

Measuring home learning environments & child development outcomes



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Strategic Impact
Evaluation Fund

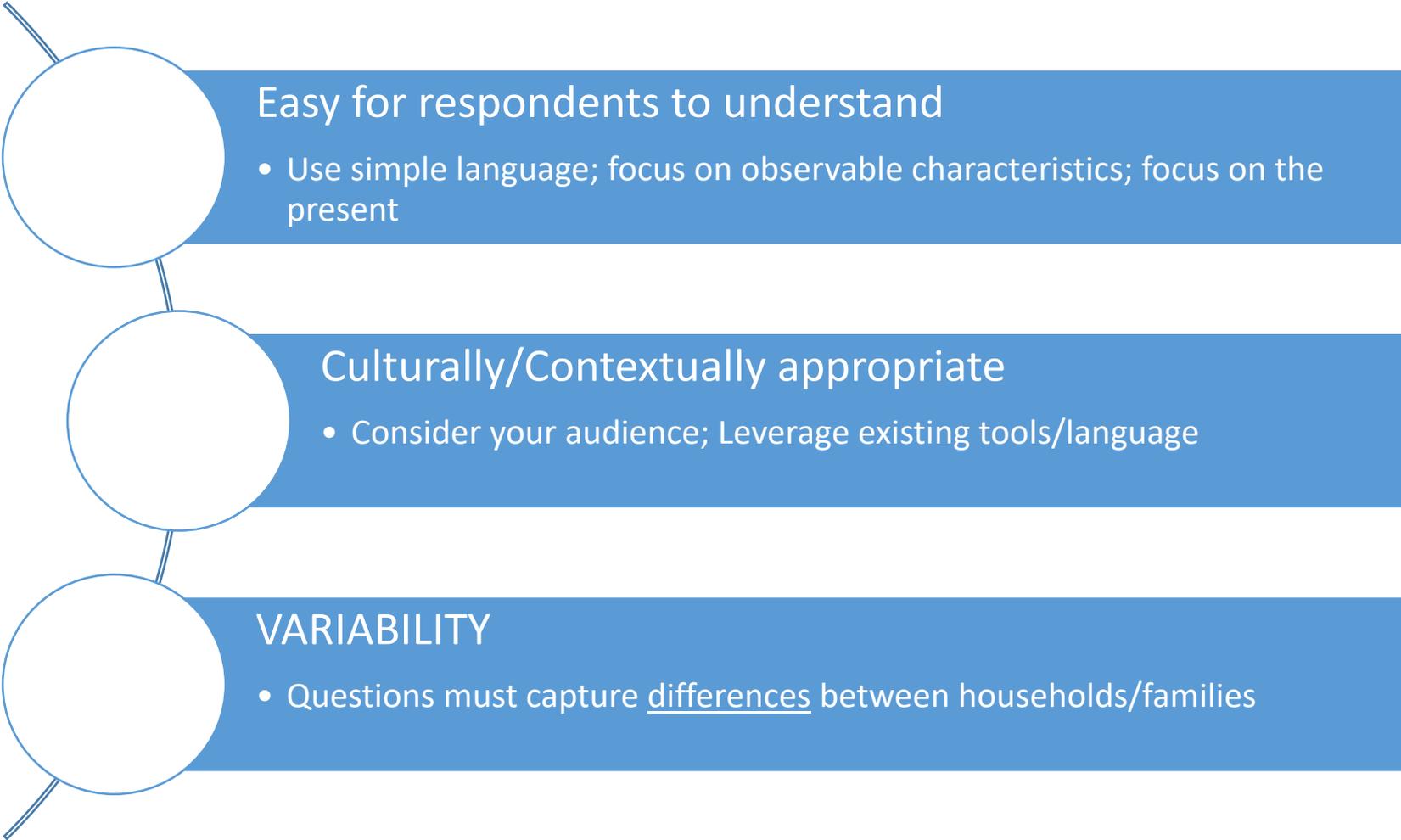
Overview

Characteristics of a good questionnaire

Dimensions of the home learning environment

Caregiver report v. direct child assessment

Characteristics of good questionnaire items



Easy for respondents to understand

- Use simple language; focus on observable characteristics; focus on the present

Culturally/Contextually appropriate

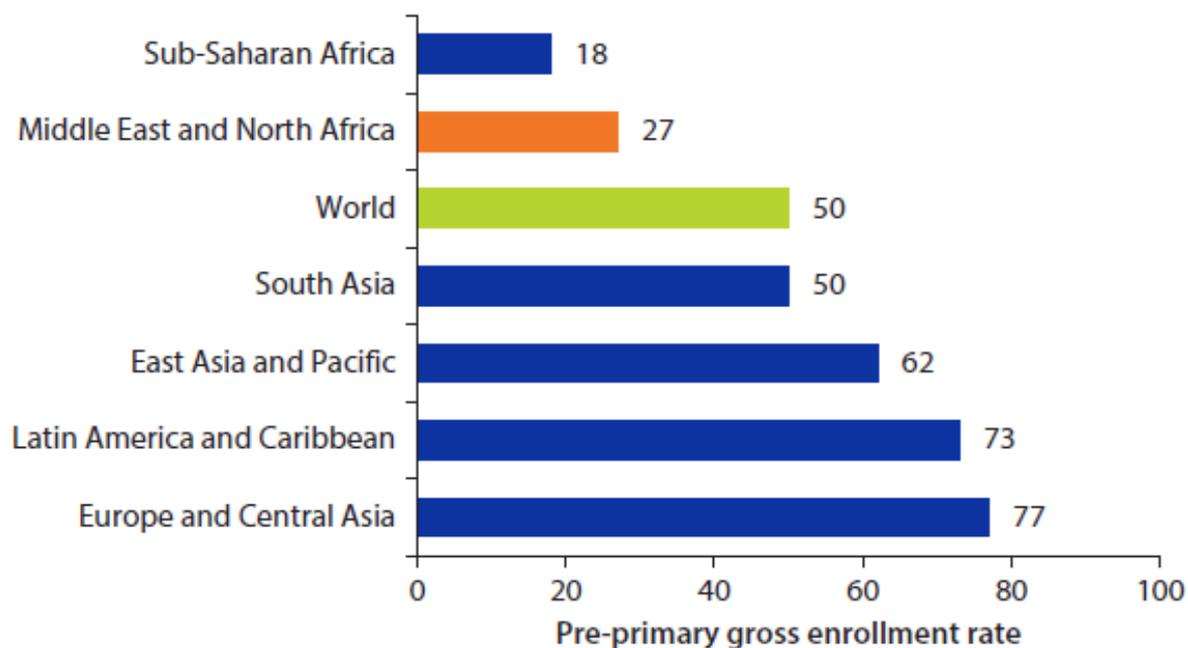
- Consider your audience; Leverage existing tools/language

VARIABILITY

- Questions must capture differences between households/families

Enrollment in ECE

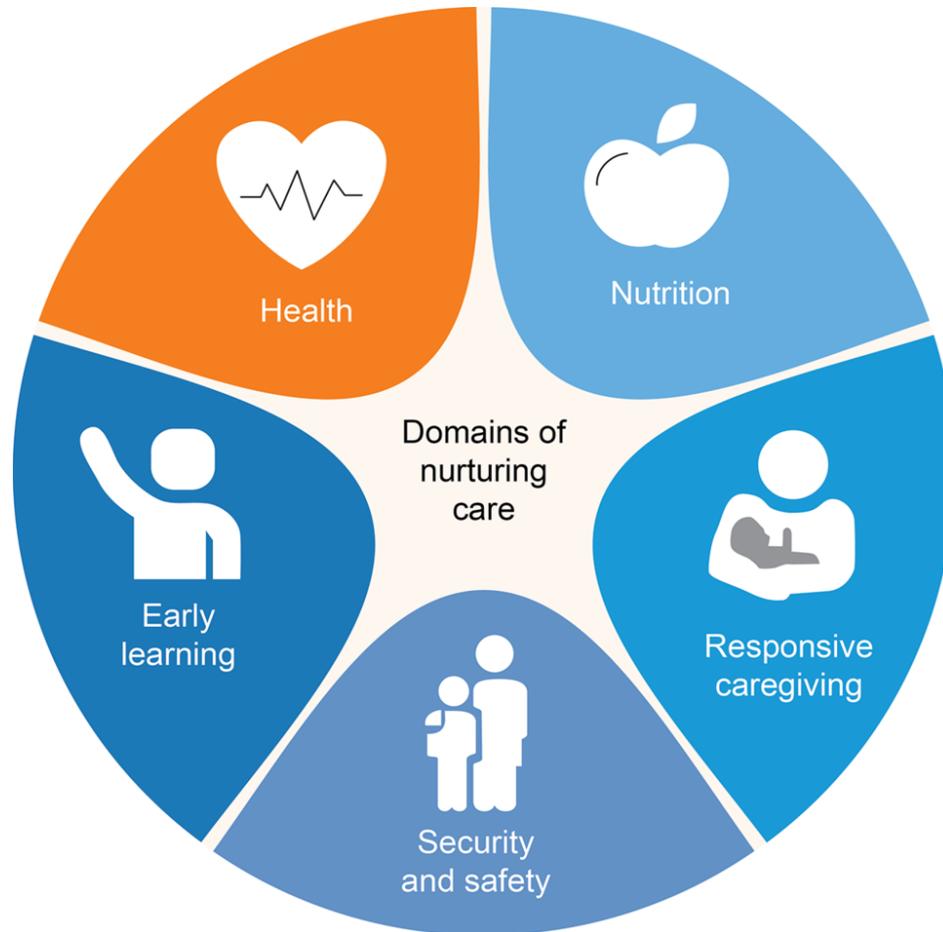
Figure 2.6 Gross Enrollment Rates in Pre-Primary—Regional Comparison, 2011



Source: El-Kogali & Krafft (2015). Expanding Opportunities for the Next Generation
<http://dx.doi.org/10.1596/978-1-4648-0323-9>

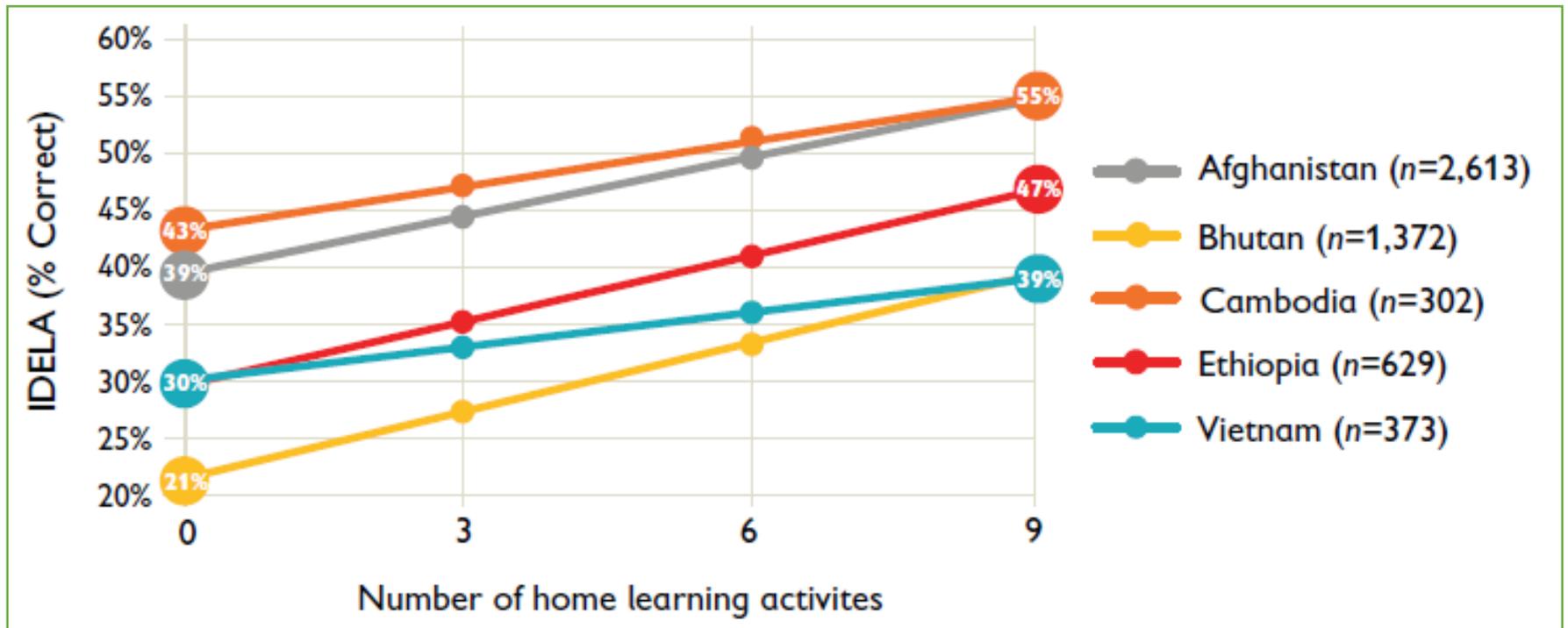
Nurturing Care Framework

- WHO & UNICEF launching in May 2018



Home environments – Early Learning

- Learning materials
- Learning/play activities



Home environments – Early Learning

- **Do you have any of the following reading materials in your home?**

- Storybook
- Textbook
- Religious book
- Newspaper
- Comic book
- Magazine

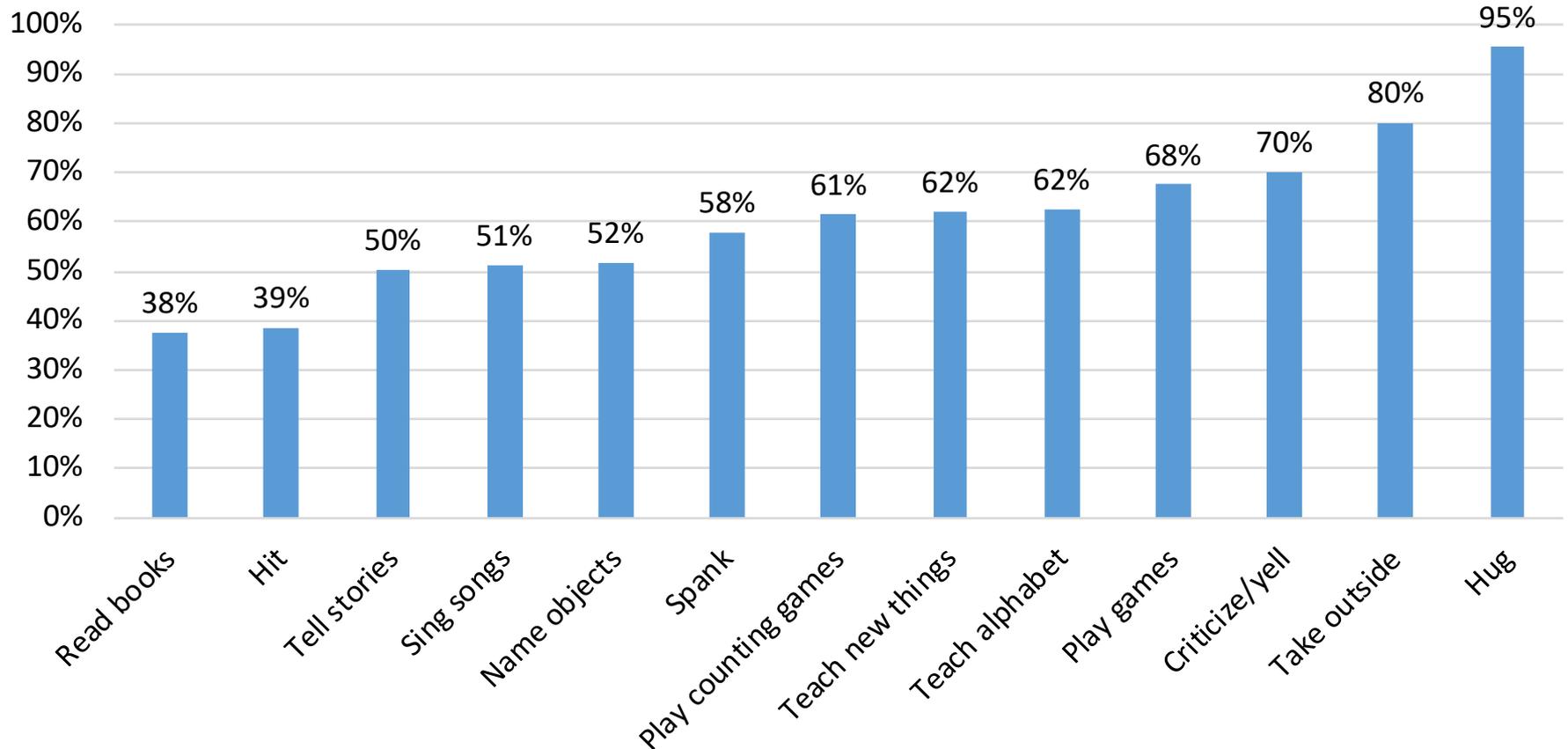
- **Do you have any of the following toys in your home?**

- Homemade toys
- Toys from a shop
- Household objects (cups, bowls, pots)
- Items from outside the house (sticks, stones, leaves)
- Writing/drawing material
- Puzzles
- Toys that teach about colors/shapes
- Toys that teach about numbers

Home environments – Early Learning

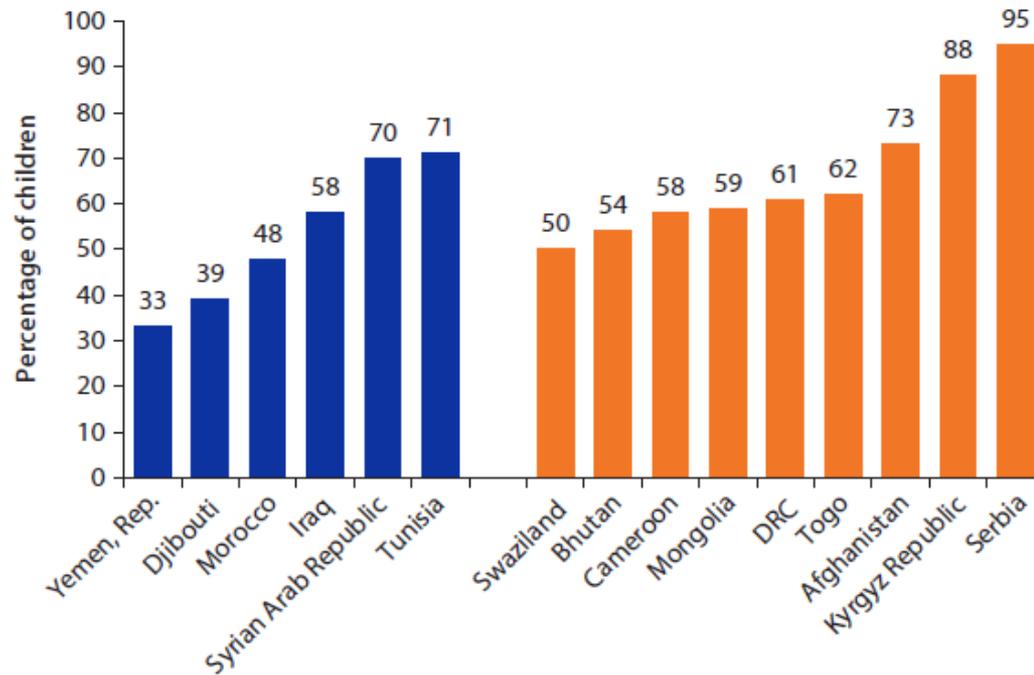
In the past week, did you or any other family member older than 15 years engage in these activities with child?

Parent-child activities in the past week



Home Environments – Early Learning

Figure 2.5 Children Aged 36–59 Months Experiencing at Least Four of Six Development Activities, Selected Countries



Source: El-Kogali & Krafft (2015). Expanding Opportunities for the Next Generation
<http://dx.doi.org/10.1596/978-1-4648-0323-9>

Home environments – Responsive caregiving

- Responsive caregiving
- Discipline practices
- Caregiver self-efficacy

Ask parents to rate how they feel about each of these statements	
a. Parents play an important role in children's learning and development.	<input type="checkbox"/> Strongly agree (4) <input type="checkbox"/> Agree (3) <input type="checkbox"/> Disagree (2) <input type="checkbox"/> Strongly disagree (1)
a. Knowing how to read and write is important for children to have a good/productive life.	<input type="checkbox"/> Strongly agree (4) <input type="checkbox"/> Agree (3) <input type="checkbox"/> Disagree (2) <input type="checkbox"/> Strongly disagree (1)
a. Parents can support children's educational development at home.	<input type="checkbox"/> Strongly agree (4) <input type="checkbox"/> Agree (3) <input type="checkbox"/> Disagree (2) <input type="checkbox"/> Strongly disagree (1)
a. Praising children when he/she tries to do something new is important	<input type="checkbox"/> Strongly agree (4) <input type="checkbox"/> Agree (3) <input type="checkbox"/> Disagree (2) <input type="checkbox"/> Strongly disagree (1)

Home environments – Security and safety

Appropriate care/neglect

- Time in the care of another child or alone

Work/chores

- Time spent doing chores inside or outside the house

Abuse/gender based violence

- Dangerous conditions in the house like abuse or other types of violence

Caregiver illness/addiction

- Risk factors with caregivers related to illness (example: HIV/AIDS) or addiction

I would like to know about how your child spends his/her day.

a. On a regular day, how many hours does the mother spend time talking, walking, and/or playing with the child?

b. On a regular day, how many hours does the father spend time talking, walking, and/or playing with the child?

c. On a regular day, how many hours the child spend in the care of another child who is less than 10 years old?

c. On a regular day, how many hours does the child spend alone?

Home environments – Nutrition

Dietary diversity

- What does child eat in a daily basis?

Food security

- Does child or caregiver ever go hungry or not have enough to eat?

Stunting (height & weight)

Now I would like to ask you about the types of foods that [child] ate yesterday during the day and at night:

- Bread/rice/millet
- Yams/potatoes
- Vegetables
- Fruit
- Meat
- Eggs
- Fish
- Beans/lentils
- Cheese/yogurt/milk
- Oils/butter/fat
- Sugar/honey

Home environments – Health

Immunization

- Has child received all MoH suggested immunizations?

Parasitic clearance

- Does child get cleared for parasites regularly?
- Does child sleep under a mosquito net?

Hand washing

- When does caregiver/child wash hands? Is soap used?

Oral hygiene

- Does child brush teeth?

Clean water & waste management

- Does family get drinking water from a safe source?
- Does family have access to a toilet?

Home environments - Equity

Socioeconomic status

- Home possessions rather than raw salary/earnings

Parental education

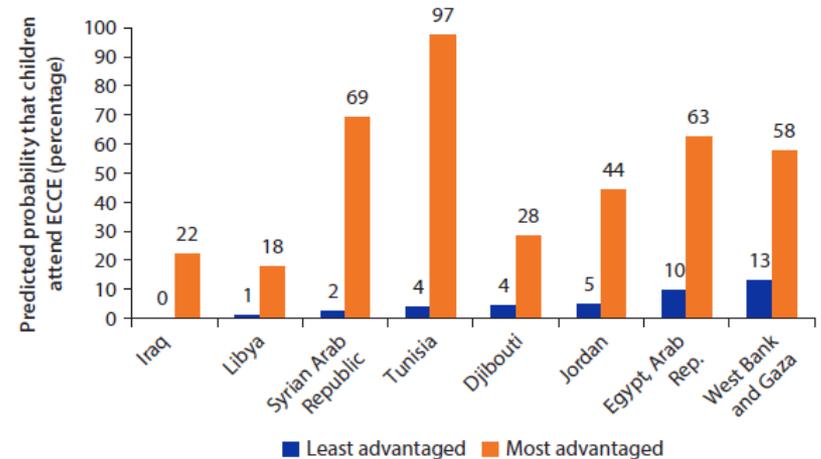
- Highest level of education/literate

Parental employment

Language/ethnicity

Disability status

Figure 2.28 Attending ECCE—Most and Least Advantaged Simulations



Source: El-Kogali & Krafft (2015). Expanding Opportunities for the Next Generation
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Caregiver-reported child outcomes v. Direct child assessment

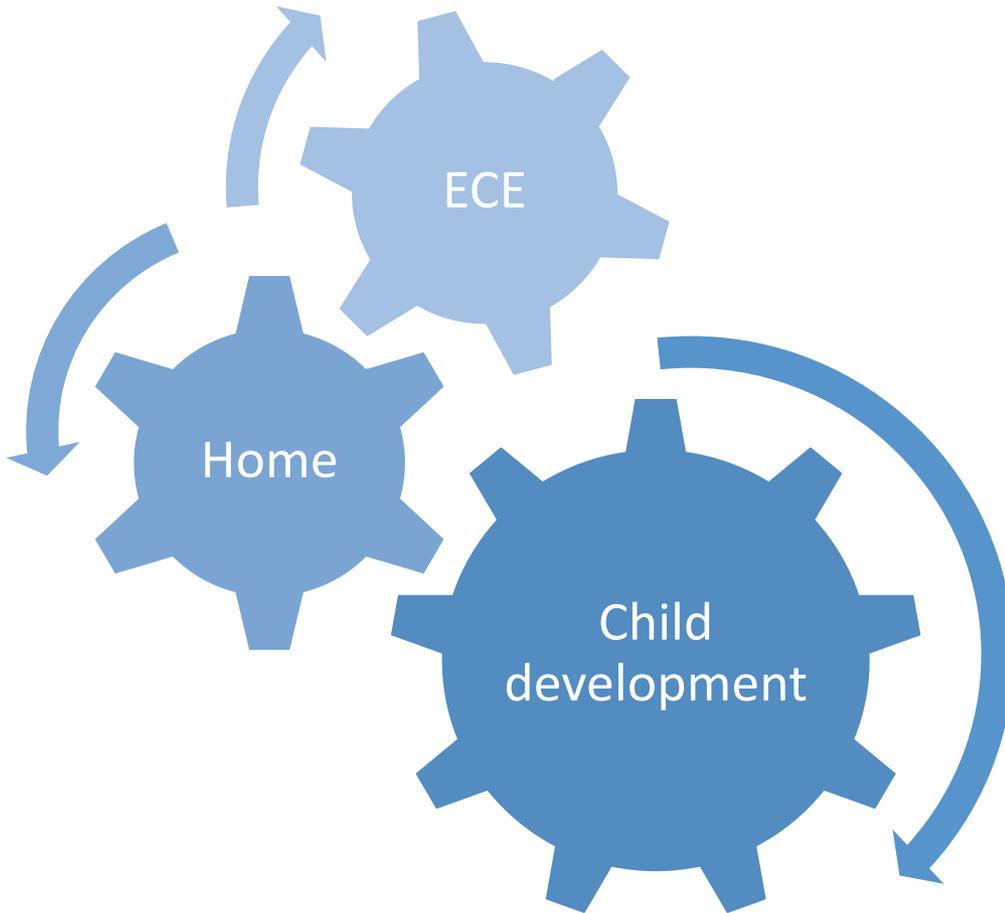
Caregiver-reported

- Training for assessors is relatively simple
- Tends to be relatively short administration time (< 30 minutes)
- Reporting of child outcomes can be biased or inaccurate especially with low levels of education
- Information gained is limited to caregiver knowledge of child development

Direct child assessment

- Training for assessors is more complex (ranges in intensity depending on tool used)
- Tends to be longer administration time (30 minutes+)
- Information gathered is not biased by caregiver knowledge/perceptions
- Information about development can be very detailed, including hard to observe skills

Successful evaluations triangulate information from many sources



1. What are your research questions?
2. Who are your implementation partners?
3. Who are the relevant government ministries or funders who you are targeting with your evidence?
4. What is realistic considering timeline and budget?
5. How will different tools compliment one another?
6. Is there a role for qualitative or implementation research in your work?

Resources

- <https://openknowledge.worldbank.org/handle/10986/21287>
- <http://www.worldbank.org/en/programs/sief-trust-fund/brief/evaluations-early-childhood-development>
- <http://nurturing-care.org/>
- <http://mics.unicef.org/>
- http://www.who.int/childgrowth/standards/height_for_age/en/
- https://www.fantaproject.org/sites/default/files/resources/HDDS_v2_Sep06_0.pdf
- www.idela-network.org