



MEASURING EFFECTIVENESS OF

THE EARLY LITERACY AND MATH AT HOME



Save the Children

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Improving Early Literacy and Math skills through a more nurturing Home Environment: Measuring effectiveness of the Early Literacy and Math at Home (ELM at Home) pilot-test as a catch-up intervention to improve learning outcomes for Pupils At-Risk of Dropping Out (PARDO) in Save the Children Sponsorship areas in Sarangani and North Cotabato.

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With special thanks to
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Executive Summary

Literacy acquisition, the process of becoming a reader, begins in the earliest stages of a child's life. This period when children are not yet reading and writing but are acquiring foundational skills and tools they need in order to read and write is called emergent or early literacy. Much in the same way, even before children learn to add, subtract, multiply, divide, and count to one hundred, children learn many concepts about numbers and mathematics that are a part of emergent or early mathematics. Early literacy and math knowledge is an even greater predictor of school outcomes than interventions in early primary grades. Most importantly, mastery of emergent literacy and math skills are not optional – they are critical for children to succeed in early primary grades (Save the Children, 2016).

In the Philippines, kindergarten children showed low literacy and numeracy outcomes, this level of literacy and math skills are especially true for children who have poor school attendance resulting from poverty and its attendant factors. In 2016, Save the Children's Sponsorship Program Baseline study in rural South Central Mindanao found that only 12% of children were at mastery level when it comes to their early literacy and math skills; majority (82%) were at the middle emergent-level while 6% were struggling. The study also found out that parents do not provide sufficient reading materials nor sufficiently engage their children in learning interactions, confirming that children living in poverty experience less cognitive stimulation and enrichment than their middle-income peers.

Responding to this rural context, an intervention called Early Literacy and Math at Home (ELM at Home) was pilot-implemented in South Central Mindanao as a bridging program to support children who had poor attendance to school. The intervention pooled the multi-sectoral efforts of the Department of Education, Municipal Social Development Office, and Local Government Units. The program aimed to address rural inequities by providing practical sessions and use of indigenous mother-tongue-based learning materials to teach parents to support their children's literacy and math skills development at home.

The results of the implementation indicate a positive increase in children's literacy and math skills, and that of their parent's interaction with them. Data showed an average overall pre-post score difference of +20% percentage point, while all other skills domains studied also gained increase. The different parental engagements with children also had difference of +14% percentage point, among other home environment requisites. Looking at the relationships of both children's and parent's results, data showed positive differences - this meant that the higher the types of reading materials, learning materials and learning activities would yield higher assessment scores of children.

¹Department of Education – Sarangani Schools Division ECCD Checklist results, SY 2018-2019

²Rural Matters Report 11/12

The results of the implementation further strengthen the experience of implementing ELM at Home in various geographical context in South Central Mindanao. Although it was implemented sufficiently as a pilot-test, replicating it to other areas or making it available to all as an institutionalized program would need further discussions with stakeholders. Overall, the study finds huge potential for ELM at Home as an additional strategy to Department of Education, Department of Social Welfare and Development, and Local Government Units strategy in reinforcing access and quality education to all children.

Save the Children is the world's largest independent organization for children, working in more than 120 countries including the Philippines. It seeks to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives, this is done by implementing humanitarian and development programs using the child rights programming framework.

Save the Children has been operating in the Philippines since 1982, implementing a broad range of programs covering child protection, child rights governance, disaster risk reduction, education, food security and livelihoods, health, nutrition, including HIV and AIDS. It works in partnership with various stakeholders including children and child-led groups, communities, civil society organizations and national and local governments. Save the Children's Koronadal Office has been supporting children and communities to improve their well-being and develop their full potentials through the Sponsorship-funded Programs since 2007.

The Sponsorship-funded Program has an overarching goal that “children learn and develop to their full potential in environments and communities where they are able to remain safe, protected, free from hunger, healthy and well-nourished. In order to achieve this goal, Save the Children designs and implements integrated thematic programs together with local stakeholders. These programs include Early Childhood Care and Development (ECCD) that aimed for the children aged 5 years old and below, Basic Education (BE) and School Health and Nutrition (SHN) that aims to improve learning outcomes and the health and nutrition status of children ages 6-12 years old, and Adolescent Development (AD) programs that focuses on helping adolescents adopt positive sexual and reproductive practices. Across all these sectors, the programs integrate Child Protection (CP), Child Rights Governance (CRG), Risk Reduction and Resiliency (RRR), and Food Security and Livelihood (FSL); including children's participation and gender approaches. In emergency cases, the programs also implement Emergency Response (ER) to affected communities. The Sponsorship-funded programs are currently supporting communities in Sarangani and North Cotabato provinces, particularly in the municipalities of Maitum and Alabel in Sarangani province and Arakan and Magpet in North Cotabato province. The following municipalities were selected based on their poverty, education and health profiles and existence of vulnerable and marginalized groups. Interventions are designed to address identified education, health, nutrition, protection, governance and risk reduction issues have been designed, planned and set to be implemented together with local stakeholders. Likewise, evaluation frameworks have been designed and implemented over the course of the program in order to measure changes contributed by interventions.

The Early Literacy and Math at Home (ELM at Home) is an ECCD program developed by Save the Children for children aged 3-5 and their caregivers in order to build the capacities of mothers and fathers to support their children's early literacy and math development in home setting. ELM aims to provide a repertoire of simple ELM activities that caregivers can undertake at home, increase caregivers' knowledge and skills of how to incorporate ELM activities during routine activities at home, increase caregivers' confidence as their child's most important teacher, even when they cannot read, and increase long term parent engagement in learning. It aims to address common rural inequities (gaps in distance-to-centers and home literacy and math environment) by providing practical home sessions and use of indigenous mother-tongue-based learning materials. ELM ultimately aims to improve school readiness of children, support parent capacity as first and best teachers of their children – regardless of literacy level, support the efforts of ECCD centers for child development, and supports school readiness of children who cannot enter ECCD centers.

In 2019 through the Sponsorship Program, the ELM at Home was implemented as supplemental summer catch-up program in selected barangays in the provinces of North Cotabato and Sarangani to children aged 3-6 years-old who are at-risk of dropping out (PARDO) due to school-to-home distance and low scores in literacy and numeracy skills based on the results of government assessment. The implementation was closely coordinated with the Department of Education Cotabato and Sarangani Divisions and Municipal Social Welfare Offices, these agencies tapped Save the Children to come-up with strategies to strengthen the capacity of parents in supporting their children during summer time in order to close the developmental gap brought by periods where their children cannot go to school due to distance issues. The agencies facilitated the identification of teachers to be trained on the ELM modules and be able to conduct sessions to parents. The ELM at Home design was finalized to act as a supplemental summer catch-up program with an evaluation component to measure its effectiveness. The target children are those with difficulty in literacy and math skills (based on the results of the ECCD checklist) as a result of frequent absenteeism due to school-to-home distance. The program specifically focused on early learning and math skills because they are crucial for later reading and math competencies. The implementing strategy was to train Day Care and Kinder teachers, who in turn, will train a number of parents in their respective schools, a subsequent assessment tool will be used prior-to and after summer implementation. A “kamustahan” session was also agreed to gather feedbacks and improve the program for future implementation expansion.

Objectives

The overall objective of the study is to measure the effectiveness of the ELM at Home supplemental summer catch-up program through using the International Development and Early Learning Assessment (IDELA) tool. Specifically, the study has the following objectives:

1. Explore the level of learning and development children display in the areas of motor, early literacy, early numeracy and social-emotional development before and after ELM at Home, including variables such as age and sex.
2. Explore home variables (reading materials, toys, home learning materials, and learning activities) influencing children's learning and development in order to inform support for a more responsive ECCD programming.
3. Explore successes and challenges encountered in the implementation of ELM at specific contexts of North Cotabato and Sarangani provinces, and identify measures to address the challenges and maximize gains in all areas of implementation

Conceptual Framework



Literacy acquisition, the process of becoming a reader, begins in the earliest stages of a child's life. This period when children are not yet reading and writing but are acquiring foundational skills and tools they need in order to read and write is called emergent or early literacy. Much in the same way, even before children learn to add, subtract, multiply, divide, and count to one hundred, children learn many concepts about numbers and mathematics that are a part of emergent or early mathematics. Early literacy and math knowledge is an even greater predictor of school outcomes than interventions in early primary grades. Most importantly, mastery of emergent literacy and math skills are not optional – they are critical for children to succeed in early primary grades (Save the Children, 2016).

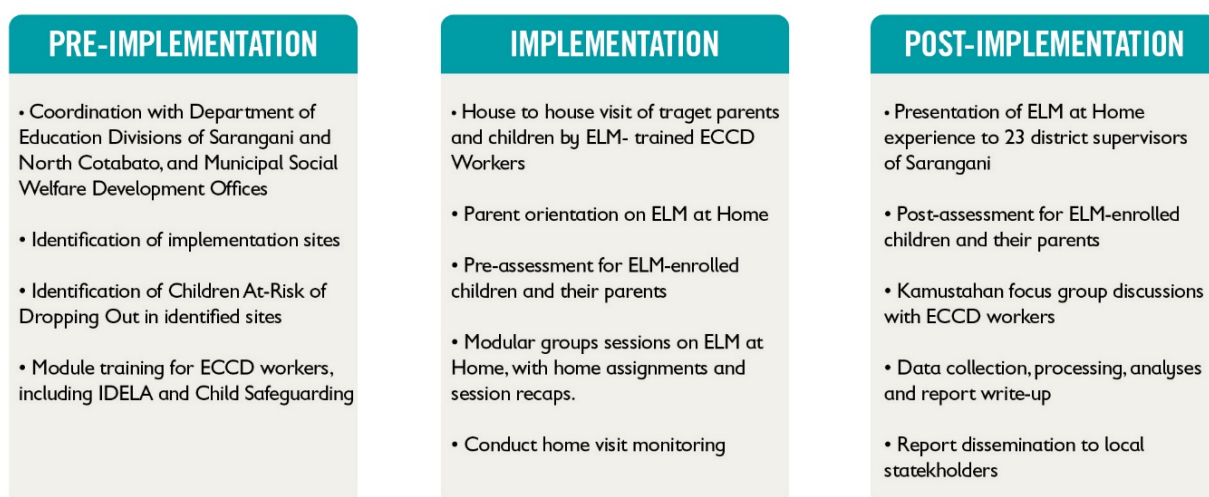
The aim of ELM is to support the development of foundational early literacy and math skills among young children (ages 3-6 years) for both inside and outside ECD centers (homes). The toolkit has two components: (1) A training package for Early Childhood teachers focused on developmentally appropriate ways to support ELM skills in the classroom; and (2) A family outreach package extending opportunities to develop ELM skills at home, especially for those children with no access to ECD centers, and increasing parents' confidence and capacity to support children's learning (Save the Children, 2016).

The parent outreach component engages parents/caregivers in regular workshops (8 sessions) with the goal of sharing with parents over 25 simple, hands-on games and activities, related to developing early literacy and math, that they can do at home with their children, while following their daily routines. The parent outreach component seeks to maximize the impact for children and families, and strengthen the notion that working with parents to support children's school readiness skills is just as critical as making ECD services accessible to more children. Most

of the activities require no materials, and those that do, can be found around the home. The activities are fun, simple and even caregivers who are illiterate themselves can practice them with their children, see Annex A for session details.

The Early Childhood Care and Development workers such as day care workers and kindergarten teachers play an important role in programs for young children. Together with the parents and other stakeholders, they can work as partners to help children grow up and reach their full potential. Parents are equipped with different games and activities through ELM at Home that will build children's early literacy and numeracy skills. By improving home learning environment, parents will spend more time engaging their children on different games and activities they can do to support early literacy and math and at the same time, more likely to improve other aspects of child's development as well. It emphasizes on literacy and math skills specifically because they are vital for later reading and math competencies.

Timeline of Implementation



The pre-implementation phase included coordination meeting with the division kindergarten coordinators of Sarangani and North Cotabato for presentation of the guidelines and operations of the program. Through the Department of Education's summer catch-up intervention, they recommend the use of ELM at Home sessions and materials for 5-year old children with low literacy and math scores based on the result of the ECCD checklist to enable these children improve skills on math and literacy by end of the summer period. Kinder teachers are identified to be trained and will conduct sessions among parents and children. The ELM at Home training was then conducted last April 10-12, 2019 participated by the Division of Sarangani (26 Female, 6 Male) and 2 districts of North Cotabato (8 Female). The implementation phase included parent orientation, pre-assessment of children and parents using IDELA tool, actual modular group sessions on ELM at Home, with home assignments and session recap. Different group session methods varied per geographic context to accommodate parents' availability. Post-implementation included post-assessment of children and parents using IDELA tool, Kamustahan group sessions with ECCD workers who facilitated the program and data analysis and write-up of report.

Evaluation scope and Methodology

The study employed quantitative and qualitative data collection and analysis through structured assessment of sampled children and their parents/caregivers, and focus group discussions for teachers who were involved in the process of building the capacities of caregivers. Target respondents included children at risk of dropping-out aged 3-6, their parents/primary care givers (e.g. grandparents, older siblings present at the time of interview) who were enrolled in the ELM at Home supplemental summer catch-up program, and teachers that were trained and conducted ELM sessions for parents/caregivers. The surveys were conducted in two periods (pre-post implementation) and in varied dates based per-teacher implementation.

The study targeted a 100% sampling size since the number of enrollment is minimal. After data collection, encoding and cleaning – there were 81 datasets for children (38 girls and 43 boys) and their parents that were valid for analysis, this constitutes 60% of the overall sample population children enrolled in ELM. The invalid datasets were due to incomplete assessment items, and absence of pre or post assessment forms.

Province	Municipality	Center	Enrolled in ELM at Home Program		Valid Pre-Post Assessment Data	
			Boys	Girls	Boys	Girls
North Cotabato	Arakan	Malibatuan ES	6	3	6	3
North Cotabato	Magpet	Bangkal Child Dev't Center	0	7	0	7
North Cotabato	Magpet	Manobo ES	5	5	5	5
Sarangani	Alabel	Alabel Central Integrated Sped Center	6	3	2	1
Sarangani	Alabel	J.P. Laurel ES	6	1	6	1
Sarangani	Alabel	Kawas CES	4	7	4	7
Sarangani	Alabel	Salidok Comm. Based	2	0	2	0
Sarangani	Glan	Baliton ES	3	3	0	0
Sarangani	Glan	Nicomedes Tolentino ES	8	2	7	2
Sarangani	Maitum	Rudes ES	7	3	2	3
Sarangani	Maitum	Sison ES	0	4	0	0
Sarangani	Maitum	Ticulab ES	1	5	1	1
Sarangani	Maitum	Tuanadatu ES	7	3	0	0
Sarangani	Maitum	VTG ES	0	4	0	2
Sarangani	Maitum	Wali IS	5	3	2	3
Sarangani	Malungon	Manabawon ES	4	1	4	1
Sarangani	Malungon	Tangali IS	5	5	0	0
Sarangani	Malungon	Upper Lumabat IS	3	3	2	2
		Total	72	62	43	38

Tools and Analysis

The study utilized the International Development and Early Learning Assessment (IDELA) tool to measure learning and development outcomes of sampled children, and a corresponding IDELA caregiver questionnaire to measure home environment. A structured focus group questionnaire was also utilized to gather feedback from teacher-trainers. The IDELA tool core assessment includes 22 items across four domains (motor, early literacy, early numeracy and social-emotional), this includes aspects of development such as curiosity and eagerness to learn, ability to tackle and persist at challenging or frustrating tasks, following directions, taking risks, among other skills. IDELA child tool is administered one-on-one with children and takes 30 minutes in average assessment time; while the IDELA caregiver tool includes items to assess reading materials at home, toys at home, learning materials at home, learning activities at home, and attitudes/practices of caregivers related to early learning and development. The conduct of measurement was through ECCD facilitators who were trained on IDELA tool administration and data confidentiality by Save the Children. Completed IDELA forms were forwarded to Save the Children for encoding, dataset cleaning and data interpretation.

Analysis Techniques

The study reports two sets of analyses. First, is a descriptive analysis of IDELA scores and its 4 development domains, looking at various data across 22 core items and displaying data through performance level. Second, an examination of relationships between equity variables and IDELA scores which includes age, sex, number of reading materials at home, number of toys at home, learning materials at home, and number of learning/play activities at home. Descriptive data interpretation was conducted through MS Excel for IDELA scores and equity variable scores, while regression analysis was conducted through licensed SPSS for IDELA scores and equity scores correlation and corresponding statistical significance.

Limitations

The data interpretation, analysis and conclusions only cover the study research/learning questions, timeframe and geographical area targets as small sampling cannot be generalized throughout wider geographical area other than identified study sites; but provides emergent insight into the effectiveness of ELM at Home when implemented. IDELA scores cannot be compared across sub-groups or sampling areas as sampling calculation was based on the total sampling population of the sub-groups and not per sub-group or sampling areas. The study is also limited to examining relationships of identified variables in which other external factors may also affect IDELA scores of children, and home environment, attitudes and practices of caregivers. And lastly, the results of the study cannot be used to directly attribute ELM at Home to children's score outcomes.

Ethical Considerations

The study adopted the ethical principles and standards on respect, beneficence, and non-maleficence towards respondents. To consider these principles in practice throughout the study, Save the Children has put in place several actions. ECCD facilitators engaged for the conduct of assessment were trained on measurement instrument and protocols, including ethical standards involving children in studies; and were oriented on Save the Children's child safeguarding policy to ensure that no harm to respondents shall arise out of unprofessional and unskilled actions and that reporting mechanisms are in place when such acts happen. Participating children's caregivers were provided with information about the study and free, prior and informed consent was secured after which respondents agree to participate in the activities. Respondents were also informed of their right to withdraw from on-going activity or not to answer tool items they do not feel comfortable with. Data privacy and confidentiality is also considered, data collected had limited access to Save the Children staff only and omission of actual respondent names in datasets was made.

Findings of the study

Description of IDELA scores and individual core learning and development scores.

The following graphs show processed pre and post assessment results of assessed 3-6-year-old children and their caregivers using the International Development and Early Learning Assessment (IDELA) tools for child and caregiver. The data represents averaged percentage of ideal developmental scores, per pre and post assessment periods and per developmental domains, of all sampled children. The data also represents averaged percentage of ideal types of home environment and home activities, per pre and post assessment periods, of adult caregivers.

Figure 1. Average pre-post assessment IDELA scores of pupils enrolled in 2019 ELM at Home program in Sarangani and North Cotabato Province

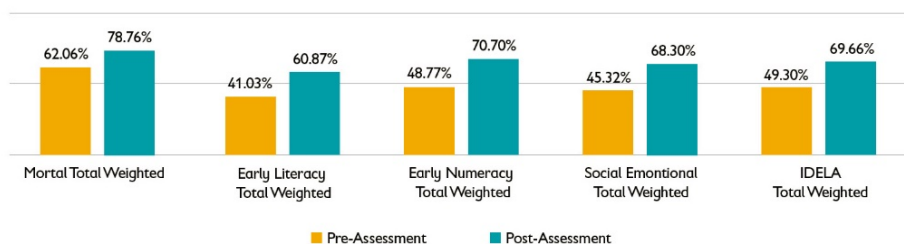


Figure 1 shows that the average overall IDELA score pre-post difference is at 20.36% percentage point difference, while the average scores pre-post difference for motor domain is at 16.07% percentage point difference, early literacy domain is at 19.84% percentage point difference, early numeracy domain is at 21.93% percentage point difference, and social-emotional is at 22.98% percentage point difference. **Among the domains, the social-emotional and early numeracy domains had the most improvements while the motor and early literacy domain had the least.**

Figure 2. Average pre-post assessment IDELA Motor Domain scores of pupils enrolled in 2019 ELM at Home program in Sarangani and North Cotabato Province

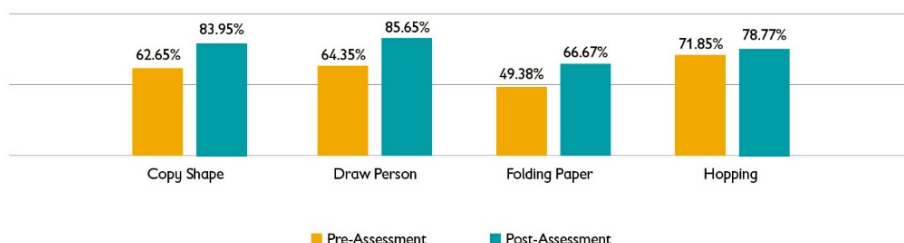


Figure 2 shows the average pre-post scores specific to Motor domain measurement. The average post scores for copying of shape is 83.95%, draw a person is 85.65%, folding paper is 66.67%, and hopping is 78.77%. Based on the processed data sets, there were improvements in the specific motor domain among children after completing the ELM at Home sessions. The average scores pre-post difference of copying of shape and drawing a person is of same 21.30% percentage point difference, followed by folding a paper at 17.29% percentage point difference and hopping activity at 06.92% percentage point difference. **In motor development, copying shapes and drawing a person had the most gains as compared to other motor development skills. It shows that children's developed more on the movements of their small muscles of the hands. The fine motor skills develop as their whole body starts to move and become stable.**

Figure 3. Average pre-post assessment IDELA Early Literacy Domain scores of pupils enrolled in 2019 ELM at Home program in Sarangani and North Cotabato Province

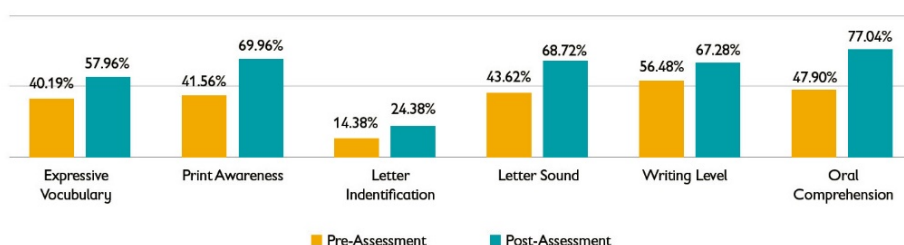


Figure 3 shows the average pre-post scores specific to Literacy domain measurement. The average post scores for expressive vocabulary 57.96%, print awareness is 69.96%, letter identification is 24.38%, letter sound is 68.72%, writing level is 67.28%, and oral comprehension is 77.04%. Overall, there is a positive improvement in the literacy domain of the children assessed at the end of ELM at Home sessions. The average scores pre-post difference of expressive vocabulary is at 17.77% percentage point difference, print awareness at 28.40% percentage point difference, letter identification at 10% percentage point difference, letter sound at 25.10% percentage point difference, writing level at 10.80% percentage point difference, and oral comprehension at 29.14% percentage point difference. **In the emergent literacy tasks, print awareness, letter sound identification and oral comprehension had the most gains as compared to other literacy domains. More improvement was seen in the oral comprehension while letter identification and writing skills have the lowest gains among all other skills after completing the ELM sessions.**

Figure 4. Average pre-post assessment IDELA Early Numeracy Domain scores of pupils enrolled in 2019 ELM at Home program in Sarangani and North Cotabato Province

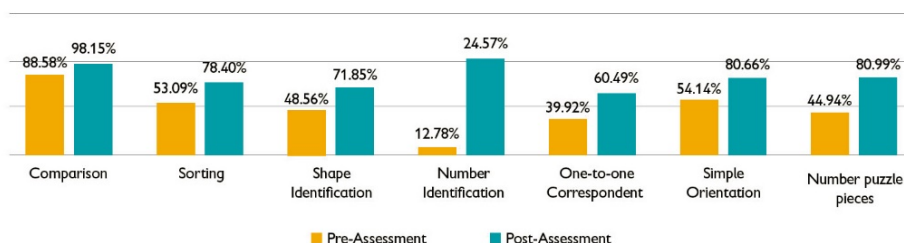


Figure 4 shows the average pre-post scores specific to Early Numeracy domain measurement. The average post scores for comparison is 98.15%, sorting is 78.40%, shape identification is 71.85%, number identification is 24.57%, one-to-one correspondence is 60.49%, simple operation is 80.66% and number puzzle is 80.99%. The average scores pre-post difference of comparison is at 9.57% percentage point difference, sorting at 25.31% percentage point difference, shape identification at 26.17% percentage point difference, number identification at 11.79% percentage point difference, one-to-one correspondence at 20.57% percentage point difference, simple operation at 25.52% percentage point difference, and number puzzle at 36.05% percentage point difference. **With regards to the numeracy domain, children had demonstrated improvement in skills in number puzzle, shape identification and sorting where children had direct interaction with objects. On the other hand, children had the least improvement in the areas of comparing and number identification.**

Figure 5. Average pre-post assessment IDELA Social-emotional Domain scores of pupils enrolled in 2019 ELM at Home program in Sarangani and North Cotabato Province

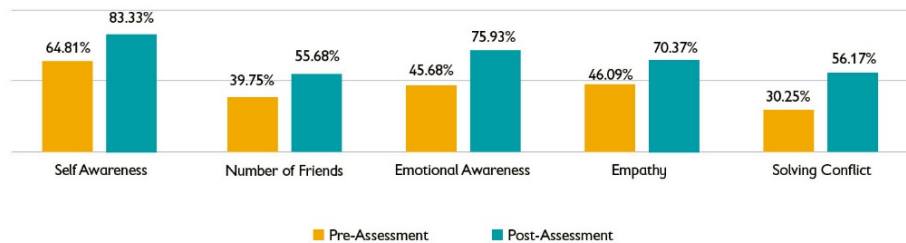


Figure 5 shows the averaged pre-post scores specific to Social-emotional domain measurement. The average post scores for self-awareness is 83.33%, number of friends is 55.68%, emotional awareness is 75.93%, empathy is 70.37%, and solving conflict is 56.17%. The average scores pre-post difference of self-awareness is at 18.52% percentage point difference, number of friends at 15.93% percentage point difference, emotional awareness at 30.25% percentage point difference, empathy at 24.28% percentage point difference, and solving conflict at 25.92% percentage point difference. **In terms of socio-emotional domain, emotional awareness had the most gains among children assessed. It shows that at early age children can recognize and understand their own emotions. On the other hand, determining the number of friends had the least increase.**



Description of Home Environment scores from caregiver interviews

The study measured the level of home environment support the child has access to at home through their caregivers before and after the ELM at Home sessions. It looks at access to resources such as **home reading materials** (presence of colouring books, comics, magazines, story books, textbooks), and **home learning materials** (presence home-made toys, shop toys, counting toys, household objects, outside objects, puzzles). The study also looks at **home learning activities/engagements with child** by both caregivers (running around with child, draw things with child, read books with child, play counting games with child, play puzzle games with child, among others); All of which are relevant in improving home environment support and are endorsed in ELM at Home sessions.

Figure 6. Home Learning Environment Average % of availability of reading, learning materials, and learning activity engagement with child in the past week

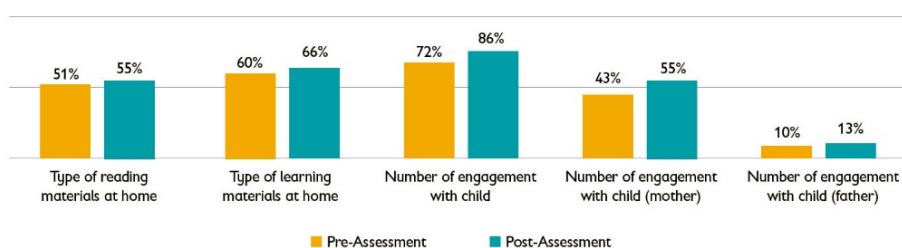


Figure 6 shows the average types of reading materials present across all homes as reported by caregivers increased from 51% in pre-assessment to 55% in post-assessment. The average types of learning materials present across all homes as reported by caregivers increased from 60% in pre-assessment to 66% in post-assessment. The average number of engagements performed by combined number of household members with a child increased from 72% in pre assessment to 86% in post-assessment, this can be either the father, mother, or any member presently residing at home – in the past week at the time of interview. The average number of engagements with a child done by a mother shows an increase from 43% in pre assessment to 55% while an increase from 10% in pre assessment to 13% in post assessment done by a father caregiver. The data is also later considered when we further investigate if there are differences between having high/low engagement and IDELA scores of children. Based on the data, there were improved practices among caregivers after completing the ELM at Home sessions. Among the practices of caregivers, the number of engagements with child had the most increase with 14% percentage point difference. Looking at the context where both mother and father support to children’s development, the ELM at Home contributes to the

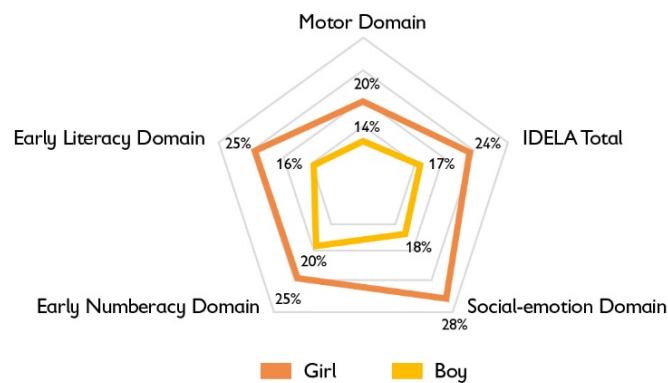


Children’s Sex, Access to Resources, and Home learning activities and its relationship with IDELA scores.

This section explores differences between IDELA scores between age, sex, number of home possessions, number of home reading materials, toys, learning materials, and learning activities- to see if these factors are a determinant for early learning skills and development. These are- socio-economic status which is measured by possessions/assets that caregivers report owning (i.e. radio, television, refrigerator, motorcycle, land livestock, etc.); access to resources which is measured through home reading materials (i.e. coloring books, comics, magazines, story books, text books), toys present in the home (i.e. home-made toys, shop toys, counting toys), and home learning materials (i.e. household objects, outside objects, puzzles); and home learning activities which is measured by home activities such as running around with child, draw things with child, read books with child, play counting games with child, play puzzle games with child, among others performed in the past week.

Children’s sex and its relationship with IDELA Scores

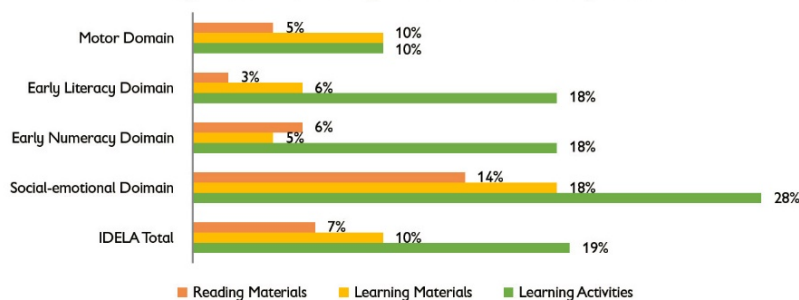
Pre-post percentage point differences between IDELA results of girls and boys



Upon exploring the differences between boys’ and girls’ scores, each percentage we see in the graph shows the averaged pre and post assessment percentage point differences of girls and boys dataset. **We can find in Figure 7 that that girls out-performed boys (generally higher IDELA pre-post positive score differences) in literacy, numeracy, social-emotional, and motor development domains.** For all domains, we find a percentage point difference between girls and boys (Motor=6%pp Literacy=9%pp, Numeracy=5%pp, Social-emotional=10%pp, IDELA=7%pp), with social-emotional being the highest percentage point difference and early numeracy the lowest.

Access to resources and Home learning activities, and its relationship with IDELA Scores

Percentage point differences between IDELA results and high-low reading materials, learning materials and learning activities.



We also investigate family's access to resources as factors in determining if there are differences in early learning skills and development. The study calculated the percentage point differences between endline data of IDELA results and high versus low reading materials, learning materials and learning activities. We differentiated high materials/activities if data is equal to or above 60% and low if data is below that, and we then disseminate the IDELA scores across these variables; a final graph showing positive percentages – meaning that data for IDELA scores were generally higher for resources that have high number of materials/activities compared to that of low materials/activities. **We can conclude that all data points lead to a positive difference – this meant that the higher the types of reading materials, learning materials and learning activities would yield higher IDELA assessment scores of children.**

Field interviews by ELM at Home implementers

The report synthesizes the results of field interviews during the ELM at Home implementers focus group discussion locally known as “kamustahan” session, the participants were those Day Care Workers and Kinder Teachers who have been trained in ELM at Home and DepEd staff from the Division of Sarangani.

What were the positive experiences of facilitators in implementing the ELM at Home?

1. That facilitators themselves think that the ELM at Home program is helpful, relevant and **meaningful in supporting caregiver roles as first and best teachers**, parents were enlightened on the importance of their roles as the first teacher of their children.
2. That parents were responsive, participative, active and supportive of the program, **parents were willing to join the program after they were oriented on its purpose.**
3. Facilitators expressed that because of the structured activities taught at the ELM at Home module, there observed improvements or **increased time that caregivers and children spend together**, that there were improvements in child-adult interaction through investing more time with their children.
4. **The play-based strategy of the ELM at Home made teaching children fun and easy, simple games and activities in everyday household life were taught which were very practical**; they observed that both caregivers and their children had fun learning and reading together, as well as parents were also able to create their own print corners at home with the use of materials they can find at home,

What were the negative experiences of facilitators in implementing the ELM at Home?

1. There were some caregivers who were not able to attend some of the sessions of the ELM due to:
 - a. Distance from home-to-school
 - b. No one can attend to their other children at home
 - c. Financial difficulties, and
 - d. **A general lack of commitment to finish the ELM at Home sessions.**
2. Facilitators expressed that the ELM at Home program, if implemented as a summer intervention, may be insufficient as:
 - a. **Some parents were not able to implement the activities at home due to busy schedule and tired from work,**
 - b. **Parents give priority to find resources to support their daily needs; and**
 - c. **Some of the parents don't have adequate learning resources at home.**

Conclusions and Recommendations

The report explored the level of early learning and development children display in the areas of motor, early literacy, early numeracy and social-emotional development, and the level of home environment support caregivers give before and after enrollment to the ELM at Home supplemental summer catch-up program. **Using the International Development and Early Learning Assessment (IDELA), it has been established that ELM at Home supplemental summer catch-up program, in the span of time that it was implemented, has contributed to the overall development of children aged 3-5 years-old who are at-risk of dropping out due to school-to-home distance and low scores in literacy and numeracy skills.** Looking closely at different domains, some of the children's strong areas after completing the ELM at Home sessions are early numeracy and literacy; specifically, in

numeracy are number puzzle, shape identification, as well as sorting of different shapes and colors while for the literacy skills are oral comprehension and sound identification.

Looking at the context where both mother and father support children's development, the ELM at Home facilitated increased home environment support and engagement with children for female caregivers. **Male caregivers were less likely to be involved in supporting learning activities at home.** The report found out that girls more often outperformed boys in motor, early literacy, early numeracy and social-emotional development; **where the consistent advantage for girls were in all areas of IDELA domains.** The study also found out that there are positive relationships between children's IDELA scores and that of reading/learning resources and learning activities at home, **there was a consistent trend that higher home possessions, reading/learning materials and learning activities generate higher IDELA scores.**

The ELM at Home has huge potential for scale-up into various implementation contexts (i.e. catch-up programs and remediation programs) when institutionalized by local government units or government agencies. In order for this to fully be realized, the following recommendations can be look into to potentially address the challenges reported.

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Recommendation 1

The findings have established the level of caregiver engagements and the positive relationships between children's IDELA scores and that of learning activities at home, there was a consistent trend that more learning activities done at home generated higher IDELA scores. Findings also revealed that female caregivers were contributing more than male caregivers. Reports from the FGD also pointed-out challenges of caregivers to sustain the quality of learning activities (home engagements), these included caregivers lack of time for such learning activities due to economic activities – this is especially true for male caregivers. **Therefore, further implementation of the ELM at Home should look into strategies to increase male caregiver participation into the program and home learning activities, a specialized module for fathers could be developed that is responsive to their active role in economic opportunities for their families. The current modules were targeted for caregivers with adequate time to implement the learning activities – generally in which, most working fathers do not have the luxury.**



Recommendation 2: Sustainability

To successfully implement the program, a close coordination with the Department of Education and Municipal Social Welfare were conducted at the start of the program. The agencies facilitated the identification of teachers to be trained on the ELM modules and be able to conduct sessions to parents. They were also able to extend the program in other municipalities where parents are need to be capacitated, beyond the scope of this study. **It is therefore a good opportunity to expand ELM at Home as a school year-round program for Day Care Centers and Kinder schools, the study showed positive outcomes for children who had been struggling to go to school. In a way, ELM at Home capacitates parents, regardless of literacy rate, to support their children's literacy and math skills while children could not come to school; this ensured that their opportunities to develop their literacy and math skills continues while at home.**

References:

- Save the Children. (2016). ELM – Emergent Literacy and Math Toolkit.
https://resourcecentre.savethechildren.net/node/10017/pdf/elm_brief_final.pdf

ANNEX A: Snapshot of 8 Activity Sessions

Session	Activity	What this session is about:
1	Helping Your Child to Learn	This is the first session of an eight-series of meetings for parents and other family members. The meetings help parents learn how to reach their children an early literacy and math skills during everyday home routines, using games and other activities that are easy and fun for parents and children. In this session, the topic is helping your child to learn at home.
2	Knowing about Print and Books	This is the second session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: knowing about print and books.
3	Let's count	This is the third session of an eight-session series for parents and other family members. The series helps parents learn to do this in one very important topic: numbers and counting.
4	Talking and Listening with my Child	This is the fourth session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: talking and listening
5	Sorting and Organizing	This is the fifth session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: sorting and organizing
6	Learning about Letters Together	This is the sixth session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: learning letters of the alphabet
7	Learning about Shapes and Measurement	This is the seventh session of an eight-session series for parents and other family members. The series helps parents learn how to help their children learn early literacy and math skills during everyday home routines. In this session, you will help parents learn to do this in one very important topic: learning about shapes and measurement
8	Celebrating and Planning for the Future	This is the last session of an eight-session series for parents and other family members. The meeting helps parents learn how to help their children learn early literacy and math skills during everyday home routines, using games and other activities that are easy and fun for parents and their children. In this final session, the focus is on celebrating and planning for the future.