



**Save the Children**

# **IDE LA End line Evaluation Report**

2019 Iraq Country Office / September  
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# ACKNOWLEDGEMENTS

We would like to express our gratitude to the United States Bureau of Population and Migration for their generous funding to the refugees and the displaced children in Iraq. We also acknowledge the valuable support and assistance provided to us by the country Senior management team and all education team in Diyala, Ninewa and Dohuk offices as well as all facilitators and team members who carried out the interviews with the targeted children and collected the data for the baseline and end line report.

Our special thanks also go to SCUS team especially Marianne O'Grady, Jonathan Seiden, Lauren Pisani and Frannie Nobel for providing their support remotely and Marianne for training the Education teams on how to carry out the assessment.

# Arconyms

IDELA	International Development and Early Learning Assessment
ECCD	Early Childhood and Care Development
SCI	Save the Children International
MEAL	Monitoring, Evaluation, Accountability and Learning



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# Introduction

Since 2014, Save the Children has been responding to emergency and transition needs of children displaced by Syrian and Iraqi crisis both in displacement locations and areas of return. In Iraq, ECCD is not highly prioritized in the educational intervention as, during emergencies, humanitarian actors and governmental stakeholders prefer to focus on primary education and children aged 6 to 12 years old. Due to the lack of ECCD services in the country, marginalized children has additional challenges in terms of access to quality early childhood development opportunities.

Between September 2018 to August 2019, Save the Children has received funding from BPRM to implement a project named “Strengthening the protective environment for affected children, families and communities through increased access to quality education and child protection services” which includes both education and child protection services for conflict-affected children. Education related activities focused on early and pre-primary education in Dohuk, Ninewa and Diyala governorates. For ECCD specifically, the project aimed at increasing access to quality ECCD services for 210 conflict affected children living in Sinuni district (Ninewa), Domiz 2 and Gawilan refugee camps (Dohuk) and Khanaqin district (Diyala). At the beginning and at the end of the project, a survey has been conducted using the International Development and Early Learning Assessment (IDELA) tool to evaluate the impact of the project activities on the four core IDELA domains and skills [Table 1] on the children engaged in the 9 ECCD centers supported by the project.

**Table 1. IDELA domains and subdomains**

Motor Development	Emergent Literacy	Emergent Numeracy	Social-emotional Development
Hopping on one foot	Print awareness	Measurement and comparison	Peer relations
Copying a shape	Expressive vocabulary	Classification/Sorting	Emotional awareness
Drawing a human figure	Letter identification	Number identification	Empathy
Folding Paper	Emergent writing	Shape identification	Perspective taking
	Initial sound discrimination	One-to-one correspondence	Self-awareness
	Listening comprehension	Simple operations	Conflict resolution
		Simple problem solving	
Executive function: Short-term memory and inhibitory control			
Approaches to Learning: Persistence, motivation and engagement			

This report presents the results of baseline and end line scores attained by children aged 7-3 years in the supported governorates. Save the Children’s International Development and Early Learning Assessment (IDELA) was used to measure children’s early development and learning and a caregiver questionnaire was used to collect information about the quality of children’s early learning environment. The main purpose of this analysis was to investigate the current status of children’s development and assess if project supported children have gained skills and knowledge necessary for success in the early primary grades.



## Evaluation Objectives

1. To explore changes about children's emergent learning and development skills and the implication for future education programming.
2. To compare the impact of the intervention in the supported ECCD centers versus control groups in terms of learning and development skills.
3. To examine the relationship between background home learning environment and effective targeting our learning and development program.

## Methodology and Assessment tools

The International Development and Early Learning Assessment (IDELA) was used to measure child development and learning and the IDELA Caregiver Questionnaire was used to interview parents/caregivers to collect information about the quality of children's early learning environment. IDELA is an international assessment tool developed by Save the Children which has been used in over 50 countries to measure child development and learning, and was used as to assess children aged 6-3 years old. The IDELA child assessment contains 22 direct assessment items covering four domains: motor development, emergent literacy, emergent numeracy and socio-emotional development. In addition, two optional direct assessment items were added to measure children's executive functioning, as well as assessor-reported items focused on children's learning approaches.

The IDELA Caregiver Questionnaire contains questions about children's family and household environments. Specifically, caregivers are asked about their educational background, daily play and learning interactions with children, feeding and health practices, and disciplinary behaviors. Additionally, they are also asked about their expectations and attitudes regarding their children's development and the importance of education for their future.

## Sampling methods

All the (9) ECCDs centers were included in the assessment and a corresponding 9 comparison areas were purposefully selected based on their proximity to the intervention centers. This was essential to ensure that the assessment and the control groups depict almost the same characteristics except the interventions. The final sample for this assessment was 141 children attending ECCD centers below the age of 7, divided between 9 ECCD centers set to receive the ELM Intervention and 105 in the comparison group.

## Data Collection and Geographic coverage

Baseline data collection took place in between January 2019 to March 2019 and the end line data collection too place in August 2019. Data was collected from Ninewa (Sinoni); Diyala (Jalawa, Saadiya); Dohuk (Gawilan, Domiz 2)



# Data Analysis

We analyzed the status of caregiver knowledge and behaviors related to early development, care and learning, as well as the status of children's development in five domains under the International Development and Early Learning Assessment (IDELA) standards.

## Summary of Findings

### Participants

Across the three governorates, a total of 246 children between 3 and 7 years old from treatment and control groups participated in the assessment (141 from treatment 71- boys, 70 girls) and 113 from control- 49 Boys, 56 Girls). 254 caregivers (105 males, 149 Females) were interviewed from both the treatment and control groups.

**Table 1. Participant matrix**

Location	Treatment			Control			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dohuk	28	37	65	31	23	54	59	60	119
Diyala	21	16	37	4	14	18	25	30	55
Ninawa	22	17	39	14	19	41	36	36	72
Total	71	70	141	49	56	113	120	126	246

**Table 2. Caregivers Composition**

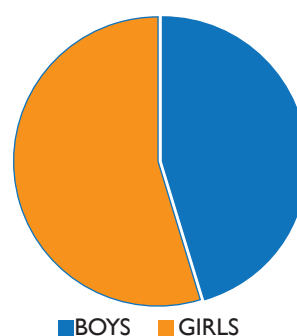
Total	254
Mother	145
Father	102
Grandparent	3
Brother/Sister	1
Other Caregiver	3

### Characteristics of sampled Children:

Distribution of children in treatment group by sex



Distribution of children in control group by sex



# DUHUK

The results show that among the treatment group boys and girls achieved similar scores in all sections, while there is a significant difference between the treatment group and control group. For instance, boys in treatment group got 60% in Early Literacy while the control group who didn't attend ECCDs reached only 17%. This shows a significant difference among the two groups.

**Dohuk – Treatment Group**

	Motor development	Emergent Literacy and Language	Emergent Numeracy	Social-Emotional Development	IDELA Total	Executive Function	Approaches to learning
Boys	81%	60%	73%	66%	70%	83%	89%
Girls	82%	62%	72%	67%	71%	82%	89%
5 Yrs	81%	62%	70%	66%	70%	80%	89%
6 Yrs	82%	59%	79%	68%	72%	89%	90%

**Dohuk – Control Group**

	Motor development	Emergent Literacy and Language	Emergent Numeracy	Social-Emotional Development	IDELA Total	Executive Function	Approaches to learning
Boys	35%	17%	20%	21%	23%	47%	56%
Girls	40%	18%	23%	27%	27%	58%	58%
4 Yrs	34%	14%	11%	17%	19%	39%	74%
5 Yrs	37%	18%	23%	24%	25%	51%	57%
6 Yrs	39%	15%	17%	23%	24%	54%	55%

# DIYALA

The results further show that children at age 5 among the treatment group displayed the strongest skills in the area of Early literacy, Early Numeracy and Social Emotional Development compared to their fellow at age 6. There is a significant difference between the treatment and control group in all areas of the assessment. For details see the average weighted score in the chart below.

**Diyala – Treatment Group**

	Motor development	Emergent Literacy and Language	Emergent Numeracy	Social-Emotional Development	IDELA Total	Executive Function	Approaches to learning
Boys	93%	81%	79%	81%	83%	68%	96%
Girls	97%	81%	83%	85%	86%	68%	95%
5 Yrs	94%	88%	98%	100%	95%	68%	100%
6 Yrs	95%	81%	80%	82%	84%	68%	95%



### Diyala – Control Group

	Motor development	Emergent Literacy and Language	Emergent Numeracy	Social-Emotional Development	IDELA Total	Executive Function	Approaches to learning
Boys	41%	27%	23%	28%	30%	40%	83%
Girls	46%	25%	22%	23%	29%	29%	92%
5 Yrs	44%	22%	22%	21%	27%	23%	88%
6 Yrs	47%	29%	22%	27%	31%	40%	92%

**Ninewa**

The result for control group shows that the children at age 7 from control group who didn't attend ECCDs achieved the lowest percentage in all scopes of the assessment. The IDELA total score for 5 years old in the treatment group was 79% while in the control group was 38%. Implying a significant difference in the performance.

### Ninewa – Treatment Group

	Motor development	Emergent Literacy and Language	Emergent Numeracy	Social-Emotional Development	IDELA Total	Executive Function	Approaches to learning
Boys	81%	85%	85%	58%	77%	82%	88%
Girls	83%	85%	84%	63%	79%	81%	91%
5 Yrs	82%	85%	84%	60%	78%	82%	89%

### Ninewa – Control Group

	Motor development	Emergent Literacy and Language	Emergent Numeracy	Social-Emotional Development	IDELA Total	Executive Function	Approaches to learning
Boys	59%	37%	38%	25%	40%	64%	60%
Girls	60%	47%	43%	28%	45%	58%	63%
5 Yrs	57%	37%	35%	23%	38%	63%	59%
6 Yrs	64%	48%	46%	28%	47%	60%	64%
7 Yrs	30%	27%	27%	34%	29%	51%	55%

## Country Level ( Ninewa , Diyala and Dohuk)

### IRAQ – Control Group

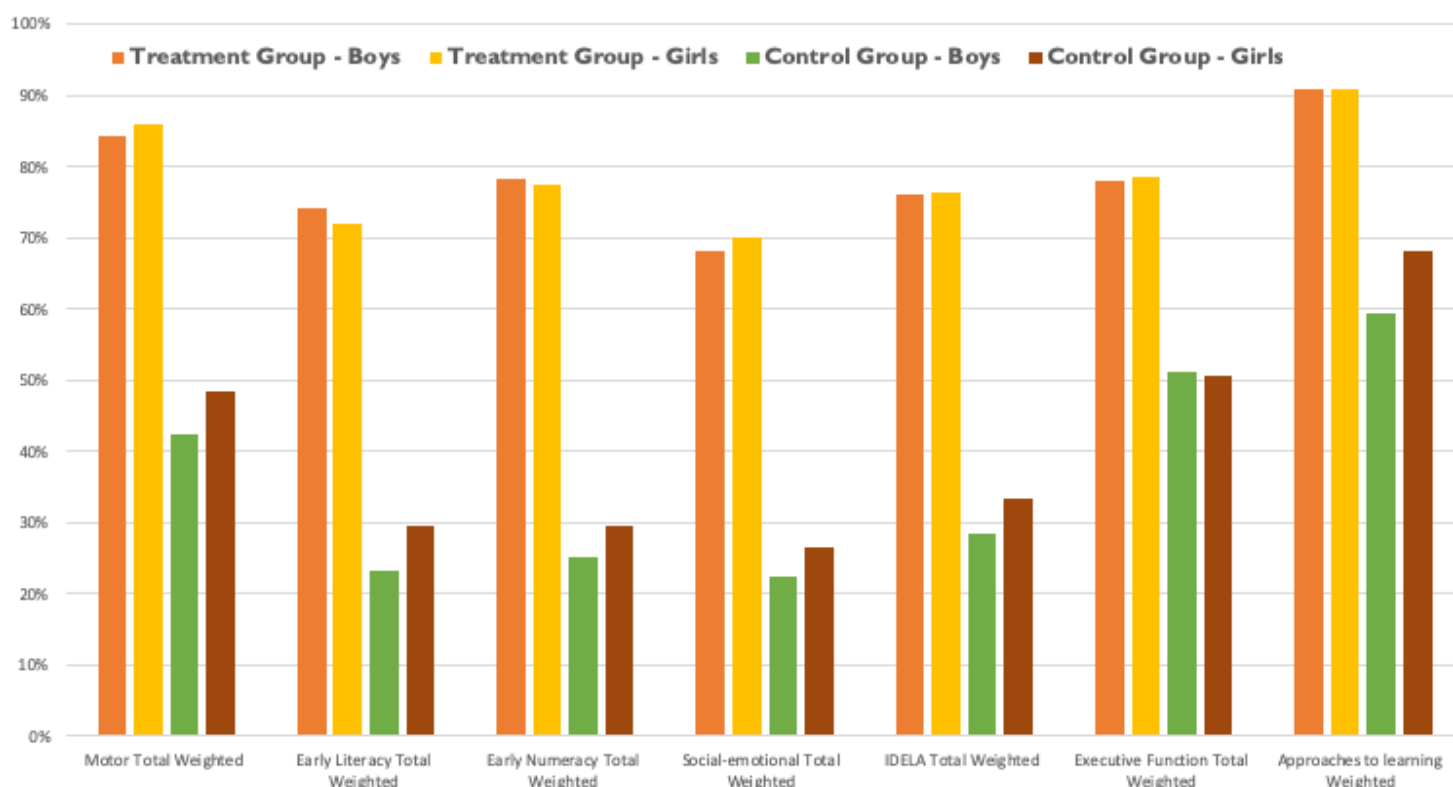
	Motor development	Emergent Literacy and Language	Emergent Numeracy	Social-Emotional Development	IDELA Total	Executive Function	Approaches to learning
Total Children	86%	71%	77%	70%	76%	78%	91%
Boys	84%	74%	78%	68%	76%	78%	91%
Girls	86%	72%	78%	70%	76%	79%	91%
5 Yrs	82%	73%	77%	64%	74%	80%	89%
6 Yrs	91%	74%	80%	77%	80%	75%	94%

**IRAQ – Control Group**

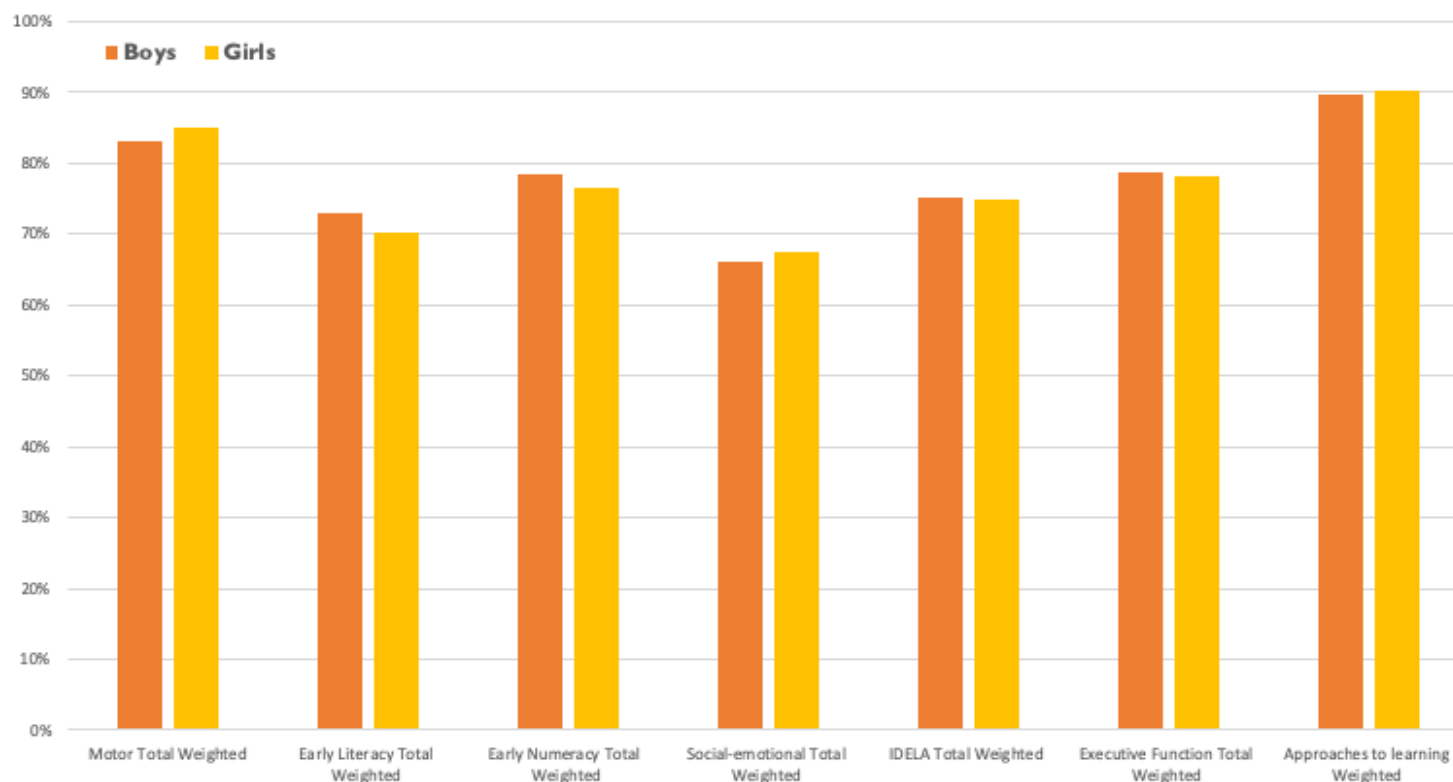
	Motor development	Emergent Literacy and Language	Emergent Numeracy	Social-Emotional Development	IDELA Total	Executive Function	Approaches to learning
Boys	42%	23%	25%	23%	28%	51%	59%
Girls	49%	30%	29%	27%	34%	51%	68%
4 Yrs	34%	14%	11%	17%	19%	39%	74%
5 Yrs	42%	22%	25%	23%	28%	49%	62%
6 Yrs	53%	34%	32%	26%	36%	54%	68%
7 Yrs	30%	27%	27%	34%	29%	51%	55%

# Learning and Development Scores per domain

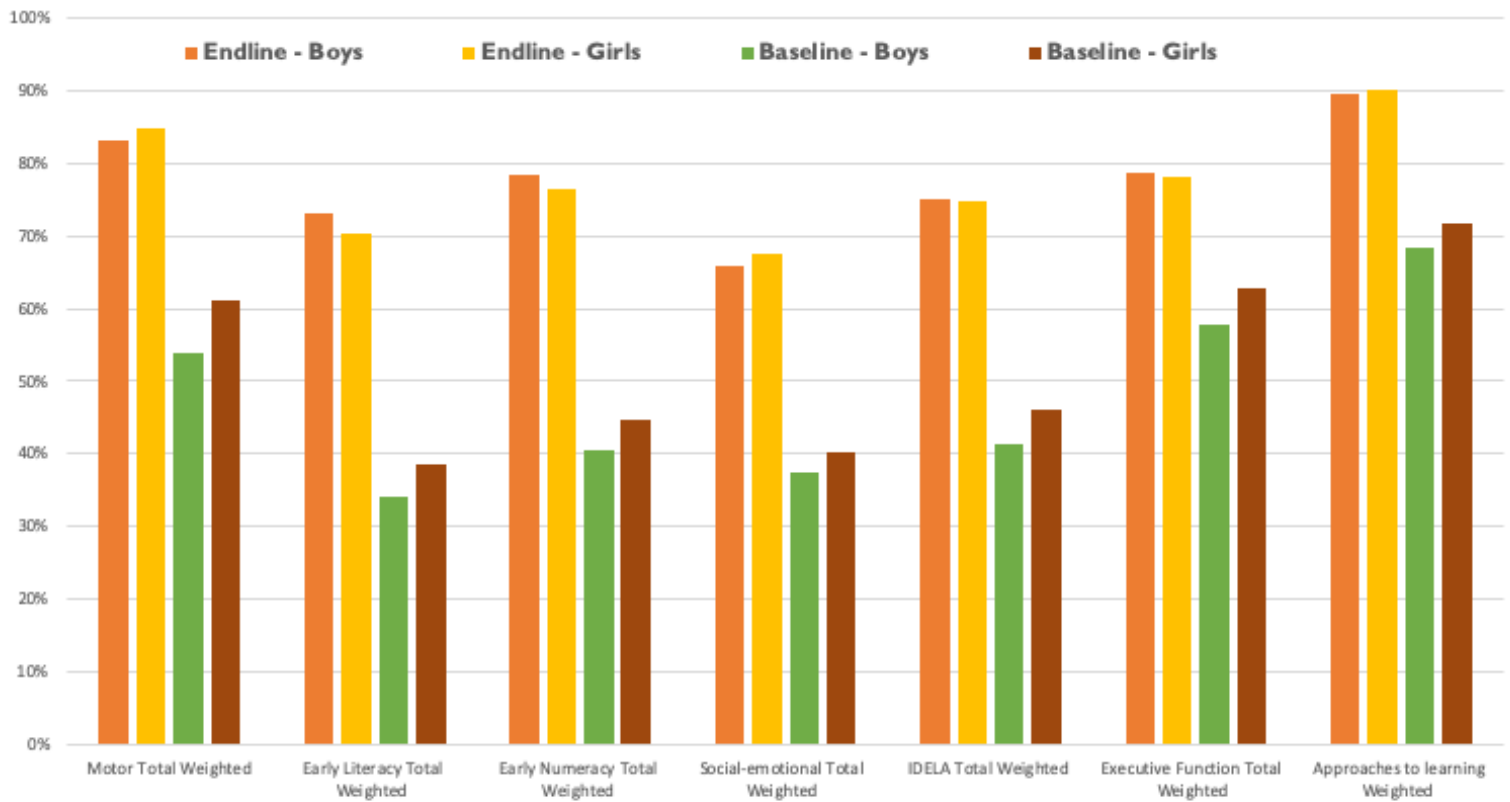
## Average learning and development scores in IDELA domains



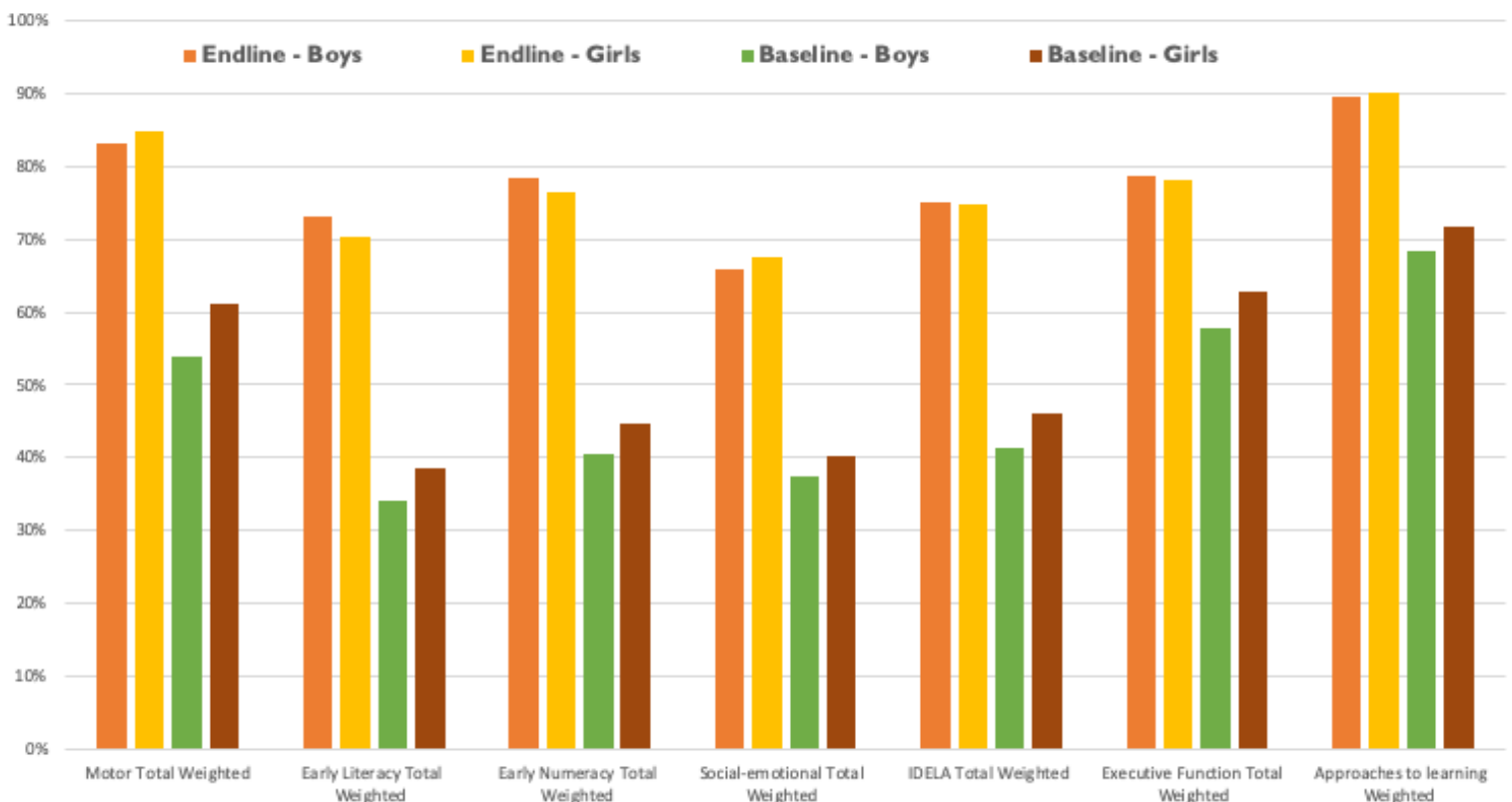
## Average learning and development scores in IDELA domains / Treatment Group



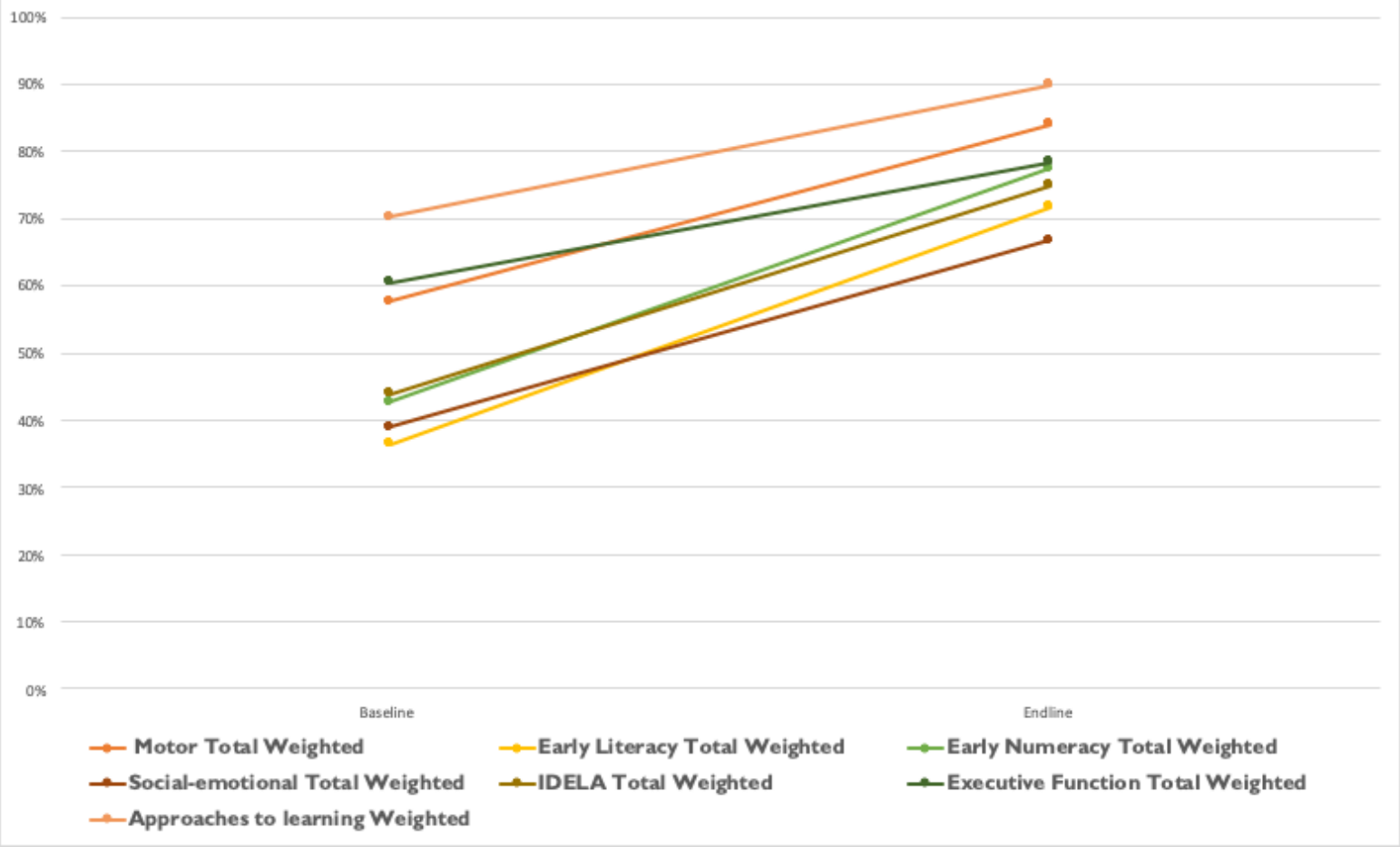
### Average learning and development scores in IDELA domains Baseline vs Endline (Treatment Group)



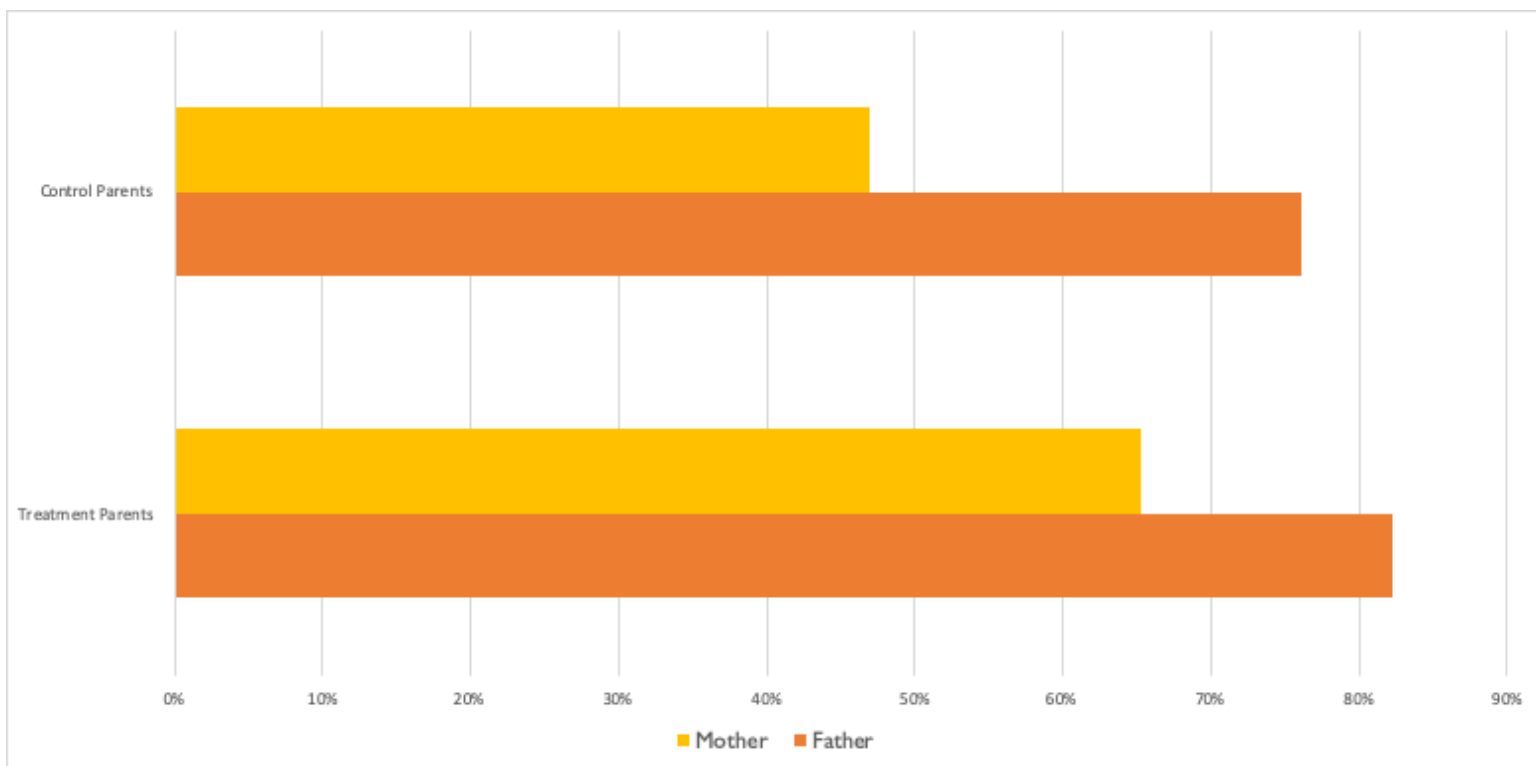
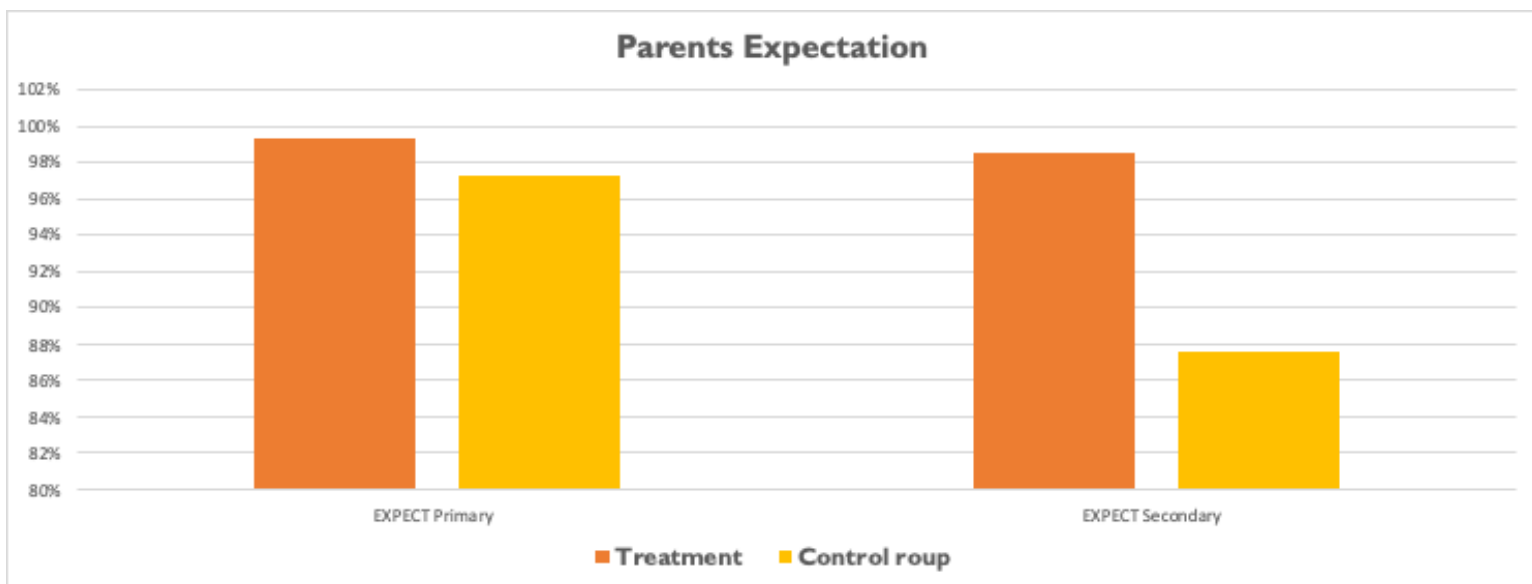
### Average learning and development scores in IDELA domains Baseline vs Endline (Treatment Group)



**Average learning and development scores in IDELA domains Baseline vs Endline ( Treatment Group )**



# Caregiver's Expectation on Completing Schools





## Background characteristics

	Treatment	Control
Average number of children in household	3.9	3.8
Average hours child is with mother per day	3.9	3.2
Average hours child is with father per day	1.9	1.9
Average number of hours child spends alone per day	1.1	2.0
Total number of types of reading materials	4.6	1.8
Total number of types of toys	6.6	1.8

## Attitude of Caregivers towards Child's Education

Attitude	Treatment	Control
Play a crucial role in my child's development	3.7	3.5
.Important to take a good care of child at an early age	3.7	3.2
.Make time for my child in order to take care of him/her	3.4	3.0
.Knowing how to read is important to have a good life	3.7	3.2
Encourage my child to complete at least secondary school	3.7	3.2
I teach my child school readiness skills at home	3.4	3.0
I think my child can learn a lot of skills by playing games	3.4	3.0
Engage my child in games while I am doing my daily work	3.4	3.0
Praising children is important	3.7	3.2

## Conclusion

From the result of the assessment we can conclude that, ECCD intervention provided by SCI had significant impact on all domains of learning in treatment group. We note the followings in conclusion

- I. Although all domains seem to be positively changing among both the children who benefitted from the ECCD intervention and the ones who did not have access to it, the domain related to Socio-Emotional Development results to be the one that both groups of children improved the less.
- II. Children from treatment group were more advanced than children from control groups on most development domains. Parents in treatment group had better literacy level compared to parents of control group. Higher literacy level demonstrated by parents in the treatment group influenced the parents to provide more reading and play material that needed to improve the literacy and motor development compared to the parents in control group.
- III. In terms of ambitious of completing primary and secondary schools, both parents of treatment and control group expect their children to complete primary school, but when it comes to secondary school, the parent of control group are less optimistic compared to parent of treatment group regarding the future of their children to complete secondary school.

## Recommendations

- I. Increase capacity building and coaching activities for facilitators on how to support Socio Emotional Learning skills of children aged 3 to 5, and explore new adapting already existing structured PSS intervention such as Healing through Education and Arts.
- II. Advocate with the Government of Iraq and Government of the Kurdistan Region for adopting SC ECCD curriculum already integrated with the national one, and IDELA assessment in other locations than the ones where SC is operating to ensure a wider ECCD coverage across the governorates.
- III. Advocate with the Education cluster and education stakeholders present in the country for allocating more budget for early and pre-primary education, and for using a standardized approach such as SC ECCD curriculum integrated with the national one.