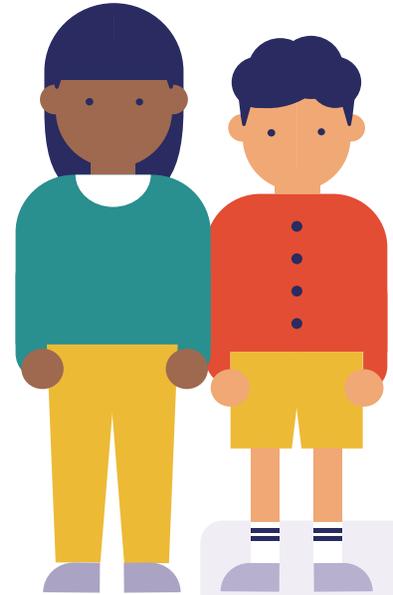
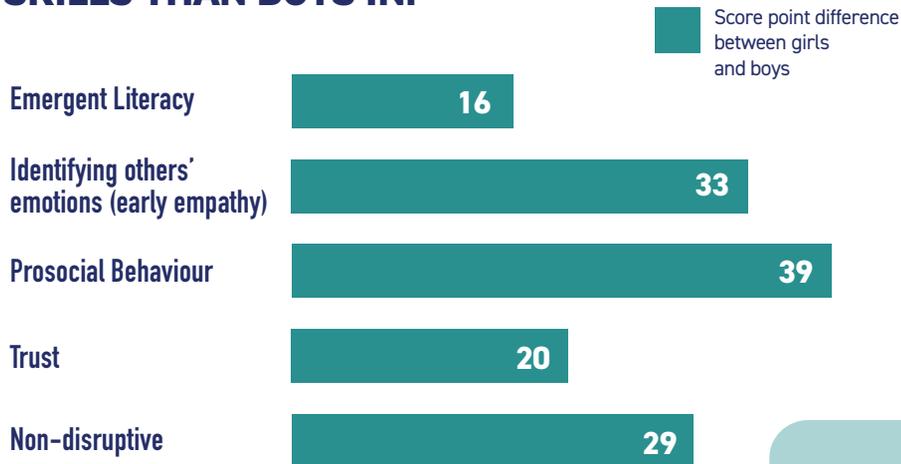


GENDER

GENDER DIFFERENCES ARE CLEARLY EVIDENT IN CHILDREN AT **5 YEARS-OF-AGE**

GIRLS HAVE SIGNIFICANTLY STRONGER SKILLS THAN BOYS IN:



Parents and teachers report that **girls have stronger skills than boys** in all areas covered by the study

Boys are **2X** as likely as girls to be reported by their parents as having learning difficulties, such as speech or language delays, or to have social, emotional or behavioural difficulties.

Children with these difficulties had **lower levels of skills** across every measure in the study.

Families provide boys and girls with the same early learning opportunities, such as:



In addition, boys and girls are equally likely to participate in early childhood education and care programmes



EQUITY

SOCIO-ECONOMIC¹ INEQUITIES BETWEEN CHILDREN EXIST ON **ALMOST ALL MEASURES OF EARLY LEARNING**

CHILDREN FROM HIGH SOCIO-ECONOMIC GROUPS HAVE SIGNIFICANTLY STRONGER SKILLS IN ALMOST ALL MEASURES IN THE STUDY, INCLUDING:

Score point difference between children from high socio-economic groups and children from low socio-economic groups.



Children from **low socio-economic backgrounds** were more likely to be reported as **having learning or behavioural difficulties, especially boys.**

Children from low socio-economic backgrounds whose parents:

- read to them every day,
- were involved in their ECEC centre or school and
- had children's books at home

achieved significantly higher outcomes than children whose parents did not undertake these activities.



Children from low socio-economic backgrounds were less likely to have attended ECEC and less likely to attend special activities such as sporting and cultural activities, than children from high socio-economic backgrounds.



¹ Socio-economic background refers to the socio-economic status of the child's family, including factors such as parental occupation and levels of education.

TECHNOLOGY

MOST FIVE-YEAR-OLDS ARE **USING ELECTRONIC DEVICES REGULARLY**

THE MEAN PROPORTION OF 5-YEAR-OLD ACROSS THE THREE PARTICIPATING COUNTRIES:

83% used an electronic device at **least once a week**

with **42%** of children, on average, using a **device every day.**



The use of electronic devices amongst these children is:



more prevalent in the United States > least prevalent in Estonia.

with an average of **10%** of children using a device at **least monthly, but not weekly.**

Only **7%** of children on average across countries **never or hardly ever used a device.**

The regular use of electronic devices weekly or monthly was positively associated with higher scores in some countries in:



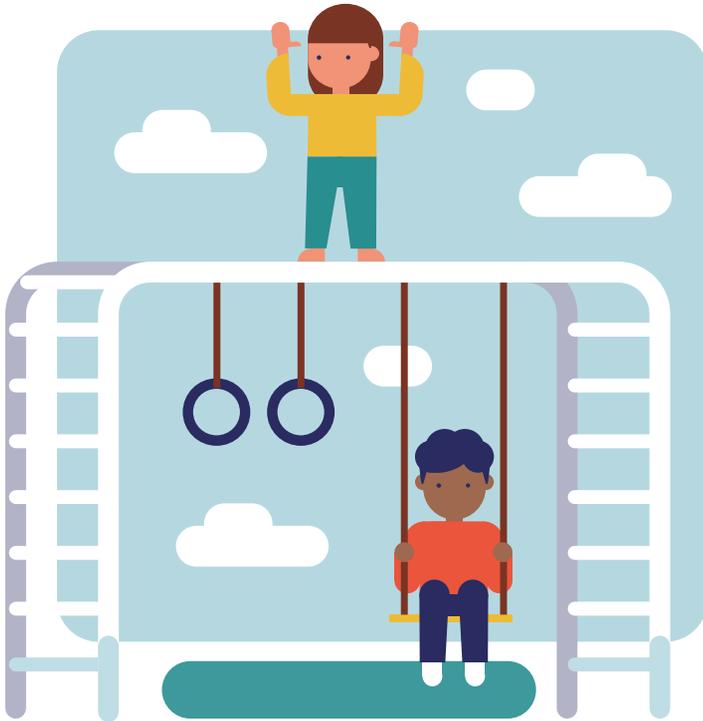
Emergent literacy



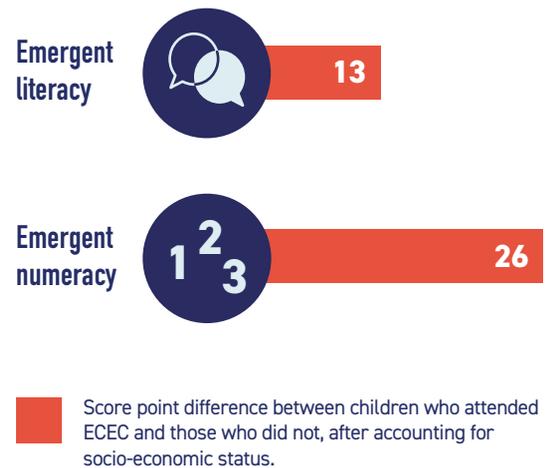
Self-Regulation

ENABLERS

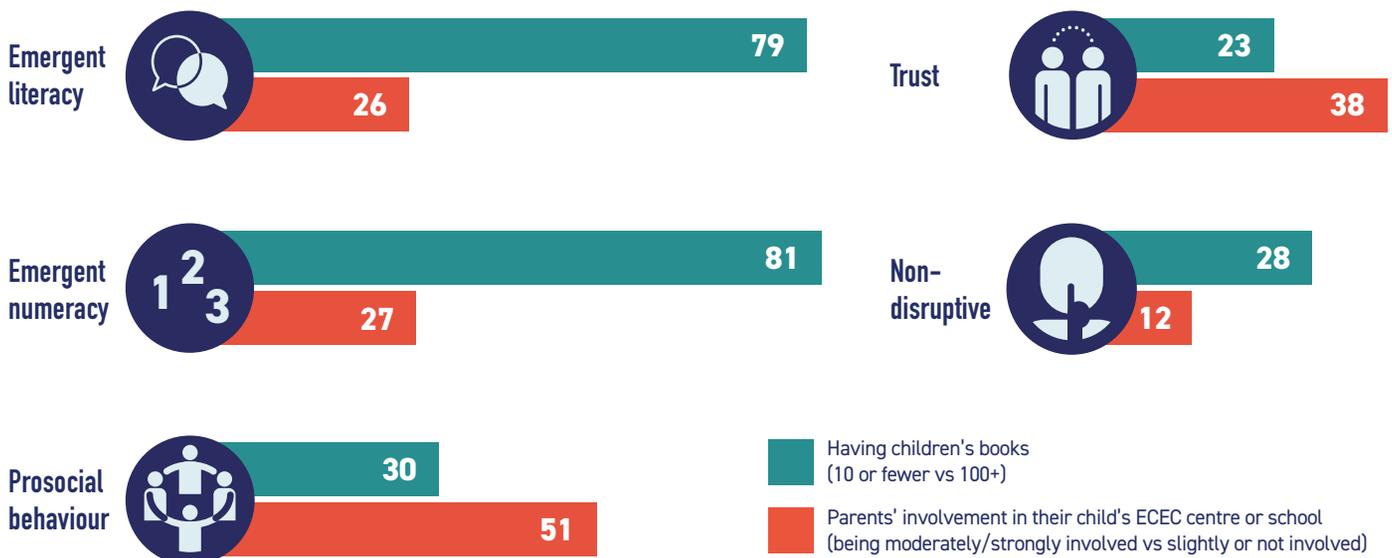
MANY **DAY-TO-DAY ACTIVITIES** ARE ASSOCIATED WITH STRONGER EARLY LEARNING



The study found that children who attended ECEC had **stronger emergent literacy and emergent numeracy** than children who did not attend.¹



Children who have books at home and whose parents are involved in their ECEC centre or school have higher scores in a number of skills: (score point difference, after accounting for socio-economic status.)

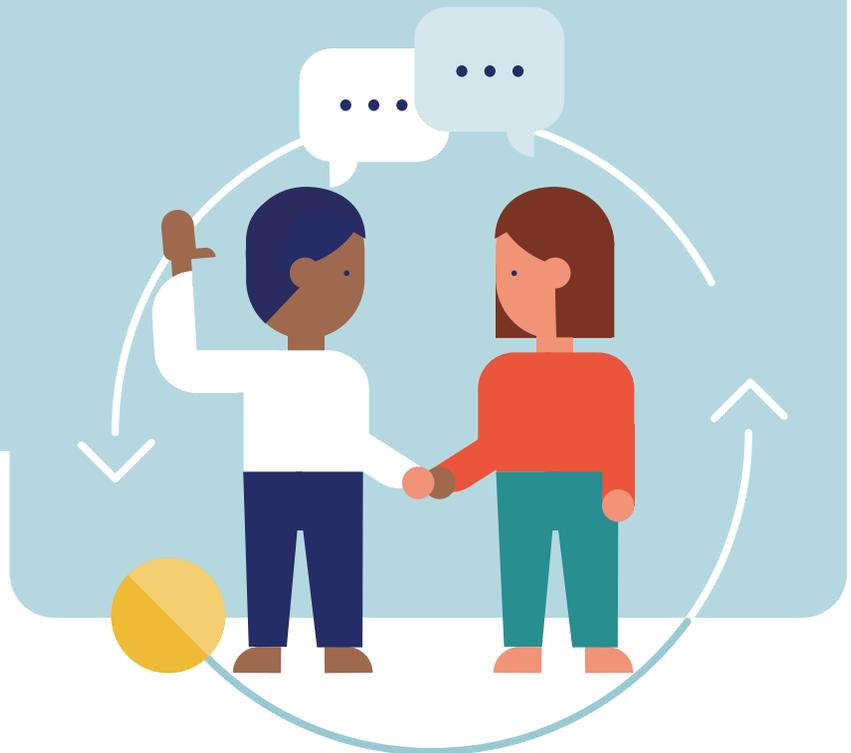


¹ Note that these findings based on children in the United States as nearly all children in England and Estonia attend ECEC before the age of five.

CHILDREN'S DEVELOPMENT AND LEARNING IS INTER-DEPENDENT AND MUTUALLY REINFORCING

In the early years, children's learning is inter-related and mutually reinforcing.

Language skills, for example, help children to interact with others, thereby building pro-social skills and self-regulation.



THE RELATIONSHIP BETWEEN PROSOCIAL SKILLS AND OTHER EARLY LEARNING

Score point difference

Children with strong prosocial skills scored more highly in other learning areas than children without these skills.



INTERNATIONAL EARLY LEARNING AND CHILD WELL-BEING STUDY

Information was collected from **children's parents and teachers**, as well as direct assessments of just under:

7 000 CHILDREN

in England, Estonia and the United States.



The study collected information on a broad range of children's skills, including:



Emergent literacy



Emergent numeracy

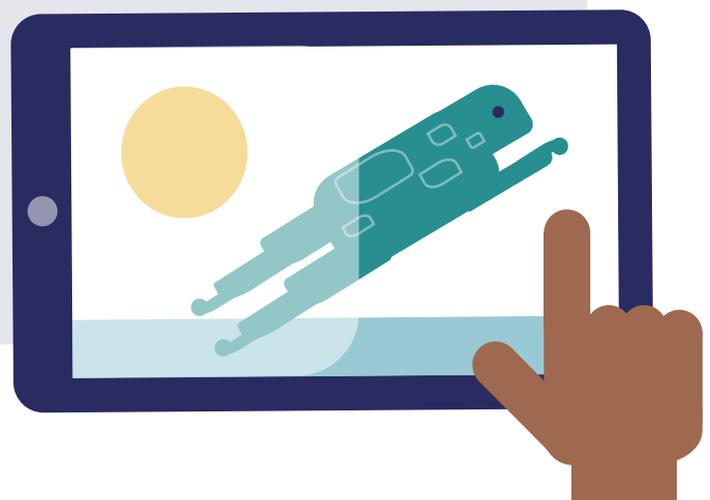


Self-regulation



Social-emotional skills

For the direct assessment, children engaged with **developmentally appropriate stories and activities on a tablet**. There was no reading or writing involved.



The International Early Learning and Child Well-being study is designed to help:

