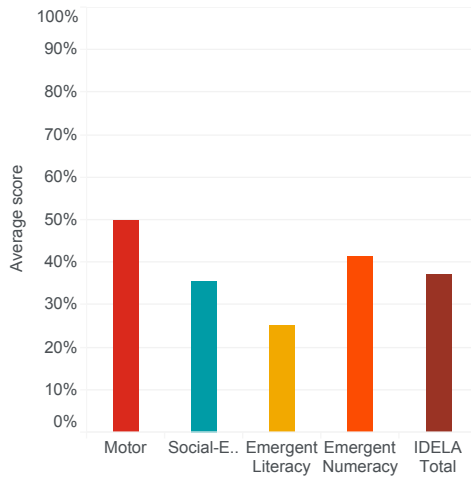


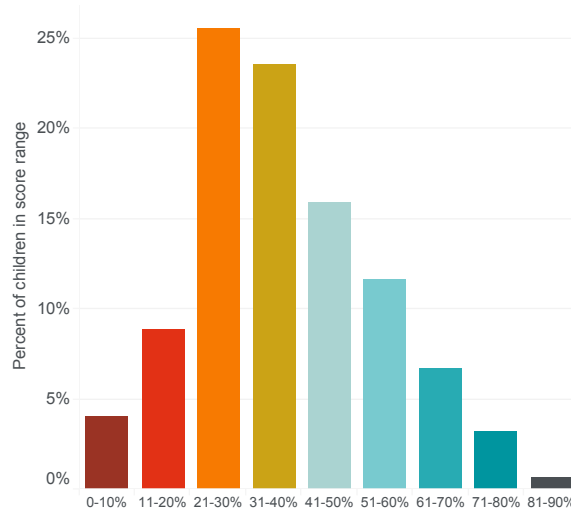
Afar & South Omo, Ethiopia. Save the Children (2015)

This dataset includes data from 497 children and caregivers in Afar and South Omo provinces of Ethiopia. The average age of children was 5.2. This data was collected in May 2015 as a part of a baseline assessment of an implementation of Save the Children's Early Literacy & Math program.

Average learning and development scores in IDELA domains

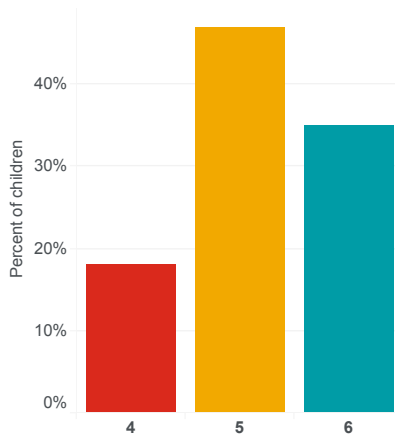


Distribution of Total IDELA scores

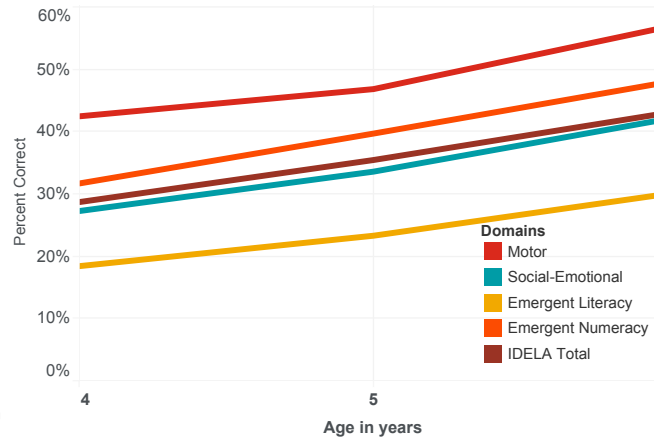


On average, children scored 37% correct on the IDELA assessment. While some children showed mastery of early learning and development skills, half of all children scored between 21-40% correct.

Distribution of children's ages

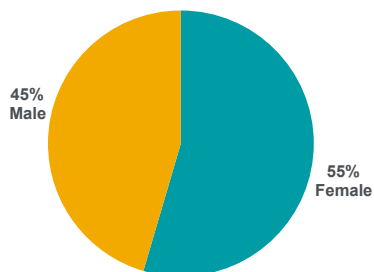


Average IDELA scores by child's age



Most children in the sample were five or six years old. On average, one additional year was associated with an additional 7 percentage points correct in overall IDELA score.

Distribution of children's gender

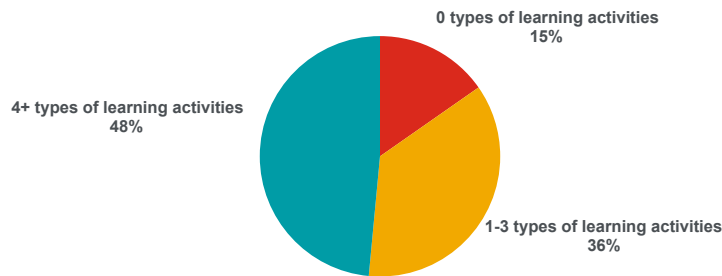


55% of children in the sample were female. There were no significant differences in Total IDELA scores by gender.

Home Learning Activities

Caregivers are asked about the types of learning activities they engaged in with their children in the past week. For example, caregivers are asked questions about whether they read stories to their child, taught letters or numbers, and/or sung songs with their child. Home learning activities provide stimulation which can help children reach their full developmental potential.

How many types of learning activities did caregivers engage in with children in the last week?

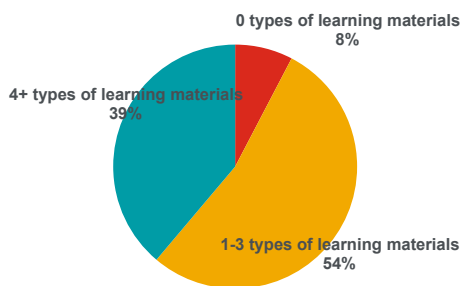


Fewer than 50% of caregivers engaged in more than 4 types of learning activities with their children within the last week. A large minority (15%) reported that they had done no learning activities with their child in the last week. While we often see a relationship between learning activities and development, we do not observe a significant relationship in this dataset.

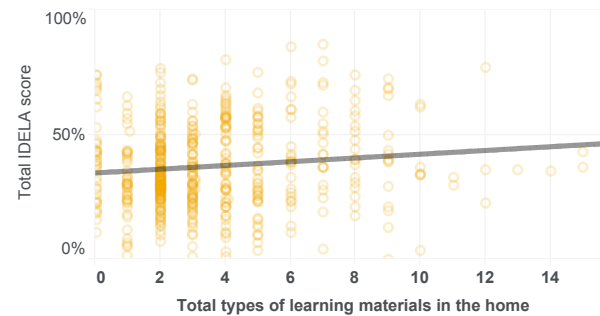
Home Learning Environment

Caregivers are asked about the types of reading materials and toys they have in the home. For example, caregivers are asked if they have storybooks, puzzles, and/or toys that children can practice counting with. Toys and reading material provide a stimulating environment for children to explore, which can help boost early learning and development.

How many types of reading materials and toys do children have at home?



Do children with more learning materials in the home have stronger early learning and development?

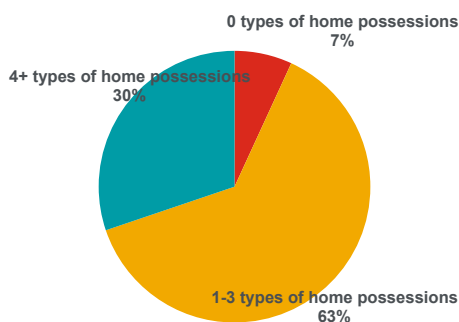


Over half of all children had 1-3 types of reading materials and toys in the home. Less than 40% of children had greater than four types. A small number (8% of children) had no reading materials or toys at all in the home. We observe a significant positive relationship between Total IDELA score and the number of learning materials available in the home. An additional learning material in the home was associated with a 0.7 percentage point greater Total IDELA score.

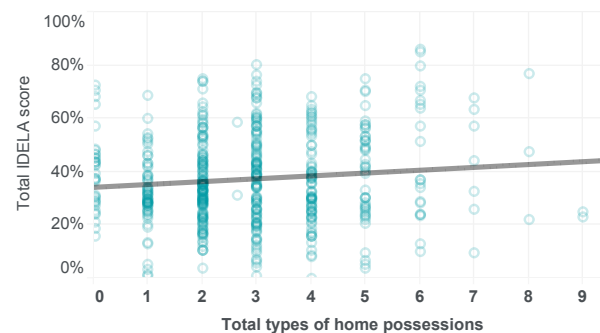
Wealth

Caregivers are asked about the types of possessions that they own. The exact types of possessions asked about is contextual. For example, caregivers may be asked if they have a mobile phone, a bicycle, and/or electricity in the home. While not directly impacting early learning and development, children from wealthier families often have more opportunities.

How many types of possessions do families have?



Do children from wealthier families have better early learning and development?



Most caregivers reported owning 1-3 types of possessions, but a small number (7%) indicated that they did not own any of the types of possessions asked about. We observe a significant relationship between Total IDELA and the number of types of possessions a family owned. For each additional type of possession a caregiver reported owning, we predict a 1.1 percentage point higher Total IDELA score.