

SDG 4.2

Early Childhood Development & Universal Pre-primary Education

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Outline

- I. **SDG 4.2 Background**
- II. **SDG 4.2 Indicators**
- III. **SDG 4.2 Monitoring**
- IV. **Strategies for Global Cooperation**

SDG 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.**



I. SDG 4.2 BACKGROUND

- ***Progress of EFA Goal 1***
 - ✓ Child mortality rates down nearly 50%
 - ✓ Pre-primary education GER 33% in 1999 to 54% in 2012
 - only 20% in sub-Saharan Africa and 25% in the Arab States
 - ***But, there are still***
 - ✓ 1 in 4 children, stunted by malnutrition
 - ✓ Pre-primary education systems, not existing in many developing countries.
- *lack of equitable, quality ECCE provisions*

Under-Five Mortality Rate

- Most notably, in Eastern Asia, the under-five mortality rate was cut by four-fifths (51% in 1900->10% in 2016).
- But, in Southern Asia and sub-Saharan Africa accounts for 80% of the entire under-five mortality.

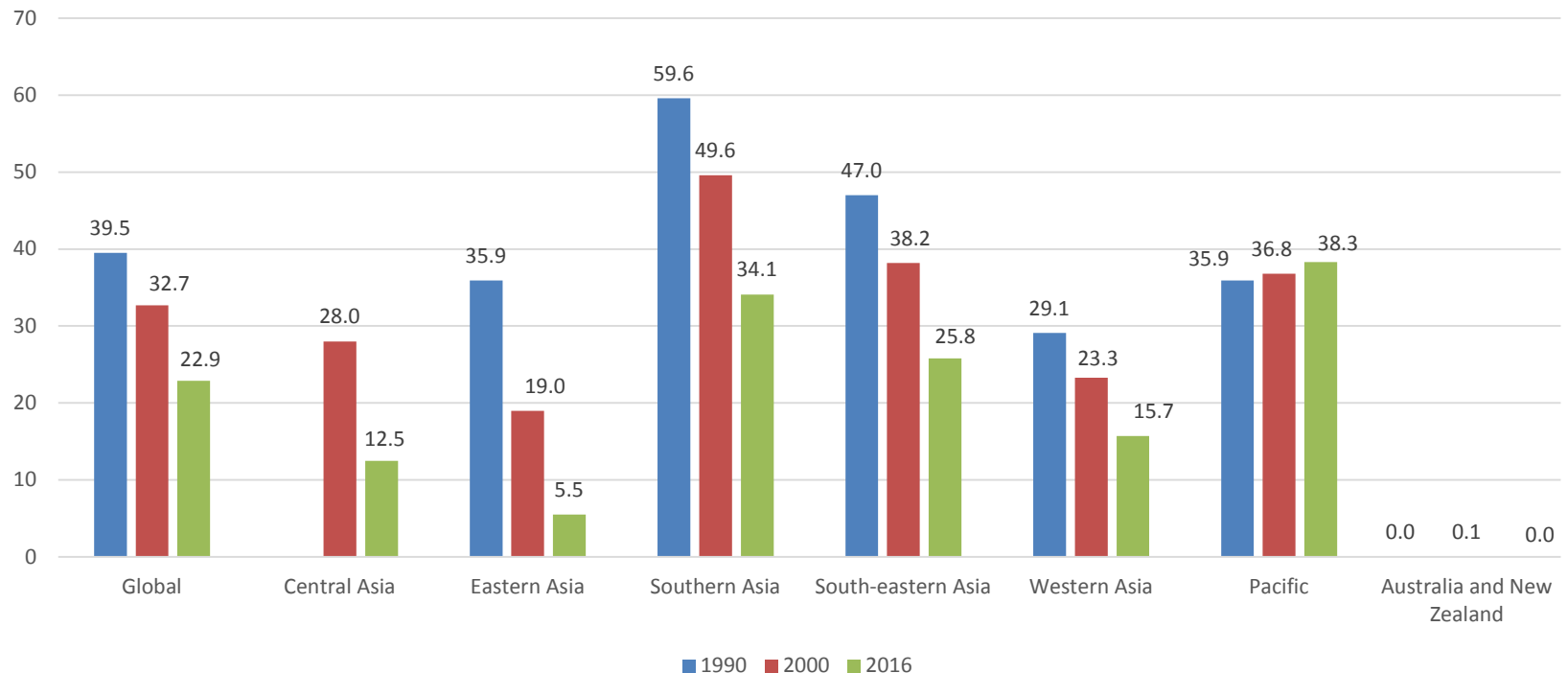
Table 1. Under-five mortality rate from 1990 to 2016 (deaths per 1,000 live births)

| Region | 1990 | 1995 | 2000 | 2005 | 2010 | 2015 | 2016 | Decline 1990-2016 | No. Deaths 2016 |
|---|------|------|------|------|------|------|------|-------------------|------------------|
| Central Asia | 73 | 74 | 64 | 49 | 37 | 28 | 26 | 64% | 41,399 |
| Eastern Asia | 51 | 45 | 35 | 23 | 15 | 10 | 10 | 81% | 180,336 |
| Pacific | 35 | 33 | 33 | 31 | 27 | 24 | 23 | 35% | 14,892 |
| Pacific excluding Australia and New Zealand | 74 | 69 | 66 | 63 | 57 | 50 | 49 | 34% | 13,410 |
| Australia and New Zealand | 10 | 7 | 6 | 6 | 5 | 4 | 4 | 58% | 1,482 |
| South-eastern Asia | 72 | 59 | 49 | 40 | 33 | 28 | 27 | 63% | 314,355 |
| Southern Asia | 126 | 109 | 92 | 76 | 61 | 49 | 47 | 63% | 1,733,676 |
| Northern America and Europe | 14 | 12 | 10 | 8 | 7 | 6 | 6 | 59% | 70,586 |
| Latin America and the Caribbean | 55 | 44 | 33 | 26 | 25 | 18 | 18 | 68% | 187,269 |
| Sub-Saharan Africa | 183 | 175 | 157 | 128 | 102 | 82 | 79 | 57% | 2,776,813 |
| Western Asia and Northern Africa | 75 | 62 | 51 | 41 | 33 | 29 | 28 | 62% | 322,532 |

Stunting

- Despite the declining trend, Southern Asia is home to two-fifths of the world's stunted children.

Figure 1. Stunting prevalence in 1990, 2000 and 2016



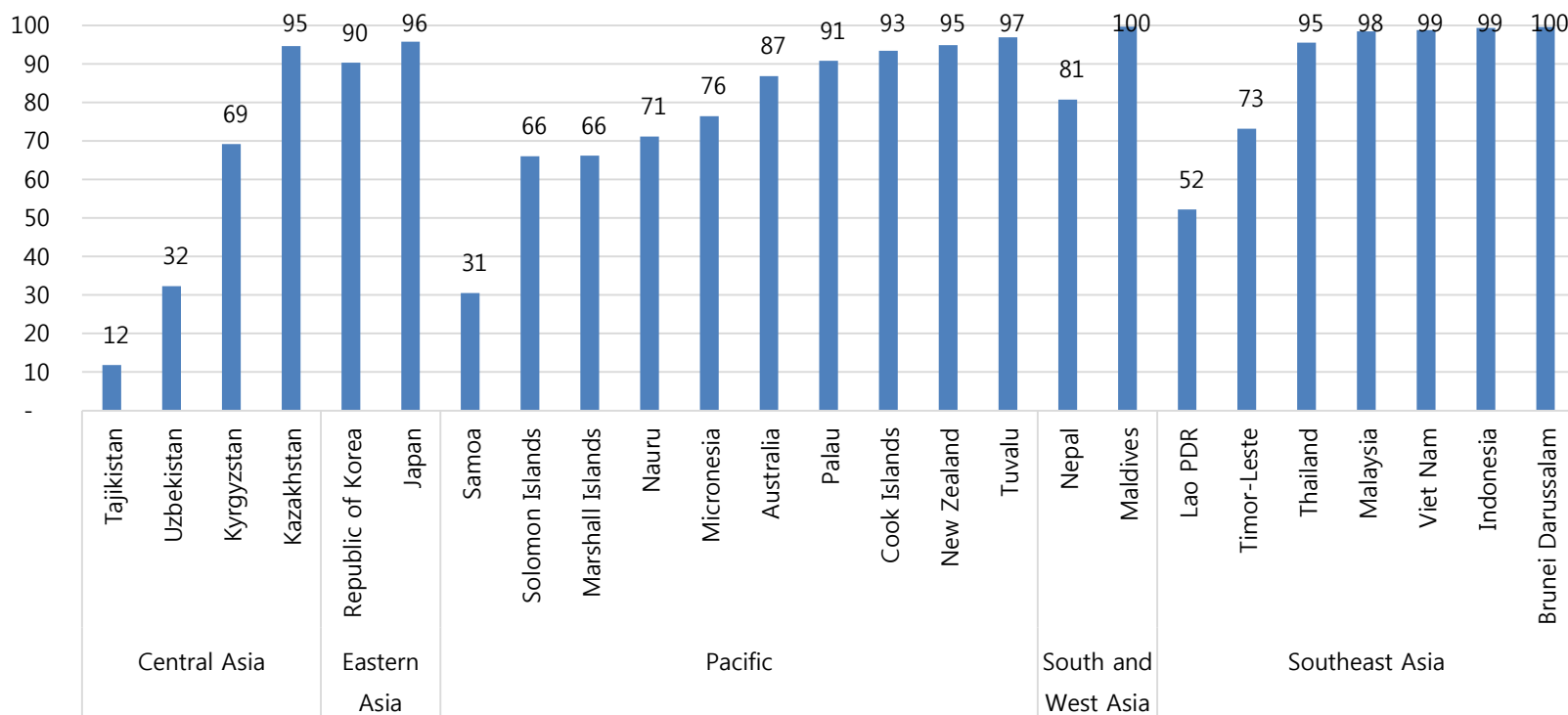
Source: UNICEF, WHO and World Bank Group. Accessed through <https://data.unicef.org/topic/nutrition/malnutrition/> on 9 November 2017.

NB: "Eastern Asia" does not include Japan and "Pacific" does not include Australia and New Zealand.

Participation in ECCE

- The total enrolment in pre-primary education in the Asia and Pacific region increased by 76% from 47 million to 83 million between 2000 and 2015.

Figure 2. Adjusted net enrolment ratio in the last year of pre-primary education 2013-2016



Source: UIS.Stat (accessed on 11 November 2017)



Moscow Framework for Action and Cooperation

Harnessing the Wealth of Nations (2010.9.29)

World Conference on ECCE

Asia-Pacific Policy Forum on ECCE



✓ 1st Seoul Forum (2013. 9. 11-13)

- *Are children ready for school? Are schools ready for children?*

✓ 2nd Malaysia Forum (2016. 7. 19-21)

- *The Transformative Power of Early Childhood:
Innovations for Inclusivity and Quality*

➤ *Putrajaya Declaration*

✓ 3rd Kathmandu Forum (2018. 6.5-6)



<Action Points of the Putrajaya Declaration >

- Put in place integrated and inclusive legislation, policies and programmes that realize the provision of **at least one year of free and compulsory quality pre-primary education**, paying special attention to the **most disadvantaged** and vulnerable children;
- **Implement integrated, multi-sectoral ECCE policies**, strategies and high quality programmes coordinated across ministries responsible for health, social and child protection, water/sanitation, justice and early education, and secure adequate resources for their implementation;
- Develop clear policies, strategies and guidelines, including action plans for the **professionalization of ECCE personnel** through professional development, and elevation of their status and working conditions;
- Design inclusive, accessible, high quality and integrated ECCE programmes, services and infrastructure, especially for children with disabilities, and support families as children's first caregivers;
- **Increase government investment in ECCE** and forge partnerships with the private sector, civil society and development partners to make more efficient use of available financial and human resources for equitable access to quality of ECCE provision;

<Action Points of the Putrajaya Declaration >

- **Monitor and evaluate the countries' progress toward SDG Target 4.2**, using the global thematic indicators of readiness (child development and learning outcomes), participation (enrolment) and provision (availability) as well as public and private financing for ECCE. This process should form part of the SDG4-Education 2030 coordination process leading to comprehensive monitoring and evaluation systems at the national and sub-national levels;
- **Strengthen the collection, analysis and use of data**, which are often scattered across multiple sectors, and ensure disaggregation of data to address equity and the complexity of holistic measurements of child learning and development outcomes;
- Raise the awareness of stakeholders, through **evidence-based joint advocacy**, in partnership and with technical assistance from UNESCO, UNICEF, ARNEC and other key regional agencies and networks, for the implementation and monitoring of SDG 4 in general, and Target 4.2 in particular; and
- Initiate the **process of developing a regional framework for SDG Target 4.2** and national roadmaps for implementation with clear timelines, under **a regional coordination and support mechanism for SDG4-Education 2030**.

Action Point 7

Comprehensive data collection, analysis and use

- Increased awareness of the importance of active, meaningful and well-coordinated efforts for data collection and use.
- **Comprehensive and robust data systems** to capture data across multiple sectors in some countries (e.g., Malaysia, Japan, ROK, Thailand), while many countries do not yet (e.g., Kazakhstan, Kiribati, Palau, Uzbekistan).
 - ✓ A mechanism to identify key data issues exists (e.g., Pakistan, Cook Islands, Philippines)
- **Challenges**
 - ✓ In need of a help with **data analysis skills** in order to transform data for policy making and implementation (e.g., Tonga, Tuvalu)
 - ✓ **collection of new datasets** for indicators of SDG 4.2.1 on children's well-being



Kathmandu Statement spells out principles championing ECCE



III. SDG 4.2 INDICATORS

INDICATOR 4.2.1

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

INDICATOR 4.2.2

- Participation rate in organized learning (one year before the official primary entry age), by sex

INDICATOR 4.2.3

- Percentage of children under 5 years of age experiencing positive and stimulating **home learning environments**

INDICATOR 4.2.4

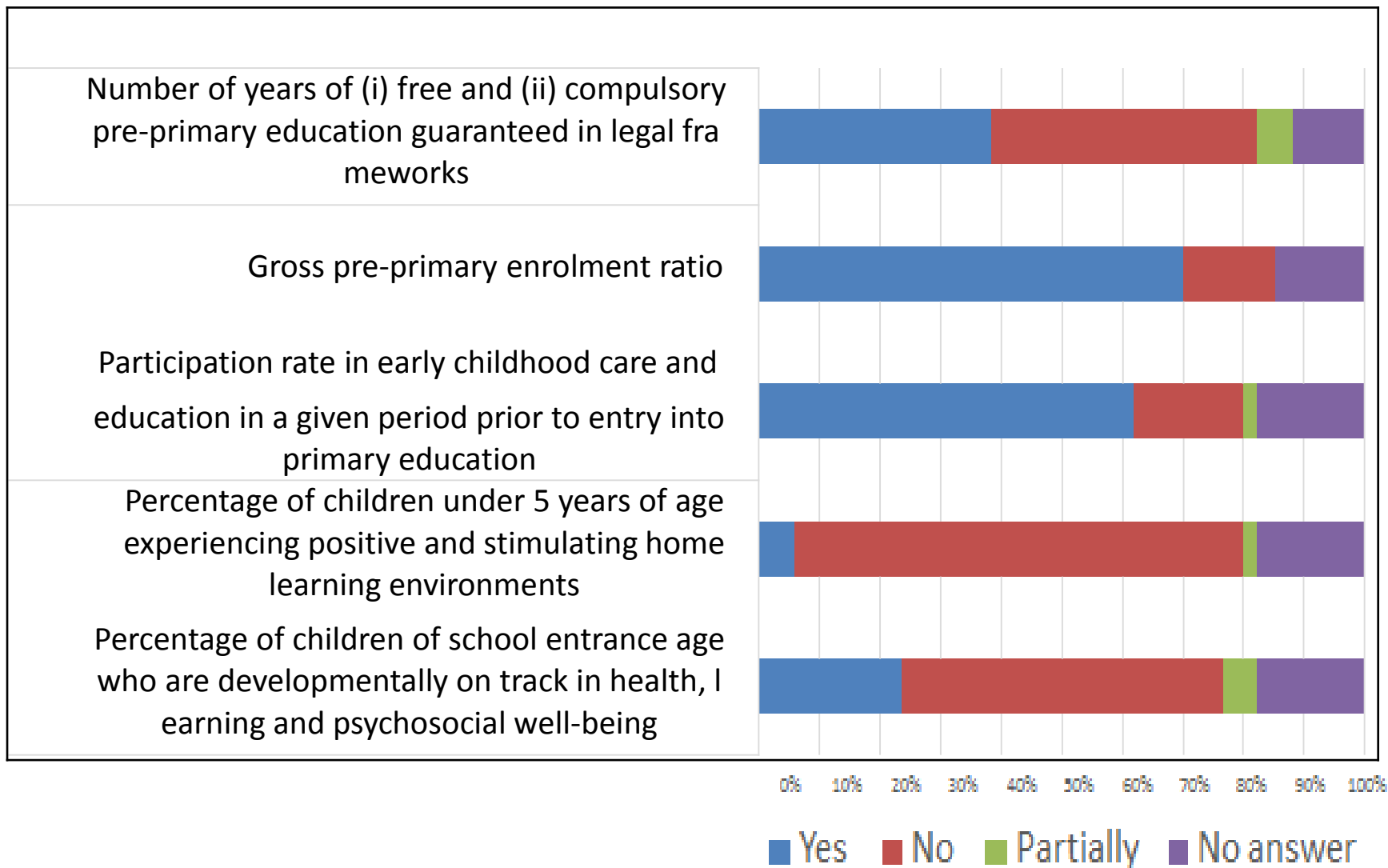
- **Gross pre-primary enrolment ratio**

INDICATOR 4.2.5

- **Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks**

| Concept | Indicator |
|---|---|
| School Readiness | Percentage of children of school entrance age who are developmentally on track in health, learning and psychosocial well-being |
| | Percentage of children under 5 years of age experiencing positive and stimulating home learning environments |
| Participation | Participation rate in early childhood care and education in a given period prior to entry into primary education |
| | Gross pre-primary enrolment ratio |
| Provision | Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks |
| Pre-primary teachers : qualification and training | Percentage of teachers qualified according to national standards by education level and type of institution |
| | Pupil/qualified teacher ratio |
| | Percentage of teachers in pre-primary who have received at least the minimum organized and recognized teacher (i.e. pedagogical) training |
| | Pupil/trained teacher ratio |
| Pre-primary teachers : motivation and support | Average teacher salary relative to other professions requiring a comparable level of education qualification |
| | Teacher attrition rate by education level |
| | Percentage of teachers who received in-service training in the last 12 months by type of training |
| Financing for ECCE | Total public spending for ECCE as a percentage of total government budget? |
| | Total public spending for ECCE, as a percentage of GDP? |
| | Public expenditure on ECCE (or pre-primary education) as percentage of the total public education expenditure |

Source: Asia-Pacific Regional Policy Forum on ECCE (2016)



*source: UNESCO Asia and the Pacific Regional Bureau for Education (2016). Synthesis of Country Reports. Asia-Pacific Policy Forum on ECCE, Putrajaya, Malaysia.

III. SDG 4.2 Monitoring_ *Calculation Method*

- ***Definition***
- ***Purpose***
- ***Calculation method***
- ***Interpretation***
- ***Type of data source***
- ***Data required***
- ***Data sources***
- ***Limitations***

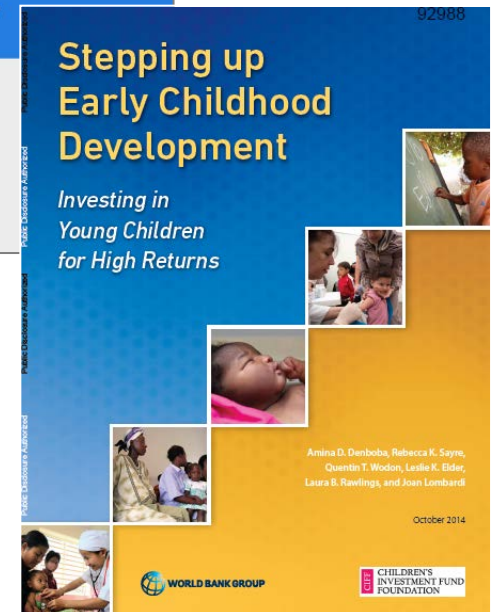
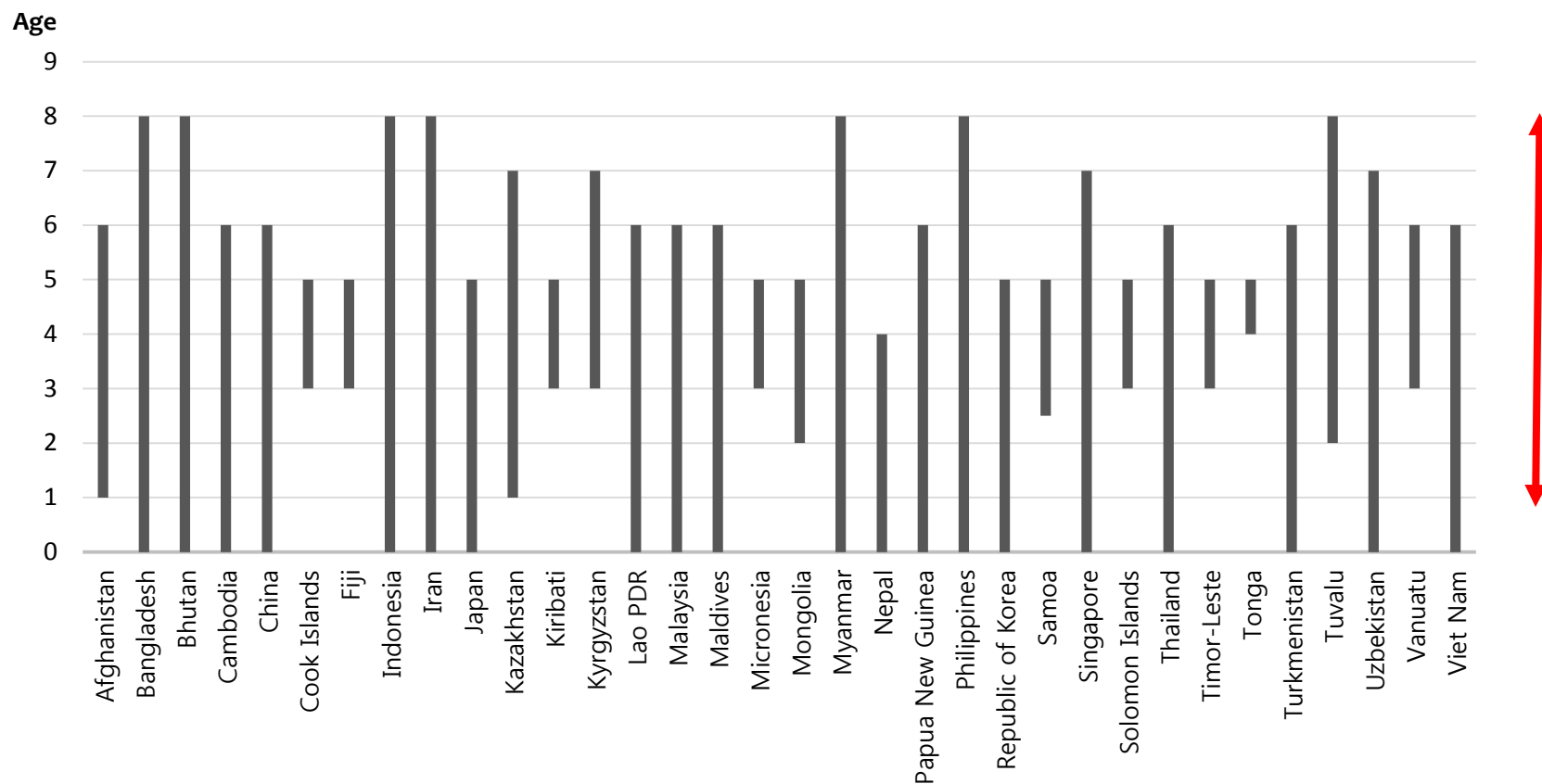


Figure 1 Age group corresponding to “early childhood” in Asia and Pacific countries



Source: Country reports prepared for the Second Asia-Pacific Regional Policy Forum on ECCE

GLOBAL INDICATOR 4.2.1

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

$$\text{PCDT3t4} = \text{CDT3t4} / \text{P3t4}$$

- **PCDT3t4** percentage of children aged 3-4 years (36-59 months) who are developmentally on track in health, learning and psychosocial well-being
- **CDT3t4** children aged 3-4 years (36-59 months) who are developmentally on track in health, learning and psychosocial well-being
- **P3t4** population aged 3-4 years (36-59 months)

GLOBAL INDICATOR 4.2.2

– Participation rate in organized learning (one year before the official primary entry age), by sex

$$\text{PROL0t1, AG(a-1)} = \text{E0t1,AG(a-1)} / \text{SAPAG(a-1)}$$

- **PROL0t1,AG(a-1)** participation rate in organized learning one year before the official entry age a to primary education
- **E0t1,AG(a-1)** enrolment in early childhood or primary education (ISCED levels 0 and 1) aged one year below the official entry age a to primary education
- **SAPAG(a-1)** school-age population aged one year below the official entry age a to primary education

THEMATIC INDICATOR 4.2.3

– Percentage of children under 5 years of age experiencing positive and stimulating home learning environments

PCPSH3t4 = CPSH3t4 P3t4

- **PCPSH3t4** percentage of children aged 3-4 years experiencing positive and stimulating home learning environments
- **CPSH3t4** children aged 3-4 years experiencing positive and stimulating home learning environments
- **P3t4** population aged 3-4 years

THEMATIC INDICATOR 4.2.4

Gross pre-primary enrolment ratio

$$\text{GERo},c = E_c / \text{SAPo},a$$

- GERo,c gross early childhood education enrolment ratio in category c
- E_c enrolment in early childhood education category c
- SAPo,a population of the official age a for early childhood education (ISCED level 0)
- c pre-primary education (ISCED level 02) or early childhood educational development (ISCED level 01)

THEMATIC INDICATOR 12

Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks

- **YF02** number of years of free pre-primary education (ISCED level 02)
- **YC02** number of years of compulsory pre-primary education (ISCED level 02)

IV. Strategies for Global Cooperation

- **Identify priority issues at national level**
- **Shared understanding and sustainable communication among stakeholder groups on SDG target and indicators**
- **Check the existence of indicators in countries & establish data generation systems**
- **Strengthen existing coordination mechanisms at national level rather than establishing a new one**
- **Avoid silo approaches**

- **Align priorities of national policy agenda & cycles of policy making with SDG 4.2**
- **Identify capacity of countries in achieving SDG 4.2.**
- **Provide consultation at national and regional level**
 - ✓ Identify where the country stands
 - ✓ Strengthen networking at regional/global levels through forums, etc.
 - ✓ Mentoring on specific policy issues (e.g., ARNEC's Buddy System)
- **Prepare monitoring reports at national, regional, & global levels.**



Thank You.

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