

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

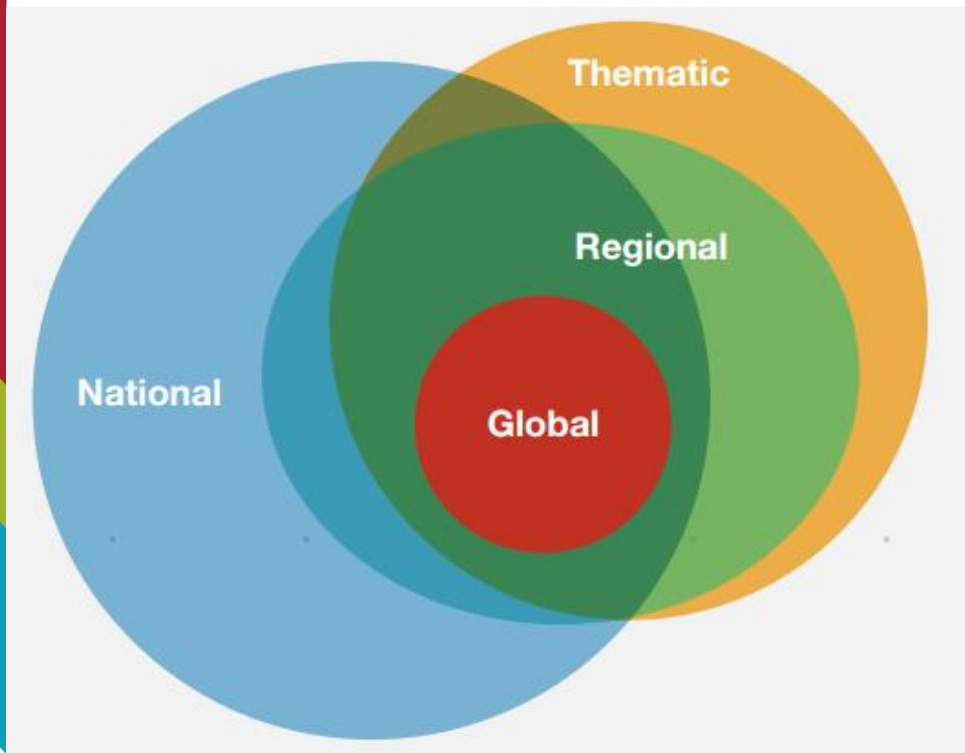
Measurement is central mechanism for promoting accountability

- Increasing call for measurement to track results

What gets measured, gets done



Levels of SDG monitoring: Different Purposes and Indicators



Source: UNSG, 2015

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)



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)

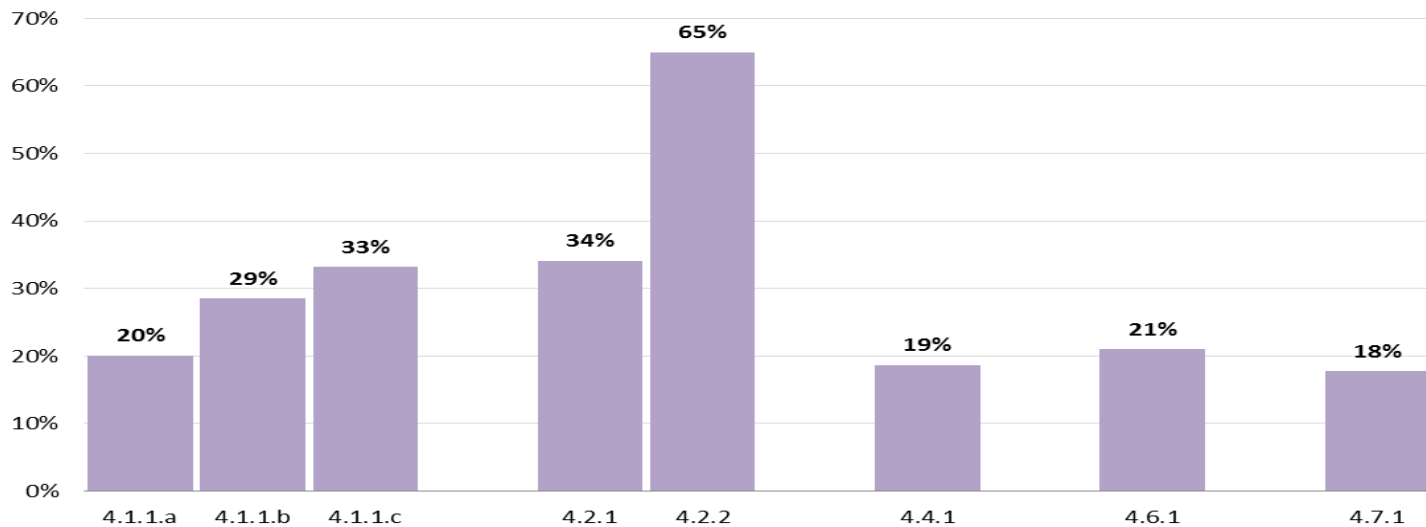
Thematic:

- 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, ECEDI, UIIS



Target 4.4

ICILS, PIAAC



Target 4.6

PIAAC, STEP

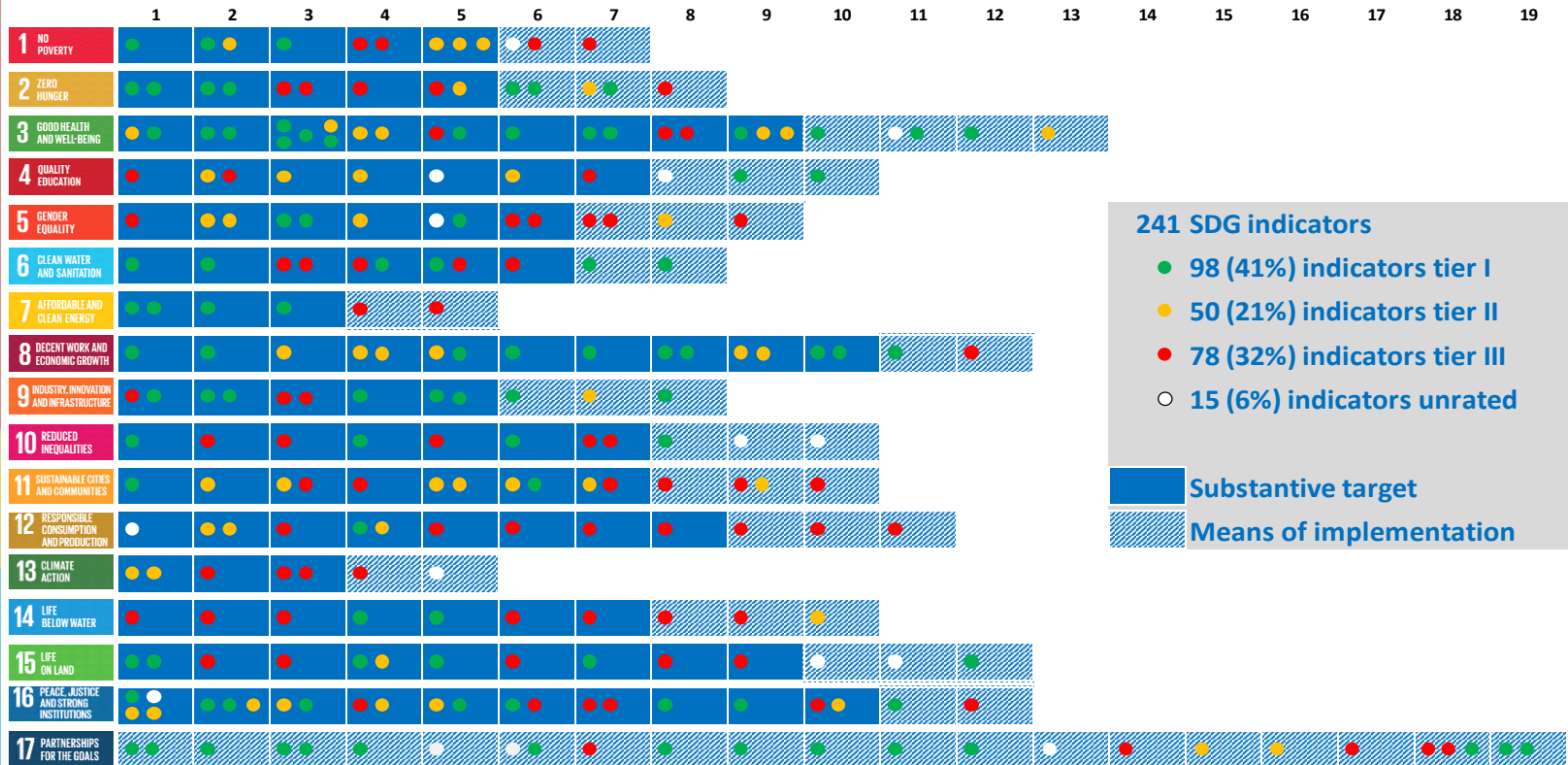


Target 4.7

ICCS



SDG: 241 (global) indicators!



241 SDG indicators

- 98 (41%) indicators tier I
- 50 (21%) indicators tier II
- 78 (32%) indicators tier III
- 15 (6%) indicators unrated

■ Substantive target
 ▨ Means of implementation



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

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



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



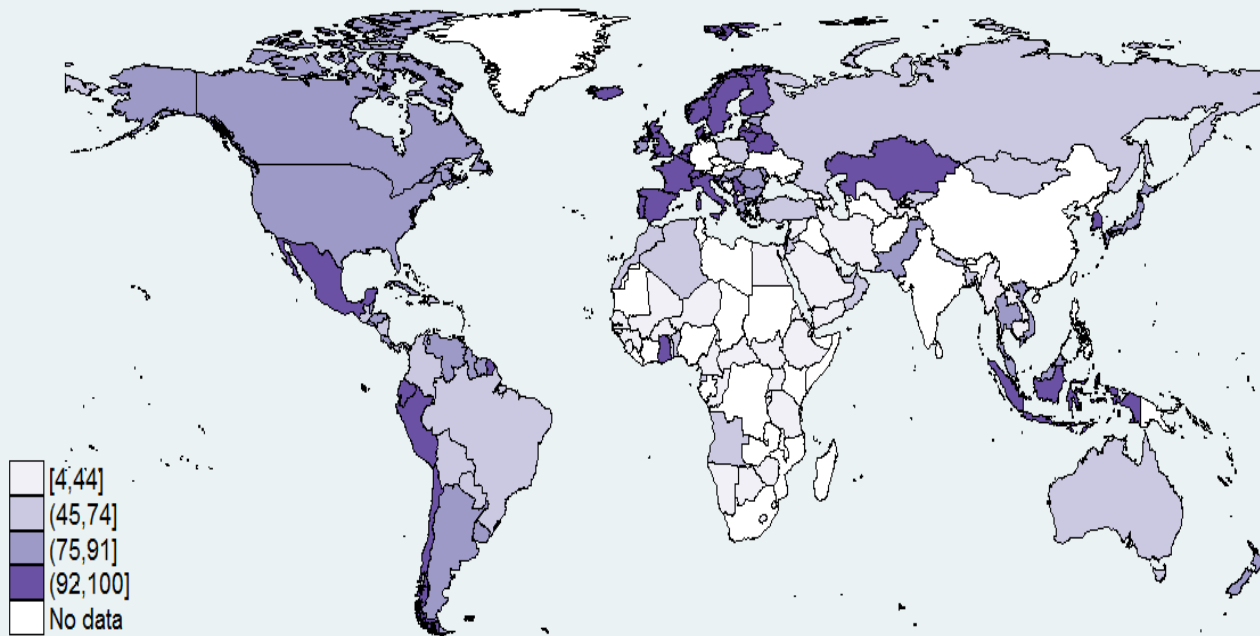
4.2.2: Participation in Organized Learning

Measuring children's participation early childhood education programs



Access to pre-primary (GI 4.2.2) shows progress but disparities still exist

Participation rate of children aged one year younger than the official entrance age to primary, pre-primary and primary. Between 2010 and 2014



Source: UNESCO Institute for Statistics



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



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

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

