GAML 5 – TF - SDG 4.2.1

• Agenda

• Two Presentations
  • Country Case Study : Russia - Igor Shiyan - Moscow City University
  • World Bank – Updates – Marguerite Clarke

• Updates on GAML Task Force SDG 4.2.1 & Key Decisions
Scope - GAML SDG 4.2.1 Task Force

- **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.

  **SDG 4.2.1 – indicator (to track)**

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

  _a Tier III Indicator_

- **Three key challenges for GAML Task Forces**
  1. Global comparability
  2. Definition of “Minimum Proficiency Level”
  3. Periodicity
<table>
<thead>
<tr>
<th>Tool</th>
<th>Agency</th>
<th>Nature of Data</th>
<th>Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDI</strong></td>
<td>Offord Center for Child Studies, McMaster Univ.</td>
<td><strong>Individual assessment</strong> completed by teachers</td>
<td>3-7 years</td>
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<td><strong>EAP-ECDS</strong></td>
<td>Univ of Hong Kong &amp; UNICEF</td>
<td><strong>Direct assessment</strong>, developed &amp; validated for use in East Asia-Pacific</td>
<td>3-5 years</td>
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<td><strong>ECD-I MICS</strong></td>
<td>UNICEF</td>
<td>Parent/Caregiver report through household survey in 50 countries+</td>
<td>3-6 years</td>
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<tr>
<td><strong>eHCI</strong></td>
<td>Sally Brinkman and Binh Thanh Vu</td>
<td>Caregiver or teacher reports, field tested in Asia-Pacific</td>
<td>3-5 years</td>
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<tr>
<td><strong>PRIDI</strong></td>
<td>Inter-American Development Bank</td>
<td><strong>Direct assessment</strong> (except socio-emotional), for Latin American Region</td>
<td>2-5 years</td>
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<td><strong>ECD Regional Prototype</strong></td>
<td>UNICEF WCA Regional Office</td>
<td><strong>Direct assessment</strong></td>
<td>First year at school</td>
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<td><strong>IDELA</strong></td>
<td>Save the Children</td>
<td><strong>Direct assessment</strong>, originally designed for program evaluation</td>
<td>3½ -6½ years</td>
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<td><strong>MELQO</strong></td>
<td>UNICEF, UNESCO, WB, Brookings Institute</td>
<td>Caregiver reports and direct assessment</td>
<td>3-6 years</td>
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About Task Force SDG 4.2

- UIS responsible for defining and measuring globally-comparable indicators SDG 4
- GAML Task Force SDG 4.2.1 set up with TORs & 38 members including UNICEF
- By Summer 2017 UNICEF given the role of Custodian Agency for the provision of data and methodological developments for SDG 4.2
- Task Force 4.2.1 offered to step down to avoid duplication; however, UNICEF keen for the TF to continue as an advisory body
- Aug. 2017 TORs revised and agreed for GAML Task Force SDG 4.2 to focus on:
  - ‘learning’ tools and methodologies
  - (ensuring) close links with other GAML initiatives...for lower primary grades through target 4.1.1
  - advise and support UNICEF as the custodian agency of SDG 4.2.
1. Key Measurement Questions for SDG 4.2.1 - Discussion Paper for GAML Task Force 4.2 - Kate Anderson & Abbie Raikes

2. Options for Development of Indicator 4.2.1 Discussion Paper for GAML Task Force 4.2 - Hirokazu Yoshikawa Abbie Raikes & Alice Wuermli

3. SDG 4.2.1: Connecting Early Learning to the UIS Reporting Scales: Dan Cloney - ACER

4. Key questions on the domains of measurement for SDG 4.2.1 Recommendations from GAML Task Force 4.2 - Abbie Raikes (work in progress)
How to Measure?  
All 3 Domains - Developmentally on Track (DoT) at what level

Options
- National Standards  
- Global Scale  
- Undefined 'evolving'

**Hybrid Approach**  
National Standards reviewed to develop global definition of DoT & a possible Global Scale

- ECDI (MICS) Unicef
- IDELA (Save the Children)
- ELDS (Mc.Master)
- MELQO (Brookings, WB, UNESCO UNICEF)
- EAP-CDS (Unicef)
- PRIDI (Inter-American Dev.Bank)
- UNICEF WCARO Early Learning Assessment
- Early Human Capability Index
- Early Development Instrument

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Health/Physical - Executive Function

Psych-Social Well Being *(culture/context sensitive)*

Learning Literacy Numeracy Executive Function (EF)

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Age 0  
GAML T.F 4.2 focus 3-5)  
Age 5-8

Medium to Long Term Explore Adding to UIS Reporting Scale (4.1.1 (a) with links to 4.2.1)
At GAML 4 (Madrid) workplan approved for crafting the interim reporting strategy (like SDG 4.1.1.)

January 2018 TF 4.2.1 provided updates to Tech. meeting on Measurements of SDG 4.2.1 (UNICEF-NY)

Feb-March 2018 proposal prepared by TF 4.2.1 for Donors (2) agreed to fund the interim reporting workplan approved at GAML 4 but with concurrence of Custodian Agency - but, latter not comfortable.

UNICEF as custodian for 4.2, is actively pursuing ‘upgradation’ of the indicator with relevant stakeholders - UIS/key experts of GAML TF 4.2.1 are also members of IAEG-ECD & Expert group set up by UNICEF.

GAML TF 4.2.1 is a duplication with little mandate as ‘advisory/review group’

Question: Is there a value for this Task Force under GAML when work is proceeding well under UNICEF’s custodianship (In November 2018 a meeting of the IAEG-SDGs in Stockholm and other technical meetings)
### Acknowledging Contributions by Members (30+)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Member States</td>
<td>Estonia (IAEG); Slovak Republic; Qatar; Uganda (TCG); Philippines (TCG)</td>
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<tr>
<td>Civil Society</td>
<td>ITA, PAL Network; Education International (EI)</td>
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<td>Academia &amp; Experts</td>
<td>New York University-EQUAL Global Network; McMasters Univ.-Offord Centre for Child; Univ. of Hongkong; Univ. of Nebraska-Lincoln, Brookings; ACER; FHI 360; RTI</td>
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<td>Multi-Laterals</td>
<td>UNICEF; UNESCO; GEM Report, World Bank, OECD</td>
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<td>Bi-Laterals</td>
<td>USAID, DFID</td>
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<td>INGOs/Foundations:</td>
<td>Save the Children, OSF; CICED</td>
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<td>IAEG</td>
<td>Tiina - ANNUS - Estonia</td>
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<td>TCG</td>
<td>Philippines; Uganda,</td>
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**Chair**

Baela R. Jamil - ITA Pakistan; Ed Commission - PAL Network

**Co-Chair**

Tiina ANNUS - Ministry of Education - Estonia

**Assisted by**

UIS- Programme Specialist - Omneya.

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**Five Meetings**

4 Virtual and 1 ‘in person’ hosted by Brookings
Thank You