



Sponsorship ELM Parenting Endline

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Executive summary

This report summarizes the results of a follow-up study evaluating the results of the ELM parenting program in Meherpur, Bangladesh. This parenting program is an extension of previous parenting work carried out within Save the Children's Sponsorship-funded Shishuder Jonno program in Meherpur. Unlike many other parenting programs which tend to emphasize predominantly on health and nutrition and not early stimulation, the ELM sessions focus on how parents can promote early literacy and math skills with their children.

The baseline study sample included 600 children and caregivers from 60 pre-primary centers in Meherpur Sadar, Mujbnagar and Gangni. The follow-up study found very low and equally distributed attrition across groups (9 percent on average) and the endline sample includes 166 children in the comparison group (no parenting sessions), 175 in the traditional parenting group and 169 in the ELM parenting group. Regression analyses investigating variables related to attrition found that girls are less likely to be missing at endline than boys, with the largest differential found in the traditional parenting group. Families with more children and those with walls made of more expensive material were less likely to be missing at endline.

In terms of gains seen from programming, analyses find gains for caregivers in the ELM parenting group in some areas but few overall. Specifically, parents in the ELM parenting group reported gaining more storybooks, homemade toys and shape/color toys compared to the traditional parenting group, but overall no differences were found between gains in learning materials made by the intervention groups and the comparison group. Similarly with parent-child interactions, analyses find that interactions with children are increasing for all groups but very few significant differences exist related to the amount of change taking place between different groups of parents. On average, we see considerably high levels of positive parenting practices at baseline which limits the gains that can be seen thanks to parenting interventions. Also, across all groups, mothers report spending substantially more time with children than fathers or other family members. Finally, there were no differences in average gains or endline reports of caregivers' attitudes toward parenting between different groups. Again, we note that baseline scores were quite high in this sample and it is possible the scale was not able to detect sufficiently well differences between the groups at endline.

Overall, there were no significant differences between the skills gains of children in different intervention groups or between gains made by boys and girls in any area. Controlling for relevant background characteristics and baseline scores, multivariate regression analyses clustering for children within ECCD centers find that the amount of learning activities happening at home is significantly related to gains in emergent literacy, socio-emotional development and overall school readiness. Also, parents' attitudes toward their role in their children's development are positively related to learning gains in all areas except motor development.

A review of caregiver feedback on parent sessions finds that ELM caregivers reported significantly more learning than comparison caregivers. In addition, caregivers in the ELM group report more sharing of things they learned with spouses and other family members compared to caregivers in traditional and comparison groups. In addition to the quantitative information gathered for this study, focus group discussions were also conducted with parents in the ELM and traditional parenting groups. Qualitative results mirror the quantitative finding that parents enjoy the sessions they attend, but one main difference between responses given by parents in the two groups was that ELM parents were able to provide more examples of the specific activities they were doing at home with their children whereas the traditional parenting group gave more general answers about activities with children. Looking at the relationship between participation and engagement with parenting sessions and changes in parent behaviors, the strongest connect represented in the data is that parents who report learning more from parenting sessions tend to increase their play behaviors at home with children. This may be due to the fact that learning through playing is a strong emphasis of Save the Children parenting programs and one that sets these programs apart from traditional parenting programs.

Finally, in addition to the school readiness assessment and caregiver questionnaires, some of the ECCD centers in this sample participated in a Quality Learning Environment (QLE) data collection (2 centers in the comparison community, 6 centers in traditional parenting community and 9 centers in ELM parenting). Average scores across the 4 Guiding Principles and overall QLE score are similar across groups and significance testing was not undertaken due to the small sample size. However, one trend to note is that the sites implementing the parenting interventions reported higher scores on Principle #4 which focuses on community/parent involvement in ECD centers, compared to the comparison sites where no focused intervention and engagement with parents happened. Another point to note is that the data demonstrate the ECD program to be of relatively high quality with most ECD centers are scoring close to 3 out of 4 possible points. This is important in light of the findings above that parenting interventions didn't seem to make a substantive difference in the gains of children over time. These children attend what is considered strong ECD program and already gaining a lot by their participation in this intervention. Parenting education is an added bonus for these families that not surprisingly doesn't seem to make as big of a difference as it would if children were not enrolled in an ECD program or if the program was of low quality.

Introduction

This report examines the results of a direct assessment of children’s skills in the domains of motor development, emergent literacy, emergent numeracy, and socio-emotional development, as well as a survey of parents’ attitudes and behaviors. The assessment and survey were originally conducted as a baseline assessment of 600 pre-primary children throughout 60 pre-primary schools in the Meherpur district of Bangladesh in March-April 2014. The same direct child assessment and survey were also conducted as an endline assessment to follow up with as many of the original children 600 assessed at baseline as could be found in December 2014. All the 60 pre-primary schools (20 for each sub-district in Meherpur - Gangni, Meherpur Sadar & Mujibnagar) have received one full year of Save the Children’s pre-primary program throughout the year 2014.

Parenting intervention	Duration of Intervention	Sub-district	No. of pre-primary schools	Notes
ELM parenting	April-October 2014	Mujibnagar	20	Before 2014, regular parenting sessions were being implemented in the area for other cohort of pre-primary children
Regular parenting	March-December 2014	Meherpur Sadar and part of Gangni (as Gangni is largest area according to geographical coverage)	20	
Neither	N/A	Part of Gangni	20	

Research questions

This data serves as an end line assessment on the effect of different parenting programs includes-ELM parenting, regular parenting. The key research questions to be explored in this report include the following:

1. How has the sample of students changed over time?
 - Did the attrition rate differ between intervention and comparison children?

2. What can the end line assessment tell us about students' early literacy and math skills development over the past year?
 - What was the difference between the ELM parenting group children's result in comparison to the other two groups of parents?
3. Did the ELM parent program added additional value on children's early and math skills?
 - For which types of students was impact the greatest/least?
 - Does this impact result in more equitable outcomes for traditionally disadvantaged groups?
 - Does this impact result shows difference between girls and boys?
4. How does children's development early literacy and math skills over time vary by their family literacy and socio-economic background?

Context

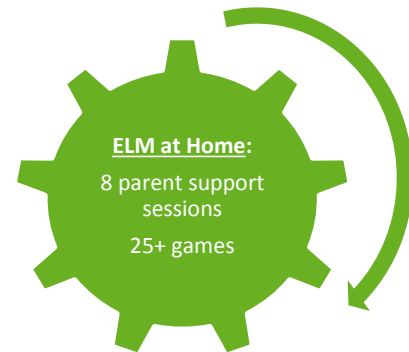
SC Bangladesh's sponsorship-funded program known as *Shishuder Jonno* ("For the children" in Bangla), aims to ensure that children in Meherpur learn and develop to their full potential. The program provides support to children and their families at every stage of life through four core programs: Early Childhood Care and Development (ECCD), Basic Education (BE), School Health and Nutrition (SHN) and Adolescent Development (AD), following Save the Children International's Common Approach for Sponsorship Program (CASP) modules. In addition to the four core programs, Shishuder Jonno also implements cross-cutting Child Protection (CP) and Community Mobilization (CM) activities across the implementation area, as well as select innovation and pilot projects that may be scaled up within the program or in other Save the Children programs throughout Bangladesh. The ELM parenting is mainly part of ECCD program which focusing children aged 3-6years. In Meherpur ELM parenting was facilitated for children aged 5+.

Since 2008, Shishuder Jonno has been operating different ECCD interventions in all three *upazilas* (sub-districts) of Meherpur which has followed a gradual expansion manner. Situated in Khulna Division, Meherpur is located approximately 245 km northwest of the Bangladeshi capital Dhaka and is the smallest District in the country. It consists of three *upazilas*: Meherpur Sadar, Mujibnagar and Gangni. Within the *upazilas* there are two municipalities, 18 unions and 249 villages. Although Meherpur shares a 118 km border with India, migration of the 591,436 inhabitants of Meherpur to India is rare. The population of this area is religiously and linguistically homogenous, as the vast majority of inhabitants are Muslim and speak Bangla as their native tongue. The economy is based primarily on agriculture.

Despite certain climatic advantages, including fertile land with more than one growing season and a slightly higher land elevation level in comparison to other parts of the country, many marginalized communities in Meherpur face the socioeconomic challenges. 2011 Population and Housing Census data show that the literacy rate in the Meherpur Sadar upazila is 49.4% while the rate is 42.2% in the upazila of Gangni.

There are major challenges considering parental engagement in child rearing and caring, which is also a national challenge to engage rural parents in children's learning. More specifically, parents of young children in Meherpur are more conscious about children's health and nutrition compared to their other development and learning. Considering the situation, in Bangladesh Save the Children has introduced

parents' awareness program from 2009 in Meherpur as well as other districts. Earlier parenting programs were focused on a wide range of issues including- health, nutrition, diseases and care, child development milestones, positive discipline, play for children. But there were no specific sessions on how parents can be more engaged with children's early learning. Meanwhile, SC's ELMI package which includes a strong Emergent Literacy and Math parenting curriculum focuses on building parental capacity specifically in support children's school readiness skills. This new parenting package (ELM) has aimed to strengthen home level environment for children early learning regarding literacy and math skills. This package has total of 8 sessions comprises 24 literacy and math related activities for parents, which can be played at home with their children to support them to learn basic early literacy and math skills.



Implementation History

There were 3 different approaches to parenting in the study area as- i) ELM parenting ii) Regular parenting iii) No parenting education but meeting for regular administrative issues. In all three groups across the 3 sub-district of Meherpur children were enrolled in SC's one year pre-primary program so they were already receiving substantial school readiness support. In the pre-primary class teacher facilitated all the development of skills through activities focused on emergent math and literacy among other areas. The difference between the three groups was only in the engagement with parents. Save the Children has been facilitating regular parenting sessions from 2009 in the same area so there was also already a wide spread ECCD knowledge and awareness across the intervention communities. The table below shows the basic differences of the different parenting modality.

Table 2. Parent intervention details

ELM parenting	Traditional parenting	No parenting session
Total 8 sessions on Emergent Literacy and Math	Total 13 sessions on- health, nutrition, diseases and care, child development milestones, positive discipline, play for children	No specific agenda based on child development and learning were provided
Implementation Duration: April-October 2014	Implementation Duration: March-December 2014	Round the year based on administrative needs for pre-primary class
Session time: 1.15 hrs per session	Session time: 1.15-1.30 hrs per session	No formal time setting/need based discussion happened
Parents of preprimary children (age 5+) were the target group	Parents of preprimary children (age 5+) were the target group	Parents of preprimary children (age 5+) were the target group
20-25 parents were in batch of one session	20-25 parents were in batch of one session	No organized form of parents awareness session took place in 2014
Parental engagement in children's early learning (literacy and math) activities were the main focus: parent-child interaction based; more action based	Parental engagement in care (health and others) were the main focus: no parent-child interaction during session required; more lecture based	There was no awareness or learning sessions for the parents

Note: all children whose parents were a part of this study also attended regularly the one year pre-primary program

Methods

Sampling:

The sample for this baseline assessment encompasses 600 students, mostly now in pre-primary school students, throughout 60 pre-primary schools. At each of the 60 selected pre-primary schools throughout Meherpur Sadar, Mujbnagar and Gangni, 10 children were sampled. Where possible, five boys and five girls were randomly selected. All 60 pre-primary schools are Save the Children Sponsorship schools and thus receive services from Save the Children that include school readiness program, parents education, teacher training etc.

The sample spans all three sub-districts in the larger district of Meherpur: Meherpur Sadar, Mujibnagar and Gangni. The sub-district of Meherpur Sadar contains 10 pre-primary schools (n of students = 100) which have received about one year of regular parenting session.

The sub-district of Gangni contains 10 pre-primary schools (n of students = 100) which have received about one year of regular parenting session. Gangni also contains a comparison group of 20 pre-primary schools (n of students = 200) that received neither the regular parenting nor ELM parenting sessions.

The sub-district of Mujibnagar contains 20 pre-primary schools (n of students = 200) which have received about six months of ELM parenting session.

Measurement

Save the Children's IDELA instrument was used to assess child outcomes. Items covered the domains of motor development, emergent literacy, emergent numeracy, and socio-emotional development. In addition, observational items asked enumerators to assess children's persistence when working to solve difficult questions.

To measure parental outcomes, a caregiver questionnaire was used. The questionnaire included items related to parents' age and educational status, resources in the home, learning materials for children in the home (reading materials and toys), parental engagement with children in the home, and parental attitudes about their role in their children's development.

Data collection

Save the Children hired 18 enumerators for conducting the assessment considering the previous data collection experiences. Four days long training was organized for the assessors including field test. Data collection took approximately two weeks. A semi structured questionnaire was used for the assessment. The questionnaire was pretested to refine the formulation and improve functionality. A face to face, one-on-one interview procedure was followed. Data was collected using 7-inch electronic tablets. The questionnaire was uploaded by School Readiness Assessment (SRA) Tangerine software for the students and caregivers. The field data collection was monitored closely by Monitoring & Evaluation cell, Shishuder Jonno. Once the survey was done, the data was downloaded in Excel format from the Tangerine central website. It was then edited and cleaned for analysis. For analysis, STATA software was used.

Analysis

The critical purpose of this analysis is to report on gains made by children and parents in intervention and comparison groups. The report will investigate whether parents and children in each of the three groups made similar gains in skills and knowledge or whether there are significant differences in gains made by particular groups.

In addition, this report will present a profile of children's early literacy and development, as well as an in-depth analysis home learning environments. Summary statistics will be used to analyze students' performance in each of the child learning sub-tests, as well as learning materials and activities occurring in children's homes.

To test the comparability of learners in the intervention and comparison samples, this report will use comparison of means through t-tests assuming unequal variance between the two samples. Summary statistics, accompanied by t-tests, will be used to analyze learners' performance in each of the SRA sub-tests. Finally, this report will look to multivariate regression models to explore relationships between

early learning and development and background characteristics, home environment, and parent attitudes.

Results

Attrition

Overall, 9 percent of the baseline sample could not be found for endline data collection, and there were no differences in the attrition rates between study groups (Table 3). Regression analyses investigating variables related to attrition found that girls are less likely to be missing at endline than boys, with the largest differential found in the Traditional parenting group. Families with more children and those with walls made of more expensive material were less likely to be missing at endline. Detailed logistic regression results can be found in Appendix A.

Table 3. Sample attrition by group and sex

	Comparison		Traditional parenting		ELM parenting		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
# Found at endline	88	92	87	96	90	91	265	279
# Not found at endline	11	9	15	2	13	6	39	17
% Not found at endline	11%	9%	15%	2%	13%	6%	13%	6%
Total	99	101	102	98	103	97	304	296

The small overall attrition rate and lack of difference between intervention groups lends itself to a strong endline comparison of children’s learning and development over the course of the year. It is interesting to note that boys were less likely to be found at endline than girls but given the lack of differences between intervention groups and the fact that gender differences will continue to be addressed in this report, subsequent analyses will not Comparison for specific attrition variables.

Home environment

Family characteristics

This section describes background characteristics about the families who were sampled at baseline and endline and looks for differences between comparison and intervention families. On average, children in this study are 6 years of age at endline, mothers are 28 years old and fathers are 35 years old. In general, mothers have about a secondary level education, and fathers have between a primary and secondary education; 79 percent of mother’s are literate and 59 percent of fathers are literate. Households have about 2 children on average, and the primary language at home is Bangla for all families in the sample. **There are no significant differences between background characteristics of families in the Comparison and intervention groups.**

Table 4. Family characteristics, by group

	Comparison (N=166)		Traditional parenting (N=175)		ELM parenting (N=169)	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
Child age	5.7	6.4	5.5	6.2	5.8	6.4
Child sex (Female=1)	51%	51%	53%	53%	50%	51%
Mother age	27.3	28.2	27.1	27.8	27.6	28.8
Mother education (0=none, 5=university)	2.3	2.2	2.2	2.3	2.2	2.1
Mother literacy	81%	77%	80%	81%	78%	79%
Father age	34.4	34.8	33.7	34.5	35.4	35.5
Father education (0=none, 5=university)	1.7	1.7	1.6	1.8	1.7	1.6
Father literacy	58%	62%	55%	58%	56%	57%
# children in family	2.0	2.0	1.9	1.9	2.0	2.0
Enrollment in ECCD center	100%	100%	100%	100%	99%	100%
Attendance at ECCD center (1=daily, 5=monthly)	1.0	1.0	1.0	1.0	1.0	1.0
Time in ECCD center (hours/day)	3.0	3.0	2.8	2.9	3.0	3.0
House wall material (1=soil, 4=cement)	1.8	2.0	2.0	2.1	1.9	1.9

*p < .05, **p < .01, ***p < .001

Learning materials

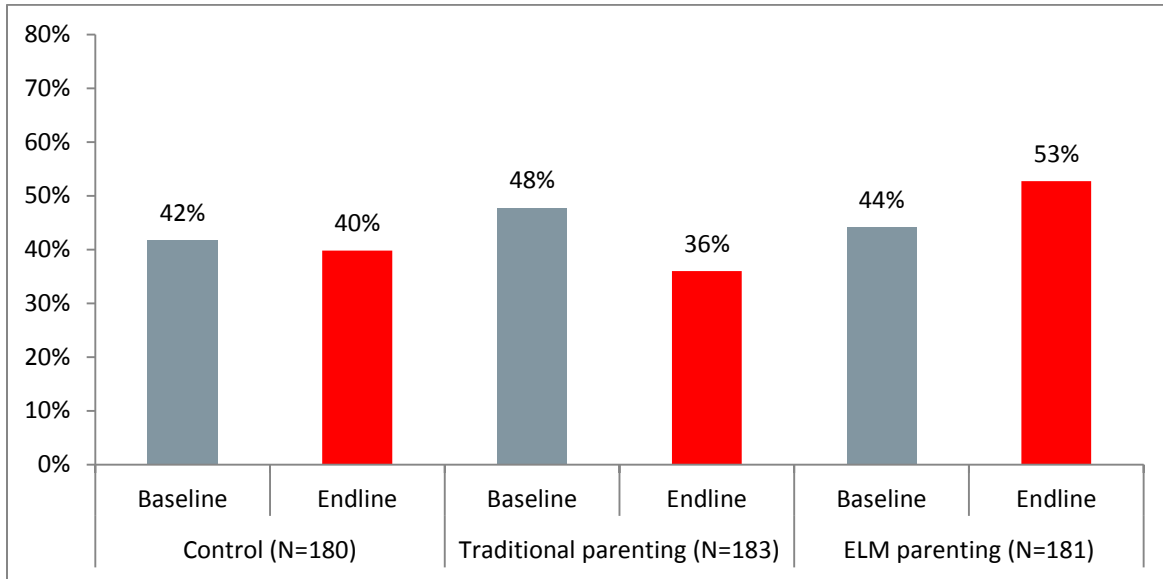
This section describes learning materials found in children’s homes. On average, children gained similar amounts of reading materials and toys across the various intervention groups and it is good to see that there is overall progress in the number of learning resources available to children at home. **Parents in the ELM parenting group report gaining more storybooks, homemade toys and shape/color toys compared to parenting the traditional parenting group, and overall no differences were found between gains in learning materials made by the intervention groups and the comparison group.**

Table 5. Home learning materials, by group

	Comparison (N=180)		Traditional parenting (N=183)		ELM parenting (N=181)		Gains Traditional v. ELM Parenting	Gains Comparison v. ELM Parenting
	Baseline	Endline	Baseline	Endline	Baseline	Endline		
Textbook	75%	90%	77%	88%	76%	89%		
Religious book	85%	91%	83%	89%	80%	92%		
Magazine	2%	4%	4%	3%	2%	2%		
Newspaper	3%	7%	5%	5%	2%	3%		
Storybook	42%	40%	48%	36%	44%	53%	**	
Coloring book	40%	49%	34%	39%	39%	43%		
# types of reading materials	2.5	2.7	2.5	2.6	2.4	2.8		
Homemade toys	80%	94%	85%	91%	75%	93%	*	
Manufactured toys	85%	94%	89%	93%	87%	91%		
Household objects as toys	85%	90%	86%	88%	79%	89%		
Outside objects as toys	91%	99%	87%	96%	92%	100%		
Drawing toys	53%	75%	46%	64%	53%	78%		
Puzzle	4%	4%	6%	5%	6%	9%		
Hand-eye coordination toys	54%	77%	48%	82%	56%	85%		
Shape/Color toys	24%	36%	34%	40%	27%	48%	*	
Counting materials	72%	87%	56%	75%	64%	82%		
Other toys	20%	31%	16%	34%	18%	35%		
# Types of toys	4.8	6.9	4.8	6.7	4.7	7.1		

*p < .05, **p < .01, ***p < .001

Figure 1. Prevalence of storybooks at home over time, by group



Parental practices

This section describes parental practices in terms of engaging with and supporting their children at home. ANOVA tests with pairwise comparisons find few differences between parenting behaviors among comparison and intervention groups. **Interaction with children is increasing for all groups but very few significant differences exist related to the amount of change taking place for different groups of parents. On average, what we note is considerably high levels of positive parenting practices at baseline which limits the gains that can be seen thanks to parenting interventions.**

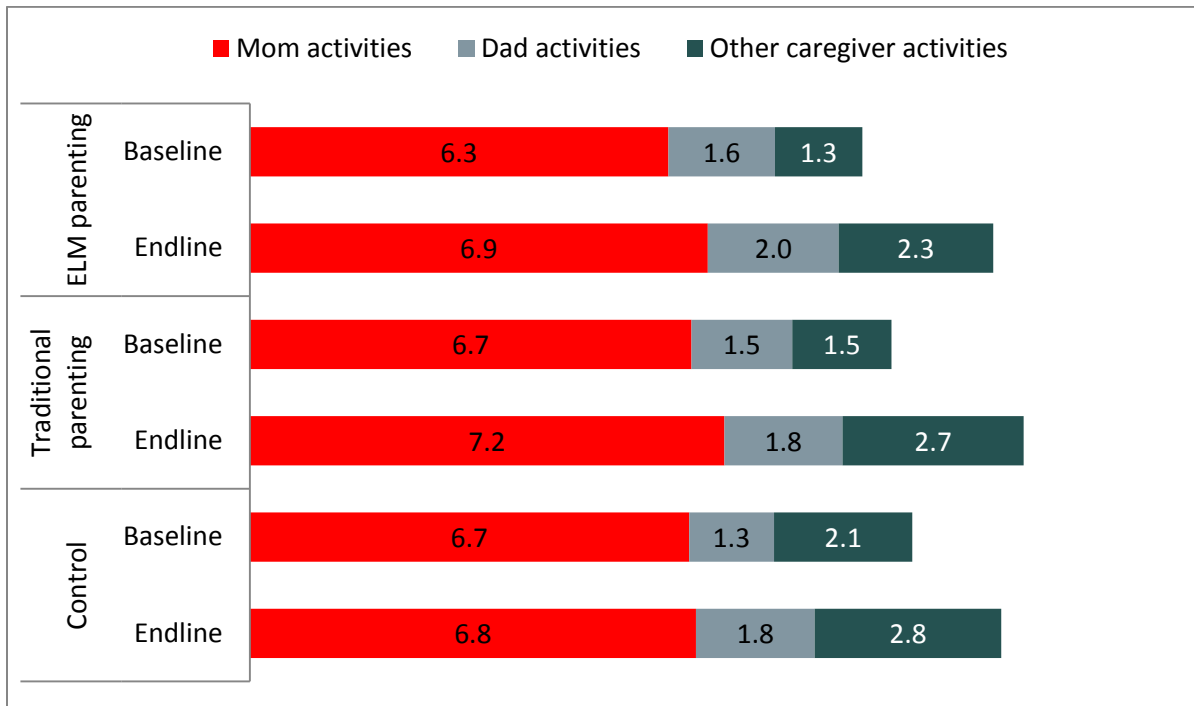
Table 6. Home learning activities, by group

	Comparison (N=180)		Traditional parenting (N=183)		ELM parenting (N=181)		Gains Traditional v. ELM Parenting	Gains Comparison v. ELM Parenting
	Baseline	Endline	Baseline	Endline	Baseline	Endline		
Read books	66%	73%	74%	75%	63%	69%		
Tell stories	54%	54%	79%	69%	56%	62%		
Sing	23%	24%	28%	37%	25%	32%		
Take outside	38%	44%	41%	50%	40%	38%		
Play	35%	46%	49%	50%	32%	43%		
Name things/ draw	27%	36%	33%	39%	28%	47%		
Teach new things	59%	62%	55%	75%	54%	67%		*
Teach alphabet	82%	83%	76%	83%	77%	79%		
Spend time	39%	43%	49%	54%	34%	48%		
Teach numbers	64%	66%	66%	76%	62%	69%		
Hug	93%	99%	91%	99%	97%	98%	*	
Total # of activities	4.9	5.3	5.5	6.1	4.7	5.6		
Spank	52%	41%	40%	37%	44%	38%		
Hit	51%	45%	43%	45%	48%	47%		
Yell	78%	84%	69%	67%	80%	76%		

*p < .05, **p < .01, ***p < .001

Data collectors also asked parents who in the home was engaging in these activities with children: mothers, fathers, or other caregivers. At baseline and endline for all groups mothers were reported to be the primary person interacting with children, then fathers and finally other caregivers. **Again, interactions with children are increasing for all groups, but no significantly different gains were found between family member activities with children in comparison and intervention groups.**

Figure 1. Summary of reported activities with children, all parents



Parenting attitudes

This section reviews parents' attitudes towards their role in their children's development. Table 7 displays that parents in all groups report similar attitudes about their role in educating their children at baseline and endline. **One significant difference in gains made by parents between groups is that children in the ELM intervention group gain less than parents in the traditional parenting and comparison groups in regards to encouraging their children to complete secondary school. In contrast, parents in the ELM group gain more in the area of reading to their children at least 3 times per week compared to traditional parenting and comparison groups. Overall, there were no differences in average gains or endline attitude of different groups of parents. But again, we note that baseline scores were quite high in this sample and it is possible the scale was not able to detect sufficiently well differences between the groups at endline.**

Table 7. Parent attitudes, by group

	Comparison (N=180)		Traditional parenting (N=183)		ELM parenting (N=181)		Gains Traditional v. ELM Parenting	Gains Comparison v. ELM Parenting
	Base-line	End-line	Base-line	End-line	Base-line	End-line		
I play crucial role in development of my child	3.4	3.6	3.2	3.5	3.3	3.6		
It is important to take good child care	3.6	3.8	3.6	3.8	3.6	3.8		
Important to enough time for child	3.3	3.6	3.3	3.5	3.3	3.6		
knowing to read and write is important for child	3.5	3.8	3.6	3.8	3.6	3.7		
I will encourage child to complete secondary school	3.5	3.7	3.6	3.8	3.6	3.6	*	*
think I can teach school readiness at home	3.2	3.4	3.3	3.3	3.2	3.4		
I think my child learns skills by playing	3.4	3.7	3.4	3.6	3.4	3.6		
I spend time with child naming things while cooking, etc.	3.2	3.4	3.2	3.4	3.2	3.5		
I talk to child while doing house work	3.2	3.4	3.1	3.4	3.2	3.4		
I tell stories to child at least 3 times weekly	3.0	3.2	3.1	3.2	2.9	3.2	**	
I read stories or show books to child at least 2 times weekly	3.0	3.2	3.0	3.3	3.0	3.3		
I praise my child when s/he does sth impressive	3.6	3.9	3.6	3.8	3.7	3.8		
Total	39.9	42.6	40.0	42.5	40.0	42.5		

*p < .05, **p < .01, ***p < .001

Participation in parenting education sessions

Additional questions were added to the endline caregiver questionnaire asking caregivers to report on their participation in parenting education sessions. These questions were added in an effort to investigate drivers of change in parenting behaviors and attitudes. While the majority of parents from all groups reported participating in some kind of parenting program, more caregivers from traditional and ELM groups report attending a session at any time as well as more total number of sessions attended. It

should be noted that parents in the Comparison group were not enrolled in a parenting program but may have visited pre-primary centers to meet with teachers about their children’s development over the course of the year, which may explain the high report of attending a parenting session in this group. **Overall caregivers reported that parenting sessions were interesting, enjoyable and informative, with ELM caregivers reporting more learning than comparison caregivers. Finally, caregivers in the ELM group report more sharing of things they learned with spouses and other family members compared to traditional and comparison caregivers.**

Table 8. Parenting education participation, by group

	Comparison (N=166)	Traditional parenting (N=175)	ELM parenting (N=169)	Gains Traditional v. ELM Parenting	Gains Comparison v. ELM Parenting
Attend parent education program	71%	98%	98%		***
# sessions attended	4.0	7.2	6.7		***
Sessions were interesting (0=not at all; 4=very interesting)	3.9	3.9	3.9		
Sessions were enjoyable (0=not at all; 4=very interesting)	3.9	3.8	3.9		
Sessions were informative (0=not at all; 4=very interesting)	3.7	3.8	3.9		*
Share learning with spouse	82%	82%	96%	**	**
Share learning with household	74%	73%	84%	*	
Share learning with neighbors	74%	69%	81%		

*p < .05, **p < .01, ***p < .001

Looking at the relationship between participation and engagement with parenting sessions and changes in parent behaviors, the strongest connection represented in the data is that parents who report learning more from parenting sessions tend to increase their play behaviors at home with children. This may be due to the fact that learning through playing is a strong emphasis of Save the Children parenting programs and one that sets these programs apart from traditional parenting programs.

Focus group discussions with parents

In addition to the quantitative information gathered for this study, focus group discussions were also conducted with parents in the ELM and Traditional parenting groups. In general, parents in both groups reported that they enjoyed the sessions and were able to apply what they learned at home with their children. Both groups reported thinking that playing with children was important and that caregivers play an important role in their children’s early development. Both groups also reported that mothers specifically have an important role to play because they spend more time with children than fathers.

One main difference between responses given by parents in the two groups was that ELM parents were able to provide more examples of the specific activities they were doing at home with their children whereas the traditional parenting group gave more general answers about activities with children. A sample of questions asked and answers provided by parents is included in Appendix B.

Children’s learning and development

This section will detail children’s performance at baseline and endline on the direct child assessment.

Motor development

Table 9 displays average motor development skills for children in the Comparison and intervention groups. **Children in the ELM parenting gained significantly more in balancing but no other differences were found in gains made by children across groups. Overall children are showing mastery of gross motor skills by endline as well as quite proficient fine motor skills. There were no significant differences in gains made by boys and girls.**

Table 9. Motor development, by group

	Comparison (N=180)		Traditional parenting (N=183)		ELM parenting (N=181)		Gains Traditional v. ELM Parenting	Gains Comparison v. ELM Parenting
	Baseline	Endline	Baseline	Endline	Baseline	Endline		
Hopping	88%	98%	91%	97%	94%	98%		
Balancing	67%	91%	70%	89%	74%	92%		*
Drawing a human figure	56%	79%	50%	78%	60%	83%		
Cutting paper	59%	82%	61%	75%	56%	83%		
Tracing a circle	39%	75%	37%	78%	38%	84%		
Total Motor Development	61%	85%	62%	83%	64%	88%		

*p < .05, **p < .01, ***p < .001

Emergent Literacy

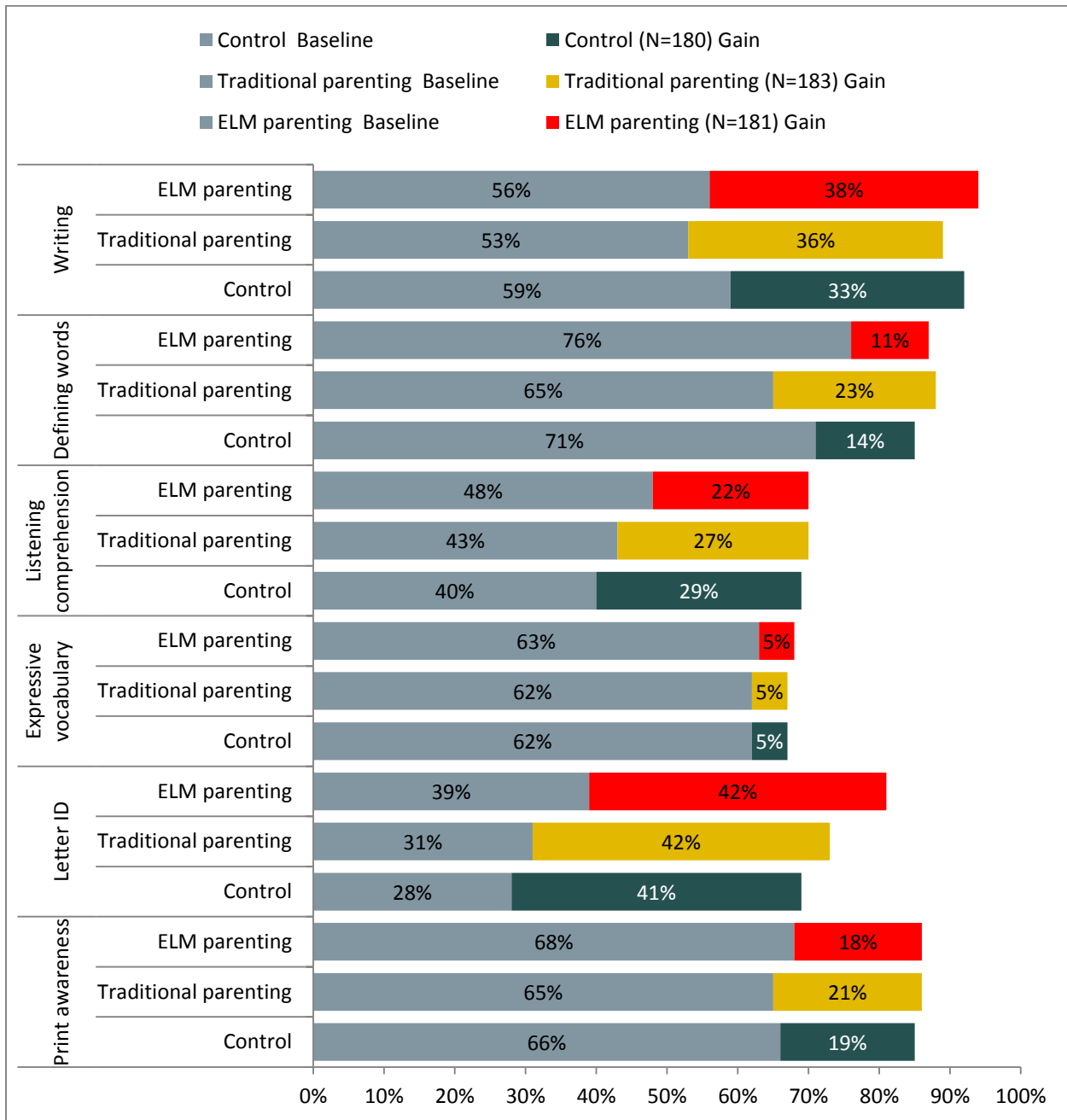
Table 10 displays children’s emergent literacy skills. On average children in the ELM parenting group had stronger emergent literacy skills at baseline compared to the traditional parenting group. Further, very similar gains are seen across groups for all literacy skills areas, except that children in the traditional parenting group gain more skills in defining words than children in the ELM parenting group. However, this is likely related to the stronger skills that ELM children show in this area at baseline. **There are no significant differences between the endline skills of children in different intervention groups or between gains made by boys and girls.**

Table 10. Emergent Literacy, by group

	Comparison (N=180)		Traditional parenting (N=183)		ELM parenting (N=181)		Gains Traditional v. ELM Parenting	Gains Comparison v. ELM Parenting
	Baseline	Endline	Baseline	Endline	Baseline	Endline		
Print awareness	66%	85%	65%	86%	68%	86%		
Letter ID	28%	69%	31%	73%	39%	81%		
Expressive vocabulary	62%	67%	62%	67%	63%	68%		
Listening comprehension	40%	69%	43%	70%	48%	70%		
Defining words	71%	85%	65%	88%	76%	87%	*	
Writing	59%	92%	53%	89%	56%	94%		
Total Emergent Literacy	54%	85%	53%	86%	58%	88%		

*p < .05, **p < .01, ***p < .001

Figure 2. Emergent literacy gains, by group



Emergent Math/Numeracy

As seen in Table 11, children in the ELM group had significantly stronger number identification skills than children in the traditional parenting group at baseline and no significant differences exist between the emergent numeracy skills of children in comparison and intervention groups at endline. **There were also no significant differences in gains made by boys and girls.** Overall at endline, children are nearing mastery of one-to-one correspondence, shape identification, size/length differentiation and puzzle completion.

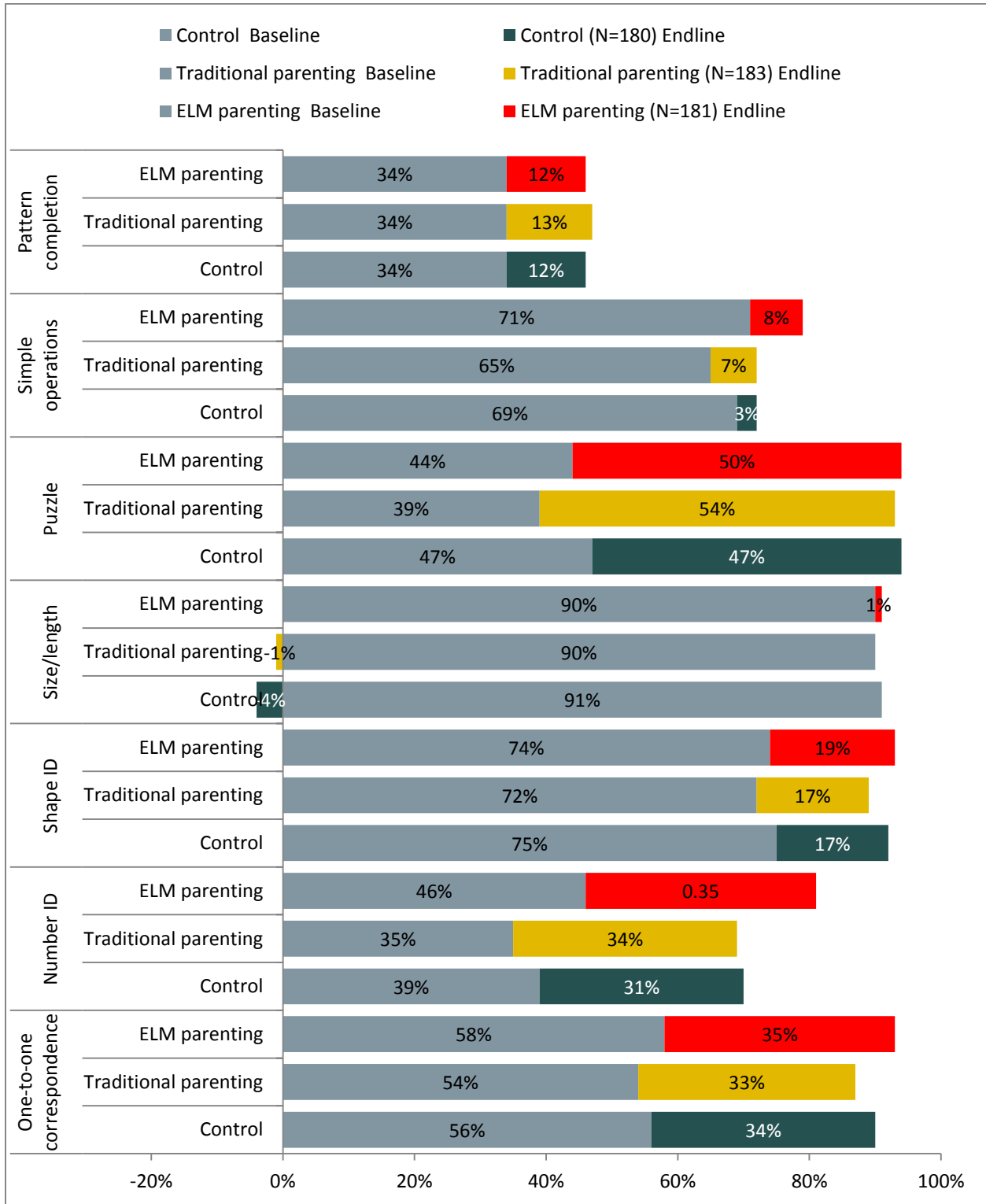
Of general note is the great progress across all groups over the course of the school year. Children in this study participated in an ongoing pre-primary program, that Save the Children considers of high quality and the gains we see here are to a large extent due to the regular attendance in preprimary classes, in addition to parent support children are receiving. It is rare to see children reaching the top of the scale on math and language, but in this sample we note that on average children are demonstrating proficiency in 82% of the Math skills and 88% of the Literacy skills assessed.

Table 11. Emergent Numeracy, by group

	Comparison (N=180)		Traditional parenting (N=183)		ELM parenting (N=181)		Gains Traditional v. ELM Parenting	Gains Comparison v. ELM Parenting
	Baseline	Endline	Baseline	Endline	Baseline	Endline		
One-to-one correspondence	56%	90%	54%	87%	58%	93%		
Number ID	39%	70%	35%	69%	46%	81%		
Shape ID	75%	92%	72%	89%	74%	93%		
Size/length	91%	87%	90%	89%	90%	91%		
Puzzle	47%	94%	39%	93%	44%	94%		
Simple operations	69%	72%	65%	72%	71%	79%		
Pattern completion	34%	46%	34%	47%	34%	46%		
Total Emergent Numeracy	59%	79%	56%	78%	60%	82%		

*p < .05, **p < .01, ***p < .001

Figure 3. Emergent numeracy gains, by group



Socio-emotional Development

Finally, Table 12 summarizes children’s socio-emotional development. Overall, there are no significant differences between the baseline, gain or endline skills of children in any of the groups or between boys and girls. Children in all groups show the strongest skills in recognizing personal emotions and completing the mixed instruction task, and the weakest in naming friends.

Table 12. Socio-emotional development, by group

	Comparison (N=180)		Traditional parenting (N=183)		ELM parenting (N=181)		Gains Traditional v. ELM Parenting	Gains Comparison v. ELM Parenting
	Baseline	Endline	Baseline	Endline	Baseline	Endline		
Solving conflict	34%	67%	40%	68%	40%	69%		
Empathy	52%	74%	51%	78%	55%	77%		
Personal emotions	67%	91%	66%	91%	64%	87%		
Friends	33%	50%	32%	46%	36%	50%		
Mixed instruction task	83%	97%	84%	96%	88%	96%		
Self awareness	68%	70%	67%	72%	66%	73%		
Total Socio-emotional Development	56%	75%	57%	75%	58%	75%		

*p < .05, **p < .01, ***p < .001

Figure 4. Summary child assessment subscales, by group

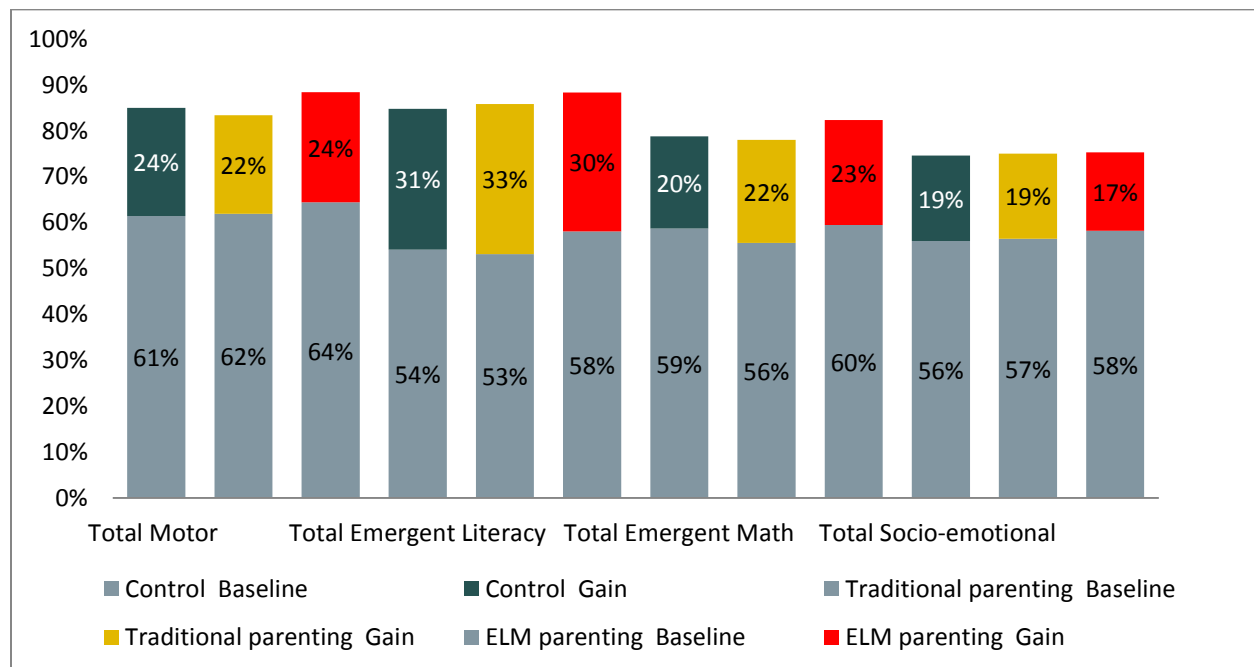
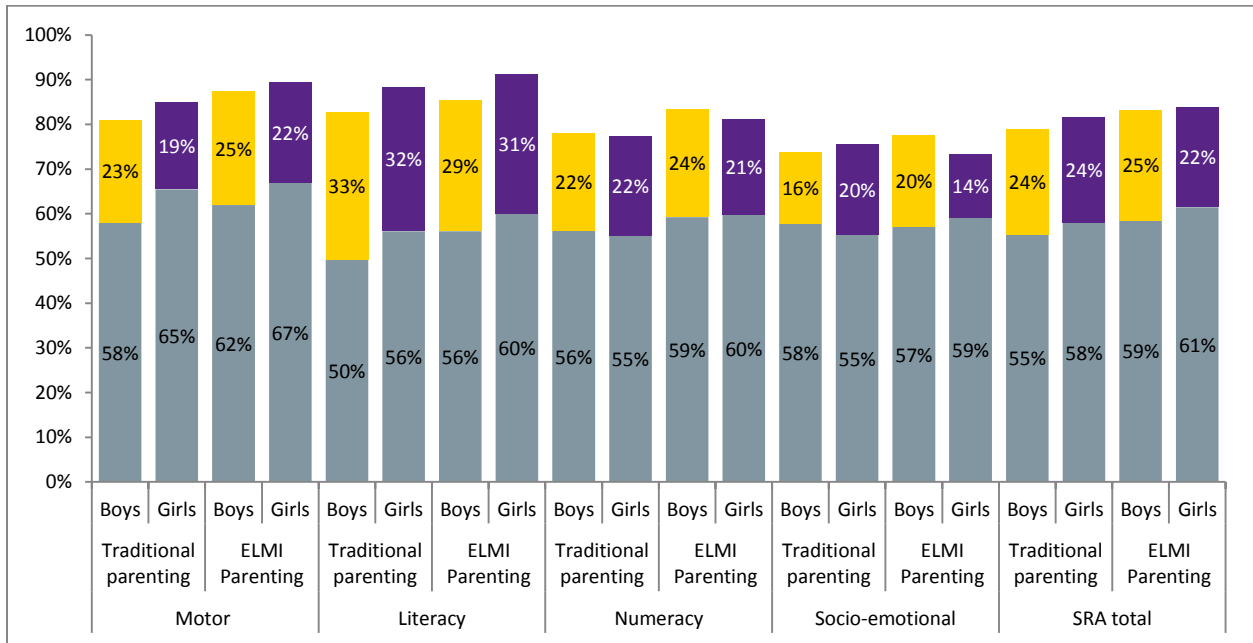


Figure 5. Summary child assessment subscales for intervention groups, by sex



Learning equity

Multivariate regressions clustering for children within ECCD centers were used to investigate drivers of early learning and development. Overall, gains in children’s early skills were significantly positively related to their age. Parental literacy was correlated with children’s learning scores at baseline but did not maintain significance when other factors were added to the model, and is not found to significantly predict learning gains. **Therefore, controlling for age and baseline scores, analyses find that the amount of learning activities happening at home is significantly related to gains in emergent literacy, socio-emotional development and overall school readiness. Also, parents’ attitudes toward their role in their children’s development are positively related to learning gains in all areas except motor development.**

Figure 6. Relationship of parent attitudes with gain in child learning from baseline to endline

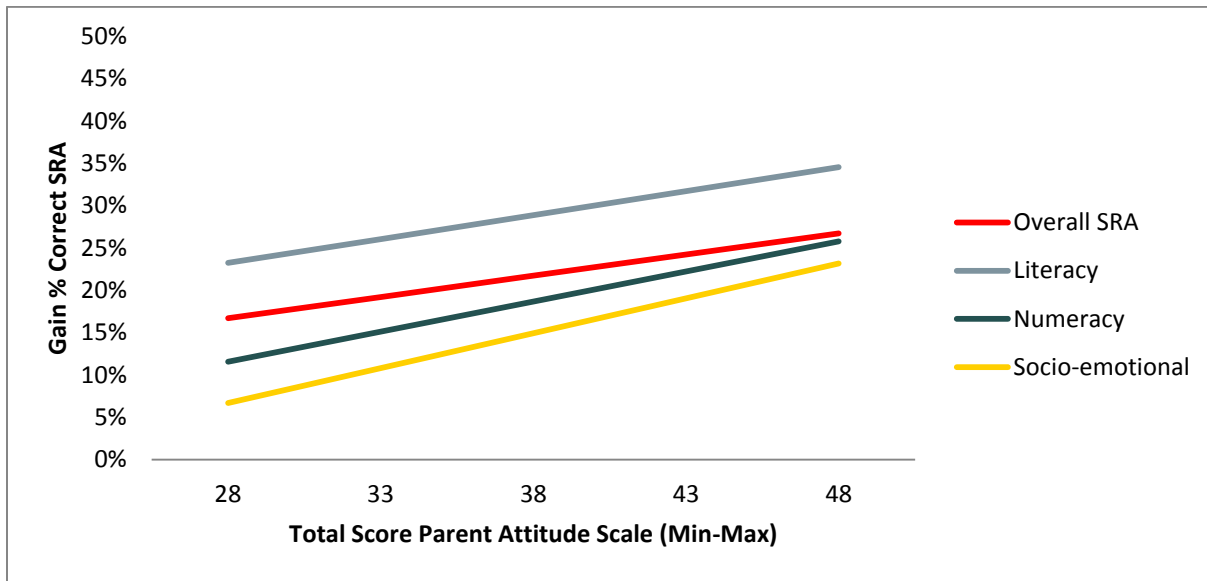
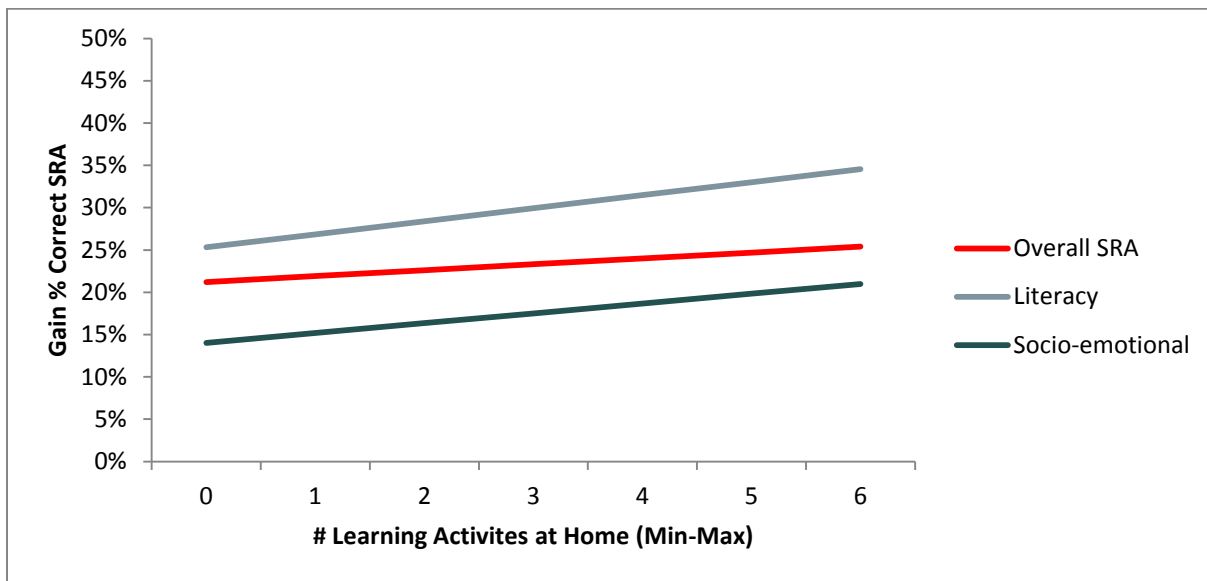


Figure 7. Relationship of learning activities at home with gain in child learning from baseline to endline



Looking across intervention groups we find that while a proxy measure for socio-economic status is positively related to learning gains in the comparison group (motor development) and traditional parenting group (emergent numeracy) it does not significantly predict any learning gains in the ELM group. **This suggests that the ELM parenting intervention could be fostering more equitable learning environments for children of different socio-economic backgrounds in these communities.** However, using only the quality of roofing material is a weak proxy for socio-economic status so future studies should use a more robust measure of home resources to further investigate this relationship.

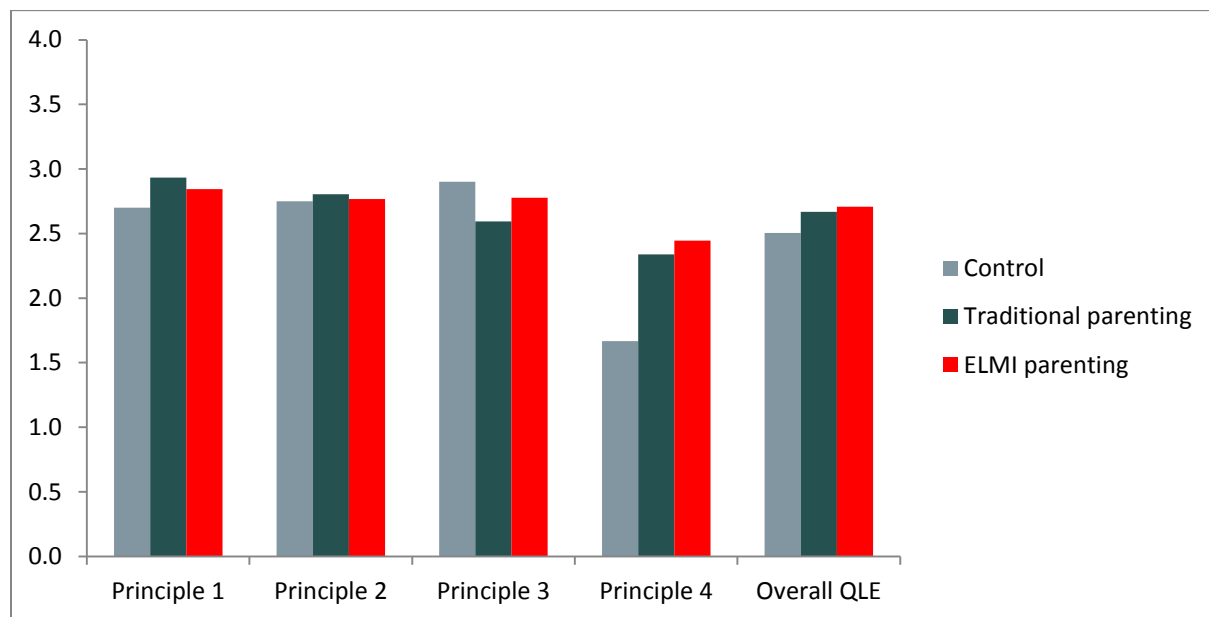
Quality learning environment

In addition to the school readiness assessment and caregiver questionnaires, some of the ECCD centers in this sample participated in a Quality Learning Environment (QLE) data collection. The QLE is intended to monitor the quality of learning environments for children. In this sample 2 centers in the Comparison community, 6 centers in traditional parenting community and 9 centers in ELM parenting community were included in the QLE study. Average scores across the 4 Guiding Principles and overall QLE score are shown in Figure 6. Due to the small sample size, testing for significant differences between groups was not pursued.

However, it is interesting to see that on principle 4 (which related to parents and community engagement in the ECD centers) we note difference between the groups. For example, the sites implementing the parenting interventions reported higher scores on this principle, as expected, compared to the comparison sites where no focused intervention and engagement with parents happened.

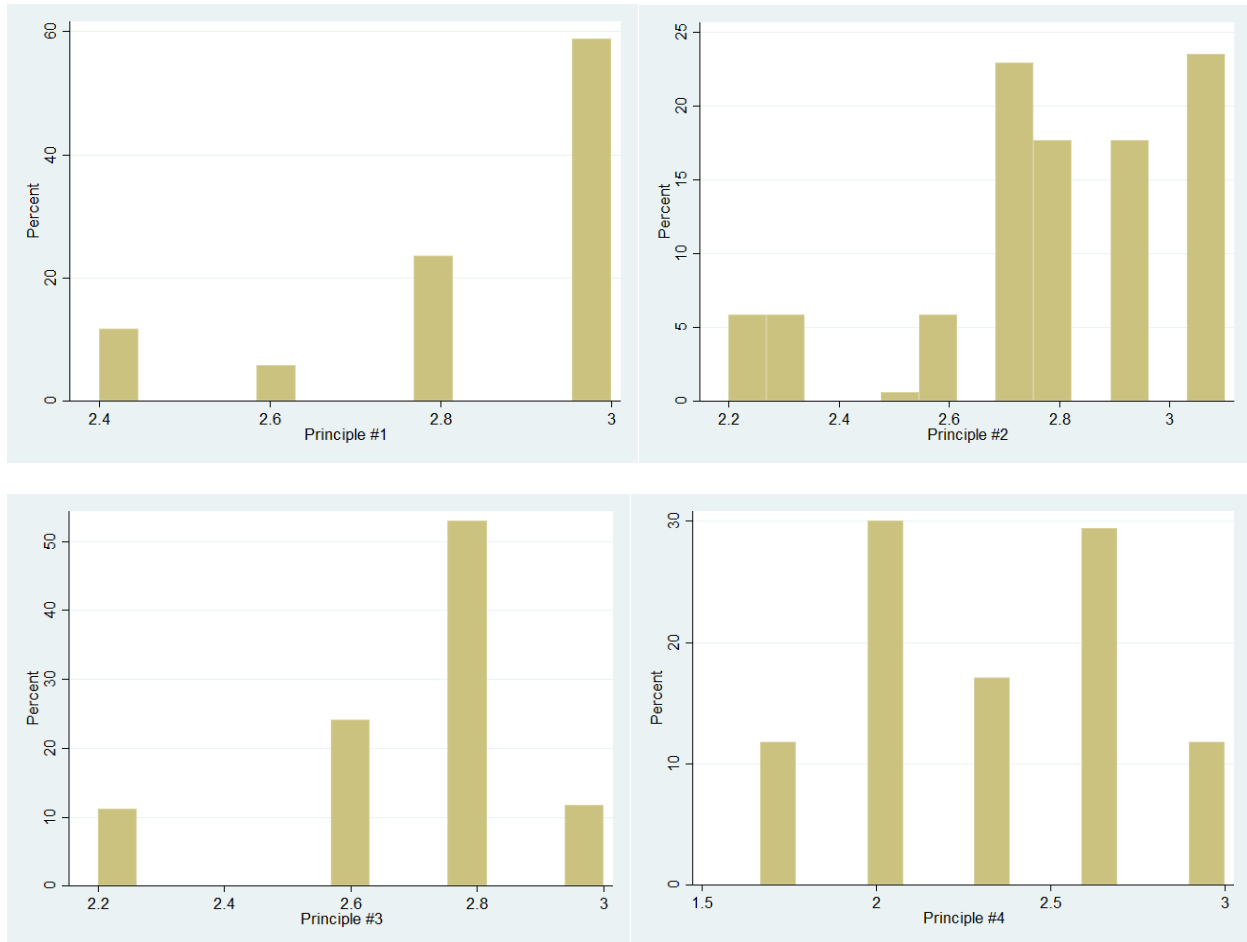
Another thing to note is that the data demonstrate the ECD program to be of high quality as the QLE principles are generally scores on a 1-4 scale. As we can see most ECD centers are scoring close to 3 across the principles, indicating that they are meeting most of the indicators set for quality. This is important in light of the findings above that parenting interventions didn't seem to make a substantive difference in the gains of children over time. These children attend what is considered strong ECD program and already gaining a lot by their participation in this intervention. Parenting education is an added bonus for these families that not surprisingly doesn't seem to make as big of a difference as it would if children were not enrolled in an ECD program or if the program was of low quality.

Figure 8. QLE scores by intervention group



QLE ratings of the quality of an ECCD center were not found to significantly positively correlate with children’s learning and development scores at baseline, endline or with gains in learning scores except for motor develop in two instances. In fact, QLE scores were negatively correlated to learning and development scores in many instances (see tables A7 - A10 in Appendix A). Variation is seen among scores for each of the four principles but only within a small range and the sample itself is quite small so further research is needed on the expected relationship, if any, between child learning and QLE measures of quality learning environments.

Figure 9. Distribution of QLE scores by principle



Conclusion

In conclusion, children in all groups are showing strong baseline scores as well as strong learning and development gains over time, but few significant differences are found between the gains made by parents or children participating in the various parenting interventions. Given that all children are enrolled in high quality ECCD centers it is probable that child learning attributable to parent interaction is substantially mediated by the stimulation and learning happening in ECCD centers. Analyses do not find any significant effect of being enrolled in either parenting program compared to the comparison

group, and the fact that even parents in the comparison group are engaged enough with their children's pre-primary schools to report visiting them multiple times during the school year suggests that all parents, regardless of a parenting intervention, are substantially involved in their children's early learning and development. This is due to the fact that Save the Children has worked in Meherpur for almost a decade and has had numerous parent and community awareness interventions to sensitize caregivers about the value of home support and interactions with children. In a context where there the norm is already strong parent engagement, it is much harder to detect the benefits of focused parent education programs.

The lack of difference in parenting behaviors and attitudes suggests perhaps that the messages being distributed by both the traditional and ELM parenting groups are not being adopted by parents for some reason. Alternatively, as seen in the FGD responses it's possible that parents in all groups are engaging in learning and play activities with their children at home. In addition, it is possible that by giving parents specific games and activities to use with their children the ELM parenting training will have longer lasting effects on caregivers and ultimately their children so another follow up study to investigate longer term impacts on parenting and child learning could reveal more information

Future studies should look at the value added of parenting intervention in the absence of a preschool program or perhaps as an add-on to a low quality program. The value of parenting will be much more pronounced and clear when it is seen as an alternative to ECD participation especially in low resource settings where community based ECD provision faces challenges to scale up. Further, future studies should consider including an actual home observation vs parent report. There are inherent limitations to the survey method when we are asking parents who have just completed parenting program to tell us what they are doing with their children. They are primed to respond positively given the information they were provided during the sessions. It is also the case that in the presence of a strong a ECD program, a strong parent engagement strategy will have at best limited additional benefits in terms of child outcomes. That is not to say that parenting interventions are not an important component of holistic ECD programming but given limited resources, it is wise to spread the programming perhaps and use parenting interventions where they will make the biggest difference- which is most likely in areas where ECD provision is low. Finally, more detailed qualitative feedback for these kinds of studies would be helpful to disentangle the benefits and gains from parent education programs

Appendix A

Table A1. Attrition analysis across all groups

VARIABLES	(1) Attrition
Sex (Female=1)	-1.123** (0.348)
Hand-eye coordination toys at home	0.612 (0.328)
Mother education	0.338 (0.182)
Number of children at home	-0.664** (0.236)
Wall material of home	-0.538** (0.196)
Constant	-0.865 (0.717)
Observations	488
Pseudo R-squared	0.106584

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Table A2. Parenting session learning predicting change in parenting behaviors, Traditional & ELM parents

VARIABLES	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Parent attitude gain	Mom activity gain	Dad activity gain	Other caregiver activity gain	Aggressive activity gain	Play activity gain	Learning activity gain
Sessions were informative	0.286 (0.543)	0.344 (0.251)	0.0561 (0.138)	-0.0886 (0.341)	-0.159 (0.113)	0.210* (0.0818)	0.146 (0.214)
Parent attitude	-0.534*** (0.0482)						
Mom activity		-0.550*** (0.0431)					
Dad activity			-0.655*** (0.0966)				
Other caregiver activity				-0.506** (0.154)			
Aggressive activity					-0.844*** (0.0634)		
Play activity						- 0.723*** (0.0434)	
Learning activity							-0.583*** (0.0551)
Constant	22.81*** (3.037)	2.844** (0.974)	1.125* (0.527)	1.942 (1.258)	1.935*** (0.455)	0.380 (0.327)	2.197* (0.815)
Observations	331	331	331	153	331	331	331
R-squared	0.274	0.259	0.315	0.107	0.416	0.449	0.244
Adjusted R- squared	0.270	0.255	0.311	0.0949	0.413	0.446	0.239

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Table A3. Endline variables predicting learning gains, all children

VARIABLES	(1) Motor Gain	(2) Literacy Gain	(3) Numeracy Gain	(4) Socio-emotional Gain	(5) Overall SRA Gain
Total parent attitude	0.00208 (0.00145)	0.00565** (0.00192)	0.00712** (0.00251)	0.00824*** (0.00176)	0.00502*** (0.00133)
Total learning activities at home	-0.00119 (0.00435)	0.0154*** (0.00405)	0.00355 (0.00411)	0.0116** (0.00412)	0.00698* (0.00277)
Home roof material	0.0210 (0.0129)	0.00940 (0.0165)	0.0356* (0.0147)	0.00696 (0.0117)	0.0130 (0.00893)
# types of toys at home	0.0112 (0.00600)	-0.00244 (0.00543)	0.000728 (0.00639)	-0.00273 (0.00505)	0.00134 (0.00422)
Child age	0.0492* (0.0221)	0.0572** (0.0174)	0.0682** (0.0218)	0.0217 (0.0190)	0.0482** (0.0142)
Sex (Female=1)	0.000807 (0.0139)	0.00905 (0.0126)	-0.0209 (0.0138)	-0.0293* (0.0132)	-0.00863 (0.00833)
Motor baseline	-0.670*** (0.0396)				
Literacy baseline		-0.552*** (0.0391)			
Numeracy baseline			-0.607*** (0.0375)		
Socio-emotional baseline				-0.721*** (0.0421)	
Overall SRA baseline					-0.497*** (0.0355)
Constant	0.254* (0.120)	0.0872 (0.101)	-0.0816 (0.138)	0.136 (0.109)	0.0676 (0.0875)
Observations	411	412	411	413	408
R-squared	0.505	0.405	0.377	0.482	0.405
Adjusted R-squared	0.496	0.394	0.367	0.473	0.395

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Table A4. Endline variables predicting learning gains, ELM children only

VARIABLES	(1) Motor Gain	(2) Literacy Gain	(3) Numeracy Gain	(4) Socio- emotional Gain	(5) Overall SRA Gain
Total parent attitude	0.00524 (0.00283)	0.00690 (0.00334)	0.00859* (0.00339)	0.00894* (0.00383)	0.00677** (0.00236)
Total learning activities at home	0.000677 (0.00541)	0.0139* (0.00583)	0.00386 (0.00609)	0.0196** (0.00583)	0.00886* (0.00340)
Home roof material	0.00458 (0.0179)	-0.0248 (0.0198)	0.00622 (0.0217)	-0.0207 (0.0172)	-0.0130 (0.0112)
# types of toys at home	0.00381 (0.0107)	-0.0166 (0.0101)	-0.0169 (0.0125)	-0.00804 (0.00871)	-0.00711 (0.00690)
Child age	0.0562 (0.0349)	0.00378 (0.0405)	0.0192 (0.0599)	-0.0239 (0.0293)	0.0193 (0.0174)
Sex (Female=1)	-0.00526 (0.0287)	0.0391 (0.0232)	-0.0109 (0.0253)	-0.0603* (0.0235)	-0.0139 (0.0158)
Motor baseline	-0.709*** (0.0472)				
Literacy baseline		-0.537*** (0.0802)			
Numeracy baseline			-0.544*** (0.0733)		
Socio-emotional baseline				-0.647*** (0.0930)	
Overall SRA baseline					-0.494*** (0.0762)
Constant	0.210 (0.151)	0.401 (0.200)	0.211 (0.290)	0.327 (0.215)	0.221 (0.135)
Observations	139	138	139	139	138
R-squared	0.572	0.425	0.350	0.491	0.448
Adjusted R-squared	0.549	0.394	0.315	0.464	0.418

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Table A5. Gains in relevant variables predicting learning gains, all children

VARIABLES	(1) Motor Gain	(2) Literacy Gain	(3) Numeracy Gain	(4) Socio- emotional Gain	(5) Overall SRA Gain
Parent attitude gain	-0.000407 (0.00170)	0.00470** (0.00160)	0.00590** (0.00183)	0.00725*** (0.00147)	0.00396*** (0.00106)
Learning activities at home gain	-0.00280 (0.00406)	0.0124** (0.00363)	0.00467 (0.00384)	0.00596* (0.00285)	0.00521* (0.00244)
Home roof material	0.00841* (0.00354)	0.00114 (0.00442)	0.00233 (0.00437)	0.00364 (0.00400)	0.00433 (0.00300)
# types of toys at home gain	0.0286* (0.0136)	0.0257 (0.0161)	0.0521** (0.0156)	0.0289* (0.0123)	0.0260** (0.00923)
Child age	0.0487* (0.0234)	0.0523** (0.0170)	0.0620** (0.0221)	0.0152 (0.0203)	0.0444** (0.0150)
Sex (Female=1)	0.00669 (0.0135)	0.0119 (0.0123)	-0.0192 (0.0147)	-0.0263 (0.0133)	-0.00543 (0.00806)
Motor baseline	-0.662*** (0.0399)				
Literacy baseline		-0.529*** (0.0389)			
Numeracy baseline			-0.576*** (0.0406)		
Socio-emotional baseline				-0.694*** (0.0413)	
Overall SRA baseline					-0.466*** (0.0355)
Constant	0.378** (0.110)	0.315*** (0.0759)	0.184 (0.104)	0.440*** (0.0893)	0.261*** (0.0697)
Observations	401	402	401	403	398
R-squared	0.502	0.386	0.368	0.470	0.389
Adjusted R-squared	0.493	0.375	0.357	0.461	0.378

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Table A6. Gains in relevant variables predicting learning gains, ELM children

VARIABLES	(1) Motor Gain	(2) Literacy Gain	(3) Numeracy Gain	(4) Socio- emotional Gain	(5) Overall SRA Gain
Parent attitude gain	0.000753 (0.00284)	0.00527 (0.00253)	0.00592 (0.00321)	0.00645* (0.00262)	0.00433* (0.00169)
Learning activities at home gain	-0.00429 (0.00531)	0.0135* (0.00642)	0.00181 (0.00627)	0.0118* (0.00503)	0.00568 (0.00339)
Home roof material	0.00741 (0.00680)	-0.00707 (0.00646)	-0.00445 (0.00730)	0.00224 (0.00894)	0.00113 (0.00514)
# types of toys at home gain	0.0111 (0.0210)	-0.0100 (0.0179)	0.0223 (0.0236)	0.00653 (0.0221)	0.000916 (0.0134)
Child age	0.0519 (0.0369)	0.0161 (0.0445)	0.00275 (0.0639)	-0.0163 (0.0322)	0.0213 (0.0221)
Sex (Female=1)	0.000806 (0.0274)	0.0342 (0.0259)	-0.0106 (0.0309)	-0.0603* (0.0259)	-0.0126 (0.0181)
Motor baseline	-0.672*** (0.0544)				
Literacy baseline		-0.524*** (0.0793)			
Numeracy baseline			-0.491*** (0.0882)		
Socio-emotional baseline				-0.614*** (0.0913)	
Overall SRA baseline					-0.451*** (0.0821)
Constant	0.423** (0.142)	0.532** (0.178)	0.464 (0.271)	0.577*** (0.144)	0.407*** (0.103)
Observations	133	132	133	133	132
R-squared	0.542	0.406	0.306	0.445	0.392
Adjusted R-squared	0.517	0.373	0.267	0.414	0.357

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Table A7. Baseline learning scores predicted by QLE cut-off scores

VARIABLES	(1) Motor Development Baseline	(2) Literacy Baseline	(3) Numeracy Baseline	(4) Socio- emotional Baseline	(5) Overall SRA Baseline
QLE (cut-off)	0.0214 (0.0110)	-0.00803 (0.0134)	-0.00144 (0.0121)	-0.0356*** (0.0101)	-0.00592 (0.00973)
Constant	0.625*** (0.00756)	0.565*** (0.00993)	0.590*** (0.00881)	0.611*** (0.00697)	0.598*** (0.00652)
Observations	170	170	170	170	170
R-squared	0.022	0.002	0.000	0.069	0.002
Adjusted R-squared	0.0161	-0.00384	-0.00587	0.0631	-0.00373

Robust standard errors in parentheses
*** p<0.001, ** p<0.01, * p<0.05

Table A8. Endline learning scores predicted by QLE cut-off scores

VARIABLES	(1) Motor Development Endline	(2) Literacy Endline	(3) Numeracy Endline	(4) Socio- emotional Endline	(5) Overall SRA Endline
QLE (cut-off)	0.0553*** (0.0107)	-0.0625*** (0.0131)	-0.0269** (0.00855)	-0.0641*** (0.0119)	-0.0251** (0.00847)
Constant	0.836*** (0.00919)	0.897*** (0.00698)	0.822*** (0.00586)	0.775*** (0.00415)	0.833*** (0.00514)
Observations	170	170	170	170	170
R-squared	0.129	0.124	0.055	0.157	0.051
Adjusted R-squared	0.124	0.118	0.0499	0.152	0.0452

Table A9. Predicted learning gains by QLE cut-off score

VARIABLES	(1) Motor gain	(2) Literacy gain	(3) Numeracy gain	(4) Socio-emotional gain	(5) Overall SRA gain
QLE (cut-off)	0.0576*** (0.00961)	-0.0435** (0.0135)	-0.0514*** (0.00790)	-0.0240*** (0.00654)	-0.0178** (0.00681)
1. Comparison	Reference	Reference	Reference	Reference	Reference
2.Traditional parenting	-0.0172 (0.0343)	-0.0582*** (0.0150)	0.0355** (0.0114)	-0.0353** (0.0131)	-0.0200 (0.0171)
3.ELM parenting	0.00214 (0.0344)	-0.0482** (0.0147)	0.0733*** (0.0102)	-0.0686*** (0.0125)	-0.0114 (0.0171)
Motor baseline	-0.748*** (0.0601)				
Literacy baseline		-0.622*** (0.0777)			
Numeracy baseline			-0.623*** (0.0390)		
Socio-emotional baseline				-0.363*** (0.0783)	
Overall IDELA baseline					-0.527*** (0.0532)
QLE (average)					
Constant	0.675*** (0.0487)	0.722*** (0.0464)	0.556*** (0.0276)	0.429*** (0.0510)	0.560*** (0.0370)
Observations	170	170	170	170	170
R-squared	0.442	0.435	0.644	0.251	0.414
Adjusted R-squared	0.428	0.421	0.635	0.233	0.399

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Table A10. Predicted learning gains by QLE average score

	(1)	(2)	(3)	(4)	(5)
VARIABLES	Motor gain	Literacy gain	Numeracy gain	Socio-emotional gain	Overall SRA gain
QLE (average)	-0.0138 (0.0244)	-0.203*** (0.0261)	-0.0739* (0.0293)	0.0153 (0.0343)	-0.0781*** (0.0194)
1.Comparison group					
2.Traditional parenting	0.00105 (0.0351)	-0.0379** (0.0137)	0.0256* (0.0113)	-0.0447** (0.0142)	-0.0131 (0.0163)
3.ELM parenting	0.0412 (0.0348)	-0.0356*** (0.0104)	0.0495*** (0.00932)	-0.0859*** (0.0135)	-0.00718 (0.0156)
Motor baseline	-0.694*** (0.0711)				
Literacy baseline		-0.580*** (0.0742)			
Numeracy baseline			-0.665*** (0.0351)		
Socio-emotional baseline				-0.328*** (0.0844)	
Overall IDELA baseline					-0.522*** (0.0512)
Constant	0.678*** (0.0835)	1.205*** (0.0830)	0.770*** (0.0837)	0.368** (0.110)	0.752*** (0.0664)
Observations	170	170	170	170	170
R-squared	0.365	0.507	0.582	0.227	0.443
Adjusted R-squared	0.350	0.495	0.572	0.209	0.430

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Appendix B

Table B1. Sample of FGD questions responses from parents

Question	Traditional parenting	ELM parenting
Do you think as a parent you can support your child's physical and cognitive development? If yes, how? If no, why?	Yes: <ul style="list-style-type: none"> • Sending children to school • Feeding children well • Monitoring school attendance • Playing with children 	Yes: <ul style="list-style-type: none"> • Sending children to school • Feeding children well • Playing with children • Teaching counting with food • Telling stories/talking & listening • Asking children what they learned after play
Do you think it's important to take care of your child before schooling? If yes, why and what are the benefits? If no, why?	Yes: <ul style="list-style-type: none"> • They will learn skills for school (e.g., counting, measuring, letters, writing) • They will not be afraid to go to school • Their habits will change 	Yes: <ul style="list-style-type: none"> • They will learn skills for school (e.g., counting, measuring, letters, writing) • They will not be afraid to go to school • "Children will give their best if we teach them while they are young."
What are the key areas children should know for being ready for school? What type of support you can give to child to be ready for school?	<ul style="list-style-type: none"> • Learn to read • Send to school neat & clean • Feed them properly • Give them time to play 	<ul style="list-style-type: none"> • Learn to read, letters and counting with specific techniques like: "While sweeping at morning we can teach them about different leaves colors, sizes, numbers and small-big." • Send to school neat & clean • Feed them properly • Learn to respect elders and love younger children
What do you think about the importance of play for children? How can you support them? What are major benefits of play?	<ul style="list-style-type: none"> • It makes children happy • It helps them concentrate on studying later • Different games improve their cognitive functions • Playing games keep children healthy 	<ul style="list-style-type: none"> • It makes children happy • It helps them concentrate on studying later • Different games improve their cognitive functions • Playing games keep children healthy
Do you think it's important to make time for your child? If yes, how can you make time for your child? If no, why?	<ul style="list-style-type: none"> ▪ Make time for them in morning and evening. ▪ Giving them time after lunch. ▪ Make time for them in 	<ul style="list-style-type: none"> ▪ I give my child time while cooking. ▪ I make time at noon. ▪ I make time after prayers at night. ▪ I make time before going to

Question	Traditional parenting	ELM parenting
	between work.	sleep. <ul style="list-style-type: none"> ▪ I give my child time while cooking or during bath.
Do you read book with your child? How many times in a week you can read? What are the benefits of reading book with child?	<ul style="list-style-type: none"> ▪ My elder daughter read books to them. ▪ I read books with the child 6/7 times in a week . ▪ I read books with the child at morning and evening everyday ▪ Children enjoys reading books ▪ They learn new things like the name of family members, animals, colors, plants, fruits, words, letters ▪ They will get more interested on study. ▪ They will learn to imagine about new things. ▪ It increase their intelligence and perceptions. 	<ul style="list-style-type: none"> ▪ My elder daughter reads books to my child. ▪ I read books with the child 4/5 times a week. ▪ I read books with the child at every evening. ▪ My child's father reads the book with him/her everyday. ▪ They will learn many things, it will develop their cognitive skill and they will enjoy. ▪ Even we can learn. ▪ They learn new things like the name of family members, animals, colors, plants, fruits, words, letters
'Mother is the first and best teacher for child' do you agree with this statement? Please explain why (for both of the answers yes/no)?	<ul style="list-style-type: none"> ▪ They learn from mother how to talk with others. ▪ Mothers give more time to the child. ▪ Mothers teach the child with patience. ▪ Mothers can teach the child new things while giving them bath or feeding them. ▪ Children learn language from their mother. 	<ul style="list-style-type: none"> ▪ Children learn language from the mother. ▪ The child's first friend, playmate and favorite person is the mother. ▪ Mother's responsibility is more than father's. ▪ Mother can teach so many different things while doing household chores like counting numbers.
What are the benefits of talking, singing or story telling with your child?	<ul style="list-style-type: none"> ▪ Story telling with child helps language development. ▪ Children can tell stories to others after listening one. ▪ Important for cognitive and social development, ▪ Children get interested to 	<ul style="list-style-type: none"> ▪ If we sing with them they will understand the lyrics of the songs. For instance, if we sing " Ei Padma ai Meghna ai Jamuna.. while singing this song they will be learning the name of rivers. ▪ Storytelling to the child will

Question	Traditional parenting	ELM parenting
	tell stories. <ul style="list-style-type: none"> ▪ They do not fear or hesitate to talk. 	help with their cognitive development. <ul style="list-style-type: none"> ▪ Children will be enjoy. ▪ Children will be happy ▪ They will be interested in study.
Do you believe that praise is very important for child development? Why?	<ul style="list-style-type: none"> ▪ The child will be happy. ▪ They will be interested in doing good work. ▪ They will be interested in learning new things. ▪ Decrease their fear. 	<ul style="list-style-type: none"> ▪ The child will be happy. ▪ They will be interested in doing good works. ▪ They will try to do something good. ▪ It will decrease their wrong doings. ▪ Decrease their fear.
What did you enjoy/appreciate the most from your participation in this program?	<ul style="list-style-type: none"> ▪ I enjoyed the session where discussed about how to discipline children without punishing them. ▪ I liked the session where child rights and child labor were discussed ▪ I liked the session discussed about food, nutrition and hygiene. ▪ I enjoyed the session where Child Development was discussed. ▪ Learning through playing. 	<ul style="list-style-type: none"> ▪ I enjoyed the session where discussed about how to discipline children without punishing them. ▪ I liked the session where child rights and child labor were discussed ▪ I liked the session discussed about food, nutrition and hygiene. ▪ I liked the 'Separate & Rearrange' session. ▪ Clapping hands, jumping with one leg, 'chotto kolabang' enjoyed the most. ▪ Counting numbers session I enjoyed most. ▪ 'Let's learn alphabets' enjoyed the most.
What sessions were most useful to you and why?	<ul style="list-style-type: none"> ▪ Most important session for children is to discipline them without punishing. ▪ Also enjoyed the session where discussed about learning through playing. ▪ The child's health and disease preventing session. 	<ul style="list-style-type: none"> ▪ Counting numbers session I enjoyed most. ▪ I liked the separate and rearrange session. ▪ 'Lets learn the Alphabets'. ▪ Size and measuring is important. ▪ Each card is important.
What sessions are most interesting?	<ul style="list-style-type: none"> ▪ Most interesting session was how to discipline children 	<ul style="list-style-type: none"> ▪ Listening and Talking was most interesting session.

Question	Traditional parenting	ELM parenting
	<p>without punishing them.</p> <ul style="list-style-type: none"> ▪ I liked each sessions and the discussion specially learning through playing 	<ul style="list-style-type: none"> ▪ Most interesting session was 'Let's count'
What sessions you found hardest to apply?	<ul style="list-style-type: none"> ▪ I didn't find any session hardest to apply 	<ul style="list-style-type: none"> ▪ 'Let's learn Alphabets' were the hardest to apply. ▪ 'Size and measuring' was the hardest to apply.
Were you able to use what you learned in these sessions with your child?	<ul style="list-style-type: none"> ▪ Yes. We did. Children enjoyed it and even we enjoyed it too. 	<ul style="list-style-type: none"> ▪ Yes. We did. Children enjoyed it and even we enjoyed it too. ▪ We did everything at home whatever we learned from the session.