



The project provided daily meals to pupils, teachers and cooks. *Photo by Michael Duff for CRS*



## Food for Education

ALL PIKIN FOR LEARN | PHASE III



### OVERVIEW

Now in its third phase, the Food for Education program, All Pikin for Learn (Every Child Must Learn) seeks to increase the literacy of school-aged boys and girls, and improve health and dietary practices in five vulnerable chiefdoms of Koinadugu District. Designed by CRS Sierra Leone; the Ministry of Education, Science, and Technology (MEST); and partners, this project provides direct support to the ministry's Education for All action plan, putting a premium on the provision of universal primary education and improved standards for quality education. The project also promotes the government's Girls Education Strategy, through which girls are empowered through learning.

### OBJECTIVES

Food for Education works to:

- Improve the quality of literacy instruction
- Reduce short-term hunger and improve attentiveness
- Improve student and teacher attendance
- Increase the use of health and dietary practices

# 100%

**THE PERCENTAGE OF STUDENTS REGULARLY ATTENDING SCHOOL ROSE FROM 67 PERCENT AT THE START OF THE PROJECT TO 100 PERCENT AT MIDTERM**

### QUICK FACTS

<b>Project type</b>	Education and Health
<b>Funder</b>	United States Department of Agriculture
<b>Project location</b>	192 schools in 5 chiefdoms of Koinadugu District
<b>Number of people served</b>	70, 934 beneficiaries
<b>Timeframe</b>	December 2015 - September 2018
<b>Partners</b>	Ministry of Education, Science and Technology; Northern Polytechnic College; Caritas Makeni; International Literacy Association; Association of Literacy and Language Educators

### MAIN ACTIVITIES

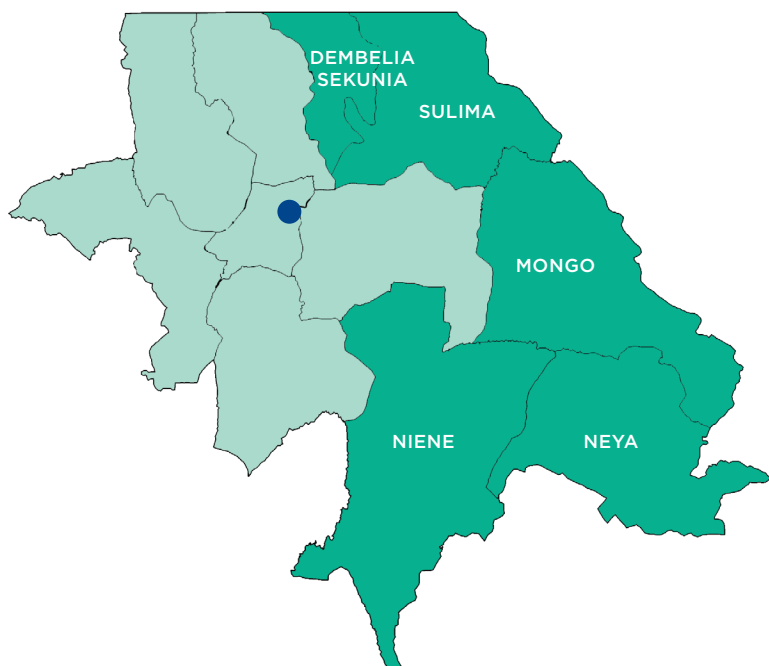
CRS, with its partners:

- Trains literacy coaches and teachers in Effective Literacy Teaching Techniques, classroom management and learner-centered methodology.
- Provides daily meals to pupils, teachers and cooks; trains cooks on hygiene, sanitation, food preparation and proper storage techniques.
- Provides school furniture, teaching and learning materials; improves school infrastructure such as classrooms, latrines, wells and food stores.
- Trained 1,728 members of school management committees in school and food management, along with advocacy on the importance of education.
- Engages community members in Savings and Internal Lending Communities (SILC) to promote savings to support children's education.
- Directly supports the School Feeding Directorate.

## MIDTERM EVALUATION KEY RESULTS

The project has made good progress toward achieving its strategic objectives. There was a significant improvement in literacy skills. The percentage of Class 2 students who could read and understand grade-level texts increased almost fivefold, from 8 percent at the start of the program to 39 percent at midterm. If this rate of improvement continues, the project will surpass its target of 40 percent of students being able to read after 2 years of schooling. Additionally, the percentage of students regularly attending school rose from 67 percent to 100 percent; student attentiveness improved from 58 percent to 66 percent; and the quality of literacy instruction also improved in many areas. The data confirms the fact that the activities around teacher training and coaching, provision of school meals, and provision of literacy materials have been effective in improving the quality of literacy.

### Map of Koinadugu showing the project chiefdoms for the 2015 FFE Award



● Kabala town: Koinadugu district headquarters and CRS area office

## KEY SUCCESSES

Project achievements include:

- Educational bylaws have been created in all five chiefdoms, focused particularly on girl child rights.
- The results of the 2016 National Primary School Exams (NPSE) highlighted CRS' success, with the top nine pupils in Koinadugu District coming from FFE-supported schools. Overall, FFE-supported schools' exam results were among the highest in the district.
- There was increased enrollment in all FFE-supported primary schools, along with heightened community awareness of the importance of education and community participation in children's learning.
- Some 450 unqualified community volunteer teachers are part of a distance education program for official certification, improved teaching techniques and practical classroom skills.
- The School Feeding Directorate developed a plan to create a nationally led program with CRS providing technical guidance.
- The percentage of Class 2 students who could read and understand grade-level texts increased almost fivefold, from 8 percent to 39 percent.
- 151 school infrastructure projects were undertaken, including 52 classroom blocks, 62 latrines and 37 stores.
- The program began to use digital technology for data collection as part of its information and communication technologies for development, or ICT4D, initiative.

## MOVING FORWARD

The midterm evaluation highlighted key areas to improve for increased impact. These include:

- Reinforcing key hygiene messages throughout the curriculum and in extracurricular activities.
- Developing a sustainability plan with communities, local government and the MEST to prepare for the end of the FFE III program. In addition, strengthening the capacity of government institutions.
- A strong focus on monitoring, evaluation, accountability and learning using newly developed ICT4D tools.
- Working closely with unapproved schools to ensure that they meet minimum standards to gain government approval and accreditation.



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