



The ECDI2030 is a population-level data collection instrument that is suitable for reporting on Sustainable Development Goal (SDG) indicator 4.2.1. It measures the proportion of children aged 24 to 59 months who are developmentally on track in health, learning and psychosocial well-being. The selection of domains, sub-domains, constructs and items in the ECDI2030 was determined by an extensive process of consultation and rigorous methodological work to provide a conceptually valid, culturally adequate and robust measure of early childhood development in children 24 to 59 months old.

To generate high-quality comparable data, the ECDI2030 must be implemented in its complete standard version comprising 20 items preceded by a short introductory text. Except for the specific customizations mentioned in this document, the ECDI2030 should be used exactly as presented in the different language versions available: English, Arabic, Chinese, French, Portuguese (standard), Portuguese (Brazil), Russian and Spanish. If the ECDI2030 needs to be implemented in a language other than the ones available, best practices for translation should be observed, including translation, back-translation and thorough discussion of discrepancies with a technical team of early childhood development and survey design experts, in close consultation with the implementation agency and local stakeholders. The technical team should consider the guidelines and recommendations outlined in this document, in relation to specific wording and concepts that require special consideration, in order to maintain the original intention of the items. UNICEF can be consulted if further support is required.

Sometimes, despite being already translated, the ECDI2030 may need to be customized. Customization refers to the process through which the standard ECDI2030 questions may be adapted according to the context in which they will be used. For example, reference to 'letters of the alphabet' may

need to be replaced with 'characters'. To preserve the overall validity of the ECDI2030, and maintain global comparability of the collected data, the customization process should follow standard principles as described in this document.

As a standard procedure, it is recommended that the ECDI2030 be tested through a dedicated pre-test, including paper questionnaires and the Instructions for Interviewers manual. The main objective is to test the understanding of questions, adequacy of response categories, questionnaire flow, and whether the instructions are sufficient to provide the required guidance during fieldwork. Customization of the ECDI2030 should thus be completed before such pre-testing takes place, and careful attention should be given to any changes resulting from the customization process. While such changes apply mostly to the wording of the ECDI2030 items, these changes also need to be reflected in other survey tools, such as the Instructions for Interviewers and other training materials.

The following guidelines are meant to support implementation agencies and survey managers during the initial stages of survey design, by providing the basic principles that need to be used for the customization of the standard ECDI2030.

Table 1 summarizes the requirements for the implementation of the ECDI2030 and customizations that may be needed across different implementation stages.

Table 2 presents specific approaches to be followed during country-level customization of the ECDI2030 as well as important recommendations that should be considered when translating the ECDI2030 into languages other than the standard available translations. In Table 2, the grey background is used for table cells referring to recommendations related to translation, so that they can be easily distinguished from those related to customization only.

**Table 1. Summary of requirements for the implementation of the ECDI2030 and possible customization during each implementation stage**

Stage	Requirements	Possible customization
Survey design	The ECDI2030 should be used in surveys based on probabilistic population-level representative samples.	In countries with low fertility rates, an oversampling of households with children younger than 5 years can be used to increase sample sizes for this age group.
Questionnaire design	The ECDI2030 is intended to collect data on children aged 24 to 59 months.	This requirement is not customizable.
	The ECDI2030 should be included in a questionnaire collecting information on children aged 24 to 59 months.	If the questionnaire in which the ECDI2030 is included also collects information on children younger or older than 24 to 59 months, an age check should be included prior to the ECDI2030 to ensure it is only administered to mothers of children aged 24 to 59 months.
	The ECDI2030 eligible informant is the mother of the child. An alternative caregiver could be eligible as the respondent only if the mother is deceased or lives outside the household.	This requirement is not customizable.
	The ECDI2030 comprises 20 items. No items should be added or removed to generate the standard ECDI2030 indicator.	This requirement is not customizable.
	The ECDI2030 items should not be changed in terms of question phrasing, question order or the response options.	As part of the translation and customization process for each country, a few pre-determined words can be changed to better reflect the country's context, as explained in this document.
Training	All fieldwork personnel, irrespective of their level of experience, should receive dedicated training on the use of the ECDI2030 and on the professional and ethical management of interviewing techniques.	This requirement is not customizable.
	The ECDI2030 is accompanied by a manual called Instructions for Interviewers, which should be carefully reviewed by all fieldwork personnel.	The Instructions for Interviewers manual should be adjusted to reflect any changes made to the questions as part of the translation and customization process for each country.
	Fieldworkers should receive training on all contents addressed in the ECDI2030 Instructions for Interviewers manual, including guidelines specific to ECDI2030 administration as well as general interview techniques to ensure the collection of high-quality, standardized and comparable data.	Some contents of the ECDI2030 Instructions for Interviewers manual related to general survey and interviewing techniques may be adjusted if they are already covered in other survey training materials or guidelines.
	The ECDI2030 training materials include a suggested agenda, a training slide deck, and a mock-interview script with scoring instructions to be used in practice sessions.	The training agenda and the training slide deck can be adjusted if the contents are already covered in other survey training sessions.
	For surveys using Computer-Assisted Personal Interviews (CAPI), it is recommended that separate training be provided for practice on paper questionnaires and practice using the CAPI application system.	This requirement is not customizable.
Survey implementation	General survey implementation guidelines should be observed to ensure data quality including continuous supervision of fieldwork activities and monitoring through the use of data-check protocols. It also includes observing ethical standards during all stages of data collection.	This requirement is not customizable.
Data analysis and reporting	The ECDI2030 is not intended to generate data for reporting on individual developmental domains or individual children.	This requirement is not customizable.
	Pre-defined cut-scores should be used to generate the indicator on the proportion of children aged 24 to 59 months who are developmentally on track.	This requirement is not customizable.

**Table 2. ECDI2030 item-by-item customization and translation recommendations**

ECDI2030 item	Recommendations for customization or translation
<p><b>ECD2.</b> Can <i>(name)</i> jump up with both feet leaving the ground?</p>	<p>It is important that the translation conveys clearly that both feet must leave the ground.</p>
<p><b>ECD3.</b> Can <i>(name)</i> dress (him/herself), that is, put on <b>pants and a shirt</b> without help?</p>	<p>The item is meant to determine if children can put on at least two different items of clothing that can easily be pulled on and off. As part of the customization process, the text in red may be replaced by the names of similarly common items of clothing used in the country context or setting. It is important that such items of clothing are as simple and easy for young children to pull on and off as pants and shirts. For instance, the text in red should not be replaced by items of clothing that have complex fastening devices such as clasps. If the text in red is being customized and it is common for children to wear only one article of clothing, then it would be sufficient to simply reference this article of clothing as opposed to two different types of clothing. If the ECDI2030 is implemented at the national level, care should be taken to identify items that are equally common across areas of the country.</p>
<p><b>ECD6.</b> Can <i>(name)</i> speak using sentences of 3 or more words that go together, for example “I want water” or “The house is big”?</p>	<p>It is important that the translation does not remove the phrase ‘words that go together’. The objective of this item is to determine if the child can form a simple sentence (of at least 3 words) that makes sense.</p>
	<p>If the examples do not translate well into 3-word sentences, these can be changed to fit the objective of the item, which is to determine if children can say 3-word sentences. In other words, if the examples given in English translate into sentences that are not 3 words, they should be replaced by simple and common 3-word sentences in the translated language.</p>
<p><b>ECD7.</b> Can <i>(name)</i> speak using sentences of 5 or more words that go together, for example “The house is very big”?</p>	<p>Similar to ECD6, if the examples do not translate well into 5-word sentences, these should be changed to fit the objective of the item, which is to determine if children can say 5-word sentences that make sense. In other words, if the examples given in English translate into sentences that are not 5 words, they should be replaced by similarly simple and common 5-word sentences in the translated language.</p>
<p><b>ECD9.</b> If you show <i>(name)</i> an object <i>(he/she)</i> knows well, such as a cup or animal, can <i>(he/she)</i> consistently name it?</p> <p>By consistently we mean that <i>(he/she)</i> uses the same word to refer to the same object, even if the word used is not fully correct.</p>	<p><i>Consistently</i> implies that the child names objects in the same way, even with pronunciation errors, or even if the child uses a nickname for the object. The item is not meant to determine if children are saying words ‘correctly’, so the translation should retain the specific meaning of ‘consistently’.</p>
<p><b>ECD10.</b> Can <i>(name)</i> recognize at least 5 <b>letters of the alphabet</b>?</p>	<p>The text in red may be replaced if something other than letters are used in the local alphabet (for example, characters in the Chinese language).</p>
	<p>The word ‘recognize’ should be translated into a similar word that conveys that the child knows and can identify 5 letters. The question is not meant to determine if the child can read words.</p>
<p><b>ECD13.</b> If you ask <i>(name)</i> to give you 3 objects, such as 3 stones or 3 <b>beans</b>, does <i>(he/she)</i> give you the correct amount?</p>	<p>This item is meant to determine if the child can provide the correct number of small objects. As part of the customization process, the text in red may be replaced by the name of a similarly common small object that is normally available to the child (such as a chickpea or small fruit) and that is relevant in the country context or setting.</p>
<p><b>ECD15.</b> Can <i>(name)</i> do an activity, such as <b>colouring or playing with building blocks</b>, without repeatedly asking for help or giving up too quickly?</p>	<p>As part of the customization process, the text in red may be replaced if colouring or playing with building blocks are not typical activities for children in the country context or setting. The activities chosen can either be task-oriented (such as working on a puzzle or putting away clothes) or can be creative in nature (such as drawing, painting, or playing pretend games).</p>
	<p>The translation should convey that the child does not give up after a very short amount of time. Terms like ‘too early’ or ‘too soon’ should be avoided.</p>



◀ (Table 2 continued)

ECDI2030 item	Recommendations for customization or translation
<p><b>ECD16.</b> Does (<i>name</i>) ask about familiar people other than parents when they are not there, for example “Where is <b>Grandma?</b>”</p>	<p>As part of the customization process, the text in red may be replaced by referring to another type of person that would be familiar and well-known to the child (for example, an aunt, uncle, grandpa) and that is relevant in the country context or setting.</p>
<p><b>ECD19.</b> How often does (<i>name</i>) seem to be very sad or depressed? Would you say: daily, weekly, monthly, a few times a year, or never?</p>	<p>It is important that ‘daily’ is not translated as ‘once a day’. It is important that ‘a few times a year’ is not translated as ‘several times a year’.</p>
<p><b>ECD20.</b> Compared with children of the same age, how much does (<i>name</i>) kick, bite, or hit other children or adults? Would you say: not at all, the same or less, more, or a lot more?</p>	<p>In some languages there may not be an equivalent to ‘how much’. In this case, it might be necessary to translate this as ‘how often’, in which case the response options would also need to be revised accordingly as: never, as often or less often, more often, much more often.</p>