

SDG Indicators

Target 4.2 – Early Childhood Development

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Education Targets

4.1

Primary &
Secondary

4.2

ECD

4.3

TVET &
Tertiary

4.4

Youth &
Adult Skills

4.5

Equity

4.6

Youth/Adult
Literacy

4.7

ESD & GCED

4.8

Learning
Environment

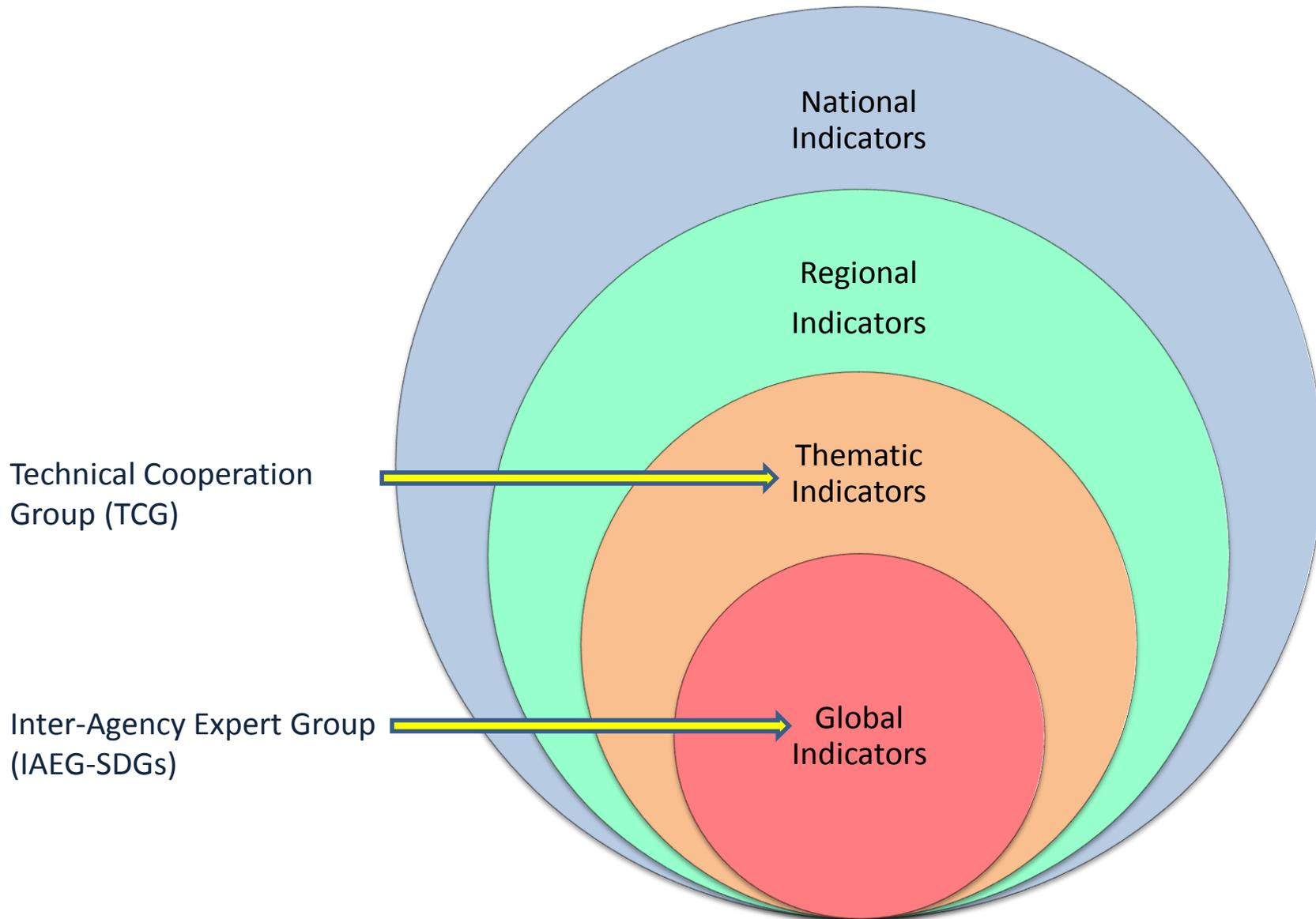
4.9

Scholarship

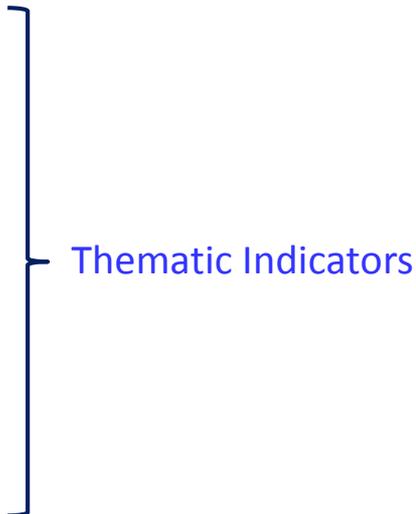
4.10

Teachers

Levels of SDG monitoring



Target 4.2 (ECD) Indicators

- 1) Percentage of children under 5 years of age who are **developmentally on track** in health, learning and psychosocial well-being  Global Indicator
 - 2) Percentage of children under 5 years of age experiencing positive and stimulating **home learning environments**
 - 3) **Participation** rate in organized learning  Global Indicator
 - 4) Gross pre-primary **enrolment** ratio
 - 5) Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in **legal frameworks**
- 
- Thematic Indicators

Indicator 4.2.1 / 8 – Developmentally on track

Definition

The percentage of children aged 36-59 months who demonstrate age-appropriate health, learning and psychosocial well-being and possess the necessary competencies and knowledge required for learning in the early primary grades

Purpose

The indicator is a broad measure of children's development and their preparedness to begin school.

Indicator 4.2.1 / 8 – Developmentally on track

Data sources

The largest source of internationally comparable data is the **Early Childhood Development Index** from Multiple Indicator Cluster Surveys (MICS) and other surveys (e.g. Demographic Health Surveys)

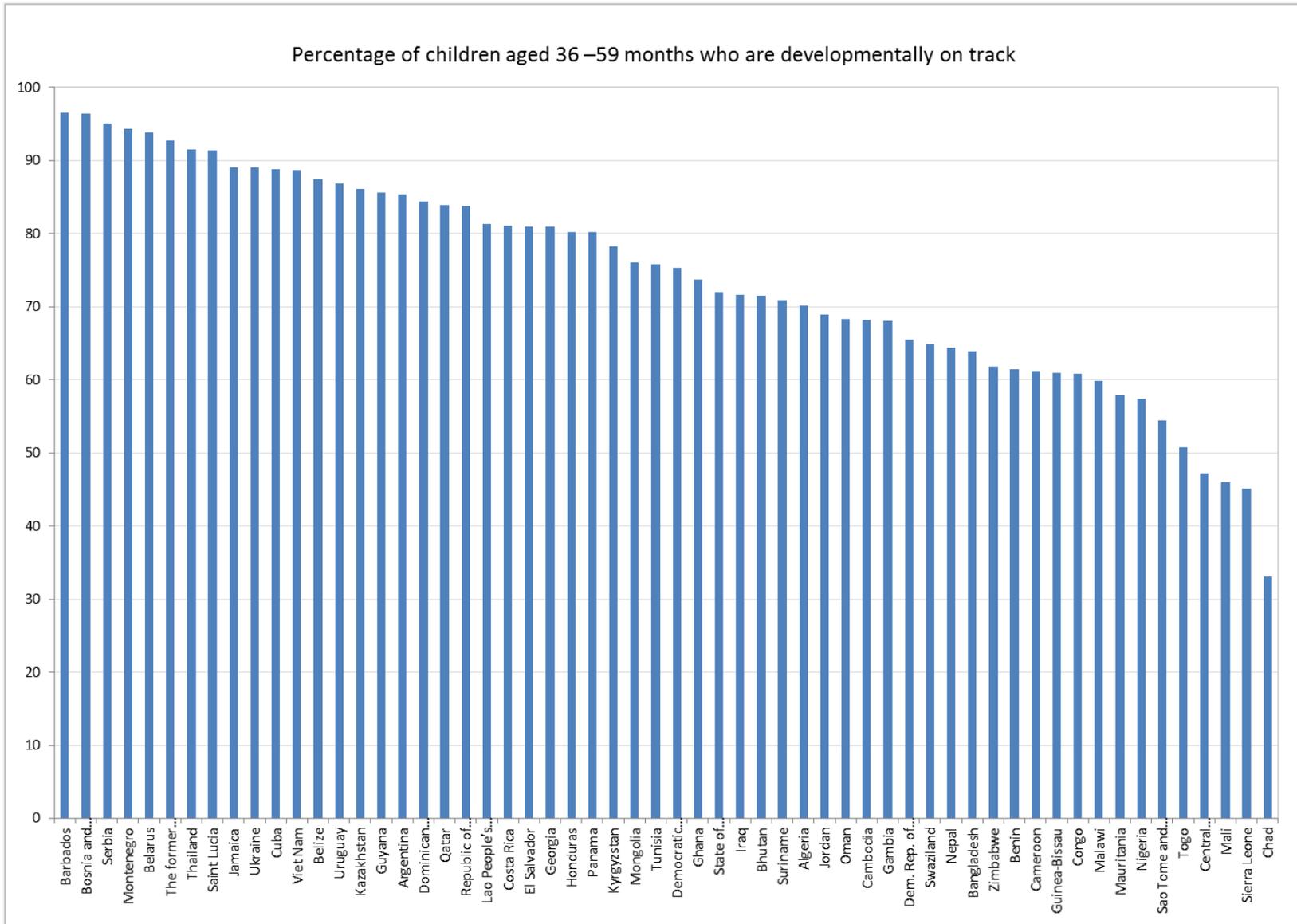
Data availability

Cross-nationally comparable data are currently available for about **60 countries**

Future work

Further methodological work will be needed to ensure that the proposed measure is relevant to children in all parts of the world

Indicator 4.2.1 / 8 – Developmentally on track



Indicator 9 – Home learning environment

Definition

The percentage of children aged 36-59 months with whom an adult household member **engage in the following types of activities**: reading or looking at picture books; telling stories; singing songs; taking children outside the home; playing; and naming, counting and/or drawing things.

Purpose

The indicator provides a broad measure of the ways in which adults in the household interact with children in meaningful and stimulating ways to promote learning and school readiness.

Indicator 9 – Home learning environment

Data sources

The largest source of internationally comparable data is **Multiple Indicator Cluster Surveys** (MICS). The same data collection module has been included in some DHS.

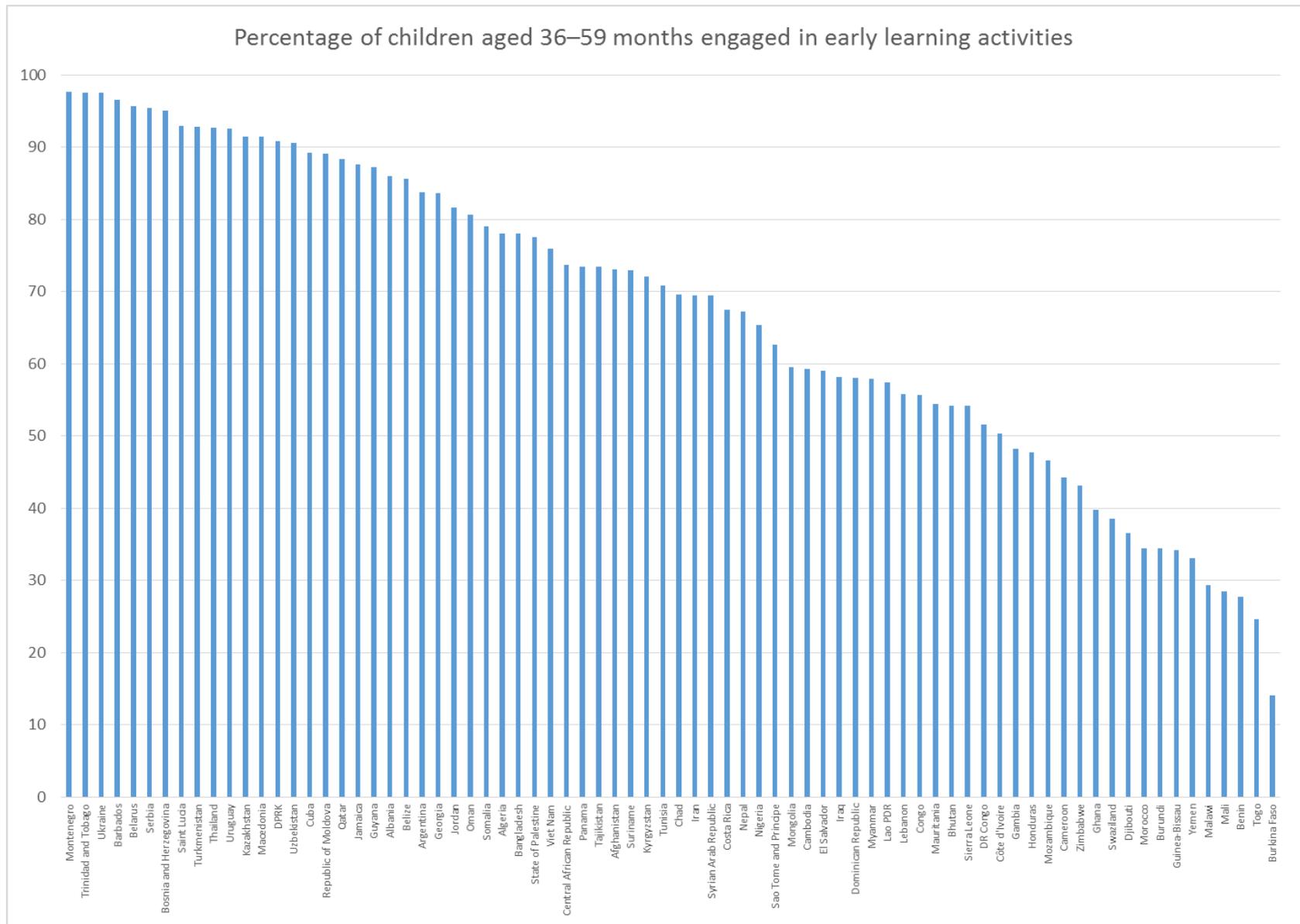
Data availability

Cross-nationally comparable data are currently available for about **70 countries**

Future work

Further methodological work will be needed to ensure that the proposed measure is relevant to children in all parts of the world

Indicator 9 – Home learning environment



Indicator 4.2.2/10 – Participation rate in organized learning

Definition

Percentage of children in the given age range who participate in an organized learning programme, including programmes which offer a combination of education and care.

Purpose

The indicator measures children's exposure to organized learning activities prior to the start of primary school.

Indicator 4.2.2/10 – Participation rate in organized learning

Data sources

Household surveys or administrative data

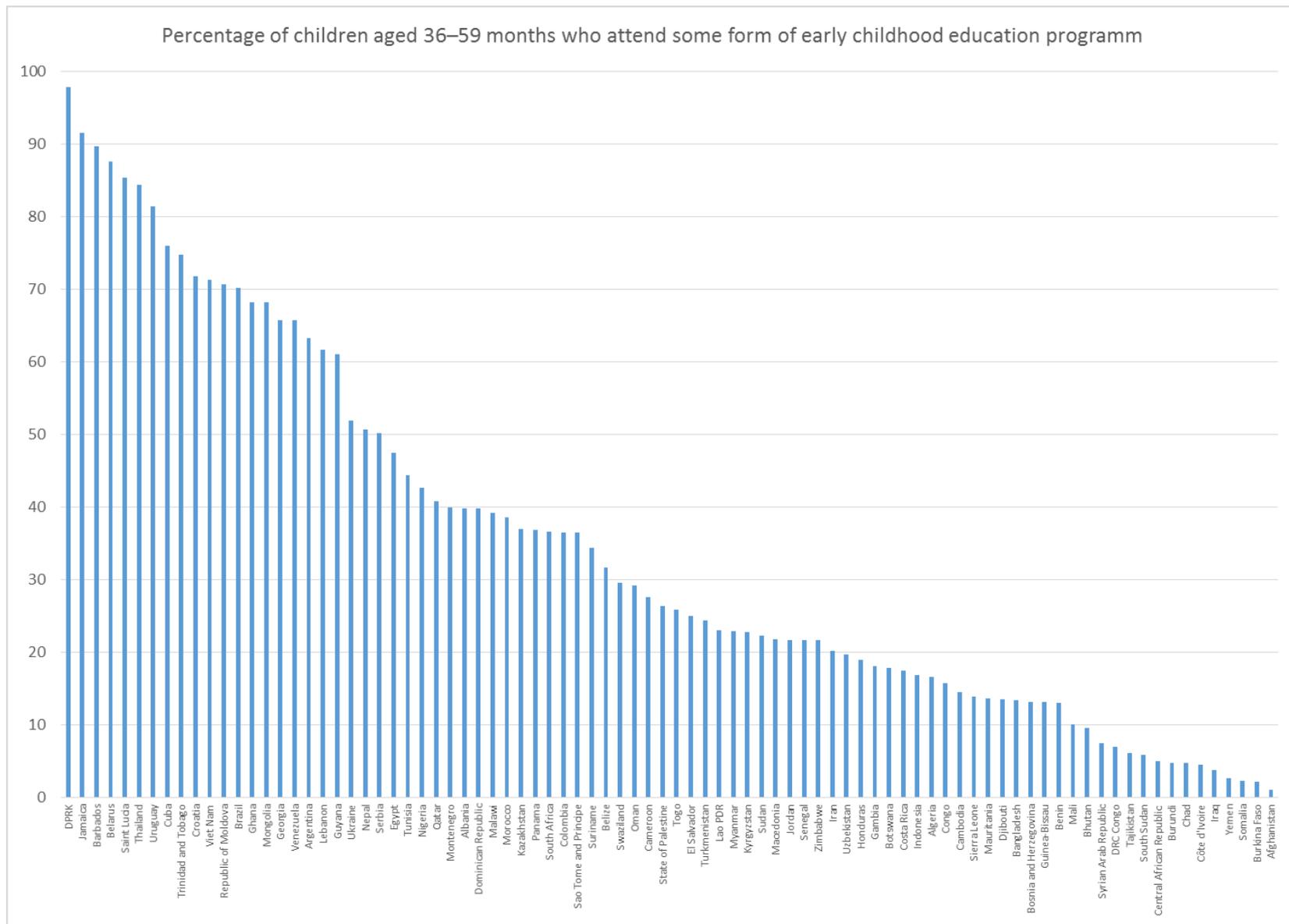
Data availability

Cross-nationally comparable data are currently available for about **70 countries** from household **surveys** and for about **160 countries** from **administrative** sources

Future work

More work is needed to ensure that the **definition of learning programmes** is consistent across various surveys. Informal settings are not consistently included in administrative data.

Indicator 10 – Participation rate in organized learning



Indicator 11 – GER in pre-primary education

Definition

Total enrolment in pre-primary education regardless of age expressed as a percentage of the population of the official age for pre-primary education.

Purpose

To show the general level of participation in pre-primary education. It indicates the capacity of the education system to enroll students of a particular age group.

Indicator 11 – GER in pre-primary education

Data sources

Household surveys or administrative data

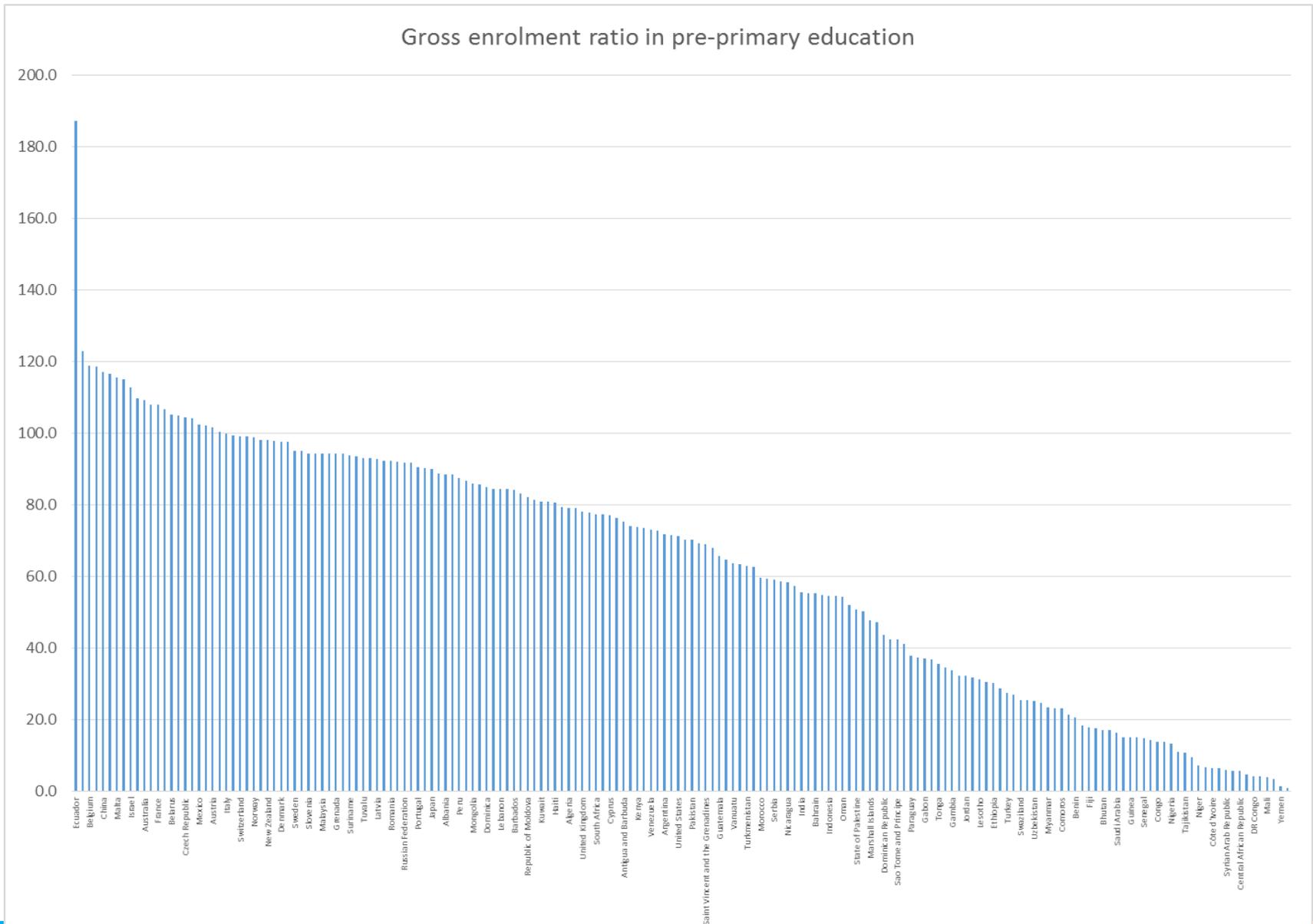
Data availability

Cross-nationally comparable data are currently available for about **130 countries** from household **surveys** and for about **160 countries** from **administrative** sources

Limitations / Future work

The gross enrolment ratio can exceed 100% due to the inclusion of over-aged or under-aged pupils because of early or late entrance.

Indicator 10 – GER in pre-primary education



Indicator 12 – Years of free/compulsory pre-primary education

Definition

The number of years of pre-primary education to which children are legally entitled that are either free or compulsory.

Purpose

To measure government commitment to guaranteeing the right to education to children and young people.

Indicator 12 – Years of free/compulsory pre-primary education

Data sources

Administrative data

Data availability

Data on entrance age and duration of compulsory education for about **190 countries**

Limitations / Future work

The existence of national legislation does not guarantee that countries ensure that it is implemented effectively and that parents are indeed ensuring their children benefit from the provision available.

Thank you!

