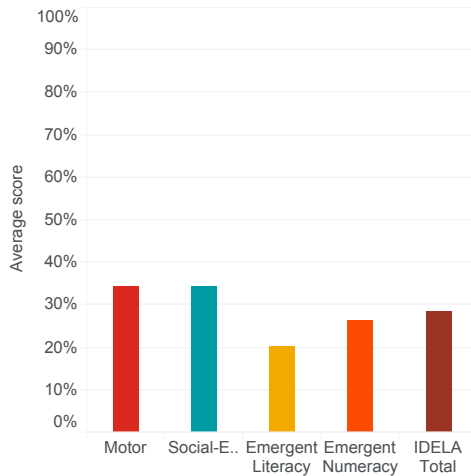


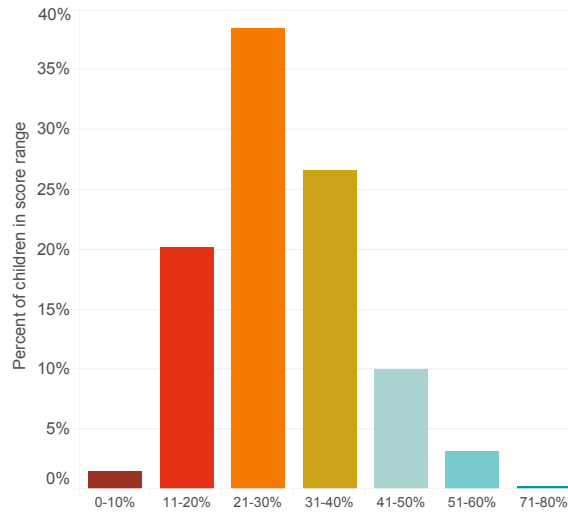
Meherpur, Bangladesh. Save the Children (2015)

This dataset includes data from 498 children and caregivers in Meherpur District of Bangladesh in February and March of 2015 in villages with 25 preschools. The data was collected as the baseline of a quasi-experimental impact evaluation examining a two-year preschool program. The average age of children was 4.

Average learning and development scores in IDELA domains

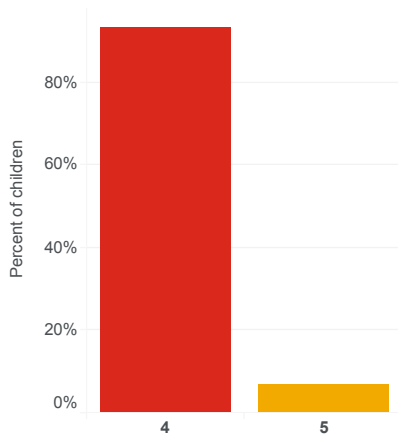


Distribution of Total IDELA scores

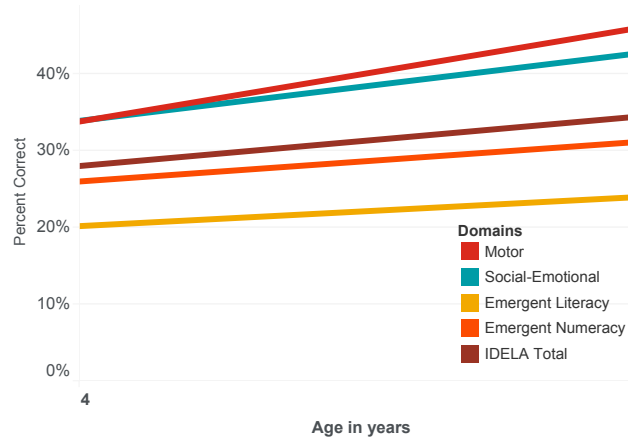


On average, children scored 28% correct on the IDELA assessment. The most common score for children was between 21-30%, though a few children scored substantially higher than this.

Distribution of children's ages

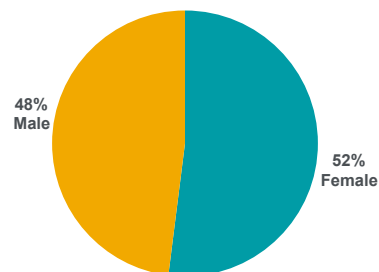


Average IDELA scores by child's age



Over 90% of children in the sample were 4 years old. Despite the limited variation in age, age was significantly associated with IDELA scores. On average, one additional year was associated with an additional 6 percentage points correct in overall IDELA score.

Distribution of children's gender

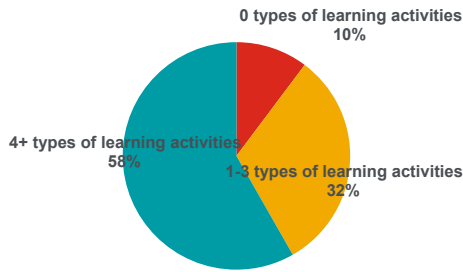


52% of children in the sample were female. We observe no differences in IDELA scores by gender.

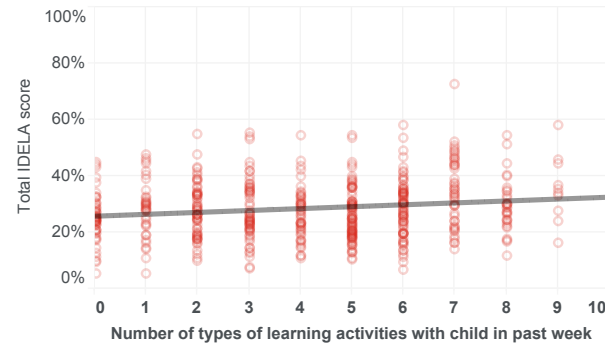
Home Learning Activities

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?

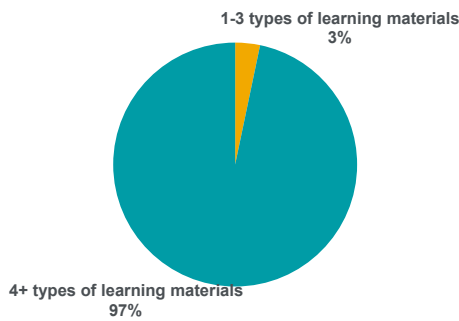


While a majority of caregivers reported engaging in more than 4 types of learning activities, many engage in fewer, and 10% reported in engaging in no learning activities at all. Home learning activities were significantly associated with overall IDELA score. An additional learning activity was associated with a 0.6 percentage point higher Total IDELA score.

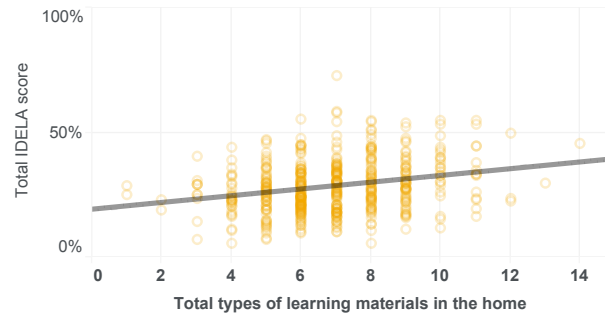
Home Learning Environment

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?

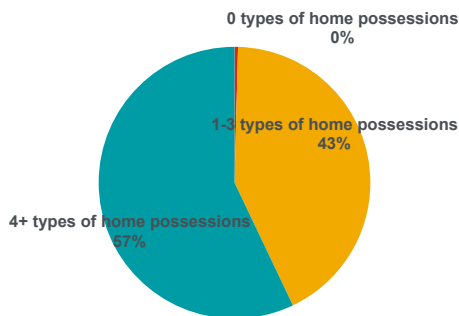


The vast majority of caregivers reported owning at least 4 types of reading materials or toys. The home learning environment was significantly and strongly associated with overall IDELA score. An additional reading material or toy in the home was associated with a 1.4 percentage point higher Total IDELA score.

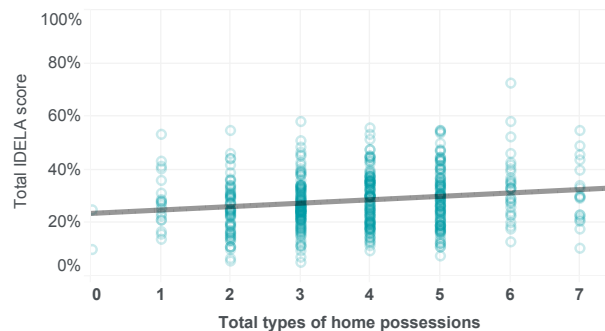
Wealth

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 majority of caregivers reported owning at least 4 types of common household possessions, though a large minority owned fewer. This measurement of wealth was significantly associated with overall IDELA score. For each additional possession owned, we predict a 1.3 percentage point higher Total IDELA score.