



The RISE Institute

WEBINAR SERIES ON EARLY CHILDHOOD DEVELOPMENT

Webinar 2. Population-level data and measurement of ECD: Global monitoring and reporting within the SDGs and collecting data through household surveys



Claudia Cappa
Senior Adviser,
Data and Analytics Section,
UNICEF



Nicole Petrowski
Statistics and Monitoring
Specialist,
Data and Analytics
Section,
UNICEF



OVERVIEW

**01. A GLOBAL VIEW: SDG
MONITORING AND REPORTING
REQUIREMENTS**

**02. MONITORING ECD WITHIN
THE SDG FRAMEWORK**

**03. COLLECTING POPULATION-
LEVEL DATA ON ECD IN
HOUSEHOLD SURVEYS**

**04. DATA AVAILABILITY ON
ECD INDICATORS**



A GLOBAL VIEW: SDG MONITORING AND REPORTING REQUIREMENTS

Global Indicator Framework for the SDGs

- Developed by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) and agreed upon at the 48th session of the United Nations Statistical Commission held in March 2017
- Includes 231 unique indicators to measure progress across the 17 Goals
- Is meant to be complemented by regional and national level indicators, defined by Member States

Requirements for SDG reporting

47th Statistical Commission Decision 1 (I):

“compilation of global indicators will be based to the greatest extent possible on comparable and standardized national official statistics, [...]and that when other sources and methodologies are used, these will be reviewed and agreed by national statistical authorities”

Tier classification

- To facilitate implementation of the global indicator framework, all indicators are classified by the IAEG-SDGs into three tiers based on their level of methodological development and data availability at the global level

Tier 1: Indicator is conceptually clear, has an internationally established methodology and standards are available, and data are regularly produced by countries for at least 50 per cent of countries and of the population in every region where the indicator is relevant.

Tier 2: Indicator is conceptually clear, has an internationally established methodology and standards are available, but data are not regularly produced by countries.

Tier 3: No internationally established methodology or standards are yet available for the indicator, but methodology/standards are being (or will be) developed or tested.

No longer any Tier 3 indicators as of 2020

Role of custodian agencies


- Develop internationally agreed standards and methodologies and support their adoption
- Strengthen national statistical capacities and reporting mechanisms
- Establish mechanisms for compilation of national data
- Compute regional and global aggregates
- Maintain global databases and submit internationally comparable estimates to UNSD for inclusion in the SDG global database

Annual SDG reporting

Secretary-General's Progress Report

United Nations

E/2022/55



Economic and Social Council

Distr.: General
29 April 2022
Original: English

2022 session
23 July 2021–22 July 2022
Agenda item 6
High-level political forum on sustainable development,
convened under the auspices of the Economic and
Social Council

Progress towards the Sustainable Development Goals
Report of the Secretary-General

Summary

In accordance with General Assembly resolution 70/1, the present report provides a global overview of the current situation of the Sustainable Development Goals using inputs from more than 50 international and regional organizations. The data contained herein are derived from indicators in the global indicator framework developed by the Inter-Agency and Expert Group on Sustainable Development Goal Indicators, which was adopted by the Assembly on 6 July 2017 (see Assembly resolution 71/313).

The Sustainable Development Goals Report 2022



United Nations



Statistical Annex

Target 4.2
By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Indicator 4.2.1
Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex

(a) Proportion of children aged 36–59 months who are developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning, both sexes¹

(Percentage)

| Regions | 2021 |
|--|------|
| World (73 countries, 30 per cent population coverage) ² | 71.3 |
| Sub-Saharan Africa (16 countries, 60 per cent population coverage) | 60.5 |
| Western Asia (6 countries, 33 per cent population coverage) | 76.2 |
| South-Eastern Asia (6 countries, 65 per cent population coverage) | 88.0 |
| Small island developing States (16 countries, 63 per cent population coverage) | 77.6 |

¹The number of countries with comparable survey data included in the regional aggregations and regional population coverage of children aged 36–59 months are presented in parentheses. Estimates for girls and boys are not directly comparable to the total, as they are based on a subset of countries with available data by sex.

²The figure represents less than 50 per cent of the global population, and thus should be interpreted with caution.

Note: Based on the Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS) and other national surveys conducted in the 2013–2021 period.

Source: United Nations Children's Fund (UNICEF) global databases, 2022.

(b) Proportion of children aged 36–59 months who are developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning, by sex¹

(Percentage)

| Regions | 2021 | |
|--|--------|------|
| | Female | Male |
| World ² (71 countries, 27 per cent population coverage) | 70.5 | 67.6 |
| Sub-Saharan Africa (16 countries, 60 per cent population coverage) | 62.0 | 58.9 |
| Western Asia (6 countries, 33 per cent population coverage) | 79.1 | 73.6 |

¹The number of countries with comparable survey data included in the regional aggregations and regional population coverage of children aged 36–59 months are presented in parentheses. Estimates for girls and boys are not directly comparable to the total, as they are based on a subset of countries with available data by sex.

²The figure represents less than 50 per cent of the global population, and thus should be interpreted with caution.

Note: Based on the Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS) and other national surveys conducted in the 2013–2021 period.

Source: United Nations Children's Fund (UNICEF) global databases, 2022.

HomeSDG IndicatorsDataSDG ReportsHLG-PCCBIAEG-SDG'sEventsResources

Global SDG Indicators Data Platform

Select indicators and country or area

SDG Global Database gives you access to data on more than 210 SDG indicators for countries across the globe by indicator, country, region or time period

Global Database

Country Profile

SDG Analytics

Advanced Access



02.

MONITORING ECD WITHIN THE SDG FRAMEWORK

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Target 4.2

Ensure that, by 2030, all girls and boys have access to quality **early childhood development**, care and pre-primary education so that they are ready for primary education

Indicator 4.2.1

Proportion of children **24 to 59 months** of age who are **developmentally on track** in health, learning and psychosocial well-being, by sex

The history behind 4.2.1

Original formulation: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being → tier III

March 2019: Approved tier reclassification by the IAEG-SDGs at the 9th meeting in Beirut
Indicator 4.2.1 for 2-4-year-olds → tier II
Indicator 4.2.1 for 0 and 1-year-olds → tier III

March 2020: Comprehensive review of the global SDG framework completed with the objective of deleting/revising remaining tier III indicators

March 2021: Approval of revised indicator 4.2.1 by UN Statistical Commission at 52nd session

Indicator 4.2.1: Proportion of children 24 to 59 months of age who are developmentally on track in health, learning and psychosocial well-being, by sex (tier II)

SDG reporting on 4.2.1

- Since 2015, a proxy indicator has been in use for global monitoring and reporting on 4.2.1
 - Percentage of children aged 36-59 months who are developmentally on-track in at least three of the following four domains: literacy-numeracy, physical, social-emotional and learning
 - Measured by the Early Childhood Development Index (ECDI)
- Methodological work needed to develop and validate a measure more closely aligned with the indicator definition and age group covered by SDG 4.2.1
 - UNICEF tasked with this mandate as custodian agency

Development of the ECDI2030

In 2015, UNICEF initiated a process of methodological development that involved extensive consultations with experts, partner agencies and national statistical authorities

Over the following five years, a sequence of carefully planned technical steps were executed, incorporating both qualitative and quantitative methods to identify the best items to measure SDG indicator 4.2.1





ECDI2030

Early Childhood Development Index

Measuring up for young children

Early Childhood Development







20 ITEMS

The ECDI2030

- Replaces the previous ECDI as the approved measure for reporting on SDG 4.2.1
- The ECDI2030 addresses the need for nationally representative and internationally comparable data on early childhood development, collected in a standardized way
 - *Aligned with SDG 4.2.1*
- Can be integrated into existing national data collection and monitoring efforts
- Data can be disaggregated so use of this measure can help advance the SDG commitment to leave no one behind
- Launched in 2020 so country implementation now scaling up

ECD indicators for the SDGs

| | | |
|--|---|--|
| 2 ZERO HUNGER  | End hunger, achieve food security and improved nutrition and promote sustainable agriculture | 2.2.1 Prevalence of stunting among children under 5 years of age 2.2.2a & 2.2.2b Prevalence of malnutrition among children under 5 years of age, by type (wasting and overweight) |
| 3 GOOD HEALTH AND WELL-BEING  | Ensure healthy lives and promote well-being for all at all ages | 3.b.1 Proportion of the target population covered by all vaccines included in their national programme |
| 4 QUALITY EDUCATION  | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | 4.2.1 Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex |
| 16 PEACE, JUSTICE AND STRONG INSTITUTIONS  | Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels | 16.2.1 Proportion of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month 16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age |

What type of data are needed for SDG reporting on ECD indicators?

- Methods at the population level to generate prevalence estimates (and modelled estimates based on such data)
- Censuses, civil registration systems or surveys with representative samples
- Administrative records



03.

**COLLECTING POPULATION-LEVEL DATA
ON ECD IN HOUSEHOLD SURVEYS**

Nurturing care as a monitoring framework for ECD



NURTURING CARE FOR EARLY CHILDHOOD DEVELOPMENT

The 5 components of Nurturing Care: good health, adequate nutrition, security and safety, early learning and responsive caregiving

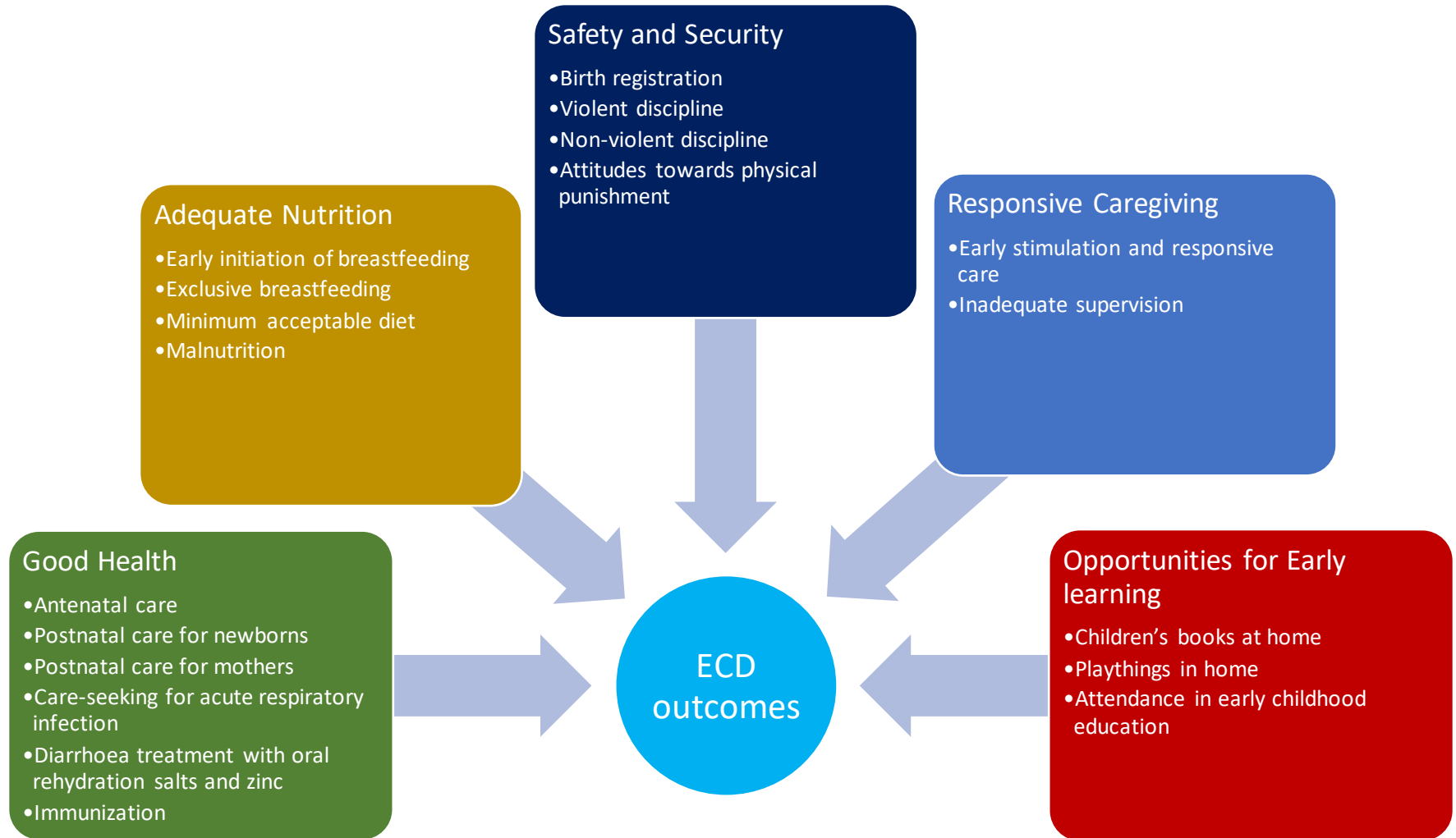


Facilitating environments for the components of Nurturing Care: caregivers, communities, services, policies



Nurturing care at the heart of global goals: The SDGs and Survive, Thrive and Transform

Monitoring ECD beyond the SDGs



Household surveys

- Gather in-depth information on the lives of young children and the environments in which they live
- Can capture the multi-dimensional nature of ECD

Advantages

- ✓ Disaggregation
- ✓ Demographic information
- ✓ Capture individuals not served by administrative systems
- ✓ Comparable, nationally representative data for global monitoring

General limitations

- ✗ Costly
- ✗ Time-intensive
- ✗ Limited frequency
- ✗ Time lag in producing/publishing results
- ✗ Subject to response bias and sampling errors

Including ECD in household surveys

- Survey must be designed to include mothers (or primary caregivers) as respondents
 - Best informants for collecting information on children's health and well-being
- Sample design must include children under 5
 - In countries with low fertility, possible oversampling of children under 5
- Should include data collection on basic background characteristics of families and children
- When data on anthropometry are required, special provisions for obtaining children's height and weight

International Household Survey Programmes

Multiple Indicator Cluster Surveys















- UNICEF-supported household survey programme used by governments to collect comparable data on the well-being of children and women
- Strong capacity-building and government ownership
- Important data source for more than 30 SDG indicators
- Sixth round in progress (MICS6); more than 60 surveys

Demographic and Health Surveys

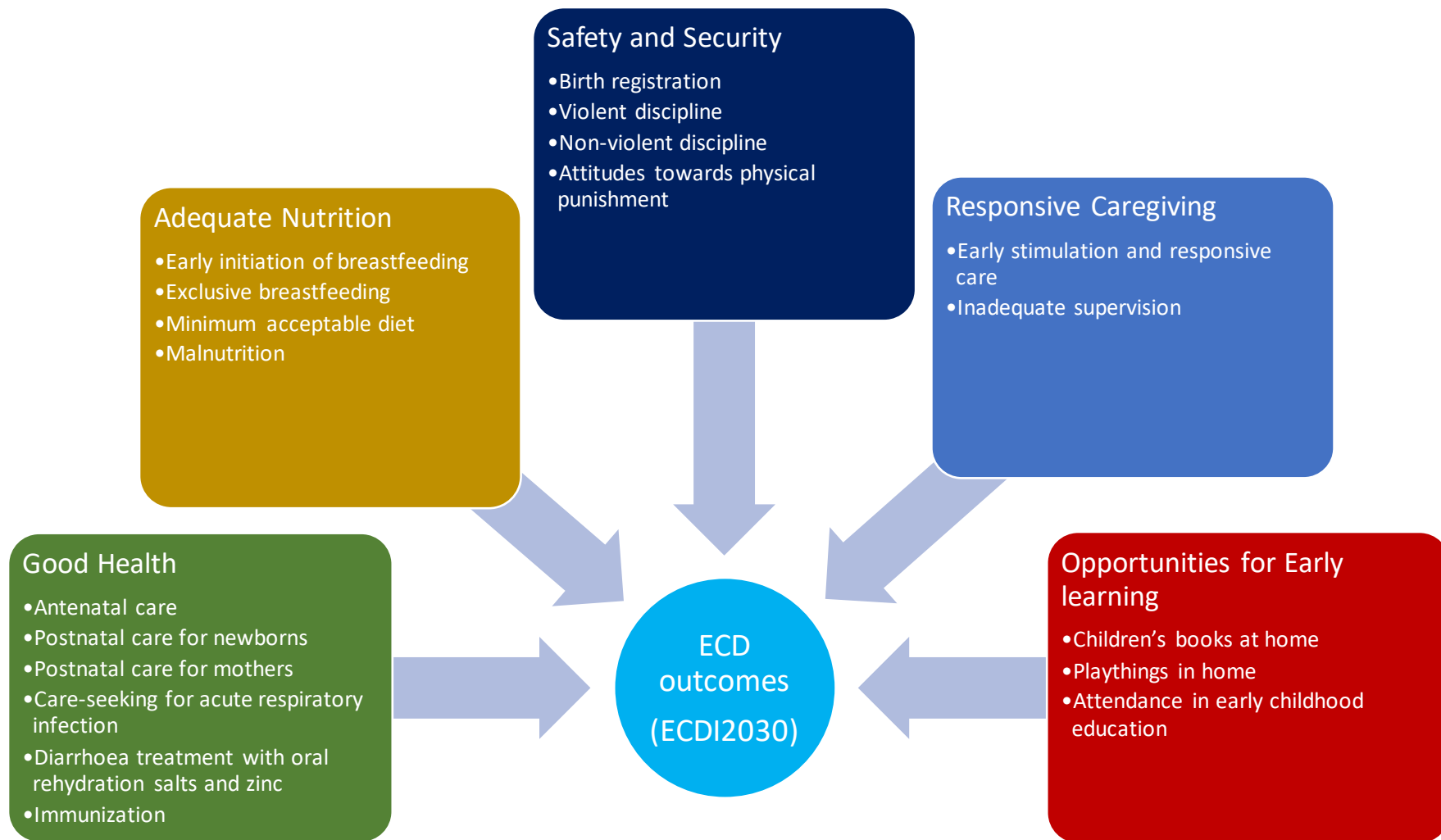


- USAID-supported household survey programme used by governments to collect representative data on population, health, HIV and nutrition indicators
- More than 400 surveys in over 90 countries since mid-1980s
- Important data source for around 30 SDG indicators

Differences in survey design and structure

| |  |  |
|--------------------------------------|---|---|
| Household Questionnaire |  |  |
| Women's Questionnaire (15-49) |  |  |
| Men's Questionnaire (15-49) |  |  |
| Questionnaire for Children Under 5 |  |  |
| Questionnaires for Children Age 5-17 |  |  |

What type of data on ECD are collected in MICS?



MICS Questionnaire for Children Under 5

- Attendance in early childhood education
- Birth registration
- Early childhood development
 - Early stimulation and responsive care
 - Children's books and playthings at home
 - Inadequate supervision
 - ECDI/ECDI2030
- Child discipline
- Child functioning
- Breastfeeding and dietary intake
- Immunization
- Care of illness
- Anthropometry

How can MICS data be disaggregated?

- Household crowding/structure
- Place of residence
- Household wealth
- Ethnicity and religion of household head
- Parental education
- Child age and sex
- Child functional difficulties
- And many more....

What type of data on ECD are collected in DHS?

Safety and Security

- Birth registration

Good Health

- Antenatal care
- Postnatal care for newborns
- Postnatal care for mothers
- Care-seeking for acute respiratory infection
- Diarrhoea treatment with oral rehydration salts and zinc
- Immunization

Adequate Nutrition

- Early initiation of breastfeeding
- Exclusive breastfeeding
- Malnutrition

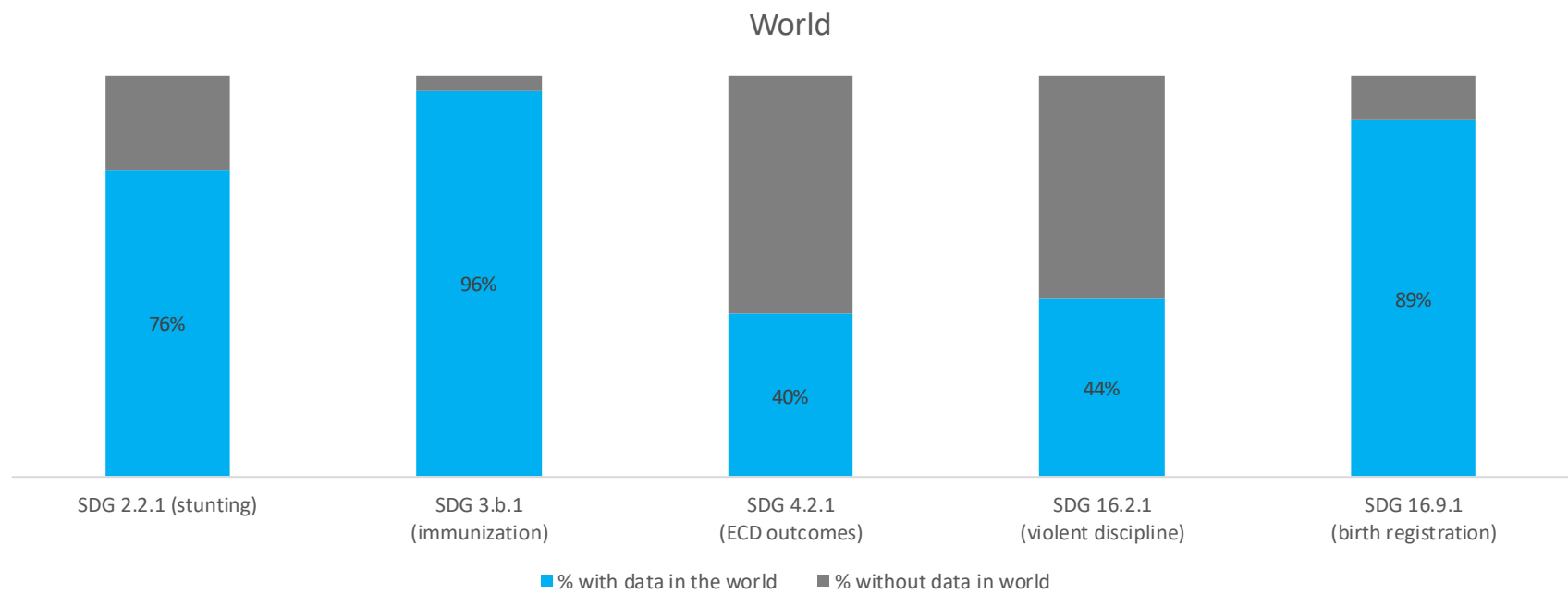
- Collected as part of Women's Questionnaire or Household Questionnaire
- Some countries might include MICS modules on other topics
 - Child discipline as part of Household Questionnaire
 - ECD as part of Women's Questionnaire



04.

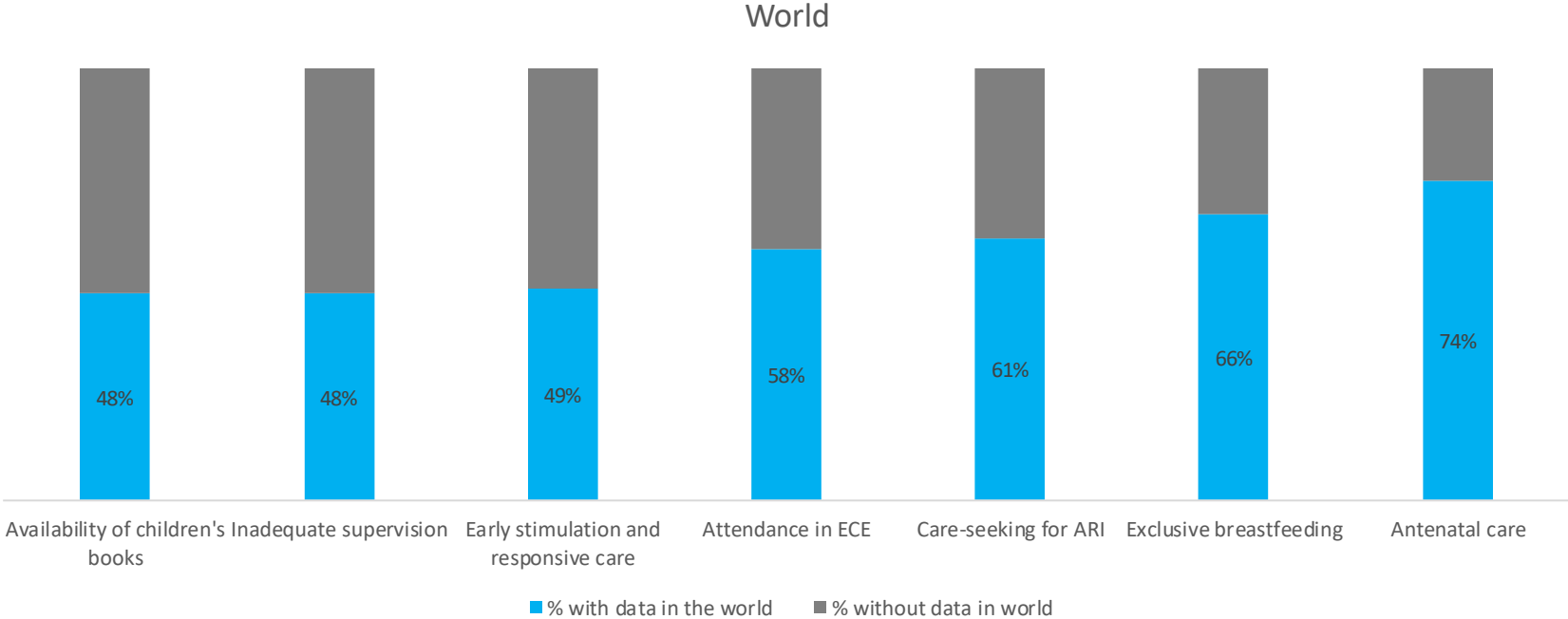
DATA AVAILABILITY ON ECD INDICATORS

Data availability for SDG indicators related to ECD



Notes: Data on SDG 2.2.1 and 3.b.1 are modelled estimates. In the case of SDG 2.2.1, the chart reflects the number of countries for which there is a national data source such as a household survey that was included in the JME country dataset.

Data availability for other indicators related to ECD

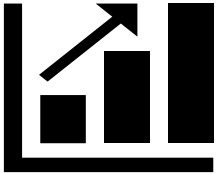


ECD data gaps



Responsive caregiving

- WHO 2020 Guideline on Early Childhood Development: Responsive Caregiving and Early Learning
- WHO/UNICEF/WB Nurturing Care Framework Working Groups



Trend data



Data gaps

- Children in residential institutions, parental mental health, affordable quality day care, indoor and outdoor air pollution etc.



05. CONCLUSION

Concluding reflections

- What can be done to foster data use?
- How can we link data to research to understand why certain countries are making progress in improving ECD outcomes while others have stagnated?



unicef 
for every child



THANK YOU