



Stories and games

Interesting, fun and developmentally appropriate.



No reading and writing

visual and audio material only, no text is involved.



Tablet delivery

Simple and intuitive, no previous experience needed.



One-to-one administration

Each child is supported by a trained study administrator who is fully DBS checked.



Meet Tom and Mia

Tom and Mia are the two main characters in the International Early Learning and Child Well-being study for five-year-olds. Tom and Mia talk to the children and lead them through the stories and activities, which include other animated characters and animals. The characters and stories are adapted to the context of each participating country.



JOINING THE EARLY LEARNING AND CHILD WELL-BEING STUDY



What do countries gain from the International Early Learning and Child Well-being Study?

Robust, comparative benchmark data on children's early learning and well-being. Data on the areas of learning that matter most for children's current and future learning and well-being.

Information on critical background variables that affect children's outcomes, such as the home learning environment, early childhood education and care, and the socio-economic contexts of families and communities.

Insights on what is needed in early years policies and in the early years of education for children to make sound progress.

A basis for learning from international best practice to ensure all children are given a strong start in their early years, as well as to:

- + Lift overall educational outcomes
- + Mitigate disadvantages,
- + Enhance child well-being and later-life outcomes, and
- + Observe the implications of Covid for early childhood education and development.



Why are children's early years important?

Children who develop strong cognitive, social and emotional skills in their first five years:

- + Are happier and do better in school
- + Have better employment outcomes and earnings as adults, and
- + Have better physical and mental health, and higher overall life satisfaction.

Giving children a strong start in their early years enhances a country's overall education performance, and is the most effective means to mitigate disadvantage. Addressing disparities in learning later in schooling is less successful and more costly than doing so earlier in children's lives.



Participation will help to ensure that children attending these schools and other children with similar backgrounds are proportionally represented in the national sample for England. **In recognition of each school's contribution, there is a thank you allocation of £150. We are also in discussion with major EYFS publishers about how they can support this study with a book donation.**



What does participating in the study involve?

This is a study of the cognitive, social and emotional skills of a representative sample of five-year-old children in each country.

Participation will be through developmentally appropriate, interactive stories and games on a tablet supported on a one-to-one basis by trained study administrators.

The studies take place in the school or early childhood education and care setting the child attends.

The study collects children's views on the activities and their interests more generally.

For each child, their parents and one teacher will be asked to provide information on the child's development, as well as relevant background information.

Where can I get more information about the International Early Learning and Child Well-Being Study?

Visit our website for more information on the study and the importance of early learning

<https://www.alphaplus.co.uk/2023/05/30/international-early-learning-child-well-being-study/>

Contact the International Early Learning Study Team at: IELS@alphaplus.co.uk

