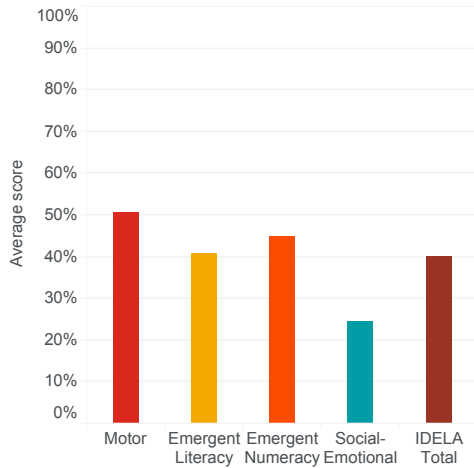


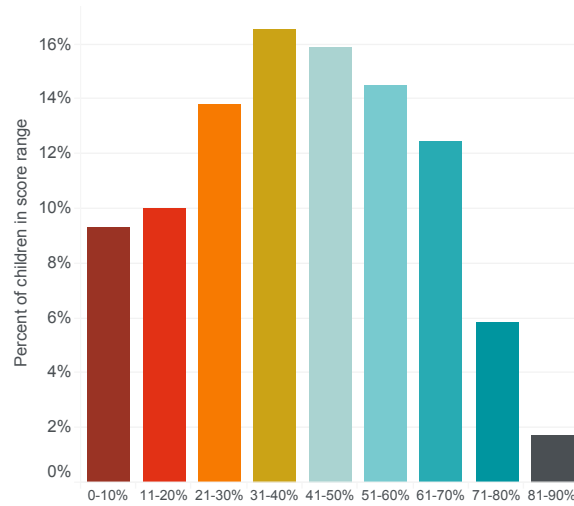
Kavre, Nepal. Save the Children (2017)

This dataset includes data from 292 children and caregivers in Kavre District of Nepal. The average age of children was 4.9 years old. Data was collected as part of an evaluation of a UBS-funded ECCD project and sought to look at the effects of post-earthquake adversity on early childhood learning and development.

Average learning and development scores in IDELA domains

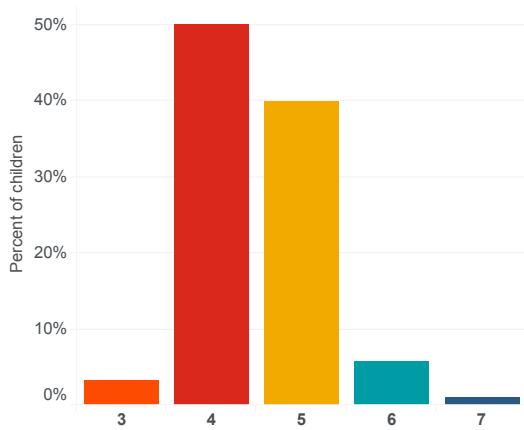


Distribution of Total IDELA scores



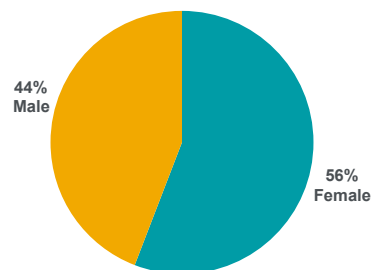
On average, children scored 40% correct on the IDELA assessment. The distribution of IDELA scores was fairly normal, with 31-40% the most common score range. However, nearly one in ten students scored below 10%.

Distribution of children's ages



Most children in the sample were four or five years old. Somewhat unusually, we find no significant relationship between a child's age and their total IDELA score.

Distribution of children's gender

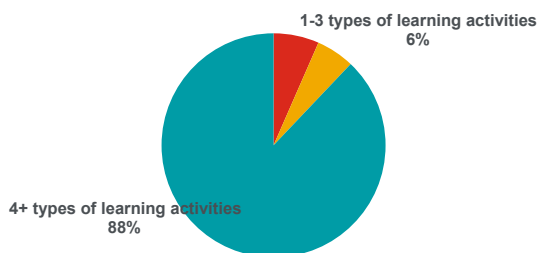


56% of children in the sample were female. Girls and boys did not differ in their IDELA Total scores.

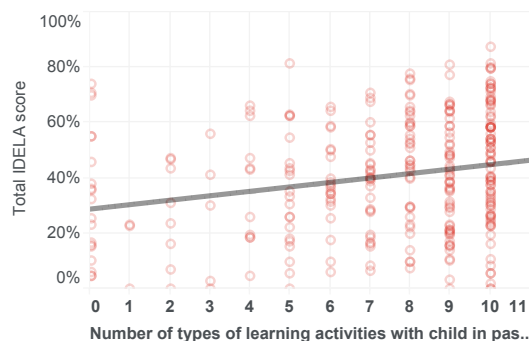
Home Learning Activities

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?

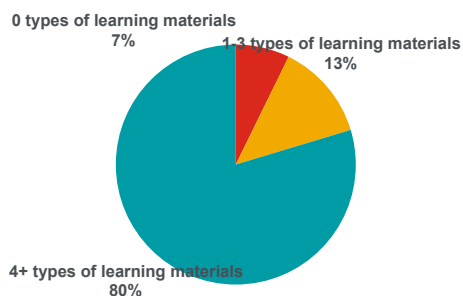


While a large majority of children came from families who reported a high number of learning activities, 7% of caregivers reported engaging in zero learning activities with their children. We find a large and significant relationship between the number of learning activities reported and Total IDELA score. For each type of learning activity engaged in by parents, we predict a 1.6 percentage point higher total IDELA score.

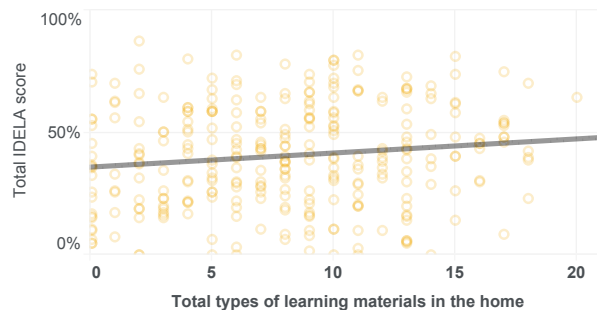
Home Learning Environment

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?

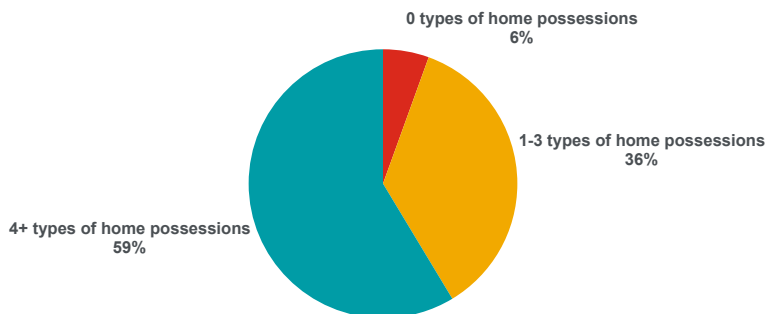


While a majority of children came from families who reported a large number of toys and reading materials in the home, 20% of caregivers reported owning fewer than four. We find that children who have more types of reading materials and toys also have higher IDELA scores. For each type of toy reported owned by caregivers, we predict a 0.5 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?



While there was substantial variation in the number of types of home possessions owned by families, we observe no significant differences in IDELA score by wealth.