

Evaluation of the Reggio Approach

Draft

Reggio Team

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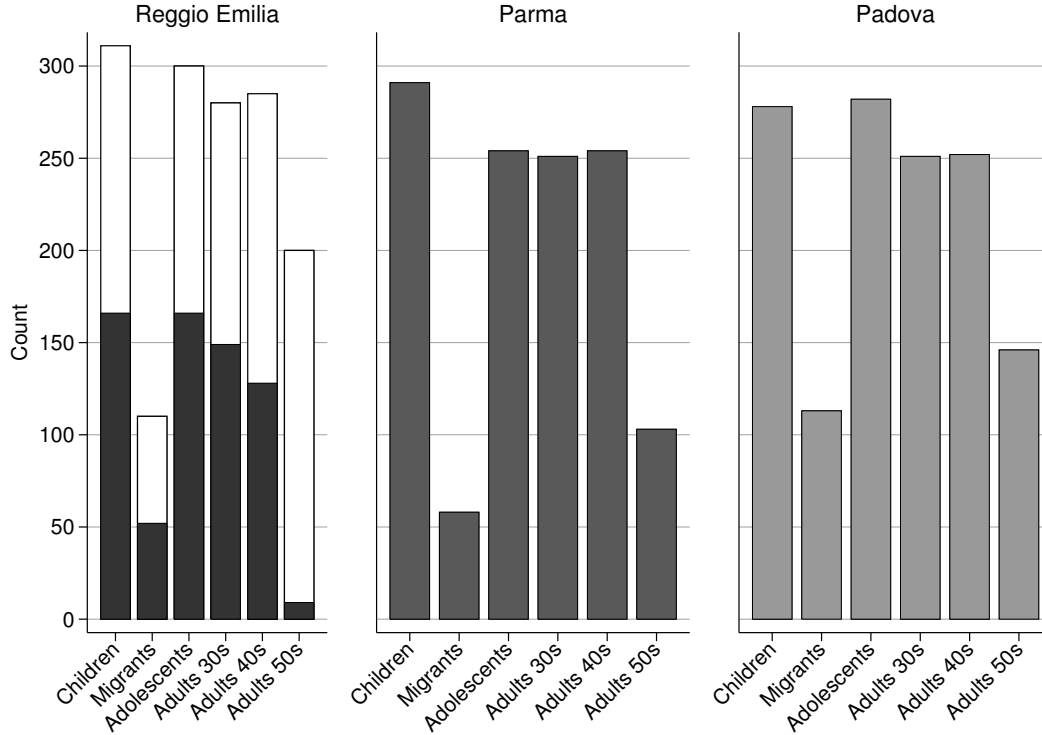
This document presents (i) a brief description of the data, (ii) a simple analysis comparing individuals who attended the Reggio Emilia municipal schools to other individuals in Reggio Emilia, and (iii) a discussion of some potential selection issues in the sample.

1 Data

The sample was collected from the population of individuals in Reggio Emilia, Parma, and Padova who were born in the year ranges of the five cohorts. These individuals were collected from the population registries in each of the cities. The sample was then restricted to those individuals who live in the same city in which they were raised. All cohorts except the youngest one were restricted to individuals who are Italian citizens. In contrast, the youngest cohort includes an oversampling of immigrant children. The sample from Reggio Emilia, across all cohorts, includes an oversampling of those who attended municipal schools, as this is considered the treatment.

Of the reference sample, 7,109 individuals were randomly selected. Of these, 4,019 completed interviews, resulting in a response rate of 56.5%. Figure 1 presents an overview of the sample highlighting those who attended a Reggio Approach preschool. Table 1 provides a detailed tabulation of the sample by city, cohort, and school type.

Figure 1: Overview of Sample



Note: This figure displays the number of individuals by cohort and city. The bars for Reggio Emilia differentiate between those who attended municipal preschool (black bars) and those who did not (white bars).

Table 1: Sample by Cohort, City, and School Type

Cohort	Reggio Emilia: 1,471					Parma: 1,198					Padova: 1,305				
	None	Muni.	State	Relig.	Priv.	None	Muni.	State	Relig.	Priv.	None	Muni.	State	Relig.	Priv.
Children	2	166	45	92	5	6	154	43	77	9	2	82	40	141	12
Migrants	4	52	37	14	1	4	35	10	3	6	5	36	47	23	1
Adolescents	7	166	22	96	6	4	116	43	82	6	1	93	47	131	6
Adults 30	57	149	31	40	1	44	98	51	50	5	47	35	26	140	1
Adults 40	80	128	17	52	5	116	52	26	55	1	75	27	24	123	
Adults 50	147	9	10	28	2	72	12	7	11		57	11	2	68	2
	297	670	162	322	20	246	467	180	278	27	187	284	186	626	22

Note: This table shows the sample size by city, cohort, and school type. These numbers do not include individuals with an unidentified preschool type. In the whole sample, there are 45 individuals with unidentified preschool type. None: no preschool; Muni.: municipal preschool; State: state preschool; Relig.: religious preschool; Priv.: private preschool.

The structure of the cohorts allows us to study the effects of the Reggio Approach at different points throughout the life cycle. The youngest cohort of children were interviewed

when they entered primary school, the adolescent cohort when they ended compulsory schooling, and the adult cohorts capture different points of engagement in the labor market and familial decisions. This cohort structure also allows us to evaluate the Reggio Approach compared to the alternative early childhood experiences as they evolved over time.

Separate questionnaires were administered to the children, adolescents, and adults, as well as to the caregivers of the children and adolescents. The questionnaires included items about early childhood experiences, family structure, education, interaction with other ethnicities, and measures cognitive and social-emotional skills. The questionnaires for adults additionally included items about occupation, income, and life satisfaction.

2 Methodology

3 Results

4 Discussion of Selection

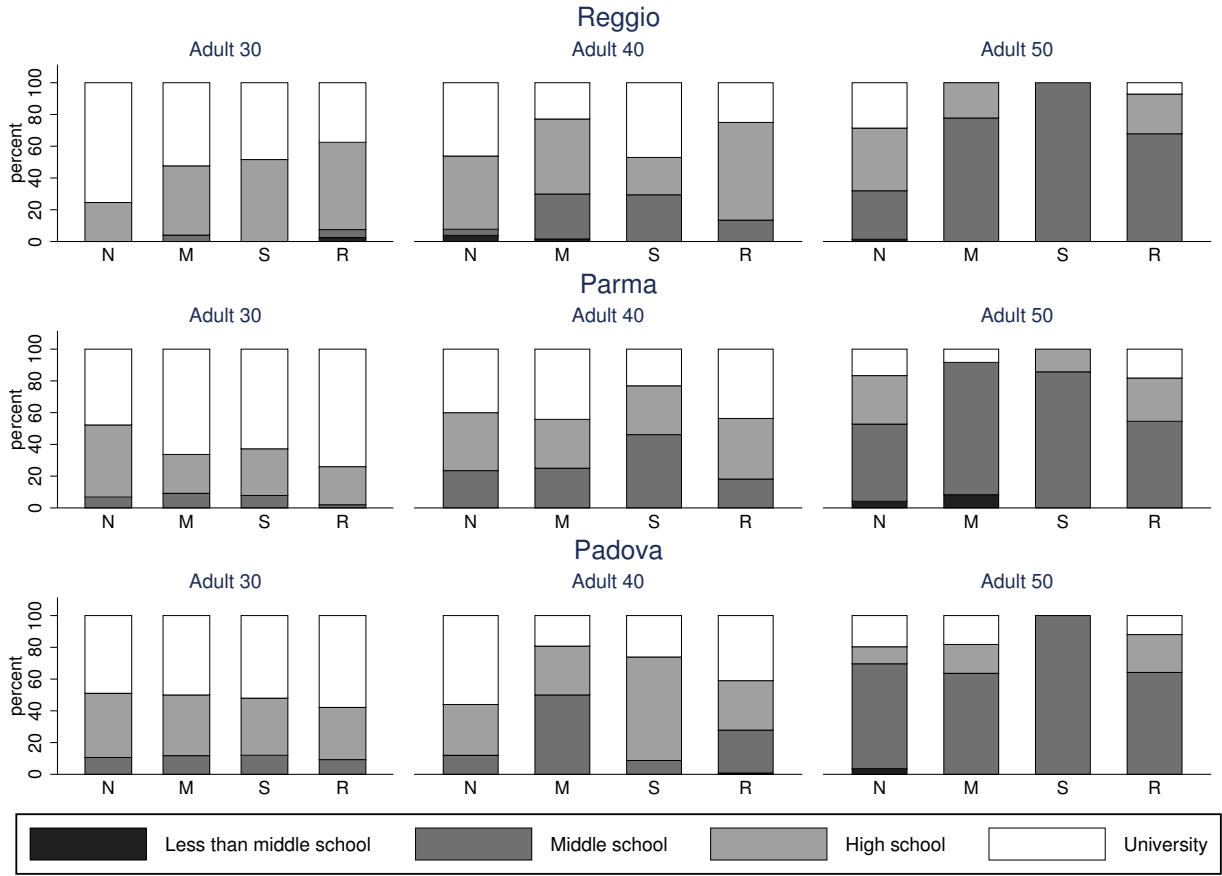
4.1 Differences in parental education

Figures 2 and 3 presents the distribution of parental educational attainment for individuals from each materna type-city-cohort combination. Figure 2 shows that within Reggio, mothers of individuals who did not attend preschool have proportionally higher levels of high school and university education than mothers of individuals who attended some form of preschool. This difference is more pronounced for the older cohorts. Figure 3 shows a similar pattern persists when examining father’s education. A clear pattern does not emerge when we compare parental educational attainment between individuals who attended preschool in Reggio. This suggests that parental education might have played a larger role in the initial decision of sending an individual to preschool, as compared to the subsequent decision of choosing a particular type of preschool. Figures 2 and 3 include analogous graphs for Parma

and Padova.

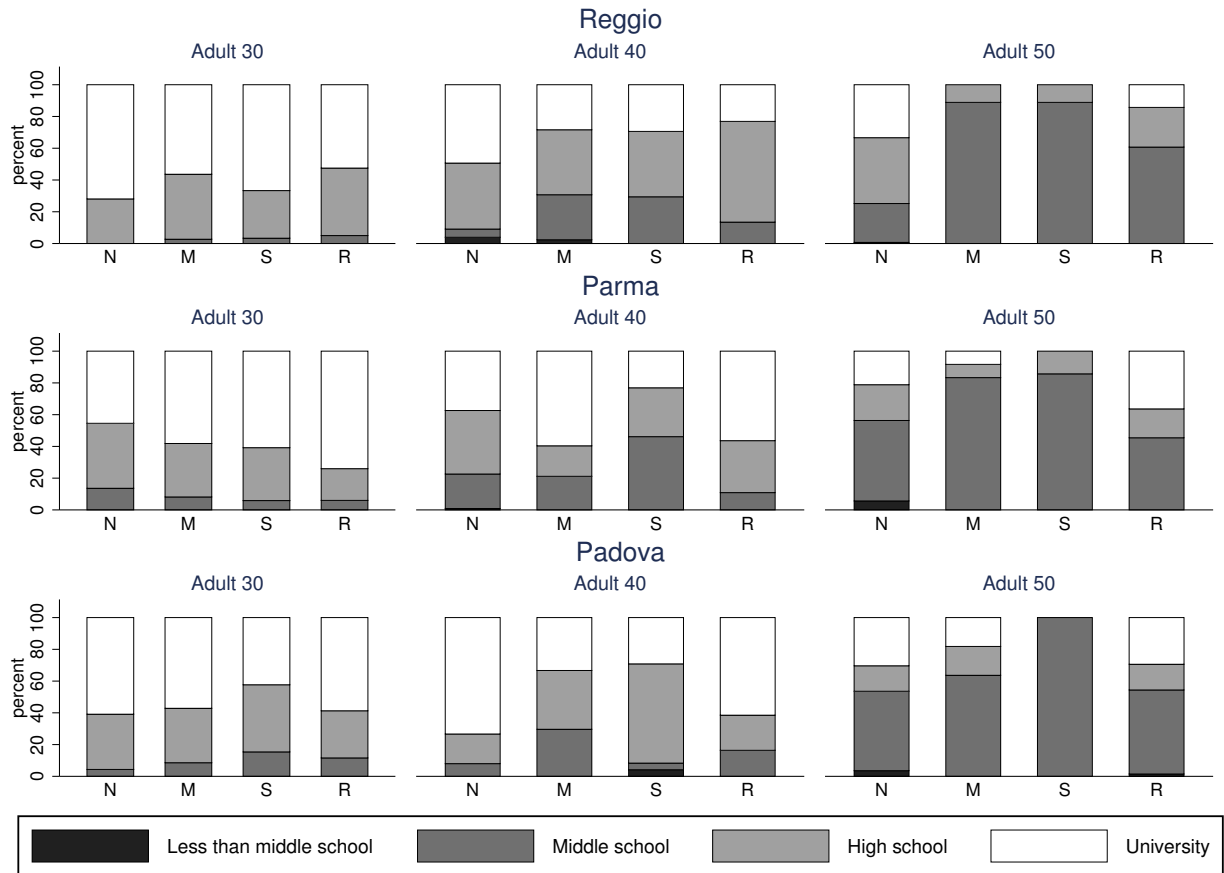
Figure 4 examines inequality of educational attainment between mothers and fathers for individuals from each city-cohort combination. Each column represents the total proportion of individuals in each city-cohort combination whose fathers are more educated than mothers. Each column is further broken down into sections that calculate this proportion conditional on different levels of father's education. The figures show that total inequality in educational attainment is largest in Padova and smallest in Reggio, and that this ranking of total inequality is consistent across the three adult cohorts. Furthermore, for the older cohorts, the level of inequality is substantially larger in Padova compared to Reggio and Parma. Padova begins to look similar to the other two cities by the time we reach the age 30 cohort.

Figure 2: Mother's educational attainment by city, cohort and materna type



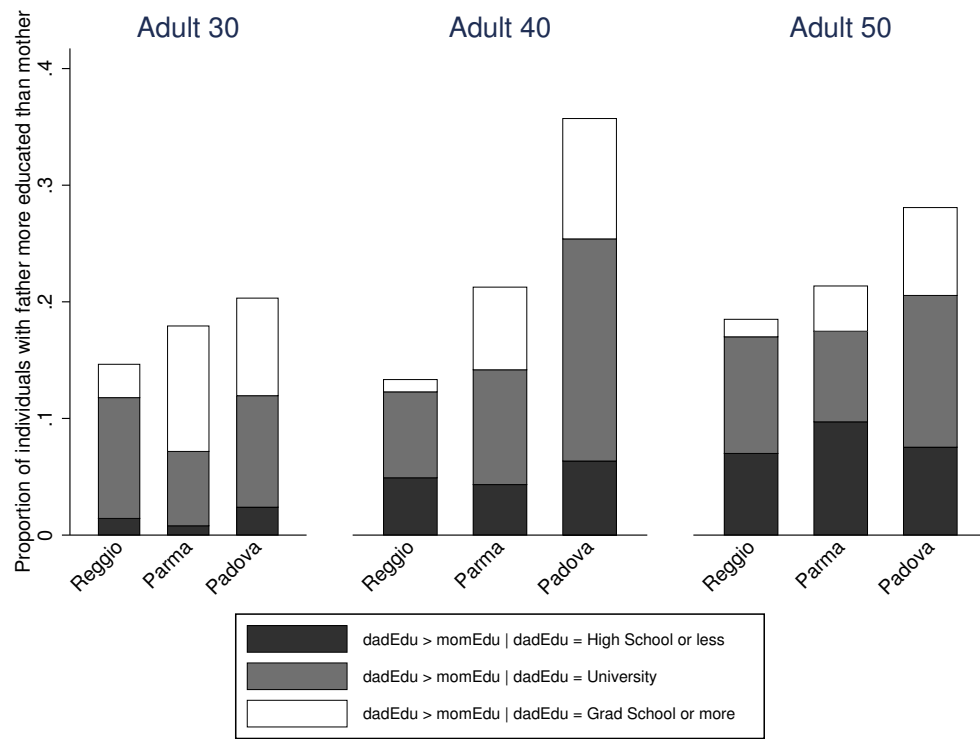
Note: (1) Definition of bar labels: N = Not attended; M = Municipal; S = State; R = Religious. (2) Each bar presents the distribution of mothers' educational attainment for individuals in each city-cohort-materna type combination.

Figure 3: Father's education attainment by city, cohort and materna type



Note: (1) Definition of bar labels: N = Not attended; M = Municipal; S = State; R = Religious. (2) Each bar presents the distribution of fathers' educational attainment for individuals in each city-cohort-materna type combination.

Figure 4: Proportion of individuals with fathers who are more educated than mothers by city and cohort



Note: Each column represents the proportion of individuals within each city-cohort combination whose fathers were more educated than their mothers.