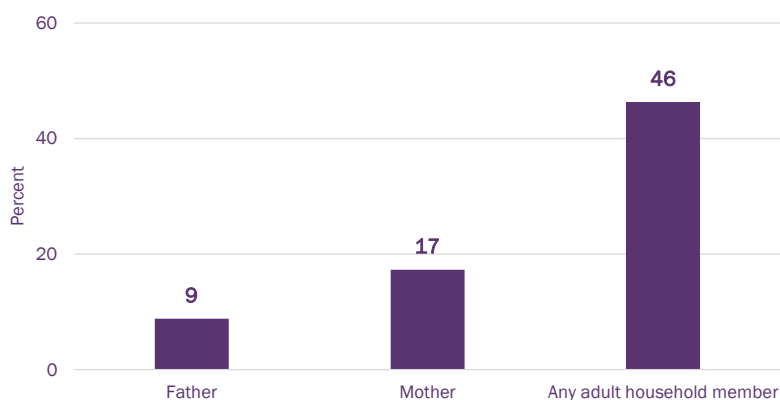




### Early Stimulation & Responsive Care



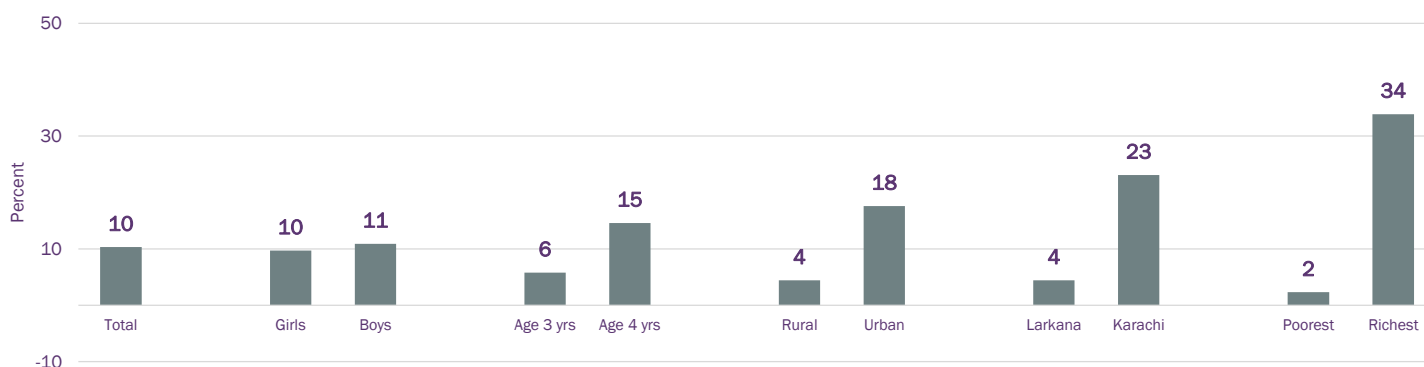
Percentage of children age 2-4 years with whom the father, mother or adult household members engaged in activities that promote learning and school readiness during the last three days

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.

### Attendance at Early Childhood Education Programmes



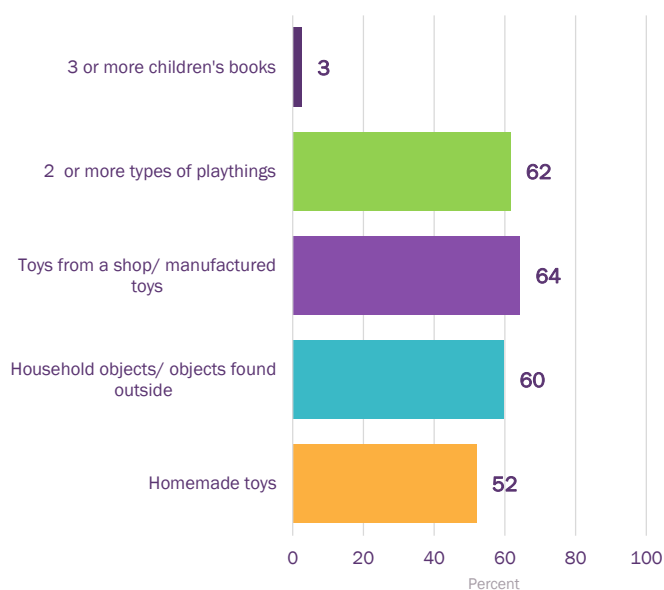
Percentage of children age 3-4 years attending an early childhood education programme, by background characteristics

## Key Messages

- In Sindh province, less than half (46%) of children age 2-4 had an adult household member engage with them in activities that promote learning and school readiness. Mothers (17%) are more likely than fathers (9%) to engage with children.
- Only 10% of children in Sindh province attend an early childhood education program. Children who come from poor households or live in rural households are far less likely to attend an early childhood program than children who come from urban or wealthy households.
- While more than half of children in Sindh province own playthings, including manufactured or homemade toys, only 3% of children have three or more books at home.
- Overall, 48% of children age 3-4 years in Sindh province are developmentally on track, although only 24% are on track for literacy-numeracy. Children who live in urban areas, come from wealthy households and whose mother/caregiver has a secondary or higher education are far more likely to be developmentally on track.
- Children who attend an early childhood program are nearly twice as likely to be developmentally on track compared to children who do not attend a program.

## Learning Materials & Child Supervision

### Access to Play & Learning Materials



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

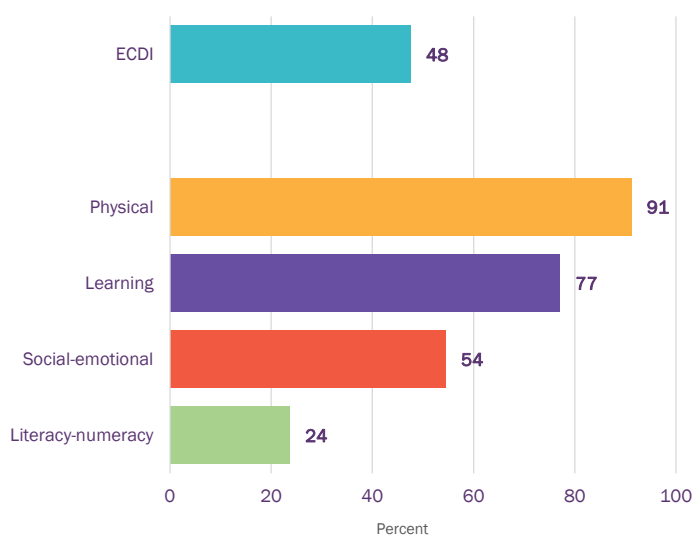
### Inadequate supervision of children by Division

Division	Left in Inadequate supervision
Sindh	20.3
Hyderabad	23.2
Karachi	15.6
Larkana	24.9
Mirpur Khas	19.2
Shaheed Benazir Abad	18.2
Sukkur	21.5

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 Division

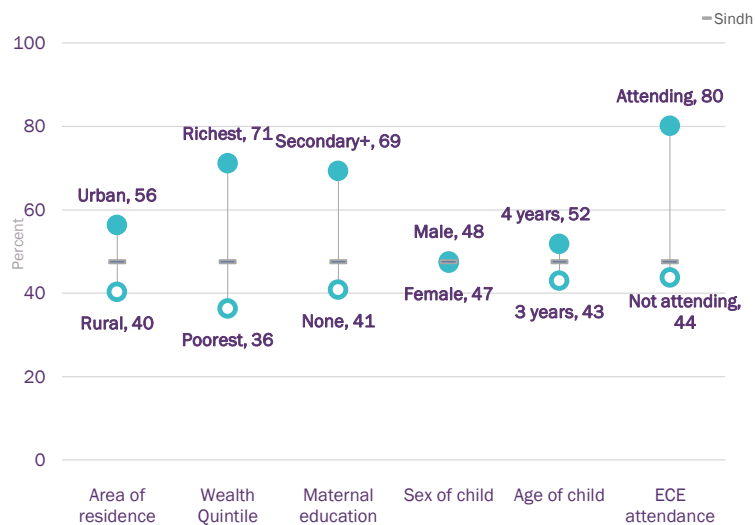
## Early Childhood Development Index (ECDI)

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



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

The Sindh Multiple Indicator Cluster Survey (MICS) was carried out in 2018-19 by the Sindh Bureau of Statistics, Planning and Development Department as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF). UNICEF and Government of Sindh provided financial support.

The objective of this snapshot is to disseminate selected findings from the Sindh MICS 2018-19 related to Early Childhood Development. Data from this snapshot can be found in tables TC10.1, LN1.1, TC10.2, TC10.3, and TC11.1 in the Survey Findings Report.

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