

A personal reflection
The SDG Indicator for Early Childhood Development

Andy Dawes



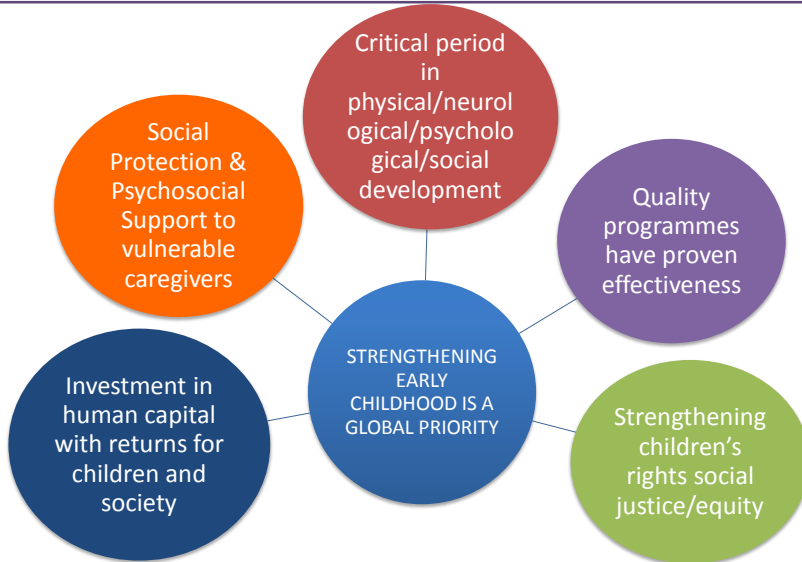
From MDGs to SDGs: Unpacking the 2030 Development Agenda and its implications for child indicator research and practice

ISCI 2015 Cape Town

MY INPUT WILL:

1. Highlight the role of converging arguments in making the case for early childhood development (ECD).
2. Note the place of ECD in the SDGs, and its importance.
3. Something on the South African experience.
4. Draw attention to Promises and Challenges.

**EVIDENCE-BASED ARGUMENTS FOR EXPANDING ACCESS TO
ECD SERVICES**



SDG LAND

ECD in the SDGs

In 2014, the *Thematic Group on Early Childhood Development, Education, and Transition to Work* argued for putting children at the centre of sustainable development.

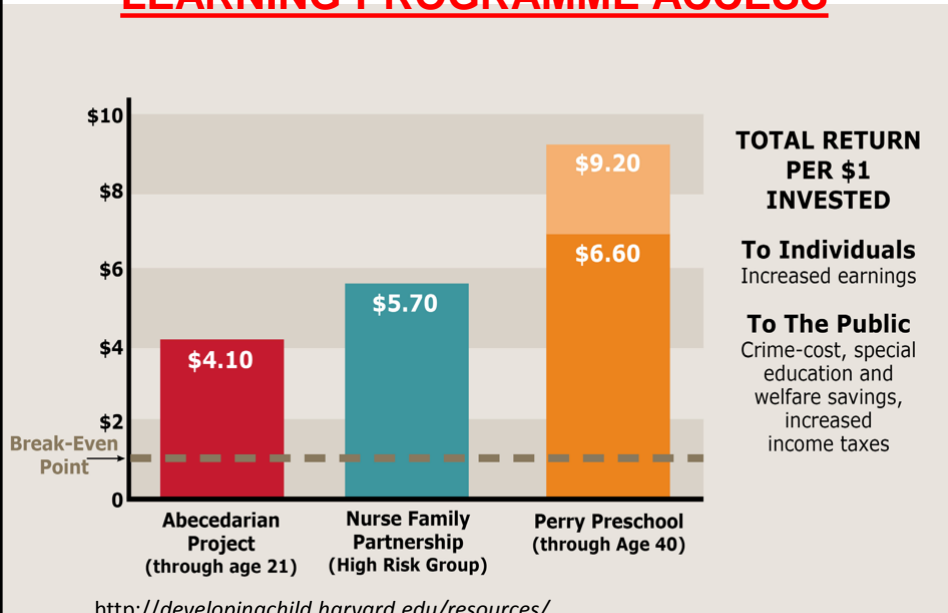
17 Goals and 169 Targets: *MOST RELEVANT FOR EARLY CHILDHOOD*

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition,
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all
5. Achieve gender equality and empower all women and girls.
6. Ensure availability and sustainable management of water and sanitation for all...
7. Peace justice equity

SDG TARGET INDICATOR FOR EARLY CHILDHOOD

- **Target:** *All children under the age of 5 reach their developmental potential through access to quality early childhood development programs and policies.*
- **Indicator 1:** *% children receiving at least one year of a quality pre-primary education program.*
- **Indicator 2:** *Early Child Development outcomes based on existing UNICEF and other measures (language/ literacy, numeracy, physical, socio-emotional and cognitive development)*

THE ECONOMIC CASE FOR QUALITY EARLY LEARNING PROGRAMME ACCESS



IT COSTS SOME...

Abecedarian: infancy to 5 years. \$16,000 per child per year in 2010 dollars.

Perry: 2 years (Age 3-4) \$7,000

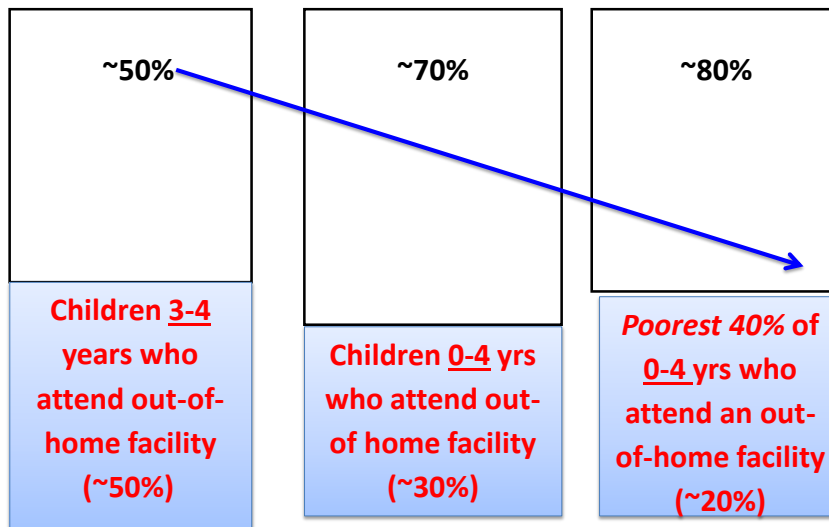
NFP: prenatal – 24 months: \$22,000. per child per year in 2003 dollars.

NB: Benefit to society is at least three times the input cost.

SOUTH AFRICAN REFLECTIONS

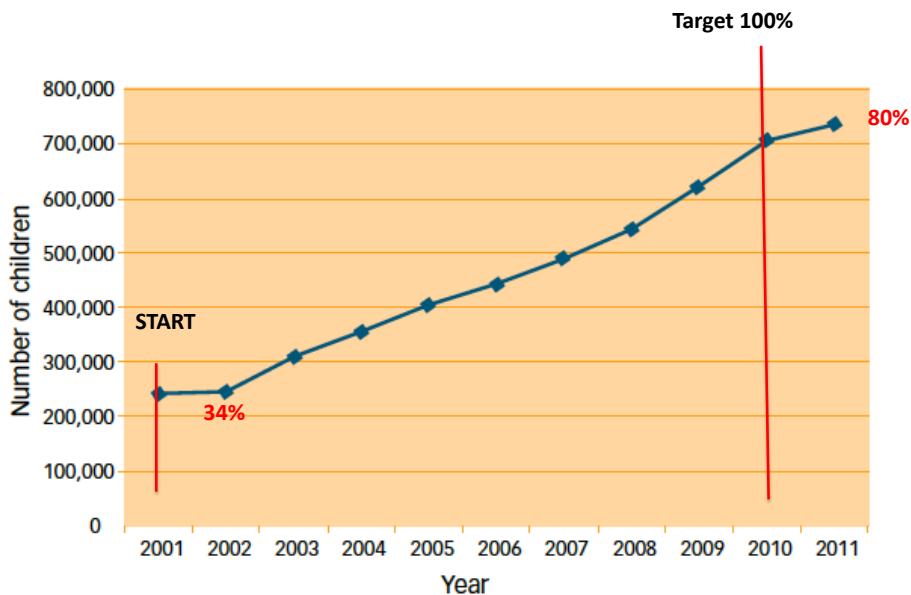
*% children receiving at least one year
of a quality pre-primary education
program*

In SA - Most miss out on early learning programmes



Estimates based on National Income Dynamics Study 2008 and General Household Surveys 2002 - 2010

Huge investment: Grade R / KG access over 10 YRS



SA: OUTCOMES: SDG INDICATOR: MATHS & LANGUAGE

THE IMPACT OF THE INTRODUCTION OF GRADE R ON LEARNING OUTCOMES



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY

Grade R attendance *improves* learning in **maths** and **home language**
But effects are small, and...

“There is virtually no measurable impact for the poorest three school quintiles, while there are some impacts for the higher quintile schools.

Thus, instead of reducing inequalities, Grade R further extends the advantage of more affluent schools. “

SERVAAS VAN DER BERG ET AL 2014: svdb@sun.us.ac.za

IT'S ABOUT QUALITY!!!!

Where poor children have well trained teachers and *quality scaffolding of early learning:*

They are likely to do better!



Thanks to Linda Biersteker

BUT EFFECTS OF HOME CONTEXT REMAIN POWERFUL



So: SDG ECD: PROMISE AND CHALLENGES

1: PROMISE: “at least one year of a quality pre-primary education program.”

- CHALLENGE: What is this? Who pays for it? The global and the local in measuring ECCE quality

2: PROMISE: *Developmental Outcomes* improve in short and long term.

- CHALLENGES: Quality Quality Quality...
Measures?

OVERALL CHALLENGE:

COUNTRY CAPACITY: CAN LAMIs PROVIDE,
MEASURE, MONITOR, AND REPORT?

Where will she be in 2030?

Enkosi, Thanks!



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