ECD Indicators

Multiple Indicator Cluster Surveys
Fourth Round (MICS4)

Regional Data Analysis
West and Central Africa Region (WCAR)
Widespread disparities exist in child development across countries in WCAR.

Percentage of children age 36-59 months who are developmentally on track in literacy/numeracy, physical, social/emotional, and learning domains.

**Early Child Development Index**

- **Ghana**: 73.7
- **Gambia**: 68.0
- **Nigeria**: 60.9
- **Togo**: 55.2
- **Democratic Republic of Congo**: 49.4
- **Central African Republic**: 47.2
- **Mali**: 46.0
- **Sierra Leone**: 45.1
- **Chad**: 33.1

**ECD Index is a measurement tool consisting of a set of 10 questions that assess child development across four domains: Learning, Literacy/Numeracy, Physical Development, and Social/Emotional Development.**

* Preliminary data
Young children have less developed Literacy/Numeracy skills compared to other domains of child development.

Percentage of children age 36-59 months who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains

<table>
<thead>
<tr>
<th>Physical</th>
<th>Literary/numeracy</th>
<th>Social/emotional</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambia*</td>
<td>97.5</td>
<td>81.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Ghana*</td>
<td>97.3</td>
<td>72.9</td>
<td>89</td>
</tr>
<tr>
<td>Central African Republic</td>
<td>95.7</td>
<td>69.5</td>
<td>88.7</td>
</tr>
<tr>
<td>Chad</td>
<td>95.4</td>
<td>68.2</td>
<td>86</td>
</tr>
<tr>
<td>Togo</td>
<td>94.7</td>
<td>67</td>
<td>80.6</td>
</tr>
<tr>
<td>Mali*</td>
<td>94.2</td>
<td>68.8</td>
<td>77</td>
</tr>
<tr>
<td>Nigeria</td>
<td>92.5</td>
<td>66.8</td>
<td>75.4</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>88.8</td>
<td>58.9</td>
<td>71.5</td>
</tr>
<tr>
<td>Democratic Republic of Congo</td>
<td>88.7</td>
<td>58</td>
<td>Chad</td>
</tr>
</tbody>
</table>

*preliminary data
** only summary
In countries surveyed, Adult Support for Learning varies from low to moderate. Among all household members, Fathers are much less engaged.

**Adult Support for Learning**
Percentage of children age 36-59 months with whom an adult has engaged in four or more activities to promote learning and school readiness in the past 3 days

**Father’s Support for Learning**
Percentage of children age 36-59 months with whom the father has engaged in one or more activities to promote learning and school readiness in the past 3 days

*Preliminary data*
Young children’s access to books is very low

Percentage of children under age 5 who have three or more children’s books

Books

- Ghana*
- Sierra Leone
- Gambia*
- Togo
- Central African Republic
- Democratic Republic of Congo
- Chad
- Mali*

*Preliminary data
In countries surveyed, access to playthings is higher than access to books. This is an opportunity to use playthings to stimulate child development.

Percentage of children under age 5 with two or more playthings

![Bar graph showing the percentage of children under age 5 with two or more playthings in various countries.]

- Democratic Republic of Congo: 30.5%
- Togo: 31.2%
- Sierra Leone: 34.6%
- Mali*: 40.0%
- Ghana*: 41.1%
- Gambia*: 42.1%
- Chad: 43.1%
- Central African Republic: 48.4%

*Preliminary data
Inadequate Care is widespread across WCAR countries surveyed

Percentage of children under age 5 left alone or in the care of another child younger than 10 years of age for more than one hour at least once in the past week

**Inadequate care**

- Democratic Republic of Congo: 62.0%
- Central African Republic: 60.7%
- Chad: 56.2%
- Togo: 41.3%
- Mali*: 32.8%
- Sierra Leone: 32.4%
- Ghana*: 20.7%
- Gambia*: 20.7%

*Preliminary data
Children’s Attendance in Early Childhood Education in WCAR presents disparities across countries and within countries.

Percentage of children age 36-59 months who are attending an early childhood education programme.

*Preliminary data
Over time Attendance in Early Childhood Education has remained more or less stagnant in Sierra Leone, however disparities have increased.

Percentage of children age 36-59 months who are attending an early childhood education programme

<table>
<thead>
<tr>
<th>Year</th>
<th>Poorest Quintile</th>
<th>Richest Quintile</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>5</td>
<td>30</td>
<td>11.7</td>
</tr>
<tr>
<td>2005-2007</td>
<td>8</td>
<td>31</td>
<td>12.9</td>
</tr>
<tr>
<td>2009-2010</td>
<td>5</td>
<td>42</td>
<td>13.9</td>
</tr>
</tbody>
</table>

Based on MICS Round 2 (1999-2000)
Based on MICS Round 3 (2005-2007)
Based on MICS Round 4 (2009-2010)