

Indicators

Name	Technical Specification	Notes & Source
Births attend by skilled health staff (% of total)	"Percentage of births attended by skilled health personnel (doctor, nurse, or midwife)."	<p>UNICEF. The State of the World's Children 2016. Available at: http://www.unicef.org/sowc2016/</p> <p>Data come from DHS, MICS, and other nationally representative sources.</p>
Children registered at birth (%)	"Percentage of children less than 5 years old who were registered at the moment of the survey. The numerator of this indicator includes children reported to have a birth certificate, regardless of whether or not it was seen by the interviewer, and those without a birth certificate whose mother or caregiver says the birth has been registered."	<p>UNICEF. The State of the World's Children 2016. Available at: http://www.unicef.org/sowc2016/</p> <p>Data come from DHS, MICS, and other national surveys.</p>
Exclusive breastfeeding for the first 6 months	"Exclusive breastfeeding (EBF) of infants <6 months (%)."	<p>International Food Policy Research Institute (IFPRI). 2015. 2015 Global Nutrition Report Dataset. Washington, DC: International Food Policy Research Institute (IFPRI). http://dx.doi.org/10.7910/DVN/MUOX19</p> <p>Data come from demographic health surveys (DHS), multiple indicator cluster surveys (MICS), and national surveys (NS).</p> <p>Value listed is most recent year available, ranging from 2003-2014 for these countries.</p>
Basic vaccine access (DPT3 only) between the richest and poorest in the country is...	"Vaccinations (DPT 3) (% of children ages 12-23 months)," by wealth quintile.	<p>Data comes from household surveys (DHS, MICS), available via the WHO.</p> <p>Ratings are awarded according to the percentage difference</p>

		<p>between the poorest and richest wealth quintiles.</p> <p>The last 10 years of available data (2004-2014 figures) are considered.</p> <p><u>Stamps</u> 0-10% difference regardless of DPT3 coverage = 'close to equal' If we look at most recent population-level averages for this subset of data, minimum = 70%, maximum = 99%, and mean = 91%.</p> <p>11-20% difference = 'unequal' If we look at most recent population-level averages for this subset of data, minimum = 46%, maximum = 97%, and mean = 81%.</p> <p>21%+ difference = 'extremely unequal' If we look at most recent population-level averages for this subset of data, minimum = 39%, maximum = 94%, and mean = 69%.</p> <p>More in depth analysis of this area is available here: http://www.results.org.uk/sites/default/files/files/Universal%20Immunisation%20Coverage%20.pdf</p>
Children <5 years engaged in early learning at home (%)	<p>"Percentage of children 36–59 months old with whom an adult has engaged in four or more of the following activities to promote learning and school readiness in the past 3 days: a) reading books to the child, b) telling stories to the child, c) singing songs to the child, d) taking the child outside the home, e) playing with the child, and f) spending time with the child naming, counting or</p>	<p>UNICEF. The State of the World's Children 2016. Available at: http://www.unicef.org/sowc2016/</p> <p>Data come from DHS, MICS, and other national surveys.</p>

	drawing things.”	
Support for early learning at home, between the richest and poorest is...	<p>“Percentage of children 36–59 months old with whom an adult has engaged in four or more of the following activities to promote learning and school readiness in the past 3 days: a) reading books to the child, b) telling stories to the child, c) singing songs to the child, d) taking the child outside the home, e) playing with the child, and f) spending time with the child naming, counting or drawing things.”</p> <p>Data available by wealth quintile.</p>	<p>UNICEF. The State of the World’s Children 2016. Available at: http://www.unicef.org/sowc2016/</p> <p>Data come from DHS, MICS, and other national surveys.</p> <p>A ratio was calculated between the richest and poorest quintiles to show the magnitude of any existing inequity.</p> <p><u>Stamps</u> 1.0 - 1.5 = ‘close to equal’ 1.6 - 2.5 = ‘unequal’ 2.6+ = ‘extremely unequal’</p>
Children left at home or in the care of other children under 10 in the last week (%)	<p>“Percentage of children 0-59 months old 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.”</p>	<p>Data come from DHS, MICS, and other national surveys.</p> <p>UNICEF. The State of the World’s Children 2016. Available at: http://www.unicef.org/sowc2016/</p>
Children experiencing violent discipline	<p>“Percentage of children 2-14 years old who experience any violent discipline (psychological aggression and/or physical punishment).”</p>	<p>Data come from DHS, MICS, and other national surveys.</p> <p>UNICEF. The State of the World’s Children 2016. Available at: http://www.unicef.org/sowc2016/</p>
Children stunted (%)	<p>“Stunting – Moderate and severe: Percentage of children aged 0-59 months who are below minus two standard deviations from median height-for-age of the WHO Child Growth Standards.”</p>	<p>UNICEF, WHO, and World Bank Group. Last updated August 2016. Available at: www.who.int/nutgrowthdb/estimates</p> <p>Value listed is most recent year available. If the most recently available data is more than 10 years old, no number is listed.</p>

<p>Are stunting improvements on track to achieve SDG2 (a 40% reduction)?</p>	<p>"Progress towards World Health Assembly Target 2025 on under-5 stunting, GNR Assessment."</p>	<p>International Food Policy Research Institute (IFPRI). 2015. 2015 Global Nutrition Report Dataset. Washington, DC: International Food Policy Research Institute (IFPRI). http://dx.doi.org/10.7910/DVN/MUOX19</p> <p>Data come from demographic health surveys (DHS), multiple indicator cluster surveys (MICS), and national surveys (NS).</p> <p><u>Stamps</u> 'Off course no progress' = 'standing still' 'Off course some progress' = 'not fast enough' 'On course good progress' = 'on track'</p>
<p>Stunting between the richest and poorest in the country is...</p>	<p>"Stunting prevalence in children under 5 (%) by wealth quintile 2009-2015"</p> <p>Stunting disparities by residence and wealth quintile. Most recent years available range from 2009 to 2015.</p>	<p>UNICEF. May 2016. Stunting Disparities by Residence and Wealth Quintile. Available at: http://data.unicef.org/nutrition/malnutrition.html</p> <p>A ratio of poorest to richest (wealth quintile 5 divided by wealth quintile 1) was calculated to determine the magnitude of the stunting disparity between the bottom and top wealth quintiles.</p> <p><u>Stamps</u> 1.0 - 1.5 = 'close to equal' 1.6 - 2.5 = 'unequal' 2.6+ = 'extremely unequal'</p>
<p>Eligible children attending pre-primary school (%)</p>	<p>"Gross enrollment ratio, pre-primary, both sexes (%)."</p>	<p>UNESCO Institute for Statistics. Available at: http://data.uis.unesco.org/</p> <p>Gross enrollment ratio is used rather than net enrollment ratio because of better data availability. Gross enrollment ratio figures include students older or younger than would be expected for pre-</p>

		<p>primary school, which is why ratings over 100% are possible.</p> <p>Data current as of 9/15/16.</p>
<p>Trends in pre-primary school attendance (10 year change)</p>	<p>"Total enrollment in pre-primary education, regardless of age, expressed as a percentage of the total population of official pre-primary education age. GER can exceed 100% due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition."</p>	<p>UNESCO Institute for Statistics. Available at: http://data.uis.unesco.org/</p> <p>Calculations were performed to determine a 10 year trend. Only countries with data updated in the last 10 years were considered. For that subset of countries, the most recent year available was considered "current," and the measurement from 10 years prior was subtracted to establish a 10-year trend. If the latter number was not available, constant growth was assumed between neighboring years with available data to extrapolate a probable value.</p> <p><u>Stamps</u></p> <p><-10% = 'getting a lot worse' <0% = 'getting worse' 0% = 'standing still' 1-10% = 'little progress' 11-30% = 'getting better' 31%+ = 'very large improvement' Insufficient data = 'unknown'</p>
<p>Inequities in access to pre-primary school between the poorest and the richest</p>	<p>"Attendance in early childhood education - Percentage of children 36-59 months old who are attending an early childhood education programme."</p> <p>Data by wealth quintile available.</p>	<p>UNICEF. The State of the World's Children 2016. Available at: http://www.unicef.org/sowc2016/</p> <p>Data come from DHS, MICS, and other national surveys.</p> <p>Gross enrollment ratio (GER) rates are used because these are on average several years more current than net enrollment rates, even though children outside the typical age range for pre-primary school may be</p>

		<p>included in the rate given.</p> <p><u>Stamps</u></p> <p>1.0 - 1.5 = 'close to equal'</p> <p>1.6 - 2.5 = 'unequal'</p> <p>2.6+ = 'extremely unequal'</p>
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