



IDELA Baseline Report

Methodology:

The team had conducted the IDELA baseline in Akkar between April 4th and May 5th, 2016 and in Bekaa between April 4th and May 5th, 2016. The location in Akkar were 4: Bani Sakher, Hisheh, Sheikh Mohammad and Tal Abbas as well as 4 locations in Bekaa: Balloul, Ghazze 1, Ghazze 2 and Reit. The ECE officer (Christine Kak) in Bekaa was supported by an EFO (Sahar Chameseddine) and M&E assistant (Salwa Thabet). With the same team structure in Akkar, the data collection was carried out by the ECE officer (Nada Kanjo) and supported by an EFO (Maria Abdo) and M&E officer (Ahmad Hassan). No sampling was designed for the data collection as the overall children population (3-5) years old of the project is around 300. The total IDELAs carried were 137 in Akkar and 165 in Bekaa.

Data Cleaning:

During data cleaning, there were issues with the dates indicating several human errors during the data entry of the assessments in which the tablets (ODK/ONA) were used. Some other issues that appeared in data entry were with inconsistent surveyor names where the data surveyors entered their names on the tablet in different spellings as well as in different language (Eng/Ar). Data cleaning covered also the names of the locations (ECE centers) where different spellings were entered. In akkar, the ECEO was not entering the IRC ID number fully on the tablet by skipping the "AE" code which is required to ensure consistency among all the team. One case of 6 years old child was spotted in Akkar dataset and one case of typo was in Bekaa with an age of 55 that was corrected into 5.

A more specific constraint to be added to the ODK form to avoid such typos/mistakes in the end-line. We can look also on adding the staff name as "select one" question as well as the names of the ECE locations.

More data analysis/cleaning was done based on the following recommendations from **Marianne O'Grady** – Senior ECCD Special at **Save The Children**:

- If you do a count of 999s per question and see that there is less than 20% 999 rate, then it means that the question is relevant to the context and that this question was not done by a under 20%. Nothing significant, just to note. Change the 999 to 0 and onward with analysis.
- If you see that over 20% of the 999s in any given question, then it should be noted the % and perhaps why that question may or may not have worked with that population. Sometimes we have seen that the translation wasn't working, or issue on admin. This can then be noted for the report and limitation of the methodology. Keep that % so you can note it. Then can change to 0 for remaining analysis.
- Another way to look at the 999s, is to look at the count of 999 per child, rather than question. In general, if the child said "yes" to the consent and completed the first 3 questions (not a hard count, sometimes the research and M&E teams say first 5 questions), and then didn't do the rest or a high % of the rest, it could be an issue with a shy or defiant child. If a child says "yes" in



consent and doesn't do the first 3 or 5 question, then I'd suggest probably tossing out that kid's data set, as it doesn't seem like it was a good match, even though the data collector kept going with the questions.

So based on the above instructions from Marianne, 7 IDELAs in Akkar and 2 IDELAs in Bekaa were excluded and removed from the analysis based on Instruction no.3 from Marianne as part of the data cleaning before the data analysis phase. The final IDELAs cleaned for the analysis were 130 for Akkar and 163 for Bekaa.

Data Analysis:

The first analysis process was to test instruction no.1 and 2 from Marianne which led us to the following results:

Bekaa	
Item 10. c) Child gives another response on dealing with sad feeling	24%
Item 11. c) Child gives second response for how to make friend feel better	23%
Item 12. b) Child gives second response for how to solve conflict	23%
Item 12. c) Child gives third response for how to solve conflict	38%

Akkar	
Item 10. a) Child identifies something that makes them sad	23%
Item 10. b) Child gives one response on dealing with sad feeling	31%
Item 10. c) Child gives another response on dealing with sad feeling	41%
Item 10. d) Child identifies something that makes them happy	34%
Item 11. a) Child identifies that friend is feeling sad/hurt/upset	20.4%
Item 11. b) Child gives one response for how to make friend feel better	28%
Item 11. c) Child gives second response for how to make friend feel better	34%
Item 12. b) Child gives second response for how to solve conflict	26%
Item 12. c) Child gives third response for how to solve conflict	31%
Item 18. b) Child identifies /t/ word pair (2 nd word pair)	21%
Item 20. c) "Why did the cat chase the mouse?" (because the mouse took/stole its hat)	21%
Item 20. e) "Why did the cat decide not to eat the mouse?" (because the mouse gave back the hat)	23%

A further reflection sessions should be held with the 3 team members who conducted the IDELA in each area to understand better the limitations with those questions such as translation issues, administration issues at the field level such as phrasing the question or scoring issues or any other reasons.

Moreover, it's recommended to let the ECEOs and all the team members who will be doing the data collection of IDELA in the end-line meet together before the end-line to review and harmonize IDELA conduction and administration.

The reflection sessions results should be added to this report.



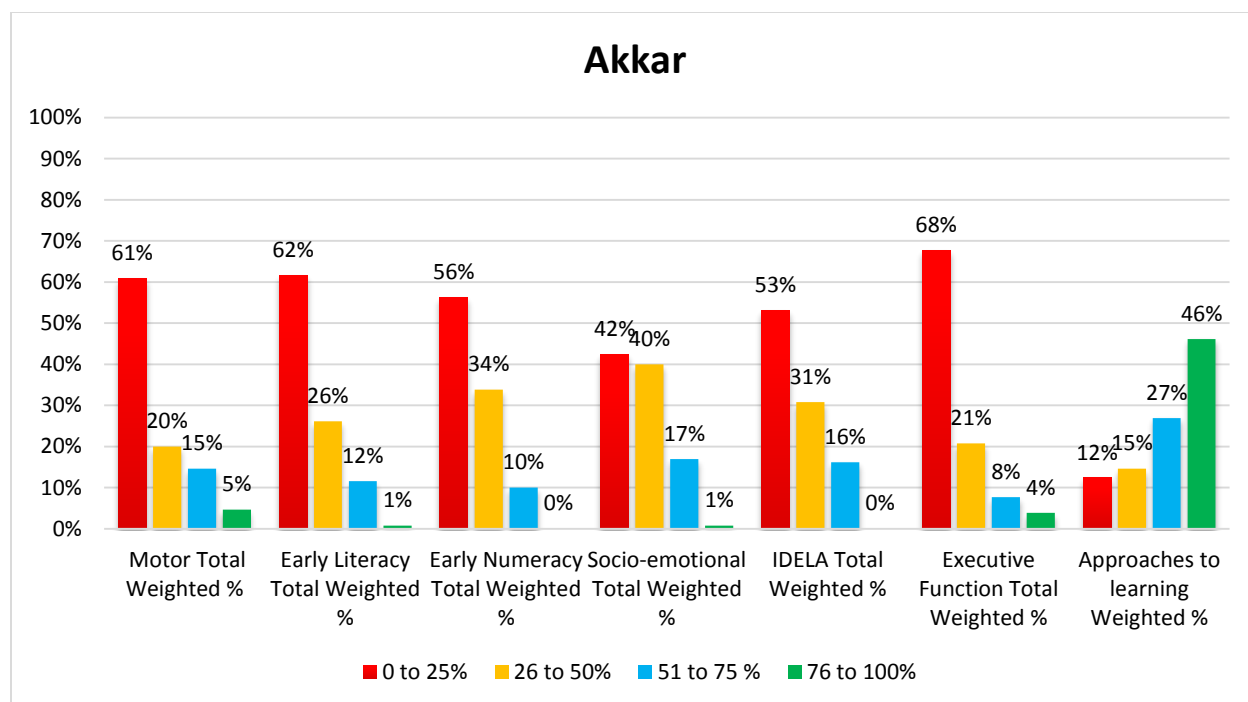
The analysis was done on different items and under the following categorization:

- ❖ IDELA Total Weighted Percentage – includes the sum of:
 - Motor Total Weighted %
 - Early Literacy Total Weighted %
 - Early Numeracy Total Weighted %
 - Socio-emotional Total Weighted %
- ❖ Executive Function Total Weighted Percentage
- ❖ Approaches to learning Weighted Percentage

Remark: The approaches to learning items appeared to be subjective and thus the results are recommended not to be included for any decision making process.

Analysis per IDELA Items and Categorization Findings:

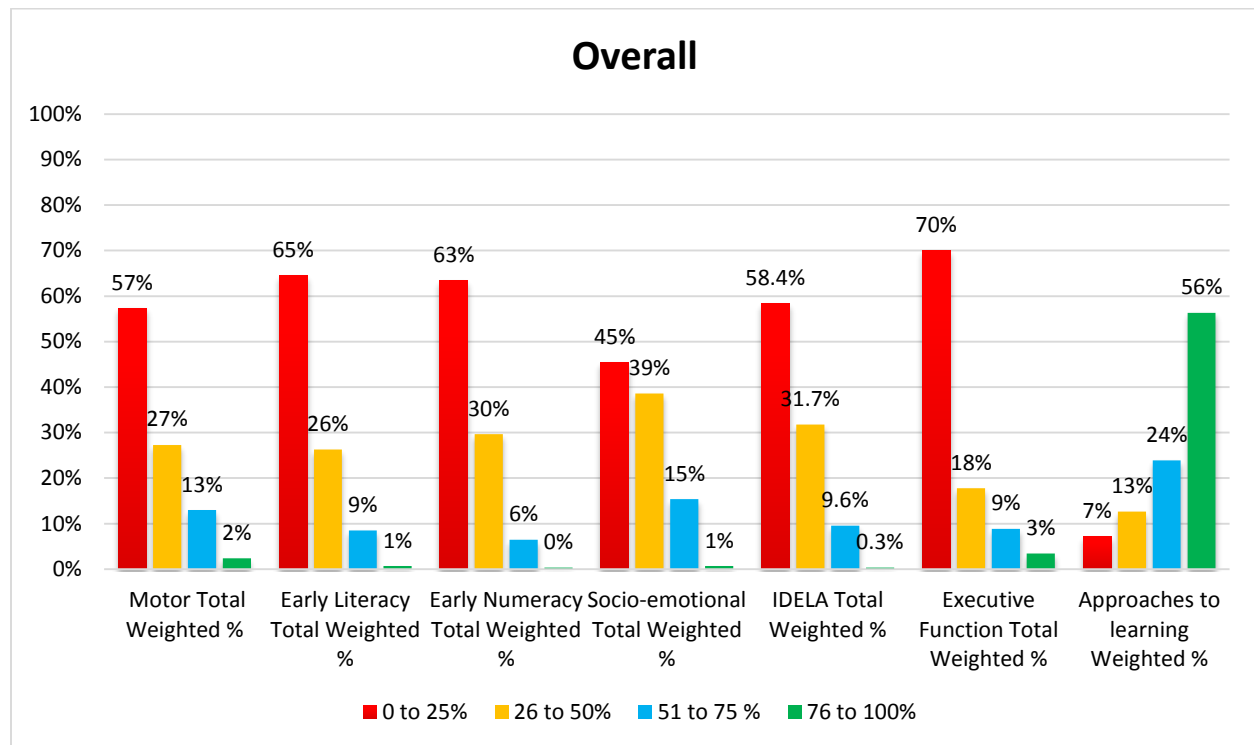
More than half of the children scored less than 25% in IDELA (53%, N=69) with 84% (N=109) of the children have scores less than 50% in the overall IDELA scores in Akkar. The majority of the children (68%, N=88) had a score less than 25% in the executive functions items followed by Early Literacy (62%, N=80) then Motor items (61%, N=79).



Similarly in Bekaa, more than half of the children scored less than 25% (63%, N=102) with the vast majority (95%, N=155) having a score less than 50%. The executive functions items for Bekaa had also the majority



of the children scoring less than 25% (72%, N=117) but unlike Akkar, it was followed by early numeracy first (69%, N=113) and then early literacy (67%, N=109).



Analysis per Gender Findings:

The breakdown of children who participated in IDELA by gender is as following:

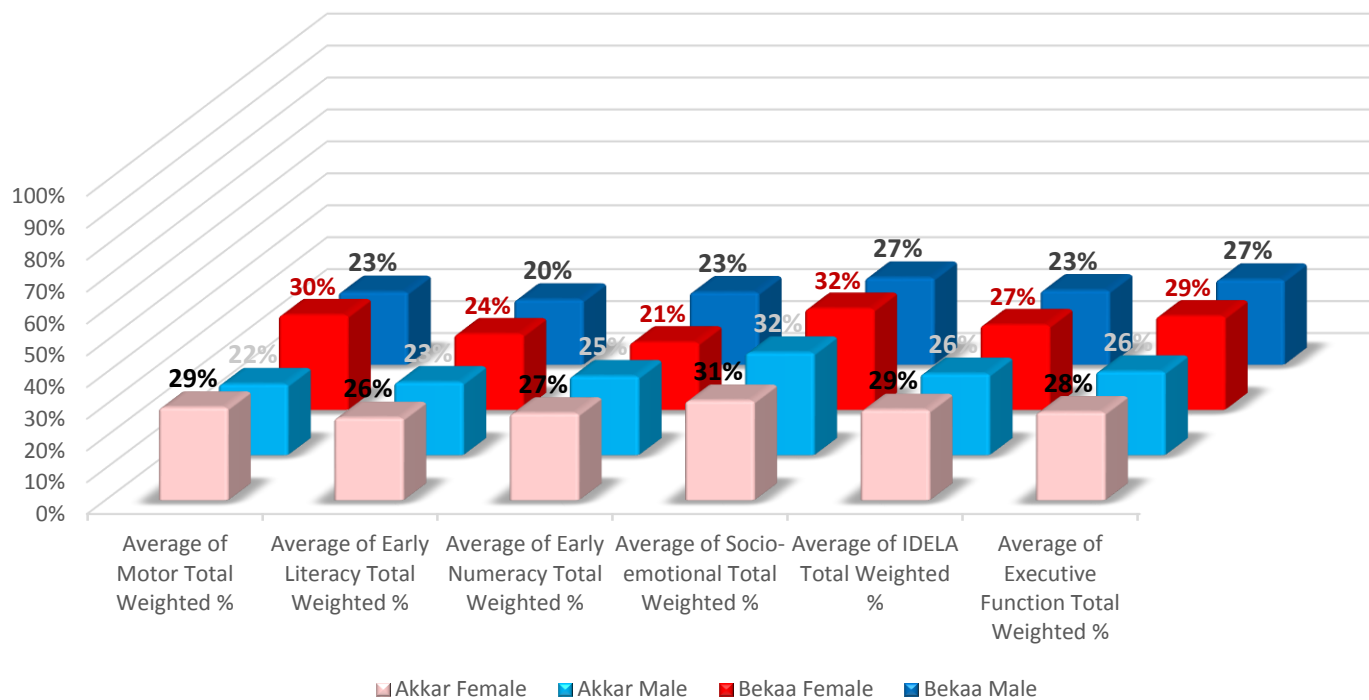
Gender VS. Area	Akkar	Bekaa
Male	66	72
Female	64	91

The average scores of the females in Akkar came higher than males in almost all the IDELA Items except in socio-emotional items where they were very close: Females 31% (N=64), Males 32% (N=66). The females scored higher than the males in Bekaa almost in all items except the early numeracy: Females 21% (N=91), Males 23% (N=72).

The females scored the lowest average in early literacy in Akkar whereas the lowest was in early numeracy in Bekaa. On the other side, the males scored the lowest average in Motor Items in Akkar whereas it was the early literacy in Bekaa.

The items of "Approach to learning" were kept out of the analysis scope although included in some tables and charts.

IDELA (Gender Disaggregation)



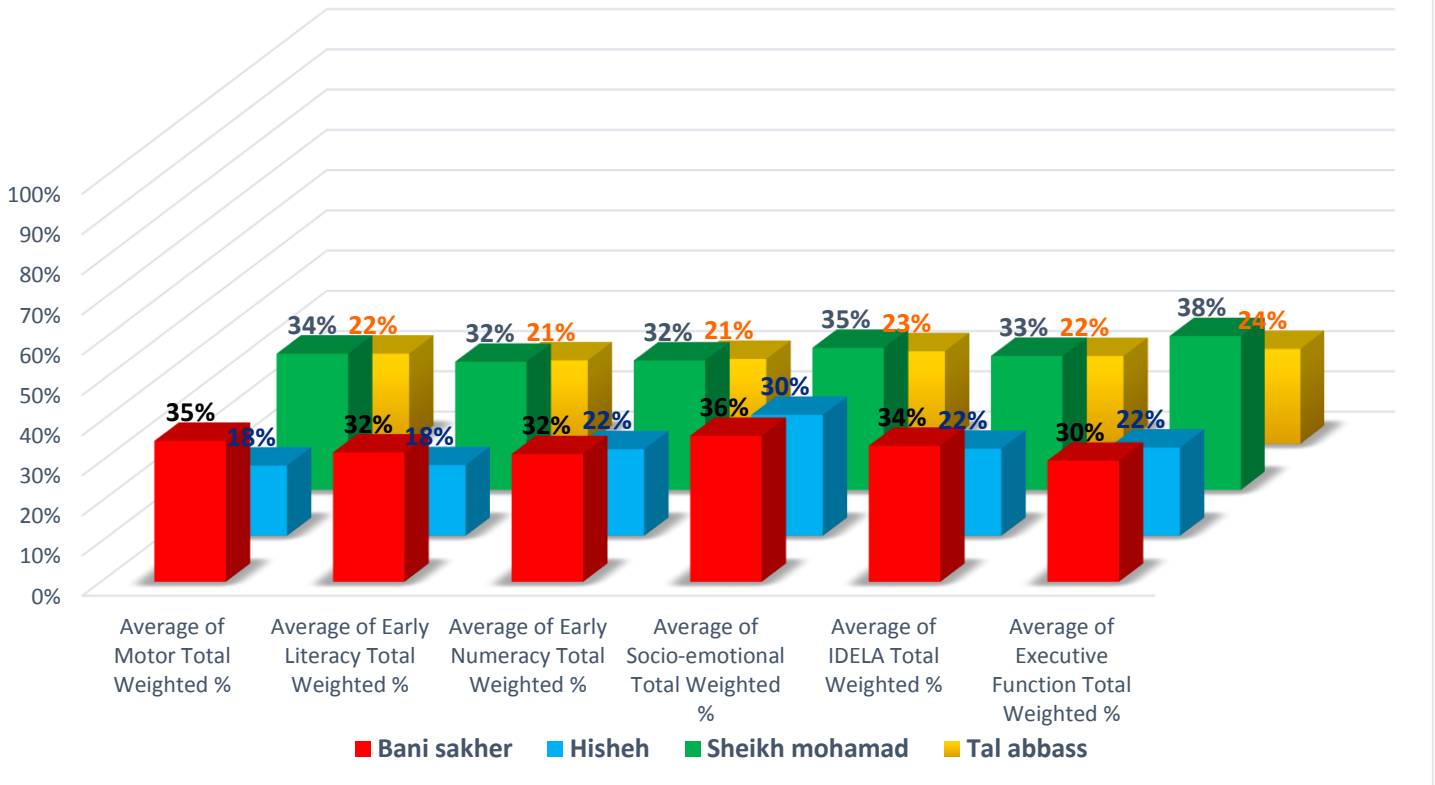
Analysis per ECE location Findings:

Akkar: The lowest average of Motor Items were found to be in Hisheh (18%) whereas the highest one was in Bani Sakher (35%). For Early Literacy Items, the lowest was in Hisheh as well (18%) whereas the highest was equal in both Bani Sakher and Sheikh Mohammad. For the Early Numeracy Items, Tal Abbas had the lowest average (21%) while Bani Sakher and Sheikh Mohammad had the highest (32%). Tal Abbas scored the lowest in socio-emotional items (23%) in comparison to Bani Sakher which scored the highest (36%). The lowest total IDELA average was in Hisheh and Tal Abbas (22%) whereas the highest was in Bani Sakher (34%). The separate executive function average was found to be the lowest in Hisheh (22%) and the highest in Sheikh Mohammad (38%).

Bekaa: The lowest average of Motor Items were found to be in Baaloul (18%) whereas the highest one was in Ghazze 2 (37%). It followed the same for Early Literacy Items, Baaloul (14%) and Ghazze 2 (30%). For the Early Numeracy Items, Reit had the lowest average (17%) while Ghazze 2 had the highest (28%). Baaloul scored the lowest in socio-emotional items (21%) in comparison to Ghazze 2 which scored the highest (38%). The lowest total IDELA average was in Baaloul (17%) whereas the highest was in Ghazze 2 (33%). The separate executive function average was found to be the lowest in Baaloul (17%) and the highest in Ghazze 2 (36%).



IDELA by ECE Location (Akkar)



IDELA by ECE Location (Bekaa)

