Measuring Early Childhood Development (within SDGs and beyond)

GAML
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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)

- 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 globally-comparable 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
• 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

- GSED
- ECDI
- MELQO
- Others
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