

Education for Protection and Well-being Program: Evaluation Findings Sierra Leone 2022-2023



Introduction and Overview of Model

ChildFund's Education for Protection and Wellbeing (EPW) Model is a holistic, evidence-informed program that aims to improve children's protection, learning, and well-being through strengthening child-adult relationships, enhancing social-emotional learning (SEL), reducing violence, and creating conducive and nurturing school and home environments. The EPW model targets children ages 6-12, over two years in primary schools and strongly emphasizes improving relationships within and between levels of the social-ecological model among children, caregivers, and teachers. EPW includes four interconnected components: child, caregiver, educator, and school and communities (i.e., bridge component). The sessions for adults are adapted from "Thousands of Hands" (ToH) a cognitive-behavioral skills training for teachers and caregivers¹ with evidence-informed strategies to promote safe and supportive home and school environments.

EPW Model components



ChildFund began implementing EPW in Northern Sierra Leone from March 2022 to July 2023 (Cohort 1) in two communities in the Koinadugu district: the Yagala community in the Wara-Wara Yagala Chiefdom and the Bilimaia community in the Sengbeh Chiefdom. The Yagala community is a rural village predominantly comprised of people from the Limba ethnic group. In Yagala, agriculture and petty trading are the primary sources of livelihood. The Bilimaia is a semi-urban community comprising the Kuranko and Fullah ethnic groups. Bilimaia community members are engaged in small-scale farming and petty trading for their main sources of livelihood.

In Dec. 2024, EPW implementation for Cohort 2 began, which included 8 communities across 4 districts in Sierra Leone: Koinadugu (Yagala & Bilimaia), Falaba (Tumania & Serekolia), Bombali (Binkolo & Kamasikie), and Kailahun (Daru & Sewgbama) Districts.

Study Purpose The purpose of this mixed-methods evaluation was to examine the feasibility of EPW to improve positive parenting practices, positive teacher practices, child-adult relationships, and enhance social-emotional learning of children, caregivers, and teachers and children's knowledge on self-protection.

¹ ChildFund Honduras (2017). PUENTES Project Executive Summary. Retrieved from <https://www.childfund.org/globalassets/migration/knowledge-center/2018/april/execsummary-puenteshonduras.pdf>

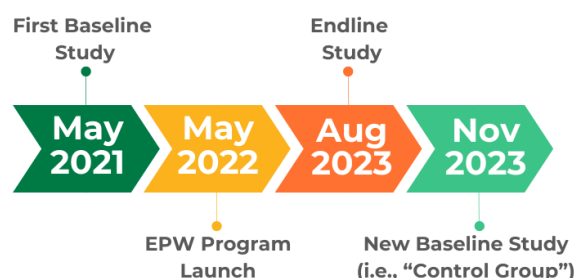
Methods

EPW student (N=164) and teacher (N=18) participants in the Yalaga and Bilimaia communities participated in the program baseline in May 2021 (Cohort 1). EPW activities launched in May 2022 and were completed in July 2023. The endline evaluation survey was completed in August 2023 (with 136 students and 14 teachers), and focus group data collection took place in September 2023 (N= 21 students; N=16 teachers). Demographic characteristics of Cohort 1 are reported in the Appendix and focus group sample characteristics are reported in Tables 3 and 4 in the Appendix.

The baseline for cohort 2 was conducted in November 2023 and served as the “control group” in the propensity scores analyses summarized in this report.

Measures used for the evaluation surveys came from validated and ToH-developed measures and were adapted for Sierra Leone (See Appendix A). Measures for the qualitative focus groups (Table 1 in Appendix A) are based on Desrosiers et al. (2023)² and reported in Perry et al., (2025),³ along with a combined analysis of caregiver and teacher focus group findings.

EPW Baseline and Evaluation Timeline



How we evaluated EPW

Three methods were used to evaluate EPW. Below we report the findings first from the pre/post comparisons, then the findings from the propensity scores analyses. We have included qualitative findings throughout to complement quantitative findings.

- 1. Pre/post comparisons:** We compared survey responses from the same students and teachers from Cohort 1 before and after EPW to see what changed using paired t-tests.
- 2. Group comparisons:** We compared survey responses from students and teachers who finished EPW (Cohort 1) to those who had not started yet (Cohort 2). We used statistical tools to make sure the groups were as similar as possible (i.e., covariate balancing propensity score (CBPS) weights) before comparing the cohorts using multilevel modeling.
- 3. Focus groups (qualitative):** Teachers and students from Cohort 1 shared their experiences in the program in focus groups. A team of researchers and practitioners analyzed themes from the focus group conversations separately by participant group. See Table 2 in the Appendix for more information.

² Desrosiers, A., Schafer, C., Bond, L., Akinsulure-Smith, A., Hinton, M., & Betancourt, T. S. (2023). Exploring potential mental health spillover effects among caregivers and partners of youth in Sierra Leone: A qualitative study. *Cambridge Prisms: Global Mental Health*, 10, e40.

³ Perry, E. W., Hwang, S., Marah, B., Mansaray, Y.K., Self-Brown, S., Kim, E. T., Nelson, J. (2025). “If you take care of that child, tomorrow it will be a profit to you and an entire generation.” A Qualitative evaluation of a program to prevent ACEs and promote child development in Northern Sierra Leone. *Child Protection and Practice*. 100090, <https://doi.org/10.1016/j.chipro.2024.100090>.

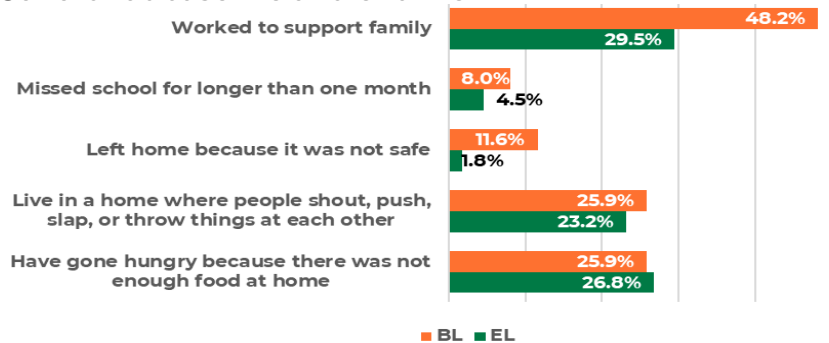
Pre/post-evaluation findings from Cohort 1

Student Outcomes

Risks of violence:

Pre/post evaluation findings from cohort 1 revealed substantive improvements in reducing exposure to 4 of 5 risk factors for violence, such as working to support their family, leaving home because their home was not safe, witnessing violence in the home, and extended absences from school (**Figure 1**). At baseline, 48.2% of children reported working to support their family, and at endline, 29.5% reported working, which was the largest reduction in VAC risk factors explored.

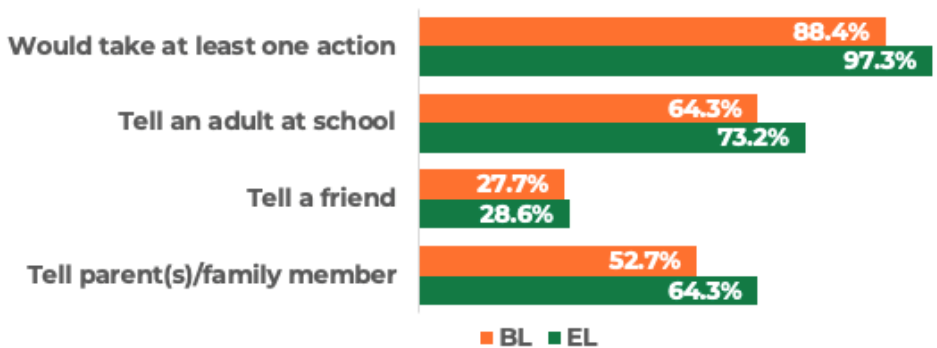
Figure 1. Violence against children risk factors from Cohort 1 at baseline and endline



Self-Protection:

Pre/post analyses suggest that across the 3 self-protection actions (i.e., telling an adult at school, a friend, or a family member), at endline, 97.3% of students reported that they would tell at least 1 person if they were to witness or experience abuse compared to 88.4% of students at baseline (**Figure 2**).

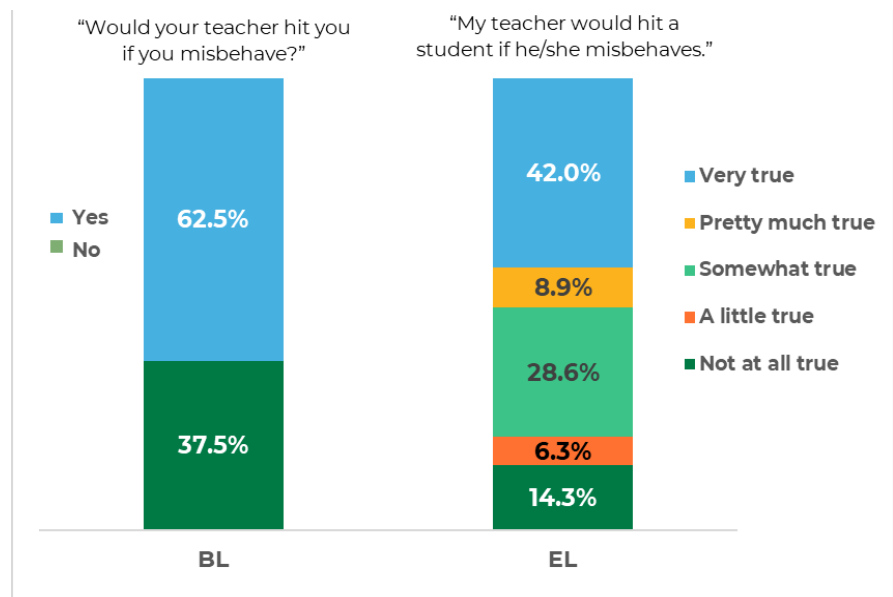
Figure 2. Self-protection actions from Cohort 1 at baseline and endline



Corporal punishment in school:

We found mixed findings on students' perception of teachers' likelihood of using corporal punishment. Pre/post findings from Cohort 1 on the likelihood of experiencing corporal punishment in the classroom increased from 62.5% at baseline to 85.8% at the endline (**Figure 3**). However, propensity scores analyses (see below) and qualitative findings suggest overall reductions in corporal punishment in the classroom. These mixed findings could reflect a) the improved ability of students to identify corporal punishment, b) a heightened knowledge of and awareness about the harms of these discipline strategies,

Figure 3. The proportion of Cohort 1 students who reported their teacher's likelihood of using corporal punishment as a discipline strategy at baseline and endline



c) the wording of the questions is such that students may have responded differently to each question at baseline and endline, and/or d) teachers may still be using corporal punishment or resort to using corporal punishment if alternative discipline strategies did not work. Below are a few quotes.

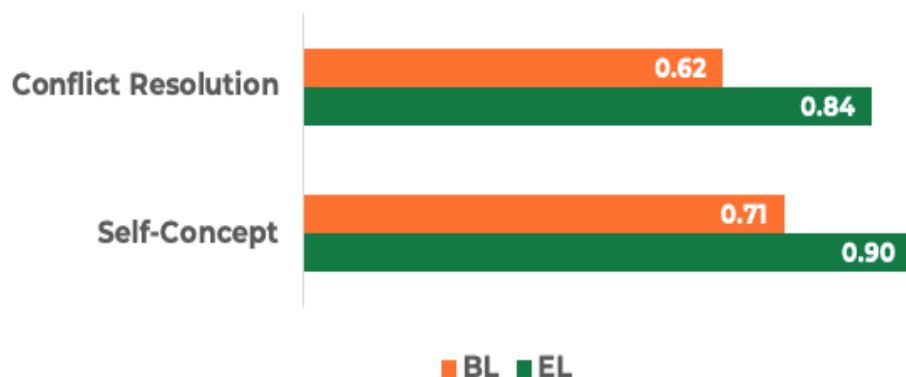
“Before the start of the program, our teacher used to beat us, use abusive language, and yell at us; that was before the program. But since this program came, we've seen that he no longer shouts at us, he no longer hits us, he no longer uses corporal punishment.”
– Female student, rural school

“Now, the only reason why a teacher will still beat a child, for instance, if they give you assignments to go and study, [and you] don't study the notes, then the first thing the teacher will do, they will pair you up with another classmate. And they will ask for that classmate to support you. If you refuse to be supported [by the classmate], then the teacher, before beating you, will ask you to come and kneel down in front of the class, but if you refuse [to kneel in front of the class], they will still beat you.”
– Male student, semi-urban school

Social and Emotional Learning (SEL) competencies:

Pre/post findings from cohort 1 suggest students' improvements in SEL competencies, such as Conflict Resolution (35.8% increase, on average, from baseline to endline) and Self-Concept (26.8% increase, on average, from baseline to endline; **Figure 4**). Additional improvements were noted in Relationships, Stress Management, Empathy, and Perseverance in the *pre/post analyses*.

Figure 4. The proportion of Cohort 1 (endline) and Cohort 2 (baseline) students who reported exposure to VAC risk factors within the past year and violence exposure at school within the past week



Propensity scores analysis findings comparing Cohort 1 at endline to Cohort 2 at baseline

Student Outcomes

Risks of violence:

Propensity scores analysis findings (Figure 5) indicated that compared to cohort 2 at baseline (control group), students from cohort 1 reported reduced exposure to VAC risk factors in the past year and violence at school in the past week at endline.

Self-Protection:

The findings from the propensity scores analyses also suggest improved self-protection skills (e.g., ability to recognize safe and unsafe situations

and abuse, identifying trusted adults, and willingness to report abuse) when comparing students who completed EPW (Cohort 1) to students who had not yet started EPW (Cohort 2). For example, 91.2% of Cohort 1 students (at endline) reported having at least one trusted adult, compared to 77.0% in Cohort 2 before starting EPW. Additionally, 97.8% of students who completed EPW reported they would tell at least 1 person if they witnessed or experienced abuse, compared to 88.8% of students who had not yet started EPW.

Corporal punishment in school: Further analysis of the EPW endline data against the control group data showed that EPW students also demonstrated reduced exposure to risk factors for violence against children and reduced exposure to violence at school (Figure 5).

Social and Emotional Learning (SEL) competencies: In the propensity score analyses, students who completed EPW (Cohort 1) demonstrated higher scores across 4 of the 5 SEL domains compared to Cohort 2 students who had not yet started EPW (Figure 6). We found statistically significant differences in standardized effects between Cohorts 1 and 2 for relationships, empathy, perseverance, and conflict resolution but did not find statistically significant differences in self-concept.

Figure 5. The proportion of Cohort 1 (endline) and Cohort 2 (baseline) students who reported exposure to VAC risk factors within the past year and violence exposure at school within the past week

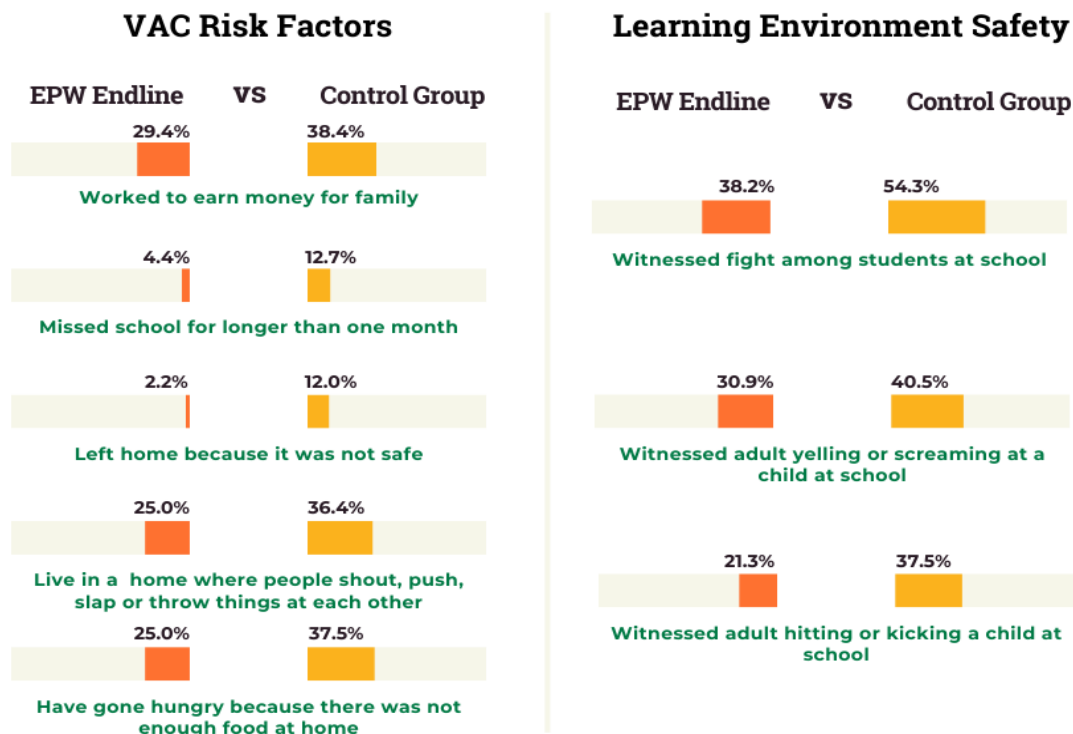
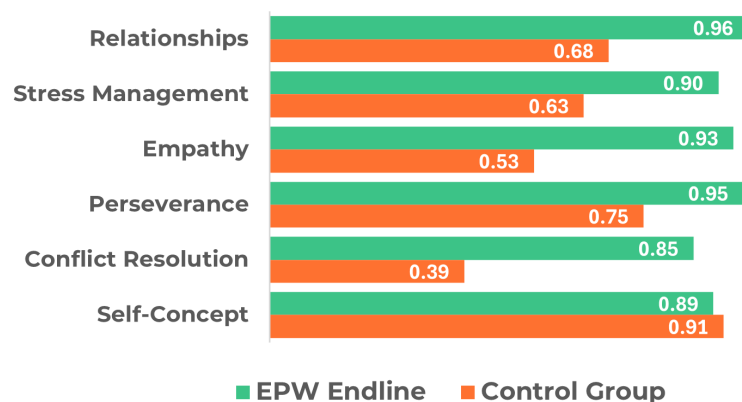


Figure 6. A comparison of average SEL scores from Cohort 1 (endline) and Cohort 2 (baseline) students



Note. SEL competencies were measured using the ISELA scale. Possible scale scores ranged from 0 to 1 point.

Qualitative focus group findings support these pre/post and propensity scores analysis findings. For example, one female student said,

“Before, if my classmates did something to me that I was not happy about, I would use abusive language or take a stone and hit him or her and then run. Now if [someone does] something to me that I'm not happy about, instead of using abusive language or hitting them with a stone, I will just make sure I report it; if I'm in school, I will report it to a teacher, if I'm at home, I will report to my parents “
– Female student, semi-urban school

Relationships with caregivers and teachers:

Propensity scores analysis findings suggest that, on average, students who completed EPW reported statistically significantly greater perceived warmth and affection and reduced hostility and aggression from caregivers (**Figure 7**) and statistically significant improvements in their relationships with their teachers (**Figure 8 below**) compared to Cohort 2 students who had not completed EPW.

Figure 7. The proportion of Cohort 1 (endline) and Cohort 2 (baseline) students who reported experiencing warmth and affection and hostility and aggression from their caregivers

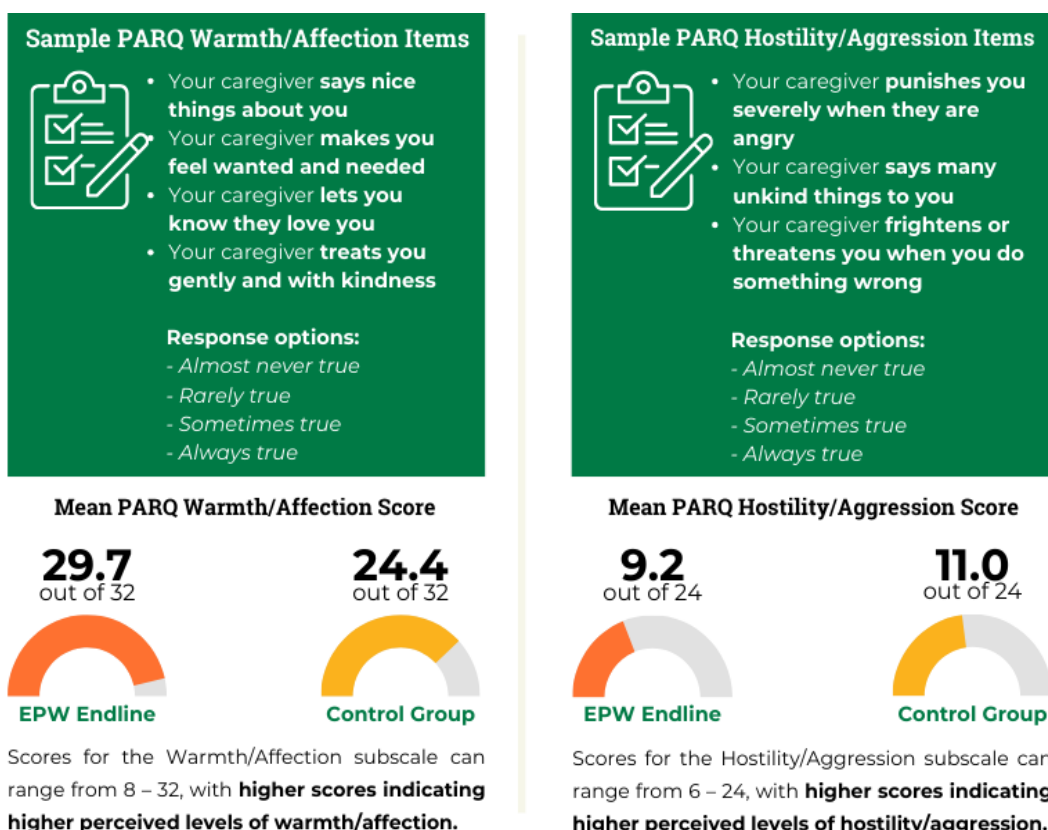
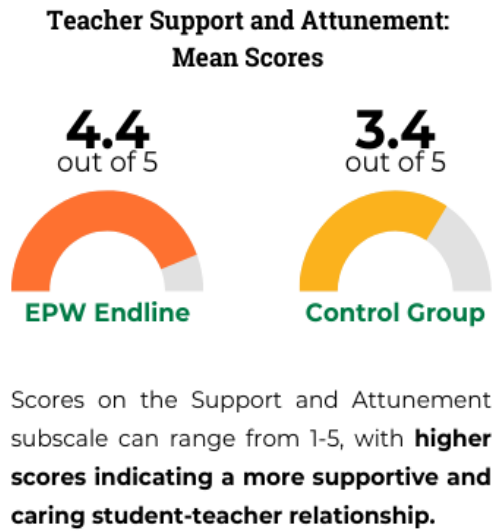
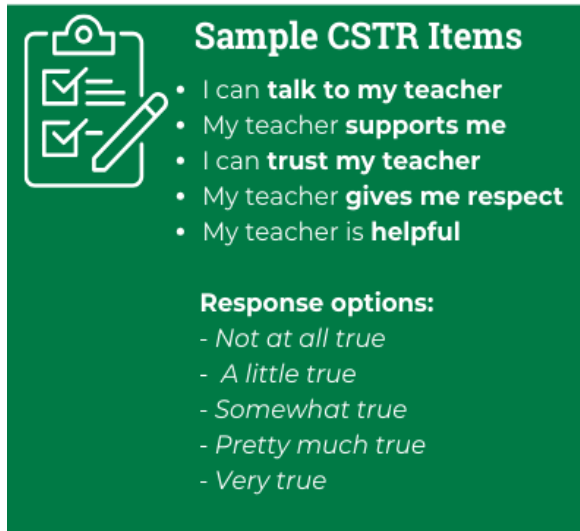


Figure 8. The proportion of Cohort 1 (endline) and Cohort 2 (baseline) students who reported they had a supportive relationship with their teacher



Teacher Outcomes

Teacher SEL competencies:

Propensity scores analysis findings suggest that teachers who completed EPW demonstrated higher Emotional Regulation and Problem-Solving skills, compared to Cohort 2 (**Figure 9**). We found statistically significant differences in standardized effects between Cohorts 1 and 2 for *overall emotion regulation, Reappraisal, and*

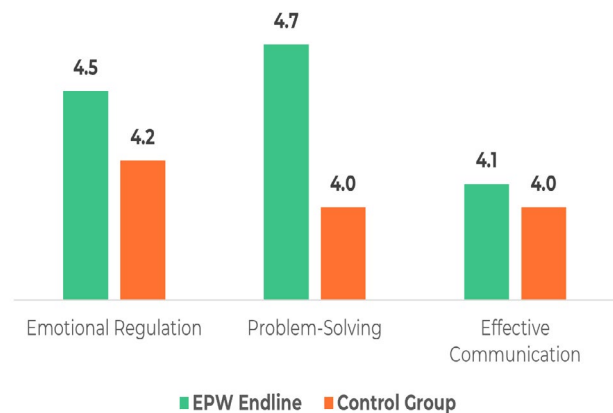
teacher problem-solving. We did not find statistically significant differences between groups in affective modification and teacher communication.

Focus group findings from teachers support these quantitative findings. For example, one teacher said,

As a teacher, we are always surrounded by stressful situations. For me, sometimes, if I come to school, maybe I have family problems or economic problems, I bring that particular emotion to school. So [when] I get to class, I will not even greet my pupils... But since this particular model came [it] helped me to be aware that as a teacher, you need to manage your emotions, you need to have self-management skills... If you have a problem at home, try to sit down as a teacher and counsel yourself. When you counsel yourself, put yourself cool and calm, and then you get to class. Doing so will help to model the problems, and the problem will not go to pupils, and it will not affect the pupils.

– Male teacher, rural school

Figure 9. A comparison of average teacher SEL scores from Cohort 1 (endline) and Cohort 2 (baseline)



Note. Emotional Regulation was evaluated using select items from the Teacher Emotion Regulation Scale (TERS), while Problem-Solving and Effective Communication were assessed using custom survey items developed by ChildFund. TERS scores, as well as scores for Problem-Solving and Effective Communication, were calculated on a scale from 1 to 5 points with 5 indicating the highest levels of SEL competencies

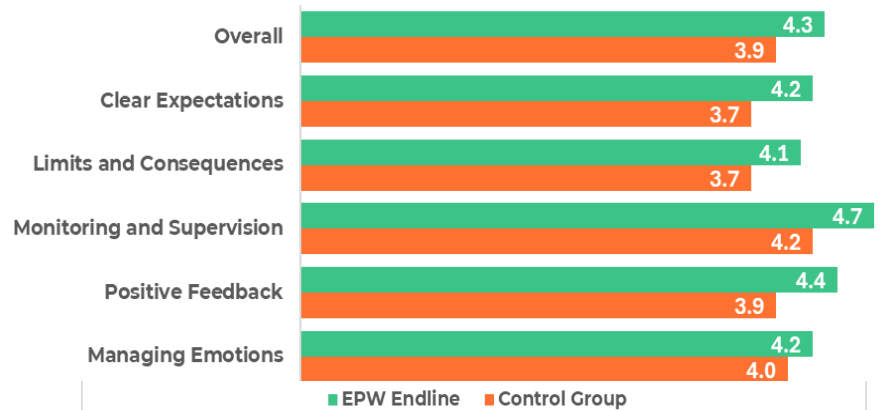
Use of Thousands of Hands (ToH) strategies by

teachers in the classroom: The seven ToH strategies are Clear Expectations, Limits, and Consequences, Positive Feedback, Managing Emotions, and Monitoring and Adult Supervision. Propensity scores analysis findings suggest:

- 75.0% of Cohort 1 teachers who completed EPW reported using at least some ToH strategies 'often' or 'very often' at endline, compared to 66.5% of Cohort 2 teachers who had not yet started EPW.

- Statistically significant differences in standardized effects between cohorts 1 and 2 for *overall ToH strategies, monitoring and supervision, and positive feedback (Figure 10)*.
- We did not find statistically significant differences between cohorts for clear expectations, limits and consequences, and managing emotions.

Figure 10. A comparison of average use of Mdm strategies from Cohort 1 (endline) and Cohort 2 (baseline) teachers



Teacher-caregiver relationships: Propensity scores analysis findings suggest that teachers in Cohort 1 reported *better communication* with caregivers at the end of EPW compared to Cohort 2 teachers who had not yet started EPW, which was statistically significant (**Figure 11**).

Figure 11. The proportion of Cohort 1 (endline) and Cohort 2 (baseline) teachers who reported having positive relationships with the caregivers of their students

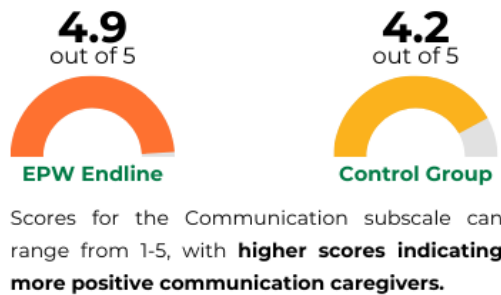
Sample Teacher-Caregiver Communication & Collaboration Items

- My **communication with caregivers of my students is positive.**
- I have **informed caregivers of the behaviors expected of their children** in my classroom.
- I feel that **caregivers reinforce the standards of behavior** from my classroom at home.
- When students have a problem at school, **we solve it together with their caregivers.**

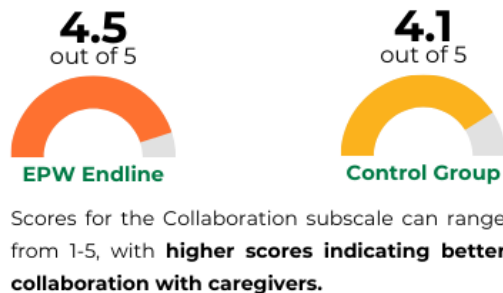
Response options:

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Mean Teacher-Caregiver Communication Score



Mean Teacher-Caregiver Collaboration Score



Teacher Self-Efficacy:

Findings from the propensity scores analysis of teacher's self-efficacy in classroom management, student engagement, and instructional strategies suggest that, on average, Cohort 1 teachers reported higher levels of self-efficacy for all categories than Cohort 2 teachers who had not yet started EPW, and these differences were statistically significant (**Figure 12 below**). For example, 79.2% of Cohort 1 teachers rated themselves as having a great deal of efficacy, compared to 43.7% in Cohort 2.

Qualitative focus group findings from a small sample of Cohort 1 students and teachers at baseline

Student focus groups

Students reported that they noticed changes since starting the EPW program, including caregivers and teachers promoting safer and more supportive environments, including reductions in corporal punishment and verbal abuse, which led to improved relationships and subsequent engagement in school. Students also reported having greater self-protection knowledge. When talking about corporal punishment at school, one child explained,

Student focus group themes



Students also reported having greater self-protection knowledge. When talking about corporal punishment at school, one child explained,

"So now there have been some improvements. It is not as if they're not still disciplining us, but it is not like before. Now they will warn, they will caution you, and they will warn you, but before this time, when you do something wrong that they are not happy about, they will beat you, but now that one has reduced. So we are not beating us [as often] now compared to before, but it is not eliminated."

– Male student, rural school

Other students noted reductions in corporal punishment and verbal abuse at home: *"My aunt also encourages me, now she does not use abusive language with me."*

– Female student, rural school

The program also appears to have improved awareness of abuse and personal safety. A participant shared, *"Before this time, we never knew some of the things that have been done to us are abusive. Before this time, we never knew the difference between appropriate and inappropriate touches. But now we've been taught that you should not allow people to touch every part of you, especially sensitive parts."*

– Female student, semi-urban school

Moreover, children have developed self-protective behaviors, with one recounting, *"If I see that they want to go to a place that is dangerous, they want to go to a stream or they want to go very close to a pit, I will be the one to call them and caution them that, 'Please don't go there, that place is dangerous for you.'"*

– Female student, rural school

Students also reported positive relationships with their peers, caregivers, and teachers. A child highlighted the change in their mother's behavior, stating, *"Since my mom started attending the sessions, they've been teaching her different new things. Now, when she sends me [for example, to do a chore], I will go, but also, what she's now doing, she thanks me, and she will appreciate me, and then she will provide food for me."*

– Male student, semi-urban school

Similarly, children are learning self-regulation, as one shared, *"As for me, before this program, I used to fight in class. Also, I used to use abusive language against my colleagues and my classmates in school, but since we've started attending this program, I've now resisted doing that."*

– Male student, rural school

Teacher focus groups

Teacher focus group findings revealed how the bridge sessions, classroom management, and emotion regulation strategies fostered positive learning environments and improved relationships with students and caregivers.

Teacher focus group themes

REDUCTIONS
IN CORPORAL
PUNISHMENT

IMPROVED
RELATIONSHIPS
WITH STUDENTS
AND THEIR
CAREGIVERS

IMPROVED
CLASSROOM
MANAGEMENT

“The bridge sessions have connected a very strong relationship between the teachers themselves and the caregivers. And that also has minimized the problems that teachers face with the children in the school. Because, before this time, it was difficult to see parents come in with their problems to school. They did not have that awareness. But I think with the bridge sessions, they have now seen the importance that at any time they have problems with their kids at home, they should come to school [to talk with the teacher to try to solve the problem]... Before this time, they were thinking the school is meant for [only the] teachers... Now the caregivers have owned the school because they always come around.”

– Male teacher, rural school

Teachers emphasized self-awareness, stress management, and emotional regulation as key SEL skills learned, helping them better manage personal stress and support students. These skills also strengthened teacher-student and teacher-caregiver relationships. Several teachers noted EPW raised awareness of their stressors and their broader impact:

“As teachers, we are always surrounded by stressful situations. Sometimes, if I come to school, maybe I have family problems or economic problems, I bring that particular emotion to school. So [when] I get to class, I will not even greet my pupils... But since this particular model came [it] helped me to be aware that as a teacher, you need to manage your emotions and have self-management skills... Doing so will help the problem [and it] will not go to the pupils and affect them.”

– Male teacher, rural school

After EPW, teachers adopted improved classroom management strategies, including interactive practices, such as warmly greeting students, inquiring about their well-being, and encouraging active participation. These changes fostered more engaging, inclusive classrooms where students feel valued.

Teachers also reported increased awareness of the harms of abuse, including corporal punishment, and reduced its use. Many described improved student relationships as a result:

“We have taken all the canes and burned them. The children can now come very close to us. Before this, [the children] said, “Why are you calling that mister [the teacher]? Leave him alone. You don't want to be flogged.” Before this time, we did not know it, but now we also have confidence and peace of mind that if these children learn, tomorrow they could benefit us if they are not given corporal punishment.”

– Male teacher, semi-urban school

Limitations

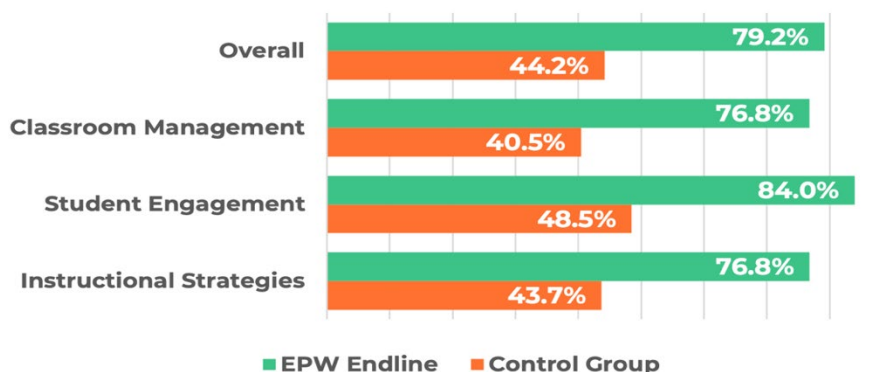
The findings of this evaluation must be interpreted in light of the limitations of our study design and statistical analyses. Because of this, we cannot definitively conclude that EPW is *effective* at improving any outcomes explored. We can, however, say that these findings are *promising*. More rigorous research, such as a randomized clinical trial and follow-up data, is needed to understand the effectiveness of EPW and program effects over time.

Conclusion

The qualitative and quantitative EPW program evaluation findings from Sierra Leone suggest *promising* effects on reducing VAC risks, improving children’s knowledge on self-protection, enhancing SEL among students and teachers, improving safety in schools, and fostering positive relationships among students and their teachers. ChildFund is continuing to research EPW in Sierra Leone and is currently conducting a rigorous study in The Gambia. Despite the need for more research, multiple teachers reported that they thought EPW was valuable and should be continued in their schools and available in other communities, as one teacher noted,

“We pray that this program will continue and be extended to other schools because it is really important for us to have [this] in our schools - if the parents don't have that required knowledge or awareness to help their children, it will be a very difficult task for the schools to turn around the development of the children.”
– Male teacher, rural school

Figure 12. The proportion of Cohort 1 (endline) and Cohort 2 (baseline) teachers who reported the highest level of self-efficacy



ChildFund International works throughout Asia, Africa and the Americas to connect children with the people, resources and institutions they need to grow up healthy, educated, skilled and safe — safe at home, at school, in community and online. Delivered through over 150 local implementing partner organizations, our programs address the underlying conditions that prevent any child or youth from achieving their full potential. We place a special emphasis on child protection throughout our approach because violence, exploitation, abuse, and neglect can reverse developmental gains in an instant. Last year, we reached 21.1 million children and family members in 23 countries. Learn more at [ChildFund.org](https://www.childfund.org).

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Figure 13. EPW Cohort 1 school profile



School Interviews: Overview

COUNTRY

- ☐ Philippines
- ☐ Sri Lanka
- ☐ The Gambia
- ☒ Sierra Leone
- ☐ Uganda
- ☐ Zambia

Number of Schools

2

Number of school directors interviewed

2

Total School Staff Population

23

Number of teachers interviewed

18

Total school teacher population

20

Number of students interviewed

164

Total school enrollment

848

Figure 14. EPW Cohort 1 Teacher demographic profile



Teacher Profile

Data Source: School Educator Survey

Number of Teachers

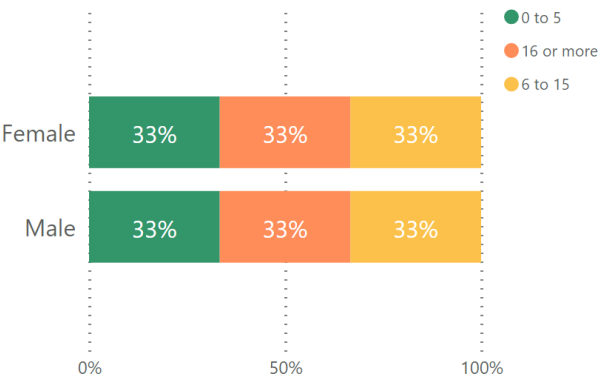
18

Grade Taught

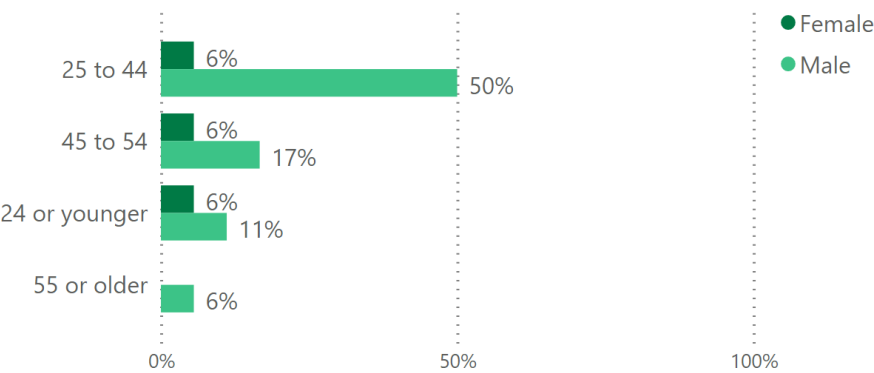
All



Total Years Teaching at Any School, by Gender



Teacher Age, by Gender



Teachers' Highest Level of Education Completed, by Gender

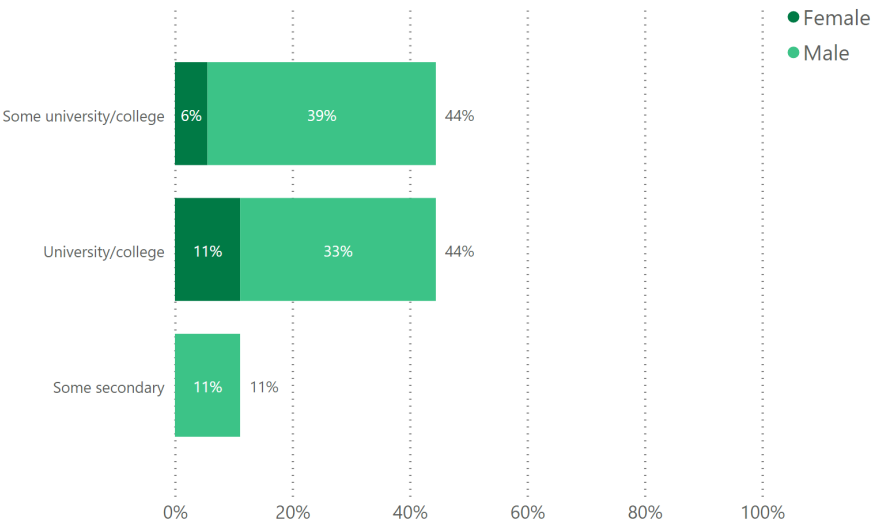
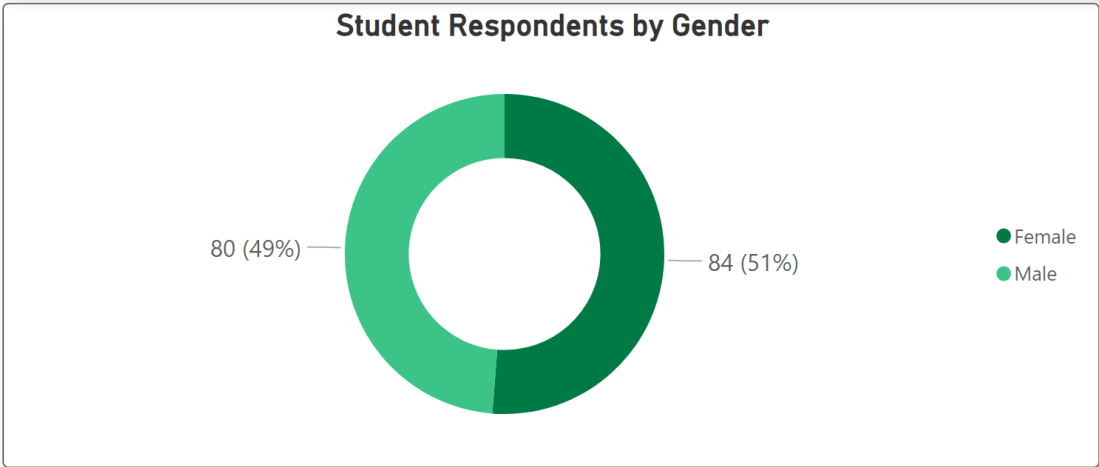
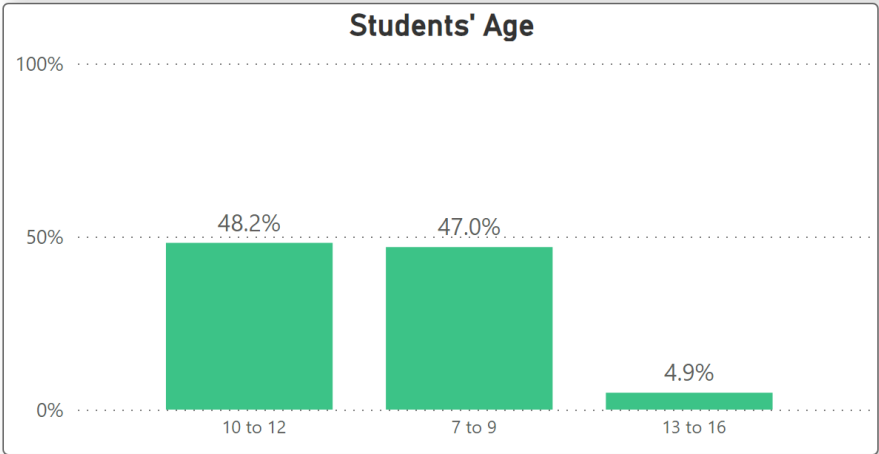
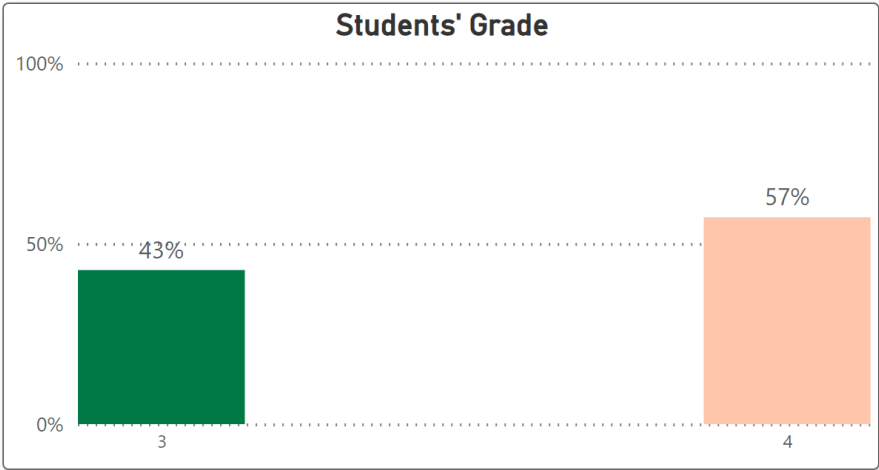


Figure 15. EPW student demographic profile



Student Profile



Number of Students

164

COUNTRY

- ☐ Select all
- ☐ Philippines
- ☐ Sri Lanka
- ☐ The Gambia
- ☒ Sierra Leone
- ☐ Uganda
- ☐ Zambia

Note: Age and birthdate data were not collected for Philippines or Sri Lanka.



Table 1. Semi-structured focus group questions for the Education for Protection and Wellbeing program evaluation in Northern Sierra Leone^a

Teacher focus group questions	Student focus group questions
1. How, if at all, have the MDM teacher sessions helped you as a teacher?	1. Have you noticed changes in your class or school since starting EPW? If so, what is different? How was it before?
2. What did you learn in the sessions that you are applying in your classroom?	2. Have you noticed changes in your home since starting EPW? If so, what is different? How was it before?
3. Have you noticed any changes in how you feel, manage your emotions, or relate to your students, their caregivers, or other school staff since starting EPW? If so, what has changed? How was it before and what is different now?	3. Have you noticed any changes in how you feel, manage your emotions, or relate to other people since starting EPW? If so, what has changed? How was it before and what is different now?
4. Have you noticed any changes in your students who have attended EPW sessions? If so, what is different? And how was it before?	4. In the self-protection lessons you learned some ways to keep yourself safe. What was it like learning those things? (probe: What stood out? Did you find it helpful? If so, what was helpful about it? Have you used any of the skills you've learned?
5. How, if at all, have the bridge sessions helped you as a teacher?	

Note. ^a The focus group questions were flexible to allow for rapport building, probing, and exploring unanticipated topics that arose.

Table 2. Focus group (N=6) characteristics conducted with primary school teachers (N=16) and students (N=21)

Focus group characteristics	Semi-urban school (n = 3 focus groups)		Rural school (n = 3 focus groups)	
	# of Focus groups	# of Participants	# of Focus groups	# of Participants
Teacher focus groups	1	9	1	7
Student focus groups				
Males	1	5	1	5
Females	1	5	1	6

Table 3. Demographic characteristics of student focus group participants from the two communities in Northern Sierra Leone

Characteristic	Semi-urban school (n = 10)	Rural school (n = 10)
Age (mean [range])	12.4 (range = 10 to 14)	12.4 (range = 11 to 15)
Sex (n [%])		
Male	5 (50%)	5 (50%)
Female	5 (50%)	5 (50%)
Lives with biological parents (n [%]) ^a		
Biological parents	6 (60%)	4 (40%)
Another caregiver	4 (40%)	6 (60%)

Note. n=number. Mean=average

^a Includes aunt, uncle, and grandmother

Table 4. Demographic characteristics of teacher focus group participants from the two communities in Northern Sierra Leone

Characteristic	Semi-urban school (n = 9)	Rural school (n = 7)
Age (mean [range])	35.9 (range = 23 to 56)	35.1 (range = 26 to 54)
Sex (n [%])		
Male	5 (56%)	7 (100%)
Female	4 (44%)	0 (0%)
Years of teaching experience (mean [range])	9.7 (range = 2-23)	10.9 (range = 3-30)
Other jobs to support their livelihood (n [%]) ^a		
Farming		
Trading	2 (22%) 1 (11%)	7 (100%) 0 (0%)
How many of their own children do they have? (Mean [range])	2.7 (range = 0 to 6)	2.9 (range = 0 to 6)
Highest level of education (n [%])		
College	9 (100%)	4 (57%)
University	0 (0%)	3 (43%)

Note. n=number. Mean=average

^aIndicates jobs other than teaching

EPW Evaluation survey measures

EPW surveys incorporate the following validated survey tools and scales from previous studies:

- Strengths & Difficulties Questionnaire (SDQ)
- Parental Acceptance and Rejection Questionnaire (PARQ) (including Child PARQ)
- Parenting and Family Adjustment Scales (PAFAS)
- International Social and Emotional Learning Assessment (ISELA)
- Difficulties in Emotion Regulation Scale (DERS)
- Parent-Teacher Involvement Questionnaire (PTIQ)
- Teacher Sense of Efficacy Scale (TSES)
- Teacher Emotion-Regulation Scale (TERS)
- Caring Student-Teacher Relationship Scale (CSTR)
- Delaware School Climate Survey (DSCS)