



ECDI2030

Early Childhood Development Index

OVERVIEW OF THE
ECDI2030


WHAT IS EARLY CHILDHOOD DEVELOPMENT?

- Early childhood is **the most significant and rapid stage of development** in human life, spanning the first eight years of a child's life.
- It is a period of extraordinary brain development, involving a complex interaction between biological and genetic endowment that it is **heavily shaped by experience and the environment**. During early childhood brain connections are formed at a speed that will never again be repeated throughout an individual's lifetime.
- It involves physical and motor skills, cognitive abilities and the development of social and emotional skills. Collectively, **these skills shape the ways the children learn, interact with the physical world and with other people** and prepare the foundation for children's future wellbeing, life-long learning and participation.

WHY IS IT SO COMPLICATED TO MEASURE EARLY CHILDHOOD DEVELOPMENT?

- Approaches to measuring ECD have traditionally been based on screening and/or diagnostic tests that depend on highly trained professionals and substantial administration time to generate valid information, making them inadequate for large-scale population monitoring.
- The multi-dimensional nature of ECD further complicates the task of generating accurate data at population level through household surveys which require specifically designed and validated instruments that can be implemented in a standardized way as to generate robust and comparable data.
- Additional constraints of population level measurement in the context of multi-topic household surveys imply that instruments need to be short and that enumerators can effectively be trained in its administration.

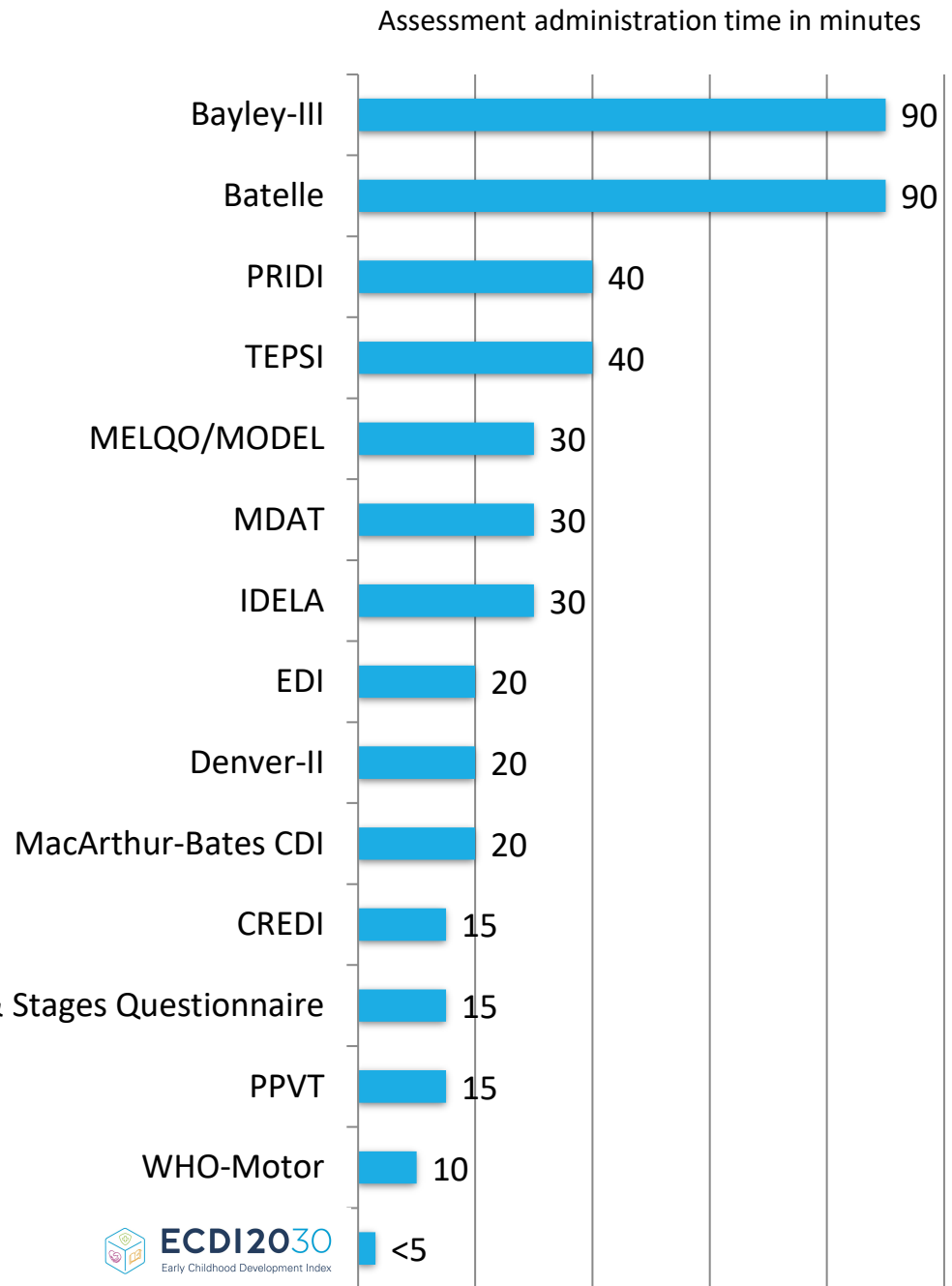
EARLY CHILDHOOD DEVELOPMENT ASSESSMENT TOOLS

	Level of assessment	Ages (Years)	Type of report	Training required	Cost US dollars
Bayley-III	Individual	0-3.5	Child assessment/caregiver report	Specialist	\$1200
Ages and Stages	Individual	0-5.5	Caregiver report	Minimal	\$275
CREDI	Population	0-3	Caregiver report	Minimal	Free
EDI	Population	4-6	Caregiver/teacher report	Minimal	\$200
MELQO/ MODEL	Population	4-6	Child assessment/caregiver report	Moderate	Free
 ECDI2030 <small>Early Childhood Development Index</small>	Population	2-4	Caregiver report	Minimal	Free

Sources: (1)UNICEF ECDI2030 user guide, 2020

(2) A Toolkit for Measuring Early Childhood Development in Low- and Middle-Income Countries” by Lia Fernald, Elizabeth Prado, Patricia Kariger, and Abbie Raikes,World Bank, 2017.

ADMINISTRATION TIMES FOR ECD ASSESSMENT TOOLS



Sources: (1) UNICEF ECDI2030 user guide, 2020
(2) A Toolkit for Measuring Early Childhood Development in Low- and Middle-Income Countries” by Lia Fernald, Elizabeth Prado, Patricia Kariger, and Abbie Raikes, World Bank, 2017.

THE 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.

The work was overseen by the **Inter-Agency and Expert Group on ECD Measurement**, and was advised by a **technical advisory group** composed of distinguished researchers, as well as **practitioners** with expertise in assessing children's development across the world.



TECHNICAL CONSULTATIONS

Inter-Agency and Expert Group on ECD Measurement

- Instituto Nacional de Salud Pública, Mexico
- Inter-American Development Bank
- Organisation for Economic Co-operation and Development
- Palestinian Central Bureau of Statistics
- Save the Children
- Statistics Canada
- UNESCO-UIS
- UNICEF (Chair)
- World Bank
- World Health Organization

Members of the Technical Advisory Group

- Santiago Cueto, Group for the Analysis of Development (GRADE), Peru
- Edward Frongillo, University of South Carolina, USA
- Melissa Gladstone, University of Liverpool, UK
- Peter Halpin, University of North Carolina, USA
- Hollie Hix-Small, Portland State University, USA
- Magdalena Janus, McMaster University, Canada
- Gillian Lancaster, Keele University, UK
- Dana Charles McCoy, Harvard University, USA
- Abigail Raikes, University of Nebraska Medical Center, USA
- Nirmala Rao, University of Hong Kong, China, Hong Kong Special Administrative Region
- Ghassan Shakhshir, An Najah University, State of Palestine

Members of the Global Standards Setting Panel

- Claudia Regina Lindgren Alves, Un. Federal de Minas Gerais, Brazil
- Yvonne Becher, The Child Development Centre, China, Hong Kong Special Administrative Region
- Maureen Black, University of Maryland School of Medicine, USA
- Jennifer Grisham-Brown, University of Kentucky, USA
- Gauri Divan, Sangath, India
- Kirsten Donald, University of Cape Town, South Africa
- Melissa Gladstone, Un. of Liverpool, UK
- Frances Page Glascoe, Vanderbilt University, USA
- Meta van den Heuvel, Hospital for Sick Children, Netherlands
- Gwendoline Kandawasvika, University of Zimbabwe, Zimbabwe
- Shazia Maqbool, The Children's Hospital and Institute of Child Health, Pakistan
- Fahmida Tofail, International Centre for Diarrhoeal Disease Research, Bangladesh
- Erika Marcela Osorio Valencia, National Institute of Perinatology, Mexico
- Tao Xin, Beijing Normal University, China
- Pia Zeinoun, American University of Beirut, Lebanon

GENERAL CHARACTERISTICS

- ✓ Generate internationally comparable, population level data
- ✓ Routine monitoring and evaluation
- ✓ Track gaps in equity
- ✓ Inform evidence-based policy

The ECDI2030 is a measurement tool aligned with SDG indicator 4.2.1. It can:

- be implemented in the context of population-based surveys by national statistical authorities.
- produce comparable, standardized, representative prevalence estimates at the national level.

This new measure is:

- ✓ Conceptually valid
- ✓ Psychometrically robust
- ✓ Culturally adequate accross contexts
- ✓ Adequate for population measurement at scale
- ✓ Policy relevant

X **Not intended to** evaluate interventions or conduct assessments of individual children.

Comprehensive review and expert rating on +500 items from +20 instruments

DRAFT SET OF QUESTIONS

Evaluating items in terms of comprehension, interpretation and cultural adequacy through cognitive testing in Bulgaria, Mexico, Uganda and the United States

REVISED DRAFT SET OF QUESTIONS

Testing the administration of items in population-based surveys in Belize, Mexico and the State of Palestine

Harmonizing a global dataset with data from the ECDI2030 field tests and an additional 33 countries

Identifying the best items using discrimination and difficulty properties

Undertaking further analyses to identify the minimum set of items fulfilling content and age coverage criteria

FINAL SET OF QUESTIONS

Defining cut-scores through a standards setting exercise

CONSTRUCTION OF THE INDEX

Translating the module into 8 languages

Developing manuals, training material, syntaxes for data analysis, tabulation plans and templates for reporting

FINAL SET OF QUESTIONS

FURTHER ANALYSIS AND COGNITIVE TESTING ECDI:

- Cognitive testing of the MICS-ECDI questionnaire was conducted in Jamaica and in India.
- Psychometric analyses were done on MICS5 data from Bangladesh (2012-2013).

DESK REVIEW AND EXPERT RATING:

- Building on an earlier scoping exercise, some 20 instruments and more than 500 items were reviewed against a set of criteria:
 - Conceptual relevance;
 - Existence of empirical evidence, including longitudinal data for predictability;
 - Relevance to diverse populations and cross-cultural applicability;
 - Ability of caregivers to provide an accurate assessment;
 - Policy relevance;
 - Interpretability.

DISCUSSION AND REVISION OF:

- Domains covered by the ECDI;
- Direct child assessment versus parental report;
- Definition of “developmentally on track”;
- The age group covered by the MICS-ECDI;
- Response scales of the MICS-ECDI.

Comprehensive review and expert rating on +500 items from +20 instruments

DRAFT SET OF QUESTIONS

Evaluating items in terms of comprehension, interpretation and cultural adequacy through cognitive testing in Bulgaria, Mexico, Uganda and the United States

REVISED DRAFT SET OF QUESTIONS

Testing the administration of items in population-based surveys in Belize, Mexico and the State of Palestine

Harmonizing a global dataset with data from the ECDI2030 field tests and an additional 33 countries

Identifying the best items using discrimination and difficulty properties

Undertaking further analyses to identify the minimum set of items fulfilling content and age coverage criteria

FINAL SET OF QUESTIONS

Defining cut-scores through a standards setting exercise

CONSTRUCTION OF THE INDEX

Translating the module into 8 languages

Developing manuals, training material, syntaxes for data analysis, tabulation plans and templates for reporting

FINAL SET OF QUESTIONS

COGNITIVE TESTING OF DRAFT SET:

- Cognitive testing is a standardized qualitative methodology to evaluate survey questions in terms of comprehension and interpretation.
 - Identifies problematic phrasing/wording of items;
 - Uncovers patterns of interpretation and mismatches; between intention of the item and respondents' interpretations that lead to false positive or false negative answers;
 - Explores alternative item wording and response options.
- In-depth, semi-structured interviews with iterative questions were done on a total sample of 149 women.
- Testing of 59 items completed in the US, Mexico, Bulgaria and Uganda during 2017-2018.
- Results compiled across countries into consolidated written report with recommendations for further refinement/revision of item wording.

Comprehensive review and expert rating on +500 items from +20 instruments

DRAFT SET OF QUESTIONS

Evaluating items in terms of comprehension, interpretation and cultural adequacy through cognitive testing in Bulgaria, Mexico, Uganda and the United States

REVISED DRAFT SET OF QUESTIONS

Testing the administration of items in population-based surveys in Belize, Mexico and the State of Palestine

Harmonizing a global dataset with data from the ECDI2030 field tests and an additional 33 countries

Identifying the best items using discrimination and difficulty properties

Undertaking further analyses to identify the minimum set of items fulfilling content and age coverage criteria

FINAL SET OF QUESTIONS

Defining cut-scores through a standards setting exercise

CONSTRUCTION OF THE INDEX

Translating the module into 8 languages

Developing manuals, training material, syntaxes for data analysis, tabulation plans and templates for reporting

FINAL SET OF QUESTIONS

FIELD TESTING:

- Field test of ECDI draft set within a household survey – MICS – implemented with NSOs.
- Probabilistic representative samples
- Use of standardized protocols:
 - Standard questionnaires and fieldwork instructions
 - Standard fieldwork logistics and protocols
 - Standard CAPI application with tablets
 - Pre-test of all survey instruments and procedures
 - Dedicated training of enumerators
 - Standard protocol for data quality checks during and after fieldwork
 - Standard data processing tools
- Surveys included household, women's and child's questionnaire
- In Mexico, also anthropometry and ECD direct assessment.

Comprehensive review and expert rating on +500 items from +20 instruments

DRAFT SET OF QUESTIONS

Evaluating items in terms of comprehension, interpretation and cultural adequacy through cognitive testing in Bulgaria, Mexico, Uganda and the United States

REVISED DRAFT SET OF QUESTIONS

Testing the administration of items in population-based surveys in Belize, Mexico and the State of Palestine

Harmonizing a global dataset with data from the ECDI2030 field tests and an additional 33 countries

Identifying the best items using discrimination and difficulty properties

Undertaking further analyses to identify the minimum set of items fulfilling content and age coverage criteria

FINAL SET OF QUESTIONS

Defining cut-scores through a standards setting exercise

CONSTRUCTION OF THE INDEX

Translating the module into 8 languages

Developing manuals, training material, syntaxes for data analysis, tabulation plans and templates for reporting

FINAL SET OF QUESTIONS

HARMONIZATION OF AVAILABLE DATA:

– **ECDI2030 field tests**

- Mexico
- Palestine
- Belize

– **Hong Kong University-ECDI**

- Bangladesh
- China
- India
- Myanmar

– **CREDI**

- Bangladesh
- Brazil
- Cambodia
- Chile
- Colombia
- Ghana
- Guatemala
- India
- Jordan
- Laos
- Lebanon
- Nepal
- Pakistan
- Philippines
- Tanzania
- USA
- Zambia

– **Statistics Canada** (NLSCY and SYC)

– **MELQO** (6 countries)

– **MODEL** (5 countries)

**Around 60k children
24 to 59 months**

Comprehensive review and expert rating on +500 items from +20 instruments

DRAFT SET OF QUESTIONS

Evaluating items in terms of comprehension, interpretation and cultural adequacy through cognitive testing in Bulgaria, Mexico, Uganda and the United States

REVISED DRAFT SET OF QUESTIONS

Testing the administration of items in population-based surveys in Belize, Mexico and the State of Palestine

Harmonizing a global dataset with data from the ECDI2030 field tests and an additional 33 countries

Identifying the best items using discrimination and difficulty properties

Undertaking further analyses to identify the minimum set of items fulfilling content and age coverage criteria

FINAL SET OF QUESTIONS

Defining cut-scores through a standards setting exercise

CONSTRUCTION OF THE INDEX

Translating the module into 8 languages

Developing manuals, training material, syntaxes for data analysis, tabulation plans and templates for reporting

FINAL SET OF QUESTIONS

ITEM SELECTION:

- Psychometric analyses on the performance of individual items in all the countries with available data was used to inform item selection.
- Initial item selection was based on item difficulty and discrimination and other predefined criteria established in consultation with the IAEG-ECD.

TWO GUIDING PRINCIPLES:

- Content coverage: number of subdomains should be maintained
- Age coverage: probabilities of endorsement should cover the entire age range

Comprehensive review and expert rating on +500 items from +20 instruments

DRAFT SET OF QUESTIONS

Evaluating items in terms of comprehension, interpretation and cultural adequacy through cognitive testing in Bulgaria, Mexico, Uganda and the United States

REVISED DRAFT SET OF QUESTIONS

Testing the administration of items in population-based surveys in Belize, Mexico and the State of Palestine

Harmonizing a global dataset with data from the ECDI2030 field tests and an additional 33 countries

Identifying the best items using discrimination and difficulty properties

Undertaking further analyses to identify the minimum set of items fulfilling content and age coverage criteria

FINAL SET OF QUESTIONS

Defining cut-scores through a standards setting exercise

CONSTRUCTION OF THE INDEX

Translating the module into 8 languages

Developing manuals, training material, syntaxes for data analysis, tabulation plans and templates for reporting

FINAL SET OF QUESTIONS

FURTHER PSYCHOMETRIC ANALYSES:

- Flag for lack of sensitivity and specificity of items in relation to direct assessment
- Inspect test information functions and identify items providing less information for the same level of difficulty.

Comprehensive review and expert rating on +500 items from +20 instruments

DRAFT SET OF QUESTIONS

Evaluating items in terms of comprehension, interpretation and cultural adequacy through cognitive testing in Bulgaria, Mexico, Uganda and the United States

REVISED DRAFT SET OF QUESTIONS

Testing the administration of items in population-based surveys in Belize, Mexico and the State of Palestine

Harmonizing a global dataset with data from the ECDI2030 field tests and an additional 33 countries

Identifying the best items using discrimination and difficulty properties

Undertaking further analyses to identify the minimum set of items fulfilling content and age coverage criteria

FINAL SET OF QUESTIONS

Defining cut-scores through a standards setting exercise

CONSTRUCTION OF THE INDEX

Translating the module into 8 languages

Developing manuals, training material, syntaxes for data analysis, tabulation plans and templates for reporting

FINAL SET OF QUESTIONS

STANDARDS SETTING PILOT:

- Pilot the overall approach for ECDI2030 standards setting.
- Generate a series of recommended cut scores in the context of a summative competency-based ECD assessment collected using the new measure.
- Distinguish between ‘on track’ and ‘not on track’ children in terms of their development.
- Need for specificity over sensitivity.



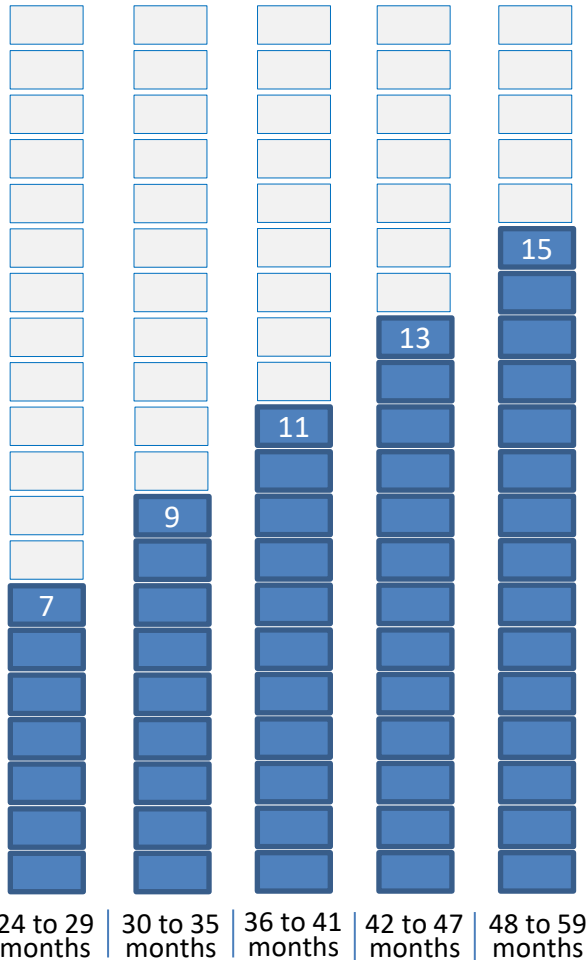
Early Childhood Development



20 ITEMS

ECDI2030 INDICATOR

ECDI2030
Early Childhood Development Index



MINIMUM NUMBER OF MILESTONES EXPECTED BY AGE GROUP



The 20 items in the ECDI2030 are used to generate **one single indicator**



Number of children aged 24 to 59 months who have achieved the minimum number of milestones expected for their age group

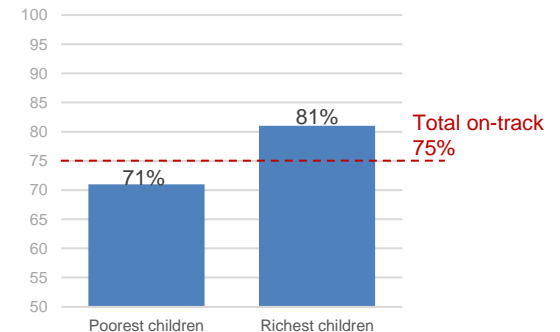
$$\text{ECDI2030} = \frac{\text{Number of children aged 24 to 59 months who have achieved the minimum number of milestones expected for their age group}}{\text{Total number of children aged 24 to 59 months}}$$



SDG indicator 4.2.1

SDG 4.2.1
Proportion of children aged 24 to 59 months who are developmentally on track in health, learning and psychosocial well-being

Total indicator value and disaggregated values



Comprehensive review and expert rating on +500 items from +20 instruments

DRAFT SET OF QUESTIONS

Evaluating items in terms of comprehension, interpretation and cultural adequacy through cognitive testing in Bulgaria, Mexico, Uganda and the United States

REVISED DRAFT SET OF QUESTIONS

Testing the administration of items in population-based surveys in Belize, Mexico and the State of Palestine

Harmonizing a global dataset with data from the ECDI field tests and an additional 33 countries

Identifying the best items using discrimination and difficulty properties

Undertaking further analyses to identify the minimum set of items fulfilling content and age coverage criteria

FINAL SET OF QUESTIONS

Defining cut-scores through a standards setting exercise

CONSTRUCTION OF THE INDEX

Translating the module into 8 languages

Developing manuals, training material, syntaxes for data analysis, tabulation plans and templates for reporting

FINAL SET OF QUESTIONS

IMPLEMENTATION PACKAGE

Tools for survey planning:

- Quick implementation guide
- Guidelines on integration in household surveys
- Frequently asked questions
- Slide decks

Tools for survey preparation:

- Standard questionnaire in 8 languages
- Instructions for interviewers
- Training slide deck and materials
- Data quality guidance

Tools for data analyses and report:

- Syntaxes for data processing and analyses
- Tabulation plan
- Data analyses slide deck
- Report template

Other tools:

- Guidelines on further analysis and dissemination

CORE IMPLEMENTATION ASPECTS

SURVEY DESIGN

- National representative samples
- In countries with very low fertility rates, oversample of household with children younger than 5 years old might be recommended

QUESTIONNAIRE DESIGN

- Questionnaire that collects information on children aged 24 to 59 months, administered exclusively to the child's mother/primary caregiver
- No questions should be added or removed, nor should there be changes to question phrasing, question order or to the response options

TRAINING

- Around 3 hours for review, practice and mock interviews
- Separate training for paper questionnaires and CAPI application

SURVEY IMPLEMENTATION AND DATA QUALITY

- Supervision protocols throughout all fieldwork stages to minimize overall non-response and low quality data

DATA PROCESSING AND REPORTING

- Standard syntax to generate the ECDI2030 indicator to report on SDG 4.2.1
- Sample weights reflecting selection probabilities and non-response
- To identify existing population disparities, the ECDI2030 indicator can be disaggregated by sex, sub-national areas, household wealth and other key variables

HEALTH DOMAIN

Question by question instructions





ECDI2030

Early Childhood Development Index



The health domain comprises 4 questions across 3 sub-domains. It addresses child's physical development, capturing skills and milestones related to motor development and self-care.

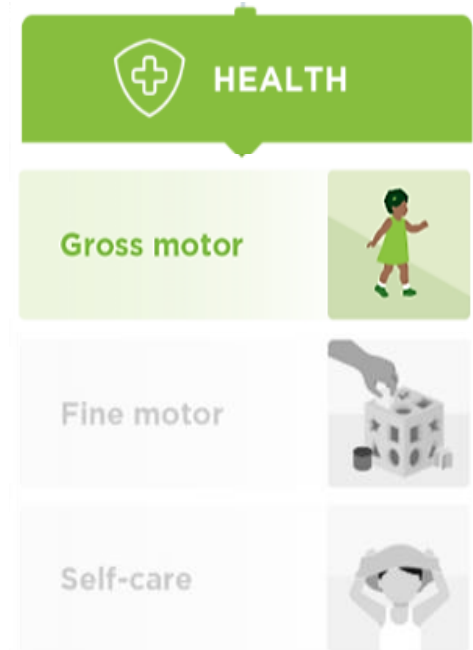
OPENING INSTRUCTIONS

I WOULD LIKE TO ASK YOU ABOUT CERTAIN THINGS (*NAME*) IS CURRENTLY ABLE TO DO. PLEASE KEEP IN MIND THAT CHILDREN CAN DEVELOP AND LEARN AT A DIFFERENT PACE. FOR EXAMPLE, SOME START TALKING EARLIER THAN OTHERS, OR THEY MIGHT ALREADY SAY SOME WORDS BUT NOT YET FORM SENTENCES. SO, IT IS FINE IF YOUR CHILD IS NOT ABLE TO DO ALL THE THINGS I AM GOING TO ASK YOU ABOUT. YOU CAN LET ME KNOW IF YOU HAVE ANY DOUBTS ABOUT WHAT ANSWER TO GIVE.

ECD1. CAN (NAME) WALK ON AN UNEVEN SURFACE, FOR EXAMPLE A BUMPY OR STEEP ROAD, WITHOUT FALLING?

This item targets gross motor development.

Instructions: The child can walk more than several steps on an uneven surface, such as up and down an incline (a hill or a ramp, for example) or on a bumpy surface (such as gravel), without falling. The child should be able to demonstrate this without the help or assistance of others (for example, not while holding someone's hand), or without holding any object that might help him or her walk.



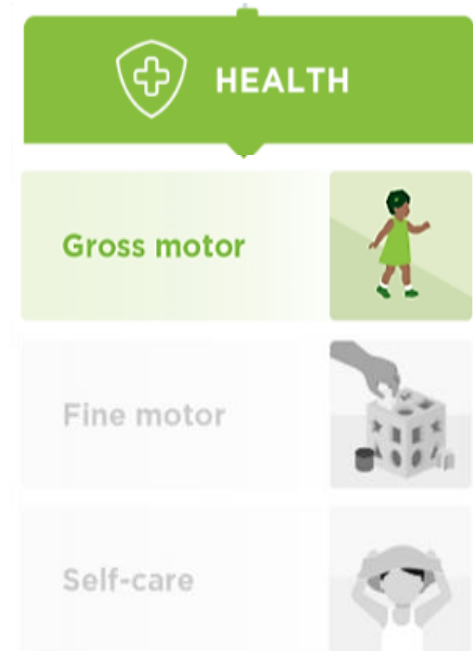
ECD2. CAN (NAME) JUMP UP WITH BOTH FEET LEAVING THE GROUND?

This item targets gross motor development.

Instructions: The child can jump with both feet off the ground at the same time. This can be demonstrated by the child jumping straight up in the air or in another direction (such as forward, backward or to the side).

Record 'NO' if the respondent says that the child can only jump with help or when holding onto something/someone.

Also record 'NO' if the respondent says that the child can only jump down from somewhere, for example, jump down from a stair or step.

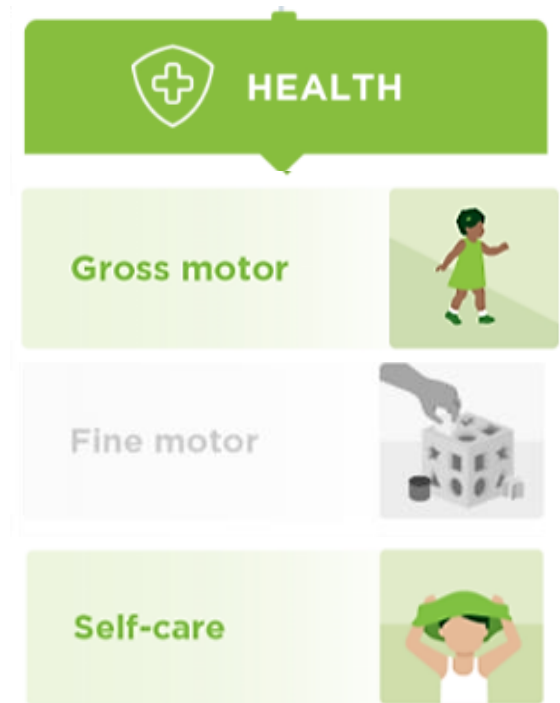


ECD3. CAN (NAME) DRESS (HIM/HERSELF), THAT IS, PUT ON PANTS AND A SHIRT WITHOUT HELP?

This item targets self-care and gross motor development.

Instructions: The child can put on his/her own clothes (for example, pants, shirt, dress, jacket) without help from others. The child does not need to be able to dress correctly (in other words, the shirt can be backwards), or tie shoelaces or close complex fixtures (such as clasps).

Please note that if the respondent answers that the child does not wear any clothes, for example in very warm climates, then you should record the answer as 'DON'T KNOW'.



ECD4. CAN (NAME) FASTEN AND UNFASTEN BUTTONS WITHOUT HELP?

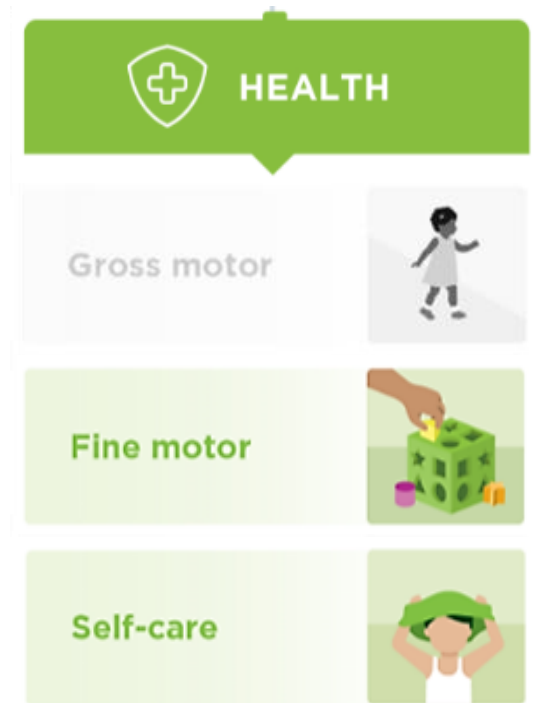
This item targets fine motor skills.

Instructions:

The child is able to button and unbutton shirts, pants, or other pieces of clothing without the assistance of an adult or other child. Record 'YES' for any answer that reflects that the child can fasten AND unfasten. Record 'YES' if the respondent says that the child can only fasten and unfasten the bigger buttons on a specific piece of clothing, but not on others that have smaller-sized buttons. The size of the buttons that the child can fasten/unfasten is irrelevant.

Please note:

- this question does not include other types of fastening fixtures such as snaps, hooks, ties or zippers, which therefore should be recorded as 'NO' answers.
- if the respondent answers that the child has never had a chance to manipulate buttons, then you should record the answer as 'DON'T KNOW'.



LEARNING DOMAIN

Question by question instructions





ECDI2030

Early Childhood Development Index



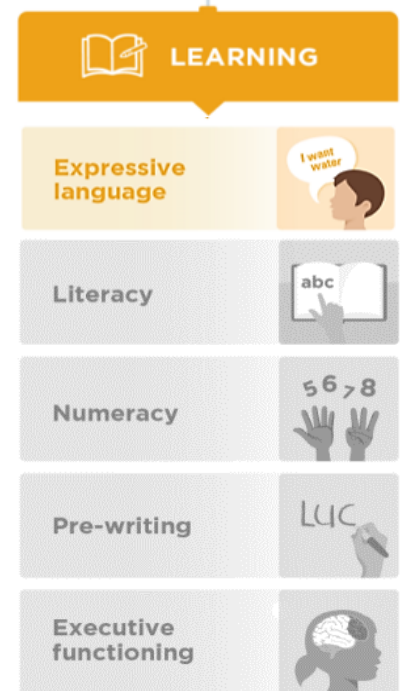
The learning domain comprises five subdomains that reflect early pre-academic skills and competencies critical to the later acquisition of more complex skills as well as academic success.

ECD5. CAN (NAME) SAY 10 OR MORE WORDS, LIKE “MAMA” OR “BALL”?

This item targets expressive language.

Instructions: The child can clearly say 10 or more different words. These words can be real words (such as objects or names) or ‘made up’ words that the child consistently uses to convey meaning (for example, a nickname for a person or food).

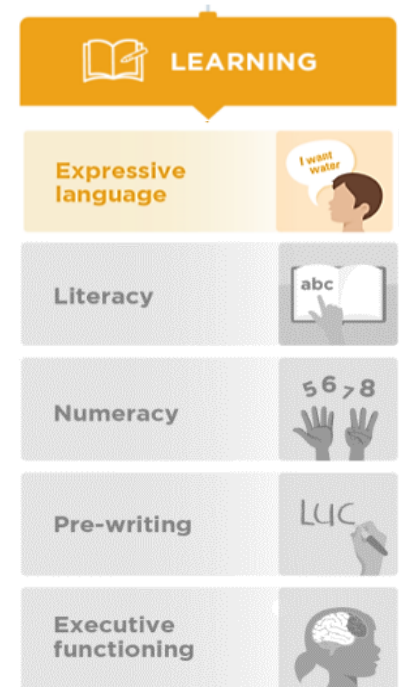
- Sometimes children can use different names or nicknames for familiar objects or persons. For instance, the child might say ‘gada’ instead of ‘grandad’ or say ‘sippy’ instead of ‘cup’, in which case you should also record ‘YES’ if the respondent conveys that the child usually uses that word to refer to that person or object.
- It is fine if the respondent starts naming the words the child can say, if that helps her determine whether the child knows 10 words, but please note that she still has to give a yes or no answer by herself, so that you can record the respondent’s answer. If the child used two different words to refer to the same object or person, for example ‘mother’ and ‘mummy’, these should count as only one word.



Please note that, in some contexts, children might use words in different languages. All questions that target verbal abilities refer to words produced in any language.

ECD6. CAN (*NAME*) SPEAK USING SENTENCES OF 3 OR MORE WORDS THAT GO TOGETHER, FOR EXAMPLE, “I WANT WATER” OR “THE HOUSE IS BIG”?

ECD7. CAN (*NAME*) SPEAK USING SENTENCES OF 5 OR MORE WORDS THAT GO TOGETHER, FOR EXAMPLE, “THE HOUSE IS VERY BIG”?

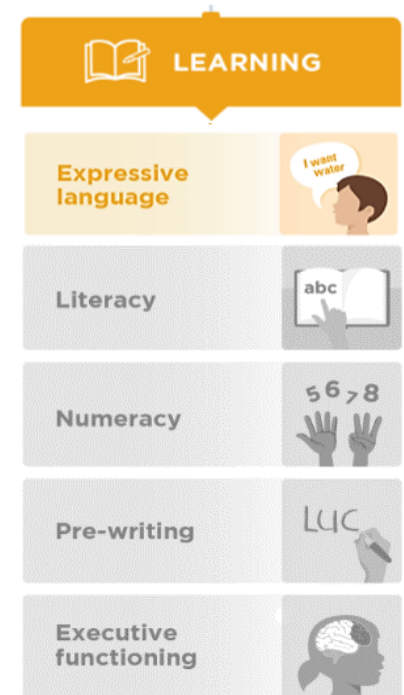


ECD6. AND ECD7. CAN (NAME) SPEAK USING SENTENCES OF 3/5 OR MORE WORDS THAT GO TOGETHER?

These items targets expressive language.

Instructions: The child can clearly speak by forming short simple sentences of three or more words. These sentences should reflect a child’s ability to link words together to convey thoughts or feelings. For example, the sentence could include a subject, verb and object combination (for example, “I see a **dog**”), or it could include a directive (“I want more”).

- Simple and/or repetitive word combinations (e.g. “go, go, go”) as well as repetition of familiar rhymes or sentences the child commonly hears (e.g. “twinkle, twinkle little star”) should be recorded as “NO”.
- Record “YES” for any answer that reflects that the child can communicate using short simple sentences of at least three/five words.



SKIP PATTERN FOR ECD6 AND ECD7

- **This is the only skip in the module.**
- If the respondent answers 'Yes' then the interviewer should proceed with ECD7. If the respondent answers 'No' or 'Don't know' then the interviewer should skip to ECD8.

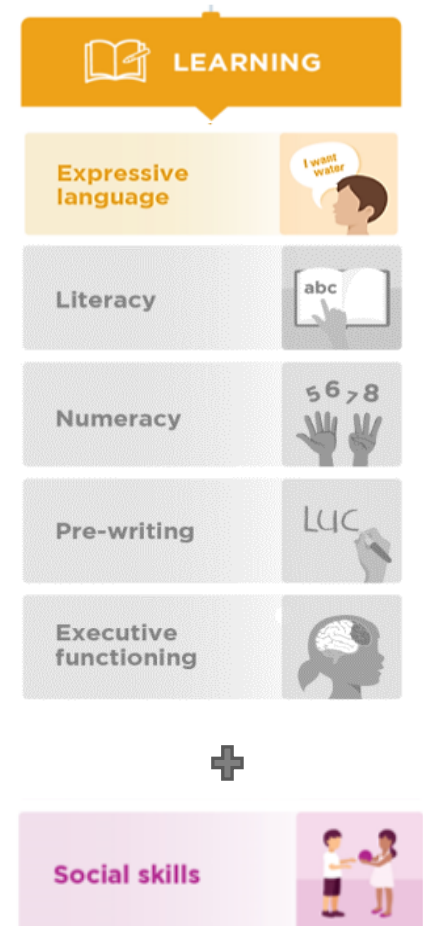
ECD6. CAN (NAME) SPEAK USING SENTENCES OF 3 OR MORE WORDS THAT GO TOGETHER, FOR EXAMPLE, "I WANT WATER" OR "THE HOUSE IS BIG"?	YES	1	
	NO	2	2⇒ECD8
	DK	8	8⇒ECD8
ECD7. CAN (NAME) SPEAK USING SENTENCES OF 5 OR MORE WORDS THAT GO TOGETHER, FOR EXAMPLE, "THE HOUSE IS VERY BIG"?	YES	1	
	NO	2	
	DK	8	

ECD8. CAN (*NAME*) CORRECTLY USE ANY OF THE WORDS 'I', 'YOU', 'SHE', OR 'HE', FOR EXAMPLE, "I WANT WATER" OR "HE EATS RICE"?

This item targets expressive language and the ability to recognize self and/or others.

Instructions: The child can use at least one pronoun (such as, 'I', 'you', 'he', 'she', 'we', 'they') correctly in sentences.

- If the child is able to refer to a third person (he or she) but mixes up the sexes you should also record "YES".



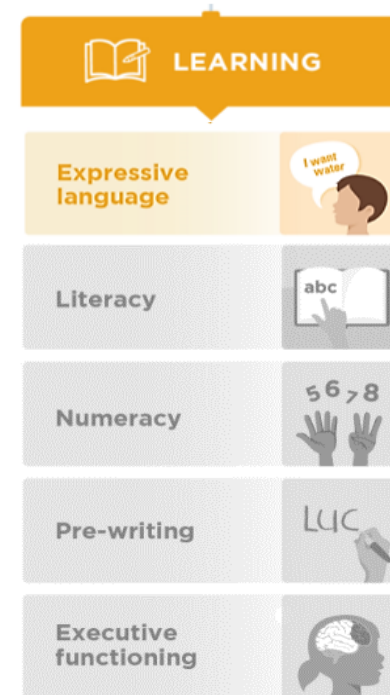
ECD9. IF YOU SHOW (*NAME*) AN OBJECT (HE/SHE) KNOWS WELL SUCH AS A CUP OR ANIMAL, CAN (HE/SHE) CONSISTENTLY NAME IT?

BY CONSISTENTLY WE MEAN THAT (HE/SHE) USES THE SAME WORD TO REFER TO THE SAME OBJECT, EVEN IF THE WORD USED IS NOT FULLY CORRECT.

This item targets expressive language and object recognition.

Instructions: When the child is shown a familiar object, the child can state the object's name (or a preferred nickname) consistently. By consistently we mean that the child uses the same word to refer to the same object, even if the word used is not fully correct.

- Record 'YES' for any answer that reflects that the child can say the object's name in a consistent way, this is, always using that word to refer to the object.
- Please note that sometimes children can use different names or nicknames for familiar objects or persons. For instance, the child can say 'gada' instead of 'grandad' or say 'sippy' instead of 'cup'. You should record 'YES' if the respondent conveys that the child usually uses that word to refer to that person or object.

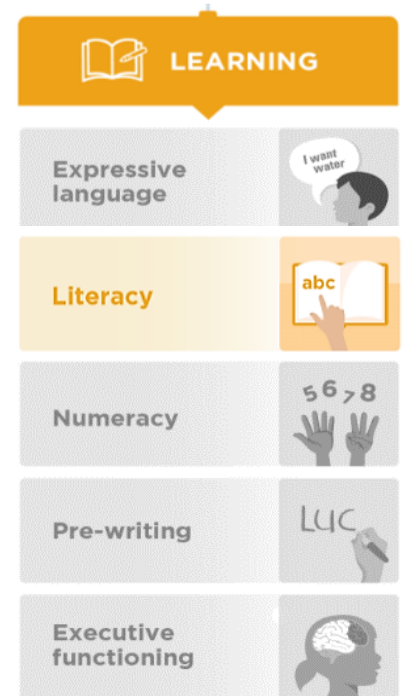


ECD10. CAN (*NAME*) RECOGNIZE AT LEAST 5 LETTERS OF THE ALPHABET?

This item targets early literacy skills and letter identification.

Instructions: The purpose of this item is to determine whether the child can clearly identify or recognize at least 5 letters of the local alphabet.

- Recognizing letters does not imply that the child can read or verbally name the letters, therefore if the child is able to point to 5 letters when asked, for example, “Which is A?”, you should record “YES”.
- Vowels count as letters, so you should record “YES” if the respondent says, for example, “Child only knows A E I O U”. If the respondent says that the child only knows the 5 letters in his name, then you should probe to understand if the child’s name is composed of 5 different letters (for example, PEDRO), or less than 5 different letters (for example, CATIA).
- Record “NO” if the respondent says that the child can only say the alphabet or some letters of his/her name. For example, some children might sing the alphabet song, but they might yet not be able to recognize letters in print.

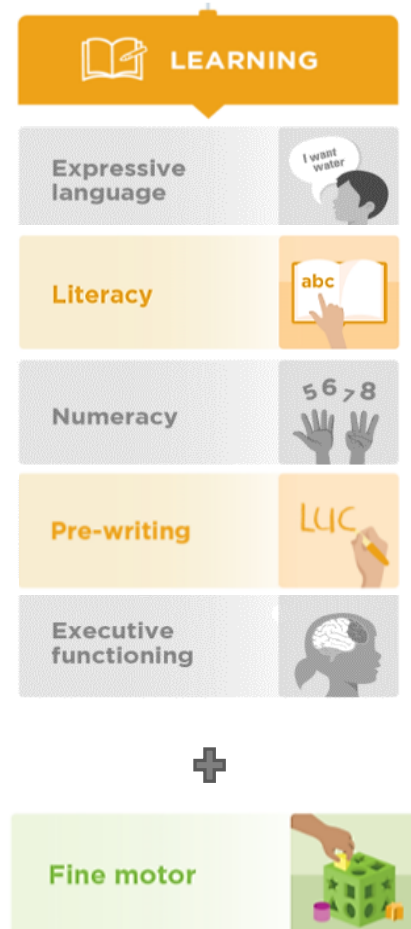


ECD11. CAN (*NAME*) WRITE (HIS/HER) NAME?

This item targets fine motor development and early literacy skills.

Instructions: The child can use letters of the local alphabet to spell out his/her own name or a nickname in print/block letters (not cursive/handwriting). The child does not need to be able to write both his/her first and last name. The child also does not need to be able to write his/her name correctly (for example, letters may be reversed).

- Record “YES” if the child can write his/her name either in full or in part. A name other than his own (such as the name of a pet or favorite friend) is also a valid answer.
- Record “NO” if the child can only write letters using his fingers (for example, finger painting or writing name in the sand using fingers).

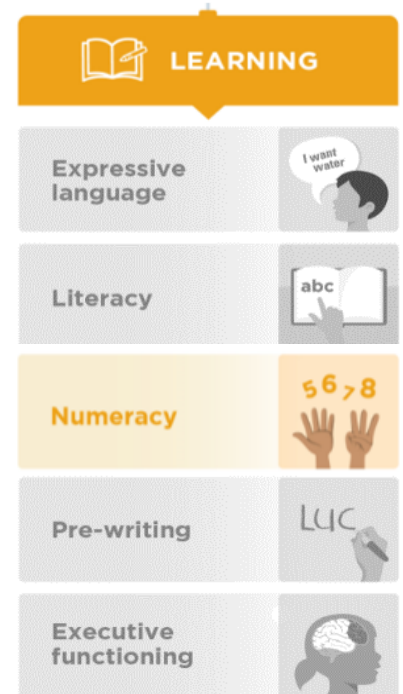


ECD12. CAN (NAME) RECOGNIZE ALL NUMBERS FROM 1 TO 5?

This item primarily targets early numeracy and math and, secondarily, early literacy.

Instructions: The purpose of this item is to determine whether the child can clearly identify or recognize all written or printed numbers from 1 to 5 in his/her native language. To 'recognize' written numbers does not necessarily mean the child can verbally name the numbers.

- Record “YES” if a child can say the number when shown the symbol written down on paper (e.g., says ‘one’ when shown the number ‘1’) or if a child can point to a number when asked (“which is the number ‘1’?”).
- Record “NO” if the respondent says that the child can only say some numbers he/she knows well from memory. For example, some children might sing a song with numbers, but they might yet not be able to recognize numbers in print.

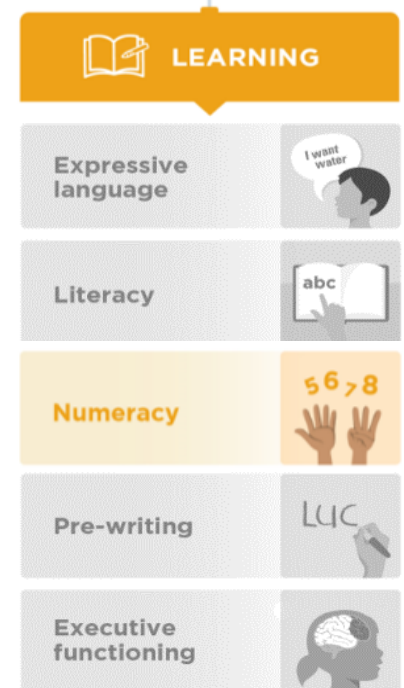


ECD13. IF YOU ASK (*NAME*) TO GIVE YOU 3 OBJECTS, SUCH AS 3 STONES OR 3 BEANS, DOES (HE/SHE) GIVE YOU THE CORRECT AMOUNT?

This item primarily targets early numeracy and math, particularly one-to-one correspondence.

Instructions: The child can hand or bring you a specific and correct number of items that you request. Record 'YES' if the child gives the correct and specific number of items or objects requested.

- Record 'YES' if the respondent says the child is able to give her the correct amount of other objects requested, for example, "I ask him to give me 5 cars and he gives me the correct amount."
- Record 'NO' if the child gives less or more than the number of items or objects requested.

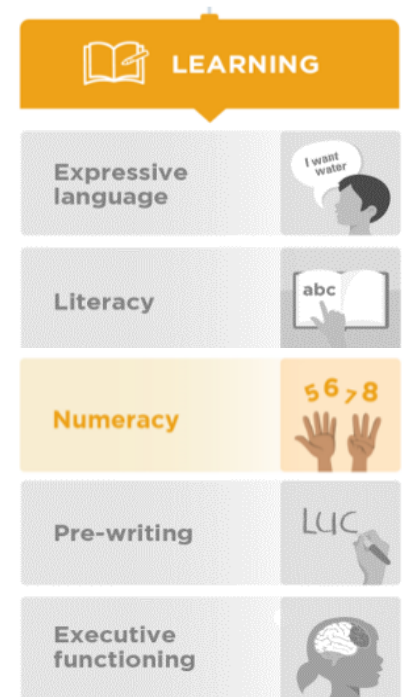


ECD14. CAN (*NAME*) COUNT 10 OBJECTS, FOR EXAMPLE 10 FINGERS OR 10 BLOCKS, WITHOUT MISTAKES?

This item targets early numeracy and math, particularly counting and one-to-one correspondence.

Instructions: The child can clearly and correctly count a finite number of objects up to 10. The child should be able to do so without making mistakes.

- Record 'NO' if the child skips numbers (for example, 1,2,3,5,10) or if the child counts numbers out of order (for example, 1,2,3,4,6,5,7,8,9,10).

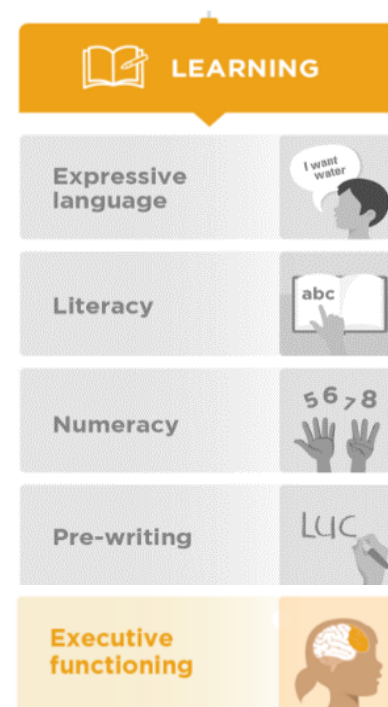


ECD15. CAN (NAME) DO AN ACTIVITY, SUCH AS COLOURING OR PLAYING WITH BUILDING BLOCKS, WITHOUT REPEATEDLY ASKING FOR HELP OR GIVING UP TOO QUICKLY?

This item targets **executive functioning**, which is a term used by psychologists to describe the skills the brain performs that are necessary to think, act, and solve problems. Trouble with executive function can make it hard to focus, among other things.

Instructions: The child can do something (such as a task, an activity or something creative) on his or her own for an appropriate length of time without repeatedly asking for assistance from someone else or giving up too quickly. Please note that the question should not be interpreted as asking if the child finished the activity or not. Rather, it refers only to the ability to independently engage in some activity, such as colouring or playing with building blocks for some time.

- Record 'NO' if the respondent says that the child can only be engaged in passive activities, such as watching cartoons on TV.



PSYCHOSOCIAL WELL-BEING DOMAIN

Question by question instructions





ECDI2030

Early Childhood Development Index

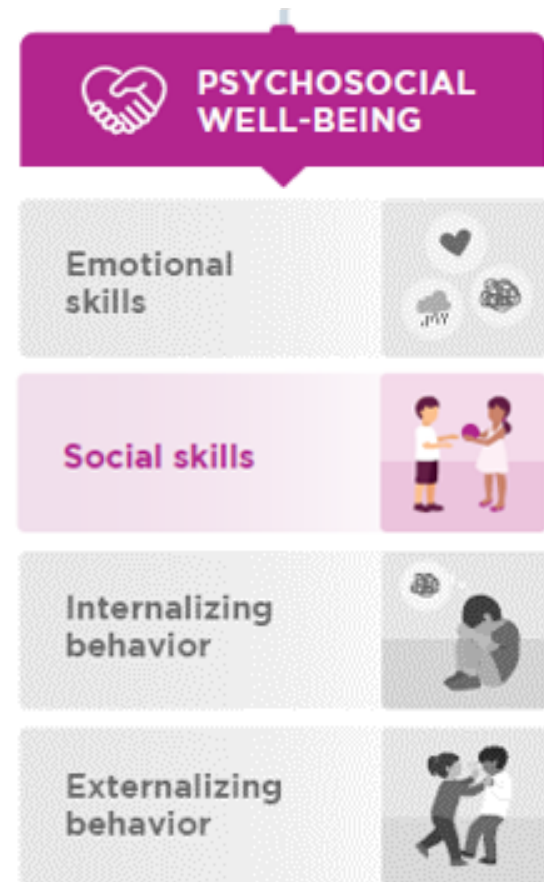


The psychosocial well-being domain is comprised of 6 items across 4 sub-domains related with social-emotional skills and psychological well-being.

ECD16. DOES (NAME) ASK ABOUT FAMILIAR PEOPLE OTHER THAN PARENTS WHEN THEY ARE NOT THERE, FOR EXAMPLE, “WHERE IS GRANDMA?”?

This item targets social cognition skills and expressive language. Social cognition is a term within the field of social psychology that refers to the ability to perceive, remember, making senses and thinking about other people in our social world. In small children, this skill first develops in relation to those people that are close to the child, manifesting in verbal questions about familiar people.

Instructions: The child asks questions about other people he/she knows, other than parents or primary caregivers, when that person is absent or not in sight. This can include asking about where people are, when they will visit, or what they are doing.

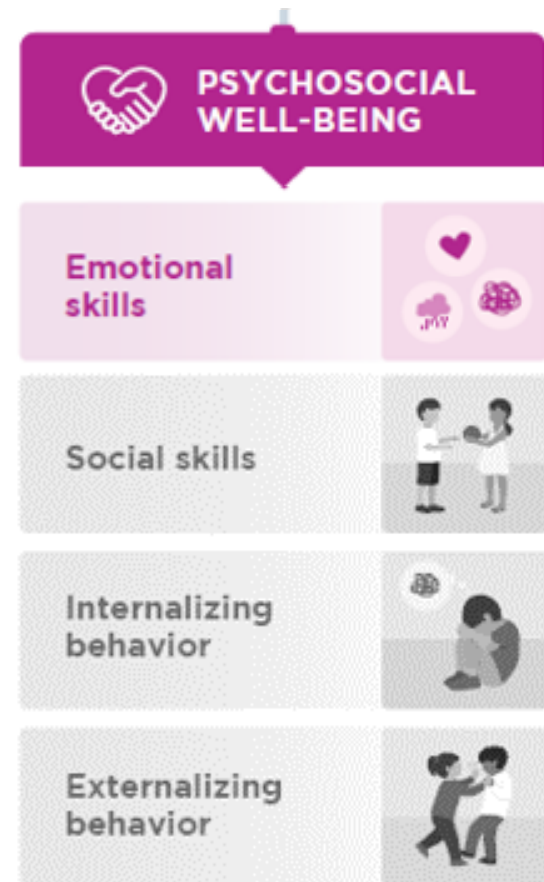


ECD17. DOES (NAME) OFFER TO HELP SOMEONE WHO SEEMS TO NEED HELP?

This question targets **empathy and early prosocial behaviour**. Prosocial behaviour includes behaviours such as helping or providing comfort to another and reflects empathy and concern about the welfare of other people.

Instructions: The child offers to help either adults or other children (including siblings) when they seem to need help, without being told to do so. Understanding that someone needs help requires being able to understand another's point of view. Recognizing that a person is in distress or upset is developed first and at earlier ages, followed by an understanding of how to help and a demonstrated willingness to offer help in some way.

- Record 'NO' if the respondent says that the child only offers to help others when told to do so. For example, if the child helps a sibling because the mother asked him or her to do so.

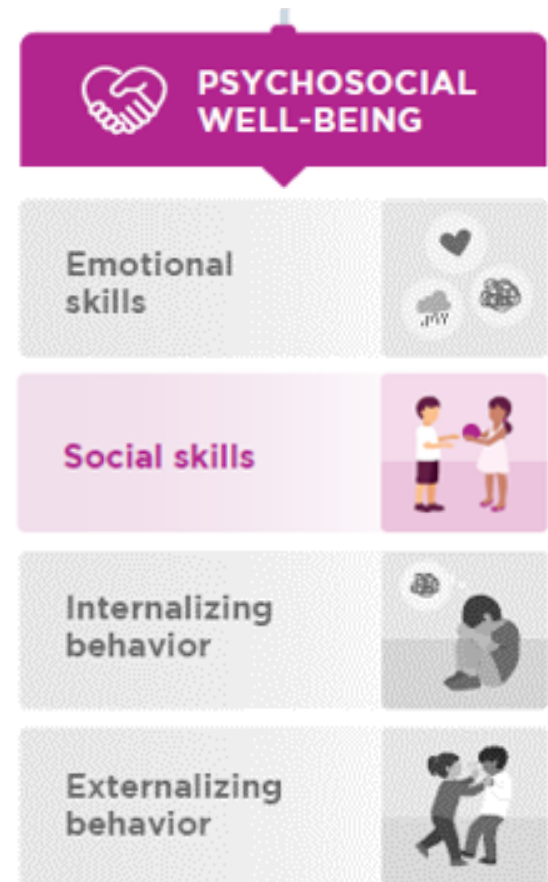


ECD18. DOES (NAME) GET ALONG WELL WITH OTHER CHILDREN?

This question targets **social competence**, which is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social interactions. Similar to other skills, social competence is gradually acquired as children get older and might be observed during some, but not all, of the child's interactions with other children.

Instructions: The child usually (more often than not) can interact or play with other children in a positive manner.

- Record 'YES' even if the child sometimes does not get along well with other children, which might be expected and appropriate for the child's age and/or developmental stage. If the respondent answers "sometimes", you should probe to understand if the child more often than not gets along well with other children.
- If the respondent mentions that the child does not know or has never interacted with other children, please record the answer as 'DK'.



ECD19. HOW OFTEN DOES (NAME) SEEM TO BE VERY SAD OR DEPRESSED? WOULD YOU SAY: DAILY, WEEKLY, MONTHLY, A FEW TIMES A YEAR OR NEVER?

This item targets emotional well-being, particularly early manifestations of internalizing behaviour problems and is intended to measure the frequency with which children exhibit **excessive unhappiness, sadness or depression**.

How do children express these feelings?

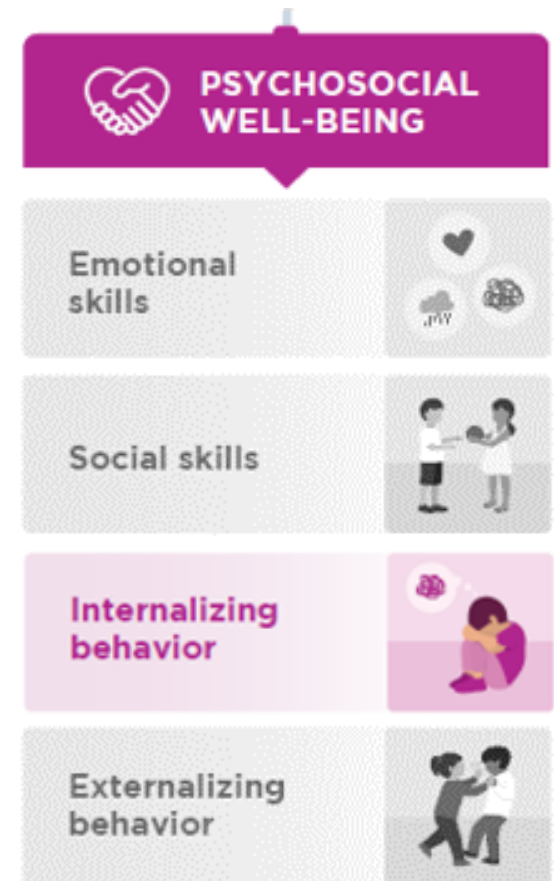
By appearing withdrawn, unenthusiastic or crying without an obvious or apparent cause, for example. It could also be communicated by the child through verbal expressions of sadness. This is distinct from the child simply being tired, though it may look similar.

The item is intended to capture:

- Sadness or upsettedness that interfere with child's health, schooling and/or social development

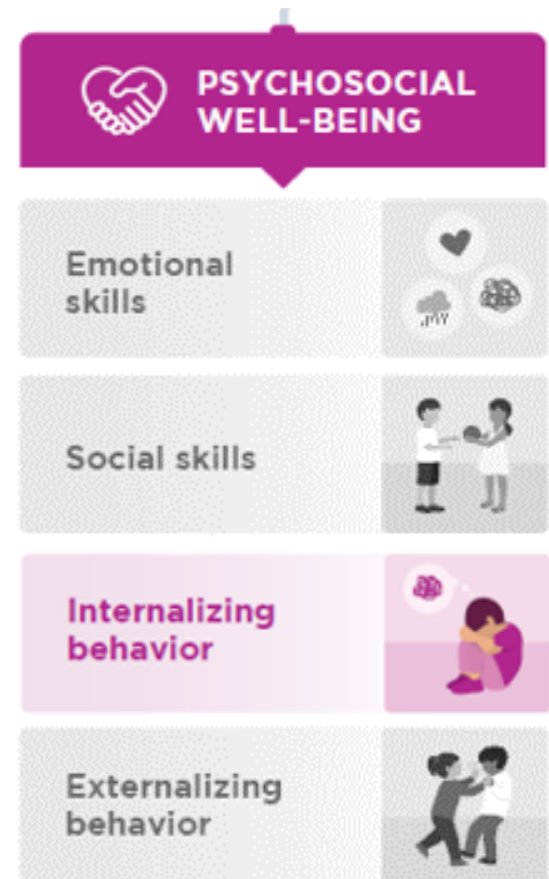
NOT intended to capture:

- Everyday worries, upsets, sadness. some worries and may feel sad,
- Child's response to transitory life events such as grieving in response to the death of a parent or pet, or distress or crying related to starting daycare.



ECD19. HOW OFTEN DOES (NAME) SEEM TO BE VERY SAD OR DEPRESSED? WOULD YOU SAY: DAILY, WEEKLY, MONTHLY, A FEW TIMES A YEAR OR NEVER?

If a particular life event is the trigger of a more pronounced problem with worry or sadness, it might be necessary that the interviewer probes to understand if the respondent is referring only to a transitory reaction to a recent life event. If the respondent answers that the child's sadness is due to a transitory and recent life event, the interviewer should ask: ***“Apart from that specific context/event, how often does (name) seem to be very sad or depressed?”*** and proceed to record the correct answer.

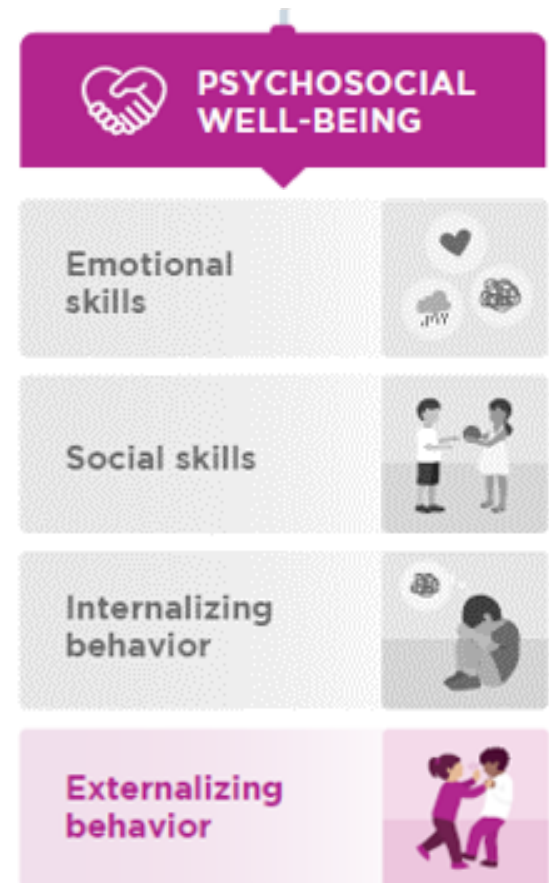


ECD20. COMPARED WITH CHILDREN OF THE SAME AGE, HOW MUCH DOES (NAME) KICK, BITE OR HIT OTHER CHILDREN OR ADULTS? WOULD YOU SAY: NOT AT ALL, THE SAME OR LESS, MORE OR A LOT MORE?

This item aims to capture early aggression or manifestations of externalizing behavior problems.

Instructions: The purpose of this question is to capture children's behavioural difficulties that limit their ability to interact with other people in an appropriate manner. More specifically, this item captures the degree or intensity with which the child demonstrates physical aggression towards other children or adults. This would not include play fighting or what would be considered 'normal' or 'typical' aggression towards a sibling.

The inability to exhibit self-control at one time or another is a normal behaviour for all young children, so the question is preceded by the phrase 'compared with children of the same age' and the response options capture the degree to which the demonstrated behaviour is deemed excessive by the respondent.





unicef 
for every child

THANK YOU.

United Nations Children's Fund (UNICEF) Division of Data,
Analytics, Planning and Monitoring

Website: [data.unicef.org/resources/early-childhood-
development-index-2030-e CDI2030/](https://data.unicef.org/resources/early-childhood-development-index-2030-e CDI2030/)

Contact:

Claudia Cappa, ccappa@unicef.org

Filipa de Castro, edecastro@unicef.org

Nicole Petrowski, npetrowski@unicef.org