

SDG Target 4.2

Ensure that, by 2030, all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Indicator 4.2.1

Proportion of children under age 5 years who are developmentally on track in health, learning and psychosocial well-being

SDG Target 4.2 and Indicator 4.2.1

- Currently a Tier III indicator
- UNICEF serves as custodian agency
- Supporting agencies: UNESCO-UIS and OECD
- MICS-ECDI currently proposed as proxy measure

Work needed on new measure(s)

- Indicator 4.2.1
 - Domains included are broader than what is available in current measures used across many countries
 - Age group covered is broader than many measures commonly cover
- Too little psychometric evaluation of currently-used measures
 - particularly on predictive validity and measurement invariance
- Scores from these measures currently do not demonstrate psychometric properties that would allow meaningful cross-country comparisons



Global Level Efforts: Tool Development UNICEF - Revisions to Early Childhood Development Index (ECDI)

Global Scales of Early Development (GSED)

Measuring Early
Learning and
Quality Outcomes
(MELQO)

UNICEF - Revisions to ECDI

Progress so far

- Desk review/mapping of existing tools, expert review/rating exercise
- Series of technical consultations
- Cognitive testing in 6 countries
- Background papers
- Ongoing coordination with GAML (TF4.2), WHO/ GSED, WB/MELQO
- Field Testing in Mexico
- Established IAEG-ECD to support revision/capacity building

Global Scales of Early Development (GSED)

New Metrics for 0-3

GSED

- CREDI: Caregiver Reported Early
 Development Instrument
- IYCD: Infant & Young Child Development
- D-Score: Developmental Score (latent variable with interval properties represents development)

Measuring Early Learning and Quality Outcomes (MELQO)

 Objective: Build country capacity to measure + generate globallycomparable data

- Suite of tools
- Early child development outcomes
 - Direct Assessment
 - Teacher/Caregiver Report
 - Parent/Caregiver Report
- Quality of early learning environments
 - Classroom Observation
 - Teacher Interview
 - Head Teacher/Director Interview

New Metrics for 4-6

MELQO ctd.

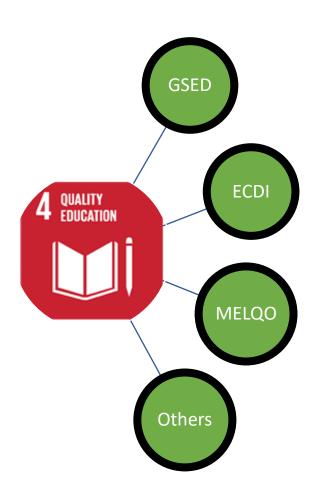
- Focus on readiness for school
- Designed for flexible use
 - Being adapted for use in household surveys
 - As system diagnostic
 - At population level
- Stimulating improvement
 - Classroom level, M&E system, policy level
- 15 countries have used MELQO in last three years, with 4 collecting nationally representative data and requests from 15+ countries to launch new surveys



Need for harmonized approach



Harmonizing Measurement & Monitoring



• Vision:

- Different tools but comparable using one score of latent construct measure of domains
- Include it in population based tools, e.g., MICS, DHS
- Use in programmatic /national evaluations

Concluding remarks

- As a field, we need to be honest about current limitations and timeline and effort involved in trying to generate globally comparable data in ECD
- Greater coordination needed across agencies and there is positive movement in this direction
- World Bank looks forward to working with partners and countries to scale measurement in ECD
 - While we will be supporting many countries to use MELQO, other tools will also be used by World Bank teams
 - All data will be publicly available
 - Work to improve tools will continue