



Foreign Agricultural Service,
United States Department of
Agriculture



McGovern-Dole International Food for Education and Child Nutrition Project in Mozambique

Our Bright Future!

MIDLINE STUDY

12-11-2024

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

Mozambique McGovern-Dole Food for Education and Child Nutrition Project: Midline Evaluation

Counterpart International is implementing “Our Bright Future,” a five-year (2020-2025) project under the McGovern-Dole Food for Education and Child Nutrition Program. The overall objective of the project is to reduce hunger, improve health, and strengthen the primary education system. The project is being implemented in the Magude, Manhica, Moamba and Matutuine districts in the Maputo province in Mozambique.

Agreement Number: FFE-656-2020/014-00

Project Duration: November 2020 – September 2025

Implemented by: Counterpart International

Report Authored by: Daan Velthausz and Rotafina Donco

Contact Information: velthausz@maraxis.com, donco@maraxis.com

DISCLAIMER: This publication was produced at the request of the United States Department of Agriculture. It was prepared by an independent third-party evaluation firm. The author’s views expressed in this publication do not necessarily reflect the views of the United States Department of Agriculture or the United States Government.

Table of Contents

Table of Contents	3
List of Tables	5
List of Figures	7
Acronyms	9
Executive Summary	10
1. Evaluation Purpose and Research Questions	15
1.1. Study Purpose and Research Questions	15
1.2. Rationale of the midline study	16
1.3. Document structure	16
2. Background and Context	17
2.1. Overall context	17
2.2. Country context	18
2.3. Project overview	18
2.4. Project activities	20
2.5. Our Bright Future stakeholders	21
2.6. Other SFPs in Mozambique	21
3. Evaluation Design	23
3.1. Methodologies	23
3.2. Data collection	23
3.3. Sampling methodology	24
3.3.1. Quantitative sampling	24
3.3.2. Qualitative sampling	26
3.4. Ethical Considerations	26
3.5. Analysis plan	27
3.6. Strengths and limitations	27
4. Findings: Sociodemographic characteristics	29
4.1. Sample frame of collected data	29
4.2. Sociodemographic characteristics of students (survey and EGRA)	30
4.3. Sociodemographic characteristics of teachers (KII/survey)	36
4.4. Sociodemographic characteristics of head teachers (KII)	42
4.5. Sociodemographic characteristics of parents (community survey)	45
5. Findings: Performance of “Our Bright Future” Project	47
5.1. Strategic Objective 1: Improve literacy of school aged children	47
5.1.1 MGD 1.1 Improve quality of literacy instruction	47

5.1.2 MGD 1.2. Improved attentiveness stream.....	62
5.1.3 MGD 1.3. Improved student attendance	65
5.1.4 MGD 1.4 Government support	76
5.2 Strategic Objective 2: Increased use of Health, Nutrition and Dietary Practices	77
5.2.1 MGD 2.1 Improved knowledge of health and hygiene practices	77
5.2.2 MGD 2.2 Increased knowledge of safe food preparation and storage practices	79
5.2.3 MGD 2.3 Increased knowledge of nutrition.....	81
5.2.4 MGD 2.4 Increased access to clean water and sanitation	81
5.2.5 MGD 2.5 Increased Preventive health interventions.....	83
5.2.6 MGD 2.6 Increased access to requisite food preparation and storage tools and equipment	86
5.3 Research Questions.....	87
5.3.1 Relevance	87
5.3.2 Coherence	91
5.2.3 Efficiency	94
5.2.4 Impact	95
5.2.5 Sustainability	98
5.4 Additional research questions	100
5.4.1 School feeding and nutrition.....	100
5.4.2 Education and Literacy.....	103
5.4.3 Health and maternal child health	106
5.5 Summary of findings per district	124
6.Conclusions and Recommendations.....	129
6.1. Overall program conclusion.....	129
6.2 Pillars for transition towards sustainability	130
6.3. Lessons learned	132
6.4. Recommendations.....	134
6.5. Actionable recommendations per stakeholder	135
References	137
Annex A: Sampled Schools.....	138
Annex B: Detailed status school infrastructure per school.....	146
Annex C: Observed teacher practices (midline versus baseline)	150

List of Tables

Table 1: Research questions (M=introduced during midline; B= same as baseline)	15
Table 2: Ongoing School Feeding programs in Mozambique	21
Table 3: Number of planned participating intervention schools and data collection tools used.....	25
Table 4: Number of planned data collections per category	25
Table 5: Number of planned surveys (for the 48 “all tools” schools).....	25
Table 6: Number of planned observations and sampling methodology (for 48 “all tools” schools and 120 “quick scan” schools)	26
Table 7: Total of Key Informant Interviews Participants	26
Table 8: Total number of EGRAs, Surveys, Key Informant Interviews (KIIs) and observations	29
Table 9: Observed teaching practices that improved	48
Table 10: Observed teaching practices that retrogressed/or less observed during lessons	49
Table 11: Different reading and understanding Benchmarks (A the lowest and D the highest).....	50
Table 12: EGRA Midline results for the different Benchmarks (A the lowest and D the highest) (Grade 2 n= 462, Grade 3= n=469, Overall n=931)	51
Table 13: EGRA scores for Grade 2 students (in both Portuguese and local language, sample size = 462, 48 schools)	53
Table 14: EGRA scores for Grade 3 students (in both Portuguese and local language, sample size = 469, 48 schools)	54
Table 15: Overall EGRA mean scores for the 9 exercises for Grade 2 and Grade 3 students for baseline (n=517) vs. midline (n=931) results.	55
Table 16: Obtained school total enrolment data registered at different levels for the visited schools per district (n=120) % of schools	74
Table 17: Obtained school total enrolment data registered at different levels for the visited schools per district (n=120) % of schools that had more than % difference in total enrolled students:	74
Table 18: Possible factors that contribute to the increase in retentions	74
Table 19: Government’s support and involvement	76
Table 20: Knowledge of health and hygiene practices	77
Table 21: Knowledge of health and hygiene practices	86
Table 22: Parties’ roles and responsibilities understanding	92
Table 23: Resource allocation efficiency matrix	94
Table 24: Impact on beneficiaries matrix	95
Table 25: Current reliability of Teacher Attendance data	97
Table 26: Strategies to Improve Attendance Tracking.....	97
Table 27: Performance indicators.....	117
Table 28: Project achievements and challenges per district	124
Table 29: The 10 sampled schools of the Magude district for ALL tools	138
Table 30: The 18 sampled schools of the Magude district for Quick scan only (infrastructure)	138
Table 31: The 18 sampled schools of the Manhica district for ALL tools.....	140
Table 32 The 18 sampled schools of the Manhica district (#2) for Quick scan only (infrastructure) .	140
Table 33: The 12 sampled schools of the Moamba district for ALL tools	142
Table 34: The 18 sampled schools of the Moamba district for Quick scan only (infrastructure).....	142
Table 35: The 8 sampled schools of the Matutuine district (#4) for ALL tools	144
Table 36: The 18 sampled schools of the Matutuine district (#4) for Quick scan only (infrastructure)	144
Table 37: Detailed information on the observed infrastructure and condition per school in Magude district (n=28).....	146

Table 38: Detailed information on the observed infrastructure and condition per school in Manhica district (n=36).....	147
Table 39: Detailed information on the observed infrastructure and condition per school in Moamba district (n=30).....	148
Table 40: Detailed information on the observed infrastructure and condition per school in Matutuine district (n=26).....	149

List of Figures

Figure 1: Literacy results framework-SO1 with activities, adapted from Counterpart's "Our Bright Future" project evaluation plan (2021)	19
Figure 2: Health and Nutrition results framework-SO2 with activities (as presented in section 2.4 below), adapted from Counterpart's "Our Bright Future" project evaluation plan (2021) ¹¹	20
Figure 3: Map of the four data collection districts in Maputo Province	24
Figure 4: Map of the sampled schools in the 4 districts in Maputo Province (Blue = ALL tools, Orange = Quick scan only)	29
Figure 5: Students' gender per district (n=931)	30
Figure 6: Classroom shift of the students per district (n=931)	30
Figure 7: Students that have repeated a class per district (n=931)	30
Figure 8: Students that have repeated a class per gender (n=931)	31
Figure 9: Students that are part of a reading club per district (n=931)	32
Figure 10: Students that are part of a reading club per gender (n=931)	32
Figure 11: Students that went to preschool/ kindergarten per district (n=931)	33
Figure 12: Students that went to preschool/ kindergarten per district (n=931)	33
Figure 13: At home: reading and being read to per district (n=931)	34
Figure 14: At home: reading and being read to per gender (n=931)	34
Figure 15: Frequency of reading at home per district (n=931)	35
Figure 16: Frequency of being read to at home per district (n=931)	35
Figure 17: Language(s) spoken by the students per district (more than one possible) (n=931)	36
Figure 18: Gender of Teachers (n=90)	39
Figure 19: Teacher education level (n=90)	39
Figure 20: Teaching languages used for instruction (n=90)	39
Figure 21: Age distribution (n=90)	40
Figure 22: Teaching experience (n=90)	40
Figure 23: Teachers that received training from the "Our Bright Future" project -(n=90)	41
Figure 24: Teachers' attendance head counted (n=693 classes)	41
Figure 25: Gender of head teachers (n=47)	42
Figure 26: Head teacher completed education level (n=47)	43
Figure 27: Teaching languages used of instruction (n=47)	43
Figure 28: Age distribution of head teachers (n=47)	44
Figure 29: Head Teacher experience (n=47)	44
Figure 30: Head Teachers that received training from the "Our Bright Future" project (n=47)	45
Figure 31: Community members listen to community radio (n=482)	45
Figure 32: Community members that attended cooking demonstrations/interventions covering nutrition and hygiene (n=482)	46
Figure 33: EGRA Baseline vs Midline reading benchmark results	52
Figure 34: Overall EGRA mean scores with 95% confidence intervals for the 9 exercises for Grade 2 and Grade 3 students. Exercises 9.1 and 9.2 are presented in %	52
Figure 35: Percentage of zero scoring students for the 9 exercises for Grade 2 and Grade 3	53
Figure 36: Overall EGRA scores without zero scoring students for the 9 exercises for Grade 2 and Grade 3	53
Figure 37: Overall EGRA mean scores for the 9 exercises for Grade 2 and Grade 3 students for baseline (n=517) vs. midline (n=931) results.	55
Figure 38: Overall EGRA scores without zero scoring students for the 9 exercises for Boys and Girls Grade 2 and Grade 3	56

Figure 39: EGRA scores with 95% confidence intervals for the 9 exercises conducted in different languages for Grade 2 and Grade 3 students.	57
Figure 40: Mean EGRA scores - for the 9 exercises for bilingual schools with EGRAs conducted in local language and Portuguese, as well as for monolingual schools with EGRAs conducted in Portuguese.	58
Figure 41: Mean EGRA scores— for the 9 exercises for bilingual schools with EGRAs conducted in local language and Portuguese, as well as for monolingual schools with EGRAs conducted in Portuguese for Grade 2.....	59
Figure 42: Mean EGRA scores with for the 9 exercises for bilingual schools with EGRAs conducted in local language and Portuguese, as well as for monolingual schools with EGRAs conducted in Portuguese for Grade 3.....	60
Figure 43: Observed student attentiveness during teacher class observations: baseline (n=72) versus midline (n=93).....	62
Figure 44: Teacher reported student attentiveness at midline (n=90)	63
Figure 45: Positively-worded attentiveness items observed during teacher classroom observations (n=93).....	63
Figure 46: Negatively worded attentiveness items observed during teacher classroom observations (n=93).....	64
Figure 47: -Percentage of students who self-reported missing at least one day of school last week, by district (n=931).....	65
Figure 48: Number of days (self-reported) student missed school last week per district (n=240).	66
Figure 49: Average number of students per class: Head count compared to school records (n=689 classes).....	67
Figure 50: Average number of absent students: Head count compared to school records (n=689 classes).....	67
Figure 51: Average number of absent students per district: Head count compared to school records (n=689 classes).....	68
Figure 52: School infrastructure in good condition: Baseline (n=24) vs. Midline (n=120)	70
Figure 53: School infrastructure in poor condition but functioning: Baseline (n=24) vs. Midline (n=120)	71
Figure 54: School infrastructure observed as not present : Baseline (n=24) vs. Midline (n=120)	72
Figure 55:Existence of community gardens at school as reported by head teachers (n=47).....	73
Figure 56: Frequency of deworming reported by teachers (n=90) and headteachers (n=47)	83
Figure 57: Pillars for transition towards sustainability.....	131
Figure 58: The 28 sampled schools of the Magude district (Blue = ALL tools, Orange = Quick scan only)	139
Figure 59: The 36 sampled schools of the Manhica district (Blue = ALL tools, Orange = Quick scan only)	141
Figure 60: The 30 sampled schools of the Moamba district (Blue = ALL tools, Orange = Quick scan only)	143
Figure 61: The 24 sampled schools of the Matutine district (Blue = ALL tools, Orange = Quick scan only)	145
Figure 62: Observed teacher practices that have improved at midline (n=93).....	150
Figure 63: Observed teacher practices that have worsened at midline (n=93)	150

Acronyms

AIDs	Acquired immunodeficiency syndrome
ADDP	Ajuda de Desenvolvimento de Povo para Povo
CHA	Community Health Agents
CFR	Code of Federal Regulations
EGRA	Early Grade Reading Assessment
FAO	Food and Agriculture Organization
FFE	Food for Education
HGSF	Home Grown School Feeding
HIV	Human immunodeficiency virus
IFAD	International Fund for Agricultural Development
INE	Instituto Nacional de Estatística (National Institute of Statistics)
JAM	Joint Aid Management
KIIs	Key Informant Interviews
M&E	Monitoring and Evaluation
MGD	McGovern Dole
MINED	Ministry of Education and Human Development
MT	Metric Ton
NEPAD	New Partnership For Africa's Development
NSFP	National School Feeding Program
OECD-DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
PRONAE	Projecto de Alimentação Escolar (National School Feeding Program)
USDA	United States Department of Agriculture
WASH	Water Health, Sanitation and Hygiene
WFP	World Food Program
SDAE	<i>Servico Distrital de Actividades Economicas</i> (District Economic Activities Service)
SFP	School Feeding Program
SO	Strategic Objective
SSA	Sub-Saharan Africa
THR	Take Home Ration
ZIP	Zona da Influência Pedagógica

Executive Summary

"Our Bright Future" is a five-year project (2020-2025) funded through the McGovern-Dole International Food for Education and Child Nutrition Program and implemented by Counterpart International in Mozambique's Maputo province. Operating in 245 primary schools across the districts of Magude, Manhiça, Moamba, and Matutuíne, the project aims to improve literacy, reduce hunger, and strengthen primary education systems. Following a baseline study conducted between April and July 2021 and submission and approval of the baseline evaluation report by USDA, implementation commenced in early FY22 but initially faced delays due to COVID-19 restrictions. Core activities include the provision of daily school meals to an increasing number of students (over 75,000 students in the 2024 school year), teacher training in order to improve literacy instruction, strengthening school infrastructure, promoting health and nutrition practices, and engaging communities in school management. Working closely with local and national education authorities, the project has expanded from its initial target of 203 schools to reach 245 schools. The midline evaluation, conducted in July 2024, assesses the progress of the project slightly ahead of its midpoint to inform implementation strategies for the remaining period through September 2025. The project has shown significant progress in improving education, health, and nutrition outcomes for school-aged children in Magude, Manhiça, Matutuine and Moamba districts of Maputo province, Mozambique. This midline evaluation assesses the project's impact and effectiveness across multiple dimensions.

This midline evaluation serves two key objectives:

- To assess progress toward project targets by comparing quantitative and qualitative data against baseline findings, providing evidence to guide implementation strategies during the remaining project period; and
- To identify factors that have accelerated or hindered project success, including implementation challenges, accomplishments, and contextual changes since baseline.

The evaluation examines project performance across multiple dimensions: The McGovern-Dole strategic objectives of improved literacy and increased use of health and nutrition practices; the five Organization for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) criteria (relevance, coherence, efficiency, impact, and sustainability); and specific research questions on school feeding, education, and maternal-child health. Additionally, the evaluation assesses the project's progress in building government capacity and community engagement to support long-term sustainability. These findings aim to inform evidence-based adjustments to project activities and strengthen the transition toward local ownership as the project approaches its final phase.

"Our Bright Future" project aims to achieve two strategic objectives:

- First, improving literacy of school-aged children through enhanced quality of literacy instruction, improved student attentiveness, increased attendance, and strengthened government support.
- Second, increasing the use of health, nutrition, and dietary practices through improved knowledge of health and hygiene practices, safe food preparation and storage, nutrition education, increased access to clean water and sanitation, expanded preventive health interventions, and enhanced access to food preparation equipment.

The project pursues these objectives through an integrated approach comprising: Daily school meals for 85,534 students; teacher professional development focused on literacy instruction; rehabilitation of school infrastructure including kitchens, storerooms, and Water Health, Sanitation and Hygiene (WASH) facilities; establishment of school gardens; promotion of health and nutrition practices; and strengthening of parent-teacher associations and school councils. Additionally, the project works to build local capacity for sustainable School Feeding Programs (SFPs) through training government officials, supporting local food procurement, and developing school feeding policies and standards.

Methodology

This midline evaluation employed a mixed-methods approach, combining quantitative and qualitative data collection across 120 schools in four districts of Maputo province (Magde, Manhica, Moamba, and Matutuine), compared to 24 schools in the baseline, resulting in a stronger data set, following the government's recommendation when the baseline was first presented. Using a multi-stage sampling approach, 48 schools were selected for comprehensive assessment using all evaluation tools, while 72 additional schools were sampled for infrastructure and attendance monitoring. The evaluation collected data from multiple stakeholders, including 931 students (with accompanying EGRA assessments), 90 teachers, 47 headteachers, 482 parents, and various government officials. Data collection methods included surveys, Key Informant Interviews (KIIs), Early Grade Reading Assessments (EGRA), classroom observations, and infrastructure assessments. This comprehensive approach allowed for data triangulation and provided both quantitative metrics and qualitative insights into the project's progress.

Findings: Key Achievements

- Literacy Improvement: The percentage of Grade 3 students who can read and understand grade-level text has increased from 4.3% at baseline to 13.0% (n=469), exceeding the target of 9%.
- School Feeding: 85,534 students are receiving daily school meals, contributing to improved attendance and attentiveness.
- Health and Hygiene: Half (53.4%, n=931) of the students washed their hands at school (with ash or water only), and 369,443 students are receiving deworming medication.
- Infrastructure: 33.3% (n=120) of the schools have improved sanitary facilities. 95 of the schools have been rehabilitated or reconstructed education facilities (school buildings, kitchens, storerooms and firewood saving stoves, water sources and latrines). 40 (33.3%, n=120) of the schools now have improved sanitary facilities.
- Community Engagement: 239 parent-teacher associations/school councils or similar structures are now supported, enhancing community involvement in education.
- Teacher Development: 55.3% (n=90) of teachers reported receiving training from the "Our Bright Future" project.
- Local Economic Impact: 1,141 Metric Ton (MT) of commodities were procured locally, potentially benefiting local economies.

Findings: Challenges and Areas for Improvement

- Sustainability: Concerns persist about the government's long-term capacity to maintain the project.
- Implementation Consistency: Success rates vary across schools and regions, indicating a need for more uniform implementation.

- Resource Allocation: Some schools still lack basic facilities (water & latrines), limiting the project's full potential impact.
- Data Collection: Improvements are needed in monitoring systems, particularly for teacher attendance tracking.
- Gender Equity: While likely beneficial, gender-specific impacts require more explicit evaluation using evaluation methods such as a longitudinal study that track girls enrolment, attendance and completion rates. Mixed methods assessments of barriers to girls' education could include:
 - a) Focus groups with female students and mothers;
 - b) Interviews with female teachers as role models;
 - c) Surveys on gender-specific challenges for example menstrual hygiene management)
 while targeting approaches could include:
 - a) Evidence-based identification of critical dropout points for girls;
 - b) Community engagements targeting cultural barriers to girls education;
 - c) Infrastructure investment prioritizing girls safety and dignity (separate latrines, lighting, water);
 - d) Life skills training to adolescent girls;
 - e) Teachers training on gender responsive pedagogy.
- Local Food Procurement: Challenges include a lack of accredited local suppliers and need for simplified procurement criteria for local farmers.
- Food Delivery: Logistical challenges in food delivery to remote areas.

Lessons Learned

- Integrated Approach: The combination of interventions in education, nutrition, and health produces synergistic benefits.
- Local Language Instruction: Incorporating local languages significantly enhances early literacy outcomes.
- Community Engagement: Involving local communities is crucial for project success and sustainability.
- Infrastructure Impact: Basic infrastructure improvements fundamentally support better learning environments.
- Adaptability: Project's flexibility is essential for maintaining effectiveness in changing circumstances.

Recommendations

- Strengthen sustainability planning, focusing on building government capacity and securing long-term funding.
- Address resource disparities between schools to ensure more consistent implementation and outcomes.
- Enhance monitoring and evaluation systems for better long-term impact tracking and data reliability.
- Integrate more explicit gender-specific considerations into project design and evaluation.
- Expand community education programs to reinforce school-based interventions.
- Improve teacher attendance tracking systems for more accurate performance data.
- Continue and potentially expand successful interventions, particularly in school feeding and literacy projects.

- Develop a comprehensive transition plan for gradually increasing government management and funding of the project.
- The end of school year in Mozambique is in December and the “Our Bright Future” project is expected to end in September 2025. A No-Cost Extension for the project to December 2025, is recommended in order not to disrupt the education cycle.

Recommended actions per stakeholder

Central government	Provincial Government	District Government
<ul style="list-style-type: none"> • Develop a comprehensive national school feeding policy and strategy. • Allocate a dedicated budget for school feeding, aiming for 20-25% of education budget. • Establish a cross-ministerial coordination mechanism for school feeding. • Develop a clear transition plan for gradually taking over project management from external partners. 	<ul style="list-style-type: none"> • Adapt the national school feeding strategy to provincial context and needs. • Provide regular training to district officials on project management and monitoring. • Coordinate with local agricultural departments to promote local food procurement. • Conduct quarterly monitoring visits to assess project implementation. 	<ul style="list-style-type: none"> • Conduct monthly school visits to monitor project implementation and provide support. • Organize regular meetings with school councils and community leaders to discuss project progress. • Support schools in local food procurement and supplier management. • Provide targeted training to teachers and school staff on project implementation.
School Teachers	School Councils	School feeding implementers
<ul style="list-style-type: none"> • Integrate nutrition education into daily lessons across subjects. • Monitor student attendance and attentiveness, documenting improvements. • Participate actively in training sessions and apply new skills in the classroom. • Promote handwashing and hygiene practices among students. 	<ul style="list-style-type: none"> • Create parent-teacher associations (School councils) or strengthen existing ones to support the project. • Contribute labour or resources for school infrastructure improvements. • Participate in food demonstrations and nutrition education sessions. • Volunteer to help with meal preparation or serving on a rotational basis. 	<ul style="list-style-type: none"> • Improve infrastructure and logistics. • Improve Supply Chain Management. • Strengthen local provisioning systems. • Strengthen monitoring and data systems. • Address teacher absenteeism. • Improve nutritional impact. • Improve sustainability planning and community involvement. • Improve gender-sensitive approaches.

Conclusion

“Our Bright Future” project has demonstrated substantial positive improvement of beneficiaries' lives, particularly in education, nutrition, and health.

The implementation of “Our Bright Future” project is well underway to achieve its targets, including: increasing the number of supported schools from 203 to 244; training 239 school councils, distribution of 65,177 books, training 944 teachers, training 431 school-directors, Counterpart International’s

participation in the development of 5 policies¹ (4 educational, 1 health & Nutrition) , providing deworming tablets to 369,443 beneficiaries, and providing take home rations to 15,344 beneficiaries.

While challenges remain, the project's multi-faceted approach shows promise for creating lasting improvements in the well-being and future prospects of school-aged children in Maputo province. Addressing the identified areas for improvement and building on the lessons learned will be crucial for maximizing the project's long-term positive improvement and ensuring its sustainability.

¹ Fortified Rice Standard; National School Feeding Program; Warehouse Architect Blueprint Pilot project; Bilingual Teachers' Capacity building guidelines; Commodity Management, nutrition and school feeding, as designed by a Worked Force led by Counterpart, composed of Government, World Food Program and Counterpart international

1. Evaluation Purpose and Research Questions

1.1. Study Purpose and Research Questions

The midline evaluation has the following objectives:

- Produce quantitative and qualitative data that will be used to compare baseline findings and determine the progress of the “Our Bright Future” project in order to guide implementation during the remaining project’s time for greater impact.
- Identify factors during activities’ implementation (successes, challenges and accomplishments) that might have affected, slowed down or accelerated the changes noticed during implementation of the project. The midline results are expected to be curated for feedback to the project stakeholders. The evaluation aims to respond to the following key questions which were addressed during the baseline and additional ones that have been added to gauge the efficiency, effectiveness, impact, relevance and whether the process used to deliver the project is sustainable as captured in the Table 1 below.

Table 1: Research questions (M=introduced during midline; B= same as baseline)

Topic	Research question	Study
Project level performance	Have project outputs and outcome targets been achieved?	M
Relevance	Is the project 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?	B+M
	Is the project relevant to the felt needs of the beneficiaries?	B+M
	How well does the project complement and fit with other ongoing nutrition and literacy programs and projects in the country?	B+M
	Is the project 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.	B+M
	Is the project 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.	B+M
Coherence	To what extent is the COVID-19 Pandemic influencing project results and effectiveness and how can the project address this influence?	B+M
	What are the main contributing and challenging factors towards the project’s success in attaining its targets?	B+M
	Is there a clear understanding of roles and responsibilities by all parties involved into implementation and monitoring?	B+M
	Are there relevant monitoring & evaluation strategies in place?	B+M
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 project objectives?	B+M
Impact	To what extent the project design is anticipated to have a positive impact on the lives of the project beneficiaries?	B+M
School Feeding Sustainability	What is the government’s capacity to manage school feeding at regional and national levels?	M
	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)?	M

Topic	Research question	Study
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?	B+M
	What are the most effective pedagogical approaches to teaching nutrition through school meal programs and to what age group?	B+M
	What is the effect of school feeding on attendance, enrolment and attention?	M
	What is the interaction between school feeding and improved hygiene practices?	M
Education and Literacy	How effective are reading-oriented extra-curricular activities in improving literacy?	B+M
	How effective are teacher trainings?	B+M
Health and Maternal & Child Health	What is the effect of deworming medicine on student attendance?	B+M
	What is the effect of latrine and water access on student attendance, especially for girls?	B+M
	Is there behavioral change in handwashing for students?	B+M
	How do WASH programs impact learning and literacy outcomes?	B+M
Methodology	How reliable is school and government-collected attendance and enrolment data? How can the accuracy be improved?	B+M
	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)?	B+M
	What is the best way to measure the three undefined MGD outcome indicators (MGD 1.1, 1.2 and 1.3.2)?	M
	How reliable is the teachers' attendance collected? How can it be improved to track teacher's attendance accurately?	M

1.2. Rationale of the midline study

The “Our Bright Future” project began in 2020 and, though the activities are still ongoing, it is imperative that at a midpoint of the process, progress assessment is conducted to gauge the performance and identify any necessary adjustments or modifications that should be made to improve project effectiveness.

1.3. Document structure

Chapter one of the document presents the midline evaluation’s objectives and the research questions. This is followed by Chapter two that provides the background information of School Feeding Programs (SFPs) in general and in Mozambique, an overview of the “Our Bright Future” project, activities being implemented and the strategic objectives frameworks. Chapter three describes the evaluation’s design, Chapter four provides further insights of the sample frame and the socio-demographic information of the surveyed and interviewed participants, while Chapter five presents the evaluation’s findings. The findings are presented in such a way as to provide relevant information that is aligned to the principal research questions. The conclusions and the recommendations associated with the findings of the midline evaluation are underlined in Chapter six. References and the annexure are also included.

2. Background and Context

2.1. Overall context

The primary drivers for increased support of SFPs are the benefits for social protection and for education. The COVID-19 pandemic affected SFPs particularly in 2020 and 2021, nevertheless, the situation has improved tremendously. There were 418 million children receiving school meals globally in 2022 and the global investment in school meals increased by US\$ 5 billion from US\$ 43 billion in 2020 to US\$ 48 billion in 2022. This change highlights the expansion in funding despite the challenges posed by the COVID-19 pandemic, which had initially disrupted these programs globally (WFP 2022)². Some of the benefits associated with school feeding include: ³

- Social benefits: Breaking the inter-generational cycle of hunger and poverty that affects vulnerable families and communities. It is imperative to mention that school enrolment is always lowest among the poorest and vulnerable communities.
- Educational benefits: School feeding is often associated with increased school enrolment particularly for girls from vulnerable populations in many low-income countries including Mozambique. Providing school meals has been shown to improve cognitive abilities and educational achievement in both low- and high-income settings as they help to alleviate short-term hunger and if the quality of meals is improved, significant improvement of study results is observed.
- Nutritional benefits: There is a growing body of evidence confirming the association between child malnutrition and subsequent poor school performance, cognitive development, attention and attendance (FAO, IFAD & WFP, 2015)⁴. Though providing food to school age children cannot reverse the damage of early nutritional deficits. A recent systematic review titled "Impacts of school feeding on educational and health outcomes of school-age children and adolescents", published in the Journal of Global Health (Wang et al, 2021)⁵, examined the effects of school meal programs. The review highlighted significant improvements in children's growth, including increased height, weight, and micronutrient status, particularly in low- and middle-income countries. This evidence underscores the role of school feeding programs in enhancing both health and educational outcomes. The effect nonetheless is small and probably cannot reverse the consequences of early malnutrition. However, there could be intergenerational benefits for younger children.

Home Grown School Feeding (HGSF) programs such as the Brazilian National School Feeding Program have received increasing attention due to their links to local agricultural development. A study conducted by FAO on SFPs in Sub-Saharan Africa (SSA), reported that using a centralized food procurement model makes it difficult for countries to procure directly from the smallholders. Only two countries (Mauritius and Tanzania) implemented a fully decentralized procurement model. A decentralized system generally provides more opportunities for local small farmers and enterprises to

² WFP (2022) The state of school feeding worldwide. Retrieved from <https://docs.wfp.org/api/documents/WFP-0000147725/download/>

³ World Bank (2024): School feeding program. Retrieved from <https://www.worldbank.org/en/search?q=school+feeding+programs>

⁴ FAO, IFAD & WFP 2015. Achieving Zero Hunger. The critical role of investments in social protection and agriculture. Rome

⁵ Wang et al (2021): Impacts of school feeding on educational and health outcomes of school-age children and adolescents in low- and middle-income countries: A systematic review and meta-analysis
Retrieved: https://www.researchgate.net/publication/354619193_Impacts_of_school_feeding_on_educational_and_health_outcomes_of_school-age_children_and_adolescents_in_low-_and_middle-income_countries_A_systematic_review_and_meta-analysis

supply food to institutions such as schools (FAO 2018)⁶. School feeding may look simple nonetheless, it is a complex intervention. Countries can implement different SFP models and different models can co-exist in the same country. Successful programs are those that are designed and implemented collaboratively (World Bank 2016).⁷

2.2. Country context

Mozambique set up a National School Feeding Program (NSFP) in 2013 and in 2014 implemented a pilot using the HGSF concept in 12 schools. The immediate objectives of the NSFP were to reduce short-term hunger and dropouts and increase enrolment and attendance (NEPAD 2016)⁸. The pilot was financed by NEPAD and the complementary activities intended to be part of the package were provided in partnership with other governmental institutions and developmental partners. These included the provision of deworming tablets, water and sanitation in the schools, health and hygiene education, and HIV/AIDs prevention (Sitao 2018)⁹. The Ministry of Education and Human Development (MINED) has the oversight responsibility for the NSFP. The official schooling age for primary school children is 7 to 12 years. Considering the repetition rate, early and delayed entrants' uncertainties and misreporting of age, the target group for intervention consists of children aged 7 to 18 years (Sitao, 2018). As per the 2023 annual school census conducted by MINED, the national net enrolment rate for general primary education was 105.4% (both boys and girls) and for the Maputo province, it was 95.3% (MINED 2023)¹⁰.

2.3. Project overview

Counterpart International is implementing "Our Bright Future," a five-year (2020-2025) project under the McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole). The overall objective of this project is to reduce hunger, improve health and strengthen the primary education system. The project is being implemented in the Magude, Manhica, Moamba and Matutuine districts in Maputo province. The "Our Bright Future" project in Mozambique is focused on achieving the following objectives:

- Improving student's 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.
- Improving 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.
- Improving literacy of school-aged children and the quality of education by increasing teacher capacity through professional development, providing quality instruction and learning

⁶ FAO (2018): Regional overview of national school food and nutrition programs in Africa. Retrieved from <https://openknowledge.fao.org/server/api/core/bitstreams/aed77400-3f9e-4588-907e-10e4b1cd4719/content>

⁷ World bank (2016): What can we learn from school feeding programs across the world? Retrieved from <https://blogs.worldbank.org/en/education/what-we-can-learn-school-feeding-programs-around-world>

⁸ NEPAD [Internet] Comprehensive africa agriculture development program. Summary for the southern africa regional implementation planning meeting. Nepad. 2007 [cited 2016]. Available from: www.future-agricultures.org/.comprehensive-africa-agriculture-d.

⁹ Sitao V (2018): An assessment of school feeding program-pilot phase and its relationship with enrolment, attendance, retention and the local agricultural production in Nampula province in Mozambique. Retrieved from https://repository.up.ac.za/bitstream/handle/2263/67908/Sitao_Assessment_2018.pdf?sequence=1

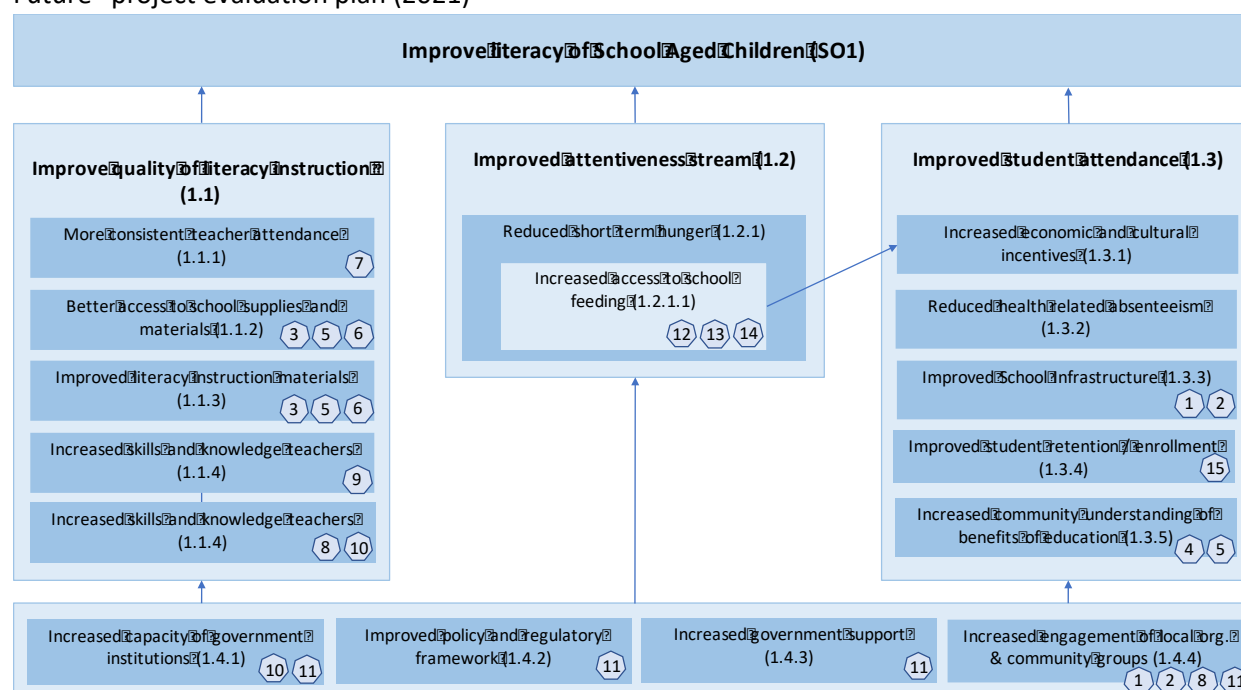
¹⁰ MINED (2023). Annual school census. Retrieved from: <file:///Users/Fina/Downloads/brochura-de-levantamento-2023.pdf>

materials to students and strengthening the linkages between local and national level decision makers.

- Increasing the capacity of the NSFP (Projecto de Alimentação Escolar - PRONAE) to locally procure commodities and provide overall oversight of a diversified food basket in School Feeding Programs.

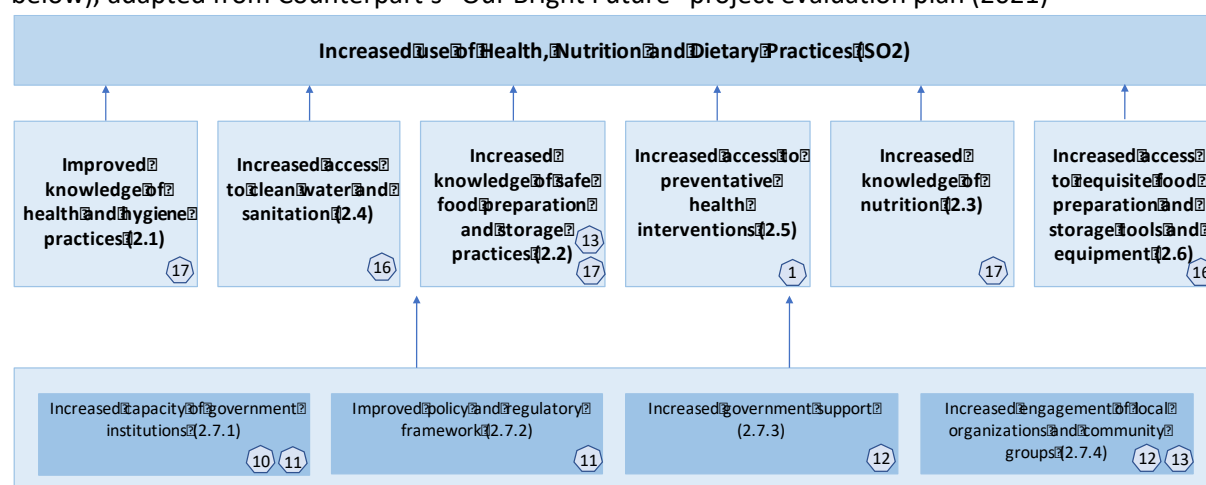
The following figures (Figure 1 & Figure 2) capture the Strategic Objectives (SOs) of the “Our Bright future” initiative.

Figure 1: Literacy results framework-SO1 with activities, adapted from Counterpart’s “Our Bright Future” project evaluation plan (2021)¹¹



¹¹ The numbers within the heptagons correspond with the numbered project activities in Section 2.4.

Figure 2: Health and Nutrition results framework-SO2 with activities (as presented in section 2.4 below), adapted from Counterpart's "Our Bright Future" project evaluation plan (2021)¹¹



2.4. Project activities

In order to achieve the above objectives, "Our Bright Future" is focused on the following key results and (17) activities:

1. Rehabilitation of Kitchens, Latrines, and Storerooms
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. Promote Literacy and Support Libraries
6. Extra-curricular Activities and Promoting Student Recognition
7. Promote Teachers' Attendance & Recognizing Excellence
8. Train and Support School Councils
9. Support Teacher Professional Development
10. Train and Support School Directors and Government Officials
11. Capacity Building: Local, Provincial and National levels
12. Local and Regional Procurement Capacity Building
13. Establish and Support Community Gardens and Farms
14. Provide School Meals
15. Provide Take Home Rations
16. Commodity Management Training
17. Good Health and nutrition

2.5. Our Bright Future stakeholders

The most important stakeholders of the “Our Bright Future” project are:

- Ministry of Education & Human Development (MINED): Principal custodian of the NSFP
- Counterpart International: Implementer of the “Our Bright Future” project through USDA’s funds
- Creative Associates International: Sub-contractor of Counterpart International that focuses on promoting literacy programs, specifically bilingual education.
- Associação Progresso: Sub-contractor of Counterpart International that focuses on improving and promoting literacy and developing and providing schoolbook materials
- Civil Society Learning and Capacity Building Centre (CESC): Sub-contractor of Counterpart International that focuses on literacy and human rights.

2.6. Other SFPs in Mozambique

The landscape of school feeding in Mozambique is characterized by a collaborative approach between the government and international partners. The World Food Programme (WFP), a long-standing partner since 1977, has been instrumental in supporting PRONAE's implementation, particularly in vulnerable regions. This cooperation has been strengthened through the McGovern-Dole International Food for Education Program, funded by the U.S. Department of Agriculture (USDA), which has been operating in selected provinces since 2018, focusing on both nutritional support and educational outcomes.

Recent developments have seen the emergence of new partnerships and programs. Organizations such as Joint Aid Management (JAM), and Mary's Meals have established targeted interventions in specific provinces, complementing the national program's efforts. These initiatives often adopt a holistic approach, combining meal provision with additional components such as infrastructure development, teacher training, and community engagement. The following table (Table 2) is a summary of some of the ongoing SFPs in Mozambique.

Table 2: Ongoing School Feeding programs in Mozambique¹²

Program	Provinces implemented	Implementing partners	Year of implementation	Similarities to “Our bright future”
National school feeding program (PRONAE)	Nation-wide (focus on rural areas)	Government of Mozambique, WFP	2007 – present	Government-led with local sourcing of food Enhances school attendance and retention
McGovern-Dole Food for Education	Maputo (Magude, Manhiça, Moamba and Matutuine districts)	USDA, Counterpart international & Local Partners (CESC, Associação Progresso); Creative Associates	2020 – present	Supports PRONAE and focuses on improving nutrition and literacy Provides daily meals at schools
	Nampula (Monapo, Meconta), Zambézia (Milange)	USDA, World Vision, PRONAE, CRS, IFPRI, CESC	2024 – present	Supports PRONAE and provides school meals Emphasis on improving

¹² Source: Author compilation based on research

Program	Provinces implemented	Implementing partners	Year of implementation	Similarities to “Our bright future”
				literacy and reducing malnutrition
World Food Program (WFP)	Nampula, Sofala, Cabo Delgado, Tete, Gaza	WFP, Government of Mozambique, UNICEF	2006 – present	Partnerships with local and international organizations Aims to reduce child malnutrition and improve education
Mary’s Meals	Gaza (Mabalane)	Mary's Meals, Mozambique School Lunch Initiative	2024 – present	Provides daily nutritious meals to encourage school attendance Focuses on addressing child hunger
Joint Aid Management (JAM)	Gaza, Inhambane, Manica	JAM International, Local Schools, Government Units, USAID, EU, WFP etc	2004 – present	Focuses on nutrition enhancement and school attendance Supports education in rural regions

3. Evaluation Design

3.1. Methodologies

A mixed methods research design was employed incorporating both qualitative and quantitative data collection methods in order to answer the research questions mentioned above. Mixed methods were used for the following reasons:

- Mixed methods allow the findings to be put into context by adding richer details in our conclusions.
- Triangulation of data from the same participant using different methods enhances the credibility of the findings. For example, in addition to observing the school register for the number of teachers registered on the day of the data collection, we also performed a headcount of the teachers in the school that day and asked respondents of the teacher questionnaire the number of days the teacher is present in the school per week.
- Since we did not interview or survey all teachers from all schools, mixed methods enable us to generalize the results to all the schools.

In addition, the baseline study was conducted in early 2021 using similar mixed-methods data collection tools in 24 sampled schools across the same 4 districts. Baseline data and findings are referenced throughout this report to assess changes and progress at midline on key project indicators.

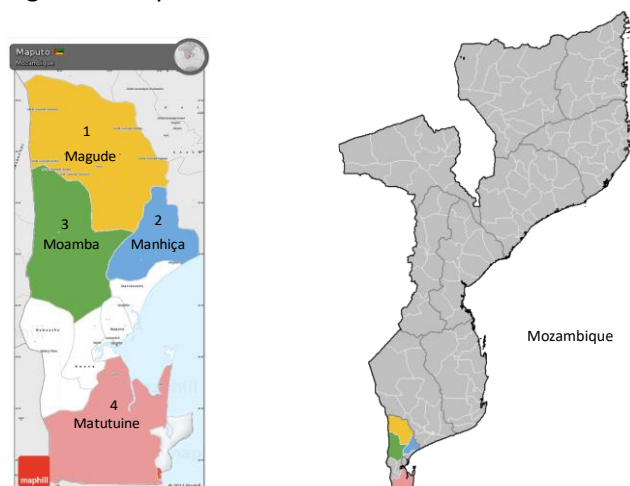
3.2. Data collection

Both qualitative and quantitative data collection methods were used for the midline study to collect information aligned to the key research questions and indicators of the project.

- The quantitative methods included short surveys to teachers headteachers, students, and members of the communities (i.e. parents) in the participating schools' catchment areas. The surveys collected demographic information, indicator information, and other relevant information of students taking the Early Grade Reading Assessment (EGRA) test. We also captured registration data (such as student enrolment and student attendance) at different levels (school, district, province) and undertook a headcount of learners and teachers who were actually observed during the data collection day in the school (head counts of learners and teachers present).
- The qualitative methods included: Key Informant Interviews (KIIs), the EGRA test, and observations of classrooms and school infrastructure.

Data collection was conducted in four districts of Manhiça, Moamba, Magude, and Matutuine from April 9 to May 5, 2024. Five data collection teams were deployed simultaneously, with one team assigned to each district as shown in the map in Figure 3. An additional "quick scan" team visited all four districts. Each team consisted of a supervisor and data collectors. The supervisors were education experts experienced in the EGRA process and its administration. The quick scan team carried out infrastructure observations, a retrospective review of school records (including enrolled students and attendance registers for both teachers and students), and conducted headcounts of teachers and students in other intervention schools not covered by the main data collection teams. The Field Coordinator oversaw the daily data collection activities.

Figure 3: Map of the four data collection districts in Maputo Province



3.3. Sampling methodology

3.3.1. Quantitative sampling

The geographical focus of “Our Bright Future” project is in Magude, Manhica, Moamba, and Matutuine districts in Maputo Province in Mozambique. We used a multi-stage sampling approach and randomization to select the study sample.

- First, we established the sample size for the schools that participated in the study.
- Second, we established the number of learners that were included in the study from the selected schools for the EGRA. The actual participants in the school were randomly selected from the list of the grade two and three students per participating school.
- Third, we determined the population size of the communities surrounding the participating schools from the National Institute of Statistics (INE) population data and determined a sample size to engage with the parents of the children through a survey.

The schools were randomly selected from a list that was stratified per area (sub)urban vs rural, size of the school (big vs small) and teaching language (bilingual vs Portuguese¹³) status. Based on the list of all 244 intervention schools, 48 intervention schools were sampled where all data collection tools [surveys (students, parents), KIIs (teachers, director, school committee, class observations, school (infrastructure) observation including schoolbooks’ checks, headcounts of students and teachers] were used to provide a representative sample. However, in order to obtain a representative sample at the school level, an additional 72 schools were sampled where data collection included observations of school infrastructure, records, and classes. The “Quick scan tools” for these additional sampled schools covered: a) School infrastructure Observation, b) Retrospective review of school records and c) headcount of teachers and students present.

While the number of schools is relatively evenly distributed across the four districts, the average school size varies significantly. The baseline data showed substantial differences in student population distribution: Moamba district accounts for the largest share at 34.7% of total students, followed by Manhica (25.0%), Magude (21.1%), and Matutuine (14.7%). Due to these large variations in school size, additional schools (especially for Matutuine and Magude districts) were sampled to even out the

¹³ Information on if a school is in a rural or urban areas, bilingual teaching language (Ronga & Changana), and exact locations (i.e. GPS) has been obtained from Counterpart international.

number of students in order to ensure representative data collection for school-level indicators across all districts.

Table 3 presents the final sample of the participating schools (sampled schools where all the tools were administered and schools, where only a quick scan of the infrastructure, retrospective review of the school records and headcount of all teachers and students present was undertaken).

Table 3: Number of planned participating intervention schools and data collection tools used

Districts	All tools	Quick scan tools only	Total
Magude	10	18	28
Manhiça	18	18	36
Moamba	12	18	30
Matutuine	8	18	26
Total	48	72	120

Table 4 highlights a summary of the targeted data collection instruments per participant category.

Table 4: Number of planned data collections per category

Items	KII + Survey	EGRA + Survey	School infra. Observation	Class Observation	School records
Per school (all tools)	5	20	1	2	1
Other stakeholders	25	N/A	N/A	N/A	N/A
Total for 48 schools (all tools)	288	960	48	96	48
Total for 72 quick scan schools	N/A	N/A	72	N/A	72
Total	318	980	121	98	121

Table 5: Number of planned surveys (for the 48 “all tools” schools)

Participants	# Surveys	Sampling methodology
Students	960	Random selection for grade 2 and 3, 10 girls and 10 boys for each sampled school
Parents (community members)	480	Random selection of 10 parents per sampled school that have children going to each sampled school
Teachers	96	Random selection of 2 teachers (grade 2 and 3) for each sampled school
Head teachers	48	Each headteacher for each sampled school

Table 6: Number of planned observations and sampling methodology (for 48 “all tools” schools and 120 “quick scan” schools)

Observation types	# of observations	Sampling methodology
School classes	96	2 classes per sampled school (where all tools are used)
School infrastructures	120	All infrastructures for each school
School records	120	Schoolbooks for each school
Head count	All students and all teacher present at each school	

3.3.2. Qualitative sampling

A purposive sampling (expert sampling) was used where the participants selected have deeper knowledge of “Our Bright Future” project implementation. Table 7 below highlights the total number of participants who were interviewed:

Table 7: Total of Key Informant Interviews Participants

Participants	# of KII	Sampling methodology
Teachers	90	Random selection of 2 teachers (grade 2 and 3) of each sampled school
Head teachers	48	Each head teacher of each sampled school
School Council Members	96	School Council President and Vice-President/Secretary of sampled school
Government officials (District, Provincial and National)	7	National, Provincial, and District directors
Program staff (Counterpart, stakeholders, USDA)	12	Management and representatives

3.4. Ethical Considerations

Protecting participants

All study activities adhered strictly to Mozambican and U.S. research ethics guidelines, including 45 Code of Federal Regulations (CFR) 46. All members of the study team undertook an ethics course, and their research ethics certification is current. Field teams were trained and sensitized on ethical issues during data collection training. Importantly, during data collection, study managers carried out spot checks to ensure that research ethics were being upheld and that the participants were not harmed or exposed to unnecessary risk.

Informed Consent

The informed consent process for interview participants was individualized and private. Before all interviews, potential participants were given a study information sheet. Participants were also given the option to read the information sheet themselves or the data collector read it aloud to them. The information sheet explained the purpose and nature of the study, the expected risks and benefits, and how long the session would last. It also provided contact information for the study team. All potential participants were made aware that their participation was voluntary and would not affect their jobs.

All participants were informed that the data collected would be held in strict confidence. The information sheet explained that participants were free to terminate the interview at any point, and to skip any questions they did not wish to answer. After reading the information sheet or having it read to them, the participants were given the chance to ask questions. The data collector probed the respondent with questions to ensure adequate comprehension. Once there were no further questions, the data collector read the consent form and sought informed consent. Informed consent was administered in the language preferred by the participant. Participants were given the option to retain the information sheet if they so wished.

Privacy

Privacy is the control over the extent, timing, and circumstances of sharing oneself (physically, behaviorally, or intellectually) with others. In order to ensure privacy, the data collector invited the participant to a secluded place shielded from prying eyes and ears where the participant was able to speak freely. No names were included in any raw data and only numbers were used as identifiers when recording as well as in the transcripts. No names shall be mentioned in this report rather the responses shall be reported in a generalized manner to guarantee anonymity of the person.

3.5. Analysis plan

Quantitative: We used Excel and SPSS to produce descriptive statistics that included measures of central tendency (such as mean, median, and mode), measures of dispersion (such as range, variance, and standard deviation), frequency distributions (histograms, frequency tables), and graphical representations (box plots, bar charts, pie charts, etc.). These methods help to provide a clear and concise summary of the data, facilitating easier interpretation and understanding.

Qualitative: We used MAXQDA for qualitative data analysis and the deductive approach for analysis guided by the use of questions (codes) and examining the prevalent patterns and themes from the data. The themes were used to report the findings from the qualitative data.

3.6. Strengths and limitations

Strengths

- *Representativeness:* The sampling method especially for the schools (with sample frame of 120 schools out of 244 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

- *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.

- *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/programs that use their own EGRA should not be undertaken without comprehending the details and scoring per exercise. In other project evaluations, like for the USAID funded *Vamos Ler* project, the previous SFP (implemented by the organization denominated as *Ajuda de Desenvolvimento de Povo para Povo* [ADPP]) as well as the during the baseline evaluation of the “Our Bright Future” project, EGRA tools were used to gauge reading skills of grade three students. By using the same benchmark calculations as the baseline, midline and baseline EGRA results are comparable.

4. Findings: Sociodemographic characteristics

4.1. Sample frame of collected data

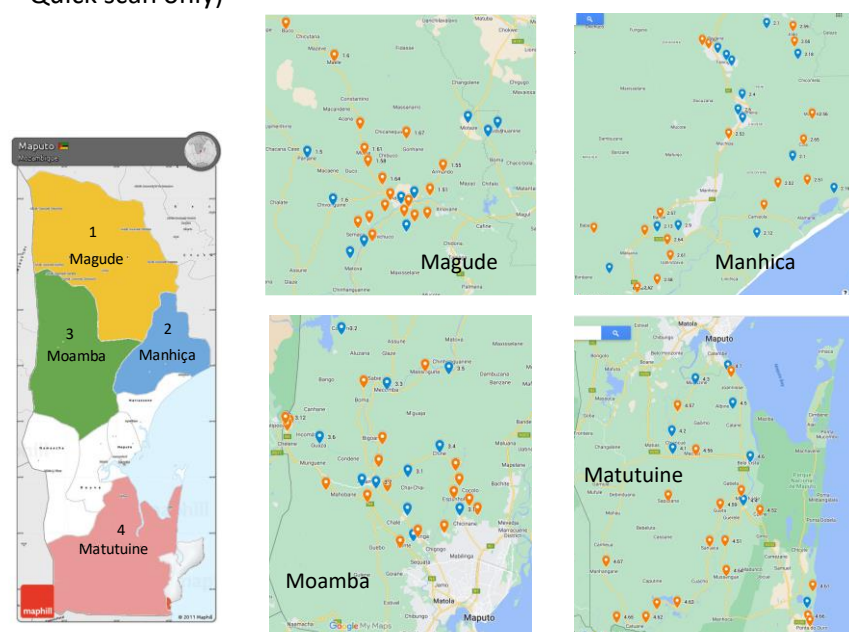
Table 8 below highlights the overview of the midline study's participants and observations.

Table 8: Total number of EGRAs, Surveys, Key Informant Interviews (KIIs) and observations

Data collection type	Participant	Numbers
EGRAs	Students	931
School related surveys	Students	931
	Teachers	90
	Head teachers	47
Household survey	Parents (community members)	482
School related KIIs	Teachers	90
	Headteachers	47
	School Council Members	85
Stakeholder KIIs	Government officials (District, Provincial and National)	7
	Program staff (Counterpart, stakeholders, USDA)	12
Observations	School classes	93
	School infrastructures	120
	School records	120

The randomly sampled schools within each of the four districts are depicted in Figure 4. In Annex A, details of all sampled schools are provided.

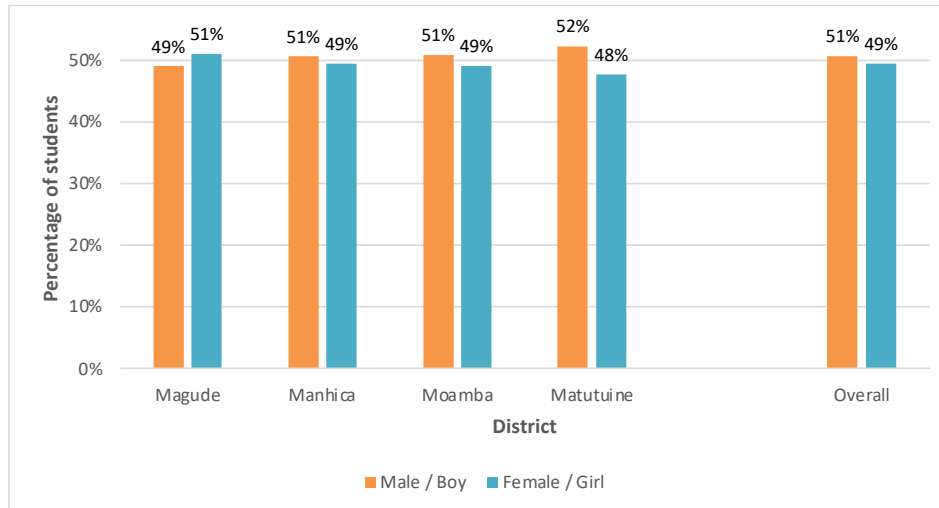
Figure 4: Map of the sampled schools in the 4 districts in Maputo Province (Blue = ALL tools, Orange = Quick scan only)



4.2 Sociodemographic characteristics of students (survey and EGRA)

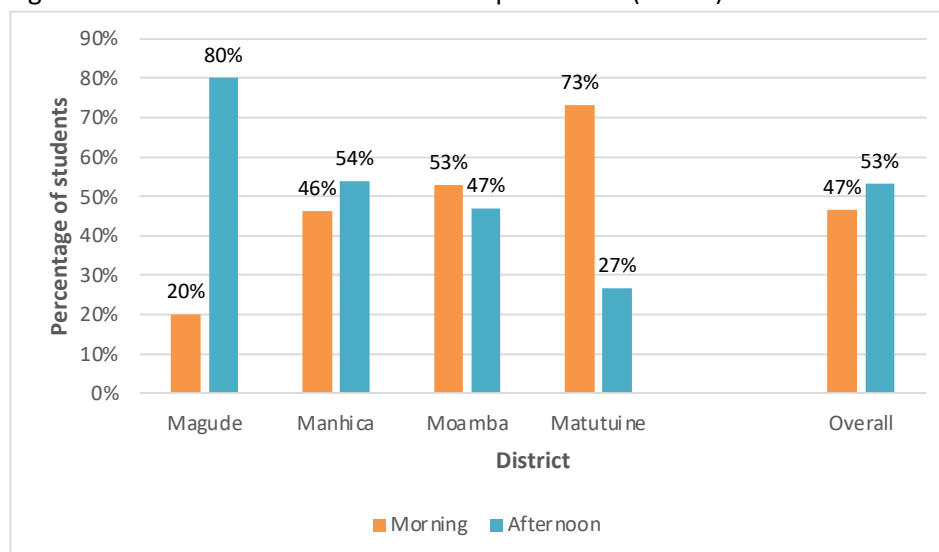
A total of 931 students were subjected to the EGRA assessment in the four districts, 49.6% (n=931) girls and 50.4% (n=931) boys. See Figure 5 for the distribution of the boys and girls per grade and district.

Figure 5: Students' gender per district (n=931)



Overall, more than half the students (53.3%, n=931) attend the morning shift.

Figure 6: Classroom shift of the students per district (n=931)



Only a small percentage of students reported repeating grade 1 (6.8%, n=931) and grade 2 (6.8%, n=931). Boys were more likely to repeat a grade, particularly in grade 1, where 8.1% of boys (n=471) repeated compared to 5.4% of girls (n=460).

Figure 7: Students that have repeated a class per district (n=931)

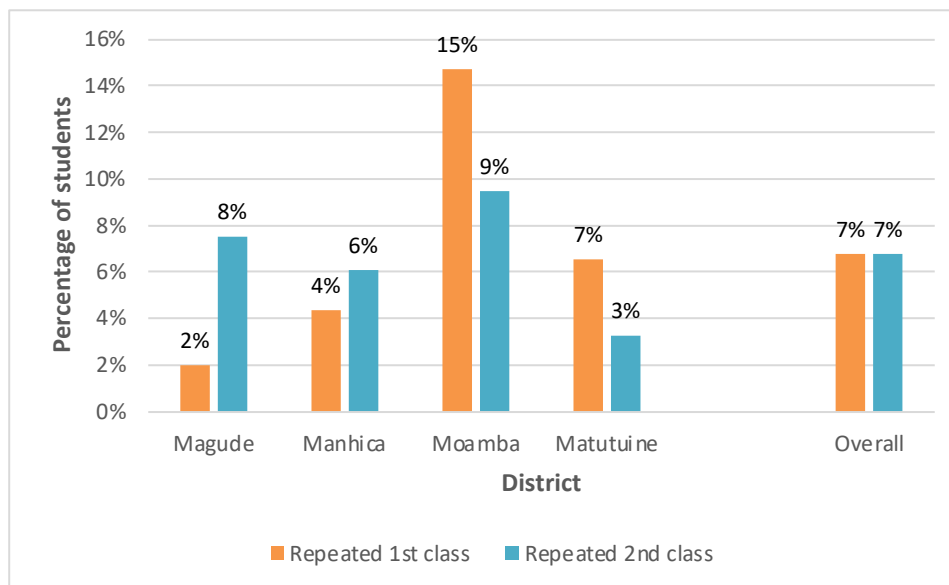
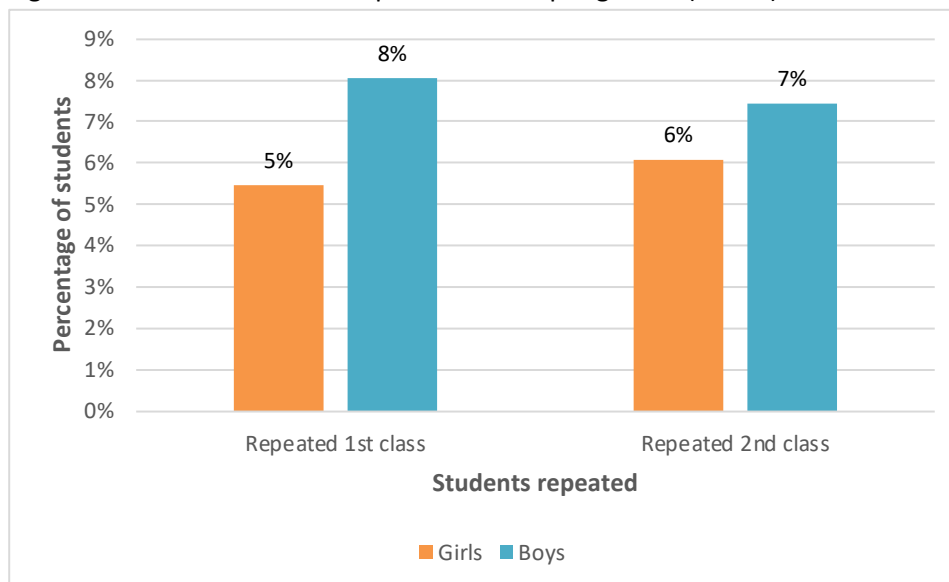


Figure 8: Students that have repeated a class per gender (n=931)



In addition, only 17.1% (n=931) reported to belong to a school club with the highest rate reported in Moamba district (22.4%, n=232) with an equal distribution among girls (17.8%, n=931) and boys (16.3%, n=931).

Figure 9: Students that are part of a reading club per district (n=931)

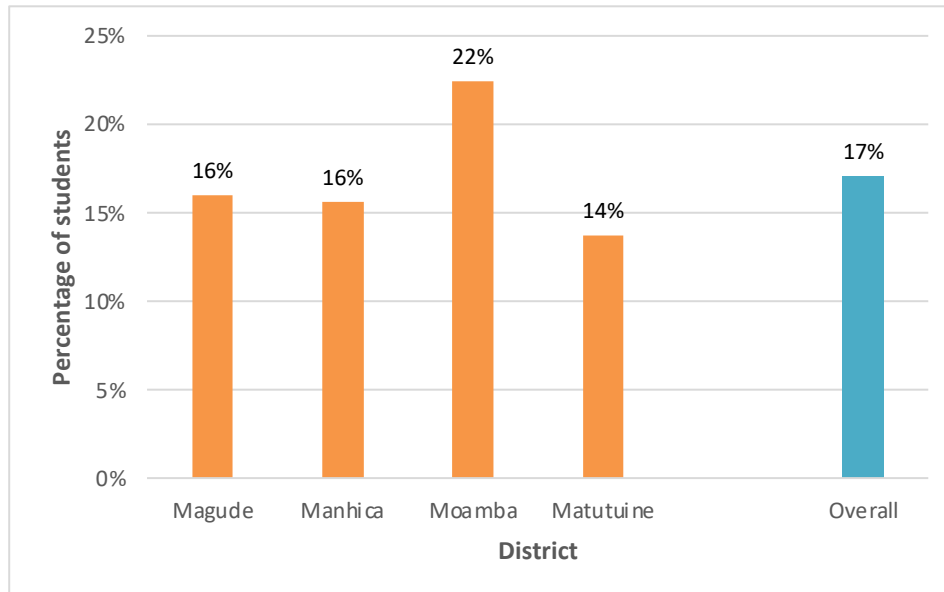


Figure 10: Students that are part of a reading club per gender (n=931)

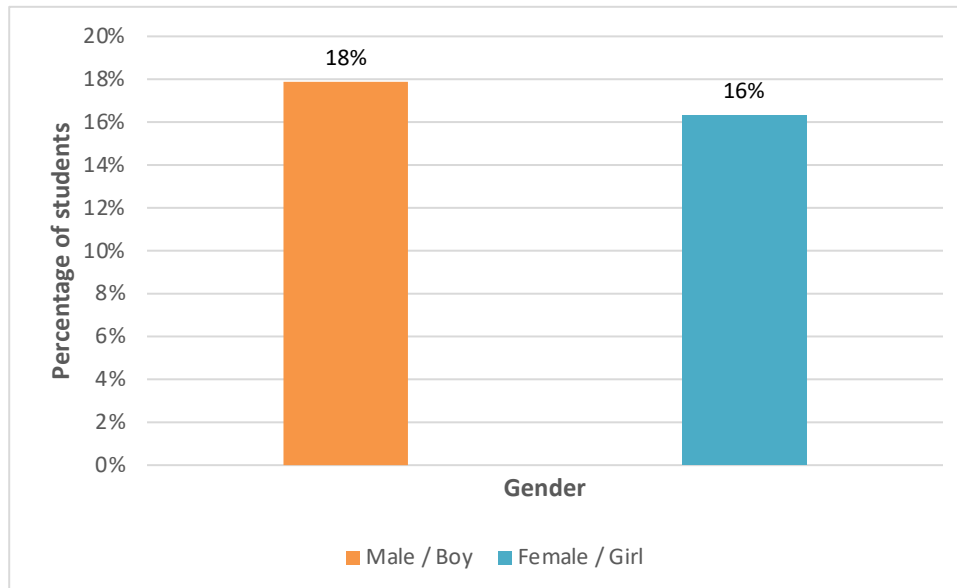


Figure 11: Students that went to preschool/ kindergarten per district (n=931)

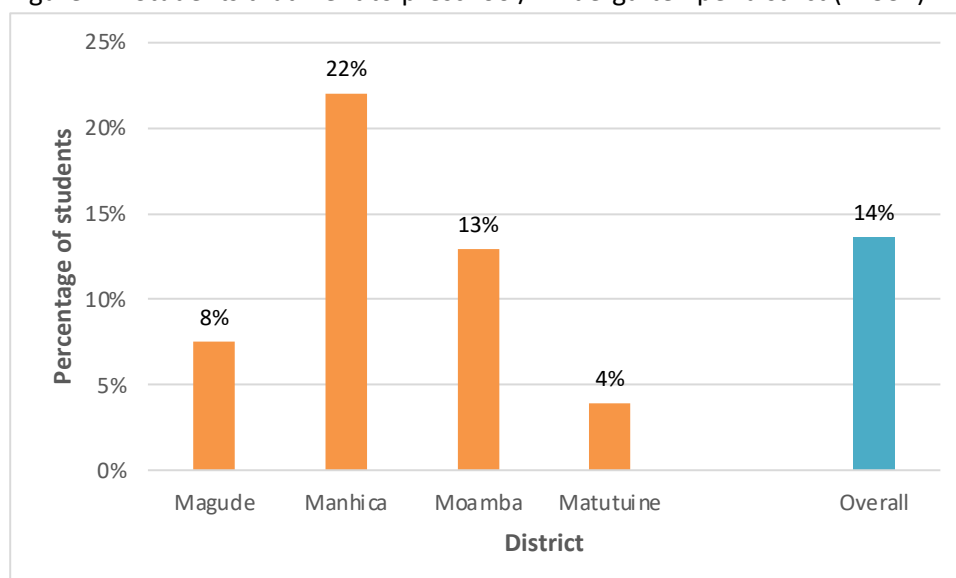
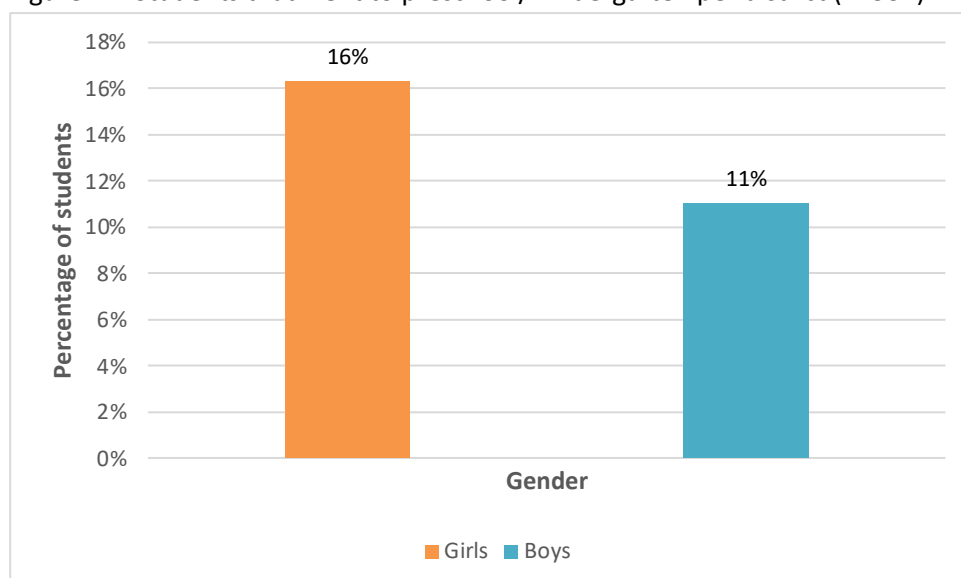


Figure 12: Students that went to preschool/ kindergarten per district (n=931)



Almost all the students reported that they walk to school (97.4%, n=931), others (2.6%, n=931) go to school by bicycle, motorcycle or car.

Overall, more than half of the students (62.7%, n=931) read at home while slightly more than half (51.8%, n=931) reported to being read to at home. The highest percentage of the students who read at home was reported in Matutuíne district (85.6%, n=153).

Figure 13: At home: reading and being read to per district (n=931)

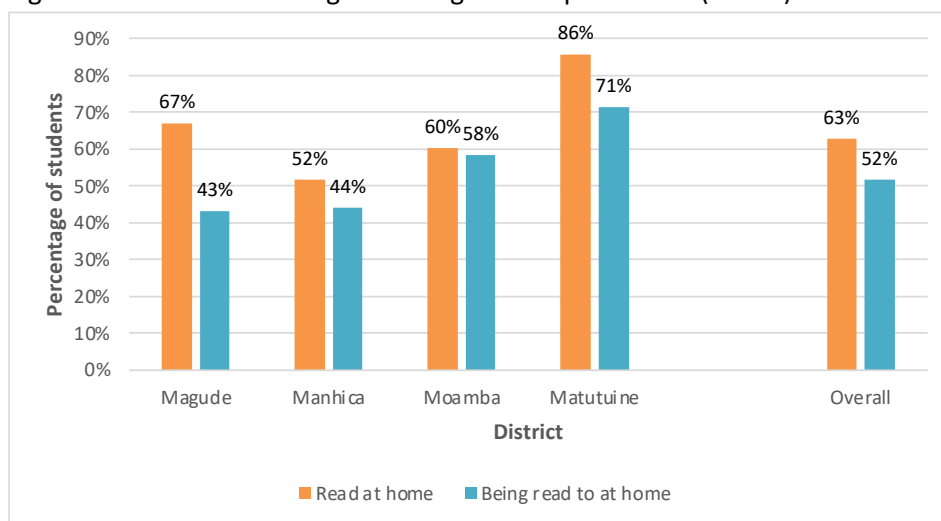
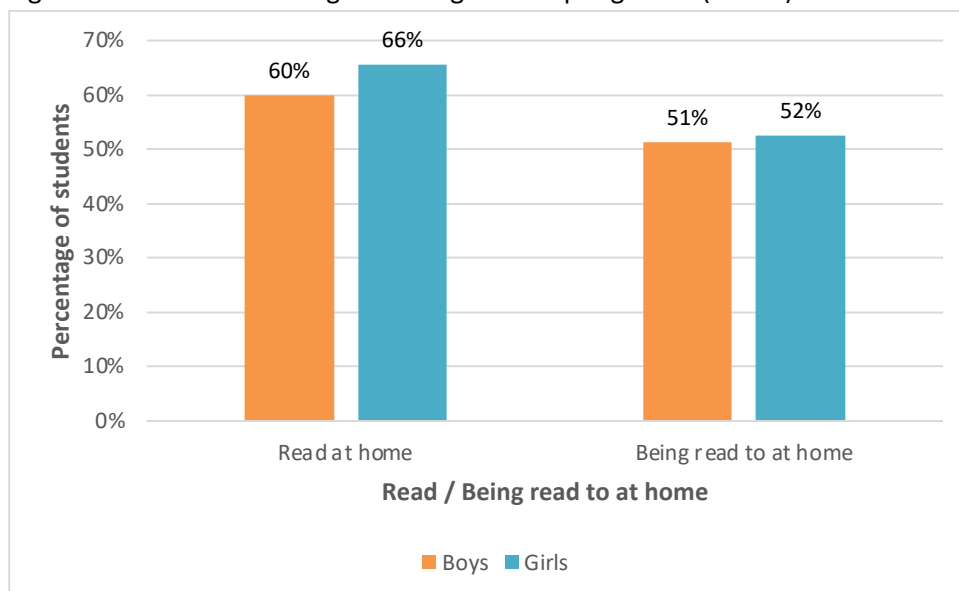


Figure 14: At home: reading and being read to per gender (n=931)



Children that read at home, mostly read daily. While for children who are being read to, the practice happens only sometimes.

More than a quarter (28.0%; n=931) of the reading is done by brothers or sisters (older siblings); and 21.3% (n=931) by fathers or mothers. In addition, slightly more than three quarters (78.0%, n=931) of the students have no individual books at home; 8.7% (n=931) reported to have one book at home; 9.1% (n=931) have 2 books at home and 4.2% (n=931) have 3 books or more at home.

Figure 15: Frequency of reading at home per district (n=931)

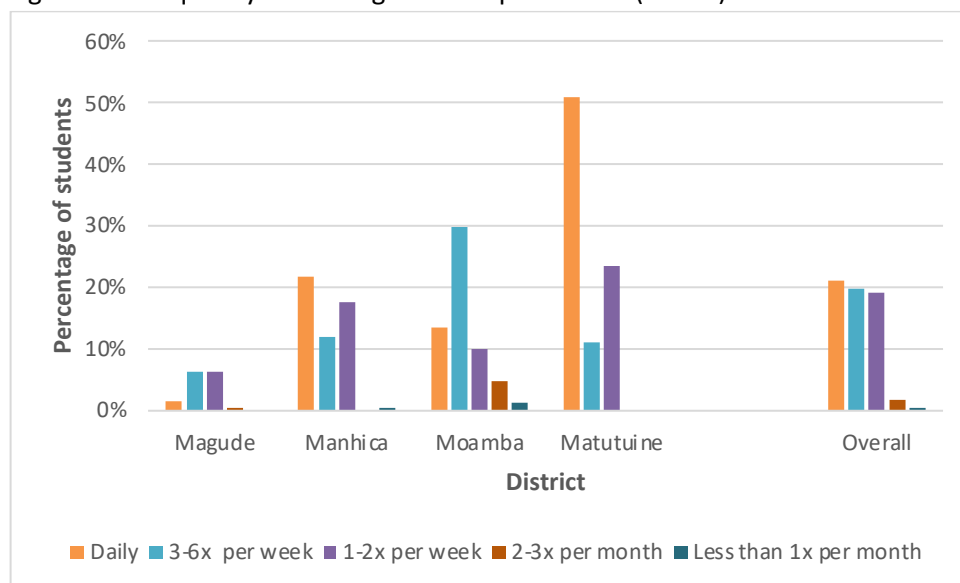
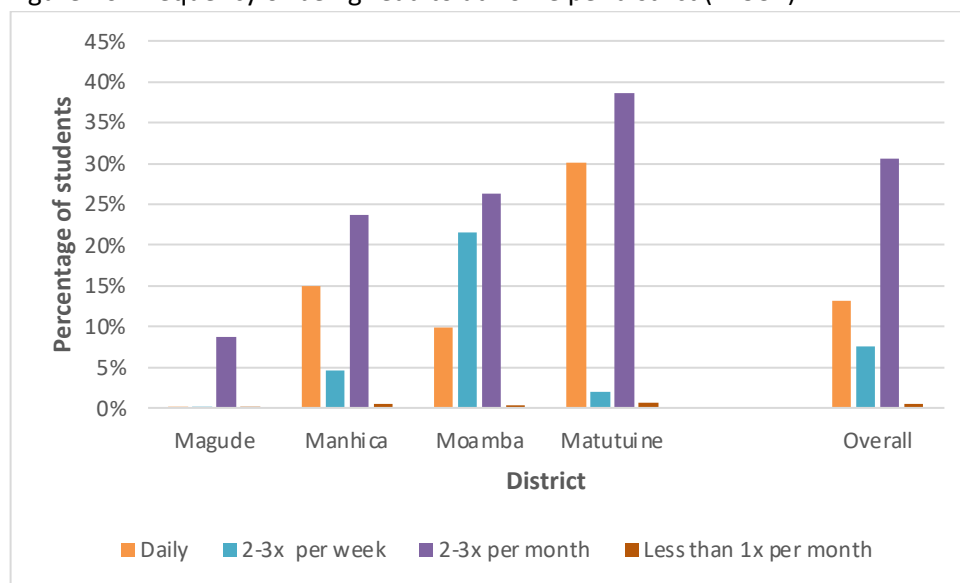


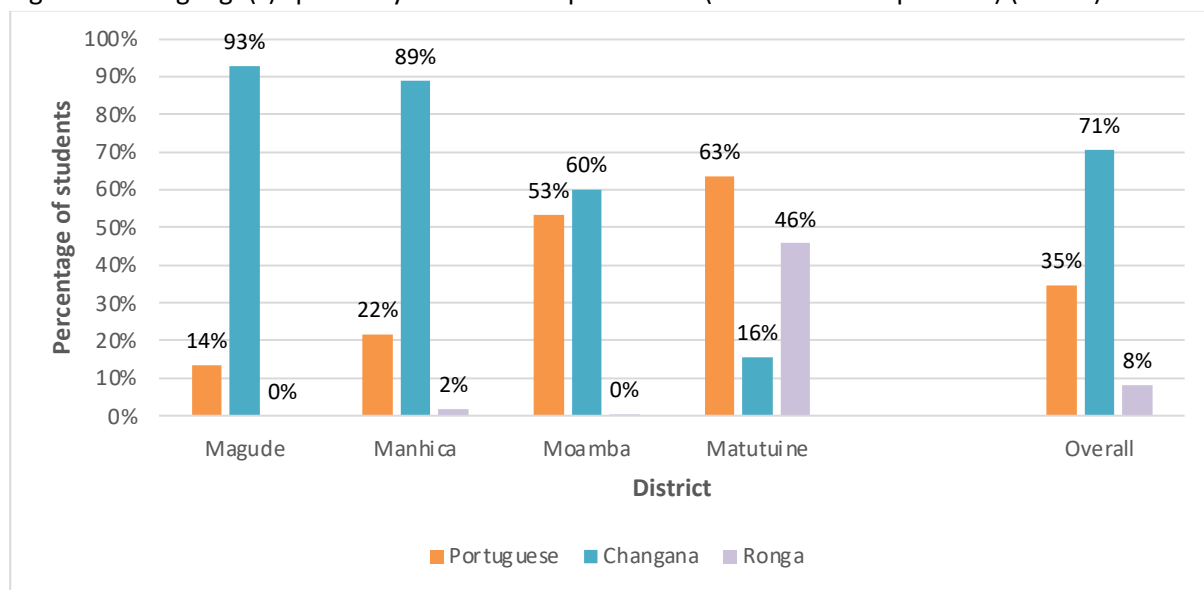
Figure 16: Frequency of being read to at home per district (n=931)



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.

Most of the students speak local languages. More than half (70.6%, n=931) speak Changana, but this varies per district. Matutui ne has the highest percentage of students who reported to speak Portuguese (63.4%, n=153). Moreover, 13.2% (n=931) of the students reported that they speak both Portuguese and the local language.

Figure 17: Language(s) spoken by the students per district (more than one possible) (n=931)



4.3 Sociodemographic characteristics of teachers (KII/survey)

Figure 18 - Figure 23 highlight the sociodemographic characteristics of the participating teachers. Key observations include the following:

- Gender distribution varied significantly across districts, with Matutuine having a much higher percentage of female teachers (see

Figure 18).

- Education levels of the teachers were fairly consistent across districts, with completed secondary education being the most common, except in Matutuine where technical school is more prevalent (see Figure 19).
- Language of instruction varied, with Portuguese being the primary language in all districts, but with significant use of local languages (Ronga only in Matutuine) (Figure 20).
- Age distribution is fairly similar across districts in Magude, most teachers < 30 years and Matutuine the least > 30 years (see Figure 21).
- Teaching experience was evenly distributed across the categories in all districts (see Figure 22).
- The percentage of teachers who received training during the project is between 41 and 62% across all districts (see Figure 23).

Figure 18: Gender of Teachers (n=90)

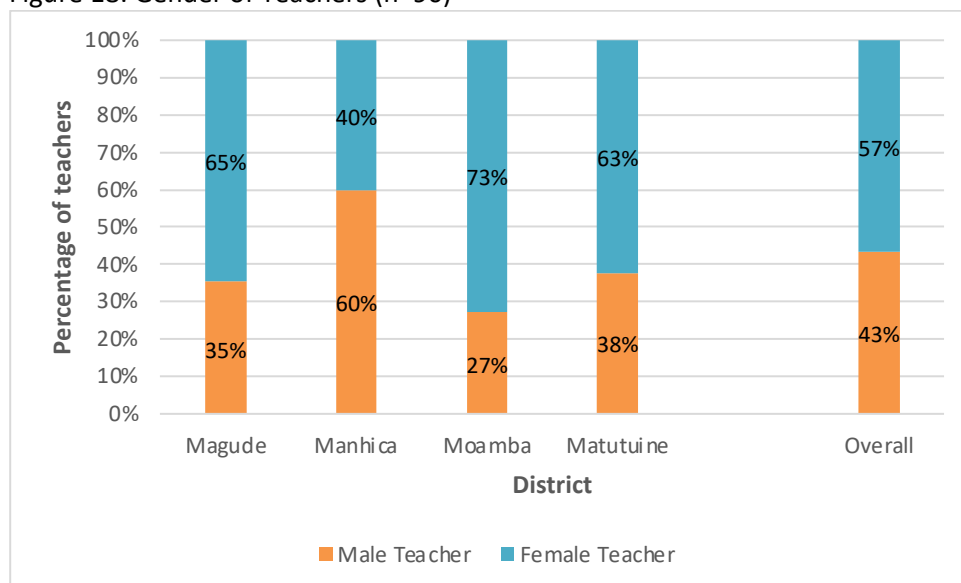


Figure 19: Teacher education level (n=90)

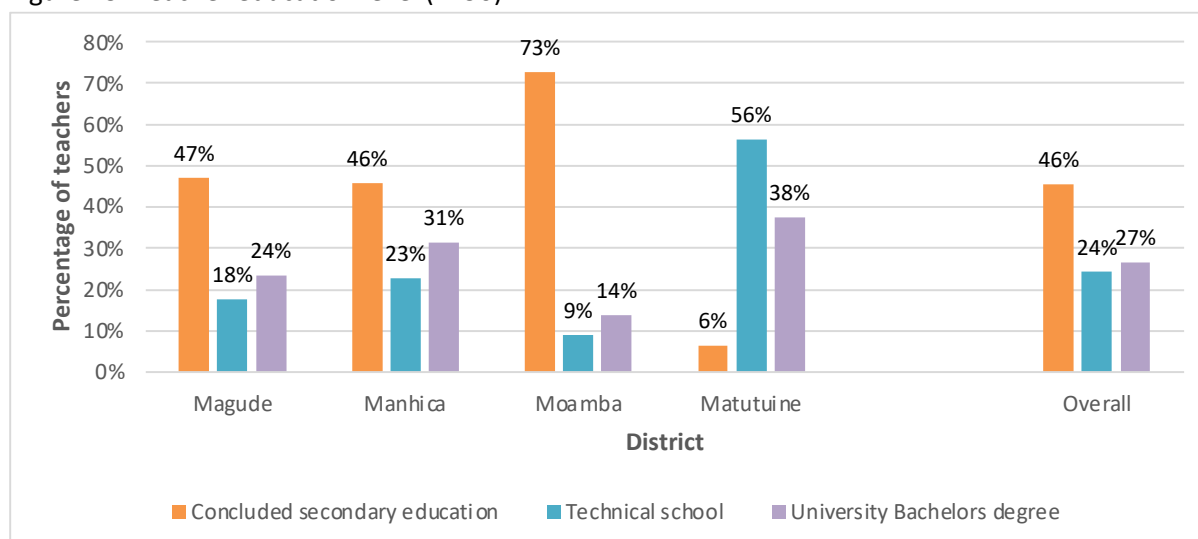


Figure 20: Teaching languages used for instruction (n=90)

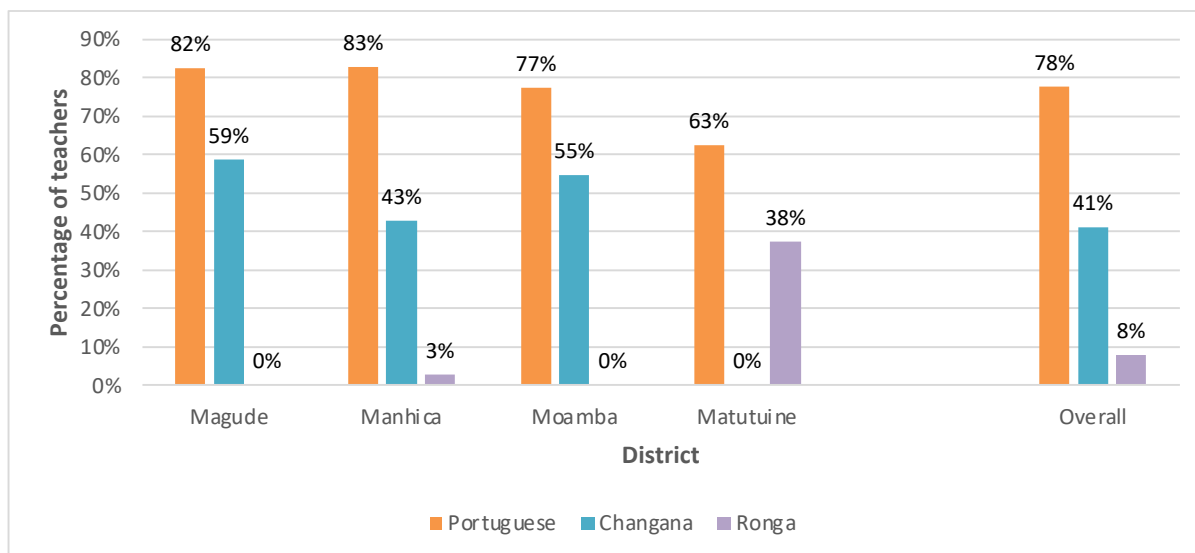


Figure 21: Age distribution (n=90)

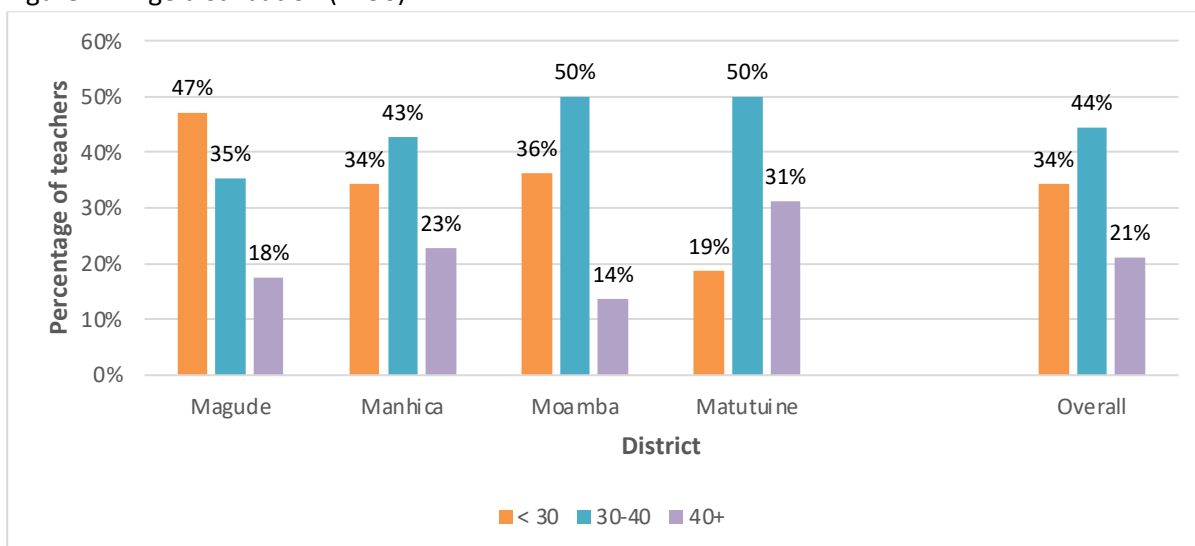


Figure 22: Teaching experience (n=90)

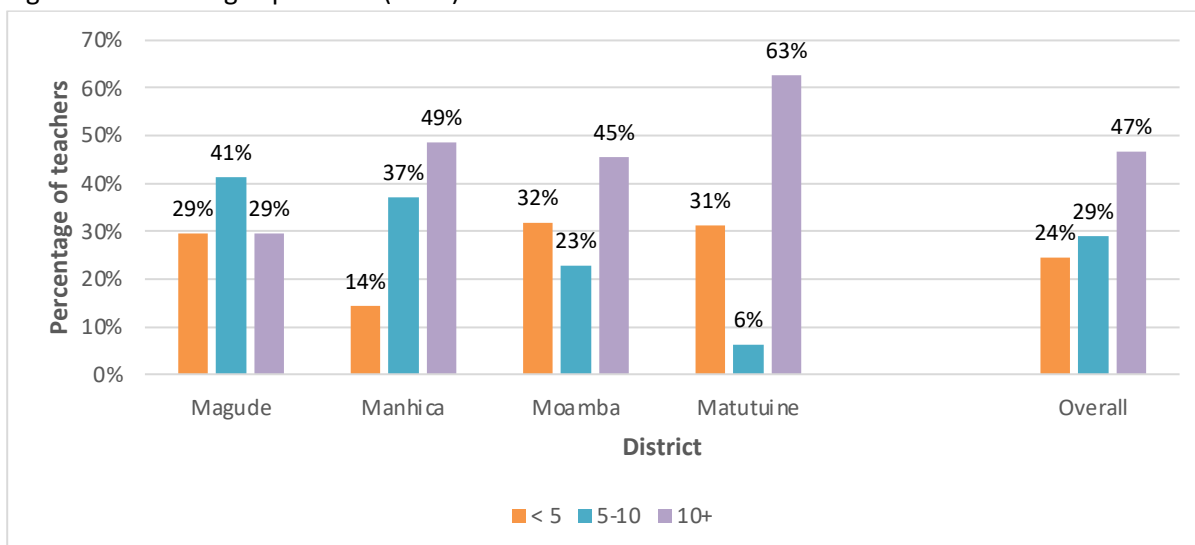
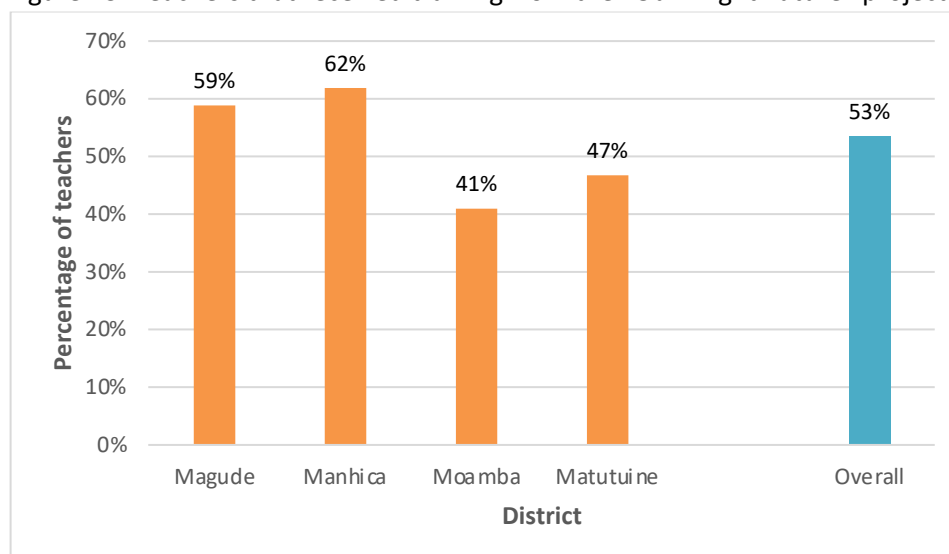


Figure 23: Teachers that received training from the “Our Bright Future” project (n=90)



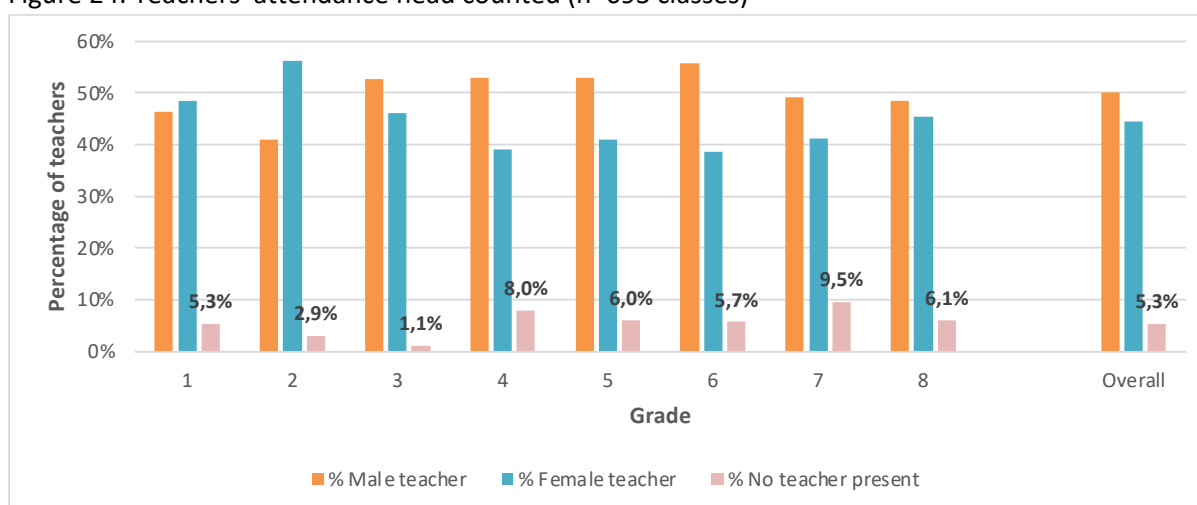
Teachers' attendance

Though all teachers (100%, n=90) reported that they go to school every day, this self-reported attendance however, is not fully in line with the head counted total of teachers' attendance conducted during the school visits at midline data collection phase. For the 120 schools and 693 classes, we observed an average of 5.3% (n=693) teacher absenteeism. For Grade 7 teachers, 9.5% of the teachers and for Grade 4 8.0% of the teachers were not present (Figure 24).

“The school council’s chairman has the autonomy to report cases of those teachers that do not show up for classes. We have had some cases reported to us and we are dealing with them accordingly” (government official)

“Teacher absenteeism is a challenge, especially on Fridays and Mondays due to limited transport opportunities for teachers that need to travel far to/from home” (project implementing staff).

Figure 24: Teachers' attendance head counted (n=693 classes)



The reasons mentioned for teachers' absenteeism in remote areas were:

- Transportation challenges: lack of reliable transportation options for teachers who do not live in the remote communities where they teach. As one official noted: *“We have faced the problem of*

teachers' absenteeism on Fridays and Mondays, due to the lack of transport. Many teachers live in school residences and return home early on Fridays and only return to school on Mondays, as there is a lack of transport, meaning they end up not working on Mondays."

- Lack of teachers' housing: While some schools have teacher residences, not all remote schools have adequate housing for teachers, forcing them to commute from further away.

4.4 Sociodemographic characteristics of head teachers (KII)

A total of 47 head teachers were interviewed. Overall, more than three quarters (77%, n=47) of the head teachers are male. Matutuine is the only district with a balanced distribution of 50% male and 50% female head teachers. Matutuine district is the only one with headteachers who all university graduates are while Moamba has the highest percentage of 50% of the headteachers who concluded secondary school. Most of the teachers in Magude district (90%) use Portuguese as the teaching language

Figure 25: Gender of head teachers (n=47)

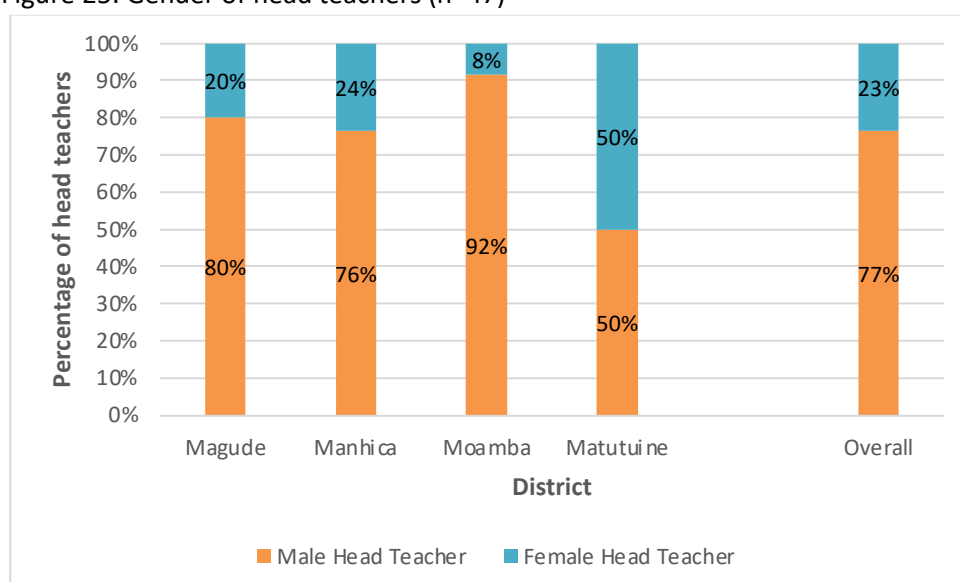


Figure 26: Head teacher completed education level (n=47)

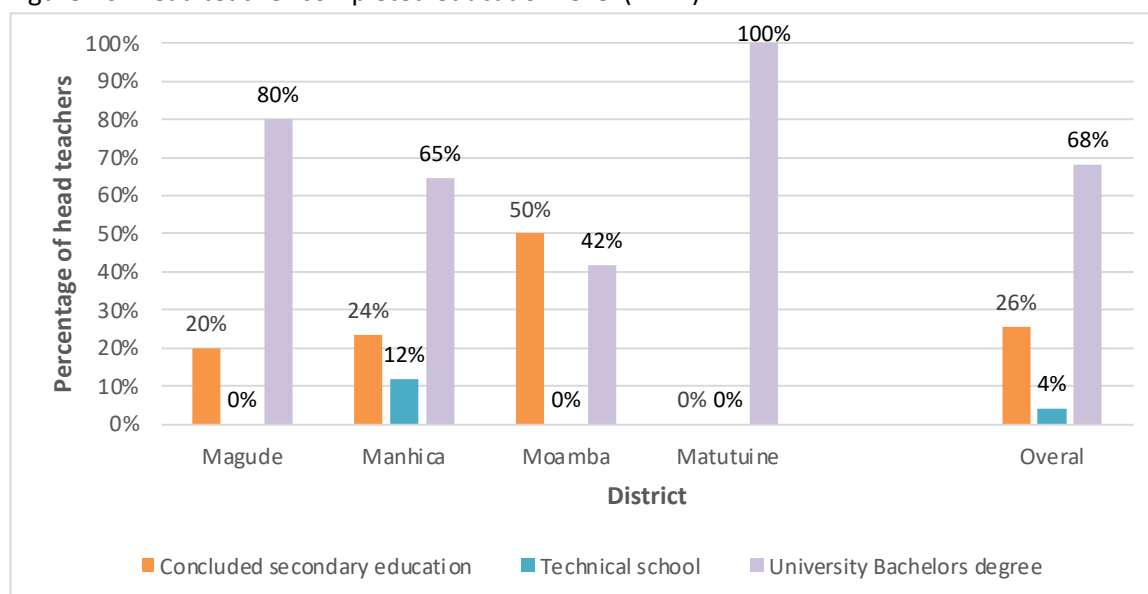


Figure 27: Teaching languages used of instruction (n=47)

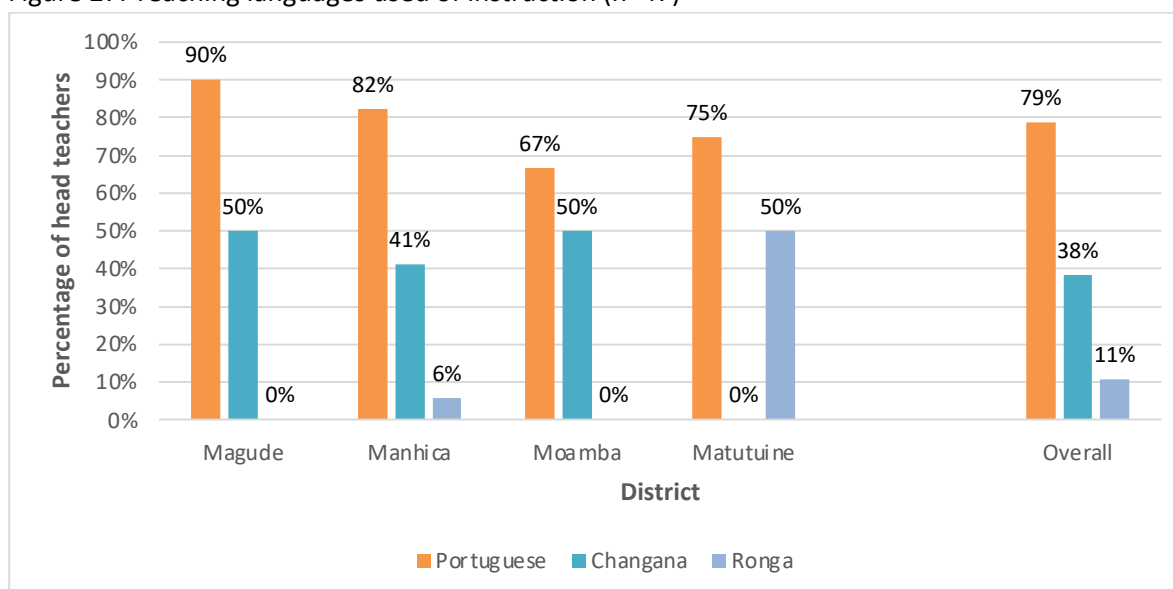


Figure 28: Age distribution of head teachers (n=47)

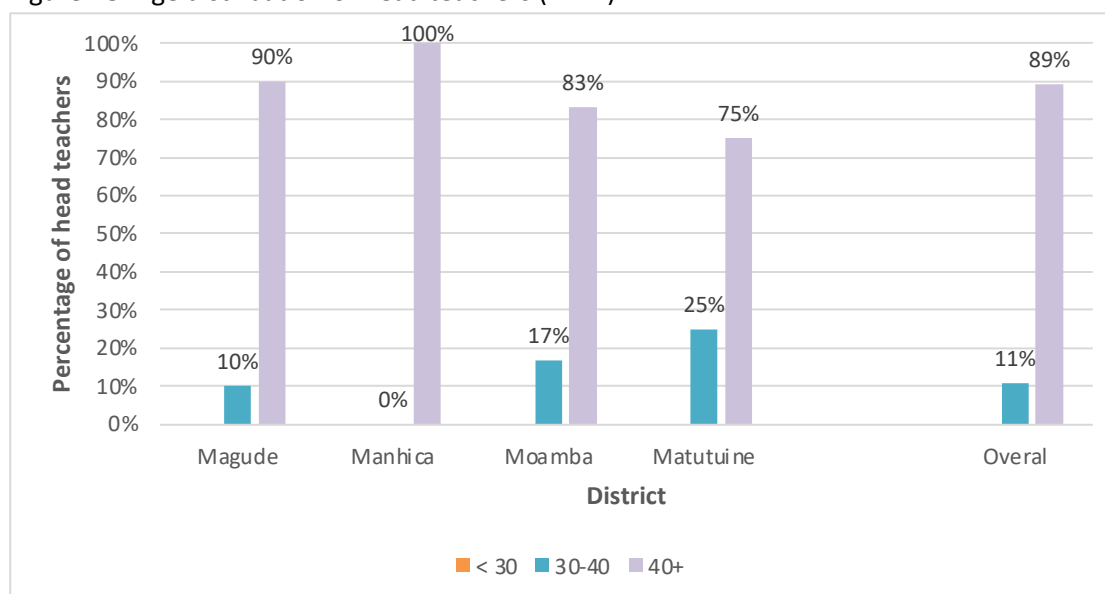


Figure 29: Head Teacher experience (n=47)

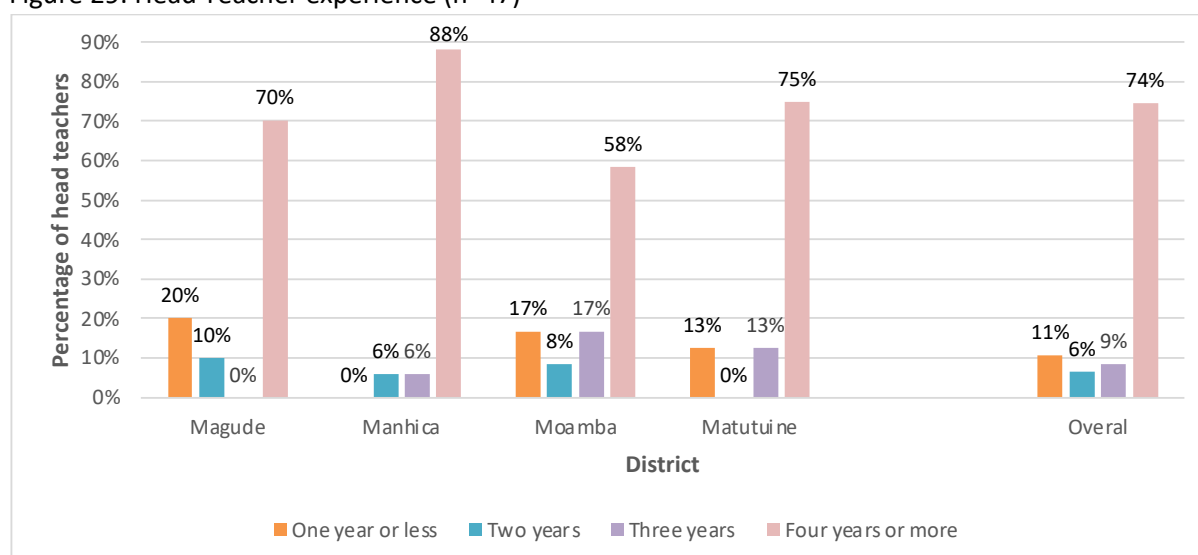
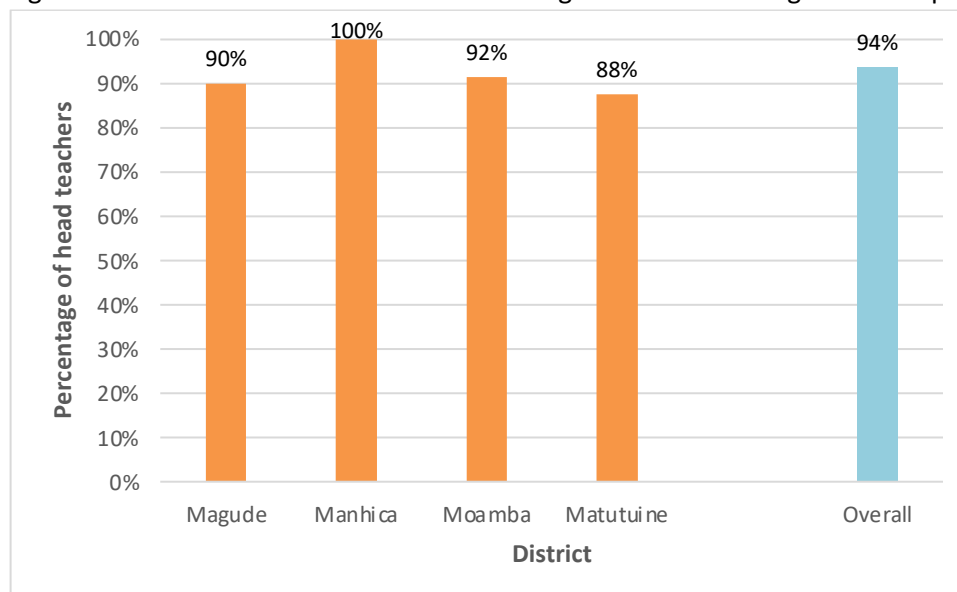


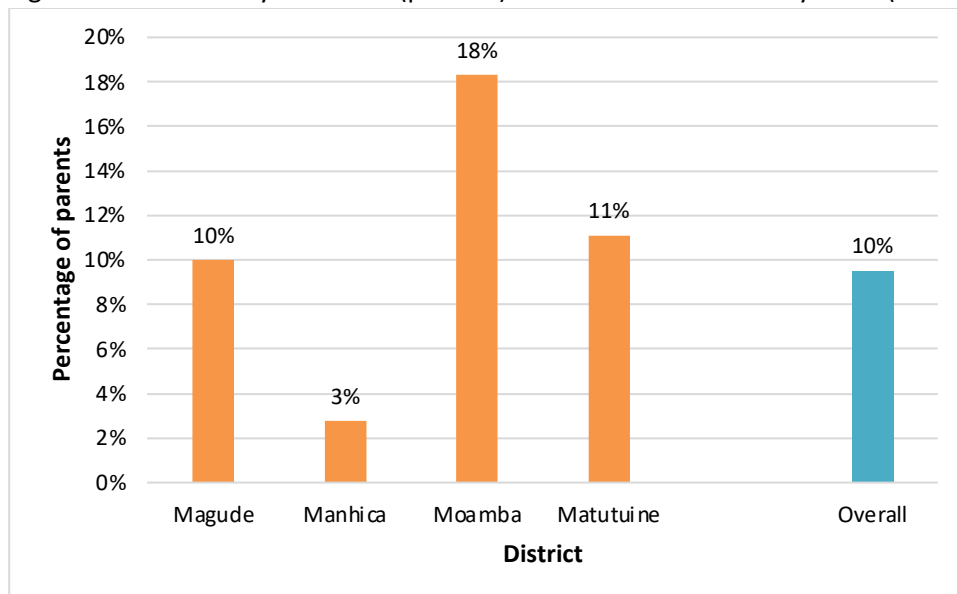
Figure 30: Head Teachers that received training from the “Our Bright Future” project (n=47)



4.5 Sociodemographic characteristics of parents (community survey)

Less than a quarter (9.5%; n=482) of parents listen to the community radio in the four districts where “Our Bright Future” is being implemented, in Manhica this is only 2.8% (n=181) (Figure 31). It is important to note that this might not be the most effective tool to use in these four districts to disseminate information.

Figure 31: Community members (parents) who listen to community radio (n=482)

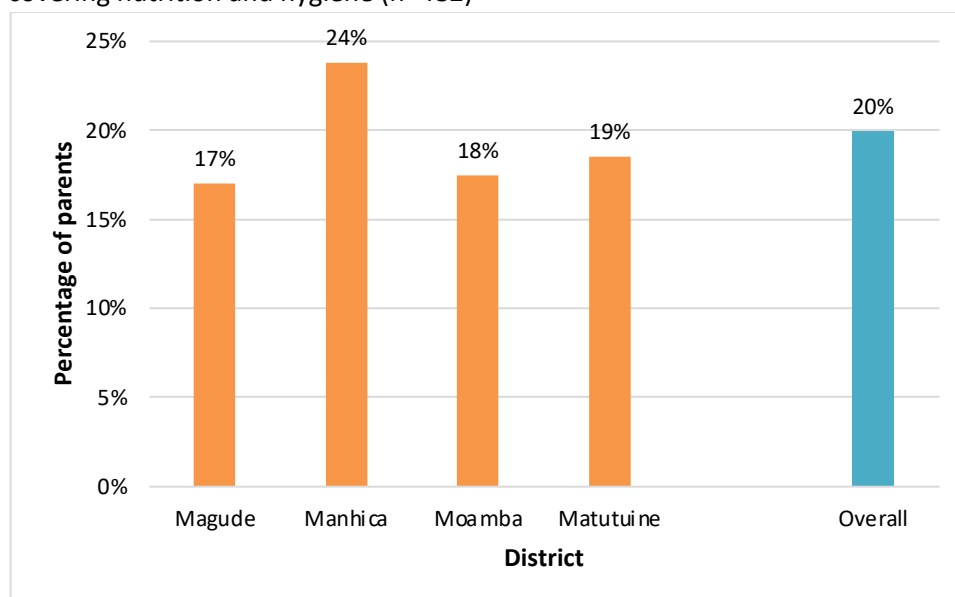


Use of radio in the Our Bright future Project

It imperative to note that in the “Our Bright Future” project, radio is used as a key communication channel to disseminate various behavior change and educational messages across the four target districts. The project produced and aired radio broadcasts in both Portuguese and Xichangana languages, with content including radio spots, soap operas (short 20 min educational stories), and interviews with community influencers like administrative leaders, religious leaders, traditional doctors, "matronas" (traditional midwives), and respected female elders. The radio messaging focused on topics such as promoting the importance of quality education, improving student attendance, encouraging parent participation in children's education, and reducing student absenteeism, particularly during critical periods like the sugar cane cutting season. For example, in 2023, the program aired strategic radio broadcasts over 8 weeks reaching an estimated 350,000 listeners, specifically timed from the end of the 2nd trimester until the 1st month of the 3rd trimester when children often arrive late or miss school due to seasonal agricultural work. Additional broadcasts were developed to promote child enrolment during the October-December period when the Ministry of Education started enrolling children. The program also integrated radio messaging with other activities like the "Let's Talk" initiative and developed innovative "Story Hour" programming where the best stories would be recorded and disseminated via radio, as one of the fewest means of communication available at community level.

Less than a quarter (19.9%; n=482) of parents attended cooking demonstrations / interventions in this community covering nutrition and hygiene to support a healthy life of their children (Figure 32).

Figure 32: Community members (parents) that attended cooking demonstrations/interventions covering nutrition and hygiene (n=482)



5. Findings: Performance of “Our Bright Future” Project

5.1. Strategic Objective 1: Improve literacy of school aged children

5.1.1 MGD 1.1 Improve quality of literacy instruction

The “Our Bright Future” project implements a comprehensive approach to improve literacy through multiple initiatives as reported in the annual reports. These initiatives are focused on both in-school and community-based interventions:

- At the school level, the project established reading clubs targeting students with lowest literacy performance rates, successfully enrolling students (boys and girls). These clubs are supported with substantial educational materials including exercise books, markers, pens, pencils, and calligraphy practice books.
- The project has also made significant strides in producing and distributing learning materials, such as supplementary reading materials in both Portuguese and local languages (Xichangana and Xirhonga).
- To ensure quality instruction, the project invested in teacher professional development, training bilingual education teachers using a specialized guide.

In addition, to extend literacy support beyond the classroom, the project implements several community-based initiatives:

- The project trained and equipped adult literacy teachers and volunteers with "Let's Talk" Visual Aid Kits, implementing these across communities to strengthen literacy engagement at the community level.
- The project also identified schools to equip with mobile libraries, making reading materials more accessible to students and community members. Innovative approaches include using radio broadcasting for "Story Hour" where the best stories are recorded and disseminated, integrating traditional storytelling with literacy development.
- The project also organizes reading and writing competitions at the Zona da Influência Pedagógica (ZIP) level for 5th and 6th graders to encourage literacy engagement and achievement. These combined efforts create a supportive environment for literacy development both within and outside the school setting.

Classroom observations, EGRA assessments and teachers’ surveys were the combined methods used during the midline study to gauge the level of improved quality of literacy instruction in the four districts of Maputo Province where the project is being implemented:

Ninety-three (93) grade 2 and grade 3 class observations evaluated certain practices that the teacher was doing or not doing during the classroom session. The following table (Table 12) and graph in Annex C (Figure 62) underline an improvement of the various variables observed during the midline relative to the baseline results.

Table 9: Observed teaching practices that improved

Observed teaching practices	Baseline % (n=72)	Midline % (n=93)	Variance %
Provides constructive, encouraging feedback	52.8%	76.3%	+23.6%
Engages students in cooperative learning strategies (pupils leading activities, working in groups)	22.2%	45.2%	+22.9%
Provides students with opportunities to apply their understanding to everyday life and problems	22.2%	45.2%	+22.9%
Applies multiple methods to support comprehension (games, group work)	33.3%	50.5%	+17.2%
Encourages students to help each other	41.7%	58.1%	+16.4%
Avoids using abusive language	70.8%	82.8%	+12.0%
Uses a scripted/step-by-step lesson plan	62.5%	72.0%	+9.5%
Avoids criticizing students who don't answer correctly or read poorly	68.1%	77.4%	+9.4%
Does not allow students to engage in gender bias	68.1%	77.4%	+9.4%
Does not allow students to use abusive language	72.2%	79.6%	+7.3%
Provides opportunities for students to develop higher-order and critical thinking skills	25.0%	32.3%	+7.3%
Assigns reading for students to do on their own during school time	43.1%	49.5%	+6.4%
Uses teaching and learning materials that are in a language that the pupils appear to understand	73.6%	79.6%	+6.0%
Constructively engages all students—not just some—in classroom activities	79.2%	83.9%	+4.7%
Engages students of all ability levels	77.8%	81.7%	+3.9%
Introduces lesson by connecting to what students have learned previously	75.0%	78.5%	+3.5%
Girls have equal access to desks, learning materials, etc.	86.1%	89.2%	+3.1%
Has individual students read aloud	90.3%	92.5%	+2.2%
Uses different resources (books, tools, manipulatives) and strategies (audio, visual) to explain concepts	43.1%	45.2%	+2.1%
Uses a lesson plan or lesson notes	77.8%	79.6%	+1.8%
Teaches students meanings of new words	62.5%	63.4%	+0.9%
Uses relevant teaching materials that are appropriate to the subject, ability level, and culture of pupils	65.3%	65.6%	+0.3%

The Table 10 (and Figure 63 in Annex C) highlights the observed practices that were less observed during the midline relative to the baseline results.

Table 10: Observed teaching practices that retrogressed/or less observed during lessons

Observed teaching practices	Baseline % (n=72)	Midline % (n=93)	Variance %
Pupils clap the syllables of words	62.5%	41.9%	-20.6%
Asks students to recognize letters and say letter names and/or sounds	77.8%	59.1%	-18.6%
Actively minimizes classroom time that is off-task	47.2%	31.2%	-16.0%
Provides instructions on how to blend sounds/decode syllables/words	61.1%	47.3%	-13.8%
Prior to reading a story, teacher asks students pre-reading questions?	33.3%	22.6%	-10.8%
Asks students to recite the alphabet	59.7%	50.5%	-9.2%
Introduces lesson with advance organizer (visual)	22.2%	17.2%	-5.0%
Asks probing, open-ended questions or help students explicate their thinking	50.0%	45.2%	-4.8%
While reading a story, asks students to make appropriate sounds	25.0%	20.4%	-4.6%
Engages students in reading activities or games	66.7%	62.4%	-4.3%
Provides a variety of methods for students to establish good writing skills	51.4%	47.3%	-4.1%
Encourages students to “sound it out” when they don’t know a word	34.7%	31.2%	-3.5%
Students retell a story they or the teacher read	27.8%	24.7%	-3.0%
Asks students questions to assess their understanding of text that they read	68.1%	65.6%	-2.5%
Asks students questions to assess their understanding of stories they hear	58.3%	55.9%	-2.4%
Assesses pupil learning	86.1%	84.9%	-1.2%
Avoids using language that favors one gender	77.8%	77.4%	-0.4%

EGRA Student Assessment

The Early Grade Reading Assessment (EGRA), conducted in both Portuguese and a 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 not 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. We follow the benchmarks that were used during baseline for comparison with the midline study, see Table 11. The benchmarks depend on the number of correct words read (either in Portuguese or local language depending on if the EGRA was conducted in Portuguese or local language) as well as understood the meaning of a read text via the number of correct answered questions.

Table 11: 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 Results

The overall scores (means, standard deviations) for grade 2 students (Table 13) and grade 3 students (Table 14) are provided¹⁴ 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.

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

The overall mean scores are provided per grade (in Figure 34 below).

Table 12: EGRA Midline results for the different Benchmarks (A the lowest and D the highest) (Grade 2 n= 462, Grade 3= n=469, Overall n=931)

Midline Benchmarks	A	B	C	D
Grade 2	20.6%	11.0%	4.8%	2.2%
Grade 3	37.1%	22.8%	13.0%	8.1%
Overall (Grade 2+ Grade 3)	28.9%	17.0%	8.9%	5.2%

The reading benchmark scores achieved by the students at the midline are much better than the baseline students (see also Figure 33), i.e. for

- A. 3.7 x more students achieved reading benchmark A during midline then baseline
- B. 6.8 x more students achieved reading benchmark B during midline then baseline
- C. 11.5 x more students achieved reading benchmark C during midline then baseline
- D. 26.9 x more students achieved reading benchmark D during midline then baseline

The target for the length of the project, for the indicator, “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” is 9%.

¹⁴ 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.

Observation: The improved literacy of school age children program indicator target (of 9%) has been exceeded (13%)

Figure 33: EGRA Baseline vs Midline reading benchmark results

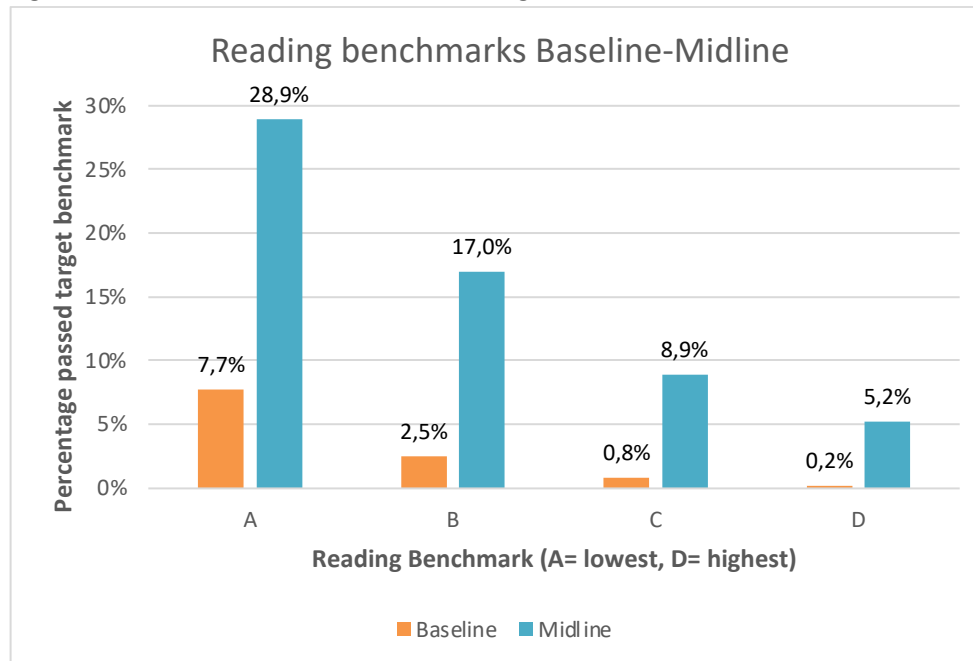
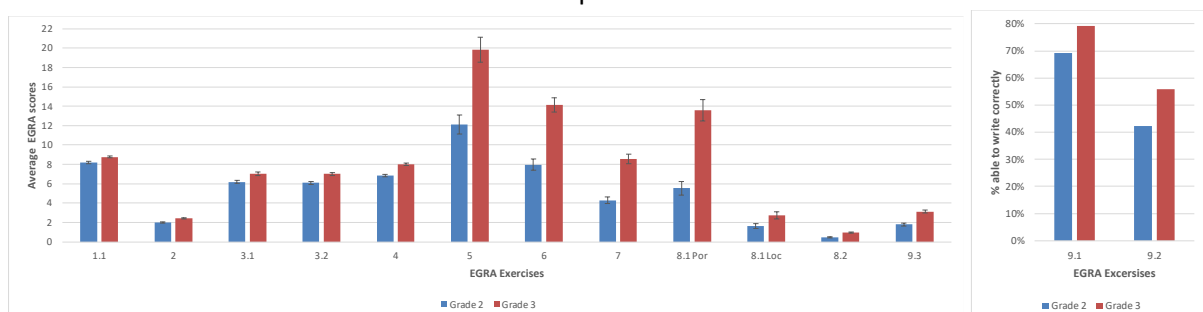


Figure 34: Overall EGRA mean scores with 95% confidence intervals for the 9 exercises for Grade 2 and Grade 3 students. Exercises 9.1 and 9.2 are presented in %.



The exercises become more complex as the student advances, that is, 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 35. 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 36 provides the scores for the non-zero scoring students.

Figure 35: Percentage of zero scoring students for the 9 exercises for Grade 2 and Grade 3.

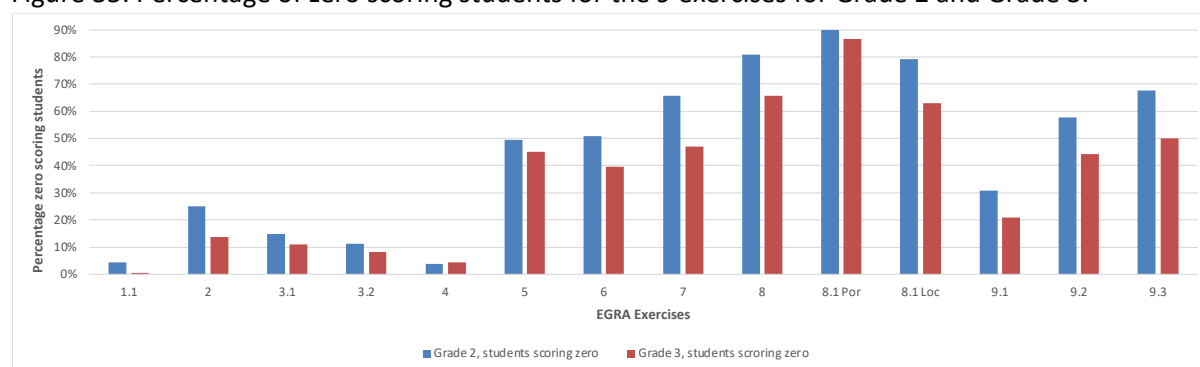


Figure 36: Overall EGRA scores without zero scoring students for the 9 exercises for Grade 2 and Grade 3.

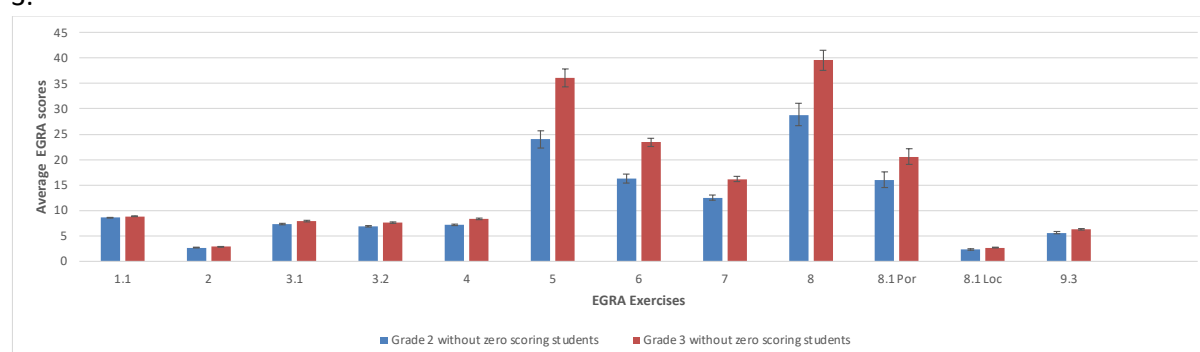


Table 13: EGRA scores for Grade 2 students (in both Portuguese and local language, sample size = 462, 48 schools)¹⁵

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)	8.21	2.57	4.3%	8.58	1.93	347
2. Oral comprehension (4)	2.00	1.49	24.9%	2.67	1.09	39
3.1 Phonological aware 🗒 (10)	6.20	3.53	14.7%	7.27	2.61	394
3.2 Phonological aware 🎵 (10)	6.09	3.27	11.3%	6.87	2.59	410
4. Concepts of print (10)	6.86	2.93	3.9%	7.14	2.64	444
5. Letter sounds (100, ⌚)	12.13	20.78	49.6%	24.05	23.88	233
6. Syllable recognition (50, ⌚)	7.96	12.32	50.9%	16.21	13.24	22
7. Reading words (30, ⌚)	4.30	7.29	65.6%	12.48	7.22	159
8.1 Reading fluency (77 Por, ⌚)	5.54	15.00	80.7%	28.74	22.45	8
8.1 Reading fluency (32 Loc, ⌚)	1.63	5.45	89.8%	16.00	7.95	30
8.2 Reading comprehension (4)	0.48	1.04	79.2%	2.31	1.00	96

¹⁵ 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.

9.1 Writing first name	69.3%	N/A	30.7%	N/A	N/A	N/A
9.2 Writing last name	42.2%	N/A	57.8%	N/A	N/A	N/A
9.3 Dictation of words (10)	1.80	3.05	67.7%	5.58	2.78	149

Table 14: EGRA scores for Grade 3 students (in both Portuguese and local language, sample size = 469, 48 schools)¹⁶

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)	8.76	1.94	0.6%	8.82	1.82	405
2. Oral comprehension (4)	2.46	1.41	13.6%	2.85	1.09	417
3.1 Phonological aware 🗒 (10)	7.03	3.39	11.1%	7.90	2.44	417
3.2 Phonological aware 🎵 (10)	7.01	3.16	8.1%	7.63	2.48	431
4. Concepts of print (10)	8.00	2.72	4.3%	8.36	2.18	449
5. Letter sounds (100, ⌚)	19.85	28.03	45.0%	36.09	29.02	258
6. Syllable recognition (50, ⌚)	14.12	16.07	39.7%	23.41	14.52	283
7. Reading words (30, ⌚)	8.56	10.20	47.1%	16.18	8.57	248
8.1 Reading fluency (77 Por, ⌚)	13.58	24.09	65.7%	39.57	25.75	161
8.1 Reading fluency (32 Loc, ⌚)	2.76	7.89	86.6%	20.54	9.93	40
8.2 Reading comprehension (4)	0.98	1.44	62.9%	2.63	1.12	174
9.1 Writing first name	79.1%	N/A	20.9%	N/A	N/A	N/A
9.2 Writing last name	55.9%	N/A	44.1%	N/A	N/A	N/A
9.3 Dictation of words (10)	3.14	3.76	49.9%	6.26	2,94	235

When the mean EGRA scores for both grade 2 and grade 3 students at baseline and midline are compared, it can be observed that the midline scores are higher than the baseline scores especially from exercise 5 onwards, see also Table 15 and Figure 37.

Though the midline EGRA scores are higher than during baseline, it is important to note that the scores for both grades are low compared to international norms¹⁷. According to Manguilimotan & Zabala (2024)¹⁸ factors affecting reading comprehension are

- a) Interest and motivation
- b) Prior knowledge
- c) Vocabulary knowledge

¹⁶ 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.

¹⁷ See for example <https://scholarwithin.com/average-reading-speed#average-reading-speed-by-age-and-grade>

¹⁸ See

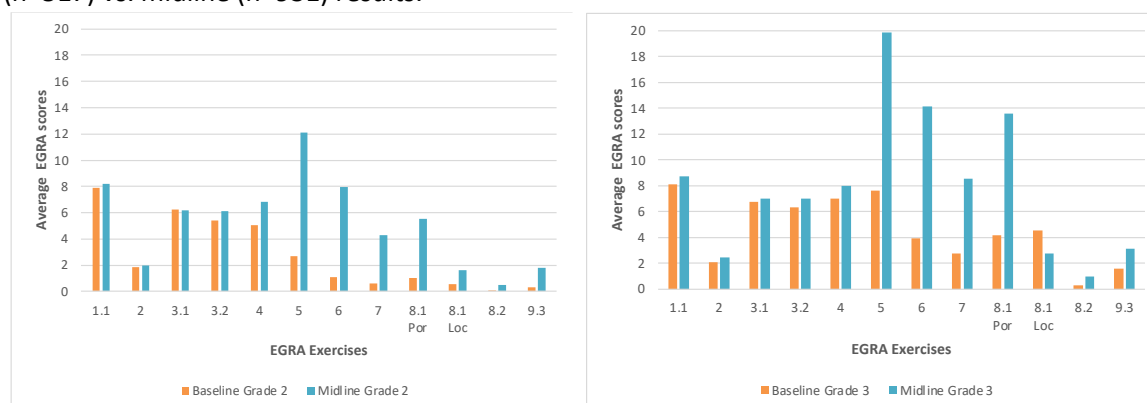
https://www.researchgate.net/publication/378672423_Factors_Affecting_the_Reading_Comprehension_Skills_of_Grade_3_Learners

Observation: The mean midline student EGRA scores are higher than the mean baseline EGRA scores.

Table 15: Overall EGRA mean scores for the 9 exercises for Grade 2 and Grade 3 students for baseline (n=517) vs. midline (n=931) results.

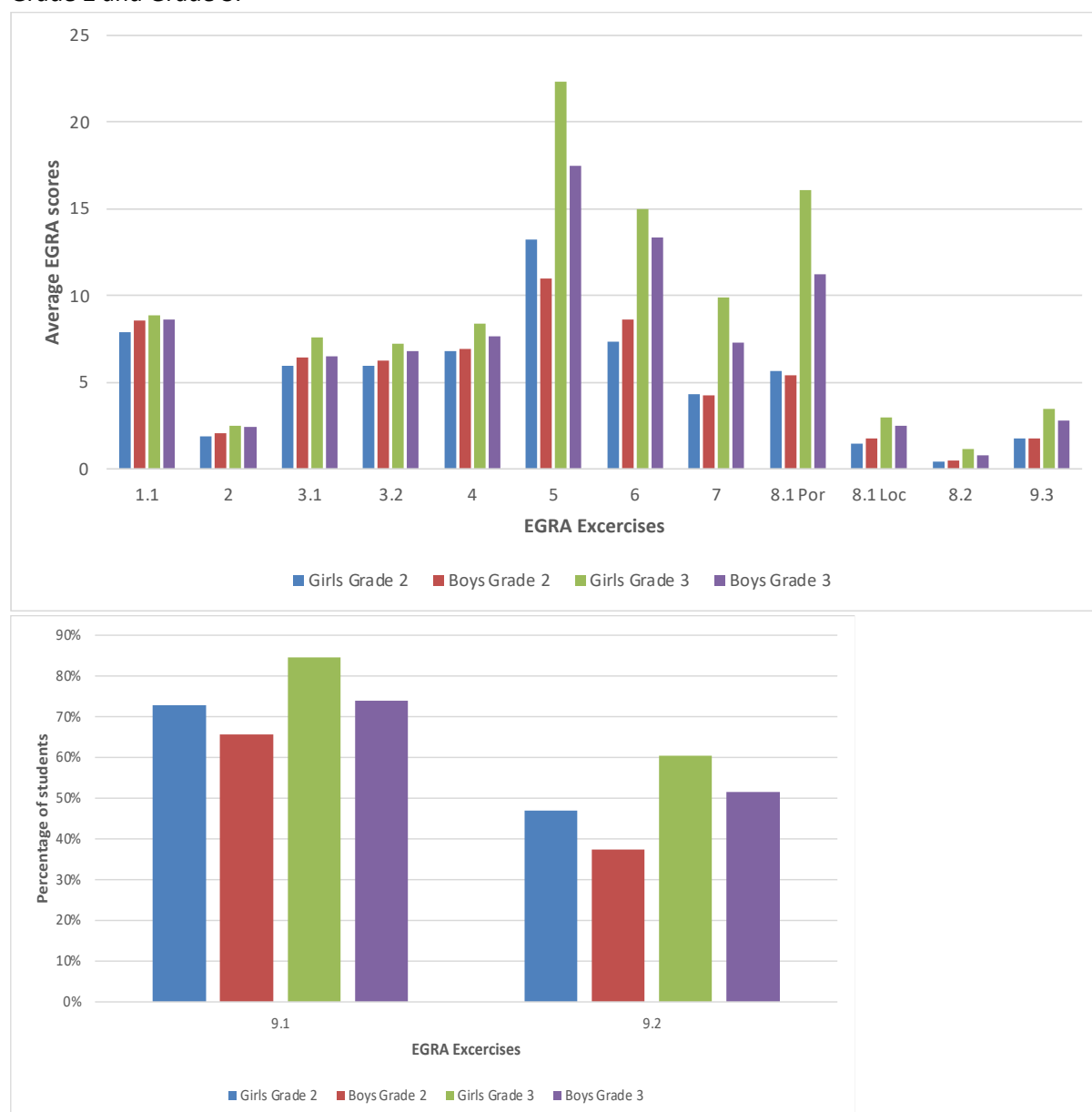
Tasks (max score, ⌚ 60 secs)	Grade 2		Grade 3	
	Mean score Baseline	Mean score Midline	Mean score Baseline	Mean score Midline
1. Oral vocabulary (10)	7.89	8.21	8.14	8.76
2. Oral comprehension (4)	1.83	2.00	2.08	2.46
3.1 Phonological aware 📖 (10)	6.26	6.20	6.78	7.03
3.2 Phonological aware 🎵 (10)	5.39	6.09	6.32	7.01
4. Concepts of print (10)	5.04	6.86	7.00	8.00
5. Letter sounds (100, ⌚)	2.7	12.13	7.59	19.85
6. Syllable recognition (50, ⌚)	1.06	7.96	3.91	14.12
7. Reading words (30, ⌚)	0.63	4.30	2.76	8.56
8.1 Reading fluency (77 Por, ⌚)	1.04	5.54	4.19	13.58
8.1 Reading fluency (32 Loc, ⌚)	0.55	1.63	4.57	2.76
8.2 Reading comprehension (4)	0.07	0.48	0.32	0.98
9.1 Writing first name	38.2%	69.3%	60.7%	79.1%
9.2 Writing last name	11.1%	42.2%	32.2%	55.9%
9.3 Dictation of words (10)	0.30	1.80	1.58	3.14

Figure 37: Overall EGRA mean scores for the 9 exercises for Grade 2 and Grade 3 students for baseline (n=517) vs. midline (n=931) results.



The EGRA scores for girls and boys in Grade 2 are quite similar. The EGRA scores for girls in Grade 3 are higher than the scores for boys, especially from exercises 5 onwards (Figure 38).

Figure 38: Overall EGRA scores without zero scoring students for the 9 exercises for Boys and Girls Grade 2 and Grade 3.

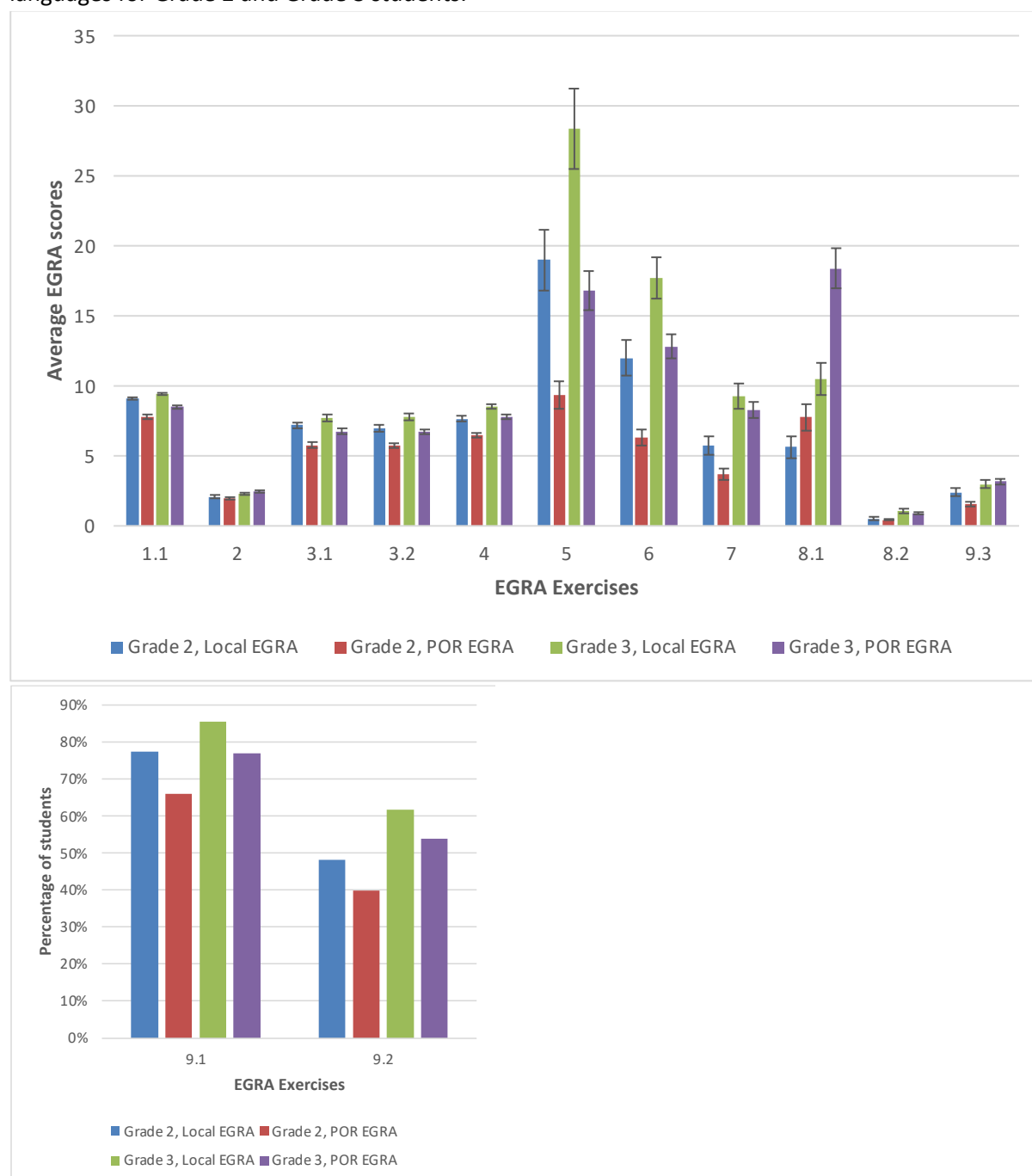


The scores for EGRAs conducted in Portuguese and local languages are provided below (Figure 39). From the figures below, the scores for EGRAs conducted in local languages (Ronga & Changana) are better than for EGRAs conducted in Portuguese, both for grade 2 and grade 3 students.

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.

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

Figure 39: EGRA scores with 95% confidence intervals for the 9 exercises conducted in different languages for Grade 2 and Grade 3 students.



The scores for EGRAs conducted in local languages (Changana and Ronga) and Portuguese at bilingual schools and in Portuguese at monolingual schools are presented below. From both the figures (Figure 41; Figure 42), the scores for EGRAs conducted in local language at bilingual schools are better than for EGRAs in Portuguese, both for Grade 2 and Grade 3 students.

Observation: Scores for EGRAs conducted in local languages at bilingual schools are higher than EGRAs conducted in Portuguese.

Observation: Scores for EGRAs conducted in Portuguese are similar across monolingual (Portuguese) and bilingual schools.

Figure 40: Mean EGRA scores - for the 9 exercises for bilingual schools with EGRAs conducted in local language and Portuguese, as well as for monolingual schools with EGRAs conducted in Portuguese.

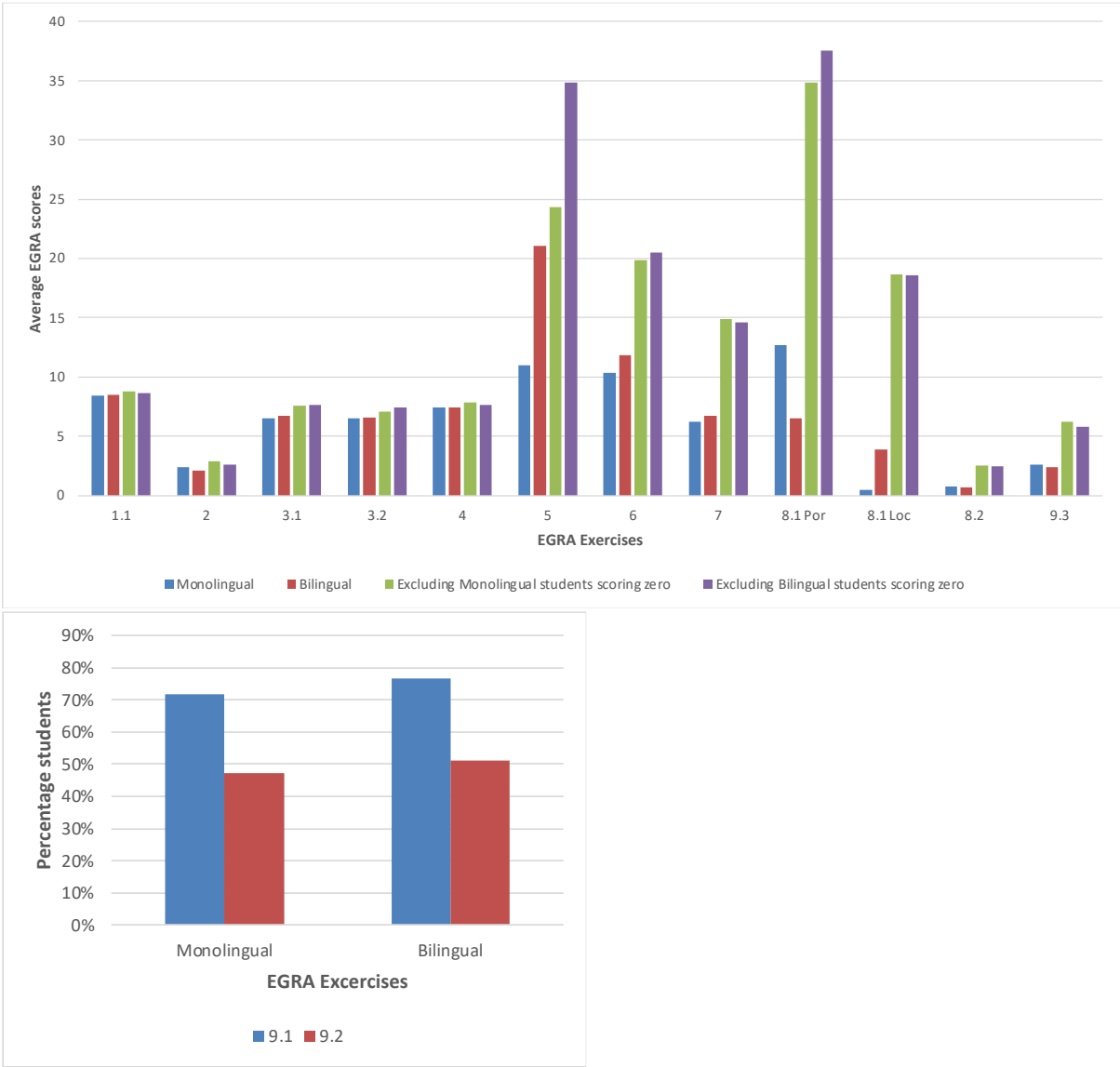


Figure 41: Mean EGRA scores— for the 9 exercises for bilingual schools with EGRAs conducted in local language and Portuguese, as well as for monolingual schools with EGRAs conducted in Portuguese for Grade 2.

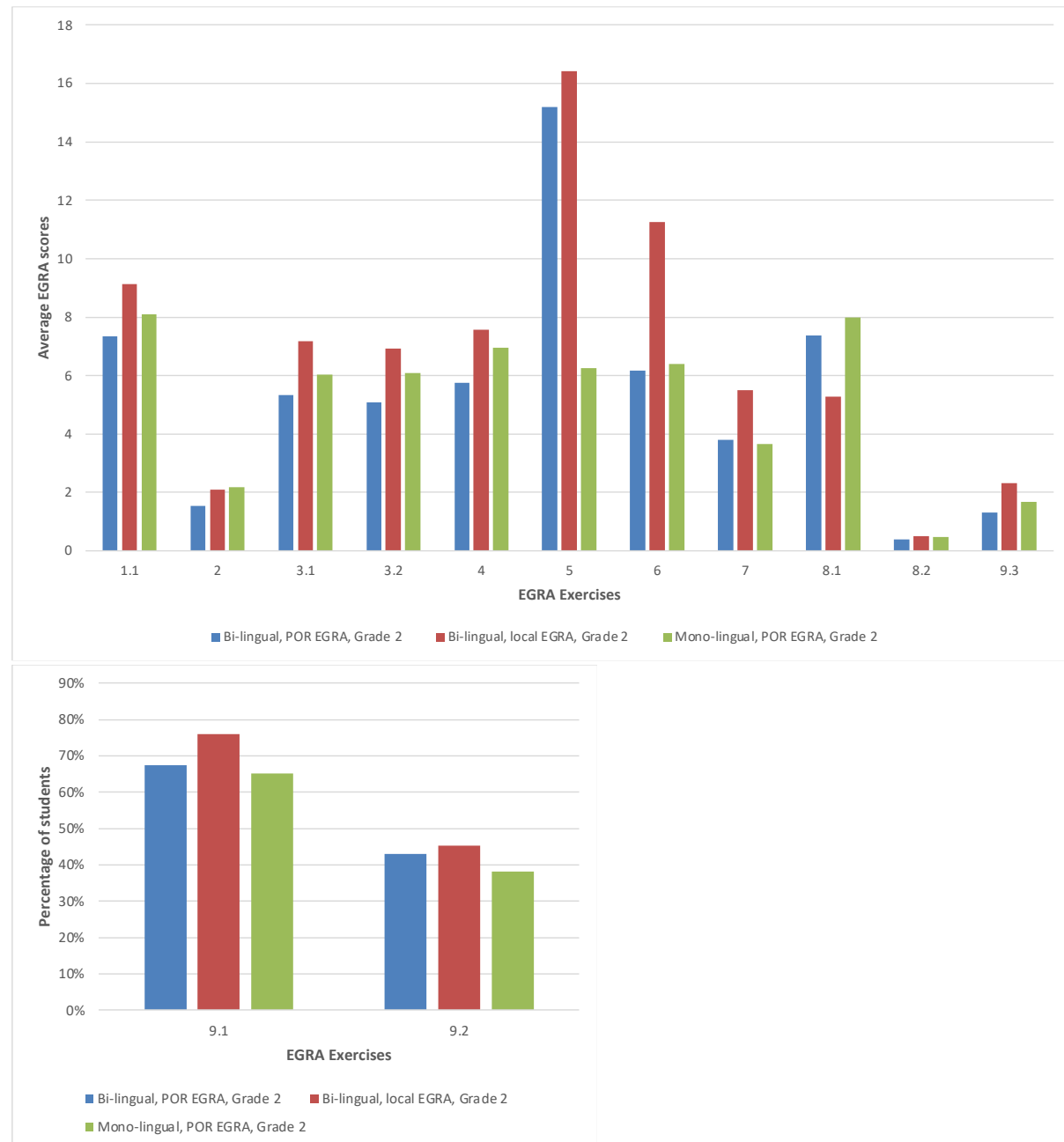
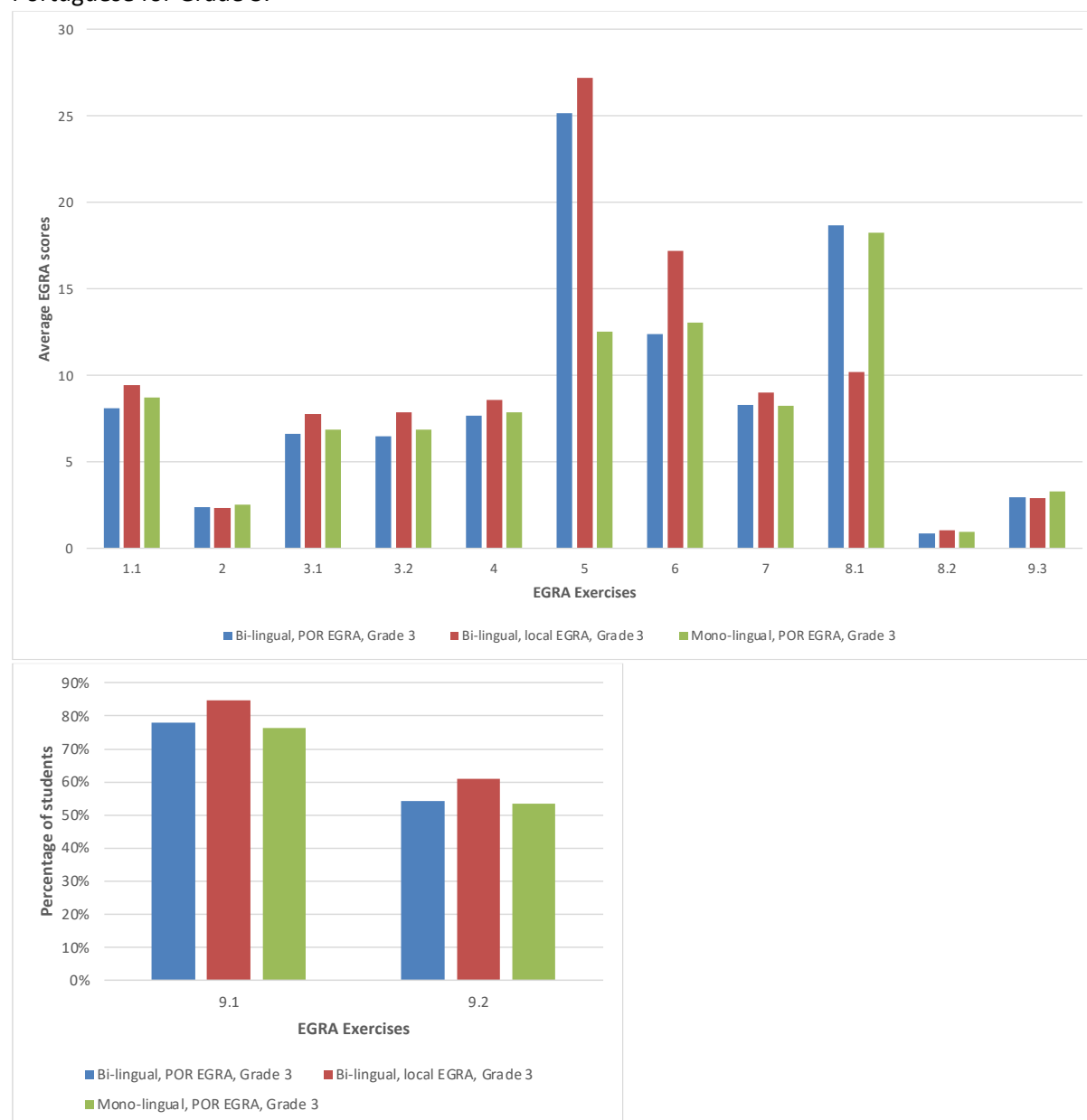


Figure 42: Mean EGRA scores with for the 9 exercises for bilingual schools with EGRAs conducted in local language and Portuguese, as well as for monolingual schools with EGRAs conducted in Portuguese for Grade 3.



Teachers' survey

A total of 90 grade two (2) and three (3) teachers from the four districts participated in the teachers' midline survey.

The teachers reported using various methods to promote literacy, including:

- Use of phonetic methods and syllabic charts
- Reading games and competitions
- Group reading activities
- Use of visual aids and images
- Storytelling and reading aloud
- Creation of reading clubs
- Use of local languages to support learning
- Song and play-based learning activities

These methods generally align with good practices in literacy instruction, suggesting a focus on engaging and varied approaches. The language of instruction as per Figure 20 before was reported by the teachers to be 77.8% (n=90) as Portuguese; 41.1% (n=90) as Changana; 7.8.% (n=90) use Ronga. Note that 26.7% (n=90) use a combination of Portuguese and local languages. The use of local languages, especially in early grades, can support literacy development. 66.3% (n=90) of the teachers indicated to be trained (not limited to this project) in bilingual teaching practice. The bilingual approach used by many teachers is a positive factor. Just more than half (55.3%, n=90) of teachers reported receiving some form of training during this project, which likely includes literacy instruction methods. Almost all teachers (96.6%, n=90) reported that they do apply their new learned skills in their daily teaching. This high percentage suggests ongoing professional development, which can improve teaching quality. Teachers also mentioned having access to various reading materials:

- Decodable books
- Storybooks and fables
- Syllabic charts
- Big books
- Supplementary reading material

Most teachers (67.8%, n=90) however, reported insufficient quantities of these materials for all students, which could limit the quality of instruction. The following assessment practices were reported to be the main ones used by the teachers:

- Continuous evaluation
- Reading aloud exercises
- Written tests
- Monitoring of individual progress

These varied assessment methods can help teachers identify and address students' literacy needs. On the other hand, teachers' perceptions of students reading levels vary:

- "Most students are above average": reported by 28.9% of teachers
- "Most students are average": reported by 50.0% of teachers
- "Most students are below average": reported by 18.9% of teachers
- "Reading level varies greatly": reported by 2.2% of teachers

This variation suggests inconsistent literacy outcomes across classrooms or schools. In addition, the following challenges were highlighted.

- Lack of sufficient learning materials
- Large class sizes in some cases
- Student absenteeism (though reported to be improving with the project)
- Limited classroom resources (schoolbooks, chalks, rulers, desks) in some schools

Overall, the data suggests that teachers are employing a variety of appropriate methods for literacy instruction and have received relevant training. However, the quality of instruction may be hampered by resource limitations and other contextual challenges. The use of local languages and bilingual approaches is a positive factor. To further improve the quality of literacy instruction, addressing resource gaps, continuing teacher training, and ensuring consistent application of effective methods across all classrooms would be beneficial.

5.1.2 MGD 1.2. Improved attentiveness stream

The majority of students were observed to pay attention during the classes. Compared to the observed baseline findings, the attentiveness of students is much better during midline compared to baseline (see Figure 43). Student attentiveness (78.5%) has increased compared to baseline (65.3%). This is also in line with the teachers who reported that 73.2% (n=93) of “most students”/ “every student” paid attention during classes (Figure 44).

Figure 43: Observed student attentiveness during teacher class observations: baseline (n=72) versus midline (n=93)

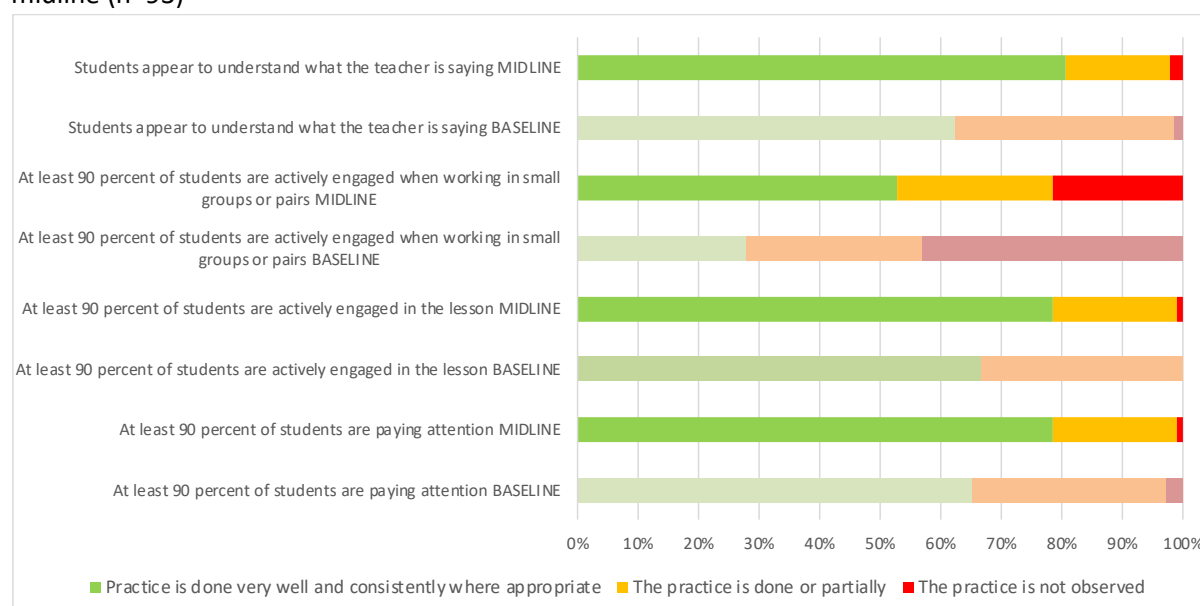
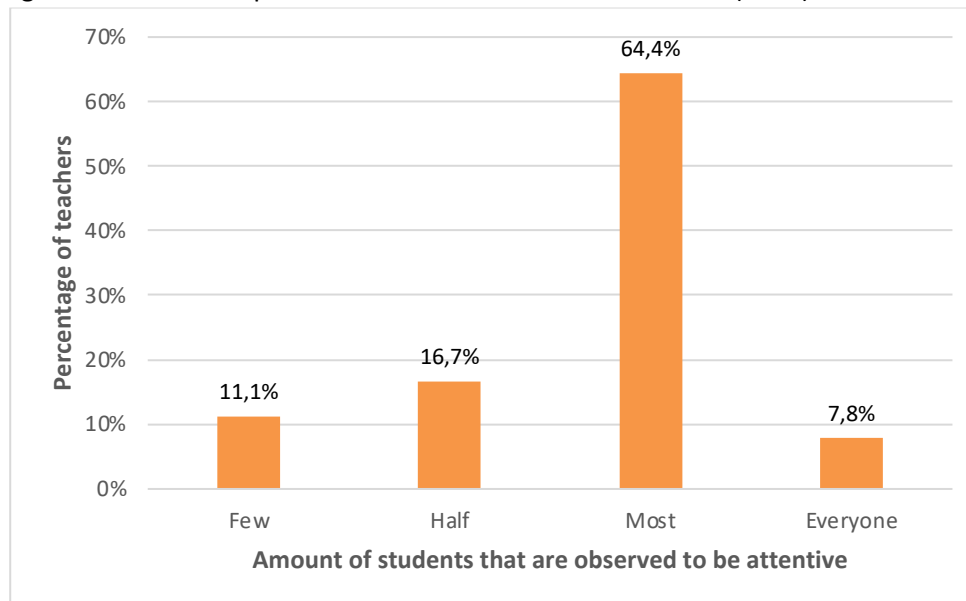


Figure 44: Teacher reported student attentiveness at midline (n=90)



For the midline assessment more detailed attentiveness data, both positive (Figure 45) and negative (Figure 46) formulated behavior has been collected in order to compare at a later stage with the endline assessment.

Figure 45: Positively-worded attentiveness items observed during teacher classroom observations (n=93)

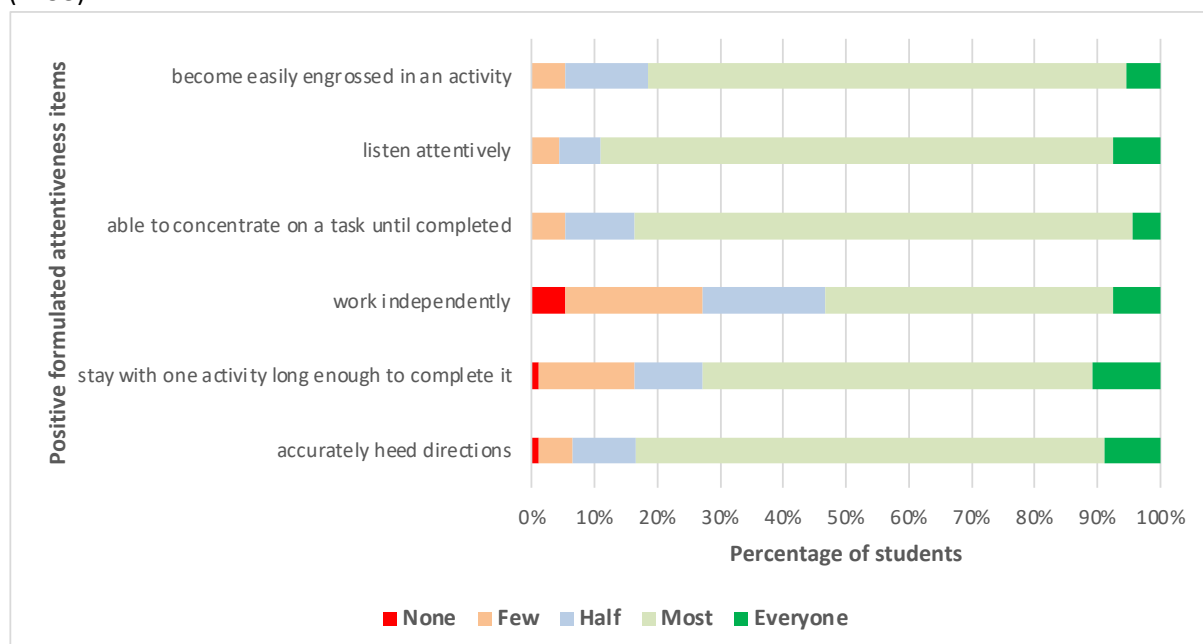
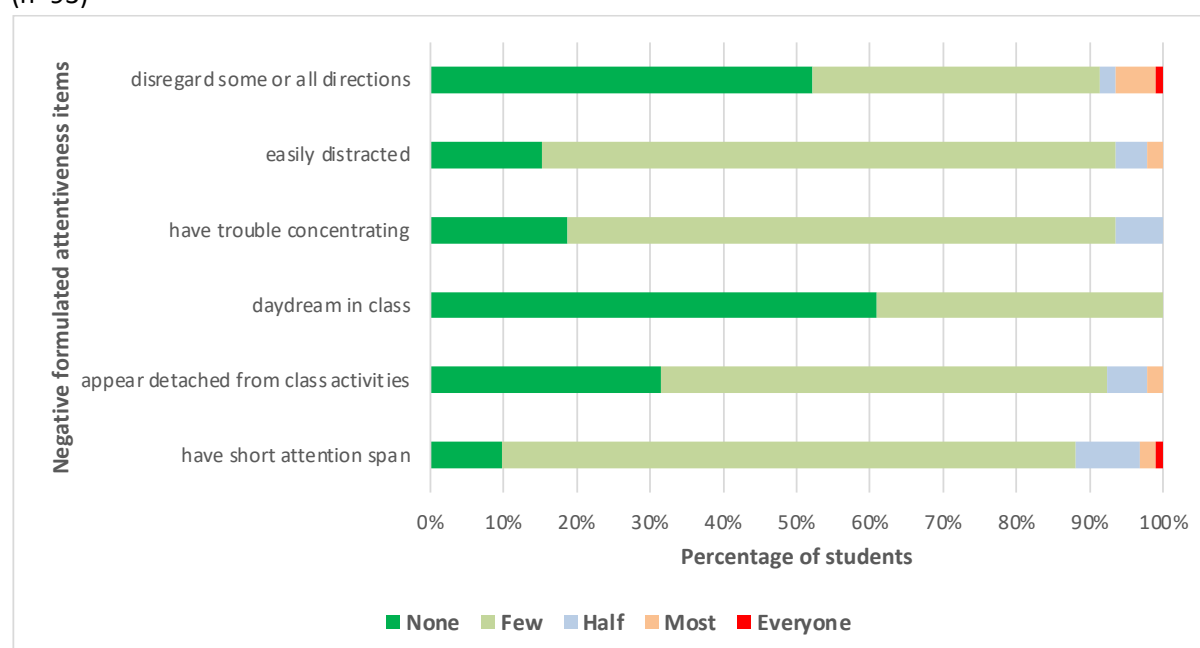


Figure 46: Negatively worded attentiveness items observed during teacher classroom observations (n=93)



The main themes from the teachers' interviews are the following:

Teachers reports on attentiveness: Many teachers reported positive student attentiveness, for example:

- *"It's good because when I call for attention they listen, and the attention is directed, and they immediately comply with the call for attention"*
- *"It's very good, because in the context of teaching classes they are always active, they participate, contribute and make the class more active"*

Improvement of "Our Bright Future": Many teachers attributed improved attentiveness to the project:

- *"With school feeding as an incentive to come to school"*
- *"Because they know there's food at school, and many parents when they go to work don't leave meals for the children and it's already a reason for the child to come every day"*

Reduced Absenteeism: Teachers reported that "Our Bright Future" project has significantly reduced absenteeism, which indirectly suggests improved attentiveness as students are present more often:

- *"Absenteeism is no longer frequent compared to previous years, because we have school feeding, which is one of the reasons, they don't miss school"*

Engagement in Learning Activities: Teachers reported that students are more engaged in learning activities:

- *"My students pay attention because I control during classes"*
- *"The students are very distracted in class, but we introduce games that call the students' attention and leave them more attentive"*

Improved Motivation: Many teachers noted that students are more motivated to come to school and participate in classes:

- *“Children attend school every day because they have motivation, school feeding helps a lot”*

Better Learning Environment: Some teachers mentioned that the improved nutrition leads to a better learning environment:

- *“It's not easy because as they are children, I have to have a lot of patience to be able to deal with the students”*

It is, however, important to note that some challenges remain:

- Some teachers still reported difficulties with student attention, especially in larger classes.
- There are variations in attentiveness across different grades and schools.

In conclusion, the data strongly suggests that student attentiveness has improved, largely attributed to “Our Bright Future”. This improvement is manifested through better attendance, increased motivation, and more active participation in class activities. However, there is still room for improvement, and continued support through the feeding program and other educational initiatives could further enhance student attentiveness.

5.1.3 MGD 1.3. Improved student attendance

A quarter (25.8%; n=931) of the students self-reported that they missed school last week (Figure 47), of which 26.7% (n=460) girls and 24.8% (n=471) boys. Of the students that missed school, the average number of self-reported days missed school was 2.2 days: mostly one day (36.3%, n=240) or two days (28.8%, n=240), see Figure 43. Main reasons for students missing school were “sick” (81.3%, n=240) and “take care of sick family member” (27.9%, n=240).

Figure 47: -Percentage of students who self-reported missing at least one day of school last week, by district (n=931)

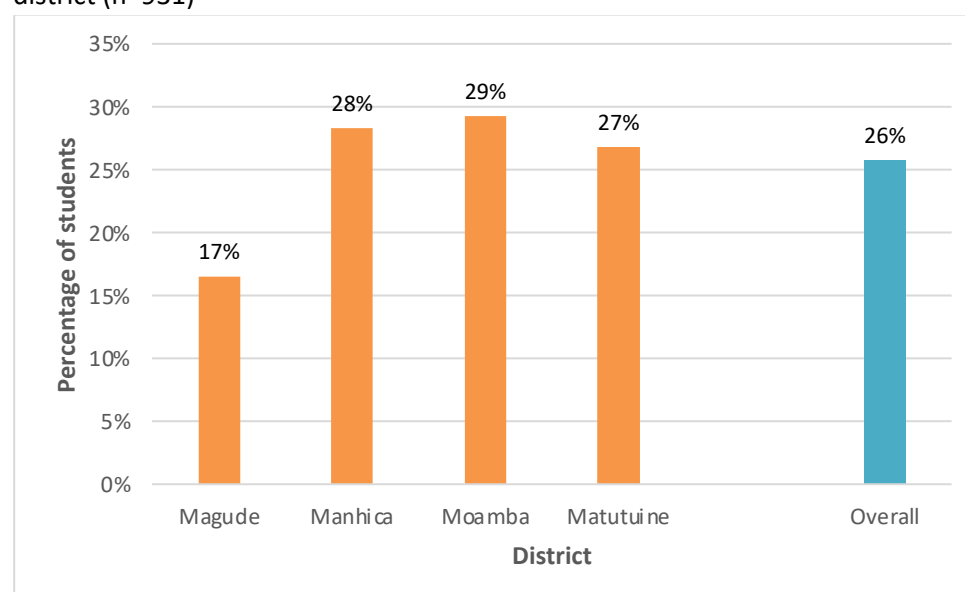
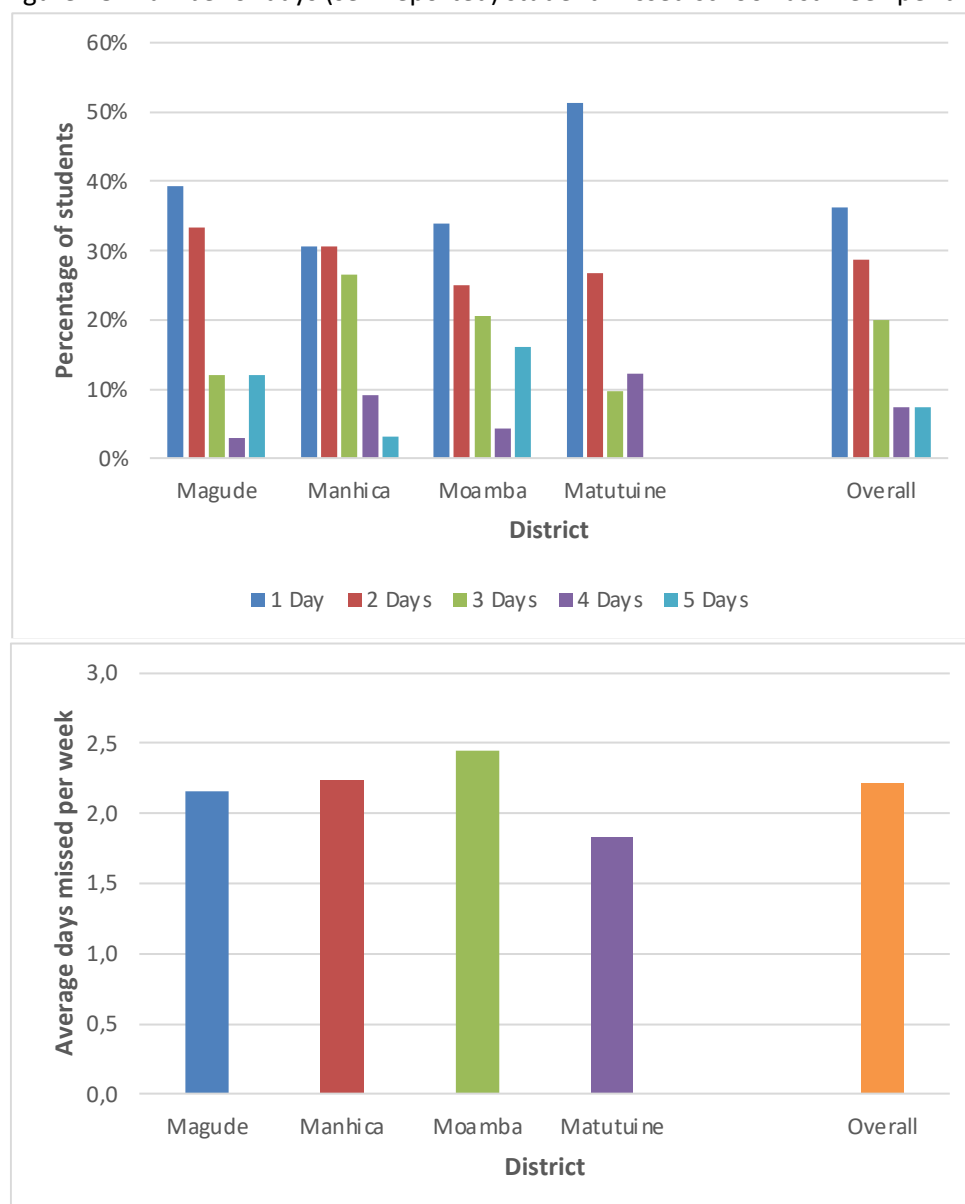


Figure 48: Number of days (self-reported) student missed school last week per district (n=240).



The average of head counted number of students per class = 36.2 (n=689 classes) compared with the average recorded students per class in the school register = 33.2 (n=689 classes), see Figure 49.

The average number of absent students is 3.0, which is 7.8% (n=689) absenteeism. On average more students from grades 7 and 8 were not present during the headcount, respectively 5.6 and 6.9 students (n=689 classes) see Figure 50. In Matutui ne the average observed student absenteeism is much lower 0.6 (n=104 classes) compared to the other districts. Note that only the early grades (1-3) are beneficiary of literacy activities. Nevertheless, all the grades in the school including grade 3 to 8 benefit from the school feeding.

Figure 49: Average number of students per class: Head count compared to school records (n=689 classes)

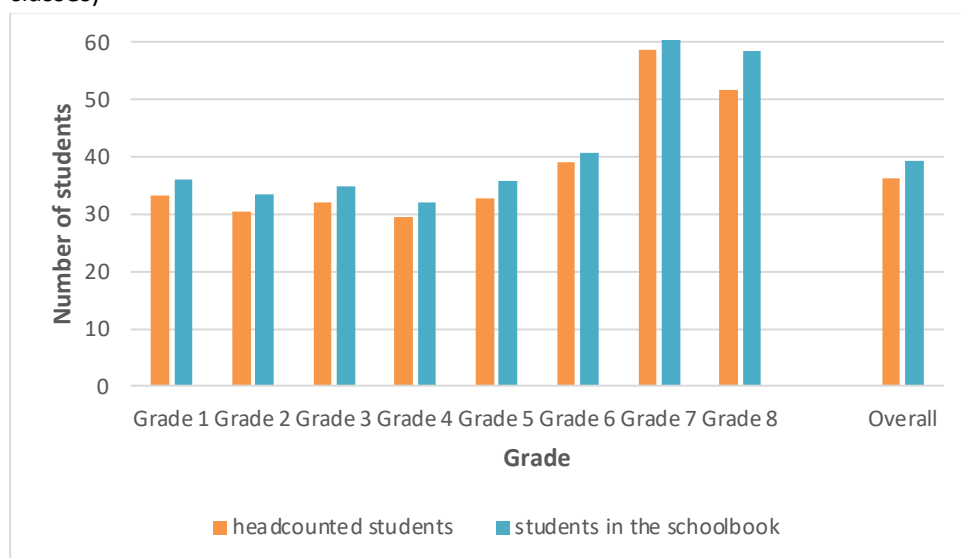


Figure 50: Average number of absent students: Head count compared to school records (n=689 classes)

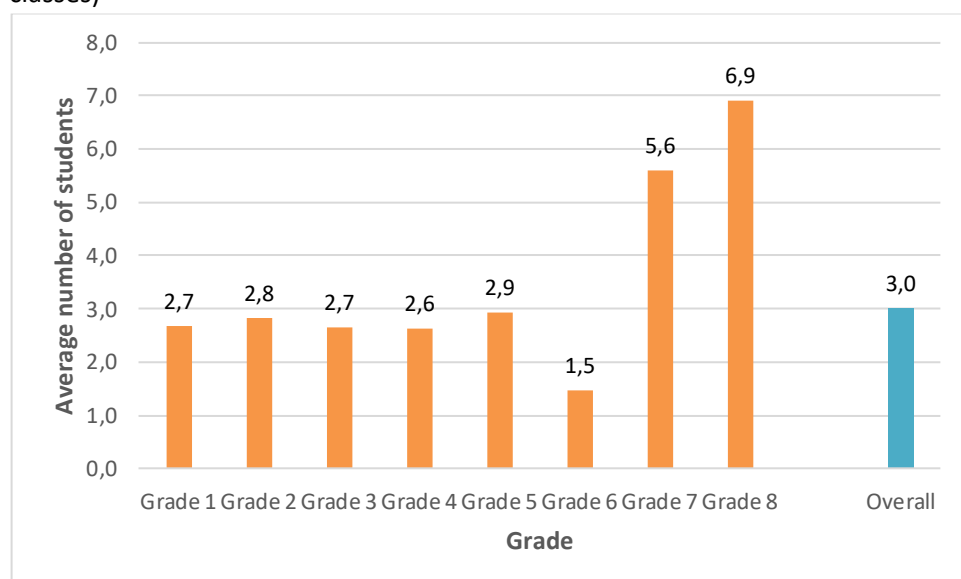
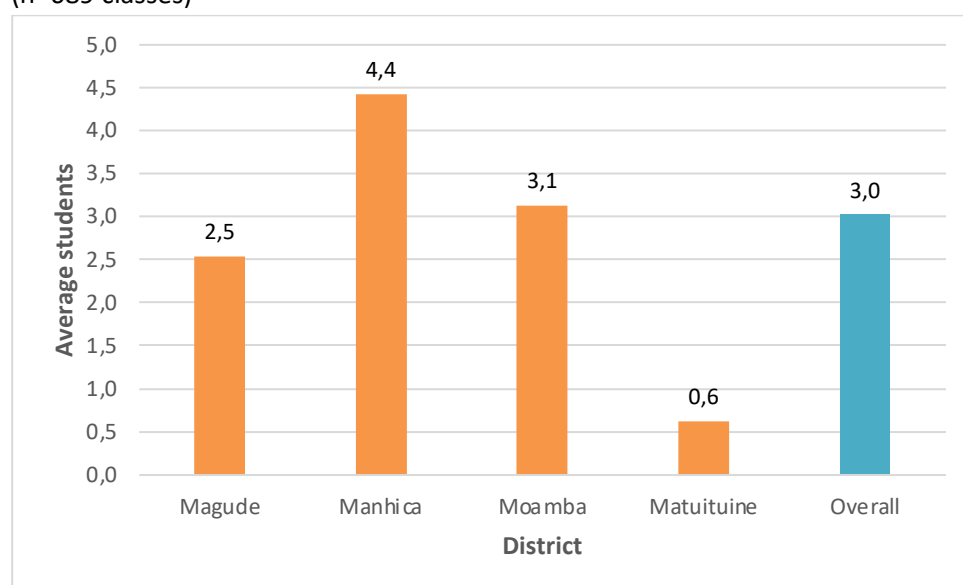


Figure 51: Average number of absent students per district: Head count compared to school records (n=689 classes)



There is strong evidence of improved student attendance based on the teachers' survey data. The following themes from the open-ended questions are prominent:

Direct Reports of Improved Attendance: Many teachers explicitly stated that attendance has improved:

- *"Absenteeism is no longer frequent compared to previous years, because we have school feeding, which is one of the reasons, they don't miss school"*
- *"With school feeding as an incentive to come to school"*

Improvement of "Our Bright Future" project: The "Our Bright future" project is consistently cited as a major factor in improving attendance:

- *"Children attend school every day because they have motivation, school feeding helps a lot"*
- *"Because they know there's food at school, and many parents when they go to work don't leave meals for the children and it's already a reason for the child to come every day"*

Quantitative Improvements: Some teachers provide specific information about reduced absenteeism:

- *"It's almost null, that is, absenteeism is part of the past, when there was no school feeding"*
- *"Reduced significantly"*

Consistency in Attendance: Teachers reported that students are coming to school more regularly:

- *"They come almost frequently, because in the class there are days when all students are present, they don't miss much"*

Motivation to Attend: The "Our Bright future" project has created a strong motivation for students to attend school:

- *"Because of the meal and the registration in the class book"*
- *"Because there is food at school, it came to motivate because they were going hungry and sometimes couldn't get a plate of food"*

Reduced Long-term Absenteeism: Some teachers noted that long-term absenteeism or dropouts have decreased:

- *“We haven't had many absences, because students attend school daily”*

Improved Tracking of Attendance

Teachers mentioned better systems for tracking attendance, which may contribute to improvements:

- *“We register in the class register and through the evaluations that we undertake”*

It is imperative nevertheless to note some remaining challenges:

- Some students still miss school due to factors like illness, bad weather, or family responsibilities (for example., herding cattle).
- In some areas, distance to school or geographical barriers (like rivers) are still affecting attendance.

In conclusion, the data strongly indicates a significant improvement in student attendance, primarily attributed to the “Our Bright Future” Project. This improvement is consistent across different schools and districts, with teachers reporting both qualitative and quantitative improvements. The project appears to have addressed a key barrier to attendance (hunger) and created a strong incentive for daily school attendance.

Improved school infrastructure

When members of the community were asked whether the school had sufficient sanitation and health facilities, almost three quarters (71.9%, n=465) responded “yes”.

When the observed school infrastructure at midline was compared with baseline (see Figure 52, Figure 53, Figure 54), it was observed that the several infrastructures at midline were in better condition:

- 75.0% (n=120) of the schools at midline have kitchens in good condition, compared to 41.7%, (n=24) at baseline.
- 77.5% (n=120) of the schools at midline have storage room(s)/warehouse in good condition, compared to 45.8%, (n=24) at baseline.
- 25.0% (n=120) of schools had menstrual hygiene facility for girls compared to 18.0% (n=24) at baseline.
- 77.5% (n=120) schools have storage room compared to 45.8% (n=24) at baseline.

While others showed a decline, for example:

- Only 5.0% (n=120) = 6 schools reported to have a library at midline (of which 4 were in proper condition), compared to 8.3% (n=24) at baseline. It is worthwhile to note that the “Our Bright Future” project does not provide any infrastructure support for the libraries but intervenes through the provision of literacy materials in libraries.
- 33.3% (n=120) of the schools have good functioning hand washing facility, compared to 54.2% (n=24) at baseline.
- 33.3% (n=120) of the schools have good functioning toilet /latrines for students compared to 53.7% (n=24) at baseline. Note that the “Our Bright Future” project’s budget does not contemplate construction activities for all the schools or any infrastructure maintenance for degradation (wear and tear) over time.

In the Annex more detailed information is provided per school on the observed infrastructure for the 4 districts.

Figure 52: School infrastructure in good condition: Baseline (n=24) vs. Midline (n=120)

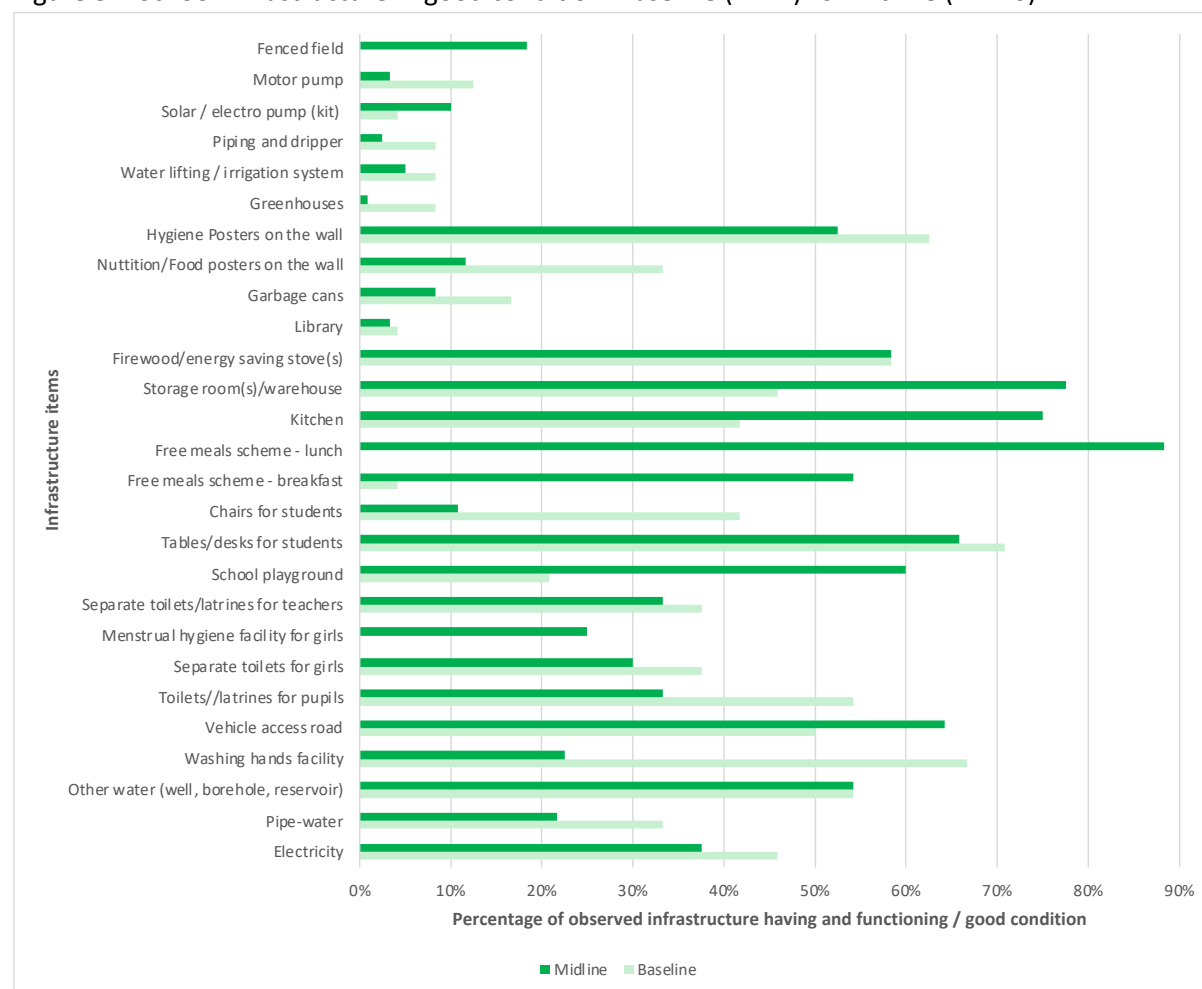


Figure 53: School infrastructure in poor condition but functioning: Baseline (n=24) vs. Midline (n=120)

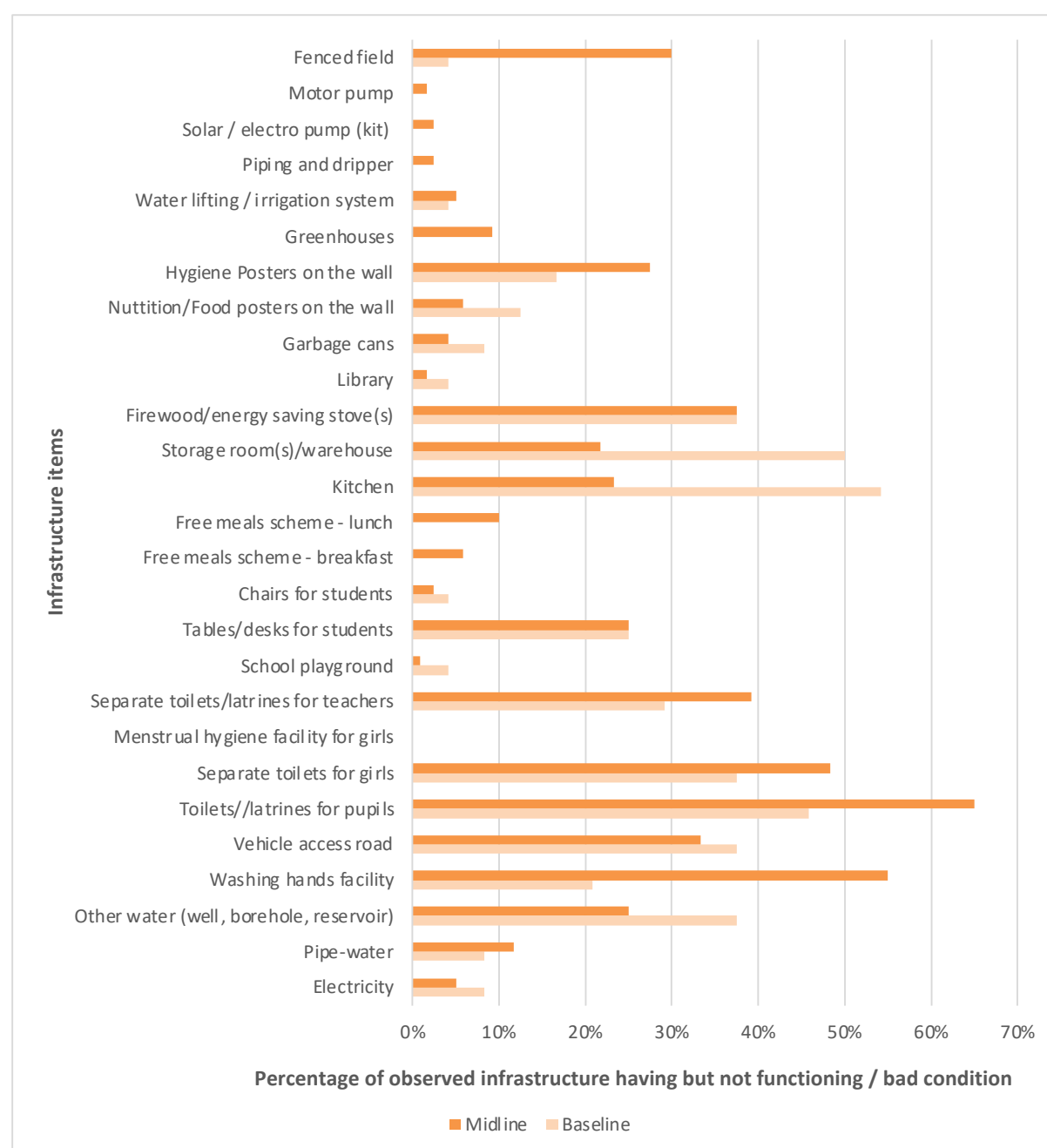
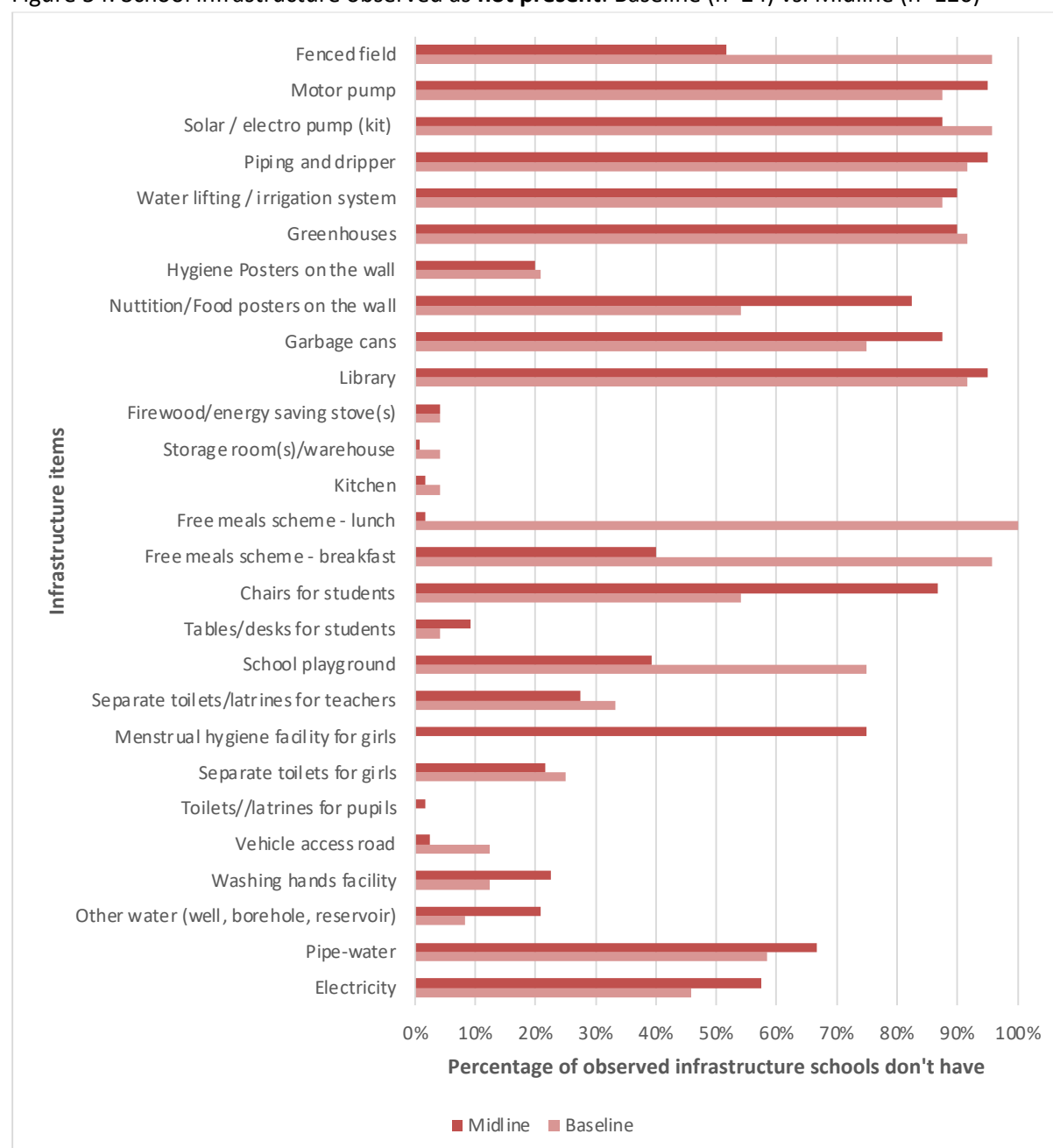
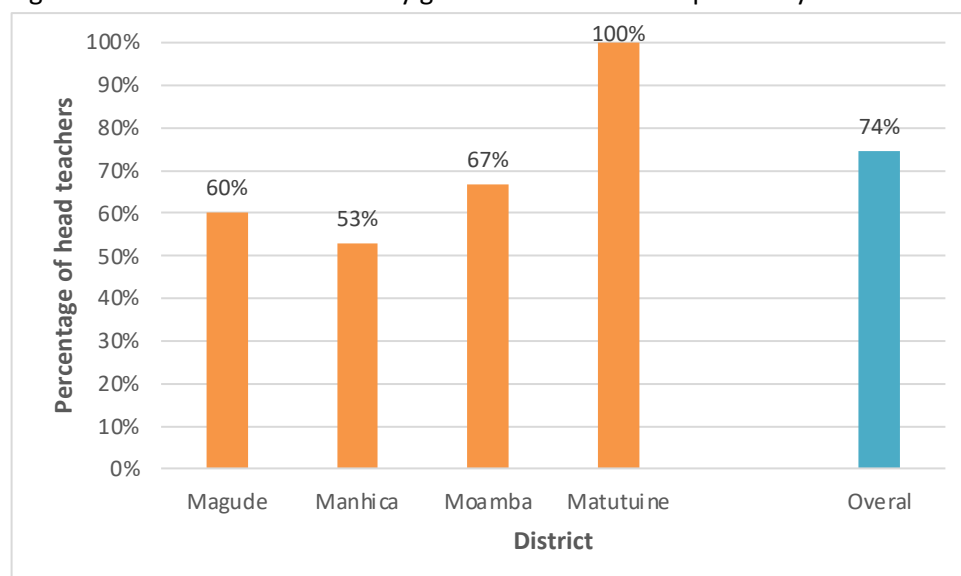


Figure 54: School infrastructure observed as **not present**: Baseline (n=24) vs. Midline (n=120)



Three quarters (74.5%, n=47) of the headteachers reported that their schools had a school garden. In Matutuiine all of the headteachers (100%, n=8) reported to have a school garden (Figure 55).

Figure 55:Existence of community gardens at school as reported by head teachers (n=47)



Improved student retention/enrolment

In order to improve on students' attendance and retention, proper enrolment and absenteeism data is needed. The school enrolment data from different levels is presented in Table 16 below. Differences were noted between the school enrolment data obtained from the school records during the baseline (April 2024) and the data obtained from MINEDH (districts and provincial, May 2024).

The Table 17 below highlights the differences between the enrolment numbers of students that were obtained from the schools, compared to the numbers that were obtained at the districts and provincial levels. For 72.8% (n=120) of the schools, the difference between the school records and the provincial records is less than 1 % of the students enrolled at individual schools. While for 13.3% (n=120) of the schools the difference between the total enrolled students at school records and provincial records is more than 25%.

A possible issue could be the use of a manual/paper-based system; mistakes are easily made when not checked thoroughly. For example, according to the school register of the school "EPC Kuache" in Matutuiine district, there are 61 students enrolled in total across 6 grades, but the total of enrolled students according to the school register is 161. This is most likely a small typo, and a "1" was added erroneously. However, at the district level, both the recorded total of enrolled students (161) as well as students per grade are available for "EPC Kuache". At the province level the total of enrolled students is 161.

We recommend a thorough check-up of the totals per school level as well as district level, or the use of a digital system. This could be a simple mobile phone-based solution.

Table 16: Obtained school **total** enrolment data registered at different levels for the visited schools per district (n=120) % of schools

Totals per district	School	District	Province
Magude	7.749	7.752	8.190
Manhica	20.083	18.771	18.771
Moamba	18.727	16.559	19.726
Matutuine	7.625	7.171	7.424
Total	54.184	50.253	54.111

Table 17: Obtained school **total** enrolment data registered at different levels for the visited schools per district (n=120) % of schools that had more than % difference in total enrolled students:

Totals per district	< 1% difference School - Province	> 1% difference School - Province	> 5% difference School - Province	> 10% difference School - Province	> 25% difference School - Province
Magude (n=28)	82.5%	17.5%	10.7%	7.1%	3.6%
Manhica (n=36)	58.3%	41.7%	30.6%	30.6%	22.2%
Moamba (n=30)	76.7%	23.3%	23.3%	23.3%	16.7%
Matutuine (n=26)	76.9%	23.1%	11.5%	11.5%	7.7%
Overall (n=120)	72.8%	27.2%	20.0%	19.2%	13.3%

According to the observed school registers of 120 schools at midline, the average dropout rate for students is 2.2% (n=120). This is in line with what was highlighted by one of the government officials during the KII: *“The student retention has increased for 2023 (2.8% drop-out rate in 2023 from 7.9% in 2022)”*.

Possible factors that contribute to the increase in retentions are listed in Table 18. It is important to note that the increase in student retention is likely due to a combination of these factors working together, rather than any single intervention. The holistic approach of the “Our Bright Future” project, addressing multiple aspects of education, nutrition, and community engagement, appears to be creating a more supportive environment for sustained school attendance.

Table 18: Possible factors that contribute to the increase in retentions

Factor	Rationale
School Feeding Project	Provision of daily meals addresses short-term hunger, making school more attractive to students. Improved nutrition may lead to better health, reducing absences due to illness Meals act as an incentive for parents to send children to school regularly
Take-home rations	Provision of take-home rations may incentivize families to keep children in school
economic factors	Local food procurement may improve community livelihoods, reducing economic pressure to withdraw children from school.

	The school meals reduce the financial burden on families to feed their children during the day. This makes it more feasible for poor families to keep sending their children to school.
Improved infrastructure	Better sanitation facilities, especially separate toilets for girls, may encourage attendance. Improved water sources and handwashing facilities contribute to a healthier school environment Rehabilitation of school facilities like kitchens, latrines, water sources and canteens create a more conducive learning environment and staying in school.
Enhanced teaching quality	Teacher training may have improved instruction quality Use of new teaching techniques and tools may make lessons more engaging for students
Literacy interventions	Improved literacy instruction may lead to better academic performance, encouraging continued attendance Reading clubs and other literacy-focused activities may increase student engagement
Community engagement	Increased parental and community involvement (e.g., through school councils) may lead to greater emphasis on education Community awareness programs about the importance of education may influence parents to keep children in school Having local community members involved as volunteer cooks creates more community ownership and support for the schools The program includes efforts to raise awareness about the importance of education, which may be influencing families to prioritize keeping children in school
Gender specific interventions	Improved sanitation facilities for girls, including menstrual hygiene management, may reduce female dropouts Gender-sensitive teaching practices may create a more inclusive environment The program has components targeting retention of girls, like take-home rations. This appears to be reducing dropout rates among girls specifically
Health interventions	Deworming programs for students may improve overall health and attendance Health and hygiene education may lead to better health practices and fewer absences due to illness
Local language instruction	Use of local languages (Changana and Ronga) in early grades may improve comprehension and engagement
Extracurricular activities	Increased participation in school clubs may boost engagement and motivation to stay in school
Improved monitoring	Better tracking of attendance may lead to quicker interventions when students are at risk of dropping out
Positive peer influence	As more students stay in school, it may create a positive social norm encouraging others to do the same
Improved student attentiveness	Increased attentiveness may lead to better academic performance, encouraging continued attendance
School gardens	Participation in school garden activities may increase student engagement and provide practical skills

5.1.4 MGD 1.4 Government support

The following table (Table 19) underscores some of the government apparent support for the School Feeding Program. These findings are based on the key informant interviews from the government officials, program staff, other program stakeholders involved in program's implementation and the donor (USDA).

Table 19: Government's support and involvement

Theme	Findings
Policy development	There are efforts to include school feeding in national government policies. Some parliamentary members have shown interest in adapting school feeding into national policies. The Education strategy 2020-2029 puts nutrition at the front and center of all activities. The ongoing efforts of developing a national nutrition strategy for schools. The government has a program called PRONAE (Programa Nacional de Alimentação Escolar), but its coverage is still limited.
Collaboration support	Government officials participate in joint monitoring visits to schools with program implementers. The government conducts its own independent school visits, typically 1-2 times per 6-month reporting period. There is collaboration between the program and government in terms of school feeding implementation.
Resource allocation	Currently, there is limited government funding for School Feeding Programs. Ideally, the government should try to allocate 20-25% of their budget for school feeding.
Sustainability concerns	There is a push for the government to take more ownership of the School Feeding Programs. However, there are doubts about the government's ability to take over the program in the short term due to resource constraints.
Approval standards	The government is involved in approving educational materials, including books for bilingual education. There is collaboration on developing standards, such as using the program's infrastructure designs as benchmarks.
Training and capacity building	The "Our Bright Future" Project provides training to government officials, especially at lower levels where they often lack specific training for their positions.
Challenges	There is a tendency for government officials to expect continued donor support rather than taking full ownership. Some government officials request assistance beyond the scope of the program, which can be challenging for implementers.
Future planning	There are discussions about potential new areas for program implementation if it continues, which would require government input and approval.
Integration with Education system	The School Feeding Programs works within the existing education system, collaborating with local and national education authorities.
Advocacy	Program implementers are encouraged to advocate for more government involvement and ownership particularly at the provincial and district levels.
Infrastructure	Some collaboration on infrastructure improvements, though the government's ability to maintain these improvements is limited.

Overall, while there is government support and collaboration, there are significant challenges in terms of the government's capacity to fully take over or sustain the program without continued donor

support. The level of government involvement varies, and there is a recognized need for increased government ownership and resource allocation for School Feeding Programs.

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

5.2.1 MGD 2.1 Improved knowledge of health and hygiene practices

The “Our Bright Future” project implements a comprehensive set of health, nutrition, and dietary practice activities through two main approaches as highlighted in the project’s annual reports: community-based interventions and school-based projects.

In **the community**, the project conducts cooking demonstrations implemented in target communities where trained Community Health Agents (CHAs) lead monthly sessions. These demonstrations have reached pregnant and lactating women and mothers with children under 5 years old. During these sessions, participants learn about good food practices and prepare simple, practical recipes using accessible ingredients. To reinforce participation and dietary improvement, women receive 3kg Take Home Rations (THR) for each session attended. The program also organizes health fairs in collaboration with partners like Colgate Palmolive, (Matola Industrial Company-CIM), Helpcode to provide comprehensive health and nutrition services and information. Additionally, a deworming campaign was implemented in collaboration with the Ministry of Health and Health Provincial Directorate reaching individuals including school children aged 5-14 and, in Magude district, extending to the adult population due to their vulnerability to intestinal parasites.

At **the school level**, the project partnered with Sesame Workshop to implement the WASH UP! initiative, training teachers from some schools and government officials in the use of written and audio-visual materials for a 10-week pilot program. This initiative aims to improve hygiene practices among students through a behavior change communication approach.

The project has also adapted and implemented three key manuals in collaboration with the Ministry of Education:

- Commodity Management,
- School Gardens, and
- Health and Nutrition.

The school garden component supports nutrition education and dietary diversity, with the project establishing new school gardens and strengthening collaboration with the Servico Distrital de Actividades Economicas (SDAE)'s extension services network to assist with various interventions, including school gardens and semi-commercial community farms. Through these gardens, individuals received training in agricultural practices and nutrition education.

The following are some of the findings based on the KIIs administered on the teachers, school council members, program staff, headteachers and students:

Table 20: Knowledge of health and hygiene practices

Theme	Findings (<i>with quotes</i>)
Deworming programs	Deworming activities are implemented as part of the health interventions: <i>“Hygiene campaigns, deworming, polio vaccines, etc.”</i> However, the cost of deworming is high, and there are concerns about the government's ability to maintain regular deworming (once or twice a year).

Theme	Findings (with quotes)
	<p>There is a focus on preventing common diseases: <i>"Talks with students where we explain this"</i>.</p> <p>Regular health interventions are taking place.</p> <p>Many schools collaborate with local health services.</p> <p>The frequency of health interventions varies: <i>"once per quarter", "once per semester", "once per year"</i></p>
Hygiene education	<p>There is an integration of health and nutrition education into the curriculum.</p> <p>Students are taught about personal hygiene practices, such as handwashing: <i>"Washing hands whenever they go to the kitchen and bathroom", "Wash hands after eating"</i>.</p> <p>Many schools have integrated handwashing practices: <i>"We have buckets for hand washing"</i>.</p> <p>Schools are conducting health education sessions: <i>"Talks on personal and collective/community hygiene, on diarrheal diseases"</i>.</p> <p>Some schools use visual aids to reinforce hygiene practices</p>
Water, Sanitation, and Hygiene (WASH) Facilities	<p>Improvements in school infrastructure include better latrines and water sources.</p> <p>Some schools received water tanks for rainwater harvesting where wells were not available.</p> <p>Challenges remain in ensuring all schools have access to safe water.</p> <p>Improved sanitation practices are being taught in schools: <i>"Cleaning bathrooms", "Use of ash to clean latrines"</i>.</p>
Food safety and hygiene	<p>Training is provided on food storage, preparation, and handling.</p> <p>Cooks and food handlers receive instruction on personal hygiene and food safety practices</p>
School gardens	<p>School gardens are used not only for food production but also as educational tools for nutrition and hygiene.</p>
Community involvement	<p>Parents and community members are engaged in maintaining cleanliness in schools.</p> <p>There are efforts to raise awareness about hygiene practices beyond the school environment.</p>
Gender-specific hygiene	<p>There is a mention of gender-segregated latrines to improve hygiene and safety especially for girls</p>
Challenges	<p>Some schools face difficulties in maintaining hygiene due to lack of resources or water scarcity.</p> <p>There are issues with students not always following hygiene practices consistently.</p> <p>Some schools face challenges in implementing hygiene practices: <i>"We do not have any intervention because we do not even have water in the school"</i>.</p>
Monitoring and evaluation	<p>School visits include checks on hygiene practices and facilities.</p> <p>There are efforts to track the number of students practicing hygiene measures at school.</p>
Infrastructure design	<p>New designs for kitchens and latrines incorporate improved hygiene standards.</p> <p>Climate resilience is considered in the design of WASH facilities.</p>
Teachers training	<p>Teachers receive training on health and hygiene practices to pass on to students.</p>
Nutrition and health link	<p>The program emphasizes the connection between proper nutrition, hygiene, and overall health.</p>
Cultural considerations	<p>Some efforts are made to align hygiene education with local cultural practices and understanding.</p>
Sustainability concerns	<p>Questions arise about the long-term maintenance of improved hygiene practices without continued external support.</p> <p>Concerns about the government's capacity to sustain regular health interventions (e.g., deworming) due to resource constraints.</p>

Theme	Findings (<i>with quotes</i>)
	<p>Challenges in maintaining and replacing WASH infrastructure over time, especially in schools with limited resources.</p> <p>Need for ongoing training and awareness programs to ensure new cohorts of students and teachers maintain good hygiene practices</p> <p>Potential issues with consistent supply of hygiene materials (e.g., soap, cleaning supplies) after program support ends.</p> <p>Uncertainty about the integration of hygiene education into the standard curriculum in the long term.</p>

Overall, the data suggests that there has been an improvement in health and hygiene knowledge and practices in schools. The implementation of handwashing routines, regular health education sessions, and collaboration with health services indicate a concerted effort to improve hygiene practices. However, challenges remain, particularly in schools with limited resources such as lack of water.

While there have been improvements in knowledge and practices related to health and hygiene, challenges remain in terms of consistent implementation, resource availability, and long-term sustainability. The project appears to take a holistic approach, integrating hygiene education with other aspects of school feeding and education.

To further improve, consistent implementation across all schools, addressing resource limitations, and regular reinforcement of these practices would be beneficial. Additionally, measuring the actual impact on student health outcomes would provide a more comprehensive understanding of the effectiveness of these interventions.

5.2.2 MGD 2.2 Increased knowledge of safe food preparation and storage practices

According to the interviews of key informants (headteachers, teachers, government officials, program staff, other stakeholders, donor), the project in conjunction with the local education government officials and the schools have implemented certain interventions to increase the knowledge of safe food preparation and storage practices:

The following training interventions and topics were provided by “Our Bright Future” project:

- Training on proper measuring and portioning of food for meals.
- Training on commodity management including stock control and inventory practices.
- Training on the use of electronic scales, though there were some challenges with reading accuracy and number rounding.
- Training for food handlers (cooks and food handlers) on safe food preparation and storage practices.
- Training for cooks and food handlers on personal hygiene.
- Training on food safety protocol which included the implementation of protocols for receiving.
- Training on community engagement.

“I had training that taught how the cooks had to work, how the commodities should be processed, from measurement, we also learned how to store the food”

Other activities that were undertaken to increase the knowledge of safe food preparation and storage practices included the following:

- Hygiene in food preparation areas where emphasis was provided on maintaining clean kitchens and food preparation areas and the provision of cleaning supplies and materials for food preparation.
- Monitoring and quality control where regular inspections of food storage and preparation areas during school visits are undertaken. In addition, there was a deliberate investment on the involvement of school council members in overseeing food management.
- Engagement of community members particularly mothers in the food preparation with training on safe practices.
- Efforts to include local procurement, which requires additional focus on food safety for locally sourced items.
- Implementation of systems for recording food receipts, storage and usage.
- Efforts to align safe food practices with local customs and available resources.
- Integration of school gardens to supplement meals, requiring knowledge of safe handling of fresh produce.
- Some consideration of food safety in the context of potential emergencies or supply chain disruptions.

Despite the above interventions concerns still remain on the following:

- Some issues with theft or misuse of food supplies addressed through strict policies and community involvement.
- Difficulties in some areas with consistent water supply for food preparation and cleaning.
- Rehabilitation of kitchens and storage facilities to meet food safety standards.
- Adaptation of designs for climate resilience, which also impacts food safety.
- Limited information on specific practices for temperature control in food storage and preparation.
- Questions about the long-term sustainability of improved practices without continued Integration of school gardens to supplement meals, requiring knowledge of safe handling of fresh produce.

While there have been significant efforts to improve knowledge and practices related to safe food preparation and storage, challenges remain in terms of consistent implementation across all schools, resource availability, and ensuring long-term adherence to these practices. The project appears to take a comprehensive approach, integrating food safety with overall school feeding management and education.

The training appears to cover a wide range of relevant topics, from hygiene and food handling to warehouse management and record keeping. However, it is important to note that there is no direct measure of how effectively this knowledge is being applied in practice.

To further improve, it would be beneficial to ensure consistent training across all schools involved in the feeding program, regular refresher courses, and monitoring of actual practices to ensure the knowledge is being effectively applied.

5.2.3 MGD 2.3 Increased knowledge of nutrition

Some key points about increased knowledge in nutrition from Our Bright Future include the following based on the data especially the interviews:

- The project has had a positive impact on improving students' diet and nutrition. As the one government official noted: *"Our main triumph is the retention of children in school and the improvement of diet. In some extent, this has huge impact on the children school results."*
- There has been an emphasis on nutrition education and promoting school gardens. As mentioned by a government official: *"We have also noticed that, even those small children that are not enrolled in school (the communities have noticed the benefits of going to school) the caregivers buy school uniforms, and these children come to school during lunch time and queue together with other children just to get a meal."*
- The project has encouraged schools and communities to work together on nutrition initiatives. *"Another important thing we have noticed is the nutrition component especially the school gardens encouraging the communities and the schools to work together and this is very important and a stepping-stone towards the sustainability of the program."*
- There have been trainings on nutrition for school staff. A school official in Matutue district mentioned that 118 employees were trained on warehouse management, which included aspects of food management and conservation.

However, some officials felt the nutrition education and menu diversity could be improved further. *"In my opinion, the diet should be improved, the menu especially. I understand that the costs are high, but we could serve a more ideal menu that would be great. If we could add some vegetables that we have locally to the diet, some meat, if possible, especially for children of that age."*

Overall, the project appears to have increased nutrition knowledge to some degree, but there is room for further improvement in nutrition education and diet quality according to some officials. The emphasis on school gardens and community involvement shows promise for sustainable nutrition improvements.

5.2.4 MGD 2.4 Increased access to clean water and sanitation

Some of the relevant points with regard to increased access to clean water and sanitation include:

- **Basic conditions assessment:** When Counterpart International started the program, they conducted a mapping to ensure schools had basic conditions, including water, before

beginning the food distribution. A government official highlighted *"Our concern from the beginning was to immediately start with the school feeding while counterpart on the other hand wanted to ensure that the schools had the basic conditions like water, equipment and human resource to start the school feeding process."*

- **Sanitation challenges:** There are still some schools facing sanitation issues. One government official mentioned that one school in Matutuine was not benefiting from the program due to sanitation block problems: *"We currently have 56 beneficiary schools, and we are only missing the Massoane school due to the problem with the sanitary block and this is regrettable."*
- **Hygiene monitoring:** Government officials who visit schools for monitoring check on hygiene conditions related to food preparation. A headteacher noted: *"We also have school health, how are the cooks, the kitchen, what kind of utensils are used, are they clean, what is the condition of the food i.e. if the flour is infested, we report to Counterpart and above all, how are they treating the children? All these aspects are verified during the visits."*
- **Infrastructure improvements:** There is mention of some infrastructure improvements, though not specifically for water and sanitation. A school official noted: *"In relation to infrastructure, there was a plan to support the district public library, but this has not yet happened, but we have already had an intervention at the Madinguine school where storage conditions were improved."*
- **Promised latrines:** An official in Magude district also mentioned unfulfilled promises regarding latrines: *"Build the improved latrines they promised, as quickly as possible, as the district was prepared to see this happen and so far, nothing is happening."*

Based on the school survey and interview data, there is mixed evidence regarding increased access to clean water and sanitation in schools. While some improvements are noted, significant challenges remain. The following is a summary of the key findings:

Positive Indicators:

- **Handwashing Facilities:** Some schools reported having handwashing facilities: *"We have buckets for handwashing", "Taps for handwashing"*
- **Improved Sanitation Facilities:** Some schools reported having improved sanitation facilities: *"Yes" responses to "Does your school have improved sanitary facilities?"*
- **Water Sources:** Some schools indicated having improved water sources: *"Yes" responses to "Does your school have an improved water source?"*
- **Sanitation Education:** Many schools are providing education on sanitation practices: *"Talks on personal and collective hygiene"*
- **Handwashing Routines:** Several schools have implemented handwashing routines: *"Handwashing whenever they go to the kitchen and bathroom"*

Challenges and Limitations:

- **Lack of Water Access:** Some schools reported significant water access issues: *"We don't have any intervention because we don't even have water in the school", "Handwashing is a bit complicated because we do not have water in the school"*
- **Insufficient Facilities:** Some schools indicated a lack of adequate sanitation facilities: *"We need residences for teachers because these are precarious", "The school needs fencing because of animals that always enter the school, increase in classrooms, increase in teachers, bathrooms for children"*

- **Makeshift Solutions:** Some schools are using temporary or makeshift solutions: *"Use of ash for latrines". "The use of buckets for handwashing rather than permanent facilities in some schools"*
- **Inconsistent Access:** The availability of clean water and sanitation facilities appears to vary significantly between schools.
- **Maintenance Issues:** Some schools reported issues with maintaining facilities: *"We had taps for handwashing, but they are broken now we are using buckets"*
- **Requests for Improvement:** Several teachers expressed the need for improved water and sanitation facilities: *"I would like new sanitary facilities to be built, in order to prevent students from defecating in the bush because this increases health risks"*.

Conclusion:

While there have been some improvements in access to clean water and sanitation in some schools, significant challenges remain. Many schools still lack basic water and sanitation facilities, and where they do exist, there are often issues with maintenance and consistency of access. The situation varies greatly between schools, suggesting an uneven distribution of resources or implementation of improvements.

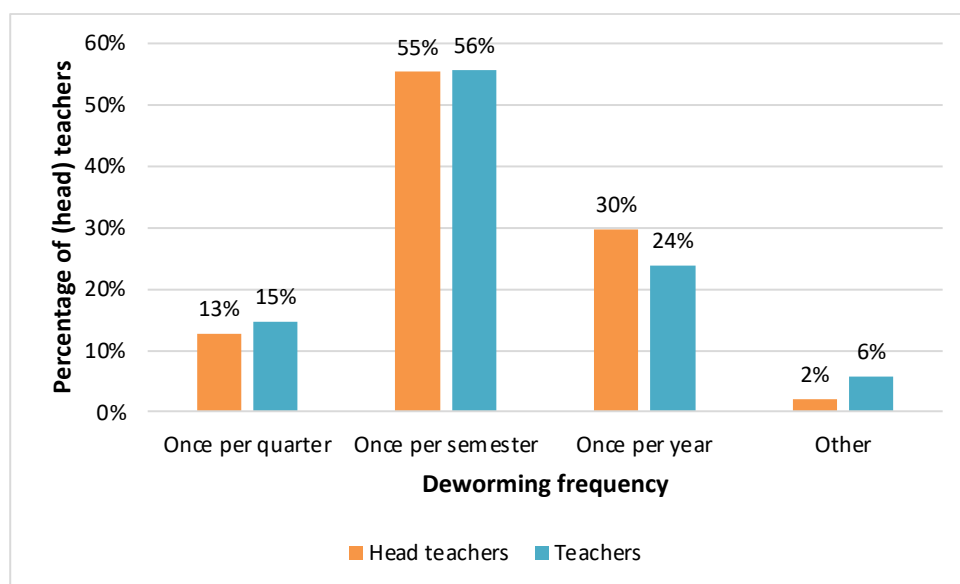
Overall, while there seems to be some attention to water and sanitation issues as part of the broader "Our Bright Future" Project implementation, the interviews do not provide strong evidence of significant increases in access to clean water and sanitation directly resulting from the program. The information suggests that water and sanitation remain areas needing further improvement in many schools.

To address these issues, a more comprehensive and consistent approach to providing clean water and sanitation facilities across all schools would be beneficial. This should include not only the installation of facilities but also training on maintenance, ongoing support, and education on proper sanitation practices.

5.2.5 MGD 2.5 Increased Preventive health interventions

More than three quarters (86.2%; n= 487) of the parents indicated that their children got deworming medication. 98.9% (n= 90) of the teachers and 95.7% (n=47) of the headteachers indicated that the students got deworming medication, mostly once per semester (see Figure 56).

Figure 56: Frequency of deworming reported by teachers (n=90) and headteachers (n=47)



There is evidence of increased preventive health interventions in schools from the school survey and interviews. The following are the key findings related to preventive health interventions:

- Deworming Programs: Many schools reported regular deworming interventions: *"Health brigades have appeared to vaccinate and deworm students", -Once per quarter" or "Once per semester" were common responses for the frequency of deworming.*
- Vaccination Campaigns: Several schools mentioned vaccination programs: *"Vaccination campaigns against polio, for example", "Vaccination was mentioned by multiple respondents.*
- Health Education: Schools are conducting regular health education sessions: *"Talks about diseases such as conjunctivitis, oral health", "Talks on personal and collective hygiene"*
- Disease Prevention Awareness: There is a focus on preventing common diseases: *"Talks on Malaria, HIV AIDS, COVID-19 and Conjunctivitis", "Hygiene campaigns, deworming, polio vaccines, etc."*
- Collaboration with Health Services: Many schools reported regular visits from health professionals: *Health Service was frequently mentioned as providing these interventions", "Local Health facility was cited as a partner in these efforts"*
- Frequency of Interventions: The frequency of health interventions varies, but most schools reported regular activities: *"Once per quarter", "Once per semester", "Once per year"*
- Hygiene Promotion: Many schools have implemented hygiene promotion programs: *"Hand washing, to prevent diseases", "Hand washing system"*
- Creation of Health Clubs: Some schools have established health-related clubs: *"School hygiene club", "Girls' club - which often includes health education components"*
- Environmental Interventions: Some schools mentioned environmental interventions to prevent disease: *"Joint cleaning, talks on personal and collective hygiene, infectious diseases"*
- First Aid Preparedness: A few schools mentioned having first aid capabilities: *"First aid kit".*
- Nutritional Interventions: The "Our Bright Future" Project itself was often cited as a preventive health intervention: *"School feeding was mentioned as contributing to overall student health"*

Overall, the data suggests a significant increase in preventive health interventions in schools. These interventions cover a wide range of health issues and are implemented with varying frequency across different schools. The collaboration with local health services appears to be a key factor in implementing these interventions.

However, it is important to note that:

1. The consistency and comprehensiveness of these interventions may vary across schools and districts.
2. Some schools reported challenges in implementing certain interventions, particularly those related to water and sanitation.
3. The direct impact of these interventions on student health outcomes is not clear from this data alone.

To further improve, it would be beneficial to ensure consistent implementation across all schools, address resource limitations (particularly water and sanitation facilities) and conduct regular evaluations of the impact of these interventions on student health outcomes.

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

Based on the findings, there are some indications of increased access to food preparation and storage tools and equipment as captured by Table 21 below:

Table 21: Knowledge of health and hygiene practices

Theme	Findings (<i>with quotes</i>)
Kitchen infrastructure	The findings report that 90 kitchens are in good condition, which represents 75.0% of the sampled schools (n=120). When projected to all 244 schools in the 4 districts, this would mean approximately 183 kitchens in good condition. This suggests some improvement in kitchen infrastructure, which is crucial for food preparation.
Storage Facilities	The presence of functional kitchens implies some level of storage capacity. However, more detailed information would be needed to fully assess this aspect.
Equipment distribution	It is implied that schools receiving meals have some level of food preparation equipment.
Challenges	The findings show that 28 kitchens (23.3% of the sampled schools) are NOT in good condition. When projected to all 244 schools, this could mean about 57 kitchens need improvement. This indicates a significant need for further investment in kitchen infrastructure and equipment.
Training	The findings mention training for food preparers, which suggests some focus on proper use of food preparation and storage tools. Specifically, 2,333 food preparers at target schools were trained in hand washing, safe food preparation, and storage practices.
The “Our Bright Future” Project scale	The project is providing daily meals to a significant number of students (85,534 so far has been reported) which necessitates some level of food preparation and storage capacity
School gardens	The high percentage (74.5%, n=47) of head teachers that reported to have a school garden, suggests some equipment for food production and potentially for storage of harvested produce are needed.
Areas for improvement	The findings indicate that there is still a need for improvement in infrastructure and equipment. This is evidenced by the number of kitchens not in good condition and the ongoing efforts to improve school facilities.
Government involvement	There is mentioning of government officials being involved in monitoring, which could include assessment of food preparation and storage facilities.
Sustainability concerns	The findings question about the long-term sustainability of improved practices without continued support, which may include maintaining and replacing equipment over time.

Conclusion:

While there appears to be some increase in access to food preparation and storage tools and equipment, particularly through the improvement of kitchen infrastructure and training of food preparers, there are still significant gaps. The program seems to be addressing this need, but there is room for further improvement.

The program appears to recognize the importance of proper food preparation and storage equipment as part of its overall strategy to improve school feeding and nutrition. However, ensuring all schools have adequate facilities and equipment remains an ongoing challenge.

To get a more comprehensive understanding, it would be helpful to have

- Specific inventory of equipment distributed to schools.
- Detailed assessment of storage facilities.
- Information on any planned future distributions or improvements.

5.3 Research Questions

5.3.1 Relevance

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?

The ongoing "Our Bright Future" project is highly relevant to the USDA's strategy and goals. The following factors underline how the project aligns with the key objectives of the McGovern-Dole program:

- Improving literacy of school-age children: The findings include numerous indicators related to literacy improvement, such as the percentage of students demonstrating reading comprehension (MGD 1.1 outcome indicator) and the number of teachers trained in new teaching techniques (MGD 1.1.4 output indicator).
- Increasing use of health and dietary practices: The findings show indicators for improved knowledge of health, hygiene, and nutrition practices (MGD 2.1 and 2.3 outcome indicators), as well as increased access to clean water and sanitation (MGD 2.4 output indicator).
- Increasing attentiveness and attendance of students: The findings include indicators on improved student attendance (MGD 1.3 outcome indicator) and improved attentiveness (MGD 1.2 output indicator).
- Improving food security: The project provides daily school meals (MGD 1.2.1 output indicator) and includes activities related to school gardens and improved food preparation and storage practices (MGD 2.2 outcome indicator).
- Enhancing student enrolment: While not explicitly stated as a separate indicator, increased enrolment is likely captured within the attendance and overall beneficiary numbers.

Additionally, the project includes components that align with other USDA priorities:

- Local capacity building: Training of school administrators, teachers, and community members.
- Government engagement: Indicators for increased government support and capacity (MGD 1.4 series).
- Gender considerations: Some data is disaggregated by gender, showing attention to girls' education.

Based on the midline findings, there is progress on many of these indicators, suggesting that the project is actively working towards these goals.

Most of the community members (99.0%, n=487) support "Our Bright Future" project and some teachers during the KIIs mentioned the fact that the classes were full when the school feeding project is in progress.

In conclusion, the "Our Bright Future" project, appears to be highly relevant to the McGovern-Dole International Food for Education and Child Nutrition Program's objectives and the broader USDA Foreign Agricultural Service strategy for international food assistance and education programs.

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

There are several indications that the project is relevant to the felt needs of the beneficiaries. Below is an analysis of the project's relevance to beneficiary needs:

- **Education and Literacy:** The findings show that only 13.0% (n=469) of Grade 3 students could read and understand grade-level text at the midline stage [passing Benchmark C]. This low literacy rate suggests a significant need for educational support, which the project addresses through teacher training, provision of school supplies, and literacy interventions.
- **Nutrition and Food Security:** The findings indicate that 45.2% (n= 931) of students had not eaten before going to school, highlighting a clear need for the project. The project provides daily meals to 85,534 students, directly addressing hunger and nutritional needs.
- **Health and Hygiene:** The findings show improvements in access to clean water and sanitation facilities in schools, addressing basic health needs. Deworming programs and health education initiatives respond to prevalent health issues in the community.
- **Community Engagement:** The project involves parent-teacher associations and school councils, suggesting it addresses the community's desire for involvement in their children's education.
- **Infrastructure:** Improvements in school infrastructure, including kitchens, latrines, and water sources, address basic needs for a conducive learning environment.
- **Local Capacity Building:** Training for teachers, school administrators, and food preparers suggests the project is addressing local skill development needs.
- **Attendance and Enrolment:** Improved attendance rates (86.8% during baseline compared to the 92.2% at midline (that were observed during head counting 689 classes comparing with the school books) suggest the project is addressing barriers to education that were previously keeping children out of school.
- **Gender Considerations:** While not explicitly detailed, the disaggregation of some data by gender suggests attention to potential gender-specific needs.
- **Cultural Relevance:** The use of both Portuguese and local languages in instruction indicates an effort to make education culturally relevant and accessible.

In conclusion, while the project appears to address many fundamental needs in education, nutrition, and health, a more comprehensive assessment of beneficiary perspectives would provide stronger evidence of its relevance to felt needs. The project's multifaceted approach suggests an attempt to address a range of interconnected needs within the community, but ongoing monitoring and adaptation would be crucial to ensure continued relevance.

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

As already indicated during baseline, the following are some of the areas that the ongoing project complements and fits with other ongoing nutrition and literacy programs in the country:

- **Integration with National Programs:** The ongoing project is aligned to PRONAE (*Programa Nacional de Alimentação Escolar*), which is the National School Feeding Program. This suggests some level of alignment with national initiatives.
- **Government Collaboration:** The findings indicate involvement of government officials at various levels (national, provincial, district), suggesting some degree of integration with government-led education and nutrition efforts.

- Literacy Initiatives: The project includes literacy components, which complements the national literacy programs.
- Health and Nutrition: The program includes deworming and health education components, which complements the national health initiatives.
- Local Language Instruction: The use of both Portuguese and local languages in instruction suggests alignment with national bilingual education policies.
- School Infrastructure: The project's efforts to improve school infrastructure (kitchens, latrines, water sources) complements government efforts.
- Community Engagement: The involvement of parent-teacher associations and school councils suggests alignment with community-based approaches.
- Monitoring and Evaluation: The use of standardized indicators (like EGRA for literacy assessment) suggests some alignment with international and possibly national standards for measuring progress.
- Partnerships: The findings mention Counterpart International as the implementer, in Partnership with other local NGOs such as *Associação Progresso*, CESC and others.
- Geographical Focus: The project focuses on specific districts in Maputo province.

In conclusion, there are indications that the project involves government stakeholders and aligns with some national initiatives (like PRONAE).

Is the project 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.

The project design does not appear to be fixed over time. While the findings do not explicitly state that the project is designed to be flexible, there are several indications that suggest the project has the capacity to adapt and evolve:

- It was able to adapt to the local needs of the request by the Provincial Directorate to increase the number of supportive schools from initially 203 to 244, this without any budget increase.
- Ongoing Monitoring and Evaluation: This is a midline evaluation, indicating that the project is being assessed during its implementation. Baseline data and targets were already set, suggesting a framework for measuring progress and potentially adjusting strategies.
- Performance Indicators: The findings include a comprehensive set of performance indicators, which allow for tracking progress and potentially identifying areas that need adjustment.
- Government Involvement: The findings indicate ongoing discussions with government officials about potential new areas for project implementation, suggesting openness to expansion or modification.
- Capacity Building: There is emphasis on training various stakeholders (teachers, administrators, food preparers), which could lead to evolving implementation strategies as local capacity increases.
- Community Engagement: The involvement of parent-teacher associations and school councils suggests a mechanism for receiving feedback and potentially adapting to local needs.
- Addressing Challenges: The findings identify various challenges (e.g., water scarcity in some schools), which implies a need for ongoing problem-solving and adaptation.
- Integration with Government Programs: There are mentions of aligning with government policies and programs, which may require adaptations as national strategies evolve.

- **Multiple Components:** The project includes various components (education, nutrition, health, infrastructure), allowing for potential adjustments in emphasis or approach based on progress and needs.
- **Research Questions:** The inclusion of research questions for the midline suggests an openness to learning and potentially adjusting based on findings.
- **Sustainability Concerns:** Discussions about government capacity to take over aspects of the project imply a long-term view that may require programmatic adaptations.

While the core objectives and main activities of the project (such as providing school meals, improving literacy, and enhancing health practices) are likely to remain consistent, the specific implementation strategies, emphasis on different components, and potentially even some outputs and outcomes could change over the life of the project.

Though the findings do not provide explicit information about the project's design flexibility, the nature of development projects, especially those operating in complex environments and over several years, typically requires some degree of adaptability to remain effective and relevant.

In conclusion, while the core elements of the project appear stable, the findings suggest that the project has the potential to adapt its activities, outputs, and outcomes over time in response to monitoring data, stakeholder feedback, and changing contextual factors.

Is the project 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.

There are several indications that the “Our Bright Future” program is designed with some flexibility to adapt to changing circumstances and target population responses:

- **Ongoing Monitoring and Evaluation:** The midline evaluation itself suggests the project is being assessed during implementation, allowing for potential adjustments. Baseline data and targets were already set, indicating a framework for measuring progress and potentially modifying strategies.
- **Performance Indicators:** The comprehensive set of performance indicators allows for tracking progress and identifying areas that may need adjustment.
- **Government Involvement:** The report mentions ongoing discussions with government officials about potential new areas for project implementation, suggesting openness to expansion or modification.
- **Capacity Building:** The emphasis on training various stakeholders (teachers, administrators, food preparers) could lead to evolving implementation strategies as local capacity increases.
- **Community Engagement:** The involvement of parent-teacher associations and school councils suggests a mechanism for receiving feedback and potentially adapting to local needs.

Addressing Challenges:

- **The findings identify various challenges** (e.g., water scarcity in some schools), which implies a need for ongoing problem-solving and adaptation.
- **Integration with Government Programs:** There are mentions of aligning with government policies and programs, which may require adaptations as national strategies evolve.

- **Multiple Components:** The project includes various components (education, nutrition, health, infrastructure), allowing for potential adjustments in emphasis or approach based on progress and needs.
- **Research Questions:** The inclusion of research questions in this midline report suggests an openness to learning and potentially adjusting based on findings.
- **Sustainability Concerns:** Discussions about government capacity to take over aspects of the project imply a long-term view that may require programmatic adaptations.

While the core objectives and main activities of the project (such as providing school meals, improving literacy, and enhancing health practices) are likely to remain consistent, the specific implementation strategies, emphasis on different components, and potentially even some outputs and outcomes could change over the life of the project.

The findings do not provide explicit information about the project's design flexibility, however, the nature of development programs, especially those operating in complex environments and over several years, typically requires some degree of adaptability to remain effective and relevant.

In conclusion, while the core elements of the project appear stable, the findings suggest that the project has the potential to adapt its activities, outputs, and outcomes over time in response to monitoring data, stakeholder feedback, and changing contextual factors.

5.3.2 Coherence

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

The project started during the COVID-19 pandemic era and, as a result there was a delayed start partly due to the pandemic. Nonetheless, the project was able to take off and start with the activity implementation.

In conclusion, while we acknowledge some influence of COVID-19 on the project during the starting phase, the project appears to have made some adaptations. The baseline evaluation was undertaken during the pandemic era.

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

The data indicates the following contributing and challenging factors towards the project's success in attaining its target

Contributing factors:

- Having accurate data is essential for many indicators to monitor the projects' progress.
- Success of the reading clubs depends on having good mentors/facilitators.
- The condition & cleanness of the school infrastructure.
- Access to safe water, especially for food preparations to provide quality food.
- Frequent school monitoring (including unannounced visits).

Challenging factors:

- Storage of large amounts of food at schools.
- Local procurement of local food should be stimulated using low entry criteria for suppliers.
- Logistics need to be well planned and coordinated given the difficult road conditions.

The above-mentioned factors play an important role in the project's ability to achieve its targets related to improving literacy, nutrition, attendance, and overall educational outcomes. Addressing the challenges while leveraging the contributing factors will be key to the project's continued success.

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

There are some indications of defined roles and responsibilities for different parties involved in implementing and monitoring Our Bright Future, but the understanding and clarity of these roles is not fully clear. The following table (Table 22) provides a summary of the understanding of the roles and responsibility based on the data:

Table 22: Parties' roles and responsibilities understanding

Part	Roles & responsibilities	Level of understanding	Areas for Improvement
Government	<ul style="list-style-type: none"> • Participate in joint monitoring visits • Conduct independent school visits (1-2 times per 6 months) • Collaborate on developing standards 	Moderate	Clarify scope of responsibilities Develop transition plan for program ownership
Implementing partners e.g. Counterpart International	<ul style="list-style-type: none"> • Project implementation and coordination • Provide training to government officials • Collaborate with government on implementation 	High	Clearer communication of program scope to government officials
School Administrators	<ul style="list-style-type: none"> • Oversee daily implementation of feeding project • Receive training on project management 	Moderate	More targeted training on role expectations
Teachers	<ul style="list-style-type: none"> • Implement health, hygiene, and nutrition education • Monitor student attendance and attentiveness. 	Moderate to high	Continued support in integrating program elements into teaching
Parents-Teachers Associations and School Councils	<ul style="list-style-type: none"> • Involvement in school governance • Oversee food management 	Moderate	Clearer guidelines on extent of involvement and authority
Community members	<ul style="list-style-type: none"> • Engage in food preparation • Maintain school cleanliness 	Moderate	More structured involvement in program activities
USDA	<ul style="list-style-type: none"> • Provide assistance (resources & guidelines) • Oversight role (specifics unclear) 	Unclear	Clearer definition of long-term involvement and transition plans

To improve the clarity of roles and responsibilities, the project could benefit from:

- Developing and disseminating clear written guidelines on the roles and responsibilities of each stakeholder group.
- Providing more targeted training on role expectations for different levels of government and school administration.
- Implementing regular coordination meetings to ensure all parties understand their roles and how they interact with others.
- Developing a clear transition plan that outlines how responsibilities will shift over time, particularly in relation to government ownership.
- Conducting periodic assessments of stakeholder understanding of their roles and responsibilities.

In conclusion, while there appears to be some understanding of roles and responsibilities, there is room for improvement in clarifying and communicating these across all parties involved in implementation and monitoring.

Are there relevant monitoring & evaluation strategies in place?

There are some monitoring and evaluation (M&E) strategies in place, but the details are somewhat limited. Below is an analysis of the M&E strategies mentioned or implied from the data:

Existing M&E Strategies:

- Regular Monitoring Visits: Government officials participate in joint monitoring visits with project implementers; The government conducts independent school visits, typically 1-2 times per 6-month reporting period.
- Performance Indicators: there is a comprehensive set of performance indicators, which allow for tracking progress across various aspects of the project.
- Midline Evaluation: The existence of this midline report indicates that periodic evaluations are part of the M&E strategy.
- Data Collection: Various data collection methods are employed, including surveys, interviews, classroom observations, and standardized assessments (like EGRA).
- Multiple Data Sources: Data is collected at different levels (school, district, province), which can allow for cross-checking and verification.
- Standardized Tools: Use of standardized tools like EGRA for literacy assessment suggests some consistency in measurement.
- Stakeholder Feedback: This midline report includes feedback from various stakeholders, including teachers, school administrators, and community members.
- Baseline Comparison: Some indicators are compared to baseline data, allowing for assessment of progress over time.

Areas for Improvement or Unclear Aspects:

- Use of Technology: There was an attempt to introduce the use of digital tools for teacher's attendance which the government did not enforce. The use of systems for real-time monitoring could enhance data collection and analysis.

- Community Involvement in M&E: While community members are involved in project implementation, their role in monitoring and evaluation is not clearly defined.
- Feedback Mechanisms: It is not clear if there are formal mechanisms for stakeholders to provide ongoing feedback about the project.
- Long-term Monitoring Plan: A strategy for monitoring long-term impacts and sustainability is not clearly outlined.

Conclusion:

While there are relevant monitoring and evaluation strategies in place, including regular monitoring visits, performance indicators, and periodic evaluations, there appears to be room for improvement in terms of comprehensiveness, consistency, and strategic use of M&E data. To enhance the M&E system, the project could consider:

- Implementing more frequent and systematic data collection processes
- Incorporating more technology for real-time monitoring
- Strengthening community involvement in M&E activities
- Establishing clear feedback loops to ensure M&E findings inform project improvements
- Developing a long-term impact evaluation strategy

These enhancements could provide a more robust foundation for assessing project effectiveness and guiding future improvements.

5.2.3 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 project objectives?

Though the evaluation team did not have access to detailed information about budget allocations, staffing levels, or specific resource distribution across project components, we can infer some insights about resource allocation efficiency from the available information as per Table 23 below:

Table 23: Resource allocation efficiency matrix

Resource type	Strengths	Areas for improvement	Efficiency assessment
Human Resources	<ul style="list-style-type: none"> • Training of teachers, administrators, food preparers • Involvement of community members 	<ul style="list-style-type: none"> • Teacher absenteeism issues • Need for further capacity building at lower government levels. 	moderate
Time	Regular monitoring visits (1-2 times per 6 months)	Delays in some infrastructure improvements	Moderate
Expertise	<ul style="list-style-type: none"> • Use of standardized assessment tools (EGRA) • Training on literacy, health, nutrition 	Uneven implementation success across schools	Moderate to high
Funds	Investment in school meals, infrastructure, educational materials	<ul style="list-style-type: none"> • Limited government funding • Some schools lack basic facilities 	moderate
Infrastructure	Improvements in kitchens, latrines, water sources in some schools	Inconsistent infrastructure quality across schools	moderate

Educational materials	Distribution of books and teaching materials	Insufficient quantities reported by some teachers	moderate
Program management	Multi-stakeholder involvement	Confusion about roles and responsibilities	Moderate

Overall assessment:

While the project appears to be allocating resources across various crucial areas (education, nutrition, health, infrastructure), there are indications of potential inefficiencies:

- Uneven distribution of resources across schools and districts.
- Possible underinvestment in some critical areas (e.g., water access, teaching materials).
- Challenges in long-term sustainability planning, particularly regarding government funding.
- Potential inefficiencies due to unclear roles and responsibilities among stakeholders.

To improve efficiency, the project could consider:

- Conducting a comprehensive resource allocation review to identify and address disparities.
- Enhancing coordination between stakeholders to optimize resource use.
- Investing in data management systems to better track and analyze resource allocation and its impacts.
- Developing a more robust sustainability plan, including strategies for gradual transition to government funding.
- Prioritizing investments in basic infrastructure and materials to ensure a consistent baseline across all schools.

It is important to note that a more detailed analysis of budget allocations, staffing levels, and specific resource distribution would be necessary for a comprehensive assessment of efficiency. The findings provide useful insights, but a dedicated efficiency study might be beneficial for optimizing resource allocation moving forward.

5.2.4 Impact

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

The project design appears to have a substantial anticipated positive impact on the lives of the beneficiaries across multiple dimensions. The following Table 24 captures an analysis of the anticipated impacts:

Table 24: Impact on beneficiaries matrix

Impact Area	Key indicators	Anticipated positive impact	Limitations/Areas for improvement
Education and Literacy	<ul style="list-style-type: none"> • 13.0% of Grade 3 students can read at grade level (up from 4.3%) • 93,660 students enrolled • 55.3% of teachers trained during the project 	High <ul style="list-style-type: none"> • Improved literacy rates • Increased school enrollment • Enhanced teaching quality 	<ul style="list-style-type: none"> • Uneven implementation across schools • Sustainability concerns

Nutrition and Health	<ul style="list-style-type: none"> • 85,534 students receiving daily meals • 19.9% of community members trained in nutrition via demonstrations • 369,443 students receiving deworming medication 	High <ul style="list-style-type: none"> • Reduced short-term hunger • Improved nutrition knowledge • Better health outcomes 	<ul style="list-style-type: none"> • Long-term sustainability of feeding program • Consistency of health interventions
Water Sanitation and Hygiene (WASH)	<ul style="list-style-type: none"> • 40 (33.3%, n=120) schools with improved sanitation • Increased access to clean water • 53.4% of students washing hands before class 	Moderate to High <ul style="list-style-type: none"> • Improved hygiene practices • Reduced water-borne illnesses • Better learning environment 	<ul style="list-style-type: none"> • Some schools still lack basic facilities • Varying success across regions
Community Engagement	<ul style="list-style-type: none"> • 239 parent-teacher associations supported • 5,875 individuals trained in child health and nutrition 	Moderate to High <ul style="list-style-type: none"> • Increased parent involvement • Enhanced community knowledge 	a) Potential for deeper community integration b) Sustainability of engagement
Infrastructure	95 of the schools facilities have been rehabilitated or reconstructed education facilities (school buildings, kitchens, storerooms and firewood saving stoves, water sources and latrines).	Moderate <ul style="list-style-type: none"> • Improved learning environments • Better sanitation and food preparation facilities 	<ul style="list-style-type: none"> • Uneven distribution of improvements • Ongoing maintenance concerns
Economic Impact	1,141 MT of commodities procured locally	Moderate Potential benefits for local farmers and economies	<ul style="list-style-type: none"> • Limited information on broader economic impacts • Sustainability of local procurement
Gender Equity	Not explicitly quantified, but likely benefits from education and sanitation improvements	Moderate <ul style="list-style-type: none"> • Potential increased girls' attendance • Improved sanitation for girls 	<ul style="list-style-type: none"> • Lack of specific gender-targeted interventions • Limited data on gender-specific impacts
Long-term development	Training of officials, teachers, and community members	Moderate to High Enhanced capacity of local institutions <ul style="list-style-type: none"> • Potential for sustainable improvements 	<ul style="list-style-type: none"> • Concerns about government capacity for long-term management • Need for continued support and training

Overall Assessment: The project design is anticipated to have a significant positive impact on beneficiaries' lives, addressing crucial areas such as education, nutrition, health, and community development. The multi-faceted approach suggests potential for holistic improvement in children's well-being and future prospects. However, ensuring sustainability and consistent implementation across all areas will be crucial for maximizing long-term positive impact.

To further enhance the impact, the project could consider:

1. Strengthening sustainability planning.
2. Addressing resource disparities between schools.
3. Enhancing monitoring and evaluation to better track long-term impacts
4. Further integrating gender-specific considerations.
5. Expanding community education programs to reinforce school-based interventions.

How reliable is the teachers' attendance collected? How can it be improved to track teacher's attendance accurately?

Based on the data, the reliability of teacher attendance data appears to be somewhat questionable, with potential for improvement. The following is an analysis of the current situation and suggestions for improvement:

Table 25: Current reliability of Teacher Attendance data

Data source	Attendance Rate	Sample size	Reliability concerns
Self-reported	100% attending >90% of days	90 teachers	Potential self-reporting bias
Head-count	94.7% present	693 classes	Single point in time

Discrepancy: 5.3% difference between self-reported and head-count data

Reliability Issues:

- Limited data points
- Potential biases (self-reporting, observer effect)
- Lack of systematic tracking

Table 26: Strategies to Improve Attendance Tracking

1. Technology-Based Solutions: <ul style="list-style-type: none"> • Biometric systems (fingerprint/facial recognition) • Digital attendance management apps • Integration with school management systems.
2. Procedural Improvements: <ul style="list-style-type: none"> • Standardized reporting protocols • Regular audits and spot checks • Cross-verification by multiple stakeholders • Integration with payroll systems
3. Human Resource Strategies: <ul style="list-style-type: none"> • Training and capacity building • Incentive systems for accurate reporting • Regular feedback and reporting to stakeholders
4. Data Analysis and Management: <ul style="list-style-type: none"> • Advanced data analytics for pattern recognition • Standardized absence categorization • Long-term tracking for trend analysis

5. Community Engagement:

- Involve parent-teacher associations/school councils in monitoring
- Anonymous reporting systems for community members

6. Comprehensive Approach:

- Combine quantitative data with qualitative assessments
- Integrate attendance tracking with overall school performance metrics

Implementation Considerations:

- Tailor solutions to local context and available resources
- Ensuring data privacy and security
- Provision of ongoing support and training
- Regularly evaluating and adjusting tracking methods

Expected Outcomes:

- More accurate and reliable attendance data
- Improved teacher accountability
- Better resource allocation
- Enhanced project evaluation capabilities
- Potential improvement in overall education quality

A combination of these strategies, could significantly enhance the accuracy and reliability of teacher attendance tracking, leading to more effective project management and improved educational outcomes.

CESC (one of the subcontractors of Counterpart) proposed in 2022 the use of a digital solution in the “Our Bright Future” to track teacher attendance via fingerprints using a tablet that is geofenced to the school’s geographical area. When the tablet is taken out of the preset perimeter boundary, the tablet records an alarm and stops accepting fingerprint readings. This tool was proposed for implementation, but the Ministry of Education did not approve the tool probably with the concern that there would be possible push back of teachers if transparency and accurate attendance tracking solution is reinforced/adopted. This is because presently, the government is facing other challenges including strikes from teachers due to late salary payments. *“Teachers are sometimes not at school (especially on Fridays and Mondays) for those that live far away from the schools in remote areas where there are very limited transport opportunities to leave for the weekend”.*

5.2.5 Sustainability

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

While there is government involvement and collaboration in “Our Bright Future” project, the data suggests that the government's current capacity to fully manage these programs at regional and national levels is limited. The main challenges appear to be:

- Limited financial resources allocated to school feeding.
- Dependency on external funding and implementation support.
- Need for further capacity building, especially at lower government levels.
- Challenges in maintaining infrastructure and sustaining projects independently.

Findings indicate that efforts are being made to increase government capacity and ownership, but this is an ongoing process. For a comprehensive School Feeding Program managed entirely by the government at regional and national levels, significant increases in resource allocation, capacity building, and policy development would likely be necessary.

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)?

The government's commitment to school feeding shows some positive aspects but also significant limitations. Below is a summary of the key points:

- **National School Feeding Program (PRONAE):** The government has established PRONAE (*Programa Nacional de Alimentação Escolar*), indicating a national-level commitment. However, PRONAE's coverage is still limited.
- **Policy Development:** Efforts are underway to include school feeding in national government policies. Some parliamentary members have shown interest in adapting school feeding into national policies. There is no mention of a comprehensive, specific school feeding policy however the development of one is ongoing.
- **Government Involvement:** Officials participate in joint monitoring visits with project implementers. The government conducts independent school visits, typically 1-2 times per 6-month period. There's collaboration on developing standards, such as using project infrastructure designs as benchmarks.
- **Financial Commitment:** Government funding for School Feeding Programs is limited. The report suggests an ideal allocation of 20-25% of the budget for school feeding, implying current allocations are below this level. No explicit plans for expanding the school feeding budget are mentioned.
- **Capacity Building:** The government shows willingness to improve its capacity, with officials receiving training from the "Our Bright Future" project.
- **Long-term Sustainability:** There is a push for increased government ownership of School Feeding Programs. However, doubts exist about the government's ability to take over the project in the short term due to resource constraints.
- **Roles and Responsibilities:** While there is mention of government involvement at various levels (national, provincial, district), the data emphasizes a need for clearly defined roles for managing school feeding.
- **Collaboration with External Programs:** The government demonstrates willingness to collaborate with USDA-assisted programs.
- **Challenges:** There is a tendency for government officials to expect continued donor support rather than taking full ownership. Some officials request assistance beyond the project's scope.

In conclusion, while the government shows some commitment to school feeding through PRONAE and collaboration with external programs, there are significant areas for improvement:

- The national school feeding strategy is still in the development phase.
- Financial resources allocated to school feeding are limited.
- The government still relies heavily on external funding and implementation support.
- There is a need for further capacity building, especially at lower government levels.

- No explicit plans for expanding the school feeding budget are mentioned.
- Clearly defined roles for managing school feeding at different government levels are not evident from the findings.

The current level of commitment appears to be more collaborative than leading, with a reliance on external support for implementation and funding. To strengthen its commitment, the government would need to increase resource allocation, develop a comprehensive policy, clearly define management roles, and create concrete plans for project expansion and sustainability.

5.4 Additional research questions

5.4.1 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 are some of the indicators linked to school meal interventions:

- Primary School-Aged Children Outcomes:
 - Literacy: 13.0% (n=469) of Grade 3 students demonstrated they can read and understand the meaning of grade-level text, i.e. pass benchmark C.
 - Attendance: The average student attendance rate in USDA supported classrooms/schools was 86.8% during baseline compared to the 92.2% at midline (that were observed during head counting 689 classes comparing with the schoolbooks) compared to a target of 97%.
 - Student attentiveness (78.5%) has increased compared to baseline (65.3%)
 - Nutrition: 45.2% (n=931) of students had not eaten before going to school, indicating a clear need for the “Our Bright Future” project.
- Lack of Preschool Data:
 - The midline data does not provide specific data on preschool children, or their outcomes related to school meal interventions.
- Relevant Information:
 - Only 13.6% (n=931) of students in the sample had attended preschool or kindergarten. This suggests that some comparison might be possible with further analysis, but the data is not presented in the report.
- Limitations:
 - The absence of preschool-specific data makes it impossible to draw direct comparisons between the two age groups based solely on the data collected which did not focus on preschool.
 - The report focuses on a project targeted at primary schools, which explains the lack of preschool data.

To properly compare educational outcomes linked to school meal interventions between preschool and primary school-aged children, the following is needed:

- Data on preschool children's educational outcomes in similar intervention contexts.
- Comparable metrics for both age groups (adjusted for developmental stages).
- Information on any differences in the implementation of meal interventions between preschool and primary school settings.

- Longitudinal data to track the impact of early interventions on later primary school performance.

In conclusion, while the findings provide valuable information on the impact of school meal interventions on primary school-aged children, they do not contain the necessary data to make a comparison with preschool children. This comparison would require additional research and data collection focusing specifically on preschool interventions and outcomes.

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

There is limited specific information about the most effective pedagogical approaches to teaching nutrition through school meal programs or about targeting specific age groups. However, below are some insights based on available data and general best practices in nutrition education:

- **Integrated Approach:** The findings suggest that nutrition education is integrated with “Our Bright Future” project. This approach allows for practical, hands-on learning experiences related to nutrition.
- **School Gardens:** The findings mention school gardens, which can be an effective pedagogical tool for teaching nutrition. Gardens provide hands-on experience in growing food and understanding its nutritional value.
- **Community Involvement:** The project involves parents and community members, which can reinforce nutrition messages taught at school.
- **Health and Hygiene Education:** The report indicates that health and hygiene education is part of the project, which often includes nutrition components.
- **Food Demonstrations:** There's mention of food demonstrations covering nutrition, hygiene, and sanitation, which can be an effective way to teach practical nutrition skills.

Regarding age groups, the findings focus on primary school children, particularly grades 2 and 3. However, they do not provide specific information on the effectiveness of different approaches for different age groups. Based on general research and best practices in nutrition education, some effective approaches include:

- **Interactive Learning:** Hands-on activities, games, and experiments related to food and nutrition.
- **Visual Aids:** Using colorful charts, posters, and food models to teach about food groups and balanced diets.
- **Storytelling and Role-Playing:** Using stories and role-play to teach nutrition concepts in an engaging way.
- **Cooking Classes:** Age-appropriate cooking activities to teach about food preparation and nutrition.
- **Peer Education:** Involving older students in teaching younger ones about nutrition.
- **Technology Integration:** Using digital tools and apps for interactive nutrition education.
- **Farm-to-School Programs:** Connecting nutrition education with local agriculture.
- **Family Involvement:** Including take-home activities or materials to involve families in nutrition education.

As for age groups, nutrition education can be effective for all ages, but the approach should be tailored:

- For younger children (ages 5-8): Focus on basic concepts, use of stories, games, and simple hands-on activities.
- For older children (ages 9-12): More complex concepts, critical thinking about food choices, and more involved cooking or gardening activities.
- For adolescents: Focus on personal choice, body image issues, and long-term health impacts of nutrition.

To determine the most effective approaches for this specific project, it would be beneficial to conduct targeted research or pilot different methods within the project context and evaluate their effectiveness.

What is the effect of school feeding on attendance, enrolment and attention?

“Our Bright Future” project appears to have positive effects on attendance, enrolment, and attention. The following is a breakdown of the effects in each area:

Attendance:

The findings above indicate a positive impact on attendance:

- The average student attendance rate in USDA supported classrooms/schools is observed at 92.2% at midline (that were observed during head counting 689 classes comparing with the school registers) compared to a target of 97%.
- Teachers attribute improved attendance to the project. For example, one quote states: *"Absenteeism is no longer frequent compared to previous years, because we have school feeding which is one of the reasons the students do not miss school."*
- Another teacher mentioned: *"Children attend school every day because they have motivation, school feeding helps a lot."*

Enrolment:

The comparative data on enrolment as provided by the Ministry of Education, indicate a positive effect:

- The number of students enrolled in schools receiving USDA assistance is reported as 93,660 at midline.
- The project's reach suggests a positive impact on enrolment, with 85,534 students receiving daily school meals.

Attention:

The findings suggest improvements in student attentiveness:

- Many teachers reported positive student attentiveness. For example, one teacher stated: *"It's good because when I call for attention they listen, and the attention is directed and they immediately comply with the call for attention."*
- Another teacher reported: *"It's very good, because in the context of teaching classes they are always active, they participate, contribute and make the class more active."*
- Student attentiveness (78.5%) has increased compared to baseline (65.3%)

Additional relevant points:

- The project addresses short-term hunger, with 45.2% (n=931) of students reporting they had not eaten before going to school.
- Teachers and school officials consistently link the provision of meals to improved attendance and attentiveness.
- The findings above note that "Many teachers attribute improved attentiveness to the School Feeding Program."

In conclusion, the findings suggest that the "Our Bright Future" project has a positive effect on attendance, enrolment, and attention. The strongest evidence is for improved attendance, with quantitative data and consistent teacher reports. The effects on enrolment and attention are also positive based on teacher observations. The project appears to address a significant need, given the high percentage of students who come to school without having eaten, which likely contributes to its positive impact on these educational outcomes.

What is the interaction between school feeding and improved hygiene practices?
--

The interaction between school feeding and improved hygiene practices appears to be synergistic. The project provides:

- A practical context for implementing hygiene practices (e.g., handwashing before meals).
- A motivation for improving water and sanitation infrastructure.
- An opportunity for broader health and hygiene education.
- A platform for community engagement in health and hygiene issues.

The emphasis on hygiene, in turn, supports the safe and effective implementation of the feeding program by ensuring food safety and reducing the risk of foodborne illnesses.

However, it is worth noting that the success of this interaction varies across schools, with some facing challenges due to resource limitations, particularly in water access. The data suggest that consistent implementation of hygiene practices in conjunction with school feeding could be further improved. Overall, the findings indicate that Our Bright Future has been instrumental in promoting and improving hygiene practices, creating a positive feedback loop that enhances both nutrition and health outcomes for students.

5.4.2 Education and Literacy

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

There is some evidence suggesting that reading-oriented extra-curricular activities contribute to improving literacy, but the data is limited and not conclusive. The following is an analysis of the available data:

Reading Clubs:

- The data indicate that some students participate in reading clubs, which are extra-curricular activities focused on literacy.
- Specifically, 17.1% (n=931) of the students participated in reading clubs.

Literacy Outcomes:

- The overall literacy rate for Grade 3 students who can read and understand grade-level text is reported as 13.0% (n=469).
- However, the data does not provide a direct comparison of literacy rates between students who participate in reading clubs and those who do not.

Extra-Curricular Participation:

- The findings indicate that when projecting the data to all 244 schools in the 4 districts, an estimated 11,466 primary-school children participated in extra literacy-related activities.

Teacher Perspectives:

- While not specifically about extra-curricular activities, teachers reported using various methods to promote literacy, including reading games and competitions, which could be considered extra-curricular in nature.

Lack of Specific Effectiveness Data:

- The data is not specific on the effectiveness of these extra-curricular activities in improving literacy rates.

Potential Positive Impact:

- The inclusion of reading clubs and extra literacy activities in the project suggests that they are considered beneficial, but the data does not quantify their impact.

Limitation in the Data:

- There is no longitudinal data showing improvement in literacy specifically linked to these extra-curricular activities.

Broader Context:

- There are other factors that may influence literacy, such as teacher training, availability of reading materials, and regular school attendance, making it difficult to isolate the impact of extra-curricular activities alone.

Conclusion:

While the project includes reading-oriented extra-curricular activities like reading clubs, and there is some participation in these activities, the findings do not provide sufficient data to conclusively determine their effectiveness in improving literacy. The presence of these activities suggests that they are believed to be beneficial, but without specific comparative data or a focused analysis of their impact, it is not possible to quantify their effectiveness based on the available midline data.

How effective are teacher trainings?

Based on the information provided, there are some indications of the effectiveness of teacher trainings, though the data is not comprehensive, below is an analysis of the effectiveness of teacher trainings based on the available information:

- Training Participation: 55.3% (n=90 of teachers reported receiving some form of training. This high percentage suggests a significant reach of training programs.
- Application of Skills: The findings indicate that teachers are using new acquired skills as a result of USDA assistance. Specific numbers show 124 teachers using new skills which is a subset of those trained.
- Classroom Practices: Classroom observations indicate improvements in teaching practices: Teachers are reported to be using various methods to promote literacy, including phonetic

methods, reading games, group activities, and visual aids. There is a mention of using both Portuguese and local languages in instruction, which may be a result of training.

- Literacy Instruction: There are improvements in the quality of literacy instruction, which could be attributed to teacher training.
- Health and Hygiene Practices: Teachers demonstrated knowledge of health and hygiene practices, which was likely a part of their training.
- Use of Teaching Materials: Teachers reported using various reading materials and teaching aids, which may indicate effective training on resource utilization.
- Assessment Practices: Teachers reported using various assessment methods, including continuous evaluation and monitoring of individual progress, which could be a result of training.
- Attentiveness and Engagement: Teachers report high levels of student attentiveness and engagement, which might be partly attributed to improved teaching techniques learned through training.

Challenges and Limitations:

- Lack of Comparison: The findings do not provide clear before-and-after comparisons to quantify the impact of training.
- Limited Quantitative Data: There is a lack of specific quantitative measures of training effectiveness.
- Resource Constraints: Some teachers reported insufficient quantities of teaching materials, which could limit the application of training.
- Variability in Implementation: The effectiveness of training may vary across schools and districts.

Factors Suggesting Effectiveness:

- Diverse Teaching Methods: The variety of teaching methods reported suggests that training has broadened teachers' pedagogical approaches.
- Integration of Local Languages: The use of both Portuguese and local languages indicates training in bilingual education techniques.
- Health and Nutrition Integration: Teachers' knowledge of health and nutrition practices suggests effective cross-curricular training.
- Positive Student Outcomes: While not directly linked, improvements in student attentiveness and engagement could be indirect indicators of effective teacher training.

Areas for Improvement:

- Ongoing Support: There is no clear indication that there is ongoing support or follow-up after training, which is crucial for long-term effectiveness.
- Tailored Training: There is no clear indication of how training is tailored to individual teacher needs or school contexts.
- Measurement of Impact: More robust methods for measuring the direct impact of training on teaching quality and student outcomes could be beneficial.

Conclusion:

The findings suggest that teacher trainings have had some positive effects, particularly in diversifying teaching methods and improving literacy instruction. However, the lack of comprehensive quantitative data and before-after comparisons makes it difficult to definitively assess the overall effectiveness of the trainings.

To improve the assessment of training effectiveness, it would be beneficial to:

- Implement pre-and post-training assessments of teacher skills and knowledge.
- Conduct long-term follow-ups to assess the sustainability of learned practices.
- Directly link training content to observed classroom practices and student outcomes.
- Gather more detailed feedback from teachers on the relevance and applicability of training content.
- Implement a system for ongoing professional development and support beyond initial training sessions.

Overall, while there are positive indicators, a more robust evaluation system would provide clearer insights into the effectiveness of teacher trainings and areas for improvement.

5.4.3 Health and maternal child health

What is the effect of deworming medicine on student attendance?

While Our Bright Future includes deworming as part of its health interventions, and there is an overall positive trend in attendance. 369,443 students are reported to be receiving deworming medication while the average student attendance rate in USDA supported classrooms/schools is observed at 92.2% at midline. 19.9% of community members have attended food demonstrations covering nutrition, hygiene, and sanitation, which may include information about deworming. However, these data points do not directly link deworming to attendance improvements. The positive effects on attendance are more broadly attributed to the project as a whole.

The data lacks:

- A controlled comparison of attendance rates before and after deworming interventions.
- Disaggregated data showing attendance patterns for students who received deworming versus those who did not.
- Qualitative data from teachers or health workers specifically about the impact of deworming on attendance.

To accurately assess the effect of deworming medicine on student attendance, additional research would be needed, such as:

- A targeted study comparing attendance rates in schools or classes that received deworming with those that did not.
- Longitudinal data tracking individual student attendance before and after deworming treatments.
- Surveys or interviews with teachers, parents, and students about perceived changes in attendance and overall health following deworming interventions.

In summary, while the findings suggests that health interventions, including deworming, are part of a strategy that has positively impacted attendance, they do not provide enough specific information to quantify or isolate the effect of deworming medicine on student attendance. Further targeted research would be necessary to draw conclusive findings on this specific aspect of the program.

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

The findings do not provide a direct analysis of the effect of latrine and water access on student attendance, especially for girls. To draw definitive conclusions, the following would be needed:

- Comparative data on attendance rates before and after the installation or improvement of latrines and water sources.
- Gender-disaggregated attendance data for schools with and without adequate sanitation facilities.
- Qualitative data from students, especially girls, on how access to latrines and water affects their school attendance.
- Information on any reduction in water-borne illnesses or other health issues related to poor sanitation that might impact attendance.

: The findings show that improved sanitation facilities are crucial for student welfare and attendance. Specifically, the data indicates:

- Infrastructure Condition/Improvements:
 - The data highlights that 40 schools now have good sanitary facilities.
 - There are improvements in water sources, though some schools still lack basic facilities.
- Gender Considerations:
 - The findings show that improved sanitation likely benefits girls' school attendance, but do not provide specific data.
- Overall Attendance:
 - The average student attendance rate in USDA supported classrooms/schools is reported as 92.2% at midline.
- Health and Hygiene:
 - 53.4% of students washed their hands before class, indicating some level of water access.
- Community Awareness:
 - 19.9% of community members have attended demonstrations covering hygiene and sanitation.
- Challenges:
 - Some schools still lack basic facilities, which could impact attendance.
- Teacher Observations:
 - Teachers reported improved attendance but attributed this generally to the "Our Bright Future" project rather than to specifically improved water and sanitation facilities.

While the findings suggest that improving sanitation facilities is considered important for student welfare and potentially attendance, they do not provide enough specific information to quantify this effect or to draw conclusions about the differential impact on girls.

To better understand the impact, future evaluations could consider:

- Tracking attendance rates before and after the installation of improved water and sanitation facilities.
- Conducting surveys or focus groups with female students about how sanitation facilities affect their school attendance.
- Comparing attendance rates between schools with and without adequate facilities, with a focus on gender differences.
- Monitoring health issues related to poor sanitation and their impact on attendance.

In summary, while the program acknowledges the importance of latrine and water access, particularly for girls, the findings do not provide sufficient data to quantify its effect on student attendance. Further targeted research would be necessary to establish this relationship conclusively.

Is there behavioral change in handwashing for students?

There are indications of behavioral change in handwashing for students, although the data is not comprehensive. the following is an analysis of the available information:

- Handwashing Practices: The findings indicate that 53.4% (n=931) of school students washed their hands at school. This suggests a good rate of handwashing behavior among students.
- Handwashing Facilities: The findings indicate the presence of handwashing facilities in some schools: Some schools reported having buckets for handwashing. There are mentions of *"torneiras para lavagem das mãos"* (taps for handwashing).
- Health and Hygiene Education: The report indicates that health and hygiene education is part of the project, which likely includes handwashing: There are mentions of *"palestras sobre higiene pessoal e coletiva"* (talks on personal and collective hygiene). Some schools have established *"clube de higiene escolar"* (school hygiene club).
- Teacher Awareness: Teachers demonstrated knowledge of health and hygiene practices, which would include handwashing. This suggests that they are likely promoting these behaviors among students.
- Routine Implementation: Some schools reported implementing handwashing routines: *"Lavagem das mãos sempre que vão a cozinha e a casa de banho"* (Handwashing whenever they go to the kitchen and bathroom).
- Community Awareness: 19.9.% of surveyed community members (n=462) reported attending demonstrations covering hygiene and sanitation while which may indirectly support student handwashing behavior.
- Challenges: Some schools reported challenges with water access, which could impact handwashing behavior: *"A lavagem das mãos é um pouco complicado porque não temos água na escola"* (Handwashing is a bit complicated because we don't have water in the school).
- Infrastructure Improvements: The findings mention improvements in water sources and sanitation facilities, which could facilitate increased handwashing behavior.
- The "Our Bright Future" project: The implementation of the project often goes hand-in-hand with increased emphasis on handwashing before meals.

While these points suggest positive changes in handwashing behavior, it is important to note some limitations:

- Self-Reporting Bias: Some data may be based on self-reporting, which can be subject to bias.
- Consistency Across Schools: The findings suggest variability in water access and facilities across schools, which likely impacts handwashing behavior.

Conclusion:

There are strong indications of positive behavioral change in handwashing among students. The high percentage of observed handwashing, combined with the presence of facilities, education programs, and routines, suggests that the project has had a positive impact on this behavior. However, challenges remain, particularly in schools with limited water access.

To more definitively assess behavioral change, it would be beneficial to have long-term tracking of handwashing behavior to assess sustainability of the change.

Overall, while the data suggests positive change, continued efforts in education, infrastructure improvement, and consistent monitoring would be beneficial to further reinforce and expand this behavioral change across all schools in the program.

How do WASH programs impact learning and literacy outcomes?

The midline findings do not provide a direct analysis of how WASH (Water, Sanitation, and Hygiene) programs specifically impact learning and literacy outcomes. To draw definitive conclusions on this relationship, more targeted data and analysis would be needed. However, we can infer some potential impacts based on the findings and general understanding of WASH interventions in educational settings:

- Infrastructure Condition/Improvements:
 - The data highlights that 40 schools now have good sanitary facilities.
 - There are improvements in water sources, though some schools still lack basic facilities.
- Handwashing Behavior:
 - 53.4% (n=931) of school students washed their hands at school.
- Literacy Outcomes:
 - 13.0% (n=469) of Grade 3 students can now read and understand grade-level text, compared to 4.3% at baseline.
- Attendance:
 - The average student attendance rate in USDA supported classrooms/schools is observed at 92.2%, (n=689 classes were observed during head count, at midline)
- Attentiveness:
 - Observed student attentiveness (78.5%) has increased compared to baseline (65.3%)

While the findings do not directly link WASH interventions to learning and literacy outcomes, we can consider potential indirect impacts:

- Reduced Absenteeism:
 - Improved WASH facilities may contribute to better attendance by reducing water-borne illnesses.
 - Better attendance could lead to improved learning and literacy outcomes.
- Increased Attentiveness:

- Access to clean water and proper sanitation may help students feel more comfortable and focused in class.
- This could indirectly contribute to better learning and literacy outcomes.
- Overall, Health:
 - Improved hygiene practices may lead to better overall health among students.
 - Healthier students are likely to perform better academically.
- Time Savings:
 - Accessible WASH facilities in schools may reduce time spent seeking these facilities elsewhere.
 - This could potentially increase time available for learning activities.
- Girls' Education:
 - Improved sanitation facilities may particularly benefit girls' attendance and participation.
 - This could contribute to better learning outcomes for female students.
- Conducive Learning Environment:
 - Clean, well-maintained WASH facilities contribute to a more pleasant school environment.
 - This may positively impact students' attitudes towards school and learning.

Limitations and Considerations:

- Lack of Direct Data: The midline findings do not provide data directly linking WASH interventions to learning and literacy outcomes.
- Multiple Interventions: The project includes various interventions (e.g., school feeding, teacher training), making it difficult to isolate the specific impact of WASH programs.
- Variability Across Schools: The data suggests that WASH facilities and access vary across schools, which could lead to inconsistent impacts.
- Long-term Effects: The full impact of WASH interventions on learning and literacy may only be observable over a longer period.

Conclusion:

While the findings suggest overall improvements in both WASH conditions and literacy outcomes, they do not provide sufficient data to establish a direct causal relationship between WASH programs and learning or literacy outcomes. The potential impacts discussed above are largely inferential.

To better understand this relationship, future evaluations could consider:

- Comparative studies between schools with and without improved WASH facilities.
- Longitudinal studies tracking learning and literacy outcomes as WASH facilities improve.
- Qualitative research to understand how WASH facilities impact students' learning experiences.
- Analysis of the correlation between WASH-related absences and academic performance.

In summary, while WASH programs likely have a positive impact on learning and literacy outcomes, more targeted research is needed to quantify and fully understand this relationship in the context of this specific project.

If specific nutrition indicators were integrated into the “Our Bright Future” project, the impact of those activities would be best assessed.

5.4.4 Methodology

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

There are some indications about the reliability of school and government-collected attendance and enrolment data, as well as potential ways to improve accuracy. However, the findings do not provide a comprehensive assessment of data reliability. Below is an analysis based on the midline findings:

Reliability of Current Data:

- **Multiple Data Sources:** The findings are based on data collected at different levels (school, district, province), which can allow for cross-checking and verification.
- **Self-Reported Data:** Some data is self-reported by students and teachers, which may introduce bias or inaccuracies.
- **Discrepancies:** The findings do not explicitly mention discrepancies between different data sources, but the use of multiple sources suggests potential for inconsistencies.
- **Government Monitoring:** There is mention of government officials conducting monitoring visits, which could contribute to data verification.
- **COVID-19 Impact:** The pandemic likely affected data collection processes, potentially impacting reliability during the baseline phase.
- **Technological Limitations:** The findings do not mention advanced data collection systems, suggesting potential for human error in manual data collection. There was an attempt however to introduce biometric methods in schools though the Ministry of Education had initially rejected this innovation, the discussions have been revived though no conclusions have been reached with regard to the adoption of biometric data collection methods.

Ways to Improve Accuracy:

- **Standardized Data Collection Methods:** Implement consistent, standardized methods across all schools and government levels.
- **Digital Systems:** Introduce or enhance digital data collection and management systems to reduce manual errors and improve data accessibility.
- **Regular Audits:** Conduct periodic audits of attendance and enrollment data to identify and correct discrepancies.
- **Cross-Verification:** Regularly cross-check data between school, district, and provincial levels to ensure consistency.
- **Training:** Provide thorough training to all personnel involved in data collection and management to ensure understanding of procedures and importance of accuracy.
- **Real-Time Monitoring:** Implement systems for real-time or near-real-time data collection and monitoring, allowing for quicker identification and correction of errors.
- **Community Involvement:** Engage parent-teacher associations or school councils in verifying enrollment data.
- **Biometric Systems:** Consider implementing biometric attendance systems in schools where feasible, to accurately track daily attendance.
- **Incentives for Accuracy:** Develop incentive systems that reward accurate and timely data reporting.
- **Regular Headcounts:** Conduct surprise headcounts to verify reported attendance figures.

- **Data Triangulation:** Use multiple sources of data (e.g., school records, community surveys, health center data) to triangulate and verify enrollment figures.
- **Improved Reporting Tools:** Develop user-friendly, standardized reporting tools that minimize the chance of error in data entry.
- **Data Quality Assessments:** Conduct regular data quality assessments to identify systemic issues in data collection and reporting.
- **Capacity Building:** Invest in building the capacity of local and national education officials in data management and analysis.
- **Technology Integration:** Where possible, integrate attendance tracking with other school systems (e.g., School Feeding Programs) to create multiple data points.

Conclusion:

While the findings do not provide a comprehensive assessment of data reliability, the use of multiple data sources and government monitoring suggests some level of verification. However, there is likely room for improvement in accuracy and consistency. Implementing a combination of technological solutions, standardized processes, regular audits, and capacity building could significantly enhance the reliability of attendance and enrollment data. It is important to note that any improvements should be tailored to the specific context and resources available in the program areas.

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)?

There are some indications of government commitment to School Feeding Programs, but the level of commitment appears to be limited in certain areas. Below is an analysis of the government's commitment as reflected in the findings:

- **National School Feeding Program (PRONAE):** The government has established PRONAE (Programa Nacional de Alimentação Escolar), which indicates a national-level commitment to school feeding. However, PRONAE's coverage is still limited.
- **Policy Development:** There are efforts to include school feeding in national government policies. Some parliamentary members have shown interest in adapting school feeding into national policies. In addition, the current education strategy 2020-2029 places nutrition at the front and center of all the interventions, while the nutrition education strategy, is currently being developed, the National Food Security and Nutrition Policy was recently approved by the council of Ministers.
- **Government Involvement:** Government officials participate in joint monitoring visits to schools with the "Our Bright Future" project implementers. There is collaboration on developing standards, such as using the project's infrastructure designs as benchmarks. The government conducts its own independent school visits, typically 1-2 times per 6-month reporting period.
- **Financial Commitment:** The existence of limited government funding for School Feeding Programs. It is suggested that ideally, the government should try to allocate 20-25% of their budget for school feeding, implying current allocations are below this level.
- **Capacity Building:** The "Our Bright Future" Project provides training to government officials, especially at lower levels where they often lack specific training for their positions. This suggests a willingness of the government to improve its capacity in managing School Feeding Programs.

- **Long-term Sustainability:** There is a push for the government to take more ownership of the School Feeding Programs. However, there are doubts about the government's ability to take over the program in the short term due to resource constraints.
- **Collaboration with External Programs:** The government shows willingness to collaborate with USDA-assisted programs, indicating openness to external support for school feeding.
- **Integration with Education System:** The “Our Bright Future” project works within the existing education system, collaborating with local and national education authorities.
- **Future Planning:** There are discussions about potential new areas for program implementation if it continues, which would require the government’s input and approval.
- **Challenges:** The report notes a tendency for government officials to expect continued donor support rather than taking full ownership. Some government officials request assistance beyond the scope of the project, which can be challenging for implementers.
- **Roles and Responsibilities:** Though there is government involvement at various levels (national, provincial, district), there is no clear information on well-defined roles for managing school feeding.
- **Plans for Budget Expansion:** There are not clear government plans on how to expand the school feeding budget though the sovereign funds have been proposed as a potential alternative.

Conclusion:

The government shows some level of commitment to School Feeding Programs, primarily through the establishment of PRONAE, participation in monitoring, and willingness to collaborate with external programs. However, there are significant challenges:

- Limited financial resources allocated to school feeding
- Dependency on external funding and implementation support
- Need for further capacity building, especially at lower government levels
- Lack of a clear, comprehensive national school feeding policy
- No explicit plans mentioned for expanding the school feeding budget

While there are positive indications of government involvement and interest, substantial increases in resource allocation, capacity building, and policy development would be necessary for the government to fully manage and sustain comprehensive School Feeding Programs at regional and national levels. The current level of commitment appears to be more collaborative than leading, with a reliance on external support for implementation and funding.

What is the best way to measure the three undefined MGD outcome indicators (MGD 1.1, 1.2 and 1.3.2)?

The three MGD outcome indicators are:

- MGD 1.1: Improved quality of literacy instruction
- MGD 1.2: Improved attentiveness
- MGD 1.3.2: Increased student enrolment

Though the findings do not provide specific methods for measuring these indicators, some best practices for measuring each, based on the context provided by the findings and general educational assessment principles are highlighted below:

MGD 1.1: Improved quality of literacy instruction

Best ways to measure:

- Classroom observations:
 - Use a standardized observation tool to assess teaching practices
 - Evaluate use of evidence-based literacy instruction techniques
 - Assess teacher-student interactions during literacy lessons
- Teacher assessments:
 - Conduct literacy content knowledge tests for teachers
 - Evaluate lesson plans for literacy instruction
 - Assess teachers' ability to diagnose and address student literacy challenges
- Student outcomes:
 - Use standardized literacy assessments (like EGRA) to measure student progress
 - Compare student literacy scores over time
- Qualitative feedback:
 - Conduct interviews or focus groups with students and parents about perceived quality of literacy instruction
- Professional development metrics:
 - Track teacher participation in literacy-focused training
 - Assess implementation of new techniques post-training

MGD 1.2: Improved attentiveness

Best ways to measure:

- Structured classroom observations:
 - Use a standardized tool to measure on-task behavior at regular intervals
 - Assess student engagement in learning activities
- Teacher reports:
 - Implement regular teacher surveys on perceived student attentiveness
 - Use standardized rating scales for individual student attentiveness
- Student self-reports:
 - Age-appropriate surveys on engagement and focus in class
- Time-on-task measurements:
 - Record the amount of time students spend actively engaged in learning tasks
- Physiological measures (if feasible):
 - Use tools like eye-tracking or EEG to measure attention objectively
- Proxy indicators:
 - Track changes in academic performance as a potential indicator of improved attentiveness
 - Monitor changes in classroom behavior incidents

MGD 1.3.2: Increased student enrolment

Best ways to measure:

- School records: Regularly collect and verify official school enrollment data. Compare enrollment numbers year-over-year or term-by-term
- Education Management Information System (EMIS): If available, use national or regional EMIS data for enrollment figures. Ensure data is regularly updated and verified.
- Community surveys: Conduct household surveys to cross-verify school-age children's enrollment status
- Age-specific enrollment ratios: Calculate Net Enrollment Rate (NER) and Gross Enrollment Rate (GER)
- Cohort tracking: Follow specific cohorts of students over time to monitor continued enrollment
- Disaggregated data analysis: Break down enrollment data by gender, age, grade level, and other relevant factors to identify trends and disparities
- Enrollment verification: Conduct periodic spot checks or surprise visits to verify actual attendance against enrollment records
- Dropout and transfer tracking: Monitor and account for student dropouts and transfers to ensure accurate enrollment figures

For all these indicators, it is crucial to:

- Establish clear baseline data
- Use consistent measurement tools and methodologies over time
- Ensure data collection is regular and timely
- Train personnel involved in data collection and analysis
- Implement quality control measures to verify data accuracy
- Consider both quantitative and qualitative data for a comprehensive understanding

Combining multiple measurement approaches for each indicator, could yield a more robust and accurate assessment of project's outcomes.

Midline performance indicator table

Definition of the indicators 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 12 have been calculated, Benchmark "C" has been used for the indicator table to be in line with baseline study. To match 2 years of instruction we have used the EGRA results of the grade 3 students in the indicator table.

The midline performance indicator matrix (see Table 27) 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 baseline as well as the current midline data and overall program targets for the “Our Bright Future” project. The indicators highlighted in gray are additional proposed indicators as also provided per baseline as well as some newly introduced indicators for the midline only.

Some of the project targets have been updated since the start of the program.

Table 27: Performance indicators

Result #	Title in MGD results framework	Indicator type	Indicator	Baseline	Midline	Final Target
MGD SO1	Improved Literacy of school age children	Output	Number of schools that receive school supplies as a result of USDA assistance	0	244	244
		Output	Number of individuals benefiting indirectly from USDA funded interventions	0	1,257,742	652,891
		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	4.3% for the Grade 3 students (n=211) that achieved benchmark "C"	13.0% for the Grade 3 students (n=469) that achieved benchmark "C"	8
MGD 1.1	Improved quality of literacy instruction	Outcome	Numbers of teachers using the new acquired skills as a result of USDA assistance	0	187	535
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	92.1% of teachers self-reported (n=76) [from the 24 sampled schools]	100% of self-reported (n=90) [from the 48 sampled schools] 94.7% of head-counted teachers (n=693 classes)	95%
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	0	65,177	71,806
		Outcome	Number of school having functional 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	4 functional libraries (=3.3% of the sampled school n=120) When projecting (estimating) this for all 244 schools in the 4 districts, this would mean 8 functional library	75
		Output	Number of school/Community gardens established, created or reinforced to promote the use of nutritious food in school feeding	39	115	100
MGD 1.1.3	Improved student attendance	Output	Number of supplementary literacy materials produced and distributed to project schools	0	65,177	71,806
		Output	Number of primary-school children who participated in extra literacy related activities (i.e. participating in reading clubs)	92 (=17.8% of n=517) of the sampled 24 schools. When projecting (estimating) this for all 233 schools in the 4	1,871	7,500

Result #	Title in MGD results framework	Indicator type	Indicator	Baseline	Midline	Final Target
				districts, this would mean 11.466		
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	0	944	764
		Outcome	Number of teachers in target schools who demonstrate use of new and quality teaching techniques and tools as a result of USDA assistance	0	187	535
		Output	Number of school administrators and officials trained or certified as a result of the USDA assistance	0	431	244
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	0	239	244
		Outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	N/A	194
MGD 1.2	Improved attentiveness	Output	Percentage of students who were observed to be attentive in the classroom	Attentiveness level in general 65.3% observed	Attentiveness level in general 78.5% observed	N/A
MGD 1.2.1	Reduced Short-term hunger	Output	Average number of meals per day students have	2.0 (n=517)	2.2 (n=931)	N/A
		Output	Number of school aged children receiving daily (breakfast, snack, lunch) as a result of USDA assistance	0	85,534	102,011
		Output	Number of daily school meals (breakfast, snack, lunch) provided to school- age children as a result of USDA assistance	0	17,222,098	35,761470
		Output	Percentage of students who had not eaten before going to school	44.1 % (n=517)	44.0% (n=482) reported by parents 45.2% (n=931) self-reported	N/A

Result #	Title in MGD results framework	Indicator type	Indicator	Baseline	Midline	Final Target
		Output	Quantity of take home rations provided (in metric tons) as a result of USDA assistance	0	96 MT	312 MT
		Output	Number of school/community gardens/farms established, created, or reinforced to promote to use of nutritious food in school feeding	4 school 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	115	100
MGD 1.3	Improved student attendance	Output	Number of students enrolled in schools receiving USDA assistance	0	93,660	106,511
		Outcome	Average student attendance rate in USDA supported classrooms/schools	86.8% (self-reported by students)	86.8% (self-reported by students) (92.2%, (n=689) were observed during head count, at midline)	97%
MGD 1.3.2	Reduced health related absences	Output	Number of individuals receiving take home rations as a result of USDA assistance	0	13.400	10.500
		Output	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance.	0	96 MT	312 MT
		Output	Number of educational facilities (school buildings, kitchens, storerooms and firewood saving stoves, water sources and latrines) rehabilitated/constructed as a result of USDA assistance	0	95	80
MGD 1.3.4	Increased student enrollment	Outcome	Number of students enrolled in schools receiving USDA assistance	0	93,660	106,511
		Output	Percentage of members of the community portraying knowledge of benefits of education	98.8% (n=635)	100% (n=485)	N/A
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	0	96 MT	312 MT

Result #	Title in MGD results framework	Indicator type	Indicator	Baseline	Midline	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	1: Teaching Bilingual	5: 4 educational, 1 health & Nutrition: 1. Fortified Rice Standard 2. National School Feeding Program 3. Warehouse Architect Blueprint Pilot project 4. Bilingual Teachers' Capacity building guidelines 5. Commodity Management, nutrition and school feeding, as designed by a Worked Force led by Counterpart, composed of Government, World Food Program and Counterpart international	4
		Output	Number of Public Private partnerships formed as a result of USDA assistance	0	3: 1. MoU between Ministry of Health and Counterpart International 2. MoU between the Program and UEM 3. MoU between the Program and Magude district government	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	On average once per half year by provincial staff	N/A
MGD 1.4.4	Increased Engagement of local organizations	Output	Number of parent-Teacher Associations or similar school governance structure supported by USDA assistance	0	239	244

Result #	Title in MGD results framework	Indicator type	Indicator	Baseline	Midline	Final Target
	and community groups					

Result #	Title in MGD results framework	Indicator type	Indicator	Baseline	Midline	Final Target
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	0	N/A	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.	90% of school students washing their hands before going to class (n=72)	53.4% (n= 931) of grade 2 and 3 students washed their hands at school	N/A
		Output	Number of food preparers at target schools trained in hand washing, safe food preparation and storage practices.	0	2,333	2,440
MGD 2.3	Increased knowledge of nutrition	Output	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	5,875	3,850
		Output	Number of pregnant women reached with nutrition practices as a result of USDA assistance	0	132	3,000
MGD 2.4	Increased access to clean water and sanitation	Output	Number of school with improved sanitary facilities	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.	40 latrines in good condition (=33.3% (of the sampled schools n=120), When projecting (estimating) this for all 244 schools in the 4 districts, this would mean 81 latrines in good condition.	40
		Output	Number of schools using an improved water source	15 well functioning water sources (=62.5% (of the sampled schools n=24), When projecting (estimating) this for all 233 schools in the 4	65 well functioning water sources (=54.2% (of the sampled schools n=120), When projecting (estimating) this for all 244 schools in the 4	24

Result #	Title in MGD results framework	Indicator type	Indicator	Baseline	Midline	Final Target
				districts, this would mean 146 well functioning water sources.	districts, this would mean 132 well functioning water sources # number of Improved water sources = 137	
MGD 2.5	Increases access to preventative health interventions	Output	Percentage of surrounding communities who know about preventative health interventions	12.1% (n=635) have attended food demonstrations covering nutrition, hygiene and sanitation to cover the healthy life of their children.	19.9% (n=485) have attended food demonstrations covering nutrition, hygiene and sanitation to cover the healthy life of their children.	N/A
		Output	Number of students receiving deworming medication	0	369,443	102.011
		Outcome	Number of individuals who demonstrate use of safe food preparation and storage practices as a result of USDA assistance	0	N/A	1.813
MGD 2.7.1	Increased capacity of government institutions	Output	Number of government officials trained in nutrition as a result of USDA assistance	0		N/A
MGD 2.7.2	Improved policy and regulatory framework	Outcome	Numbers of policies improved/developed on nutrition	0	1	N/A
MGD 2.7.3	Increased government support	Output	Number of individuals participating in USDA food security project (that include the LPR component)	0	231,599	328,895
		Output	Cost of commodity procured as a result of USDA assistance	0	\$809.202	\$ 1.462.623
		Output	Quantity of commodity procured (MT) as a result of USDA assistance	0	1,141 MT	2.010 MT
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	0	239	244

=

Result #	Title in MGD results framework	Indicator type	Indicator	Baseline	Midline	Final Target
LPR 5	Local and Regional Procurement Capacity Building		Cost of commodity procured as a result of USDA assistance	0	\$808.202	\$1.462.623
LPR 6	Local and Regional Procurement Capacity Building		Quantity of commodity procured (MT) as a result of USDA assistance	0	1,141MT	2.010 MT

5.5 Summary of findings per district

Table 28 below highlights aspects of project implementation in the different districts, showcasing the program achievements and challenges for the four districts.

Table 28: Project achievements and challenges per district

District	Achievements	Challenges
Magude	<ul style="list-style-type: none"> • Implementation of the “Our Bright Future” project • Improvements in student retention • Active school councils • Reduced dropouts in some areas 	<ul style="list-style-type: none"> • Semi-arid climate affecting school gardens • Delays in infrastructure improvements • Lack of accredited local suppliers for procurement • Challenges in mobilizing community support in some areas • Migration to neighboring countries affecting
Manhica	<ul style="list-style-type: none"> • Structured approach to project implementation • Regular monitoring and engagement of local leaders • Strong teacher training implementation • Progress in implementing bilingual education methods 	<ul style="list-style-type: none"> • Challenges in student attendance • Lack of community gardens/farms to complement the project • Lack of training and support for cooks and school board members
Moamba	<ul style="list-style-type: none"> • Success with school gardens and local production • Progress in local procurement • High rate of student participation in school clubs • Adaptation to local conditions (e.g., duck farming) 	<ul style="list-style-type: none"> • Significant challenges with teacher absenteeism in remote areas • Varied terrain affecting agriculture in some areas • Transportation issues affecting teacher attendance • Lower rate of teacher training participation
Matutuine	<ul style="list-style-type: none"> • Lowest average observed student absenteeism • Strong community engagement • Better infrastructure in some schools • Significant improvements in student retention, especially for girls • Successful implementation of school gardens (100% of sampled schools) 	<ul style="list-style-type: none"> • Varied geography (coastal areas and national park) affecting accessibility • Infrastructure problems (water and sanitation) • Limited local agricultural production in some areas to support the project

Best practices from Magude:

- Proper food storage and management: Many schools have designated warehouse managers and secure storage facilities to properly manage food supplies. For example, EP1 Mucombo reported *"The school has a warehouse, and we store products on pallets, separately."*
- Hygiene and sanitation protocols: Schools emphasized proper hygiene practices for food preparation, including handwashing, wearing appropriate attire, and keeping kitchen facilities clean.
- Community involvement in meal preparation: Most schools engage community members, especially mothers, in preparing meals on a rotating basis. This promotes community ownership of the project.

- Integration with school gardens: Several schools have established or plan to establish school gardens to supplement meal ingredients and teach students agricultural skills.
- Clear roles and responsibilities: Schools have defined roles for program management, including warehouse managers, cooking coordinators, and school council oversight.
- Regular monitoring and record-keeping: Schools maintain attendance records and track food usage to ensure efficient project management.
- Complementary health interventions: Many schools combine feeding programs with deworming and other preventive health measures.
- Inclusion of local foods: Some schools incorporate locally-grown foods like cassava and sweet potatoes into meals when possible.
- Teacher involvement: Teachers often assist with meal distribution and monitoring, which helps integrate the project into overall school activities.
- Nutrition education: Some schools provide nutrition education to students and parents to complement the feeding project.

Best practices from Manhica:

- Transparent management: Several schools mentioned involving the school council in receiving, counting, and monitoring food stocks. Many schools involve the school council in budgeting and procurement decisions related to the feeding project and other school expenses. This promotes transparency and proper use of resources.
- Many schools have implemented proper food storage practices, including using pallets, regular cleaning, and inventory management. One director described: *"We have a warehouse, inside the warehouse there are pallets where we place food separately."*
- Scheduled meal preparation: Having organized schedules for community members to prepare meals on a rotating basis seems to work well in multiple schools.
- Community cooks rotations: Several schools use a system of rotating volunteer cooks from the community, which increases community involvement and distributes the workload.
- Complementing with school gardens: Some schools are using gardens to supplement the meals with fresh vegetables and to supplement the feeding project and teach agricultural skills.
- Hygiene practices: Many schools emphasized proper hygiene in food preparation and serving.
- Integration with health interventions: Some schools coordinate the feeding project with other health interventions like deworming. Many schools have implemented handwashing practices and improved sanitation facilities in conjunction with the feeding project.
- Adapting to local context: Using local mothers as cooks and incorporating local foods when possible.
- Clear roles and responsibilities: The most successful projects seem to have clearly defined roles for school staff, council members, and community volunteers.
- Regular monitoring: Frequent checks on food stocks, meal preparation, and student participation. School councils often conduct regular visits to monitor food preparation, distribution, and overall project implementation.
- Linking with literacy efforts: Some schools use the meal time as an opportunity for reading clubs or other educational activities.
- Planning for sustainability: While still a challenge, some schools are beginning to think about how to sustain feeding projects if donor support ends, such as through expanded school gardens.

- Bilingual education integration: Several interviewees noted the importance of bilingual education (Portuguese and Changana) in conjunction with the feeding project to improve overall educational outcomes.

Best practices from Moamba:

- Local management: Having a warehouse manager and local cooks from the community helps with efficient food storage, preparation and distribution.
- Transparent processes: Schools involve school council members in receiving and verifying food deliveries, which improves accountability.
- Complementary initiatives: Some schools are implementing school gardens, literacy projects, and extra tutoring alongside the feeding project for greater impact.
- Clear roles and responsibilities: Defining specific roles for school staff, council members, and parent volunteers in managing the project.
- Regular monitoring: Counterpart and school management teams conduct ongoing monitoring of food stocks, meal preparation, and student participation.
- Flexibility in implementation: Schools adapt aspects like meal times and cooking arrangements to fit their specific contexts and student needs.
- Training: providing training to cooks, warehouse managers and school staff on food safety, nutrition, and project management.
- Leveraging existing resources: Using school facilities like offices for secure food storage when dedicated warehouses are not available.
- Combining with sanitation efforts: Many schools are working to improve water access and sanitation facilities alongside the feeding project.
- Community contributions: Having parents contribute small amounts for condiments or cook stipends helps with community buy-in and sustainability.

Best practices from Matuituine:

- Warehouse management: Schools have implemented proper food storage practices, including using pallets, organizing by food type, and maintaining cleanliness. For example, at EPC Salamanga, they store food *"on top of pallets and with space to pass air, and spaces for passage to allow counting, cleaning."*
- Portion control and record keeping: Schools are using scales and maintaining records to ensure proper food distribution. The Malongane EPC director explained: *"For school meals it is calculated according to the need for food per person, once this proportion is made the total number of people/children in the school is added."*
- Community cooks rotations: Many schools have implemented a system where community members (often students' mothers) rotate cooking duties. This promotes community engagement and shared responsibility.
- Integration with school gardens: Some schools are using school gardens to supplement meals and teach agricultural skills. The Malongane EPC council is *"mobilizing those in charge of education to support the school in supplying seeds" for their garden.*
- Hygiene and food safety practices: Schools emphasize proper hygiene for cooks and food handling. At Malongane EPC, they ensure cooks *"must always be clean, use handkerchiefs, avoid wearing earrings when cooking and keep utensils clean."*

- Oversight and transparency: School councils are actively involved in overseeing the feeding projects, including food reception, storage, and preparation. This promotes accountability and community trust.
- Complementary health interventions: Some schools combine feeding projects with deworming and other health initiatives to maximize impact on student wellbeing.
- Use of local languages: Some schools are incorporating local languages in early grades to ease the transition for students, which complements the feeding project's goals of improving attendance and learning.

Lessons learned from the districts:

- Local Language Instruction: The success of local language instruction in improving literacy outcomes is a key learning applicable to all districts.
- Bilingual Education: Matutuine's use of Ronga provides a case study in effective bilingual education implementation.
- School Gardens: Matutuine's success in implementing school gardens in all sampled schools provides a model for other districts.
- Community Engagement: Moamba's high rate of student participation in school clubs offers insights into successful extracurricular engagement strategies.
- Infrastructure Development: The varying levels of infrastructure across districts highlight the need for targeted improvements, particularly in WASH facilities.
- Teacher Training: Manhica's higher rate of teacher training participation provides a model for other districts to improve their training projects.
- Attendance Strategies: Matutuine's success in minimizing absenteeism offers valuable lessons for other districts, particularly Manhica.

Several factors emerge that contribute to some schools being more successful than others in the context of the "Our Bright Future" Project and overall educational outcomes:

- Strong community engagement: Schools with active and engaged school councils and community members tend to perform better.
- This indicates that community involvement in school gardens and other activities contributes to success. For example, one official mentioned: *"In Pessene you will find that there is a lot of cassava, the secondary school in Tenga has a lot of cassava, there are cowpeas and other vegetables. Nwambalambati also has it in quantities"*
- Effective school leadership: The competence and dedication of school directors play a crucial role. Some interviews highlighted the importance of training school directors in management and project implementation.
- Teacher commitment and capacity: Schools with well-trained and committed teachers tend to perform better. The project's focus on teacher training, especially in bilingual education methodologies, appears to contribute to success in some areas.
- Infrastructure and resources: Schools with better infrastructure, including adequate storage facilities, kitchens, and water sources, are better equipped to implement the feeding program effectively.
- Local production capacity: Districts with higher agricultural production capacity seem to have an advantage in supplementing the School Feeding Project with local products.
- Accessibility: While remote areas face challenges, schools that are more accessible tend to have fewer issues with teacher absenteeism and supply logistics.

- Effective local government support: Districts where local government officials are more engaged and supportive of the project tend to see better results.
- Adaptability to local conditions: Some schools and districts show more success by adapting to local challenges. For instance, one official mentioned: *"It has tried to adapt, for example, to the Mubobo school, in addition to Machambibha, which focuses more on duck farming, but it is a process that must take place over time."*
- Innovative approaches: Districts that implement innovative strategies, such as using local radio for education campaigns or integrating literacy projects with churches, seem to have more success.
- Consistent implementation: Areas where project activities are implemented consistently and without significant interruptions tend to show better results.
- Effective monitoring and supervision: Districts with more regular and effective monitoring of schools tend to perform better, though this is challenging in some areas due to resource constraints.
- Literacy integration: Schools and districts that effectively integrate literacy programs with the feeding project seem to have more comprehensive success.
- Addressing gender-specific issues: Areas that effectively implement strategies to keep girls in school, such as take-home rations, tend to show better overall retention rates.

6. Conclusions and Recommendations

6.1. Overall program conclusion

The successes for the “Our Bright Future” project are aligned to other School Feeding Programs in Mozambique and include:

- Reducing student absenteeism
- Improving school attendance
- Enhancing teacher training and teaching methodologies especially in bilingual education
- Implementing school gardening programs
- Improving school infrastructure (canteens, latrines)
- Strengthening community involvement in education

The key conclusions based on the midline findings regarding the “Our Bright Future” project are highlighted below:

1. Improved Literacy:
 - Significant improvement in literacy rates: 13.0% (n=469) of Grade 3 students can now read and understand grade-level text, compared to 4.3% at baseline.
 - The project has exceeded its target for improving literacy of school-aged children (13.0% achieved vs 9.0% target).
 - EGRA Scores for both 2nd and 3rd graders have improved significantly compared to baseline EGRA results.
 - Bilingual schools benefit local language reading skills while they do not harm Portuguese reading levels.
 - Student attendance and attentiveness (78.5%) has increased compared to baseline (65.3%)
2. School Feeding Impact:
 - 85,534 students are receiving daily school meals.
 - Improved student attendance and attentiveness reported by teachers.
 - Reduced short-term hunger: 45.2% (n=931) of students had not eaten before going to school, compared to 44.1% (n=517) at baseline.
3. Health and Hygiene:
 - 53.4% of students washed their hands at school.
 - 369,443 students are receiving deworming medication.
 - Improved knowledge of health and hygiene practices among students and communities.
4. Infrastructure Improvements:
 - 95 educational facilities (school buildings, kitchens, storerooms) have been rehabilitated or constructed.
 - 40 (33.3%, n=120) of the schools now have improved sanitary facilities.
 - More schools are using improved water sources, though some still lack basic facilities.
5. Community Engagement:
 - 239 parent-teacher associations or similar school governance structures are now supported.
 - 19.9% of community members have attended food demonstrations covering nutrition, hygiene, and sanitation.

6. Teacher Training and Performance:
 - Teacher Development: 55.3% (n=90) of teachers reported receiving training during this School Feeding project, contributing to improved teaching quality.
 - Improved teaching quality reported, though teacher absenteeism remains a challenge.
7. Local Procurement:
 - 1,141 MT of commodities procured locally, potentially benefiting local farmers and economies.
 - Local procurement of fresh food should be simple (low threshold criteria) as it stimulates: Community engagement; Lowers prices; Reduces logistic transport
8. Challenges and Areas for Improvement:
 - Sustainability concerns, particularly regarding government capacity to maintain the project long-term.
 - Uneven implementation success across schools and regions.
 - Some schools still lack basic facilities, limiting the project's full potential impact.
 - Need for improved data collection and monitoring systems, especially for teacher attendance.
 - Teacher recognition, teacher attendance: requires support of government's directorates.
 - Logistics (transport cost) requires collaboration of local organizations .
 - Add nutrition specific indicators to measure the impact/outcome of school feeding on nutrition.
 - Organizational issues with local farmers for local food procurement
 - Logistical challenges in food delivery to remote areas
9. Gender Equity:
 - While not explicitly quantified, the project's focus on education and sanitation likely benefits girls' school attendance and overall well-being.
10. Overall Impact:
 - The project shows significant positive impact across multiple dimensions of beneficiaries' lives, particularly in education, nutrition, and health.
 - However, ensuring sustainability and consistent implementation across all areas will be crucial for maximizing long-term positive impact.

6.2 Pillars for transition towards sustainability

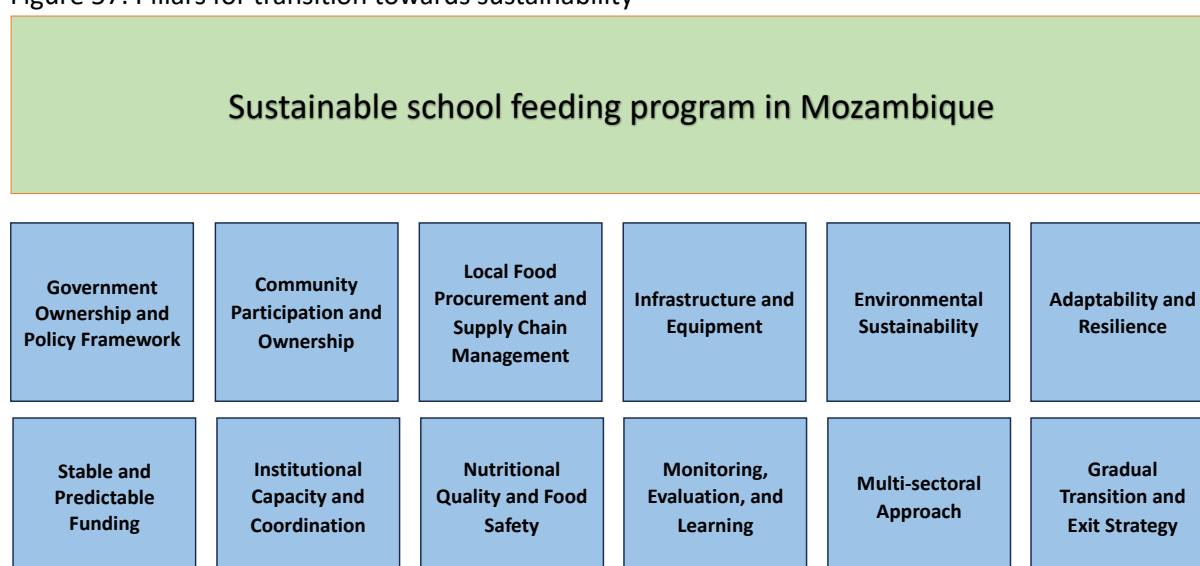
Key pillars for a transition plan towards a sustainable “Our Bright Future” Project in Mozambique (see also Figure 57) are:

- **Government Ownership and Policy Framework:** Development of a comprehensive national school feeding policy, Integration of school feeding into national education and nutrition strategies; Clear definition of roles and responsibilities at national, provincial, and district levels
- **Stable and Predictable Funding:** Allocation of dedicated government budget for school feeding, Diversification of funding sources (government, donors, private sector); Gradual increase in government financial contribution over time
- **Institutional Capacity and Coordination:** Strengthening capacity at all levels of government to manage and implement the project; Establishment of effective coordination mechanisms

between different ministries (e.g., Education, Health, Agriculture); Regular training and capacity building for school staff and local officials

- **Community Participation and Ownership:** Active involvement of parent-teacher associations and school councils; Community contributions (e.g., labor, local food donations); Awareness campaigns to promote the importance of school feeding
- **Local Food Procurement and Supply Chain Management:** Development of efficient local food procurement systems; Support for smallholder farmers to participate in school feeding supply chains; Improvement of food storage and distribution infrastructure
- **Nutritional Quality and Food Safety:** Development and implementation of nutrition standards for school meals; Regular monitoring of meal quality and food safety; Integration of nutrition education into the school curriculum
- **Infrastructure and Equipment:** Provision and maintenance of adequate kitchen and storage facilities; Access to clean water and proper sanitation facilities; Availability of necessary cooking and serving equipment
- **Monitoring, Evaluation, and Learning:** Establishment of robust monitoring and evaluation systems; Regular data collection and analysis to inform the project's improvements; Sharing of best practices and lessons learned
- **Multi-sectoral Approach:** Integration of school feeding with other interventions (e.g., health, agriculture, social protection); Collaboration between different government departments and non-governmental organizations
- **Environmental Sustainability:** Promotion of environmentally friendly practices in food production and preparation; Integration of school gardens and local food production; Waste management and energy-efficient cooking methods
- **Adaptability and Resilience:** Flexibility to adapt to changing circumstances (e.g., emergencies, economic changes); Development of contingency plans for potential disruptions
- **Gradual Transition and Exit Strategy:** Planned, phased transition from donor support to government ownership; Clear milestones and timelines for increasing government responsibility

Figure 57: Pillars for transition towards sustainability



These pillars address the key elements necessary for transitioning from a donor-supported project to a sustainable, government-led initiative. The transition plan should be developed with a long-term perspective, recognizing that full sustainability may take a decade or more to achieve, as suggested by some of the interviewed stakeholders.

6.3. Lessons learned

Based on the midline findings, some of the key lessons learned from the “Our Bright Future” project include:

1. Integrated Approach Effectiveness:
 - The combination of school feeding, literacy programs, and health interventions appears to have a synergistic effect on improving student outcomes.
 - Lesson: Holistic, multi-faceted interventions can be more effective than single-focus projects.
2. Importance of Local Language Instruction:
 - EGRA scores for assessments conducted in local languages were higher than those in Portuguese.
 - Lesson: Incorporating local languages in early education can significantly enhance literacy outcomes.
3. Community Engagement Impact:
 - Involvement of parent-teacher associations/school councils and community members in school management and food preparation has shown positive results.
 - Lesson: Community engagement is crucial for the project’s success and sustainability.
4. Teacher Training Significance:
 - Improved teaching quality was reported following teacher training programs.
 - Lesson: Continuous professional development for teachers is essential for improving educational outcomes.
5. Infrastructure's Role in Education:
 - Improvements in school facilities, especially WASH infrastructure, correlated with better attendance and hygiene practices.
 - Lesson: Basic infrastructure is fundamental to creating an effective learning environment.
6. Challenges of Self-Reported Data:
 - Discrepancies between self-reported and observed teacher attendance highlight the limitations of self-reported data.
 - Lesson: Objective, verifiable data collection methods are crucial for accurate program evaluation.
7. Importance of Adaptability:
 - The project's ability to continue despite COVID-19 challenges demonstrates the value of flexibility in program design.
 - Lesson: Building adaptability into project’s structure helps maintain effectiveness in changing circumstances.
8. Local Procurement Benefits:
 - Local food procurement showed potential economic benefits for communities.
 - Lesson: Aligning project needs with local economic development can create additional positive impacts.
9. Uneven Implementation Challenges:

- Varying success rates across schools and regions highlight the importance of consistent implementation.
 - Lesson: Regular monitoring and standardized implementation processes are crucial for uniform project success.
10. Sustainability Concerns:
- Questions about long-term government capacity to maintain the project emphasize the need for sustainability planning from the outset.
 - Lesson: Long-term sustainability should be a key consideration in project design and implementation.
11. Gender Considerations:
- While not explicitly quantified, the project likely had positive impacts on girls' education.
 - Lesson: Gender-specific considerations should be built into project design and evaluation from the start.
12. Importance of Baseline Data:
- The ability to compare midline results with baseline data provided valuable insights into project progress.
 - Lesson: Comprehensive baseline data collection is crucial for effective project evaluation.
13. Nutrition-Education Link:
- The School Feeding Project's apparent positive improvement on attendance and attentiveness reinforces the connection between nutrition and learning.
 - Lesson: Addressing basic needs like nutrition can have significant impacts on educational outcomes.
14. Challenges of Scale:
- Implementing a complex project across numerous schools revealed logistical and resource allocation challenges.
 - Lesson: Scaling up interventions requires careful planning and potentially phased implementation.
15. Value of Mixed Methods Evaluation:
- The combination of quantitative data (like EGRA scores) and qualitative feedback provided a more comprehensive understanding of the project's impacts.
 - Lesson: Mixed methods evaluation can provide richer, more nuanced insights into the project's effectiveness.

These lessons learned can inform future project iterations and similar interventions in other contexts, helping to improve the design, implementation, and evaluation of educational and development programs.

6.4. Recommendations

1. Strengthen sustainability planning, focusing on building government capacity and securing long-term funding for the project.
2. Address resource disparities between schools to ensure more consistent implementation and outcomes across all participating schools.
3. Enhance monitoring and evaluation systems to better track long-term impacts and improve data reliability, particularly for teacher attendance.
4. Further integrate gender-specific considerations into project design and evaluation to ensure equitable benefits for boys and girls.
5. Expand community education programs to reinforce school-based interventions and increase local ownership of the project.
6. Improve teacher attendance tracking systems and implement strategies to reduce absenteeism.
7. Continue and potentially expand successful interventions, particularly in school feeding and literacy programs.
8. Invest in additional infrastructure improvements, especially in schools still lacking basic facilities.
9. Enhance the local procurement component to further stimulate local economies and increase project sustainability.
10. Develop a comprehensive transition plan for gradually increasing government management and funding of the project.
11. Though the project will end next year in September 2025, no transition talks with the Provincial Directorate and other school feeding stakeholders have been held and it is imperative that they are held.
12. Add nutrition specific indicators to measure the impact/outcome of school feeding on nutrition.
13. Given the challenges and delays experienced during the project implementation, particularly due to the impact of COVID-19 and the need to essentially restart many activities from scratch, it is recommended to pursue a no-cost extension for the project. This extension would ideally:
 - Align the project end date with the school year calendar, extending from September 2025 to December 2025. This would ensure continuity of school feeding and other activities throughout the academic year.
 - Provide additional time to solidify gains made in government engagement and capacity building, particularly in advancing discussions on a dedicated school feeding budget and potential school feeding law.
 - Allow for further progress on infrastructure improvements, especially in water and sanitation facilities, which have faced budget constraints.
 - Provide more time to develop and implement sustainability strategies, ensuring a smoother transition of responsibilities to local and national government entities.

6.5. Actionable recommendations per stakeholder

Actionable recommendations per stakeholder type are provided below:

Central Government:

- Development of a comprehensive national school feeding policy and strategy.
- Allocation of a dedicated budget for school feeding, aiming for 20-25% of education budget.
- Establishment of a cross-ministerial coordination mechanism for school feeding.
- Development of a clear transition plan for gradually taking over project management from external partners.
- Implementation of a national monitoring and evaluation system for School Feeding Projects.

Provincial Government:

- Adaptation of the national school feeding strategy to provincial context and needs.
- Provision of regular training to district officials on project management and monitoring.
- Coordination with local agricultural departments to promote local food procurement.
- Conducting quarterly monitoring visits to assess project implementation.
- Facilitation of knowledge sharing between districts and schools within the province.

District Government:

- Conducting monthly school visits to monitor project implementation and provide support.
- Organization of regular meetings with school councils and community leaders to discuss project progress.
- Supporting schools in local food procurement and supplier management.
- Provision of targeted training to teachers and school staff on project implementation.
- Ensuring timely distribution of resources and materials to schools.

School Teachers:

- Integration of nutrition education into daily lessons across subjects.
- Monitoring student attendance and attentiveness, documenting improvements.
- Participate actively in training sessions and apply new skills in the classroom.
- Promotion of handwashing and hygiene practices among students.
- Engaging in extracurricular activities like reading clubs to support literacy development.

School Councils

- Establishment and management of school gardens to supplement school meals.
- Overseeing the proper management of food storage and preparation facilities.
- Conducting regular meetings to discuss project challenges and successes.
- Engaging with parents and community members to promote project support.
- Monitoring the quality and quantity of meals served to students.

Communities:

- Creation of parent-teacher associations (School councils) or strengthen existing ones to support the project.
- Contribute labour or resources for school infrastructure improvements (e.g., kitchens, gardens).
- Participation in food demonstrations and nutrition education sessions.
- Supporting local food procurement by encouraging smallholder farmers to participate.
- Assisting in monitoring student attendance and following up with absent students.

- Volunteering to help with meal preparation or serving on a rotational basis.
- Participating in community radio projects to raise awareness about the importance of school feeding and education.
- Organizing community events to showcase the benefits of the School Feeding Project.
- Supporting the maintenance of school WASH facilities to ensure hygiene standards are met.
- Advocating for continued government support of the “Our Bright Future” project at local and district levels.

“Our Bright Future” project implementors:

- Improvement of infrastructure and logistics
- Improvement of Supply Chain Management
- Strengthening of the local provisioning systems
- Strengthening the monitoring and data systems
- Addressing teacher absenteeism
- Improvement of nutritional impact.
- Improving sustainability planning Improve community involvement
- Improvement of gender-sensitive approaches.

References

FAO, IFAD & WFP (2015). Achieving Zero Hunger. The critical role of investments in social protection and agriculture, Rome.

FAO (2018) Regional overview of national school food and nutrition programs in Africa.

Retrieved from <https://openknowledge.fao.org/server/api/core/bitstreams/aed77400-3f9e-4588-907e-10e4b1cd4719/content>

Manguilimotan R, & Zabala J (2024). Factors affecting the reading comprehension skills of Grade 3 Learners. Retrieved from:

https://www.researchgate.net/publication/378672423_Factors_Affecting_the_Reading_Comprehension_Skills_of_Grade_3_Learners

NEPAD (2016) Comprehensive Africa agriculture development program. Summary for the southern Africa regional implementation planning meeting.

Sitao T.V. (2018): An assessment of school feeding program-pilot phase and its relationship with enrolment, attendance, retention and the local agricultural production in Nampula province in Mozambique. Retrieved from

https://repository.up.ac.za/bitstream/handle/2263/67908/Sitao_Assessment_2018.pdf?sequence=1

Wang, D., Bundy, D. A. P., Drake, L., Lazrak, N., & Fernandes, M. (2021). Impacts of school feeding on educational and health outcomes of school-age children and adolescents in low- and middle-income countries: A systematic review and meta-analysis

Retrieved:https://www.researchgate.net/publication/354619193_Impacts_of_school_feeding_on_educational_and_health_outcomes_of_school-age_children_and_adolescents_in_low-_and_middle-income_countries_A_systematic_review_and_meta-analysis

WFP (2022) The state of school feeding worldwide.

Retrieved from <https://docs.wfp.org/api/documents/WFP-0000147725/download/>

World Bank (2024) School feeding program.

Retrieved from <https://www.worldbank.org/en/search?q=school+feeding+programs>

World bank (2016) What can we learn from school feeding programs across the world? Retrieved from

<https://blogs.worldbank.org/en/education/what-we-can-learn-school-feeding-programs-around-world>

Annex A: Sampled Schools

Schools for Magude district

Table 29 below highlights the schools that were sampled for all data collections tools to be administered for the 10 sampled schools in Magude where Table 30 the 18 sampled schools in Mangude where some of the data collection tools were applied (i.e. school infrastructure, school attendance, books, headcounts of students and teachers).

Table 29: The 10 sampled schools of the Magude district for ALL tools

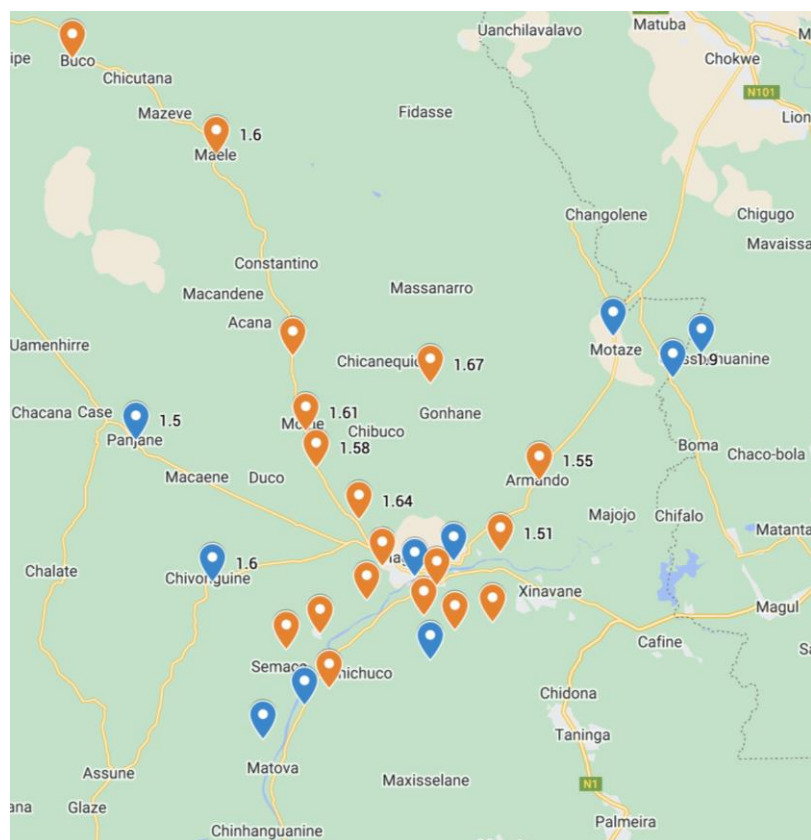
Teaching	Language	School ID	Name of the school	Latitude	Longitude
Bilingual	Changana	1.1	EPC de Motaze	-24.799450	32.8566320
Bilingual	Changana	1.2	EPC E. Mondlane	-25.014192	32.6875969
Bilingual	Changana	1.3	EPC Mangolene	-25.152258	32.5288919
Bilingual	Changana	1.4	EPC Mucombo	-25.184831	32.4849969
Bilingual	Changana	1.5	EPC Panjane	-24.898365	32.3500410
Monolingual	Portuguese	1.6	EP1 de Chivonguene	-25.035030	32.4317210
Monolingual	Portuguese	1.7	EP1 Guarribene	-25.108961	32.6625160
Monolingual	Portuguese	1.8	EP1 J. Chissano	-24.815300	32.9491509
Monolingual	Portuguese	1.9	EP1 Muguduine	-24.839121	32.9188970
Monolingual	Portuguese	1.10	EPC Maria Rivier	-25.029232	32.6457909

Table 30: The 18 sampled schools of the Magude district for Quick scan only (infrastructure)

Teaching	Language	School ID	Name of the school	Latitude	Longitude
Bilingual	Changana	1.51	EPC Chobela	-25.006124	32.7360850
Bilingual	Changana	1.52	EPC Cuamula	-25.019250	32.6111519
Bilingual	Changana	1.53	EPC Movane	-25.066601	32.6548330
Bilingual	Changana	1.54	EP1 de Muleleman	-25.052450	32.5955589
Bilingual	Changana	1.55	EPC de Pontia	-24.937311	32.7777159
Bilingual	Changana	1.56	EPC Bobe	-25.072815	32.7279350
Bilingual	Changana	1.57	EPC Chipene	-25.136195	32.5559190
Bilingual	Changana	1.58	EPC Duco	-24.924967	32.5417510
Bilingual	Changana	1.59	EPC de Maguiguana	-25.038391	32.6698389
Bilingual	Changana	1.60	EPC Mahel	-24.624191	32.4351979
Bilingual	Changana	1.61	EPC de Moine	-24.890499	32.5307400
Bilingual	Changana	1.62	EPC Simbe	-24.818238	32.5161580

Bilingual	Changana	1.63	EPC Timanguene	-25.084176	32.5452109
Bilingual	Changana	1.64	EPC Ungubana	-24.975251	32.5871899
Bilingual	Changana	1.65	EPC Macubulane	-25.081191	32.6884329
Bilingual	Changana	1.66	EPC Chalate	-25.098974	32.5100690
Bilingual	Changana	1.67	EPC Nguinhane	-24.844318	32.6618589
Bilingual	Changana	1.68	EPC Matsandzane	-24.531886	32.2833319

Figure 58: The 28 sampled schools of the Magude district (Blue = ALL tools, Orange = Quick scan only)¹⁹



¹⁹ For interactive map see:

<https://www.google.com/maps/d/u/0/edit?mid=1UIPrIB0ie6P7m9CJPHwphgAR9IGU234&ll=-24.880445614568075%2C32.45499298442147&z=10>

Schools for Manhica district

Table 31 below highlights the schools that were sampled for all data collections tools to be administered for the 18 sampled schools in Manhica where Table 32 the 18 sampled schools in Manhica where some of the data collection tools were applied (i.e. school infrastructure, school attendance, books, headcounts of students and teachers).

Table 31: The 18 sampled schools of the Manhica district for ALL tools

Language	Area type	School ID	Name of the school	Latitude	Longitude
Bilingual	Changana	2.1	EP1 de Mahila	-25.345324	32.9500556
Bilingual	Changana	2.2	EP1 de Melembe	-25.281834	32.8587219
Bilingual	Changana	2.3	EP1 de Tchelane	-25.345324	32.9500556
Bilingual	Changana	2.4	EPC de Chicunguluine	-25.243036	32.8581499
Bilingual	Changana	2.5	EPC de Ilha Josina Machel	-25.345324	32.9500556
Bilingual	Changana	2.6	EPC de Manguendene	-25.268145	32.8503336
Bilingual	Changana	2.7	EPC de Milalene	-25.187523	32.8385149
Bilingual	Changana	2.8	EPC de Tanninga	-25.178066	32.8291129
Bilingual	Changana	2.9	EPC Serra	-25.459229	32.7415100
Monolingual	Portuguese	2.10	EP1 de 1 de Maio	-25.125084	32.9027317
Monolingual	Portuguese	2.11	EP1 de Barrica	-25.529793	32.6153608
Monolingual	Portuguese	2.12	EP1 de Pondzene	-25.471936	32.8849242
Monolingual	Portuguese	2.13	EP1 de Xirindza	-25.461065	32.7031515
Monolingual	Portuguese	2.14	EPC de Chicuachana	-25.166512	32.8133199
Monolingual	Portuguese	2.15	EPC de Chiau	-25.345324	32.9500556
Monolingual	Portuguese	2.16	EPC de Lagoa Pate	-25.398208	33.0257843
Monolingual	Portuguese	2.17	EPC de Mobana	-25.345324	32.9500556
Monolingual	Portuguese	2.18	EP1 de Dzonguene	-25.176457	32.9598489

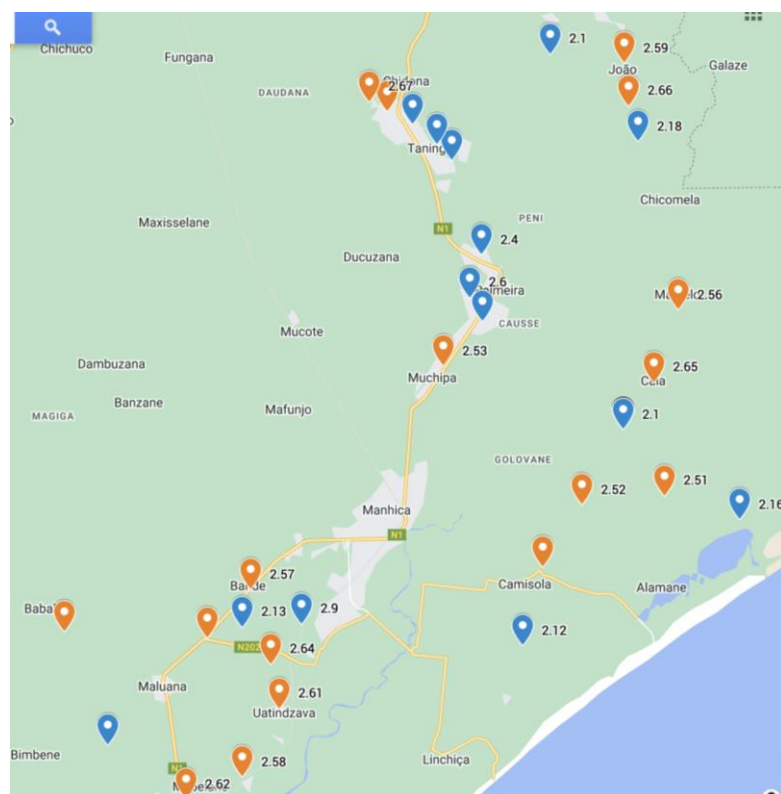
Table 32 The 18 sampled schools of the Manhica district (#2) for Quick scan only (infrastructure)

Language	Area type	School ID	Name of the school	Latitude	Longitude
Bilingue	Changana	2.51	EP1 de Chicuate	-25.384280	32.9767785
Bilingue	Changana	2.52	EP1 de Marrumbana	-25.389494	32.9230512
Bilingue	Changana	2.53	EPC de Manchiana	-25.308068	32.8330453
Bilingue	Changana	2.54	EPC 3 de Fevereiro	-25.158696	32.7969310
Bilingue	Changana	2.55	EPC de Chicavele	-25.445748	32.9836668

Bilingue	Changana	2.56	EPC de Chichongue	-25.275282	32.9855312
Bilingue	Changana	2.57	EPC de Cuanine	-25.438943	32.7082212
Bilingue	Changana	2.58	EPC de Josina M. Concolino	-25.548935	32.7029251
Bilingue	Changana	2.59	EPC de Mampsana	-25.130498	32.9509492
Bilingue	Changana	2.60	EPC de Mugejo	-25.425787	32.8980368
Bilingue	Changana	2.61	EPC de Munguine	-25.508792	32.7267339
Bilingue	Changana	2.62	EPC de Pateque	-25.561832	32.6662950
Bilingue	Changana	2.63	EPC de Tavira	-25.467438	32.6802868
Monolingue	Portugues	2.64	EPC de Cantine	-25.482924	32.7215020
Monolingue	Portugues	2.65	EPC de Chipuco	-25.317773	32.9700912
Monolingue	Portugues	2.66	EPC de Cutana	-25.155726	32.9532596
Monolingue	Portugues	2.67	EPC de Lhanimane	-25.153337	32.7850876
Monolingue	Portugues	2.68	EPC de Macandzene	-25.464041	32.5871800

Figure 59: The 36 sampled schools of the Manhica district (Blue = ALL tools, Orange = Quick scan only)

20



Schools Moamba district

²⁰ For interactive map see

<https://www.google.com/maps/d/u/0/edit?mid=1UIPrIB0ie6P7m9CJPHwphgAR9IGU234&ll=-24.880445614568075%2C32.45499298442147&z=10>

Table 33 below highlights the schools that were sampled for all data collections tools to be administered for the 12 sampled schools in Moamba where Table 34 the 18 sampled schools in Moamba where some of the data collection tools were applied (i.e. school infrastructure, school attendance, books, headcounts of students and teachers).

Table 33: The 12 sampled schools of the Moamba district for ALL tools

Teaching	Language	School ID	Name of the school	Latitude	Longitude
Bilingual	Changana	3.1	EP1 de Lhembe	-25.589914	32.3565130
Bilingual	Changana	3.2	EP1 de Ligongolo	-25.201092	32.1549649
Bilingual	Changana	3.3	EP1 de Malengane	-25.351494	32.2929140
Bilingual	Changana	3.4	EP1 de Vundica	-25.522250	32.4522180
Bilingual	Changana	3.5	EP1 Maria da Luz Guebuza	-25.309287	32.4798290
Bilingual	Changana	3.6	EPC de Chanculo	-25.497739	32.0899000
Monolingual	Portuguese	3.7	EP1 Bairro Sul	-25.620341	32.2596680
Monolingual	Portuguese	3.8	EP1 de Wambalambati	-25.763845	32.3728870
Monolingual	Portuguese	3.9	EPC 25 de Setembro	-25.613682	32.2177570
Monolingual	Portuguese	3.10	EPC de Mucatine	-25.693603	32.5128259
Monolingual	Portuguese	3.11	EPC de Pessene	-25.694007	32.3546860
Monolingual	Portuguese	3.12	EPC Ressano Garcia	-25.444140	31.9913830

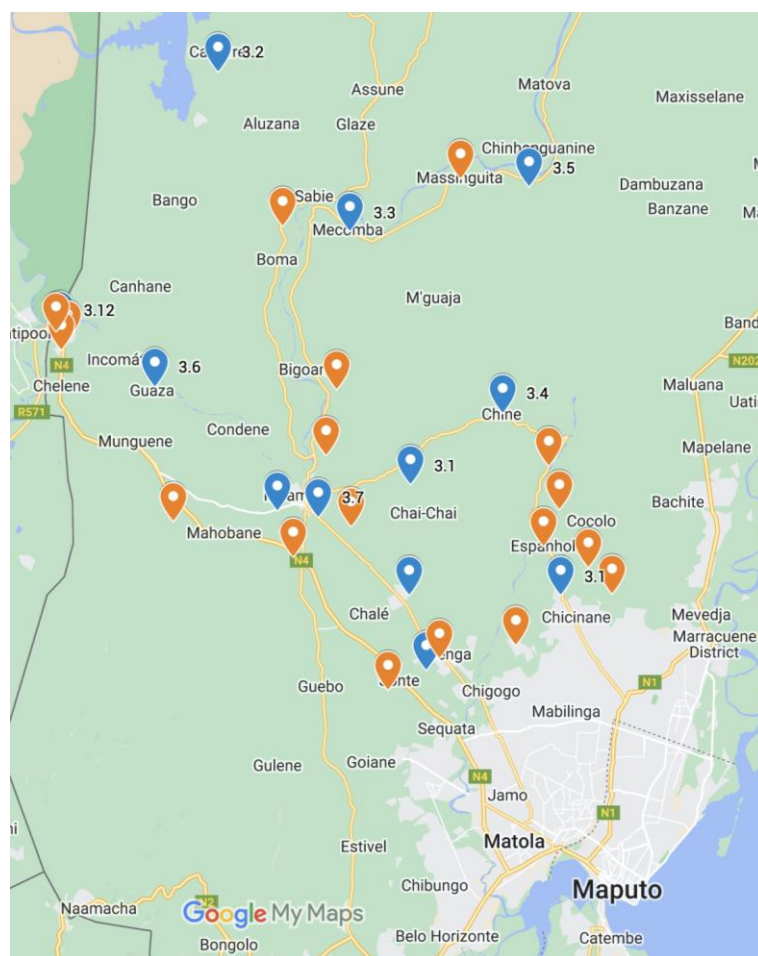
Table 34: The 18 sampled schools of the Moamba district for Quick scan only (infrastructure)

Teaching	Language	School ID	Name of the school	Latitude	Longitude
Bilingual	Changana	3.51	EP1 7 de Abril	-25.346437	32.2224180
Bilingual	Changana	3.52	EP1 de Bicuane	-25.500784	32.2792729
Bilingual	Changana	3.53	EP1 de Kachane	-25.572068	32.5001249
Bilingual	Changana	3.54	EP1 de Mubobo	-25.624364	32.1086340
Bilingual	Changana	3.55	EP1de Muzela	-25.612496	32.5112279
Bilingual	Changana	3.56	EPC de Bandoia	-25.301314	32.4076439
Bilingual	Changana	3.57	EPC de Maguaza	-25.629291	32.2944520
Bilingual	Changana	3.58	EPC de Ngolhosa	-25.740214	32.4666369
Bilingual	Changana	3.59	EP1 de Xivonhanhelete	-25.657444	32.2343049
Monolingual	Portuguese	3.60	EP1 de Avante	-25.562524	32.2675770
Monolingual	Portuguese	3.61	EP1 de Mahoche	-25.782694	32.3322320
Monolingual	Portuguese	3.62	EP1 de Muguvulha	-25.453583	31.9989419

Monolingual	Portuguese	3.63	EP1 de Munuahomo	-25.692784	32.5659199
Monolingual	Portuguese	3.64	EP1 Filipe J. Nyusi	-25.462832	31.9916270
Monolingual	Portuguese	3.65	EPC de Chiboene	-25.667934	32.5417579
Monolingual	Portuguese	3.66	EPC de Joao Baptista Scabrini	-25.445329	31.9862309
Monolingual	Portuguese	3.67	EPC de Mahulane	-25.647151	32.4952249
Monolingual	Portuguese	3.68	EPC de Tenga	-25.752451	32.3869009

Figure 60: The 30 sampled schools of the Moamba district (Blue = ALL tools, Orange = Quick scan only)

21



²¹ For interactive map see

<https://www.google.com/maps/d/u/0/edit?mid=1UIPrIB0ie6P7m9CJPHwphgAR9IGU234&ll=-24.880445614568075%2C32.45499298442147&z=10>

Schools Matutuine district

Table 35 below highlights the schools that were sampled for all data collections tools to be administered for the 8 sampled schools in Matutuine where Table 36 the 18 sampled schools in Moamba where some of the data collection tools were applied (i.e. school infrastructure, school attendance, books, headcounts of students and teachers).

Table 35: The 8 sampled schools of the Matutuine district (#4) for ALL tools

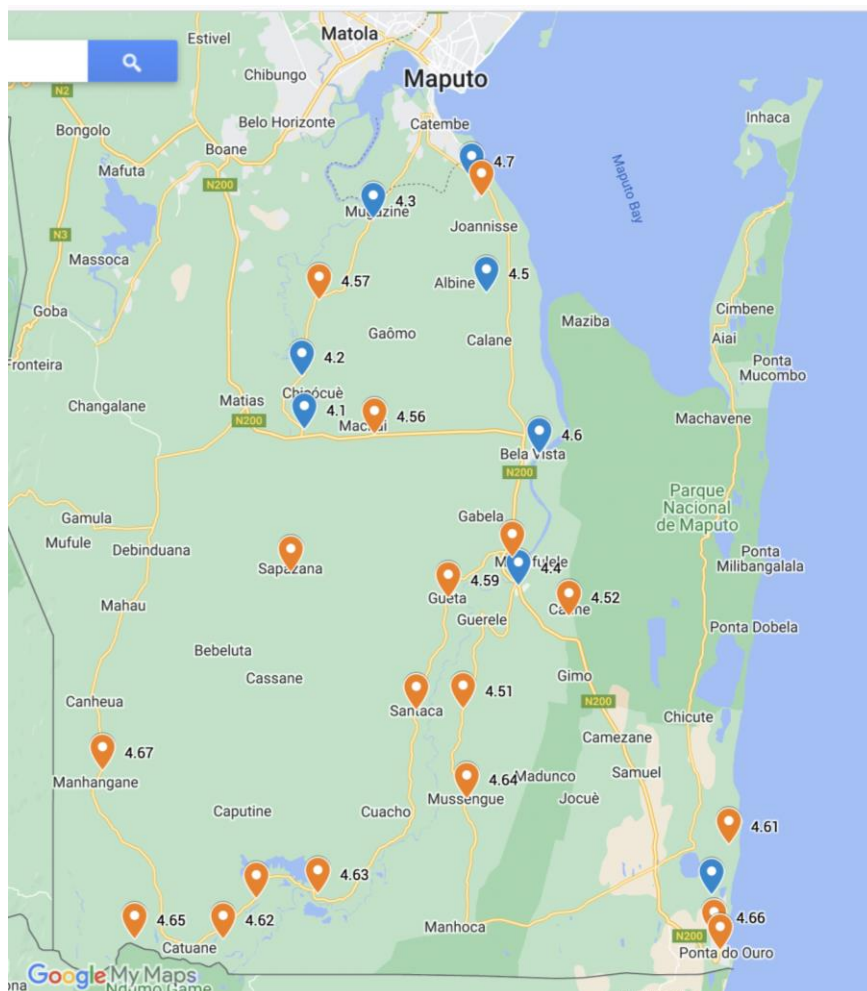
Teaching	Language	School ID	Name of the school	Latitude	Longitude
Bilingual	Ronga	4.1	EPC Hindane	-26.319984	32.4141930
Bilingual	Ronga	4.2	EPC Kuache	-26.267430	32.4113740
Bilingual	Ronga	4.3	EPC Mungazine	-26.109870	32.4908870
Bilingual	Ronga	4.4	EPC Salamanga	-26.477017	32.6523929
Monolingual	Portuguese	4.5	EP1 de Kufa	-26.183350	32.6174960
Monolingual	Portuguese	4.6	EPC de Bela Vista	-26.344933	32.6755329
Monolingual	Portuguese	4.7	EPC de Machanfane	-26.070458	32.6001939
Monolingual	Portuguese	4.8	Epc de Malongane	-26.784593	32.8689850

Table 36: The 18 sampled schools of the Matutuine district (#4) for Quick scan only (infrastructure)

Teaching	Language	School ID	Name of the school	Latitude	Longitude
Bilingual	Ronga	4.51	EP1 de Chia	-26.599741	32.5916229
Bilingual	Ronga	4.52	EP1 de Madjadjane	-26.507169	32.7097110
Bilingual	Ronga	4.53	EPC de Djabula	-26.463661	32.3982649
Bilingual	Ronga	4.54	EPC de Nsime	-26.087347	32.6116930
Bilingual	Ronga	4.55	EPC de Pedreira	-26.448349	32.6457270
Bilingual	Ronga	4.56	EPC de Pochane	-26.325754	32.4913920
Bilingual	Ronga	4.57	EPC Djabissa	-26.190842	32.4295810
Bilingual	Ronga	4.58	EP1 de Nguenha	-26.601197	32.5389259
Bilingual	Ronga	4.59	EPC de Tinonganine	-26.489560	32.5749659
Monolingual	Portuguese	4.60	EP1 de Chucha	-26.787946	32.3601559
Monolingual	Portuguese	4.61	EP1 de Mamole	-26.734888	32.8875920
Monolingual	Portuguese	4.62	EP1 de Zicale	-26.828719	32.3224840
Monolingual	Portuguese	4.63	EP1 de Maduvula 1	-26.783043	32.4293609
Monolingual	Portuguese	4.64	EP1 de Mussongue	-26.688620	32.5947050
Monolingual	Portuguese	4.65	EPC de Ndlala	-26.828560	32.2239819

Monolingual	Portuguese	4.66	EP1 Armando E. Guebuza	-26.825749	32.8715310
Monolingual	Portuguese	4.67	EPC de Manhangane	-26.661350	32.1887840
Monolingual	Portuguese	4.68	EPC Ponta de Ouro	-26.839957	32.8782919

Figure 61: The 24 sampled schools of the Matutuine district (Blue = ALL tools, Orange = Quick scan only) ²²



²² For interactive map see

<https://www.google.com/maps/d/u/0/edit?mid=1UIPrIB0ie6P7m9CJPHwphgAR9IGU234&ll=-24.880445614568075%2C32.45499298442147&z=10>

Annex B: Detailed status school infrastructure per school

In Table 37, Table 38, Table 39, Table 40, below detailed information is provided per school on the observed infrastructure for the 4 districts.

Table 37: Detailed information on the observed infrastructure and condition per school in Magude district (n=28)

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? Yes/No	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
1.1 EPC de Motaze	+	o	o	o	o	o	N	o	N	+	-	8	4	o	-	o	+	+	-	-	+	+	-	o	-	-	o	o
1.2 EPC E. Mondlane	+	+	+	+	+	o	N	o	N	o	+	4	1	+	+	o	o	o	-	-	+	+	-	+	-	+	-	o
1.3 EPC Mangolene	+	-	+	o	o	o	N	o	N	o	-	4	0	+	-	o	+	o	-	-	+	+	o	o	-	-	-	o
1.4 EPC Mucombo	+	-	-	o	+	o	N	o	N	o	-	4	0	+	-	+	+	+	-	-	-	-	-	-	-	-	-	+
1.5 EPC Panjane	+	-	o	+	+	o	N	o	N	o	-	5	2	+	-	o	+	+	-	-	+	+	-	-	-	-	-	+
1.6 EP1 de Chivonguene	-	o	+	o	o	o	N	-	N	o	-	2	2	+	-	o	o	+	-	-	+	+	-	-	-	-	-	o
1.7 EP1 Guarimbene	-	-	+	o	-	o	N	o	N	o	-	3	0	-	-	+	+	+	-	-	o	o	-	-	-	-	-	o
1.8 EP1 J. Chissano	-	-	-	-	-	o	N	-	N	-	-	3	3	o	-	o	+	+	-	-	-	-	-	-	-	-	-	-
1.9 EP1 Muguduine	-	-	-	o	o	o	N	o	N	o	-	3	0	+	-	o	o	o	-	-	+	-	-	-	-	-	-	-
1.10 EPC Maria Rivier	+	+	+	+	+	-	Y	+	N	+	+	12	0	+	+	+	+	+	+	+	-	-	o	+	+	+	+	o
1.51 EPC Chobela	o	o	+	-	o	o	N	-	N	-	+	5	0	+	-	+	+	+	-	-	-	-	-	-	-	-	-	o
1.52 EPC Cuamula	-	+	o	o	+	o	N	o	N	o	+	5	1	+	-	+	o	+	o	-	+	-	-	-	-	-	-	+
1.53 EPC Movane	-	-	+	o	o	o	N	o	N	o	+	3	0	+	-	+	+	+	-	-	-	-	-	-	-	-	-	-
1.54 EP1 de Mulelemanane	-	-	+	+	o	o	N	o	N	o	+	4	0	+	-	+	+	+	-	-	-	o	o	o	o	-	o	o
1.55 EPC de Pontia	-	+	+	o	+	o	N	o	Y	o	+	3	0	+	-	+	+	+	-	-	+	-	-	-	-	-	-	o
1.56 EPC Bobe	-	-	+	o	o	o	N	o	N	o	+	4	0	+	-	+	+	+	-	-	-	-	-	-	-	-	-	-
1.57 EPC Chipene	-	-	-	o	+	o	N	-	Y	-	+	3	0	+	-	+	o	+	-	-	+	-	-	-	-	-	-	-
1.58 EPC Duco	-	-	o	o	+	o	N	-	Y	o	+	3	0	+	-	o	+	o	-	-	+	-	-	-	-	-	-	+
1.59 EPC de Maguiguana	+	o	+	o	+	o	N	-	Y	+	+	12	4	o	-	+	+	+	+	+	+	o	-	-	-	-	-	+
1.60 EPC Mahel	+	-	-	o	+	o	N	-	Y	-	+	3	2	+	-	+	+	+	-	-	+	-	-	-	-	-	-	-
1.61 EPC de Moine	-	-	o	o	+	+	N	-	Y	+	+	4	0	+	-	+	+	+	+	+	+	-	-	-	-	-	-	o
1.62 EPC Simbe	-	-	+	o	+	o	N	-	N	-	+	4	0	+	-	+	+	o	-	-	+	-	-	-	-	-	-	-
1.63 EPC Timanguene	+	o	o	+	+	o	N	-	N	-	+	4	1	o	-	+	+	+	-	-	+	-	-	-	-	-	-	o
1.64 EPC Ungubana	-	-	+	o	+	+	Y	+	N	+	+	6	1	+	-	+	+	+	+	+	+	-	+	+	+	+	-	o
1.65 EPC Macubulane	-	-	+	o	o	o	N	o	N	o	+	3	0	+	-	+	o	+	-	-	-	-	-	-	-	-	-	-
1.66 EPC Chalate	-	o	+	+	o	o	N	o	N	o	+	4	0	+	-	+	+	+	-	-	o	-	-	-	-	-	-	o
1.67 EPC Nguinhane	-	-	o	o	+	o	Y	-	Y	-	+	3	0	+	-	+	+	+	-	-	o	-	-	-	-	-	-	+
1.68 EPC Matsandzane	-	-	+	+	o	o	N	o	N	-	+	3	0	+	-	+	+	+	-	-	o	-	+	-	-	-	-	+

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

Table 38: Detailed information on the observed infrastructure and condition per school in Manhica district (n=36)

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? Yes/No	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
2.1 EP1 de Mahila	-	-	+	-	o	+	Y	+	N	+	-	4	2	-	-	+	+	+	-	-	-	-	-	-	-	-	-	-
2.2 EP1 de Melembe	+	+	o	o	+	+	Y	+	N	+	-	13	0	-	-	+	+	+	-	-	-	+	-	-	-	-	-	-
2.3 EP1 de Tchelane	+	-	+	-	+	o	N	o	N	o	-	7	0	-	-	+	+	+	-	-	-	+	-	-	-	-	-	-
2.4 EPC de Chicunguluine	o	-	o	-	+	o	N	-	N	-	-	13	0	o	-	o	o	o	-	-	+	-	-	-	-	-	-	o
2.5 EPC de Ilha Josina Machel	+	+	+	o	+	+	N	-	N	+	-	7	0	+	-	+	+	+	-	-	+	+	-	-	-	-	-	+
2.6 EPC de Manguendene	o	o	+	o	+	o	N	-	N	-	-	18	0	o	o	o	o	o	-	-	-	-	-	-	-	-	-	-
2.7 EPC de Milalene	-	+	-	+	+	o	N	-	N	-	-	19	0	+	-	+	o	+	-	-	-	o	o	-	-	-	-	+
2.8 EPC de Taninga	+	+	+	o	+	+	N	+	N	+	-	7	4	+	-	+	o	o	-	+	+	-	-	-	-	-	-	+
2.9 EPC Serra	+	-	+	+	+	+	N	+	N	+	+	7	0	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
2.10 EP1 1 de Maio	+	+	+	+	+	+	Y	+	Y	+	-	2	1	+	+	+	+	+	-	-	+	+	-	+	-	-	-	+
2.11 EP1 de Barrica	-	-	+	-	-	+	Y	+	Y	+	+	5	0	+	+	+	+	+	-	+	-	o	o	o	o	o	+	+
2.12 EP1 de Pondzene	-	-	+	o	o	o	N	-	N	o	-	1	2	-	-	+	+	+	-	-	-	+	-	-	-	-	-	-
2.13 EP1 de Xirindza	-	-	-	+	+	-	Y	+	N	-	-	6	0	+	-	+	+	+	-	-	-	-	-	-	-	-	-	-
2.14 EPC Chicuchana	+	o	-	+	+	o	N	-	N	-	-	11	1	+	-	+	+	+	-	-	-	-	-	-	-	-	-	-
2.15 EPC de Chiau	-	-	-	-	o	o	N	o	N	-	-	2	1	-	-	o	o	o	-	-	-	o	-	-	-	-	-	-
2.16 EPC de Lagoa Pate	-	-	+	+	+	+	Y	+	N	+	-	6	0	+	-	o	o	+	-	-	-	+	-	-	-	-	-	-
2.17 EPC de Mobana	-	-	+	o	o	+	Y	+	N	+	-	2	0	+	+	+	+	+	-	-	+	+	-	+	-	-	-	+
2.18 EPC Dzonguene	-	+	+	o	o	o	N	o	N	o	-	5	0	+	-	o	+	+	-	-	o	o	-	-	-	+	-	-
2.51 EP1 de Chicuate	-	-	+	o	o	o	N	o	Y	o	-	2	1	o	-	+	+	o	-	-	o	o	-	-	-	-	-	-
2.52 EP1 de Marrumbana	-	-	+	+	+	+	Y	+	N	-	+	4	1	-	-	+	+	+	-	-	-	+	-	-	+	-	o	-
2.53 EPC de Manchiana	o	-	-	-	+	o	N	o	N	o	+	8	0	o	-	+	+	+	-	-	-	+	-	-	-	-	-	o
2.54 EPC 3 de Fevereiro	+	+	+	o	+	o	N	o	N	o	+	15	0	o	-	+	+	+	-	-	o	-	-	-	-	-	-	-
2.55 EPC de Chicavele	-	-	+	o	o	o	N	o	Y	o	-	2	0	-	o	+	+	+	-	-	o	o	-	-	-	-	-	-
2.56 EPC de Chichongue	-	-	o	+	o	+	Y	+	N	+	+	4	0	+	-	+	o	o	-	-	-	+	-	-	-	-	-	-
2.57 EPC de Cuanine	+	-	+	o	+	o	N	o	N	+	+	12	0	+	-	+	+	+	-	-	-	+	-	-	-	-	-	-
2.58 EPC de Josina M. Concolino	-	-	+	-	o	o	N	-	N	+	+	12	2	+	-	+	+	+	-	-	-	-	-	-	-	-	-	-
2.59 EPC de Mampsana	-	-	+	o	o	o	N	o	N	o	-	6	0	+	-	+	+	+	-	-	-	o	-	-	-	-	-	-
2.60 EPC de Muguejo	-	-	+	+	+	+	N	+	N	-	+	6	0	-	-	+	+	o	-	-	-	+	-	-	-	o	-	o
2.61 EPC de Munguine	+	-	+	-	o	o	N	o	N	o	+	11	0	+	-	+	+	+	-	+	-	+	-	-	-	o	-	-
2.62 EPC de Pateque	-	-	o	o	+	o	N	o	N	o	+	4	1	+	-	o	+	-	-	+	-	+	-	-	-	-	-	-
2.63 EPC de Tavira	-	-	+	o	+	o	N	o	N	o	+	4	3	+	-	+	+	+	-	o	-	+	-	-	-	-	-	-
2.64 EPC de Cantine	-	-	o	o	+	o	N	o	N	o	+	6	0	+	-	+	+	+	-	-	-	+	-	-	-	-	-	-
2.65 EPC de Chipuco	-	-	+	-	o	o	N	o	N	o	+	4	0	+	-	+	+	+	-	-	-	o	-	-	-	-	-	-
2.66 EPC de Cutana	+	+	+	o	o	o	N	o	N	-	-	3	1	+	-	+	+	+	-	-	-	o	-	-	-	-	-	-
2.67 EPC de Lhanimane	-	o	o	o	+	o	Y	o	N	o	+	3	0	+	-	+	+	+	-	-	-	o	-	-	-	-	-	-
2.68 EPC de Macandzene	-	-	+	o	o	o	N	-	N	o	+	4	0	+	-	+	+	+	-	-	-	o	-	-	-	-	-	-

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

Table 39: Detailed information on the observed infrastructure and condition per school in Moamba district (n=30)

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? Yes/No	8. Separate toilets//atrines 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	
3.1 EP1 de Lhembe	-	-	o	+	+	+	Y	+	N	+	-	2	0	+	-	+	o	+	-	-	-	+	-	-	-	-	-	-	o
3.2 EP1 de Ligongolo	-	-	-	-	+	+	Y	+	N	-	-	3	0	+	-	+	+	+	-	-	-	o	-	-	-	-	-	-	-
3.3 EP1 de Malengane	-	-	+	-	o	+	Y	+	N	-	-	4	0	o	-	+	o	+	-	-	-	-	-	-	-	-	-	-	+
3.4 EP1 de Vundica	-	-	o	+	+	+	Y	+	N	+	-	3	0	o	-	o	+	o	-	-	-	+	-	-	-	-	-	-	-
3.5 EP1 Maria da Luz Guebuza	-	-	+	+	+	o	N	o	N	o	-	3	0	+	-	+	+	+	-	-	+	+	-	-	-	-	-	-	-
3.6 EPC de Chanculo	-	-	o	-	-	o	N	o	N	+	-	4	4	o	-	+	+	+	-	-	+	+	-	-	-	-	-	-	-
3.7 EP1 Bairro Sul	-	+	-	-	o	o	N	o	N	o	-	3	0	+	-	o	o	o	-	-	-	-	+	-	-	-	-	-	-
3.8 EP1 de Wambalambati	+	-	-	o	+	+	Y	+	N	+	-	3	2	o	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-
3.9 EPC 25 de Setembro	-	-	-	-	+	o	N	o	N	+	-	4	0	+	-	o	o	o	-	-	-	o	-	-	-	-	-	-	-
3.10 EPC de Mucatine	-	-	+	-	+	+	N	+	N	+	-	6	3	o	-	o	+	o	-	-	o	o	-	-	-	-	-	-	-
3.11 EPC de Pessene	o	-	o	+	+	o	N	o	N	+	-	8	8	o	-	o	+	-	-	-	+	+	-	-	-	-	-	-	-
3.12 EPC Ressano Garcia	+	o	o	o	o	o	N	o	N	+	-	15	0	o	-	o	o	-	+	+	+	+	-	-	-	-	-	-	-
3.51 EP1 7 de Abril	+	-	o	-	o	+	Y	o	Y	+	+	3	0	+	-	+	o	+	-	-	-	+	-	-	-	-	-	-	o
3.52 EP1 de Bicuane	-	-	+	-	+	+	Y	+	N	-	+	3	0	+	-	+	+	+	-	-	-	+	-	-	-	-	-	-	o
3.53 EP1 de Kachane	-	-	o	o	o	+	Y	+	N	-	+	4	0	o	-	+	+	+	-	o	-	+	o	-	-	o	-	-	-
3.54 EP1 de Mubobo	-	-	o	o	+	o	N	o	N	-	+	2	0	+	-	+	+	+	-	-	+	+	-	-	-	-	o	-	-
3.55 EP1de Muzela	-	+	+	o	+	o	N	-	N	-	+	2	2	+	-	+	+	+	-	-	-	o	-	-	-	-	-	-	o
3.56 EPC de Bandoia	+	+	o	-	+	o	N	o	N	+	+	4	0	+	-	+	+	+	-	-	-	+	-	-	-	-	-	-	-
3.57 EPC de Maguaza	-	-	o	o	+	+	N	o	Y	-	+	3	0	+	-	+	+	+	-	-	-	+	-	-	-	-	-	-	+
3.58 EPC de Ngolhosa	-	-	+	o	o	o	N	o	N	o	+	9	7	o	-	+	+	+	-	-	-	o	-	-	-	-	-	-	o
3.59 EP1 de Xivonhanhelete	-	-	o	o	+	+	Y	-	Y	+	+	4	0	+	-	+	+	+	-	-	-	-	-	-	-	-	-	-	-
3.60 EP1 de Avante	+	-	o	o	+	+	Y	+	N	+	+	3	0	o	-	+	o	+	-	-	-	+	-	-	-	-	-	-	-
3.61 EP1 de Mahoche	+	-	+	o	+	o	N	o	N	-	+	6	2	o	-	+	+	+	-	-	-	o	-	-	-	-	-	-	-
3.62 EP1 de Muguvulha	+	+	-	o	+	+	Y	o	N	+	+	7	0	o	-	+	+	+	-	-	-	+	-	-	-	-	-	-	-
3.63 EP1 de Munuahomo	-	-	+	o	+	+	N	+	N	+	+	5	0	+	-	+	+	+	-	-	o	-	-	-	-	-	+	-	+
3.64 EP1 Filipe J. Nyusi	+	-	+	+	+	+	Y	-	Y	+	+	5	0	+	-	+	+	+	-	-	-	+	-	-	-	-	-	-	-
3.65 EPC de Chiboene	-	o	-	o	o	o	N	o	N	o	+	5	8	o	-	+	o	o	-	-	-	o	-	-	-	-	+	-	o
3.66 EPC de Joao Baptista Scabrin	+	o	-	o	+	o	N	o	N	-	+	4	0	o	-	+	+	+	-	o	-	o	-	-	-	-	-	-	-
3.67 EPC de Mahulane	-	-	+	o	+	o	N	-	N	-	+	8	5	-	-	o	o	-	-	-	-	-	-	-	-	-	-	-	+
3.68 EPC de Tenga	+	-	o	o	+	o	N	-	Y	o	+	10	11	o	-	+	+	-	-	-	-	-	-	-	-	-	-	-	o

+

 Have and functioning / good condition

o

 Have but not functioning / bad condition

-

 Don't have

Y

 Yes

N

 No

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

Table 40: Detailed information on the observed infrastructure and condition per school in Matutuine district (n=26)

district (n = 26)

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? Yes/No	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
4.1 EPC Hindane	-	-	o	-	+	o	Y	+	Y	o	-	6	0	+	+	o	+	o	-	-	-	-	o	-	-	-	-	o
4.2 EPC Kuache	-	-	-	-	o	o	N	o	Y	o	-	4	0	+	+	o	+	o	-	-	-	-	o	-	-	-	-	o
4.3 EPC Mungazine	+	+	+	+	+	+	Y	+	N	-	-	5	5	+	+	+	+	o	-	-	-	+	-	+	-	-	-	o
4.4 EPC Salamanga	+	+	+	+	+	o	N	-	Y	o	-	8	0	o	o	-	+	+	o	o	-	+	o	o	o	-	-	o
4.5 EP1 de Kufa	-	-	o	o	o	o	Y	+	N	o	o	4	0	+	+	+	+	o	+	-	-	+	-	-	-	-	-	o
4.6 EPC de Bela Vista	+	+	+	o	+	o	N	+	N	+	-	11	0	o	-	o	+	o	+	+	-	+	o	-	-	-	-	-
4.7 EPC de Machanfane	o	+	+	o	+	o	N	o	N	-	-	9	0	-	-	o	+	o	-	-	o	o	-	-	+	+	+	-
4.8 Epc de Malongane	+	+	+	+	o	+	Y	+	Y	+	-	4	0	+	+	+	+	o	-	o	-	+	-	-	-	+	-	
4.51 EP1 de Chia	-	-	+	o	o	+	Y	+	N	-	+	3	0	o	-	+	+	+	-	-	-	+	-	-	-	-	-	
4.52 EP1 de Madjadjane	+	-	+	o	+	+	Y	o	N	+	+	3	0	+	-	+	o	+	-	-	-	+	-	-	-	-	-	+
4.53 EPC de Djabula	-	-	+	-	o	o	N	o	Y	-	+	4	0	+	-	+	+	+	-	-	-	o	-	-	-	-	-	o
4.54 EPC de Nsime	+	-	+	o	+	+	Y	+	N	o	+	4	0	+	-	+	+	+	-	-	-	o	-	-	-	-	-	o
4.55 EPC de Pedreira	+	+	-	o	+	o	N	o	Y	o	+	6	0	+	-	+	+	+	-	-	-	o	o	o	-	-	+	+
4.56 EPC de Pochane	-	-	+	o	+	o	Y	-	Y	-	+	4	0	+	-	+	+	+	-	-	-	+	-	-	-	+	-	o
4.57 EPC Djabissa	-	-	o	+	+	+	N	+	Y	+	+	3	0	+	-	+	+	+	-	-	-	+	-	-	-	-	-	+
4.58 EPC Nguenha	+	o	-	-	o	o	N	o	Y	-	+	3	0	o	-	+	+	+	-	-	-	o	-	-	-	+	-	o
4.59 EPC Tinonganine	+	o	-	o	+	+	N	+	Y	+	+	4	1	o	-	+	+	+	-	-	-	+	-	-	-	-	-	o
4.60 EP1 de Chucha	-	o	-	-	o	o	N	o	N	o	+	5	0	+	-	o	o	o	-	-	-	o	-	-	-	-	-	o
4.61 EP1 de Mamole	+	+	+	o	+	+	Y	+	Y	+	+	4	0	+	+	+	+	o	-	-	-	+	+	-	+	-	-	-
4.62 EP1 de Zicale	+	-	-	o	+	o	N	o	Y	o	+	2	2	+	-	+	+	+	-	-	-	+	-	-	-	-	-	-
4.63 EP1 Maduvula 1	-	-	+	-	+	+	Y	o	N	o	+	5	0	+	-	+	o	+	-	-	-	+	-	-	-	-	-	-
4.64 EP1 Mussongue	-	-	+	o	+	o	N	o	N	o	+	3	0	+	-	+	+	+	-	-	-	+	-	-	-	-	-	-
4.65 EP1 Ndlala	+	+	-	-	o	o	N	o	N	o	+	7	0	+	-	o	o	o	-	-	-	+	-	-	-	-	-	-
4.66 EPC Armando Emilio Guebuz	+	-	+	o	+	o	N	o	N	o	+	4	0	+	+	+	+	+	-	-	-	o	-	-	-	-	-	o
4.67 EPC Manhangane	+	+	-	+	+	+	Y	+	Y	+	+	2	2	o	-	+	+	+	-	-	-	-	-	-	-	+	-	+
4.68 EPC Ponta D'Ouro	+	+	+	o	+	+	Y	+	Y	+	+	12	1	+	-	o	+	+	-	+	-	+	-	-	-	-	-	+

+

 Have and functioning / good condition

o

 Have but not functioning / bad condition

-

 Don't have

Y

 Yes

N

 No

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

Annex C: Observed teacher practices (midline versus baseline)

Figure 62: Observed teacher practices that have improved at midline (n=93)

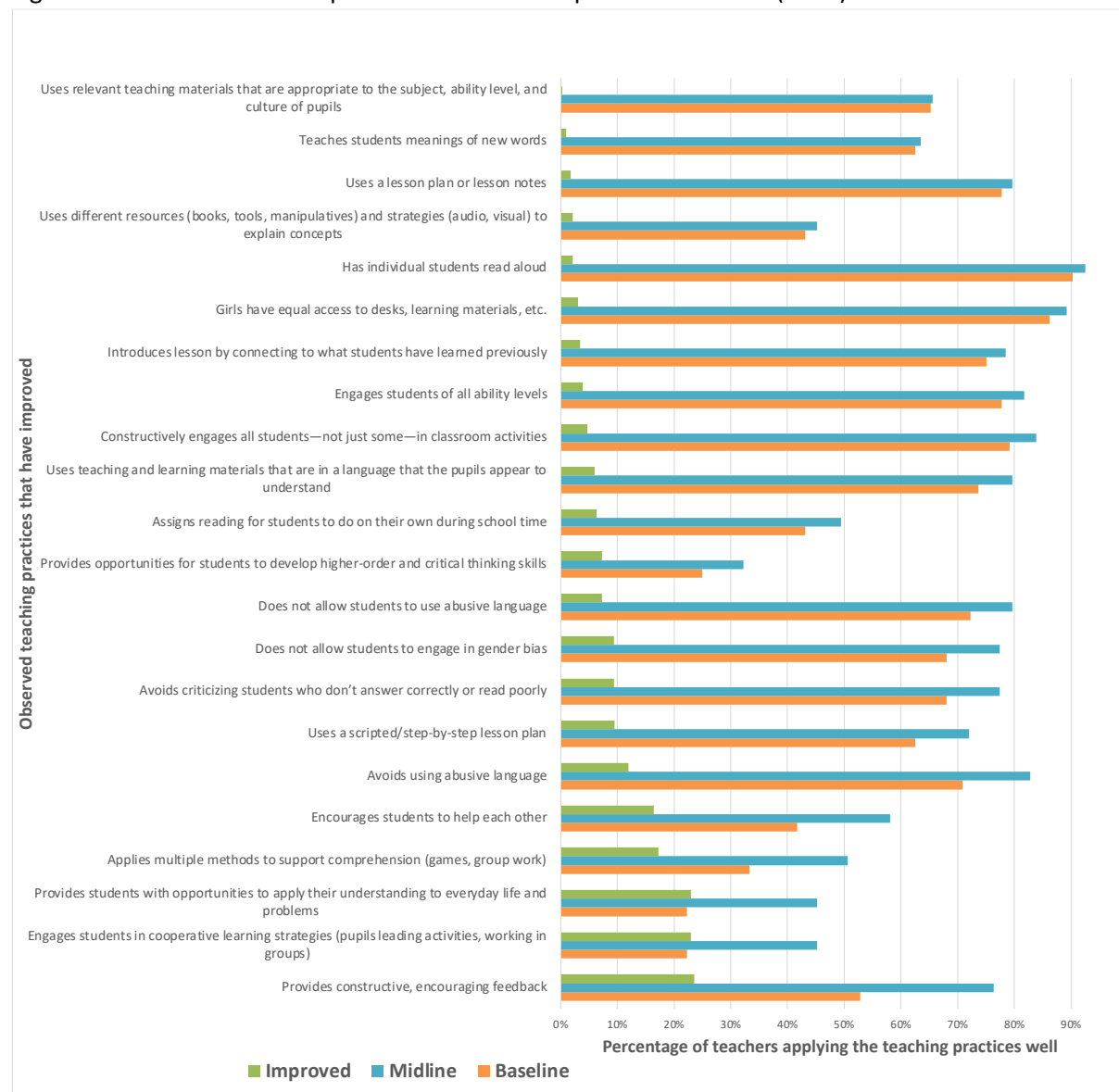


Figure 63: Observed teacher practices that have worsened at midline (n=93)

