# GUINEA-BISSAU McGovern-Dole International Food for Education and Child Nutrition Project

## Baseline Evaluation

4/27/2021

# MeREECE Baseline Report

Program: McGovern-Dole International Food for Education and Child Nutrition
Agreement Number: FFE-657-2019/017-00
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Project Duration: September 23, 2019 – September 30, 2023
Implemented by: Catholic Relief Services – United States Conference of Catholic Bishops (CRS)

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# List of Acronyms

| *Acronym* | **Full Term** |
|---|---|
| CRS | Catholic Relief Services – United States Conference of Catholic Bishops |
| EGRA | Early Grade Reading Assessment |
| FFPr | Food for Progress |
| FY | Fiscal Year |
| IHfRA | Innovative Hub for Research in Africa |
| MeREECE | Promotion of Educational and Economic Performance in Educative Communities in Guinea-Bissau<br>*Melhoria do Rendimento Escolar e Económico das Comunidades Educativas na Guiné-Bissau* |
| MoH | Ministry of Health |
| MoE | Ministry of Education |
| SOW | Statement of Work |
| SO | Strategic Objective |
| STS | School-to-School International |
| USDA | U.S. Department of Agriculture |
| WFP | World Food Programme |

# Executive Summary

## Project Background and Purpose

Guinea-Bissau is a small West African coastal nation situated between Senegal and Guinea and extending north to the Sahel. It is one of the world's poorest countries, ranked on the United Nations Human Development Index at 175 out of 188 countries.[1] Portuguese is the official language of Guinea-Bissau, but it is estimated that less than one-fifth of the population speaks Portuguese.[2] Guinea-Bissau's education system lacks resources for school materials and educational infrastructure as well as sufficiently trained and qualified teachers. Less than half of the population over the age of 15 can read and write.[3]

In 2019, the United States Department of Agriculture (USDA) awarded Catholic Relief Services (CRS) Guinea-Bissau a $17 million, four-year McGovern-Dole International Food for Education and Child Nutrition program. The MeREECE project—Promotion of Educational and Economic Performance in Educative Communities, or *Melhoria do Rendimento Escolar e Economico das Comunidades Educativas* (MeREECE)—runs from September 23, 2019, to September 30, 2023. This program targets 321 primary schools and will be implemented in the regions of Bafata, Cacheu, Gabu, Quinara, and Oio.

Over the project's four-year implementation peri
od, CRS will use donated commodities and funds provided by the Foreign Agricultural Service to implement a school feeding project. The project focuses on achieving the following objectives:

- Improve teachers' and school administrators' ability to deliver quality literacy instruction through training and recognizing teacher performance.
- Improve the Ministry of Education's (MoE's) capacity to monitor and support teachers' technical development through capacity strengthening training and joint monitoring visits.
- Increase student attentiveness and attendance by reducing child hunger through nutritious school meals.
- Improve student attendance by establishing child-friendly school environments, school libraries, and extracurricular learning opportunities and by providing take-home rations.
- Increase parents' and communities' involvement in education outcomes for their children.
- Increase knowledge and improve health, nutrition, and dietary practices of teachers, students, and parents.

CRS will work with technical partners—Plan International and Caritas Guinea-Bissau—that have extensive experience in the education and health sectors in Guinea-Bissau. CRS aims to reach a total of 199,539 direct beneficiaries.

## Evaluation Questions, Design, Methods and Limitations

The MeREECE evaluation process will involve three phases: a baseline, midterm, and final evaluation. This report summarizes the methodology and findings of the baseline evaluation. The baseline's main objective is to assess and report on the situation in the five target regions prior to the start of MeREECE interventions. The results obtained from this evaluation will serve as a point of comparison for the

[1] http://hdr.undp.org/en/countries/profiles/GNB
[2] https://pollylingu.al/pt/en/regions/55
[3] https://www.cia.gov/the-world-factbook/countries/guinea-bissau/

midterm and final evaluations. Because the focus of the baseline is to report data for all non-zero baseline indicators, there are no explicit research questions.

CRS explored evaluation approaches used in similar programs and identified the most rigorous evaluation plan possible—subject to time, quality, resources, and country context constraints. For ethical reasons, a randomized experimental approach is inappropriate to apply to primary schools in Guinea-Bissau, given that school-age children throughout the country require food assistance. For logistical reasons, an experimental or quasi-experimental approach is also not feasible given the country context in which multiple actors (UNICEF, World Bank, WFP, etc.) are implementing education assistance projects throughout all regions of Guinea-Bissau. Therefore, CRS decided that a *non-experimental performance evaluation* is the most feasible and appropriate approach. CRS then subcontracted the assessment to an external evaluation team, School-to-School International (STS). STS utilized a *two-stage cluster sampling approach* to select schools and school-based respondents randomly in the five MeREECE intervention regions of Bafata, Cacheu, Gabu, Quinara, and Oio. In the first stage, schools were selected at random, proportionally to the population of schools by region. In the second stage, enumerators selected students at random within each school. To achieve the necessary sample size for statistically significant findings, STS included 90 schools in the baseline sample with a target of 20 students per school.[4]

At each sampled school, enumerators administered one survey to the school director, completed one school observation, and conducted one observation of a Grade 2 classroom. Additionally, enumerators administered a baseline Early Grade Reading Assessment (EGRA) to 20 students in Grade 3 to measure their core reading skills. These Grade 3 students serve as a proxy for end-of-Grade 2 students as their exposure to Grade 3 instruction was minimal at the time of the evaluation.

After completing a five-day training, 24 enumerators collected data from December 2 to 11, 2020. Each enumerator team visited one or two schools per day. STS maintained detailed documentation of all issues encountered during data collection in a tracker, which was used as part of the data cleaning process. Additionally, enumerators' use of electronic data capture via tablets contributed to data quality, consistency, and collection efficiency by streamlining fieldwork as well as reducing measurement and data entry errors.

STS cleaned and prepared for analysis the quantitative data collected through the EGRA, surveys, and observation tools. Cleaning was completed using R, IBM SPSS, and Stata statistical packages and included a comprehensive outlier analysis of quantitative results to establish data consistency.

The following limitations should be considered when reviewing the findings of the MeREECE baseline:

- **Insufficient time for EGRA tool adaptation workshop and pilot.** The baseline data collection utilized an existing EGRA tool from a prior Lusophone project. Because this EGRA was developed in 2012, it does not adhere to current best practices.
- **Language of the EGRA tool.** The instructions for the EGRA were in Portuguese. Based on the student survey results, it is likely that many students struggle with understanding Portuguese, so students may not have understood instructions for individual subtasks.

[4] McConnell and Vera-Hernandez (2015) was used to calculate sample sizes for a binary outcome, with the standard 80% and 5% significance level, an ICC of 0.22, and a minimum sample size of 1,800 students for the beneficiary group in 90 target schools (twenty students per).

- **EGRA administration issues.** During the daily data quality spot-checks throughout data collection, STS noticed that enumerators did not consistently adhere to the "three-second rule" when administering the EGRA subtasks.
- **Inherent bias in sampling children present on day of assessment.** Students' EGRA results may be biased towards the types of students who attend school regularly and may exclude those students who are enrolled but do not attend regularly.
- **Interruption in schooling for primary school students**. Due to the global 2019 novel coronavirus (COVID-19) pandemic, students lost several months of instructional time between May and October 2020.
- **Remote enumerator training.** Due to the global COVID-19 pandemic, STS's EGRA trainers were not able to travel to Guinea-Bissau. STS organized a hybrid enumerator training with some sessions led remotely by STS and other sessions led in-person by the West African-based data collection firm, Innovative Hub for Research in Africa (IHfRA).
- **Streamlined data collection.** To reduce the risk of COVID-19 transmission, the baseline evaluation tools were streamlined to reduce the amount of time enumerators spent in each school. As a result, the baseline evaluation used fewer tools and collected less contextual data.
- **Reduced sample size.** The target student sample was 1,800 students. However, after data cleaning, only 1,649 students are included in the analysis.

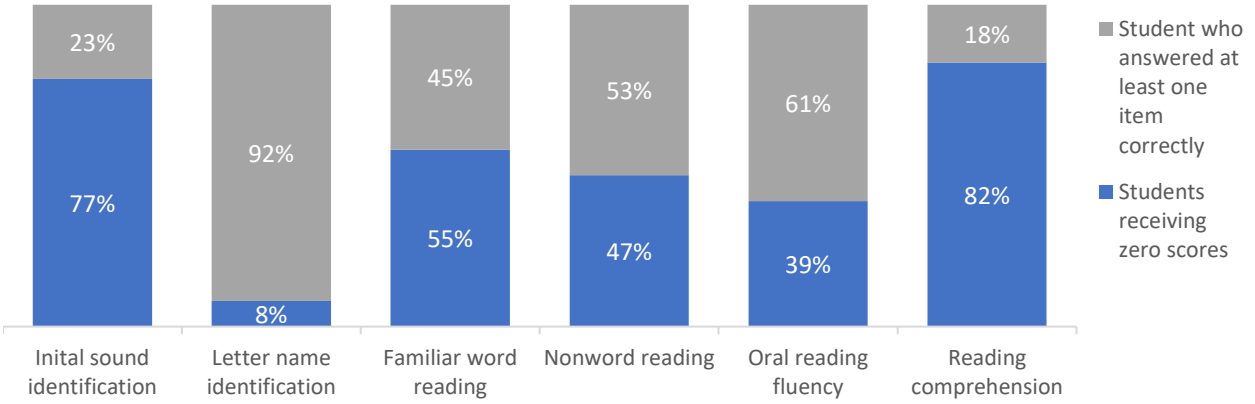
# Findings and Conclusions

### BASELINE INDICATOR 1: IMPROVED QUALITY OF LITERACY INSTRUCTION (IR 1.1)

On average, students correctly responded to 0.52 out of five items on the initial sound identification subtask. On the letter name identification subtask, students identified 25.09 letters within two minutes, on average. On the familiar word reading and nonword reading subtasks, students averaged 3.64 correct words and 4.34 correct nonwords in one minute, respectively. On the oral reading fluency subtask, students averaged a reading rate of 7.83 words per minute but failed to answer a single comprehension question about the passage correctly—the average number of correctly answered questions on the reading comprehension subtask is 0.28.

The proportion of students who did not provide a single correct response on each subtask—known as zero scores—was often high. The largest proportions of students received zero scores on the initial sound identification (77%) and reading comprehension (82%) subtasks. Most students participated in the letter name identification subtask—only 8% received zero scores.

**Figure 1. Proportion of Students Receiving Zero Scores**

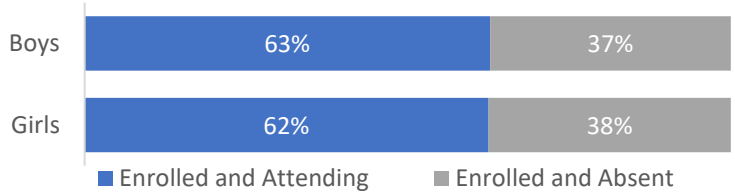


Across all subtasks, boys had a lower proportion of zero scores than did girls. Additionally, boys had statistically significantly higher mean scores than did girls on four of the six subtasks. On two of the subtasks—initial sound identification and reading comprehension—average performance did not differ by gender.

### BASELINE INDICATOR 2: IMPROVED STUDENT ATTENDANCE (IR 1.3)

At baseline, school observations and director surveys were used to estimate student attendance and enrollment in 79 project schools. On average, 137.15 boys and 124.81 girls were enrolled at each school. On average, 86.11 boys and 77.99 girls were in attendance on the day of data collection.

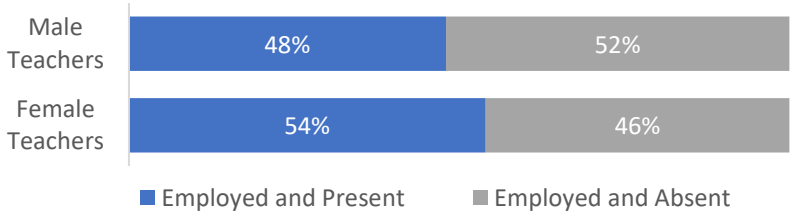
**Figure 2. Student Attendance Rate**



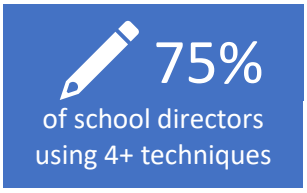

### BASELINE INDICATOR 3: MORE CONSISTENT TEACHER ATTENDANCE (SUB-IR 1.1.1)

At baseline, school directors were asked a series of questions about teacher attendance and submitted documentation regarding teacher attendance. On the day of the interviews, 400 of 806 employed (49.63%) teachers were present.

**Figure 3. Teacher Attendance Rate**

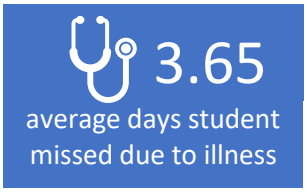



### BASELINE INDICATOR 4: INCREASED SKILLS AND KNOWLEDGE OF SCHOOL ADMINISTRATORS (SUB-IR 1.1.5)




At baseline, enumerators asked 79 school directors questions linked to the "use of new techniques or tools as a result of USDA assistance." Enumerators looked for seven specific techniques or tools. Many of these techniques are likely to serve as the basis for the new tools and techniques that will be the focus of future CRS interventions. The goal of this indicator is to help the project understand the preexisting practices already in use by school administrators. One-quarter (25%) of school directors demonstrated between one and four activities while 75% of school directors demonstrated more than four of the techniques or tools.

### BASELINE INDICATOR 5: REDUCED HEALTH-RELATED ABSENCES (SUB-IR 1.3.2)




Based on responses from 79 school directors, students missed an average of 3.65 days of school during the two weeks preceding the evaluation due to health issues.

### BASELINE INDICATOR 6: INCREASED COMMUNITY UNDERSTANDING OF THE BENEFITS OF EDUCATION (SUB-IR 1.3.5)

CRS provided data on the number of students enrolled at the 321 schools who would directly benefit from USDA assistance. A total of 78,788 students are enrolled—41,384 boys and 37,404 girls.

## Recommendations

### INCREASE DATA POINTS USED FOR ESTIMATING STUDENT AND TEACHER ATTENDANCE.

Currently, the data on student and teacher attendance as reported represents a one-day snapshot in time. This may present an incomplete or inaccurate overall view of both teacher and student attendance. The project may consider adding repeated data collection points as a component of regular monitoring exercises. Collecting repeated days' worth of information to calculate an annual average will create a more accurate annual average.

### EXAMINE EXISTING STUDENT AND TEACHER PORTUGUESE LANGUAGE ABILITIES.

Overall student performance may indicate that students have a limited ability to understand spoken Portuguese. The project may want to consider undertaking more targeted research into the reasons for this gap in comprehension. Specifically, this may mean a deeper investment in coaching for basic skills for literacy instruction for early grade teachers, whose Portuguese language proficiency was not addressed in this baseline data collection. Improving the Portuguese abilities of teachers may be a necessary step to ensuring they can confidently teach students to read in Portuguese.

### EXAMINE GENDER CONSTRAINTS WITHIN TARGET COMMUNITIES.

Girls underperformance when compared with boys deserves further exploration and may warrant a specific focus within the project to address underlying causes of these gender disparities.

### REVISE EGRA TO ALIGN WITH CURRENT BEST PRACTICES AND ASSOCIATED BENCHMARKS FOR TRACKING READING IMPROVEMENT.

The baseline administration used an EGRA originally developed prior to the release of the most recent guidance document. Additionally, generic benchmarks for reading comprehension were used due to a lack of Guinea-Bissau specific benchmarks. A revised and equated EGRA, as well as country-specific reading benchmarks, would allow for a more nuanced understanding of student reading proficiency.

### EXPLORE THE IMPACT OF STUDENT ABSENTEEISM ON LEARNING ASSESSMENT RESULTS.

Exploring the impact of student absenteeism on EGRA results would allow for a more nuanced understanding of the impact of the low attendance rates on student performance. This could also allow for the identification of communities or schools for inclusion in a positive deviance study that could add to the project's understanding of the causes for variation in attendance across schools.

# 1. Introduction and Purpose

## 1.1. Project Context

Guinea-Bissau is a small West African coastal nation situated between Senegal and Guinea and extending north to the Sahel. Guinea-Bissau has eight administrative regions and territory that covers 36,125 square kilometers. The country's capital city, Bissau, is home to approximately one-fifth of the population—or 1.6 million people—with the rest of the population spread across mostly rural zones in the eight other regions of the country.[5] Guinea-Bissau's history has been marked by political turmoil, a civil war, and multiple coup d'états since its independence from Portugal in 1974. The country's unstable political environment has contributed to poverty, corruption, and many social issues. It is one of the world's poorest countries, ranked on the United Nations Human Development Index at 175 out of 188 countries.[6] The 2019 Human Development Index of Guinea-Bissau, calculated at 0.480, is below the average of 0.513 for countries in the low human development group and below the average of 0.547 for countries in sub-Saharan Africa.

Portuguese is the official language of Guinea-Bissau. However, it is estimated that less than one-fifth of the population speaks Portuguese, while the majority speak Crioulo, a Portuguese-based creole.[7] Guinea-Bissau's education system lacks resources for school materials and educational infrastructure as well as sufficiently trained and qualified teachers. A report from Guinea-Bissau's Education Sectoral Program (2017-2025) notes that Grade 2 students in Guinea-Bissau do not master even half of the Portuguese or mathematics content they are expected to, and this gap between educational expectations and reality only increases through the later years of primary school.[8] Less than half of the population over the age of 15 can read and write.[9]

According to the 2018-19 Guinea-Bissau Multiple Indicators Survey report, access to learning materials remains a huge challenge for students. Only 0.5% of five year old children have three or more children's learning books.[10]

It is estimated that only 48.5 percent of school-age children attend Grade 1, and only 76.6 percent of school-age children attend primary school at all. There is a large difference in enrollment rates for students depending on whether they live in urban or rural areas.[11]

Teachers have gone on strike several times in the past few years due to delayed salary payments. Teacher strikes have disrupted the school calendar and impacted the quality of students' education. The 2017-2025 Education Sector Strategic Plan was developed, but it faces implementation challenges.

[5] https://www.cia.gov/the-world-factbook/countries/guinea-bissau/
[6] http://hdr.undp.org/en/countries/profiles/GNB
[7] https://pollylingu.al/pt/en/regions/55
[8] http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/guinea-bissau-esp-2017-2025.pdf
[9] https://www.cia.gov/the-world-factbook/countries/guinea-bissau/
[10] https://mics-surveys-prod.s3.amazonaws.com/MICS6/West%20and%20Central%20Africa/Guinea-Bissau/2018-2019/Survey%20findings/Guinea%20Bissau%202018-19%20MICS%20Survey%20Findings%20Report_Portuguese.pdf
[11] UNICEF 2020

During the 2010-11 school year, a system-wide reform subdivided the education system into six subsectors which are still adhered to today: Pre-school Education, Basic Education, Technical and Professional Training, Higher Education and Literacy. Pre-school education is aimed at children aged three to five years. It is provided in kindergartens or daycare centers that are mostly community-based, private, or run by religious institutions. Students are not required to attend pre-school. The basic education sector is aimed at children aged six to 14 years and includes grades one through nine.

## 1.2. Project Description

In 2019, USDA awarded CRS Guinea-Bissau a $17 million, four-year McGovern-Dole International Food for Education and Child Nutrition program. The MeREECE project – Promotion of Educational and Economic Performance in Educative Communities or *Melhoria do Rendimento Escolar e Económico das Comunidades Educativas* – runs from September 23, 2019, to September 30, 2023. This program targets 321 primary schools and will be implemented in the regions of Bafata, Cacheu, Gabu, Quinara, and Oio.

Over the project's four-year implementation period, CRS will use donated commodities and funds provided by the Foreign Agricultural Service to implement a school feeding project. The project focuses on achieving the following objectives:

- Improve teachers' and school administrators' ability to deliver quality literacy instruction through training and recognizing teacher performance.
- Improve the Ministry of Education's (MoE's) capacity to monitor and support teachers' technical development through capacity strengthening training and joint monitoring visits.
- Increase student attentiveness and attendance by reducing child hunger through nutritious school meals.
- Improve student attendance by establishing child-friendly school environments, school libraries, and extracurricular learning opportunities and by providing take-home rations.
- Increase parents' and communities' involvement in education outcomes for their children
- Increase knowledge and improve health, nutrition, and dietary practices of teachers, students, and parents.

This ambitious program will integrate the best practices and lessons learned from previous CRS McGovern-Dole projects and the previous McGovern-Dole phases in Guinea-Bissau. CRS will work with technical partners—Plan International and Caritas Guinea-Bissau—that have extensive experience in the education and health sectors in Guinea-Bissau. CRS aims to reach a total of 199,539 direct beneficiaries. Through advocacy as well as institutional and technical support, MeREECE interventions will increase capacity of the MoE at a national level as well as technical and administrative staff at the regional level in Bafata, Cacheu, Gabu, Quinara, and Oio. CRS aims to reach a total of 199,539 direct beneficiaries.

## 1.3. Results Framework

The project strategy is aligned with USDA McGovern-Dole's two strategic objectives (SO):

- SO 1: Improved literacy of school-age children
- SO 2: Increased use of improved health, nutrition, and dietary practices

These strategic axes are essential in McGovern-Dole's approach to respond to the complex problem of the population's limited access to high-quality education. This strategy is also illustrated by the theory of change starting from the problem analysis of causal pathways to the respective expected results. Ultimately, MeREECE, which means "merit" in Portuguese, aims to offer a robust package of 12 key interventions that will drive literacy outcomes while providing nutritious school meals to primary students in 321 schools across the country.

**MEREECE THEORY OF CHANGE**

MeREECE will align with USDA McGovern-Dole's results framework to provide a relevant response for improved education outcomes in Guinea-Bissau founded in its two main strategic objectives and elaborated in two inter-locking theories of change.

**SO1**: The first theory of change is inspired by the work of Serena Masino and Miguel Nino-Zarazua, which posits that there are three core drivers of change that, when addressed, will improve literacy outcomes for children.[12] If these three drivers are addressed: 1) supply-side capacity strengthening (increased teacher capacity and pedagogical support and oversight, adaptation and development of improved literacy tools including continuous assessments, school feeding, and improved school infrastructure); 2) incentives for behavior change (awareness raising on the importance of education, student and teacher recognition, adult literacy, take home rations for girls, extracurricular activities, school meals, and increased household financial access); and 3) bottom up and top-down government and community engagement (capacity strengthening in coordination, budgeting, and planning for national and decentralized government and COGES/APEs, promotion of a child-friendly school model, advocacy to increase commitment) then literacy of school-age will be improved. There is ample evidence that shows the relationship between these drivers and increased quality of education in Guinea-Bissau. The understanding that these links are even stronger when multiple weaknesses are simultaneously addressed has driven the design of MeREECE's holistic package of interventions.

**SO2**: The second theory of change posits that if parents, teachers, and students have increased knowledge about nutrition, health, and WASH in conjunction with access to nutritious foods and health and WASH services, then they will adopt better health and dietary practices that will reduce teachers' and students' health-related absences and improve student attendance and learning.

Both SOs will be supported as outlined in the MeREECE results frameworks, as seen in Figure 4 and Figure 5.[12]

[12] Masino, S., Nin˜o-Zarazu´ a, M., What works to improve the quality of student learning in developing countries? Int. J. Educ. Dev. (2015), http://dx.doi.org/10.1016/j.ijedudev.2015.11.012

**Figure 4. SO1: Results Framework**

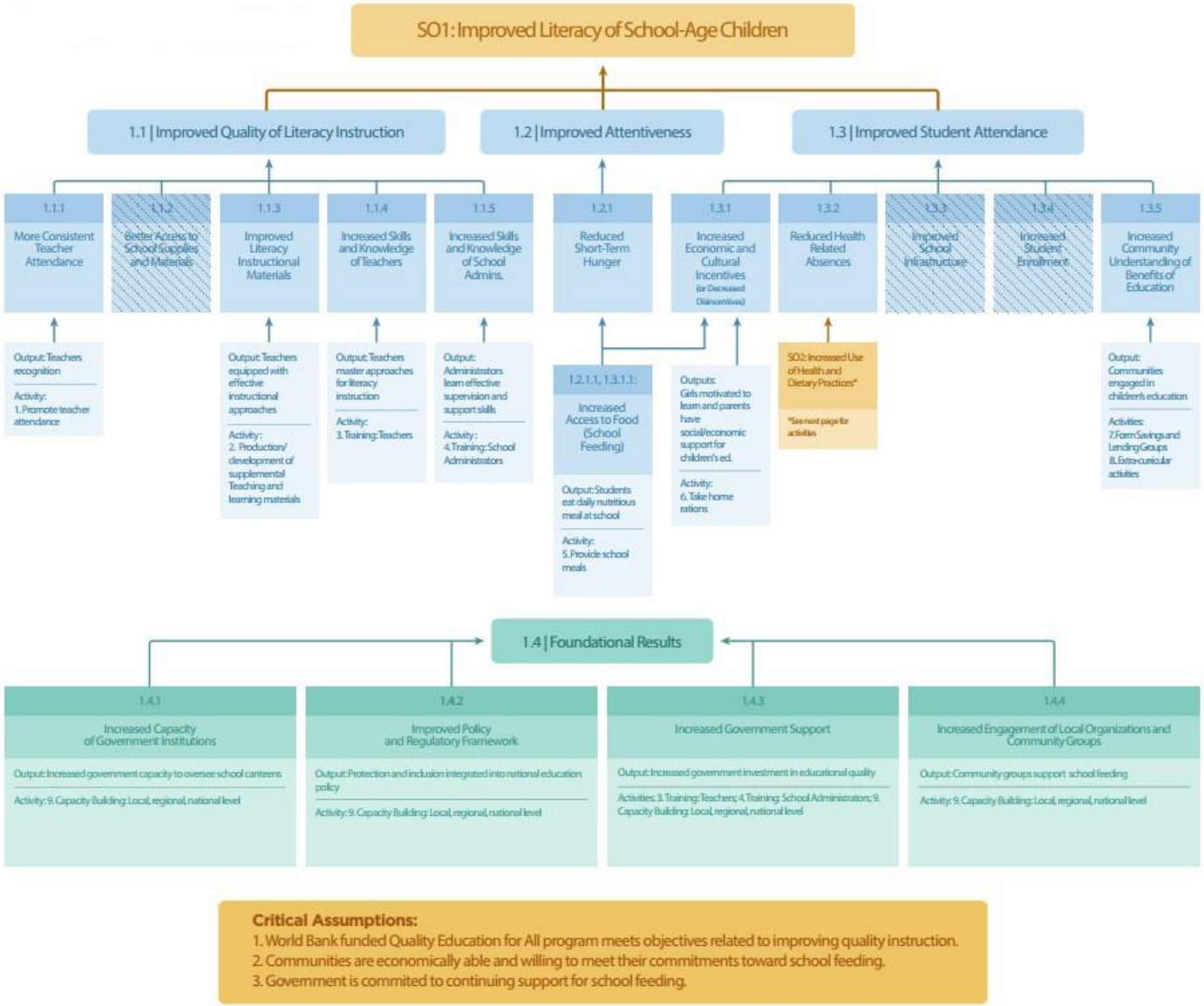
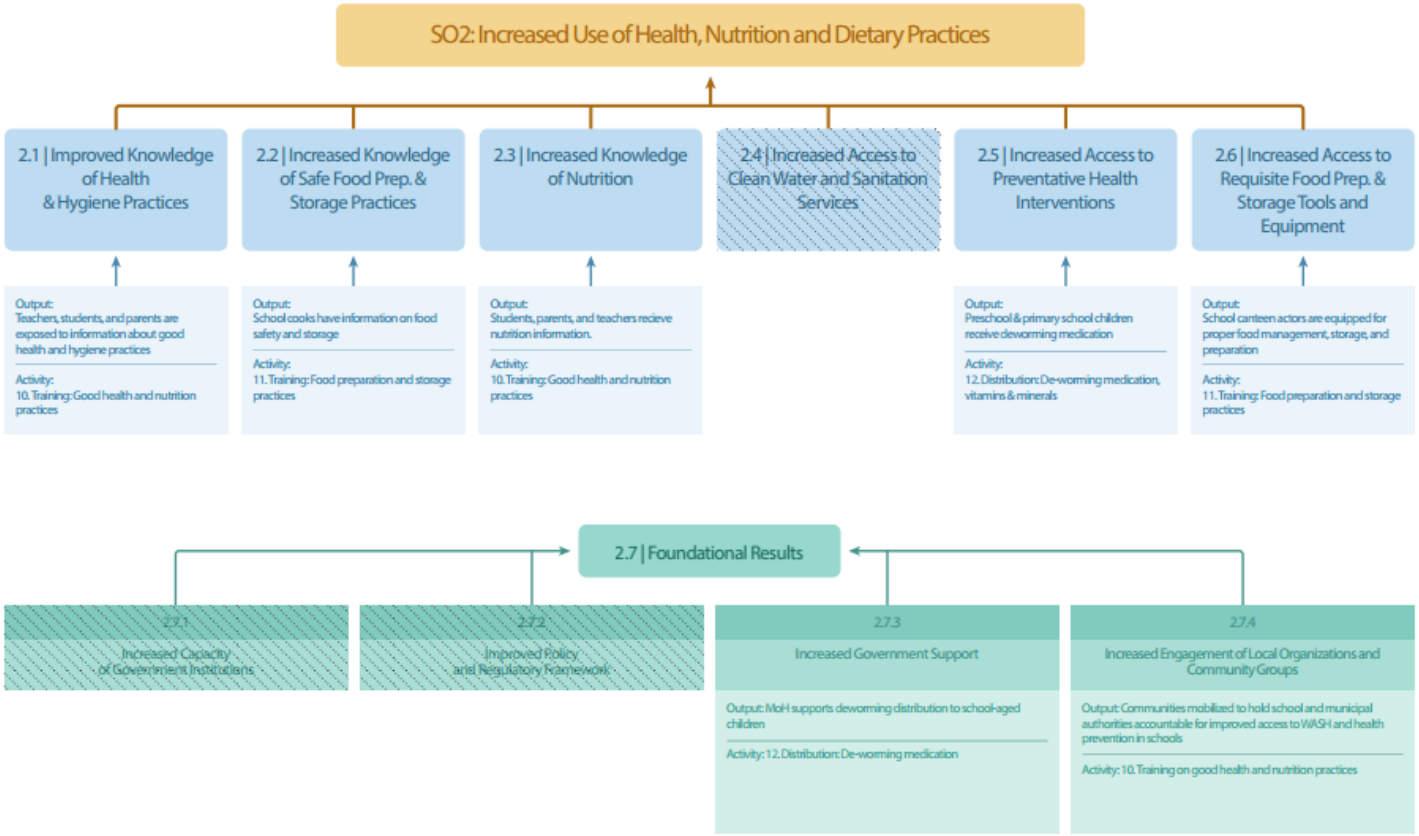


**Figure 5. SO2: Results Framework**




**Critical Assumptions:**
1. Schools have access to nearby water infrastructure to facilitate meal preparation and health and hygiene efforts.
2. Government is commited to continuing support for school level health, hygiene and nutrition efforts.

Under the project's first SO, MeREECE will implement several school-based activities to improve school-age children's literacy in 321 intervention schools. CRS recognizes teachers' critical role in students' learning and will focus on teachers' professional development through training and performance incentives. With an emphasis on sustainability, CRS will also improve the capacity of the MoE to provide oversight and support to teachers. The MeREECE program will provide daily school meals at all intervention schools as the heart of its intervention to encourage students' attendance and attentiveness as well as take home rations.

The project's second SO seeks to increase the use of health and dietary practices. CRS's activities will focus on promoting health, nutrition, and personal hygiene initiatives within the schools and communities. MeREECE will provide training to food preparers, school administrators, and local leaders on proper food preparation, storage, and sanitation practices. MeREECE will distribute de-worming medication, vitamins, and minerals for students in pre-primary and primary schools.

To achieve these ambitious goals and move towards local and national sustainability by the end of this project phase, the MeREECE project team will consistently work alongside local communities, organization partners, and government ministries, departments, and agencies.

## 1.4. Purpose of the Evaluation

The MeREECE evaluation process will involve three phases: a baseline, midterm, and final evaluation. This report summarizes the methodology and findings of the baseline evaluation. The baseline's main objective is to assess and report on the situation in the five target regions prior to the start of MeREECE interventions. The baseline will seek to verify assumptions and pre-conditions made during project design as well as provide quantitative data on the performance measures and identify potential threats to project implementation. The purpose of the baseline study is to establish an initial reference point and identify any underlying factors impacting literacy, nutrition, and health of primary school-age children. The results obtained from this evaluation will serve as a point of comparison for the midterm and final evaluations. Project staff will also use the baseline data to adjust the intervention logic and indicator targets against the context if necessary. Comparisons back to the baseline study over time will be used to inform stakeholders of progress.

Due to the COVID-19 pandemic, the baseline data collection and evaluation was postponed from the end of the 2019-20 academic year to the beginning of the 2020-21 academic year. Under the new timeline, students were assessed at the start of Grade 3 rather than at the end of Grade 2. These Grade 3 students serve as a proxy for end-of-Grade 2 students as their exposure to Grade 3 instruction was minimal at the time of the evaluation.

Assessing students at the start of a new academic year as a proxy measure for student learning levels at the end of the prior academic year is a common practice among education evaluations. COVID-19-related school closures in Spring 2020 meant that students entering Grade 3 in the 2020-21 school year had not been exposed to the full Grade 2 curriculum by the start of the new school year. Thus, data collection took place with Grade 3 students two months into the 2020-21 academic year to respond to the study aim of measuring students' literacy levels at the end of Grade 2.

An abnormal amount of student learning loss may be expected because of the extended school closures due to COVID-19. The baseline data collection will determine students' learning levels—inclusive of this learning loss—prior to exposure to the intervention.

# 2. Evaluation Design and Methodology

## 2.1. Evaluation Questions

The baseline evaluation establishes a point of reference for comparison at later evaluation timepoints. Because the focus of the baseline is to report data for all non-zero baseline indicators, there are no explicit research questions. Research questions regarding the project's effectiveness and other areas of interest may be established prior to the midterm and final evaluations.

STS collected data responding to specific performance non-zero baseline indicators during the baseline, as shown in Table 1.

**Table 1. Non-Zero Baseline Indicators**

| Number | Results Framework Statement | Performance Indicator | Link to USDA Indicator | Related Tools |
|---|---|---|---|---|
| 4 | Improved Quality of Literacy Instruction (IR 1.1) | 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 | Standard #1 | Student Early Grade Reading Assessment (EGRA) |
| 7 | Improved Student Attendance (IR 1.3) | Average student attendance rate in USDA supported classrooms/schools | Standard #2 | School director survey |
| 8 | More Consistent Teacher Attendance (Sub-IR 1.1.1) | Percent of teachers in target schools who attend and teach school at least 80% of scheduled school days per year | Custom | School director survey |
| 15 | Increased Skills and Knowledge of School Administrators (Sub-IR 1.1.5) | Percent of school officials in target schools who demonstrate use of new and quality techniques or tools | Standard #18 | School director survey and school observation |
| 19 | Reduced Health-Related Absences (Sub-IR 1.3.2) | Average number of days missed per student per school year due to student health issues | Custom | School director survey |
| 21 | Increased Community Understanding of the Benefits of Education (Sub-IR 1.3.5) | Number of students enrolled in school receiving USDA assistance | Standard #9 | School director survey |

## 2.2. Evaluation Design

CRS explored several evaluation approaches used in similar programs and identified the most rigorous evaluation plan possible—subject to time, quality, resources, and country context constraints. For ethical reasons, a randomized experimental approach is inappropriate to apply to primary schools in Guinea-Bissau, given that school-age children throughout the country require food assistance. For logistical reasons, an experimental or quasi-experimental approach is also not feasible given the country context in which multiple actors (UNICEF, World Bank, WFP, etc.) are implementing education assistance projects throughout all regions of Guinea-Bissau. Moreover, conversations with key stakeholders at UNICEF and the MoE indicate that plans are in place to completely overhaul the education system, which is currently in a state of crisis. The MoE has been working with partners to revise the entire curriculum for Grades 1 through 6, and the new curriculum for Grades 1 through 4 is currently being field-tested. These factors posed challenges in distinguishing the McGovern-Dole project's impact from other ongoing efforts to improve the quality of education and literacy among school-aged children. Therefore, CRS decided that a *non-experimental performance evaluation* is the most feasible and appropriate approach. CRS then subcontracted the assessment to an external evaluation team, School-to-School International (STS).

## 2.3. Sampling methods

STS utilized a *two-stage cluster sampling approach* to select schools and school-based respondents randomly in the five MeREECE intervention regions. In the first stage, schools were selected at random, proportionally to the population of schools by region. STS collaborated with CRS to finalize the sample calculation and randomly select schools from the sampling frame. In the second stage, enumerators selected students at random within each school, using a specific random selection procedure. To achieve the necessary sample size for statistically significant findings, STS included 90 schools in the baseline sample with a target of 20 students per school. The sampling frame consisted of 321 primary schools – 74 from Bafata, 75 from Cacheu, 74 from Gabu, 59 from Oio, and 39 from Quinara.

The sample size for the sample unit (student) was calculated using the indicator "Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text." This is a binary variable with two possible values (1 if a student can read and understand text at the appropriate school level and 0 if not), measured by end-of-Grade 2. This outcome indicator is used to estimate the minimum effect that the program could generate at the end of the program compared to its current estimated level. Since the final evaluation of the WFP-led McGovern-Dole project is not available, CRS estimates that 45 percent[13] of students can read and understand text from their grade level correctly and expects this percentage to increase to 55 percent by the end of the program.

McConnell and Vera-Hernandez (2015) was used to calculate sample sizes for a binary outcome, with the standard 80% and 5% significance level, an ICC of 0.22[14], and a minimum sample size of 1,800 students for

[13] Plan: Relatório Final Avaliação do Programa Educação de Qualidade Inclusiva e Participativa (EQuIP) 2015

[14] This is 0.02 less than the final evaluation of the second phase of Burkina Faso's CRS-implemented McGovern-Dole project. It is slightly smaller, as the indicator was expected to cluster less at the school-level in a new area with no previous interventions.

the beneficiary group in 90 target schools (twenty students per).[15]

## 2.4. Data Collection Methods

### Informed Consent

Prior to the start of data collection, enumerators met with the School Director at each school to introduce themselves, explain the purpose of the data collection, discuss what support they needed from the School Director, and receive permission to proceed with the activity. School Directors identified the Grade 3 classroom(s) from which enumerators would select the students for the EGRA as well as the Grade 2 classroom(s) in which enumerators would complete a one-hour observation.

At the start of the EGRA administration, enumerators introduced themselves and explained the activity to students, then enumerators asked students individually if they were willing to participate. Students did not have to participate. If a student said they did not want to participate, then the enumerator escorted the student back to class and selected a new student.

Personally identifiable information of respondents was not recorded. However, because schools only have one School Director and may only have one Grade 2 teacher, it is possible that the identify of respondents on the School Director survey and the classroom observation could be identified based on the school name. As such, all findings are aggregated, and no data is reported by school.

### Data Collection Tools

The baseline study collected quantitative data in the form of surveys with students and school directors, school and classroom observations, and student EGRAs. To mitigate the risk of COVID-19 transmission during data collection, the scope of data collection was streamlined from the original baseline plan. Some tools were removed, and the remaining tools were shortened to limit the amount of time enumerators needed to spend at each school visiting with students, teachers, and school directors. The survey items which directly responded to the non-zero baseline indicators were kept, but survey items which provided more contextual framing were reduced. The EGRA was kept as-is to ensure no changes to the validity or reliability of the assessment tool.

#### *Early Grade Reading Assessment (EGRA)*

STS administered a baseline EGRA to Grade 3 students to measure their core early grade reading skills. The baseline EGRA tool was adapted from an EGRA tool originally developed by Plan Guinea-Bissau. The EGRA contained six subtasks, which were administered in Portuguese: letter name identification, initial sound identification, familiar word reading, nonword reading, oral reading fluency, and reading comprehension. Table 2 provides a summary of the subtasks.

**Table 2. EGRA Subtasks**

| Subtask | Core Reading Skill | Subtask Description |
|---|---|---|
| Initial sound identification | Phonemic awareness | Identify the first sound in a list of five familiar words spoken aloud by the enumerator. |

[15] The initial calculated sample size was greater than 5% of the anticipated total population value (16,300 second graders). Thus, the finite population correction factor was applied.

| | | |
|---|---|---|
| Letter name identification | Alphabet knowledge | Provide the name of 40 letters presented in both uppercase and lowercase in a random order. |
| Familiar word reading | Word recognition | Read 20 familiar words that are randomly ordered and drawn from a list of frequent words. |
| Nonword reading | Decoding | Make letter-sound correspondences through the reading of 20 simple invented words. |
| Oral reading fluency | Decoding and reading | Read a short, grade-appropriate passage of 68 words with accuracy and little effort. |
| Reading comprehension | Reading comprehension | Respond correctly to five questions, including four literal questions and one inferential question, about the passage read in the previous subtask. |

Enumerators aimed to administer the EGRA to 20 Grade 3 students at each school on tablets using Tangerine®, an electronic data collection software. The numbers of students assessed at each school ranged from three to 23. In schools with fewer than 20 Grade 3 students, enumerators assessed all Grade 3 students present that day. In some schools, enumerators assessed more than 20 students if time permitted. In total, 1,649 students were assessed across sampled schools therefore achieving 91.61 percent of our target sample.

Following the end of the EGRA subtasks, enumerators administered a short survey to students. Enumerators asked students about their age, the languages used at home and in the classroom, and their diet. The survey was administered in Portuguese, but enumerators were able to rephrase, explain, and repeat questions as needed to ensure students understood the question prior to responding.

### *Surveys and Observation Checklist*

At each sampled school, enumerators administered one survey to the School Director, completed one school observation, and conducted one observation of a Grade 2 classroom. STS developed the surveys in close collaboration with CRS Guinea-Bissau. For the School Director survey and school observation, STS first drafted survey questions and observation items in English, based on experience with previously validated survey tools on other McGovern-Dole evaluations. Items were then reviewed by CRS staff for cultural appropriateness, relevance, and alignment to project indicators. Once the tools' content was agreed with CRS, STS translated the tools into Portuguese using an online professional translation service. CRS staff in Guinea-Bissau then reviewed, revised, and finalized the Portuguese translations. For the classroom observation tool, STS used CRS's standardized education sector classroom observation tool and protocol. This tool was already translated into Portuguese by CRS and is designed to be used across all of CRS's education projects worldwide.

## Data Collection and Quality Assurance

This section describes the baseline evaluation's operational details, including enumerator training, data collection, and data management and analysis.

### *Enumerator Training*

STS contracted a West African firm, Innovative Hub for Research in Africa (IHfRA), to conduct the baseline data collection in November and December 2020. IHfRA recruited 35 enumerators and three regional supervisors for the training.

From November 26 to 30, 2020, STS and IHfRA trained the participants on the evaluation tools and protocols. The five-day training in the capital city of Guinea-Bissau, Bissau, covered the contents of the EGRA subtasks and school-based surveys and observations, administration protocols for the data collection software and use of tablets, ethical considerations, and the responsibilities of enumerators and supervisors during data collection. The STS team remotely presented theoretical sessions relating to the administration of the EGRA and related tools. The IHfRA team was responsible for facilitating practical sessions while managing the logistics of the room. The training included one day of field testing in a nearby school in Bissau to allow the enumerators an opportunity to practice administering the EGRA and surveys in a real-life setting before the start of data collection. At the end of the training, STS and IHfRA selected 24 of the highest performing enumerators to participate in data collection.

### *Data Collection*

The baseline data collection was conducted from December 2 to 11, 2020. Eight teams of three—consisting of two enumerators who administered the EGRA and student survey and one enumerator who conducted the school-based surveys and observations—visited one or two schools per day. One enumerator was designated as the supervisor responsible for introducing the teams to the school and conducting the student sampling.

IHfRA regional supervisors provided on-the-ground data collection supervision in the field, while STS closely collaborated with IHfRA to provide daily remote data quality assurance. STS conducted daily spot-checks and discussed any issues that emerged with IHfRA in real-time via WhatsApp. Supervisors completed forms at each school to document the number and type of assessments, observations, and surveys completed, as well as noted any issues or challenges in the field. STS maintained detailed documentation of all issues encountered in a tracker, which was used as part of the data cleaning process. Additionally, enumerators' use of electronic data capture via tablets contributed to data quality, consistency, and collection efficiency by streamlining fieldwork as well as reducing measurement and data entry errors.

Enumerators followed health protocols throughout data collection to reduce the risk of COVID-19 transmission. All enumerators wore face masks, maintained a distance of at least one meter from respondents, conducted assessments and surveys outside whenever possible, regularly applied hand sanitizer, and cleaned the student stimuli with antibacterial cleanser in between students. Supervisors monitored enumerators' adherence to health protocols throughout data collection.

## Utilization and Communication of Results

CRS will use the baseline evaluation results to adapt the project design and targets as needed and inform project monitoring and knowledge management systems. CRS will also present the results to key stakeholders (MoE, USDA, implementing partners) and collect comments on the findings.

## 2.5. Data Analysis Methods

STS cleaned and prepared for analysis the quantitative data collected through the EGRA, surveys, and school and classroom observation tools. STS worked with IHfRA to ensure all missing data were handled appropriately and that STS's thorough, four-step cleaning process was adhered to. Cleaning was completed using R, IBM SPSS, and Stata statistical packages and included a comprehensive outlier analysis of quantitative results to establish data consistency. STS utilized frameworks based on best practice and specific experience in evaluating reading and health activities to guide the analysis.

STS applied sampling weights to the students' data to produce more representative estimates in the sample. To compute sampling weights, STS used the following information about all the schools in the relevant population: region, number of students enrolled, and number of students in attendance. This data was collected through the School Director survey and school observation.

After applying the weighting functions, STS produced descriptive statistics. Descriptive results were analyzed for statistically significant differences by gender using t-tests. The independent-sample t-tests compare the difference between the means of two independent groups on the same dependent variable.

## 2.6. Evaluation Limitations

The following limitations should be considered when reviewing the findings of the MeREECE baseline:

- **Insufficient time for EGRA tool adaptation workshop and pilot.** The baseline data collection utilized an existing EGRA tool from a prior Lusophone project. Because this EGRA was developed in 2012, before the latest release of the *Early Grade Reading Assessment (EGRA) Toolkit: Second Edition*[16] in 2016, it does not adhere to current best practices. STS identified several deviations from the current EGRA Toolkit and discussed them with CRS. Due to limited time before the scheduled start of program activities, CRS decided to use the existing EGRA tool with only minor updates to the instructions. CRS agreed to explore the possibility of conducting an EGRA adaptation and equating activity in order to improve the quality of the assessment prior to the midterm.
- **Language of the EGRA tool.** The instructions for the EGRA were in Portuguese. Based on the student survey results, it is likely that many students struggle with understanding Portuguese, so students may not have understood the instructions of the EGRA subtasks well.
- **EGRA administration issues.** During the daily data quality spot-checks throughout data collection, STS noticed that enumerators did not consistently adhere to the "three-second rule" when administering the EGRA subtasks. The three-second rule instructs enumerators to prompt students to move on to the next item if students hesitate on an item for three seconds. Enumerators were reminded to follow this protocol, but the data shows that enumerators continued to struggle throughout data collection. STS accounted for this administration issue in the data analysis by excluding cases where the student attempted less than one item every 15 seconds.
- **Inherent bias in sampling children present on day of assessment.** Students' EGRA results may be biased towards the types of students who attend school regularly and may exclude those students who are enrolled but do not attend regularly. However, this random sampling method on the day

[16] For more information, please visit: https://www.globalreadingnetwork.net/resources/early-grade-reading-assessment-egra-toolkit

of the assessment is preferable to sampling students in advance, as it may create opportunities for manipulation to have only high performers participate. This sampling approach will remain the same at future assessments to ensure comparison across timepoints remains valid.

- **Interruption in schooling for primary school students**. Due to the global 2019 novel coronavirus (COVID-19) pandemic, students lost several months of instructional time between May and October 2020. This study does not attempt to estimate the impact of the COVID-19 pandemic on students' learning loss. It is possible that students' learning levels captured at baseline may be lower than they would have been had students not experienced such significant disruption in instruction. The unquantified amount of learning loss resulting from the COVID-19 pandemic should be considered when reviewing results of the baseline as well as when comparing baseline results to the midterm and final evaluation.
- **Remote enumerator training.** Due to the global COVID-19 pandemic, STS's EGRA trainers were not able to travel to Guinea-Bissau. STS organized a hybrid enumerator training with some sessions led remotely by STS and other sessions led in-person by IHfRA. Challenges of the remote sessions included difficulty hearing and understanding all trainees and difficulty providing troubleshooting of tablet issues.
- **Streamlined data collection.** To reduce the risk of COVID-19 transmission, the baseline evaluation tools were streamlined to reduce the amount of time enumerators spent in each school. As a result, the baseline evaluation used fewer tools and collected less contextual data.
- **Reduced sample size.** The target student sample was 1,800 students. However, after data cleaning, only 1,649 students are included in the analysis. The reduced sample size is due to a combination of factors including many schools having fewer than 20 students in Grade 3 and some assessments being removed during the data cleaning process because of quality control checks.

# 3. Findings

## SO1: School-Age Children in Guinea Bissau Have Improved Literacy

### Baseline Indicator 1: Improved Quality of Literacy Instruction (IR 1.1)

The McGovern-Dole International Food for Education and Child Nutrition project's first SO is to improve the literacy of school-age children. Achievement of this SO is measured through the *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* (McGovern-Dole Standard Indicator #1).

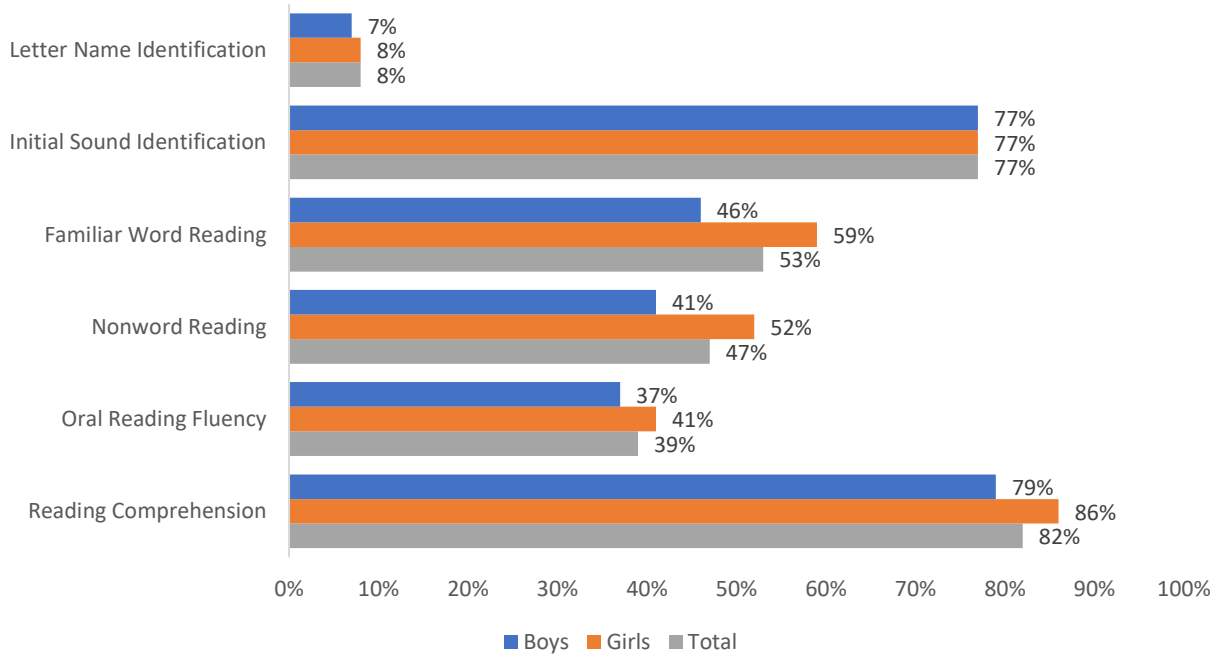
The project initially set an estimated baseline value of 45 percent for this indicator based on a 2015 Ministry of Education study in partnership with GPE and UNICEF which showed an average score of 48 out of 100 points in Portuguese language capacity in Grade 2. The assessment used for this 2015 study was likely structured differently than the EGRA.

The specified threshold used in this analysis is that a student can correctly answer at least four of the five reading comprehension questions correctly. Baseline values for this indicator were captured by administering the EGRA tool to boys and girls at the beginning of Grade 3. The proportion of students who met this threshold is 0.67 percent, or 11 out of 1,649 students.

The baseline value of .67 percent is lower than the anticipated baseline value of 45 percent, but the values should not be compared due to the different basis of measurements.

The proportion of students who did not answer a single item correct for each subtask—known as a zero score—is presented in Figure 3 as a total percentage and disaggregated by sex. The proportion of students receiving zero scores was lowest on the letter naming subtask (8 percent) and highest on the reading comprehension subtask (82 percent). Across all subtasks, boys had a lower proportion of zero scores than did girls.

**Figure 6: Percentage of Students Receiving Zero Scores by Sex**




Mean scores for each EGRA subtask are presented in the following section, providing a better understanding of students' reading performance. STS used weighted independent sample t-tests to determine the difference in mean scores between boys and girls; statistically significant differences are noted below each table.

## Initial Sound Identification

For the initial sound identification subtask, enumerators read a simple, familiar word aloud twice to the student and asked the student to say the first sound in each word. This subtask measures students' awareness of phonemes and their ability to distinguish among multiple phonemes.

Baseline results for the initial sound identification subtask are presented in Table 3. Out of a total of five possible items, students correctly identified the initial sound of 0.52 items on average. Average performance on the initial sound identification subtask did not differ by gender.

**Table 3: Initial Sound Identification Mean Scores by Sex (Correct out of 5)**

| Gender | N | Mean Score | Standard Error |
|---|---|---|---|
| Boys | 807 | 0.52 | 0.05 |
| Girls | 842 | 0.52 | 0.05 |
| Total | 1,649 | 0.52 | 0.03 |

## Letter Name Identification

In the letter name identification subtask, enumerators presented students with a grid of 40 letters in uppercase and lowercase and asked students to say the name of as many letters as they could in two minutes. The letter name identification subtask measures students' knowledge of letters of the alphabet and their ability to recognize each letter's graphemic features.

Baseline results for the letter name identification subtask are presented in Table 4. On average, students named 25.09 letters correctly out of 40. Boys had statistically significantly higher mean scores than did girls; boys, on average, correctly responded to 3.01 letters more than girls.

**Table 4: Letter Name Identification Mean Scores by Sex (Correct out of 40)**

| Gender | N | Mean Score | Standard Error |
|---|---|---|---|
| Boys** | 807 | 26.62 | 0.50 |
| Girls | 842 | 23.61 | 0.49 |
| Total | 1,649 | 25.09 | 0.35 |
| Note: Two asterisks (**) denotes that boys' scores are statistically significantly higher than girls' scores at the p<0.01 level. | | | |

## Familiar Word Reading

For the familiar word reading subtask, students were presented with a grid of 20 words. Enumerators asked students to read aloud as many words as they could in one minute.

Baseline results for the familiar word reading subtask are presented in Table 5. Out of 20 items, students correctly read 3.64 familiar words on average. Boys had statistically significantly higher mean scores than girls; boys, on average, correctly read 1.39 more familiar words than girls.

**Table 5: Familiar Word Reading Mean Scores by Sex (Correct out of 20)**

| Gender | N | Mean Score | Standard Error |
|---|---|---|---|
| Boys** | 807 | 4.35 | 0.28 |
| Girls | 842 | 2.96 | 0.22 |
| Total | 1,649 | 3.64 | 0.18 |
| Note: Two asterisks (**) denotes that boys' scores are statistically significantly higher than girls' scores at the p<0.01 level. | | | |

## Nonword Reading

For the nonword reading subtask, students were presented with a grid of 20 invented, nonsense words that follow Portuguese's phonological and spelling rules but are not actual words in the language. Enumerators asked students to read aloud as many nonwords as they could in one minute. Nonword reading measures students' decoding skills.

Baseline results for the nonword reading subtask are presented in Table 6. Out of 20 items, students correctly read 4.34 nonwords on average. Boys had statistically significantly higher mean scores than did girls; boys, on average, correctly read 1.63 more nonwords than girls.

**Table 6: Nonword Reading Mean Scores by Sex (Correct out of 20)**

| Gender | N | Mean Score | Standard Error |
|---|---|---|---|
| Boys** | 807 | 5.17 | 0.28 |
| Girls | 842 | 3.54 | 0.22 |
| Total | 1,649 | 4.34 | 0.18 |
| Note: Two asterisks (**) denotes that boys' scores are statistically significantly higher than girls' scores at the p<0.01 level. | | | |

## Reading Passage and Reading Comprehension

For the reading passage and reading comprehension subtasks, students were presented with a short story of 68 words and were asked to read as much of the story aloud as they could in one minute. After finishing, enumerators asked up to five comprehension questions—four literal and one inferential—out loud to students to test their understanding of the story's content. Students were only asked comprehension questions which corresponded to how far into the reading passage the student had read. These two subtasks measure decoding and reading comprehension.

Baseline results for the reading passage subtask are presented in Table 7. From a short story of 68 words, students correctly read 7.83 words on average. Boys had statistically significantly higher mean scores than did girls; boys, on average, correctly read 2.15 more words than girls.

**Table 7: Reading Passage Mean Scores by Sex (Correct out of 68)**

| Gender | N | Mean Score | Standard Error |
|---|---|---|---|
| Boys** | 807 | 8.93 | 0.56 |
| Girls | 842 | 6.78 | 0.48 |
| Total | 1,649 | 7.83 | 0.37 |
| Note: Two asterisks (**) denotes that boys' scores are statistically significantly higher than girls' scores at the p<0.01 level. | | | |

Baseline mean scores for the reading comprehension subtask are presented in Table 8. Overall, students were able to answer 0.28 reading comprehension questions correctly at baseline. No statistically significant difference was detected between girls and boys.

**Table 8: Reading Comprehension Mean Scores by Sex (Correct out of 5)**

| Gender | N | Mean Score | Standard Error |
|---|---|---|---|
| Boys | 807 | 0.32 | 0.03 |
| Girls | 842 | 0.24 | 0.03 |
| Total | 1,649 | 0.28 | 0.02 |

The distribution of students able to correctly answer reading comprehension questions is detailed in Table 9 and Table 10. Eighty-three percent of students did not answer a single question correctly.

**Table 9: Distribution of Attempted Reading Comprehension Questions by Sex**

| Number of Questions Attempted | Girls | Girls (%) | Boys | Boys (%) |
|---|---|---|---|---|
| 0 | 424 | 50.36% | 344 | 42.63% |
| 1 | 42 | 4.99% | 56 | 6.94% |
| 2 | 316 | 37.53% | 336 | 41.64% |
| 3 | 44 | 5.23% | 50 | 6.20% |
| 4 | 8 | 0.95% | 18 | 2.23% |
| 5 | 8 | 0.95% | 3 | 0.37% |

**Table 10: Distribution of Correct Reading Comprehension Questions by Sex**

| Number of Questions Correct | Girls | Girls (%) | Boys | Boys (%) |
|---|---|---|---|---|
| 0 | 718 | 85.27% | 646 | 80.05% |
| 1 | 69 | 8.19% | 97 | 12.02% |
| 2 | 36 | 4.28% | 44 | 5.45% |
| 3 | 15 | 1.78% | 13 | 1.61% |
| 4 | 4 | 0.48% | 7 | 0.87% |
| 5 | 0 | 0.00% | 0 | 0.00% |

## Baseline Indicator 2: Improved Student Attendance (IR 1.3)

At baseline, school observations and director surveys were used to estimate student attendance and enrollment in 79 project schools—or 87.78% of the baseline EGRA sample—on the day of data collection. On average, 137.15 boys and 124.81 girls were enrolled at each school. On average, 86.11 boys and 77.99 girls were in attendance on the day of data collection.

To calculate the average attendance rate, enrollment responses from the director survey and attendance responses from the school observation were merged and aggregated by gender across both pre-primary

and primary (1-6) grades. These numbers were averaged over all schools and divided (attendance/enrollment) to calculate an attendance rate.

Table 11 displays the attendance rate by gender.

**Table 11: Average Student Attendance Rate in USDA Supported Classrooms/Schools**

| Gender | Average Enrollment | Average Attendance | Attendance Rate |
|---|---|---|---|
| Boys | 137.15 | 86.11 | 62.79% |
| Girls | 124.81 | 77.99 | 62.49% |
| Total | 261.46 | 166.74 | 63.77% |

### Baseline Indicator 3: More Consistent Teacher Attendance (Sub-IR 1.1.1)

At baseline, School Directors were asked a series of questions about teacher attendance and documentation of teacher attendance at the school level. Due to school closures and a lack of standardized practices for recording teacher attendance, collecting retroactive data over the prior year at baseline was problematic. On the day of the interviews, 400 of 806 employed (49.63 percent) teachers were present. Overall, 54.42 percent of female teachers and 47.88 percent for male teachers were present on the day their school was interviewed.

### Baseline Indicator 4: Increased Skills and Knowledge of School Administrators (Sub-IR 1.1.5)

At baseline, 79 School Directors were asked several questions linked to the standard best practices for school management. Many of these techniques are likely to serve as the basis for the new tools and techniques that will be the focus of future CRS interventions. The goal of this indicator is to help the project understand the preexisting practices already in use by school administrators. Composite scores were created from the seven items collected with each activity receiving up to one point based on the quality and time spent utilizing the technique.[17] One-quarter (25%) of School Directors demonstrated between one and four activities while 75% of School Directors demonstrated more than four of the techniques or tools. Raw frequency tables of responses are provided in Annex 2.

**Table 12: Frequency of School Administration Knowledge Score (out of 7)**

| School Administration Knowledge Score | # of Directors | Percentage |
|---|---|---|
| 0 | 0 | 0.00% |
| 1 | 0 | 0.00% |
| 2 | 7 | 3.26% |

[17] The directors survey requested to provide data that would support daily operations for school administration. In cases where an item was skipped, the item score was treated as zero. Each question was equally weighted. This means that all activities were given a possible score of 1. While some items were treated as a binary yes or no, a number of questions used ordinal response items, asking the enumerator to rate the quality of an activity. In this case each question received a total possible score of 1, with each rating incrementally increasing in value from 0 (e.g., 1-4 will be transferred to .25, .5, .75, 1 respectively).

| | | |
|---|---|---|
| 3 | 6 | 4.20% |
| 4 | 19 | 17.72% |
| 5 | 30 | 34.97% |
| 6 | 25 | 34.97% |
| 7 | 3 | 4.90% |
| **Grand Total** | **90** | **100.00%** |

### Baseline Indicator 5: Reduced Health-Related Absences (Sub-IR 1.3.2)

Due to the constraints caused by school closures in the prior year, obtaining accurate data on student health-related absences for the prior year was challenging. Instead, the baseline data collected was for student health-related absences in the past two weeks. Based on 79 school directors' responses, students missed an average of 3.65 days of school in the two weeks prior to the school visit due to health issues, as shown in Table 13. Over eighty-eight percent of School Directors surveyed track the reason for students' absences in the school register. For the 11.39 percent cases where School Directors could not provide register numbers for health-related absences, School Directors were asked to estimate how many days, on average, students have missed school.

**Table 13: Health-Related Absences**

| | |
|---|---|
| **Valid Responses** | 79 |
| **Average Health-Related Absences** | 3.65 |
| **Maximum Health-Related Absence** | 20 |
| **Minimum Health-Related Absence** | 0 |

### Baseline Indicator 6: Increased Community Understanding of the Benefits of Education (Sub-IR 1.3.5)

CRS provided data on the number of students enrolled at the 321 schools who would directly benefit from USDA assistance. These responses were aggregated by gender and provided below in Table 14Table 14: Total Enrollment by Gender.

**Table 14: Total Enrollment by Gender**

| Gender | Enrollment |
|---|---|
| Boys | 41,384 |
| Girls | 37,404 |
| Total | 78,788 |

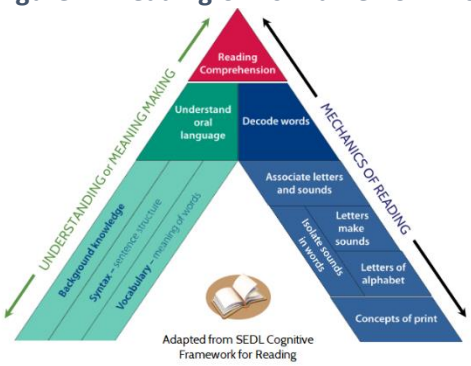
# 4. Conclusions

The findings of this study will serve as the baseline for two future evaluations. By comparing the results of future evaluations to this baseline study, stakeholders will be able to examine the impact of the

MeREECE activity on the students' reading skills, as measured by the EGRA subtasks. Using SEDL's Cognitive Framework for Reading, it is possible to map EGRA subtasks to reading skills as follows:[18]

- Mechanics of Reading
  - Initial Sound Identification
  - Letter Name Identification
  - Familiar Word Reading
  - Nonword Reading
- Reading Understanding
  - Oral Reading Fluency Reading Passage
- Reading Comprehension
  - Reading Comprehension

**Figure 7: Reading Skills Framework from SEDL**




On average, students responded to 0.52 out of five items on the initial sound identification subtask. Moreover, more than three-quarters (77%) of students did not identify a single initial sound correctly, receiving a "zero score" for the subtask. On the letter name identification subtask, students correctly identified 25.09 letters within two minutes, on average. This was also the subtask that had the highest participation rate—92% of students correctly named at least one letter and only 8% received zero scores. For familiar word reading and nonword reading, students averaged 3.64 words and 4.34 nonwords in one minute, respectively. The proportion of zero scores was also similar on these subtasks at 55% and 47%, respectively.

Combined, these four subtasks speak to students' understanding of and abilities within the mechanics of reading. They are often necessary building blocks that students must master to move ahead in their reading comprehension. Literacy and reading instruction in the early grades—including those targeted by the MeREECE project—often focus predominately on these skills. Grade 3 students within the baseline sample show ample area to improve their skills in these areas, especially when considering the large proportion of zero scores associated with three of the subtasks.

The reading passage is a measure of students' understanding of meaning making from reading. It, along with the mechanics of reading, provide the foundation for reading comprehension. On the reading passage subtask, students read at a rate of 7.83 words per minute on average; however, more than one-third (39%) of students received zero scores on this subtask. Like the mechanics of reading, fluency should be targeted in the early grades to ensure that students build a strong foundation for literacy.

The final subtask, reading comprehension, speaks to students' ability to utilize the mechanics of reading, demonstrate fluency, and understand what the passage is about. As comprehension is often the purpose of reading, this subtask pulls on all of the other skills students demonstrated in the previous subtasks. Unsurprisingly, this is also the subtask where Grade 3 students within this evaluation struggled the most. On average, students did not answer a single reading comprehension question. Four out of five students (82%) received zero scores and the average number of questions correctly answered was only 0.28.

[18] https://sedl.org/reading/framework/framework.pdf

At baseline, school observations and director surveys were used to estimate student attendance and enrollment in 79 project schools. On average, 137.15 boys and 124.81 girls were enrolled at each school. On average, 86.11 boys and 77.99 girls were in attendance on the day of data collection.

In addition to the student assessment and student survey, enumerators also surveyed School Directors. School Directors were asked a series of questions about teacher attendance and displayed documentation regarding teacher attendance. On the day of the interviews, 400 of 806 employed (49.63 percent) teachers were present.

Enumerators also asked the School Directors questions linked to the "use of new techniques or tools as a result of USDA assistance." Enumerators looked for seven specific techniques or tools. One-quarter (25%) of School Directors demonstrated between one and four activities while 75% of School Directors demonstrated more than four of the techniques or tools.

Additionally, enumerators asked the School Directors about student health-related absences. Based on responses from 79 School Directors, students missed an average of 3.65 days of school during the two weeks preceding the evaluation due to health issues.

Finally, CRS provided data on the number of students enrolled at the 321 schools who would directly benefit from USDA assistance. A total of 78,788 students are enrolled—41,384 boys and 37,404 girls.

# 5. Recommendations

### INCREASE DATA POINTS USED FOR ESTIMATING STUDENT AND TEACHER ATTENDANCE

Currently, the data on student and teacher attendance as reported represents a one-day snapshot in time. This may present an incomplete or inaccurate overall view of both teacher and student attendance. The project may consider adding repeated data collection points as a component of regular monitoring exercises. Collecting repeated days' worth of information to calculate an annual average will create a more accurate annual average.

### EXAMINE EXISTING STUDENT AND TEACHER PORTUGUESE LANGUAGE ABILITIES.

Overall student performance may indicate that students have a limited ability to understand spoken Portuguese. The project may want to consider undertaking more targeted research into the reasons for this gap in comprehension. Specifically, this may mean a deeper investment in coaching for basic skills for literacy instruction for early grade teachers, whose Portuguese language proficiency was not addressed in this baseline data collection. Improving the Portuguese abilities of teachers may be a necessary step to ensuring they can confidently teach students to read in Portuguese.

### EXAMINE GENDER CONSTRAINTS WITHIN TARGET COMMUNITIES.

Girls underperformance when compared with boys deserves further exploration and may warrant a specific focus within the project to address underlying causes of these gender disparities.

### REVISE EGRA TO ALIGN WITH CURRENT BEST PRACTICES AND ASSOCIATED BENCHMARKS FOR TRACKING READING IMPROVEMENT.

The baseline administration used an EGRA originally developed prior to the most recent guidance document release. Additionally, generic benchmarks for reading comprehension were used due to a lack of Guinea Bissau specific benchmarks. A revised and equated EGRA, as well as country-specific reading benchmarks, would allow for a more nuanced understanding of student reading proficiency.

### EXPLORE THE IMPACT OF STUDENT ABSENTEEISM ON LEARNING ASSESSMENT RESULTS.

Exploring the impact of student absenteeism on EGRA results would allow for a more nuanced understanding of the impact of the low attendance rates on student performance. This could also allow for the identification of communities or schools for inclusion in a positive deviance study that could add to the project's understanding of the causes for variation in attendance across schools.

# Annexes

## Annex 1: Items for Increased Skills and Knowledge of Teachers

At baseline, 89 classroom teachers were observed to gain an understanding of their knowledge of good instructional practices and teaching techniques. Enumerators were asked to observe classrooms looking for 12 specific teaching activities. Composite scores were then created, with each activity receiving up to one point based on the quality and time spent utilizing the technique.[19] Most teachers (62%) demonstrated between one and six of the teaching behaviors while 38% of teachers demonstrated more than six of the teaching behaviors. Raw frequency tables for each activity are provided below Table 15.

**Table 15: Frequency of Quality Teacher Score (out of 12)**

| Quality Teacher Score | # of Classrooms | Percentage |
|---|---|---|
| 1 | 1 | 1.12% |
| 2 | 3 | 3.37% |
| 3 | 9 | 10.11% |
| 4 | 15 | 16.85% |
| 5 | 12 | 13.48% |
| 6 | 15 | 16.85% |
| 7 | 14 | 15.73% |
| 8 | 17 | 19.10% |
| 9 | 2 | 2.25% |
| 10 | 1 | 1.12% |
| 11 | 0 | 0.00% |
| 12 | 0 | 0.00% |
| **Grand Total** | **89** | **100.00%** |

- Learning opportunities to support the development of math skills (number sense, time)
- Check if the teacher refers to a lesson plan to structure their math teaching
- Learning opportunities to support the development of literacy skills
- Check if teacher refers to a lesson plan to structure their literacy teaching
- Learning opportunities to develop expressive language skills. These are conversations that take place between the teachers and children throughout the observations. Conversations can occur

[19] The classroom observations observed both math and literacy activities. In cases where an item was skipped, the item score was treated as zero. Each question was equally weighted. This means that all activities were given a possible score of 1. While some items were treated as a binary yes or no, a number of questions used ordinal response items, asking the enumerator to rate the quality of an activity. In this case each question received a total possible score of 1, with each rating incrementally increasing in value from 0 (e.g., 1-4 will be transferred to .25, .5, .75, 1 respectively).

during lessons, or in between lessons (while transitioning from one activity to another; during free play, etc.).

- Check if the teacher is speaking in the language of instruction
- Book reading to support children's listening and speaking skills
- Learning opportunities to promote fine motor skills
- Learning opportunities that allow children to engage in gross motor activities
- Learning activities that promote free play or open choice
- Learning opportunities that allow children to engage in Music/Movement activities
- The teacher provides some individualized instruction to children

| | | |
|---|---|---|
| **Response** | **Freq** | **Percentage** |
| No math activity was observed. | 42 | 47.19% |
| The teacher teaches math concepts ONLY in: • Repetitive activities. Examples include group response to closed-ended questions (such as counting to ten); individual children using a pointer to name numbers; write or copy numbers | 32 | 35.96% |
| Teacher teaches math concepts by using ONE of the following strategies:• Children explore and play with concrete objects to learn concept• Children have some choice in how to carry out an activity• Teacher engages children in discussion, and sometimes uses open-ended questions• Teacher connects lesson to real-life or every-day experiences | 8 | 8.99% |
| Teacher teaches math concepts by using TWO OR MORE of the following strategies:• Children explore and play with concrete objects to learn concept• Children have some choice in how to carry out an activity• Teacher engages children in discussion, and sometimes uses open-ended questions• Teacher connects lesson to real-life or every-day experiences | 7 | 7.87% |
| Check if teacher refers to a lesson plan to structure their math teaching | | |
| **Response** | **Freq** | **Percentage** |
| No | 53 | 59.55% |
| Yes | 36 | 40.45% |
| Learning opportunities to support development of literacy skills | | |
| **Response** | **Freq** | **Percentage** |
| No literacy activities are observed | 45 | 50.56% |
| Teacher teaches literacy concepts ONLY by: •Repetitive activities. Examples include group response to close-ended questions (such as singing the alphabet, repeating letter sounds); individual children using a pointer to name letters; writing or copying letters | 32 | 35.96% |
| Teacher teaches literacy concepts by using ONE of the following strategies:•Children explore and play with concrete objects to | 6 | 6.74% |

| | | |
|---|---|---|
| learn concept •Children have some choice in how to carry out an activity •Teacher engages children in discussion, and sometimes uses open-ended questions •Teacher connects lesson to real-life or every-day experiences | | |
| Teacher teaches literacy concepts by using TWO OR MORE of the following strategies:•Children explore and play with concrete objects to learn concept •Children have some choice in how to carry out an activity •Teacher engages children in discussion, and sometimes uses open-ended questions •Teacher connects lesson to real-life or every-day experiences | 6 | 6.74% |
| Check if teacher refers to a lesson plan to structure their literacy teaching | | |
| **Response** | **Freq** | **Percentage** |
| No | 55 | 61.80% |
| Yes | 34 | 38.20% |
| Learning opportunities to develop expressive language skills. These are conversations that take place between the teachers and children throughout the observations. Conversations can occur during lessons, or in between lessons (while transitioning from one activity to another; during free play, etc.). | | |
| **Response** | **Freq** | **Percentage** |
| Children are never or rarely invited to tell a story, describe events or objects, or answer any questions throughout the entire observation. | 17 | 19.10% |
| Teacher encourages expressive language skills ONLY by:•Repetitive activities. Examples include group response to close-ended questions (such as asking children to repeat a story or phrases word by word); individual children using a pointer to repeat words or sentences; individual responses to rote or close-ended questions. | 49 | 55.06% |
| Teacher encourages expressive language skills by using ONE verbal exchange activity, such as:•Asking children to describe objects (e.g., color, shape, size, function) or pictures;•Encouraging children to tell stories or describe events;•"Show and tell" •Telling a story and asking children two or more open-ended questions about the story •Repeating and extending what child says, and including more advanced vocabulary •Using story telling or discussion to encourage vocabulary that draws connections to the children's lives and experiences. | 11 | 12.36% |
| Teacher encourages expressive language skills using TWO OR MORE verbal exchange activities, such as:•Asking children to describe objects (e.g., color, shape, size, function) or pictures;•Encouraging children to tell stories or describe events;•"Show and tell" •Telling a story and asking children two or more open-ended questions about the story •Repeating and extending what child says, and including more advanced | 12 | 13.48% |

| | | |
|---|---|---|
| vocabulary •Using story telling or discussion to encourage vocabulary that draws connections to the children's lives and experiences. | | |
| Check if teacher is speaking in the language of instruction | | |
| **Response** | **Freq** | **Percentage** |
| No | 23 | 25.84% |
| Yes | 66 | 74.16% |
| Book reading to support children's listening and speaking skills | | |
| **Response** | **Freq** | **Percentage** |
| (for ECD / younger grades)Teacher:•Does not read book(s) to children OR •Reads book(s) that are not age-appropriate (i.e., text or schoolbooks for older children or adults; religious text for adults; or books with no pictures).(for older grades)Students:•Do not read text OR •Read text that is not age-appropriate (i.e., text or schoolbooks for younger children; picture books). | 23 | 25.84% |
| (for ECD/ younger grades)Teacher: •Reads to the class without discussion OR •Reads to the class without any questions about the reading.(for older grades)Teacher:•Does not discuss reading OR •Does not ask questions about the reading. | 18 | 20.22% |
| Teacher discusses the reading with to the class using ONE of the following strategies:•Asks children basic or close-ended questions about what happened •Encourages children to discuss the reading through open-ended questions •Talks about vocabulary learned in the book •Connects the reading to the children's own experiences or context •Children play with objects or do an activity related to reading | 30 | 33.71% |
| Teacher discusses the reading with the class using TWO OR MORE of the following strategies: •Asks children basic or close-ended questions about what happened •Encourages children to discuss the reading through open-ended questions• Talks about vocabulary learned in the book •Connects the reading to the children's own experiences or context •Children play with objects or do an activity related to reading | 18 | 20.22% |
| Learning opportunities to promote fine motor skills •Writing •Drawing/painting •Gathering small objects •Ordering small objects •Weaving •Stringing beads | | |
| **Response** | **Freq** | **Percentage** |
| No fine motor activity is observed | 67 | 75.28% |
| Teacher teaches fine motor skills ONLY by using: •Activities that are NOT developmentally appropriate (that is, they are too hard or too easy for most children to understand or to do, such as using pencils to trace lines before starting with crayons or markers first) | 2 | 2.25% |
| Teacher teaches fine motor skills by using developmentally appropriate activities BUT: •Activities are focused on completing | 9 | 10.11% |

| | | |
|---|---|---|
| the teacher's defined task rather than developing their fine-motor skills. •Activities focus on product, not process. •Activities are not child-led; children do not have choice in what to do or how to engage with the materials. | | |
| Teacher teaches fine motor skills by using developmentally appropriate activities AND: •Activities that are child- directed and focused on process rather than specific goal. •Activities that allow children to explore materials and how they can be manipulated in a playful way. | 3 | 3.37% |
| Learning opportunities that allow children to engage in gross motor activities •Running • Stretching • Dancing •Ball games •Chasing/tag | | |
| **Response** | **Freq** | **Percentage** |
| No gross motor activity is observed | 84 | 94.38% |
| Less than 10 minutes of gross motor activity is observed or only a few children participate. | 3 | 3.37% |
| Less than 20 minutes of gross motor activity is observed OR less than half of children participate. | 2 | 2.25% |
| Learning activities that promote free play or open choice •Explore activity centers in classroom •Self-directed games in small groups •Play can be inside or outside the classroom | | |
| **Response** | **Freq** | **Percentage** |
| No free choice/open play activity is observed. | 80 | 89.89% |
| •Teacher chooses where or how children will play with materials OR •Teacher provides limited choices for activity AND children must play with materials in a prescribed way. | 2 | 2.25% |
| •Children have ONE opportunity to choose their own activity, where and how they play with materials BUT •Teacher does not interact to add to children's play or extend learning | 5 | 5.62% |
| •Children have ONE or more opportunities to choose their own activity and where and how they play with materials AND •Teacher interacts to add to children's play or extend learning. | 2 | 2.25% |
| Learning opportunities that allow children to engage in Music/Movement activities: •Singing songs •Dancing •Acting and role-play •Group-songs/dances, all together or in turns •Nursery rhymes •Educational music video | | |
| **Response** | **Freq** | **Percentage** |
| No music/movement activity is observed. | 83 | 93.26% |
| At least one music or movement activity occurred during observation | 6 | 6.74% |
| Teacher provides some individualized instruction to children | | |
| **Response** | **Freq** | **Percentage** |
| Teacher: •Shows NO awareness that some children have different needs and abilities (teacher uses a 'one-size fits all' approach | 14 | 15.73% |

| | | |
|---|---|---|
| where all children do the same work and receive the same instruction and support, ignores child who struggles, makes no adaptations for children with special needs). | | |
| Teacher: •Occasionally shows awareness of individual needs of children by checking for understanding of concepts and providing minimal support. | 48 | 53.93% |
| Teacher: •Looks for children who are having difficulty and gives them help (with or without specific requests for help) OR •Looks for children who are not challenged and gives them developmentally appropriate activities or questions to keep them engaged. | 20 | 22.47% |
| Teacher: •Looks for children who are having difficulty and gives them help (with or without specific requests for help) AND •Looks for children who are not challenged and gives them developmentally appropriate activities or questions to keep them engaged | 7 | 7.87% |

## Annex 2: Items for Increased Skills and Knowledge of Administrators

- Do you track the reason for a student's absence from school in the school registrar?
- Is there a school improvement plan?
- Do teachers have a weekly work plan or lesson plan for each subject?
- Do you review the lesson plan and provide feedback each week?
- How often do schools administrators summarize or compile school metrics?
- Does the school have a time book for recording daily teacher attendance?
- How often are teachers trained or do they meet to discuss best teaching practice?

| Does the school have a time book for recording daily teacher attendance such as | | |
|---|---|---|
| **Response** | **Freq** | **Percentage** |
| No | 33 | 36.67% |
| Yes | 57 | 63.33% |
| Do you track the reason for a student's absence from school in the school registrar | | |
| **Response** | **Freq** | **Percentage** |
| No | 17 | 18.89% |
| Yes | 73 | 81.11% |
| How often are teachers trained or do they meet to discuss best teaching practice | | |
| **Response** | **Freq** | **Percentage** |
| Weekly | 3 | 3.33% |
| Every 2 weeks | 10 | 11.11% |
| Once a month | 67 | 74.44% |
| Once a quarter | 7 | 7.78% |
| Other | 3 | 3.33% |
| Is there a school improvement plan? | | |
| **Response** | **Freq** | **Percentage** |
| No | 75 | 83.33% |
| Yes | 12 | 13.33% |
| Don't know/No response | 3 | 3.33% |
| Can you please show me a copy of the school improvement plan? | | |
| **Response** | **Freq** | **Percentage** |
| Do teachers have a weekly work plan or lesson plan for each subject? | | |
| **Response** | **Freq** | **Percentage** |
| No | 11 | 12.22% |
| Yes | 78 | 86.67% |
| Don't know/No response | 1 | 1.11% |
| Do you review the lesson plan and provide feedback each week? | | |
| **Response** | **Freq** | **Percentage** |
| How often do schools administrators summarize or compile school metrics? | | |

| Response | Freq | Percentage |
|---|---|---|
| Weekly | 4 | 4.44% |
| Every 2 weeks | 2 | 2.22% |
| Once a month | 17 | 18.89% |
| Once a quarter | 66 | 73.33% |
| Other | 1 | 1.11% |

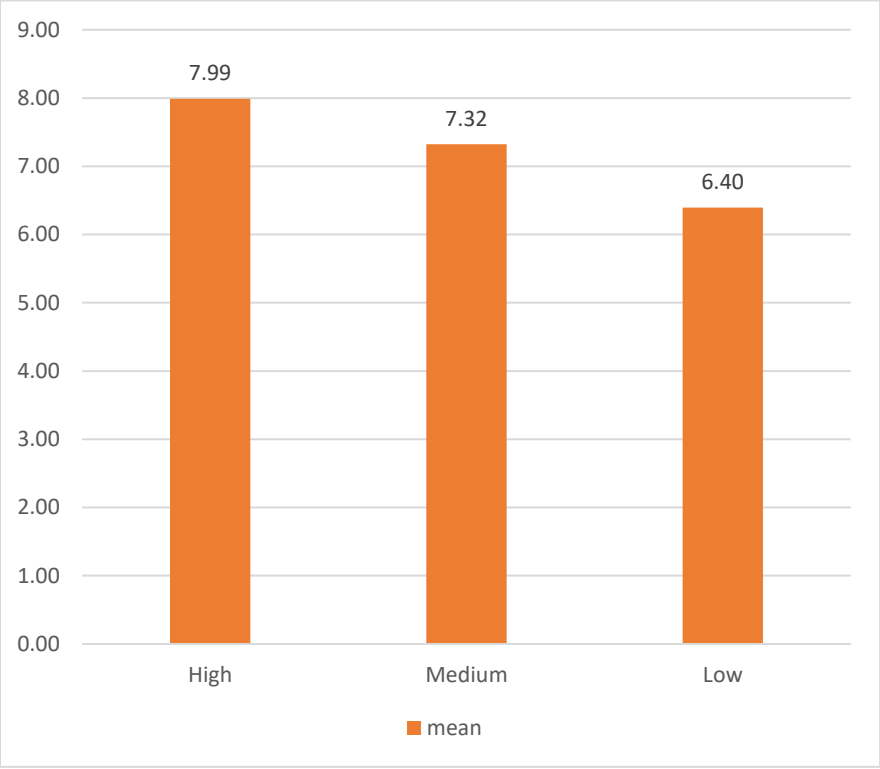
## Annex 3: EGRA Performance and Language

Relationship between EGRA performance and key language-related student survey responses was examined. The three key student survey questions which were examined in relation to EGRA performance were:

1. “What languages does your family use most at home?”
2. “Do your parents or caregivers speak Portuguese?”
3. “What languages does your teacher use most in the classroom?"

On two of the three questions (“Do your parents or caregivers speak Portuguese?” and “What languages does your teacher use most in the classroom?"), students who answered “yes”/“Portuguese” had higher scores on all subtasks than those that did not, on average.

STS analyzed these variables alone and in groupings of exposure to Portuguese: “high” (3), “medium” (1-2), “low” (0). Using the index score, across all the groupings, students with "high" exposure to Portuguese had, on average, higher scores on the oral reading fluency passage than "medium" and "low" exposure students. "Medium" exposure students had on average higher scores than "low" exposure students on every subtask.




There was a statistically significant difference between the mean letter fluency scores of boy and girl students. There was also a significant difference in mean scores between groups of students exposed to Portuguese. However, there was no statistical significant interaction found between gender and language exposure, meaning that this relationship did not affect boys and girls differently.

# Annex 4: Bibliography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## Annex 5: Data Collection Instruments

- School Director Survey
- School observation
- Classroom Observation (Portuguese and English versions)
- Student survey

## School Director Survey

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| Hello! My name is [YOUR NAME] and I am working with Catholic Relief Services. We are gathering information on classrooms throughout the MeREECE project area. This will help us to better understand similarities and differences in schools. With your permission, I would like to spend the morning in the classroom with [TEACHER'S NAME]. Before class begins, I would like to ask both of you some general questions about your school and this classroom. I may also have some questions for you after class ends. Please be assured we are not evaluating a teacher or a school but are gathering information we think will be useful for promoting child development. Your participation will be anonymous, and no personal identifiers will be attached to any of the data we collect here today. | Olá! O meu nome é [O SEU NOME] e estou a trabalhar com os Serviços Católicos de Socorro (CRS). Estamos a recolher informações sobre salas de aula em toda a área do projecto MeREECE. Isto irá ajudar-nos a compreender melhor as semelhanças e diferenças nas escolas. Com a vossa permissão, gostaria de passar a manhã na sala de aula com [NOME DO PROFESSOR]. Antes do início das aulas, gostaria de fazer a ambos algumas perguntas gerais sobre a vossa escola e sobre esta sala de aula. Posso também ter algumas perguntas para vos fazer após o fim das aulas. Estejam certos de que não estamos a avaliar um professor ou uma escola, mas sim a recolher informações que pensamos que serão úteis para promover o desenvolvimento infantil. A vossa participação será anónima, e não serão anexados identificadores pessoais a nenhum dos dados que aqui recolhemos hoje. | | |
| | | | |
| Do you want to participate in this survey? | Quer participar deste inquérito? | Yes | Sim |
| | | No | Não |
| | | | |
| Is the respondent male or female? | O inquirido é homem ou mulher? | Male | Homem |
| | | Female | Mulher |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | | |
| Before we discuss the school, I would like to ask you a few questions about yourself. | Antes de discutirmos sobre a escola, gostaria de lhe fazer algumas perguntas a seu respeito. | | |
| | | | |
| Are you the School Director? | É o Director da Escola? | Yes | Sim |
| | | No | Não |
| | | | |
| What is your role at the school? | Qual é o seu papel na escola? | Deputy Director | Diretor Adjunto |
| | | Teacher | Professor |
| | | Other | Outros |
| | | | |
| If other, specify: | Se outro, especificar. | | |
| | | | |
| How old are you? | Qual é a sua idade? | Number | Número |
| | | | |
| How many years have you been a director? | Há quantos anos é director? | Number | Número |
| | | | |
| How many years have you been in this role? | Há quantos anos desempenha este papel? | Number | Número |
| | | | |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| How many years have you been at this school? | Ha quantos anos esta nesta escola? | Number | Número |
| | | | |
| Now I would like to see your school's enrollment record. | Agora gostaria de ver o registo de matrículas da vossa escola. | | |
| | | | |
| What classes do you have in your school? | Que aulas tem na sua escola? | Pre-school | Pré-escola |
| | | Kindergarten | Jardim de Infância |
| | | Grade 1 | 1° Ano |
| | | Grade 2 | 2° Ano |
| | | Grade 3 | 3° Ano |
| | | Grade 4 | 4° Ano |
| | | Grade 5 | 5° Ano |
| | | Grade 6 | 6° Ano |
| | | Other | Outros |
| | | | |
| If other, specify. | Se outro, especificar. | | |
| | | | |
| Does the school have combined classes? | A escola tem aulas combinadas? | Yes | Sim |
| | | No | Não |
| | | | |
| Which classes are combined? | Que classes são combinadas? | open | |
| | | | |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| How many students are enrolled in the school year 2020-2021? | Quantos alunos estão matriculados nesta escola para o ano lectivo 2020/2021? | | |
| | | | |
| Number of boys enrolled in pre-school | Número de rapazes matriculados na pré-escola | | |
| Number of girls enrolled in pre-school | Número de raparigas matriculadas na pré-escola | | |
| Total pre-school enrollment | Inscrição total na pré-escola | | |
| | | | |
| Number of boys enrolled in Kindergarten | Número de rapazes matriculados no Jardim de Infância | | |
| Number of girls enrolled in Kindergarten | Número de raparigas matriculadas no Jardim de Infância | | |
| Total Kindergarten enrollment | Inscrição total no jardim-de-infância | | |
| | | | |
| Number of boys enrolled in Grade 1 | Número de rapazes inscritos no 1º Ano | | |
| Number of girls enrolled in Grade 1 | Número de raparigas inscritas no 1º Ano | | |
| Total Grade 1 enrollment | Total de Inscritos no 1º Ano | | |
| | | | |
| Number of boys enrolled in Grade 2 | Número de rapazes inscritos no 2º Ano | | |
| Number of girls enrolled in Grade 2 | Número de raparigas inscritas no 2º Ano | | |
| Total Grade 2 enrollment | Total de Inscritos no 2º Ano | | |
| | | | |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| Number of boys enrolled in Grade 3 | Número de rapazes inscritos no 3° Ano | | |
| Number of girls enrolled in Grade 3 | Número de raparigas inscritas no 3° Ano | | |
| Total Grade 3 enrollment | Total de inscritos no 3° Ano | | |
| | | | |
| Number of boys enrolled in Grade 4 | Número de rapazes inscritos no 4° Ano | | |
| Number of girls enrolled in Grade 4 | Número de raparigas inscritas no 4° Ano | | |
| Total Grade 4 enrollment | Total de inscritos no 4° Ano | | |
| | | | |
| Number of boys enrolled in Grade 5 | Número de rapazes inscritos no 5° Ano | | |
| Number of girls enrolled in Grade 5 | Número de raparigas inscritas 5° Ano | | |
| Total Grade 5 enrollment | Total de inscritos no 5° Ano | | |
| | | | |
| Number of boys enrolled in Grade 6 | Número de rapazes inscritos no 6° Ano | | |
| Number of girls enrolled in Grade 6 | Número de raparigas inscritas no 6° Ano | | |
| Total Grade 6 enrollment | Total de inscritos no 6° Ano | | |
| | | | |
| How many teachers do you have at this school? | Quantos professores tem nesta escola? | | |
| Number of male teachers | Número de professores do sexo masculino | | |
| Number of female teachers | Número de professoras | | |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | | |
| How many teachers are in attendace today? | Quantos professores estão hoje presentes? | | |
| Number of male teachers present | Número de professores homens presentes | | |
| Number of female teachers present | Número de professoras presentes | | |
| | | | |
| Does the school have a time book for recording daily teacher attendance such as a daily time book? | A escola tem um livro de ponto para registar a frequência diária dos professores, tal como um livro de ponto diário? | Yes | Sim |
| | | No | Não |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| On average, how many hours per school day are teachers scheduled to be teaching? | Em média, quantas horas por dia lectivo os professores estão programados para ensinar? Ou em media, quantas horas letivas diarias sao previstas para os professores? | | |
| | | | |
| Is teacher housing offered? | Os professores sao oferecidos alojamento ou residencia? | Yes | Sim |
| | | No | Não |
| | | Don't know/No response | Não sei/Não responde |
| | | | |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| Do you track the reason for a student's absence from school in the school register? | Acompanha a razão da ausência de um estudante no registo escolar? | Yes | Sim |
| | | No | Não |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| Why not? | Porque não? | Too difficult | Demasiado difícil |
| | | Takes too much time | Demora muito tempo |
| | | There is no way to know why a student is absent | Não há forma de saber porque é que um estudante está ausente |
| | | Other | Outros |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| If other, specify: | Se outro, especificar. | open | |
| | | | |
| Can you estimate how many days, on average, students have missed school for health-related reasons over the last two weeks? | Pode estimar quantos dias, em média, os alunos faltaram à escola por razões relacionadas com a saúde nas últimas duas semanas? | 1-2 days | 1-2 dias |
| | | 3-5 days | 3-5 dias |
| | | 6-10 days | 6-10 dias |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | More than 10 days | Mais de 10 dias |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| Please tell me the number of health-related absences from the register for the prior two weeks. | Por favor, indiquem-me o número de faltas ao registo por razões de saúde nas duas semanas anteriores. | open | |
| | | | |
| How many days was school in session the last two weeks? | Quantos dias de aulas foram leccionados nas últimas duas semanas? | number | |
| | | | |
| How often are teachers trained or do they meet to discuss best teaching practices? | Com que frequência os professores são formados ou reúnem-se para discutir as melhores práticas de ensino? | Weekly | Semanalmente |
| | | Every 2 weeks | A cada 2 semanas |
| | | Once a month | Uma vez por mês |
| | | Once a quarter | Uma vez por trimestre |
| | | Other | Outros |
| | | | |
| If other, specify: | Se outro, especificar. | open | |
| | | | |
| Is there a school improvement plan? | Existe um plano de melhoramento da escola? | Yes | Sim |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | No | Não |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| Can you please show me a copy of the school improvement plan? | Pode mostrar-me por favor uma cópia do plano de melhoramento da escola? | School director shows a copy | O director da escola mostra uma cópia |
| | | School director does not show a copy | O director da escola não mostra uma cópia |
| | | | |
| Why doesn't the school director show you a copy of the school improvement plan? | Porque é que o director da escola não lhe mostra uma cópia do plano de melhoramento da escola? | open | |
| | | | |
| Do teachers have a weekly work plan or lesson plan for each subject? | Os professores têm um plano de trabalho semanal ou um plano de aulas para cada disciplina? | Yes | Sim |
| | | No | Não |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| Do you review the lesson plan and provide feedback each week? | Revêem o plano de aulas e dão feedback todas as semanas? | Yes | Sim |
| | | No | Não |
| | | Don't know/No response | Não sei/Não responde |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | | |
| How often do schools administrators summarize or compile school metrics? | Com que frequência os administradores escolares resumem ou compilam as métricas escolares? | Weekly | Semanalmente |
| | | Every 2 weeks | A cada 2 semanas |
| | | Once a month | Uma vez por mês |
| | | Once a quarter | Uma vez por trimestre |
| | | Other | Outros |
| | | | |
| Does your school have a functioning kitchen? | A sua escola tem uma cozinha funcional? | Yes | Sim |
| | | No | Não |
| | | Other | Outros |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| If other, specify: | Se outro, especificar. | open | |
| | | | |
| Where is the kitchen located? | Onde está situada a cozinha? | open | |
| | | | |
| How far away is the kitchen? | A que distância fica a cozinha? | Less than 5 minute walk | Menos de 5 minutos a pé |
| | | 5-10 minute walk | 5-10 minutos a pé |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | 10-30 minute walk | 10-30 minutos a pé |
| | | Greater than 30 minute walk | Maior do que 30 minutos a pé |
| | | | |
| Does your school have a warehouse or room where you plan to store commodities? | A sua escola tem um armazém ou sala onde sao armazenados as mercadorias/comidas ou género? | Yes | Sim |
| | | No | Não |
| | | Other | Outros |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| If other, specify: | Se outro, especificar. | open | |
| | | | |
| | | | |
| | | | |
| *Observe the head teacher's office during the visit to verify demonstration of the following techniques/tools.* | *Observar o gabinete do Diretor durante a visita para verificar a demonstração das seguintes técnicas/ferramentas.* | | |
| | | | |
| Teacher attendace table | Tabela de presença de professores | Seen | Visto |
| | | Not seen | Não visto |
| Teacher assignment list | Lista de atribuições de professores | Seen | Visto |
| | | Not seen | Não visto |
| Visual teaching aides | Auxiliares visuais de ensino | Seen | Visto |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | Not seen | Não visto |
| Didactic materials | Materiais didácticos | Seen | Visto |
| | | Not seen | Não visto |

## School Observation

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| Book inventory | Inventário de livros | Seen | Visto |
| | | Not seen | Não visto |
| School records | Registos escolares | Seen | Visto |
| | | Not seen | Não visto |
| | | | |
| *How many students are physically present in each classroom? Enumerator must do a live head count. Do not take info from register.* | *Quantos alunos estão fisicamente presentes em cada sala de aula? O numerador deve fazer uma contagem de cabeças vivas. Não retirar informações do registo.* | | |
| | | | |
| Number of boys in attendance in pre-school | Número de rapazes em frequência na pré-escola | | |
| Number of girls in attendance in pre-school | Número de raparigas em frequência na pré-escola | | |
| Total pre-school attendance | Total de presença na pré-escola | | |
| | | | |
| Number of boys in attendance in Kindergarten | Número de rapazes presentes no Jardim de Infância | | |
| Number of girls in attendance in Kindergarten | Número de raparigas presentes no Jardim de Infância | | |
| Total Kindergarten attendance | Total de presença no jardim-de-infância | | |
| | | | |
| Number of boys in attendance in Grade 1 | Número de rapazes presentes no 1º Ano | | |
| Number of girls in attendance in Grade 1 | Número de raparigas presentes no 1º Ano | | |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| Total Grade 1 attendance | Total de presença no 1º Ano | | |
| | | | |
| Number of boys in attendance in Grade 2 | Número de rapazes presentes no 2º Ano | | |
| Number of girls in attendance in Grade 2 | Número de raparigas presentes no 2º Ano | | |
| Total Grade 2 attendance | Total de presença no 2º Ano | | |
| | | | |
| Number of boys in attendance in Grade 3 | Número de rapazes presentes no 3º Ano | | |
| Number of girls in attendance in Grade 3 | Número de raparigas presentes no 3º Ano | | |
| Total Grade 3 attendance | Total de presença no 3º Ano | | |
| | | | |
| Number of boys in attendance in Grade 4 | Número de rapazes presentes no 4º Ano | | |
| Number of girls in attendance in Grade 4 | Número de raparigas presentes no 4º Ano | | |
| Total Grade 4 attendance | Total de presença no 4º Ano | | |
| | | | |
| Number of boys in attendance in Grade 5 | Número de rapazes presentes no 5º Ano | | |
| Number of girls in attendance in Grade 5 | Número de raparigas presentes no 5º Ano | | |
| Total Grade 5 attendance | Total de presença no 5º Ano | | |
| | | | |
| Number of boys in attendance in Grade 6 | Número de rapazes presentes no 6º Ano | | |

| **Question (*English)*** | **Question *(Portuguese)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| Number of girls in attendance in Grade 6 | Número de raparigas presentes no 6º Ano | | |
| Total Grade 6 enrollment | Total de presença no 6º Ano | | |
| | | | |
| Thank you for allowing me to observe your classroom and school today. As I have mentioned, we are gathering this information to help us learn about schools throughout the CRS project MeREECE. This will contribute to national knowledge on education. This could help CRS support our country to better plan for primary education. Thank you so much again. | Obrigado por ter me permitido hoje observar a vossa sala de aula e a escola. Como já referi, estamos a recolher esta informação para nos ajudar a conhecer as escolas através do projeto MeREECE do CRS. Isto irá contribuir para o conhecimento nacional sobre educação. Isto poderá ajudar o CRS a apoiar o nosso país a planificar melhor o ensino primário. Muito obrigado, mais uma vez. | | |

# Métrica de Aprendizagem Infantil Global G4-OC-4.2

# Ferramenta de Observação em Sala de Aula (CO)

| ***PERGUNTAS A COLOCAR AO PROFESSOR ANTES DA OBSERVAÇÃO*** | | |
|---|---|---|
| **1** | Total de matrículas na escola<br><br>[CO_Inscr_Total] | |
| **2** | Que nivel esta a observar hoje?<br><br>[class] | |
| **3** | Quantos alunos estão matriculados na turma que está a observar hoje?<br><br>[Class_enroll] | |
| **3a** | Número total de rapazes matriculados na turma que será observada<br><br>[CO_Inscr_Garcons] | |
| **3b** | Número total de raparigas matriculadas na turma que será observada<br><br>[CO_Inscr_Filles] | |

| ***CRIANÇAS E PROFESSORES PRESENTES – A CONTAR NO INÍCIO DA OBSERVAÇÃO*** | | |
|---|---|---|
| **4** | Número de rapazes presentes<br>**[Peça a todos os rapazes para se levantarem e conte-os]**<br><br>[CO_Presents_Garcons] | |
| **5** | Número de raparigas presentes<br>**[Peça a todas as raparigas para se levantarem e conte-as]**<br><br>[CO_Presentes_Filles] | |

| | | |
|---|---|---|
| **6** | Número de professores/professores assistentes/outros adultos presentes na sala de aula **e** que trabalham com crianças?<br>**[Introduza o número de cada]**<br>[CO_Presents_Adultsquitravaillent] | |

| **METODOLOGIA DE ENSINO E CONTEÚDO EDUCATIVO (ECTM)**<br><br>Para os seguintes itens, selecione a opção que melhor descreve as lições ou atividades observadas para cada área. | | | | | |
|---|---|---|---|---|---|
| **7.** | **Oportunidades de aprendizagem para apoiar o desenvolvimento de <u>aptidões matemáticas</u> (sentido de número, tempo, formas, cores, sequência, tamanho).**<br><br>[CO_ECTM_Math]<br><br>**Verifique se o professor se refere a um plano de lições para estruturar o seu ensino da matemática**<br><br>[CO_ECTM_PlanMath] | **1** | **2** | **3** | **4** |
| | | Nenhuma atividade de matemática observada | O professor ensina conceitos matemáticos **<u>APENAS</u>** através de:<br><br>• Atividades repetitivas. Os exemplos incluem respostas em grupo a perguntas fechadas (tais como contar até dez); as crianças usam individualmente um apontador para nomear os números; escrever ou copiar números | O professor ensina conceitos matemáticos usando **<u>UMA</u>** das seguintes estratégias:<br><br>• <u>As crianças</u> exploram e brincam com objetos concretos para aprender conceitos<br>• <u>As crianças</u> têm alguma escolha sobre como realizar uma atividade<br>• <u>O professor</u> envolve as crianças na discussão e, por vezes, usa perguntas abertas<br>• <u>O professor</u> relaciona as lições com experiências da vida real ou quotidiana | O professor ensina conceitos matemáticos usando**<u>DUAS OU</u> <u>MAIS</u>** das seguintes estratégias:<br><br>• <u>As crianças</u> exploram e brincam com objetos concretos para aprender conceitos<br>• <u>As crianças</u> têm alguma escolha sobre como realizar uma atividade<br>• <u>O professor</u> envolve as crianças na discussão e, por vezes, usa perguntas abertas<br>• <u>O professor</u> relaciona as lições com experiências da vida real ou quotidiana |

| **METODOLOGIA DE ENSINO E CONTEÚDO EDUCATIVO (ECTM)**<br><br>Para os seguintes itens, selecione a opção que melhor descreve as lições ou atividades observadas para cada área. | | | | | |
|---|---|---|---|---|---|
| **8.** | **Oportunidades de aprendizagem para apoiar o <u>desenvolvimento de</u> <u>aptidões de alfabetização</u> (identificação de letras, fonética).**<br><br>[CO_ECTM_Alphabetisation]<br><br>**Verifique se o professor se refere a um plano de lições para estruturar o seu ensino da alfabetização**<br><br>[CO_ECTM_PlanAlphabetisation] | **1** | **2** | **3** | **4** |
| | | Nenhuma atividade de alfabetização observada | O professor ensina conceitos de alfabetização **<u>APENAS</u>** através de:<br><br>• Atividades repetitivas. Os exemplos incluem respostas em grupo a perguntas fechadas (tais como cantar o alfabeto, repetir os sons das letras); as crianças usam individualmente um apontador para nomear as letras; escrever ou copiar letras | O professor ensina conceitos de alfabetização usando **<u>UMA</u>** das seguintes estratégias:<br><br>• <u>As crianças</u> exploram e brincam com objetos concretos para aprender conceitos<br>• <u>As crianças</u> têm alguma escolha sobre como realizar uma atividade<br>• <u>O professor</u> envolve as crianças na discussão e, por vezes, usa perguntas abertas<br>• <u>O professor</u> relaciona as lições com experiências da vida real ou quotidiana | O professor ensina conceitos de alfabetização usando **<u>DUAS OU</u> <u>MAIS</u>** das seguintes estratégias:<br><br>• <u>As crianças</u> exploram e brincam com objetos concretos para aprender conceitos<br>• <u>As crianças</u> têm alguma escolha sobre como realizar uma atividade<br>• <u>O professor</u> envolve as crianças na discussão e, por vezes, usa perguntas abertas<br>• <u>O professor</u> relaciona as lições com experiências da vida real ou quotidiana |

| **METODOLOGIA DE ENSINO E CONTEÚDO EDUCATIVO (ECTM)**<br><br>Para os seguintes itens, selecione a opção que melhor descreve as lições ou atividades observadas para cada área. | | | | | |
|---|---|---|---|---|---|
| **9.** | **Oportunidades de aprendizagem para desenvolver <u>aptidões</u> <u>de linguagem expressiva</u>. São <u>conversas</u> que ocorrem entre os professores e as crianças ao longo das observações. As conversas podem ocorrer durante as lições ou entre lições (na transição de uma atividade para outra; durante o tempo livre, etc.).**<br><br>[CO_ECTM_LangageExp]<br><br>**Verifique se o professor está a falar <u>portugues</u>**<br><br>[CO_ECTM_LangueParlee] | **1** | **2** | **3** | **4** |
| | | As crianças nunca ou raramente são convidadas a contar uma história, descrever acontecimentos ou objetos, ou responder a perguntas ao longo de toda a observação. | O professor incentiva aptidões de linguagem expressiva **<u>APENAS</u>** através de:<br><br>• Atividades repetitivas. Os exemplos incluem respostas em grupo a perguntas fechadas (tais como pedir às crianças para repetirem uma história ou frases palavra a palavra); as crianças usam individualmente um apontador para repetir palavras ou frases; respostas individuais a perguntas de rotina ou fechadas. | O professor incentiva aptidões de linguagem expressiva usando **<u>UMA</u>** atividade de troca verbal, tal como:<br><br>• Pedir às crianças para descreverem objetos (p.ex., cor, forma, tamanho, função) ou imagens;<br>• Encorajar as crianças a contarem histórias ou descrever acontecimentos;<br>• "Mostrar e contar"<br>• Contar uma história e colocar duas ou mais perguntas sobre a história;<br>• Repetir e alongar o que a criança diz e incluir vocabulário mais avançado;<br>• Usar a narração de histórias ou discussões para encorajar o uso de vocabulário que estabelece relações com as vidas e experiências das crianças. | O professor incentiva aptidões de linguagem expressiva usando **<u>DUAS OU MAIS</u>** atividades de troca verbal, tais como:<br><br>• Pedir às crianças para descreverem objetos (p.ex., cor, forma, tamanho, função) ou imagens;<br>• Encorajar as crianças a contarem histórias ou descrever acontecimentos;<br>• "Mostrar e contar"<br>• Contar uma história e colocar duas ou mais perguntas sobre a história;<br>• Repetir e alongar o que a criança diz e incluir vocabulário mais avançado;<br>• Usar a narração de histórias ou discussões para encorajar o uso de vocabulário que estabelece relações com as vidas e experiências das crianças. |

| **METODOLOGIA DE ENSINO E CONTEÚDO EDUCATIVO (ECTM)**<br><br>Para os seguintes itens, selecione a opção que melhor descreve as lições ou atividades observadas para cada área. | | | | | |
|---|---|---|---|---|---|
| **10.** | **Leitura de livros para apoiar as aptidões de audição e fala das crianças**<br><br>[CO_ECTM_Livre] | **1** | **2** | **3** | **4** |
| | | (<u>para ECD[20]/ anos mais novos</u>)<br><br>O professor:<br><br>• Não lê livros às crianças **OU**<br>• Lê livros que não são adequados à idade (i.e., texto ou livros escolares para crianças mais velhas ou adultos; texto religioso para adultos; ou livros sem imagens).<br><br>(<u>para anos mais velhos</u>)<br><br>Estudantes:<br><br>• Não lêem textos **OU**<br>• Lêem textos que não são adequados à idade (i.e., texto ou livros escolares para crianças mais novas; livros com imagens). | (<u>para ECD/ anos mais novos</u>)<br><br>O professor:<br><br>• Lê para a turma sem discussão **OU**<br>• Lê para a turma sem colocar perguntas sobre a leitura.<br><br>(<u>para anos mais velhos</u>)<br><br>O professor:<br><br>• Não discute a leitura **OU**<br>• Não coloca perguntas sobre a leitura. | O professor discute a leitura com a turma usando **<u>UMA</u>** das seguintes estratégias:<br><br>• Coloca perguntas básicas ou fechadas às crianças sobre o que aconteceu<br>• Encoraja as crianças a discutirem a leitura através de perguntas abertas<br>• Fala sobre o vocabulário aprendido no livro<br>• Estabelece uma relação entre a leitura e as próprias experiências ou o contexto das crianças<br>• As crianças brincam com objetos ou fazem uma atividade relacionada com a leitura | O professor discute a leitura com a turma usando **<u>DUAS OU MAIS</u>** das seguintes estratégias:<br><br>• Coloca perguntas básicas ou fechadas às crianças sobre o que aconteceu<br>• Encoraja as crianças a discutirem a leitura através de perguntas abertas<br>• Fala sobre o vocabulário aprendido no livro<br>• Estabelece uma relação entre a leitura e as próprias experiências ou o contexto das crianças<br>• As crianças brincam com objetos ou fazem uma atividade relacionada com a leitura |

[20] Desenvolvimento Infantil Inicial (ECD)

| **METODOLOGIA DE ENSINO E CONTEÚDO EDUCATIVO (ECTM)**<br><br>Para os seguintes itens, selecione a opção que melhor descreve as lições ou atividades observadas para cada área. | | | | | |
|---|---|---|---|---|---|
| **11.** | **Oportunidades de aprendizagem para promover <u>aptidões de motricidade fina</u>**<br><br>• Escrita<br>• Desenho/pintura<br>• Recolha de objetos pequenos<br>• Ordenação de objetos pequenos<br>• Tecelagem<br>• Amarrar missangas<br>[CO_ECTM_MotricFine]<br><br>**(*Nota*: *Esta pergunta só se aplica a estudantes do 2.º Ciclo / ~ 8 anos.)*** | **1** | **2** | **3** | **4** |
| | | Nenhuma atividade de motricidade fina observada. | O professor ensina aptidões de motricidade fina **<u>APENAS</u>** através de:<br><br>• Atividades que NÃO são adequadas à fase de desenvolvimento (ou seja, são demasiado difíceis ou demasiado fáceis para <u>a maioria</u> das crianças compreenderem ou fazerem, tais como usar lápis ou seguir as linhas antes de começarem a usar lápis ou canetas de cor) | O professor ensina aptidões de motricidade fina usando atividades adequadas à fase de desenvolvimento **MAS**:<br><br>• As atividades estão <u>focadas em realizar a tarefa definida pelo professor</u> em vez de desenvolver as suas aptidões de motricidade fina.<br>• As atividades focam-se no <u>produto</u>, não no processo.<br>• As atividades não são orientadas pelas crianças; as crianças não têm escolha no que vão fazer ou como usar os materiais. | O professor ensina aptidões de motricidade fina usando atividades adequadas à fase de desenvolvimento **E**:<br><br>• As atividades que são orientadas pelas crianças e focadas no <u>processo</u> em vez de num objetivo específico.<br>• Atividades que permitem às crianças explorarem materiais e como podem ser manuseados de uma forma divertida. |
| **12.** | **Oportunidades de aprendizagem que permitem às crianças participarem em <u>atividades de motricidade grossa</u>**<br><br>• Correr<br>• Alongar<br>• Dançar<br>• Jogos de bola<br>• Brincar à apanhada | **1** | **2** | **3** | **4** |
| | | Nenhuma atividade de motricidade grossa observada | Menos de 10 minutos de atividade de motricidade grossa observados ou apenas algumas crianças participam. | Menos de 20 minutos de atividade de motricidade grossa observados **OU** menos de metade das crianças participam. | A maioria das crianças participam em, pelo menos, 20 minutos da atividade de motricidade grossa |

| **METODOLOGIA DE ENSINO E CONTEÚDO EDUCATIVO (ECTM)**<br>Para os seguintes itens, selecione a opção que melhor descreve as lições ou atividades observadas para cada área. | | | | | |
|---|---|---|---|---|---|
| | [CO_ECTM_MotriGlobale] | | | | |
| **13.** | **Oportunidades de aprendizagem que promovem <u>brincadeira livre ou opção</u> <u>livre</u>**<br>• Explorar centros de atividade em sala de aula<br>• Jogos auto-dirigidos em grupos pequenos<br>• Podem brincar dentro ou fora da sala de aula<br>[CO_ECTM_JeuLibre] | **1** | **2** | **3** | **4** |
| | | Nenhuma atividade de opção livre/brincadeira livre observada | • O professor decide onde ou como as crianças vão brincar com materiais **OU**<br>• O professor dá opções limitadas para atividade E as crianças têm de brincar com materiais de forma prescrita. | • As crianças têm UMA oportunidade de escolher a sua própria atividade, onde e como vão brincar com materiais **MAS**<br>• O professor não interage para acrescentar algo à brincadeira das crianças ou alongar a aprendizagem | • As crianças têm UMA ou mais oportunidades de escolher a sua própria atividade e onde e como vão brincar com materiais **E**<br>• O professor interage para acrescentar algo à brincadeira das crianças ou alongar a aprendizagem. |
| **14.** | **Oportunidades de aprendizagem que permitem às crianças participarem em <u>atividades musicais/de movimento</u>**<br>• Cantar canções<br>• Dançar<br>• Representar e fazer teatro<br>• Canções/danças em grupo, | **1** | | **4** | |
| | | Nenhuma atividade musical/de movimento observada. | | Ocorreu, pelo menos, uma atividade musical ou de movimento música durante a observação | |

| METODOLOGIA DE ENSINO E CONTEÚDO EDUCATIVO (ECTM)<br>Para os seguintes itens, selecione a opção que melhor descreve as lições ou atividades observadas para cada área. | | | |
|---|---|---|---|
| | juntos ou à vez<br>• Rimas infantis<br>• Vídeo musical educativo<br>[CO_ECTM_Mouvement] | | |

| PROCESSOS CENTRADOS NA CRIANÇA (CCP) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **15.** | **As crianças participaram durante a observação.**<br>*Os exemplos de participação incluem prestar atenção, olhar para o professor, focar-se na lição ou no trabalho, participar em atividades.* | a. Metade da sala - 15 mi<br>[CO_CCP_PreteAttent1] | b. A outra metade da sala - 15 min<br>[CO_CCP_PreteAttent2] | c. Metade da sala – 30 mi<br>[CO_CCP_PreteAttent3] | d. A outra metade da sala - 30 min<br>[CO_CCP_PreteAttent4] | e. Metade da sala - 45 mi<br>[CO_CCP_PreteAttent5] | f. A outra metade da sala - 45 min<br>[CO_CCP_PreteAttent6] |

| | | | | | |
|---|---|---|---|---|---|
| **16.** | **Grupos.**<br>Os tipos de grupos incluem:<br>• Grupo todo (a turma toda)<br>• Grupos pequenos (três ou mais)<br>• Pares (dois estudantes) a trabalharem juntos<br>• Estudantes a trabalharem sozinhos<br>[CO_CCP_Groupe] | **1** | **2** | **3** | **4** |
| | | Durante toda a observação, foi usado um tipo de grupo. | Durante a observação, foram usados dois tipos de grupos. | Durante a observação, foram usados três tipos de grupos. | Durante a observação, foram formados os quatros grupos. |

| **PROFESSORES ENCORAJADORES (ST)** | | | | | |
|---|---|---|---|---|---|
| **17.** | **O professor dá algumas instruções individualizadas às crianças**<br><br>[CO_ST_Individuel] | **1** | **2** | **3** | **4** |
| | | O professor:<br><br>• **NÃO** demonstra ter consciência de que algumas crianças têm capacidades e aptidões diferentes (o professor usa uma abordagem universal em que todas as crianças fazem o mesmo trabalho e recebem as mesmas instruções e o mesmo apoio, ignora as crianças com dificuldades, não faz adaptações para crianças com necessidades especiais). | O professor:<br><br>• **Ocasionalmente** demonstra ter consciência das necessidades individuais das crianças verificando se entenderam conceitos e dando um apoio mínimo. | O professor:<br><br>• Procura crianças com dificuldades e ajuda-as (com ou sem pedidos de ajuda específicos) **OU**<br>• Procura crianças que não são desafiadas e dá-lhes atividades adequadas à sua fase de desenvolvimento ou faz perguntas para as manter empenhadas. | O professor:<br><br>• Procura crianças com dificuldades e ajuda-as (com ou sem pedidos de ajuda específicos) **E**<br>• Procura crianças que não são desafiadas e dá-lhes atividades adequadas à sua fase de desenvolvimento ou faz perguntas para as manter empenhadas. |

| **MATERIAIS DE ENSINO E APRENDIZAGEM (TLM)** | | | | | |
|---|---|---|---|---|---|
| | | **1** | **2** | | **4** |
| **As crianças <u>participam</u> com os seguintes materiais.**<br>*(A lista de materiais para cada tipo são meros exemplos. Quaisquer materiais usados para a atividade, independentemente de estarem aqui listados, de terem sido comprados/feitos/encontrados, podem ser contados.)* | | **Nenhum material presente** | **Materiais presentes <u>MAS</u> as crianças não os usam** | | **Materiais presentes <u>E</u> as crianças usam-nos** |
| **18.** | **Utensílios de escrita** *(lápis, canetas, lápis de cor, giz)* [CO_TLM_Ecrire] | | | | |
| **19.** | **Brinquedos educativos ou materiais de matemática** *(tampas de garrafa, dados, água, missangas, pedras, ábacos, materiais usados para contar ou ordenar, puzzles, jogos)* [CO_TLM_Jouets] | | | | |
| **20.** | **Textos** *(livros com imagens (anos mais novos), texto, etc., incluindo os feitos pelo professor)* [CO_TLM_Texte] | | | | |
| | | **1** | **2** | **3** | **4** |
| **21.** | **Número de livros completos na sala na <u>língua de instrução</u>** (ver definição no manual para livros "completos"; contar as várias cópias dos mesmos títulos em separado) [CO_TLM_LivreInstruction] | 1-25% dos estudantes presentes (rácio 1:4) | 26-50% dos estudantes presentes (rácio 1:2) | 51-75% dos estudantes presentes (rácio 3:4) | 76-100% dos estudantes presentes (rácio 1:1) |

# Global Child Learning Metric
# G4-OC-4.2
# Classroom Observation (CO) Tool

| ***QUESTIONS TO ASK TEACHER IN ADVANCE OF OBSERVATION*** | | |
|---|---|---|
| **1** | Total Enrollment in school<br><br>[CO_Inscr_Total] | |
| **2** | What class level are you observing today?<br><br>[class] | |
| **3** | How many students are enrolled in the class you are observing today?<br><br>[Class_enroll] | |
| **3a** | Total number of boys enrolled in class that will be observed<br><br>[CO_Inscr_Garcons] | |
| **3b** | Total number of girls enrolled in class that will be observed<br><br>[CO_Inscr_Filles] | |

| ***CHILDREN & TEACHERS PRESENT – TO BE COUNTED AT BEGINNING OF OBSERVATION*** | | |
|---|---|---|
| **4** | Number of boys present<br>**[Have all the boys stand and count them]**<br><br>[CO_Presents_Garcons] | |
| **5** | Number of girls present<br>**[Have all the girls stand and count them]**<br><br>[CO_Presentes_Filles] | |
| **6** | Number of teachers/ teaching assistants/ other adults present in the classroom **and** working with children?<br>**[Enter the number of each]**<br>[CO_Presents_Adultsquitravaillent] | |

| **EDUCATIONAL CONTENT AND TEACHING METHODOLOGY (ECTM)**<br><br>For following items, select the option that best describes the lessons or activities observed for each area. | | | | | |
|---|---|---|---|---|---|
| **7.** | **Learning opportunities to support development of <u>math skills</u> (number sense, time, shapes, colors, sequence, size).**<br><br>[CO_ECTM_Math]<br><br>**Check if teacher refers to a lesson plan to structure their math teaching**<br><br>[CO_ECTM_PlanMath] | **1** | **2** | **3** | **4** |
| | | No math activities are observed | Teacher teaches math concepts **<u>ONLY</u>** by:<br><br>• Repetitive activities. Examples include group response to close-ended questions (such as counting to ten); individual children using a pointer to name numbers; writing or copying numbers | Teacher teaches math concepts by using **<u>ONE</u>** of the following strategies:<br><br>• <u>Children</u> explore and play with concrete objects to learn concept<br>• <u>Children</u> have some choice in how to carry out an activity<br>• <u>Teacher</u> engages children in discussion, and sometimes uses open-ended questions<br>• <u>Teacher</u> connects lesson to real-life or every-day experiences | Teacher teaches math concepts by using **<u>TWO OR MORE</u>** of the following strategies:<br><br>• <u>Children</u> explore and play with concrete objects to learn concept<br>• <u>Children</u> have some choice in how to carry out an activity<br>• <u>Teacher</u> engages children in discussion, and sometimes uses open-ended questions<br>• <u>Teacher</u> connects lesson to real-life or every-day experiences |

| **EDUCATIONAL CONTENT AND TEACHING METHODOLOGY (ECTM)**<br><br>For following items, select the option that best describes the lessons or activities observed for each area. | | | | | |
|---|---|---|---|---|---|
| **8.** | **Learning opportunities to support <u>development of literacy skills</u> (letter identification, phonics).**<br><br>[CO_ECTM_Alphabetisation]<br><br>☐ **Check if teacher refers to a lesson plan to structure their literacy teaching**<br><br>[CO_ECTM_PlanAlphabetisation] | **1** | **2** | **3** | **4** |
| | | No literacy activities are observed | Teacher teaches literacy concepts **<u>ONLY</u>** by:<br><br>• Repetitive activities. Examples include group response to close-ended questions (such as singing the alphabet, repeating letter sounds); individual children using a pointer to name letters; writing or copying letters | Teacher teaches literacy concepts by using **<u>ONE</u>** of the following strategies:<br><br>• <u>Children</u> explore and play with concrete objects to learn concept<br>• <u>Children</u> have some choice in how to carry out an activity<br>• <u>Teacher</u> engages children in discussion, and sometimes uses open-ended questions<br>• <u>Teacher</u> connects lesson to real-life or every-day experiences | Teacher teaches literacy concepts by using **<u>TWO OR MORE</u>** of the following strategies:<br><br>• <u>Children</u> explore and play with concrete objects to learn concept<br>• <u>Children</u> have some choice in how to carry out an activity<br>• <u>Teacher</u> engages children in discussion, and sometimes uses open-ended questions<br>• <u>Teacher</u> connects lesson to real-life or every-day experiences |

| **EDUCATIONAL CONTENT AND TEACHING METHODOLOGY (ECTM)**<br><br>For following items, select the option that best describes the lessons or activities observed for each area. | | | | | |
|---|---|---|---|---|---|
| **9.** | **Learning opportunities to develop <u>expressive</u> <u>language skills</u>. These are <u>conversations</u> that take place between the teachers and children throughout the observations. Conversations can occur during lessons, or in between lessons (while transitioning from one activity to another; during free play, etc.).**<br><br>[CO_ECTM_LangageExp]<br><br>**Check if teacher is speaking in Portuguese**<br><br>[CO_ECTM_LangueParlee] | **1** | **2** | **3** | **4** |
| | | Children are never or rarely invited to tell a story, describe events or objects, or answer any questions throughout the entire observation. | Teacher encourages expressive language skills **<u>ONLY</u>** by:<br><br>• Repetitive activities. Examples include group response to close-ended questions (such as asking children to repeat a story or phrases word by word); individual children using a pointer to repeat words or sentences; individual responses to rote or close-ended questions. | Teacher encourages expressive language skills by using **<u>ONE</u>** verbal exchange activity, such as:<br><br>• Asking children to describe objects (e.g., color, shape, size, function) or pictures;<br>• Encouraging children to tell stories or describe events;<br>• "Show and tell"<br>• Telling a story and asking children two or more open-ended questions about the story<br>• Repeating and extending what child says, and including more advanced vocabulary<br>• Using story telling or discussion to encourage vocabulary | Teacher encourages expressive language skills using **<u>TWO OR MORE</u>** verbal exchange activities, such as:<br><br>• Asking children to describe objects (e.g., color, shape, size, function) or pictures;<br>• Encouraging children to tell stories or describe events;<br>• "Show and tell"<br>• Telling a story and asking children two or more open-ended questions about the story<br>• Repeating and extending what child says, and including more advanced vocabulary<br>• Using story telling or discussion to encourage vocabulary |

| **EDUCATIONAL CONTENT AND TEACHING METHODOLOGY (ECTM)**<br><br>For following items, select the option that best describes the lessons or activities observed for each area. | | | | | |
|---|---|---|---|---|---|
| | | | | that draws connections to the children's lives and experiences. | that draws connections to the children's lives and experiences. |

| **EDUCATIONAL CONTENT AND TEACHING METHODOLOGY (ECTM)**<br><br>For following items, select the option that best describes the lessons or activities observed for each area. | | | | | |
|---|---|---|---|---|---|
| **10.** | **Book reading to support children's listening and speaking skills**<br><br>[CO_ECTM_Livre] | **1** | **2** | **3** | **4** |
| | | (<u>for ECD[21]/ younger grades</u>)<br><br>Teacher:<br><br>• Does not read book(s) to children **OR**<br>• Reads book(s) that are not age-appropriate (i.e., text or schoolbooks for older children or adults; religious text for adults; or books with no pictures).<br><br>(<u>for older grades</u>)<br><br>Students:<br><br>• Do not read text **OR**<br>• Read text that is not age-appropriate (i.e., text or schoolbooks for younger children; picture books). | (<u>for ECD/ younger grades</u>)<br><br>Teacher:<br><br>• Reads to the class without discussion **OR**<br>• Reads to the class without any questions about the reading.<br><br>(<u>for older grades</u>)<br><br>Teacher:<br><br>• Does not discuss reading **OR**<br>• Does not ask questions about the reading. | Teacher discusses the reading with to the class using **<u>ONE</u>** of the following strategies:<br><br>• Asks children basic or close-ended questions about what happened<br>• Encourages children to discuss the reading through open-ended questions<br>• Talks about vocabulary learned in the book<br>• Connects the reading to the children's own experiences or context<br>• Children play with objects or do an activity related to reading | Teacher discusses the reading with the class using **<u>TWO OR MORE</u>** of the following strategies:<br><br>• Asks children basic or close-ended questions about what happened<br>• Encourages children to discuss the reading through open-ended questions<br>• Talks about vocabulary learned in the book<br>• Connects the reading to the children's own experiences or context<br>• Children play with objects or do an activity related to reading |

[21] Early Childhood Development (ECD)

| **EDUCATIONAL CONTENT AND TEACHING METHODOLOGY (ECTM)**<br><br>For following items, select the option that best describes the lessons or activities observed for each area. | | | | | |
|---|---|---|---|---|---|
| **11.** | **Learning opportunities to promote <u>fine motor skills</u>**<br><br>• Writing<br>• Drawing/painting<br>• Gathering small objects<br>• Ordering small objects<br>• Weaving<br>• Stringing beads<br>[CO_ECTM_MotricFine]<br><br>**(*Note: This question is only applicable through ~Grade 2/ ~age 8.)*** | **1** | **2** | **3** | **4** |
| | | No fine motor activity is observed. | Teacher teaches fine motor skills **<u>ONLY</u>** by using:<br><br>• Activities that are NOT developmentally appropriate (that is, they are too hard or too easy for <u>most</u> children to understand or to do, such as using pencils to trace lines before starting with crayons or markers first) | Teacher teaches fine motor skills by using developmentally appropriate activities **BUT**:<br><br>• Activities are <u>focused on completing the teacher's</u> <u>defined task</u> rather than developing their fine-motor skills.<br>• Activities focus on <u>product</u>, not process.<br>• Activities are not child-led; children do not have choice in what to do or how to engage with the materials. | Teacher teaches fine motor skills by using developmentally appropriate activities **AND:**<br><br>• Activities that are child- directed and focused on <u>process</u> rather than specific goal.<br>• Activities that allow children to explore materials and how they can be manipulated in a playful way. |

| **EDUCATIONAL CONTENT AND TEACHING METHODOLOGY (ECTM)**<br><br>For following items, select the option that best describes the lessons or activities observed for each area. | | | | | |
|---|---|---|---|---|---|
| **12.** | **Learning opportunities that allow children to engage in <u>gross motor activities</u>**<br><br>• Running<br>• Stretching<br>• Dancing<br>• Ball games<br>• Chasing/tag<br>[CO_ECTM_MotriGlobale] | **1**<br><br>No gross motor activity is observed | **2**<br><br>Less than 10 minutes of gross motor activity is observed or only a few children participate. | **3**<br><br>Less than 20 minutes of gross motor activity is observed **OR** less than half of children participate. | **4**<br><br>Most children engage in at least 20 minutes of gross motor activity |
| **13.** | **Learning activities that promote <u>free play or open</u> <u>choice</u>**<br><br>• Explore activity centers in classroom<br>• Self-directed games in small groups<br>• Play can be inside or outside the classroom<br>[CO_ECTM_JeuLibre] | **1**<br><br>No free choice/open play activity is observed. | **2**<br><br>• Teacher chooses where or how children will play with materials **OR**<br>• Teacher provides limited choices for activity AND children must play with materials in a prescribed way. | **3**<br><br>• Children have ONE opportunity to choose their own activity, where and how they play with materials **BUT**<br>• Teacher does not interact to add to children's play or extend learning | **4**<br><br>• Children have ONE or more opportunities to choose their own activity and where and how they play with materials **AND**<br>• Teacher interacts to add to children's play or extend learning. |

| **EDUCATIONAL CONTENT AND TEACHING METHODOLOGY (ECTM)**<br><br>For following items, select the option that best describes the lessons or activities observed for each area. | | | |
|---|---|---|---|
| **14.** | **Learning opportunities that allow children to engage in <u>Music/Movement activities</u>**<br><br>• Singing songs<br>• Dancing<br>• Acting and role-play<br>• Group-songs/dances, all together or in turns<br>• Nursery rhymes<br>• Educational music video<br>[CO_ECTM_Mouvement] | **1** | **4** |
| | | No music/movement activity is observed. | At least one music or movement activity occurred during observation |

| CHILD-CENTERED PROCESSES (CCP) | | | | | | |
|---|---|---|---|---|---|---|
| **15.** | **Children are engaged throughout the observation.**<br>*Examples of engagement include paying attention, looking at teacher, focusing on lesson or work, participating in activities.* | a. Half of the room – at 15 min: _____<br>[CO_CCP_PreteAttent1] | b. Other half of the room – at 15 min: _____<br>[CO_CCP_PreteAttent2] | c. Half of the room – at 30 min: _____<br>[CO_CCP_PreteAttent3] | d. Other half of the room – at 30 min: _____<br>[CO_CCP_PreteAttent4] | e. Half of the room – at 45 min: _____<br>[CO_CCP_PreteAttent5] |
| **16.** | **Groups.**<br>Grouping types include:<br>• Whole group (entire class)<br>• Small groups (three or more)<br>• Pairs (two students) working together<br>• Students working alone<br>[CO_CCP_Groupe] | **1**<br>One grouping type is used throughout the entire observation. | **2**<br>Two grouping types are used during the observation | **3**<br>Three grouping types are used during the observation | | **4**<br>All four groupings are formed throughout the observation |

| SUPPORTIVE TEACHERS (ST) | | | | | |
|---|---|---|---|---|---|
| **17.** | **Teacher provides some individualized instruction to children**<br><br>[CO_ST_Individuel] | **1** | **2** | **3** | **4** |
| | | Teacher:<br><br>• Shows **NO** awareness that some children have different needs and abilities (teacher uses a 'one-size fits all' approach where all children do the same work and receive the same instruction and support, ignores child who struggles, makes no adaptations for children with special needs). | Teacher:<br><br>• **Occasionally** shows awareness of individual needs of children by checking for understanding of concepts and providing minimal support. | Teacher:<br><br>• Looks for children who are having difficulty and gives them help (with or without specific requests for help) **OR**<br>• Looks for children who are not challenged and gives them developmentally appropriate activities or questions to keep them engaged. | Teacher:<br><br>• Looks for children who are having difficulty and gives them help (with or without specific requests for help) **AND**<br>• Looks for children who are not challenged and gives them developmentally appropriate activities or questions to keep them engaged |

| TEACHING AND LEARNING MATERIALS (TLM) | | | |
|---|---|---|---|
| | **1** | **2** | **4** |
| **Children <u>engage</u> with the following materials.**<br><br>*(The list of materials for each type are examples only. Any materials used for the activity, regardless of whether listed here, or whether purchased/made/found, can be counted.)* | **No materials present** | **Materials present <u>BUT</u> children do not use them** | **Materials are present <u>AND</u> children use them** |

| | | | | | |
|---|---|---|---|---|---|
| **18.** | **Writing utensils** *(pencils, pens, crayons, chalk)* [CO_TLM_Ecrire] | | | | |
| **19.** | **Educational toys or math materials** *(bottle caps, dice, water, beads, rocks, abacus, materials used for counting or sorting, puzzles, games)* [CO_TLM_Jouets] | | | | |
| **20.** | **Texts** *(books with pictures (younger grades), text, etc., including those made by the teacher)* [CO_TLM_Texte] | | | | |
| | | **1** | **2** | **3** | **4** |
| **21.** | **Number of complete books in the room in the <u>language of instruction</u>** (see definition in manual for 'complete' books; count multiple copies of the same titles separately) [CO_TLM_LivreInstruction] | 1-25% of present students (1:4 ratio) | 26-50% of present students (1:2 ratio) | 51-75% of present students (3:4 ratio) | 76-100% of present students (1:1 ratio) |

## Student Survey

| **Question (*English)*** | **Question (Portuguese*)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| Student ID | | | |
| | | | |
| Did you obtain student verbal consent? | | Yes | |
| | | No | |
| | | | |
| Is the student a girl? | O estudante é uma menina? | Yes | Sim |
| | | No | Não |
| | | | |
| What is your age? | Qual é a sua idade? | | |
| | | | |
| Which grade level are you in? | Qual é o seu nível de escolaridade? | Grade 3 | 3° Ano |
| | | Other | Outros |
| | | | |
| If other, please specify. | Se outro, por favor especifique. | | |
| | | | |
| What languages does your family use most at home? | Que línguas os seus familiares falam mais em casa? | Portuguese | Português |
| | | Creole | Crioulo |
| | | Balanta | Balanta |
| | | Biafada | Biafada |
| | | Felupe | Felupe |
| | | Fula | Fula |
| | | Mancanha | Mancanha |

| **Question (*English)*** | **Question (Portuguese*)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | Mandinga | Mandinga |
| | | Manjaco | Manjaco |
| | | Nalu | Nalu |
| | | Soussou | Soussou |
| | | Other | Outros |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| Do your parents or caregivers speak Portuguese? | Os seus pais ou encarregados de educação falam português? | Yes | Sim |
| | | No | Não |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| What languages does your teacher use most in the classroom? | Que línguas é que o seu professor usa mais na sala de aula? | Portuguese | Português |
| | | Creole | Crioulo |
| | | Balanta | Balanta |
| | | Biafada | Biafada |
| | | Felupe | Felupe |
| | | Fula | Fula |
| | | Mancanha | Mancanha |
| | | Mandinga | Mandinga |
| | | Manjaco | Manjaco |
| | | Nalu | Nalu |
| | | Soussou | Soussou |

| **Question (*English)*** | **Question (Portuguese*)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | Other | Outros |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| Now I would like to ask you about the type of foods that you ate yesterday during the day and the night. Please tell me all the food that you ate yesterday during the day and the night. | Agora gostaria de lhe perguntar sobre o tipo de alimentos que comeu ontem durante o dia e durante a noite. Por favor, diga-me toda a comida que comeu ontem durante o dia e durante a noite. | Grain, roots and tubers (e.g. rice, cassava, gari, yam, bulgur, potato, etc.) | Grãos, raízes e tubérculos (por exemplo, arroz, mandioca, gari, inhame, bulgur, batata, etc.) |
| | | Legumes and Nuts (e.g. ground nut, beans, cashew etc.) | Leguminosas e nozes (por exemplo, amendoim, feijão, castanha de caju, etc.) |
| | | Dairy products (milk, yogurt, cheese, cow milk, etc.) | Produtos lácteos (leite, iogurte, queijo, leite de vaca, etc.) |
| | | Flesh food (meat, fish, chicken, liver/organ meat) | Comida de carne (carne, peixe, frango, carne de fígado/órgão) |
| | | Eggs | Ovos |
| | | Fruits (e.g. banana, mango, plum, orange, avocado pear, lemon, etc.) | Frutas (por exemplo, banana, manga, ameixa, laranja, pêra abacate, limão, etc.) |

| **Question (*English)*** | **Question (Portuguese*)*** | **Response Options *(English)*** | **Response Options *(Portuguese)*** |
|---|---|---|---|
| | | Vegetables (e.g. Cassava leaves, potato leaves, okra, cucumber, etc.) | Vegetais (por exemplo, folhas de mandioca, folhas de batata, quiabo, pepino, etc.) |
| | | Other | Outros |
| | | Don't know/No response | Não sei/Não responde |
| | | | |
| If other, please specify. | Se outro, por favor especifique. | | |
| | | | |
| Thank you very much for participating! | Muito obrigado pela sua participação! | | |

# Annex 6: Terms of Reference/Statement of Work for the evaluation

## Terms of Reference for Baseline Study, Mid-Term and Final Evaluation

**Catholic Relief Services**

**Program Name: McGovern-Dole International Food for Education and Child Nutrition Program: MeREECE**

**Agreement: FFE-657-2019/017-00**

**Program Period: October 2019- September 2023**

# Contents

# 1. Purpose

The double purpose of the terms of reference (TOR) is to describe the methodological requirement for the baseline, midterm and final evaluations *and* to outline the conditions and responsibilities of the consultant(s) who will undertake in Guinea-Bissau these evaluations for the McGovern-Dole project, *Promotion of Educational and Economic Performance in Educative Communities* (Melhoria do Rendimento Escolar e Economico das Comunidades Educativas na Guiné-Bissau), or **MeREECE**. The TOR will also provide the tasks and responsibilities for an external consultant to conduct these evaluations. CRS will engage an independent consultant, following a competitive international bidding process. Assuming a satisfactory work product, the same consultant will be hired for the midterm and final evaluations, thus CRS requests bids for all three evaluations, with a separate budget broken out for each.

Please note this ToR and its annexes are subject to donor approval, and thus may change before contract signing.

The external evaluator should be very familiar with the program Evaluation Plan (Annex 1), and Indicator Performance Tracking Table (IPTT) (Annex 2), in addition to the USDA's Food Assistance Indicators and Definitions and its Monitoring and Evaluation Policy. As of publication of these ToR, the project's Performance Monitoring Plan (PMP) had not yet been developed but is expected by end October. In the meantime, external evaluators can reference USDA's standard indicator definitions, as needed, in preparing a bid in response to these ToR. All evaluation reports will be reviewed in line with Annex 3: Checklist for Evaluating USDA Evaluation Reports (CRS internal).

# 2. Project Background

The **MeREECE** program aims to strengthen the education system in Guinea-Bissau and improve literacy of school-aged children in the regions of Oio, Cacheu,, Quinara,, Bafata and Gabu. CRS will work with its partners, Caritas Guinea-Bissau and Plan International to fully implement the project in 350 elementary schools to reach 199.539 individuals in the five proposed regions.

*For more details on the context please refer to* the evaluation plan *(Annex 1) section 2), Pages 1 and 2)*

# 3. Program Evaluation Process

The **MeREECE** evaluation process will involve three phases: a baseline assessment, and both a midterm, and final evaluation. CRS is seeking an individual consultant or a research consulting firm to lead its external evaluation process from baseline to endline. The midterm and final evaluation contracts will be dependent on satisfactory completion of the baseline assessment. The midterm and final evaluations will be re-requisitioned if the baseline does not meet quality standards. The methodology and sampling detailed below may require revision based on the results of the baseline and suggestions from the consulting entity

## 3.1. Purpose and Scope of the baseline Assessment

The main objective of this baseline is to assess and report on the situation before the beginning of the program. The baseline will seek to verify assumptions and pre-conditions made during project design as well as provide quantitative and qualitative data on the performance measures and identify potential threats to project implementation. The purpose of the baseline study is to establish a reference point and identify any underlying factors impacting literacy, nutrition and health of school-aged children. The results obtained from this evaluation will serve as a basis for comparison with the mid-term and final evaluations. This baseline data will also be used to adjust the intervention logic of the project against the context if necessary.

Specific performance non-zero value indicators (located in Table 1) will be collected during the baseline. All individual-level data must be disaggregated by gender. Annex 4. CRS Standard Tools contains a Student Survey and Classroom Observation tool that can assist data collection.

**Table 1. Performance Indicators**

| Performance Indicator | Standard or Custom | Baseline |
|---|---|---|
| Number of individuals participating in USDA food security programs | Standard #30 | 0 |
| Number of individuals benefiting indirectly from USDA-funded interventions | Standard #31 | 0 |
| Number of schools reached as a result of USDA assistance | Standard #32 | 0 |
| Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance | Standard #19 | 0 |
| Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance | Standard #20 | 0 |
| Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text | Standard #1 | 45% |
| Number of teaching and learning materials provided as a result of USDA assistance | Standard #3 | 0 |
| Number of children who receive 1 or more meals per week that include fruits, vegetables, legumes, and/or animal-sourced proteins in addition to the USDA commodities. | Custom | 0 |
| Amount (MT) of fruits, vegetables, legumes, and/or animal-sourced foods provided in addition to the USDA commodities (disaggregate by project versus COGES) | Custom | 0 |
| Average student attendance rate in USDA supported classrooms/schools | Standard #2 | 54% |
| Number of functional health school clubs created as result of USDA assistance | Custom | 0 |
| Number of individuals trained in safe food preparation and storage as a result of USDA assistance | Standard #22 | 0 |
| Number of individuals trained in child health and nutrition as a result of USDA assistance | Standard #23 | 0 |
| Number of students receiving deworming medication(s) | Standard #29 | 0 |
| Number of schools with improved food prep and storage equipment | Custom | 0 |

| | | |
|---|---|---|
| Percent of teachers in target schools who attend and teach school at least 80% of scheduled school days per year | Custom | 40% |
| Number of teachers receiving recognition rewards as a result of USDA assistance | Custom | 0 |
| Number of teaching materials or tools developed in USDA assistance targeted school | Custom | 0 |
| Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance | Standard #4 | 0 |
| Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance | Standard #5 | 0 |
| Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance | Standard #6 | 0 |
| Number of school administrators and officials trained or certified as a result of USDA assistance | Standard #7 | 0 |
| Percent of school officials in target schools who demonstrate use of new and quality techniques or tools | Custom | 15% |
| Amount (MT) of staple commodities provided in addition to the USDA commodities (disaggregate by project versus COGES) | Custom | 0 |
| Quantity of take-home rations provided (in metric tons) as a result of USDA assistance | Standard #14 | 0 |
| Number of individuals receiving take-home rations as a result of USDA assistance | Standard #15 | 0 |
| Average number of days missed per student per school year due to student health issues | Custom | 30 |
| Number of students enrolled in school receiving USDA assistance | Standard #9 | 69,470 |
| Number of individuals participating in group-based savings, micro-finance or lending programs with USDA assistance | FFPr Standard #6 | 0 |
| Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance | Standard #16 | 0 |
| Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance | Standard #17 | 0 |
| Number of regional Ministry of Education Administrators and municipal authorities trained in school feeding management | Custom | 0 |
| Number of sessions held with Ministry of Education officials for advocacy work and national level | Custom | 0 |

| | | |
|---|---|---|
| Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance | Standard #10 | 0 |
| Percent increase of the value allocated for basic education by responsible institutions | Custom | 0% |
| Number of public-private partnerships formed as a result of USDA assistance | Standard #12 | 0 |
| Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance | Standard #13 | 0 |
| Number of members of the educational support community (PTA, COGES,) with strengthened capacity to fulfill their roles in educational development | Custom | 0 |
| Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition | Standard #11 | 0 |
| Number of COGES who contribute of fruits, vegetables, legumes and/or animal-sourced proteins per week | Custom | 0 |

### 3.1.1. Schedule of Baseline Survey Activities

Please refer to the evaluation plan (Annex 1) in section **Calendar of activities** Page 4

## 3.2. Purpose and Scope of midterm evaluation

The **MeREECE** midterm evaluation will be a summative exercise which will consist in examining implementation of program, and providing information and feedback on these, as well as determining the extent of the results achieved. Also, the midterm evaluation will hold after two of implementing helps CRS and stakeholders to learn more about success, to identify obstacles to achieving results and to possibly analyze the first effects of the program.

**MeREECE** midterm evaluation will apply the same methodology and tools used in the baseline assessment. Midterm findings will also document lessons learned and recommendations for better management and operations. The evaluation will assess progress in the implementation of project activities using the criteria of relevance, effectiveness, efficiency, sustainability, impact of the Development Assistance Committee (DAC), to identify the first indications of the impact of the project.

### 3.2.1. Schedule of Midterm Evaluation

See Evaluation plan in section **Calendar of activities** Page 9.

## 3.3 Purpose and Scope of the Final Evaluation

The purpose of the final evaluation is to measure overall project performance as well as desired or unintended outcomes observed in the targeted communities. The final study will present a clearer view of the constraints, lessons learned, best practices, opportunities as well as successful aspects of the project's implementation. Evaluation criteria will cover the DAC criteria of relevance and effectiveness of project strategies, the efficiency of project interventions, and the extent to which objectives have been achieved. The evaluation will also assess sustainability including: the targeted communities' capacity and willingness to take over project activities (e.g. school feeding); APEs' motivation for maintenance of school infrastructures and resources and; stakeholder engagement to maintain the benefits of the project. The final evaluation will be based on the same key questions presented in the overall evaluation

design and will include additional questions related to lessons learned and recommendations made by key stakeholders (beneficiaries, MoE, MoH, implementing partners, USDA, etc.).

### 3.3.1 Schedule of Final Evaluation

See Evaluation plan in section **Calendar of activities** Page 10.

# 4. Evaluation Approach and Methodology

Information in this section, and in Annex 1, outline the standards expected of the external evaluator during data collection and analysis. Justified deviations from these standards, after consultation with CRS, are possible.

The selected consultant or team is expected to determine the best approach and methods that will be used in these evaluations to effectively address all stated evaluation objectives. CRS will provide quality assurance to ensure the evaluation consultant or team use(s) a mixed-methods approach, including quantitative literacy assessments for students and health; knowledge, attitudes and practices assessments for teachers and; qualitative focus group discussions and key informant interviews with program beneficiaries and stakeholders.

CRS, as an agency, is attempting to standardize tools used in its education sector projects and had developed a Classroom Observation tool and Student Survey (see Annex 3. CRS Standard Tools). Some of the content in these tools are likely good proxies for measuring a few of the project's IPTT indicators. In addition, CRS can share tools used in evaluation its seven ongoing McGovern-Dole awards.

## 4.1 Sources of Data and Data Collection Methods

The data collection methodology will be based on evaluation standards and will be repeated during the different evaluations. However, the standard methods will be adjusted to align with project strategies and to improve data quality. The project team will collect questionnaire-based quantitative data (with students, teachers, school administrators, cooks) using electronic tools. CRS will use structured and/or semi-structured key informant interview guides to gather information from implementing partners, USDA, opinion leaders and local authorities as well as focus group discussion guides to obtain qualitative information from community groups (APE, COGES, and savings and internal lending communities). In addition, observation instruments (e.g. checklists) on the preparation of meals and the diversity of foods consumed by students will be used to triangulate with survey and focus group data. CRS and the evaluation team will adapt and use ASER[22] and PASEC [23] tools to assess students' reading levels.

### 4.1.1 Data Collection Methods:

Representative samples should always be selected randomly, ideally from a list or using a random walk, etc. However, often due to resource constraints, sample selection bias does occur. This frequently happens due to security constraints that prevent study teams from reaching an off-limits area or when the rosters from which individuals or clusters are randomly selected are outdated, and it would prove too costly or impossible to locate those randomly selected. In this case, in the limitations section of the evaluation report, describe any sources of bias as best as possible.

For example, if students are not present in school the day of evaluation, how do absent students differ from those present? Does a t-test of means show that the proportion of key groups (gender, ethnicity, geographic area)[24] in the sample is the same as those that were not included? If not, how might the sample

[22] Annual Status of Education Report (ASER)
[23] Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN (PASEC)
[24] The analyst may not have much information about students not present. However, based on student names and school locations, they might at least have this information.

be biased? How else might students not present that day be different? Might they not perform as well on literacy tests, etc. because they might frequently miss school?

*Sample weights.* Sample weights should always be used when providing unconditional descriptive statistics (means or totals) for the underlying population. However, results from regression analyses, would ideally report unweighted and weighted results, and where there are differences, include a discussion of the underlying reasons. For example, observations from a school that has 90 second-graders vs. 30 will carry 3 times the weight; if there are heterogenous project effects for large vs. small schools (e.g. larger schools have a higher teacher/ student ratio; this lack of student attention results in poorer educational outcomes, etc.) then the conditional means might be different for weighted vs. unweighted analyses (Solon, Haider, and Wooldridge 2015).

*Clustered or stratified samples and regression analysis.* When reporting weighted conditional means from regression analyses, weighted values should use the appropriate weighted counterpart (e.g. weighted least squares, weighted maximum likelihood, etc.).

Additionally, because observations within a cluster are likely correlated, standard errors should always be clustered at the cluster-level (Cameron and Miller 2015). Statistical packages have functions for this; the appropriate function will vary depending on the method of analysis.

Control for any sample stratification in regression analyses by using binary variables for each stratum (excluding one to avoid the dummy variable trap).

*Population Proportional to Size (PPS) cluster selection may not appropriate.* PPS is a quantitative sample selection methodology commonly used to account for the size of clusters when selecting them in the first stage of evaluation studies, in which every person in every cluster has an equal probability of being selected into the sample. If, in the second stage, a simple random sample is used to select each individual among all individuals in the cluster, then the sample is "self-weighting" and no sample weights need be applied at the analysis stage.

Analysts of data collected via a PPS-selected sample should understand that if the sample was stratified, or if a simple random sample was not used in the second stage, then the sample is not self-weighting and sample weights must be used. Please refer to section 3, P3 for further details on the sampling methodology of the project

At the analysis stage, the Hansen-Hurwitz or Horvitz-Thompson estimators should be used to estimate the sample mean, and variance in any regression models (Hansen and Hurwitz 1942, Horvitz and Thompson 1952).

When using PPS, the measure of size should be accurate, otherwise it will over- or underestimate the sample variance, as compared to simple random selection of clusters (Thomsen, Tesfu, and Binder 1986), despite using the estimators described below. Even if baseline measures of size are accurate, if using a repeated cross-section (schools are commonly maintained across all three evaluation points) when evaluating in the same clusters at final evaluation and the "size" of the clusters changes notably over time, the same issue of mis-estimating the sample variance will occur.

For all these reasons, using PPS is likely too complex and not appropriate, and therefore not recommended. In lieu of PPS, clusters and individuals can be selected via a random sample, and sample weights used in analysis.

### 4.1.2. Data Collection Sources and Ideal Sample Sizes

Please see section 3, sampling sub-section, in Annex 1.

## 4.2. Data Processing and Analysis Procedures

To meet expectations as to how evaluation data can be useful, CRS will engage the recruited evaluation team to determine how to ensure data quality through a quality control system. Data analysis should be descriptive in that it will provide trends (central and dispersion trends, rate, percentage) in the achievement of results at each measurement period. Because these evaluations will employ representative samples, the significance of the estimators (indicators) will be verified using inferential statistical methods.

The mid-term and final evaluations should, at minimum, check for statistical differences between baseline and respective report values. This will likely be via a t-test; however, a preferred general specification would be:

$$Outcome_{its} = Midterm_t + Final_t + Female_i + Strata_s + \varepsilon_{its}$$

where

- $Outcome_{its}$ is the outcome indicator of interest for individual *i* at time *t* (baseline, midterm, or final) in strata *s*;
- $Midterm_t$is a binary variable taking the value 1 if the data was collected during the midterm evaluation, and zero otherwise;
- $Final_t$is a binary variable taking the value 1 if the data was collected during the final evaluation, and zero otherwise (only relevant at final evaluation);
- $Female_i$ is a binary variable taking the value 1 if individual *i* is female, and zero otherwise;
- $Strata_s$ is a vector of binary variables for each stratum (excluding one to avoid the dummy variable trap);
- $\varepsilon_{its}$is the error-term that should be clustered at the cluster-level during analysis.

Ideally, a table with each indicator of interest could be presented per row, with the coefficient (or marginal value when using probit/ logit models) and standard errors for the midterm, final, and female indicators in columns. It is not necessary to present marginal values per stratum. The specification can be adapted if the outcome indicator is not at the individual level, not stratified, or not clustered.

# 5. Audience and Key Stakeholders

CRS will organize sessions to disseminate findings at the local and national level. These sessions will allow the team to present conclusions and gather feedback and interpretation of the data collected from beneficiaries and other key stakeholders. These information-sharing sessions will involve students, teachers, school administrators, community-based educational support associations (APE, COGES), local leaders, technical partners, government representatives and USDA representatives. Online information-sharing sessions in the form of webinars will be organized to gather feedback from key stakeholders. CRS will work with implementing partners and other stakeholders to develop recommendations and an action plan related to the evaluation findings. McGovern-Dole project managers will develop concrete next steps for each recommendation, identify responsible parties for each action, and create a timeline for responsible parties to verify completion of each element of the action plan. The action plan will be reviewed at quarterly project meetings.

# 6. Selection of the Evaluation Team

All evaluations will be conducted by an external independent consulting firm or individual evaluator in coordination with CRS's regional and national MEAL technical advisors and the CRS Program Quality Department. CRS will advertise the ToR for the baseline, midterm and final evaluations together and

recruit one consultant or firm to conduct all three studies. The firm will be selected following a competitive, transparent and independent procurement process conducted by CRS procurement team.

The proposal will be assessed using the following criteria:

- Soundness of the technical approach;
- Practicality of the methodologies proposed;
- Timeframe;
- Cost Efficiency and;
- Evaluation consultant qualifications (see below)

# 7. Evaluator's Qualifications

The expected consultants and/or firm should have strong experience with education programming and evaluations including, in the domains of health and nutrition and school feeding programs. The team should at least be composed of a lead consultant and an associate consultant with the profile below:

**Lead consultant**

- Advanced degree in social sciences or any related background
- A minimum of 5 years of experience in conducting quantitative and qualitative impact and performance evaluations in similar complex international development programs.
- Experience in conducting research and evaluation of US government international development programs. Preference will be given to those who have experience in USDA McGovern-Dole Food for Education programs.
- Experience in designing or evaluating education, literacy and school feeding programs.
- Experience in designing, using and analyzing international literacy assessments such as PASEC and/or ASER.
- Experience in qualitative evaluation techniques such as key informant interviews, focus group discussions, observations, and case studies.
- Experience in quantitative data collection, statistics/econometrics such as randomized control trials, propensity score matching, regression discontinuity, sample size selection, design effects, questionnaire design, etc.
- Experience evaluating programs in West Africa, preferably Guinea-Bissau.
- Ability to communicate, read, and write fluently in English, Portuguese and other languages as appropriate.
- Willingness to work in remote areas without electricity and running water.

**Associate consultant:**

- MSC in statistics, Program Evaluation and Measure, international development or related background.
- Experience and knowledge in the use of electronic data collection tools in evaluations
- Background in statistics and evaluation methods that use counterfactual and experimental/quasi-experimental approach, cohort analysis experience will also appreciate.
- Experience in data processing, analysis and reporting
- Strong proficiencies in English and Portuguese are required

# 8. Evaluation Management

CRS MEAL Technical Advisor, Head of Program, and Deputy Head of Programs (all based in Dakar, Senegal) will led and oversee the evaluation management. They will be supported by teams from WARO and CRS HQ in Baltimore, Maryland. The CRS Operations and Human Resources departments located in CRS' Senegal office will be responsible for contracting external evaluation consultants and other service providers and will work with the **MeREECE** program team, including the Chief of Party and MEAL

Manager, to coordinate logistics of data collection in the field. Project partners will participate in the ToR review, data collection supervision, review of draft reports and stakeholder workshops on evaluation design and sharing of results and recommendations.

# 9. Deliverables

The recruited Consultant shall deliver the following products in accordance with the validated timeline:

The evaluator is expected to follow American Evaluation Association's Guiding Principles for Evaluators (http://www.eval.org/p/cm/ld/fid=51). Dependent upon participants in the evaluation, the evaluator should specify steps that will be taken to ensure informed consent, confidentiality, and protection of minors. The evaluator should specify steps taken to safeguard data collected and data management procedures to be used in the evaluation. There will be a data rights clause in the signed contract, and the external evaluator should obtain permission from CRS before sharing the final evaluation report with any external party, including posting it to their organization's website.

All deliverables should be completed in English (and data collection tools must also be in Portuguese), be free of typos or grammatical errors, and be a polished document ready for submission to USDA. This means the document contains no factual errors or inaccuracies and citations are properly used.

Deliverables include the following:

- Work plan (including evaluator responsibilities for identifying, interviewing, contracting, training and overseeing enumerators).
- Sampling plan, including if the sample sizes will differ from Annex 1.
- Instruments, data collection manual, and training materials for enumerators (i.e., focus group guides, key informant interview guide, observation checklist).
- Quality Assurance Plan (including training of enumerators and weekly check-ins during data collection.
- Conduct interview with USDA (it is expected USDA will facilitate this exercise by providing the contact person and the means of interview)
- Data sets with accompanying codebook/data dictionary (original paper and/or electronic as well as final, clean electronic data sets with syntax).
  - If the evaluator provides .dta, .do, .sps, or .sav files, they must also provide open source file versions (.txt, .csv, .doc, etc.)
  - If pa of a longitudinal design, an identifier file that links respondent PII with ID numbers in the data file(s)
  - Deidentified transcripts of selected interviews and focus groups and/or data files of coded sections of text from interviews and focus groups
- At baseline only, a 10-page preliminary report, suitable for presentation to USDA, 6 weeks after the end of data collection. The report will only contain:
  - An IPTT for the indicators with non-zero baseline values, including relevant disaggregates;
  - Enough information about the methodology to engender confidence in the data quality. This should include a list of the data collection tools, number and gender of people interviewed, any information about stratification, and any data limitations. Whenever possible, the preliminary report should simply refer to the approved ToR and/ or Evaluation Plan, rather than incorporate the information;
  - Annex with description of team members' qualifications and their positionality.
- Draft Report with one round of edits from CRS and another subsequent round from USDA
- Final Report with the following sections:
  - Executive summary (including brief introduction of program evaluated, key evaluation questions, findings, and conclusions);
  - Background;

- Evaluation questions
- Evaluation design including assumptions and limitations;
- Methodology;
- Findings;
- Conclusions, lessons learned and effective practices (if any), and
- Recommendations (should be clear, concise, relevant, specific and practical, following directly from findings and conclusions established in report);
- Annex with original scope of work (marked for redaction from final web version);
- Annex with final data collection instruments;
- Annex with description of team members' qualifications and their positionality;
- Annex with additional methodological discussion/ robustness checks as needed.
- Annex with updated IPTT.

- Final reports must not contain any propriety or personally identifiable information (PII). PII is any information that directly or indirectly identifies an individual. This information can be used on its own or with other information to identify, contact or locate a single person, or to identify an individual in a specific situation. This may include, for example, a name, national ID number, address, birthplace, etc. PII includes both direct and indirect identifiers that, when taken together, could allow for identification of an individual (such as a village name, gender, age, name, and/ or facial image)."
  - In addition, final reports should not allow for the identification of individual schools or communities. Any list of schools or communities provided should be included as in the report annex, so that it can be easily removed before submitting to USDA for external sharing.
- Final reports must be compliant with Section 508 of the United States Access Board which requires that information and services are accessible to persons with disability. (See https//section 508.gov/create).
- A two to four-page summary document, with easily accessible graphics, highlighting the project's key successes, for sharing with a larger audience
- Presentation of final evaluation to stakeholders
- A webinar of key findings and lessons learned for CRS globally and USDA (if requested).

# 10. Ethical considerations

CRS maintains the highest ethical standards for MEAL policies, especially for evaluations in which some informants are children. CRS will commit to respect and enforce research and evaluation ethical requirements for service providers in accordance with current MEAL Policies and Procedures. Respect for confidentiality and the protection of informants' personal data are essential conditions for all data collection and analysis functions. Therefore, the evaluation team will collect consent from respondents to ensure data privacy protection and responsible ethical considerations in all evaluation and research activities. The evaluation team conducting the assessments will maintain the integrity of the data collection and analysis while also adhering to CRS and USDA policies and procedures on evaluations.

# 11. Evaluation Resources

CRS and implementing partners will provide to consultant team preparatory, logistical assistance and the following documents.

- MEAL documents and tools such as the project's: results framework, evaluation plan, key performance indicators list, theory of change, learning agenda, existing evaluation reports and case studies (and other available documents as needed)
- Access to a database that includes all 350 schools targeted with demographic and geographical information
- Secondary data available to further understand educational context in Guinea-Bissau;
- Compilation of reference documents (project proposal, periodic reports, etc.)
- Contact details of stakeholders in the implementing zones

- Submitting protocol and compliance information to relevant local and administrative authorities (MoE, MoH, etc.) as needed
- Use of CRS Commd software license, if desired
- Tablets for data collection

## 12. Structure of Proposal and Submission Guidelines

Consultants or consulting firms wishing to apply to conduct these evaluations should send their CVs, along with a technical proposal that includes at least the following specifications:

- A description of the firm's expertise (maximum 5 pages)
- The different tasks they are planning to undertake in order to fulfill the evaluation's purpose, scope and objectives (2 pages)
- Detailed explanation of the selected methodology (maximum 5 pages)
- A detailed budget with explanatory notes (maximum 5 pages). Bidders must submit a detailed financial proposal for the baseline, midline, and final evaluation, and special study, not exceeding $400,000 for the three data collection points.
- A sample of similar work undertaken as lead consultant(s) (maximum 5 pages)

The proposal should contain no more than a total of 25 pages of which; technical proposal 20 pages and financial proposal 5 pages. The proposals must be submitted **no later 22 October, 2019 at midnight GMT** to SN_HR@.crs.org

*Bids for multiple awards.* CRS currently also has an open bid for its newly awarded McGovern-Dole project in Togo and understands that some bidders may be interested in bidding for both contracts. The process is run separately in each country program. Applying for both contracts is acceptable, but country programs do consult each other in these processes. Thus, please note the following:

1) Given that timelines overlap, evaluators should clearly demonstrate they have the bandwidth to produce quality evaluations for both countries, either through expected LOE for overlapping staff members; different staff over specified dates; or the use of different study teams altogether.
2) Evaluators that are currently slated to conduct midterm or final evaluations for other CRS country programs during overlapping timeframes should also include clarity around point 1) above.

Table 3. List of Annexes (attached as separate documents)

| Annex Number | **Document** |
|---|---|
| **1** | MeREECE Evaluation Plan |
| **2** | MeREECE Indicator Performance Tracking Table |
| **3** | CRS Report Review Template for USDA Evaluations |
| **4** | CRS Standard Tools |

# Annex 7: Description of team members' qualifications and their positionality

## Beth Odenwald

Ms. Beth Odenwald brings over seven years' experience providing technical support to education projects and evaluations funded by USAID, the World Bank, DFID, GIZ, and other donors. Her expertise includes programmatic, budgetary, logistical, and contractual support, as well as monitoring of enumerator training, data collection, and data entry. She develops and manages electronic data capture tools; creates enumerator training materials; supervises data collection including arranging logistics and procurement, training and monitoring enumerators and quality control officers, reviewing accuracy of data as data collection is ongoing in the field, and recommending midcourse corrections as needed to ensure high quality of data; and drafts research and program reports for donors and education officials.

Ms. Odenwald has facilitated numerous enumerator trainings for Early Grade Reading Assessments (EGRAs) as well as both qualitative and quantitative surveys targeting a variety of key education stakeholders including teachers, parents, students, Ministry of Education officials, and community members. Ms. Odenwald has led  a training of 95 enumerators in Ethiopia for an endline impact evaluation in 2018, trainings of approximately 16 Ministry of Education personnel in Tajikistan for the baseline and midline evaluations in 2018 and 2019, and a completely virtual training of eight enumerators in Ghana in 2019 to prepare them to administer qualitative survey tools, key informant interviews, and focus groups. Ms. Odenwald has planned and supervised the training of 16 Master Trainers and Quality Control Officers for the Sindh Reading Program evaluation in Pakistan in 2014 and 2016. She has also supported data collection in several countries, including the Early Grade Reading and Math Assessment baseline involving over 12,000 students in 560 schools in Pakistan. Ms. Odenwald has conducted qualitative data analysis for an operational research study on the use of e-readers in Ghana in 2019 as well as managed all steps of the qualitative research process for a final evaluation of an early grade reading project in Tanzania in 2015 including tool development and enumerator training. Ms. Odenwald has led the survey development process—in close collaboration with local actors—for evaluations of education projects in Djibouti, Ghana, Niger, Pakistan, and Tanzania.

Ms. Odenwald holds a Master of Public Health in Global Health from George Washington University. She is fluent in English with an intermediate knowledge of French.

## Candace Debnam

Ms. Debnam oversees STS's global operations and business development activities, which includes programmatic work in 15 countries. She has over a decade of experience across the non-profit sector including managing large development contracts and grants for education, health, agriculture, energy, and community engagement projects overseas. She has experience in implementing development strategies, as well as organizing new initiatives for projects funded by USAID, MCC, and DFID as well as working with multilateral funding organizations. Debnam serves as the co-chair of the executive board of directors for the Basic Education Coalition—a group of leading US-based organizations and academic institutions working together to promote global peace and prosperity through education; there she

plays a central role in convening and coordinating the international education development community. Prior to joining STS, Debnam supported a variety of health, research, and education initiatives at IntraHealth, SNV, FHI 360, and AED. Ms. Debnam received her master's degree in management from University College Dublin's Smurfit School of Business and her undergraduate degree in English and political science from the University of North Carolina-Chapel Hill.

## Randy Tarnowski

Mr. Randy Tarnowski is an international education researcher with a diverse range of experiences in international program management and evaluation. Since joining School-to-School International, Randy has played critical roles in the evaluation of USAID and DFiD education projects in Ethiopia, Afghanistan, Morocco, Mali, the Democratic Republic of Congo, and Tajikistan.

He is trained in quantitative and qualitative research methods and data visualization, having applied this training with the Foundation for Students Rising Above, as well as with Harvard's Research Schools International on a mixed-methods project studying the relationship between social networks and growth mindset among UK high school students. Randy later served as Program Manager for WorldTeach and as a Teaching Fellow for the Center for Asia Leadership, where he managed teacher quality and education capacity building programs in over 17 countries.