

## Early Childhood Development (ECD)

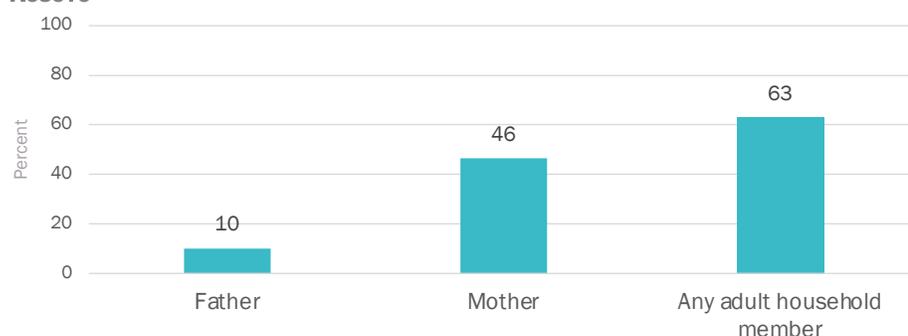
Multiple Indicator  
Cluster Surveys

### Support for Learning



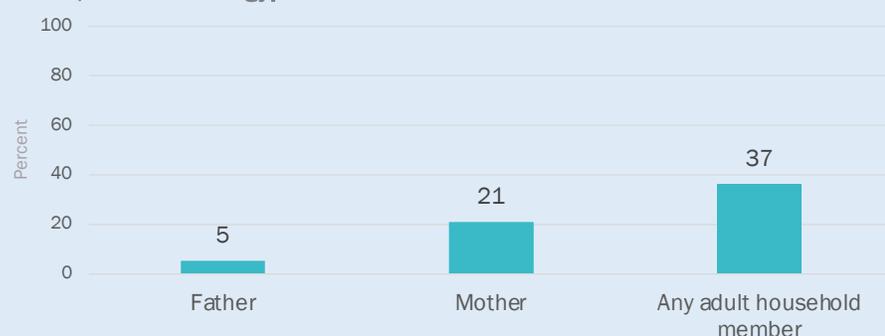
#### Early Stimulation & Responsive Care

##### Kosovo



Percentage of children age 2–4 years with whom the father, mother or adult household members engaged in activities that promote learning and school readiness during the last three days

#### Roma, Ashkali and Egyptian Communities in Kosovo



Percentage of children age 2–4 years with whom the father, mother or adult household members engaged in activities that promote learning and school readiness during the last three days

Note: Activities include: reading books to the child; telling stories to the child; singing songs to the child; taking the child outside the home; playing with the child; and naming, counting or drawing things with the child

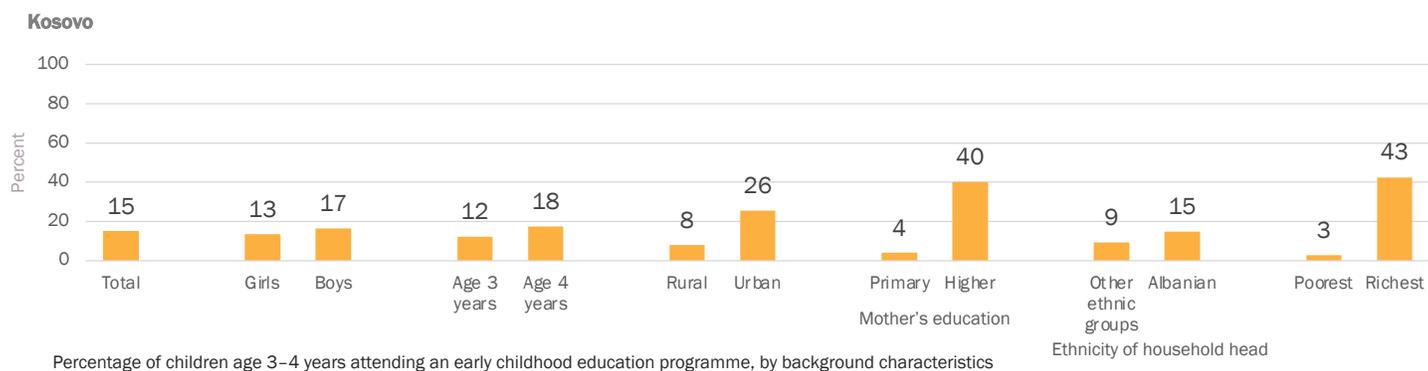
Early childhood, which spans the period up to 8 years of age, is critical for cognitive, social, emotional and physical development. During these years, a child's newly developing brain is highly plastic and responsive to change. Optimal early childhood development requires a stimulating and nurturing environment, access to books and learning materials, interactions with responsive and attentive caregivers, adequate nutrients, access to good quality early childhood education, and safety and protection. All these aspects of the environment contribute to developmental outcomes for children.

Children facing a broad range of risk factors including poverty; poor health; high levels of family and environmental stress and exposure to violence, abuse, neglect and exploitation; and inadequate care and learning opportunities face inequalities and may fail to reach their developmental potential. Investing in the early years is one of the most critical and cost-effective ways countries can reduce gaps that often place children with low social and economic status at a disadvantage.

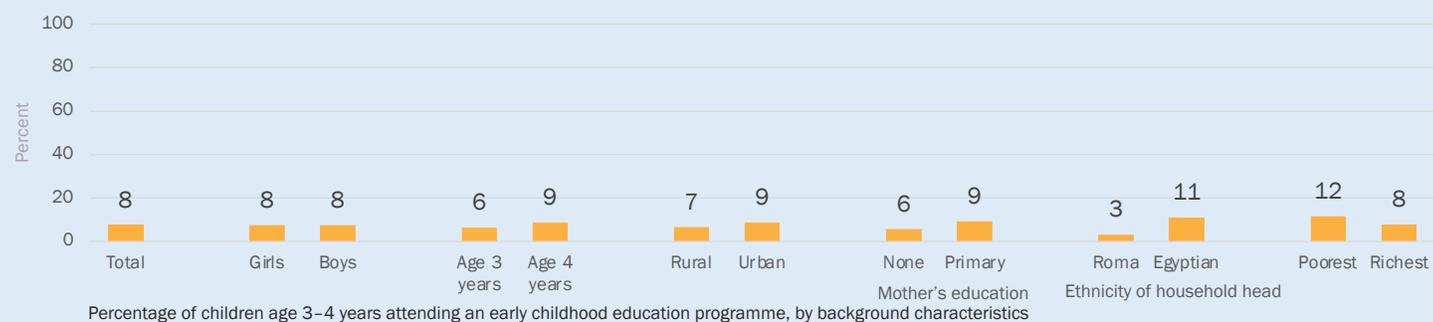
## Key Messages

- Around 2 in 3 children age 2–4 years in the general population and 1 in 3 children in Roma, Ashkali and Egyptian communities received early stimulation and responsive care from adult household members in the three days preceding the surveys.
- Children age 2–4 years are about 4 times more likely to be engaged in activities that promote learning by their mothers, than their fathers.
- Only 15 percent of children age 3–4 years attend early childhood education programmes among the general population, with the rate being as low as 8 percent among children living in Roma, Ashkali and Egyptian communities.
- In the general population, children age 3–4 years are more likely to attend an early childhood education programme if they live in urban areas, richest households and if their mother's have higher education.
- 9 out of 10 children age 3–4 years in the general population and 8 out of 10 in Roma, Ashkali and Egyptian communities are developmentally on track in at least three of the four domains (literacy-numeracy, physical, social-emotional and learning).
- A low proportion of children have access to learning materials, with only 27 percent of children from the general population having 3 or more books at home and 4 percent for those living in Roma, Ashkali and Egyptian communities.

## Attendance at Early Childhood Education Programmes



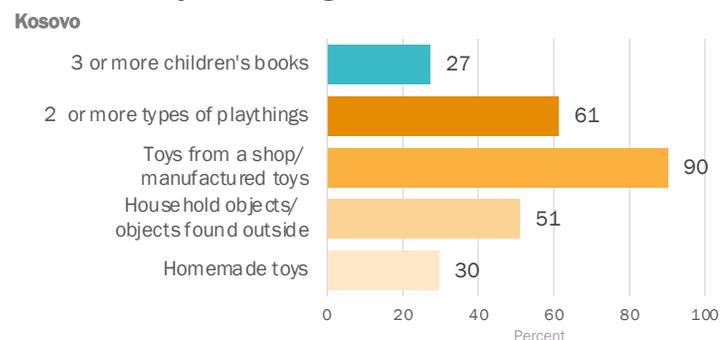
### Roma, Ashkali and Egyptian Communities in Kosovo



(R) The wealth index has been constructed using information on household assets and is assumed to capture underlying long-term wealth, ranking households by wealth, from poorest to richest. The calculations have been conducted separately on the sample for the Kosovo MICS and the sample for the Roma, Ashkali and Egyptian Communities in Kosovo MICS, using characteristics for each respective sample. The wealth scores calculated are therefore applicable for only the particular dataset they are based on and differ for the two surveys. Findings by wealth scores calculated for the Roma, Ashkali and Egyptian Communities in Kosovo MICS are indicated with an '(R)' in the charts.

## Learning Materials & Child Supervision

### Access to Play & Learning Materials



Percentage of children under age five according to their access to play and learning materials

### Roma, Ashkali and Egyptian Communities in Kosovo



Percentage of children under age five according to their access to play and learning materials

### Inadequate supervision of children

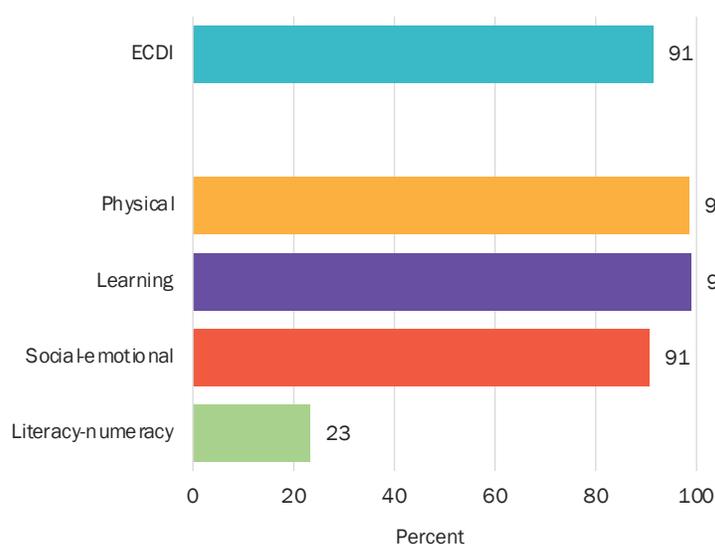
	Left In Inadequate supervision
<b>Kosovo</b>	<b>7</b>
Urban	7
Rural	6
<b>Roma, Ashkali and Egyptian communities in Kosovo</b>	<b>9</b>
Urban	7
Rural	11

Percentage of children under age five left alone or under the supervision of another child younger than 10 years of age for more than one hour at least once in the last week, by area

## Early Childhood Development Index (ECDI)

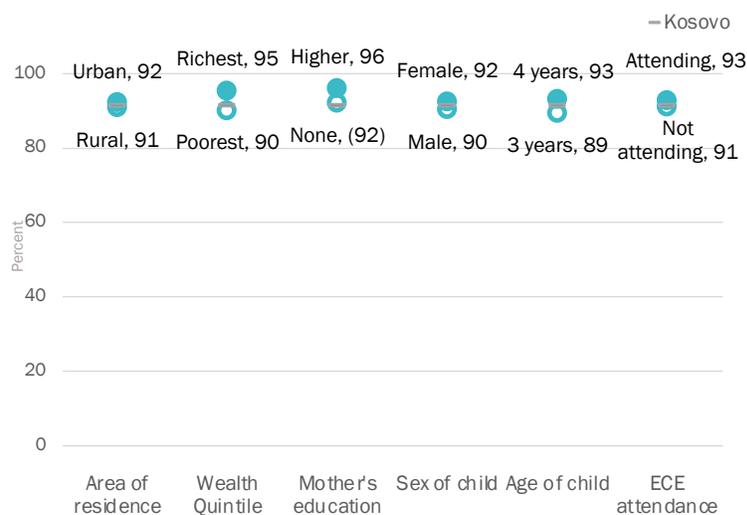
### ECDI: Total Score & Domains, SDG 4.2.1

Kosovo



ECDI: Early Childhood Development Index; percentage of children age 3–4 years who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains

### ECDI: Disaggregates



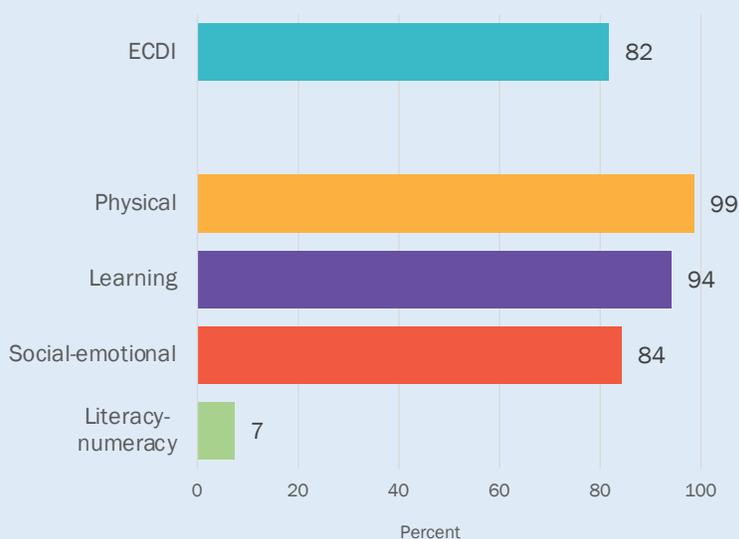
ECDI by various characteristics

ECE = early childhood education

( ) Figures that are based on 25–49 unweighted cases

### ECDI: Total Score & Domains, SDG 4.2.1

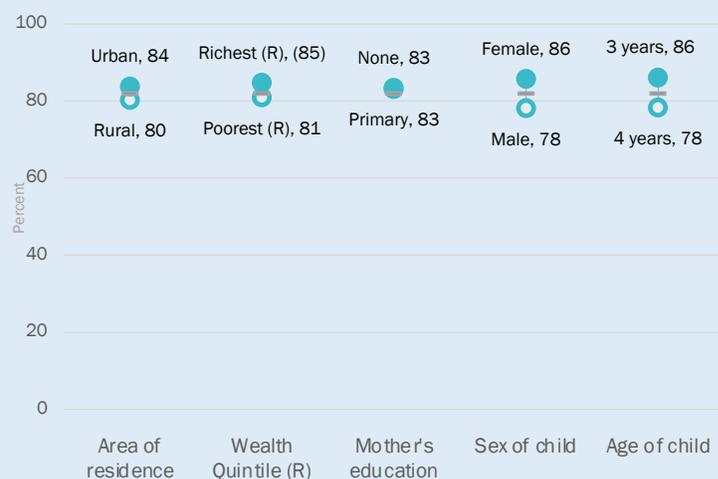
Roma, Ashkali and Egyptian Communities in Kosovo



ECDI: Early Childhood Development Index; percentage of children age 3–4 years who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains

### ECDI: Disaggregates

– Roma, Ashkali and Egyptian communities in Kosovo



ECDI by various characteristics

Data by attendance to early childhood education are not shown because the percentage of children attending is based on fewer than 25 unweighted cases

( ) Figures that are based on 25–49 unweighted cases

The Kosovo Multiple Indicator Cluster Survey (MICS) and the Roma, Ashkali and Egyptian Communities in Kosovo MICS were carried out in 2019–2020 by the Kosovo Agency of Statistics (KAS) as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF), with funding provided by the Ministry of Finance (MoF), the Government of Luxembourg, the Millennium Foundation Kosovo (MFK), UNICEF, the United Nations Kosovo Team (UNKT), United Nations Population Fund (UNFPA) and UN Women.

The objective of this snapshot is to disseminate selected findings from the 2019–2020 Kosovo MICS and the 2019–2020 Roma, Ashkali and Egyptian Communities in Kosovo MICS related to Early Childhood Development (ECD). Data from this snapshot can be found in tables TC.10.1, LN.1.1, TC.10.2, TC.10.3 and TC.11.1 (indicated with the letter 'R' for the Roma, Ashkali and Egyptian Communities in Kosovo MICS) in the Survey Findings Report.

Further statistical snapshots and the Survey Findings Report for this and other surveys are available on [mics.unicef.org/surveys](https://mics.unicef.org/surveys).