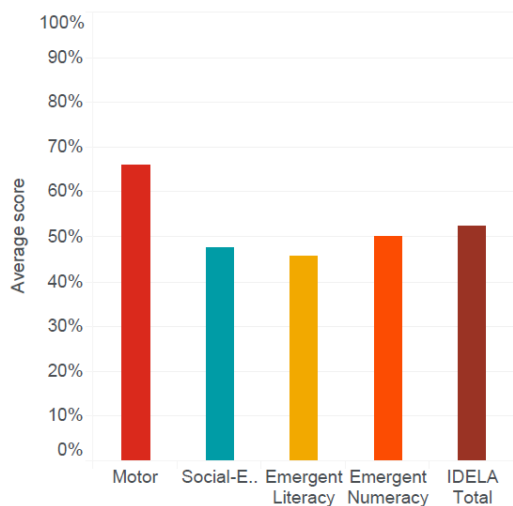


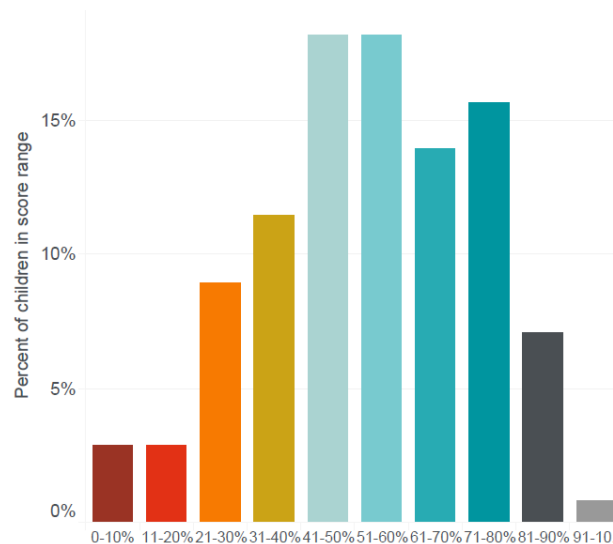
Meherpur, Bangladesh. Save the Children (2015)

This dataset includes data from 594 children and caregivers in Meherpur district in Bangladesh. Due to Save the Children's long-term investment in communities through the Sponsorship program, this sample included children whose parent's participated in parenting education programs in 2011-2012 and looked to measure the children's development as they prepared to enter primary school. The average age of the children was 4.7

Average learning and development scores in IDELA domains

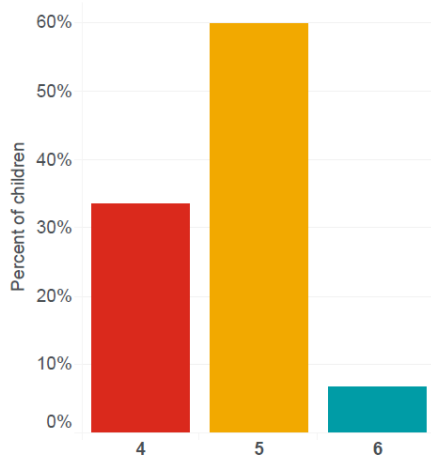


Distribution of Total IDELA scores

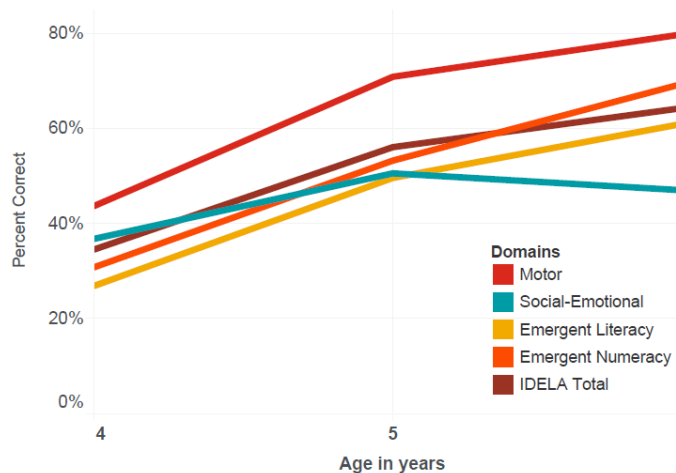


On average, children scored 52% correct on the IDELA assessment. Many children showed a high level of mastery of early learning and development skills while others scored very low.

Distribution of children's ages

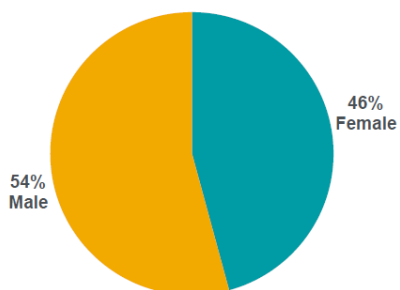


Average IDELA scores by child's age



Most children in the sample were 5 years old. On average, one additional year was associated with an additional 15 percentage points correct in overall IDELA score.

Distribution of children's gender

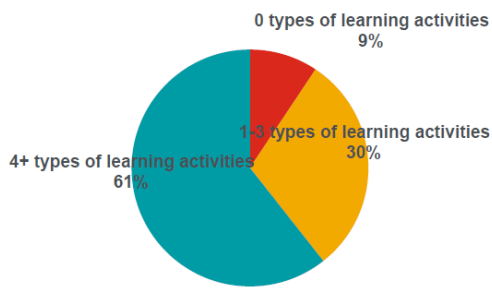


46% of children in the sample were female. There were no differences in IDELA scores by gender.

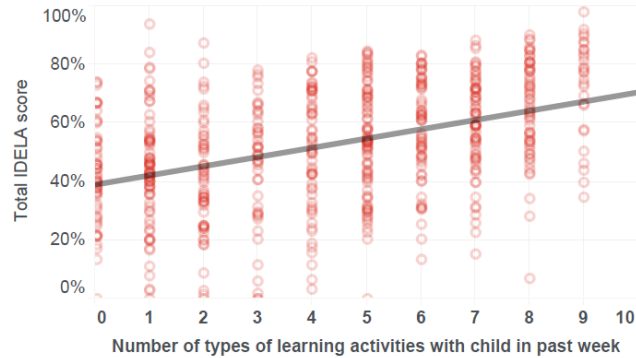
Home Learning Activities

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?

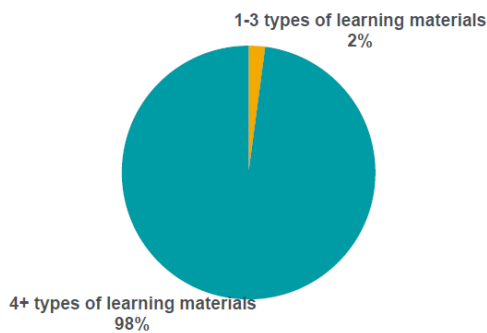


While 60% percent of the children came from families who reported a high number of learning activities, 10% of the caregivers reported in engaging in zero learning activities. There is a significant positive relationship between the total IDELA score and the number of learning activities. A 3 percentage points increase is associated with an additional activity.

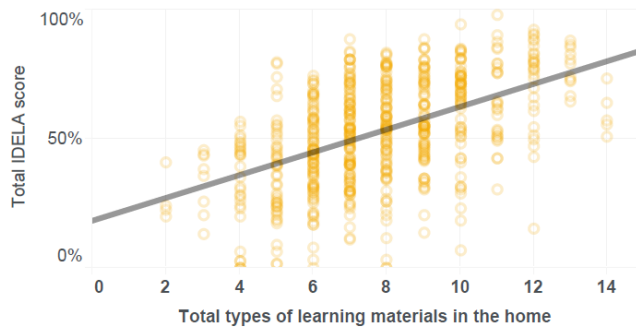
Home Learning Environment

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?

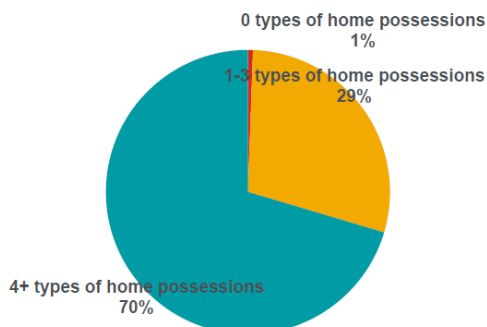


We find that children who have more types of reading materials and toys also have higher IDELA scores. An increase of 5 percentage points in the total IDELA score is associated with an additional type of reading material.

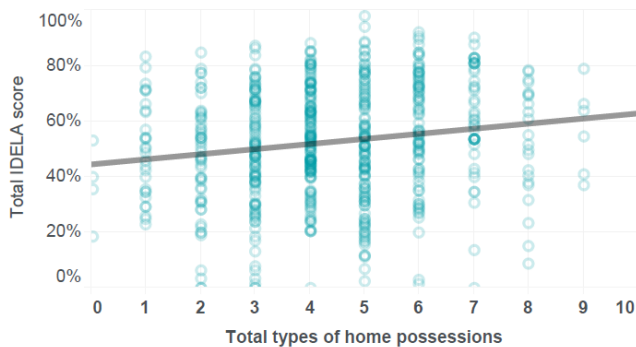
Wealth

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?



While 70% of the caregivers reported having more than 4 types of home possessions, 30% of the caregivers reported owning fewer than 3. There is a positive significant relationship between the total IDELA score and the number of home possessions. An increase of 2 percentage points in the IDELA score is associated with an additional home possession.