Baseline Assessment in Iraq
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Acknowledgement:
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Outline

- What Is IDELA and Why is it Important for PRM
- Assessment Domains and Tools
- Methodology and Sampling Frame Used
- Findings
  - Family and caregiver characteristics
  - Home learning environment
  - ECCD participation and expectations
  --Attitudes about parenting
- Developmental disability
- Child development-IDELA for Child
- Conclusion
- Recommendation to the Program Team
What is IDELA

The international Development and Early Learning Assessment (IDELA) is an easy to use, rigorous global tool that measures children’s early learning and development.

- Direct child assessment
- Intended for global use, feasible in low income countries
- Successfully adapted and used in varied contexts, 40+ countries to date
- Monitors/tracks progress on a population/community level
- Tracks impact of interventions; compares effectiveness of approaches
- Intended to improve programs, policy, and practice and inspire investment
IDELA in brief

- **Target age group:** 3.5 - 6.5 years. (4-7 is acceptable)
- **# Items:** 22 core items that cover 4 domains
- + 2 executive function items and observed approaches to learning
- **Average administration time:** 30-35 minutes per child
- Emphasizes continuous scoring over yes/no responses
- Play based
What does IDELA measure?

**Motor Development**
- Fine and gross motor skills: Hopping; Copying shape; Folding paper; Drawing

**Emergent Literacy**
- Print Awareness; Oral Language; Letters; Phonological Awareness; Listening Comprehension

**Emergent Numeracy**
- Number Sense; Shapes & Spatial Relations; Sorting; Problem Solving; Measurement & Comparison

**Social-Emotional Development**
- Perspective taking; Understanding feelings; Self awareness; Sharing; Peer interactions;
## IDELA ASSESSMENT DOMAINS

<table>
<thead>
<tr>
<th>Motor Development</th>
<th>Emergent Literacy</th>
<th>Emergent Numeracy</th>
<th>Social-emotional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopping on one foot</td>
<td>Print awareness</td>
<td>Measurement and comparison</td>
<td>Peer relations</td>
</tr>
<tr>
<td>Copying a shape</td>
<td>Expressive vocabulary</td>
<td>Classification/Sorting</td>
<td>Emotional awareness</td>
</tr>
<tr>
<td>Drawing a human figure</td>
<td>Letter identification</td>
<td>Number identification</td>
<td>Empathy</td>
</tr>
<tr>
<td>Folding Paper</td>
<td>Emergent writing</td>
<td>Shape identification</td>
<td>Perspective taking</td>
</tr>
<tr>
<td></td>
<td>Initial sound discrimination</td>
<td>One-to-one correspondence</td>
<td>Self-awareness</td>
</tr>
<tr>
<td></td>
<td>Listening comprehension</td>
<td>Simple operations</td>
<td>Conflict resolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simple problem solving</td>
<td></td>
</tr>
</tbody>
</table>

**Executive function:** Short-term memory and inhibitory control

**Approaches to Learning:** Persistence, motivation and engagement

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*Image 34x4 to 181x34*

*Image 33x447 to 687x451*
Two tools were primarily used for IDELA Assessment. One tool is for caregiver and one tool is for the child.

- **Caregiver Assessment Tool**: Assesses the learning environment provided by parents.
- **Child Assessment Tool**: Assesses the competency in the four domains.

The tools are easy to be used by the community members and the teachers. For example, only one training was provided to the Iraqi team and they were able to train teachers to conduct this assessment. The final data was analyzed by the in-country team.

Analysis of the findings can show gaps in quality that can be focused on in the Early childhood development and education.
SAMPLING DATA COLLECTION AND ANALYSIS

- In February 2019, Save the children sampled 252 (118 boys, 134 girls) children from the treatment and control groups in three Governorates. Namely:
  - In Duhak, Domiz and Gawilan was sampled as a camp
  - Ninewa (Suniune) Non camp
  - Kalar (Sadiya and Jalaula)
- Only children 4-7 years were sampled.
- 249 parents and care givers were interviewed.
- Composed of 156 Mothers, 81 Fathers, 4 Grand parents, 1 brother/sister and 7 others.
- Data collection was done by Education Field Teams with support from ECCD TA from SC US
- Data Analysis and Interpretation was done by the Country MEAL TEAM.
Family and caregiver characteristics

- Mother: 63%
- Father: 32%
- Grand Parents: 2%
- Brother / Sister: 0.40%
- Others: 3%

FINDINGS
Demographic Characteristics of Caregivers

Caregiver’s Level of Education

- None: Mothers 40%, Fathers 35%
- Pre-School: Mothers 25%, Fathers 40%
- Primary: Mothers 15%, Fathers 10%
- Secondary: Mothers 5%, Fathers 10%
- Higher Edu: None
Caregivers’ Expectations of skills from ECCD

Caregiver's Expectation from ECCD

- Hygiene
- Letters
- Other Literacy
- Numbers
- Other Math
- Social Skills
- Others
Caregivers’ anticipation of Child’s Educational completion

Caregiver's Expectation for Children Education Completion

Expect primary completion: 99%
Expect secondary completion: 93%
**Reading Materials available at home for Children**

**Available Numbers of Learning Materials at Home**

- **None**: 19%
- **1 Type**: 21%
- **2 Types**: 28%
- **3 Types**: 19%
- **4 Types**: 9%
- **5 Types**: 2%
- **6 Types**: 2%

**Material Types:**
- Storybook
- Textbook
- Magazine
- Religious
- Coloring
- Comics
Available Numbers of Toy Types at Home

- 1 Type: 4%
- 2 Types: 19%
- 3 Types: 24%
- 4 Types: 16%
- 5 Types: 10%
- 6 Types: 12%
- 7 Types: 7%
- 8 Types: 3%
- 9 Types: 3%
- 10 Types: 1%
- None: 1%
- 1 Type: 4%
- 2 Types: 19%
- 3 Types: 24%
- 4 Types: 16%
- 5 Types: 10%
- 6 Types: 12%
- 7 Types: 7%
- 8 Types: 3%
- 9 Types: 3%
- 10 Types: 1%
- None: 1%

Toy Types:
- Homemade toys
- Shop toys
- Household objects
- Outside objects
- Drawing toys
- Puzzles Toy with 2-3 pieces
- Color, shape, size toy
- Number/ counting toys
- Other toys
Learning activities by Caregivers

Learning Activities Caregivers do with Children

- Read books with child?
- Tell stories to the child?
- Sing songs to the child?
- Take the child outside the home
- Play simple games?
- Name objects or draw things
- Show or teach your child something new
- Teach alphabet or encourage to learn letters
- Play a counting game or teach numbers
- Hug or show affection to child
Prevalence of Negative Discipline at Home

Negative Discipline Methods Used

- Spank child: 60%
- Hit child: 40%
- Yell at child: 60%
## Prevalence Rate and Type of Disability

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Disability Among Children</td>
<td>7%</td>
</tr>
<tr>
<td>Communication/ language</td>
<td>17%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>11%</td>
</tr>
<tr>
<td>Physical</td>
<td>33%</td>
</tr>
<tr>
<td>Visual</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
</tr>
</tbody>
</table>

## Worries of Caregivers on Child Development

<table>
<thead>
<tr>
<th>Worries</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worried about any aspect of child's cognitive or social development?</td>
<td>18%</td>
</tr>
<tr>
<td>Worried about any aspect of child's physical development?</td>
<td>13%</td>
</tr>
</tbody>
</table>
### Attitude of Caregivers towards Child’s Education

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play a crucial role in my child’s development</td>
<td>3.7</td>
</tr>
<tr>
<td>Important to take a good care of child at an early age.</td>
<td>3.6</td>
</tr>
<tr>
<td>Make time for my child in order to take care of him/her.</td>
<td>3.0</td>
</tr>
<tr>
<td>Knowing how to read is important to have a good life.</td>
<td>3.3</td>
</tr>
<tr>
<td>Encourage my child to complete at least secondary school</td>
<td>3.2</td>
</tr>
<tr>
<td>I teach my child school readiness skills at home</td>
<td>3.3</td>
</tr>
<tr>
<td>I think my child can learn a lot of skills by playing games</td>
<td>3.3</td>
</tr>
<tr>
<td>Engage my child in games while I am doing my daily work</td>
<td>3.2</td>
</tr>
</tbody>
</table>

1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree
Learning Development Scores

Average learning and development scores in IDELA domains Treatment Group

[Bar chart showing the average learning and development scores for boys and girls across different IDELA domains, including Motor Total Weighted, Early Literacy Total Weighted, Early Numeracy Total Weighted, Social-emotional Total Weighted, Total IDELA Total Weighted, Executive Function Total Weighted, Approaches to learning Weighted.]
Average Learning and Development Scores

Average learning and development scores in IDELA domains

Treatment Group Boys
Treatment Group Girls
Control Group Boys
Control Group Girls
## Average IDELA scores by child’s age (Treatment Group)

<table>
<thead>
<tr>
<th>Child’s Age</th>
<th>Motor Total Weighted</th>
<th>Early Literacy Total Weighted</th>
<th>Early Numeracy Total Weighted</th>
<th>Social-emotional Total Weighted</th>
<th>IDELA Total Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Yrs.</td>
<td>44%</td>
<td>29%</td>
<td>24%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>5 Yrs.</td>
<td>54%</td>
<td>33%</td>
<td>39%</td>
<td>34%</td>
<td>40%</td>
</tr>
<tr>
<td>6 Yrs.</td>
<td>68%</td>
<td>47%</td>
<td>54%</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>7 Yrs.</td>
<td>79%</td>
<td>44%</td>
<td>60%</td>
<td>56%</td>
<td>60%</td>
</tr>
</tbody>
</table>
### Average IDELA scores by child’s age (Control Group)

<table>
<thead>
<tr>
<th>Child’s Age</th>
<th>Motor Total Weighted</th>
<th>Early Literacy Total Weighted</th>
<th>Early Numeracy Total Weighted</th>
<th>Social-emotional Total Weighted</th>
<th>IDELA Total Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Yrs.</td>
<td>27%</td>
<td>14%</td>
<td>17%</td>
<td>26%</td>
<td>21%</td>
</tr>
<tr>
<td>5 Yrs.</td>
<td>40%</td>
<td>24%</td>
<td>28%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>6 Yrs.</td>
<td>52%</td>
<td>37%</td>
<td>42%</td>
<td>26%</td>
<td>39%</td>
</tr>
<tr>
<td>7 Yrs.</td>
<td>64%</td>
<td>55%</td>
<td>52%</td>
<td>26%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Average IDELA scores by child’s age

- Motor Total Weighted
- Early Literacy Total Weighted
- Early Numeracy Total Weighted
- Social-emotional Total Weighted
- IDELA Total Weighted

4 Yrs, 5 Yrs, 6 Yrs, 7 Yrs
Conclusions

- **Home Learning Environment:** Fewer caregivers (40%) were able to provide conducive learning environment at home. Children have fewer toys and learning materials at home and this affects their performance in emotional, literacy and numeracy skills.

- **ECCD Participation:** On average, only 4/10 of caregivers are undertaking learning activities with children at home.

- **Attitude on Parenting:** Caregivers demonstrated an average scores across the control and treatment group. There was wider use of negative discipline approaches.

- **Child Development:**
  - Boys are struggling to learn: Girls in the treatment group attained better scores in all ID ELA domains compared to boys. It would be good to understand the contextual reasoning behind this scores.
  - Treatment group shows better results: Boys and girls in the treatment groups performed better than their peers in the control group. This could be attributed to structures, process and systems set up in the treatment centers (ECCD Interventions started prior to BPRM, so the children were already accessing standardized ECCD packages with other projects).
  - Areas of Struggle: Socio emotional skills, literacy and numeracy are a challenge in both the treatment and the control groups.
Recommendations

- **Promote Parental Engagement in Early Learning:** Improve awareness on the importance of play and learning materials. The project team should further strengthen mechanism for parents participation in learning activities.

- **Provide play materials and reading materials to boost all skill sets e.g.** Library borrowing can be utilized for this purpose.

- **Pay attention to boys’ in all the domains of learning.** Effort should be undertaken to understand the reasons behind e.g. Are all teachers females?

- **Deepen sensitization campaign to end violence against children- Positive discipline approaches should be promoted.**
THANK YOU

Save the Children