



Baseline Evaluation Report

World Vision Mozambique

USDA MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAM

Submitted by:

International Food Policy Research Institute (IFPRI)
Universidade Eduardo Mondlane
Universidade Pedagógica de Maputo

September, 2024

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List of Acronyms

BHA – Bureau of Humanitarian Assistance
CAPI – Computer-Assisted Personal Interviewing
CESC – Center for the Learning and Training of Civil Society
COVID-19 – Coronavirus Disease 2019
CRS – Catholic Relief Services
DPE – Provincial Education Office
ECT3 – Educating Children Together Phase 3
EGRA – Early Grade Reading Assessment
FGD – Focus Group Discussions
GOM – Government of Mozambique
HLM – Hierarchical Linear Model
IFPRI – International Food Policy Research Institute
INDE – Institute for the Development of Education
KII – Key Informant Interviews
LRP – Local and Regional Procurement
MADER – Ministry of Agriculture and Rural Development
MGD FEE – McGovern Dole Food for Education
MINEDH – Ministry of Education and Human Development
MoH – Ministry of Health
PaBS - Participant-Based Surveys
PARES –Partnering for Sustainable Education Outcomes
PDE – Provincial Directorate of Education
PII – Personally Identifiable Information
PMP – Project Monitoring Plan
PRONAE – National School Feeding Program
SACMEQ – Southern And Eastern Africa Consortium for Monitoring Educational Quality
SC – School Councils
SDAE – District Service for Economic Activities
SDEJT – District Service of Education, Youth and Technology
SDSMAS – District Service for Health, Women and Social Affair
SPDI – District Service for Planning and Infrastructure
TOR – Terms of Reference
UL – Unlock Literacy
UNESCO – United Nations Educational, Scientific and Cultural Organization
UNICEF – United Nations Children’s Fund
USAID – United States Agency for International Development
USDA – United States Department of Agriculture
WASH – Water, Sanitation and Hygiene
WFP – World Food Programme
WHO – World Health Organization
WVM – World Vision Mozambique
WVUS – World Vision United States
ZIP – Zone of Pedagogical Influence

Executive Summary

Overview

Partnering for Sustainable Education Outcomes (PARES) is a new 5-year program that aims to provide daily school meals to 83,072 primary school-aged children in 157 schools in the three districts of Milange, Monapo, and Meconta. PARES also aims to provide early-grade teacher training, teaching and learning materials in local languages, rehabilitation of school latrines, kitchens, storerooms, and water stations, creation of savings and lending groups and farmers associations, and training and engagement of community members in community advocacy especially with regards to education. PARES is funded by the United States Department of Agriculture (USDA) under the McGovern-Dole International Food for Education and Child Nutrition Program and implemented under the leadership of World Vision (WV).

Despite evidence that school feeding programs significantly improve school attendance, learning, and nutrition among children, only **4% of school children receive school meals in Mozambique** (WFP, 2022), a country with low educational attainment and high child malnutrition.

The **International Food Policy Research Institute (IFPRI)** and its research partners **conducted a baseline evaluation** to assess the conditions of target communities and gather baseline values for key project outcomes and impact indicators. The research focuses on several critical questions: 1) What is the current status of schools, households, community groups, and community assets in the target regions? 2) What are the literacy levels of grade 3 students, and reports of being hungry at school? 3) What is the potential for local procurement and community involvement ahead of program implementation?

The baseline evaluation uses a mixed methods approach. The quantitative portion draws from participant-based surveys (PaBs) of the school director, school deputy director, school council leader, grade three teacher, and eight nearby households at each of the 157 schools. Additionally, 6 randomly selected grade three students took the Early Grade Reading Assessment (EGRA) in 50 schools in Milange district. The qualitative portion draws from key informant interviews (KII) and focus group discussions (FGD).

Key Findings

1. **Schools have an average of 530 students**, with schools being smaller in Milange and larger in Meconta. About 59% of schools have gender separated latrines; with only 53% of schools in Monapo, indicating an opportunity for investment in physical infrastructure.
2. According to the deputy school director, 84% of teachers attended school in the past 5 school days, **77% of teachers use good pedagogical practices to teach literacy instruction**, and 90% of classrooms are equipped with sufficient literacy instructional materials.
3. Yet, according to the EGRA test implemented across 50 schools in Milange district, **less than 1% of grade 3 students (2 of 300 respondents) can read and understand the meaning of a grade-level text.** On average, students can only read 5 words out of 100 and

scored 0.07 out of 4 in reading comprehension. This suggests that, despite the reported high rates of good pedagogical practices and sufficient instructional materials to teach reading, there is enormous potential for PARES's literacy training to help many students improve their reading.

4. Moreover, among tested grade 3 students, **70% of these students indicated that they are hungry during the school day**. This suggests the potential for a school meals program and literacy training programs to address both hunger and learning.
5. School councils have an average of 15-16 members across communities and **only 5% of school council leaders are female**. School council leaders are also older than both teachers and deputy school directors, and very few have completed primary education, indicating that these leaders are of a generation when educational attainment was still low.
6. In a survey of eight nearby households per school, **83% of parents could identify at least three benefits of education**, with the most common responses being literacy, better job prospects, and improved incomes. However, only 12% of students missed fewer than 10 days of school due to illness, indicating health-related challenges that the program aims to address.
7. While no farmer group is yet contributing to schools, **farmers showed interest in participating in the program by supplying food**, but they highlighted the need for proper training and agricultural inputs to ensure a reliable contribution to school meals.

Overall, the baseline evaluation suggests enormous potential for PARES to address developmental gaps in school children's learning and malnutrition as well as in community's ability to organize and contribute to the school.

I. Introduction

Mozambique is grappling with one of the lowest educational attainment rates globally, with primary school completion rates falling below 40% (Mambo et al., 2019). Less than one-third of students advance to secondary education (UNESCO Institute of Statistics), and children from remote, underdeveloped districts are particularly burdened by literacy challenges.

Furthermore, the country faces alarming levels of child malnutrition, which affects 43% of children in Mozambique, with even higher rates in the provinces of Nampula and Zambézia (UNICEF, 2016). In 2015, anemia prevalence among rural children was 66% (UNICEF, 2016).

School feeding programs significantly improve school attendance, learning, and nutrition for vulnerable children (Alderman et al., 2012). Recent research, by Aurino et al. (2018), indicates that a school feeding program in Ghana improved school attendance, grade progression, and cognitive test scores, with the most pronounced benefits among the most vulnerable children.

Despite the clear health and educational benefits of school meal programs, coverage remains lowest in the regions where they are most needed. In 2022, only 26% of schoolchildren in Sub-Saharan Africa received school meals, and in Mozambique, the figure was just 4% (WFP, 2022). While external support can initiate and expand these programs in low-income countries, their long-term success depends on active engagement, participation, and support from local governments and communities.

II. Program

World Vision (WV), in partnership with the United States Department of Agriculture (USDA), has been working in Africa providing school meals and literacy interventions for years. In Mozambique, they have worked since 2013 in the Nampula Province in two districts in three phases to provide school meals, literacy training for teachers, provision of teaching and learning materials, community programs such as parental engagement in reading and learning and reading camps, and health campaigns such as deworming and water and sanitation programs.

The current WV/USDA partnership in the Food for Education program in Mozambique is named Partnering for Sustainable Education Outcomes (PARES) planned for implementation from October 2023 to September 2028 in the Nampula and Zambezia provinces.

PARES is targeting 83,072 primary school-aged children in 157 schools in three districts; **100 in Milange District** in Zambezia province, **22 schools in Meconta** and **35 schools in Monapo Districts**, both in Nampula province; amounting to 25% of schools in these districts. The initiative aims to foster a child-friendly and inclusive learning atmosphere, enhancing literacy and educational services. It involves collaborating with families and the wider community to provide school meals and encourage reading. After laying groundwork in the first year, WV will deliver USDA-provided commodities to the school feeding programs in full in years 2 and 3. Then, in year 4, WV will provide two-thirds of the commodities, and the government will provide the remaining one-third through the government school feeding program called Projecto de Alimentação Escolar (PRONAE). In year 5, WV will provide one-third of the commodities, and

the government will provide two-thirds. Finally, after PARES ends, the expectation is that PRONAE will provide all of the commodities for the 157 schools.

PARES will engage teachers, administrators, and district and provincial government authorities as well as male and female community members for their different and important roles that they play in the community. School Councils (SC) are PARES' primary point of entry into communities and PARES will work to build the capacity of its members to mobilize their communities and other key actors like community leaders to support creating a healthy and protective school environment.

The participation of a wide cross-section of key stakeholders will be an essential part of the program including but not limited to the following:

- Program beneficiaries and participants;
- Representatives of the Ministry of Education and Human Development (MINEDH), Ministry of Health (MoH), Ministry of Agriculture and Rural Development (MADER), and MIC officers at the district level, that is, District Service of Education, Youth and Technology (SDEJT), District Service for Health, Women and Social Affair (SDSMAS), District Service for Economic Activities (SDAE), and District Service for Planning and Infrastructure (SPDI);
- Partner NGOs such as Catholic Relief Services (CRS) and Center for the Learning and Training of Civil Society (CESC);
- Students, teachers and school administrators;
- Parents and caregivers as well as members of the School Councils.

The 5-year program includes several intervention activities including:

1. Daily provision of school meals to all primary school students, teachers, and school cooks.
2. Provision of materials and training to school cooks.
3. Training for grades 1-6 teachers in good early grade reading pedagogical techniques.
4. Provision of teaching and learning materials in relevant local languages in the target districts, including Portuguese and Emakhuwa in Monapo and Meconta schools in Nampula Province and Portuguese and Chewa in Milange schools in Zambezia.
5. Engagement of community leaders, school leaders, and parents in emphasizing and recognizing the importance of education, and in particular, reading.
6. Rehabilitation of school latrines.
7. Rehabilitation of kitchens and storerooms.
8. Rehabilitation of water stations.
9. Training of students and parents on health and nutrition practices.
10. Creation of savings and lending groups.
11. Training of community members in citizen reporting and social accountability (implemented by CESC).
12. Training of government stakeholders in school meals provision.
13. Provision of de-worming medication, vitamins, and minerals.
14. Development of partnerships with farmer groups to supply food to schools.

The two main activities are the provision of daily school meals and teacher training in early grade literacy. World Vision delivers daily school meals that consist of a porridge with micronutrients added and are provided to all teachers and students at the school, every school day.

World Vision will implement an early grade literacy program called Unlock Literacy (UL), that entails two components: 1) teacher training in early grade literacy and 2) community-level reading interventions. The teacher training comprises training of all teachers in the school on good pedagogical techniques for early grade reading. Teachers are taught the five phases of reading development: letter knowledge, sounding out words, vocabulary, reading fluency, and reading comprehension. Teachers learn to create a print-rich environment in their classrooms and ensure that children remain motivated while learning to read. They are also provided with materials including books and classroom aids. These materials are in Portuguese and the local language, using locally relevant exercises, and are targeted at the appropriate grade level. The community participation element entails community meetings and training sessions for parents in supporting literacy, and reading camps. These will be conducted in all 157 schools in the study.

III. Objectives & Research Questions

The baseline evaluation provides the baseline measures of all the project indicators – it provides the benchmark against which project success will be evaluated. It is closely linked with the activity monitoring plan so that the data collected can be replicated if necessary, during ongoing activity monitoring, for mid-term review, and when the activity is being assessed for the annual reports and end of program evaluation. Baseline data will be used to revise performance monitoring targets if needed and will be utilized during the mid-term review and end of program evaluation to assess the quality of activity implementation and measure the development results.

Specifically, the objective of the baseline evaluation is to:

- Determine the baseline values for the project outcome and impact indicators before implementation commences.
- Validate and strengthen the project targeting and implementation approach.
- Describe the vulnerability context of the targeted community in relation to socio-economic, natural/environmental, drought shocks trends and seasonality.
- Generate key recommendations to guide the project implementation process.
- Gather non-indicator data to describe the prevailing conditions of the target communities or population.
- Gather relevant information about the target population that can be used to improve targeting and sub-activity design before implementation begins.

The baseline study will seek to answer the following questions/topics:

- General status of targeted households – Source of food, number of household members, main income sources;

- The status/availability of community assets and their utilization;
- What is the current status of the key performance indicators for the MGD FFE programming in the different sectoral/ thematic areas?
- What are the opportunities for implementing or strengthening Local and Regional Procurement in MGD FFE (PARES) programming?
- Do the baseline findings indicate need to rearrange PARES priorities, implementation approaches or activity sustainability timing?
- To what extent are the identified grade three (3) school-age children have reading fluency and reading comprehension skills? The study will employ the Early Grade Reading Assessment (EGRA) measure reading fluency and reading comprehension.

IV. Methodology

The baseline study will use a **Mixed-Methods approach** and will include a Participant Based Survey (PaBS) or Questionnaire, Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs), as outlined in the Evaluation Plan (EP).

Sampling

Quantitative data

World Vision worked closely with government officials at the provincial and central level, especially with MINEDH and PRONAE leadership, to target districts aligning with Government of Mozambique (GoM) priorities for the McGovern-Dole Food for Education (MGD – FFE) project. World Vision, together with the Nampula and Zambezia (SDEJT) and Provincial Directorate of Education (PDE) agreed on the target districts in Nampula for PARES that are adjacent to Muecate and Nacarora, where WV currently implements ECT III; and MINEDH encouraged WV to target the border area of Zambezia, as there are high rates of attrition from Mozambican schools to Malawi, as Malawian schools provide school meals. The prioritized districts are Meconta and Monapo in Nampula and Milange district in Zambezia province. All three districts are considered highly vulnerable and MINEDH felt that targeting Zambezia would be strategic, as both Bureau of Humanitarian Assistance (BHA) and Feed the Future implement interventions there.

The selection of schools was based on dropout rates, in line with PRONAE criteria, alongside low rates of grade advancement and high rates of food insecurity. PARES prioritizes schools lacking access to clean water and proper sanitation facilities, focusing on those with the highest student populations, by installing boreholes/water systems and inclusive latrine blocks.

The **target cohort for this baseline evaluation for the Early Grade Reading Assessment (EGRA)** is grade three students. This is in line with the provision of early grade reading training for grades 1-3 teachers. Within each school, a random sample of 6 grade three students was

selected, conditional on the provision of parental consent, for the literacy assessment and short interview. As a first step, all students in the grade three class were listed. Subsequently, a tablet on which the data was collected randomly selected 6 students to take the EGRA and respond to a short interview. In addition, the grade three teacher, the deputy school director, and the school council leader were interviewed.

In the community in which the school is located, a sample of 8 households that have a child aged 5-11 years old was selected. This is the “eligible sample” and is the age group that will have been exposed to school meals for the longest over the five-year life of the program. The meals will start being distributed from the fiscal year 2025 (October 2024 to September 2028) which will be the second year of project implementation and will run for 4 years. Those who are 5 will age into the program and those who are 11 may still be in school once the program is phasing out. The 8 households were selected using a random walk procedure.

Qualitative data

Qualitative data was collected through focus groups discussions (FGDs) and key informant interviews (KIIs). The survey involved farmers, parents, school council members, teachers, students, school directors and SDEJT representatives. KII were only administrated to school directors and SDEJT representatives. A total number of 199 individuals participated in FGDs and 7 in KIIs, as distributed below in Table 1.

The selection of the 7 groups of participants in the study (cf. Table I) aimed at representing the diverse key stakeholders involved in or impacted by the school meals program, ensuring that data is relevant and comprehensive. Farmers were chosen based on their involvement in local agricultural activities, either as members of farmer associations or as medium/large-scale farmers, providing insights into the potential for local community contribution to the program. School Directors, teachers, parents, school council members, and students were included based on their direct engagement with the school system. This approach allowed for a holistic understanding of school meals programs’ processes, benefits and challenges from multiple perspectives, ensuring the findings could inform the implementation and sustainability of school meals programs in rural Mozambique.

Data Collection

Quantitative data was collected by the firm Austral Consultoria Ltd. and qualitative data was collected by Edgar Cossa, an independent consultant in Maputo, who is an expert in qualitative data collection and is familiar with both the ECT3 project and the PRONAE program.

Quantitative data.

Between July 19th and August 14th, data was collected from all 157 schools and among households in the community in which the school is located. Data was collected electronically on tablets using Survey CTO.

Questionnaires were drafted by the research team and circulated to WV and CESC for review and comments. The questionnaires were then programmed into an electronic format (Survey CTO) and

tested by the research team and the survey company, Austral. All data collection instruments were drafted in English, translated to Portuguese, and field-tested.

Qualitative data.

The following focus group discussions took place in each district between September 1st and 8th:

Table 1: Participants in FGDs and KIIs

Group/Method	Meconta		Monapo		Milange		Total
	M	F	M	F	M	F	
Farmers / FGD	10	2	11	2	5	3	33
Parents / FGD	7	5	8	4	7	4	35
School Council / FGD	7	4	6	4	5	3	29
Teachers / FGD	3	4	3	4	3	6	23
Students / FGD	14	17	14	12	7	8	72
School Directors / KII	1	-	1	-	2	-	4
SDEJT Representatives / KII	1	-	1	-	1	-	3
Total	43	32	44	26	30	24	199

The questionnaires were prepared by the consultant, reviewed by IFPRI, and then translated into Portuguese. The interviews were recorded and transcribed (with the permission of participants).

Overcoming potential limitations

The Baseline Terms of Reference (see Annex A) describes potential limitations to data collection that were overcome in baseline surveying thanks to the efforts of the data collection firm and consultant.

- ***Limitation 1: Teachers and head teachers/administrators absenteeism in schools during data collection.*** As planned, the data collection firm obtained from MINEDH to complete data collection. Then, “mobilizers” were sent to schools a few days in advance of full data collection to collect basic information from the school principal and identify eligible households. This gave communities notice in advance of data collection, decreasing absenteeism among surveyed populations. Further, only students who were present on the day of surveying were eligible for testing, so that absenteeism was not a problem. In some cases, teachers or deputy directors were still absent on the day of surveying, but the data collection firm was able to return to these communities to complete surveying at later dates.
- ***Limitation 2: Access to communities is disrupted due to severe weather such as rains and bad road conditions.*** Thankfully the data collection firm did not encounter this limitation such that it impeded the completion of data collection.
- ***Limitation 3: Delays of Government in authorizing EGRA assessment in schools.*** All appropriate permissions were obtained in advance and thus did not impede data collection.

V. Data Analysis

Quantitative Data

The baseline evaluation indicators are constructed as the mean (for continuous variables) or proportions (for dichotomous variables) across all 157 schools in the sample. We also report each indicator's standard deviation and the number of observations. Means are also reported separately for each of the three districts for comparison. Additionally, a multilevel regression model was employed to identify the predictors of students' performance in reading fluency, which can be influenced by factors at both the school and student levels. Guided by Creemers' (2002) conceptual framework of School Effectiveness Research, our model aimed to identify predictors related to student background, teacher characteristics, deputy school director profiles, and teaching practices.

The analysis unfolded in two stages. In the first stage, we conducted a bivariate analysis to examine the relationships between reading fluency and potential predictors, including student background (such as reading activities, access to meals, and school attendance), teacher characteristics, teaching practices, and deputy school directors' profiles.

In the second stage, we included variables that showed statistical significance in the bivariate analysis in a Hierarchical Linear Model (HLM). This step allowed us to assess the strength and direction of the predictors, accounting for factors at both the student and school levels that contribute to variations in student achievement.

Key variables considered in our analysis included:

- **Student Profile and Reading Activities:** Gender, age, access to books at home and at school, school attendance, number of meals per day, and participation in reading camps.
- **Teacher Characteristics and Pedagogical Approach:** Age, gender, experience, education level, and teaching practices.
- **Deputy School Director Profile:** Gender, age, years of experience, and education level.

This comprehensive approach allowed us to explore the broad range of factors impacting students' reading fluency, highlighting the complex interplay between student characteristics, teacher attributes, and school leadership.

Qualitative analysis

Key Informant Interviews (KIIs) with school directors and Service of Education, Youth and Technology (SDEJT) representatives, as well as FGDs with teachers, were conducted in Portuguese; FGDs with farmers, parents and school council members were in Emakhuwa and Portuguese in Meconta and Monapo and in Portuguese and Chichewa in Milange; FGDs with students were in Portuguese and Emakhuwa in Meconta and Monapo but in Portuguese in Milange. All FGDs and interviews were recorded (with the permission of the participants) and transcribed. Data in Emakhuwa and Chichewa was translated into Portuguese for analysis. The analysis of the qualitative data used thematic analysis. This method involved reading through the transcripts multiple times to identify recurring ideas, issues, and insights across different groups of

stakeholders. The themes emerged based on the frequency of certain topics, as well as their relevance to the research questions and objectives set for the study. We used manual coding, marking sections of the text and grouping similar ideas into categories such as perceptions on the school meals program, challenges in transitioning to PRONAE, community involvement, and logistical concerns. As part of the methods approach, the thematic patterns captured were systematically revised throughout the analytical process. Excerpts illustrating the main themes and trends captured were selected during thematic analysis and translated from Portuguese into English and used as evidence in data analysis and discussion.

VI. Results

In this section, we present three different sets of results. We first report on the baseline values of the project indicators and then present summary statistics of demographic variables of students, grade 3 teachers, deputy school directors, school council leaders, schools, and households. We do so for the full sample and by district. Second, we present the results of a multi-level regression analysis that identify predictors of student performance in reading. Finally, we present qualitative evidence from several types of respondents to understand and contextualize the way that project stakeholders feel about the upcoming program.

Summary Statistics of Project Indicators and Demographics

Table 2 presents the baseline values of the project indicators. This table reveals some interesting points. First, there are only two students in the sample who can read at their grade level. This indicator is constructed using the number of words per minute that the student can read. A score of 30 or more indicates reading fluency. Many teachers in target schools are identified by the deputy school director as using good pedagogical practices. These practices include grouping students by ability, having lesson plans, and conducting engaging lessons, among others. Also note that teacher and student attendance is high (84% and 85%, respectively). These numbers should not necessarily be taken at face value since, as is common in most school-based surveys, attendance is overreported. There is room for improvement in terms of hunger and attentiveness of students, and we expect that the PARES program will improve these indicators. Almost all parents can identify at least three benefits of schooling, and there was a wide variety of benefits reported, with the most common response being learning how to read and write, but also including earning higher incomes, getting better jobs and income, and even learning respect and contributing to the country. Schools do not always have access to separate latrines, indicating that the PARES program could improve this indicator substantially over the life of the project. Finally, as expected, no schools are receiving food from farmer groups since the intervention has not yet begun.

As Table 3 shows, reading scores are very low in all domains. On average, students can only read 5 words out of 100 and in reading comprehension, the most difficult of the five tasks, students score an average of 0.07 out of 4. There is plenty of room for improvement, which hopefully Unlock Literacy can provide.

Half the students in the sample are female and the average age is 11 years old, which is on the older side for a grade 3 class, indicating either late enrollment or repetition of grades. On average,

students eat just over 2 meals per day. When the school meals program begins, we hope that this will increase to 3 meals per day.¹

Interestingly, grade 3 teachers and deputy school directors are overwhelmingly male in Milange and Monapo, with a more even split in Meconta. All teachers have a primary education or higher, and the average number of years of experience is nine. Deputy School Directors are older than teachers on average, corresponding with their higher number of years of experience.

School council leaders are older than both teachers and deputy school directors, and almost none are female. Additionally, very few have completed primary education, indicating that these leaders are of a generation when educational attainment was still low.

Schools in Milange and Monapo have about 500 students, with Meconta having larger schools; on average 600 students. The number of grade 3 students is proportionally lower. Most schools in Milange and Meconta have gender separated latrines, but only 80% do in Monapo, indicating a venue for substantial investment in physical infrastructure.

Teacher attendance across districts varies, with Monapo having the lowest attendance rate and Meconta having the highest. However, there is still room for improvement since the attendance of teachers in the past 5 school days was only 77%.

In terms of households, only about 20-30% of household heads are female, and household size averages about 6 people per household. The household asset index (constructed as the first principal component of a series of durable and productive assets) is much higher in Monapo compared to the other two districts, indicating that households are comparatively better off in this district.

¹ Note that some evidence has been found that when students are provided with a meal at school, they eat fewer meals at home.

Project Indicators

The matrix below lists the Project's base indicators (included in the Project Monitoring Plan - PMP) collected as for the baseline evaluation. The baseline mean column indicates the base values of the indicator – the starting point before project implementation begins. Note that the EGRA and pupil interviews were only conducted in 50 schools in Milange.

Table 2: Evaluation Indicators

Indicator Number	Indicator	Data Collection Method	Baseline mean	Standard Deviation	Number of Observations
Standard indicator #1	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	Literacy test of a representative sample of students in 50 schools	1%	0.08	300
Custom Indicator #1	Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, and coaches	Deputy school director questionnaire	77%	0.34	157
Custom indicator #2	Average teacher attendance rate in USDA supported schools	Deputy school director questionnaire	85%	0.32	157
Custom indicator #4	Percent of classrooms with literacy instructional materials (textbooks, workbooks) sufficient for effective instruction	Deputy school director questionnaire	90%	0.29	157
Custom indicator #6	Percent of students in classroom identified as attentive by their teachers during class/instruction	Teacher questionnaire	56%	0.24	156
Custom indicator #7	Percent of students in target schools who indicate that they are not "hungry" during the school day	Student questionnaire (same sample as literacy test)	30%	0.46	300
Standard indicator #2	Average student attendance rate in USDA supported classrooms/schools	Student data from school/teacher attendance records	86%	0.22	50

Custom indicator #12	Percent of students who miss less than ten (10) school days per year due to illness	School records and household survey	12%	0.14	157
Custom indicator #13	Percent of parents in target schools who can name at least three benefits of primary education (collected through a survey)	Household questionnaire	83%	0.37	1,256
Custom indicator #20	Percent of target schools with access to separate latrines for girls and boys	Deputy school director questionnaire	59%	0.49	157
Custom Indicator #23	Percentage of target schools obtaining food from farmers groups	Deputy school director questionnaire	0%	0.00	157

Demographic Characteristics of the sample

This sub-section describes the demographic characteristics of the sample of pupils (and their EGRA scores), teachers, deputy school directors, school council leaders, schools, and households. It does so for the full sample and for each of the districts separately. Note that the EGRA and the pupil interviews were only conducted in randomly drawn a sub-sample of 50 schools in Milange.

Table 3: Demographic characteristics of the sample

Variable	Full sample mean	Milange	Monapo	Meconta	N
Pupils – EGRA					
Letter identification (0-100)	5.30	5.30			300
Word recognition (0-30)	4.01	4.01			300
Listening comprehension (0-4)	0.52	0.52			300
Reading fluency (0-130)	4.32	4.32			300
Reading comprehension (0-4)	0.07	0.07			300
Pupils – Demographics					
Proportion female	0.50	0.50			300
Average age	10.61	10.61			300
Average number of meals per day	2.24	2.24			300
Proportion have books at home	0.67	0.67			300

Variable	Full sample mean	Milange	Monapo	Meconta	N
Teachers					
Proportion female	0.29	0.09	0.40	0.09	157
Average age	35.10	40.32	33.24	37.11	157
Primary Education and above	1.00	1.00	1.00	1.00	157
Years of experience	9.87	9.64	9.22	11.86	157
Deputy School Directors					
Proportion female	0.17	0.05	0.22	0.09	157
Average age	38.82	42.00	37.78	39.77	157
Primary Education and above	1.00	1.00	1.00	1.00	157
Years of Experience	14.35	18.41	13.21	15.06	157
School Councils (SC)					
Average age of SC leaders	48.97	44.00	51.11	45.97	157
Proportion of female SC leaders	0.04	0.05	0.05	0.00	157
SC leader has primary school education and above	0.05	0.14	0.04	0.03	157
Number of SC members	15.54	15.95	14.45	18.37	157
Schools					
Total number of students	528.97	416.55	516.38	635.60	157
Total number of grade 3 students	92.75	75.41	93.40	101.80	157
Proportion have gender separated latrines	0.84	0.90	0.79	0.93	157
Average student attendance	0.86	0.86			50
Proportion of teachers who attended school in the past 5 school days	0.59	0.59	0.53	0.77	157
Households					
Household Head (HH) age	42.46	38.98	43.29	42.30	1,256
HH female	0.21	0.29	0.16	0.29	1,256
HH primary education and above	0.20	0.23	0.19	0.20	1,256
Household size	5.94	5.69	6.08	5.66	1,256
Household asset index	0.00	-0.11	0.06	-0.10	1,254

Determinants of students' performance in reading

Tables 4 and 5 present the correlation matrices that examine the relationships between students' performance on the Reading Fluency subtest and various factors, including student background, teacher characteristics, school director profiles, and school management. The results show that most statistically significant correlations are related to student background variables, particularly those linked to socioeconomic status, such as the number of daily meals and speaking Portuguese at home (the language of instruction in schools). Another key factor is student school attendance. In contrast, no significant correlations were found for variables associated with teacher characteristics or deputy school director profiles.

At both the student and school levels, several variables show statistically significant correlations with reading fluency. These include the number of daily meals, speaking Portuguese at home, and the number of days attended in the five days prior to the interview. Among these, the "number of daily meals" shows the highest correlation, with a coefficient of 0.36 at the school level and 0.21 at the individual level (see Table 4), followed by speaking Portuguese at home, with a coefficient of 0.35 at the school level and 0.14 at the student level. Student attendance is significant only at the student level, with a correlation of 0.20. The variable "missing school in the last 10 days" is significant only at the school level, showing a negative correlation of -0.28.

Table 4: Correlation between performance in reading fluency and student characteristics

		Individual level	School level
Age	Pearson Correlation	-0.033	-0.127
	Sig. (2-tailed)	0.571	0.38
	N	300	50
Gender (1-male 0-female)	Pearson Correlation	0.032	0.066
	Sig. (2-tailed)	0.586	0.648
	N	300	50
How many meals per day do you generally eat?	Pearson Correlation	.208**	.361**
	Sig. (2-tailed)	0	0.01
	N	300	50
Are you generally hungry during the school day? (1-yes 0-no)	Pearson Correlation	-0.072	-0.235
	Sig. (2-tailed)	0.215	0.1
	N	300	50
Do you have books at home to read? (including picture books) (1-yes 0-no)	Pearson Correlation	0.099	0.066
	Sig. (2-tailed)	0.086	0.65
	N	300	50
Do your parents help you with your homework? (1-yes 0-no)	Pearson Correlation	0.074	0.083
	Sig. (2-tailed)	0.2	0.566
	N	300	50
Have you ever belonged to a reading camp? (1-yes 0-no)	Pearson Correlation	-0.025	-0.111
	Sig. (2-tailed)	0.696	0.444
	N	245	50

Speak Portuguese language used at home (1-yes 0-no)	Pearson Correlation	.138*	.358*
	Sig. (2-tailed)	0.017	0.011
	N	300	50
Over the last 5 school days, how many days did you attend school?	Pearson Correlation	.197**	0.238
	Sig. (2-tailed)	0.001	0.095
	N	300	50
Have you missed school for more than 10 days in the past school year (1-yes 0-no)	Pearson Correlation	-0.036	-.279*
	Sig. (2-tailed)	0.536	0.05
	N	300	50

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Table 5 presents the correlations between students' reading fluency performance and the characteristics of teachers and deputy school directors. Notably, none of the teacher-related variables show significant correlations with reading fluency. This outcome suggests a level of homogeneity among schools regarding teacher and deputy school director characteristics, as reflected by the low intra-class correlation coefficient of 0.14 (see Table 6).

Similar findings have been reported in other studies, (UNICEF, 2022; Chimbutane et al., 2023), where statistically significant correlations were primarily associated with student background variables, with no significant links between reading fluency and teacher characteristics or deputy school director profiles. This study emphasizes the strong correlation between reading fluency and the number of daily meals, underscoring the importance of school feeding programs. In the next section, Hierarchical Linear Modeling (HLM) analysis offers further insights into the strength and direction of predictors that show a significant correlation with student performance.

Table 5: Correlation between reading fluency and teacher & school director characteristics

		Fluency Score
Teacher gender (1-male 0-female)	Pearson Correlation	-0.167
	Sig. (2-tailed)	0.36
	N	32
Teacher age	Pearson Correlation	-0.273
	Sig. (2-tailed)	0.13
	N	32
Teacher Education	Pearson Correlation	0.105
	Sig. (2-tailed)	0.566
	N	32
Teacher years of experience	Pearson Correlation	-0.215
	Sig. (2-tailed)	0.135
	N	50
Teacher received reading material (1-yes 0 no)	Pearson Correlation	0.033
	Sig. (2-tailed)	0.821
	N	50
Teacher number of reading books in the class	Pearson Correlation	0.062

Teaching practice-index	Sig. (2-tailed)	0.667
	N	50
	Pearson Correlation	0.272
Deputy director level of education	Sig. (2-tailed)	0.056
	N	50
	Pearson Correlation	0.029
Deputy director received training in reading (1-yes 0-no)	Sig. (2-tailed)	0.842
	N	50
	Pearson Correlation	-0.122
Deputy director years of experience	Sig. (2-tailed)	0.4
	N	50
	Pearson Correlation	0.136
Library in school (1-yes 0-no)	Sig. (2-tailed)	0.346
	N	50
	Pearson Correlation	-0.176
	Sig. (2-tailed)	0.221
	N	50
	Pearson Correlation	-0.176

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Predictors of Student performance in Reading Fluency

The HLM analysis followed three steps. In the first step of the analysis, a null model of HLM was run in order to obtain the amount of variance explained at each level of the hierarchy (Raudenbush and Bryk, 2002). The null model was the simplest model because it contained only the dependent variable (for this study, students' reading fluency) and no predictor variables were specified at any level (generating the mean and standard deviation of the variable). The second step was to build up the student-level model or the so-called "unconditional" model at Level 1. This involved adding student-level predictors only to the model. The objective of this step was to examine which student-level variables had statistically significant ($p < 0.05$ level) effects on the outcome variable. In the next step school variables were added to the model. Variables were only added if they were statistically significantly correlated with reading in the bivariate models.

As mentioned earlier, the data show an intra-class correlation of 0.14, which is consistent with other studies conducted in Nampula (UNICEF, 2022; IFPRI, 2023). However, this value is lower when compared to studies conducted at the national level in Mozambique. For instance, large-scale assessment studies, such as SACMEQ for Grade 6, found an intra-class correlation of around 0.42 in 2013 (Lauchande, 2015), and the National Evaluation for Grade 3 reported a value of 0.47 in 2016 (INDE/MINEDH, 2017). This significant difference may be attributed to the relative homogeneity of schools within districts, compared to the greater variation observed across the country.

Table 6: Estimation of the variance components in the empty model

Variables		Reading	
		Estimate	SE
Grand mean		4.3	0.61
Variance	Student Level	55.86	4.99
Components	School Level	9.47	3.88
Intra-class correlation		0.143	

In the analysis of the Hierarchical Linear Model (HLM) presented in Table 7, significant predictors of reading fluency were examined. At the student level, the number of meals per day and school attendance were found to be statistically significant predictors. Together, these two predictors explained 5.1% of the variation in reading fluency at the individual level and 30.8% at the school level (see Table 4).

When variables were aggregated at the school level, the number of significant predictors remained unchanged. These two predictors accounted for 37.6% of the explained variance in reading fluency. However, the relatively low proportion of variance explained by these variables suggests that other important factors may also influence reading fluency in this context.

In the regression model, several predictors were found to significantly influence reading fluency. The most influential predictor was student attendance: for each additional day a student was present in the five days prior to the survey, their reading fluency score increased by 1.05 points, equivalent to 19% of a standard deviation. The number of meals per day was another important predictor: for each additional meal, the student's score increased by 2.5 points, which is equivalent to 17% of a standard deviation.

These correlations are consistent with findings from previous studies in Mozambique, such as those by Raupp et al. (2013, 2016) and Turney et al. (2018), as well as research in other contexts. Many studies have shown that traditional school inputs, such as teacher education, school facilities, and textbooks, do not necessarily lead to higher levels of learning (Glewwe & Muralidharan, 2016). Instead, this study emphasizes the importance of home environment factors, such as meals and school attendance.

Variables such as student school attendance and the number of daily meals are significant predictors of student achievement. Although speaking Portuguese at home showed significant correlations, it was not significant in the HLM model. These factors are strongly linked to the home environment, highlighting its critical role in shaping students' academic performance. Furthermore, the emphasis on the number of daily meals as a predictor of reading fluency underscores the importance of school feeding programs in improving the academic success of students from disadvantaged backgrounds.

Table 7: Estimates for two-level models

		Null model		Student level		Student/School level	
Fixed Effects		Coef	SE	Coef	SE	Coef	SE
Student Level	Intercept	4.3**	0.61	-6.81**	2.31	-7.62	4.64
	Number of meals per day			2.87**	0.80	2.50**	0.88
	Speaking Portuguese at home			1.86	1.28	0.48	1.51
	Number of days attending school in last 5 days			1.11**	0.30	1.05**	0.30
School level	No. of meals per day					1.14	1.17
	Speak Portuguese at home					4.16	2.87
	Missing school in last 10 days					-3.58	2.43
Random effects							
Variance component	Residual/Student level	55.86**	4.99	53.00**	4.77	52.9**	4.70
	Intercept/School level	9.47*	3.88	6.55*	3.26	5.9	3.10
Proportion of explained variance	Student level			5.1%		5.3%	
	School level			30.8%		37.6%	

** Significant at 0.01; *Significant at 0.05

Qualitative Results

Overall, the survey indicates that most participants are aware of the plans to introduce the school feeding program in their communities and show understanding of its main purposes.

In part based on their knowledge about implementation of school feeding programs in other schools, communities or districts, participants understand that the school feeding program is a government initiative intended to provide daily food to children. They also understand that the program's objective is to contribute to reduce children's hunger and thus improve their school attendance, motivation, concentration and overall academic performance. The following accounts illustrate the points made:

"School meals are meals that will help children stay in school." (FGD02PME, Parent)

However, there are also some participants, particularly farmers and parents, who were still learning about the program, and were uncertain about logistic details, including how the meals would be consistently provided.

In general, all participants are enthusiastic about the introduction of the school feeding program in their schools and communities and believe that it will improve the learning environment in schools and communities. More specifically, it is believed that school meals will not only alleviate students' hunger but also improve their school enrollment, attendance, motivation and overall academic performance, as well as encourage students who dropped out to return to school:

“With hunger, nothing enters children's minds. School meals will be essential for learning.”
(KII06MALMO, School Director)

“We will be motivated to learning, we won't miss classes, and those who gave up studying will return.” (FGD04SFME, Student)

In a field visit by the research team to ECT3 schools, some other findings emerged. All farmer groups and schools visited mentioned that they currently could not meet the needs of the school feeding program once WV programming ends. To bridge the gap in the needs of schools and their current capacity, they all noted that their production needed to increase. The inputs such as seeds that they received were viewed as very helpful. However, the point that stood out most in the discussions was the importance of having a reliable water source to improve production. The successful farmer groups were able to secure either an irrigation system or a dam via help from either the government or a private benefactor who provided training. Consequently, some training on water management may be helpful for sustainability.

The other topic that recurred was the importance of social cohesion. When asked why their farmer group had been so successful, the group leader responded (translated from Emakhuwa):

“We are not lazy. We have goals like better houses... and we work hard for them. Other groups fight within themselves and are not organized.” (Farmer group leader, Muecate district)

Finally, successful ECT3 farmer groups had linked with larger agrobusinesses that would purchase their produce at set prices for subsequent wholesale and export. They would also provide the farmer groups with inputs and advice. This type of relationship would also be important to develop.

VII. Recommendations

The baseline evaluation revealed some interesting and important patterns and suggests several recommendations:

1. **Strengthen Government Accountability:** Establish regular monitoring and evaluation mechanisms to ensure that the government fulfills its commitments, including the provision of adequate funding and maintaining food quality.
2. **Enhance Community Capacity through Targeted Training:** Provide ongoing training to community members, particularly in agricultural practices, program management, and resource mobilization, to ensure sustainable community involvement.
3. **Improve Logistical Efficiency and Infrastructure:** Invest in essential infrastructure, such as storage facilities and water supply systems, and ensure the timely delivery of agricultural inputs to farmers to support the program's sustainability.
4. There is an urgent need for the GoM to have **a budget line specifically for school meals and enact laws and regulations** to govern its use. Without that, as has been seen in many countries, the government cannot take over these programs.

In Monapo, the rehabilitation and investment in school infrastructure will be an important part of the program given that not all schools have gender separated latrines or other facilities for cooking.

5. Teacher and student attendance should also be facilitated in Monapo district, given that the rates are lowest in this district.
6. Teachers must be incentivized to attend the Unlock Literacy training so that learning outcomes can be improved. In ECT3 (IFPRI, 2023), the results showed that teacher participation in the training was low. One of the reasons highlighted in the qualitative interviews was the lack of incentives. Given the extremely low levels of reading abilities among students, such a practice could be very important.
7. To better represent groups in the community, women should be encouraged to take up school council leader positions; the rates are currently incredibly low. Since women often make decisions about everyday aspects of their children's schooling, targeting better representation may affect school practices that could benefit all students. Female school council leaders may also be better able to work with school cooks, since they are almost always female.
8. The target value for the indicator of reading at grade level should be realistic. Given that almost no students read at grade level at baseline, we cannot expect a large increase, even by the endline evaluation since students are starting at such a low level. The literacy instruction could also be more focused on going very slowly through simple reading skills rather than progressing to more difficult skills quickly.

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Annex A: Baseline Study Terms of Reference (TOR)



Baseline Survey
Terms of Reference (TOR)

World Vision Mozambique

USDA McGovern – Dole Food for Education

FFE-656-2023/007-00-A

PARES Project

February 2024

I. INTRODUCTION

This Terms of Reference (TOR) describes the plans, objectives, deliverables, and expectations for a baseline study for the PARES (*Partnering for Sustainable Education Outcomes*) project implemented in Nampula and Zambezia Provinces, in Meconta, Monapo and Milange districts respectively, during the FY23 (October 1, 2023) to FY28 (September 30, 2028) period. The project will conduct a baseline study to yield base values for outcome indicators and to provide information that can help to strengthen the activity design, improve targeting, and enrich the understanding of the project context.

The baseline study will be cross sectional in its design, that is, it will collect and analyse data from the targeted beneficiaries (students, teachers, smallholder farmers, health workers, etc.) and or, its representative subsets at a specific point in time. A Mixed-Methods technique will be adopted and will include a Participant Based Survey (PaBS), Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), observations, photo and video storytelling and document reviews. An external consultant will be responsible for conducting the baseline survey.

The baseline will be used as a comparative study against the final evaluation at the end of the project to assess project performance.

II. BACKGROUND INFORMATION

a) Activity Information

Activity Name	Baseline Survey
Implementer(s)	World Vision
Award Number	FFE-656-2023/007-00-A
Budget	TBA
Period of Performance	March 4, 2024 – April 30, 2024
Active Geographic Region	The Baseline Study will be carried out in Nampula province, in Meconta and Monapo districts, and in Zambezia province in Milange district.

b) Background and Context

The Parcerias para Resultados da Educação Sustentável² (PARES) McGovern – Dole International Food for Education and Child Nutrition project is an award of the US government through the Department of Agriculture (USDA) with World Vision. It is a 5-year project that aims to improve literacy, care and school attendance of approximately 83,072 children in 157 schools in Nampula and Zambezia provinces covering the districts of Meconta, Monapo and Milange respectively. PARES targets would not be possible without the collaboration of our implementing partners, Ministry of Education and Human Development (MINEDH), USDA and wider communities. PARES will cover, overall, 25% of primary schools in both target districts to work within existing

² Parcerias para Resultados da Educação Sustentável translates to Partnering for Sustainable Education Outcomes

government structures and in schools considered low performing as per government statistics. Participants at target schools will be selected depending on their needs, capacity and willingness to be involved in project activities. All these factors will be confirmed during the baseline process. World Vision (WV) worked closely with government officials at the provincial and central level, especially with Ministry of Education and Human Development (MINEDH) and PRONAE leadership, to target districts aligning with GoM priorities for the McGovern-Dole Food for Education (MGD – FFE) project. World Vision, together with the Nampula and Zambezia District Service of Education, Youth and Technology (SDEJT) and Provincial Directorate of Education (PDE) agreed on the target districts in Nampula for PARES that are adjacent to Muecate and Nacaroa, where WV currently implements ECT III; and MINEDH encouraged WV to target the border area of Zambezia, as there are high rates of attrition from Mozambican schools to Malawi, as Malawian schools provide school meals. The prioritized districts are Meconta and Monapo in Nampula and Milange district in Zambezia province. All three districts are considered highly vulnerable (see Table 1). MINEDH felt that targeting Zambezia would be strategic, as both Bureau of Humanitarian Assistance (BHA) and Feed the Future implement interventions there.

Table 1: Overview of Key Statistics

Indicator	Nampula Province		Zambezia Province
	Meconta	Monapo	Milange
Population Under Poverty Line	20%	20%	20%
Population Food Insecure	10%	10%	11%
Vulnerable Population	10%	10%	26%
Girls' Drop Out Rate	7%	5%	6%
Student Failure Rate	7%	12%	8%
Attendance Rate	93%	88%	92%
Potable Water Coverage	23%	18%	36%
Sanitation Coverage	N/A	0%	81%
Stunting Rate	47%		45%

c) Description of the Activity

PARES project will target approximately 83,072 primary school-aged children in 157 schools in the three targeted districts, **100 schools in Milange** (Zambezia province), **22 schools in Meconta** and **35 schools in Monapo** (Nampula province). The project will also work with families of these children, as well as the whole community, to create a child-friendly and inclusive learning environment that encourages reading and quality educational service delivery. PARES will engage teachers, administrators, and district and provincial government authorities to improve the quality of instruction and improve literacy, health and overall educational outcomes. The project will use the criteria of drop-out rates because it is one of the criteria that PRONAE applies, along with failure rates and food insecurity. **Within the cohort of targeted schools**, PARES will target those schools that have no access to potable water or improved sanitation facilities, as well as the greatest number of students, for boreholes/water systems as well as accessible and inclusive latrine blocks.

The **target cohort for this baseline evaluation for the Early Grade Reading Assessment (EGRA)** will be grade three students.

Male and female community members will be targeted for their different and important roles that they play in the community. School Councils (SC) are PARES' primary point of entry into communities and PARES will work to build the capacity of both male and female members to mobilize their communities and other key actors like community leaders to support creating a healthy and protective school environment.

The participation of a wide cross-section of key stakeholders will be an essential part of the study including but not limited to the following:

- Program beneficiaries and participants;
- Representatives of MINEDH, MoH, MADER, and MIC officers at the district level, that is, SDEJT, SDSMAS, SDAE, SPDI respectively;
- Partner NGOs such as CRS and CESC;
- Students, teachers and school administrators;
- Parents and caregivers as well as members of the School Councils (SCs).

Theory of Change

In collaboration with the Government of Mozambique (GoM), WV and its partners have adapted the McGovern-Dole (MGD) Program-level results framework to create a healthy and safe school environment to improve the quality of literacy instruction, student attentiveness, student attendance and health, and the nutrition and diet of students, with the goal of *improving overall educational outcomes for children, and in particular, literacy*. To accomplish this, the PARES project will also build community and government capacity and will work with farmers' associations and the government – in particular PRONAE – to establish an effective and efficient approach to Local and Regional Procurement (LRP). PARES has an increased focus on sustainability and graduation of all key interventions of the project. To achieve these goals, the project has designed the following interventions:

MGD SO1: Improved Literacy of School-Age Children

1.1: Improved Quality of Literacy Instruction: This result will be achieved through WV's engagement on five intermediate results including:

- **1.1.1** More Consistent Teacher Attendance;
- **1.1.2** Better access to inclusive school supplies and materials;
- **1.1.3** Improved Literacy Instructional Materials;
- **1.1.4** Increased skills and knowledge of teachers; and
- **1.1.5** Increased skills and knowledge of school administrators.

The set of interventions is designed to respond to challenges of quality of literacy instruction, attentiveness, and retention, but in such a way that the GoM will be able to sustain MGD investments. The distribution of school supplies and inclusive, bilingual books helps to motivate teachers and creates a literacy “rich” environment. PARES will continue to employ Unlock Literacy, including a bilingual education component to its reading camps, which is in alignment with MINEDH strategy for bilingual inclusion in its national curriculum.

1.2: Improved Attentiveness: PARES will achieve this result through interventions that reduce short-term hunger (1.2.1) by increasing access to food (1.2.1.1) for school children. Partnerships with farmers' associations will contribute to Improved Access to Culturally Acceptable Foods (LRP 1.3.1), which, together with training of teachers, School Council members and cooks on safe food prep and storage practices (MGD 2.2) leads to Improved Utilization of Nutritious and Culturally Acceptable Food that Meet the Quality Standards (LRP 1.3), which leads to Improved Effectiveness of Food Assistance through Local and Regional Procurement (LRP SO1), contributing directly to the Increased Access to Food (School Feeding) (1.2.1.1).

1.3: Improved Student Attendance: Result 1.3 will be achieved through interventions implemented by WV under results 1.3.1, 1.3.2, 1.3.3, 1.3.4 and 1.3.5. Result 1.3.1.1 (school feeding) contributes to 1.3.1 by reducing household expenditure on food and providing an incentive for children to attend school, which is particularly beneficial for the poorest in the community.

MGD SO2: Increased Use of Health, Nutrition and Dietary Practices

2.1: Improved Knowledge of Health and Hygiene Practices: PARES will review and revise the PRONAE school health, nutrition, and WASH manual, then establish Master Trainers who will train teachers and school council members. They will in turn support the creation of school health clubs and support students, cooks, and teachers to adopt appropriate behaviors.

2.2: Increased Knowledge of Safe Food Preparation and Storage Practices: PARES will train parents, teachers, cooks, and district level education staff on safe storage, handling, and preparation of commodities for school meals, including good hygiene and quality control of perishable commodities and their use to limit spoilage.

2.3: Increased Knowledge of Nutrition: The same manual and Master Trainers trained under 2.1 will be used under 2.3. Schools with existing school gardens will use the gardens to demonstrate the production of diverse fruits and vegetables which can be tasted by children, which will accompany discussions on dietary diversity and nutrition.

2.4: Increased Access to Clean Water and Sanitation Services: PARES will rehabilitate or construct 11 boreholes or water systems in schools, selecting schools based on need. Water Management Committees will be established for each new borehole; water systems which will be transferred to private companies for management. PARES will also construct 27 latrine blocks at schools using WHO guidelines for student-to-latrine ratio and an accessible and inclusive design. Schools will be selected based on need together with the government.

2.5: Increased Access to Preventative Health Interventions: PARES will support MoH campaigns to provide de-worming medication to all children in targeted schools, thrice annually, as well as logistical support for preventative health campaigns for students.

2.6: Increased Access to Requisite Food Prep & Storage Tools & Equipment: This is included under the activity to provide school meals.

The project framework supports the MGD Program Results Frameworks by aligning each PARES project result with a result of the LRP and MGD Strategic Objectives 1 and 2. The exact activities/interventions to reach the strategic and intended objectives are outlined in the results framework document embedded in section XII below.

III. STUDY OBJECTIVES & ILLUSTRATIVE QUESTIONS

The purpose of the baseline survey is to establish benchmarks for project performance indicators against which project success will be measured. The baseline measurements will be used to calculate change in these indicators and undertake a statistical test of differences in the indicators at completion of the project. The focus will be on changes in the indicators pre- and post-implementation but no conclusions about attribution or causation. Specifically, the baseline will serve the following purposes:

- Determine the baseline values for the project outcome and impact indicators before implementation commences;
- Validate and strengthen project targeting and implementation approach;
- Describe the vulnerability context of the targeted community in relation to socio-economic, natural/environmental, drought shocks trends and seasonality;
- Generate key recommendations to guide the project implementation process.
- Gather non-indicator data to describe the prevailing conditions of the target communities or population.
- Gather relevant information about the target population that can be used to improve targeting and sub-activity design before implementation begins.

The baseline study will seek to answer the following questions/topics:

- General status of targeted households – Source of food, number of household members, main income sources;
- The status/availability of community assets and their utilization;
- What is the current status of the key performance indicators for the MGD FFE programming in the different sectoral/ thematic areas?
- What are the opportunities for implementing or strengthening Local and Regional Procurement in MGD FFE (PARES) programming?
- Do the baseline findings indicate need to rearrange PARES priorities, implementation approaches or activity sustainability timing?
- To what extent are the identified grade three (3) school-age children have reading fluency and reading comprehension skills? The study will employ the Early Grade Reading Assessment (EGRA) measure reading fluency and reading comprehension.

IV. STUDY METHODS & LIMITATIONS

The baseline study will use a **Mixed-Methods approach** and will include a Participant Based Survey (PaBS) or Questionnaire, Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), observations, as outlined in the Evaluation Plan (EP), and this will include (where possible) photo and video storytelling and document reviews.

a) Indicators Included in the Study

Project's indicators (included in the PMP) on nutrition and literacy outcomes among primary school-age children in Milange, Monapo and Meconta districts will be measured to establish baseline values.

The indicators below are outcome indicators to be collected at baseline:

Indicator Number	Indicators Included in the Baseline Survey	Data Collection Method
Standard indicator #1	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	Literacy test of a representative sample of students
Custom Indicator #1	Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, and coaches	Literacy test of a representative sample of students
Custom indicator #2	Average teachers attendance rate in USDA supported schools	Student data from school/teacher attendance records
Custom indicator #4	Percent of classrooms with literacy instructional materials (textbooks, workbooks) sufficient for effective instruction	Informant Interviews & questionnaire (assess availability and use of literacy instructional materials)
Custom indicator #6	Percent of students in classroom identified as attentive by their teachers during class/instruction	Survey conducted in all project schools and all teachers asked questions related to the attentiveness of students.
Custom indicator #7	Percent of students in target schools who indicate that they are not "hungry" during the school day	Questionnaire (student survey)
Standard indicator #2	Average student attendance rate in USDA supported classrooms/schools	Student data from school/teacher attendance records
Custom indicator #12	Percent of students who miss less than ten (10) school days per year due to illness	School records, or real-time headcounts
Custom indicator #13	Percent of parents in target schools who can name at least three benefits of primary education (collected through a survey)	Data will be collected from parents and guardians of children attending schools in target areas.
Custom indicator #20	Percent of target schools with access to separate latrines for girls and boys	Data will be collected from school children attending schools
Custom Indicator #23	Percentage of target schools obtaining food from farmers groups	School records

b) Quantitative Survey Design

Sampling Strategy

The consultant is expected to develop scientific methods, particularly to collect valid and reliable quantitative and qualitative data for the study. The consultant is expected to clearly detail the different qualitative and quantitative approaches to be adopted and how they will be employed to ensure quality data is collected. The sampling must also address issues of inclusion of the most vulnerable groups including children with special education needs and any other identified disadvantaged groups.

For this baseline survey the project recommends that a **One-Stage Systematic Random Sample** design should be used to ensure that participants have an equal probability of selection for the survey, thereby producing unbiased estimates.

Sampling Frame(s)

The sampling frame for the Participant Beneficiary Based Survey will be developed based on the beneficiary register to appropriately reflect the target population. The sampling method will be stratified, the target population will be divided into subpopulations (strata) and random samples will be taken of each stratum.

Selection of Schools

Primary schools, each district will be divided into 3, representing all schools considered far from the district offices, those considered middle way, and those considered very far. A number of schools will be picked randomly from these categories for comparison to represent the district in the baseline. This means there will be a total number of schools involved in the baseline and future evaluations.

Selection of Communities

The community's listings of the households (HHs) surrounding the sampled schools will form the sampling frame where a number of communities per school will be selected using a determined cluster sampling method. From this, the total number of HHs will be calculated.

Selection of Households

Each cluster will sample the number of communities. A community list will be used to randomly determine and select HHs that will be interviewed.

Selection of Students

Grade three (3) students will be randomly selected per target school to participate in the EGRA assessment. The same selection criteria will be used to select children over 12 years of age who will respond to the self-administered questionnaire.

Selection of Teachers

A sample of teachers from each school will participate in the Self-administered questionnaire. Depending on the assessment results, all teachers in a given school might participate in this survey.

Sample Size Calculation

As a guide, World Vision International expects the consultant to provide a statistically sound sample size calculation that will ensure the following for the quantitative survey:

- A sample size calculation at 95% confidence interval and 5% margin of error.

- A sample size that will provide a basis for comparison of means and proportions between groups (intergroup).

In addition to the above, the consultant must use United States Government-preferred methods liaising with WV on the final preferred method. The sample size calculation is driven by the key purpose of the baseline/endline (comparative), the key indicators of interest, and the sampling methodology. Oversampling might be needed to account for the probable non-response rate.

The sample size calculation has to be performed using the following formula (or any other formula relevant to the study):

$$n_{initial} = D_{est} \left[\frac{z_{1-\alpha} \sqrt{2P(1-P)} + z_{1-\beta} \sqrt{P_{1,est}(1-P_{1,est}) + P_{2,est}(1-P_{2,est})}}{\delta} \right]^2$$

Where:

$n_{initial}$ = is the initial sample size required by the surveys for each of the two time points

$\delta = P_{1,est} - P_{2,est}$ = minimum effect size to be achieved over the time frame specified by the two surveys

$P_{1,est}$ = represents a survey estimate of the true population proportion P_1 at baseline

$P_{2,est}$ = represents a survey estimate of the true population proportion P_2 at endline

$$\underline{P} = \frac{P_{1,est} + P_{2,est}}{2}$$

$z_{1-\alpha}$ is the value from the normal probability distribution corresponding to a confidence level $1-\beta$. For $1-\beta = 0.95$, the corresponding value is $z_{0.95} = 1.64$.

$z_{1-\beta}$ is the value from the normal probability distribution corresponding to a power level of $1-\beta$.

For $1-\beta = 0.80$, the corresponding value is $z_{0.80} = 0.84$.

D_{est} is the estimated design effect (DEFF) of the survey.

c) Qualitative Inquiry

Qualitative data will be collected through KII (Interviews) and FGD (Focus Groups) with key participants, who will be intentionally selected. Participating individuals and groups will be selected intentionally. The target groups will consist of students, food preparers, community leaders, farmer's groups, teachers, and school councils. Key informant groups will be formed to understand the level of ownership and challenges of the community as a whole. The consultant also has to pay special attention to sampling (see the sampling frame above) in relation to the qualitative data including ensuring:

- All groups and individuals sampled in the FGDs and KII are representative of the different population groups in the target districts.
- Qualitative sampling reflects the different sectors (health and nutrition; education – Unlock Literacy; school meals; agriculture; WASH UP) within the integrated PARES project.
- Sampling is reflective of the contextual realities in the targets provinces and/or districts.

Qualitative data will complement quantitative findings by providing detailed information on the perceptions of project participants and explaining the values produced by the collection of quantitative data.

WV will support in getting a list of contacts to be interviewed in the KII. Likewise, the consultant will receive support for the call for participants already registered for the project in the FGD.

Table 2. Focus Group Distribution

Focus Group	Quantity	Composition
Beneficiary Families	TBD	Distributed equally by sex and age
[Locations]: Milange district (Zambezia province), Meconta and Monapo districts in Nampula province.		

Table 3. Key Informant Interviews Distribution

KII	Quantity
Number of partners	2
Local Authorities	6
Government authorities	12
School administrators	TBD

d) Limitations and Mitigation Methods

The following are related to the challenges in the monitoring process and the proposed mitigation measures:

Limitation 1: Teachers and head teachers/administrators absenteeism in schools during data collection.

- **Mitigation Measure 1:** WV will anticipate the Provincial and District Directorates of Education, Health, Economic Activities and Planning and Infrastructures with the data collection schedule to ensure active participation and collaboration of teachers and school administrators during the process.

Limitation 2: Access to communities is disrupted due to severe weather such as rains and bad road conditions.

- **Mitigation Measure 2:** If WV staff or enumerators are unable to access target communities, virtual mechanisms to continue communication with project participants will be considered. If feasible, WV will also communicate with municipal authorities or other organizations working in the field to coordinate actions that ensure monitoring activities can be developed.

Limitation 3: Delays of Government in authorizing EGRA assessment in schools.

- **Mitigation Measure 3:** To avoid delays in EGRA assessment the consultant in coordination with WV staff will submit a letter of Baseline survey notification to SDEJT and other district authorities asking for authorization to carry out the survey in advance.

V. DATA SOURCES

Primary data will be collected among the direct participants of the intervention. In addition, local authorities will be included in the KII to better understand the context. Secondary data will also be used such as the MINEDH Country Five years Strategy, latest or most recent Statistical Yearbooks (SY) of both Zambezia and Nampula provinces including the National SY, PRONAE update reports, and updated information provided by FEWSNET, Market Studies, UN agencies and other relevant sources documented in the country to identify trends, have updated with forecasted information, useful for decision making and scenario planning.

Overall, the following are the data collection methods that will be adopted in the study:

- 1) Review of literature and analysis of relevant documents (as stated above),
- 2) Literacy assessment for school pupils, utilizing the Early Grade Reading Assessment tool (EGRA),
- 3) Household surveys for participant communities (targeting parents and caregivers),
- 4) Self-administered questionnaire for teachers and pupils, and
- 5) Key informant interview/focus group discussions.

Questionnaire Development: Structured questionnaires and qualitative guides will be developed in a participatory manner with input from key stakeholders. All data collection instruments will be translated to English, back translated and field-tested. Data collection instruments with the general community will be translated to the local language.

VI. ANALYSIS PLAN

The consultant is expected to develop the baseline data analysis plan as part of the inception report. Furthermore, the interpretation of the data, and consequently the formulation of conclusions and recommendations, will be carried out by the project consultant and key stakeholders. For outcome indicators, comparisons and tests will be computed to gauge achievement towards set/proposed targets and ascertain levels of significance in justifying the attribution of the USDA interventions.

A well-elaborated data analysis plan will address the following:

- How quantitative data will be gathered in a geo-referenced manner;
- Data quality checks and edits (data cleaning) planned to ensure logical consistency and coherence across records, as well as an indication of the software to be used for the data analysis;
- How qualitative data such as key informant, stakeholder, and beneficiary interviews and/or focus group discussions will be transcribed and analyzed; (whenever possible, data will be disaggregated and analyzed by gender).
- Indicator tabulation plan. Estimates should be produced for each District and for the overall level;
- Sub-groups (e.g., age, sex or other geographic breakdowns), if any, for which the consultant will produce estimators (provided the associated precision levels are sufficient).

Note: Ability to demonstrate a robust/comprehensive methodology is a key consideration for selection.

To facilitate the validation of the data collected, a cross-check by the triangulation technique will be used. This will better support the conclusions through a combination of quantitative and qualitative information and has merit of helping in the rapid understanding of the situation while facilitating timely decisions.

VII. FINDINGS DISSEMINATION

Given the importance of findings from the Baseline study to support the strengthening of the government national school feeding model, special efforts will be made to broadly share findings with partners and stakeholders, including the Ministry of Education and Health. Along with the *final report*, the consultant is expected to produce a summarized *fact sheets* that will be shared with communities, schools and partners to get their reactions to findings. Similar fact sheets will be prepared appropriate for children and disseminated in schools. Finalized reports will be made available in hard copy and summary reports will be produced in Portuguese to provide to local government partners. WV will meet with community leaders to share the results and engage them in discussions on ways to strengthen activities and adopt best practices. USDA will be provided full reports after baseline survey to monitor or assess the progress of the work against set project benchmarks.

VIII. TIMELINE AND DELIVERABLES

The consultant is expected to conduct the Baseline Survey from **February 26, 2024 – April 30th, 2024**. Below is an illustrative timeline of the activities to be completed.

Key Baseline Survey Activities	Month/Year
Develop TOR for consultancy	February 2024
Submission of Inception Report	March 2024
Evaluation design & tools finalized (including detailed methodology, analysis plan and budget submitted for review by WVUS/WVM)	March 2024
Enumerator & supervisors training and field pilot	March 2024
Data collection, entry and analysis	March - April 2024
Draft report writing, submission and presentation	April 2024
Refining and submission of final report	April 2024
Dissemination of results	May 2024

a) Required Deliverables

- **Work Plan** according to each committed product, agreed with the Project Monitoring and Evaluation Manager and the WV MEAL team.
- **Inception Report** including methodology for the collection, processing, and analysis of the information of the baseline (include data dictionary).
- **Databases** with the indicators calculated according to thresholds oriented and defined by WV and expansion factors of the sample assigned to each microdata.
- **Output tables and graphs** of the processed baseline data captured by the service provider.
- **DRAFT Baseline Report** including executive summary, data analysis, findings, and recommendations/conclusions as well as the following:
 - Data collection instruments (English and all translations)
 - Lists of sites visited with types and numbers of informants at each site
 - Limitations to the study
 - Quantitative and qualitative datasets.
- **Presentation** of the survey findings, conclusions and recommendations.
- **FINAL Baseline Report** in English approved by USDA.

b) Deadline for submission of proposals

The deadline for delivery will be **10th March at 23:59**. Proposals submitted after the stipulated date and time will not be evaluated.

c) Expression of interest

Interested consultants must send a Proposal (15 pages maximum, including appendix) highlighting information indicating that they are qualified to perform the services.

The proposal shall include the following documents:

- Consultants' profile and CVs;
- Relevant Experience, including past performance, project review reports, and 3 references for work performed by the key personnel like the Final Evaluation Report;
- Baseline Evaluation Proposal: please include the process, methodology and timeline your organization proposes to use in addressing the Baseline requirements. Please include a description of the study design including sampling, data collection, and data analysis methods to be used as well as address management considerations for producing the required deliverables on schedule.
- Propose a detailed budget, include a breakout of the level of effort, daily rate(s), other direct costs and all applicable indirect cost rates. Daily rates and indirect cost rates not included in your proposal cannot be accepted after the fact.
- Cover letter stating why you are interested to conduct the Baseline Evaluation.

A consultant will be selected in accordance with the procedures set out in World Vision's Procurement guidelines selection and employment of consultants. Applications are invited from those applicants who meet the requirements provided in the Terms of Reference.

IX. STUDY TEAM COMPOSITION

Criteria used for selection of independent consultants will include: 1) financially and legally separate from implementing partners, 2) have staff with demonstrated knowledge, analytical capability, language skills (Portuguese and English) and experience in conducting evaluations of development programs involving agriculture, education, and nutrition in Mozambique, 3) use acceptable analytical frameworks such as comparison with non-project areas surveys, involvement of stakeholders in the evaluation, and statistical analyses, 4) use local consultants, as appropriate to conduct portions of the evaluation, and 5) provide a detailed outline of the evaluation, major tasks, and specific schedules prior to initiating the evaluation.

Roles and Responsibilities

Evaluator/ Contractor Responsibilities

The contractor will be responsible for logistics and support of the evaluation, including hiring of the evaluation staff, vehicle hire and transportation, translation services, printing, etc. The PARES program will provide office space as requested in evaluation target areas. PARES program vehicles will NOT be available for use in data collection or transport of evaluation personnel. The PARES program will provide the venue and associated costs for briefing and debriefing meetings and the presentation of evaluation results.

Baseline Evaluation Team Composition and Qualification

The Baseline Evaluation team should consist of a team leader plus technical specialists in food security, child health, nutrition and education. No member of the Baseline Evaluation team will have had any responsibility in the design or implementation of the program under evaluation. The team leader must be external to the PARES program and all agencies involved in program implementation. To ensure independence as a third-party and avoid disruption in program

implementation that could affect the evaluation results, the Baseline Evaluation team must not use PARES staff as translators, enumerators or supervisors. During data collection and analysis, the primary role of PARES staff members are as informants and observers. They may review and provide comments on data collection tools and instruments before they are finalized. They may observe some of the Baseline Evaluation process, but they will not collect primary data, or participate in translation, analysis or interpretation of this data.

Team leader qualifications:

- Must possess a post-graduate degree (program evaluation, statistics, anthropology, applied research, organizational development, sociology and/or organizational change)
- Must possess extensive evaluation experience using mixed methods in developing countries
- Must be knowledgeable in conceptual frameworks
- Must be experienced in evaluation of food security programs, with strong preference toward USDA FFE programs.
- Must be bilingual in Portuguese and English, with high writing proficiency in English.

Team Leader responsibilities:

- Organize and lead the overall evaluation
- Ensure a thorough review and analysis of project and secondary data
- Lead the sample selection and outputs for primary data collection
- Ensure adequate triangulation and validation of evidence collected
- Evaluate the project's M&E processes and the integration of project sectors and interventions
- Ensure that 1) final report presentation is logical, well-written, and presented in a way that clearly separated the evidence collected, conclusions, and recommendations in different sections of the report, and 2) all evidence, conclusions and recommendations are based on the evidence presented in the report;
- Liaise with World Vision and USDA at the inception
- It would be preferable and advantageous for the Team Leader to also serve as one of the technical sector team members.

Team member qualifications:

- Must possess substantial application of quantitative and qualitative research skills and analysis in one of the following areas (with all areas covered by the collective team) food security, child health, nutrition, gender and education in developing countries.
- Must have extensive practical experience in one of the following areas (with all areas needing to be covered by the collective team) food security, child health, nutrition, gender and education.
- A postgraduate degree related to one or more of the project's technical sectors is preferable.

Team member responsibilities:

- Lead the collection and analysis of primary and secondary data related to his/her field(s) of expertise
- Document findings, draw conclusions and form recommendations for the sector(s)

- Evaluate the general aspects of the implementation of all interventions related to his/her sector(s)

World Vision responsibilities:

- Conduct a review of and provide timely feedback and approval of all draft deliverables listed above under contractor responsibilities.
- Provide an illustrative list of secondary data, made available to the evaluators at least one month before the start of the qualitative data collection activity.
- Logistical and Administrative Guidance and Support:
 - Arrange meetings between the evaluation team and USDA – at the beginning and end of the evaluation process.
 - Advise about local protocols and permissions to gain entry to operational areas
 - Provide advice related to travel (international travel, local vehicles and drivers for hire)
 - Identify local firms with potential to provide technical expertise – including translation
 - Provide office space in the PARES program areas as needed for meetings, desk work, and presentations.
- World Vision will provide a liaison/contact person who will be in close communication with the consulting team leader to coordinate the development and implementation of the evaluation process.

*Note: World Vision will NOT arrange enumerators and logistics (travel documents, health insurance, laptops, flights, and ground transport) for the evaluation team. Furthermore, World Vision vehicles are not permitted for use in Final Evaluation activities. This is to ensure the highest level of independence for the consultant in the evaluation.

X. BUDGET AND PAYMENT METHOD

The consultant will present his/her reimbursement / payment proposal, which will be subject to negotiation with the contracting party. Consulting fees should include any expense related to mobilization, food, workshops costs, logistical support and any expense derived from the consultancy process itself.

The proposed payment method is detailed as follows:

- 20% upon approval of the work plan and signing of the contract,
- 40% on submission of the first draft evaluation report,
- 40% upon submission of the final report as approved by the donor.

XI. DATA COLLECTION ETHICS

Informed Consent

Participants in quantitative and qualitative primary data collection will be asked to provide their informed consent before proceeding with data collection. They will be offered an explanation of

the data collection exercise, its purpose, the length of time expected to complete it, their ability to opt out of questions, how their data will be used, and how their personally identifiable information (PII) will be protected. They will be provided with an opportunity to ask questions.

Data Security & Personally Identifiable Information

World Vision will ensure and safeguard project participant confidentiality and protect PII, both of hardcopy and digital files. Original hardcopy data files and project records will be stored in a secured and protected place with access control. The hardcopy data files will be preserved after 5 years of project closing. The M&E team will develop a standard data management and safeguard system that will include access control, backup system, version control, virus protection and other security measures.

Ethics Training

All MEAL staff and enumerators will be trained in data ethics, including informed consent, data management and security, to mitigate child protection risks, and processes for maintaining participant privacy and confidentiality of PII. WV will establish and follow credible ethical study principles, including:

- **Voluntarism, confidentiality and anonymity of participants:** All participants in interviews will be voluntary to not create harm to participants during or after the data gathering, and their anonymity and confidentiality will be protected. Voluntary involvement will be assured by a scripted verbal explanation of the study being conducted. The script will inform respondents that they may choose to not respond to a certain question and may end the survey/study at any time.
- **Do No Harm:** Project and study themes will be screened for topics and questions that may cause distress to some participants and considerations about the possibility that participating in the survey will be risky given the heavy presence of armed actors and the sensitivity of the topic.
- **Integrity:** Data from participants will be presented honestly and appropriately, such as the authoritativeness, extent-shared and intensity of opinions across the target population, groups, and organization, and aligning quotes with the study themes intended by the informant. Unexpected or contentious findings should be triangulated with other forms of data to validate findings.
- **Child Protection:** Enumerators (if any) will be trained on World Vision child protection policy and ethics in data collection with children and most vulnerable participants (see attached) and if a child (under the age of 18) is to be interviewed, an informed consent will be secured from the parent and children, and the interview shall be in the presence of a responsible adult from the child's family, or other trusted person from the community. Children and other participants will be informed that they can report any concerns to World Vision. Enumerators and other members of the evaluation team will be required to report any safeguarding concerns in the process to the Safeguarding focal person. Children will not be exposed to the question of a highly personal, sensitive, potentially distressing, and

embarrassing nature, as the enumerators will sign an acknowledgement that they know, understand, and will follow the Safeguarding Management Policy and the behaviour protocol. The signed agreements will be kept on file.

- **Confidentiality:** The Consultant undertakes to preserve the confidentiality of any document, information or other material directly related to this assessment and duly classified as confidential and not to share the findings of this assessment without prior written agreement of WV Mozambique and WVUS.

XII. REFERENCE DOCUMENTS

- PARES Results Framework



WV Moz PARES
Project-Level Results f

Annex B: Inception Report

Parcerias para Resultados da Educação Sustentável (PARES) McGovern-Dole International Food
for Education and Child Nutrition Program

Inception Report

Submitted by:
International Food Policy Research Institute (IFPRI)
Universidade Eduardo Mondlane
Universidade Pedagógica

June 28, 2024

I. Introduction

Background

Mozambique has one of the lowest educational attainment rates in the world, characterized by primary completion below 40% (Mambo et al., 2019), with less than one third of students progressing to secondary school (UNESCO Institute of Statistics). Children from remote and less developed districts are more affected by literacy challenges.

Additionally, Mozambique suffers from high rates of child malnutrition. While chronic malnutrition is very high in Mozambique (43%), it is even more pronounced in the provinces of Nampula, Cabo Delgado, Niassa and Zambézia (UNICEF 2016). Anemia prevalence was 66% in rural areas among children in 2015, the youth literacy rate is only 71%, and 90 % of second graders could not read two words in Portuguese (UNICEF 2016).

As shown in Alderman et al. (2012), school feeding programs can have meaningful impacts on school attendance and learning, as well as providing critical nutrients to vulnerable children. More recent work has sought to explore whether school meals can produce larger effects on nutrition for children and improve learning outcomes for poorer children. Aurino et al. (2018) show that a school feeding program in Ghana increased school attendance, grade progression, and cognitive test scores. Further, program impacts were larger for the most vulnerable children.

Despite the health and nutrition benefits of school meals programs, coverage is lowest where children need school meals the most, with only 26% of school children in Sub-Saharan Africa and 18% of school children in low-income countries receiving school meals in 2022. Among them, only 4% in Mozambique specifically receive school meals (WFP 2022). While external support can jumpstart school meals programs and increase coverage in low-income countries, their continued success relies on engagement, participation, and support from local governments and communities. The diversification of financial and in-kind support will be essential to sustainability. Yet, little is known about how to build and sustain this local support for school meals programs in contexts where both household and government budgets are volatile and highly constrained.

Community engagement in governance and management of school meals programs shows significant promise as a pathway to sustainable provision of school meals programs in the low-income countries where they are most needed: first, diversifying funding sources will be necessary in income-constrained areas. Communities can contribute essential funding to sustain school meals programs either directly—by making contributions themselves—or indirectly—by pressuring their government to allocate limited resources toward school meals rather than alternative policies. Even though community funding will likely not fully sustain programs in poor areas, funding from multiple sources will be essential while international donors phase out operations over time and hand over operations to local actors.

Program

To respond to these needs, World Vision (WV), in partnership with the United States Department of Agriculture (USDA), has been working in Africa providing school meals and literacy interventions for years. In Mozambique, they have worked in multiple provinces and districts to

provide school meals, literacy training for teachers, provision of teaching and learning materials, community programs such as parental engagement in reading and learning and reading camps, health campaigns such as deworming and water and sanitation programs. The program is named Partnering for Sustainable Education Outcomes (PARES).

PARES will target 83,072 primary school-aged children in 157 schools in three districts; **100 in Milange** District in Zambezia province, **22 schools in Meconta** and **35 schools in Monapo** Districts, both in Nampula province; amounting to 25% of schools in these districts. The initiative aims to foster a child-friendly and inclusive learning atmosphere, enhancing literacy and educational services. It involves collaborating with families and the wider community to encourage reading. PARES will actively involve educators, administrators, and governmental bodies at district and provincial levels to enhance teaching quality, literacy rates, and overall educational achievements. The selection of schools was based on dropout rates, in line with the National School Feeding Program's (Projecto de Alimentação Escolar—PRONAE) criteria, alongside low rates of grade advancement and food security. PARES will prioritize schools lacking access to clean water and proper sanitation facilities, focusing on those with the highest student populations, by installing boreholes/water systems and inclusive latrine blocks.

PARES will engage teachers, administrators, and district and provincial government authorities to improve the quality of instruction and improve literacy, health and overall educational outcomes. The project will use the criteria of drop-out rates because it is one of the criteria that PRONAE applies, along with failure rates and food insecurity. **Within the cohort of targeted schools**, PARES will target those schools that have no access to potable water or improved sanitation facilities, as well as the greatest number of students, for boreholes/water systems as well as accessible and inclusive latrine blocks. The **target cohort for this baseline evaluation for the Early Grade Reading Assessment (EGRA)** will be grade three students.

Male and female community members will be targeted for their different and important roles that they play in the community. School Councils (SC) are PARES' primary point of entry into communities and PARES will work to build the capacity of both male and female members to mobilize their communities and other key actors like community leaders to support creating a healthy and protective school environment.

The participation of a wide cross-section of key stakeholders will be an essential part of the study including but not limited to the following:

- Program beneficiaries and participants;
- Representatives of MINEDH, MoH, MADER, and MIC officers at the district level, that is, SDEJT, SDSMAS, SDAE, SPDI respectively;
- Partner NGOs such as CRS and CESC;
- Students, teachers and school administrators;
- Parents and caregivers as well as members of the School Counsels (SCs).

PARES builds on previous school meals projects by studying the transition from WV implementation to the national school feeding program, PRONAE. It is a 5-year program in which, after laying groundwork in the first year, WV will deliver USDA-provided commodities to the school feeding programs in full in years 2 and 3. Then, in year 4, WV will provide two-thirds of

the commodities and the government will provide the remaining one-third. In year 5, WV will provide one-third of the commodities and the government will provide two-thirds. Finally, after PARES ends, the expectation is that PRONAE will provide all of the commodities for the 157 schools after that.

Several activities will be implemented under PARES, including:

15. Daily provision of school meals to all primary school students, teachers, and school cooks.
16. Provision of materials and training to school cooks.
17. Training for grades 1-3 teachers in good early grade reading pedagogical techniques.
18. Provision of teaching and learning materials in local language.
19. Engagement of community leaders, school leaders, and parents in emphasizing and recognizing the importance of education, and in particular, reading.
20. Rehabilitation of school latrines.
21. Rehabilitation of kitchens and storerooms.
22. Rehabilitation of water stations.
23. Training of students and parents on health and nutrition practices.
24. Creation of savings and lending groups.
25. Training of community members in citizen reporting and social accountability (implemented by the Center for the Learning and Training of Civil Society – CESC).
26. Training of government stakeholders in school meals provision.
27. De-worming medication, vitamins, and minerals.
28. Develop partnerships with farmer groups to supply food to schools.

The two main activities are the provision of daily school meals and teacher training in early grade literacy. World Vision delivers daily school meals that consist of a porridge with micronutrients added and are provided to all teachers and students at the school, every school day.

World Vision will implement an early grade literacy program called Unlock Literacy (UL), that entails two components: 1) teacher training in early grade literacy and 2) community-level reading interventions. The teacher training comprises training of all teachers in the school on good pedagogical techniques for early grade reading. Teachers are taught the five phases of reading development: letter knowledge, sounding out words, vocabulary, reading fluency, and comprehension. Teachers learn to create a print-rich environment in their classrooms and ensure that children remain motivated while learning to read. They are also provided with materials including books and classroom aids. These materials are in Portuguese and the local language, using locally relevant exercises, and are targeted at the appropriate grade level. The community participation element entails community meetings and training sessions for parents in supporting literacy, and reading camps. These will be conducted in all 157 schools in the study.

There are two parts to the PARES study, and they complement one another.

- 1) **Baseline, midterm, and final evaluations** that will **track progress** in several dimensions of school, student, and community outcomes related to learning, nutrition, and health as a result of the provision of the package of interventions described above.

- 2) A **learning agenda** that will study the **sustainability and resilience** of WV programming as it phases out and transfers control of the program to the government under PRONAE.

The evaluations will consider all 14 activities, but the learning agenda will focus on two of them: farmer groups and community advocacy. This report will address both studies as they are complementary to one another and will be conducted simultaneously. The studies will run for five years from 2023 to 2028 with three rounds of data collection and evaluation: 2024, 2026, and 2028. The theory of change is presented in the Terms of Reference (page 5) in detail, which is attached to this report as Appendix A.

This inception report provides an overview of both the baseline evaluation and the baseline survey for the complementary learning agenda. The report includes the following sections: the evaluation and learning agenda schedule (Section B), the objectives, research questions, and limitations (Section C), the methodologies (Section D), the evaluation matrices of indicators (Section E), data analysis methods (Section F), and data collection and quality assurance (Section G).

II. Schedule

The evaluation will proceed according to the following schedule. Deadlines are listed first, followed by the deliverables. Note that the **data collection for both the evaluation indicators and the learning agenda indicators will be conducted simultaneously** to enhance efficiency and reduce costs. The **evaluation and learning agenda reports and other deliverables will be separate**.

2024: Baseline Evaluation and baseline survey for learning agenda:

- April 26: inception report, questionnaire drafts and translations.
- May 10: finalize questionnaires and program into CAPI.
- July 3-13: enumerator training.
- July 14-Aug 7: pre-visits to schools and communities and data collection.
- September 15: drafts of baseline evaluation and learning agenda reports.
- September 30: finished baseline evaluation and learning agenda reports and dataset.

2026: Mid-term Evaluation and midline survey for learning agenda:

- April 30: final questionnaires and translations.
- May 15: enumerator training.
- June– July: fieldwork.
- September 15: finished mid-term evaluation and midline learning agenda reports and dataset.

2028: Final Evaluation and endline survey for learning agenda:

- April 30: final questionnaires, hiring of survey firm.
- May 15: enumerator training.
- June – July: fieldwork.

- September 15: finished final evaluation and endline learning agenda reports and dataset.

III. Objectives, Research Questions, and Limitations

This section will provide details on the objectives and research questions of this study. The baseline evaluation and learning agenda will be described separately, since they will be jointly conducted, but analyzed separately.

Objectives & Research Questions

Baseline evaluation

The baseline evaluation will provide the baseline measures of all the project indicators – it will provide the benchmark against which project success will be evaluated. It will be closely linked with the activity monitoring plan so that the data collected can be replicated if necessary, during ongoing activity monitoring, for mid-term review, and when the activity is being assessed for the annual reports and end of program evaluation. Baseline data will be used to revise performance monitoring targets if needed and will be utilized during the mid-term review and end of program evaluation to assess the quality of activity implementation and measure the development results.

Specifically, the objective of the baseline evaluation is to:

- Determine the baseline values for the project outcome and impact indicators before implementation commences;
- Validate and strengthen project targeting and implementation approach;
- Describe the vulnerability context of the targeted community in relation to socio-economic, natural/environmental, drought shocks trends and seasonality;
- Generate key recommendations to guide the project implementation process.
- Gather non-indicator data to describe the prevailing conditions of the target communities or population.
- Gather relevant information about the target population that can be used to improve targeting and sub-activity design before implementation begins.

The baseline study will seek to answer the following questions/topics:

- General status of targeted households – Source of food, number of household members, main income sources;
- The status/availability of community assets and their utilization;
- What is the current status of the key performance indicators for the MGD FFE programming in the different sectoral/ thematic areas?
- What are the opportunities for implementing or strengthening Local and Regional Procurement in MGD FFE (PARES) programming?

- Do the baseline findings indicate need to rearrange PARES priorities, implementation approaches or activity sustainability timing?
- To what extent are the identified grade three (3) school-age children have reading fluency and reading comprehension skills? The study will employ the Early Grade Reading Assessment (EGRA) measure reading fluency and reading comprehension.

Learning Agenda

In addition to the baseline evaluation, a learning agenda will serve to answer two key research questions identified by USDA:

- FFE Key question 2: What community-level governance and management systems can support the successful **implementation and sustainability** of school meals programs?
- FFE Key question 4: What mechanisms affect the **resiliency** of school meal program community support systems, and in what ways?

The learning agenda will respond to the Key Questions above by examining the impact of two additional community-based interventions that build on the core set of activities in the PARES school feeding program: 1) Farmer Groups, and 2) Community Advocacy. The baseline data collection activity will serve to provide a picture of the starting point for the learning agenda specific indicators. The learning agenda indicators are based on the interventions that will be conducted by World Vision to answer the key questions, which are as follows.

In the **Farmer Group** intervention, World Vision will establish farmer groups or work with existing farmer groups to enable them to provide some food for the school meals program. Farmer groups are expected to contribute 30% of their output to the schools. The food will largely include fruits and vegetables that need to be sourced locally and improve the nutritional profile of the meals. They will be provided with productivity-enhancing agricultural inputs such as improved seeds and fertilizer so that production levels can be increased. Additionally, they will be trained on how to plan for consistent supply to schools and planning for emergencies and/or disruptions to the school meals in case of a natural disaster or other emergency.

WV will provide training that will include:

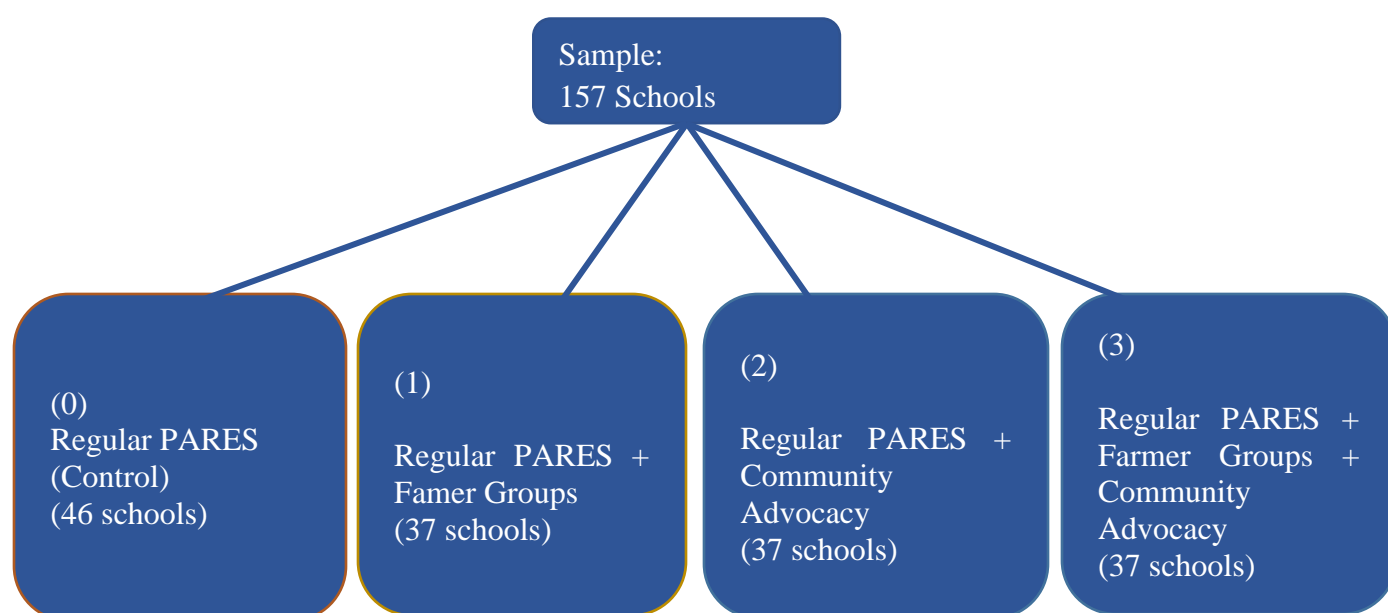
- The creation of a plan of action for all farmers within the group to grow and provide the appropriate quantity of food to schools;
- How to ensure quality, nutritious foods are provided;
- The schedule by which food will be provided, including the week(s) during which a farmer will provide a particular food of a specific amount;
- The creation of an “emergency” plan to ensure that school meals continue if there are any disruptions.

In the **Community Advocacy** intervention, CESC will work with school councils and community groups in focal communities to promote citizen voice and accountability. CESC will train school councils to advocate and pressure the government to maintain the school meals program and to monitor program implementation under PRONAE via citizen reporting and social accountability. CESC will train school councils in how to manage community dialogues and discussion groups

on school-related issues, including the school meal program, and also train in community mobilization, teaching strategies to mobilize children, as well as caregivers and influential community members. Additionally, through CESC, school councils will participate in community scorecard exercises, which will assess the accountability of the government for the provision of higher quality education services. CESC will also create awareness among community leaders about budgeting and tracking implementation against district and provincial planning.

The interventions will be tested using a randomized controlled trial (RCT) study design. The interventions will be randomly assigned to schools as different treatment arms (including a control group) based on the baseline survey data. Respondents will be randomized into one of the following treatment arms in Figure 1, which will determine whether the Farmer Group or Community Advocacy programming or both is implemented in the study school's focal community.

Figure 1: Study Design



Randomization is done at the school level and will assign a 37/157th (~23.6%) probability to a school being assigned to any treatment arm—just less than 25% probability due to a non-divisible total number of study schools. Randomization will be stratified across the three districts and other World Vision planned programming. Randomization will be implemented using Stata/MP 18 and will follow a re-randomization method that will entail 1,000 replications of random assignments, checks for balance on 10 variables for each assignment, the calculation of the maximum t-statistic for differences across groups among the 10 variables, and the selection of the random assignment that has the smallest maximum t-statistic.

The research questions of the *learning agenda* are as follows:

1. What is the effect of focused planning and food production for school meals transition and disruptions on school meal sustainability and resilience? (0 vs 1)

2. What is the effect of focused community advocacy for school meals transition and disruptions on school meal sustainability and resilience? (0 vs 2)
3. What is the effect of focused planning and food production as well as focused community advocacy for school meals transition and disruptions on school meal sustainability and resilience? (0 vs 3)
4. Are there complementarities gained by implementing the interventions together? In other words, is the effect of the combined intervention larger than the sum of each intervention separately? (1+2 vs 3)

Limitations

There are some limitations that the study may face. Below, we list each one and outline mitigation measures that will be taken.

Limitation 1: Teacher and student absenteeism.

Mitigation measure 1: On the day of the survey in a school, teachers or students may be absent and unavailable for interviews. Should this occur, it will reduce the sample size. However, World Vision and the research team will implement several procedures to minimize the effects of respondent absence on the sample size.

First, World Vision will work with the MINEDH to request the active participation of all relevant study participants. The survey firm will go to the schools with a letter from the Ministry requesting that the school cooperate with the survey firm.

Second, there will be a team of “mobilizers” who will visit schools a few days in advance of the full data collection visit that will entail several interviews of school staff and testing of students in reading. They will speak with the school principal to arrange a day and time for the full school visit and will request that they ensure that the teacher to be interviewed is present on that day. If the teacher is still absent on the day of the school visit, enumerators will phone the teacher and request that they come to the school. If they cannot, they will arrange a time with the teacher either to return to the school or interview them via phone.

The random selection of students to be interviewed will be conducted on the day of the full school visit. Consequently, it will only be students who are present that will be interviewed. That way, student absenteeism will not affect the sample size.

Limitation 2: Inaccessibility of schools due to severe weather or inaccessible roads

Mitigation measure 2: It is possible that schools may be inaccessible for interviewing and/or monitoring if they are not accessible via road. In these cases, the survey team will work with the school directors to arrange for the team to visit on another day or conduct the interviews with school staff via phone. To conduct the reading assessment, the enumeration team will have to return to the school in person and they will coordinate with the school principal to find an appropriate day to visit when they expect the roads to clear up.

Limitation 3: The causal impact of school meals

Mitigation measure 3: Because all of the schools will receive school meals, the learning agenda will not be able to causally identify the impact of school meals on learning, nutrition, and other outcomes. However, the baseline evaluation will provide the status of these indicators before the project starts, and the midline and endline evaluations will provide the progression and improvements in these indicators, providing a picture of how the project is progressing.

IV. Methodology

This section provides details of the methodologies for both the baseline evaluation and the baseline survey for the learning agenda. They are presented separately, since they are separate studies. The International Food Policy Research Institute (IFPRI) is partnering with WV to undertake both these studies. The studies will run for five years from 2023 to 2028 with three rounds of data collection and evaluation: 2024, 2026, and 2028.

The baseline study will use a **Mixed-Methods approach** and will include a Participant Based Survey (PaBS) or Questionnaire, Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), observations, as outlined in the Evaluation Plan (EP).

Sampling

Quantitative data

World Vision (WV) worked closely with government officials at the provincial and central level, especially with Ministry of Education and Human Development (MINEDH) and PRONAE leadership, to target districts aligning with GoM priorities for the McGovern-Dole Food for Education (MGD – FFE) project. World Vision, together with the Nampula and Zambezia District Service of Education, Youth and Technology (SDEJT) and Provincial Directorate of Education (PDE) agreed on the target districts in Nampula for PARES that are adjacent to Muecate and Nacarora, where WV currently implements ECT III; and MINEDH encouraged WV to target the border area of Zambezia, as there are high rates of attrition from Mozambican schools to Malawi, as Malawian schools provide school meals. The prioritized districts are Meconta and Monapo in Nampula and Milange district in Zambezia province. All three districts are considered highly vulnerable (see Table 1). MINEDH felt that targeting Zambezia would be strategic, as both Bureau of Humanitarian Assistance (BHA) and Feed the Future implement interventions there.

Table 1: Overview of Key Statistics

Indicator	Nampula Province		Zambezia Province
	Meconta	Monapo	Milange
Population Under Poverty Line	20%	20%	20%
Population Food Insecure	10%	10%	11%

Vulnerable Population	10%	10%	26%
Girls' Drop Out Rate	7%	5%	6%
Student Failure Rate	7%	12%	8%
Attendance Rate	93%	88%	92%
Potable Water Coverage	23%	18%	36%
Sanitation Coverage	N/A	0%	81%
Stunting Rate	47%		45%

Within each school, a random sample of 6 grade three students will be selected, conditional on the provision of parental consent, for the literacy assessment and short interview. As a first step, all students in the grade three class will be listed. Subsequently, the tablet will randomly select 6 students to take the EGRA and respond to a short interview. In addition, we will also interview the grade three teacher, the deputy school director, and the school council leader.

In the community in which the school is located, a sample of 8 households that have a child aged 5-11 years old. This is the “eligible sample” and is the age group that will have been exposed to school meals for the longest. The meals will start being distributed in September and will run for 5 years. Those who are 5 will age into the program and those who are 11 may still be in school once the program is phasing out. The 8 households will be selected using a random walk procedure, whereby enumerators will start in a central place in the community (such as a church or market) and throw a pen into the air. They will then walk in the direction of the tip of the pen and survey the first household who is eligible. Subsequently, they will throw the pen up in the air again and survey the first household who is eligible in that direction, until 8 households have been interviewed in the community.

The same sample will be used for both the baseline evaluation and the learning agenda.

Qualitative data

Qualitative data sampling will be intentional. Participants in the qualitative data collection who are sampled for the FGDs and KII will be representative of the different population groups in the target districts. They will reflect the different sectors (health and nutrition; education – Unlock Literacy; school meals; agriculture; WASH UP) within the integrated PARES project. Additionally, sampling will be reflective of the contextual realities in the targets provinces and/or districts.

Data Collection

PARES is a mixed methods study that will combine quantitative data collection from several types of respondents, and qualitative data from key informant interviews (KIIs) with multiple stakeholders, and focus group discussions (FGDs) with program participants. Data for the baseline evaluation, as well as the learning agenda, will be collected simultaneously to avoid duplication and improve efficiency (and thus reduce costs).

Quantitative data will be collected by the firm Austral Consultoria Ltd. Austral has over a decade of experience collecting data across Mozambique and collecting data for the Educating Children Together project's third phase (ECT3). Qualitative data will be collected by a consultant who is expert in qualitative data collection. They will conduct all the FGDs and KIIs, record them (if respondents provide them with permission), transcribe, and analyze the data from the interviews.

Quantitative data.

The target cohort for this evaluation is grade three students, and a repeated cross-section design will be used. Data will be collected from all 157 schools and the community in which the school is located. Data will be collected electronically on tablets using Survey CTO.

The respondents will be:

1. Deputy school directors.
2. Third grade teachers.
3. Third grade students (enumerator administered questionnaire and EGRA). These will be interviewed in a representative sample of 50 schools across all four experimental arms, with 6 students per school.
4. Parents of children in the community aged 5-11 years old.
5. School council leader.

Questionnaires will be drafted by the research team and circulated to WV and CESC for review and comments. The research team will then review the comments and make the requested changes. The questionnaires will then be programmed into an electronic format (Survey CTO) and tested by the research team and the survey company, Austral. All data collection instruments will be drafted in English, translated to Portuguese, back translated, and field-tested.

Qualitative data.

The following focus group discussions will take place in each district with at least 5 participants in each group:

1. Grade 3 girls.
2. Grade 3 boys.
3. Teachers from different schools within the same district.
4. Deputy school directors from different schools within the same district.
5. Households in the community.

Key Informant Interviews (KIIs) will also be conducted with World Vision stakeholders, including 2 education specialists, a monitoring and evaluation officer, and a project coordinator. Representatives of the Ministry of Education and Human Development (MINEDH), officers at the district level, such as District Service of Education, Youth and Technology (SDEJT), District Service of Health, Women and Social Affairs (SDSMAS), District Service of Agriculture and Economic Activities (SDAE), District Service of Planning and Infrastructure (SPDI) respectively; partner NGOs, such as CESC.

V. Evaluation matrices

Project's indicators (included in the PMP) on nutrition and literacy outcomes among primary school-age children in Milange, Monapo and Meconta districts will be measured to establish baseline values. The matrix below lists the indicators that will be collected as part of the baseline evaluation.

Indicator Number	Indicator	Data Collection Method
Standard indicator #1	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	Literacy test of a representative sample of students in 50 schools
Custom Indicator #1	Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, and coaches	Deputy school director questionnaire
Custom indicator #2	Average teacher attendance rate in USDA supported schools	Deputy school director questionnaire
Custom indicator #4	Percent of classrooms with literacy instructional materials (textbooks, workbooks) sufficient for effective instruction	Deputy school director questionnaire
Custom indicator #6	Percent of students in classroom identified as attentive by their teachers during class/instruction	Teacher questionnaire
Custom indicator #7	Percent of students in target schools who indicate that they are not "hungry" during the school day	Student questionnaire (same sample as literacy test)
Standard indicator #2	Average student attendance rate in USDA supported classrooms/schools	Student data from school/teacher attendance records
Custom indicator #12	Percent of students who miss less than ten (10) school days per year due to illness	School records and household survey
Custom indicator #13	Percent of parents in target schools who can name at least three benefits of primary education (collected through a survey)	Household questionnaire
Custom indicator #20	Percent of target schools with access to separate latrines for girls and boys	Deputy school director questionnaire

Custom Indicator #23	Percentage of target schools obtaining food from farmers groups	Deputy school director questionnaire
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The matrix below lists the primary indicators that will be collected as part of the baseline survey for the learning agenda.

Indicator Number	Indicator	Data Collection Method	Baseline	Midline	Endline
1	Number of days in the past week that school meals were distributed to all students who attended school and wanted a school meal.	Commodities manager questionnaire		X	X
2	Number of days in the past week that school meals included grains, lentils, and fruits or vegetables.	Commodities manager questionnaire		X	X
3	Number of farmer groups in the community.	World Vision	X	X	X
4	Whether or not any farmer group donated food for school meals.	Commodities manager questionnaire		X	X
5	Proportion of food for school meals provided by farmer groups in the community.	Commodities manager questionnaire		X	X
6	Whether or not any savings group donated money for school meals (including for food or non-food items).	Commodities manager questionnaire		X	X
7	Proportion of parents who have volunteered their time for some aspect of school meals.	Household questionnaire	X	X	X
8	Proportion of parents who have donated money or in-kind items for school meals.	Household questionnaire	X	X	X
9	Number of savings groups in the community.	World Vision	X	X	X
10	Number of farmer groups in the community that have a plan for contributing to school meals and supporting them in case of disruptions.	Farmer group leader		X	X
11	Amount of food set aside by farmer groups specifically for school meals.	Farmer group leader		X	X

12	A member of the school council has met with the district administrators.	School council leader	X	X	X
13	Proportion of households that know who to contact if there is a problem with their child's meal at school.	Household questionnaire		X	X
14	Proportion of households that contacted any government official about any type of public service in their community.	Household questionnaire	X	X	X
15	Proportion of households that contacted any government official about school meals specifically.	Household questionnaire	X	X	X

VI. Data Analysis

Quantitative Data

Baseline Evaluation

The baseline evaluation indicators will be constructed as the mean (for continuous variables) or proportions (for dichotomous variables) across all 157 schools in the sample. We will also report each indicator's standard deviation. Means and differences will also be reported separately across the three districts, and indicators will be disaggregated by gender where applicable. Tests of equality between groups (districts and gender) will be conducted using t-tests that provide p-values of differences of means. We will indicate when two means are significantly different from one another at the 5%, 10%, and 1% levels of significance.

We will also use a hierarchical regression model to identify predictors of student learning. There are two steps. First, student learning is regressed on a series of variables that may predict learning, in separate regressions for each variable. The variables will be measures from the school, teacher, deputy director, and students and their communities. Once these separate regressions have been run, any regressors that are statistically significant will be pooled together into another model where student learning will be regressed on all of them together. Variables that are statistically significant in that model are interpreted as significant contributors to learning, and the coefficient sizes can also help to interpret which variables are most important.

Learning Agenda

After baseline data collection, schools will be randomly assigned to each of the four groups of schools. Subsequently, randomization balance will be established by comparing baseline data across the four groups. To test for statistical balance, we will run a series of regressions of school, student, and household characteristics on indicator variables characterizing the treatment assignment of the school. Standard errors will be clustered at the school/community level and an F-test will be used to determine whether we can statistically reject the null hypothesis that the distribution of measures is the same in the different treatment arms.

We will run the following regression:

$$y_{it} = \beta_0 + \beta_1 T1_i + \beta_2 T2_i + \beta_3 T3_i + \theta_s + \epsilon_{it}$$

Where y_{st} is the outcome reported for school or community i and in time t , $T1$, $T2$, and $T3$ are indicator variables representing the treatment arms 1-3 specified above, θ_s are stratum fixed effects, and ϵ_{it} is a mean-zero error term.

The coefficients β_1 through β_3 are our coefficients of interest. If the sample is balanced, we do not expect any to be statistically significant.

Qualitative analysis

The qualitative data analysis will complement and serve to explain the patterns in the quantitative data. It will explore participants' perceptions about the implementation process and impact of the PARES program on students' attendance and reading development, and parents and school councils' participation in school meals. The main objective of this qualitative component of the study will be to gather information on procedural factors that could help explain findings in the quantitative data and inform future programming.

Data will be gathered through semi-structured interviews and focus group discussions (FGD) involving different categories of stakeholders, including students, teachers, school managers, school commodities managers, farmers' associations, savings groups, and education and WV officials.

Interviews will be recorded, transcribed in Portuguese, and translated to English. Thematic analysis will be used to analyze and interpret the data gathered.

VII. Data Collection and Quality Assurance Plan

Training and Data Collection

The same procedures will pertain to both the baseline evaluation and the baseline data collection for the learning agenda as the same survey firm will do the data collection for both together. Enumerators will be trained on the questionnaires in a 6-day training event, which will include one day in the field in non-study sites to practice interviewing.

During the training, all enumerators will be trained on how to administer each questionnaire, the logistics of the school and community visits, and on research and data collection ethics. They will be trained in how to carry out the interview, including line-by-line explanation and interpretation of the questionnaire, the flow and skip-patterns, definitions, and explanations of how to handle unusual cases and when to contact the supervisor for assistance. Supervisors will participate in the enumerator training but will also receive additional training related to their supervisory role. This will include detailed and special training on how to obtain informed assent from child respondents – including a detailed protocol for obtaining parental approval. Moreover, we will emphasize that when interviewing respondents, enumerators should emphasize that the respondent does not need to answer any particular question should they not want to. All required World Vision training on child protection will also be provided.

Data collection will be carried out by a team of 24 interviewers. These will be divided into 8 teams with 3 enumerators and one supervisor each. Each team will cover 1.5 communities per day.

Study Ethics

All enumerators will be trained in data ethics, including informed consent, data management and security, to mitigate child protection risks, and processes for maintaining participant privacy and confidentiality of PII. Ethical study principles will include:

- **Voluntarism, confidentiality and anonymity of participants:** All participants in interviews will be voluntary to not create harm to participants during or after the data gathering, and their anonymity and confidentiality will be protected. Voluntary involvement will be assured by a scripted verbal explanation of the study being conducted. The script will inform respondents that they may choose to not respond to a certain question and may end the survey/study at any time.
- **Do No Harm:** Project and study themes will be screened for topics and questions that may cause distress to some participants and considerations about the possibility that participating in the survey will be risky given the heavy presence of armed actors and the sensitivity of the topic.
- **Integrity:** Data from participants will be presented honestly and appropriately, such as the authoritativeness, extent-shared and intensity of opinions across the target population, groups, and organization, and aligning quotes with the study themes intended by the informant. Unexpected or contentious findings should be triangulated with other forms of data to validate findings.
- **Child Protection:** Enumerators (if any) will be trained on World Vision child protection policy and ethics in data collection with children and most vulnerable participants (see attached) and if a child (under the age of 18) is to be interviewed, an informed consent will be secured from the parent and children, and the interview shall be in the presence of a responsible adult from the child's family, or other trusted person from the community. Children and other participants will be informed that they can report any concerns to World Vision. Enumerators and other members of the evaluation team will be required to report any safeguarding concerns in the process to the Safeguarding focal person. Children will not be exposed to the question of a highly personal, sensitive, potentially distressing, and embarrassing nature, as the enumerators will sign an acknowledgement that they know, understand, and will follow the Safeguarding Management Policy and the behaviour protocol. The signed agreements will be kept on file.

Consent procedures will follow those of previous WV studies in Mozambique (particularly ECT3) and other education studies in Africa. Consent will be sought from parents of students. Prior to the start of fieldwork, pre-visits will take place whereby the survey firm will visit schools to introduce themselves and collect information on school and class timings to better organize fieldwork. At that time, consent forms will be dropped off with the school director, who will send the forms home with students. Students will then return the signed forms (if the parent consents) before the school visit. For adults who will be surveyed, written consent will be sought on the day of the survey. Households and adults will be provided with a consent statement that includes: 1) objectives of the study; 2) study procedures; 3) risks and benefits of participating in the study; 4) strategies used by researchers to minimize risks; 5) costs/compensation associated with participating in the study; 6) the duration of the interviews, 7) the voluntary nature of the study, the participant's right to refuse to answer questions or leave the study; 8) that all information will

be confidential, that nobody will be able to identify any particular individual's responses, and that their data will be kept securely; and 9) contact information for study staff. The consent statement will also be written in the local language of that area. The signed copy will be retained by the supervisor, and a copy will be provided to the respondent to take home. Their consent will be recorded in the Survey CTO software whereby a box will be checked if the respondent consents to participate. They will have the opportunity to ask any questions and raise any concerns and these will be addressed by the enumerator.

Quality Assurance

Careful quality assurance protocols will be used to ensure fidelity to high quality data collection principles. Supervisors will monitor enumerators' work and will directly observe interviews as appropriate. Regular data checks will be conducted by the survey firm to identify any anomalies in the data. Similar regular data checks will be conducted by IFPRI. In addition, there will be careful adherence to consent procedures to ensure that all households have the opportunity to provide informed consent for the participation of their children. These procedures are specified in submissions to the IFPRI Institutional Review Board.

The enumerators will interview the respondents individually. All data will be collected on tablets (using Survey CTO) and provided to the manager of the survey firm and research team each night via a password-protected Dropbox folder. The manager and research assistant will conduct quality checks of the data collected.

Checks will include:

- Checks to ensure that all questions are answered according to the programmed skip patterns.
- Checks that all modules are completed in every survey.
- Consistency of responses.
- Analysis of data by enumerator to ensure that an enumerator is not systematically recording different data, as that is a signal of potentially incorrect data collection.
- An assessment of the duration of questionnaires to determine whether they are too long or are being done too quickly to ensure quality data collection.

Data Management and Security

The same procedures for data management and security will pertain to both the baseline evaluation and the baseline data collection for the learning agenda. The data will be archived with the main IT specialist of the survey firm. Only the manager and the Director of the survey firm will have computer access to these files.

Only authorized individuals will have access to the dataset with identifiers, which will be secured through a combination of restricted dissemination of information and storage in a password protected file. Original data containing the identities of the respondents will not be shared with

any other institutions. Team members involved with this study will be made aware of this provision.

Names and other easily recognizable identifiers will be entered with IDs in a separate electronic file from all other data. This electronic file containing names will be held separately from all other data files and will be kept only by managers of the study at IFPRI. This information will be kept in electronic format so that it can be used easily to help find respondent households for the next round of data collection. Study identifiers (school and individual IDs) are included in each data file so that data from the several instruments collected within a school may be linked together and with future survey rounds. However, these are not meaningful to casual observers without access to the original study logs. All data files will be always maintained under password protection. Public use data will include no identifiers.

Appendix A – Theory of Change

In collaboration with the Government of Mozambique (GoM), WV and its partners have adapted the McGovern-Dole (MGD) Program-level results framework to create a healthy and safe school environment to improve the quality of literacy instruction, student attentiveness, student attendance and health, and the nutrition and diet of students, with the goal of *improving overall educational outcomes for children, and in particular, literacy*. To accomplish this, the PARES project will also build community and government capacity and will work with farmers' associations and the government – in particular PRONAE – to establish an effective and efficient approach to Local and Regional Procurement (LRP). PARES has an increased focus on sustainability and graduation of all key interventions of the project. To achieve these goals, the project has designed the following interventions:

MGD SO1: Improved Literacy of School-Age Children

1.1: Improved Quality of Literacy Instruction: This result will be achieved through WV's engagement on five intermediate results including:

- **1.1.1** More Consistent Teacher Attendance;
- **1.1.2** Better access to inclusive school supplies and materials;
- **1.1.3** Improved Literacy Instructional Materials;
- **1.1.4** Increased skills and knowledge of teachers; and
- **1.1.5** Increased skills and knowledge of school administrators.

The set of interventions is designed to respond to challenges of quality of literacy instruction, attentiveness, and retention, but in such a way that the GoM will be able to sustain MGD investments. The distribution of school supplies and inclusive, bilingual books helps to motivate teachers and creates a literacy “rich” environment. PARES will continue to employ Unlock Literacy, including a bilingual education component to its reading camps, which is in alignment with MINEDH strategy for bilingual inclusion in its national curriculum.

1.2: Improved Attentiveness: PARES will achieve this result through interventions that reduce short-term hunger (**1.2.1**) by increasing access to food (**1.2.1.1**) for school children. Partnerships with farmers' associations will contribute to Improved Access to Culturally Acceptable Foods (**LRP 1.3.1**), which, together with training of teachers, School Council members and cooks on safe food prep and storage practices (**MGD 2.2**) leads to Improved Utilization of Nutritious and Culturally Acceptable Food that Meet the Quality Standards (**LRP 1.3**), which leads to Improved Effectiveness of Food Assistance through Local and Regional Procurement (**LRP SO1**), contributing directly to the Increased Access to Food (School Feeding) (**1.2.1.1**).

1.3: Improved Student Attendance: Result 1.3 will be achieved through interventions implemented by WV under results **1.3.1**, **1.3.2**, **1.3.3**, **1.3.4** and **1.3.5**. Result **1.3.1.1** (school feeding) contributes to **1.3.1** by reducing household expenditure on food and providing an incentive for children to attend school, which is particularly beneficial for the poorest in the community,

MGD SO2: Increased Use of Health, Nutrition and Dietary Practices

2.1: Improved Knowledge of Health and Hygiene Practices: PARES will review and revise the PRONAE school health, nutrition, and WASH manual, then establish Master Trainers who will train teachers and school council members. They will in turn support the creation of school health clubs and support students, cooks, and teachers to adopt appropriate behaviors.

2.2: Increased Knowledge of Safe Food Preparation and Storage Practices: PARES will train parents, teachers, cooks, and district level education staff on safe storage, handling, and preparation of commodities for school meals, including good hygiene and quality control of perishable commodities and their use to limit spoilage.

2.3: Increased Knowledge of Nutrition: The same manual and Master Trainers trained under 2.1 will be used under 2.3. Schools with existing school gardens will use the gardens to demonstrate the production of diverse fruits and vegetables which can be tasted by children, which will accompany discussions on dietary diversity and nutrition.

2.4: Increased Access to Clean Water and Sanitation Services: PARES will rehabilitate or construct 11 boreholes or water systems in schools, selecting schools based on need. Water Management Committees will be established for each new borehole; water systems which will be transferred to private companies for management. PARES will also construct 27 latrine blocks at schools using WHO guidelines for student-to-latrine ratio and an accessible and inclusive design. Schools will be selected based on need together with the government.

2.5: Increased Access to Preventative Health Interventions: PARES will support MoH campaigns to provide de-worming medication to all children in targeted schools, thrice annually, as well as logistical support for preventative health campaigns for students.

2.6: Increased Access to Requisite Food Prep & Storage Tools & Equipment: This is included under the activity to provide school meals.

The project framework supports the MGD Program Results Frameworks by aligning each PARES project result with a result of the LRP and MGD Strategic Objectives 1 and 2.

Annex C: Monitoring Tools

IFPRI PRIMARY SCHOOL SURVEY: SCHOOL PERMISSION AND PRELIMINARY INFORMATION

SECTION A: DASHBOARD:

A00	Enumerator, please select your name	Pop-up list
A01	School ID	Enter school ID from school sample list
A02	School Name	Prefilled
A03a	District	Prefilled
A03b	Administrative Post	Prefilled
A03c	Province	Prefilled
A04	Locality	Prefilled
A05	Village	Prefilled
A06	ZIP number to which school belongs	Prefilled
A07	Enumerator, is the school information correct?	1 – Yes >> proceed with interview 2 – No >> go back and enter the correct the School ID. If the problem persists or if you need to update the information about the school, call your supervisor.
A08	Date and time stamp	Automatic
EGRA	School selected for EGRA?	Prefilled

Enumerator: attempt to talk to the Director and only if necessary, someone else. The preferred order is School Director, Deputy School Director, a teacher, and then a member of the school council.

SECTION B: RESPONDENT INFORMATION

No.	Question	Response
B01	Did you meet with the school director?	1 - Yes >> B05 2 - No
B02	With whom did you meet?	1 – Deputy school director 2 - A teacher 3 - A school council member 99 - Other, specify
B03	What is the name of the person with whom you met?	Name
B04a	What is the primary phone number of the person with whom you met?	Phone
B04b	What is the secondary phone number of the person with whom you met?	Phone

School-level informed consent to be given by the director or deputy school director (different if school is selected for EGRA)

Good Morning/Good Afternoon. My name is (NAME), I work for a team of researchers in the United States and in Mozambique. The research team is collecting data for an education research project and we would like to invite your school to participate in this survey. To help you decide if you want to participate, I will provide further information about what we are trying to do. If in doubt, you can ask for clarification at any time. If you need to, you can ask for time to reflect or consult someone you trust.

We would like to schedule a day to come back to interview the following individuals at your school:

1. The Deputy School Director
2. The grade 3 reading teacher.
3. The school council leader
4. **[WILL ONLY SHOW IN EGRA SCHOOLS]** Six randomly selected grade 3 students.

The interview will include a few questions about themselves and the school and the administration of the Early Grade Reading Assessment (EGRA).

Why is this research being carried out?

This research is being carried out to gain an understanding of how education works in Mozambique. Many other schools will be participating in the same research study. The research will investigate how to improve education programming in Mozambique.

Type of Research/ Intervention

The data collected during this research will be used in a statistical model that will allow measuring the effect that educational programs have on students' literacy performance.

Selection of participants

This survey will include many schools from two districts in Nampula province and one in Zambezia province. They have been selected from a group of schools just like yours.

Voluntary Participation

Participation is voluntary. Your school is not required to participate in this research. If you decide not to participate, there will be no harm to you, your staff, or your students. If you decide to participate, you can interrupt at any time without prejudice. There are no sanctions or consequences if you decide you don't want to participate. Anyone can also choose not to answer any specific question in the interview, and you can also ask us not to use your information at any time.

Risks, Discomfort, and Inconvenience

There will be very little risk to you, your staff, or your students from the study. Studies and teaching will not be impacted. Our visit will last approximately 4 hours.

Benefits

We cannot promise any benefits to you or others who participate in this survey.

Your school's participation in the study is very important, and we hope that your participation in the study can help us to improve education in Mozambique.

Cost of participation/ Compensation

All respondents will receive a token of our appreciation for participating in this study, and there will be no cost for participating in this study.

Privacy

For anyone interviewed, their name, as well as any other information that can be used to identify them, will not be shared with anyone, including the government. No one, except one researcher, will be able to access the information and see any answers. All information will be stored in an encrypted, password-protected folder that only the lead researcher will have access to.

Confidentiality

All information given to the interviewer will be kept confidential. We will never report on individual information, only describe general standards and the conclusions resulting from the analyses of the information provided by all participants. No data identified by individual participants will be published for third parties who are not project personnel, and no data collected during the study is sensitive in nature. All information that could be used to identify the participant will be treated, protected, and accessed only by the team authorized for research.

Sharing Results

The results of this study will result in recommendations and the elaboration of education policies, which will be shared with the Ministry of Education and Human Development of Mozambique, international institutions, and education practitioners in Mozambique and outside Mozambique. The results of the research will also be published in conferences, seminars, workshops, and scientific publications.

Whom to Contact

In case you would like to speak with someone about the research, please contact:

Dr. Feliciano Salvador Chimbutane
Universidade Eduardo Mondlane, Maputo
Tel: +258828173490 / 848185299
Email: felicianosal@yahoo.com.au

OR

Dr. Carlos Lauchande
Universidade Pedagógica de Maputo
Tel: +258 828487629 / 847369889
Email: lauchand59@gmail.com

B05. Do you consent to your school participating in this study?

1 - Yes >> Proceed with activities for the day
2 - No >> Do not interview this school. Stop all activities and inform the Team Leader

SECTION C: SCHOOL INFORMATION

No.	Question	Response
C01	GPS coordinates	Automatically captured
C02	How many grade 3 streams are in this school?	1 2, 3, 4, 5

C03	How many teachers teach the grade 3 students reading?	Number
C04.1	What is the name of Teacher 1 ?	Name
C04.2	Is there another teacher who teaches grade 3 students reading?	1 - Yes 2 – No >> C05
C04.2.1	What is the name of Teacher 2 ?	Name
C04.3	Is there another teacher who teaches grade 3 students reading?	1 - Yes 2 – No >> C05
C04.3.1	What is the name of Teacher 3 ?	Name
	Up to Teacher 10.	
C05	What is the name of the main teacher who teaches grade 3 students reading? (The first one alphabetically if there are more than one)	Name - this is the “ index teacher ” to interview
C07	ID of the index teacher – the teacher to be interviewed and whose class	Automatically generated
C08a	How many shifts does this school operate?	1 - 1 shift 2 - 2 shifts 3 - 3 shifts
C08b	What time does each shift start and end? [number of options displayed is conditional on C08a response]	Shift 1: start time _____ end time _____ Shift 2: start time _____ end time _____ Shift 3: start time _____ end time _____
C09	During which shift is grade 3 reading usually taught by the main grade 3 reading teacher?	1 - Shift 1 2 - Shift 2 3 - Shift 3
C10	Does the school have a school council?	1 – Yes 2 – No >> C11
C10a	What is the name of the school council president?	Name
C10b	School council president ID	Automatically generated
C10c	School council president’s primary phone number	
C10d	School council president’s secondary phone number	
Enumerator: provide some options of dates for the survey team to return to conduct the full survey and select a day and time. Record the agreed upon day and time below. Please ask the respondent to ensure that the grade 3 teacher will be present on the day of the visit.		
C11a	Date of agreed visit for the survey	Date
C11b	Time of agreed visit for the survey	Time

IFPRI PRIMARY SCHOOL SURVEY: GRADE 3 CLASS ROSTER (Only schools randomly selected for the EGRA)

SECTION A: DASHBOARD:

A00	Enumerator, please select your name	List
A01	School ID	Enter school ID from school sample list
A02	School Name	Prefilled
A03a	District	Prefilled
A03b	Administrative Post	Prefilled
A03c	Province	Prefilled
A04	Locality	Prefilled
A05	Village	Prefilled
A06	ZIP number to which school belongs	Prefilled
A07	Enumerator, is the school information correct?	1 – Yes >> proceed with interview 2 – No >> go back and enter the correct the School ID. If the problem persists or if you need to update the information about the school, call your supervisor.
A08	Date and time stamp	Automatic
A08a	Is there a Grade 3 class register from this school year?	1 – Yes 2 – No >> Section B
A08b	From which trimester is this register?	1 - Trimester 1 2 - Trimester 2 3 – Trimester 3

A08c	Screen capture of Grade 3 class register. [Enumerator, add a group per photo.]	Photo
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Enumerator: You will build a complete Grade 3 roster that includes:

Type 1: Pupils currently enrolled in grade 3 class according to the current class register.

Type 2: Pupils who were previously enrolled in the grade 3 class during this school year according to any former class register (first Trimester).

Type 3: Pupils are not on any school register for grade 3 who regularly attend and do the work of the grade 3 class. Ask if there are any such pupils. If so, enter their name onto our roster.

Remember not to enter duplicate names. Verify with the pupils in the classroom whether there are actually two pupils with the same name. If not, only enter once. If there are two pupils with the same name, include their father's name or other identifying name to differentiate the two.

Once all the pupil names have been listed for all three types, the tablet will go to the first pupil whose name was entered and you will ask a series of questions about each student. Questions should be directed to the entire class.

SECTION B: NAMES OF PUPILS IN THE GRADE 3 POPULATION

B00	B01	B02	B03	B04	B05	B06
Pupil ID	Pupil Name	What is the gender of this pupil? 1 – Male 2 – Female	What is the age of this pupil? Number	Was the pupil present in class yesterday? 1 – Yes 2 – No	Is the pupil present in class today? 1 – Yes 2 – No >> next pupil	Can the pupil take the test (not sick or disabled?) 1 = Yes 2 = No
<i>Automatic</i>						
<i>Automatic</i>						
<i>Automatic</i>						
<i>Automatic</i>						

The CAPI should only select students to whom the EGRA and questionnaire should be administered if B06 = 1.

Enumerator comments:

IFPRI PRIMARY SCHOOL SURVEY: DEPUTY SCHOOL DIRECTOR QUESTIONNAIRE

SECTION A: DASHBOARD:

A00	Enumerator, please select your name	List
A01	School ID	Enter school ID from school sample list
A02	School Name	Prefilled
A03a	District	Prefilled
A03b	Administrative Post	Prefilled
A03c	Province	Prefilled
A04	Locality	Prefilled
A05	Village	Prefilled
A06	ZIP number to which school belongs	Prefilled
A07	Enumerator, is the school information correct?	1 – Yes >> proceed with interview 2 – No >> go back and enter the correct the School ID. If the problem persists or if you need to update the information about the school, call your supervisor.
A08	Date and time stamp	Automatic

Enumerator: attempt to interview the Deputy School Director. If they cannot be interviewed, collect their phone number and call them to carry out the interview.

Informed Consent

Good Morning/Good Afternoon. My name is (NAME), I work for a team of researchers in the United States and in Mozambique. The research team is collecting data for an education research project and we would like to invite you to participate in this survey. To help you decide if you want to accept to participate, I will give you more explanation about what we are trying to do. If in doubt, you can ask for clarification at any time. If you need to, you can ask for time to reflect or consult someone you trust.

Why is this research being carried out?

This research is being carried out to gain an understanding of how education works in Nampula and Zambezia provinces. Many other schools will be participating in the same research study. The research will investigate how to improve education programming in Mozambique.

Type of Research/ Intervention

The data collected during this research will be used in a statistical model that will allow measuring the effect that the educational programs have on students' literacy performance.

Selection of participants

This survey will include many schools from two districts in Nampula province and one in Zambezia province. They have been selected from a group of schools just like yours.

Voluntary Participation

Your participation is voluntary. You are not required to participate in this research. If you decide not to participate, there will be no harm to you. If you decide to participate, you can interrupt at any time without prejudice. There are no sanctions or consequences if you decide you don't want to participate. You can also choose not to answer any specific question in the interview, and you can also ask us not to use your information at any time.

Risks, Discomfort, and Inconvenience

There will be very little risk to you from the study. The interview will take approximately 30 minutes.

Benefits

We cannot promise any benefits to you or others who participate in this survey.

Your participation in the study is very important, we hope that your participation in the study can help us to improve education in Mozambique.

Cost of participation/ Compensation

You will receive a token of our appreciation for participating in this study and there will be no cost to you for participating in this study.

Privacy

Your name, as well as any other information that can be used to identify you, will not be shared with anyone including the school or the government. No one, except one researcher, will be able to access the information and see any answers. All information will be stored in an encrypted, password-protected folder that only the lead researcher will have access to.

Confidentiality

All information you give to the interviewer will be kept confidential. We will never report on individual information, only describe general standards and the conclusions resulting from the analyses of the information provided by all participants. No data identified by individual participants will be published for third parties who are not project personnel, and no data collected during the study is considered to be sensitive in nature. All information that could be used to identify the participant will be treated, protected, and accessed only by the team authorized for research.

Sharing Results

The results of this study will result in recommendations and the elaboration of education policies, which will be shared with the Ministry of Education and Human Development of Mozambique, international institutions, and education practitioners in Mozambique and outside Mozambique. The results of the research will also be published in conferences, seminars, workshops, and scientific publications.

<p>Whom to Contact (Researchers and Committee of Ethics)</p> <p>Researchers:</p> <p>In case you would like to speak with someone about the research, please contact:</p> <p>Dr. Feliciano Salvador Chibutane Universidade Eduardo Mondlane, Maputo Tel: +258828173490 / 848185299 Email: felicianosal@yahoo.com.au</p> <p>OR</p> <p>Dr. Carlos Lauchande Universidade Pedagógica de Maputo Tel: +258 828487629 / 847369889 Email: lauchand59@gmail.com</p>	
A11. Consent given	Yes...1 No.....2 >> end interview

SECTION B: Respondent details

	Question	Code	Response
B01a	Is the person you are interviewing the deputy school director?	1- Yes >> C01 2- No	
B01b	Why are you not able to interview the deputy school director?	1 – They are away from work (traveling, sick, etc.) 2 – Cannot get through to their phone 3 - There is not currently a deputy school director 4 – Other, specify	
B02a	Who is the person you are interviewing?	1- School director >> B03 2- Grade 3 teacher >> B03 3 – Other teacher 4 – Other person at the school	
B02b	What is the position of the person you are interviewing?	1 – School council member 3 – Other teacher 4 – Other staff member, specify	
B03	Name of respondent	Name	
B04	Respondent's primary telephone number	Number	
B05	Respondent's secondary telephone number	Number	

SECTION C: Characteristics of deputy school directors

No.	Question	Response code	Response
C01	Gender	1- Male 2- Female	
C02	What is your age? (completed years)	YEARS	
C03a	What is your highest level of education completed?	1 Lower Primary (Grade 5) 2 Upper Primary (Grade 7) 3 Secondary (Grade 10) 4 Upper secondary (Grade 12) 5 Undergraduate degree 6 Graduation (Completion of Undergraduate degree final thesis) 7 Masters 8 Ph.D 99 Other qualification, specify	
C03b	What level of teacher training have you completed?	1 – Teacher Training Center 2 – Teacher Training Institute 3 – Higher Education Teacher Training 4 – None 99 – Other, specify	
C04	Have you ever received training on early grade literacy?	1- Yes 2- No	
C05	How long have you been working as a teacher or director/deputy director at any school?	YEARS (enter 0 if less than one year)	

SECTION D: School facilities

	Question	Code	Response
D00	What bairros (neighbourhoods) are served by this school?	(Provide list of bairros within selected district for enumerators to select)	
D01	Does the school have a functioning latrine for the pupils within the school premises?	1 – Yes 2 – No >> D02	
D01b	Is there a physical separation/demarcation for the girls' latrine?	1 – Yes 2 – No	
D02	What is the school's main source of water?	1- Piped 2- Tubewell 3- Well 4- Rainwater 5- River 6- Other, specify	
D03	Does the school have soap (or other detergent) available to staff?	1 – Yes 2 – No	

	Question	Code	Response
D00	What bairros (neighbourhoods) are served by this school?	(Provide list of bairros within selected district for enumerators to select)	
D04	Does the school have soap (or other detergent) available to students?	1 – Yes 2 – No	
D05	Does this school have a library?	1 – Yes 2 – No	
D06a	Does the school have reading materials in Portuguese that grade 3 pupils can use?	1- Yes 2- No	
D06b	Does the school have reading materials in local language (Emakhuwa / Makua, Cheua, Marengo / Cimarenje, Lomue / Elomwe, or Chichewa) that grade 3 pupils can use?	1- Yes 2- No	
D06c	Who provided the reading materials? [if D06a or D06b = 1]	1. Parents 2. The school 3. School director(s) or teachers 4. World Vision/USDA 5. Save the Children 6. Farmer groups 7. A different NGO 8. School council 9. Community leaders 10. Church 11. Don't know	
D07	Are there any NGOs currently working with the school or on education in the community?	1 – Yes 2 – No >> E01a	
D07a	If so, please select the organizations	1 – World Education 2 – Save the Children 3 – FHI 360 4 – World Food Programme 5- CESC 99 – Other, specify	

	Question	Code	Response
D00	What bairros (neighbourhoods) are served by this school?	(Provide list of bairros within selected district for enumerators to select)	
D07b	If other, please list:	text	

SECTION E: Previous programs (existing school meals)

	Question	Code	Response
E01a	Are school meals provided at the school?	1 – Never >> E05 2 – Occasionally 3 – Weekly 4 – Daily	
E01b	Who pays for the school meals? (check all that apply)	1. Children/parents 2. The school 3. School director(s) or teachers 4. World Vision/USDA 5. Save the Children 6. Farmer groups 7. A different NGO 8. School council 9. Community leaders 10. Church 11. Other, specify	
E01c	For how long has this school been receiving school meals? (in years)	Years (enter 0 if less than one year)	
E02a	How many KGs of food have farmer groups provided to the school during this school year?	KGs. Skip if E01b is not e	
E02b	What resources have the farmer groups provided? Relevant if [E02s]>0	1 – Vegetables 2 – Fruits 3 – Spices 4 – Firewood 5 – Water 6 – Rice 7 – Beans/lentils 8 – Oil 9 – Money (specify amount) 99 – Other, specify	
E05	To the best of your knowledge, has the school ever had a school meals program? Relevant if [E01a]==1	1 – Yes 2 – No >> F01	
E05a	When was the last year that the school had an active school meals program?	Year	

	Question	Code	Response
	Relevant if [E05]=1		
E06	Does the school have adequate facilities (own room, clean, ventilation) to store food?	1- Yes 2- No	

Please ask the respondent to get the enrollment logs for 2023 and 2024.

SECTION F: Enrolment, repetition, and dropout

No.	Question	Response code	Response
F01	How many pupils are currently enrolled in this school (in all classes)?	Number	Male _____ Female _____
F02	How many grade 3 pupils are currently enrolled in this school?	Number	Male _____ Female _____
F03	What proportion of grade 3 pupils in this school miss school for more than 10 days in a year due to illness?	Percent	
F04	How many pupils are enrolled in the school in grades 1-5?	Numbers	Male _____ Female _____

SECTION G: TEACHERS

Enumerator: ask for the teacher register and record the grade 3 index teacher's (the teacher identified in the pre-visit) attendance for the last 5 days (only school days – exclude weekends and public holidays). If there is no record of teacher attendance, ask the school director or deputy school director to respond and explain why.

G01. Is there a record of attendance for teachers in the school? 1- Yes 2- No.

Response: _____

G02. Is there a record of attendance for the grade 3 teacher listed in the pre-visit?? - Yes 2- No.

Response: _____

Attendance of teacher listed in G01:

CODE 2 (Section G):

- 1 – Present
- 2 – Absent (sanctioned – teacher had permission from school director or other)
- 3 – Absent (unsanctioned – teacher did not have permission)
- 4 – Don't know

No.	Day	Date	Response
G03a	Today		CODE 2

G03b	1 school day ago		CODE 2
G03c	2 school days ago		CODE 2
G03d	3 school days ago		CODE 2
G03e	4 school days ago		CODE 2

No.	Question	Response code	Response
G04	How many permanent teachers are there in the school who teach grades 1-3 classes?	Number	
G05	How many temporary / volunteer teachers are there in the school who teach grades 1-3 classes?	Number	
G06	How many permanent teachers who teach grades 1-3 classes have attended school 80 per cent or more of the time in the past 30 days ?	Number	
G07	How many temporary / volunteer teachers who teach grades 1-3 classes have attended school 80 per cent or more of the time in the past 30 days?	Days	
G08	How many teachers who teach grades 1-3 have received training on early grade literacy?	Number	
G09a	Do you observe teachers instructing grades 1 - 3 classes?	1- Yes 2- No >> G09d	
G09b	How often do you observe classes?	1 - Daily 2 - Weekly 3 - Monthly 4 - Once per term 5 - Once per school year	
G09c	How many teachers did you observe in grades 1 - 3?	Number	
G09d	How many teachers (permanent or temporary) in grades 1-3 use improved literacy instruction (such as using good pedagogical techniques like putting students into groups to read, conducting fun reading exercises using local materials and relevant stories, song and dance, etc.)?	Number	

Enumerator, thank the respondent! Enumerator comments:

IFPRI PRIMARY SCHOOL SURVEY: GRADE 3 TEACHER QUESTIONNAIRE

SECTION A: DASHBOARD:

A00	Enumerator, please select your name	List
A01	School ID	Enter school ID from school sample list
A02	School Name	Prefilled
A03a	District	Prefilled
A03b	Administrative Post	Prefilled
A03c	Province	Prefilled
A04	Locality	Prefilled
A05	Village	Prefilled
A06	ZIP number to which school belongs	Prefilled
A07	Enumerator, is the school information correct?	1 – Yes >> proceed with interview 2 – No >> go back and enter the correct the School ID. If the problem persists or if you need to update the information about the school, call your supervisor.
A08	Date and time stamp	Automatically generated
A09	Grade 3 teacher's ID	Automatically generated
A10	Teacher name	Prefilled
A10a	Primary phone number	Prefilled
A10b	Secondary phone number	Prefilled

Informed Consent

Good Morning/Good Afternoon. My name is (NAME), I work for a team of researchers in the United States and in Mozambique. The research team is collecting data for an education research project and we would like to invite you to participate in this survey. To help you decide if you want to accept to participate, I will give you more explanation about what we are trying to do. If in doubt, you can ask for clarification at any time. If you need to, you can ask for time to reflect or consult someone you trust.

Why is this research being carried out?

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Type of Research/ Intervention

The data collected during this research will be used in a statistical model that will allow measuring the effect that the educational programs have on students' literacy performance.

Selection of participants

This survey will include many schools from two districts in Nampula province and one in Zambezia province. They have been selected from a group of schools just like yours.

Voluntary Participation

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Risks, Discomfort, and Inconvenience

There will be very little risk to you from the study. The interview will take approximately 30 minutes.

Benefits

We cannot promise any benefits to you or others who participate in this survey.

Your participation in the study is very important, we hope that your participation in the study can help us to improve education in Mozambique.

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<p>Whom to Contact (Researchers and Committee of Ethics)</p> <p>Researchers:</p> <p>In case you would like to speak with someone about the research, please contact:</p> <p>Dr. Feliciano Salvador Chimbutane Universidade Eduardo Mondlane, Maputo Tel: +258828173490 / 848185299 Email: felicianosal@yahoo.com.au</p> <p>OR</p> <p>Dr. Carlos Lauchande Universidade Pedagógica de Maputo Tel: +258 828487629 / 847369889 Email: lauchand59@gmail.com</p>	
A11. Consent given	Yes...1 No.....2 >> end interview

SECTION B: Teacher and classroom characteristics

No.	Question	Response code	Response
B01	Are you a permanent or contract / volunteer teacher?	1- Permanent 2- Temporary / volunteer	
B02	Gender	1- Male 2- Female	
B03	What is your age? (completed years)	Number	
B04	What language do you speak at home? (check all that apply)	1 Portuguese 2 Emakhuwa / Makua 3 Cheua 4 Marengo / Cimarenje 5 Lomwe / Elomwe 6 Chichewa 7 Swahili 8 English 99 Other, specify	
B05 a	What is your highest level of education completed?	1 Lower Primary (Grade 5) 2 Upper Primary (Grade 7) 3 Secondary (Grade 10) 4 Upper secondary (Grade 12) 5 Undergraduate degree 6 Graduation (Completion of Undergraduate degree final thesis) 7 Masters 8 Ph.D 99 Other qualification, specify	

No.	Question	Response code	Response
B05 b	What level of teacher training have you completed?	1 – Teacher Training Center 2 – Teacher Training Institute 3 – Higher Education Teacher Training 4 – None 99 – Other, specify	
B06 a	How long have you been working full time at this school?	YEARS (enter 0 if less than one year)	
B06 b	How long have you been working as a teacher at any school?	YEARS (enter 0 if less than one year)	
B08 a	What is the primary language of instruction in your grade 3 reading class?	1 Portuguese 2 Emakhuwa / Makua 3 Cheua 4 Marengo / Cimarenje 5 Lomue / Elomwe 6 Chichewa 7 Swahili 8 English 99 Other, specify	
B08 b	What is the secondary language of instruction in your grade 3 reading class?	0 No secondary language 1 Portuguese 2 Emakhuwa / Makua 3 Cheua 4 Marengo / Cimarenje 5 Lomue / Elomwe 6 Chichewa 7 Swahili 8 English 99 Other, specify	
B09 a	Do your grade 3 pupils have access to reading materials in Portuguese?	1- Yes, one per pupil 2- Yes, some pupils share 3- None have textbooks	
B09 b	Do your grade 3 pupils have access to reading materials in local languages (Emakhuwa / Makua, Cheua, Marengo / Cimarenje, Lomue / Elomwe, or Chichewa)?	1- Yes, one per pupil 2- Yes, some pupils share 3- None have reading materials	
B10	What teaching practices do you use in the grade 3 classroom to teach reading? <i>Check all that apply.</i>	1- Splitting pupils into groups to study with the textbook 2- Splitting pupils into groups to work with other learning materials 3- Split pupils into groups according to their ability levels 4- Lecture 5- Call and response 6- Other: Specify	
B12 a	Have you received teaching and learning materials or reading materials?	1- Yes 2- No >>>B15	

No.	Question	Response code	Response
B12 b	Who provided these materials? <i>Check all that apply.</i>	1- Save the Children 2- World Vision 3- Government 4- Private sector firm 99- Other (specify)	
B12 c	In what language are these materials? <i>Check all that apply.</i>	1 Portuguese 2 Emakhuwa / Makua 3 Cheua 4 Marengé / Cimarenje 5 Lomwè / Elomwe 6 Chichewa 7 Swahili 8 English 99 Other, specify	
B12 d	What teaching and learning materials were received? (<i>Check all that apply.</i>)	1- Textbooks 2- Picture/illustrated books 3- Other reading material 4- Chalkboard/other writing board 5- Pen/paper/writing implements 99- Other (specify)	
B15	On average, how many students are attentive during classes?	Number	
B16	On average, how many students attend the class?	Number Boys ____ Girls ____	
B17	How many reading textbooks per student are there in your class?	1 - One per student 2 - One for every two students 3 - One for every three students 4 - One for every four or more students 5 - No textbooks in the classroom	
B18	How often do parents and guardians contact the teacher or the school to find out about the school's work/activities?	1- Always 2- Many times 3- Sometimes 4- Rarely 5- Never	

SECTION C: Teacher Training Programs

No.	Question	Response code	Response
C01	Did you receive training in how to teach early grade reading?	1- Yes 2- No >> End interview	
C02a	When did you participate in the training?	Month ____ Year ____	
C02b	How many days of training did you attend?	NUMBER Min: 1 Max: 100	
C02c	Who provided the training?	1- Government 2- World Vision 3- Save the Children	

		99- Other, specify	
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Enumerator, thank the respondent!

Enumerator comments:

IFPRI PRIMARY SCHOOL SURVEY: GRADE 3 PUPIL QUESTIONNAIRE DASHBOARD:

A00	Enumerator, please select your name	List
A01	School ID	Enter school ID from school sample list
A02	School Name	Prefilled
A03a	District	Prefilled
A03b	Administrative Post	Prefilled
A03c	Province	Prefilled
A04	Locality	Prefilled
A05	Village	Prefilled
A06	ZIP number to which school belongs	Prefilled
A07	Enumerator, is the school information correct?	1 – Yes >> proceed with interview 2 – No >> go back and enter the correct the School ID. If the problem persists or if you need to update the information about the school, call your supervisor.
A08	Date and time stamp	Automatic
A09	Pupil ID	Select pupil ID from popup list generated via the roster
A10	Pupil name	Prefilled from roster

Enumerator: Read this statement to the pupil and ask if they agree to be interviewed. Record their response and the date/time. Then ask the pupil the questions that follow if he/she assents.

Informed Assent

Good Morning/Good Afternoon. My name is (NAME), I work for a team of researchers in the United States and in Mozambique. The research team is collecting data for an education research project and we would like to invite you to participate in this survey. To help you decide if you want to accept to participate, I will give you more explanation about what we are trying to do. If in doubt, you can ask for clarification at any time. If you need to, you can ask for time to reflect or consult someone you trust.

Why is this research being carried out?

This research is being carried out to gain an understanding of how education works in Nampula and Zambezia provinces. Many other schools will be participating in the same

research study. The research will investigate how to improve education programming in Mozambique.

Type of Research/ Intervention

The data collected during this research will be used in a statistical model that will allow measuring the effect that the educational programs have on students' literacy performance.

Selection of participants

This survey will include many schools from two districts in Nampula province and one in Zambezia province. They have been selected from a group of schools just like yours.

Voluntary Participation

Your participation is voluntary. You are not required to participate in this research. If you decide not to participate, there will be no harm to you. If you decide to participate, you can interrupt at any time without prejudice. There are no sanctions or consequences if you decide you don't want to participate. You can also choose not to answer any specific question in the interview, and you can also ask us not to use your information at any time.

Risks, Discomfort, and Inconvenience

There will be very little risk to you from the study. Your studies will not be impacted. The interview will take approximately 30 minutes.

Benefits

We cannot promise any benefits to you or others who participate in this survey.

Your participation in the study is very important, we hope that your participation in the study can help us to improve education in Mozambique.

Cost of participation/ Compensation

You will receive a token of our appreciation for participating in this study and there will be no cost to you for participating in this study.

Privacy

Your name, as well as any other information that can be used to identify you, will not be shared with anyone including the school or the government. No one, except one researcher, will be able to access the information and see any answers. All information will be stored in an encrypted, password-protected folder that only the lead researcher will have access to.

Confidentiality

All information you give to the interviewer will be kept confidential. We will never report on individual information, only describe general standards and the conclusions resulting from the analyses of the information provided by all participants. No data identified by individual participants will be published for third parties who are not project personnel, and no data collected during the study is considered to be sensitive in nature. All information that could be used to identify the participant will be treated, protected, and accessed only by the team authorized for research.

Sharing Results

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Email: lauchand59@gmail.com

Enumerator: Mark the response if the pupil agrees or not to participate in the study. The pupil may agree nodding with his head or saying “yes”.

Yes: _____ No: _____

A11. Assent given	1 – Yes 2 – No >> end interview	
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SECTION B: Early Grade Reading Assessment (EGRA) (in Portuguese version)

SECTION C: Schooling

No.	Question	Response code	Response
C01	Over the last 5 school days, how many days did you attend school?	Number from 1-5	
C02	Have you missed school for more than 10 days in the past school year because you were ill?	1 – Yes 2 – No	

SECTION D: Nutrition and hunger

No.	Question	Response code	Response
D01	How many meals per day do you generally eat?	Number	
D02	How many of these meals are eaten at school?	Number	
D03	Are you generally hungry during the school day?	1- Yes 2- No	
D04	In the past five school days, how many meals did you receive at school?	Number	
D04a	When you received meals at school, were you happy with the amount of food that you received?	1 – Very happy 2 – A little happy 3 – Not happy	
D04b	When you received meals at school, how hungry were you after eating the meal?	1 – Not hungry 2 – A little hungry 3 – Very hungry	
D05	Do you feel that you can pay more attention in class when you have a meal at school?	1- Yes 2- No	
D06	Select all of the following resources available at your school for following best hygiene practices (read responses aloud).	1 – Sufficient toilets 2 – Handwashing stations 3 – Soap 4 – Water (tap, well, borehole)	
D07	In the past week, on days when you did NOT come to school, how many meals did you eat at home each day?	Number	
D08	In the past week, on days when you DID come to school, how many meals did you eat at home each day?	Number	

SECTION E: Literacy activities

No.	Question	Response code	Response
E01	Do you have books at home to read? (including picture books)	1- Yes 2- No	
E02	Do you read books at school? (including picture books)	1- Yes 2- No	
E03	Do your parents help you with your homework?	1- Yes 2- No	
E04a	Do you currently belong to a reading camp?	1- Yes >> End of section 2- No >> E04b	
E04b	Have you ever belonged to a reading camp?	1- Yes 2- No	

SECTION G: Demographics

No.	Question	Response code	Response
G00 a	Age	—	
G00 b	Gender	1- Male 2- Female	
G01 a	Do you live with your mother?	1- Yes 2 – No	
G01 b	Do you live with your father?	1- Yes 2- No	
G02	How many siblings do you live with?	Number	
G03	What language do you speak at home?	1 Portuguese 2 Emakhuwa / Makua 3 Cheua 4 Marengo / Cimarenje 5 Lomwe / Elomwe 6 Chichewa 7 Swahili 8 English 99 Other, specify	

Enumerator, thank the respondent!

IFPRI PRIMARY SCHOOL SURVEY: SCHOOL COUNCIL LEADER QUESTIONNAIRE

SECTION A: DASHBOARD:

A00	Enumerator, please select your name	List
A01	School ID	Enter school ID from school sample list
A02	School Name	Prefilled
A03a	District	Prefilled
A03b	Administrative Post	Prefilled
A03c	Province	Prefilled
A04	Locality	Prefilled
A05	Village	Prefilled
A06	ZIP number to which school belongs	Prefilled
A07	Enumerator, is the school information correct?	1 – Yes >> proceed with interview 2 – No >> go back and enter the correct the School ID. If the problem persists or if you need to update the information about the school, call your supervisor.
A08	Date and time stamp	Automatic

	Enumerator, confirm and update the following information about the School Council Leader	
A09	School council leader ID	Automatically generated
A10	School council leader's name	
A11	Primary phone number	
A12	Secondary phone number	

Informed Consent

Good Morning/Good Afternoon. My name is (NAME), I work for a team of researchers in the United States and in Mozambique. The research team is collecting data for an education research project and we would like to invite you to participate in this survey. To help you decide if you want to accept to participate, I will give you more explanation about what we are trying to do. If in doubt, you can ask for clarification at any time. If you need to, you can ask for time to reflect or consult someone you trust.

Why is this research being carried out?

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Type of Research/ Intervention

The data collected during this research will be used in a statistical model that will allow measuring the effect that the educational programs have on students' literacy performance.

Selection of participants

This survey will include many schools from two districts in Nampula province and one in Zambezia province. They have been selected from a group of schools just like yours.

Voluntary Participation

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Risks, Discomfort, and Inconvenience

There will be very little risk to you from the study. The interview will take approximately 30 minutes.

Benefits

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Cost of participation/ Compensation

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Tel: +258 828487629 / 847369889
Email: lauchand59@gmail.com

A11. Consent given

Yes...1

No.....2 >> end interview

SECTION B: School lunch program

No.	Question	Response code	Response
B00	For how many years have you been a school council leader?	Years (0 if less than 1)	
B01	Gender	1- M 2- F	
B02	What is your age? (completed years)	Number	
B03	What is your highest level of education completed?	0 None 1 Lower Primary (Grade 5) 2 Upper Primary (Grade 7) 3 Secondary (Grade 10) 4 Upper secondary (Grade 12) 5 Undergraduate degree 6 Graduation (Completion of Undergraduate degree final thesis) 7 Masters 8 Ph.D 99 Other qualification, specify	
B04 a	How many members are there in the school council?	Number	
B04 b	How many members of the school council are parents of children attending the school?	Number	
B05 a	Is there a savings group in the community?	1 – Yes 2 – No >> B06	
B05 b	If yes, is someone from the school council part of the savings group?	1 – Yes 2 – No	
B06 a	Is there a farmer association in the community?	1 – Yes >> B06b 2 – No >> B07	
B06 b	If yes, is someone from the school council part of the farmer association?	1 – Yes 2 – No	
B07 a	Are there teachers from this school that are part of the school council?	1 – Yes 2 – No	
B07 b	Are there students from this school that are part of the school council?	1 – Yes 2 – No	
B08	How often does the school council meet?	1 Daily 2 Weekly 3 Bi-weekly 4 2-3 times per trimester 5 Once per trimester 6 2-3 times per school year, 7 once per school year) 99 – Other, specify	
B09	What topics does the school council discuss?	1 Teacher attendance 2 School meals 3 School supplies	

No.	Question	Response code	Response
		4 School infrastructure 5 Parents' contributions to the school's needs 6 Student attendance 99 – Other, specify	
B10	Does the school council have an annual plan?	1 – Yes 2 – No	

SECTION C: Interaction with District Education Office

C01	In the last 12 months, how many times has someone from the school council travelled to the district education office to speak with a policymaker about a school-related issue?	Number	
C02	In the last 12 months, how many times has someone from district education office travelled to this community to speak with the school about a school-related issue?	Number	
C03	What topics were discussed in these meetings? (select all that apply) Skip if C01 == 0 & C02 == 0	1 Teacher attendance 2 School meals 3 School supplies 4 School infrastructure 5 Parents' contributions to the school's needs 6 Student attendance 99 – Other, specify	
C04	Did the district education office take any action to address the issue as a result of the meeting?	0 No action at all 1 Action taken and issue is in the process of being resolved 2 Action taken and issue is resolved	

SECTION S: School Meals

s_note	I am happy to tell you that, soon, your school will be able to provide school meals for all students. The meals will consist of 100 grams of fortified rice, 30 grams of lentils, and 70 grams of locally sourced seasonal vegetables.	
S_rand	Enumerator: the CAPI will randomly determine whether s9 or s10 is asked first.	
S9	How much do you think this prepared meal would cost at market? Question relevant when: $\{s_rand\} \leq .5$	meticaïs
s10	How much do you think your school is willing to pay to provide this meal for your child?	meticaïs

s11_1	May I ask why you are willing to pay LESS for a school meal than for the same meal at market? Question relevant when: [s9_1]>[s10_1] or [s9_2]>[s10_2]	1 Not enough income / Cannot afford 2 School meal is of lower quality 3 WV already provides it 99 Other, specify
s11_2	May I ask why you are willing to pay MORE for a school meal than for the same meal at market? Question relevant when: [s9_1]<[s10_1] or [s9_2]<[s10_2]	1 Benefits my child's education 2 School meal is higher quality 3 Provided at a convenient place 9 Other
s11_note	Good news! The meals provided at your school will be free of charge. So the school will not need to pay anything for each child attending the school to receive a school meal.	

Enumerator, thank the respondent!

IFPRI PRIMARY SCHOOL SURVEY: HOUSEHOLD PRE-VISIT SURVEY

SECTION A: DASHBOARD:

	Enumerator: please select your name	List
A00	Household ID	Generated by CAPI
A01	School ID	Enter school ID from school sample list
A02	School Name	Prefilled
A03a	District	Prefilled
A03b	Administrative Post	Prefilled
A03c	Province	Prefilled
A04	Locality	Prefilled
A05	Village	Prefilled
A06	ZIP number to which school belongs	Prefilled
A07	Enumerator, is the information correct?	1 – Yes >> proceed with interview 2 – No >> go back and enter the correct the School ID. If the problem persists or if you

		need to update the information about the school, call your supervisor.
A08	Date and time stamp	Automatic
A10	Geocoordinates	Automatically generated

ENUMERATOR: Please identify and talk to the head of household. If not present, survey the most senior member of the household who is present and at least 18 years of age.

Introductory text

Good morning/Good afternoon,

My name is [NAME] I work with a team of researchers from the United States of America and Mozambique. The research team is collecting data for an education project and we would like to invite you to take part in this study. This research is being carried out with the aim of understanding how education works in the provinces of Nampula and Zambézia. There are many schools that will take part in this study. The study will investigate how to improve the implementation of education programs in Mozambique. At the moment, our team is visiting households in the community where school \${A02} is located to ask some questions about eligibility for the study. If your household is eligible, another team will come to ask questions related to the study.

SECTION Z: Household Information

Variable	Question	Response Code
hhh_name	What is the head of the household's full name?	
hh_any5to12	Do any children between 5 and 12 years of age currently reside in the household? Hint: By "reside", I mean 1) all children who live under this roof or who have lived in this house for at least 30 days in the past year, and 2) when they are together, share food from a single source, and/or share a common source of resources.	1 Yes -> Move to next question 0 No -> End of survey
hh_children5to12	How many children currently reside in the household who are at least 5 years old and under 13 years of age?	
tel1	Primary Contact of the Household: Response constrained to: 8000000000 < < 9000000000 or .=-99	
tel2	Other Contact: Response constrained to: 8000000000 < . <9000000000 or .=-99	
time_preference	What is the best time to contact you for the interview?	1 Morning (8 AM – 12 PM) 2 Afternoon (12 PM – 3 PM) 3 Evening (3 PM – 6 PM) 4 All day (8 AM – 6 PM)
hhh_nickname	By what name is the household head or household known by others in the community?	text

hh_reference	Provide some reference that makes the household easier to identify for the future enumerator (for example, “near the church”, “pink door”)	text
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IFPRI PRIMARY SCHOOL SURVEY: HOUSEHOLD QUESTIONNAIRE

SECTION A: DASHBOARD:

	Enumerator, please select your name	List
A00	Household ID	Enter HHID
A01	School ID	Enter school ID from school sample list
A02	School Name	Prefilled
A03a	District	Prefilled
A03b	Administrative Post	Prefilled
A03c	Province	Prefilled
A04	Locality	Prefilled
A06	ZIP number to which school belongs	Prefilled
A07	Enumerator, is the information above correct?	1 – Yes >> proceed with interview 2 – No >> go back and enter the correct the ID. If the problem persists or if you need to update the information about the school, call your supervisor.
A08	Date and time stamp	Automatic

ENUMERATOR: Please identify and survey head of household. If not present, survey the most senior member of the household who is present and at least 18 years of age.

Informed Consent

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Why is this research being carried out?

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A11. Consent given	Yes...1 No.....2 >> end interview
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SECTION B: Household Information

Variable	Question	Response Code
respondent	What is the respondent's full name?	
tel1	Primary Contact of the Household: Response constrained to: 8000000000 < . <9000000000 or .=-99	
tel2	Other Contact: Response constrained to: 8000000000 < . <9000000000 or .=-99	
hh_lang	What language is most commonly spoken in the household?	1 Portuguese 2 Emakhuwa / Makua 3 Cheua 4 Marengue / Cimarenje 5 Lomwè / Elomwe 6 Chichewa 7 Swahili 8 English 99 Other, specify

SECTION HH: Household Demographics

note_hh0	Now I would like to ask you who the members of this household are. By this, I mean 1) all people, including children, who live under this roof or who have lived in this house for at least 30 days in the past year, and 2) when they are together, share food from a single source, and/or share a common source of resources.	
Variable	Question	Response Code
hh_size	How many members are there in the household? Response constrained to: .>0	
note	We are now going to ask you to provide us with some basic information about each household member. We should start listing the household head, then the household adults, and finally the household children.	
Household List (Repeat for all members):		
hh1	What is their first name?	
hh2	What is their gender?	0 Male 1 Female
hh3	What is his/her age?	years
hh6	What is their relationship to the household head?	1 Head of the Household 2 Spouse of the head 3 Son/Daughter of the head 7 Grandchild of the head -77 Other relative of the head 0 Non-relative of the head
respondent	Enumerator: Which of the adults listed is the primary respondent for this survey?	[Select from list of adults]
End Group: Household List		
hh4	Is [hh1] currently attending school? Hint: By this we mean that [hh1] is currently enrolled and regularly attending school or, if school is currently on break, was enrolled and regularly attending school prior to the break.	1 Yes 2 No
Household Children (Repeat Group for hh_children) < 13		
hh11	Who is this child's father?	[Select from adult men in the household] 0 Father does not reside in household
hh12	Who is this child's mother?	[Select from adult women in the household] 0 Mother does not reside in household
hh13	Who in the household makes most of the decisions about the child's schooling?	[Select from household adults]
Household Children (Repeat Group for hh_children) Between ages 5 and12		
hh15	In the past 7 days, how many days did the school offer classes for [hh_name]?	

	Question relevant if \${hh4}=1 Response constrained to: .<6	
hh16	In the past 7 days, how many days did [hh_name] go to class? Question relevant if \${hh4}=1 Response constrained to: .<6	
hh17	On a typical day, does [hh_name] seem enthusiastic about attending class at school? Question relevant if \${hh4}=1	5 Very enthusiastic 4 Enthusiastic 3 Indifferent 2 Not very enthusiastic 1 Very unenthusiastic
hh18	What grade level is this individual currently enrolled? Question relevant if \${hh4}=1	0 No completed schooling 1 1st grade 2 2nd grade 3 3rd grade 4 4th grade 5 5th grade 6 6th grade 7 7th grade 8 8th grade 9 9th grade 10 10th grade 11 11th grade 12 12th grade 13 Incomplete technical education 14 Complete technical education 15 Vocational education 16 Special education for disabilities 17 University or higher -77 Other -88 (Doesn't know) -99 (Refuses to answer)
Sub-Group: If [hh4]=2 – Does NOT Attend School		
hh19	What is the primary reason that [hh_name] has never attended or is no longer able to attend to school? Question relevant if \${hh4}=2	1 Completed desired level of schooling 2 School fees too expensive 3 Had to/ Offered work 4 Family reasons, including marriage or pregnancy 5 Poor health 6 COVID-19 disrupted schooling 7 Cyclone disrupted schooling -77 Other, specify
hh20	What is the highest grade level that this individual completed?	0 No completed schooling 1 1st grade 2 2nd grade

	Question relevant if \${hh4}=2	3 3rd grade 4 4th grade 5 5th grade 6 6th grade 7 7th grade 8 8th grade 9 9th grade 10 10th grade 11 11th grade 12 12th grade 13 Incomplete technical education 14 Complete technical education 15 Vocational education 16 Special education for disabilities 17 University or higher -77 Other -88 (Doesn't know) -99 (Refuses to answer)
End group		
hh5	What is their highest completed level of education?	0 None 1 Lower Primary (Grade 5) 2 Upper Primary (Grade 7) 3 Secondary (Grade 10) 4 Upper secondary (Grade 12) 5 Undergraduate degree 6 Graduation (Completion of Undergraduate degree final thesis) 7 Masters 8 Ph.D 99 Other qualification, specify
hh7	Can this person read a newspaper?	1 Yes 0 No

SECTION A: Wealth and Income

note_a	Enumerator: Now return to the primary respondent for the household, if applicable. Now we will ask you some questions about your household income and wealth. The information you will give us is confidential and is used only for the study.	
Variable	Question	Response Code
a2	[k0] Does your household own any of the following assets? Enumerator, please read all the options to the respondent and, select all that apply.	10 Beds 11 Table 12 Mobile Phone 4 Radio 5 Television 3 Bike

	Response constrained to: if(selected(.,0), count-selected(.) = 1, count-selected(.) >= 1)	2 Motorbike 1 Car 9 Iron machine 8 Freezer 7 Fridge 6 Sewing machine 13 Clock (wall, wrist, or pocket) 14 Solar panel 15 Drinking water from a tap 16 Drinking water from a public standpipe 17 Electricity 18 Solar panel 19 House covered with (corrugated) zinc 20 Concrete covered house 21 Brick house 22 Bathroom with a water closet 23 Improved latrine 0 No asset
a3	Is there agricultural production (machamba) in your household?	1 Yes 0 No
a4	[h3] What is the primary source of income to the household?	1 Farming 2 Agricultural day labor 3 Buying and selling livestock. 4 Tending animals for other HH 5 Small Business owner 6 Rentals (house) 7 Salaried/Formal Employment 8 Non-agricultural daily labor (construction, etc.) 9 Household work for another HH 10 Illegal Activity 11 No Source of Income -77 Other (specify) -88 (Don't know.) -99 (Refuse to answer.)
a4_other	[h3_o] Other source of income (specify) Question relevant when: \${dh3} =-77	
a5	What was the total income of your household last month?	

	Hint: Total income should include all salary earned by all household members, business profits, farming incomes, and gifts and transfers from outside the family (in mzn).	
	Response constrained to: .=-99 or 0<=.<=100000	

SECTION X: Locus of control

Enumerator: the following two sections (locus of control and shocks) will be asked in different orders. Some households will be asked the locus of control module before the shocks module, and some will be asked locus of control after the shocks module. Some other households will also be asked a question about how they dealt with the shocks. Not everyone will get this question. Which household gets which questions and in which order will be randomly determined by the CAPI.

Variable	Question	Response
	How much do you agree or disagree with the following statements:	1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree
	LT1. I think that today it is going to rain.	
	LT2. Today, there is very little chance that it is going to rain.	
note	Enumerator, if the respondent answered both of the questions about rain the same way, remind them that there are no right or wrong answers and explain the exercise again	
	L1. Whether or not I get to be a leader depends mostly on my ability.	
	L2. To a great extent my life is controlled by accidental happenings.	
	L3. I feel like what happens in my life is mostly determined by powerful people.	
	L4. When I make plans, I am almost certain to make them work.	
	L5. Often there is no chance of protecting my personal interests from bad luck happenings.	
	L6. When I get what I want, it's usually because I'm lucky.	
	L7. Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power.	
	L8. How many friends I have depends on how nice a person I am.	
	L9. I have often found that what is going to happen will happen.	
	L10. My life is chiefly controlled by powerful others.	

	L11. People like myself have very little chance of protecting our personal interests when they conflict with those of strong pressure groups.	
	L12. It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.	
	L13. Getting what I want requires pleasing those people above me.	
	L14. Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time.	
	L15. If important people were to decide they didn't like me, I probably wouldn't make many friends.	
	L16. I can pretty much determine what will happen in my life.	
	L17. I am usually able to protect my personal interests.	
	L18. When I get what I want, it's usually because I worked hard for it.	
	L19. In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.	
	L20. My life is determined by my own actions.	
	L21. It is chiefly a matter of fate whether or not I have a few friends or many friends.	

SECTION F: Shock Module

note_ f	If {\$rand_loc > 0.33 & \$rand_loc <= 0.67}: Ask Module F immediately before Section X.	
Variable	Question	Response Code
f01	Has your household experienced any of the following shocks in the last 12 months? Enumerator: If "Yes" to a shock, move to f02, f03. If "No", move to next shock in the list.	1 Floods affecting crops 2 Floods affecting roads 3 Droughts 4 Road blockages 5 Crop pests 6 Extreme temperature 7 Loss of income sources 8 Human diseases 9 Livestock diseases 10 Insecurity 11 Death in the family 12 Loss of house due to bad weather (cyclones, storms, etc.)
REPEAT GROUP: For all choices selected in f01...		
f02	In the last 12 months, how many times did you experience [EVENT]?	Number
f03	How did this [EVENT] impact you?	1 Could not feed our families 2 Could not send children to school

		3 Could not donate to school meals 4 Could not sell enough crops 5 Could not travel -77 Other (specify)
	Enumerator: remember that only some households will be asked the next question.	
f04	<p>What have you done to protect your household from the impact of shocks in the future?</p> <p>Enumerator: Read list starting from 1; select “Yes” for any that apply, and move to next action if “No.” If all “No”, select 0 None</p>	1 Increased savings 2 Put aside grains (for HH or animals) 3 Put water aside 4 Planted different crops 5 Purchased different animals 6 Changed livelihood 7 Added different livelihood activity 8 Acquired crop insurance 9 Relocated temporarily 10 Relocated permanently 11 Build a fortified house (using conventional material/ weather-resistant material) 12 Integrate a rotating saving and credit group (rosca) 0 None -77 Other (specify)

SECTION C: Interaction with Leaders

C01	Has your household (you or another household member) ever contacted any of the following groups or offices with an issue relating to the school or education? (Select all that apply)	1 School Council 2 School Leaders (e.g., Director, Deputy Director) 3 Community Leaders 3 District Education Office (SDEJT) 4 Provincial Education Office (DPE) 5 Ministry of Education (MINEDH) 6 Other government body not in education
C02	How many times have you contacted [C01] with an issue relating to the school or education?	Number
C03	What topics did you discuss with [C01] in these meetings? (select all that apply)	1 Teacher attendance 2 School meals 3 School supplies

		4 School infrastructure 5 Parents' contributions to the school's needs 6 Student attendance 7 School council election 8 Future plans for the school 99 – Other, specify
C04	Did the [C01] take any action as a result of the meeting?	1 Significant action 2 Moderate action 3 Small action 4 No action at all
C08	Do you hold any of the following roles in the community or in the school?	1 – Community leader 2 – Faith leader 3 – School council member 4 – Savings group member 5 – Farmer group member 6 – Other, specify 7 – None
C10a	Are you aware of any public expenditure tracking processes that have taken place in your district?	1 Yes 2 No -88 Don't Know
C10b	Would you like to be involved in a public expenditure tracking process in your district if there was an opportunity?	1 Yes 2 No 3 Maybe -88 Don't Know
C10	Do you know where you can report a case of violation of children's rights?	1 Yes 2 No
C12	Are you aware of any community groups that raise awareness about children's enrolment?	1 Yes, specify 2 No
C13_ 1, C13_ 2 C13_ 3	What would you rank as the top 3 most important issues that your district government should address? Enumerator: Do NOT read the choices. Ask the respondent and then select all of the choices that are listed by the respondent.	1 Water and sanitation 2 Electricity 3 Unemployment 4 Health 5 Education - anything other than school meals 6 School meals 7 Crime and security 8 Roads and infrastructure 9 Corruption 10 Agriculture and food security 11 Housing -77 Other, specify

SECTION SC: Social Cohesion

Variable	Question	Response
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	Randomize whether this module appears before the Interaction with Leaders or after.	
	How much do you agree or disagree with the following statements:	1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree
sc_indi_1	(H) I visit my neighbours in their homes.	
sc_indi_2	(H) The friendships I have with people in my community mean a lot to me.	
sc_indi_3	(H) If people in my community were planning something, I would think of it as something “we” were doing rather than what “they” are doing.	
sc_indi_4	(H) If I need advice, I could go to someone in my community.	
sc_indi_5	(H) I believe my community will help me in an emergency.	
sc_indi_6	(H) I feel loyal to people in my community.	
sc_indi_7	(H) I am willing to work with others to improve my community.	
sc_indi_8	(H) I think of myself as similar to people who live in this community.	
sc_indi_9	(R) People like me can make a difference in the community if we wish.	
sc_indi_10	(H) I visit my neighbours in their homes. OR I have never invited neighbours over to my house to visit.	
sc_comm_1	(B) It is your duty to take care of the people in your village, even when you have to sacrifice yourself.	
sc_comm_2	(CRS) Members of my community trust each other regardless of identity differences like gender, religion, political affiliation, age, etc.	
sc_comm_3	(CRS) My community has the capacity to peacefully manage social problems.	
sc_comm_4	(CRS) People in my community help each other in times of need.	
sc_comm_5	(CRS) Public resources are managed fairly for the benefit of all people.	
sc_comm_6	(CRS) All people in my community are treated fairly by public officials.	
sc_comm_7	(adapted from CRS) People in my community are listened to when they share their concerns and ideas.	
sc_comm_8	People in my community are generally trustworthy.	
sc_comm_9	Community leaders in this community are generally trustworthy.	

SECTION S: School meals

Variable	Question	Response Code
s1_note	We now want to ask you some questions about schooling and schools in your community.	
s1	<p>Can you list three benefits of primary schooling?</p> <p>Enumerator: Do not read prompts. Select all that apply, even if the number of responses is less than or more than three.</p>	<p>1 Learn important skills</p> <p>2 Make more money from agriculture</p> <p>3 More likely to get formal job as an adult</p> <p>4 More likely to make higher wages as a adult</p> <p>5 Builds good character</p> <p>6 Builds social network</p> <p>7 Free childcare</p> <p>8 Religious reasons</p> <p>9 Buildings national identity</p> <p>99 Other, specify</p>
s2_1	<p>Can you list three benefits of receiving a school meal program?</p> <p>Enumerator: Do not read prompts. Select all that apply, even if the number of responses is less than or more than three.</p>	<p>1 Children attend school more regularly</p> <p>2 Children pay more attention in class</p> <p>3 Children learn better</p> <p>4 Improved health and nutrition outcomes for children</p> <p>-77 Other, specify</p>
s3	Have you heard that a new school meal program is coming to your local school?	<p>1 Yes</p> <p>2 No</p>
s8_note	Yes! I would like to inform you that World Vision will be starting a school meals program in your community in September. The meals will include a cereal (rice or maize porridge), pulses (lentils & beans), a seasonal vegetable, salt, and vegetable oil. Here is a letter from World Vision showing their intention to work in your community.	
s_rand	Enumerator: the CAPI will randomly vary the order of s9 and s10.	
s9	How much do you think this prepared meal would cost at market?	meticaïs
s10	How much do you think your household is willing to pay to provide this meal for your child?	meticaïs

s11_1	<p>May I ask why you are willing to pay LESS for a school meal than for the same meal at market?</p> <p>Question relevant when: [s9_1]>[s10_1] or [s9_2]>[s10_2]</p>	<p>1 Not enough income / Cannot afford</p> <p>2 School meal is of lower quality</p> <p>3 WV already provides it</p> <p>- 77 Other</p>
s11_2	<p>May I ask why you are willing to pay MORE for a school meal than for the same meal at market?</p> <p>Question relevant when: [s9_1]<[s10_1] or [s9_2]<[s10_2]</p>	<p>1 Benefits my child's education</p> <p>2 School meal is higher quality</p> <p>3 Provided at a convenient place</p> <p>- 77 Other</p>

SECTION Y: Donation Game

Let me tell you some more information about the new school meal program. World Vision has implemented this program in other parts of Mozambique, including in Muecate, Nacarora, and Meconta districts. A research team did a study and they found that the program helped students to eat more and better food and as a result, they felt less hungry during the school day and were able to concentrate on their studies. They also learned how to read better because they were not hungry and could concentrate on their studies. There are also some necessary items for the school meal to be implemented, for example, some fruits and vegetables, spices and condiments, and cutlery and plates. The way World Vision works is that they provide the main food, which is a porridge. However, the schools need volunteers to help to cook the food, gather firewood, wash the dishes and clean up after the meal is served. The volunteers are members of the community rather than students so that students do not miss out on valuable time for lessons.

Today we are offering you 100 Meticaís. We would like to ask you three things: 1) Whether your household would like to donate some of the 100 Meticaís to the school meals program for the materials I described, and if so, how much 2) How many people in your community you think will contribute and 3) Whether your household would like to volunteer to help with the school meals, and if so, how many shifts per week.

We are interviewing your household and seven other households in your community. For the decision about whether and how much your household would like to contribute to the school meals program, we will think about two scenarios: one where we will tell you how many of the other 7 households in this community have contributed, and another where we will not tell you how many contributed. We will ask you how much your household would donate for each possible number of households that could donate. Whether we do or do not tell you how many other households donated will be determined by a coin flip. Next, we will ask you how much your household would donate if we do not tell you how many households donated. All donations are anonymous. Apart from the research team, no one else will know who donated or how much they donated.

Here's how it will work: After you answer both questions, I will flip a coin. If it is heads, we will tell you how many other households donated and your household will donate the amount from the first scenario. We will only know how many households donated after interviewing all 7 other

households and their donations. If it is tails, we will not tell you how many households donated and your household will donate the amount from the second scenario.

Since your donation can come from either decision, it's best to answer both scenarios honestly. The remaining amount (100 Meticaís minus your donation) will be sent to your household via M-Pesa or E-Mola within the next 10 days, after we know the total donations from other households. Out of fairness, we will send all payments to households in your community on the same day, no matter if the coin flip results in heads or tails. Again, please remember all donations are anonymous. Apart from the research team, no one else will know who donated or how much they donated.

So remember these four things:

1. I am going to ask you how much of the 100 meticaís you would like to donate to the school meals.
2. I will ask you in two ways: one where you would know the number of the other seven households donated and the other one where we would not tell you.
3. Whether or not we tell you will be decided by a coin flip after you answer both questions.
4. We will give you the 100 meticaís minus what you donate after we know how many households donated (even if it turns out that we do not tell you).

Would you like me to repeat these instructions, or should we proceed with the scenarios?

Scenario 1: In this first scenario, your household will decide how much to donate if we tell you how many other households donated. Today we are interviewing 7 other households in this community. If the coin flip results in heads, then your donation will be based on this decision and your household will receive 100 Meticaís minus your donation.

[The CAPI will randomize whether the questions are asked in ascending or descending order]

If X other households in this community donated, how much would your household donate?

Households contributing	0	1	2	3	4	5	6	7
	don_0	don_1	don_2	don_3	don_4	don_5	don_6	don_7
Donation (Meticaís)								

Scenario 2: Thank you for completing the first scenario. In the second scenario, I want you to decide how much your household wants to donate if we do not tell you how many other households in your community donated. If the coin flip results in tails, your donation will be based on this decision and your household will receive 100 Meticaís minus your donation.

don_8	D8. Quanto é que quer doar se não lhe dissermos quantos outros agregados familiares da sua comunidade doaram?	__ Meticaís
don_9	D9. Dos 7 outros agregados familiares que estamos a inquirir hoje nesta comunidade, quantos acha que vão doar parte dos 100	__ households

	Meticaís para o programa de refeições escolares?	
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Now we will do the coin flip. As a reminder, we will flip a coin to decide which scenario will determine your final response. If it is heads, your final response will be based on how many other households choose to volunteer, after we know how many other households chose to donate. If it is tails, your final response will be based on the second decision/scenario, where we do not tell you how many households decided to donate.

Heads: we are going to tell you how many of the seven households in this community donated. Your household will donate X based on your answer in the first scenario. To know this amount, we need to finish surveying the 7 other households in your community. Therefore, we will send the money to you via M-Pesa or E-Mola in the next 10 days. Those households who flipped tails will also get their payments delivered on the same day out of fairness to you.

Tails: we are not going to tell you how many of the seven households in this community donated. Your household will donate Y based on your second decision. This means that you will receive 100-Y meticaís! We will send this to you via M-Pesa or E-Mola in the next 10 days. This is out of fairness to households who flipped heads because we cannot know their amounts until we have finished surveying the other households in your community.

Thank you for going over the two scenarios about donating money to the school meal program. I will now present you another two scenarios about volunteering to help with the school meals. Volunteers are needed for the school program to function. Volunteers cook the food, gather firewood, wash the dishes, and clean up after the meal is served. Volunteers typically work in shifts, and there is a total of 10 school shifts every week during the school year. Each school day, there are two shifts—a morning shift and an afternoon shift—and there are typically five school days per week.

Similar to last time, we will ask you about your household's decision to volunteer under two scenarios: one where we tell you how many of the other 7 households in this community have chosen to volunteer, and another where we do not tell you how many others have volunteered. We will ask you for how many shifts per week your household would volunteer under each possible number of households that could also volunteer. Next, we will ask you whether for how many shifts per week your household would volunteer if we do not tell you how many households volunteered.

We will again flip a coin to decide which scenario will determine your final response. If it is heads, your final response will be based on how many other households choose to volunteer, after we know how many other households chose to volunteer. If it is tails, your final response will be based on the second decision, where we do not tell you how many households signed up to volunteer.

Since your volunteering final response can come from either scenario, it's best to respond to both scenarios honestly. At the end of the two scenarios, if your final response indicates "yes" for volunteering, then we will share your household's name and response with World Vision as a

household who is interested in volunteering, and they may contact you in future during volunteer recruitment. If your final response indicates "no" for volunteering, we will not give your household's name to World Vision, your community will still receive the school meal program, and your household will not suffer any penalty. We will also not share any of your responses directly with any members of your community.

[Enumerator: the following question will only be asked to a randomly selected sample] We also want to inform you that volunteers who help with school meals will be offered a free meal per shift they sign up for.

Are you clear with these instructions or should I go over them again?

Scenario 1: In this first scenario, you will decide whether your household would volunteer if we do tell you how many other households volunteered. Today we are interviewing 7 other HHs in this community. Remember that we will soon flip a coin and, if it is heads, then your choice to volunteer will be based on this decision.

[The CAPI will randomize whether the questions are asked in ascending or descending order]

If X other households in this community volunteer, would your household volunteer?

Households volunteering	0	1	2	3	4	5	6	7
	vol_0	vol_1	vol_2	vol_3	vol_4	vol_5	vol_6	vol_7
Number of shifts per week (max of 10)								

Scenario 2: Thank you for completing the first scenario. In the second scenario, I want you to decide whether your household would volunteer if we do not tell you how many households in your community actually volunteered. If the coin flip results in tails, your choice will be based on this decision.

vol_8	For how many shifts would you volunteer we do not tell you how many other households in your community volunteer?	__ shifts per week (max of 10)
vol_9	Out of the 7 other HHs we are surveying today in this community how many do you think will volunteer for at least one shift per week?	__ households

4. Run the coin flip and present the payment information.

Now we will do the coin flip. As a reminder, we will flip a coin to decide which scenario will determine your final response. If it is heads, your final response will be based on how many other households choose to volunteer, after we know how many other households chose to volunteer. If it is tails, your final response will be based on the second decision/scenario, where we do not tell you how many households signed up to volunteer.

[Touch the coin to flip.]

Heads: We are going to tell you how many households volunteered. Your household's final response will be based on your first decision. To know this choice, we need to finish surveying the 7 other households in your community. Therefore, we will let you know if we are adding your name to the list of volunteers in the next 10 days.

Tails: We are not going to tell you how many households volunteered. Your household's final response will be based on your second decision. This means that you will [not] be added to the volunteer list! [We will add your name to the list of volunteers within the next 10 days.]

Section E: End of Survey

mpesa_nr	What is the number to which you're sending the money [mpesa_amt]? <i>Response constrained to: 8000000000 < . <9000000000 or .=-99</i>	
mpesa_own	Who is the owner of the M-Pesa/E-Mola account?	0 The respondent 1 Neighbour 2 Husband/Wife 3 Other relative -77 Other
mpesa_name	What is the name of the owner of the M-Pesa/E-Mola account?	
End of the survey - Thank you for your participation in this interview!		
language	Language used to conduct the interview:	1 Portuguese 2 Emakhuwa / Makua 3 Cheua 4 Marengo / Cimarenje 5 Lomwe / Elomwe 6 Chichewa 7 Swahili 8 English 99 Other, specify
comments	[Enumerator, would you like to provide any other information about this interview] Note: Write ND if you don't have any comments	

Annex D: English Translation of Informed Consent Form

Good Morning/Good Afternoon. My name is (NAME), I work for a team of researchers in the United States and in Mozambique. The research team is collecting data for an education research project and we would like to invite you to participate in this survey. To help you decide if you want to accept to participate, I will give you more explanation about what we are trying to do. If in doubt, you can ask for clarification at any time. If you need to, you can ask for time to reflect or consult someone you trust.

Why is this research being carried out?

This research is being carried out to gain an understanding of how education works in Nampula and Zambezia provinces. Many other schools will be participating in the same research study. The research will investigate how to improve education programming in Mozambique.

Type of Research/ Intervention

The data collected during this research will be used in a statistical model that will allow measuring the effect that the educational programs have on students' literacy performance.

Selection of participants

This survey will include many schools from two districts in Nampula province and one in Zambezia province. They have been selected from a group of schools just like yours.

Voluntary Participation

Your participation is voluntary. You are not required to participate in this research. If you decide not to participate, there will be no harm to you. If you decide to participate, you can interrupt at any time without prejudice. There are no sanctions or consequences if you decide you don't want to participate. You can also choose not to answer any specific question in the interview, and you can also ask us not to use your information at any time.

Risks, Discomfort, and Inconvenience

There will be very little risk to you from the study. The interview will take approximately 30 minutes.

Benefits

We cannot promise any benefits to you or others who participate in this survey.

Your participation in the study is very important, we hope that your participation in the study can help us to improve education in Mozambique.

Cost of participation/ Compensation

You will receive a token of our appreciation for participating in this study and there will be no cost to you for participating in this study.

Privacy

Your name, as well as any other information that can be used to identify you, will not be shared with anyone including the school or the government. No one, except one researcher, will be able to access the information and see any answers. All information will be stored in an encrypted, password-protected folder that only the lead researcher will have access to.

Confidentiality

All information you give to the interviewer will be kept confidential. We will never report on individual information, only describe general standards and the conclusions resulting from the analyses of the information provided by all participants. No data identified by individual participants will be published for third parties who are not project personnel, and no data collected during the study is considered to be sensitive in nature. All information that could be used to identify the participant will be treated, protected, and accessed only by the team authorized for research.

Sharing Results

The results of this study will result in recommendations and the elaboration of education policies, which will be shared with the Ministry of Education and Human Development of Mozambique, international institutions, and education practitioners in Mozambique and outside Mozambique. The results of the research will also be published in conferences, seminars, workshops, and scientific publications.

Whom to Contact (Researchers and Committee of Ethics)

Researchers:

In case you would like to speak with someone about the research, please contact:

Dr. Feliciano Salvador Chimbutane
Universidade Eduardo Mondlane, Maputo
Tel: +258828173490 / 848185299
Email: felicianosal@yahoo.com.au

OR

Dr. Carlos Lauchande
Universidade Pedagógica de Maputo
Tel: +258 828487629 / 847369889
Email: lauchand59@gmail.com