



**RESULTS FOR  
DEVELOPMENT**

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## **Baseline Report**

# **Impact Evaluation of the Roma Parenting Support Program**

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*Prepared by Results for Development Institute with analytics by Deep Dive*

*Submitted 9 July 2017*

## Contesnts

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## I. INTRODUCTION

### BACKGROUND

A child's earliest years are marked by periods of extraordinary growth and development. The formation of the brain, and the child's physical, cognitive, social and emotional development, depend on the quality of their early experiences, including the quality of parenting they receive. However, too many children are not afforded these positive early experiences. Unfavorable early environments adversely affect their development, health and well-being, and readiness for school. Early childhood interventions, including efforts to improve parenting quality and the quality of pre-school, can mediate these unfavorable early experiences and serve to support children's optimal development, with the greatest benefit to vulnerable children.

Children from marginalized communities, such as the Roma in Eastern Europe, tend to be at a greater disadvantage. Serbia is home to a significant Roma population who was nationally recognized as a minority in 2002. According to the 2011 census, 2.1% of the Serbian population is Roma. However, like many other countries in Eastern Europe, the true Roma population is believed to be 2-4 times higher (UNDP, 2006). The Roma have been historically marginalized, living in higher rates of poverty and with poorer access to health, sanitation, infrastructure, and educational opportunities. This disadvantage is well documented in the 2014 Serbian Multiple Indicator Cluster Survey (MICS) across common development indicators, such as birth weight, early childhood education access, support for learning, and persistence in education<sup>1</sup>.

It is with these challenges in mind that the CIP Centre and Romanipen developed the Roma Early Childhood Development and Education (ECDE) Initiative, supported by Open Society Foundations Serbia (OSF Serbia) and the Open Society Foundations Early Childhood Program (OSF ECP). This initiative pilots community-based services to improve the quality of parenting support services and early childhood education and care. Programs are culturally and contextually relevant for Roma caregivers and their young children from the prenatal period through early primary school and focus on improving the context of children's development in their homes and communities. The projects are implemented by Romanipen and the Centre for Interactive Pedagogy (CIP Centre) in Serbia.

The main project, "Strong from the Start – Dam Len Phaka - Let's give them wings" seeks to improve parental competencies for early childhood development, education and social inclusion of Roma preschool children (also referred to as the Parenting Support Program). This program was piloted in three communities between 2012 and 2015. The next phase of activities, from 2016 to 2018, will expand services into 15 previously unserved communities.

OSF has selected Results for Development Institute (R4D) to conduct an impact evaluation of the expanded Parenting Support Program, covering the community workshops and home visiting from 2016 to 2018.

#### *Evaluation Partners*

R4D is leading the impact evaluation in partnership with Deep Dive in Serbia and researchers from the University of Belgrade. R4D is a nonprofit organization with partners and activities in more than 55 countries. Our goal is healthy, educated people—because they are the foundation of prosperous and

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<sup>1</sup> For more background information, including family and child statistics, see our Inception Report to OSF

equitable societies. And we believe that achieving lasting, large-scale results in the interrelated fields of health, education and nutrition, requires a holistic, systems-based approach.

R4D has engaged local partners Aleksandar Baucal, Marina Videnovic, and DEEP DIVE to carry out this evaluation. Mr. Baucal is a Professor of Developmental and Educational Psychology at the University of Belgrade. His research has concentrated on education and measurement, and has included a focus on Roma populations. Ms. Videnović is a researcher with the Institute of Psychology at the University of Belgrade. During the project Mr. Baucal has been closely affiliated with Deep Dive, an independent market research and consulting agency based in Belgrade, Serbia responsible for the field work. Through their collaboration, they combine their complementary expertise in education for marginalized social communities and research industry. Deep Dive focuses on providing clients with comprehensive and actionable information that brings together the quantitative data with the qualitative nuance.

## OVERVIEW OF INTERVENTION

The Roma ECDE Initiative and Strong from the Start program is implemented by two Serbian partners: The Centre for Interactive Pedagogy and Romanipen. These partners have worked extensively with the Roma communities and helped to shape the evaluation questions and tools.

### *Implementing Partners*

The Educational Cultural Union of Roma "Romanipen," established in 2005 is a non-governmental and non-profit organization. Romanipen's mission is to improve the quality of life for Roma by developing new services to increase the efficiency and professionalism of organizations, leaders, and individuals. Romanipen is a respected partner in the development and implementation of national and international projects. Romanipen consistently works to support and connect other Roma NGOs and works directly with Roma children, youth, and parents.

The Centre for Interactive Pedagogy (CIP Centre), established in 1998 and based in Belgrade, is a voluntary, non-governmental and non-profit organization. The organization's mission is to improve the conditions in which children and youth in Serbia live. They do this by working to empower youth and adults, by raising the professional capacities of experts, advocating for democratic values and by bringing together individuals and organizations. CIP Centre focuses on early childhood development, educational and social inclusion, and community participation. CIP Centre has also actively worked to improve the education and status of Roma in cooperation with Roma NGOs, the Serbian Ministry of Education, and other key partners including the World Bank and UNICEF. Experts from the CIP Centre developed the "Strong from the Start" curriculum.

### *Parenting Support Program*

The CIP Centre, in cooperation with local Roma NGOs, created "Strong from the Start – Dam Len Phaka - Let's give them wings" curriculum to facilitate the development of more enabling and safer family settings for small children from poor Roma families living in informal settlements. Both Roma and Serbian communities refer to the family home as the "nest" and strive to give their children "wings to fly" through supportive care and education. The Parenting Support Program seeks to build Roma parents' skills and competencies so they can support their children and give them the best start in life.

### Strong from the Start Curricula

- 3 THEMATIC AREAS, 20 TOPICS
- 31 COMMUNITY-BASED PARENT WORKSHOPS
- 6 COMMUNITY-BASED CHILDREN'S WORKSHOPS (WITH MORE UNDER DEVELOPMENT)
- 10 HOME VISIT GUIDES

“Strong from the Start” is a comprehensive curriculum for parents and caregivers in three thematic areas: *Family and Community Roles and Responsibilities for Raising Children*; *Child and Family Health Protection*; and *Encouraging Child Development*. There are multiple topics within each theme (20 topics total). The program hosts a series of community-based workshops for parents (with children age 0 – 7), and provides additional home visits for parents of young children (age 0-1). There is at least one workshop per topic (31 workshops total), and there are an additional ten workshops for the home visits. The curriculum also includes six workshops and activities for children designed to support and encourage children’s development, model activities, and otherwise engage them while their parents are in training. Additional workshops are being developed, with the aim of having 31 children’s workshops in place by the end of 2017. The detailed curriculum and implementation guide contain educational material for delivering the trainings, as well as workshop guides with scenarios and activities, and some additional instructional materials.

The Parenting Support Program often conducts workshops with children and parents concurrently. At times, workshops and activities for parents and children will be combined to allow facilitators to model positive parenting techniques and activities. Separately, facilitators will conduct home visits to those families with young children age 0-1.

#### *Delivery of the Parenting Support Program 2016-2018*

CIP Centre and Romanipen selected 15 communities in Serbia, including urban and rural locations based on their pilot experience and the communities’ interest. In each community, 30 families with children 0-7 years-old have been identified and recruited to participate. The focus of the parenting program is on children between the ages of 3 and 5.5 years-old so that they may have an increased chance of attending preschool and benefitting from that experience. Families that drop out over the course of the program will not be replaced. Families are expected to participate for the duration of the program; however, the pilot demonstrated that many families will not complete the entire program for various reasons including migration or relocation and seasonal employment.

The Parenting Support Program will engage 30 families in each of the 15 program communities (for a total of 450 families and approximately 750 children). Approximately one-quarter of the families will have children 0-1 years-old (approximately 115 families and 115 children) and will receive home visits. Children age 2 to 3 are expected to be in the workshops with their parents. Older children, age 3-7, participate in the children’s workshops. Fathers and other caregivers are welcome to participate, especially in the home visits, but mothers are the prime audience for this intervention.

A Roma NGO active in each community will be responsible for implementing the Parenting Support Program, under the management of CIP Centre and Romanipen. These Roma NGOs have been provided with grants to cover all costs necessary for implementation. Each Roma NGO has identified two Roma facilitators who will carry out the workshops and home visits and they have been trained by CIP Centre and Romanipen. The Roma NGOs and facilitators will carry out program monitoring activities, supplying attendance logs, event reports (workshops and home visits), and a quarterly analysis for parent involvement. CIP Centre and Romanipen will conduct monthly site visits to ensure proper program implementation. Program facilitators will also receive on-going mentoring support by the curriculum’s authors. Mentorship activities will support facilitators to plan and implement the Parenting Support Program, help problem-solve any issues, and suggest any improvements. Mentors will observe one workshop within the child development theme, one within the Child and Family Health Protection theme, one home visit, and one child workshop. In addition, they will periodically conduct demonstration workshops for the facilitators.

The Parenting Support Program will be implemented in two phases over an 18-month period. Phase 1 of the Parenting Support Program (8+1 month) commenced in March 2017 and will conclude in November 2017. During this time, eight months will be active programming, with approximately 4 workshops per month. Some adjustments to the workshop schedule may be made to accommodate for breaks (summer, holidays, etc.). Phase 2 of the Parenting Support Program will commence in February of 2018 and follow a similar cycle.

While there are 30 families from each community participating in the Parenting Support Program, for operational purposes, they are split up into two groups of 15 families (attempts will be made to group by the age of the children in each family). Each workshop will be conducted twice, one time for each group. One Roma facilitator will lead the parents' workshop while the other leads the children's workshop. At times, parents and children attend a workshop together, often focused on modeling skills and activities. This split-group format allows for more manageable group sizes and allows parents to "make-up" their workshop if they are not able to attend their regular group<sup>2</sup>.

#### *Program Outcomes*

In the short-term, as a result of the Parenting Support Program, parents are expected to have increased knowledge, attitudes, and skills related to positive parenting and their ability to support their child's development. This will also be demonstrated in their home environment and how they interact with and support their children. The intended long-term effect is improved child development, enhanced school readiness, and improved health outcomes. The Theory of Change in Figure 1.A. below demonstrates how the program activities connect to its intended outcomes and a full set of outcomes and associated indicators is also provided.

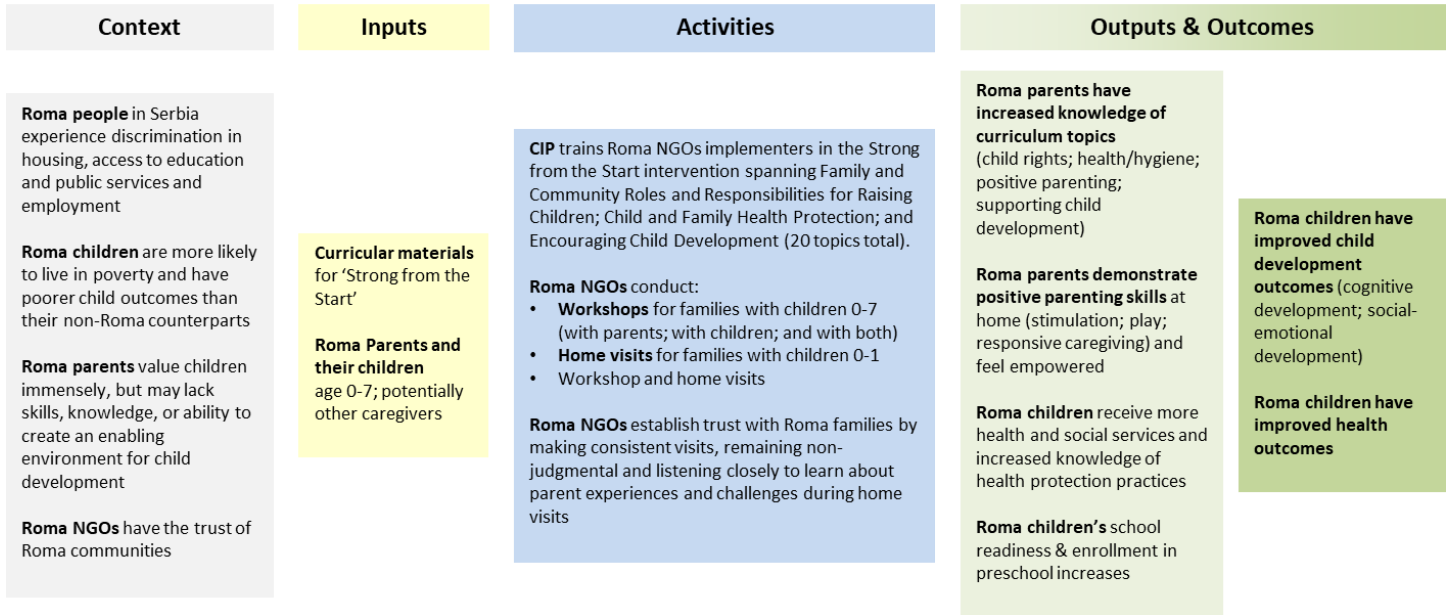
In addition to the Theory of Change presented below, it is important to note that Strong from the Start curricular materials were developed by CIP in coordination with Romanipen and that the program consists of educational material for the facilitators for each topic (20), Workshop with parents scenarios (30), Home visits scenarios (12), Instructional material for parents and facilitators (6), Workshops with children scenarios (6), Activities with children (6). Additional relevant activity material includes cards, posters, powerpoint slides, leaflets, photo and video documentation, as well as Roma stories for kids, and materials on Roma beliefs and customs to supplement implementation.

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<sup>2</sup> For more background information, including a detailed description of the Strong from the Start program, see our Inception Report to OSF

Figure 1.A. Program Theory of Change

## Dam Len Phaka (Strong from the Start) Theory of Change



## II. RESEARCH METHODOLOGY

### KEY QUESTIONS AND STUDY DESIGN

The key research questions for this evaluation are described in Figure II.A and seek to assess parent and child outcomes as a result of the Strong from the Start program. These questions have been used to inform the design and analysis plan for the evaluation.

Figure II.A. Research Questions

**O1.** Given (a) fidelity to the model and (b) attendance of parents and children at workshops, what are the impacts of the Strong from the Start program on parent and children outcomes?

- **O1A.** Do the program's impacts vary for specific sub-populations of interest?

**O2.** Do stronger fidelity to the program model and greater workshop attendance related to greater improvement in outcomes and stronger desirable impacts?

Evaluation participants include all of those engaged in the Strong from the Start program, 30 families from each of the 15 intervention sites, and the same number of families from each of the 15 selected comparison sites. Neither the program nor comparison sites were assigned randomly, instead comparison



sites were matched at the baseline on factors likely to confound analysis (population, urbanicity, access to services, housing and environmental quality, presence of Roma liaison in local government as advocate, size and activity of Roma NGO (perhaps indicated by budget size or staff size), geographic distribution, and prevalence of adult employment or average income, etc.)<sup>3</sup>.

The family is the unit of analysis for the impact evaluation. A survey tool is administered to each parent in the program and comparison group and an adapted version of the IDELA assessment tool<sup>4</sup> is administered to one child per family in the specified age range (3.5 – 5.9 years). These two surveys allow for an analysis of parental outcomes and to form conclusions about parent behavior and child development.

The evaluation timeline is designed to correspond with the phases of the Strong from the Start program. The data collection for the baseline was carried out in February-March 2017, and the program commenced immediately after. This first phase will be eight months long, ending in November 2017. The midline evaluation will immediately follow. The second phase of the program run from February to September 2018, and the endline evaluation will immediately follow.

The evaluation is designed to compare the midline and endline measurements to the baseline and to the quantitative goals set by program staff (see Figure II.B.), using a difference-in-differences framework. This framework combines the temporal (baseline vs. follow-up), and programmatic (intervention vs. comparison) contrasts in a single model to determine if families have gained the skills and outcomes the program aims to achieve. The evaluators will regress the follow-up outcomes.

In addition to the differences-in-differences framework, part of the analysis will include a simple regression model that regresses site-specific impacts on primary measures of fidelity and intensity of participation to address the question of what quality and quantity of programming families need to experience to see impact (O2). Workshop attendance will be recorded by implementing staff at the level of individual participants using family and person identifiers.

The estimated minimum detectable effect sizes for different sample sizes presented in Figure II.B. suggest that we will be able to detect impacts roughly as large as 0.5 standard deviation for child outcomes, and roughly 0.6 standard deviation for parent outcomes. These are relatively large impacts; if the program is able to achieve impacts smaller than this magnitude, the evaluation will not be able to detect them with confidence with the given sample size. If the program is able to achieve impacts of 0.6 standard deviation units for parent outcomes, it is likely that the impacts on child outcomes would be much smaller in standard deviation units, perhaps 0.2 or 0.3. In which case, the evaluation would not be able to detect the relatively smaller impacts on child outcomes with confidence. With more generous assumptions on R-squared (e.g., R-squared of 0.4 or even 0.5), the estimated minimum detectable effect sizes would decrease but still remain greater than 0.4 standard deviation.

**Figure II. B. Minimum Detectable Impacts for Roma Parenting Program Evaluation Using a Difference-in-Differences Approach**

| Baseline mean for binary outcomes (percent) |   |    |    |    |    |    |
|---------------------------------------------|---|----|----|----|----|----|
|                                             | 5 | 10 | 20 | 30 | 40 | 50 |

<sup>3</sup> Deep Dive worked with implementing partners to identify appropriate comparison communities where a Roma NGO is engaged.

<sup>4</sup> The IDELA tool and the adaptations made for this evaluation are discussed in detail later in the report.

|                                                          |      |      |      |      |      |      |
|----------------------------------------------------------|------|------|------|------|------|------|
| <b>N = 600 (for child outcomes)</b>                      |      |      |      |      |      |      |
| Minimum detectable impact (percent change from the mean) | 11   | 16   | 21   | 24   | 25   | 26   |
| Minimum detectable effect size (standard deviation unit) | 0.52 | 0.52 | 0.52 | 0.52 | 0.52 | 0.52 |
|                                                          |      |      |      |      |      |      |
| <b>N = 450 (with 25% attrition, for child outcomes)</b>  |      |      |      |      |      |      |
| Minimum detectable impact (percent change from the mean) | 12   | 16   | 22   | 25   | 26   | 27   |
| Minimum detectable effect size (standard deviation unit) | 0.54 | 0.54 | 0.54 | 0.54 | 0.54 | 0.54 |
|                                                          |      |      |      |      |      |      |
| <b>N = 300 (for parent outcomes)</b>                     |      |      |      |      |      |      |
| Minimum detectable impact (percent change from the mean) | 12   | 17   | 23   | 26   | 28   | 29   |
| Minimum detectable effect size (standard deviation unit) | 0.57 | 0.57 | 0.57 | 0.57 | 0.57 | 0.57 |
|                                                          |      |      |      |      |      |      |
| <b>N = 225 (with 25% attrition, for parent outcomes)</b> |      |      |      |      |      |      |
| Minimum detectable impact (percent change from the mean) | 13   | 18   | 24   | 28   | 30   | 30   |
| Minimum detectable effect size (standard deviation unit) | 0.61 | 0.61 | 0.61 | 0.61 | 0.61 | 0.61 |
|                                                          |      |      |      |      |      |      |

Notes: We assumed a confidence interval of 95 percent, two-tailed test, 80 percent statistical power, 25 percent sample attrition for surveys, R-squared of 0.3, intra-cluster correlation of 0.15, correlation across time of 0.2.

## TOOLS AND MEASURES

The assessment tools are both adapted from Save the Children's International Development and Early Learning Assessment, or IDELA. IDELA's child assessment is designed to give population-level information about children's school readiness. There is also an accompanying parent survey which was combined with additional survey instruments to form our parent survey.

### Parent Assessment Tool

The parent assessment tool is based on two sources: Save the Children's IDELA Caregiver Assessment and UNICEF's Multiple Indicator Cluster Surveys (MICS).

The IDELA Caregiver Assessment was used in full without any adjustment except for translation. The tool was previously used in a Bosnian evaluation and easily translated to Serbian. This tool covers General Family Information, ECCD Experience and Educational Aspirations; Home Environment and Parenting Practices; Socio-economic background; Parental Attitudes; and Disability. This tool is also modeled after the MICS Survey.

### IDELA

The International Development and Early Learning Assessment, or IDELA. This metric is a holistic, rigorous, open source, direct child assessment that is easily adapted and used in different national and cultural contexts. Save the Children began developing IDELA in 2011 and the tool was released for public use in 2014. Since then, IDELA has been used for evaluations by Save the Children and over two dozen partner organizations in 35 countries. IDELA is also the focus of ongoing psychometric analyses with New York University's Global TIES (Transforming Intervention Effectiveness and Scale) for Children.

The Caregiver Assessment was supplemented with select sections or questions from the MICS5 that was administered in the 2014 with Roma Settlements in Serbia. For example, the assessment tool used questions on household members, educational attainment, child labor, child discipline, and handwashing. This tool was available in Serbian.

Figure II.C. below offers a preliminary map of some of the domains and topics and indicators suggested by the CIP/Romanipen team, and this set of domains is what Deep Dive used to develop the data collection tool. Deep Dive and the CIP/Romanipen team held a series of meetings to identify the most relevant indicators from the list below.

**Figure II.C: Domains and Indicators for Parents**

| Knowledge                                                                                                                                                                                   | Indicators (based on program targets)                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ <b>Knowledge on child rights</b></li> </ul>                                                                                                        | 70% of parents has been informed on the Children's rights convention and they are able to list and describe at least two rights that are violated in their environments.                                                           |
| <ul style="list-style-type: none"> <li>▪ <b>Awareness of obligation for mandatory preschool program, responsibility of parents to enroll and take care of regular attendance</b></li> </ul> | 70% of parents describe their role / responsibility in the process of inclusion of children in the education system depending on the age (pre-school, primary school, secondary school).                                           |
| <ul style="list-style-type: none"> <li>▪ <b>How to combat stereotypes, prejudice and discrimination</b></li> </ul>                                                                          | Secondary reports of use of services (see also, behaviour) and self-report of knowledge<br>Know/ cite where they can turn for help in the local community if their children are discriminated against or were victims of violence. |

|                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ <b>Hand hygiene</b></li> </ul>                                                                                                          | 100% of parents can list at least one of the hygiene practices that their child conducts/respects                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Psychosocial Wellbeing</b>                                                                                                                                                    | <b>Indicators (based on program targets)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>▪ <b>Self esteem</b></li> </ul>                                                                                                           | Modified, adapted Rosenberg self-esteem scale (self-esteem of parents increased)                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>▪ <b>Self-concept</b></li> </ul>                                                                                                          | 90% of parents enlist three characteristics that they praise of themselves, what they gained through the program and what are they particularly proud of                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>▪ <b>Managing stress</b></li> </ul>                                                                                                       | 70% of parents enlist one activity they do regularly to relax when feel stressed                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>▪ <b>Involvement in adult education</b></li> </ul>                                                                                        | 20-30% of parents who are not functionally literate are involved in the adult education;                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Skills</b>                                                                                                                                                                    | <b>Indicators (based on program targets)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>▪ <b>Know how to prepare healthy meals for children and babies</b></li> </ul>                                                             | [Parents can describe a healthy meal and the differences between a healthy and an unhealthy meal]                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>▪ <b>How to stimulate psychosocial development</b></li> </ul>                                                                             | Observations during workshops [Comment on posters of psychomotor development, discuss what they are familiar with, what is new, and how they stimulate their children; answering question (using cards)]                                                                                                                                                                                                                                                                                |
| <b>Behavior</b>                                                                                                                                                                  | <b>Indicators (based on program targets)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>▪ <b>Parents have actively created healthy settings for children and babies</b></li> </ul>                                                | Observed behavior in visits or self-report<br><br>In 70% of families, children do not stay in the room / house without supervision of adults                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>▪ <b>Parents have created a safe environment for children and babies</b></li> </ul>                                                       | Observed outcome of behavior (e.g. clean homes and yards, toys in home) or self-report<br>In 70% of households, secondary raw materials, tools, etc. are removed from the courtyard where children use to play<br>In 70% of households, items dangerous for children (detergents, chemicals, medicines) were removed or were not accessible to children<br>In 70% of households the place for hand washing is provided (sink with running water, or improvised place with stored water) |
| <ul style="list-style-type: none"> <li>▪ <b>Parents have created and are practicing a set of positive practices and regular rhythm of meals and bedtime for child</b></li> </ul> | Children in the family have a regular rhythm for meals<br>The family has at least one meal together (children and adults) during the day<br>Both parents read / tell stories to children before bedtime and help one another to prepare younger children for bed.<br>Parent kisses each child before sleeping                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>▪ <b>Parents are preparing healthy meals for children and babies</b></li> </ul>                                                           | Observed behavior during visits or self-report                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                     | <p>In 70% of households, children get fruits / vegetables each day</p> <p>70% of family is planning meals for children for the next day</p>                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>▪ <b>Parents treat their children as individuals</b></li> </ul>                                                                                                              | <p>60% of parents are able to describe situations where parents listen to their children and allow them to say their opinions, decide on matters that are important to them (play, peers ...)</p> <p>Parents can describe how similar/different parents and their children are; how similar siblings are; how each of their child is unique</p> |
| <ul style="list-style-type: none"> <li>▪ <b>Parents create and enforce appropriate rules and boundaries, accepting positive parenting approach and setting rules with children instead of punishment</b></li> </ul> | <p>70% of parents can enlist at least 3 alternative ways of behaviour that can be expressed instead of punishment. 60% of parents has established new rules regarding sanctioning children's inappropriate behaviour. Monitoring implementation and consistency.</p>                                                                            |
| <ul style="list-style-type: none"> <li>▪ <b>Parents practice playing and reading to their children as discussed in workshops</b></li> </ul>                                                                         | <p>70% of mothers / fathers of one family share their experiences from the workshops – they know how to describe the activities from the workshops, they exchange information I conduct the given tasks; They play with their children;</p>                                                                                                     |
| <ul style="list-style-type: none"> <li>▪ <b>Parents enroll their children in school as age appropriate</b></li> </ul>                                                                                               | <p>Enrolment (from administrative records)</p> <p>Children's attendance (from administrative records)</p>                                                                                                                                                                                                                                       |

**Figure II.D. Domains and Indicators for Children**

| <b>Behavior</b>                                                                                            | <b>Indicators (based on program targets)</b>                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ <b>Hand hygiene</b></li> </ul>                                    | 80% of children wash their hands upon entering the house after the game in the yard                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>▪ <b>Dental hygiene</b></li> </ul>                                  | 80% of children over the age of 2 years have and use a toothbrush                                                                                                                                                                          |
| <b>Psychosocial Development</b>                                                                            | <b>Indicators (based on program outcomes)</b>                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>▪ <b>Fine motors skills (using pencil, small pieces)</b></li> </ul> | 90% of children mimic / imitate the movements of the arms, legs, whole body, throws and catches the ball, uses a pen, arranges cubes of different sizes, puts small beads on a string, stick stickers on a paper, connects dotted lines... |
| <ul style="list-style-type: none"> <li>▪ <b>Pre-literacy knowledge and skills</b></li> </ul>               | 70% of children aged 3 to 5.5 years, is able to differentiate letters, can tell the story based on given elements, older than 5.5 years, recognises the elements of the alphabet, understand the link between sounds and letter.           |
| <ul style="list-style-type: none"> <li>▪ <b>Pre-numeracy skills knowledge and skills</b></li> </ul>        | 70% of children aged 3 to 5.5 years, is able to differentiate numbers and shapes, sizes visually, older than 5.5 years knows the relationships between numbers                                                                             |
| <b>Positive self-concept, self-respect and self-confidence</b>                                             | 70% of children aged 3 to 5 years is able to draw itself, colour some part of their body or clothes, name or draw its favourite                                                                                                            |

|                                                                          |                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | toy, draw or name their favourite animal, say what he/she likes on a drawing and what does not.                                                                                                                                                                                                                                         |
| <b>Recognize and verbalize own feelings</b>                              | 80% of children are able to describe their feelings in certain situations, 60% of children knows how to describe their feelings.                                                                                                                                                                                                        |
| ▪ <b>Recognize and respect feelings of others – empathy</b>              | 80% of children is able to recognize and describe the emotions of other children, give assistance when someone is in need, cuddle or kiss another child that gets injured.                                                                                                                                                              |
| ▪ <b>Communication skills – verbalizing, listening and understanding</b> | 70% of children actively using their mother tongue or the language of the majority community, can clearly express his/her thoughts, feelings, wishes and beliefs so that others can understand him/her.                                                                                                                                 |
| ▪ <b>Non-violent problem solving</b>                                     | 80% of children aged 3-5 years when in conflict situations at the workshops turns to adult, brings an agreed sign (prepared for the task) and by lifting it up gives signal for starting the conversation, reaches the agreement which leads to the resolution of the situation, at the end he/she is shaking hands with another child. |

### Child Assessment Tool

IDELA measures population school readiness across four domains: Literacy, Numeracy, Socioemotional Development, and Fine and Gross Motor Skills; and Persistence, Motivation, and Engagement across all four domains. This evaluation focuses on socioemotional development of the children through the Strong from the Start parenting program, but includes measures across the other three domains, as well.

### Adaptations to IDELA

IDELA has been used all over the world, and is designed to be adaptable to social and cultural norms. The version used in this evaluation was adapted from a Bosnian draft of the assessment which had already taken most local factors into account.

The following are some examples of adaptations made for the Serbian version of IDELA:

- **Alphabet considerations:** Serbian children are exposed to two alphabets (Cyrillic and Latin). The alphabet item included both Cyrillic and Latin alphabets. The data collection team accepted either pronunciation for characters that existed in both sets. For example, H is pronounced “en” in the Cyrillic alphabet and “aitch” in the Latin alphabet.
- **Story modifications:** The assessment includes a story about a mouse stealing a cat’s hat that the Serbian and Bosnian data collection teams found to not translate clearly, so it was modified to describe a cow chasing a dog, but with similar morals and complexity of comprehension questions
- **Puzzle demonstration:** Roma children are unlikely to be exposed to drawings or puzzles at an early age which added complexity to the IDELA item where a puzzle of a drawing of a cow is to be solved by the child. Therefore, we modified this component, so that the enumerator first worked through a puzzle of a photographed chicken together with the child, and then asked the child to replicate the task with the official IDELA image.

Other modifications were related to translation and small word changes to ensure that the tasks would be relevant to the world in which Roma children live.

## DATA COLLECTION TRAINING

The R4D team traveled to Belgrade to conduct a joint data collection training with the Deep Dive team in February 2017. Data collection in each community included one member of the community and one experienced Deep Dive enumerator. This pairing allowed for data integrity and a relationship with the community to ensure cultural sensitivity and accurate translation of responses, if necessary. Trainees learned best practices in survey methods and child assessment, role played with one another, and then piloted both the parent survey and the child assessment with volunteer pilot participants.

## BASELINE DATA COLLECTION

Data team pairs entered communities with the community member conducting the child assessment and the experienced enumerator conducting the parent survey. Respondents in the program group were pre-identified, because they had already been recruited to be in the program. Respondents in the comparison group were identified in concert with the local Roma NGO, and based on the requirements described earlier.

### III. Characteristics of Program and Comparison Groups

#### INTRODUCTION

In order to understand attitudes, behaviors, and skills developed by program families, we need to compare them to similarly situated families who did not participate in the program<sup>5</sup>. For this reason, we decided to design an evaluation that includes a comparison group of equal size to the program group.

This section describes the procedure to identify sites and participants. It then reviews the profile of families and households in the sample to determine how similar the program and comparison groups are. This includes features such as size and composition of household, parent education levels, as well as the income streams. This section also describes the families' living conditions.

#### MAIN FINDINGS

Site and participant selection proceeded with relatively few challenges. Efforts were made to identify comparison communities with similar characteristics and participant profile as the program communities. Some comparison communities had to be removed and new ones identified due to participant overlap, size, or because the family composition was too dissimilar to the program beneficiaries. Participants in the program and beneficiary communities tend to be quite similar with regards to size and composition,

---

<sup>5</sup> A note on research ethics: We often receive questions about ethics and comparison (or control) groups. Without proper design, comparison groups could be sampled in an unethical way. One very important consideration is if families are being denied *available* services as a result of their participation in the research. In true random selection, researchers should identify 60 families eligible for 30 program slots in order to ensure that all 30 program slots are filled when randomizing some families into a comparison group. In our case, the 30 program families were pre-selected for the program, so our comparison group comes from similar communities without the Strong from the Start program. These families were not going to participate in the Strong from the Start program regardless of their participation in the research, and we gave all families (program and comparison) presents as a token of our gratitude for their participation.

however, mothers in the program community tend to be more literate. The comparison community is slightly poorer overall, they receive more financial and child assistance and have a lower living condition.

## SITE AND PARTICIPANT SELECTION

The evaluation team employed a two-step purposive sampling process to try to identify program and comparison groups that would be as similar as possible. This included first matching the sites and then matching the families and participants within those sites<sup>6</sup>.

### Site Selection

The program or intervention sites were determined by the CIP Centre and Romanipen. They were chosen, in part, because there was a local Roma NGO that could deliver the Strong from the Start program. A total of 15 sites were selected in urban and peri-urban communities. In most cases, a site is associated with a single town. In some cases, there two towns in a single site. Similarly, the number of settlements within each site varies from one to 11.

The 15 communities in the comparison sites were identified by the CIP Centre and Romanipen in consultation with the evaluation team. To the extent possible, comparison sites were matched with program sites. Key factors in this matching process included population, urbanicity, access to services, housing and environmental quality, presence of Roma liaison in local government as advocate, size and activity of Roma NGO (indicated by budget size or staff size), geographic distribution<sup>7</sup>, and prevalence of adult employment or average income. CIP, Romanipen, and the program facilitators proposed the comparison sites and completed a questionnaire about the degree of similarities between these sites and a beneficiary. In most cases, the proposals were accepted. A limited number of changes were made, mostly to accommodate for participant selection.

**Figure III.A. Program and Comparison Site Names**

|   | Town                | Settlement - Program Group                  | Surveys Administered - Program Group | Settlement - Comparison Group | Surveys Administered - Comparison Group |
|---|---------------------|---------------------------------------------|--------------------------------------|-------------------------------|-----------------------------------------|
| 1 | Kragujevac          | Kolonija                                    | 30 Parents & 19 Children             | Palilule                      | 30 Parents & 20 Children                |
|   |                     | Bagremar                                    |                                      | Licika                        |                                         |
|   |                     | Mala Vaga                                   |                                      | Bresnica 1,2                  |                                         |
| 2 | Smederevska Palanka | Kolonija                                    | 26 Parents & 18 Children             | Krivak                        | 30 Parents & 22 Children                |
|   |                     | Karadjordjeva                               |                                      |                               |                                         |
| 3 | Bor                 | Ulica Vojske Jugoslavije, širi centar grada | 26 Parent & 18 Children              | Naselje Brezonik              | 30 Parents & 24 Children                |
|   |                     | Ul. Vase Pelagića, širi centar grada        |                                      | Ul. Herderova                 |                                         |
|   |                     | Ul. Ivo Lole Ribara, uži centar grada       |                                      | Ulica 7. juli                 |                                         |

<sup>6</sup> For detailed site selection information, see the Fieldwork Report in the Appendix

<sup>7</sup> Geography was a unique challenge of this sampling process. Because program sites were selected prior to inception of our evaluation, we had to strike a balance between finding similarly situated communities, and avoiding spillover effects of communities that were so near, they were virtually the same. The evaluation team explained these concerns and deferred to Romanipen's expertise in Serbia's Roma population to determine the strongest comparison communities. At midline and endline, we will survey comparison families on their awareness of Strong from the Start and report any spillover detected.



|    |                        |                                            |                          |                           |                          |
|----|------------------------|--------------------------------------------|--------------------------|---------------------------|--------------------------|
|    |                        | Ul. Kestenova,uži centar grada             |                          | Ulica. Čoka Boroluj       |                          |
|    |                        | Ul.Pere Radovanovića,širi centar grada     |                          | Naselje kod doma zdravlja |                          |
|    |                        | Ul. Prvi maj,uži centar grada              |                          |                           |                          |
|    |                        | Ul. Dositeja Obradovića, širi centar grada |                          |                           |                          |
|    |                        | Ul. Timočke bune,širi centar grada         |                          |                           |                          |
|    |                        | Ul. Njegoševa,širi centar grada            |                          |                           |                          |
|    |                        | Naselje suvaja - van grada                 |                          |                           |                          |
|    |                        | Ul. Homoljska,širi centar grada            |                          |                           |                          |
| 4  | Pirot                  | Rasadnik                                   | 30 Parents & 21 Children | Berilovac                 | 29 Parents & 29 Children |
|    |                        |                                            |                          | Izvor                     |                          |
|    |                        |                                            |                          | Poljska Ržana             |                          |
| 5  | Valjevo                | Gornja Grabovica                           | 25 Parents & 17 Children | Lajkovac                  | 30 Parents & 24 Children |
|    |                        |                                            |                          | Dubrava                   |                          |
| 6  | Novi Sad               | Veliki Rit                                 | 27 Parents & 17 Children | Bangladeš                 | 30 Parents & 27 Children |
|    |                        |                                            |                          | Šangaj                    |                          |
| 7  | Kostolac               | Didino naselje                             | 30 Parents & 19 Children | Kanal                     | 30 Parents & 16 Children |
|    |                        | Koliste                                    |                          |                           |                          |
|    |                        | Kanal                                      |                          |                           |                          |
| 8  | Koceljeva, Valjevo     | Romska mala-Draginje                       | 30 Parents & 25 Children | Koceljeva                 | 30 Parents & 16 Children |
|    |                        | Romsko naselje-Donje Crniljevo             |                          | Ub                        |                          |
|    |                        | Romsko naselje-Kamenica                    |                          | Valjevo                   |                          |
| 9  | Vranje, Vranjska Banja | Gornja Čaršija                             | 30 Parents & 22 Children | Sarina                    | 30 Parents & 24 Children |
|    |                        | Ogoš, Saglamci                             |                          | Raska                     |                          |
| 10 | Beograd, Zvezdara      | Mali Mokri Lug                             | 30 Parents & 18 Children | Selo Rakovica             | 30 Parents & 18 Children |
|    |                        | Mirjevo                                    |                          | Deponija                  |                          |
| 11 | Zabalj & Curug         | Plekano selo                               | 29 Parents & 18 Children | Djurdjevo                 | 30 Parents & 22 Children |
|    |                        | Ciganski sor                               |                          | Zemun                     |                          |
|    |                        | Curug                                      |                          | Bozej                     |                          |
| 12 | Novi Bečej             | Cere                                       | 30 Parents & 14 Children | Novo Milesevo             | 30 Parents & 13 Children |
|    |                        |                                            |                          | Karlova/Beodra            |                          |
| 13 | Lebane                 | Jablanička ulica                           | 28 Parent & 9 Children   | Bojnik                    | 30 Parents & 19 Children |
| 14 | Surdulica              | Novo naselje                               | 30 Parents & 21 Children | Prekodolce                | 30 Parents & 18 Children |
|    |                        | Gornja Romska Mahala                       |                          | Binovce                   |                          |
|    |                        | Novice Dojčinovića 57                      |                          |                           |                          |
|    |                        | Donja Romska Mahala                        |                          |                           |                          |
| 15 | Krusevac               | Marko Orlovic                              | 30 Parents & 26 Children | Kraljevo                  | 30 Parents & 21 Children |

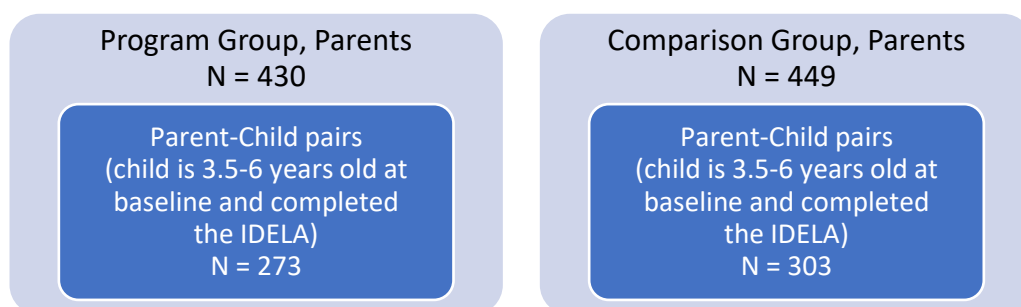
## Participant Selection

In the Strong from the Start sites, families with children ages of 0 and 7 were identified and enrolled in late 2016. The evaluation team followed up with these enrolled families to conduct a parent survey with all parents, and a direct child assessment with children aged 3.5 to 6 years in late February and early March 2017. A small number of families had relocated or were no longer interested in being part of this

evaluation. The Strong from the Start program was set to start immediately following the baseline data collection, in late March.

Following data collection with program sites and families, the evaluation team analyzed the participants, including age of child and mother's level of education. This information was then used as a guideline for identifying families in the comparison sites. The evaluation team again consulted with CIP Centre, Romanipen, and the local Roma NGO representative in each community to identify well-matched communities and families.

**Figure III.B. Program and Comparison Group Sample Details**



## CHARACTERISTICS OF SITES AND RESPONDENTS

### Family Characteristics

At baseline, the Program and Comparison groups are similar across a number of key characteristics, including family size and composition, however, there are some potentially important differences to consider such as literacy level.

Mothers were the main survey respondents, 93% in the Program group and 96% in the Comparison group. Both parents lived at home in over 80% of the households. The average family size is just under three children; around a third of the families in each group has two children, and a quarter have three. Comparison families are slightly larger than program families. The majority of households speak Serbian and Romany in the home, and about half of the children are most comfortable with the Serbian language.

Parents in the Program group tended to be more literate, despite similar levels of education. The majority of parents, 62% of mothers and 57% of fathers, did not complete primary school. On average, just over a quarter of parents completed primary school. While slightly more parents in the comparison group completed primary school, more parents in the program group completed secondary or higher education. Mothers and fathers in the program group are more literate than the comparison group and the difference is statistically significant. For mothers, 83.3% in the program group are literate versus 77.7% in the comparison group. The same holds true for fathers: 92.3% are literate versus 87.3% in the comparison group.

Mothers tend to be heavily involved in the childrearing, including establishing the rules and discipline, as well as making decisions about the child's education. Nearly 100% of the mothers in both groups reported that they engage significantly with the child, including playing, walking and talking with the child, as well as establishing rules and discipline. Fathers also play these roles but to a lesser degree. Decisions about

the child's education are often made jointly, although mothers reported that they were the key decisionmaker about 95% of the time, whereas fathers fell around 80%.

In terms of financial contributions to the household, between 10% and 12% of mothers earned an income and 61% of fathers. Low employment and money issues were commonly voiced concerns, and of those who did work, over half were engaged in seasonal or temporary jobs.

### Financial Characteristics

While relatively large numbers of survey respondents receive financial assistance, there is a statistically significant difference between the two groups; 76.5% of the program group receives at least one type of financial assistance versus 84.2% of the comparison group. The most common types of assistance are child allowances and social assistance. Again, nearing 80% of program and 85% of comparison respondents receive the child allowance, and 75% of respondents receive social assistance. This suggests that the comparison group is slightly less well-off compared to the program beneficiaries. Interestingly, more children in the program group are engaged in household chores, however, when children assist in the household, they do so for similar lengths of time per day, nearing two hours.

**Figure III.C. Family and Parent Characteristics**

| Characteristic         |                                                                                | Program Group<br>(N=430)                                                                                                                           | Comparison Group<br>(N = 449)  |
|------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Family Characteristics | ▪ Number of children per family, average                                       | 2.7                                                                                                                                                | 2.8                            |
|                        | ▪ Both parents live in household                                               | 84.9%                                                                                                                                              | 83.3%                          |
|                        | ▪ Language spoken at home<br>(Participants could select more than one)         | Serbian: 80.9%<br>Romany: 71.4%<br>Albanian: 5.1%<br>Other: 0%                                                                                     | 82.4%<br>67.5%<br>2.4%<br>1.3% |
|                        | ▪ Child's most comfortable language                                            | Serbian: 52.6%<br>Romany: 40.5%<br>Albanian: 3.0%<br>Other: 4.0%                                                                                   | 54.6%<br>44.1%<br>1.3%<br>0%   |
|                        | ▪ Age, average years                                                           | 27.9                                                                                                                                               | 27.8                           |
| Mother Profile         | ▪ Highest level of education completed                                         | Did not complete primary education: 62.1%<br>Completed primary education: 26.7%<br>Completed secondary or higher education: 11.2%                  | 62.1%<br>29.2%<br>8.7%         |
|                        | ▪ Literate                                                                     | Yes: 83.3%*                                                                                                                                        | 77.7%*                         |
|                        | ▪ Age, average years                                                           | 31.8                                                                                                                                               | 31                             |
| Father Profile         | ▪ Highest level of education completed                                         | Did not complete primary education: 57.2%<br>Completed primary education: 24.7%<br>Completed secondary or higher education: 18.1%                  | 57.0%<br>28.7%<br>14.3%        |
|                        | ▪ Literate                                                                     | 92.3%*                                                                                                                                             | 87.3%*                         |
|                        | ▪ Mother's involvement with child<br>(Participants could select more than one) | Helps sometimes, babysitting the child: 73.1%*<br>Plays with the child, they walk, talk together: 99.7%<br>Establishes rules and discipline: 98.9% | 56%*<br>99.3%<br>98.6%         |

|           |                                                                                                                                                                        |                                                 |         |        |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------|--------|
| Financial | <ul style="list-style-type: none"> <li>Father's involvement with child<br/>(Participants could select more than one)</li> </ul>                                        | Helps sometimes, babysitting the child:         | 86.1%   | 93.2%  |
|           |                                                                                                                                                                        | Plays with the child, they walk, talk together: | 91.8%   | 87.5%  |
|           |                                                                                                                                                                        | Establishes rules and discipline:               | 75.9%   | 71.1%  |
|           | <ul style="list-style-type: none"> <li>Involvement in the care and upbringing of the child</li> </ul>                                                                  | Mother:                                         | 91%     | 98%    |
|           |                                                                                                                                                                        | Father:                                         | 42%     | 38%    |
|           | <ul style="list-style-type: none"> <li>Responsibility for making decisions about child's education (i.e. if child will attend kindergarten or which school)</li> </ul> | Mother:                                         | 95%     | 94%    |
|           |                                                                                                                                                                        | Father:                                         | 77%     | 81%    |
|           | <ul style="list-style-type: none"> <li>Children (&lt; 17) engaged in household chores</li> </ul>                                                                       |                                                 | 12.10%* | 6.70%* |
|           | <ul style="list-style-type: none"> <li>Time spent per day doing chores or working by children (&lt;17) (hours)</li> </ul>                                              |                                                 | 1.96    | 1.97   |
|           | <ul style="list-style-type: none"> <li>Contributes money to the household</li> </ul>                                                                                   | Mother:                                         | 10%     | 12%    |
|           |                                                                                                                                                                        | Father:                                         | 61%     | 62%    |
|           | <ul style="list-style-type: none"> <li>Mother's sources of income<br/>(Participants could select more than one)</li> </ul>                                             |                                                 | N=40    | N=50   |
|           |                                                                                                                                                                        | Employed, receives salary:                      | 30%     | 32%    |
|           |                                                                                                                                                                        | Does seasonal, temporary jobs:                  | 50%     | 56%    |
|           |                                                                                                                                                                        | Collects secondary raw materials:               | 0%      | 4%     |
|           |                                                                                                                                                                        | Reselling goods:                                | 5%      | 10%    |
|           | <ul style="list-style-type: none"> <li>Father's sources of income<br/>(Participants could select more than one)</li> </ul>                                             |                                                 | N=224   | N=241  |
|           |                                                                                                                                                                        | Employed, receives salary:                      | 23%     | 24%    |
|           |                                                                                                                                                                        | Does seasonal, temporary jobs:                  | 50%     | 63%    |
|           |                                                                                                                                                                        | Collects secondary raw materials:               | 16%     | 10%    |
|           |                                                                                                                                                                        | Reselling goods:                                | 7%      | 6%     |
|           | <ul style="list-style-type: none"> <li>Use or receive any kind of financial assistance</li> </ul>                                                                      | Yes:                                            | 76.5%*  | 84.2%* |
|           | <ul style="list-style-type: none"> <li>Forms of financial assistance<br/>(Participants could select more than one)</li> </ul>                                          | Child allowance:                                | 78.7%*  | 84.7%* |
|           |                                                                                                                                                                        | MOP:                                            | 2.4%    | 0.8%   |
|           |                                                                                                                                                                        | Social help:                                    | 71.4%   | 74.1%  |
|           |                                                                                                                                                                        | Other:                                          | 2.7%    | 3.7%   |

\*indicates difference is significant at the  
p < .05 level

## Household Characteristics

The survey showed slightly more variation in terms of housing characteristics between the program and comparison groups, however, these differences are not cause for concern and are unlikely to directly impact the evaluation.

Respondents' dwellings often consist of a mixture of cement, brick, or other cladding material. Between 75% and 80% of the program and comparison respondents' units contain a separate bedroom, washroom and indoor toilet. There were significant differences in the kitchen and living room, with more residents' having these features in the program communities.

The program communities appear to be slightly better off when it comes to household amenities, as well. Virtually all families have electricity, a refrigerator, and a television. However, more of the program communities are hooked up to the water supply and sewage system. A composite variable, "Living Condition," which includes roofing and walling material, water supply, electricity, mobile phones, and livestock, confirms that there is some socio-economic advantage present in the program communities.

**Figure III.D. Household Characteristics**

| Characteristic            |                                                                                                                  | Program Group (N=430)                                                                                                                                 | Comparison Group (N = 449) |
|---------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Household Characteristics | <ul style="list-style-type: none"> <li>Roofing material<br/>(Participants could select more than one)</li> </ul> | Cement: 22.8%                                                                                                                                         | 19.8%                      |
|                           |                                                                                                                  | Iron Sheets: 5.6%                                                                                                                                     | 6.0%                       |
|                           |                                                                                                                  | Other: 81.9%                                                                                                                                          | 82.4%                      |
|                           | <ul style="list-style-type: none"> <li>Wall material<br/>(Participants could select more than one)</li> </ul>    | Mud: 6.3%                                                                                                                                             | 4.5%                       |
|                           |                                                                                                                  | Thatch: 0%                                                                                                                                            | 0.4%                       |
|                           |                                                                                                                  | Stone: 0.5%                                                                                                                                           | 1.3%                       |
|                           |                                                                                                                  | Wood: 2.3%                                                                                                                                            | 1.8%                       |
|                           |                                                                                                                  | Cement: 75.1%                                                                                                                                         | 78.0%                      |
|                           |                                                                                                                  | Bricks: 84.4%*                                                                                                                                        | 71.5%*                     |
|                           |                                                                                                                  | Other: 12.1%*                                                                                                                                         | 27.4%*                     |
|                           | <ul style="list-style-type: none"> <li>Household features</li> </ul>                                             | Bedroom: 81.9%                                                                                                                                        | 79.5%                      |
|                           |                                                                                                                  | Kitchen: 89.1%*                                                                                                                                       | 84.2%*                     |
|                           |                                                                                                                  | Living room: 94.4%*                                                                                                                                   | 87.8%*                     |
|                           |                                                                                                                  | Washroom: 78.8%                                                                                                                                       | 74.8%                      |
|                           |                                                                                                                  | Inside toilet: 78.4%                                                                                                                                  | 74.2%                      |
|                           | <ul style="list-style-type: none"> <li>Household amenities</li> </ul>                                            | Radio: 70.9%*                                                                                                                                         | 64.4%*                     |
|                           |                                                                                                                  | Television: 97.7%                                                                                                                                     | 97.8%                      |
|                           |                                                                                                                  | Refrigerator: 96.7%                                                                                                                                   | 94.7%                      |
|                           |                                                                                                                  | Bicycle: 51.6%                                                                                                                                        | 48.3%                      |
|                           |                                                                                                                  | Motorcycle: 6.0%*                                                                                                                                     | 2.0%*                      |
|                           |                                                                                                                  | Mobile phone: 93.3%                                                                                                                                   | 92.4%                      |
|                           |                                                                                                                  | Electricity: 98.1%                                                                                                                                    | 97.3%                      |
|                           |                                                                                                                  | Land for crops: 7.0%                                                                                                                                  | 6.2%                       |
|                           |                                                                                                                  | Livestock, domestic animals, or poultry: 10.9%                                                                                                        | 9.4%                       |
|                           |                                                                                                                  | Water supply system: 91.6%                                                                                                                            | 87.8%                      |
|                           |                                                                                                                  | Sewage system: 67.7%*                                                                                                                                 | 58.4%*                     |
|                           | <ul style="list-style-type: none"> <li>Living Condition</li> </ul>                                               | Composite variable indicators: no ironsheet roof; with concrete walls; with water supply; with electricity; have mobile phones; with livestock) 4.75* | 4.51*                      |

\*indicates difference is significant at the  $p < .05$  level

## IV. Characteristics of Parents

### INTRODUCTION

This section includes the parent-related attitudes, behaviors, and practices captured in the survey. While the previously described household characteristics are unlikely to change as a result of participation in the Strong from the Start program, we do expect to be able to detect significant impact on parent attitude and behavior by the end of the program.

### MAIN FINDINGS

Despite enrolling their children in preschool or early learning activities at similar rates, the program parents have higher expectations that children will complete primary and secondary education. Parents in the program group also engage in more supportive parenting activities, such as reading aloud to children, however, they also report more disciplinary behaviors, such as spanking. Attitudes regarding parenting appear to be similar between the two groups, and both express slightly less confidence about their ability to support their child's educational development. Despite some statistically significant differences between the two groups, the responses tend to follow the same overall pattern, and differences are not so large or pervasive to cause concern.

### PARENT ASSESSMENT

#### Participation in Early Childhood Care and Development

Overall, participants reported that very few children are enrolled in any type of preschool or early learning program. This section was intended to refer only to the child in the IDELA age range, children aged 3.5 – 6 years old at the time of the baseline. However, participants also often responded about their younger children, as well. As a result, we expect that the enrollment estimates are slightly low but still represent the overall lack of early learning participation. In the program group, only 16% of participants indicated their child is currently enrolled, compared to nearly 20% in the comparison group. Of the children that are enrolled, parents in both groups felt that their child would learn something (~80%), and roughly half felt that they would be better prepared for primary school as a result. The only significant difference between the program and comparison groups was that 42% of program parents highlighted the benefit of a child learning to sit and listen, as opposed to 27% in the comparison group. However, this is a relatively small sample size.

Parents' reasons for non-enrollment proved to be more telling. While there was a difference between the program and comparison communities, overall, nearly two-thirds of families indicated that their child was not enrolled because another family member could take care of the child. More families in the comparison group cited this as a reason for non-enrollment. Cost of preschool or early learning programs proved to be a difficult obstacle, as families cited the kindergarten fee as the second greatest barrier; other costs such as transportation, food, and clothes we also noted. Distance or a lack of accessible transportation was also a key concern for the program group. Finally, about a quarter of participants listed another reason for non-enrollment, many of whom cited that the child was too young. Some parents also cited attachment to the mother, returning from abroad, medical conditions or disabilities as to why the child is not enrolled.

Finally, with regards to educational aspirations, parents in the program group have higher expectations that their children will complete primary and secondary education. Among parents, there is a lot more certainty that children will complete primary (85% – 90%) than they will secondary (between 43% and 54%).

**Figure IV.A. Child Early Learning Experience**

| <i>Characteristic</i>                   |                                                                                                                       |                                                                               | <i>Program Group<br/>(N=430)</i> | <i>Comparison Group<br/>(N = 449)</i> |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------|---------------------------------------|
| Preschool and Early Learning Experience | ▪ Enrollment in preschool or other early learning program (3.5 year < child < 5.9 year)                               | Currently enrolled:                                                           | 16.0%                            | 19.8%                                 |
|                                         |                                                                                                                       |                                                                               | <i>N = 69</i>                    | <i>N = 89</i>                         |
|                                         | ▪ Type of kindergarten or PPP                                                                                         | Public kindergarten:                                                          | 95.7%*                           | 82%*                                  |
|                                         |                                                                                                                       | School-based:                                                                 | 2.9%                             | 0%                                    |
|                                         |                                                                                                                       | Roma NGO kindergarten:                                                        | 1.4%*                            | 16.9%*                                |
|                                         |                                                                                                                       | Other:                                                                        | 0%                               | .6%                                   |
|                                         |                                                                                                                       |                                                                               | <i>N = 69</i>                    | <i>N = 89</i>                         |
|                                         | ▪ Reason for sending child to preschool<br>(Participants could select more than one)                                  | Child gets food to eat:                                                       | 27.1%                            | 20.2%                                 |
|                                         |                                                                                                                       | Child is kept occupied and out of mischief:                                   | 11.6%                            | 10.1%                                 |
|                                         |                                                                                                                       | Child learns something:                                                       | 82.6%                            | 79.9%                                 |
|                                         |                                                                                                                       | Child learns to sit and listen:                                               | 42.0%*                           | 27.0%*                                |
|                                         |                                                                                                                       | Child gets prepared for primary school:                                       | 47.8%                            | 32.6%                                 |
|                                         |                                                                                                                       | Neighborhood children go to the center:                                       | 14.5%                            | 19.1%                                 |
|                                         |                                                                                                                       | Child likes to go to the center:                                              | 13.0%                            | 23.6%                                 |
|                                         |                                                                                                                       | Other:                                                                        | 14.5%                            | 7.9%                                  |
|                                         |                                                                                                                       |                                                                               | <i>N = 349</i>                   | <i>N = 343</i>                        |
|                                         | ▪ Reason for non-enrollment in preschool or other early learning program<br>(Participants could select more than one) | Child will not learn anything important                                       | .9%                              | 0%                                    |
|                                         |                                                                                                                       | The child is disabled                                                         | 0%                               | .6%                                   |
|                                         |                                                                                                                       | The quality of the kindergarten is low (class size, school conditions, staff) | .6%                              | .3%                                   |
|                                         |                                                                                                                       | The child will be treated badly (ethnicity, language concerns, etc.)          | 1.4%                             | .9%                                   |
|                                         |                                                                                                                       | A family member could take care of the child                                  | 57.1%*                           | 67.1%*                                |
|                                         |                                                                                                                       | Could not be enrolled in the kindergarten because both parents are unemployed | 1.1%                             | 1.2%                                  |
|                                         |                                                                                                                       | Kindergarten cannot accept the child for some other reason                    | 6.3%                             | 3.8%                                  |
|                                         |                                                                                                                       | Kindergarten fee is too expensive                                             | 19.9%                            | 19.5%                                 |
|                                         |                                                                                                                       | Other costs are too expensive (transportation, food, clothes)                 | 8.8%                             | 6.1%                                  |
|                                         |                                                                                                                       | It's too far; no organized transport                                          | 14.8%*                           | 8.5%*                                 |
|                                         |                                                                                                                       | Other                                                                         | 28.1%                            | 23.9%                                 |
| Edu. Aspirations                        | ▪ Expect child will complete primary school                                                                           | Yes:                                                                          | 90.2%                            | 85.5%                                 |
|                                         |                                                                                                                       | No:                                                                           | 1.2%                             | .2%                                   |
|                                         |                                                                                                                       | Don't know:                                                                   | 8.6%                             | 14.3%                                 |
|                                         | ▪ Expect child will complete secondary school                                                                         | Yes:                                                                          | 53.3%                            | 43.0%                                 |
|                                         |                                                                                                                       | No:                                                                           | 5.1%                             | 3.1%                                  |
|                                         |                                                                                                                       | Don't know:                                                                   | 41.6%                            | 53.9%                                 |

## Home Environment / Parenting Practices

The next section of the parent survey asked about the materials are in the home environment and parents' supportive and disciplinary practices. Overall, the program communities tend to be better resourced in terms of child playthings and learning objects and the parents tend to participate in more supportive activities with their children. However, it is quite interesting that while they engage in more supportive activities, they also engage in more disciplinary or negative activities, such as hitting or spanking.

Homes in the program group are better stocked with all types of reading materials, including story or picture books for young children. Children in these homes also have greater access to certain playthings that are designed for early learning and development, including puzzles, toys requiring hand-eye coordination, teach about colors, shapes, or numbers. Both groups have similar numbers of homemade toys, manufactured toys, and household objects. Children in the comparison communities tend to have greater numbers of natural outdoor playing objects, such as sticks or stones.

**Figure IV.B. Home Environment and Parenting Practices**

| <i>Characteristic</i>    |                                                             | <i>Program Group<br/>(N=430)</i>                                                 | <i>Comparison Group<br/>(N = 449)</i> |
|--------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------|
| Materials and Playthings | ▪ Reading materials in the home                             | Story/picture books for young children: 50.2%*                                   | 26.9%*                                |
|                          |                                                             | Textbooks: 47.1%*                                                                | 37.4%*                                |
|                          |                                                             | Magazines: 10.9%*                                                                | 6.3%*                                 |
|                          |                                                             | Newspapers: 7.4%*                                                                | 3.8%*                                 |
|                          |                                                             | Religious books: 18.3%*                                                          | 12.0%*                                |
|                          |                                                             | Coloring books: 53.1%*                                                           | 37.7%*                                |
|                          |                                                             | Comic books: 3.3%*                                                               | .9%*                                  |
|                          | Homemade toys (i.e. stuffed dolls, cars, etc.):             | 21.9%                                                                            | 22.0%                                 |
|                          | Toys from a shop or manufactured toys:                      | 95.6%                                                                            | 94.9%                                 |
|                          | Household objects (i.e. bowls, cups or pots):               | 74.6%                                                                            | 72.5%                                 |
| Materials and Playthings | ▪ Child-friendly playthings                                 | Objects found outside (i.e. sticks, stones): 79.1%*                              | 85.5%*                                |
|                          |                                                             | Drawing or writing materials: 73.0%*                                             | 56.1%*                                |
|                          |                                                             | Puzzles (2+ pieces): 42.8%*                                                      | 32.0%*                                |
|                          |                                                             | Two or three-piece toys that require hand-eye coordination: 39.9%*               | 23.3%*                                |
|                          |                                                             | Toys that teach about colors, sizes or shapes: 32.6%*                            | 17.5%*                                |
|                          |                                                             | Toys or games that help teach about numbers/counting: 27.6%*                     | 17.8%*                                |
|                          |                                                             | Sports toys (i.e. ball, bicycle or scooter): 65.6%                               | 63.3%                                 |
|                          |                                                             | Yard toy (i.e. improvised swing, seesaw): 28.1%*                                 | 21.2%*                                |
|                          |                                                             | Other: 2.6%*                                                                     | .9%*                                  |
|                          |                                                             | Read books or look at pictures books: 39.3%*                                     | 16.7%*                                |
| Supportive Activities    | ▪ Family member engaged in supportive activities with child | Tell stories to the child: 60.5%*                                                | 43.9%*                                |
|                          |                                                             | Sing songs to/with the child, incl. lullabies: 67.2%*                            | 48.8%*                                |
|                          |                                                             | Take the child outside the home (i.e. to the market, to visit relatives): 81.4%* | 73.1%*                                |
|                          |                                                             | Play simple games: 68.6%*                                                        | 59.0%*                                |
|                          |                                                             | Name objects or draw things: 40.7%                                               | 34.5%                                 |
|                          |                                                             | Show or teach something new (i.e. teach a new word, how to do something): 45.6%* | 36.5%*                                |



|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |        |        |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------|--------|
| Disciplinary Activities | <ul style="list-style-type: none"> <li>Number of developmentally supportive activities the child is involved with caregivers (min=0 and max=10)</li> <li>Family member engaged in disciplinary activities with child</li> <li>Number of different disciplining technics (Spanking, Hitting and Criticizing) parents use with the child (min=0 and max=3)</li> <li>In order to bring up, raise, or educate a child properly, the child needs to be physically punished</li> </ul> | Teach alphabet or encourage letter awareness: | 28.4%* | 20.7%* |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Play a counting game or teach numbers:        | 47.2%  | 43.4%  |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Hug or show affection:                        | 93.7%* | 90.0%* |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | All caregivers:                               | 5.73*  | 4.67*  |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mother:                                       | 6.50*  | 5.33*  |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Father:                                       | 2.74   | 2.42   |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spank child for misbehaving:                  | 57.7%* | 48.6%* |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Hit child for misbehaving:                    | 19.1%* | 5.6%*  |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Criticize or yell at child:                   | 73.3%  | 68.6%  |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | All caregivers:                               | 1.50*  | 1.23*  |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mother:                                       | 1.39*  | 1.15*  |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Father:                                       | 0.45   | 0.39   |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Yes:                                          | 34.0%  | 21.4%  |

In addition to playthings, there is a statistically significant difference in parents' supportive behaviors and activities with children. Parents in the program group engage in more developmentally supportive activities with their children, such as telling stories, singing songs, playing simple games, and teaching letters. There is very little difference in teaching numbers or counting. The composite index shows that on average, parents in the program group engage in 5.73 activities with their children, compared to 4.67 in the comparison group; while it seems like only single-activity difference, it is statistically significant.

Parents in the program group also engage in statistically more disciplinary activities, such as spanking or hitting their children than the comparison group. Nearly 58% of parents in the program group report spanking and 19% report hitting their child for misbehaving, compared to 48.6% and 5.6% of the comparison group. On average, 70% of parents in the sample (both groups) report criticizing or yelling at their children. The program group engages in 1.5 disciplinary activities versus 1.23 in the comparison group, a difference which is also statistically significant. However, both groups show similar rates of affection to their child, hugging them or similar behavior.

As noted in the earlier section, mothers engage with the children more than fathers or other caregivers, and they also play largest role in both the supportive and disciplinary activities. On average, mothers engage in nearly three times more supportive activities and disciplinary actions than fathers.

Of the program group, 34% believe that physical punishment is a part of raising the child properly whereas only 21% of the comparison group thinks this is so. Many parents who said they use physical punishment reported only doing so rarely or as a means of last resort, to "teach them a lesson when talking doesn't work." Many parents cited that it was much better to talk and try to explain things to children, and that violence was out of order or produced a counter-effect.

## Parent Attitudes

In the baseline survey, parents were asked whether they agree or disagree with certain statements about their parenting. The strongly disagree option was valued at a single point, then disagree, agree, and strongly agree were valued at two, three and four points, respectively. Overall, respondents tended to feel positively about their parenting, and that their actions had an impact on the child's development. Of the nine statements, only two were statistically different between the groups. Parents in the program group had a more positive opinion of their role in the child's learning and development, whereas parents in the comparison group had a more positive sense that children could learn skills through playing games. Other statements, such as the importance of being literate, supporting educational attainment and development, engaging the children, or raising them properly, were highly similar between the two groups. Overall, parents felt most confident or strongly about the need to know how to read and write for the child to have a good/productive life. Interestingly, they felt the least confident that they could support their child's educational development at home, which is likely related to the parents' own literacy or educational attainment.

**Figure IV.C. Parent Attitudes**

| <i>Characteristic</i> |                                                                                         | <i>Program Group<br/>(N=430)</i> | <i>Comparison Group<br/>(N = 449)</i> |
|-----------------------|-----------------------------------------------------------------------------------------|----------------------------------|---------------------------------------|
| Parent Attitudes      | I play an important role in my child's learning and development:                        | 3.46*                            | 3.28*                                 |
|                       | Knowing how to read and write is important for my child to have a good/productive life: | 3.57                             | 3.52                                  |
|                       | I will encourage my child to complete at least secondary school:                        | 3.38                             | 3.44                                  |
|                       | I think I can support my child's educational development at home:                       | 3.12                             | 3.19                                  |
|                       | I think my child can learn a lot of skills by playing games:                            | 3.23*                            | 3.31*                                 |
|                       | I find ways to talk with or engage my child in games while I am doing my daily work:    | 3.37                             | 3.35                                  |
|                       | I think praising children whenever he/she tries to do something new is important:       | 3.46                             | 3.43                                  |
|                       | I think I'm raising my children properly:                                               | 3.45                             | 3.4                                   |
|                       | I'm satisfied with the relationship I have with my children:                            | 3.43                             | 3.42                                  |
|                       | ■ Attitudes towards parenting (Strongly agree = 4pts.; Strongly disagree = 0pts.)       |                                  |                                       |

## Disability Awareness

Less than 5% of parents in the program and control group had a child with a known or suspected disability. Of those with a disability, parents most often cited communication and speech delays or growth delays, in part due to limited appetite. Some parents also mentioned hearing loss.

Figure IV.D. Disability Awareness

| Characteristic |                                                 | Program Group<br>(N=430) | Comparison Group<br>(N = 449) |
|----------------|-------------------------------------------------|--------------------------|-------------------------------|
| Disability     | ▪ Child known or suspected to have a disability | 4.0%                     | 4.0%                          |
|                |                                                 | N= 17                    | N = 18                        |
|                | Communication/language:                         | 35.3%                    | 22.2%                         |
|                | Cognitive:                                      | 5.9%                     | 9.0%                          |
|                | Sensory integration/attention:                  | 17.6%                    | 11.1%                         |
|                | Physical:                                       | 23.5%                    | 27.8%                         |
|                | Visual:                                         | 11.8%                    | 5.6%                          |
|                | Auditory:                                       | 5.9%                     | 16.7%                         |
|                | Other:                                          | 23.5%                    | 27.8%                         |

### Health Practices

At the baseline, there appears to be a decent amount of variation between the program and comparison group related to health knowledge and practice. Children in the program group are more likely to have a toothbrush and practice good handwashing. Similarly, parents of the control group reported that they were more likely to see attention from a doctor when the child exhibited certain symptoms such as rapid breathing, shortness of breath, bloody stool, or a problem with drinking.

Figure IV.E. Health Practices

| Characteristic |                                                                              | Program Group<br>(N=430) | Comparison Group<br>(N = 449) |
|----------------|------------------------------------------------------------------------------|--------------------------|-------------------------------|
| Health         | ▪ Child has their own toothbrush Yes:                                        | 74.0%*                   | 63.3%*                        |
|                | ▪ Child knows to wash hands after coming from outside and before a meal Yes: |                          |                               |
|                |                                                                              | 84.2%*                   | 76.4%*                        |
|                | A child cannot drink:                                                        | 23.3%                    | 18.0%                         |
|                | The condition of the child is getting worse:                                 | 40.7%                    | 35.6%                         |
|                | A child has a fever:                                                         | 86.7%                    | 89.8%                         |
|                | Rapid breathing:                                                             | 34.7%*                   | 22.5%*                        |
|                | Shortness of breath:                                                         | 42.8%*                   | 27.6%*                        |
|                | Bloody stool:                                                                | 29.3%*                   | 18.5%*                        |
|                | A child has problem with drinking:                                           | 28.6%*                   | 17.8%*                        |
|                | Other:                                                                       | 38.6%                    | 38.8%                         |

### Nutrition

While just over 80% of program and comparison group respondents indicated that family members ate at least one meal together per day, the comparison group indicated a higher tendency to set meal times for the child. Comparison group respondents also noted that they were more likely to allow candy or snacks when available.

**Figure IV.F. Family Nutrition**

| <i>Characteristic</i> |                                                           | <i>Program Group<br/>(N=430)</i> | <i>Comparison Group<br/>(N = 449)</i> |
|-----------------------|-----------------------------------------------------------|----------------------------------|---------------------------------------|
| Nutrition             | ▪ Family members eat one or more meal together per day    | 84.4%                            | 81.5%                                 |
|                       | ▪ Set meal times for child's breakfast, lunch, and dinner | 54.4%*                           | 65.0%*                                |
|                       | ▪ Candy and snacks allowed whenever available             | 76.0%*                           | 82.4%*                                |

#### Participation in Projects

Nearly 15% of parents in the program group report having been a part of programs or projects to improve conditions for early childhood development, compared to less than 1% of the comparison group. However, it is unclear if these parents have participated in a separate program or were affirming their participation in the Strong from the Start program. According to respondents, programs most commonly focused on supporting early development. Program participation will again be observed at midline.

**Figure IV.G. Participation in Projects Related to Early Child Development**

| <i>Characteristic</i> |                                                                              | <i>Program Group<br/>(N=430)</i> | <i>Comparison Group<br/>(N = 449)</i> |
|-----------------------|------------------------------------------------------------------------------|----------------------------------|---------------------------------------|
| Project               | ▪ Participate in any projects or programs related to early child development | 14.7%*                           | 0.2%*                                 |

## v. Characteristics of Children

### INTRODUCTION:

The Strong from the Start program targets families with children between 0 and 7 years old. However, this evaluation uses Save the Children's IDELA instrument to assess overall child development, with particular focus on social-emotional development. As this instrument only applies to children ages 3.5 to 5.9 years old, the evaluation was similarly limited to children within this age range at the time of baseline data collection. The baseline evaluation sample included 273 children in the program group and 303 in the comparison group, for a total of 576 children.

### MAIN FINDINGS

When looking at the children's characteristics and IDELA scores, many of the findings were expected. The program and comparison groups are similar in many ways, including age and gender profile, however, the program group scores consistently, although slightly, higher on the IDELA assessment. The emergent numeracy scores are close but statistically higher in the program group. When other variables are controlled for, there is a significant difference in both the emergent numeracy and literacy scores. The two groups were very similar across the social-emotional domain.

Overall, age correlates with total score on the IDELA assessment, but there is no link between gender and score. Each month accounts for, on average, a 0.7 – 0.8-point increase in IDELA score. Parents' use of developmentally supportive activities is positively associated with a score; however, negative discipline appears to have little impact at baseline. Exposure to preschool or other early childhood education program has a large and significant impact, accounting for a 2.7-point score increase for each year of attendance. Living condition is also significantly related to child performance.

### OVERALL CHILD PROFILE

As expected, the 576 children in the program and comparison groups who were given the IDELA assessment are very similar in terms of many contextual variables. Children in the program group averaged about 55 months (4 years and 7 months) and the comparison group averaged 56 months (4 years and 8 months). The male to female ratio was also very similar; males accounted for 52% and 53% of the sample in the program and comparison group, respectively.

There are some differences between the program and comparison communities, many of which were discussed in the earlier sections. For instance, parents' use of developmentally supportive activities and discipline methods, their aspirations for their children's educational attainment, and living conditions, all of which are higher in the program group. Families in the control group generally receive more financial assistance. Note that the comparison group identified as Roma more frequently than the program group, but this difference in the two groups should include the caveat that there can be complex reasons for reporting as Roma or not, so we are not concerned about this difference.

On the IDELA assessment, children in the program group skipped fewer questions and took slightly longer to finish. Both groups were relatively engaged in the assessment.

Figure V.A. Child Characteristics

| Characteristic                                                                            |                                                                                   | Program Group<br>(N=273) | Comparison Group<br>(N = 303) |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------|-------------------------------|
| ▪ Child Engagement during IDELA                                                           | Composite variable (7 – 28):                                                      | 16.9                     | 17.4                          |
| ▪ Age                                                                                     | Months:                                                                           | 54.9                     | 56.2                          |
| ▪ Gender                                                                                  | Female:                                                                           | 48%                      | 47%                           |
|                                                                                           | Male:                                                                             | 52%                      | 53%                           |
| ▪ Ethnicity                                                                               | Roma:                                                                             | 89%*                     | 93%*                          |
| ▪ Language spoken at home                                                                 | Serbian:                                                                          | 79%                      | 82%                           |
|                                                                                           | Romany:                                                                           | 74%                      | 67%                           |
| ▪ Lives with parents                                                                      | Mother:                                                                           | 96%                      | 97%                           |
|                                                                                           | Father:                                                                           | 87%                      | 85%                           |
| ▪ Number of other children in household                                                   |                                                                                   | 1.86                     | 1.97                          |
| ▪ Enrollment in preschool or other early learning program                                 |                                                                                   | 18%                      | 23%                           |
|                                                                                           | Length in years                                                                   | 0.12                     | 0.18                          |
| ▪ Child known or suspected to have a disability                                           |                                                                                   | 5%                       | 4%                            |
| ▪ Age, average years                                                                      | Mother:                                                                           | 28.7                     | 28.2                          |
|                                                                                           | Father:                                                                           | 32.2*                    | 31.1*                         |
| ▪ Highest level of education completed – primary school                                   | Mother:                                                                           | 47%                      | 42%                           |
|                                                                                           | Father:                                                                           | 56%                      | 56%                           |
| ▪ Literate                                                                                | Mother:                                                                           | 82%                      | 76%                           |
|                                                                                           | Father:                                                                           | 91%                      | 86%                           |
| ▪ Contributes money to the household                                                      | Mother:                                                                           | 10%                      | 10%                           |
|                                                                                           | Father:                                                                           | 53%                      | 57%                           |
| ▪ Involvement in the care and upbringing of the child                                     | Mother:                                                                           | 95%                      | 96%                           |
|                                                                                           | Father:                                                                           | 31%                      | 31%                           |
| ▪ Living Condition                                                                        | Composite variable (0-6):                                                         | 4.72*                    | 4.48*                         |
| ▪ Financial Support                                                                       | Child Allowance:                                                                  | 65%*                     | 76%*                          |
|                                                                                           | Social Assistance:                                                                | 56%*                     | 66%*                          |
| ▪ Educational Aspiration for child                                                        | (0 = Unsure complete primary;<br>1 = complete primary;<br>2 = complete secondary) | 1.41                     | 1.27                          |
| ▪ Reading materials and child-friendly playthings in the home                             | Children's books:                                                                 | 66%*                     | 32%*                          |
|                                                                                           | Coloring books:                                                                   | 55%*                     | 42%*                          |
|                                                                                           | Toys:                                                                             | 6.0*                     | 5.2*                          |
| ▪ Family member engaged in supportive activities with child<br>(Composite variable 0-9)   | Overall:                                                                          | 5.8*                     | 4.8*                          |
|                                                                                           | Mother:                                                                           | 6.7*                     | 5.5*                          |
|                                                                                           | Father:                                                                           | 2.8                      | 2.4                           |
| ▪ Family member engaged in disciplinary activities with child<br>(Composite variable 0-3) | Overall:                                                                          | 1.7*                     | 1.3*                          |
|                                                                                           | Mother:                                                                           | 1.5*                     | 1.2*                          |
|                                                                                           | Father:                                                                           | 0.5*                     | 0.4*                          |
| ▪ Attitudes towards parenting                                                             | Composite variable (9-36):                                                        | 30.7                     | 30.2                          |
| ▪ Child has their own toothbrush                                                          |                                                                                   | 79%*                     | 66%*                          |
| ▪ Child knows to wash hands after coming from outside and before a meal                   |                                                                                   | 89%*                     | 81%*                          |
| ▪ Set meal times for child's breakfast, lunch, and dinner                                 |                                                                                   | 53%*                     | 62%*                          |

### Age & Gender

The first regression analysis considered both age and gender (child characteristics) in relation to total IDELA score and confirmed that only age impacts score. There is no difference between boys and girls in total score. Older children have somewhat higher IDELA total score than younger children, and on average, one month correlates to an increase of 0.7-0.8 points in total IDELA score.

### Parenting practices

A second regression model looked more closely at the parent characteristics and their impact on child score. This model showed that IDELA score can be predicted by the child's age and parents' use of developmentally supportive activities during the previous week. Children with parents who engaged in more developmentally supportive activities scored higher, 0.6 points per activity. In this model, other variables were included: parents' attitudes towards parenting<sup>8</sup> (a composite score of statements about their impact and role in their child's development), educational aspirations, and use of negative disciplinary methods. Of these, only parents' attitudes towards parenting was closely related to the child's score (0.3 points score per point on the scale of positive attitudes), however, it fell just short of being statistically significant.

Interestingly, this analysis showed that while the developmentally supportive activities had a positive impact on child score, the negative disciplinary methods such as hitting, criticizing or yelling, did not have a significant impact on child score.

### Early Childhood Education Center Exposure

A third regression model sought to identify the impact that preschool or other early childhood experiences had on the IDELA score. Adding ECEC years to the other variables, proved that there was a positive, significant impact on score. In fact, this impact outweighed the child characteristics and the parent characteristics included in the previous two regressions. Children attending preschool education have about 2.7 points higher total IDELA score for each year of preschool education. In other words, attending one year of preschool education is similar to the age difference of 3-4 months.

### Disability

Further analysis also showed that known or suspected disability is a consistent predictor of IDELA score. While there is a very small sample set, children whose parents reported a potential disability scored on average 6.8 points less.

### Nutrition

Regular meals also appeared to be linked with child performance. Parents who reported that their children have regular breakfast, lunch, and dinner times scored on average 2.9 points higher than their counterparts.

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<sup>8</sup> A composite variable rating agreement with 9 statements about parents' beliefs their impact and role in the early development of children

## Living Conditions

A further regression analysis tested the relationship of living conditions<sup>9</sup> on IDELA score. The analysis showed that children in better living conditions score on average 2.7 points higher for each of the six conditions included in this composite variable. This suggests that it is a large and significant predictor of score and its impact on child development, however, it is outside of the scope of the program.

## Parent Education

Parent educational level was also a key variable explored in this analysis. However, results showed that at baseline, parent education level was not a significant predictor of IDELA score. Likely, it is tied to other variables, such as attitudes towards parenting, educational aspiration, or ECEC attendance.

## DIRECT CHILD ASSESSMENT FINDINGS

### Total IDELA Score

At baseline there is no statistically significant difference between the program and comparison groups in total score on the IDELA tool, but overall, the program group tends to score slightly higher. Even when adjusting for other commonly significant variables in this analysis<sup>10</sup> the total score difference between the groups is not statistically significant.

Of a maximum 62 points available, the program group answered 42% correct, compared to about 40% correct in the comparison group. As described earlier, this adapted version of IDELA focused on three primary domains: social-emotional development, early numeracy, and early literacy. Children appeared to be the weakest in the early literacy domain. The scores for those domains are discussed separately.

**Figure V.B. Average IDELA Scores**

| IDELA Domain |                                       | Maximum Value Possible | Program Group (N=273) | Comparison Group (N = 303) |
|--------------|---------------------------------------|------------------------|-----------------------|----------------------------|
| IDELA Scores | ▪ Socio-emotional Development         | 17                     | 7.51   44%            | 7.29   43%                 |
|              | ▪ Early Numeracy                      | 16                     | 7.21   45%            | 6.49   41%                 |
|              | ▪ Early Literacy                      | 16                     | 5.24   33%            | 4.70   29%                 |
|              | ▪ Fine Motor                          | 6                      | 2.25   38%            | 2.14   36%                 |
|              | ▪ Gross Motor                         | 1                      | 0.44   44%            | 0.40   40%                 |
|              | ▪ Persistence (Numeracy and Literacy) | 6                      | 3.51   59%            | 3.66   61%                 |
|              | ▪ <b>Total Score</b>                  | <b>62</b>              | <b>26.2   42%</b>     | <b>24.7   40%</b>          |

Two important goals of this baseline data collection were to confirm that the program and comparison groups included similarly situated children, and to confirm that IDELA was sensitive enough to detect

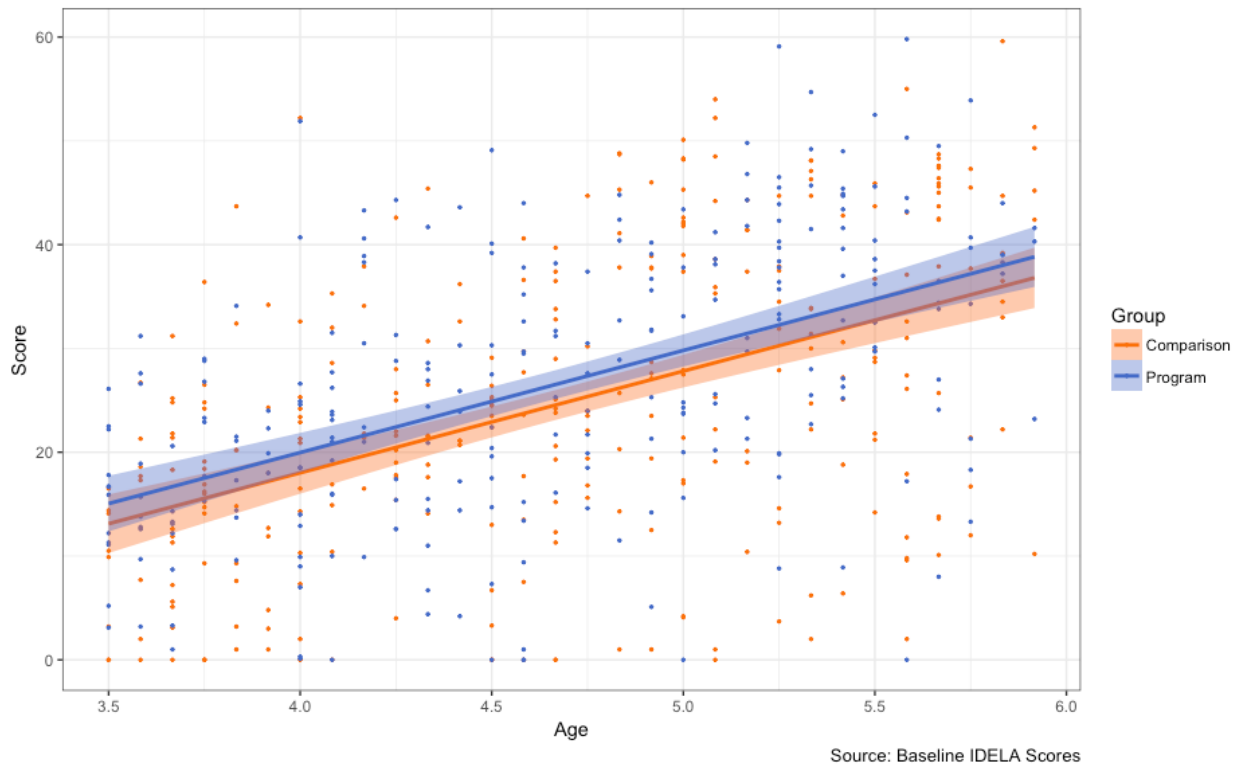
<sup>9</sup> Living Conditions is a composite variable of six indicators: Roofing material is not an iron sheet; there are concrete walls; the dwelling has a water supply; the dwelling has electricity; the family has a mobile phone; the family has livestock

<sup>10</sup> Age of the child, Gender, Potential Disability, Regular.Meals, Edu.aspir, Dev.Supp.Act, Disc.Act, Parent.Attitude, Child.books, Coloring.books, Child.Toys, Safe.Courtyard, Safe.Household, ECEC.in.years, Other.ECD.Projects, Child.Allowance, Social.help, Roma.Ethnicity, Live.with.Mother, Live.with.Father, No.other.Adults, Mother.age, Mother.edu, Mother.read, Mother.earn, Mother.upbringing, Father.age, Father.edu, Father.read, Father.earn, Father.upbringing, Others.earn, Others.upbringing, LivingCond, No.add.Chld, SER.at.home, and ROMA.at.home



differences in performance within our age range. Figure III.A. below demonstrates that the program and comparison groups fall within a 95% confidence interval and that child performance trends up with age.

**Figure V.C. Program and Comparison Group Total Scores, by Child Age**



#### Social-emotional, numeracy and literacy:

When looking at the individual domains within IDELA, children from the program and comparison groups score approximately the same on social-emotional development and early literacy. However, there is a statistically significant difference in the early numeracy domain, with children from the program group scoring higher, 45% correct compared to 41% correct.

Further analysis shows that there is a small, but statistically significant difference in the early numeracy and literacy domains, again with the program group at an advantage, when other variables are controlled for, including age, gender, potential disability, parenting style, parents' attitudes, parent socio-educational-economic characteristics, living conditions, eating meals at regular times, attendance of ECEC and participation in another ECD program.

- **Social-emotional development:** Children earned between 7 and 8 points on average, of a total 17 possible. The program group averaged 7.51 points (44%) whereas the control group averaged 7.29 points (43%). There was also a positive relationship between child age and score for both groups.
- **Early numeracy:** Children earned between 6 and 8 points on average, of a total 16 possible. The program group averaged 7.21 points (45%) whereas the control group averaged 6.49 points (41%). While not a huge difference, it is statistically significant. Significance holds when controlling for

other variables. There was also a positive relationship between child age and score for both groups.

- **Early literacy:** Children earned between 4 and 6 points on average, of a total 16 possible. The program group averaged 5.24 points (33%) whereas the control group averaged 4.7 points (29%). The difference between the two groups is significant when controlling for the variables described above. There was also a positive relationship between child age and score for both groups.
- **Fine and Gross Motor:** The assessment included a limited number of fine and gross motor questions. Of a possible 6 points in fine motor skills, children in the program and comparison groups earned just over 2 points on average.
- **Persistence:** While not a formal domain, the assessment also looked at persistence to task related to early numeracy and early literacy questions. Children in both groups averaged just over 3.5 points of a total 6, or around 60%.

## VI. Discussion

### Confidence in Sample

In sum, the data team is satisfied with the condition of the sample population based on the results of this baseline assessment. This evaluation is limited by the sampling in that the target population was pre-selected. We appreciate the support of Romanipen in identifying comparison communities, but pre-selected sites and limited data available may have weakened the success of this matching process. Similarly, the process of identifying similar families included discussions with local Roma NGOs to assist our data collectors in finding similarly situated families.

Despite the limitations, the program and comparison samples are quite comparable, particularly on measures of parent attitudes and behaviors, and child socioemotional development which are our primary areas of investigation. We are pleased with the results of these efforts with local partners and look forward to analyzing midline and endline results.

### Implications for Midline and Endline

To the extent possible, the midline (November 2017) and endline (November 2018) evaluations will continue to follow this set of children, provided that they remain within the IDELA age range. However, some of the older children will “age out,” while some younger children will “age in” as the child assessment is only appropriate for ages 3.5 – 6. IDELA has been used with children older than 6, but we have decided to use this age as a cutoff, because 6-year-olds enter school, further diluting the impact of the Strong from the Start program in terms of school readiness. About one-third of our sample will be included in all three rounds of data collection – those children aged 3.5-4.25 at baseline while others will be included in one or two rounds of data collection to inform our trend lines across the target age range.

**APPENDIX A – FIELD WORK REPORT**  
*Drafted by Deep Dive Data Collection Team*

Length of fieldwork: February 22 – March 29, 2017.

Thirty settlements have been visited, 15 program beneficiaries within two weeks and 15 control settlements also within two weeks. There was a week's break made in order to harmonize the quotas and to replace 4 control settlements, so as to avoid revisiting the program settlements.

Thirty-seven enumerators have been engaged in the project. Twenty-nine enumerators who are the representatives of the communities – settlements and 8 Deep Dive enumerators, 7 of which visited 4 settlements each and 1 that visited 2 settlements. All enumerators are overwhelmed with the fieldwork impressions and are eager to continue the work in the next phase.

The beneficiary settlements were visited in the first and second week of the fieldwork, i.e. in the period from February 22 – March 3, 2017.

*Settlements visited in the period February 22 – March 3, 2017:*

**1. Belgrade - Zvezdara- Mali Mokri Lug + 15 additional families - Mirjevo and Mali Mokri Lug**

Additional families were visited during the break (in order to harmonize the quotas). 15 new families have been interviewed, 3 of them in Mali Mokri Lug (settlements where the first 30 interviews have been done) and 12 families in Mirjevo – Orlovsko settlement. 15 families without children of the appropriate age for the research have been excluded from the first sample. Therefore, the total number of the administered interviews entered in the data base, as well as of the beneficiary families is 30. Sylvia visited Orlovsko settlement and followed the interview with one of the families. The enumerators had been announced in advance, they were well received, without encountering any difficulties.

Eighteen IDELA and thirty parent questionnaires have been administered.

**2. Zabalj- Curug/ Plekano selo/ Ciganski sor**

There haven't been any problems, nor difficulties encountered during field work. The enumerators had been announced in advance and they were well received.

Plekano selo: Most of the people live in rather bad conditions. Most of them, if not everyone, is without a bathroom. Very little time is dedicated to child education. Most of the children do not attend any preschool institution, mainly because of the distance.

Ciganski sor: A settlement where “housed Roma” live. They have appropriate living conditions. Most of the children attend a preschool institution.

Curug: A diverse settlement, a mixture of the previous two, both in terms of living conditions and dedication to children. There is an equal number of children that attend a preschool institution and those that do not know their surname or the name of the place where they live.

Eighteen IDELA and twenty-nine parent questionnaires have been administered (there was one family that no one in the settlement knew about and the local coordinator did not find a replacement).

### **3. Kostolac- Didino naselje/ Koliste/ Kanal (4 families)**

There haven't been any problems, nor difficulties encountered during field work. The enumerators had been announced in advance and they were well received. The enumerators that are the "representatives" of the settlement have shown remarkable commitment.

Nineteen IDELA and thirty parent questionnaires have been administered.

### **4. Bor**

Eighteen IDELA and twenty-six parent questionnaires have been administered. 4 families pulled out and did not want to take part in the research, expecting a material compensation exceeding the value of our gift. Replacements for the families that pulled out, i.e. did not want to take part in the questionnaire, have not been found. Other than that, no problems have been encountered in the fieldwork. It's a rather poor area and the buildings where they live are old and decrepit.

### **5. Lebane- Jablanicka Street**

Nine IDELA and twenty-eight parent questionnaires have been administered. 2 families had moved to Germany in the meantime, and no replacement has been found. There weren't any other children of the appropriate age for the questionnaire in the settlement, which resulted in the small number of questionnaires administered with the children, but there are many younger children that will be included in the second and third phase. The conditions during the fieldwork have not been ideal. Some questionnaires have been administered in the street, but these were exceptions. There were many single mothers.

### **6. Valjevo Koceljeva - Draginje and Brdarica**

Twenty-five IDELA and thirty parent questionnaires have been administered. This is a very rich area. No problems have been encountered during field work.

### **7. Vranje – Gornja carsija**

In all settlements, it was hard to separate the child and work independently with them. This was due to the fact that it was winter time and often only one room had the heating, but also because these were mainly families with several generations living together and it was hard to explain that they weren't supposed to get involved. The respondents were very kind and friendly.

Twenty-two IDELA and thirty parent questionnaires have been administered.

### **8. Kragujevac - Kolonija, Mala Vaga and Bagremar**

The enumerators had been announced in advance, they were well received without any difficulties, since the Roma enumerator informed everyone about the visit and its purpose. The visits had been scheduled and there were postponements only in a few cases, due to the circumstances. Having the enumerator who knows most of the respondent families was a big advantage.

Nineteen IDELA and thirty parent questionnaires have been administered.

Settlement visited in the period March 1 – March 7:

#### **9. Novi Becej - Cere**

Fourteen IDELA and 30 parent questionnaires have been administered. Deep Dive enumerators have shown great commitment, having successfully administered the questionnaires in the settlement, despite some minor organizational issues.

#### **10. Valjevo- Gornja Grabovica**

Fieldwork has been completed without any problems. The enumerator who is the representative of the settlement showed great commitment. The visits were well organized and announced in advance.

Seventeen IDELA and 25 parent questionnaires have been administered. One family pulled out, two moved abroad and two families couldn't be reached.

#### **11. Pirot- Rasadnik**

Fieldwork has been completed without any problems. The visits were well organized and announced in advance.

Twenty-one IDELA and 30 parent questionnaires have been administered.

#### **12. Novi Sad- Rit**

Ninety percent of the people in the settlement are Albanian Roma or Askalije. Since they are rather suspicious, the enumerators spent a lot of time explaining what we were doing and that we were not enrolling the children in the preschool institutions. Women are mainly illiterate and there were difficulties in understanding each other. The children generally did not know much and none of them attends a preschool institution. They live in various conditions.

Seventeen IDELA and 27 parent questionnaires have been administered. Two families moved abroad and in one family the woman was seriously ill, she had just returned from the hospital, and although enumerators tried to visit her three times she was unable to receive them. No replacements have been found.

#### **13. Smederevska Palanka - Karadjordjevo naselje, Karadjordjeva Street, Kolonija**

Eighteen IDELA and 26 parent questionnaires have been administered. This was the only settlement where three children refused to take part in the questionnaire. 4 families had moved away and no replacements have been found. A number of families had to be replaced at the very beginning because of contagious disease. It's a closed and suspicious community. The enumerator who is the representative of the settlement organized everything and showed great commitment.

#### **14. Surdulica- Novo naselje / Donja romska mahala**

In this settlement, also, it was hard to separate the child and work independently with them. There is only one room where the entire extended family is gathered.

Twenty-one IDELA and 30 parent questionnaires have been administered.

#### **15. Krusevac - Marko Orlovic**

The fieldwork was well organized and announced in advance. Most of the children were of the appropriate age for the questionnaire.

Twenty-six IDELA and 30 parent questionnaires have been administered.

#### **16. Control settlements were visited in the period March 11 – March 29, 2017**

There was a week's break made in order to harmonize the quotas with the beneficiary settlements. 4 control settlements have been replaced so as to avoid revisiting the program settlements, in particular **Bor, Valjevo-Koceljeva, Kostolac and Zabalj**.

The enumerators, representatives of the 4 settlements, made great effort to find replacements, notwithstanding the lists of families had already been prepared, and to organize fieldwork and announce the visits at short notice.

The settlement Kanal in **Kostolac** is extremely big and there was no alternative for it. 4 families from the settlement are program beneficiaries; however, we made sure that the control families were selected among those living in the other part of the settlement, which was possible due to the size of the settlement.

**Zabalj** – A completely new settlement has been visited, having no contacts with the beneficiary settlement.

**Bor** – A different part of the town was visited, away from program beneficiaries.

**Valjevo - Koceljeva** – Three settlements have been visited: Koceljeva, Ub and the town of Valjevo. Thanks to great effort made by the enumerators from Valjevo, additional families have been contacted and included in the research. Initially, the settlement was the same as the program beneficiary one, the first replacement was a settlement with an older population – Koceljeva, this is why Ub was visited and, finally, the town of Valjevo.

##### **1. Beograd - Rakovica and Deponija**

The visits were organized and announced in advance.

Eighteen IDELA and 30 parent questionnaires have been administered.

##### **2. Zabalj - Djurdjevo/ Zemun/ Bozej**

The settlement has been replaced and no problems have been encountered during fieldwork, despite last minute replacement. The children are enrolled in the preschool institutions, and some have been attending them for 2.5 years.

Twenty-two IDELA and 30 parent questionnaires have been administered.

##### **3. Kostolac - Kanal**

No difficulties have been encountered during fieldwork.

Sixteen IDELA and 30 parent questionnaires have been administered.

##### **4. Bor**

Organized and announced, despite the changes made. The enumerator, who is the representative of the settlement, has made great effort. The settlement is close to the mine excavations and it is an extremely poor area.

Twenty-four IDELA and 30 parent questionnaires have been administered.

#### **5. Lebane- Bojnik**

The visits were well organized and announced in advance. No difficulties have been encountered.

Nineteen IDELA and 30 parent questionnaires have been administered.

#### **6. Valjevo Koceljeva- Koceljeva / Ub/ Valjevo**

Three settlements have been visited - Koceljeva, Ub and the town of Valjevo. Thanks to great effort made by the enumerators from Valjevo, additional families have been contacted and included in the research.

Sixteen IDELA and 30 parent questionnaires have been administered.

#### **7. Vranje – Saraina/ Raska**

An extremely poor area. No difficulties have been encountered during fieldwork.

Twenty-four IDELA and 30 parent questionnaires have been administered.

#### **8. Kragujevac- Palilile/ Licika/ Bresnica**

Twenty IDELA and 30 parent questionnaires have been administered.

#### **9. Novi Becej- Novo Milesevo/ Karlova/ Beodra**

Visits were well organized and announced in advance. No difficulties have been encountered.

Thirteen IDELA and 30 parent questionnaires have been administered.

#### **10. Valjevo- Lajkovac/ Dubrava**

No difficulties have been encountered during fieldwork. Visits were well organized and announced in advance.

Twenty-four IDELA and 30 parent questionnaires have been administered.

#### **11. Pirot- Berilovac / Izvor/ Poljska Rzana**

No difficulties have been encountered during fieldwork. Visits were well organized and announced in advance.

Nineteen IDELA and 29 parent questionnaires have been administered. Due to enumerator's oversight, one family had not been visited, which was determined only later.

#### **12. Novi Sad - Banglades / Sangaj/**

No difficulties have been encountered during fieldwork. The settlements are diverse. The hygienic conditions in Banglades are bad and, due to distance from and difficult access to the closest kindergarten, most of the children do not attend preschool institutions. Sangaj, on the other hand, is developed and they have both school and kindergarten within the settlement.

Twenty-seven IDELA and 30 parent questionnaires have been administered.

**13. Smederevska Palanka - Krivak**

Twenty-two IDELA and 30 parent questionnaires have been administered.

**14. Surdulica- Prekodolce / Binovce**

Eighteen IDELA and 30 parent questionnaires have been administered.

**15. Krusevac- Kraljevo**

No difficulties have been encountered during fieldwork. Visits were well organized and announced in advance.

Twenty-one IDELA and 30 parent questionnaires have been administered.

**The total of 449 parent and 303 IDELA questionnaires have been administered in the control settlements.**