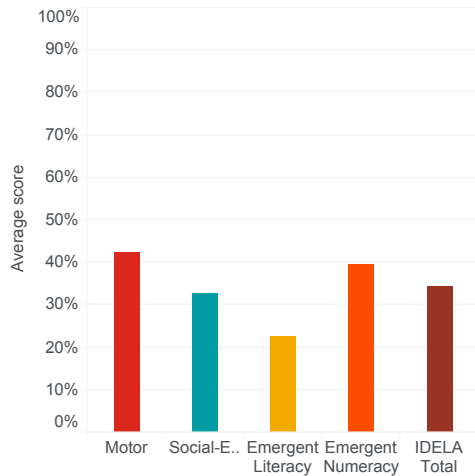


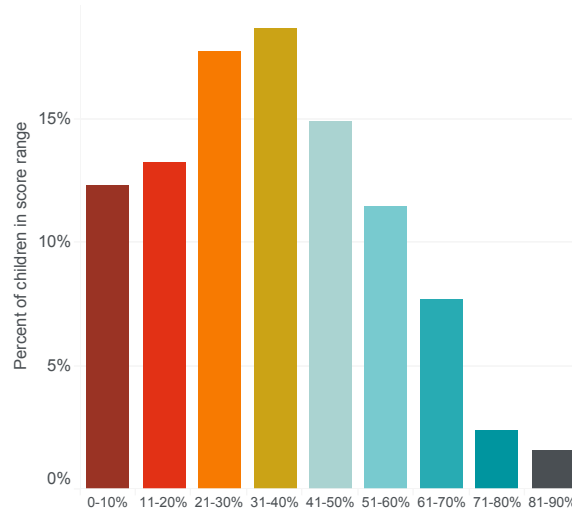
Gaza, Nampula, and Tete, Mozambique. Save the Children (2016)

This dataset includes data from 845 children and caregivers in Gaza, Nampula, and Tete provinces of Mozambique. The average age of children was 3.9 years old. This dataset comes from the midline of an evaluation of Save the Children's implementation of DICIPE, a World Bank funded program to build and staff preschool centers in rural area. While the data is not representative of the provinces as a whole, they are representative of the intervention and comparison areas.

Average learning and development scores in IDELA domains

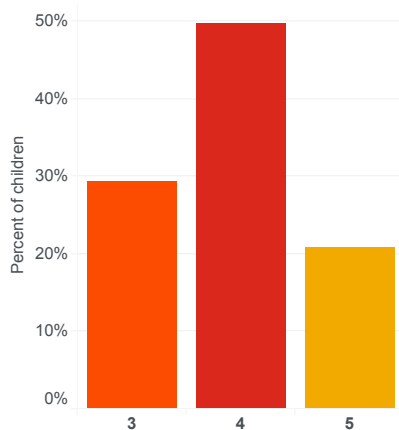


Distribution of Total IDELA scores

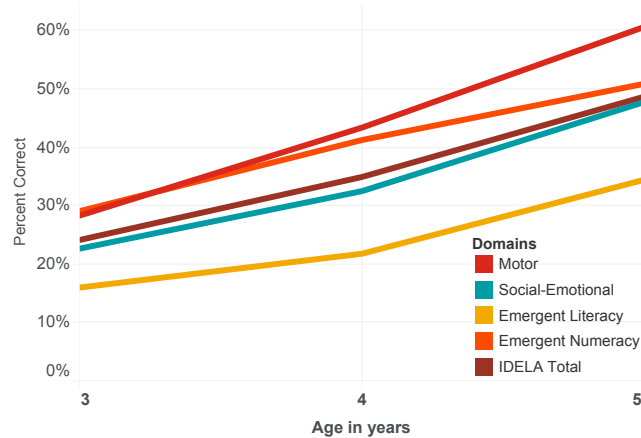


On average, children scored 34% correct on the IDELA assessment. There was a wide range of scores through the sample, with few children demonstrating a high level of mastery of early childhood developmental skills. Nearly one in four children was unable to respond correctly to 25% of questions on the overall IDELA.

Distribution of children's ages

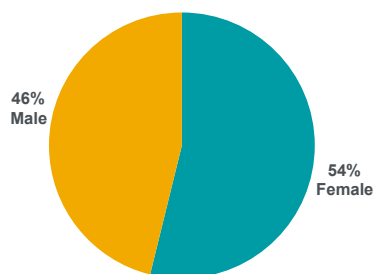


Average IDELA scores by child's age



About half of the children in the sample were 4 years old, with many 3 and 5 years old as well. Overall IDELA and domain scores were all significantly related to children's age. On average, one additional year was associated with an additional 12 percentage points correct in overall IDELA score.

Distribution of children's gender

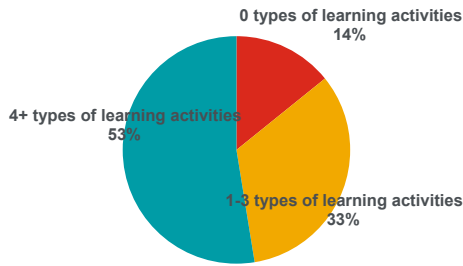


54% of children in the sample were female. IDELA scores did not differ significantly by gender.

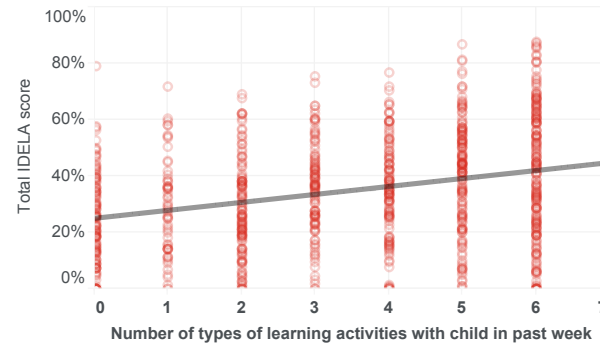
Home Learning Activities

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?

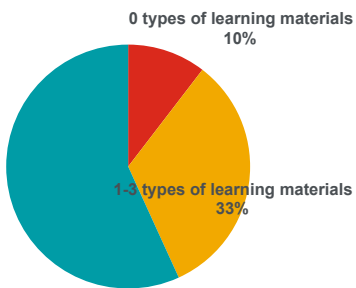


While a majority of caregivers reported engaging in over 4 types of home learning activities with their children in the past week, 14% reported engaging in none at all. Home learning activities were significantly related to early learning and development. For each additional type of activity, we predict a 2.8 percentage point higher Total IDELA score.

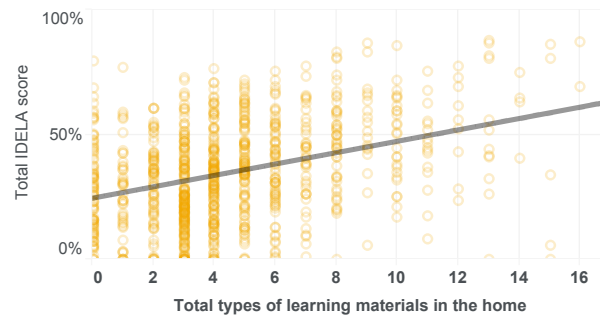
Home Learning Environment

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?



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

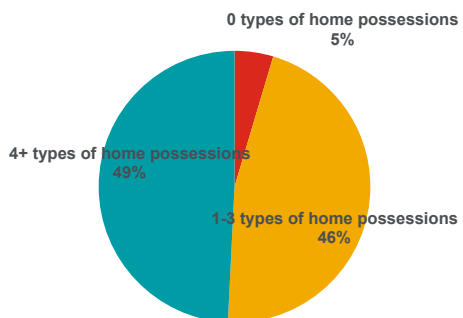


While a majority of caregivers reported possessing more than 4 types of reading materials and toys, 1 in 3 caregivers possessed just 1-3 types and 10% reported owning none at all. The home learning environment was significantly related to early learning and development. For each additional type of reading material or toy owned by the family, we predict a 2.3 percentage point higher Total IDELA score.

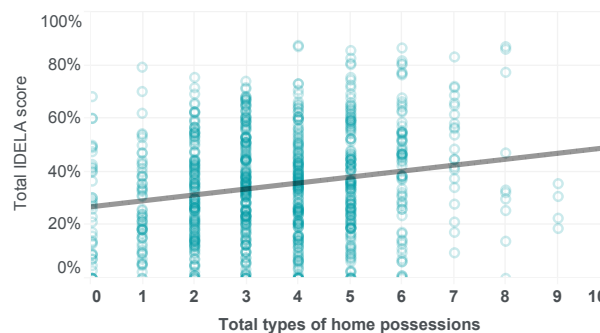
Wealth

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?



A vast majority of caregivers owned at least one type of possession, with a large amount of variation. Wealth was significantly related to early learning and development. For each additional type of possession reported, we predict a 2.2 percentage point higher Total IDELA score.