



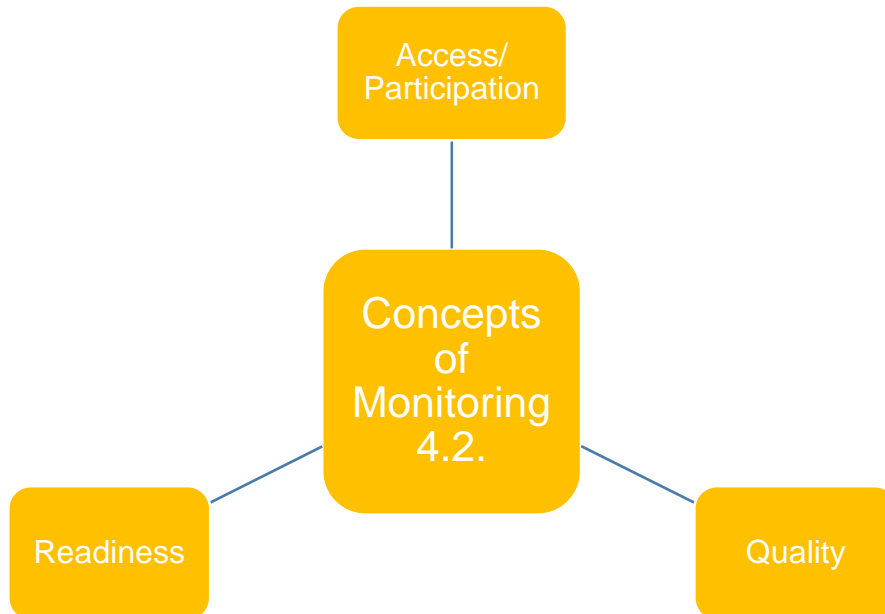
3rd Asia-Pacific Regional Policy Forum on Early Childhood Care and Education

5-6 June 2018, Kathmandu, Nepal



Monitoring Target 4.2

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



- I. **Early childhood educational development**
- II. **Pre-primary education**

The Challenge in Measuring Participation in Early Childhood Education and Development Programmes

- Diverse programmes, with diverse contents and approaches, for varying ages of children
- Variety of typologies used, such as ECCE, ECD, ECEC, pre-primary
- **Challenge: Harmonizing and standardizing understandings**
- International Standard Classification of Education (ISCED) serves to define 'early learning' with Target 4.2 and thus to collect comparable data



What is ISCED?

- A framework to facilitate the comparison of education indicators across countries
- A methodology for translating national education programmes into an internationally comparable sets of categories (or levels of education)

What does ISCED classify?

- Educational programmes “*designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period.*”

Target 4.2 – Two Global Indicators

Target 4.2 is the only target with 2 global indicators

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

- UNICEF is the custodian agency responsible for indicator 4.2.1
- Needs further development

4.2.2: “*Participation rate in organized learning (one year before the official primary entrance age)*”

- UIS is the custodian agency responsible for indicator 4.2.2
- Tier I indicator; the methodology is established and data are available

Thematic Indicator – 4.2.2

4.2.2: *“Participation rate in organized learning (one year before the official primary entrance age)”*

Definition:

Percentage of children in the given age range who participate in one or more organized learning programme, including programmes which offer a combination of education and care. Participation in early childhood education and in primary education are both included. The age range will vary by country depending on the official age for entry to primary education.

Thematic Indicator – 4.2.2

4.2.2: “Participation rate in organized learning (one year before the official primary entrance age)”

Purpose:

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

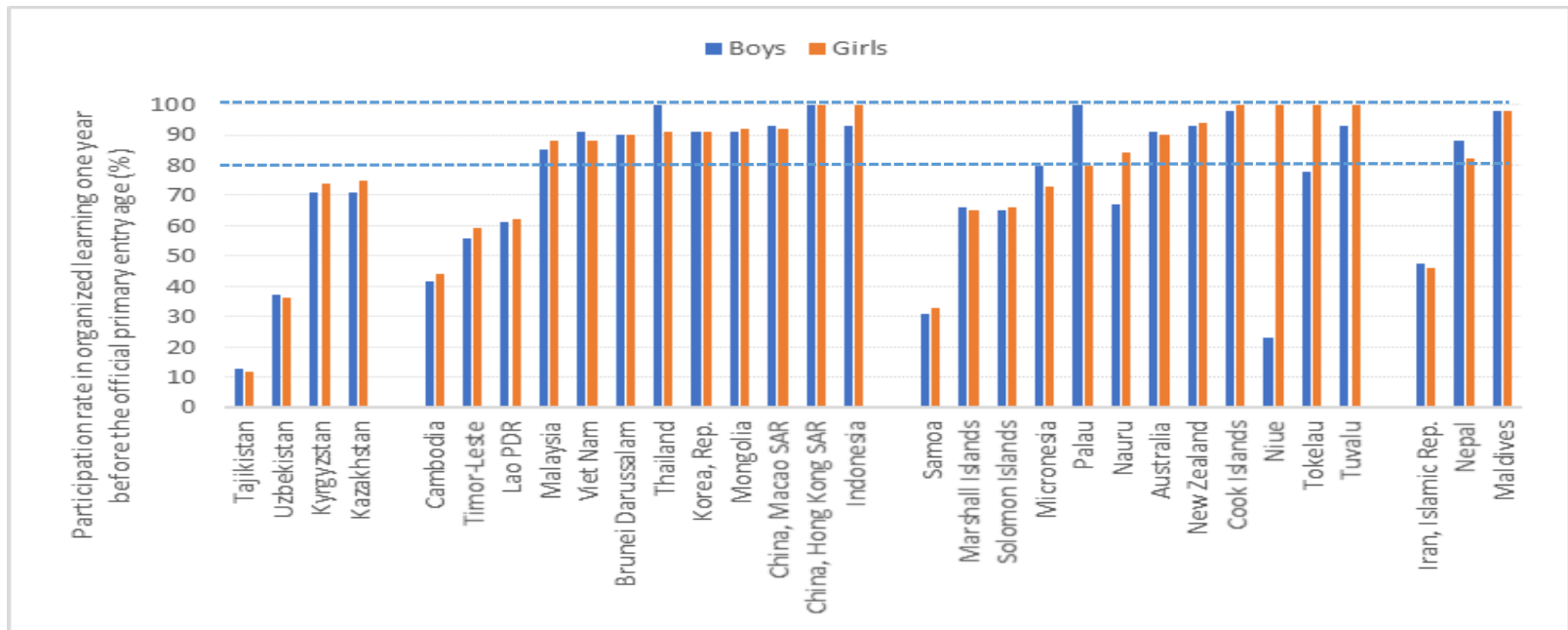
$$\text{Participation rate} = \frac{\text{Total number of Children (of age one year before the official primary entry age) enrolled/attended in organized learning (ECCE, pre-primary or primary)}}{\text{Total Population of children age one year before the official primary education entry age}} \times 100\%$$

Data Source= Administrative Data or Household survey
(Country can decide which data source is the official and which one is alternative)

What is the situation one year before before entering primary education?

Most of the countries in the region have high participation - many countries especially in East Asia and the Pacific have achieved a participation rate of above 80%.

Participation rate in organized learning one year before the official primary education entry age by sex (2016 or latest year available)



Additional Thematic Indicators

4.2.3: *"Percentage of children under 5 years experiencing positive and stimulating home learning environments"*

- To monitor responsible care at home and responsiveness of caregivers to children's emerging cognitive, social and emotional abilities
- Requires further development to ensure relevance to children in all parts of the world

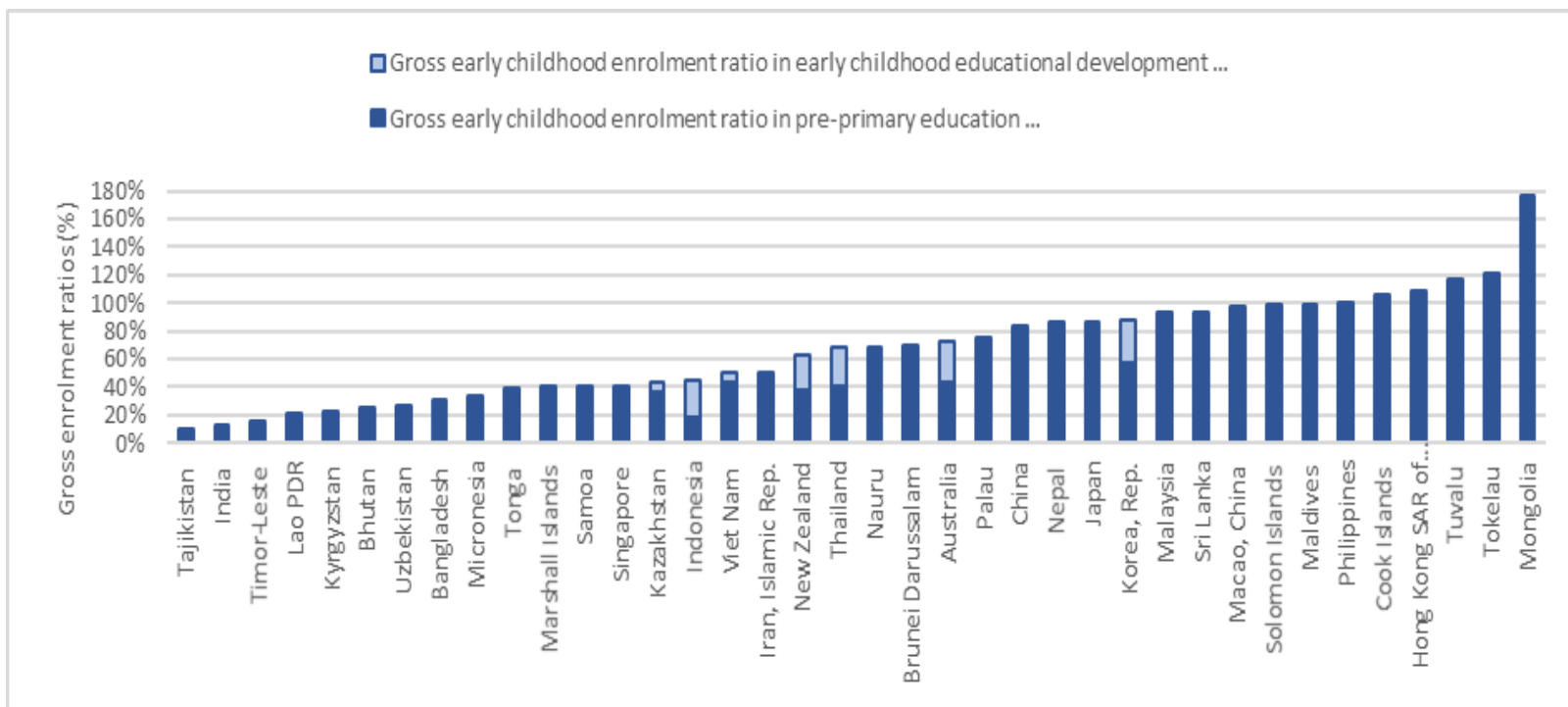
4.2.4: *"Gross early childhood education enrolment ratio in (a) pre-primary and (b) early childhood educational development"*

4.2.5: *"Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks"*

- To monitor participation and access to ECE
- Have agreed methodologies and available data through school and household surveying

Thematic Indicator 4.2.4

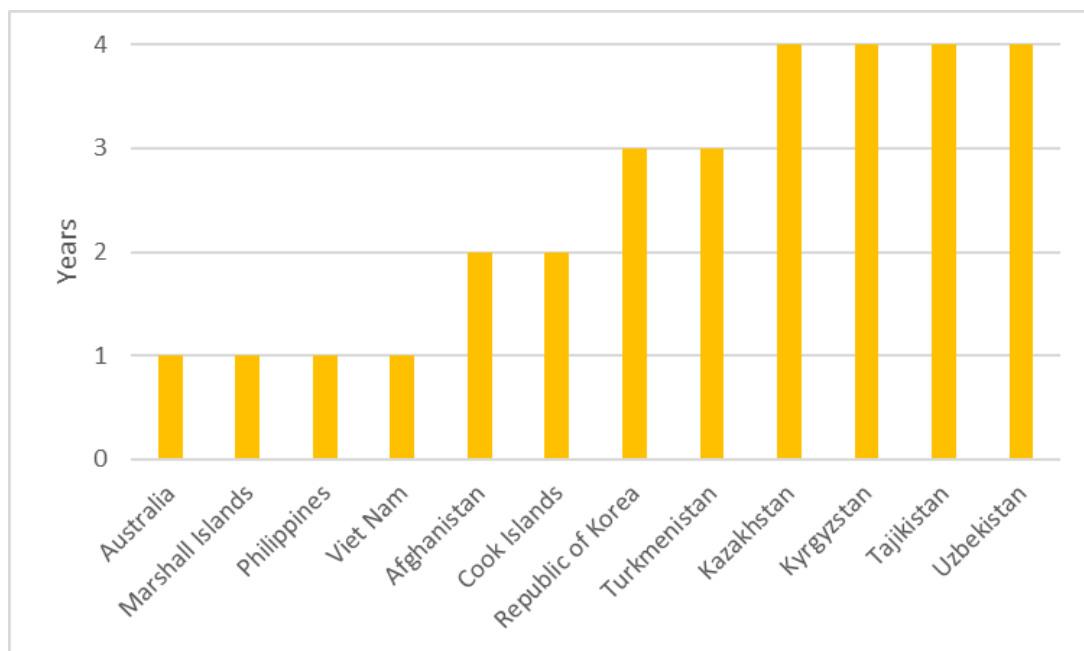
GER in pre-primary education (ISCED 01) and early childhood educational development (ISCED 02) as a share of the population of the official age for early childhood education (ISCED 0) (2016 or latest year available)



Source: UNESCO Bangkok, Paving the road to Education 2030 (forthcoming) with data from UNESCO Institute for Statistics (UIS) database: <http://data.uis.unesco.org>

Thematic Indicator 4.2.5

Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks (2016/2017)



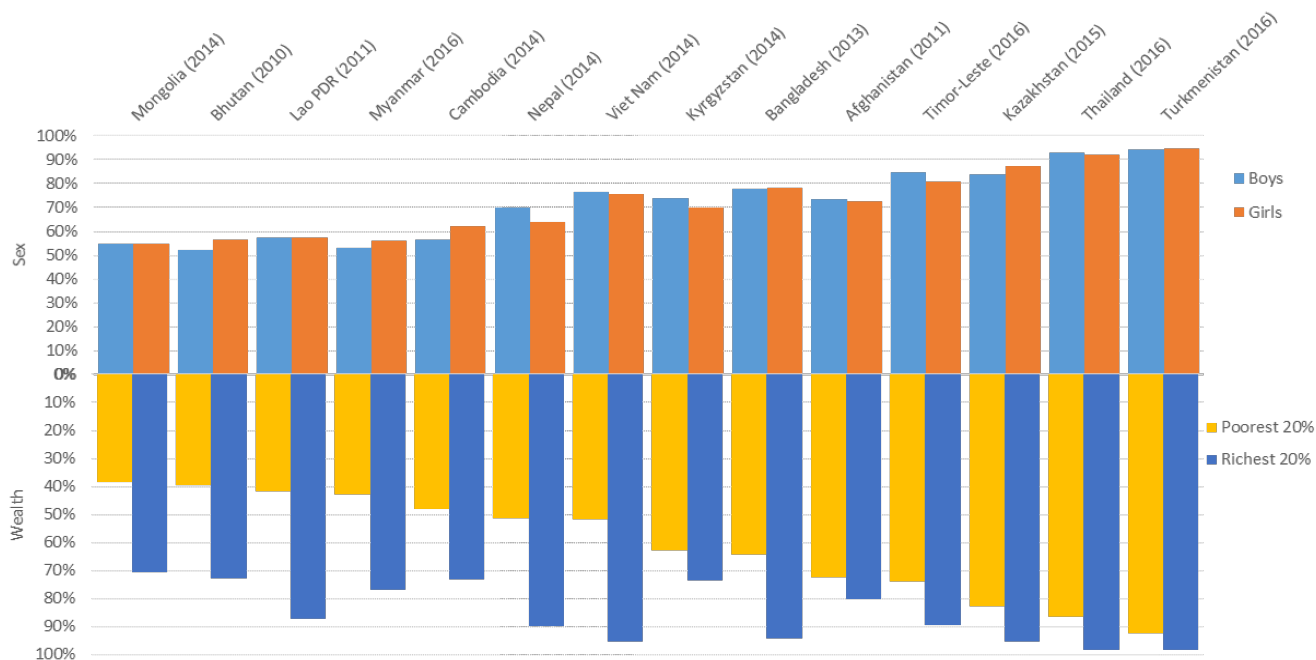
The number of years foreseen as free and compulsory pre-primary education in policies and law ranges from as low as 1 year to as high as 4 year.

Source: Source: UNESCO Institute for Statistics (UIS) database, <http://data.uis.unesco.org> (June 2018).

Thematic Indicator 4.2.3

Households that can afford to have books and toys at home are more likely to be engaging children in learning activities. Children from the poorest 20% of households are twice as likely to miss out on learning activities with an adult as their peers in the richest 20%.

Percentage of children, 3-5 years old, with whom an adult reported engaging in 4 or more activities in the past 3 days, selected countries, by sex and wealth



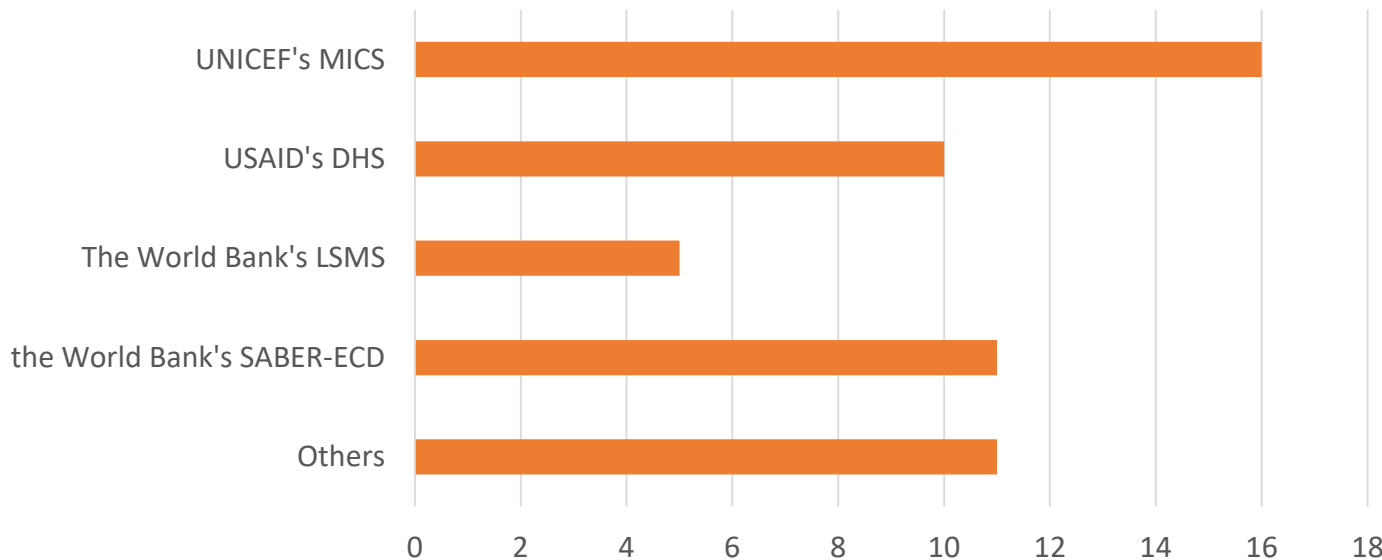
Source: UNESCO Bangkok, Paving the road to Education 2030 (forthcoming) with data from UNESCO Institute for Statistics (UIS) database: <http://data.uis.unesco.org>

Pre-forum survey

27 countries completed and submitted the pre-forum survey (Afghanistan, Bhutan, Brunei, Cambodia, China, Cook Islands, DPRK, Fiji, Indonesia, Japan, Kiribati, ROK, Kyrgyzstan, Lao PDR, Maldives, Micronesia, Myanmar, Pakistan, Philippines, Singapore, Solomon Islands, Tajikistan, Thailand, Timor-Leste, Tonga, Uzbekistan, Vanuatu)

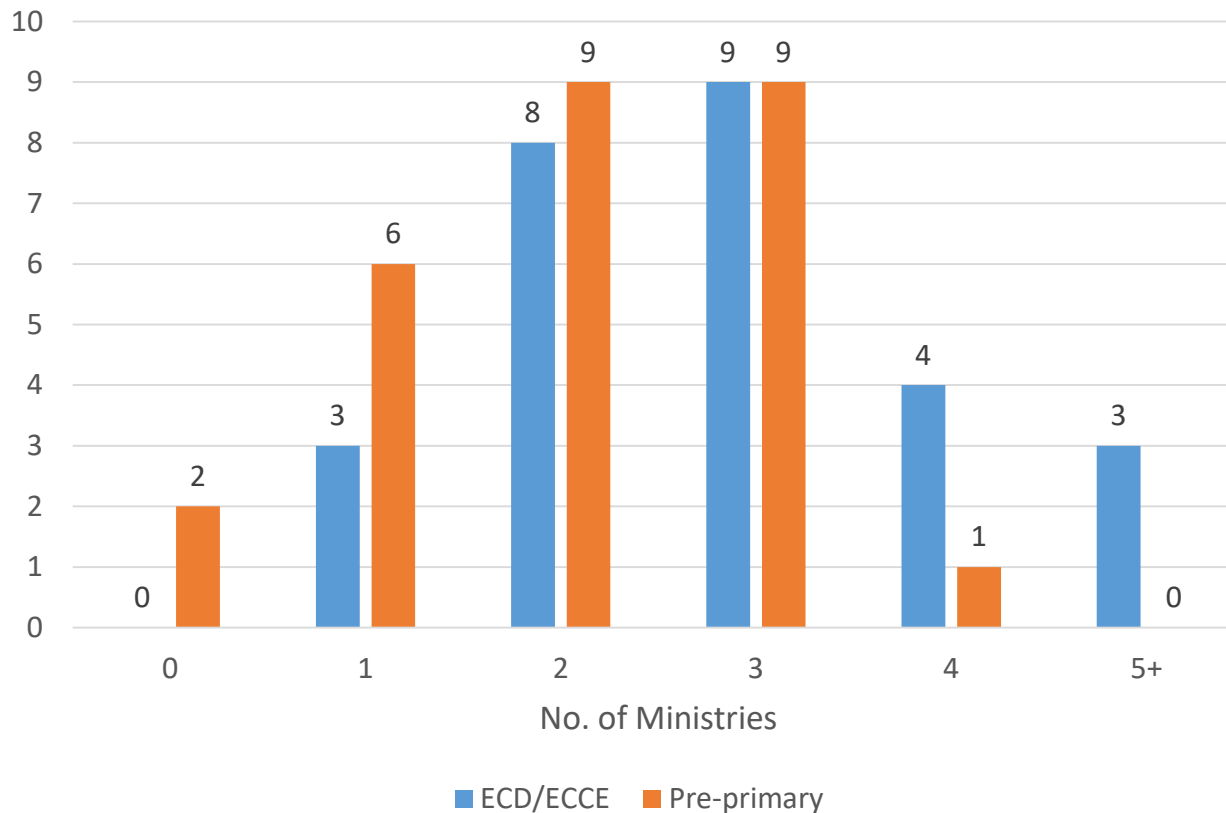
Part 1: Monitoring of SDG target 4.2 and related ECCE indicators

In addition to the national population census and the EMIS, countries are also participating in following international surveys to collect data:



Part 1: Monitoring of SDG target 4.2 and related ECCE indicators

ECD/ECCE & pre-primary related data are collected by following number of ministries.



Part 1: Monitoring of SDG target 4.2 and related ECCE indicators

18

Number of countries with a coordination mechanisms among the different ministries to harmonize the data on ECD/ECCE

12

Coordination mechanism also responsible for monitoring and reporting progress on SDG target 4.2

Part 2: SDG 4.2 Indicators

	School Readiness		Participation				Provision		Pre-primary teachers – qualification and training				Pre-primary teachers – motivation and support			Domestic financial commitment to ECCE – public spending		
	4.2.1	4.2.3	4.2.2	4.2.4 (a)	4.2.4 (b)	4.2.5 (a)	4.2.5 (b)	4.c.1	4.c.2	4.c.3	4.c.4	4.c.5	4.c.6	4.c.7	Total public spending for ECCE as a % of total government expenditure	Total public spending for ECCE, as a % of GDP	Public expenditure on ECCE as a % of the total public education expenditure	
Country 1	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
Country 2	Yellow	Red	Green	Green	Green	Green	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Red	Red	
Country 3	Red	Red	Green	Green	Red	Green	Red	Green	Green	Green	Green	Green	Green	Green	Red	Red	Red	
Country 4	Green	Yellow	Yellow	Green	Red	Green	Red	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	
Country 5	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
Country 6	Yellow	Yellow	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Red	Red	Green	Green	Green	
Country 7	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
Country 8	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	
Country 9	Yellow	Yellow	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Green	Red	Green	Green	Green	
Country 10	Red	Red	Green	Green	Red	Red	Red	Green	Green	Green	Green	Green	Red	Yellow	Yellow	Yellow	Yellow	
Country 11	Green	Green	Green	Green	Green	Green	Green	Red	Green	Red	Green	Green	Green	Red	Green	Red	Green	
Country 12	Yellow	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Yellow	Green	Green	
Country 13	Green	Red	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Red	Red	Red	
Country 14	Green	Red	Green	Green	Green	Yellow	Yellow	Green	Green	Green	Green	Green	Green	Green	Red	Red	Red	
Country 15	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Yellow	Green	Green	
Country 16	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Red	Green	Green	Green	
Country 17	Yellow	Yellow	Green	Green	Green	Red	Red	Green	Green	Green	Green	Green	Red	Red	Red	Red	Red	
Country 18	Red	Red	Green	Green	Red	Green	Green	Green	Green	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	
Country 19	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	
Country 20	Yellow	Red	Green	Green	Green	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
Country 21	Red	Yellow	Green	Green	Green	Green	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Red	Yellow	Green	Green	Green	
Country 22	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	
Country 23	Green	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	
Country 24	Green	Green	Green	Green	Green	Yellow	Yellow	Green	Green	Yellow	Red	Green	Red	Yellow	Green	Green	Green	
Country 25	Green	Red	Green	Green	Green	Red	Red	Green	Green	Green	Red	Red	Red	Red	Yellow	Green	Green	
Country 26	Green	Red	Green	Green	Green	Red	Red	Green	Green	Green	Red	Red	Red	Red	Green	Green	Green	
Country 27	Yellow	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Red	Green	Green	Green	Green	

Part 3: Parity indices – Disaggregation

Country	Indicator	For Pupils								For Teachers		
		Sex	Age	Urban-Rural	Sub-National	Disability	Wealth	Ingenous	Conflict	Institution	Salary	Training
Total	4.2.1	12	13	10	11	5	0	2	0			
	4.2.2	20	19	13	15	7	0	3	0			
	4.2.3	8	8	7	7	2	1	1	1			
	4.2.4	22	21	15	16	7	0	3	0	8	5	6
	4.c.1									14	8	15
	4.c.3									13	9	12
	4.c.5									9	11	9
	4.c.6									4	4	3
	4.c.7									9	5	9

Issues to Keep in Mind for Target 4.2

1. Early childhood educational development (ISCED 01) and pre-primary education (ISCED 02) are not compulsory like basic education, and therefore, data for Early Childhood Education (ECE) and ISCED 0 are usually not collected through regular data collection processes.
2. There are many forms of ECE programmes and many providers. Present data collection might not include all relevant programmes, such as private ECE programmes and programmes run by line ministries other than of Education.
3. Not maintaining proper age registration under or over estimates the participation in ECE programmes.

Comments? Questions?

Thank you!