Target 4.2

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Early Childhood Development & Sustainable Development Agenda

Explicitly mentioned in 4:2:

Goal 4, Target 4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

SDG goals are inter-linked, cover several goal areas and are meant to work together, e.g., Goal 1 (end poverty), Goal 2 (end hunger and improve nutrition), Goal 3 (healthy lives for all), Goal 5 (gender equity), Goal 16 (end violence against children).
What’s Different about the SDGs?

Movement to child outcomes in many targets, including 4.2

- Emphasis on measuring learning, in addition to access to education

Early childhood experiences recognized as playing a critical role in later learning

- Early childhood is not just “education” – health, nutrition and quality of family environments critical

Applies to all countries: Universal agenda
Why Does Measurement Matter?

Participation in global agendas is always up to member states

– Need to create incentives and support for country participation

Measurement is central mechanism for promoting accountability

– Increasing call for measurement to track results

*What gets measured, gets done*
Levels of SDG monitoring: Different Purposes and Indicators

**National**: indicators that monitor nationally relevant education issues

**Regional**: indicators that monitor regionally relevant education issues

**Thematic**: indicators to cover education policy issues more comprehensively (43+ indicators)

**Global**: small set of leading indicators part of larger global framework (11+ indicators)

Source: UNSG, 2015
Indicators for Target 4.2

Global:
- Percent of children developmentally on track (4.2.1)
- Percent of children participating in organized learning (4.2.2)

Thematic:
- Percent of children experiencing positive, stimulating home environments
- Gross enrollment ratio for pre-primary education
- Number of years of free and compulsory pre-primary education guaranteed in legal frameworks
ECD Measured, but Not as Widely As Needed

Share of countries with a cross-national assessment administered in the last 5 years

Target 4.1
TERCE, PASEC, PILNA, SACMEQ, PIRLS, TIMSS, PISA

Target 4.2
EAP-ECDS, MELQO, PRIDI, IDELA, EDI, ECDI, UIS

Target 4.4
ICILS, PIAAC

Target 4.6
PIAAC, STEP

Target 4.7
ICCS
<table>
<thead>
<tr>
<th>SDG: 241 (global) indicators!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 No Poverty</td>
</tr>
<tr>
<td>2 Zero Hunger</td>
</tr>
<tr>
<td>3 Good Health and Well-Being</td>
</tr>
<tr>
<td>4 Quality Education</td>
</tr>
<tr>
<td>5 Gender Equality</td>
</tr>
<tr>
<td>6 Clean Water and Sanitation</td>
</tr>
<tr>
<td>7 Affordable and Clean Energy</td>
</tr>
<tr>
<td>8 Decent Work and Economic Gains</td>
</tr>
<tr>
<td>9 Industry, Innovation and Infrastructure</td>
</tr>
<tr>
<td>10 Reduced Inequalities</td>
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<tr>
<td>11 Sustainable Cities and Communities</td>
</tr>
<tr>
<td>12 Responsible Consumption and Production</td>
</tr>
<tr>
<td>13 Climate Action</td>
</tr>
<tr>
<td>14 Life's Water</td>
</tr>
<tr>
<td>15 Life's Land</td>
</tr>
<tr>
<td>16 Peaceful and Just Societies</td>
</tr>
<tr>
<td>17 Affordable and Secure Life</td>
</tr>
<tr>
<td>241 SDG indicators</td>
</tr>
<tr>
<td>- 98 (41%) indicators tier I</td>
</tr>
<tr>
<td>- 50 (21%) indicators tier II</td>
</tr>
<tr>
<td>- 78 (32%) indicators tier III</td>
</tr>
<tr>
<td>- 15 (6%) indicators unrated</td>
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<tr>
<td>Substantive target</td>
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<tr>
<td>Means of implementation</td>
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</tbody>
</table>
4.2.1: “Developmentally on Track”

Measuring Child Outcomes
Top Questions

What does “developmentally on track” mean?

– Culture + context: How to consistently measure?

How to apply to all countries, all children:

– Few tools available now for high, middle and low-income countries

– Accurate measurement for children with disability

– Birth to age 6: Developmental trajectories
Early timing, later learning

*When* children achieve milestones has often been used to determine who is “on track”

- Walking, talking are relevant to all children but timing is sensitive to environmental influences

Ages at which skills develop vary from one place to the next, and vary meaningfully by SES as well as contextual influences

- Systematic measurement is likely reveal years of difference between children in different countries: tough for scale development
Numerous Options for Measurement

**Established Global (Multiple Representative samples)**
- UNICEF’s MICS Early Childhood Development Index
- Early Development Instrument

**Established Regional (Multiple Representative Samples)**
- East Asia Pacific Child Development Scales (East Asia)
- Early Learning Assessment (West Africa)
- PRIDI (Latin America)

**Potential to Inform Global, Regional, National Monitoring**
- Measuring Early Learning Quality and Outcomes
- IDELA
- CREDI
- World Health Organization Birth to Three Scale
- Early Human Capacity Index
## Examples of Items: 3 to 5 Years

<table>
<thead>
<tr>
<th>Item</th>
<th>Teacher/Parent Report</th>
<th>Direct Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition</strong></td>
<td>How high can this child count? Can this child recognize numbers from 1 to 10?</td>
<td>How high can you count for me?</td>
</tr>
<tr>
<td><strong>Language and literacy</strong></td>
<td>Can this child write his/her name?</td>
<td>Write your name for me</td>
</tr>
<tr>
<td><strong>Social and emotional development</strong></td>
<td>Does this child seem sad or distracted? Does this child hit, bite or kick?</td>
<td>When do you feel sad? When do you feel happy?</td>
</tr>
<tr>
<td><strong>Executive Function</strong></td>
<td>Is this child able to sit still? Does this child follow simple directions?</td>
<td>When I tap the pencil once, you tap the pencil twice</td>
</tr>
</tbody>
</table>
Child Development and Learning Summary

Measurement of Target 4.2 includes multiple levels of measurement

- Global; Regional; National measurement efforts all can produce important information on how children are doing

Numerous tools available

- Coordinated, scientific efforts needed to further define what “developmentally on track” means in different places

Birth to three years is important and is part of 4.2 measurement

*Room for indicators to be changed and developed over time*
4.2.2: Participation in Organized Learning

Measuring children’s participation early childhood education programs
Access to pre-primary (GI 4.2.2) shows progress but disparities still exist.
Participation in Organized Learning

Refers to children’s participation in all early childhood care and education programs the year before starting school

- Includes community-based and other informal learning settings

Available through household surveys and administrative data

- Countries vary in availability of data beyond formal pre-primary enrollment
Why Not Just Formal Pre-Primary?

Pre-primary estimates very sensitive to quality of administrative data

Community-based/informal education is important

– May be more feasible in some settings as formal pre-primary expands

“Education” and “care” are not easily distinguished for young children

– Important to capture range of settings
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Possible Data Source</th>
<th>Priorities for Further Development</th>
<th>Examples of Application to Policy and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1: Percent of children developmentally on track</td>
<td>UNICEF MICS with greatest coverage at present&lt;br&gt;Numerous global and regional tools available. Alternative approaches to be examined.</td>
<td>Defining what “developmentally on track” means for children in diverse contexts&lt;br&gt;Measuring children with special needs and children birth to age three years</td>
<td>Improve service coverage for very young children&lt;br&gt;Ensure curricula are age-appropriate</td>
</tr>
<tr>
<td>4.2.2. Percent of children participating in organized learning</td>
<td>UNESCO Institute for Statistics; may be other national and regional data sources. Alternative approaches to be examined.</td>
<td>Expand to include emphasis on quality&lt;br&gt;Incorporate questions into other data sources and administrative data</td>
<td>Estimates of access to services, especially to uncover inequity in countries or regions</td>
</tr>
</tbody>
</table>
Thematic Indicators

Home environments, gross enrollment ratio and legal entitlements
Thematic Indicators

Percent of children experiencing positive and stimulating home environments

Gross enrollment rate in pre-primary education

Entitlement to pre-primary education within legal frameworks (number of years of free and compulsory pre-primary education)
For all types of indicators

*How to use data* is a key question

- Data to influence policy and practice: Country experiences central

**Monitoring should go beyond** learning and development at the start of school and participation in ECCE

- Quality of programs; development birth to age three years; parenting and home environments are critical for tracking gains

- Investments and cooperation needed to build and collect these indicators
Three Goals

Support countries in measurement: Building on great work to date
- Birth to age 6: Integrating and expanding on measures
- Children with disabilities

Ensuring accurate and reliable scales: Investing in validation
- Balancing globally-comparable and nationally-relevant

Capture many dimensions of ECD to contribute to implementation of diverse range of programs and policies
- Prioritizing measurement that leads to national and regional action