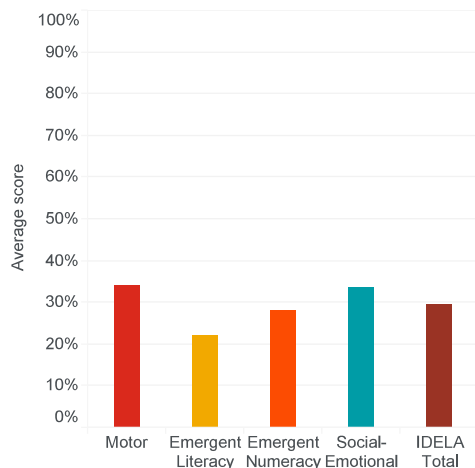


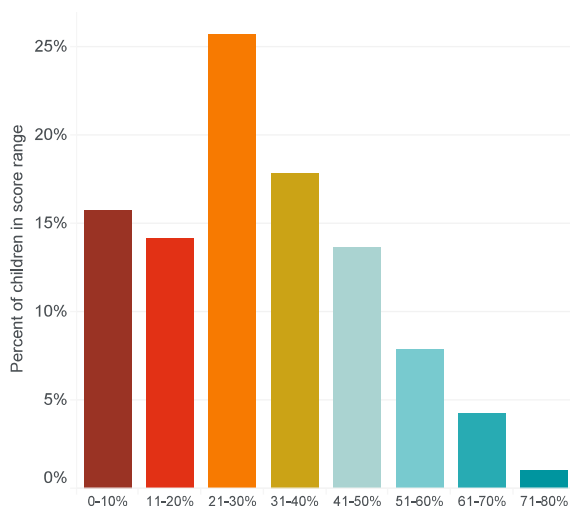
Nuwara Eliya, Sri Lanka. Save the Children (2017)

This dataset includes data from 191 children and caregivers in the Nuwara Eliya province of Sri Lanka in June 2017. The data were collected as the baseline of a quasi-experimental impact evaluation examining the effectiveness of a preschool program for children living on tea plantations. The average age of children was 4.

Average learning and development scores in IDELA domains

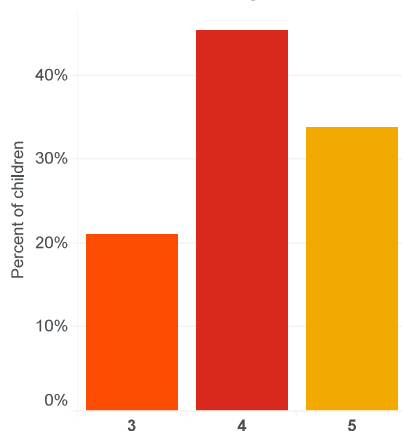


Distribution of Total IDELA scores

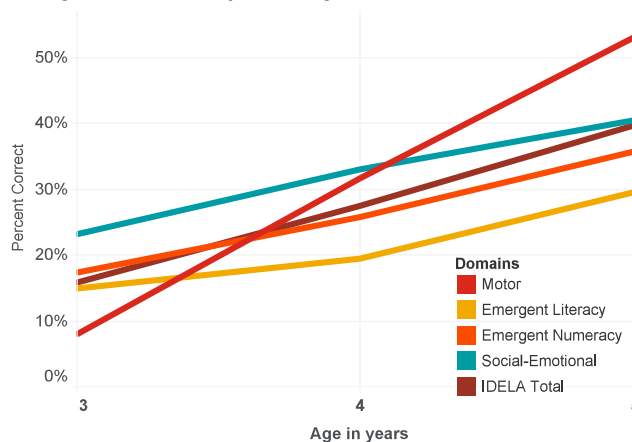


On average, children scored 29% correct on the IDELA assessment. The most common score for children was between 21-30%, though a few children scored substantially higher than this.

Distribution of children's ages

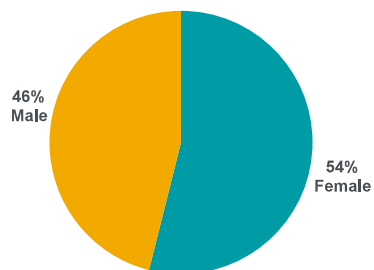


Average IDELA scores by child's age



Children in the sample were 3 - 5 years old, with an average age of 4. Age was significantly associated with IDELA scores, and on average, one additional year was associated with an additional 11 percentage points correct in overall IDELA score.

Distribution of children's gender

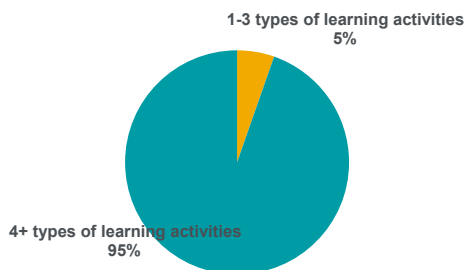


54% of children in the sample were female. We observe no significant differences in IDELA scores by gender.

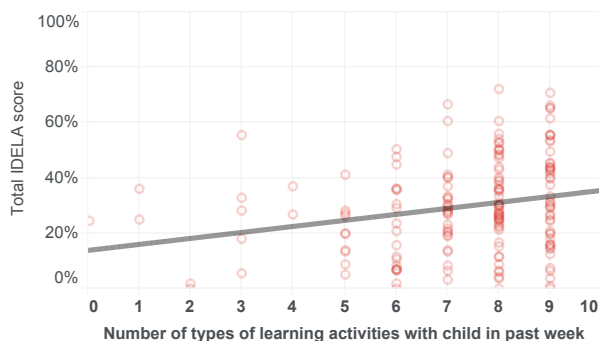
Home Learning Activities

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?

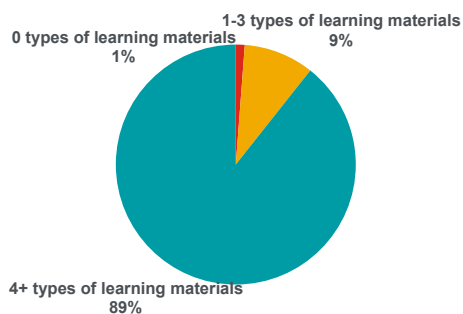


The majority of caregivers reported engaging in more than 4 types of learning activities with their children. Home learning activities were significantly associated with overall IDELA score. An additional learning activity was associated with a 2.2 percentage point higher Total IDELA score.

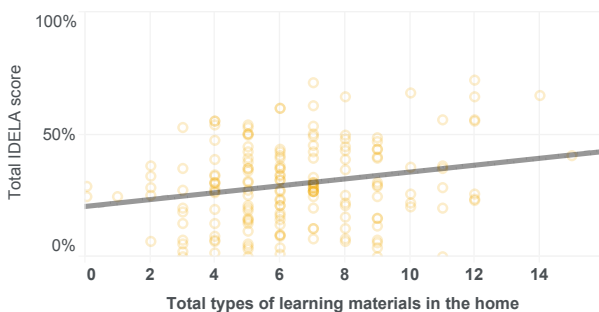
Home Learning Environment

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?



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

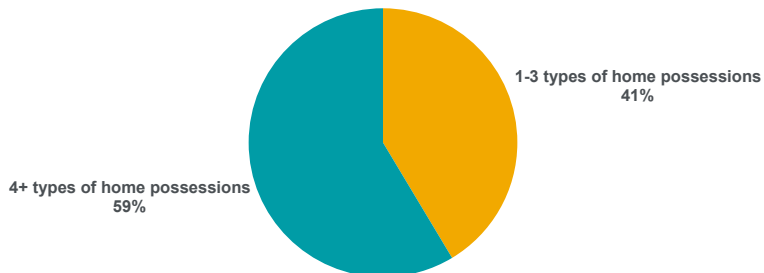


The majority of caregivers reported owning at least 4 types of reading materials or toys. The home learning environment was significantly positively associated with overall IDELA score. An additional reading material or toy in the home was associated with a 1.4 percentage point higher Total IDELA score.

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?



On average, 59% of caregivers reported owning at least 4 types of common household possessions, and 41% owned 1-3 possessions. This measurement or wealth was not significantly associated with overall IDELA score.