



FOOD FOR THE HUNGRY

Summary of Education Assessment (IDELA-CLA-Caregivers) Results and Recommendations

PHILIPPINES

Executive Summary (max 1 page)

Food for the Hungry Philippines (FHP) conducted its first education assessment in Tagalog and Bicol regions on different schedules. The assessment in the Tagalog region coincided with the quantitative data collection for the Midterm Evaluation (MTE) held last February 2018, while the Bicol region assessment was held last August 2018, nine months after their MTE data collection was completed.

Although all five clusters of FHP participated in the study, the tools used in the assessment varied. In the Tagalog region, 3 out of 5 clusters conducted the Citizen Led Assessment (CLA). Those clusters are Malabon, Navotas and Bulacan while International Development and Early Learning Assessment (IDELA) was just accomplished in Bulacan Cluster. This decision was made because Save the Children has available IDELA survey results in Metro Manila where Malabon and Navotas clusters are included.

The Caregivers' assessment was not conducted in the Tagalog region, while Bicol region clusters (Bicol 1 and Bicol 2) have participated in IDELA, CLA and the Caregivers assessment.

Overall, there were 1,432 children and 379 caregivers interviewed.

Data on the caregivers assessment reveals that the majority of households do not have the age appropriate children's books for children 0-2 years old and children 3-6 years old. Having appropriate children's books in the home helps build a foundation for a child's interest in reading; that is-early literacy.

Caregivers' engagement in learning activities with their children for age groups 0 – 2 years old, 3 – 6 years old, and 7 – 15 years old was found to be at 25%. Caregivers' who are engaged in 4 or more activities are the highest with children 0 – 2 years old at 37.1%. However, engagement was reduced in older age groups . On a positive note, caregivers said that 95% of children between 7-15 years old were enrolled in preschool prior to entry to a formal school or in grade one. 50.7% of caregivers reported to have met the child's teacher twice within the past two months as part of the school requirement. 64.5% of the households have designated a space for their child to study.

However, it was noted from the survey result that 33% of children ages 7 – 15 years have had at least one day absence in school 10 days prior to the survey, 46.9% of which was due to child sickness.

IDELA results indicate that children in the age group 5.5-6.5 years have an average IDELA score of 60.9% . The younger age groups 3.6 - 4.5 years and 4.6 – 5.5 years have attained 32.3% and 50% respectively. However, the result shows that as children grow older, their scores increase. In addition, the result shows that among the four domains, Motor Skills and Emergent Math are areas where children across age groups have higher scores while Emergent Literacy and Socio-Emotional are areas where children have lower scores.

In CLA, it is notable that the achievement rate on both literacy and numeracy skills increased as grade level progresses. However, it is important to note there are only 2.2% of children in grade 3 who passed the literacy and numeracy standards of grade 3. This shows that there is around 97.8% of the test population that were not able to meet the standards. Comparably, this does not differ much with the intermediate level (grade 5 to grade 6) where only 7.6% to 19.6% reached the standards for literacy and numeracy skills. This indicates the fact that there are a large number of learners who are not meeting the 3rd grade standards for both literacy and numeracy skills.

In spite of the Department of Education's (DepEd) intervention to ensure early grade success through its flagship program in Early Childhood Care and Development (ECCD), this study shows that many Filipino children fall behind the expected formal school competencies such as in literacy and numeracy. Data obtained from this study is consistent with [UNICEF's early child development data](#)¹ that says 11% of Filipino children drop out of school at some point in their primary grades, and about 6% are repeaters in grade one.

With the above accounts, FH Philippines will contribute in tackling the issues and to bridge the gaps in early grade success by implementing the Early Child Development framework in the clusters where learning gaps are more prominent. To date, FHP has rolled out the Education Project in three communities in Bulacan Cluster, namely, San Mateo, Bigte and in Minuyan, and in FY2021, the project will be implemented in Bicol.

Key Findings

1. Introduction

Food for the Hungry Philippines (FHP) started in 1978 by participating in the relief operation for the Vietnamese refugees who were displaced because of the Vietnam War. In 1982, its programming evolved to assist the indigent Filipino families through the Child Development Program that generally catered to children attending formal school by providing basic school supplies and creating child-participation related activities aimed to provide opportunities for children to realize their God-given potential and make better decisions in life.

In 2019, FH Philippines supported 9637 school-age children with scholastic materials to ease up the financial burden of vulnerable families and a way of encouraging children to start a new school year. An ongoing project on Early Child Development is being implemented in three communities in Cluster Bulacan, where FHP supports learning hubs and child development centers. In addition, FHP continues to promote various activities for children to thrive and develop holistically, such as weekly values formation, leadership development, child protection, and participation workshops.

1.1. Purpose of the Survey

The primary purpose of the education assessment was to determine the baseline values for key performance indicators and to understand the education situation in areas where FH Philippines operates. The objective of the assessment was to measure the following:

- Establish baseline for total IDELA score of children 5.5 – 6.5 years of age;

¹ <https://data.unicef.org/topic/education/pre-primary-education/>

- Establish baseline value for children in grade 3 who have attained the reading comprehension and numeracy standards according to the national standards;
- Establish baseline on caregivers' influence to early learning performance of children's ages 3-6 years old and children ages 7-15 years old

1.2. Research Questions

FH works to see an improvement in children's learning outcomes, specifically in literacy and numeracy. The education assessments give us information about:

Caregiver Influence on children's education For children 3-6 years of age

2. Is there a difference in scores for children in HH where the child has three or more children's books?
3. Is there a difference in scores when caregivers engage with their child in regular learning activities?

For children 7-15 years of age

1. How does pre-school attendance affect whether the child is able to pass third grade literacy and numeracy standards?
2. How does caregiver knowledge of grade requirements affect child performance?
3. How do caregiver practices affect the ability of the child to pass grade three standards?

IDELA

1. Do children have the skills to successfully transition into grade one?
2. What is the relationship between a child's gender and child development scores?
3. Are children making appropriate development gains from year to year?
4. Which domain are the furthest behind?
6. How do the results differ by cluster or region?

Citizens Led Assessment (children 7-15 years)

1. Are children age 9 able to perform third grade reading and literacy standards?
2. Are children ages 7-15 able to perform third grade reading and literacy standards?
3. How is the child's gender associated with performance?
4. Are children making appropriate literacy and numeracy gains from grades 1-3?

5. Are children making appropriate literacy and numeracy gains from grades 4-8?
6. How does child performance differ by cluster or region?
7. What does the data tell us about the age of children at each grade?

1.3. Summary of Evaluation Design and Methodology

Two different quantitative sampling methodologies were used in the assessment: 1) Lot Quality Assurance Sampling (LQAS) for the Bicol Region and 2) Cluster Sampling for the Tagalog Region. LQAS was used initially to determine sampling size for the two clusters in Bicol. This methodology is a relatively rapid and inexpensive approach to data collection that enables program managers to assess whether objectives and targets have been achieved within a specific unit of interest. However, it is not the best method when you have several sampling units or if you wish to disaggregate the data by independent variables and do cross-analysis. Therefore, cluster sampling was used in Tagalog clusters in order to provide greater detail and specificity to the data.

Below is the table showing the required sample sizes for each cluster:

Table1. Required sample size per cluster

Cluster	Sampling Methodology	Assessment Tool	Sample Size
Navotas	Cluster sampling	CLA	400
Malabon	Cluster sampling	CLA	352
Bulacan	Cluster sampling	CLA	170
		IDELA	158
Bicol 1	LQAS	CLA	100
		IDELA	106
		Caregiver	193
Bicol 2	LQAS	CLA	96
		IDELA	98
		Caregiver	186

Total sampling size:

IDELA – 362
 CLA – 1120
 CAREGIVERS - 379

1.4. Key Findings

This section presents key findings from the study including details about the home environment, the learning environment, IDELA results and CLA results.

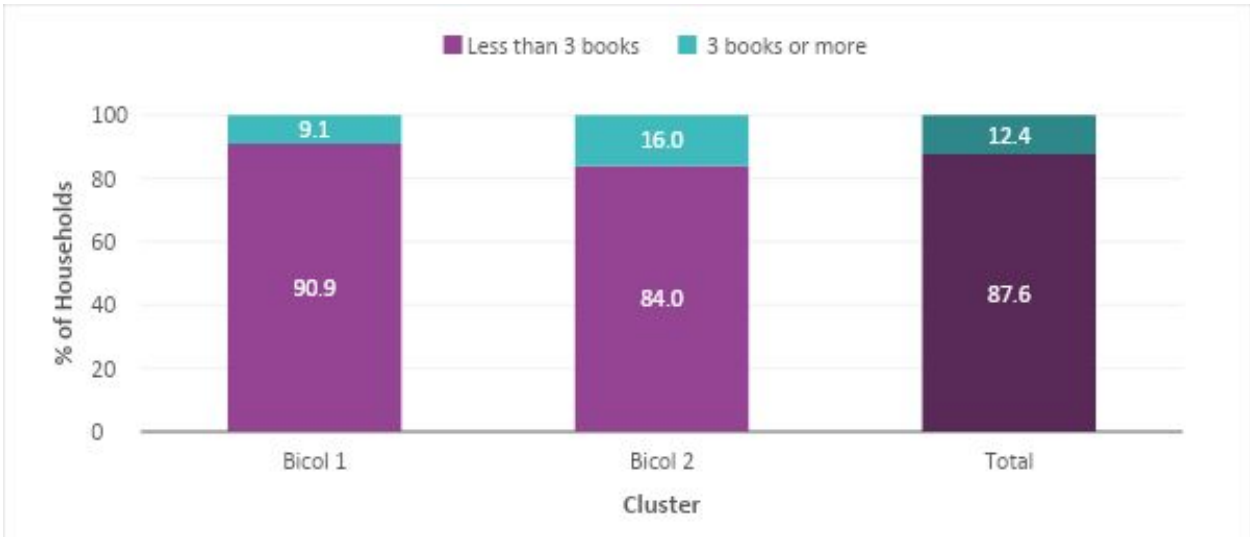
2. Caregiver Survey Results

2.1. Home environment

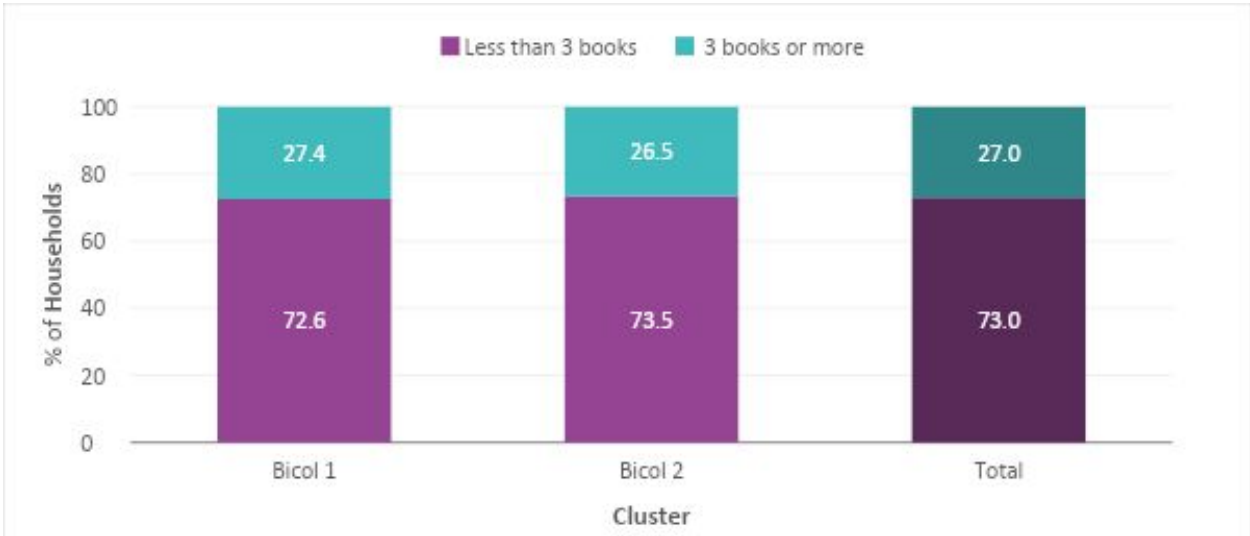
2.1.1. Are children’s books available at home?

The graph below shows that only 12.4% of households have 3 or more books in the home for children 0-2 years old. Between the two clusters under study, Bicol 2 shows a slightly bigger percentage with 16% against Bicol 1 with just 9.1%. Both clusters are classified peri-urban though Bicol 1 is closer to the provincial capital where bookstores are more present.

Graph 1 A: Proportion of Households with Children 0-2 years with Children's Books in the Home, Disaggregated by Clusters



Graph 1 B: Proportion of Households with Children 3-6 years with Children's Books in the Home, Disaggregated by Clusters



In comparison to results in households with available books for children 0-2 years old, the graph above shows a higher percentage in availability of books in households with 3-6 years old children. Overall, there are 27% of households surveyed that said they have 3 or more books available for children 3-6

years old, but in contrast with the latter cluster result, Bicol 1 was found slightly higher with 27.4% compared to Bicol 2 with 26.5%.

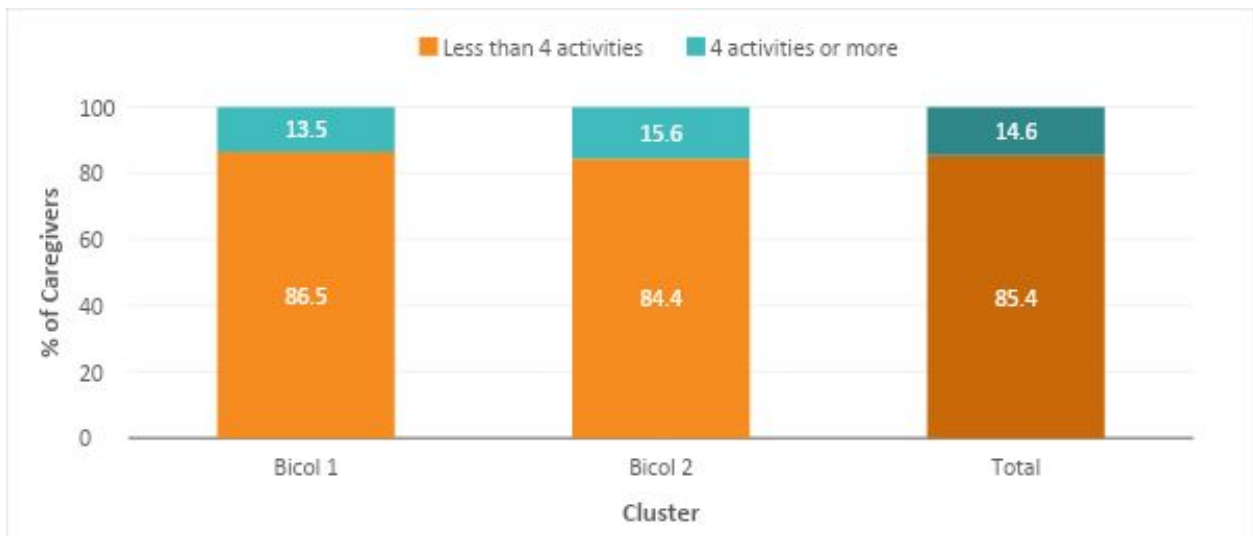
Graph 2 A: Proportion of Caregivers with Children 0-2 years Engaged in Learning Activities, Disaggregated by Clusters



Graph 2 B: Proportion of Caregivers with Children 3-6 years Engaged in Learning Activities Disaggregated by Clusters



Graph 2 C: Proportion of Caregivers with Children 7-15 years Engaged in Learning Activities Disaggregated by Clusters



Graphs 2A, 2B and 2C show caregivers' engagement in learning activities of children in age groups 0-2 years old, 3-6 years old and 7-15 years old respectively. The data indicate that caregivers pay more attention or do more direct interaction with children ages 0-2 years old (37.1%) compared to their interaction with children 3 – 6 years old (23.8%) and with children 7-15 years old (14.6%). Data above shows that 37.1% of caregivers do 4 or more activities with children 0 – 2 years old. There is a noted slight difference in the behavior of Bicol 2 cluster which has 40% against Bicol 1 with 34.5%. Caregivers' engagement to children's learning activities is lower amongst caregivers of 3-6 years old, with Bicol 2 slightly outdoing Bicol 1 by garnering 28.8% and 18.5% respectively. Lastly, only 14.6% of caregivers of children 7-15 years old engage in 4 or more activities with Bicol 2's 15.6% against Bicol 1 with just 13.5%.

Overall, it can be concluded that only 2 out of 10 caregivers are engaged in learning activities with their children. Furthermore, caregivers' engagement is more evident for younger children; with a noted decrease as the child grows older.

Graph 3: Proportion of Caregivers whose child (7-15 years) Attended Pre-School, Disaggregated by Clusters



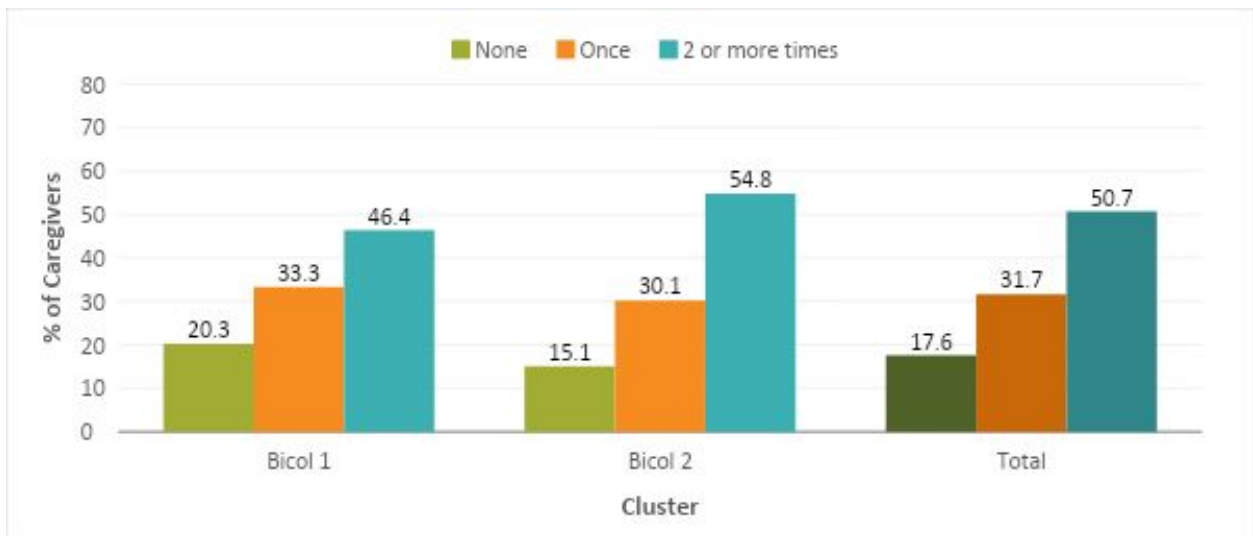
Overall, 95.4% of children ages 7-15 years old were reported to have attended preschool prior to attending first grade. There wasn't a significant difference between the two clusters. This result may be associated with the Philippine government's long-time intervention for education where nationwide there should be at least one public preschool or day-care center available to be accessed by the general public, free of charge.

Table 1: Reason Given by Caregivers for not sending their Child to Preschool, Cross Tabulated by Clusters

Reason	Total (%)	Cluster (%)	
		Bicol 1	Bicol 2
Other	38.5	33.3	42.9
Not necessary for my child / not needed	23.1	16.7	28.6
Cost / too expensive	23.1	50.0	0.0
No pre-school access	15.4	0.0	28.6

Among the 4.6% of caregivers that said their children were not sent to preschool prior to grade one, the reasons vary: Not necessary for my child / not needed – 38.5%; Cost / too expensive – 23.1, and No pre-school access – 15.4%.

Graph 4: Caregivers Meeting with Teachers on a Regular Basis Disaggregated by Clusters



A parent - teacher meeting is a short meeting or conference between the parents and teachers of students to discuss a child's progress at school and find solutions to academic or behavioral concerns. Parent teacher meetings are an effective way through which parents can discuss several issues that they feel are hindering their child's learning. Face to face communication with the teacher immensely helps the parents to plan out the learning process of their child.

In the result shown above, it can be said that half or 50.7% among caregivers interviewed reported that they made time to meet with their child's teachers 2 or more times in the last two months. Bicol 2 shows a higher percentage for this behavior with 54.8% compared to Bicol 1 with 46.4%.

Table 2: Reason Given by Caregivers Meeting the Teachers Cross Tabulated by Clusters

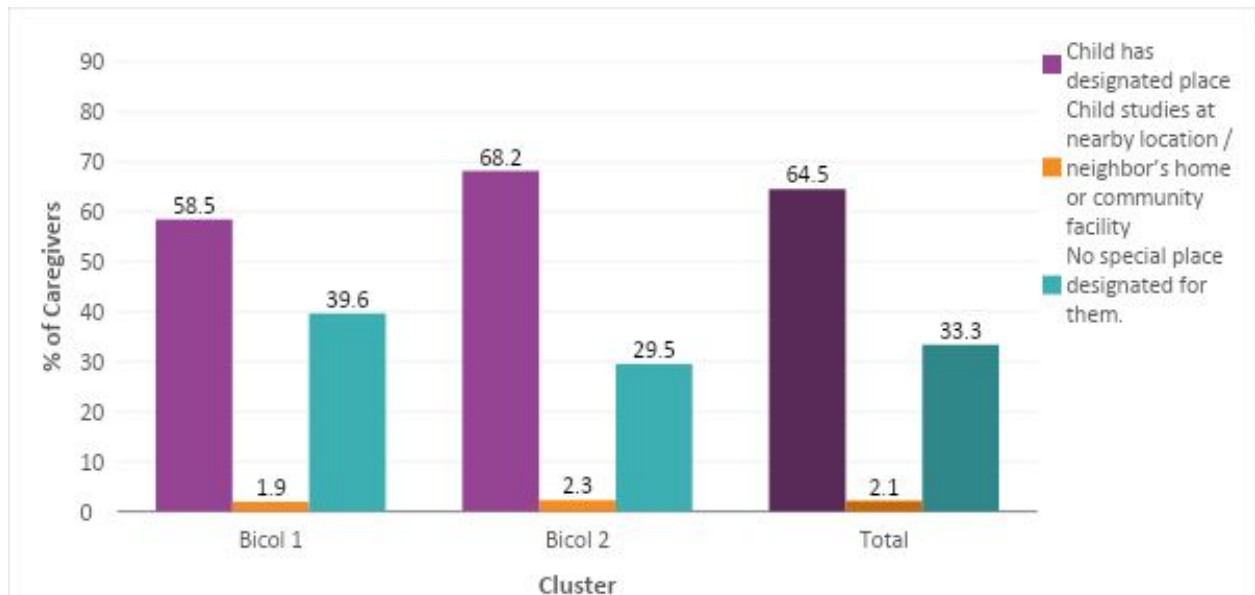
Reason	Total (%)	Cluster (%)	
		Bicol 1	Bicol 2
Discuss child's school work / performance	24.4	20.1	28.3
Teacher requested me to meet with him or her	37.3	42.0	33.0
Discuss child's behavior	7.4	9.8	5.2
Discuss something else	31.0	28.2	33.5

When caregivers were asked of the reasons why they meet with their child's teachers, 37.3% of them said that the teachers initiated the meeting; 24.4% reported that they needed to discuss their child's school performance or the meeting coincided with the distribution of school report cards where parents appearance is required, and 7.4%% said they were called by the teachers because their children did a misdemeanor at school.

DESIGNATED SPACE IN THE HOME FOR STUDY

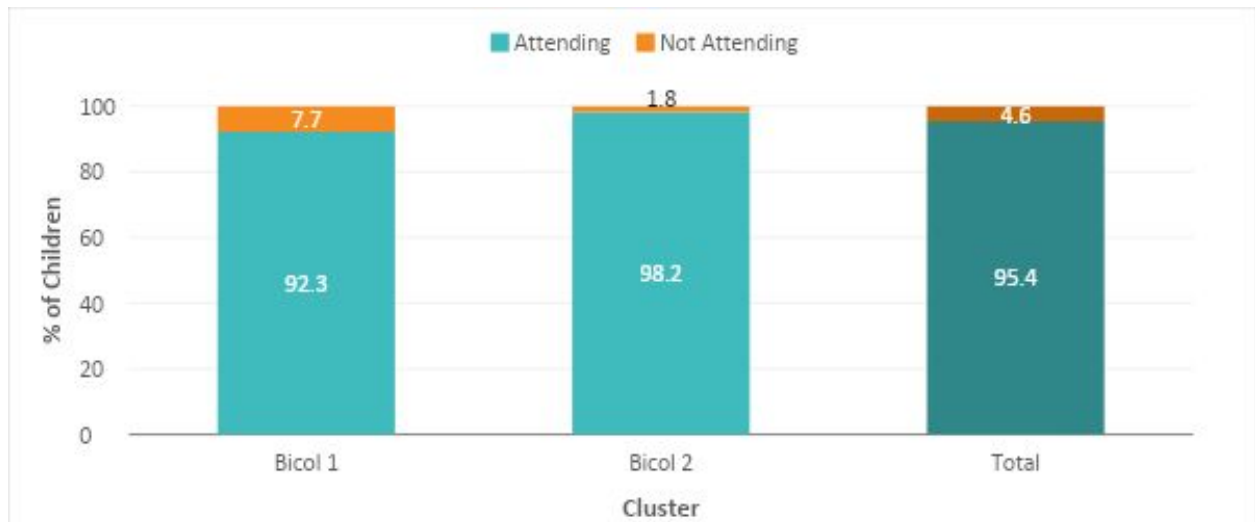
Graph 5: Proportion of Caregivers who have a Designated Space in the Home for Children's Study

The graph below shows that a high percentage of households have a designated space in their home to study with 64.5%. Only 2.1% of children study at a nearby location or a community. However, there is a remarkable number of households (33.3%) who have no designated place for children's home study.



Graph 6: Proportion of Children who Currently Attended and Do Not Attend School

As the graph is showing, there is a high rate of school attendance among children. There is a difference of 5.9% in attendance rate between the 2 clusters. In summary, the majority of the children are attending school with 95.4% in both clusters.



Reason Given by Caregivers for Child Not Currently Attending School

Based on the enrolment rate shown in Graph 6, there are 4.6% ages 7-15 years old who are currently not attending school. The reasons for non-enrollment are the following: child prolonged illness (23.5%); child had problems in school (11.8%); child graduated in elementary school (5.9%); no money for school fees (5.9%) and other reasons (52.9%).

Table 3: Reason Given By Caregivers for Children Not Currently In School

Reason	Total (%)	Cluster (%)	
		Bicol 1	Bicol 2
Other	52.9	66.7	20.0
Child had prolonged illness	23.5	16.7	40.0
Child had problems in school	11.8	8.3	20.0
Child graduated from primary school	5.9	0.0	20.0
No money for school fees	5.9	8.3	0.0

Graph 7: Average Number of Days of School Attended in the Last 10 School Days

On school attendance, Graph 7 indicates that in both clusters, children on average attend 9 out of 10 school days and there is a very low variance between the 2 clusters in reference to school attendance.

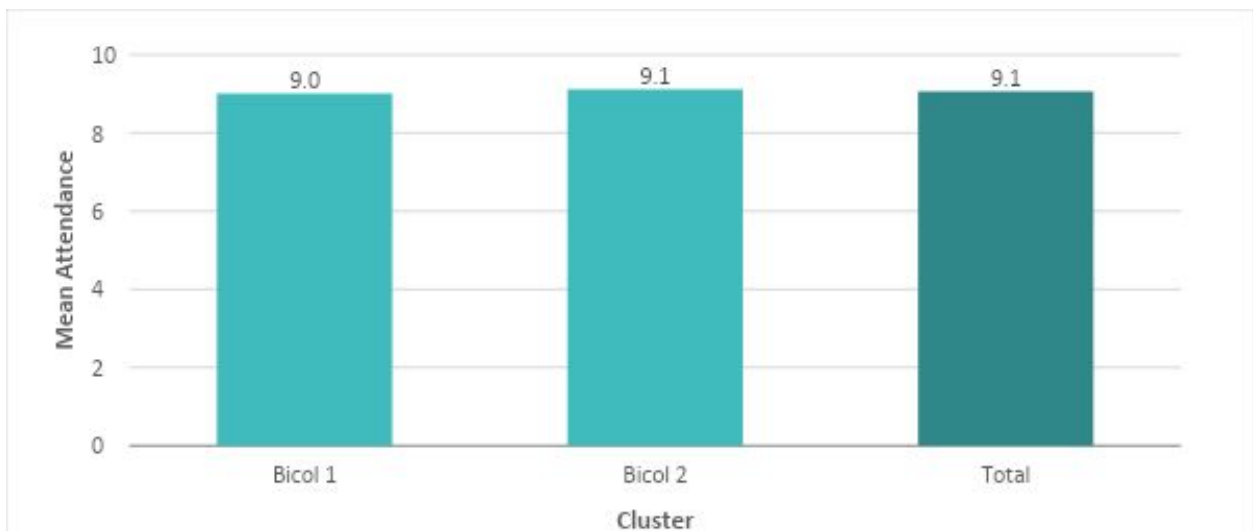


Table 4: Reason Given by Caregivers for Irregular Attendance Cross Tabulated by Clusters

As reflected on Table 4, the primary reason for irregular attendance is because the child was sick. However, comparing the Bicol 1 and Bicol 2 Clusters, this is only very true to Bicol 2 with 58.7%, followed by “other” reasons with 17.4%. While for Bicol 1, the main reason for irregular attendance of children is “others” with 46%, followed by the “child was sick” with 36%. The “other” reason mentioned for irregularity of attendance is lack of money for child’s allowance and transportation. Most schools in Bicol are very far where they need to ride or walk at least 1 hour and more to reach school.

Reason	Total (%)	Cluster (%)	
		Bicol 1	Bicol 2
Child was sick	46.9	36.0	58.7
Child did not want to go to school	12.5	12.0	13.0
Child was needed at home to care for family members	1.0	0.0	2.2
Other	32.3	46.0	17.4
Child was needed at home to work land or help family business / livestock, et	1.0	0.0	2.2
School was closed or teachers were absent	6.3	6.0	6.5

Graph 8: On-Time Entry to Grade 1, Disaggregated by Cluster

It is notable on Graph 8 that on-time entry to Grade 1 in Bicol 1 and 2 clusters are high with an average of 73.6%. Only 9.9% have entered Grade 1 before a child reaches 6 years old and 16.5% for late entry to Grade 1. The most frequent reason for late entry as shown on Table 5 is under the category “others”. In most cases, children, who are still 5.10 years old are not yet accepted to Grade 1, therefore they wait for the next school year. By then, the child would be more than 6 years old when they enter 1st grade.

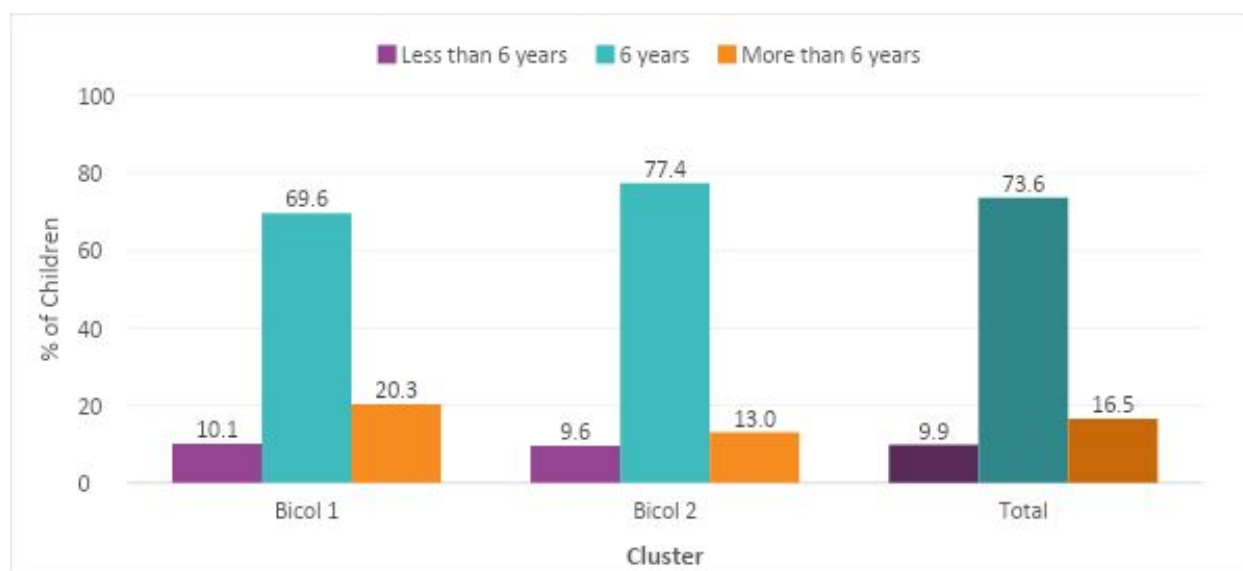
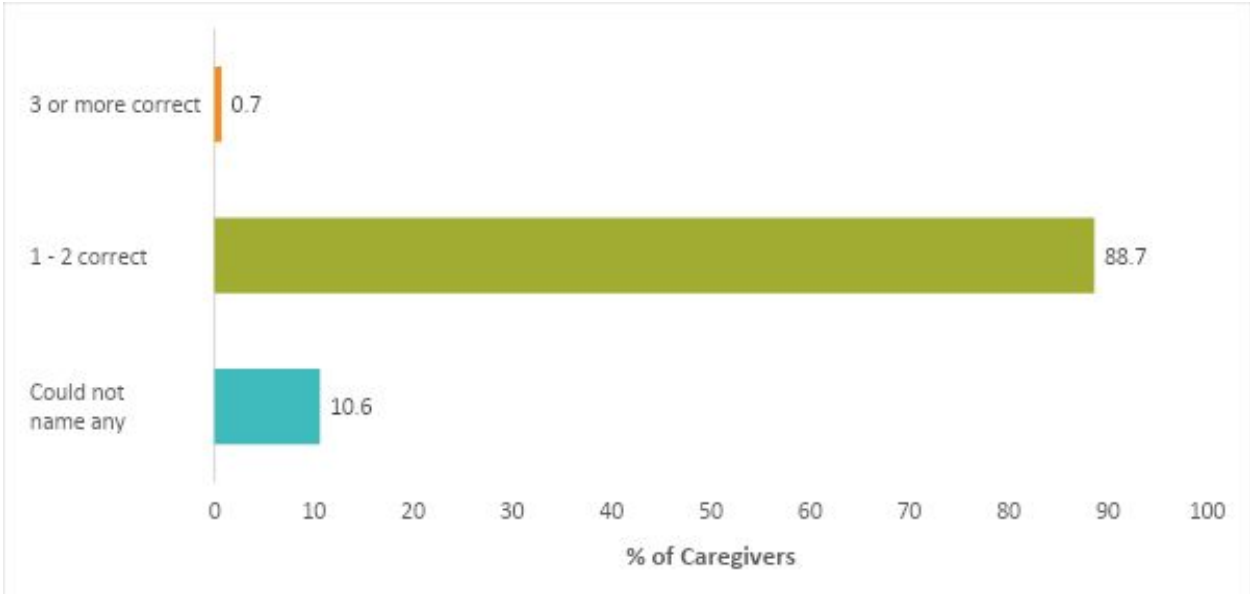


Table 5: Reasons Given By Caregivers For Late Entry Into Primary School Cross Tabulated By Clusters

Reason	Total (%)	Cluster (%)	
		Bicol 1	Bicol 2
Other	68.1	64.3	73.7
Child was not ready	17.0	10.7	26.3
Cost / too expensive	6.4	10.7	0.0
Won't say	4.3	7.1	0.0
Distance to school	2.1	3.6	0.0
Child is needed at home	2.1	3.6	0.0

Graph 9: Caregiver Knowledge of Grade Requirements

On the knowledge of caregivers to grade requirements, 88.7% or majority were able to identify 1-2 correct indicators while 10.6% were not able to name any and only very few, 0.7% can name 3 or more. This implies the need for parents and caregivers to educate them with information regarding grade requirements for their children.



3. International Development and Early Learning Assessment (IDELA)

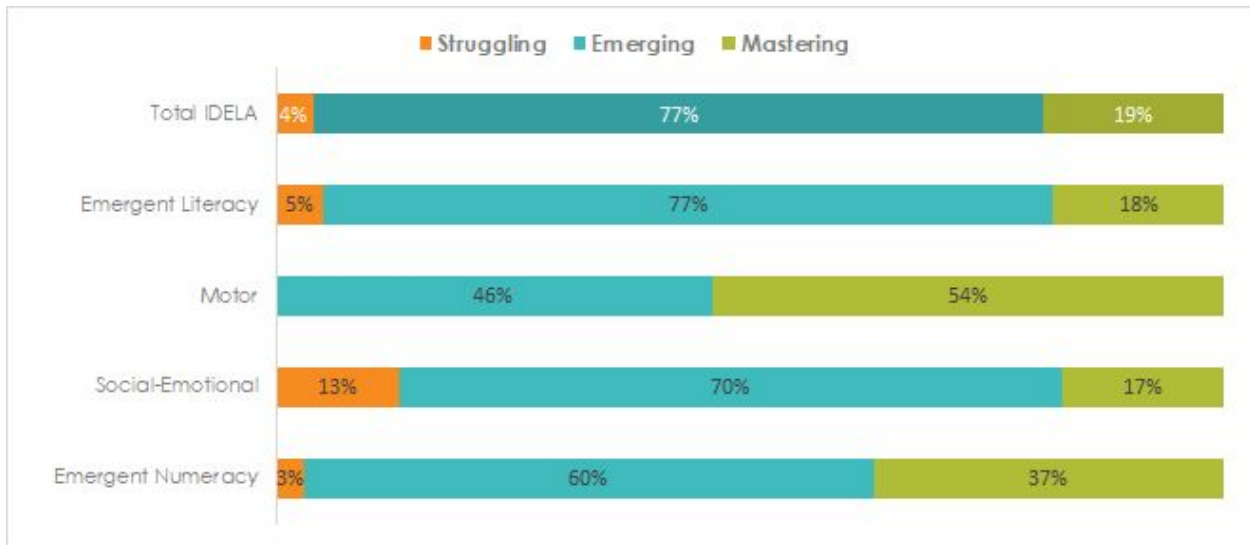
Filipinos have a functional literacy rate of 90.3 percent, but despite the high percentage of those who are able to write, read and perform elementary arithmetic, data shows that 11% amongst Filipino children drops out of school at some point in their primary grades, and about 6% repeat grade 1².

A child’s readiness for school is linked to school outcomes. Children who enter school ready to learn are more likely to perform well and complete successive levels of education.³ IDELA assesses the development and early learning of young children (ages 5.5-6.5 years) in social emotional development, emergent math, emergent literacy and motor skills.

GLOBAL KPI:	Proportion of children, aged 5.6 – 6.5 years, who have mastered IDELA skills.	19%
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² UNICEF - Data.unicef.org
³ Getting ready to school, UNICEF 2008

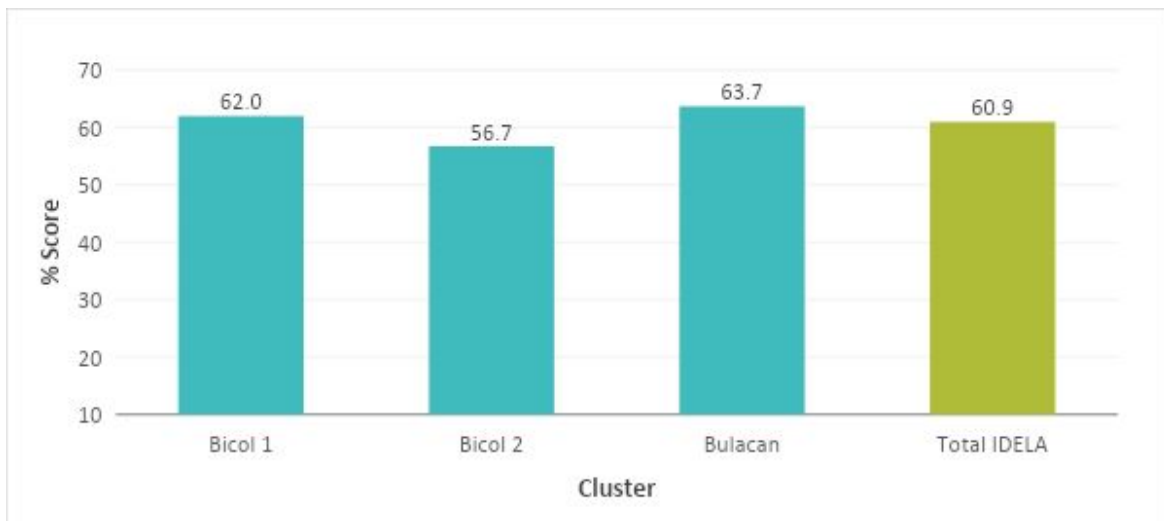
Graph 3a: Proportion of children aged 5.6-6.5 by domain and performance level



As shown in Graph 3a, there are 19% of children ages 5.6 to 6.5 years old who achieved an overall Mastering Level in IDELA; 77% reached the Emerging Level and 4% of children are in Struggling Level. Across the four domains of IDELA, it is the Motor Skills where children in this age group are most thriving with 54% of them Mastering and 46% are Emerging. On the other hand, there are 13% of children who are in Struggling Level in the domain of Social-Emotional, 70% of them in Emerging and 17% Mastering.

How do the results differ by cluster?

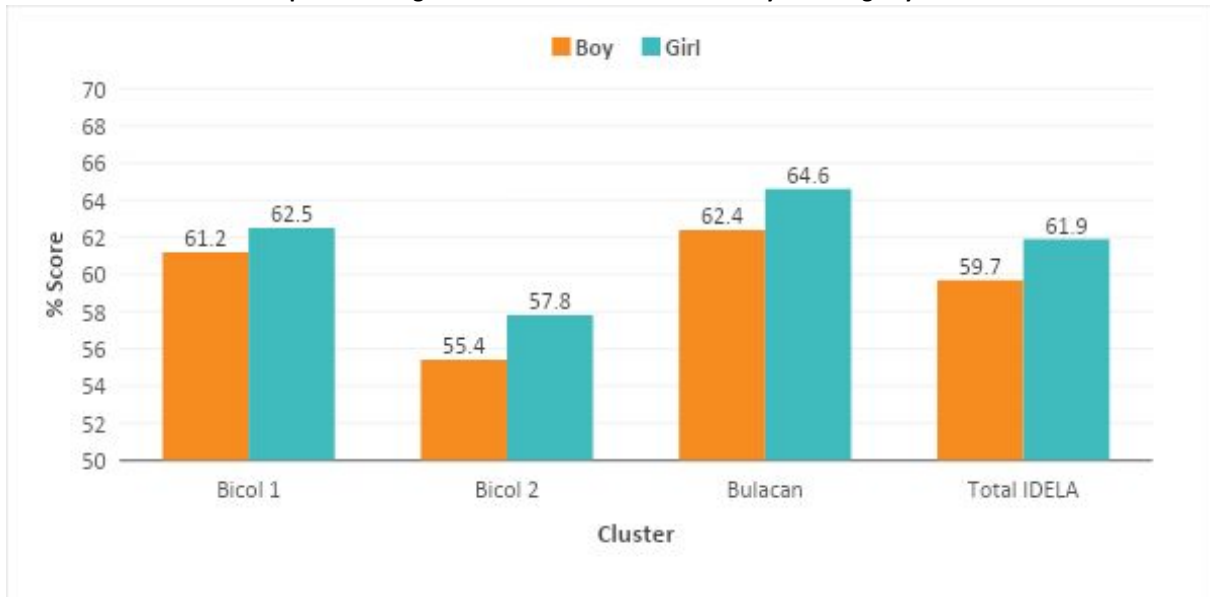
Graph 3b: Average IDELA Score of Children 5.6 - 6.5 years of age by Cluster



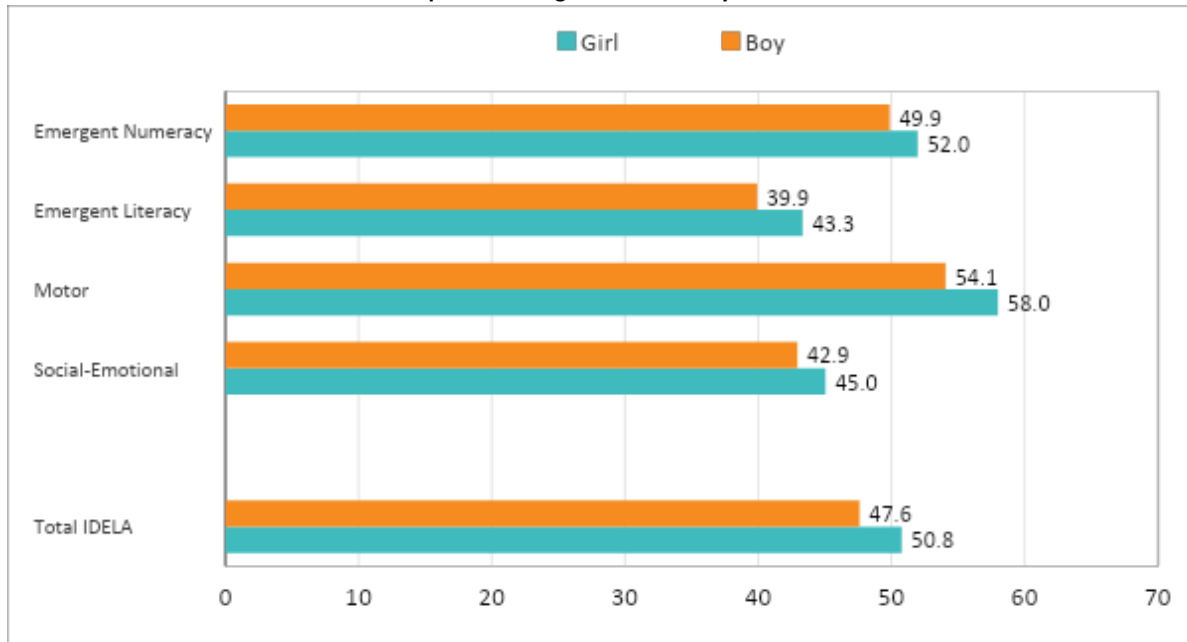
Among three clusters where the assessment was conducted, it can be said that Bulacan performs slightly better than the other two with an average total score of 63.7%. In ranking, Bulacan is followed by Bicol

1 with 62% average total score, followed by Bicol 2 with 56.7% average total score. It should be noted that Bulacan is a cluster which is by proximity closer to the capital city Manila where interventions related to early childhood education are more evident than in rural settings such as in Bicol clusters.

Graph 3c: Average IDELA Score of Children 5.6 - 6.5 years of age by Gender



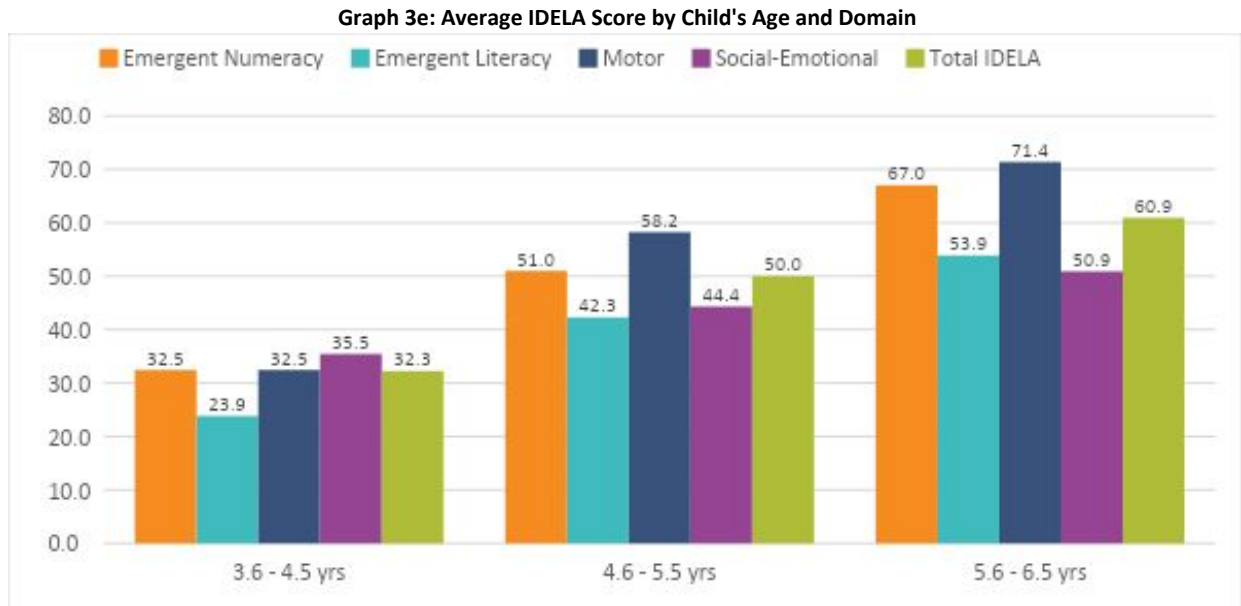
Graph 3d: Average IDELA Score by Gender



As shown in Graph 3c, there are only minor differences between child development scores for girls – 61.9%, and boys – 59.7%. Differences range from 1-2% benefitting girls in all three clusters assessed. Consequently, Graph 3d shows consistent better performance among girls in Motor and Emergent Literacy with scores 58% and 52%, respectively, as against boys performance on the same domains with

scores 54.1% and 49.9%, respectively. Girls remain performing slightly better than boys even in domains where children ages 5.6 years to 6.5 years fared low: girls scored 45% against boys with 42.9% in Social-Emotional, and 43.3% against boys with 39.9% in Emergent Literacy.

Are children making appropriate development gains from year to year?

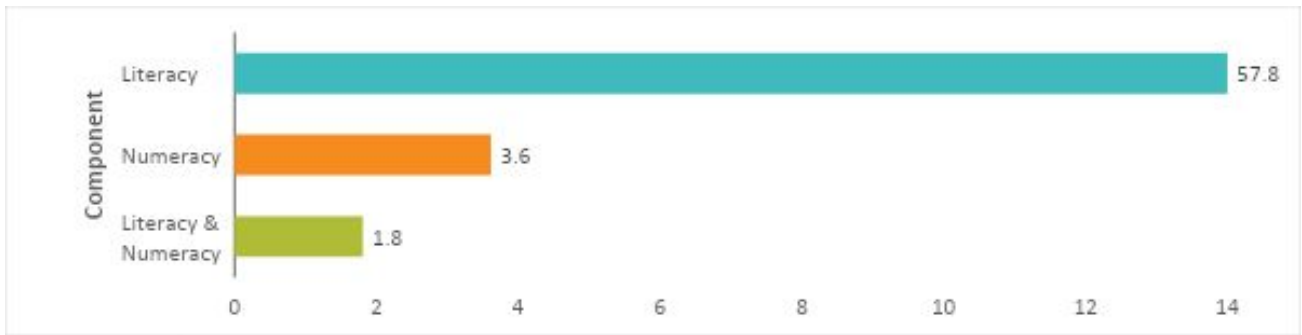


The results shown in Graph 3a indicate that children in age group 5.5-6.5 have an average Total IDELA score of 60.9% . Younger age groups 3.6-4.5 years and 4.6 – 5.5 years have attained 32.3% and 50% respectively. The results show that as children grow older, their scores increase. In addition, results also show that among the five domains, Emergent Math and Motor Skills are areas where children across age groups have higher scores while Emergent Literacy and Socio-Emotional are areas where children have lower scores.

4. CLA Results

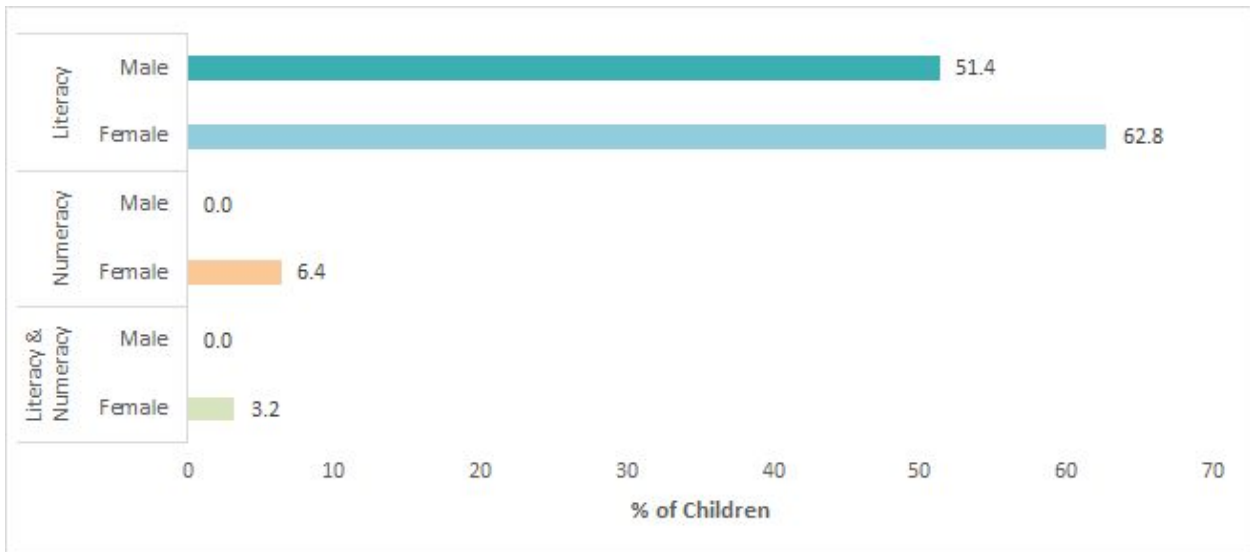
Graph 4A: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3

As shown on Graph 4a, only 1.8% of the children in Grade 3 met the standard on literacy and numeracy for third grade. Fewer children were able to meet the numeracy standard at 3.6% as compared to the literacy standard at 57.8%.

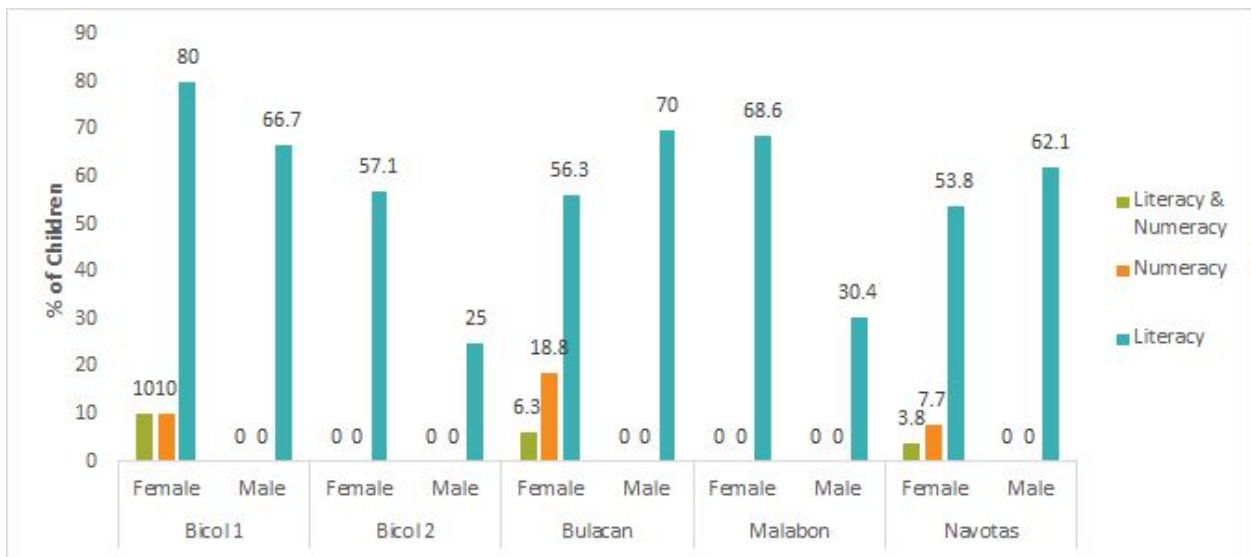


Graph 4B: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3 by Gender

Graph 4b indicates that there is a difference between boys and girls in the level of numeracy and literacy. In the graph, females have attained higher scores both in literacy and numeracy compared to male.



Graph 4C: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3 by Cluster and Gender



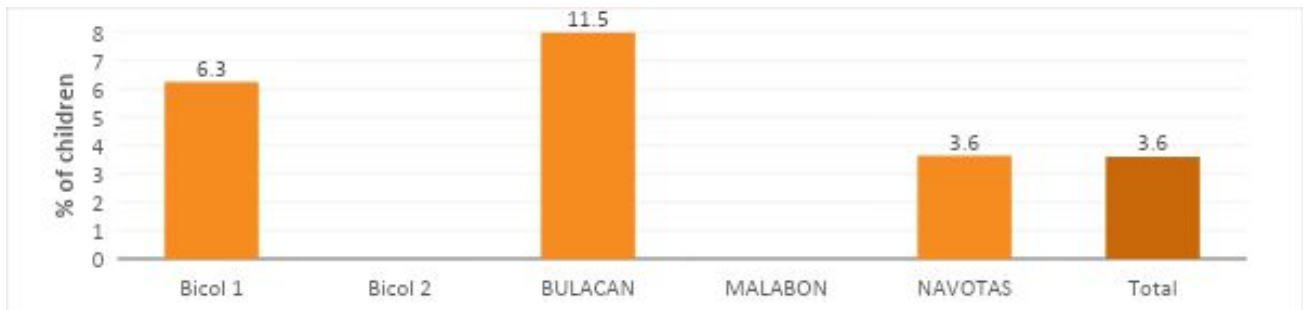
The assessment indicated that Malabon and Bicol 2 Clusters have the lowest levels of children meeting both literacy and numeracy Standards with 0% in both genders. Bicol 1 gained the highest rate of 10% both for numeracy and literacy, followed by Bulacan 6.3% and Navotas, 3.8%. There is a variation among clusters on the performance of male and female children both in literacy and numeracy. However, it is still evident that across all clusters, the female children performed better than male children on this assessment.

Graph 4Da: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy Standards Required for Completion of Grade 3 Disaggregated by Clusters



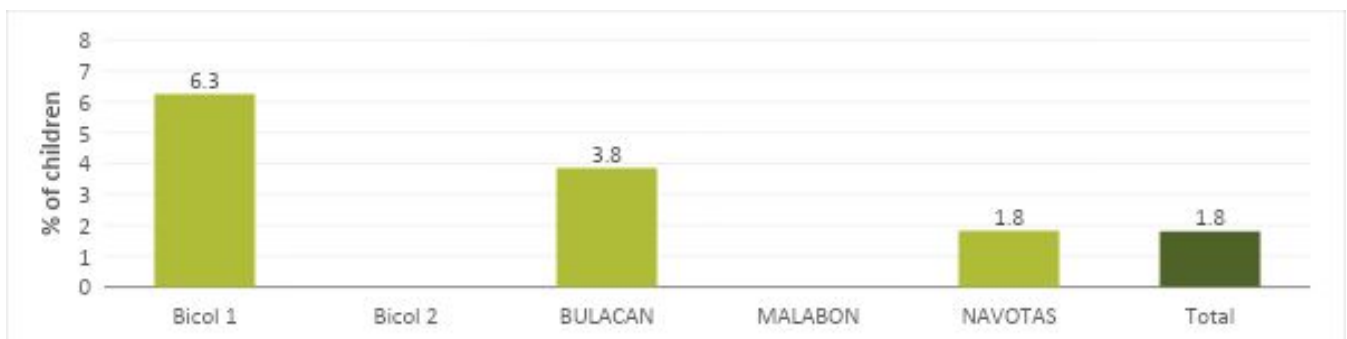
From the Graph 4Da, children in Bicol 1 with 75% and in Bulacan with 61.5% attained higher scores in literacy when compared with the rest of the clusters. This denotes that children in the rural communities have higher literacy levels than those in the urban areas. Though Bicol 2 cluster is rural in setting, the geographical context of Bicol 2 compared to Bicol 1 is more like a peri-urban area.

Graph 4Db: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Numeracy Standards Required for Completion of Grade 3 Disaggregated by Clusters



The Bulacan Cluster has the highest performance in numeracy standards with 11.5%, followed by Bicol 1 with 6.3% and Navotas with 3.6%. Malabon and Bicol 2 Clusters both got 0% which is the lowest in numeracy. There is consistency on the result both for numeracy standard and literacy standard in the 5 clusters.

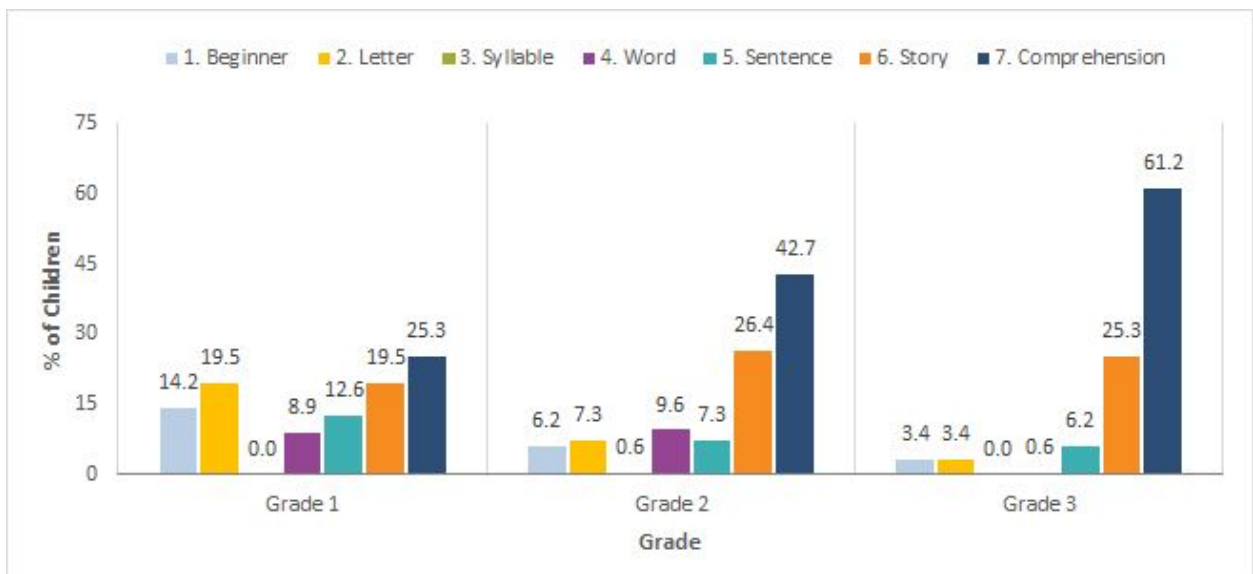
Graph 4Dc: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards Required for Completion of Grade 3 Disaggregated by Clusters



Graph 4Dc clearly shows that children in Malabon, Bicol 2 and Navotas are not making an appropriate gain in Literacy and Numeracy standards than with Bicol 1 and Malabon Clusters. There is a big difference between Bicol 1 with 6.3% than Malabon and Bicol 2 with 0%. This shows that the children in the clusters with the lowest rate have not attained the basic competencies necessary for grade 3 completion.

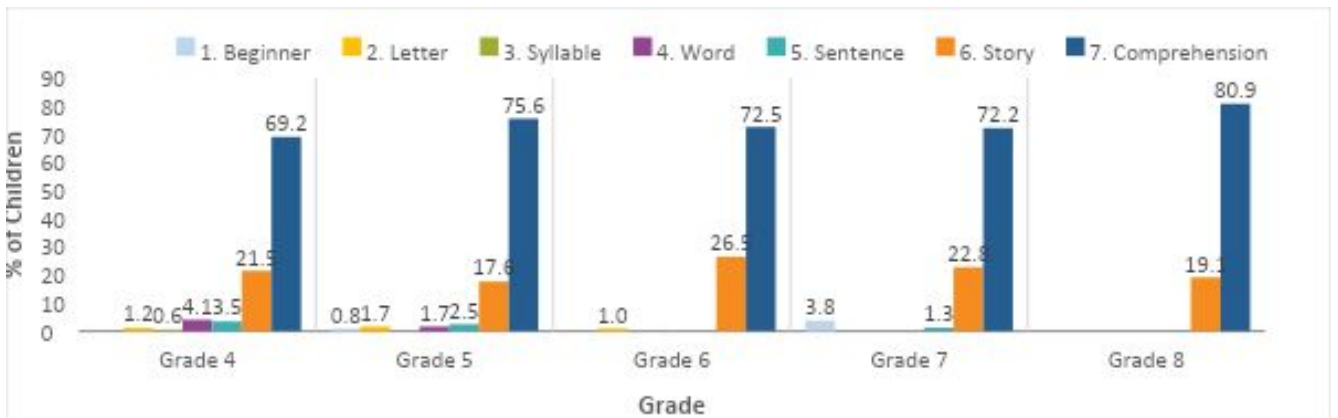
As shown in the graph below, 42.7% of children from Grade 2 and 61.2% for children in Grade 3 level reached comprehension level. The level of performance in emergent literacy improved from grade to grade. . This result proves that the children developed their comprehension as their grade level progresses.

Graph 5A: Distribution of Literacy Skills of Children in Grades 1-3



Graph 5B: Distribution of Literacy Skills of Children in Grades 4-8

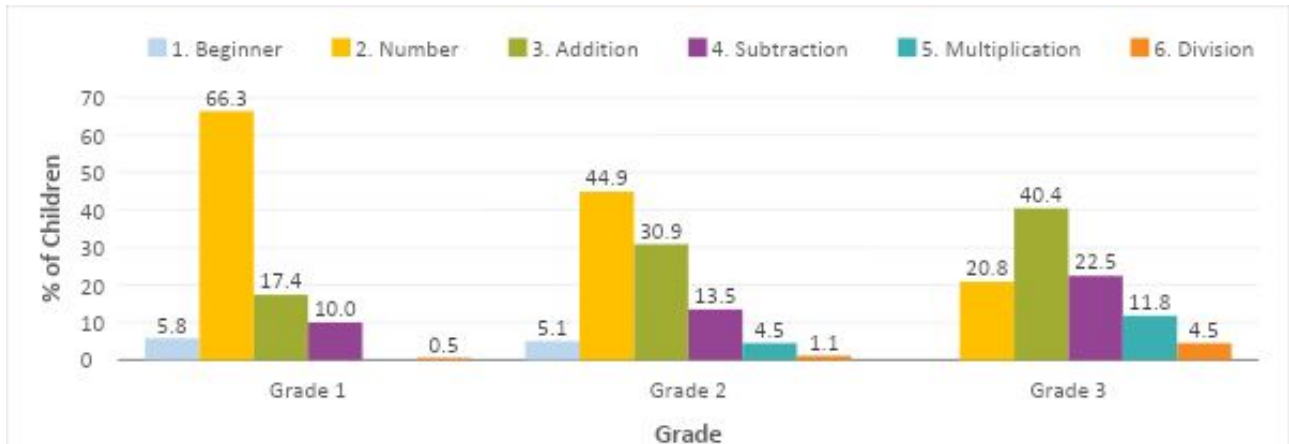
The children in Grades 4-8 are making appropriate literacy gains ranging from 69.2% to 80.9%. This indicates that a high proportion of children in the five grade levels can understand 3rd grade reading passages and are ready to proceed to secondary school. However, it is evident in the graph that there is a low increase in comprehension from Grade 6 going to Grade 7.



Graph 6A: Distribution of Numeracy Skills of Children in Grades 1-3

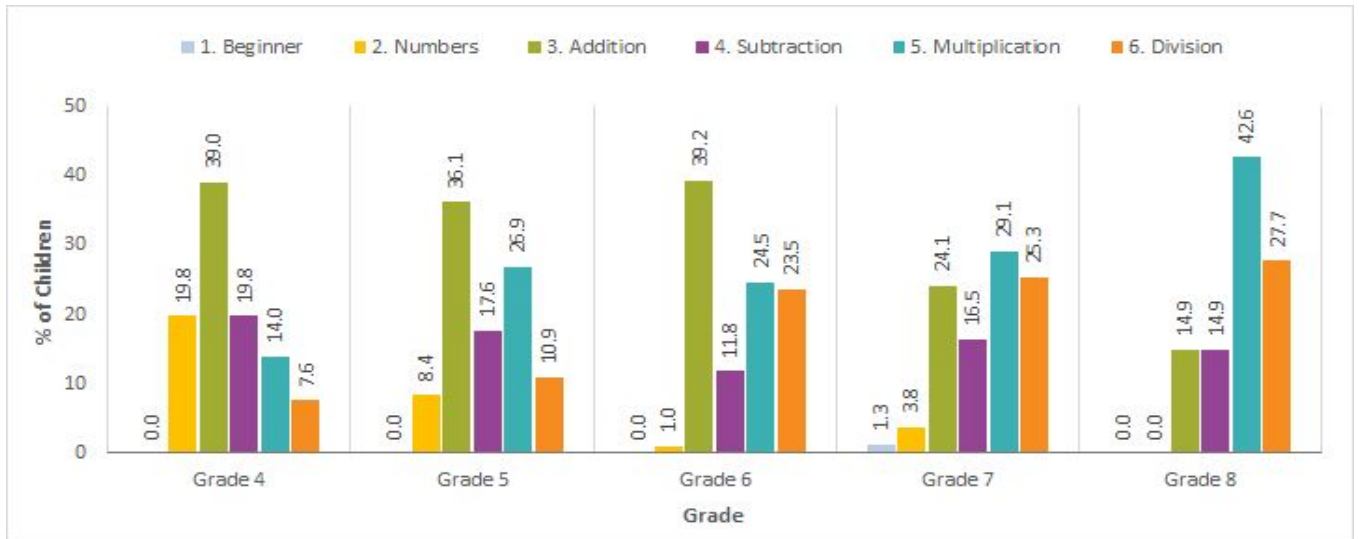
The graph below shows that children in Grade 3 level gained 11.8% only for multiplication and 4.5% only for division. Survey data shows that subtraction skills increase as grade level advances. However, its peak is at 22.5% which is less than a fourth of the standard achievement rate. Data indicates that skills preceding multiplication such as subtraction and addition, though proportionally distributed among grade levels, are essential factors to successfully grasp division and multiplication

as a child moves up to the next grade level. Even so, this graph indicates that children do not make a significant gain in numeracy overtime particularly in multiplication and division level.



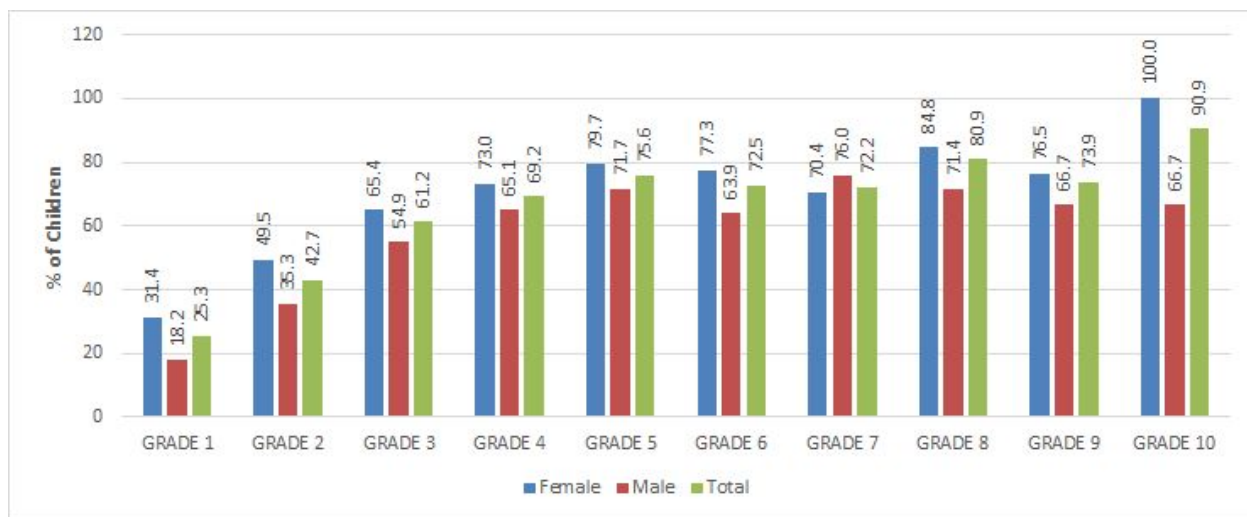
Graph 6B: Distribution of Numeracy Skills of Children in Grades 4-8

As demonstrated in Graph 6B, the proportion of children in Grades 4-5 reaching multiplication and division levels increased significantly. The proportion of children at multiplication level increased from 14% to 26.9%. The proportion of children at division level increased from 7.6% to 10.9%. The graph shows that there is an increase in the number of children reaching division level from Grade 5 to Grade 6, a gain of 12.6%. But when children reach Grades 6-8, there is a very low increase specifically in division level which is only around 2%.[1] A significant gain is evident in multiplication for the children in Grade 8, which is 13.5%[2] . Over-all, baseline data proves that although there is an increase in numeracy skills as grade level progresses, a large proportion of learners still lack basic skills at higher grade levels .



Graph 7: Proportion of Children all grades who meet the Standards for Literacy Cross Tabulated by Grades and Disaggregated by Gender

Literacy is a basic skill which is considered the mother of all other basic skills. On this graph, it is obvious that female learners from Grades 1-2 are scoring higher than male learners with an average of 13.7% but when they reach Grade 3-5, the average advantage among females declines to 8.4%. This means that as the age and grade level of male children progresses, their literacy gains also progresses and the difference between female literacy decreases as well. But it is also noticeable that as the children reach the teenage period (grade 6), the proportion of all children who meet the literacy standard decreases by 3.1%. Between grades 7 and 10 there seems to be greater variability between years within gender and between gender within grades. This may be due to the smaller sample of children in the higher grades resulting in the tendency for the results for a few children to skew the averages.



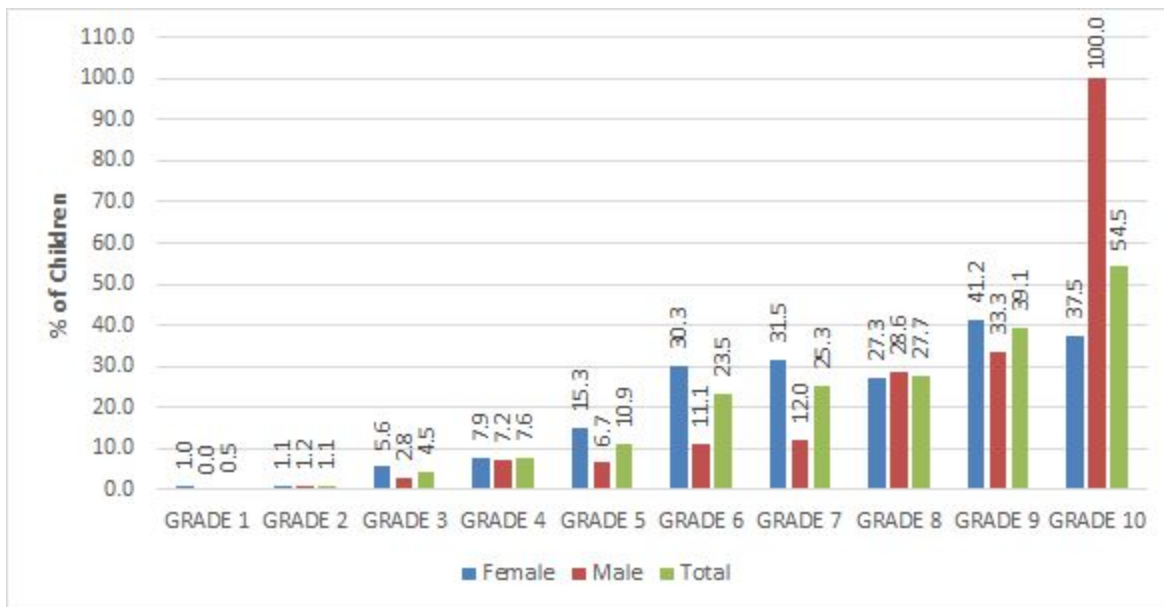
It is also noticeable on Table 1 that the progress on the Literacy standards for male children particularly in the Bicol 2 cluster is very low. In the 1st Grade, they gained 50% but it went down to 0% during Grades 2-3 and reached its maximum rate of 50% in the 6th Grade. When disaggregating by both gender and cluster, the samples in the resulting groups may be small (i.e. - only 3 males in Bicol 2 in grade 3), resulting in the tendency for the results of a few children to skew the results.

Table 1: Proportion of Children All Grades who Meet the Standards for Literacy Cross Tabulated by Grades and Cluster and Disaggregated by Gender

Grade/Gender	Total (%)			Cluster (%)														
	Female	Male	Total	Bicol 1			Bicol 2			BULACAN			MALABON			NAVOTAS		
				Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
GRADE 1	31.4	18.2	25.3	0.0	0.0	0.0	0.0	50.0	16.7	20.0	35.0	28.6	32.5	3.7	20.9	39.0	18.9	29.5
GRADE 2	49.5	35.3	42.7	33.3	28.6	30.8	42.9	0.0	23.1	46.2	33.3	40.9	51.3	44.8	48.5	53.6	35.3	43.5
GRADE 3	65.4	54.9	61.2	66.7	57.1	61.5	58.3	0.0	46.7	50.0	100.0	70.4	73.0	32.0	56.5	66.7	64.0	65.6
GRADE 4	73.0	65.1	69.2	90.0	80.0	86.7	70.0	33.3	56.3	90.9	64.7	75.0	52.0	62.5	57.9	78.8	73.9	76.8
GRADE 5	79.7	71.7	75.6	83.3	71.4	76.9	100.0	50.0	71.4	75.0	72.7	73.7	76.5	76.5	76.5	80.0	71.4	76.1
GRADE 6	77.3	63.9	72.5	100.0	75.0	92.3	66.7	50.0	61.5	63.6	66.7	65.0	70.6	42.9	62.5	85.0	75.0	81.3
GRADE 7	70.4	76.0	72.2	70.0	25.0	57.1	75.0	66.7	72.7	50.0	100.0	66.7	60.0	100.0	73.3	80.0	80.0	80.0
GRADE 8	84.8	71.4	80.9	75.0	100.0	83.3	33.3	100.0	50.0	80.0	66.7	75.0	100.0	50.0	85.7	90.9	75.0	86.7
GRADE 9	76.5	66.7	73.9	100.0	50.0	75.0	71.4	100.0	75.0	100.0	ND	100.0	33.3	100.0	50.0	100.0	50.0	83.3
GRADE 10	100.0	66.7	90.9	100.0	50.0	80.0	100.0	100.0	100.0	ND	ND	ND	100.0	ND	100.0	100.0	ND	100.0

Graph 8: Proportion of Children all grades who meet the Standards for Numeracy Cross Tabulated by Grades and Disaggregated by Gender

Children who meet the standards for numeracy ranges from less than 1% to almost 5% of the children in grades 1 to 3. It plainly shows that a large number of learners need intervention and are left behind even as the grade level progresses. This does not improve much for children in grades 4 to 6 starting from 7.6% to 23.5% of the population. This means that although there is almost a 50% increase in the number of learners who meet the 3rd grade numeracy standards as grade level advances, achievement results are still significantly low. It is also notable that there is a large gap between male and female achievements in grades 5, 6 and 7. The proportion of male and female children in grade 8 meeting the numeracy standard was evenly distributed with males having a slight advantage. There were only three male students in grade 10 in the sample, all of whom met the standard for numeracy explaining the spike in percentage of male students in grade 10 having met the standard.



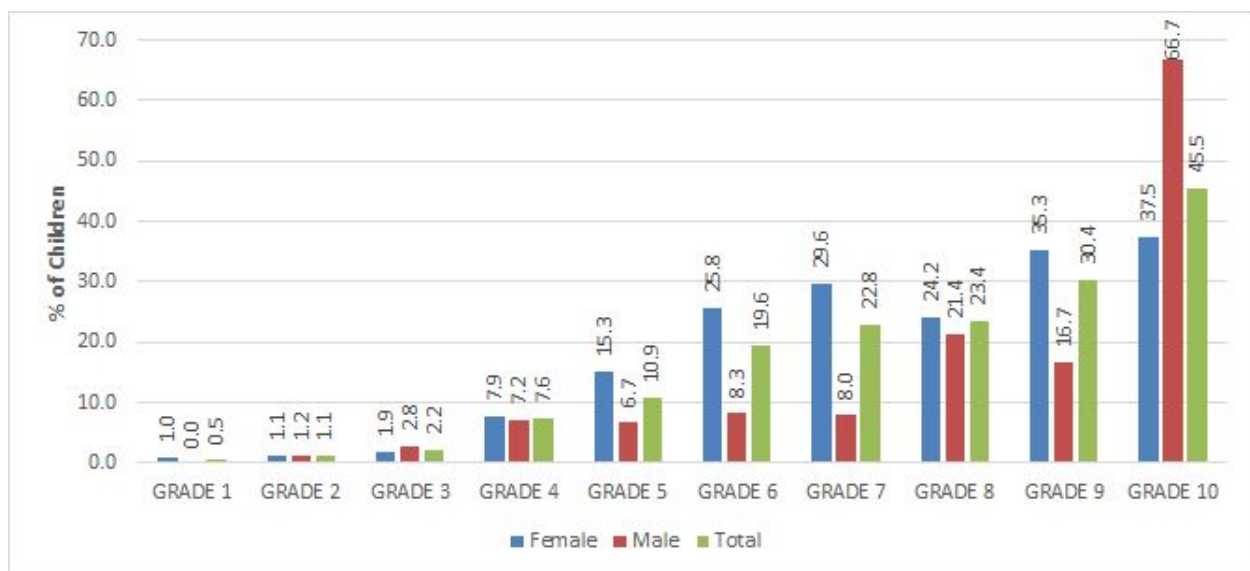
As with literacy, when the proportion of children having met the numeracy standard in each grade is disaggregated by gender and cluster (Table 2), the resulting group sizes are small. This makes it difficult to identify patterns as the results depend largely on the scores of a few individuals.

Table 2: Proportion of Children All Grades who meet the Standards for Numeracy Cross Tabulated by Grades and Cluster and Disaggregated by Gender

Grade/Gender	Total (%)			Cluster (%)														
				Bicol 1			Bicol 2			BULACAN			MALABON			NAVOTAS		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
GRADE 1	1.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.4	0.0	1.3
GRADE 2	1.1	1.2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	7.7	0.0	4.5	0.0	3.4	1.5	0.0	0.0	0.0
GRADE 3	5.6	2.8	4.5	0.0	0.0	0.0	0.0	0.0	0.0	18.8	9.1	14.8	0.0	0.0	0.0	8.3	4.0	6.6
GRADE 4	7.9	7.2	7.6	10.0	0.0	6.7	0.0	0.0	0.0	18.2	23.5	21.4	4.0	0.0	1.8	9.1	8.7	8.9
GRADE 5	15.3	6.7	10.9	0.0	0.0	0.0	0.0	25.0	14.3	25.0	9.1	15.8	23.5	0.0	11.8	12.0	9.5	10.9
GRADE 6	30.3	11.1	23.5	33.3	25.0	30.8	44.4	25.0	38.5	45.5	0.0	25.0	11.8	14.3	12.5	30.0	8.3	21.9
GRADE 7	31.5	12.0	25.3	20.0	25.0	21.4	25.0	0.0	18.2	16.7	0.0	11.1	60.0	0.0	40.0	30.0	20.0	26.7
GRADE 8	27.3	28.6	27.7	0.0	50.0	16.7	0.0	0.0	0.0	20.0	0.0	12.5	40.0	50.0	42.9	36.4	25.0	33.3
GRADE 9	41.2	33.3	39.1	0.0	0.0	0.0	57.1	100.0	62.5	0.0	ND	0.0	33.3	0.0	25.0	50.0	50.0	50.0
GRADE 10	37.5	100.0	54.5	33.3	100.0	60.0	0.0	100.0	33.3	ND	ND	ND	100.0	ND	100.0	50.0	ND	50.0

Graph 9: Proportion of Children all grades who meet the Standards for both Literacy and Numeracy Cross Tabulated by Grades and Cluster and Disaggregated by Gender

It is notable that the achievement rate on both literacy and numeracy skills increased as grade level progresses which is expected. However, it is vital to note that the proportion of children in primary grades achieving the grade 3 standards was significantly low. Only 2.2% of children in grade 3 met the grade 3 standards for both literacy and numeracy while 97.8% percent of the test population were not able to meet both literacy and numeracy standards for grade 3. This low performance continues through the intermediate level where less than 25% reach the 3rd grade standards for literacy and numeracy skills by grade 8. This indicates the alarming fact that there are a large number of learners who are not reaching the standards for both literacy and numeracy skills. On the other hand, the trend shows that females reach higher achievement rates than male learners with gender gaps growing larger in the upper primary grades. The effects of the results of a few students skewing the small groups' proportions can be seen in the discrepancies in the results for students in grades nine and ten.



As has been previously mentioned, when the proportion of children having met the standards in each grade is disaggregated by gender and cluster (Table 3), the resulting group sizes are small. This makes it difficult to identify patterns as the results depend largely on the scores of a few individuals.

Table 3: Proportion of Children All Grades who Meet the Standards for both Literacy and Numeracy Cross Tabulated by Grades and Cluster and Disaggregated by Gender

Grade/Gender	Total (%)			Cluster (%)														
				Bicol 1			Bicol 2			BULACAN			MALABON			NAVOTAS		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
GRADE1	1.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.4	0.0	1.3
GRADE2	1.1	1.2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	7.7	0.0	4.5	0.0	3.4	1.5	0.0	0.0	0.0
GRADE3	1.9	2.8	2.2	0.0	0.0	0.0	0.0	0.0	0.0	6.3	9.1	7.4	0.0	0.0	0.0	2.8	4.0	3.3
GRADE4	7.9	7.2	7.6	10.0	0.0	6.7	0.0	0.0	0.0	18.2	23.5	21.4	4.0	0.0	1.8	9.1	8.7	8.9
GRADE5	15.3	6.7	10.9	0.0	0.0	0.0	0.0	25.0	14.3	25.0	9.1	15.8	23.5	0.0	11.8	12.0	9.5	10.9
GRADE6	25.8	8.3	19.6	33.3	25.0	30.8	33.3	0.0	23.1	27.3	0.0	15.0	11.8	14.3	12.5	30.0	8.3	21.9
GRADE7	29.6	8.0	22.8	20.0	25.0	21.4	25.0	0.0	18.2	16.7	0.0	11.1	50.0	0.0	33.3	30.0	10.0	23.3
GRADE8	24.2	21.4	23.4	0.0	50.0	16.7	0.0	0.0	0.0	20.0	0.0	12.5	40.0	25.0	35.7	27.3	25.0	26.7
GRADE9	35.3	16.7	30.4	0.0	0.0	0.0	42.9	100.0	50.0	0.0	ND	0.0	33.3	0.0	25.0	50.0	0.0	33.3
GRADE10	37.5	66.7	45.5	33.3	50.0	40.0	0.0	100.0	33.3	ND	ND	ND	100.0	ND	100.0	50.0	ND	50.0

3. Conclusions and Recommendations

4.1. Conclusion

It has already been three decades when the government of the Philippines has passed the Republic Act 6972 known as the Barangay-Level Total Development and Protection Act[1]. This legislation enforces the establishment of a day-care center in every barangay for children six years old and below. The survey result where 95.4% of children in-school have attended preschool prior to their first grade can be linked to general public's access and utilization of preschool centers located in each barangay, free of charge.

While there is no doubt that education in the early years is crucial, providing public education to young children is only the first step. There are still other factors to be considered as equally important in determining the child's early grade success and further school completion. The quality of early childhood education encompasses teacher-learner relationships, availability of adequate and age-appropriate teaching/learning materials, presence of a safe and conducive learning environment and caregiver engagement in children's learning.

This study reveals that all factors of child's learning development are equally vital. In spite of the common condition of completing preschool, baseline data shows learning gaps among children 5.6 to 6.5 years old children. Children who participated in the study performed in the following domains, consequently ranked by scores: first in Motor Skills (71.4%), second in Emergent Math (67%), third in Emergent Literacy (53.9%) and fourth and the least developed is in Social Emotional (50.9). Children 7 – 15 years old who participated in the survey demonstrated poor academic competencies. Only 1.8% of 9 year old children attained both the

numeracy and literacy standard for grade 3. Data shows that while many children at the age of 9 are confident in reading with comprehension, there is a significant number who fall behind in numeracy, with many children in grade 3 and higher grades not being able to perform division.

4.2. Program Implications and Action Plan

Food for the Hungry Philippines is piloting the Early Childhood Development (ECD) in three communities of Bulacan Cluster. This is in light of the context where Early Childhood Care and Development (ECCD) is a prominent intervention of the Department of Education nationwide where preschools are present in each barangay. In FY2021, FHP plans to roll-out ECD in select communities in the Bicol 2 cluster.

4.2.1 Specific Recommendations:

- FHP will strengthen Caregivers intervention through the formation of Cascade groups, to encourage active engagement of parents/caregivers in child learning. If the child sees that their parents are interested in their school progress; parents attend school meetings; and parents are intentional in supporting their children, these will foster a positive perception of a child towards learning .
 - To address the concern in children's learning gap in socio-emotional aspects, FHP will incorporate socio-emotional skills development in cascade group lessons for caregivers. Learning hub volunteers will also be provided with training in this area.
- For children falling behind, FHP will facilitate intervention on after-school tutorials to aid children having difficulty in numeracy and literacy. FHP also plans to launch peer-teaching, because some children are more comfortable if they see someone in the same age group, teach and facilitate tutorials.
- FHP will also strengthen its partnership with schools to have close coordination with teachers, to understand current situations and trends of learning, so that alignment of program strategies/approaches to children, especially in conducting different child participation activities will be ensured.
- Support family members especially caregivers to increase the number of learning activities they engage with their children in the home, to encourage early learning and school preparedness.
- Make playful learning resources available to children with purposive orientation to parents and other caretakers on how to utilize them for child's learning and development.
- To include/incorporate the early learning strategies as part of the annual curriculum of Values Formation for Parents and children.
- To include the caregivers survey in the next assessment period in Tagalog Region to get a comprehensive view of caregivers intervention to early child success and learning in both urban and rural settings.

[1] <https://www.chanrobles.com/republicacts/republicactno6972.html#.XnsYB-ozaG4>

Annexes

Annex A. Methodology (Terms of Reference)