Colombia - The Medium-term Effects of Home-based Early Childhood Development Intervention Impact Evaluation 2013

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Identification

SURVEY ID NUMBER

COL_2013_ECDIIE-ML2_v02_M

TITLE

The Medium-term Effects of Home-based Early Childhood Development Intervention Impact Evaluation 2013

SUBTITLE

Second Midline Survey

ABBREVIATION OR ACRONYM

ECDIIE-ML2 2013

COUNTRY/ECONOMY

Name	Country code
Colombia	COL

STUDY TYPE

Impact Evaluation

SERIES INFORMATION

This study consists of three rounds of data collection: a baseline survey in 2010, a midline survey in 2011, and a second midline survey in 2013. The baseline survey can be accessed through the World Bank Microdata Library using the following link: https://microdata.worldbank.org/index.php/catalog/3405. The midline survey can be accessed using the following link: https://microdata.worldbank.org/index.php/catalog/3499. The second midline survey is documented here.

ABSTRACT

The Medium Term Effects of Home-based Early Childhood Development Intervention Impact Evaluation (ECDIIE) covered 96 small towns in central Colombia, representing a large number of small communities across a relatively big geographical area. It exploited structures in place from the government's Conditional Cash Transfer Programme, Familias en Accion (FeA), which targets the poorest 20% of households in the country.

There are currently three waves of data, a baseline, pre-intervention wave collected between February and June 2010, and a follow-up wave 18 months later between September and December 2011, at the end of the intervention period. The second wave of follow-up data collection occurred 2 years after the first follow-up data collection between September and December 2013.

KIND OF DATA

Sample survey data [ssd]

Version

VERSION DESCRIPTION

v1.1: Edited, anonymized datasets for public distribution.

VERSION NOTES

This version of the data is identical to version 1.0, aside from revisions made to update labeling for a few variables and to remove some empty variables as well.

Scope

NOTES

The scope of this study includes:

1. A household survey covering topics including:

- Module 1 (Housing and Home): Location and identification, housing characteristics, health, distances, expenses, other revenues and transfers, incidents in the past 18 months, participation in “Familias en Accion," food consumption of children in the household (for children between 6 months and 6 years), family structure, children born in last two years not living
- Module 2 (Education, Work, and Health): Education, health, work
- Module 3 (Children Less Than 6 Years): Institutional and non-institutional care, historical care arrangements
- Module 3a (Annex for Module 3 - Target Child): Interaction with biological parents (if don't live at home), health, morbidity, quality of home environment, Child Behavior Questionnaire (CBQ), Strength and Difficulties Questionnaires (SDQ), time use
- Module 3b (Annex for Module 3 - Younger Sibling): Quality of home environment, health, morbidity, MacArthur-Bates (8-18 months), MacArthur-Bates (19-30 months), MacArthur-Bates (31-48 months), use of language
- Module 4 (Biological Mother): Time use, health, empowerment, contraception and reproductive history, knowledge of child development, birth and breastfeeding of biological children, physical development of biological children
- Module 5 (Primary Caregiver): Education, health, work, time use, knowledge of child development
- Module 6 (Home Inventory): Home inventory to assess the quality of the family environment

2. A community survey covering topics including shocks, services, wages, and prices.

3. Assessments of outcomes of the target child, the mother of the target child, and younger siblings.

KEYWORDS

Early childhood development Home-based intervention Education Health Nutrition Colombia

Coverage

GEOGRAPHIC COVERAGE

This project covered 96 small towns in central Colombia, representing a large number of small communities across a relatively big geographical area. It exploited structures in place from the government's Conditional Cash Transfer Programme, Familias en Accion (FeA), which targets the poorest 20% of households in the country.

UNIVERSE

The universe of the target population is given by households who are eligible to receive the government's Conditional Cash Transfer Programme, Familias en Accion (FeA), which targets the poorest 20% of households in the country.

Producers and sponsors

PRIMARY INVESTIGATORS

Name	Affiliation

Orazio Attanasio	University College London
Alison Andrew	Institute For Fiscal Studies
Marta Rubio-Codina	Institute For Fiscal Studies
Emla Fitzsimons	Institute For Fiscal Studies

PRODUCERS

Name	Affiliation
Strategic Impact Evaluation Fund	The World Bank

FUNDING AGENCY/SPONSOR

Name	Abbreviation
Strategic Impact Evaluation Fund	SIEF

Sampling

SAMPLING PROCEDURE

The survey used a randomized experimental design to obtain rigorous and unbiased estimates of the impact of the stimulation and nutrition interventions, and of their interaction.

The beneficiaries of Familias en Accion periodically elect a female representative, called the Madre Lider (ML). We randomly selected three from each town (municipality), and then from the families represented by the ML we randomly selected 5 children aged 12 to 24 months to be eligible for the intervention. Within each municipality, eligible households were randomly allocated (at the municipality level) to each of the following treatment arms:

1. Control
2. Stimulation + Supplementation
3. Stimulation
4. Supplementation

These MLs were then asked to take on the role of home visitor to implement the intervention of the different treatment arms. However, a significant proportion (nearly 40%) of the MLs either opted out or were not deemed suitable for the role, in which case they were replaced following their recommendations. In order to maintain the randomization of the design, the families attached to the original ML were maintained, even if in the end she was not the actual home visitor.

The stimulation intervention consisted of weekly visits to the homes of the target children, each visit lasting around one hour. The home visitors received a three week training programme in activities designed to stimulate children at different ages. They also received a weekly curriculum as a guide, and a set of locally produced materials (homemade toys from recycling material, picture books, puzzles, etc.).

The supplementation arm consisted of providing daily sachets of multiple micronutrient powder to mothers, via the home visitors, to add to the target child’s food. Sachets were designed to provide iron (12.5mg), zinc (5mg), Vitamin A (300 µg retinol equivalent), Vitamin C (30mg) and folic acid (160 µg) for the children targeted.

Survey instrument

QUESTIONNAIRES

This study included four main sources of data: a Household Survey, a Community Survey, Intervention Data, and Child

Developmental Assessments.

Household Survey:
This collected information on the household and on household members in a set of modules (questionnaires) administered by interviewers. Separate questionnaires were asked at household and individual levels. At the individual level there are several standalone modules for the mother, children under six years old, the target child of the intervention, the main care giver, and the home visitor. The modules contain a rich variety of data: the home environment and composition of the household; education and health; employment and time use etc. There are also a series of modules on child development. The questionnaires for each of the modules are provided in Spanish and are available to download.

Community Survey:
This collects the information at the municipality level included in the questionnaire “community” and includes information on shocks, services, wages, prices. The questionnaire is provided in Spanish and is available to download.

Assessment of Outcomes of the Target Child:
In additional to the information collected in the questionnaires administered by interviewers at the household level, the target children also attended a centre where her developmental level was assessed by a trained psychologist using a variety of assessments:
· Test de Vocabulario en Imagenes Peabody (TVIP) to assess receptive language
· Daberon (modified) to assess school readiness
· Pencil Tapping Task to assess executive functioning
· Wolke to assess Emotional tone, activity, co-cooperativeness, approach
· Woodcock-Munoz Achievement 14 to assess expressive language
· Woodcock-Munoz Cognitive 5 to assess fluid reasoning/fluid intelligence
· Woodcock-Munoz Cognitive 6 to assess visual perception/processing speed
· Woodcock-Munoz Cognitive 12 to assess fluid reasoning
· Woodcock-Munoz Cognitive 13 to assess visual perception/spatial memory
· Woodcock-Munoz Cognitive 16 to assess speed processing
· Woodcock-Munoz Cognitive 21 to assess long term memory

Assessments for Mother:
In the test centre we also performed some assessments with the mother of the target child:
· Raven's progressive matrices to measure IQ
· CES-D 10 point depression scale
· Big Five to measure personality traits

Assessments for Younger Siblings:
We used the ASQ-3 to assess child developmental levels of the younger siblings. This assessment occurred in the household. The questionnaire is provided in Spanish and is available to download.

Data collection

DATES OF DATA COLLECTION

Start	End	Cycle
2013-09-01	2013-12-31	Second Follow-up

DATA COLLECTION MODE

- Computer Assisted Personal Interview [capi]

DATA COLLECTION NOTES

Six professionals were chosen among a number of applicants on the basis of their CV and an interview. They were trained in child development, home visiting and the curriculum for over one and a half months. The training also included practicing home visits in Soacha. These professionals, who will be referred to as “mentors” in what follows, then had the task to train

the home visitors in the field – i.e. teach them the curriculum and the approach to home visiting – and mentor/supervise them throughout the intervention. To this end, each of them was assigned 8 towns, for a total of 24 home visitors each.

The training of the home visitors was split across two workshops. The first, lasting two weeks, covered the first part of the stimulation curriculum (activities for children ages 12 to 30 months) along with the fundaments of child development, the importance of adequate care and stimulation, and toy construction workshops. Once this first round of training was completed, the home visitors were deemed ready to start the visits. This process took place at the same time as data collection (being careful in each village to ensure data collection had taken place before the intervention started), from February through June 2010, so by the end of June 2010 the intervention was fully phased-in across all treatment villages. The second phase of the training workshops took place between mid August and mid October 2010 over a one week period. In these sessions, the home visitor and the mentor covered the second half of the curriculum (activities for children aged 30 to 42 months), revised lessons covered in the first workshop, resolved doubts, and discussed any outstanding issues.

After that, the six mentors became, for the rest of the intervention, mentors and supervisors of the home visitors. They traveled around each of their 8 towns, spending up to a week in each, overseeing visits of their assigned home visitors and providing them with advice, training, feed-back, and support. This rotation scheme is such that each home visitor received about a week of interaction with her mentor once every 4-6 weeks. Furthermore, mentors and home visitors are in touch on a regular basis: the home visitors receive weekly to fortnightly telephone calls to discuss progress and problems; they receive weekly text messages to reinforce key messages to be conveyed during home visits, and they receive monthly one-page bulletins that reinforce material covered during training sessions. Overall, the mentors have played a very important role in the intervention.

Access policy

CONFIDENTIALITY

Is signing of a confidentiality declaration required?
true

ACCESS CONDITIONS

Direct Access

CITATION REQUIREMENTS

Use of the dataset must be acknowledged using a citation which would include:

- the Identification of the Primary Investigator
- the title of the survey (including country, acronym and year of implementation)
- the survey reference number
- the source and date of download.

Example:
Orazio Attanasio (University College London), Alison Andrew (Institute For Fiscal Studies), Marta Rubio-Codina (Institute For Fiscal Studies), and Emla Fitzsimons (Institute For Fiscal Studies). Colombia - Medium Term Effects of Home-based Early Childhood Development Intervention Impact Evaluation 2013, Second Midline Survey. Ref: COL_2013_ECDIIE-ML2_v02_M. Dataset downloaded from [URL] on [date].

ACCESS AUTHORITY

Name	Affiliation	URL	Email
Strategic Impact Evaluation Fund	The World Bank		siefimpact@worldbank.org

LOCATION OF DATA COLLECTION

World Bank Microdata Library

Depositor information

DEPOSITOR

Name	Affiliation
Laura Becerra Luna	The World Bank

DATE OF DEPOSIT

2023-04-20

Disclaimer and copyrights

DISCLAIMER

The user of the data acknowledges that the original collector of the data, the authorized distributor of the data, and the relevant funding agency bear no responsibility for use of the data or for interpretations or inferences based upon such uses.

Contacts

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Metadata production

DDI DOCUMENT ID

DDI_COL_2013_ECDIIE-ML2_v02_M_WB

PRODUCERS

Name	Abbreviation	Affiliation	Role
Development Economics Data Group	DECDG	The World Bank	Documentation of the study

DATE OF METADATA PRODUCTION

2026-11-04

Metadata version

DDI DOCUMENT VERSION

Version 02 (November 2026)

VERSION DATE

2026-11-04

VERSION NOTES

This version of the study documentation is similar to version 01, but includes revised versions of the datasets that were previously submitted.

data_dictionary

Data file	Cases	variables
asq_sibs_nov2024 Dataset includes item level data from the ASQ-3 assessment used to assess child developmental levels of the younger siblings.	255	1094
com_1 Dataset includes data covering Sections 2-7 from the community survey.	96	70
com_3 Dataset includes data covering Section 9 from the community survey.	3801	9
com_4 Dataset includes data covering Section 9 from the community survey.	3801	9
com_5 Dataset includes data covering Section 10 from the community survey.	2471	6
m1_1 Dataset includes data covering questions 101-325, 401-403, 701-710, and 901-909 in Module 1 of the Household Survey (Housing and Home).	1313	117
m1_2 Dataset includes data covering questions 1101-1202 in Module 1 of the Household Survey (Housing and Home).	1313	9
m1_3 Dataset includes data covering questions 1002-1003 in Module 1 of the Household Survey (Housing and Home).	1609	41
m1_4_nov2024 Dataset includes data covering questions 300-320 in Module 1 of the Household Survey (Housing and Home).	8293	31
m1_5 Dataset includes data covering question 325 in Module 1 of the Household Survey (Housing and Home).	4	7
m2_1_nov2024 Dataset includes data covering questions 101-315 in Module 2 of the Household Survey (Education, Work, and Health).	6069	77
m3_1 Dataset includes data covering questions 101-216 in Module 3 of the Household Survey (Children Less Than 6 Years).	1742	47
m3_2 Dataset includes data covering questions 216-218 in Module 3 of the Household Survey (Children Less Than 6 Years).	3153	9
m3a_1_nov2024 Dataset includes data covering questions 101-209, 311-313, 401-417, 501-508, 701, and 601 in Module 3A of the Household Survey (Annex for Module 3 - Target Child).	1316	132
m3a_2 Dataset includes data covering question 301 in Module 3A of the Household Survey (Annex for Module 3 - Target Child).	3399	12
m3a_3 Dataset includes data covering questions 302-310 in Module 3A of the Household Survey (Annex for Module 3 - Target Child).	1760	44
m3b1 Dataset includes data covering questions 102 and 401-508 in Module 3B of the Household Survey (Annex for Module 3 - Younger Sibling).	292	68

m3b2 Dataset includes data covering question 601 in Module 3B of the Household Survey (Annex for Module 3 - Younger Sibling).	292	213
m3b3 Dataset includes data covering question 601 in Module 3B of the Household Survey (Annex for Module 3 - Younger Sibling).	292	106
m3b4 Dataset includes data covering questions 603-610 in Module 3B of the Household Survey (Annex for Module 3 - Younger Sibling).	292	113
m4_1 Dataset includes data covering questions 101-305 and 801 in Module 4 of the Household Survey (Biological Mother).	1208	80
m4_2 Dataset includes data covering questions 401-406 and 502-504 in Module 4 of the Household Survey (Biological Mother).	302	19
m5_1_nov_2024 Dataset includes data covering questions 100-601 in Module 5 of the Household Survey (Primary Caregiver).	196	120
m6_1 Dataset includes data covering question 101 in Module 6 of the Household Survey (Home Inventory).	1312	29
m6_2 Dataset includes data related to Module 6 of the Household Survey (Home Inventory).	1612	7
tests_mother Dataset includes the raw scores for the three assessments that were performed with the mother of the target child: Raven’s progressive matrices to measure IQ, CES-D 10 point depression scale, and Big Five to measure personality traits.	1260	23
tests_tc Dataset includes the raw scores for each target child assessment: - Test de Vocabulario en Imagenes Peabody (TVIP) to assess receptive language - Daberon (modified) to assess school readiness - Pencil Tapping Task to assess executive functioning - Wolke to assess Emotional tone, activity, co-cooperativeness, approach - Woodcock-Munoz Achievement 14 to assess expressive language - Woodcock-Munoz Cognitive 5 to assess fluid reasoning/fluid intelligence - Woodcock-Munoz Cognitive 6 to assess visual perception/processing speed - Woodcock-Munoz Cognitive 12 to assess fluid reasoning - Woodcock-Munoz Cognitive 13 to assess visual perception/spatial memory - Woodcock-Munoz Cognitive 16 to assess speed processing - Woodcock-Munoz Cognitive 21 to assess long term memory	1321	16