FOOD FOR THE HUNGRY MOZAMBIQUE

**BASELINE REPORT** 

### **EDUCATION**

### 2022

**Child Focused Community Transformation Project** 

### MOZAMBIQUE

694 Caia AP – Phase III

520 Dondo AP – Starting Phase II

**398 South Gorongosa AP – Starting phase II** 

**Nhamatanda Phase 1** 

August 2022

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### List of acronyms/abbreviations

Abbreviation	Description
AP	Area Program
СО	Country Office
КРІ	Key Performance Indicators
CFCT	Child Focused Community Transformation
СТР	Community Transformation Project
FE	Final Evaluation
MTE	MidTerm Evaluation
тос	Theory Of Change
IDELA	International Development and Early Learning Assessment
CLA	Citizen Lead Assessment
ED	Evaluation Design
DfG	Data for Good
MEL	Monitoring, Evaluation and Learning
DRR	Disaster Risk Reduction
WASH	Water, Sanitation and Hygiene

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#### **Executive Summary**

#### **Description of program/project**

FH's strategic goal is to graduate communities from extreme poverty and respond to human suffering. The education domain specifically seeks to help children reach their God-given potential through targeted early child interventions in the first nine years of life that bring holistic development and cognitive gains for lifelong success. FH Mozambique is implementing the Child Focused Community Transformation project in four Area Programs.

This education baseline survey aims for the FH Mozambique team to understand the education problems in the target areas by gathering information on the status quo. It provides a reference point for tracking the project's progress; that is, to measure the degree and quality of change during an activity's implementation.

In the education assessment three main tools have been employed, namely the IDELA, CLA and Caregivers. The IDELA tool is serving to assess the early childhood development and learning with the age group of **3.5-6.5 years**. For children 7-15 years of age, FH utilized the Citizen Led Assessment (CLA) to measure basic literacy and numeracy. FH is utilizing the model of the Citizen Led Assessment as outlined on the People's Action and Learning Network (PAL Network), and more specifically, the national CLA developed for Mozambique by FACILIDADE. For caregivers of children 0-15 years of age, FHM utilized caregiver questionnaires to assess their involvement in their child's education.

#### Summary of main findings

Under the Early Learning & Development section, as measured by IDELA, it was found that few children under the survey in the 3.5-6.5 age group have mastered IDELA skills. The global IDELA KPI is only 1.5%, indicating that almost all children age 5.5 to 6.5 years in the target area require attention to assist in gaining the appropriate skills for their age. For the total IDELA score, on average children aged 5.6-6.5 years scored 42% correct on the total IDELA score. The proportion of children aged 5.6-6.5 by domain and skill level, only 1.5% are mastering IDELA skills, that means with this age group very few proportion of children are gaining the skills necessary for successful transition to grade one.

The average IDELA score by gender has no significant variation between boys and girls, only slightly boys have higher scores than girls. There is also no significant variation between the area programs.

The result for Early Grade Success found under the CLA, the percentage of children of the nationally recommended age for completion of grade three who have attained the literacy and numeracy standards for grade 3 stands at zero. That means among the survey children with that age range there is no one that attained the literacy and numeracy standards for grade 3.

Only 13% of children in the four area programs attended pre-school in the year prior to entry into grade

1. There is a lot to do in improving the access and enhancing the behavior of caregivers to send children to pre-school. The reason reported for not sending children to pre-school is that 53.1% of respondents confirmed that there is no pre-school available, while 22% responded that the pre-schools are expensive. Only 3% of the caregivers have participated in at least 3 meetings which have discussed and made action steps for dealing with toxic stress that would protect children from undesired exposures of family conflicts.

In this survey we have assessed the children who have entered at their recommended school age and the total result indicates that 9.91% children entered while they were less than 6 years old, which is too early and might be difficult for children to comprehend the subjects they have been taught. Then there are 54.33% of children who entered at 6 years, that is a good age to enter according to the country policy. And 35.76% of children entered grade 1 when they were more than 6 years old.

The main reasons for late enrollment to grade one, 32% of caregivers responded was because they think the children are not ready while 19.4% mentioned the distance was the factor.

### Introduction and Background

Mozambique has a population of about 28 million of which 64% are aged between 0 and 24 years. 68% of the country's population lives in rural areas and 60% lives along the coastline and their livelihoods depend to a large extent on natural resources, such as rain-fed agriculture and fishing. Since attaining its independence in 1975, Mozambigue has had a moderate impact on poverty reduction which remains high, with up to 46.1% of the population living below the national poverty line. The geographical distribution of poverty remains largely unchanged with the central and northern provinces being most vulnerable. Absolute poverty still affects 54% of the population. The country ranks 180 out of 189 countries in the Human Development Index (HDI). The conflict in northern Mozambique, now approaching its fifth year, is among the gravest threats to peace and stability in the country. Over a million people have been left homeless. Inequality is high and on the rise, with a widening gap between rich and poor, urban and rural areas and the south and central/northern provinces which remain the poorest and most populated. Some people still hold on to detrimental cultural beliefs and practices which have propagated the continued vulnerability of girls, women, and people with disabilities and contributed to increased cases of gender based violence. The Mozambique government, being receptive to NGO work, is bound to grow and benefit from development work focusing on food security and livelihoods, education, health and nutrition and Water, Sanitation and Hygiene (WASH) as well as Disaster Risk Reduction (DRR). Emergency humanitarian response will continue to integrate all key sectors and stakeholders at any given time.

FH began working in Mozambique in 1987 in response to the civil war, continuing its relief efforts after the peace agreement between the government and guerrilla in 1992. Since then, FH has focused its efforts on long-term development focussing on agriculture, education and income generation, as well as on reducing child mortality and improving nutrition status.

The project is being implemented in five Area Programs of Sofala Province; Dondo, Caia, Nhamatanda, Gorongosa and South Gorongosa. The majority of people in the five area programs rely on agriculture for their livelihood. The project has a lifespan of ten to twelve years and is entitled "Community Transformation Program" (CTP). The CTP started in 2007 in Gorongosa district and was extended to Caia district in 2011. In 2013, the Community Focused Child Transformation (CFCT) approach was introduced. The South Gorongosa area program opened in 2016, the Dondo area program was opened in 2017 and the Nhamatanda area program opened in 2022, although the project is still under design. The overall goal of the four first area programs is "decreased/reduced level of poverty in the project area".

### 1. Rationale

The general objective and scope of this baseline survey was to record the starting point of education indicators of the four APs CFCT projects. The baseline data will enable the team to track the change/impact during and at the end of the project phase. The scope of this baseline is limited to assessing the readiness of children for school, the early grade success and the support of the caregivers to their children's development and education. And the specific objectives of the baseline are: to create a starting point of program objectives to lay down reference points for future programing; to provide the basis for measuring changes in the target districts (communities); to provide a reliable database to facilitate comparison of baseline and progress information on CFCT programming of education sector indicators. The findings of the baseline will be used to recommend programmatic priorities for the redesign of the four APs in the remaining project phases.

This baseline survey covers Dondo, Caia, South Gorongosa and Nhamatanda Area Programs. These four Area Programs are located in Sofala province of the Republic of Mozambique

The education assessment addresses the following questions:

- Are children currently attending school?
- What proportion of children are mastering IDELA skills?
- What is the average IDELA score of children aged 5.6-6.5yrs?
- Do children attend preschool prior to entry to grade 1?
- What percentage of children enter grade one at the right age?
- What percentage of children attain literacy standards for grade 3?
- What percentage of children attain numeracy standards for grade 3?
- What percentage of children attain literacy and numeracy standards for grade 3?
- How is males IDELA overall score?
- How is females IDELA overall score?
- How is the IDELA overall score of children aged 3.5 4.5 yrs?
- How is the IDELA overall score of children aged 4.6 5.5 yrs?
- How is the IDELA overall score of children aged 5.6 6.5 yrs?
- What percentage of children, of the nationally recommended age for completing grade three have attained the literacy and numeracy standards for grade 3?
- What percentage of children 7-15 yrs of age live in a supportive reading environment?

#### **General Objective:**

The objective of this baseline survey is to establish a reference value for the indicators of the four area programs that enable us to compare the expected changes that happened during the implementation phase.

#### **Specific Objectives**

The specific objectives of the baseline are:

- To establish baseline data for the program indicators including global key performance indicators.
- To assess the level of school readiness skills among children aged between 3.5 and 6.5 years,
- To assess the numeracy and literacy levels of children aged between 7 and 15 years in the target communities,
- To assess the level of caregivers influence on child stimulation and education, and
- To assess the existing learning environments at home and community

### 2. Methodology

The survey design provides tangible information / education status in Dondo, Nhamatanda, South Gorongosa and Caia of the CFCT projects.

A structured questionnaire has been used to collect quantitative data from individual households specifically targeting HHs with a child aged 0 - 15 years. Being a baseline survey of the education assessment, the survey instruments for the baseline survey adopted for this study. This is important for comparing key performance indicators across the program, which provide a basis for explaining program contribution in improving the lives of the target communities.

During this baseline survey, the population based quantitative survey data collection method was used. The assessment tool comprises IDELA, CLA and Caregivers tool that was specifically designed for the education assessment by using the structured questionnaires and other materials to collect data from individual households. The target groups of the education assessment are caregivers with 0-15 aged children, children aged 3.5 years 6.5 years and children aged 7 - 15 years. In this baseline survey FH Mozambique employed a multi-stage cluster sampling methodology for the household survey. The population size of a community was used in the development of the sampling frame. The target population of both APs was all households in the current implementation area for each Area Program.

### 2.1. Sample size

The target population for both APs was all households in the current FH CFCT implementation area. The sampling frame consisted of a list of all target communities in which the FH CFCT projects implemented community development activities, provided by FH M&E coordinator.

The Area Program has provided a list of communities where they have implemented their activities along with the estimated household counts in each community. This list will be used to draw the final evaluation sample of villages using probability proportional to size systematic random sampling.

Sample size for each indicator is calculated taking into consideration the anticipated change for the indicator. The sampling approach/size was designed to detect 12-percentage point change in average for all indicators. It generates above 400 sample size per Area Program that considers the non-response rate and it also helps us to calculate the required statistical significance in the results.

### 2.2. Sampling frame and technique

Households with children 0-15 years old were identified for the sampling frame. Systematic random sampling was applied. Random sampling is normally used to select the sample members from a larger population who are selected according to a random starting point but with a fixed, periodic interval.

FH Mozambique followed the cluster sampling methods as outlined in the CFCT Household Survey Manual. In the first stage of sampling, 30 statistical clusters are selected using Probability Proportionate to Size sampling (PPS). In each of these interview clusters, a starting household was randomly selected

using a segmentation method. The enumerators then carried out the interview at the selected house if an eligible respondent was available and willing to take part in the survey; otherwise, the enumerator sought an eligible respondent at the next nearest household.

For this baseline, FH applied the standard formula of the 12% of change as calculated in the formula below.

Confidence level	95%	Power	80%		
Za	1.6449	Zb	0.8416		
Expected change	12%	P1 =	44%	P2 =	56%
Design Effect	2				
Sample Size	424				

Table 1: Sample size calculator

Based on the given formula, 424 sample households per Area Program were determined for the household interview.

### 3. Results or Key Findings of the Study

This section explains the education assessment that has been made in the 4 Area Programs (Caia, Dondo, South Gorongosa and the new area program called Nhamatanda). The survey was conducted using the enumerators trained on the education assessment tools (IDELA, CLA and Caregivers). The following section presents the findings of the IDELA assessment.

# **Section 1: IDELA**



Table 2: Global KPI and Total IDELA Score

The proportion of children aged 5.6-6.5 years, who have mastered IDELA skills in the surveyed areas of Mozambique is only 1.5%. The total IDELA score of children 5.6-6.5 years of age results in 42%.



Graph 1: Proportion of children aged 5.6-6.5 by domain and skill level

Graph 1 above shows the proportion of children aged 5.6-6.5 by domain and skill level. The result is under the emergent numeracy domain, 14% of children are struggling and 78% are emerging while 8% are mastering. Under the social emotional domain, 45% of children are struggling, 51% are emerging and 4% are mastering. Under the motor domain, 12% of children are struggling, 51% are emerging and 36% are mastering. Under the emergent literacy domain, 45% of children are struggling, 55% are emerging and 0% are mastering. The total IDELA result shows 18% of children are struggling, 81% are emerging and only 1% are mastering.



#### Graph 2: Average IDELA score by child's age and domain

Graph 2 above shows the average IDELA score by child's age and domain. Under the 3.6-4.5 age group, the total score for emergent numeracy is 25.5%, the total score for social emotional is 19.3%, 30.6% for motor skills, and 14.3% for emergent literacy. The average score of all domains for this age group is 22.4%. The skill with the highest score for this age group is in the motor domain. The lowest is in emergent literacy.

Under the age group of 4.6-5.5 years the emergent numeracy total score is 34.5%, the social emotional total score is 26.1%, the motor skill total score is 43.9%, the emergent literacy total score is 21.0% and the total IDELA score average for all domains is 31.4%. Still the highest score for this age group is in motor development. The lowest is in emergent literacy.

Under the age group 5.6-6.5 years, the total score for emergent literacy is 47.0%, the social emotional total score is 31.9%, the motor development total score is 59.6%, the emergent numeracy total score is 29.5% and the total IDELA score average for all domains is 42.0%. The highest score for this age group is



in the motor development domain, while the lowest is in the emergent literacy domain. In these three age groups the score has uniformly grown as the age groups have grown.

Graph 3: The distribution of the children's age

In Graph 3 above, the distribution of the children's age in the survey was almost equal, with 30.8% of respondents in the 3.6-4.5 year age group, , 36.6% of respondents in the 4.6-5.5 year age group, and 32.6% of respondents in the 5.6-6.5 year age group.



Graph 4: Average IDELA score by gender

In Graph 4 above, the average IDELA score by gender is shown. Results show minimal differences between boys and girls' IDELA scores in all domains.



Graph 5: Average IDELA score of children 3.6-4.5 years of age by domain

Graph 5 above indicates the average IDELA score of children 3.6-4.5 years of age by domain. The result indicates that children in this age group have shown the highest scores in the motor domain (30.6%), followed by emergent numeracy(22.5%), then the social emotional domain (19.3%). The average IDELA score for emergent literacy was 14.3%. The Total IDELA is calculated to be 22.4%. This group requires an

intervention to improve in all domains but more efforts are required under the emergent literacy and social emotional domains.



Graph 6: Average IDELA score of children 3.6-4.5 years of age by cluster

Graph 6 shows the average IDELA score of children 3.6-4.5 years of age by Area Programs. Scores in South Gorongosa are slightly behind other APs at 18.7% compared with the rest of the three APs who scored between 22.2% in Dondo and 24.6% in Caia. In Nhamatanda AP where there was no FH intervention before, the average IDELA score comes out at 23.3%, which is better than two other APs. The reason given in the validation session is that there might be an impact of the presence of other NGOs in the AP. This will be further verified by the team.



Graph 7: Average IDELA score of children 3.6-4.5 years of age by cluster

Graph 7 shows the average IDELA score of children 3.6-4.5 years of age by gender and by AP. In Caia this age group has an equal 24.6% score, in Dondo, the boys have a higher average IDELA score than girls by 3.3%. In Nhamatanda the girls have a bit higher score than boys by 0.6%. In South Gorongosa the boys' score is higher than girls by 3.3%. In general, there is not a large difference between the two groups in all APs.

Table 7 A: Average I	Table 7 A: Average IDELA Score of Children 3.6 - 4.5 yrs years of age per Cluster Disaggregated by Domain										
Domain (%)	Caia	Dondo	Nhamatanda	South Gorongosa	Total IDELA						
Total IDELA	24.6	22.2	23.3	18.7	22.4						
Emergent Literacy	15.2	15.5	14.9	10.9	14.3						
Motor	31.3	33.0	32.3	25.0	30.6						
Social Emotional	21.7	19.5	20.5	14.6	19.3						
Emergent Numeracy	30.0	20.9	25.7	24.5	25.5						

Table 3: Average IDELA score of children 3.6-4.5 years of age per cluster disaggregated by domains

Table 3 describes that the average IDELA score of children 3.6-4.5 years of age is ranging from 18.7% in South Gorongosa to 24.6% in Caia. There are scores of 22.2% and 23.3% in Dondo and Nhamatanda respectively. There are not many differences between Area Programs.

# Section 2: Citizen Led Assessment (CLA)

#### **Global KPI**

# 0.0

Percentage of children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3

#### Table 4: Global KPI of CLA

The percentage of children of the nationally recommended age for completion of grade three who have attained the literacy and numeracy standards for grade 3 is 0%. No children from the assessed age group was able to complete both the literacy and numeracy standards for grade 3d. This is an indication that we shall invest our time and resources in the future programming to support these children to perform better.



*Graph 8: Proportion of children of the nationally recommended age for completion of grade three, who have attained the literacy and numeracy standards for grade three* 

Graph 8 under the CLA assessment shows the proportion of children of the nationally recommended age for completion of grade three, who have attained the literacy and Numeracy standards for grade three. In literacy, only 1% of the assessed children were able to complete the literacy standards for grade three. 3.1% of children completed the numeracy standards for grade 3. It is found 0% of children could complete both the Literacy and Numeracy standards for grade 3.



Graph 9: Proportion of children of nationally recommended age for completion of grade three who have attained the literacy and numeracy standards for grade 3 by gender

Graph 9 indicates the proportion of children of the nationally recommended age for completion of grade three who have attained the literacy and numeracy standards for grade 3 by gender. In the literacy domain, 2.4% of boys have attained the standards, while there are no girls who have attained the standards. Under the domain of numeracy, 4.6% of girls have attained the standards, while 1.2% of boys have attened the standards. . No girls and boys have attained both the literacy and numeracy standards for grade 3. There is a gap in both genders that we plan to address to support children to improve their performance.



Graph 10: Proportion of children of the nationally recommended age for completion of grade three who have attained the literacy and numeracy standards for grade 3 by cluster and gender.

In graph 10 above, the proportion of children of the nationally recommended age for completion of grade three who have attained the literacy and numeracy standards for grade 3 is shown by cluster and gender. The result has shown that in two APs (Caia and Dondo)) the girls are scoring slightly better in numeracy than boys, while in South Gorongosa boys' score is better than girls'. Boys' scores are slightly higher in literacy than girls in Caia and Dondo. However, in Nhamatanda both sexes are scoring 0 for literacy and also for numeracy.



Graph 11: Proportion of children of nationally recommended age for completion of grade three who have attained the literacy standards required for completion of grade 3 disaggregated by clusters.

In graph 11 the proportion of children of the nationally recommended age for completion of grade three who have attained the literacy standards required for completion of grade 3 disaggregated by clusters is shown. The result shows that in Caia and Dondo, 2.3% and 1.9% of children are able to complete the literacy standards for grade 3 while the rest of the APs have no score at all.



Graph 12: Proportion of children of nationally recommended age for completion of grade three who have attained the Numeracy standards required for completion of grade 3 disaggregated by clusters.

In graph 12, the proportion of children of the nationally recommended age for completion of grade three who have attained the Numeracy standards required for completion of grade 3 disaggregated by clusters is shown. The result shows that in Caia, Dondo and South Gorongosa there are only 2.3%, 7.4% and 2.1% of children who have attained the 3rd grade standards, while in the new AP of Nhamatanda there are no children found who attained the 3rd grade standards.

# **Section 3: The Caregivers**

Studies revealed that caregivers' participation in lessons of early child stimulation practices are found to be beneficial for their children's early childhood development.



Graph 13: Proportion of caregivers who have participated in 10 or more lessons of early child stimulation practices disaggregated by clusters

Graph 13 above shows the proportion of caregivers who have participated in 10 or more lessons on early child stimulation practices disaggregated by clusters. We can conclude from the total data that only 3.7% of caregivers under the assessment of the 5 APs have participated in lessons pertaining to early child stimulation practices. This is reflected in to Area Programs where all of them have very low level of participation, 8.2% in South Gorongosa, 3.9% in Dondo, 2.8% in Nhamatanda, 2.4% in Gorongosa and the least one is Caia where 1.4% caregivers have participated in 10 or more lessons of early child stimulation practices. The program design team will learn from this to reach out more caregivers to participate in the early child stimulation lessons.



Graph 14: Proportion of caregivers who have participated in six or more lessons which offer skills to support early grade success, disaggregated by clusters

Graph 14 shows the proportion of caregivers who have participated in six or more lessons which offer skills to support early grade success, disaggregated by clusters. In Caia and Dondo 7.3% and 7.2% of

caregivers respectively have participated in six or more lessons while in the rest of the three APs less than 1% of caregivers have participated. A question to explore is what was the reason for Caia that was the lowest in the previous data 10 or more lessons and here under 6 or more lessons it shows better?



Graph 15: Proportion of caregivers with children 0-2 years engaged in learning activities disaggregated by clusters

Graph 15 above shows the proportion of caregivers with children 0-2 years engaged in learning activities in the home, disaggregated by clusters. It is surprising to see in Nhamatanda the new AP has 52.9% which is the highest proportion of caregivers engaged in learning activities compared to the other intervention APs. In Caia and Dondo, 16% of caregivers of 0-2 years each, 13.6% caregivers in Gorongosa and 19.2% caregivers in South Gorongosa have engaged in learning activities.

Additional qualitative surveys will reveal the reason why a higher proportion of caregivers in Nhamatanda is reported. This will inform the program design.



Graph 16: Proportion of children 0-2 years of age with 2 or more playthings, disaggregated by cluster

Graph 16 above revealed the proportion of children 0-2 years of age with 2 or more playthings, disaggregated by cluster. On average there are 11.35% of caregivers of children 0-2 years who have 2 or more playthings for the children. The remaining 88.65% of caregivers have less than 2 playthings. The highest proportion of caregivers who have 2 or more playthings are in Dondo, which is 18.3% and the least is in Gorongosa with 3.9% only.



Graph 17: Proportion of Households with children 0-2 years with children books in the home disaggregated by cluster

Graph 17 above is showing the proportion of households with children 0-2 years with children books in the home disaggregated by cluster. In a nutshell, this practice at national level is almost nonexistent as only 0.45% of households have 3 children's books or more. When this is expressed by AP that is less than 1% in each area program. This requires attention to consider how our programing should make a difference.



Graph 18: Proportion of caregivers with children 3-6 years engaged in learning activities disaggregated by clusters

Graph 18 above shows the proportion of caregivers with children 3-6 years engaged in learning activities in the home, disaggregated by clusters. The total result is 12.8% caregivers with children 3-6 years who are engaged in 4 or more learning activities while 87.2% of caregivers are engaging in less than 4 activities. At the area program level, the highest proportion is 23.2% in Nhamatanda, 13.7% in Dondo and the other three APs are between 8.6-8.7%.



Graph 19: Proportion of households with children 3-6 years with children's books in the home, disaggregated by clusters

Graph 19 above is showing the proportion of households with children 3-6 years with children's books in the home, disaggregated by clusters. The total result is 0.87% of households have found having 3 children's books or more in their homes. When this is expressed by area programs the data shows a very small proportion of households with children 3-6 years have 3 or more children's books at home.



Graph 20: Proportion of children attending pre-school in the year prior to entry into grade 1, disaggregated by clusters

Graph 20 is the proportion of children attending pre-school in the year prior to entry into grade 1, disaggregated by clusters. The total result indicates 13.02% children attended preschool while 86.98% of children did not attend. When we see this result as demonstrated at area program level, the highest proportion of children who attended preschool was found in Dondo by 22.3% followed by 16.6% of children who attended in Caia. In Nhamatanda and South Gorongosa 11.2% and 11.8% children attended respectively. The lowest proportion of children who attended preschool is 4% in Gorongosa.

Table 1: Reason Given by Caregivers for not Sending their Child to Pre-School, Cross Tabulated by Clusters											
Reason	Caia	Dondo	Gorongosa	Nhamatanda	South Gorongosa	Total					
NoPreschool	39.1%	14.5%	81.7%	51.1%	68.5%	53.1%					
Expensive	30.0%	66.4%	0.9%	17.4%	11.4%	22.9%					
Other	17.3%	10.9%	2.7%	14.1%	12.2%	11.4%					
Distance	10.1%	3.5%	2.1%	9.9%	4.4%	6.1%					
NotNecessary		3.9%	4.8%	1.9%	1.2%	2.3%					
PreschoolClosed		0.4%	5.7%	0.6%	1.2%	1.6%					
NeededAtHome	2.3%		0.3%	3.0%	0.3%	1.2%					
Unknow	1.3%	0.4%	1.8%	1.9%	0.6%	1.2%					
Total	100.0%	100.0%	100.0%	100.0%	0.20/ 100.0%	100.0%					

Table 5: Reasons given by caregivers for not sending their child to pre-school, cross tabulated by area programs

The table 5 above is presenting the reasons given by caregivers for not sending their child to pre-school, cross tabulated by area programs. The main reasonfor Caia was the absence of pre-schools cited by 39.1% of caregivers. In Dondo, 66% said the pre-school is expensive. Caregivers in Gorongosa, Nhamatanda and South Gorongosa responded that there was no pre-school (81.7%, 51.1 and 68.5% respectively). In almost all the 4 area programs no access to pre-schools was reported.



Graph 21: Proportion of caregivers who have participated in at least 3 meetings which have discussed and made action steps for dealing with toxic stress, disaggregated by clusters

Graph 21 is about the proportion of caregivers who have participated in at least 3 meetings which have discussed and made action steps for dealing with toxic stress, disaggregated by clusters. The total result shows that 2.99% of caregivers participated in 3 or more meetings while 97.01% participated less than 3 meetings. When this is translated to area programs Dondo is 5.8% of caregivers participating in 3 or more meetings. This is followed by Gorongosa by 4.3%, while the rest South Gorongosa, Nhamatanda and Caia are 3.1%, 1.8% and 0.6% respectively of caregivers reported to have done 3 or more meetings.



Graph 22: Proportion of caregivers of children 0-6 years who report at least 1 strategy they are using to protect their child from toxic stress, disaggregated by Area programs

Graph 22 indicates the proportion of caregivers of children 0-6 years who report at least one strategy they are using to protect their child from toxic stress, disaggregated by area programs. The total result shows 6.94% of caregivers have reported using one or more strategies to protect their children 0-6 years of age. This is interpreted by area programs, Dondo 13.3% of respondent caregivers use 1 or more strategies, followed by South Gorongosa by 9.6%, then Nhamatanda by 7.2% then Caia and Gorongosa are 3% and 2.6% respectively. Though there are slight differences between area programs, more attention is required to reach all area programs of caregivers in providing lessons to protect children from toxic stress.



Graph 23: Proportion of caregivers with children 7-15 years engaged in learning activities disaggregated by area programs

Graph 23 is about the proportion of caregivers with children 7-15 years engaged in learning activities, disaggregated by area programs. The total result is 9.96% of caregivers with children 7-15 years, of all area programs have engaged in 4 activities or more. There are no as such significant variations among area programs but in Nhamatanda 17.1% of caregivers are engaged more than other area programs. The proportion of caregivers in Dondo, Caia, South Gorongosa and Gorongosa engaged 9.6%, 9.1%, 7.7% and 4.7% respectively. Some questions for the team to explore are: Why is Gorongosa coming in the least? Were there any interventions with caregivers?



Graph 24: Proportion of caregivers whose child (7-15 years) attended pre-school, disaggregated by area programs

Graph 24 indicates the proportion of caregivers whose child (7-15 years) attended pre-school, disaggregated by area programs. The total result is showing that 28.65% of caregivers attested that their children attended pre-school. In Caia, 44.3% of caregivers whose child is 7-15 years have confirmed their child attended pre-school. This is followed by Dondo, South Gorongosa, Gorongosa and Nhamatanda by 37.4%, 26.7%, 19% and 15.5% respectively.

Reason	Caia	Dondo	Gorongosa	Nhamatanda	South Gorongosa	Total
NoPreschool	36.4%	3.5%	77.4%	62.6%	78.8%	53.7%
Expensive	46.5%	86.1%	0.5%	21.6%	14.8%	32.4%
Distance	10.2%	3.9%	0.5%	5.0%	2.8%	4.4%
Other	2.7%	1.3%	1.0%	6.1%	0.7%	2.7%
NotNecessary		4.3%	8.0%	0.9%	1.1%	2.6%
PreschoolClosed	1.6%		11.1%	0.6%	0.7%	2.3%
Unknow	2.1%	0.4%	1.5%	1.8%	1.1%	1.4%
NeededAtHome	0.5%	0.4%		1.5%		0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6: Reasons by caregivers for not having sent their children to preschool, by cluster

Table 6 is shows the reasons given by caregivers for not having sent their children to preschool, by area program. The most reported reason in Dondo and Caia was the pre-school payment is expensive, given by 86.1% and 46.5% of caregivers respectively. South Gorongosa, Gorongosa and Nhamatanda have the highest percentage of caregivers reporting there was no pre-school in their area, at 78.8%, 77.4% and 62.6% respectively.



Graph 25: On time entry to grade 1 disaggregated by area programs

Graph 25 depicts on time entry to grade 1 disaggregated by area programs. The total result indicates that 9.91% of children entered while they were less than 6 years old, which is too early and might be difficult for children to comprehend the given subjects. Then there were 54.33% of children who entered at 6 years, that is the recommended age to enter according to the country policy. And 35.76% of children entered grade 1 when they were more than 6 years old. When this data is translated into area programs, 71.3% of children in Dondo entered into grade 1 at 6 years of age, 17.6% of children entered grade 1 after passing 6 years of age and 11.1% before reaching 6 years of age.

In Nhamatanda, 56% of children entered grade 1 at age 6, the 34.9% of children entered after 6 years. 9.1% of children are entered before reaching age 6.

In Caia, 49.1% of children entered grade 1 at 6 years of age. 43.5% of children in Caia entered grade 1 after they passed 6 years old, which is a very high proportion to pay attention. Only 7.4% of children entered grade 1 before reaching 6 years old.

In Gorongosa and South Gorongosa there are 51.8% of children and 42.5% of children respectively who entered in grade 1 in year 6. Whereas 43.3% and 42.5% of the children in Gorongosa and South Gorongosa APs entered grade 1 after they passed 6 years of age. 9.1% children in Gorongosa and 15% children in South Gorongosa entered into grade 1 before they reach the age of 6.

Table 3: Late Enrollment to grade 1, Disaggregated by cluster										
Late Enrollment Reason	Caia	Dondo	Gorongosa	Nhamatanda	South Gorongosa	<b>↓</b> Total				
NotReady	36.59%	27.27%	38.30%	25.53%	30.61%	32.04%				
Other	24.39%	22.73%	31.91%	34.04%	20.41%	27.18%				
Distance	12.20%	18.18%	10.64%	27.66%	26.53%	<b>19.42</b> %				
Expensive	14.63%	18.18%	2.13%	4.26%	10.20%	8.74%				
Unknow	4.88%	4.55%	10.64%	6.38%	6.12%	6.80%				
NeededAtHome	7.32%	4.55%	4.26%		4.08%	3.88%				
Disabled		4.55%	2.13%	2.13%	2.04%	<b>1.94</b> %				
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%				

#### Table 7: Late enrolment to grade 1, disaggregated by cluster

The reasons cited by caregivers for late enrollment in grade oneare reported in the above Table 3. The highest proportion is 32% of caregivers responding that children are not ready. This is followed by e 27% of caregivers providing other reasons that were not disclosed in this analysis.



*Graph 26: Proportion of children who currently attend and do not attend school* 

Graph 26 is about the proportion of children who currently attend and do not attend school disaggregated by Area Programs. The total result is showing that 88.5% of children surveyed are attending school, whereas 11.5% of children currently do not attend. The highest proportion compared with other area programs is in Gorongosa, where 20.1% of children are currently not attending school.

Table 5: Reason Given by Caregivers for Irregular Attendance Cross Tabulated by Clusters											
Reason	Caia	Dondo	Gorongosa	Nhamatanda	South Gorongosa	Total					
Child was sick	42.6%	35.8%	39.1%	42.7%	47.6%	42.0%					
Child did not want to go to school	25.5%	32.5%	30.4%	29.3%	22.6%	28.0%					
Other	19.1%	22.0%	10.4%	14.0%	17.9%	<b>16.4</b> %					
Child was needed at home to care for family members	6.4%	6.5%	5.2%	6.7%	4.8%	5.8%					
Child was needed at home to work land or help family business / livestock, et	2.1%	2.4%	11.3%	6.7%	3.6%	5.5%					
School was closed or teachers were absent	4.3%	0.8%	3.5%	0.7%	3.6%	2.3%					
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%					

Table 8: Reason given by caregivers for irregular attendance cross tabulated by clusters

Table 6 shows the reasons given by caregivers for irregular attendance in school. The highest reason is sickness, stated by 42% of respondents in the surveyed areas. The second reason is the child did not want to go to school, stated by 28% of caregivers.



Graph 27: Proportion of caregivers with children 7-15 years who have a designated space for children's study

Graph 27 is the proportion of caregivers with children 7-15 years who have a designated space for children's study. The total result shows that 19.6% of caregivers have designated places for study, while 2.9% of caregivers said their children studied in a nearby location, and 77.5% of caregivers have mentioned their children do not have designated places for studying. The highest area programs with no designated space for child study are South Gorongosa and Gorongosa with 87.4% and 86% respectively.



Graph 28: Proportion of caregivers with children 7-15 years who have reviewed their child's homework at least two times in the last seven days, disaggregated by area programs

Graph 28 shows the proportion of caregivers with children 7-15 years who have reviewed their child's homework at least two times in the last seven days, disaggregated by area programs. The total result indicates 53.17% of caregivers reviewed their child's homework at least 2 times or more in the last seven days. 46.83% of caregivers have reviewed their child's homework less than twice in the last 7 days. The results in the area programs do not show significant differences between area programs.



Graph 29: Caregivers with children 7-15 years who meet with teachers on a regular basis disaggregated by area programs

In the total result 56.4% of caregivers did not meet with teachers in the two months prior to the survey. 13% of caregivers reported meeting the teacher once and 8.7% have met with teachers twice or more times in the past two months.

When we look at results by area program, Gorongosa has the highest percentage of caregivers who did not meet with teachers in the past two months, at 70%. This is followed by Caia, where 62.2% of caregivers did not meet with teachers in the past two months . In South Gorongosa, 59.3% of caregivers reported they dido not meet with their child's teachers in the past two months.

Table 6: Reason Given by Caregivers Meeting the Teachers Cross Tabulated by Clusters										
Reason	Caia	Dondo	Gorongosa	Nhamatanda	South Gorongosa	Total •				
Discuss child's school work / performance	21.8%	50.2%	28.8%	38.7%	44.4%	<b>39.6</b> %				
Teacher requested me to meet with him or her	51.9%	17.1%	30.0%	23.5%	24.1%	27.0%				
Discuss something else	10.9%	20.1%	27.5%	24.8%	11.1%	18.3%				
Discuss child's behavior	15.4%	12.6%	13.8%	13.0%	20.4%	15.0%				
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				

Table 9: Reason given by caregivers meeting the teachers by area programs

Table 9 is the reason given by caregivers who met with their child's teacher in the past two moonths by area programs. The most reported reason was to discuss a child's school work / performance supported by 39.6% of the caregivers. 27% of caregivers met with teachers because teachers requested to meet them.



Graph 30: Caregivers with children 7-15 years who know of grade requirements

Graph 30 shows the % of caregivers with children 7-15 years who can list three things the child must learn by the end of the year to graduate on time . The total result indicates 19.01% of caregivers know 3 or more correct grade requirements. 43.41% of caregivers know 1-2 correct grade requirements. 37.57% of caregivers could not name any grade requirements.

#### **Cross Analysis**

Education Cross Analysis Report

# **Cross Analysis for Education Survey**

### FINDINGS FROM THE CROSS TABULATIONS IN IDELA

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

Graph 1.a: Relationship between IDELA Score and the Number of Books Caregivers Have



The average IDELA Score is 39% for caregivers who had no books at home, while it is 46.7% for caregivers who had 1 or 2 books and 47.3% IDELA score for caregivers who had 3 or more books. This clearly shows the relationship between the number of books that children have at home and the influence on the IDELA score, the greater the number of books, the greater is the IDELA score.

# 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	0.0122	1.0000	0.0122	0.4287		
Within	9.6623	339.0000	0.0285			
Total	9.6745	340.0000				
P Value	0.5131					

Table 1.2.2.a: (Baseline) ANOVA - 1 or more books						
Variation	SS	df	MS	F statistic		
Between	0.3950	1.0000	0.3950	14.4285		
Within	9.2795	339.0000	0.0274			
Total	9.6745	340.0000				
P Value	0.0002					

Tables 1.2.1.a and 1.2.2.a show ANOVA results which compares the differences in mean IDELA score between children whose caregivers have three or more books and children whose caregivers have less than 3 books, and the differences in mean IDELA score between children whose caregivers have 1 or

more books and those whose caregivers do not have any books. The ANOVA tables show that there is no difference in mean IDELA score between children whose caregivers have 3 or more books and those whose caregivers do not have 3 or more books, however, there is a difference in mean IDELA score between children whose caregivers have 1 or more books and those who do not have any books. This finding is statistically highly significant for the children with a caregiver that has 1 or more books, since the p-value is less than 0.01.

We can conclude that children whose caregivers have one or more books have a somewhat better average IDELA score than those whose caregivers have no books.

Table 1.1: Association between caregivers with children aged 5.5 -6.5 years having 3 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% Co Int	onfidence erval			
	Estimate	Lower	Upper			
PARAMETERS:						
Odds-based						
Odds Ratio	0 0000	Undefine	Undefined (T			
(cross product)	0.0000	d	)			
Risk Ratio (RR)	0.9941	0.9859	1.0023 (T)			

In table 1.1.1.a, there were not enough samples to analyze the association between the groups of caregivers. However, from the risk ratio we can say that if the caregiver does not have 3 or more books, the child has essentially the same risk to not achieve mastery in IDELA as those whose caregivers do have 3 or more books. The finding is not statistically significant since the confidence interval contains the value 1.

Table 1.1.2.a : (Baseline) ODDS RATIO - 1 or more books					
	Point	95% Co Int	onfidence erval		
	Estimate	Lower	Upper		
PARAMETERS:					
Odds-based					
Odds Ratio	Undefine	Undefine	Undefined (T		
(cross product)	d	d	)		

Risk Ratio (RR)	1.0233	0.9912	1.0564 (T)
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In table 1.1.a, there were not enough samples to analyze the association between the groups of caregivers. However, from the risk ratio we can say that if the caregiver does not have 1 or more books, the child has a slightly greater risk of not achieving mastery in IDELA. The finding is not statistically significant since the confidence interval does contain the value 1.



#### Graph 1.b: Relationship Between mastery status in IDELA and the Number of Books Caregivers Have

As for the relationship between mastery status in IDELA and the number of books caregivers have, only 2.4% of children with 1 or 2 books managed to achieve the mastery status in IDELA. No single child among children with no books and among children with 3 or more books managed to achieve the mastery status in IDELA skills. The fact that even among children of caregivers having 3 or more books no children were found who achieved the mastery status in IDELA shows that there is no direct relationship between the number of books and mastery status in IDELA.

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

Graph 2: Relationship between caregivers with Children 3-6 years engaged in Learning activities and IDELA Score



Regarding the relationship between caregivers with children 3-6 years engaged in Learning activities and IDELA Score, children whose caregivesr do not engage in any learning activities the home have an average IDELA score of 36.7%. Children whose caregivers engaged in 1 to 3 learning activities in the home had the highest IDELA score of 43.3%, and children whose caregivers engaged in 4 or more learning activities in the home had the second best average IDELA Score of 42.3%.

The variation of the % of IDELA scores according to the number of learning activities in which their caregivers are involved suggests some positive correlation between learning activities and IDELA Score. However, it is worth noting that the same effect on % of IDELA score did not continue as the number of activities increase beyond 3. This may suggest that the most important is for the caregivers to continuously engage in learning activities with their child, but not necessarily the number of activities they use. In fact, the % of children of caregivers involved in 4 or more activities only slightly decreases by 1% (from 43.3% to 42.3%) compared to children of caregivers involved in 1-3 learning activities.

### Graph 2.1: Relationship between Caregivers with children 3-6 years Engaged in Learning Activities and mastery status in IDELA



As for the Relationship between caregivers with children 3-6 years engaged in Learning Activities and mastery status in IDELA, there is no obvious correlation between them. As a matter of fact, only 1.1% of

children of caregivers engaged in between 1 and 3 learning activities achieve mastery status in IDELA. We cannot see a direct correlation because the mastery of IDELA score is zero for both children participating in any activity and children participating in between 4 and more learning activities.

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

Table 2.1.1.a: (Baseline) ODDS RATIO - 1 or more							
	activities						
Point 95% Confidence							
		Inferval					
	Estimate	Lower	Upper				
PARAMETERS:							
Odds-based							
Odds Ratio	Undefine	Undefine	Undefined (T				
(cross product)	d	d	)				
Risk Ratio (RR)	1.0090	0.9965	1.0217 (T)				

Table 2.1.2.a: (Baseline) ODDS RATIO - 4 or more activities					
	Point 95% Confidence Interval				
	Estimate	Lower	Upper		
PARAMETERS:					
Odds-based					
Odds Ratio	0 0000	Undefine	Undefined (T		
(cross product)	0.0000	d	)		
Risk Ratio (RR)	0.9908	0.9782	1.0036 (T)		

In Table 2.1.1.a, children aged 5.5 to 6.5 YRS whose caregivers have one or more books the Odds Ratios is undefined, there is not enough sample to be analyzed regarding the association between the the groups of caregivers. However, from the risk ratio we can say that children of caregivers who have engaged in one or more activities have the same risk of not achieving mastery in IDELA as children whose caregivers do not engage in any activities. The finding is not statistically significant since the confidence interval contains the value 1.

In table 2.1.2.b, there were not enough samples to analyze the association between caregiver participation in four or more learning activities and mastery in IDELA. . However, from the risk ratio we

can say that if the caregiver of the child does not participate in 4 or more activities, she/he has the same risk of not achieving mastery level in IDELA as those whose caregivers do engage in 4 or more activities.

## 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: ANOVA -1 or more activities						
Variation	SS	df	MS	F statistic		
Between	0.1458	1.0000	0.1458	5.2437		
Within	7.3132	263.0000	0.0278			
Total	7.4590	264.0000				
P Value	0.0228					

Table 2.2.2.a: ANOVA - 4 or more activities						
Variation	SS	df	MS	F statistic		
Between	0.0003	1.0000	0.0003	0.0120		
Within	7.4586	263.0000	0.0284			
Total	7.4590	264.0000				
P Value	0.9129					

Tables 2.2.1.a and 2.2.2.a show ANOVA tables which compare the differences in mean scores for IDELA between children whose caregivers have engaged in one or more learning activities in the home and children whose caregivers have not engaged in one or more activities, and the differences in mean IDELA score between children whose caregivers engaged in four or more learning activities in the home and children whose caregivers have not engaged in four or more activities. Table 2.2.1 shows that there is a slight association between IDELA scores of children whose caregivers engage in one or more learning activities in the home and those who do not engage in any activity. This difference is statistically significant since the p value is less than 0.05.

There was no association between IDELA scores of children whose caregivers participated in four or more learning activities and those who did not. That result is not statistically significant as the p value is greater than 0.05.

#### Research Question 3: How does preschool attendance affect IDELA Scores?

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

#### FINDINGS FROM THE CROSS TABULATIONS IN CLA

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



Graph 4. Relationship between Preschool Attendance and the Ability of the child to pass the grade 3 Literacy and Numeracy Standards

Regarding the relationship between prior preschool attendance and the ability of the child to pass the grade 3 literacy and numeracy standards, 1% of children of the nationally recommended age for completion of grade 3 who did not attend preschool education were able to meet the numeracy standards for Grade 3. Among children who attended preschool education, 2% of them were able to meet the numeracy and literacy standards for Grade 3. Prio attendance in pre-school education suggests a slight relationship with the development of numeracy and literacy skills among children of the nationally recommended age for completion of grade 3.

#### 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	Undefine	Undefine	Undefined (T		
(cross product)	d	d	)		
Risk Ratio (RR)	1.0244	0.9771	1.0739 (T)		

In Table 4.1.a, Based on the Risk Ratio (RR) children that did not attend preschool have 1.0244 times more likely ability to not pass grade 3 literacy standards than those who attended preschool. The finding is not statistically significant since the confidence contains the value 1.

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

Table 4.2.a: Baseline						
	Point	95% Col Inte	nfidence erval			
	Estimate	Lower	Upper			
PARAMETERS:						
Odds-based						
Odds Ratio (cross product)	2.7073	0.1655	44.2947 (T)			

In Table 4.2.a, the Odds Ratio (OR) shows that children that did attend preschool were 2.7073 times more likely to pass grade 3 numeracy standards than those who did not attend preschool. The finding is not statistically significant since the confidence contains the value 1.

# Table 4.3: Association between Prior Attendance in Preschool and Child's Ability toPass Grade 3 Literacy and Numeracy Standards

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

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

Graph 5: Relationship between Caregivers Knowledge of grade requirements and Child's ability to meet grade 3 standards.



No relationship between caregiver knowledge of grade requirements and a child's ability to meet grade 3 standards was found. In fact, among children of caregivers who had no knowledge of grade 3 requirements, 2% of their children are meeting grade 3 numeracy standards. Only 1% of children are meeting grade 3 literacy standards whose caregivers were aware of 1 or 2 standards and only 1% of children are meeting grade 3 numeracy standards whose caregivers were aware of 1 or 2 standards and only 1% of children are meeting literacy or numeracy or literacy and numeracy standards among children whose caregivers were aware of 3 or more standards.

## Table 5.1 : Association Between Caregivers' Knowledge of Grade Requirements andChild'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	Undefine	Undefine	Undefined (T			
(cross product)	d	d	)			
Risk Ratio (RR)	1.0115	0.9891	1.0344 (T)			

In table 5.1.a, there were not enough samples to analyze the association between caregivers' knowledge of grade requirements and a child's ability to pass grade 3 literacy standards. However, from the risk ratio we can say that if the caregivers have no knowledge of grade requirements, the child has the same risk of not achieving grade 3 literacy standards as children whose caregivers have knowledge of grade requirements. The finding is not statistically significant since the confidence interval contains the value 1.

 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% Col Inte	nfidence erval	
	Estimate	Lower	Upper	
PARAMETERS:				
Odds-based				
Odds Ratio (cross	0 7471	0 0 4 5 9	10 1401 (T)	
product)	0.7471	0.0437	12.1071 (1)	

In table 5.2.a, We see from the odds ratio that children whose caregivers have knowledge of grade requirements are only 75% as likely to meet numeracy standards as those whose caregivers do not have knowledge of grade requirements. The findings are not statistically significant as the confidence interval contains 1.

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

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

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

Graph 6: Relationship between attendance in out of school learning activities and a child's ability to meet grade 3 standards



33% of children that passed CLA Assessment on Numeracy did not attend any out of school learning activity. No children that attended 1 or 2 out of school learning activities demonstrated any ability (both in literacy and numeracy) to pass the CLA Assessment. We conclude that the assessment did not reveal any influence of out-of-school learning activities on children's ability to pass CLA assessment. Further investigation may be needed to clarify what they understand as out-of-school learning activity in these communities, and to decide whether they qualify to be called out-of-school learning opportunity or not.

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

Table 6.1.a: Baseline				
	Point	95% Confidence Interval		
	Estimate	Lower	Upper	
PARAMETERS:				
Odds-based				
Odds Ratio	Undefine	Undefine	Undefined (T	
(cross product)	d	d	)	
Risk Ratio (RR)	1.0000	1.0000	1.0000 (T)	

In table 6.1.a, there were not enough samples to analyze the association between engagement in out of school learning activities and child's ability to pass grade 3 literacy standards. However, from the risk ratio we can say that the risk of not achieving the grade 3 literacy standards was the same for children who did not engage in out of school learning activities and for those who did. The finding is statistically significant since the confidence interval does not contain the value 1.

#### 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	0 0000	Undefine	Undefined (T	
(cross product)	0.0000	d	)	
Risk Ratio (RR)	0.6667	0.2995	1.4839 (T)	

In Table 6.2.a children not engaged in out of school learning activities have 67% less risk to not achieve grade 3 numeracy standards than children that have been engaged in out of school learning activities. The finding is not statistically significant since the confidence contains the value 1.

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

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

# Research Question 7: How does a supportive reading environment increase a child's ability to pass the assessment?

Graph 7: Relationship between home reading environment and child's ability to meet grade 3 standards

% Children Meeting Grade 3 Standards	100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%	1% 1% Children not read to/Don't read to someone else	7% Children who are read
	Li	teracy Numeracy Li	iteracy and Numeracy

Of children who are not read to and who /do not read to someone else, 1% were able to meet grade 3 literacy standards and 1% were able to meet numeracy standards. There were no children able to meet both literacy and numeracy standards. Of the children who are read to or who read to someone else, none were able to meet the literacy standards, though 7% were able to meet the numeracy standards and none were able to meet both the literacy and numeracy standards.

### Table 7.1: Association between Supportive Reading Environment and Child's Ability to Pass Grade 3 Literacy Standards

Table 7.1.a: Baseline				
	Point	95% Confidence Interval		
	Estimate	Lower	Upper	
PARAMETERS:				
Odds-based				
Odds Ratio	0 0000	Undefine	Undefined (T	
(cross product)	0.0000	d	)	
Risk Ratio (RR)	0.9860	0.9670	1.0055 (T)	

In Table 7.1.a, children who are not read to/do not read to someone else have essentially the same risk (99%) of not achieving grade 3 literacy standards as children who are read to/read to someone else. The finding is not statistically significant since the confidence contains the value 1.

## Table 7.2: Association between Supportive Reading Environment and Child's Abilityto Pass Grade 3 Numeracy Standards

Table 7.2.a: Baseline				
	Point	95% Col Inte	nfidence erval	
	Estimate	Lower	Upper	
PARAMETERS:				
Odds-based				
Odds Ratio (cross product)	5.4231	0.7309	40.2379 (T)	

In Table 7.2.a, children who are read to/read to someone else are 5.4231 times more likely to achieve grade 3 numeracy standards than children who are not read to/do not read to someone else. The finding is not statistically significant since the confidence contains the value 1.

# Table 7.3: Association between Supportive Reading Environment on Child's Ability toPass Grade 3 Literacy and Numeracy Standards

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

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



Graph 8: Relationship between School Absenteeism and Child's ability to meet Grade 3 standards

The children that did not attend school were not able to meet the literacy and numeracy standards. Of the children regularly attending school, 1% were able to meet literacy standards, 2% of them were able to meet numeracy standards and 0% were able to meet both the literacy and numeracy standards. As this graph reads, there is no meaningful difference in the ability of children to pass the CLA assessment based on whether they regularly attend school or not.

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

Table 8.1.a: Baseline				
	Point	95% Confidence Interval		
	Estimate	Lower	Upper	
PARAMETERS:				
Odds-based				
Odds Ratio	0 0000	Undefine	Undefined (T	
(cross product)	0.0000	d	)	
Risk Ratio (RR)	0.9878	0.9711	1.0047 (T)	

In table 8.1.a, there were not enough samples to analyze the association between school absenteeism and a child's ability to pass grade 3 literacy standards. However, from the risk ratio we can say that the risk of not achieving the grade 3 literacy standards was essentially the same (99%) for children who were absent from school as for those who attended school.

The finding is not statistically significant since the confidence contains the value 1.

## Table 8.2 : Association between School Absenteeism and Child's Ability to PassGrade 3 Numeracy Standards

Table 8.2.a: Baseline			
	Point	95% Confidence Interval	
	Estimate	Lower	Upper
PARAMETERS:			
Odds-based			
Odds Ratio	0 0000	Undefine	Undefined (T
(cross product)	0.0000	d	)
Risk Ratio (RR)	0.9756	0.9523	0.9995 (T)

In table 8.2.a, there were not enough samples to analyze the association between school absenteeism and a child's ability to pass grade 3 numeracy standards. However, from the risk ratio we can say that the risk of not achieving the grade 3 literacy standards was slightly less for children who were absent from school than for those who attended school.

The finding is not statistically significant since the lower limit of the confidence interval is less than the value 1.

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

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

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

### Graph 9: Relationship between on time entry into grade 1 and child's ability to meet grade 3 standards



Only 1% of the children that were late to enter into grade 1 met the literacy standards, while 1% met the numeracy standards and 0% met both literacy and numeracy standards for grade 3. Regarding the children that entered grade 1 on time, 2% were able to meet the literacy standards, 5% of them were able to meet the numeracy standards and 0% were able to meet both literacy and numeracy standards for grade 3. The results suggest a slight correlation between on time entry into grade one and the ability of children to meet grade 3 standards.

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

Table 9.1.a: Baseline			
	Point	95% Col Inte	nfidence erval
	Estimate	Lower	Upper

PARAMETERS:			
Odds-based			
Odds Ratio (cross	1 0 / 10	0 1 2 0 7	21 0052 (T)
product)	1.7047	0.1207	51.7755 (1)

In Table 9.1.a, the children that entered grade one on time are 1.96 times more likely to pass the grade 3 literacy standards than children who did. The finding is not statistically significant since the confidence interval contains the value 1.

# Table 9.2: Association Between On Time Grade 1 Entry and Child's Ability to PassGrade 3 Numeracy Standards

Table 9.2.a: Baseline				
	Point	95% Col Inte	nfidence erval	
	Estimate	Lower	Upper	
PARAMETERS:				
Odds-based				
Odds Ratio (cross	∠ 1∩01	0 4 2 1 1	40 0024 (T)	
product)	0.1071	0.0211	00.0724 (1)	

In Table 9.2.a, the children that entered grade 1 on time are 6.1 times more likely to pass the grade 3 numeracy standards than children who did. The finding is not statistically significant since the confidence interval contains the value 1.

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

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

Research Question 10: Does having caregivers of Children 7-15 years engaged in learning activities influence a child meeting literacy and numeracy standards? Graph 10: Relationship between the Caregiver Engaged in Learning Activities and Child's ability to Meet Grade 3 Standards



For the children of caregivers not engaged in learning activities in the home and those of caregivers engaged in 4 or more learning activities, none of them were able to meet grade 3 literacy or numeracy standards. For the children of caregivers engaged in one to 3 learning activities in the home, 1% of them were able to meet the literacy standards, 3% were able to meet the numeracy standards and 0% were able to meet both the literacy and numeracy standards for grade 3.

#### 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	Undefine	Undefine	Undefined (T	
(cross product)	d	d	)	
Risk Ratio (RR)	1.0109	0.9897	1.0325 (T)	

In table 10.1.a, there were not enough samples to analyze the association between the groups of caregivers. However, from the risk ratio we can say that the risk of not achieving literacy standards for children of caregivers not engaged in learning activities is essentially the same (1.01%) as children of caregivers who did engage in learning activities. The finding is not statistically significant since the confidence interval contains the value 1.

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% Co Int	onfidence erval					
	Estimate	te Lower Uppe						
PARAMETERS:								
Odds-based								
Odds Ratio	Undefine	Undefine	Undefined (T					
(cross product)	d	d	)					
Risk Ratio (RR)	1.0220	0.9916	1.0532 (T)					

In table 10.2.a, there were not enough samples to analyze the association between the groups of caregivers. However, from the risk ratio we can say that the risk of not achieving numeracy standards for children of caregivers not engaged in learning activities in the home is essentially the same (1.02%) as children of caregivers who did engage in learning activities. The finding is not statistically significant since the confidence interval contains the value 1.

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

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

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

Graph 11: Influence of the Caregiver Meeting Teachers Regularly and Child Meeting Grade 3 standards

		100%						
		100%						
0 0		90%						
rad		80%						
J J D		70%						
tin	rds	60%						
lee	nda	50%						
2	Stal	40%						
dre	• ·	30%						
Ch il		20%						
%		10%	10/	10/				5%
		0%	170	1%				
				None		1 meeting	2 or r	nore meetings
			Literacy	y <mark>N</mark> un	neracy	Literacy	and Nume	eracy

For the children whose caregivers did not meet the teachers regularly, 1% were able to meet the literacy standards, 1% were able to meet the numeracy standards and 0% were able to meet both the literacy and numeracy standards for grade 3. Among children whose caregivers participated in just 1 meeting, none were able to meet literacy or numeracy standards for grade 3. For the children of caregivers participating in 2 or more meetings, 5% of them were able to reach the numeracy standards for grade 3 but none could pass the literacy standards.

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

Table 11.1.a: Baseline								
	Point	95% Co Int	onfidence erval					
	Estimate	Lower	Upper					
PARAMETERS:								
Odds-based								
Odds Ratio	0 0000	Undefine	Undefined (T					
(cross product)	0.0000	d	)					
Risk Ratio (RR)	0.9889	0.9675	1.0108 (T)					

In table 11.1.a, there were not enough samples to analyze the association between the groups of caregivers. However, from the risk ratio we can say that the risk of not achieving literacy standards for children of caregivers who did not meet with teachers is essentially the same (99%) as children of caregivers who did engage in learning activities. The finding is not statistically significant since the confidence interval contains the value 1.

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

Table 11.2.a: Baseline								
	Point 95% Confid Interva		nfidence erval					
	Estimate	Lower	Upper					
PARAMETERS:								
Odds-based								
Odds Ratio (cross product)	1.4127	0.0867	23.0135 (T)					

In table 11.2.a, we see that the children of caregivers who meet with teachers regularly are 1.4 times more likely to meet the numeracy standards than those whose caregivers who do not meet with teachers. The finding is statistically significant since the confidence does not contain the value 1.

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

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

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?

Graph 12: Influence of the Caregiver providing specified place for study and Child Meeting Grade 3 standards



No children for whom caregivers did not designate a place for study were able to meet the literacy or numeracy standards for grade 3. On the other hand, 3% of the children whose caregivers provided/ designated a specified place for study were able to meet literacy standards for grand 3 and 5% of them were able to meet numeracy standards for grade 3. There were no children who were able to meet both literacy and numeracy standards. The data suggests that there may be a slight association between a caregiver's designating an appropriate place for child's study and child's school performance.

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	ate Lower Uppe							
PARAMETERS:									
Odds-based									
Odds Ratio	Undefine	Undefine	Undefined (T						
(cross product)	d	d	)						
Risk Ratio (RR)	1.0323	0.9700	1.0985 (T)						

In table 12.1.a, there were not enough samples to analyze the association between the groups of caregivers. However, from the risk ratio we can say that if the caregiver is not providing specified space to the child for study, she/he has a slightly greater risk of not passing grade 3 literacy standards. The finding is not statistically significant since the confidence interval contains the value 1.

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% Co Int	onfidence erval						
	Estimate	Upper							
PARAMETERS:									
Odds-based									
Odds Ratio	Undefine	Undefine	Undefined (T						
(cross product)	d	d	)						
Risk Ratio (RR)	1.0667	0.9754	1.1665 (T)						

In table 12.2.a, there were not enough samples to analyze the association between the groups of caregivers. However, from the risk ratio we can say that if the caregiver is not providing specified space to the child for study, she/he has a slightly greater risk of not passing grade 3 numeracy standards. The finding is not statistically significant since the confidence interval contains the value 1.

#### 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

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

#### 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.	Coefficien t	S.E.	Z-Statist ic	P-Value		
On-Time Grade 1 Entry (Yes/No)	0.0176	0.0024	0.1267	-4.0404	1.0074	-4.0106	0.0001		

In Summary Table 1.a, we see that only On-Time Grade 1 Entry has a P value that is statistically significant, however, since the data was insufficient to identify other variables in the regression, a conclusion about the relative impact of on-time entry to grade 1 on meeting grade 3 literacy standards cannot be determined.

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.	Coefficien t	S.E.	Z-Statist ic	P-Value				
Pre School Attendance (Yes/No)	0.1763	0.0215	1.4483	-1.7357	1.0745	-1.6153	0.1063				
Grade Requirement (Yes/No)	0.0345	0.0046	0.2592	-3.3669	1.0289	-3.2723	0.0011				
Reading Environment (Yes/No)	1.4299	0.2030	10.0697	0.3576	0.9959	0.3591	0.7195				
On-Time Grade 1 Entry (Yes/No)	0.2257	0.0444	1.1459	-1.4887	0.8290	-1.7957	0.0725				
Meeting with Teachers (Yes/No)	0.0633	0.0081	0.4922	-2.7597	1.0463	-2.6375	0.0084				

In Summary Table 2.a we see two variables with significant P values, Knowledge of Grade Requirements and Meeting with Teachers. However, since both Odds Ratios are less than 1 and both Coefficients are negative, the results show an inverse relationship between these variables and the child's ability to meet grade 3 numeracy standards.

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.	Coefficien t	S.E.	Z-Statist ic	P-Value	
On-Time Grade 1 Entry (Yes/No)	0.0000	0.0000	>1.0E12	-16.2029	262.7560	-0.0617	0.9508	

The results presented in Summary Table 3.a show that there were no interventions which were associated with a child's ability to pass both literacy and numeracy standards.

# Summary, Conclusion, and Recommendations, Lessons learnt/best practices

#### - Summary and conclusion

The results obtained in the evaluation suggest that there is still much to be done in the area of education in order to improve the literacy and numeracy level of children 7-15 yrs and school readiness of children age 3.5-6.5 yrs in the communities supported by the project in the 4 area programs, because the indicators are showing very low percentages. There is a need to improve the implementation of activities in the area of education and a need to review the program design in order to encompass activities and approaches that can bring the desirable changes in this area.

#### Recommendations

The global IDELA KPI is only 1.5%, indicating that almost all children in the target area require attention to assist in gaining the skills needed to successfully transition to grade 1. FH Mozambique plans to conduct a reflection session before the next phase of planning to determine how to support early childhood age children. Interventions could include:

- Improving the access to preschool, and enhancing the behavior of caregivers to send children to pre-school.
- Sensitize the caregivers to participate in meetings to discuss and made action steps for dealing with toxic stress;
- Sensitize the caregivers in order to reduce the children entering grade 1 before and after 6 yrs old.

FH Mozambique also intends to improve the % of children7-15yrs that attain the literacy and numeracy standards for grade 3 through the following activities:

- Create children's clubs in which, among other activities, there are reading sessions;
- Establish fixed community learning venues where community volunteers can provide after school remedial classes for students who are struggling to acquire foundational literacy and numeracy skills;
- Produce children's story books through Bloom Software and or acquire them and make them available to teachers, caregivers and volunteers;
- Establish small mobile libraries;
- Train primary teachers in literacy and numeracy pedagogical skills

### **References and Appendices**

- Baseline Report, 2015
  - MTE Report Mozambique, 2018

### Annexes

Please list down following key documents as a minimum requirement;

- IDELA Questionnaire
- CLA Questionnaire
- CAREGIVERS Questionnaire
- Evaluation Design-Mozambique-June 24
- Evaluation Results
- Mozambique Education Baseline Report
- Cross Analysis Baseline Mozambique