Measuring home learning environments & child development outcomes
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

- Sub-Saharan Africa: 18
- Middle East and North Africa: 27
- World: 50
- South Asia: 50
- East Asia and Pacific: 62
- Latin America and Caribbean: 73
- Europe and Central Asia: 77

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

Domains of nurturing care:
- Health
- Nutrition
- Responsive caregiving
- Security and safety
- Early learning
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

- Read books: 38%
- Hit: 39%
- Tell stories: 50%
- Sing songs: 51%
- Name objects: 52%
- Spank: 58%
- Play counting games: 61%
- Teach new things: 62%
- Teach alphabet: 62%
- Play games: 68%
- Criticize/yell: 70%
- Take outside: 80%
- Hug: 95%
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
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**Home environments – Responsive caregiving**

- Responsive caregiving
- Discipline practices
- Caregiver self-efficacy

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

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

<table>
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<tr>
<th>Caregiver-reported</th>
<th>Direct child assessment</th>
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<tbody>
<tr>
<td>• Training for assessors is relatively simple</td>
<td>• Training for assessors is more complex (ranges in intensity depending on tool used)</td>
</tr>
<tr>
<td>• Tends to be relatively short administration time (&lt; 30 minutes)</td>
<td>• Tends to be longer administration time (30 minutes+)</td>
</tr>
<tr>
<td>• Reporting of child outcomes can be biased or inaccurate especially with low levels of education</td>
<td>• Information gathered is not biased by caregiver knowledge/perceptions</td>
</tr>
<tr>
<td>• Information gained is limited to caregiver knowledge of child development</td>
<td>• Information about development can be very detailed, including hard to observe skills</td>
</tr>
</tbody>
</table>
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://nurturing-care.org/
- http://mics.unicef.org/
- https://www.fantaproject.org/sites/default/files/resources/HDDS_v2_Sep06_0.pdf
- www.idela-network.org