



FY 18 McGovern-Dole International Food for Education and Child Nutrition Project

Baseline Evaluation
Cameroon – 2019

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1 Partners include the Ministry of Basic Education, Ministry of Public Health, Ministry of Agriculture and Rural Development, Ministry of Water and Energy, University of Illinois at Urbana-Champaign (AgReach Project), Caritas Kumbo, Michigan State University, International Medical Corps, and the International Literacy Society.

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Acronyms and Abbreviations

AAM	Assessor Accuracy Measurement
ALIGN	Advancing Literacy through Good Nutrition
AME	Students' Mothers Association (Association des Mères d'Élèves)
APE	Parent-Teacher Association (Association des Parents d'Élèves)
BCC	Behavior change communication
CWPM	Correct Words per Minute
CLSPM	Correct letter sound per Minute
DDS	Dietary Diversity Score
EGRA	Early Grade Reading Assessment
Et4d	Evaluation Technology for Development
FFE	Food for Education
FGD	Focus Group Discussion
FTF	Feed the Future
HWWS	Hand Washing with Soap
HWT	Household Water Treatment
IYCF	Infant and Young Child Feeding
JMP	Joint Monitoring Project
KAP	Knowledge, Attitude, and Practice
KII	Key Informant Interviews
LGA	Local Government Authorities
MAD	Minimum Acceptable Diet
MDD-W	Minimum Dietary Diversity for Women
MGD	McGovern Dole
MINEDUB	Ministry of Basic Education
MT	Metric Tons
ORF	Oral Reading Fluency
PMP	Performance Monitoring Plan
PPS	Probability Proportion Sample
PSM	Propensity Score Matching
RTI	Research Triangle Institute
SDG	Sustainable Development Goal
SO	Specific Objective
THR	Take Home Rations
TOC	Theory of Change
TOR	Terms of Reference
UNICEF	United Nations Children's Fund
UP	Teacher training day (Unité Pédagogique)

USG	United States Government
USDA	United States Department of Agriculture
WASH	Water Sanitation and Hygiene
WHO	World Health Organization
WRA	Women of Reproductive Age

Executive Summary

Background: Context and Intervention

Nascent Solutions Inc. is implementing a **McGovern-Dole (MGD) International Food for Education and Child Nutrition project in Cameroon**, funded by the United States Department of Agriculture (USDA). This five-year (October 2018 to September 2023), \$27M project is designed to improve the literacy of primary-level children (4-15 years) through improved literacy instruction, student attentiveness, and student attendance. Secondly, the project aims to increase the use of positive health, nutrition, and dietary practices for both the targeted students and their caregivers—especially their mothers.

This project is a follow-on of the Advancing Literacy through Good Nutrition (ALIGN) project, which was implemented in the North West Region from October 2015 to June 2018. The current project includes 215 schools in the North, Adamawa, and East Regions. It will also include 50 schools in the North West Region, although currently, a sociopolitical crisis has delayed implementation until further notice. Therefore, the North West region was not included in baseline survey activities. When the midterm survey will be conducted in 2021, data from the final evaluation of the 2015-18 MGD project in the North West Region will be substituted for missing baseline data.

Evaluation

The purpose of this baseline evaluation of the USDA-funded McGovern Dole project is to establish initial figures of key project outcomes, which will provide a platform for assessing progress and impact of project activities at both midline and end-line periods.

The baseline evaluation primarily establishes baseline values for the following:

- a) Strategic Objective 1: Improved literacy of school-age children in targeted schools
- b) Strategic Objective 2: Increased use of health, nutrition and dietary practices
- c) Key outcome and output indicators²

The evaluation also includes three specific research questions:

- 1) What is the nutrition knowledge, attitudes, and practices of women of reproductive age (15-49 years of age)?
- 2) What is the children's knowledge, attitudes and practices in terms of hygiene?
- 3) What are the main reasons for student absenteeism?

Findings from these questions will inform Nascent's design and planning of project interventions.

Survey Tools

The survey tools include five quantitative instruments (Table 1), while the qualitative component of the evaluation consisted of in-depth key informant interviews (KII) with local government authorities as well as focus group discussions (FGDs) with teachers and parents. Data was collected in schools that will receive the intervention (project schools) and in schools that will not benefit from the intervention (control schools). Table 1 summarizes the data collected.

² For a detailed list of key outcomes and output indicators, refer to Nascent's Performance Monitoring Plan (PMP).

Table 1: Number of individuals reached per quantitative data collection tool

Data Collection Tool	Number of Individuals Reached
Early Grade Reading Assessment (EGRA) + Student/Child Survey (ages 6-13)	1,878
Mothers Minimum Dietary Diversity for Women (MDD-W) Survey + Parent Survey	1,231
Principal (Head Teacher) Survey	121
Stallings Classroom Observation (Stallings Survey tool) + Teacher Survey	488
Handwashing Observation	121
Student Attendance Survey (grades 1-6) (from Supervisor)	121

Key Indicators

The baseline evaluation established baseline values for the key performance indicators presented in Table 2. The results did not show any major differences in achievement between project and control schools. However, enrollment in project schools is much larger than in control schools, and the student/teacher ratio is also significantly higher.

The baseline values and proposed targets for each indicator are illustrated in Table 2, with Et4d's proposed adjustments to target values. The evaluation team proposed additional custom indicators that would be useful for evaluating the impact of the program. USDA allows Nascent (and all MGD implementing partners) to revise targets after the baseline, so the targets below may change around May 2019.

Table 2: Key performance indicators

Indicator	Baseline Value 2019	Target Value (2023)
1 MGD SO1: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	1.0%	Nascent: 17% Et4d: 5%
2 MGD 1.1: Percentage of teachers engaged in "active instruction" for 50%+ of classroom time	61.0%	Nascent: 47% Et4d: 70%
3 MGD 1.2: Percentage of classroom time in which >5 students are "off-task"	20.1%	Nascent: 22% Et4d: 10%
4 MGD 1.3: Average student attendance rate in USDA-supported classrooms/schools	68.3%	Nascent: 70% Et4d: 75%
5 MGD SO2: Percentage of school-age children observed (correctly) washing their hands	24.0%	Nascent/Et4d: 60%
6 MGD SO2: Percentage of women of reproductive age consuming a diet of minimum diversity	36.0%	Nascent/Et4d: 52%
7 MGD SO2: Ranked reasons for student absences	1. Low parental awareness of the importance of education 2. Helping the family with chores or farm work at home 3. Health issue	

The evaluation team suggests including some additional custom indicators in the PMP to provide greater insights into some outcome indicators (Table 3).

Table 3: Additional custom performance indicators (in order of priority)

Indicator		Baseline Value 2019	Target Value (2023)
1	Literacy Achievement Index	26.1	40
2	Percentage of students able to read at least one word fluently in French (Cat 3)	15%	55%
3	Percentage of students able to respond to at least one question from the listening comprehension test	49%	75%
4	Percentage of children able to read 20 words (Cat 4)	1.2%	20%
5	Vocabulary test	-	90%

Key Research Questions and Findings

What is the nutrition knowledge, attitudes, and practices of women of reproductive age (15-49 years of age)?

Respondents are not familiar with what a balanced diet entails, and most women are consuming only 4 out of the 10 recommended food groups (staple grains, nuts and seeds, meat/poultry/seafood, and dark green leafy vegetables) despite most women eating twice or three times a day. Women do not have much exposure to nutrition education aside from what they receive from health workers at the health clinics, and they need to learn about diet during pregnancy.

What is the children's knowledge, attitudes, and practices in terms of hygiene?

Findings from the baseline demonstrate the dire need for support with water, sanitation, and hygiene (WASH). Eighty-six percent of schools have no handwashing stations, and 97% schools have no soap at all. Children are not familiar with the critical times to wash hands. Sixty-one percent of students reported that they brush their teeth once a day despite their parents reporting that 97% of them do it daily. In addition, about 61% of students reported that they wash their bodies once a day, although their parents reported 97%, demonstrating a clear discrepancy between what the child reports and what the parents do. In terms of sanitation, 68% of schools have no or limited sanitation services. Latrines that do exist are not safe or sufficient.

What are the main reasons for student absenteeism?

The study revealed three main reasons for absenteeism (in ranked order):

- #1. Low parental awareness of the importance of education
- #2. Helping the family with chores or farm work at home
- #3. Health issues

Recommendations

1. **School selection:** There were a number of challenges with school selection and mapping. The main issue is that 162,220 students are enrolled in the selected schools, while the budgeted number of beneficiaries is 91,969. Additionally, in the East and Adamawa regions, the schools are scattered over a very large territory (173,000 sq. km). Consequently, Nascent should *urgently* revise the list of schools to include in the project.
2. **Working with local stakeholders:** Despite Nascent's efforts, most of the stakeholders interviewed (KII) had received very little information about the project. It seems that Nascent mostly met with high level stakeholders, such as governors, who did not necessarily share the information with their team. Nascent should make sure to involve mid-level stakeholders early in the process so they can participate in the design of the activities and their implementation to improve ownership. Some Regional Delegates worked on similar projects in the past and are able to share potential lessons learned, describe challenges, and identify needs that the project could address.
3. **Program Design:** Nascent should confirm the activities included in the project are suitable for the context of the current intervention and seriously consider the reality of the field. For instance, video-based teaching might be difficult in very large classrooms with students who do not understand French. On the other hand, teacher training could include techniques on teaching multi-grades and/or on teaching large classes. Both are very acute issues in the regions where the project is to be implemented.
4. **Curricula:** The Ministry of Basic Education is starting the implementation of a new competency-based curriculum and expects Nascent to support its initiative; on the other hand, the Ministry is totally opposed to the introduction or piloting of a curriculum in Fulfulde. Therefore, we recommend focusing the literacy training on the best pedagogy to implement the new curriculum, and not on developing a curriculum in Fulfulde without the support of the MINEDUB.
5. **Reading Materials in Local Languages:** Providing "readers" (short stories) in local languages, and not necessarily just Fulfulde, could be an option to consider which is encouraged by the MINEDUB. Nascent should be cautious with the local sensibility to languages and present this offering to improve children's listening comprehension and increase children's interest in stories.
6. **Language Competencies:** The very low score in listening comprehension indicates that students' knowledge of French needs to be reinforced. Nascent could initiate and support activities which will improve the children's understanding of the language of instruction.
7. **Student-run Hygiene Committee:** With hygiene, UNICEF standard should be implemented³. Student-run hygiene committee could be introduced initially with the help of the children's government (Gouvernement des Enfants), which exists in 90% of the schools. Currently, cleaning the toilet is used as a punishment for children who misbehave. Nascent should include **positive** hygiene practices. Urgent support is needed for improved sanitation and handwashing stations with soap.
8. **Promotion of Maternal Nutrition Practices:** For the promotion of maternal nutrition behaviors and practices, Nascent should align with the National Multisectoral Food and Nutrition Policy. Nascent should ensure its activities are aligned with national guidance. The activities targeting pregnant women and lactating women might need to be strengthened. Community cooking demonstrations could also be included using school garden produce and other locally available foods.

³Water, Sanitation and Hygiene (WASH) in Schools https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

9. **Challenging Coverage Area:** Et4d expects that Nascent will face a lot of challenges implementing this project given its intended geographic coverage. In order to succeed, Et4d recommends that during the first-year Nascent focus on the core activity of the program, which is school feeding. The following years, other activities could be implemented.
10. **Re-Align Project Activities with Context of Regions:** Some of the activities included in the project design are carried over from the ALIGN project conducted in the Northwest of Cameroon. Unfortunately, some of them are not suitable for the context of the new regions (North, East, and Adamawa), where the average class size is much larger, the academic achievement lower, and parent involvement harder to achieve. Activities to reconsider might include community-based mobile reading, savings and lending schemes, supporting maintenance of student health records and mother tongue literacy instruction. Et4d recommends revisiting each activity in the light of the new context.
11. **Adjust PMP Indicators:** Adjusting the activities to the context of the Francophone region might require some adjustment to the PMP. Output indicators should also be revised to match the finalized number of schools and beneficiaries.

1 Introduction

1.1 Context

Nascent Solutions Inc. is implementing a **McGovern-Dole (MGD) International Food for Education and Child Nutrition project in Cameroon**, funded by the United States Department of Agriculture (USDA). This five-year (October 2018 to September 2023), \$27M project is designed to improve the literacy of primary-level children through improved literacy instruction, student attentiveness, and student attendance. Secondly, the project aims to increase positive health, nutrition and dietary practices for both the targeted students and their caregivers—especially their mothers.

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Cameroon is a lower middle-income country in Sub-Saharan Africa with a gross domestic product (GDP) per capita of \$1,500.⁴ Cameroon is the largest economy in the Central African Economic and Monetary Community, a region experiencing an economic crisis triggered by the steep fall in oil prices.⁵ It has 24 major languages, with both English and French as the official languages. Located along the Atlantic Ocean, it shares its borders with Chad, the Central African Republic, Equatorial Guinea, Gabon, and Nigeria. Two of its regions (North West and South West) are Anglophone, while the rest of the country is Francophone. The project targets in the **Adamawa, East, North, and Northwest** regions, which are predominantly rural, with agriculture-based economies that produce mostly staple foods, particularly maize, although millet and manioc (cassava/ Yuka) are also important. Cameroon's poverty reduction rate is lagging its population growth rate, increasing the overall number of poor people in Cameroon by 12% to 8.1 million between 2007 and 2014; poverty is increasingly concentrated, with 56% of the poor living in the northern regions. In terms of education, primary school adjusted net enrollment rate for both sexes is 95%⁶, with 5%⁷ of children out of school. In 2017, there was a 70% primary school completion rate (both sexes).⁸ However, these official numbers do not reflect the study's findings.

In addition, access to basic nutrition and health prevention services is limited. There is also a lack of access to safe and basic (improved) water and sanitation facilities—which is one of the regions' main health concerns. This is compounded by a lack of community and household knowledge about hygiene practices (handwashing with soap, safe food preparation, etc.), which leads to poor health and nutritional outcomes. In addition, access to quality education and health and social services is weak or nonexistent. The educational system has inadequately trained teachers and administrators, underfunded schools, dilapidated infrastructure, a lack of school feeding projects,

⁴ World Bank, World Development Indicators.

⁵ "Overview." Text/HTML. World Bank. Accessed April 3, 2019. <http://www.worldbank.org/en/country/cameroon/overview>.

⁶ World Bank Education Statistics, 2015.

⁷ World Bank, World Development Indicators.

⁸ Primary completion rate, or gross intake ratio to the last grade of primary education, is the number of new entrants (enrollments minus repeaters) in the last grade of primary education, regardless of age, divided by the population at the entrance age for the last grade of primary education. Data limitations preclude adjusting for students who drop out during the final year of primary education. Source: UNESCO Institute for Statistics (<http://uis.unesco.org/>).

insufficient teaching materials, teacher absenteeism, and a policy environment slow to change—hindering an enabling environment.

1.2 McGovern-Dole Project Description

This MGD project is designed to improve the literacy of school-age children through improved literacy instruction, student attentiveness, and student attendance, and increased adoption of positive health, nutrition, and hygiene practices. The primary goal is improving literacy, with the staple activity of providing a daily lunch and periodic take-home rations using food commodities provided by USDA. This project has the following objectives:

- 1. To improve quality of literacy instruction**, through training of teachers and administrators, promotion of consistent teacher attendance, and provision of better school supplies and reading materials;
- 2. To improve student attentiveness**, through introduction of extracurricular activities and a daily lunch;
- 3. To improve student attendance**, through improved school infrastructure, increased enrollment outreaches, community promotion of education benefits, and addressing reduction of health-related absences;
- 4. Increase the use of positive health, nutrition, and dietary practices**, through increased knowledge of hygiene practices, safe food preparation, and eating a balanced, diverse diet, as well as increased access to clean water and sanitation, health prevention through deworming, and provision of safe food preparation and storage items;
- 5. To strengthen the schools' enabling environment**, through strengthening the capacity of local government authorities and civil society through training; as well as strengthening local policy and financing for education and nutrition.

As presented in Table 4, the project's initial plan was to benefit about 90,000 primary-level students in 265 primary schools in the Adamawa, East, North, and North West Regions of Cameroon. However, during the baseline evaluation, it became clear that these figures fell far below the number of students enrolled in the selected schools, which exceeded 150,000, not including the North West region. Therefore, no detail can be shared on the project's enrollment scope because it is currently being revised by Nascent.

Table 4: Summary of project coverage

Region	Selected Schools	Average Region Enrollment	Estimated Enrollment	Current Selected Schools	Current Average Enrollment	Current Enrollment
Adamawa	50	310.18	15,509	59	560.15	33,049
East	40	327.32	13,093	53	466.70	24,735
North	125	418.94	52,368	153	610.71	93,438
North West	50	219.97	10,998	50	219.97	10,998
Total	265	376.60	91,969	315	570.65	162,220

1.3 Project Activities

The staple activity of the project is the provision of a daily lunch and periodic take-home rations using food commodities provided by USDA.

The following 17 activities will be implemented in order to achieve McGovern-Dole's projects objectives:

1. Building/Rehabilitation: Kitchens and Storerooms
2. Building/Rehabilitation: Wells and Water Systems
3. Building/Rehabilitation: Latrines
4. Capacity Building: Local, Regional, National Level
5. Distribution: School Supplies and Material
6. Establish Activities to Promote Literacy
7. Establish and Train Parent-Teacher Associations
8. Establish School Gardens and Community Farms
9. Facilitate Student Access to Preventive Health Interventions
10. Production of Books and Supplementary Reading Material
11. Promote Teacher Attendance
12. Provide School Meals
13. Provide Take-Home Rations (THR)
14. Raise Awareness on the Importance of Education
15. Training: Health and Nutrition Practices
16. Training: Food Preparation and Storage Practice
17. Training: Teachers and School Administrators

1.4 Evaluation Purpose

The purpose of this baseline evaluation of the USDA-funded McGovern Dole project was to establish initial figures and facts on key project outcomes, which will provide a platform for assessing progress and impact of project activities at both midline and end-line periods. This beginning project data will help inform Nascent, USDA, implementation partners and stakeholders of the project's progress throughout the five years. The baseline study will be used to understand the context better, and refine planned project activities and corresponding indicators and targets that will be tracked in the project's *Performance Monitoring Plan (PMP)*.

The baseline study will **first** be used to refine program targets for indicators included in the Performance Monitoring Plan (PMP) (Table 5).

Table 5: Key project indicators

Indicator	
1	MGD SO1: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text
2	MGD 1.1: Percentage of teachers engaged in "active instruction" for 50%+ of classroom time
3	MGD 1.2: Percentage of classroom time in which >5 students are "off-task"
4	MGD 1.3: Average student attendance rate in USDA supported classrooms/schools

Indicator	
5	MGD SO2: Percentage of school-age children observed correctly washing their hands
6	MGD SO2: Percentage of women of reproductive age consuming a diet of minimum diversity?
7	MGD SO2: Ranked reasons for student absences

Beyond reviewing targets, Et4d will propose adjustments to the current PMP in order to assess the impact of certain activities more accurately.

Secondly, it will respond to the research questions in Table 6.

Table 6: Research questions

Research Questions	
1	What is the nutrition knowledge, attitudes, and practices of women of reproductive age (15-49 years of age)?
2	What is the children's knowledge, attitude and practices in terms of hygiene?
3	What are the main reasons for student absenteeism?

2 Evaluation Methodology

2.1 Evaluation Design

The evaluation design is a *quasi-experimental impact study* design⁹ using difference-in-differences analysis to evaluate impact. It uses *probability proportionate to size* (PPS)¹⁰ sampling, and a sample of both project and control schools were randomly selected from the Nascent project implementation area, with a stratification at the regional level. The evaluators used *cluster sampling*¹¹, with schools as the primary sampling unit and students or teachers as the secondary sampling unit, depending on the key question being addressed. Qualitative data was collected at project targeted schools only, in order to set up a time-series analysis to be continued at midterm and concluded at the final evaluation.

Both quantitative and qualitative methods were used to provide baseline values for each of the indicators and responses to the three research questions. The quantitative data collection tools include an Early Grade Reading Assessment (EGRA)¹² tool and questionnaires for students, parents, principals, and teachers as well as two observational tools – (1) Stallings classroom observations and (2) handwashing observations.

The qualitative component of the evaluation consisted of (1) key in-depth interviews with local government authorities and NGO partners and (2) focus group discussions (FGD) with key project stakeholders including teachers and parents.

⁹ to be continued at the midterm evaluation and concluded by the final evaluation.

¹⁰ Probability Proportionate to Size (PPS) is a sampling method in which the probability of selecting a unit is directly proportional to the unit's measure of size.

¹¹ Cluster sampling is defined as a sampling method where multiple clusters of people are created from a population where they are indicative of homogeneous characteristics and have an equal chance of being a part of the sample.

¹² "Early Grade Reading Assessment (EGRA) Toolkit: Second Edition." Washington, D.C.: United States Agency for International Development, RTI International, March 2016. https://globalreadingnetwork.net/sites/default/files/resource_files/EGRA%20Toolkit%20Second%20Edition.pdf.

The baseline evaluation research questions will provide Nascent with information on specific contextual factors that will be necessary to understand in order to effectively implement the project's activities. Nascent and USDA project management can use this information to adjust, modify and plan activities as needed to reach the intended impact. Table 7 indicates the sources of information used to calculate each indicator.

Table 7: Sources of information used to calculate each indicator and research questions

	Indicator	Sources
1	MGD SO1: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	Early Grade Reading Assessments (EGRA)
2	MGD 1.1: Percentage of teachers engaged in "active instruction" for 50%+ of classroom time (Grade 1-3)	Stallings Classroom Observations ¹³
3	MGD 1.2: Percentage of classroom time in which >5 students are "off-task" (Grade 1-3)	Stallings Classroom Observations
4	MGD 1.3: Average student attendance rate in USDA supported classrooms/schools	Headcount of students
5	MGD SO2: Percentage of school-age children observed correctly washing their hands	Handwashing observation tool ¹⁴
6	MGD SO2: Percentage of women of reproductive age consuming a diet of minimum diversity?	Minimum Dietary Diversity for Women (M-DDW) tool ¹⁵
7	MGD SO2: Ranked reasons for student absences	Parent questionnaire, FGDs and KIIs
8	What is the nutrition knowledge, attitudes, and practices of women of reproductive age (15-49 years of age)?	Mother's questionnaire, FGDs and KIIs
9	What is the children's knowledge, attitude and practices in terms of hygiene?	Parent questionnaire, student questionnaire, FGDs and KIIs
10	What are the main reasons for student absenteeism?	Parent questionnaire, teacher questionnaire, FGDs and KIIs

2.2 Evaluation Team

The evaluation team boasts the expertise of five global experts in evaluation, research methods, education and nutrition. The baseline evaluation was led by Isabelle McMahon, M.B.A. Ms. McMahon is the evaluation Team Leader and Project Manager. She led the enumerator training for the survey tools, the data collection in the three Francophone regions of Cameroon and the

¹³ World Bank. 2015. Conducting Classroom Observations: Analyzing Classrooms Dynamics and Instructional Time – Using the Stallings 'Classroom Snapshot' Observation System: User Guide. Washington, D.C.: World Bank Group.

(<http://documents.worldbank.org/curated/en/790221467997639302/Conducting-classroom-observations-analyzing-classrooms-dynamics-and-instructional-time-using-the-Stallings-classroom-snapshot-observation-system-user-guide>)

¹⁴ "WASH in Schools Monitoring Package." United Nations Children Fund (UNICEF), April.

2011. https://www.unicef.org/wash/schools/files/WASH_in_Schools_Monitoring_Package_English.pdf.

¹⁵ "Minimum Dietary Diversity for Women (MDD-W) | Food and Nutrition Technical Assistance III Project (FANTA)." Accessed April 15, 2017. <https://www.fantaproject.org/monitoring-and-evaluation/minimum-dietary-diversity-women-indicator-mddw>.

qualitative component. Brenda Sinclair, Ed.D., an education expert, is a Senior Evaluator and led the EGRA analysis and participated in report writing. Noreen Mucha, M.P.A., a global nutrition expert, is a senior evaluator who led the report writing. Michel Rousseau, Ph.D., a quantitative methods professor, led the Et4d team on all issues related to sampling and was responsible for the quantitative analysis. Alice Michelazzi was the EGRA Trainer and Quality Assurance and Survey Coordinator Lead, responsible for defining and supervising the quality assurance protocols during quantitative data collection. Annex 22 includes further details on the team's qualification.

2.3 Data Collection Sources and Limitations

The evaluation design features twelve data collection methods:

1. A document/literature review
2. Focus Group Discussions (FGDs)
3. Key Informant Interviews (KIIs)
4. The Early Grade Reading Assessment (EGRA) assessment
5. Head teacher survey
6. Teacher survey
7. Student (child) survey (with the EGRA)
8. Student Attendance survey
9. Stallings classroom observation (Stallings)
10. Parent survey (Mother of student)
11. Minimum Dietary Diversity for Women (MDD-W) survey (With parent survey)
12. Handwashing observations at school

Data collected

Table 8 includes the quantitative data tools used and the number of individuals reached for each tool.

Table 8: Number of Individuals reached per data collection tool

Data Collection Tool	Number of Individuals reached
Early Grade Reading Assessment (EGRA) + Student/ Child Survey (<i>ages 6-13</i>)	1,878
Mothers Minimum Dietary Diversity for Women (MDD-W) Survey + Parent Survey	1,231
Principal (Head Teacher) Survey	121
Stallings Classroom Observation (Stallings Survey tool)	288
Teacher survey	485
Handwashing Observation	121
Student Attendance Survey (grades 1-6) (from Supervisor)	121

Document Review

The Evaluation Team reviewed strategic documents in relation to the USDA McGovern Dole projects including the MGD work plan, PMP, evaluation reports of ALIGN (Nascent's 2015-18 MGD project in the North West region of Cameroon), TOR, as well as the recent evidence-based approaches in literacy, nutrition, and hygiene practices.

Early Grade Reading Assessment (EGRA)

EGRA is a quantitative data tool used to determine the baseline values related to outcome MGD 1.1: improve the quality of literacy instruction.

In preparation for the baseline survey, Nascent hosted a five-day EGRA instrument adaptation workshop in Yaoundé from February 13- 19, 2019. The aim of this workshop was to adapt the EGRA instrument to the Cameroonian Francophone subsystem of education and garner political support for the implementation of the baseline survey in the Francophone region of Cameroon. Since this is the first time Nascent is implementing the MGD project in Francophone regions of Cameroon, it was necessary to adapt the instrument to the local context.

The workshop, facilitated by Dr. Truphena Choti, Director of Education and Literacy at Nascent, and assisted by Ms. Mary Wong, Literacy Advisor (Cameroon), brought together 15 participants including members of the Ministry of Basic Education's School Achievement Unit (known by its French acronym UAS), SIL Cameroon and Nascent. The members were selected because of their expertise and experience with early grade reading (EGRA), the teaching of languages in primary schools, school management and student assessment. This collaborative effort between Nascent and the Ministry of Basic Education provided an opportunity to share experiences, best practices and success stories. This team of national experts drawn from education sector reviewed the French school curriculum and language textbooks to inform changes and adaptations made to the EGRA instrument. Reflections during this workshop were guided by a pre-established agenda informed by the need to have the EGRA instrument adapted into the Cameroonian French sub-system of education.

Image 1: EGRA in Ngaoundere



The workshop participants had the opportunity to administer the draft versions of the EGRA instrument in Yaoundé-based primary schools identified by the Ministry of Basic Education. The 4 schools included Ecole Publique Bastos 1 and 2, and Ecole Publique Mballa II 1 and 2. The instrument was administered in Grade 4. The main purpose of the pilot test was to gain some insights on how the instrument functions and how the pupils perform in the various EGRA subtasks. For validation purposes, a consultant psychometrician, Professor Agborbechem Peter Tambi, applied the Classical Test Theory (CTT) modelling approach (otherwise called true score model), to analyze the pilot test scores. The newly adapted French EGRA instrument was rendered by Et4d using the RTI-developed Tangerine® software.

Based on its understanding of current best practice, Nascent chose to exclude the vocabulary and the letter naming sub-tasks, which Et4d had recommended be included. The EGRA assessment (Annex 5) was used along with a student survey/questionnaire to collect biographic information and input on the household situation. The EGRA instrument included 7 subtasks listed in Table 9.

Table 9: EGRA Sub-Tasks

EGRA Subtask	Description
Listening Comprehension	A story and 5 comprehension questions
Initial Sounds	10 words
Letter Sound Fluency	100 letters or graphemes
Familiar word reading	50 words selected from textbooks or stories
Non-word Reading Fluency	50 invented words
Oral Reading Fluency	A reading passage with 50 words
Oral Reading Comprehension	5 questions related to the reading passage

The EGRA was administered to grade 2 students in French. However, the student's instructions were translated into Fulfulde, and several other languages.

Stallings Classroom Observation

To measure time on task, data was collected through a Stallings classroom observation tool similar to what was used for the evaluation of ALIGN. The Stallings observation tool is based on a World Bank instrument adapted to the Cameroon context.¹⁶ For MGD, it was used to assess two project outcomes: (1) percentage of teachers first-through-sixth-grade levels spending at least 50%¹⁷ of their classroom time on active instruction and (2) percentage of classroom time in which all but five students or fewer are “on task.” The Stallings tool (Annex 9) is comprised of ten 15-second classroom observation snapshots spread evenly throughout the class to capture what the teacher is doing, what materials are being used, and student involvement.

Surveys – Questionnaires

The baseline survey team used 5 different surveys as shown in Table 10 below. The table also provides a summary of the questionnaires' content. Complete survey tools are provided in the annexes.

Table 10: Survey tools description

Data Collection Tool	Conducted by	Description
1. Student Survey Annex 9	EGRA enumerator	A student questionnaire administered together with EGRA to gain insights into the factors influencing EGRA scores, such as home language, access to homework, help and availability of reading materials at home, etc. It also included the ‘Simple Poverty Scorecard’ ¹⁸ that estimates the probability that a

¹⁶ “Guide d’utilisation: Réaliser Des observations de classes: système d’observation Stallings sur une tablette électronique.” The World Bank, June 2017. <http://documents.worldbank.org/curated/en/457181505484548676/pdf/119754-MAN-WBManual-PUBLIC-FRENCH-WEB.pdf>.

¹⁷ Evidence from Stallings shows that teachers spending at least 50% of time engaged in “active instruction” is associated with high-achieving students.

¹⁸ Schreiner, Mark. “A Simple Poverty Scorecard,” 2016. http://www.simplepovertyscorecard.com/CMR_2014_FRA.pdf.

Data Collection Tool	Conducted by	Description
		household in Cameroon has consumer spending below a given poverty level.
2. Parent (Mother) Survey Annex 10	Stallings MDD-W enumerator	The questionnaire included questions regarding mothers' knowledge of nutrition, ranked reasons for student absences, their children's hygiene practices and the Simple Poverty Scorecard.
3. Principal (Head Teacher) Survey Annex 7	Supervisor	The questionnaire included questions regarding his/her qualifications and training, information about the school's infrastructure, the school's teachers and their coaching/supervision.
4. Teacher Survey Annex 8	Stallings/ MDD-W enumerator	Enumerators administered a teacher survey that gathered biographical information, level of education, supervision of their teaching, hygiene education and finally questions regarding student absenteeism.
5. Student Attendance (grades 1-6) Annex 16	Supervisor	Student attendance was collected by the enumerators' supervisor who conducted a students' headcount the day prior to the EGRA assessment.

Minimum Dietary Diversity – Women (MDD-W)

The original Dietary Diversity Score (DDS) used for ALIGN with children could not be used as the targeted population for the 2018 MGD is mothers who are also women of reproductive age (WRA) (15 to 49 years). The global standardized tool used by organizations such as United Nations Food and Agriculture Organization (FAO) as well as the United States Agency for International Development (USAID) is the Minimum Dietary Diversity indicator for Women (MDD-W). This indicator uses 24-hour dietary recall to measure the percentage of WRA who consume a diet of minimum diversity. A WRA is considered to consume a diet of minimum diversity if she consumed at least *five* of 10 specific food groups in standard quantities (Table 11) during the previous day and night.

Table 11: Minimum dietary diversity-women (WDD-W) food groups

1. All starchy staple foods	6. Eggs
2. Beans and peas	7. Vitamin A-rich dark green leafy vegetables
3. Nuts and seeds	8. Other Vitamin A-rich vegetables and fruits
4. Dairy	9. Other vegetables
5. Flesh foods	10. Other fruits

Enumerators asked mothers of students about the meals and snacks they had consumed the previous day and simultaneously collected information on food groups according to this tool. The enumerators were trained in the quantity that qualifies the food to be deemed as consumption of that food group. In terms of seasonality, the MDD-W was collected during the dry season. We also ensured that the consumption reflected a typical day as opposed to a special event or holiday (wedding, celebration, etc.). Data collectors recorded all the women's meals and snacks for the

day. Later, the foods from the meals were divided into the food groups to verify that they met the criteria that included the 10 food groups and the correct quantity of food.

Focus Group Discussions

The qualitative data collection included focus group discussions (FGD) with parents (mothers) and primary school teachers in each of the three regions of the planned interventions. At the school level, FGDs were conducted with teachers of both genders, and those teaching different grades. During the FGD, we collected participants' views on the three research questions (Table 5). Unfortunately, the FGDs did not include teachers/parents from a variety of schools, because of the lack of time to organize the FGD and because the project schools' identification was not finalized.

Overall, Et4d conducted six FGDs with a total of 53 participants (Table 12). Key Discussion Guides developed to lead the focus groups are featured in Annexes 12 and 13.

Table 12: Focus group participants

Region	Parents	Teachers	Total
Adamawa	11	7	18
East	10	10	20
North	9	6	15
Total	30	23	53

Image 2: Focus group discussion in Ngaoundere



Key Informant Interviews (KII)

The qualitative data collection also included both key informant interviews with local government authorities and Nascent staff (Annex 14 and 24). At the regional level, key informant interviews were conducted at the Ministries of:

- Basic Education
- Agriculture and Rural Development
- Public Health
- Water and Energy Resources

Additional interviews were conducted with Nascent project staff. At the national level, KII were conducted with staff from the Ministry of Basic Education (MINEDUB) and the United States Embassy in Yaoundé

Et4d conducted 15 KII with local government authorities (LGAs). The KII with the LGAs enabled Et4d to better understand the project in the context of the national educational system (Table 13).

Table 13: Key informant interviews

Region	Participants
Adamawa	8
East	6
North	6
National Level	4

School and Handwashing Observation

The Supervisors conducted the handwashing observation at every school's source of water. They observed that students generally accessed water directly from the water source (i.e. well); sometimes it was a bucket. Most schools did not have any functional handwashing stations.¹⁹ The tool is an observation checklist (Annex 11) with guidance notes for the enumerator to focus on systematic observations on child handwashing facilities and practices while at school.

The tool also included data on the school hygiene infrastructure, such as the availability of gender-specific latrines or basic drinking water sources.

Image 3: A student washes her hands at EP Djackbol, directly from the water source, not a hand washing station



Stallings Classroom Observation

Stallings observations²⁰ generate data on:

¹⁹ A fully functioning handwashing station has soap and clean water. The WHO/UNICEF Joint Monitoring Program defines basic hand hygiene as a functional hand washing station has soap and water available with a basin/pan for washing hands available near (within 5 meters) of the latrines.

²⁰ "The Stallings Classroom Observation System." Text/HTML. World Bank. Accessed March 31, 2019. <http://www.worldbank.org/en/projects/sief-trust-fund/brief/the-Stallings-classroom-snapshot>.

- **Teachers' use of time:** for instruction, classroom management, or off-task²¹
- **Teachers' use of different learning activities:** reading aloud, demonstration/lecture, discussion/question and answer, practice and drill, assignment/class work; copying.
- **Teachers' ability to keep students engaged:** proportion of children engaged in the activity (one, small group, large group, entire class)
- **Teaching materials used:** textbook, or other didactic material

2.4 Sampling Strategy

Sampling Design for Schools

Et4D used a two-stage cluster sampling with project and control schools as the primary sampling unit and students as the secondary unit. For this sampling design a total of **215 French-speaking primary schools**²² were selected from the three regions with proportional representation of the total student population as demonstrated in Table 14.

Table 14: School sample

Region	Total number of Project Schools	Control School Sample	Project School Sample	Total Sample
Adamawa	50	14	14	28
East	40	11	11	22
North	125	35	36	71
Total	215	60	61	121

The evaluation sample originally included a total of **60 project schools** and **60 control schools**²³ plus an additional 10 replacement schools in each category (control/project); but one school was added because of the risk that several sampled schools would need to be removed. Schools with fewer than 150 students were excluded from the sample. Excluded schools had few grades active and fewer students than was required to meet the sampling requirements. The sampling process also considered regions as a stratification variable, and the type of location (urban vs. rural). Schools within a 30km radius from sub-divisional headquarters are categorized as urban while those beyond this distance are considered rural.

Nascent proposed a list of project schools, among which 60 (+10 replacement) were randomly selected using Probability Proportion Sample (PPS) while trying to align with the urban/rural ratio of the project. Nascent provided a list of 3,554 control schools stratified by region, division and subdivision but without any information on enrollment. Given the lack of information, it was decided to match schools from the same subdivision. Et4d selected three schools in each subdivision where Nascent had project schools to total 165 schools, for which Nascent attempted to find the information related to enrollment and location type. Et4d then selected 60 schools that best matched the criteria.

²¹ Off-task: out of the classroom or in the classroom in social interaction.

²² Sampling was done on data shared, which were found to be inaccurate.

²³ Out of the 60 schools in each region, 14 must be from Adamawa, 11 from East and 35 from North.

Focus Group Discussions (FGD) utilized a purposeful sampling methodology. Nascent project team selected a list schools and head teachers in respective schools selected teachers and parents.

Sampling Design and Power per instrument

Table 15 presents the confidence interval and the power of each sample for each of the instruments used to calculate some of the indicators.

Table 15: Sampling design and power per instrument

Instrument	Sample Size	Sampling method	Confidence Interval and Power
EGRA	1,878	16 students (8 boys/8 girls) randomly selected from one level, Grade 2	ME of 3.2% with 95% confidence interval and power to detect a 5.7% change in improved literacy outcome
Stallings	288	All teachers present from levels 1-3	For the improved quality of instruction outcome, ME of 13.4% with 95% confidence interval and power to detect a difference of 10.2%. For the improved student attentiveness outcome, ME of 8.4% with 95% confidence interval and power to detect a difference of 14.3%
MDD-W	1,231	15 students randomly selected in grade 2 and asked to bring their mothers in order to ensure that 10 mothers could be interviewed.	ME of 3.4% with 95% confidence interval and power to detect an 8.4% change in health and dietary practices outcome
Handwashing	360	20 students were observed in each school where a handwashing station was available	ME of 11.6% with 95% confidence interval and power to detect a 15.4% change in handwashing outcome

Summary statistics

For the schools, the teachers, the parents, and the students, we checked for any difference between the control and the project schools. If the groups were significantly different, it could explain some of the differences in the outcome indicators.

As illustrated in Table 16, the main differences between the two groups of schools are that (1) the project schools are 38% larger than the control schools (555 vs. 397 students), and (2) the average number of children per class is higher in project schools by 25% (90 vs. 72 students).

On the other hand, the proportion of multigrade classrooms is higher in control schools (51% vs. 36%), which is logical since multigrade classrooms are more prevalent in smaller schools.

Table 16: Summary statistics for schools

	Control	Project	Difference
Number of total enrolled students	396.9	544.9	148.0**
Students enrolled in grade 1 (SIL)	94.8	131.6	36.8**
Students enrolled in grade 2 (CP)	73.2	97.3	23.1*
Students enrolled in grade 3 (Ce1)	67.9	92.4	24.4**
Students enrolled in grade 4 (Ce2)	61.6	86.4	24.8**
Students enrolled in grade 5 (Cm1)	54.7	75.3	20.6*
Students enrolled in grade 6 (Cm2)	47.2	61.9	14.7
Number of levels in the school	5.9	6.0	-0.1
Average number of students per classroom	72.1	89.9	17.8***
Proportion of female students in %	44.3%	44.7%	0.4%
Proportion of multigrade classrooms	51.2%	35.6%	-15.6%**

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Table 17: Summary statistics for teachers in schools

	Control	Project	Difference
Proportion of male teachers in %	71.3%	63.5%	-7.8%
Proportion of female teachers in %	28.7%	36.5%	7.8%
Proportion of community teachers in %	47.4%	46.5%	-0.9%
Pupil/Teacher ratio	77.6	85.4	7.8

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Table 18: Summary statistics for head teachers interviewed

	Control	Project	Difference
Average age	44.0	44.8	0.8
Average years of experience	8.1	8.5	0.4
Proportion of female directors in %	11.9%	12.9%	1.0%

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Table 19: Summary statistics for teachers interviewed

	Control	Project	Difference
Total number of teachers observed	215	270	55
Teachers in grade 1 (SIL)	45	50	5
Teachers in grade 2 (CP)	38	49	11
Teachers in grade 3 (Ce1)	50	56	6
Teachers in grade 4 (Ce2)	21	35	14
Teachers in grade 5 (Cm1)	34	48	14
Teachers in grade 6 (Cm2)	27	32	5
Average age	35.7	35.2	0.5
Average years of experience	8.4	8.0	0.4
Proportion of female teachers in %	32.1%	35.2%	3.1%
Average enrollment	72.1	89.9	17.8***

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Table 20: Summary statistics for interviewed parents (mothers)

	Control	Project	Difference
Total number of women surveyed	604	627	23
Average age	33.7	34.3	0.7
Language at home***			
Other	45.4%	40.0%	-5.4%
Fulfulde	36.6%	38.2%	1.6%
Gbaya	4.7%	7.2%	2.5%
Français	4.3%	5.7%	1.4%
Maka	6.5%	2.9%	-3.6%

	Control	Project	Difference
Mbum	2.7%	6.1%	3.4%
Level of Literacy			
Spoke French	46.4%	52.6%	6.2%*
Read French	31.0%	35.3%	4.3%
Level of Education *			
None	51.3%	44.2%	-7.1%
Primary school	32.8%	34.9%	2.1%
Secondary school or above	15.9%	20.9%	5.0%
Simple Poverty Score Card	22.8	24.6	1.7

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Table 21: Summary statistics for interviewed students

	Control	Project	Difference
Total number of students assessed	929	959	30
Average age	8.9	8.8	0.1
Student Gender			
Female	47.7%	48.8%	1.1%
Male	52.3%	51.2%	-1.1%
Language at home ***			
Other	49.5%	50.0%	0.5%
Fulfulde (6)	38.5%	36.0%	-2.5%
Gbaya (8)	3.0%	8.3%	5.3%
Français (7)	2.2%	2.9%	0.7%
Maka (13)	6.6%	2.8%	-3.8%
Mbum (14)	0.2%	0.1%	-0.1%
Simple Poverty Score Card	46.4	45.3	-1.1

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

2.5 Field Work

2.5.1 Enumerator Recruitment and Training

The enumerator training workshop for the MGD project took place in Ngaoundere from February 25 to March 2, 2019. The workshop was attended by 15 members of Nascent staff and 50 enumerators who had been pre-selected to participate in the training by Nascent.²⁴

Trainees were trained for four days in a classroom environment and one day in a nearby primary school for practice. On the sixth day of training, only team leaders and supervisors were trained on supplementary forms and data collection procedures.

Assessor Accuracy Measurement (AAM) simulations²⁵ were conducted on EGRA and on the Stallings classroom observation in order to familiarize the enumerators with the process and examine their accuracy level. Comprehension of the survey tools and of EGRA protocol was evaluated with a quiz. The enumerators passed if their AAM and quiz results were adequate, even if some aspects had to be reviewed.

A total of **45** enumerators were selected (9 teams of 5 enumerators²⁶ each) to participate in data collection, with oversight from nine supervisors from Nascent's staff. Based on the evaluation survey results, the enumerators and the supervisors were well trained.²⁷

SurveyCTO was used to input the data from the questionnaire. Each enumerator had a tablet so that all trainees could practice with both the tablet and the software as much as possible. We used videos to practice Stallings and simulations to practice collecting 24-hour recall for MDD-W.

2.5.2 Data Collection

Data collection for the Nascent's MGD project was held in the Adamawa, North, and East Regions of Cameroon from March 4 to 22, 2019. Supervisors visited each school the day before the team was scheduled. They presented the McGovern-Dole project as well as Nascent to the school's principal and informed him or her of the team's pending visit. They sampled children whose mothers would be interviewed the next day. They interviewed the principal, collected schoolwide attendance and performed hand-washing observations. On the next school day, the data collection team visited the school to collect EGRA data in grade 2, MMD-W with mothers, interview teachers, and observe classrooms using Stallings.

The teams visited a total of 121 schools. The planning was based on one school visit per day; nevertheless, some teams visited two schools in a day due to some schools being closed for pedagogic seminars or Women's Day celebrations.

2.6 Quality Control and Ethical Conduct

2.6.1 Review Board

Et4d ensured compliance with international best practices in the way that monitoring, evaluation, and research is planned and conducted. This is particularly critical regarding activities involving children and vulnerable groups. Et4d ensured that provisions were made to protect the

²⁴ McMahon, Isabelle, and Alice Michelazzi. "Training Report: Nascent McGovern Dole Baseline Evaluation, February 26th to March 2nd, 2019." Et4d, March 2019.

²⁵ The AAM test measured the assessors' marked entries against a gold-standard response set by the lead trainer.

²⁶ The five enumerators included 2 for EGRA, 3 Stallings/MDD-W.

²⁷ McMahon, Isabelle, and Alice

Gazzi. "Data Collection Report: Nascent McGovern Dole Baseline Evaluation, March 4 to 22, 2019." Et4d, March 2019.

confidentiality of those people involved. Et4d was attentive to the administrative, technical, and physical safeguards to protect the confidentiality of the data in its storage and disposal.

Et4d trained the enumerators to ensure compliancy with the Ethical Conduct for Research Involving Humans, including respect for human dignity, respect for free and informed consent, respect for vulnerable persons, respect for privacy and confidentiality, respect for justice and inclusiveness, recognizing the potential for harm and maximizing benefits for all involved.

2.6.2 Field Quality Control

Enumerators were observed during the first day of data collection. Et4d observed the quality procedures described in the training manual.²⁸ Et4d assisted the teams throughout the data collection process to address any issues the teams encountered, especially in terms of managing the schedule in response to unplanned school closures.

	Quality Control
	Et4d's quality control process includes: ▪ Monitoring EGRA assessors during the first day, to ensure the standard EGRA process is being followed ▪ Spot checks of sampling procedures based on sampling sheets ▪ Control of data coherence ▪ Control of school sheets (includes signature of school's principal) ▪ The digital instruments (SurveyCTO and Tangerine®) include constraint and relevance rules to avoid most data entry errors.

Image 4: Observation of enumerators in Ngaoundere



²⁸ McMahon, Isabelle. "Manuel de formation: Nascent McGovern-Dole Baseline Evaluation." Evaluation Technology for Development, March 2019.

2.7 Data Analysis

Sampling Weights and adjustment factors

To correct estimates for unequal probability of selection caused by clustering of the sample, we applied a two-step procedure for weighing the data. In the first step, base weights were computed for each dataset; and in the second step, adjustment factors were applied to correct for non-participation of the selected subjects as well as selection within school.

However, because the project population that was shared with Et4d is inaccurate, and the list of selected schools is currently not available, we could not apply any weight or adjustment factors. Et4d will recalculate the baseline indicators at midline based on the finalized list of schools.

Statistical Analysis

For performing controls between control and project schools, an independent sample t-test was performed with continuous outcome and chi-square tests with categorical outcome. For the analysis of the relationships between contextual factors and specific outcomes, linear regression was used for continuous outcome and logistic regression for dichotomous outcomes.

3 Challenges, Issues, and Limitations

The methodology proposed for this evaluation had its risks and limitations that may undermine the reliability of its findings. The evaluation team is aware of a few types of issues and limitations: (1) instruments design, (2) sampling, (3) data collection and (4) data analysis. The PMP Indicators may not always represent the complexity of the processes being assessed—for example, the household dynamics of the students or the interaction of factors that hinder adoption of behavioral change. Regarding institutional dynamics, the apparent high turnover of teachers and principals may hamper the institutional memory beyond the written reports.

3.1 Instruments

EGRA Instrument Design

The EGRA instrument was designed by Nascent and the Ministry of Basic Education with some input from Et4d. The instrument design workshop took place a week before the training, leaving very little time for feedback and finalizing. Additionally, two subtasks deemed important by Et4d (vocabulary and letter names) were not included in the instrument.

Questionnaire and EGRA instructions translation

The student and parent questionnaire, as well as the EGRA instructions, were translated at the last minute, and the translation was not adequate, as it was done by a translator who spoke a dialect version of Fulfulde. As a result, the translation could not be tested during the training, and the new translation provided by enumerators was often not used.

Minimum Diet Diversity for Women (MDD-W)

The food list that was discussed during the training did not include some locally grown foods, despite the local consultant's adding them. Therefore, enumerators had some difficulties including them in specific categories.

Questionnaire Testing

Not enough time was devoted to testing the questionnaires before the training. More work needed to be completed with local respondents to ensure the French language used in the questions was easy to understand.

Stallings

The Stallings instrument is designed with a “normal” classroom size, but the average size of a classroom observed was 80 students, therefore the notion of “small group” (5 or less) and “big group” (6 or more) used in the Stallings instrument might be inadequate.

Initially, the sample size was determined based on the fact that teachers from all 6 grades were being observed. However, it was later decided only to include grade 1 to 3 analysis, which reduced the power of the sample.

3.2 Sample

School Sample

The sampling of the schools happened very late, because Et4d received the list of project schools on February 13 and the list of control schools on February 17. The list of control schools did not include enrollment, and in Adamawa, most of the pre-selected schools were too small, so we had to select new schools up to the last week of data collection. The list of control schools actually included the project schools, most of the time under a slightly different name, therefore identical schools were selected twice.

Additionally, as illustrated in Table 4, the current enrollment is not aligned with the projected commodity allocation. Therefore, the school selection will have to be revised, and some of the sampled schools can potentially be removed from the project.

Focus Groups

Qualitative sampling during the baseline did not reflect a broad representation of viewpoints due to the time constraints. One of the main issues was that the evaluation team could not access hard-to-reach rural areas in the timeframe allocated and because of other risk factors. There was only time to conduct FGD in one school per region.

3.3 Data Collection

Stallings

Many observed classrooms were multigrade. In such cases, the enumerator observed one grade, and every time the teacher was working with another grade, he was considered “off-task”; as a result, the teachers might often be considered off-task, but this does not necessarily mean that they are not working.

Language of Respondents

As illustrated in Tables 20 and 21, parents and students spoke many different languages; as a result, most of the time the interviews were in French, which could lead to misunderstanding, as the subjects’ level of French was often very poor except in the East region.

Seasonality

The MDD-W was collected during the dry season; for the midterm and the endline, it will need to be conducted during the same season in order not to skew the results. Conducting the midterm and endline MDD-W during the rainy season could render very different results in terms of food consumption.

School Access

Many of the schools were very hard to reach and hard to access, thus travel was very time-consuming and difficult. Some schools were located in unsafe areas. Some of the drivers were not

local, and did not know the area, which made it difficult to locate the schools. In the East Region, the rainy season started during data collection, which created delays in accessing the schools.

School Selection Adjustment

Some control schools had only one teacher (school was replaced), one school was located inside a military camp (school was replaced), and some teams had issues finding schools with more than 1 or 2 teachers (schools were selected in another subdivision).

School Closures

Some schools were closed on March 8 for Women's Day. In addition, several schools had pedagogic seminars on Wednesdays or Fridays.

3.4 Data Analysis

Stallings

Unfortunately, many schools did not have 6 teachers, therefore only 488 teachers were observed; the initial power calculation was based on 720 teachers.

Selection and Positivity Bias

When collecting data from a voluntary source, it is often quite difficult to mitigate for bias driven by perhaps strong, and atypical, opinions of those who volunteer. Focus groups were chosen at random when feasible. In addition to being mindful of potential risks, increasing our data collection pool, and using comparative analysis across respondents helped determine which responses were, for example, the least positive.

Statistical Analysis

For performing comparisons between control and program schools, an independent sample t-test was conducted with continuous outcome and chi-square tests with categorical outcomes. For the comparisons between two groups for indicators, linear regression was used for continuous outcome, and logistic regression for dichotomous outcome.

4 Performance Monitoring Plan (PMP) Indicators

The Performance Monitoring Plan (PMP) indicators comprise 32 standard indicators mandated by the United States Department of Agriculture (USDA), seven of which are also from the United States Government Global Hunger and Food Security Initiative—Feed the Future (FTF)²⁹ initiative standard indicators. An additional 22 custom indicators have been selected by Nascent. With USDA guidance, Nascent has developed indicators based on the following criteria: direct,³⁰ clear objective, adequate, practical: The data can be obtained to inform the indicator in a timely and efficient manner and the data are of high quality.³¹

²⁹ "Feed the Future Indicator Handbook Definition Sheets." U.S. Government Global Hunger and Food Security Initiative, U.S. Government, July 2016.

³⁰ The indicator is direct if it will exactly measure the relevant result. An intervention or activity is considered to be a type of direct support if it can be associated with counts of uniquely identified individuals receiving (education, nutrition, etc.) services at a unique project or service delivery point benefiting from the intervention/activity.

³¹ USDA, FAS Monitoring and Evaluation Policy as of September 2018, pg. 9. "Monitoring and Evaluation Policy." United States Department of Agriculture (USDA), Food Assistance Division, Office of Capacity Building and Development, 2013. <https://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>.

4.1 Baseline Key Indicators

At baseline, seven key indicators were assessed by Et4d as the external evaluator. The baseline values and proposed targets for each indicator are illustrated in Table 22, with Et4d's proposed adjustments to target values. The evaluation team proposed additional custom indicators that would be useful for evaluating the impact of the program. USDA allows Nascent (and all MGD implementing partners) to revise targets after the baseline, so the targets below may change around May 2019.

Table 22: Key performance indicators

Indicator	Baseline Value 2019	Target Value (2023)
1 MGD SO1: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	1.0%	Nascent: 17% Et4d: 5%
2 MGD 1.1: Percentage of teachers engaged in "active instruction" for 50%+ of classroom time	61.0%	Nascent: 47% Et4d: 70%
3 MGD 1.2: Percentage of classroom time in which >5 students are "off-task"	20.1%	Nascent: 22% Et4d: 10%
4 MGD 1.3: Average student attendance rate in USDA-supported classrooms/schools	68.3%	Nascent: 70% Et4d: 75%
5 MGD SO2: Percentage of school-age children observed (correctly) washing their hands	24.0%	Nascent/Et4d: 60%
6 MGD SO2: Percentage of women of reproductive age consuming a diet of minimum diversity	36.0%	Nascent/Et4d: 52%
7 MGD SO2: Ranked reasons for student absences	1. Low parental awareness of the importance of education 2. Helping the family with chores or farm work at home 3. Health issue	

Each of these indicators will be discussed in a broader context in the following sections:

- 1 - MGD SO1: Section 5 – EGRA Result
- 2 - MGD 1.1: Section 6 – Stallings Results
- 3 - MGD 1.2: Section 6 – Stallings results
- 4 - MGD 1.3: Section 9 – Research question 3 (What are the main reasons for student absenteeism?)
- # 5 - MGD SO2 – Handwashing – Section 8 – Research question 2 (What are children's knowledge, attitude and practices in terms of hygiene?)
- 6 – MGD SO2 – MMD – Section 7 – Research question 1 (What are the nutrition knowledge, attitudes, and practices of women of reproductive age (15-49 years of age)?)
- 7 - MGD SO2 – Absenteeism – Section 9 – Research question 3 (What are the main reasons for student absenteeism?)

4.2 Proposed Additional Indicator or Modified Indicators

Et4d would like to include some additional custom output indicators in the PMP to provide greater insights into some outcome indicators.

Table 23: Additional custom performance indicators (in order of priority)

Indicator	Baseline Value 2019	Target Value (2023)
1 Literacy Achievement Index	26.1	40
2 Percentage of students able to read at least one word fluently in French (Cat 3)	15%	55%
3 Percentage of students able to respond to at least one question from the listening comprehension test	49%	75%
4 Percentage of children able to read 20 words (Cat 4)	1.2%	20%
5 Vocabulary test	-	90%

For the indicator MGD SO1: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text, we suggest a benchmark of 60% reading comprehension, which is a more accurate way of defining a fluent reader, and also the standard used in other McGovern-Dole projects.

Literacy



5 Literacy: EGRA Results

5.1 Improved Literacy Indicator

According to Nascent's MGD Performance Monitoring Plan (FY2018 to FY 2023), the SO1 indicator for Improved Literacy of School-Age Children is met if students can read and understand the meaning of grade-level text by the end of two grades of primary school. To achieve the MGD SO1 indicator, students must fall into one of two reading categories: *reads fluently and understands* or *reads with some understanding*. Based on the definitions of each category in Table 24, the minimum score for achieving the MGD SO1 indicator is an Oral Reading Fluency (ORF) score greater than zero and a reading comprehension score of 40% correct.

Table 24: Definition of MGD SO1 indicator for improved literacy

	Reading Categories	ORF Score	Reading Comprehension Score
Meets MGDSO1 Indicator	Reads fluently and understands	≥ 35 cwpm	≥ 60% correct
	Reads with some understanding	> 0	≥ 40% correct

The baseline results in Table 24 indicate that 1% of students in project schools and 1.7% percent in control schools met the MGD SO1 indicator. According to the reading comprehension scores in Table 3, of the 1.7% of students who met the benchmark in control schools, most (1.4%) comprehended 40% of the text, 0.2% comprehended 60% and 0.1% read with 80% comprehension. Among the 1% meeting the benchmark in project schools, most students read with 40% comprehension (0.8%) and a few students (0.2%) read with 60% comprehension. None of the project school students reached 80% or higher reading comprehension.

Table 25: Proportion of students meeting the improved literacy indicator

	Control	Project
Percent of students meeting indicator	1.7%	1.0%

Table 26 further illustrates that reading and comprehending in French is very difficult for students. The majority of students in both project and control schools could not comprehend any text, with over 95% of students scoring zero. The distribution of comprehension scores shows that practically none of the students, with the exception of an outlier, could comprehend between 60% and 100% of the questions asked during the baseline assessment.

Table 26: Distribution of reading comprehension scores by school type

Reading Comprehension Score	Control	Project
0% correct	95.8%	97.3%
20% correct	2.5%	1.7%
40% correct	1.4%	0.8%
60% correct	0.2%	0.2%
80% correct	0.1%	0%
100% correct	0%	0%

5.2 Snapshot of Mean Scores by School Type

Figure 1 provides a snapshot of EGRA mean fluency scores for the control and project schools. Across all the regions, the results indicate that students have very low reading fluency and French language skills. Students in both groups identified an average of nine correct letter sounds per minute, and the most common letters recognized were vowels. With insufficient knowledge of consonants and complex letter combinations, students were unable to blend letters to form syllables or decode words. Moreover, since the EGRA did not include the letter naming test, it is not clear if students know the French alphabet³². Knowledge of vocabulary in the language of instruction is essential for decoding words and comprehending text. Overall, students read fewer than two words fluently of the timed reading passage (1.8 for control and 1.5 for project). Thus, students lack the requisite vocabulary skills and decoding skills to comprehend text.

The results for the untimed subtasks in Figure 2 were similar, with both groups scoring equally low. Out of a total of 10 possible answers on the initial sound subtask, students identified an average of 2.3 initial sounds. On the listening comprehension subtask, students scored an average of 30% correct, responding to 1.5 questions correctly out of five questions asked. Reading fluency is a predictor of reading comprehension. Therefore, since students could not read more than two correct words per minute of the reading passage, they were unable to answer even one comprehension question, averaging 0.06 questions (1.4%) correct out of five reading comprehension questions possible.

Overall, students performed similarly across all subtasks. The low scores imply that students in control and project schools face similar challenges with learning how to read in a second language. For students to read fluently, they must have sufficient vocabulary in the language of instruction to recognize familiar words and must be able to decode words with sufficient speed and accuracy to extract meaning from text. Fluency is required for reading comprehension. Students must master these foundational reading skills in French. According to the Simple View of Reading, language comprehension coupled with decoding skills are essential components of reading comprehension.³³ Based on the poor listening comprehension, decoding, and fluency results, teachers should focus on improving language comprehension (e.g., vocabulary and oral listening comprehension) and apply phonics-based instruction to help children learn to decode words and extract meaning from text. Other factors that may affect reading fluency are availability of teaching and learning materials, overcrowded classrooms, literacy of parents, teachers' language competencies in the French language, and the languages spoken at home—the survey results showed that only 5% of students speak French in the home.

Image 5: Crowded SIL classroom in Garoua



³² French reading is generally taught using a syllabic method, which means that they learn the sound of associated letters, rather than sounds in isolation. Unlike in English, consonants at the end of a word are not pronounced

³³ Hoover, W., and Gough, P. (1986). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal* 2: 127-160. Kluwer Academic Publishers: Netherlands

Figure 1: Project and control mean fluency scores (correct letters/words per minute)

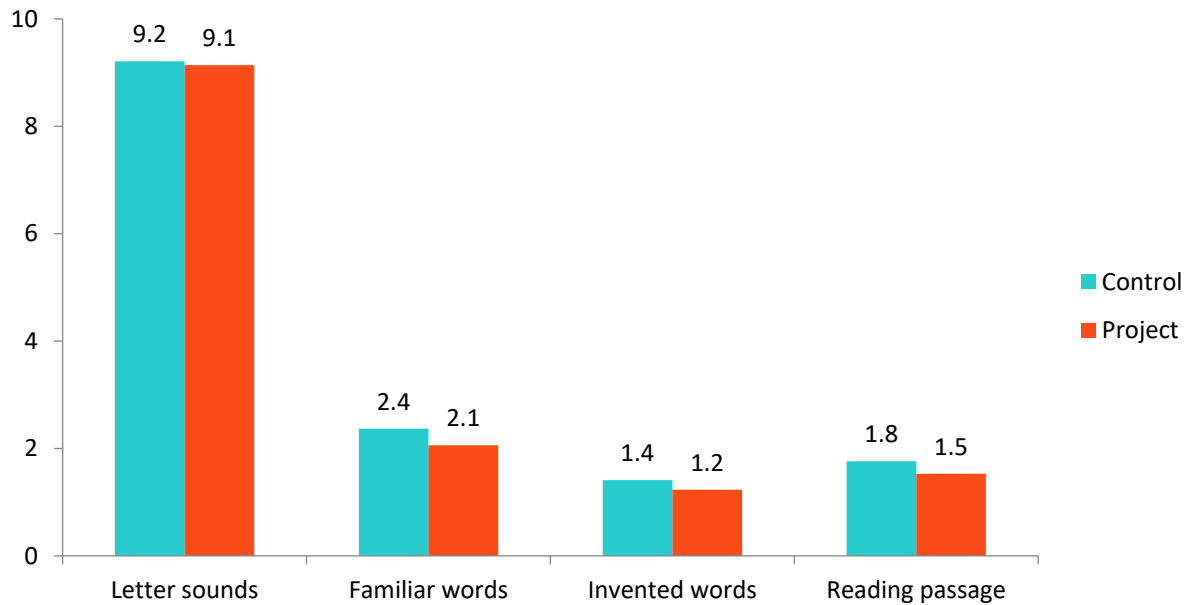
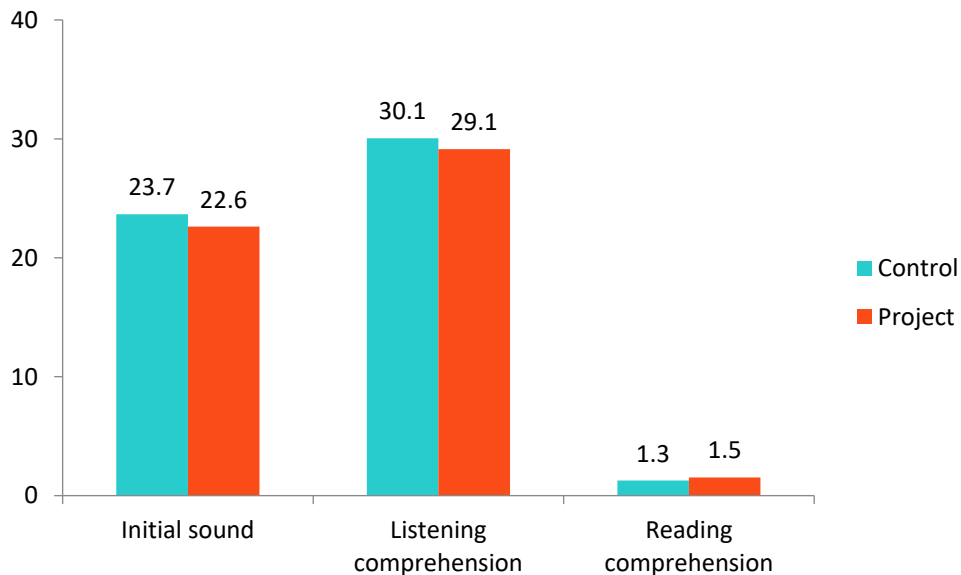


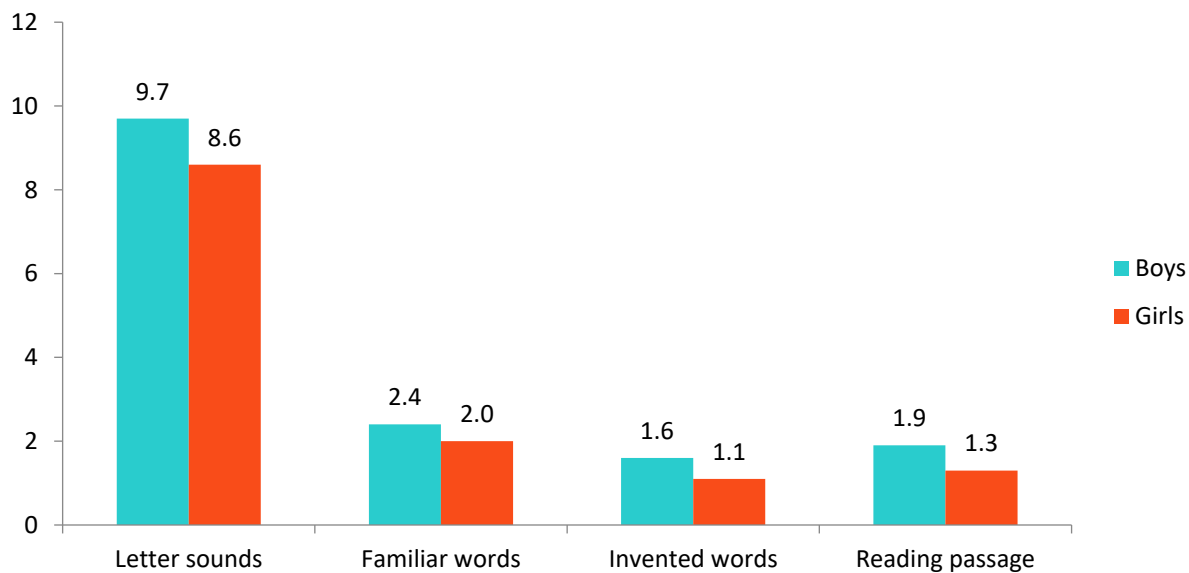
Figure 2: Project and control mean comprehension scores (percent correct)



5.2.1 Mean Scores by Gender

Figure 3 presents mean fluency scores disaggregated by gender. Boys consistently performed slightly better than girls across all fluency subtasks. The differences were statistically significant and most notable for the letter sounds subtask—boys identified 9.7 clspm compared to 8.6 clspm for girls.

Figure 3: Mean fluency scores by subtask and gender (correct letters/words per minute)



On the untimed subtasks (Figure 4), boys and girls scored similarly on the initial sound and reading comprehension subtasks. On the listening comprehension subtask, boys performed slightly better than girls.

Figure 4: Scores by subtask and gender on untimed subtasks (percent correct)

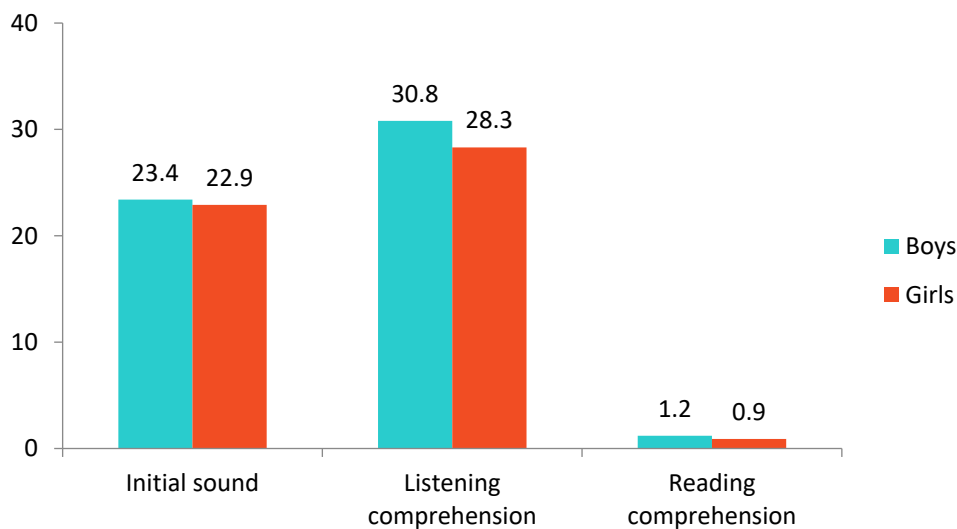


Table 27 shows that boys consistently outperformed girls in both control and project schools. The differences were statistically significant for the fluency subtasks.

Table 27: EGRA mean scores by school type and gender

	Control		Project		Overall Gender Difference
	Girls	Boys	Girls	Boys	
Listening comprehension (%)	29.32	30.72	27.40	30.80	2.42
Initial sound (%)	23.49	23.83	22.26	22.98	0.54

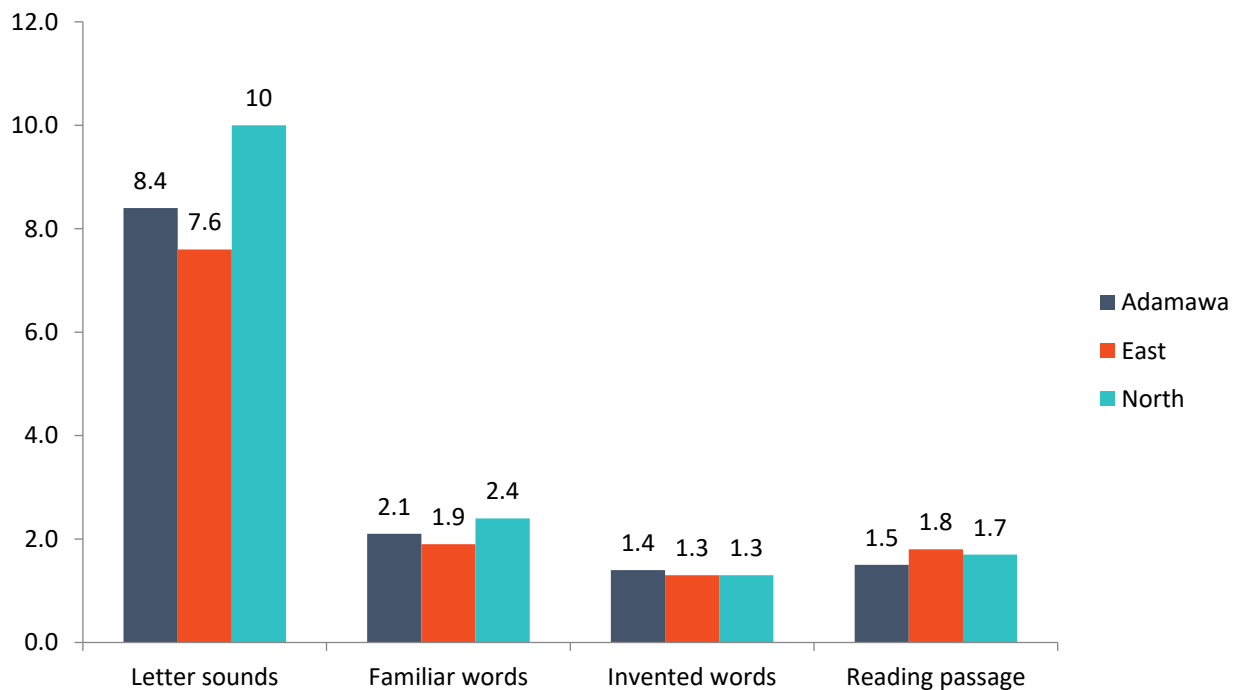
	Control		Project		Overall Gender Difference
	Girls	Boys	Girls	Boys	
Letter sound (cspm)	8.39	9.96	8.75	9.51	1.16*
Familiar word (cwpm)	2.22	2.51	1.76	2.35	0.45*
Non-word (cwpm)	1.11	1.68	1.03	1.43	0.48*
Reading passage (cwpm)	1.47	2.02	1.21	1.83	0.59*
Reading comprehension (%)	1.17	1.36	0.60	0.99	0.30

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

5.2.2 Mean Scores by Location

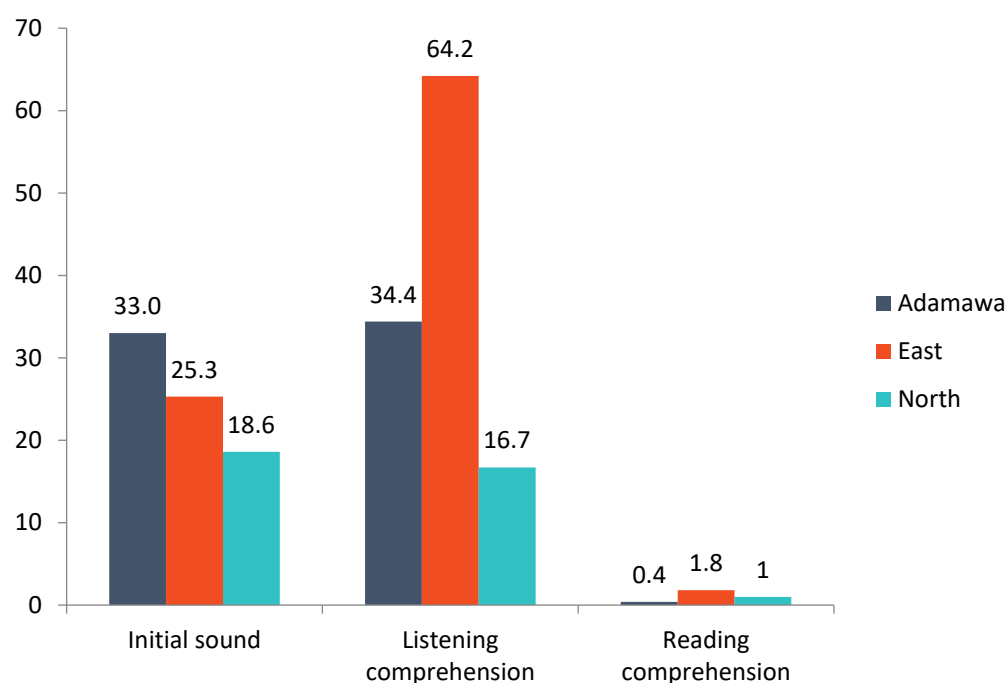
The mean fluency scores by region are presented in Figure 5. The North region ranked highest on letter sounds, but there were no statically significant differences on the other timed tests.

Figure 5: Mean fluency scores by subtask and region (all sampled schools)



The mean percent correct by subtask and region for the untimed subtasks are illustrated for control schools in Figure 6. The East region ranked highest on the listening comprehension subtask, averaging 64% correct. French is the lingua franca in the East region because of the diverse linguistic communities, thus students have more exposure to the language compared with other regions. However, a better knowledge of French does not translate into higher reading scores since both language comprehension and decoding skills are essential components of reading comprehension. Adamawa control and project schools performed slightly better than other regions in identifying initial sounds. Despite these differences, all three regions had very low reading comprehension scores. Lack of fluency, decoding, and reading comprehension skills are problematic for students in all three regions.

Figure 6: Mean percent correct by subtask and region (all schools)



There were stark differences in EGRA scores when disaggregated by urban and rural locations. Urban schools consistently outperformed rural schools in both school types. The most significant differences were for listening comprehension and letter sound, which may be associated with students' exposure to spoken French. Students in urban areas are more likely to hear French spoken than students in rural areas.

Table 28: Mean scores by school type and urban/rural location

	Control		Project		Overall
	Rural	Urban	Rural	Urban	Difference
Listening comprehension (%)	28.0	36.6	28.5	30.9	5.28**
Initial Sound (%)	23.2	25.2	22.3	23.5	1.56
Letter sound (cspm)	7.8	13.6	8.7	10.4	3.67***
Familiar word (cwpm)	1.9	4.0	2.0	2.3	1.15***
Non-word (cwpm)	1.1	2.3	1.1	1.5	0.74***
Reading passage (cwpm)	1.3	3.2	1.5	1.7	1.00***
Reading comprehension (%)	1.0	2.2	0.8	0.7	0.49

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

5.3 Zero Scores

The proportion of students scoring zero on each EGRA subtask is illustrated in Figure 7. The strikingly high percentage of zero scores across all subtasks confirms that students need to improve their decoding skills and language comprehension in order to achieve fluency and reading comprehension. About half of students in control schools and project schools scored zero on listening comprehension and initial sound subtasks. Over 80% of students in both school types

could not decode one invented word or read one word of a grade 2 reading passage. With such low reading comprehension and limited foundational reading skills, 96% of students in control schools and 97% in project schools could not correctly respond to one reading comprehension question. These results indicate a reading crisis that needs to be addressed urgently to support students with learning to read so that they may learn and succeed in primary school. It is recommended that teachers assess students' letter knowledge and vocabulary, since the EGRA did not include these subtasks; the results would be useful for guiding program interventions and informing instruction.

Figure 7: Zero scores by subtask and school type

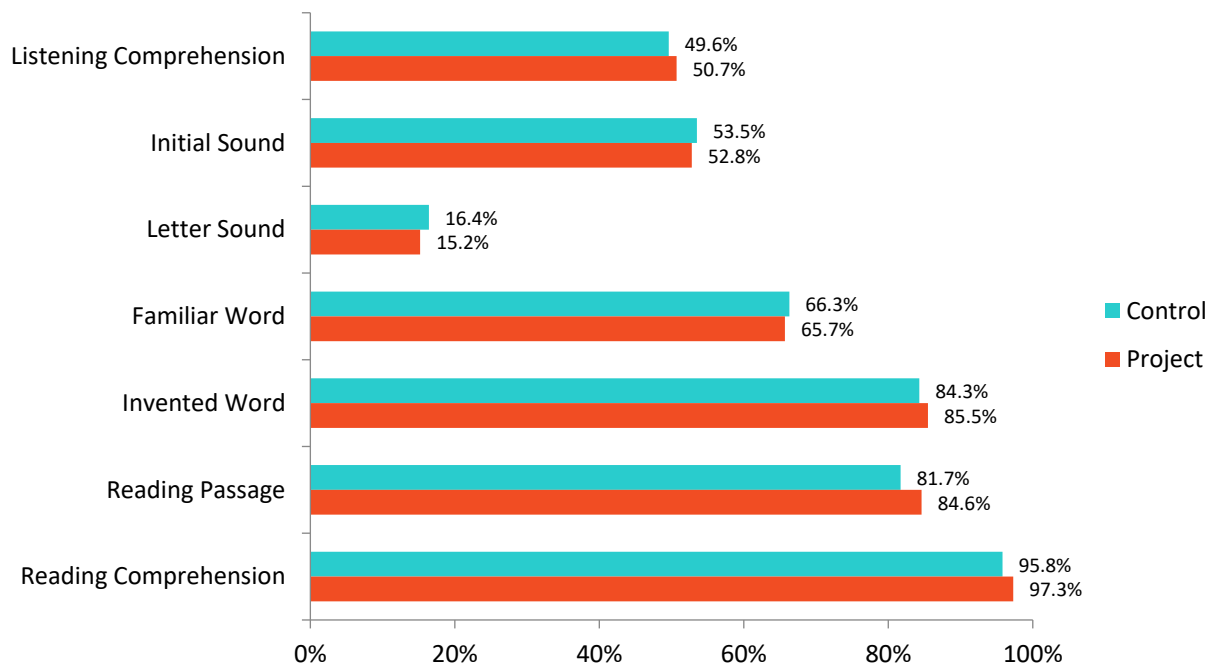


Image 6: Child sleeping on the floor during class



5.3.1 Zero Scores by School Type and Gender

A higher proportion of girls scored zero across all EGRA subtasks. The differences for girls ranged from 0.7% on initial sound and reading comprehension subtasks to 5% on letter sound.

Figure 8: Zero scores by subtask and gender

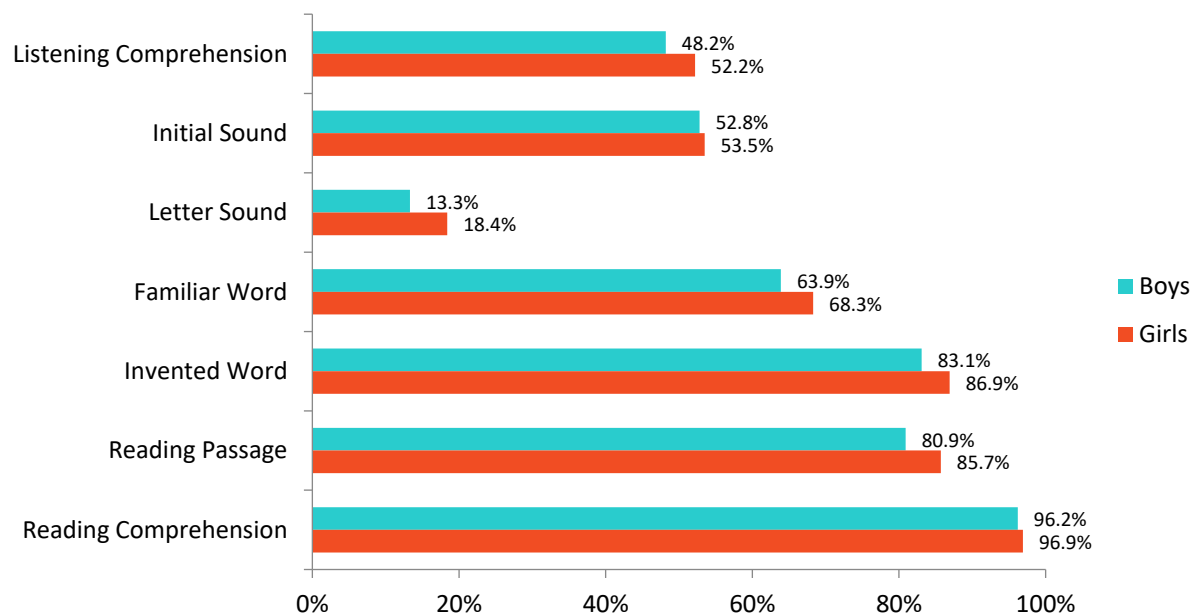


Table 29 shows that girls had a higher proportion of zero scores in both control and project schools. The differences were statistically significant for fluency subtasks.

Table 29 Zero scores by school type and gender

	Control %		Project %		Overall Gender Difference
	Girls	Boys	Girls	Boys	
Listening comprehension	51.1%	48.3%	53.4%	48.0%	-4.2%
Initial sound	53.4%	53.6%	53.6%	51.9%	-0.7%
Letter sound	18.2%	14.8%	18.5%	11.9%	-5.0%**
Familiar word	67.8%	64.9%	68.7%	62.8%	-4.4%*
Non-word	87.4%	81.5%	86.4%	84.6%	-3.8%*
Reading passage	85.4%	78.4%	85.9%	83.4%	-4.8%**
Reading comprehension	96.2%	95.5%	97.7%	96.9%	-0.7%

* $p < 0.05$; ** $p < 0.01$ w, *** $p < 0.001$

5.3.2 Zero Scores by School Type and Location

Similar to mean scores by region, there were some trends observed in zero scores. The North region had the highest percentage of zero scores for listening comprehension and initial sound, while the East region had the greatest number of zero scores in familiar word and ORF. There were little regional differences for invented word, reading passage (ORF) and reading

comprehension subtasks. The most extreme divergence in regional performance for both school types was observed in listening comprehension. In Adamawa, 40% of students and 66% in the North region scored zero compared with 10% of students in the East region. Thus, students in the East region tend to understand the French language better than students in other regions, but their reading skills are still relatively low.

Figure 9: Zero scores by subtask and region (all schools)

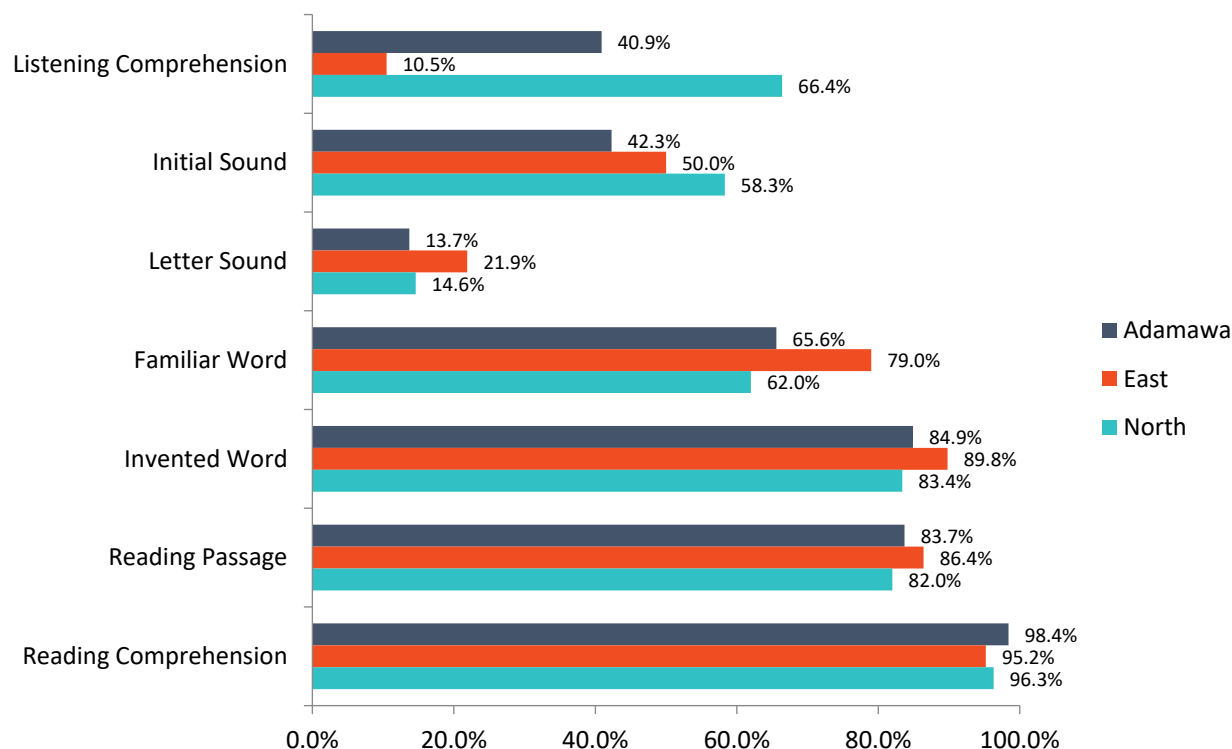


Table 30 shows the distinctions in percentage of zero scores by urban and rural location. Project and control schools in rural areas had a greater proportion of zero scores compared with schools in urban areas. The differences ranged from 1.9% in reading comprehension to 9.8% on the familiar word subtask. Listening comprehension, letter sound and reading passage showed differences between 7 and 7.5 percentage points.

Table 30: Zero scores by school type and urban/rural location

	Control		Project		Overall Difference
	Rural	Urban	Rural	Urban	
Listening comprehension	52.7%	39.5%	51.3%	48.8%	-7.5%**
Initial sound	54.7%	49.5%	54.5%	48.0%	-5.9%*
Letter sound	18.6%	9.5%	16.5%	11.4%	-7.0%***
Familiar word	70.5%	52.7%	66.4%	63.8%	-9.8%***
Non-word	86.8%	76.4%	86.1%	83.9%	-6.0%**
Reading passage	84.7%	72.2%	85.3%	82.7%	-7.3%***
Reading comprehension	96.8%	92.7%	97.3%	97.2%	-1.9%

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

5.4 EGRA Reading Categories

To get a better sense of students' actual reading levels, we developed a scale that measures progress across five levels: non-reader, emerging pre-reader, beginning reader, intermediate reader, and fluent reader. As illustrated in Table 31, we calculated student scores for each level based on EGRA results for three subtasks: letter sound, oral reading fluency, and reading comprehension. Et4d suggests these reading categories may be used by Nascent in parallel with its preexisting SO1 indicator.

Table 31: Reading category definitions

Level	Category	Definition	EGRA Subtasks
1	Non-Reader	The child does not read any letters.	Letter Sound
2	Emerging Pre-Reader	The child reads letters but no words.	Letter Sound
3	Beginning Reader	The child reads less than 20 words per minute.	Oral Reading Fluency
4	Intermediate Reader	The child reads more than 20 words per minute but does not meet the 60% reading comprehension threshold	Oral Reading Fluency Reading Comprehension
5	Fluent Reader	The child reaches 60% for reading comprehension.	Reading Comprehension

The summary of reading category results in Figure 10 shows that the majority of students in this study were in the emerging pre-reader level. Nearly 70% of students in each school type could read some letters, but no words. About 15% of students fell into the beginning reading category. Less than 2% of students were in the intermediate reader category. With the exception of 1% of students in the East region and a few students overall, essentially none of the students met the fluent reader category. Among the overall sample, 15% were non-readers.

The results by school type, gender, and regions were comparable for most categories, with some notable exceptions. There were 4.7% more project students in the emerging pre-reader category versus control students. In terms of gender differences, there were 4.6% more girls in the non-reader category. The East region also had 5% more non-readers and 1% more fluent readers compared to the overall mean.

Considering 99% of children are reading below the required level, the reading categories offer Nascent a way to track student progress as students advance through the project. The scale can be used to measure achievement at midline and endline to determine the impact of the program since baseline.

Image 7: Grade 1 student in Garoua



Figure 10: Summary of reading category results (total, school type, gender, and region)

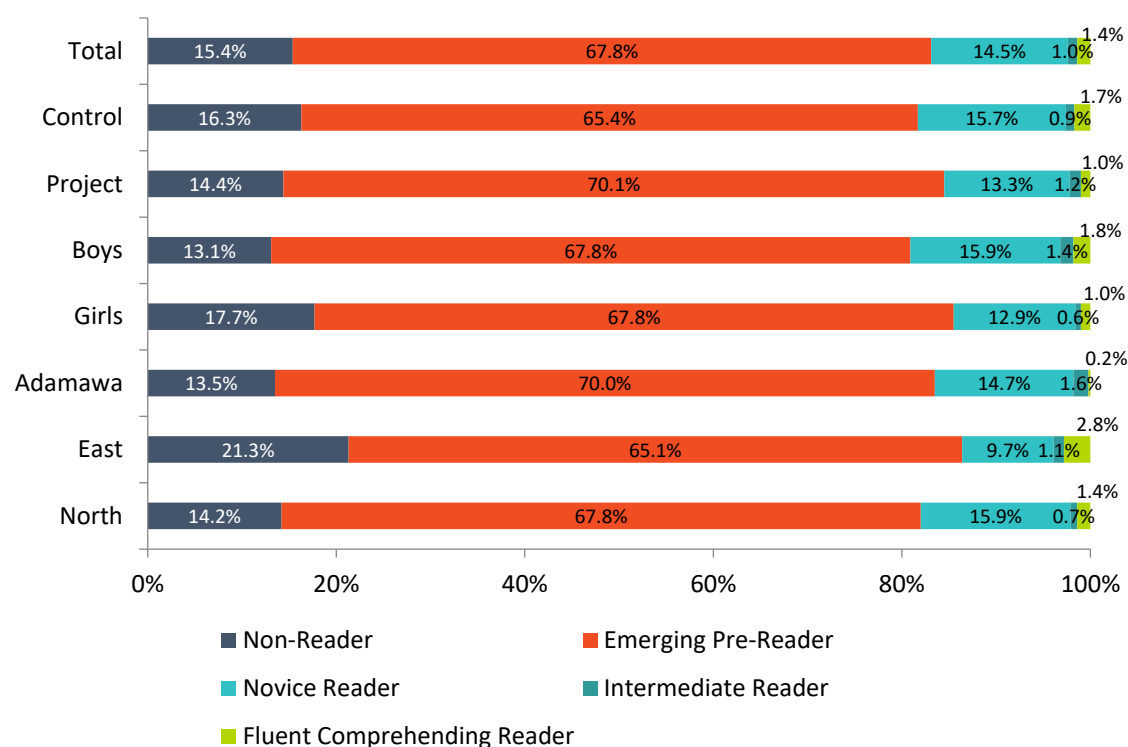


Table 32: Differences between percentage of project and control students in each reading level

	Control	Project	Difference
Level 1: Non-Reader	16.3%	14.4%	-1.9%
Level 2: Emerging Pre-Reader	65.4%	70.1%	4.7%
Level 3: Beginning Reader	15.7%	13.3%	-2.4%
Level 4: Intermediate Reader	0.9%	1.2%	0.3%
Level 5: Fluent Comprehending Reader	1.7%	1.0%	-0.7%

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.005$

5.5 Literacy Achievement Index

Apart from tracking reading performance using the MGD Strategic indicators and reading categories, a literacy achievement index provides an aggregate score that measures children's cumulative reading performance. In the literacy index below, each level is assigned points based on a scale ranging from 0 to 100, with 100 representing the fluent reader (60% correct in Reading Comprehension) and 0 representing the non-reader. Et4d suggests this index may be used by Nascent in parallel with its preexisting SO1 indicator.

Table 33: Literacy achievement index point scale

Level	Category	Points
1	Non-Reader	0
2	Emerging Pre-Reader	25
3	Beginning Reader	50
4	Intermediate Reader	75
5	Fluent Comprehending Reader	100

To determine the literacy achievement index of a given sample, each student's score is calculated according to the highest reading level they achieved in any subtask, and then a weighted average is computed for the entire sample. For instance, if a child could not read any letters and were in the non-reader category, he or she would receive a score of zero. Conversely, if a student met the reading comprehension benchmark of 60%, the score value would be 100. The literacy index for the baseline sample has been calculated below by school type, gender, and region.

5.5.1 Literacy Achievement Index by School Type

Per the results in Table 34, students in control schools achieved a literacy index score of 26.6 while project schools scored 26.1. With a difference of 0.5, students in both school types are practically on par. Overall, students are reading at the beginning level averaging under two correct words per minute.

Table 34: Literacy index by school type

	Control Mean	Project Mean	Difference
Literacy Achievement Index	26.6	26.1	-0.5

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

5.5.2 Literacy Achievement Index by Gender

As illustrated below, boys and girls had similar literacy indexes within each school type. Girls are reading at the emerging pre-reader level, while boys are at the beginning reader level.

Table 35: Literacy achievement index by school type and gender

	Control		Project	
	Girls	Boys	Girls	Boys
Literacy Achievement Index	24.9	28.1**	24.7	27.4*

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

5.6 Literacy Achievement Index by Urban/Rural Location

Table 36 shows that urban schools had a higher literacy achievement index than rural schools for both school types. Students in urban schools are in the beginning reader level, while students in rural schools are in the emerging pre-reader category. These results are consistent with the differences observed across mean scores and zero scores given that French is more widely spoken in urban areas.

Table 36: Literacy achievement index by school type and location (urban/rural)

	Control		Project	
	Rural	Urban	Rural	Urban
Literacy Achievement Index	25.1	31.1***	25.7	27.1

5.7 Proposed Targets

Nascent's improved literacy of school-age children indicator requires that students achieve a minimum score of 40% correct (2 out of 5 questions) on the reading comprehension subtask and higher than zero on the oral reading fluency subtask. The baseline results showed that 1.7% of students in control schools and 1% of students in project schools met the benchmark.

Under the previous Nascent MGD project in Cameroon, 7.5% of students in project schools met the benchmark at baseline, which increased to 10.9% of students by endline. Therefore, a realistic target for this MGD project might be 5%. The final target should be based on several factors, such as baseline results, past performance, and project interventions, which may expedite results in the second phase of the program.

Table 37: Baseline result and proposed target

Indicator	Baseline Value	Target Value (2023)
Percent of students meeting literacy indicator	1%	5%

Additionally, Nascent may choose to establish several custom indicators and targets to track the reduction of zero scores and increases in reading fluency. As illustrated in Table 38, we propose Nascent aim to reduce zero scores by half for listening comprehension and ORF subtasks. We also propose that Nascent aim to increase literacy index scores by bringing emerging readers to beginning reader. To achieve this goal, students read 20 words correctly on the timed reading passage. We also suggest including a vocabulary test.

Table 38: Custom indicators and targets

Indicator	Measurement	Baseline Value	Target Value (2023)
Increased literacy index score	Literacy Achievement Index	26.1	40
Reduction in percentage of students unable to comprehend oral French	Zero scores on Listening Comprehension	51%	25%
Reduction in percentage of students unable to read one word fluently in French (Cat 3)	Zero scores on ORF Subtask	85%	45%
Percentage of students able to read at least 20 cwpm (Cat 4)	Oral Reading Fluency Subtask	1.2%	20%
Vocabulary test		-	90%

Time on Task and Attentiveness

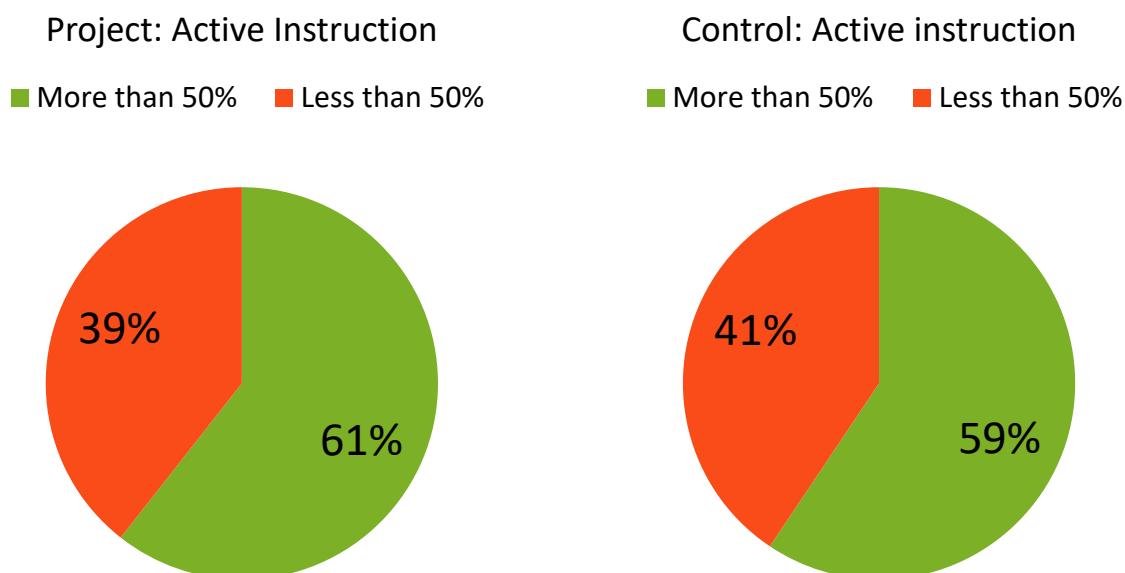


6 Results of Stallings Observation: Time on Task and Student Attentiveness

6.1 Proportion of Teachers Meeting the MGD 1.1 Improved Quality of Instruction Indicator

Based on research on effective classrooms, student test scores increase when teachers spend at least 50% of classroom time on active teaching³⁴, the MGD 1.1 indicator for improved quality of instruction is defined as the percentage of teachers engaged in “active instruction” for more than 50% of classroom time. Active instruction includes: Reading aloud, demonstration/lecture, discussion/debate/questions and answers, practice/drill. At baseline, 61% (95% CI (52.7;68.0)) of project school teachers met this benchmark compared with 59% (95% CI (50.8;67.4)) of teachers in control schools. The difference was not statistically significant. (Figure 11).

Figure 11: Teachers meeting benchmark by school type



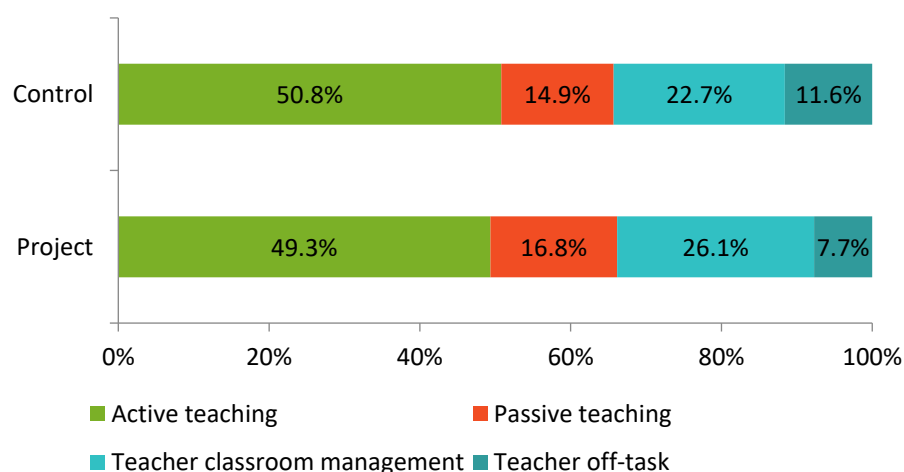
Stallings results by classroom activity

Four types of classroom activities were observed during the Stallings snapshot observations: (1) active teaching, (2) passive teaching, (3) classroom management, and (4) teacher off-task.³⁵ The percentage of classroom time devoted to each activity by school type is shown in Figure 12. Results were comparable for both project and control schools. Teachers in both types of schools spent about 50% of classroom time on active instruction, 15% on passive teaching, and about 25% on classroom management. There was a higher percentage of teachers off-task in control schools (11.6%) vs. project schools (7.7%).

³⁴ Active teaching includes: Reading aloud, demonstration/lecture, discussion/Q&A, and practice and drill.

³⁵ Teacher off-task includes: Social interaction, teacher uninvolved, and teacher out of the classroom.

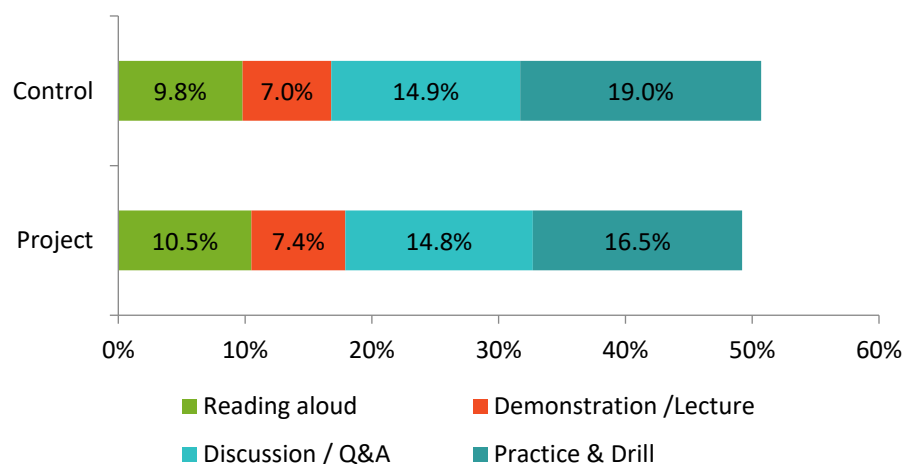
Figure 12: Mean time devoted to teaching activity by school type



Percentage of classroom time devoted to active teaching strategies

The Stallings observation tool captured four types of active teaching strategies. As illustrated in Figure 13, there were no notable differences between project and control schools. Teachers in both school types used discussion and practice/drill 19% to 17% of the time and demonstration/lecture 7% of the time. Reading aloud, which is one of the most effective early grade reading strategies, accounted for 10% of the time.

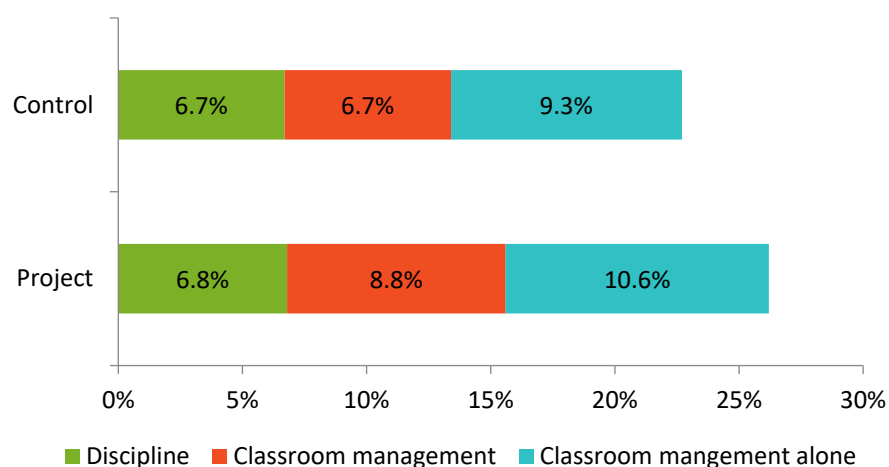
Figure 13: Mean time devoted to active teaching by activity



Percentage of classroom time devoted to classroom management

The classroom management category includes the composite activities highlighted in Figure 14. The most common activity observed in both school types was classroom management alone, representing 9% of observations in control schools and 11% in project schools. Such activities include lesson planning, organizing the classroom, and grading assignments. Classroom management involving pupils was the second most common activity observed in both school types, accounting for 8% of snapshots in project schools and 7% in control schools. These types of activities may include distributing materials, maintaining students' attention through clapping or songs, and other similar activities. Teachers spent 7% of classroom time on disciplining students.

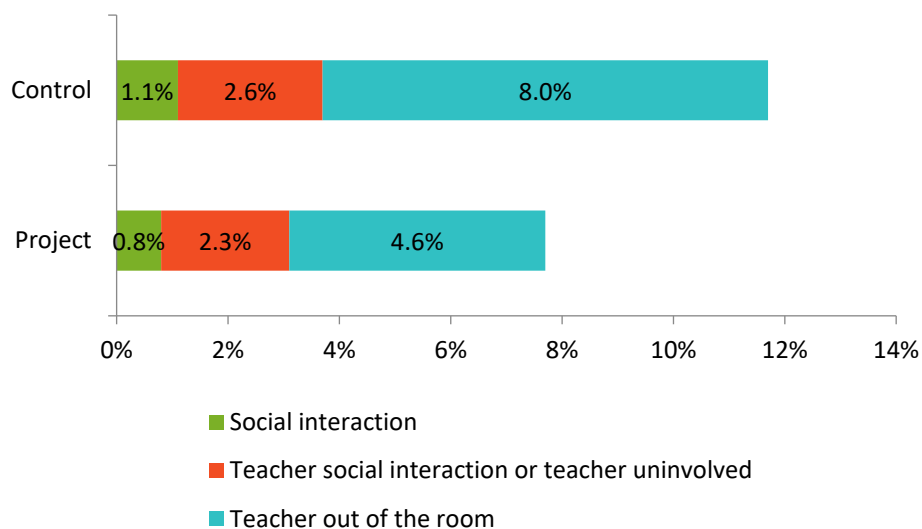
Figure 14: Mean time devoted to classroom management by activity



Percentage of classroom time devoted to off-task behavior

Teachers demonstrated off-task behavior in 11% of classrooms in control schools and 8% in project schools. As Figure 15 illustrates, the majority of this off-task time is spent with the teacher outside the classroom. During classroom observations, teachers were outside the classroom 8% of the time in control schools and 5% in project schools. This included teachers who were instructing other classes in multigrade classrooms or adjoining classrooms. The amount of time in which teachers were involved in social interaction or uninvolved with students was equal or less than 3% in both school types.

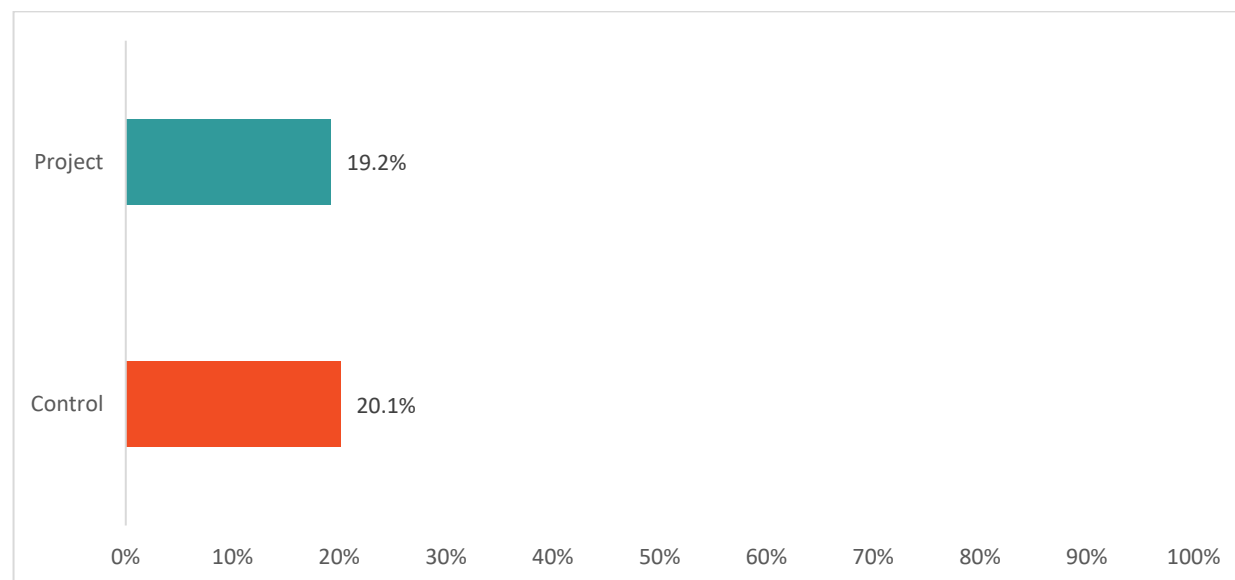
Figure 15: Mean time devoted to teacher off-task activity



6.2 Indicator MGD 1.2. Proportion of Classrooms Meeting the MGD 1.2 Improved Student Attentiveness Indicator

The student attentiveness indicator is measured by the percentage of classroom time in which five or more students are off-task. This standard was observed during an average of 20.1% (95% CI (15.9;24.3)) of classroom time in project schools and 19.2% (95% CI (15.8;23.5)) of classroom time in control schools. Thus, there was little difference between the two groups.

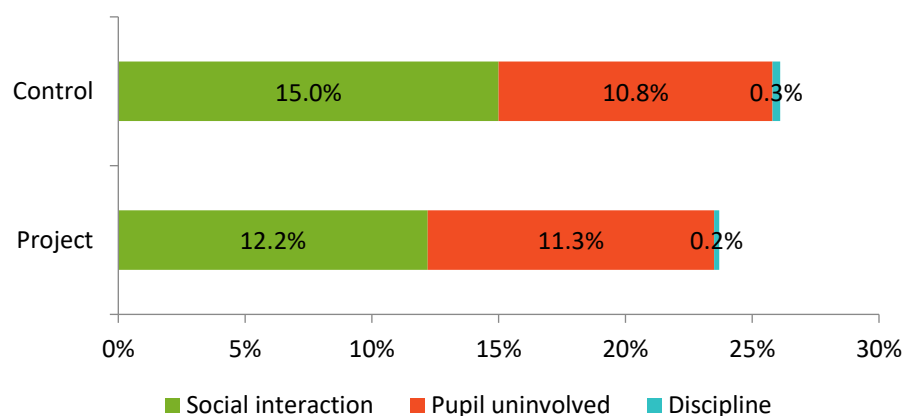
Figure 16: Percentage of classroom time in which five or more students are off-task by school type



Proportion of pupils off-task by activity

Three types of pupil activities are considered off-task: discipline, pupil uninvolved, and social interaction. It is possible to observe all three activities in a given classroom. The results in Figure 18 show little variation between project and control schools. Social interaction was observed in 15% of control schools and 12% of project schools, while pupils were uninvolved in 11% of classrooms observed in both school types. Discipline, however, was observed 0.3% of the time in control schools and 0.2% in project schools.

Figure 17: Proportion of pupils off-task by activity



6.3 Proposed Targets

The percentage of teachers meeting the improved quality of instruction indicator at baseline was 61%. These results are similar to those of the previous project. In ALIGN, the percentage of teachers engaged in active instruction for more than 50% of classroom time by the end of the project declined to 39% due to school closures and other factors. Since we do not have evidence to suggest a realistic MGD endline target, we conservatively propose 75%.

For MGD 1.2 (Improved Student Attentiveness), there is past project evidence to support a more ambitious target. In ALIGN, the percentage of classroom time in which five or more students were off-task improved from 33% at baseline to 16.8% at endline. For MGD, we propose that Nascent aim to reduce off-task behavior from 20.1% at baseline to 10% by endline.

Table 39: Baseline result and proposed target

Indicators	Project Baseline	Et4d Proposed Target
Percentage of teachers engaged in “active instruction” for 50%+ of classroom time.	61%	75%
Percentage of classroom time in which five or more students are off-task	20.1%	10%

Image 8: Classroom in Garoua



Women and Nutrition



7 Women and Nutrition

7.1 Analysis: Minimum Dietary Diversity-Women

Regional Context

The *Adamawa, East, and North* regions are predominantly rural, with agriculture-based economies that produce mostly staple foods—particularly millet, although maize and manioc are also important. Other crops, grown in smaller quantities, include cocoyams, yams, and groundnuts. Crops grow during the rainy season, and the dry season is very long, so crops must be preserved; however, pre- and post-harvest management is poor in these regions due to lack of knowledge and agricultural inputs. As a result, these crops are used for immediate consumption but not optimally stored or processed, leading to annual food shortages that affect household food and nutrition security.



Image 9: Millet, Cameroon's staple crop (top)



Image 10: Cameroonian woman in Ngaoundere carrying dark leafy greens (bottom)

7.1.1 Prevalence of (Mothers) Women of Reproductive age Consuming a Diet of Minimum Diversity

The global standard food group diversity indicator, the Minimum Dietary Diversity for Women^{36 37} tool was adapted using local Cameroonian foods and used to measure the percentage of students' mothers' (who, to qualify, had to be women of reproductive age (WRA)—15 to 49 years of age³⁸) in the population who are consuming a diet of minimum diversity. A WRA is considered to consume a diet of minimum diversity if she consumed at least five of 10 specific food groups (Table 40) during the previous 24 hours (both day and night). It is a population-level indicator based on a 24-hour recall period of a single day and night, so although data are collected from individual women, the indicator cannot be used to describe diet quality for an individual woman. This is because of normal day-to-day variability in individual intakes. In addition, for Cameroon, we added two required categories: condiments and seasonings; and other beverages and food, while also recording optional categories including: red palm oil; other oils and fats; savory and

³⁶ "Minimum Dietary Diversity for Women (MDD-W) | Food and Nutrition Technical Assistance III Project (FANTA)." Accessed April 15, 2017. <https://www.fantaproject.org/monitoring-and-evaluation/minimum-dietary-diversity-women-indicator-mddw>. <http://www.fao.org/3/a-i5486e.pdf>

³⁷ Additional background on the indicator is available at: <http://www.fantaproject.org/monitoring-and-evaluation/minimum-dietary-diversity-women-indicator-mddw>.

³⁸ That is, women who have reached their 15th birthday but who have not yet reached their 50th birthday. This is sometimes expressed as aged 15.0 to 49.9 years.

fried snacks; sweets; and insects and other small proteins. It is important to note that these two required and five optional categories are not part of the indicator calculation.

The proportion of women who reach this minimum in a population can be used as a proxy indicator for higher micronutrient adequacy, one important dimension of diet quality. In the case of this baseline survey, this indicator is used to compare baseline findings with future assessments, so long as survey timing accounts for seasonality.³⁹

Table 40: The 10 Food Groups in the Minimum Dietary Diversity for Women (MDD-W) Indicator

The 10 food groups included in the MDD-W indicator are			
1. All starchy staple foods 2. Beans and peas 3. Nuts and seeds 4. Dairy 5. Flesh foods 6. Eggs 7. Vitamin A-rich dark green leafy vegetables 8. Other vitamin A rich vegetables and fruits 9. Other vegetables 10. Other fruits			
			
			
			
			

Source: "Introducing the Minimum Dietary Diversity – Women (MDD-W) Global Dietary Diversity Indicator for Women." Washington, DC: Food and Nutrition Technical Assistance Project/FHI 360, July 15, 2014. https://www.fantaproject.org/sites/default/files/resources/Introduce-MDD-W-indicator-brief-Sep2014_0.pdf.

Overall, women in the target regions do not have a very diverse diet, with the project schools averaging 36% of women with a minimum diverse diet and the control schools, only 31% (Table 41).

Table 41: Proportion of women with a minimum dietary diverse diet

	Control Mean	Project Mean	Difference
Percentage of women with a minimum dietary-diverse diet	30.5%	36.0%	5.5*

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

In both project and control schools, women had more of a diverse diet in urban settings (39% compared with 28% in control; and 48% compared with 32% in project schools (Table 42). This is not surprising given the higher access to food for purchase (through markets) in urban settings

³⁹ Seasonality is important because the relationship between food group diversity and micronutrient intakes and adequacy can vary by season.

and the lack of diverse homestead food production for own consumption in rural settings during the dry season.

Table 42: Proportion of women with a minimum dietary-diverse diet: rural vs urban

	Control	Project	Difference
Rural	28.0%	32.0%	4.0
Urban	38.9%	47.8%	8.9

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

In terms of regions, there was much less dietary diversity in the East regions (C:19.8%, P:31%) than in Adamawa (C:30%; P:31%) and the North (C:34%; P:42%) (Table 43). Despite these differences, all three regions had very low dietary diversity.

Table 43: Proportion of women with a minimum dietary diverse diet by region

	Control	Project	Difference
Adamawa	29.5%	30.8%	1.3
East	19.8%	20.4%	0.6
North	34.2%	42.9%	8.7*

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Of the 10 specific food groups in the tool, in both the project and control schools, women only ate an average of 4 out of the 10 food groups daily (Table 44). In terms of rural vs. urban and women's consumption of the 10 food groups, there was not much difference, as the project schools averaged 3.8 and control schools 4 food groups out of the 10 (Table 45).

Table 44: Mean number of food groups

	Control Mean (SD)	Project Mean (SD)	Difference
Percentage of women with a minimum dietary-diverse diet	3.9 (1.2)	4.1 (1.3)	0.2

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Table 45: Mean number of food groups: rural vs. urban

	Control Mean (SD)	Project Mean (SD)	Difference
Rural	3.8 (1.3)	4.0 (1.3)	0.2
Urban	4.2 (1.1)	4.4 (1.4)	0.2

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

The average number of food groups by region did not vary much aside from the North region which had significantly more diversity than the other two regions. The East region demonstrated an average of less diversity (less food groups) (C:3.6; P:3.5) followed by Adamawa (C:3.8; P:3.9) and North (C:4.1; P:4.4) (Table 46).

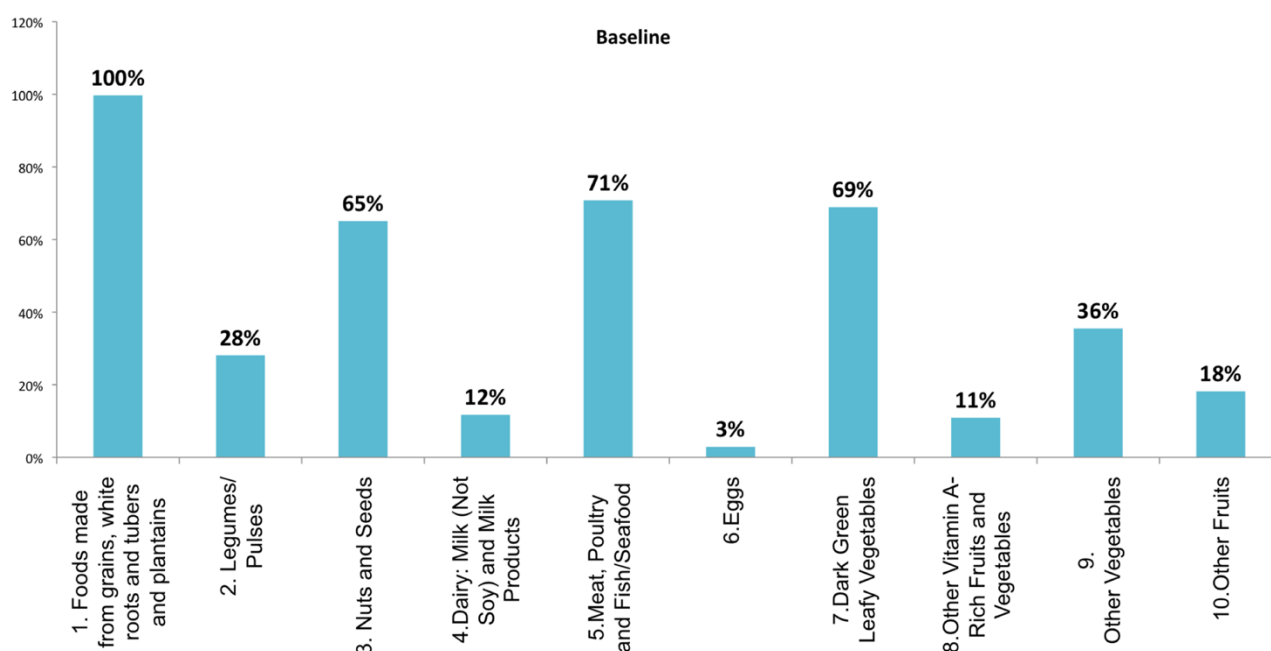
Table 46: Mean number of food groups by region

	Control Mean (SD)	Project Mean (SD)	Difference
Adamawa	3.8 (1.3)	3.9 (1.3)	0.1
East	3.6 (1.2)	3.5 (1.3)	0.1
North	4.1 (1.2)	4.4 (1.3)	0.3**

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

In terms of the most commonly consumed food groups by WRA daily, the first was all starchy staple foods (99.7%), such as maize meal, cassava, rice. The second most common group was meat, poultry, and fish/seafood (71%), then dark leafy green vegetables (69%), and nuts and seeds (65%). The least consumed food groups for WRA were eggs (2.9%), vitamin A-rich fruits and vegetables (10.9%), and dairy products (12%) (Figure 18).

Figure 18: Proportion of women consuming each of 10 food groups—project schools



Foods consumption that shows statistically significant differences between urban and rural included legumes and pulses (U26%, R32%) and other vegetables (U33%, R:40%). Dairy is consumed almost twice as much in rural settings (18%) as in urban areas (9%) (Table 47).

Table 47: Proportion of women consuming a food group by location (urban vs rural)

	Rural	Urban	Difference
1. Foods made from grains, white roots and tubers and plantains (white flesh)	99.6%	100%	0.4
2. Legumes/Pulses (beans, peas, and lentils): Mature beans or peas (fresh or dried seed)	26.6%	32.3%	5.7
3. Nuts and Seeds	64.0%	68.1%	4.1

	Rural	Urban	Difference
4. Dairy: Milk (NOT SOY) and milk products	9.7%	17.7%	8.0*
5. Meat, Poultry and Fish/Seafood	67.2%	81.3%	14.1**
6. Eggs	1.5%	6.9%	5.4***
7. Dark Green Leafy Vegetables (exclude herbs eaten in small amounts)	67.9%	71.9%	4.0
8. Other Vitamin A-Rich Fruits and Vegetables	11.3%	10.1%	-1.2
9. Other Vegetables	35.2%	36.5%	1.3
10. Other Fruits	16.9%	21.9%	5.0

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

In terms of food groups consumed by regions, the major differences are almost three times more consumption of legumes and pulses in the North (37%) than the East region (10%). In addition, there is also more than twice the consumption of dairy in Adamawa (19%) as in the North (8%). There is also a 10 percent difference in consumption of nuts and seeds in all three regions Adamawa (61%), East (51%), and North (70%). There is also a great difference in consumption of other vegetables: Adamawa (33%), East (17%), and North (19%) (Table 48).

Table 48: Proportion of women consuming a food group by region

	Adamawa	East	North
1. Foods made from grains, white roots and tubers and plantains (white flesh)	100%	98.2%	100%
2. Legumes/Pulses (beans, peas and lentils): Mature beans or peas (fresh or dried seed) ***	14.5%	10.0%	38.9%
3. Nuts and Seeds***	54.1%	46.0%	75.3%
4. Dairy: Milk (NOT SOY) and milk products**	18.8%	12.4%	8.8%
5. Meat, Poultry and Fish/Seafood	69.2%	67.9%	72.3%
6. Eggs**	3.4%	7.1%	1.4%
7. Dark Green Leafy Vegetables (exclude herbs eaten in small amounts)	67.8%	63.7%	71.0%
8. Other Vitamin A-Rich Fruits and Vegetables	11.8%	8.9%	11.2%
9. Other Vegetables***	33.1%	16.1%	42.5%
10. Other Fruits	14.4%	17.9%	19.8%

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Dietary requirements for WRA may be similar to or lower than those of adult men, but because women may be smaller and eat less (fewer calories), they require a more nutrient-dense diet.⁴⁰ “Nutrient density” refers to the ratio of nutrients (such as vitamins and minerals) to the energy content of foods. As previously mentioned, the enumerators also recorded other low nutrient-dense food categories that the women consumed. About one-third of the women consumed other beverages and foods as well as sweets (30%). Twenty-four percent of the population ate salted and fried snacks (Table 49), with about 11% consuming less in urban (19%) than rural (30%) (Table 50). More foods of low nutrient-density are consumed in Adamawa, followed by the North and East (Table 51).

Table 49: Proportion of women consuming low nutrient-dense food groups

	Control	Project	Difference
Other beverages and food	25.1%	30.0%	4.9
Salted and fried snacks	19.9%	23.9%	4.0
Sweets	3.0%	3.9%	0.9

p<0.05; **p<0.01, *p<0.001*

Table 50: Proportion of women consuming low nutrient-dense food groups- rural vs. urban

	Urban	Rural	Difference
Other beverages and food	28.6%	33.8%	5.2
Salted and fried snacks	22.5%	28.1%	5.6
Sweets	3.9%	3.8%	-0.1

p<0.05; **p<0.01, *p<0.001*

Table 51: Proportion of women consuming low nutrient-dense food groups

	Adamawa	East	North
Other beverages and food***	39.7%	17.7%	29.8%
Salted and fried snacks***	21.4%	11.4%	28.6%
Sweets*	2.1%	1.8%	5.2%

p<0.05; **p<0.01, *p<0.001*

In MGD it will be important to increase the knowledge and therefore behaviors of consuming locally available dietary-diverse nutrient-dense foods of students, their mothers, and their targeted households. If possible, Nascent should provide quality counseling for diet diversification. It is important to note that consumption of food items from five or more food groups, while useful as a population-level benchmark, does not ensure micronutrient adequacy for the population, particularly if quantities of micronutrient-dense foods consumed are too small.

7.2 Analysis: Women Nutrition Knowledge and Practices

⁴⁰ Zerfu, Taddese Alemu, Melaku Umeta, and Kaleab Baye. “Dietary Habits, Food Taboos, and Perceptions towards Weight Gain during Pregnancy in Arsi, Rural Central Ethiopia: A Qualitative Cross-Sectional Study.” *Journal of Health, Population, and Nutrition* 35 (July 25, 2016). <https://doi.org/10.1186/s41043-016-0059-8>.

Maternal nutritional and health status before, during, and after pregnancy influences a child's early growth and development, beginning in the womb.⁴¹ Maternal undernutrition (estimated by rates of low birth weight) accounts for 20% of childhood stunting.⁴² Other maternal contributors to stunting include short stature, short birth spacing, and adolescent pregnancy, which interferes with nutrient availability to the fetus (owing to the competing demands of ongoing maternal growth). The MGD project will address key women's nutrition knowledge and practices to help improve maternal nutrition.

To measure progress for the indicator "Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance," a few questions should be added for the midterm and endline. Since it was not a research question, we did not collect information on community-level infant and young child feeding (IYCF) practices of mothers. The indicator "Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors" can be collected through project-level output data collection plus a survey at the endline that measures whether mothers practiced IYCF behaviors.⁴³

7.3 Women's Dietary Practices

7.3.1 Women's Perception of a Balanced Diet

Mothers of students were asked the question "What do you think is a Balanced Diet?" (Figure 19). The majority of mothers of both the project (52%) and control (49%) schools answered by citing the five food groups. Next, the main answer was to eat a variety of foods (project: 28%; control: 30%), followed by foods with vitamins (project: 29%; control: 30%). Few mothers mentioned eating foods rich in the micronutrients Vitamin A and iron. In the mother FGDs, mothers mentioned that they thought including a diet with soy, fresh fish, and oranges is a balanced diet. They also mentioned "cassava leaves, because it improves the quality of the blood and thus avoids dizziness"—probably referring to anemia. They also mentioned that other green leafy vegetables like ndole help avoid dizziness. The MGD project should promote the home production of and consumption of Vitamin A-rich foods to prevent anemia (cantaloupe melon, hog plum, mango (ripe), musk melon, papaya (ripe), passion fruit, peaches, carrots, onion/spring onion, pumpkin, red pepper, squash (orange or dark yellow-fleshed only), sweet potatoes (that are yellow or orange inside), and iron-rich foods (red meat, dark leafy greens, beans [kidney, garbanzo, or white], dried peas, dried beans, and lentils).

Image 11: Ndole

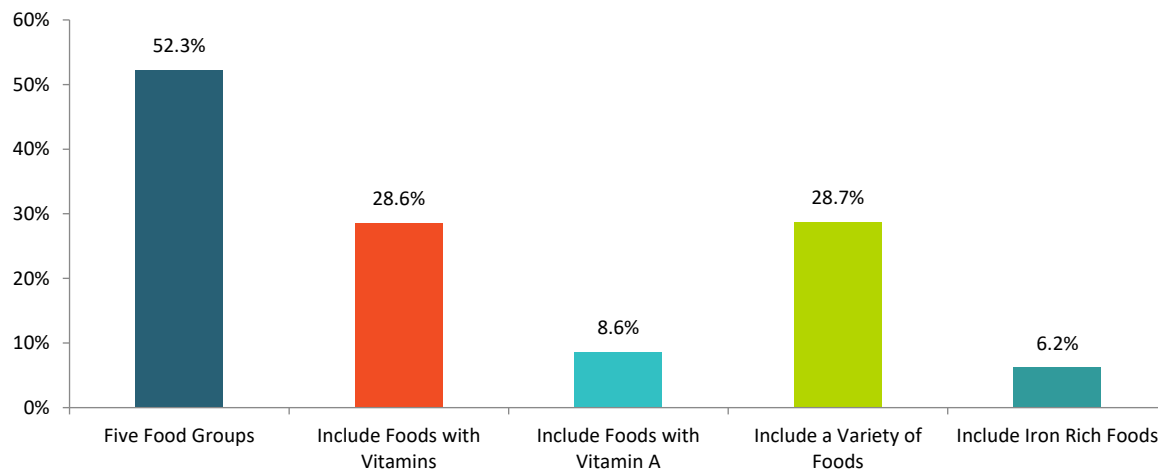


⁴¹ 4. Özaltın E, Hill K, Subramanian SV. Association of maternal stature with offspring mortality, underweight, and stunting in low- to middle-income countries. JAMA. 2010;303(15):1507–16. doi:10.1001/jama.2010.450.

⁴² . Black RE, Victora CG, Walker SP, Bhutta ZA, Christian P, de Onis M, et al.; the Maternal and Child Nutrition Study Group. Maternal and child undernutrition and overweight in low-income and middle-income countries. Lancet 2013; 371:243–60. doi:10.1016/S0140-6736(13)60937-X.

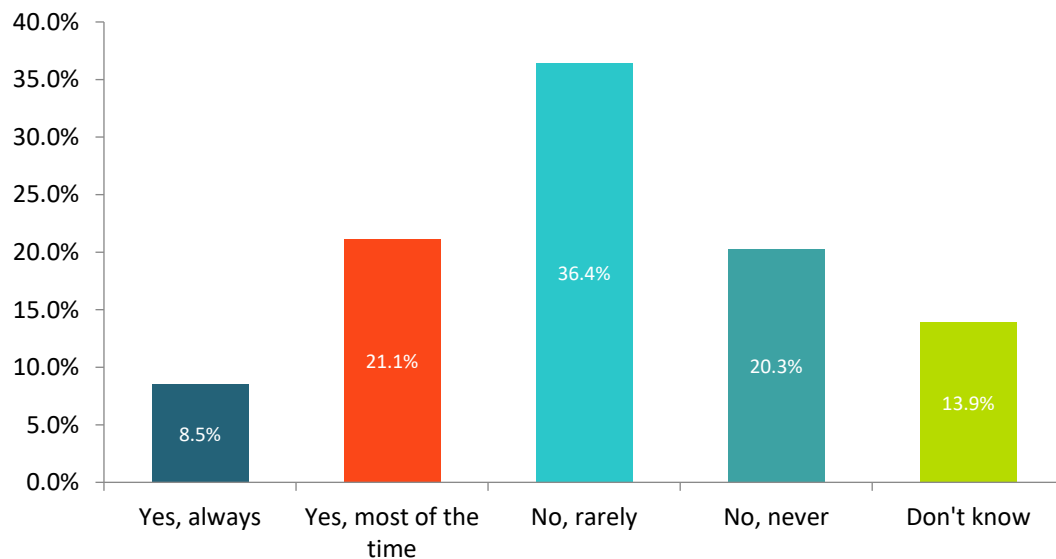
⁴³ Behaviors are often small, doable actions that ultimately should lead to changes in key infant and young child feeding behaviors, including: Early initiation of breastfeeding, exclusive breastfeeding for 6 months, continued breastfeeding at one year, timely introduction of solid, semi-solid or soft foods, feeding minimum dietary diversity, feeding minimum meal frequency, feeding a minimum acceptable diet, and consumption of iron-rich or iron-fortified foods.

Figure 19: What do you think is a balanced diet? (Project)



The baseline aimed to analyze women's perception about healthy eating through a balanced diet. The mothers were asked the question "Do you have a balanced diet?" The results for both the project and control schools were very similar and revealed that the women did not have a balanced diet. Only about 8.5% of women thought that they always had a balanced diet, 21% most of the time, 37% rarely, and 20% never (Figure 20). Clearly, within the MGD project, there might be an issue with a lack of access to dietary-diverse foods that might prevent mothers from having a balanced diet.

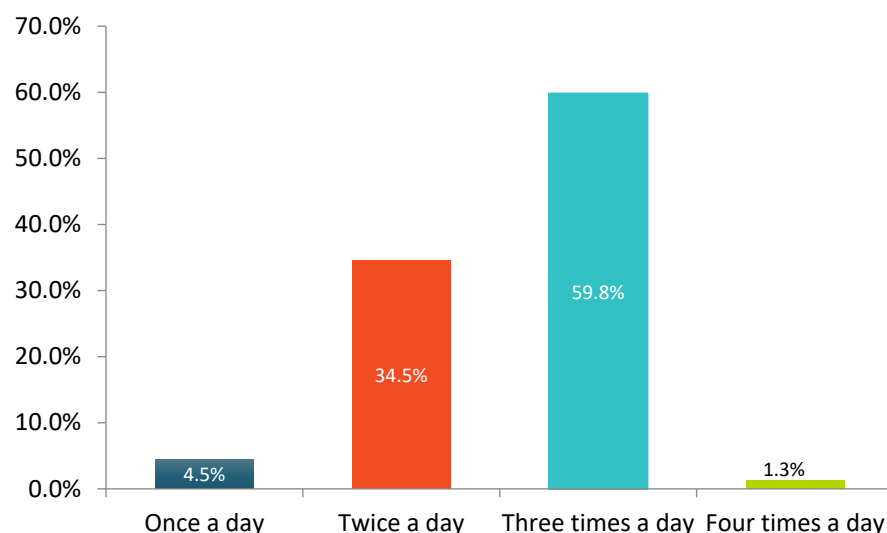
Figure 20: Women's perception of a balanced diet: answer to: do you have a balanced diet? (Project)



7.3.2 Women's Meal Frequency per Day

Women were also asked about meal frequency through the question "How many meals did you eat yesterday?" Again, the project and control school results were similar with 2% to 4% eating once a day, 34% to 35% eating twice a day, and the majority of 60% to 63% eating three times a day, while just 1.3% reported eating four times a day (Figure 21).

Figure 21: Women's meal consumption per day (Project)



7.3.3 Diet During Pregnancy

It is important for women to have an adequate diet during pregnancy and lactation; this includes both an adequate food intake and an adequate micronutrient intake.⁴⁴ Poor maternal nutrition at conception and during pregnancy is a major contributor to undernutrition in childhood.⁴⁵ The mothers were asked both “How did you change your diet?” and “Did you avoid certain foods when you were pregnant?” Women reported that they did change their diet during pregnancy: 14.1% ate more meat, 1.7% ate more iron-rich foods, 11.3% ate more fruit, 13.4% ate more vegetables, and 15.8% avoided certain foods. Furthermore, 8.1% answered they eat ate larger quantities and 20.7% said that they ate what they felt like eating (Figure 23). In the FGD, mothers mentioned that they avoided eating melon leaves if they were treated with fertilizers because fertilizers can hurt the stomach, and that fertilizers weaken bones. However, they mentioned that pregnant women should eat melon leaves for the vitamins as well as the fruit itself. During breastfeeding they encouraged eating smoked fish broth (bouillon), yellow papaya, or guava leaves, and fresh cassava juice. In the FGD mothers mentioned that food may disturb the baby in the belly. This misconception should be addressed in nutrition education. Additionally, women mentioned the desires of pregnant women, who seem to play a particularly important role in the local culture. Nascent might want to consider including men through the school parent associations in a lesson or two on what women need during pregnancy so that they can support them. Nascent activities should encourage increased food intake during pregnancy and lactation and provide counseling on reduced energy expenditure during pregnancy. If possible, weight gain in pregnancy should be encouraged.

⁴⁴ Marangoni, Franca, Irene Cetin, Elvira Verduci, Giuseppe Canzone, Marcello Giovannini, Paolo Scollo, Giovanni Corsello, and Andrea Poli. Maternal Diet and Nutrient Requirements in Pregnancy and Breastfeeding. An Italian Consensus Document. *Nutrients* 8, no. 10 (October 14, 2016). <https://doi.org/10.3390/nu8100629>.

⁴⁵ Ruel M. T., H. Alderman, and the Maternal and Child Nutrition Study Group. Nutrition-sensitive interventions and programmes: how can they help to accelerate progress in improving maternal and child nutrition? *Lancet* 2013; published online June 6. [http://dx.doi.org/10.1016/S0140-6736\(13\)60843-0](http://dx.doi.org/10.1016/S0140-6736(13)60843-0).

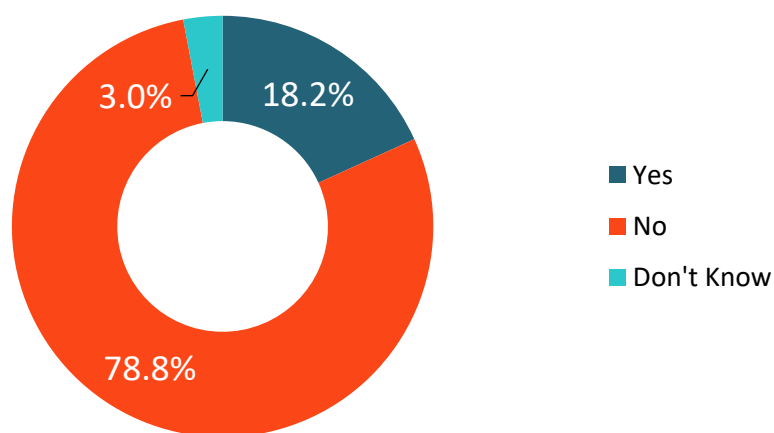
Figure 22: Women's dietary practices during pregnancy (project)



7.4 Women's Exposure to Nutrition Education

Women were asked if within the last three years, they had received any nutrition or health education. Only 18% answered yes, 79% answered no, and 3% did not know (Figure 23). Considering that about 80% answered no, there is a need for Nascent to provide nutrition education to women within the targeted regions. We compared the distribution of answers for mothers having a child in the last 3 years and mothers not having a child and there is no difference.

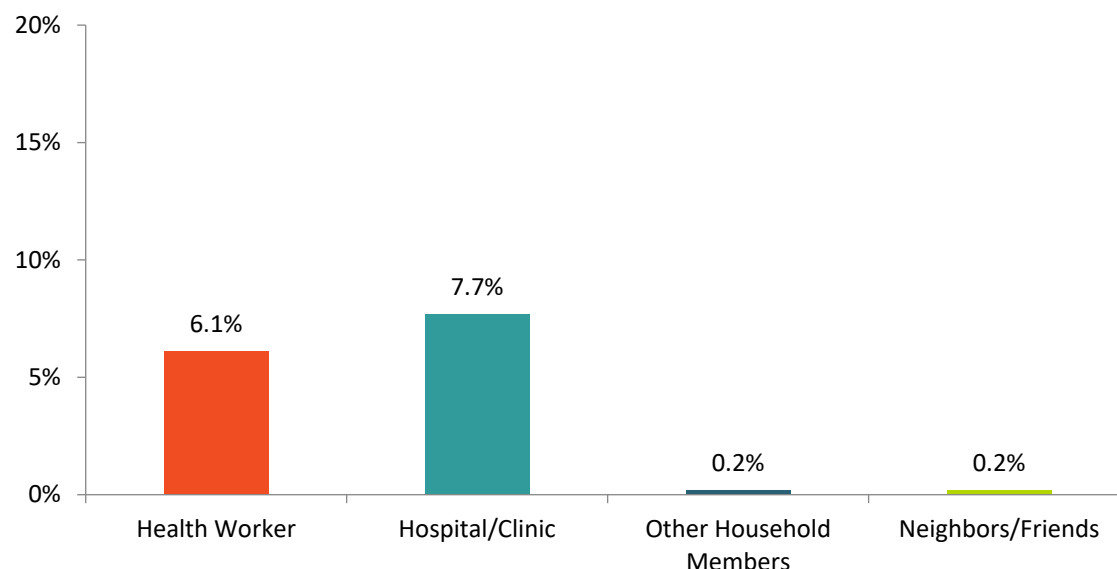
Figure 23: Women's exposure to nutrition education (project)



The enumerators also asked, "Where or from whom did you receive the nutrition education?" to understand where the mothers were getting their information from. Sixty percent answered from a health worker, 5% to 8% from a hospital/clinic, and less than 0.5% from other household members or neighbors/friends. From the limited FGDs, women mentioned that they get their nutrition information from television programs, their mother, and the neighborhood women. Most women in

this area rely on health workers and hospitals for health information, therefore Nascent might want to consider training health workers on maternal nutrition practices to ensure they have the appropriate information. Nascent should not conduct community nutrition education without ensuring that the health workers and health clinics have the same nutrition messages.

Figure 24: Women's exposure to nutrition education: where they received information



For the indicator in the PMP, Number of individuals who demonstrate use of new child health and nutrition practices⁴⁶ as a result of USDA assistance. It is unclear which activities are going to be implemented within the MGD project. It is recommended that for midterm and end line that the activities are clarified with Nascent and a question is added to ask individuals about how they demonstrate the use of at least one new practice in their lives or work intended to improve children's health or nutritional status based on these new activities.

⁴⁶ Examples of practices cited include: incorporating child health, nutrition, and hygiene into a school curriculum, practices supporting dietary diversity, practices supporting proper handwashing at critical times, diarrhea treatment and management, sanitation practices (i.e., solid waste collection and management, safe water treatment and storage, etc.), and preventative health practices (i.e., administering deworming medication and micronutrient supplements, where applicable).

Student Hygiene Knowledge and Practices



8 Analysis: WASH in Schools and Student Hygiene Practices

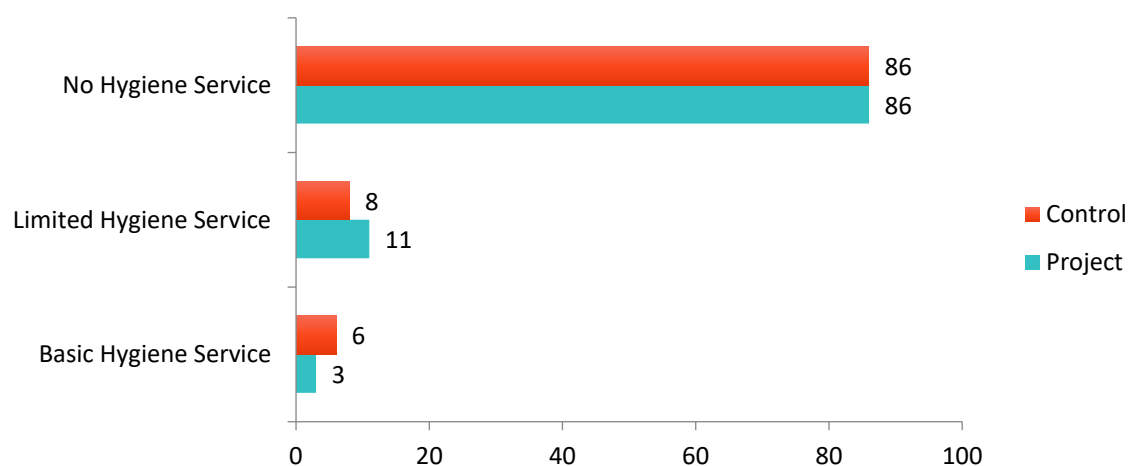
Water, Sanitation and Hygiene (WASH) in schools also focus on the development of life skills and the mobilization and involvement of parents, communities, governments, and institutions to work together to improve hygiene, water and sanitation conditions.⁴⁷ The recent WHO/UNICEF Joint Monitoring Program (JMP) report on WASH in schools introduces service ladders to measure baseline estimates that the project will use to contribute toward monitoring of drinking water, sanitation and hygiene in schools. The JMP service ladders are used to benchmark and compare service levels across countries. These have been updated and expanded to facilitate enhanced global monitoring of drinking water, sanitation, and hygiene. For more details on JMP service ladders, see Annex 27.

8.1 Student Hygiene Practice

8.1.1 Use of Handwashing Stations in Schools and at Home

Handwashing stations influence individuals' likelihood of performing a behavior, regardless of their ability and motivation to do so. While sinks in kitchens and bathrooms are the norm in developed nations, they are not in most resource-scarce countries. Three percent of project schools had a **basic hygiene service**, defined as a handwashing facility with water and soap available at the time of the survey; 11% of project schools had **limited hygiene service**, defined as a handwashing facility with water but no soap available at the time of the survey; and 86% of schools had **no hygiene service**, defined as no facility or no water available (Figure 25). MGD should provide support for basic hygiene service handwashing stations in schools. Other evaluations demonstrate that teacher training and installation of water stations resulted in observed improvements in students' hygiene, particularly when handwashing stations were located <10 m from latrines.⁴⁸

Figure 25: Availability of a handwashing station at school (%)

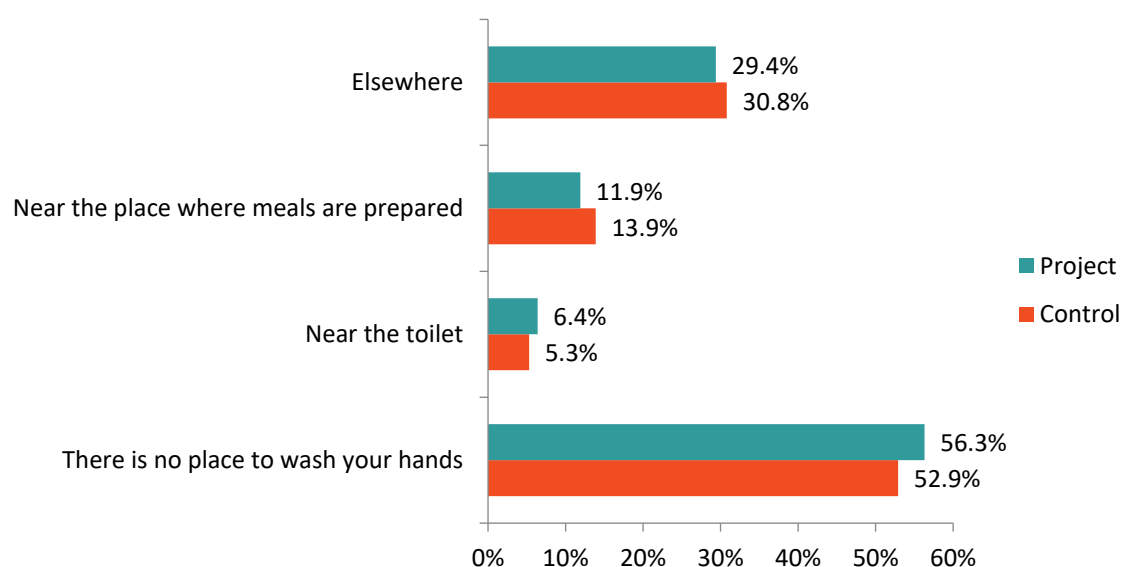


⁴⁷ "Water, Sanitation and Hygiene (WASH) in Schools: A Companion to the Child Friendly Schools Manual." United Nations Children's Fund (UNICEF), n.d.

⁴⁸ La Con, Genevieve, Katharine Schilling, Julie Harris, Bobbie Person, Mercy Owuor, Lorraine Ogange, Sitnah Faith, and Robert Quick. "Evaluation of Student Handwashing Practices During a School-Based Hygiene Program in Rural Western Kenya, 2007." *International Quarterly of Community Health Education* 37, no. 2 (January 1, 2017): 121–28. <https://doi.org/10.1177/0272684X17701263>.

It is also important for students to have a handwashing station at home with soap. Soap presence in the home was significantly associated with reduced diarrhea in rural western Kenya.⁴⁹ Findings from this study also revealed that whereas most households had soap in the home, almost none had a designated handwashing station, which may prevent handwashing at key times of hand contamination. Therefore, their parents were also asked if they had a handwashing station at home, and if yes, where it was located (Figure 26). 54.7% reported that there was **no place at the home** to wash their hands, 5.9% reported that there is a **handwashing station near the toilet**, 12.9% reported there is a **handwashing station where the meals are prepared** and 30.1% reported that they have one elsewhere. Nascent should also support the education of parents for establishing a quality handwashing station with soap. Program activities should encourage behavior change communication materials that students can take home to their parents to also affect hygiene behaviors at home.

Figure 26: Availability of a handwashing station at home (reported by parents) (%)



8.1.2 Handwashing with Soap (HWWS) – MGD SO02

Handwashing with soap is a behavior that is important in reducing exposure to pathogens, and in school-age children, handwashing helps reduce absenteeism through the prevention of respiratory and diarrheal diseases.⁵⁰ However, the gap between knowledge on the importance of handwashing and actual handwashing practice, especially with soap, persists.

To measure “Percentage of School-age Children Observed Correctly Washing their Hands,” enumerators observed handwashing at the school after going to the latrine (with or without

⁴⁹ Kamm, K. B., D. R. Feikin, G. M. Bigogo, G. Aol, A. Audi, A. L. Cohen, M. M. Shah, J. Yu, R. F. Breiman, and P. K. Ram. “Associations between Presence of Handwashing Stations and Soap in the Home and Diarrhoea and Respiratory Illness, in Children Less than Five Years Old in Rural Western Kenya.” *Tropical Medicine & International Health: TM & IH* 19, no. 4 (April 2014): 398–406. <https://doi.org/10.1111/tmi.12263>.

⁵⁰ “Simplified Handwashing Steps Help Reduce Sickness-Related Absenteeism for Kids.” Accessed April 11, 2019.

<https://www.elsevier.com/about/press-releases/research-and-journals/simplified-handwashing-steps-help-reduce-sickness-related-absenteeism-for-kids>.

soap) and only an average of 17% of students in control schools and an average of 24% of students in project schools wash their hands according to what was observed.

In terms of the availability of soap near the handwashing station, out of the 17 schools where limited data are available for this question, 37.7% of control schools and 33.3% of project schools had soap available near the latrines. It is recommended that for both the midterm and endline that children should be observed correctly washing their hands by going through all the defined steps^{51,52} that the project will teach during their activities. The low-cost solution of soap on a rope might also be considered for program activities.⁵³

8.1.3 Handwashing at Critical Times with Soap

A basic hygiene service requires that schools have a handwashing facility with water and soap available. Additional criteria that may be considered for enhanced monitoring of advanced service levels include handwashing at critical times.⁵⁴ The enumerators asked the students whether they washed their hands at critical times (Figure 27): 13% washed after playing, 19% washed after defecating, 5% washed before preparing a meal, 87% washed before eating. Clearly, through the MGD project, the children could benefit from some targeted education on HWWs and reinforcement about when to wash their hands with soap. To validate the children's responses, we also asked their parents if their children washed their hands at critical times. Seventeen percent answered that they washed them after playing, 35% answered that they washed them after defecating, 10% answered that they washed them before preparing a meal, 98% answered that they washed them before eating. From these results, it is apparent that parents think their children practice handwashing more in all categories, but especially after defecation (16% difference) and before preparing a meal (5% difference). The MGD project should also educate parents through school parents associations of the importance of and critical times to wash their hands with soap.

Image 12: Hand washing in Garoua



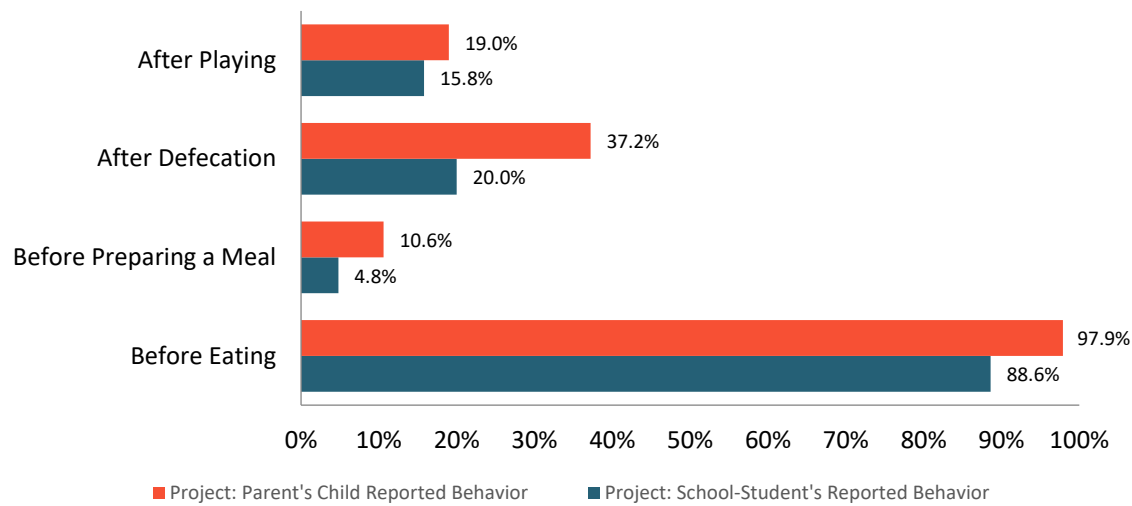
⁵¹ "McGovern-Dole Food for Education and Child Nutrition Program: Advancing Literacy through Good Nutrition (ALIGN) Project - Cameroon Performance Monitoring Plan, FY 2018-FY 2023." Nascent Solutions Inc.: United States Department of Agriculture, Foreign Agricultural Service – Food Assistance Division, November 2018.

⁵² The five defined steps for handwashing include: (1) Wetting hands with clean, running water; (2) Lathering hands with soap by rubbing them together, lathering the backs of hands, between fingers, and under nails; (3) Scrubbing hands for at least 20 seconds; (4) Rinsing hands well under clean, running water; and (5) Drying hands using a clean towel or air dry.

⁵³ Naluonde, Tabonga, Christina Wakefield, Laurie Markle, Anne Martin, Chanda Tresphor, Rim Abdullah, and David A. Larsen. "A Disruptive Cue Improves Handwashing in School Children in Zambia." Health Promotion International. Accessed April 11, 2019. <https://doi.org/10.1093/heapro/day080>.

⁵⁴ "Drinking Water, Sanitation and Hygiene in Schools Global Baseline Report 2018." New York: WHO/UNICEF Joint Monitoring Program for Water Supply, Sanitation and Hygiene, 2018. <https://data.unicef.org/wp-content/uploads/2018/08/JMP-WASH-in-Schools-WEB.pdf>.

Figure 27: Hand washing with soap at critical times

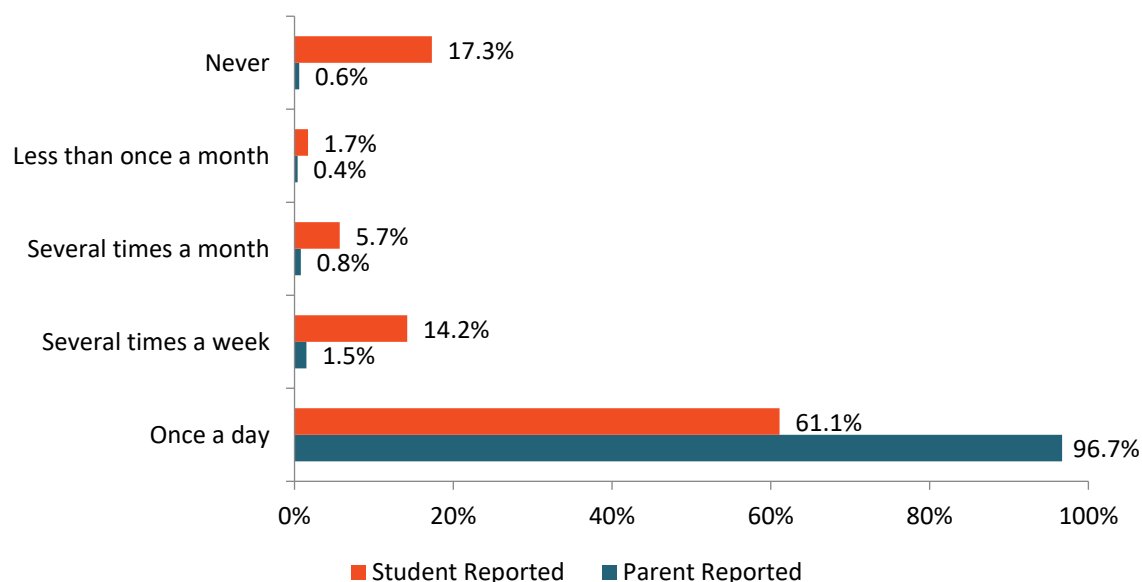


8.1.4 Student Dental Hygiene Habits

In terms of students' attitudes, children need to understand appropriate personal hygiene including washing hands with soap (discussed before), brushing teeth, and washing body and hair. Both the students and their parents were asked about the students' personal hygiene habits and if and how often they brush their teeth (Figure 28). Sixty-one percent of students reported that they brushed their teeth once a day, 14% reported brushing several times a week, 6% reported brushing several times a month, 2% less than once a month, and 17% never.

Parents were also asked if and how often their children brushed their teeth. Their response was that 97% of their children brush their teeth once a day, with 1.5% only several times a week, and the remainder even less. Findings demonstrate that there is clearly a disconnect between what students report they do and what their parents report they do. Regardless, the MGD project needs to reinforce brushing teeth through both students and parent associations.

Figure 28: Brushing teeth: parent vs. student reported



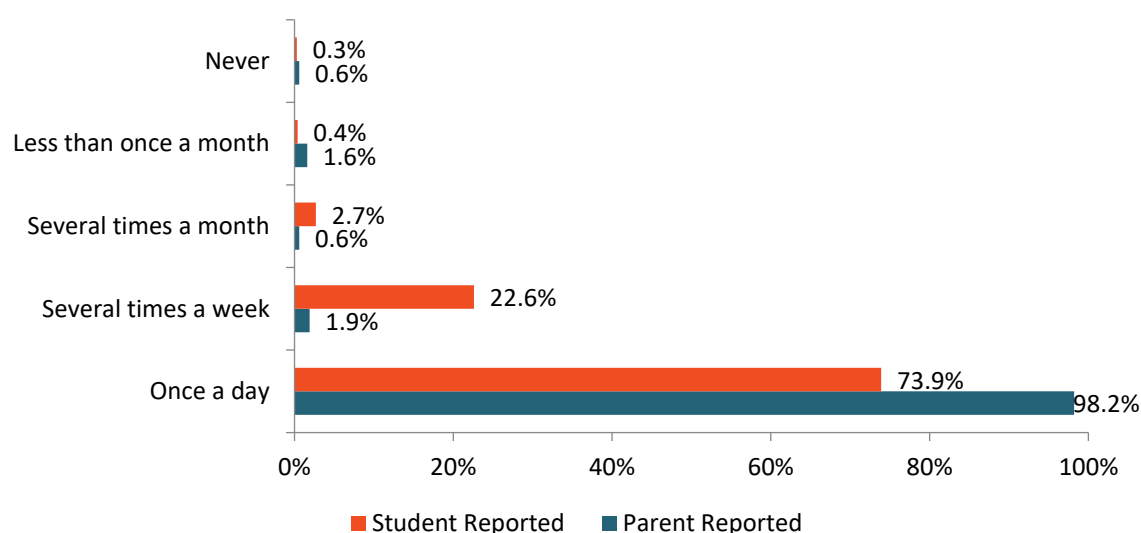
8.1.5 Student Bathing Habits

Both the students and their parents were asked about the students' personal hygiene habits and how many times they bathed their bodies (Figure 29). About 61% of students reported that they washed their bodies once a day, 14% reported bathing several times a week, 3% reported bathing several times a month, 2% less than once a month, and 6% never. Ninety-seven percent of parents reported that their children bathed at least once a day, demonstrating a clear discrepancy between what the child reported and what the parents did. Nascent should investigate barriers to bathing. Water availability and use may be obstacles.

"Children are hungry, so they throw themselves on the food on the way home from school, they don't take the time to wash their hands."

Parent Ngaoundere

Figure 29: Bathing: parent vs. student reported



8.1.6 Student Hygiene Practices: FGD Findings from Parents and Teachers

Parents: During the FGD, parents mentioned the following in terms of good hygiene for their children: shaving their hair, cleaning nails, having clean clothes, eating “clean” food to not get sick, drinking clean water, and treating household water with bleach or boiling or filtering it.

Parents reported that students often transmit the behavior change messages that they learn in school. For example, they reported that children often return home and report on what the teacher teaches that day; in one case a parent an example: “The teacher said to wash our hands before eating.” one parent reported that there is a borehole, and the kids wash their hands there. Another parent reported that “they drink water from the well, which is kept in a big plastic can; they all share the can, and I don't know how the can is maintained.”

Parents reported that at school, children do not have access to water, so it is hard for them to maintain good hygiene practices. They also reported the children often arrive home from school too hungry to stop and wash their hands. Other barriers to good hygiene practices parents mentioned include a lack of discipline from parents, parents sometimes sending their sick kids to school, the lack of water and handwashing stations, and children with dirty hands taking food and eating off one another's plates.

Teachers: The teachers reported that they are familiar with the following hygiene issues with their students: handwashing at critical times with soap (before eating, after eating, after latrine use). They also mentioned bathing and brushing teeth. They mentioned not sharing eating utensils, not openly defecating, and keeping latrines clean.

Teachers report that they keep the school environment clean and safe in the following ways: the school is cleaned on Friday afternoons after class, including all classrooms, courtyard and latrines. Students are responsible for organizing who will help clean. However, students who have been late or misbehaved during the week are assigned to clean the latrines. The teachers reported a lack of water buckets to clean with, saying they often requested that children bring them from home; the school provided only squeegees for latrine cleaning. There are issues with the well water being far away.

In terms of garbage disposal, teachers or the school guardian burn garbage themselves. They reported that they often do not have garbage cans, just boxes or nothing at all. Nascent might want to support the provision of garbage cans. Some teachers said that the Ministry of Health checks that the food sold is clean and not rotten, and they send someone to inspect the school to determine if school environment is clean.

Teachers also reported on student's hygiene practices at school. Teachers reported that both parents and students are familiar with positive hygiene practices, but they do not practice them, and they do not perceive the risk of diarrhea with the lack of handwashing. Other barriers to handwashing included a lack of handwashing stations, inadequate equipment, and lack of knowledge amongst children. They reported that they use only a water bucket for handwashing. One person said that "there is a soap, but it is in the director's office; students do not have access to it." Another teacher said that "at home, students do not practice hygiene aside from using water after a latrine," implying that this is part of Islamic culture.

8.2 Sanitation in Schools (Latrines)

To be considered adequate, the school must have separate improved sanitation facilities available for the use of both males and females.⁵⁵ The sanitation facilities must meet the definition of an improved sanitation facility as either **basic sanitation service**⁵⁶, improved single-sex facility⁵⁷, limited sanitation service, or no sanitation service⁵⁸. From the project schools, 53% of schools had basic sanitation service, defined as an improved single-sex facility that is usable at the time of the survey; 53% of schools had limited sanitation service, defined as an improved facility that is not single-sex or not usable at the time of the survey, and 16% of schools had no sanitation service, defined as an unimproved facility or no facility at all (Figure 30).

Nascent should strengthen the capacity of schools to develop adequate knowledge of, attitudes towards, and skills for hygiene through life skills-based

Image 13: Latrines without doors in Ngaoundéré



⁵⁵ To meet the criteria for a basic sanitation service, schools must have at least one usable improved toilet for girls and one for boys.

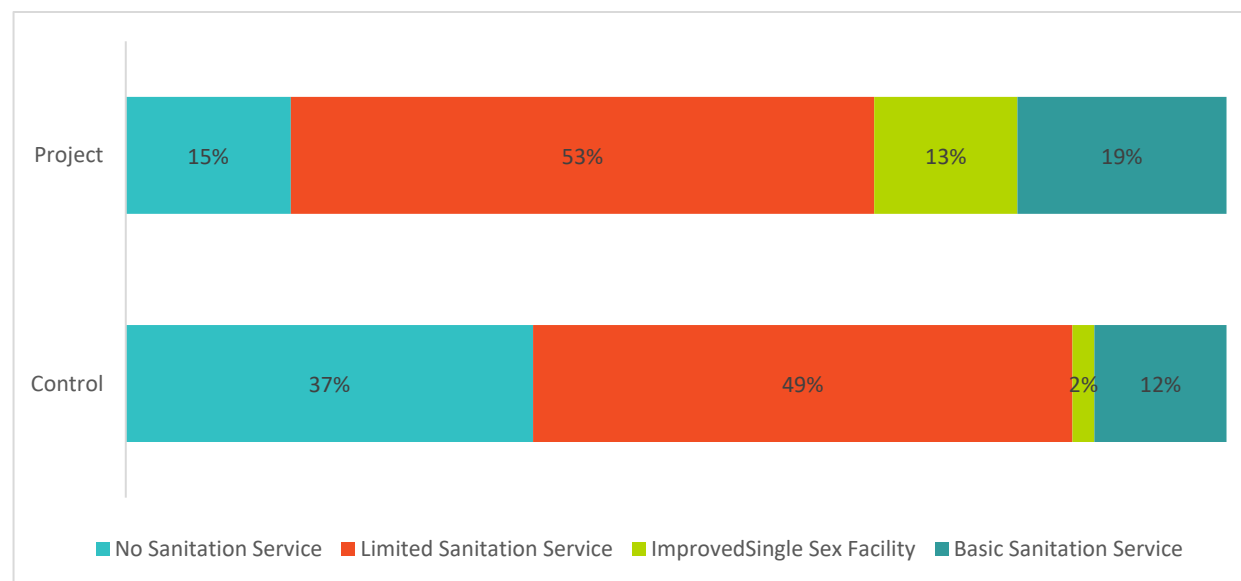
⁵⁶ Improved sanitation facilities at the school that are single-sex and usable (available, functional, and private) at the time of the survey.

⁵⁷ Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey.

⁵⁸ Unimproved sanitation facilities or no sanitation facilities at the school.

hygiene education and child participation. Improving students' hygiene behavior should be supported by quality **basic sanitation service**⁵⁹ along with the provision of safe water and washing facilities in schools. In addition, the Sustainable Development Goals (SDG) focus on school infrastructure to “build and upgrade education facilities that are child, disability- and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all”.⁶⁰ Nascent should ensure that the improved latrines are safe and gender sensitive.

Figure 30: Sanitation in schools: project vs. control



8.3 Drinking Water in Schools and Household Water Treatment

Unfortunately, the quality of the water source was not observed within the schools. Instead, the head teachers were asked if their schools had access to drinking water; 65.3% answered yes and 34.7% answered no. From these answers, at the time of the survey, 87.6% of students had no drinking water service, defined as an unimproved source or no source at all. Nearly 51,383 children lacked basic drinking water service at their school. Rural schools had lower coverage of basic drinking water services than urban schools in almost all regions with disaggregated data.

Treating water and safely storing it in the home are commonly referred to as “household water treatment and safe storage” or treating water at the “point of use.” Household water treatment (HWT) can prevent diarrhea.⁶¹ Both conventional community⁶² and household systems follow the same basic water treatment process: sedimentation, filtration, and disinfection. Parents were also asked if they treated their household water for drinking. A total of 4.3% of parents boiled water, 3.6% filtered water, 0.5% bought water, 37.8% added bleach, chlorine solution, or chlorine tablets, 0.2% added aluminum sulfate, and 55.4% did not perform any household water treatment at all. Findings demonstrate that there is an immediate need for Nascent to address household water

⁵⁹ Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey.

⁶⁰ “Drinking Water, Sanitation and Hygiene in Schools Global Baseline Report 2018.” New York: WHO/UNICEF Joint Monitoring Program for Water Supply, Sanitation and Hygiene, 2018. <https://data.unicef.org/wp-content/uploads/2018/08/JMP-WASH-in-Schools-WEB.pdf>.

⁶¹ Enger, Kyle S., Kara L. Nelson, Joan B. Rose, and Joseph N. S. Eisenberg. “The Joint Effects of Efficacy and Compliance: A Study of Household Water Treatment Effectiveness against Childhood Diarrhea.” *Water Research* 47, no. 3 (March 1, 2013): 1181–90. <https://doi.org/10.1016/j.watres.2012.11.034>.

⁶² Conventional water treatment consists of a combination of physical, chemical, and biological processes and operations to remove solids, organic matter and, sometimes, nutrients from water.

treatment. Effective household water treatment can be ensured when the treatment methods are adopted and effectively and consistently used.^{63 64} To ensure the widescale and effective use of household water treatment methods, Nascent should try to identify the factors affecting their use and address them.

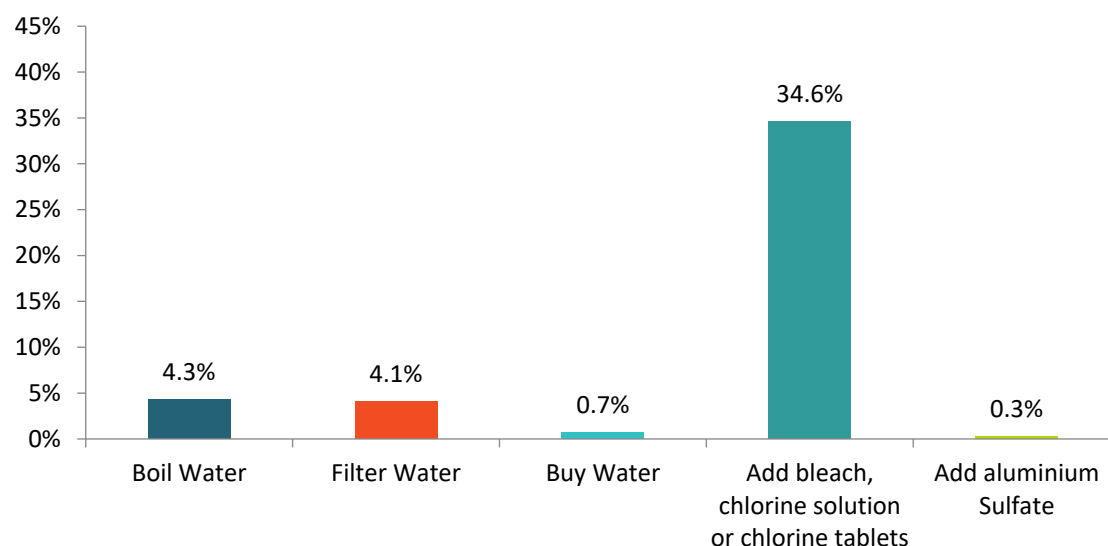
Image 14: Children drinking from a plastic can and sharing cups in Garoua



⁶³ Brown, Joe, and Thomas Clasen. "High Adherence Is Necessary to Realize Health Gains from Water Quality Interventions." PLoS ONE 7, no. 5 (May 7, 2012). <https://doi.org/10.1371/journal.pone.0036735>.

⁶⁴ Enger, Kyle S., Kara L. Nelson, Joan B. Rose, and Joseph N. S. Eisenberg. "The Joint Effects of Efficacy and Compliance: A Study of Household Water Treatment Effectiveness against Childhood Diarrhea." Water Research 47, no. 3 (March 1, 2013): 1181–90. <https://doi.org/10.1016/j.watres.2012.11.034>.

Figure 31: Household water treatment (reported by parents)



It is recommended that for both the midline and endline, the quality of the drinking water source be measured or monitored during the project. To measure the number of schools using an improved water source according to JMP standards, enumerators can observe the drinking water source at school and look for the percentage of schools with a basic drinking water service, defined as an improved source with water available at the time of the survey; the percentage of schools with a limited drinking water service, defined as an improved source with water unavailable⁶⁵ at the time of the survey; and percentage of schools with no drinking water service, defined as an unimproved source or no source at all.

⁶⁵ To determine whether a school is using an improved water source, the school administrator is asked (1) To identify the main source of water for the school; (2) Whether the water is normally available from the identified source(s) (3) Whether the water was unavailable from the identified source(s) in the past two weeks for a day or longer. An improved water source is an infrastructure improvement to a water source, a distribution system, or a delivery point. By nature of its design and construction, the improvement is likely to protect the water source from external contamination, in particular, fecal matter.

Attendance and School Absenteeism



9 Attendance and School Absenteeism

9.1 Context and Methodology

An aim of the study was to investigate the extent of student absenteeism in Cameroon's primary schools, explore the reasons why students are not attending class, and examine what Nascent could accomplish to mitigate the issues, which in turn, could improve students' academic achievement.

Data on attendance was estimated by comparing the number of students enrolled with the number of students present on the day prior to the survey⁶⁶.

Data on the main reasons for absenteeism were collected from students, parents, and teachers. To complement our understanding of student's absenteeism, we also organized focus groups with teachers and parents. The information collected through focus group discussions was essential for deepening our understanding of how Nascent could address the absenteeism through the McGovern-Dole project.

9.2 Findings Related to Attendance

As illustrated in Figure 32, the study revealed that overall the students' attendance rate is very low (68%). Attendance is slightly higher in grades 5 and 6, which is encouraging. However, by the time students reach grade 6, many of them have already dropped out of school, as shown in the enrollment figures indicated in Table 52.

It is interesting to notice that while the survival rate⁶⁷ is about 47%⁶⁸ of children reaching the last level of primary school, the completion rate⁶⁹ is likely to be even lower. Parents mentioned that a fee is required to perform the final examination, and that they often could not bear the cost. Several regional delegates also mentioned the issue of a lack of birth certificate, which is required to take the primary school examination. To increase the completion rate, Et4d suggests raising awareness among parents on the importance of registering their child's birth, which can easily be accomplished when the child is less than 10 years old.

"Would it be possible to include in the project activities related to the establishment of birth certificates for children? Without a birth certificate, students can't participate in the primary school final examination. However, when the child is less than 10 years old, it is relatively easy to register the child's birth."

Mayor of Garoua – North

Table 53 shows that project schools have a slightly higher attendance rate than control schools. (70% vs. 65%). There is no clear explanation for the difference in attendance between the two groups. The only significant difference between the population is the socioeconomic status of parents. In project schools, parents are more likely to speak French (C:46.4%, P:52.6%) and to have studied beyond elementary school (C:15.9%, P:20.9%), which could potentially impact the attendance rate, as educated parents are more likely to be concerned about their children's academic accomplishments (Table 20).

⁶⁶ The supervisor performed a headcount.

⁶⁷ Percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition.

⁶⁸ This figure assumes that cohort sizes are unchanged, since it compares current 1st grade enrollment with current 6th grade enrollment, therefore it should only be considered as an estimation.

⁶⁹ Divide the number of graduates from primary education in a given year by the difference between enrollment in the last grade in the same year and multiply the result by the survival rate to the last grade of primary education in the given year.

Figure 32: Attendance rate per grade

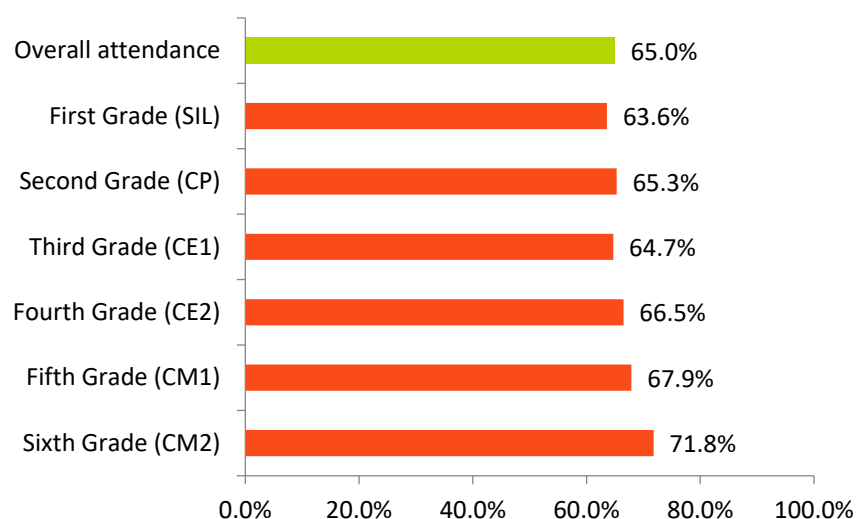


Table 52: Student attendance rate and enrollment

	Total Enrollment	Control Attendance	Project Attendance	Difference
Overall attendance	57,059	61.7%	68.3%	6.6
First Grade [SIL]	13,711	62.0%	65.2%	3.2
Second Grade [CP]	10,329	62.1%	68.4%	6.2
Third Grade [CE1]	9,712	59.9%	69.3%	9.4*
Fourth Grade [CE2]	8,968	60.5%	72.3%	11.8**
Fifth Grade [CM1]	7,818	64.3%	71.3%	7.0
Sixth Grade [CM2]	6,521	71.0%	72.6%	1.6

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Next, we examined gender differences for attendance rates and found that boys have overall a significantly lower attendance rate than girls (Table 53). The general assumption is that boys are more likely to find jobs or be assigned chores, and therefore are more likely to miss school once they are over 10 years old, which can be as early as grade 3. While attendance rate remains higher for girls up to grade 6, the difference from then on is not significant.

Although enrollment was not meant to be addressed in this study, it is worthwhile noticing that the number of girls enrolled is significantly lower than the number of boys, even in first grade, which could mean that some young girls are never enrolled and may never go to school unless additional incentives are provided. Et4d recommends investigating this issue further and considering including girls' enrollment as a research question for the midline evaluation.

Table 53: Attendance per gender and grade (all schools)

	Boys	Girls	Difference
Total Enrollment	31,310	25,749	5,561
Overall attendance	64.2%	66.3%	2.1%**

	Boys	Girls	Difference
First Grade [SIL]	63.1%	65.1%	2.0%
Second Grade [CP]	65.7%	65.3%	-0.4%
Third Grade [CE1]	62.9%	67.7%	4.8%**
Fourth Grade [CE2]	65.4%	68.9%	3.5%*
Fifth Grade [CM1]	67.2%	68.7%	1.5%
Sixth Grade [CM2]	72.1%	73.1%	1.0%

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Table 54 shows that the attendance rate is significantly higher in urban areas, which could be due to the inclination of farmers to ask their children to work in the fields, or just a parent's lower motivation in rural areas to see their children pursue schooling. The result of attendance per region shows that the Adamawa region has the lowest attendance rate with 63.5%, and the East region has the highest rate with 66.7%. However, the differences are not significant.

Table 54: Attendance per location and grade (all schools)

	Rural	Urban	Difference
Overall attendance	62.6%	72.4%	9.8%*
First Grade [SIL]	60.8%	72.0%	11.2%*
Second Grade [CP]	62.8%	72.8%	10.0%*
Third Grade [CE1]	63.0%	69.7%	6.8%
Fourth Grade [CE2]	63.3%	76.0%	12.7%*
Fifth Grade [CM1]	65.1%	76.3%	11.2%*
Sixth Grade [CM2]	69.9%	77.9%	8.0%

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

Table 55: Attendance per region and grade (all schools)

	North	Adamawa	East
Overall attendance	65.1%	63.5%	66.7%
First Grade [SIL]	63.0%	68.7%	59.0%
Second Grade [CP]	65.4%	62.5%	69.3%
Third Grade [CE1]	64.5%	60.2%	70.7%
Fourth Grade [CE2]	66.8%	64.5%	67.9%
Fifth Grade [CM1]	66.7%	66.7%	73.1%
Sixth Grade [CM2]	69.8%	74.4%	75.4%

* $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$

9.3 Student Absenteeism

Data on the main reasons for absenteeism was collected from students, parents, and teachers. The students were asked if they had missed school the previous week, and if so why. Similarly, the parents were asked if their child had missed the previous week, and if so why.

Teachers were asked to rate the three most probable reasons for students' absenteeism. For the indicator, we considered the response given by the teachers, because parents' answers might present social bias, since they are not likely to report reasons such as "low parental awareness." The eleven reasons that were proposed came from a previous study completed by Nascent⁷⁰.

1. Distance to school
2. Health issue
3. Delay or nonpayment of tuition fees
4. Lack of school supplies or uniforms
5. Helping the family with chores or farm work at home
6. Participation in traditional funerals or festivities
7. The family lacks the means to buy food
8. Children are hungry
9. Negative peer pressure to miss school
10. Low parental awareness on the importance of education
11. Meteorological problem

To identify the first three reasons, we asked each teacher what was for him or her the first reason, then the second, then the third cause of absenteeism. The occurrences of each reason were then computed, with different weights (First:3, second:2, third:1) in order to get the final ranking.

"Parents do not feel concerned by their children's education. They do not care if the child does not bring back his grades, or if he does not do his homework."

Teacher Garoua – North

As shown in Table 56, low parental awareness on the importance of education is considered the primary reason for children to miss school. The focus groups with parents and teachers led to the same conclusions. Teachers feel that parents are not actively engaged and concerned by their children's education, and that they often don't know when their children are not in class.

Helping the family with chores or farm work at home was frequently mentioned as a reason in the focus group, and additionally participants mentioned children choosing to pursue income-generating opportunities due to poverty, which was not included as an option in the survey. It seems that children as young as 10 years old choose to work for a small amount of money to buy their own food or other small subsistence items.

Table 56: Indicator MGD SO2 - ranked reasons for student absenteeism (Teachers in project schools)

Reason for Absenteeism	
Reason #1	Low parental awareness on the importance of education
Reason #2	Helping the family with chores or farm work at home
Reason #3	Health issue
Reason #4	Children are hungry

⁷⁰ Nascent Solutions Inc. (2017). *ALIGN Cameroon April 2017 – September 2017 Semi-annual report*. Submitted to USDA on November 15, 2017.

We also asked the parents whose child was absent from school the previous week what the reason was. The ranking as shown in Table 57 was different from the teacher's ranking, with health showing as the primary reason.

Table 57: Reason for missing school - parents

Rank	Reason for Absenteeism	Frequency
Reason #1	Health issue	64%
Reason #2	Other reasons	10%
Reason #3	Delay or nonpayment of tuition fees	6%
Reason #4	Helping the family with chores or farm work at home	4%

Interestingly, when we asked the children of grade 2 (average age 9), who had missed school the week before, what their reason was for missing school, the ranking shows that doing family chores was a prevalent cause of absenteeism. (Table 58).

Table 58: Reason for missing school - student

Rank	Reason for Absenteeism	Frequency
Reason #1	Health issue	58%
Reason #2	Helping the family with chores or farm work at home	16%
Reason #3	Other reasons	9%

Hunger was frequently mentioned in the focus group, but mainly because it forced children to attempt to find a way to make money to buy their own food. Activities could include trying to find items that they could trade or goods to sell on the street.

Although the lack of money to pay tuition fees or school supplies was not ranked as one of the first three reasons, it was mentioned by parents and teachers alike in all the focus groups as being an important factor keeping children away from school. Mothers are often left to pay for any school-related expenses, as they receive little or no help from their children's father. Consequently, they must set priorities, and making sure their youngest children get fed usually comes first.

Parents also get discouraged if their children are not successful in school, and choose to stop paying the tuition, when their child is not performing adequately in school or skips class.

When asked what could motivate children to come to class, teachers and parents alike mentioned providing school meals as well as organizing "causerie educative" to raise awareness on the importance of education for their child's future, therefore we feel confident that the McGovern Dole project will have a positive impact on the attendance rate.

Image 15: Young boy cleaning poultry during school hours in Garoua.



10 Recommendations

Schools Selection and Schools Mapping

There were a number of challenges with school selection and mapping. For instance, in some cases, multiple schools that were on the same site were considered as one school; this explains the difference between (1) and (4). To estimate the number of schools to include in the MGD proposal, Nascent used the average regional enrollment provided by MINEDUB. However, the schools were not selected randomly and therefore the average enrollment was much higher, which explains the difference between (2) and (5). The real average enrollment is 52% higher than the projected average enrollment.

Table 59: Total enrollment of the schools originally selected

Region	Proposal Selected Schools (1)	Average Region Enrollment (2)	Estimated Enrollment	Current Selected Schools (4)	Current Average Enrollment (5)	Current Enrollment
Adamawa	50	310.18	15,509	59	560.15	33,049
East	40	327.32	13,093	53	466.70	24,735
North	125	418.94	52,368	153	610.71	93,438
North West	50	219.97	10,998	50	219.97	10,998
Total	265	376.60	91,969	315	570.65	162,220

Unfortunately, the regional delegates of the MINEDUB shared the current student enrollment of selected schools only a few days before the baseline evaluation started. Consequently, Nascent did not have the time to analyze the figures provided and used inaccurate information. Besides the enrollment issue, another critical issue was made apparent during the baseline. The school mapping in both the East and Adamawa regions presented a lot of challenges. The schools in these regions were selected by the *Regional Education Delegates* without criteria or restriction in terms of location. As a result, the government chose schools that were scattered across each region. The two most distant schools within the East region (about the size of Louisiana) were about three driving days' distance from each other. The East region had 40 schools selected with very limited roads. If this situation is not addressed, it will result in numerous inefficiencies, and it is likely to reduce the actual impact of the project. The situation in Adamawa is comparable, and some schools are located close to the border with Nigeria, which is considered unsafe.

Image 16: Kitchen ready for MGD project in Garoua



The fact that Nascent's Regional Coordinators were Supervisors during the data collection gave them the opportunity to understand their region and the related challenges, and, with their input, Nascent should be able to come up with a better plan for the selection of the project schools. The Ministry delegate of the East region was very open to adjustments. On the other hand, the delegate from Adamawa seemed very reluctant to take any pragmatic matter into consideration because for him it was essentially a political decision; negotiations might be more difficult there. In the North, some schools need to be dropped, which is unfortunate because the kitchen and storage build by Counterpart remain in good condition. Nascent might have to define some criteria enabling them to choose which schools to keep and which ones to drop in the North region.

1. **Recommendations for selecting the schools** which should be included in the project are:
 - a. Reduce the number of schools to about 150 schools to match the forecasted enrollment.
 - b. Reduce the number of project divisions and subdivisions for implementation in each region.
 - c. Each assigned *Field Agent* should be able to reach any school he is supervising in less than 90 minutes, and reach the main office (Bertoua, Ngaoundere, or Garoua) in less than six hours.
 - d. In the North, select schools that have functional kitchen and storage capacity.⁷¹

Working with Local Stakeholders

2. **Stakeholder Orientation and Ownership:** Despite Nascent's efforts, most of the stakeholders interviewed (KII) had received very little or no information about the project besides the discussion on the school selection. It seems that Nascent mostly met with high level stakeholders, such as governors, who did not necessarily share the information with their team. In the North region, some regional delegates were familiar with McGovern-Dole because they took part in the previous USDA project, which was implemented by Counterpart International in 2012-2015. Nascent staff has recently moved to the three regional headquarters and should re-orient the stakeholders on their project. Nascent should again involve stakeholders in the process, so they can participate in the design of the activities and their implementation to improve ownership. In every region, the stakeholders in the regional delegation of the ministry are welcoming the project and seem eager to start working with Nascent. We recommend that Nascent staff organize a meeting with the main stakeholders in order to present the project. It would be beneficial to have a presentation in French rather than in English.
3. **Sharing Lessons Learned and Engaging Local Government Authorities:** Some Regional Delegates worked on similar projects in the past and are able to share potential lessons learned and challenges encountered and can identify needs that could be addressed by the project. Some of their recommendations are included in this report; however, efforts should be made to re-engage the local government authorities in further project design and implementation. Each of the four ministries (Education, Health, Agriculture, Water and Energy) is organized based on its own geographic segmentation. Therefore, for each selected school, Nascent should identify the local government officer:
 - Pedagogic advisers at the sub-divisional level ('Arrondissement with animateur pédagogique'), but 'basin pédagogique' (pool of pedagogic advisors) might also be useful
 - Chief of the Agricultural Post at the zonal level ('Zone' with 'chef de poste Agricole')
 - Health District ('Aire de santé')

⁷¹ From Counterpart MGD project, which ended in 2015.

Pedagogy – Training – Literacy

4. **Program Design for Low-Resource Settings:** Video-based teaching, such as the nutrition pilot to be delivered by AgReach, or the mobile reading activity, should consider the reality of the field and the local needs. The large classrooms might make this activity difficult to implement and very few speak French well enough to understand sentences; teachers use few words and repeat a lot.
5. **Train teachers in explicit and systematic reading instruction** to teach the five core elements of reading (phonological awareness, alphabetic principle, vocabulary, fluency, and comprehension). In addition, a balanced approach that covers both reading and writing, which research shows is strongly correlated is recommended.
6. **New Government Curricula:** The Ministry of Basic Education is starting the implementation of a new competency-based⁷² curriculum, and all delegates are expecting that the Nascent training will provide strategies on how to best implement the new curriculum for the reading component. Therefore, Nascent needs to know the specifics of the French reading curricula, in order to better assist the teachers. However, it's unclear when that textbook will be released; probably not before 2020.
7. **Teaching Techniques for Challenging Environments:** Teacher training could include techniques on teaching multigrade and large student classrooms to increase the percentage of time teachers are engaged in active instruction (e.g., grouping students by ability, using cooperative learning, etc.). Both are very acute issues in the regions where the project is to be implemented.
8. **Recommend No Fulfulde Curricula:** Including a curriculum in Fulfulde does not seem to be realistic for the following reasons:
 - a. The Ministry has no plan and no desire to implement a reading curriculum in local languages, and they have clearly shared their opposition to this activity
 - b. Most teachers do not necessarily speak Fulfulde. (Only 7% reported speaking Fulfulde.)
 - c. The parents will resist; it takes a long time to convince them that their mother tongue results in better learning.
 - d. Cameroon has hundreds of languages, which does not make it a suitable country for mother tongue instruction. In certain regions, such as the East, French is now the official language.
 - e. Even in the North, very few schools have 100% Fulfulde speakers, and speakers of other mother tongues would be opposed to their children being taught in Fulfulde.

Et4d does not believe that building and implementing a reading curriculum in Fulfulde is a good value for the money, therefore it does not recommend pursuing this activity.
9. **Reading Materials in Local Languages:** Providing “readers” (short stories) in local languages, and not necessarily just Fulfulde, could be an option to consider. The use of open-source software such as African Storybook might be a good start. Nascent should be cautious with the local sensibility to languages and present this offering as a way to improve children’s listening comprehension and increase children’s interest in stories.

⁷² Bipoupout, J. C. “The Contribution of the Competency-Based Approach to Education for All in Cameroon.” PROSPECTS 37, no. 2 (June 1, 2007): 205–21. <https://doi.org/10.1007/s11125-007-9029-7>.

10. **Alignment with Curriculum:** The MINEDUB is including local language in the new curriculum to promote cultural understanding, not as a way to teach literacy, but it could be used as a supplement to develop pre-reading skills.
Reader materials in local languages should be aligned with the new language curriculum, which includes eight themes⁷³, and with which five local languages are being experimented.
11. **Language Competencies:** The very low score in listening comprehension indicates that students' knowledge of French needs to be reinforced. Nascent could initiate and support activities which will improve the children's understanding of the language of instruction.
12. **Birth Certification:** Several delegates mentioned that many children did not have birth certificates, which prohibits them from registering to the primary school final exam. They suggested that Nascent include this aspect in their information campaign.
13. **Print Reading Materials:** There is a very big shortage of printed material and maybe the project could work to increase the reach of printed materials in early grades. It could take the form of a poster, rather than small books, because the number of children is very large, and small books would quickly get stolen or destroyed.
14. **Monitor Teacher Performance:** Include formative assessments and classroom observations to monitor teacher performance.

Other Activities

15. **School Gardens:** Nascent should discuss the opportunity of having the older children work in the school garden, so long as it is an opportunity for them to learn about dietary diversity and improved agriculture practices and develop a sense of responsibility.
16. **Student-run Hygiene Committee:** With hygiene, UNICEF standards should be implemented⁷⁴. Student-run hygiene committee could be introduced initially with the help of the Gouvernement des Enfants (Pupils / Student government), which exists in 90% of the schools.
17. **Positive Responsibilities for Improving Hygiene:** Currently, cleaning the toilet is used as a punishment for children who misbehave. Nascent should include **positive** hygiene practices. Urgent support is needed for improved sanitation and handwashing stations with soap.
18. **Promotion of Maternal Nutrition Practices:** For the promotion of maternal nutrition behaviors and practices, Nascent should align with the National Multisectoral Food and Nutrition Policy. There is also a strategic guidance document on the fight against malnutrition in the regions of the North, the Extreme North, Adamawa, and the East that has been approved by the Inter-ministerial Committee and incorporates nutrition into the new strategies for rural development and food security, health, water practices, sanitation and hygiene (WASH), social protection, the advancement of women and educational actions.⁷⁵ Nascent should ensure that whatever activities it does at the community level align with national guidance. In addition, Nascent should ensure that its community nutrition activities link with the health center nutrition activities such as infant and young child feeding or antenatal/postnatal care counseling for women.
19. **Video-Based Activity:** Nascent's planned activity includes a video-based training on nutrition. It is unclear who will be receiving the training and where, since Nascent is still negotiating the scope of work with the research entity. Nascent should clarify its intentions and make sure that the people creating the video understand the local reality. In the North region only 36% of

⁷³ The eight included in the new curricula are: (1) la maison, (2) le village, la ville, (3) l'école, (4) les métiers, (5) les voyages, (6) la santé, (7) les jeux, and (8) les communication.

⁷⁴ Water, Sanitation and Hygiene (WASH) in Schools https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

⁷⁵ "Cameroon." SUN (blog). Accessed April 4, 2019. <https://scalingupnutrition.org/sun-countries/cameroon/>.

mothers speak French. Nascent might want to design a more low-resource behavior change communication materials looking at the national guidelines and materials as a starting point.

20. **Pregnant and Lactating Women (PLW) activities:** The activities targeting pregnant women and lactating women might need to be strengthened. National guidelines and communication materials should be used and/or modified. Nascent should also liaise with UNICEF. Community cooking demonstrations could be included using school garden produce and other locally available foods. Take-home rations could still be an option in the smaller schools (although not sustainable for the long term) if the number of beneficiaries were reduced to an achievable level, as intended initially.

Setting Priorities and Designing Activities

21. **Challenging Coverage Area:** Et4d expects that Nascent will face a lot of challenges implementing this project and its intended coverage area for the following reasons:

- a. The territory covered is very large⁷⁶
- b. The schools are scattered
- c. Establishing a good working relationship with the Local Government Authorities will take time
- d. The school enrollment (ratio of students per teacher) is high (about 85 students/teacher)
- e. The terrain and regions are new to most of Nascent's staff

In order to succeed, Et4d recommends that during the first year, Nascent focus on the core activity of the program, which is school feeding. The following years, other activities could be implemented.

22. **Re-Align Project Activities with Context of Regions:** Some of the activities included in the project design are carried over from the ALIGN project conducted in the North West of Cameroon. Unfortunately, some of them are not suitable for the context of the new regions (North, East, and Adamawa), where the average class size is much larger, the academic achievement lower, and parent involvement harder to achieve. Activities to reconsider might include community-based mobile reading, savings and lending schemes, supporting maintenance of student health records and mother-tongue literacy instruction. Et4d recommends revisiting each activity in the light of the new context.

Optimal use of Resources

23. **Staffing—Using Institutional Knowledge:** Nascent intends to hire some of the staff from the previous Counterpart program, which will strengthen its capacity. The knowledge of people previously invested in the project should be considered to understand what worked and what did not work.
24. **Nascent's Regional Coordinators and technical staff** have gained a very good understanding of the local context through the work they did as supervisors during the baseline. Their inputs for the project design are of great value and need be taken advantage of by HQ as the specifics of the project activities are defined.
25. **Student's Mother Associations (Association des Mères d'Élèves) for Peer Education:** In the Counterpart program, AME presidents were trained to manage "causeries éducatives" (education sensitization). It might be worth considering this program again if Nascent plans on using the AME president as "relais de communication" (community mobilizers)

⁷⁶ North: 66,090km² East: 109,002 km² Adamawa: 63,701 km² Total:238,793 km²

26. **Learning from the Counterpart Evaluation:** The project managed by Counterpart faced a few challenges; it would be useful for Nascent to access the evaluation reports from the previous project in order to avoid making the same mistakes.⁷⁷

Potential Pitfalls and Challenges

27. **Regional Organization:** Nascent will be challenged by the regional organization, which adds a layer of hierarchy and might affect its efficiency. Management processes should be carefully redesigned to ensure efficiency. Nascent could consider not replicating all sectoral expertise at the regional level.
28. **Standardizing Training Material:** Activities and training materials should be identical whenever possible across all regions.
29. **Hiring Local:** Nascent should hire local employees whenever possible, especially for Field Agent and Administrative Assistant positions. Their knowledge of the local specificities can be a tremendous asset for the project. In any case, we recommend that everyone working on the project speak French at an intermediate level.
30. **Parent Participation:** In the North during the previous program, getting parents to provide condiments such as salt was a major challenge. Nascent might need to pay close attention to this matter and provide explanations to parents regarding the program and its benefit in order to encourage them to participate.
31. **Enrollment Campaign:** In the North, during the previous MGD project implemented by Counterpart International, the enrollment campaign was very successful. As a result, school enrollment became an issue. The schools that benefited from the program still have very large classroom size today. In one school, there are 288 students in grade one with only one teacher. Nascent might only need to focus on the enrollment campaign in the remote areas in the East and Adamawa regions.

Performance Monitoring Plan

32. **Adjust PMP Indicators:** Adjusting the activity to the context of the Francophone region might require some adjustment to the PMP.
33. **Populations and Targets may need to be modified:** The sampling population was based on previous enrollment estimates. Unfortunately, the enrollment shared with Et4D was 56% higher than projected. Additionally, largely due to groups of schools being counted as a single school, the figures were incorrect. In reality, the updated figures are 87% above projected enrollment.
34. **Midline/Endline Evaluation indicators values:** At the midline evaluation, Et4d will need to recalculate the baseline indicators, once the weight can be properly calculated.

Midline Evaluation:

35. **Data Collection preparation:** Two weeks before data collection, contact head teachers of all schools selected to find out if data collection coincides with any of their “journées pédagogiques” (teacher support day), before finalizing the planning. If some new schools must be sampled, make sure to do so in a timely manner so that data collection planning can be drafted ahead of time. Consider possible issues with the rainy season, especially in the East region, because the midline and endline might be even more during the rainy period (April-May), and access can be very difficult. Since the baseline was conducted during the dry season, we recommend conducting the midline and endline during the dry season.
36. **FGD and KII:** Improve preparation for the FGD and KII at midline. KII participants should be informed ahead of time and the teachers and parents should be more diverse. They should

⁷⁷ Suggest asking USDA if they can share the reports.

include different schools, and at least one Teacher FGD and one parent FGD should take place in a rural area.

37. **Training manual:** Include in the training manual additional information on multigrade classrooms for Stallings and parent sampling for MDD-W.
38. **Food list:** Improve the list of foods to include more local and regional foods.
39. **Safety:** Make sure that all schools are safe before sending enumerators.
40. **Questionnaire:** Simplify the language used in the questions, especially for the child/student questionnaire.
41. For the indicator in the PMP, '*Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance*': It is recommended that for midterm and end line that the activities are clarified with Nascent and a question is added to ask individuals about how they demonstrate the use of at least one new practice in their lives, or work intended to improve children's health or nutritional status based on these new activities.
42. **Girl enrollment:** Investigate the issue of low girl enrollment in schools, especially in grade 1.



McGovern-Dole International Food for Education and Child Nutrition project

Base Line Evaluation - Annexes
Cameroon – 2019

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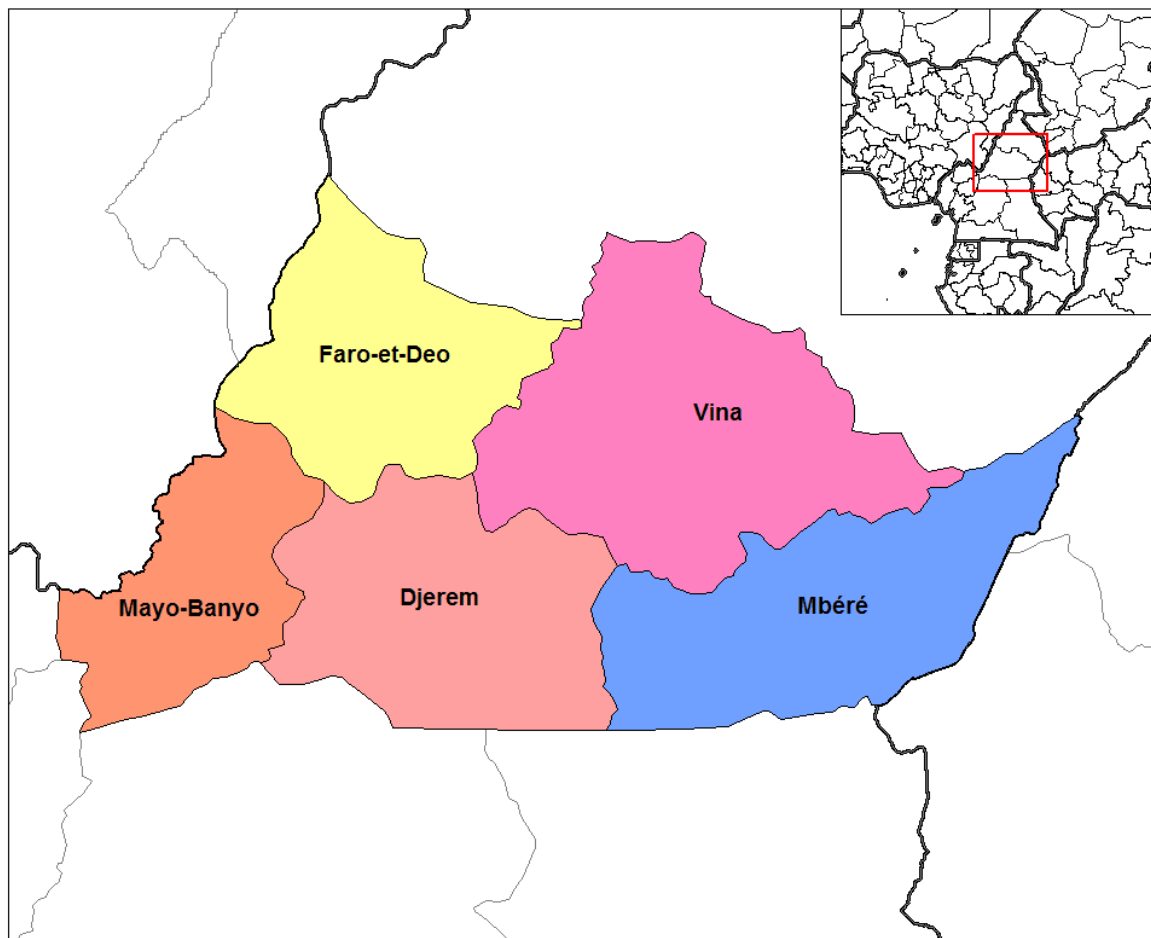
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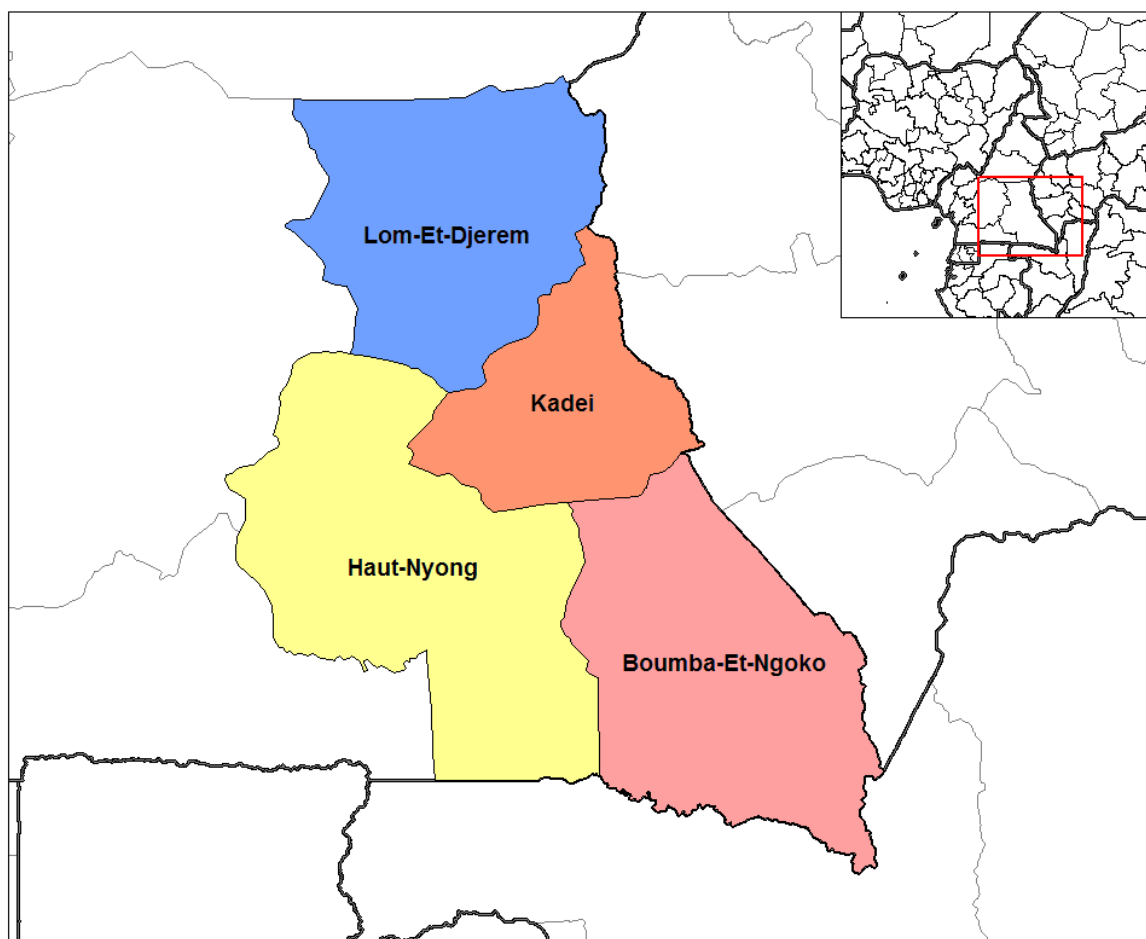
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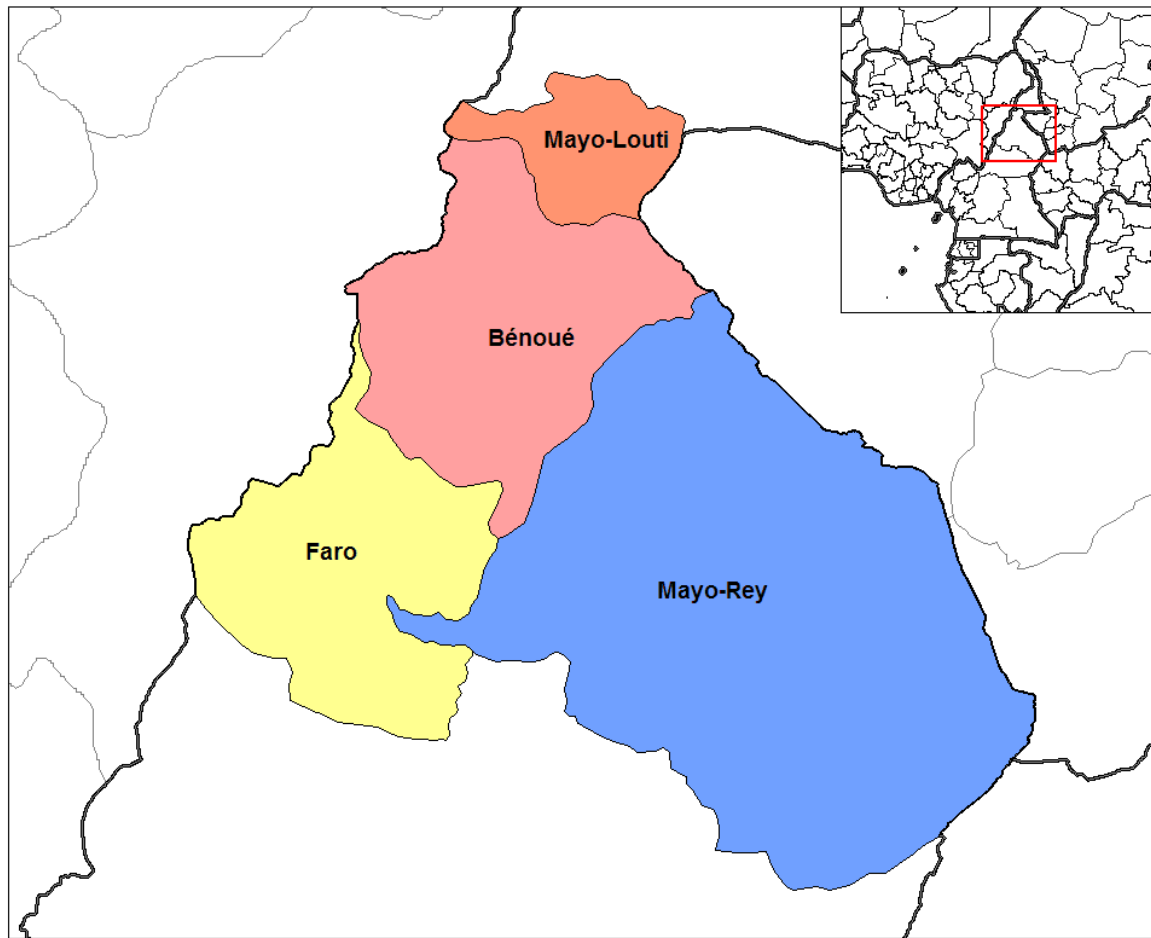
Annex 2: Map of Adamawa region of Cameroon



Annex 3: Map of East region of Cameroon



Annex 4: Map of North region of Cameroon



Section 1. Compréhension orale

Amina a très faim. Elle pose un plat de riz et de poulet sur la table. Amina va se laver les mains. Le chat grimpe sur la table et emporte le morceau de poulet. Elle trouve le chat qui mange son poulet. Elle pleure. Sa mère revient et lui donne un autre morceau. Elle sourit et remercie sa mère.

1. Qu'est-ce que Amina pose sur la table?	Un plat de riz et de poulet.
2. Que fait le chat quand Amina va se laver les mains ?	le chat grimpe sur la table, le chat emporte le morceau du poulet -
3. Pourquoi Amina pleure-t-elle?	Le chat a mangé son poulet.
4. Qui donne à Amina un autre morceau de poulet?	Sa mere
5. Pourquoi Amina sourit-elle ?	Elle a un autre morceau de viande.

Section 2. Identification du son initial

Jus – Ami – Nuit – Vélo – Ballon – Odeur - Dormir - Etat - Feuille – Zéro

Section 3. Identification des sons

i	A	f	O	s	é	p	D	z	ou
Q	N	on	f	i	m	L	E	G	t
b	O	v	ou	L	T	j	c	b	m
V	K	a	R	u	f	é	J	s	r
b	s	c	an	p	k	f	ch	a	e
ch	u	S	i	M	g	oi	T	n	P
Z	P	e	g	in	F	d	o	T	v
d	é	b	A	m	on	t	C	o	L
R	L	q	B	e	n	i	a	p	ou
gn	E	ch	V	d	U	ç	oi	M	G

Section 4. Lecture de mots familiers

il	tu	sa	ma	vol
lire	ami	on	car	ou
papa	sol	bébé	peur	sage
cri	blé	carte	fleur	vache
chaise	bleu	vole	sur	peau
clé	mil	monde	table	mur
fin	date	tour	posé	kilo
ronde	maman	arbre	faire	porter
été	beau	pain	rougir	moto
mal	douze	bol	vélo	vide

Section 5. Lecture de mots inventés

ol	tal	zopé	lapa	chane
sar	beya	ciko	ja	raite
bige	osi	ja	tipa	osi
flir	donré	toche	iro	neul
nur	bair	pro	mouli	vor
bape	clo	doupé	ima	duse
voul	ul	dop	blu	dreu
ibrau	zi	lorpe	til	oti
moud	loso	lota	moro	vaf
fero	lépa	dola	résa	tipa

Section 6a. Lecture du texte (petite histoire) et compréhension

Baba aime aller au champ avec sa mère.	[8]	1- Qu'est-ce que Baba aime faire ? [aller au champ ; ou aller au champ avec sa mère]
Un jour en allant au champ, sa mère tombe. Elle se casse une jambe	[22]	2- Comment la jambe de sa mère s'est-elle cassée? [elle est tombée]
Il court au village appeler son oncle. Baba et son oncle l'amènent au dispensaire	[36]	3- Qui amènent sa mère au dispensaire ? [Baba et son oncle]
Le docteur soigne la jambe de mère.	[43]	4- Qui a soigné la jambe de sa mère ? [le docteur]
Baba sourit. Il est content du docteur.	[50]	5- Pourquoi est-ce que Baba est content du docteur ? [Il a soigné sa mère]

Annex 6: Student questionnaire with EGRA

Commencer par passer deux minutes à engager la conversation avec l'élève. Parler à l'enfant de vous-même, et posez lui des questions sur les choses qu'il/elle aime faire, etc. Pour cela utiliser la langue parlée par l'enfant.

Enregistrer dans la tablette les informations suivantes :

- Date et heure (validation)
- Lieu (Région, Département, Arrondissement, Nom École, Code École, Statut, Type)
- Team
- Enumérateur
- Tangerine ID (Générer)

Introduction et consentement de l'élève

Je travaille avec Nascent Solutions, une organisation qui aide les enfants. Je fais des tests de lecture en français pour en savoir plus sur la façon d'aider les élèves à mieux travailler et à lire.

Si tu acceptes de participer, tu seras invité à faire quelques petits jeux avec des lettres, des mots et des histoires en français. Je vais aussi te poser quelques questions sur ta famille et la langue que tu parles à la maison. Cela prendra environ 20 minutes. À tout moment, tu peux décider d'arrêter.

Ce que tu fais avec moi ne changera pas tes notes de classe. Tes résultats seront gardés secrets. Ton enseignant et ta famille savent que tu participes, mais ils ne connaîtront pas tes résultats. Tu ne recevras rien en échange de ta participation, mais ce que tu fais nous aidera à améliorer l'enseignement de la lecture.

Encore une fois, tu n'es pas obligé de participer si tu ne le veux pas. Si tu arrives à une question à laquelle tu préfères ne pas répondre, ce n'est pas grave, on peut passer.

As-tu des questions ? Peut-on commencer ?

1. Information sur l'élève	
101	Genre (regardez l'enfant et cochez) ☐ Masculin ☐ Féminin
102	Quel âge as-tu ? ☐ _____
103	En quelle classe es-tu cette année ? ☐ SIL ☐ CP ☐ CE1 ☐ CE2 ☐ CM1 ☐ CM2
104	En quelle classe étais-tu l'année dernière ? ☐ SIL ☐ CP ☐ CE1 ☐ CE2 ☐ CM1 ☐ CM2
105	As-tu fréquenté une école maternelle ? ☐ Oui ☐ Non ☐ Pas de réponse

106	Quelle langue parles-tu en général à la maison ?	☐ Anglais ☐ Baka ☐ Daba ☐ Dii ☐ Fali ☐ Fulfulde ☐ Français ☐ Gbaya ☐ Guidar ☐ Kako ☐ Mafa ☐ Mbum ☐ Mpumpong ☐ Autre
2. Repas et Absence		
201	As-tu mangé aujourd'hui avant de venir à l'école ?	☐ Oui ☐ Non ☐ Pas de réponse
202	Est-ce que tu as été absent la semaine dernière ? (Non : skip to 301)	☐ Oui ☐ Non ☐ Pas de réponse
203	Si Oui, pour quelle raison ? (NB : Ne pas lire les réponses)	☐ Distance de l'école ☐ Problèmes de santé ☐ Retard ou non-paiement des frais de scolarité ☐ Manque de matériel ou d'uniforme scolaire ☐ Aider la famille avec les corvées ou le travail agricole à la maison ☐ Participation aux funérailles ou aux festivités traditionnelles ☐ La famille manque de moyens pour se procurer de la nourriture ☐ Les enfants ont faim ☐ Pression négative des camarades pour manquer l'école ☐ Faible conscience parentale sur l'importance de l'éducation ☐ Autre, spécifier
3. Pratique de la lecture		
301	Est-ce que tu as un manuel de lecture en français à la maison ?	☐ Oui ☐ Non ☐ Pas de réponse
302	Est-ce que tu as un manuel de mathématique à la maison ?	☐ Oui ☐ Non ☐ Pas de réponse
303	En dehors des manuels scolaires, est-ce qu'il y a d'autres livres ou des magazines chez toi ?	☐ Oui ☐ Non ☐ Pas de réponse
304	Y-a-t-il des personnes dans ta famille qui savent lire ?	☐ Oui ☐ Non ☐ Pas de réponse
305	En dehors de l'école, tous les combien t'exerces-tu à lire des lettres et des mots ?	☐ Tous les jours ☐ Plusieurs fois par semaine ☐ De temps en temps ☐ Jamais ☐ Pas de réponse
306	En dehors de l'école, tous les combien lis des livres ?	☐ Tous les jours ☐ Plusieurs fois par semaine ☐ De temps en temps ☐ Jamais ☐ Pas de réponse

307	Est-ce que ton papa parle Français ?	☐ Oui ☐ Non ☐ Pas de réponse
308	Est-ce que ton papa sait lire ?	☐ Oui ☐ Non ☐ Pas de réponse
309	Est-ce que ta maman parle Français ?	☐ Oui ☐ Non ☐ Pas de réponse
310	Est-ce que ta maman sait lire ?	☐ Oui ☐ Non ☐ Pas de réponse
311	Tous les combien reçois-tu de l'aide pour tes devoirs à la maison ?	☐ Tous les jours ☐ Plusieurs fois par semaine ☐ De temps en temps ☐ Jamais ☐ Pas de réponse
312	Qui t'aide le plus pour faire tes devoirs à la maison	☐ Père et/ou Mère ☐ Frères et/ou Sœur ☐ Autre personne ☐ Personne ☐ Pas de réponse
4. Pratique de l'hygiène		
401	Y-a-t-il des stations de lavage dans l'école <i>[L'énumérateur réponds à cette question]</i>	☐ Oui ☐ Non
402	Y-a-t-il des latrines dans l'école <i>[L'énumérateur réponds à cette question]</i>	☐ Oui ☐ Non
403	Comment peut-on éviter d'attraper la diarrhée ? Cochez toutes les réponses qui s'appliquent (NB : Ne pas lire les réponses)	☐ Se laver les mains après défécation ☐ Se laver les mains avant de manger ☐ Se laver les mains après avoir touché un animal ☐ Se laver les mains après avoir joué ☐ Utiliser de l'eau propre ☐ Boire de l'eau potable ou purifiée ☐ Utiliser des latrines propres ☐ Ne pas manger de nourriture avariée ☐ Laver les fruits et les légumes avant de les manger ☐ Autre, spécifier _____
404	[Skip if Q402 = Non] Est-ce que tu utilises les latrines de l'école ?	☐ Oui ☐ Non
405	[Si Non 406] Pourquoi n'utilises-tu pas les latrines de l'école ?	☐ Je ne me sens pas en sécurité ☐ Elles ne sont pas propres ☐ Elles sentent mauvais ☐ Il n'y a pas d'eau ou elles ne fonctionnent pas ☐ Il n'y a trop de gens qui les utilise ☐ Elles sont trop loin ☐ Je n'ai pas le temps ☐ Je ne veux pas ☐ Ne sait pas/pas de réponse
406	[Skip if Q401 = Non] Quand tu es à l'école, te laves tu les mains après être allé(e) aux latrines ?	☐ Oui, toujours ☐ Oui, parfois ☐ Non, jamais
407	[Skip if Q401 = Non] Quand tu es à l'école, te laves tu les mains avant de manger ?	☐ Oui, toujours ☐ Oui, parfois ☐ Non, jamais

408	[Skip if Q401 = Non] - [Skip if Q402 = Non] Près des latrines de ton école y a-t-il toujours de l'eau et du savon ?	☐ Oui, toujours ☐ Oui, parfois ☐ Non, jamais
409	[Skip if Q402 = Non] Les latrines de ton école sont-elles toujours propres ?	☐ Oui ☐ Non ☐ Ne sait pas / Pas de réponse
410	[Skip if Q402 = Non] Te sens tu en sécurité dans les latrines de ton école ?	☐ Oui ☐ Non ☐ Ne sait pas / Pas de réponse
411	[Skip if Q402 = Non] Peux-tu me décrire l'odeur des latrines ?	☐ Ça sent bon ! ☐ Parfois cela ne sent pas bon mais en général cela va ☐ Cela sent mauvais, je rentre et je sors aussi vite que je peux ☐ J'arrête de respirer
412	[Skip if Q402 = Non] Que penses-tu des latrines de ton école ? [Ne pas donner les réponses Sélectionner plusieurs réponses]	☐ Je déteste y aller ☐ Parfois je me retiens pour ne pas avoir à utiliser les latrines ☐ Je suis dégoûté par les latrines de mon école ☐ Elles sont propres ☐ Ils ont tout ce dont j'ai besoin, du savon, de l'eau etc ☐ Les latrines sont cassées/ne fonctionnent pas ☐ Je ne sais pas/pas de réponse ☐ Autre, spécifier
413	Quand te laves-tu les mains ? Cochez toutes les réponses qui s'appliquent (NB : <i>Ne pas lire les réponses</i>)	☐ Avant de manger ☐ Avant de préparer le repas ☐ Avant de donner à manger aux enfants ☐ Après avoir nettoyé un enfant qui a déféqué ☐ Après le repas ☐ Après défécation ☐ Après avoir touché un animal ☐ Après mon réveil ☐ Quand m'être mouché ou si j'éternue ☐ Après avoir joué ☐ Autre (spécifier) ☐ Ne sait pas / Pas de réponse
414	[Skip if Q401= Non] Utilises-tu les stations de lavage de mains de l'école ?	☐ Oui ☐ Non ☐ Pas de réponse
415	[Skip if Q414= Oui] Pourquoi n'utilises-tu pas les stations de lavage de l'école ?	☐ Il n'y a pas de savon ☐ Elles ne sont pas propres ☐ Il n'y a pas d'eau ou elles ne fonctionnent pas ☐ Il n'y a trop de gens qui les utilise ☐ Elles sont trop loin ☐ Je n'ai pas le temps ☐ Je ne veux pas ☐ Ne sait pas / Pas de réponse
416	[Skip if Q401= Non] Y-a-il de savon ou des cendres ?	☐ Oui ☐ Non

417	[Skip if Q401= Non] - [Skip if Q414= Non] [Skip if Q415= Non] Utilises-tu le savon/cendre aux les stations de lavage de mains de l'école ?	☐ Oui, toujours ☐ Oui, parfois ☐ Non, jamais	
418	Tous les combien te laves tu le corps ?	☐ Une fois par jour ☐ Plusieurs fois par semaine ☐ Plusieurs fois par mois ☐ Moins d'une fois par mois ☐ Jamais ☐ Ne sait pas / Pas de réponse	
419	Tous les combien te brosses tu les dents ?	☐ Une fois par jour ☐ Plusieurs fois par semaine ☐ Plusieurs fois par mois ☐ Moins d'une fois par mois ☐ Jamais ☐ Ne sait pas / Pas de réponse	
5. Information Socio-économique			
	Question	Réponse	Valeur
501	Combien de personnes vivent dans ta maison ? <i>(Une maison est une unité socio-économique d'une ou plusieurs personnes — indépendamment du sang ou de la relation conjugale — qui ont vécu (ou prévoient de vivre) ensemble pendant au moins six mois des douze précédents dans le même composé, qui partagent des ressources, qui mangent habituellement ensemble, et qui reconnaissent la même tête.)</i>	☐ Huit ou plus ☐ Sept ☐ Six ☐ Cinq ☐ Quatre ☐ Trois ☐ Deux ☐ Un ☐ Pas de réponse	0 6 8 11 16 19 24 34 N/A
502	Est-ce que la (plus âgée) femme chef du foyer ou épouse sait lire et écrire une phrase simple en Français et/ou en Anglais ?	☐ Non ☐ Seulement en anglais ☐ Pas de femme chef du foyer ou conjointe ☐ Français ☐ Pas de réponse	0 1 3 6 N/A
503	Quel type sol y-a-t-il dans ta maison ? <i>(Vous pouvez lire les options de réponse pour aider l'élève à se rappeler, si nécessaire, montrer les images à l'enfant)</i>	☐ Terre ☐ Bois, ciment, autre ☐ Carrelage, marbre ☐ Pas de réponse	0 5 9 N/A
504	Quel type de latrines ta famille utilise-t-elle ?	☐ Défécation à l'air ¹ ☐ Latrines non améliorée ² ☐ Latrines améliorée ³ ☐ Pas de réponse	0 4 6 N/A

¹ Défécation à l'air libre : Pas de toilettes, brousse, champ, seaux toilettes/latrines suspendues, toilettes à compostage, ou autre

² Latrines non améliorée : à fosses sans dalle/trou ouvert

³ Latrines latrine avec dalle ou améliorée : Latrines à fosses avec dalle latrines améliorées ventilées, ou chasse d'eau avec ou sans réservoir

505	Quel type de combustible ta maman utilise-t-elle principalement pour la cuisine ? <i>(Vous pouvez lire les options de réponse pour aider l'élève à se rappeler, si nécessaire, montrer les images à l'enfant)</i>	☐ Bois ramassé ou donné ☐ Pétrole ☐ Bois acheté ☐ Charbon, électricité, sciures, copeau de bois. Ne cuisine pas, autre ☐ Gaz ☐ Pas de réponse	0 2 3 8 16 N/A
506	Y-a-t 'il un fer à repasser électrique dans ta maison ?	☐ Non ☐ Oui ☐ Pas de réponse	0 6 N/A
507	Y-a-t 'il une télévision dans ta maison ?	☐ Non ☐ Oui ☐ Pas de réponse	0 4 N/A
508	Y-a-t 'il une radio ou une stéréo (chaîne musicale) dans ta maison ?	☐ Non ☐ Seulement une radio ☐ Stéréo ☐ Pas de réponse	0 3 7 N/A
509	Y-a-t 'il un meuble ou un buffet dans ta maison ?	☐ Non ☐ Oui ☐ Pas de réponse	0 3 N/A
510	Combien de téléphone portable y-a-t-il dans ta maison ?	☐ Zéro ☐ Un ☐ Deux ☐ Trois ou plus ☐ Pas de réponse	0 4 6 9 N/A

Annex 7: Head-teacher Survey

S'il vous plaît passer cinq minutes vous présenter et établir un rapport avec le directeur/trice.

Enregistrer dans la tablette les informations suivantes :

- Date et heure (validation)
- Lieu (Région, Département, Arrondissement, Nom École, Code École, Statut, Type)
- Nom de l'école si différent de celui indiqué sur la tablette
- Équipe #
- Enumérateur

Introduction et consentement du chef d'établissement

Bonjour, je m'appelle _____. Je travaille pour le compte de Nascent solution, une organisation fondée par une Camerounaise vivant aux Etats- Unis. Cet organisme est présente au Cameroun depuis 14 ans il aide les enfants dans les domaines de l'éducation, la nutrition et de l'hygiène. Grace à des fonds du ministère de l'agriculture des Etats Unis (USDA) McGovern-Dole program, Nascent a pu mettre en place des cantines scolaires dans certaines écoles de la région du Nord-Ouest entre 2015 et 2018.

Récemment ce projet a été renouvelé par le Département de l'Agriculture des Etats Unis pour une période de 5 ans allant de 2018 à 2023.

Dans le cadre de ce renouvellement, en plus de la région du Nord-Ouest s'ajoutent les régions de l'Adamaoua, du Nord et de l'Est du Cameroun, pour la mise en œuvre dudit projet où un total de 215 écoles ont été retenues.

Le démarrage du dit projet sur le terrain est prévu pour le deuxième trimestre de l'année scolaire 2018- 2019. Ce projet vise entre autres activités : l'amélioration du niveau des élèves en lecture et la nutrition des enfants du primaire ;

Mais avant ce démarrage, une étude de base doit être menée afin de mieux connaître le niveau de ces enfants en lecture ainsi que la nature des interactions entre leurs enseignants et eux dans les classes. Par ailleurs cette étude cherche aussi à mieux comprendre les connaissances des femmes en matière de nutrition, et la pratique par les enfants, des concepts d'hygiène à l'effet d'améliorer les services d'éducation, de santé et d'hygiène au Cameroun.

Votre école a été sélectionnée pour participer à cette étude et les résultats obtenus à la suite de cette étude seront utiles pour évaluer l'impact du projet.

Les informations que vous nous donnerez seront strictement confidentielles. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire vous libre de ne pas répondre à certaines questions. Votre participation à de futurs programmes Nascent ne dépend pas de vos réponses à cette enquête., Nous espérons cependant que vous participerez à cette enquête car votre opinion est très importante.

Si vous avez des questions sur cette étude, n'hésitez pas à contacter notre organisation. Je vous remets ici un document avec les numéros de téléphone des personnels.

Avez-vous questions ?

Êtes -vous d'accord pour participer à ce sondage ?

1. Information sur le directeur/trice		
Je vais commencer par vous poser quelques questions vous même		
101	Quel est le genre de l'enseignant	☐ Masculin ☐ Féminin
102	Quel âge avez-vous ?	_____
103	Quel type de contrat avez-vous ?	☐ Fonctionnaire (Publique) ☐ Permanent (Privé) ☐ Contractuel ☐ Enseignant communautaire (APE) ☐ Autre (Stagiaire...)
104	Quel est votre niveau d'étude ?	☐ Master I ☐ License ☐ Baccalauréat ☐ Probatoire ☐ BEPC ☐ CEP
105	Quel est votre niveau de formation d'enseignant ?	☐ CAPIEM ☐ CAPIA ☐ Aucun ☐ Autre
106	Depuis combien d'années enseignez-vous ?	_____
107	Depuis combien d'années êtes-vous directeur d'établissement ?	_____
108	Avez-vous reçu une formation professionnelle au cours des 3 dernières années [Ne pas prendre en considération les réunions pédagogiques]	☐ Oui ☐ Non
2. Information sur l'école		
Je vais maintenant vous poser quelques questions sur votre école et les enseignants		
201	Quels niveaux sont enseignés au sein de votre établissement ?	☐ SIL ☐ CP ☐ CE1 ☐ CE2 ☐ CM1 ☐ CM2 ☐ Tous les niveaux
202	Combien de salles de classe avez-vous au sein de votre école ?	_____
203	Votre école fait-il parti d'un groupement ?	☐ Oui ☐ Non
204	Votre établissement a-t-il deux sessions (une le matin et une l'après-midi)	☐ Oui ☐ Non
205	Combien d'enseignants de sexe masculin y-a-t'il dans votre école ? [Inclure le directeur]	_____

206	Combien d'enseignants de sexe féminin y-a-t'il dans votre école ? [Inclure la directrice]	_____
207	Dans quelles section y a-t-il un enseignant communautaire (APE) dans votre établissement ?	☐ SIL ☐ CP ☐ CE1 ☐ CE2 ☐ CM1 ☐ CM2 ☐ Aucun
208	Vos enseignants titulaires ou contractuels ont-ils été assidus à l'école depuis le début de l'année ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non ☐ Ne sait pas / Pas de réponse
209	[Si Q207 NE 'aucun'] Vos enseignants communautaires ont-ils été assidus à l'école depuis le début de l'année ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non ☐ Ne sait pas / Pas de réponse
210	Vos enseignants sont-ils ponctuels ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non ☐ Ne sait pas / Pas de réponse
211	Votre école a-t-elle une association de parents d'élèves (APE) ?	☐ Oui ☐ Non
212	[Si oui 208] L'APE est-t-elle fonctionnelle, c'est-à-dire l'APE ? <i>[Très active : Organise des réunions</i>	☐ Très active ☐ Modérément active ☐ Pas du tout active ☐ Ne sait pas / Pas de réponse
213	Votre école a-t-elle une cantine fonctionnelle ?	☐ Oui ☐ Non
214	Votre école a-t-elle des vendeurs de snack et/ou repas ?	☐ Oui ☐ Non
215	Votre école dispose-t-elle d'un gouvernement des enfants ?	☐ Oui ☐ Non
216	Votre école a-t-elle bénéficié de programme d'aide d'une ONG internationale dans les 5 dernières années ?	☐ Oui ☐ Non
Programme d'enseignement scolaire et évaluation <i>Je vais maintenant vous poser quelques questions sur les programmes scolaire et le soutien reçu par les enseignants</i>		
301	Combien de périodes par semaine les enseignants de CP consacrent-ils à l'apprentissage de la lecture	_____
302	Au cours du dernier trimestre, avez-vous observé comment des enseignants de SIL et CP enseignent la lecture ?	☐ Oui ☐ Non

303	Êtes-vous satisfait des performances des élèves de votre école en lecture à la fin de SIL et CP ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non ☐ Ne sait pas / Pas de réponse
304	Comment contrôlez-vous les progrès scolaires de des élèves au cours de l'année scolaire ? <i>[Réponses multiples – ne pas lire les réponses]</i>	☐ J'examine les résultats des élèves aux tests donnés par enseignants ☐ Les enseignants m'informent des progrès ☐ J'effectue des observations de classe ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
305	Qui est responsable de la vérification du cahier de préparation des leçons des enseignants ? <i>[Réponses multiples – ne pas lire les réponses]</i>	☐ Directeur/trice adjoint ☐ Directeur/trice ☐ animateur pédagogique ☐ Autre, préciser
306	Dans votre école, à quelle fréquence du cahier de préparation sont-ils vérifiés ?	☐ Jamais ☐ Une fois par an ☐ Une fois par trimestre ☐ Une fois par mois ☐ Une fois toutes les deux semaines ☐ Une fois par semaine ☐ Une fois par jour ☐ Ne sais pas / Pas de réponse
307	Dans votre école, qui est responsable de l'observation des enseignants dans leur classe ? <i>[Réponses multiples]</i>	☐ Conseiller ou animateur pédagogique (Inspection) ☐ Le directeur(trice) ☐ Le directeur(trice) adjoint ☐ Personne ☐ Autre, précisez
308	Au cours d'un trimestre, à quelle fréquence un enseignant est-il observé dans sa classe ?	☐ Jamais ☐ Une fois ☐ Deux fois ☐ Trois fois ou plus ☐ Ne sait pas / pas de réponse
309	Quelles langues les enseignants utilisent-ils le plus souvent pour enseigner la lecture dans votre école en SIL et CP ? <i>[Réponses multiples]</i>	☐ Anglais ☐ Baka ☐ Daba ☐ Dii ☐ Fali ☐ Fulfulde ☐ Français ☐ Gbaya ☐ Guidar ☐ Kako ☐ Mafa ☐ Maka ☐ Mbum ☐ Mpumpong ☐ Autre

3. Infrastructure sanitaire de l'école		
Je vais maintenant vous poser quelques questions sur Infrastructure sanitaire de l'école		
401	Qu'utilisent les élèves pour faire leurs besoins dans votre école ? <i>[Multiple possible]</i> Défécation à l'air libre : Pas de toilettes, brousse, champ, seaux toilettes/latrines suspendues, toilettes à compostage, ou autre Latrines non améliorée : à fosses sans dalle/trou ouvert Latrines améliorée : Latrines à fosses avec dalle latrines améliorées ventilées, ou chasse d'eau avec ou sans réservoir	☐ Défécation à l'air (Pas de latrines) ☐ Trou ouvert, fosse sans dalle ☐ Latrines à dalle ☐ Latrines améliorée ⁴ ☐ Ne sait pas / Pas de réponse
402	De combien de latrine dispose votre école ? <i>[Exclure les latrines des enseignants, indiquer « 0 » si pas de latrines]</i>	_____
403	Y a-il des latrines pour garçons et des latrines pour filles ?	☐ Oui ☐ Non
404	A quelle distance de l'école se trouvent les latrines ?	☐ Moins de 30 mètres ☐ Plus de 30 mètres
405	[Oui 404] La séparation fille/garçon est-elle respectée ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non ☐ Ne sait pas / Pas de réponse
406	Les latrines sont-elles à usage exclusif pour l'école ? [Utilisées uniquement par les élèves ou les enseignants] ?	☐ Oui ☐ Non
407	Les latrines sont-elles sûres ? <i>[Les latrines ferment, on ne peut pas voir à l'intérieur, la dalle est en bon état]</i>	☐ Oui ☐ Non
408	Votre école dispose-t-elle d'une procédure de routine pour le nettoyage et d'entretien des latrines, qui garantit que des latrines propres et fonctionnelles sont disponibles à tout moment ?	☐ Oui ☐ Non
409	Comment qualifieriez-vous l'état des latrines ? <i>[Multiple – Ne donnez pas les réponses]</i>	☐ En bon état ☐ Facile d'utilisation ☐ Propres ☐ Il n'y en a pas assez ☐ Cassées ou en mauvais état ☐ Besoins d'amélioration ☐ Sentent mauvais ☐ Sales ☐ Pleine (besoin d'être vidangée) ☐ Autre, précisez ☐ Ne sait pas / Pas de réponse

⁴ Latrines améliorée : Latrines à fosses avec dalle latrines améliorées ventilées, ou chasse d'eau avec ou sans réservoir

410	De combien de stations de lavage de main dispose votre école ? <i>[Un sceau dans la classe peut être considéré comme une station de lavage]</i>	_____
411	Les stations de lavages disposent-elles généralement de savon ou de cendre ?	☐ Oui ☐ Non
412	Comment qualifieriez-vous l'état des stations de lavages ?	☐ Parfaite ☐ Assez bon ☐ Besoins d'amélioration ☐ Mauvais ☐ Ne sait pas / Pas de réponse
413	Existent-ils des systèmes de lavage de mains à côté des latrines	☐ Oui ☐ Non
414	Votre école dispose-t-elle d'un accès à l'eau ?	☐ Oui, dans l'école ☐ Oui, à proximité de l'école ☐ Oui, mais loin de l'école ☐ Non
415	Skip Q414 : Non De quel est le type d'accès à l'eau l'école dispose-t-elle ?	☐ Puit fermé ☐ Puit ouvert ☐ Eau de pluie ☐ Eau en bouteille ☐ Eau courante (SCE) ☐ Eau livrée par camion-citerne
416	L'approvisionnement en eau fonctionne-il ?	☐ Oui ☐ Non
417	Y-a-il assez d'eau pour l'école ?	☐ Oui ☐ Non
418	Les élèves vont-ils chercher l'eau ?	☐ Oui ☐ Non
419	Combien de minutes faut-il pour aller chercher de l'eau pendant la saison des pluies ?	_____ minutes
420	Combien de minutes faut-il pour aller chercher de l'eau pendant la saison sèche ?	_____ minutes
421	L'eau est-elle traitée avant d'être bue ?	☐ Oui ☐ Non l'eau de boisson provient de SCE
422	[Skip if Q520 = Non] Quelle méthode est utilisée pour purifier l'eau ?	☐ Bouillir l'eau ☐ Filtrer l'eau ☐ Acheter l'eau ☐ Ajouter de l'eau de Javel, solution chlorée ou des comprimés de chlore ☐ Ajouter de l'alun (Aluminium Sulfate) ☐ Ne sait pas / Pas de réponse ☐ Autre (spécifier)

423	Comment l'eau est-elle stockée ?	☐ Sceau ou bassine en plastique ☐ Sceau ou bassine en tôle galvanisée ou céramique ☐ Bidon avec bouchon ☐ Dans le réservoir de collecte des eaux de pluie ☐ Il n'y a pas de stockage ☐ Autre, spécifier ☐ Ne sait pas / pas de réponse
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Annex 8: Teacher questionnaire

S'il vous plaît passer cinq minutes vous présenter et établir un rapport avec l'enseignant.

Enregistrer dans la tablette les informations suivantes :

- Date et heure (validation)
- Lieu (Région, Département, Arrondissement, Nom École, Code École, Statut, Type)
- Équipe #
- Enumérateur
- Tangerine ID (Générer pour Stalling)

Introduction et consentement de l'enseignant

Je travaille avec Nascent Solutions, une organisation basée à Yaoundé. Je fais une étude sur les habitudes des enseignants et des élèves dans les écoles primaires du Cameroun. Je désire observer votre environnement de classe et prendre des notes. Les informations serviront à évaluer le projet MC GOVERN et à améliorer le programme.

Si vous acceptez de participer, vous n'avez pas besoin de faire quelque chose de spécial. Vous pouvez poursuivre votre cours comme si je n'étais pas dans la classe. Veuillez également encourager vos élèves à continuer comme si je n'étais pas dans la classe. L'observation prendra environ 50 minutes.

Les informations recueillies seront strictement confidentielles. Je ne vais pas enregistrer votre nom ou les noms de vos élèves. Les informations relatives à votre classe ne seront pas partagées avec le directeur de l'école, vos inspecteurs, vos élèves ou leurs parents. Tout rapport incluant ces informations n'identifiera pas spécifiquement votre classe. Les résultats seront effacés de la tablette.

La participation à cette étude est volontaire. Vous avez le droit de ne pas participer ou de vous arrêter au milieu de l'observation. Décider de ne pas participer ou de choisir d'arrêter l'observation en cours n'entraînera aucun résultat négatif ni pour votre travail ou dans votre relation avec Nascent Solutions.

Avez-vous questions ?

Êtes -vous d'accord pour poursuivre l'observation de votre classe aujourd'hui ?

1. Information sur l'enseignant	
101	Quel est le genre de l'enseignant ☐ Masculin ☐ Féminin
102	Etes-vous le/la directeur de l'école ? ☐ Oui ☐ Non
103	Quel âge avez-vous ? _____

104	Quel type de contrat avez-vous ?	☐ Fonctionnaire (Publique) ☐ Permanent (Privé) ☐ Contractuel (Ex Banque Mondiale) ☐ Enseignant communautaire (APE)	
105	Quel est votre niveau d'étude ?	☐ Master I ☐ License ☐ Baccalauréat ☐ Probatoire ☐ BEPC ☐ CEP	
106	Quel est votre niveau de formation d'enseignant ?	☐ CAPIEM ☐ CAPIA ☐ Aucun ☐ Autre	
107	Depuis combien d'années enseignez-vous ?	_____	
108	Avez-vous reçu une formation professionnelle au cours des 3 dernières années	☐ Oui ☐ Non	
109	Quelles langues parlez-vous ?	☐ Anglais ☐ Baka ☐ Daba ☐ Dii ☐ Fali ☐ Fulfulde ☐ Français	☐ Gbaya ☐ Guidar ☐ Kako ☐ Mafa ☐ Mbum ☐ Mpumpong ☐ Autre
2. Information sur suivi pédagogique			
201	[Q102 = non] Au cours de ce trimestre, le directeur (trice) est-il/elle venu vous observer dans votre classe ?	☐ Jamais ☐ Une fois ☐ Deux fois ☐ Trois fois ou plus ☐ Ne sait pas / pas de réponse ☐	
202	Au cours de ce trimestre, combien de fois l'animateur pédagogique est-il venu vous observer dans votre classe ?	☐ Jamais ☐ Une fois ☐ Deux fois ☐ Trois fois ou plus ☐ Ne sait pas / pas de réponse	
203	Quelle méthode d'évaluation utilisez-vous pour vérifier si les élèves ont assimilé votre leçon de lecture ? Réponses multiples / ne pas proposer les options	☐ Pas d'évaluation ☐ Évaluation écrite ☐ Évaluation orale individuelle ☐ Évaluation orale collective ☐ Vérification du cahier d'exercice ☐ Vérification des devoirs à la maison ☐ Ardoise	

3. Enseignant de l'hygiène		
301	À quelle fréquence enseignez-vous l'hygiène en classe ?	☐ Une fois par semaine ou plus ☐ Une fois par mois ☐ Quelques fois par an ☐ Une fois par an ☐ Jamais
302	[Skip 301 = jamais] Quels sujets d'hygiène enseignez-vous dans votre classe ? Ne pas proposer – Choix multiples	☐ Se laver les mains avec de l'eau et du savon au moments critiques ⁵ ☐ Hygiène alimentaire ☐ Utiliser des latrines améliorées ⁶ ☐ Boire de l'eau potable ⁷ ☐ Se brosser les dents ☐ Se laver le corps ☐ Se laver les cheveux et se nettoyer les ongles ☐ Laver ses habits ☐ Se couvrir la bouche quand on tousse ☐ La prévention des maladies ☐ Autre, spécifier
303	Selon vous, dans quels domaines de l'hygiène les enfants ont-ils le plus besoin de s'améliorer ?	☐ Se laver les mains avec de l'eau et du savon au moments critiques ☐ Hygiène alimentaire ☐ Utiliser des latrines améliorées ☐ Boire de l'eau potable ☐ Se brosser les dents ☐ Se laver le corps ☐ Se laver les cheveux et se nettoyer les ongles ☐ Laver ses habits ☐ Se couvrir la bouche quand on tousse ☐ La prévention des maladies
304	Dans quels domaines de l'hygiène les enfants ont-ils le plus de difficultés à respecter par manque de moyens ou d'accès à l'eau ?	☐ Se laver les mains avec de l'eau et du savon au moments critiques ☐ Hygiène alimentaire ☐ Utiliser des latrines améliorées ☐ Boire de l'eau potable ☐ Se brosser les dents ☐ Se laver le corps ☐ Se laver les cheveux et se nettoyer les ongles ☐ Laver ses habits ☐ Se couvrir la bouche quand on tousse ☐ La prévention des maladies

⁵ Critical times include: critical times (1) before eating, 2) before preparing food, 3) before feeding children, 4) after defecating, 5) after attending to a child that has defecated), use of improved latrines, and use of quality water source facilities and household water treatment.

⁶ Private facility of the following types: flush or pour-flush to piped sewer system, septic tank, pit latrine, ventilated improved pit (VIP) latrine, pit latrine with slab, or composting toilet.

⁷ Source of drinking water is piped water, public tap or standpipe, tube well or borehole, protected spring, protected dug well, or rainwater collection.

4. Opinion de l'enseignant sur absences		
401	Selon vous quelle est la première cause d'absentéisme des élèves ? <i>[Ne pas proposer des réponses]</i>	☐ Distance de l'école ☐ Problèmes de santé ☐ Retard ou non-paiement des frais de scolarité ☐ Manque de matériel ou d'uniforme scolaire ☐ Aider la famille avec les corvées ou le travail agricole à la maison ☐ Participation aux funérailles ou aux festivités traditionnelles ☐ La famille manque de moyens pour se procurer de la nourriture ☐ Les enfants ont faim ☐ Pression négative des camarades pour manquer l'école ☐ Faible conscience parentale sur l'importance de l'éducation ☐ Autre, spécifier
402	Selon vous quelle est la deuxième cause d'absentéisme des élèves ? <i>[Ne pas proposer des réponses]</i>	☐ Idem précédent
403	Selon vous quelle est la troisième cause d'absentéisme des élèves ? <i>[Ne pas proposer des réponses]</i>	☐ Idem précédent
5. Classe observée		
501	Quelle classe est observée ? <i>[Multiple possible]</i>	☐ SIL ☐ CP ☐ CE1 ☐ CE2 ☐ CM1 ☐ CM2
502	S'agit-il d'une classe multi-niveau	☐ Oui ☐ Non
503	Nombre d'élèves inscrits	Filles _____ Garçons _____
504	Nombre d'élèves présents	Filles _____ Garçons _____
505	Combien y-a-t'il de cartes, d'images ou de posters aux murs ?	_____
506	Pour la leçon que vous observez, quel pourcentage d'élèves ont des manuels ou d'autres documents imprimés ? <i>[Si nécessaire demander aux élèves de montrer]</i>	☐ 90 % ou plus ☐ +/- 70% ☐ +/- 50% ☐ +/- 30% ☐ 10 % ou moins
507	Pour la leçon que vous observez, quel pourcentage d'élèves ont des cahiers ou des feuilles pour écrire ? <i>[Si nécessaire demander aux élèves de montrer]</i>	☐ 90 % ou plus ☐ +/- 70% ☐ +/- 50% ☐ +/- 30% ☐ 10 % ou moins

508	Quelles matières sont enseignées pendant l'observation ?	☐ Arabe ☐ Anglais ☐ Citoyenneté ☐ Connaissances générales ☐ Éducation à la santé ☐ Environnement ☐ Économie ménagère	☐ Histoire ☐ Mathématique ☐ Morale ☐ Religion ☐ Sport ☐ Technologie de l'information ☐ Travaux manuels, art ☐ Travaux des
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Annex 9: Stalling Instrument

Nombre : ____		Observation de classe				Heure : ____	
Localisez l'enseignant, identifier ce qu'il/elle fait, quelles ressources sont utilisée, et la participation des élèves. Continuez à observer la salle de classe en commençant par la droite, en notant l'activité des élèves jusqu'à ce que vous reveniez à l'enseignant. L'observation devrait prendre environ 15 secondes. Entourez les codes appropriés ci-dessous. Notez tout ce qui sort de l'ordinaire dans commentaires supplémentaires.							
M = Maître		E = Élève		1 = Un		N = Nombreux (plusieurs)	
		Ressources					
Activité		Pas de ressources		Livre/Manuel	Cahier/Outils pour écrire	Tableau noir	Aides didactiques
1. Lecture à haute voix	M	1	N	T	1	N	T
	E	1	N		1	N	
2. Démonstration / Cours magistral	M	1	N	T	1	N	T
	E	1	N		1	N	
3. Discussion / Débat Question - réponse	M	1	N	T	1	N	T
	E	1	N		1	N	
4. Pratique - exercices	M	1	N	T	1	N	T
	E	1	N		1	N	
5. Devoir en classe	M	1	N	T	1	N	T
	E	1	N		1	N	
6. Copier	M	1	N	T	1	N	T
	E	1	N		1	N	
M = Maître	E = Élève	1 = Un		P = Petit groupe (5 ou moins)	G = Grand groupe (6 or more)		T = Tous
Activité					Participation		
8. Discipline [10]					M	1 P G T	
9. Gestion de classe <u>avec</u> les élèves [11]					M	1 P G T	
					E	1 P G	
10. Gestion de classe <u>sans</u> les élèves [12]					M		

11. Interaction sociale entre l'enseignant et les élèves ou entre les élèves [8]	M	1	P	G	T	
	E	1	P	G		
12. Interaction sociale entre l'enseignant et une personne extérieure ou enseignant non impliqué [13]	M					
13. Enseignant en dehors de la classe [14]	M					
14. Élèves non impliqués [9]	E	1	P	G		
<u>Commentaire :</u>						

Annex 10: Minimum Dietary Diversity – Women

S'il vous plaît passer deux minutes vous présenter et établir un rapport avec la maman.

Enregistrer dans la tablette les informations suivantes :

- Date et heure (validation)
- Lieu (Région, Département, Arrondissement, Nom École, Code École, Statut, Type)
- Équipe #
- Enumérateur

Introduction et consentement du parent

Je travaille avec Nascent Solutions, une organisation basée à Yaoundé. Je fais une étude pour évaluer les habitudes alimentaires des mamans au Cameroun et l'hygiène des enfants et nous aimerions que vous y participiez. Les informations serviront à évaluer le projet MC GOVERN DOLE et à améliorer le programme. Le sondage prend normalement prendra environ 20 minutes.

Les informations recueillies seront strictement confidentielles et ne seront montrées à personne. Je ne vais pas enregistrer votre nom ou les noms de vos enfants.

La participation à cette étude est volontaire et vous pouvez choisir de ne pas répondre. Décider de ne pas participer ou de choisir d'arrêter l'interview en cours n'entraînera aucun résultat négatif ni pour vos enfants ou dans votre relation avec Nascent Solutions. Nous espérons que vous participerez à cette enquête puisque votre opinion est importante, cela nous permettra de mieux comprendre les femmes et les enfants du Cameroun.

Avez-vous questions ?

Êtes -vous d'accord pour commencer l'interview ?

1. Vérification de l'âge		
101	Connaissez-vous votre date de naissance ? (NB : mettre 99 si la personne ne veut pas répondre)	Jour____ Mois____ Année____
102	Si, non connaissez-vous votre âge approximatif ? (Si nécessaire, l'enumérateur estime approximativement l'âge de la femme)	_____ ans
103	L'âge de la femme n'est pas entre 15 et 49 ans, confirmer que vous souhaitez mettre fin à l'entretien.	☐ Oui ☐ Non

2. Caractéristique du parent ou gardienne (Femme en âge de procréer 15-49)		
201	Combien de grossesses avez-vous eu ?	_____ grossesses
202	Combien d'enfant avez-vous ?	_____ enfants
203	Quel âge a votre enfant le plus âgé ?	_____ ans
204	Quel âge a votre enfant le plus jeune ?	_____ ans
205	Quelles langues parler vous le plus souvent à la maison ?	☐ Anglais ☐ Gbaya ☐ Baka ☐ Guidar ☐ Daba ☐ Kako ☐ Dii ☐ Mafa ☐ Fali ☐ Maka ☐ Fulfulde ☐ Mbum ☐ Français ☐ Mpumpong ☐ Autre
206	Parlez-vous couramment le Français ?	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse
207	Savez-vous lire ?	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse
208	Quel est votre niveau d'éducation ? (Cycle commencé)	☐ Aucun ☐ Primaire ☐ Secondaire -Cycle 1 ☐ Secondaire -Cycle 2 ☐ Supérieur ☐ Ne sait pas / pas de réponse
209	Quelle est votre occupation principale ?	☐ Sans emploi / femme au foyer ☐ Femme de meenage ☐ Travail agricole ☐ Propriétaire foncier ☐ Journalier(ière) ☐ Commerçant(e) ☐ Travailleur(euse) de bureau ☐ Artisan(e) ☐ Retraité(e) ☐ Autre ☐ Ne sait pas / pas de réponse
3. Consommation du jour précédent		
301	Combien de repas avez-vous pris hier ?	_____
302	Votre consommation d'hier, peut-elle être considérée comme « normale »? <i>[Nous voulons nous assurer que cette prise de nourriture était comme n'importe quel jour typique-pas célébration de vacances, mariage, ou le jeûne]</i>	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse
Maintenant, nous allons parler de ce que vous avez mangé hier, que vous ayez mangé vos repas à la maison ou autre part durant la journée d'hier. Merci d'inclure tout ce que vous avez mangé ou bu, comme snack ou repas principal. Pouvez-vous penser à ce que vous avez mangé ? Je vais vous poser quelques questions. Si vous ne vous souvenez pas je vais vous aider. Exemple de questions : 1) Quelle a été la première chose que vous avez mangé hier ?		

a. Pouvez-vous me montrer la taille ? <i>[Montrer sur les mesures de volume et de taille approximative.]</i> b. Quelle heure était-il ? <i>[Matin, midi, après-midi, soir]</i> c. Avez-vous quelque chose à boire ? un fruit ? <i>[Pensez à tous les aliments qui n'ont pas été mentionnés mais sont couramment consommés pour ce repas.]</i> ? 2) Quand avez-vous mangé la fois suivante ? 3) Avez-vous eu d'autres collations au cours de la journée ? <i>[Mangues cueillies sur un arbre, arachides, etc.]</i> 4) Avez-vous acheté de la nourriture dans la rue ? <i>L'enquêteur répond à ces questions sur papier, et il fait ensuite les calculs permettant de répondre aux questions ci-dessous</i>		
303	Groupe 1 consommé ? <i>[Céréales, racines blanches, tubercules et bananes plantains]</i>	☐ Oui ☐ Non
304	[si oui Q303] - Groupe 1 en quantité suffisante ?	☐ Oui ☐ Non
305	Groupe 2 consommé ? <i>[Légumes secs]</i>	☐ Oui ☐ Non
306	[si oui Q305] - Groupe 2 en quantité suffisante ?	☐ Oui ☐ Non
307	Groupe 3 consommé ? <i>[Noix et graines]</i>	☐ Oui ☐ Non
308	[si oui Q307] - Groupe 3 en quantité suffisante ?	☐ Oui ☐ Non
309	Groupe 4 consommé ? <i>[Lait et produits laitiers]</i>	☐ Oui ☐ Non
310	[si oui Q309] - Groupe 4 en quantité suffisante ?	☐ Oui ☐ Non
311	Groupe 5 consommé ? <i>[Viandes de chair et de poisson et de abats]</i>	☐ Oui ☐ Non
312	[si oui Q311] - Groupe 5 en quantité suffisante	☐ Oui ☐ Non
313	Groupe 6 consommé ? <i>[Œufs]</i>	☐ Oui ☐ Non
314	[si oui Q313] - Groupe 6 en quantité suffisante ?	☐ Oui ☐ Non
315	Groupe 7 consommé ? <i>[Légumes feuilles vert foncé]</i>	☐ Oui ☐ Non
316	[si oui Q315] - Groupe 7 en quantité suffisante ?	☐ Oui ☐ Non
317	Groupe 8 consommé ?	☐ Oui ☐ Non

	<i>[Fruits et légumes riches en vitamine A]</i>	
318	[si oui Q317] - Groupe 8 en quantité suffisante ?	☐ Oui ☐ Non
319	Groupe 9 consommé ? <i>[Autres légumes]</i>	☐ Oui ☐ Non
320	[si oui Q319] - Groupe 9 en quantité suffisante ?	☐ Oui ☐ Non
321	Groupe 10 consommé ? <i>[Autres fruits]</i>	☐ Oui ☐ Non
322	[si oui Q321] - Groupe 10 en quantité suffisante ?	☐ Oui ☐ Non
323	Huile de palme consommée ?	☐ Oui ☐ Non
324	[si oui Q324] - Huile de palme en quantité suffisante ?	☐ Oui ☐ Non
325	Autre huiles et matière grasse consommées, consommé ?	☐ Oui ☐ Non ☐ N/A
326	Assaisonnements et épices, consommé ?	☐ Oui ☐ Non ☐ N/A
327	Autres boissons et aliments, consommé ?	☐ Oui ☐ Non ☐ N/A
328	Snacks salés et frits, consommé ?	☐ Oui ☐ Non ☐ N/A
329	Bonbons, consommé ?	☐ Oui ☐ Non ☐ N/A
4. Connaissance des concepts de la diététique		
401	Selon vous, qu'est ce qui constitue une alimentation équilibrée pour une femme, particulièrement si elle est enceinte ou allaite ? [NB : Ne pas proposer les réponses, si la personne ne sait pas, cocher 'pas de réponse' sans insister]	☐ Inclure les cinq grandes familles d'aliment (Légumes, fruits, céréales/féculant, viande/poisson/œuf/noix, produits laitiers) ☐ Inclure des aliments contenant des vitamines ☐ Inclure des aliments contenant de la vitamine A (huile de palme) ☐ Inclure des aliments variés ☐ Inclure des fruits et légumes ☐ Inclure des aliments riches en fer ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
402	Combien de repas prenez-vous en moyenne chaque jour ?	_____ repas

403	Avez-vous un régime alimentaire équilibré ?	☐ Oui, toujours ☐ Oui, la plupart du temps ☐ Non, rarement ☐ Non, jamais ☐ Ne sait pas / Pas de réponse
404	<i>[Si, non à la question précédente]</i> Pourquoi, ne suivez-vous pas un régime alimentaire équilibré ? <i>[NB : Multiple / Ne pas donner les réponses]</i>	☐ Je ne sais pas ce qu'est un régime alimentaire équilibré ☐ Cela ne m'intéresse pas ☐ Je ne pense pas que cela soit important ☐ Ma famille n'a pas les moyens d'acheter certains aliments ☐ Nous n'avons accès aux fruits et légumes quand cela n'est pas la saison ☐ La priorité c'est d'avoir le ventre plein ☐ Cela prend trop de temps ☐ J'oublie /Je n'y pense pas ☐ Ne sait pas / Pas de réponse ☐ Autre, préciser
405	Lorsque vous étiez enceinte, avez-vous modifié votre régime alimentaire ?	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse
406	<i>[Si, oui à la question précédente]</i> En quoi avez-vous modifié votre alimentation ? <i>[NB : Multiple / Ne pas donner les réponses]</i>	☐ Je mange plus de viande ☐ Je mange plus d'aliments riche en fer ☐ Je mange plus de fruit ☐ Je mange plus de légumes ☐ J'évite certains aliments ☐ Je mange une plus grande quantité ☐ Ce dont j'ai envie ☐ Autre, spécifier
407	Avez-vous évité certains aliments quand vous étiez enceinte ?	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse
408	Quels aliments avez-vous évité ?	☐ Boisson alcoolisée ☐ Viande crue ☐ Poisson cru ☐ Légumes et fruits non lavés ☐ Produits laitiers non pasteurisés
409	Au cours des 3 dernières années, avez-vous reçu une formation ou assisté à une présentation sur la diététique (nutrition) ou l'hygiène ?	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse
410	[Si oui #409] Où avez-vous reçu cette formation/instruction ?	☐ École ☐ Agent de santé communautaire ☐ Hôpital ☐ Membre de ma famille ☐ Voisins ou amis ☐ Radio ☐ Télévision / vidéo ☐ Internet ☐ Mobile / SMS ☐ Autre, spécifier

411	[Si oui #409] Avez-vous mis en œuvre certains des conseils /stratégies proposées ?	☐ Oui ☐ Non
412	[Si oui #41] Qu'est ce qui vous a convaincu d'essayer ?	☐ Je fais confiance à la personne qui m'a donné ce conseil ☐ J'ai assisté à une démonstration et cela m'a convaincu ☐ J'ai vu d'autres personnes mettre en place ces conseils/stratégies ☐ J'ai entendu des gens dire ce c'était bien. Alors j'ai fait la même chose ☐ J'essaye tout ce qui semble améliorer la santé et le développement de mes enfants ☐ J'ai reçu quelque-chose pour essayer ☐ Ne sait pas / pas de réponse ☐ Autre, spécifier
413	[Si non #411] Pour quelles raisons n'avez-vous pas souhaité d'essayer ?	☐ Je n'étais pas convaincue de leur valeur ☐ C'était trop cher ☐ Ce n'était pas disponible ☐ D'autres membres de ma famille n'étaient pas d'accord ☐ J'ai oublié ce que j'ai appris ☐ Ne sait pas / pas de réponse ☐ Autre, spécifier

5. Enfant et hygiène

Je vais maintenant vous poser quelques questions sur les pratiques d'hygiène de vos enfants, qui sont à l'école primaire, si vous avez plusieurs enfants, merci de donner les réponses pour votre enfant scolarisé au primaire le plus jeune.

501	Votre maison dispose-elle d'un endroit spécifique pour se laver les mains ?	☐ Oui ☐ Non
502	[Q501=Oui] Où se trouve cet endroit dans votre maison ?	☐ Près des toilettes ☐ Près de l'endroit où on prépare les repas ☐ Dehors ☐ Autre
503	[Q501=Oui] Y-a-t'il du savon, où vous vous laver les mains ?	☐ Oui ☐ Non
504	Votre enfant se lave-il les mains ?	☐ Oui ☐ Non
505	[Q504=Oui] A quelle occasion votre enfant se lave-t-il les mains ? (Cochez toutes les réponses qui s'appliquent)	☐ Avant de manger ☐ Avant de préparer le repas ☐ Avant de donner à manger aux enfants ☐ Après avoir nettoyé un enfant qui a déféqué ☐ Après le repas ☐ Après défécation

		☐ Après avoir touché un animal ☐ Après son réveil ☐ Quand s'être mouché ou s'il éternue ☐ Après avoir joué ☐ Autre ☐ Ne sait pas / Pas de réponse
506	[Q504=Oui] Le plus souvent, qu'utilise votre enfant pour se laver les mains ?	☐ Uniquement de l'eau ☐ Eau + savon ☐ Eau + Liquide vaisselle ☐ Eau + Cendre ☐ Eau + Feuilles de citronnier ☐ Ne sait pas / Pas de réponse
507	Traitez-vous l'eau avant de la boire ?	☐ Oui, toujours ☐ Oui, la plupart du temps ☐ Non, rarement ☐ Non, jamais ☐ Ne sait pas / Pas de réponse
508	[Si oui Q507] Avec quoi purifiez-vous l'eau ?	☐ Bouillir l'eau ☐ Filtrer l'eau ☐ Acheter l'eau ☐ Ajouter de l'eau de Javel, solution chlorée ou des comprimés de chlore ☐ Ajouter de l'alun (Aluminium Sulfate) ☐ Ne sait pas / Pas de réponse ☐ Autre
509	Conservez-vous de l'eau dans un récipient ?	☐ Oui ☐ Non
510	[Q509=Oui] Qu'utilisez-vous pour stocker l'eau ?	☐ Sceau ou bassine en plastique ☐ Sceau ou bassine en tôle galvanisée ou céramique ☐ Pot en argile : Canari ☐ Bidon avec bouchon ☐ Cruche avec filtre ☐ Dans le réservoir de collecte des eaux de pluie ☐ Autre ☐ Ne sait pas / pas de réponse
511	[Q509=Oui] Votre récipient de stockage d'eau potable a-t-il un bec petit/étroit ou grand ? <i>[c.-à-d. pouvez-vous mettre votre main dans le récipient ou êtes-vous obligé de verser l'eau du récipient?]</i>	☐ Petit/Etroit ☐ Grand/large ☐ Ne sait pas / pas de réponse
512	[Q509=Oui] Votre récipient de stockage d'eau potable est-il fermé par un couvercle, un bouchon ou un linge ?	☐ Oui ☐ Non

513	Quand votre enfant n'est pas à l'école, où vont ses excréments ?	☐ Dans la brousse ☐ Dans le jardin ou la cour de la maison ☐ Dans les latrines de ma maison ☐ Dans les latrines de l'école ☐ Dans les latrines partagées avec le voisin ☐ Dans les latrines communautaires ☐ Dans les poubelles ☐ Enterrées ☐ Ne sait pas / Pas de réponse
514	Votre enfant a-t'il ce qu'il faut pour se laver les dents ? [Brosse, dentifrice ou autre version locale]	☐ Oui ☐ Non
515	A quelle fréquence votre enfant se lave-t'il les dents ?	☐ Plusieurs fois par jour ☐ Une fois par jour ☐ Plusieurs fois par semaine ☐ Plusieurs fois par mois ☐ Moins d'une fois par mois ☐ Jamais ☐ Ne sait pas / Pas de réponse
516	A quelle fréquence votre enfant se lave-t'il le corps ?	☐ Plusieurs fois par jour ☐ Une fois par jour ☐ Plusieurs fois par semaine ☐ Plusieurs fois par mois ☐ Moins d'une fois par mois ☐ Jamais ☐ Ne sait pas / Pas de réponse
6. Absence		
601	Votre enfant le plus jeune, scolarisé à l'école primaire a-t'il été absent la semaine dernière ?	☐ Oui ☐ Non
602	[Si Q601 = Oui] Pour quelle raison ?	☐ Distance de l'école ☐ Problèmes de santé ☐ Retard ou non-paiement des frais de scolarité ☐ Manque de matériel ou d'uniforme scolaire ☐ Aider la famille avec les corvées ou le travail agricole à la maison ☐ Participation aux funérailles ou aux festivités traditionnelles ☐ La famille manque de moyens pour se procurer de la nourriture ☐ Les enfants ont faim ☐ Pression négative des camarades pour manquer l'école ☐ Faible conscience parentale sur l'importance de l'éducation ☐ Problème climatique Inondation...) ☐ Autre, spécifier

7. Information Socio-économique			
		Réponse	Valeur
701	Combien de personnes vivent dans votre maison ? <i>(Une maison est une unité socio-économique d'une ou plusieurs personnes — indépendamment du sang ou de la relation conjugale — qui ont vécu (ou prévoient de vivre) ensemble pendant au moins six mois des douze précédents dans le même composé, qui partagent des ressources, qui mangent habituellement ensemble, et qui reconnaissent la même tête.)</i>	☐ Huit ou plus ☐ Sept ☐ Six ☐ Cinq ☐ Quatre ☐ Trois ☐ Deux ☐ Un ☐ Pas de réponse	0 6 8 11 16 19 24 34 N/A
702	Est-ce que la (plus ancienne) femme chef du foyer ou épouse sait lire et écrire une phrase simple en Français et/ou en Anglais ?	☐ Non ☐ Seulement en anglais ☐ Pas de femme chef du foyer ou conjointe ☐ Français ☐ Pas de réponse	0 1 3 6 N/A
703	Quel type sol y-a-t-il dans votre maison ? <i>(Vous pouvez lire les options de réponse pour aider l'élève à se rappeler, si nécessaire, montrer les images à l'enfant)</i>	☐ Terre ☐ Bois, ciment, autre ☐ Carrelage, marbre ☐ Pas de réponse	0 5 9 N/A
704	Quel type de toilette ta famille utilise-t-elle ?	☐ Défécation à l'air ☐ Latrines non améliorée sans dalle ☐ Latrines avec dalle ou latrines améliorée ☐ Pas de réponse	0 4 6 N/A
705	Quel type de combustible le ménage utilise-t-on principalement pour la cuisine ? <i>(Vous pouvez lire les options de réponse si nécessaire)</i>	☐ Bois ramassé ou donné ☐ Pétrole ☐ Bois acheté ☐ Charbon, électricité, sciures, copeau de bois. ☐ Ne cuisine pas, autre ☐ Gaz ☐ Pas de réponse	0 2 3 8 16 N/A
706	Y-a-t 'il un fer à repasser électrique dans votre maison ?	☐ Non ☐ Oui ☐ Pas de réponse	0 6 N/A
707	Y-a-t 'il une télévision dans votre maison ?	☐ Non ☐ Oui ☐ Pas de réponse	0 4 N/A
708	Y-a-t 'il une radio ou une stéréo (chaîne musicale) dans votre maison ?	☐ Non ☐ Seulement une radio ☐ Stéréo ☐ Pas de réponse	0 3 7 N/A
709	Y-a-t 'il un meuble ou un buffet dans votre maison ?	☐ Non ☐ Oui ☐ Pas de réponse	0 3 N/A

710	Combien de téléphone portable y-a-t-il dans votre maison ?	☐ Zéro ☐ Un ☐ Deux ☐ Trois ou plus ☐ Pas de réponse	0 4 6 9 N/A
711	Votre famille possède-t-elle un vélo ?	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse	
712	Votre famille possède-t-elle une mobylette ou une moto ?	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse	
713	Votre famille possède-t-elle une charrette tirée par un animal ?	☐ Oui ☐ Non ☐ Ne sait pas / pas de réponse	

Consommation alimentaire du jour précédent

Si nécessaire compléter la fiche ci-dessous avec les aliments listés par la personne interviewé.

[illegible]

Analyse de la consommation alimentaire

Numéro	Groupe	Exemples	Norme quantité	Consommé Oui/Non	Quantité OK Oui/Non
1	Céréales, racines blanches, tubercules et bananes plantains	Banane plantain, blé, ignames, racine de cassave, maïs, pommes de terre, manioc, taro, riz-blanc, pain, pâtes, autres aliments fabriqués à partir de grains	1 cuil. service 1 moyenne, 1 tranche.		
2	Légumes sec	Haricots noirs-blanc-rouge, lentilles, niébé, pois, produits à base de soja	1 cuil. service 1 paquet 2 ptt cuil. Soupe : 1 tasse		
3	Noix et graines	Arachides, noix de cajou, graine de melon Beurre d'arachide, pâte de sésame	1 paquet 2 ptt cuil.		
4	Lait et produits laitiers	Lait ou lait en poudre Yaourt Fromage	Liquide : 8 gde cuil. En poudre : 1 gde cuil. Crémeux : 1 tasse		
5	Viandes de chair et de poisson et de abats	Bœuf Poulet, canard, dinde Cochon Abats (foie, poumons, intestin) Poisson, coquillage	1/2 poignée		
6	Œuf	Œuf de n'importe quel oiseau	2 œufs		
7	Légumes feuilles vert foncé	Amarante verte, chou des marais Épinard Feuilles de cassave, de citrouille, de manioc, de niébé, de patate douce, de tamarin Kale	1 cuil. service 1/2 tasse. Soupe : 1 tasse		
8	Fruits et légumes riches en vitamine A	Légumes Carottes, citrouille, courge (orange ou jaune foncé), patates douces, poivron rouge Fruit	1 cuil. service 1 moyen 1/2 tasse Soupe : 1 tasse		

Numéro	Groupe	Exemples	Norme quantité	Consommé Oui/Non	Quantité OK Oui/Non
		Fruit de la passion, kaki mangue, melon cantaloup papaye, pêches			
9	Autres légumes	Aubergine, carotte blanche, chou, christophine, concombre, gombo, haricots verts, maïs frais, napier, oignon, tomate. Soupe : mélange de légumes	1 cuil. service 1 moyen 1/2 tasse Soupe : 1 tasse		
10	Autres fruits	Ananas, banane, noix de coco, figue, fruit étoilé, goyave, orange, mandarine, pastèque, poire, pomme, prune, tamarin	1 cuil. service 1 moyen 1/2 tasse Soupe : 1 tasse		
11	Huile de palme		1 ptt cuil.		
12	Autres huiles et graisses	Beurre, graisse de porc, de poulet, huile de palme, de soja, de tournesol, margarine	N/A		N/A
13	Assaisonnements et épices	Ail, citron, gingembre, herbes fraîches, Maggi, oignon, piment, sauce de poisson, sel	N/A		N/A
14	Autres boissons et aliments	Boissons énergétiques, café, coke, Fanta, jus de fruits (traité), soda, thé	N/A		N/A
15	Snacks salés et frits	Beignets frits, chips de banane, de cassave, de maïs, de patates douces, de pomme de terre, snacks frits	N/A		N/A
16	Bonbons	Bonbons, canne à sucre, crème glacée, gâteaux, lait concentré sucré, miel, pâtisseries, petit gâteau	N/A		N/A
17	Insectes et autres petites protéines	Chenille, cigales, libellules, œufs de poisson, sauterelles, larves d'insectes, cricket, termites	N/A		N/A

OBSERVATIONS DE LAVAGE DE MAINS/LATRINES

	Jour		Mois		Année					Heure		Minute	
Date									Heure				
Nom de l'école									Code :				
Enumérateur									Équipe #				

Introduction		
<i>Observez la présence d'eau à la place pour le lavage des mains. Lorsque vous observez la station de lavage des mains, regardez si elle est également utilisée à d'autres fins (nettoyage des couches, lavage des vêtements, nettoyage des plats, etc.). Lorsque de l'observation, vous pouvez noter si le sol est visiblement très humide ce qui laisse présager d'un usage multiple.</i>		
100	Y a-t'il au moins une latrine dans cette école ?	☐ Oui ☐ Non
101	Y a-t'il au moins une station de lavage des mains dans cette école ?	☐ Oui ☐ Non
102	[Si oui Q101] Y a-t-il de l'eau aux stations de lavage ?	☐ Oui ☐ Non
103	[Si oui Q101] Que trouve-t-on à proximité des stations de lavage pour se laver les mains ?	☐ Rien ☐ Savon ☐ Cendre ☐ Sable
104	Les stations de lavage sont-elles utilisées à d'autres fins que le lavage des mains ?	☐ Oui ☐ Non
105	Si oui Q104 Lesquelles ?	☐ Laver le linge ☐ Nettoyer les plats ☐ Prendre une douche ☐ Cuisiner ☐ Autre
106	Si oui [Q101] Les stations de lavage des mains semblent-elles être couramment utilisées (y a-t-il de l'eau sur le sol ?)	☐ Oui ☐ Non
107	[Si oui Q101] Quelle est la distance approximative entre les stations de lavage des mains et les latrines ?	_____ mètres
108	[Si oui Q101] Quelle est la distance approximative entre les stations de lavage des mains et la classe la plus éloignée ?	_____ mètres
109	Y-a-t'il des animaux dans la cour de l'école ?	☐ Oui ☐ Non

Observation du lavage des mains

Les superviseurs observent si les élèves se lavent les mains après avoir utilisé les toilettes. Ils doivent se tenir debout ou s'asseoir dans un endroit assez proche des latrines et de la station de lavage des mains afin qu'ils puissent voir si un étudiant se lave les mains après avoir utilisé les toilettes. Mais ils ne devraient pas s'asseoir trop près de sorte qu'il est évident ce qu'ils font (si d'autres élèves savent que vous regardez si oui ou non ils se lavent les mains, ils se laveront probablement leurs mains). Pour chaque élève que vous voyez en utilisant les toilettes, marquez sur la feuille ci-dessous si oui ou non ils se lavent les mains. N'enregistrez pas les noms des élèves.

Courte pause (lavage après utilisation des latrines)					
Classe 3			Classe 6		
S/N	Genre	Lavage des mains ?	S/N	Genre	Lavage des mains ?
1		☐ Oui ☐ Non	1		☐ Oui ☐ Non
2		☐ Oui ☐ Non	2		☐ Oui ☐ Non
3		☐ Oui ☐ Non	3		☐ Oui ☐ Non
4		☐ Oui ☐ Non	4		☐ Oui ☐ Non
5		☐ Oui ☐ Non	5		☐ Oui ☐ Non
6		☐ Oui ☐ Non	6		☐ Oui ☐ Non
7		☐ Oui ☐ Non	7		☐ Oui ☐ Non
8		☐ Oui ☐ Non	8		☐ Oui ☐ Non
9		☐ Oui ☐ Non	9		☐ Oui ☐ Non
10		☐ Oui ☐ Non	10		☐ Oui ☐ Non

Lieu _____ Date : _____

Participants :

Nom	Genre	Classe

Introduction : Merci beaucoup pour votre participation. Le but de cet entretien est de connaître votre opinion sur certains aspects du projet de Nascent soutenu par USDA/McGovern-Dole afin d'améliorer certains aspects pour le rendre plus performant. Nous sommes intéressés à connaître votre expérience avec le programme, votre opinion sur les résultats obtenus à ce jour ainsi que les défis observés, et toutes les recommandations que vous pourriez fournir pour améliorer la mise en œuvre du projet MC GOVERN Votre participation à l'évaluation est entièrement volontaire et toutes les informations que vous partagez seront anonymes.

1. Absentéisme scolaire

- a. Selon vous, pour quelles raisons les enfants manquent-ils l'école ?

[Lister les raisons sur des post-it]

- b. Selon-vous quelles sont les causes les plus fréquentes ? Vous disposez de 5 points, que vous devez répartir sur les raisons invoquées précédemment ?
- c. Selon vous, que faudrait-il faire pour diminuer l'absentéisme scolaire ?

2. Les règles d'hygiène

- a. Quelles règles d'hygiène les enfants doivent-ils respecter pour rester en bonne santé et éviter les maladies transmissibles ?
- b. Comment l'environnement scolaire est-maintenu propre et sûr ?
- c. Pensez-vous que les enfants appliquent les règles d'hygiène ?
- i. A l'école
 - ii. A la maison
- d. Quelles difficultés rencontrent-ils dans l'application des règles d'hygiène ?
- e. Comment le projet MC GOVERN pourrait les aider ?

3. Nutrition

- a. Quand les aspects relatifs à la nutrition sont-ils abordés dans le programme ?
- b. Quel est le contenu pédagogique ?
- c. Les besoins spécifiques des femmes, et en particulier des femmes enceintes ou allaitant sont-ils abordés en classe ?

Lieu _____ Date : _____

Participants :

Nom	Genre	Age

Introduction : Merci beaucoup pour votre participation. Le but de cet entretien est de connaître votre opinion sur certains aspects du projet de Nascent soutenu par USDA/McGovern-Dole afin d'améliorer certains aspects pour le rendre plus performant. Nous sommes intéressés à connaître votre expérience avec le programme, votre opinion sur les résultats obtenus à ce jour ainsi que les défis observés, et toutes les recommandations que vous pourriez fournir pour améliorer la mise en œuvre du projet MC GOVERN Votre participation à l'évaluation est entièrement volontaire et toutes les informations que vous partagez seront anonymes.

1. Absentéisme scolaire

- a. Selon vous, pour quelles raisons les enfants manquent-ils l'école ?
[Lister les raisons sur des post-it]
- b. Selon-vous quelles sont les causes les plus fréquentes ? Vous disposez de 5 points, que vous devez répartir sur les raisons invoquées précédemment ?
- c. Selon vous, que faudrait-il faire pour diminuer l'absentéisme scolaire ?

2. Les règles d'hygiène

- a. Quelles règles d'hygiène les enfants doivent-ils respecter pour rester en bonne santé et éviter les maladies transmissibles ?
- b. L'école permet-elle à vos enfants d'apprendre les règles d'hygiène ?
- c. Pensez-vous que les enfants appliquent les règles d'hygiène ?
 - i. A l'école
 - ii. A la maison
- d. Quelles difficultés rencontrent-ils dans l'application des règles d'hygiène ?
- e. Comment le projet MC GOVERN pourrait les aider ?

3. La nutrition

- a. Quelles sont les règles d'une alimentation équilibrée que doit respecter une femme enceinte ou une jeune maman qui allaite ?
- b. Qu'est-ce qu'une alimentation équilibrée ?
- c. Que ne doit pas manger la femme enceinte (ce qui est mauvais pour elle) ?

- d. Que doit manger la femme enceinte (ce qui est bon pour elle) ?
- e. Que doit manger la femme qui allaite ?
- f. Quelles difficultés rencontrent-elles dans l'application des principes d'une alimentation équilibrée ?
- g. Quelles sont vos sources d'information ?
- h. Comment le projet MC GOVERN pourrait les aider ?

Annex 14: Key Informant Interview Authorities

Lieu _____ Date : _____

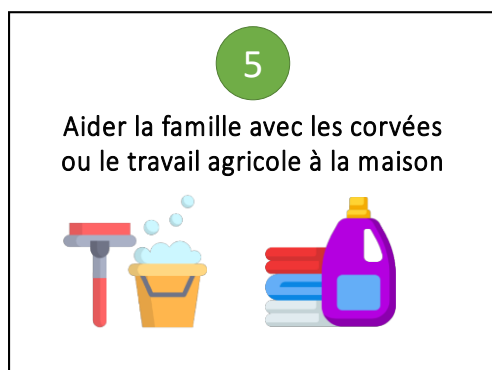
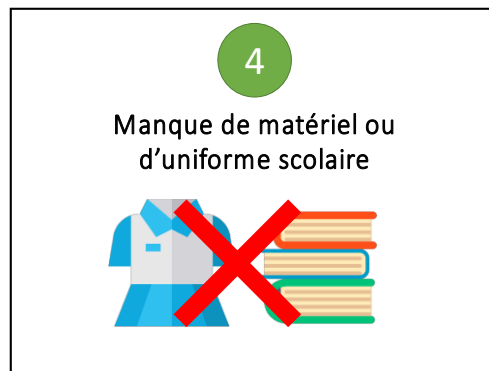
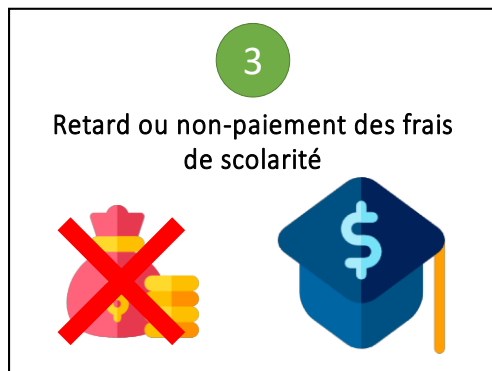
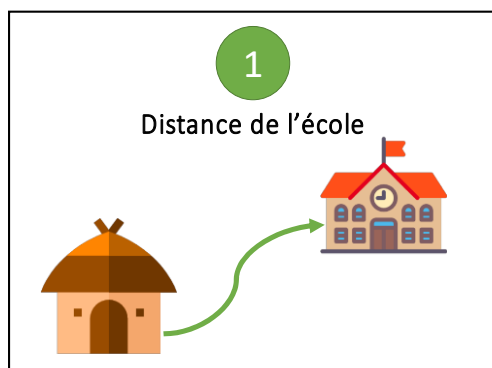
Ministère :

Nombre de participants :

Introduction : Merci beaucoup pour votre participation. Le but de cet entretien est de connaître votre opinion sur certains aspects du projet de Nascent soutenu par USDA/McGovern-Dole afin de bien comprendre ce que vous savez du projet et ce que vous en attendez.

Votre participation à l'évaluation est entièrement volontaire et toutes les informations que vous partagez seront anonymes.

- a. Que savez-vous du projet MC GOVERN Dole de Nascent ?
- b. Connaissez-vous Nascent ?
- c. Connaissez-vous les activités du projet ?
- d. Selon quels critères les écoles ont-elles été choisies ?
- e. Pensez-vous qu'il soit faisable d'intervenir sur les localités qui ont été sélectionnées ?
- f. A quelles difficultés pensez-vous que Nascent risque d'être confrontées ?
- g. Pensez-vous qu'il sera facile d'obtenir le soutien des parents ?
- h. Que pensez-vous de l'éventuelle mise en œuvre d'un curriculum en Fulfulde ?
- i. Quel rôle votre ministère va-t-il jouer dans le projet ?
- j. Quelles sont vos attentes ?



7

La famille manque de moyens
pour se procurer de la nourriture



8

L'élève a faim



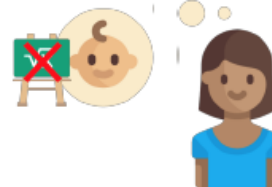
9

Pression négative des camarades
pour manquer l'école



10

Faible conscience parentale sur
l'importance de l'éducation



ENREGISTREMENT DES PRESENCES

Équipe N° :		Commune :		Code École :	
Nom École :				Date de la visite :	
Cette école appartient-elle à un groupe			Le nom de l'école est-il erroné dans la tablette		
Classe	Nombre	Garçons inscrits	Filles inscrites	Garçons présents	Filles présentes
SIL					
CP					
CE1					
CE2					
CM1					
CM2					

Cachet de l'école

Signature du directeur

Fiche d'échantillonnage – EGRA

Équipe N° :		Commune :		Code École :
Nom École :				Date de la visite :
Nbre CP	Garçons inscrits	Filles inscrites	Garçons présents	Filles présentes

Garçons		Filles
1		
2		
3		
4		
5		
6		
7		
8		
Remplacement		
9		
10		
11		

Fiche d'échantillonnage - PARENTS

[illegible]

Fiche de visite

Équipe N° :	Arrondissement :			Code École :
Nom École :				Date de la visite :
Nombre de CP	Garçons inscrits	Filles inscrites	Garçons présents	Filles présentes
EGRA Administrés				
Enumérateur	# Garçon	# Filles	Commentaires	
Classes Observées				
Enumérateur	Classe	Commentaires		
Questionnaire parents (mères) administrés (DDS)				
Enumérateur	# Parents	Commentaires		
Observation				

Cachet de l'école

Signature du directeur

[illegible]

Fiche de visite École - Superviseur

Équipe N° :	Arrondissement :	Code École :
Nom École		Date de la visite :
Indiquer nom de l'école en cas de sélection au sein d'un groupe		
Indiquer nom et téléphone du directeur si différent de la fiche		
Indiquer temps et distance pour se rendre à l'école en spécifiant la vile de départ		
Questionnaire / Observation		
Outil	Yes / No	Commentaire ou consigne chef d'équipe
Directeur		
Enregistrement présence		
Observation lavage main		
Échantillonnage Parent		
Autre Commentaire – Conseil transport		

Project Director and Evaluation Lead
Isabelle McMahon, MBA

Ms. Isabelle McMahon, a native French speaker, Et4d's CEO, has 25 years of experience in managerial positions. Her work history is characterized by an ability to handle pressure and creatively solve problems, analyze situations and develop viable solutions and/or alternatives, and integrating technology where effective, while maintaining the highest levels of client satisfaction. Ms. McMahon has substantial knowledge of data collection and quality control protocols. She has led the EGRA evaluation for the PEARL project implemented by the World Bank in five countries of the South Pacific (Kiribati, Tuvalu, Tonga, Samoa and the Solomon Islands), which included instrument design, instrument rendering in Tanagerine, enumerator training, data collection, data analysis, and result dissemination. For Nascent in Cameroon, she led the final evaluation of the ALIGN Project. For CRS she performed the FFE II baseline evaluation, which included EGRA, survey tools, KII and focus groups.

For the Nascent, she was as project manager and be the main point of contact. She personally led the enumerator training for the survey tools, the data collection and performed the KII and FGD. She wrote the evaluation report except the expert's sections related to EGRA, Stallings, hygiene and nutrition.

Senior Evaluation Lead – Nutrition and WASH Expert
Noreen Mucha, M.P.A.

Ms. Noreen Mucha has over 17 years of experience working in international development, primarily focusing in the public health sector but also within the agriculture and education sectors. Experience includes working with multiple donors, United Nations, host country governments, international non-governmental organizations, think-tanks, U.S. military, research institutions and universities. Technical areas of expertise include: nutrition (both specific and sensitive) to reduce stunting and acute malnutrition, infectious disease including HIV and AIDS, malaria and Tuberculosis as well as orphans and vulnerable children programming. Ms. Mucha has experience with both qualitative and quantitative research and evaluations including performance evaluations, impact evaluations, household surveys. This includes designing evaluation tools and instruments, training enumerators, conducting key informant interviews and focus group discussions as well as summarizing results and findings. For the Nascent project, Ms. Noreen Mucha advised the team in regard to the instrument development and wrote the evaluation report sections related to hygiene and nutrition.

EGRA Evaluation Lead
Brenda Sinclair, Ed.D.

Dr. Brenda Sinclair is an International Education, Gender and Evaluation Specialist with 18 years of experience in designing, managing, implementing and evaluating education development projects across the globe. Over the past nine years, Dr. Sinclair has led performance evaluations of education and early grade reading programs using mixed-methods approaches in Africa, Asia, the Middle East and Latin America. Throughout her evaluations, she has analyzed results frameworks and theories of change; designed and pilot tested data collection instruments; conducted interviews, focus group discussions, and classroom observations; and performed data analysis and report writing. As an Early Grade Reading Specialist, she has assisted with implementing EGRAs in Lesotho, Syria, Malawi, Rwanda and the Pacific Islands; and supported impact evaluations in Malawi, Jordan, Tonga, Lesotho and Cameroon. With Et4d, Dr. Sinclair has advised the team for the EGRA instrument design, analyzed data for the PEARL project to report EGRA results and identify factors related to reading performance, and authored EGRA reports for the five countries. For the Nascent project, Dr. Brenda Sinclair advised the team in regard to the instrument development and wrote the evaluation report sections related to EGRA and Stallings.

Data Analysis Lead
Michel Rousseau, Ph.D.

Professor Michel Rousseau, a native French speaker, has been a university professor since 2005. He has taught psychometrics, quantitative methods, and classroom assessment. Parallel to his work as a professor, he has also worked as a consultant for international development projects in many countries, mainly in Africa (Guinea, Senegal, Nigeria, Morocco, and Zambia). In those projects, he has worked on the development of assessment tests for impact evaluation as well as conducted test equating and other statistical analyses. With Et4d, he performed the data analysis for the PEARL project in the South Pacific for the early grade reading evaluations, Nascent's end line evaluation and CRS FFE base line evaluation. Additionally, he is the founder of GAUSS, a consultant company in Quebec that offers services in the research and psychometrics fields. Professor Michel Rousseau guided the Et4d team on all issues related to sampling and conducted the quantitative analysis

EGRA Trainer, Quality Assurance and Survey Coordinator Lead
Alice Michelazzi

Ms. Alice Michelazzi is a fluent French speaker. She has led numerous data collection projects using technology in several African countries with leading firms such as Et4d, Chemonics, Edintersect, STS and Montrose. With STS, she led qualitative instrument design workshops and led the qualitative data collection using focus groups. In Tanzania she has been part of the baseline data collection for the first phase of the USDA FFE intervention in Mara Region implemented by PCI (2014). She also carried out the midline evaluation (2015). For Et4d, Ms. Michelazzi performed three EGRA enumerator training sessions for the PEARL project, and coordinated the data collection in two countries. She was also the EGRA trainer for Nascent Solutions Inc end line evaluation and CRS FFE baseline evaluation in Benin. Ms. Michelazzi will work with Ms. McMahon, Dr. Sinclair and the Nascent M&E team to develop or adapt the questionnaires and interview protocols. She will also render the questionnaire for digital devices. As the lead trainer, she will select and train the EGRA enumerators in Cameroon in collaboration with Ms. Isabelle McMahon. As the survey coordinator, she also defined the quality assurance protocols to be followed by the survey coordinator during data collection.

Annex 23: List of schools

Code	Region	Arrondissement	Ecole	Type
583	ADAMAOUA	NGAOUNBERE2	EP CARREFOUR TIBATI	Control
584	ADAMAOUA	NGAOUNBERE2	EP DAR A SALAM	Control
589	ADAMAOUA	MARTAP	EP DJABE FOULBE	Control
554	ADAMAOUA	TIGNERE	EP FARO-RANCH	Control
590	ADAMAOUA	MARTAP	EP GUENA	Control
593	ADAMAOUA	MEIGANGA	EP LAKA PETEL	Control-R
563	ADAMAOUA	MAYO DARLE	EP LOUGUERE NGATA	Control
591	ADAMAOUA	MAYO DARLE	EP MAYO DARLE MINE	Control-R
574	ADAMAOUA	MEIGANGA	EP MAZEDOU	Control
594	ADAMAOUA	MEIGANGA	EP MEIDOUGOU 1A	Control-R
595	ADAMAOUA	MEIGANGA	EP MEIGANGA Gpe 1 A	Control-R
592	ADAMAOUA	MAYO DARLE	EP NYARA GUESSAM	Control-R
581	ADAMAOUA	MBE	EP SASSA GARDA	Control
582	ADAMAOUA	MBE	EPAR DE GOP NOUCK	Control
682	EST	ANGOSSAS	EP ANGOSSAS - II	Control-R
654	EST	ANGOSSAS	EP BAGBETOUT	Control
664	EST	NGUELEMENDOUKA	EP KOUMBOU	Control
665	EST	BERTOUA I	EP KOUME - BONIS	Control
666	EST	KETTE	EP KOYA I	Control-R
669	EST	MANDJOU	EP MANDJOU II- B	Control
668	EST	SALAPOUMBE	EP MIKEL	Control
673	EST	NDELELE	EP NDELELE	Control
674	EST	BELABO	EP NDEMBA I	Control
677	EST	SALAPOUMBE	EP NGOLLA120	Control
671	EST	DOUME	EP OULMENDAMBA	Control
850	NORD	GAROUA III	EP BABLA GPE II	Control
851	NORD	REY BOUBA	EP BADJARI	Control
854	NORD	GAROUA III	EP BALANE	Control
856	NORD	MAYO OULO	EP BANGAYE- DABA	Control
857	NORD	BASCHEO	EP BANTAYE BASCHEO	Control
938	NORD	BEKA	EP BOGDOU	Control
865	NORD	GAROUA I	EP DJAMBOUTOU I	Control-R
867	NORD	LAGDO	EP DOBOULEL	Control
875	NORD	GAROUA I	EP KANADI GPE I	Control
879	NORD	BIBEMI	EP KILBAO	Control
880	NORD	TCHEBOA	EP KOURBI ZERA	Control
881	NORD	LAGDO	EP LAGDO GPE II B	Control
883	NORD	LAGDO	EP LAMOUDAM GPE II	Control

Code	Region	Arrondissement	Ecole	Type
884	NORD	TCHEBOA	EP LANGUI	Control
886	NORD	GUIDER	EP LOUGGUERE	Control
888	NORD	TOUBORO	EP LOUMO-DOLE	Control
889	NORD	GUIDER	EP MALIA	Control
893	NORD	DEMSA	EP MAYO - DOUMSI	Control
898	NORD	PITOA	EP MBARA	Control
899	NORD	MAYO HOURNA	EP MBERE	Control
900	NORD	TOUBORO	EP MBONG	Control
944	NORD	GAROUA II	EP NASSARAO GPE I	Control
903	NORD	GAROUA II	EP NASSARAO GPE II	Control
904	NORD	PITOA	EP NDEGA	Control
906	NORD	LAGDO	EP OURO DOUKOUDJE	Control
913	NORD	TCHEBOA	EP OURO-NDEMRI GPE I	Control
917	NORD	LAGDO	EP RIAO	Control
941	NORD	POLI	EP SAMO-DEDEBO	Control
925	NORD	PITOA	EP WALEWOL-OUSMANOU	Control
927	NORD	DEMSA	EP YARMI	Control
928	NORD	DEMBO	EP YOU	Control
930	NORD	PITOA	EPB BADJOUMA-CENTRE	Control
933	NORD	FIGUIL	EPB BIOU	Control
934	NORD	FIGUIL	EPB FIGUIL	Control
935	NORD	PITOA	EPB GIMETTA-DOLLA	Control
502	ADAMAOUA	NGAOUNBERE2	EP BISKEWAL	Projet
503	ADAMAOUA	TIGNERE	EP DARA EWA	Projet
506	ADAMAOUA	NYAMBAKA	EP DE HORE-NGOR	Projet
508	ADAMAOUA	NGAOUNDERE1	EP DE KOURENGUE-LAIGA	Projet
510	ADAMAOUA	MEIGANGA	EP DE NGASSIRI	Projet
512	ADAMAOUA	DIR	EP DIR GRPE 1	Projet
516	ADAMAOUA	NGAOUNBERE2	EP GADA-MABANGA DJALINGO	Projet
523	ADAMAOUA	MEIGANGA	EP KPOKKO	Projet
526	ADAMAOUA	MEIGANGA	EP LOKOTI	Projet
538	ADAMAOUA	MEIGANGA	EP NGUNBELA	Projet-R
541	ADAMAOUA	MAYO DARLE	EP PANGARI	Projet
542	ADAMAOUA	TIGNERE	EP QUATIER LAC	Projet
543	ADAMAOUA	BANYO	EP TARAM KATARKO	Projet
546	ADAMAOUA	MBE	EP WACK	Projet
604	EST	NGUELEMENDOUKA	EP AZOMEKOUT	Projet
606	EST	NDELELE	EP BANGA	Projet
609	EST	ANGOSSAS	EP DE BAGBEZE II	Projet

Code	Region	Arrondissement	Ecole	Type
610	EST	MANDJOU	EP DE BAZZAMA	Projet
614	EST	BERTOUA I	EP DE BONIS BIL	Projet
619	EST	KETTE	EP DE KETTE GRPE 2	Projet
620	EST	YOKADOUMA	EP DE MADOUÉ	Projet
629	EST	DOUME	EP DE PAKI	Projet
635	EST	SALAPOUMBE	EP NGOLLA 125	Projet
636	EST	SALAPOUMBE	EP SALAPOUMBE	Projet
639	EST	BELABO	GBNS BELABO	Projet
705	NORD	DEMBO	EP BABESSA	Projet
718	NORD	DEMSA	EP BAMANGA	Projet
724	NORD	FIGUIL	EP BIDZAR GRPE I	Projet
726	NORD	BASCHEO	EP BILINGUE DE NGOUTCHOUMI	Projet
731	NORD	TOUROUA	EP BORONGO	Projet
701	NORD	MAYO OULO	EP BOSSOUM	Projet
735	NORD	BASCHEO	EP DARAM	Projet
736	NORD	REY BOUBA	EP DEO NGAOURI	Projet
739	NORD	POLI	EP DJALINGO	Projet
746	NORD	GAROUA I	EP DJOUMASSI	Projet
754	NORD	PITOA	EP GADAMAYO	Projet
756	NORD	GAROUA I	EP GAROUA WINDE	Projet
757	NORD	DEMSA	EP GASCHIGA II	Projet
758	NORD	GUIDER	EP GOULONG FALI	Projet
760	NORD	LAGDO	EP GOUNOUGOU	Projet
761	NORD	PITOA	EP GUEBAKE	Projet
763	NORD	MAYO HOURNA	EP GUIBDJOL	Projet
768	NORD	LAGDO	EP KATE I	Projet
769	NORD	LAGDO	EP KATE II	Projet
771	NORD	BEKA	EP KOMBORO	Projet
774	NORD	GUIDER	EP KOSSI	Projet
777	NORD	TCHEBOA	EP LAINDE MASSA	Projet
779	NORD	GUIDER	EP LAMORDE I A	Projet
780	NORD	TOUBORO	EP LAOUDJOUAI	Projet
785	NORD	LAGDO	EP MADJADOU	Projet
791	NORD	TOUBORO	EP MBAILARA	Projet
792	NORD	MADINGRING	EP MBAOUBALA	Projet
794	NORD	LAGDO	EP NAPANLA	Projet
795	NORD	BIBEMI	EP NDIAM BADI	Projet
801	NORD	GAROUA II	EP OURO LAWANE A	Projet
804	NORD	TOUROUA	EP OURO SEKEHI	Projet

Code	Region	Arrondissement	Ecole	Type
810	NORD	GAROUA III	EP SANGUERE PAUL	Projet
813	NORD	MAYO HOURNA	EP TCHARACHE	Projet
815	NORD	TOUBORO	EP TOUBORO I A	Projet
822	NORD	TCHOLLIRE	EPC TCHOLLIRE	Projet
824	NORD	TCHEBOA	EPP NGONG	Projet

EGRA

	Program of the day
Day 1	Introduction to EGRA and to MGD Project EGRA subtasks Verbal consent and introduction Subtask 2 – Phonemic Awareness
Day 2	Subtask 3 – Letter sounds Subtask 4 – Familiar words Subtask 5 – Invented words Subtask 6a and 6b – ORF and reading comprehension EGRA Practice
Day 3	Subtask 7 – Listening comprehension EGRA Practice AAM 1 Sampling of kids EGRA Student questionnaire
Day 4	School Practice Feedback from school practice Quiz
Day 5	Review of Quiz Tangerine Troubleshooting EGRA practice Logistics of data collection

The training started with a general overview of the program and of the five components of reading instruction. Thereafter, time was devoted to familiarizing the enumerators with each EGRA subtask. For each EGRA subtask, time was dedicated for paired practice (one enumerator playing the role of the child) and group demonstrations (two enumerators demonstrating in front of the others).

For the EGRA subtasks, goals and rules were presented in French, and then practice was conducted in French and in local languages according to each enumerator's mastery of the language. An Assessor Accuracy Measure (AAM) exercise was conducted one time during the training to determine the participants' accuracy. A quiz took place on day 4 of the training to assess the trainees' knowledge of the topics covered.

Stallings / MMD-W

	Program of the day
Day 1	Introduction to MGD Project Introduction to survey protocol Teacher Questionnaire Stalling Observation Supervisors: Head Teacher questionnaire
Day 2	Observation protocol MDD-W Survey Sampling protocols
Day 3	MDD-W Survey Logistics of school practice
Day 4	School Practice Feedback from school practice MDD-W Protocol
Day 5	Quiz Review of Quiz Tangerine Troubleshooting Logistics of data collection
Day 6 (Team leaders and supervisors)	Forms to be filled (School data form, Supervisor form) Data entry in SurveyCTO Review of supervisors' forms (Head Teacher, Hand Washing, School Attendance)

The training started with a general overview of the program and of the evaluation.

Then, after a review of the survey protocols (confidentiality, ethics), the tablets were distributed, and Et4d presented each survey tool while the trainees followed along testing the skip protocols and constraints.

In the afternoon, Et4d worked with the supervisors on the head-teacher questionnaire and the school protocol.

To train on Stalling observation, Et4d used videos taken in the classroom, and the enumerators discussed how they would have evaluated the different situations presented. Some of the videos were in English, but it did not affect the quality of training.

On the last day, the team leaders' (chef d'équipe) responsibilities were presented along with the various protocols designed to ensure the quality of the data collection.

Annex 25: Student reading practice in project schools

	Yes	No	No Response
301. Do you have a French reading manual at home?	241 (25.1%)	718 (74.9%)	0 (0%)
302. Do you have a math textbook at home?	140 (14.6%)	816 (85.1%)	3 (0.3%)
303. Apart from textbooks, are there any other books or magazines in your home?	360 (37.5%)	566 (59.1%)	33 (3.4%)
304. Are there any people in your family who know how to read?	765 (79.8%)	163 (17.0%)	31 (3.2%)
307. Does your dad speak French?	592 (61.7%)	333 (34.7%)	34 (3.6%)
308. Does your dad know how to read?	504 (52.6%)	384 (40.0%)	71 (7.4%)
309. Does your mother speak French?	390 (40.7%)	541 (56.4%)	28 (2.9%)
310. Does your mother know how to read?	313 (32.6%)	583 (60.8%)	63 (6.6%)

	Every day	A few times per week	Once in while	Never	No Response
305. Outside the school, how often do you practice reading letters and words?	77 (8.0%)	69 (7.2%)	399 (41.6%)	397 (41.4%)	17 (1.8%)
306. Outside the school, how often do you read books?	48 (5.0%)	58 (6.1%)	251 (26.2%)	581 (60.6%)	21 (2.2%)
311. How often do you get help with your homework at home?	75 (7.8%)	68 (7.1%)	443 (46.2%)	357 (37.2%)	16 (1.7%)

Annex 26: Indicators for WASH in Schools focus on Achieving a Basic Minimum Level of Service

The new JMP service ladders for global monitoring of WASH in schools

DRINKING WATER	SANITATION	HYGIENE
Advanced service: Additional criteria may include quality, quantity, continuity, and accessibility to all users	Advanced service: Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users, and excreta management systems	Advanced service: Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials, and accessibility to all users
Basic service: Drinking water from an improved source and water is available at the school at the time of the survey	Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey	Basic service: Handwashing facilities with water and soap available at the school at the time of the survey
Limited service: Drinking water from an improved source but water is unavailable at the school at the time of the survey	Limited service: Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey	Limited service: Handwashing facilities with water but no soap available at the school at the time of the survey
No service: Drinking water from an unimproved source or no water source at the school	No service: Unimproved sanitation facilities or no sanitation facilities at the school	No service: No handwashing facilities available or no water available at the school
<i>Note: Improved sources include piped water, boreholes or tubewells, protected dug wells, protected springs and packaged or delivered water. Unimproved sources include unprotected wells, unprotected springs and surface water.</i>	<i>Note: Improved facilities include flush/pour flush toilets, ventilated improved pit latrines, composting toilets and pit latrines with a slab or platform. Unimproved facilities include pit latrines without a slab or platform, hanging latrines and bucket latrines.</i>	<i>Note: Handwashing facilities may be fixed or portable, and include a sink with tap water, buckets with taps, tippy-taps and jugs or basins designated for handwashing. Soap includes bar soap, liquid soap, powder detergent and soapy water but does not include ash, soil, sand or other handwashing agents.</i>

Source: WHO/UNICEF Joint Monitoring Standards (JMP) 2018. "Drinking Water, Sanitation and Hygiene In Schools Global Baseline Report 2018." New York, NY, USA: WHO/UNICEF Joint Monitoring Program for Water Supply, Sanitation and Hygiene, 2018. <https://data.unicef.org/wp-content/uploads/2018/08/JMP-WASH-in-Schools-WEB.pdf>