

SPONSORSHIP ECCD IDELA BASELINE REPORT VIETNAM NOVEMBER 2015

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Overview

I. Research questions

II. Sample

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V. Home Environment

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VII. Conclusion

I. Research questions

- 1) How similar/different are the **Treatment** and **Comparison** schools? This is important to understand for the endline analysis.
- 2) The program objectives are to narrow the gaps between advantaged and disadvantaged children. Are there any baseline differences between children of **different ethnic groups**?
- 3) Are there any baseline differences between children at the **main school** or **satellite schools**?
- The analysis will focus on these three comparisons, noting any statistically significant differences between the groups

II. Sample

- Children were sample from a total of 30 schools: 15 Treatment schools receiving the ECCD interventions and 15 Comparison schools not receiving any intervention
- 15 students were sampled per school, where feasible (enrolment at some schools was too small). The average age of students in the sample is 4 years old. 55% of the student sample is male and 45% of the sample is female.
- For all but 1% of the students assessed – an excellent response rate - their parents or other caretakers were interviewed to gather more information on the child's home environment.
- 82.6% of the students are from a minority ethnic group (82.3% in Treatment and 82.8% in Comparison)
- 4 schools are main schools (enrolling 13.4% of students) and 26 schools are satellite schools (enrolling 86.6% of students)

III. Tools used to measure outcomes

- IDELA (International Development and Early Learning Assessment)
 - The core **IDELA Child Assessment** has 24 child-reported items covering 4 areas: Motor Development, Early Numeracy, Early Literacy, and Socio-Emotional development, along with 2 Executive Function items (Short-Term Memory and Inhibitory Control)
 - The **IDELA Caregiver Questionnaire** includes 5 different sections gathering information about the homes and parental attitudes of the children in the study sample, including ECD experience and educational expectations, home learning environment and parenting practices, parent self-efficacy, and socio-economic status.

IV. Motor skills scores

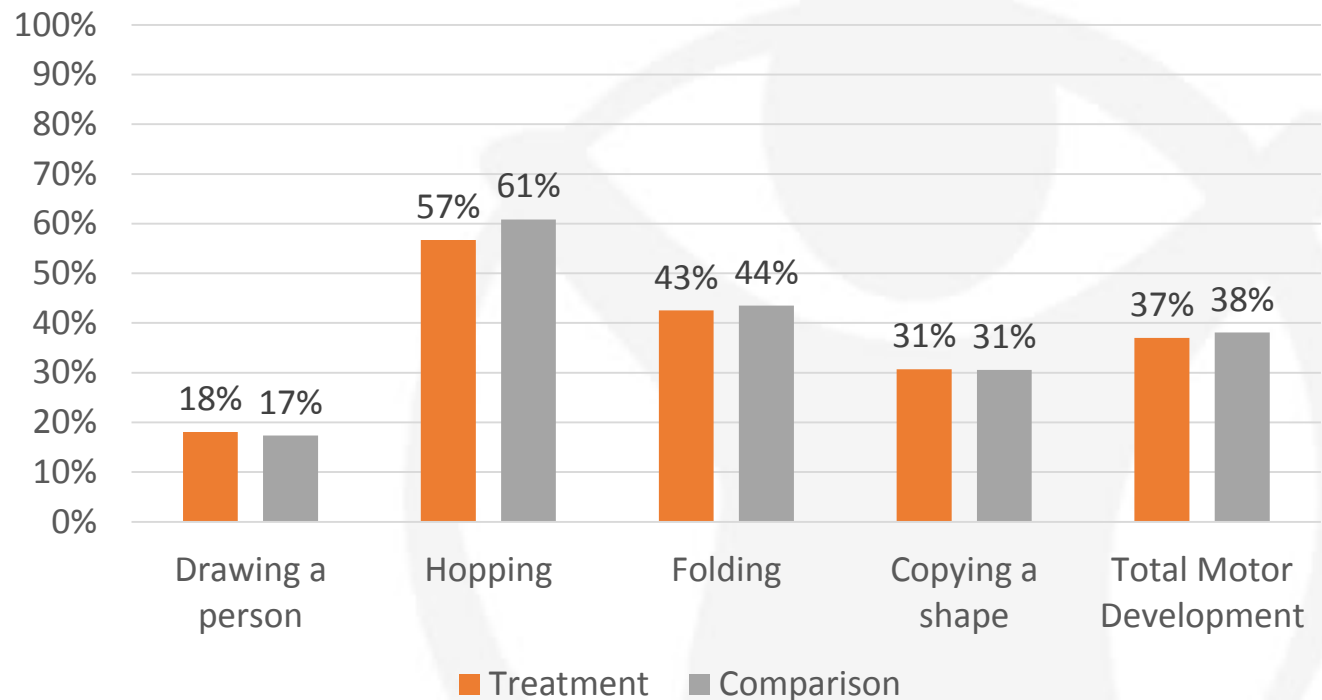
Table I. Baseline Motor Development

	Possible Points	Treatment	Comparison
Drawing a person	8	18%	17%
Hopping	10	57%	61%
Folding	4	43%	44%
Copying a shape	4	31%	31%
Total Motor Development	4	37%	38%
N		184	193

IV. Motor skills scores

- On average, children completed an average of 1.5 out of 4 motor items correctly (37% correct)
- No significant differences between the Treatment and Comparison groups; or between Main and Satellite Schools

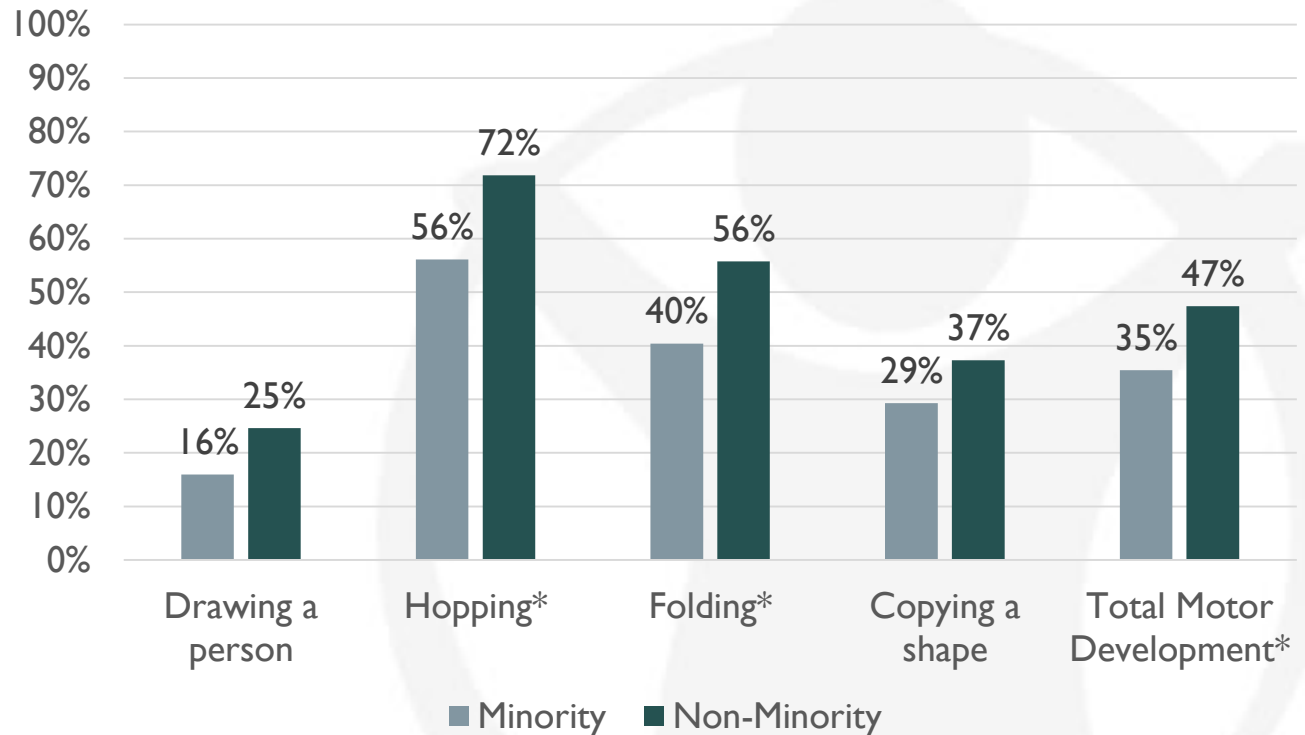
Figure 1: Baseline Motor Development, by Group



IV. Motor skills scores

- Minority students score 12% lower than Non-Minorities ($p < .05$)

Figure 2: Motor Skills, by Ethnicity



Note: * $p < .05$, ** $p < .01$, *** $p < .001$

IV. Early numeracy skills scores

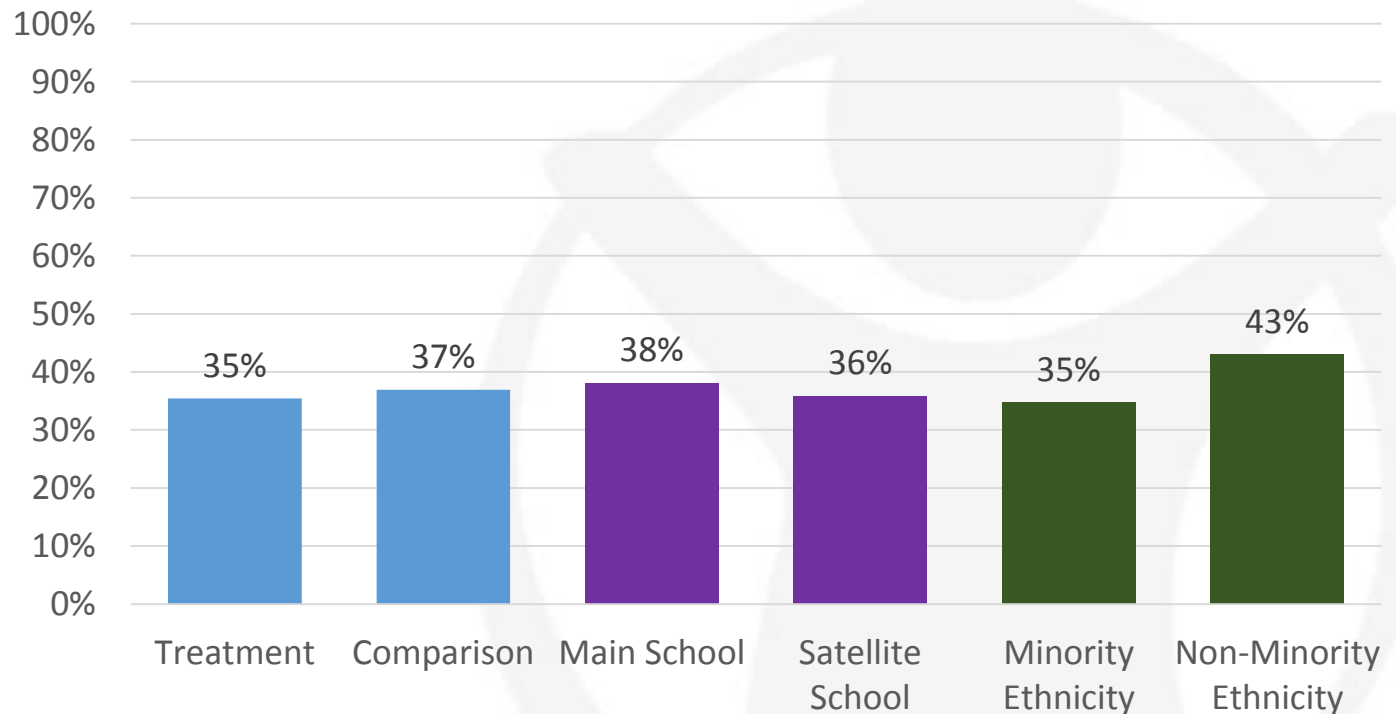
Table 2. Baseline Early Numeracy

	Possible Points	Treatment	Comparison
Size/length	4	74%	76%
Sorting	2	37%	38%
Shape ID	5	40%	48%
Number ID	20	8%	7%
One-to-one correspondence	3	25%	29%
Simple operations	3	41%	44%
Puzzle	5	23%	17%
Total Emergent Numeracy	7	35%	37%
N		184	193

IV. Early numeracy skills scores

- On average, children answered an average of 2.5 out of 7 mathematics questions correctly (36%)
- No significant differences in overall score, for any two groups: Treatment/Control; Minority/Non; Main/Satellite Schools

Figure 3: Baseline Numeracy Scores



IV. Early literacy skills scores

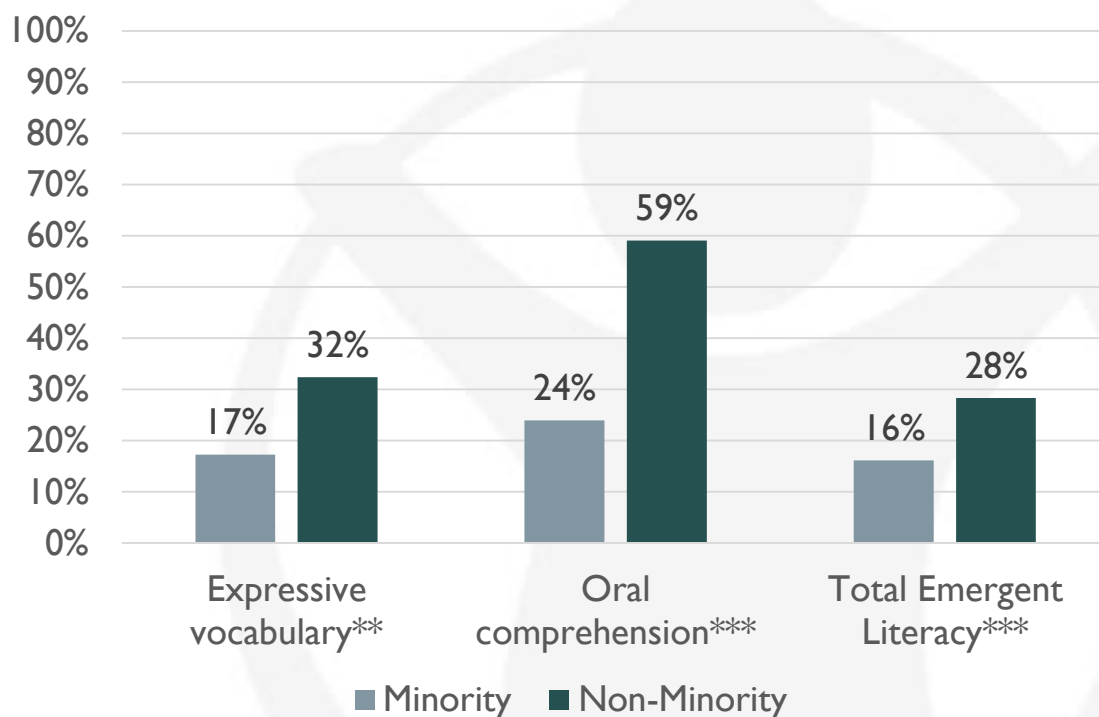
Table 3. Baseline Early Literacy Skills

	Possible Points	Treatment	Comparison
Print awareness	3	28%	26%
Letter ID	20	8%	7%
Expressive vocabulary	20	20%	20%
Oral comprehension	5	26%	34%
Phonetic awareness	3	5%	7%
Writing	4	16%	22%
Total Emergent Literacy	6	17%	19%
N		184	193

IV. Early literacy skills scores

- On average children had an emergent literacy score of 1 out of 6 possible points (18% correct)
- No significant differences between Treatment/Control or Main/Satellite Schools
- Very significant difference ($p < .001$) in total literacy school between minority and non-minority ethnicity students (*only items with differences shown*)

Figure 4: Emergent Literacy, by Ethnicity



Note: * $p < .05$, ** $p < .01$, *** $p < .001$

IV. Socio-emotional skills scores

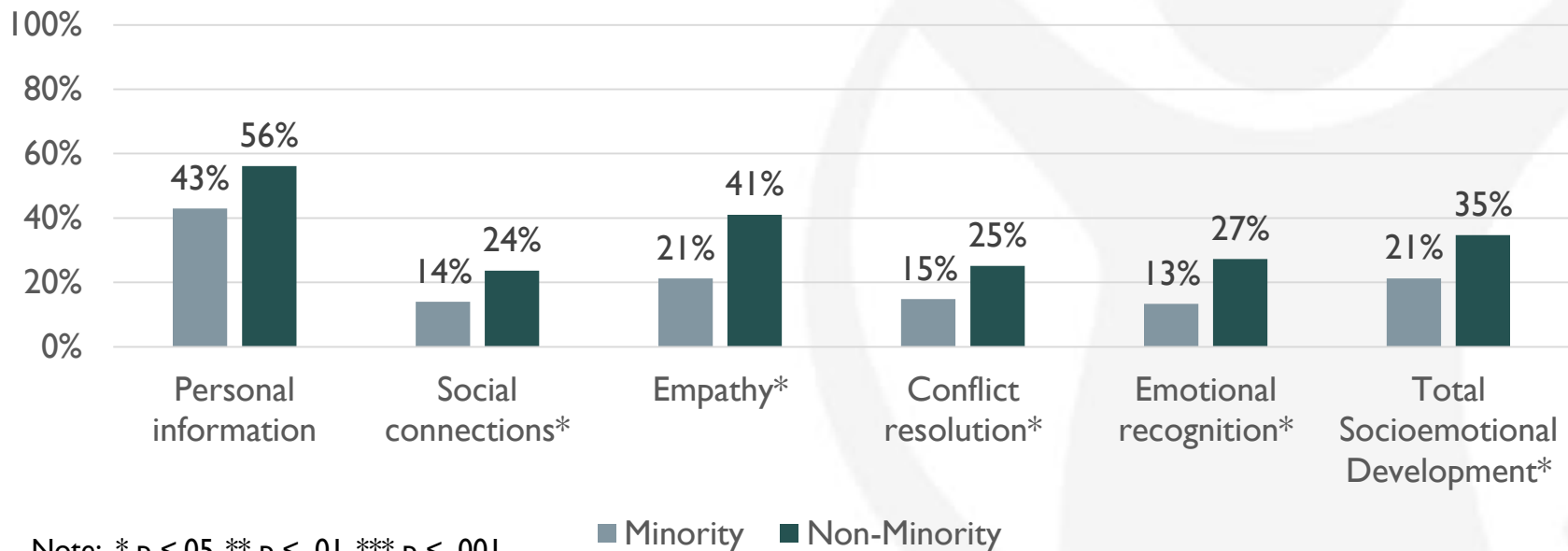
Table 5. Baseline Socio-emotional Development Skills

	Possible Points	Treatment	Comparison
Personal information	6	41%	49%
Social connections	10	16%	15%
Empathy	3	26%	23%
Conflict resolution	3	19%	15%
Emotional recognition	4	19%	13%
Total Socioemotional Development	5	24%	23%
N		184	193

IV. Socio-emotional skills scores

- On average children had a score of 1 out of 6 possible points (24% correct)
- There were no significant differences between Treatment/Comparison and Main/Satellite School groups. Significant differences were found between Minority/Non-Minority Groups (illustrated below)

Figure 5: Socioemotional Score, by Ethnicity

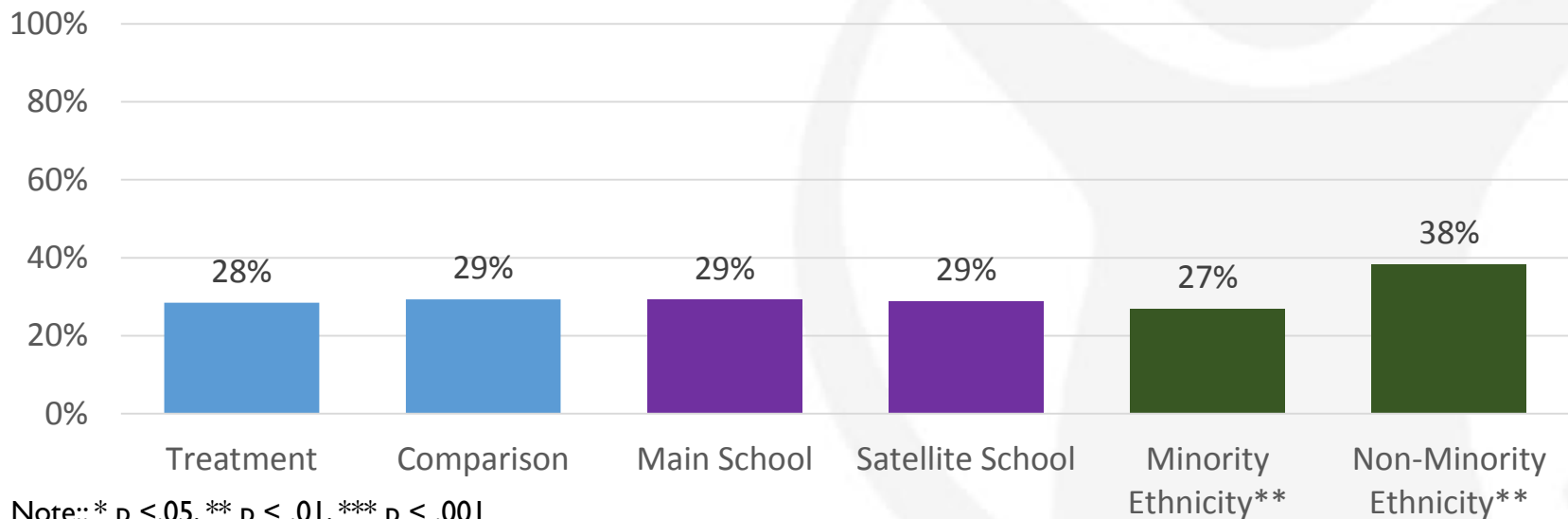


Note: * $p < .05$, ** $p < .01$, *** $p < .001$

IV. Overall IDELA score

- On average children had an IDELA score of 7.6 out of 24 possible points (35% correct)
- No significant differences between Treatment/Comparison or Main/Satellite Schools.
- Significant differences between Minority and Non-Minority Ethnicity children

Figure 6: Total IDELA Scores



Note: * $p < .05$, ** $p < .01$, *** $p < .001$

IV. Home Environment

Table 5a. Family Characteristics, Treatment & Comparison

*** No significant differences**

	Treatment	Comparison
Mother Age	27.3	27.2
Mother Education (0=None; 4=Uni)	2.2	2.3
Mother is Literate	83%	82%
Father Age	30.1	29.4
Father Education (0=None; 4=Uni)	2.6	2.5
Father is Literate	90%	93%
# of Children in HH	3.1	3.1
Sum of Possessions in HH	3.4	3.6
N	181	192

IV. Home Environment

Table 5b. Family Characteristics, Main & Satellite Schools

*** Fathers of students at Main schools are more educated**

	Treatment	Comparison
Mother Age	27.6	27.2
Mother Education (0=None; 4=Uni)	2.5	2.2
Mother is Literate	84%	82%
Father Age	30.4	29.6
Father Education (0=None; 4=Uni)**	3.0	2.5
Father is Literate	96%	91%
# of Children in HH	2.9	3.1
Sum of Possessions in HH	3.7	3.4

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

IV. Home Environment

Table 5c. Family Characteristics, Minority & Non Minority Students

***There are fewer possessions in minority students' homes, parents are younger & less educated**

	Treatment	Comparison
Mother Age*	26.9	28.8
Mother Education (0=None; 4=Uni)**	2.1	2.8
Mother is Literate*	79%	100%
Father Age*	29.2	32.1
Father Education (0=None; 4=Uni)*	2.5	2.8
Father is Literate	90%	98%
# of Children in HH	3.1	2.8
Sum of Possessions in HH**	3.3	4.3
N	308	65

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

IV. Home Environment

Table 6a. Learning Materials (Books)

- Children in the Treatment group had fewer Coloring books than children in the Comparison group, as did children in the Minority group compared to children in the Non-Minority Group
- No other differences between groups

	Treatment	Comparison
Storybook	25%	35%
Textbook	24%	21%
Religious Book	10%	5%
Coloring Book*	30%	48%
Comic Book	16%	18%
Total # of Types of Books (0-6)	1.6	1.9
N	181	192

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

IV. Home Environment

Table 6a. Learning Materials (Toys)

- Focusing only on total types of toys, there were no significant differences between Treatment and Comparison groups.
- Children in the Minority group played with 1 fewer type of toy than children in the Non-minority group
- Children at Main schools played with 1 fewer type of toy than children at Satellite Schools

	Treatment	Comparison
Homemade Toy	45%	46%
Store Bought Toys	78%	77%
Household Objects	71%	55%
Outdoor Objects	80%	70%
Drawing/Writing Materials	62%	70%
Puzzles	27%	34%
Hand-Eye Coordination Toys	22%	28%
Color/Size/Shape Toys	28%	42%
Counting Toys	42%	48%
Total # of Types of Toys (0-9)	4.6	4.7

Note: * p < .05, ** p < .01, *** p < .001

IV. Home Environment

- Parents in the Treatment Group were less likely to tell stories to their children than those in the Comparison Group
- Parents of children in the Minority Group were less likely to hug their children than parents of children not in the Minority Group
- Many differences in behaviors between Main and Satellite School households (Figure)

Table 7. Learning Behaviors, by School Type

	Main	Satellite
Read books	36%	25%
Tell stories*	60%	38%
Sing	62%	62%
Take outside*	76%	60%
Play*	64%	41%
Name things/draw*	68%	46%
Teach new things	74%	58%
Teach alphabet	50%	57%
Teach numbers	72%	65%
Hug	86%	82%
Total # of Activities (0-10)	6.5	5.3
Total # of Activities with MOM (0-10)	4.8	3.7
Total # of Activities with DAD (0-10)**	3.4	2.3

Note: * p < .05, ** p < .01, *** p < .001

IV. Home Environment

Parenting Attitudes

- Questions reflecting the parents' perceived ability to effect their child's development, and their perceived capacity for their child's growth
- Optional Section: Only 37% of Parents responded
- Average Score was 28/36 points
- No significant differences between Treatment and Comparison; Minority and Non-Minority Groups
- Main Schools scored significantly lower (4 points) than Satellite Schools ($p < .01$)

V. Conclusions

- Minor differences between Treatment and Comparison group are a good starting place for an accurate endline report
- More differences found between the minority and non-minority sample, which must be controlled for at endline, and will therefore be a bit more challenging to report on
- Few differences between children at Main and Satellite schools
- Next Steps: Track program implementation carefully; follow up survey scheduled for May [insert year]



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