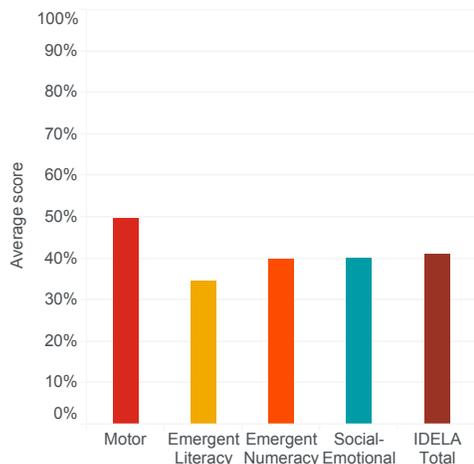


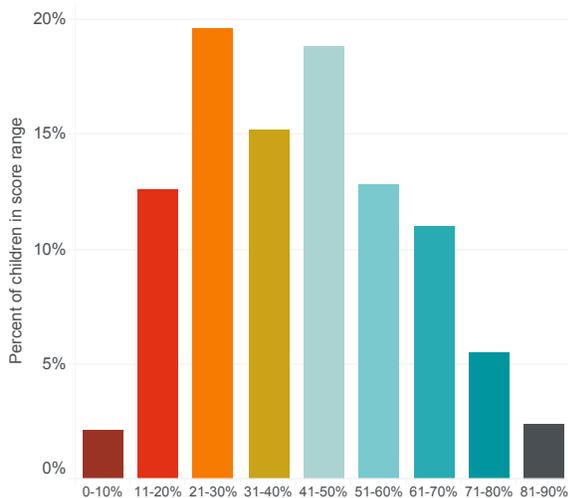
## Kampong Cham, Prey Veng and Kratie, Cambodia. Save the Children (2016)

This dataset includes information from 382 children and caregivers in the Kampong Cham, Prey Veng and Kratie districts of Cambodia. Children were 4.5 years old on average. These data were collected as part of a baseline evaluation for Phase II of Save the Children UK's First Read program.

### Average learning and development scores in IDELA domains

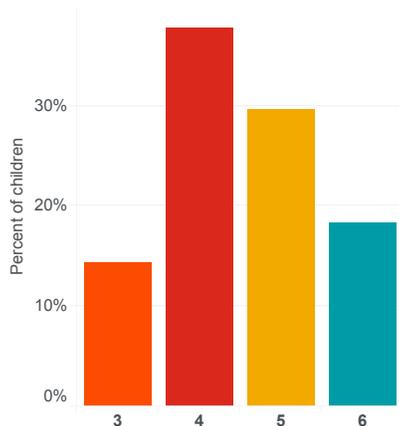


### Distribution of Total IDELA scores

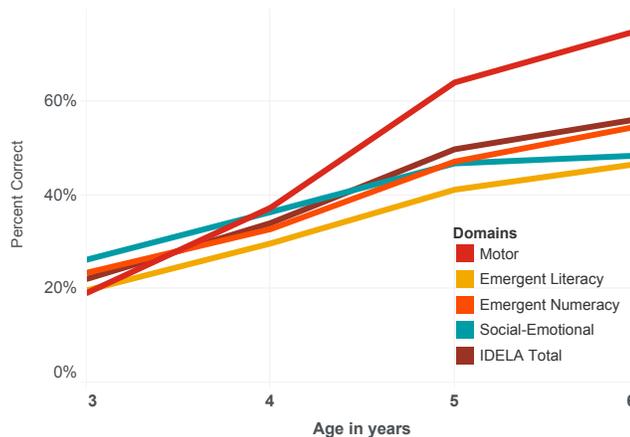


On average, children scored 41% correct on the IDELA assessment. There was a large range of scores, and the most common scores were 21-30% correct and 41-50% correct.

### Distribution of children's ages

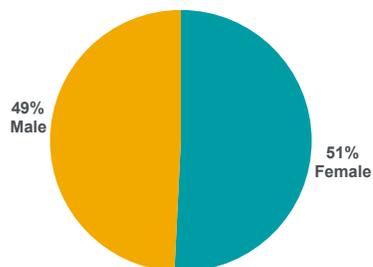


### Average IDELA scores by child's age



Children ranged from 3 – 6 years in age, with an average age of 4.5 years old. Age was significantly related to overall IDELA score. On average, one additional year was associated with an additional 12 percentage points correct in overall IDELA score.

### Distribution of children's gender

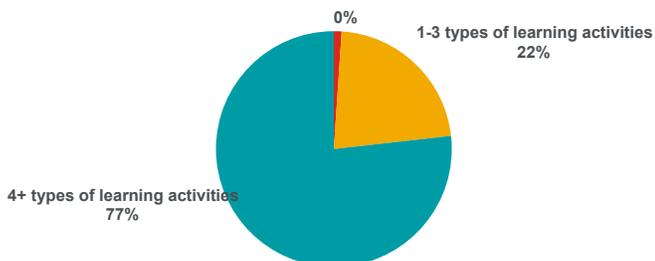


51% of children in this sample were girls. There were no significant differences in children's total IDELA score by gender.

## 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?

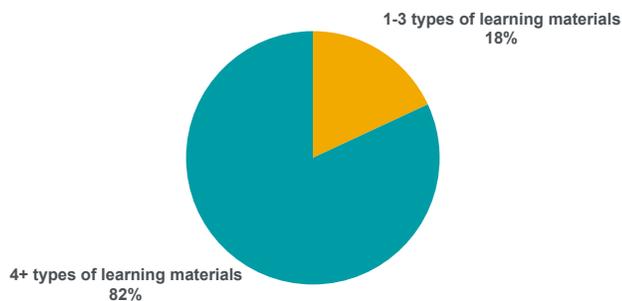


Overall, only 1% of caregivers reported having engaging in no learning activities with their children, and 77% reported engaging in and 4+ types of learning activities. There was no significant relationship between home learning activities and overall IDELA score in this data set.

## 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?

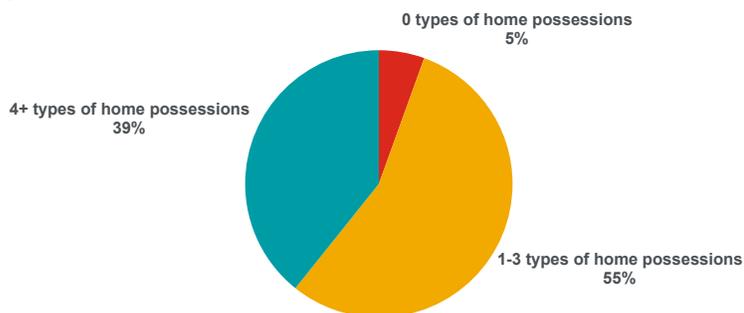


Overall, none of the caregivers interviewed in this study reported having no learning materials, and 82% reported owning and 4+ types of learning materials. There was no significant relationship between home learning materials and overall IDELA score in this data set.

## 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?



Overall, 5% of the caregivers reported owning none of the common household possessions included in the survey, and 39% reported owning and 4+ types of possessions. There was no significant relationship between home possessions and overall IDELA score in this data set.