# Mae Sot, Phob Phra, and Tha Song Yang, Thailand. Save the Children (2017)

This dataset includes data from 418 children and 333 caregivers in three districts of eastern Thailand near the border with Myanmar. Children were studying at Migrant Learning Centers and Thai ECCD centers. The average age of children was 5 years old. The data was collected as part of an equity evaluation looking at differences between migrant children and Thai children in the border regions of Thailand.

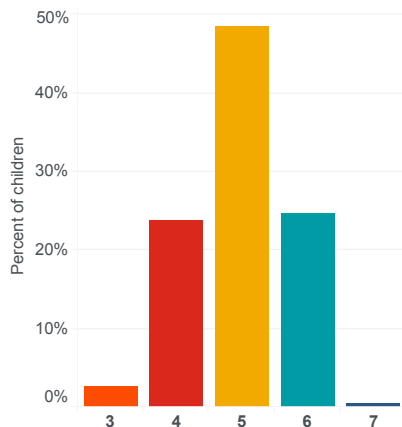### Average learning and development scores in IDELA domains
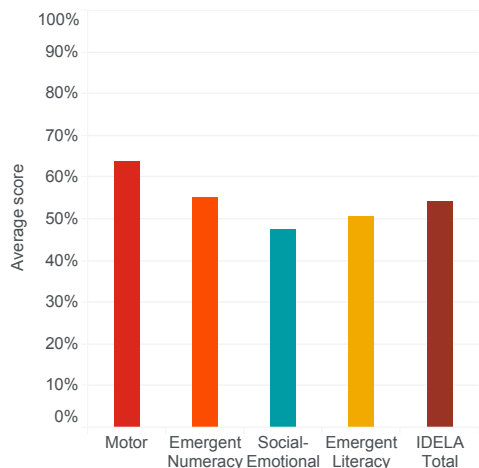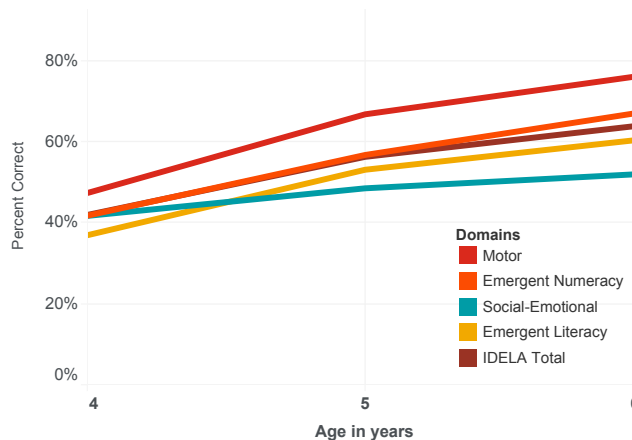
Distribution of Total IDELA scores
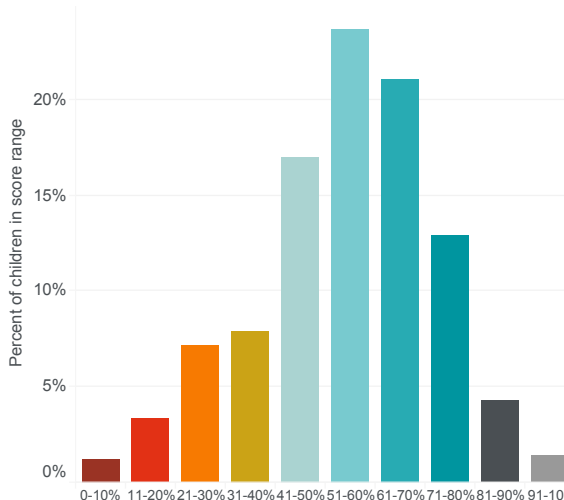
On average, children scored 54% correct on the IDELA assessment. Scores followed a roughly normal distribution, with about 20% of children scoring below 40% correct.
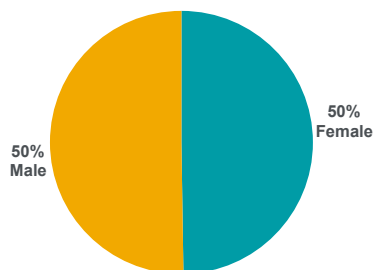
Distribution of children's ages

Average IDELA scores by child's age

Most children in the sample were five years old. On average, one additional year was associated with an additional 11 percentage points correct in overall IDELA score.

### Distribution of children's gender

The sample of children is evenly split between boys and girls. There were no significant differences by gender on Total IDELA.

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?

1-3 types of learning activities
9%

0%

4+ types of learning activities
90%
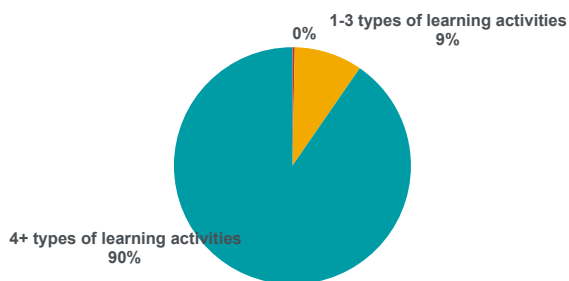
Most caregivers (90%) reported engaging their children in a large number of types of learning activities. We find no significant relationship between the number of home learning activities and children's Total IDELA score. This finding may be influenced by the high average and limited variation in caregiver's responses.

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?

1-3 types of learning materials
7%

0%

4+ types of learning materials
92%
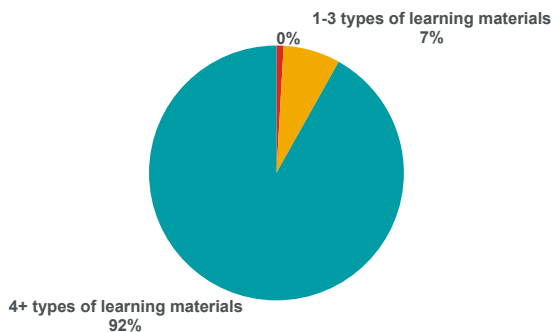
The large majority of caregivers reported owning diverse types of reading materials and toys for children. We find no significant relationship between the number of reading materials and toys owned and children's Total IDELA score. This finding may be influenced by the high average and limited variation in caregiver's responses.

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?
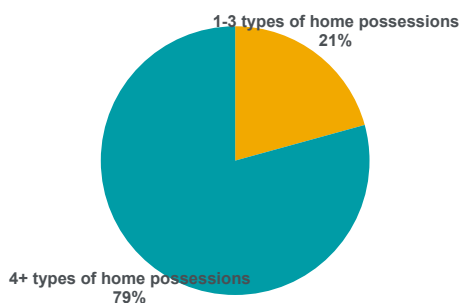
Do children from wealthier families have better early learning and development?

1-3 types of home possessions
21%

4+ types of home possessions
79%
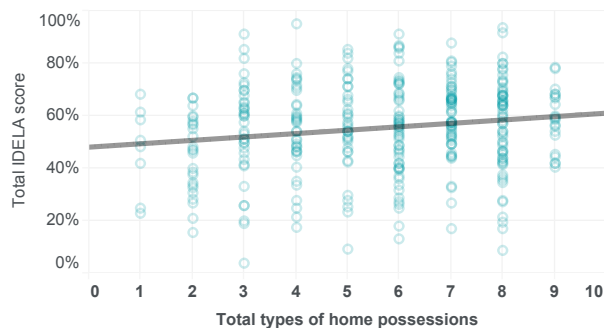
Most caregivers (79%) reported four owning four or more common household items. However, we find that a greater number of possessions is associated with improved developmental status. For each additional possession, we predict a 1.2 percentage point higher Total IDELA score.