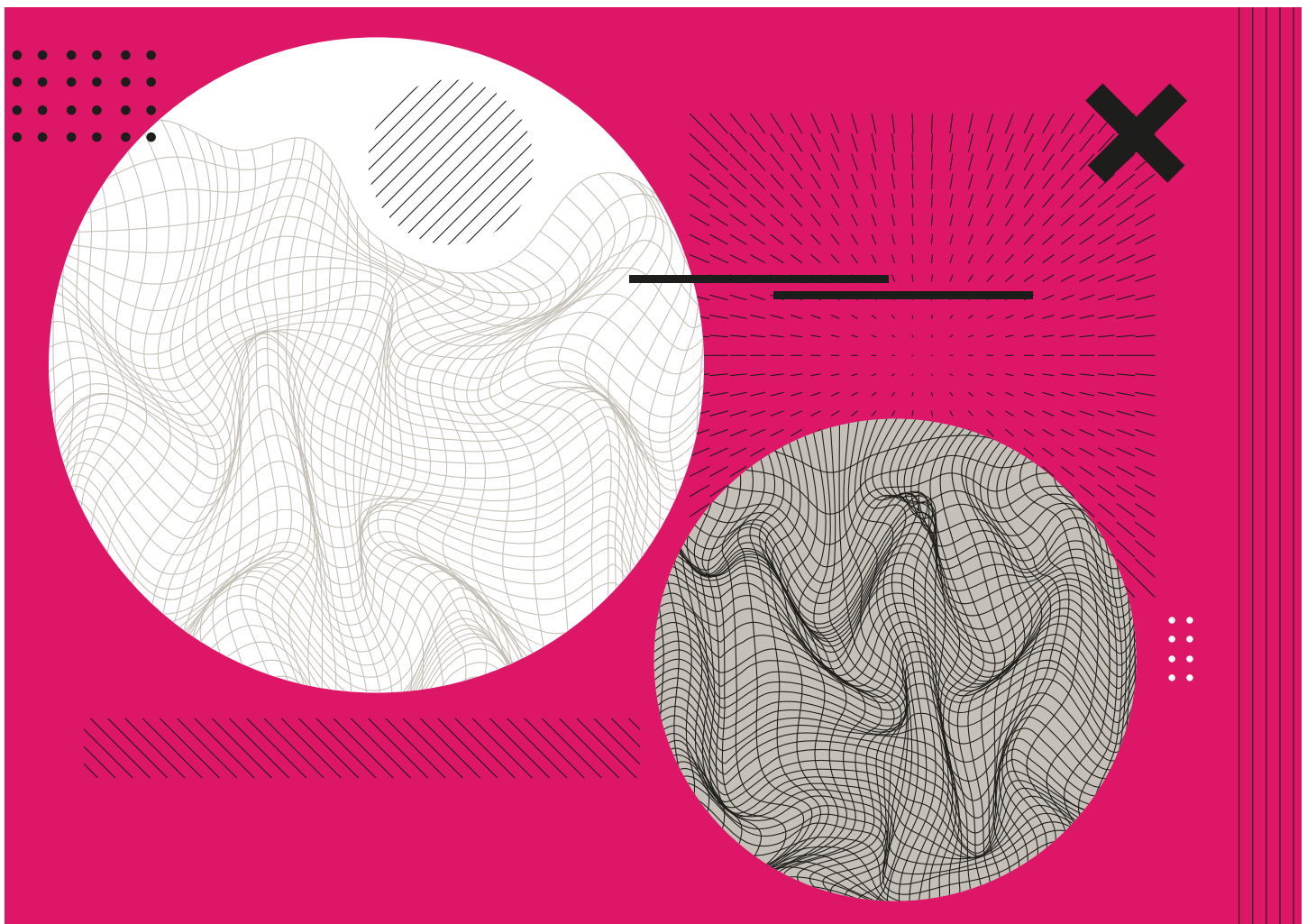


A CHECKLIST FOR REDUCING INEQUALITIES IN DEVELOPMENT POLICY AND PRACTICE

Inclusive and Sustainable Economic Development,
Climate Change and Just Transition, and Social Protection



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1. Introduction¹

1.1 The challenge of reducing inequality

Inequality reduction has been described as “a cornerstone of sustainable development and one of the central challenges facing humanity going forward” (BMZ 2023:4). Inequalities are a matter for policy concern because they may result from unfairness (for example discrimination or skewed opportunity structures) and because of their consequences (Satz and White 2022). The impacts on opportunities and outcomes are wide-ranging, directly influencing the fundamental realization of human rights. Notably, inequalities can erode human development, poverty eradication and democratic processes, as well as social, ecological and economic sustainability (UNRISD 2022). Nonetheless, they have been rising within most countries, with 71 percent of the global population living in countries where income inequality has increased since 1990 (UN DESA 2020).

Tackling inequality is therefore imperative, both from moral and practical standpoints. The Sustainable Development Goals (SDGs) recognize this, with Goal 10 specifically aiming to reduce inequality within and among countries, and the “leave no one behind” principle committing countries to making progress for the poorest groups central to realization of the SDGs. The post-Covid-19 era further underscores the urgency; the pandemic exposed and exacerbated pre-existing vulnerabilities in societies, with marginalized groups bearing the brunt of its impacts (Ferreira 2021; Tan et al. 2023). Recent international statements, notably the UN’s *Our Common Agenda* report (UN 2021), highlights the global consensus regarding the need to address disparities and accelerate SDG achievement. Without robust, concerted efforts to address the root causes and manifestations of inequality, we jeopardize our collective future and compromise the vision of a sustainable and inclusive global society.

1.2 Objectives of the guidelines

The importance of inequality reduction as a driver and outcome of sustainable development highlights a need for guidelines that set out relevant concepts for understanding inequality and translates them into specific considerations for projects and policy. Accordingly, this guidance note sets out guidelines for ensuring inequality considerations are embedded into the project cycle and policy advice of technical cooperation agencies and other development organizations tasked with project implementation and policy advice.² Following a brief discussion of types of inequality, the note provides a checklist for project planning and implementation.³

¹ This guidance note was drafted by Emma Samman. The author is grateful for useful comments received during a consultation workshop held in October 2023, and for written reviews from colleagues at UNRISD, GIZ and ISSA.

² This checklist complements three sectoral guidance notes on how inequality considerations can be integrated into policies and strategies seeking to bolster inclusive sustainable economic development, social protection, and climate change and just transition, paying attention to the interlinkages between the three sectors and how these can be capitalized upon to reduce inequalities among individuals and groups, and in multiple dimensions of well-being. See UNRISD (2024a, 2024b, 2024c).

³ This checklist builds on an existing checklist for project planning and implementation of GIZ.

1.3 Conceptual issues: Types of inequality

Inequality is multifaceted, encompassing disparities between individuals and groups, inequalities of opportunities and outcomes, and inequalities within countries, between countries and/or between people regardless of where they live. Indeed, trends in income inequality differ markedly depending on the type of inequality being considered. For example, the last three to four decades witnessed a fall in inequalities *between countries*, owing mostly to rising average earnings in China and India, alongside a rise in inequality *within* most countries (WIL 2022:69). This trend partly reflects the significant accumulation of wealth by the richest 1 percent of people in the global income distribution, who have captured nearly one-quarter (23 percent) of cumulative growth since 1980 (WIL 2022:61).⁴ Multiple crises are driving inequality including the Covid-19 pandemic, climate change and violent conflict, all of which are mutually reinforcing, while inequality has in itself been identified as a crisis driver (UNRISD 2022).

The focus of this guidance note is on national policy approaches designed to curb vertical and horizontal inequalities, with an emphasis on intersectionality. **Vertical inequalities** refer to the distribution of income or wealth among individuals within a society, with an emphasis on those individuals situated at the very top and bottom of the distribution and the differences between them.⁵ **Horizontal inequalities** refer to group-based disparities linked to identity (for example gender/sexual orientation, race, ethnicity, disability, age, or migrant or work status), location (for example remote rural areas) and/or experiences (for example forced migration, the loss of resource rights) (Stewart 2008, 2016). Individuals at the intersection of these social and economic categories may face multiple sources of disadvantage, or privilege, simultaneously, shaping their experiences and opportunities in complex ways. This concept of **intersecting inequalities** illuminates how multiple forms of deprivation, and privilege, intersect and mutually reinforce each other, influencing individuals' life chances, social mobility, and access to resources and opportunities (Oxfam 2020). Relatively disadvantaged groups are typically situated not only at the bottom of the income (and wealth) distribution, but tend to be deprived in multiple dimensions of well-being such as education, health, social protection, and access to natural resources, among others (UNRISD 2022: Chapter 3).

Equality of opportunity and equality of outcomes offer distinct approaches to thinking about inequality. Advocates of **equality of opportunity** emphasize that every individual, regardless of their socio-economic status, gender, ethnicity or other characteristics, should have the same starting point or opportunity to succeed (Piraino and Senese 2022). Policy responses often involve measures to “level the playing field” by ensuring fair access to education, jobs and resources. In contrast, proponents of **equality of outcomes** place additional stress on the distribution of income, wealth

⁴ Development between 1980 and 2020.

⁵ SDG10 included a commitment to reduce income inequality within and between countries, and to promote the social and political inclusion of disadvantaged groups. Target 10.1 on income distribution references the World Bank's definition of “shared prosperity”: “By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average.” This guidance note adopts a broader framing that is concerned with the concentration of income/wealth at the top of the distribution and the gap between the top and bottom.

or other well-being markers, regardless of their cause. Policy responses often involve redistributive policies aimed at leveling economic disparities.

A focus on equalities of opportunities and of outcomes both lend a critical perspective to the formulation of policies aimed at inclusive and sustainable economic development, just transition, and social protection, in that each highlights a distinct policy need. For example, promoting inclusive economic development requires not only creating opportunities for economic participation but also ensuring that the benefits of growth are broadly shared within and across societies. Social protection policies, in turn, are vital both in ensuring marginalized and disadvantaged groups within a population have equal opportunities to survive and thrive, but also in rectifying the disparate outcomes often associated with historical injustices. Addressing the impacts of climate change to facilitate a just transition, in turn, requires attention to the specific resources disadvantaged populations may need to adapt to or to mitigate climate threats, and to the adverse effects unduly experienced by communities exposed to extreme weather events, rising sea levels, and food and water scarcity. Many inequality-reducing policies, in turn, address both unequal opportunities and unequal outcomes (UNRISD 2022).

The next section provides suggestions for strengthening project cycle toolkits and checklists to ensure the systematic inclusion of inequality considerations in project strategies and outcomes. The purpose is to situate the aims and accomplishments of specific projects within a country's broader enabling environment (for example national level policies, institutions and governance) but also to consider the extent to which they might be able to influence this broader environment. Annex 1, in turn, outlines key types and sources of data that policy makers can draw on to inform policy aimed at inequality reduction and to measure its impact. We argue that when project processes systematically draw attention to inequalities, make them visible and show how they impact other development goals, the outcomes are more likely to be equitable, sustainable and impactful for all stakeholders involved.⁶ Equality is thus important both as a pathway to other goals and as an objective in its own right. In answering the questions listed throughout the project cycle, practitioners are well placed to ensure that every phase identifies and robustly addresses prevailing inequalities while avoiding creating new ones.

⁶ The literature on gender mainstreaming and gender transformative approaches to development practices provide ample support for this view. See for example, Waal (2006), Parpart (2014) and MacArthur et al. (2022).

2. A Checklist for Addressing Inequalities

This checklist outlines considerations at the **planning, implementation, and monitoring and evaluation** phases of the cycle to ensure that inequality considerations are consistently considered. The planning phase, focused on policy design, includes questions that can mainstream inequality considerations into processes of gathering information, ensuring an understanding of context, analysing background information, the design of the project and the planning of how it will operate. The implementation phase aims to translate design into operations, cultivate shared understandings of project aims among stakeholders, and establish robust monitoring and evaluation (M&E) systems. Finally, the M&E phase aims to ensure inequality is a key element of evaluation mechanisms and that the results feed into project design.

2.1 Project planning

Information gathering

This phase aims to understand what relevant diagnostics or analyses already exist for a country and to give insights into the framing of inequalities and approaches to their reduction.

- ☐ Is an internal inequality diagnosis available for the respective country? Are there relevant inequality analyses or diagnostics by other organizations or donors?
 - If yes: is the assessment(s) applicable and adequate? Does it address both causes and consequences of inequalities? Does the analysis consider inequality in dimensions other than income or consumption? Does it address the underlying power structures and economic relationships that drive inequality within the country? Does it give attention to the social and environmental or ecological aspects of inequality? What specific approaches to reducing inequality were identified?
 - If no: can an analysis be commissioned?
- ☐ Do the approaches identified in the inequality diagnosis or other analyses apply to the planned project?
- ☐ Has the current national development plan been reviewed to determine how it addresses inequality reduction?
- ☐ Are project planners familiar with sector-relevant approaches for reducing inequality, such as universal access to education or health, or progressive tax systems?
- ☐ What other development partner interventions are in place or planned?

Understanding context

This phase takes a step back to consider the most salient inequalities in a setting, their root causes and how they are experienced by individuals or different population groups.

- ☐ What national discourse(s) are in place around inequality? What terminology do political actors use and to what extent do they consider inequalities problematic?

- ☐ How is inequality defined and measured in the specific context? What amount and quality of inequality data are available?
- ☐ What are the most important inequalities within the population? What is the level and distribution of income/wealth? Going beyond income or consumption, what other inequalities matter? How are inequalities in access to social services or social protection experienced? What about ecological or environmental inequalities?
- ☐ What factors are key drivers of inequality, considering economic, social and ecological or environmental dimensions, including those related to climate change?
- ☐ Who are the key actors or groups in a given context? Who is influential and why, and who is excluded? Which actors or groups benefit from or are responsible for persisting inequalities? How can their political, economic or social influence be explained?
- ☐ What underlying structural factors explain income (or other) distributions (why some people are at the top and others are at the bottom, as well as the gaps between them)? Explanations could include historical factors, discriminatory laws, social norms, unequal distribution of land and other assets, differential access to basic services, exclusionary policies, etc.
- ☐ Which individuals and/or groups are disproportionately affected by inequalities (for example, low-income populations, marginalized ethnic or racial groups, women and girls, people with disabilities, LGBTIQ+ communities, rural populations, migrants, Indigenous peoples, etc.)?
- ☐ Which intersections between different characteristics driving inequality could amplify deprivation (for example migrant women, people with disabilities in rural areas, etc.)?

Analysing background information

This phase translates the background information into project design, namely by identifying target groups, interrogating project assumptions and data, ensuring the inclusion of marginalized voices, and applying a gender lens to planned activities.

- ☐ What are the key actors and institutions relevant to an inequality-reducing agenda in government (national, subnational, local), civil society, media, academia or research, private sector, faith-based organizations, multilaterals, etc.?
- ☐ How is the project's target group defined? Where do project beneficiaries fall in the income distribution? How do they map onto the analysis of the most marginalized and disadvantaged groups? Who is left out?
- ☐ Are assumptions and basic data examined according to differences between income or other dimensions of well-being and by inequalities among individuals and/or population groups?
 - If yes, set up the project plan accordingly.
 - If no, create differentiation where possible and then consider and incorporate differences into the planning.
- ☐ What opportunities for stakeholder participation exist (and/or are lacking)?

- ☐ Have the voices and perspectives of marginalized communities been sought and included? What about those of individuals or groups benefiting from the current distribution?
- ☐ Are there any specific gender-based barriers, such as gender-based violence, a disproportionate exposure to environmental risk, unequal access to education and health, limited economic opportunities, barriers to political participation and/or discriminatory cultural practices? Are there barriers related to sexual orientation or gender identity?
- ☐ Should efforts to address inequalities be combined with other projects or might other projects serve as an entry point to tackling inequalities, particularly where it might be unwise or too politically sensitive to discuss openly or address them directly?
- ☐ How is it best to frame inequality-reducing policy in a particular context? What language and communication strategy can be adopted to engage different political actors and to build alliances with more progressive actors?

Strengthening project design – general questions

These questions concern how, specifically, the design of a project can ensure an inequality focus:

- ☐ Does our narrative, guidance note and contracting discussion with partners address the reduction of inequalities? Does this give due attention to the social, economic and environmental or ecological dimensions of inequality?
- ☐ Is inequality reduction adequately reflected in project activities and/or areas of action? In particular, do activities actively aim to reduce inequality as well as deprivations?
- ☐ What concrete entry points exist for the project to influence inequality reduction at different levels (for example, locally/municipally, regionally/ provincially, nationally)? Where is it likely to exert the most influence? Where is the inequality-reducing potential likely to be highest?
- ☐ Who are the domestic political players with political access at the national level who can help form coalitions for change (for example, multilaterals, civil society groups, UN Resident Coordinator)?
- ☐ What possibilities exist for engagement with key actors or institutions (government, civil society, media, academia/research, private sector, faith-based, etc.) relevant to an inequality-reducing agenda nationally and subnationally?
- ☐ (How) will the project engage with actors that may be actively excluded from policy making?
- ☐ Are there possibilities to harmonize with or build upon other development partner interventions that are in place or planned? How can these be taken forward?
- ☐ Does the proposed project have the potential to exacerbate existing inequalities or create new ones?
 - If so, for which individuals and/or groups? In what dimensions of well-being?
 - How can any adverse effects be mitigated?
- ☐ Are there any “quick wins”—activities that can be implemented relatively quickly and/or at low cost, and have the potential to demonstrate results in a relatively short time?

Strengthening project design – specific aspects of inequality

These questions consider how the project will address inequality and consider any risks to proposed activities.

- ☐ Does the planned project address any root causes of or structural factors driving inequality?
→ If no, can the project contribute to addressing these root causes?
- ☐ Do current national development plans address the topic of inequality reduction?
→ If yes, do the planned project goals contribute to their implementation?
→ If no, can the project contribute to this objective, including at the political/advisory level (for example, dialogue forums, events or advisory components)?
- ☐ Which project partners or collaborators can help to advance inequality-reducing strategies?
How?
- ☐ Has the project considered opportunities to invest in building the capacity and agency of marginalized or disadvantaged groups to actively participate in and benefit from programming, for example, through training, education, skills development and/or empowerment initiatives?
- ☐ Is the programme designed to foster social inclusion, with a focus on marginalized individuals/groups? This may involve strategies aiming to promote social cohesion, challenge discrimination, and create platforms for dialogue and collaboration among diverse groups.
- ☐ Does the project maximize opportunities for marginalized or disadvantaged groups to access social services (health, education) and labour market opportunities (skills training and jobs)?
- ☐ Does the project improve the position of marginalized groups in decision making or their access to productive and natural resources?
- ☐ Does the project actively consider and/or engage with those who are responsible for or who benefit from prevailing inequalities? Can this aspect be strengthened?
- ☐ What barriers to reducing inequality can be anticipated? How can they be addressed?
- ☐ Who will lose out from any reduction in inequality? Might any backlash be anticipated? If so, from whom? How could this be anticipated and proactively addressed in line with a “do no harm” approach?
- ☐ Is there a risk that the project increases the concentration of income/wealth and/or power disparities? How can any adverse effects be mitigated?
- ☐ What kind of impact will the project have on inequality reduction? To what extent might it contribute directly and/or indirectly to reducing inequalities?

Operational considerations

This phase advances logistical consideration such as proposal preparation, indicator identification, logic and impact matrices, budgets, and the sustainability of a project activity.

- ☐ Have inequality competencies been considered in the terms of reference and selection of the evaluation team?
- ☐ To what extent do the implementing team members represent local elites/power structures? Is there a danger of replicating local structural power imbalances in the project team composition? What are the possible consequences? How can this be addressed?
- ☐ What questions need to be asked for proposal preparation and indicator definition?
- ☐ Do our logic and impact matrices as well as the indicators, reflect the reduction of inequality (distribution across the entire population, distribution among key population groups)?
- ☐ If inequalities in dimensions other than income or consumption were identified in the planning phase, are these given sufficient attention in the project proposal? Do the economic, social and environmental or ecological dimensions of inequality receive appropriate attention?
- ☐ In the project budgeting, are we considering inequality-reducing goals, potential external expertise, and data collection and analysis differentiated across the entire population?
- ☐ Are there possibilities to deepen the monitoring of inequalities, potentially using data collected by partners or by collaborating with them in data collection?
- ☐ Are there any opportunities within the project to close data gaps and/or enhance an understanding of inequality and its measurement?
- ☐ Have we considered the sustainability of the project, from a financing and implementation perspective, once involvement ends?

2.2 Project implementation

Translating design to operation

This phase seeks to ensure that operations planning recognizes differences among individuals and groups, minimizes any beneficiary shame, and anticipate challenges in implementing policies to reduce inequalities.

- ☐ Are (various) types of inequality reduction (inequality of opportunity and/or inequality of outcome, multidimensional inequality, intersecting inequalities) considered in the operations planning?
- ☐ Are basic data and assumptions examined and incorporated based on differences between individuals and groups (for example, target or income)?
- ☐ Do our indicators address the reduction of inequality? Can they also capture qualitative changes?
- ☐ Do project implementation plans foster citizen engagement, uphold the dignity of beneficiaries and minimize any shame they may experience? How?

- ☐ What “windows of opportunity,” or specific moments to exert influence on inequality reduction, can be identified?
- ☐ What implementation challenges might be anticipated? How can these be averted or addressed?

Cultivating shared understandings

This phase seeks to determine whether and how the awareness, understanding and collaboration of project stakeholders in relation to inequalities can be deepened.

- ☐ Are we, our partners, and other relevant stakeholders—for example, from government, CSOs and the local community—sensitized to the issue of inequality, and do we have the same understanding of inequalities?
 - If yes, do we understand the implications?
 - If no, can we create a common understanding (for example, through sensitive dialogue, informational materials, workshops, events, etc.)?
 - Do we need to build additional competencies (capacity development for partners and/or the team), such as an inequality training course or interactive learning sessions on inequalities, in the orientation/onboarding of new staff members?
- ☐ Do opportunities exist to foster collaboration and/or partnerships with local communities, civil society organizations, government agencies or international entities to ensure an inclusive approach to programming?

Addressing potential barriers to implementation

This phase seeks to address any potential challenges and barriers that may be encountered when mainstreaming inequality reduction.

- ☐ What strategies are in place to address obstacles or challenges to inequality reduction?
- ☐ What safeguards are in place to proactively address any potential backlash?
- ☐ What plans have been put in place to ensure the engagement of diverse stakeholders and to foster accountability?

2.3 Monitoring & evaluation

This phase contains considerations that may be used both for project planning and in existing projects to adjust and align monitoring and evaluation approaches with an inequality-sensitive approach.

- ☐ Has a robust M&E mechanism been established to assess the impact of the programme on reducing inequality? Do these monitoring plans adequately address economic, social and environmental or ecological dimensions of inequality?

- ☐ Has the type of inequality reduction been carefully considered: inequality among individuals or groups? In which dimensions?
- ☐ If the project is seeking to reduce inequality among groups, which are the groups among whom inequalities will be reduced (for example bottom and top wealth quintile)? Will the project aim to reduce inequalities in relative terms (the bottom group improves at a higher rate than the top group) or in absolute terms (the gap between the top and bottom group narrows)?
- ☐ Are outcomes and outputs related to inequalities clearly quantifiable and/or qualitatively describable/measurable?
- ☐ Do these measures account for any intersectional considerations identified during the planning phase?
- ☐ Do these measures account for political economy considerations by considering outcomes relating to accountability and anti-corruption?
- ☐ Are plans in place to collect and analyse disaggregated data to measure progress, identify gaps and make evidence-based adjustments to projects to enhance the goal to reduce inequalities?⁷
- ☐ What do the results mean for project implementation? How will they be fed into the design of new projects?
- ☐ Does the M&E plan allow for the collection of insights regarding the politics of inequality reduction—for example, how coalitions for change can be formed and influence exerted—that may help to guide future domestic or international projects?

⁷ On practical guidelines for collecting disaggregated data, see, for example, ADB (2021).

Annex 1. Types and sources of cross-national data on different types of inequality⁸

This Annex (compiled in November 2023) outlines key types and sources of data that could inform policy and monitoring by providing insights into different types of inequalities and trends over time. It covers 1. main data types and 2. key international datasets on income, wealth and social inequalities.

1. Key data types

Survey data refers to specific information gathered from individuals, households or institutions through structured questionnaires. It is essential for government planning, programme implementation and evaluation. Survey data is often disaggregated by factors such as age, gender, race/ethnicity and income level, and by geographic units, for example regions, cities or neighborhoods. When collected at regular intervals, it can show changes over time. National Statistical Offices (NSOs) are typically the primary producers of official statistics. Anonymized data is typically made available through NSOs, government departments or research/policy institutes that collaborate with governments to conduct surveys.

Administrative data refers to the information government departments collect for administration, registration, transaction and record keeping, usually during service delivery, for example, records of births and deaths, taxes, social security, employment, immigration, education, healthcare and law enforcement. Administrative data is typically housed in government departments, though some may be available as public records accessible through government websites or public record offices. It may be disaggregated by characteristics such as age, gender, race/ethnicity, income and geographic level, and made available for different time periods, enabling trend analysis. Not all administrative data is publicly accessible due to privacy concerns and the sensitive nature of some records. Aggregate data, which has been anonymized and summarized, is more commonly made available to the public.

Citizen-generated data refers to information individuals or groups provide voluntarily, often through their engagement with technology, for example, interactions with social media platforms, mobile apps, crowdsourcing platforms, community services and polls, and government feedback platforms. Such data can offer valuable insights into public opinions, community needs and local issues, bolstering government responsiveness and civic engagement. Citizen-generated data can be broken down by age, gender, education and other demographic variables and typically is geotagged or can be categorized by location. When timestamped or associated with specific events or periods, it can be used in trend analysis. However, citizen-generated data may not be statistically representative and can be biased toward those with access to technology. It is typically accessed through government platforms.

⁸ See Development Initiatives (2015), Holmes (2017), UNDESA (2021), World Bank (2021), Jungcort (2022) and IBM (2024).

Big data refers to information derived from satellite images, mobile phone records, internet search queries, social media use and financial transaction records, among other sources, and can be analyzed to reveal patterns, trends and associations, especially relating to human behavior and interactions. It is often characterized by its volume, variety, velocity and veracity. Big data can be disaggregated by demographic characteristics if such details are collected within the dataset and often contains geolocation information, allowing for geographic analysis at various scales. Because big data often includes personal information, its use is subject to privacy laws and ethical considerations. The quality may be uneven, and its volume can pose challenges in terms of access and storage. Big data can allow real-time or near-real-time monitoring and decision making, as well as the forecasting of trends and behaviour.

Different data types “can be used in complementary ways to inform our understanding of needs and access to services and resources, and the effectiveness of investments, including by triangulating official data” (Development Initiatives 2015:52).

2. Key international datasets on income, wealth and social inequalities

Income and wealth

- **World Income Inequality Database (WIID)** – Compilation of “the most comprehensive set of income inequality statistics available,” covering over 200 countries.
- **World Inequality Database (WID)** – Compilation of “the most extensive available database on the historical evolution of the world distribution of income and wealth, both within countries and between countries.”

Education

- **UNESCO World Inequality Database of Education (WIDE)** – Data on key indicators of education and learning outcomes disaggregated by wealth, gender, ethnicity and location.

Health

- **World Health Organization (WHO) Health Equity Monitor** – Disaggregated data on more than 30 reproductive, maternal, newborn and child health indicators.

Water, Sanitation and Hygiene (WASH)

- **WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (WASH)** – Data on inequalities in drinking water access, sanitation and hygiene disaggregated by sub-national region, rural/urban zone and wealth quintile, with future intentions to disaggregate for informal urban settlements, the affordability of WASH services and intrahousehold inequalities.

Labour force participation/decent work

- **International Labour Organization's (ILO) ILOSTAT** – Disaggregated labour force statistics by sex, age and rural/urban zone.

Environment

- **United Nations Environment Programme (UNEP) World Environment Situation Room (WESR)** – Compiles openly accessible environmental data, information and knowledge to support decision making, policy and action at the global, regional, national and local level. The federated data system brings together over 45 data platforms and 70 data sources.

Gender

- **Equal Measures Gender Index** – Provides a 56-indicator snapshot of where the world stands on the vision of gender equality embedded in the 2030 Agenda.
- **USAID Demographic and Health Surveys (DHS) STAT Compiler** – Compiles thousands of indicators across 90 countries. Indicators may be disaggregated by criteria including sex, age, wealth quintile, urban/rural zone, region and education level.

Childhood/youth

- **Save the Children's Group-based Inequality Database (GRID)** – Disaggregated data for key child SDG indicators, including survival and nutrition, child protection and education.
- **UNICEF's data warehouse** – Comprehensive set of indicators on children's rights and well-being, including disaggregated data from its Multiple Indicator Cluster Survey (MICS).

Other

- **Oxford Poverty and Human Development Initiative's (OPHI) Multidimensional Poverty Index (MPI) and destitution index** – Composite indices available disaggregated by population sub-group and by dimension (health, education and living standards).
- **Sustainable Development Solutions Network's (SDSN) Leave-No-One-Behind (LNOB) index for Africa** – Composite index measuring (vertical) inequalities in income and wealth, access to public services and infrastructure, gender inequalities, and access to food, health, education, and other aspects of human development. The aim is to highlight inequalities that the average values that dominate their overall index of SDG performance may hide.
- **Development Finance International (DFI) and Oxfam's Commitment to Reducing Inequality Index (CRII)** – Measures government commitments to reducing vertical inequality through public services, taxation and workers rights.

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