni “Hapana”, endelea na swali la 11.)
10. For what reasons have you (or that person) visited this school? (Tick all responses given) Sababu zipi zilikufanya wewe (au mtu mwingine) kutembelea shule hii? (Weka vema majibu yote anayotaja mzazi)	a ☐ Don’t know/Don’t remember/No response Sijui/Sikumbuki/Sina jibu b ☐ Talk to teacher about my child’s school performance/ attendance/ behavior Kuzungumza na mwalimu kuhusu maendeleo ya mtoto wangu shuleni / mahudhuria/tabia c ☐ Attend a PTA/School Committee meeting Kuhudhuria jumhuia ya wazazi na walimu (PTA) /Kikao cha Kamati ya shule d ☐ Attend a school feeding sub-committee meeting Kuhudhuria kikao cha kamati ndogo ya shule ya lishe e ☐ Attend a PCI/FFE sensitization meeting Kuhudhuria kikao cha uhamasishaji wa mpango wa PCI/chakula na elimu (Eleza) _____ f ☐ Attend another school event Kuhudhuria matukio mengine shuleni (Eleza) _____ g ☐ Other reason Sababu nyingine (Eleza) _____
11. Are you a member of a school committee or group? Je, wewe ni mwanachama wa kamati ya shule au kikundi cha shule kingine?	1 ☐ Yes / Ndiyo 2 ☐ No / Hapana (If “No”, skip to question 13.) (Kama jibu ni “Hapana”, endelea na swali la 13.)
12. If yes, which committees are you a member of? (Tick all responses given) Kama jibu ni ndiyo, ni mwanachama wa kamati ipi? (Weka vema majibu yote anayotaja mzazi)	a ☐ PTA / Jumhuia ya wazazi na walimu b ☐ School Management Committee / Kamati ya usimamizi wa shule c ☐ School feeding sub-committee / Kamati ndogo ya shule ya lishe d ☐ School SWASH sub-committee / Kamati ndogo ya shule ya maji na usafi wa mazingira e ☐ Other (specify) Nyingineyo (eleza) _____

13. In the one month before the break, about how many days was your child, _____, absent from school because of bad health or sickness? Katika kipindi cha mwezi mmoja kabla ya likizo, ni siku ngapi mwanao, _____, ameshindwa kuhudhuria shuleni kwa sababu ya afya isiyo nzuri au ugonjwa ?	_____ (Write number of days absent) (Andika idadi ya siku ambazo hakuhudhuria) 99 ☐ Do not know/No response Sijui/Sina jibu
14. Would you say that your child, _____, has been absent from school because of bad health or sickness more this year than last year, or less this year than last year, or about the same? Je, unaweza kueleza mwanao, _____, hakuweza kuhudhuria shuleni kwa sababu ya afya kutokuwa nzuri au ugonjwa: mwaka huu zaidi kuliko mwaka jana, mwaka huu pungufu kuliko mwaka jana, au kwa kiwango sawa	1 ☐ More this year than last year / Mwaka huu zaidi kuliko mwaka jana 2 ☐ Less this year than last year / Mwaka huu pungufu kuliko mwaka jana 3 ☐ About the same / Kwa kiwango sawa 99 ☐ Do not know/No response Sijui/Sina jibu
End. Thank you very much for your time and feedback today. Do you have any additional comments or questions? Mwisho. Tunashukuru sana kwa muda wako na kwa kujibu maswali Je, una maoni yoyote au maswali ya ziada?	

Annex 7. Additional Descriptions and Findings

School Infrastructure and Support

The Head Teachers were interviewed regarding school facilities and resources and different types of support received by the school. Interviewers also surveyed the school for further information. A summary of key findings is as shown in the table below.

Table 40. School Infrastructure and Support

	Intervention Schools (n=30)		Comparison Schools (n=10)	
	#	%	#	%
Library/Reading Room²⁵	2	7%	1	10%
Main source of drinking water				
None	--	--	1	10%
River, stream, lake, pond	5	17%	--	--
Unprotected well or spring	1	3%	--	--
Taps / pipeline	3	10%	1	10%
Borehole	12	40%	4	40%
Protected well or spring	3	10%	4	40%
Rainwater harvesting system	6	20%	--	--
School Garden	22	73%	--	--
Of those, appeared to be in use	18	82%	N/A	N/A
Energy-saving stove	21	70%	--	--
Of those, appeared to be in use	12	57%	N/A	N/A
Food for School Feeding program	22	73%	--	--
Of those, food is stored off ground	12	55%	N/A	N/A
Latrines/Toilets	28	93%	9	90%
Average # drop holes/toilet stances for girls	5 (range : 3-12)		6 (range : 2-12)	
Average # drop holes/toilet stances for boys	5 (range : 2-12)		5 (range : 2-9)	
Average # girls enrolled per drop holes/toilet stances	61		71	
Average # boys enrolled per drop holes/toilet stances	68		72	

²⁵ The two “libraries” seen were both located in a store-room.

Hand-washing station, total	14	47%	1	10%
Hand washing station, with water	13	43%	1	10%
Hand washing station, with soap	5	17%	--	--
Other NGO support	6	20%	3	30%
School supplies	3	10%	1	10%
Water/sanitation	4	13%	1	10%
Health	--	--	1	10%
Electricity	1	3%	--	--
Sports	--	--	1	10%
Total	30	100%	10	100%

School Administrators at the 30 PCI intervention schools were asked about the materials they have received from PCI (some of the schools selected for the sample have been newly added to the program and have not yet received any material support at the time of the baseline). Responses are as shown below:

Table 41. Materials Received by Schools

	#	%
Textbooks, Guides, Manuals		
English textbook	18	60%
Math textbook	17	57%
Science textbook	5	17%
Reading guides	1	3%
School garden manual	1	3%
Zinduka guidebook	--	--
Food storage handling/preparation manual	1	3%
School feeding guidelines	2	7%
Health Club materials	--	--
INSET manual	--	--
School administration guides	--	--
Other	--	--

Supplementary Reading Materials	1	3%
Other Classroom Supplies/Materials		
Atlas	1	3%
Flipchart	1	3%

School administrators were asked, according to the school timetable, how often reading is to be taught and for how long per lesson reading is to be taught, in Standard 2:

Table 42. Frequency and Length of Reading Instruction, Standard 2

	Treatment Group		Comparison Group	
	#	%	#	%
Frequency of Reading Lessons				
Every day	21	70%	4	40%
3-4 times/week	8	27%	6	60%
1-2 times/week	1	3%	--	--
Less than once/week	--	--	--	--
Never	--	--	--	--
Time Allocated to Reading Lesson				
More than 45 minutes	1	3%	1	10%
31-45 minutes	5	17%	4	40%
16-30 minutes	24	80%	5	50%
0-15 minutes	--	--	--	--
Total	30	100%	10	100%

School administrators were asked about the techniques and tools they use to improve reading outcomes:

Table 43. School Administrator Use of New/Quality Techniques or Tools

	Intervention Schools (n=30)		Comparison Schools (n=10)	
	No.	%	No.	%
Help teachers teach better by:				
Communicating often with teachers	22	73%	4	40%
Communicating with students and parents	5	17%	1	10%
Encouraging teamwork among teachers	18	60%	6	60%
Sharing knowledge with teachers	18	60%	7	70%
Observing and giving feedback to teachers	10	33%	1	10%
Ensuring training for teachers	4	13%	2	20%
Facilitating trainings for teachers	2	7%	--	--
Providing teaching materials	9	30%	3	30%
Keeping up to date on innovations in pedagogy	7	23%	1	10%
Other technique	1	3%	1	10%
Meet with teachers to talk about performance				
Once per month or more	22	73%	9	90%
Once every 2-3 months	2	7%	--	--
Once every 4-6 months	4	13%	--	--
Once per year	1	3%	--	--
Less than once per year or never	1	3%	1	10%
Observe teachers teaching				
Once per month or more	13	43%	4	40%
Once every 2-3 months	5	17%	3	30%
Once every 4-6 months	5	17%	2	20%
Once per year	3	10%	1	10%
Less than once per year or never	4	13%	--	--
Review lesson plans	28	93%	9	90%

Improve teacher performance through:				
Mentor/give feedback	23	77%	7	70%
Pair with good teacher	19	63%	8	80%
Develop teacher improvement plan	4	13%	2	20%
Organize training	1	3%	--	--
Provide teaching materials	4	13%	1	10%
Ask Teacher College/DEO for assistance	1	3%	--	--
Inform district authorities	1	3%	--	--
Scold or disciplining teacher	1	3%	--	--
Give low performance review	2	7%	--	--
Change teacher's subject	3	10%	--	--
Other	2	7%	1	10%
Don't know/nothing	1	3%	--	--
Support reading through:				
Engaging parents	5	17%	--	--
Conducting community awareness	5	17%	2	20%
Collaborative monitoring	14	47%	5	50%
Establishing library	--	--	--	--
Other	9	30%	5	50%
None/Don't know	3	10%	--	--
Develop a:				
School timetable	30	100%	10	100%
School budget	24	80%	9	90%
Weekly meeting plan with teachers	16	53%	5	50%
Teacher attendance record book	30	100%	10	100%
Teacher internal performance evaluation plan	22	73%	6	60%
School Development Plan	24	80%	8	80%
List of school committee members	30	100%	10	100%

Register of school supplies	28	93%	10	100%
Extra-curricular activities schedule	21	78%	5	50%
Involve parents and communities through:				
PTA/School committee meetings	18	60%	5	50%
School feeding sub-committee meetings	2	7%	1	10%
Sensitization meetings	11	37%	5	50%
Other school events	4	13%	1	10%
Other	1	3%	--	--
None or Don't Know	5	17%	2	20%
Establish school support structures:				
PTA/School committee	29	97%	10	100%
School feeding sub-committee	23	77%	2	20%
SWASH committee	18	60%	5	50%
Health Club	23	77%	6	60%
VSAs	13	46%	4	40%

Student Interviews

Table 44. Student Participation in School Feeding

	Treatment Group		Comparison Group		Total	
	#	%	#	%	#	%
Ate at school yesterday						
Yes	391	65%	28	14%	419	52%
No	194	32%	163	82%	357	45%
Don't Know	15	2%	9	5%	24	3%
Porridge	85	22%	25	89%	110	26%
Rice and beans	155	40%	1	4%	156	37%
Porridge plus rice and beans	146	37%	2	7%	148	35%
Don't Know	5	1%	--	0%	5	1%

After eating, felt hungry						
Yes	41	10%	3	11%	44	11%
No	335	86%	25	89%	360	86%
Don't Know	15	4%	--	0%	15	4%

Table 45. Student Health Test Correct Responses

Health Test Question	Treatment Group		Comparison Group	
	#	%	#	%
<i>Sickness may be caused by many things, such as bad nutrition and poor hygiene.</i>				
Correct	436	73%	158	79%
Incorrect/Don't Know	164	27%	42	21%
<i>Some diseases can be prevented by wearing shoes.</i>				
Correct	408	68%	135	68%
Incorrect/Don't Know	192	32%	65	32%
<i>There is no way to prevent children from getting diarrhea or dying from diarrheal diseases.</i>				
Correct	327	55%	109	55%
Incorrect/Don't Know	273	45%	91	45%
<i>Food gives us energy, protects us from diseases, and helps us grow.</i>				
Correct	497	83%	172	86%
Incorrect/Don't Know	103	17%	28	14%
<i>A balanced meal includes carbohydrates only.</i>				
Correct	397	66%	127	64%
Incorrect/Don't Know	203	34%	73	36%
<i>The best way to prevent HIV is to abstain from sex.</i>				
Correct	364	61%	123	62%
Incorrect/Don't Know	236	39%	77	38%
<i>An important way to avoid illness is to wash hands with water and soap before cooking or eating and after using the latrine.</i>				
Correct	524	87%	180	90%
Incorrect/Don't Know	76	13%	20	10%

<i>We students can help make this school a cleaner, safer, and more healthy place.</i>				
Correct	532	89%	179	90%
Incorrect/Don't Know	68	11%	21	10%
Total	600	100%	200	100%

Teacher Interview

Table 46. Teacher Use of Improved Literacy Instruction

	Intervention Schools (n=58)		Comparison Schools (n=20)	
	No.	%	No.	%
Methods used to teach reading:				
Choral reading	52	90%	19	95%
Guided reading	52	90%	19	95%
Shared reading	56	97%	18	90%
Silent reading	39	67%	13	65%
Out-loud reading	55	95%	20	100%
Naming beginning and ending sounds in a word	23	40%	10	50%
Blending sounds to form new words	31	53%	11	55%
Segmenting letter names and sounds	21	36%	6	30%
Word sorting	40	69%	14	70%
Pre-reading exercises, like teaching vocabulary	34	59%	12	60%
Re-telling the text	44	76%	13	65%
Finding the main idea	33	57%	10	50%
Shared writing, group writing, and pair writing	32	55%	11	55%
To assess if students learning to read:				
Take no action	--	--	2	10%
Ask students questions about lesson	42	72%	14	70%
Monitor students as they work	14	24%	7	35%

Listen to students read aloud	32	55%	6	30%
Ask students to tell about what they just read	19	33%	3	15%
Check student exercise book or homework	15	26%	9	45%
Give quiz or test	9	16%	3	15%
Other	--	--	1	5%
Use of learning aids to teach reading:				
None	--	--	--	--
Blackboard	37	64%	13	65%
Textbook	44	76%	17	85%
Supplementary reading materials	8	14%	4	20%
Story books	--	--	--	--
Posters/charts/pictures	21	36%	10	50%
Worksheets	2	3%	--	--
Flashcards	14	24%	8	40%
Flipcharts	4	7%	2	10%
Computer/other audio/visual	1	2%	--	--
Alphabet strip	6	10%	3	15%
Word wall	3	5%	1	5%
Manipulatives	2	3%	2	10%
Prepares lesson plans				
As stated by teacher	22	38%	6	30%
As shown by teacher	16	28%	5	25%
Prepares materials to assist in teaching reading:	25	43%	13	65%
Word charts	9	16%	6	30%
Wall charts	2	3%	3	15%
Paragraph charts	--	--	--	--
Story books or other reading materials (poems, songs)	2	3%	--	--

Posters/charts/pictures	7	12%	5	25%
Worksheets	1	2%	--	--
Flashcards	9	16%	5	25%
Flipcharts	2	3%	--	--
Alphabet strip	2	3%	5	25%
Word wall	1	2%	--	--
Model	1	2%	1	5%

Table 18. Teacher Training Received

PCI Training Received	Intervention School Teachers (n=58)	
	#	%
Commodity and Store Management/Safe Food Storage and Preparation	9	16%
School Administrators Training	1	2%
INSET	3	5%
Formation of Health Clubs	1	2%
Health Screening	2	3%
Zinduka	4	7%
School Gardening	4	7%
Mobenzi	2	3%
Other Training	1	2%

EGRA - Fluency

Student fluency results for EGRA Tasks 2 (Letter Sound Knowledge), 3 (Invented Word Decoding), and 4a (Oral Reading Passage) are shown in Tables 47-49 below.

On average, students were able to correctly identify the sounds of about 15 letters per minute. When reading invented words, students were able to correctly read about 20 words per minute. On the oral reading exercise, students were able to read on average about 30 words per minute. It is important to note that fluency rates were calculated only for those students who were able to read enough letters or words so as to get beyond the first row of the exercise. (Those who were not able to get beyond the first row are included in the calculation of “zero scores”.)

Table 47. Task 2 (Letter Sound Knowledge) - Correct Letters per Minute

	N	Min	Max	Mean	SD
Treatment	470	1.00	71.00	15.07	9.13
Comparison	138	0.00	52.00	15.75	9.37

Table 48. Task 3 (Invented Word Decoding) - Correct Words per Minute

	N	Min	Max	Mean	SD
Treatment	331	0.00	54.44	20.15	11.85
Comparison	105	1.00	50.00	19.92	11.05

Table 49. Task 4a (Oral Passage Reading) - Correct Words per Minute

	N	Min	Max	Mean	SD
Treatment	330	1.00	97.89	29.43	17.06
Comparison	103	1.00	71.54	29.36	16.23

An analysis of fluency by gender (See Tables 50-52) shows no significant differences between girls' and boys' results. In addition, no significant differences were detected between treatment and comparison girls or between treatment and comparison boys.

Table 50. Task 2 (Letter Sound Knowledge) - Correct Letters per Minute by Study Group and Gender

	Treatment			Comparison		
	N	Mean	SD	N	Mean	SD
Girls	230	14.86	10.12	59	15.64	8.91
Boys	235	15.34	8.13	78	15.72	9.76

Table 51. Task 3 (Invented Word Decoding) - Correct Words per Minute by Study Group and Gender

	Treatment			Comparison		
	N	Mean	SD	N	Mean	SD
Girls	159	19.90	11.73	46	19.87	11.18
Boys	168	20.31	12.03	58	19.64	10.85

Table 52. Task 4a (Oral Reading Passage) - Correct Words per Minute by Study Group and Gender

	Treatment			Comparison		
	N	Mean	SD	N	Mean	SD
Girls	158	29.05	17.23	44	27.76	16.49
Boys	168	29.85	17.01	58	30.27	16.07

Lastly, an analysis of fluency by standard shows higher letters and words correctly read per minute in Standard 4 than in Standard 2. This was true for both treatment and comparison students. In the case of Invented Word Decoding and the Oral Passage Reading, Standard 4 student read, on average, 10 or more words per minute than Standard 2 students. No significant differences were observed between treatment and comparison students in Standard

2, and no significant differences were observed between treatment and comparison students in Standard 4 across all three timed tasks.

Table 53. Task 2 (Letter Sound Knowledge) - Correct Letters per Minute by Study Group and Standard

	Treatment			Comparison		
	N	Mean	SD	N	Mean	SD
Standard 2	211	14.02	8.55	63	13.75	10.11
Standard 4	259	15.93	9.51	75	17.44	8.39

Table 54. Task 3 (Invented Word Decoding) - Correct Words per Minute by Study Group and Standard

	Treatment			Comparison		
	N	Mean	SD	N	Mean	SD
Standard 2	128	14.37	8.72	39	13.62	9.26
Standard 4	203	23.80	12.13	66	23.65	10.36

Table 55. Task 4a (Oral Reading Passage) - Correct Words per Minute by Study Group and Standard

	Treatment			Comparison		
	N	Mean	SD	N	Mean	SD
Standard 2	125	21.18	11.92	34	19.68	10.81
Standard 4	205	34.46	17.77	69	34.13	16.39

Table 56. Total EGRA Score by Study Group, Grade, and Gender

	Standard 2						Standard 4					
	Treatment			Comparison			Treatment			Comparison		
	N	Mean (%)	SD	N	Mean (%)	SD	N	Mean (%)	SD	N	Mean (%)	SD
Girls	147	13.81	13.11	51	13.28	14.69	153	28.72	21.15	47	26.3	20.49
Boys	149	18.52	15.41	49	15.48	13.52	144	31.21	22.11	52	32.81	20.65
Total	296	16.18	14.48	100	14.36	14.1	297	29.93	21.62	99	29.72	20.73

Annex 8. Background on EGRA and Explanation of Scoring

What is EGRA and What Does it Measure?

Under the Education Data for Decision Making (EdData II) project led by RTI, development of the Early Grade Reading Assessment (EGRA) began in October 2006 in response to a call for a measure to assess early grade reading skills in developing country contexts. Education officials and development professionals at the World Bank, the United States Agency for International Development (USAID), and other institutions identified the need for a simple, effective, and low-cost measure of student learning outcomes that could report on the foundations of student learning in reading, including recognizing letters of the alphabet, reading simple words, and understanding sentences and paragraphs.

EGRA was subsequently developed after an exhaustive review of the literature and existing assessment approaches in English and other languages, including well-known tools such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), CTOPP (Comprehensive Test of Phonological Processing), the Woodcock Johnson Tests of Achievement, and the Peabody Picture Vocabulary Test. Tools developed by non-governmental organizations, university researchers, and research institutions for various research and development projects were also reviewed. As of January 2011, EGRA had been applied in nearly 50 countries and 70 languages.

The framework underlying EGRA acknowledges that reading is acquired in phases and that the rate of acquisition is likely to vary by language and context. Another basic underlying principle is that learning to read in alphabetic languages requires the acquisition of similar foundation skills (although the importance of each of those skills may vary by language). Put simply, the Simple View of Reading framework (Gough and Tunmer, 1986) suggests that reading comprehension can be predicted by the following formula:

$$\text{Reading comprehension} = \text{Decoding} \times \text{Language Comprehension}$$

The EGRA instrument consists of a variety of subtasks designed to assess foundational reading skills crucial to becoming a fluent reader. EGRA is designed to be a method-independent approach to assessment (i.e., the instrument does not reflect a particular method of reading instruction). Instead, EGRA measures the basic skills that a child must possess to eventually be able to read fluently and with comprehension—the ultimate goal of reading. EGRA subtasks are based on research regarding a comprehensive approach to reading acquisition across languages. These skills are phonological awareness, phonics/decoding, fluency, reading comprehension, and listening comprehension.

Phonological Awareness is considered to be essential for learning to read an alphabetic language. Phonological awareness refers to an understanding that spoken words consist of sounds of language that can map to letters, which is called the alphabetic principle. This principle refers to the recognition and understanding of how the speech sounds of a language relate to units of print (or letters, in Kiswahili). Mastering the alphabetic principle is critical for decoding, or sounding out, new and unfamiliar words. One critical component of phonological awareness is phonemic awareness, which refers to the understanding that words are made up

of “bits” of sound, or phonemes – the smallest unit of sound in a word. Phonemic awareness is oral, and is developed before other phonological awareness skills are introduced.

Phonics/decoding is the most efficient way for beginning readers to learn to read words. This skill builds on the alphabetic principle, beginning with letter-sound correspondences that help children develop automatic recognition of letter–sound patterns in common words. Eventually, phonics is instrumental in the development of instant recognition of most words that are read. This automatic or instant word recognition is manifested by fluent reading of connected text.

Fluency is often defined as the ability to read with speed, accuracy, and understanding. Oral reading fluency is a common way to assess whether an individual is a fluent reader. Fluency is considered critical for comprehension, as rapid, effortless word-identification processes enable the reader to focus on the text and its meaning rather than focus on word identification or decoding words letter by letter (National Institute of Child Health and Human Development, 2000).

Reading comprehension, considered to be the goal of reading, refers to the ability to actively engage with, and construct meaning from, the texts that are read.

Listening comprehension refers to a person’s ability to make sense of oral language in the absence of print. Listening comprehension taps many skills and sources of knowledge, such as vocabulary knowledge, facility with grammar, and general background knowledge. Although students whose language of instruction differs from their home language have been found to learn to read words at the same rate as those who are learning in their home languages, non-native speakers have been found to show greater difficulties in language comprehension in the language of instruction (Geva and Yaghoub Zadeh, 2006). The Listening Comprehension subtask in EGRA also taps working memory and short-term memory; therefore, it cannot be considered as a subtask that reflects listening comprehension skills apart from other memory and language skills. This makes interpretation of this subtask more challenging than some of the other subtasks. In addition, the Listening Comprehension subtask does not correlate with other EGRA subtasks, so it is more difficult to interpret the results.

The table below is a general guide mapping these skills to the subtasks included within EGRA adapted for use by FFE II.

EGRA Tasks and Skills Assessed

Task	Skill	The child is asked to ...
Phonemic Awareness	Ability to identify phonemes (the smallest unit of sound) in words. This only tests an awareness of individual sounds in spoken words, not written words. Phonemic awareness is one of the critical foundational reading skills; phonemic awareness predicts later ability to learn to read.	... say which of three words begins with a different sound (10 sets of words). (<i>Untimed</i>)
Letter Sound Knowledge	Knowledge of the sound each letter makes (not the name of the letter). This is a critical skill in preparation for decoding.	... say the sound of each letter on a printed page of 100 letters of the alphabet, in random order, upper and lower case. (<i>Timed</i>)
Invented Word Decoding	Alphabetic principle: Letter sound correspondence and fluency; automatic decoding. Being able to decode, or link letters to their sounds by “sounding words out,” then linking them to words we know, is a critical skill in learning to read unknown words.	... read a list of 50 non-words printed on a page. Words were constructed from actual orthography, but were not real words. (<i>Timed</i>)
Oral Passage Reading	Fluency: Ability to read with speed, without hesitation, and with correct intonation. EGRA tests speed only. Fluency is important because it predicts comprehension. Reading speed is also important because we can only hold a small amount of information in short-term memory, so if we read too slowly, we forget what we have read and therefore cannot comprehend it.	... read out loud a grade-level appropriate short story printed on a page (about 60 words long). (<i>Timed</i>)
Reading Comprehension	Comprehension: Ability to describe the meaning of what the child has read	... verbally respond to questions that the assessor asks about the short story the child has read. Depending on how much the child read, she may be asked up to 5 comprehension questions. (<i>Untimed</i>)

EGRA measures each of the previously mentioned abilities/components to assess the foundational reading skills. The skills are tested in individual subtasks and presented in order of increased level of difficulty. Because the first few subtasks are easier, EGRA can therefore measure a range of reading abilities for beginning readers. All EGRA administrations also include a “stop” rule, which requires assessors to discontinue the administration of a task if a student is unable to respond correctly to any of the items in the first line (the first 10 syllables, the first five words, or the first line of the oral reading story). This rule was established to avoid frustrating students who do not understand the subtask or lack the skills to respond. In the case of the reading comprehension questions, students were only asked the questions that correspond to the section of the text they had read within the available time.

References:

Gove and Wetterberg. The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy. RTI Press, 2011.

Brombacher, Nordstrum, Davidson, Batchelder, and King. National Baseline Assessment for the 3Rs (Reading, Writing and Arithmetic) Using EGRA, EGMA, and SSME in Tanzania. USAID - EdData II, February 2014.

Scoring EGRA for FFE II

Scoring for the EGRA was applied as follows:

- Task 1: Phonemic Awareness (% Correct out of 100% Possible) –
 - o $\# \text{ of Items Correctly Answered} / \text{Total \# of Items (10)} * 100$
- Task 2: Letter Sound Knowledge (% Correct out of 100% Possible) -
 - o $\# \text{ of Letters Correctly Sounded} / \text{Total \# of Letters (100)}$
- Task 3: Invented Word Decoding (% Correct out of 100% Possible) –
 - o $\# \text{ of Words Correctly Read} / \text{Total \# of Words (50)} * 100$
- Task 4: Oral Passage Reading (% Correct out of 100% Possible) –
 - o $\# \text{ of Words Correctly Read} / \text{Total \# of Words (62)} * 100$
- Task 5: Reading Comprehension (% Correct out of 100% Possible) –
 - o $\# \text{ of Items Correctly Answered} / \text{Total \# of Items (5)} * 100$
- Overall EGRA Score = Average % correct across Tasks 1 - 5