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Our Bright Future!

BASELINE STUDY

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McGovern-Dole International Food for Education and Child Nutrition Project Baseline Report

Mozambique McGovern-Dole Food for Education Program: Baseline Evaluation

Counterpart International is implementing a McGovern-Dole five-year program (2020-2025) designated as *"Our Bright Future"*. The overall objective of this program is to reduce hunger, improve health and strengthen the primary education system. The program will be implemented in the Magude, Manhiça, Moamba and Matutuine districts in the Maputo province in Mozambique.

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Acronyms

ADE	Direct Support to Schools *(Apoio Directo às Escolas)*
ADPP	Development Assistance for People to People *(Ajuda de Desenvolvimento de Povo para Povo)*
ASA	American Soy bean Association
CESC	Civil Society Learning and Capacity Building Centre
CSB	Corn Soy Blend
DPEDH	Provincial Directorate of Education and and Human Development
DPS	Provincial Directorate of Health
ECT	Educating Children Together
EFA	Education For All
EGRA	Early Grade Reading Assessment
FAS	Foreign Agricultural Services
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
GCNF	Global Child Nutrition Foundation
GoM	Government of Mozambique
HGSFG	Home Grown School Feeding Garden
HH	Household
HR	Human Resources
ID	Identifier
IDIs	In-depth Interviews
JIT	Just in Time
KII	Key Informant Interview
LDCs	Least Developed Countries
LMICs	Low Middle Income Countries
LRP	Local & Regional Procurement
LOP	Life of Project
MASMA	Advocacy Movement, Sensibilization of Resources for Alphabetization (*Movimento para Advocacia, Sensibilização de Recursos para Alfabetização).*
MCCH	Maternal Child Health
MoH	Ministry of Health
MoU	Memorandum of Understanding
MITEP	Mozambique Teacher Education Program
MINEDH	Ministry of Education and Human Development
MoU	Memorandum of Understanding
NSFP	National School Feeding Program
PAI	Planet Aid Inc
PMU	Program Management Unit
PRONAE	School Feeding Project (*Projecto de Alimentação Escolar)*
PTA	Parents Teachers Association
SCs	School Councils
SDEJTs	District Education Authorities (*Serviço Distrital de Educação Juventude e Tecnologia*)
SFP	School Feeding Program

SMART	Specific Measurable Achievable Realistic and Timebound
ToC	Theory of Change
ToT	Trainer of Trainers
ToR	Terms of Reference
UN	United Nations
UNESCO	United Nations Educational, Scientific, Cultural Organization
USA	United States of America
USDA	United States Department of Agriculture
WASH	Water Sanitation and Hygiene
WISHH	World Initiative for Soy Human Health Program
WFP	World Food Program
WVI	World Vision International

Executive Summary

This report captures the baseline evaluation assessment of the ***"Our Bright Future"*** Mozambique McGovern-Dole Food for Education Program (2020-2025) that is being implemented by Counterpart International. The overall objective of this program is to reduce hunger, improve health and strengthen the primary education system. The program will be implemented in the Magude, Manhiça, Moamba and Matutuine districts in the Maputo province in Mozambique.

The findings of this baseline are an important cornerstone to guide the program strategy and implementation, to help staff adapt interventions if needed, validate the program design and provide a basis for future evaluations.

A mixed data collection was employed that involved reviewing secondary data sources and collecting primary data through both qualitative and quantitative data collection methods. Quantitative data collection involved administering surveys to teachers, headteachers, students, communities surrounding the study schools and collecting demographic information from the focus group members. Qualitative data collection involved In-depth interviews (IDIs) with the teachers, headteachers; Key Informant Interviews (KIIs) with government representatives at the district, provincial and national levels, implementing partners and stakeholders; Focus Group Discussions (FGDs) with school council members; EGRA student assessments; school, class observations as well as school records' review.

It is worthwhile to mention that in 2020 due to COVID-19, schools were closed as a virus mitigation measure for almost a year and, despite the fact that the schools were open during the time of the baseline study, the COVID-19 mitigation measures that were effective at that time affected the collection of data such as student and teachers absenteeism (headcount). Agglomeration of people including students had been prohibited to avoid the quick spread of the virus and in schools, this translated into having smaller classes (fewer students per class) that were allowed to access school premises at different times of the day or different days of the week. The splitting and time allocation methodology varied per school. Headcount requires discretion and detailed insight of how the students have been split including the time and day allocation, which the data collection team did not have. Consequently, it was not possible to undertake a representative headcount. Information on absenteeism (teachers and students) for this baseline was self-reported (surveys) and obtained from, class observations(headcount), school and district records, key informant interviews and triangulated with a recent World Bank study on education service delivery in Mozambique (World Bank, 2019).

The evaluation covered a representative sample of 24 schools across Magude, Manhiça, Moamba and Matutuine districts of Maputo Province.

Findings

Most important findings for Strategic Objective 1: "Improve literacy of school aged children" are:

- Almost all (92%) the teachers and 75% of the headteachers in all the districts reported that they go to school every day. This was not corroborated by KIIs and other data sources that underlined that there was high teachers' absenteeism in the schools.

- A total of 517 students (247 boys and 270 girls; 306 grade 2 students and 211 grade 3 students) were subjected to Early Grade Reading Assessment (EGRA) with the following findings:
  - Although prudence should be observed while comparing different literacy assessments due to different methodology, exercises, scoring criteria and grade levels, the EGRA results of the baseline (4.3% of the grade 3 students achieved the reading and comprehension benchmark "C) and this is lower compared to PAI's endline assessment (29.5% achieved their reading and comprehension benchmark) while the National survey from 2016, students' reading and comprehension performance was of 4.9% (Manhica, 2016)
  - Grade 3 students score better than Grade 2 students.
  - Scores for EGRAs conducted in local languages are higher than EGRAs conducted in Portuguese.
  - Gender (being a boy or a girl) is not a factor that affects whether a student performs better in any of the EGRA exercises.

Most important findings for Strategic Objective 2: "Increased use of Health, Nutrition & Dietary practices" are:

- Observation of school infrastructure revealed that the infrastructure (37.5% of the water, 45.8% of the latrines, 54.2% of the kitchens) of the observed schools is not in good condition and needs to be refurbished to fulfil the minimum required standards to contribute to the "*Our Bright Future"* program's objectives. Not all schools (only 62.5%) have their own functioning water source: In some instances, we observed some students bringing water to school in jerry cans which was used for the hand washing stations.

Conclusions, discussions and specific recommendations

Overall

- COVID-19 will still remain a major force dictating how things are done especially in Mozambique. Despite mitigation measures, there is a concern of a third wave and it might impact the program substantially.
- Though progress had been made during the last USDA School Feeding Program (SFP) implemented in the four districts of Magude, Manhiça, Moamba and Matutuine in Maputo Province especially on students' literacy, this has somehow evaporated (according to the KIIs from teachers and headteachers). This is a retrogression of the results that were achieved by the previous SFP program because all the children had to stay at home as a COVID-19 mitigation measure in 2020 for almost the entire school year. Before introducing the new syllabus for the grade, the teachers reported that they have been obliged to recap and include sessions of the previous class to bring students up to speed.
- As per the community survey, the four districts are poor with the communities living below the poverty line of US$ 1.25 (2,320 Meticais (MZN) [US$ 37.42[1]] per month for all the four districts [n=635]) compared to the Internationally defined poverty line of $1.90 per day[2]. This situation has been exacerbated by Manhiça (with an average monthly income of 1,753 MZN) and Moamba (average monthly income of 1,692 MZN) districts that reported low average monthly incomes compared to Magude (average monthly income of 3,146 MZN) and Matutuine (average monthly

[1] 1 US$ =62 meticais

[2] https://blogs.worldbank.org/developmenttalk/international-poverty-line-has-just-been-raised-190-day-global-poverty-basically-unchanged-how-even

income of 3,455 MZN) districts. School feeding program can assist by providing meals to children at school or via take home rations, putting less strain on the households' income.

- The Government has signaled the desire to improve literacy in the country, but there is a need to strengthen the monitoring and evaluation system, strengthen Human Resources (HR) at all levels and reinforce the coordination and multi-sectoral participation at PRONAE.

Training, incentives and skills improvement (all levels)

- Continued capacity building at government institutions is needed to support School Feeding Programs (SFPs) which should cover: managing school feeding; improving literacy; organizing local and regional procurement of commodities; water and sanitation work. This is due to high turnover or rotation of staff that necessitates repetitions or refresher trainings. Though capacity building efforts will be high during the first year of the *"Our Bright Future*" program, Counterpart should provide training during the entire lifetime of the program due to high turnover of officials and teachers [transfers to other schools, promotions, change of career]. Another strategy would be to train Master Trainers within the Ministry of Education who will be responsible for a) creating a cadre of trainers (Training of trainers) and to b) supervise the capacity interventions (rollout of the trainings by the trainers).
- There are a number of initiatives and policies that the government has developed all to help improve the weak indicators with regard to education for example free education for all primary school students (grades one to seven).
- Government representatives were trained on nutrition, stock management, pedagogical training, program management via the previous USDA funded SFP. However, there is still a need to instruct the government officials within the ministry on how to manage the existing school feeding programs to enhance sustainability especially during the transition phase.
- School monitoring/inspection is not happening as frequently as needed mostly due to lack of resources (vehicles, money for fuel and maintenance). Increased support of the government is needed on monitoring schools and how to conduct proper follow-ups on recommendations provided during the previous monitoring visits. During the implementation of SFP, Counterpart could include the government officials in their monitoring visits (detailed monitoring plan to be shared prior) and the government officials could use these monitoring visits to undertake their (other) monitoring activities. A good example is what happened during the baseline visits where provincial government officials accompanied the Counterpart staff to monitor the baseline procedures and in the meantime, were able to follow-up some (other) relevant issues with the schools and the districts that were not related to the baseline. Counterpart should develop a visiting schedule so that each school will be visited jointly with the District Education Authorities (SDEJT) or provincial representatives at least once per quarter to maximize the work during the visits.

Teachers and headteachers

- Training is required on how to teach in bi-lingual education, especially how to teach reading. Counterpart should cover bi-lingual teaching practices in their teacher trainings for all bi-lingual schools.
- Teachers benefitted from previous literacy training, which they apply to catch up over lost time due to the COVID-19 break.
- Some of the headteachers/school directors often do not have the required skills to manage a school properly. Dedicated training for school management on how to run daily school activities

is very helpful and could be an add on to the on-going program interventions without supplementary resources (for example, in a literacy training, a session on management could be added in the training program for headteachers). Good tools and methods are essential.

- As reported during the KIIs, no headteachers were trained on procurement management. Counterpart should integrate procurement sessions when training headteachers.
- Preventative health is a topic that was mostly linked to COVID-19 mitigation measures by (head)teachers, hence this needs to be developed further by ensuring that other preventative health topics, like WASH, food hygiene and security, are included and emphasized during the trainings for teachers and headteachers.

Literacy assessments

- EGRA results for both 2nd and 3rd graders are very low and a lot of effort is needed to bring them to an appropriate level. One of the reasons might be the pandemic, which caused almost all the students to miss the whole academic year in 2020.
- Scores for EGRAs conducted in local languages are higher than EGRAs conducted in Portuguese for both grades 2 and 3, and scores for EGRAs conducted in local languages at bi-lingual schools are higher than EGRAs conducted in Portuguese. Scores for EGRAs conducted in Portuguese are similar across mono-lingual (=Portuguese) and bi-lingual schools. This means that bi-lingual schools benefit from learning in the local language while they do not harm Portuguese reading levels. Hence, it is beneficial for the *"Our Bright Future"* program to strengthen bi-lingual education methods and training of teachers in all bilingual schools.
- It appears (from the findings) that gender (being a boy or a girl) is not a factor that affects whether a student performs better in the EGRA assessment for all the exercises.

Teacher and student absenteeism

- Teacher attendance is a challenge as absenteeism has negative impact on the children's' learning. To deal with the issue, proper registration of absenteeism is required. High teacher absenteeism also contributes to early student dropouts, especially for girls in this COVID-19 pandemic era. When teachers go to school, they should sign the attendance book *("livro de ponto*") but that does not always happen and in most cases absenteeism is not justified. Besides sickness, other justified absenteeism reasons include: maternity leave, training and funeral. Leveraging Progresso's knowledge and experience to improve absenteeism registration could be a value addition because the organization is one of the implementing partners that will be collaborating with Counterpart.
- Though there are many factors/variables (justifiable: sickness, family emergency; and non-justifiable: missing because there is no punishment or disincentive to do so, no proper monitoring or because the headteacher is not always in the school to instill discipline) that cause teacher absenteeism, providing school meals to teachers could be one of the ways that could be used to motivate teachers' attendance. Proper monitoring should be undertaken to gauge performance and improvement over time and to determine whether this incentive is worth the effort.
- Student attendance is an issue, especially due to the on-going COVID-19 measures and students attending school at different times of the day or different days of the week. There are no proper methods/systems/processes in place for registering attendance and absenteeism of students. In most cases and as reported by many teachers, class registers exist, however, what is missing is enforcing their usage. There are many factors that might contribute to non-compliance, and one of them for example is; if a teacher is always absent, then this tool might not be used because it might incriminate the teacher; not filling the register might occur on purpose to avoid self-

incrimination. To deal with the issue, proper enforcement mechanism is required. Effective use of school councils that follow up with the parents is very helpful. Providing school meals might help reducing students' absenteeism, and, in addition leveraging partners experience in reinforcing the use of the existing tools might be key to improving this (Progresso's experience).

- Counterpart should perform during each (monitoring) site visit a visual "headcount" for all classes to check student attendance as well as unauthorized teacher absenteeism. Special attention is required when classes are split (as a result of COVID-19 measures), requiring an up to date allocation schedule of students to classes for the dates/days of the actual headcount.

Community involvement and practices

- School councils can play an important role in supporting the school in various ways. Despite this, not all school councils seem to be effective especially due to the following reasons a) low literacy level of the members from the community; b) lack of detailed comprehension of the role of the school councils (implementer KIIs).
- School Councils' effectiveness, independent operation and election of the members (especially the president) are issues that the *"Our Bright Future"* program will need to address. This is mostly due to high illiteracy levels of most of the community members who are members of the school council. To overcome this challenge, the school councils should be made to understand that their role is that of oversight of the management of the school feeding program and not necessarily administration, which would better be superintended by the teachers or headteachers.
- Despite that in our community survey, almost all caregivers provided positive benefits of school education, this does not mean that children are free of other household responsibilities (chores) that hamper them from going to school all the time (girls are mostly affected due to societal stereotypes).
- Enrolment of students, especially girls, would benefit especially from role models such as female teachers. Where possible, female teachers should actively be posted at various schools.
- Almost all the schools have a governance structure where the school councils are part. However, governance structures are interpreted differently especially by headteachers. Counterpart should assist the School Councils and headteachers by facilitating the development of a clear guidance on practical daily activities including implementation of weekly meetings (objective, agenda and writing minutes) to enhance their effectiveness.

Program management

- Having accurate data is essential for many indicators to monitor the programs' progress.
- It is important to have the same school enrollment data at all levels (schools, district, provincial and ministry) as schools get ADE (Direct Support of School) funds proportional to the number of enrolled students. This should mostly be enforced at the district levels as the first recipients of data from the schools. Data registration at schools is undertaken manually and there is a high probability of wrong entries because people write differently. Before sending the data to the provincial level, the districts should reconfirm the data with the schools.
- Success of the reading clubs depends on having good mentors/facilitators to keep the club interesting and encourage the students to keep on participating.
- The condition of the school infrastructure is a challenge, ranging from poor sanitation, non-functioning water systems, to poor status of buildings, lack of school furniture, etc. Proper maintenance, hygiene and sanitation measures are also required.

- Accessing safe water is a challenge especially for food preparations to provide quality food in almost all the four districts.
- Storage of large amounts of food at schools, especially for longer periods, can be challenging as the conditions to store it securely are not always good, especially in half (50%) of the visited schools.
- For the non-perishable food, especially when having a centralized procurement and warehousing, Just in Time (JIT) logistics and accurate (near) real time data on stock levels and consumption/usage are important, for determining the optimal replenishment time/frequency as well as routes given the available transport means and the level of security and condition of the local warehouses. In order to increase security levels especially for the storage in schools, the role of the school councils will be critical for recruiting local volunteer guards.

Sustainability

- Sustainability for school feeding has to go along the lines of a successful handover/transitioning to the government. The involvement of the government (Ministry of Education) in the project (from the start to finish of the project) is fundamental. The government officials assigned to the project (focal persons) should understand their formal roles and responsibilities or be reinforced to understand them. Some of the activities to be spelt out in the exit strategy could include but not limited to: selection/nomination of focal persons from the ministry (district, provincial and national levels) who understand their role in the project; a dedicated workshop/meeting to share strategic information such as operational plans, budgets; continuous sharing of project information through proper/agreed channels and/or forums (workshops or focused meetings); proper training on school feeding program management as a continued activity, including training the officials involved in the monitoring and evaluation visits; establishment of a steering committee (composed of high level officials and other key stakeholders) chaired by the Ministry of Education where the members are informed of the project's progress, development of clear Terms of Reference (ToR) spelling out the role of the steering committee, its members and the frequency of the steering committee meetings.
- One of the contributing factors for success is to actively engage the communities from the start as they have the knowledge and capacity. They should be facilitated to start owning the project from the beginning. This could be done first by grooming/training the school councils to understand their roles in the school feeding program; play an active role in terms of bringing local solutions: maintaining/upholding hygiene in schools, security, collaboration with local farmers association to evaluate local market offers and consolidate the local food supply chain.

Overall Recommendations

- It is imperative to have contingency plans in place to deal with current and possible future COVID-19 measures at schools, like switching to take home rations.
- Current and possibly future COVID-19 measures may impact many activities and the achievability of the target indicators. Hence it is good to inform USDA about it and agree on mitigation strategies/activities.
- As COVID-19 has been dominating health topic at schools, it also makes it more difficult to advocate and transfer knowledge on other important health topics, like deworming, and food preparation with safe water. Consequently, explicit attention should be paid to other preventative health topics like WASH and food hygiene.

- Operationalization of MEAL plan is key to success. Collecting appropriate data at the source throughout the project to feed onto the identified indicators will allow for proper project measurement. Thinking of alternative ways and methods to collect, monitor and validate the data (absenteeism, enrollment, stock levels, …) will be fundamental. Regular unannounced inspection site visits could be undertaken to validate the teacher attendance and unauthorized absenteeism (headcounts). Other alternative methods could also be used: parental monitoring through some form of technology (like a simple SMS platform reporting if teachers are absent) or a more radical solution might be to use a finger printing device that can either be connected via the internet or used every month during an impromptu monthly monitoring visit. Counterpart should closely work with the district officials to setup and improve the teacher and student attendance registration system. In addition, Counterpart should pilot with a simple ICT and/or SMS based solution for monitoring teacher attendance as well as monitoring the number of daily/weekly supplied meals.
- Counterpart is on track: key staff has been appointed and various instruments are in place however, these need to be operationalized. Having a functional Program Management Unit (PMU) is fundamental by ensuring it is properly staffed to carry out its mandate, as well as finalization of Memorandum of Understandings (MoUs) with partners and local organizations/associations. The PMU should, as listed above, prepare different **scenarios** to deal with COVID-19 situation.
  - In case there are stricter lockdowns measures where children do not go to school, what measures will Counterpart take to ensure the school meal program is running? Take home rations?
  - Work with the headteachers on a program where some children go to school to discuss their homework during lockdown periods and they take home rations?
  - In case there are further divisions of classes and few students attending at various time periods and day, how will the meal program be handled?
- The final selection of the 233 schools in the SFP has already been done by the District Directorates. This is a subset from the same 271 schools that were supported in the previous McGovern Dole funded School Feeding "*Food For Education Project Phase 2 (FFE2)* by Planed Aid Inc (PAI). The total number of school recipients has been reduced due to the availability of a smaller funding envelope for the *"Our Bright Future"* program and the fact that a diversified full meal will be provided compared to the previous program that only served snack of Corn Soy Blend (CSB).
- Exit strategy should be clear and incorporated from the beginning of the project. Three parties are important to make sustainability a priority: Government, Community (School Councils to play an important role) and Counterpart.
- Ownership of the process by government officials: expectations, objectives should all be ironed out at the beginning of the project to avoid future misunderstandings.
- As donors have more leverage than an implementing partner like Counterpart, they could play an important role in advocating the government especially by actively engaging with the ministry to ensure that the government also contributes to some budget line items in the PRONAE overall budget to guarantee continuation of a school feeding program after it is transitioned. Counterpart should engage with USDA to discuss this possibility.

1. EVALUATION PURPOSE and RESEARCH QUESTIONS

1.1 Study Purpose and Research Questions

The purpose of the study is to:

- Inform revision of the Theory of Change (ToC) to better align with each strategic objective. A graphic representation of the ToC to support better visualization.
- Prepare the matrix of evaluation questions based on the ToC.
- Produce quantitative data to be used to compare progress on midterm and final evaluations.
- Produce qualitative data to be used for comparisons, to guide program strategy and implementation, and to help staff adapt interventions if needed and validate the program design.

In addition, the objective of the baseline is to review the research questions of *"Our Bright Future"* program and formulate recommendations along the key research questions guidelines: relevancy, efficiency, effectiveness and potential sustainability as an input to upcoming discussions on how project implementation may be adjusted and improved. The following is a summary of the study's research questions.

Table 1: Research questions for the study to be operationalized

Relevance and Coherence	• Is the program relevant to the achievements of the USDA's Foreign Agricultural Service strategy, policy, and plan, in particular the McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole), the Food for Progress, and the Local and Regional Food Aid Procurement Programs? • Is the program relevant to the felt needs of the beneficiaries? • How well does the program complement and fit with other ongoing nutrition and literacy programs and projects in the country? • Is the program designed to be fixed over time? For example, activities will not change, and the outputs and outcomes are unlikely to change over the life of the project. • Is the program designed to be flexible? For example, the overall strategy, components, or specific activities may be adjusted over time due to changing environment and response of target populations.
Effectiveness	• To what extend may the COVID-19 Pandemic influence program's results and effectiveness and how the program may address this influence? • What can be the main contributing and challenging factors towards program's success in attaining its targets? • Is there a clear understanding of roles and responsibilities by all parties involved into implementation and monitoring? • Are there relevant monitoring and evaluation strategies (for the program implementer as well as government) in place?
Efficiency	• How efficient is the planned allocation of resources (human resources, time, expertise, funds etc.) to provide the necessary support and to achieve the broader program objectives?
Impact	• To what extent the project design is anticipated to have a positive impact on the lives of the project beneficiaries? • Identify and discuss gaps in the sustainability strategy and how the stakeholders, including other donors' program support, could address these,

	taking into consideration potential changes in the country due to the COVID-19 pandemic
Sustainability	• Identify and discuss gaps in the sustainability strategy and how the stakeholders, including other donors' program support, could address these, taking into consideration potential changes in the country due to the COVID-19 pandemic. • What commitment has the government shown regarding school feeding? (e.g., do they have a school feeding policy, clearly defined roles for managing school feeding, plans to expand school feeding budget)?

1.2 Rationale for the baseline study

This baseline study is an analysis that defines the initial situation that exists in four districts (Magude, Manhiça, Moamba and Matutuine) in Maputo Province prior to the implementation of the *"Our Bright Future"* program by Counterpart. This study will be used to consolidate the definition of the starting level indicators as defined in the results matrix and to collect benchmark information on defined indicators. Information has been collected based on indicators and has endeavored to provide the geographic specifications, design of the tools, sampling strategies and the methods for gathering data. This baseline will provide trajectories to help Counterpart's decision-making process to adjust the results framework and measurement instruments (if needed) of the program as well as setting Specific Measurable Achievable Realistic and Timebound (SMART) targets for the indicators during the program's implementation period.

1.3 Document Structure

The structure of the document is as follows: Firstly, the *executive summary* that provides the synopsis of the process (sampling, data collection and analysis, highlights the key findings and underlines the conclusions and recommendations); Chapter one *underlines the evaluation purpose and the research questions* as well as the rationale of the baseline study; Chapter 2 provides the *context and background information* of the School Feeding Programs globally as well as in Mozambique, this chapter also introduces Counterpart's results framework from which the baseline study is underpinned; Chapter 3 is the *methodology* where various elements with regard to the research design are expounded. Chapter 4 presents the *findings* in line with the strategic objectives and expected results (outcomes). A baseline performance indicator table is provided in this chapter as well. Last but not least, chapter 5 presents the study's *conclusions* and *recommendations*. Additional information is provided as an annex.

2. BACKGROUND AND CONTEXT

2.1 Overall Context

The universal declaration of human rights by the United Nations (UN) to promote respect for humanity family in 1948 is the backbone of current School Feeding Programs (SFPs). In 1990, universalization of primary education massively through the reduction of illiteracy was declared via the 'World Declaration of Education for all'. In 2000, the Dakar framework adopted the world education commitment to the basic Education For All (EFA) targets and a global initiative was launched to support national efforts. In building on Ambassador's McGovern's ideas as well as those of Senator Bob Dole, the US president Bill Clinton announced food security for some of the poorest children in the world (World Bank, 2001).

School Feeding Programs are interventions that regularly provide nutritious foods to children and adolescents attending school (FAO, 2019). Benefits of school feeding on children and adolescents include alleviating hunger, reducing micronutrient deficiency and anemia, improving nutrition, preventing overweight and obesity, improving school enrolment and attendance, increasing cognitive and academic performance, contributing to gender equity in access to education and transferring of income to families [Adelman and Lehrer, (2008); Aliyar, Gelli and Hamdan (2015); Bundy et al (2013); WFP (2013) and Drake et al (2017)]. According to Jomaa, Mcdonnell and Probat (2011), a literature review of SFPs revealed consistent positive effects of school feeding in its different modalities on energy intake, micronutrients status, school enrolment and attendance of children participating in SFPs compared to non-participants.

Wang and Fawzi (2020) emphasize the importance of school feeding programs for the physical, mental, and psychosocial development of school-age children and adolescents, particularly those in Low- and Middle-Income Countries (LMICs). While school feeding programs are ubiquitous in LMICs, the specific benefits of school feeding programs are unclear. Previous studies on benefits of school feeding on educational and health outcomes are outdated, hence little is known in this regard though there are studies that are focused on various dimensions of this subject matter.

School feeding in Sub-Saharan Africa is targeted towards the regions where the populations are most food insecure in most countries and it is not universally available (Kristjansson et al, 2007). Lunch is the most common timing for the identified programs and most of the schools offer cooked meals that range from single dishes based on staples with added vegetables, legumes and animal sources foods to menus with a main dish and a side dish; fruits are provided as part of the menu in some programs. Nutrition education and school gardens (mostly for educational purpose) are complementary to the school feeding program (Wang and Fawzi, 2020).

2.2 Country Context

Mozambique is one of the low-income countries in Sub-Saharan Africa where poverty and hunger have been major barriers to child education (Sitao, 2018). This situation is exacerbated by the prolonged and severe natural disasters including drought, cyclones, floods that have continued to affect the country in recent years. As a result, there is always food insecurity especially in the disaster affected areas which negatively impact several households. Children are often caught in the middle of the situation and are obliged to engage in income generating activities to contribute to the

households' livelihood. Consequently, many primary aged children in affected areas are often out of school (FAO, 2013).
Mozambique has around 7 million school-age children. Attendance, especially at the primary level, has improved over the years, but completion rates remain extremely low. Less than 50 percent of children in Mozambique complete primary education, with the lowest completion rates registered in food-insecure, disaster-prone districts. In 2019, this situation worsened due to the impacts of Cyclones Idai and Kenneth, which affected approximately 1.4 million children in central and northern provinces. (WFP 2019).

There are three types of primary schools in Mozambique (SACMEQ, 2021)

- The lower primary which consists of five years of schooling (Grades 1 to 5);
- Upper primary which comprises two years (Grades 6 and 7);
- Complete primary a combination of lower and upper primary covering grade 1 to 7).

A primary school year in Mozambique runs from February to November with on average of 185 school days. Details of the school year plan for 2021 can be found in MINEDH's "*Calendário Escolar 2020 e 2021*".

There are a number of programs and policies that the successive governments of Mozambique have instituted over the years to make primary education affordable and accessible to all citizens aimed at improving education outcomes (MINEDH,2020; WFP 2019):

- Introduction of free and compulsory primary education (grades 1-7).
- Free distribution of school books at primary levels.
- Investment in the construction of classrooms.
- Implementation of a policy investment Framework.
- Introduction of the Mozambique Teacher Education Program (MITEP).

Despite progressive advances in access to education where net enrolment ratios increased from 44% in 1990 to 87.7% in 2013 (UNESCO, 2019), Mozambique is considered to be the lowest ranked country in the world relative to the mean years of schooling at just 1.2 years compared to the average of the Least Developed Countries (LDCs) of 3.7 years (MINEDH, 2012). In 2013, the Government of Mozambique (GoM) introduced its pilot Home-Grown School Feeding program (PRONAE, *Programa Nacional de Alimentação Escolar*) in four high food insecure provinces (10 districts in Gaza, Manica, Nampula and Tete Provinces targeting 12 schools) in the country as a recognition of the role school feeding programs play in encouraging school enrolment and attendance Swensson & Klug (2017). The World Food Program (WFP) has been supporting this initiative by providing meals to 150,000 students over a five-year period (2017-2021). In 2019, the WFP (WFP 2019) supported MINEDH through three different school feeding interventions covering 391 schools. Through the Russian debt-swap funding, 150 schools across all provinces were supported, with the aim of gradually expanding and consolidating the national school feeding program, PRONAE. In 2021, the number of schools has been extended by another 190 aiming to reach 340 by end of 2021. Germany supported 220 schools in the shock affected areas, 139 schools in drought affected districts in Gaza province and 81 schools in Sofala province affected by Cyclone Idai. 21 schools in Tete province were funded by WFP's private sector funding (Cartier Foundation and Michael Kors).

The "*Our Bright Future*" Program is subsequent to a previous McGovern Dole funded School Feeding "*Food For Education Project Phase 2 (FFE2)* by Planed Aid Inc (PAI) which was implemented in Maputo province (2015-2020) where 271 schools were supported. This project was executed in conjunction

with the following partners: *Ajuda de Desenvolvimento de Povo para Povo* (ADPP) a Planet Aid Inc local partner in Mozambique; the World Initiative for Soy Human Health program (WISHH) of the American Soy bean association(ASA). The FFE2 focused on three components:

- Provision of school meals to schools in the four districts (Magude, Moamba, Manhiça and Matutuine) in Maputo Province.
- Technical assistance on literacy: Innovative teaching in schools with materials developed to reinforce reading and writing skills for 1st, 2nd and 3rd grade children; teacher training and coaching.
- Nutrition education campaign.

The following are other school feeding programs being implemented in Maputo province[3]:

- PRONAE: The Ministry of Education and Human Development (MINEDH) in conjunction with the World Food Program (WFP) school feeding programs in 7 primary schools in Marracuene & Namaacha districts.
- ADRA-Mozambique is implementing a school feeding project in 19 primary schools in Boane district.

In addition, World Vision International (WVI) has been implementing another McGovern-Dole school feeding program denominated as "*Educating Children Together*" (CET) in Nampula province. In the previous 2nd phase (2014-2019) 150 schools were supported. In the current 3rd phase (2020-2024) 160 schools are being supported and the program will be transitioned over to MINEDH to be supported via PRONAE by 2024. Table 2 below highlights the current school feeding programs in Mozambique.

Table 2: School Feeding Programs in Mozambique (2021)[4]

Lead Organization	Province	# Districts	# Schools	Donor
MINEDH/WFP	All	41	150	Russia
WFP	Tete	5	104	Canada
WFP	Nampula	3	26	Nacala logistics
ADRA International	Maputo	1	19	ADRA International
Counterpart International	Maputo	4	233	USDA
World Vision International	Nampula	1	160	USDA
JAM International	Inhambane	2	31	JAM International
JAM International	Sofala	2	17	JAM International
WFP	Cabo Delgado	3	41	Global Partnership for education
WFP	Manica	3	51	Global Partnership for education
WFP	Sofala	3	48	Global Partnership for education
WFP	Zambezia	3	27	Global Partnership for education
Total			907	

[3] Source: KII Ministry of Education official Maputo provincial level

[4] Source: WFP, table shared in the SFP coordination forum

The Mozambique National School Program (NSFP) guidelines suggest that food supplied to the schools should be produced locally as a strategy in promoting domestic food production and improving market access for resource-poor farmers in rural and food insecure areas (MINEDH 2012). Results of a recent assessment of PRONAE by the Global Child Nutrition Foundation (2020) is presented in the Figure 1.

Figure 1: PRONAE's Assessment

A recent survey (2020) on school feeding programs in Mozambique (Feb 2018 – Nov 2018) by the Global Child Nutrition Foundation (GCNF) which benefitted 139,126 students (direct beneficiaries) highlighted the following successes, challenges and needs	
Success: • PRONAE contributed to greater retention and improvement of student's school performance • The program influenced appreciation for use & consumption of locally produced foods and for improving the quality of students into adulthood, human capital	Challenges • Weak monitoring and evaluation systems • Inadequate human resources at all levels • Weak coordination and multi-sectoral participation in PRONAE
Mozambique expressed the following needs: • The needs to expand the program for greater coverage across the country • The need for a school nutrition law • The need to advocate those who control finances to establish a budget line to finance PRONAE	

Source: Adapted from GCNF's School Feeding Survey (2020).

2.3 Program Overview

Counterpart International is implementing a McGovern-Dole five-year program (2020-2025) designated as *"Our Bright Future".* The overall objective of this program is to reduce hunger, improve health and strengthen the primary education system. The program will be implemented in Magude, Manhiça, Moamba and Matutuine districts in Maputo province. The feeding project in Mozambique is focused on achieving the following objectives:

- Improve student attendance rates by providing nutritious daily school meals to students, improving school infrastructure and increasing parent and community engagement to support schools and student learning.
- Improve school and community health and dietary practices by increasing the knowledge of student and their families on improved nutrition, health and water sanitation and hygiene (WASH) practices and providing access to clean water, sanitation facilities and deworming medications.
- Improve literacy of school-aged children and the quality of education by increasing teacher capacity through professional development, providing quality instruction and learning materials to students and strengthening the linkages between local and national level decision makers.
- Increase the capacity of the national school feeding program PRONAE to locally procure commodities and provide overall oversight of a diversified food basket in school feed programs.

In addition, the *"Our Bright Future"* program has two strategic objectives as follows:

Strategic Objective 1: Improve literacy of School Aged Children;

Strategic Objective 2: Increased use of Health, Nutrition and Dietary practices.

There are 233 schools supported in the "*Our Bright future*" program. This is a subset from the same 271 schools that were supported in the previous *FFE2* by Planed Aid Inc. The total number of school recipients has been reduced due to the availability of a smaller funding envelope for the *"Our Bright Future"* program and the fact that a diversified meal (as per request by PRONAE) will be provided compared to the previous program that only served Corn Soy Blend (CSB). The final selection of the 233 has already been done by the District Directorates.

2.4 "Our Bright Future" stakeholders

The following are the key stakeholders of the "*Our Bright Future* "Program:

Ministry of Education and Human Development (MINEDH) (https://www.MINED.org.mz)
The Ministry is the central organ of the state apparatus tasked to plan, coordinate, direct and develop activities in the field of education. In order to carry out the tasks, it is organized according to the following units (MINEDH 2021):

- Education and training
- Curriculum development and educational research.
- Supervision, control and regulation.
- Management and quality assurance

The ministry will play a key role in the program by providing some strategic guidelines, mobilizing the schools in the districts to participate and performing a key monitoring role. Despite being the central organ, the Ministry will also be a recipient of some of the technical elements to reinforce its capacity to manage and sustain such feeding programs in the future. A recent study by the Global Child Nutrition Foundation (2019) identified three challenges which the "Our Bright Future" program could contribute to address: a) Weak Monitoring and Evaluation systems b) Inadequate Human Resources at all levels and, c) weak coordination and multi-sectoral participation in PRONAE.

Counterpart International (https://www.counterpart.org).
Counterpart International is a US-Founded Organization that works in 65 countries around the world. It will be the lead organization in the *"Our bright future"* program that will provide the program management functions drawing from its experience in implementing similar programs in other countries. It will implement the program in conjunction with its partner organizations. Counterpart's focus is gender equity and social inclusion by bringing marginalized people into civic life and supporting their ability to influence decisions that affect their lives.

Creative Associates International (https://www.creativeassociatesinternational.com)
Creative Associates international works in 14 Countries and focuses on building inclusive education systems, transitioning communities from conflict to peace, developing economic growth, engaging youth, promoting transparent elections among other interventions. In the *"Our bright future"* program, Creative Associates International will leverage its experience in promoting literacy programs in Mozambique and other countries. Creative Associates has knowledge and experience in bilingual early education programming in Mozambique.

Associação Progresso (http://www.progresso.co.mz)
Associação Progresso is a Mozambican civil society organization that was created in 1991. Some of the interventions that the organization is implementing focus on promoting literacy in primary education, Youth political and civic engagement, improvement of community health in Niassa and improving education quality through teachers' training. Its experience in improving and promoting literacy in primary education and through teacher training will come in handy for the "*Our Bright Future*" Program. Progresso has expertise in community development and advocacy in education, WASH, governance and human rights.

Civil Society Learning and Capacity Building Centre (CESC) (https://www.cescmoz.org)
CESC is a Mozambican Civil Society organization that focuses on the following thematic areas: Governance and citizenship, health, education, water and sanitation, women rights, Management of public funds and natural resources. In the *"Our Bright future"* program, the organization will leverage on its experience of its past and ongoing education projects.

Sesame workshop (https://www.sesameworkshop.org)
Sesame workshop is a non-profit organization that works in more than 150 countries. It focuses on helping children access to life changing early education, critical health lessons and helpful tools for tough situations. In the "*Our Bright Future"* program the organization will be responsible to producing the behavior change materials related to nutrition, WASH and COVID-19 response.

2.5 Program Activities

"Our Bright Future" program will cover the following 17 activities, in 233 schools in Magude, Manhiça, Moamba, and Matutuine districts in Maputo province:

1. Rehabilitation of Kitchens, Latrines, and Warehouses
2. Building and Rehabilitation of Wells and Water Stations
3. Production and Distribution of Books, Supplementary Reading Materials, and other Teaching Materials
4. Raising the Awareness of Education and Retention Campaigns
5. Establish Activities to Promote Literacy and Support Libraries
6. Extra-Curricular Activities and Promoting Student Recognition
7. Promote Teacher Attendance and Recognizing Excellence
8. Training and Supporting School Councils (SC)
9. Support Teacher Professional Development
10. Train and Support Schools Directors and Government Officials
11. Capacity Building: Local, Provincial, and National Level
12. Local and Regional Procurement (LRP) Capacity Building
13. Establish and Support Community Gardens/Farms
14. Provide School Meals
15. Take Home Rations
16. Commodity Management Training
17. Good Health and Nutrition

Figure 2: Literacy results framework-SO1 with activities, adapted from Counterpart's Our Bright Future Evaluation plan (2021)

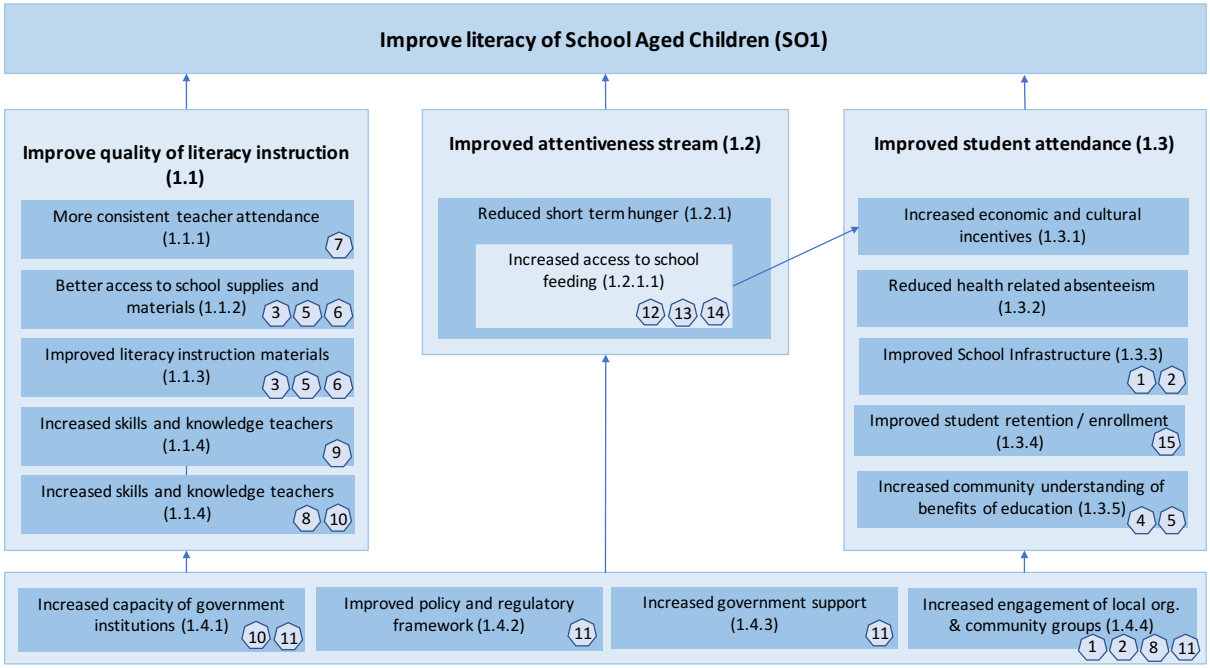
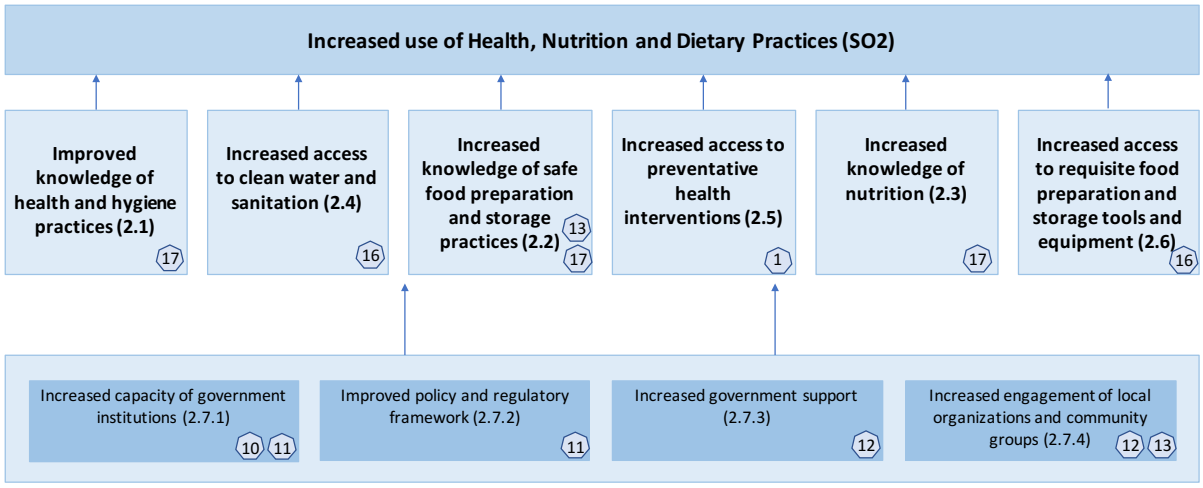


Figure 3: Health and Nutrition results framework-SO2 with activities, adapted from Counterpart's Our Bright Future Evaluation plan (2021)



The associated indicators to the already defined program outcomes extracted from the program's results framework are provided in section 4.4. The following guiding principles were adopted in the final choice of indicators:

a) Alignment with the program's outcomes.
b) Reformulation in accordance with the United States Department of Agriculture (USDA)'s guidance on indicators.
c) Ease of collection of data required for computation and continued monitoring.

3. EVALUATION METHOD

3.1 Methodologies

A descriptive research design was used for this baseline because of its aptness to provide answers to the who, what, where and how questions of the baseline study. This design is appropriate for it facilitates (Anastas 1999; Given, 2008 and McNabb, 2008):

- The observation of the subject in a natural setting/environment (schools and the communities surrounding the schools).
- The production of rich data from descriptive studies that lead to important recommendations which is the aim of this baseline study.
- The collection of large amount of data that could be analyzed using both quantitative and qualitative data collection methods.

A mixed data collection was employed that involved reviewing secondary data sources and collecting primary data through both qualitative and quantitative data collection methods:

- The quantitative methods included surveys of teachers (including headteachers), students (EGRA participants) as well as the members of the communities. The surveys were also used to collect demographic information from the members of the school councils who participated in the focus group discussions

  The qualitative data collection methods included five key approaches: Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), EGRA assessments, observations (grade 2 live classroom sessions, school infrastructure) and school records' review. Though the target (in the RFP) of the baseline study EGRA was grade 2 students, both grades 2 and 3 students were included in the baseline EGRA to account for the school year that was missed by students (2020) due to COVID 19 that resulted to mandatory school closures.

3.2 Sampling Framework

A multi-stage sampling approach was employed for all the surveys that were conducted in this baseline study. The following steps were observed:

- Firstly, the sample size for the schools was established. Based on the list of the 233 potential treatment schools (provided by Counterpart International) that might be covered by the project, the sample size for the baseline study was calculated using the formula below.

  $\text{Sample} \frac{\frac{z^2.p(1-p)}{e^2}}{1+\frac{z^2.p(1-p)}{e^2 N}}$, were p= population size, e = margin of error and z the standard deviation
- The number of students that was included in the study from the selected schools was established.
- The population size of the communities surrounding the participating schools was determined through data obtained from the 2019 census from the National Institute of Statistics from INE to calculate the population sample for the surrounding communities that were involved in the study.
- The teachers and students who participated in the study were selected randomly using a random generator application using a sample frame provided by the headteachers.

The sampling process was undertaken to ensure a representative sample was drawn from the complete 'population' of schools from the four districts to decide the sample size. This was imperative for two reasons:

- Being 'representative' is a prerequisite for extrapolating the results observed for the sample list of schools throughout the project area (four districts).
- The degree to which a sample is representative is key to the confidence with which results from the baseline survey round may be compared with those of subsequent sample surveys of the same project area at some time in the future.

Selection of the schools

Counterpart provided a list of the 233 target schools to be covered by the project. The four districts have different numbers of students and schools (see Table 3 below). Although each district has almost the same number of (beneficiary) schools (varies between 56 and 61), the schools in Manhiça district are substantially bigger/populous while in Matutuine district much smaller.

Table 3: Beneficiaries of schools in the districts

Districts	# Of beneficiary schools	Total beneficiary students	Average beneficiary students / school	% Of beneficiary students
Magude	61	13,474	221	20,9%
Manhiça	56	24,961	446	38,7%
Moamba	60	16,110	269	25%
Matutuine	56	9,873	176	15,3%
Total	233	64,418	276	100%

The representative sample size of the schools was 24 which was determined by calculation using the sample size formula. Further to sampling the sample size, schools that participated in the study, 24 schools were randomly selected from a list that was stratified per area ((sub)urban vs rural) and bi-lingual vs Portuguese[5] status. This was undertaken by first organizing a list of schools which included both rural and (sub)urban schools and that integrated a balanced representation of bi-lingual and Portuguese schools in rural and (sub)urban areas[6].

To address possible school closures and refusal of some headteachers to participate in the study (very rare), four (4) extra schools in each district were sampled as back-up. The Ministry of Education (MINEDH) had already informed the study team that all the schools were opened after one year of closure due to the COVID-19 pandemic.

[5] Information of a school is bi-lingual or Portuguese was obtained from MINEDH

[6] This resulted in a representation (of the 4 districts combined) of 9.8% of Portuguese schools, 11.0% of bi-lingual schools, 25% of (sub)urban schools and 6.9% of rural schools. The margin of error is higher for the subcategories (rural/urban; Portuguese/bi-lingual), and the observations for the subcategories should be treated with more care, i.e. for the combined subcategories Rural-Portuguese, Rural-bi-lingual, Urban-Portuguese and Urban-bi-lingual.

Table 4: Sampled schools

Districts	Total schools	Urban schools selected	Rural schools selected	Back-up schools
Magude	5	3	2	4
Manhiça	9	4	5	4
Moamba	6	3	3	4
Matutuine	4	2	2	4
Total	**24**	**12**	**12**	**16**

Table 5: The 5 sampled schools of the Magude district

Language	Area type	Name of the school
Portuguese	Rural	Epc de Movane
Portuguese	Sub urban	Epc de Herois Moçambicanos
Bi-lingual	Rural	Ep1 de Panjene
Portuguese	Rural	Ep1 de Nguinhane
Portuguese	Urban	Ep1 de Mawandla

Table 6: The 9 sampled schools of the Manhiça district

Language	Area type	Name of the school
Portuguese	Urban	Ep1 de Xirindza
Portuguese	Sub urban	Ep1 de Barrica
Bi-lingual	Sub urban	Epc 3 de Fevereiro
Bi-lingual	Urban	Epc de Manguendene
Bi-lingual	Rural	Epc de Mampsana
Portuguese	Rural	Ep1 1 de Maio
Portuguese	Rural	Epc de Lagoa Pate
Bi-lingual	Rural	Epc de Chichongue
Portuguese	Rural	Ep1 de Pondzene

Table 7: The 6 sampled schools of the Moamba district

Language	Area type	Name of the school
Portuguese	Urban	Ep1 Bairro Sul
Portuguese	Rural	Ep1 de Mahoche
Bi-lingual	Rural	Epc de Pessene
Bi-lingual	Rural	Epc de Chavana
Bi-lingual	Urban	Epc de Bandoia
Bi-lingual	Urban	Epc Ressano Garçia

Table 8: The 4 sampled schools of the Matutuine district

Language	Area type	Name of the school
Portuguese	Sub urban	Ep1 de Missão Roque
Bi-Lingual	Sub urban	Epc de Mudada
Bi-Lingual	Rural	Epc de Catuane
Portuguese	Rural	Epc de Maphanga / Machangulo

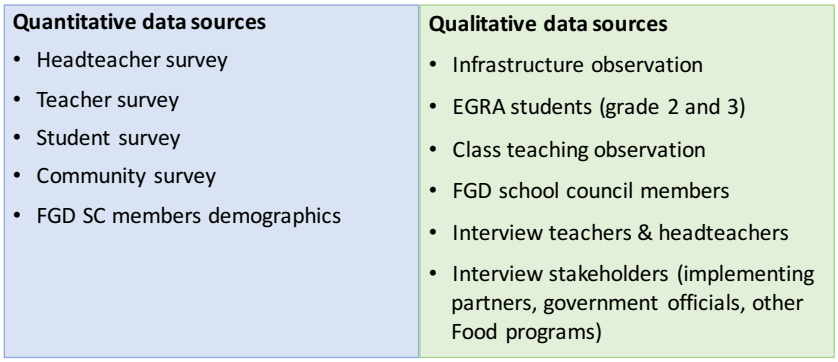
Qualitative sampling

There were various qualitative data collection interventions that took place per school and this included in-depth interviews (IDIs) with both the headteachers and teachers, Focus Group Discussions (FGDs), and EGRA assessments. In addition, Key Informant Interviews(KIIs) with implementers and government officials (ministry, provincial and district levels) took place. Non-probability sample methods were used to determine the participants that included purposive, expert and opportunist sampling. Selection of teachers to partake in the survey and interviews especially in a big school with many teachers was undertaken randomly using a random generator application, this was also the case for the selection of the students to participate in the EGRA assessments. In other cases however, especially where there were limited teachers (for example a school that had a headteacher and one teacher) or few students, the team had no choice but to interview the available teachers and students hence opportunistic. For the government officials and implementers, expert sampling was undertaken, Counterpart provided a list of experts (see the annex) with knowledge of the matter who partook in the KIIs.

3.3 Data Sources and Data Collection Methods

Primary and Secondary sources were used for data collection (see the references section for a complete list). Data collection processes involved a mixture of quantitative and qualitative methods as illustrated by Figure 4.

Figure 4: Quantitative and Qualitative Data Collection Methods



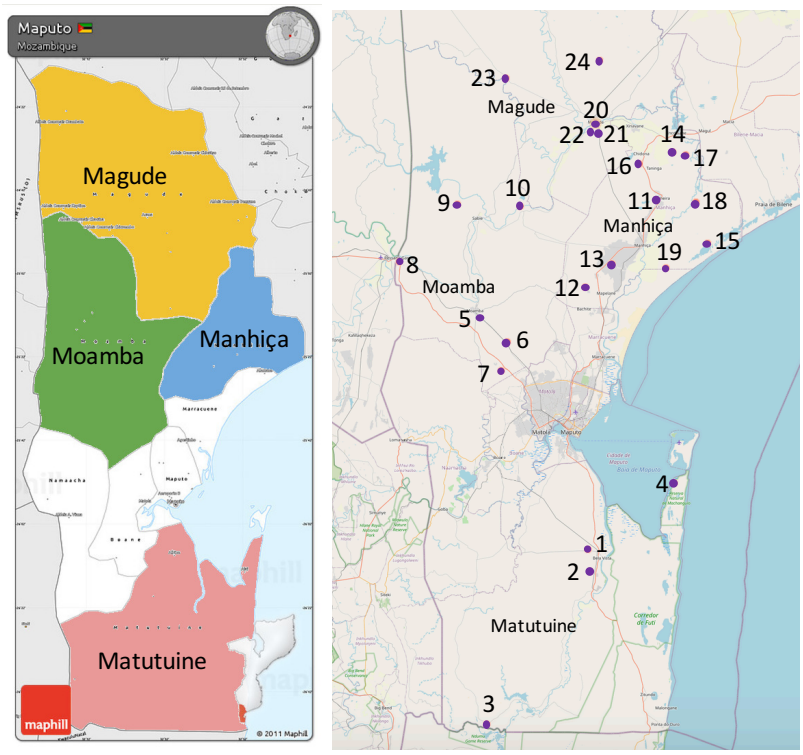
3.4 Field work

Prior to data collection, a pilot test was undertaken in one of the schools in Matola District-Mualaze Primary school (not contemplated by in the *"Our Bright Future"* program) for the following reasons:

- Assess time and support required to undertake various tasks per team.
- Assess the templates and the suitability to collect data for the different indicators
- Gauge the requirements for planning for each school.
- Assess the adequacy of the template in collecting the 'right' information for computation of the indicators.
- Determine the ease of use and understanding of the template by all concerned.
- Make a preliminary analysis and assessment of the data collected and the indicators computed.

Four data collection teams were deployed simultaneously to each of the districts. Each team consisted of three data collectors and a supervisor. The supervisors were selected based on their experience in similar interventions and their background in education as they were familiar with the EGRA process and administration. The Team Leader and Senior Specialist led the overall supervision on a daily basis which involved monitoring the dashboard, visiting and observing all the four teams in the field.

Figure 5: Data collection in the 24 schools in the 4 districts in Maputo Province



#	School	District
1	Ep1 de Missão Roque	Matutuine
2	Epc de Mudada	
3	Epc de Catuane	
4	Epc de Maphanga / Machangulo	
5	Ep1 Bairro Sul	Moamba
6	Epc de Pessene	
7	Ep1 de Mahoche	
8	Epc Ressano Garcia	
9	Epc de Chavana	
10	Epc de Bandoia	
11	Epc de Manguendene	Manhiça
12	Ep1 de Barrica	
13	Ep1 de Xirindza	
14	Ep1 1 de Maio	
15	Epc de Lagoa Pate	
16	Epc 3 de Fevereiro	
17	Epc de Mampsana	
18	Epc de Chichongue	
19	Ep1 de Pondzene	
20	Ep1 de Mawandla	Magude
21	Epc de Movane	
22	Epc de Herois Moçambicanos	
23	Ep1 de Panjene	
24	Ep1 de Nguinhane	

The Table 9 below provides the total number of actual interviews/surveys/observations for the entire study.

Table 9: Data collection summary

	# KII + survey	#FGD + survey	EGRA + survey	Infra. Obs.	Class Obs.	Check school records	Survey of adults in community
Magude 5 schools	16 Teachers 5 Directors 3 SDEJTs	5	112	5	15	5	137
Manhiça 9 schools	28 Teachers 9 Directors 3 SDEJTs	9	198	9	25	9	240
Moamba 6 schools	21 Teachers 6 Directors 3 SDEJTs	6	125	6	18	6	153
Matutuine 4 schools	11 Teachers 4 Directors 3 SDEJTs	4	82	4	14	4	105
Stakeholders: (implementing partners, DPEDH MINEDH)	13	N/A					
Total	**125**	**24**	**517**	**24**	**72**	**24**	**635**

3.5 Ethical considerations

The following ethical considerations were adhered to during data collection phase.

COVID-19 Safety provisions

In-person interviews were conducted with COVID-19 risk prevention measures in mind: physical distancing of 2 meters apart, face masks for the interviewers and masks provided to respondents who did not have them, use of hand sanitizers before and after all interventions. Dedicated vehicles with private drivers were used where hygiene protocols were enforced especially by the team supervisor.

Individual data protection and ethical considerations

Prior to data collection, all the enumerators participated in a training and research ethics was one of the main sessions covering important ethical elements during research such as confidentiality, privacy, voluntary participation, data collection, data management and anonymity hence care was undertaken to not expose participants identities especially when reporting the findings.

Informed consent

The informed consent process for interview participants was individualized and private. An information sheet had been developed that explained the purpose and nature of the study, the expected risks and benefits, and how long the session would last. The information sheet also provided the contact information of the study team. All participants were given a chance to make a decision of whether to participate or not because participation was voluntary. The participants were also

informed that anonymity would also be enforced. Some participants retained the information sheet upon their request.

Safeguarding & child protection.
All Maraxis enumerators had to sign a written code of conduct (see the annex) especially on protection against sexual exploitation abuse and harassment (including child protection). This was also a session that was reemphasized during the enumerators' training.

3.6 Analysis plan

A reporting tool was created to map the different data received from the four teams for control and analysis using Microsoft Excel. Analysis was undertaken based on the type of information received. Data review and cleaning took place upon receiving all the data from the groups. Cleaning mostly involved removal of some double and test entries as well as checking outliers. The team undertook the EGRA assessments manually and then had to digitalize the summary of each. Where things were not clear, the electronic version was compared to the original paper version. As analysis proceeded, data verification continued with the identification of outliers and incorrect data.

Quantitative data
Results were calculated for each group (community, teachers, headteachers, students, EGRA scoring sheet) and expressed as a description of a representative/typical or 'average' school in the project areas. Results were calculated using totals, proportions and distributions, highest and lowest scores, means and standard deviations. The results allowed simple tests of significance to be used if required, Chi square test of independence[7], simple linear regression analysis[8] and multi regression analysis[9]. The results presented in this report were prepared using data exported from the survey software (Kobo Toolbox) and run through SPSS.

Qualitative data
The following steps were implemented in the data analyses: Creating truth tables especially for data received from homogenous groups for example teachers, focus groups and headteachers. Reading and rereading and subdividing into coded themes (color coding); analyzing and writing memos and conclusions.

Triangulation of data
Triangulation was guaranteed by collecting data using different sources to validate the responses. Same questions were incorporated in different data collection tools to gauge the responses received. Findings captured responses from the various data collection sources.

When qualitative findings conflicted with the quantitative data, this was put across at the conclusion/discussion section for example; most teachers self-reported that they go to school every

[7] Chi-square test of Independence is used to determine whether or not there is a significant association between two categorical variables.
[8] Simple linear regression analysis is used to determine the effect of the independent variables on the dependent variable.
[9] Multiple regression is an extension of simple linear regression. It is used to predict the value of a variable based on a value of two or more variables. The variable we want to predict is the dependent variable (or sometimes the outcome target or criterion variables). The variables used to predict the value of a dependent variable are called the independent variables (or sometimes the predictor, explanatory or regressor variables) - Laerd Statistics (2021).

day however, this was contradicted by KIIs from major implementers as well as various studies and this was highlighted in the conclusion/discussion section.

3.7 Strengths and Limitations

Strengths

- *Representativeness***:** The sampling method especially for the schools and students was undertaken to ensure that whatever results will be produced in this study will be applicable to all the schools in the districts where the project implementation will take place.
- *Replicability*: It is easy to replicate the process used including sampling and data collection for subsequent project monitoring.

Limitations

- *Generalizability* of the qualitative results: It is not possible to generalize the qualitative results because these are subject to various interpretation by the individual researchers. Nevertheless, data generated is important to understand a certain situation relative to school feeding in the districts and to validate the quantitative data.
- *Representativeness* of the sampled subcategories (rural/urban; Portuguese/bi-lingual) is less than for all schools and for all students, hence observations for the subcategories should be treated with more care especially for the combined subcategories of Rural-Portuguese, Rural-bi-lingual, Urban-Portuguese and Urban-bi-lingual.
- *Interviewer bias:* Unintentional action, belief, talking, gesture that could influence the respondent's responses. To minimize this, a thorough training was undertaken and the Maraxis team was careful to employ data collectors who had prior experience.
- *Respondent bias:* This culminates from the respondents facing a new person being aware that they are being asked questions related to their work/person which can change their whole demeanor and also influence their responses. During the training, various scenarios in this regard were highlighted in order to mitigate this type of bias if and whenever it happened. In addition, different sources were used to collect the same information for triangulation purposes at a later stage.
- *Impact COVID-19 measures.* This baseline study took place amid COVID-19 restrictions and the beginning of the third wave in Mozambique. Though the schools were operational, there were tight rules that had been introduced by the government through the Ministry of Education to mitigate COVID-19 propagation and this included splitting/dividing students of the same grades to be taught the same sessions at different times or days allowing fewer students in the school at different times/days. The division/splitting of the classes was left to the discretion of the headteachers and was not uniformly applied across the schools. There were schools that had students of the same class attend classes at different times during the day while others had been split to attend in different days of the week. This impacted the following data collection process:
    - Data for teachers and student absenteeism: Ideally, a surprise headcount in the schools undertaken repeatedly (2 or 3 days) would have provided the real situation of teachers and student's presence in the schools. However, due to the splitting system, it was difficult to undertake this because the method has to be implemented discreetly. As the splitting of classes varies per school and grade, a detailed schedule of which students are allocated to which split classes is required, alternatively, the headcount could have been conducted for all classes during the entire week at school. To account for this limitation, Counterpart will ensure that discreet headcount of the students and teachers will be undertaken at the start of the interventions at school

level (this will still be subject to the existing COVID-19 mitigation measures). The data that has been provided in the baseline report is self-reported (survey to students, teachers, headteachers, headcount from second and third grade class observations and interviews with the district directorates officials) triangulated with information obtained from other key informant interviews and secondary data sources (other studies and research undertaken recently to this effect).

- *EGRA results:* The Early Grade Reading Assessment (EGRA) is in line with the ToR (see annex) and with assessments of the previous program implemented by PAI. However, prudence should be used when comparing the EGRA findings of the baseline with those of the endline evaluation of the previous program implemented by PAI because the data used for endline was from a cumulative monitoring process in 2019. The endline study team was not able to undertake a proper EGRA assessment because of COVID-19 mitigation measures that had culminated to schools closure. Consequently, no proper EGRA assessment was conducted in the 2020 endline study, only partial reading assessments from 2019 were considered. In addition, due to the closure of the schools, most children did not get any education in 2020 and, during the baseline study, most of the children had forgotten what they had learned. The partial reading assessment considered in the endline study covered a period when COVID-19 was not an issue whereas the baseline study EGRA was conducted when the children were restarting school after missing a whole calendar year due to COVID-19.
- *EGRA national Standard*: In Mozambique, there is no national EGRA standard or benchmarks to what children should be able to do at the end of a particular grade. Each project/program can define its own EGRA exercises therefore, comparing the results from different projects/program that use their own EGRA should not be undertaken without comprehending the details and scoring per exercise.

4. FINDINGS

The findings section is structured according to the Results Framework: Per the Strategic Objectives (SO) and the Expected Results (outcomes).

4.1 Strategic Objective 1: Improve literacy of School Aged Children

MGD 1.1 Improve quality of literacy instruction

The following data collection methods were used to underline the current situation under strategic objective 1:

- Surveys that were administered on the teachers, headteachers, students and the community.
- The detailed interviews, EGRA assessment, live class observations (second grade) and the key informant interviews with the government officials and implementers.
- Focus groups with the school council members.

A total of 76 teachers participated in the teacher survey and in-depth interviews (IDIs). The youngest teacher was 20 years and the oldest was 60 years old. More than half of the teachers that participated in the baseline study (57.9% n=76) were female. The highest completed education among all teachers was reported as follows: 65.8% (n=76) had completed secondary education ,18.4% (n=76) had a university degree, 7.7% (n=76) had completed a technical school, 6.6% (n=76) had completed another form of education while 1.3% (n=76) had only completed primary education.

Figure 6: Geographic representation of teachers (n=76)

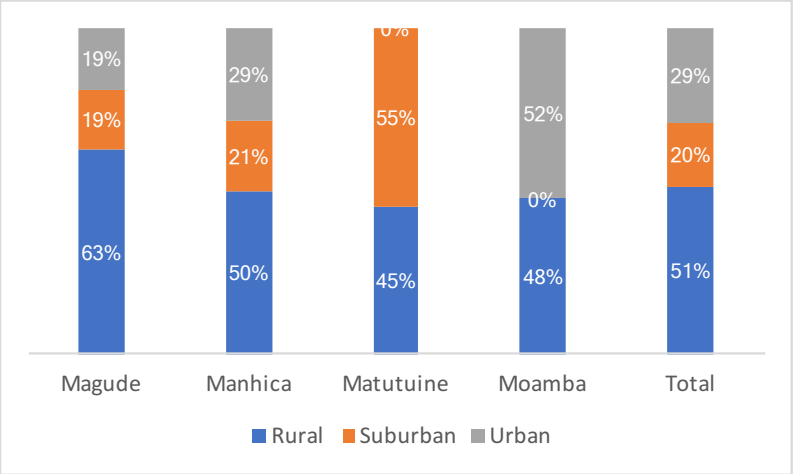
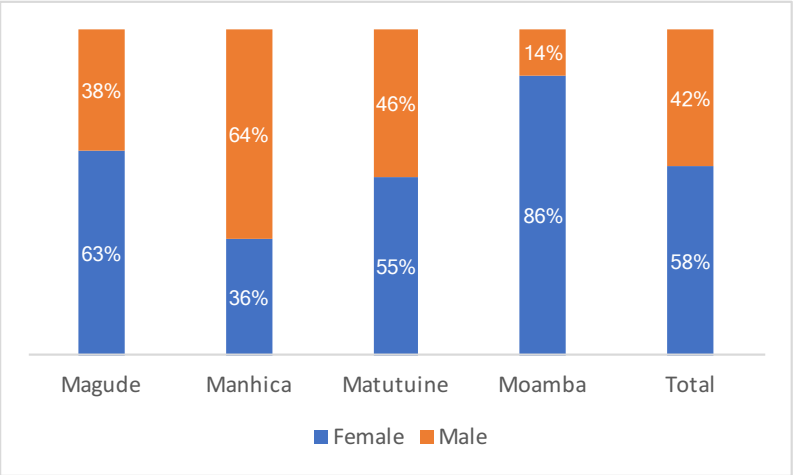


Figure 7: Gender of teachers (n=76)



On the other hand, a total of 24 headteachers participated in the study. More than three quarters; 83.3% (n=24) were male, while the youngest was 35 years and the oldest 61 years. Half (50%, n=24) of the headteachers reported to have concluded secondary education, 37.5% (n=24) had a university degree and 12.5% (n=24) had concluded other forms of education.

Figure 8: Geographic representation of headteachers (n=24)

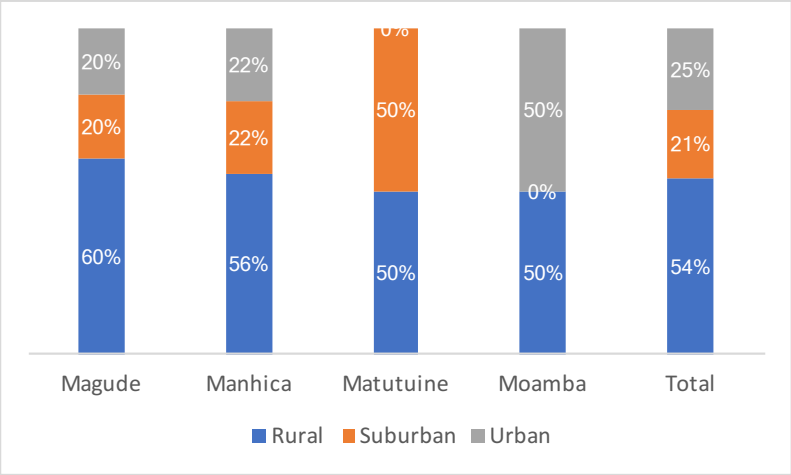
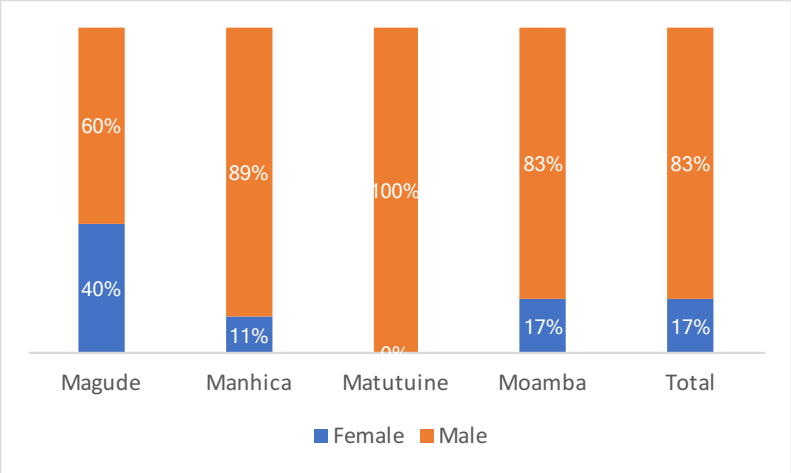


Figure 9: Gender of headteachers (n=24)



All the headteachers confirmed that their schools had participated in a previous school feeding (100%, n=24) program implemented by PAI that ended in December 2020. They also reported that currently, none of the schools is providing school meals to the students. The communities surrounding the schools corroborated this by almost all (99.7%, n=635) reporting that currently, there are no school meals offered in the schools where their children attend. The members of the school council through the Focus Group Discussions also underlined that there are currently no school meals and the importance of such programs in the school.

"There is no school meal program in place at the moment, the last one took place with ADPP. It is necessary and important to have a school feeding program because it improves the quality of teaching and learning, stimulates students to not abandon school and to pay attention" School Council member, Magude district (Focus Group Discussion).

Teachers' attendance

Almost all teachers (92.1%, n=76) reported that they go to school every day (Figure 10 below). On the other hand, three-quarters of the headteachers (75%, n=24) go to school every day. In Moamba district however, more than a quarter (33.3%, n=6) headteachers reported that they go to school on a daily basis and half (50%, n=6) reported three times per week. The headteachers in Magude district were the only ones who reported that they go to school on a daily basis (100%, n=5).

Figure 10: Teachers' attendance per week (n=76)

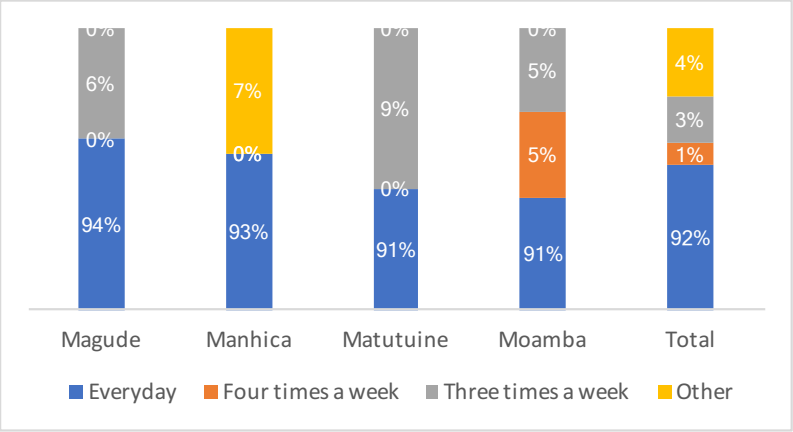
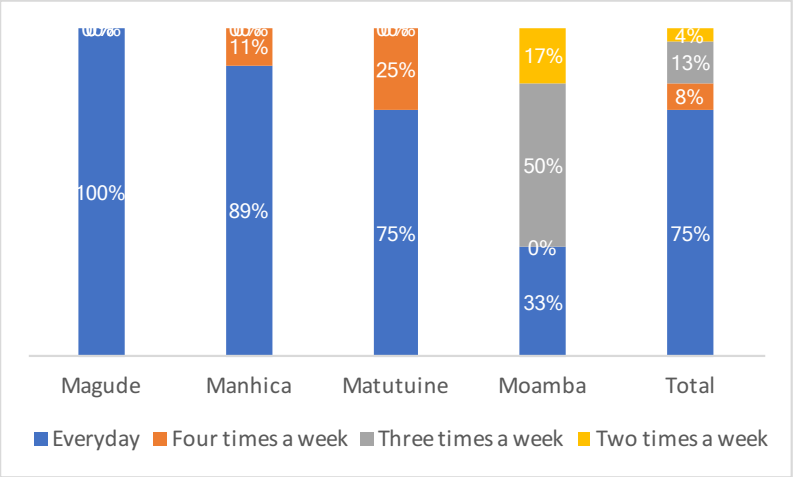


Figure 11: Headteachers' attendance per week (n=24)



The teacher attendance rate as reported by the districts reports from SDEJT in June 2021 shows that in each of the districts for all schools, teacher attendance rate is 100%, excluding authorized absenteeism (like funerals or illness). Despite the districts reports show that the teacher school attendance is 100%, the records review in the schools could not objectively determine this. This was substantiated by KIIs with implementers who underlined that there is low registry of teacher absences despite the existence of a registry system instituted by the Ministry of Education. This is the reason that there are projects implemented by the partners, including Progresso, to enforce the registry practice and report absences of teachers.

> *"Though there is a registration system in place, it is often not used, and absences are not reported"* Implementing partner

Access to school materials

All the headteachers (100%, n=24) reported that their schools received supplementary reading materials from the previous USDA funded school feeding program. Districts have a detailed overview of the number of books provided to each school. Almost all the teachers in all the districts (97.4%, n=76), reported that their schools received supplementary reading materials from the previous USDA feeding program.

The type of books and supplementary schools varied per respondent, but common ground included: maps, nutrition posters, literacy and numeracy training books, syllabic charts, letters of alphabet posters, storybooks for the students.

Table 10: Type of supplementary materials from the IDIs with the teachers and headteachers

"Dictionaries, global maps. We also received posters and manuals on nutrition. We received some literary and numeracy training books as well as materials on the letters of alphabet".	Headteacher Manhiça district
"We have some books that each teacher received, they even talk about school meals, in addition to the books, we received posters, there were small posters that we distributed to students and we kept some, the others are the big ones that reference the different types of food, it was more to enable us to teach these classes in terms of bringing the child a balanced diet, that is, talking about balanced nutrition, talking about the need to have to vary the food, what kind of food could be consumed and how to cook in some of the times".	Teacher Magude district
"We sometimes received notebooks to support the children, we received kits for distribution to the children, we have maps, we have them there, there are many maps to help with circulation, syllabic charts ... so many things that ADPP supported us. Books we had ... they gave us class books; they gave us some storybooks for the children to read".	Headteacher Moamba district

The provincial and district officials through the KIIs validated the information by reporting that a lot of supplementary reading materials were produced and distributed to the beneficiary schools.

Skills and Knowledge of teachers

Almost three quarters of the teachers (72.4%, n=76) reported that they received a training from the previous USDA school feeding project, while 2.6% (n=76) reported to being new hence never experienced the last school feeding intervention. 92.1% (n=76), reported that they are applying these new skills in their day-to-day class interactions.

Figure 12: Teachers who received training from previous program (n=76)

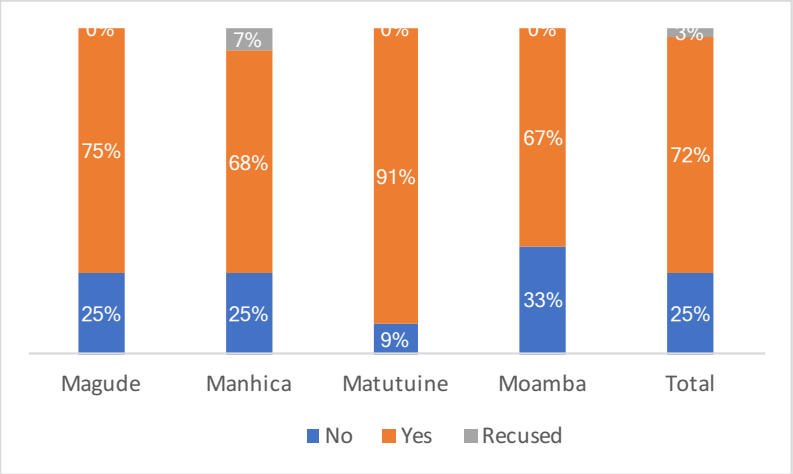
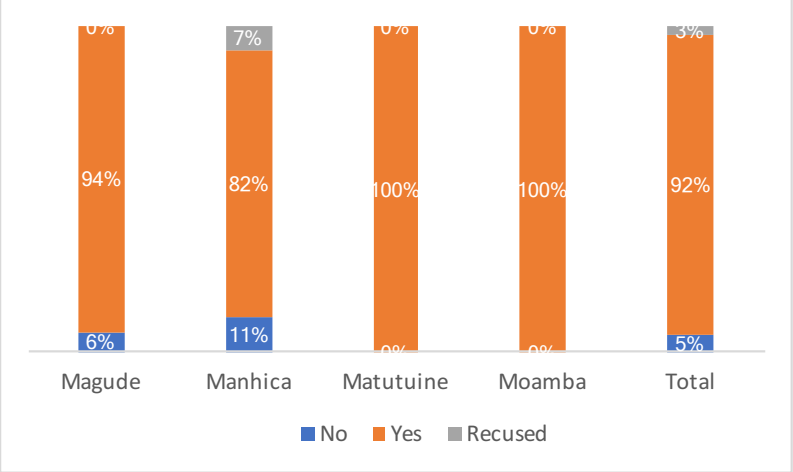
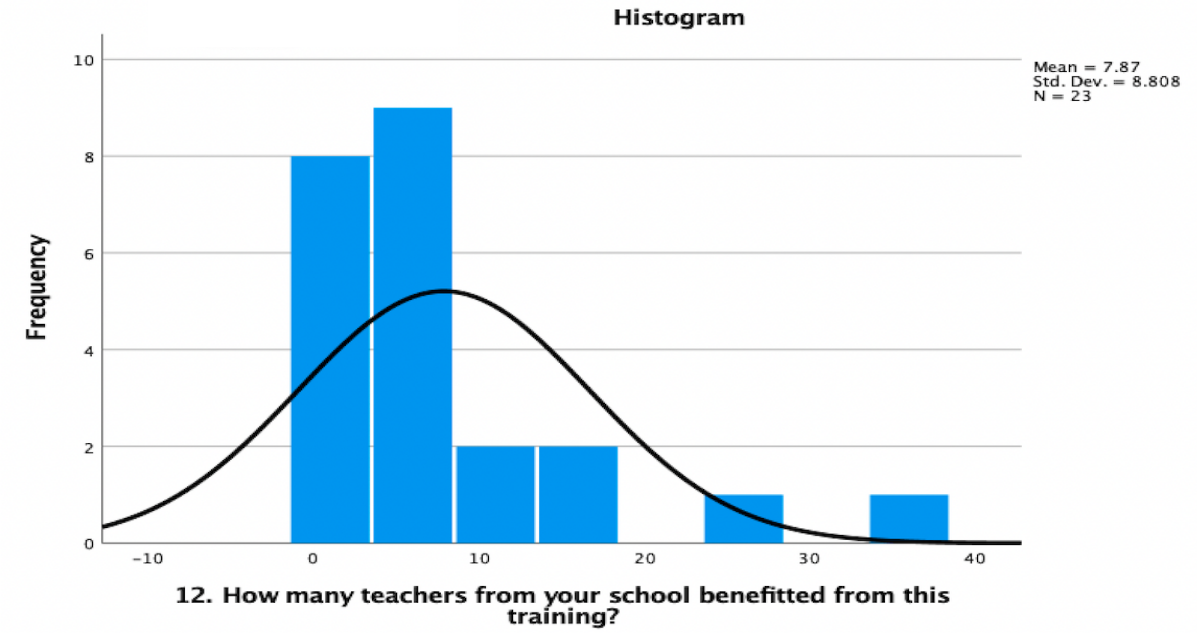


Figure 13: Teachers that report applying learned skills daily (n=76).



An average of 7.87 headteachers (n=24) reported that teachers had received training from the previous school feeding program.

Figure 14: Histogram headteachers who reported that teachers were trained in their school during the last school feeding program (n=23).



In addition, during the in-depth interviews (IDIs), most of the headteachers and teachers, emphasized their focus on reinforcing literacy by introducing the following new activities in their grade 2 classes:

- Creation of reading groups.
- Working more on the syllabic framework as the basis for reading facilitation.
- Giving students homework on syllabic framework.
- Development of posters focused on letters, syllables and sentence construction.
- Creative teaching methodology for example making it fun for the students to learn (encouraging children to play with mud and designing letters, providing practical examples).

Despite this, there were some few headteachers and teachers who were doubtful of whether new activities have been introduced this year to promote literacy.

Table 11: New activities introduced in grade 2 to promote literacy from KIIs

"*Well, I believe it's a lot: reading, even going back to the syllabic frame, forming syllables starting from the letter itself to form syllables, words, reading initiation is the basis for promoting literacy*".	Teacher, Matutuine district
"*We develop didactic materials, production of alphabets, designing of syllables, for example we have to always give homework. We talk to the caregivers so that they can also help us, because, for example, someone is coming today, tomorrow they are not coming, we give cards, for example, at home so that they can solve this with the help of the caregivers".*	Headteacher Moamba district
"*I can't lie, within this year we haven't created mechanisms to leverage the achievement in that class, maybe from that moment on we can discuss with the teachers what ways we can implement in order to leverage the achievement*".	Headteacher Matutine district

Last but not least, the class observations against some set parameters illustrated that most of the teachers in all the districts are using methodologies that encourage students' learning.

Figure 15: Teacher observation against presented parameters (n=72)

EGRA Student Assessment

The Early Grade Reading Assessment (EGRA), both for Portuguese as well as in local language, consisted of the following 9 exercises to assess different aspects of the literacy, starting with pre-reading skills and progressively becoming more complex and finishing with writing skills. Four exercises were time constrained and had to be stopped, if not already finished by the student after 60 seconds.

1. Oral vocabulary: pronouncing the object on the picture correctly (10 pictures).
2. Oral comprehension: answering questions after a story was read to the student correctly (4 questions).

3.1 Phonological awareness: indicating (out of 3 pictures) the picture of an object whose name begins with the same initial sound as that of the object in the sample picture correctly (10 pictures).

3.2 Phonological awareness: pronouncing the initial sound of the object in the sample picture correctly (same pictures as for exercise 3.1, 10 pictures).

4. Concepts of print: performing tasks to demonstrate familiarity with how printed language functions correctly (10 items).
5. Letter sounds: producing the letter sounds of both lower- and upper-case letters correctly (100 letters, time max 60 seconds).
6. Syllable recognition: reading aloud syllables consisting of consonant and vowel correctly (50 syllables, time max 60 seconds).
7. Reading words: reading aloud a list of words, that become progressively longer and less common, correctly (30 words, time max 60 seconds).

8.1 Reading fluency: reading a short text, number of words read correctly (77 words for Portuguese; 32 words for local language, time max 60 seconds).

8.2 Reading comprehension: after reading the text, answering the questions correctly. A specific question was asked if the student had read the text sufficiently that corresponded to that specific question (max 4 questions).

9.1 Writing first name correctly.

9.2 Writing last name correctly.

9.3 Dictation of words – correctly writing dictated simple words (10 words).

It is worthwhile to note that there are currently no nationally accepted EGRA benchmarks or a general agreement as to what children in Mozambique should be able to do at the end of a particular grade. In other project evaluations, (like *Vamos Ler* project and the previous School Feeding Program implemented by PAI), different benchmarks for different languages were used to count the number of (correct) words read per time interval (e.g. per minute) reading of a text/story in combination with number of correct answered questions to check the comprehension of the read text/story.

In the Early Grade Reading Assessment & Supplementary Tools, Midline report (*Vamos Ler,* 2020), different reading performance bands are used to classify the students:

- Non-Reader: 0-5 correct words per minute in Portuguese
- Emergent reader: 6-15 correct words per minute in Portuguese
- Beginning reader: 16-30 correct words per minute in Portuguese
- Fluent Reader: 31+ correct words per minute in Portuguese

Besides the number of correct read words, a less strict approach can be used, like "students that attempted reading the words of the text without necessarily reading all of them correctly".

The previous FFE2 program in Maputo province used a recommendation from the USAID's Vamos Ler Project: 30 words per minute (WPM) for Portuguese; 25 WPM for local languages (Changana, Rhonga) and (75%) comprehension questions answered correctly.

To reflect if a student has understood the meaning of a read text, the number of correct answered questions is used. Given the setup up, the EGRA exercise 8, questions are only asked when students read a particular part of the text, e.g. first question is only asked if the students reads the first 10 Portuguese words, second question is only asked if the student reads up to Portuguese 23 words. It is notable to highlight that exercise 8 has been specifically designed for this baseline study because we did not have access to the EGRA tools from Vamos Ler or the previous intervention by PAI. The following 4 different benchmarks were used (the number of correctly read words for local languages are less due their average longer word sizes):

Table 12: Different reading and understanding Benchmarks (A the lowest and D the highest)

Benchmarks	A	B	C	D
# of read Portuguese words per minute correctly	10+	20+	30+	40+
# of read local words per minute correctly	5+	10+	15+	20+
# of questions answered correctly	0	1+	2+	3+

EGRA Students' Characteristics

A total of 517 students were subjected to the EGRA assessment in the four districts, 52.2%(n=517) girls and 47.8% (n=517) boys. See Table 13 for the distribution of the boys and girls per grade and district.

Table 13: EGRA students participants disaggregated per class, gender and district (number (#), relative percentage (R%), absolute percentage (A%) for n=517)

District		Manhiça		Matutuine		Magude		Moamba		Total	
Gender	Grade	#	R%	#	R%	#	R%	#	R%	#	A%
Male boy	Grade 2	59	60.8%	24	61.5%	31	58.5%	35	60.3%	149	28.8%
	Grade 3	38	39.2%	15	38.5%	22	41.5%	23	39.7%	98	19.0%
	Subtotal	97	100%	39	100%	53	100%	58	100%	247	**47.8%**
Female girl	Grade 2	57	56.4%	26	60.5%	33	55.9%	41	61.2%	157	30.4%
	Grade 3	44	43.6%	17	39.5%	26	44.1%	26	38.8%	113	21.9%
	Subtotal	101	100%	43	100%	59	100%	59	100%	270	**52.2%**
Total	Grade 2	116	58.6%	50	61.0%	64	57.1%	76	60.8%	306	59.2%
	Grade 3	82	41.4%	32	29.0%	48	42.9%	49	39.2%	211	40.8%
	Total	198	100%	82	100%	112	100%	125	100%	517	100%

Overall, more than half the students (60.5%, n=517) attend the morning shift and Moamba district has the highest morning shift attendance (75.2%, n=125).

Though overall, most of the students attend the morning shift, on the contrary, in Matutuine district, more than three quarters of students attend the afternoon shift (81.70%, n=82).

Figure 16: Students' gender (n=517)

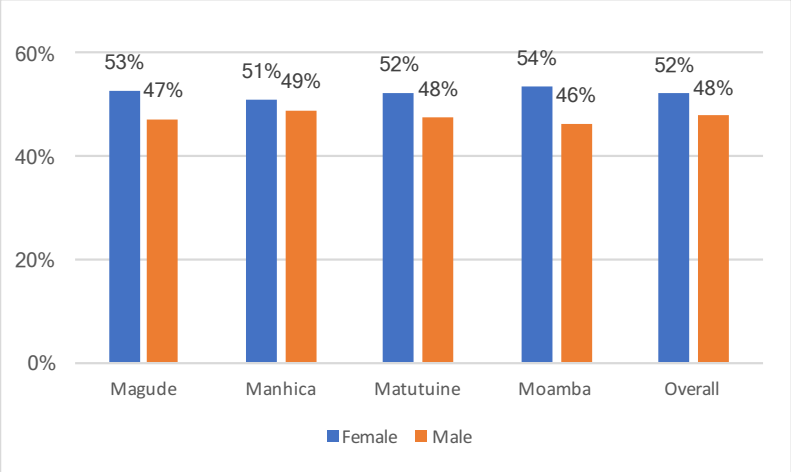
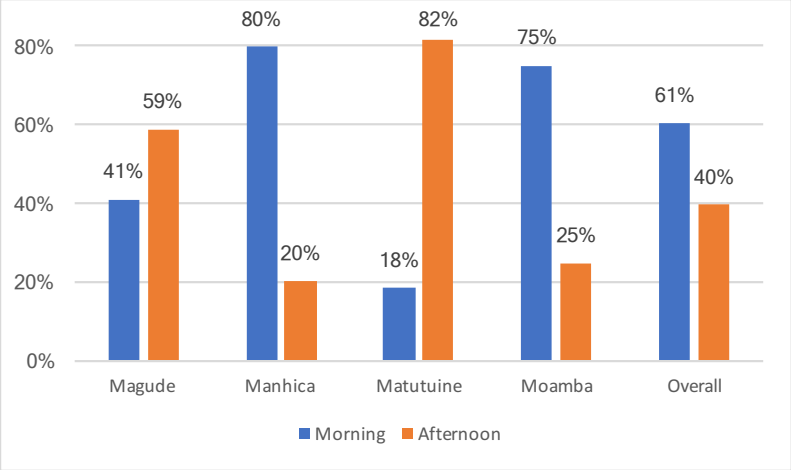
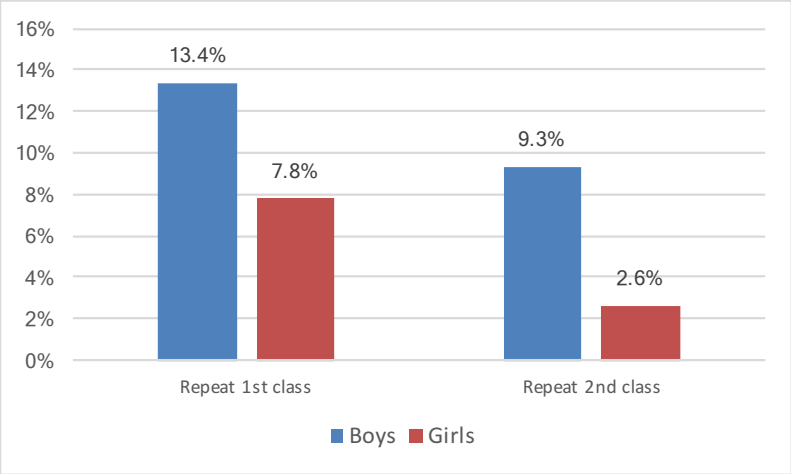


Figure 17: Classroom shift of the students (n=517)



Less than a quarter of the students reported to have repeated grade 1 (10.4%, n=517) and grade 2 (5.8%, n=517). Boys tend to repeat a class more often. For grade 1, this is almost twice as much: 13.4% of the boys (n=247) and 7.8% of the girls (n=270). For the grade 2, this is almost three times as much: 9.3% of the boys (n=247) and 2.6% of the girls (n=270).

Figure 18: Students that have repeated a class per gender (n=517)



In addition, only 17.8% (n=517) reported to belong to a school club with the lowest rate reported in Matutuine district (1.2%, n=82). Almost all the students reported that they walk to school (98.6%, n=517), others cycle (1.0%, n=517) or use other means such as motorcycles or cars (0.4%, n=517).

Figure 19: Students that are part of a reading club per district (n=517)

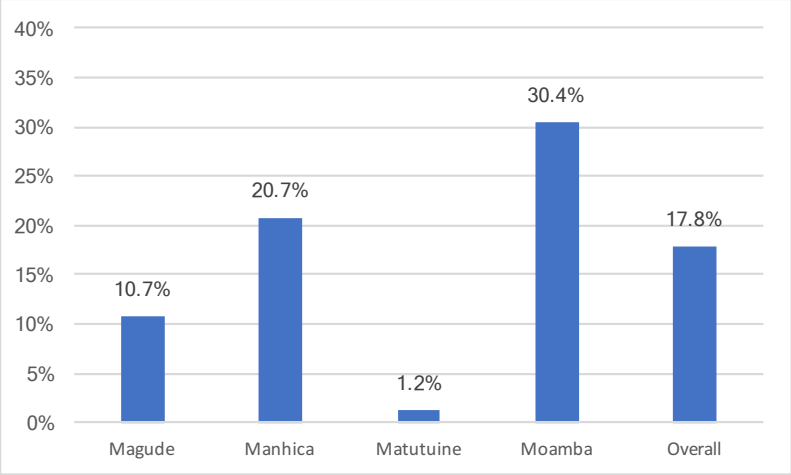


Figure 20: Students that are part of a reading club per gender (n=517)

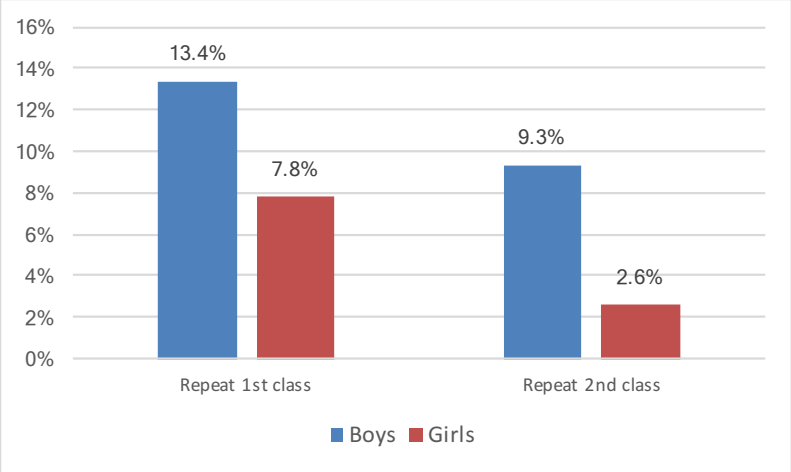


Figure 21: Students that went to preschool/ kindergarten per district (n=517)

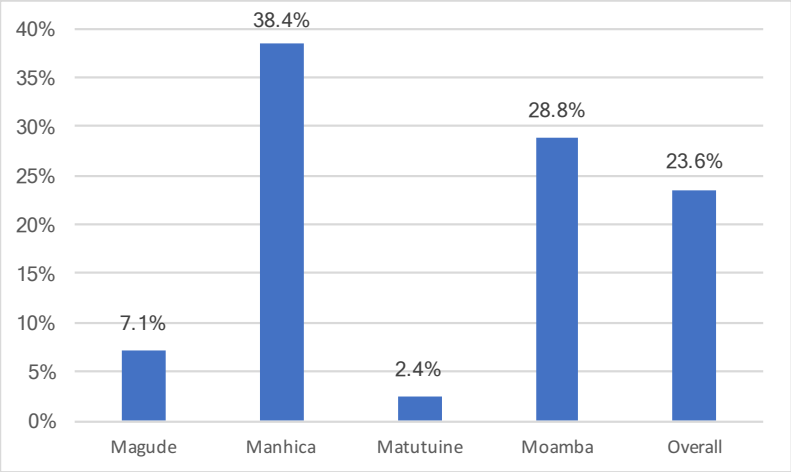
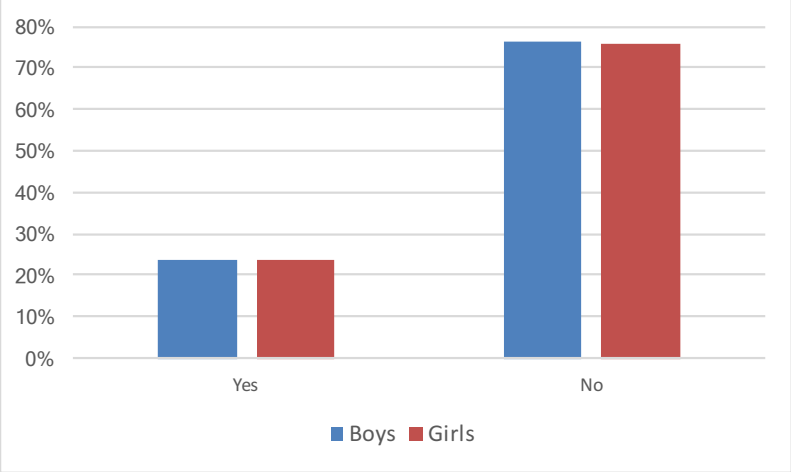


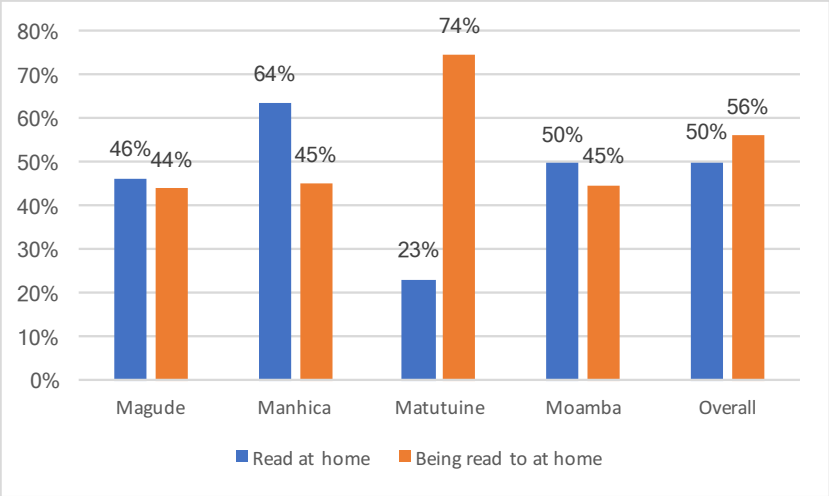
Figure 22: Students that went to preschool/ kindergarten per gender (n=517)



Overall, half of the students (50.1%, n=517) read at home while slightly more (55.9%, n=517) were being read to at home. The lowest percentage of the students who read at home was reported in Matutine district (23.2%, n=82), while the highest percentage was reported in Manhiça district (n=63.6%, n=198).

Children that read at home, mostly read 1 to 2 times a week. While for children who are being read to, the practice happens slightly more often, 2-3 times a week. In almost two third of the cases (61.1%, n=228), the reading is done by brothers or sisters; and 33,1% (n=228) by fathers or mothers. In addition, three quarters (75.0%, n=517) of the students have no individual books at home; 4,6% (n=517) reported to have one book at home; 11% (n=517) have 2 books at home and 9,3% (n=517) have 3 books or more at home.

Figure 23: At home: reading and being read to per district (n=517)



Girls tend to read more than boys at home: 52.5% (n=270) of the girls read at home while 47.8% of the boys (n=247) read at home.

Figure 24: Frequency of reading at home per district (n=517)

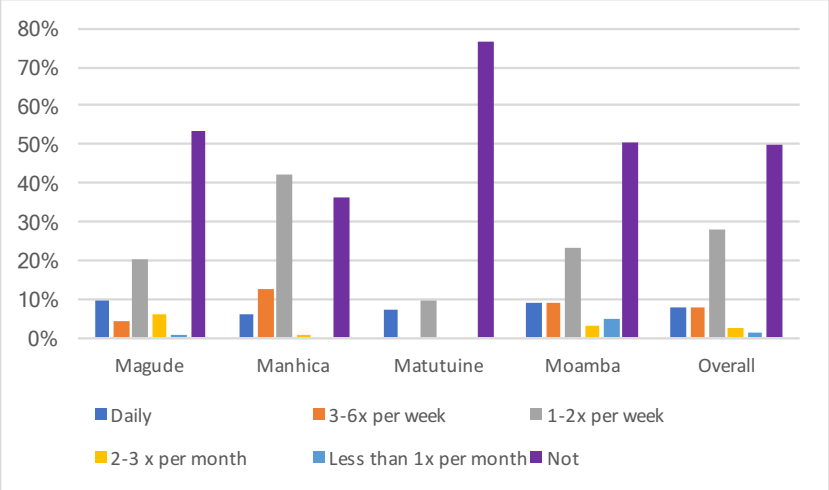


Figure 25: Frequency of reading at home per gender (n=517)

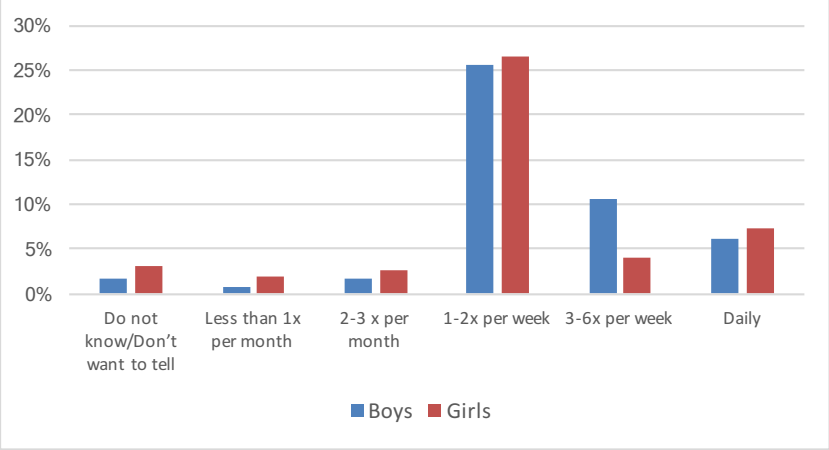
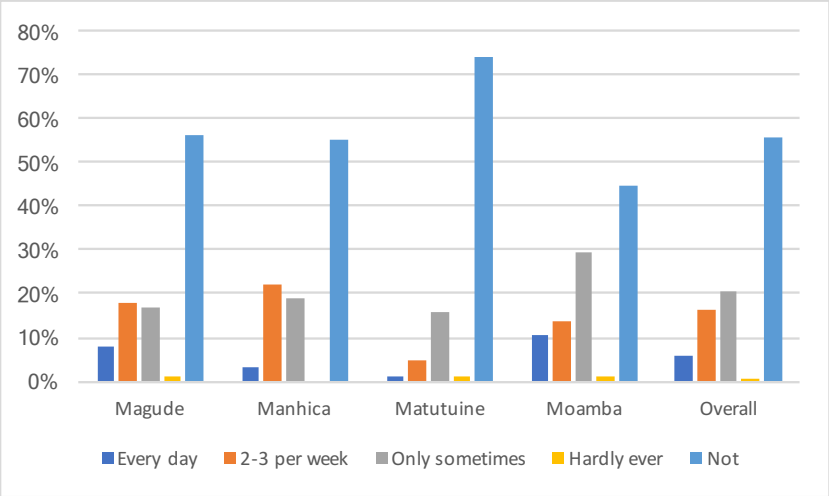


Figure 26: Frequency of being read to at home per district (n=517)

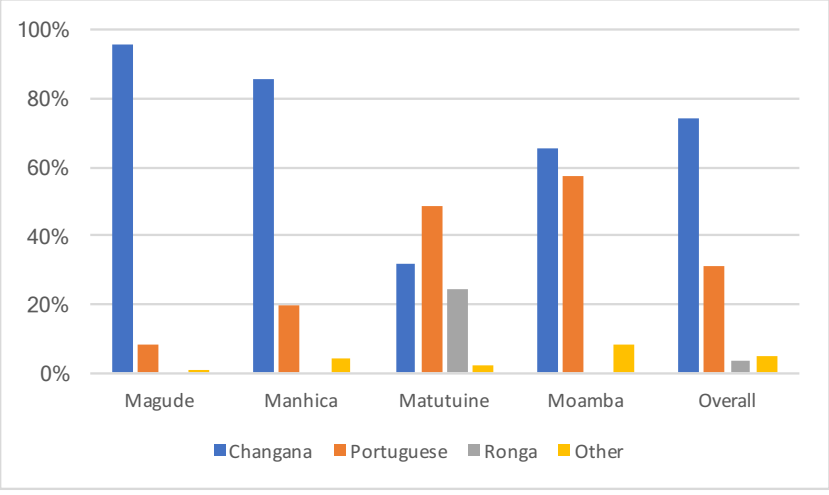


The familiarity of the language of instruction plays an important role in learning to read and it is imperative to take stock of the language knowledge demographics of both the teachers and students as underlined by some of the KIIs' participants.

"Big take away for early grade reading that we know for sure is that students who will learn to read in their mother tongue will far easily read in another language. If students fail to read in their mother tongue, transferring to a second language is extremely difficult. In Mozambique, and many other countries, parents and even teachers want to teach right away in the target language (Portuguese). They want to start as quickly as possible in Portuguese because they think they are helping the student to have more time spent in Portuguese to teach them quicker but what they are doing is crippling the child from reading. The child can learn easily in their mother tongue first, and then learn in Portuguese. The other way around is an uphill battle." Implementing partner

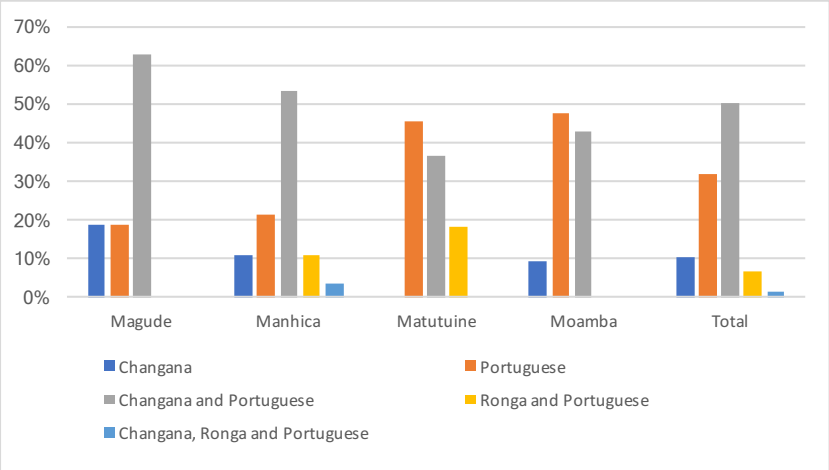
Most of the students speak local languages. More than half (62.7%, n=517) speak Changana, but this varies per district. Moamba has the highest percentage of students who reported to speak Portuguese (57.6%, n=125) followed by Matutuine district (48.7%, n=82). Moreover, 10.8% (n=517) of the students reported that they could speak both Portuguese and the local language.

Figure 27: Language(s) spoken by the students per district (more than one possible) (n=517)



More than half (57.9%, n=76) of the teachers reported to use both local languages (Changana and/or Ronga) and Portuguese as instruction languages in their classes, while 42,1% (n=76) reported to use either Portuguese or Changana. In mono-lingual schools, though the target language for instruction is Portuguese, 51.2% (n=41) of the teachers reported to use both Portuguese and Changana as instruction languages and 9.8% (n=41) of the teachers reported to use both Portuguese and Ronga as instruction languages in their classes. This substantiates the class teaching observations, where it was observed that 90.3% (n=72) of the teachers used teaching and learning materials that are in a language (local) that the pupils understood.

Figure 28: Language(s) spoken by the teachers per district (n=76)



EGRA Results

The overall scores (means, standard deviations) for grade 2 students (Table 15) and grade 3 students (Table 16) are provided[10] as well as the percentage of students who did not have any correct response to a task. Most of the students did not get any answer correct for the reading exercises (5-8) and writing exercise (9). The results of those students who got at least one answer are provided including the mean, standard deviation and the sample size. From the tables and the figures below it can be observed that the scores for grade 3 for all the exercises are better than for grade 2. The overall mean scores are provided per grade (in Figure 29 below). It is important to note that all the scores for both grades are very low compared to international norms[11] and also lower than the endline scores undertaken by the previous School Feeding Program in Maputo Province. Prudence should be observed while comparing different literacy assessments due to different methodology, exercises, scoring criteria and grade levels.

The Table 14 below provides the benchmarks results for the conducted EGRA baseline (as listed in Table 12)

[10] For exercise 1, 2, 3, 4, 5, 6, 7, 8.1, 8.2, 9.1 the mean scores and standard deviations are provided. For exercises 9.2 and 9.3 only the percentage of students that could write their name correctly is provided.

[11] See for example https://scholarwithin.com/average-reading-speed#average-reading-speed-by-age-and-grade

Table 14: EGRA results for the different Benchmarks (A the lowest and D the highest)

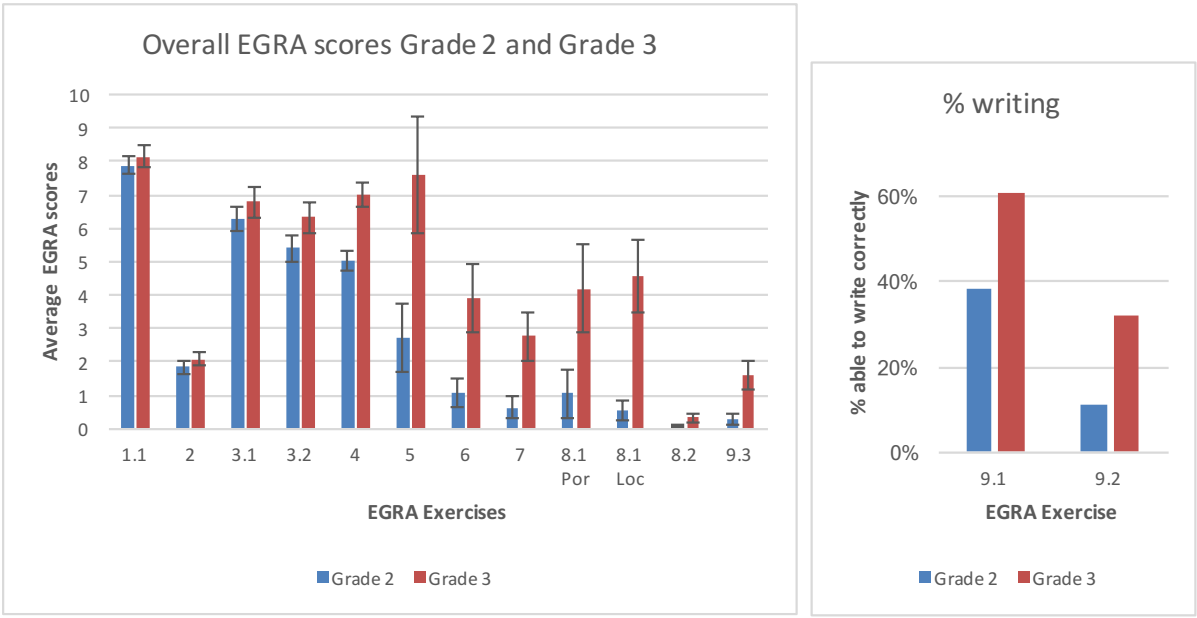
Benchmarks	A	B	C	D
Grade 2	3.6%	1.6%	0.3%	0%
Grade 3	19.0%	9.5%	4.3%	1.4%

The same proposed benchmarks as used in the baseline should be applied in the midline and endline to report progress on the USDA indictor "Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text.

A linear regression analysis was run to predict all exercise scores using grade as the predictor variable. The grade (being in grade 2 or 3) statistically significantly predicted the scores of exercises 3.2, 4, 5, 6, 7, 8.1 Portuguese, 8.1 Local, 8.2, 9.1, 9.2 and 9.3 with the p value ranging from p< .001 to p=.014.

Observation: Grade 3 student EGRA scores are higher than Grade 2 student EGRA scores.

Figure 29: Overall EGRA mean scores with 95% confidence intervals for the 9 exercises for Grade 2 and Grade 3 students. Exercises 9.2 and 9.3 are presented in %.



The exercises become more complex as the student advances, i.e. the higher the exercise number the more complex the exercise is, which is also reflected by the increase in the number of students who were not able to get any answer correct, as illustrated in Figure 30. For grade 2 and grade 3 students, (especially from exercise 5 onwards) there is an increase in the number of students that were not able to get any right answer hence the zero scores. Figure 31 provides the scores for the non-zero scoring students.

Figure 30: Percentage of zero scoring students for the 9 exercises for Grade 2 and Grade 3.

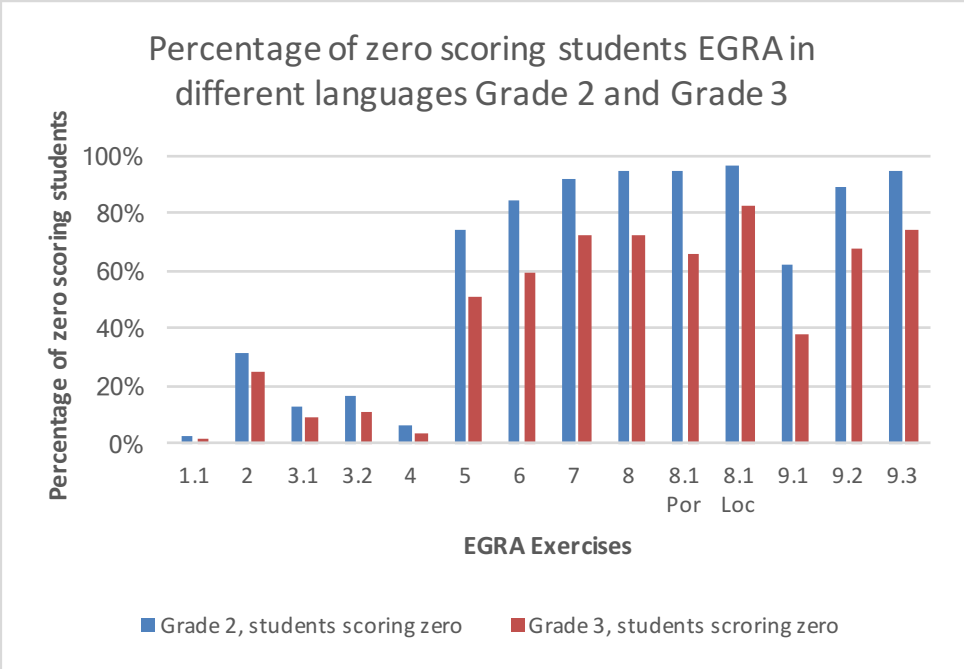
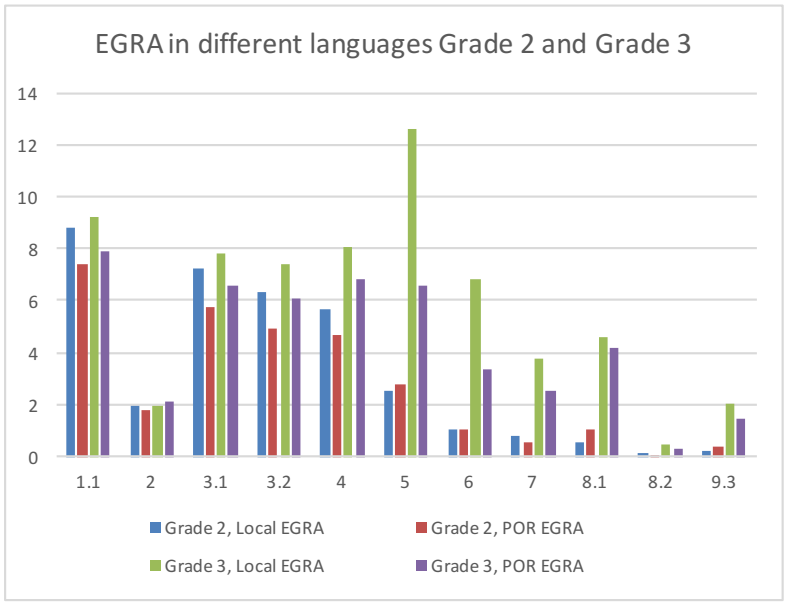


Figure 31: Overall EGRA scores without zero scoring students for the 9 exercises for Grade 2 and Grade 3.



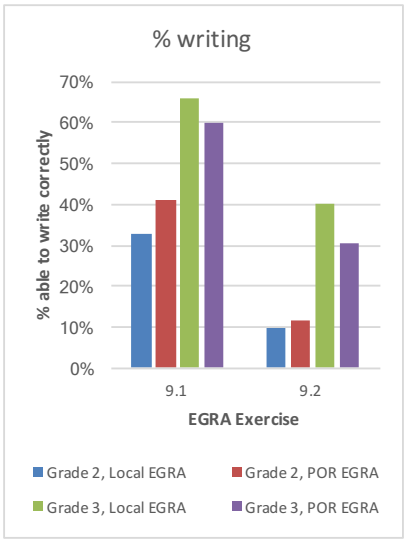


Table 15: EGRA scores for Grade 2 students (in both Portuguese and local language, sample size = 306, 24 schools)

Tasks (max score, 60 secs)	Grade 2		Percentage of students scoring zero	Excluding Grade 2 students scoring zero		
	Mean score	Standard deviation		Mean score	Standard deviation	Sample size
1. Oral vocabulary (10)	7.89	2.58	2.9%	8.12	2.22	298
2. Oral comprehension (4)	1.83	1.54	31.0%	2.65	1.12	212
3.1 Phonological aware (10)	6.26	3.23	12.7%	7.18	2.31	268
3.2 Phonological aware (10)	5.39	3.24	16.7%	6.46	2.38	256
4. Concepts of print (10)	5.04	2.76	6.5%	5.39	2.50	287
5. Letter sounds (100,)	2.70	9.08	74.2%	10.44	15.50	80
6. Syllable recognition (50,)	1.06	3.91	84.6%	6.89	7.77	48
7. Reading words (30,)	0.63	2.98	91.5%	7.42	7.46	27
8.1 Reading fluency (77 Por,)	1.04	6.39	95.0%	21.00	21.15	6
8.1 Reading fluency (32 Loc,)	0.55	2.65	94.2%	9.50	6.53	7
8.2 Reading comprehension (4)	0.07	0.41	96.7%	2.00	0.89	12
9.1 Writing first name	38.2%	0.49[12]	61.8%	100%	0%	117
9.2 Writing last name	11.1%	0.31	88.9%	100%	0%	34
9.3 Dictation of words (10)	0.30	1.43	94.4%	5.35	3.22	18

Table 16: EGRA scores for Grade 3 students (in both Portuguese and local language, sample size = 211, 24 schools)

Tasks (max score, 60 secs)	Grade 3		Percentage of students scoring zero	Excluding Grade 3 students scoring zero		
	Mean score	Standard deviation		Mean score	Standard deviation	Sample size
1. Oral vocabulary (10)	8.14	2.34	1.9%	8.29	2.06	207
2. Oral comprehension (4)	2.08	1.56	25.1%	2.78	1.14	158
3.1 Phonological aware (10)	6.78	3.29	9.5%	7.49	2.57	191
3.2 Phonological aware (10)	6.32	3.25	10.9%	7.09	2.53	188
4. Concepts of print (10)	7.00	2.66	3.3%	7.24	2.36	204
5. Letter sounds (100,)	7.59	12.97	50.7%	15.40	14.48	104
6. Syllable recognition (50,)	3.91	7.47	58.8%	9.49	9.09	87
7. Reading words (30,)	2.76	5.50	72.0%	9.88	6.17	59
8.1 Reading fluency (77 Por,)	4.19	9.70	72.2%	15.06	13.27	49
8.1 Reading fluency (32 Loc,)	4.57	7.88	65.7%	13.33	8.03	12

[12] Using the binary coding for the question if the student was able to write his name: No=0 and Yes =1

8.2 Reading comprehension (4)	0.32	0.81	82.9%	1.89	0.95	36
9.1 Writing first name	60.7%	0.49	38.3%	100%	0	128
9.2 Writing last name	32.2%	0.47	67.8%	100%	0	68
9.3 Dictation of words (10)	1.58	3.10	74.4%	6.17	3.05	54

The EGRA scores per grade for girls and boys are quite similar, no statistically significant differences were found between gender (being boy or girl) and the individual exercise scores (Figure 32, Table 17 and Table 18).

Figure 32: Overall EGRA scores without zero scoring students with 95% confidence intervals for the 9 exercises for Boys and Girls Grade 2 and Grade 3.

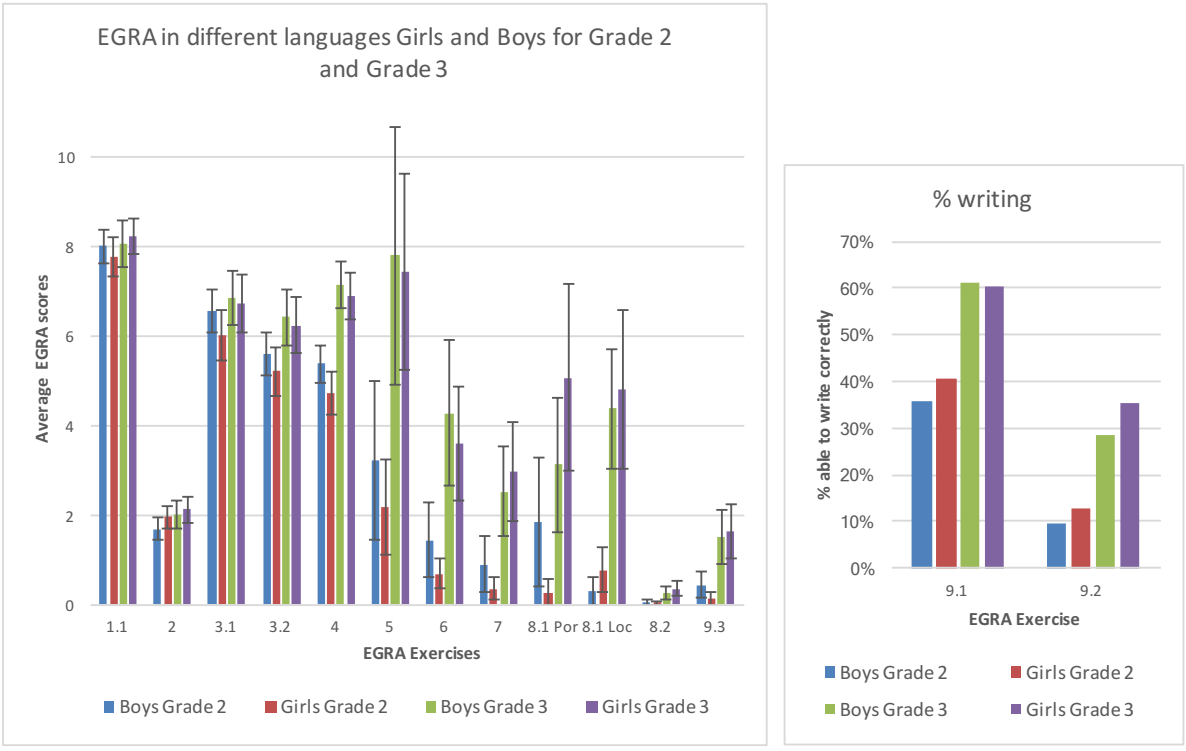


Table 17: EGRA scores for Grade 2 students for Boys (n= 149) and Girls (n=157) in both Portuguese and local language.

Tasks (max score, 🕐 60 secs)	Boys Grade 2			Girls Grade 2		
	Mean score	Standard deviation	Percentage of students scoring zero	Mean score	Standard deviation	Percentage of students scoring zero
1. Oral vocabulary (10)	8,00	2,36	0,7%	7,78	2,77	5,1%
2. Oral comprehension (4)	1,69	1,51	34,2%	1,96	1,57	28,0%
3.1 Phonological aware 🖼 (10)	6,54	2,93	8,7%	6,01	3,48	16,6%
3.2 Phonological aware ♫ (10)	5,58	2,96	13,4%	5,20	3,49	19,7%
4. Concepts of print (10)	5,37	2,53	2,0%	4,72	2,93	10,8%
5. Letter sounds (100, 🕐)	3,23	10,99	73,8%	2,19	6,78	74,5%
6. Syllable recognition (50, 🕐)	1,44	5,13	82,6%	0,69	2,16	86,6%
7. Reading words (30, 🕐)	0,91	3,94	89,9%	0,37	1,57	93%%
8.1 Reading fluency (77 Por, 🕐)	1,85	8,93	92,9%	0,28	1,88	97,1%
8.1 Reading fluency (32 Loc, 🕐)	0,31	1,97	96,1%	0,77	3,17	92,5%
8.2 Reading comprehension (4)	0,07	0,45	97,3%	0,05	0,30	96,8%
9.1 Writing first name	35,6%	0,48	64,4%	40,8%	0,49	59,2%
9.2 Writing last name	9,4%	0,24	90,6%	12,7%	0,33	87,3%
9.3 Dictation of words (10)	0,45	1,82	92,6%	0,15	0,90	96,2%

Table 18: EGRA scores for Grade 3 students for Boys (n= 98) and Girls (n=113) in both Portuguese and local language.

Tasks (max score, 🕐 60 secs)	Boys Grade 2			Girls Grade 2		
	Mean score	Standard deviation	Percentage of students scoring zero	Mean score	Standard deviation	Percentage of students scoring zero
1. Oral vocabulary (10)	8.06	2.56	3.1%	8.20	2.13	0.9%
2. Oral comprehension (4)	2.02	1.53	23.5%	2.13	1.58	26.5%
3.1 Phonological aware 🖼 (10)	6.85	3.07	9.2%	6.72	3.48	9.7%
3.2 Phonological aware ♫ (10)	6.41	3.07	9.2%	6.24	3.42	12.4%
4. Concepts of print (10)	7.14	2.57	3.1%	6.88	2.75	3.5%
5. Letter sounds (100, 🕐)	7.79	14.26	56.1%	7.42	11.79	46.0%
6. Syllable recognition (50, 🕐)	4.28	8.16	58.2%	3.60	6.84	59.3%
7. Reading words (30, 🕐)	2.53	5.02	72.4%	2.96	5.91	71.7%
8.1 Reading fluency (77 Por, 🕐)	3.13	7.51	77.2%	5.06	11.14	68.0%
8.1 Reading fluency (32 Loc, 🕐)	4.37	6.56	63.2%	4.81	9.43	68.8%

8.2 Reading comprehension (4)	0.28	0.67	82.7%	0.36	0.92	83.2%
9.1 Writing first name	61.2%	0.09	38.8%	60.2%	0.49	39.8%
9.2 Writing last name	28.6%	0.45	71.4%	35.4%	0.48	65.6%
9.3 Dictation of words (10)	1.52	2.99	73.5%	1.63	3.20	75.2%

The scores for EGRAs conducted in Portuguese (Table 19 and Table 20) and Local languages (Table 21 and Table 22) are provided below. From both the tables and the figures below, the scores for EGRAs conducted in local language are better than for EGRAs conducted in Portuguese, both for grade 2 and Grade 3 students. Nevertheless, all the scores are still low.

A linear regression analysis was run to predict all exercise scores using the conducted EGRA language as the predictor variable. The conducted EGRA language (Portuguese or local language) statistically significantly predicted the scores of exercises 1, 3.1, 3.2, 4 with p value ranging from p< .001 to p=.025.

As the Portuguese text for exercise 8.1 has 77 words and the local language ones only 32 words (despite the words being longer), proper comparison for exercise 8.1 took into account the weighted scores for the local languages. The language used to conduct the EGRA assessment (Portuguese or local language) statistically significantly predicted the scores of exercises 8.1 with p< .001.

Observation: Scores for EGRAs conducted in local languages are higher than EGRAs conducted in Portuguese for both grades 2 and 3.

Figure 33: EGRA scores with 95% confidence intervals for the 9 exercises conducted in different languages for Grade 2 and Grade 3 students.

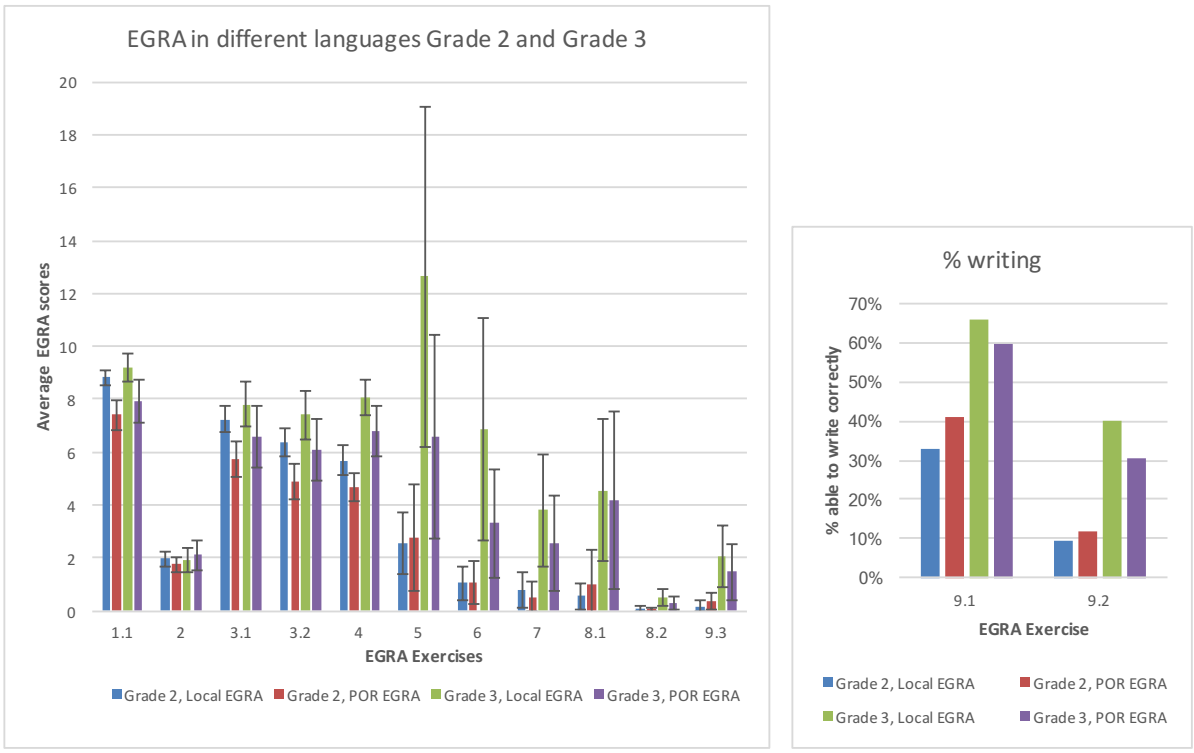


Figure 34: Percentage of zero scoring students for the 9 exercises conducted in different languages for Grade 2 and Grade 3 students.

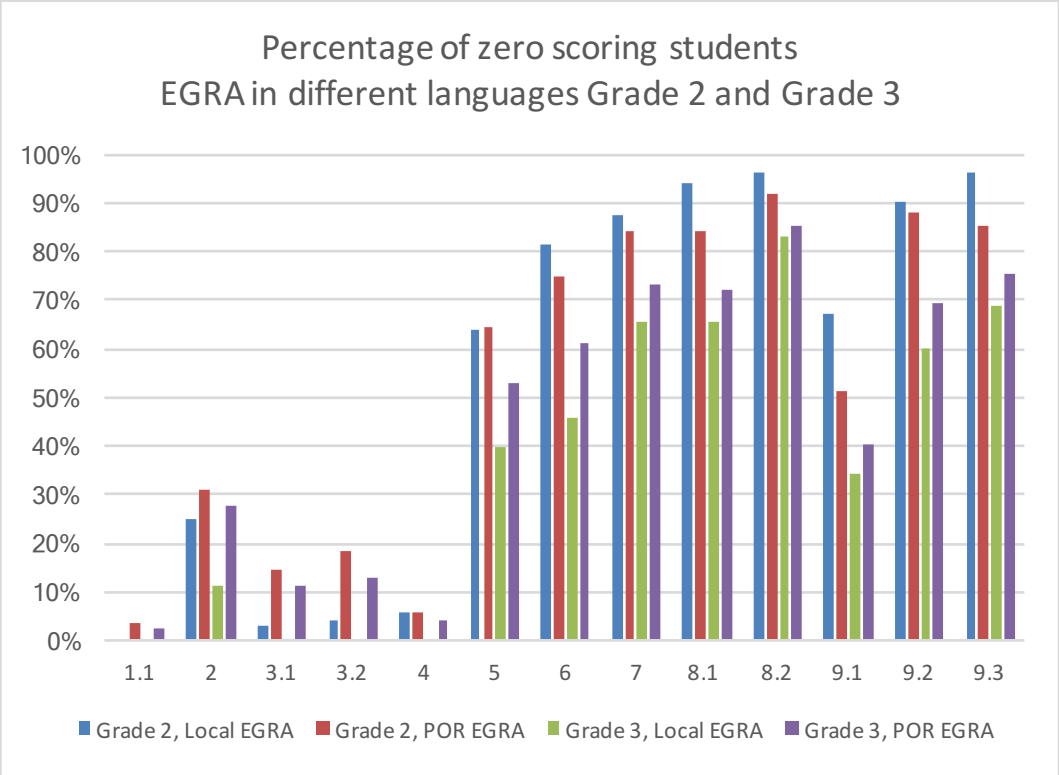


Table 19: EGRA scores conducted in Portuguese Grade 2 (sample size = 203, 24 schools)

Tasks (max score, 🕐 60 secs)	Grade 2		Percentage of students scoring zero	Excluding Grade 2 students scoring zero		
	Mean score	Standard deviation		Mean score	Standard deviation	Sample size
1. Oral vocabulary (10)	7.40	2.89	3.4%	7.74	2.46	194
2. Oral comprehension (4)	1.76	1.55	31.1%	2.66	1.10	134
3.1 Phonological aware ⬚ (10)	5.77	3.43	14.8%	7.01	2.36	167
3.2 Phonological aware ♬ (10)	4.89	3.40	18.5%	6.37	2.38	156
4. Concepts of print (10)	4.70	2.64	5.5%	5.05	2.40	189
5. Letter sounds (100, 🕐)	2.76	10.31	64.6%	13.36	19.46	42
6. Syllable recognition (50, 🕐)	1.06	4.19	74.7%	7.71	8.83	28
7. Reading words (30, 🕐)	0.54	2.77	84.2%	8.46	7.50	13
8.1 Reading fluency (77 Por, 🕐)	1.03	6.83	84.4%	21.00	21.15	10
8.2 Reading comprehension (4)	0.04	0.30	91.8%	1.80	0.84	5
9.1 Writing first name	40.9%	0.49	59.1%	100%	0	82
9.2 Writing last name	11.8%	0.32	88.2%	!00%	0	24
9.3 Dictation of words (10)	0.36	1.60	85.2%	5.62	3.33	13

Table 20: EGRA scores conducted in Portuguese Grade 3 (sample size = 176, 24 schools)

Tasks (max score, 60 secs)	Grade 3		Percentage of students scoring zero	Excluding Grade 3 students scoring zero		
	Mean score	Standard deviation		Mean score	Standard deviation	Sample size
1. Oral vocabulary (10)	7.93	2.42	2.3%	8.11	2.12	172
2. Oral comprehension (4)	2.11	1.61	27.8%	2.93	1.09	127
3.1 Phonological aware (10)	6.57	3.39	11.4%	7.42	2.59	156
3.2 Phonological aware (10)	6.10	3.33	13.1%	7.07	2.41	169
4. Concepts of print (10)	6.79	2.74	4.0%	5.05	2.40	189
5. Letter sounds (100,)	6.59	3.33	52.8%	13.98	12.95	83
6. Syllable recognition (50,)	3.33	5.98	61.4%	8.62	6.82	68
7. Reading words (30,)	2.56	5.34	73.3%	9.57	6.30	47
8.1 Reading fluency (77 Por,)	4.19	9.70	72.2%	15.06	13.27	49
8.2 Reading comprehension (4)	0.29	0.79	85.2%	1.96	0.96	26
9.1 Writing first name	59.7%	0.49	40.3%	100%	0	105
9.2 Writing last name	30.7%	0.46	69.3%	100%	0	54
9.3 Dictation of words (10)	1.48	3.05	75.6%	6.07	3.20	43

Table 21: EGRA scores conducted in local language Grade 2 students (sample size = 103, 14 schools)

Tasks (max score, 60 secs)	Grade 2		Percentage of students scoring zero	Excluding Grade 2 students scoring zero		
	Mean score	Standard deviation		Mean score	Standard deviation	Sample size
1. Oral vocabulary (10)	8.84	1.42	0%	8.84	1.42	103
2. Oral comprehension (4)	1.97	1.54	25.2%	2.64	1.18	77
3.1 Phonological aware (10)	7.24	2.53	2.9%	7.46	6.62	100
3.2 Phonological aware (10)	6.36	2.66	3.9%	6.62	2.37	99
4. Concepts of print (10)	5.70	2.87	5.8%	6.05	2.56	97
5. Letter sounds (100,)	2.56	5.98	64.1%	7.14	8.24	37
6. Syllable recognition (50,)	1.05	0.81	81.6%	5.68	5.90	19
7. Reading words (30,)	0.81	3.36	87.4%	8.64	7.03	13
8.1 Reading fluency (32 Loc,)	0.55	2.66	94.2%	9.50	6.53	6
8.2 Reading comprehension (4)	0.09	0.45	96.1%	2.25	1.26	4
9.1 Writing first name	33.0%	0.47	67.0%	100%	0	34
9.2 Writing last name	9.7%	0.30	90.3%	100%	0	10
9.3 Dictation of words (10)	0.17	1.02	96.1%	4.50	3.11	4

Table 22: EGRA scores conducted in local language Grade 3 students (sample size = 35, 10 schools)

Tasks (max score, 60 secs)	Grade 3		Percentage of students scoring zero	Excluding Grade 3 students scoring zero		
	Mean score	Standard deviation		Mean score	Standard deviation	Sample size
1. Oral vocabulary (10)	9.20	1.47	0%	9.20	1.47	35
2. Oral comprehension (4)	1.91	1.29	11.4%	2.16	1.16	31
3.1 Phonological aware (10)	7.80	2.49	0%	7.80	2.49	35
3.2 Phonological aware (10)	7.40	2.66	0%	7.40	2.66	35
4. Concepts of print (10)	8.06	1.94	0%	8.06	1.94	35
5. Letter sounds (100,)	12.63	18.73	40.0%	21.05	10.25	21
6. Syllable recognition (50,)	6.86	12.25	45.7%	12.63	14.37	19
7. Reading words (30,)	3.80	6.25	65.7%	11.08	5.73	12
8.1 Reading fluency (32 Loc,)	4.57	7.88	65.7%	13.33	8.03	12
8.2 Reading comprehension (4)	0.49	7.88	83.3%	1.70	0.95	10
9.1 Writing first name	65.7%	0.48	34.3%	100%	0	23
9.2 Writing last name	40.0%	0.5	60.0%	100%	0	14
9.3 Dictation of words (10)	2.06	3.36	68.6%	6.55	2.46	11

The scores for EGRAs conducted in local languages (Changana and Ronga) and Portuguese in bi-lingual schools and in Portuguese in monolingual schools are presented below. From both the tables (Table 23; Table 24) and the figures (Figure 35; Figure 36), the scores for EGRAs conducted in local language at bi-lingual schools are better than for EGRAs in Portuguese, both for Grade 2 and Grade 3 students. Nevertheless, all the scores are still very low.

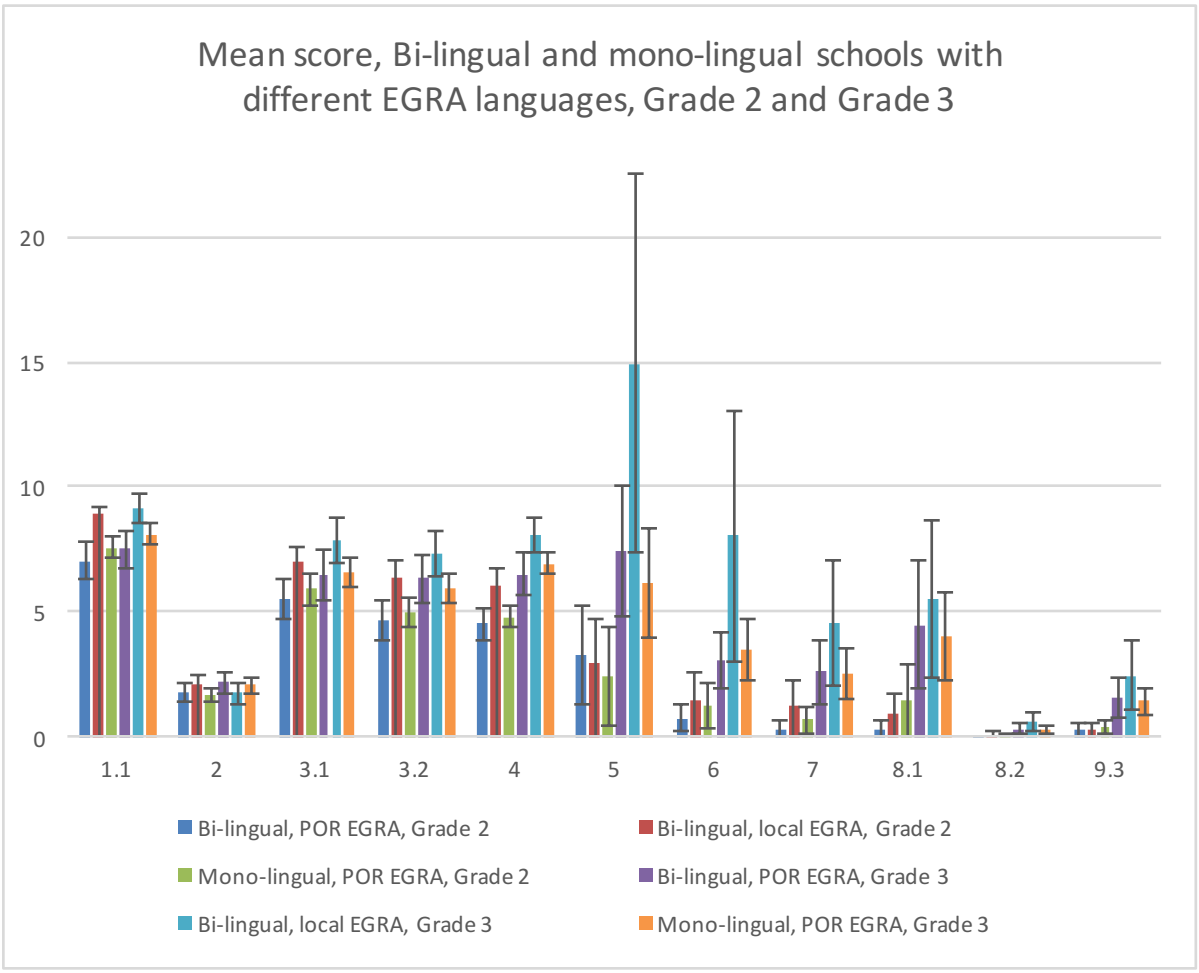
A linear regression analysis was run to predict all exercise scores using the lingual type of the school (mono-lingual or bi-lingual) as the predictor variable. The lingual type of the school statistically significantly predicted the scores of exercise 5 with p=.047.

As per multi regression analysis undertaken using the language that the EGRA was conducted, grade and lingual type of the school to predict the EGRA scores, for exercises: 1, 3.1, 3.2, 4, 5, 6, 7, 8.1, 8.2, 9.1 and 9.2, the lingual type of School statistically significantly predicted the scores, with p<.001.

EGRA scores for Portuguese at bi-lingual schools compared to Portuguese at mono-lingual school show no statistically significant difference.

Observation: Scores for EGRAs conducted in local languages at bi-lingual schools are higher than EGRAs conducted in Portuguese.
Observation: Scores for EGRAs conducted in Portuguese are similar across mono-lingual (=Portuguese) and bi-lingual schools.

Figure 35: Mean EGRA scores with 95% confidence intervals for the 9 exercises for bi-lingual schools with EGRAs conducted in local language and Portuguese, as well as for mono-lingual schools with EGRAs conducted in Portuguese for Grade 2 and Grade 3.



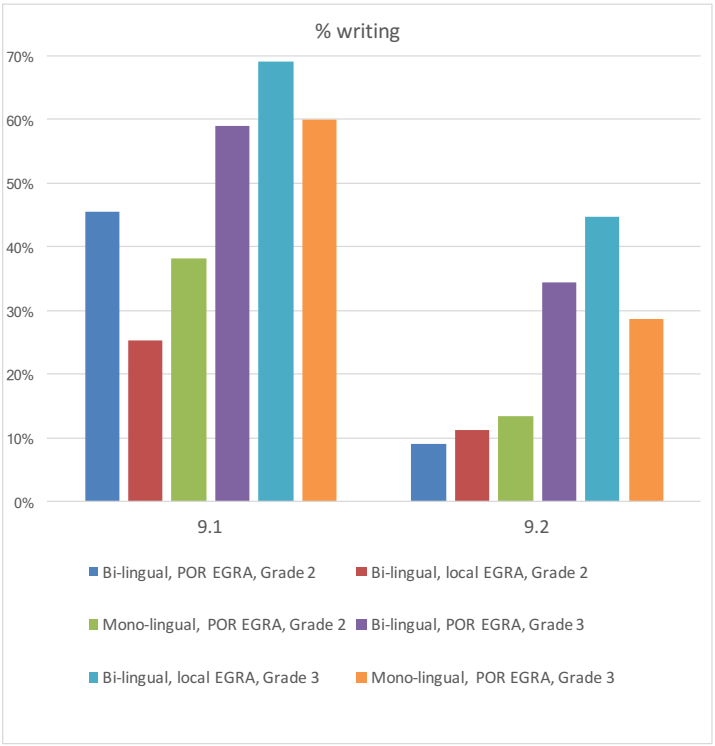


Figure 36: Percentage of zero scoring students for the 9 exercises for bi-lingual schools with EGRAs conducted in local language and Portuguese, as well as for mono-lingual schools with EGRAs conducted in Portuguese for Grade 2 and Grade 3.

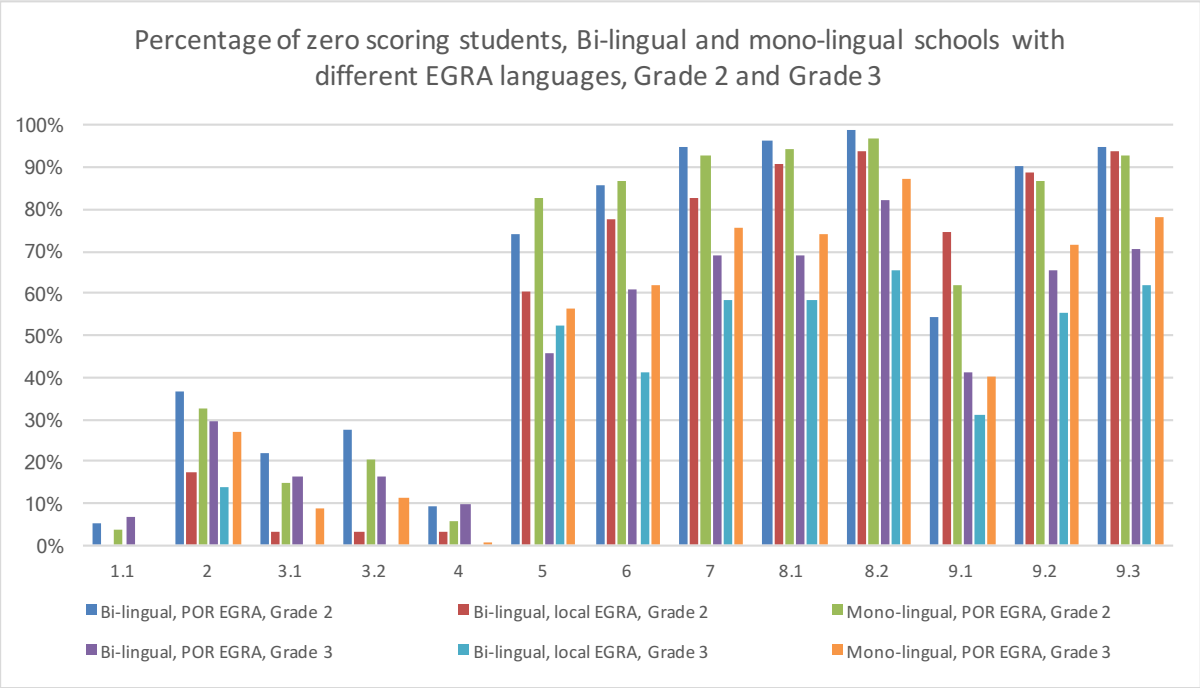


Table 23: EGRA scores for Grade 2 students in bi-lingual (11 schools) and mono lingual (= Portuguese) schools (13 schools), comparing both Portuguese and local language.

	Bi-lingual school Grade 2				Mono lingual school Grade 2	
Tasks (max score, 🕐 60 secs)	Mean score Por	Mean score Local	% Score zero Por	% Score zero Local	Mean score Por	% Score zero Por
1. Oral vocabulary (10)	7.06	8.90	5.2%	0%	7.60	4.0%
2. Oral comprehension (4)	1.81	2.14	36.4%	17.5%	1.73	32.5%
3.1 Phonological aware 🔲 (10)	5.56	7.02	22.1%	3.2%	5.90	15.1%
3.2 Phonological aware 🎵 (10)	4.68	6.38	27.3%	3.2%	5.02	20.6%
4. Concepts of print (10)	4.52	6.06	9.1%	3.2%	4.81	5.6%
5. Letter sounds (100. 🕐)	3.27	3.02	74.0%	60.3%	2.45	82.5%
6. Syllable recognition (50. 🕐)	0.77	1.52	85.7%	77.8%	1.25	86.5%
7. Reading words (30. 🕐)	0.31	1.24	94.8%	82.5%	0.68	92.9%
8.1 Reading fluency (77/32. 🕐)	0.30	0.90	96.1%	90.5%	1.48	94.4%
8.2 Reading comprehension (4)	0.03	0.14	98.7%	93.7%	0.06	96.8%
9.1 Writing first name	45.5%	25.4%	54.5%	74.6%	38.1%	61.9%
9.2 Writing last name	9.1%	11.1%	90.1%	88.9%	13.5%	86.5%
9.3 Dictation of words (10)	0.27	0.29	94.8%	93.7%	0.41	92.9%
Sample size	77	63	77	63	126	126

Table 24: EGRA scores for Grade 3 students in bi-lingual (11 schools) and mono lingual (= Portuguese) schools (11 schools), comparing both Portuguese and local language.

Tasks (max score, 🕐 60 secs)	Bi-lingual school Grade 3				Mono lingual school Grade 3	
	Mean score Por	Mean score Local	% Score zero Por	% Score zero Local	Mean score Por	% Score zero Por
1. Oral vocabulary (10)	7.54	9.14	6.6%	0%	8.13	0%
2. Oral comprehension (4)	2.18	1.76	29.5%	13.8%	2.08	27.0%
3.1 Phonological aware 🔲 (10)	6.48	7.86	16.4%	0%	6.63	8.7%
3.2 Phonological aware 🎵 (10)	6.34	7.34	16.4%	0%	5.97	11.3%
4. Concepts of print (10)	6.49	8.10	9.8%	0%	6.95	0.9%
5. Letter sounds (100, 🕐)	7.44	14.93	4.9%	52.2%	6.14	56.5%
6. Syllable recognition (50, 🕐)	3.08	8.07	60.7%	41.4%	3.46	61.7%
7. Reading words (30, 🕐)	2.61	4.59	68.9%	58.6%	2.53	75.7%
8.1 Reading fluency (77/32, 🕐)	4.51	5.52	68.9%	58.6%	4.03	73.9%
8.2 Reading comprehension (4)	0.33	0.59	82.0%	65.5%	0.27	87.0%
9.1 Writing first name	59.0%	69.0%	41.0%	31.0%	60.0%	40.0%
9.2 Writing last name	34.4%	44.8%	65.6%	55.2%	28.7%	71.3%
9.3 Dictation of words (10)	1.59	2.48	70.5%	62.1%	1.43	78.3%
Sample size	61	29	61	29	115	115

Additional, multi regression analysis to determine whether certain variables could predict the EGRA scores revealed the following:

- Though other variables like class grade, language that the EGRA was administered added statistically significantly to the prediction, gender (being a boy or a girl) did not.
- School shift (attending class in the morning or afternoon) and attending pre-school did not add statistically significantly to the prediction.

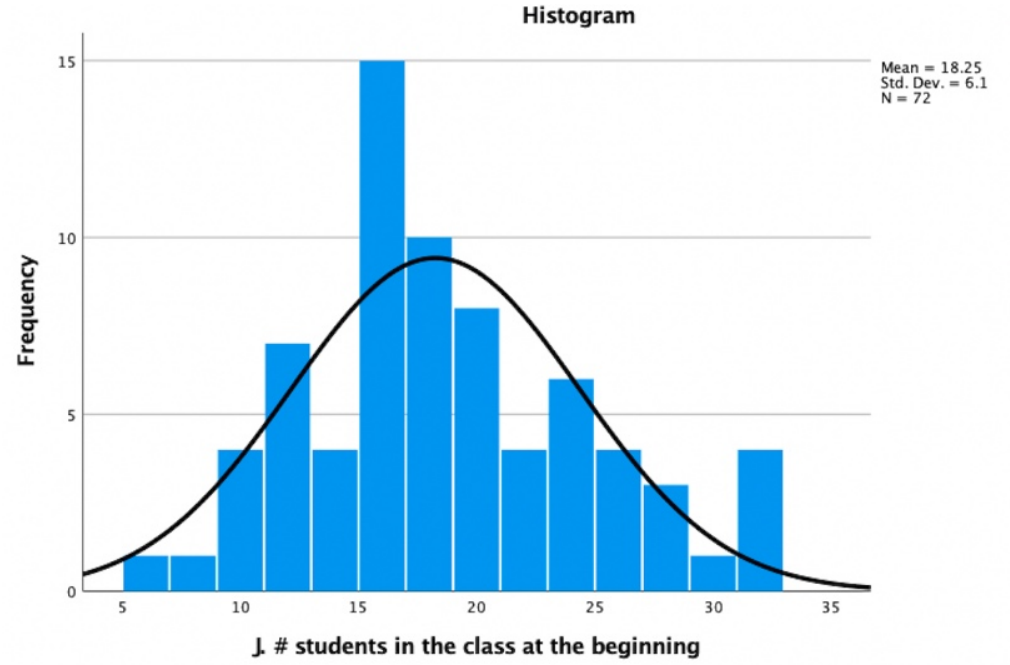
MGD 1.2. Improved attentiveness stream

Several of the interviewed teachers reported that attentiveness depended on the location and the condition of the class.

> "*Most of the students are attentive in class, but this depends on the location and condition of the class. When the class is outside, under a tree, students are very quickly distracted by sounds or people walking around. Now with the pandemic, due to the splitting of classes, the duration students are at school and attend classes has been reduced and there are less students in class, which has a positive influence on the attentiveness of the students."* Teacher Manhiça district

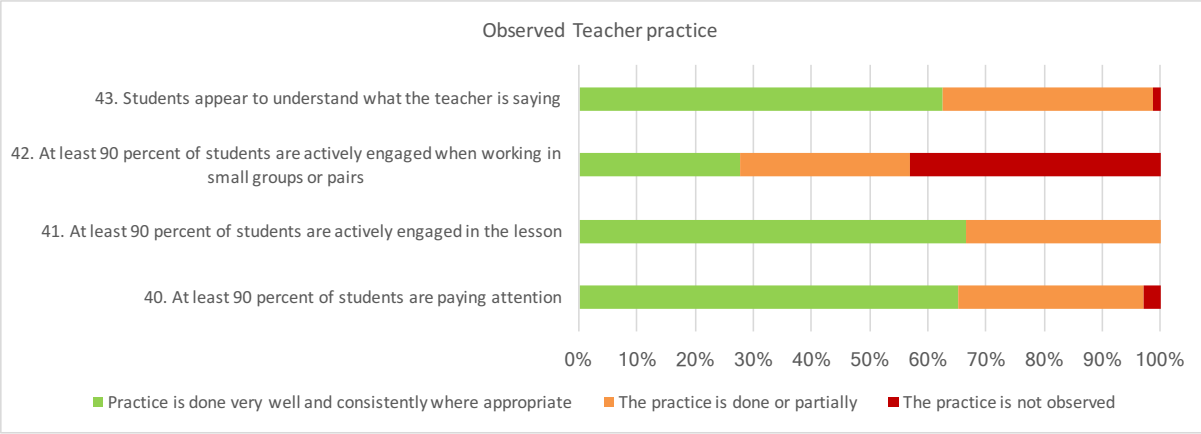
There were on average 18.3 students in the 72 classes observed, with minimum of 6 students and maximum of 32 students.

Figure 37: Histogram of observed class size (mean 18.7 n=72)



Some teachers also reported that it is currently easier to address and notice the students that are not paying attention and refocus them because the number of attendees per class (due to splitting classes as one of the COVID-19 measures) is manageable. According to the headteachers, most schools only have an informal process of monitoring students' attendance for example, by walking around. The monitoring method is left to the discretion of the individual teachers. The fact that majority of students pay attention, as mentioned by the teachers, is validated by the 72 class observations conducted during the baseline assessment, as illustrated in the figure below.

Figure 38: Observed teacher practice (during 72 teacher class observations)



More than half 65% (n=72) of the students in the sessions that were observed in the four districts, 90% of the students were paying attention and at least 30% (n=72) of the sessions, the practice was there or partially being practiced by the teachers. Overall, 95% (n=72) of the sessions that were observed, at least 90% of the students were attentive.

MGD 1.3. Improved student attendance

Economic and cultural incentives (or decreased disincentives)

Less than half (43.9%, n=635) of the community members that participated in the survey reported to have completed primary school, 40.5% (n=635) indicated their highest achieved education level as other (did not complete primary school or did not go to school). 15% (n=635) have concluded secondary school and 0.6% have concluded technical education. The average reported monthly income per household is 2,320 Meticais (approximately US$ 37.42). This situation has been exacerbated by Manhiça (1,753 MZN) and Moamba (1,692 MZN) districts that reported low monthly incomes compared to Magude (3,146 MZN) and Matutuine (3,455 MZN) districts.

All the participants had children who were attending classes in the study schools. The youngest participant was 18 years while the eldest was 93 years. The enumerators reported that most of the caregivers are grandmothers of the students and that men were not often at home and some had left the district to secure a livelihood for their households. Almost all the participants (99.8%, n=635) reported that it is important to send their children to school. In addition, almost all (99.2%, n=635) said that their children go to school on foot (walking). This is in line with the students' reporting that 98.6% (n=517) of them walk to school.

Figure 39: Gender of community participants (n=635)

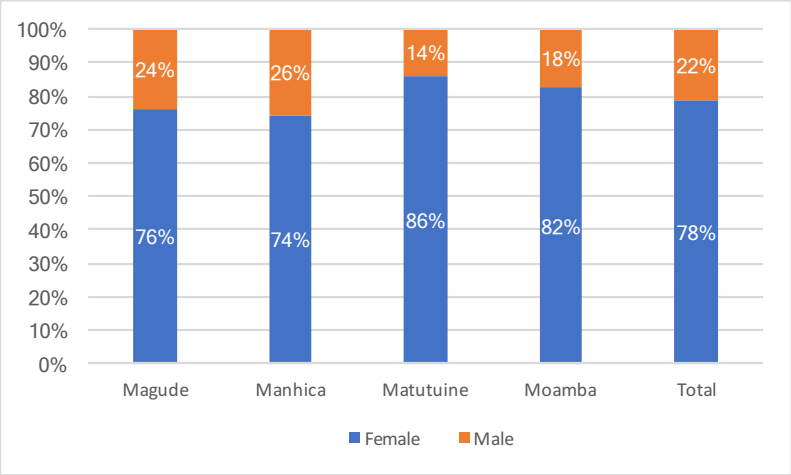
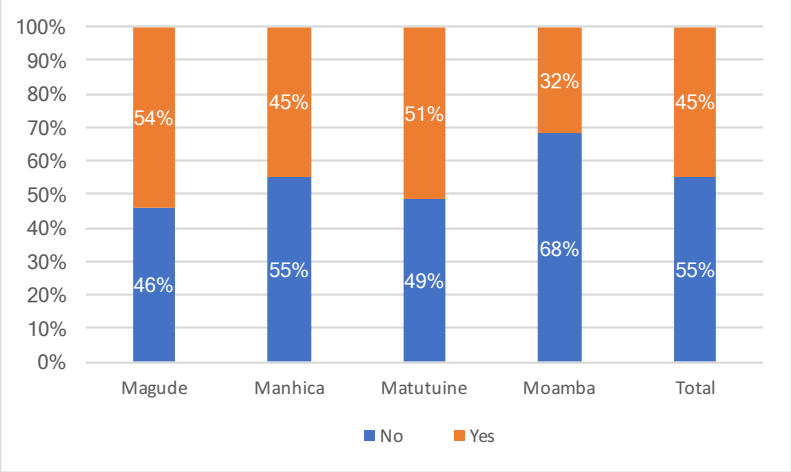


Figure 40: Possession of a home garden (n=635)



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Surprisingly, less than half of the population in the four districts confirmed to listen to the community radio (21.4%, n=635). Out of those who confirmed, 74.3% (n=11) reported to have listened to Mozambican folktales disseminated using the same channel.

Reduced student/teacher absenteeism/retention and enrolment

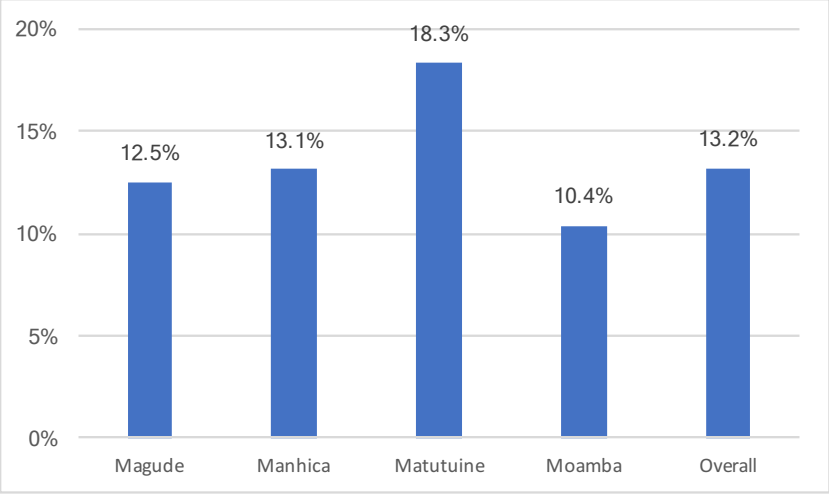
During the KIIs with both teachers and headteachers, most of them reported rare absences in school for both the teachers and students. Despite this, a few teachers and headteachers acknowledged absenteeism as a problem.

Quotes	Source
"I would also say that in the case of teachers, it is also rare to happen, especially at this time, but whenever a teacher goes away, it is because of a permission given and if it is for serious reasons of illness, they communicate and bring proof that he/she was sick, but it's been very rare too."	*Teacher Magude district*
"Absenteeism is not very common, we have always controlled this, in that period, ADPP, also controlled to know what the quantities of students were, but it is not very common"	*Headteacher Moamba district*
"Teacher absenteeism in this school is very high"	*Teacher Manhiça District*

13.2% (n=517) of the students reported that they missed school last week, that was mostly one day (54.5%, n=68) or two days (30.9%, n=68). According to the parents (community survey)[13] 72% (n=635) of their children do not miss any classes, though due to COVID measures in place, there are less classes to attend per week.

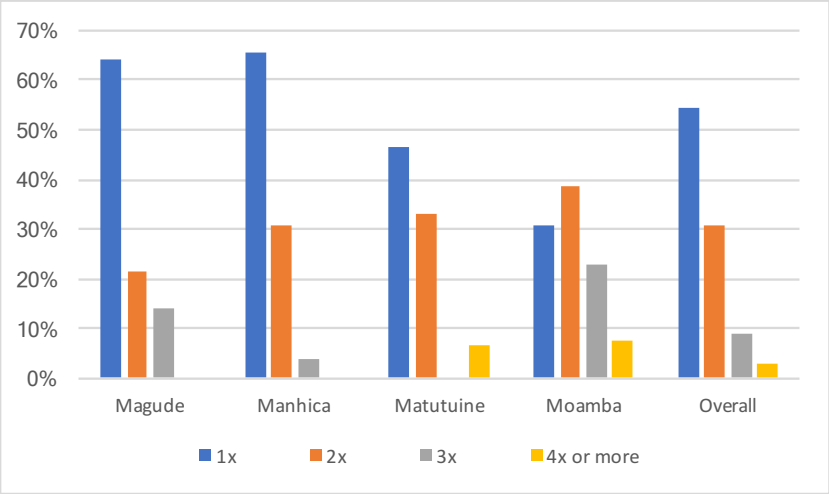
According to both the students and the parents, the main reason students miss school besides the school closures due to COVID-19, is due to illness as reported by the student and community surveys' open-ended questions.

Figure 41: Percentage of students missed school last week per district (n=517)



[13] The parents that participated in the community survey were not the parents of the selected students that were surveyed and conducted the EGRA test at school.

Figure 42: Number of days student missed school last week per district



88.3% of the Boys (n=247) did not miss any school day last week, while 85.6% of the Girls (n=270) did not miss a school day last week. Boys (self-reported) miss on average 1.4 days of school per week, while girls (self-reported) miss on average 1.9 days per week. In the figure below the number of days missed is depicted.

Figure 43: Number of days student missed school last week per gender (boys n= 247, girls = 270)

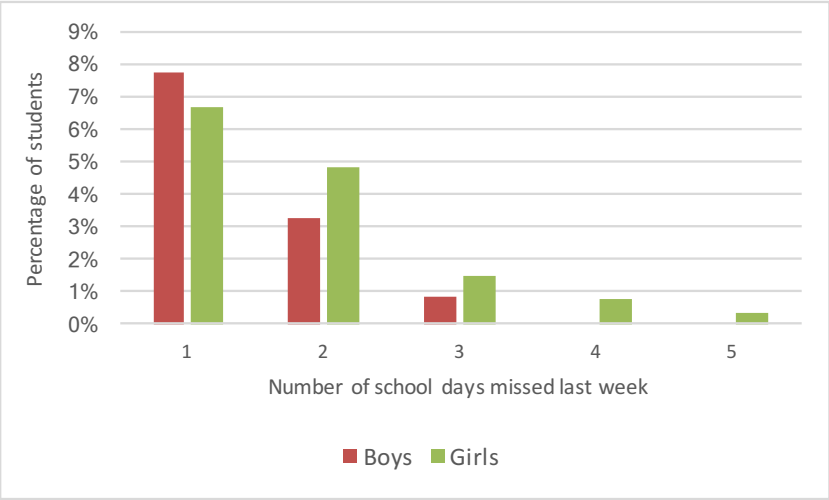


Table 25 shows the student attendance rate per gender and grade as reported by the district (SDEJT) (over the period May 2021-June 2021) and verified by the schools' headteachers. As can be observed, the reported attendance rate is quite high (95% or higher). This is around 10% higher than our findings obtained from the student's self-reported attendance data presented in the figures above. To obtain an insight of student attendance, headcounts during unannounced school visits will provide a more accurate indication of the actual student attendance rates. As part of the teaching class observations, we conducted a headcount of students. However, as the headcount of students during class observation did not cover all students, as classes are spilt due to the COVID-19 measures, and we did not observe all classes of each grade at each school, we were not able to validate the attendance data properly. However, for the smaller schools, we were able to observe all classes for grade 2 and grade 3, and when the head counted data of students observed in classes was compared with the enrolled

students highlighted in the school records, we found an attendance rate of 88% (n=19 classes observed).

Table 25: Obtained student attendance rate (%) in the period (May 2021 – June 2021) registered at district levels for the visited schools per district.

School in Magude	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girl
Epc de Movane	94%	92%	100%	100%
Epc de Herois Mocambicanos	100%	100%	100%	100%
Ep1 de Panjene	100%	100%	100%	100%
Ep1 de Nguinhane	100%	100%	100%	100%
Ep1 de Mawandla	100%	100%	99%	98%
Subtotal	**99.0%**	**98.4%**	**99.8%**	**99.6%**
School in Moamba	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girl
Ep1 Bairro Sul	100%	100%	100%	100%
Ep1 de Mahoche	100%	100%	100%	100%
Epc de Pessene	99%	99%	99%	99%
Epc de Chavana	97%	97%	99%	99%
Epc de Bandoia	100%	100%	100%	100%
Epc Ressano Garcia	98%	98%	94%	94%
Subtotal	**99.0%**	**99.0%**	**98.7%**	**99.6%**
School in Manhiça	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girl
Ep1 de Xirindza	100%	100%	100%	100%
Ep1 de Barrica	80%	80%	90%	90%
Epc 3 de Fevereiro	100%	100%	100%	100%
Epc de Manguendene	94%	94%	94%	94%
Epc de Mampsana	100%	100%	100%	100%
Ep1 1 de Maio	100%	100%	100%	100%
Epc de Lagoa Pate	100%	100%	100%	100%
Epc de Chichongue	95%	95%	95%	95%
Ep1 de Pondzene	95%	95%	95%	95%
Subtotal Average	**96.0%**	**96.0%**	**97.1%**	**97.1%**
School in Matutuine	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girl

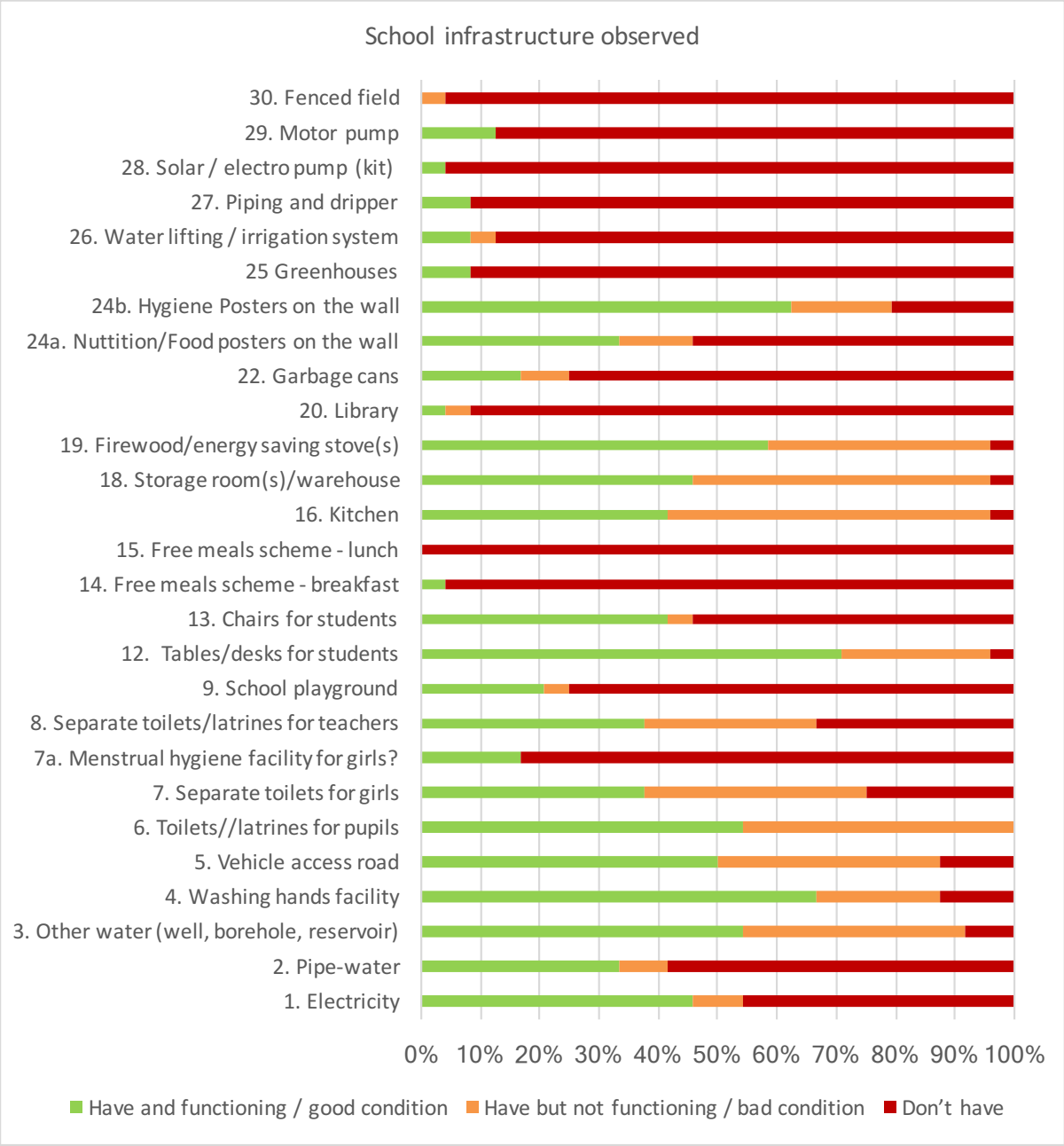
Ep1 de Missao Roque	72%	60%	88%	80%
Epc de Mudada	100%	93%	87%	92%
Epc de Catuane	80%	85%	95%	94%
Epc de Maphanga / Machangulo	73%	100%	95%	100%
Subtotal	**81.3%**	**84.5%**	**91.3%**	**91.5%**
TOTAL Average	**93.8%**	**94.5%**	**96.7%**	**96.7%**

Improved school infrastructure

When members of the community were asked whether the school had sufficient sanitation and health facilities, more than half (59.5%, n=635) responded yes. More than half (71.1%, n=76) of the teachers confirmed that the schools had their own water sources compared to 66.7% (n=24) of the headteachers. From the school infrastructure observation, 33.3% (n=24) of the schools had good functioning piped water infrastructure, 55.4% (n=24) had other water infrastructure that was functional, either a borehole or a storage tank, while 37.5% of the schools (n=24) had none or no well-functioning water infrastructure.

Although all schools have latrines for the students, only 54.2% (n=24) are in good condition. 75.0% of the schools had special toilets for girls but half of them (50%, n=18) are actually not in good condition while only 4 schools had a menstrual hygiene facility for girls. Almost all schools (95.8%, n=24) had a kitchen, only 41.7% (n=24) of the schools had a functioning kitchen. Last but not least, only two schools reported to have a library of which only one was observed to be in proper condition.

Figure 44: School infrastructure observed (n=24)



According to information from the MINEDH (KIIs), almost all schools in the four districts have a kitchen, storage and firewood stove. This is in line with what has been reported by the endline study of the previous USDA food project from planet AID, that is, the project had a total of 270 kitchens, 268 storerooms and 271 firewood-saving stoves. However, some of the infrastructure's condition is questionable based on our observation during the baseline data collection (photos taken). In Table 26 below, detailed information is provided per school on the observed infrastructure .

Table 26: Detailed information on the observed infrastructure and condition per school

District	School	1. Electricity	2. Pipe-water	3. Other water (well, borehole, reservoir)	4. Washing hands facility	5. Vehicle access road	6. Toilets//latrines for pupils	6a. Are they clean? Yes/No	7. Separate toilets for girls	7a. Is there any menstrual hygiene facility for girls?	8. Separate toilets/latrines for teachers	9. School playground	10. # of class rooms inside the school	11. # of classes outside (e.g. around a tree)	12. School provides tables/desks for students	13. School provides chairs for students	16. Kitchen	18. Storage room(s)/warehouse	19. Firewood/energy saving stove(s)	20. Library	22. Garbage cans	24a. Any of Posters on the wall, topics: Nutrition/food	24b. Any of Posters on the wall, topics: hygiene	25 Greenhouses	26. Water lifting / irrigation system	27. Piping and dripper	28. Solar / electro pump (kit)	29. Motor pump	30. Fenced field
Magudi	Ep1 de Mawandla	o	+	+	+	+	o	N	o	N	+	+	10	0	o	-	o	o	o	-	o	-	-	-	-	-	-	-	-
	Ep1 de Nguinhane	-	-	o	+	+	+	Y	+	N	-	+	3	0	+	-	+	+	+	-	+	-	-	-	-	-	-	-	-
	Ep1 de Panjene	-	-	o	+	+	o	N	o	N	+	+	3	1	+	-	+	+	+	-	-	+	+	-	-	-	+	-	-
	Epc de Herois Mocambicanos	+	-	+	+	+	o	N	+	N	+	+	6	0	+	-	+	+	+	-	-	-	-	-	-	-	-	-	+
	Epc de Movane	-	-	o	o	o	+	N	o	N	o	+	3	1	+	-	+	+	+	-	-	-	+	-	-	-	-	-	o
Manhica	Ep1 1 de Maio	-	+	+	+	+	+	N	-	N	-	-	2	1	+	+	+	+	+	-	-	+	+	+	+	-	-	-	-
	Ep1 de Barrica	-	+	+	+	+	+	Y	-	N	+	-	5	0	+	+	+	+	+	-	+	+	o	+	+	+	+	-	+
	Ep1 de Pondzene	-	-	+	-	-	+	Y	-	N	-	-	1	3	-	-	o	o	o	-	-	-	+	-	-	-	-	-	-
	Ep1 de Xirindza	-	+	+	+	+	+	Y	+	Y	+	-	5	0	+	+	+	+	+	-	-	+	+	o	-	-	-	-	-
	Epc 3 de Fevereiro	+	-	+	+	+	+	Y	+	N	+	-	15	0	+	-	o	o	o	-	-	+	+	-	-	-	-	-	-
	Epc de Chichongue	+	+	+	-	+	+	Y	-	N	-	-	3	0	+	+	-	o	o	-	-	+	+	-	-	-	-	-	-
	Epc de Lagoa Pate	-	-	o	+	-	+	Y	+	Y	-	-	6	0	+	+	o	o	+	-	+	-	+	-	-	-	-	-	-
	Epc de Mampsana	-	-	+	+	-	+	Y	+	N	-	-	4	3	+	+	o	o	o	-	+	-	+	-	-	-	+	-	-
	Epc de Manguendene	+	+	+	+	+	+	Y	+	Y	+	-	12	5	+	+	+	+	+	-	-	+	+	-	-	-	-	-	-
Matutuine	Ep1 de Missao Roque	o	-	+	+	o	o	N	o	N	o	-	5	0	o	-	o	o	o	o	-	-	+	-	-	-	-	-	+
	Epc de Catuane	+	o	o	+	+	+	N	+	N	o	-	5	0	+	-	o	-	-	-	-	-	-	-	-	-	-	-	-
	Epc de Maphanga / Machangulo	-	-	+	o	o	o	N	o	N	o	o	7	1	+	+	o	o	o	-	-	o	o	-	-	-	-	-	-
	Epc de Mudada	-	+	-	-	o	o	Y	+	N	o	-	7	1	o	-	o	o	+	-	-	-	+	-	-	-	-	-	+
Moamba	Ep1 Bairro Sul	+	+	-	+	o	+	Y	-	Y	+	-	2	0	o	-	o	+	o	-	-	-	-	-	-	-	-	-	-
	Ep1 de Mahoche	+	-	+	o	o	o	N	o	N	-	-	5	1	+	+	+	+	+	-	-	-	+	-	-	-	-	-	-
	Epc de Bandoia	+	-	o	+	o	o	N	-	N	+	-	5	0	+	-	o	o	o	-	-	-	+	-	-	-	-	-	o
	Epc de Chavana	+	-	o	o	o	o	Y	o	N	o	-	11	0	+	+	+	+	+	-	-	o	o	-	-	-	-	-	-
	Epc de Pessene	+	-	o	o	o	o	N	o	N	-	-	3	5	o	o	o	o	+	-	-	o	o	-	-	-	-	-	-
	Epc Ressano Garcia	+	o	o	+	+	o	N	o	N	o	-	15	0	o	-	o	o	+	+	o	+	+	-	-	-	-	o	o

+ Have and functioning / good condition
o Have but not functioning / bad condition
- Don't have
Y Yes
N No

Improved student retention/enrolment

In order to improve on students' attendance and retention, proper enrollment and absenteeism data is needed. The school enrollment data from different levels is presented in Table 27 below. Small differences were noted between the school enrollment data obtained from the school records during the baseline (May/June 2021) and the data obtained from MINEDH (districts and provincial, June 2021). The only significant difference is at EPC Lagoa Pate in Manhiça district where a 15% higher enrollment rate is reported in their school records. According to Lagoa Pate's headteacher, the difference is caused by late re-registration of 12 students who were previously assumed to have dropped-out of the school and this was not communicated in time to enable changes at the district and provincial levels. The provincial database from the MINEDH did not have any enrollment data for EPC de Missao Roque (Matutuine district). When comparison was made between the district and provincial data from April 2021 (that we obtained from MINEDH via Counterpart) with the data from June 2021 (obtained directly from the province and district during the baseline), there are some major

differences in some instances, possibly caused by having outdated data or substantial changes in enrollment due to dropouts and/or new recent enrollments that were not reported on time or human error during the entry process as the registration is undertaken manually (handwritten) in schools (e.g. for Epc de Lagoa Pate the registered number at Provincial level in April was 268 and in June it was 68).

The number of enrolled students, for the representative sample of the 24 schools, according to the school records is 12.149, with an average of 506,4 students per school.

Table 27: Obtained school enrollment data registered at different levels for the visited schools per district.

School in Magude	School	District	Province
Epc de Movane	200	200	200
Epc de Herois Mocambicanos	476	479	479
Ep1 de Panjene	243	243	243
Ep1 de Nguinhane	125	125	125
Ep1 de Mawandla	979	979	979
Subtotal	**2023**	**2026**	**2026**
School in Moamba	School	District	Province
Ep1 Bairro Sul	251	254	254
Ep1 de Mahoche	439	435	435
Epc de Pessene	1032	1032	1032
Epc de Chavana	682	682	682
Epc de Bandoia	145	142	142
Epc Ressano Garcia	1336	1336	1336
Subtotal	**3885**	**3881**	**3881**
School in Manhiça	School	District	Province
Ep1 de Xirindza	169	169	169
Ep1 de Barrica	373	376	376
Epc 3 de Fevereiro	1888	1888	1888
Epc de Manguendene	1902	1902	1902
Epc de Mampsana	476	478	478
Ep1 1 de Maio	92	92	92
Epc de Lagoa Pate	80	68	68
Epc de Chichongue	274	274	274
Ep1 de Pondzene	79	78	78
Subtotal	**5333**	**5325**	**5325**

School in Matutuine	School	District	Province
Ep1 de Missao Roque	192	193	N/A [14]
Epc de Mudada	218	218	219
Epc de Catuane	225	225	225
Epc de Maphanga / Machangulo	273	273	269
Subtotal	**908**	**909**	**713** [14]
TOTAL	**12149**	**12141**	**11945** [14]

"*The issue is that there is no formal control of the enrolment numbers, they can increase the numbers on paper and alter them to make sure they achieve the targets so they get more funding*." Implementing partner

Table 28 shows the dropout per gender and grade as reported by the district (SDEJT) and verified by the schools' headteachers. Dropout rate refers to the proportion of students enrolled at the beginning of a given school year who leave school before the end of the same school year. It is calculated as the difference between the number of students at the beginning and at the end of the school year divided by the number of students enrolled at the beginning of the school year (Zacarias, 2008). As can be observed, the number of dropouts for school year 2021 by June 2021, there are twice as many girls as boys that drop out of schools (18 girls versus 9 boys).

Table 28: Obtained school dropout data for the period January 2021 – June 2021 registered at district levels for the visited schools per district.

School in Magude	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girl
Epc de Movane	1	1	0	0
Epc de Herois Mocambicanos	0	0	0	0
Ep1 de Panjene	0	0	0	0
Ep1 de Nguinhane	0	0	0	0
Ep1 de Mawandla	0	0	1	1
Subtotal	**1**	**1**	**1**	**1**
School in Moamba	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girl
Ep1 Bairro Sul	0	0	0	1
Ep1 de Mahoche	0	0	0	0
Epc de Pessene	0	0	0	0
Epc de Chavana	0	3	1	1

[14] The provincial database from the MINEDH did not have any enrollment data for Ep1 de Missao Roque.

Epc de Bandoia	0	0	0	0
Epc Ressano Garcia	0	0	0	0
Subtotal	**0**	**3**	**1**	**2**
School in Manhiça	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girl
Ep1 de Xirindza	0	0	0	0
Ep1 de Barrica	0	1	1	0
Epc 3 de Fevereiro	0	0	0	0
Epc de Manguendene	0	5	0	0
Epc de Mampsana	0	0	0	0
Ep1 1 de Maio	0	0	0	0
Epc de Lagoa Pate	0	0	0	0
Epc de Chichongue	1	3	4	2
Ep1 de Pondzene	0	0	0	0
Subtotal	**1**	**9**	**5**	**2**
School in Matutuine	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girl
Ep1 de Missao Roque	0	0	0	0
Epc de Mudada	0	0	0	0
Epc de Catuane	0	0	0	0
Epc de Maphanga / Machangulo	0	0	0	0
Subtotal	**0**	**0**	**0**	**0**
TOTAL	**2**	**13**	**7**	**5**

Increased community understanding of benefits of education

Almost all (98.8%, n=635) caregivers from the community think it is good to send children to school, because it is good for their children's future: *"it will be good to find a job, to learn how to read and write, to gain knowledge; to learn new things; school opens their views, to learn to have respect for other people; to have a better life as I did not go to school"* as well as self-interest: "*to help me with paying the bills*; *to be able to take care of me when I am old*; *to take care of the family*" but also *"to help the country".* Noticeably, one caregiver mentioned the main reason to be "*Because if they give him food, at least I know he won't go hungry*".

Almost all (99,7%, n=635) caregivers in the community said that the school does not provide food to the children at the moment but 94,3% (n=635) do think it is a good idea for schools to be involved in feeding children.

What the caregivers liked about the school was among others: *"It is close; teachers teach well; teach in our language; they learn the alphabet; learn how to read and write; they learn how to speak Portuguese; gives children a safe place; hygiene at school; there is always soap and water; it has good conditions; children sit at desks; children are not being stigmatized when they do not know how to speak Portuguese; when the student is absent they advise us to sensitize the child to go back to school; they have a school garden; I liked the time I went to cook for the kids; they learn music; children used to eat at school.*

What the caregivers do not like about the school was among others: "*It is not well built; no rehabilitation; I don't like anything in that school; it is not built well; windows are broken and school is surrounded by grass; latrines are dilapidated and not getting fixed even after all parents paid 50 MZN each; bad teachers; bad school management; only outside classes; too few classrooms; it is not clean; the school is too small; they stopped providing food".*

"There is a vicious circle due to the lack of quality education. The people who are not seeing the value of education have seen children leaving school without being able to read properly. And for those that succeed leaving the community to go to secondary school, there are cases of girls getting pregnant, not completing their education and then coming back to the community with shame and a burden being pregnant and having a child at a very young age." Implementing partner

MGD 1.4 Government support

Capacity of government institutions

Most of the government officials that participated in the KIIs, reported that various trainings were implemented during the USDA funded school feeding program (that ended in 2020) and the following topics were covered:

- Pedagogic training to the teachers.
- Nutritional education.
- Management of school meals project.
- School level management that involved managing school-books, stock control books and registers.
- Project management as well as sustainability of a project.

"Only *5 people were trained here at the provincial level. The training was useful for one must know how to work with the school meal programs and know how to monitor the process till the meals are delivered to the final destination and that is the schools"* Government Official

Improved Policy and Regulatory Framework

The following programs and policies were highlighted by the KII participants as important to improve the literacy of the children:

- The introduction of Bilingual education. Teaching literacy in bilingual is a phenomenal experience however, requires skilled teachers.
- PRONAE which is the national feeding program.
- The creation of a National Literacy Directorate headed by a Director to manage all literacy related issues.

- Action Plan for Literacy Acceleration that was launched by the President at the beginning of year 2021.
- The First Lady's Advocacy Movement, Sensibilization of Resources for Alphabetization (MASMA). It is an initiative that is led by the first ladies (National, Provincial and District) with an aim of fundraising to facilitate adult alphabetization and education.

Though a few of the participants were able to name the policies and programs, most of the officials were not able to do so claiming that it is not their area of expertise. This is a concern because it is imperative that all the officials within the Ministry of Education are familiar with policies and programs to help facilitate their implementation eventually achieving the intended objectives.

"*I prefer not to answer this question as this is not my area of expertise*" Government Official

Increased government support

According to the KII participants, there is increased government support especially in school feeding programs and this started in 2013 when the government launched the PRONAE initiative. This initiative started with a pilot and has grown profusely to cover at least 340 schools nationwide. This initiative is the cornerstone of all the School Feeding Programs in the country that are financed by different donors.

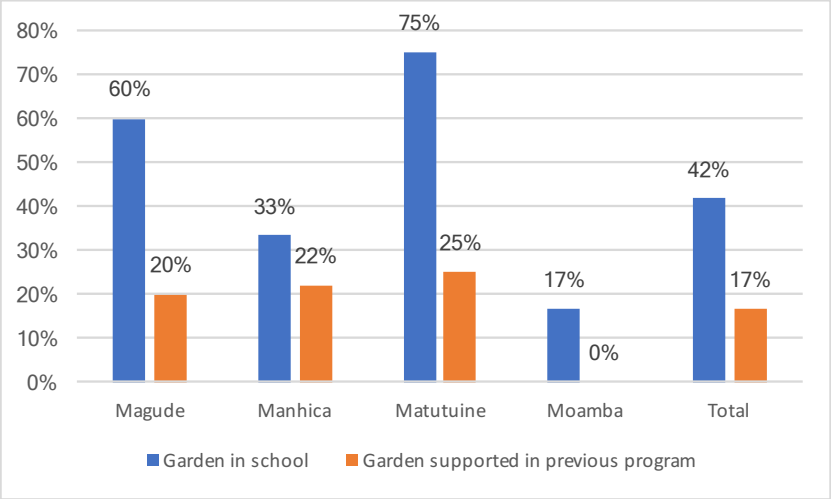
"*Since 2013, we have approved the National School Feeding Program and this program advocates for the acquisition of local purchases, and working with local farmers to provide daily snacks at schools. It is implemented in schools through volunteers who are the students' mothers and fathers. After the program was approved, we introduced a pilot, at school levels; there were 12 schools across the country and in the 3 regions of the country and little by little, we increased and now we have 190 schools. This year, we will increase to reach our target of 340 schools nationwide, this is the classic national program that we are implementing direct from the ministry together with provincial directorates in conjunction with WFP's direct support and financial support from the conversion of the country's debt with Russia*" Government Official

Increased engagement of community groups

At least more than a quarter (16.7%, n=24) of headteachers reported the existence of community gardens that have been supported by the school. In Moamba district however, there are no community gardens that have been supported by the schools. According to the PAI endline report[15], a total of 8 Home Grown School Feeding Gardens (HGSFGs) were supported by the project. These were equipped by the project with greenhouses, solar panels and solar electro pumps to ensure constant supply of electricity and water.

[15] See page 112

Figure 45: Existence of community gardens at school and community gardens in school supported by the previous school feeding program (n=24)



The majority (94.2%, n=635) of the community participants reported that parents are involved in school matters, and 74.2% (n=635) of the people are aware of the existence of Parent Teacher Associations/ School Councils, but that differs across the districts ranging from 94.9% (n=137) in Magude to 59.0% (n=105) in Matutuine.

Less than a quarter (12.1%, n=635) of the community participants reported to have attended food demonstrations covering nutrition, hygiene and sanitation to cover the healthy life of their children. Despite 44.7% (n=635) of the community respondents having reported that they have home gardens, out of these (n=234), only 10.5% confirmed to receiving people from various organizations to teach them how to grow their crops. Organizations mentioned to have been providing support of this nature include ADRA, ADPP, CARITAs and the local district directorate agriculture extensionists.
It is imperative to mention that the school councils play a fundamental role as a bridge between the communities and the schools. Most of the school council members belong to the communities and some of the participants of the KIIs have reported that they have played a key role to propagating health practices that have been learned through the school councils in schools.

> *"The members of the school councils are part of the communities and they play a crucial role in replicating some of the things that they learn through the school council at the community level"* headteacher Magude District.

Some of the school council members acknowledged their role in the school management and also informed that school councils were formed to mitigate some certain problems including COVID-19 (Focus Group Discussions).

> *"As for the School council, it was brought together within the scope of COVID-19 measures to prevent and combat the pandemic, it contributed a lot because it helps – to guide the school community in complying with the measures issued by the health authorities".* School Council member Magude district

4.2 Strategic Objective 2: Increased use of Health, Nutrition and Dietary Practices

The following data collection methods were used to underline the current situation under strategic objective 2:

- Surveys that were administered on the teachers, headteachers, students and the community.
- The detailed interviews, EGRA assessment, live class observations (second grade) and the key informant interviews with the government officials and implementers.
- Focus groups with the school council members.

MGD 2.1 Improved knowledge of health and hygiene practices

The COVID-19 pandemic has played a key role in propagating some health and hygiene practices. In most of the study participating schools, there were buckets with water, soap or ash to wash hands. The students and teachers were wearing masks and, the classes had been split to guarantee social distancing. This meant more work for the teachers because they must repeat the sessions for different students that come at different times as a corona virus mitigation measure. Almost all teachers (97.8%, n=76) reported the existence of COVID-19 mitigation measures and this was corroborated by all headteachers (100%, n=24).

During the class observations, we found that 85,7% (n= 72) were adhering to a form of social distancing, 95,7% (n=72) of the teachers were wearing a mask and 90.0% (n=90%) children washed their hands before the start of the class.

We observed that 79.2% (n=24) of the schools had hygiene "poster" paintings posted on the walls, as illustrated in the figure below. However, in 16.7% (n=24) of the schools, these paintings were in bad condition.

Figure 46: Latrine with hygiene painting on the wall

In addition, some parents especially members of the school council mentioned that some of the sanitary facilities are not in good order and the children do not feel safe using them (Focus Group Discussions).

"Children don't feel safe because the toilets are not in order, they are not well taken care of, I'm not saying that the teachers have to take care of them because even us in our community can help, but there is no willingness because among ourselves, we don't love each other, if we loved each other, the bathrooms wouldn't just be two here in the school because there are so many children. There's a lot of dirt there, it's no joke, my grandson says don't go to the bathroom because it's not nice, it's very dirty" School Council member, Moamba district.

MGD 2.2 Increased knowledge of safe food preparation and storage practices

Though no interviews were undertaken with the cooks as no schools were providing schools meals, more than a quarter of the headteachers (37.5%, n=24) reported that they have food preparers in the schools. The minimum number of cooks reported was 2 cooks and a maximum of 80 cooks, which might imply that the schools might have cooks as standby in case of a new School Feeding Program.

Figure 47: Whether a school has cooks/food preparers (n=24)

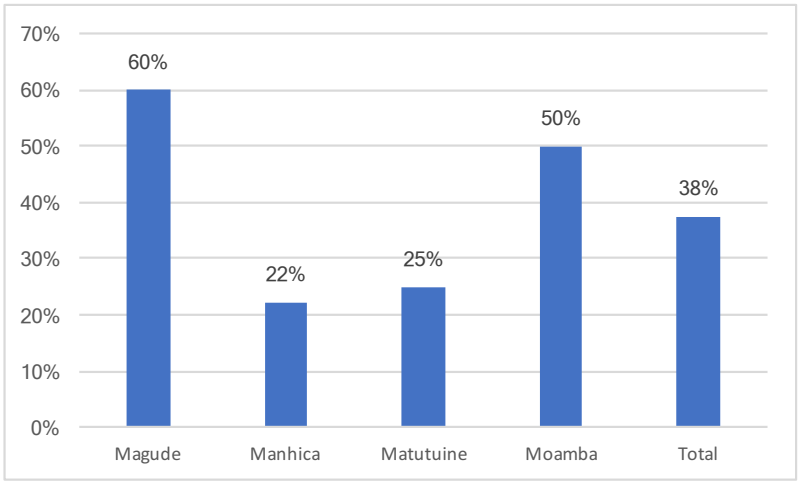
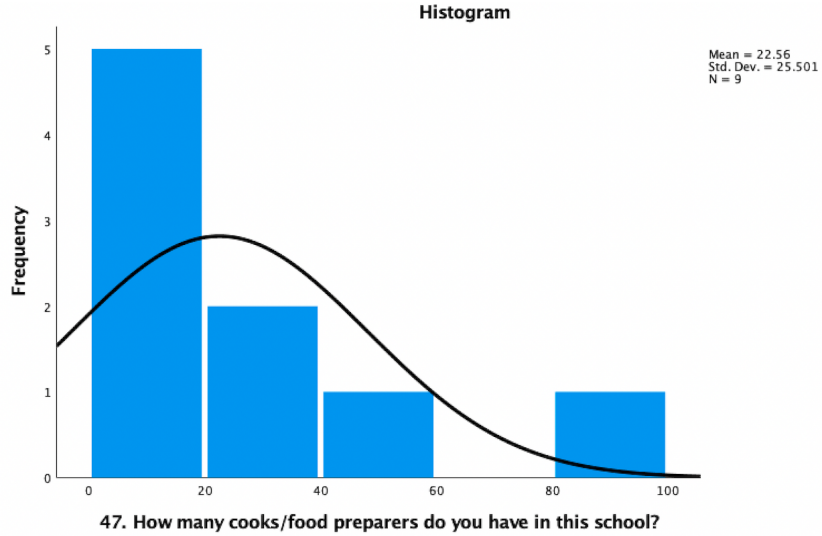


Figure 48: Number of Cooks per school for those schools that have cooks – histogram (n=9)



The cooks are not paid but volunteers from the communities mobilized via the school councils.

"School councils are the foundation. They are very important for the functioning of our program; it is through the school council that the school interacts with the community. For example, the selection of cooks is a matter of community management, and it is through the school councils that we end up feeling the confidence that resources and products that the schools have will be used prudently. They support the schools' management and provide suggestions" Government official

The headteachers validated this information by ascertaining that the cooks were volunteers and were motivated to continue supporting the schools through training and other gifts.

"*The cooks had one training on how to prepare the soybeans; sometimes, they provided t-shirts to the cooks, they gave them soap to wash the equipment they used*" Headteacher Magude district

We observed that almost all schools (95.8%, n=24) had a kitchen, only 41.7% (n=24) of the schools had a functioning kitchen to prepare a full meal.

The enumerators observed structures of the same style that served as kitchens and storage that were rehabilitated or constructed by the previous USDA financed school feeding program (Figure 49). See also the annex for pictures of storage and kitchen infrastructure of schools. See also Table 26 for detailed information on the observed infrastructure per school.

Figure 49: A storage facility and a kitchen

MGD 2.3 Increased knowledge of nutrition

The government officials reported during the KIIs that one of the trainings that was implemented during the past USDA school feeding intervention in the four districts was on nutrition. The teachers corroborated this as well.

"*I attended a training on nutrition that had as an objective of training teachers in matters of nutrition, which gave basic instructions on how children should behave with regard to hygiene, and what we should do to reinforce the previous school snacks, we learned to reuse the soil by practicing horticulture, and using cassava as a way to reinforce the school food that the organization donated to us"* Teacher Manhiça district

MGD 2.4 Increased access to clean water and sanitation

As mentioned, (at MGD 1.3.3. Improved school infrastructure) before, when members of the community were asked whether the school had sufficient sanitation and health facilities, more than half (59.5%, n=635) responded yes. More than half (71.1%, n=76) of the teachers confirmed that the schools had their own water sources compared to 66.7% (n=24) of the headteachers. From the school infrastructure observation 33.3% (n=24) of the schools had good functioning piped water infrastructure, 55.4% (n=24) had other water infrastructure functioning, either a borehole or storage tank, while 37.5% of the schools (n=24) had no well-functioning water infrastructure. In the endline report of the previous McGovern financed school feeding program (FFE2) in Maputo Province, 73%[16] of the headteachers reported to have some sort of water supply.

Although all schools have latrines for the students, only 54.2% (n=24) are in good condition. 75.0% of the schools had special toilets for girls but half of them (50%, n=18) are actually in good condition and only 4 schools had a menstrual hygiene facility for girls.

MGD 2.5 Increased Preventive health interventions

There were mixed reactions from both the teachers and headteachers relative to preventive health. Some admitted to not knowing what preventive health is and the fact that it was not introduced in the school. While others focused mostly on the WASH related activities as COVID-19 mitigation measures. Though in the previous school feeding program deworming was mentioned as one of the key activities in the endline study, during the IDIs, KIIs and focus groups, this was not mentioned.

> "*There has not been much talk of this apart from hygiene issues*" Teacher Manhiça District
> "*We have not done much beyond always advising them to take all measures to prevent the COVID-19"* Teacher Moamba district

MGD 2.6 Increased access to requisite food preparation and storage tools and equipment

Due to the closure of the schools last year, as one of the COVID-19 measures, the condition of the kitchen, stoves, storage rooms and food preparation equipment has been impacted. The overall condition of the buildings at some schools is not good, for example we observed that a roof that had collapsed. To make matters worse, after reopening the school, the previous school feeding program (in Maputo Province, managed by Planet AID) had ended and schools, as observed, are currently not providing any meals to the students.

Several headteachers mentioned that storage of large amounts of food at schools, especially for longer periods, can be challenging as the conditions to store it securely are not always good. Schools tend to have improvised storage facilities which are vulnerable to theft and keeping perishable food in good conditions is a challenge because they do not have cold rooms. Though schools are responsible for preventing theft of food, they often lack proper security conditions.

In addition to revamping and rehabilitating the infrastructure, cooks need to be mobilized. Although the schools did not provide school meals for more than a year, there are still schools that kept their preparers/cooks on standby, enabling them to fast track once the new school feeding of meals starts again. However, there are plenty of schools that have to mobilize and train new food prepares/cooks, e.g. on how to prepare food at sufficient quality and how to deal with potentially unsafe water during preparations. As this is done on a voluntary basis, (and this can be extra challenging given the COVID-19 pandemic), it would be good to have them also enjoy eating the food themselves when they are preparing for the students.

[16] See page 116 of the endline report.

4.3 Research Questions

Relevance and Coherence

Is the program relevant to the achievements of the USDA's Foreign Agricultural Service strategy, policy, and plan, in particular the McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole), the Food for Progress, and the Local and Regional Food Aid Procurement Programs?

Counterpart's school feeding project is connected to the matter at hand and properly aligned to the Foreign Agriculture Services'(FAS) strategy especially goals 2 (Maximize the ability of American producers to prosper by feeding and clothing the world) and 3 (Promote American Agricultural products and Exports). This is because some products will be imported (Soybeans) from the United States of America(USA) to Mozambique to be used for school feeding which ultimately will benefit the American Soybean producers.

In addition, the objective of *"Our Bright Future"* program is to reduce hunger, improve health and strengthen the primary education system in Mozambique (a low-income country). The McGovern Dole food for education program main's aim is to help support child development and food security in low income, food deficit countries around the world. Last but not least, the *"Our Bright Future"* Project will also be using locally procured commodities aligning to the Local and Regional Food Aid Procurement Program.

Is the program relevant to the felt needs of the beneficiaries?

Mozambique is a country that has been facing multifaceted disasters (cyclones, famine, floods, political-military attacks in the central and insurgency in the North). The Southern region of Mozambique where the four recipient districts are located, is often experiencing drought affecting the capacity of food production. When asked whether they have a home garden, only half of the respondents (44.7%, n=635) confirmed this and when the rest were asked the reason they did not have home gardens, most responded that the land is not appropriate for planting.

"*The land is not suitable for farming; we sow but nothing grows*" community member "*The land is not appropriate, when it rains it becomes flooded and all the plants are destroyed*" community member

In addition, most of the people in the four districts live below a dollar per day having reported an average household monthly income of 2,320 Meticais (approx. US$ 37.42). Most of the community members (94.3%, n=635) support the school feeding program and some teachers during the KIIs mentioned the fact that the classes were full when the school feeding project was in progress.

How well does the program complement and fit with other ongoing nutrition and literacy programs and projects in the country?

The government of Mozambique created PRONAE in 2013 to address the retention problem. Despite the efforts to improve literacy and retention, one of the indicators that has improved is the net enrollment ratio that increased from 44% in 1990 to 87.7% in 2013 (UNESCO, 2019). Mozambique is considered to be the lowest ranked country in the world relative to the mean years of schooling at just 1.2 years compared to the average of the Least Developed Countries (LDCs) of 3.7 years (MINEDH, 2012).

There are ongoing programs and policies that have been introduced in the country and according to the Ministry of Education Officials who participated in the KIIs, they include the launch of Action Plan for Literacy Acceleration by the President of Mozambique at the beginning of year 2021. The program therefore complements very well other ongoing nutrition and literacy programs because it will be serving some districts that currently have a gap. Further, the program will be reinforcing the literacy component which includes the ability to read and write especially for grade 2 children.

Creative Associates International, one of the implementing partners in the *"Our Bright Future"* program, is leading the USAID's flagship education program in Mozambique *"Vamos Ler"* (Let's Read), whose goal is to strengthen the Mozambican government's ability to ensure that students in the target regions of Nampula and Zambezia can achieve grade-level fluency and comprehension in the local language in Grades 1-3. They will utilize their expertise and experience working with the Mozambique government to develop bilingual education pedagogical tools and activities, improve national early grade literacy policies, and monitoring systems.

World Vision is currently implementing the third phase of the McGovern-Dole International Food for Education and Child Nutrition in Nampula province. CESC, the Centre for Learning and Capacity Building Civil Society (Centro de Aprendizagem e Capacitação da Sociedade Civil), is involved as implementing partner in both the program of World Vision as well as the *"Our Bright Future"* program and will leverage the work on advocacy and capacity building.

The World Food program (WFP) provides technical assistance and support with the implementation of the national feeding program PRONAE in 340 (expanding 190 additional schools this year) in Mozambique across the country. They are working under the guidance of the MINEDH. Recently, a task force was established among implementers of the School Feeding Programs in Mozambique that is coordinated by WFP. World Vision and Counterpart are participating in this taskforce. This is a good platform to learn and benefit from the different programs in Mozambique's best practices and lessons learned.

Associação Progresso (Progresso), one of the implementing partners in *"Our bright Future"* program will leverage its expertise and experience of past and current projects in the stimulating and improving access to basic education, address teacher absenteeism, improve early grade reading skills, and develop textbooks, exercise books and teacher manuals for bilingual education.

Is the program designed to be fixed over time? For example, activities will not change, and the outputs and outcomes are unlikely to change over the life of the project. Is the program designed to be flexible? For example, the overall strategy, components, or specific activities may be adjusted over time due to changing environment and response of target populations.

The program is designed to be fixed over time and, that is the reason the monitoring component is embedded into the project throughout its lifecycle. Monitoring will help the project's staff to quickly identify anything that might need to be changed or redefined. In addition, there are clear parameters with regard to evaluations (baseline, mid and end term) especially with regard to the what and the when.

The continuous monitoring of the project is an added value as it will provide the needed information: clarifying project's objectives linking them to resources, translating objectives into performance indicators and setting targets and the routine collection of data on the identified indicators compared to the set targets. Though monitoring will be routine, it will not indicate causality hence evaluation will help with the questions that deal with cause and effect. These questions are already set but might need some adjustments based on the baseline findings.

Effectiveness

To what extent is the COVID-19 Pandemic may influence program's results and effectiveness and how the program may address this influence?

During the period that the schools were closed due to the pandemic, most children were not undertaking any schoolwork. As a result, the teachers indicated that it can be considered as a lost school year where children have even forgotten a lot of what they knew, consequently, implying that the teachers have to start all over again. For example, before introducing the new syllabus for grade 2, the teachers have been obliged to recap and include sessions of grade 1 to bring students up to speed.

This will have an impact on the children's literacy levels and it should be taken into account when conducting EGRA tests for children. This also means that the baseline EGRA results are likely to be much lower than EGRA tests conducted with students in the same grade levels before the COVID-19 pandemic.

"It is a challenging year because whatever was taught to the children before the pandemic has evaporated. Before we introduce the grade 2 curriculum, we have to reintroduce the grade 1 curriculum first" Teacher, Matutuine District

Schools implement differently the COVID-19 mitigation measures especially the organization of classes, social distancing therefore in some schools, not all children are going 5 days a week, some will go less frequently.
Teachers are now teaching split classes, meaning that the classes are smaller and the children are getting less teaching time while the teachers are experiencing extended teaching time as they have to teach the different groups at different times, repeating the same topics over and over for different sessions of the same grade.
The targeted number of 54,250,000 school meals served during the entire lifetime of the "*Our bright future*" program, as mentioned in the Plan of operations and activities (July 2020), is based on the 193-day school calendar year, running from February to November, in 233 schools. School meals will consist of a nutritious mid-morning or midday school meal five days a week. It needs to be seen how the COVID-19 measures with the current splitting of classes and consequently reducing the number of days children go to school, affects this target.

Due to the COVID-19, there have been no large-in-person-meetings which is a challenge especially for training. Alternative solutions are needed, like an SMS based training system to train teachers.

In addition, students do not stay at school long enough to help in the school and communal gardens.

What can be the main contributing and challenging factors towards program's success in attaining its targets?

The following are deductions from the KIIs with implementing partners and government officials and IDIs from teachers and headteachers on the perceived challenges and successes and mitigation factors:

- One of the contributing factors for success is to actively engage the communities from the start as they have the knowledge and capacity and letting them to start owning that project from the beginning, for example, involvement in maintaining the school infrastructure (latrines, water facility).
- Collaboration with the government (National, provincial and district level) from the start is important to prepare them for takeover at the end of the program; to achieve not only the targets during the program, but also to have a sustainable impact after the program.
- Teacher attendance is a challenge as absenteeism has negative impact on the children's' learning. To deal with the issue, proper registration of absenteeism is required. High teacher absenteeism also contributes to early student drop-outs, especially for girls in this COVID pandemic situation.
- Teachers should also be provided school meals at school as this might help to reduce teacher absenteeism.
- Student attendance is an issue. There are no proper methods/systems/processes in place for registering attendance and absenteeism of students. To deal with the issue, proper registration of absenteeism is required. Effective use of School Councils that follow up with the parents is very helpful. Providing school meals helps reducing students' absenteeism.
- Having accurate data is essential for many indicators to monitor the programs' progress. Counterpart should introduce robust solutions and monitoring processes to make sure that data collected is accurate.
- Success of the reading clubs depends on having good mentors/facilitators to keep the club interesting and encourage the students to keep on participating. Additional training might be required to engage older students (girls) to partake and stimulate/mentor the younger children (girls).
- Despite that in our community survey almost all caregivers provided the benefits of school education, this does not mean that children are free of other household responsibilities (chores) that hamper them from going to school all the time, especially the girls. Active and open conversations with the parents are helpful in this. Taking home rations with attendance criteria (i.e., 90% school attendance qualifies for a ration of 9 kilos quarterly), could be helpful in this regard.
- Production and delivery of new Books, Supplementary Reading Materials, and other Teaching materials can be challenging, starting with the approval of the ministry of the new material. Early collaboration with the ministry helps speed this process. For teaching material, it is advisable to check for opportunities to produce locally, and where possible train people in techniques of material production and this could also be key for sustainability.
- The condition of the school infrastructure is a challenge, ranging from poor sanitation, non-functioning water systems, to poor status of buildings, lack of school furniture, etc. Not only the maintenance but also keeping it clean. The community as well as the school councils could play a big role.

- Appointments of headteachers and district government representatives can be an issue, especially if the appointments are not done based on merit/skills. Most of the headteachers are male (83.3%, n=24).
- School Council's effectiveness and independent operation, and election of the members is an issue, especially the president. SCs where the president is literate have a better chance of operating independently. There are often only 3-5 members active in most SCs. It would be good to assist these SC members to allow then to fulfil their duties.
- Another factor is the quality of teachers' knowledge and teaching instruction, mostly still limited to "only repetition of what the teacher says". There should be sufficient attention on teacher training, especially in bi-lingual teaching methods.
- Training is required on how to teach in bi-lingual education, especially how to teach reading, also important is how to teach the teacher on techniques to manage (big) classrooms. Preferably, this should be an in-service training of at least 4 days. Although currently it is difficult due to the split classes (meaning teachers have to give more classes), peer-2-peer coaching and mentoring should be facilitated, e.g., at ZIP level experienced teachers should be trained as mentors as well as trainer of trainers (ToT).
- Displacement of teachers is an issue, especially in rural schools the teacher turn-over is high, and influx of new unexperienced teachers is high.
- Headteachers/school director often do not have the required skills to manage a school properly. Dedicated training for school management on how to run daily school activities is very helpful. Good tools and methods are essential in this.
- School monitoring/inspection is not happening as frequent as needed, especially for the far schools if the zone is huge, due to lack of funds for transport and per diem, and there is also little follow-up on recommendations given to the school management. Capacity building and training technicians are also helpful as people have been appointed without having the necessary skills/capacity.
- There is a high turnover rate at the government, people move to other locations and positions, this means that there needs to be continuous training and capacity building for government representatives.
- The monitoring can be an issue if the zones of monitoring are huge and spread among officials that are few.
- School gardens should not be seen as a food source, but merely as teaching resource for educating students on agriculture. As they will be farmers in the future, it is good to expose them to new techniques and new seeds that are not commonly used in Mozambique a lot and hence result in low yields.
- Enrollment of students, especially girls, would benefit especially from role models such as a female teacher.
- Storage of large amounts of food at schools, especially for longer periods, can be challenging as the conditions to store it securely are not always good. Schools tend to have improvised storage facilities. Theft as well as keeping perishable food in good condition are issues.
- Procurement of local food is a challenge as the national law in place is not geared to buy locally. There is a lot of administration for this competitive process limiting the ability to buy the amounts and quality that are required.
- For the non-perishable food, ideally Just in Time (JIT) logistics and accurate (near) real time data on stock levels and consumption/usage are important, for determining the optimal replenishment time/frequency as well as routes given the available transport means and the level of security and

condition of the local warehouses. In order to increase security levels especially for the storage in schools, the role of the school councils will be critical to recruit volunteer guards to keep the food in the schools safe. It might be more cost-effective to upgrade the condition and security of a local warehouse allowing more food to be stored for longer period of time. Stock monitoring could simply could be done via a phone/SMS based system and not relying on a single person to provide the data. In addition, it might be good to ask different persons to report the data to minimize errors and facilitate easier detection of potential mistakes/outliers.

- Providing school meals involves besides organizing the food (safely storing it at the school's warehouse), it also involves mobilizing the food preparers/cooks. As this is done on a voluntary basis, it would be good to have them also enjoy eating food themselves when they are preparing for the students. Furthermore, important is the quality of the water used for food preparations.
- Accessing safe water is a challenge especially for food preparations to provide quality food. If a school does not have proper water infrastructure, besides rehabilitating the infrastructure, water filters (as done in other USDA school feeding programs) can be installed or used. Last but not least, people need to be well trained on the importance of boiling the water.

Is there a clear understanding of roles and responsibilities by all parties involved into implementation and monitoring?

Roles and responsibilities for all partners in the *"Our Bright Future*" program, Centro de Aprendizagem e Capacitação da Sociedade Civil (CES), Creative Associates, Associação Progresso (Progresso), Sesame Workshop, Associação Moçambicana para o Desenvolvimento Concertado (AMDEC) are clearly described in Counterpart's "*Our Bright Future*" Workplan (2020). For Counterpart, this is even done at staff/function level also visualized in a clear project governance organogram.

In Counterpart's "Plan of operation and activities" (July 2020) for each activity, the tasks and responsibilities for each partner are described in great detail.

Are there relevant monitoring and evaluation strategies in place?

There are relevant monitoring and evaluation strategies designed. They are extensively described in Counterpart's evaluation plan submitted to USDA (January 2021) connecting the Results Framework to their Monitoring, Evaluation and Learning (MEL) Strategy. The MEL framework is comprised of various methods to collect, analyze, and collaborate to use data results for adjusting and improving performance.

Efficiency

How efficient is the planned allocation of resources (human resources, time, expertise, funds etc.) to provide the necessary support and to achieve the broader program objectives?

Counterpart will be implementing the project in conjunction with other partners: Creative Associates who have the knowledge and experience in bilingual early education programming in Mozambique. CESC and Progresso whose expertise is community development and advocacy in education, WASH, governance and human rights. Last but not least Counterpart will also be supported by Sesame workshop, who will produce behavior change materials related to nutrition, WASH and COVID-19

response. This is an impressive list of partners which in order to deliver and to be efficient, the full Program Management Unit must be operational to provide the steer.

Impact

To what extent the project design is anticipated to have a positive impact on the lives of the project beneficiaries?

The program will contribute to beneficiaries' livelihoods, when feeding the children at school, the money for lunch in the households can be used for something else (opportunity cost). Organizing local procurement and buying perishable foods from local associations, will stimulate economic growth at the local level.
Well-fed and healthy children will have the right mindset to learn eventually leading to increased enrolments, retention and few drop-outs. Organizing and conducting maintenance of school infrastructure through local community labor, e.g. plumbers, would benefit the community economically and can have a positive impact on the sustainable maintenance after the program.

Sustainability

Identify and discuss gaps in the sustainability strategy and how the stakeholders, including other donors' program support, could address these, taking into consideration potential changes in the country due to the COVID-19 pandemic.

As can be observed from the other school feeding programs, sustainability is difficult to tackle. Both headteachers and Government officials reported that the Planet Aid program has ended and this has also meant that providing meals at school has come to a halt despite all the program's sustainability efforts. The COVID-19 pandemic had a negative impact as schools were closed for long. Despite that the schools are open again, there are still measures in place, like splitting classes, that have effect on the quality of instruction/education. Collaboration between Ministry of Education and Ministry of Agriculture and or large local agricultural companies could be promoted in order to arrange and prepare them to produce locally what is now being provided (imported) by the project.

Counterpart has identified in their evaluation plan three components to achieve long- term impact to increase retention and attendance, reduce hunger and improve health, and improve literacy for children in the target communities: 1) capacity and commitment to maintain school feeding at the local and national level; 2) successful literacy approaches to be incorporated in the national curriculum; and 3) sustained community participation in local schools.

Sustainability for school feeding has to go along the lines of handover to the government and with investment of the government and supported by partners. Though there might not be enough funds to finance country wide school feedings programs, the government should be able to manage the ending programs with the funds received from donors. As capacity within the ministry of education is still limited, additional capacity building from the start of the project is needed to prepare the ministry for handover. Technical assistances and support are needed to build the capacity of the various actors to handle them sustainably, including communities, local farmer groups, government, to help them plan and manage the supply chain. Managing a supply chain that is focused on service institutional

customers is very different than producing for the local market.

Proper buy-in by the government (people [HR, technical aspects], finance) and incorporating/ mobilization of the community at the beginning of the project is crucial for a sustainable handover of the program. To prepare the government, the provision of the required skills could be undertaken through training and targeting the right people (PRONAE managers for example in the Ministry of Education) is important.

It is good to map out and learn from other countries where school feeding programs have been successful and promote exchange of experience between the Ministry of Education and their counterparts.

As donors have more leverage than an implementing partner like Counterpart, they could play an important role in advocating the government especially, they could be actively engaged with the Ministry to ensure that the Government also contributes to some budget line items to guarantee continuation to a school feeding program after it is handed over.

Additional research questions

There are additional research questions identified by Counterpart that will need to be answered in subsequent evaluations (midline and endline). These questions are listed below and provided with applicable operationalization to allow consistent measurement in the future evaluations.

School feeding and nutrition

How do educational outcomes linked to school meal interventions among preschool children compare with the impacts among primary school aged children?

The following issues/questions should be taken into consideration:

- What interventions (e.g., use of visual kids) are conducted with pre-school children?
- Who is involved in these activities, parents, field agent, community member, …?
- How frequent/long are children participating in these activities?
- Compare the EGRA results from the children that are involved in these pre-school activities with children that are not involved in these pre-school activities. If there are different types of activities, also disaggregate per activity as well as intensity/duration.
- Ideally, the EGRA results of the children should be tracked over time in a longitudinal study.

Illustrative is the feedback from interviews with different implementing partners.

"One of the challenges is that primary school going children might have a very limited vocabulary in their mother tongue that is smaller than what is actually required to enter, mainly caused by their illiterate parents using direct action-based talk to children of very young age, like "go outside, come here, do this, do that". In order to stimulate more "nutritious" talk, there are visual aid kits, like developed in the "Vamos Ler" project, that stimulate parents to use a wider variety of language and less directive talk, like asking questions, telling stories so that a child is more prepared to enter primary school with the help of their parent, so that when they start reading they know what those words mean already". Implementing partner

"We worked in a project in Gaza involving school feeding. When the project closed, there was no continuity of meals provision and the attendance levels dropped a lot, the reason they went to school was to get a meal and when there was no meal, they did not go to school anymore." Implementing partner.

What are the most effective pedagogical approaches to teaching nutrition through school meal programs and to what age group?

- In addition to the Sesame workshop's contextualized behavior change materials related to nutrition, WASH, and COVID-19 response, what different approaches are being used in the project for teaching nutrition?
- Apply different approaches across to the schools and different age groups in all the 4 districts.
- Check the knowledge of students, teachers and cooks before applying the approaches and evaluate after the intervention on a yearly basis.

Education and Literacy

How effective are reading-oriented extra-curricular activities in improving literacy?

Literacy is a complex ecology, that depends on many factors, besides the student's ability, it has to do with teaching quality, curriculum, materials and delivery, nutrition etc. When taking these into account, the EGRA results should be compared with children that have participated in these extra-curricular activities.

- Which reading-oriented extra-curricular activities have been provided to what schools and students by the program, like reading clubs? What other outside school activities the children experience, like reading at home, taking books from the school library, being read to at home by household members, as well as pre-school/kindergarten participation?
- Based on the duration and frequency of these extra activities, the EGRA results of the children should be tracked over time in a longitudinal study.

How effective are teacher trainings?

- What types of training methodologies are utilized, e.g. in-service, remote (SMS/WhatsApp/…), and how frequent are the teachers engaged in the training? e.g. once, periodically, continuously.
- Conduct classroom observations to check the applied teaching practices by the trained teachers, both before and after their trainings.
- Conduct specific test to evaluate the teacher's knowledge covered by the training before and after the training.

Health and Maternal Child Health (MCH)

What is the effect of deworming medicine on student attendance?
What is the effect of latrine and water access on student attendance, especially for girls?

Is there behavioral change in handwashing for students? How do WASH programs impact learning and literacy outcomes?

- Measure student attendance accurately over time (check student absenteeism/attendance register/ headcount at visit), before and after students receiv deworming medication and determine if there are any differences in attendance compared with schools where students have not received deworming medication in the same period of the school year. Compare information with local health authority such as the Provincial Directorate of Health (DPS).
- Determine what the latrine conditions for each school are, in terms of structure, water access and cleanness? Do girls have separate latrines? Are there menstrual hygiene facilities for girls? Measure the school attendance over time for the different conditions, especially before and after any rehabilitation done.
- Determine different water infrastructures (piped water, borehole with manual pump, collected rainwater, water tank storage facility) and their condition, the handwashing stations (permanent water taps, temporal buckets, etc.) as well as the availability of sufficient clean water and soap for handwashing. In addition, knowledge about water treatment (boiling, filters) can be probed.
- Measure (observe and ask) how frequent students wash their hands, at what locations and when (arriving at school, before entering class, after going to the toilet). During the COVID-19 era, handwashing systems have increased in schools. Assuming that the situation will be back to normal during that milestone (mid-term and endline), it will be good to gauge if there is any difference observed in hand washing patterns and frequency.

Methodological

How reliable is school and government-collected attendance and enrollment data? How can the accuracy be improved?

- When and how is enrollment data currently collected, registered, validated and updated and, at what frequency at school level, district level, provincial level and national level?
- Are these figures at different levels checked for consistency, if so when and how is this done? And what processes, procedures are in place when inconsistencies are detected?
- What measures are in place to check/validate the enrolment data figures at the school level? Who is conducting these validation checks? Are these measures also implemented in practice and how frequent? What is done if the data does not match with the initial numbers.

Recording the enrolment data is easier as it involves one registration per new student and occurs in a small-time window of the first month of the year (not taking into account students that moved to a new school during the year). Absenteeism registration on the other hand needs to be done every day for each class the whole year. In the baseline, we found that half of the headteachers confirmed they do not register student absenteeism at their schools. The main mechanism for the schools that register student absenteeism is via a class registration book. How accurate and consistent this is done is not clear as there are also no aggregated absenteeism records available at district or provincial levels. Even the School census (Education statistics, 2020) does not have information on absenteeism, only on attendance.

As mentioned before, student attendance is registered in only half the schools we visited and even if registered via class books, it is not clear how accurate this is. It seems that the data is merely used at school level to follow up, e.g., through the School Councils, if children are absent for longer periods. As student absenteeism registration needs to be done every day for each class the whole year, it can be a labor-intensive task for teachers. To get an indication of the accuracy of the enrolment data and student absenteeism, a possible spot check "head count" can be done during a monitoring visit (by project partner or district technician) to the school. This requires that all students of all classes are counted and the numbers are verified against the class books.

Another good indication of the accuracy of the data is using the data of the amount of deworming medication provisioning per school. According to the WHO[17], deworming medication should be provided twice a year to children. Especially when providing the medication during school meals, it can be a good opportunity to validate the attendance data assuming there is an accurate record keeping on the number of medications provided to students. If, however, excess deworming medicines are distributed to the larger community this needs to be administrated separately.

Teacher attendance and absenteeism has a big impact on student attendance and retention because certain students in a class will miss some lessons. When teachers go to school, they should sign the attendance book *("livro de ponto*") but that does not always happen. Besides sickness, justified absenteeism reasons are among others maternity leave, training and funeral. Though from a school management and monitoring perspective, it is important to distinguish between justified and unjustified absenteeism, for students, there might not be any difference if there is no replacement teacher available.

The headteacher should check and communicate pro-actively the absenteeism to the district education services on a monthly basis. However, in practice teachers may have informal agreements among each other within a school, like "*I will teach your class for one week, so you do not have to come to school, and you have to teach my class for the next week"*. Teachers might also be signing in for two or three people. The headteacher might also not be checking the registry properly or might also not be present each day. Supervision visits as well as follow up on recommendations from district education officers should happen. However, in practice these visits do not happen as frequent as they should, mostly due to lack of funds for transport.

A possible way to address these "informal arrangements", is to use a community score card (with teacher attendance as one of the indicators) and discuss it with groups from the community and teaching staff and find local solutions to overcome this. Another way is to use some form of technology with community participation, like a simple SMS platform (see also the box below) that have been used successfully in different countries (like South Africa) as well as in some Mozambican Provinces, like Nampula.

[17] See https://www.who.int/elena/titles/deworming/en/

"*We have a tool called Olavola, it is an SMS platform, where anybody can report anonymously an issue they have about the school by sending an SMS, a suggestion or comment. The messages are sent to the school director. If the school director gets a lot of messages about a particular teacher, he can follow up on it. In some other projects, this has helped teacher absenteeism as teachers don't want to be shamed by Olavola. The information is also made public on a website, except for sensitive issues like sexual harassment"* Implementing Partner

Counterpart relies on having accurate student school attendance data for all the 233 schools that the program will be covering to report on the "percentage of teachers in school that attend more than 90% of school days" indicator. Teacher absenteeism can be checked during unannounced visits to avoid pre-arranged higher turn-up rates by engaging in strategic behavior. This requires knowing the teaching schedules before visiting a school. A more radical solution might be to use a fingerprint device (e.g., mounted firmly inside the school's main building running on a small solar panel) that should be able to record time and location that can either be connected via the internet or read out every month during a monthly monitoring visit. The actual implementation needs to guarantee teacher privacy, not revealing the identity of teachers to unauthorized staff. Though there could be ways to disable the system deliberately, there should be sufficient incentive for headteacher and teachers to use the system during the program implementation, e.g. each teacher that is using the fingerprint system and has attendance rate of 95% gets a take home ration of food.

School Feeding Sustainability

What is the government capacity to manage school feeding at regional and national levels?

The following issues should be taken into consideration:

- What capacity is needed to manage school feeding programs, e.g., management, accounting, procurement, contracts management, logistics, supply chain, data analysis, monitoring, inspection, strategy?
- What capacity is needed at government's district level, provincial level and national level?
- What capacity (skills, expertise, competences, experience) and how many people are available at government's district level, provincial level and national level?

What commitment has the government shown regarding school feeding? (e.g., do they have a school feeding policy, clearly defined roles for managing school feeding, plans to expand school feeding budget)?

- Willingness to accept International standards, evidence and implement recommendations from independent evaluation studies.
- Increase the amount of funding for PRONAE, e.g., to conduct monitoring school visits as frequent as planned on paper.
- Willingness and reserve budget to take over donor funded school feeding programs from implementing partners.
- Participate in government oriented trainings.
- Coordination and alignment among all school feeding programs in Mozambique.

4.4 Baseline performance indicator table

Definition of the indictors is essential to avoid misinterpretations, as listed in McGovern-Dole and Food for Progress Standard Indicator Handbook (2019). However, some indicators need further tailoring to the specifics of the context, country and situation. For example, “the percentage of students by the end of two grades of primary schooling demonstrate they can read and understand the meaning of grade level text”, requires operationalization of “can read”, e.g. being able to read a certain minimum number of words of a text correctly within a specified amount of time similar to EGRA exercise 8.1; and “understand the meaning”, e.g. being able to answer a certain minimum of questions, about the read text correctly, similar to EGRA exercise 8.3. In this baseline, different benchmarks A (lowest) to D (highest) as described under the findings section (EGRA Assessment results see Table 14) have been calculated, Benchmark “C” has been used for the indictor table to be in line with previous studies like “Vamos Ler” project and the PAI endline report. Moreover, applying this benchmark "C" would allow a fare comparison of the baseline results with those of the previous studies.

And “by the end of two grades of primary” assumes that students needed to have 2 years of instruction. To account for the fact that children missed one year due to the school closure (as a result of COVID-19) but were still moved to the next grade, we conducted EGRA tests for both Grade 2 and Grade 3 students. To match 2 years of instruction we have used the EGRA results of the grade 3 students in the indicator table.

The Baseline performance indicator matrix is organized according to the Strategic Objectives: Improved literacy of School Aged Children (SO1), Increased use of Health, Nutrition and Dietary Practices (SO2) and Local and Regional procurement, with data from the endline information from the previous USDA assisted school program in Maputo province, the current baseline data and the targets for the *“Our Bright Future”* program. The indicators highlighted in gray are additional proposed indicators that are also good to monitor during the implementation of the “*Our Bright Future”* program.

Table 29: Performance indicators

Result #	Title in MGD results framework	Indicator type	Indicator	Endline of prior USDA assisted schools program Maputo province (271 schools)[18]	Baseline (sample of 24 schools only)	Target for year 1	Final Target
Improved Literacy of school age children MGD SO1							
MGD SO1	Improved Literacy of school age children	Output	Number of schools that receive school supplies as a result of USDA assistance	271	0	203	203
		Output	Number of individuals benefiting indirectly from USDA funded interventions	361.112	0	220.000	578.934
		Outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	29.5%	4.3% for the Grade 3 students (n= 211) that achieved benchmark "C"	5%	9%
MGD 1.1	Improved quality of literacy instruction	Outcome	Numbers of teachers using the new acquired skills as a result of USDA assistance	539	0	124	914
MGD 1.1.1	More consistent Teacher attendance	Output	Percentage of teachers in schools supported by USDA assistance that attend more than 90% of school days	N/A	92.1% of teachers self - reported (n=76) from the 24 sampled schools]	77%	93%
		Output	Number of awards given to teachers as a result of USDA assistance	8.118	N/A		
MGD 1.1.2	Better access to school supplies and Materials	Output	Number of books and supplementary reading materials distributed per school as a result of USDA assistance	85.609 Textbooks (grade 1-3), range of literacy books and materials in Xichangana and Xirhonga and in	N/A From previous program: Dictionaries, maps, posters for nutrition, manuals on nutrition, literacy	35.903	71.806

[18] as reported in the Food for Education endline Doctors (2021, and KII of government representatives. See the following pages in the endline report for the different indicators MGD SO1: page 11, 10, 10; MGD1.1: page 46; MGD 1.1.1: page 44; MGD 1.1.2: page 30, 45, 89, 45, 109; MGD 1.1.3: page 45, 89; MGD 1.1.4: page 46, 46, 80 ; MGD 1.1.5: page 11; MGD 1.2: page 81, 81; MGD 1.2,1: page 84, 87, 84, 87, 109; MGD 1.3: page 92; MGD 1.3.2: Page 91; MGD 1.3.4: page 92; MGD 1.4.1: page 87; MGD 1.4.2: page 97; MGD 1.4.4: page 11; MGD SO2: page 103; MGD 2.1: page 100, 103; MGD 2.3: page 103; MGD 2.4: page 115, 118; MGD 2.5: page 100, 119, 100; MGD 2.7.1: page 100; MGD 2.7.2: page 121; MGD 2.7.3: page 9 ; MGD 2.7.4: page 111.

Result #	Title in MGD results framework	Indicator type	Indicator	Endline of prior USDA assisted schools program Maputo province (271 schools)[18]	Baseline (sample of 24 schools only)	Target for year 1	Final Target
				Portuguese, other teaching and learning material, including textbooks and instructional materials to support extracurricular learning clubs	training books, numeracy training books, letters/alphabet training material, kits for children, syllable charts, story books		
		Outcome	Number of school having functional libraries	No Libraries	1 functional library (=4.1% of the sampled school n=24) When projecting (estimating) this for all 233 schools in the 4 districts, this would mean 10 functional library		
		Output	Number of students (1-3) who have benefited from literacy books as a result of USDA assistance	33.345	0		
		Output	Number of school/Community gardens established, created or reinforced to promote the use of nutritious food in school feeding	60	4 gardens (=16.7% of the sampled schools n=24) established during previous program. When projecting (estimating) this for all 233 schools in the 4 districts, this would mean 39 gardens	65	100
MGD 1.1.3	Improved student attendance	Output	Number of supplementary literacy materials produced and distributed to project schools	245.754	0	35.903	71.806

Result #	Title in MGD results framework	Indicator type	Indicator	Endline of prior USDA assisted schools program Maputo province (271 schools)[18]	Baseline (sample of 24 schools only)	Target for year 1	Final Target
		Output	Number of primary-school children who participated in extra literacy related activities (i.e. participating in reading clubs)	13.201	92 (=17.8% of n=517) of the sampled 24 schools. When projecting (estimating) this for all 233 schools in the 4 districts, this would mean 11,466	0	11.310
MGD 1.1.4	Increased skills and knowledge of Teachers	Output	Number of Teachers/educators /teaching assistants trained or certified (primary schools) as a result of USDA assistance	2.916	0	124	1.015
		Outcome	Number of teachers in target schools who demonstrate use of new and quality teaching techniques and tools as a result of USDA assistance	539	0	99	914
		Output	Number of school administrators and officials trained or certified as a result of the USDA assistance	426	0	0	243
MGD 1.1.5	Increased skills and knowledge of School Administrators	Output	Number of School councils trained or similar governance structures trained as a result of USDA assistance	271	0	203	203
		Outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	222	0	0	194
MGD 1.2	Improved attentiveness	Output	Attentiveness levels in class reported by teachers	62%	Attentiveness level in general 90% observed		
		Output	Percentage of students who were observed to be attentive in the classroom	N/A	attentiveness level in general 65% observed		
MGD 1.2.1	Reduced Short-term hunger	Output	Average number of meals per day students have	N/A	2.0 (n=517)		

Result #	Title in MGD results framework	Indicator type	Indicator	Endline of prior USDA assisted schools program Maputo province (271 schools)[18]	Baseline (sample of 24 schools only)	Target for year 1	Final Target
		Output	Number of school aged children receiving daily (breakfast, snack, lunch) as a result of USDA assistance	90.278	0	50.000	131.576
		Output	Number of daily school meals (breakfast, snack, lunch) provided to school- age children as a result of USDA assistance	43.524.765	0	625.000	54.250.000
		Output	Percentage of students who had not eaten before going to school	N/A	44.1 % (n=517)		
		Output	Quantity of take home rations provided (in metric tons) as a result of USDA assistance Final target	588.35 Metric tones	0	0	430 MT
		Output	Number of school/community gardens/farms established, created, or reinforced to promote to use of nutritious food in school feeding	60	4 gardens (=16.7% of the sampled schools n=24) established during previous program. When projecting (estimating) this for all 233 schools in the 4 districts, this would mean 39 gardens	65	100
MGD 1.3	Improved student attendance	Output	Number of students enrolled in schools receiving USDA assistance.	90.278	0	86.111	95.679
		Outcome	Average student attendance rate in USDA supported classrooms/schools	69.962 students attending 80% or more = 77,5%	86.8% (self-reported by students)	84%	97%
MGD 1.3.2	Reduced health related absences	Output	Number of individuals receiving take home rations as a result of USDA assistance	Only distributed take home rations AFTER schools were closed as a result of COVID-19	0	0	5.000

Result #	Title in MGD results framework	Indicator type	Indicator	Endline of prior USDA assisted schools program Maputo province (271 schools)[18]	Baseline (sample of 24 schools only)	Target for year 1	Final Target
		Output	Number of educational facilities (school buildings, kitchens, storerooms and firewood saving stoves, water sources and latrines) maintained as a result of USDA assistance	1852 (maintenance interventions) (kitchens: 516; storerooms: 825; firewood-saving stoves: 511);	10 kitchens in good condition (=41.7% (of the sampled schools n=24), Estimated 97 kitchens in good condition When projecting (estimating) this for all 233 schools in the 4 districts, this would mean 97 kitchens in good condition. 13 kitchens NOT in good condition (=54.2% (of the sampled schools n=24), When projecting (estimating) this for all 233 schools in the 4 districts, this would mean 126 kitchens NOT in good condition.	0	80
MGD 1.3.4	Increased student enrollment	Outcome	Number of students enrolled in schools receiving USDA assistance	90.278	0	86.111	95.679
		Output	Percentage of members of the community portraying knowledge of benefits of education		98,8% (n=635)		
MGD 1.4.1	Increased capacity of government institutions	Output	quantity of take home rations provided (in metric tons) as a result of USDA assistance	588.35 Metric tones	0	0	430 MT

Result #	Title in MGD results framework	Indicator type	Indicator	Endline of prior USDA assisted schools program Maputo province (271 schools)[18]	Baseline (sample of 24 schools only)	Target for year 1	Final Target
MGD 1.4.2	Improved policy and regulatory framework	Output and outcome	Number of policies regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	N/A	1: Teaching Bi-lingual	0	4
		Output	Number of Public Private partnerships formed as a result pf USDA assistance	2	N/A	0	8
MGD 1.4.3	Increased government support	Output	Number of monitoring visits per quarter by government officials		On average once per quarter by provincial staff / once per month by district staff, but due to COVID-school closure it was not done		
MGD 1.4.4	Increased Engagement of local organizations and community groups	Output	Number of parent-Teacher Associations or similar school governance structure supported by USDA assistance	271	0	203	203

Result #	Title in MGD results framework	Indicator type	Indicator	of prior USDA assisted schools program Maputo province (271 schools)	Baseline (sample of 24 schools only)	Target for year 1	Final Target
Increased use of health, nutrition and Dietary practices MGD SO2							
SO2	Increased use of health, nutrition and Dietary practices	Outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	25.451 trained individuals	0	1.421	1.624
MGD 2.1	Improved knowledge of health and hygiene practices	Outcome	Percentage of students that demonstrate acceptable knowledge of health and hygiene practices.	85%	90% of school students washing their hands before going to class (n=72)		
		Output	Number of food preparers at target schools trained in hand washing, safe food preparation and storage practices.	13.008	0 (no meals currently provided at visited schools)	2.030	2.030
MGD 2.3	Increased knowledge of nutrition	Output	Number of individuals trained in child health and nutrition as a result of USDA assistance	25.451	N/A	2.030	2.030
		Output	Number of pregnant women reached with nutrition practices as a result of USDA assistance	N/A	N/A	0	4.000
		Outcome	Number of individuals (teachers, community members) who demonstrate knowledge of nutrition		N/A	1.421	1.624
MGD 2.4	Increased access to clean water and sanitation	Output	Number of school with improved sanitary facilities	268	13 latrines in good condition (=54.2% (of the sampled schools n=24), When projecting (estimating) this for all 233 schools in the 4 districts, this would mean 126 latrines in good condition.	0	40

Result #	Title in MGD results framework	Indicator type	Indicator	of prior USDA assisted schools program Maputo province (271 schools)	Baseline (sample of 24 schools only)	Target for year 1	Final Target
		Output	Number of schools using an improved water source	73% of headteachers report having have some sort of system to supply water	15 well functioning water sources (=62.5% (of the sampled schools n=24), When projecting (estimating) this for all 233 schools in the 4 districts, this would mean 146 well functioning water sources.	0	24
MGD 2.5	Increases access to preventative health interventions	Output	Percentage of teachers who know about preventative health interventions		COVID related		
		Output	Percentage of learners who know about preventative health interventions		COVID related		
		Output	Percentage of surrounding communities who know about preventative health interventions	23.141 people trained	12.1% (n=635) have attended food demonstrations covering nutrition, hygiene and sanitation to cover the healthy life of their children.		
		Output	Number of students receiving deworming medication	148.237	0	0	85.840
		Outcome	Number of individuals who demonstrate use of safe food preparation and storage practices as a result of USDA assistance	12.977	0 (no meals currently provided at visited schools)	1.421	1.450
MGD 2.7.1	Increased capacity of government institutions	Output	Number of government officials trained in nutrition as a result of USDA assistance	369	0		

Result #	Title in MGD results framework	Indicator type	Indicator	of prior USDA assisted schools program Maputo province (271 schools)	Baseline (sample of 24 schools only)	Target for year 1	Final Target
MGD 2.7.2	Improved policy and regulatory framework	Outcome	Numbers of policies improved/developed on nutrition	N/A	0		
MGD 2.7.3	Increased government support	Output	Number of individuals participating in USDA food security programs (that include the LPR component)	100.403	N/A	61.709	356.246
		Output	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	N/A	N/A	0	1.505.316
			Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	N/A	0	0	3.860
MGD 2.7.4	Increased Engagement of local organizations and community groups	Outcome	Number of parent-Teacher Associations or similar school governance structure supported by USDA assistance	271	0	203	203

Result #	Title in MGD results framework	Indicator type	Indicator	of prior USDA assisted schools program Maputo province (271 schools)	Baseline (sample of 24 schools only)	Target for year 1	Final Target
Local and Regional procurement							
LRP 1.1.1	Improved cost-effectiveness of procurement	Outcome	Type of procurement system developed	N/A	previous program: 0		
LRP 1.3.2	Strengthened Local and regional food market systems	Output	Number of officials trained in market systems	N/A	previous program: 9 in the districts and 4 at provincial level		
LRP 1.4.2	Improved policy and regulatory framework	Outcome	Number of policies developed/improved relative to procurement	N/A	previous program: 0		

5. Conclusions/Discussions and Recommendations

Summary of key findings and conclusions have been grouped as follows:

5.1 Overall situation

- COVID-19 will still remain a major force dictating how things are done especially in Mozambique. At the time of writing this baseline report, the Government of Mozambique had announced its vaccine strategy on March 5, 2020. The plan is to vaccinate 16.8 million Mozambicans, currently excluding children under 15 and pregnant women. The plan however, failed to mention what vaccines are authorized in the country. There are a number of mitigation measures that have been taken in schools (splitting classes to avoid agglomeration, social distancing, installing hand washing stations, sanitizations of the classes and wearing of masks) nevertheless, there is a concern of a third wave and the mutations of the virus is a headache to all especially the Ministry of Health (MoH) that had announced that by May 24, 2021, only 2% (323,097) of the target had been met due to vaccine shortages.
- Though progress had been made during the last USDA school feeding project implemented in the four districts of Magude, Manhiça, Moamba and Matutuine in Maputo Province especially on students' literacy, this has somehow faded. Because of COVID-19, all the children stayed at home as a mitigation measure. While there were attempts to provide classroom online, the infrastructure in Mozambique is not well developed hence not all the children mostly in the rural areas benefited from this. Teachers reported this concern and underlined some of the methodologies and activities that they are trying to introduce to accelerate the learning process.
- The four districts are poor with the communities living below the poverty line. The average household reported income is 2,320 Meticais (approx. US$ 37.42) [n=635]. School feeding program can assist by providing meals to children at school or via take home rations, alleviating some of the households' income.
- The Government has signaled the desire to improve literacy in the country with the launch of the Action plan of literacy acceleration by the President of the Republic this year (2021). Nevertheless, a recent evaluation of PRONAE undertaken by the Global Child Nutrition Foundation highlighted the need to strengthen the monitoring and evaluation system, the shortfall of Human Resources (HR) at all levels and limitation in coordination and multi sectoral participation at PRONAE. Despite this, there is evidence of successes especially in students' retention and performance in schools. In addition, there is a need to capacitate the government officials within the Ministry of the existing programs and policies to accelerate the achievement of their goals. It is challenging to contribute to a goal that you do not know of. *"I prefer not to comment on the policies because that is not my area of expertis*e" words proffered by a government official. There are a number of initiatives and policies that the government has developed, all to help improve the weak indicators with regard to education. According to MINEDH (2012), compared to the mean years of schooling especially in the LDCs of 3.7 years, Mozambique is ranked lower.
- Almost all the schools have a governance structure where the School Councils (Parent Teachers Associations) are part. School councils are considered a very important link to the community and part and parcel of the schools' decision-making processes. However, there are variations in understanding and interpretation by the headteachers of what constitutes a governance structure for a school.

Training, Incentives and skills improvement (all levels)

Government (ministry, provincial and district levels)

- Building capacity at government institutions to support School Feeding Programs should cover managing school feeding; improving literacy; organizing local and regional procurement of commodities; water and sanitation work.
- Though the government officials reported that there were various trainings that were facilitated during the last USDA school feeding intervention including nutrition, stock management, pedagogical training, program management. Most teachers highlighted nutrition as the key topic and headteachers reported that only a few people or none were trained on procurement management. One even mentioned that there is a procurement manual that is used as a steer for the procurement process provided by the Ministry of Education.
- Increased support of the government is needed on monitoring schools, and this should be reinforced by proper follow-ups. This also requires proper data collection, handling and processing at different levels. This is very important to understand what is going on at schools and in the districts consequently increased capacity to provide sufficient insights in strategic decision making processes and development of new/improved policies.
- School monitoring/inspection is not happening as frequently as needed, especially for the far schools if the zone is huge, due to lack of funds for transport and per diem, and there is also little follow-up on recommendations given to the school management. Capacity building and training technicians is also helpful as people are at times appointed without having the necessary skills/capacity.
- There is a high turnover rate at the government, people move to other locations and positions, this means that there needs to be continuous training and capacity building for government representatives.

Teachers and headteachers

- Training is required on how to teach in bi-lingual education, especially how to teach reading, also important is how to teach teachers on how to manage (big) classrooms. Preferably, this should be an in-service training of at least 4 days. Although currently it is difficult due to the split classes (meaning teachers have to give more classes even often on Saturdays), peer-2-peer coaching and mentoring should be facilitated, e.g., at ZIP level experienced teachers should be trained as mentors as well as trainer of trainers (ToT).
- Despite a few teachers reporting that they benefited from literacy training, it is evident that the skills acquired are being utilized in the classrooms. Almost all teachers (during the KIIs) were able to describe the various methods and approaches they are using to improve literacy and catch up over lost time due to the COVID-19 break. In addition, the class observations in all the schools validated that teachers are indeed using skills learned [teacher observed behavior against set parameters (using a lesson plan and notes, engagement) confirm this].
- Displacement of teachers is an issue, especially in rural schools where the teacher turn-over is high, and influx of new inexperienced teachers is high. Re-training will be required throughout the project lifecycle.
- Some headteachers/school directors often do not have the required skills to manage schools properly. Dedicated training for school management on how to run daily school activities is very helpful. Good tools and methods are essential in this.
- Bi-lingual teaching is an example of a national policy that provides successful results and should be extended, however, the amount of funding needed for sufficient bi-lingual trainings/education made available by the Government for implementing this policy nationally is limited.
- Preventative Health is a topic that most of the teachers and headteachers preferred not to comment on. If they talked about it, then it was related to WASH and COVID-19 mitigation measures. Nothing else was mentioned. Moamba district however, highlighted a practice that was not mentioned by the other

districts of collaboration with the community health workers to propagate preventive health topics. Only 4.70% (n=635) of the community respondents reported that they have ever received any persons (community health workers) in their homes talking about health, nutrition or hygiene related issues.

- Another factor is the quality of teachers' knowledge and teaching instruction, which is still limited to "only repetition of what the teacher says". There should be sufficient attention on teacher training, especially on bi-lingual teaching methods.

Literacy assessments

- EGRA assessment was implemented for both 2nd and 3rd grade students. The reason being the pandemic, which caused almost all the students to miss the whole academic year in 2020. This arrangement was meant to provide critical information relative to oral and writing capacities of the students. Overall, for both 2nd and 3rd graders, the capacity is very low and a lot of effort is needed to bring them to an appropriate level.
- Grade 3 student EGRA scores are higher than Grade 2 student EGRA scores. Scores for EGRAs conducted in local languages are higher than EGRAs conducted in Portuguese for both grades 2 and 3. Scores for EGRAs conducted in local languages at bi-lingual schools are higher than EGRAs conducted in Portuguese. Scores for EGRAs conducted in Portuguese are similar across mono-lingual (=Portuguese) and bi-lingual schools. This means that bi-lingual schools benefit from learning in the local language while they do not harm Portuguese reading levels, though the EGRA scores are very low in both the maternal and Portuguese languages. Consequently, it will be beneficial for the "*Our Bright Future*" program to strengthen bi-lingual education methods and training of teachers in all bilingual schools.
- Gender (being a boy or a girl) is not a factor that affects whether a student performs better in the EGRA assessment for all the exercises in the baseline. This is contrary to the "*Vamos Ler"* project midterm evaluation (2020) in Nampula that found out that boys outperformed the girls.
- Success of the reading clubs depends on having good mentors/facilitators to keep the club interesting and encourage the students to keep on participating. Additional training might be required to engage older students (girls) to partake and stimulate/mentor the younger children (girls).

Teacher and student absenteeism

- Though the teachers and headteachers 92.1% (n=76) and 75% (n=24) consequently reported being present at the schools on a daily basis, this was not corroborated by a few teachers during the interviews " *there is a high absenteeism of the teachers in the school*" and, a recent study of the World Bank (2019), which found out that, among 337 schools in Mozambique in 2018, on average, 45% of the teachers were absent from school during an unannounced visit and 11% were in the school but not in the classroom when they were supposed to be teaching. They also found that teachers' absenteeism was correlated with the headteacher's (principal's) absenteeism, and that teacher absenteeism varied depending on the day of the week, i.e., being more absent on Mondays and Fridays. In addition, the midterm evaluation of "*Vamos Ler*" project (March 2020), which is implemented in Nampula and Zambezia provinces reported that, the average student absenteeism was 58% (n=536 schools) and that the absenteeism of student is influenced by headteachers and teachers' attendance. If the headteacher misses a lot, teachers follow suit and the students too.
- Teacher attendance is a challenge as absenteeism has negative impact on the children's learning. To deal with the issue, proper registration of absenteeism is required. High teacher absenteeism also contributes to early student drop-outs, especially for girls in this COVID-19 pandemic situation.
- Teachers should also be provided school meals at school as this might help to reduce teacher absenteeism.
- Student attendance is an issue. There are no proper methods/systems/processes in place for registering attendance and absenteeism of students. To deal with the issue, proper registration of absenteeism is

required. Effective use of school councils that follow up with the parents is very helpful. Providing school meals helps reducing students' absenteeism.

Community involvement and practices

- School councils do play an important role in supporting the school in various ways, following up with parents in case of student absenteeism, overseeing school canteen committees, mobilizing food preparers for the school meals, community gardens, cleaning school latrines, performing simple maintenance and repairs on water infrastructure, and advocating the community on important matters like health, hygiene, nutrition as well as the importance of school attendance for girls and stimulate school reading clubs.
- Despite that in our community survey almost all caregivers provided the benefits of school education, this does not mean that children are free of other household responsibilities (chores) that hamper them from going to school all the time, especially girls. Active and open conversations with the parents are helpful and school councils could play critical roles in the process. Taking home rations with attendance criteria (i.e., 90% school attendance qualifies for a ration of 9 kilos quarterly), could be helpful in encouraging caregivers' collaboration.
- School Councils' effectiveness and independent operation, and election of the members is an issue, especially the president. SCs where the president is literate have a better chance of operating independently. There are often only 3-5 members who are active in most SCs. It would be good to assist these SC members to allow then to fulfil their duties.
- Enrollment of students, especially girls, would benefit especially from role models such as female teacher. Where possible, female teachers should be actively appointed.

Program Management and Infrastructure

- Having accurate data is essential for many indicators to monitor the programs' progress. Counterpart should introduce robust solutions and monitoring processes to make sure that data collected is accurate.
- It is important to have the same school enrollment data at all levels as schools get funds proportional to the number of enrolled students. With the direct support to school funds ADE (*Apoio Directo às Escolas*), schools can decide where to spend it on, e.g., small maintenance. This also means that there is an incentive to increase the numbers and introduce "ghost" students.
- The condition of the school infrastructure is a challenge, ranging from poor sanitation, non-functioning water systems, to poor status of buildings, lack of school furniture, etc. Not only the maintenance but also keeping it clean. The community as well as the school councils could play a big role.
- School gardens should not be seen as a food source, but merely as teaching resource for educating students on agriculture. As they will be farmers in the future, it is good to exposing them to new techniques and new seeds that are not commonly used in Mozambique to increase the yields.
- Storage of large amounts of food at schools, especially for longer periods, can be challenging as the conditions to store it securely are not always good. Schools tend to have improvised storage facilities. Theft as well as keeping perishable food in good condition are issues.
- Procurement of local food is a challenge as the national law in place is not geared to buy locally. There is a lot of administration for this competitive process limiting the ability to buy the amounts and quality that are required.
- For the non-perishable food, Just in Time (JIT) logistics and accurate (near) real time data on stock levels and consumption/usage are important, for determining the optimal replenishment time/frequency as well as routes given the available transport means and the level of security and condition of the local warehouses. In order to increase security levels especially for the storage in schools, the role of the school councils will be critical for the recruitment of volunteer guards to keep the food in the schools safe. It might be more cost-effective to upgrade the condition and security of a local warehouse allowing

more food to be stored for longer period of time. Stock monitoring could simply be done via a phone/SMS based system, not to rely on single person to provide the data, it might be good to ask different persons to report the data so potential mistakes/outliers are easier to detect.

- Providing school meals involves besides organizing the food (safely storing it at the school's warehouse) mobilizing the food preparers/cooks. As this is done on a voluntary basis, it would be good to have them also enjoy eating the food when they are preparing for the students. Furthermore, the quality of water used for food preparations is also an issue to be considered.
- Access to safe water is a challenge especially for preparations of quality food. If a school does not have proper water infrastructure, besides rehabilitating the infrastructure, water filters could be installed or used and, there is a need to train people on the importance of boiling the water.

Sustainability

- Sustainability for school feeding has to go along the lines of handover/transition to the government and with investment of the government and supported by partners. Though there might **NOT** be enough funds to finance countrywide school feedings programs, the government should be able to manage the ending programs with the funds received from donors. As capacity within the ministry of education is still limited, additional capacity building from the start of the project is needed to prepare the ministry for handover.
- One of the contributing factors for success is to actively engage the communities from the start as they have knowledge and capacity and let them start owning that project from the beginning, like for example involvement in maintaining the school infrastructure (latrines, water facility).
- Collaboration with the government (National, Provincial and District level) from the start is important to prepare them for handover at the end of the program to achieve not only the targets during the program, but also to have a sustainable impact after the program.
- Production and delivery of new books, supplementary reading materials, and other teaching materials can be challenging, starting with the approval of the ministry of the new material. Early collaboration with the ministry helps speed this process. For teaching material, it is advisable to check for opportunities to produce locally, and where possible train people in techniques of material production and this could also be key for sustainability.

5.2 Lessons Learned

- Pilot training is always useful prior to data collection because this helps to streamline the data collection tools and processes. Organizing this beforehand saves a lot of time during that pilot day because the school management is already informed and psychologically prepared. The pilot schools should not be selected from the project area however, the results could be used to anticipate the information that would be collected from the real study school sites.
- Intensive training for data collectors is important for EGRA assessments. This prepares them to undertake the real work with the students. Data collectors who speak the local languages are essential especially when conducting EGRAs in Bilingual schools where their language skills are put to use.
- Elaborate preparation and good planning are essential to a successful data collection mission. When the Ministry of Education is informed and understands the objectives, doors are opened, and the process happens without a hindrance. The data collection teams were received with open arms and this facilitated the process.

5.3 Recommendations

The following recommendations are based on the above conclusions and could assist the *"Our Bright Future"* program to be effective in achieving a successful program implementation.

Dealing with COVID-19

During the period that the schools were closed due to the pandemic, most children were not undertaking any schoolwork. As a result, the teachers indicated that it can be considered as a lost year where children have even forgotten a lot of what they knew, consequently, implying that the teachers have to start all over again. For teachers to close this gap, it might not be easy when the COVID-19 situation is not improving, as students currently get less teaching time, due to the splitting of classes. This also means that the baseline EGRA results are likely to be much lower than EGRA tests conducted with students in the same grade levels before the COVID-19 pandemic. It might also make the target of 9% of the end of grade 2 children of being able to read and understand the meaning of grade 2 text more challenging. The midterm evaluation will provide a good moment to validate this indicator target.

COVID-19 measures are implemented by schools differently, meaning that not all children are going to school 5 days a week, some will go less frequent. There are some schools that are teaching on Saturdays. The targeted number of 54,250,000 school meals served during the entire life time of the "*Our Bright Future*" program, as mentioned in the Plan of operations and activities (July 2020), is based on the 193-day school calendar year, running from February to November, in 233 schools. School meals will consist of a nutritious mid-morning or midday school meal five days a week. It needs to be seen how the COVID-19 measures like the splitting of classes, and as a consequence in reducing the number of days children go to school, affects the achievability of this target. It is clear that it has wider implications, for example, due to COVID-19, students do not stay at school long enough to help in the school and communal gardens.

Furthermore, effects of other current COVID-19 measures, like avoiding in-person gatherings, will hamper in-service trainings e.g. for teachers and government representatives. Alternative training methods and solutions are to be considered, like an SMS/WhatsApp based training system.

As mentioned before, the COVID-19 situation might be far from over in Mozambique, it is therefore recommended that Counterpart should prepare scenarios that deal with current as well as the future where stronger COVID measures could be imposed including closure of schools for longer period of time. Switching from prepared school meals to take home rations can be considered, but it will be clear that school closure will have severe impact on many of the planned activities and targets and hence it is good to inform USDA about it and agree on mitigation strategies/activities.

As COVID has been dominating health topic at schools, it also makes it more difficult to advocate and transfer knowledge on other important health topics, like deworming, and food preparation with safe water. Extra follow-up effort/training might be required to achieve proper impact of the knowledge transfer.

Monitoring and Data handling

Operationalization of MEAL plan is key to the success of this School Feeding Program. Collecting appropriate data throughout the project is needed to feed into the identified indicators that will allow for proper project measurement.

Besides potential lack of capacity and shortage of resources, government officials might feel reluctant to be pro-active in decision making and implementation processes, due to the nature of the Mozambique centralized culture (where people depend on their leaders to make decisions). By sharing and providing analyzed data and evidence based information, officials at all levels might see and understand the gaps and contribute to potential ways of addressing the underlying issues.

Having accurate data is essential for many indicators in order to monitor the programs' progress. Counterpart should introduce robust solutions and monitoring processes to make sure that data collected is accurate as

close to the source as possible, preferably at school levels. For effective program execution, Counterpart needs to have accurate and reliable enrollment data as this is directly linked to the program indicator: "number of students enrolled". Although Counterpart plans to use the institutionalization of the LEMA tool for district data collection, it is obvious that accurate data needs to be used to start with.
Though teacher attendance is registered at all schools, there are still loopholes in the current registration system as well as the follow up by the headteachers and local district technicians. Counterpart should closely work with the district officials to discuss how to setup and improve the teacher attendance registration system. Counterpart should pilot with a simple ICT and/or SMS based solution for monitoring teacher attendance. Through regular unannounced inspection site visits, a good indication of the teacher attendance and unauthorized absenteeism levels as well as insight in the accuracy of absenteeism registration can be obtained.
Another way is to use parental monitoring through some form of technology, like a simple SMS platform reporting if teachers are absent, which has been used successfully in other countries. A more radical solution might be to use a finger printing device (either mounted firmly inside the school's main building using a solar system) that can either be connected via the internet or read out every month during a monthly monitoring visit. The actual implementation needs to guarantee teacher privacy, not revealing the identity of teachers to unauthorized staff. Though there could be ways to disable the system deliberately, there should be sufficient incentive for headteacher and teachers to use the system during the program implementation, e.g. 95% attendance rate confirmed by the finger printing system qualifies for a take home ration.

To get an indication if the enrolment data is accurate, a possible spot check "headcount" can be done during a (monitoring) site visit to the school. This requires that all students of all classes are counted. We were not able to validate the enrollment data properly as the headcount of students during class observation did not cover all students, as classes are spilt due to the COVID-19 measures, and we did not observe all classes of each grade at each school. However, for the smaller schools, we were able to observe all classes for grade 2 and grade 3, and when the head counted data of students observed in classes was compared with the enrolled students highlighted in the school records, we found an attendance rate of 88% (n=19 classes observed).
In addition, there needs to be a sound registration of student absenteeism to account for missing students, which is not present in half of the schools we visited. Counterpart should perform during each (monitoring) site visit a visual "headcount" for all classes.
Multiple sources should be used to obtain insight on the accuracy of attendance and enrollment data, for instance, asking cooks to count the number of meals handed out each day to students and teachers and send it per SMS, ask School Council members to conduct a weekly headcount of classes and send per SMS, etc.

In addition, Counterpart should introduce via a pilot simple mobile phone/SMS solutions to monitor the number of daily/weekly supplied meals. If there are inconsistences, extra monitoring visits of the Counterpart team are needed.

For the additional research questions identified by Counterpart that will need to be answered in subsequent evaluations (midline and endline), applicable operationalization to allow consistent measurement in the future has been provided in section 4.3.

Management
Counterpart is on track: key staff has been appointed and various instruments are in place, however, these need to be operationalized after they are approved by the USDA for implementation. Having a functional Program Management Unit (PMU) is fundamental by ensuring it is properly staffed to carry out its mandate, as well as finalization of Memorandum of Understandings (MoUs) with partners and local

organizations/associations. The PMU should, as listed above, prepare different scenarios to deal with COVID-19 situation.
From the observations in the baseline, it is clear that due to the school closure, the situation on the ground is not the same as reported by the endline report of the previous program and a good example is the fact that kitchens and other infrastructure have not been properly maintained. To get a better understanding of the situation on the ground of all schools, a prioritized list of criteria needs to be agreed upon.

Sustainability and Exist strategy
Exit strategy should be clear and incorporated at the beginning of the project to guarantee sustainability. There are three important players: The government, the community and the implementing organizations. Ownership of the process by government officials: Expectations, objectives should all be ironed out at the beginning of the project to avoid future misunderstandings. Increased Government support should be reflected in the level of ownership the Government takes for the new/rehabilitated infrastructure programs established as well as the management of these resources after the program ends. It is good to validate this during the implementation of the program. The government officials should understand their roles or be reinforced to understand their roles. Some of the activities to be spelt out in the exit strategy should include but not limited to: selection/nomination of focal persons who understand their role in the project (dedicated workshop/meeting) sharing of information through proper/agreed channels and/or forums (workshops or focused meetings) proper training on school feeding programs management as a continued activity, including the officials in the monitoring and evaluation visits and sharing systems(training for example) with the Ministry of Education, establishment of steering committee chaired by the Ministry of Education where the members are informed of the progress (composed of high level officials at all levels), clear Terms of Reference (ToR) should be developed on the role of the Steering committee, its members and the frequency of the meetings.

Collaboration between Ministry of Education and Ministry of Agriculture and or large local agricultural companies could be promoted in order to arrange and prepare them to produce locally what is now being provided (imported) by the project. This could be ideal for perishable products where an effective Local and Regional Procurement (LRP) approach can be developed that can be used by PRONAE.

In addition, the program should start building relations at community level to make them own part of the program, e.g. school food preparers, guards, simple maintenance and cleaning of facilities, community gardens, as well as local procurement of food. Working with local farmer associations from the start of the program to organize, plan and produce required food strengthens the community cooperation and is important from a sustainability perspective.
As donors have more leverage than an implementing partner like Counterpart, they could play an important role in advocating the government especially, they could be actively engaged with the Ministry of Education to ensure that the government also contributes to some budget line items in the overall budget to guarantee continuation of a School Feeding Program after it is handed over. Counterpart should engage with USDA to discuss this possibility.

It is good to map out and learn from other countries where School Feeding Programs have been successful and promote exchange of experience between the Ministry of Education and their counterparts.

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Annex – GPS coordinates of visited schools

Table 30: GPS coordinates of visited schools

School	latitude	Longitude
Ep1 1 de Maio	-25.125084815	32.902731710
Ep1 Bairro Sul	-25.620058122	32.259165217
Ep1 de Barrica	-25.529793990	32.615360805
Ep1 de Mahoche	-25.776889661	32.330059606
Ep1 de Mawandla	-25.032909406	32.633725937
Ep1 de Missao Roque	-26.322595186	32.624906447
Ep1 de Nguinhane	-24.843882265	32.662464278
Ep1 de Panjene	-24.898353278	32.350053304
Ep1 de Pondzene	-25.471936040	32.884924275
Ep1 de Xirindza	-25.461065865	32.703151535
Epc 3 de Fevereiro	-25.157733666	32.797039577
Epc de Bandoia	-25.301422769	32.407579475
Epc de Catuane	-26.839916996	32.285895321
Epc de Chavana	-25.240821430	32.151489600
Epc de Chichongue	-25.275282267	32.985531239
Epc de Herois Mocambicanos	-25.048934653	32.643711173
Epc de Lagoa Pate	-25.398208202	33.025784368
Epc de Mampsana	-25.130498528	32.950949292
Epc de Manguendene	-25.268145782	32.850333612
Epc de Maphanga / Machangulo	-26.119658830	32.912316270
Epc de Movane	-25.066335235	32.653017626
Epc de Mudada	-26.383448614	32.631032171
Epc de Pessene	-25.693905213	32.354279119
Epc Ressano Garcia	-25.444273084	31.990659416

Annex – List of organizations from which experts were interviewed

Table 31: List of organizations from which experts were interviewed (alphabetical ordered)

Organization	Number of experts interviewed
CESC	1x
Counterpart International	2x
Creative Associates International	1x
DPEDH	3x
MINEDH	1x
Progresso	2x
SDEJT	12x
USDA	2x
World Food Program	1x
World Vision International	1x

Annex – Photos of school infrastructure of the visited schools

Figure 50: Photos of observed classrooms

Figure 51: Photos of observed Kitchens

Figure 52: Photos of observed water infrastructure

Figure 53: Photos of observed latrines

Figure 54: Photos of observed storage spaces

Figure 55: Photos of observed school gardens

Figure 56: Photos of observed libraries

Figure 57: Photos of observed hygiene posters/wall paintings

Annex – Detailed EGRA Data

Table 32: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for Grade 2 students (n=306). Exercises 9.2 and 9.3 are presented in %.

Grade 2 students Portuguese and Local language (n=306)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	7.89	2.58	± 0.29
2. Oral comprehension (4)	1.83	1.54	± 0.17
3.1 Phonological aware 🖼 (10)	6.26	3.23	± 0.36
3.2 Phonological aware ♬ (10)	5.39	3.24	± 0.36
4. Concepts of print (10)	5.04	2.76	± 0.31
5. Letter sounds (100, 🕐)	2.70	9.08	± 1.02
6. Syllable recognition (50, 🕐)	1.06	3.91	± 0.44
7. Reading words (30, 🕐)	0.63	2.98	± 0.33
8.1 Reading fluency (77 Por, 🕐)	1.04	6.39	± 0.72
8.1 Reading fluency (32 Loc, 🕐)	0.55	2.65	± 0.31
8.2 Reading comprehension (4)	0.07	0.41	± 0.06
9.1 Writing first name	38.2%	0.49[19]	± 0.04
9.2 Writing last name	11.1%	0.31	± 0.16
9.3 Dictation of words (10)	0.30	1.43	± 0.17

Table 33: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for Grade 3 students (n=211). Exercises 9.2 and 9.3 are presented in %.

Grade 3 students Portuguese and Local language (n=211)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	8.14	2.34	± 0.32
2. Oral comprehension (4)	2.08	1.56	± 0.21
3.1 Phonological aware 🖼 (10)	6.78	3.29	± 0.45
3.2 Phonological aware ♬ (10)	6.32	3.25	± 0.44
4. Concepts of print (10)	7.00	2.66	± 0.36
5. Letter sounds (100, 🕐)	7.59	12.97	± 1.76
6. Syllable recognition (50, 🕐)	3.91	7.47	± 1.01
7. Reading words (30, 🕐)	2.76	5.50	± 0.75
8.1 Reading fluency (77 Por, 🕐)	4.19	9.70	± 1.32
8.1 Reading fluency (32 Loc, 🕐)	4.57	7.88	± 1.07
8.2 Reading comprehension (4)	0.32	0.81	± 0.11
9.1 Writing first name	60.7%	0.49	± 0.21
9.2 Writing last name	32.2%	0.47	± 0.32
9.3 Dictation of words (10)	1.58	3.10	± 0.42

[19] Using the binary coding for the question if the student was able to write his name: No=0 and Yes =1

Table 34: Overall EGRA scores without zero scoring students with 95% confidence intervals for the 9 exercises for Boys Grade 2 students (n=149). Exercises 9.2 and 9.3 are presented in %.

Grade 2 Boy students Portuguese and Local language (n=149)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	8.00	2.36	± 0.38
2. Oral comprehension (4)	1.69	1.51	± 0.24
3.1 Phonological aware 🔲 (10)	6.54	2.93	± 0.47
3.2 Phonological aware 🎵 (10)	5.58	2.96	± 0.48
4. Concepts of print (10)	5.37	2.53	± 0.41
5. Letter sounds (100, 🕐)	3.23	10.99	± 1.78
6. Syllable recognition (50, 🕐)	1.44	5.13	± 0.83
7. Reading words (30, 🕐)	0.91	3.94	± 0.64
8.1 Reading fluency (77 Por, 🕐)	1.85	8.93	± 1.45
8.1 Reading fluency (32 Loc, 🕐)	0.31	1.97	± 0.32
8.2 Reading comprehension (4)	0.07	0.45	± 0.07
9.1 Writing first name	35.6%	0.48	± 0.06
9.2 Writing last name	9.4%	0.24	± 0.02
9.3 Dictation of words (10)	0.45	1.82	± 0.30

Table 35: Overall EGRA scores without zero scoring students with 95% confidence intervals for the 9 exercises for Girls Grade 2 students (n=157)

Grade 2 Girl students Portuguese and Local language (n=157)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	7.78	2.77	± 0.44
2. Oral comprehension (4)	1.96	1.57	± 0.25
3.1 Phonological aware 🔲 (10)	6.01	3.48	± 0.55
3.2 Phonological aware 🎵 (10)	5.20	3.49	± 0.55
4. Concepts of print (10)	4.72	2.93	± 0.46
5. Letter sounds (100, 🕐)	2.19	6.78	± 1.07
6. Syllable recognition (50, 🕐)	0.69	2.16	± 0.34
7. Reading words (30, 🕐)	0.37	1.57	± 0.25
8.1 Reading fluency (77 Por, 🕐)	0.28	1.88	± 0.30
8.1 Reading fluency (32 Loc, 🕐)	0.77	3.17	± 0.50
8.2 Reading comprehension (4)	0.05	0.30	± 0.05
9.1 Writing first name	40.8%	0.49	± 0.08
9.2 Writing last name	12.7%	0.33	± 0.05
9.3 Dictation of words (10)	0.15	0.90	± 0.14

Table 36: Overall EGRA scores without zero scoring students with 95% confidence intervals for the 9 exercises for Boys Grade 3 students (n=98). Exercises 9.2 and 9.3 are presented in %.

Grade 3 students Portuguese and Local language (n=98)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	8.06	2.56	± 0.51
2. Oral comprehension (4)	2.02	1.53	± 0.31
3.1 Phonological aware 🔲 (10)	6.85	3.07	± 0.62
3.2 Phonological aware 🎵 (10)	6.41	3.07	± 0.61
4. Concepts of print (10)	7.14	2.57	± 0.51
5. Letter sounds (100, 🕐)	7.79	14.26	± 2.86
6. Syllable recognition (50, 🕐)	4.28	8.16	± 1.64
7. Reading words (30, 🕐)	2.53	5.02	± 1.01
8.1 Reading fluency (77 Por, 🕐)	3.13	7.51	± 1.51
8.1 Reading fluency (32 Loc, 🕐)	4.37	6.56	± 1.32
8.2 Reading comprehension (4)	0.28	0.67	± 0.13
9.1 Writing first name	61.2%	0.09	± 0.12
9.2 Writing last name	28.6%	0.45	± 0.06
9.3 Dictation of words (10)	1.52	2.99	± 0.60

Table 37: Overall EGRA scores without zero scoring students with 95% confidence intervals for the 9 exercises for Girls Grade 3 students (n=113). Exercises 9.2 and 9.3 are presented in %.

Grade 3 students Portuguese and Local language (n=113)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	8.20	2.13	± 0.40
2. Oral comprehension (4)	2.13	1.58	± 0.30
3.1 Phonological aware 🔲 (10)	6.72	3.48	± 0.65
3.2 Phonological aware 🎵 (10)	6.24	3.42	± 0.64
4. Concepts of print (10)	6.88	2.75	± 0.51
5. Letter sounds (100, 🕐)	7.42	11.79	± 2.20
6. Syllable recognition (50, 🕐)	3.60	6.84	± 1.28
7. Reading words (30, 🕐)	2.96	5.91	± 1.10
8.1 Reading fluency (77 Por, 🕐)	5.06	11.14	± 2.08
8.1 Reading fluency (32 Loc, 🕐)	4.81	9.43	± 1.76
8.2 Reading comprehension (4)	0.36	0.92	± 0.17
9.1 Writing first name	60.2%	0.49	± 0.09
9.2 Writing last name	35.4%	0.48	± 0.09
9.3 Dictation of words (10)	1.63	3.20	± 0.60

Table 38: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for Grade 2 students conducted in Portuguese language (n=203). Exercises 9.2 and 9.3 are presented in %.

Grade 2 students Portuguese language (n=203)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	7.40	2.89	± 0.56
2. Oral comprehension (4)	1.76	1.55	± 0.30
3.1 Phonological aware 🖼 (10)	5.77	3.43	± 0.67
3.2 Phonological aware ♫ (10)	4.89	3.40	± 0.67
4. Concepts of print (10)	4.70	2.64	± 0.52
5. Letter sounds (100, 🕐)	2.76	10.31	± 2.02
6. Syllable recognition (50, 🕐)	1.06	4.19	± 0.82
7. Reading words (30, 🕐)	0.54	2.77	± 0.54
8.1 Reading fluency (77 Por, 🕐)	1.03	6.83	± 1.25
8.1 Reading fluency (32 Loc, 🕐)	0.04	0.30	± 0.06
8.2 Reading comprehension (4)	40.9%	0.49	± 0.32
9.1 Writing first name	11.8%	0.32	± 0.56
9.2 Writing last name	0.36	1.60	± 0.30
9.3 Dictation of words (10)	7.40	2.89	± 0.67

EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for Grade 2 students conducted in Local language (n=103). Exercises 9.2 and 9.3 are presented in %.

Grade 2 students Local language (n=103)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	8.84	1.42	± 0.28
2. Oral comprehension (4)	1.97	1.54	± 0.30
3.1 Phonological aware 🖼 (10)	7.24	2.53	± 0.49
3.2 Phonological aware ♫ (10)	6.36	2.66	± 0.52
4. Concepts of print (10)	5.70	2.87	± 0.56
5. Letter sounds (100, 🕐)	2.56	5.98	± 1.17
6. Syllable recognition (50, 🕐)	1.05	0.81	± 0.65
7. Reading words (30, 🕐)	0.81	3.36	± 0.66
8.1 Reading fluency (77 Por, 🕐)	0.55	2.66	± 0.52
8.1 Reading fluency (32 Loc, 🕐)	0.09	0.45	± 0.10
8.2 Reading comprehension (4)	33.0%	0.47	± 0.20
9.1 Writing first name	9.7%	0.30	± 0.28
9.2 Writing last name	0.17	1.02	± 0.30
9.3 Dictation of words (10)	8.84	1.42	± 0.49

Table 39: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for Grade 3 students conducted in Portuguese language (n=176). Exercises 9.2 and 9.3 are presented in %.

Grade 3 students Portuguese language (n=176)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	7.93	2.42	± 0.83
2. Oral comprehension (4)	2.11	1.61	± 0.55
3.1 Phonological aware 🔲 (10)	6.57	3.39	± 1.17
3.2 Phonological aware 🎵 (10)	6.10	3.33	± 1.15
4. Concepts of print (10)	6.79	2.74	± 0.94
5. Letter sounds (100, 🕐)	6.59	3.33	± 3.88
6. Syllable recognition (50, 🕐)	3.33	5.98	± 2.05
7. Reading words (30, 🕐)	2.56	5.34	± 1.83
8.1 Reading fluency (77 Por, 🕐)	4.19	9.70	± 3.33
8.1 Reading fluency (32 Loc, 🕐)	0.29	0.79	± 0.27
8.2 Reading comprehension (4)	59.7%	0.49	± 1.05
9.1 Writing first name	30.7%	0.46	± 0.83
9.2 Writing last name	1.48	3.05	± 0.55
9.3 Dictation of words (10)	7.93	2.42	± 1.17

Table 40: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for Grade 3 students conducted in Local language (n=35). Exercises 9.2 and 9.3 are presented in %.

Grade 3 students Local language (n=35)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	9.20	1.47	± 0.51
2. Oral comprehension (4)	1.91	1.29	± 0.44
3.1 Phonological aware 🔲 (10)	7.80	2.49	± 0.86
3.2 Phonological aware 🎵 (10)	7.40	2.66	± 0.89
4. Concepts of print (10)	8.06	1.94	± 0.67
5. Letter sounds (100, 🕐)	12.63	18.73	± 6.43
6. Syllable recognition (50, 🕐)	6.86	12.25	± 4.21
7. Reading words (30, 🕐)	3.80	6.25	± 2.15
8.1 Reading fluency (77 Por, 🕐)	4.57	7.88	± 2.71
8.1 Reading fluency (32 Loc, 🕐)	0.49	7.88	± 0.32
8.2 Reading comprehension (4)	65.7%	0.48	± 1.15
9.1 Writing first name	40.0%	0.5	± 0.51
9.2 Writing last name	2.06	3.36	± 0.44
9.3 Dictation of words (10)	9.20	1.47	± 0.86

Table 41: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for bi-lingual schools with EGRAs conducted in Portuguese for Grade 2 students (n= 77). Exercises 9.2 and 9.3 are presented in %.

Bi-lingual school Grade 2 students, EGRA in Portuguese (n=77)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	7.06	3.16	± 0.72
2. Oral comprehension (4)	1.81	1.66	± 0.38
3.1 Phonological aware 🖼 (10)	5.56	3.56	± 0.81
3.2 Phonological aware 🎵 (10)	4.68	3.41	± 0.77
4. Concepts of print (10)	4.52	2.90	± 0.66
5. Letter sounds (100, 🕐)	3.27	8.78	± 1.99
6. Syllable recognition (50, 🕐)	0.77	2.27	± 0.52
7. Reading words (30, 🕐)	0.31	1.50	± 0.34
8.1 Reading fluency (77 Por, 🕐)	0.3	1.84	± 0.42
8.2 Reading comprehension (4)	0.03	0.23	± 0.05
9.1 Writing first name	45.50%	0.50	± 0.11
9.2 Writing last name	9.10%	0.29	± 0.07
9.3 Dictation of words (10)	0.27	1.40	± 0.32

Table 42: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for bi-lingual schools with EGRAs conducted in Local language for Grade 2 students (n=63). Exercises 9.2 and 9.3 are presented in %.

Bi-lingual school Grade 2 students, EGRA in Local language (n=63)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	8.9	1.23	± 0.31
2. Oral comprehension (4)	2.14	1.40	± 0.35
3.1 Phonological aware 🖼 (10)	7.02	2.47	± 0.62
3.2 Phonological aware 🎵 (10)	6.38	2.54	± 0.64
4. Concepts of print (10)	6.06	2.79	± 0.70
5. Letter sounds (100, 🕐)	3.02	6.96	± 1.75
6. Syllable recognition (50, 🕐)	1.52	4.11	± 1.04
7. Reading words (30, 🕐)	1.24	4.23	± 1.06
8.1 Reading fluency (32 Loc, 🕐)	0.9	3.37	± 0.85
8.2 Reading comprehension (4)	0.14	0.62	± 0.16
9.1 Writing first name	25.40%	0.44	± 0.11
9.2 Writing last name	11.17%	0.32	± 0.08
9.3 Dictation of words (10)	0.29	1.30	± 0.33

Table 43: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for bi-lingual schools with EGRAs conducted in Portuguese for Grade 3 students (n=61). Exercises 9.2 and 9.3 are presented in %.

Bi-lingual school Grade 3 students, EGRA in Portuguese (n=61)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	7.54	2.92	± 0.75
2. Oral comprehension (4)	2.18	1.66	± 0.42
3.1 Phonological aware 🖼 (10)	6.48	3.78	± 0.97
3.2 Phonological aware ♬ (10)	6.34	3.68	± 0.94
4. Concepts of print (10)	6.49	3.35	± 0.86
5. Letter sounds (100, 🕐)	7.44	10.28	± 2.63
6. Syllable recognition (50, 🕐)	3.08	4.52	± 1.16
7. Reading words (30, 🕐)	2.61	4.97	± 1.27
8.1 Reading fluency (77 Por, 🕐)	4.51	9.99	± 2.56
8.2 Reading comprehension (4)	0.33	0.79	± 0.20
9.1 Writing first name	59.00%	0.50	± 0.13
9.2 Writing last name	34.40%	0.48	± 0.12
9.3 Dictation of words (10)	1.59	2.97	± 0.76

Table 44: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for bi-lingual schools with EGRAs conducted in local language for Grade 3 students (n=29). Exercises 9.2 and 9.3 are presented in %.

Bi-lingual school Grade 3 students, EGRA in Local language (n=29)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	9.14	1.53	± 0.58
2. Oral comprehension (4)	1.76	1.21	± 0.46
3.1 Phonological aware 🖼 (10)	7.86	2.34	± 0.89
3.2 Phonological aware ♬ (10)	7.34	2.45	± 0.93
4. Concepts of print (10)	8.1	1.80	± 0.68
5. Letter sounds (100, 🕐)	14.93	19.81	± 7.54
6. Syllable recognition (50, 🕐)	8.07	13.15	± 5.00
7. Reading words (30, 🕐)	4.59	6.61	± 2.52
8.1 Reading fluency (32 Loc, 🕐)	5.52	8.36	± 3.18
8.2 Reading comprehension (4)	0.59	0.98	± 0.37
9.1 Writing first name	69.00%	0.47	± 0.18
9.2 Writing last name	44.80%	0.51	± 0.19
9.3 Dictation of words (10)	2.48	3.55	± 1.35

Table 45: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for mono-lingual schools with EGRAs conducted in Portuguese for Grade 2 students (n=126). Exercises 9.2 and 9.3 are presented in %.

Mono-lingual school Grade 2 students, EGRA in Portuguese (n=126)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	7.60	2.70	± 0.48
2. Oral comprehension (4)	1.73	1.48	± 0.26
3.1 Phonological aware 🖼 (10)	5.90	3.36	± 0.59
3.2 Phonological aware ♫ (10)	5.02	3.41	± 0.60
4. Concepts of print (10)	4.81	2.48	± 0.44
5. Letter sounds (100, 🕐)	2.45	11.17	± 1.97
6. Syllable recognition (50, 🕐)	1.25	5.01	± 0.88
7. Reading words (30, 🕐)	0.68	3.31	± 0.58
8.1 Reading fluency (77 Por, 🕐)	1.48	7.95	± 1.40
8.2 Reading comprehension (4)	0.06	0.34	± 0.06
9.1 Writing first name	38.10%	0.49	± 0.34
9.2 Writing last name	13.50%	0.09	± 0.06
9.3 Dictation of words (10)	0.41	1.71	± 0.3

Table 46: EGRA mean scores, standard deviation and 95% confidence intervals for the 9 exercises for mono-lingual schools with EGRAs conducted in Portuguese for Grade 3 students (n=115). Exercises 9.2 and 9.3 are presented in %.

Mono-lingual school Grade 3 students, EGRA in Portuguese (n=115)	Mean score	Standard deviation	95% confidence interval
1. Oral vocabulary (10)	8.13	2.09	± 0.39
2. Oral comprehension (4)	2.08	1.58	± 0.29
3.1 Phonological aware 🖼 (10)	6.63	3.19	± 0.59
3.2 Phonological aware ♫ (10)	5.97	3.14	± 0.58
4. Concepts of print (10)	6.95	2.35	± 0.43
5. Letter sounds (100, 🕐)	6.14	11.81	± 2.18
6. Syllable recognition (50, 🕐)	3.46	6.64	± 1.23
7. Reading words (30, 🕐)	2.53	5.54	± 1.02
8.1 Reading fluency (32 Loc, 🕐)	4.03	9.58	± 1.77
8.2 Reading comprehension (4)	0.27	0.79	± 0.15
9.1 Writing first name	60.00%	0.49	± 0.09
9.2 Writing last name	28.70%	0.45	± 0.08
9.3 Dictation of words (10)	1.43	3.10	± 0.57

A linear regression analysis was run to predict all exercise scores using grade as the predictor variable. The grade (being in grade 2 or 3) statistically significantly predicted the scores of exercises 3.2, 4, 5, 6, 7, 8.1 Portuguese, 8.1 Local, 8.2, 9.1, 9.2 and 9.3 with the p value ranging from p< .001 to p=.014, see below.

Exercise: 3.2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 3.2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.140[a]	.020	.018	3.248

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	108.459	1	108.459	10.282	.001[b]
	Residual	5432.222	515	10.548		
	Total	5540.681	516			

a. Dependent Variable: EGRA 3.2

b. Predictors: (Constant), 4.Class

Exercise: 4

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 4

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.335[a]	.112	.111	2.719

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	481.747	1	481.747	65.176	<.001[b]
	Residual	3806.605	515	7.391		
	Total	4288.352	516			

a. Dependent Variable: EGRA 4

b. Predictors: (Constant), 4.Class

Exercise: 5

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 5

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.217[a]	.047	.045	10.833

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2994.031	1	2994.031	25.513	<.001[b]
	Residual	60437.683	515	117.355		
	Total	63431.714	516			

a. Dependent Variable: EGRA 5

b. Predictors: (Constant), 4.Class

Exercise: 6

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 6

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.242[a]	.059	.057	5.641

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1018.567	1	1018.567	32.006	<.001[b]
	Residual	16389.406	515	31.824		
	Total	17407.973	516			

a. Dependent Variable: EGRA 6

b. Predictors: (Constant), 4.Class

Exercise: 7

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 6

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.242[a]	.059	.057	5.641

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1018.567	1	1018.567	32.006	<.001[b]
	Residual	16389.406	515	31.824		
	Total	17407.973	516			

a. Dependent Variable: EGRA 6

b. Predictors: (Constant), 4.Class

Exercise: 8.1 Portuguese

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 8.1 POR

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.194[a]	.038	.036	7.005

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	987.063	1	987.063	20.114	<.001[b]
	Residual	25272.631	515	49.073		
	Total	26259.694	516			

a. Dependent Variable: EGRA 8.1 POR

b. Predictors: (Constant), 4.Class

Exercise: 8.1 Local

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Language[b]	.	Enter

a. Dependent Variable: EGRA 8.1 Local combined

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.180[a]	.032	.031	2.567

a. Predictors: (Constant), Language

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	113.654	1	113.654	17.254	<.001[b]
	Residual	3392.265	515	6.587		
	Total	3505.919	516			

a. Dependent Variable: EGRA 8.1 Local combined

b. Predictors: (Constant), Language

Exercise: 8.2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRAQ 8.3

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.214[a]	.046	.044	.593

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.668	1	8.668	24.659	<.001[b]
	Residual	181.026	515	.352		
	Total	189.694	516			

a. Dependent Variable: EGRAQ 8.3

b. Predictors: (Constant), 4.Class

Exercise: 9.1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 9.1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.221[a]	.049	.047	.488

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.282	1	6.282	26.385	<.001[b]
	Residual	122.615	515	.238		
	Total	128.897	516			

a. Dependent Variable: EGRA 9.1

b. Predictors: (Constant), 4.Class

Exercise: 9.2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 9.2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.261[a]	.068	.066	.385

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.569	1	5.569	37.583	<.001[b]
	Residual	76.308	515	.148		
	Total	81.876	516			

a. Dependent Variable: EGRA 9.2

b. Predictors: (Constant), 4.Class

Exercise: 9.3

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	4.Class[b]	.	Enter

a. Dependent Variable: EGRA 9.3

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.268[a]	.072	.070	2.266

a. Predictors: (Constant), 4.Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	204.873	1	204.873	39.884	<.001[b]
	Residual	2645.398	515	5.137		
	Total	2850.271	516			

a. Dependent Variable: EGRA 9.3

b. Predictors: (Constant), 4.Class

A linear regression analysis was run to predict all exercise scores using the conducted EGRA language as the predictor variable. The conducted EGRA language (Portuguese or local language) statistically significantly predicted the scores of exercises 1, 3.1, 3.2, 4 with p value ranging from p< .001 to p=.025, see below.

Exercise: 1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA[b]	.	Enter

a. Dependent Variable: EGRA 1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.211[a]	.044	.043	2.431

a. Predictors: (Constant), 0.Language_EGRA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	141.435	1	141.435	23.925	<.001[b]
	Residual	3044.496	515	5.912		
	Total	3185.930	516			

a. Dependent Variable: EGRA 1

b. Predictors: (Constant), 0.Language_EGRA

Exercise: 3.1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA[b]	.	Enter

a. Dependent Variable: EGRA 3.1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.146[a]	.021	.019	3.229

a. Predictors: (Constant), 0.Language_EGRA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	116.887	1	116.887	11.214	<.001[b]
	Residual	5368.011	515	10.423		
	Total	5484.897	516			

a. Dependent Variable: EGRA 3.1

b. Predictors: (Constant), 0.Language_EGRA

Exercise: 3.2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA[b]	.	Enter

a. Dependent Variable: EGRA 3.2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143[a]	.021	.019	3.246

a. Predictors: (Constant), 0.Language_EGRA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	113.678	1	113.678	10.788	.001[b]
	Residual	5427.003	515	10.538		
	Total	5540.681	516			

a. Dependent Variable: EGRA 3.2

b. Predictors: (Constant), 0.Language_EGRA

Exercise: 4

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA[b]	.	Enter

a. Dependent Variable: EGRA 4

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.098[a]	.010	.008	2.872

a. Predictors: (Constant), 0.Language_EGRA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.414	1	41.414	5.022	.025[b]
	Residual	4246.938	515	8.246		
	Total	4288.352	516			

a. Dependent Variable: EGRA 4

b. Predictors: (Constant), 0.Language_EGRA

As the Portuguese text for exercise 8.1 has 77 words and the local language ones only 32 words (despite the words being longer), proper comparison for exercise 8.1 took into account the weighted scores for the local languages. The language used to conduct the EGRA assessment (Portuguese or local language) statistically significantly predicted the scores of exercises 8.1 with p< .001, see below.

Exercise: 8.1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA[b]	.	Enter

a. Dependent Variable: 8.1W EGRA Local

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.242[a]	.059	.057	6.09102614

a. Predictors: (Constant), 0.Language_EGRA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1192.598	1	1192.598	32.145	<.001[b]
	Residual	19106.809	515	37.101		
	Total	20299.407	516			

a. Dependent Variable: 8.1W EGRA Local

b. Predictors: (Constant), 0.Language_EGRA

A linear regression analysis was run to predict all exercise scores using the lingual type of the school (mono-lingual or bi-lingual) as the predictor variable. The lingual type of the school statistically significantly predicted the scores of exercise 5 with p=.047, see below.

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Language[b]	.	Enter

a. Dependent Variable: EGRA 5

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.088[a]	.008	.006	11.055

a. Predictors: (Constant), Language

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	486.733	1	486.733	3.982	.047[b]
	Residual	62944.981	515	122.223		
	Total	63431.714	516			

a. Dependent Variable: EGRA 5

b. Predictors: (Constant), Language

As per multi regression analysis undertaken using the language that the EGRA was conducted, grade and lingual type of the school to predict the EGRA scores, for exercises: 1, 3.1, 3.2, 4, 5, 6, 7, 8.1, 8.2, 9.1, 9.2 and 9.3, the lingual type of School statistically significantly predicted the scores, with p<.001.

Exercise: 1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.256[a]	.066	.060	2.409

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	209.458	3	69.819	12.033	<.001[b]
	Residual	2976.472	513	5.802		
	Total	3185.930	516			

a. Dependent Variable: EGRA 1

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardized	t	Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.702	0.676		8.429	0	4.373	7.031
	4.Class	0.502	0.22	0.099	2.281	0.023	0.07	0.934
	E.School	-0.04	0.015	-0.112	-2.623	0.009	-0.071	-0.01
	0.Language_	1.235	0.225	0.24	5.496	0	0.793	1.676
a Dependent Variable: EGRA 1								

Exercise: 3.1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 3.1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191[a]	.036	.031	3.210

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	199.466	3	66.489	6.453	<.001[b]
	Residual	5285.432	513	10.303		
	Total	5484.897	516			

a. Dependent Variable: EGRA 3.1

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardized	t	Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.511	0.901		3.895	0	1.74	5.282
	4.Class	0.747	0.293	0.113	2.549	0.011	0.171	1.324
	E.School	-0.027	0.021	-0.057	-1.31	0.191	-0.067	0.013
	0.Language_	1.169	0.299	0.174	3.906	0	0.581	1.758
a Dependent Variable: EGRA 3.1								

Exercise: 3.2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 3.2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.230[a]	.053	.047	3.198

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	292.788	3	97.596	9.540	<.001[b]
	Residual	5247.893	513	10.230		
	Total	5540.681	516			

a. Dependent Variable: EGRA 3.2

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardized	t	Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.641	0.898		1.827	0.068	-0.123	3.406
	4.Class	1.181	0.292	0.177	4.04	0	0.607	1.755
	E.School	-0.025	0.02	-0.052	-1.213	0.226	-0.065	0.015
	0.Language_	1.241	0.298	0.183	4.162	0	0.655	1.827
a Dependent Variable: EGRA 3.2								

Exercise: 4

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 4

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375[a]	.141	.136	2.680

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	604.188	3	201.396	28.043	<.001[b]
	Residual	3684.164	513	7.182		
	Total	4288.352	516			

a. Dependent Variable: EGRA 4

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bounc	Upper Bound
1	(Constant)	-0.728	0.753		-0.967	0.334	-2.206	0.751
	4.Class	2.165	0.245	0.369	8.84	0	1.684	2.646
	E.School	0.003	0.017	0.008	0.193	0.847	-0.03	0.037
	0.Language_	1.022	0.25	0.172	4.09	0	0.531	1.513
a Dependent Variable: EGRA 4								

Exercise: 5

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 5

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.245[a]	.060	.054	10.782

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3798.420	3	1266.140	10.892	<.001[b]
	Residual	59633.294	513	116.244		
	Total	63431.714	516			

a. Dependent Variable: EGRA 5

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bounc	Upper Bound
1	(Constant)	-10.944	3.028		-3.615	0	-16.893	-4.996
	4.Class	5.087	0.985	0.226	5.164	0	3.152	7.023
	E.School	0.157	0.069	0.098	2.277	0.023	0.022	0.293
	0.Language_	1.111	1.006	0.048	1.104	0.27	-0.865	3.086
a Dependent Variable: EGRA 5								

Exercise: 6

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 6

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255[a]	.065	.059	5.633

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1128.054	3	376.018	11.849	<.001[b]
	Residual	16279.919	513	31.735		
	Total	17407.973	516			

a. Dependent Variable: EGRA 6

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bounc	Upper Bound
1	(Constant)	-6.445	1.582		-4.074	0	-9.553	-3.337
	4.Class	3.002	0.515	0.254	5.833	0	1.991	4.014
	E.School	0.036	0.036	0.042	0.987	0.324	-0.035	0.106
	0.Language_	0.776	0.525	0.065	1.477	0.14	-0.256	1.808
a Dependent Variable: EGRA 6								

Exercise: 7

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 7

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.259[a]	.067	.061	4.185

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	643.900	3	214.633	12.257	<.001[b]
	Residual	8983.350	513	17.511		
	Total	9627.250	516			

a. Dependent Variable: EGRA 7

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bounc	Upper Bound
1	(Constant)	-5.138	1.175		-4.372	0	-7.446	-2.829
	4.Class	2.258	0.382	0.257	5.905	0	1.507	3.009
	E.School	0.028	0.027	0.045	1.044	0.297	-0.025	0.081
	0.Language_	0.664	0.39	0.074	1.701	0.09	-0.103	1.431
a Dependent Variable: EGRA 7								

Exercise: 8.1 Portuguese

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 8.1 POR

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.227[a]	.051	.046	6.968

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1349.292	3	449.764	9.262	<.001[b]
	Residual	24910.402	513	48.558		
	Total	26259.694	516			

a. Dependent Variable: EGRA 8.1 POR

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bounc	Upper Bound
1	(Constant)	-2.22	1.957		-1.134	0.257	-6.064	1.625
	4.Class	2.461	0.637	0.17	3.865	0	1.21	3.712
	E.School	0.03	0.045	0.029	0.674	0.501	-0.058	0.118
	0.Language_	-1.753	0.65	-0.119	-2.697	0.007	-3.03	-0.476
a Dependent Variable: EGRA 8.1 POR								

Exercise: 8.2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRAQ 8.3

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.221[a]	.049	.043	.593

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.294	3	3.098	8.809	<.001[b]
	Residual	180.401	513	.352		
	Total	189.694	516			

a. Dependent Variable: EGRAQ 8.3

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa							
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval
		B	Std. Error	Beta			Lower Bounc Upper Bound
1	(Constant)	-0.606	0.167		-3.637	0	-0.933 -0.279
	4.Class	0.277	0.054	0.225	5.107	0	0.17 0.383
	E.School	0.001	0.004	0.016	0.366	0.715	-0.006 0.009
	0.Language_	0.069	0.055	0.055	1.244	0.214	-0.04 0.177
a Dependent Variable: EGRAQ 8.3							

Exercise: 9.1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 9.1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.298[a]	.089	.083	.478

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.447	3	3.816	16.667	<.001[b]
	Residual	117.450	513	.229		
	Total	128.897	516			

a. Dependent Variable: EGRA 9.1

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa							
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval
		B	Std. Error	Beta			Lower Bounc Upper Bound
1	(Constant)	-0.134	0.134		-1	0.318	-0.398 0.13
	4.Class	0.21	0.044	0.207	4.805	0	0.124 0.296
	E.School	0.014	0.003	0.197	4.662	0	0.008 0.02
	0.Language_	-0.059	0.045	-0.057	-1.329	0.184	-0.147 0.028
a Dependent Variable: EGRA 9.1							

Exercise: 9.2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 9.2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.298[a]	.089	.083	.381

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.251	3	2.417	16.616	<.001[b]
	Residual	74.625	513	.145		
	Total	81.876	516			

a. Dependent Variable: EGRA 9.2

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bounc	Upper Bound
1	(Constant)	-0.398	0.107		-3.715	0	-0.608	-0.187
	4.Class	0.208	0.035	0.257	5.974	0	0.14	0.277
	E.School	0.008	0.002	0.144	3.4	0.001	0.004	0.013
	0.Language_	-0.008	0.036	-0.009	-0.217	0.828	-0.078	0.062
a Dependent Variable: EGRA 9.2								

Exercise: 9.3

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	0. Language_EGRA, E.School, 4.Class[b]	.	Enter

a. Dependent Variable: EGRA 9.3

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.269[a]	.072	.067	2.271

a. Predictors: (Constant), 0.Language_EGRA, E.School, 4. Class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	205.630	3	68.543	13.296	<.001[b]
	Residual	2644.641	513	5.155		
	Total	2850.271	516			

a. Dependent Variable: EGRA 9.3

b. Predictors: (Constant), 0.Language_EGRA, E.School, 4.Class

Coefficientsa								
Model		Unstandardized Coefficier		Standardizec t		Sig.	95.0% Confidence Interval	
		B	Std. Error	Beta			Lower Bounc	Upper Bound
1	(Constant)	-2.344	0.638		-3.676	0	-3.597	-1.091
	4.Class	1.281	0.207	0.268	6.176	0	0.874	1.689
	E.School	0.005	0.015	0.016	0.376	0.707	-0.023	0.034
	0.Language_	0.008	0.212	0.002	0.037	0.97	-0.408	0.424
a Dependent Variable: EGRA 9.3								

Additional, multi regression analysis to determine whether certain variables could predict the EGRA scores revealed the following:

- Though other variables like class grade, language that the EGRA was administered added statistically significantly to the prediction, gender (being a boy or a girl) did not.
- School shift (attending class in the morning or afternoon) and attending pre-school did not add statistically significantly to the prediction.

Annex – No Conflict of Interest

I, the undersigned, being the authorized signatory of Maraxis, the evaluators, hereby declare that there has been no conflict of interest while conducting this baseline study and writing the baseline report.

Name: Dr. Daan Velthausz, CEO Maraxis

Signature: 

Date: 22 September 2021

Annex – Plan for conducting EGRA

Selecting the grade 2 and 3 students to conduct EGRA and Survey

Firstly, the study schools were selected/established (representative sample) by calculation using a sample size formula. We worked with a representative sample of 24 schools.
In the study schools, random selection was undertaken to select grade 2 and grade 3 students, using the list of students (of each grade) obtained from the headteacher, that were included in the EGRA assessment . The actual number of students to be sampled will depend on the number of available students in the school at that grade. According to USAID (2016) the sample size is less important, and even a small sample of students can also serve as a good indication of the literacy level for the classes as well as for the school. Given this rational, we established a standard criteria that per school a total of 20 students were to be assessed: On average, 12 grade 2 students and 8 grade 3 student per school ensuring gender balance: 50% boys and 50% girls. We established that for half of the students per grade, the EGRA would be conducted in Portuguese while for the other half, the EGRA would be in local language (either Changana[20] or Ronga based on what the students speak). The determination of the language to use was based on the list of schools provided to the Maraxis team via Counterpart by the Ministry of Education of schools that are implementing the bi-lingual or mono-lingual education as well as feedback from the headteacher during the first day of the school visit (In addition to the list, the data collectors asked the headteacher whether the school was mono-lingual or bi-lingual) and depending on the response, EGRA was planned accordingly. For Bi-Lingual schools, 50% of the EGRAs were conducted in Portuguese while the rest 50% in Changana/Ronga. In Mono-Lingual schools all the EGRAs were conducted in Portuguese.

We used the list, that was provided to us in the school, to randomly select the students to be subjected to EGRA. Only students who were present that day in school were included and those not present were excluded from participation. Enrollment occurred during the day of conducting the EGRA test and short survey. Prior to the EGRA assessment, consent of the parents or caregivers of the selected children was sought as well as assent of the children themselves. Only legal guardians of the child were allowed to provided consent for their child's involvement in the data collection process unless there were particular security concerns or unique areas of vulnerability that would compromise the child's safety if the consent of parent of caregiver was required. The consent for parents/caregivers was crafted in such a way as to adequately reflect the purposes of the research.

A survey for those students that were selected to participate in the EGRA test were conducted to capture the demographic information of the student and other relevant information such as attendance. The survey was administered prior to the EGRA test. The survey and EGRA test lasted approximately 30 minutes.

Table 47: Estimated number of selected students per school.

Student/School	Boys Portuguese	Girls Portuguese	Boys Local language	Girls Local language
EGRA + short survey	5	5	5	5

[20] Only Matutiene district schools use Ronga, the other 3 districts use Changane

Administering the EGRA

During the actual EGRA administration in the pilot as well as real data collection, emphasis was put on the following:

- Obtaining consent, upholding respect and ensuring the students are comfortable to participate in the EGRA.
- All data collectors will be reminded that they are facilitators and not there to teach hence their objective will be to assess.
- The data collectors will be requested to stick to the script and not to invent anything and ensure that each data document is filed well in advance before engaging the next participant by providing folders to facilitate filing. The data collectors will be reminded to ensure that all the necessary areas as per script are filled accordingly.
- Ensure that the data collectors have the correct materials needed to undertake an EGRA: Scoring sheet (we will have paper forms that can be coded/entered using tablets and software to administer the EGRA), student stimuli sheet with the items to read, data collectors will be encouraged to use the smart phones or tablets as stop watches and other stationary such as erasers, pens and pencils will be provided including the folders for the storage of the materials.
- The enumerators will be urged to stick to the 3 seconds rule, if the child hesitates, they should move forwarded and, the early stop rule when a child is unable to provide correct answer the enumerator should proceed to the next task.

During the field work, the first EGRA tests for each assessor were conducted by two persons. In addition to the assessor that interacted with the student directly, there was another assessor observing the EGRA test and scoring the test independently. After the first session, the two assessors compared the results and discussed in case they scored differently and agreed how future tests that day were scored by each assessor (and captured into the tablet).

Supplies

Each data collector was equipped with two tablets (to be used as recorder and stopwatch, to administer surveys and to enter the EGRA results), and paper based versions of the interview guide in case all the tablets failed to work (highly unlikely). In addition, the data collectors were equipped with study information sheets and informed consent paper forms that were to be signed by the participant. Each data collector was given a folder, a pen a note book and clip board, batteries, a power bank to ensure that the work is undertaken without any interruptions.

Annex – Data collection Tools

EGRA Portuguese

EGRA Instruções Gerais

Estabeleça uma relação relaxante e amigável com a criança através de uma conversa curta (veja alguns tópicos curtos abaixo). A criança deverá perceber a avaliação quase como um jogo animável do que um teste. Use este tempo para identificar a língua na qual a criança é mais confortável comunicar. Leia alto devagar e claramente APENAS as secções nas caixas.

Bom dia. Meu nome é_____e vivo em_____. Eu gostaria lhe contar um pouco da minha pessoa. Número e idade das crianças; desporto, programa de radio ou televisão favoritos, etc. 1. O que você gostaria de fazer quando não está na escola? Espera pela resposta; se o aluno for relutante, faça a pergunta 2, mas se ela estiver confortável continue com o consentimento verbal. 2. Quais são os jogos que você gosta de jogar?

Forma de consentimento Verbal

Deixe-me lhe dizer porque estou aqui hoje. Eu estou a trabalhar para um programa de estudo de educação e nós estamos a procurar compreender como as crianças aprendem a ler. Você foi seleccionado por acaso. Nós gostaríamos ter a sua ajuda nisso. Mas você não precisa fazer parte se você não querer. Nós vamos fazer jogos de leitura. Eu vou lhe perguntar para ler em voz alta as letras, palavras e estórias curtas. Usando este aparelho, eu irei ver quanto tempo você leva para completar algumas tarefas. Este não é NENHUM teste e não irá afectar as suas notas na escola. Eu irei também lhe perguntar outras questões acerca de si, sua família e escola. NÃO IREI escrever o seu nome assim ninguém irá saber que essas são suas respostas. Mais uma vez, você não precisa participar se você não quiser. Uma vez começado, se você não querer responder uma questão, está tudo bem. Você tem alguma questão? Você está pronto para começar?

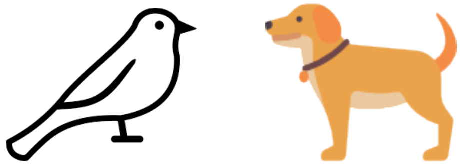
Consentimento Verbal ☐

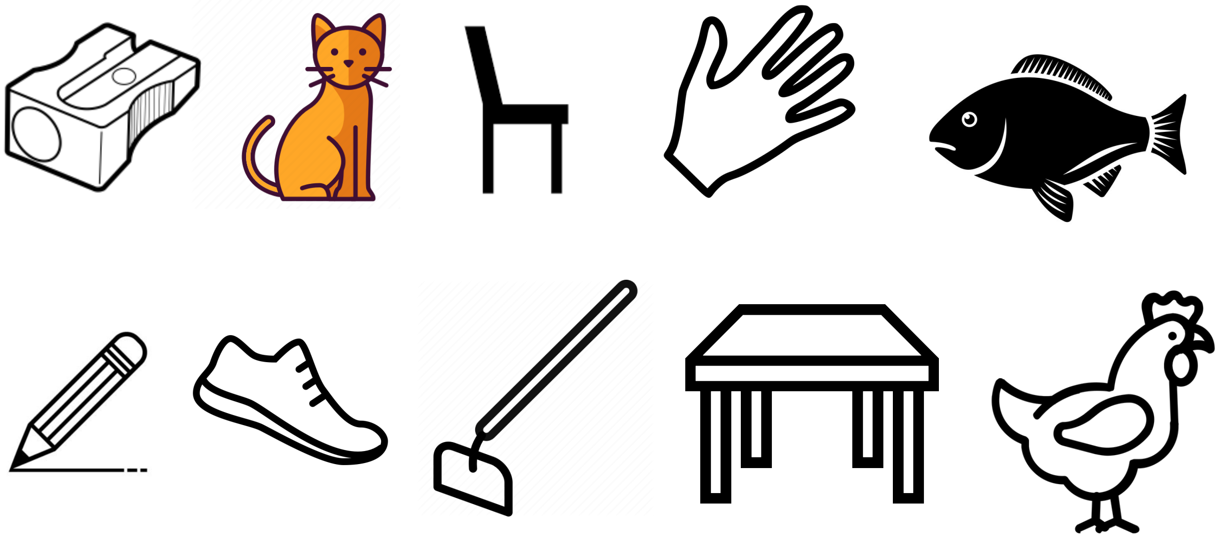
Se o consentimento verbal não é obtido, agradeça a criança e vá a próxima criança, usando este mesmo formulário.

EGRA Student Stimuli Booklet

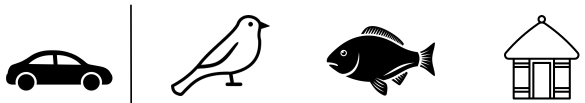
1: Vocabulário Oral

Exemplo:





3: Consciência Fonêmica



Exemplo

Exemplo: j n v

5: Conhecimento sobre os sons das letras

L	i	H	R	s	P	E	o	N	T
I	e	T	d	K	T	a	d	E	D
H	o	E	m	U	R	j	g	R	u
W	R	b	Z	i	F	m	T	S	r
Q	t	C	n	P	V	f	V	a	E
W	S	q	A	m	C	O	t	j	P
E	z	E	s	O	F	h	u	A	t
R	G	h	B	y	l	g	M	I	L
J	Q	N	o	E	K	Y	r	P	X
N	A	c	D	d	V	O	J	e	N

Exemplo: me ou ru

EGRA 6: Leitura de sílabas

na	ti	ma	lo	ra
go	su	ci	po	fa
ca	gi	bu	ha	vo
si	le	ja	ve	pe
Fa	Na	Po	Ti	Ma
Ci	Go	Ra	Su	Ca
Gi	Bu	Ha	Ve	Ja
Yo	Xi	Bu	Pe	Ze
Qua	go	Wi	Ye	Ki
wi	qua	ye	ki	Go

Exemplo: vaca cama rato *7: Leitura de palavras*

Pano	Gola	Mota
Casa	Sala	Lápis
Milho	Papel	Lixo
Copo	Faca	Bola
Doce	Fruta	Tenda
Banana	Laranja	Caderno
Chávena	Casaco	Macaco
Garrafa	Tijolo	Cenoura
Boneca	Tangerina	Alfinete
Professor	Bicicleta	Gafanhoto

EGRA 8: Leitura fluente e compreensão de textos

O pato

Um dia, a Maria passeou até ao rio.
No rio, a Maria viu um pato a nadar.
Ela aproximou-se do pato.
Ela viu a cabeça, asas e patas do pato.
A Maria lançou um pão ao rio.
O pato comeu o pão.
A Maria olhou para o pato a fazer quá.
e batendo as asas na água.
O pato nadou até próximo da Maria.
A Maria ficou contente.

EGRA Pontuação geral - Sumário da notação		
0. Em que idioma o EGRA foi conduzido?		Portuguese, Changana, Ronga
Etapa	**Nota**	**Descrição**
1. Oral Vocabulário		Número de respostas correctas (10)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
2. Compreensão oral de texto		Número de respostas correctas (4)
3. Consciência Fonológica		Número de **IMAGENS** respostas correctas (10)
		Número de respostas **SOM** correctas (10)
4. Conceitos sobre materiais impressos		Número de respostas correctas (10)
5. Conhecimento sobre os sons das letras		Número de sons de letras correctamente lidas (100)
		Tempo a completar o exercício (se em menos 60 segundos)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
6. Leitura de sílabas		Número de sílabas lidas corretamente (10)
		Tempo a completar o exercício (se em menos 60 segundos)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
7. Leitura de palavras		Número de palavras lidas corretamente (30)
		Tempo a completar o exercício (se em menos 60 segundos)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
8. Leitura fluente e compreensão de textos		Número de palavras lidas corretamente **(77)**
		Tempo a completar o exercício (se em menos 60 segundos)
		Número total de respostas correctas às perguntas de compreensão (4)
		E já leu essa história antes? (sim /não)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
9a. Escrita (nome)		Escreve o nome corretamente (sim/não)
		Escreve o apelido corretamente (sim/não)
9b. Escrita (ditado)		Numero de palavras corretamente (10)

EGRA 1: Vocabulário Oral	🕮 Página 1	🕐 X

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.

🗣 **Aqui estão as fotos de alguns objetos. Por favor me diga o nome de cada objeto em português. Por exemplo,** [aponte para o pássaro] **esta é a imagem de um pássaro. Quando você vê esta imagem, você diz que não diz "pássaro".**

Vamos praticar. Diga-me o nome desse objeto em português [aponte para o cachorro].

[se correto] **Bom, isso é um "cachorro"**

[se incorreto] **Este é um "cachorro"**

Se você chegar a uma foto que não conhece, vá para a próxima foto. Coloque o dedo na primeira foto. Pronto? Começa!

Fique quieto, excepto se a criança hesitar por 3 segundos. Depois aponte a segunda letra e diga, "Por favor prossiga." Marque a palavra saltada como incorrecta.

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (4 itens), diga "Obrigado", descontinue esta sub-tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.

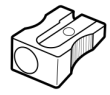
Se a criança não responde em português, pare e peça-lhe para responder na língua local - faça isso apenas uma vez e, depois disso, marque as respostas que não sejam em português como incorretas.

Se uma criança disser "Não sei", marque como incorreto.

✍ (/) Siga com o seu lápis e claramente qualquer objeto incorreto em português com uma barra (/).

(ø) Conte as suas correcções como correctas. Se você já marcou correcções como objecto incorrectas, circule-as (ø) e continue.

( ]) Marque a última objeto lida com um parêntesis vermelho ( ]).

					
	Afiador	Gato	Cadeira	Mão	Peixe
+ X ?					
					
+ X ?	Lápis	Sapato	Enxada	Mesa	Galinha

✍ Número de respostas correctas (10)

✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha

Bom trabalho! Vamos para a próxima seção.

EGRA 2: Compreensão auditiva	🕮 **X**	🕐 **X**

🗣 **Vou ler uma pequena história em voz alta UMA VEZ e depois fazer algumas perguntas. Ouça com atenção e responda às perguntas da melhor maneira possível. Você pode responder às perguntas no idioma de sua preferência. Pronto? Começa!**

Remova o livreto de estímulos de para a criança não conseguir ver.

Não permita que a criança veja a passagem ou as perguntas.

Se uma criança disser "Não sei", marque como incorreto.

O Piloto

Era uma vez um cão, que se chamava Piloto. O Piloto era muito amigo do João. Todos os dias de manhã cedo, o Piloto seguia o João à escola. O Piloto ficava sempre no portão da escola porque o professor não o deixava entrar na sala de aulas.

Depois de teres ouvido o texto, responde às perguntas que se seguem:

Perguntas [Respostas]	**Correto +**	**Incorreta X**	**Sem resposta ?**
1. **De que fala o texto?** [O texto fala do cão/Piloto/ cão chamado Piloto/João] *Se o aluno disser uma das alternativas, considere a resposta correcta.*			
2. **Quem são as personagens do texto?** [As personagens do texto são o Piloto e o João] *Se o aluno disser uma das personagens, considere a resposta correcta.*			
3. **De manhã cedo, para onde ia o Piloto?** [De manhã cedo o Piloto acompanhava o amigo à escola]			
4. **Por que o Piloto não entrava na sala de aulas?** [Piloto não entrava na sala de aulas porque o professor não o deixava entrar na sala de aulas.]			

✍ Número de respostas correctas (4)

Bom trabalho! Vamos para a próxima seção.

EGRA 3: Consciência Fonêmica	🕮 Página 2	🕐 X

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções

🗣**Bravo! Vamos fazer mais um exercício. Tens nessa folha várias imagens. Em cada série de imagens terás que descobrir aquela cujo nome começa com o mesmo som da palavra que vou pronunciar** (o inquiridor entrega a folha que contém as imagens ao aluno). **Diga:**

Indica a imagem cujo nome tem o mesmo som no início das palavras que ouviste.

Exemplo: Eu digo "carro". Tu deves indicar-me uma imagem cuja palavra começa com o mesmo som que ouviste /k/

[se correto] **Muito bom, o primeiro som em "casa" é /k/**
[se incorreto] **Ouça novamente: "caro". O primeiro som em "casa" é /k/**

Pronto? Começa!

Leia as instruções para a criança e conduza os exemplos.

O inquiridor deve pronunciar os nomes das três imagens, em cada linha, e o aluno vai identificar a imagem que começa com o mesmo som da palavra em causa.

Fique quieto, exceto se a criança hesitar por 3 segundos, marque como "Sem resposta" e diga o próximo sentença.

3: Consciência Fonêmica

				+ X ?					+ X ?
				/ k /					/ j /
Cana	**casa**	pasta	pá		**Gelo**	boi	panela	**janela**	
				/ m /					/ g /
Milho	borracha	**mão**	apagador		**Galo**	cabrito	**gato**	saia	
				/ s /					/ f /
Sal	camisa	afiador	**sapato**		**Família**	**faca**	prato	panela	
				/ b /					/ l /
Bola	gato	banana	galinha		**Lápis**	manga	**laranja**	apagador	
				/ p /					/ t /
Pilão	cão	enxada	**pato**		**Tinta**	**tomate**	pasta	afiador	

	Correto +	Incorreta X	Sem resposta ?
Total **imagens**			
Som Total			

Bom trabalho! Vamos para a próxima seção.

EGRA 4: Conceitos sobre materiais impressos	🕮 Livro	🕐 X

Entregue o livro ao aluno(a), pegando o livro na posição vertical, com a dobra apontada ao aluno e a parte oposta virada para si.

🗣**Bravo! Vamos fazer mais um exercício. Desta vez, vamos usar um livrinho de estórias.**

Pronto? Começa!

Leia as instruções para a criança e conduza os exemplos.

para as questões 8 e 9, o inquiridor deve entregar um lápis ao aluno, para apontar a letra e/ou a palavra, conforme o caso.

	Correto +	Incorreta X	Sem resposta ?
1. Mostra-me a frente do livro.			
2. Abre o livro na página onde começa a história.			
3. Mostra-me onde devo começar a ler esta história.			
4. Em que direcção se lê?			
5. Quando eu termino de ler esta linha, onde vou para continuar a ler?			
6. Em que página estás?			
7. Agora passa para a página '5'.			
8. Por favor, com este lápis, mostra-me uma letra			
9. Por favor, com este lápis, mostra-me uma palavra.			
10. Mostra-me onde termina a história.			

	Correto +	Incorreta X	Sem resposta ?
Total			

Bom trabalho! Vamos para a próxima seção.

EGRA 5: Identificação do Som da Letra	**🕮 Página 3**	**🕐 60 segundos**

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.

🗣 **Aqui está uma página cheia de letras do alfabeto. Por favor diga-me os SONS das letras do alfabeto que você conhece. Não os seus nomes, mas os seus sons.**

Por exemplo, os sons desta letra [Aponta a letra v] **são /j/**

Vamos praticar: Diga-me o som desta letra [Aponta a letra n]
[se correcto] **Bom, o som desta letra é /nnn/**
[se incorrecto] **O som desta letra é /nnn/**

Agora experimenta uma outra: Diga-me o som desta letra [Aponta a letra v]
[se correcto] **Bom, o som desta letra é /vvv/**
[se incorrecto] **O som desta letra é /vvv/**

Quando eu disser "Começa," começa aqui [aponte para a primeira letra] **e vai ao longo da página** [aponte]. **Aponte a cada letra e diga-me o som da letra em voz alta. Se você encontrar uma letra que você não sabe, vai à próxima letra. Coloque o dedo na primeira letra. Pronto? Começa!**

Accione o relogio/cromometro quando a criança ler a primeira letra.

Fique quieto, excepto se a criança hesitar por 3 segundos. Depois aponte a segunda letra e diga, "Por favor prossiga." Marque a letra saltada como incorrecta.

✋ Se o relogio alcançar 0, diga, "Pare."

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (10 items), diga "Obrigado", discontinue esta sub tarefa, verifique a caixa em baixo, e vá na sub tarefa seguinte.

Se a criança fornece o nome da letra em vez do som, diga: "Por favor, diga-me o SOM da letra". Estelembrete pode ser fornecido apenas uma vez durante a sub-tarefa.

✍ (/) Siga com o seu lápis e claramente marque letras incorrectas com uma barra (/)
(ø) Conte as suas correcções como correctas. Se você já marcou as suas correcções como letras incorrectas, circule-as (ø) e continue.
( ]) Marque a última letra lida com um parenthesis vermelho ( ]).

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	
L	i	H	R	s	P	E	o	N	T	*10*
I	e	T	d	K	T	a	d	E	D	*20*
H	o	E	m	U	R	j	g	R	u	*30*
W	R	b	Z	i	F	m	T	S	r	*40*
Q	t	C	n	P	V	f	V	a	E	*50*
W	S	q	A	m	C	O	t	j	P	*60*
E	z	E	s	O	F	h	u	A	t	*70*
R	G	h	B	y	l	g	M	I	L	*80*
J	Q	N	o	E	K	Y	r	P	X	*90*
N	A	c	D	d	V	O	J	e	N	*100*

✍ Número de respostas correctas (100)	
✍ Tempo a completar o exercício (se em menos 60 segundos)	
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha	

Bom trabalho! Vamos para a próxima seção.

EGRA 6: Identificação do sílabas	🕮 Página 4	🕐 60 segundos

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.

🗣**Aqui está uma página cheia de sílaba do alfabeto. Por favor diga-me os SONS das sílabas que você conhece.**

Por exemplo, os sons desta letra [Aponta a sílaba me] **são /me/**

Vamos praticar: Diga-me o som desta sílaba [Aponta a sílaba ou]
[se correcto] **Bom, o som desta sílaba é /ou/**
[se incorrecto] **O som desta sílaba é /ou/**

Agora experimenta uma outra: Diga-me o som desta letra [Aponta a sílaba ru]
[se correcto] **Bom, o som desta sílaba é /ru/**
[se incorrecto] **O som desta sílaba é /ru/**

Quando eu disser "Começa," começa aqui [aponte para a primeira sílaba] **e vai ao longo da página** [aponte]. **Aponte a cada sílaba e diga-me o som da sílaba em voz alta. Se você encontrar uma sílaba que você não sabe, vai à próxima sílaba. Coloque o dedo na primeira sílaba. Pronto? Começa!**

Accione o relogio/cromometro quando a criança ler a primeira letra.

Fique quieto, excepto se a criança hesitar por 3 segundos. Depois aponte a segunda sílaba e diga, "Por favor prossiga." Marque a sílaba saltada como incorrecta.

✋ Se o Timer alcançar 0, diga, "Pare."

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (5 items), diga "Obrigado", discontinue esta sub tarefa, verifique a caixa em baixo, e vá na sub tarefa seguinte.

Se a criança fornecer o nome das letras em vez do som, diga: "Por favor, diga-me o SOM da letra". Estelembrete pode ser fornecido apenas uma vez durante a sub-tarefa.

✍ (/) Siga com o seu lápis e claramente marque sílaba incorrectas com uma barra (/)
(ø) Conte as suas correcções como correctas. Se você já marcou as suas correcções como sílaba incorrectas, circule-as (ø) e continue.
( ]) Marque a última sílaba lida com um parenthesis vermelho ( ]).

1	*2*	*3*	*4*	*5*	
na	ti	ma	lo	ra	*5*
go	su	ci	po	fa	*10*
ca	gi	bu	ha	vo	*15*
si	le	ja	ve	pe	*20*
Fa	Na	Po	Ti	Ma	*25*
Ci	Go	Ra	Su	Ca	*30*
Gi	Bu	Ha	Ve	Ja	*35*
Yo	Xi	Bu	Pe	Ze	*40*
Qua	go	Wi	Ye	Ki	*45*
wi	qua	ye	ki	Go	*50*

✍ Número de sons de letras correctamente lidas (100)

✍ Tempo a completar o exercício (se em menos 60 segundos)

✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha

Bom trabalho! Vamos para a próxima seção.

EGRA 7: Leitura de palavras	**📖 Página 5**	**🕐 60 segundos**

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.

🗣 **Aqui estão algumas palavras inventadas em português. Eu gostaria que você lê-se quantas mais poder. Não soletre as palavras, mas leia-as. Por exemplo, esta palavra é: "vaca".**

Vamos praticar: Por favor leia esta palavra. [Aponte a palavra cama]
[se correcto] **Bom, esta palavra inventada é "cama"**
[se incorrecto] **Esta palavra inventada é "cama"**

Agora tenta uma outra palavra: por favor leia esta palavra. [Aponte a palavra mab]
[se correcto] **Bom, esta palavra inventada é "rato"**
[se incorrecto] **Esta palavra inventada é "rato"**

Quando eu disser "Começa," começa aqui [aponte para a primeira palavra] **e vai ao longo da página** [aponte]. **Aponte para cada palavra e leia-a em voz alta. Leia o mais rápido e cuidadosamente quanto poder. Se você notar uma palavra que você não sabe, vai a próxima palavra Coloque o dedo na primeira palavra. Pronto? Começa!**

Accione o relogio/cromometro quando a criança ler a primeira letra.

Fique quieto, excepto se a criança hesitar por 5 segundos. Depois aponte a segunda palavra e diga, "Por favor prossiga." Marque a palavra saltada como incorrecta.

✋ Se o Timer alcançar 0, diga, "Pare."

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (5 items), diga "Obrigado", descontinue esta sub tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.

✍ (/) Siga com o seu lápis e claramente marque palavras incorrectas com uma barra (/)

(ø) Conte as suas correcções como correctas. Se você já marcou as suas correcções como palavras incorrectas, circule-as (ø) e continue.

( ]) Marque a última palavra lida com um parêntesis vermelho ( ]).

		+ X ?			+ X ?			+ X ?
1	Pano		2	Gola		21	Mota	
4	Casa		5	Sala		6	Lápis	
7	Milho		8	Papel		9	Lixo	
10	Copo		11	Faca		12	Bola	
13	Doce		14	Fruta		15	Tenda	
16	Banana		17	Laranja		18	Caderno	
19	Chávena		20	Casaco		21	Macaco	
22	Garrafa		23	Tijolo		24	Cenoura	
25	Boneca		26	Tangerina		27	Alfinete	
28	Professor		29	Bicicleta		30	Gafanhoto	

✍ Número de palavras lidas corretamente (30)	
✍ Tempo a completar o exercício (se em menos 60 segundos)	
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha	

Bom trabalho! Vamos para a próxima seção.

EGRA 8a: Leitura oral de uma passagem	**📖 Página 7**	**🕐 60 segundo**
Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.		
🗣 **Aqui está uma estória curta. Eu quero que leia em voz alta, rápido mas cuidadosamente. Quando você terminar, eu irei fazer algumas perguntas sobre oque você leu. Quando eu disser "Começa," leia a estória quanto você poder. Se você chegar a uma palavra que não sabe, vai a próxima palavra. Pronto? Começa!**		Accione o relógio/ cromómetro quando a criança ler a primeira letra. Fique quieto, excepto se a criança hesitar por 3 segundos. Depois aponte a segunda palavra e diga, "Por favor prossiga." Marque a palavra saltada como incorrecta. ✋ Se o Timer alcançar 0, diga, "Pare." ✋Regra de uma paragem antecipada: se a criança não providencia uma única palavra correta na primeira linha do texto, não faça perguntas de compreensão, diga "Obrigado", descontinue esta sub-tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.
✍ /) Siga com o seu lápis e claramente marque palavras incorrectas com uma barra (/) (ø) Conte as suas correcções como correctas. Se você já marcou as suas correcções como palavras incorrectas, circule-as (ø) e continue. ( ]) Marque a última palavra lida com um parêntesis vermelho ( ]). O pato Um dia, a Maria passeou até ao rio. No rio, a Maria viu um pato a nadar. Ela aproximou-se do pato. Ela viu a cabeça, asas e patas do pato. A Maria lançou um pão ao rio. O pato comeu o pão. A Maria olhou para o pato a fazer quá. e batendo as asas na água. O pato nadou até próximo da Maria. A Maria ficou contente.		
E já leu essa história antes? [Sim /Não]		
✍ Tempo a completar o exercício (se em menos 60 segundos)		
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha		

EGRA 8b: Compreensão da Leitura | 🕮 Página 7 | 🕐 60

Depois da criança terminar a leitura, RETIRE o trecho do texto da frente da criança.

Pergunte a criança apenas as questões relacionadas ao texto que elas leram. A criança deve ler todo texto que corresponde a uma dada pergunta.

🗣**Agora vou lhe perguntar algumas questões acerca da estória que você leu. Procura responder as questões quanto poder.**

	Número cumulativo de palavras	Perguntas [Respostas]	Correto	Incorreta	Sem resposta
O Pato	2				
Um dia, a Maria passeou até ao rio	10	1. **Para onde foi a Maria?** [Ao rio]			
No rio, a Maria viu um pato a nadar.	19				
Ela aproximou-se do pato.	23	2. **De que é que a Maria se aproximou?** [pato]			
Ela viu a cabeça, asas e patas do pato.	32				
A Maria lançou um pão ao rio.	39				
O pato comeu o pão.	44	3. **O que é que o pato comeu?** [pão]			
A Maria olhou para o pato a fazer quá.	53				
e batendo as asas na água.	59				
O pato nadou até próximo da Maria.	66	4. **Por que é que o pato aproximou-se da Maria?** [gostou do pão/para a agradecer/satisfeito por ter sido alimentado, etc).]			
A Maria ficou contente.	77				

Se uma criança disser "Não sei", marque como incorreto.

✋ Regra de uma paragem antecipada: se a criança não providencia uma única palavra correta na primeira linha do texto, não faça perguntas de compreensão, diga "Obrigado", descontinue esta sub-tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.

✍ Número de palavras lidas corretamente (77)

✍ Número total de respostas correctas às perguntas de compreensão (4)

Vamos para a próxima seção.

EGRA 9: Escrita	**📖 Página 6**	**🕐 X**

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.

🗣 **Bravo! Estamos quase no fim da nossa actividade.**

Para terminar, peço para escreveres o teu nome nesta linha [indique a linha em causa, na folha de exercícios para o aluno].

Pronto? Começa!

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (5 itens), diga "Obrigado", descontinue esta sub-tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.

Perguntas [Respostas]	**Correto +**	**Incorreta X**	**Não escreveu ?**
A. Escreveu o nome			
B. Escreveu o apelido			
1. Pano			
2. Gola			
3. Mota			
4. Casa			
5. Papel			
6. Banana			
7. Laranja			
8. Caderno			
9. Tijolo			
10. Alfinete			

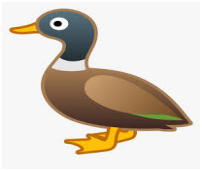
✍ Escreve o nome corretamente (sim/não)	
✍ Escreve o apelido corretamente (sim/não)	
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha	

Termine esta parte da conversa com o aluno da seguinte maneira:

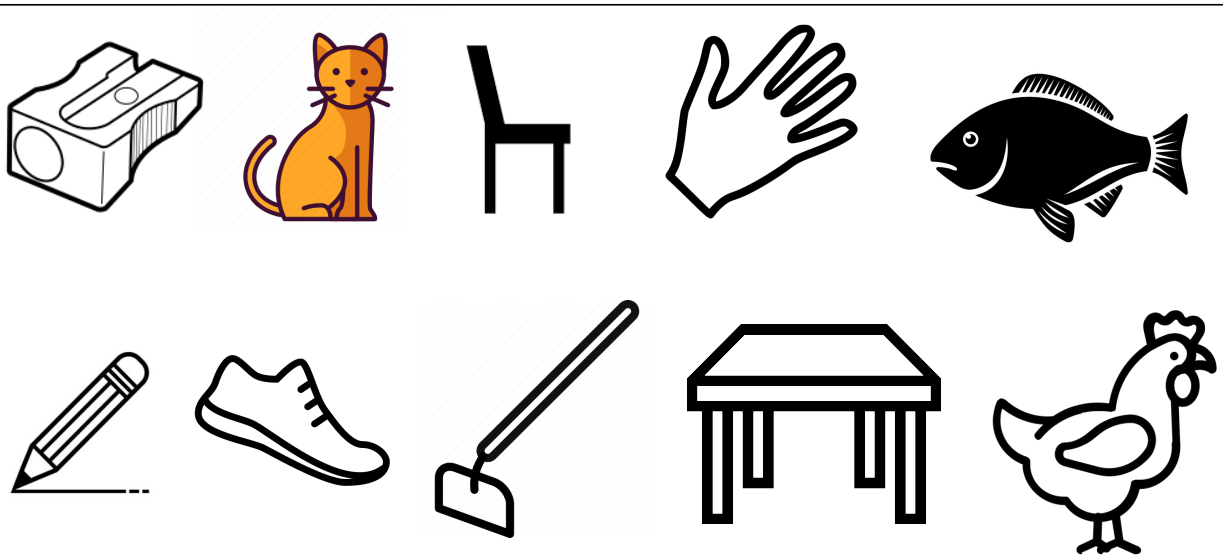
Assim terminamos esta parte da actividade. Agora vais fazer outras atividades.

EGRA Student Stimuli Booklet

Exemplo:

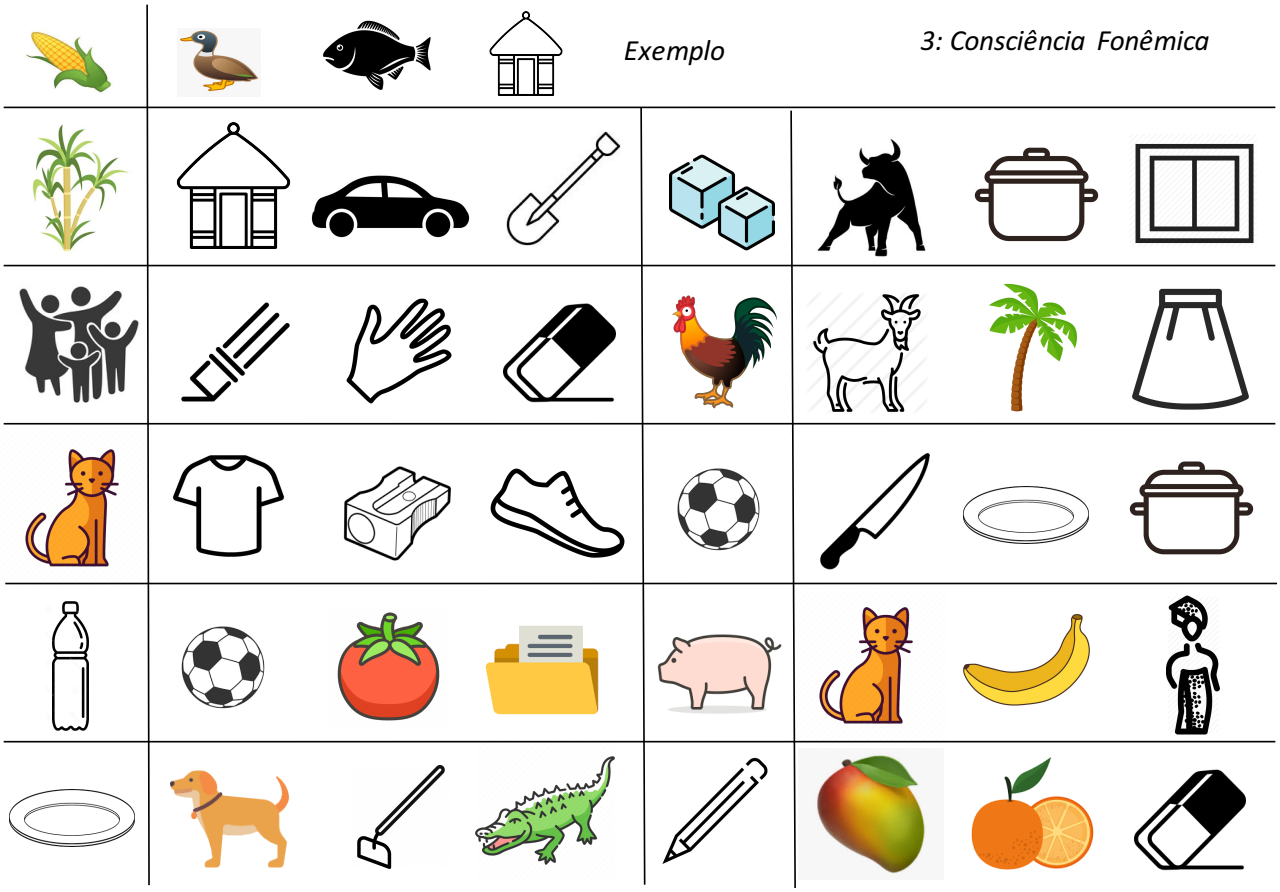


1: Vocabulário Oral



Exemplo

3: Consciência Fonêmica



Exemplo: j n v

5: Conhecimento sobre os sons das letras

L	i	H	R	s	P	E	o	N	T
I	e	T	d	K	T	a	d	E	D
H	o	E	m	U	R	j	g	R	u
W	R	b	Z	i	F	m	T	S	r
Q	t	C	n	P	V	f	V	a	E
W	S	q	A	m	C	O	t	j	P
E	z	E	s	O	F	h	u	A	t
R	G	h	B	y	l	g	M	I	L
J	Q	N	o	E	K	Y	r	P	X
N	A	c	D	d	V	O	J	e	N

Exemplo: me ou ru

EGRA 6: Leitura de sílabas

na	ti	ma	lo	ra
go	su	ci	po	fa
ca	gi	bu	ha	vo
si	le	ja	ve	pe
Fa	Na	Po	xi	Ma
Ci	Go	Ra	Su	Ca
Gi	Bu	Ha	Ve	Ja
Yo	Xi	Bu	Pe	Ze
kwa	go	Wi	Ye	Ki
wi	Kwa	ye	ki	Go

Exemplo: voko mubede kondlo *7: Leitura de palavras*

Kaya	Mati	Homu
Vana	Foni	Patu
Mativa	Bodlela	Nsila
Papila	Nkuku	Xikwama
Huku	Xinkwa	Mubedu
Senge	Xikolwe	Basikeni
Nhlanga	Tiyindlo	Mujondzise
Svitini	Makombe	Tatana
Tinsimbi	Ridongeni	Rithangu
Mupendi	Mathayela	Xithuthuthu

EGRA 8: Leitura fluente e compreensão de textos

Deketa mugangeni

Mugangeni akungana xihlovo.
Ntavasani na Tsakani avakha mati combeni.
Tatana Nyongana akombele deketa ka vafana.
Vafana vahlengile male vaxava deketa.
Mugangeni kutsakiwile hikuva kupfuliwe deketa.
Kuhumuliwe kupfumaleka ka mati, mugangeni.

EGRA Pontuação geral - Sumário da notação		
0. Em que idioma o EGRA foi conduzido?		Portuguese, Changana, Ronga
Etapa	**Nota**	**Descrição**
1. Oral Vocabulário		Número de respostas correctas (10)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
2. Compreensão oral de texto		Número de respostas correctas (4)
3. Consciência Fonológica		Número de **IMAGENS** respostas correctas (10)
		Número de respostas **SOM** correctas (10)
4. Conceitos sobre materiais impressos		Número de respostas correctas (10)
5. Conhecimento sobre os sons das letras		Número de sons de letras correctamente lidas (100)
		Tempo a completar o exercício (se em menos 60 segundos)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
6. Leitura de sílabas		Número de sílabas lidas corretamente (10)
		Tempo a completar o exercício (se em menos 60 segundos)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
7. Leitura de palavras		Número de palavras lidas corretamente (30)
		Tempo a completar o exercício (se em menos 60 segundos)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
8. Leitura fluente e compreensão de textos		Número de palavras lidas corretamente (32)
		Tempo a completar o exercício (se em menos 60 segundos)
		Número total de respostas correctas às perguntas de compreensão (4)
		E já leu essa história antes? (sim /não)
		Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha (sim/não)
9a. Escrita (nome)		Escreve o nome corretamente (sim/não)
		Escreve o apelido corretamente (sim/não)
9b. Escrita (ditado)		Numero de palavras corretamente (10)

EGRA 1: Vocabulário Oral	**🕮 Página 1**	**🕐 X**
Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.		

🗣 **Aqui estão as fotos de alguns objetos. Por favor me diga o nome de cada objeto em português. Por exemplo,** [aponte para o pato] **esta é a imagem de um pato. Quando você vê esta imagem, você diz que não diz "patu".**

Vamos praticar. Diga-me o nome desse objeto em português [aponte para o ngwana].

[se correto] **Bom, isso é um "ngwana"**

[se incorreto] **Este é um "ngwana"**

Se você chegar a uma foto que não conhece, vá para a próxima foto. Coloque o dedo na primeira foto. Pronto? Começa!

Fique quieto, excepto se a criança hesitar por 3 segundos. Depois aponte a segunda letra e diga, "Por favor prossiga." Marque a palavra saltada como incorrecta.

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (4 itens), diga "Obrigado", descontinue esta sub-tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.

Se a criança não responde em português, pare e peça-lhe para responder na língua local - faça isso apenas uma vez e, depois disso, marque as respostas que não sejam em português como incorretas.

Se uma criança disser "Não sei", marque como incorreto.

✍ (/) Siga com o seu lápis e claramente qualquer objeto incorreto em português com uma barra (/).

(ø) Conte as suas correcções como correctas. Se você já marcou correcções como objecto incorrectas, circule-as (ø) e continue.

( ]) Marque a última objeto lida com um parêntesis vermelho ( ]).

1: Vocabulário Oral

					
	Xilote	Xingove	Xitulu	Voko	Xidliwane
+ X ?					
					
+ X ?	Xitsalu	Xifambu	Xikomu	Tafula	Huku

✍ Número de respostas correctas (10)	
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha	

Bom trabalho! Vamos para a próxima seção.

EGRA 2: Compreensão auditiva	🕮 **X**	🕐 **X**

🗣 **Vou ler uma pequena história em voz alta UMA VEZ e depois fazer algumas perguntas. Ouça com atenção e responda às perguntas da melhor maneira possível. Você pode responder às perguntas no idioma de sua preferência. Pronto? Começa!**

Remova o livreto de estímulos de para a criança não conseguir ver.

Não permita que a criança veja a passagem ou as perguntas.

Se uma criança disser "Não sei", marque como incorreto.

Lina na Domingu

Ka doropa kuni svilo sva kusaseka ngopfu.
Domingu, Lina na Dore i vanganu svinene.
Lideya ra Dore i rikulu svinene.
Lani lideya kuni xikolwe xa kusaseka svinene.
Domingu na Lina vacina lideyeni na Lidiya.
Lani lideyeni ka ciniwa svinene.

Depois de teres ouvido o texto, responde às perguntas que se seguem:

Perguntas [Respostas]	**Correto +**	**Incorreta X**	**Sem resposta ?**
1. **Xihibzela yine a xihitana lexi?** [Lideya ra Dore/kucina/svilo sva kusaseka] *Se o aluno disser uma das alternativas, considere a resposta correcta.*			
2. **Vayendla yine Lina na Domingu?** [Vacina ngopfu]			
3. **Kuna yine Lideyene ra Dore?** [Kuna xikolwe xa kusaseka svinene]			
4. **Kuyendleka yine a Lideyene ra Dore?** [Lideya ra Dore latsakisa/ lisasekile.]			

✍ Número de respostas correctas (4)

Bom trabalho! Vamos para a próxima seção.

EGRA 3: Consciência Fonêmica	🕮 Página 2	🕐 X

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções

🗣**Bravo! Vamos fazer mais um exercício. Tens nessa folha várias imagens. Em cada série de imagens terás que descobrir aquela cujo nome começa com o mesmo som da palavra que vou pronunciar** (o inquiridor entrega a folha que contém as imagens ao aluno). **Diga:**

Indica a imagem cujo nome tem o mesmo som no início das palavras que ouviste.

Exemplo: Eu digo "Xifake". Tu deves indicar-me uma imagem cuja palavra começa com o mesmo som que ouviste /x/

[se correto] **Muito bom, o primeiro som em "xidliwane" é /x/**

[se incorreto] **Ouça novamente: "caro". O primeiro som em " xidliwane " é /x/**

Pronto? Começa!

Leia as instruções para a criança e conduza os exemplos.

O inquiridor deve pronunciar os nomes das três imagens, em cada linha, e o aluno vai identificar a imagem que começa com o mesmo som da palavra em causa.

Fique quieto, exceto se a criança hesitar por 3 segundos, marque como "Sem resposta" e diga o próximo sentença.

				+ X ?	*3: Consciência Fonêmica*				+ X ?
				/ m /					/ j /
Mova	yindlu	**Movha**	focholo		**Gelo**	homu	bota	**janela**	
				/ v /					/ n /
Vanhu	xitsalu	**voko**	xitime		**Nkuku**	mbuti	**nkulana**	saye	
				/ x /					/ b /
Xingove	banchi	xilote	**xifambu**		**Bola**	xikwa	ngelo	**bota**	
				/ b /					/ n /
Bodlela	**bola**	ximate	xinkwema		**Nguluve**	xingove	senge	**Nguvu**	
				/ n /					/ xi /
Ngelo	ngwana	xikomo	**ngwenha**		**Xitsalo**	manga	dinwa	**xitime**	

	Correto +	Incorreta X	Sem resposta ?
Total **imagens**			
Som Total			

Bom trabalho! Vamos para a próxima seção.

EGRA 4: Conceitos sobre materiais impressos	🕮 Livro	🕐 X

Entregue o livro ao aluno(a), pegando o livro na posição vertical, com a dobra apontada ao aluno e a parte oposta virada para si.

🗣**Bravo! Vamos fazer mais um exercício. Desta vez, vamos usar um livrinho de estórias.**

Pronto? Começa!

Leia as instruções para a criança e conduza os exemplos.

para as questões 8 e 9, o inquiridor deve entregar um lápis ao aluno, para apontar a letra e/ou a palavra, conforme o caso.

	Correto +	Incorreta X	Sem resposta ?
1. Mostra-me a frente do livro.			
2. Abre o livro na página onde começa a história.			
3. Mostra-me onde devo começar a ler esta história.			
4. Em que direcção se lê?			
5. Quando eu termino de ler esta linha, onde vou para continuar a ler?			
6. Em que página estás?			
7. Agora passa para a página '5'.			
8. Por favor, com este lápis, mostra-me uma letra			
9. Por favor, com este lápis, mostra-me uma palavra.			
10. Mostra-me onde termina a história.			

	Correto +	Incorreta X	Sem resposta ?
Total			

Bom trabalho! Vamos para a próxima seção.

EGRA 5: Identificação do Som da Letra	**🕮 Página 3**	**🕐 60 segundos**

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.

🗣 **Aqui está uma página cheia de letras do alfabeto. Por favor diga-me os SONS das letras do alfabeto que você conhece. Não os seus nomes, mas os seus sons.**

Por exemplo, os sons desta letra [Aponta a letra v] **são /j/**

Vamos praticar: Diga-me o som desta letra [Aponta a letra n]
[se correcto] **Bom, o som desta letra é /nnn/**
[se incorrecto] **O som desta letra é /nnn/**

Agora experimenta uma outra: Diga-me o som desta letra [Aponta a letra v]
[se correcto] **Bom, o som desta letra é /vvv/**
[se incorrecto] **O som desta letra é /vvv/**

Quando eu disser "Começa," começa aqui [aponte para a primeira letra] **e vai ao longo da página** [aponte]. **Aponte a cada letra e diga-me o som da letra em voz alta. Se você encontrar uma letra que você não sabe, vai à próxima letra. Coloque o dedo na primeira letra. Pronto? Começa!**

Accione o relogio/cromometro quando a criança ler a primeira letra.

Fique quieto, excepto se a criança hesitar por 3 segundos. Depois aponte a segunda letra e diga, "Por favor prossiga." Marque a letra saltada como incorrecta.

✋ Se o relogio alcançar 0, diga, "Pare."

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (10 items), diga "Obrigado", discontinue esta sub tarefa, verifique a caixa em baixo, e vá na sub tarefa seguinte.

Se a criança fornece o nome da letra em vez do som, diga: "Por favor, diga-me o SOM da letra". Estelembrete pode ser fornecido apenas uma vez durante a sub-tarefa.

✍ (/) Siga com o seu lápis e claramente marque letras incorrectas com uma barra (/)
(ø) Conte as suas correcções como correctas. Se você já marcou as suas correcções como letras incorrectas, circule-as (ø) e continue.
( ]) Marque a última letra lida com um parenthesis vermelho ( ]).

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	
L	i	H	R	s	P	E	o	N	T	*10*
I	e	T	d	K	T	a	d	E	D	*20*
H	o	E	m	U	R	j	g	R	u	*30*
W	R	b	Z	i	F	m	T	S	r	*40*
Q	t	C	n	P	V	f	V	a	E	*50*
W	S	q	A	m	C	O	t	j	P	*60*
E	z	E	s	O	F	h	u	A	t	*70*
R	G	h	B	y	l	g	M	I	L	*80*
J	Q	N	o	E	K	Y	r	P	X	*90*
N	A	c	D	d	V	O	J	e	N	*100*

✍ Número de respostas correctas (100)	
✍ Tempo a completar o exercício (se em menos 60 segundos)	
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha	

Bom trabalho! Vamos para a próxima seção.

EGRA 6: Identificação do sílabas	🕮 Página 4	🕐 60 segundos

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.

🗣**Aqui está uma página cheia de sílaba do alfabeto. Por favor diga-me os SONS das sílabas que você conhece.**

Por exemplo, os sons desta letra [Aponta a sílaba me] **são /me/**

Vamos praticar: Diga-me o som desta sílaba [Aponta a sílaba ou]
[se correcto] **Bom, o som desta sílaba é /ou/**
[se incorrecto] **O som desta sílaba é /ou/**

Agora experimenta uma outra: Diga-me o som desta letra [Aponta a sílaba v]
[se correcto] **Bom, o som desta sílaba é /ru/**
[se incorrecto] **O som desta sílaba é /ru/**

Quando eu disser "Começa," começa aqui [aponte para a primeira sílaba] **e vai ao longo da página** [aponte]. **Aponte a cada sílaba e diga-me o som da sílaba em voz alta. Se você encontrar uma sílaba que você não sabe, vai à próxima sílaba. Coloque o dedo na primeira sílaba. Pronto? Começa!**

Accione o relogio/cromometro quando a criança ler a primeira letra.

Fique quieto, excepto se a criança hesitar por 3 segundos. Depois aponte a segunda sílaba e diga, "Por favor prossiga." Marque a sílaba saltada como incorrecta.

✋ Se o Timer alcançar 0, diga, "Pare."

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (5 items), diga "Obrigado", discontinue esta sub tarefa, verifique a caixa em baixo, e vá na sub tarefa seguinte.

Se a criança fornecer o nome das letras em vez do som, diga: "Por favor, diga-me o SOM da letra". Estelembrete pode ser fornecido apenas uma vez durante a sub-tarefa.

✍ (/) Siga com o seu lápis e claramente marque sílaba incorrectas com uma barra (/)

(ø) Conte as suas correcções como correctas. Se você já marcou as suas correcções como sílaba incorrectas, circule-as (ø) e continue.

( ]) Marque a última sílaba lida com um parenthesis vermelho ( ]).

1	*2*	*3*	*4*	*5*	
na	ti	ma	lo	ra	*5*
go	su	ci	po	fa	*10*
ca	gi	bu	ha	vo	*15*
si	le	ja	ve	pe	*20*
Fa	Na	Po	xi	Ma	*25*
Ci	Go	Ra	Su	Ca	*30*
Gi	Bu	Ha	Ve	Ja	*35*
Yo	Xi	Bu	Pe	Ze	*40*
Kwa	go	Wi	Ye	Ki	*45*
wi	kwa	ye	ki	Go	*50*

✍ Número de sons de letras correctamente lidas (100)	
✍ Tempo a completar o exercício (se em menos 60 segundos)	
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha	

Bom trabalho! Vamos para a próxima seção.

EGRA 7: Leitura de palavras	**🕮 Página 5**	**🕐 60 segundos**

Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.

🗣 **Aqui estão algumas palavras inventadas em português. Eu gostaria que você lê-se quantas mais poder. Não soletre as palavras, mas leia-as. Por exemplo, esta palavra é: "voko".**

Vamos praticar: Por favor leia esta palavra. [Aponte a palavra mubede]
[se correcto] **Bom, esta palavra inventada é "mubede"**
[se incorrecto] **Esta palavra inventada é "mubede"**

Agora tenta uma outra palavra: por favor leia esta palavra. [Aponte a palavra kondlo]
[se correcto] **Bom, esta palavra inventada é "kondlo"**
[se incorrecto] **Esta palavra inventada é "kondlo"**

Quando eu disser "Começa," começa aqui [aponte para a primeira palavra] **e vai ao longo da página** [aponte]. **Aponte para cada palavra e leia-a em voz alta. Leia o mais rápido e cuidadosamente quanto poder. Se você notar uma palavra que você não sabe, vai a próxima palavra Coloque o dedo na primeira palavra. Pronto? Começa!**

Accione o relogio/cromometro quando a criança ler a primeira letra.

Fique quieto, excepto se a criança hesitar por 5 segundos. Depois aponte a segunda palavra e diga, "Por favor prossiga." Marque a palavra saltada como incorrecta.

✋ Se o Timer alcançar 0, diga, "Pare."

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (5 items), diga "Obrigado", descontinue esta sub tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.

✍ (/) Siga com o seu lápis e claramente marque palavras incorrectas com uma barra (/)

(ø) Conte as suas correcções como correctas. Se você já marcou as suas correcções como palavras incorrectas, circule-as (ø) e continue.

( ]) Marque a última palavra lida com um parêntesis vermelho ( ]).

		+ X ?			+ X ?			+ X ?
1	Kaya		*2*	Mati		*3*	Homu	
4	Vana		*5*	Foni		*6*	Patu	
7	Mativa		*8*	Bodlela		*9*	Nsila	
10	Papila		*11*	Nkuku		*12*	Xikwama	
13	Huku		*14*	Xinkwa		*15*	Mubedu	
16	Senge		*17*	Xikolwe		*18*	Basikeni	
19	Nhlanga		*20*	Tiyindlo		*21*	Mujondzise	
22	Svitini		*23*	Makombe		*24*	Tatana	
25	Tinsimbi		*26*	Ridongeni		*27*	Rithangu	
28	Mupendi		*29*	Mathayela		*30*	Xithuthuthu	

✍ Número de palavras lidas corretamente (30)

✍ Tempo a completar o exercício (se em menos 60 segundos)

✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha

Bom trabalho! Vamos para a próxima seção.

EGRA 8a: Leitura oral de uma passagem	**🕮 Página 7**	**🕐 60 segundo**
Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.		
🗣 **Aqui está uma estória curta. Eu quero que leia em voz alta, rápido mas cuidadosamente. Quando você terminar, eu irei fazer algumas perguntas sobre oque você leu. Quando eu disser "Começa," leia a estória quanto você poder. Se você chegar a uma palavra que não sabe, vai a próxima palavra. Pronto? Começa!**		Accione o relógio/ cromómetro quando a criança ler a primeira letra. Fique quieto, excepto se a criança hesitar por 3 segundos. Depois aponte a segunda palavra e diga, "Por favor prossiga." Marque a palavra saltada como incorrecta. ✋ Se o Timer alcançar 0, diga, "Pare." ✋Regra de uma paragem antecipada: se a criança não providencia uma única palavra correta na primeira linha do texto, não faça perguntas de compreensão, diga "Obrigado", descontinue esta sub-tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.
✍ /) Siga com o seu lápis e claramente marque palavras incorrectas com uma barra (/) (ø) Conte as suas correcções como correctas. Se você já marcou as suas correcções como palavras incorrectas, circule-as (ø) e continue. ( ]) Marque a última palavra lida com um parêntesis vermelho ( ]). Deketa mugangeni Mugangeni akungana xihlovo. Ntavasani na Tsakani avakha mati combeni. Tatana Nyongana akombele deketa ka vafana. Vafana vahlengile male vaxava deketa. Mugangeni kutsakiwile hikuva kupfuliwe deketa. Kuhumuliwe kupfumaleka ka mati, mugangeni		
E já leu essa história antes? [Sim /Não]		
✍ Tempo a completar o exercício (se em menos 60 segundos)		
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha		

EGRA 8b: Compreensão da Leitura	🕮 Página 7	🕐 60

Depois da criança terminar a leitura, RETIRE o trecho do texto da frente da criança.

Pergunte a criança apenas as questões relacionadas ao texto que elas leram. A criança deve ler todo texto que corresponde a uma dada pergunta.

🗣**Agora vou lhe perguntar algumas questões acerca da estória que você leu. Procura responder as questões quanto poder.**

	Número cumulativo de palavras	Perguntas [Respostas]	Correto	Incorreta	Sem resposta
Deketa mugangeni	2				
Mugangeni akungana xihlovo.	5				
Ntavasani na Tsakani avakha mati combeni.	11	1. **Xivulavula hi yine a xihitane lexi?** [Deketa Mugangeni / xihlovo]			
Tatana Nyongana akombele deketa ka vafana.	17				
Tatana Nyongana akombele deketa ka vafana.	22	2. **Hi swine a swiro swa xihitane lexi?** [Ntavasani / Tsakani / Tatana Nyongana / Vafana]			
Mugangeni kutsakiwile hikuva kupfuliwe deketa.	27				
Kuhumuliwe kupfumaleka ka mati, mugangeni.	32	3. **A kupfumaleka yine a mugangene?** [Deketa/mati/xihlovo]			
		4. **Vayendle yeni kuhlula mhaka leyi?** [Va nhlenge mali, vaxava deketa.]			

Se uma criança disser "Não sei", marque como incorreto.

✋ Regra de uma paragem antecipada: se a criança não providencia uma única palavra correta na primeira linha do texto, não faça perguntas de compreensão, diga "Obrigado", descontinue esta sub-tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.

✍ Número de palavras lidas corretamente (32)	
✍ Número total de respostas correctas às perguntas de compreensão (4)	

Vamos para a próxima seção.

EGRA 9: Escrita	**🕮 Página 6**	**🕐 X**
Mostra a criança a folha da caderneta de estímulo do aluno assim que ler as instruções.		

🗣 **Bravo! Estamos quase no fim da nossa actividade.**

Para terminar, peço para escreveres o teu nome nesta linha [indique a linha em causa, na folha de exercícios para o aluno].

Pronto? Começa!

✋ Regra de uma paragem antecipada: se a criança não providencia uma única resposta correcta na primeira linha (5 itens), diga "Obrigado", descontinue esta sub-tarefa, verifique a caixa em baixo, e vá na sub-tarefa seguinte.

Perguntas [Respostas]	**Correto +**	**Incorreta X**	**Não escreveu ?**
A. Tsala vito ra wena			
B. Tsala xibongo xa wena			
1. Voko			
2. Patu			
3. Pawu			
4. Buku			
5. Nguvu			
6. Saye			
7. Xitolo			
8. Senge			
9. Mbuti			
10. Nkhancu			

✍ Escreve o nome corretamente (sim/não)	
✍ Escreve o apelido corretamente (sim/não)	
✍ Exercício descontinuado porque a criança não acertou nenhuma resposta na primeira linha	

Termine esta parte da conversa com o aluno da seguinte maneira:

Assim terminamos esta parte da actividade. Agora vais fazer outras atividades.

Leaner Survey

Inquérito dos alunos

Estudo de base do Programa Internacional McGovern-Dole de Alimentação para Educação e Nutrição Infantil em Moçambique

A	Identificação do Inquiridor	
B	Data da Entrevista	
C	Horário de início da Entrevista	
D	Horário de termino da Entrevista	
E	Escola	
F	Distrito	
G	Comunidade	
H	Identificação do aluno	

Verificar se o consentimento é dado.

#	Pergunta	Variáveis	Código
1	Turno escolar	Manhã	0
		Tarde	1
		Dia inteiro	2
2	Género	Feminino	0
		Masculino	1
3	Idade		
4	Em que turma está?		
5	Frequentou a pré-escola / jardim de infância?	Não	0
		Sim	1
		Não sei/não quero dizer	99
6	Repetiu: 1ª classe?	Não	0
		Sim	1
		Não sei/não quero dizer	99
7	Repetiu: 2ª classe?	Não	0
		Sim	1

		Não sei/não quero dizer	99
8	Que línguas fala em casa? [multi select]	Português	1
		Changana	2
		Ronga	3
		Outros _____	4
9	Comeu em casa antes de vir para a escola hoje?	Não => Saltar para Q11	0
		Sim	1
10	O que comeu?		
11	Costuma comer alguma coisa na escola?	Não => Saltar para Q12	0
		Sim	1
12	O que come normalmente na escola?		
13	Quantas vezes comeu ontem?		
14	Lê em casa?	Não => Saltar para Q16	0
		Sim	1
15	Com que frequência lê?	Diário	1
		3-6 x por semana	2
		1-2 x por semana	3
		2-3 x por mês	4
		Menos de 1x por mês	5
		Não sei/não quero dizer	99
16	Se Q14= não => Porque não	Não sabe ler	1
		Não tem um livro	2
		Não gosta	3
		Outros _____	4
17	Há alguém em casa que o ajude a fazer os seus trabalhos de casa?	Não	0
		Sim	1
18	Em sua casa, alguém lê para você?	Não => saltar para Q21	0

		Sim	1
19	Quem lê para si?	Mãe / Pai	1
		Irmão / Irmã	2
		Avô / Avó Mãe	3
		Outros	4
20	Com que frequência é que alguém em casa lê livros consigo?	Quase nunca	0
		As vezes	1
		2-3 vezes por semana	2
		Cada dia	3
		Não sei/não quero dizer	99
21	Quantos livros (não incluindo livros escolares) tem em casa?		
22	Faz parte de um clube de leitura?	Não	
		Sim	
23	Como é que chega à escola?	A pé	1
		De bicicleta	2
		Outros _____	3
24	Faltou às aulas na semana passada?	Não => saltar para Q28	0
		Sim	1
		Não sei/não quero dizer	99
25	Quantos dias faltou às aulas na semana passada? (indicar o número de dias)		
26	Quando falta ir a escola, quais são alguns dos motivos? [multi select]	Estava doente	1
		Trabalho na machamba	2
		Alguém da família estava doente	3
		Trabalho em casa (cozinhar, limpar a casa, trabalhar no campo)	4
		Sem dinheiro	5

		Trabalho fora de casa (vender coisas na rua, trabalhar em lojas)	6
		Eu não queria ir para a escola /	7
		Tomar conta dos meus irmãos	8
		Viagens	9
		Cuidar de um membro da família doente	10
		Devido ao mau tempo (chuva, vento, inundações)	11
		Outros _____	12
		Não sei/não quero dizer	99
27	Ajuda com as tarefas domésticas?	Não => Saltar para Q29	0
		Sim	1
28	Que tarefas faz na sua casa?	Cozinhar	1
		Limpeza do chão/pratos	2
		Lavandaria	3
		Trabalho em machamba	4
		Outros _____	5
29	Costuma ajudar com algumas tarefas fora de casa?	Não => Saltar para Q31	0
		Sim	1
30	Que tarefas faz fora de casa?	Venda no mercado	1
		Trabalhar noutra casa	2
		Ir para o campo (Machamba)	3
		Outros _____	4
31	E quantos dias trabalha por semana?	Número _____	
32	Lavou as suas mãos hoje na escola?	Não	0
		Sim	1

FGD Guide – Parents Teacher Associations

Guia de Grupo de foco para os membros dos Conselhos das escolas

Estudo de base do Programa Internacional McGovern-Dole de Alimentação para Educação e Nutrição Infantil em Moçambique

A1	Identificação do Moderador	
A2	Identificação da pessoa que ira anotar	
B	Data da Entrevista	
C	Horário de início de discussões	
D	Horário do fim de discussões	
E	Escola	
F	Distrito	
G	Comunidade	
H	Nome do conselho da escola	

Materiais necessários

- Tablets para o pequeno inquérito (Informação demográfica dos membros)
- Formulários de consentimento informado
- Gravadores

Verificar se o consentimento é dado

Fazer o pequeno inquérito para todos os participantes

#	Pergunta	Respostas	Código
1	Género	Feminino	0
		Homem	1
2	Idade		
3	Qual é o nível de educação mais elevado que completou?	Nunca frequentou a escola	0
		Educação de adultos concluída	1
		Ensino primário concluído	2
		Ensino secundário concluído	3
		Escola técnica	4
		Licenciatura universitário	5

		Mestrado universitário	6
		Doutoramento universitário	7
		Outros _____	8
4	Há quanto tempo é membro do conselho escolar?	Menos de um ano	1
		Um ano	2
		Mais de um ano	3
		Dois anos	4
		Mais de dois anos	5
5	O seu papel como membro do conselho da escola	Pai	1
		Professor	2
		Outros _____	3

Instruções:

Reunir todos após o inquérito demográfico e iniciar as discussões dos grupos focais. Comece por agradecer a todos pela sua participação e pergunte que língua se sentiriam confortáveis em usar nas deliberações. Pedir consentimento oral para começar a gravar a conversa.

Distribuir cartolinas com números para identificação. As pessoas não devem mencionar os seus nomes, devem antes mencionar os seus números antes de falarem.

Moderador

Gostaria de salientar algumas regras básicas a ter em mente enquanto se participa hoje:

- Espera-se que todos participem activamente.
- Não há respostas "certas" ou "erradas".
- Fale livremente mas lembre-se de não interromper os outros enquanto estiverem a falar.
- A tomada de notas é apenas para efeitos de relatório e será utilizada para análise. Os vossos nomes não serão mencionados.
- Estamos a realizar estas sessões em muitos locais nos distritos de Magude, Moamba, Manhica e Matutuine. Toda a informação recolhida será analisada para determinar tendências e fazer recomendações sobre a educação das crianças nesta escola e no país em geral.
- Todos os comentários de hoje permanecerão anónimos. A fim de manter o anonimato, peço apenas que tudo o que for dito durante a nossa sessão não seja repetido fora da nossa sessão. Por favor, não diga o seu nome. Já atribuí cartões com números, antes de falar, por favor mencione o seu número. Por exemplo, o número 4 e depois comece a sua contribuição.

Inicie o gravador de áudio!

1 Quebra gelo	Existem medidas de Covid 19 em vigor na escola?	15 minutos
2. Qualidade do ensino	Quais são os aspectos positivos desta escola que gostariam de mencionar como membros do conselho de escola? Sondagem	20 minutos

	• Que controlos e medidas existem para monitorar a qualidade do ensino; presença de professores, abandono escolar das crianças? • O que gostaria de ver melhorado no futuro a curto prazo? • Como pensa que os níveis de alfabetização das crianças poderiam ser melhorados? • As raparigas e rapazes se sentem seguros para utilizar as instalações sanitárias da escola?	
3. Nutrição	Existe actualmente um programa de alimentação escolar nesta escola? Em caso afirmativo, pode descrever como é gerido? Perguntas de sondagem: • Acha necessário ter um programa de alimentação na escola? (esta pergunta deve ser feita ao grupo mesmo que a escola nunca tenha beneficiado de um programa de alimentação escolar anterior) • Como o programa como esse pode ser mantido/sustentado na ausência de um doador no futuro? Se a escola não tem actualmente um programa de alimentação escolar pergunte: A escola já se beneficiou de um programa de alimentação escolar no passado? • Se Sim pergunte: pode falar-me sobre o programa: Sondas: como foi gerido, quantas crianças beneficiaram, que coisas mudaram devido a este programa de alimentação escolar? Se a escola nunca beneficiou de qualquer programa de alimentação escolar, pergunte o seguinte: • Acha que um programa de alimentação escolar é importante? Peça-lhes que justifiquem as suas respostas. • Como pode um programa de alimentação escolar ser sustentado na ausência de um doador?	20 minutos
4. Agua, saneamento e higiene	O que é que consideram como uma escola que pratica bom saneamento e higiene? Pensa que esta escola qualifica-se como uma escola que mantém um bom saneamento e higiene? Se sim, porquê? Se não, o que deve ser feito para que a escola possa atingir o nível desejado?	20 minutos
5. Formação	Que tipo de formação/es que beneficiaram como membros do conselho de escola nos últimos dois anos? Foram úteis? O que mudou após a formação? Foram úteis e o que mudou após o treino?	20 minutos

X	Muito obrigado, por esta interessante discussão, chegámos ao fim. Há alguém que gostaria de acrescentar algo que tenhamos esquecido sobre a escola?

Pare o gravador de áudio!

Anote o horário do fim de discussões

Teacher Guide

Guia do Professor

Estudo de base do Programa Internacional McGovern-Dole de alimentação para a Educação e Nutrição Infantil F em Moçambique

A	Identificação do Inquiridor	
B	Data da entrevista	
C	Horário de início da entrevista	
D	Horário do fim da entrevista	
E	Escola	
F	Distrito	
G	Comunidade	
H	Identidade do Professor	

Verificar se o consentimento é dado.

Inicie o gravador de áudio!

#	Pergunta	Respostas	Código
1	Género	Feminino	0
		Masculino	1
2	Idade		
3	Qual é o nível de educação mais elevado que completou?	Ensino primário concluído	1
		Ensino secundário concluído	2
		Escola técnica	3
		Licenciatura universitário	4
		Mestrado universitário	5
		Doutoramento universitário	6
		Outros _____	7
4	Nome desta escola que está a ensinar [= E]		
5	Nome da comunidade da escola [=F]		
6	Nome do distrito da escola [=G]		
7		Grau 1	1

	Que aulas lecciona? [multi selecção]	Grau 2	2
		Grau 3	3
		Grau 4	4
		Grau 5	5
		Grau 6	6
8	A sua escola já participou anteriormente de um programa de alimentação escolar?	Não => Saltar para Q15	0
		Sim	1
9	Em que ano foi isso?		
10	Beneficiou de alguma formação com essa intervenção de alimentação escolar?	Não => Saltar para Q12	0
		Sim	1
11	Que tipo de formações beneficiou do programa anterior?		
12	Aplica alguma nova capacidade de aprendizagem no seu ensino diário?	Não	0
		Sim	1
12a	Se não => Porquê não?		
12b	Em caso afirmativo, quais?		
13	Durante essa intervenção do programa de alimentação escolar, a sua escola beneficiou de livros e material de leitura suplementar?	Não => Saltar para Q15	0
		Sim	1
14	Que tipos de livros e material de leitura suplementar recebeu a sua escola devido a esse programa?		
15	Quantos alunos estão na/s sua/s turma/s [1,2,3,4,6] nesta escola?		
16	Todos eles frequentam a escola todos os dias?	Não	0
		Sim	1
16a	Se Não => Porquê não?		
16b	Se Sim => Porquê?		
17	Quantas vezes por semana vem ensinar na escola, em média?	Todos os dias	1
		Quatro vezes por semana	2
		Três vezes por semana	3
		Duas vezes por semana	4
		Outro_____	5
18	Quantos anos ensina?	Um ano ou menos	1
		Dois anos	2
		Três anos	3

		Quatro anos ou mais	4
19	Na sua opinião, como você descreveria o nível de leitura dos alunos do segundo ano dessa escola?	A maioria está acima da média	1
		A maioria é média	2
		A maioria está abaixo da média	3
		O nível de leitura varia muito	4
20	Que tipo de actividades é que você e os professores introduziram nas suas aulas do 2º ano para promover a alfabetização?		
21	Em que língua ensinam os vossos alunos da 2ª classe? [várias opções possíveis]	Português	1
		Changana	2
		Ronga	3
22	Na sua opinião, quantos alunos [número] têm dificuldades em compreender o português falado na sua turma do 2º ano?		
23	Quantos alunos [número] têm dificuldades em compreender Changana/Ronga falada na sua turma do 2º ano?		
24	Quantos alunos precisam de instruções extra de leitura na sua turma da 2ª classe?		
25	Como avalia a atenção dos estudantes?		
26	Que tipo de livros e material de leitura suplementar tem na escola?		
27	Quantos livros que a escola tem, foram disponibilizados na sua turma do 2º ano?		
27a	Será isto suficiente para todos os estudantes, para que cada estudante tenha o seu próprio livro?	Não	0
		Sim	1
28	A escola tem uma biblioteca?	Não	0
		Sim	1
29	A sua escola beneficia actualmente de algum programa de alimentação escolar?	Não => Saltar para Q35	0
		Sim	1
30	Todos os alunos da sua 2ª classe participam no programa de alimentação?	Não	0
		Sim	1
31	Quantos dos alunos da sua turma do 2º ano têm sinais de fome a curto prazo?	_____ número 99 = Não sei	
32	Quantos dos seus alunos da 2ª classe estão a ausentar à escola / não frequentam diariamente	_____ número 99 = Não sei	

33	Quantos dos seus alunos da 2ª classe praticam medidas de higiene quando estão na escola	_____ número 99 = Não sei	
34	Quais são as intervenções de saúde preventiva na sua escola?		
35	A sua escola tem uma fonte de água potável?	Não	0
		Sim	1
36	A sua escola tem instalações sanitárias melhoradas?	Não	0
		Sim	1
37	Existe uma horta na sua escola?	Não	0
		Sim	1
38	Na sua opinião e com base na sua experiência, quantos alunos que no final do 2º ano do ensino primário demonstram que conseguem ler e compreender o nível 2? (número)		
38a	Acompanha o progresso dos estudantes ao longo do tempo?	Não = Saltar para Q39	
		Sim	
38b	Como acompanha o progresso dos estudantes ao longo do tempo?		
39	Têm cozinheiros/preparadores de comida na escola?	Não => Saltar para Q41	0
		Sim	1
40	Quantos cozinheiros/preparadores de comida tem nesta escola?		
41	Fornecem refeições escolares?	Não = > Saltar para Q43	
		Sim	
42	Que refeições/alimentos fornece?		
43	Como é o absentismo dos estudantes nesta escola?		
44	Como é registado o absentismo dos estudantes nesta escola?		
45	Como é o absentismo dos professores nesta escola?		
46	Como é monitorizado o desempenho dos professores? Sonda: Quais são os indicadores de desempenho?		
47	Os professores estão a ajudar-se uns aos outros: mentora de pares?	Não	0
		Sim	1

48	Como é recompensada a excelência dos professores?		
49	A escola tem clubes de leitura, especialmente para raparigas?	Não	0
		Sim	1
50	A escola utiliza a rádio comunitária para informar os membros da comunidade, ou transmite contos folclóricos moçambicanos		
51	Existem medidas de covid em vigor?	Não => Skip=> Fim da pesquisa	0
		Yes	1
52	Que medidas de covid existem? [várias opções possíveis]	Distanciamento social	1
		Professor a usar uma máscara	2
		Lavar as mãos antes de entrar na aula	3
		Outro _____	4

X	Chegamos ao fim da nossa conversa, alguma coisa que gostaria de destacar para ajudar neste estudo de base?

Muito obrigado.

Pare o gravador de áudio!

Note o tempo final

Head teacher / director Guide

Guia do Director da Escola

Estudo de base do Programa Internacional McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique

A	Identificação do inquiridor	
B	Data da entrevista	
C	Horário de início da entrevista	
D	Horário de término da entrevista	
E	Escola	
F	Distrito	
G	Comunidade	

Verifique se o consentimento é dado.

Inicie o gravador de áudio!

#	Pergunta	Respostas	Código
1	Género	Feminina	0
		Masculino	1
2	Idade		
3	Qual é o nível de educação mais elevado que você concluiu?	Ensino primário concluído	1
		Ensino Secundário concluído	2
		Escola Técnica	3
		Licenciatura	4
		Mestrado universitário	5
		Doutorado Universitário	6
		Outro _____	7
4	Nome da escola que você está ensinando [= E]		
5	Nome da comunidade da escola [= F]		

6	Nome do distrito da escola [= G]		
7	Que turma você lecciona? [seleção múltipla]	Grau 1	1
		Grau 2	2
		3ª série	3
		4ª série	4
		5ª série	5
		6ª série	6
		Nenhum	7
8	Quantos professores diferentes a escola tem?		
9	A sua escola já se participou de um programa de alimentação escolar antes?	Não => vai para Q19	0
		Sim	1
10	Em que ano foi isso?		
11	Você e outros professores se beneficiaram de alguma formação dessa intervenção de alimentação escolar?	Não => vai para Q13	0
		Sim	1
12	Quantos professores de sua escola se beneficiaram com este treinamento?		
13	Quantas crianças se beneficiaram dessa intervenção de alimentação escolar em sua escola?		
14	Qual doador financiou essa intervenção?		
15	Outras pessoas além dos professores e alunos se beneficiaram dessa intervenção?	Não => vai para Q16	0
		sim	1
16	Que tipo de benefícios outras pessoas receberam?		
17	Durante essa intervenção do programa, sua escola se beneficiou de livros e materiais de leitura suplementares?	Não => vai para Q18	0
		sim	1
18	Que tipo de livro e material complementar de leitura sua escola recebeu devido a esse programa?		

19	Quantos alunos estão em nas turmas de 2ª série nesta escola?		
20	Todos eles vão à escola todos os dias?	Não	0
		Sim	1
20a	Se não => Por quê não?		
20b	Se sim => Por quê?		
21	Quantas vezes por semana você vem à escola em média?	Todos os dias	1
		Quatro vezes por semana	2
		Três vezes por semana	3
		Duas vezes por semana	4
		Outro_____	5
22	Há quantos anos você é o diretcor desta escola?	Um ano ou menos	1
		Dois anos	2
		Três anos	3
		Quatro anos ou mais	4
23	Na sua opinião, como você descreveria o nível de leitura dos alunos do segundo ano dessa escola?	A maioria está acima da média	1
		A maioria é média	2
		A maioria está abaixo da média	3
		O nível de leitura varia muito	4
24	Que tipo de atividades você e os professores introduziram nas aulas da 2ª série para promover a alfabetização?		
25	Em que idioma vocês ensinam os seus alunos da 2ª série? [várias opções possíveis]	Português	
		Changana	
		Ronga	
26	Na sua opinião, quantos alunos têm dificuldade em entender o Português falado na sua turma da 2ª série?		
27	Quantos alunos têm dificuldade em entender o Changana / Ronga falado em suas classes da 2ª série?		

28	Quantos alunos precisam de instruções extras para ler em sua classe de 2ª série		
29	Como os professores da sua escola avaliam a atenção dos alunos?		
30	Que tipo de livro e material complementar de leitura você possui na escola?		
31	Quantos livros que a escola possui foram disponibilizados em sua classe de 2ª série?		
31a	Isso é suficiente para todos os alunos, para que cada aluno tenha seu próprio livro?	Não	0
		sim	1
32	A escola tem biblioteca?	Não	0
		sim	1
33	A sua escola se beneficia de algum programa de alimentação escolar actualmente?	Não => vai para Q35	0
		sim	1
34	Todos os alunos da 2ª série participam do programa de alimentação?	Não	0
		sim	1
35	Quantos alunos da sua turma da 2ª série apresentam sinais de fome de curto prazo?	_____ número 99 = não sei	
36	Quantos de seus alunos da 2ª série ausentam-se à escola / não vão diariamente?	_____ número 99 = não sei	
37	Quantos de seus alunos da 2ª série praticam medidas de higiene quando estão na escola?	_____ número 99 = não sei	
38	Quais são as intervenções preventivas de saúde em sua escola?		
39	Quantos professores aqui sabem sobre essas intervenções preventivas de saúde em sua escola?		
40	Quantos membros das comunidades circundantes sabem sobre saúde preventiva?		
41	A sua escola tem uma fonte de água potável?	Não	0
		Sim	1

42	A sua escola tem instalações sanitárias melhoradas?	Não	0
		sim	1
43	Existe uma horta na sua escola?	Não	0
		sim	1
44	[Q9 = Se Sim] Existem hortas comunitárias que foram apoiadas pelo programa de alimentação escolar anterior que você mencionou?	Não	0
		Sim	1
45	Na sua opinião e com base na sua experiência, quantos alunos que, ao final do segundo grau do ensino fundamental, demonstram que sabem ler e compreender o segundo grau?	Nenhum	1
		Entre [1 e 20%]	2
		Entre [21 e 40%]	3
		Entre [41 e 60%]	4
		Entre [61 e 80%]	5
		Entre [81 e 100%]	6
		Não sei	99
45a	Você acompanha o progresso dos alunos ao longo do tempo?	Não = vai para Q46	
		sim	
45b	Como você acompanha o progresso dos alunos ao longo do tempo?		
46	Existem cozinheiros / preparadores de comida na escola?	Não => vai para Q48	0
		sim	1
47	Quantos cozinheiros / preparadores de comida existem nesta escola?		
48	Fornecem refeições escolar?	Não => vai para Q50	
		sim	
49	Quais refeições / alimentos que a escola fornece?		
50	Quantas pessoas participam nas compras da sua escola?		
51	Essas pessoas que participam de aquisições /procurement em sua escola foram formadas?	Não => Via para Q53	0
		sim	1
52	De que tipo de formação/formações o eles		

	participaram?		
53	Quais bens e produtos foram adquiridos no ano passado e por quanto dinheiro?		
54	Qual doador financiou essa aquisição?		
55	Você pode me descrever a estrutura de governação da escola? Sondar, se não for mencionado: Quantas conselho de escolas existem nesta escola?		
56	Quão comum é o absentismo dos estudantes nesta escola?		
57	Como o absenteísmo do aluno é registrado nesta escola?		
58	Como o desempenho do professor é monitorado? Sondar: Quais são os indicadores de desempenho?		
59	Como você determina qual professor precisa de formações adicionais?		
60	Os professores estão ajudar uns aos outros: mentora de pares?		
61	Como a excelência do professor é recompensada?		
62	A escola tem clubes de leitura, especialmente para meninas?		
63	A escola usa a rádio comunitária para informar os membros da comunidade ou transmite contos populares moçambicanos?		
64	Existem medidas de covid em vigor?	Não => Skip=> Fim da pesquisa	0
		Yes	1
65	Que medidas de covid existem? [várias opções possíveis]	Distanciamento social	1
		Professor a usar uma máscara	2
		Lavar as mãos antes de entrar na aula	3
		Outro _____	4

X	Chegamos ao fim da nossa conversa, existe algo que você gostaria de destacar para ajudar este estudo de base?

Muito Obrigado/a

Pare o gravador de áudio!

Anote horário de término

Guia dos parceiros de implementação

Estudo de base do Programa Internacional McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique

A	Identificação do Inquiridor	
B	Data da entrevista	
C	Horário de início da entrevista	
D	Horário de término da entrevista	
E	Parceiro Implementador	
F	Distrito	

Verifique se o consentimento é dado.

Inicie o gravador de áudio!

#	Pergunta	Respostas	Código
1	Género	Feminina	0
		Masculino	1
2	Idade		
3	Qual é o nível de educação mais alto que você concluiu?	Ensino Primário concluído	1
		Ensino Secundário concluído	2
		Escola Técnica	3
		Licenciatura	4
		Mestrado	5
		Doutorado Universitário	6
		Outro _____	7
4	Nome do parceiro de implementação =E	Associação PROGRESSO	1
		Civil Society Learning and Capacity Building Centre (CESC)	2
		Creative Associates International	3
		Outro _____	4
5	Nome do distrito em que está atualmente ativo na	Magudi	1

	Província de Maputo? [seleção múltipla]	Manhica	2
		Moamba	3
		Matutuine	4
		Outro _____	4
6	Qual é o seu papel na organização?		
7	Em que zonas / comunidades que a sua organização trabalha?		
8	Qual é o papel da sua organização nos distritos que você mencionou? na intervenção		
9	Em quais atividades sua organização participa? [multi-seleção]	1. Reabilitação de cozinhas, latrinas e armazéns	1
		2. Construção e reabilitação de poços e estações de água	2
		3. Produção e distribuição de livros, materiais de leitura suplementares e outros materiais de ensino	3
		4. Aumento da Conscientização sobre Campanhas de Educação e Retenção	4
		5. Estabelecer atividades para promover a alfabetização e apoiar bibliotecas	5
		6. Atividades extracurriculares e promoção do reconhecimento do aluno	6
		7. Promove a presença do professor e o reconhecimento da excelência	7
		8. Treinamento e Apoio aos Conselhos Escolares (SC)	8
		9. Apoiar o desenvolvimento profissional do professor	9
		10. Treinar/formar e apoiar directores de escolas e funcionários do governo	10
		11. Capacitação: Nível Local, Provincial e Nacional	11
		12. Capacitação em	12

		Aquisições/procurement Locais e Regionais (LRP)	
		13. Estabelecer e apoiar hortas comunitárias	13
		14. Fornecer refeições escolares	14
		15. Providenciar rações alimentar nas casas	15
		16. Treinamento /formação em Gestão de bens/mercadorias.	16
		17. Boa saúde e nutrição	17
10	A sua organização teve algum papel na intervenção anterior: "Programa Alimentar para o Conhecimento"?	Não => Salta para A1	0
		Sim	1
11	Que factores/questões podem ser identificados como constituindo os desafios da intervenção anterior?		
12	Qual foi o papel da sua organização naquele Programa *Food for Knowledge?*		

Por favor, você pode compartilhar sua opinião em relação ao seguinte?

A1	1.Reabilitação de cozinhas, latrinas e armazéns Quais são os principais desafios e soluções possíveis? Sondar por: • Como manter as latrinas limpas? • Como conscientizar os alunos para uma boa higiene? • Sugestão de plano de monitoria? • Como organizar a manutenção de bens/infra-estruturas?
A2	2. Construção e Reabilitação de Poços e Estações de Água. Quais são os principais desafios e soluções possíveis? Sondar por: • Acesso a água potável • Como aumentar a conscientização dos alunos para agua, a saneamento e higiene? • Como organizar a manutenção esses infra-estruturas de Agua saneamento e higiene?
A3	3. Produção e distribuição de livros, materiais de leitura suplementares e outros materiais de ensino. Quais são os principais desafios e soluções possíveis? Sondar por: • Como providenciar aos alunos, de forma sustentável, ao acesso a livros didáticos bilíngues e as materiais de leitura complementares? • Trabalhando com o MinED para aprovar materiais de aprendizagem?
A4	4 Aumentando a Conscientização sobre Campanhas de Educação e Retenção dos alunos na escola Quais são os principais desafios e soluções possíveis? Sondar por:

	• Como conseguir uma educação de qualidade? • Papel das cantinas escolares na promoção de um melhor desempenho escolar? • Como reduzir o absenteísmo dos alunos? • Como manter as meninas na escola para concluir a educação primária?
A5	5. Estabelecer atividades para promover a alfabetização e apoiar as bibliotecas . Quais são os principais desafios e soluções possíveis? Sondar por: • O Papel dos guias visuais e kits / ferramentas? • Uso da rádio comunitária e / ou transmissão móvel nas escolas, para apoiar a alfabetização oral usando contos populares moçambicanos e outros textos aprovados pela SDEJT • Como melhorar as bibliotecas existentes?
A6	6. Atividades extracurriculares e promoção do reconhecimento do aluno Quais são os principais desafios e soluções possíveis? Sondar por: • Papel dos clubes de leitura para meninas / alunos • Competições de leitura e escrita em nível de ZIP / distrito
A7	7. Promover a presença do professor na escola e o reconhecimento da excelência Quais são os principais desafios e soluções possíveis? Sondar por: • Como Prevenir o absenteísmo do professor? • o que contém uma ferramenta de monitorização eficiente?? • Como promover professores de alto desempenho? Quais são os critérios? • Competições de excelência de professores por região: ZIP / distrito?
A8	8.Treinamento e Apoio aos Conselhos Escolares (SE) Quais são os principais desafios e soluções possíveis? Sondar por: • Papel do Conselhos Escolares na governança escolar? • Como selecionar membros para desenvolver capacidades na comunidade? • Transparência dos Conselhos Escolares? • Monitoramento de Conselhos Escolares?
A9	9. Apoiar o desenvolvimento profissional do professor Quais são os principais desafios e soluções possíveis? Sondar por: • Ensino de professores em metodologias de alfabetização bilíngue • Ensinar professores em avaliação rápida em sala de aula, • Ensinar professores no uso de materiais • Ensinar Professores na matéria de planificar as aulas. • Como apoiar o formação/aconselhamento entre os professores? • Que habilidades estão a faltar aos professores?
A10	10. Treinar /formar e apoiar directores de escolas e funcionários do governo. Quais são os principais desafios e soluções possíveis? Sondar por: • Como ajudar os directores de escolas? • Que habilidades faltam aos directores de escolas? • Como superar os problemas logísticos? • Bons métodos de monitoria / supervisão para supervisores distritais

	• Que habilidades faltam aos supervisores distritais / funcionários do governo?
A11	11. Capacitação a nível Local, Provincial e Nacional Quais são os principais desafios e soluções possíveis? Sondar por: • Como melhorar a qualidade de ensino na escola? • Como organizar e agilizar os dados / informações dos programas de alimentação das escolas para os distritos, a nível governamental e para os níveis nacionais?
A12	12. Capacitação em Aquisições/procurement Locais e Regionais (LRP) Quais são os principais desafios e soluções possíveis? Sondar por: • Como melhorar a aquisição/procurement local de cesta básica para a merenda escolar? • Logística em áreas com falta de alimentos / diversidade locais suficientes?
A13	13. Estabelecer e apoiar hortas / fazendas comunitárias Quais são os principais desafios e soluções possíveis? Sondar por: • Como estabelecer uma horta comunitária ou uma quinta vinculada à escola? • Como aumentar a diversidade da dieta das crianças?
A14	14. Fornecer refeições escolares Quais são os principais desafios e soluções possíveis? Sondar por: • Como organizar as refeições (logisticamente)? • O papel dos Comités de Cantinas Escolares?
A15	15: Rações alimentares para levar para casa Quais são os principais desafios e soluções possíveis? Sondar por: • Como incentivar comportamentos específicos? Especialmente para meninas da 5ª / 6ª série para evitar o abandono?
A16	16. Treinamento/Formação em Gestão de bens/produtos Quais são os principais desafios e soluções possíveis? Sondar por: • O papel dos Comités de Cantinas Escolares? • Como criar operações eficazes e eficientes nas cantinas das escolas?
A17	17. Boa saúde e nutrição Quais são os principais desafios e soluções possíveis? Sondar por: • Como melhorar o conhecimento dos alunos e mudar os comportamentos em relação à nutrição e agua, saneamento e higiene? • Como melhorar a diversidade alimentar de mulheres grávidas e lactantes? • O papel da programação de rádio (comunitária)?

Verifique se a pessoa possui algum conhecimento de estatísticas dos seguintes tópicos?

T1	Qual e a percentagem dos alunos que demonstram conhecimento aceitável sobre práticas de saúde e higiene.	
T2	Número de preparadores de alimentos em escolas-alvo treinados/formados em lavagem das mãos, preparação segura de alimentos e práticas de armazenamento.	

T3	Número de alunos, professores, membros da comunidade que demonstram conhecimento sobre nutrição.	
T4	Número de escolas que usam uma fonte de água melhorada.	
T5	Porcentagem de professores que sabem sobre intervenção preventiva em saúde.	
T6	Número de escolas que recebem sabão para lavar louça.	
T7	Número de funcionários do governo formados em nutrição.	
T8	Números de políticas melhoradas / desenvolvidas sobre nutrição	
T9	Número de visitas de monitoramento por trimestre por funcionários do governo	
T10	Número de associações de pais e professores ou estrutura de governação escolar semelhante apoiada pela assistência do USDA	
T11	Tipo de sistema de aquisição /procurement desenvolvido	
T12	Número de funcionários formados em sistemas de mercado	

X	Chegamos ao final de nossa conversa, algo que você gostaria de destacar para ajudar o estudo de base?

Muito obrigada/o.

Pare o gravação de áudio!

Anote o horário de término

Government officials Guide

Guia para funcionários do governo

Estudo de base do Programa Internacional McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique

A	Identificação do inquiridor de dados	
B	Data da entrevista	
C	Horário de início da entrevista	
D	Horário de fim da entrevista	
E	Distrito	
F	Cargo do oficial do governo	
G	Tipo de entrevista: (Cara a cara / por telefone)	

Verifique que o consentimento foi dado.

Inicie o gravador de áudio!

#	Pergunta	Respostas	Código
1	Gênero	Fêmea	0
		Macho	1
2	Idade		
3	Qual é o nível de educação mais alto que você concluiu?	Ensino primário concluído	1
		Ensino secundário concluído	2
		Escola Técnica	3
		Universidade licenciatura	4
		Universidade grau de Mestrado	5
		Doutorado Universitário	6
		Outro _____	7
4	Qual é o seu papel como funcionário do governo?		
5	Qual é a área que você cobre? Local / Distrito / Nacional => sondar qual/is (os) distrito/s e comunidades?		

A1	Muito obrigado/a por aceitar falar comigo. Pode por favor me falar de um certo programa de alimentação escolar que as escolas deste distrito beneficiaram com financiamento dos fundos Americanos (USDA)? ***Para os Oficiais Nacionais pergunte:*** Pode falar me de um certo programa de alimentação escolar que já tiveram antes nos quatro distritos de Magudi, Matutuine, Moamba e Manhica? Existem quaisquer registros / informações em termos de estatísticas deste programa de alimentação escolar? Particularmente, estamos interessadas em seguintes dados: • Número total de alunos beneficiários, • Escolas cobertas, • Beneficiários de professores, • Conselhos escolares • jardins escolares, • Treinamentos/formações realizados para professores, bem como funcionários do governo que trabalham no MINED, • infraestrutura construída (total do estruturas escolares, poços de água, latrinas, bibliotecas), • Livros doados (total e tipos de livros), • Presença média de alunos em salas de aula com suporte do USDA • Número de cozinheiros por escola (intervenção anterior sobre alimentação escolar) por distrito? Se você estiver essas informações / registros, pode me fornecer por favor?
A2	Na sua opinião, qual foi o sucesso da intervenção anterior?
A3	O que você gostaria de melhorar em uma nova intervenção semelhante?
A4	Que tipo de políticas foram desenvolvidas ou aprimoradas para a melhoria da alfabetização? Pergunta de sondagem: • Você acha que essas políticas tiveram sucesso em melhorar a alfabetização?
A5	Você pode me dizer quantas vezes por mês os funcionários do governo visitam as escolas e o que procuram durante as visitas?
A6	Você pode, por favor, me dizer sua impressão sobre os conselhos escolares? Perguntas de investigação: • O que pode ser feito para melhorar o trabalho dos conselhos escolares?
A7	De que tipo de treinamento/formações os funcionários do governo se beneficiaram, especialmente do último programa de alimentação escolar que foi financiado pelo governo americano?
A8	Na sua opinião, como podem os programas de alimentação escolar ser sustentados nas escolas (mesmo depois de encerrada / concluída a intervenção dos doadores), o que as escolas podem fazer?
A9	Quantos funcionários foram treinados/formados em Procurement? Sondagem: • Isto foi útil? O que mudou?
A10	Quantos funcionários do governo foram treinados/formados em • Ferramentas de melhoria da alfabetização para a monitoria adequada?

	• Número de funcionários do governo treinados /formadas em nutrição
A11	Você conhece as políticas do governo (local / distrital / nacional) sobre: • Melhoria da alfabetização • Compras/procurement?
A12	Que compras foram cobertas através da assistência da USDA no ano passado? (montante em Meticais ou dólares) Quantas escolas receberam material destas compras e como foram distribuídas?
A13	Chegamos ao fim da nossa conversa, existe algo que você gostaria de destacar para ajudar o estudo de base?

Muito obrigada!

Pare o gravador de áudio!

Anote o horário de término

Community member survey

Pesquisa de membros da comunidade

Estudo de base do Programa Internacional McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique

A	Identificação do Inquiridor de dados	
B	Data da entrevista	
C	Horário de início da entrevista	
D	Horário do fim da entrevista	
E	Escola	
F	Distrito	
G	Comunidade	
H		

Verifique que o consentimento foi dado

#	Verifique a elegibilidade	Respostas	Código
1	Você tem / cuida de uma criança que estuda na escola ____?	Não => **PARE o inquérito com a pessoa.**	0
		sim	1
2	Você é membro do conselho escolar e participou de uma reunião com nossa equipe?	Não => **PARE o inquérito com a pessoa.**	0
		Sim	1
3	Idade	Dever ser maior de (>=) 18, se for não **PARE o inquérito com a pessoa.**	

#	Pergunta	Respostas	Código
4	Género	Feminina	0
		Masculino	1
5	Qual é o nível de educação mais alto que você concluiu?	Nunca fui a escola	0
		Educação de adultos concluída	1
		Ensino primário concluído	2
		Ensino Secundário concluído	3

		Escola Técnica/media	4
		Universidade Bacharelado grau	5
		Universidade Mestres grau	6
		Doutorado Universitário	7
		Outro _____	8
6	O que você faz para gerar renda para sua família?		
7	Qual e a renda que você gera por mês para sua família? (em Meticais)		
8	Quantas pessoas no total incluindo você que vive na sua agregada familiar?		
9	Quantos filhos você tem?		
10	Quantos deles [que têm idade o suficiente] e estão irem para/ foram à escola?		
11	Acha que mandar seus filhos para a escola é importante?	Não	0
		Sim	1
11a	Se sim => Por quê? Se não => Por que não?		
12	O que você gosta desta escola?		
13	Quanto tempo os seus filhos levam para irem de casa para a escola? (indique minutos)		
14	Como que os seu/s filho/s costumam ir para a escola?	A pé	1
		De bicicleta	2
		Outro _____	3
15	Em média, quantos dias por semana que o/s seu (s) filho (s) vai /o à escola?	Todos os dias => Salta para Q19	1
		3-4 dias por semana	2
		1-2 dias por semana	3
		Não sei / não quero dizer	99
16	Por que as suas crianças faltam à escola?	Eles estavam doentes	1
		Trabalham no campo	2
		Alguém da família estava doente	3
		Eles têm que trabalhar em casa (cozinhar, limpar a casa, trabalhar no campo)	4
		Falta de dinheiro	5

		Trabalho fora de casa (vendendo coisas na rua, trabalhando em lojas)	6
		Eles não querem ir para a escola	7
		Tem que cuidar dos seus irmãos	8
		Por motivos de viagem	9
		Cuidar de um familiar doente	10
		Devido ao mau tempo (chuva, vento, inundação)	11
		Outro _____	12
		Não sei / não quero dizer	99
17	Os pais desta comunidade estão envolvidos nos assuntos da escola?	Não => Salta para Q19	0
		Sim	1
18	Como que eles estão envolvidos?		
19	Tem conhecimento da existência de um conselho da escola?	Não	0
		Sim	1
20	Você costuma escutar o rádio comunitário?	Não => Salta para Q22	0
		Sim	1
21	Já ouviu algum contos populares moçambicano na rádio?	Não	0
		Sim	1
22	Na sua casa, alguém costuma ler para as crianças?	Não	0
		Sim => Salta para Q26	1
23	Porque não?		0
24	Quem lê para as crianças?	Mae / Pai	1
		Irmão / Irma	2
		Avo	3
		Outro	99
25	Com que frequência alguém em casa lê livros com as crianças?	Quase nunca	0
		Só as vezes	1
		2-3 vezes por semana	2
		Todos os dias	3
		Não sei / não quero contar	99
26	Quantos livros (sem incluir os livros escolares) você tem em casa?	Número _____	
		Não sei / não quero contar	99

27	A escola possui todos os elementos importantes para garantir um bom saneamento e higiene das crianças?	Não => Salta para 27b	0
		Sim	1
		Não sei	99
27a	Se sim, quais são as questões / factores importantes que você acha que a escola tem para garantir o saneamento e higiene para as crianças?		
27b	Se não, o que falta na escola para garantir saneamento e higiene para as crianças?		
28	A escola fornece comida para as crianças?	Não => Salta para 30	0
		Sim	1
29	Se sim, que tipo de comida é dada às crianças?		
30	Você acha uma boa ideia as escolas se envolverem na alimentação das crianças?	Não	0
		Sim	1
31	Será que o/s seu/s filho / filhos comeram em casa antes de ir/em para a escola hoje?	Não => Salta para 33	0
		Sim	1
32	O que eles comeram?		
33	Quantas vezes você comeu ontem?		
34	O que você entende por uma boa nutrição para o/s seu/es filhos?		
35	Alguma vez já participou de alguma demonstração / sensibilização sobre alimentos nesta comunidade, que falava a cerca de nutrição e higiene para apoiar uma vida saudável dos seus filhos?	Não	0
		Sim	2
36	Algum APE já visitou sua casa para falar sobre nutrição / higiene ou saúde?	Não	0
		Sim higiene / saúde	1
		Sim: nutrição	2
		Sim higiene / saúde e nutrição	3
37	Você tem uma horta em casa?	Não	0
		Sim => Para Q38	1
37a	Porque não?	=> Pular para FIM	
38	O que você planta/semea no jardim da sua casa?		
39	Por que você cultiva todas essas coisas que mencionou?		
40	Há pessoas que vêm ensinar-lhe sobre boas	Não => Pular para FIM	0

	prácticas de cultiva as hortas da sua casa?	Sim	1
41	Se for sim, o que eles costumam a ensinar vocês? Quem são essas pessoas (se não for mencionado, pode sondar)?		

Obrigada/o por teres tido tempo para falar comigo.

School infrastructure Observation guide

Guia de observação de infraestrutura escolar

Estudo de base do Programa Internacional McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique

A. Identificação do Observador	
B. Data de Observação	
C. Horário de início da observação	
D. Horário do fim da Observação	
E. Nome da escola	
F. Distrito	
G. Comunidade	

Se o consentimento foi dado, tire fotos de cada item

#	Recurso	Não tem	Têm e funcionam / boas condições	Tem, mas não está em funcionamento / mau estado
1	Eletricidade			
2	Agua canalizada			
3	Outras águas (poço, furo, reservatório)			
4	Sistema de lavagem de mãos			
5	Estrada de acesso de veículos			
6	Sanitários / latrinas para alunos Os sanitários/latrinas estão limpos?			
7	Banheiros separados para meninas Existe algum serviço de higiene menstrual para meninas?			
8	Banheiros / latrinas separados para professores			
9	Parque Escolar			

10	Número de salas de aula dentro da escola			
11	Número de aulas externas (por exemplo, ao redor de uma árvore)			
12	A escola fornece mesas / carteiras para os alunos			
13	Escola fornece cadeiras para alunos			
14	Esquema de refeições grátis - café da manhã			
15	Esquema de refeições grátis - almoço			
16	Cozinha			
17	# cozinheiros / preparadores de comida			
18	Armazenamento quarto(s) / armazém			
19	Fogão (s) de lenha / economia de energia			
20	Biblioteca De que materiais é feito o edifício da biblioteca (madeira, pedra, tijolos)?			
21	# de diferentes tipos de livros e materiais de leitura suplementares na biblioteca			
22	Latas de lixo			
23	Alguma medida de covid-19 em vigor? Como: • Adultos usando máscaras? • Distanciamento social? • Sistema de lavagem das mãos Vê pessoas a lavar as mãos antes de entrar na aula?			
24	Existem qualquer cartazes no parede na escola contendo os seguintes temas? • Comida nutricional • higiene			
Hortas e Machamba				
25	Estufas			

26	Sistema de elevação de agua/rega			
27	Tubagem e sistema de gota a gota			
28	Solar/electro bomba (kit)			
29	Motobomba			
30	Machamba vedada			
Pecuária				
31	Patos			
32	Galinhas			
33	Perú			
34	Coelhos			
35	Qualquer outro animal?			

Class Observation guide

Guia de Observação de turma

Estudo de base do Programa Internacional McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique

A. Identificação do Observador	
B. Data de Observação	
C. Horário de início da observação	
D. Horário de termino da observação	
E. Escola	
F. Distrito	
G. Identificação do Professor	
H. Género/Sexo do professor	
I. Grau observado	
J. # de alunos na turma no início de aula	

O objectivo desta ferramenta é registrar as práticas específicas de leitura que o professor realiza durante a observação em sala de aula (até 90 minutos). Ao contrário da ferramenta *Stallings,* este instrumento de observação deve refletir toda a duração da lição e ser concluído após o término da lição. Para cada "prática", registre se você: 1 - não vê a prática ou vê o contrario da prática descrita, 2 - vê a prática às vezes ou parcialmente correta, 3 - vê a prática feita muito bem e de forma consistente quando se for o caso.

#	**Prática do professor observada**	**A prática não é observada**	**A prática é feita ou parcialmente**	**A prática é feita muito bem e de forma consistente quando se for o caso.**
1	Usa um plano de aula ou notas de aula			
2	Usa um plano de aula com roteiro / passo a passo			
3	Apresenta a lição conectando-se ao que os alunos aprenderam anteriormente			

4	Apresenta a lição com organizador avançado (por exemplo, visual)			
5	Minimiza ativamente o tempo em sala de aula fora da tarefa			
6	Utiliza recursos diferentes (por exemplo, livros, ferramentas, manipuláveis) e estratégias (por exemplo, áudio, visual, usando exercícios práticas para aprender) para explicar conceitos			
7	Envolve construtivamente todos os alunos - não apenas alguns - nas actividades de sala de aula			
8	Envolve os alunos em estratégias de aprendizagem cooperativa cuidadosamente planejadas (por exemplo, alunos a liderar as actividades, trabalho em grupos)			
9	Faz perguntas de investigação e abertas que incentivam o pensamento e / ou ajudam os alunos a explicar seu pensamento			
10	Oferece aos alunos oportunidades estruturadas para aplicar sua compreensão e habilidades à vida cotidiana e aos problemas			
11	Oferece oportunidades para que os alunos desenvolvam habilidades de pensamento crítico e de ordem superior (por exemplo, analisar, avaliar, desafiar suposições, pensar sobre as coisas de uma nova maneira)			
12	Usa materiais de ensino e aprendizagem em uma língua que os alunos parecem entender			
13	Usa materiais de ensino e aprendizagem relevantes que são apropriados ao assunto, nível de habilidade e cultura dos alunos			
14	Avalia a aprendizagem do aluno			
Preconceito ou maus-tratos				
15	Evita usar linguagem que favoreça um género em detrimento de outro e / ou reforce estereótipos de género			
16	Envolve alunos de todos os níveis de habilidades			

17	Evita usar linguagem abusiva			
18	Fornece feedback/comentários construtivos e encorajadoras.			
19	Não permite que os alunos se envolvam em preconceitos de género			
20	Não permite que os alunos usem linguagem abusiva			
21	As meninas têm igual acesso as carteiras, materiais de aprendizagem, etc.			
Pratica de leitura				
22	Envolve os alunos em atividades de leitura ou jogos			
23	Incentiva os alunos a “sonhar” quando não sabem uma palavra			
24	Evita criticar alunos que não respondem corretamente ou lêem mal			
25	Antes de ler uma história, o professor faz aos alunos perguntas de pré-leitura, como "Sobre o que você acha que será a história com base nas imagens e / ou título do livro?"			
26	Enquanto o professor ou alunos lêem uma história, o professor pede aos alunos que façam sons apropriados ou representem algo, como o rugido de um leão ou a maneira como um sapo pula			
27	Aplica vários métodos para apoiar a compreensão, incluindo jogos, trabalho em grupo, etc.			
28	Incentiva os alunos a ajudarem uns aos outros			
29	Faz com que os alunos leiam em voz alta			
30	Fornece instruções sobre como misturar sons e / ou decodificar sílabas e palavras			
31	Ensina aos alunos o significado de novas palavras			
32	Os alunos batem palmas com as sílabas das palavras			
33	Faz perguntas aos alunos para avaliar seus			

	compreensão do texto que lêem			
34	Faz perguntas aos alunos para avaliar sua compreensão das histórias que ouvem			
35	Pede aos alunos que reconheçam letras e digam os nomes das letras e / ou sons			
36	Os alunos re-contam uma história que eles ou o professor leram.			
37	Pede aos alunos que recitem o alfabeto			
38	Atribui leitura para os alunos fazerem por conta própria durante o horário escolar			
39	Fornece uma variedade de métodos para os alunos estabelecerem boas habilidades de escrita			
Pratica de leitura				
40	Pelo menos 90 por cento dos alunos estão prestar atenção.			
41	Pelo menos 90 por cento dos alunos estão activamente envolvidos na aula.			
42	Pelo menos 90 por cento dos alunos estão activamente engajados ao trabalhar em pequenos grupos ou pares			
43	Os alunos parecem entender o que o professor está a dizer.			

#	Itens	Observações	Código
44	Qual (is) idioma (s) que o **professor** usou durante a aula? [opções múltiplas]	Portuguese	1
		Changana	2
		Ronga	3
45	Que idioma (s) os **alunos** usaram durante a aula? [opções múltiplas]	Portuguese	1
		Changana	2
		Ronga	3
46	Em algum momento da aula, os alunos usaram os livros de exercícios dos alunos?	Não => vai para Q48	0
		Sim	1

47	Em caso afirmativo: Havia cadernos de exercícios suficientes para cada aluno, um livro por aluno?	Não	0
		Sim	1
48	Qual (is) o (s) idioma (s) dos livros didáticos usados? [opções múltiplas]	Portuguese	1
		Changana	2
		Ronga	3
		Bilingue	4
49	A sala de aula está limpa e arrumada?	Não	0
		Sim	1
50	Quaisquer medidas ambiciosas no local [várias opções possíveis	Sim, distanciamento social	1
		Sim, O/a professor/a usou a mascara.	2
		Sim, Lavagem de mãos antes de entrar na aula.	3
		Não	4
51	Há espaço de trabalho suficiente em uma carteira ou mesa para todos os alunos?	Não	0
		Sim	1
52	Há espaço suficiente na classe para o professor se movimentar livremente?	Não	0
		Sim	1

School records analysis

Analise de Registos escolares

Estudo de base do Programa Internacional de McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique.

Identificação do inquiridor de dados	
Data	
Escola	
Distrito	
Comunidade	

#	Descrição	Não disponível	Incapaz de avaliar / más condições	Total (em números)
1	# alunos matriculados no total			
2	# alunos matriculados na 1ª série # Meninos / meninas na 1ª série			
3	# alunos matriculados na 2ª série # Meninos / meninas na 2ª série			
4	# alunos matriculados na 3ª série # Meninos / meninas na 3ª série			
5	# alunos matriculados na 4ª série # Meninos / meninas na 4ª série			
6	# alunos matriculados na 5ª série # Meninos / meninas na 5ª série			
7	# alunos matriculados na 6ª série # Meninos / meninas na 6ª série			
7a	# alunos matriculados na 7ª série # Meninos / meninas na 7ª série			
8	# abandono escolar no ano passado? # meninos desistiram # meninas desistiram			

9	# classes no total # de manhã # a tarde			
10	# de professores # professores homens # professora			
11	Número de alunos que sabem ler e escrever devido à nova forma de alfabetização # Alunos o sexo masculino # Alunos alunas feminina			
12	Número de professores frequentando a escola por dia # professores homens # professoras femenina			
13	Número de professores que se destacaram # professores homens # professoras femenina			
14	Número de livros e materiais de leitura suplementares distribuídos para a escola			
15	Tipos de livros e materiais de leitura suplementares distribuídos para a escola			
16	Número de alunos que se beneficiaram com atividades de promoção da alfabetização # Alunos o sexo masculino # Alunos alunas feminina			
17	Número de alunos que sabem ler e escrever # Alunos o sexo masculino # Alunos alunas feminina			
18	Número de professores formados/as. # professores homens # professoras femenina			
19	Número de membros de conselho de escola formados/as em tópicos diversos			
20	Número de membros de conselhos de escola usando o conhecimento adquirido após a formação.			
21	# de professores que reportam sobre o aumento da atenção dos alunos nas aulas			

	# professores homens # professoras femenina			
22	# de alunos que reportam a maior atenção na sala de aula # Alunos o sexo masculino # Alunos alunas feminina			
23	# professores que reportam a redução da fome de alunos em curto prazo na sala de aula # professores homens # professoras femenina			
24	# Alunos que relatam sobre a redução da fome de curto prazo na sala de aula # Alunos o sexo masculino # Alunos alunas feminina			
25	Número de alunos matriculados em escolas que recebem algum tipo de assistência. # Alunos o sexo masculino # Alunos alunas feminina			
26	Número de alunos que frequentam a escola mais de 3 dias por semana. # Alunos o sexo masculino # Alunos alunas feminina			
27	Número de alunos que frequentam a escola por semana. # Alunos o sexo masculino # Alunos alunas feminina			
28	Número de alunos ausentes (em mais de um dia) em uma semana. # Alunos o sexo masculino # Alunos alunas feminina			
29	Número de professores ausentes (um ou mais dias) em uma semana. # professores homens # professoras femenina			
30	# professores que se destacam. # professores homens # professoras femenina			

31	Se for a escola estava envolvida na intervenção do programa anterior de alimentação escolar: Número de alunos matriculados em escola que receberam esta assistência do USDA			
32	Número de visitas de monitoria por trimestre por funcionários do governo/ministério/ direcção distrital ou provincial			

ID de participante_____

Informed consent

Formulário de consentimento para participantes [pesquisa da comunidade, Entrevistas Individuais, Grupos de foco]

Título do estudo: Estudo de base do Programa Internacional McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique

Instituições envolvidas nesta pesquisa: Counterpart International e Maraxis

Introdução: Obrigado por ter falado comigo hoje. Meu nome é [Nome do entrevistador _____]. Estou a trabalhar com Maraxis como assistente de pesquisa. Estamos a realizar uma pesquisa para estudar a situação actual da alimentação, educação e nutrição infantil. Vou dar informações sobre o estudo e convidar você para fazer parte dessa pesquisa. Antes de decidir, você pode conversar com qualquer pessoa com quem se sinta confortável sobre o estudo. O formulário de consentimento pode conter palavras que você não entende. Você pode me pedir para parar a qualquer momento enquanto analisamos as informações e eu irei explicar. Se você tiver perguntas depois, pode perguntar a mim ou a outro pesquisador da equipe.

Informações básicas: Counterpart International está a implementar um programa de McGovern-Dole de cinco anos designado como "*o futuro é nosso*". O objectivo geral deste programa é reduzir a fome, melhorar a saúde e fortalecer o sistema de educação primária. Hoje, irei fazer algumas perguntas sobre a situação atual da alimentação, educação e nutrição infantil.

Objetivo deste estudo de pesquisa: Esta pesquisa está a ser conduzida pelo Counterpart International e Maraxis, nos distritos de Magudi, Manhiça, Moamba e Matutuíne na província de Maputo. Queremos investigar qual é a situação atual (linha de base) antes que as intervenções reais do programa comecem a ser implementadas.

Procedimentos [selecione qual é aplicável]

- **[para pesquisa da comunidade]** Se você concordar em participar, gostaríamos de passar aproximadamente 30 minutos a entrevistar você sobre as suas experiências. Como parte da entrevista, farei uma série de perguntas sobre a situação atual da alimentação, educação e nutrição infantil.
- **[para entrevista individual]** Se você concordar em participar, gostaríamos de passar aproximadamente 1 hora a entrevistar a você e suas experiências. Como parte da entrevista, farei uma série de perguntas sobre a situação atual da alimentação, educação e nutrição infantil. A entrevista será gravada em áudio. Nós destruiremos a gravação depois de analisarmos os dados.
- **[para o grupo de foco]** Estamos a falar com você porque estamos a reunir grupos de pessoas como você. Você está a ser convidado/a a participar de uma discussão em grupo com pessoas como você. A discussão em grupo durará a cerca de 1,5 horas. Teremos essa discussão em um local calmo e privado. Para ter uma discussão útil, precisamos ter pelo menos seis pessoas no grupo. Se pelo menos seis pessoas não comparecerem à discussão na data e hora planejadas, precisaremos re-agendar nossa discussão. Se precisarmos re-agendar a discussão, entraremos em contato com sua permissão. Nossa equipe de estudo entrará em contato com você para re-agendar apenas da forma que você concorda em ser contatado. Farei uma série de perguntas sobre a situação atual da alimentação, educação e nutrição infantil. A discussão será gravada em áudio. Nós destruiremos a gravação depois de analisarmos os dados.

Possíveis riscos ou benefícios: Esta entrevista e as perguntas que faremos a você apresentam poucos riscos. São perguntas gerais sobre seus pensamentos e experiências em relação à alimentação, educação e nutrição infantil. Também não há benefícios diretos para você se participasse neste estudo. No entanto, os resultados do estudo nos ajudarão a entender maneiras de apoiar famílias e crianças pequenas, professores para promover saúde, educação e bem-estar. Para minimizar os possíveis riscos de transmissão do COVID-19, realizaremos entrevistas ao ar livre, garantindo um distanciamento físico de 2m e usando máscaras faciais, que já forneci a você.

Direito de recusa em participar e desistência: Sua participação nesta pesquisa é inteiramente voluntária. Você pode se recusar a participar a qualquer momento sem qualquer perda de benefício ou consequências negativas. Você também pode se retirar a qualquer momento do estudo sem quaisquer efeitos adversos. Você também pode se recusar a responder algumas ou todas as perguntas, se não se sentir confortável com elas. Podemos interromper a entrevista a qualquer momento que desejar. Você não precisa nos fornecer nenhum motivo para não responder a uma pergunta ou para se recusar a participar da entrevista.

Confidencialidade: [selecione qual é aplicável]

- **[para pesquisa da comunidade]** As informações fornecidas por você permanecerão confidenciais. Não divulgaremos seu nome e identidade em nenhum momento.
- **[para entrevistas individuais]** As informações fornecidas por você permanecerão confidenciais. Se você me der permissão, gostaria de gravar em áudio esta sessão para me ajudar a lembrar o que discutimos, mas serei o único que ouvirá enquanto escrevo o que discutimos. A qualquer momento durante a entrevista, você pode solicitar a interrupção da gravação de áudio. A fita será mantida em um local seguro, como um armário ou sala trancada. As informações registradas são confidenciais e ninguém, excepto a equipe de pesquisa, terá acesso às fitas ou a qualquer informação documentada durante sua entrevista. Não divulgaremos o seu nome e identidade em nenhum momento.
- **[para o grupo de foco]** As informações fornecidas por você permanecerão confidenciais. As informações fornecidas por você permanecerão confidenciais. Se você me autorizar, gostaria de gravar em áudio esta sessão para me ajudar a lembrar o que discutimos, quando eu estiver escrevendo em um estágio posterior. A qualquer momento durante a entrevista, você pode solicitar a interrupção da gravação de áudio. A fita será mantida em um local seguro, como um armário ou sala trancada. As informações registradas são confidenciais e ninguém, exceto a equipe de pesquisa, terá acesso às fitas ou a qualquer informação documentada durante sua entrevista. Não divulgaremos seu nome e identidade em nenhum momento.

Fontes de informação disponíveis: Se estiver mais perguntas, entre em contato com a Dra. Rotafina Donco, que é o pesquisador-chefe da Maraxis.

AUTORIZAÇÃO

Eu ouvi e entendi este formulário de consentimento e me ofereço para participar deste estudo de pesquisa. Eu escolho participar voluntariamente, mas entendo que meu consentimento não retira quaisquer direitos legais em caso de negligência ou outra falha legal de qualquer pessoa envolvida neste estudo. Além disso, entendo que nada neste formulário de consentimento se destina a substituir quaisquer leis federais, provinciais ou locais aplicáveis.

Se você estiver realizando uma entrevista por telefone, grave-se lendo as declarações de autorização e o entrevistado concordando verbalmente com a gravação (por exemplo, "Sim, concordo em participar da entrevista")

ID de participante_____

ASSINATURA

Sua assinatura abaixo indica sua permissão para participar desta pesquisa

Nome do participante

Assinatura do participante | Data

Assinatura da pessoa que obtém consentimento | Data

Nome impresso da pessoa que obtém consentimento

Impressão digital do participante (se não for capaz de assinar) Date: _____

(Se o participante não for capaz de assinar e a testemunha estiver presente):

Testemunhei a leitura precisa do formulário de consentimento para os pais do participante em potencial, e o indivíduo teve a oportunidade de fazer perguntas. Confirmo que o indivíduo consentiu livremente.

Nome da testemunha: _____ Data: _____

Assinatura da Testemunha: _____ Data: _____

ID de participante_____

Formulário de consentimento para pais / encarregados de educação

Título do estudo: Estudo de base do Programa Internacional McGovern-Dole de Alimentação para a Educação e Nutrição Infantil em Moçambique

Instituições envolvidas nesta pesquisa : Counterpart International e Maraxis

Verifique se a pessoa é o pai / responsável da criança da escola selecionada [nome da escola] para prosseguir.
Introdução: Obrigado/a por ter falado comigo hoje. Meu nome é [Nome do entrevistador _____]. Estou a trabalhar com Maraxis como assistente de pesquisa. Estamos a realizar uma pesquisas para estudar a situação atual da alimentação, educação e nutrição infantil. Vou lhe dar informações sobre o estudo e quero que seu filho [Nome da criança _____] faça parte desta pesquisa. Seu filho foi escolhido por acaso. Antes de decidir, você pode conversar com qualquer pessoa com quem se sinta confortável sobre o estudo, incluindo o director da escola ou o/a professor/a da escola. O formulário de consentimento pode conter palavras que você não entende. Você pode me pedir para parar a qualquer momento enquanto analisamos as informações e eu irei explicar. Se você estiver perguntas depois, pode perguntar a mim ou a outro /a pesquisador/a da equipe.
Informações básicas: Counterpart International está a implementar um programa de McGovern-Dole de cinco anos designado como " *o futuro é nosso* ". O objetivo geral deste programa é reduzir a fome, melhorar a saúde e fortalecer o sistema de educação primária. Hoje eu gostaria de pedir sua permissão para que seu filho [Nome da criança _____] participe de uma Avaliação de Leitura na Primeira Série (EGRA)

Objectivo deste estudo de pesquisa: Esta pesquisa está a ser conduzida pelo Counterpart International e Maraxis, nos distritos de Magudi, Manhiça, Moamba e Matutuíne na província de Maputo. Queremos investigar qual é a situação atual (linha de base) antes que as intervenções reais do programa comecem a ser implementadas.

Procedimentos: Se você concorda que seu filho pode participar, gostaríamos de passar aproximadamente 30 minutos com seu filho na escola fazendo um exercício de leitura. Como parte do exercício, também faremos a seu filho algumas perguntas gerais sobre como ela/e costuma ir à escola.

Possíveis riscos ou benefícios: O exercício e as perguntas gerais que faremos ao seu filho apresentam poucos riscos. Também não há benefícios diretos para você se o seu filho participa neste estudo. No entanto, os resultados do estudo ajudar-nos a compreender as formas como podemos apoiar famílias e crianças pequenas, professores para promover a saúde, educação e bem-estar neste distrito, bem como em outras partes de Moçambique. Para minimizar os possíveis riscos de transmissão do COVID-19, realizaremos entrevistas garantindo um distanciamento físico de 2m e usando máscaras faciais como a que demos a você.

Direito de recusa de participação e cancelamento: A participação de seu filho nesta pesquisa é totalmente voluntária. Você pode recusar o seu filho a participar a qualquer momento, sem qualquer perda de benefícios ou consequências negativas. Você também pode se retirar a qualquer momento do estudo sem quaisquer efeitos adversos.

Confidencialidade: As informações fornecidas por seu filho permanecerão confidenciais e não serão compartilhadas com o professor ou a escola. Não divulgaremos seu nome nem o nome e a identidade de seu filho em nenhum momento. Os resultados do teste não têm implicações para o seu filho de nenhuma forma.

Fontes de informação disponíveis: Se você estiver mais perguntas, entre em contato com a Dra. Rotafina Donco, que é o pesquisador-chefe da Maraxis.

AUTORIZAÇÃO
Eu ouvi e entendi este formulário de consentimento e me ofereço para participar deste estudo de pesquisa. Eu escolho participar voluntariamente, mas entendo que meu consentimento não retira quaisquer direitos legais em caso de negligência ou outra falha legal de qualquer pessoa envolvida neste estudo. Além disso, entendo

que nada neste formulário de consentimento se destina a substituir quaisquer leis federais, provinciais ou locais aplicáveis.

ASSINATURA

Sua assinatura abaixo indica a sua permissão de que seu filho _____ podem participar nesta pesquisa

_____
Nome do pai / responsável da criança

_____ _____
Pai / encarregado de educação da criança assinada Data

_____ _____
Assinatura da pessoa que obtém consentimento Data

_____
Nome impresso da pessoa que obtém consentimento

Impressão digital do participante (se não for capaz de assinar) Date: _____

(Se o participante não for capaz de assinar e a testemunha estiver presente):

Testemunhei a leitura precisa do formulário de consentimento para os pais do participante em potencial, e o indivíduo teve a oportunidade de fazer perguntas. Confirmo que o indivíduo consentiu livremente.

Nome da testemunha: _____ Data: _____

Assinatura da Testemunha: _____ Data: _____

EGRA Instruções Gerais

Estabelece uma relação relaxante e amigável com a criança através de uma conversa curta (veja alguns exemplos abaixo). A criança deve perceber a avaliação quase como um jogo para ser desfrutado do que um teste. Use este tempo para identificar uma língua na qual a criança é mais confortável de comunicar. Leia alto devagar e claramente APENAS como secções nas caixas.

Bom Dia. Meu nome é _____ e vivo em_____. Eu gostaria de contar um pouco da minha pessoa. Pode falar um pouco sobre quantas crianças que você tem e idade das crianças; desporto, programa de rádio ou televisão favoritos, etc.

1. O que você gostaria de fazer quando não está na escola?

Espera pela resposta; se o aluno para relutante, faça a pergunta 2, mas se ela estiver confortável continue com o consentimento verbal.

2. Quais são os jogos que você gosta de jogar?

Forma de consentimento

Deixe-me lhe dizer porque estou aqui hoje. Eu estou a trabalhar para um programa de estudo de educação e nós estamos a procurar compreender como as crianças como você aprendem a ler. Você foi selecionado por acaso.

Nós gostaríamos de ter a sua ajuda nisso. Mas você não precisa fazer parte se você não querer.

Nós vamos fazer jogos de leitura. Eu vou lhe perguntar para ler em voz alta as letras, palavras e estórias curtas.

Usando este aparelho, eu irei ver quanto tempo você leva para completar algumas tarefas.

Este não é NENHUM teste e não irá afetar como suas notas na escola.

Eu irei também lhe perguntar outras questões acerca de si, sua família e escola.

NÃO IREI escrever o seu nome assim ninguém irá saber que essas são suas respostas.

Mais uma vez, você não precisa participar se você não quiser. Uma vez começado, se você não querer responder uma questão, está tudo bem.

Você tem alguma questão?

Você está pronto para começar?

Consentimento Verbal ☐

Se o consentimento verbal não é declarado, agradeça à criança e vá a próxima criança, usando este mesmo formulário

Annex – Terms of Reference (TOR)

REQUEST FOR PROPOSAL

Date:	**March 10, 2021**
Subject:	Request for Proposal (RFP) for Baseline study of McGovern-Dole (McGovern-Dole) International Food for Education and Child Nutrition Program in Mozambique
Q&A	**March 17, 2021 17:00 EST**
RFP Number:	FEE-RFP-21-001
Offer Deadline:	**March 24, 2021 17:00 EST**
Submission:	procurement.mzMGD@counterpart.org

NB: This RFP is subject to change pending donor approval.

Counterpart International (hereinafter Counterpart) is soliciting proposals for a firm as described in this Request for Proposals (RFP). These services are required under the "*Our bright Future!*" Project in Mozambique under the McGovern-Dole International Food for Education and Child Nutrition Program (hereinafter "the Award") by the issuing United States Department of Agricultural (hereinafter USDA).

Firms invited by Counterpart (hereinafter "bidders or Offerors") to submit offers (hereinafter "bids" or "offers") for the services described in the attached supply schedules are under no obligation to do so. The Bidder shall bear all costs associated with the preparation and submission of the Proposal, Counterpart will in no case be responsible or liable for those costs, regardless of the conduct or outcome of the solicitation.

This Request for Proposals includes the following sections:

I. Instructions to Bidders
II. Technical Specifications

All correspondence and/or inquiries regarding this RFP should be requested in accordance with the enclosed Instructions to Bidders (Section I, Clause 10, Clarifications).

The Instructions to Bidders (henceforth ITB) shall not form part of the bid or of the consultancy. They are intended to aid bidders in the preparation of bids. For the purposes of interpretation of these ITB, unless otherwise stated, the number of days stated herein shall be consecutive calendar days.

Submission of bids should be completed in accordance with the enclosed instructions to Bidders (Section I, Clause 11, Submission of Bids).

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SECTION I – INSTRUCTIONS TO BIDDERS (ITB)

1. Introduction

1.1 RFP No. FEE-RFP-21-001 Baseline study dated March 10, 2021: Counterpart, acting on behalf of *Our bright Future!* is hereby soliciting bids for a consultant/firm that will carry out the baseline evaluation for the project as described in Section II of the ITB.

2. Eligible Source Countries for Goods and Services

2.1 A bidder will be considered ineligible if it has been suspended, debarred, or ineligible, as Indicated on (1) the "List of Parties Excluded from Federal Non-Procurement Programs" and/or (2) the "Consolidated Lists of Designated Nationals".

3. Preparation of Bids

3.1 Bidders are expected to examine the specifications and all instructions contained in this RFP. Failure to do so shall be at the Bidder's risk.

3.2 The Bid prepared by the Bidder and all correspondence related to the Bid and exchanged by the Bidder and Counterpart shall be in English.

4. Contents of Bid

4.1 Submitted bids are required to consist of the following documents:

Technical Proposal
The applicant shall submit a full technical proposal to Counterpart via an electronic submission with the following documents:

Company/Firm overview.
Description of any past work or knowledge of USDA programs
Proposed budget, schedule/work breakdown structure, deliverables

i) CVs of Proposed professional Staff

Lead evaluator qualifications

a. Resume/CV of the lead evaluator of the firm that demonstrates at least 5-7 years of solid experience in evaluating USG-funded program/project (preferably USDA-funded projects), especially in Sub-Saharan Africa. Prior experience working in Mozambique is a plus.
b. The lead evaluator should have a master's degree (PhD preferred) in social science (Education, Anthropology, Economics, Sociology), and excellent knowledge and experience in education program evaluation including school feeding programs.
c. The lead evaluator of the firm should demonstrate expertise and experience in the techniques, approaches and methodology related to the collection and analysis of quantitative and qualitative data: sampling techniques, focus groups, surveys, semi-structured interviews, crossing data, and content analysis. S/he shall also have professional experience in conducting sociological surveys in the field of international development, preferably in education, health, poverty, literacy and/or school feeding projects.

d. The lead evaluator should have excellent knowledge and experience in education program evaluation including administrating Early Grade Reading Assessment (EGRA) methodologies.

Associate consultant:

a. Resume/CV of the associate evaluator that demonstrates at least 5 years of solid experience MS in statistics, international development or any related background.
b. Experience and knowledge in the use of electronic data collection tools in evaluations.
c. Background in statistics and evaluation methods that use counterfactual and experimental/quasi-experimental approach with cohort analysis experience.
d. Experience in data processing, analysis and reporting.
e. Ability to hire experienced enumerators that are proficient in Portuguese and Changana.
f. **Fluency in Portuguese is required**. If the proposal is submitted by a consortium of partners, qualifications of each proposed partner should be presented.

ii) **Proposed methodology and structure of the evaluation, which will include:**
- Proposed sampling methodology
- Proposed evaluation design with a detailed description of tools to be used.
- Team composition and structure
- Quality control method and tools

iii) **Workplan, which will include:** Detailed timeline of activities – in days is required for each stage of the baseline evaluation. It is important to note that the baseline survey will not exceed three months from contract signature.

iv) **References:** The applicant is required to submit three references with email and telephone contact information related to past experiences of evaluation research.

Price Quote: An itemized budget in US dollars. The contract will be at a firm fixed price and should not exceed USD 190,000. All costs associated with logistics such as transportation should be included in the evaluator's budget.

5. Format and Signing of Bid

5.1 The Bidder shall prepare one bid in two parts (technical and price quote) with all the required sections of the proposal and shall be signed by a person duly authorized to bind the Bidder.

6. Price Quote

6.1 Bidders shall prepare a price quote in a Microsoft Excel document specifying the detailed cost breakdown and the total price of the services offered in response to this RFP. The Bid shall clearly indicate that the prices shall be for the services of technical specifications described in Section II.

6.2 The Bidder shall indicate the unit price in USD for each service, the description, the quantity, and the total cost in USD of the Bid. If there is any discrepancy between the unit price and the total amount, the unit price shall be considered as correct and the total amount adjusted accordingly. It shall be assumed that the Bidder is not bidding on any item for which a unit price or total amount is not indicated.

7. Statement of Qualifications

7.1 The Bidder shall include in its bid evidence its technical qualifications and ability to perform if the bid is accepted. This shall consist of references to successful prior projects of a similar nature. These references should include contact names, e-mail addresses, and telephone numbers of persons who can be contacted regarding the Bidder's prior performance.

8. Bid Validity Period

8.1 Bids shall remain valid for **ninety (90) days** after the offer deadline. A bid valid for a shorter period shall be rejected as non-responsive.

9. Deadline and Late Bids

9.1 It is the Bidder's sole responsibility to ensure that bids are received by Counterpart on or before the offer deadline of **March 24, 2021 at 17:00 EST** Only electronic submissions will be accepted. Faxed bids will not be accepted.

9.2 A Bid received after the deadline for submission of bids shall be rejected. Bidders will be held responsible for ensuring that their bids are received in accordance with the instructions stated herein and a late bid will not be considered even though it became late as a result of circumstances beyond the Bidder's control. A late bid will be considered only if the sole cause was attributable to Counterpart, its employees or agents.

10. Clarification of Bidding Documents

10.1 All questions pertaining to this RFP must be submitted by **March 17, 2021 at 17:00 EST** O. Questions may be submitted, in written form, to: procurement.mzMGD@counterpart.org Questions will be answered three (3) business days after the Q&A period closes via email.

11. Submission of Bids

11.1 Only electronic submissions will be accepted. All bids with technical and price schedule must be received by **March 24, 2021** to procurement.mzMGD@counterpart.org
Please submit as a Word document and/or PDF and include in the subject line "Mozambique McGovern-Dole Baseline Evaluation."
The technical proposal (in Word document of PDF) should not exceed 30 pages excluding relevant attachments.

11.2 Ensuring successful transmission and receipt of the bids is the responsibility of the Bidder. It is recommended that no e-mail exceeds the size of 10 MB, inclusive of attachments.

12. Amendment of Bidding Documents

12.1 Counterpart may at its discretion, for any reason, whether at its own initiative or in response to a clarification by a Bidder, modify bidding documents by amendment. All prospective Bidders that have received bidding documents will be notified of the amendment by e-mail and such amendments will be binding on them.

13. Modification of Bids

13.1 Any Bidder has the right to withdraw, modify, or correct its bid after it has been delivered to Counterpart, provided the request for such withdrawal, modification, or correction is received by Counterpart by the deadline above. Counterpart may ask any Bidder for a clarification of its bid; nevertheless, no Bidder will be permitted to alter its Bid Price or make any other material modification after the deadline unless the RFP has been amended or the deadline extended.

14. Criteria for Award and Evaluation

14.1 Subject to Clause 15, Counterpart will award the consulting position to that Bidder whose proposal is deemed acceptable and which offers the best value based upon the evaluation criteria in Section II – Technical Specifications – Evaluation Criteria. For a bid to be deemed acceptable, it must comply with all the terms and conditions of the RFP without material modification. In addition, the successful bidder must have the technical expertise, management capability, workload capacity, and financial resources to perform the work. Counterpart may, at its option, reject all bids.

15. Counterpart's Right to Accept Any Bid and to Reject Any or All Bids

15.1 Counterpart will reject any bid that is nonresponsive. Furthermore, Counterpart reserves the right to waive any minor informalities in the bids received if it appears in Counterpart's best interests to do so, to reject the bid of any bidder if, in Counterpart's judgment, the bidder is not fully qualified to provide the services as specified in this RFP or to reject all bids.

16. Notification of Award

16.1 Before the expiration of the period of bid validity, Counterpart will notify the successful Bidder in writing that its bid has been accepted.

16.2 Upon the successful Bidder acknowledging receipt of the Notification of Award, Counterpart will promptly notify each unsuccessful Bidder that their bids were rejected. If after notification of award, a Bidder wishes to ascertain the grounds on which its bid was not selected, it should address its request to Counterpart in writing.

SECTION II – TECHNICAL SPECIFICATIONS

1. Background

Counterpart is seeking a qualified consultant/firm to conduct the baseline study for the newly funded Mozambique McGovern-Dole program named *The Future is Ours!* This five-year program (2020 – 2025) will assist the Government of Mozambique to reduce hunger, improve health, and strengthen the primary education system. Implemented in Brakna and Gorgol regions of Mozambique, the program will serve 93,000 students in 203 schools through integrated activities aligned with national education and health policies. The baseline study will be performed between March to July 2021 and will identify threats to project implementation, validate project design assumptions, and establish baseline values for indicators, as well as recommendations on indicators for the evaluations that will follow.

USDA requests that baseline information be collected by the project within 6 (six) months of project award date, in order to set accurate and realistic targets and to enable the project to monitor progress and performance throughout the project. Counterpart expects this baseline study to be fully integrated in the body of information that the project will use for performance monitoring and evaluation, and for learning.

These services will be implemented between March and July 2021 **with completion of data collection before May 20, 2021.**

2. Roles and Responsibilities

Develop a rigorous evaluation design given rules of implementation and feasibility of options: Using the project-level results framework as the foundation, independent evaluators must assess the program design and implementation to develop the most rigorous evaluation design feasible given the context. The consultant is responsible for developing an inception report, in consultation with Counterpart and USDA, which summarizes the evaluation design, sampling, analysis plan, and other critical design elements of the evaluation.

Support Counterpart and USDA to build buy-in and ownership of evaluation: The consultant will meet with Ministry of Education and local stakeholders to develop the evaluation design based on program design and implementation. When possible, the consultant will work with Counterpart and other local partners to advise on a program implementation roll-out plan that enables a rigorous evaluation design. In addition, the consultant will continuously present the evaluation objectives, materials, and results for Counterpart and local stakeholders to maintain commitment to the evaluation.

Develop evaluation materials that are held to international standards: Using the project-level results framework and Performance Monitoring Plan as a foundation, the independent evaluators define how key outcomes will be measured and develop the survey instruments or other data collection tools in order to answer critical evaluation questions.

Ensure appropriate review of evaluation materials and research protocols: Independent evaluators are responsible for ensuring all evaluation materials, including the evaluation design, survey instruments, sampling strategy, data collection and entry protocols are appropriately reviewed. The independent evaluators will document all approvals and informed consent procedures throughout the evaluation time period.

Manage and supervise all data collection: The independent evaluator is responsible for all data collection work.

Lead data cleaning, analysis, interpretation of results: The consultant is responsible for leading any necessary data cleaning and consultation with the data collection firm to produce final analysis files. The consultant is responsible for leading all analysis in line with the agreed analysis plan developed with Counterpart, and consulting with Counterpart should the analysis plan need to be revised or adapted.

Produce evaluation reports: The consultant is responsible for sharing initial evaluation reports with local stakeholders and Counterpart for review and feedback. The consultant is responsible for documenting all feedback and responses.

3. Goal of the Evaluation

The baseline study will produce quantitative data used to compare progress on the midterm and final evaluations. It will also produce qualitative data that will themselves be used for comparison but also to help guide program strategy and implementation. Counterpart expects the baseline study to provide information on contextual factors that may slow or accelerate the changes that the program expects to make. This information should enable project staff to validate the design of the project and, if needed, recalibrate its interventions. The contextual factors should focus on, among others, governance at the school, community, and national levels, perceived nutritional and health needs of the beneficiaries, as well as school management committees' needs in capacity building.

The potential for "graduation" of the school feeding program should also be a focus of the baseline study. The evaluation should also pay close attention to gender and social inclusion dynamics to ensure that considerations related to gender and social inclusion are factored into future programming. The results of this baseline evaluation should be curated for feedback to project stakeholder groups including beneficiaries.

During the baseline, the Consultant will support the revision of the theory of change (ToC) to reflect each strategic objective A graphic representation of the ToC will be made to facilitate a better understanding, and the consultant will also prepare a matrix of evaluation questions based on the ToC.

4. Dissemination

The baseline report will be shared with stakeholders including USDA, Ministries such as Ministry of Education, community-based Parent Teacher Associations (PTA), school and community leaders (teachers, mayors, etc.). Per the USDA Monitoring and Evaluation policy, the baseline evaluation report will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources:

https://www.section508.gov/create/documents
https://www.section508.gov/create/pdfs

5. Program Overview

Counterpart International, Inc. (Counterpart) will, over a period of approximately five years, use the donated commodities and any funds provided by FAS to implement a school feeding project in Mozambique focused on achieving the following objectives:

- Improve student attendance rates by providing nutritious daily school meals to students, improving school infrastructure, and increasing parent and community engagement to support schools and student learning.
- Improve school and community health and dietary practices by increasing the knowledge of students and their families on improved nutrition, health, and Water, Sanitation, and Hygiene
- (WASH) practices, and providing access to clean water, sanitation facilities and deworming medications.
- Improve literacy of school-aged children and the quality of education by increasing teacher capacity through professional development, providing quality instruction and learning materials to students, and strengthening the linkages between local and national-level decision makers.
- Increase the capacity of the national school feeding program—Projecto de Alimentação Escolar (PRONAE)—to locally procure commodities and provide oversight of a diversified food basket in school feeding programs.

Program Results and Activities

Counterpart will carry out seventeen activities under this agreement in approximately 203 schools in Magude, Manhiça, Moamba, and Matutuine districts in the Maputo province. Counterpart will work with MINEDH to finalize the list of target schools. Within this list, Counterpart will identify and focus on the highest performing schools that have demonstrated capacity and engagement to transition to a sustainable school canteen.

Building and Rehabilitation of Wells and Water Stations

Counterpart will build new water points and rehabilitate existing water sources at target primary schools based on a needs assessment of targeted McGovern-Dole schools. Counterpart will work with the Ministry of Education (*Ministério da Educação e Desenvolvimento Humano* (MINEDH)), PRONAE, local water authorities, and the Rural Water Supply and Sanitation Programme (PRONASAR) to select the final sites. Counterpart will work with district water authorities (Direcção Nacional de Águas) to ensure technical compliance to water safety standards and proper local government oversight. Counterpart will work with school councils and community health committees to minimize contamination, formulate maintenance plans, and identify possible funding sources for repair costs.

Capacity Building: Local, Provincial, and National Level

Counterpart, through Centro de Aprendizagem e Capacitação da Sociedade Civil's (CESC) and Creative Associates, will promote the engagement of target communities with schools to improve public service delivery in primary education by using a participatory approach, multi-stakeholder dialogues and community score cards. Counterpart, through CESC, will facilitate dialogue through regular town hall meetings and other multi-stakeholder discussions in order to identify challenges within target school communities to formulate and implement solutions, and monitor action for improving their schools. Issues such as low student performance, teacher absenteeism, lack of safe drinking water, among others, will be addressed. CESC's Uluvula Communications Platform, an anonymous citizen reporting system to monitor public service delivery, will be set up to collect feedback from communities on school management and other public services.

At the Provincial and District level, Counterpart will improve data collection and usage by building on existing MINEDH/*Serviço Distrital de Educação, Juventude e Tecnologia* (SDEJT) and PRONAE processes. Counterpart will train and assist SDEJT to institutionalize and increase the usage of the Local Education Monitoring Approach (LEMA) tool for district-level data collection. Data will be shared on the provincial and national levels to improve implementation of the national bilingual strategy. Counterpart will work with PRONAE to identify types of school feeding data to

be collected for informed decision making at the national level. Counterpart will explore and create opportunities for private sector engagement in school feeding in various possible formats and roles. Counterpart will work with Creative Associates and CESC to better utilize and improve the education and school feeding components of the LEMA data collection tool.

At the national level, Counterpart, through Creative Associates, will facilitate and contribute to the policy dialogue involving local stakeholders and international organizations to support passage of a National School Feeding Law. Counterpart will also continue the policy dialogue with MINEDH to address structural issues with teachers' professional development and establish standards for student and teacher performance.

Commodity Management Training
Counterpart will train school canteen committees (SCC) and cooks on proper commodity management at the school level, the preparation and serving of school meals, and safe food storage. Counterpart will tailor training modules for all school canteen committee roles and responsibilities to the Mozambique context. Training modules will include warehouse management and food storage, food preparation and food serving, commodity handling and security. Counterpart will seek input from World Vision and apply any lessons learned from their McGovern-Dole projects in Nampula (FFE-656-2015-011-00-and FFE-656-2019-018-00) around commodity management, food preparation and storage, and maintaining materials. Counterpart will carry out a participatory assessment with all school canteen committee members and school council members to identity strengths and gaps and will tailor training to resolve any issues that are identified. At the beginning of the project, Counterpart will take an inventory of eating utensils and materials to ensure an adequate supply. Counterpart will identify and implement a solution to ensure an adequate stock of utensils and materials are maintained at the school-level.

To ensure commodities are secured, Counterpart will ensure that the school canteen committee at each school maintains a school warehouse ledger that will note all movements of commodity (receipts and daily dispatches) and be signed by at least two people. Commodity amounts will be released from the school warehouse to the school cook by the warehouse keeper based on daily attendance and in accordance with specified rations. Counterpart will provide a laminated ration release card will be provided at each school to assist with these calculations. Counterpart will enforce a zero-tolerance policy on theft, misuse, or loss of commodities.

Promote Literacy and Support Libraries
Counterpart will build on Creative Associates and Associação Progresso's (Progresso) existing models for community outreach to increase opportunities for parents to support their child's education, mainly focusing on oral and reading literacy. Counterpart will provide visual aid kits for parents and children to facilitate early language acquisition of preschool-aged children, and to increase parental involvement in Early Grade Reading activities. Counterpart will train field agents to demonstrate and promote the use of the kits in pilot communities, as part of the Learning Agenda. Counterpart will use community radio and mobile broadcasting at schools to implement a Story Hour, using Mozambican folk tales and other SDEJT-approved texts to support oral and reading literacy. Counterpart will hold district-wide contests to unleash local actors' creativity and know-how to develop simple, low-cost tools and approaches to facilitate parental engagement in school communities. Counterpart will work with schools to invite parents to tour classrooms and libraries to see students' work and the library. Counterpart will improve existing libraries, add books, encourage student usage, and establish maintenance and replacement plans for the libraries with the school council.

Establish and Support Community Gardens and Farms
Counterpart will work with selected school communities, including local authorities who oversee land tenancy and allocate land, to establish a community garden or farm linked to the school. These

gardens and farms will improve student and family nutrition by contributing to meal diversity and providing a student learning tool for nutrition-smart agriculture. Where there are school gardens or farms already present, Counterpart will identify strengths and address weaknesses, including low production and weak community participation. Counterpart will use gardens and farms as demonstration plots for improved seeds and production and processing techniques, as well as a hands-on teaching tool for students on nutrition and dietary habits. Counterpart will provide families with improved seed packets to plant in their own fields as an incentive for participation. Counterpart will work with USAID's Feed the Future Smallholder Effective Extension Drive Success (SEEDS) project partners and vendors to supply seeds and fertilizer for this program. Counterpart will work with extension agents from the Sistema Nacional de Extensão (SISNE) to provide hands-on support for school farms and family farmers about improved agricultural practices. Counterpart will carry out an annual participatory assessment to ensure that this activity is meeting the needs and expectations of stakeholders.

Extra-Curricular Activities and Promoting Student Recognition
Counterpart, through Progresso, will establish and strengthen school-based reading clubs to increase attendance and encourage students to have fun while learning and reading. Counterpart will work with schools to strengthen reading clubs that have low attendance and participation rates. Using a participatory stakeholder assessment, Counterpart will help schools to identify methods to increase participation in the clubs and will work with volunteer club leaders and the school council to identify and make improvements. Counterpart will establish school-based girls clubs that are safe environments for girls to discuss topics such as gender norms, school issues, and learn good health practices. Counterpart will train female volunteers to facilitate girls' clubs, how to address gender issues, school issues and challenges, and where girl-focused health information can be shared. Counterpart will work with SDEJT authorities to hold sub-district-level and district-level reading and writing competitions to encourage reading and writing practices outside of the classroom. Counterpart, through Progresso, will hold student recognition events and facilitate female volunteers' engagement in becoming club leaders on this activity. Counterpart will also organize public recognition events for the volunteers and club leaders to incentivize their continuous engagement.

Good Health and Nutrition
Counterpart will improve good health and nutrition through a multi-faceted activity that will: (1) Improve students' knowledge of and change behaviors around nutrition and WASH; (2) Improve the dietary diversity of pregnant and lactating women (PLW) and their children under five and incentivize nutrition-related behavior change to reduce malnutrition; and (3) Improve student health through deworming medication to eliminate helminth infections.

Counterpart will identify the 100 school communities with the highest indicators for malnutrition. Counterpart will train *Ministério da Saúde's* (MISAU) Community Health Workers—the Activistas Comunitários de Saúde (ACS)—in each target community how to promote improved good health and nutrition practices. Counterpart will work with the district-level nutritionist, WASH experts and educational experts to develop the curriculum for this Training of Trainers (ToT) approach. Once trained, Counterpart will organize regular feedback and learning sessions with community health workers to help them improve their performance. Counterpart will use day-long nutrition, WASH, and health themed fairs small group sessions using games and simple pedagogic tools to improve student uptake. Trained ACSs will be involved in all fairs, discussions, and other activities to pass their knowledge and skills to the parents and teacher.

Counterpart will organize annual Health, Nutrition, and WASH Fairs in each target school on a school day in years 2, 3, and 4 of the project. Counterpart will work with the ACS in 100 schools to hold monthly cooking demonstrations and nutrition and hygiene discussions at the school with pregnant and lactating women with children under five. Counterpart will create and distribute a simple culturally appropriate picture-based recipe booklet that the mothers can take home.

Counterpart will work through existing MISAU/Provincial Health Directorates (DPS) protocols to provide annual deworming medication for all primary school students in the target region. The annual Health, Nutrition, and WASH Fairs will be organized to coincide with deworming campaigns. Counterpart will facilitate the DPS deworming campaigns. Counterpart will engage Sesame Workshop to adapt their global nutrition, health, Water, Sanitation, and Hygiene, and COVID-19 prevention campaign to the Mozambican context. To communicate this information, Counterpart will identify the most effective messaging, develop strong and culturally influential communication, and broadcast the information on community radio, school events, and all nutrition, health, and Water, Sanitation, and Hygiene related activities.

Local and Regional Procurement Capacity Building
Counterpart will work with PRONAE to improve procurement processes for locally and regionally procured commodities to be used in the Mozambique school feeding model and meet the rigorous oversight standards required by both FAS and Counterpart. Counterpart will conduct a market survey to identify reliable suppliers with the capacity to accommodate large quantities of diverse, nutritionally-sound and culturally appropriate commodities needed for school feeding. The market survey will also review market linkages to project schools in target regions and seasonality of commodities.

Counterpart will work with PRONAE to finalize the selection of procured commodities to be used in school feeding using the market analysis results.

Counterpart will begin local food procurement in project year 2 and procured commodities will be subject to random quality checks and testing by qualified/certified authorities to ensure that they meet the nutritional, quality, labeling, and food safety standards laid out in Section 6(c) of Attachment A. Counterpart will support continued linkages between school councils, PRONAE, and local producer organizations. Counterpart will work with PRONAE to develop a detailed procurement manual which describes the entire procurement process.

Production and Distribution of Books, Supplementary Reading Materials, and other Teaching Materials
Counterpart, in collaboration with Progresso and Creative Associates, will provide textbooks, teachers' guides, big books, decodable books, and reading books in all project schools. Counterpart will coordinate with SDEJT (the *Ministra da Educação e Desenvolvimento Humano* district authorities) to inventory existing materials at project schools, including those developed in local languages. Based on the results of the inventory, Counterpart will identify if there is a need to develop textbooks, workbooks, and teaching guides. If the need is only to fill gaps for textbooks, workbooks, and teaching guides, Counterpart will focus on producing supplementary reading materials to build libraries. Where Counterpart identifies a need to develop new textbooks, workbooks, and teaching guides, Counterpart will develop these materials in local languages drawing on best practices from McGovern-Dole project (FFE-656-2015/009-00). Counterpart will work with school councils and teachers to maintain new and existing materials. At the national level, Counterpart will work with MINEDH to find a sustainable solution to supply materials, such as partnering with the World Bank. Counterpart will explore opportunities to deliver reading materials digitally and remotely.

Promote Teacher Attendance and Recognizing Excellence
Counterpart will establish a process to recognize high attendance and high-performing teachers within the four target districts. Counterpart will raise awareness about the need and benefits of decreased teacher absenteeism, and then work with school stakeholders to transparently put in place a mechanism to collect, report, and share teacher attendance data in a sensitive manner. Counterpart will recognize the teachers with the highest attendance record and the schools where they work

through recognition activities. Counterpart will lead this activity with sub-recipient Progresso contributing support to organizing recognition events, developing effective teacher monitoring tools, and conducting awareness campaigns.

Provide School Meals
Counterpart will provide school meals to target schools in Magude, Manhiça, Moamba, and Matutuine districts. School meals will consist of a nutritious mid-morning or midday school meal five days a week. Each student will receive one hot, cooked meal per school day, which will consist of 110 grams (g) of fortified rice or 110g of cornmeal, 50g of yellow split peas or 30g of cowpeas, 10g of vegetable oil, and 15g of vegetables. When prepared as a hot, cooked meal, the meal ration will provide 619.3 Kcal, 31 percent of a five to ten-year-old child's recommended daily caloric intake.

Rations will be rotated to provide variety and to increase the students' satisfaction with school meals. Meals will be a mixture of U.S. donated and locally and regionally procured commodities. Counterpart will assess the commodity management system annually to identify any room for improvement by introducing checks and balances through an internal control system. Counterpart will give school canteen committees refresher trainings in food preparation and storage, and warehouse management. Counterpart will distribute the PRONAE school feeding manual, a laminated card for ration portions, weekly menus, and recipes to each school. The meals will be cooked by trained parents registered as volunteer cooks with the schools.

Raising the Awareness of Education and Retention Campaigns
Counterpart will increase parent and student engagement around quality education, reduce student absenteeism, and maintain female primary school attendance by creating a profile of parental beliefs and behaviors around education. Counterpart will use these profiles to design an information, education, and communication (IEC) campaign. This IEC will seek to raise awareness and promote specific measures that parents can utilize to support in-school education programming for their children. Counterpart will hold community fora, including theatre, to create dialogue and raise awareness about the value of education.

The IEC campaign will market the benefits of bilingual education and the value of school canteens and how they foster better student performance. The messaging will encourage parents to get involved in school feeding, either as a volunteer cook, or in the school farm or garden, or by donating food items. With assistance from IEC/behavior change specialists, Counterpart will design campaign content to be used across multiple mediums, including radio campaigns in rural and urban communities and organized events. Counterpart will target women's participation in community discussions, use female role models, and support female leadership, while also appropriately addressing gender bias as part of the IEC content.

Rehabilitation of Kitchens, Latrines, and Storerooms
Counterpart will rehabilitate structures (kitchens, latrines, and storerooms) in schools, depending on need. Counterpart will perform a rapid needs assessment at the beginning of the project to identify those schools with kitchens, latrines, or storerooms in need of improvement, knowing that some might need repairs of multiple structures. Counterpart will finalize site selection, in collaboration with PRONAE, based on need and a preference for school communities that are highly motivated.

For all three types of rehabilitation (kitchens, latrines, and storerooms), Counterpart will assist the school councils to obtain parental contributions in the form of labor or local materials and identify local artisans to carry out the repair work. Counterpart will work with school councils to create a monitoring plan and internal protocols to keep latrines, kitchens, and storerooms clean, formulate maintenance plans, and identify solutions to cover future repair and replacement costs.

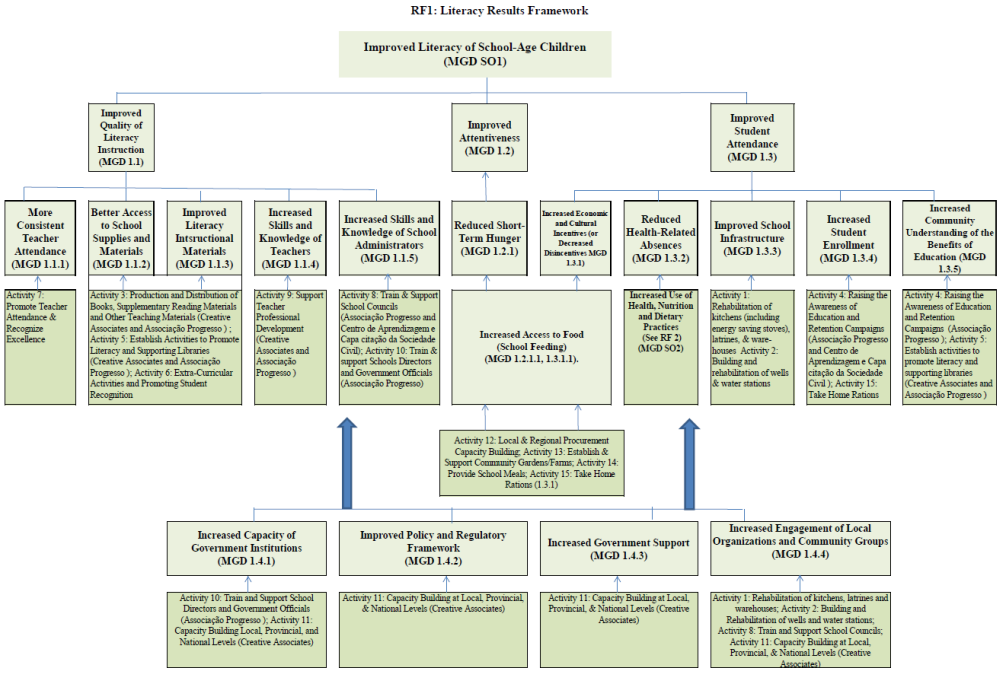
Support Teacher Professional Development
Counterpart, through Creative Associates, will build on MINEDH's teacher training process and previous teacher trainings to strengthen the ability of teachers to effectively teach bilingual early grade reading. Counterpart will work with *Direcções Provinciais da Educação e Desenvolvimento Humano* (DPEDH) to integrate teacher training and professional development activities into their operations. Using a ToT approach, Counterpart will train head teachers (HT), who will then train all the teachers in his/her sub-district level (*Zonas de Influência Pedagógica* (ZIP)). Counterpart will bring teachers together twice a year at the ZIP-level for a professional exchange, learning, and development seminar. Counterpart will increase mentoring and coaching opportunities for teachers from peers, HTs, school directors, district supervisors, and literacy coaches. Counterpart will facilitate peer-to-peer learning by bringing teachers together through virtual monthly professional circles and promoting the use of digital and social media to share information. Counterpart will tailor a training module for literacy coaches that will capture the pedagogical approach to coaching so coaching can be incrementally improved as best practices are identified and incorporated into the training. All the training modules used in this activity will become part of the model for MINEDH to scale up bilingual teaching.

Take Home Rations
Counterpart will use take home rations (THR) to incentivize girls in the 5th and 6th grades to complete primary school and to address maternal and child nutrition (MCN) deficiencies. For girl students, Counterpart will distribute once a quarter 9 kilograms (kg) of fortified rice to female students in the 5th and 6th grade who maintain 90 percent rates of attendance on a quarterly basis. Counterpart will train teachers to monitor girls' school attendance cards and schools will be required to provide administrative data on school attendance. Food ration cards will be cross-checked with the school attendance cards and will be audited by Counterpart on a monthly basis. Counterpart will encourage pregnant and lactating women and women with children under five to attend monthly cooking demonstrations and discussions covering nutrition and hygiene. After completion of participation in demonstrations, mothers will receive a total THR of 9 kg of fortified rice. All THRs will be stored securely at each school and distributed with appropriate distribution oversight.

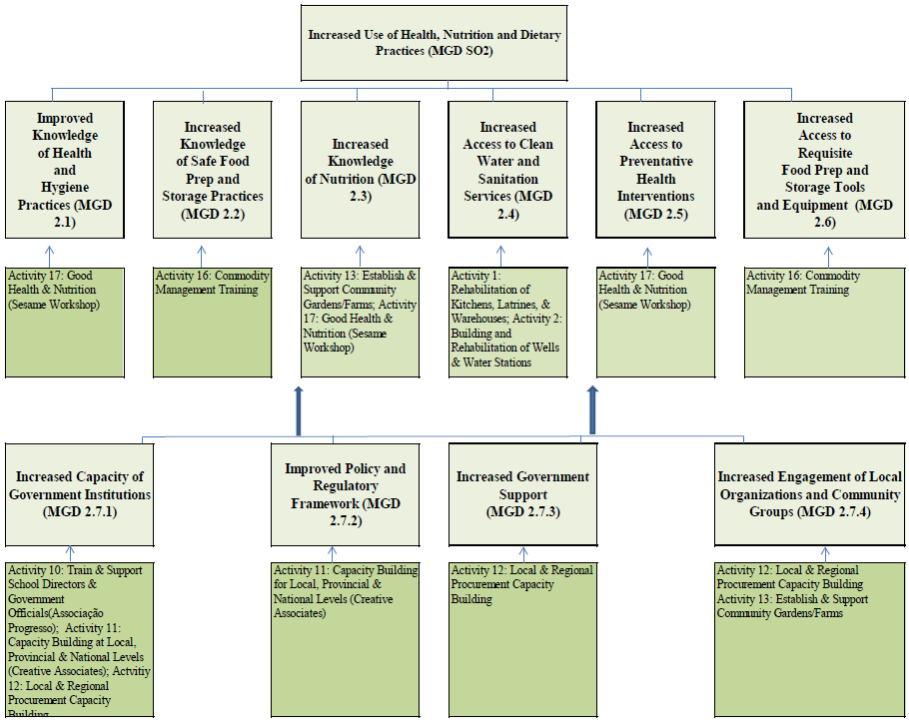
Train and Support Schools Directors and Government Officials
Counterpart will build on the previous McGovern-Dole project (FFE-656-2015/009-00) to strengthen the capacity of school directors and district authorities. Early in the project, Counterpart will carry out a participatory needs assessment of school directors in order to design a training workshop to build on strengths and address weaknesses. Counterpart will organize professional development exchanges at the provincial level for the school directors in project year 3. Counterpart will recognize high performing school directors and their schools at these exchange meetings, based on a set of criteria that will be determined in collaboration with SDEJT and based on the expected training outcomes. Counterpart will produce short and simple peer-to-peer learning videos for school directors. Counterpart will also promote high performers as role models on social media and at professional events, and facilitate virtual discussions and information sharing. Counterpart will work with district authorities to identify and address skills gaps and determine solutions to logistical challenges of supervision visits. Counterpart will also explore the current reporting mechanisms between schools and SDEJT in Maputo province to see how they can be improved.

Train and Support School Councils (SC)
Counterpart, through CESC, will provide hands on guidance and training to strengthen school councils to become crucial actors in school governance and an effective channel for community participation in schools. Counterpart will conduct a participatory needs assessment to identify school councils' strengths and weaknesses. Information from this assessment will be used to tailor a training workshop for the members of the School Councils to be delivered in the first year of the Program. Counterpart will organize an annual professional development exchange event at the

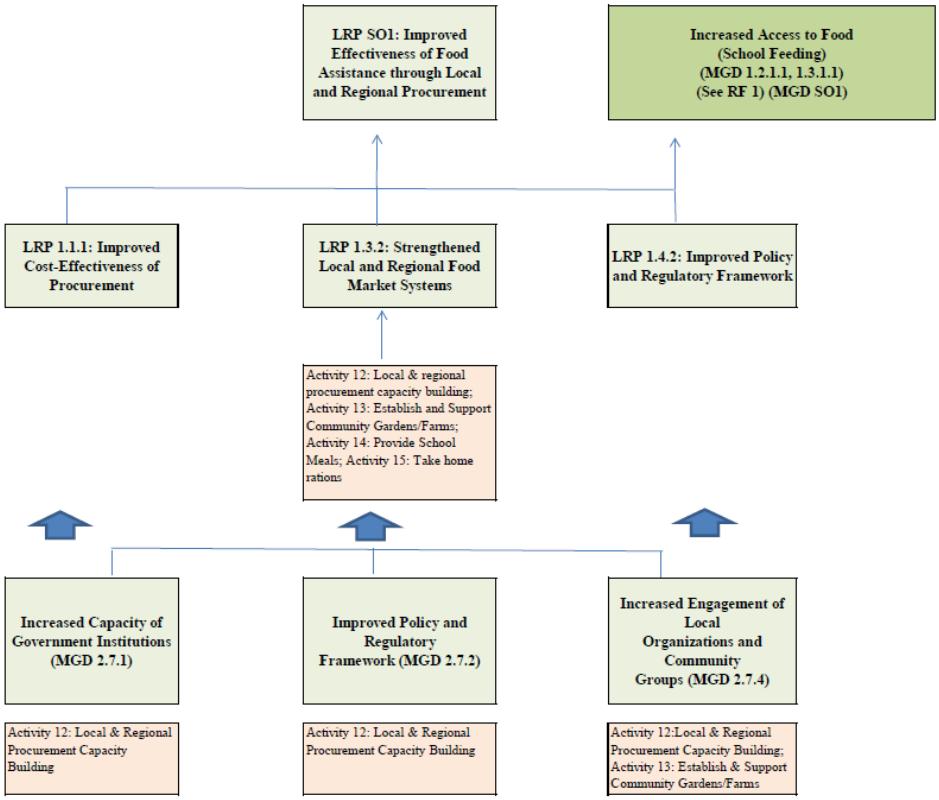
district level bringing up to two members from each school council to share experiences and best practices and address common issues. In conjunction with this professional development activity, Counterpart will ensure that school councils are involved in many other project activities, including mobilizing the community, assisting school management in infrastructure maintenance, and school canteen outreach. To fulfill its management role, Counterpart will provide school councils a small grant for a school improvement plan that will include improvements to the school with the objective of improving students' literacy. Counterpart will approve these school improvement plans, and grants will be provided on a competitive basis. Grants will be awarded in full compliance with Counterpart's small grants policies and procedures. School councils will work with teachers, students, and parents, to develop a school improvement plan to improve student learning; plans will provide school councils an opportunity to apply their learnings from training workshops. Using a tool that Counterpart will co-create with PRONAE district authorities, each school council will formulate a sustainability plan that is to be approved by the school community. Over project years 3, 4, and 5, the school council will lead the implementation and monitoring of the plan with the goal to learn and adjust as needed.



RF2: Increased Use of Health and Dietary Practices Framework



RF3: Local and Regional Procurement Framework



6. Terms of Reference (TOR)

The awarded firm will work under the supervision of Counterpart International's Program Team based in Mozambique and Washington D.C area. The geographical focus of the program is four target districts: Maputo Mozambique Magude, Manhiça, Moamba, and Matutuine. The firm is responsible for the quality of the data collection, data cleaning, analysis and translation of findings into an accurate and high-quality report.

The objective of the baseline evaluation is to assess the relevance, efficiency, effectiveness and potential sustainability of *Our Bright Future* project and formulate recommendations as an input to upcoming discussions on how project implementation may be adjusted and improved: The specific evaluation questions are:

Relevance and Coherence:	• Is the program relevant to the achievements of the USDA's Foreign Agricultural Service strategy, policy, and plan, in particular the McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole), the Food for Progress, and the Local and Regional Food Aid Procurement Programs? • Is the program relevant to the felt needs of the beneficiaries? • How well does the program complement and fit with other ongoing nutrition and literacy programs and projects in the country? • Is the program designed to be fixed over time? For example, activities will not change, and the outputs and outcomes are unlikely to change over the life of the project. • Is the program designed to be flexible? For example, the overall strategy, components, or specific activities may be adjusted over time due to changing environment and response of target populations.
Effectiveness:	• To what extend is the COVID-19 Pandemic may influence program's results and effectiveness and how the program may address this influence? • What can be the main contributing and challenging factors towards program's success in attaining its targets? • Is there a clear understanding of roles and responsibilities by all parties involved into implementation and monitoring? • Are there relevant monitoring & evaluation strategies in place?
Efficiency	• How efficient is the planned allocation of resources (human resources, time, expertise, funds etc.) to provide the necessary support and to achieve the broader program objectives?
Impact:	• To what extent the project design is anticipated to have a positive impact on the lives of the project beneficiaries?
Sustainability:	• Identify and discuss gaps in the sustainability strategy and how the stakeholders, including other donors' program support, could address these, taking into consideration potential changes in the country due to the COVID 19 pandemic

To successfully complete the baseline study, the awarded firm must complete the following tasks:

- Operationalize and refine the research questions and indicators. Of special interest is the effectiveness of teacher trainings, as well as the research questions on sustainability that will be assessed in terms of government support and capacity.
- Conduct a survey to collect high quality data from treatment schools to provide baseline values for the research questions and for program indicators. Data quality is to be ensured through

data logic consistency checks and validation rules, as well as ongoing monitoring of data collected during the survey. Key aspects of fieldwork include the following tasks:
    - Selecting a sample methodology
    - Operationalizing research questions for measurement
- Produce a baseline report containing a) descriptive statistics of baseline values including, where appropriate, disaggregated by gender, department, and grade, b) In addition to the descriptive statistics, the report will include recommendations on methodology for implementing subsequent evaluations.

The firm will also provide Counterpart with all data sets in both original and final (cleaned) version used for analysis. The firm will also provide all tools used as well as a survey manual that will inform survey implementation for subsequent evaluations.

Do No Harm
Counterpart International works on the assumption that ethics comes before evidence, in line with the principles of 'Do No Harm': ensuring that any kind of intervention does not inadvertently or in any way do harm or worsen the situation. It is essential that any interaction and work carried out as part of this evaluation do not in any way negatively impact the individuals or communities involved. It is critical that during data collection the psychological impact of the research on participants is considered, as well as their physical security.

7. Research Questions

The following research questions will be answered cumulatively by the midterm and final evaluations. The baseline study therefore must assess the baseline status of these questions. The awardee will be responsible for operationalizing these research questions so that they can be consistently and accurately measured in subsequent evaluations. The operationalization of the research questions will be informed by review of similar evaluations and research, including other MGD evaluations.

School feeding and nutrition
- How do educational outcomes linked to school meal interventions among preschool children compare with the impacts among primary school aged children?
- What are the most effective pedagogical approaches to teaching nutrition through school meal programs and to what age group?

Education and Literacy
- How effective are reading-oriented extra-curricular activities in improving literacy?
- How effective are teacher trainings?

Health and Maternal & Child Health (MCH)
- What is the effect of deworming medicine on student attendance?
- What is the effect of latrine and water access on student attendance, especially for girls?
- Is there behavioral change in handwashing for students?
- How do WASH programs impact learning and literacy outcomes?

Methodological
- How reliable is school and government-collected attendance and enrollment data? How can the accuracy be improved?

School Feeding Sustainability
- What is the government capacity to manage school feeding at regional and national levels?
- What commitment has the government shown regarding school feeding? (e.g., do they have a

data logic consistency checks and validation rules, as well as ongoing monitoring of data collected during the survey. Key aspects of fieldwork include the following tasks:
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    - Operationalizing research questions for measurement
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- What is the government capacity to manage school feeding at regional and national levels?
- What commitment has the government shown regarding school feeding? (e.g., do they have a

school feeding policy, clearly defined roles for managing school feeding, plans to expand school feeding budget)?

Table 1: MGD Indicators that Require Baseline Values

Results	Indicator	Indicator #
Increased Use of Health, Nutrition and Dietary Practices (MGD SO2); Increased Access to Clean Water and Sanitation Services (MGD 2.4); Increased Engagement of Local Organizations and Community Groups (MGD 2.7.4); Improved School Infrastructure	Number of educational facilities (i.e., school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	MGD 8
Increased Use of Health, Nutrition and Dietary Practices (MGD SO2); Increased Access to Clean Water and Sanitation Services (MGD 2.4); Increased Engagement of Local Organizations and Community Groups (MGD 2.7.4); Improved School Infrastructure	Number of schools using an improved water source	MGD 27
Increased Use of Health, Nutrition and Dietary Practices (MGD SO2); Increased Access to Clean Water and Sanitation Services (MGD 2.4); Increased Engagement of Local Organizations and Community Groups (MGD 2.7.4); Improved School Infrastructure	Number of schools with improved sanitary facilities	MGD 28
Improved Literacy of School-Age Children (MGD SO1); Improved Student Attendance (MGD 1.3); Increased Students Enrollment (MGD 1.3.4); Increased Community Understanding of the Benefits of Education (MGD 1.3.5)	Number of individuals benefiting indirectly from USDA-funded interventions	MGD 31
Improved Literacy of School-Age Children (MGD SO1); Improved Quality of Literacy Instruction (MGD 1.1); Better Access to School Supplies and Materials (MGD 1.1.2); Improved Literacy Instructional Materials (MGD 1.1.3); Increased Community Understanding of the Benefits of Education (MGD 1.3.5)	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	MGD 1
Improved Literacy of School-Age Children (MGD SO1); Improved Quality of Literacy Instruction (MGD 1.1); Better Access to School Supplies and Materials (MGD 1.1.2); Improved Literacy Instructional Materials (MGD 1.1.3)	Number of primary-school children who participate in extra literacy-related activities	Custom
Improved Literacy of School-Age Children (MGD SO1); Improved Quality of Literacy Instruction (MGD 1.1.); More Consistent Teacher Attendance (MGD 1.1.1.)	Percentage of teachers in schools supported by USDA assistance that attend more than 90% of school days	Custom

Improved Literacy of School-Age Children (MGD SO1); Improved Quality of Literacy Instruction (MGD 1.1); Increased Skills and Knowledge of Teachers (MGD 1.1.4)	Number of teachers in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	MGD 4
	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	MGD 5
Improved Effectiveness of Food Assistance through Local and Regional Procurement (LRP SO1); Increased Capacity of Government Institutions (MGD 1.4.1, 2.7.1); Increased Government Support (MGD 2.7.3); Increased Access to Food (School Feeding) (MGD 1.2.1.1, 1.3.1.1); Improved Cost-Effectiveness of Procurement (LRP 1.1.1); Strengthened Local and Regional Food Market System (LRP 1.3.2); Improved Policy and Regulatory Framework (LRP 1.4.2)	Number of individuals participating in USDA food security programs that include LRP component	LRP 1
	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	LRP 5
	Number of schools reached with LRP activities as a result of USDA assistance	LRP 16
	Number of school or Community Gardens/Farms, established, created or reinforced to promote the use of nutritious food in school feeding	Custom
Improved Literacy of School Age Children (SO1); Improved Attentiveness Stream (MGD 1.2); Reduced Short-Term Hunger (MGD 1.2.1); Increased Economic and Cultural Incentives (or Decreased Disincentives) (MGD 1.3.1); Increased Access to Food (School Feeding) MGD (1.2.1.1, 1.3.1.1)	Number of students enrolled in schools receiving USDA assistance	MGD 9
	Number of individuals participating in USDA food security programs	MGD 30
Improved Literacy of School-Age Children (MGD SO1); Improved Student Attendance (MGD 1.3); Increased Access to Food (School Feeding) (MGD 1.2.1.1, 1.3.1.1); Increased Student Enrollment (MGD 1.3.4)	Average student attendance rate in USDA supported classrooms/schools	MGD 2
Increased Use of Health, Nutrition and Dietary Practices (MGD SO 2); Increased Knowledge of Safe Food Preparation and Storage Practices (MGD 2.2); Increased Access to Requisite Food Prep and Storage Tools and Equipment (MGD 2.6)	Number of schools reached as a result of USDA assistance	MGD 32

8. Approach and Methodology

The bidders are expected to provide their detailed approach and methodology for the evaluation. Some parameters are however provided as follows;

This study will rest on a combination of quantitative and qualitative methods. Qualitative methods will consist primarily of a desk review of all relevant documents, interviews with key stakeholders, focus

group discussions (FGDs) with different categories of beneficiaries and field observations on student attention and school infrastructure (e.g., kitchens, latrines and water stations).

For the qualitative sampling methodology, interviews with key government (e.g., Minister of Education, Director of School Feeding, Director of Education etc.) and local officials will be undertaken in the each of the regions. FGDs will be conducted to gather the views of selected groups of beneficiaries, specifically parents and teachers (gender will also be considered as a key criteria to set up the FGDs), as well as undertaking interviews with the school directors. The firm will use a combination of document analysis; stakeholder mapping; and stakeholder consultations to create a good situational overview of the current public environment, discourse, and stakeholder interaction in relation to the program objectives.

For the quantitative sampling methodology, Counterpart envisages utilizing a nonexperimental, pre-post comparison design. Quantitative tools include:
Reading Assessments (EGRA) to establish a baseline data set that can be used to measure the program's effects on students' literacy outcomes, using the EGRA reading tests.
Snapshot of School Management and Effectiveness (SSME) survey:

- Head Teacher and Teacher Survey
- Directors Survey
- Student Survey
- Observation tool

Counterpart expects survey questionnaires be digitized (coded using an excel form) and uploaded to Smart phones and/or tablets. The Consultant should propose an open-source application to utilize on smart phones for electronic data collection and data will be uploaded into the platform for the parent, teacher and director surveys, as well as the field observation tools mentioned below. This will help to increase both the speed and accuracy of data collection, as well as greatly assist with quality control.

The Consultant will ensure the appropriate quantitative and qualitative data are collected and analyzed to track the achievement of outcomes. The table below overviews different data-collection techniques feeding into evaluation design.

Method	Respondent	Content
Early Grade Reading Assessment (EGRA) tests; Quantitative Structured Interviews	Children at the end of grades 2	EGRA: To understand if at the end of two grades, a student can read grade level text. Interview: To check the literacy level of a student who has completed two grades of education
Quantitative structured interviews	Parents	Parents will be interviewed to assess perspective of parents on SMP, education and sub program component
Quantitative structured interviews	Teachers	To understand and explore what teaching and learning methods are used in the class, the level and type of teacher student engagement and on ground implementation of the project
Quantitative structured interviews	Head-teachers/directors	To explore and understand the reach of SMP and its various components in the school
Key informant interviews	MINEDH	Insights on policy perspective from key Ministry officials to understand the relevance of the program
Key informant interviews	Implementing partners	To understand the program in an in-depth manner. Insights on the coordination, facilitation drawn for their respective component/activity
Focus group discussions	Community members	To explore if the program design understands the needs of the community

Observational checklist	Observation of school infrastructure	To observe the level of upkeep and maintenance of school infrastructure in terms of libraries, toilets, other WASH components, and availability of basic amenities
Observation checklist	Observation of classrooms during teaching session	To explore the level of attentiveness of students, the teaching methods used in class and other learning parameters

The Consultant will use several lines of inquiry to triangulate data collected and provide solid findings and evidence for all of the required questions and indicators. Especially concerning subjects that are sensitive and difficult to measure through quantitative techniques, such as barriers to attending schools for girls, a well-described and culturally sensitive methodology is requested. Tools should be piloted prior to full scale data collection to resolve any issues with formulation, length, or data entry.

Design overview
The survey consultant is to propose sample methodology that will cover EGRA, students, directors, teachers, parents. In addition, interviews will be conducted with government officials to assess capacity and commitment for sustainability. A list of potential respondents for these interviews will be provided to the awardee. conducted for the baseline study will include treatment schools.
The

Document review
Documents to be reviewed as part of the baseline study include the evaluation plan, the performance monitoring plan, the work plan, the proposal, USDA Monitoring and Evaluation policy as well as baseline studies and evaluations for other McGovern-Dole projects, including past projects in Mozambique.

Enumerator recruitment and data collection training
The evaluation firm will identify and recruit local enumerators for data collection who should have a bachelor's degree and experience conducting applied research, surveys and evaluations. Given the nature of the research, Counterpart has a strong preference for both female and male enumerators with language skills in Portuguese, Xirhonga or Xichangana. During the data collection training, supervisors can be identified.

The evaluation firm will be responsible for developing a Data Collection Manual for review by the Counterpart team prior to training. The firm will also be responsible for printing all data collection instruments for training, incorporating (and translating) any revisions to instruments following the training and pilots, and printing all instruments for data collection.

Pilot survey
The awardee is required to conduct a pilot survey to test all questionnaires. The pilot is especially important because questions phrasing will be used for the subsequent evaluations and must elicit accurate responses. Sufficient time must be allocated for updating all instruments based on pilot findings.

Survey
A multi-stage cluster random sampling methodology will be adopted for the evaluations. A full sampling plan, as well all other components of the EGRA/baseline study design, will be included in the Inception Report which is the initial deliverable by the Independent Evaluator upon procurement. Data for the sampling plan will be based on Mozambique census data from 2017 published in 2019, the datasets provided by the MINEDH and Direcção Provincial de Educação (DPEDH). Sampling will also be informed by the endline conducted by the previous project.

Counterpart expects the evaluator to prepare a sampling plan that takes into account the possibility of school closures and non-response.

In light of the global impact of COVID-19, Counterpart's goal is to protect our staff, field teams and communities in which we operate from the further spread of the disease through proactive preventative measures. The first step we have taken is through open and transparent communications with our field teams. Counterpart expects the evaluation consultant to propose mitigation approach that considers implementation of proper hygienic practices, maintenance of social distance, limitations in interviews to one-on-one or small groups, and limitation of possible exposure to people who are more susceptible to the virus.

Reading Tools

The evaluations will use Early Grade Reading Assessment (EGRA) methodologies. EGRA is another reading assessment tool that has been used with McGovern-Dole evaluations in other countries. EGRA is a comprehensive measure of literacy, with tools spanning the phonemic awareness, phonics, fluency, vocabulary, and comprehension which are considered to be the essential components of effective reading instruction.[1] These areas of focus are predictive of eventual reading ability, can be easily measured, and are highly influenced by the type and quality of instruction taking place within the classroom. EGRA is an adaptable tool, requiring contextualization to ensure appropriateness of the assessment language and level. It has been implemented in over 60 countries with assessments in over 100 languages since its inception in 2006. A baseline EGRA, Snapshot of School Management and Effectiveness (SSME) survey, and a language mapping assessment will inform the design of materials, teacher training and community mobilization activities. The evaluator will be responsible for adapting EGRA to the local context as needed and for developing a strategy for building the capacity of the MINEDH to perform their own EGRA.

Data entry, cleaning and analysis

The local data collection firm is responsible for entering all data collected under this evaluation. This includes double entry of all survey data. Survey data must be entered in Excel files. Supervisor(s) will conduct thorough data checks and submit to Counterpart a final, clean dataset. Data collection firm will also prepare and deliver a codebook to accompany the final dataset. Survey data analysis will be carried out using an appropriate statistical package such as R or Stata. Analysis will include means and means comparisons by gender, grade and department, along with tests of statistical significance.

** *Firms with capacity to collect data using tablets or smart phones are encouraged to propose conducting electronic data entry using tools such as Open Data Kit, Kobo Toolbox, or others. While using electronic data collection, the firm must explain the methodology of programming/testing surveys, cleaning, and submitting electronic data.*

[1] Early Grade Reading Assessment (EGRA) Toolkit: Second Edition (Early Grade Reading Assessment (EGRA) Toolkit: Second Edition | Global Reading Network).

9. Assignment Timeline, Place of Performance, and Other Conditions

Counterpart anticipates the preparatory work and review of relevant reports and documents to be completed according to the deadlines presented below.

The first draft of the baseline evaluation report is due to Counterpart on or about **May 30, 2021.** Once the draft is submitted, Counterpart will have seven business days to review the report, raise concerns, provide comments, and send it back to the evaluator. The evaluator will then address Counterpart's comments and concerns and submit a revised report to Counterpart for Counterpart and the donor's review. The final version of the report is due no later than **June 15, 2021.** Should Counterpart still not be satisfied with the quality of the final baseline report, then both Counterpart and the evaluator will negotiate a no-cost extension to ensure both parties are satisfied with the result.

Throughout the baseline evaluation, there must be open communication between the evaluator and Counterpart through phone calls, emails, text messages, Skype calls, or face-to-face meetings for effective coordination between both parties and to ensure that potential issues are resolved in a timely manner. Any anticipated changes to the plan during the evaluation must be submitted in writing and be approved by Counterpart.

Deliverable	Revised deadline (estimated)
Deadline of bids submission	March 24, 2021: 17:00 EST
Selection of firm and signing of contract	April 5, 2021
Submission of Baseline Evaluation Workplan to Counterpart: (Literature review, evaluation design including data collection and analysis methodology; draft sampling strategy, and intended respondents /key informants; quality assurance plan; draft evaluation schedule; and draft data collection tools)	Within 7 working dates of signing the vendor agreement
Finalize data collection tools and evaluation schedule	Before May 20, 2021
Field work: travel and training of data collectors	
Field Work: testing of the data collection tools and calibrate, data collection and analyses	
Debriefing on preliminary findings at CPI Field Office and/or CPI HQ	Within 5 working days after field work
Submission of first draft report	Within 10 working days of debriefing
Review and comment of first draft (and subsequent drafts as necessary) by Counterpart International, followed by review and comments by USDA	Within 5 working days after receiving CPI feedback on the draft report.
Submission of final report, datasets and tools	Within 5 working days after receiving CPI feedback on the draft report.

*** *Field work must take place on or around the suggested dates. The evaluation team must complete field work before May 20, 2021*

10. Staff Structure

The evaluation team will comprise one international program evaluator (Team Leader), an Associate consultant, and two or more local or international consultants or members of a consulting firm selected for their technical expertise. To the extent possible, the evaluation team will be gender balanced. For full qualifications, see ITB, Section I, 4. Content of Bid, I. Qualifications.

11. Baseline Report

The following table outlines requirements for the Final Baseline Report:

Report Length
Maximum of 30 pages, excluding the Table of Contents, Acronym List, and Annexes and should be written in English; Times New Roman font size 12.
Illustrative Report Outline
Acknowledgement Table of Contents Table of Exhibits Acronym List Executive Summary (in English and French) Chapter 1. Evaluation Purpose and Research Questions Chapter 2. Project Background Chapter 3. Evaluation Method 3.1 Methodologies 3.2 Sampling Framework 3.3 Data Sources and Data Collection Methods 3.4 Field Work 3.5 Analysis Plan 3.6 Strengths and Limitations Chapter 4. Findings 4.1 Baseline performance indicator table. Chapter 5. Conclusion and Recommendations 5.1 Summary of Key Findings 5.2 Lessons Learned 5.3 Recommendations References Annexes Conflict of interest statement(s) signed by the evaluator(s) disclosing any real or perceived conflicts of interest.
Executive Summary
Include an Executive Summary that provides a brief overview of the evaluation purpose, project background, evaluation questions, methods, findings, and conclusions.
Questions
Address all evaluation questions in the Terms of Reference.
Methods
• Explain evaluation methodology in detail. • Disclose evaluation limitations (e.g., selection bias, recall bias, etc.). NOTE: A summary of methodology can be included in the body of the report, with the full description provided as an annex.
Findings
• Tables with baseline results, disaggregated by gender, department, and grade. • Brief description of each table, including any context or explanation needed to help the reader in interpreting and understanding. • Detailed description of findings for methodological research questions and key indicators as described in the Terms of Reference.
Recommendations

• Support recommendations with specific findings. • Provide recommendations that are action-oriented, practical, and specific.
Annexes
Include the following as annexes, at a minimum: • Terms of Reference • All evaluation tools (questionnaires, checklists, discussion guides, surveys, etc.). • A list of sources of information (key informants, documents reviewed, other data sources) Only if applicable, include as an annex Statement(s) of Differences regarding any significant unresolved differences of opinion on the part of funders, implementers, and/or members of the evaluation.

12. Method of payment

All deliverables must be approved by Counterpart. Payment will be based on the following milestones:

Milestone	Payment
Baseline Evaluation Workplan and Methodology Plan Submission	**20 % of the total**
Completion of Data Collection and Field Work; Debriefing	**20 % of the total**
Draft Evaluation Report Submission	**25% of the total**
Final report submitted and approved; all data handed over to Counterpart	**35 % of the total**

13. Roles and Responsibilities

The evaluator will be responsible for all the deliverables listed in the TOR and will be free to draw its own conclusions free from political or organizational pressure. The evaluator will coordinate with Counterpart staff including Senior Program Manager, Program Officer, Director of Program Evaluation and Learning and Counterpart Mozambique Chief of Party with regards to the overall scope, direction, and completion of this assignment. USDA will provide guidance as needed along with feedback on the initial draft, to be included in the final report. USDA will also be consulted as a key informant prior to evaluation fieldwork.

Counterpart staff will provide all relevant reports, data and related information necessary to prepare the evaluator for the assignment. And as needed, Counterpart staff will facilitate field logistics, including potential meetings with all relevant stakeholders during the field visit in Mozambique. The HQ point of contact will be the Senior Program Manager while the in-country point of contact will be the Chief of Party. Counterpart HQ Senior Program Manager is responsible for approving evaluation deliverables.

14. Evaluation Criteria

Proposals for this baseline evaluation will be evaluated based on the following criteria:

Evaluation Criteria	Score
Firm (team leader) prior experience in similar work	25 points
Proposed overall methodology	25 points
Proposed sampling method and data collection and data entry	25 points
Timeframe for delivery of Evaluation deliverables	5 points
Methods of quality control	10 points
Budget	10 points
Total Score:	**100 points**

When drafting the proposal, the Consultant/Firm should be careful to include all information requested above. Failure to submit a complete application will result in the rejection of the proposal.