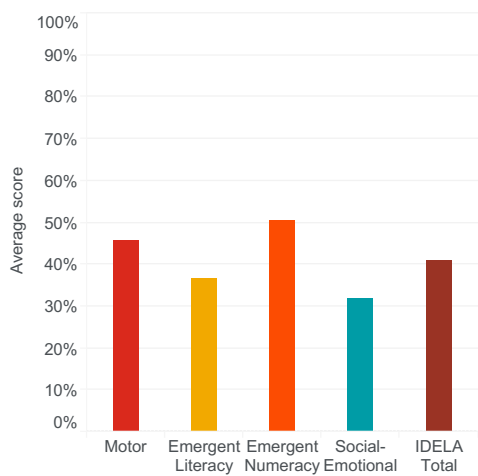


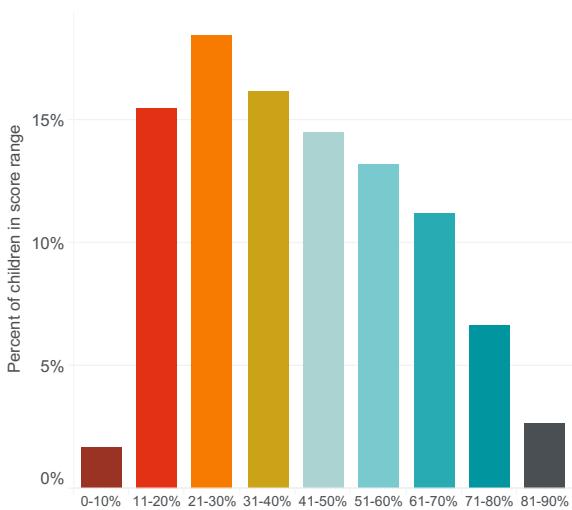
## Quang Nam and Yen Bai, Vietnam. Save the Children Vietnam (2018)

This dataset includes data from 303 children and caregivers in Yen Bai and Quang Nam districts of Vietnam. The average age of children was 5.4 years. Data was collected as part of Save the Children Sponsorship programming in Lao Cai province.

Average learning and development scores in IDELA domains

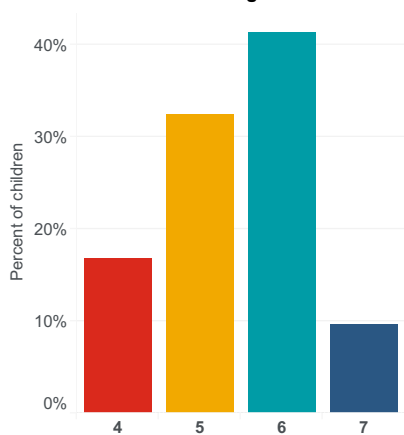


Distribution of Total IDELA scores

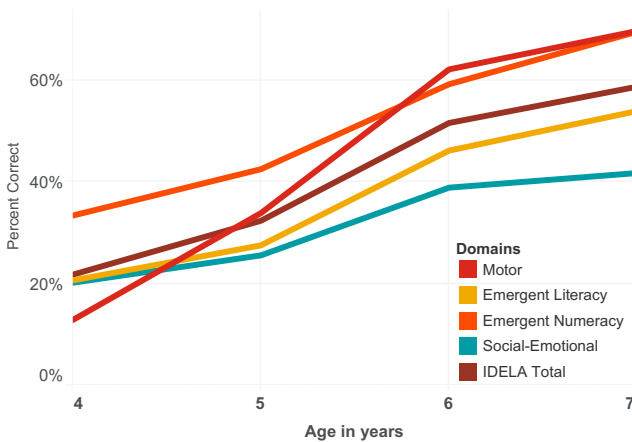


On average, children scored 41% correct on the IDELA assessment. While some children scored well overall, most children scored between 11-40% correct.

Distribution of children's ages

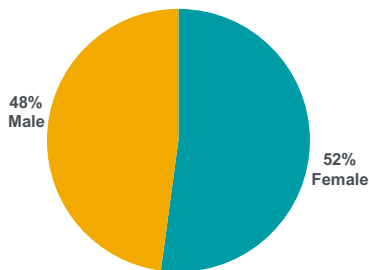


Average IDELA scores by child's age



Most children in the sample were five or six years old. On average, one additional year was associated with an additional 14.2 percentage points correct in overall IDELA score.

Distribution of children's gender

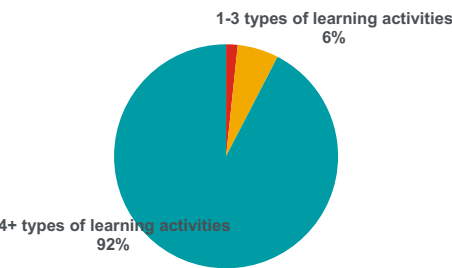


52% of children in the sample were female. There were no differences in Total IDELA score by gender.

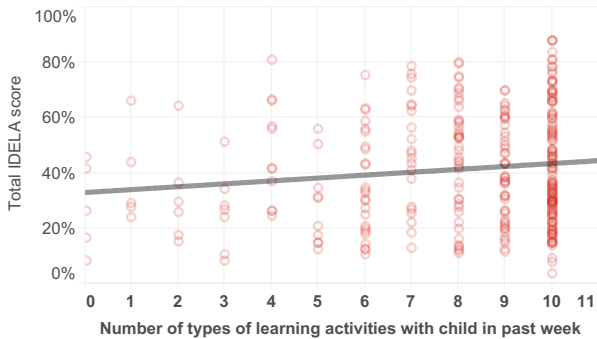
Home Learning Activities

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?



Do children who engage in more learning activities have stronger early learning and development?

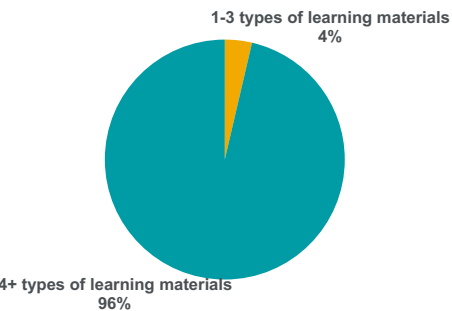


In general, children came from homes with a rich environment of home learning activities. 92% of caregivers reported in engaging in more than four types of learning activities, with very few children not receiving any activities. For each additional home learning activity that caregivers report engaging in, children scored one percentage point higher on Total IDELA, on average.

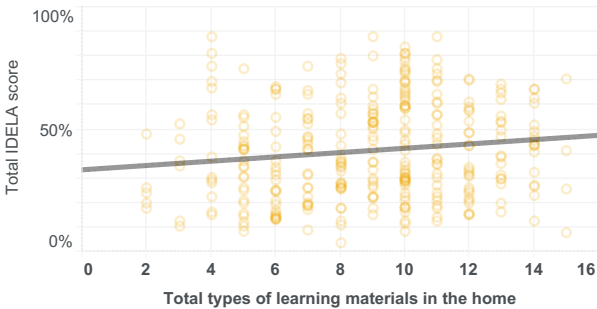
Home Learning Environment

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?

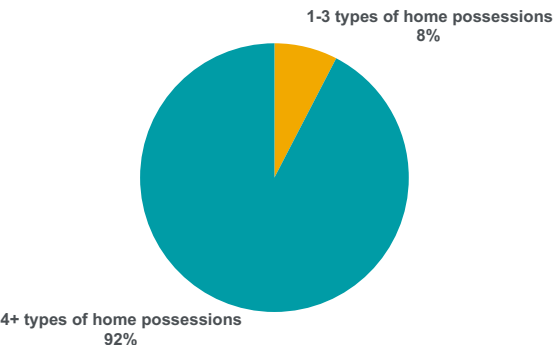


In general, children came from homes with many types of reading materials and toys. 96% of caregivers reported that they owned at least four types of reading materials and toys. For each additional reading material or toys in the home, children scored 0.9 percentage points higher on Total IDELA, on average.

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?



Caregivers reported owning many different types of home possessions. However, the number of home possessions was not significantly associated with children's IDELA scores.