



# Evaluation of an Integrated Nurturing Care Activity in Mozambique

Cat Kirk

USAID/Children in Adversity

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## Partners Involved



**USAID**  
**Advancing**  
**Nutrition**



**Save the**  
**Children®**

**Transformi**  
**Nutrition**  
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**Maraxis**

Activities	Comparison (Nutrition and WASH)	Intervention (Nurturing Care)
Community group sessions		Twenty-six community group sessions on nutrition, sanitation and hygiene
		Opening play-based activity (song or game) for all sessions
		Four additional sessions covering responsive care, early learning, and supporting/monitoring child development
Growth monitoring and promotion		Health promotion, growth monitoring, micronutrient supplementation
		Developmental screening and referral
Home visits		Monthly home visits focused on challenges and problem solving around nutrition practices, and encouraging the production of homemade toys and play with household objects
Mass media		Community radio services
		Community video groups delivered through video trucks, involving the presentation and moderated discussions of locally produced videos addressing nutrition topics
		Additional video content focusing on responsive care and early learning behaviors included
		Broadcasting on ECD topics through community radio services

# Geographic Scope



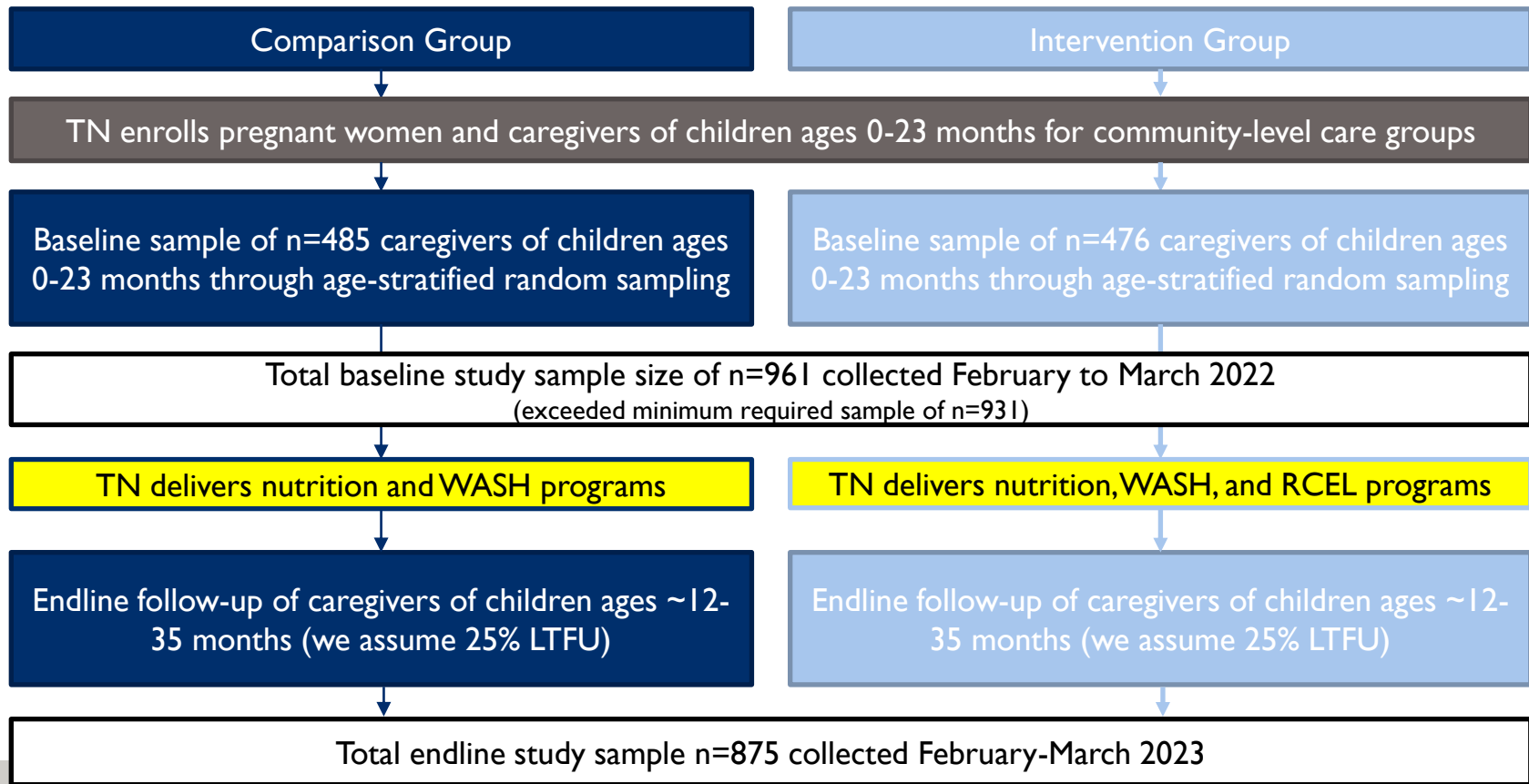
★ Nutrition and WASH

⦿ Integrated Package to Improve ECD

## Research Questions

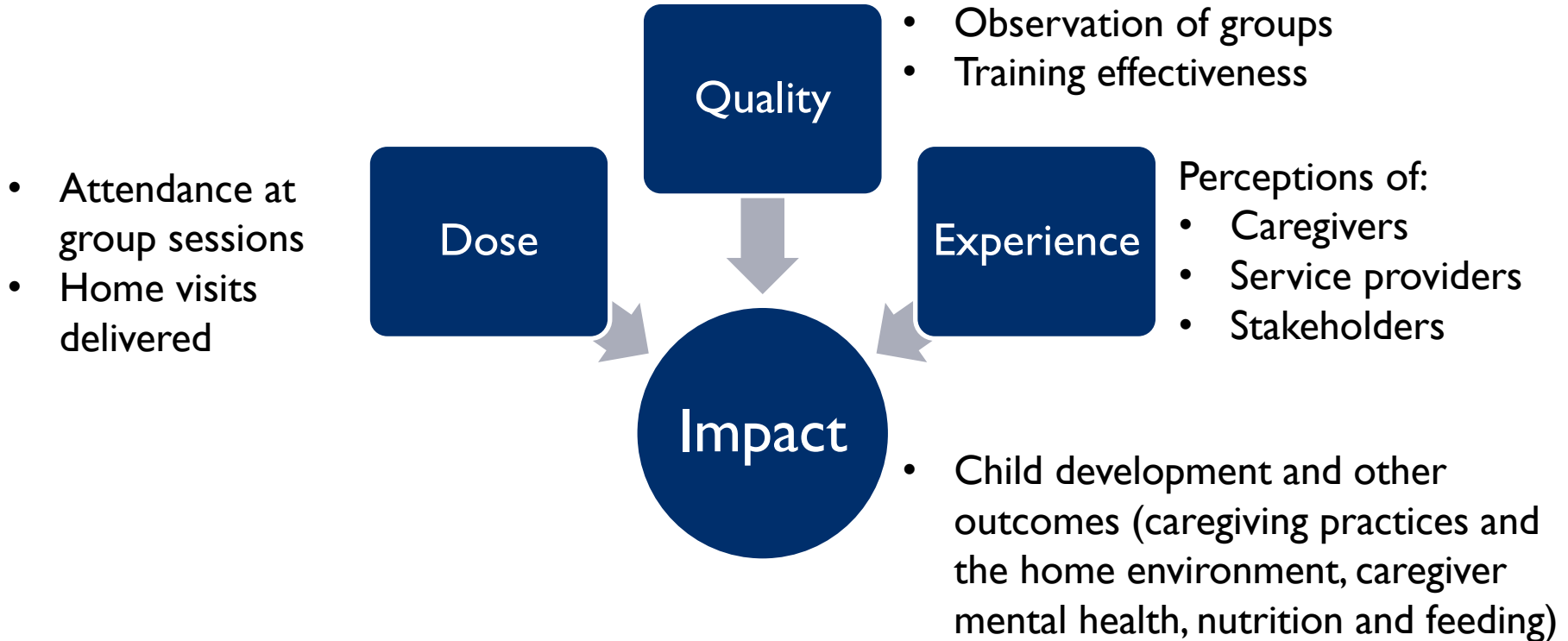
	Question	Study Design	Data Sources	Calendar
①	Does the integration of responsive care and early learning have a greater effect on ECD outcomes compared with the nutrition/wash intervention alone?	Quasi-experimental (non-equivalent comparison group)	Household surveys	Baseline and Endline
②	What is the feasibility, acceptability and implementation experience of integrating health care and early learning messages into a nutrition and WASH platform by a local partner?	Mixed methods	Individual interviews, focus groups, review of program records	Throughout implementation; Endline
③	What was the experience of community actors and caregivers with identifying and referring children with developmental difficulties to additional services?	Qualitative	Individual interviews	Endline
④	What is the simultaneous validity of the Global Scale for Early Development (GSED) and the Age and Stage Questionnaire (ASQ-3) in Mozambique?	Validation study	Household surveys	Baseline and Endline

## Study Design (for Research Questions 1 and 4)





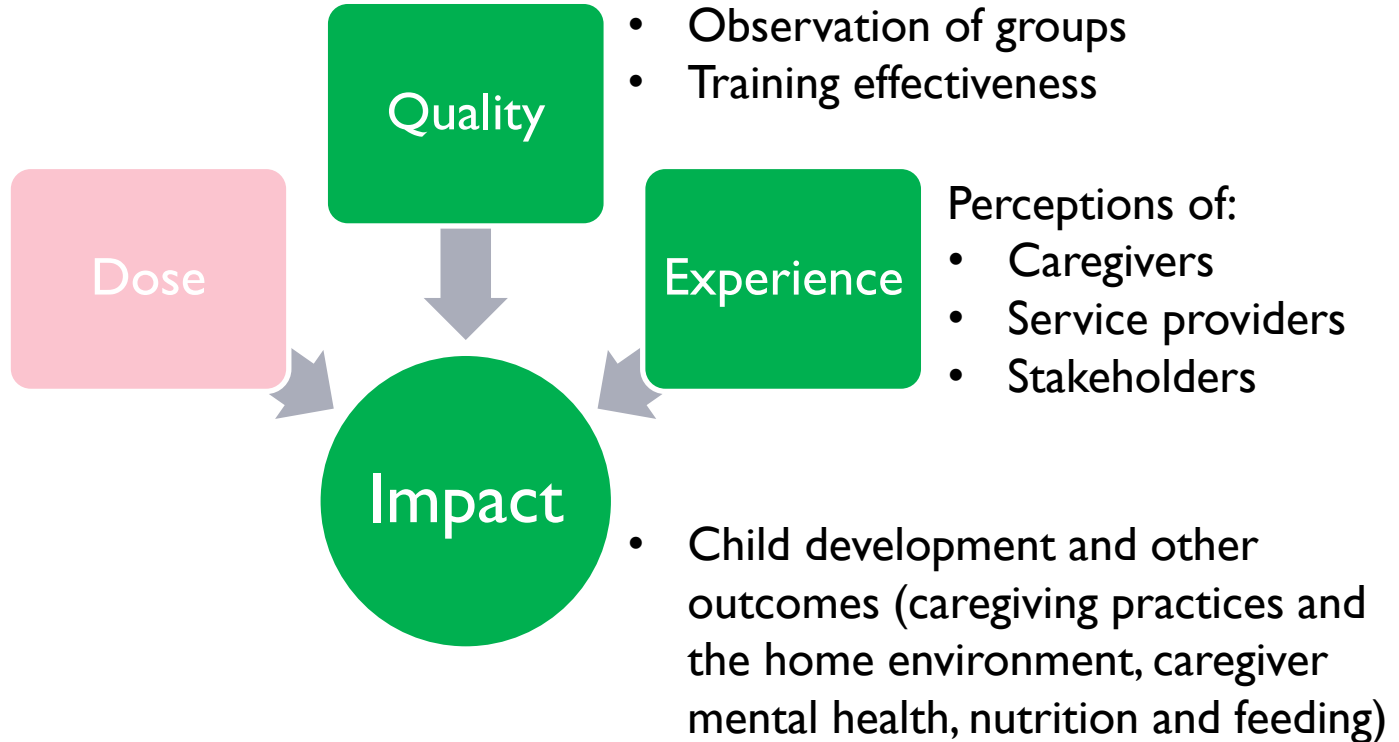
## What did we aim to capture?





## What did we capture?

- Attendance at group sessions
- Home visits delivered



## Reflections

- Start small and test the implementation monitoring systems first
- Consider how resources (including time and money) are allocated between survey-based data collection and the implementation monitoring
- Program launch in the context of COVID fragmented the partnership and there was not equal engagement of all partners, including government, in the study plan and execution





# Obrigada!

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For more information, contact Cat Kirk: [ckirk@usaid.gov](mailto:ckirk@usaid.gov)