



FOOD FOR THE HUNGRY

PERU

Summary of Results and Recommendations Of the Education Survey

ABRIL-2020

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I. INTRODUCCION

1.1. Background

FH Perú conducted The Education Assessment in July 2018, with the main objective of evaluating and analyzing the performance of education in FH Peru communities. This evaluation:

- Early Learning performance of children 3.5-6.5 years of age
- Early Grade Success performance of children 7-15 years of age
- Caregivers influence education.

This evaluation was applied in the two clusters, Rural Zone in Huancavelica and Peri-urban Zone Lima. The sampling method used for this evaluation was LQAS with a Sampling Size of 1,697 participants, divided in: 840 participants in caregiver's assessment, 346 in IDELA tool and 511 in CLA evaluation.

1.2. Survey Purpose:

The purpose of this survey is to measure the different skills of children from the two regions where FH-PERU intervenes. These are the regions of Huancavelica (rural zone) and of Lima (peri-urban zone). The skills mentioned include the physical, language, literacy, arithmetic and problem solving, and the socio-emotional ones. In addition, the survey indicates the intervention in:

- Early learning
- Success in first grade
- Caregiver's influence on education

1.3. Research Questions

Caregiver Influence for children 3-6 years of age

1. Are children's books available at home?
2. Are Caregivers Engaged in Learning Activities of the children?

IDELA (children 3.5-6.5 years)

1. Are children developmentally on track for entry into grade 1?
2. Are children making appropriate development gains from year to year?
3. What is the relationship between child's sex and child development scores?
4. Which domain or areas within a specific domain are the furthest behind?

5. How do the results differ by clusters?

CLA (children 7-15 years)

1. Are children able to perform third grade reading and literacy standards?
2. How is the child's sex associated with performance?
3. How does child performance differ by cluster?
4. Are children making appropriate literacy gain?
5. Are children making appropriate Numeracy gain?

II. EVALUATION DESIGN AND METHODOLOGIES

2.1. Summary of the design and Assessment methodologies:

This evaluation was carried out using the IDELA tool for 3.5 – 6.5-year-old children with the key performance indicator: Total IDELA Score of children 5.6-6.5 years of age. This tool was applied in both regions: Lima and Huancavelica with a total of 346 children from 28 communities chosen randomly by each region. In the same way, information is also collected through the 'Citizen-led Assessment (CLA)' tool with the key performance indicator: Percentage of children, of the nationally recommended age for completion of grade three, who have attained the literacy and numeracy standards for completion of grade 3, with a total amount of 511 children in both regions. Likewise, the Caregivers questionnaire was applied to caregivers or parents, with a total amount of 840 mostly mothers of children in the above-mentioned ages.

It is important to mention that for the application of these tools in the region of Huancavelica we worked with 17 applicator facilitators and 6 supervisors; in the region of Lima with 17 facilitators and 4 supervisors.

	HUANCAVELIC A	LIMA	TOTAL
IDELA	167	179	346
CLA	245	266	511
CAREGIVERS	420	420	840
Total	832	865	1697

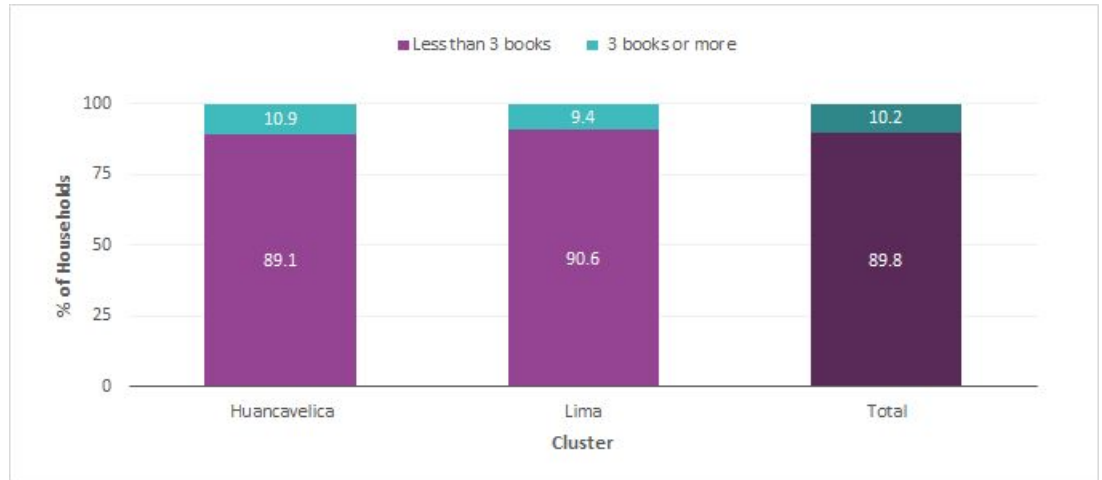
Source: Results of Education Survey, Peru – July 2018

III. RESULTS

3.1 Results – Caregiver Engagement and Home Environment

3.1.1. Are children’s books available at home?

Graph 1: Proportion of households with children 0-2 years with Children’s Books in the home, disaggregated by clusters



Source: Results of the Education survey, Perú. July, 2018

The 89.8% of households with children 0-2 years old, from Lima and Huancavelica regions, have less than 3 children’s books; and the majority are in the Lima region, only 10% of households in both regions have more than 3 children’s books.

Graph 2: Proportion of households with children 3-6 years with Children’s Books in the home, disaggregated by clusters



Source: Results of the Education survey, Perú. July, 2018

The 67.3% of households with children 3-6 years old, from Lima and Huancavelica regions, have less than 3 children's books; and the majority are in the Huancavelica region 77.9%. Only 32.7% of households in both regions have more than 3 children's books and the majority of them are in Lima region.

3.1.2. Are Caregivers Engaged in Learning Activities of the children?

Graph 3: Proportion of caregivers with children 0-2 years engaged in learning activities, disaggregated by clusters.



Source: Results of the Education survey, Perú. July, 2018

The 84.2% of caregivers with children under 2 years old from Lima and Huancavelica regions are engaged with their kids with less than 4 learning activities, and only 15.8% of them are engaged in more than 4 learning activities, and the majority of them are in Lima region.

Graph 4: Proportion of caregivers with children 3-6 years engaged in learning activities, disaggregated by clusters.



Source: Results of the Education survey, Perú. July, 2018

The 92.3% of caregivers with children 3-6 years old from Lima and Huancavelica regions are engaged with their kids with less than 4 learning activities, and only 7.7% of them are engaged in more than 4 learning activities, and the majority of them are in Lima region.

Graph 5: Proportion of caregivers with children 7-15 years engaged in learning activities, disaggregated by clusters.



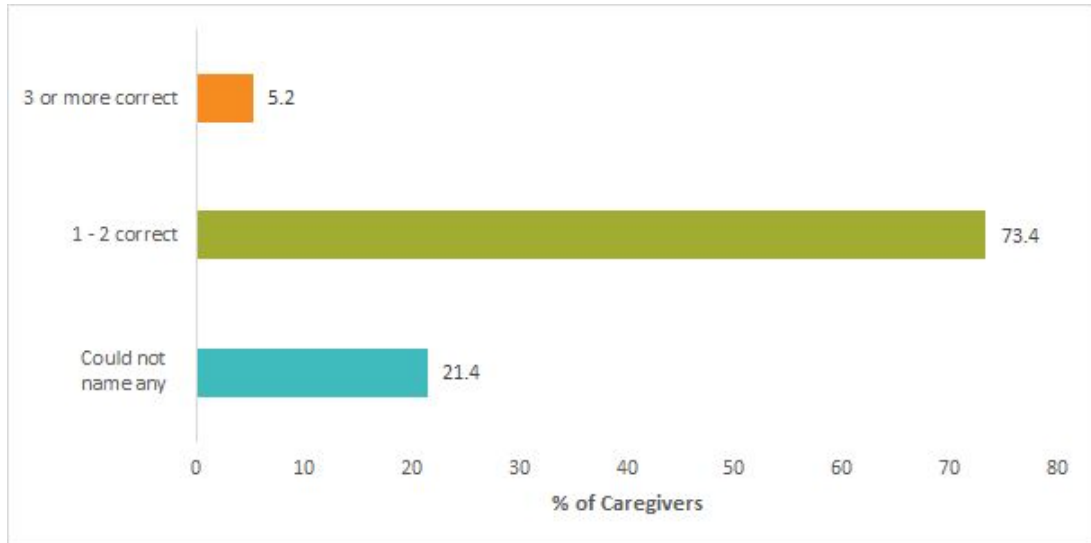
Source: Results of the Education survey, Perú. July, 2018

The 93% of caregivers with children 7-15 years old from Lima and Huancavelica regions are engaged with their kids with less than 4 learning

activities, and only 7% of them are engaged in more than 4 learning activities, and the majority of them are in Lima region.

3.1.3 Caregivers' knowledge of grade requirements

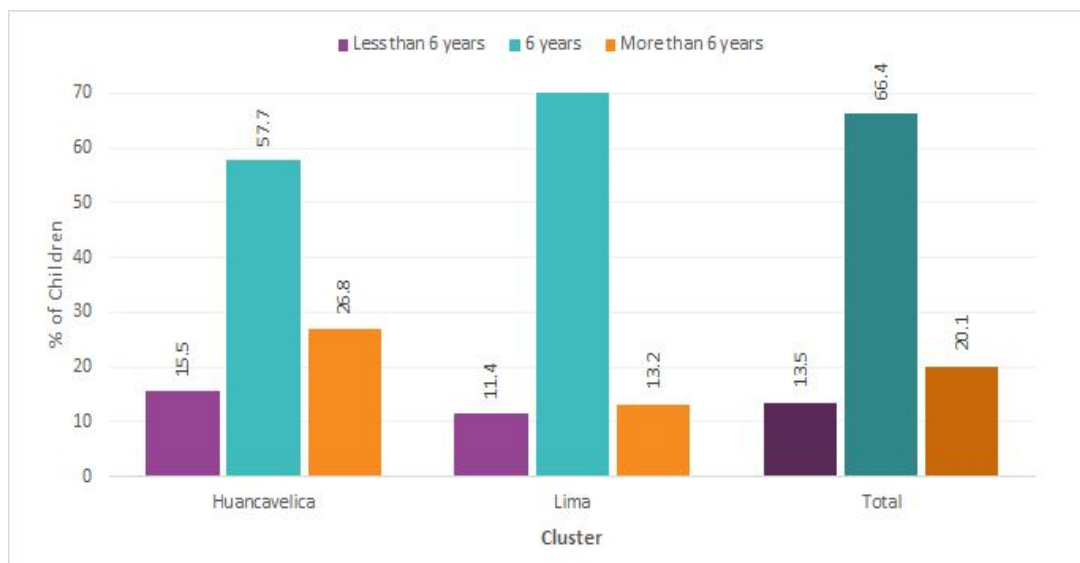
Graph 6: Caregiver's knowledge of grade requirements



Source: Results of the Education survey, Perú. July, 2018

73.4% of the caregivers have a limited knowledge of 1 or 2 requirements to be able to identify that the child must meet to pass the qualification; only 5.2% of caregivers correctly identified 3 or more answers, and 21.4% could not name any correct.

Graph 7: On time entry to grade 1, disaggregated by cluster



Source: Results of the Education survey, Perú. July, 2018

In both groups, more than 50% of children enter the first grade at the prudent age of 6 years; with greater emphasis on the peri-urban zone of Lima; in both regions 66.4% of them are in the first grade at the chronological age of 6 years recommended by the Ministry of Education

Table 1: Reason given by caregivers for irregular attendance cross tabulated by Cluster.

Reason	Total (%)	Cluster (%)	
		Huancavelica	Lima
Child had prolonged illness	43.3	28.6	56.3
Other	26.7	35.7	18.8
Child became pregnant or got married and could not continue school	13.3	14.3	12.5
Child needed at home to care for family members	6.7	14.3	0.0
Child graduated from secondary school	3.3	7.1	0.0
Child had problems in school	3.3	0.0	6.3
Child failed examinations and had to repeat classes or schooling	3.3	0.0	6.3

Source: Results of the Education survey, Perú. July, 2018

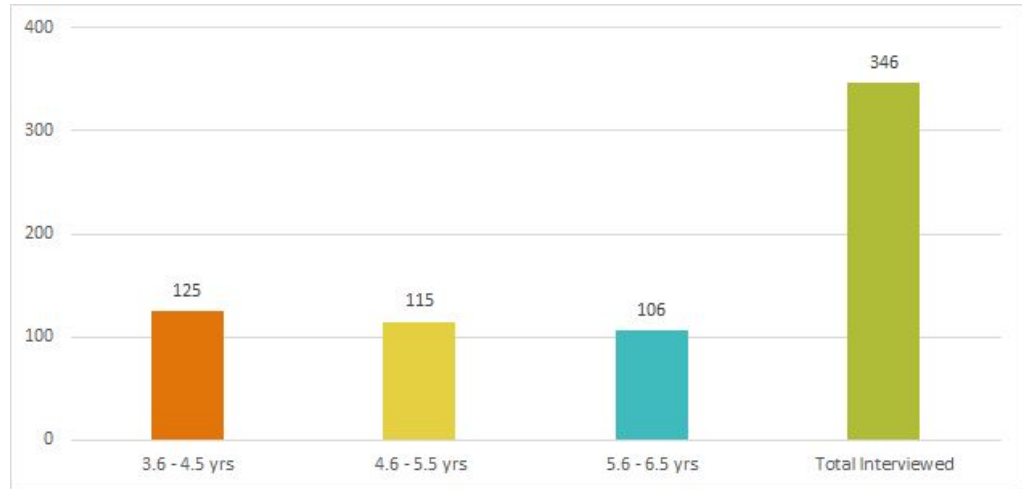
In Lima and Huancavelica regions 43.3% of caregivers mentioned that a child doesn't attend the school because had some prolonged illness, in Lima region has the highest percentage 56.3%. Caregivers mentioned that there are 26.7% of other reasons to child does not attend school.

The 13.3% of caregivers mentioned that the reason why children don't continue the school is because most of them became pregnant or got married. The 6.7% of caregivers mentioned that the child doesn't attend school because be their stay at home to help care others members of family, the highest percentage in Huancavelica 14.3%.

Just 3.3% of child graduated from secondary school, and the same percentage had problems in school. Also the 3.3% of caregivers mentioned that child doesn't attend school because they failed and had to repeat the grade.

3.2. Results – IDELA

Graph 8: Distribution of Children's ages

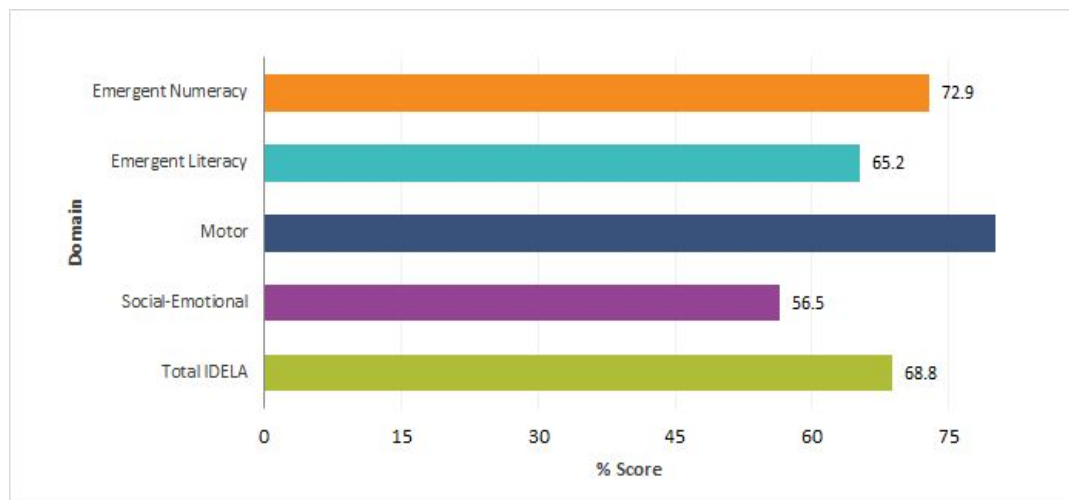


Source: Results of the Education survey, Perú. July, 2018

In total, 346 children were interviewed, 125 were between 3.6-4.5 years old, 115 between 4.5-5.5 years old, and 106 between 5.6-6.5 years old, respectively.

3.2.1 Are children developmentally on track for entry into grade 1

Graph 9: Average IDELA score of children 5.6 - 6.5 years of age by Domain



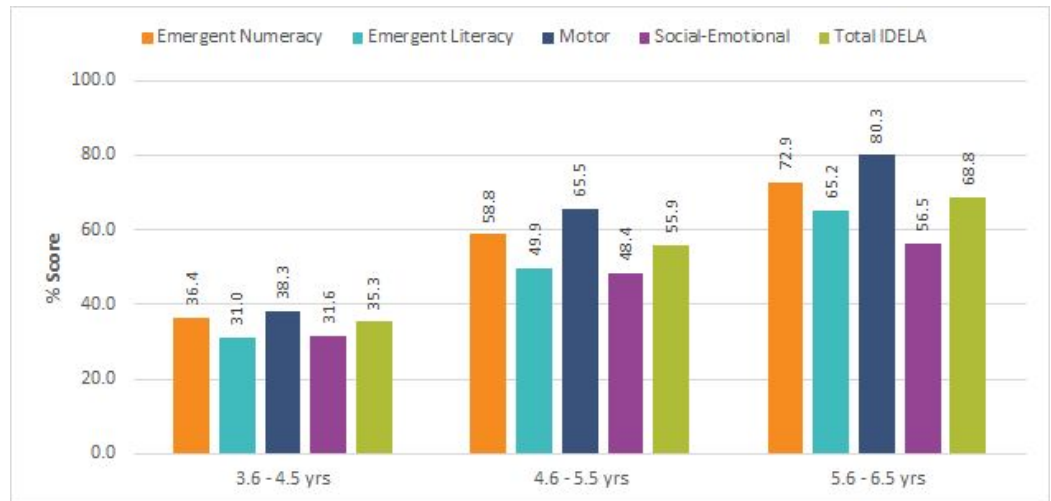
Source: Results of the Education survey, Perú. July, 2018

Children in the target age group (5.6 to 6.5 years of age) had an average score of 69% on IDELA. The domain where children have acquired greater

skills is the motor one with 80% this domain is mastering, whereas the least developed domain with 57% is the socio-emotional this domain is emerging.

3.2.2 Are children making appropriate development gains from year to year?

Graph 10: Average IDELA score by Child's age and Domain

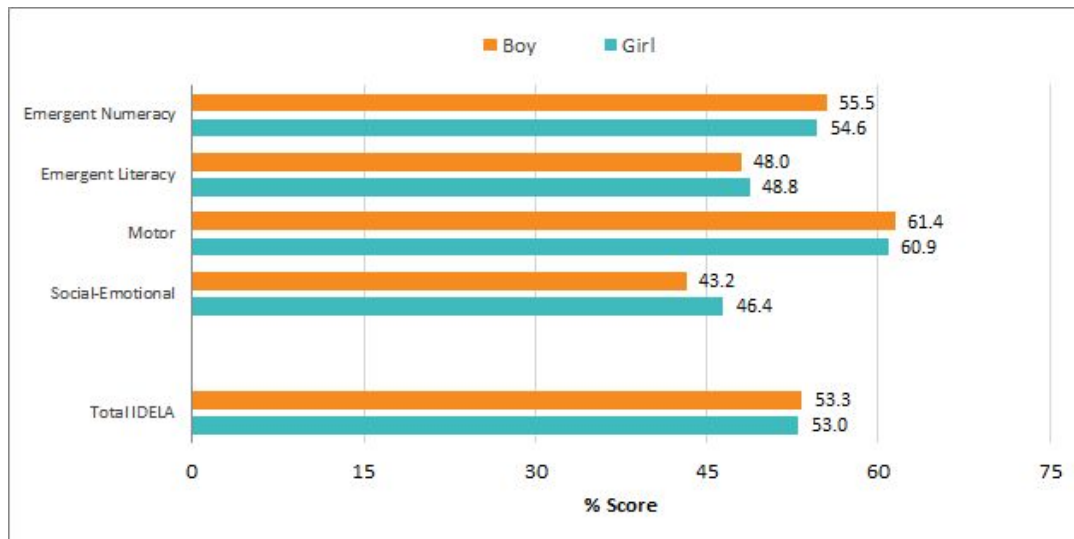


Source: Results of the Education survey, Perú. July, 2018

Results show that there is an increase in each domain across the different age groups, especially in the motor skills domain begin 38% to 80%, the overall increase is 42% in the last group of age, following by emergent numeracy that increases 37%, the emergent literacy that increases 34%, and the socio-emotional domain only increases 25% this is the lowest increase.

3.2.3. What is the relationship between the child's sex and development scores?

Graph 11: Average IDELA score by Gender



Source: Results of the Education survey, Perú. July, 2018

In the graph, we observe that in the socio-emotional area there is a small difference of 3% in favor of the female child; however, this is not a significant difference.

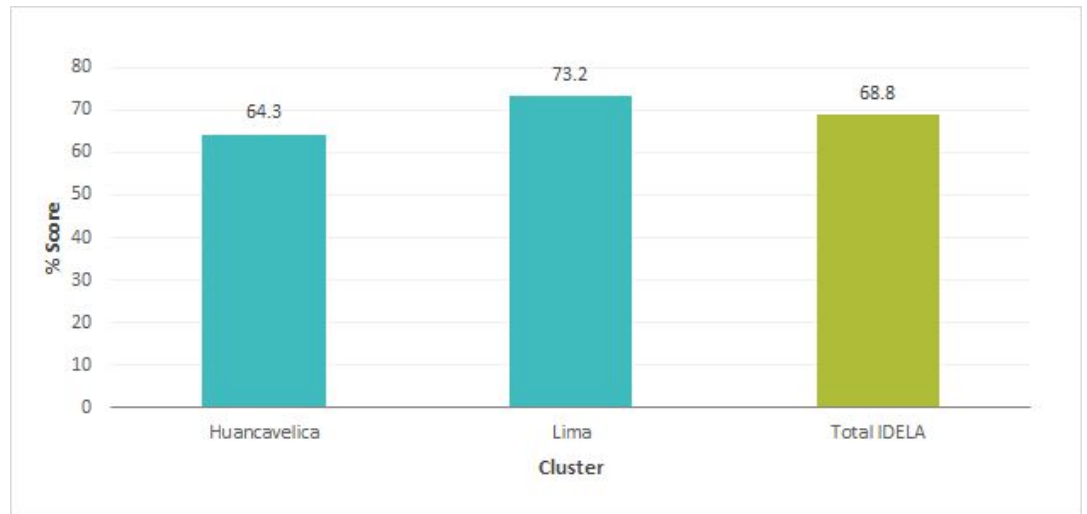
3.2.4 Which domain or area is the furthest behind?

Socio-emotional is the area with the least amount of development gains between years and the lowest overall, within this domain the furthest behind FRIENDS FRIENDS with 25%, in the ages of 3 years 6 months to 4 years 6 months old, 41% in the ages of 4 years 7 months to 5 years 6 months old, and 45% in the last groups of ages of 5 years 7 months to 6 years 6 months old.

Emergent Literacy is the second area with the least amount of development gains between years, within this domain the furthest behind EXPRESSIVE VOCABULARY with 14%, in the ages of 3 years 6 months to 4 years 6 months old, 24% in the ages of 4 years 7 months to 5 years 6 months old, and 36% in the last groups of ages of 5 years 7 months to 6 years 6 months old.

3.2.5 How do result differ by cluster or region?

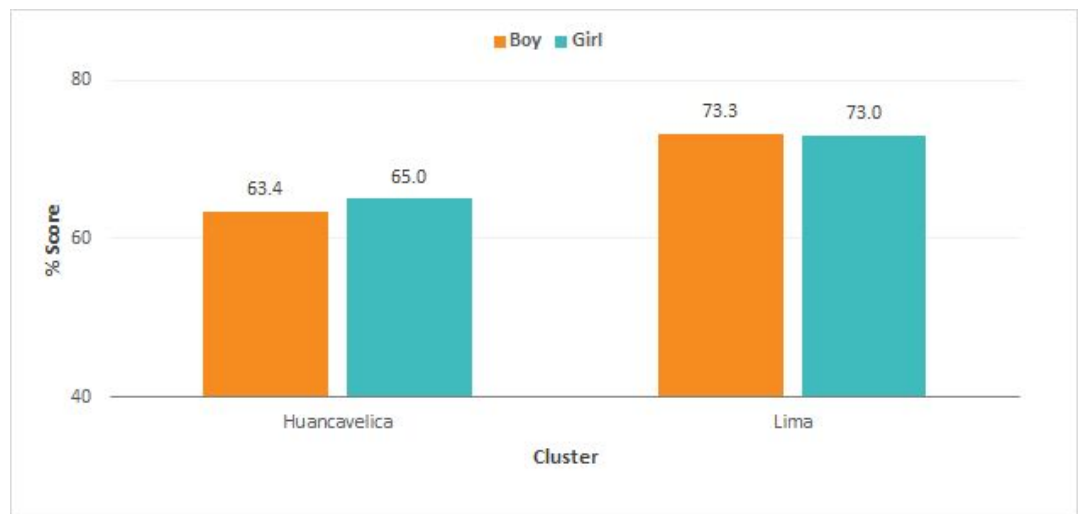
Graph 12: Average IDELA score of Children's 5.6-6.5 years by Cluster



Source: Results of the Education survey, Perú. July, 2018

The 68.8% of children from 5.6-6.6 years old have obtained the IDELA score, and Lima has the highest percentage by (73.2%), however both do not achieve the mastering level.

Graph 13: Average IDELA score of Children's 5.6-6.5 years by Gender



Source: Results of the Education survey, Perú. July, 2018

The 68.8% of children from 5.6-6.6 years old have obtained the IDELA score, and Lima region, boys (73.3%) has the highest percentage instead of Huancavelica in this region the highest percentage is for girls (65%).

Table 2: Average IDELA score of Children’s 5.6-6.5 years old per Cluster disaggregated by Domain

Domain	Total IDELA	Cluster (%)	
		Huancavelica	Lima
IDELA Score	68.8	64.3	73.2
Emergent Numeracy	72.9	66.7	78.6
Emergent Literacy	65.2	62.5	67.8
Motor	80.3	81.6	79.1
Social-Emotional	56.5	47.9	64.5

Source: Results of the Education survey, Perú. July, 2018

The 68.8% of children from 5.6-6.6 years old have obtained the IDELA score, and Lima region, boys (73.3%) has the highest percentage instead of Huancavelica in this region the highest percentage is for girls (65%)

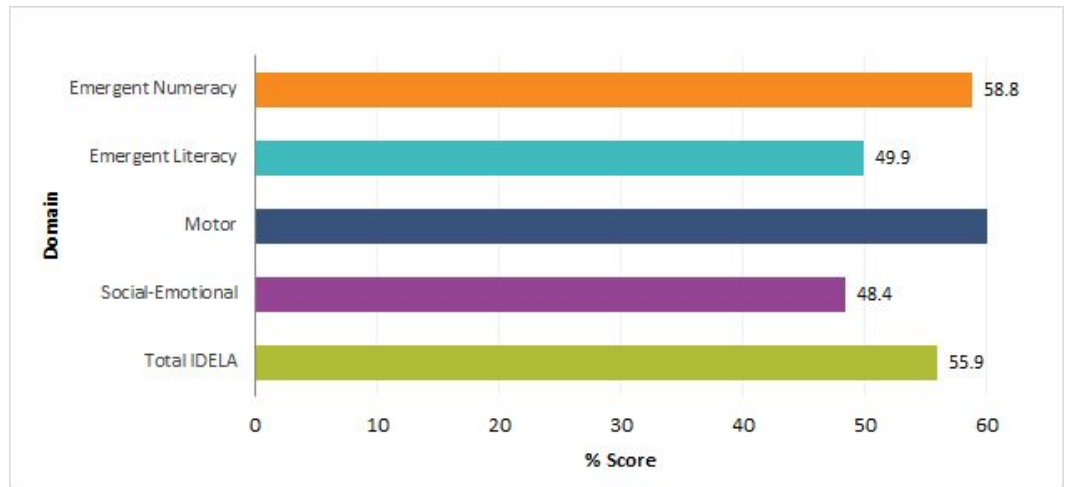
The first domain, emerging arithmetic, has an average 72.9% in both regions, with Lima having 78.6%.

The average score for the domain, Emergent Literacy was 65.2% Lima has the higher percentage with 67.8%

The average score for the domain, Motor Skills (80.3%), was the highest for both regions, but Huancavelica had the higher score 81.6%. Both regions are mastering that domain.

The last domain, Social-emotional, has the lowest average score(56.5%) for both regions and Lima has the higher score with 64.5%, however in both regions this domain is emerging according to the adequate level of IDELA score percentage.

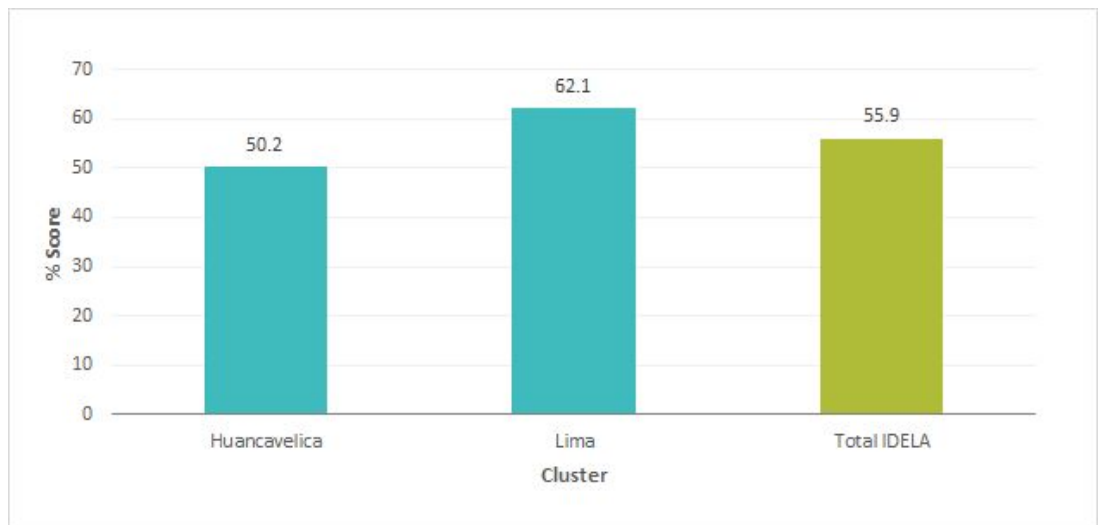
Graph 14: Average IDELA score of Children’s 4.6-5.5 years by Domain



Source: Results of the Education survey, Perú. July, 2018

Children between 4.6 to 5.5 years old, had a total IDELA score of 56%. The score was emerging according to the adequate level of IDELA score percentage. The motor domain has the highest score.

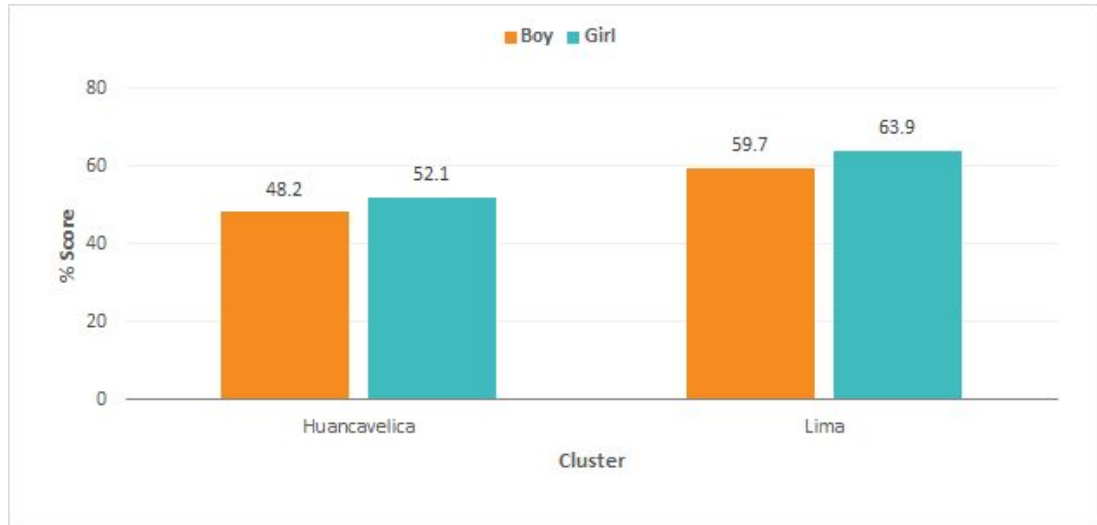
Graph 15: Average IDELA score of Children’s 4.6-5.5 years by Cluster



Source: Results of the Education survey, Perú. July, 2018

The average Total IDELA score was 55.9% for children between 4.6 to 5.5 years old. In Lima cluster the average Total IDELA score was 62.1% with 50.2% the score in Huancavelica region.

Graph 16: Average IDELA score of Children’s 4.6-5.5 years by Gender



Source: Results of the Education survey, Perú. July, 2018

The highest average Total score for children between 4.6 to 5.5 years old in Lima was found in girls (63.9%), compared with boys (59.7%). Similarly, in Huancavelica region, girls had a higher score with 52.1% compared with boys with 48.2%.

Table 3: Average IDELA score of Children’s 4.6-5.5 years old per Cluster disaggregated by Domain

IDELA Domain	Total IDELA	Cluster (%)	
		Huancavelica	Lima
IDELA Score	55.9	50.2	62.1
Emergent Numeracy	58.8	52.6	64.8
Emergent Literacy	49.9	47.0	52.9
Motor	65.5	62.3	69.0
Social-Emotional	48.4	38.8	57.9

Source: Results of the Education survey, Perú. July, 2018

The average Total IDELA Score was 55.9% for children from 4.6-5.5 years old. Children in the Lima region had a higher score (62.1%) than children in Huancavelica (52.1%).

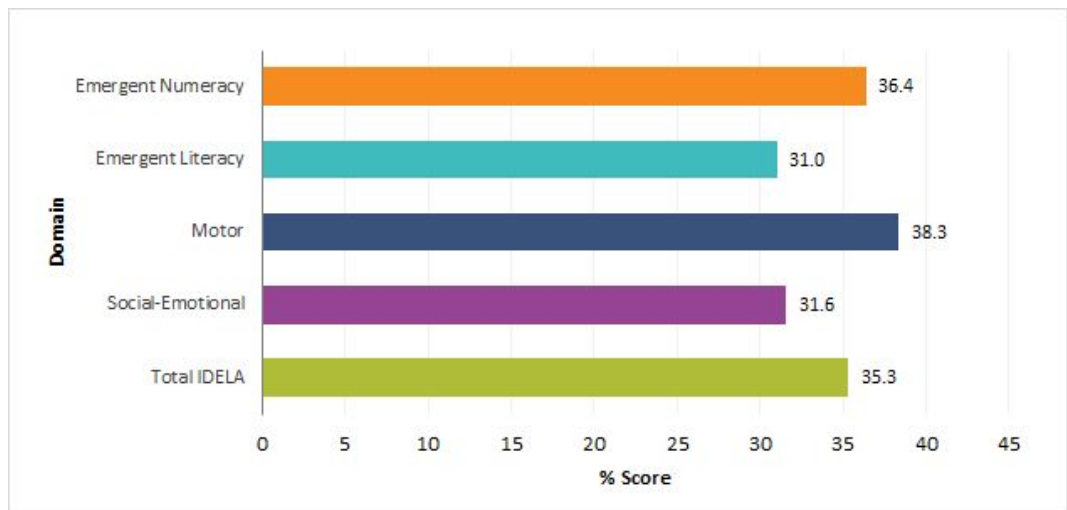
The average score for Emergent Numeracy was 58.8% for children in both regions, but Lima has the higher score with an average score of 64.8%

The average score for Emergent Literacy was 49.9% for children in both regions, and Lima also had the higher average score with 52.9%.

The average IDELA score for Motor was the highest of all domains, for both regions. Lima had a higher average score of 69%. In both regions this domain is emerging according to the adequate level of IDELA score percentage.

The average score for the last domain, Social-emotional, has the lowest, 48.4% for both regions. Lima had a higher average score with 57.9%.

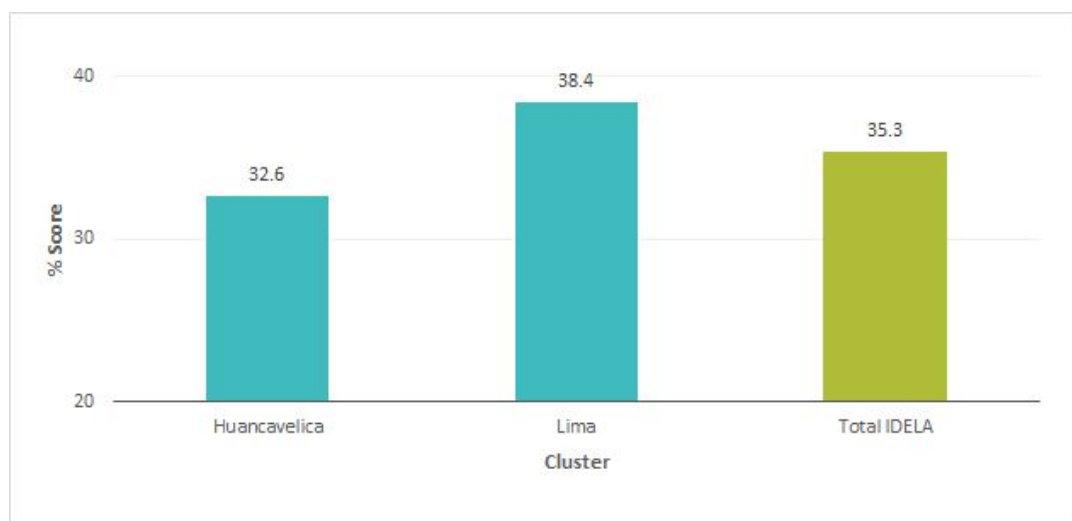
Graph 17: Average IDELA score of Children's 3.6-4.5 years by Domain



Source: Results of the Education survey, Perú. July, 2018

The average Total IDELA score for children between 3.6 to 4.5 years old was 35%, considered emerging according to the adequate level of IDELA score percentage. The motor domain had the highest average score with 38.3%, while the lowest was emergent literacy with 31%.

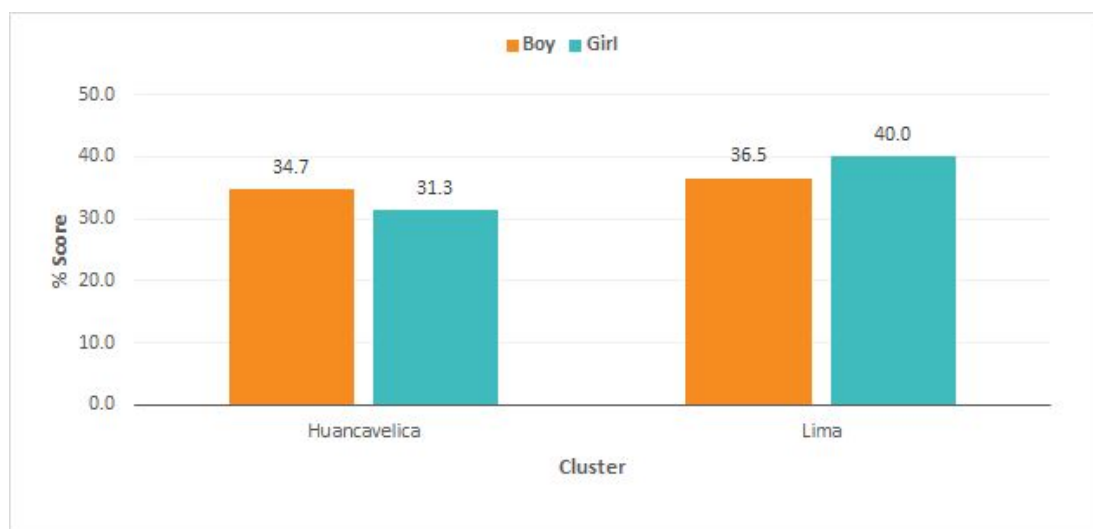
Graph 18: Average IDELA score of Children's 3.6-4.5 years by Cluster



Source: Results of the Education survey, Perú. July, 2018

The average Total IDEA score was 35.3% for children between 3.6 to 4.5 years old. The average score in Lima cluster was 38.4% and the average score in Huancavelica region was 32.6%.

Graph 19: Average IDELA score of Children's 3.6-4.5 years by Gender



Source: Results of the Education survey, Perú. July, 2018

In Lima region, the highest average IDELA score of children between 3.6 to 4.5 years old was found in girls (40%) compared to boys (36.5%). In the

Huancavelica region, however, boys had a higher average score (34.7%) compared with girls (31.3%).

Table 4: Average IDELA score of Children’s 3.6-4.5 years old per Cluster disaggregated by Domain

Domain	Total IDELA	Cluster (%)	
		Huancavelica	Lima
IDELA Score	35.3	32.6	38.4
Emergent Numeracy	36.4	35.0	37.6
Emergent Literacy	31.0	30.4	31.7
Motor	38.3	38.5	38.2
Social-Emotional	31.6	25.1	37.6

Source: Results of the Education survey, Perú. July, 2018

Overall the average Total IDELA score was 35.3% for children from 3.6-4.5 years old with those in Lima scoring higher (38.4%) than those in Huancavelica (32.6%).

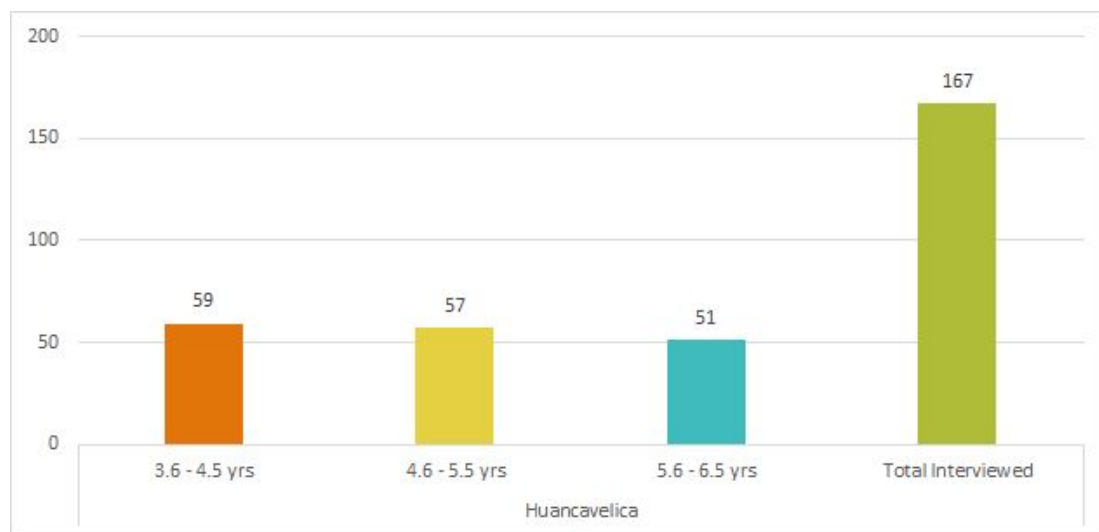
The average score for Emergent Numeracy was 36.4% for children in both regions, but Lima has the higher score with 37.6%

The average score for Emergent Literacy was 31% for children in both regions. This is the lowest score between domains. Children in Lima had the higher average score with 31.7%, however, in both regions this domain is considered emerging according to the adequate level of IDELA score percentage.

Overall, the average score for Motor Skills was the highest for both regions. The Huancavelica region had the highest average score with 38.5%, however this domain is also emerging in both regions according to the adequate level of IDELA score percentage.

The average scores for Social-emotional was 31.6% for both regions. Lima had a higher score with 37.6%.

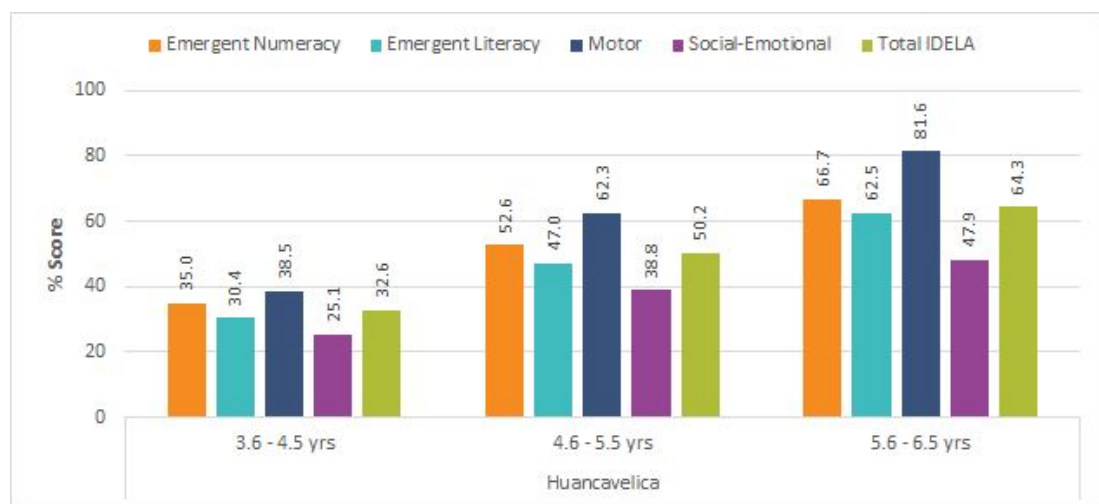
Graph 20: Distribution of Children Age HUANCVELICA region



Source: Results of the Education survey, Perú. July, 2018

The total interviewed in Huancavelica region were 167 children, 59 of them between 3.6-4.5 years old, 57 children between 4.6-5.5 years old, and 51 children within 5.6-6.5 years old, respectively.

Graph 21: Average IDELA score of Children's Age and Domain HUANCVELICA region

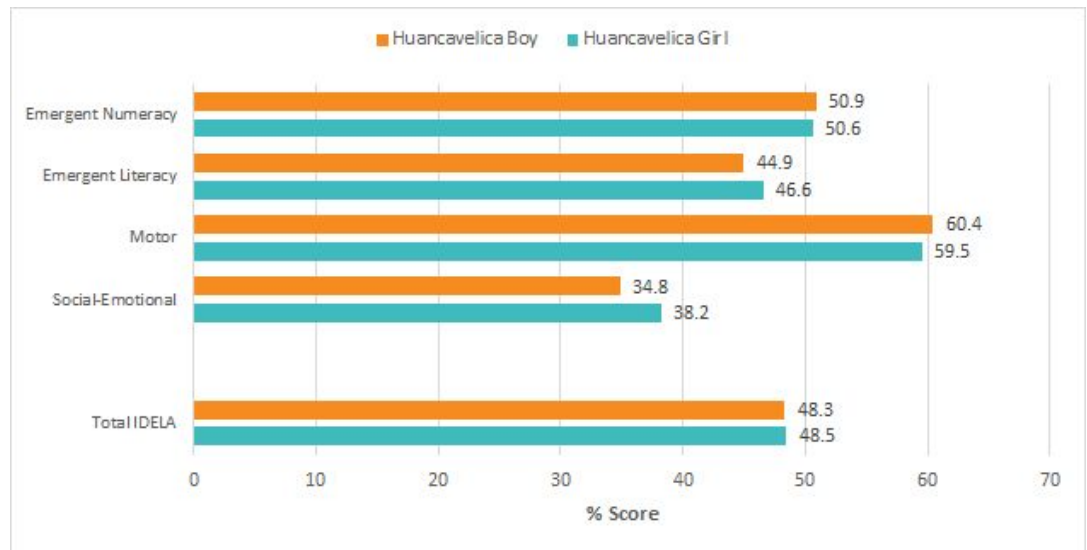


Source: Results of the Education survey, Perú. July, 2018

Results show that there is an increase in each domain across the different age groups, especially in the motor skills domain beginning at 38.5% for

children between 3.6-4.5 years and increases to 81.6% with children between 5.6-6.5 years, an increase of 43%, following by emergent numeracy that increases 32%, emergent literacy that also increases 32%, and the socio-emotional domain only that increases 23%, the lowest increase.

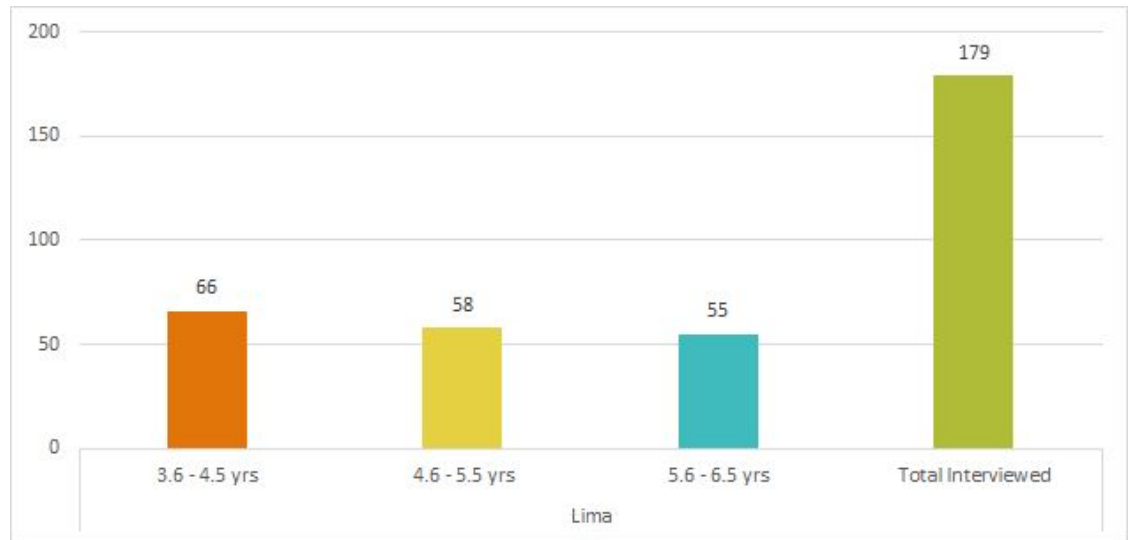
Graph 22: Average IDELA score by Gender HUANCAMELICA region



Source: Results of the Education survey, Perú. July, 2018

The IDELA total percentage were similar between boys and girls of Huancavelica region, and just within domain socio-emotional was 3.4% different between girls and boys, girls over boys.

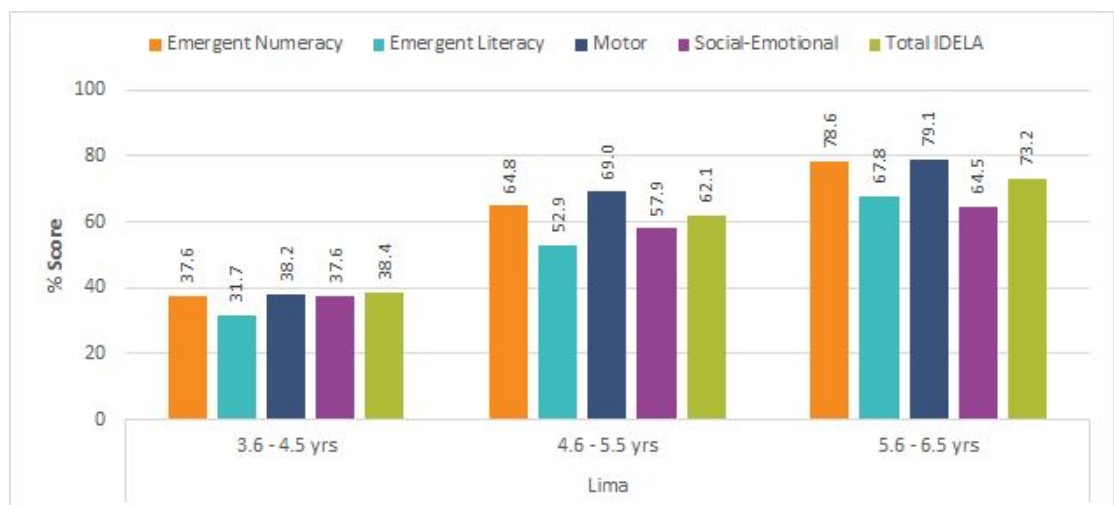
Graph 23: Distribution of Children Age LIMA region



Source: Results of the Education survey, Perú. July, 2018

Graph 24: Average IDELA score of Children’s Age and Domain LIMA region

The total interviewed in Lima region were 179 children, 66 of them between 3.6-4.5 years old, 58 children between 4.6-5.5 years old, and 55 children within 5.6-6.5 years old, respectively.

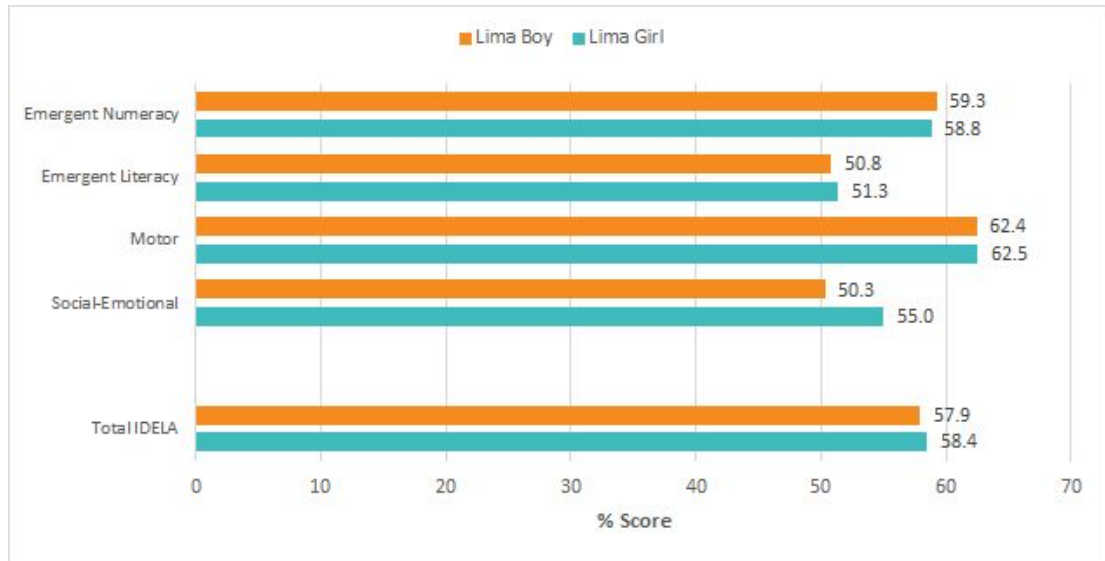


Source: Results of the Education survey, Perú. July, 2018

Results show that there is an increase in each domain across the different age groups, especially in the motor skills domain beginning at 38.2% for children between 3.6-4.5 years and increases to 79.1% with children

between 5.6-6.5 years, and increase of 40%, following by emergent numeracy that increases 41%, the emergent literacy increases 36% and the last one, the socio-emotional domain only increases 27%.

Graph 25: Average IDELA score by Gender LIMA region



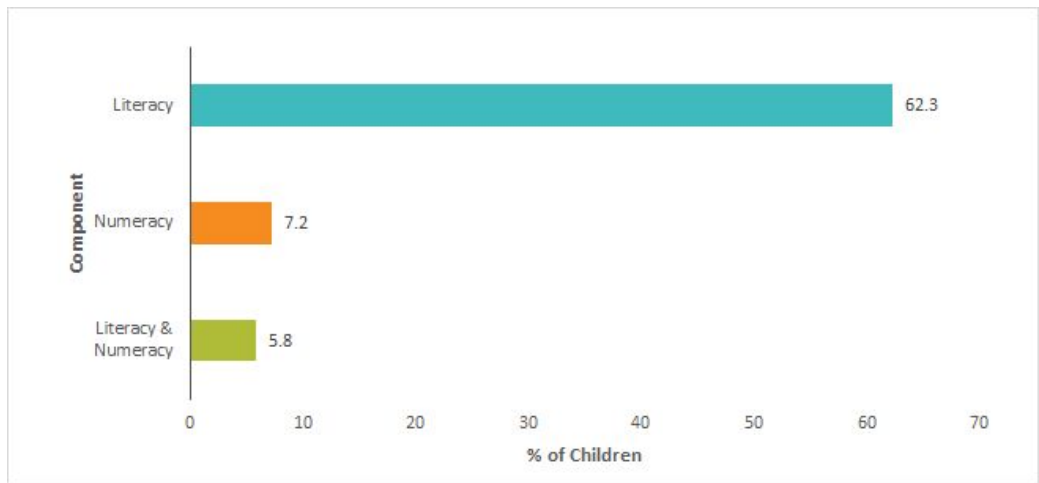
Source: Results of the Education survey, Perú. July, 2018

The IDELA total percentage was similar between boys and girls of the Huancavelica region (57.9% vs. 58.4% respectively). most of the difference was within the domain socio-emotional which had a 4.7% difference between girls and boys, girls over boys.

3.3. Results – CLA

3.3.1 Are children able to perform third grade reading and literacy standards?

Graph 26: Proportion of children of the Nationally Recommended age for Completion of grade three, who have attained the Literacy and Numeracy Standards for grade 3

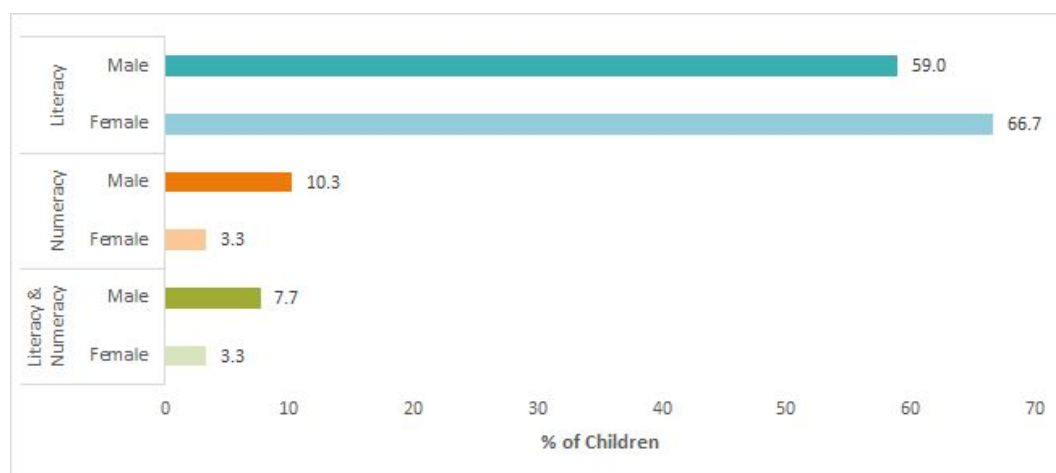


Source: Results of the Education survey, Perú. July, 2018

The 62% percent of children surveyed were able to meet 3rd grade literacy standards, 7% of children surveyed were able to meet 3rd grade mathematics standards, however, only 6% of children were able to meet both literacy and math standards for third grade.

3.3.2 How is the child's sex associated with performance?

Graph 27: Proportion of children of the Nationally Recommended age for Completion of grade three, who have attained the Literacy and Numeracy Standards for grade 3 by Gender



Source: Results of the Education survey, Perú. July, 2018

66.7% of females have achieved the literacy standards over male with 59%. The 10.3% of male have achieved the numeracy standards and conversely the female only the 3.3%. 92.3% of male children have not reached basic standards for literacy and numeracy while 96.7% of female children haven't reached such standard either.

Table 5: Proportion of children all grades who met the standards numeracy and literacy cross tabulated desegregated by cluster and gender of the Nationally Recommended age for Completion of grade three, who have attained the Literacy and Numeracy Standards for grade 3 by Gender

Grade/Gender	Total (%)			Cluster (%)						
	Female	Male	Total	Huancavelica			Lima			
				Female	Male	Total	Female	Male	Total	
GRADE 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GRADE 2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GRADE 3	5.0	2.1	3.4	5.3	0.0	2.2	4.8	4.8	4.8	
GRADE 4	8.6	16.2	12.5	10.0	11.8	11.1	8.0	20.0	13.3	
GRADE 5	26.7	16.0	21.8	20.0	18.2	19.0	30.0	14.3	23.5	
GRADE 6	9.1	23.3	15.9	5.6	0.0	3.4	13.3	36.8	26.5	
GRADE 7	54.2	50.0	52.2	38.5	44.4	40.9	72.7	53.8	62.5	
GRADE 8	35.7	50.0	43.8	16.7	41.7	33.3	50.0	66.7	57.1	
GRADE 9	12.5	50.0	31.3	20.0	33.3	25.0	0.0	60.0	37.5	

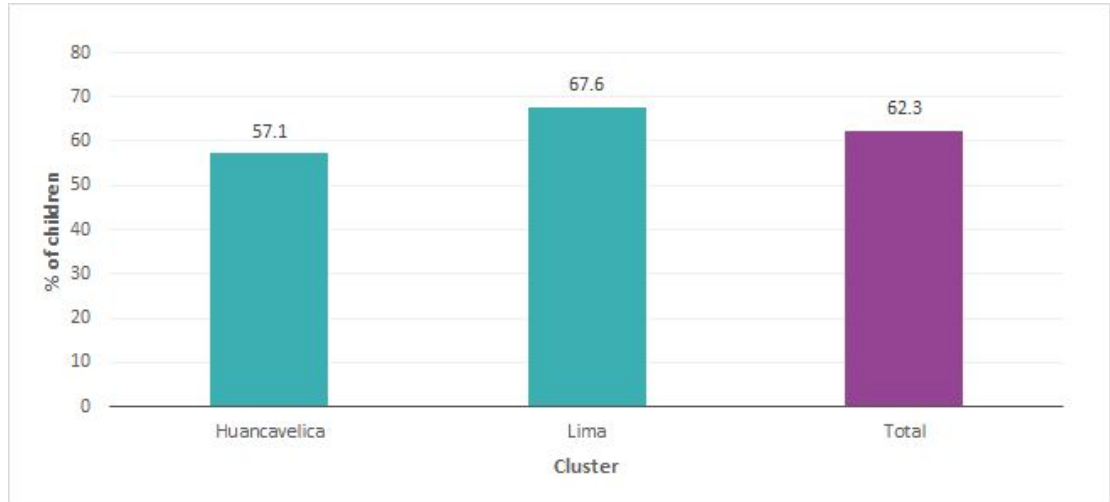
Source: Results of the Education survey, Perú. July, 2018

The highest percentage of children to achieve numeracy and literacy skills were in grade 7. Lima had 62.5% conversely Huancavelica with 40.9% in the same grade. Between gender, the scores for males were higher than the scores for females especially in latest grades 8 and 9. The first three grades

both genders had similar percentages, just for grade 3 in Huancavelica, girls had the highest percentage.

3.3.3 How does child performance differ by cluster?

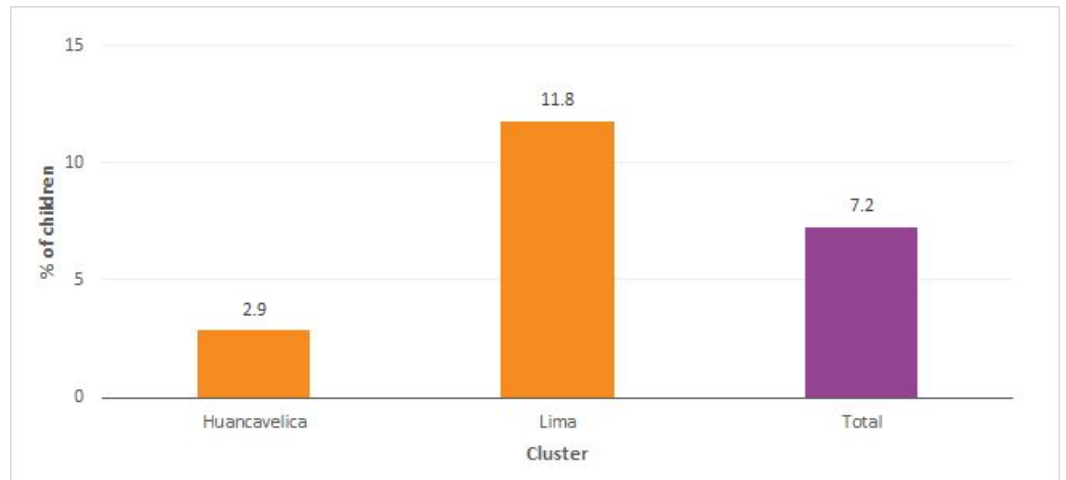
Graph 28: Proportion of children of the Nationally Recommended age for Completion of grade three, who have attained the Literacy Standards for grade 3 by Cluster



Source: Results of the Education survey, Perú. July, 2018

62.3% of children evaluated attained the literacy standards. The Lima region had the highest percentage (67.6%) and Huancavelica region had the lowest percentage (57.1%).

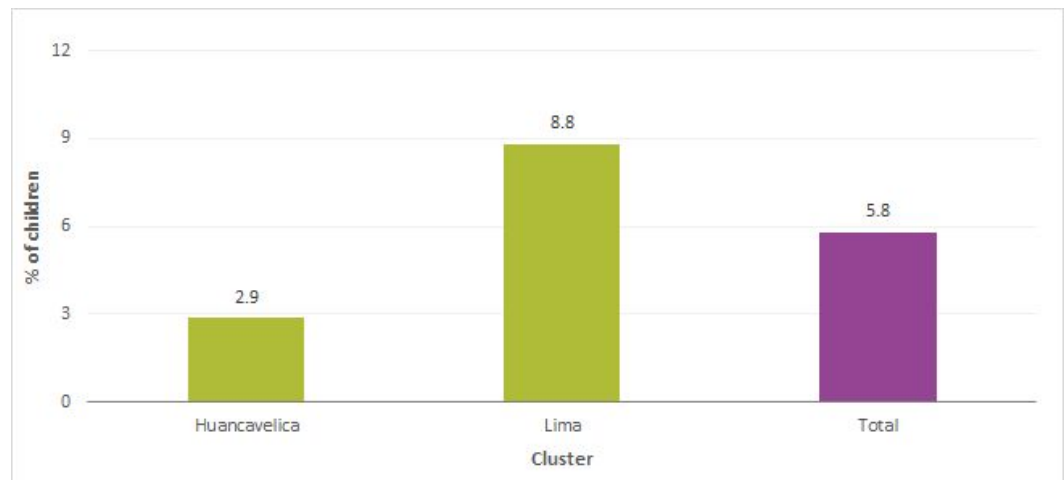
Graph 29: Proportion of children of the Nationally Recommended age for Completion of grade three, who have attained the Numeracy Standards for grade 3 by Cluster



Source: Results of the Education survey, Perú. July, 2018

7.2% of children evaluated attained the numeracy standards. The Lima region had the highest percentage (11.8%) and Huancavelica region had the lowest percentage (2.9%).

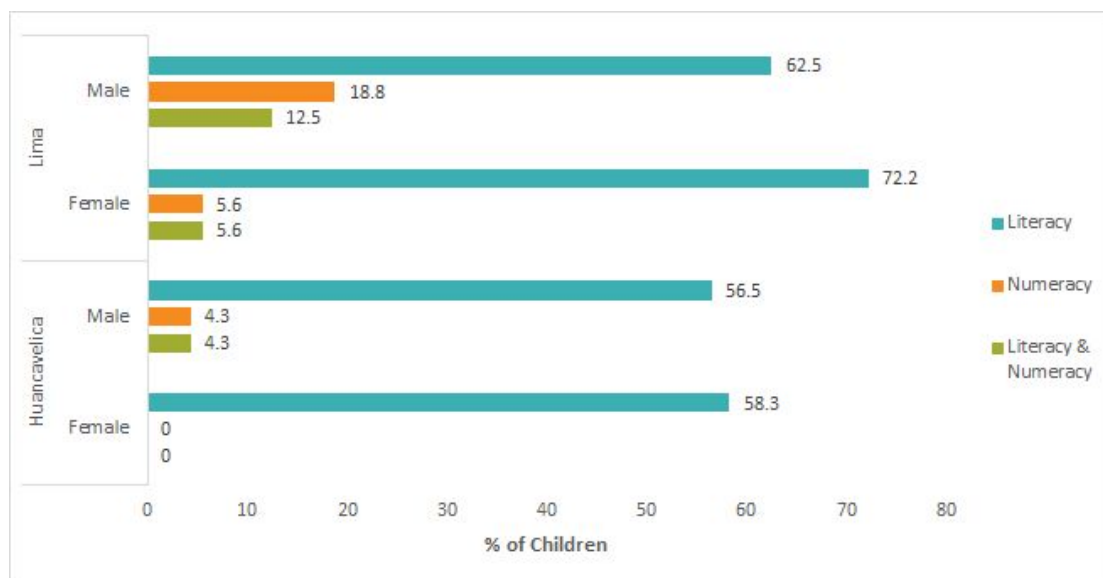
Graph 30: Proportion of children of the Nationally Recommended age for Completion of grade three, who have attained the Literacy and Numeracy Standards for grade 3 by Cluster



Source: Results of the Education survey, Perú. July, 2018

5.8% of children evaluated attained the literacy and numeracy standards. The Lima region had the highest percentage (8.8%) and the Huancavelica region had the lowest percentage (2.9%).

Graph 31: Proportion of children of the Nationally Recommended age for Completion of grade three, who have attained the Literacy and Numeracy Standards for grade 3 by Cluster and by Gender

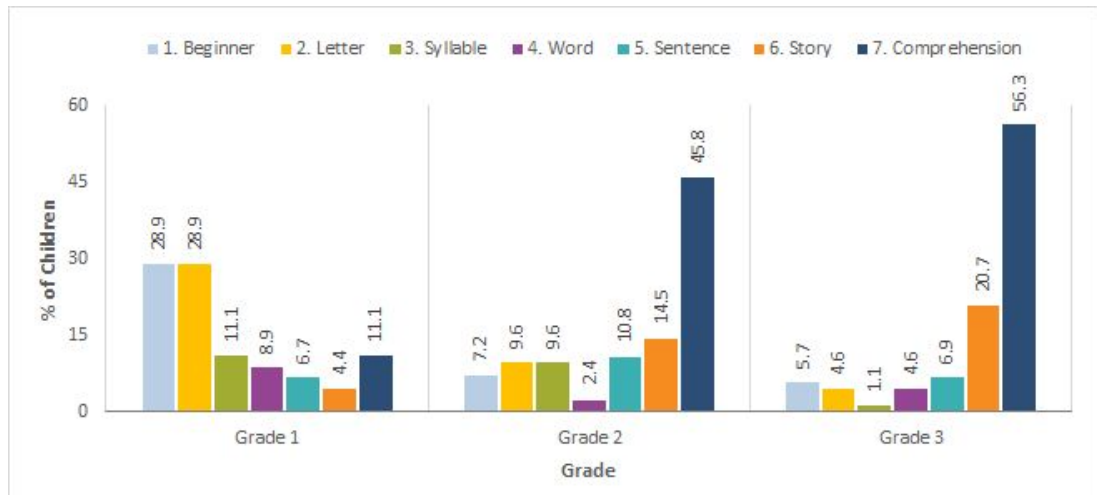


Source: Results of the Education survey, Perú. July, 2018

A higher percentage of females achieved the standard for literacy than did their male counterparts in both clusters. In Lima, 72.2% vs. 62.5%, and in Huancavelica, 58.3% vs. 56.5%. A higher percentage of males achieved the standard for numeracy than did their female counterparts in both clusters; in Lima, 18.8% vs. 5.6% and in Huancavelica, 4.3% vs. 0%. A higher percentage of males achieved the standard for both literacy and numeracy than did their female counterparts in both clusters; in Lima, 12.5% vs. 5.6%, and in Huancavelica, 4.3% vs. 0%.

3.3.4 Are children making appropriate literacy gain?

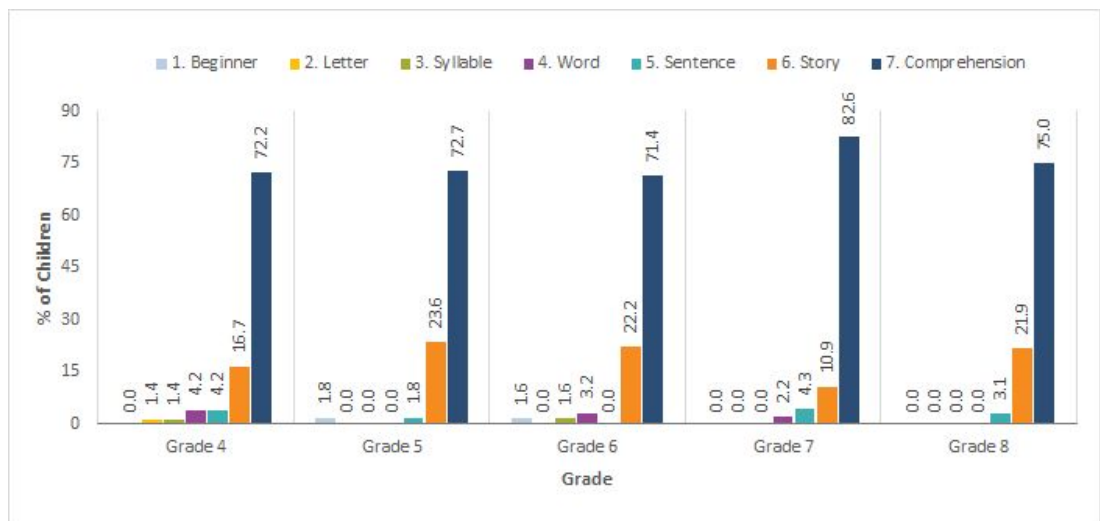
Graph 32: Distribution of literacy skills of children in grades 1-3



Source: Results of the Education survey, Perú. July, 2018

The highest percentage in first grade 28.9% were for beginner and letter levels, the lowest percentage were between sentences and story levels, however comprehension had 11.1%. For the second grade, the comprehension in literacy is the highest 45.8%, also the third grade with 56.3% for comprehension level.

Graph 33: Distribution of literacy skills of children in grades 4-8

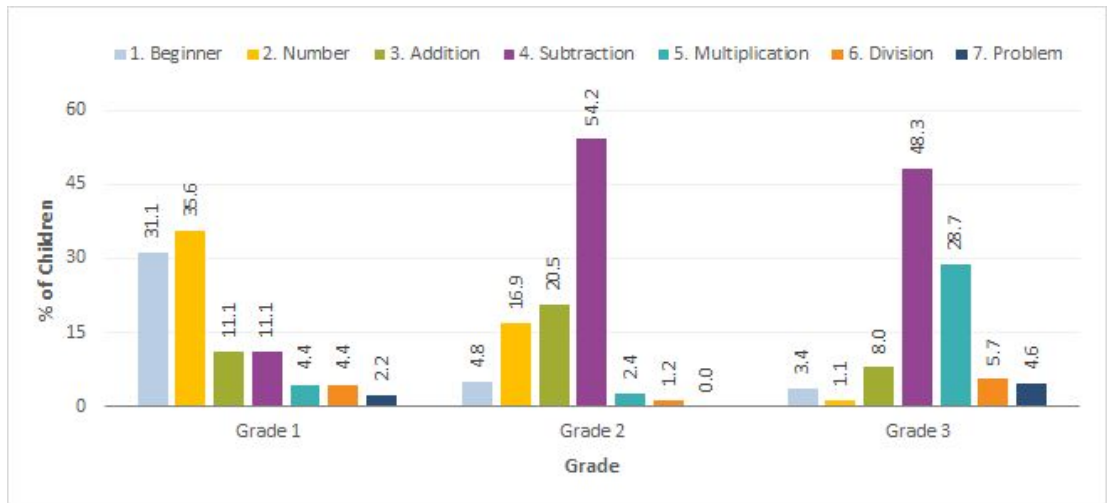


Source: Results of the Education survey, Perú. July, 2018

The highest percentage for comprehension was in grade 7 (82.6%), followed by grade 8 (75%), next is grade 5 (72.7%), the last two positions were grade 4 (72.2%) and grade 6 (71.4%).

3.3.5 Are children making appropriate Numeracy gain?

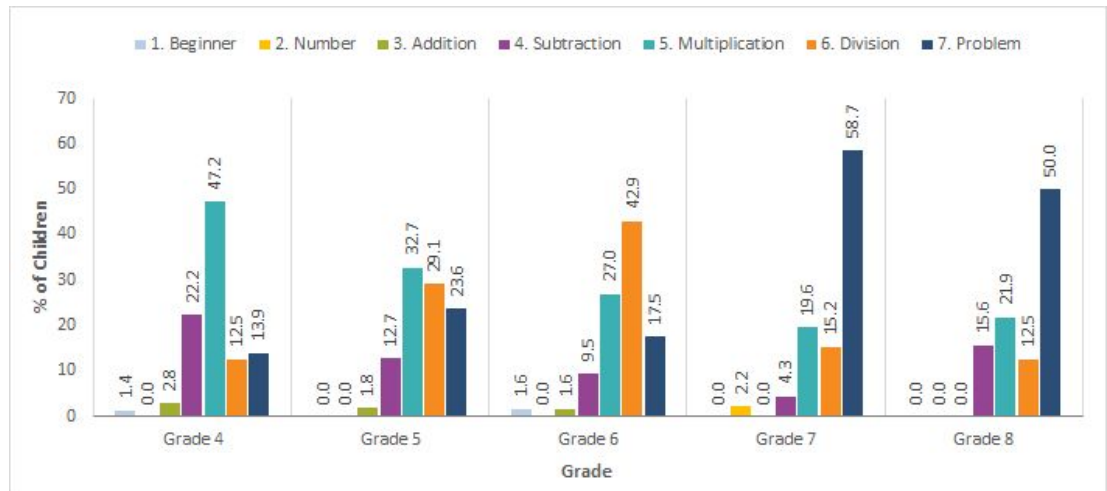
Graph 34: Distribution of numeracy skills of children in grades 1-3



Source: Results of the Education survey, Perú. July, 2018

In the first grade 35.6% of children achieved the number level of numeracy skills, the second grade, 54.2% of children achieved the subtraction level, and in the third grade 48.3% of children achieved the subtraction level as well.

Graph 35: Distribution of numeracy skills of children in grades 4-8



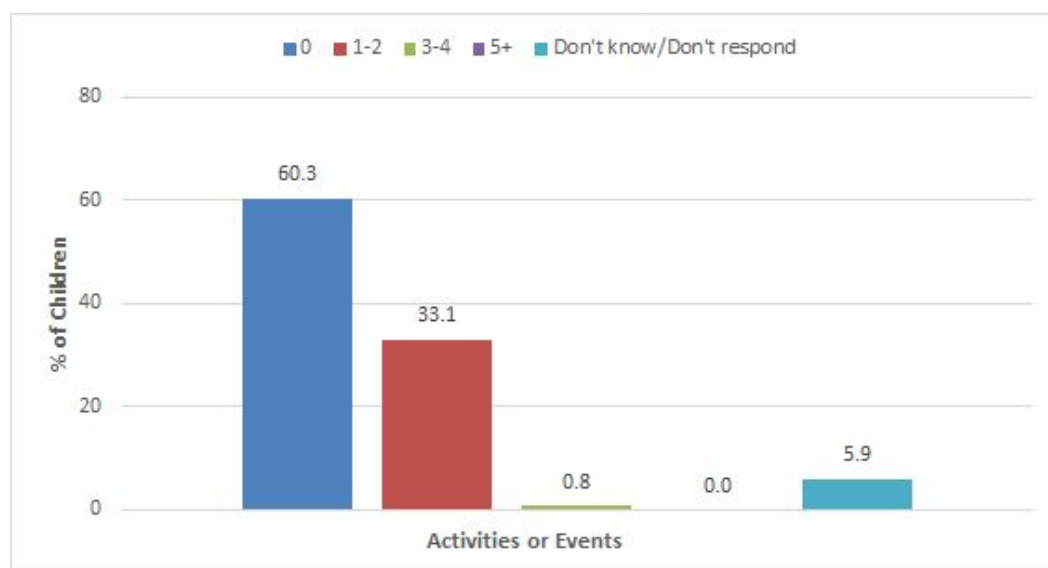
Source: Results of the Education survey, Perú. July, 2018

In the grade 4, 47.2% of children achieved the multiplication level of numeracy skills, in grade 5, 32.7% of children achieved the multiplication level as well, in grade 6, 42.9% of children achieved the division level, and

the two last grades (7 and 8) achieved the problem level 58.7% and 50% respectively.

3.3.7 Learning activities and Supportive environment

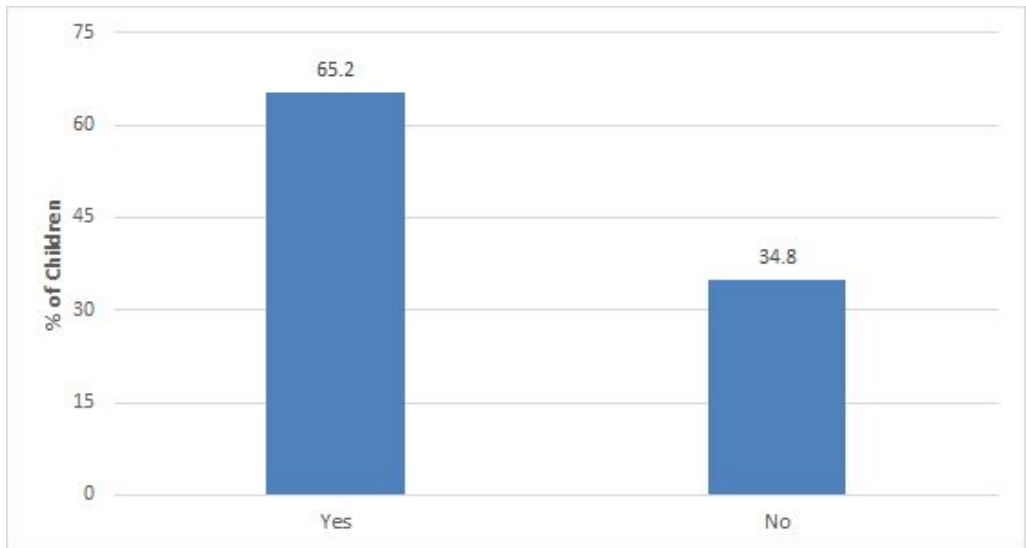
Graph 36: Proportion of children who have attended learning activities or events in the last two weeks



Source: Results of the Education survey, Perú. July, 2018

The highest percentage 60.3% of children haven't been involved in learning activities or events, and only 33.1% of them have been involved in 1 or 2 learning events or activities, finally 0.8% of children have been involved in 3 or 4 learning activities or events.

Graph 37: Supportive Reading Environment (Children who had read, or read with someone else)



Source: Results of the Education survey, Perú. July, 2018

Of all children interviewed, 65.2% mentioned that they are in a reading environment, and 34.8% of children answered that they didn't have a reading environment.

IV. CONCLUSIONS, RECOMMENDATIONS AND ACTION PLAN

4.1 Caregivers

4.1.1 Conclusions

1. The 10.2% of households with children under the age of 2 have more than 3 children's reading books, an adequate percentage since the child at this age is in full biopsychosocial development with the first steps to encourage reading.
2. The 32.7% of households with children from 3 to 6 years old have more than 3 books, with Lima having a higher percentage (43.7%) because in the city there is more access to initial and private educational institutions, which is why parents they can access books for their children; considers that the percentage of possession of more than 3 books is adequate, because children of this age have their learning through play, affection and recreation without leaving reading as part of their learning and school success.
3. The graph 36 shows that as the children get older, the involvement of caregivers with more than 4 learning activities is less, for example, caregivers with children from 0 to 2 years old 15.8%; caregivers with children from 3 to 6 years 7.7% and caregivers with children from 7 to 15 years 7.0%, the participation of parents in the education of children over the years reduces and that is visible when in Educational Institutions there is a high rate of absence of parents.
4. According to caregivers, prolonged illnesses in girls 43% is the main reason for non-attendance at school with a higher percentage in Lima (56.3%), therefore, it is necessary to improve the quality of physical health in boys and girls through good nutrition and correct monitoring of development and growth in health through health local services.

4.1.2 Recommendations

1. Increase the participation of caregivers in the educational development and growth of children for their school success.
2. Encourage alliances between health community center for a better check-up and monitoring of scolar children for the benefit of their well-being and health.

4.1.3 Action Plan

1. Develop agreements for prevention and improvement of health with the Health Centers close to the community.
2. Raise awareness among parents for their greater involvement with the education and health of their children

4.2 IDELA:

4.2.1 Conclusions

1. The 68.8% is the average IDELA score, a percentage that places children at an emerging level, since they show basic skills such as reading, mathematics, motor and social-emotional skills to successfully start 1st grade of primary school; however, it is pertinent to mention that the laggard is the socio-emotional domain.
2. The IDELA score by gender in basic number, letter, motor and social emotional skills, it is boys who have a small percentage more than girls (boys 53.3% and women 53.0%), however, we can say that this difference is not significant in the development of activities.
3. The IDELA score with the highest percentage is held by the Lima region, which highlights the domain of arithmetic (78.6%), literacy (67.8%) and social emotional (64.5%) at an emerging level, due to the appropriate chronological age in which they are found. children for their school start and better development opportunities in the city; Likewise, it is important to highlight that the Huancavelica region has a high score in the motor domain (81.6%) at a dominant level because children have better socio-recreational spaces such as the fields, the farm, the weather, etc. that contributes to a better psychomotor development of the child.

4.2.2 Recommendations

1. Work with greater emphasis on the SOCIOEMOTIONAL dimension, the percentages are low (48.4% in the ages of 4.6 - 5.5 and 56.5% in the ages of 5.6 - 6.5), this dimension is of vital importance for the development, growth and well-being of the kid.

2. Take into account the gender approach from a rights and opportunities perspective that contributes to the strengthening and development of the child for a better coexistence and citizenship based on mutual respect.
3. Strengthen the different domains through programs with greater emphasis in the Huancavelica region

4.2.3 Action Plan

1. Design development and strengthening programs for children of the communities, taking into account the SOCIO-EMOTIONAL dimension.
2. Develop capacity building programs for teachers of Educational Institutions through the Local Educational Management Unit –UGEL– through agreements.
3. Develop children's participation program in association with the communities, influencing the SOCIOEMOTIONAL, in the clusters of Lima and Huancavelica.
4. Involve caregivers in the child's socio-emotional educational development through capacity-building programs.

4.3 CLA:

4.3.1 Conclusions

1. 9-year-old children from the 3rd grade of elementary school show satisfactory results in literacy with 62%. This may probably be the result of a long exhaustive work from the national education system that focuses on reading comprehension with its different school activities like the reading marathon and the increase in teaching hours of communication and the ECE evaluations (Census Evaluation of Students, per its capitals in Spanish), which are carried out every year for students of the 2nd and 4th grade of elementary school in Communication and Math.
2. According to the graph, 9-year-old children in 3rd grade in elementary school with 7% do not meet the math standards although our educational system emphasizes this with a bigger amount of hours and activities in Math in elementary level. However, this graph also shows us that there are 6% of children, assessed in both courses, who meet the required standards. This lets us know that it works slowly and progressively, but we are advancing in the development of math.

3. In the graph we can see that 10-15-year-old children do not meet the basic reading and math standards; however, these children ARE able to do 3rd grade reading even by evolutionary chronological age and because from the 2nd grade of primary level, school students can already read. The problem is that many of them DO NOT understand what they read.
4. Regarding the relationship between the gender of the child and his/her performance, the graphic shows that there is a slight advantage in favor of the female child, but it is not a significant gap.
5. The biggest literacy gap in 7-9-year-old children is in reading comprehension, and we agree with it because one of the biggest academic problems that our educational system presents and is working on is reading and reading comprehension. There is some progress, but it is not satisfactory yet.
6. One of the most reduced gaps in math in 7-9-year-old children is the solution of math problems. Children struggle with the solution of problems due to the lack of preparation, eating or other factors; however, the educational Peruvian system is working hard on this area in order to reinforce these abilities and meet the standards.
7. When comparing education by region, results and our national situation show that there is clear difference in the performance of infant learning, specifically in literacy and math in favor of the region of Lima. One factor could be that the level of teachers from Lima is better than in provinces. In the region of Huancavelica, there is still illiteracy in parents and that does not contribute to the child's learning, plus the poor eating habits of children in provinces, among other factors.

4.3.2 Recommendations

1. In order to improve arithmetic/numeracy results, it is important to work on improving the teaching methodology of teachers with pedagogical innovation.
2. Engage parents or caregivers in the child's academic education, especially in the mathematical area.

4.2.3 Action Plan

1. Develop agreements through government entities such as the Lima Regional Directorate -DREL- and the Local Educational Management Unit -UGEL-, in order to contribute with training and strengthening for teachers in the development of arithmetic/numeracy teaching methodologies.