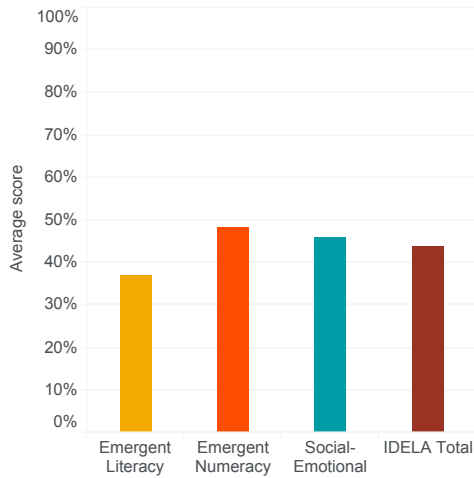


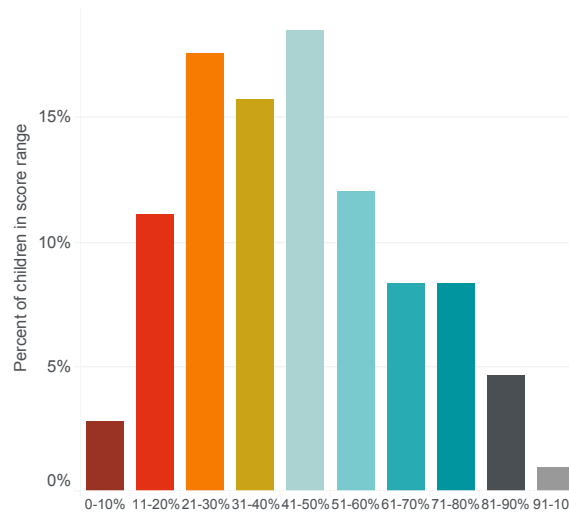
Fier and Elbasan, Albania. Save the Children (2017)

This dataset includes data from 108 children and 95 caregivers collected in Fier and Elbasan areas in Albania in February 2017. The data was collected as part of a baseline collection for the "ECCD for Roma Children in Albania" project funded by the Roma Education Fund and MEDICOR Foundation and includes both Roma and disadvantaged non-Roma children. The average age of children was 5.1.

Average learning and development scores in IDELA domains

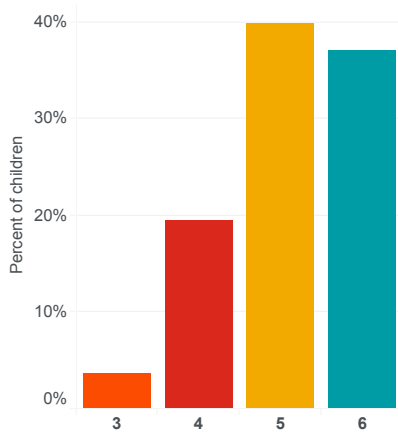


Distribution of Total IDELA scores

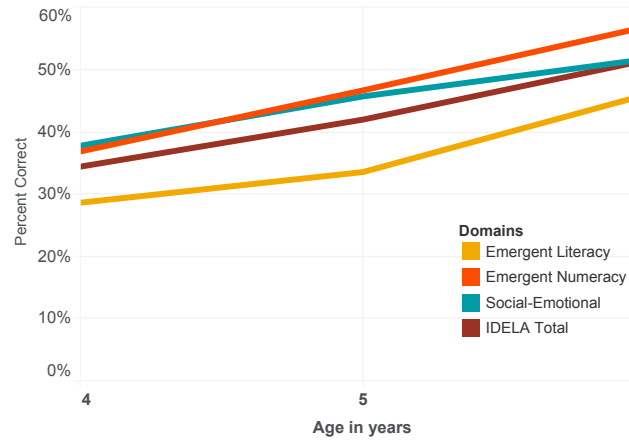


On average, children scored 44% correct on the IDELA assessment. Probably due to the wide age range in the sample, there was also a wide range of Total IDELA scores. Many children showing a high level of mastery of early learning and development skills while others scored very low.

Distribution of children's ages

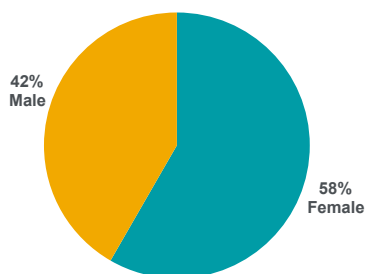


Average IDELA scores by child's age



Most children were 5 or 6 years old. There was a significant relationship between IDELA scores and age. On average, one additional year was associated with an additional 8 percentage points correct in overall IDELA score.

Distribution of children's gender

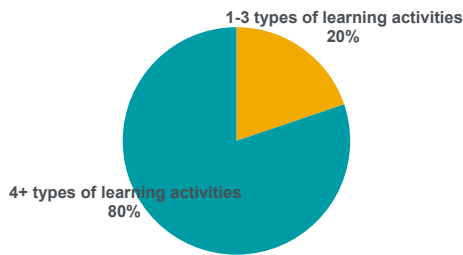


58% of children in the sample were female. There were no differences in IDELA scores by gender.

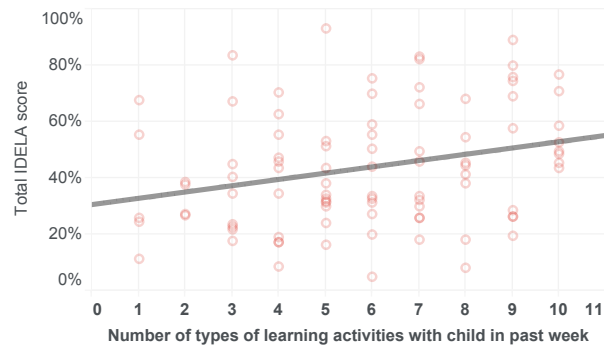
Home Learning Activities

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?



Do children who engage in more learning activities have stronger early learning and development?

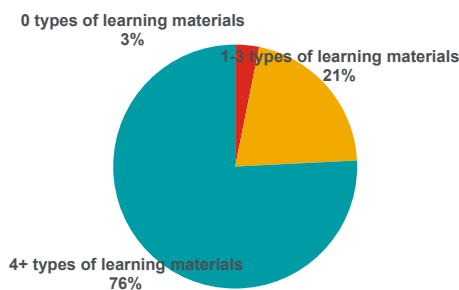


While a majority of caregivers reported engaging in more than 4 types of learning activities, 20% of caregivers reported engaging in fewer. Home learning activities were significantly associated with overall IDELA score. An additional learning activity was associated with a 2.2 percentage point higher Total IDELA score.

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?

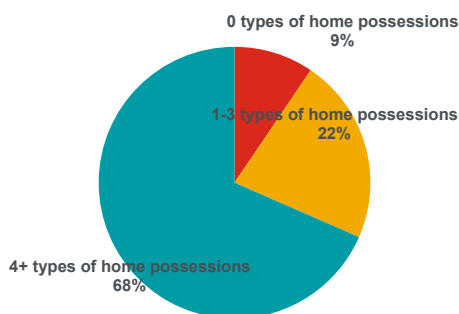


A large majority of caregivers also reported owning at least 4 types of reading materials and toys. However, nearly one in four children came from a home with fewer. The home learning environment was not significantly related to IDELA scores in this dataset.

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?



While most caregivers reported owning at least 4 types of common household possessions, a large minority owned fewer and nearly one in ten children came from a household without any possessions indicating wealth. The number of types of possessions owned was not significantly related to IDELA scores.