

Baseline Report on Early Childhood Education (ECE) intervention in P3 partner schools supported by Lego Foundation and ELMA Foundation.

Submitted to



RIGHT TO PLAY
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Submitted by:

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List of Acronyms

ECD	-	Early Childhood Education
IDELA	-	International Development and Early Learning Assessment
MEL	-	Monitoring, Evaluation and Learning
INSET	-	In-service teacher education and training
P3	-	Partner in Play Project
SDG	-	Sustainable Development Goals
PLCs	-	Professional Learning Communities
SEL	-	Social-emotional learning
GA	-	Greater Accra
NR	-	Northern Region
VR	-	Volta Region
KG	-	Kindergarten

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We owe a debt of gratitude to the enumerators for their dedicated field data collection and data entry efforts. Conducting assessments with young children poses unique challenges, and the unwavering support from teachers and school leaders at selected ECD centres proved indispensable.

We extend our sincere thanks to the parents, caregivers and families who permitted their children to participate in this important study. Likewise, acknowledgment is due to the ECD centres who accommodated the assessment activities despite the disruption to their regular schedules.

Lastly, we would like to express our deepest appreciation to Right To Play Ghana staff: Harrison Akubor, MEL Manager, and the entire project team. Their technical expertise and guidance were instrumental in steering the IDELA assessment process to success.

This collaborative effort has strengthened our baseline study, and we are immensely grateful to all who contributed to its realization.

Executive Summary

Right To Play empowers children through play-based education in Ghana with the Partner in Play Project (P3). The initiative aims to improve Early Childhood Education - ensure equitable access and learning – in 140 schools across nine districts in Ghana for 12,129 children (6,251 boys and 5,878 girls) from June 2022 to May 2024.

Objective

The baseline study was designed and conducted in August 2023 to assess the current level/state of social-emotional learning and academic skills of children in Early Childhood Education programs, covering 55 sampled schools in three diverse regions (Greater Accra, Northern, Volta). And to identify areas where the project can make significant contribution to improve learning at the ECE level.

Study Approach and Sample

The study employed a one-cohort longitudinal design, assessing children in KG1 at baseline and planning to reevaluate them next year in the project's intervention schools. The International Development and Early Learning Assessment (IDELA) was used in July 2023 to measure the children's initial literacy, numeracy, and socioemotional learning skills. A statistically validated sample size of 1,560 was established using a 95% confidence level and a +/- 5% margin of error. This sample was then divided between two kindergarten levels—KG1 and KG2—in a 2:1 ratio, with 1,100 children in KG1 and 460 in KG2. This approach allows for a nuanced analysis of early developmental stages. and also allow for enough sample size of tracked children to be reached at endline. Achieved sample size is presented in the table below.

Table 1: Distributions of Assessed Children

Regions	KG1			KG2			Total
	Boys	Girls	sub-total	Boys	Girls	sub-total	
GA	89	69	158	22	36	58	216
NR	237	224	461	96	84	180	641
VR	250	206	456	120	86	206	662
Total	576	499	1075	238	206	444	1519

Key Findings

- ✚ Significant disparities exist in children's developmental outcomes across the regions studied, with the Volta Region showing better performance in three core domains, notably in motor (73.70%) and social-emotional (64.11%) development, leading to a high overall IDELA score of 60.82%. This is followed by Greater Accra region with an overall IDELA score of 59.50% and the Northern Region with an overall IDELA score of 53.85%.
- ✚ In KG1, boys and girls exhibit comparable performance in core domains: Boys scored an average of 59.95% across all domains, while girls scored slightly higher at 60.37%. Specifically, in the domain of:
 - Motor Development: Boys scored 63.06%, while girls scored 64.46%.
 - Emergent Literacy: Boys scored 35.92%, girls scored 36.56%.
 - Emergent Numeracy: Boys scored 54.25%, girls scored 54.21%.
 - Social-Emotional Development: Boys scored 56.45%, girls scored 57.25%.

- ✚ In KG2, both boys and girls demonstrate consistent performance, with boys scoring an average of 74.60% across all domains and girls scoring slightly higher at 74.89%. Specifically, in the domain of:
 - Motor Development: Boys scored 83.31%, girls scored 80.43%.
 - Emergent Literacy: Boys scored 52.51%, girls scored 53.31%.
 - Emergent Numeracy: Boys scored 74.53%, girls scored 72.92%.
 - Social-Emotional Development: Boys scored 71.05%, girls scored 68.81%.
- ✚ In KG1, 80.19% of students meet developmental standards in socio-emotional, literacy, and numeracy skills. Girls slightly outperform boys with 81.56% on track compared to 78.99% for boys. However, 19.81% of KG1 students, roughly one-fifth are not developmentally on track, and would require targeted interventions for holistic skills development.
- ✚ In KG2, the majority of boys (97.48%) and girls (93.69%) are developmentally on track, with only 2.52% of boys and 6.31% of girls lagging behind. Overall, 95.72% of KG2 students meet developmental milestones, while 4.28% require targeted interventions to address their needs.

Concluding remarks:

- **Urgent need for targeted Literacy Intervention:** The study underscores the critical need for targeted interventions in emergent Literacy skills due to low scores. Focusing on key literacy sub-tasks (e.g., letter identification/knowledge and letter sounds) to ensure well-rounded literacy development as children progress from KG1 to KG2.
- **Gender-Sensitive Approaches:** Subtle but significant performance differences between boys and girls suggest the potential benefits of gender-sensitive educational strategies to achieve better developmental outcomes.
- **Importance of Early Childhood Programs:** The marked improvement from KG1 to KG2 highlights the vital role of early childhood educational programs in fostering developmental growth. Continued investment in such programs is essential for long-term educational success.

1.0 INTRODUCTION

1.1 Background

Right To Play is a globally recognized organization, deeply committed to child empowerment through its pioneering play-based educational methodologies. Operating in Ghana since 2001, the organization has become a cornerstone for initiatives aimed at protecting, educating, and uplifting children's lives. With a strong emphasis on play as a transformative educational tool, Right To Play has embarked on its latest project, the Partner in Play Project (P3), generously funded by the LEGO Foundation and supported by the ELMA Foundation. An aspect of this project targets the critical stage of Early Childhood Education (ECE) and aims to significantly improve children's literacy, numeracy, and socioemotional skillsets in Ghana.

The Partner in Play Project (P3) initiative uniquely builds upon the success of prior collaborations with Sabre Education and Innovations for Poverty Action (IPA). It seeks to scale up Kindergarten in-service teacher education and training (INSET) by creating contextually relevant, high-quality content for Professional Learning Communities (PLCs) at both the school and district levels. Aligned with the Sustainable Development Goals (SDG 4), the project is designed not just to promote quality education but to make it accessible, inclusive, and equitable. It goes beyond conventional educational frameworks by seeking to eliminate disparities and foster an environment where quality education is accessible to everyone, irrespective of their background or social standing.

In an effort to adhere to the highest standards of project management and evaluation, Right To Play engaged J.E. Lemuel Consult to undertake a comprehensive baseline assessment in Tolon, Savelugu, Kumbungu, Ga South, Weija Gbawe, Anloga, Keta, Akatsi South and South Tongu as part of ELMA Foundation contribution to Partners in Play project. This project commenced on the 1st of June, 2022, and is scheduled to complete its objectives by the 31st of May, 2024, thus running for a comprehensive period of two years. Within this time, it ambitiously plans to make an impact across 140 schools, which are geographically distributed over nine diverse districts. The educational outreach of this project is remarkably significant, targeting a total participant pool of 12,129 children, which includes 6,251 boys and 5,878 girls. Through its far-reaching scope, the ECE Component aims not merely to benefit individual learners but to instigate systemic change in the realm of early childhood education.

This baseline report highlights key findings from the IDELA assessment relating to holistic early child learning and development at the ECE level. Its aim is to serve as a foundational document for gauging the program's initial impact and setting benchmarks that will guide future assessments. By outlining a robust framework for evaluation in this study, the baseline ensures that Right To Play remains accountable to its participants and partners while setting the stage for meaningful, long-term change.

This focused and comprehensive approach places the report at the forefront of efforts to empirically assess and enhance the quality and reach of Early Childhood Education in Ghana. It not only underpins Right To Play's mission but also contributes tangibly to the larger global dialogue on equitable and effective education for all.

1.2 Objective of the Baseline

1. To assess and establish the current level of children's literacy, numeracy, and life skills at the KG/ECE Level.
2. To set the stage for monitoring developmental progress and assessing the impact of the ELMA program's interventions over time. This baseline measurement will act as a reference point for evaluating growth and areas for improvement.

3. To create benchmark values against which progress will be measured to assess the contribution of the ECE project at endline.

1.3 Scope of the Baseline

The baseline study was designed to assess the learning outcomes in social-emotional learning (SEL) and academic skills of 4-5-year-old children in Early Childhood Education (ECE) programs. This assessment covered three geographically diverse regions in Ghana—Accra, Volta, and the Northern Region—with the aim of providing a comprehensive point of reference for evaluating the effectiveness of the Play-Based Learning (PBL) program over time.

A total of 55 schools were selected across the three regions to ensure a representative sample: 8 schools in Accra, 23 in Volta, and 24 in the Northern Region. The selection criteria were meticulously crafted to create a diverse yet representative sample, accounting for variables such as school size, geographical location, and the inclusion of children with disabilities in the learning environment. This approach ensures a robust baseline for future assessments of the PBL program's impact.

1.4 Evaluation Questions

A detailed set of evaluation questions was crafted in alignment with the stated objectives. These questions aimed to capture key aspects of cognitive skill development, pedagogical effectiveness, and student engagement, and the overall impact of the ELMA fund contribution to the ongoing Partners in Play Project.

1. What is the current state of early learning and development skills among children enrolled in the ECE program prior to the implementation of the Partners in Play Project?
2. How can benchmark values be established to enable a comparative analysis of the ECE project's impact at the endline, specifically in relation to the contributions from the ELMA fund?

2.0 METHODOLOGY

2.1 Study Design

The study used before-after one cohort longitudinal design where children sampled at baseline in KG1 who will be followed for endline assessment next year, focusing specifically on the project's intervention schools. The International Development and Early Learning Assessment (IDELA) was administered in July 2023 as the baseline, capturing the initial literacy, numeracy, and socioemotional learning skills (SEL) of the participating children.

A follow-up IDELA endline assessment is recommended to be conducted on the same cohort to evaluate the project's long-term efficacy. **Comparative analyses** between baseline and endline data will quantify changes in children's learning and development, offering a detailed understanding of the project's impact over time. Employing IDELA longitudinally ensures a robust and objective measure of the PBL program's effectiveness across key developmental areas. This data will be crucial for evidence-based decision-making in future interventions. By adopting this methodical longitudinal approach, we aim to provide a strong foundation for ongoing evaluation, ensuring data reliability and enhancing accountability in assessing the program's impact.

2.2 Sample Selection

To ensure rigor and ethical integrity, a multi-stage cluster sampling method was adopted for sample selection in this longitudinal baseline study. The method aimed to capture a diverse and statistically reliable

representation of children participating in the Play-Based Learning (PBL) Early Childhood Education (ECE) program using proportional to size rule in determining the number of schools per each region

Initially, stratified random sampling was used to select schools based on demographic and geographic variables such as school size, location, and gender composition. This enabled us to obtain a sample that is generalizable across diverse characteristics of the targeted population. To promote inclusivity, children with disabilities were purposefully included in the school samples, ensuring that the study is comprehensive and adheres to ethical standards.

Finally, students were randomly selected from each school's register using random number generation techniques. The sample aimed for balanced gender representation across grades, starting with the inclusion of children with disabilities. This multi-stage, balanced approach ensures a representative sample, enhancing the validity and ethical integrity of the study and laying a strong foundation for the longitudinal assessment.

2.3 Sample Size

In the current study, a total of nine targeted Early Childhood Development (ECD) District Centres in the three regions were deliberately selected to align with the project's focus areas. Calculated against an estimated total population of 4,200 children in these centres, a statistically validated sample size of 1,560 was established using a 95% confidence level and a $\pm 5\%$ margin of error. This sample was then divided between two kindergarten levels—KG1 and KG2—in a 2:1 ratio, with 1,100 children in KG1 and 460 in KG2. This approach allows for a nuanced analysis of early developmental stages. and also allow for enough sample size of tracked children to be reached at endline.

However, it is noteworthy that the actual number of participants during data collection was slightly below the target, at 1,519—comprising 1,075 from KG1 and 444 from KG2. Despite this minor discrepancy, the sample remains robust and is expected to produce reliable findings. The participant breakdown by gender and region is detailed in Table 1. Additionally, the sample remains diverse and representative, as evidenced by the children participants breakdown by gender and region, see Table 1.

Table 2: Distributions of Assessed Children

Regions	KG1			KG2			Total
	Boys	Girls	sub-total	Boys	Girls	sub-total	
GA	89	69	158	22	36	58	216
NR	237	224	461	96	84	180	641
VR	250	206	456	120	86	206	662
Total	576	499	1075	238	206	444	1519

In light of the unique demographic profile of the targeted districts, and to also ensure the study represent the actual realities of ECE in Ghana schools, the study was situated in its natural environment such that any child at KG1 or KG2 was eligible for sample irrespective of age. Consequently, the age limit for participants was extended to 10 years, beyond the internationally recommended age range of 3-6 years for preschoolers. This was necessitated by the fact that most children in KG1 and KG2 were above the official KG school-going age as a result of late start of school. This phenomenon is peculiar across Ghana. This decision, made in consultation with RTP, ensures broader representation and minimizes age-based exclusions from the study. By adhering to these rigorous sampling parameters, the study provides a robust and balanced sample, setting a strong foundation for reliable data analysis and future policy recommendations.

2.4 Data Collection Method

To comprehensively assess school readiness among children in ECE/kindergarten, a structured child survey using the International Development and Early Learning Assessment (IDELA) tool was employed. A total of 1,519 children were surveyed, including 814 boys and 705 girls. The data collection spanned over a four-week period, starting from July to August 2023. Prior to the data collection, a team of enumerators underwent a rigorous training program to familiarize themselves with the IDELA tool and ethical considerations related to child assessments in respective regions. To ensure the reliability and validity of the data, the IDELA Tool was pre-tested in a small pilot sample. After the training, one (1) day pilot testing exercise was conducted in one selected ECD centre not included in the evaluation. Prior to the actual field data collection, consent was sought and the head of the ECD centres signed the IDELA principal/ Head teacher consent forms while caregivers signed parent consent forms for the children. Quality control measures, including random verification of completed assessments and regular debriefing sessions with enumerators, were integral to the data collection process. This multi-faceted approach has been designed to ensure a robust, reliable, and ethically sound data set that can effectively inform the program's ongoing and future interventions.

2.5 Indicator Assessment Framework

To rigorously evaluate the Partners in Play (P3) project an Indicator Framework focusing on the key metric "% of ECE children (3-10-years) developmentally on track in SEL and academic skills" has been instituted. This indicator will serve as the baseline, measuring age-appropriate competencies in both social-emotional learning (SEL) and academic aptitudes for children enrolled in the Early Childhood Education (ECE) program.

The SEL metrics are structured around sub-domains including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Academic measurements captured early literacy, numeracy, and other cognitive skills relevant to this age group. The framework aims to holistically assess the project's impact on getting children school ready for future educational and social success.

Table 3: Indicator analysis Framework

Core Domains	Component	Assessment Method	Interpretation
Social-Emotional skills	1. Self-Awareness: This measures a child's understanding of themselves, their thoughts, feelings, and actions. 2. Emotional Awareness: This assesses a child's ability to recognize and manage their own emotions, as well as understand the emotional states of others. 3. Empathy: This gauges a child's ability to understand the feelings of others and respond appropriately. 4. Solving Conflict: These measures how a child responds to conflicts, whether they are able to understand the problem, and can come up with and apply a solution. 5. Friendship: This looks at the child's ability to make and maintain friendships, including sharing and co-operating with peers.	The assessment involved a mix of direct observation and interactive activities that gauge a child's social and emotional competencies. It includes role-playing activities, storytelling, and direct questions about feelings and hypothetical situations. The child's responses are then scored based on predefined criteria.	The assessment results are presented as average percentage scores. These can be further broken down by demographics like age, gender, and region to provide insights into social-emotional development across different groups. This data helps educators, caregivers, and policymakers understand where children stand in terms of social-emotional development, which in turn informs targeted interventions and curricula.

Emergent Literacy Skills	1. Print Awareness: Evaluates a child's familiarity with the conventions of print, such as the direction in which text moves, and the basic concept that printed words represent spoken language. 2. Letter Identification: Assesses a child's ability to identify both uppercase and lowercase letters. 3. Letter Sound: Tests the child's understanding of the phonemic correspondence of each letter, i.e., the sound each letter makes. 4. Writing Skills: Measures basic writing abilities, such as holding a pencil, drawing, and eventually, writing letters and words. 5. Oral Comprehension: Looks at the child's ability to understand spoken language, including understanding storylines and the ability to answer questions about stories read aloud to them. 6. Expressive Vocabulary: Assesses the child's ability to name pictures or objects and use words to express themselves effectively.	The assessment combines direct observation, hands-on tasks, and verbal questions to gauge a child's abilities in these areas. For example, a child might be asked to identify letters, write their name, or listen to a story and then answer questions about it. Various tools, including flashcards, storybooks, and writing materials, may be employed during the assessment.	Results are presented as a percentage score indicating the number of correct responses. This data can then be broken down by various demographics, such as age, gender, or geographic location, to identify particular trends, strengths, and areas that may require additional support or intervention. This allows educators, parents, and policymakers to design more targeted educational strategies that cater to the specific needs of the child or community.
Emergent Numeracy Skills	1. Number Recognition: Assesses a child's ability to identify numbers, both in numeral form and word form. 2. Counting Skills: Tests a child's ability to count objects, pictures, or even abstract concepts accurately. 3. Basic Operations: Covers fundamental mathematical operations like addition, subtraction, and sometimes even multiplication and division depending on the age group. 4. Pattern Recognition: Evaluates a child's ability to identify, complete, or create patterns. 5. Shape Recognition: Assesses understanding and recognition of basic geometrical shapes. 6. Measurement: These include basic understanding of concepts like length, weight, and volume, usually through comparative methods ("which is heavier/lighter?", "which is longer/shorter?", etc.).	Children's abilities in this domain are usually assessed through a combination of direct observation, hands-on tasks, and verbal questioning. The assessment may involve using real-life objects for counting or shape recognition or might require the child to answer questions about hypothetical but relatable situations that test their numeracy skills.	The results are generally presented as a percentage of correct answers, giving an overview of a child's strengths and weaknesses in this area. These results can then be broken down further by age, gender, or other demographics to identify trends or gaps that need to be addressed through targeted educational programs.

2.6 Data Processing and Analysis

The quantitative data for school readiness, collected through the IDELA (International Development and Early Learning Assessment) Tool, underwent a meticulous process of capture, cleaning, processing, and analysis. Utilizing the specialized IDELA data cleaning and analysis framework, provided by Save the Children via the IDELA online platform, we ensured rigorous and standardized analysis. Upon the completion of data collection, a multi-step data cleaning process was initiated to remove inconsistencies, outliers, and incomplete entries. This step was critical in preserving data integrity and reliability.

Subsequently, the cleaned data were processed in adherence to the IDELA framework guidelines to generate preliminary insights. In addition to using the IDELA platform, supplementary statistical analyses were conducted using statistical software, when necessary, to further scrutinize the data and validate the findings. The comprehensive approach in data processing and analysis allows for robust, actionable insights that are pivotal for evaluating the effectiveness of the program and shaping future interventions.

2.7 Data Handling and Confidentiality

Maintaining the confidentiality and security of the collected data was a paramount concern throughout the baseline. Only the Data Collection Supervisor, MEL Manager and the Consultant were granted access to the raw IDELA survey data, which includes any personally identifiable information. The data were encrypted and stored on a password-protected laptop, which was exclusively accessible to authorized data-entrants and the Consultant. As an added layer of security, unique identifiers replaced learners' names in the database, effectively anonymizing the data before any external sharing or analysis was conducted beyond the oversight of the Principal Investigator.

Training on ethical standards was an essential part of the enumerator onboarding process. Enumerators received in-depth instruction on the RTP Child Safeguarding Policy and were also trained in the proper protocols for obtaining informed consent from children, their parents, and the administrations of the participating ECD centres. Furthermore, official clearance for the baseline survey was sought in accordance with regional regulations. A formal letter detailing the scope and purpose of the survey was sent to the District Education Office to secure the necessary permissions for data collection within the specified district and ECD centres. By adhering to these stringent data handling and confidentiality protocols, we ensured that the privacy and security of all participants were upheld, thereby maintaining the ethical integrity of the study.

2.7 Limitations

Like any empirical research, this baseline study encountered specific limitations that need to be acknowledged for a well-rounded interpretation of the findings. One of the most significant challenges was the limited resources allocated for the study, especially when contrasted with the comprehensive scope intended by the IDELA framework.

One significant limitation affecting the study's target group of 3-4-year-old children was the delayed school enrolment in rural parts of Ghana, primarily due to poverty and inadequate educational infrastructure. Consequently, the study captured children aged 6-10 years who were still enrolled in KG1 and KG2, thereby affecting the representativeness of the intended age group.

Due to financial limitations, the study was unable to encompass certain integral components of early childhood development, most notably the home and learning environment. This financial shortfall made it impractical to conduct household interviews with parents or primary caregivers, thereby limiting our understanding of a key factor that significantly influences early learning and development outcomes.

The absence of data on home and school learning environments deprives the study of crucial insights. School and home settings play a vital role in shaping a child's cognitive, emotional, and social development, and the lack of this information may render the findings less comprehensive than initially envisioned. It is important for readers and stakeholders to bear these limitations in mind when interpreting the results, drawing conclusions, or making policy recommendations based on this study.

3.0 BASELINE RESULTS

3.1 Demographic Characteristics

3.1.1 Gender Distribution of Assessed Children

The data presents a detailed breakdown of the gender distribution among children assessed in KG1 and KG2 across three regions: Greater Accra (GA) region, Northern Region (NR), and Volta Region (VR). The total number of children assessed across these regions is 1,519, with the number of boys and girls being fairly balanced in each district and grade level (see Table 1). The overall gender composition among the assessed children shows a somewhat balanced distribution, albeit with a skew towards boys. Boys make up 53.60% of the total assessed population, while girls account for 46.40% (see Figure 1).

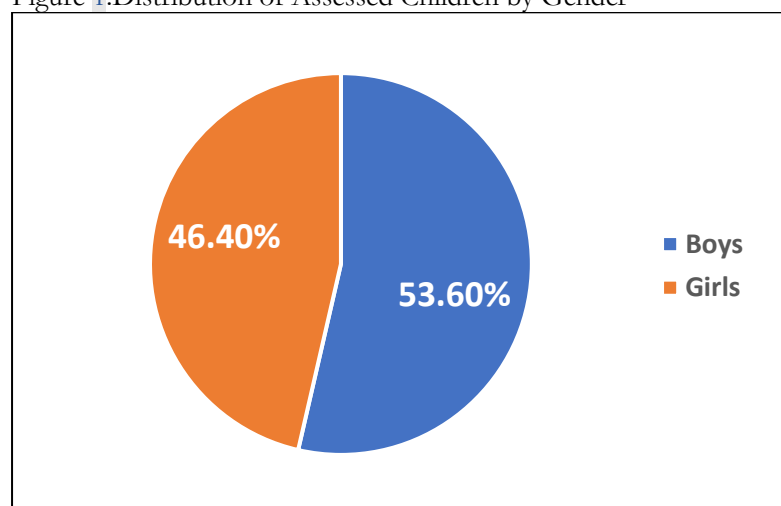
Table 4: Distribution of Assessed Children by Gender and Grade

Regions	KG1			KG2			Total
	Boys	Girls	sub-total	Boys	Girls	sub-total	
GA	89	69	158	22	36	58	216
NR	237	224	461	96	84	180	641
VR	250	206	456	120	86	206	662
Total	576	499	1075	238	206	444	1519

Source: IDELA Baseline Study Data, 2023 (n =1519)

In KG1, 576 boys and 499 girls were assessed, totaling 1,075 children. Among them, Greater Accra had 89 boys and 69 girls, totaling 158; the Northern Region had 237 boys and 224 girls, amounting to 461; and Volta Region had 250 boys and 206 girls, summing up to 456. In KG2, 238 boys and 206 girls were assessed, totaling 444 children. Greater Accra accounted for 22 boys and 36 girls (58 total), the Northern Region had 96 boys and 84 girls (180 total), and Volta Region had 120 boys and 86 girls (206 total).

Figure 1: Distribution of Assessed Children by Gender



Source: IDELA Baseline Study Data, 2023 (n =1519)

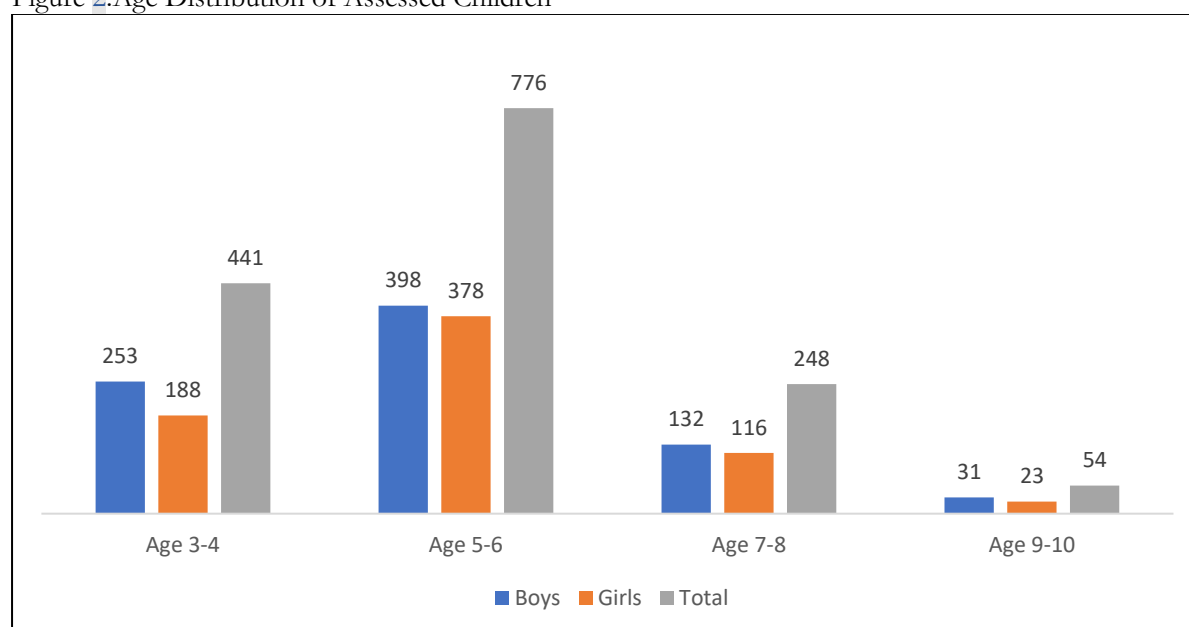
Overall, the Northern Region had the highest number of assessed children, with 641, followed closely by the Volta Region with 662, and Greater Accra Region with 216. This was due to the respective school populations in the various regions. The distribution suggests that more children were assessed in KG1 than in KG2 across all districts as required by the IDELA principles. While the gender distribution is fairly balanced, it's worth noting that the Northern Region and Volta Region have a higher number of boys

assessed in both KG1 and KG2 compared to girls, while Greater Accra shows a more balanced or even reversed trend, especially in KG2 where there are more girls than boys. These variations may provide valuable insights for targeted interventions and policy decisions related to gender equality in educational opportunities.

3.1. 2 Age Distribution of Assessed Children

The age distribution data in the baseline report offers critical insights into the demographic landscape of the sample, informing the interpretation of results and planning of future interventions. The majority of children in the study fall within the 5-6 age bracket, constituting approximately 51% of the total sample. This is followed by the 3-4 age range, which accounts for about 29% of participants. The remaining 20% are divided among the 7-8 and 9-10 age ranges, which constitute around 16% and 4% of the total sample, respectively (see Figure 2). The data also reveals subtle gender disparities across age groups. For instance, boys outnumber girls in every age category, with the gap being most noticeable in the 3-4 age group. While this may not significantly skew the overall findings, it does warrant consideration when interpreting data on gender-specific educational needs and outcomes.

Figure 2: Age Distribution of Assessed Children



Source: IDELA Baseline Study Data, 2023 (n =1519)

Furthermore, the sample shows a decline in the number of children in the older age categories (7-8 and 9-10), indicative of transitioning education levels or systems. This phenomenon is especially noteworthy given that the study includes children up to age 10, which is beyond the internationally recognized age bracket for Early Childhood Development (ECD) programs. This inclusion aligns with the unique demographic profile of the target districts but remains a small fraction of the overall sample.

In summary, understanding this age and gender distribution provides a valuable context for evaluating the study's findings. It will be particularly useful for tailoring interventions to different age groups and for acknowledging the limitations in the sample's representativeness.

3.2 IDELA Results

The International Development and Early Learning Assessment (IDELA) evaluates the developmental outcomes of children in Early Childhood Care and Development (ECCD). The IDELA tool encompasses

six domains, which are further divided into 22 core items spanning four key domains, as well as two executive function items and observed approaches to learning. This assessment tool was employed to establish baseline data concerning children's learning and development for the scope of this particular project.

Table 5:IDELA Domains and Related Core Items

Fine Motor Skills	Emergent Literacy	Emergent Numeracy	Socio-emotional Development
Hopping	Print awareness	Size/length identification	Friends
Copying a shape	Expressive vocabulary	Sorting, colour identification and differentiation	Recognizing emotions in self
Drawing a human figure	Letter identification	Number identification	Recognizing emotions in Others
Folding	Emergent writing	Shape identification	Conflict resolution
	Phonemic awareness	One-to-one correspondence	Personal information
	Oral comprehension	Simple operations	Turn taking
		Puzzle completion	
	Executive functions: Inhibitory control and Short-term memory		
	Approaches to learning	Persistence, motivation and engagement	

Source: Save the Children, IDELA Guidelines

The results section for IDELA focuses on evaluating children's readiness for school, paying special attention to the disparities in skill levels among the children. Scores for individual domains are computed as the mean performance across various sub-tasks, specifically as the percentage of correct responses for each sub-task. An unweighted mean of these domain scores is then calculated to derive an overall IDELA score, which serves as an indicator of children's comprehensive early learning and development.

In addition to these four core domains, the assessment also includes supplementary items that measure short-term memory and inhibitory control as proxies for Executive Function. Furthermore, assessors report observations on children's levels of engagement and persistence, using these as metrics for their Approaches to Learning. While these additional domains have not been as rigorously validated as the core IDELA domains and are not included in the composite IDELA score, they do contribute to a more well-rounded understanding of a child's early learning and development.

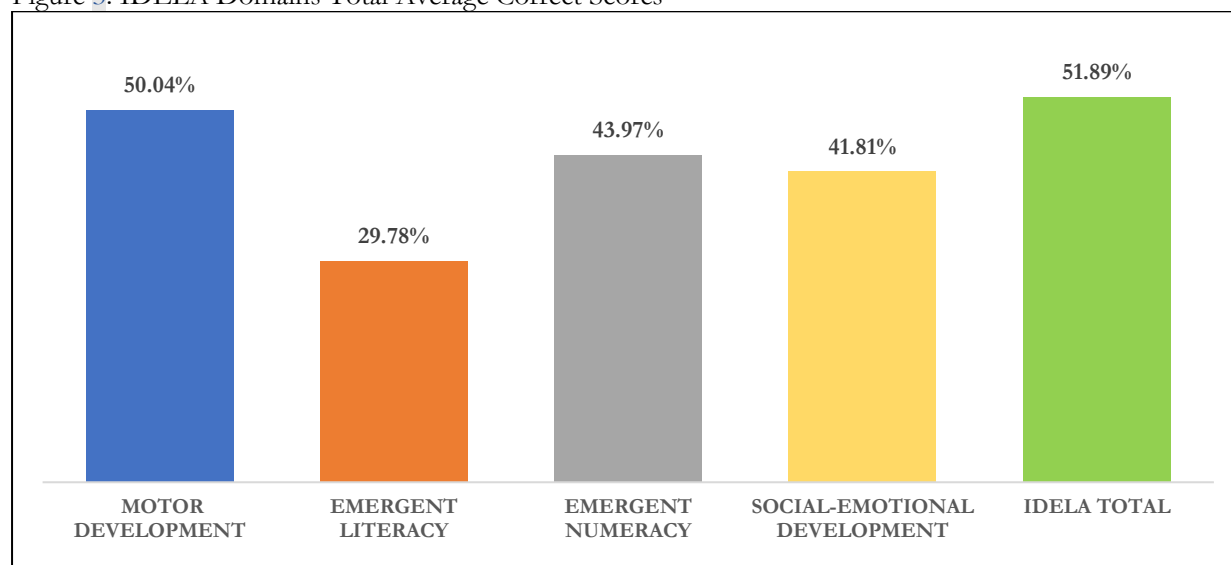
3.2.1 IDELA Domains Total Average Correct Scores

The results from the IDELA Baseline Assessment across the ongoing regional locations (Northern Region, Volta Region, and Greater Accra Region) reveal a nuanced picture of early childhood development across four key domains. Motor Development emerged as the strongest area, with an average correct score of 50.04%, suggesting that children in the targeted programs possess a reasonable foundation in basic fine and gross motor skills. However, Emergent Literacy lags significantly behind, registering an average correct score of only 29.78%. This indicates that foundational skills related to reading and writing may be a challenge for the majority of the children, pointing to an urgent need for interventions in this area.

Emergent Numeracy and Social-Emotional Development scored moderately, with average correct scores of 43.97% and 41.81%, respectively. These domains assess children's basic mathematical understanding and their emotional and social competencies. The relatively lower scores in these areas suggest room for improvement but are not as alarming as the literacy scores. The overall IDELA total average correct score

stands at 51.89%, reflecting a balanced but underdeveloped set of skills across the four domains. This highlights the need for a multifaceted educational approach to address these disparities and improve overall early childhood development.

Figure 3: IDELA Domains Total Average Correct Scores

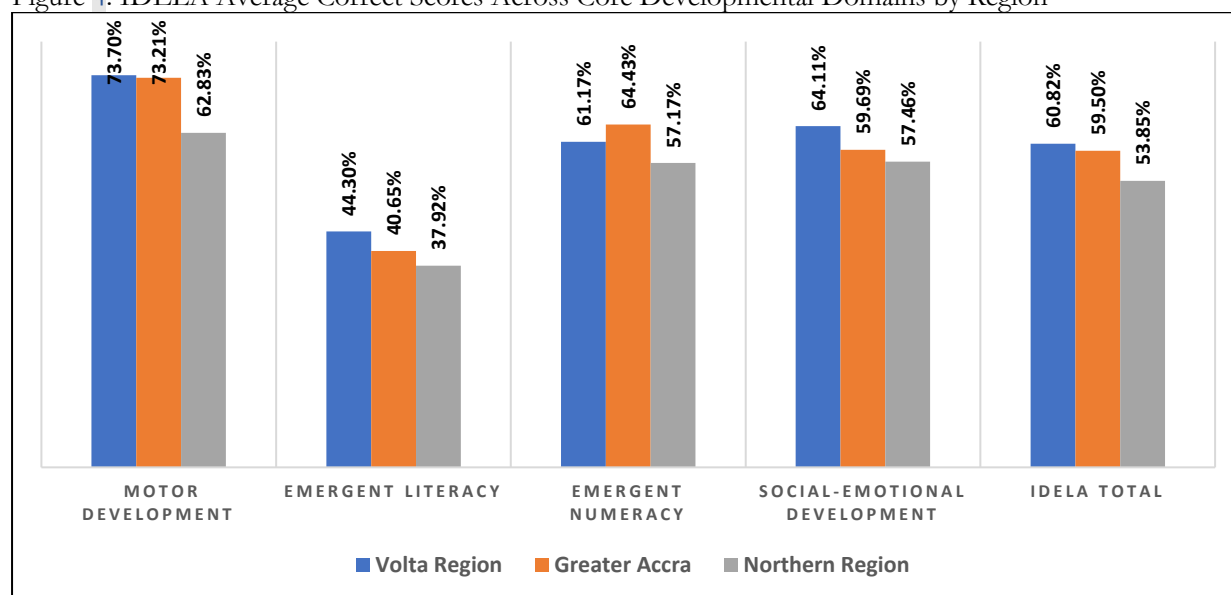


Source: IDELA Baseline Study Data, 2023 (n =1519)

3.2.2 IDELA Domains Average Correct Scores by Region

The International Development and Early Learning Assessment (IDELA) baseline data reveals noteworthy disparities in children's developmental outcomes across the three regions studied—Volta, Greater Accra, and the Northern Region. In the Volta Region, children appear to perform better in three of all four core domains, particularly in motor development (73.70%) and social-emotional development (64.11%) (see Figure 4). The region's overall IDELA score is the highest at 60.82%, indicating a well-rounded development in early childhood settings in Volta.

Figure 4: IDELA Average Correct Scores Across Core Developmental Domains by Region



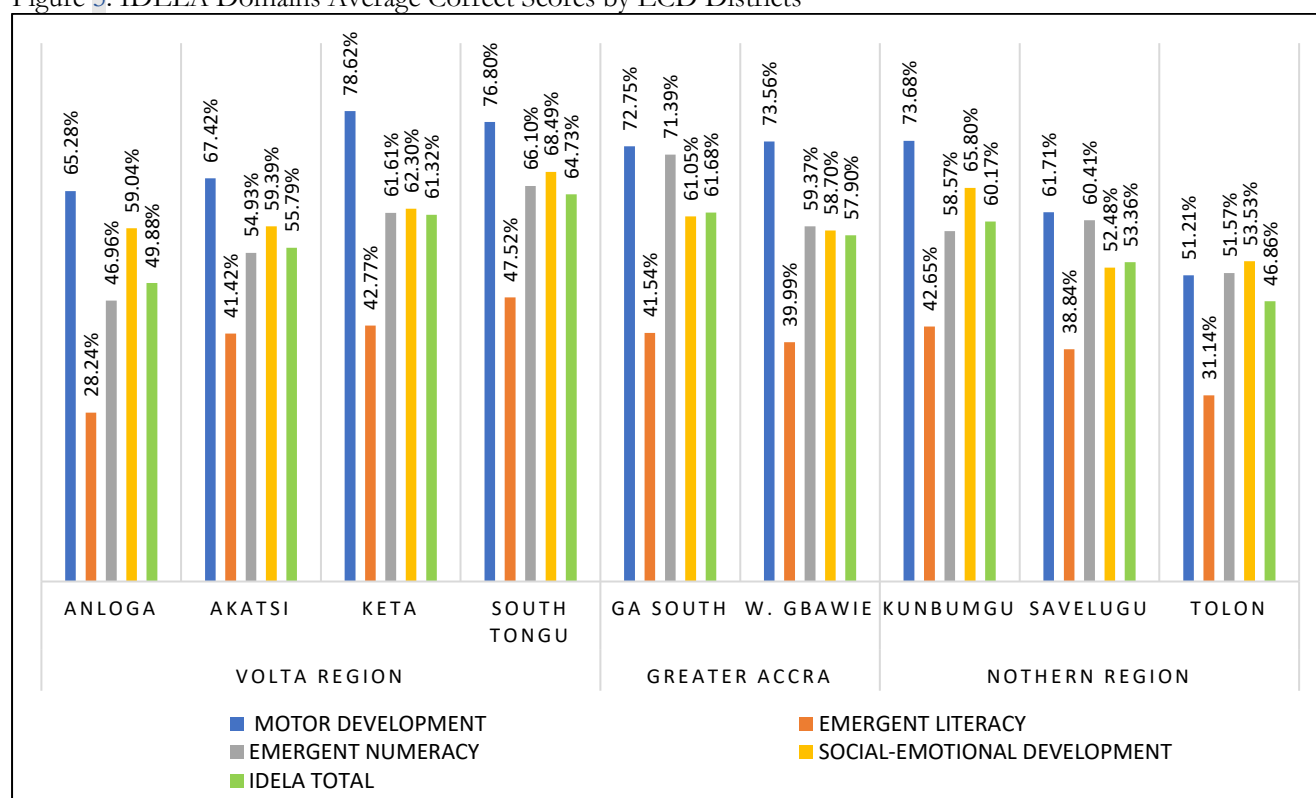
Source: IDELA Baseline Study Data, 2023 (n =1519)

3.2.3. IDELA Domains Average Correct Scores by ECD Districts

Core Developmental Domains in ECD Districts in the Volta Region

The IDELA baseline data segregated by Early Childhood Development (ECD) districts within the Volta Region reveals intriguing variations in children's developmental scores. South Tongu emerges as the highest-performing district with a well-rounded IDELA total of 64.73% (see Figure 5). It not only excels in motor development with a score of 76.80% but also shows the strongest performance in emergent literacy (47.52%), emergent numeracy (66.10%), and social-emotional development (68.49%). These scores suggest a comprehensive and effective ECD program in place in the South Tongu district. On the other end of the spectrum, Anloga struggles with an IDELA total score of 49.88%. Although its motor development score stands at 65.28%, it markedly lags in emergent literacy with a low score of 28.24%, warranting specific attention and targeted interventions in this domain. Keta and Akatsi present a more balanced picture, with IDELA total scores of 61.32% and 55.79%, respectively. Keta excels in motor development (78.62%), while Akatsi shows promise in emergent numeracy (54.93%) and social-emotional development (59.39%). These district-level variations necessitate tailored strategies to bolster the different developmental domains in each ECD district.

Figure 5: IDELA Domains Average Correct Scores by ECD Districts



Source: IDELA Baseline Study Data, 2023 (n =1519)

Core Developmental Domains in ECD Districts in the Greater Accra Region

In the Greater Accra Region, Ga South and Weija Gbawie districts display notable differences across the core developmental domains measured by IDELA. Ga South leads with an IDELA total score of 61.68%, performing exceptionally well in emergent numeracy at 71.39% (see Figure 5). This high score suggests that early math skills are a particular strength in this district. Motor development also stands strong at 72.75%, while emergent literacy (41.54%) and social-emotional development (61.05%) are comparatively lower but still within a respectable range. Weija Gbawie, on the other hand, presents a more balanced yet slightly lower profile with an IDELA total score of 57.90%. The district shows its highest performance in motor development at 73.56%, which is marginally better than Ga South. However, it falls behind in emergent

numeracy (59.37%) and social-emotional development (58.70%), with emergent literacy at 39.99% also requiring attention. These scores indicate that while Weija Gbawie has strengths in physical development, there may be room for improvement in literacy, numeracy, and social-emotional skills. Tailored interventions in these domains could potentially enhance the overall early childhood development experience in the district.

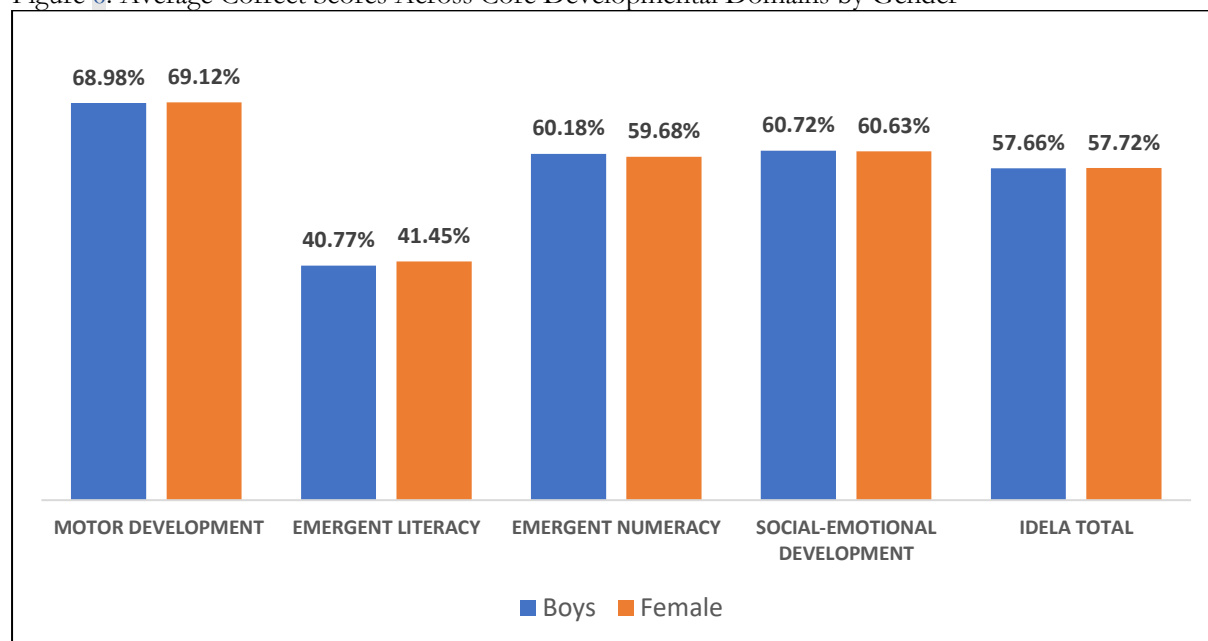
Core Developmental Domains in ECD Districts in the Northern Region

In the Northern Region, there are observable disparities in early childhood development outcomes across the districts. Kunbumbu district tops the list with an IDELA total score of 60.17%, showing strengths across all domains. Motor development and social-emotional development are particularly strong, scoring at 73.68% and 65.80%, respectively (see Figure 5). Emergent literacy and numeracy are also above average at 42.65% and 58.57%, indicating a balanced developmental approach in this district. In contrast, Savelugu and Tolon display lower scores across the domains, with IDELA total scores of 53.36% and 46.86%, respectively. Savelugu's highest score is in emergent numeracy (60.41%), but the district lags notably in social-emotional development with a score of 52.48%. Tolon district presents more concerning figures; it has the lowest scores across all domains, with an alarming 51.21% in motor development and 31.14% in emergent literacy. These scores suggest that targeted interventions are needed in Tolon, especially in literacy and motor skills, to improve the overall early childhood developmental framework. The differences across these districts highlight the need for region-specific strategies to address disparities in early learning and development.

3.2.2.4 IDELA Domains Total Average Correct Scores by Gender

When comparing IDELA average correct scores between boys and girls, the data suggests that both genders perform similarly across the core developmental domains. Motor development scores are virtually identical, with boys scoring 68.98% and girls scoring just slightly higher at 69.12% (see Figure 6). The same trend continues in the emergent literacy and numeracy domains; boys scored 40.77% and 60.18%, while girls scored 41.45% and 59.68%, respectively. These slight differences in scores are not significant enough to indicate a clear advantage for either gender in these domains.

Figure 6: Average Correct Scores Across Core Developmental Domains by Gender



Source: IDELA Baseline Study Data, 2023 (n =1519)

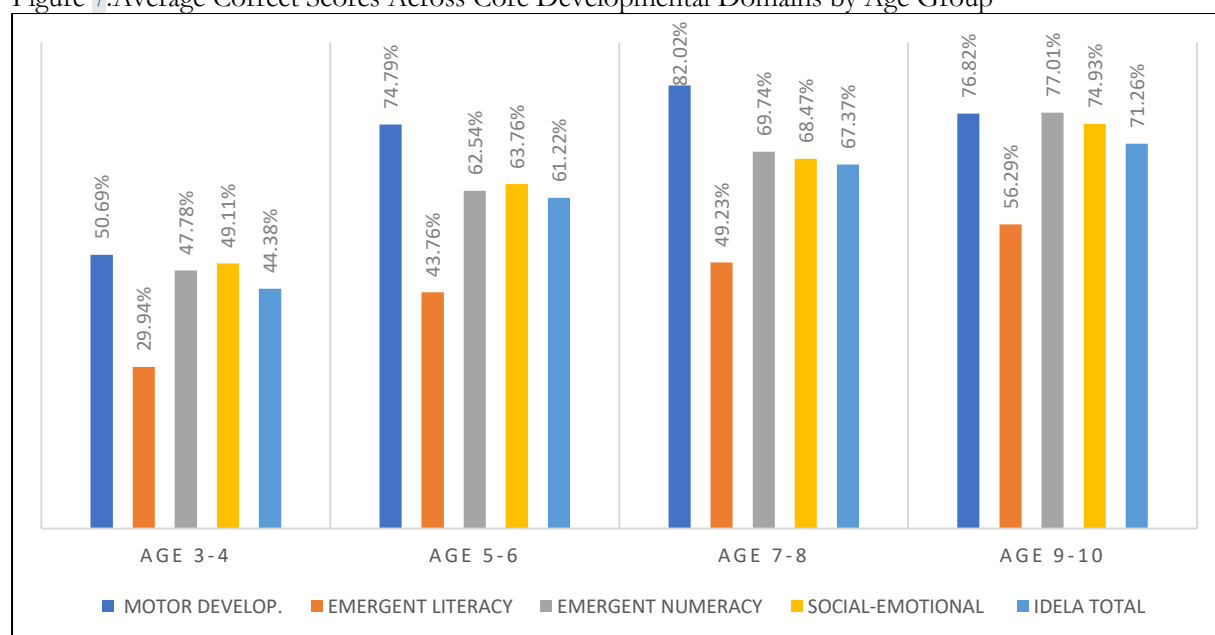
Social-emotional development scores also reveal a marginal difference, with boys at 60.72% and girls at 60.63%. Finally, the IDELA total scores for boys and girls are almost equal, standing at 57.66% for boys

and 57.72% for girls. This balanced performance across genders suggests that the interventions or educational programs in place are equally effective for boys and girls in fostering early childhood development. However, the relatively moderate scores in emergent literacy indicate that both genders could benefit from targeted efforts to improve early reading and writing skills.

3.2.4 IDELA Domains Total Average Correct Scores by Age

The data reveals a clear pattern of increasing scores across all core developmental domains as children progress in age. This could be attributed to the direct correlation between children’s abilities and their age. For the age group of 3-4 years, scores are the lowest in all categories, with Motor Development at 50.69%, Emergent Literacy at 29.94%, Emergent Numeracy at 47.78%, Social-Emotional Development at 49.11%, and a total IDELA score of 44.38% (see Figure 7). These scores suggest that children in this age group are at the foundational stages of their developmental milestones.

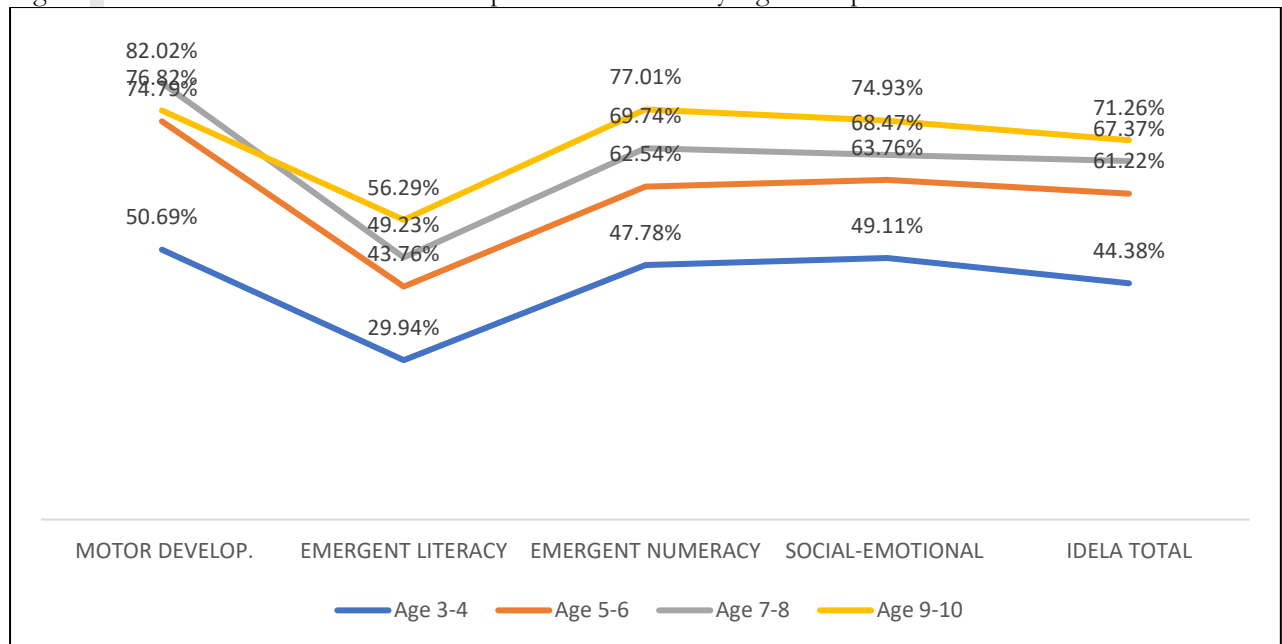
Figure 7: Average Correct Scores Across Core Developmental Domains by Age Group



Source: IDELA Baseline Study Data, 2023 (n =1519)

On the other hand, scores notably improve as children get older. The 5-6 age group shows significant improvements across all domains compared to the 3-4 age group, with the total IDELA score rising to 61.22% from 44.38% for children aged 3-4 years. Higher scores are observed in the 7-8 age group, with an IDELA total of 67.37%. Interestingly, the 9-10 age group sees a slight drop in Motor Development compared to the 7-8 age group but surpasses them in other domains, particularly in Emergent Literacy and Emergent Numeracy, ending with the highest total IDELA score of 71.26%. These trends reflect the developmental trajectory one would expect to see as children mature, although targeted interventions could still help in boosting the relatively lower scores seen in the younger age brackets, especially in the domain of Emergent Literacy. This finding is very critical as RTP must not deploy a blanket implementation strategy for children in the same class (KG 1 or KG2) but develop tailor-made teaching strategies for the different age groups within the same class to ensure that children in the same class are on the same level of proficiency at endline.

Figure 8: Total Scores Across Core Developmental Domains by Age Group

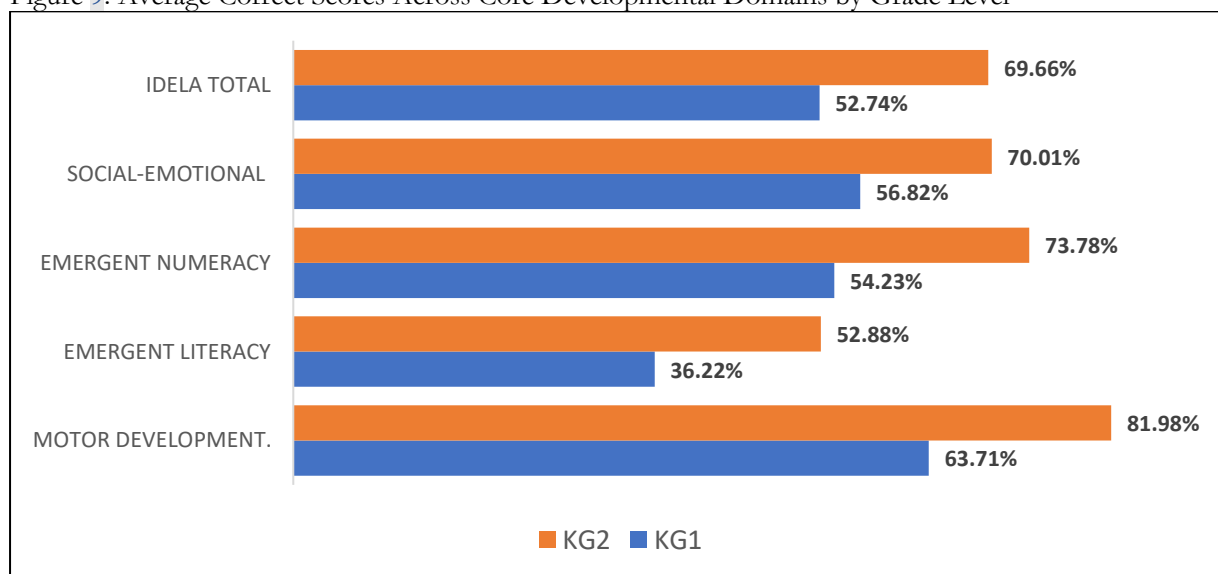


Source: IDELA Baseline Study Data, 2023 (n =1519)

3.2.5 IDELA Domains Total Average Correct Scores by Grade Level

The data on IDELA average correct scores shows marked differences in performance between children in KG1 and KG2 grade levels across all core developmental domains. Children in KG1 generally have lower scores: Motor Development stands at 63.71%, Emergent Literacy is at 36.22%, Emergent Numeracy is at 54.23%, Social-Emotional Development is at 56.82%, and the total IDELA score is 52.74%. These figures indicate that while these younger children are making progress in their development, there is room for improvement, particularly in the Emergent Literacy domain (see Figure 8).

Figure 9: Average Correct Scores Across Core Developmental Domains by Grade Level



Source: IDELA Baseline Study Data, 2023 (n =1519)

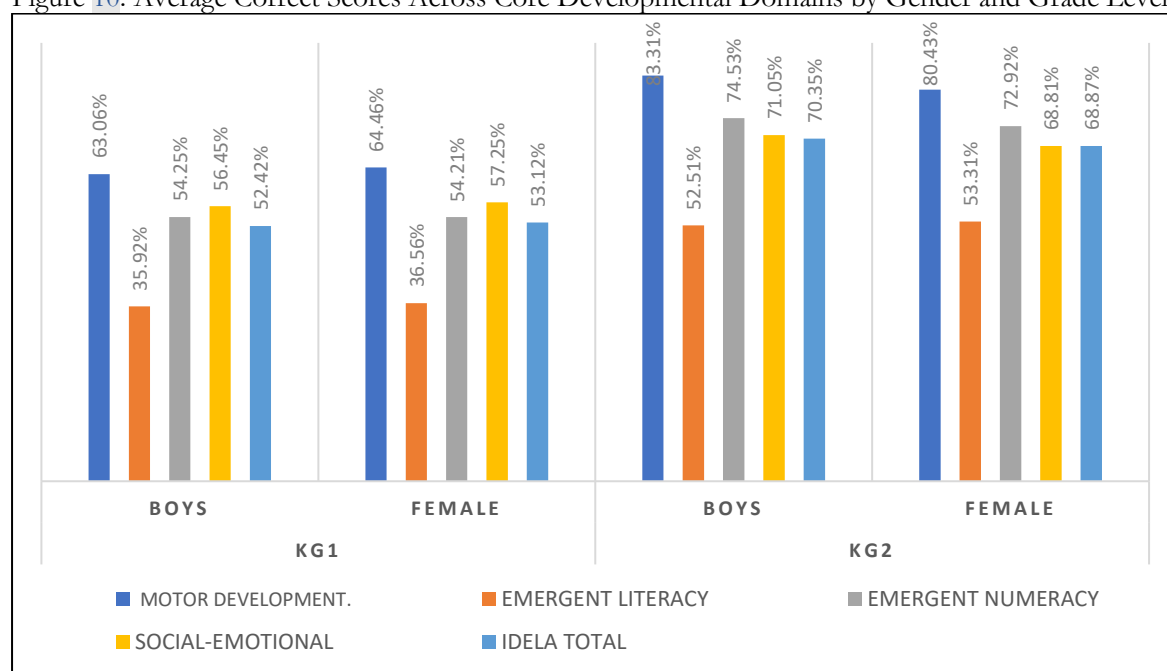
Conversely, children in KG2 demonstrate a noticeable advancement in all areas: Motor Development improves to 81.98%, Emergent Literacy to 52.88%, Emergent Numeracy to 73.78%, and Social-Emotional Development to 70.01%, culminating in a total IDELA score of 69.66%. This suggests that the educational interventions and experiences provided to children as they progress from KG1 to KG2 are effective in fostering development across multiple domains. The nearly 17 percentage point difference in the total IDELA score between the two grades highlights the importance of targeted educational programming in the early years.

3.2.6 IDELA Domains Total Average Correct Scores by Gender and Grade Level

The IDELA average correct scores across core developmental domains offer noteworthy insights when broken down by gender and grade level (KG1 and KG2). In KG1, boys and girls show comparable performance across the domains: Boys scored 63.06% in Motor Development, 35.92% in Emergent Literacy, 54.25% in Emergent Numeracy, and 56.45% in Social-Emotional Development, culminating in a total IDELA score of 52.42%. In contrast, girls in KG1 scored slightly higher in most domains—64.46% in Motor Development, 36.56% in Emergent Literacy, 54.21% in Emergent Numeracy, and 57.25% in Social-Emotional Development—with a total IDELA score of 53.12% (see Figure 9).

For KG2, the performance between genders remains fairly consistent, albeit with noticeable differences in scores when compared to KG1. Boys in KG2 scored 83.31% in Motor Development, 52.51% in Emergent Literacy, 74.53% in Emergent Numeracy, and 71.05% in Social-Emotional Development, leading to a total IDELA score of 70.35%. Girls in KG2 had scores of 80.43% in Motor Development, 53.31% in Emergent Literacy, 72.92% in Emergent Numeracy, and 68.81% in Social-Emotional Development, with a total IDELA score of 68.87%. Interestingly, while boys outperformed girls in Motor Development and Emergent Numeracy, girls had slightly better scores in Emergent Literacy. Both genders showed significant improvements across all domains as they moved from KG1 to KG2, reinforcing the importance of early childhood education programs in shaping developmental outcomes.

Figure 10: Average Correct Scores Across Core Developmental Domains by Gender and Grade Level

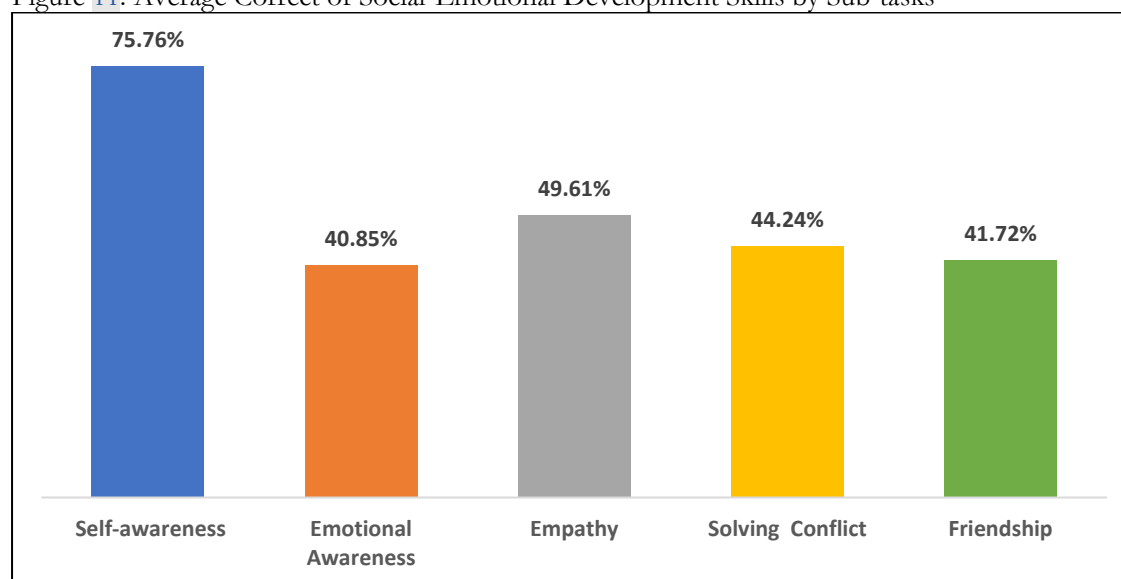


Source: IDELA Baseline Study Data, 2023 (n =1519)

3.3.2 Social-Emotional Development Skills

Social emotional skills were assessed using five (5) subtasks that included; Solving Conflict, Empathy, Emotional Awareness, Friends and Self-awareness. The data on social-emotional development skills presents a mixed picture, with considerable variation across the different domains assessed. The highest scoring domain is Self-awareness, with an average score of 75.76% (see Figure 10). This suggests that the majority of children in the sample possess a strong sense of self and are likely capable of understanding their own emotions and actions. In contrast, the other domains—Emotional Awareness (40.85%), Empathy (49.61%), Solving Conflicts (44.24%), and Friendship Skills (41.72%)—show considerably lower average scores.

Figure 11: Average Correct of Social-Emotional Development Skills by Sub-tasks



Source: IDELA Baseline Study Data, 2023 (n 1519)

These lower scores in the domains other than Self-awareness could point to areas where targeted interventions might be most beneficial. For instance, the lowest average score, which is in Emotional Awareness at 40.85%, indicates a potential gap in children's ability to recognize and understand the emotions of others. This is a critical skill needed to build the emotional intelligence of children. Similarly, low scores in Conflict Resolution and Friendship Skills may suggest that children face challenges in social interactions and relationship-building. Programs that aim to bolster emotional intelligence, empathy, and conflict resolution skills could offer significant benefits, given these findings. Overall, while the high score in Self-awareness is encouraging, the relatively lower scores in the other domains suggest areas for focused improvement to provide a more balanced social-emotional skill set for children.

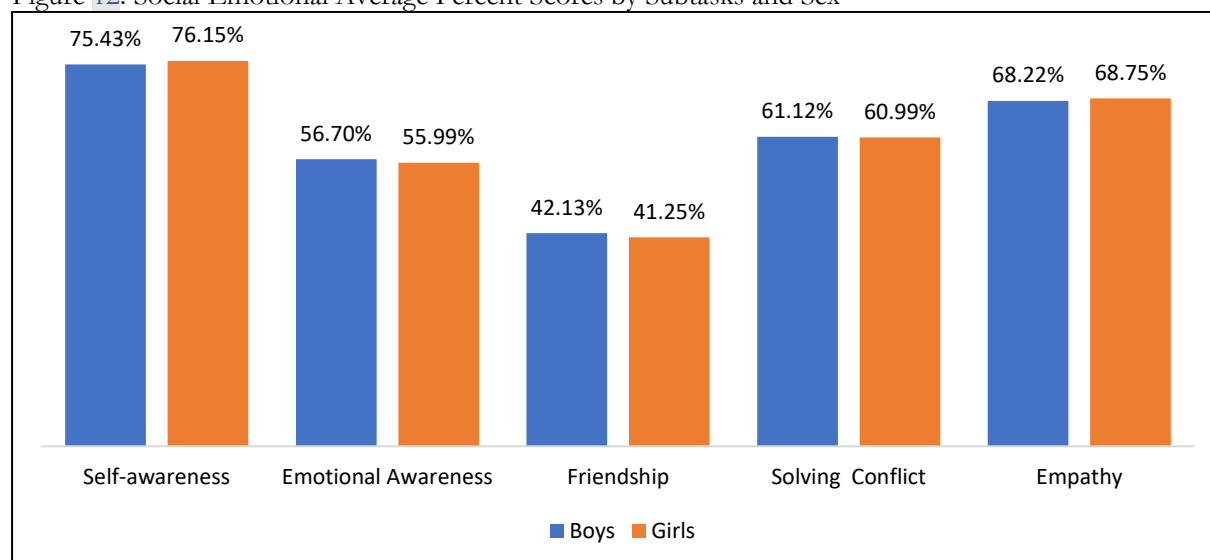
3.3.2.1 Social Emotional Skills Average Percent Scores of Sub-tasks by Sex

The data provides an insightful snapshot of how boys and girls perform across various subtasks of the Social-Emotional domain. Overall, the findings suggest that both genders perform comparably well, with only marginal differences noted in the respective subtasks. In the realm of Self-awareness, boys and girls show almost identical scores—75.43% and 76.15%, respectively—indicating that both groups are equally adept at identifying their thoughts, feelings, and actions. This pattern holds true for Emotional Awareness as well; boys scored 56.70%, and girls trailed ever-so-slightly with 55.99% (see Figure 11).

In the Friendship and Solving Conflict subtasks, the genders are again closely matched. Boys register a score of 42.13% in Friendship, and girls are just behind at 41.25%. Similarly, in the Solving Conflict subtask, boys display a slightly higher competency rate of 61.12%, compared to 60.99% for girls. The data reveals an almost identical trend in the Empathy subtask, with boys scoring 68.22% and girls at 68.75%. These

marginal differences suggest that gender does not significantly influence a child's proficiency in social-emotional skills at this developmental stage. However, the subtleties in these percentages do open up opportunities for targeted interventions that might benefit both genders in honing their social-emotional skills further.

Figure 12: Social Emotional Average Percent Scores by Subtasks and Sex

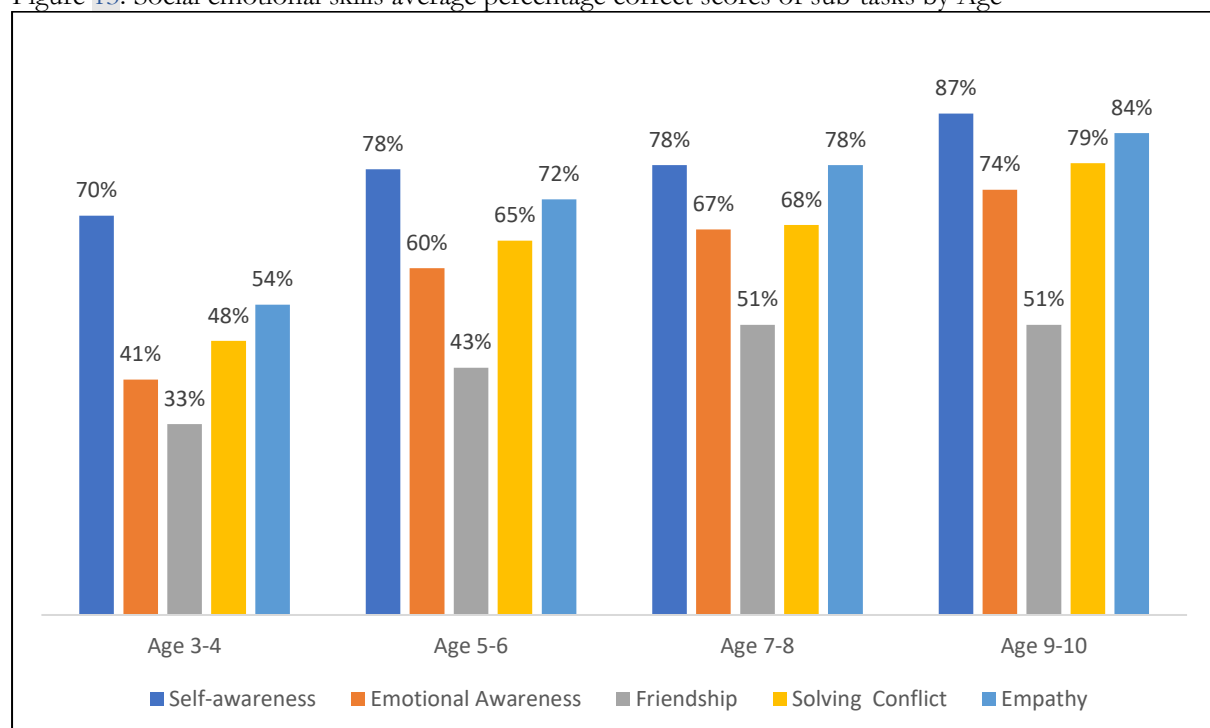


Source: IDELA Baseline Study Data, 2023 (n =1519)

3.3.2.2 Social Emotional skills average percentage correct scores of sub-tasks by Age

The data underscores a clear upward trajectory in social-emotional skills as children age. Starting with Self-awareness, the youngest age group (3-4 years) scored 70%, which notably increases to 78% for children aged 5-6 and maintains at the same level for the 7-8 age group. By ages 9-10, children appear to have gained more self-awareness, as evidenced by their score jumping to 87% (see Figure 12).

Figure 13: Social emotional skills average percentage correct scores of sub-tasks by Age



Source: IDELA Baseline Study Data, 2023 (n =1519)

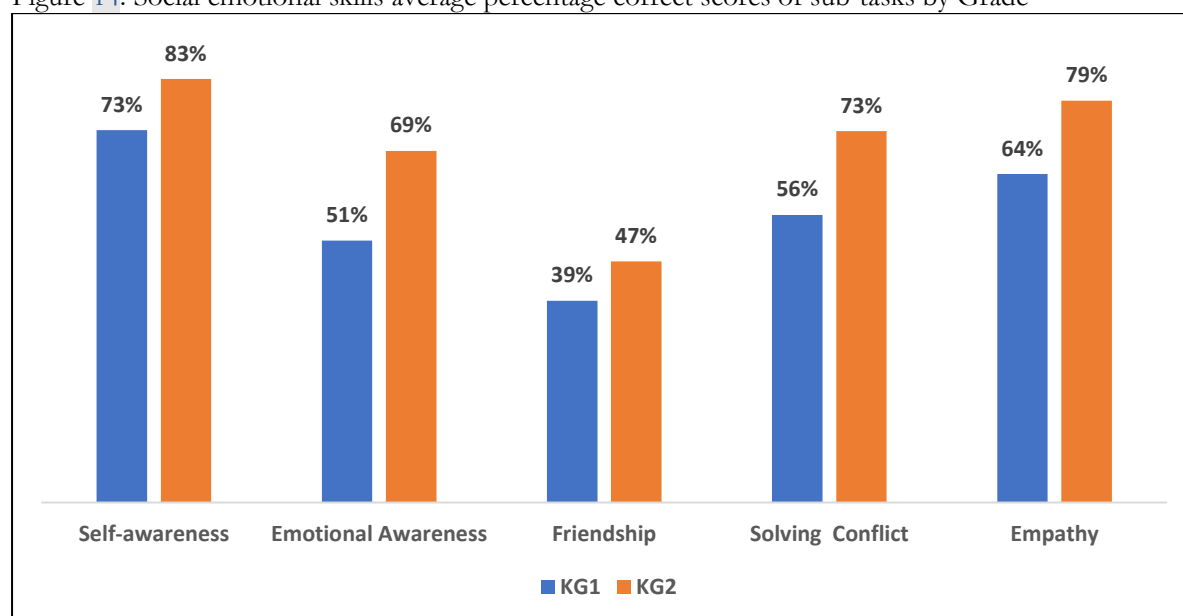
The pattern is similar in other sub-tasks, although there are nuanced differences. For instance, Emotional Awareness seems to significantly improve as children grow older, starting from 41% in the 3-4 age group and rising sharply to 74% by ages 9-10. The Friendship scores also show a gradual increase from 33% in the youngest group to 51% in the 7-8 and 9-10 age brackets. Interestingly, children make a remarkable leap in their ability to solve conflicts, beginning with 48% at ages 3-4 and advancing to 79% by the time they reach ages 9-10. Empathy scores display a similar pattern, starting at 54% for the youngest children and soaring to 84% in the oldest age group. This data suggests that social-emotional skills develop progressively and become more refined as children mature, providing invaluable insights for targeted educational interventions based on age-specific needs.

3.3.2.3. Social Emotional skills average percentage correct scores of sub-tasks by Grade

The data provides a compelling narrative on how children's social-emotional skills evolve as they progress from one grade level to another in kindergarten. For children in KG1, Self-awareness is relatively high at 73%, but there is a noticeable growth when children move to KG2, reaching 83% (see Figure 14). This suggests that the transition from KG1 to KG2 allows children to develop a deeper understanding of themselves.

The most significant jumps are observed in the areas of Emotional Awareness and Solving Conflict. While KG1 students score 51% in Emotional Awareness, this percentage remarkably escalates to 69% in KG2. Similarly, the ability to solve conflicts rises from 56% in KG1 to 73% in KG2. Friendship and Empathy also show improvements, albeit less dramatically, moving from 39% to 47% and 64% to 79%, respectively, as children progress from KG1 to KG2. This trend of improvement across all sub-tasks implies that the kindergarten experience plays a vital role in shaping children's social-emotional capabilities, becoming more pronounced as they advance to higher grade levels. The findings are valuable for educators and policymakers who are aiming to strengthen the emotional and social foundations of children in their formative years.

Figure 14: Social emotional skills average percentage correct scores of sub-tasks by Grade



Source: IDELA Baseline Study Data, 2023 (n =1519)

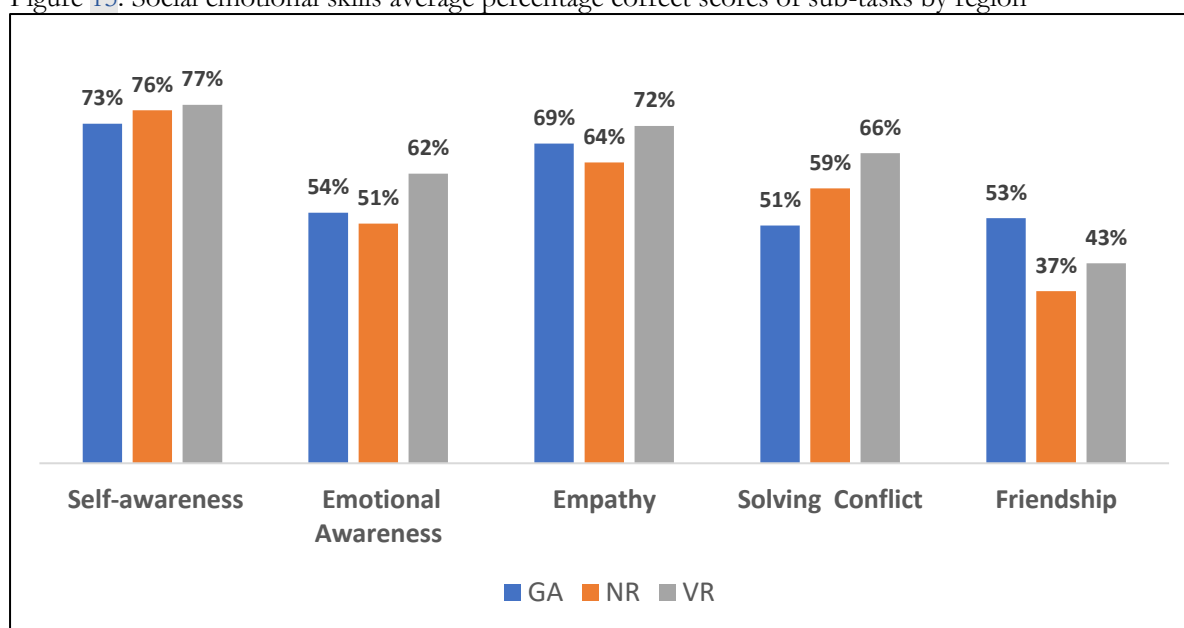
3.3.2.4 Social Emotional skills average percentage correct scores by sub-tasks and Region

The data presents an intriguing perspective on how social-emotional skills differ across regions—specifically, the Greater Accra (GA), Northern Region (NR), and Volta Region (VR) in key sub-task areas. Across all regions, Self-awareness remains consistently high, ranging from 73% in GA to 77% in VR. This

suggests a universally strong understanding of self among children, irrespective of their regional background (see Figure 15).

However, substantial regional variations emerge in the other sub-tasks. For instance, Emotional Awareness is highest in VR at 62%, compared to 54% in GA and 51% in NR. Similarly, VR leads in Empathy (72%) and Solving Conflict (66%), whereas NR lags notably in Friendship (37%). GA strikes a balance, maintaining moderate scores across all domains but not excelling in any. These regional disparities point to the need for targeted interventions. For example, NR could benefit from programs that specifically aim to improve children's abilities in forming friendships, while GA could focus on enhancing Emotional Awareness. Understanding these regional nuances can guide more effective, localized educational strategies to bolster social-emotional development in children.

Figure 15: Social emotional skills average percentage correct scores of sub-tasks by region



Source: IDELA Baseline Study Data, 2023 (n =1519)

3.3.2.5. Social-Emotional Skill by ECD Districts.

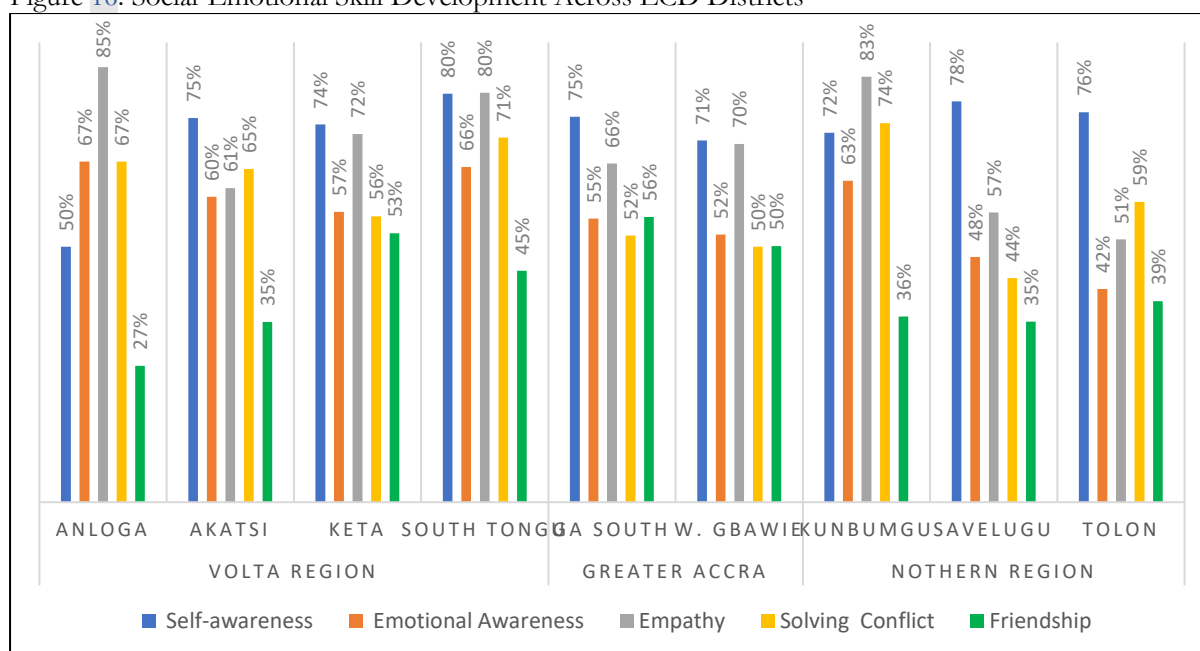
ECD Districts in the Volta Region

The baseline data for social-emotional skills across Early Childhood Development (ECD) districts within the Volta Region presents a mixed picture, highlighting both strengths and areas for improvement. South Tongu emerges as a leader across most sub-task domains, with particularly high scores in Self-awareness (80%) and Empathy (80%). This suggests that children in ST generally have a strong understanding of their own emotions and are empathetic towards others. They also demonstrate a strong ability to resolve conflicts, as evidenced by a score of 71% (see Figure16).

However, the region is not without its challenges. Anloga presents a complex profile: while the district excels in Emotional Awareness (67%) and remarkably so in Empathy (85%), it significantly lags in Friendship (27%) and Self-awareness (50%). This polarized performance indicates targeted interventions may be necessary to improve social skills related to friendship and self-awareness in Anloga. On the other hand, Akatsi and Keta show balanced but moderate performance across the board. Akatsi struggles most in the Friendship domain (35%), while Keta could focus on improving its Solving Conflict score (56%).

These findings underscore the need for district-specific educational strategies. While some districts may need broad-based interventions across multiple social-emotional domains, others may benefit from more targeted efforts to uplift particular skill sets.

Figure 16: Social-Emotional Skill Development Across ECD Districts



Source: IDELA Baseline Study Data, 2023 (n =1519)

ECD Districts in Greater Accra

The baseline results for social-emotional skills in Greater Accra's ECD districts, Ga South and W. Gbawie, show moderately high levels of skill development, although there are areas that could benefit from targeted interventions. Ga South generally performs better across most of the domains, with the highest scores observed in Self-awareness (75%) and Empathy (66%) (see Figure16). These scores suggest that children in this district are relatively more attuned to their own emotions and are capable of understanding the feelings of others. However, their weakest skill appears to be in Solving Conflict, with a score of 52%, indicating a potential area for improvement.

In contrast, Weija Gbawie exhibits a more balanced but slightly lower performance across all domains. Its strongest area is Empathy with a score of 70%, but it struggles relatively in Solving Conflict and Friendship, both scoring 50%. This indicates that children in W. Gbawie have a good understanding of others' feelings but might find it challenging to maintain friendships and resolve conflicts effectively. Considering both districts, a targeted approach focusing on conflict resolution skills could be beneficial, given that this was the lowest-scoring domain for both Ga South and Weija Gbawie.

ECD Districts in Northern Region

The baseline results for the Northern Region's ECD districts—Kunbumbu, Savelugu, and Tolon—reveal variances in social-emotional skills that could guide future educational interventions. Kunbumbu performs strongly in areas of Empathy (83%) and Solving Conflict (74%), indicating that children in this district are adept at understanding emotions—both their own and others'—and are also capable of resolving conflicts. However, their Friendship skills are notably lower at 36%, signalling a potential area for targeted educational support (see Figure16).

In contrast, Savelugu and Tolon exhibit lower performance in Emotional Awareness and Empathy, with scores of 48% and 42%, and 57% and 51%, respectively. These lower scores suggest that children in these districts may need additional support in recognizing and dealing with emotions. Savelugu struggles particularly in Solving Conflict (44%) and Friendship (35%), indicating that interpersonal skills are a weak point that requires attention. Tolon also shows room for improvement in Friendship (39%), but their Solving Conflict skills are relatively better at 59%. Overall, while the Northern Region shows strengths in

Self-awareness, there is a clear need for interventions aimed at improving Emotional Awareness, Empathy, and interpersonal skills across all three districts.

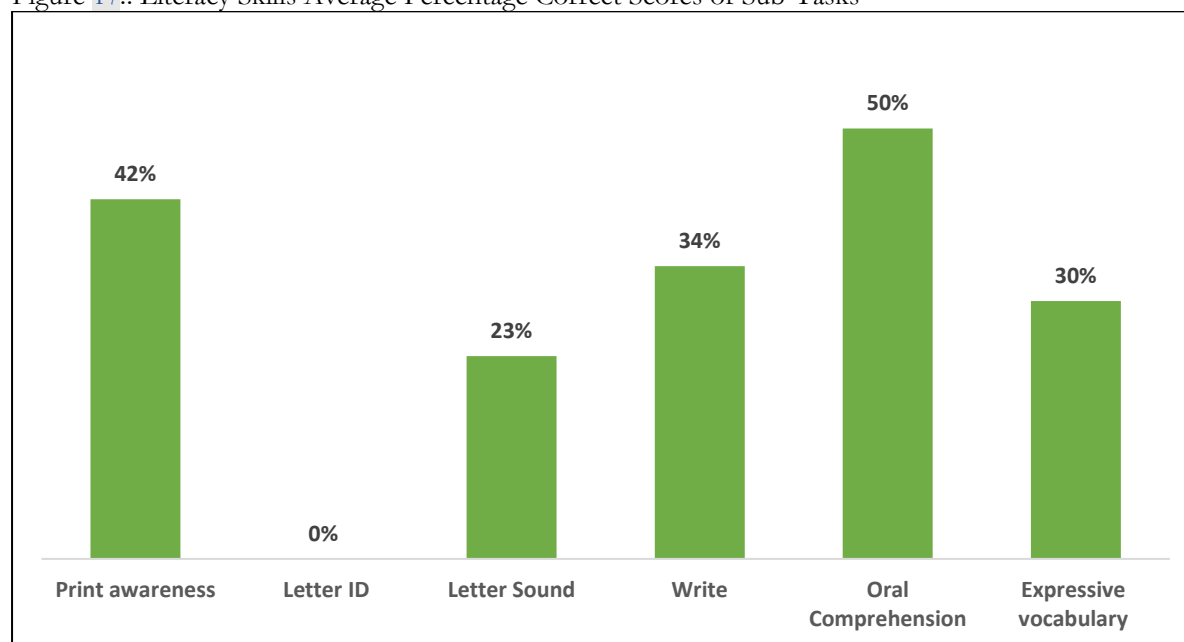
3.3.3 Emergent Literacy Skills

The Emergent Literacy Domain focuses on foundational reading and writing skills that children need to become proficient readers and writers as they grow older. Emergent literacy skills were assessed using the following six (6) items or subtasks (Print Awareness, Letter Identification (Letter ID), Letter Sound, Writing Skills, Oral Comprehension and Expressive Vocabulary).

3.3.3.1 Literacy Skills Average Percentage Correct Scores of Sub-Tasks

The baseline study provides valuable insights into the initial literacy competencies of the participating children, as assessed through various sub-tasks designed to measure different aspects of literacy. Each sub-task yielded a percentage correct score, which serves as a snapshot of children's skills at the onset of the program. The results indicate that Print Awareness demonstrated the highest average percentage correct score at 42% (see Figure 17), suggesting that children are relatively more familiar with recognizing printed text in their environment compared to other literacy skills. This could imply a relatively stronger exposure to printed material or perhaps more straightforward cognitive demands associated with this skill.

Figure 17:: Literacy Skills Average Percentage Correct Scores of Sub-Tasks



Source: IDELA Baseline Study Data, 2023 (n =1519)

Surprisingly, Letter Identification scored the lowest with an average percentage correct score of 0%, indicating an area that urgently needs intervention. This is a critical literacy skill that serves as the foundation for learning how to read and write, and the zero percent score suggests that none of the children assessed could correctly identify letters at this stage. Letter Sound and Writing skills exhibited relatively low performance as well, scoring 23% and 34% respectively (see Figure 17). These are pivotal components of literacy, as they facilitate the phonemic and graphemic understanding required for reading and writing. The low scores point to a need for targeted educational interventions in these areas.

Oral Comprehension had a somewhat better performance with a score of 50%. This suggests that while children may struggle with recognizing letters or sounds, they have a fair ability to understand spoken language, which could be due to the oral traditions and practices they are exposed to in their early years. Lastly, Expressive Vocabulary scored at 30%, indicating that the children have room for improvement in using language to express themselves effectively. This is a crucial skill for both academic and social

interactions, and the low score suggests that it should be a focus of future interventions. In summary, the baseline results reveal significant disparities in literacy skills among the participating children, with some skills like Print Awareness and Oral Comprehension showing promise, while others like Letter Identification and Letter Sound require immediate and targeted attention. These findings set the stage for targeted educational interventions designed to address these identified gaps in literacy development.

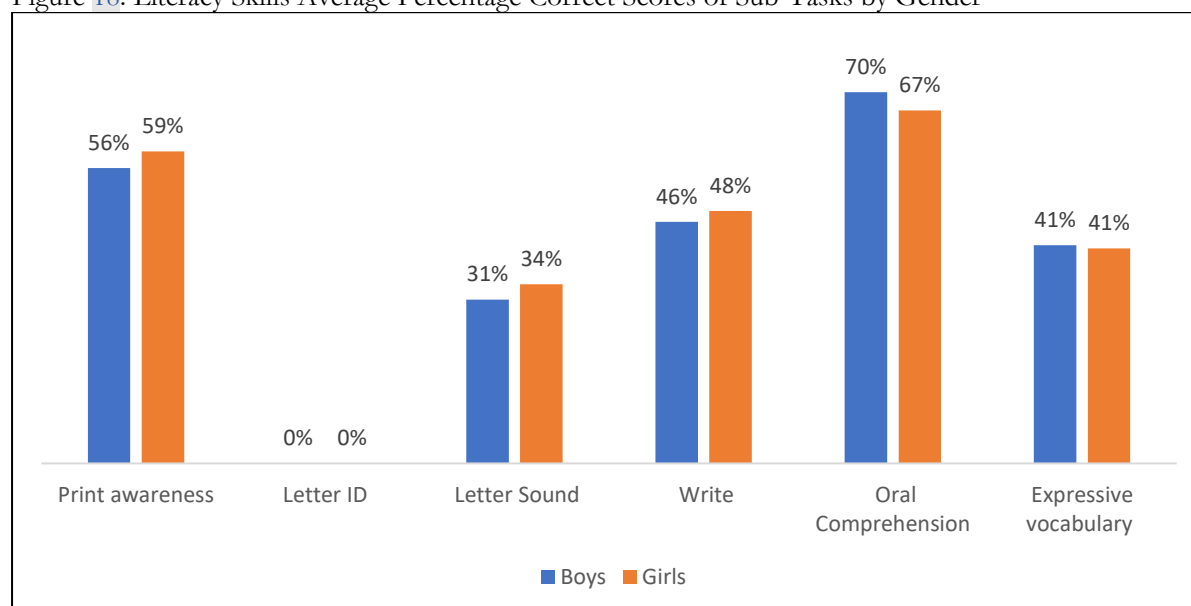
3.3.3.2 Literacy Skills Average Percentage Correct Scores of Sub-Tasks by Gender

The baseline results for emergent literacy skills by gender, covering both boys and girls, offer an instructive snapshot of how children are faring in various facets of early literacy. While there are both strengths and weaknesses in the dataset, gender-related differences appear to be relatively minor.

Among boys, Oral Comprehension leads with a score of 70%, indicating a strong ability to understand spoken language—a skill that is essential for language development and learning in general. Print Awareness is moderate at 56%, suggesting that boys can recognize print in different contexts to some extent. Writing skills are less developed but still approach the average, at 46%. Meanwhile, Expressive Vocabulary is at a comparatively lower 41%, indicating that there may be room for improvement in vocabulary development. The areas of significant concern are Letter ID and Letter Sound, both foundational to literacy, where the score is at a staggering zero and a low 31%, respectively (see Figure 18).

Girls show a similar pattern, although slightly outperforming boys in most sub-tasks. Like boys, girls perform best in Oral Comprehension, with a score of 67%. Print Awareness and Writing are also slightly higher for girls, at 59% and 48%, respectively. Expressive Vocabulary stands at 41%, identical to the boys, signalling a shared need for interventions in this area. Alarming, girls, like boys, scored zero in Letter ID and only 34% in Letter Sound, which are foundational skills for reading.

Figure 18: Literacy Skills Average Percentage Correct Scores of Sub-Tasks by Gender



Source: IDELA Baseline Study Data, 2023 (n =1519)

The zero in Letter ID for both boys and girls is a severe issue and requires immediate attention. This foundational skill is crucial for literacy development and suggests a systemic issue that needs to be addressed urgently. Both genders also show relatively lower scores in Expressive Vocabulary, which is crucial for effective communication and further learning. The small variations between boys and girls in other sub-tasks like Print Awareness and Writing are noteworthy but not significantly different to warrant gender-specific interventions. In summary, the baseline results show that while there are some strengths in areas

like Oral Comprehension, the zero scores in Letter ID for both genders and low scores in foundational skills like Letter Sound and Expressive Vocabulary are alarming. These issues point to a need for comprehensive educational interventions that can address these gaps effectively, regardless of gender.

3.3.3.3 Literacy skills average percentage correct scores of sub-tasks by Age

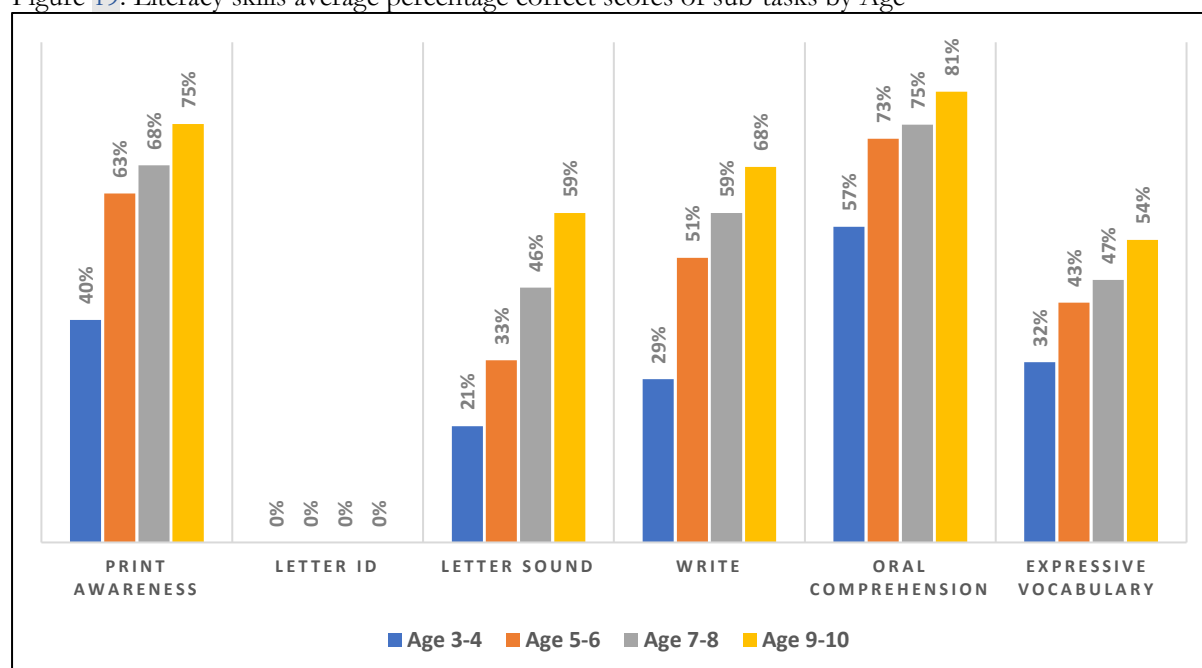
The baseline results for emergent literacy skills by age groups, ranging from 3-4 to 9-10 years, reveal interesting patterns in developmental progress. Across the board, it's apparent that the skills tend to improve with age (see Figure 19). However, certain areas require urgent attention. The youngest age group, those aged 3-4, understandably have the lowest scores across all sub-tasks. They perform best in Oral Comprehension at 57%, indicating a reasonably good grasp of spoken language. Other areas like Print Awareness, Writing, and Letter Sound are quite underdeveloped, standing at 40%, 29%, and 21% respectively. Expressive Vocabulary is also low at 32%, and Letter ID is non-existent at 0%.

Children in the age group 5-6 show marked improvements, particularly in Oral Comprehension, which is at 73%. Print Awareness also crosses the halfway mark, registering at 63%. Writing skills improve to 51%, and Expressive Vocabulary also sees a modest bump to 43%. However, Letter ID remains at 0%, and Letter Sound is still low at 33%.

For 7-8-year-olds, the improvements continue. All skills except for Letter ID (which perplexingly remains at 0%) show scores above 45%. Oral Comprehension is at a strong 75%, and Writing skills also climb up to 59%. Letter Sound sees a substantial increase, reaching 46%.

The 9-10 age group shows the highest scores, naturally, with Oral Comprehension leading at 81%. All other skills—Print Awareness, Writing, and Letter Sound—show robust growth, scoring above 59%. Expressive Vocabulary also reaches a respectable 54%. However, Letter ID still stands at 0%, which is particularly alarming given the age group.

Figure 19: Literacy skills average percentage correct scores of sub-tasks by Age



Source: IDELA Baseline Study Data, 2023 (n =1519)

The consistency of a 0% score in Letter ID across all age groups is deeply concerning and indicates a significant gap in the educational approach to literacy. This foundational skill is vital for the development of literacy and requires urgent intervention. Across the age groups, Oral Comprehension tends to be the

strongest sub-task, indicating effective oral language development. Overall, while the gradual improvement with age is encouraging, the persistent 0% in Letter ID and lower scores in foundational skills like Letter Sound and Expressive Vocabulary across all ages point to the need for targeted educational interventions.

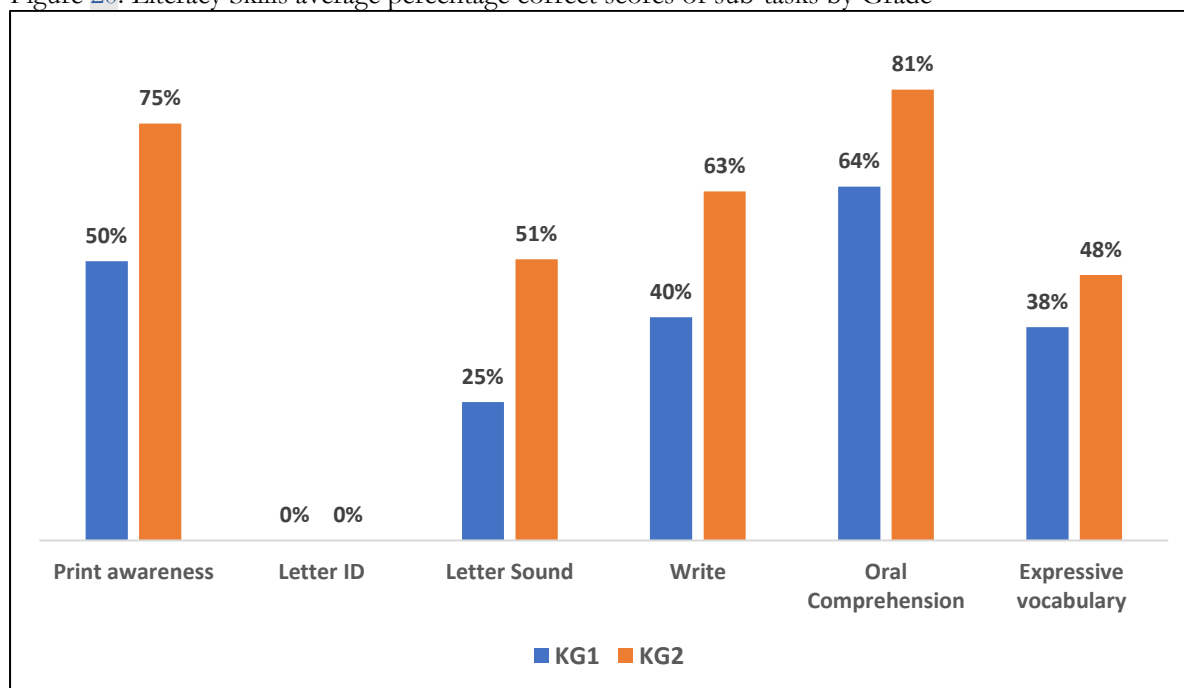
3.3.3.4 Literacy skills average percentage correct scores of sub-tasks by Grade

The baseline results for emergent literacy skills by kindergarten grades (KG1 and KG2) demonstrate some notable trends and disparities that deserve attention.

In KG1, the scores are relatively low across most sub-tasks, with the exception of Oral Comprehension, which stands at a respectable 64%. This suggests that children in this grade have a reasonable understanding of spoken language but have not yet developed other foundational literacy skills. For instance, Print Awareness is at 50%, and Writing skills are even lower at 40%. The Expressive Vocabulary is also modest at 38%. However, the most glaring issue is the 0% in Letter ID and a mere 25% in Letter Sound, pointing towards a critical gap in these vital areas (see Figure 20). There is a substantial increase in scores when we move to KG2. Oral Comprehension is particularly high, at an impressive 81%, indicating that by this stage, children are much more proficient in understanding spoken language. Writing skills also see a significant jump to 63%, and Print Awareness climbs to 75%. Expressive Vocabulary, although still requiring improvement, reaches 48%. Like the previous grade and age groups, Letter ID remains at a concerning 0%. However, Letter Sound does see an improvement, rising to 51%.

As with the age-group data, the Letter ID score of 0% across both grades is a significant concern and highlights an area requiring immediate educational intervention. While the improvement from KG1 to KG2 is quite pronounced in most sub-tasks, foundational literacy skills like Letter Sound and Expressive Vocabulary could still use targeted support. The data suggests that while oral comprehension skills are developed reasonably well by the time children reach KG2, there are evident gaps in foundational literacy skills, especially in Letter ID. As children progress from KG1 to KG2, it would be beneficial to focus on improving these specific areas to ensure a more well-rounded literacy development.

Figure 20: Literacy Skills average percentage correct scores of sub-tasks by Grade

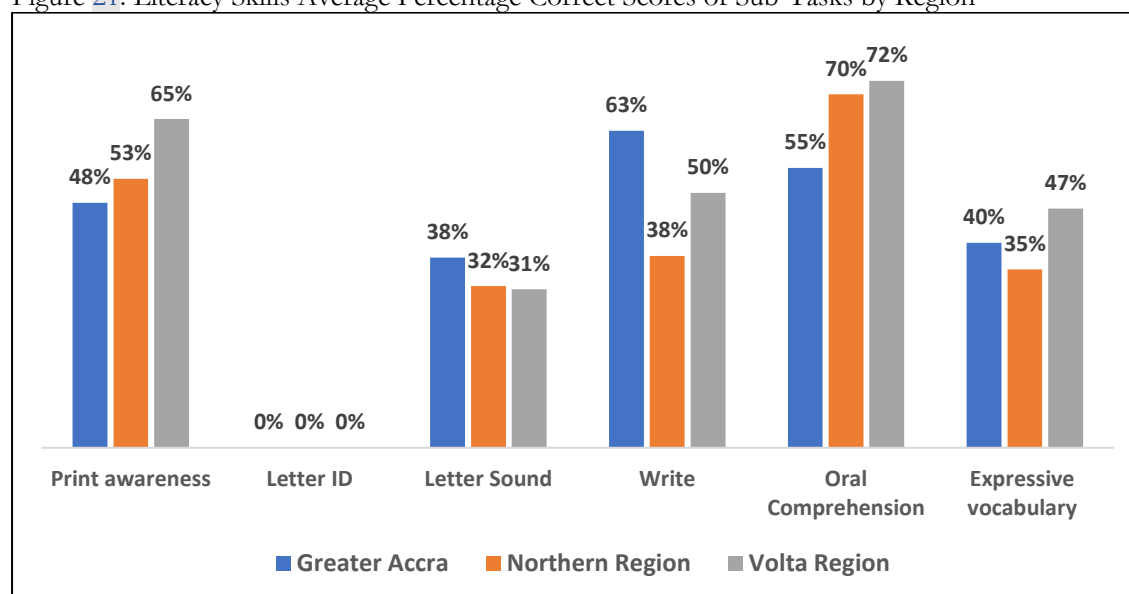


Source: IDELA Baseline Study Data, 2023 (n =1519)

3.3.3.5 Literacy Skills Average Percentage Correct Scores of Sub-tasks by Region

The baseline data for Emergent Literacy skills across Greater Accra, Northern Region, and Volta Region present a varied landscape in early childhood literacy development. Volta Region leads in most categories, particularly in Print Awareness (65%), Oral Comprehension (72%), and Expressive Vocabulary (47%) (see Figure 21). These high scores indicate a strong foundation in recognizing print materials and understanding spoken language, which are essential elements of literacy development.

Figure 21: Literacy Skills Average Percentage Correct Scores of Sub-Tasks by Region



Source: IDELA Baseline Study Data, 2023 (n =1519)

However, it is striking that all three regions scored 0% in Letter Identification, which is a critical skill for early literacy. This zero score universally points to a significant gap in educational programming or assessment for this essential skill. Both Greater Accra and the Northern Region lag behind Volta Region in most other categories. Of note is the Northern Region's strong performance in Oral Comprehension (70%), which contrasts sharply with their lower scores in other literacy skills like Write (38%) and Expressive Vocabulary (35%). Greater Accra shows particular weakness in Print Awareness (48%) and Expressive Vocabulary (40%), but has a somewhat balanced performance in Write (63%). These inconsistencies within and across regions suggest the need for more targeted educational interventions to address specific gaps in emergent literacy skills.

3.3.3.6 Literacy Skills average percentage correct scores of Sub-tasks ECD Districts

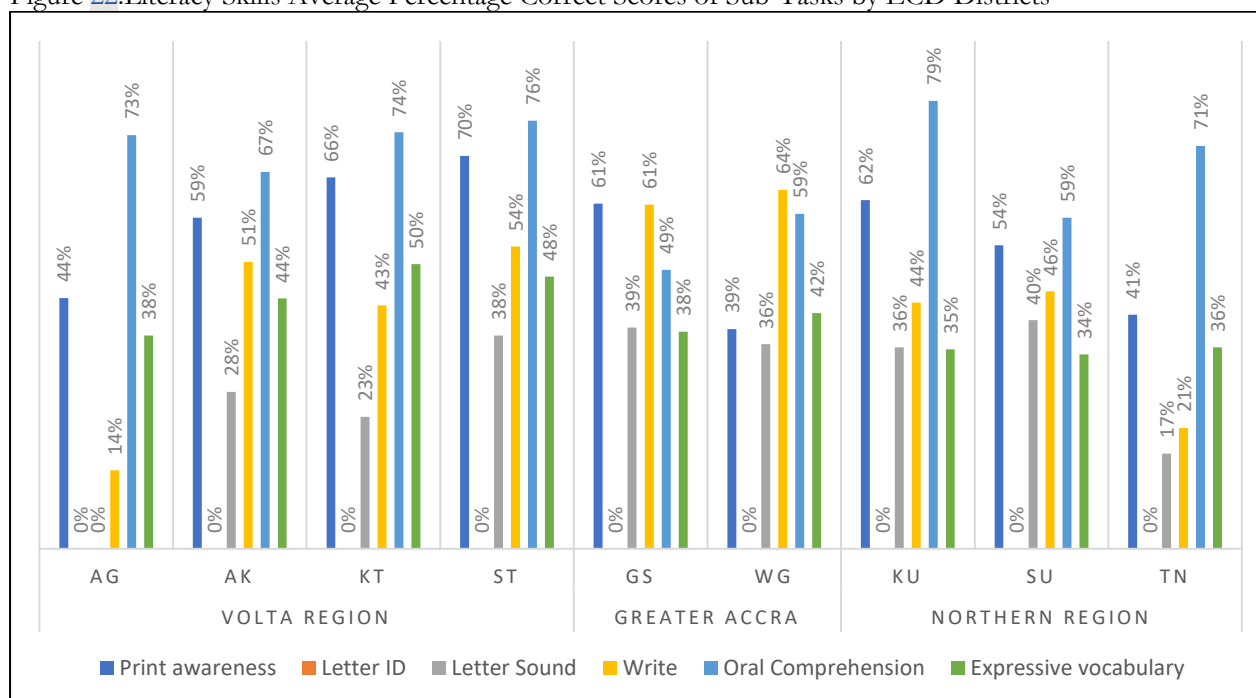
Literacy Skills Across ECD Districts in Volta Region

In the Volta Region, the ECD Districts show varying degrees of performance in Emergent Literacy skills, revealing both strengths and areas in need of improvement.

South Tongu (ST) district stands out as the most proficient district, scoring the highest in Print Awareness (70%), Letter Sound (38%), Write (54%), Oral Comprehension (76%), and Expressive Vocabulary (48%). This suggests a generally strong foundation in literacy-related skills. Keta (KT) District follows closely, with particularly high marks in Oral Comprehension (74%) and a balanced performance in other areas like Print Awareness (66%) and Write (43%) (see Figure 22). On the other hand, Anloga seems to be the district with the most significant challenges, with a mere 14% in Write and zero percent in Letter ID and Letter Sound. Even though it scored fairly well in Oral Comprehension (73%), the disparities between this and other sub-tasks indicate severe gaps that need targeted intervention. The universal 0% in Letter ID across all districts is particularly alarming and suggests a systemic issue in the region's educational framework for early literacy.

Overall, the data points to the need for tailored literacy programs that can cater to the specific needs and weaknesses observed in each district.

Figure 22: Literacy Skills Average Percentage Correct Scores of Sub-Tasks by ECD Districts



Source: IDELA Baseline Study Data, 2023 (n =1519)

Literacy Skills Across ECD Districts in Greater Accra

The baseline results for Emergent Literacy skills in Greater Accra's ECD Districts, Ga South and Weija Gbawie indicate both unique strengths and critical areas in need of immediate attention.

In the Ga South (GS) district, the most notable strength lies in Print Awareness, with a score of 61%. This suggests that children in this area have a relatively solid understanding of the fundamentals of text layout, orientation, and other introductory reading skills. The Write and Oral Comprehension scores are also above average, at 61% and 49%, respectively, indicating moderate capabilities in these areas. However, there are clear gaps as well. The district scored zero in Letter ID, meaning children are not able to identify letters, which is a foundational literacy skill. Furthermore, the Expressive Vocabulary score stands at 38%, which implies challenges in using a rich and varied vocabulary (see Figure 22).

In Weija Gbawie (WG) district, the Write (64%) and Oral Comprehension (59%) categories showed promising results, implying better skills in these areas compared to Ga South. This suggests that the children in WG have a better grasp of writing skills and can comprehend oral instructions or stories to a better extent. However, WG has a significant gap in Print Awareness, with only a 39% score, suggesting issues with the fundamental understanding of how print works. Similar to Ga South, the district also scored a zero in Letter ID, a gap that indicates foundational literacy issues and a crucial area for intervention (see Figure 22). The common zero score in Letter ID for both districts is a significant red flag, raising concerns about the overall literacy instruction framework in Greater Accra. This is a fundamental skill that should be mastered early, and its absence indicates a systemic issue that requires immediate and targeted intervention. Overall, while both districts show strengths in certain aspects of literacy, they also display clear weaknesses in foundational skills, emphasizing the need for a holistic, tailored approach to improve emergent literacy across the Greater Accra region.

Literacy Skills Across ECD Districts in Northern Region

The baseline results for emergent literacy skills in the ECD Districts of the Northern Region—KU (Kunbumbu), SU (Savelugu), and Tolon district (TN)—present a nuanced picture with both positive elements and areas for concern.

In Kunbumbu District, Oral Comprehension stands out with a remarkable score of 79%, suggesting children here have an excellent grasp of understanding spoken words, phrases, or stories. This is an encouraging sign that could be a foundation for further literacy development. However, the district has a zero score in Letter ID, a critical gap that needs immediate attention, as it is a fundamental building block for literacy. The district's scores for Print Awareness and Write are above average, at 62% and 44% respectively, while Expressive Vocabulary is on the lower end at 35% (see Figure 22).

In Savelugu district, Oral Comprehension is again strong, although not as high as in Kunbumbu, at 59%. Print Awareness and Write are moderately above average at 54% and 46%, respectively. Similar to Kunbumbu, Savelugu also scored zero in Letter ID, indicating a severe gap in this foundational skill. Expressive Vocabulary is notably low at 34%, signalling a limited ability in using a varied and nuanced vocabulary (see Figure 22).

Tolon presents a more concerning picture overall, with lower scores across most sub-tasks. The district did excel in Oral Comprehension at 71%, but this positive aspect is counterbalanced by particularly low scores in Write (21%), Letter Sound (17%), and Print Awareness (41%) (see Figure 22). Most alarmingly, it shares the same zero score in Letter ID with the other districts, pointing to a broader systemic issue. Expressive Vocabulary stands at a low 36%, echoing similar limitations as observed in the other districts.

The zero score in Letter ID across all districts is a serious issue that warrants immediate investigation and intervention. This foundational literacy skill is crucial for building other reading and writing abilities and should be addressed as a priority. In summary, while some strengths exist in specific areas such as Oral Comprehension across the districts, there are glaring gaps in foundational literacy skills, particularly in Letter ID and Expressive Vocabulary. Targeted educational interventions are required to address these issues in the Northern Region's ECD districts.

3.3.4 Emergent Numeracy Skills

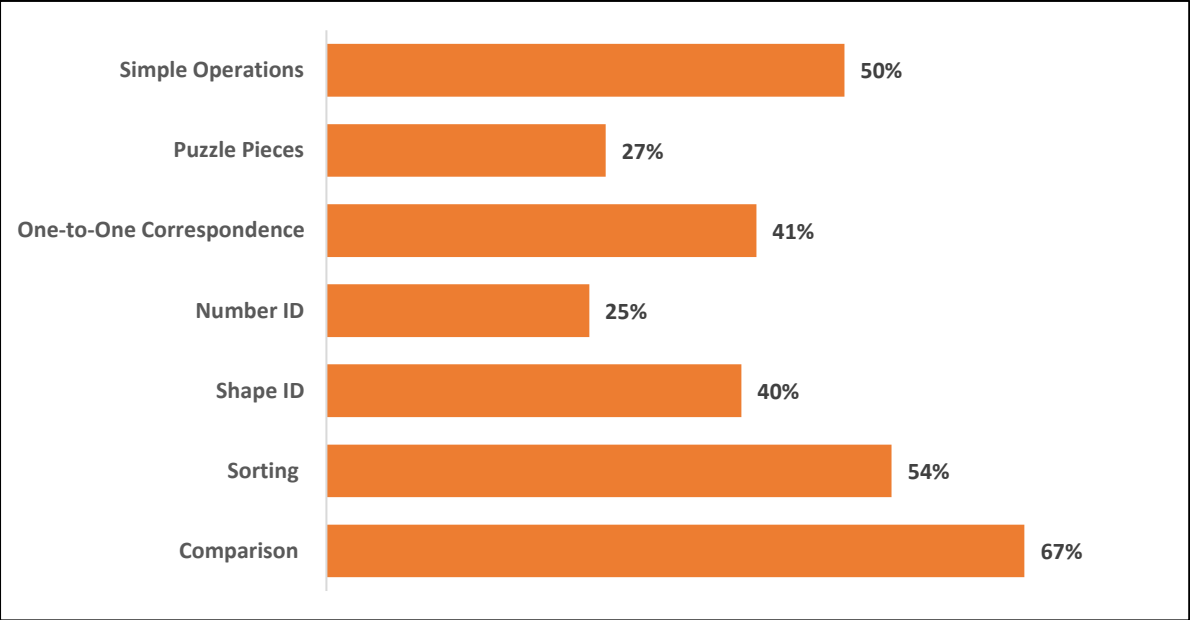
Emergent numeracy was assessed focusing on seven items which included; puzzle completion, simple operations (addition and subtraction), one-to-one correspondence, number identification (ID), shape identification (ID), sorting and classification and comparison by size and length. The baseline results for Emergent Numeracy skills, as captured through various sub-tasks, offer important insights into areas of strength and those in need of improvement among the assessed children.

3.3.4.1 Numeracy Skills Average Percentage Correct Scores by Sub-Tasks

The highest average percentage correct score was recorded in Comparison, with a 67% success rate. This suggests that children are relatively strong in comparing quantities, sizes, or other attributes. This skill is fundamental to understanding mathematical concepts and bodes well for the ability to handle more complex tasks in the future. The next highest score was observed in Simple Operations, with an average of 50%. This is a critical foundational skill for future arithmetic learning, and the 50% score indicates that there is some understanding of this concept. However, this also points to room for considerable improvement. The Sorting sub-task recorded a moderate score of 54%, indicating a mid-level competency in grouping objects based on certain characteristics like colour, shape, or size (see Figure 23). This is a foundational skill for understanding sets and classifications, a concept important in both mathematics and

science. One-to-One Correspondence and Shape ID received relatively similar scores, 41% and 40% respectively. These tasks evaluate crucial cognitive and mathematical skills, like recognizing shapes and understanding the basic principles of counting. These scores suggest that there is a need to focus on these basic mathematical building blocks.

Figure 23: Numeracy Skills Average Percentage Correct Scores by Sub-Tasks



Source: IDELA Baseline Study Data, 2023 (n =1519)

The Number ID sub-task garnered only 25% correct answers, signifying a clear area that needs significant improvement. Recognizing numbers is a fundamental skill for any further learning in mathematics. A low score in this area could hinder the development of more advanced numerical abilities. The lowest average percentage correct was for Puzzle Pieces, with a score of just 27%. This task often relates to spatial awareness and problem-solving skills, which are important for understanding geometry and more complex mathematical problems later on. Overall, the baseline results highlight some key strengths in comparison and simple operations but reveal critical areas for development, particularly in number identification and spatial skills. Interventions may be needed in these specific areas to ensure balanced and holistic mathematical development for the children being assessed.

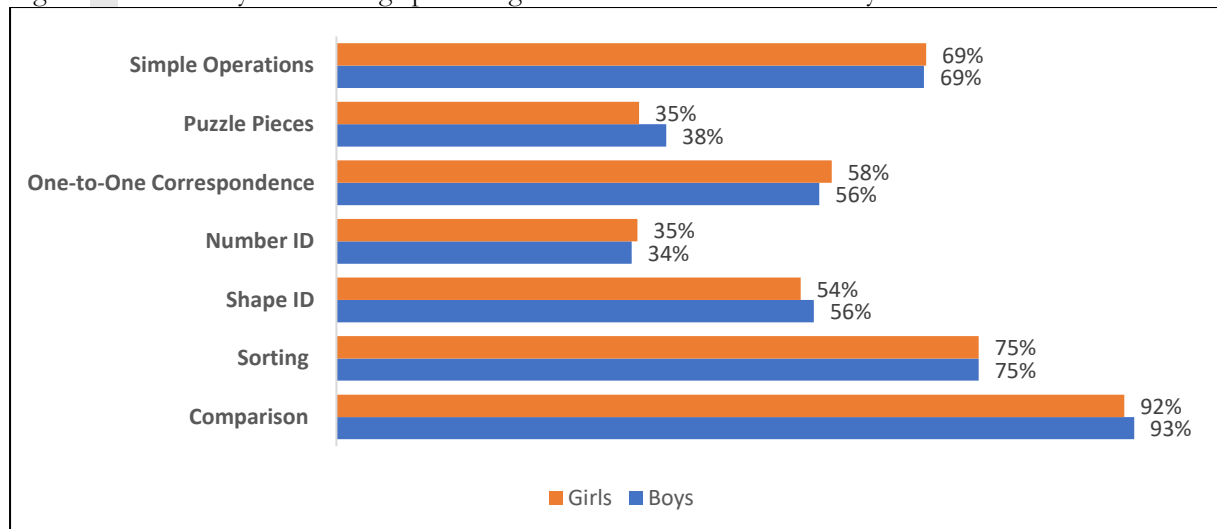
3.3.4.5 Numeracy skills average percentage correct scores of sub-tasks by Gender

The data suggests that boys and girls perform relatively similarly across all sub-tasks in emergent numeracy, which is an encouraging sign of gender parity in these particular educational outcomes. Both genders excel in the Comparison sub-task, with boys scoring 93% and girls closely following at 92% (see Figure 24). This high level of performance indicates that both boys and girls are proficient at contrasting and comparing objects or numbers.

Sorting is another area where both genders perform well, each scoring 75%. This suggests that the ability to categorize and arrange items based on particular attributes is well-developed in both boys and girls. Simple Operations also show no significant gender difference, with both groups scoring 69%, indicating a relatively solid grasp of basic arithmetic tasks.

Shape ID shows a slight divergence, but not by much: boys are at 56% and girls at 54%. While this difference is minor, it is worth noting that both groups could benefit from targeted improvement in this area. One-to-One Correspondence also shows a similar performance between genders: 56% for boys and 58% for girls. Again, although the scores are relatively moderate, there's room for improvement.

Figure 24: Numeracy skills average percentage correct scores of sub-tasks by Gender



Source: IDELA Baseline Study Data, 2023 (n =1519)

The most noticeable disparities appear in Number ID and Puzzle Pieces, although these are still marginal. Boys score 34% in Number ID compared to 35% for girls. In Puzzle Pieces, boys have a slight edge with 38% compared to 35% for girls. Both of these sub-tasks seem to be challenging for both genders, indicating potential areas for targeted educational intervention. In summary, boys and girls in this dataset show a strikingly similar level of emergent numeracy skills across all sub-tasks. While this is a positive indicator for gender equity in education, it also underscores that there are universal areas, such as Number ID and Puzzle Pieces, where both could benefit from additional instructional support.

3.3.4.6 Numeracy skills average percentage correct scores of sub-tasks by Age

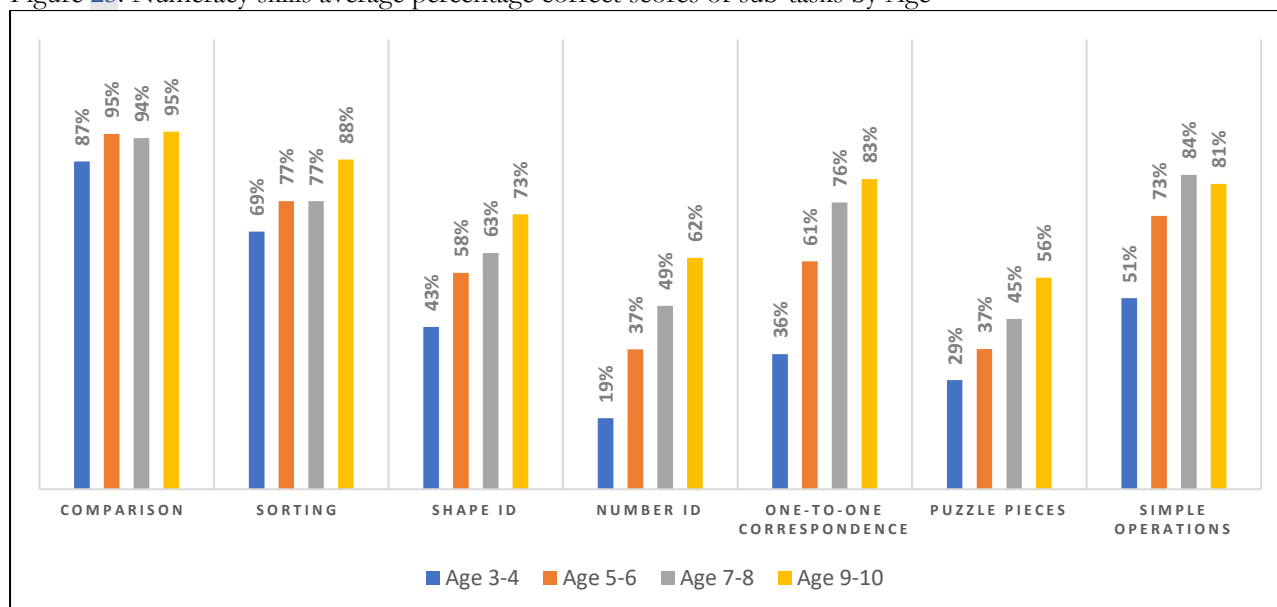
In examining the emergent numeracy skills by age, the data provides a compelling narrative of developmental growth across various skillsets. For the youngest age group, 3-4 years old, the scores are predictably lower across all sub-tasks, with the highest being in Comparison at 87%. The ability to compare seems to develop early, but there are significant gaps in other areas such as Number ID (19%) and Puzzle Pieces (29%) (see Figure 24). This suggests that these specific skills might not yet be fully developed or may require more complex cognitive abilities that are generally not expected at this age. Sorting is another task where young children appear to be progressing well, scoring a respectable 69%.

The 5-6 age group shows a marked improvement in all sub-tasks. Comparison rises to 95%, and Sorting to 77%. This indicates a consolidation of earlier learning. Number ID is still relatively low at 37%, although it does show an 18-percentage point increase from the 3-4 age group. Simple Operations also make a big leap, moving to 73% from 51% in the previous age group.

For children aged 7-8, the improvements continue, albeit at a slower rate. Their ability to identify shapes grows significantly, reaching 63%, and Simple Operations jump to a striking 84%. One-to-One Correspondence also improves substantially, suggesting that children in this age group are becoming increasingly proficient in linking sets of items together.

The 9-10 age group shows the highest levels of proficiency. Their scores are generally above 80%, with Sorting and Comparison rising to 88% and 95% respectively. Notably, Number ID and Puzzle Pieces, which have been lower across all age groups, also show the most significant jumps, reaching 62% and 56% respectively. This suggests that by the age of 9-10, most children have developed a comprehensive skill set in emergent numeracy.

Figure 25: Numeracy skills average percentage correct scores of sub-tasks by Age



Source: IDELA Baseline Study Data, 2023 (n =1519)

In summary, the data clearly indicates a positive trend in emergent numeracy skills as children age. While foundational skills like Comparison and Sorting are well-developed even in younger children, more complex skills like Number ID and Simple Operations see significant improvements as children grow older. These insights can be crucial for educational planning, as they point out where interventions may be most needed.

3.3.4.7 Numeracy skills average percentage correct scores of sub-tasks by Grade

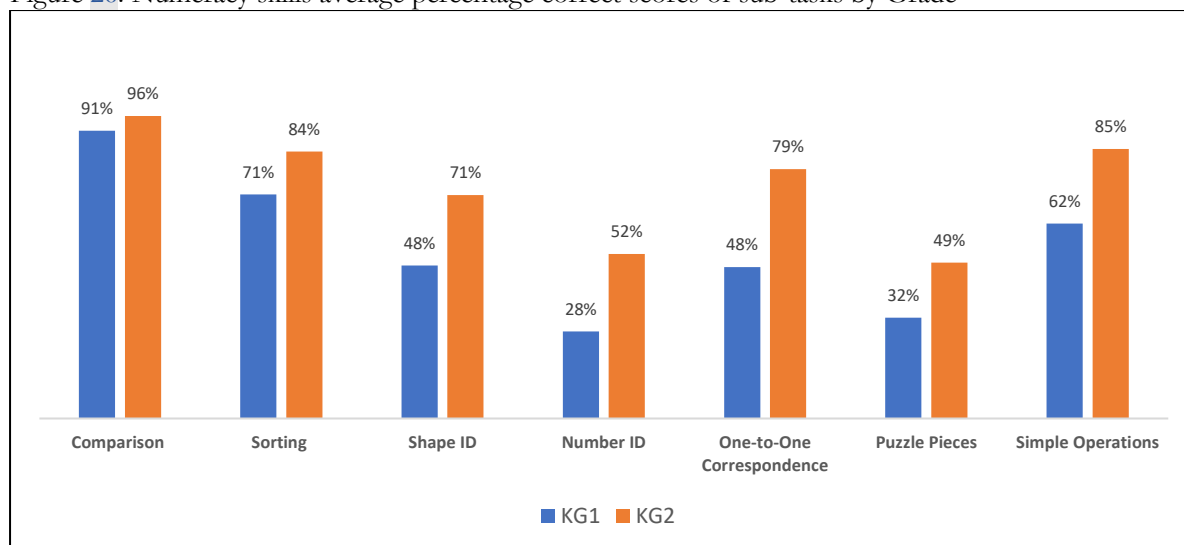
The data on emergent numeracy skills by grade level, specifically KG1 and KG2, underscores the substantial development that occurs between these two grades. The progression in numeracy skills is evident across all sub-tasks, further strengthening the argument for the positive impact of early childhood education.

Starting with KG1, the students appear to excel in tasks like Comparison (91%) and Sorting (71%). These higher scores indicate that the foundational aspects of numeracy such as comparing and sorting objects by their characteristics are generally well-grasped at this early stage. However, more complex sub-tasks like Number ID (28%) and Puzzle Pieces (32%) are notably lower, suggesting these areas may require more focus at this educational stage (see Figure 26).

In contrast, by KG2, there is a marked increase in proficiency across all areas. Comparison and Sorting scores escalate to an impressive 96% and 84% respectively, showing that these basic skills are almost universally mastered by the end of the kindergarten phase. More intriguing are the leaps made in other areas. For instance, Shape ID jumps from 48% in KG1 to 71% in KG2, while One-to-One Correspondence surges from 48% to 79%. Simple Operations also see a significant jump, moving to an astounding 85% from 62% in KG1.

This growth across a range of skills between KG1 and KG2 suggests that the kindergarten curriculum is highly effective in fostering numeracy development. The data shows almost uniform improvement, and by the time students are ready to leave kindergarten, they have strong foundational skills in numeracy across a variety of sub-tasks.

Figure 26: Numeracy skills average percentage correct scores of sub-tasks by Grade



Source: IDELA Baseline Study Data, 2023 (n =1519)

The grade-level analysis offers valuable insights for curriculum design and educational interventions. Areas that are weak in KG1, like Number ID and Puzzle Pieces, may benefit from targeted educational activities. Conversely, the strengths in the KG2 data show what can be achieved with focused educational programming. Therefore, this baseline information is immensely useful for educational planners and stakeholders in understanding where to channel resources and attention.

3.3.4.2 Numeracy skills average percentage correct scores by sub-tasks and Region

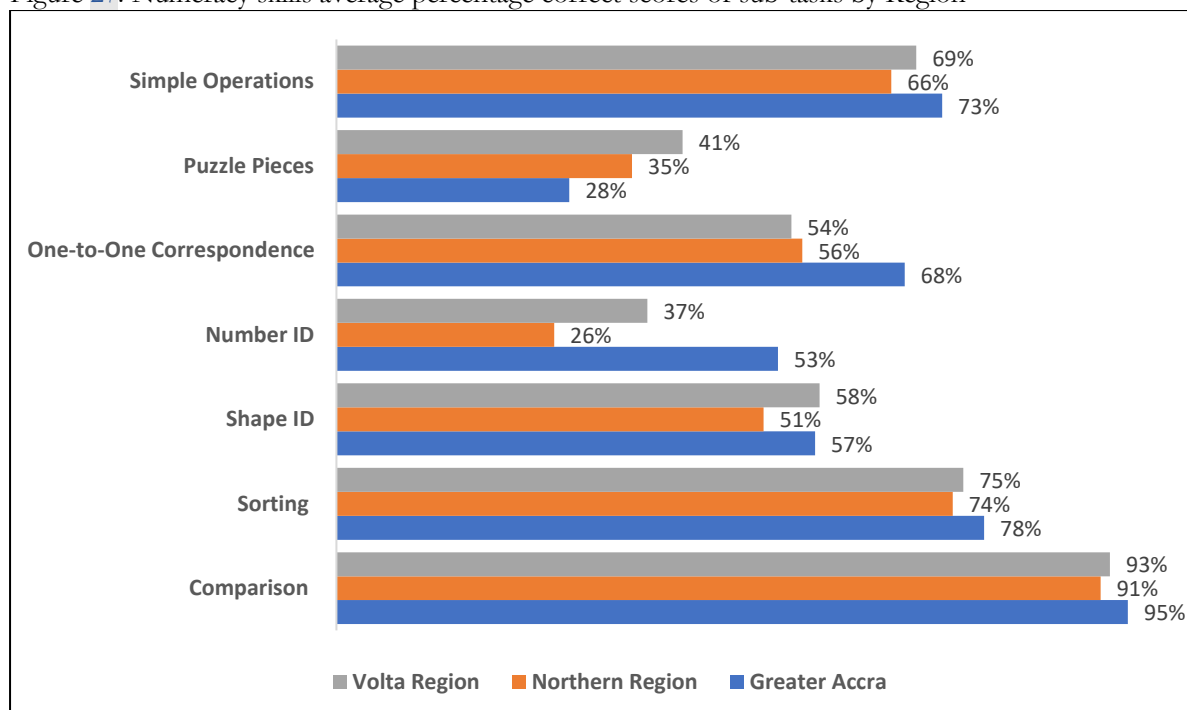
The regional breakdown of the Emergent Numeracy skills assessment provides an in-depth view of the strengths and weaknesses in each area, revealing notable differences among the three regions: Greater Accra, Northern Region, and Volta Region. All three regions displayed exceptional proficiency in the Comparison sub-task, with Greater Accra leading at 95%, followed closely by Volta Region at 93% and Northern Region at 91% (see Figure 27). This suggests that this skill is robustly developed across all assessed regions.

Sorting skills were also strong across all regions but slightly more so in Greater Accra, which recorded a 78% average correct score. The Northern and Volta Regions were not far behind with 74% and 75% respectively, indicating a generally well-developed ability to sort items based on specific characteristics. Shape identification had more varied results, with Greater Accra leading at 57% and Volta Region following closely at 58%. The Northern Region had a lower score of 51%, signalling that there might be room for improvement in this fundamental area.

Greater Accra led in one-to-one correspondence skills with 68%, while the Northern and Volta Regions lagged behind with 56% and 54% respectively. This is an essential skill for understanding the basics of counting and quantity, and the lower scores in the Northern and Volta Regions could indicate a need for more focused educational interventions. The most significant regional disparity was seen in Number ID. Greater Accra had a 53% average correct score, far ahead of the Northern Region's 26% and Volta Region's 37%. The notably lower scores in the latter two regions indicate a critical area for improvement.

Simple operations also saw decent scores across the board, ranging from 66% in the Northern Region to 73% in Greater Accra. The Volta Region also posted a commendable 69%, demonstrating a moderate level of skill in basic arithmetic operations. **Puzzle Pieces** was the weakest sub-task across all regions, though the Volta Region performed the best at 41%. Greater Accra lagged notably in this area with a 28% average correct score, even though it led in other areas. Northern Region managed a 35% score, suggesting that spatial awareness and problem-solving skills need focused attention across all regions (see Figure 22).

Figure 27: Numeracy skills average percentage correct scores of sub-tasks by Region



Source: IDELA Baseline Study Data, 2023 (n =1519)

Overall, the regional disparities in Emergent Numeracy skills indicate specific areas for targeted intervention. While basic skills like comparison and sorting appear well developed across regions, number identification and spatial skills such as puzzle-solving require immediate attention, especially in the Northern and Volta Regions. This data is invaluable for RTP to collaborate with stakeholders in education delivery to tailor educational strategies to meet regional needs effectively.

3.3.4.4. Numeracy skills average percentage correct scores of sub-tasks by ECD Districts

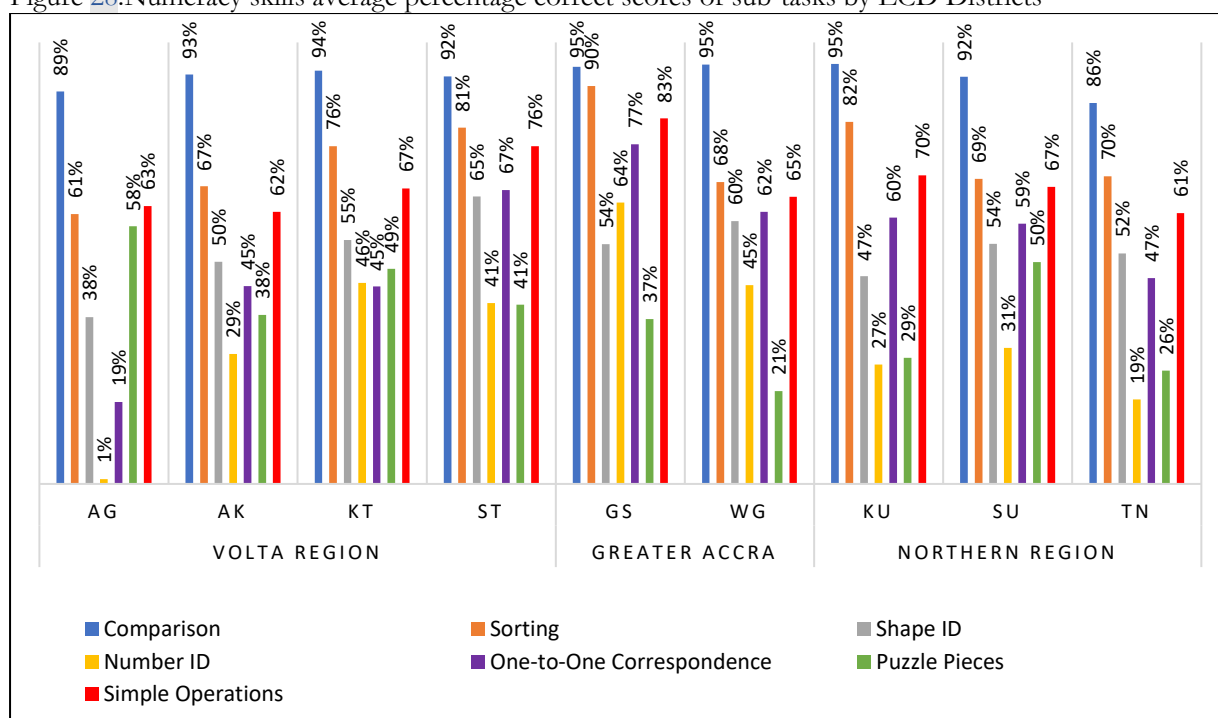
The Emergent Numeracy skills baseline data across the ECD districts in the region highlights some distinct patterns and areas for improvement. These trends are crucial for understanding how early childhood education could be adapted to meet specific needs across different locations (see Figure 28).

Numeracy skills average percentage correct scores of sub-tasks by ECD Districts in the Volta Region

In the Volta Region, the Anloga (AG) district has shown strong proficiency in comparison skills, scoring an impressive 89%. However, the district seriously lags in Number Identification, where the score is just 1%, and One-to-One Correspondence at 19%, both of which are alarmingly low. Sorting and Simple Operations hover around average, with scores of 61% and 63% respectively. While Puzzle Pieces come in at 58%, Shape ID needs attention at 38%. These critical areas need immediate intervention to bring children up to speed in Anloga (see Figure 28).

In contrast, the Akatsi (AK) district fares well in the area of Comparison with 93%. Sorting at 67% and Simple Operations at 62% seem to be in relatively good shape but could benefit from focused educational programs. Number ID and One-to-One Correspondence, at 29% and 45%, respectively, are concerning and call for targeted interventions. The district's lowest score is in Puzzle Pieces at 38%, suggesting that spatial reasoning skills need improvement. The Keta (KT) district excels in Comparison, scoring a high 94%. Sorting also performs above average with a score of 76%. However, Shape ID, One-to-One Correspondence, and Puzzle Pieces all hover around 45% to 55%, pointing to the need for more balanced educational programs. Number ID, while better than in other districts at 46%, still has room for improvement.

Figure 28: Numeracy skills average percentage correct scores of sub-tasks by ECD Districts



Source: IDELA Baseline Study Data, 2023 (n =1519)

Lastly, South Tongu (ST) exhibits high scores in Comparison and Sorting, with 92% and 81% respectively. While these scores are commendable, Number ID stands at just 41%, indicating a clear need for targeted educational programs. One-to-One Correspondence at 67% is promising but could use some improvement, and Puzzle Pieces at 41% highlight the need for developing spatial reasoning skills. Overall, across all districts, the skills in Comparison are strong, but there is a pressing need to address issues with Number Identification, Shape Identification, and One-to-One Correspondence. Special attention is required in the Anloga district, particularly in Number Identification. Spatial reasoning, measured through Puzzle Pieces, uniformly needs targeted interventions across the region. Programs focusing on these weaker areas can significantly boost the emergent numeracy skills of children in the Volta Region.

Numeracy Skills Average Percentage Correct Scores of Sub-tasks in ECD Districts in the Greater Accra Region.

In Ga South District (GS), the strengths are immediately evident with a remarkable 95% in Comparison and 90% in Sorting skills. These scores are indicative of a well-established foundational understanding in these areas. Simple Operations also impress with a high score of 83%, showcasing the district's aptitude in basic arithmetic tasks. One-to-One Correspondence is similarly strong at 77%. However, when it comes to spatial skills, represented by Puzzle Pieces, the district lags with a score of 37%. This is a crucial area that requires immediate attention and targeted educational programming. Shape ID and Number ID score a moderate 54% and 64% respectively, indicating there's room for focused improvement.

Weija Gbawie (WG) district, on the other hand, shows some disparity in skills. Similar to Ga South, the district excels in Comparison with a score of 95%. However, Sorting shows a considerable drop to 68%. Simple Operations are moderate at 65%, revealing that the district is somewhat balanced but could benefit from a boost in this area. One-to-One Correspondence stands at 62%, suggesting a need for improvement. Shape ID is at 60%, which is decent but requires attention. The most concerning aspect is Puzzle Pieces, which is just 21%, pointing to a significant gap in spatial reasoning skills. Number ID also leaves room for growth at 45%. In summary, while both districts in the Greater Accra Region perform exceptionally well in Comparison, there are disparities in other subtasks that need to be addressed. Ga South (GS) outperforms Weija Gbawie District (WG) in most areas but falls short in spatial skills as represented by Puzzle Pieces. In contrast, Weija Gbawie District (WG) faces challenges across multiple areas, most notably

in Puzzle Pieces and Number ID. Targeted educational interventions can help to strengthen these weaknesses and bring about a more balanced skill set in emergent numeracy for children in these districts.

Numeracy skills average percentage correct scores of sub-tasks in ECD Districts in the Northern Region

Kunbumgu (KU) District leads with high scores in Comparison (95%) and Sorting (82%), indicating a strong ability in classifying and contrasting objects or numbers. Simple Operations also scores well at 70%, suggesting a good understanding of basic arithmetic tasks. One-to-One Correspondence stands at 60%, which is moderate but could use some focused improvement. The area where Kunbumgu significantly lags is Number ID at 27% and Puzzle Pieces at 29%, signalling a substantial need for interventions in these areas. Shape ID is also relatively low at 47%, suggesting room for improvement.

Savelugu (SU) District also shows a robust performance in Comparison at 92%, but sees a drop in Sorting to 69%. Simple Operations are moderately well at 67%. One-to-One Correspondence and Shape ID are close to each other, at 59% and 54% respectively, indicating moderate proficiency but leaving room for improvement. Interestingly, Puzzle Pieces score better here at 50% when compared to other districts, although this still suggests a need for focused educational programming. Number ID is at a concerning 31%, highlighting a significant gap in number recognition skills.

Tolon (TN) District demonstrates the lowest overall performance among the three districts, although it has a respectable 86% in Comparison. Sorting and Simple Operations are fairly moderate, scoring 70% and 61% respectively. One-to-One Correspondence is at a lower 47%, and Shape ID is at 52%, both signalling a need for more targeted interventions. Puzzle Pieces and Number ID are particularly alarming, scoring at 26% and 19% respectively, which suggests a crucial need for educational support in these areas.

In summary, all districts in the Northern Region perform well in Comparison but display a varied performance in other sub-tasks. Kunbumgu (KU) generally outperforms the other two districts, but still falls short in Number ID and Puzzle Pieces. Savelugu (SU) presents a balanced profile but has notable weaknesses in Number ID. Tolon (TN) appears to be the most in need of comprehensive educational interventions, especially in the areas of Number ID and Puzzle Pieces. Addressing these gaps through targeted programs could significantly enhance the overall emergent numeracy skills among children in these districts.

3.4 Assessment of ECE Children in KG1 and KG2 who are Developmentally on Track in their SEL and Academic Learning

The IDELA baseline results for ECE children across both KG1 and KG2 grades provide a comprehensive understanding of their developmental progression in emergent skills. This analysis utilizes a grading system by the Ghana Ministry of Education that categorizes students' performance into six distinct categories, which offers a more granular view of where students stand in their development journey (Ministry of Education, National Pre-tertiary Education Curriculum Framework for developing subject curricula (2018).

Figure 29: Grading Procedure

Grade A:	80 - 100%	-	Excellent
Grade B:	70 - 79%	-	Very Good
Grade C:	60 - 69%	-	Good
Grade D:	45 - 59%	-	Credit (Satisfactory)
Grade E:	35 - 44%	-	Pass
Grade U	≤ 34%	-	Fail

Source: Ministry of Education, National Pre-tertiary Education Curriculum Framework for developing subject curricula (2018).

Table 6: Grading System Breakdown for Developmental Progress in Emergent Literacy

Grade Category	Score Range	Remark	Description
Grade A	80 - 100%	Excellent	Students who have not only met but exceeded the expected benchmarks. They demonstrate a profound understanding and mastery of emergent literacy concepts.
Grade B	70 - 79%	Very Good	Students have showcased a commendable grasp of literacy skills, standing out as high achievers, though not quite reaching the zenith of the 'Excellent' category.
Grade C	60 – 69%	Good	Represents students who have a firm foundation in emergent skill but may need more refinement to ascend to the higher categories.
Grade D	45 – 59%	Credit	Signifies students who have a basic understanding of emergent skill concepts and have crossed the midway point in performance. There's room for improvement to climb to higher performance tiers.
Grade E	35 – 44%	Pass	Students have just managed to meet the minimal developmental benchmarks in emergent skill and might require additional support and interventions to enhance their literacy skills further.
Grade U	≤ 34%	Fail	Consists of students who have not met the developmental standards in emergent skill, highlighting the need for immediate attention and tailored educational strategies.
% of Children on track in emergent skill (Pass-Excellent) (35%-100%)			Represents those scoring between 35%-100%. This range encapsulates everyone from the 'Pass' grade upwards, indicating students who are making satisfactory progress in their literacy journey.
% of Children not on track in emergent skill (Fail: ≤ 34%)			Showcases the segment of the student population that is currently not on track. This category underscores the students who need focused interventions to bolster their emergent literacy skills.

3.4.1 IDELA Total Results (Socio-Emotional, Literacy, and Numeracy Domains)

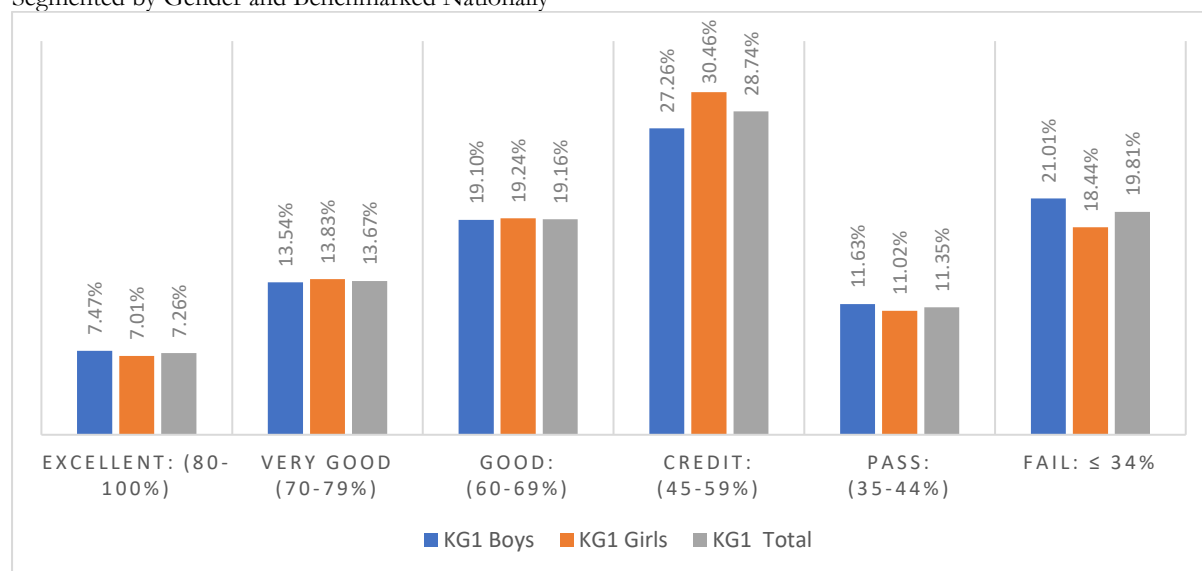
The initial years of schooling play an instrumental role in a child's academic trajectory and their overall personal development. Recognizing the gravity of these foundational stages, it becomes indispensable to closely inspect the IDELA baseline results for the learners. This will not only offer insights into their performance in socio-emotional, literacy, and numeracy domains but also highlight areas demanding immediate intervention.

3.4.1.1 Distribution of KG1 ECD Children in IDELA Across Socio-emotional, Literacy, and Numeracy Skills, Segmented by Gender and Benchmarked Nationally

The IDELA baseline results offer an in-depth understanding of KG1 ECD (Early Childhood Development) children's proficiency in a combination of socio-emotional, literacy, and numeracy skills. The results have been segmented by gender and benchmarked at the national level, which allows for a comprehensive gender-based comparison.

Excellent (80-100%): Out of the 1075 KG1 children evaluated, 78 children achieved an "Excellent" score, which is 7.26% of the total assessed. Within this elite bracket, boys showed a slightly better performance than girls: 43 out of 576 boys (7.47%) compared to 35 out of 499 girls (7.01%) achieved this score. In the Very Good (70-79%) category, 147 children, or 13.67% of KG1 students, attained the "Very Good" grade. Analysing by gender, 78 boys (13.54% of total boys) and 69 girls (13.83% of total girls) fall within this category. The percentages indicate that both genders showcased almost equal adeptness in this range (see Figure 30).

Figure 30: Distribution of KG1 ECD Children in IDELA Across Socio-emotional, Literacy, and Numeracy Skills, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

Good (60-69%): This category encompasses a notable 206 students, making up 19.16% of the cohort. Breaking down by gender, 110 boys (19.10%) and 96 girls (19.24%) earned this score. The gender disparity is negligible, suggesting a balanced performance from both boys and girls.

Credit (45-59%): This grade houses the most substantial number of students. 309 KG1 children or 28.74% of the total fall in the "Credit" range. Looking at gender specifics, 157 boys (27.26%)

and 152 girls (30.46%) are found in this bracket, with a marginally higher percentage of girls.

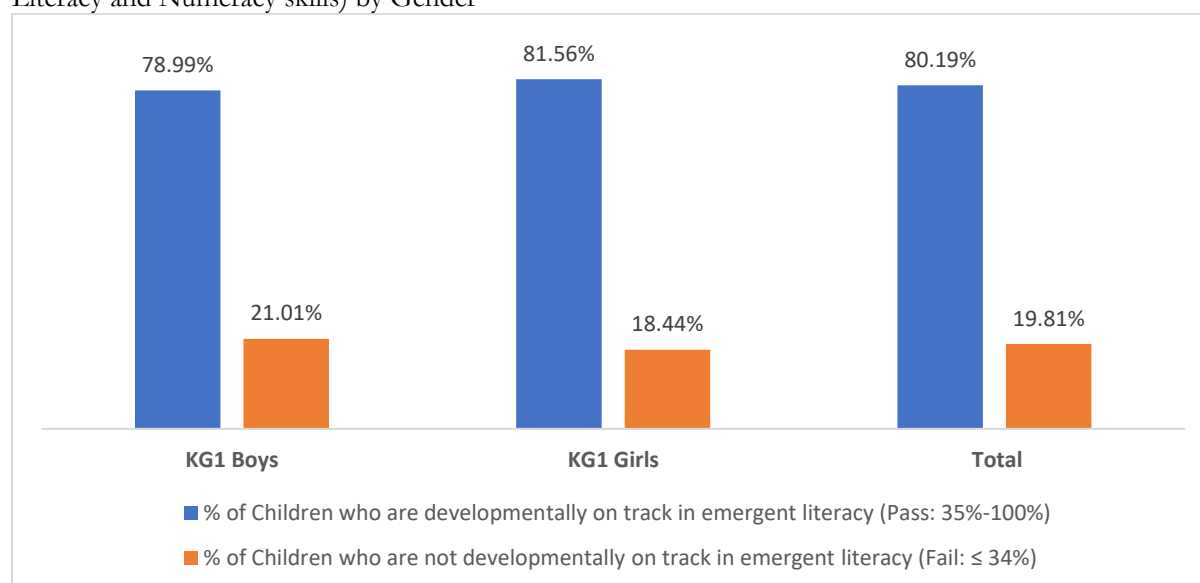
Pass (35-44%): 122 children, or 11.35% of the total, achieved a "Pass." In gender terms, 67 boys (11.63%) and 55 girls (11.02%) secured this score. The numbers hint at boys having a slight edge over girls in this bracket.

Fail ($\leq 34\%$): The data shows a concerning 213 students, or 19.81% of the total KG1 cohort, falling below the benchmark. Delving deeper into gender specifics, 121 boys (21.01%) and 92 girls (18.44%) are in this category. Boys display a slightly higher percentage in this low-performing segment (see Figure 30). In summary, the IDELA baseline results underscore the importance of understanding the varied learning needs of KG1 children. While there are promising figures in the higher performance categories, there remains a significant portion in the "Credit" and "Fail" grades. The gender distribution across all grades remains relatively balanced, which indicates the necessity for broad-based interventions rather than gender-specific initiatives.

3.4.1.1 Percentage of ECD Children in KG1 who are developmentally on track in IDELA total (Socio-emotional, Literacy and Numeracy skills) by Gender

The IDELA baseline results present a comprehensive breakdown of the developmental trajectory of KG1 children in terms of their combined socio-emotional, literacy, and numeracy skills. Out of the 576 boys in KG1, 455, equivalent to 78.99%, are deemed to be developmentally on track. This indicates that a significant majority of boys are meeting or surpassing the expected benchmarks across socio-emotional, literacy, and numeracy skills. The scenario is slightly better for girls. Of the 499 girls in KG1, 407, translating to 81.56%, are on the right developmental track. This suggests that girls are marginally outpacing boys in their overall development. Combining the results for both genders, 862 out of the 1075 KG1 students, which is 80.19%, are developmentally on track (see Figure 31). The consolidated figures underscore that a considerable chunk of KG1 children have met the standards in socio-emotional, literacy, and numeracy skills. The slight edge that girls have over boys is noteworthy and could be an indicator of the varying developmental paces or environments between genders.

Figure 31: % of ECD Children in KG1 who are developmentally on track in IDELA total (Socio-emotional, Literacy and Numeracy skills) by Gender



Source: IDELA Baseline Study Data, 2023

Unfortunately, 121 boys, which is 21.01% of the total boys in KG1, haven't reached the developmental benchmarks and are categorized as "Fail". The figure is slightly more optimistic for

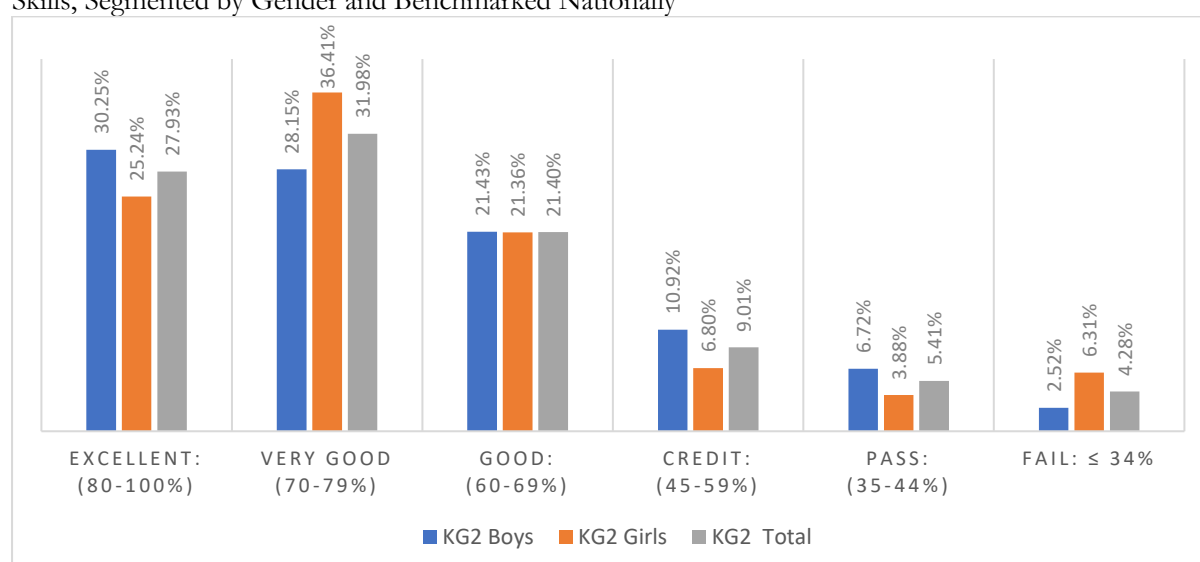
girls, with 92 of them, or 18.44%, not being on track. When the data from both genders is combined, 213 out of the 1075 KG1 students, amounting to 19.81%, aren't meeting the developmental standards (see Figure 31). In essence, while a sizeable proportion of KG1 students are progressing as expected, there's an evident group, nearly one-fifth of the cohort, that lags behind. This calls for targeted interventions to assist this segment. The minimal but consistent developmental edge that girls seem to have over boys across these indicators is also a point of reflection, suggesting a potential need for varied strategies to ensure equitable advancement for all children.

3.4.2 Distribution of KG2 ECD Children in IDELA Across Socio-emotional, Literacy, and Numeracy Skills, Segmented by Gender and Benchmarked Nationally

The IDELA baseline results offer a nuanced insight into the developmental stages of KG2 children based on their combined performance in socio-emotional, literacy, and numeracy skills. Here's a detailed analysis broken down by gender and national benchmarks.

Excellent (80-100%): Out of the 238 boys, 72 (or 30.25%) showcased an "Excellent" grasp over the skills, outperforming the benchmark by a substantial margin. The number is slightly lower for girls with 52 out of 206 (or 25.24%) achieving this top-tier status. Combining the results of both genders, 124 out of the 444 KG2 students (or 27.93%) fall into the "Excellent" category. In the **Very Good (70-79%)** category, 67 boys, equivalent to 28.15%, have been categorized as "Very Good". Surprisingly, girls surpass boys in this category with 75 or 36.41% falling into the "Very Good" range. An aggregate of 142 students, representing 31.98%, achieved a "Very Good" rating. With the **Good (60-69%)** category, 51 boys or 21.43% find themselves in the "Good" spectrum. The figures are almost identical for girls, with 44 or 21.36% being rated as "Good". 95 students, or 21.40% of the total, are rated "Good".

Figure 32: Distribution of KG2 ECD Children in IDELA Across Socio-emotional, Literacy, and Numeracy Skills, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

Credit (45-59%): 26 or 10.92% of the boys are in the "Credit" bracket. Girls lag slightly behind with only 14 or 6.80% making it to this category. In total, 40 students (or 9.01%) have achieved a "Credit" rating.

Pass (35-44%): Only 16 boys, translating to 6.72%, have managed a "Pass". An even smaller fraction of girls, 8 or 3.88%, have been rated as "Pass". A cumulative of 24 students, representing 5.41%, fall into the "Pass" category.

Fail ($\leq 34\%$): A minimal number of boys, 6 or 2.52%, couldn't make it past the threshold. The scenario is slightly more concerning for girls, with 13 or 6.31% not reaching the benchmark. A total of 19 students, amounting to 4.28%, did not meet the developmental standards.

In conclusion, while a significant majority of KG2 children are on track with their developmental milestones, as evidenced by the higher percentages in the top brackets, there are disparities between genders in certain categories, especially in the "Very Good" and "Fail" brackets. Such insights call for targeted interventions and a deeper understanding of potential underlying causes for these differences. The results underscore the importance of a balanced and comprehensive approach to early childhood education to ensure that all children achieve their full potential.

3.4.2.1 Percentage of ECD Children in KG2 who are developmentally on track in IDELA total (Socio-emotional, Literacy and Numeracy skills) by Gender

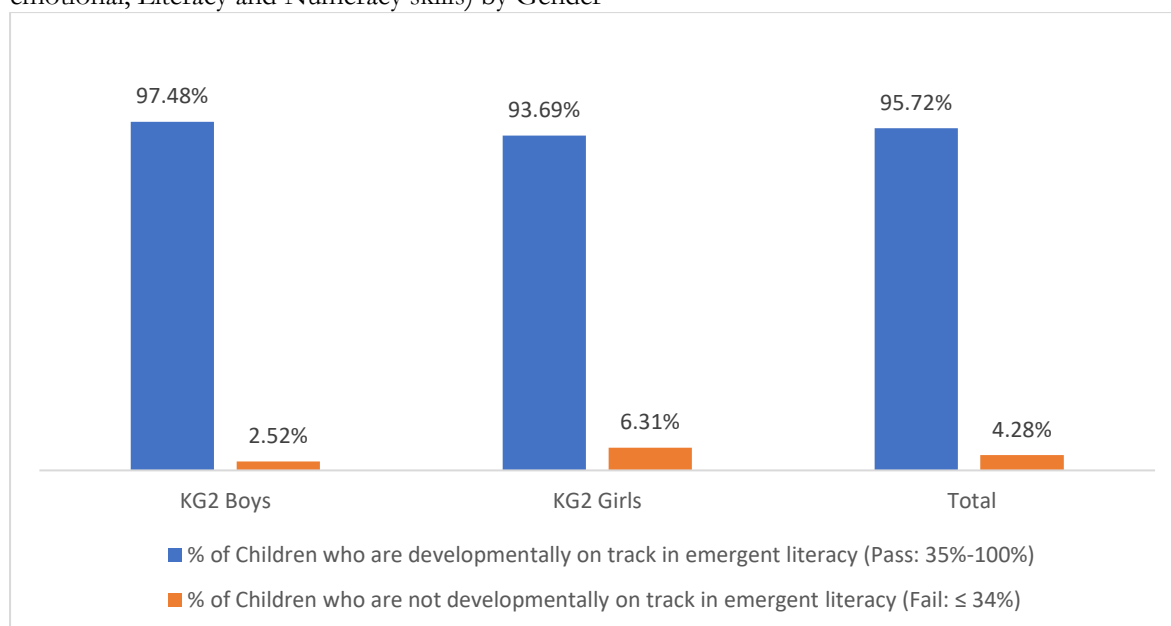
The IDELA baseline results for KG2 children highlight critical insights regarding their developmental progress in relation to the total skills assessment encompassing socio-emotional, literacy, and numeracy facets.

For KG2 boys, an encouraging 97.48% or 232 out of 238 are developmentally on track, securing scores between 35% and 100% in the IDELA total assessment. This signifies a robust majority showcasing substantial developmental growth. However, there remains a small segment, specifically 2.52% or 6 boys, who unfortunately haven't reached the developmental milestone, scoring 34% or lower (see Figure 33).

Similarly, among KG2 girls, a commendable 93.69% or 193 out of 206 demonstrated that they are developmentally on track by scoring within the 35%-100% range in the IDELA total assessment. This portrays a healthy developmental trajectory for the majority of the girls. Yet, there is a slightly larger proportion of girls, 6.31% or 13 individuals, who are lagging behind in their developmental milestones, not surpassing the 34% score mark.

Overall, when consolidating the data for both genders, the results are optimistic. An impressive 95.72% or 425 out of the total 444 children in the KG2 category are developmentally on par, achieving scores between 35% and 100%. This emphasizes the effectiveness of the prevailing developmental strategies for the majority. Nevertheless, there remains a minor but essential portion, 4.28% or 19 children, who are yet to meet the set developmental milestones, scoring 34% or lower. This calls for targeted interventions to address the developmental needs of this specific cohort.

Figure 33: Percentage of ECD Children in KG2 who are developmentally on track in IDELA total (Socio-emotional, Literacy and Numeracy skills) by Gender



Source: IDELA Baseline Study Data, 2023

The need for programming intervention becomes apparent when delving into these numbers. Every child, irrespective of their current developmental status, has the right to an education that caters to their unique needs and empowers them to reach their fullest potential. The 4.28% of the total children who are not on track, signify a gap in the current system. These children may be facing challenges or barriers that haven't been addressed by the existing programs, such as learning disabilities, socio-economic hindrances, or other personal factors.

By acknowledging this gap and recognizing the potential that lies in every child, there arises a pressing and undeniable case for a programming intervention. Targeted strategies can be developed to specifically cater to the needs of these children, ensuring that they too can thrive and achieve developmental milestones comparable to their peers. Implementing interventions now can have long-lasting positive ramifications, not only for these children but for society as a whole, as every child that is nurtured and supported contributes to a brighter and more inclusive future.

3.4.3 Distribution of KG1 & KG2 ECD Children in IDELA Across Socio-emotional, Literacy, and Numeracy Skills, Segmented by Gender and Benchmarked Nationally

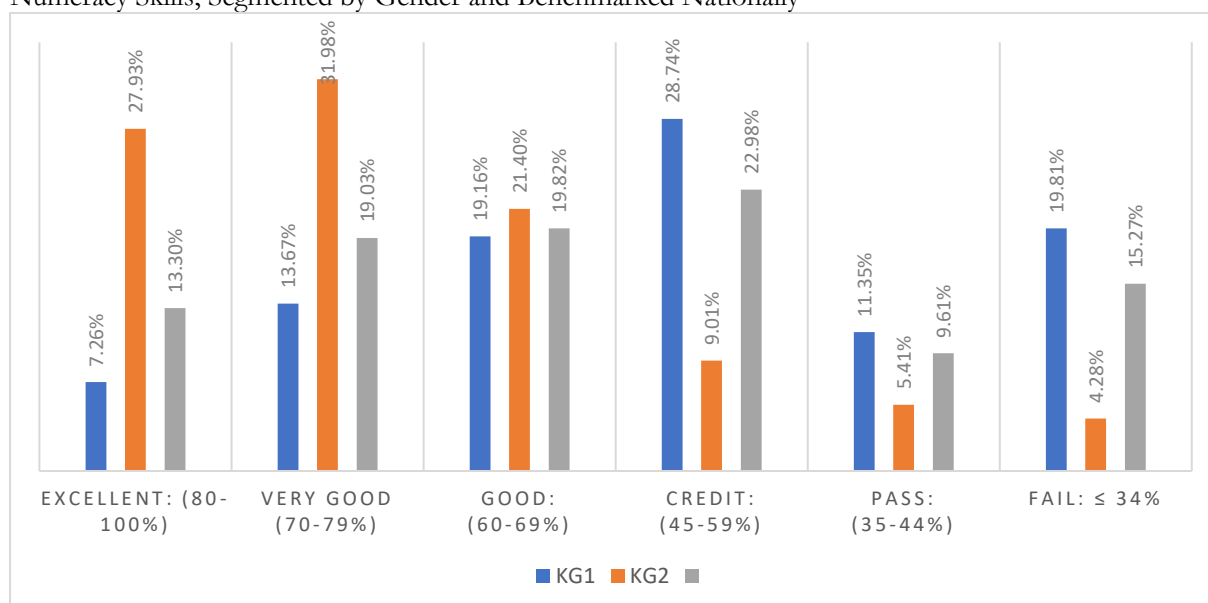
The IDELA baseline results offer a comprehensive view of KG1 and KG2 children's developmental competencies in socio-emotional, literacy, and numeracy skills. The results are categorized across national benchmarks, shedding light on the varied proficiency levels of children.

In KG1, a relatively small fraction, 78 children or 7.26%, showcase "Excellent" competencies in socio-emotional, literacy, and numeracy skills. Moving up the proficiency ladder, 147 children (13.67%) and 206 children (19.16%) fall under the "Very Good" and "Good" categories, respectively. A substantial 309 children, amounting to 28.74%, are in the "Credit" range, indicating a moderate understanding of the requisite skills. There are 122 children or 11.35% in the "Pass" category. A concerning aspect is that 213 children, equivalent to 19.81%, are not meeting the

benchmarks, falling into the "Fail" category. This suggests that nearly one in five KG1 students is lagging behind the expected developmental milestones.

For KG2, the proficiency levels exhibit marked improvement. A commendable 124 children or 27.93% fall into the "Excellent" category. A significant 31.98% (142 children) and 21.40% (95 children) lie within the "Very Good" and "Good" categories, respectively. The percentage of children in the "Credit" category drops substantially to 9.01% (40 children). There are 24 children or 5.41% in the "Pass" range. Most notably, only 19 children, amounting to 4.28%, are not on track, representing a significant reduction from KG1.

Figure 34: Distribution of KG1 & KG2 ECD Children in IDELA Across Socio-emotional, Literacy, and Numeracy Skills, Segmented by Gender and Benchmarked Nationally



IDELA Baseline Study Data, 2023

Across both KG1 and KG2, 13.30% of the children are performing excellently. The "Very Good" and "Good" categories consist of 19.03% and 19.82% of the students, respectively. The "Credit" category holds the highest percentage of 22.98%, suggesting many students have moderate proficiency levels. The combined "Pass" category comprises 9.61% of students. A cumulative 15.27% of students, encompassing both grades, are not meeting the developmental benchmarks.

Overall, the transition from KG1 to KG2 indicates considerable progress in students' socio-emotional, literacy, and numeracy skills. However, the data emphasizes the importance of targeted interventions, especially in KG1. It's pivotal to address the gaps in early developmental stages to ensure foundational skill acquisition as children advance in their educational journey.

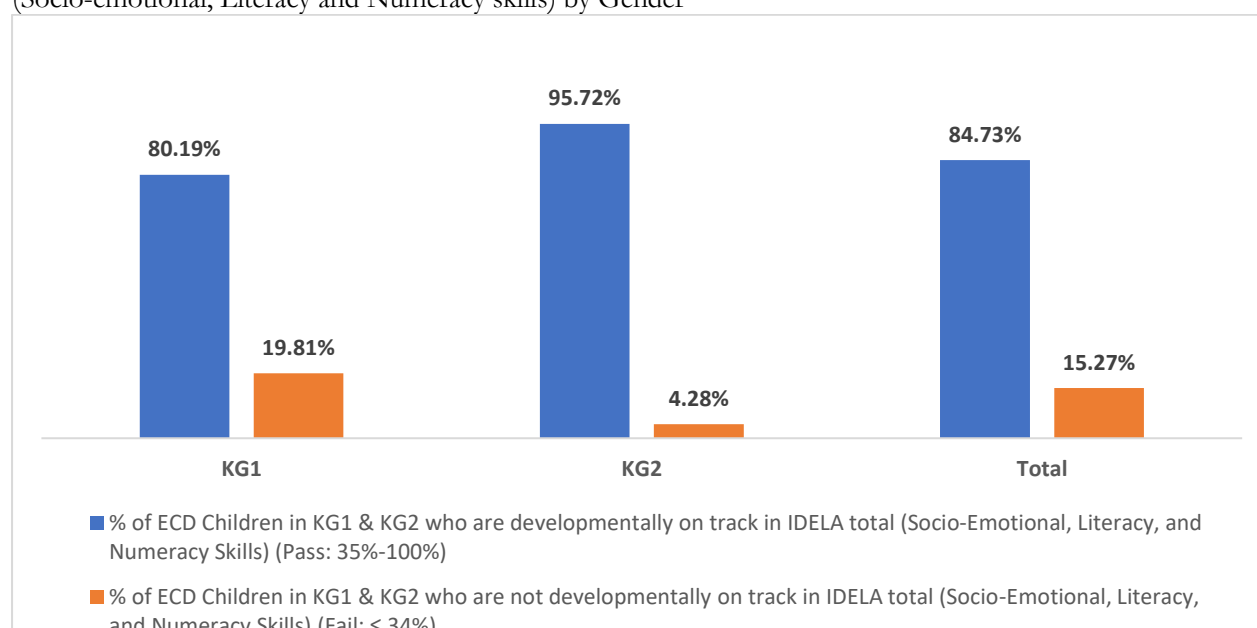
3.4.3.1 Percentage of ECD Children in KG1 & KG2 who are developmentally on track in IDELA total (Socio-emotional, Literacy and Numeracy skills) by Gender

The IDELA baseline results provide significant insights into the developmental trajectories of KG1 and KG2 children in terms of socio-emotional, literacy, and numeracy skills.

In KG1, A commendable 80.19% of children, amounting to 862 out of 1075, are developmentally on track, showcasing proficient competencies in socio-emotional, literacy, and numeracy skills. This majority indicates that the foundational educational systems in place for these young learners are effective in fostering essential early developmental skills. However, there's a segment of the KG1 population that requires attention. 19.81% of KG1 children, which translates to 213 individuals, are not meeting the developmental benchmarks in these skill areas (see figure 35). This suggests that nearly one in five KG1 students might benefit from targeted interventions to address gaps in their learning trajectory.

In KG2, the data for KG2 students reflects an even more optimistic scenario. An impressive 95.72% or 425 out of 444 children are developmentally on track in socio-emotional, literacy, and numeracy skills. Such a high percentage underscores the advancements and improvements children typically experience as they transition from KG1 to KG2. Concurrently, only a small fraction of KG2 students, specifically 4.28% or 19 children, are not on track (see figure 35). This remarkably low figure further emphasizes the successful progression most students exhibit in their second kindergarten year.

Figure 35:: Percentage of ECD Children in KG1 & KG2 who are developmentally on track in IDELA total (Socio-emotional, Literacy and Numeracy skills) by Gender



Source: IDELA Baseline Study Data, 2023

Across both KG1 and KG2, collectively, 84.73% of students, which amounts to 1287 out of 1519, are developmentally on track across the skill sets of socio-emotional learning, literacy, and numeracy. This overarching figure is a positive testament to the overall educational framework in place for early childhood development. However, it's equally crucial to address the 15.27% or 232 students spanning both grades who are not meeting the benchmarks. In conclusion, while the data paints a largely positive picture, especially for KG2, targeted strategies and interventions are imperative to ensure that every child, regardless of their current proficiency level, has the opportunity to thrive and achieve their developmental milestones.

3.5. IDELA Baseline Results on Emergent Literacy

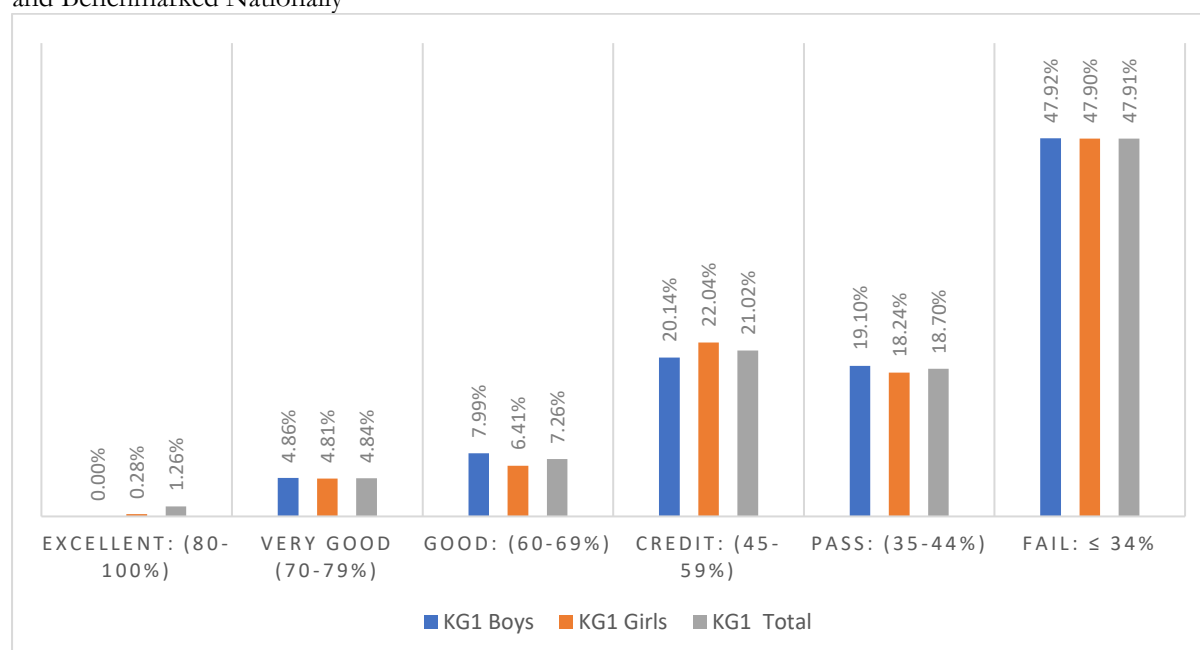
Emergent literacy skills in early childhood education (ECE) often serve as a predictive metric for later academic success. It is these foundational capabilities that bridge a child from informal learning to formal schooling. As a cornerstone of early childhood education (ECE), has been a focal point for educators and policymakers. Understanding these foundational skills can offer a roadmap for future educational interventions.

3.5.1 Distribution of KG1 ECD Children in IDELA Emergent Literacy Skills, Segmented by Gender and Benchmarked Nationally

The baseline results from the IDELA assessment offer an in-depth look into the emergent literacy skills of KG1 ECD (Early Childhood Development) children. The analysis has been bifurcated by gender and juxtaposed against national benchmarks.

For **boys** in the KG1 category, no boy achieved an "Excellent" ranking, denoted by scores between 80-100%, yielding a frequency of 0 for this category. Meanwhile, the "Very Good" bracket, defined by scores ranging from 70-79%, saw 28 boys achieving this distinction, translating to 4.86% of the male cohort (see Figure 36). In the "Good" category, which encompasses scores between 60-69%, 46 boys made the mark, accounting for 7.99%. The "Credit" segment, which is earmarked for scores between 45-59%, was represented by 116 boys or 20.14%. Scores in the range of 35-44%, classified under "Pass", were obtained by 110 boys, equating to 19.10%. However, a sizeable portion of boys, specifically 276 or 47.92%, didn't achieve the required benchmarks, falling into the "Fail" category with scores of 34% or less. In total, the assessment evaluated the performance of 576 boys (see Figure 36).

Figure 36: Distribution of KG1 ECD Children in IDELA Emergent Literacy Skills, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

Turning our attention to girls in KG1, 3 girls stood out with an "Excellent" performance, corresponding to scores within the 80-100% range. This achievement reflects 0.28% of the female cohort. In the "Very Good" category, represented by scores between 70-79%, 24 girls achieved

this distinction, marking 4.81%. Scores categorized as "Good", within the 60-69% range, were secured by 32 girls, tallying to 6.41%. The "Credit" category, denoted by scores spanning from 45-59%, saw a participation of 110 girls, which forms 22.04%. Furthermore, 91 girls or 18.24% managed scores within the "Pass" bracket, defined by scores between 35-44%. Similar to their male counterparts, a noticeable 239 girls or 47.90% landed in the "Fail" category with scores below 34%. A total of 499 girls underwent this evaluation (see Figure 36).

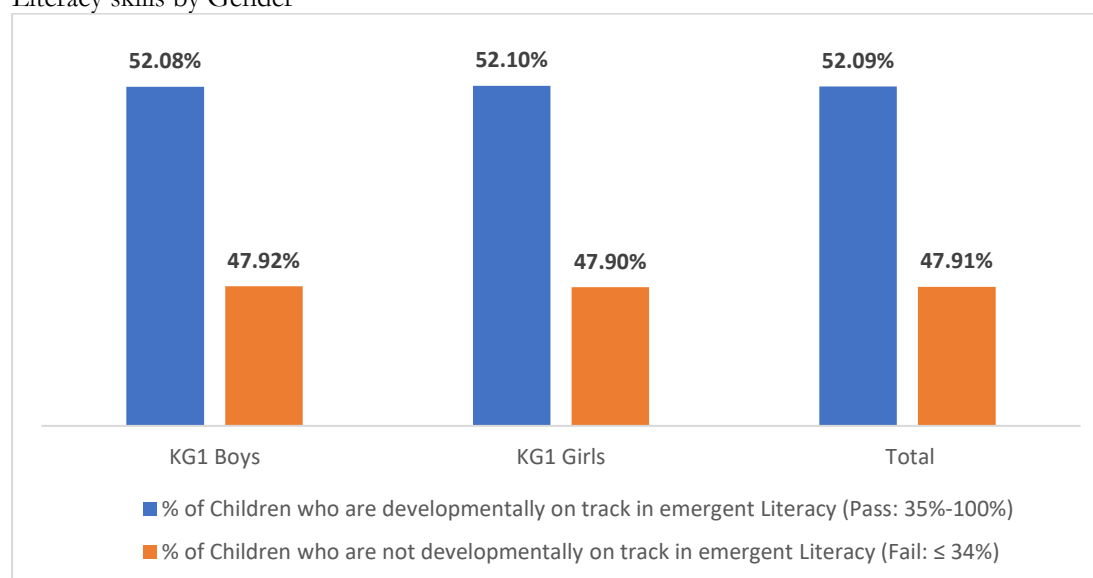
Cumulatively for both genders, "Excellent" was represented by only 3 students, making up 1.26% of the total assessed. The "Very Good" achievement bracket saw a participation of 52 students or 4.84%. Scores deemed as "Good" were achieved by 78 students, forming 7.26%. Meanwhile, 226 students or 21.02% landed in the "Credit" range. A total of 201 students, which is 18.70%, managed to find their scores under the "Pass" category. However, a considerable 515 students or 47.91% were unable to meet the requisite benchmarks, categorizing them as "Fail". This assessment in its entirety spanned over 1075 KG1 children. (see Figure 36).

3.5.1.1 Percentage of ECD Children in KG1 who are developmentally on track in IDELA emergent Literacy skills by Gender

The IDELA assessment results for KG1 children provide valuable insights into their developmental track in terms of emergent literacy skills. This analysis delineates the results by gender and draws a comparison between the two groups.

For KG1 boys, out of a total of 576, 300 boys, or 52.08%, are developmentally on track in emergent literacy, meaning they've achieved a rating between 35% to 100%. This indicates that a majority of the male students in KG1 are meeting or even surpassing the required emergent literacy skills for their grade level. However, it is equally noteworthy to mention that 276 boys, or 47.92%, are not developmentally on track, placing them in the "Fail" category with scores of 34% or below. This substantial number underscores a need for more targeted literacy interventions for nearly half of the boys in this grade (see Figure 37).

Figure 37: Percentage of ECD Children in KG1 who are developmentally on track in IDELA emergent Literacy skills by Gender



Source: IDELA Baseline Study Data, 2023

In the case of KG1 girls, from a total count of 499, 260 girls, equivalent to 52.10%, are developmentally on track in emergent literacy. This data reflects that slightly more than half of the female students in KG1 have a satisfactory understanding of emergent literacy skills appropriate for their age group. In contrast, 239 girls, or 47.90%, lag behind the developmental benchmarks for emergent literacy. This statistic stresses the urgency to amplify literacy-focused initiatives tailored specifically for these girls (see Figure 36).

When assimilating the data from both genders, out of a total of 1075 KG1 students, 560 students, which translates to 52.09%, are developmentally on track in emergent literacy. However, the other side of the coin reveals that 515 students, or 47.91%, are not up to par. This nearly balanced distribution emphasizes the significant opportunity, and indeed necessity, to elevate emergent literacy skills for these young learners.

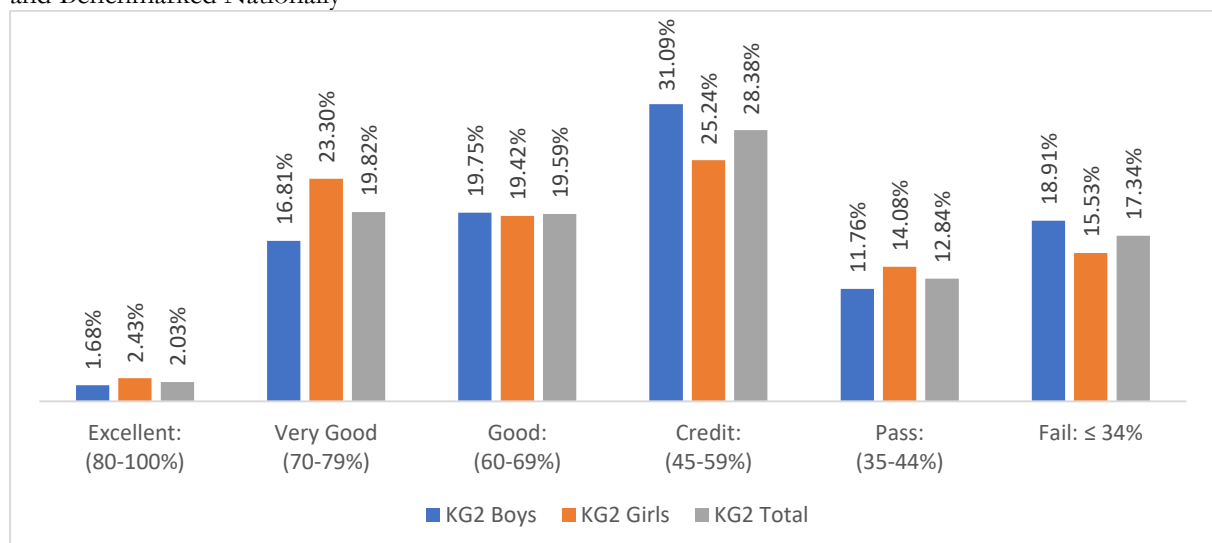
Given this data, strategies should not only underscore the importance of emergent literacy but also be data-driven, factoring in the exact numbers of students in need. Activities might include curated literacy-focused modules, teacher training sessions based on the observed literacy gaps, and parental engagement forums to foster a home environment conducive to early reading and writing.

3.5.2 Distribution of KG2 ECD Children in IDELA Emergent Literacy Skills, Segmented by Gender and Benchmarked Nationally

The IDELA emergent literacy skills assessment offers valuable insights into the performance of KG2 ECD (Early Childhood Development) children, distinguishing their achievements by gender and against national benchmarks.

The total tally reveals that 9 students or 2.03% outshone with an "Excellent" rating. The "Very Good" rating was achieved by 88 students, accounting for 19.82%. A similar number, 87 students or 19.59%, secured a "Good" rating. The largest group in the cohort, 126 students or 28.38%, fell into the "Credit" category. The "Pass" classification saw 57 students, making up 12.84%. Lastly, a significant 17.34% or 77 students, were unable to meet the benchmark and were categorized as "Fail". The overarching assessment involved a total of 444 KG2 ECD children (see Figure 38).

Figure 38: Distribution of KG2 ECD Children in IDELA Emergent Literacy Skills, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

For the **boys in KG2**, the results were as follows: Only a small fraction, specifically 4 boys or 1.68%, managed to achieve an "Excellent" rating, scoring between 80 and 100%. A larger segment, 40 boys or 16.81%, secured a "Very Good" rating, with scores lying between 70 and 79%. Furthermore, 47 boys, making up 19.75%, landed in the "Good" category with their scores ranging from 60 to 69%. The most significant percentage of boys, 31.09% or 74 in total, received the "Credit" rating, with scores between 45 and 59%. On a slightly lower scale, 28 boys or 11.76% got a "Pass", having scores from 35 to 44%. However, there remains a section of concern, as 45 boys, which translates to 18.91%, did not pass the assessment, scoring less than 34% (see Figure 38).

Turning to the **girls in KG2**: A marginally higher percentage than boys, specifically 5 girls or 2.43%, reached the pinnacle by attaining the "Excellent" rating, with scores in the 80-100% bracket. In the "Very Good" category, 48 girls, comprising 23.30%, made their mark. The "Good" category was achieved by 40 girls, representing 19.42%, with scores between 60 and 69%. The "Credit" rating was designated to 52 girls, which is 25.24% of the evaluated female cohort, with their scores oscillating between 45 and 59%. Another 29 girls, or 14.08%, managed a "Pass", their scores lying within the 35-44% bracket. However, akin to the boys, there's a segment that needs attention, with 32 girls or 15.53% falling into the "Fail" category, scoring below 34%. The data underscores the fact that while a significant number of KG2 ECD children are showcasing promising skills, there is a considerable percentage that may benefit from targeted interventions, especially those in the "Fail" segment (see Figure 38).

3.5.2.1 Percentage of ECD Children in KG2 who are developmentally on track in IDELA emergent Literacy skills by Gender

The analysis of the IDELA results for KG2 ECD (Early Childhood Development) children's performance in emergent literacy skills, when segmented by gender, offers the following insights:

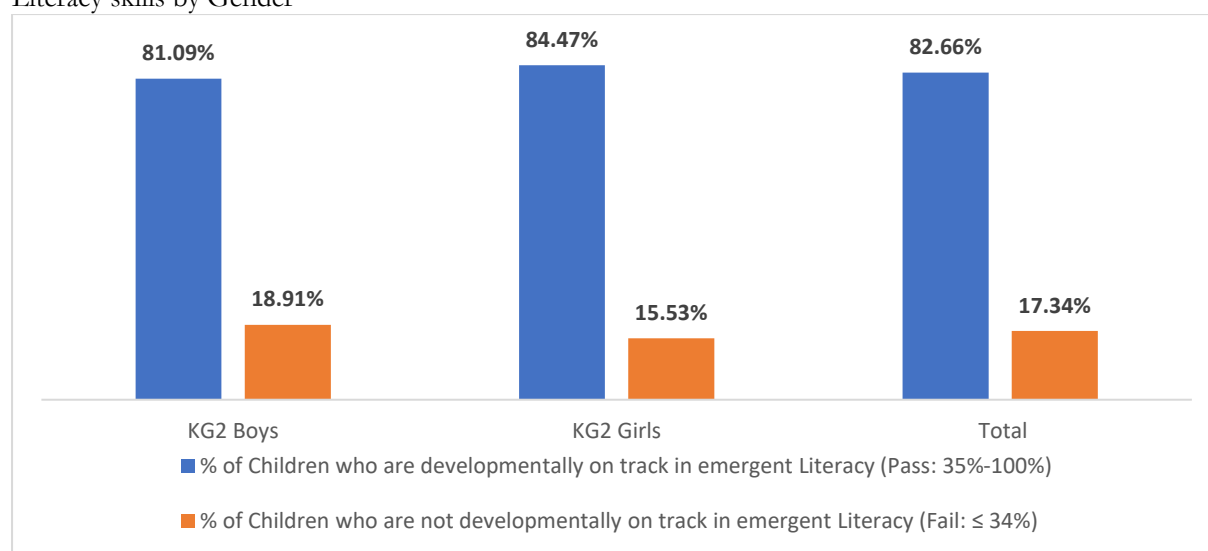
For boys in KG2:

Out of the total assessed, 193 boys or 81.09% are developmentally on track in emergent literacy. On the other hand, 45 boys, representing 18.91%, are not developmentally on track, with scores falling at or below 34%, categorizing them under the "Fail" bracket. The total number of boys evaluated in this study is 238.

For girls in KG2, a commendable 174 girls, which is 84.47% of the assessed population, are developmentally on track in emergent literacy skills. In contrast, 32 girls or 15.53% are not meeting the developmental benchmarks, as evidenced by their scores of 34% or below, placing them in the "Fail" category. The overall number of girls included in this analysis is 206.

When considering the combined data for both genders, 367 children, equivalent to 82.66% of the total, have shown that they are developmentally on track in emergent literacy. Concurrently, 77 children or 17.34% are not achieving the expected developmental milestones, as their scores are at or under the 34% mark, categorizing them as "Fail". In total, 444 children from KG2 were assessed for their emergent literacy skills.

Figure 39: Percentage of ECD Children in KG2 who are developmentally on track in IDELA emergent Literacy skills by Gender



Source: IDELA Baseline Study Data, 2023

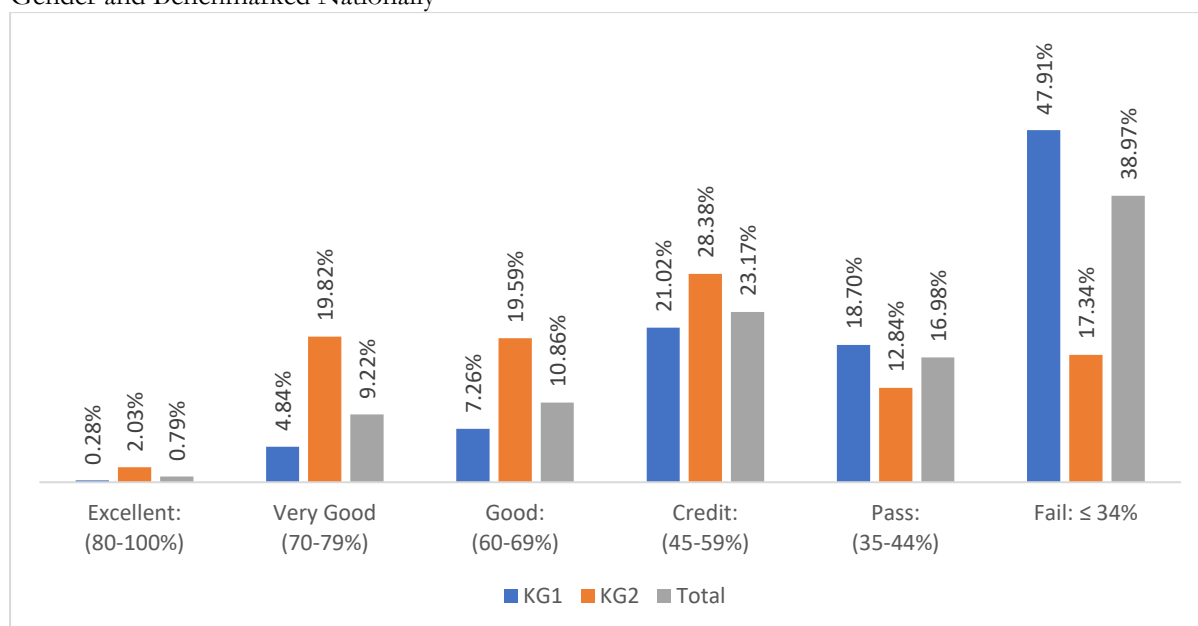
3.5.3 Distribution of KG1 & KG2 ECD Children in IDELA Emergent Literacy skills Segmented by Gender and Benchmarked Nationally

The International Development and Early Learning Assessment (IDELA) baseline data offers an insightful snapshot into the emergent literacy skills of KG1 and KG2 children when analyzed by their respective grades and benchmarked nationally.

Starting with KG1, the "Excellent" range (80-100%) holds the smallest fraction, with just 3 children, accounting for a mere 0.28% of the total (See Figure 40). This suggests a limited number of KG1 children have a firm grasp of emergent literacy skills at an advanced level. In the "Very Good" range (70-79%), there are 52 children, which make up 4.84% of the cohort. This indicates that a modest portion of the KG1 students have a commendable understanding of these skills. The "Good" category (60-69%) consists of 78 children, or 7.26%. This signifies that a slightly higher percentage of KG1 children have a good foundation in emergent literacy. Moving to the "Credit" tier (45-59%), it comprises the significant chunk of 226 children, or 21.02%. This segment indicates that a fifth of KG1 students demonstrate a moderate level of literacy skills. The "Pass" category (35-44%) encompasses 201 children or 18.70% of the total. This proportion of KG1 students just about makes the cut-off for satisfactory literacy skills. Most concerningly, the "Fail" category (scores of ≤ 34%) consists of a substantial 515 children, a significant 47.91%. This highlights that almost half of the KG1 students are not meeting the expected benchmarks in emergent literacy (See Figure 40).

Transitioning to KG2, the "Excellent" bracket sees an increase with 9 children or 2.03%. A significant surge is observed in the "Very Good" segment, housing 88 children or 19.82%. The "Good" category remains relatively consistent with 87 children, making up 19.59%. In the "Credit" tier, 126 children, or 28.38%, fall into this category. The "Pass" range drops to 57 children or 12.84%. Impressively, the "Fail" category sees a reduction, with only 77 children, or 17.34%, falling under this bracket (See Figure 40).

Figure 40: Distribution of KG1 & KG2 ECD Children in IDELA Emergent Literacy skills Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

In summary, between KG1 and KG2, only 0.79% of students have achieved excellence in emergent literacy. But there remains a high 38.97% who aren't on track. While KG2 showcases marked improvement from KG1, especially in reducing the "Fail" percentage, the data calls for a strengthened focus on literacy interventions, especially in KG1. Tailored approaches could encompass curriculum refinements, specialized teacher training, and intensified parent-student engagements to bridge the literacy gaps.

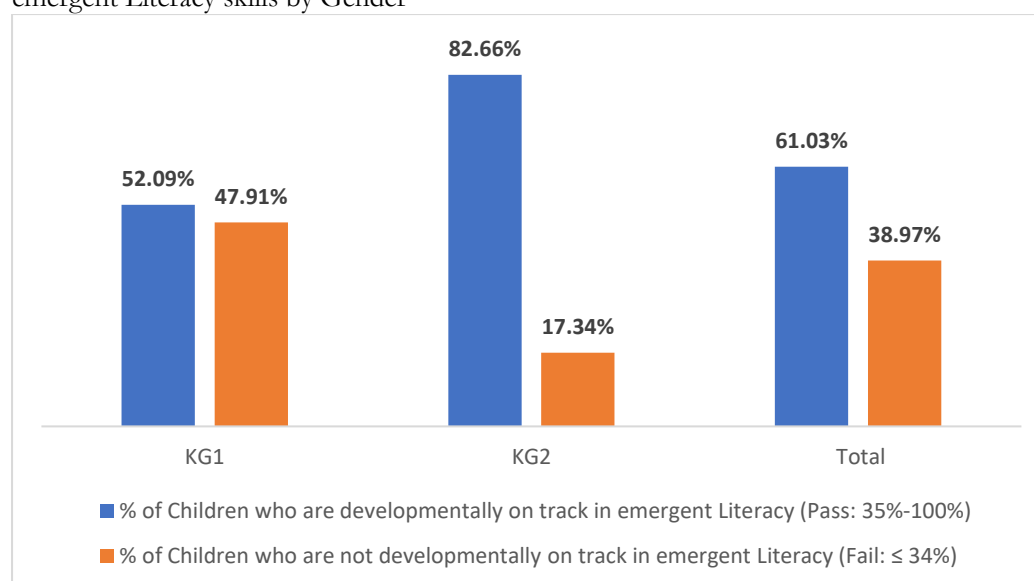
3.5.3.1 Percentage of ECD Children in KG1 & KG2 who are developmentally on track in IDELA emergent Literacy skills by Gender

The IDELA baseline results provide a nuanced view of children's developmental progress in emergent literacy skills across the KG1 and KG2 grades.

Of the children in KG1, 560 are considered to be developmentally on track in emergent literacy, translating to 52.09%. This suggests that just over half of the KG1 cohort is meeting or exceeding the developmental milestones set for emergent literacy. However, there remains a substantial segment of the KG1 group that is not on par. Specifically, 515 children, or 47.91%, are not developmentally on track (see Figure 41). This is indicative of almost half of the KG1 students who are falling behind the expected literacy benchmarks.

Shifting focus to KG2, the data exhibits a notable improvement in this grade. A total of 367 children, a robust 82.66%, are developmentally on track in emergent literacy. This represents a significant leap from KG1, indicating that the majority of KG2 students have acquired a sound grasp of literacy skills appropriate for their grade level. Conversely, only 77 children in KG2, equivalent to 17.34%, are not meeting the developmental milestones (see Figure 41). This percentage is markedly lower than that of KG1, showcasing the progress made by students as they transition from KG1 to KG2.

Figure 41: Percentage of ECD Children in KG1 & KG2 who are developmentally on track in IDELA emergent Literacy skills by Gender



Source: IDELA Baseline Study Data, 2023

Combining both grades, 927 children, amounting to 61.03% of the total, are on track in emergent literacy (see Figure 41). However, there still remains a significant 592 children or 38.97% who are not meeting the developmental benchmarks. In summation, while there is evident progress from KG1 to KG2 in terms of literacy skill acquisition, the data emphasizes the need for specific interventions. Especially in KG1, where almost half the students are not on track, there is an imperative to introduce strategic measures. This could involve refining the literacy curriculum, enhancing teacher capabilities, and fostering stronger home-school collaborations to improve literacy outcomes.

3.6 IDELA Baseline Results on Emergent Numeracy

Emergent numeracy lays the foundation for formal math skills in children. Therefore, gauging its progression during early education can provide insights into the efficacy of instructional strategies and any potential need for interventions.

3.6.1 Distribution of KG1 ECD Children in IDELA Emergent Numeracy Skills, Segmented by Gender and Benchmarked Nationally

The performance of ECE children in KG1 based on their IDELA baseline results in emergent numeracy is presented by gender.

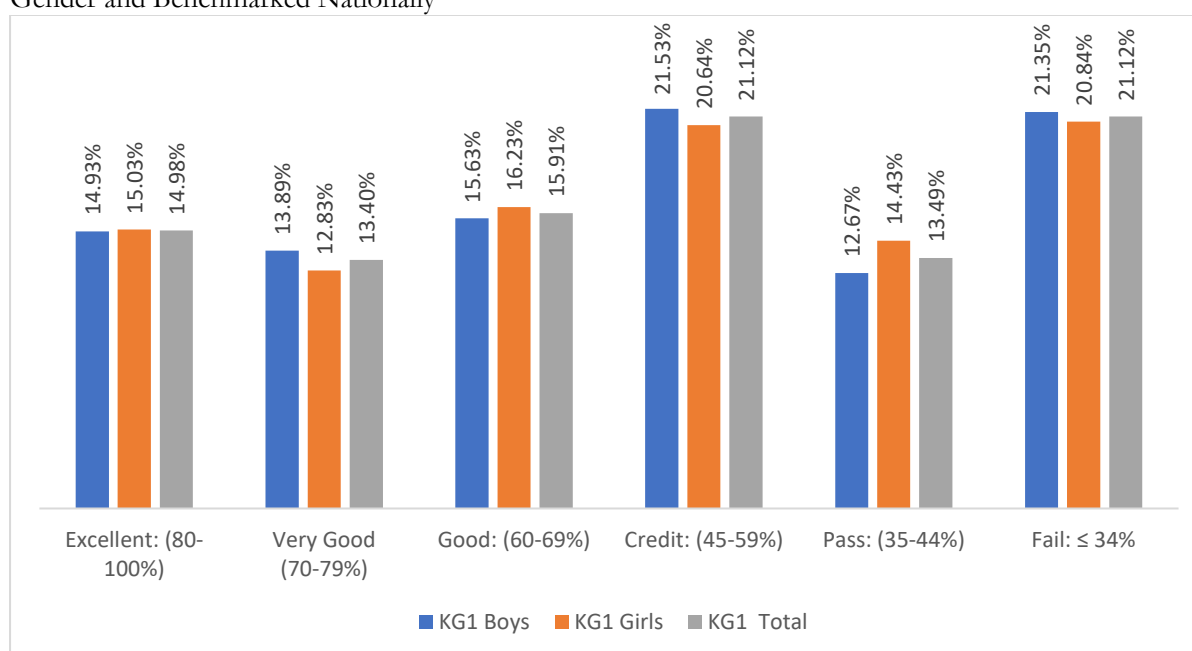
In the KG1 category, evaluating boys' performance reveals that a significant number, specifically 86 boys or 14.93%, attained an "Excellent" rating, falling within the 80-100% score range. Notably, 80 boys, or 13.89%, demonstrated commendable proficiency by achieving scores in the "Very Good" bracket of 70-79%. Slightly more, 15.63% or 90 boys, were placed in the "Good" category, with scores between 60-69%. The largest proportion of boys secured the "Credit" rating, comprising 21.53% or 124 boys, who scored in the range of 45-59%. On the other hand, 73 boys, or 12.67%, managed a "Pass," while a significant 21.35%, equating to 123 boys, fell into the "Fail"

category with scores of 34% or below. The total count of boys assessed in this segment was 576 (see Figure 42).

Moving on to the girls in the KG1 category, 75 girls or 15.03% managed to secure an "Excellent" rating, indicating top-tier performance. In the "Very Good" range, 64 girls, accounting for 12.83%, showcased commendable capabilities. Another 81 girls, equating to 16.23%, were categorized as "Good". A total of 20.64% or 103 girls received a "Credit" rating, while 72 girls or 14.43% managed to achieve a "Pass." Yet, 20.84% or 104 girls couldn't meet the set benchmark, resulting in a "Fail" status. A total of 499 girls underwent evaluation in this segment (see Figure 42).

Taking a broader perspective for the combined performance of KG1 children across genders, the results reveal that 14.98% or 161 children achieved the prestigious "Excellent" benchmark. The "Very Good" category consisted of 144 children, representing 13.40%, while the "Good" segment had 171 children, accounting for 15.91%. The "Credit" rating was achieved by 21.12% or 227 children. A smaller proportion, 13.49% or 145 children, just passed the assessment. However, it's concerning to note that 21.12% or 227 children could not surpass the national benchmark, resulting in a "Fail". The combined assessment for the KG1 category encompassed a total of 1075 children.

Figure 42: Distribution of KG1 ECD Children in IDELA Emergent Numeracy Skills, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

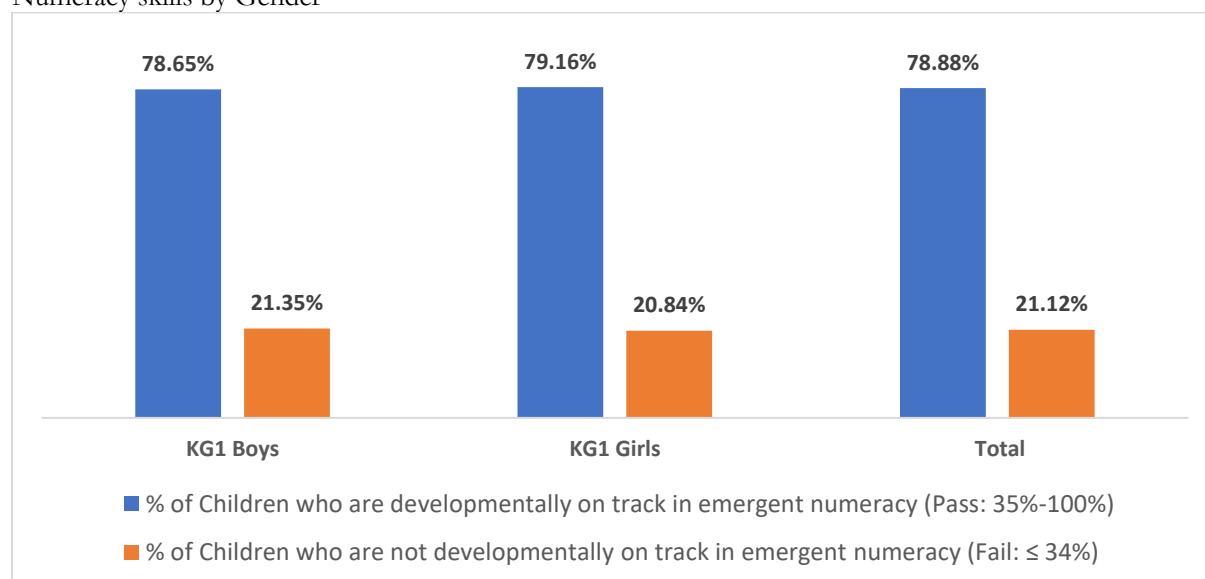
3.6.1.1 Percentage of ECD Children in KG1 who are developmentally on track in IDELA emergent Numeracy skills by Gender

For the KG1 category, focusing on boys' developmental progress in emergent numeracy, the data shows that 453 boys, which is 78.65% of the evaluated group, are on the right developmental track, achieving scores in the range of 35% to 100%. Unfortunately, 123 boys or 21.35% did not fare as well, with scores falling below 34%, indicating they are not developmentally on track in this area (see Figure 43).

When assessing the girls in the KG1 category, 395 of them, or 79.16%, are found to be developmentally on track in emergent numeracy, reflected by scores ranging from 35% to 100%. Conversely, 104 girls, making up 20.84% of the evaluated group, are trailing behind, with scores of 34% or below, suggesting they are not progressing as expected in this competency (see Figure 43).

Considering the comprehensive performance of KG1 children across both genders, it's apparent that 848 children, equivalent to 78.88%, are on the desired developmental pathway in emergent numeracy, as their scores fall between 35% and 100%. However, a considerable 21.12%, translating to 227 children, haven't met the benchmark, with their scores being 34% or less. This collective evaluation encompasses a total of 1075 KG1 children.

Figure 43: Percentage of ECD Children in KG1 who are developmentally on track in IDELA emergent Numeracy skills by Gender



Source: IDELA Baseline Study Data, 2023

3.6.2. Distribution of KG2 ECD Children in IDELA Emergent Numeracy Skills, Segmented by Gender and Benchmarked Nationally

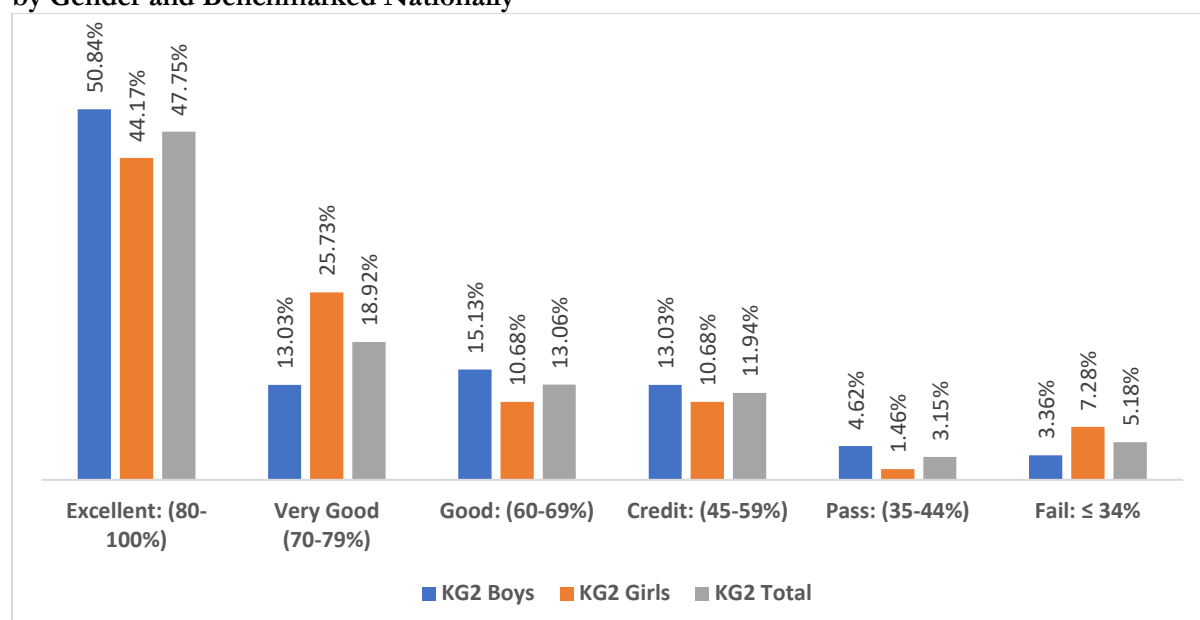
In the realm of early childhood education, the development of numeracy skills plays a pivotal role. The IDELA baseline results provide a granular understanding of how KG2 children are faring in their emergent numeracy skills.

In the KG2 category, evaluating boys' performance reveals that a significant number, specifically 121 boys or 50.84%, attained an "Excellent" rating, falling within the 80-100% score range. Notably, 31 boys, or 13.03%, demonstrated commendable proficiency by achieving scores in the "Very Good" bracket of 70-79%. A total of 36 boys or 15.13% were placed in the "Good" category, with scores between 60-69%. Furthermore, 31 boys, equating to 13.03%, secured the "Credit" rating, having scored in the range of 45-59%. On the flip side, 11 boys, or 4.62%, managed a "Pass", while a smaller percentage of 3.36%, equating to 8 boys, fell into the "Fail" category with scores of 34% or below. The total count of boys assessed in this segment was 238. (see Figure 44).

Moving on to the girls in the KG2 category, 91 girls or 44.17% showcased exemplary performance by securing an "Excellent" rating. In the "Very Good" range, 53 girls, accounting for a substantial 25.73%, exhibited proficient skills. Additionally, 22 girls, which represents 10.68%, were

categorized as "Good". Another 10.68% or 22 girls received a "Credit" rating. On a brighter note, only 3 girls or 1.46% managed to achieve a "Pass". However, a slightly higher 7.28% or 15 girls couldn't meet the benchmark, resulting in a "Fail" status. In this category, a total of 206 girls underwent the assessment.

Figure 44: Distribution of KG2 ECD Children in IDELA Emergent Numeracy Skills, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

Taking an overarching view of the performance of KG2 children, irrespective of gender, the analysis divulges that a commendable 47.75% or 212 children achieved the "Excellent" benchmark. The "Very Good" category had a representation of 18.92% or 84 children. Moving forward, the "Good" segment included 13.06% or 58 children, while the "Credit" category was attained by 11.94% or 53 children. In the "Pass" segment, 3.15% or 14 children just managed to scrape through. Yet, it warrants attention that 5.18% or 23 children couldn't match up to the national standards, resulting in a "Fail". Altogether, the assessment for the KG2 category evaluated a total of 444 children (see Figure 44).

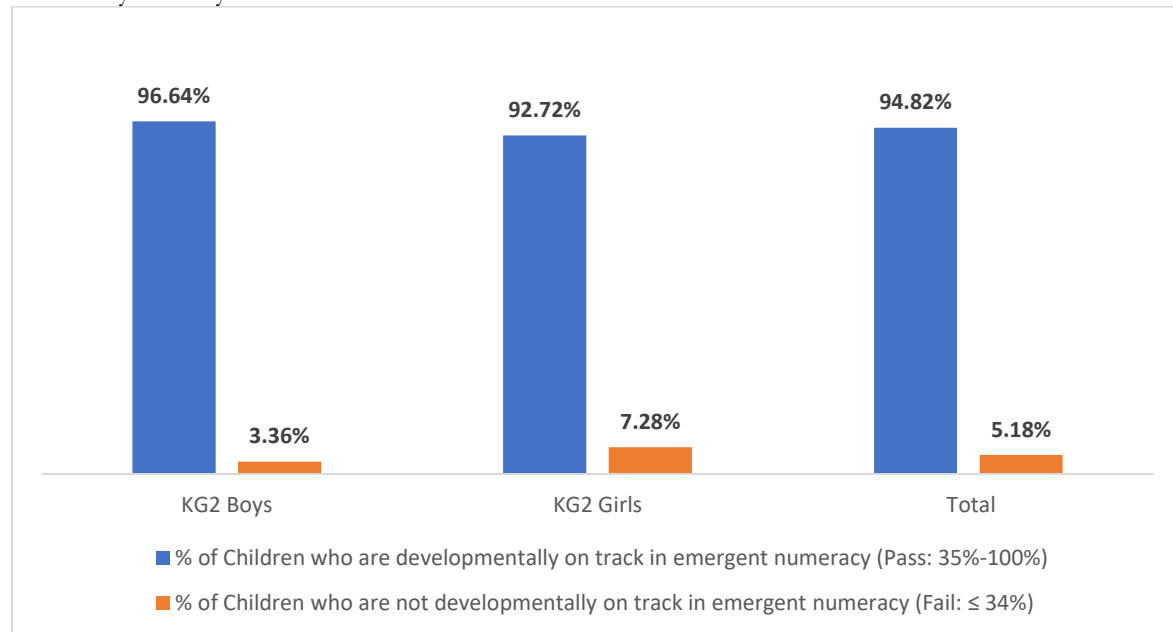
3.6.2.1 Percentage of ECD Children in KG2 who are developmentally on track in IDELA emergent Numeracy skills by Gender

In the KG2 category, when evaluating the boys' developmental track in emergent numeracy, a significant majority, precisely 230 boys or 96.64%, are on track, with scores ranging from 35% to 100%. However, a minor proportion, which is 8 boys or 3.36%, are not developmentally on track, scoring 34% or below. The total number of boys assessed in this segment is 238 (see Figure 45).

For the girls in the KG2 category, 191 girls or 92.72% are developmentally on track in emergent numeracy, falling within the 35%-100% score range. On the other hand, 15 girls, or 7.28%, are found to be not developmentally on track, having scores of 34% or below. In this category, a total of 206 girls underwent evaluation.

Zooming out to a holistic view, combining the performances of both genders in the KG2 category, an impressive 94.82% or 421 children are developmentally on track in emergent numeracy. Yet, a fraction, precisely 5.18% or 23 children, are not on the desired developmental path. The comprehensive evaluation for the KG2 category encompasses a total of 444 children.

Figure 45: Percentage of ECD Children in KG2 who are developmentally on track in IDELA emergent Numeracy skills by Gender



Source: IDELA Baseline Study Data, 2023

3.6.3. Distribution of KG1 & KG2 ECD Children in IDELA Emergent Numeracy skills Segmented by Gender and Benchmarked Nationally

The study of emergent numeracy skills in early childhood education sets the foundation for advanced mathematical concepts in the later stages of a student's academic journey. The IDELA baseline results offer a nuanced understanding of how ECE children in KG1 and KG2 are shaping up in this critical area.

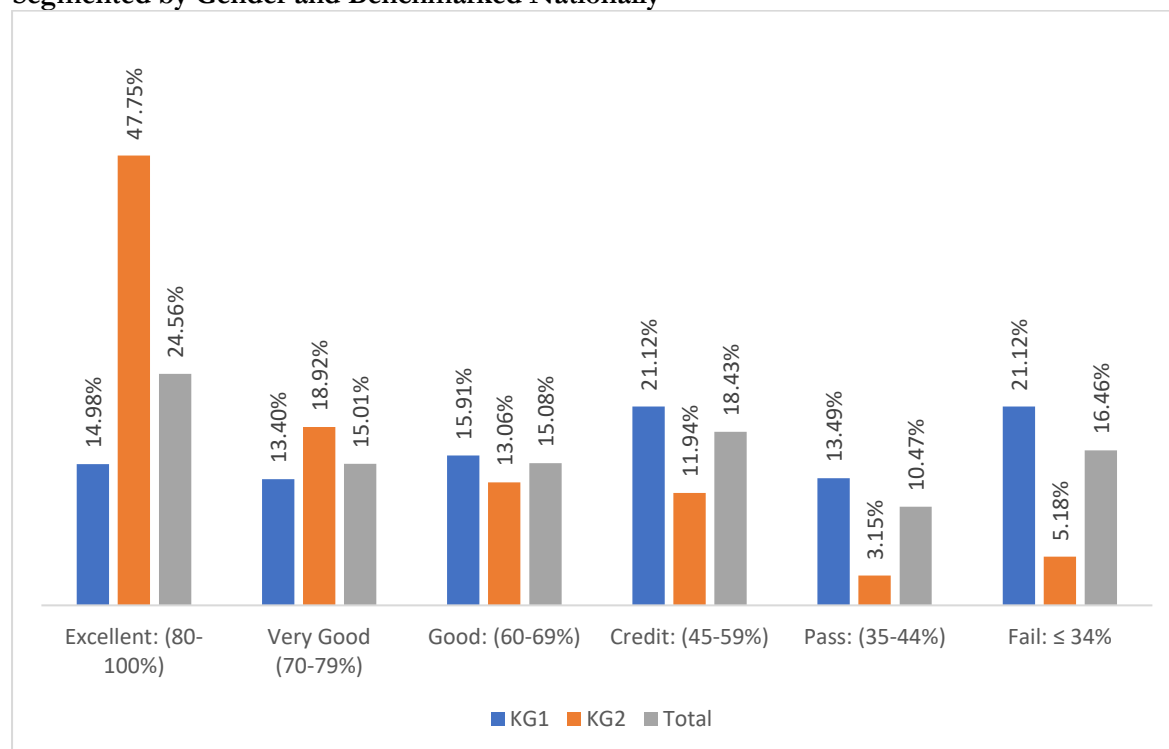
For KG1 children:

In the "Excellent" performance bracket (80-100%), 161 children or 14.98% achieved this commendable score. 144 children, representing 13.40%, were rated as "Very Good" (70-79%). The "Good" category (60-69%) consisted of 171 children or 15.91%. The largest proportion in this grade level, 21.12% or 227 children, secured a "Credit" rating (45-59%). Meanwhile, 145 children, equivalent to 13.49%, managed a "Pass" (35-44%). It is notable that 21.12% or 227 children were not able to meet the benchmark and were categorized as "Fail" with scores of 34% or less. A total of 1075 children were evaluated in the KG1 segment (see Figure 46).

For the KG2 category:

An impressive 212 children or 47.75% achieved the "Excellent" rating, reflecting superior numeracy skills. 84 children, which translates to 18.92%, secured a rating of "Very Good". 58 children, or 13.06%, fell into the "Good" category. In the "Credit" rating segment, 53 children or 11.94% achieved this score. A smaller proportion of 14 children or 3.15% achieved a "Pass". On the concerning side, 23 children or 5.18% fell into the "Fail" category. In the KG2 category, a total of 444 children were assessed (see Figure 46).

Figure 46: **Distribution of KG1 & KG2 ECD Children in IDELA Emergent Numeracy skills Segmented by Gender and Benchmarked Nationally**



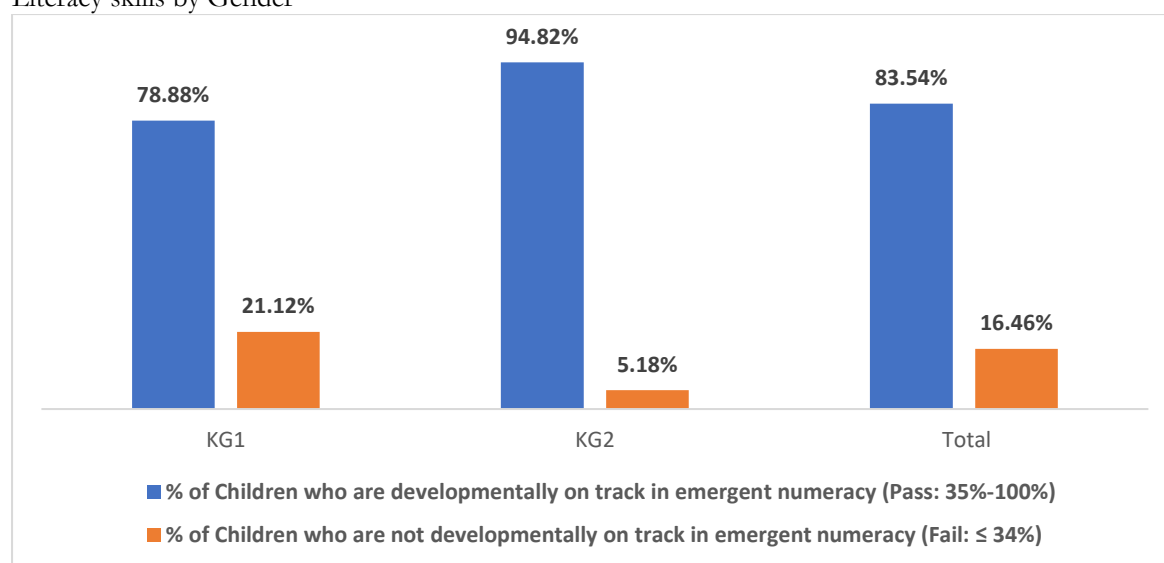
Source: IDELA Baseline Study Data, 2023

Combining the results of both KG1 and KG2 children, 373 children or 24.56% showcased top-tier performance, landing in the "Excellent" range. The "Very Good" category captured 228 children, equivalent to 15.01%. A closely similar percentage, 15.08% or 229 children, achieved a "Good" rating. 280 children or 18.43% were categorized as "Credit". 159 children, representing 10.47%, just managed to pass the assessment. However, a combined 16.46% or 250 children from both categories couldn't surpass the national benchmark and were given a "Fail" rating. Altogether, the evaluation spanned across 1519 children from both KG1 and KG2 (see Figure 46).

3.6.3.1 Percentage of ECD Children in KG1 & KG2 who are developmentally on track in IDELA total Literacy skills by Gender

The IDELA baseline results on emergent numeracy skills for KG1 and KG2 children indicate varying degrees of developmental proficiency. In the KG1 group, 78.88% or 848 children are on track, demonstrating proficiency in numeracy skills within the 35%-100% score range. However, a concerning 21.12% of KG1 students, translating to 227 children, are not meeting the developmental benchmarks, scoring 34% or below (see Figure 47).

Figure 47: Percentage of ECD Children in KG1 & KG2 who are developmentally on track in IDELA total Literacy skills by Gender



Source: IDELA Baseline Study Data, 2023

In contrast, the KG2 group fares significantly better, with an impressive 94.82% or 421 children being developmentally on track. Only a marginal 5.18%, which equates to 23 students, are lagging in this category. When aggregating the results, out of a total of 1519 children assessed, 83.54% are developmentally on track, while 16.46% are not. This disparity in numeracy skills between the two groups highlights the necessity for strategic interventions, especially for KG1, to ensure enhanced numeracy outcomes for all students. (see Figure 47).

The baseline results have essential implications for programmatic intervention. The marked disparity between KG1 and KG2's numeracy proficiencies signifies a need for targeted strategies tailored for KG1. There's an evident requirement for bolstered instructional methods, teacher training, and resources to address the foundational gaps in numeracy skills in KG1. The high success rate in KG2 suggests that sustaining and replicating effective practices from this group might benefit KG1. Continuous assessment and feedback mechanisms should also be established to monitor progress and recalibrate interventions as necessary.

3.7 IDELA Baseline Results on Socio-emotional Learning

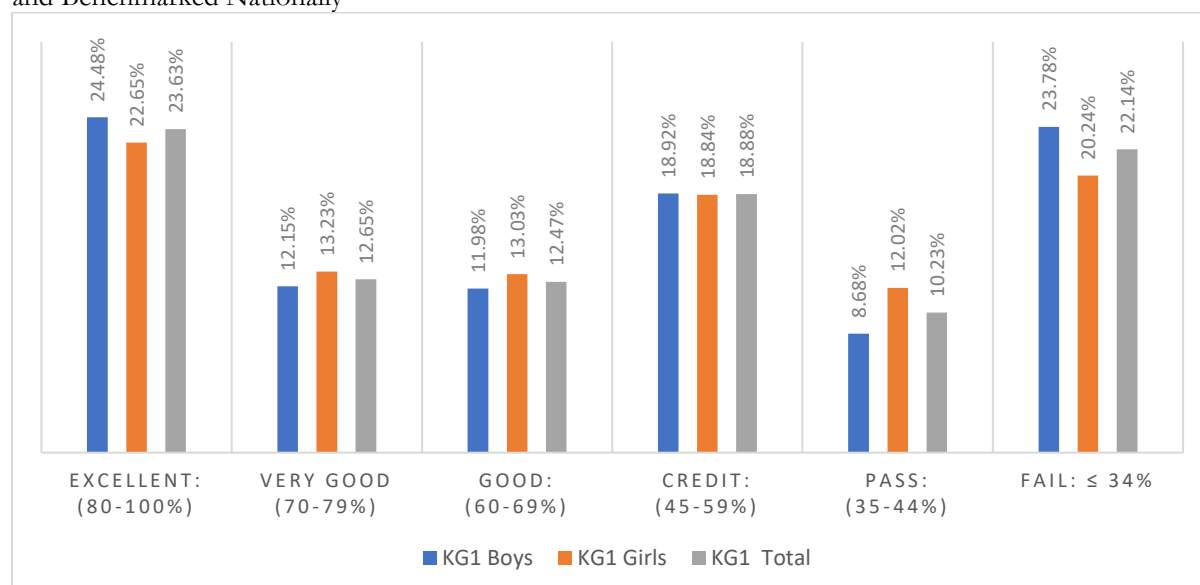
The International Development and Early Learning Assessment (IDELA) baseline results shed light on the socioemotional development progress of Early Childhood Education (ECE) students in KG1 and KG2.

3.7.1 Distribution of KG1 ECD Children in IDELA socio-emotional Learning, Segmented by Gender and Benchmarked Nationally

In the KG1 category, examining the socio-emotional learning proficiency of boys indicates that 141 boys, accounting for 24.48%, managed to achieve the "Excellent" rating, falling within the 80-100% score range. A further 70 boys, representing 12.15%, showcased proficiency within the "Very Good" score bracket of 70-79%. There were 69 boys, or 11.98%, who secured ratings in the "Good" category with scores spanning from 60-69%. Meanwhile, 18.92% or 109 boys achieved a "Credit" rating by scoring within the 45-59% range. A slightly lower 8.68%, equating to 50 boys, managed a "Pass". It's noteworthy that 137 boys, making up 23.78% of the total, were categorized under the "Fail" status with scores of 34% or below. The total count of KG1 boys evaluated was 576. (see Figure 48).

For the girls in KG1, 113 or 22.65% obtained an "Excellent" rating. Within the "Very Good" score range, 66 girls or 13.23% manifested commendable skills. Another 13.03% or 65 girls were placed in the "Good" category. 94 girls, translating to 18.84%, achieved the "Credit" rating, while a slightly lower proportion of 12.02% or 60 girls managed to attain a "Pass". However, 20.24% of the girls, numbering 101, didn't meet the benchmark and fell into the "Fail" category. A total of 499 KG1 girls underwent assessment in this segment.

Figure 48: Distribution of KG1 ECD Children in IDELA socio-emotional Learning, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

Broadly viewing the combined results for KG1 children in socio-emotional learning, it's evident that 23.63% or 254 children achieved the "Excellent" rating. The "Very Good" segment was composed of 12.65% or 136 children. Additionally, 12.47% or 134 children were labeled as "Good", whereas 18.88% or 203 children secured a "Credit" rating. 10.23% or 110 children barely

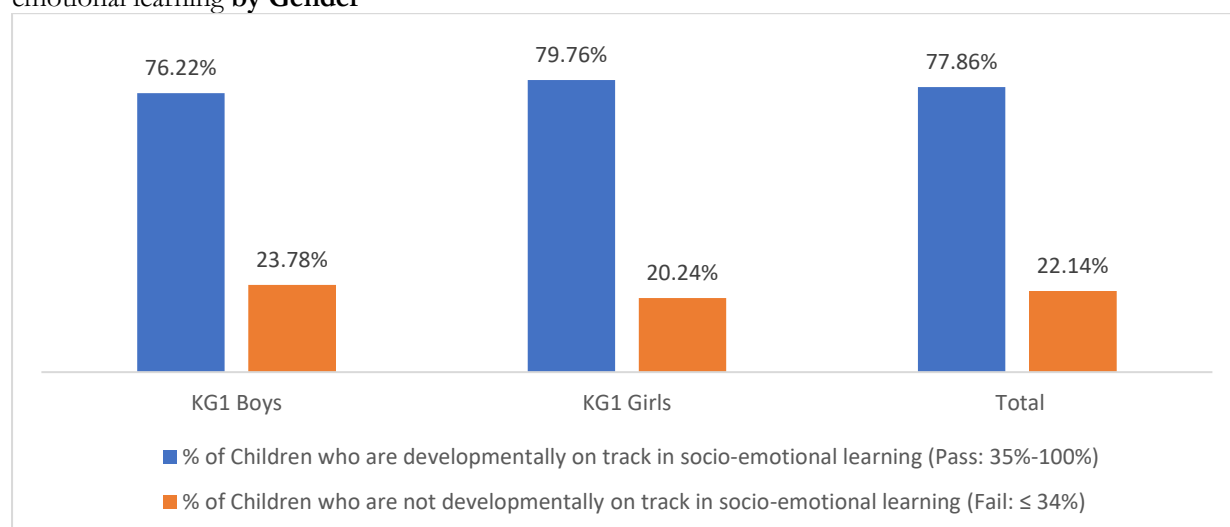
passed, and it's concerning to see that 22.14% or 238 children didn't meet the set standards, resulting in a "Fail". The overall assessment for the KG1 category encapsulated 1075 children. Given these baseline results, targeted interventions should be implemented to bolster socio-emotional skills, especially focusing on the substantial percentage that fell under the "Fail" category. Programs might consider tailored approaches for boys and girls, noting the slightly higher failure rate among boys (see Figure 48).

The IDELA baseline results for KG1 children's socio-emotional learning reveal significant areas of concern, particularly with approximately 22.14% of the children not meeting the set benchmarks. This figure underscores a pressing need for immediate and targeted programming interventions. Enhancing socio-emotional skills is crucial for holistic child development, impacting not only academic success but also long-term mental well-being and interpersonal relationships. Given the slightly higher failure rate among boys, it's imperative to adopt gender-sensitive approaches, ensuring interventions are effective and inclusive. The data suggests that without timely intervention, a significant proportion of our young learners are at risk of being left behind, emphasizing the urgency and importance of implementing well-designed socio-emotional learning programs.

3.7.1.1 Percentage of ECD Children in KG1 who are developmentally on track in IDELA socio-emotional learning by Gender

Analyzing the IDELA baseline results on socio-emotional learning among KG1 children, there's a clear distinction in developmental tracking between genders. When evaluating the boys' socio-emotional progress, 76.22% or 439 boys are developmentally on track, falling within the 35-100% score range. In comparison, 79.76% or 398 girls demonstrate they are on course, displaying proficiency in socio-emotional learning. This brings the combined percentage for both genders to 77.86%, equating to 837 children who are developmentally aligned (see Figure 49).

Figure 49: **Percentage of ECD Children in KG1 who are developmentally on track in IDELA socio-emotional learning by Gender**



Source: IDELA Baseline Study Data, 2023

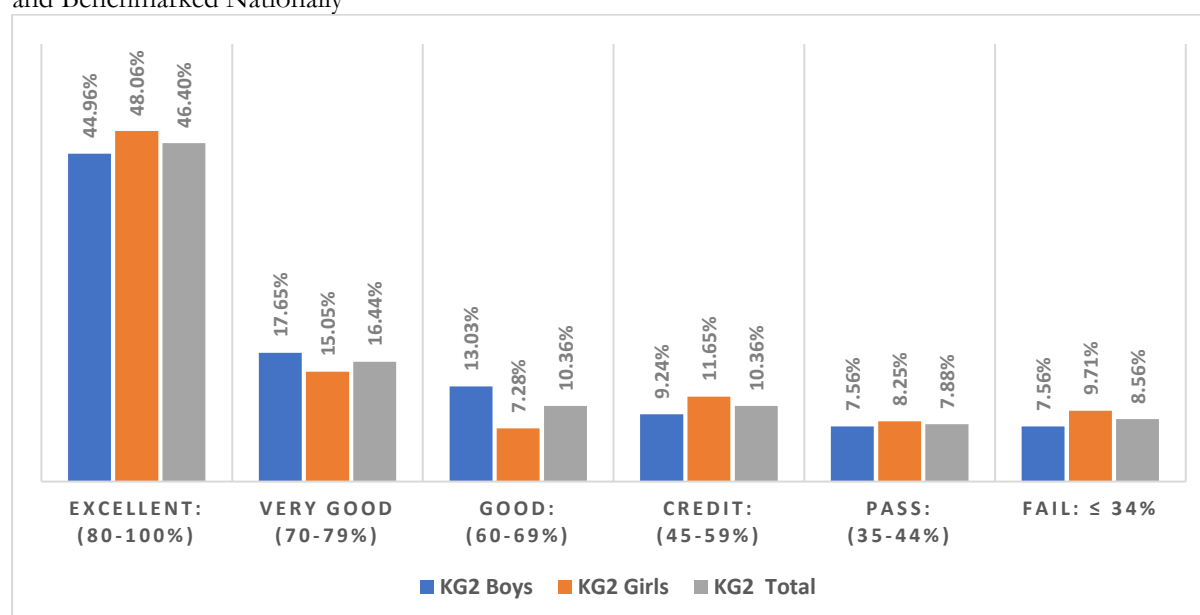
On the other hand, concerns arise with 23.78% of the boys, which translates to 137 individuals, not being on track. Similarly, 20.24% or 101 girls fall into this category, leading to a combined figure of 22.14% or 238 children who are lagging behind. The total assessment includes 576 boys, 499 girls, culminating in an overall number of 1075 KG1 children (see Figure 49).

3.7.2 Distribution of KG2 ECD Children in IDELA socio-emotional Learning, Segmented by Gender and Benchmarked Nationally

The IDELA baseline results offer insights into the socioemotional development of KG2 ECE children, which can be instrumental in understanding their current developmental trajectory and inform targeted educational interventions.

Upon examining the IDELA baseline results for KG2 children in socio-emotional learning, diverse patterns emerge. Within the boys' group, a significant 44.96%, which translates to 107 boys, exhibited superior socio-emotional capabilities, securing an "Excellent" rating in the 80-100% score range. Additionally, 42 boys or 17.65% were marked "Very Good" with scores in the 70-79% bracket. As the scores decrease, 13.03% or 31 boys fell into the "Good" category (60-69%), 9.24% or 22 boys secured a "Credit" rating (45-59%), 18 boys or 7.56% managed a "Pass", and an equal number, 7.56% or 18 boys, fell into the "Fail" category. (see Figure 50).

Figure 50: Distribution of KG2 ECD Children in IDELA socio-emotional Learning, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

Transitioning to the girls' performance, 48.06% or 99 girls showcased an "Excellent" level of socio-emotional learning. The "Very Good" bracket included 15.05% or 31 girls. On a descending note, 7.28% or 15 girls achieved a "Good" rating, 11.65% or 24 girls were credited, 8.25% or 17 girls passed, and 9.71% or 20 girls unfortunately did not meet the benchmark. Collectively, the assessment for KG2 children in socio-emotional learning comprised 206 boys and 238 girls, aggregating to 444 children. (see Figure 50).

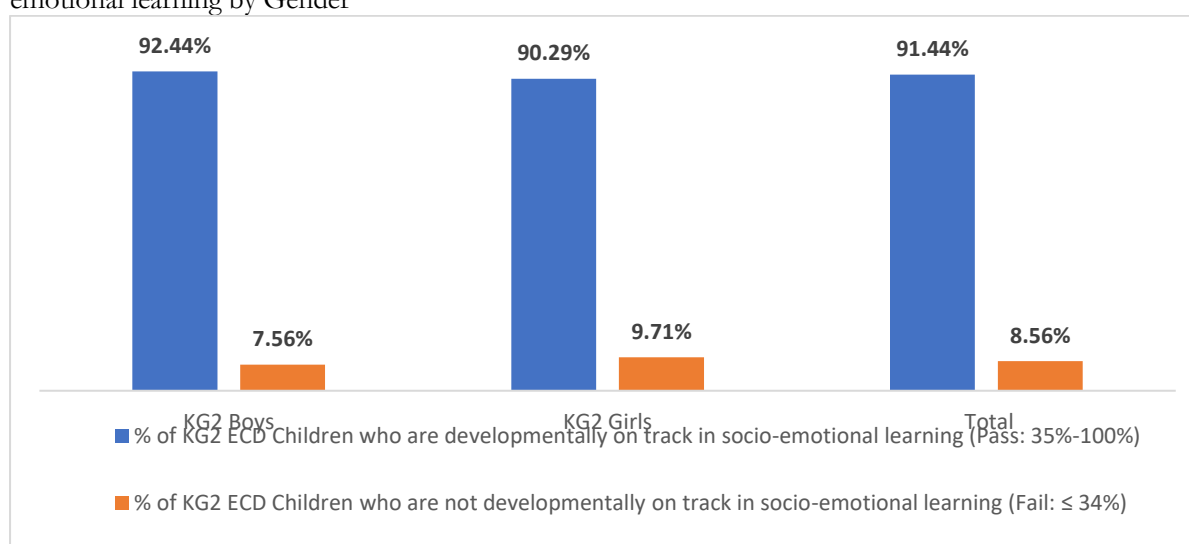
The analysis of IDELA baseline results for KG2 children's socio-emotional learning underscores the need for targeted interventions. While a commendable proportion of children in both gender categories achieved "Excellent" and "Very Good" scores, it's concerning that a combined 16.44% of these young learners are falling below the passing benchmark. This indicates that one in six children might be grappling with socio-emotional challenges, potentially affecting their overall well-being and academic success. The relatively high percentage of children, especially in the "Fail" category, stresses the necessity for tailored programming interventions. Addressing these socio-

emotional gaps at this formative stage can lay a stronger foundation for holistic development, ensuring that all children have an equal opportunity to thrive in both educational and social environments.

3.7.2.1 Percentage of ECD Children in KG2 who are developmentally on track in IDELA socio-emotional learning by Gender

The IDELA baseline results present an overview of the socio-emotional learning competency among KG2 ECD children. A majority of the children, regardless of gender, are displaying competencies that align with developmental benchmarks. Specifically, 92.44% of KG2 boys and 90.29% of KG2 girls are developmentally on track in socio-emotional learning, cumulating to a commendable 91.44% for the total cohort. This indicates a solid foundation in socio-emotional skills for most KG2 children, which is vital for their subsequent academic and interpersonal endeavours (see Figure 51).

Figure 51: Percentage of ECD Children in KG2 who are developmentally on track in IDELA socio-emotional learning by Gender



Source: IDELA Baseline Study Data, 2023

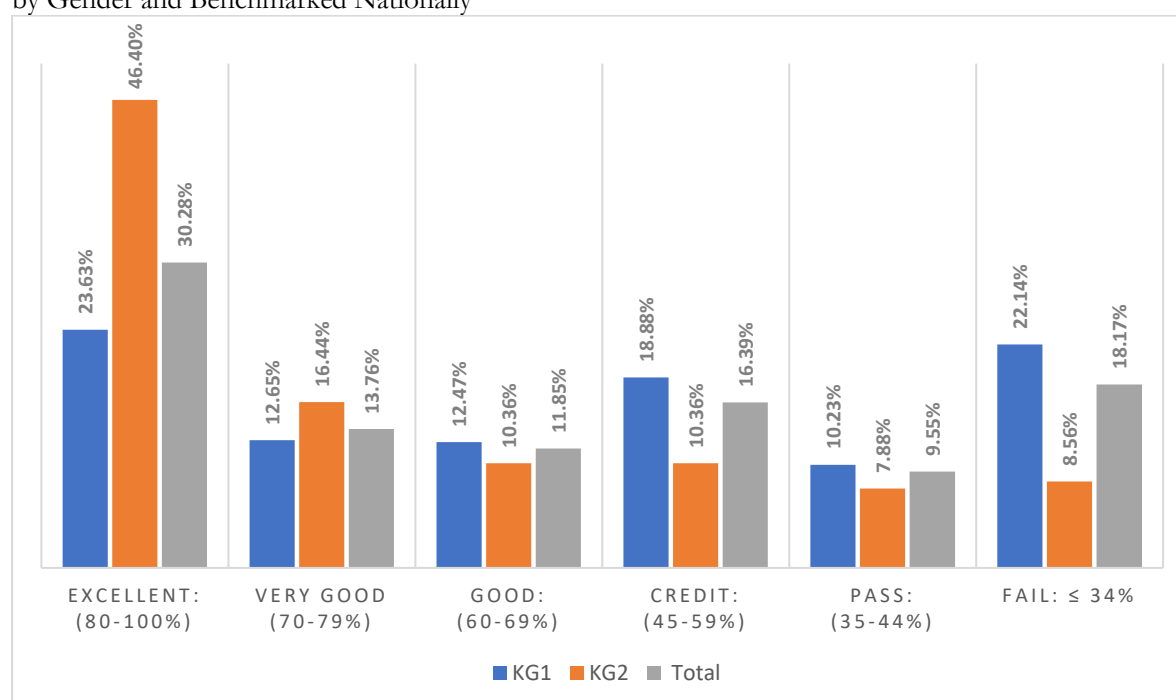
However, the data also reveals areas for concern and potential intervention. There is a subset of children, 7.56% of boys and 9.71% of girls, respectively, who are not meeting the developmental milestones in socio-emotional learning. This translates to 8.56% of the total KG2 children. While the percentage may seem small in comparison to those on track, these numbers represent children who could benefit from targeted support. Interventions designed to bolster socio-emotional competencies among these children can make a profound difference in their early education journey, equipping them with the tools needed for a more holistic developmental experience. (see Figure 51).

3.7.3 Distribution of KG1 & KG2 ECD Children in IDELA socio-emotional Learning, Segmented by Gender and Benchmarked Nationally

The IDELA baseline results for socio-emotional learning across KG1 and KG2 children indicate varied proficiencies across developmental benchmarks. Analyzing the data collectively provides a comprehensive view of children's progress in socio-emotional skills based on these benchmarks.

For KG1, out of the 1,075 children assessed, 254 children (23.63%) achieved an "Excellent" rating in socio-emotional learning, showcasing a strong grasp of relevant skills for their grade level. On the other end of the spectrum, 238 children (22.14%) were categorized as "Fail," indicating they haven't yet reached the desired developmental milestones in socio-emotional learning. Between these two extremes, 136 children (12.65%) and 134 children (12.47%) were rated as "Very Good" and "Good" respectively, demonstrating a moderate to commendable understanding of socio-emotional competencies. The "Credit" category contained 203 children (18.88%), and 110 children (10.23%) fell into the "Pass" range, highlighting that a significant portion of KG1 students have an understanding of socio-emotional skills, but there remains room for growth and improvement (see Figure 52).

Figure 52: Distribution of KG1 & KG2 ECD Children in IDELA socio-emotional Learning, Segmented by Gender and Benchmarked Nationally



Source: IDELA Baseline Study Data, 2023

In KG2, the scenario is more optimistic. Out of the 444 children evaluated, 206 children (46.40%) were rated as "Excellent" in socio-emotional learning, almost doubling the percentage from KG1. Only 38 children (8.56%) were in the "Fail" category. While this is an improvement from KG1, there's a reduction in the middle categories, with 73 children (16.44%) and 46 children (10.36%) in the "Very Good" and "Good" categories respectively. The "Credit" and "Pass" categories held steady, with 46 children (10.36%) and 35 children (7.88%) respectively (see Figure 52).

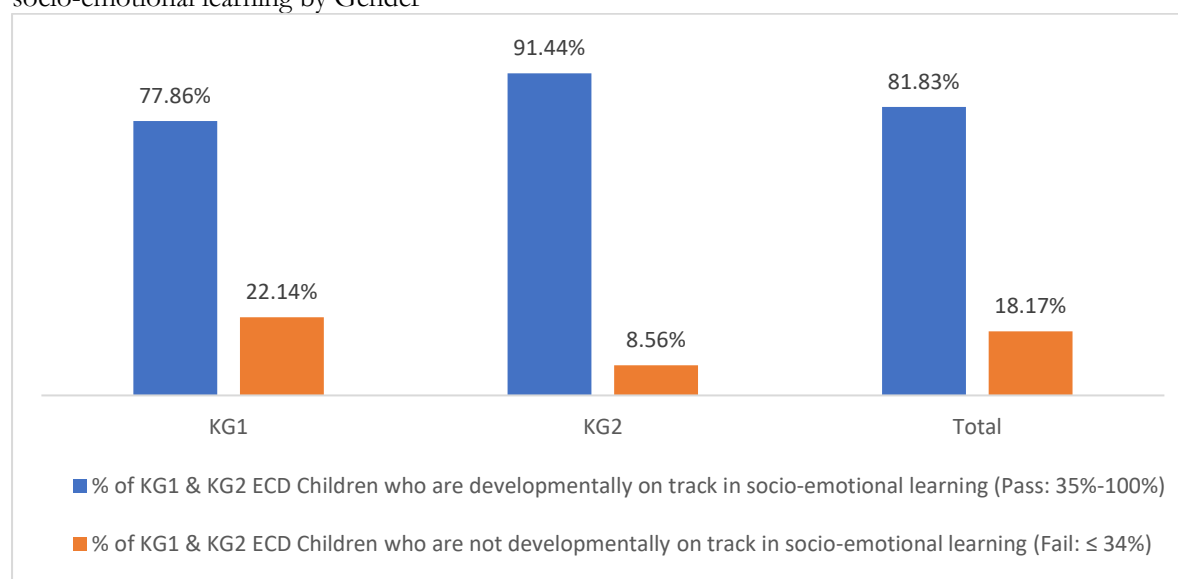
In total, considering both grades, out of the 1,519 children, 460 (30.28%) are performing excellently in socio-emotional learning, but 276 children (18.17%) are not on track. The stark differences in frequencies between the two grades emphasize the importance of early interventions. The data not only highlights the areas of strength but also pinpoints where targeted support is needed, especially in KG1. Tailored strategies, perhaps in the form of enhanced socio-emotional curricula, teacher professional development, or parental engagement initiatives, could be beneficial in ensuring all children achieve the desired socio-emotional milestones (see Figure 52).

3.7.3.1 Percentage of ECD Children in KG1 & KG2 who are developmentally on track in IDELA socio-emotional learning by Gender

The IDELA baseline results for socio-emotional learning across KG1 and KG2 children provide important insights into the developmental progress of these students.

For KG1 children, out of a total of 1,075 students assessed, 837 (77.86%) are developmentally on track in socio-emotional learning, meeting the criteria of scoring between 35% to 100%. This indicates that a significant majority of KG1 students have reached the desired socio-emotional milestones appropriate for their grade level. However, there is still a notable percentage, 238 students (22.14%), who are not on track in terms of their socio-emotional development, highlighting areas that require attention and intervention (see figure 53).

Figure 53: Percentage of ECD Children in KG1 & KG2 who are developmentally on track in IDELA socio-emotional learning by Gender



Source: IDELA Baseline Study Data, 2023

Turning our attention to KG2, the picture is more promising. Out of 444 students, an impressive 406 (91.44%) are developmentally on track in socio-emotional learning. The higher percentage, when compared to KG1, suggests that as children progress in their early childhood education, there is an improvement in their socio-emotional competencies. However, even in KG2, there are 38 students (8.56%) who have not yet reached the developmental milestones for socio-emotional learning, pointing towards the necessity of continued monitoring and support (see figure 53).

When the data from both grades is aggregated, out of the total 1,519 children, a commendable 1,243 (81.83%) are on track in their socio-emotional development. While this is an encouraging statistic, educators and stakeholders cannot overlook the 276 students (18.17%) who are lagging behind (see figure 53). Addressing the needs of this group is crucial, as socio-emotional skills play a pivotal role in a child's overall well-being, academic success, and social integration. Tailored interventions, additional resources, and targeted educational strategies may be required to ensure these children catch up with their peers.

Table 7: Performance Metrics Framework

Indicators	Boys	Girls	Total
Grade 1 (KG1)			
Percentage of ECD children who are developmentally on track in KG1 IDELA total (Socio-emotional, Literacy and Numeracy skills)	78.99%	81.56%	80.19%
Percentage of ECD children in KG1 who are developmentally on track in IDELA socio-emotional learning	76.22%	79.76%	77.86%
Percentage of ECD children in KG1 who are developmentally on track in IDELA emergent Literacy skills	78.99%	81.56%	80.19%
Percentage of ECD children in KG1 who are developmentally on track in IDELA emergent Numeracy skills	78.65%	79.16%	78.88%
Grade 2 (KG2)			
Percentage of ECD children who are developmentally on track in KG2 IDELA total (Socio-emotional, Literacy and Numeracy skills)	97.48%	93.69%	95.72%
Percentage of ECD children in KG2 who are developmentally on track in IDELA socio-emotional learning	92.44%	90.29%	91.44%
Percentage of ECD children in KG2 who are developmentally on track in IDELA emergent Literacy skills	81.09%	84.47%	82.66%
Percentage of ECD children in KG2 who are developmentally on track in IDELA emergent Numeracy skills	96%	92.72%	94.82%

5.0 CONCLUSION

The IDELA Baseline Assessment offers a comprehensive snapshot of early childhood development across Northern Region, Volta Region, and Greater Accra Region, shedding light on children's competencies in four key developmental domains—Motor Development, Emergent Literacy, Emergent Numeracy, and Social-Emotional Development. Overall, Motor Development stands out as the strongest domain, with an average correct score of 50.04%, indicating a sound foundation in basic motor skills among the assessed children. Conversely, Emergent Literacy trails behind significantly, with a concerning average score of 29.78%, necessitating targeted interventions to bolster foundational reading and writing skills. Emergent Numeracy and Social-Emotional Development present moderate performance, scoring 43.97% and 41.81%, respectively. While these scores are not as worrisome as those in literacy, they still point to opportunities for further development.

The study's overall IDELA average score of 51.89% suggests a need for a multi-dimensional educational approach to holistically enhance children's early developmental outcomes. A gender and grade-level analysis further provides insights to these findings. Boys and girls in KG1 show comparable performance, although girls slightly outscore boys in most domains. Progress from KG1 to KG2 is significant for both genders across all domains, emphasizing the critical role of early educational interventions. In summary, the baseline study underscores the crucial necessity for targeted, multifaceted educational programs to address the evident developmental disparities. The data serves as a foundational point for subsequent interventions, particularly in the area of Emergent Literacy, as well as a benchmark for evaluating the success of these forthcoming initiatives.

6.0 KEY LESSONS LEARNED

- The extremely low scores in Emergent Literacy highlight a critical area requiring immediate and targeted intervention. Literacy is foundational to academic success and early childhood development; thus, resources should be allocated to develop and implement effective literacy programs.
- The Gender analysis reveals subtle but noteworthy differences in performance across domains. For instance, girls slightly outperformed boys in literacy. This indicates that gender-sensitive approaches may yield more effective results.
- The marked improvement from KG1 to KG2 in all developmental domains underscores the importance of early childhood educational programs. Continued investment and research into these programs are essential for long-term educational success.
- The unique demographic characteristics of the districts necessitated expanding the age limit for the study up to 10 years. While this inclusion allows for a more comprehensive view, it also signals the need for age-specific educational pathways.
- Timing posed a significant logistical hurdle in the study's execution. Assessments often extended beyond designated school hours, clashing with lunchtime and contributing to children's unwillingness to continue participation. The bell for lunchtime was misinterpreted by some children as a signal to go home, leading to challenges in retaining them for the study. Future assessments should account for school schedules to minimize such conflicts.
- Limited space in some Early Childhood Development (ECD) centres made it challenging to find suitable environments for conducting interviews without disrupting regular activities. On several occasions, ECD administrations resorted to vacating classrooms for assessments, directing children to play outside and thereby interrupting their educational activities. Future assessments should engage more closely with ECD administrations to find mutually agreeable solutions that minimize educational disruptions.
- The application of systematic random sampling and stratification methods allowed for a balanced, representative sample, making the findings more generalizable.
- The use of the IDELA tool and data analysis framework contributed to the study's reliability and validity, offering a robust basis for ongoing assessment and future studies.
- The proactive step of sending official letters to district education offices for data collection permission was a critical success factor, emphasizing the need for formalizing research protocols and stakeholder engagement in future studies.

7.0 RECOMMENDATIONS

- Right to Play should Coordinate with ECD centres to schedule assessments during non-disruptive hours, possibly during a designated "assessment week" where teachers and children are pre-informed and prepared for the session.

- RTP should Engage with school administrations to identify suitable and quiet locations within the school premises for the assessments, possibly utilizing libraries, empty classrooms, or other quiet zones.
- RTP should work collaboratively with ECD centre staff to integrate the assessment into the regular curriculum or daily schedule. This can minimize disruptions and provide a more normalized setting for the children being assessed.
- RTP should provide ECD centres with temporary, foldable partitions or "assessment tents" that can be set up within larger classrooms. This will help to create a quiet and separated space for assessments without requiring children to leave their regular learning environment.
- The stringent measures put in place for data handling and confidentiality should set the standard for future studies to ensure ethical research practices.
- Right To Play should explore the possibility of mobile assessment units. This could be a van equipped with assessment materials and a quiet, controlled environment. This would prevent the need to disrupt regular school activities and may make it easier to manage the timing of assessments.
- Right To Play should partner with the districts education office to share evidence-based data on ECD needs and challenges. This collaboration aims to integrate ECD considerations into district development plans and budgets. Through a designated district ECD liaison, Right To Play can oversee the allocation of sufficient resources for ECD initiatives for children, while also facilitating proper inspection and supervision of centres.
- Right To Play must establish a comprehensive Monitoring and Evaluation (M&E) plan, complete with a child development tracking system. This framework will maintain accountability by enabling regular data collection, analysis, and progress reporting against predefined metrics. Consistent data review will not only facilitate ongoing improvement but will also inform strategies for long-term project sustainability.
- Right To Play should conduct an inventory of play materials at selected ECD centres to identify gaps. Subsequently, the organization should ensure that appropriate play-learning materials are supplied to enhance child learning and development.
- Given the assessment findings indicating deficits in "Emergent Literacy" skills, ECD centers should prioritize activities, Right To Play should focus on key literacy sub-tasks, such as letter identification, letter sound recognition, and expressive vocabulary. Experience suggests that a strong focus on Emergent Literacy and Math (ELM) can significantly improve children's school readiness and contribute to their long-term academic success.
- Due to limited resources, some essential components such as the home learning environment could not be assessed. Future studies should aim for a more holistic approach to better understand all factors influencing child development.