Every day. In times of crisis. For our future.

Save the Children®

Non-center based Approaches to Early Learning

Sara Poehlman, Senior Director, ECCD

Early Learning Opportunities – beyond ECCD centers and preschools

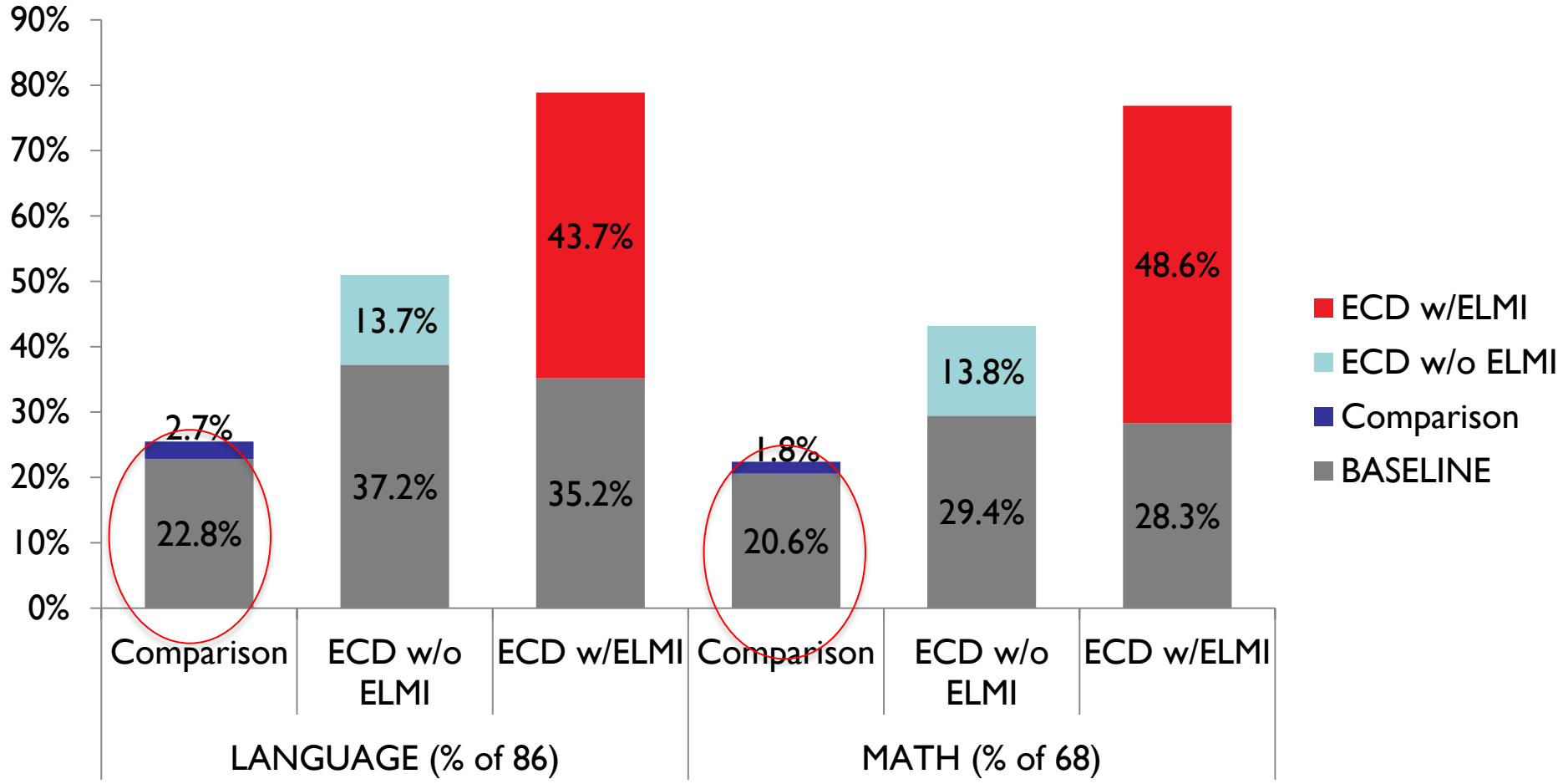
age-appropriate existing preschool
Community-based book
bus children activities
areas cooperative remote
play reading buses dense
along educational
communities cooperatives camps
bag space equip programs
demonstration buddies building using
content basis books Drop-in
boxes demonstrations demonstrate
young Emergent centers community
School
doing
learning Mobile
Literacy home
early spaces readiness
appropriate buddy

Alternative Approaches to Early Learning

- **Why Alternative Approaches?**
- **Mongolia** – reaching remote, nomadic children
- **Rwanda -** ELM at Home
- **Bangladesh and others** – School Readiness Summer Learning Program
- **El Salvador** – Early Steps to Success
- **Other Approaches**

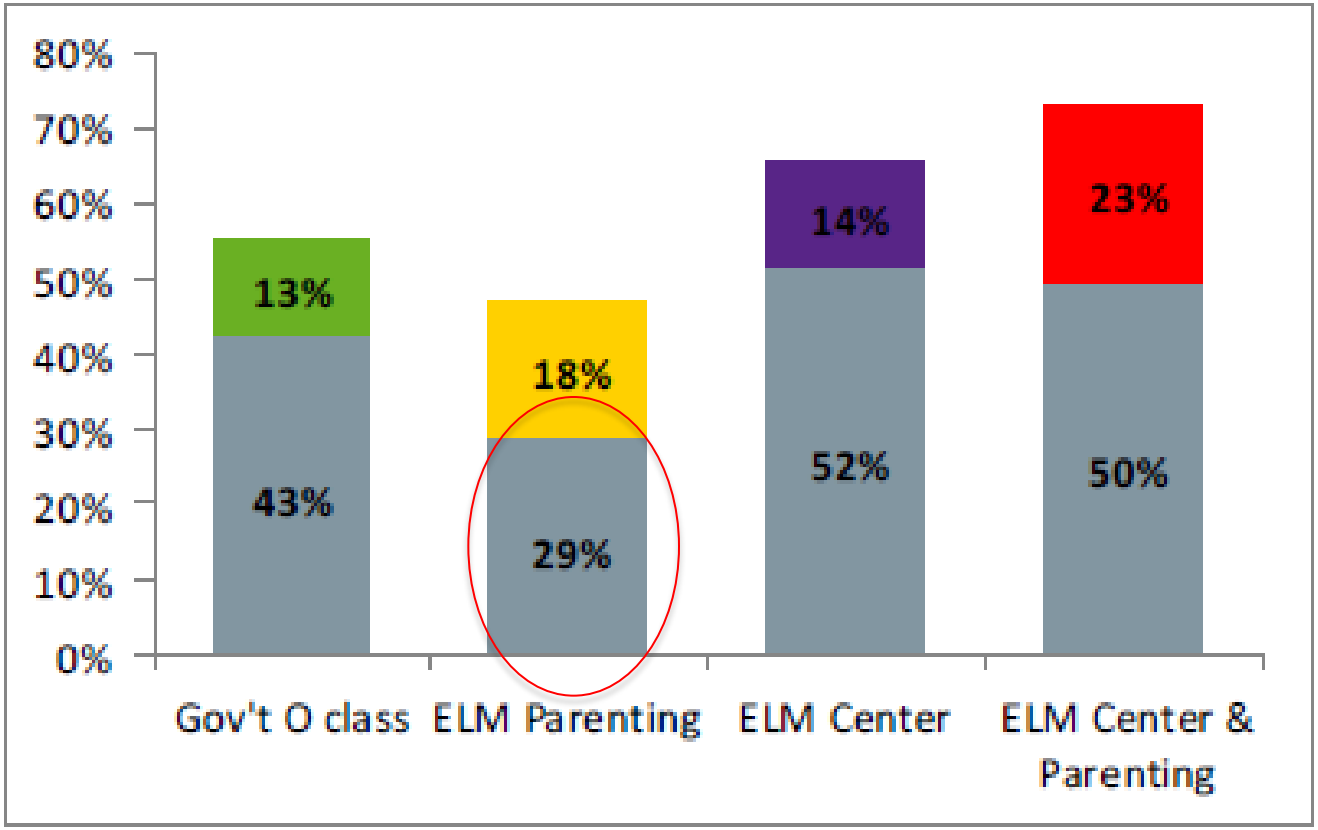
Why Alternative Learning Approaches?

Ethiopia – children needing the greatest boost are not in preschool or ECCD

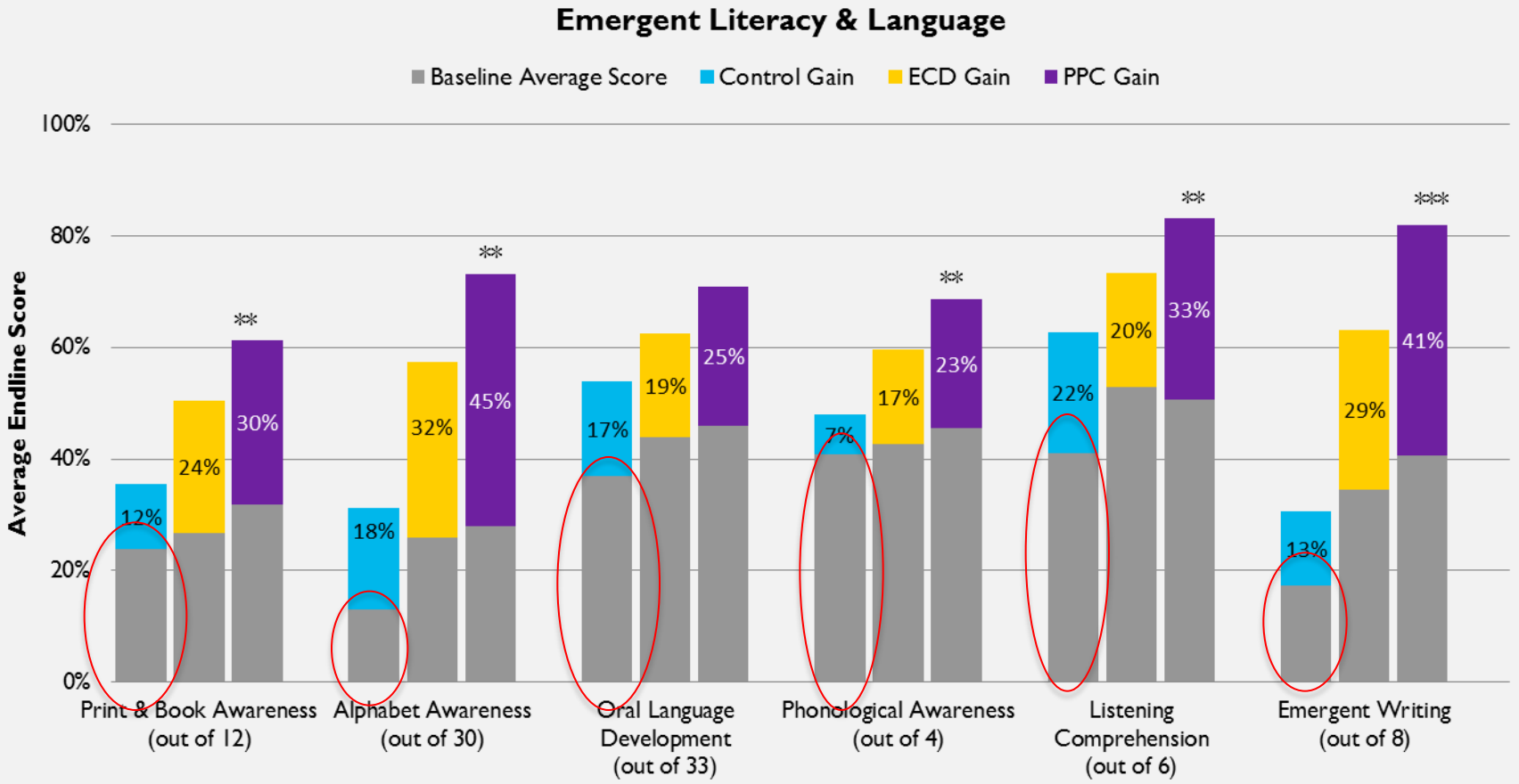


Ethiopia – children needing the greatest boost are being reached outside of classrooms

Figure 1. Learning gains from the beginning to end of the school year, by group

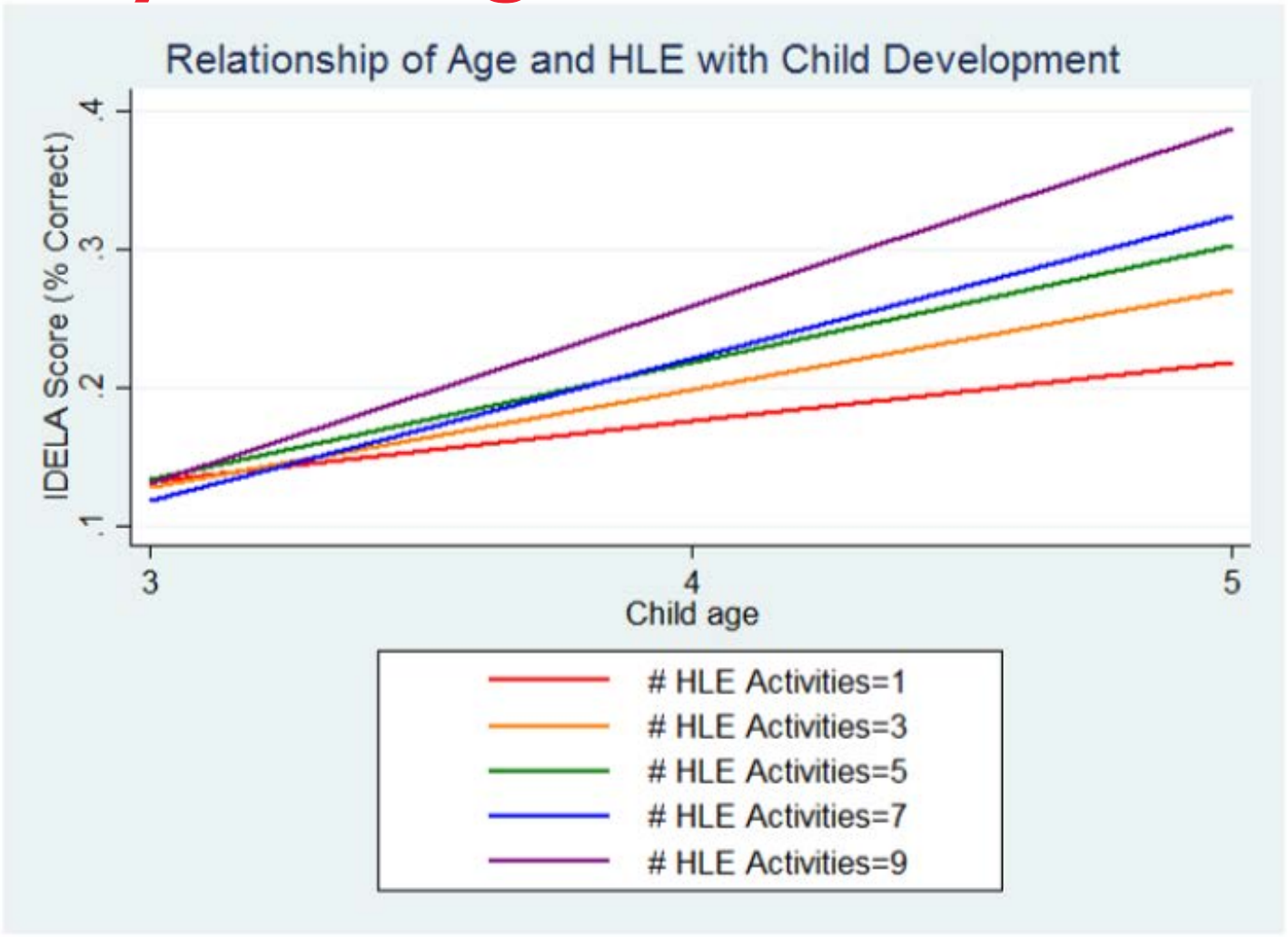


Bangladesh - Children needing the greatest boost are not in preschool



Note that the gains represented are percentage *point* gains.
Significant differences are between ECD and PPC absolute endline scores: ~ $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Bhutan – gaps in children's developmental levels are evident already from Age 4



Solutions: Mongolia – alternative approaches to reach remote, semi-nomadic children

Mongolia – ECD reaching remote, semi-nomadic children

- 30% children - nomadic herders moving 3-4 times a year, not able to go to kindergarten so lagging behind peers in ECD centers
- Parents enroll children in a home-based school preparation offered in 30 districts
- Child takes home one "mobile" kit of books and toys from the school library at a time. Each child has 10 kits to learn.
- Parents trained on how to use the kit to assist their child with learning, becoming the teachers at home.
- After the child finishes one kit, the family returns to the library to get a new kit.

http://www.worldbank.org/en/news/feature/2015/02/05/in-mongolia-preparing-herders-children-for-school-and-improving-their-learning

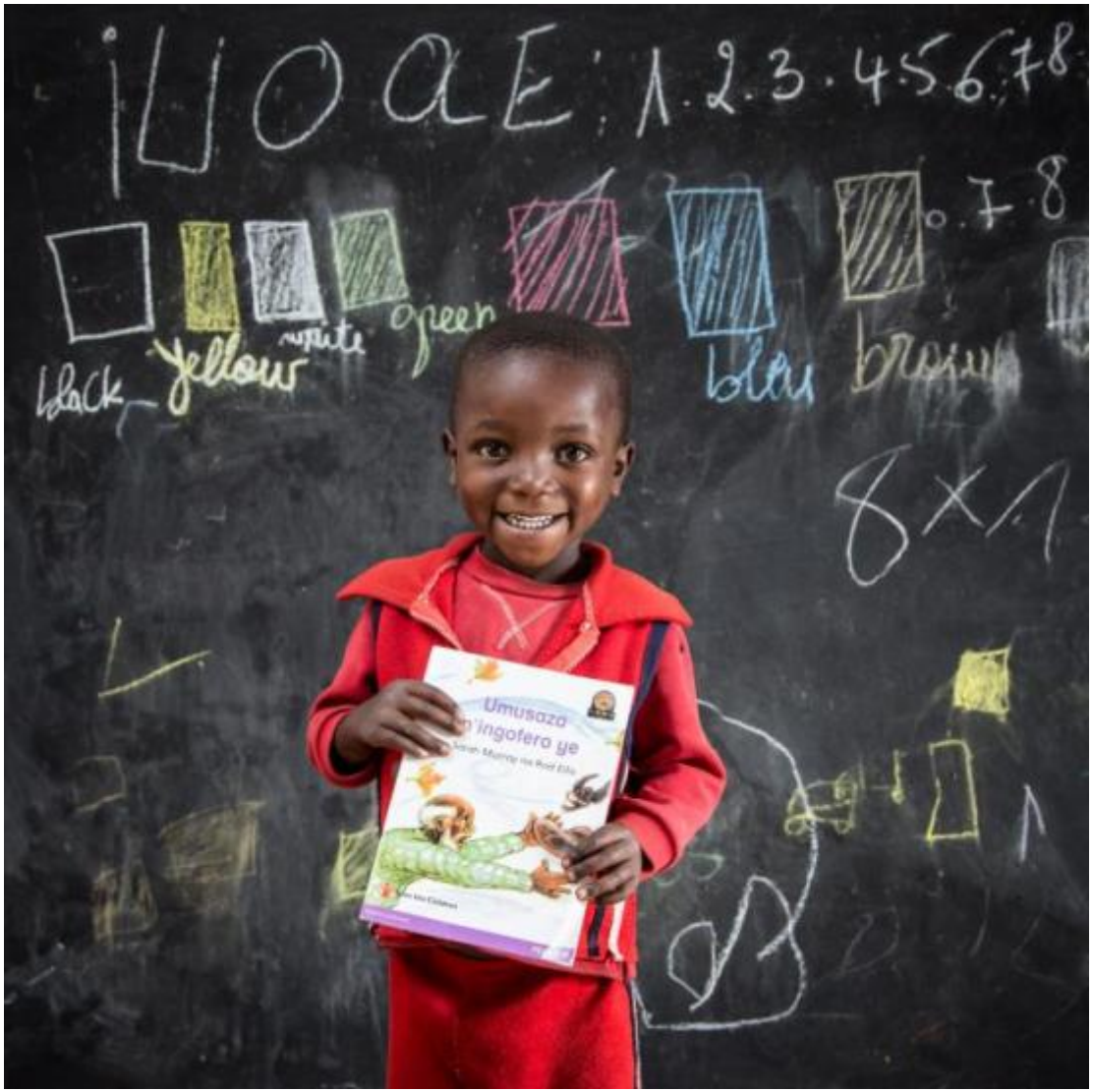
Mongolia

- Save the Children (Japan) piloted this model in 2012
- Runs over a period of 4-6 months for roughly $15 per child; very low cost versus standard kindergarten (food provision alone is more than $75 per child).
- Funded by the Japan Social Development Fund and managed by the World Bank.
- Government desire to scale across nomadic communities hoping for World Bank funding for Phase 2
- IDELA being used to measure impact and we have one more year to document impact of this and other ECD interventions nation-wide

Questions?

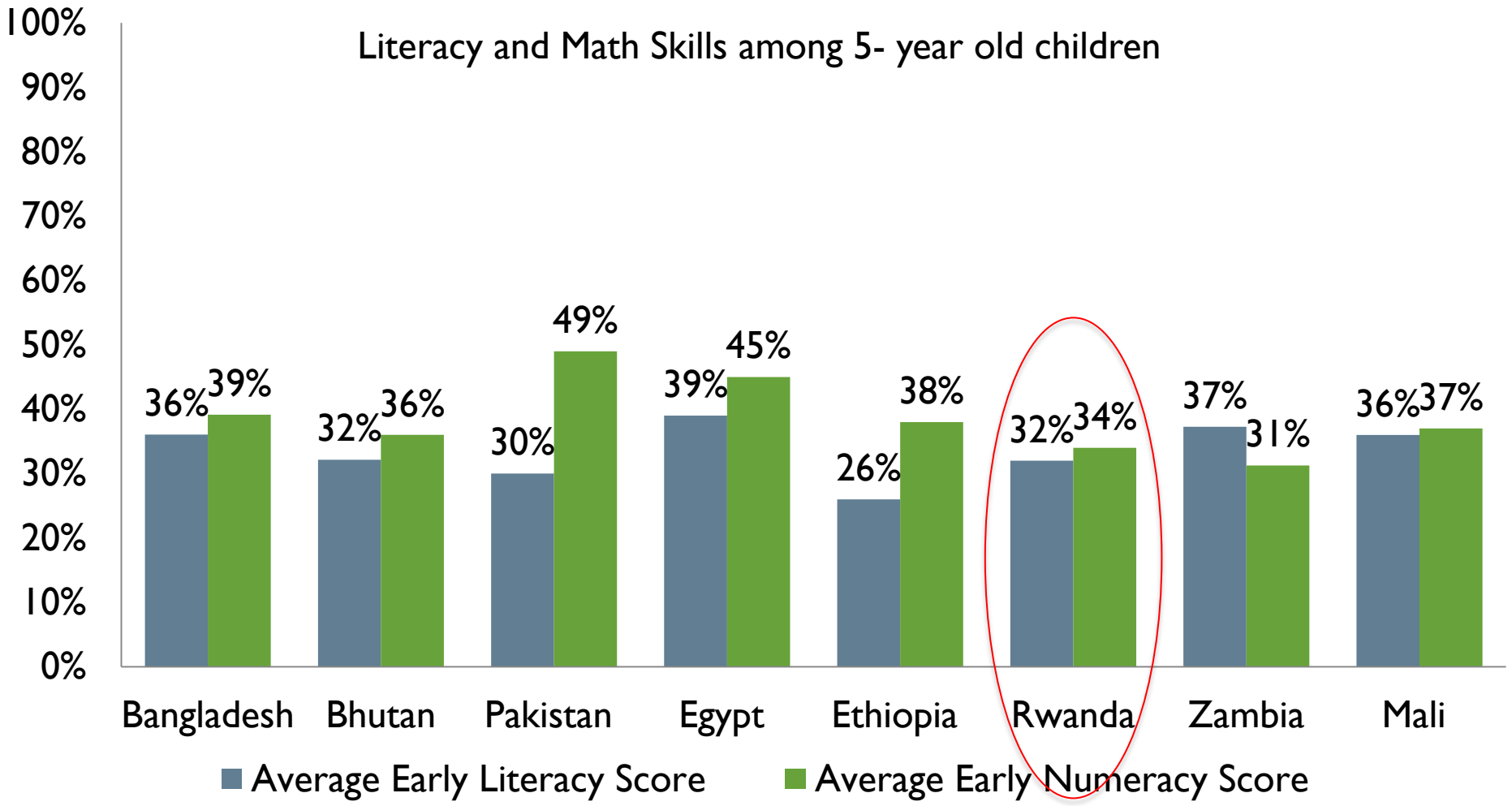
Emergent Literacy and Math at Home

First Read: Rwanda

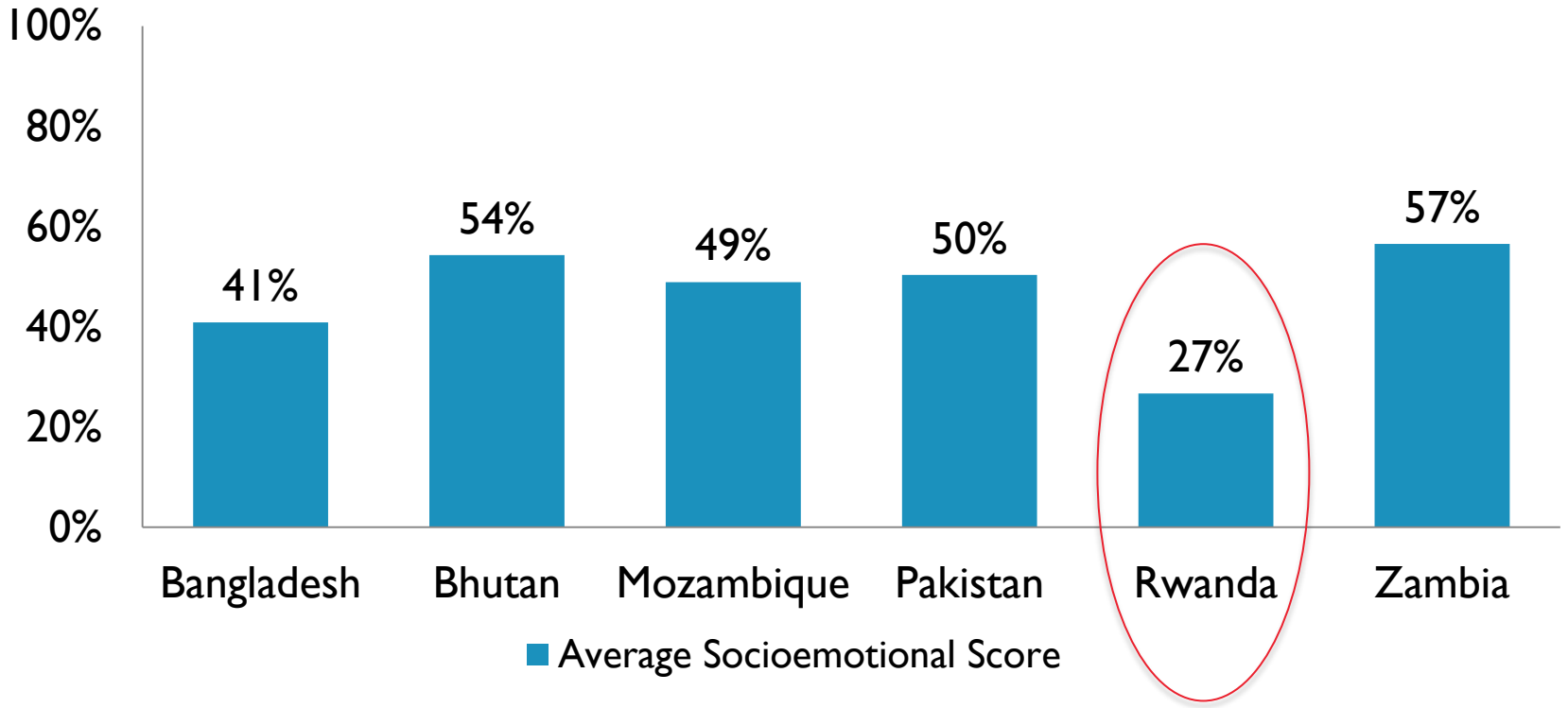


Play-based Emergent Literacy & Math

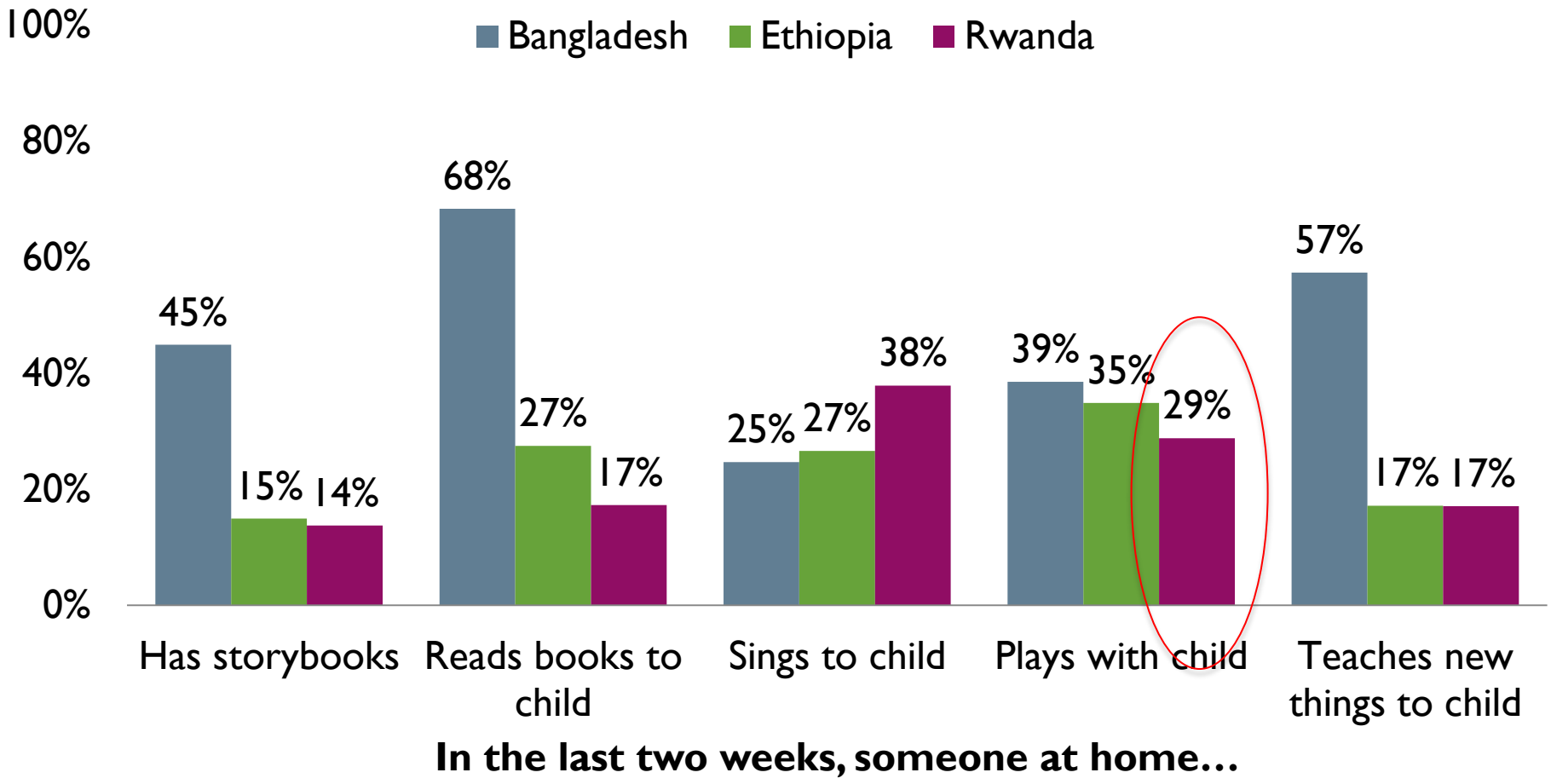
Global picture of early learning: sample baselines



Variation Across Countries Average sample
Socio-emotional Scores for 5-year-old Children at baseline



What home play and learning resources are available for children?



Let's Learn About Books

Making a print corner

- Tell your child: "We are going to make a print corner right here. We will collect materials from the community with word on them, like papers and books, and keep them here."
- Arrange the items on the wall with your child.

Show me the book!

- Say to your child "Take out the books we borrowed from the Book Bank and we will find things in it."
- Say: "Can you show me where the outside of the book is?"
- Ask your child to show you how to turn the pages of the book.

Tell me the story

- Say to your child: "I have a book here, that we have read before. Can you remember the story and tell it to me just by looking at the pictures?"
- Show your child pictures in the book.
- Ask your child what is happening in the pictures and what happens next.

Let's Count

Count Our Body Parts

- Count eyes.
- Count fingers.
- Count toes.
- Count ears.
- Count legs.
- Count nose.
- Count head.
- Can you show me four fingers?
- Can you show me two feet?

Clap, Jump, Hop

- Clap hands 1 time.
- Clap hands 2 times.
- Jump 1 time.
- Jump 2 times.
- Hop 1 time.
- Hop 3 times.
- Can you hop, then jump, then clap?
- Can you clap twice, jump once, and hop three times?

My Bag of Rocks

- Go for a walk and collect 10 rocks.
- Count the rocks.
- Put the rocks into 2 equal piles.
- Ask your child to give you 3 rocks.
- If you give me 3, how many rocks do you have?
- Can you count from 1 to 10?

Talk & Listen

Mama Says

- Mama says touch your head.
- Mama says open your mouth.
- Mama says touch your knees.
- Mama says show me 3 fingers.
- Mama says jump, then clap and sit.

Let's make a story

- We are going to make up a story. I will start then you will help me continue it.
- Once upon a time there was…
- What happened next?
- What happened after that?

Remind me!

- Can you help me remember what is at the market?
- Do they sell carrots at the market?
- Do the sell anything yellow at the market?
- What else do they sell?
- Can you think of other things they sell?

Let's Sort & Organize

Sort the Food

- Mix together 2-3 different ingredients of your choice (like onions, tomatoes and corn example).
- Say: "Help me sort these vegetables into piles?"
- Try sorting them by size.

Let's organize leaves

- Go on a quick walk with your child to collect leaves.
- Try to order them by size from smallest to biggest.
- Now organize them by color.
- Now, try to organize them by shape.
- Try the same game with sticks and rocks.

Can you think of something similar?

- Say: We are going to think of some things that are similar or different from what I tell you. So listen carefully!"
- Here is a tomato. Can you think of something else that is red like a tomato?
- Can you think something else that is round like a tomato?

Let's Learn the Letters

Letters in a name

- Take a card with your child's name on it.
- Take small cards for each letter of your child's name, like I-S-A-R-O.
- Mix them up and try to put them back in order
- Which letter goes first?
- What letter goes next?
- Can you say all of the letters in your name?

Searching for letters

- Take the card with your child's name on it, and choose one of the letters.
- Give a book to your child.
- See if your child can find the letter in the book.
- Can you find it somewhere else?
- Can you find a different letter from your name?

Disappearing letters

- Write a letter in the sand.
- Ask the child how to make it disappear.
- Let your child write letters and make them disappear.
- Can you write the letter again?

Shapes & Measurement

Circles, Circles Everywhere

- Draw circles in the sand or dirt. Make some bigger and some smaller.
- Tell your child, "this is a circle."
- Ask your child to try to draw a circle. Hold your child's hand to help if this is hard.
- Look for things around the home or outdoors that are the same shape.

Which is longer?

- Go outside with your child and select a stick.
- Ask your child to take the stick and find another that is either LONGER or SHORTER than that stick.
- Ask your child how thy know which is longer.
- Show how you can put the sticks next to each other with the ends lined up and compare.

Measuring your feet and hands

- Ask your child, "How many steps are there from where you are sitting to that tree?"
- Walk to the tree with your child and count the steps together.
- Then, measure the length of a stick with your child using the child's hands.

Daily Routine

Cooking

Washing Dishes

Carrying Supplies

Washing Clothes

Food Shopping

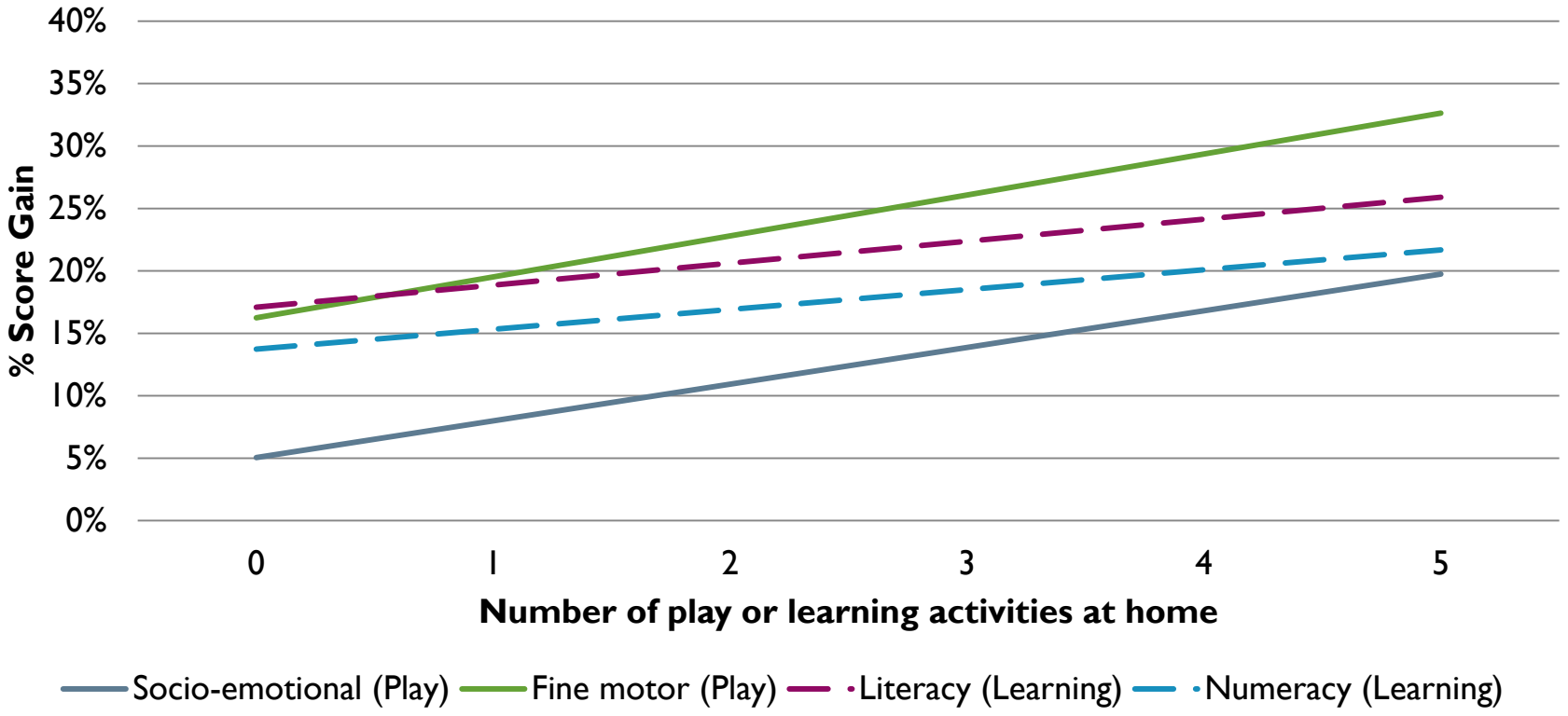
Feeding the Family

Emergent Literacy and Math - Rwanda

- https://vimeo.com/122241390
- Password: rwanda

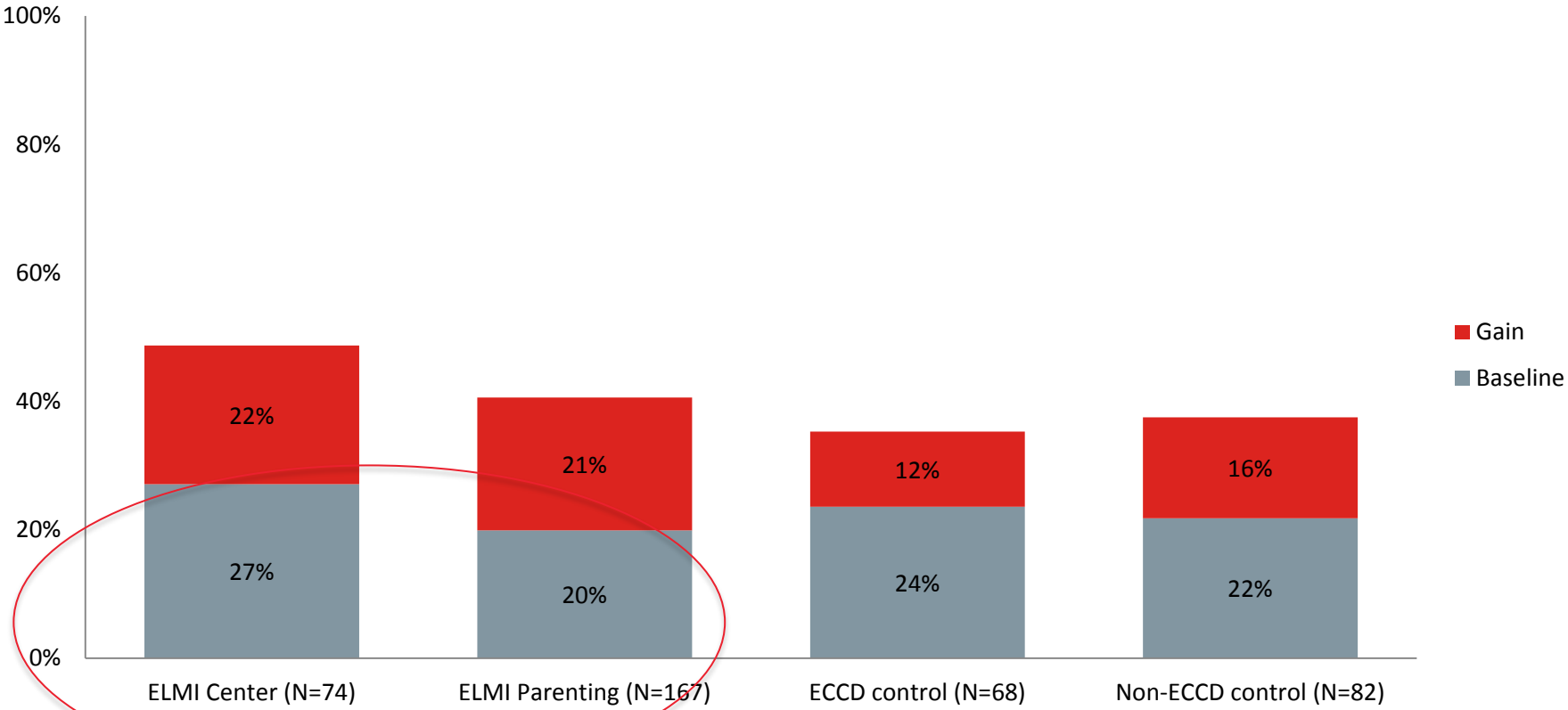
High correlation between home environments and IDELA scores, Rwanda 2014: positive impact of play!!

Figure. Relationship between play behaviors at home and skill gains, ELMI Parenting children only



Most vulnerable not in preschool, encourage learning at home through play-based demonstrations with parents

Figure 4. Average Emergent Literacy Baseline and Midline Scores, by group



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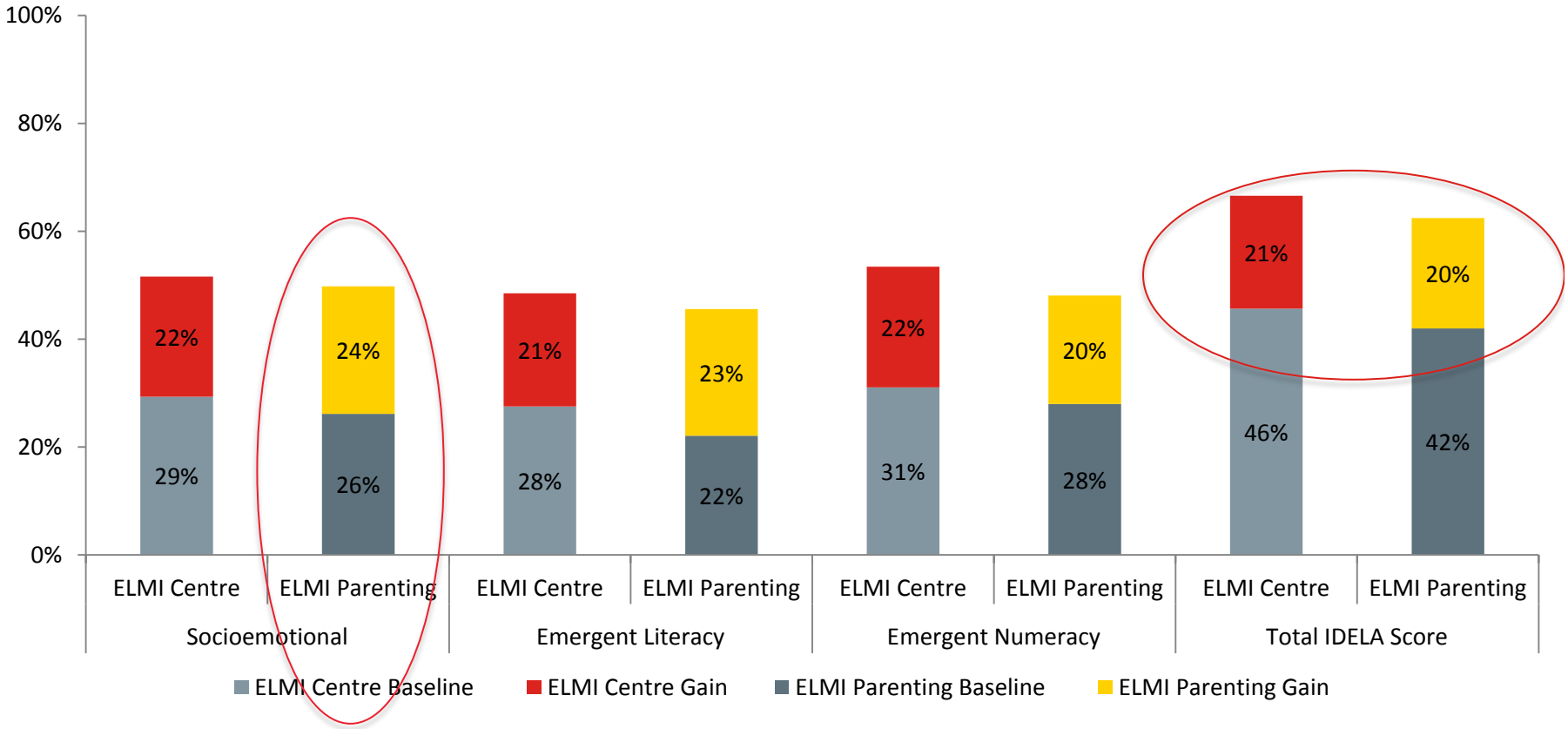
Reaching the most vulnerable: more play at home = greater development

Figure 13. Average baseline and gain scores for children in the ELMI Center group and ELMI Parenting group with 4+ learning activities at home at endline



Questions?

Bangladesh – School Readiness Summer Camps

Bangladesh – Summer Learning Program

The Summer Learning Program has three main objectives:

- 1. Improve the school readiness skills of rising first graders
- 2. Reduce levels of dropout and grade repetition in first grade
- 3. Increase the capacity of parents, teachers, and other adult caregivers to provide educational stimulation and support to children transitioning to formal schooling

- Runs for 6 weeks facilitated by adolescent volunteers on vacation during the months prior to school start up.

- Very affordable model of alternative preschool education.

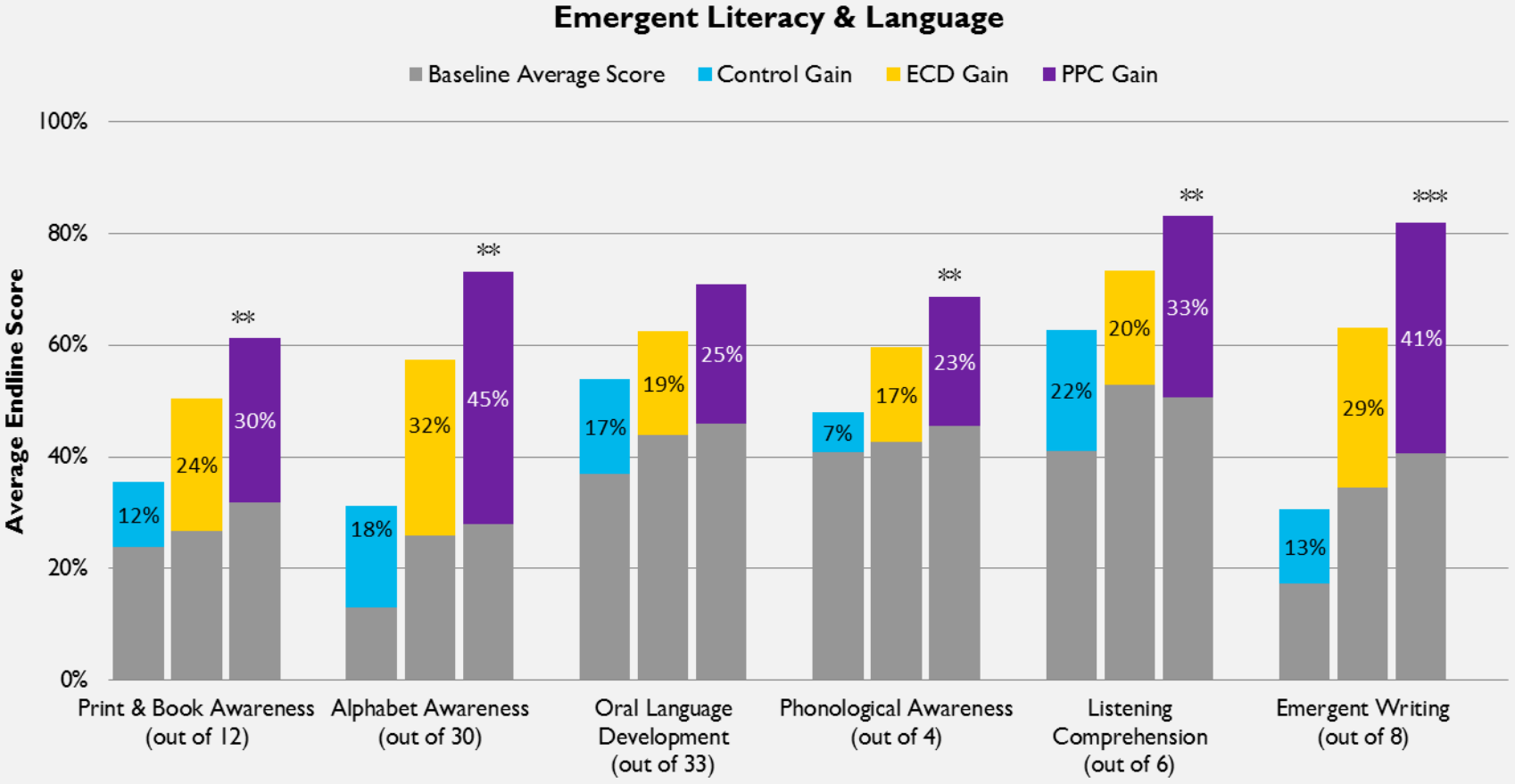
Bangladesh – Summer Learning Program

- In between one year preschool and no preschool
- Can work with low numbers of children in remote areas

- Parenting sessions once a week, very engaged with high attendance! Many would come to drop off kids but stay to see what the kids were doing

- Where few children could gather together, used "preschool in a bag" approach with home visit and parent education

Comparing 1 year pre primary vs intensive summer camp
Emergent Literacy & Language: good gains



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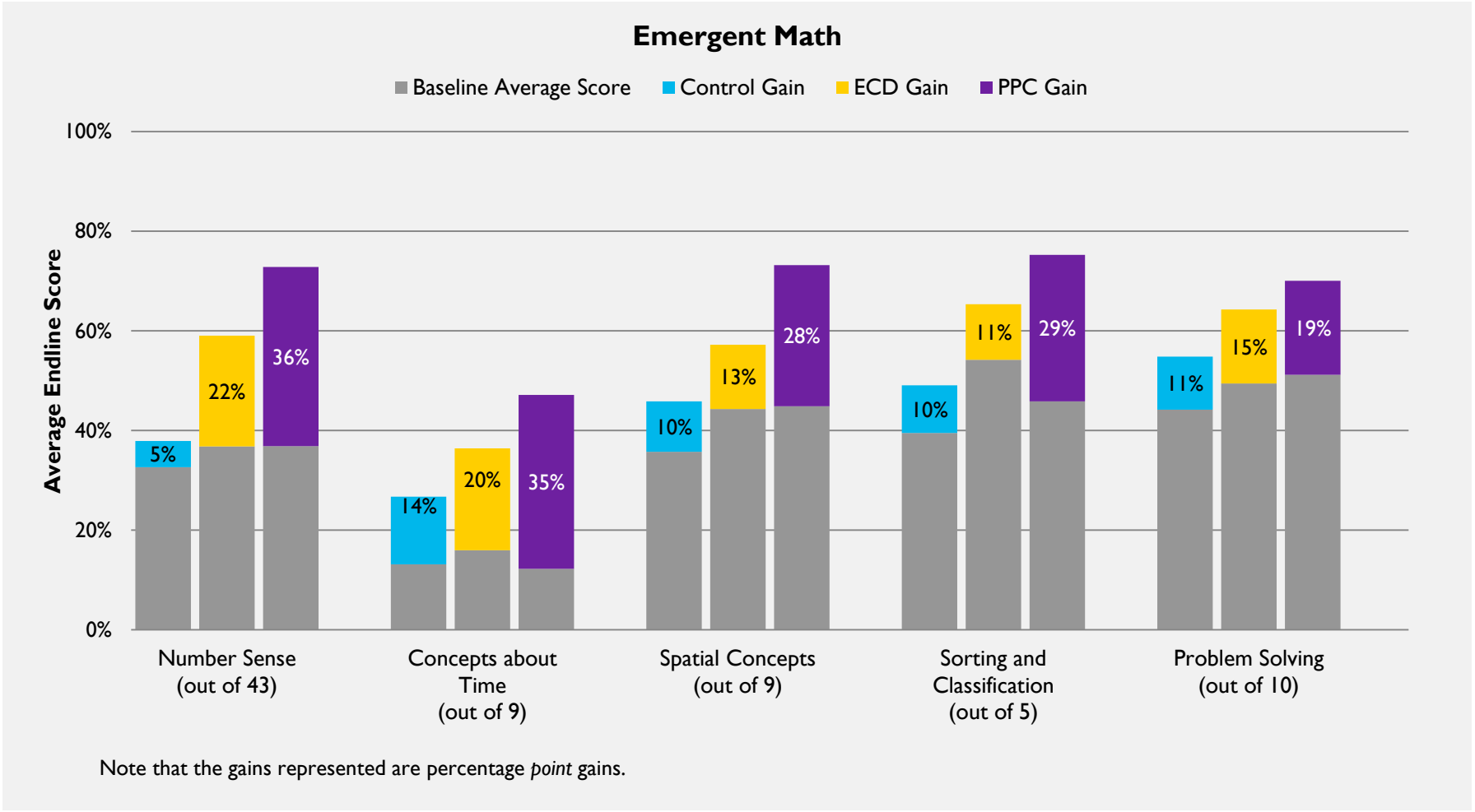
Comparing the 1 year pre primary vs intensive summer camp gains Results: Emergent Math



Note that the gains represented are percentage *point* gains.

Additional Summer Learning Programs - Philippines

- Philippines targets children about to enter first grade and have no prior ECD experience or children who went through ECD but need additional support based on IDELA

- 7-week program skill-building for young children, home activities to reinforce children's learning, parenting education on child development and child health topics, and partnerships with local elementary schools.

- Children develop skills through six weeks of ECD sessions each with different theme, and on seventh week visit their new primary school.

Additional Summer Learning Program- Mongolia

- Run out of schools during the summer vacation when the schools classrooms are available

- Supported by the regular kindergarten/preschool teachers who are paid extra to work over the 6 week summer break.

- Used to support especially vulnerable populations in remote areas who otherwise would not have had access to ECCD.

Questions?
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El Salvador – Family Circles & Book Clubs

El Salvador – Early Steps to Success

Family Circles

- Home-based sessions weekly or biweekly
- Pregnant mothers or those with small children
- Mother/facilitator
- Toy box and activity tree
- Song, health/hygiene discussion with cards, activity tree for take home play demonstration and practice

El Salvador – Book Club & Rotation

- Little access to preschool due to distance or violence
- Biweekly or weekly sessions with mother facilitator in home with neighboring children
- Materials and training
- Welcome song, short session on health or hygiene, reading and discussion,
- Book rotation to read at home

El Salvador – Early Reading Club

Other Alternative Approaches

Alternative Approaches

Home-based or family-based early learning:

- no additional building,
- one room in a home suitable for children with light, air, etc;
- supply materials, build capacity of teacher, find mechanisms for funding teacher stipend;
- can link to schools, already in Egypt

School readiness in a bag:

- using in remote areas,
- to be delivered by trained teams to demonstrate activities
- Za'atari refugee camp training mothers on exit of preschool after 4 months

Alternative Approaches

- **Mobile early learning teams**: go to remote areas with boxes/bags, do activities in outdoor spaces or at home

- **Mobile book and toy library**

- **Traveling buses**: equip bus as a mobile preschool and bring to remote areas or areas without space for preschool; dense urban areas without space; migrant areas, construction sights

Alternative Approaches

- **Early learning through media**: interactive radio instruction, age-appropriate television programs with educational content, good innovation to try in emergency settings
- **Playgroup cooperatives**: women's cooperative or other existing cooperative groups

Alternative Approaches

Reading and play buddies:

- in early grade reading or literacy programs older children find a young buddy and practice reading on a regular basis;
- can also do play activities

Alternative Approaches

- **Temporary play spaces or early learning market huts:** early learning demonstrations at markets, at nutrition treatment centers, health centers
- **Drop-in centers**: using existing spaces to reserve a time a space for play of young children, especially useful for vulnerable populations

How might we reach aim to reach more than 10% of children with early learning opportunities?

Can we dream of 100%?