

# Promise of Preschool in Africa: Community-Based Preschools in Rural Mozambique



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*Save the Children  
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**Save the Children and World Bank**

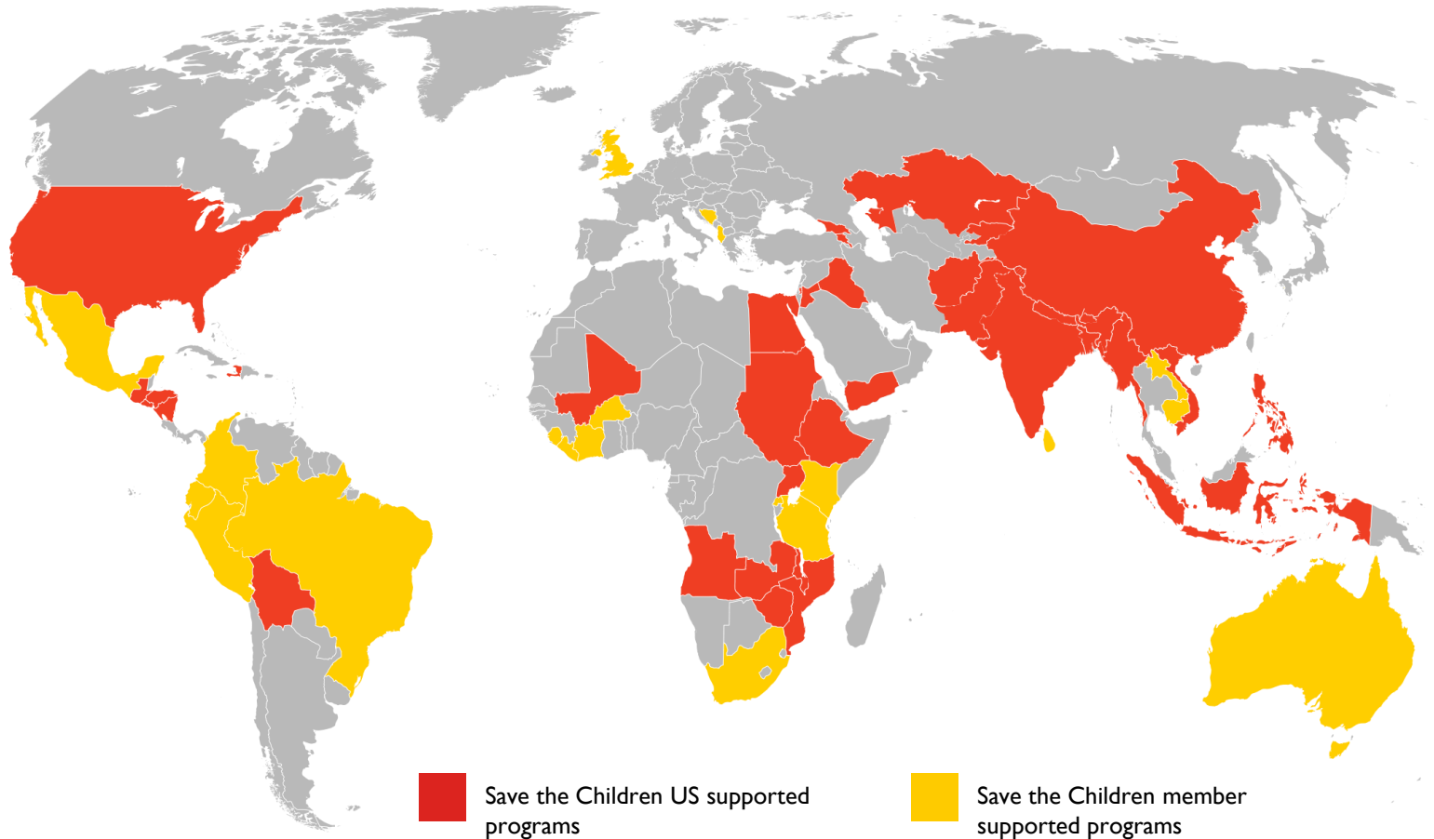
Evaluation conducted in partnership with Elma Philanthropies, American Idol, BNPP, SIEF and 3ie.



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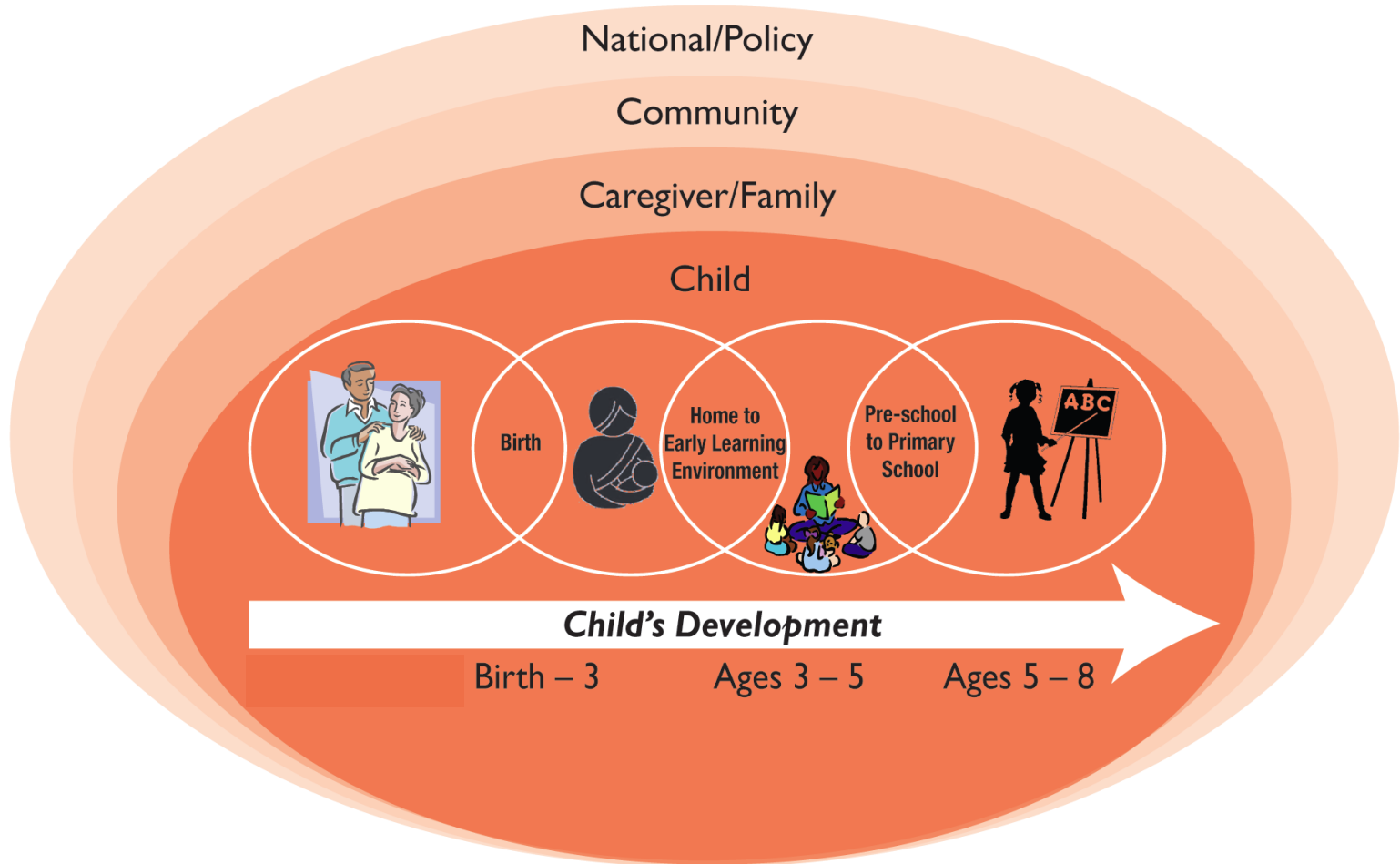
# Save the Children's ECD Programs Around the World

Globally, Save the Children supports early childhood care and development programs in more than 55 countries

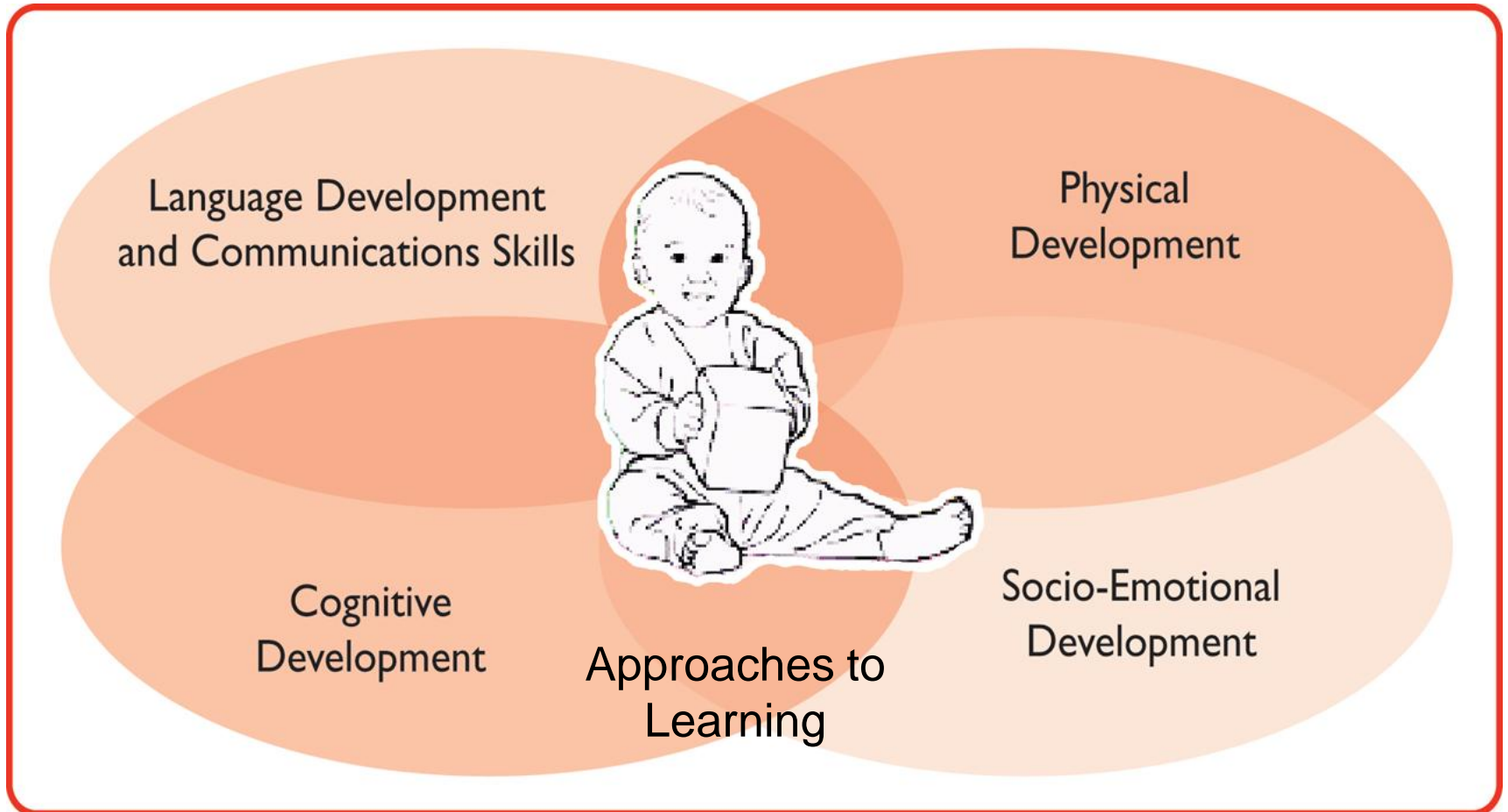


# Multiple Settings of ECCD

## Specific Roles of the Government and Community



# Developmental Domains



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# ECD in Mozambique

5

- 4.5 million children < 5 years old
- 66 thousand (4%) are currently enrolled in ECD programs.
- Urban, private ECD
- Very few rural programs, where poverty is more acute.

# Mozambique Impact Evaluation Partnership

6

- Save the Children ECD Programming (2008)
  - 2 Foundations (est. \$1 million over 2 years)
  
- The World Bank/ 3IE (est. \$600K)
  - Technical and financial support for the evaluation
  
- The Government of Mozambique
  - Counseling and supervision through the Mozambique ECD National Network (ADEA)

# Save the Children's Center-Based ECD Model

## ◦ ECD Model:

- Center based
- 35 students per class
- 2 teachers per class
- 3 hours, 15 minutes per day





# Preschool Teacher Characteristics

Characteristic	
Age	31
Female =1	93.2%
Single = 1	29.31%
Number of children	3.05
Has a child enrolled in the preschool	54.39%
Years of education	6.16
Hours per day dedicated to the preschool	4.34
Hours per month dedicated to activities related to the preschool: trainings and meetings	3.64
Works outside of the preschool	1%



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# ECD Evaluation Sample

9

- ❑ 76 communities in 3 districts of Gaza Province
- ❑ Random assignment of program:
  - ❑ 30 treatment
  - ❑ 46 control
- ❑ Random sample **2000 households** with children 36 to 59 months at baseline:
  - ❑ 1 “target child” per HH for testing
- ❑ Community Survey (76 leaders)
- ❑ School survey (1020 first graders)



# Survey Instruments

- ☐ Household Questionnaire (income, wealth, consumption, time use)
- ☐ Child Development Measures (3 to 5 years-olds)
  - ☐ Language Test (based on TVIP)
  - ☐ Ages and Stages (ASQ)
  - ☐ Strengths and Difficulties (SDQ)
  - ☐ Anthropometrics (weight, height)
- ☐ School Readiness Measures
  - ☐ Education Development Instrument (EDI)
- ☐ Preschool Survey (endline)
- ☐ Community Leader survey



# Target child characteristics (2008)

Variable	Treatment	Control	T-stat
Girls	51.03%	48.79%	1.16
Age in months	46.69	46.58	0.34
Mother tongue is Changana	97.19%	97.49%	-0.19
Speaks Portuguese	13.10%	10.35%	1.09
Orphan	9.84%	10.15%	-0.17
Weight for age z-score	-0.40	-0.30	-1.31
Height for age z-score	-2.00	-1.89	-1.01
Body mass index	1.43	1.41	0.13
Has been sick in the last month	21.91%	15.76%	2.60
Average number of meals in the previous day	2.55	2.56	-0.15

# Caregivers characteristics (2008)

Variable	Treatment	Control	T-stat
Female=1	81.17%	85.55%	-1.73
Age in years	34.60	34.48	0.17
Speaks Portuguese	49.78%	47.67%	0.47
Knows how to read	61.01%	60.99%	0.0047
Schooling (completed years)	1.36	1.38	-0.59
Married or cohabiting	68.22%	66.39%	0.78
Widowed	2.29%	3.19%	-1.13
Single	11.57%	8.81%	1.62
Worked for cash in the last week	13.37%	8.68%	2.55



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# Development risks at baseline

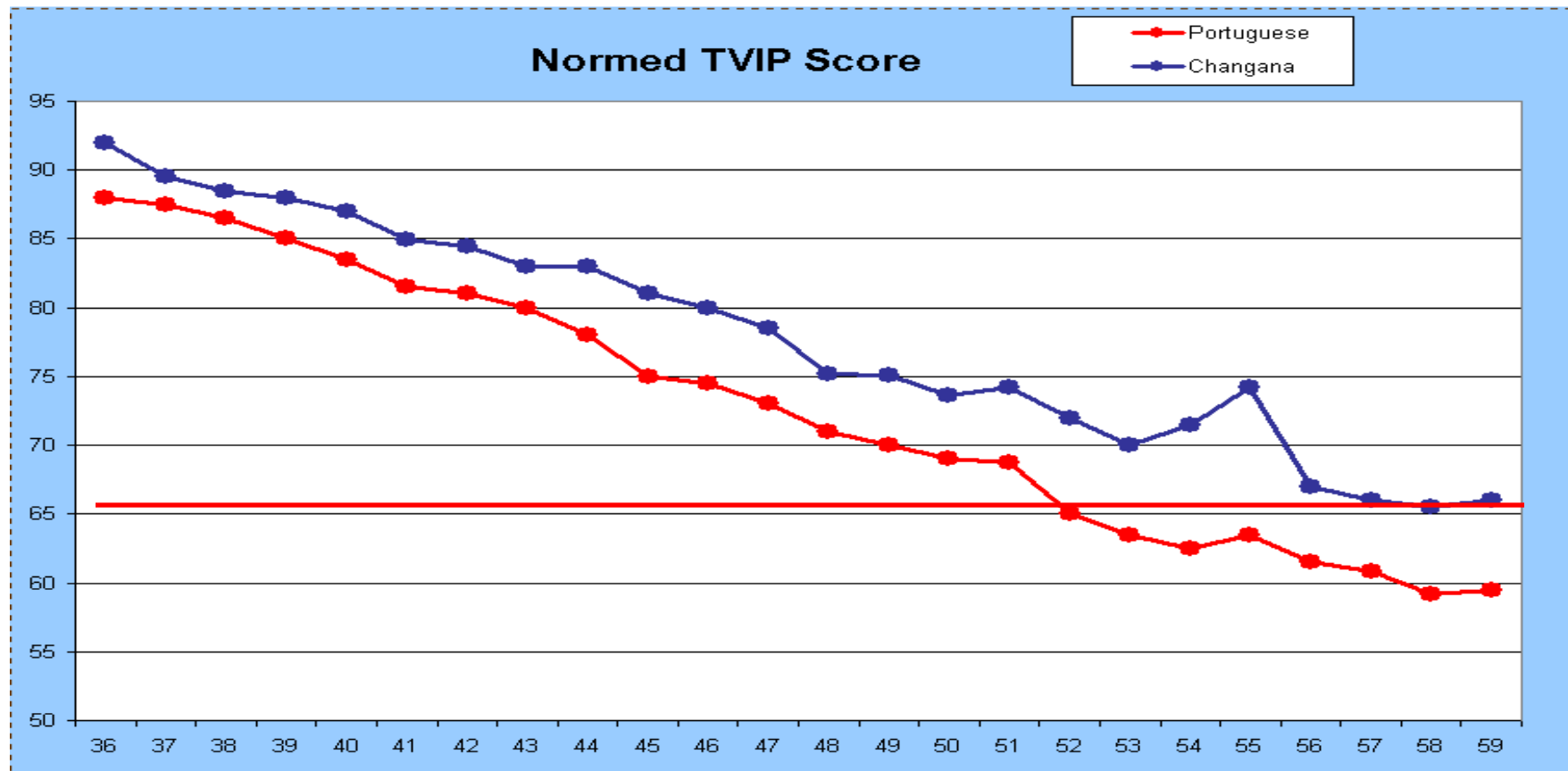
Risks	Percentage
Stunting	42.3%
Risk of delays in precise motor coordination (36-41 months)	70%
Risk of delays in problem solving (36-41 months)	65%
Orphaned	10.01%
Caregiver does not know how to read	42%
Caregiver does not speak Portuguese	51.35%

Source: Authors calculation from the baseline data for the impact evaluation (2008)



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# TVIP 2008



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# IMPACT (2010)

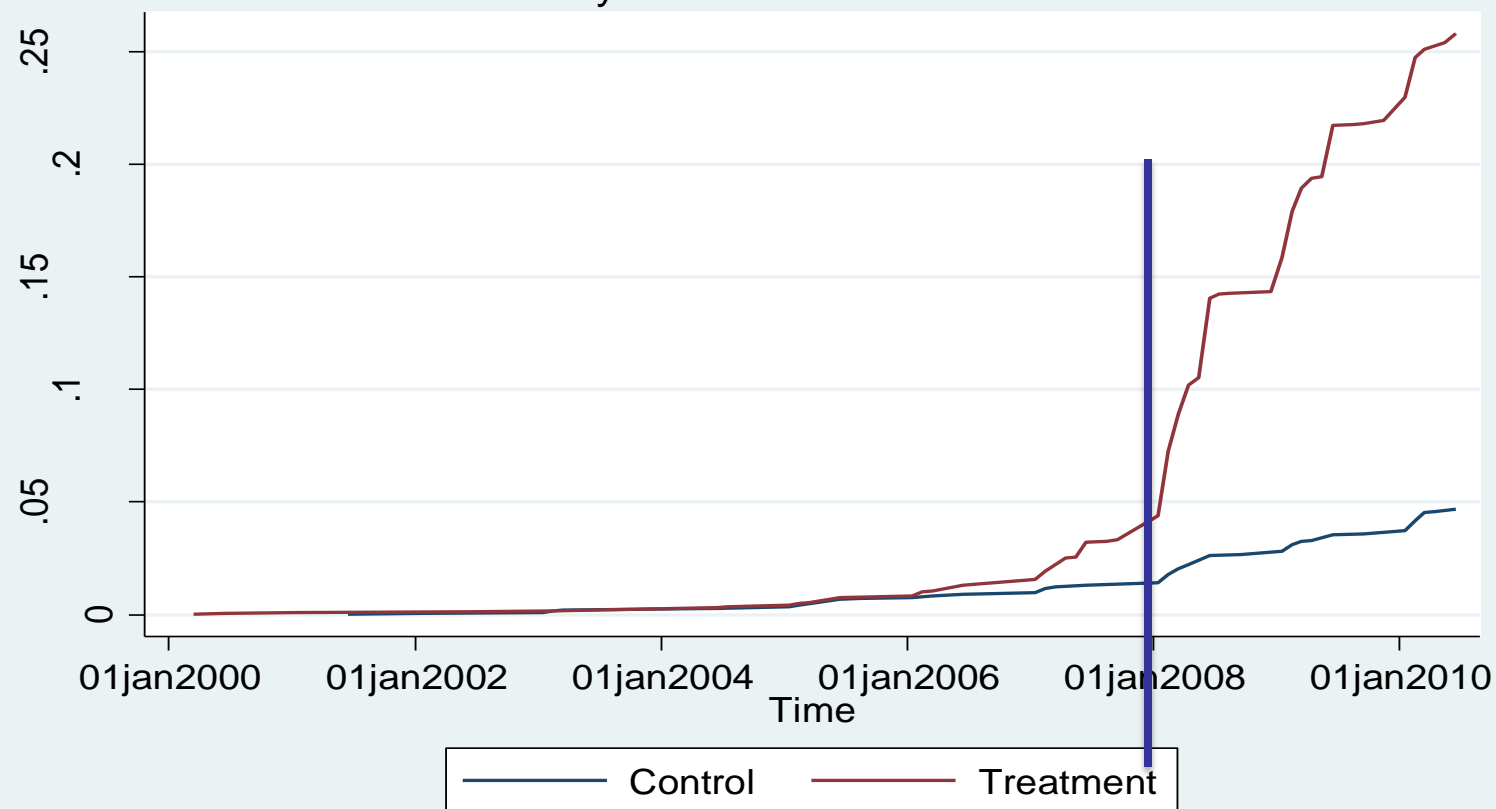
15





# Preschool Enrollment (3 to 9 years)

Probability of enrollment in escolas across time  
By Treatment and Control



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# Conclusions

- ECD/Preschool model effective at:
  - **Target Children:**
    - Increasing **primary enrollment & attendance**
    - Improving **problem resolution skills, fine motor skills**
    - Improve **pro-social behaviors** and decrease hyperactivity behavior
    - Improving **hygiene practices** and reduce diarrhea & skin infex
    - Reducing children's time working on family farm
  - **Older Siblings:**
    - Increasing in school enrollment
  - **Parents:**
    - Changing parenting practices
    - Increasing labor market participation

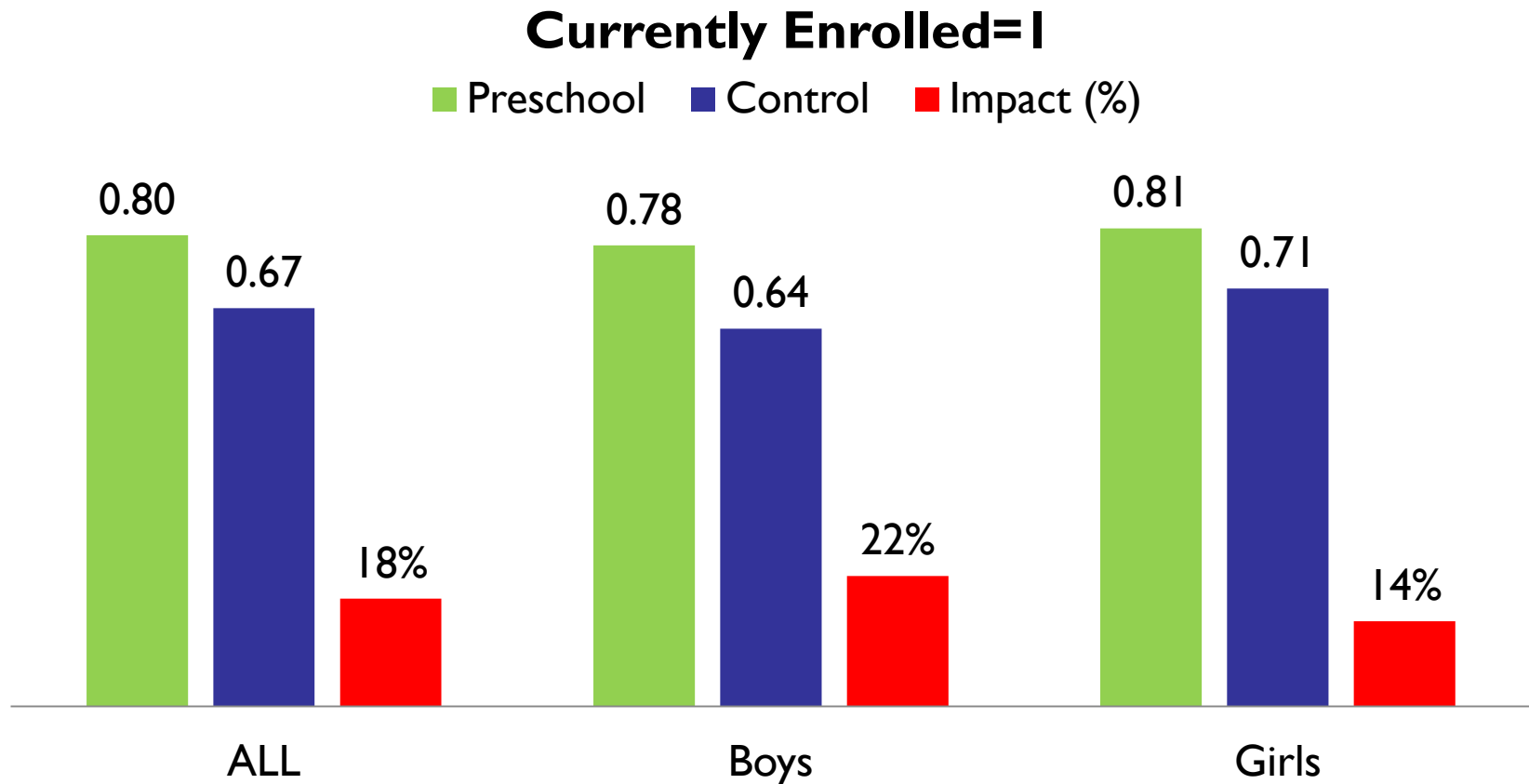


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# Conclusions

- ECD Model not effective at:
  - Improving child growth (stunting)
  - Improving language development
- Biologically is very difficult to alter these dimensions of child development after age 3

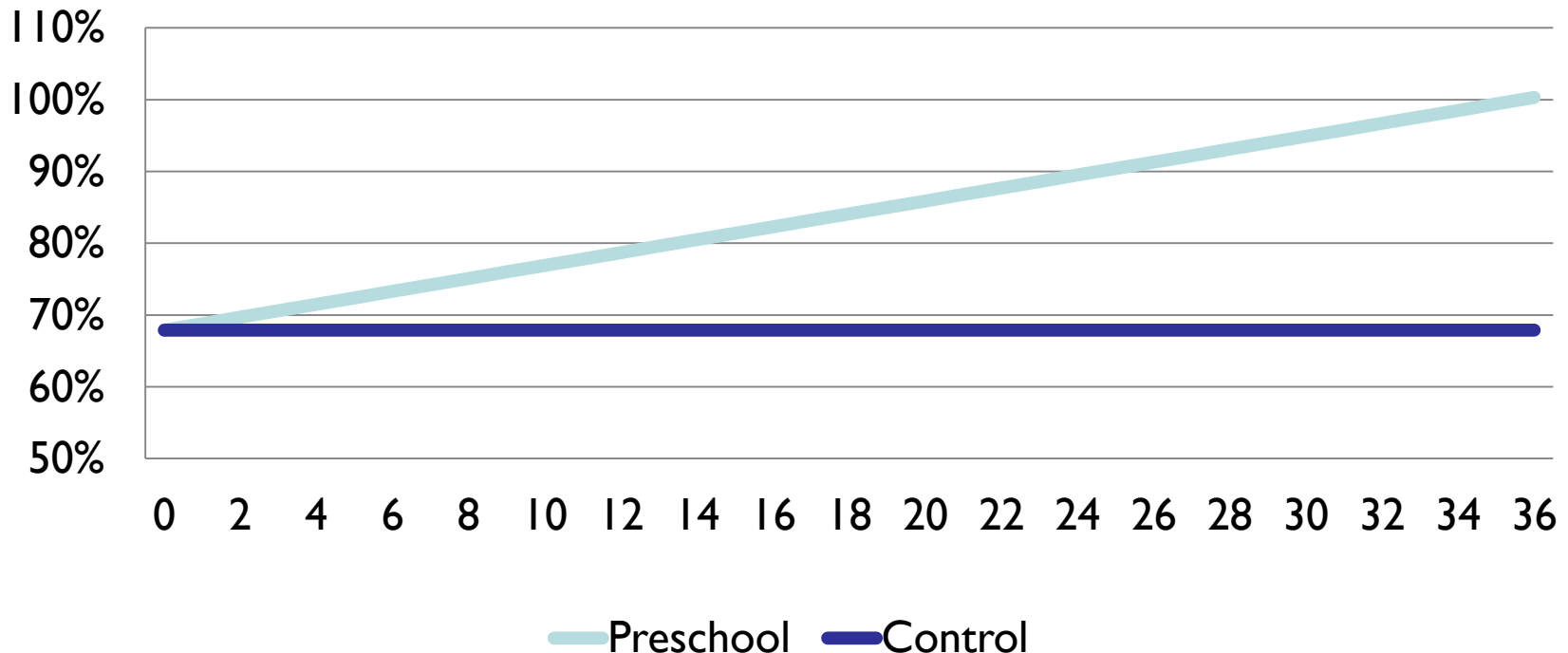
# Impact on Primary School Enrollment (5 to 9 year olds; N=2737)



# Impact on Primary School Enrollment

## Child Ever Attended School = 1 (5 to 9 years)

**School Attendance increases by 0.9pp for every month of Preschool Enrollment**



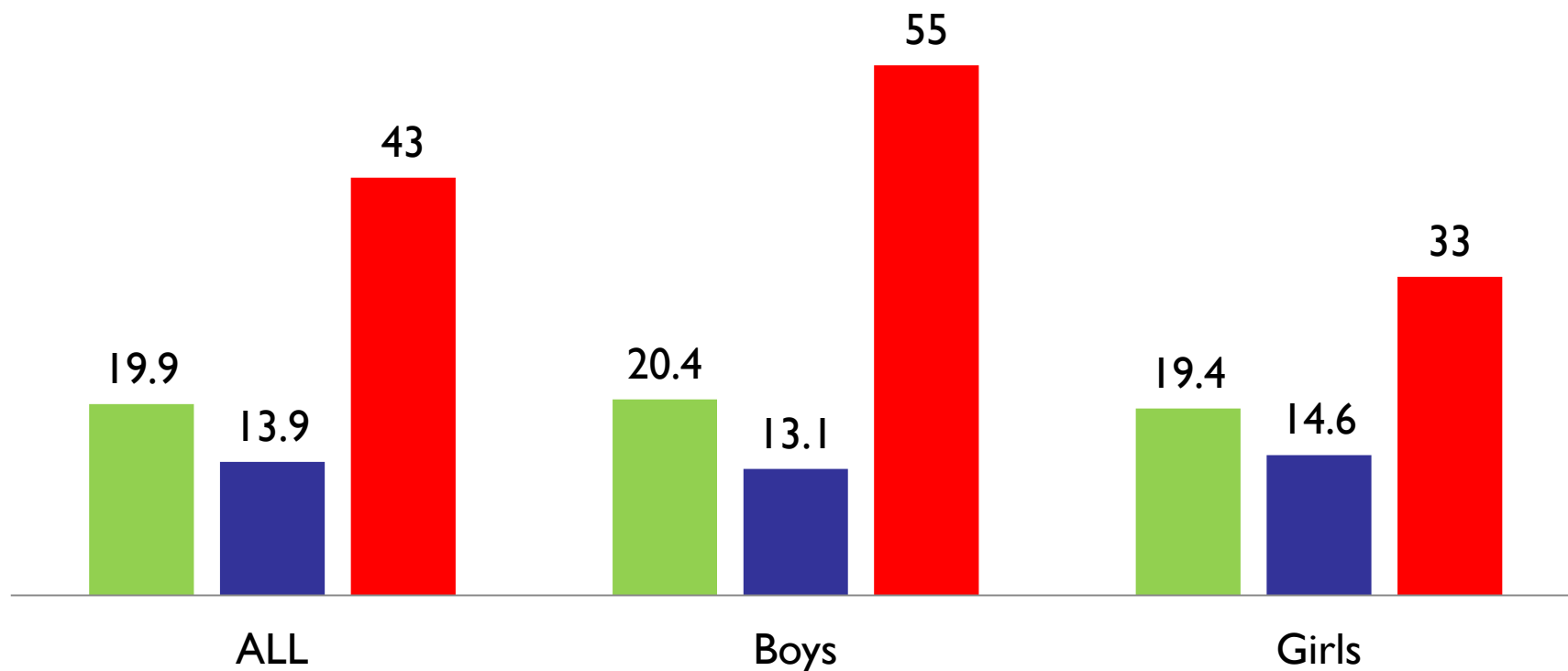
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# Impact on Learning Time

Hours in preschool or primary school last week (5 to 9 year)

## Hours of School per Week

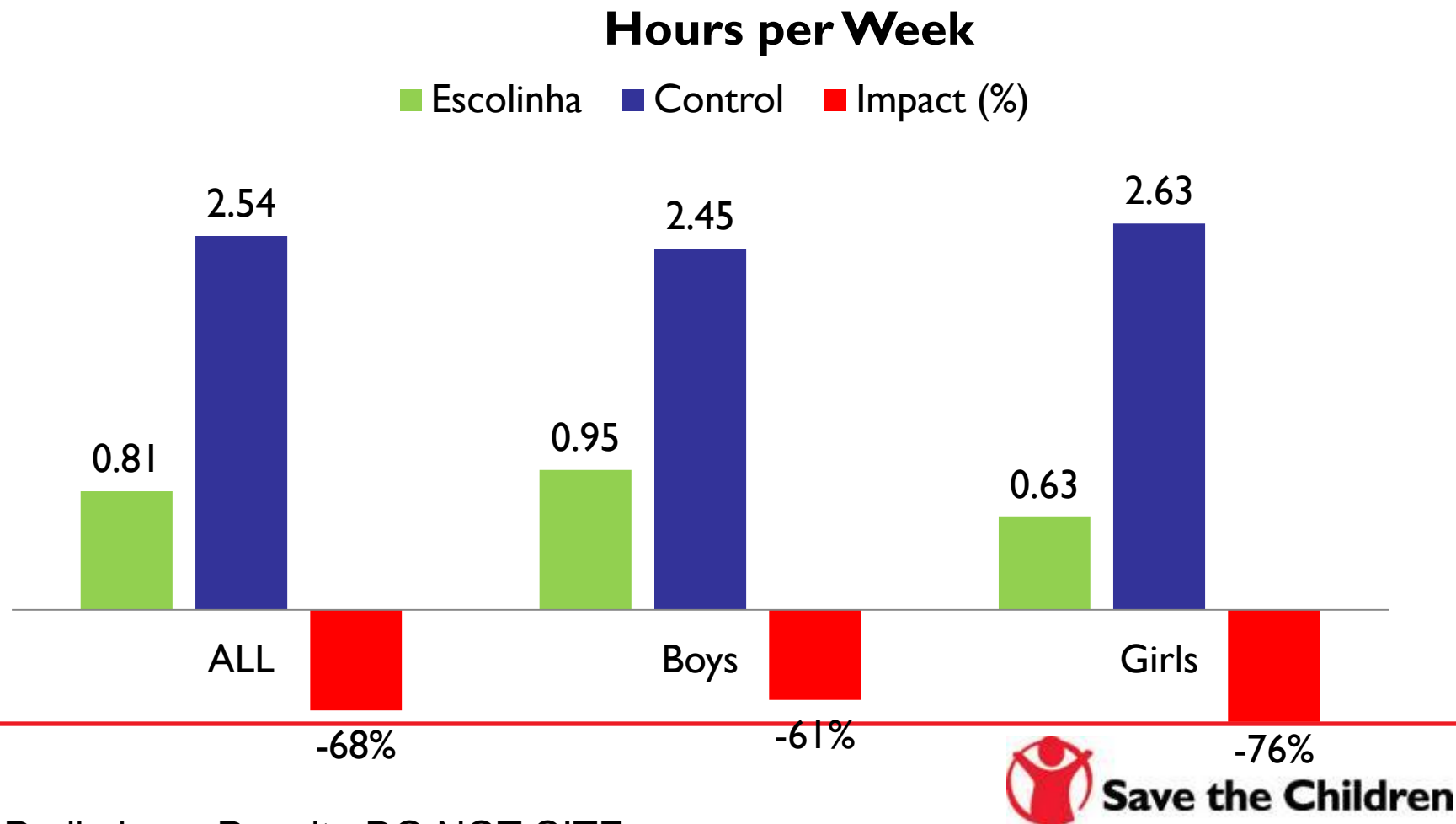
■ Preschool ■ Control ■ Impact (%)



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Preliminary Results-DO NOT CITE

# Time on Other Activities: Work on Family Farm



Preliminary Results-DO NOT CITE



# Obrigado!

