



# Measuring Early Childhood Development (within SDGs and beyond)

GAML  
October 2018

Marguerite Clarke  
*with inputs from Amanda Devercelli, Adelle  
Pushparatnam and Alaka Holla*  
The World Bank Group

## 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 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**



# 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