



FOOD FOR THE HUNGRY

Summary of Education Assessment (IDELA-CLA-Caregivers) Results and Recommendations

PERU

June 2022

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ACRONYMS

AP	Area Program
CO	Country Office
CFCT	Child Focused Community Transformation
CLA	Citizen Led Assessment
ENAPRES	National Survey of Budget Programs
FH	Food for the Hungry
FHP	Food for the Hungry Peru
IDELA	International Development and Early Learning Assessment
KPI	Key Performance Indicator
NNA	Boys, Girls and Adolescents
PPS	Probability Proportionate to Size sampling
RLA	Reflection, Learning, and Adaptation

1. INTRODUCCIÓN

In 1986, Food for the Hungry Peru began its child sponsorship and community development. Since then, FH has focused its efforts on long-term development work in the communities of Chepen, Lima, Pucallpa, Chinchá and Huancavelica.

In order to study the relevance, effectiveness, impact and sustainability of the CFCT program in the areas of Lima and Huancavelica, in 2014 FH Peru established a baseline with main key indicators to measure the program process. Later in 2018, in the same work areas, the mid-term evaluation was carried out, which allowed a first quantitative and qualitative approach to the progress of the program and ongoing projects, after four years of intervention.

FH Peru conducted the baseline and cross-analysis of the education sector in July 2018 with the main purpose of evaluating and analyzing the performance of education in the communities of FH Peru.

With the objective to strengthen the cognitive, emotional and social development of children from 0 to 5 years old, FH Peru implemented the project Reaching Educational Potential in Childhood from 2016 to 2020. The purposes of the project were aimed at improving strategies for early stimulation, in the promoters and coordinators of early childhood spaces, strengthening the capacities of parents for early stimulation and the reduction of toxic stress in the home and improve the physical conditions of early stimulation spaces in the community. To fulfill the purposes of the project, in coordination with the local educational management unit, training was implemented for promoters, coordinators and parents in early stimulation, improvement of the educational infrastructure for children under 5 years of age and the opening of new spaces for early stimulation in the community.

Subsequently, FH Peru implemented the projects: Education with Children and Adolescents in the early recovery phases of Covid-19 in fiscal year 2021, and En PlanEdu project in fiscal year 2022, both projects with coverage in their two Area Programs (Lima and Huancavelica) and with children 6-17 years old.

The purposes of the projects were aimed at contributing to the educational training of boys, girls and adolescents within the framework of Covid-19, at increasing access to remote educational training for boys, girls and adolescents, at reducing the stress of children and

adolescents within the framework of Covid-19, and at preventing school dropout from children and adolescents, these projects evaluated are those implemented in 2020 and 2021.

To achieve its purposes, FH Peru has promoted reading events with primary-level children, worked with child caregivers in the promotion of practices that promote reading and has conducted campaigns to promote school reintegration.

The interventions listed above are believed to have contributed to improving access – school registration – and quality of education in the areas where FH Peru has been implementing educational interventions.

1.1 Evaluation purpose

The education evaluation was conducted in March 2022 as part of the final evaluation of FH Peru. The purpose of this evaluation was to establish the state of progress of the key education indicators in the area programs of Lima and Huancavelica. The results will help foster a culture of learning and evidence-based decision-making, and improve the quality of future programming in FH.

1.2 Research questions

Research questions for children aged 3.5 to 6.5 years old

- Do children have the skills to make a successful transition into first grade?
- What is the relationship between the child's gender and child development scores?
- Are children achieving appropriate development from one year to the other?
- Which domain is furthest behind?
- How do results differ by cluster and region?

Research questions for children of 7 to 15 years old

- Can children meet third grade reading and literacy standards?
- How is the child's gender associated with learning outcomes?
- Are children making appropriate progress in literacy and numeracy in grades 1-3?
- Are children achieving appropriate progress in literacy and numeracy in grades 4-8?
- How do children's learning outcomes differ by group or region?

Research questions for cross tabulations

- Is there a difference in scores for children in HH where the child has three or more children's books?
- Is there a difference in scores when caregivers engage in regular learning activities?
- How does preschool attendance affect if the child is able to pass third grade literacy and numeracy standards?
- How does the caregiver knowledge of grade requirements affect child performance?
- How do out-of-school learning activities increase ability to pass the assessment?
- How does a supportive reading environment increase ability to pass the assessment?
- How does school absenteeism affect ability to pass the assessment?
- How does on time entry into grade 1 affect ability to pass the assessment?
- Does having caregivers of children 7-15 years engaged in learning activities influence a child meeting literacy and numeracy standards?
- Does having caregivers of children 7-15 years meeting teachers regularly influence a child meeting literacy and numeracy standards?
- Does having caregivers of children 7-15 years providing a specified place for study influence a child meeting literacy and numeracy standards?

1.3 Evaluation Objectives

- Know the progress and condition of children's educational skills in the intervention areas of FH Peru, comparing reference values with results of the final evaluation.
- Assess school readiness and success in first grades.
- Identify gaps and recommend solutions for the implementation of educational programs in FH Peru.

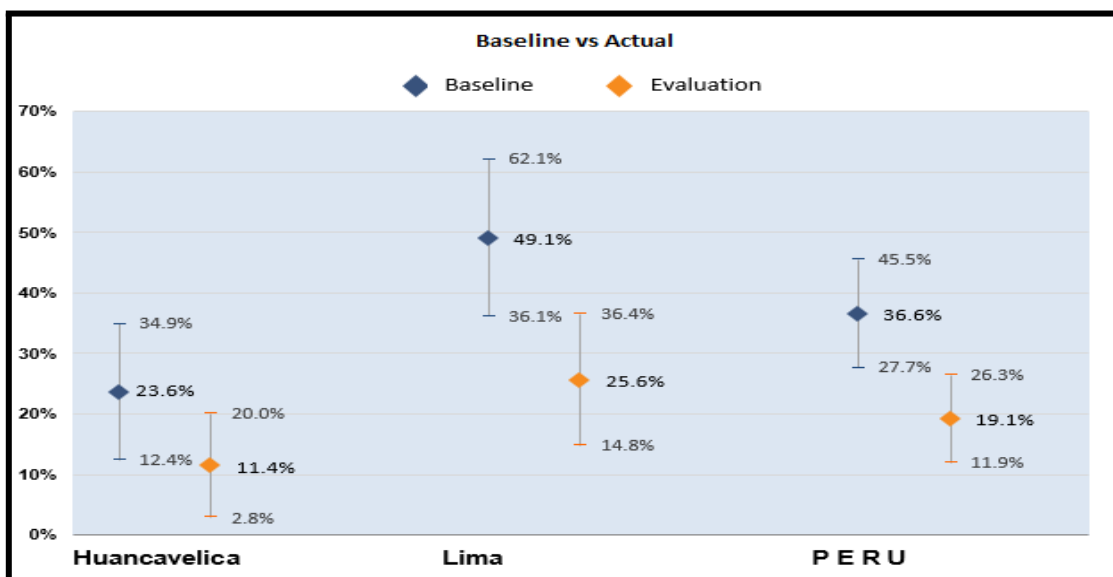
2. IDELA SURVEY RESULTS

A child's preparation for school is related to school results. Those children who enter school ready to learn are more likely to perform well and complete successive educational levels. IDELA assesses early learning and development of young children (3.5 to 6.5 years old) in socio-emotional development, emerging math, emerging literacy and motor skills.

2.1 Proportion of children aged 5.6 to 6.5 years old, who have mastered IDELA skills.

As shown in graph N°1, the percentage of 5.6 - 6.5-year-old children who have mastered IDELA skills in Peru decreased significantly by 17.5 percentage points from the baseline, going from 36.6% to 19.1%.

Graphic N°1: Proportion of children aged 5.6 to 6.5 years old who have mastered IDELA skills.

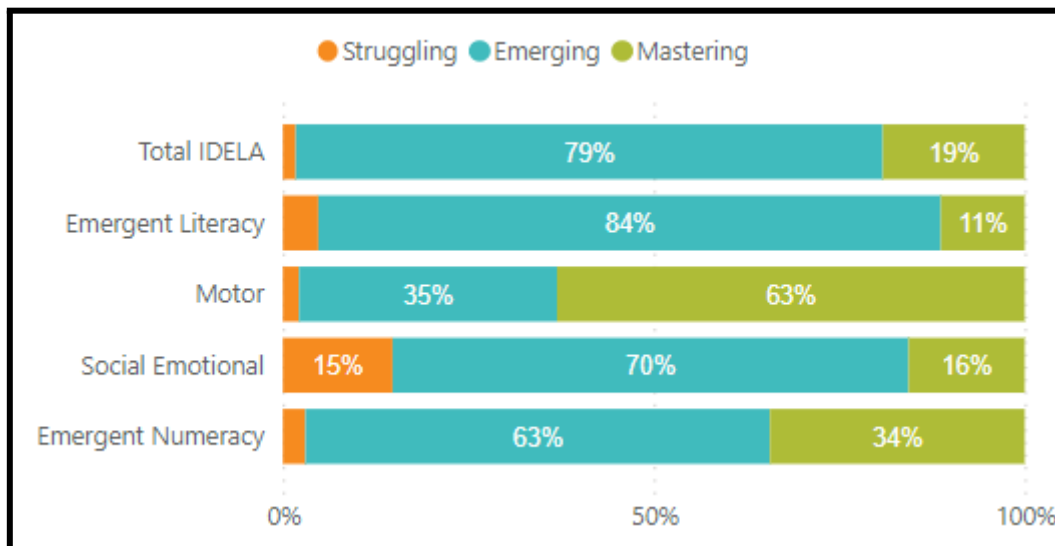


Between the two area programs in which the evaluation was conducted, the results were not statistically significant, but there was a reduction of 23.5 percentage points in Lima, while in Huancavelica the reduction was 12.2 percentage points. It can be said that Lima performs slightly better with an average total score of 25.6% followed by Huancavelica with 11.4%. It is important to point out that Lima is the peri-urban Area Program and the decrease of mastery in Lima can be associated with the impact of the pandemic caused by Covid-19.

In the case of Huancavelica, these factors are more emphasized as a result of the educational, economic and connectivity gap. Unfortunately, remote education brings with it a series of challenges that especially affect boys and girls in rural areas.

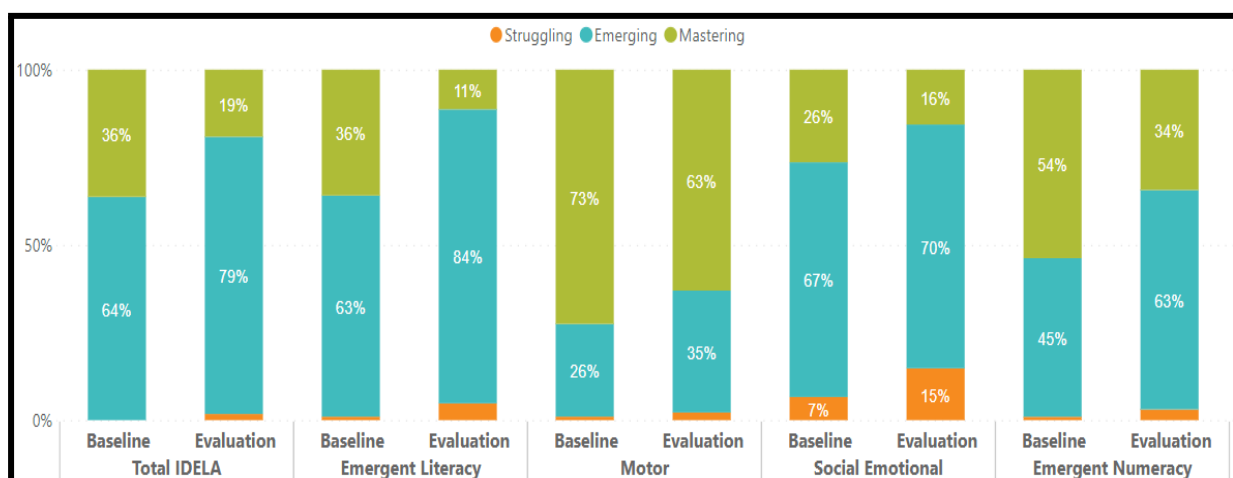
2.2 Proportion of children aged 5.6 to 6.5 years old by domain and skill level.

Graphic N°2: Proportion of children aged 5,6 to 6,5 years old by domain and skill level



As shown in Graphic N°2, 19% of children aged 5.6 to 6.5 years achieved a general mastery level in IDELA; 79% reached the Emergent Level and 1.74% of children are in Struggling Level. Regarding the four IDELA domains, the children of the motor skills group are developing more with 63% mastery and 35% emerging. On the other hand, 15% of children are in Struggling Level in the social emotional domain, 70% of them in Emerging and 16% in Mastering.

Graphic N°3: Comparative variation in the proportion of children of 5.6 to 6.5 years by domain and skills level.



According to the categorization of children on how they developed their skills, the total IDELA score shows that children with struggles increased slightly by 1.17%. Those seen as

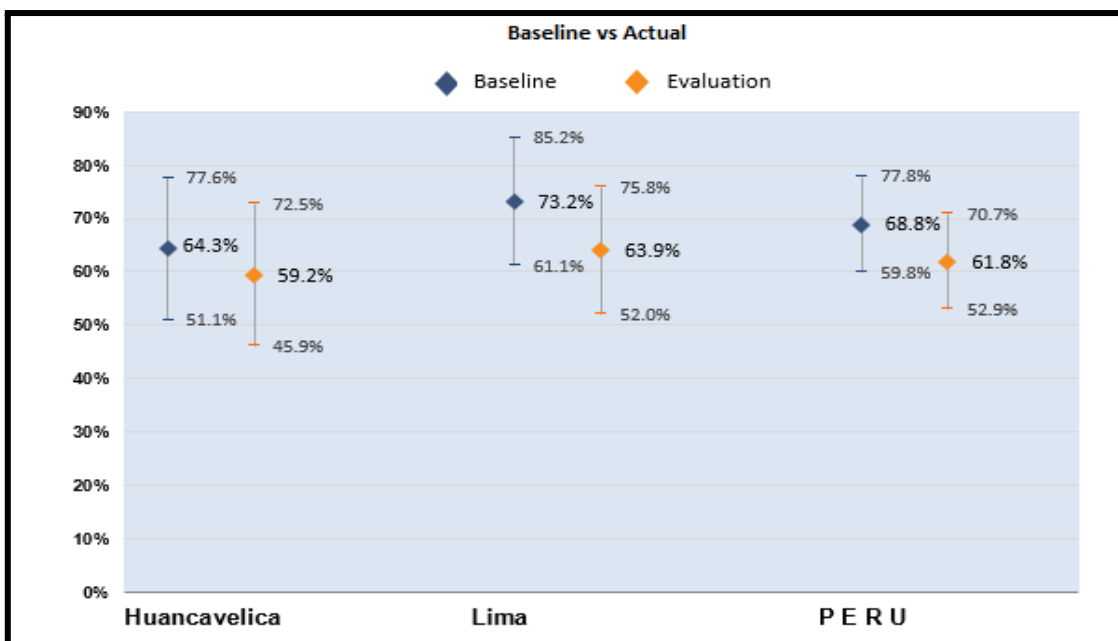
emerging increased 15 percentage points from 64% in baseline to 79% in final evaluation, and the children who mastered decreased 17 percentage points, going from 36% in baseline to 19% in final evaluation.

Children who struggled with emergent literacy skills increased by 3.81 percentage points from 0.97% in baseline to 4.78%, while those who mastered emergent literacy skills decreased by 25 percentage points. In terms of emerging math skills, those who struggled increased 2.1 percentage points going from 0.94% in baseline to 3.04% in final evaluation, while those who mastered emerging numeracy skills decreased by 20 percentage points.

In terms of social emotional skills, those who struggled increased 8 percentage points going from 7% in baseline to 15% in final evaluation, while those who mastered social emotional skills decreased by 10 percentage points. Although motor skills have shown a 10-percentage point decrease from baseline, they remain the highest domain, with 73% mastering at baseline and 63% in final evaluation.

2.3 Total IDELA score of children aged 5.6 to 6.5 years.

Graphic N°4: Total IDELA score of children aged 5.6 to 6.5 years.



The IDELA score in children in the age group of 5.6 to 6.5 years decreased by 7 percentage points on a national basis, going from 68.8% in baseline to 61.8% in final evaluation. The greatest reduction took place in the Area Program of Lima with 9.3 percentage points going from 73.2% in baseline to end in 63.9%, however, Lima remains the Area Program with the

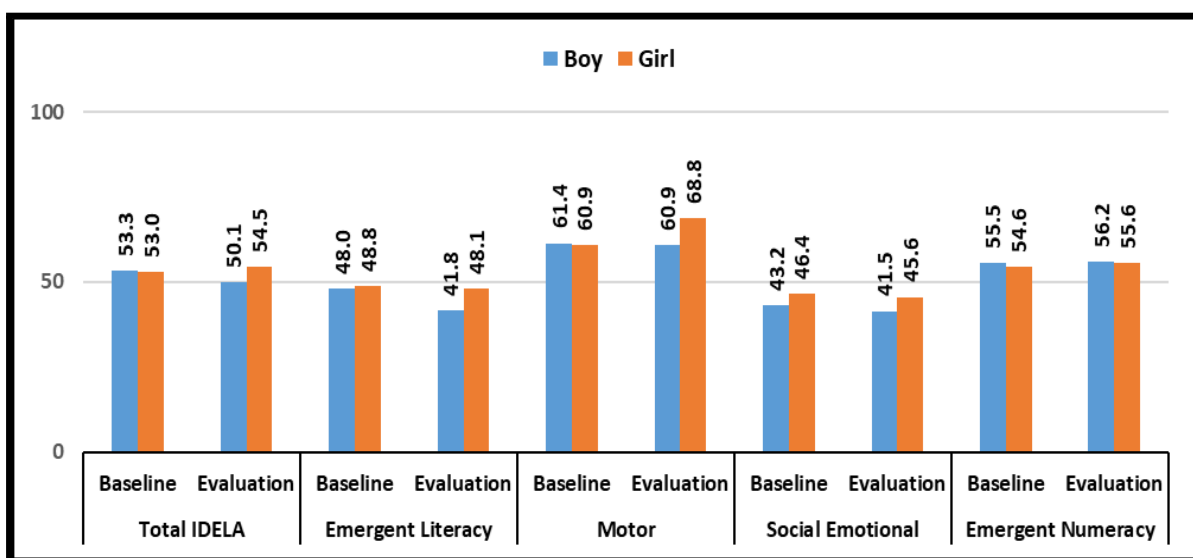
highest score. In Huancavelica the reduction was 5.1 percentage points, ending the evaluation with 59.2%, however, these results were not statistically significant.

In the context of school closures and remote education, many households did not have adequate connectivity. Many families had to share a computer for their classes, being the least favored the children of the first cycles (Preschool - initial education). As an age group and due to their stage of life, they lacked enriching and stimulating environments for their development and learning. There was also a lack of didactic tools and a limited accompaniment and knowledge of certain necessary tools in the role of teachers in their caregiver households, and the inability to cover the costs of mobile recharges due to the economic situation of caregivers. The region has the lowest number of open kindergarten education schools.

2.4 Total IDELA score of children aged 5.6 to 6.5 years by gender.

As shown in Graphic N°5, there are only important gender differences in the final evaluation between the child development scores of girls: 54.5% and boys: 50.1% with a difference of 4.45 points in favor of girls. This is due to the increase of 1.48 points obtained by girls from baseline and a reduction of 3.18 points in boys.

Graphic N°5: Comparison of Average IDELA Score by Gender



There is evidence of a constant better performance among girls in Emerging Literacy in final evaluation, surpassing boys with 6.3 additional points literacy, in Motor with 7.8 additional points and Social Emotional with 4.13 additional points, in comparison with the performance

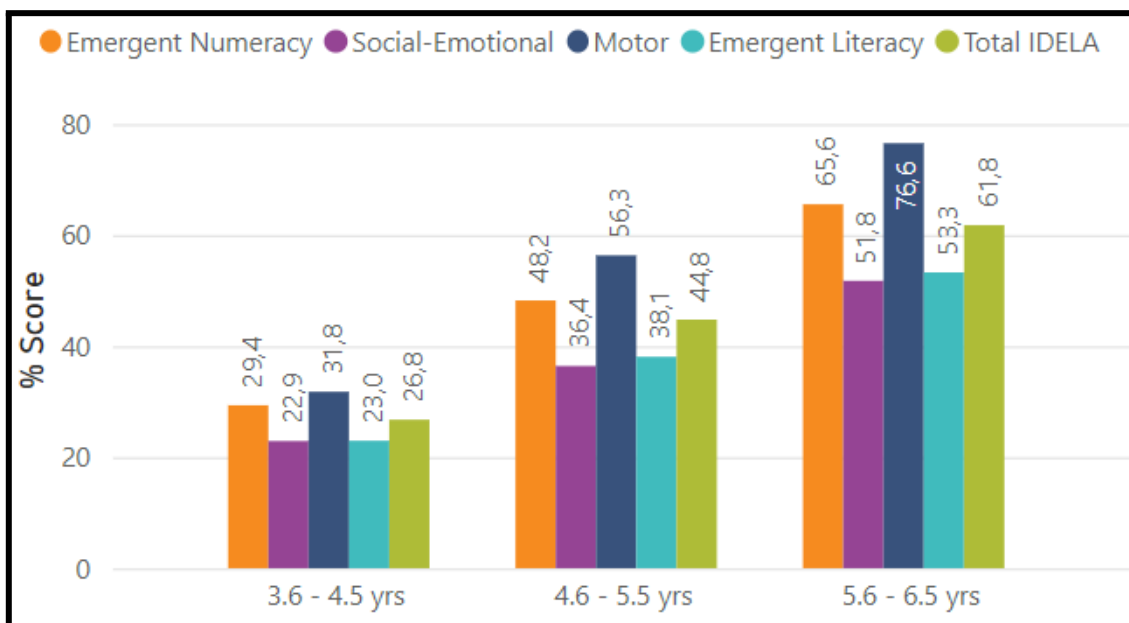
of boys in the same domains. Boys only surpassed girls in emergent numeracy with 0.53 additional points.

Regarding girls' best performance, we can infer a greater support of families in the training of girls, engagement in school activities, considering that the accompaniment, permanence and dedication of families is decisive and/or predictive not only for the achievement of optimal academic results, but also in the formation of an emotionally healthy individual, in addition to other factors such as the promotion of an environment that generates well-being and protection as a vulnerable group.

2.5 Total IDELA score by age and mastery of the Child.

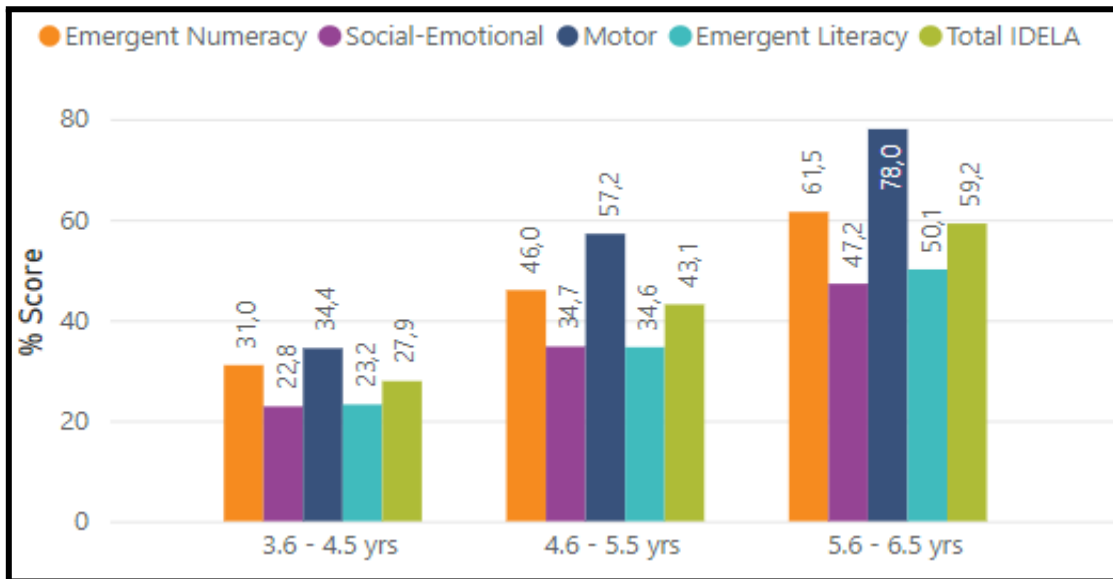
The final evaluation results shown in Graphic N°6 indicate that children in the age group of 5.6 to 6.5 years have an average total IDELA score of 61.8. The younger age groups of 3.6 to 4.5 years and of 4.6 to 5.5 years have reached 26.8 and 44.8 points respectively.

Graphic N°6: Average IDELA score by age and domain of the child (Final Evaluation)

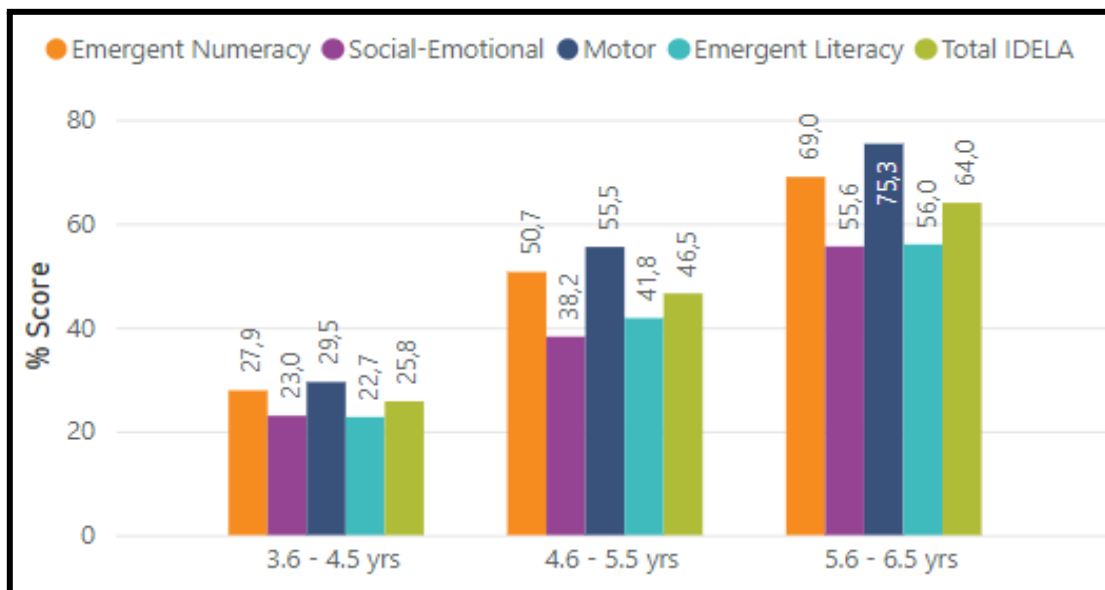


Results show that as children grow, their scores increase, however, they have regressed from baseline according to the comparative results presented in graphics N°9, 10 and 11.

Graphic N°7: Average IDELA score by age and domain of the child (Huancavelica)



Graphic N°8: Average IDELA score by age and domain of the child (Lima)



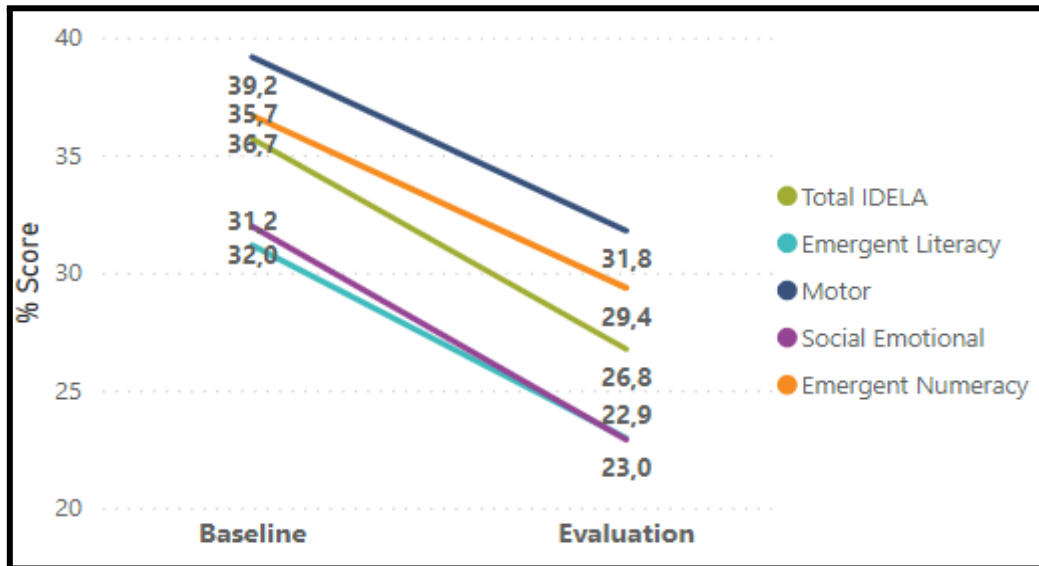
The results by Area Program are shown in graphics 7 and 8 above. A better performance of average IDELA score is observed in Lima. The score of children aged 4.6 to 5.5 years is higher by 3.4 points and in children from 5.6 to 6.5 years it is 4.8 points higher than Huancavelica which only surpasses Lima by 2.1 points in the score of children aged 3.6 to 4.5 years. Similar behavior is observed in emerging mathematics and emerging literature.

In terms of social emotional skills, the best performance is observed in Lima in the three ages, and only the results of motor skills are surpassed by Huancavelica in their three ages.

2.6 Changes in IDELA score by age group.

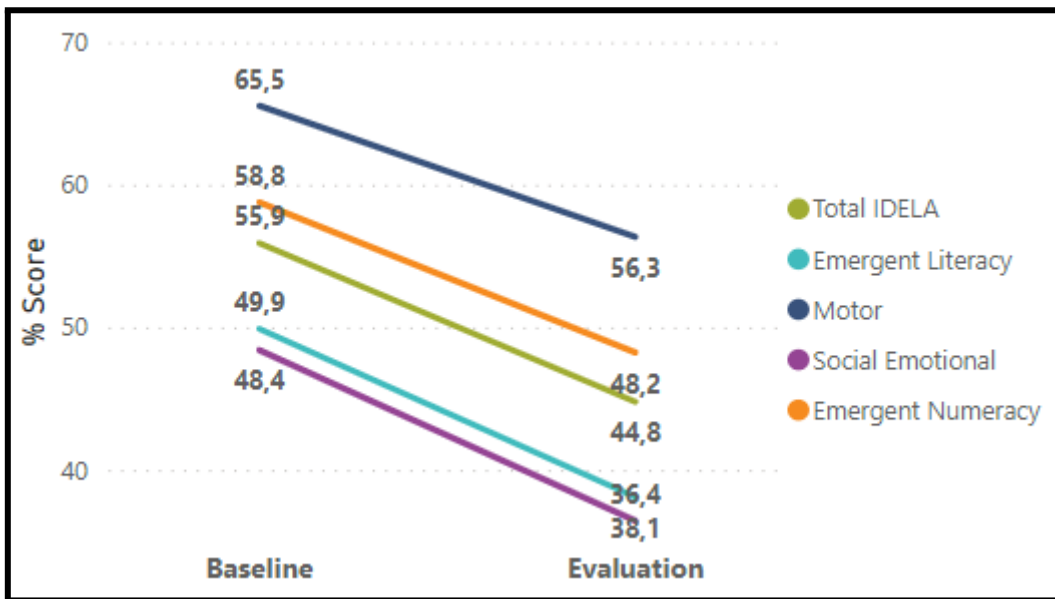
To know if children are making appropriate progress year after year in overall development and in school readiness skills, it is necessary to compare the results obtained from baseline, which are detailed below per each age group assessed.

Graphic N°9: Variation of IDELA Scores for children from 3.6 to 4.5 years by domain



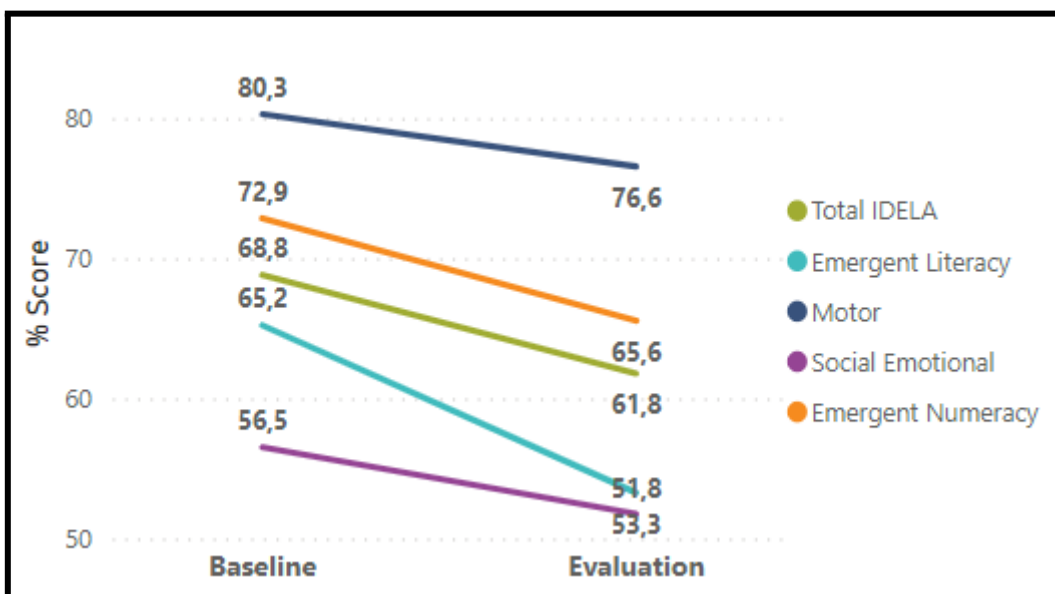
Graphic N°9 shows that changes in IDELA score for children aged 3.6 to 4.5 years have not been positive compared to baseline. The total score has decreased 8.93 points, ending in 26.8. The greatest decrease is observed in the social emotional domain with a reduction of 9.06 points, followed by emergent literacy with a reduction of 8.2 points. In motor skills and emergent numeracy, the reduction was 7.3 points in both skills. IDELA score for children aged 4.6 to 5.5 years is shown in Graphic N°10. It is observed that children are not making adequate progress from baseline. The IDELA score in this age range decreased by 11.13 points from baseline, ending in 44.7 points. Emergent literacy and social emotional domains decreased by 11.8 and 11.9 points respectively. The reduction in motor skills and emergent numeracy was 9.1 and 10.5 points, respectively.

Graphic N°10: Variation in IDELA Scores for children aged 4.6 to 5.5 years by domain



Graphic 11 shows IDELA score for children aged 5.6 to 6.5 years. It is observed that children are not making appropriate progress from baseline. The IDELA score in this range of age decreased by 7.04 points from baseline ending with 61.8 points. The emergent literacy and emergent numeracy domains were the ones with the greatest reduction with 11.9 and 7.3 points, respectively. In terms of motor and social emotional skills, the reduction was 3.7 and 4.7 points, respectively.

Graphic N°11: Variation in IDELA Scores for children aged 5.6 to 6.5 years by domain



In regards to the results of changes in IDELA score by age group, it is considered that it may be influenced by the high percentage of students who have not participated in the educational

process during two years of the pandemic plus the decision of the Ministry of Education to automatically pass all students so they can be promoted to the next school grade. This decision did not help students achieve the required competencies.

3. CLA RESULTS SURVEY

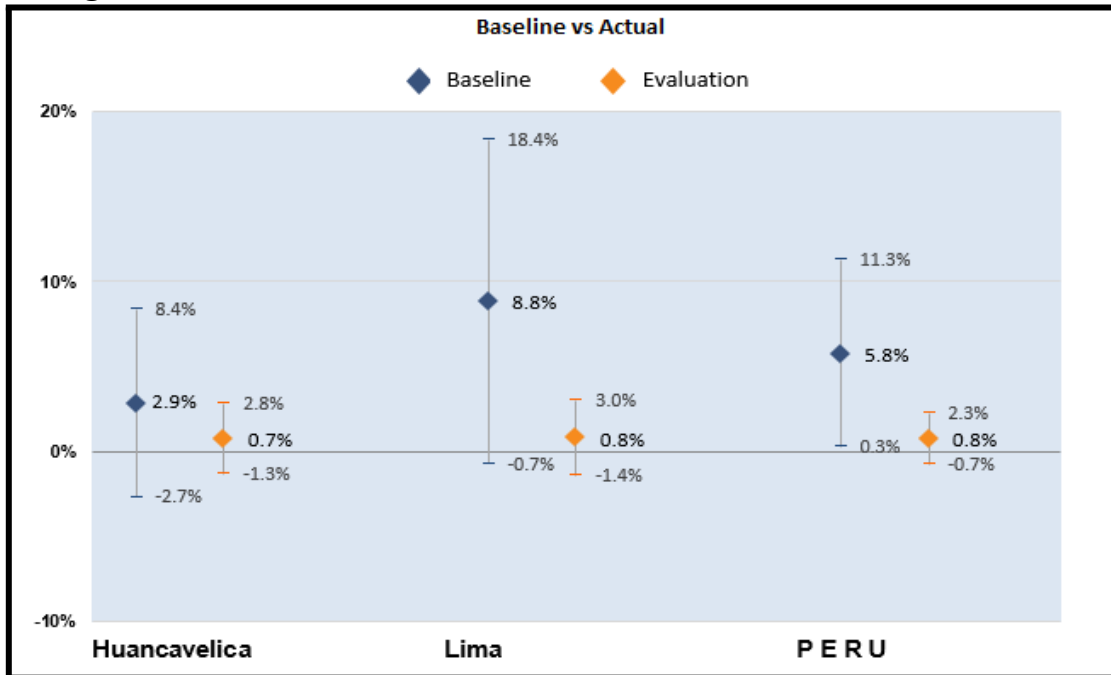
The Final Evaluation of FH Peru also assessed the ability of children aged 7 – 15 years to meet the literacy and numeracy standards for third grade. In terms of cross analysis, we evaluated the relationship between preschool attendance and the ability to meet 3rd grade literacy and numeracy standards. In addition, the survey assessed the relationship between caregivers' knowledge of grade requirements and the child's ability to meet grade 3 standards: the influence of the home reading environment and the child's ability to pass the CLA, and the influence of on-time entry into first grade on the child's ability to pass the CLA.

3.1 Literacy and numeracy standards to complete third grade.

Graphic N°12 shows that there is a decline in the proportion of children who have reached the literacy and numeracy standards required to complete third grade. On a national basis, only 0.8% have reached literacy and numeracy standards, which represents a reduction of 5 percentage points from baseline.

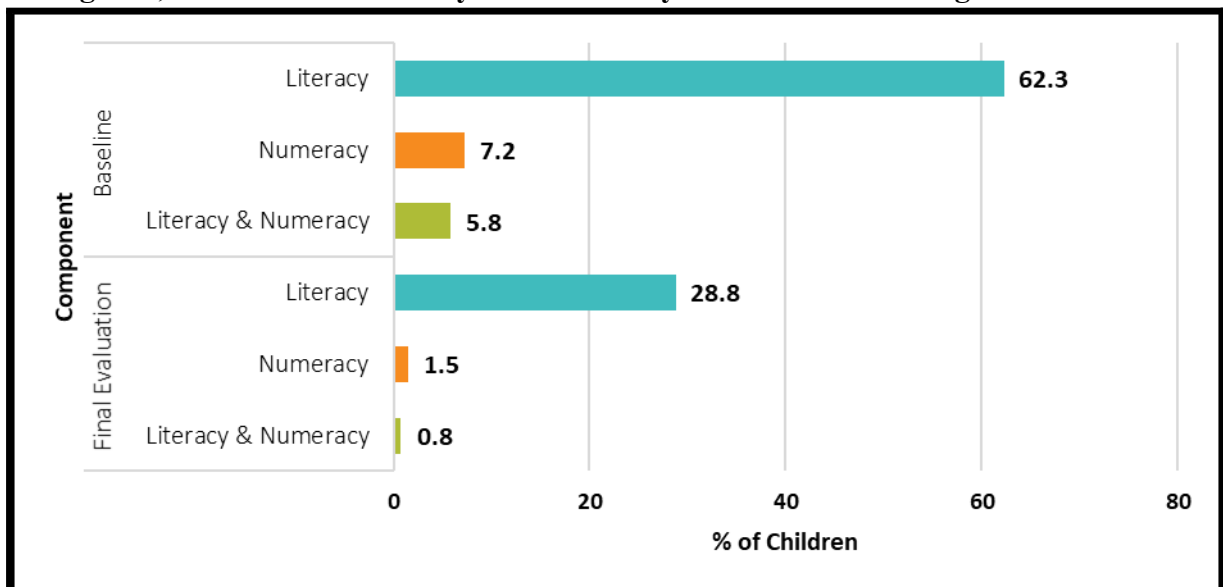
In the case of Huancavelica, the reduction was 2.2 percentage points ending with 0.7% while the area program in Lima obtained a reduction of 8 percentage points to end in 0.8%. It is evident that in the final evaluation there are no differences in the results from the different area programs, however, the results are not statistically significant as the confidence intervals of the baseline and final evaluation overlap.

Graphic N°12: Proportion of children of the nationally recommended age to complete third grade, who have reached literacy and numeracy standards for third grade by Area Program.



The results obtained show that 99.2% of children of the nationally recommended age for completion of grade 3 who took the assessment could not meet standards, that is, many Peruvian children fall behind in the expected formal school skills, such as literacy and numeracy.

Graphic N°13: Proportion of children of the nationally recommended age to complete third grade, who have met literacy and numeracy standards for third grade.

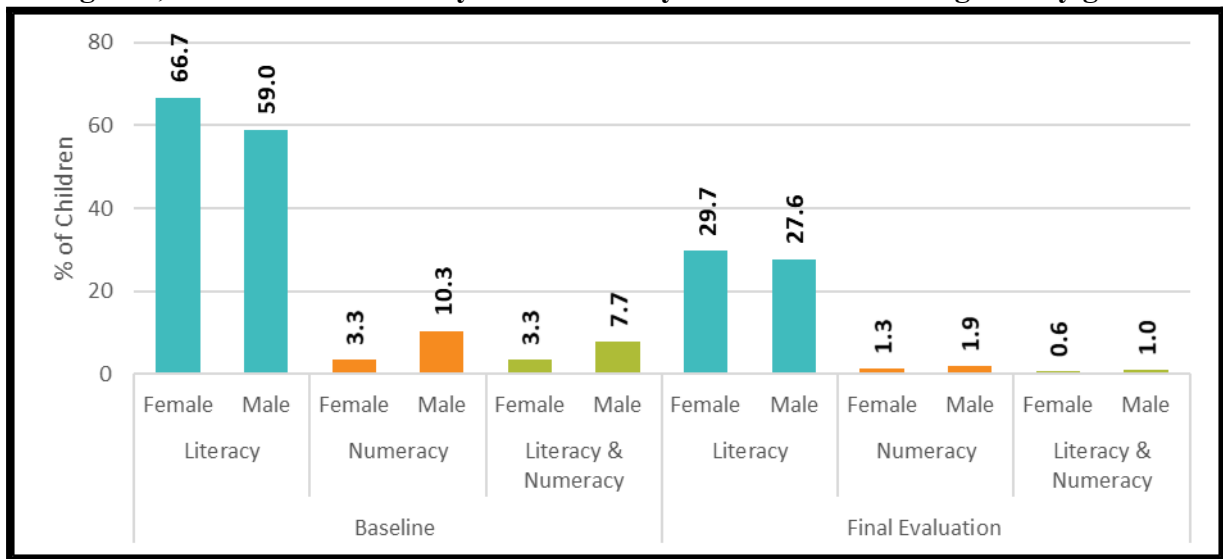


As shown in Graphic N°13, in final evaluation, only 0.8% of children in third grade met literacy and numeracy standards for third grade. Fewer children were able to meet the

numeracy standards with a reduction of 5.7 percentage points from baseline to end in 1.5% in final evaluation, and the literacy standards decreased by 33.5 percentage points to end in 28.8%.

3.2 Literacy and numeracy standards for third grade completion by Gender.

Graphic N°14: Proportion of children of the nationally recommended age to complete third grade, who have met literacy and numeracy standards for third grade by gender.



Graphic N°14 indicates that in the final evaluation there is little difference between male and female performance. Both boys and girls didn't have a good performance, with a difference of 0.4 percentage points that benefit children in literacy and numeracy standards. When comparing these results with regards to baseline, a reduction of 6.7 percentage points was observed in boys and 2.7 percentage points in girls.

In the final evaluation, girls performed better than boys in literacy with a difference of 2.1 percentage points in favor of girls, however, the reduction from baseline for girls was 37 percentage points, and for boys it was 32 percentage points.

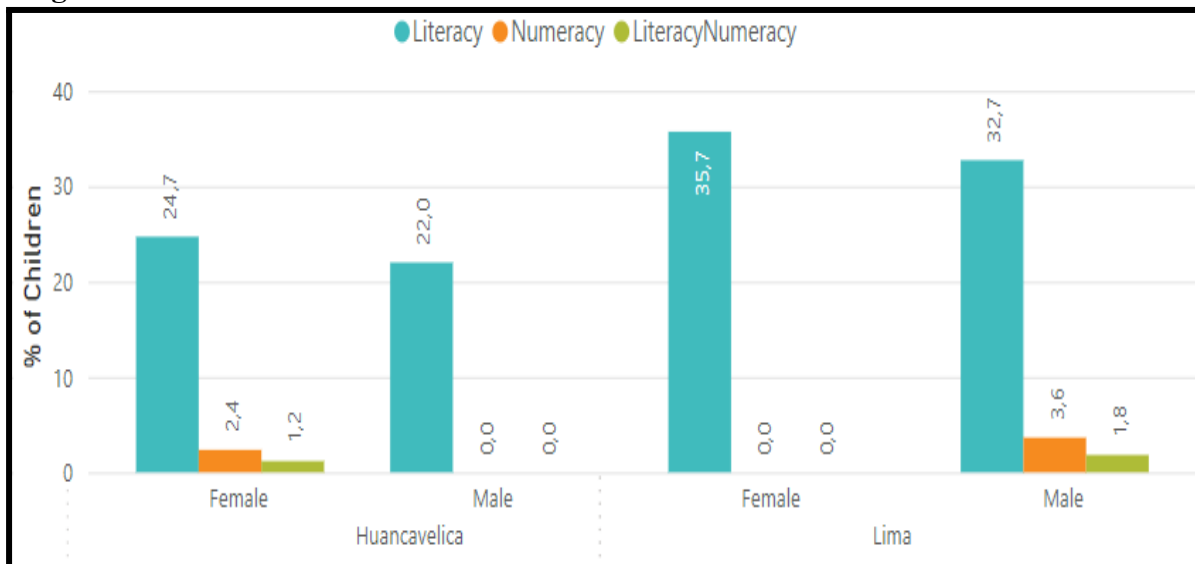
In terms of numeracy, boys were slightly superior to girls with 0.6 additional percentage points, however, the reduction from baseline for girls was 2 percentage points, and for boys it was 5.8 percentage points.

The results may be due to different factors, among which I would highlight that girls are perceived as less competent than boys for learning math because of the stereotype that 'mathematics is for men'. Cultural and non-biological reasons can also be linked to social

cultural factors which can encourage or discourage girls from exercising the necessary skills to master mathematical sciences, as well as other motivational factors such as the differentiated expectations for men and women that are transmitted in the school system. In this sense, boys feel more confident about their math skills while girls feel more confident about their reading skills.

3.3 Literacy and numeracy standards for third grade completion by Gender and Area Program.

Graphic N°15: Proportion of children of the nationally recommended age to complete third grade, who have met literacy and numeracy standards for third grade by Area Program and Gender.

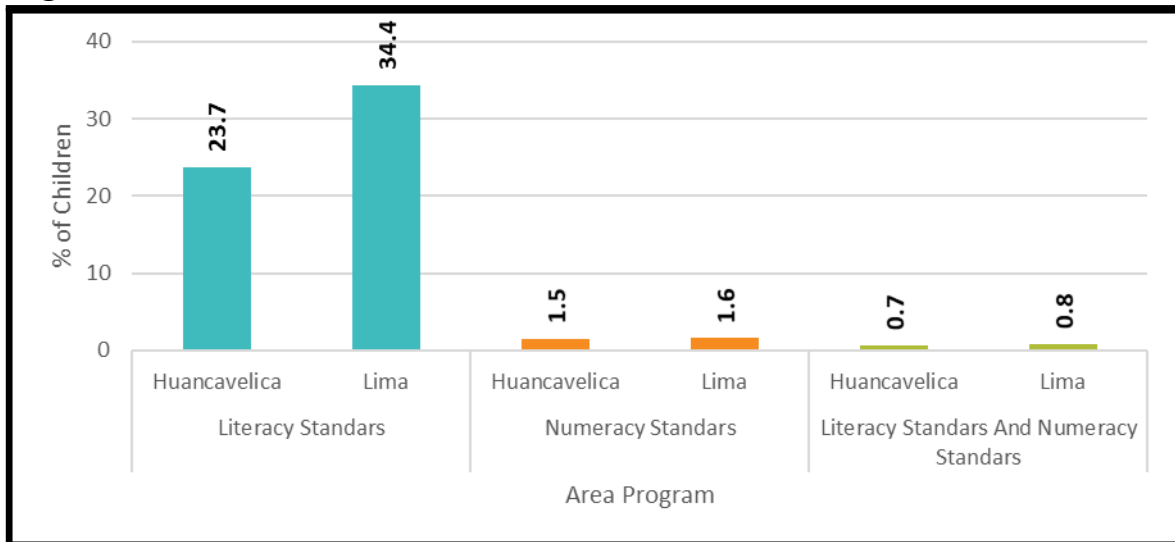


Graphic N°15 shows that Huancavelica has the lowest levels of boys who meet literacy and numeracy standards with 0%. Girls had a better performance in Huancavelica. In the case of Lima, girls were the ones who met the lowest literacy and numeracy standards with 0%, and boys were the ones with the best performance in Lima.

The best literacy percentage was obtained in Lima where both genders exceed the values obtained in Huancavelica. The girls of Lima obtained the highest rate in Peru with 35.7%, surpassing the girls from Huancavelica by 11 percentage points. The boys from Lima obtained 32.7% with a difference of 13.7 percentage points higher than the children of Huancavelica.

3.4 Literacy and numeracy standards for third grade completion by Area Program.

Graphic N°16: Literacy and numeracy standards for third grade completion by Area Program

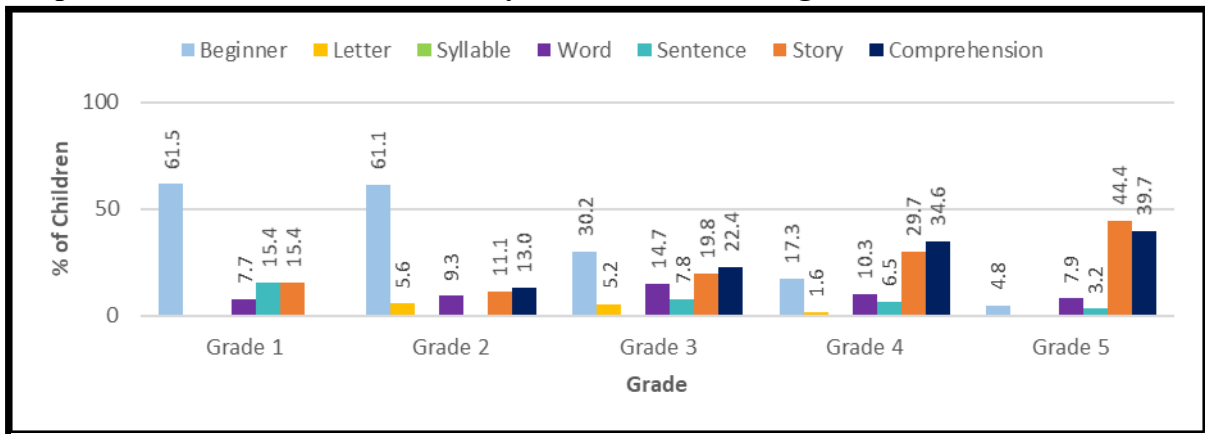


In graphic N°16 we can observe that children of Lima with 34.4% obtained the highest score in literacy in comparison with Huancavelica which obtained 23.7%. This shows that children from the peri-urban communities have higher levels of literacy than the ones from rural areas. In terms of numeracy performance and literacy and numeracy standards, the difference is minimal between both Area Programs with 0.1 percentage points in favor of Lima. Due to the low results obtained, it is evident that the children of both area programs have not yet reached the necessary skills to complete grade 3.

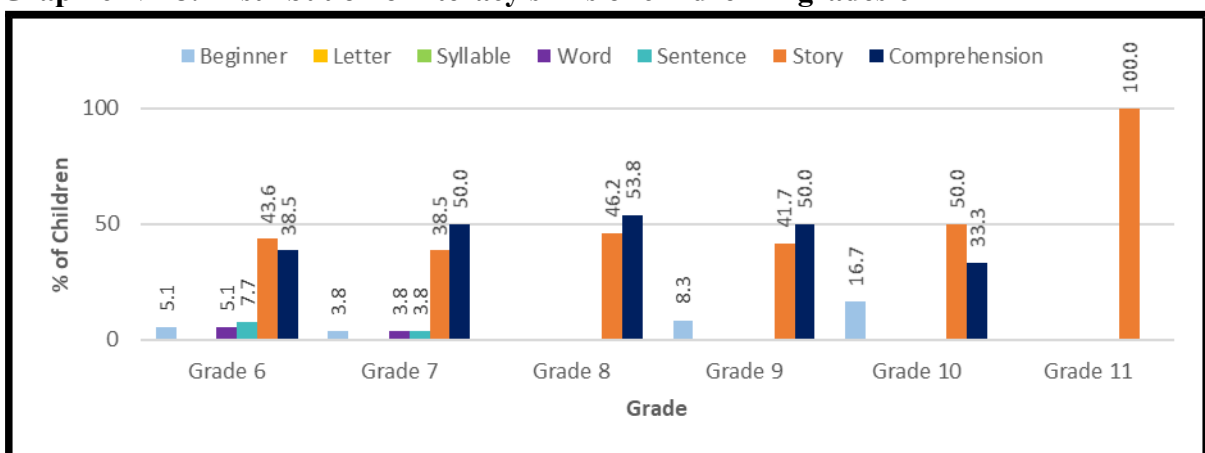
3.5. Distribution of children’s literacy skills in grades 1-12.

As shown in graphic N°17 below, only 22.4% of children in third grade reached the comprehension level and in 5th grade the level of comprehension increased by 17.3 percentage points, reaching 39.7%. Despite being a low result, it shows that children develop their comprehension skills as their grade level progresses.

Graphic N°17: Distribution of literacy skills of children in grades 1-5



Graphic N°18: Distribution of literacy skills of children in grades 6-11



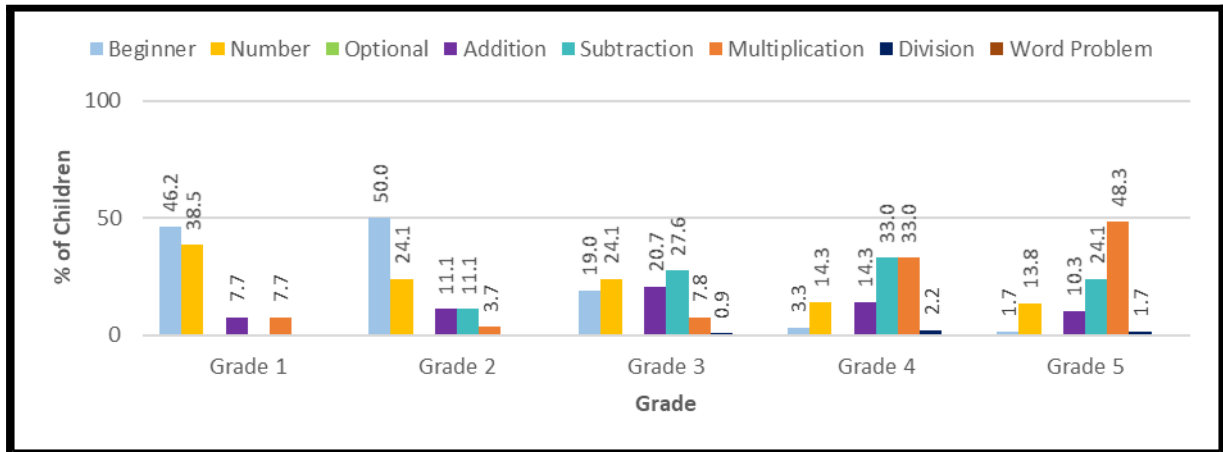
In graphic 18, it is observed that the beginner and letter levels of the literacy assessment decrease as the grade and comprehension levels increase, which shows cognitive development of children, however, it is important to point out that some children, even up to grade 10 struggle with beginner level questions at 16.6%. Additionally, in grade 10, progress in comprehension was reduced by 17.7 percentage points.

3.6 Distribution of children’s numeracy skills in grades 1-12.

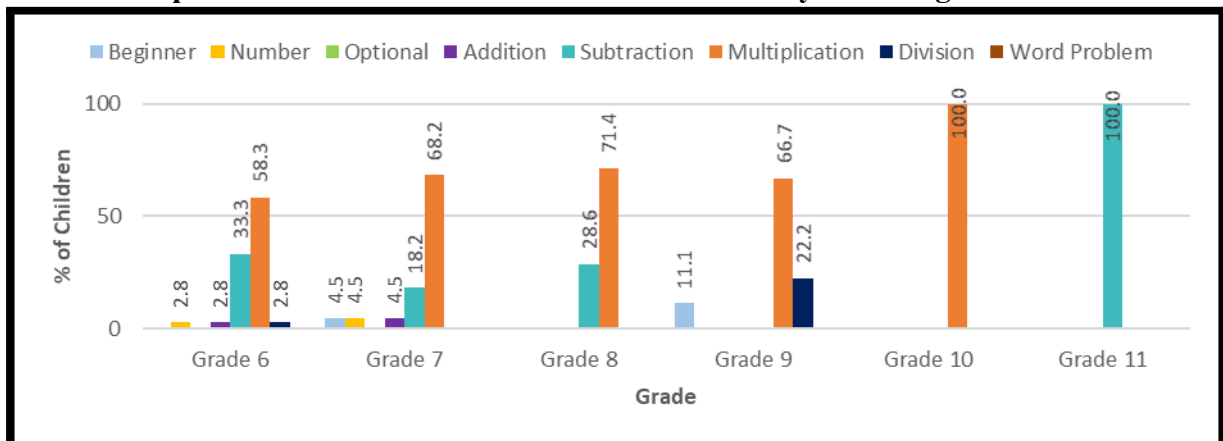
Graph 19 shows that the majority of children in grades 1 and 2 are at the beginner level (46.2% and 50%), a significant percentage is at the number level (38.5% and 24.1%). In grade 3, there are important advances, 19% of the children are at the beginner level, 24.1% continue at the number level and now 20.7% of the children reach the addition level, 27.6 the subtraction level, however, only 7% of children have moved to the multiplication level and only 0.9% of children have passed the division level.

We can observe in grade 4 that children exceed the first three levels and reaching 33% both in the level of subtraction and multiplication, in the same way in grade 5, children exceed the first three levels and 48% of children reach the multiplication level, however, they still can't get to the division level.

Graphic N°19: Distribution of children's numeracy skills in grades 1-5



Graphic N°20: Distribution of children's numeracy skills in grades 6-11



According to graph 20, children from grade 6 continue to show that they have passed the first three levels and show increases in the percentage of children who reach the levels of multiplication, however, up to grade 9 there are results in the division with 22% of children reaching the level. Analyzing the results, we can say that most of the children in the community have difficulties with division.

Low academic performance in math involves different factors such as: teachers, students, parents, and the educational community. Parents often do not have enough time to help their children with their homework. There's a lack of implementation of didactic resources that guide the teaching of competencies in the areas of mathematics, learning styles and motivation. There are different factors such as methodology, previous knowledge, study

habits, domestic violence, poverty, and parental education which affect the teaching and learning process.

3.7 Proportion of children who meet literacy standards by grade and gender.

Literacy is considered the mother of all basic skills. In Graphic N°21, we can observe that male students only in grades 6 and 7 obtain a higher score than female students with an average of 16 and 23 percentage points higher, respectively, but in all other grades, girls have the highest average advantage of 9.24 percentage points higher than boys.

Graphic N°21: Proportion of children of all grades who meet literacy standards tabulated by grade and disaggregated by gender



The proportion of boys who meet literacy standards decreases from grade 8, and in the case of girls from grade 10 where it equals the percentage obtained by boys with 33.3% to end both with 0% in grade 10. This result is associated with the smaller sample size of children in grades 8 to 11 composed of 32 children.

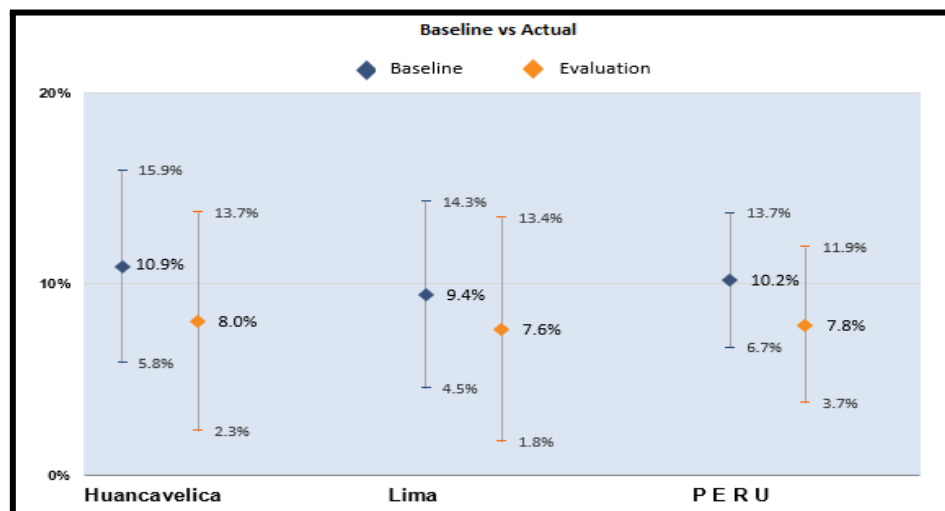
4. CAREGIVERS' SURVEY RESULTS

4.1 Percentage of children aged 0-2 years who have three or more children's books

The following graphic shows that on a national basis only 7.8% of households have 3 or more books at home for 0-2-year-old children. The result obtained represents a reduction of 2.4 percentage points compared to baseline. Between the two study Area Programs, Huancavelica shows a slightly higher percentage with 8% compared to Lima with 7.6%,

practically 92% of children aged 0-2 years old have less than three children's books, however, when comparing with the baseline, it is observed that in Huancavelica the reduction percentage was 2.9 and in Lima it was reduced to 1.8 percentage points. These results were not statistically significant.

Graphic N° 22: Percentage of children aged 0-2 years who have three or more children's books.

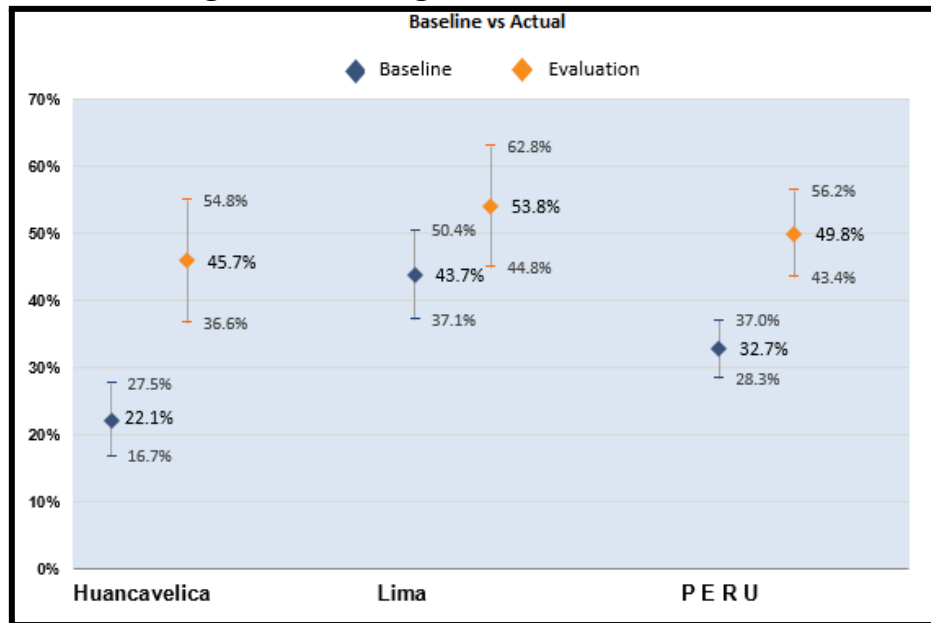


4.2 Percentage of children aged 3-6 years who have three or more children's books

The percentage of children aged 3-6 years who have three or more books increased 17.1 percentage points in Peru, ending in 48.8%. In Huancavelica, it increased 23.6 percentage points, ending in 45.7%, and in Lima it increased 10.1 percentage points and ended in 53.8%. The changes in the indicator are statistically significant for Huancavelica and Peru.

Compared to the results of households with books available for 0-2-year-old children, graphic 2 shows a higher percentage of availability in households with children aged 3 – 6 years. In terms of the Area Programs, Lima was found slightly higher with 53.8% surpassing Huancavelica by 8.1 percentage points.

Graphic N°22: Percentage of children aged 3-6 who have three or more children’s books



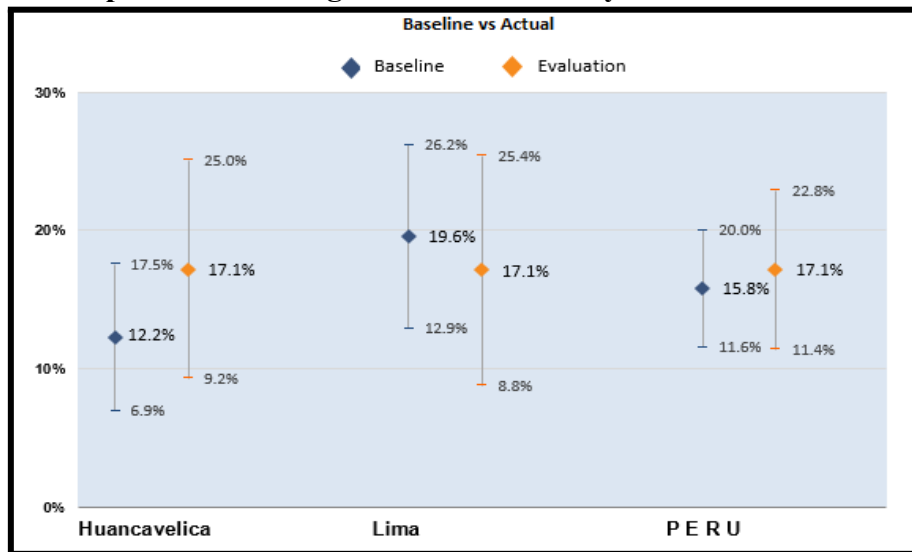
In terms of results, we can infer the efforts of strategies proposed by the Ministry of Education, local governments, institutions and organizations to promote the acquisition of books and reading habits. At the same time, establishing as a key factor the perspective and importance of caregivers in obtaining resources that contribute to the practice of reading and FH Peru’s interventions in the En PlanEdu project has contributed to the promotion of reading with caregivers and children.

In terms of the Area Program of Lima, the result can be related to families having more access due to the variety and diversity of prices that exist in the market; however, the opposite thing happens in the Area Program of Huancavelica, it is far from the reach of parents. Based on these results, it can be suggested that the higher the level or degree of education of the population, the more likely it is to have access to the book, a situation that is also unfavorable for the reality of inequality and poverty in rural areas.

4.3 Learning activities at home with children aged 0-2 years old.

Graphic N°23 shows that the percentage of caregivers of 0-2-year-old children who have done 4 or more activities to promote learning has increased by 1.3 percentage points on a national basis. In Huancavelica, it increased by 4.9 percentage points, and in Lima it decreased by 2.5 percentage points, ending in 17.1% in both Area Programs and on a national basis, however, the variations in the indicator were not statistically significant.

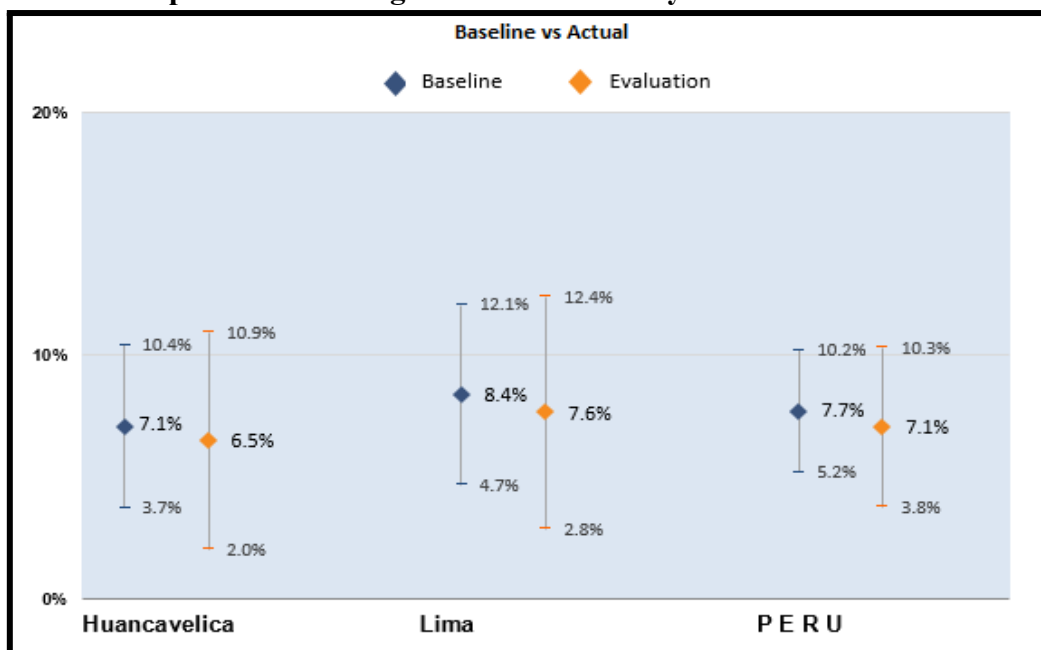
Graphic N°23: Percentage of caregivers of children aged 0-2 who have done four or more activities to promote learning in the last three days.



4.4 Learning activities at home with 3-6-year-old children.

The percentage of caregivers of children aged 3-6 who have done 4 or more activities to promote learning has slightly decreased by 0.6 percentage points on a national basis, reaching 7.1%. In Huancavelica, it decreased 0.6 percentage points and in Lima it decreased 0.8 percentage points. These changes are not statistically significant.

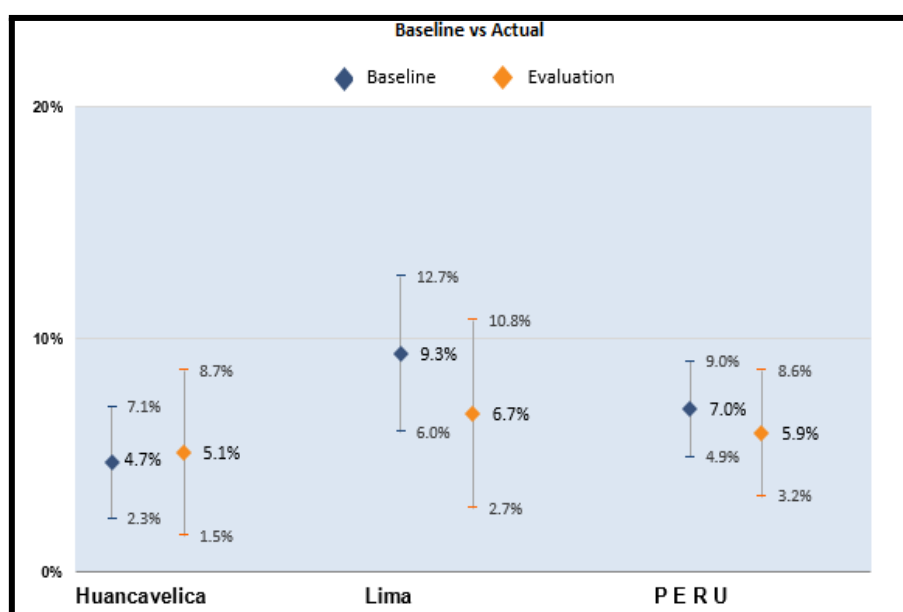
Graphic N°24: Percentage of caregivers of children aged 3-6 who have done four or more activities to promote learning in the last three days.



4.5 Learning activities at home with children in grades 1-3.

The percentage of caregivers of children in grades 1-3 who have done 4 or more activities to promote learning has slightly decreased by 1.1 percentage points on a national basis, ending in 5.9%. In Huancavelica it increased by 0.4 percentage points, and in Lima it decreased by 2.6 percentage points. However, the results obtained for the commitment indicator of caregivers of children aged 7-15 are not statistically significant.

Graphic N°25: Percentage of caregivers of children in grades 1-3 who have participated in four or more activities to promote learning in the last three days.



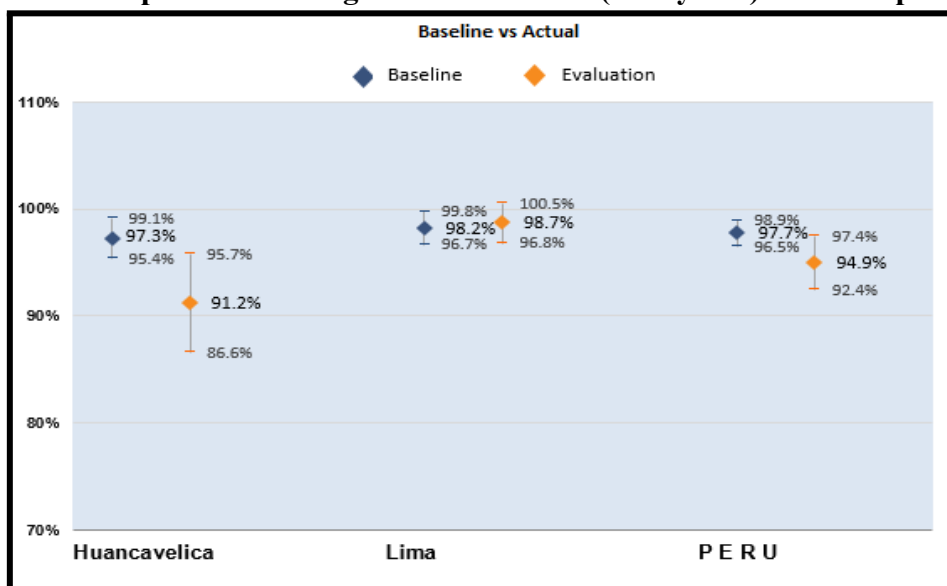
Graphics 23, 24 and 25 show the participation of caregivers in children’s learning activities in the age groups of 0 to 2, 3 to 6 and 7 to 15 years old, respectively. The data indicate that caregivers interact more directly with children from 0 to 2 years old (17.1%) compared to their interaction with children aged 3 – 6 years (7.1%) and with children aged 7-15 years (5.9%).

Results indicate that caregivers interact more directly with children aged 0 – 2 because, according to government programs or services, they are aimed at promoting early childhood development with early learning strategies, upbringing and education, conditional transfer programs that ensure face-to-face learning and interaction between parents and children.

4.6 Preschool enrollment.

Graphic N°26 shows a reduction of 2.8 percentage points in the indicator of Preschool Enrollment 7-15 years old on a national basis, ending in 94.4%. In Huancavelica, the reduction was 6.1 percentage points, ending in 91.2%, and in Lima it ended in 98.7%. Despite the reduction, the results are positive in terms of the existence of a high level of preschool enrollment, however, the changes in the indicator compared to baseline were not statistically significant.

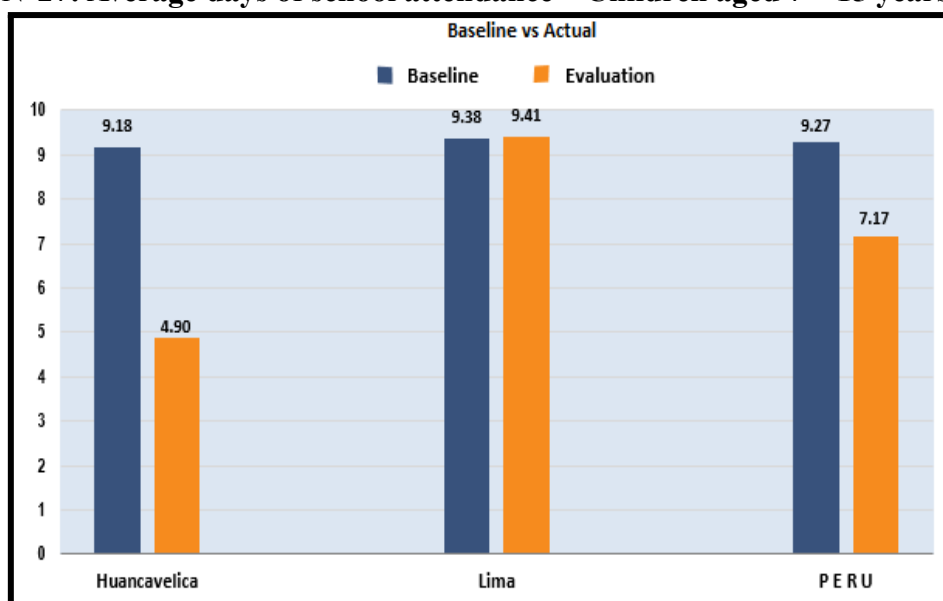
Graphic N°26: Proportion of caregivers whose child (7-15 years) attended preschool.



The factors that contributed to the good percentage of preschool attendance include parents' awareness of the enrollment of children in the preschool stage, seen as an important process within education. Despite the latest provisions of the Ministry of Education (MINEDU, by its initials in Spanish), the only level that is not mandatory is preschool where all boys and girls are promoted without exception.

4.7 School attendance.

Graphic N°27: Average days of school attendance – Children aged 7 – 15 years old.



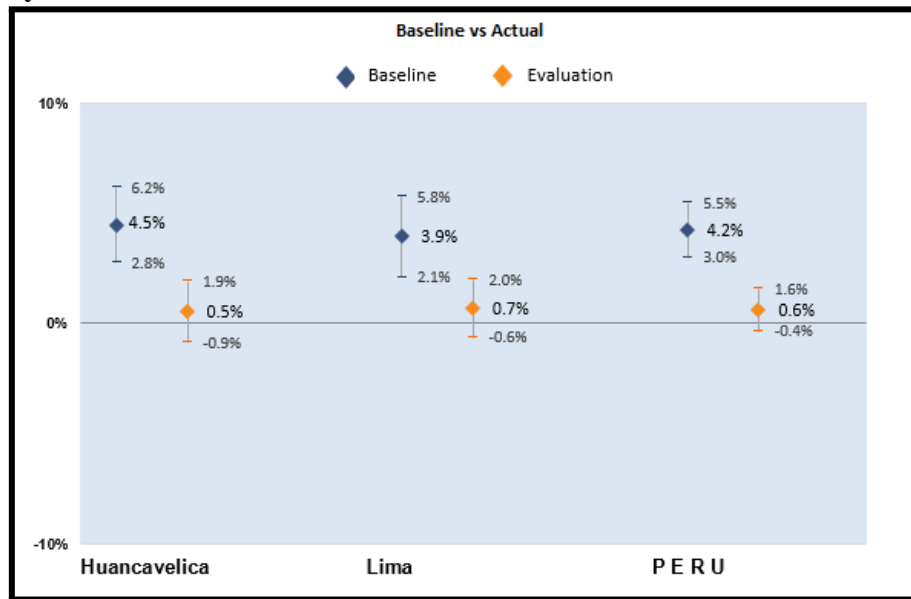
The indicator of average days of school attendance on a national basis decreased by 22.65% (2.1 days) compared to baseline, ending with 7.17 days on a national basis. The greatest reduction occurred in Huancavelica with 46.62% equivalent to 4.28 days ending with 4.9 days, and in Lima it ended with 9.41 days. It is evident that there are more difficulties to attend school in rural areas. Among the causes that make attendance more difficult in the Huancavelica area, the other option stands out with 43.09%; in this option, the respondents specified in 90% of the answers that there are no classes at school for vacations.

Table N°1: Causes of school absence according to interviewees.

	Huancavelica		Lima		Peru	
	#	%	#	%	#	%
Why was absent during the last week?						
Assistance 10 days	122	41.5%	264	88.9%	386	65.3%
Child was needed at home to care for family members	0	0%	0	0%	0	0%
Child was needed at home to work land or help family business / livestock, etc.	0	0%	0	0%	0	0%
Child did not want to go to school	2	0.7%	1	0.3%	3	0.5%
School was closed or teachers were absent	32	10.9%	1	0.3%	33	5.6%
Child was sick	9	3.1%	9	1.7%	14	2.4%
Other	129	43.9%	29	8.8%	155	26.2%

Total	294	100%	40	100%	591	100%
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Graphic N°28: Percentage of children aged 7 to 15 years old who do not attend school in the current year.



Graphic N°28 shows positive results in the reduction of school attendance. The percentage of children aged 7-15 years who do not attend school in the current year decreased significantly by 3.6 percentage points on a national basis reaching 0.6%. In Huancavelica, the reduction was 4 percentage points ending in 0.5%, and in Lima the reduction was 3.2 percentage points ending the evaluation in 0.7%.

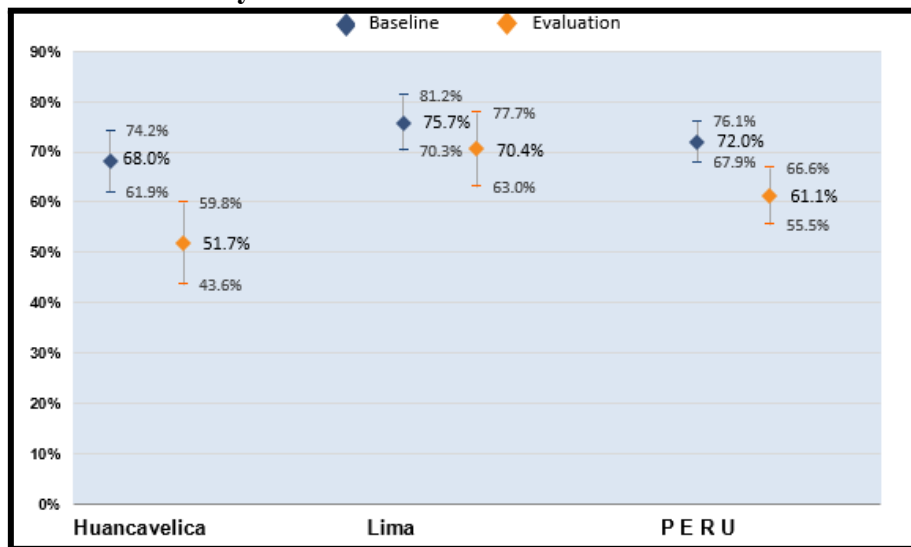
Among the four responses that were given as causes of absenteeism, one answer was the lack of money, another answer was about failing exams, and in the option other two answers.

4.8 Space designated to study.

Graphic N°29 shows that in Peru, 61% of caregivers of children in grades 1-3 say that they have set a specific environment for their child to study. This represents a reduction of 10.9 percentage points regarding baseline. In the case of Huancavelica, the reduction was 16.3 percentage points ending in 51.7%, and in Lima the reduction was 5.3 percentage points ending in 70.4%. Results are statistically significant for Huancavelica and on a national basis.

It is evident that there is a notable number of households who do not have a place designated for home study of children with greater emphasis on Huancavelica with 48.3% and to a lesser extent on Lima with 29.6% of households.

Graphic N°29: Percentage of caregivers of children in grades 1-3 who have set a specific space for their child to study in or near their home.

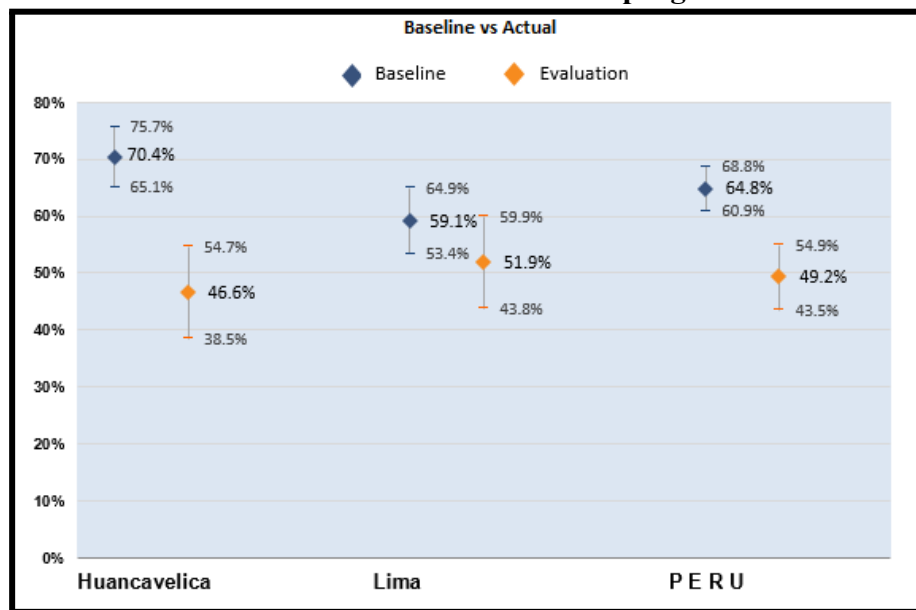


The strategies designed for FH Peru which required the implementation of study environments (basic kit: a table, a chair and a blackboard) seem to be insufficient in terms of user coverage. In reference to these results, we can infer the same factors previously mentioned, the lack of financial resources, ignorance of caregivers that providing a specific place to study influences a child’s compliance with learning standards and/or educational performance, apart from homes in overcrowded conditions. In this sense, families lack spaces that they can have for their implementation. We can say that these factors are more intensified in the Area Program of Huancavelica.

4.9 Meeting of the caregivers with the child’s teacher.

Graphic N°30 shows that the percentage of caregivers of children in grades 1-3 who have met the teacher has decreased by 15.6 percentage points from baseline, ending in 49.2% on a national basis. In Huancavelica, there was an increase of 23.8 percentage points ending in 46.6%, and in Lima there was a reduction of 7.2 percentage points, and it ranks the best performance of 51.9%, however, the changes are statistically significant in Huancavelica and in Peru.

Graphic N°30: Percentage of caregivers of children in grades 1-3 who met the teacher in the last two months at least once to discuss their child’s progress.



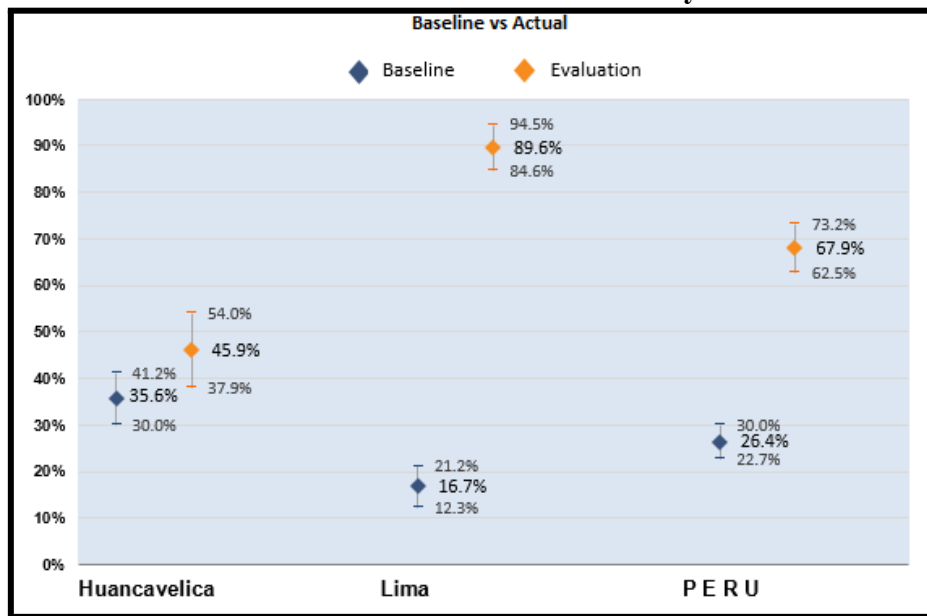
This result is due to the closure of schools, the social isolation that separated children from their classrooms, and the limited attendance of children to school return in a blended or face-to-face mode, since caregivers fear the contagion of Covid-19.

At the same time, many cases of school dropout have been evidenced. There are students who are already outside the educational system, factors that are visible in both Area Programs, however, the situation is more critical in Huancavelica. We can say that parents in this region are developing different activities that allow them to generate economic income and indicate that this factor does not allow them to engage in meetings with the teacher.

4.10 Review of the child’s homework.

The percentage of caregivers of children in grades 1-3 who have reviewed their children’s homework has increased by 41.5 percentage points to end in 67.9% on a national basis. Huancavelica presented an increase of 10.3 percentage points ending in 45.8% and Lima obtained the highest increase with 72.9 percentage points reaching 89.6%. The changes are statistically significant for Lima and for Peru.

Graphic N°31: Percentage of caregivers of children in grades 1-3 who have reviewed their children’s homework at least twice in the last seven days.

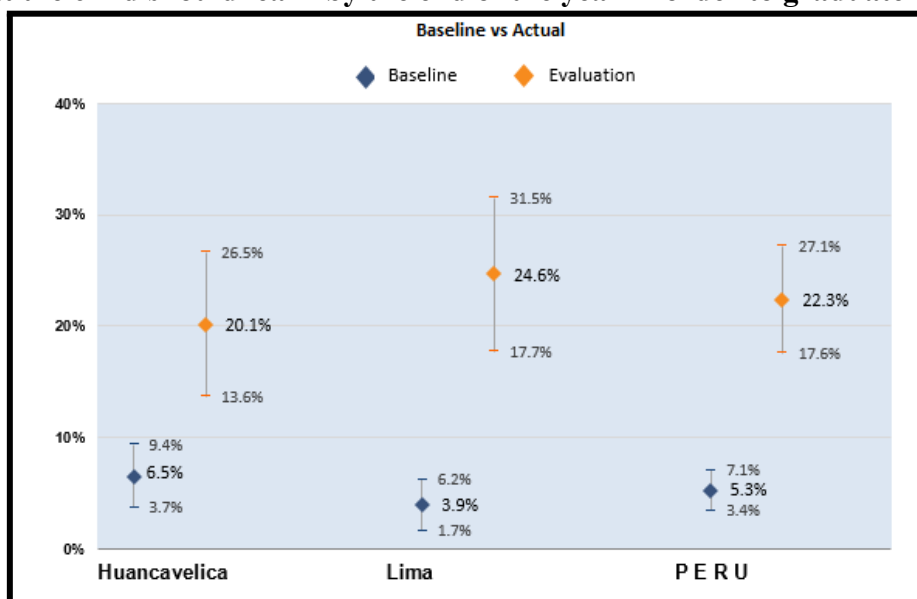


The results are due to the fact that the Ministry of Education promoted support in doing homework and reviewing activities within the framework of home education. They also promoted monitoring from teachers with messages that the educational process should integrate various participants: teachers, students and their parents, responding to the context of the pandemic, which highlighted the role of parents in a particular way. On the other hand, FH Peru provided guidelines and actions that promoted the preparation of parents for educational work with their children, getting committed through their active engagement in the learning of their children.

4.11 Caregiver knowledge of learning benchmarks.

Graphic N°32 shows that the percentage of caregivers of children in grade 1-3 who can list 3 requirements that the child must learn by the end of the year in order to graduate increased by 17 percentage points on a national basis, reaching 22.3%. In Huancavelica, the increase was 13.6 percentage points ending in 20.1%, and in Lima it increased by 20.7 percentage points, ending in 24.6%. The changes in the indicator are statistically significant.

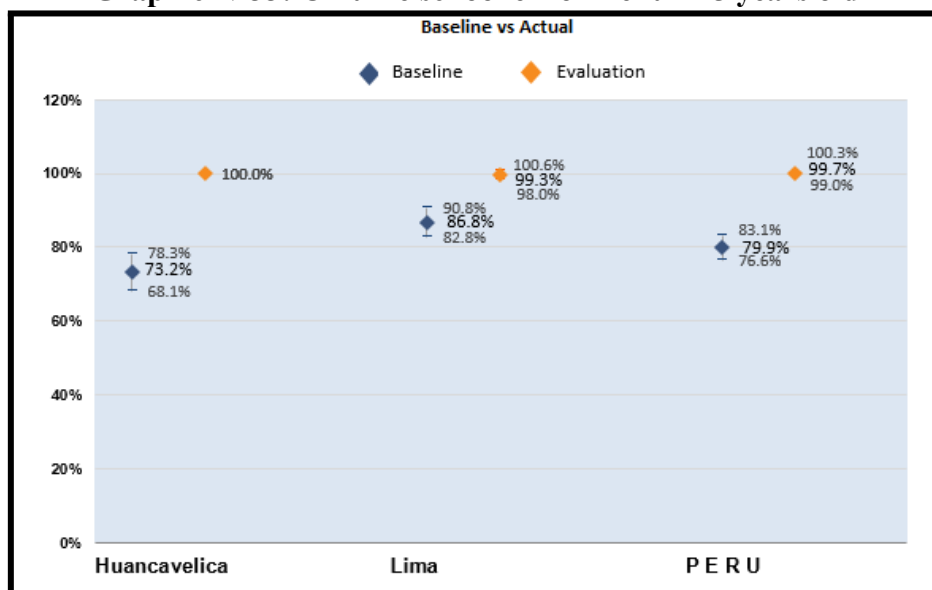
Graphic N°32: Percentage of caregivers of children in grades 1-3 who can list three things that the child should learn by the end of the year in order to graduate on time.



FH Peru has not implemented specific interventions and actions to promote that parents know the requirements for children's graduating on time, however, the results respond to the relationship that exists in the process of accompanying caregivers in their children's learning during Covid-19. In that sense, teachers had a closer communication with caregivers, thus socializing the expected objectives or competences of their children.¹

4.12 On time entry into grade 1.

Graphic N°33: On time school enrollment 7-15 years old



¹ Peru, General Directorate of Regular Basic Education, General guidelines for tutor teachers on the socio-affective and cognitive accompaniment of students who re-enter the educational service, March 2021.

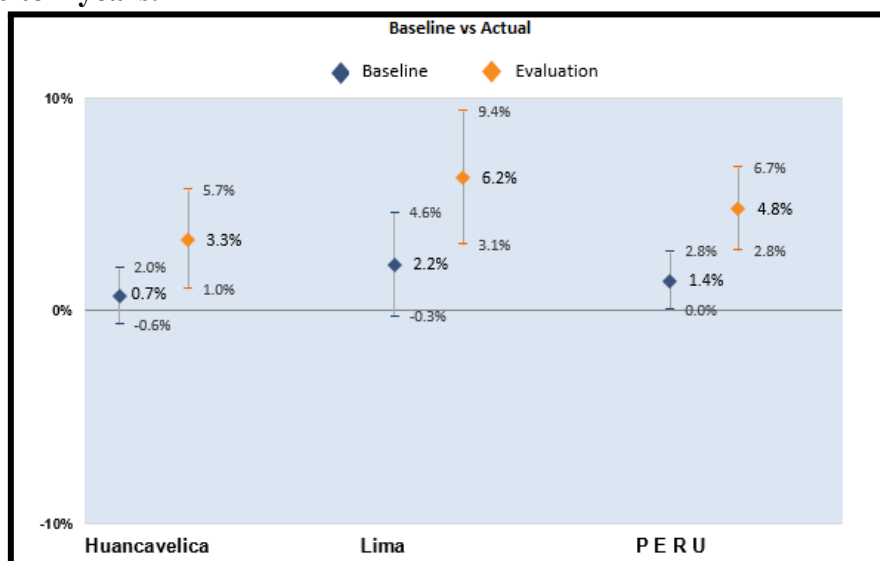
Graphic N°33 shows that the indicator of on time school enrollment increased by 19.8 percentage points on a national basis, ending in 99.7%. The increase in Huancavelica was 26.8 percentage points, ending in 100%. In Lima, there was an increase of 12.5 percentage points ending in 99.5%. The changes in the indicator in terms of baseline are statistically significant.

The results are due to the implementation of strategies for the dissemination and guidance to caregivers, developed by FH Peru to achieve the timely school reintegration of boys and girls within the framework of the Ministry of Education’s proposal. At the same time, actions were taken by other public and private entities. Apart from that, the Ministry of Education enables virtual platforms for their agile enrollment process at elementary level, in order to guarantee access.

4.13 Participation in lessons on Child Stimulation.

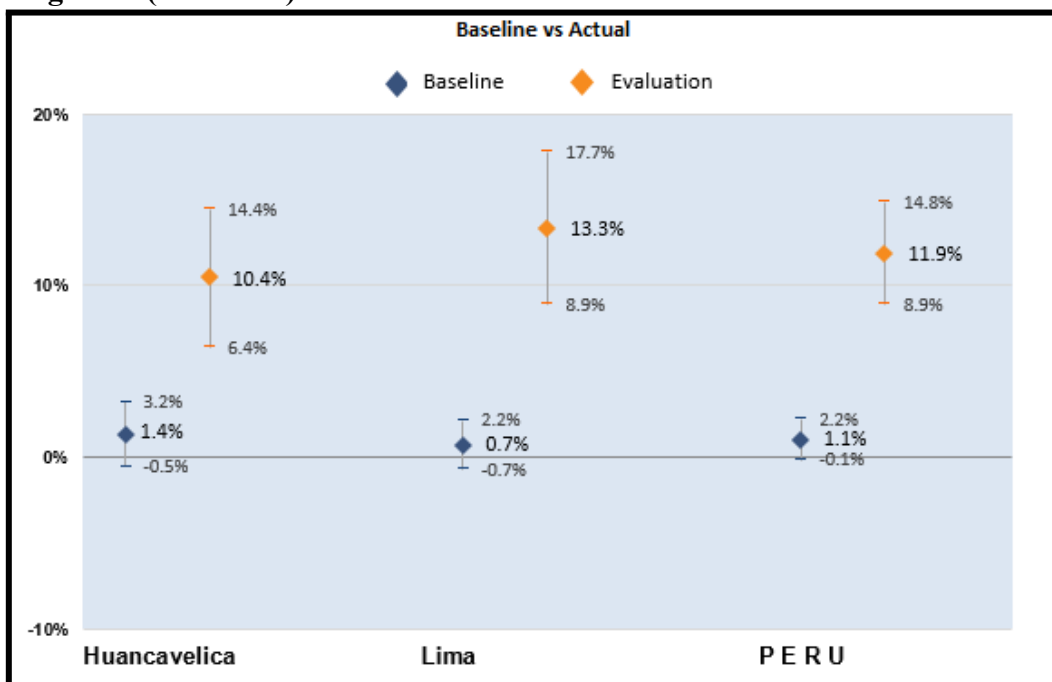
Graphic N°34 shows that 4.8% of those interviewed in Peru state that they have participated in 10 or more child stimulation lessons, increasing by 3.4 percentage points in terms of baseline. Huancavelica increased by 2.6 percentage points reaching 3.3% and Lima increased by 4 percentage points, ending in 6.2% in final evaluation, however, due to the interception of confidence intervals, the changes in the indicator are not statistically significant.

Graphic N°34: Percentage of caregivers of children aged 0-15 years who have participated in 10 or more lessons that offer early stimulation skills and practices with a child aged 0 to 2 years.



Graphic N°35 below shows that 11.9% of caregivers interviewed in Peru state that they have participated in 6 or more lessons to support success in first grades. The value obtained represents an increase of 10.8 percentage points in terms of baseline. Huancavelica had an increase of 9 percentage points, reaching 10.4%, and Lima increased by 12.6 percentage points, ending in 13.3% in final evaluation. The results obtained are statistically significant.

Graphic N°35: Percentage of caregivers of children aged 0 to 15 years who have participated in six or more lessons that offer skills and practices to support success in the first grades (Module 2).



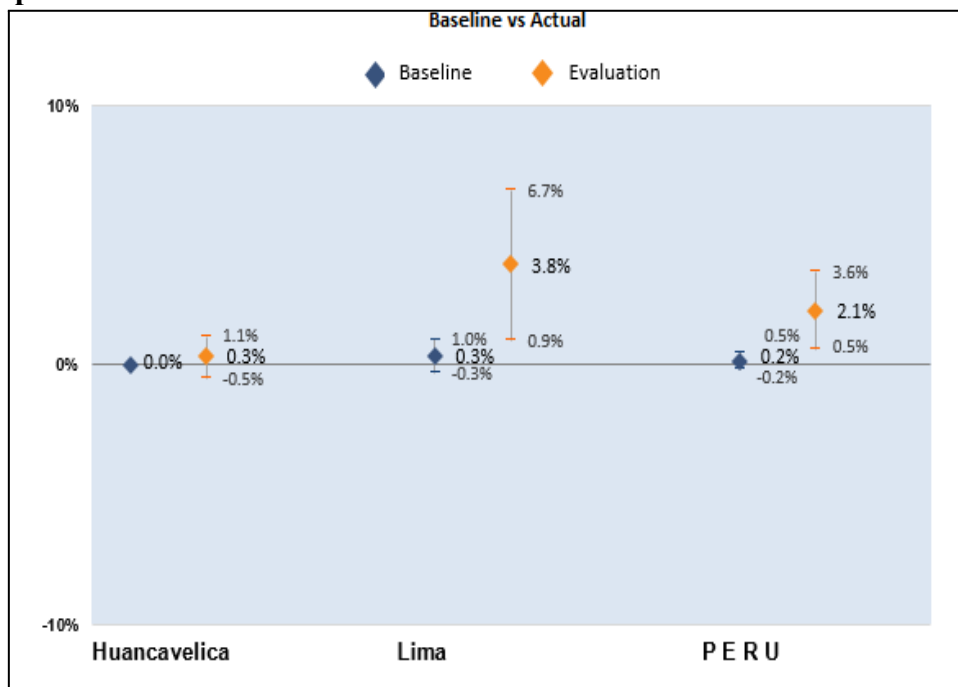
We can infer that the results may be associated with the approval of Law N° 28124 for the ‘Promotion of Prenatal and Early Stimulation’, which aims to guide the actions of the government to enhance physical, mental, sensory and social development with the purpose of achieving a harmonious development of children through the promotion of prenatal and early stimulation from the moment of conception until the age of five, prioritizing sectors in extreme poverty.

4.14 Toxic stress.

Toxic stress affects the brain development of some children and impacts education and health. Toxic response to stress can occur when a child experiences adversity that is strong, frequent and prolonged over time. Caregivers must implement strategies to protect children from stressful situations.

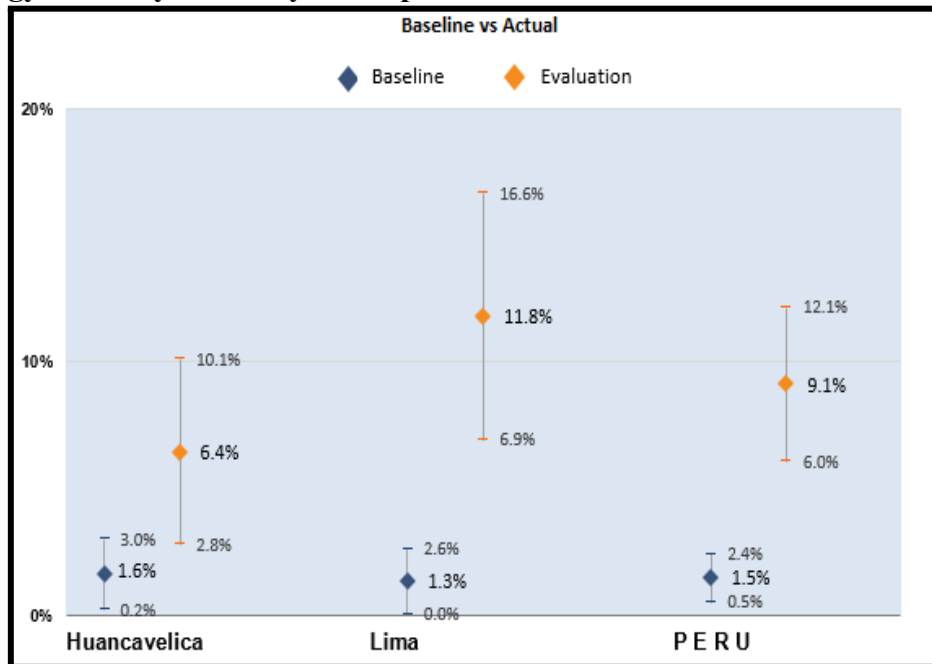
Graphic N°36 shows that 2.1% of caregivers interviewed in Peru state that they have participated in at least three meetings to deal with toxic stress. The value obtained represents an increase of 1.9 percentage points in comparison to the baseline. Huancavelica had an increase of 0.3 percentage points after obtaining 0% in baseline, and Lima increased 3.5 percentage points, ending in 3.8% in final evaluation. The results obtained are not statistically significant.

Graphic N°36: Percentage of caregivers who have participated in at least three meetings, either in the community or in a small group, that have discussed and taken action steps to deal with toxic stress.



The percentage of caregivers who report strategies to protect their child from situations of toxic stress increased by 7.6 percentage points on a national basis from baseline ending in 9.1%. This result was statistically significant. Huancavelica had an increase of 4.8 percentage points, ending in 6.4%, however, that was not statistically significant. Lima had the greatest increase of 10.5 statistically significant percentage points, ending in 11.8%.

Graphic N°37: Percentage of caregivers of children aged 0 to 6 years who report at least one strategy that they currently use to protect their child from situations of toxic stress.



For years, attention to stress was an area little addressed by government authorities. In the last two years, financial suffocation, social isolation, Covid-19 disease and overcrowding have increased psychosocial tensions of families around the world. New educational environments, the loss of relatives and loved ones, and increased exposure to domestic violence mark the mental and psychosocial health of children. In addition, boys and girls are studying under pressure to do their homework in this new model.

Based on this context, FH Peru implemented psychosocial and/or emotional accompanying strategies for the reduction of stress in caregivers, children and adolescents, which contributed positively in caregivers of children aged 0 to 6 who report at least one strategy that they currently use to protect their child from situations of toxic stress.

With regard to the region of Lima, we can mention that the intervention of the education project had a greater scope because families had a few difficulties in terms of access to connectivity and technology thus knowing information through the media in order to achieve the well-being of families.

5. CROSS ANALYSIS FOR EDUCATION SURVEY

5.1 Research Question 1: Is there a difference in scores for children in HH where the child has three or more children's books?

The hypothesis is that the more books a caregiver has, the higher the IDELA score of the child. Graphic 38 clearly shows that the greater number of books a caregiver has, the higher IDELA score in children aged 5,5 to 6,5. In baseline, the average IDELA score for children aged 5.5 to 6.5 whose caregivers do not have books is 61.3%, and the average IDELA score for children whose caregivers have one or two books increases by 7.5 percentage points to reach 68.8% and then it increases 4.4 percentage points to end in 73.2% when a caregiver has three or more books.

We can see the same in the final evaluation. The average IDELA score for children aged 5,5 to 6,5 years old whose caregivers do not have books is 55.7% and then it increases 2 percentage points when the caregiver has one or two books to reach 57.7% and then it increased 9 percentage points to end in 66.7% when a caregiver has three or more books.

Graph N°38: Relationship between IDELA Score of children 5.5-6.5 years of age and the Number of Books Caregivers Have

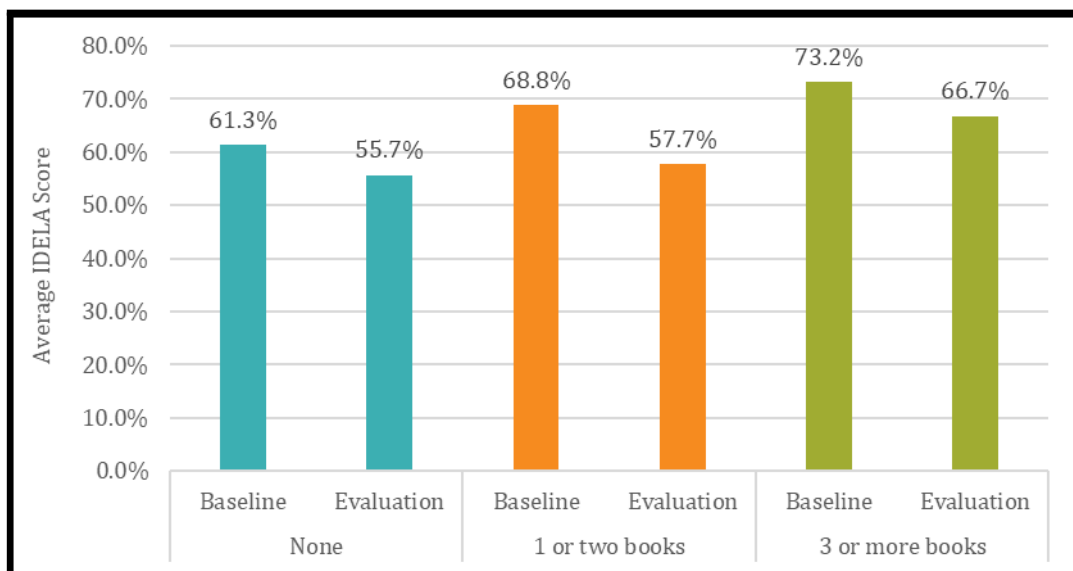


Table 1.1: Association between caregivers with children aged 5.5 -6.5 years having number of books the caregivers have and the children achieving the mastery in IDELA

Table 1.1.1.a: (Baseline) ODDS RATIO - 3 or more books			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	2.3798	0.9177	6.1717 (T)

Table 1.1.1.a: (Baseline) clearly shows that children aged 5.5 to 6.5 years whose caregivers have 3 or more books are 2.3 times more likely to reach the level of mastery (a score of more than 75%) in comparison with children whose caregivers do not have any book. The baseline finding is not statistically significant as the confidence interval crosses over one.

Table 1.1.1.a: (Evaluation) ODDS RATIO - 3 or more books			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	2.4849	1.2080	5.1117 (T)

Table 1.1.1.a: (Evaluation) clearly shows that in the final evaluation of children 5.5 to 6.5 years whose caregivers have 3 or more books are 2.4 more likely to reach mastery level (a score of more than 75%) in comparison with children whose caregivers don't have any book. The Final Evaluation finding is statistically significant as the width of confidence interval is lower than +5 percent.

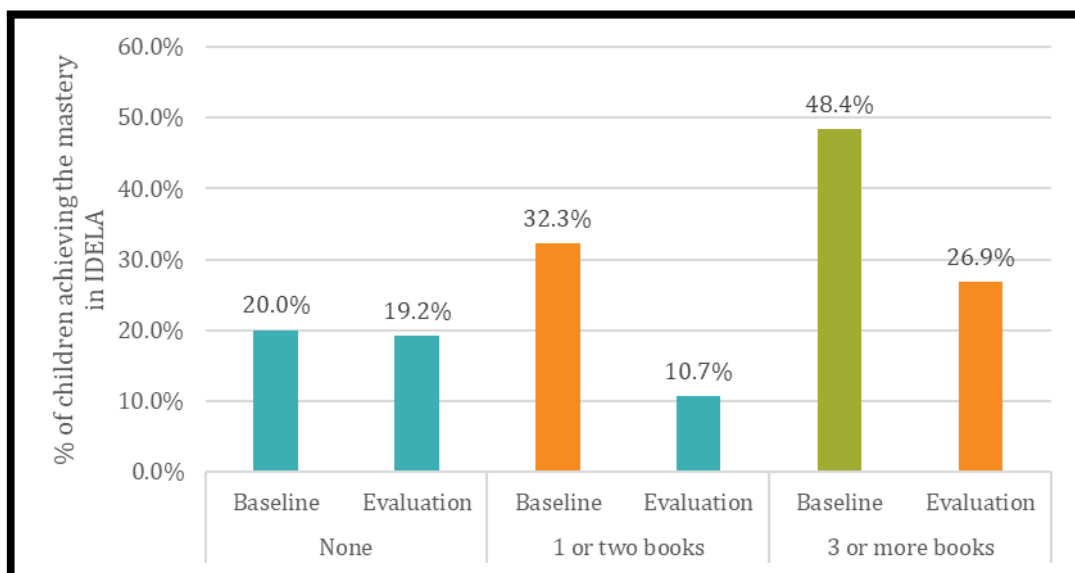
Table 1.1.2.a: (Baseline) ODDS RATIO - 1 or more books			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	2.7027	0.6915	10.5634 (T)

Table 1.1.2.a (Baseline) shows that children aged 5.5 to 6.5 years whose caregivers have 1 or more books are 2.7 times more likely to reach mastery level (a score of more than 75%) in comparison with children whose tutors don't have any book. The baseline result is not statistically significant as the confidence interval crosses over one.

Table 1.1.2.a: (Evaluation) ODDS RATIO - 1 or more books			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	1.0644	0.3762	3.0111 (T)

Table 1.1.2.a clearly shows that in the final evaluation, children aged 5.5 to 6.5 years whose caregivers have 1 or more books are 1.06 times more likely to reach mastery level (a score of more than 75%) in comparison with those children whose tutors don't have any book. The result is not statistically significant because the confidence interval crosses over one.

Graph N°39: Relationship Between mastery status in IDELA of children 5.5-6.5 years of age and the Number of Books a caregiver has



Graphic 39 clearly shows that as the number of books a caregiver has increases, so does the proportion of children who achieve mastery in IDELA. While the percentage of mastery in IDELA for children aged 5.5 to 6.5 years old whose caregivers do not have books was 20%

in baseline and 19.2% in final evaluation, the mastery percentage in IDELA for children whose caregivers have one or two books increased by 12.3 percentage points in baseline, however, it decreased by 8.5 percentage points in final evaluation to reach 32.3% and 10.7% respectively, and it finally increased by 48.4% and 26.9% when a caregiver has three or more books.

Table 1.2: Association between IDELA score of children aged 5.5 -6.5 years and the number of books the caregivers have

Table 1.2.1.a: (Baseline) ANOVA - 3 or more books				
Variation	SS	Df	MS	F statistic
Between	0.0865	1.0000	0.0865	4.8641
Within	1.3338	75.0000	0.0178	
Total	1.4203	76.0000		
P Value	0.0305			

Table 1.2.1.b: (Evaluation) ANOVA - 3 or more books				
Variation	SS	Df	MS	F statistic
Between	0.4802	1.0000	0.4802	21.0383
Within	4.7250	207.0000	0.0228	
Total	5.2052	208.0000		
P Value	0.0000			

Table 1.2.2.a: (Baseline) ANOVA - 1 or more books				
Variation	SS	df	MS	F statistic
Between	0.1136	1.0000	0.1136	6.5210
Within	1.3067	75.0000	0.0174	
Total	1.4203	76.0000		

P Value	0.0127			
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Table 1.2.2.b: (Evaluation) ANOVA - 1 or more books				
Variation	SS	df	MS	F statistic
Between	0.1221	1.0000	0.1221	4.9731
Within	5.0830	207.0000	0.0246	
Total	5.2052	208.0000		
P Value	0.0268			

Tables 1.2.1.a (Baseline) and 1.2.2.a (Baseline) present the Variance Analysis (ANOVA) which compares the difference of the average IDELA score between children whose caregivers have three or more books, and children whose caregivers have less than three books. Both tables show that there is a significant difference in the average IDELA score between the groups in both scenarios. This finding is statistically significant since P values in both cases are slightly higher than 0.01 but lower than 0.05.

In the same way, tables 1.2.2.b (Evaluation) and 1.2.2.b (Evaluation) compare the difference in the average IDELA score between children whose caregivers have one or more books and children whose caregivers do not have books. Both tables show that there is a significant difference in the average IDELA score between the two groups in both scenarios. This finding is statistically significant since the P value for 3 or more books is lower than 0.01 and for 1 or more books it is slightly greater than 0.01 but lower than 0.05.

5.2 Research Question 2: Is there a difference in scores when caregivers engage in regular learning activities?

The hypothesis is that the more the caregiver engages in learning activities with their children, the greater the mastery of children’s IDELA skills. Graphic 40 shows that in children aged 5,5 to 6,5 years whose caregiver is not engaged in any learning activity, the average IDELA mastery was 64.8% in baseline and 58.5% in final evaluation. Then it increases to 72.2% in baseline and to 62.8% in final evaluation if the caregiver is engaged in one to three activities, and finally it decreases by 1.6 percentage points reaching 70.6% in

baseline and increases slightly by 1.1 percentage points to end in 63.9% when a caregiver is dedicated to four or more activities.

Graph N°40: Relationship between Caregivers with children 5.5 -6.5 years of age who are engaged in learning activities and mastery status in IDELA

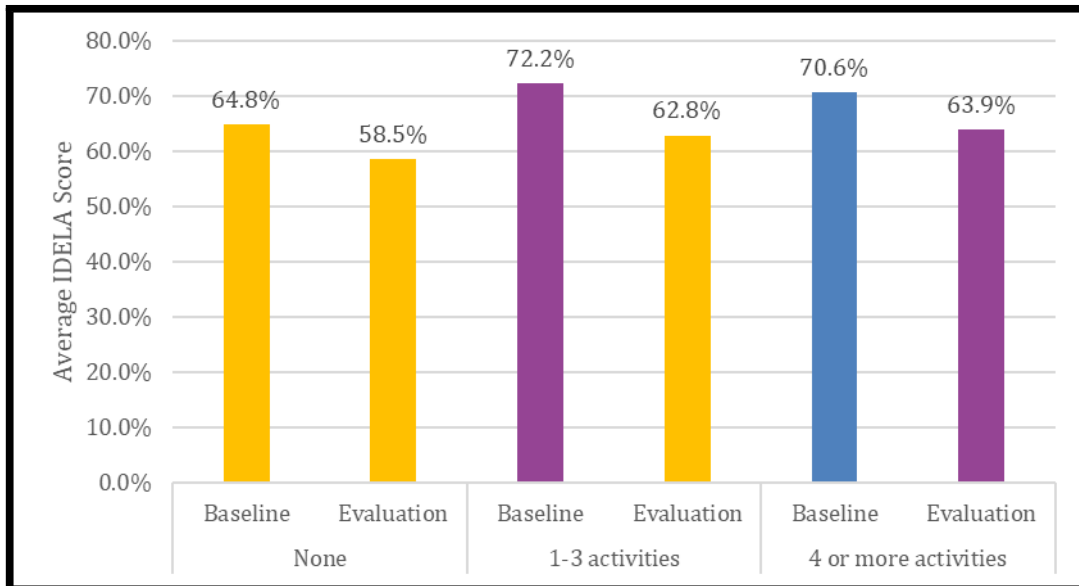


Table 2.1: Association between caregivers with children aged 5.5 -6.5 years engaged in number of activities and the children achieving the mastery in IDELA

Table 2.1.1.a: (Baseline) ODDS RATIO - 1 or more activities			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	2.8000	0.7965	9.8435 (T)

Table 2.1.1.a (Baseline) shows that children aged 5.5 to 6.5 years old whose caregivers participate in 1 or more activities are 2.8 times more likely to reach the IDELA mastery level (a score of 75%) than those children whose caregiver is not engaged in any learning activity. The baseline finding is not statistically significant as the confidence interval crosses over one.

Table 2.1.1.a: (Evaluation) ODDS RATIO - 1 or more activities

	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	3.7196	1.0859	12.7413 (T)

Table 2.1.1.a (Evaluation) shows that children aged 5.5 to 6.5 years old whose caregivers are engaged in 1 or more activities are 3.7 times more likely to reach mastery level (a score of 75% or more) than those children whose caregivers are not engaged in any learning activity. The finding is statistically significant in the evaluation as the width of confidence interval is lower than +5 percent.

Table 2.1.2.a: (Baseline) ODDS RATIO - 4 or more activities			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	2.4000	0.4876	11.8120 (T)

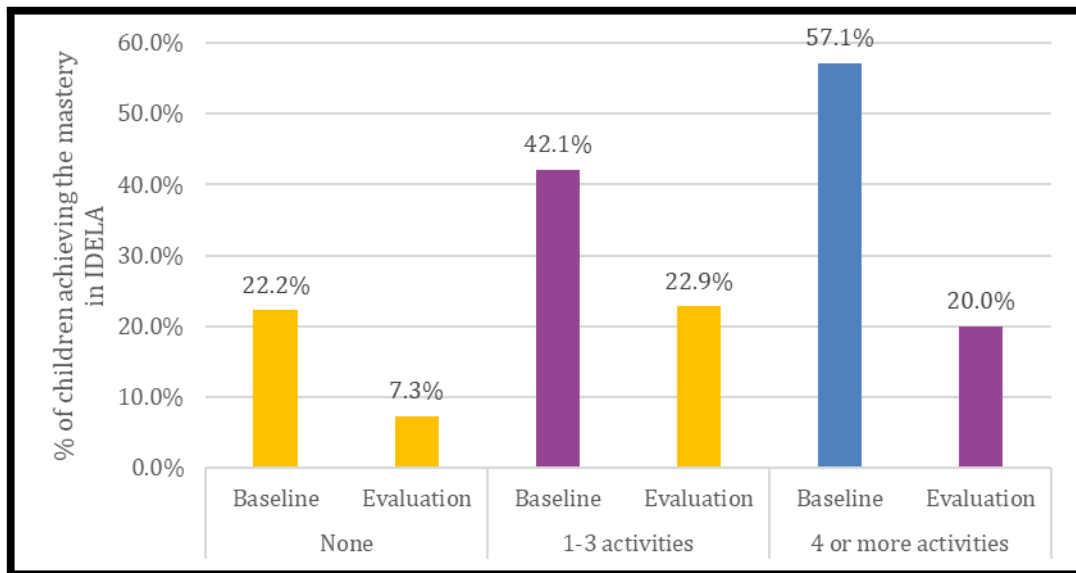
Table 2.1.2.a (Baseline) shows that children aged 5.5 to 6.5 years old whose caregivers engage in 4 or more activities are 2.4 times more likely to reach mastery level (a score of 75% or more) than those children whose caregivers are not engaged in any learning activity. The baseline finding is not statistically significant as the confidence interval crosses over one.

Table 2.1.2.a: (Evaluation) ODDS RATIO - 4 or more activities			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	1.0263	0.2094	5.0306 (T)

Table 2.1.2.a: (Evaluation) shows that children aged 5.5 to 6.5 years old whose caregivers are engaged in four or more activities are 1.02 times more likely to reach mastery level (a score

of 75% or more) than those children whose caregivers are not engaged in any learning activity. The final evaluation finding is not statistically significant as the confidence interval crosses over one.

Graph N°41: Relationship between Caregivers with children 5.5 -6.5 years of age who are engaged in learning activities and the IDELA Score



Graphic 41 shows that children aged 5.5 to 6.5 whose caregiver is not engaged in any learning activity showed an IDELA mastery percentage of 22.2% in baseline and 7.3% in final evaluation. If the caregiver is engaged in one to three activities, it increased by 19.9 percentage points in baseline, reaching 42.1%, and in final evaluation it increased by 15.6 percentage points, reaching 22.9%. And finally, if the caregiver is engaged in one to three activities, it increased by 57.1% in baseline, but it decreased by 2.9 percentage points in final evaluation, reaching 20%. We can observe that the result in final evaluation is not completely aligned with the expected hypothesis.

Table 2.2: Association between IDELA Score of children aged 3.5 -6.5 years and the number of activities caregivers are engaged in.

Table 2.2.1.a: (Baseline) ANOVA - 1 or more activities				
Variation	SS	df	MS	F statistic
Between	0.0656	1.0000	0.0656	3.4388
Within	1.1641	61.0000	0.0191	

Total	1.2298	62.0000		
P Value	0.0685			

Table 2.2.1.b: (Evaluation) ANOVA - 1 or more activities				
Variation	SS	df	MS	F statistic
Between	0.0633	1.0000	0.0633	2.5131
Within	5.0882	202.0000	0.0252	
Total	5.1515	203.0000		
P Value	0.1145			

Table 2.2.2.a: (Baseline) ANOVA - 4 or more activities				
Variation	SS	df	MS	F statistic
Between	0.0003	1.0000	0.0003	0.0158
Within	1.2295	61.0000	0.0202	
Total	1.2298	62.0000		
P Value	0.9005			

Table 2.2.2.b: (Evaluation) ANOVA - 4 or more activities				
Variation	SS	df	MS	F statistic
Between	0.0037	1.0000	0.0037	0.1451
Within	5.1478	202.0000	0.0255	
Total	5.1515	203.0000		
P Value	0.7036			

Tables 2.2.1.a (Baseline) and 2.2.2.a (Baseline) present an analysis of variance (ANOVA) which compares the difference of means between both groups. Table 2.2.1.a (Baseline) compares the differences in the average IDELA score between children whose caregivers

participate in one or more activities and those children whose caregivers do not participate at all. And table 2.2.2.a (Baseline) compares the difference in the average IDELA score between the children whose caregivers are engaged in 4 or more activities, and if caregivers are engaged in fewer than 4 activities. Both ANOVA tables show that there is a significant difference in the average IDELA score between the two groups in both scenarios. This finding is not statistically significant in baseline as the P values are greater than 0.01.

In the same way, the result of the final evaluation is presented in tables 2.2.1.a (Evaluation) and 2.2.2.a (Evaluation) with an analysis variance (ANOVA). Both ANOVA tables show that there is a significant difference in the average IDELA score between two groups in both scenarios. This result is not statistically significant in final evaluation as the P values are greater than 0.05.

5.3 Research Question 3: How does pre-school attendance affect IDELA scores?

Since attendance to preschool was not included as a variable in IDELA survey, this cross analysis was not possible.

6. FINDINGS FROM THE CROSS TABULATIONS IN CLA

6.1 Research Question 4: How does prior preschool attendance affect whether the child is able to pass third grade literacy and numeracy standards?

As seen in Graphic 42, the baseline contained only data on children who attended preschool and the results of their compliance with third grade literacy and numeracy standards. At the same time, there is no data on children who do not attend preschool, which means that this type of population was not identified during the sampling. In regards to the children who attended preschool, 66% met third grade standards related to literacy, and only 3% met numeracy and literacy and numeracy standards.

In final evaluation, 29% of 9-year-old children who previously attended preschool could meet 3rd grade literacy standards in comparison with 20% of children who did not previously attend preschool but were able to meet the standards.

Graph N°42: Relationship Between Prior Preschool Attendance and the Ability of the Child to Pass Grade 3 Literacy and Numeracy Standards

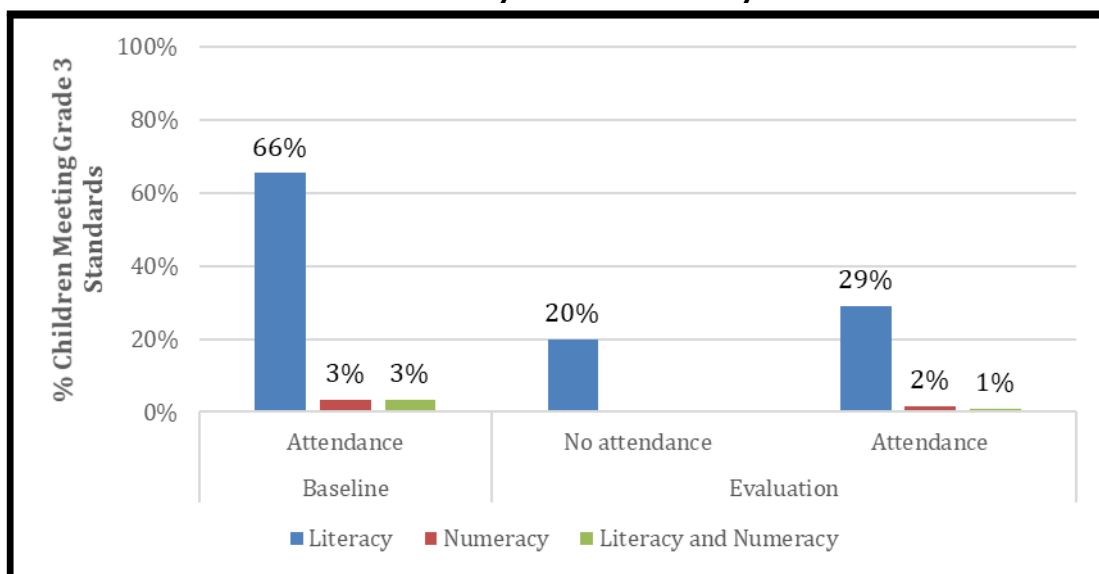


Table 4.1: Association between Attendance in Preschool and Child's Ability to Pass Grade 3 Literacy Standards

Table 4.1.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	NaN	NaN	NaN (T)

As shown in Tables 4.1.a: Baseline, since there were no children in the sample who did not attend preschool, it was not possible to calculate the Odds Ratio (OR) or the Risk Ratio and, therefore, understand the association between the two groups in regards to literacy standards.

Table 4.1.b: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			

Odds Ratio (cross product)	1.6352	0.3381	7.9084 (T)
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As seen in Table 4.1.b: Evaluation, children who attended preschool are 1.6 times more likely to meet third grade literacy standards than those children who did not attend preschool. This finding is not statistically significant as the confidence interval crosses over one.

Table 4.2: Association between Attendance in Preschool and Child's Ability to Pass Grade 3 Numeracy Standards

Table 4.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	NaN	NaN	NaN (T)

As shown in Tables 4.2.a: Baseline, since there were no children in the sample who did not attend preschool, it was not possible to calculate the Odds Ratio (OR) or the Risk Ratio and, therefore, understand the association between both groups in regards to the math standards.

Table 4.2.b: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0182	1.0004	1.0363 (T)

As seen in Table 4.2.b: Evaluation, there weren't enough samples to understand the association between preschool attendance and a child's ability to pass third grade numeracy standards. Since the risk ratio is also one, there is no difference between both groups. So, in baseline, whether children attended preschool or not, they are just as likely to meet 3rd grade

literacy and numeracy standards. However, this finding is not statistically significant as the width of confidence interval is lower than +-5 percent.

Table 4.3: Association between Attendance in Preschool and Child's Ability to Pass Grade 3 Literacy and Numeracy

Table 4.3.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	NaN	NaN	NaN (T)

As shown in Tables 4.3.a: Baseline, since there were no children in the sample who did not attend preschool, it was not possible to calculate the Odds Ratio (OR) or the Risk Ratio and, therefore, understand the association between both groups in regards to the literacy and numeracy standards.

Table 4.3.b: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0090	0.9965	1.0216 (T)

As seen in Table 4.2.a: Evaluation, it is observed that there weren't enough samples to understand the association between both groups in regards to the level of literacy and numeracy. However, based on the risk ratio, it is 100% likely that if children do not attend preschool, they will not be able to meet the combined literacy and numeracy standards. The baseline finding is not statistically significant as the confidence interval crosses over one.

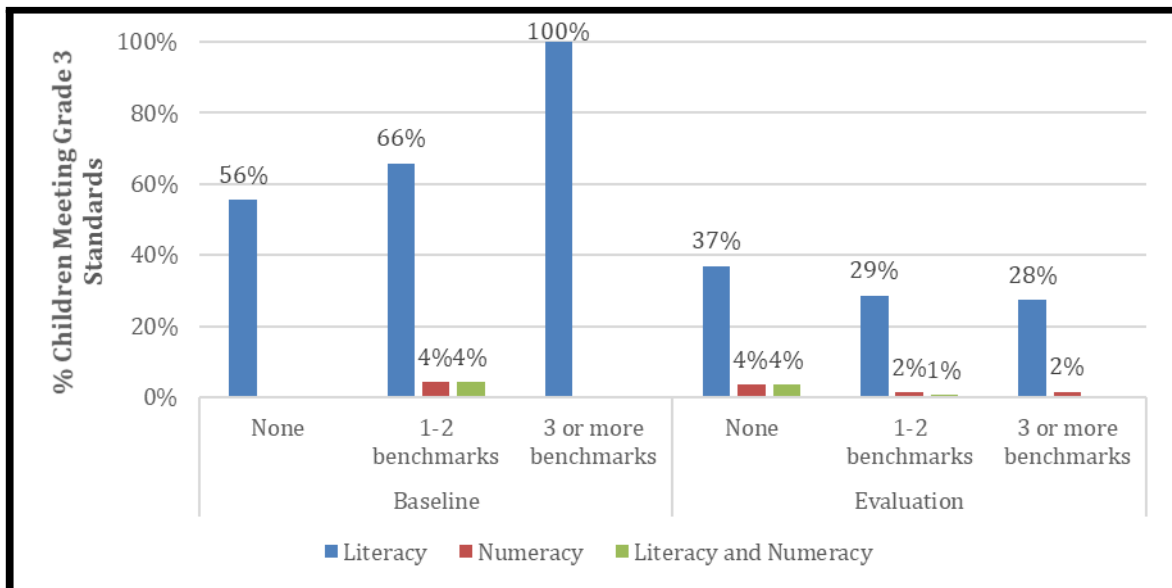
The hypothesis is that if children attend preschool, they are more likely to meet grade 3 literacy, numeracy, and both literacy and numeracy standards. Based on the association assessment shown in the tables above, we can conclude that in baseline there is no strong

association between 9-year-old children who have attended preschool and their ability to meet third grade literacy standard, however, in final evaluation, a strong association was found in literacy standards.

6.2 Research Question 5: How does caregiver knowledge of grade requirements affect child performance?

The hypothesis is that the greater the knowledge of the grade requirements of 9-year-old’s caregivers, the more likely the child is to meet 3rd grade standards.

Graph N°43: Relationship Between Caregiver’s Knowledge of Grade Requirements and Child’s Ability to Meet Grade 3 Standards



Graphic 43 clearly shows at baseline that as caregivers improve their knowledge about 3rd grade benchmarks with 9-year-old children, the proportion of children who can meet 3rd grade literacy requirements also increases. The same cannot be said for numeracy and literacy-numeracy since they remain at 4% when 1-2 benchmarks are known.

However, the hypothesis cannot be demonstrated in final evaluation because for some reason as knowledge of the benchmarks increases, the proportion of children who can meet 3rd grade literacy requirements decreases.

Table 5.1: Association Between Caregivers Knowledge of Grade Requirements and Child’s Ability to Pass Grade 3 Literacy Standards

Table 5.1.a: Baseline

	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	1.6500	0.3894	6.9923 (T)

As shown in Table 5.1.a: Baseline, 9-year-old children whose caregivers know third grade requirements are 1.65 times more likely to meet literacy standards in comparison with those children whose caregivers do not know third grade requirements. This baseline finding is not statistically significant as the confidence interval crosses over one.

Table 5.1.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.9468	0.4607	1.9458 (T)

As seen in Table 5.1.a: Evaluation, 9-year-old children, whose caregivers know third grade requirements, are 94.6% more likely to meet the literacy standards than those children whose caregivers do not know third grade requirements. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

Table 5.2: Association Between Caregivers Knowledge of Grade Requirements and Child's Ability to Pass Grade 3 Numeracy Standards

Table 5.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0426	0.9840	1.1045 (T)

As can be seen in Table 5.2.a: Baseline, not enough children passed the numeracy standards to understand the association between caregivers’ knowledge of grade requirements and the child’s ability to meet numeracy standards of grade 3, however, based on the risk ratio, if the caregiver does not know the grade standards, it’s 104% likely that children will not be able to meet numeracy standards. This finding is not statistically significant as the confidence interval crosses over one.

Table 5.2.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.6898	0.0700	6.7942 (T)

In table 5.2.a: Evaluation, we observe that 9-year-old children whose caregivers know third grade requirements are 68.9% more likely to meet grade 3 numeracy standards in comparison with those children whose caregivers do not know third grade requirements. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

Table 5.3: Association Between Caregivers Knowledge of Grade Requirements and Child's Ability to Pass Grade 3 Literacy and Numeracy Standards

Table 5.3.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	0.9583	0.9133	1.0056 (T)

As seen in Table 5.3.a: Baseline, there weren’t enough samples to understand the association between both groups in regards to the literacy and numeracy standards. However, based on the risk ratio, if the caregiver does not know grade 3 requirements, it’s 95% likely that children will not be able to meet literacy and numeracy standards. This finding is not statistically significant as the confidence interval crosses over one.

Table 5.3.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.2275	0.0140	3.7100 (T)

In Table 5.3.a: Evaluation, we observe that 9-year-old children, whose caregivers know third grade requirements, are 22.7% more likely to meet grade 3 literacy and numeracy standards in comparison with those children whose caregivers do not know third grade requirements. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

The hypothesis is that if caregivers of 9-year-old children are aware of grade 3 requirements, children are more likely to meet grade 3 literacy, numeracy, and literacy-numeracy standards. Based on the test of association shown in the tables above, we can conclude that in baseline there was a strong association between 9-year-old children whose caregivers know third grade requirements and their ability to meet third grade literacy standards. However, this association was weak for literacy and numeracy standards both in baseline and final evaluation.

6.3 Research Question 6: How do out of school learning activities increase ability to pass the assessment?

The hypothesis is that the more the child engages in out of school learning, the more likely the child will be to meet third grade standards in literacy, numeracy, and both literacy and numeracy.

The hypothesis cannot be confirmed in Graphic 44. We observe in baseline that if the child does not engage in any activity, he/she meets 100% of literacy standards; however, if children engage in at least one activity, the proportion of children who meet literacy standards decreases to 69% and then reaches 70% when children engage in more than two activities. In terms of numeracy and literacy and combined numeracy, 20% is reached in the proportion of children who meet both standards.

The performance was similar in final evaluation. If the child did not engage in any activity, 50% were able to meet literacy standards; however, if children participate in at least one activity, the proportion of children who meet literacy standards decreases to 29%, and when children engage in more than two activities, 50% literacy standard is reached again.

Graph N°44: Relationship between attendance in out of school learning activities and child's ability to Meet Grade 3 Standards

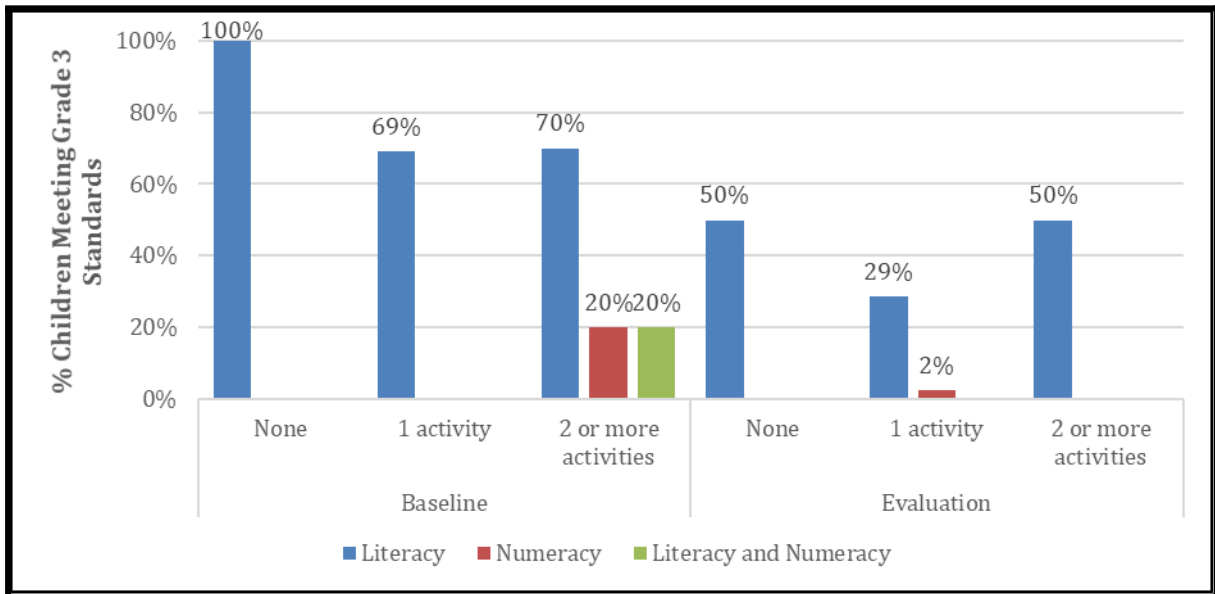


Table 6.1: Association between Engagement in Out of School Learning Activities and Child's Ability to Pass Grade 3 Literacy Standards

Table 6.1.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.0000	Undefined	Undefined (T)
Risk Ratio (RR)	0.0000	Undefined	Undefined (T)

As seen in Table 6.1.a: Baseline, since there were no 9-year-old children in the sample who participated in extracurricular activities, it was not possible to calculate the Odds Ratio (OR)

or Risk Ratio and, therefore, understand the association between both groups in regards to literacy standards.

Table 6.1.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.4375	0.1199	1.5961 (T)

As can be seen in Table 6.1.a: Evaluation, 9-year-old children who engage in extracurricular activities are 43% more likely to reach literacy standards in comparison with those children that don't engage in any extracurricular activity. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

Table 6.2: Association between Engagement in Out of School Learning Activities and Child' Ability to Pass Grade 3 Numeracy Standards

Table 6.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0952	0.9655	1.2425 (T)

As can be seen in Table 6.2.a: Baseline, there were not enough samples to understand the association between both groups in regards to the numeracy level. However, from the risk ratio, it is 109% likely that if children do not engage in out of school learning activities, they won't be able to meet numeracy standards. This baseline finding is not statistically significant as the confidence interval crosses over one.

Table 6.2.b: Evaluation		
	Point	95% Confidence Interval

	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0222	0.9791	1.0672 (T)

In the same way, Table 6.2.a: Evaluation shows that there weren't enough samples to understand the association between both groups in regards to the level of literacy and numeracy. However, from the risk ratio, it is 102% likely that if children do not engage in out of school activities, they won't be able to meet numeracy standards. This finding in final evaluation is not statistically significant either as the confidence interval crosses over one.

Table 6.3: Association between Engagement in Out of School Learning Activities and Child' Ability to Pass Grade 3 Literacy and Numeracy Standard

Table 6.3.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0952	0.9655	1.2425 (T)

As seen in Table 6.3.a: Baseline, there weren't enough samples to understand the association between both groups in regards to the level of literacy and numeracy. However, from the risk ratio, it is 109% likely that if children do not participate in out of school activities, they will not be able to meet the combined literacy and numeracy standards. This finding is not statistically significant in baseline as the confidence interval crosses over one.

Table 6.3.b: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			

Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0000	1.0000	1.0000 (T)

In the same way, Table 6.3.a: Evaluation, shows that there weren't enough samples to understand the association between both groups in regards to the level of literacy and numeracy. However, from the risk ratio, it is 100% likely that if children do not participate in out of school activities, they will not be able to meet literacy and numeracy standards. This finding is statistically significant as the width of the confidence interval is lower than +-5 percent.

6.4 Research Question 7: How does a supportive reading environment increase ability to pass the assessment?

The hypothesis is that the more the child is provided with a supportive reading environment, the more likely it is that the child will meet third grade literacy, numeracy and both literacy and numeracy standards. Graphic 44 shows that this hypothesis can be true as, in baseline, 73% of children who have a supportive reading environment meet literacy standards in comparison with 59% of those children who do not have a supportive reading environment. In the same way, but to a lesser extent, numeracy, as well as the combination of numeracy and literacy increased by 6 percentage points, ending in 9% when children have a supportive reading environment.

However, in final evaluation, the hypothesis is not met because 26% of children with a supportive reading environment meet the literacy standards compared to 30% who do not have a supportive reading environment, and no positive changes are observed either in numeracy and in the combination of numeracy and literacy.

Graph N°45: Relationship between home reading environment and child's ability to Meet Grade 3 Standards

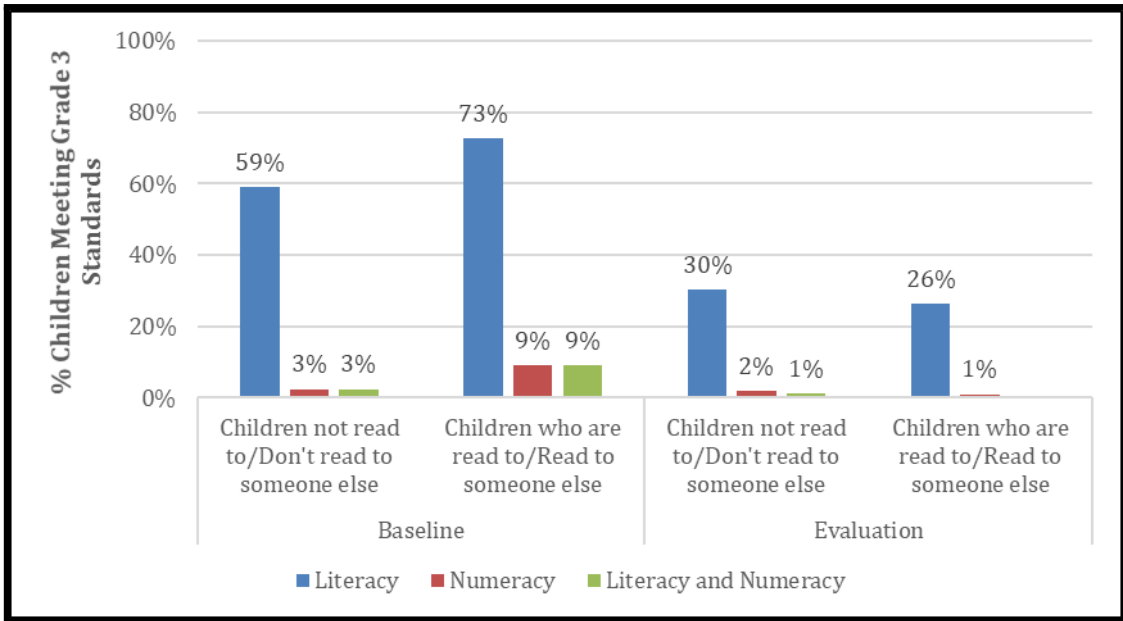


Table 7.1: Association between Caregivers Supporting Reading Environment and Child' Ability to Pass Grade 3 Literacy Standards

Table 7.1.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	1.8551	0.5965	5.7696 (T)

As seen in Table 7.1.a: Baseline, 9-year-old children, whose caregivers support the reading environment, are 1.8 times more likely to reach the literacy standards compared to those children whose caregivers do not support the reading environment. This finding is not statistically significant in baseline as the confidence interval crosses over one.

Table 7.1.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.8223	0.4603	1.4690 (T)

In the same way, in Table 7.1.a: Evaluation, we can observe that 9-year-old children, whose caregivers support a reading environment, are 82% more likely to reach literacy standards in comparison with those children whose caregivers do not support the reading environment. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

Table 7.2: Association between Caregivers Supporting Reading Environment and Child's Ability to Pass Grade 3 Numeracy Standards

Table 7.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	3.8000	0.3244	44.5142 (T)

As can be seen in Table 7.2.a: Baseline, 9-year-old children, whose caregivers do not support the reading environment, are 3.8 times more likely to meet numeracy standards than those children whose caregivers support the reading environment. This finding is not statistically significant in baseline as the confidence interval crosses over one.

Table 7.2.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.4929	0.0505	4.8108 (T)

In the same way, final evaluation results are shown in Table 7.2.a: Evaluation. We can see that 9-year-old children, whose caregivers support the reading environment, are 49.2% times more likely to meet numeracy standards than those children whose caregivers support the reading environment. This finding is not statistically significant because the confidence interval crosses over one.

Table 7.3: Association between Caregivers Supporting Reading Environment on Child's Ability to Pass Grade 3 Literacy and Numeracy Standards

Table 7.3.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	3.8000	0.3244	44.5142 (T)

As can be seen in Table 7.3.a: Baseline, 9-year-old children, whose caregivers support the reading environment, are 3.8 times more likely to meet literacy and numeracy standards in comparison with those children whose caregivers do not support the reading environment. This finding is not statistically significant in baseline as the confidence interval crosses over one.

Table 7.3.b: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.0000	Undefined	Undefined (T)
Risk Ratio (RR)	0.9859	0.9667	1.0055 (T)

As seen in Table 7.3.a: Evaluation, there weren't enough samples to understand the association between both groups in regards to literacy and numeracy standards. However, based on the risk ratio, we can say that if children do not have a supportive reading environment, they are 0.98% less likely to meet the combined literacy and numeracy

standards. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

Based on the association assessment shown in the tables above, we can conclude that there is a strong association between caregivers who support the reading environment and the ability of their children to meet the grade 3 literacy standards, numeracy standards, and literacy and numeracy standards just in baseline, however, the same did not happen in final evaluation.

6.5 Research Question 8: How does school absenteeism affect ability to pass the assessment?

The hypothesis is that if the child attends school, he will be more likely to meet third grade literacy, numeracy, and literacy and numeracy standards. In the sample of baseline and final evaluation there weren't enough children that were missing school, so a meaningful cross tabulation was not possible. Graphic 46 shows some differences in terms of literacy, minimal difference in numeracy, and the same in literacy and numeracy combined.

Graph N°46: Relationship between school absenteeism and child's ability to Meet Grade 3 Standards

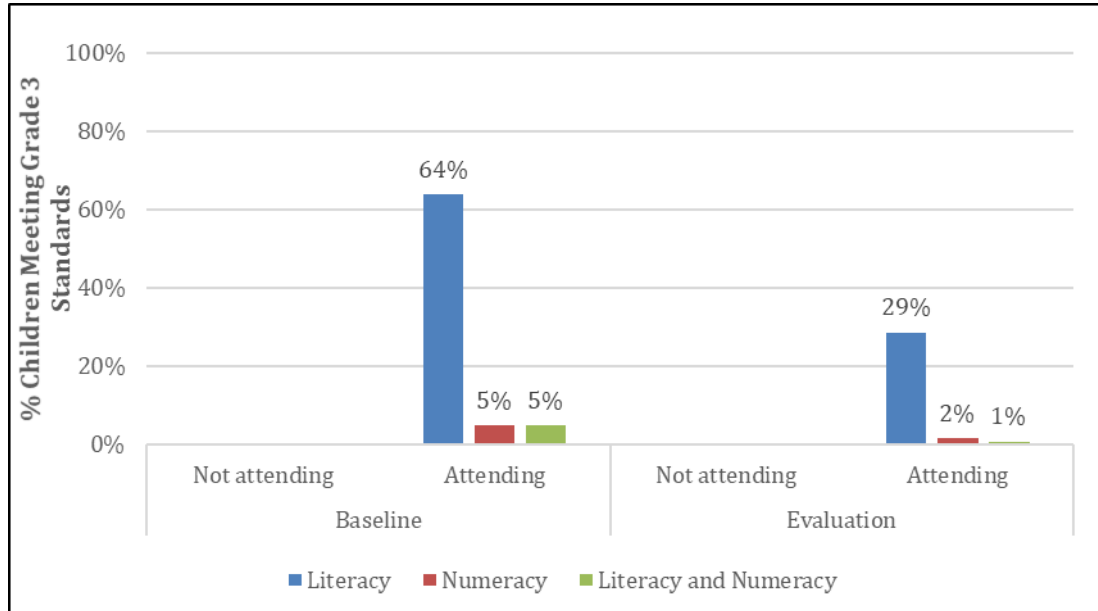


Table 8.1: Association between School Absenteeism and Child' Ability to Pass Grade 3 Literacy Standards

The sample is insufficient in the merged Database of Caregivers, CLA and IDELA

Table 8.1.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	NaN	NaN	NaN (T)

As seen in Table 8.1.a: Baseline, since there were no 9-year-old children in the sample, it was not possible to calculate the Odds Ratio (OR) or the Risk Ratio and, therefore, understand the association between both groups in regards to the literacy standard.

Table 8.2: Association between School Absenteeism and Child' Ability to Pass Grade 3 Numeracy Standards

Table 8.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	NaN	NaN	NaN (T)

As seen in Table 8.2.a: Baseline, since there were no 9-year-old children in the sample, it was not possible to calculate the Odds Ratio (OR) or the Risk Ratio and, therefore, understand the association between both groups in regards to the literacy standard.

Table 8.3: Association between School Absenteeism and Child's Ability to Pass Grade 3 Literacy and Numeracy Standards

Table 8.3.a: Evaluation			
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	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.0000	Undefined	Undefined (T)
Risk Ratio (RR)	NaN	NaN	NaN

As seen in Table 8.3.a: Evaluation, since there were no 9-year-old children in the sample, it was not possible to calculate the Odds Ratio (OR) or the Risk Ratio and, therefore, understand the association between both groups in regards to the literacy and numeracy standards.

6.6 Research Question 9: How does on time entry into grade 1 affect ability to pass the assessment?

The hypothesis is that if the child enters school at the right age, he or she is more likely to meet third grade standards in literacy, numeracy, and both literacy and numeracy. The hypothesis is clearly proved in Graphic 47 since the baseline in the graphic shows that the proportion of children who entered school at an appropriate age is 11 percentage points higher in meeting third-grade literacy standards compared to those children who did not enter school at an appropriate age. There were no children who did not enter school on time that met the numeracy standards, however, 9% of children who entered school on time met the numeracy and literacy standards.

In Final Evaluation, 36% of children who entered grade 1 on time have the ability to pass the assessment in comparison with 14% children who did not enter on time and passed the assessment.

Graph N°47: Relationship between on time entry into grade 1 and child's ability to Meet Grade 3 Standards

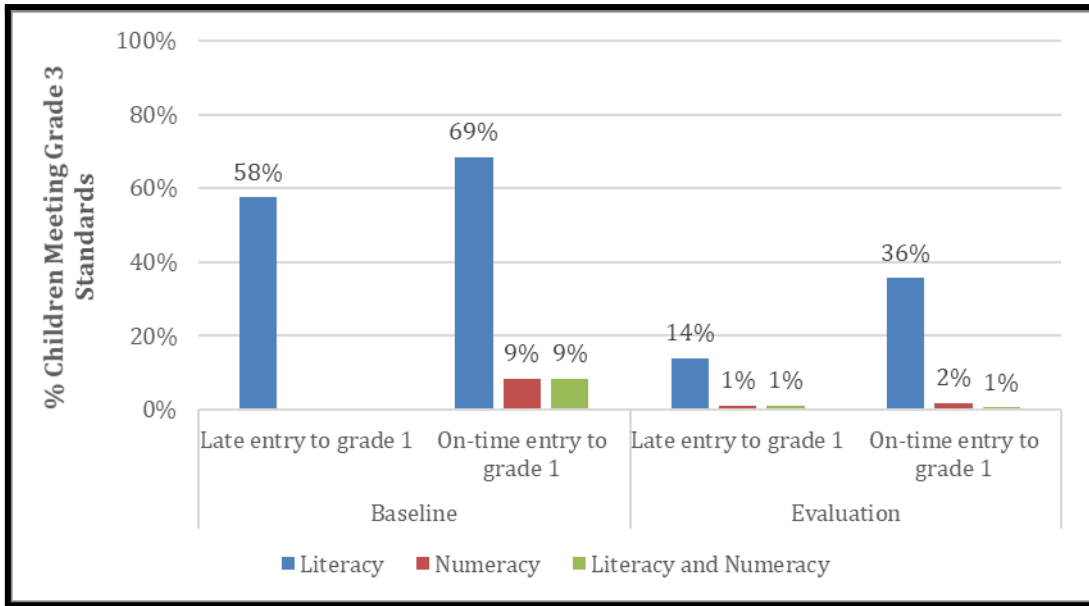


Table 9.1: Association Between On Time Grade 1 Entry and Child' Ability to Pass Grade 3 Literacy Standards

Table 9.1.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	1.6000	0.5567	4.5987 (T)

As seen in Table 9.1.a: Baseline, children who entered grade 1 on time are 1.6 times more likely to meet grade 3 literacy standards compared to those children who did not enter grade 1 on time. This finding is not statistically significant as the confidence interval crosses over one.

Table 9.1.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper

PARAMETERS: Odds-based			
Odds Ratio (cross product)	3.4037	1.6646	6.9599 (T)

As evidenced in Table 9.1.a: Evaluation, children who entered grade 1 on time are 3.4 times more likely to meet grade 3 literacy standards in comparison with those children who did not enter grade 1 on time. This finding in Final Evaluation is statistically significant as the width of the confidence interval is lower than +5 percent.

Table 9.2: Association Between On Time Grade 1 Entry and Child’s Ability to Pass Grade 3 Numeracy Standards

Table 9.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0938	0.9882	1.2105 (T)

As evidenced in Table 9.2.a: Baseline, there were not enough samples to understand the association between both groups in regards to the numeracy level. Based on the risk ratio, it is clear that there is no difference between both groups and that both children who entered grade 1 on time and those who did not enter grade 1 on time have the same risk of not meeting third grade literacy and numeracy standards. This finding is not statistically significant in baseline as the confidence interval crosses over one.

Table 9.2.a: Evaluation		
	Point	95% Confidence Interval

	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	1.4808	0.1515	14.4715 (T)

As evidenced in Table 9.2.a: Evaluation, children who enter grade 1 on time are 1.4 times more likely to meet grade 3 numeracy standards than those children who do not enter grade 1 on time. This finding is not statistically significant in the final evaluation as the confidence interval crosses over one.

Table 9.3: Association between On Time Grade 1 Entry and Child's Ability to Pass Grade 3 Literacy and Numeracy Standards

Table 9.3.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0938	0.9882	1.2105 (T)

As clearly seen in Table 9.3.a: Baseline, there weren't enough samples to understand the association between both groups in regards to the literacy and numeracy standards. Based on the risk ratio, there is a slight difference between both groups and we can say that children who enter grade 1 on time and those who don't enter on time have approximately the same risk of not meeting grade 3 standards, both in literacy and numeracy.

Table 9.3.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper

PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.4873	0.0301	7.8965 (T)

As seen in Table 9.3.a: Evaluation, children who do not enter grade 1 on time are 48.3% more likely to meet grade 3 standards both in literacy and numeracy than those children who enter grade 1 on time. This finding is not statistically significant in the final evaluation as the confidence interval crosses over one.

The hypothesis is that if 9-year-old children entered grade 1 at the recommended age, they are very likely to meet grade 3 literacy and literacy-numeracy standards. Based on the association assessment shown in the tables above, we can conclude that, in baseline, there is a very strong association between 9-year-old children who enter the grade on time and their ability to meet literacy standards, and weak association in numeracy and literacy standards, and in final evaluation, the strong association is in literacy and numeracy, and not in the combined numeracy-literacy.

6.7 Research Question 10: Does having caregivers of Children 7-15 years engaged in learning activities influence a child meeting literacy and numeracy standards?

The hypothesis is that the more learning activities a caregiver engages in, the more likely that the child will meet grade 3 literacy and numeracy standards. In baseline, we can clearly see in Graphic 48 that 64% of children meet literacy standards if their caregiver does not do any activity and the ratio decreases by 63% if the caregiver does one or more activities. There were no children who met the numeracy standards whose caregiver did not engage in any learning activity. 7% of children whose caregivers engaged in 1-3 learning activities passed the numeracy standards and the combined literacy and numeracy standards. But no child passed the numeracy standards whose caregivers engaged in 4 or more activities.

The same behavior is evident in final evaluation where 29% of children meet literacy standards, and 3% the numeracy standards if their caregiver is not engaged in any activity. Then the proportion decreases to 28% in literacy and 2% in numeracy if the caregiver does one to three activities, and it finally increases to 33% if the caregiver does four or more activities.

Graph N°48: Relationship between the Caregiver Engaged in Learning Activities and Child's ability to Meet Grade 3 Standards

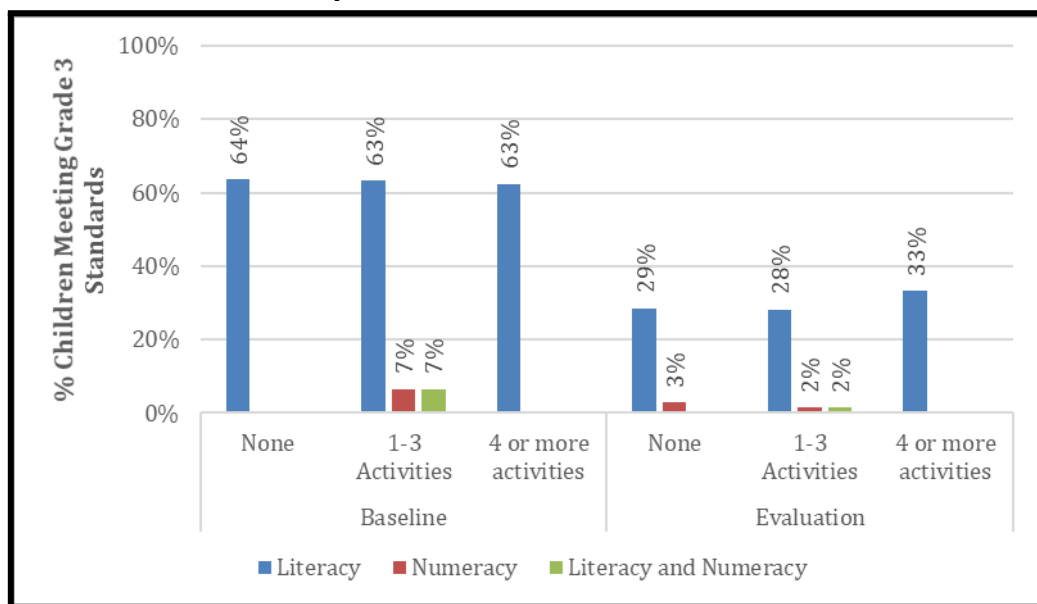


Table 10.1: Association between Caregiver's Engagement in Learning Activities and Child's Ability to Pass Grade 3 Literacy Standards

Table 10.1.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.9796	0.2430	3.9493 (T)

It is evident from Table 10.1.a: Baseline, that children whose caregiver engages in one learning activity are 97.9% more likely to meet the literacy standards in comparison with those children whose caregiver does not engage in any activity. This finding is not statistically significant in baseline as the confidence interval crosses over one.

Table 10.1.a: Evaluation

	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	1.0149	0.5389	1.9112 (T)

Table 10.1.a: Evaluation shows that children whose caregiver does not engage in any learning activity are once again more likely to meet literacy standards compared to those children whose caregiver is not engaged in any activity. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

Table 10.2: Association between Caregiver's Engagement in Learning Activities and Child's Ability to Pass Grade 3 Numeracy Standards

Table 10.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)

Table 10.2.a: Baseline shows that there weren't enough samples to understand the association between both groups in regards to the numeracy standard.

Table 10.2.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			

Odds Ratio (cross product)	0.4857	0.0670	3.5225 (T)
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Table 10.2.a: Evaluation shows that children, whose caregiver engages in one learning activity, are 48.5% more likely to meet numeracy standards compared to those children whose caregiver does not engage in any activity. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

Table 10.3: Association between Caregiver's Engagement in Learning Activities and Child's Ability to Pass Grade 3 Literacy and Numeracy Standards

Table 10.3.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0556	0.9793	1.1377 (T)

As can be seen in Table 10.3.a: Baseline, there weren't enough samples to understand the association between both groups in regards to the literacy and numeracy standards. Based on the risk ration, it is clearly evident that there is no difference between both groups and that the group of children whose caregiver engages in a learning activity, and the one who does not engage in any learning activity, have the same risk of not meeting third grade standards in terms of literacy and numeracy.

Table 10.3.b: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper

PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0143	0.9945	1.0344 (T)

Table 10.3.a: Evaluation shows that there weren't enough samples to understand the association between both groups in regards to the literacy and numeracy standard. Based on the risk ratio, it is clearly evident that there is no difference between both groups, and that both the children's group whose caregiver engages in one learning activity, and the one whose caregiver does not engage in any learning activity, have the same risk of not meeting third grade standards in terms of literacy and numeracy.

The hypothesis is that 9-year-old children whose caregivers engage in learning activities, are more likely to meet third grade literacy and numeracy standards. According to the association assessment shown in the tables above, we can conclude that in baseline and in final evaluation there is an association between 9-year-old children, whose caregivers engage in learning activities and their ability to meet third grade literacy standards. However, there was no association in numeracy and the combined literacy and numeracy standards.

6.8 Research Question 11: Does having caregivers of Children 7-15 years meeting teachers regularly influences a child meeting literacy and numeracy standards?

The hypothesis is that the more the caregiver meets the teacher, the more likely that the child will meet grade 3 standards in terms of literacy, numeracy and literacy-numeracy. Graphic 49 shows that in baseline there isn't a positive difference between those caregivers who never met the teacher (64%) or those who met the teacher once (46%). However, the proportion increases to 74% when the caregiver meets the teacher twice or more times. The proportion of children who meet numeracy standards is significantly low in all three categories. There were no children that met numeracy standards whose caregivers did not meet teachers at least twice.

In Final Evaluation, the behavior is similar. There's no positive difference between those caregivers who never met the teacher (34%) or those who met the teacher once (19%). However, the proportion reaches 32% when the caregiver meets the teacher twice or more

times. The proportion of children who meet numeracy standards is significantly low in the three categories.

Graph N°49: Relationship between the Caregiver Meeting Teachers Regularly and Child's ability to Meet Grade 3 Standards

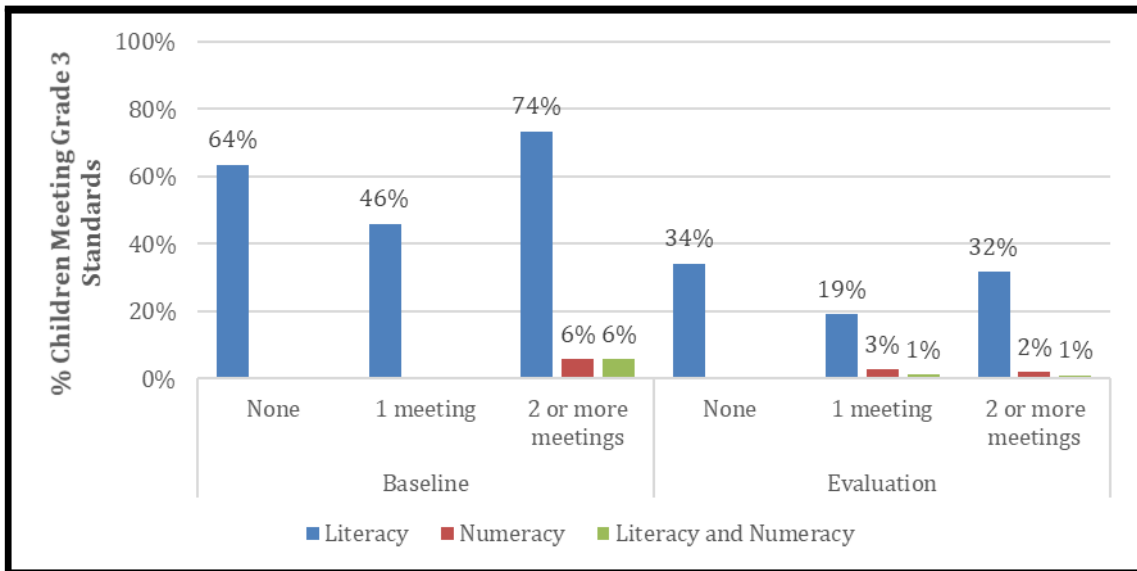


Table 11.1: Association between Caregiver's Meeting with Teachers and Child's Ability to Pass Grade 3 Literacy Standards

Table 11.1.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	1.1071	0.2817	4.3511 (T)

Table 11.1.a: Baseline, shows that children whose caregivers meet the teacher are 1.1 times more likely to meet literacy standards in comparison with those children whose caregivers never meet teachers. This finding is not statistically significant as the confidence interval crosses over one.

Table 11.1.a: Evaluation

	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.6811	0.3724	1.2459 (T)

Table 11.1.a: Evaluation shows that children whose caregivers meet the teacher are 68% likely to meet literacy standards compared to those children whose caregivers never meet teachers. This finding is not statistically significant as the confidence interval crosses over one.

Table 11.2: Association between Caregiver's Meeting with Teachers and Child's Ability to Pass Grade 3 Numeracy Standards

Table 11.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0444	0.9834	1.1093 (T)

As seen in Table 11.2.a: Baseline, there weren't enough samples to understand the association between both groups in regards to numeracy standards. Based on the risk ratio, it's clear that there's no difference between the two groups, and both the group of children whose caregivers met with teachers and those who didn't meet with teachers have the same risk of not meeting third grade numeracy standards. This finding is not statistically significant as the confidence interval crosses over one.

Table 11.2.b: Evaluation

	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0250	1.0005	1.0501 (T)

Table 11.2.a: Evaluation, shows that there weren't enough samples to understand the association between both groups in regards to numeracy standards. Based on the risk ratio, it is clear that there's no difference between the two groups and both the children's group, whose caregivers met with teachers, and the ones who didn't meet with teachers, have the same risk of not meeting third grade numeracy standards. The finding is statistically significant as the width of confidence interval is lower than 5%.

Table 11.3: Association between Caregiver's Meeting with Teachers on Child' Ability to Pass Grade 3 Literacy and Numeracy Standards

Table 11.3.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0444	0.9834	1.1093 (T)

As seen in Table 11.3.a: Baseline, there weren't enough samples to understand the association between the two groups in regards to the literacy and numeracy level. Based on the risk ratio, it's clear that there's no difference between the two groups and that both the group of children whose caregivers meet teachers and those who don't meet teachers have the same risk of not

meeting third grade literacy and numeracy standards. This finding is not statistically significant as the confidence interval crosses over one.

Table 11.3.b: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	Undefined	Undefined	Undefined (T)
Risk Ratio (RR)	1.0123	0.9953	1.0297 (T)

It is evident from Table 11.3.a: Evaluation, that there weren't enough samples to understand the association between the two groups in regards to the literacy and numeracy level.

Based on the risk ratio, it's clear that there's no difference between the two groups and that both the group of children whose caregivers meet teachers and the ones who don't meet teachers have the same risk of not meeting third grade literacy and numeracy standards. This finding is not statistically significant as the confidence interval crosses over one.

The hypothesis of 9-year-old children, whose caregivers meet teachers regularly are more likely to meet third grade literacy, numeracy and both literacy and numeracy standards. However, based on the association assessment, we see that children in both groups, whose caregivers meet teachers regularly and those who don't, are equally likely to meet literacy and numeracy-literacy standards.

6.9 Research Question 12: Does having caregivers of Children 7-15 years providing a specified place for study influence a child meeting literacy and numeracy standards?

The hypothesis is that if a specified place is provided for the child's study, the child will likely meet grade 3 standards in literacy, numeracy and both literacy and numeracy. The data do not support the hypothesis as shown in Graphic 50 where we can clearly see that in baseline, 67% of children whose caregivers provided a designated space, meet literacy

standards, compared to 85% of children whose caregivers provided a space to study. The proportion of children who meet numeracy and literacy standards is significantly lower in both groups (15%), but the ratio is the same.

In the final evaluation, there is a coincidence in the percentage of children whose caregivers gave them a designated space, and they meet literacy standards with children, whose caregivers did not provide them with any space with 29%. The proportion of children who meet numeracy and literacy standards is significantly lower in both groups and with the same tendency. Having a designated place to study did not improve their performance in meeting third grade literacy or numeracy standards.

Graph N°50: Relationship between the Caregiver Providing Specified Place for Study and Child’s ability to Meet Grade 3 Standards

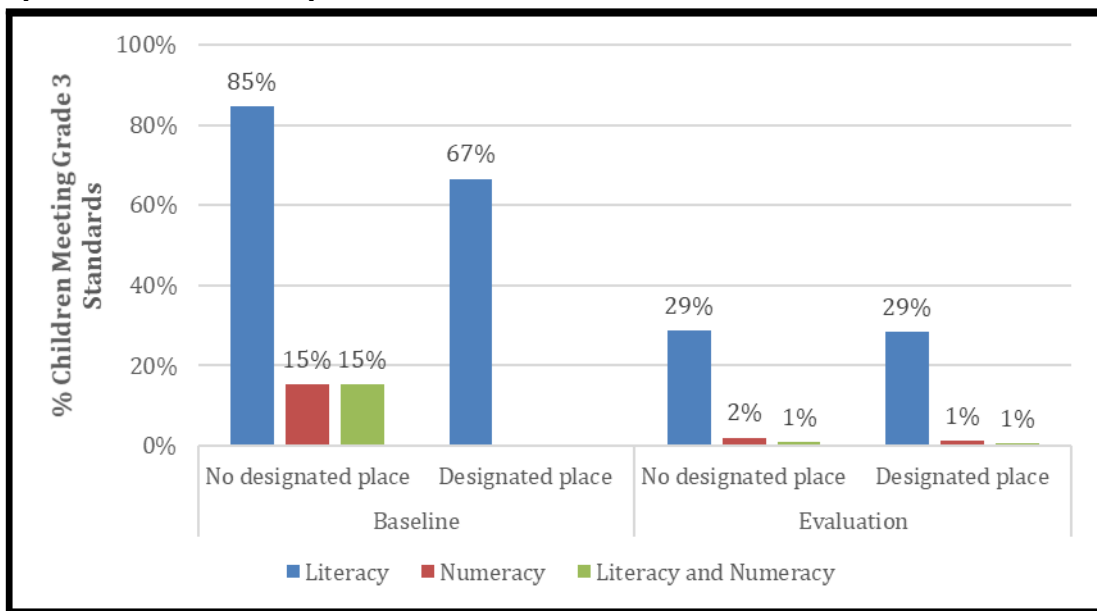


Table 12.1: Association between Caregivers Providing Specified Space to Child for Study and Child’s Ability to Pass Grade 3 Literacy Standards

Table 12.1.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.5208	0.1234	2.1989 (T)

As shown in Table 12.1.a: Baseline, 9-year-old children whose caregivers give them a designated space to study, are 52% more likely to meet grade 3 literacy standards compared to those children whose caregivers don't give them any space. This finding is statistically significant as the width confidence interval is lower than 5%.

Table 12.1.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.9332	0.5247	1.6596 (T)

As shown in Table 12.1.a: Evaluation, 9-year-old children whose caregivers give them a designated space to study are 93% more likely to meet grade 3 literacy standards, compared to those children whose caregivers do not given them any space. The result is not statistically significant in the final evaluation as the confidence interval crosses over one.

Table 12.2: Association between Caregivers Providing Specified Space to Child for Study on Child's Ability to Pass Grade 3 Numeracy Standards

Table 12.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.0000	Undefined	Undefined (T)
Risk Ratio (RR)	0.8667	0.7106	1.0570 (T)

As shown in Table 12.2.a: Baseline, there weren't enough samples to understand the association between caregivers who give the child a specified space to study over the child's ability to meet grade 3 numeracy standards; however, based on the risk ratio, if the caregiver does not provide the child with a specified place to study, the child has 86% risk that he will not meet 3rd grade numeracy approval standards, like those children of caregivers who provide them with a space. This finding is not statistically significant as the confidence interval crosses over one.

Table 12.2.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.6788	0.0939	4.9049 (T)

As shown in Table 12.2.a: Evaluation, 9-year-old children, whose caregivers provide them with a designated space to study, are 0.67% more likely to meet grade 3 numeracy standards in comparison with those children whose caregivers don't provide them with any space. This finding is not statistically significant in final evaluation as the confidence interval crosses over one.

Table 12.3: Association between Caregivers Providing Specified Space to Child for Study on Child's Ability to Pass Grade 3 Literacy and Numeracy Standards

Table 12.3.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			

Odds Ratio (cross product)	0.0000	Undefined	Undefined (T)
Risk Ratio (RR)	0.8667	0.7106	1.0570 (T)

As shown in Table 12.3.a: Baseline, there weren't enough samples to understand the association between caregivers who provide children with a specified space to study with the child's ability to meet grade 3 literacy and numeracy standards; however, based on the risk ratio, if the caregiver does not provide the child with a specified space to study, the child has an 86% risk that he/she will not meet 3rd grade literacy and numeracy approval standards, like the children of caregivers who provide them with a space. This finding is not statistically significant as the confidence interval crosses over one.

Table 12.3.a: Evaluation			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS: Odds-based			
Odds Ratio (cross product)	0.6812	0.0421	11.0261 (T)

As shown in Table 12.3.a: Evaluation, 9-year-old children whose caregivers provide them with a designated space to study are 68% more likely to meet literacy and numeracy standards than those children whose caregivers do not provide them with a designated space to study. This finding is not statistically significant in baseline as the confidence interval crosses over one.

The hypothesis is that 9-year-old children whose caregivers provide them with a designated space to study are more likely to meet third grade literacy and numeracy standards. However, based on the association assessment as shown in the tables above, we can conclude that in baseline and in final evaluation there is an inverse association between 9-year-old children, whose caregivers provide them with a designated space to study and their ability to meet

grade 3 literacy and a numeracy standards compared to those children who were not provided with any space tended to perform better than those who did.

7. SUMMARY OF CLA ANALYSIS AND RECOMMENDATIONS FOR EDUCATION PROGRAMMING

Baseline							
Summary Table 1.a: Logistic Regression to determine association between the ability of children of age 9 meeting grade 3 standards for literacy and different interventions							
Term	Odds Ratio	0.95	C.I.	Coefficient	S.E.	Z-Statistic	P-Value
Grade Requirement (Yes/No)	4.2804	0.6897	26.5654	1.4540	0.9314	1.5611	0.1185
Reading Environment (Yes/No)	2.0684	0.4404	9.7144	0.7268	0.7892	0.9209	0.3571
On-Time Grade 1 Entry (Yes/No)	1.1399	0.2809	4.6250	0.1309	0.7146	0.1832	0.8546
Learning Activities (Yes/No)	2.0162	0.3962	10.2601	0.7012	0.8301	0.8447	0.3983
Meeting with Teachers (Yes/No)	1.3955	0.2328	8.3667	0.3333	0.9138	0.3647	0.7153
Designated Place for Study (Yes/No)	0.2526	0.0411	1.5542	-1.3758	0.9269	-1.4842	0.1378
CONSTANT	*	*	*	-0.4504	1.3839	-0.3254	0.7448

From the summary table 1.a, we can conclude that in baseline, in comparison with other interventions, caregivers' knowledge of grade 3 requirements will probably have the strongest residual effect on literacy with children 4.2 times more likely to meet literacy standards, compared to other interventions. The next strongest residual effect of 2.06 is when children have a supportive reading environment. That means that a child receiving a supportive reading environment is 2.06 times more likely to meet literacy standards compared to other interventions.

The third strongest residual effect is related to children’s engagement in extracurricular learning activities. In this case, the residual effect is 2.01 which indicates that a child who engages in an extracurricular learning activity is 2.01 times more likely to meet literacy standards compared to other interventions.

Finally, the intervention related to the times when the caregiver meets with the teacher provides the fourth strongest residual effect. In our case, it is 1.3 times more likely that when the caregiver meets the teacher, the child will meet grade 3 standards for literacy in comparison with other interventions.

Evaluation							
Summary Table 1.b: Logistic Regression to determine association between the ability of children of age 9 meeting grade 3 standards for literacy and different interventions							
Term	Odds Ratio	0.95	C.I.	Coefficient	S.E.	Z-Statistic	P-Value
Pre School Attendance (Yes/No)	0.0000	0.0000	>1.0E12	-11.1825	306.6543	-0.0365	0.9709
Grade Requirement (Yes/No)	2.8482	0.2575	31.5030	1.0467	1.2263	0.8536	0.3934
Out of School Learning (Yes/No)	0.6440	0.1375	3.0164	-0.4400	0.7878	-0.5585	0.5765
Reading Environment (Yes/No)	0.7914	0.2083	3.0075	-0.2339	0.6812	-0.3434	0.7313
On-Time Grade 1 Entry (Yes/No)	2.5865	0.6424	10.4133	0.9503	0.7106	1.3373	0.1811
Learning Activities (Yes/No)	0.7546	0.2018	2.8223	-0.2815	0.6730	-0.4183	0.6757
Meeting with Teachers (Yes/No)	1.1237	0.2828	4.4658	0.1166	0.7040	0.1657	0.8684
Designated Place for Study (Yes/No)	1.0926	0.2729	4.3736	0.0885	0.7077	0.1251	0.9004

From the summary table 1.b above, we can conclude that in final evaluation, caregiver’s knowledge of grade 3 requirements continues to have the strongest residual effect in literacy with children 2.8 times more likely to meet literacy standards, in comparison with other interventions. The next strongest residual effect of 2.5 is when children enter first grade on time. That means that a child that enters first grade on time is 2.58 times more likely to meet literacy standards in comparison with other interventions.

The third strongest residual effect is related to the moments when the caregiver meets with the teacher. In this case, the residual effect is 1.12 indicating that it is 112% probable that if the caregiver meets the teacher, the child will meet literacy standards in comparison with other interventions.

Finally, the intervention related to a designated place for the child’s study provides the fourth strongest residual effect. In our case, it is 1.09 times more likely that when there is a designated place for the child to study, the child will meet grade 3 standards in comparison with other interventions.

Baseline							
Summary Table 2.a: Association between the ability of children of age 9 meeting grade 3 standards for numeracy and different interventions							
Term	Odds Ratio	0.95	C.I.	Coefficient	S.E.	Z-Statistic	P-Value
Reading Environment (Yes/No)	3.7995	0.3244	44.5007	1.3349	1.2555	1.0632	0.2877
CONSTANT	*	*	*	-3.6374	1.0130	-3.5908	0.0003

In summary table 2 above, we observe in baseline that, due to the lack of data in the tables, it was impossible to interact with other interventions in the model. However, we can see that interventions in reading environments benefit children so they can reach 3rd grade numeracy standards. The residual effect was 3.79 times.

Evaluation

Summary Table 2.b: Association between the ability of children of age 9 meeting grade 3 standards for numeracy and different interventions							
Term	Odds Ratio	0.95	C.I.	Coefficient	S.E.	Z-Statistic	P-Value
Grade Requirement (Yes/No)	0.7806	0.0744	8.1863	-0.2477	1.1991	-0.2066	0.8363
Reading Environment (Yes/No)	0.5305	0.0509	5.5272	-0.6340	1.1958	-0.5302	0.5960
On-Time Grade 1 Entry (Yes/No)	1.5121	0.1503	15.2121	0.4135	1.1779	0.3511	0.7255
Learning Activities (Yes/No)	0.4696	0.0633	3.4816	-0.7559	1.0221	-0.7395	0.4596
Designated Place for Study (Yes/No)	0.6972	0.0872	5.5765	-0.3606	1.0608	-0.3399	0.7339
CONSTANT	*	*	*	-3.1973	1.5201	-2.1034	0.0354

In summary table 2.b. above, we observe in final evaluation that entering grade one on time has the strongest residual effect in comparison with other interventions in the regression model to meet numeracy standards. It is 1.51 times more likely that children, whose caregivers enroll them into first grade at the recommended age, will meet numeracy standards in comparison with other interventions. Secondly, caregivers' knowledge about grade requirements has a residual effect of 0.78, that is, when a caregiver knows the grade requirements, children are 78% more likely to meet numeracy standards than other interventions.

Baseline							
Summary Table 3.a: Association between the ability of children of age 9 meeting grade 3 standards for literacy and numeracy and different interventions							
Term	Odds Ratio	0.95	C.I.	Coefficient	S.E.	Z-Statistic	P-Value

Reading Environment (Yes/No)	3.7995	0.324 4	44.5007	1.3349	1.255 5	1.0632	0.2877
CONSTANT	*	*	*	-3.6374	1.013 0	-3.5908	0.0003

In summary table 3.a above, we observe that in baseline, due to the lack of data in the tables, it was impossible to interact with other interventions in the model related to the ability of 3-year-old children to meet both the literacy and numeracy standards together. However, we can see that interventions in reading environments benefit children so they can meet 3rd grade literacy and numeracy standards with a residual effect of 3.79 times.

Evaluation							
Summary Table 3.b: Association between the ability of children of age 9 meeting grade 3 standards for literacy and numeracy and different interventions							
Term	Odds Ratio	0.95	C.I.	Coefficient	S.E.	Z-Statistic	P-Value
Grade Requirement (Yes/No)	0.2294	0.013 5	3.8879	-1.4721	1.443 9	-1.0195	0.3079
On-Time Grade 1 Entry (Yes/No)	0.4713	0.028 8	7.7204	-0.7522	1.426 6	-0.5273	0.5980
Designated Place for Study (Yes/No)	0.8927	0.052 7	15.125 3	-0.1135	1.443 8	-0.0786	0.9374
CONSTANT	*	*	*	-3.2614	1.383 2	-2.3579	0.0184

In summary table 3.a above, we observe that in the final evaluation no intervention was able to obtain a residual effect greater than 1. The strongest residual effect in comparison with other interventions in the regression model to reach the combined literacy and numeracy standards is the designation of a specified place to study, and that means that children whose caregivers assign them a specified space to study are 89% more likely to meet the grade 3 literacy and numeracy standards in comparison with other interventions.

8. ACTION STEPS

According to the cross analysis of IDELA and CLA in FH Peru, 4 actions will be promoted with caregivers of children aged 3 to 9 years old.

- Caregivers' knowledge about the requirements of 1st to 3rd grade.
- Promote on time entry of the child into school.
- Make caregivers aware of the importance of meeting with the teacher to follow up and help improve children's learning.
- Promote reading environments and learning spaces to improve children and adolescents' learning.

9. CONCLUSIONS AND RECOMMENDATIONS

9.1 Conclusions

- The impact of the pandemic caused by Covid-19 it has exacerbated the problematic situation of education, showing that children aged 3 to 9 years did not reach the level expected. That leads us to keep designing strategies that reverse these results.
- The results obtained from the literacy and numeracy standards show that 99.2% of children who took part in the CLA assessment could not meet standards, that is, many Peruvian children fall behind in the formal school skills expected like literacy and numeracy for third grade.
- In this sense, there must be a required attention to strengthen literacy skills (development and improvement of language, reading aloud, speed, fluency and reading comprehension) and arithmetic (Basic Operations - arithmetic, and resolution of mathematical problems) in children of 1 1st, 2nd and 3rd grade, with an innovative pedagogical approach, considering the characteristics and contexts of the students. Also in strategies for the involvement and/or accompaniment of caregivers in children's learning activities.
- It is evident that there are a significant number of households that do not have a designated place to study at home and with greater emphasis in Huancavelica with 48.3% and to a lesser extent in Lima with 29.6% of households.

- To the extent of the positive results, in terms of the indicator of on time school enrollment, it is attributable to the strategic interventions of the FH Peru project for reintegration and educational continuity, within the framework of guidelines established by the Ministry of Education, in addition to interventions from other public or private entities.
- FH Peru's interventions within the framework of the strategies of the Ministry of Education allow the mitigation of critical results in the educational sector, nevertheless, it is important to point out that the target group of our interventions is 6–17 years old.

9.2 Recommendations

- The result of the evaluation tells us that it is necessary to keep reinforcing children's basic literacy skills in order to later extend the educational strategies to other subdimensions.
- Conduct some research to strengthen literacy in its subdimensions: literal, inferential and critical, and writing level in its subdimensions: calligraphy, spelling and writing.
- The results of the IDELA and CLA evaluation should be considered as a first approach to the children's learning and should be complemented with other investigations of certain cultural variables (belief, religion, languages) and socioeconomic variables (economic situation of the parents of the relative, type of occupation, educational level of parents and guardians, etc.)
- Complement this evaluation with a study of the group of teachers, key actors in the learning development process.

10. REFERENCES AND APPENDICES

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