

SDG 4.2

Early Childhood Development & Universal Pre-primary Education

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Outline

- I. SDG 4.2 Background
- II. SDG 4.2 Indicators
- III. SDG 4.2 Monitoring
- IV. Strategies for Global Cooperation

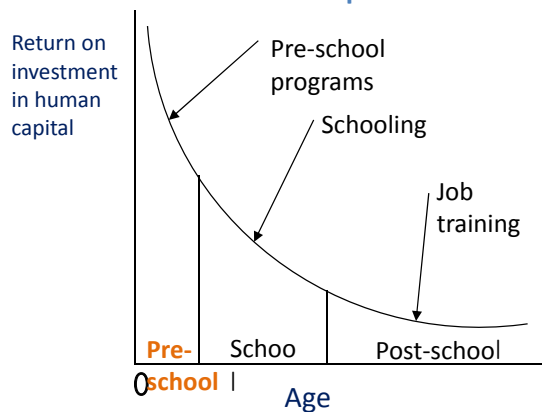
SDG Target 4.2

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

Why Early Childhood is Important?

Cost-Benefit Analysis

Rates of return to human capital investment



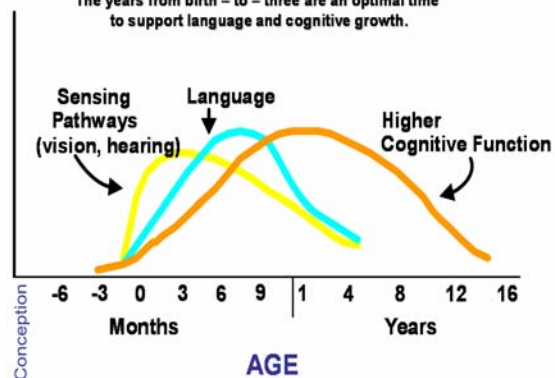
* Source : Cunha, Heckerman, Locherner & Masterov (2006)

✓ **Returns of Public Investment :**
Early childhood (8:1), vs. Primary & Secondary (3:1), vs. Higher/Adulthood (1:1)

Neuroscience

Human Brain Development – Synapse Formation

The years from birth – to – three are an optimal time to support language and cognitive growth.



Source: Chuck Nelson, in *From Neurons to Neighborhoods* (2000).

✓ **The language and cognitive development of *children under 3* is often underestimated.**

Key Statistics (1)

- **Country population** : 49.855 million (2017)
- **Total fertility rate**: 1.172 (2017) (the estimated population in 2060 is 40.6 million)
- **Population dispersion** (urban/rural): 45.5% of the total population live in Seoul (capital) & Gyeonggi province
- **GDP growth** : 2.2% (2015)
- **Female labor participation**: 56.2% (2017) (46.4% of women with children under 6 year olds are working)
- **Gini coefficient** : 0.304 (2016)
- **School drop-out rate**: middle school 0.63%, high school 1.26%, college 4.09% (2015)
- **Children of marriage migrants**: 67,498 children under 6 year olds (58.8% of entire children under 18 year olds of marriage migrants (*30.8% from China (Korean ethnic), 22.4% from China, 20.8% from Vietnam)
- **Children 0 to 4 with special needs** : 5,313 (2015) *0.2% of the total number of the disabled people

Key Statistics (2)

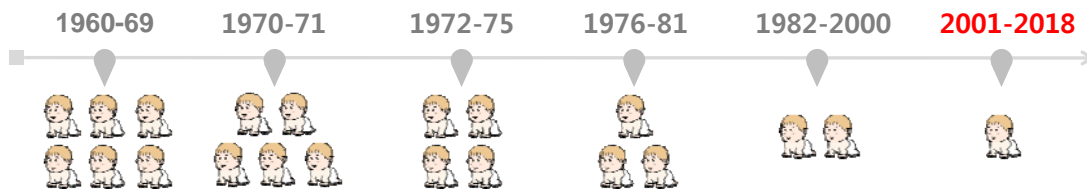
- **Participation rates in ECEC by age**: under 1 yr olds: 30.4% , 1 yr olds: 75.3%, 2 yr olds: 90.2%, 3 yr olds: 87.5% , 4 yr olds: 91.1% , 5 yr olds: 93.9% (2015)
- **Numbers of ECEC institutions**: 9,029 kindergartens (public 52.6%/ private 47.4%) (2017) & 42,517 childcare centers (public 6.18%, private 34.4%, family daycare 51.9%, legal corporate 1.96%, social welfare foundation 3.33%; work place 1.85%, parent co-op 0.36%)
- **Numbers of children by types of ECEC institutions**: 2,135,366 (682,553 in KG; 1,452,813 in childcare centers) (2015)
- **The total public spending for ECEC**
 - a percentage of **GDP : 1% (since 2014)**
 - a percentage of total government budget: 4.4%. (2014)
- **Public expenditure on kindergarten education as percentage of the total public education expenditure** : 10% (2014)

Trends of Korean Society toward 2030

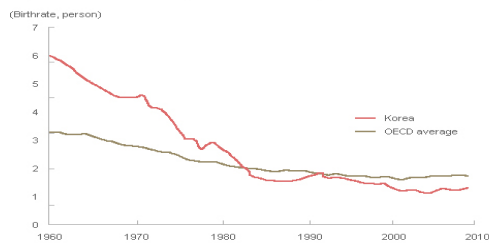


Source: Joo, H. Y., et al.(2016). Curriculum, Pedagogy, and Evaluation toward Future Society: Directions of Primary and Secondary School Education

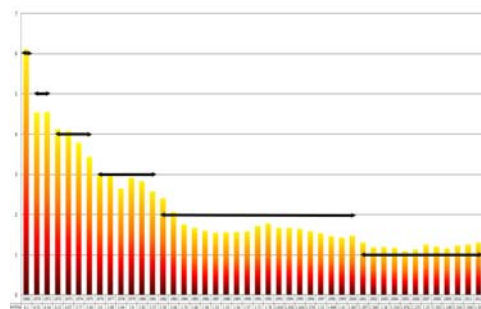
Fertility Trends of Korea



<Figure 1> Korea's Birthrate against the OECD Average

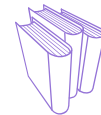


Note: This is based on the average of 30 OECD member nations. Source: OECD



Changes in Families in Korea

- **Changes in family structure, family life cycle, & demographics in Korea**
 - Low TFR & increases in one-person household
 - Increases in voluntary childless couples
 - Issues of upbringing of children from divorced parents
 - Delayed marriage & changes in family life cycle
- **Lack of work-life balance & female labor participation**
- **ECEC policy to cope with “population cliff”**
 - Fortifying parental child-rearing (3rd Plan for Healthy Family, 2016)
 - Achieving Universal Free ECEC (2013)



Major Policy Changes

- **Free education and care for all children 0 to 5**
- Promoting work-family balance & **creating childbirth-friendly environment** (Ministry of Gender Equality and Family)
- More attention to quality enhancement and assurance
- **Efforts to integrate ECEC** for more efficient governance and financing
- Emphasis on **Character Education**
- Strong emphasis on **child protection**, esp. from child abuse (i.e., establishing national plan & laws)

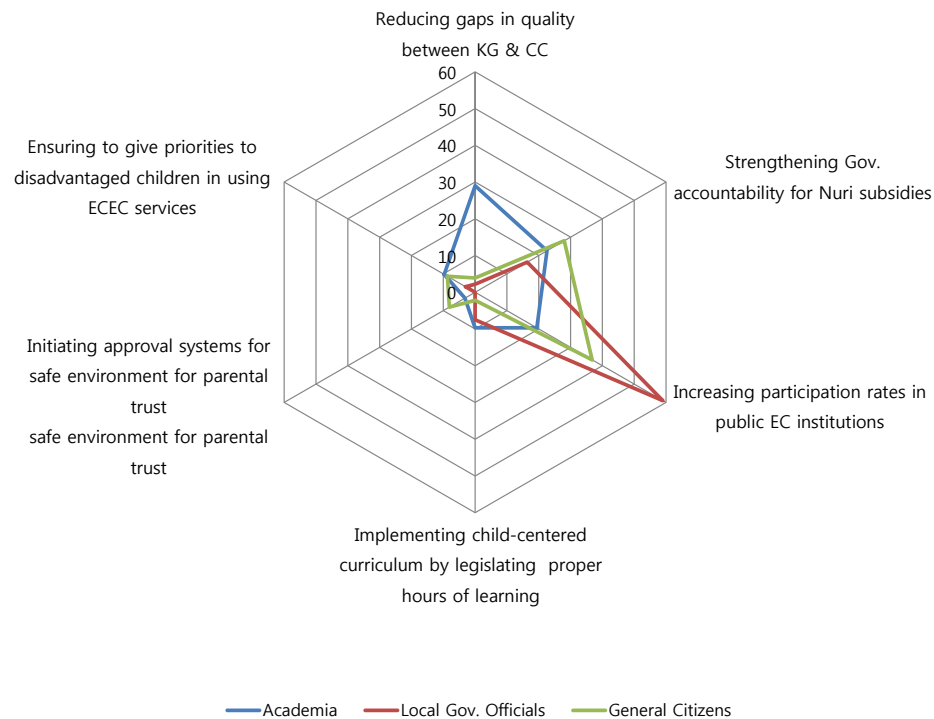


“Every Child is Everyone’s Child.”

National Agenda on Early Childhood Education in Korea (July 7, 2017)

- ✓ 1. Strengthening **governmental accountability in securing the Nuri subsidies**
- ✓ 2. Increasing participation rates in **public kindergartens /childcare centers up to 40 %**
- ✓ 3. Ensuring giving priorities to **disadvantaged children in using ECEC services**
- ✓ 4. Customized educational support for disadvantage children (Increasing the number of facilities for children with special needs; developing multicultural programs focusing on language learning, etc.)
- ✓ 5. Enhancing satisfaction through **closing the gaps in quality between kindergartens and childcare centers (teacher salaries, qualifications, etc.)**
- ✓ 6. Child-centered implementation of Curriculum by legislating optimal hours of learning
- ✓ 7. Prohibiting excessive private academy education for young children
- ✓ 8. Safe environments which parents can trust
- ✓ 9. Reducing gaps between public vs. private kindergartens
- ✓ 10. Improving learning environment for the future
- ✓ 11. **Strengthening autonomy and implementation power of Local Offices of Edu.**
- ✓ 12. Child Allowances of USD 100 per month per child aged 0 to 5

Policy Priorities



Source: Moon, et al. (2017), Mid-term plan of early childhood education 2018-2022, KICCE

Innovation Plan of EC Education 2018-2022 (Ministry of Education, Dec. 27, 2017)

Vision	Strengthening national accountability of early childhood education & Innovating culture of education
Goals	<ul style="list-style-type: none"> ▪ Ensuring quality EC education and equal educational opportunities ▪ Support for children’s development through educational communities of kindergartens, teachers, parents ▪ Ensuring the publicness of ECE through building networks with kindergartens
Tasks	<ul style="list-style-type: none"> • Recovering Hope Ladder to by strengthening the Hope Ladder <ul style="list-style-type: none"> ▪ Realizing Hope Ladder by ensuring equal edu. opportunities ▪ Expansion of public kindergartens ▪ Strengthening publicness through transparent operation of private KGs.
	<ul style="list-style-type: none"> • Creating the culture of child-centered education through classroom innovation <ul style="list-style-type: none"> ▪ Shifting a paradigm to child-centered ▪ Improving excessive private education
	<ul style="list-style-type: none"> • Support for healthy development of children with educational communities <ul style="list-style-type: none"> ▪ Creating a learning environment which gives trust to parents. ▪ Strengthening parental participation to support child’s healthy development ▪ Strengthening T-C interaction
	<ul style="list-style-type: none"> • Building administration systems for innovation of EC <ul style="list-style-type: none"> ▪ Developing evaluation system for EC centers ▪ Improving support system for private KGs
Implement-Ation system	Building Comprehensive & Systemic Support Systems among Ministry of Education and other relevant ministries, Local Offices of Education and kindergartens, teachers, and parents

SUSTAINABLE DEVELOPMENT GOALS



I. SDG 4.2 BACKGROUND

- **Progress of EFA Goal 1**
 - ✓ Child mortality rates down nearly 50%
 - ✓ Pre-primary education GER 33% in 1999 to 54% in 2012
 - only 20% in sub-Saharan Africa and 25% in the Arab States

- **But, there are still**
 - ✓ 1 in 4 children, stunted by malnutrition
 - ✓ Pre-primary education systems, not existing in many developing countries.

- *lack of equitable, quality ECCE provisions*

Under-Five Mortality Rate

- Most notably, in Eastern Asia, the under-five mortality rate was cut by four-fifths (51% in 1990->10% in 2016).
- But, in Southern Asia and sub-Saharan Africa accounts for 80% of the entire under-five mortality.

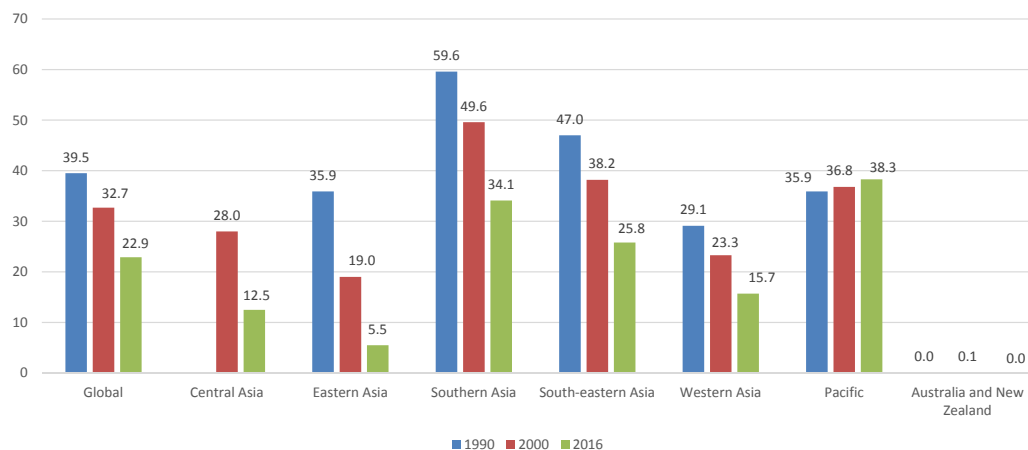
Table 1. Under-five mortality rate from 1990 to 2016 (deaths per 1,000 live births)

Region	1990	1995	2000	2005	2010	2015	2016	Decline 1990-2016	No. Deaths 2016
Central Asia	73	74	64	49	37	28	26	64%	41,399
Eastern Asia	51	45	35	23	15	10	10	81%	180,336
Pacific	35	33	33	31	27	24	23	35%	14,892
Pacific excluding Australia and New Zealand	74	69	66	63	57	50	49	34%	13,410
Australia and New Zealand	10	7	6	6	5	4	4	58%	1,482
South-eastern Asia	72	59	49	40	33	28	27	63%	314,355
Southern Asia	126	109	92	76	61	49	47	63%	1,733,676
Northern America and Europe	14	12	10	8	7	6	6	59%	70,586
Latin America and the Caribbean	55	44	33	26	25	18	18	68%	187,269
Sub-Saharan Africa	183	175	157	128	102	82	79	57%	2,776,813
Western Asia and Northern Africa	75	62	51	41	33	29	28	62%	322,532

Stunting

- Despite the declining trend, Southern Asia is home to two-fifths of the world's stunted children.

Figure 1. Stunting prevalence in 1990, 2000 and 2016



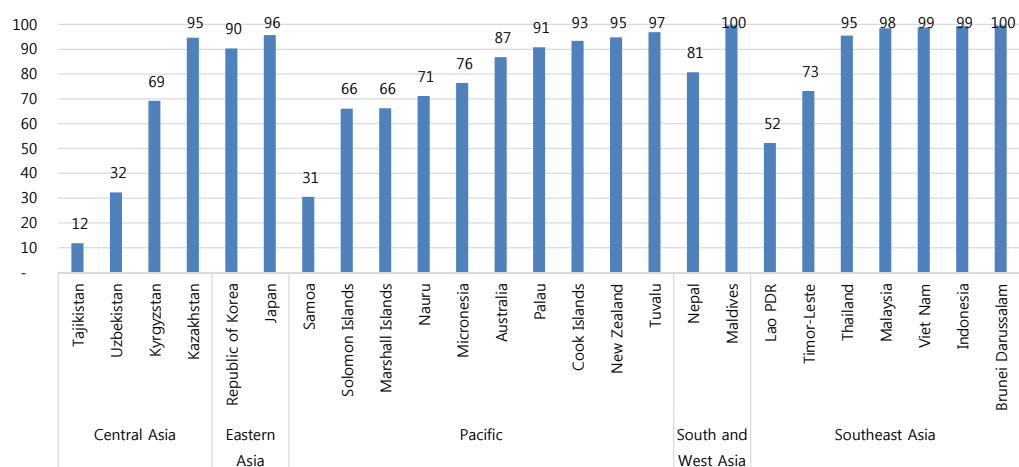
Source: UNICEF, WHO and World Bank Group. Accessed through <https://data.unicef.org/topic/nutrition/malnutrition/> on 9 November 2017.

NB: "Eastern Asia" does not include Japan and "Pacific" does not include Australia and New Zealand.

Participation in ECCE

- The total enrolment in pre-primary education in the Asia and Pacific region increased by 76% from 47 million to 83 million between 2000 and 2015.

Figure 2. Adjusted net enrolment ratio in the last year of pre-primary education 2013-2016



Source: UIS.Stat (accessed on 11 November 2017)



Moscow Framework for Action and Cooperation

Harnessing the Wealth of Nations (2010.9.29)

World Conference on ECCE

Asia-Pacific Policy Forum on ECCE



✓ 1st Seoul Forum (2013. 9. 11-13)

- *Are children ready for school? Are schools ready for children?*

✓ 2nd Malaysia Forum (2016. 7. 19-21)

- *The Transformative Power of Early Childhood:
Innovations for Inclusivity and Quality*

➤ *Putrajaya Declaration*

✓ 3rd Kathmandu Forum (2018. 6.5-6)



<Action Points of the Putrajaya Declaration >

- Put in place integrated and inclusive legislation, policies and programmes that realize the provision of **at least one year of free and compulsory quality pre-primary education**, paying special attention to the **most disadvantaged** and vulnerable children;
- **Implement integrated, multi-sectoral ECCE policies**, strategies and high quality programmes coordinated across ministries responsible for health, social and child protection, water/sanitation, justice and early education, and secure adequate resources for their implementation;
- Develop clear policies, strategies and guidelines, including action plans for the **professionalization of ECCE personnel** through professional development, and elevation of their status and working conditions;
- Design inclusive, accessible, high quality and integrated ECCE programmes, services and infrastructure, especially for children with disabilities, and support families as children's first caregivers;
- **Increase government investment in ECCE** and forge partnerships with the private sector, civil society and development partners to make more efficient use of available financial and human resources for equitable access to quality of ECCE provision;

<Source: Putrajaya Declaration (2016). http://www.unesco.org/new/en/member-states/single-view/news/asia_pacific_policy_makers_sign_putrajaya_declaration_on_ear/#.WA2ibmC7qUk

<Action Points of the Putrajaya Declaration >

- **Monitor and evaluate the countries' progress toward SDG Target 4.2**, using the global thematic indicators of readiness (child development and learning outcomes), participation (enrolment) and provision (availability) as well as public and private financing for ECCE. This process should form part of the SDG4-Education 2030 coordination process leading to comprehensive monitoring and evaluation systems at the national and sub-national levels;
- **Strengthen the collection, analysis and use of data**, which are often scattered across multiple sectors, and ensure disaggregation of data to address equity and the complexity of holistic measurements of child learning and development outcomes;
- Raise the awareness of stakeholders, through **evidence-based joint advocacy**, in partnership and with technical assistance from UNESCO, UNICEF, ARNEC and other key regional agencies and networks, for the implementation and monitoring of SDG 4 in general, and Target 4.2 in particular; and
- Initiate the **process of developing a regional framework for SDG Target 4.2** and national roadmaps for implementation with clear timelines, under **a regional coordination and support mechanism for SDG4-Education 2030**.

<Source : Putrajaya Declaration (2016). http://www.unesco.org/new/en/member-states/single-view/news/asia_pacific_policy_makers_sign_putrajaya_declaration_on_ear/#.WA2ibmC7qUk

Action Point 7

Comprehensive data collection, analysis and use

- Increased awareness of the importance of active, meaningful and well-coordinated efforts for data collection and use.
- **Comprehensive and robust data systems** to capture data across multiple sectors in some countries (e.g., Malaysia, Japan, ROK, Thailand), while many countries do not yet (e.g., Kazakhstan, Kiribati, Palau, Uzbekistan).
 - ✓ A mechanism to identify key data issues exists (e.g., Pakistan, Cook Islands, Philippines)
- **Challenges**
 - ✓ In need of a help with **data analysis skills** in order to transform data for policy making and implementation (e.g., Tonga, Tuvalu)
 - ✓ **collection of new datasets** for indicators of SDG 4.2.1 on children's well-being

23



Kathmandu Statement spells out principles championing ECCE



III. SDG 4.2 INDICATORS

INDICATOR 4.2.1

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

INDICATOR 4.2.2

– Participation rate in organized learning (one year before the official primary entry age), by sex

INDICATOR 4.2.3

– Percentage of children under 5 years of age experiencing positive and stimulating **home learning environments**

INDICATOR 4.2.4

– **Gross pre-primary enrolment ratio**

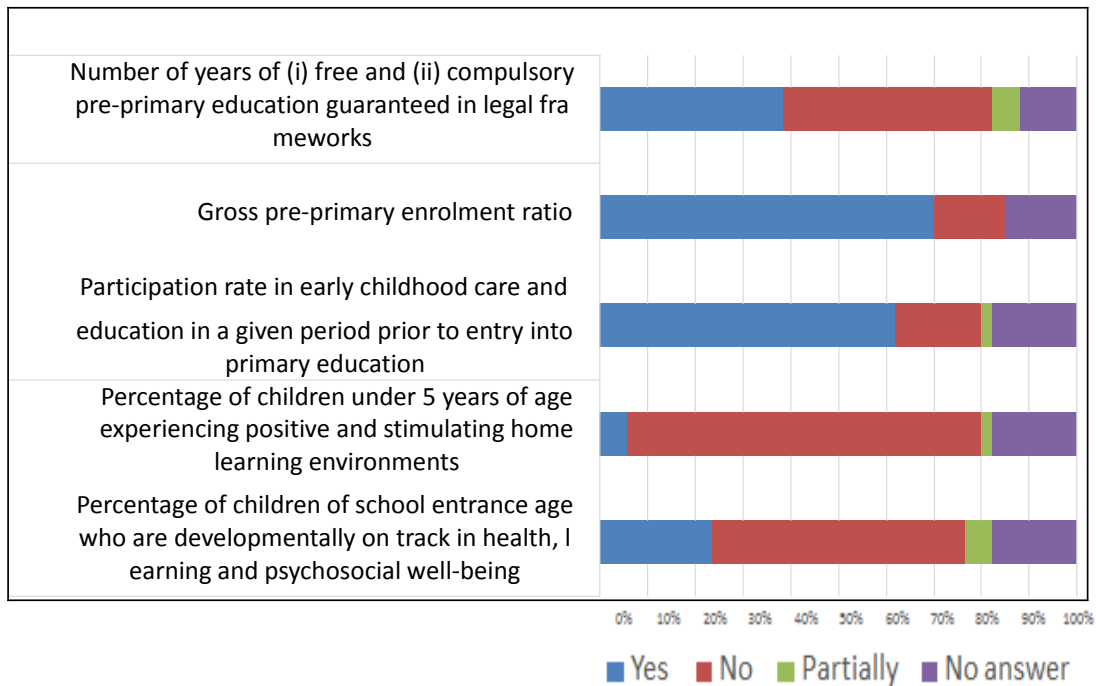
INDICATOR 4.2.5

– **Number of years of (i) free and (ii) compulsory pre-primary education** guaranteed in legal frameworks

From 2016 Global Monitoring Report, p. 205

Concept	Indicator
School Readiness	Percentage of children of school entrance age who are developmentally on track in health, learning and psychosocial well-being
	Percentage of children under 5 years of age experiencing positive and stimulating home learning environments
Participation	Participation rate in early childhood care and education in a given period prior to entry into primary education
	Gross pre-primary enrolment ratio
Provision	Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks
Pre-primary teachers : qualification and training	Percentage of teachers qualified according to national standards by education level and type of institution
	Pupil/qualified teacher ratio
	Percentage of teachers in pre-primary who have received at least the minimum organized and recognized teacher (i.e. pedagogical) training
Pre-primary teachers : motivation and support	Pupil/trained teacher ratio
	Average teacher salary relative to other professions requiring a comparable level of education qualification
	Teacher attrition rate by education level
Financing for ECCE	Percentage of teachers who received in-service training in the last 12 months by type of training
	Total public spending for ECCE as a percentage of total government budget?
	Total public spending for ECCE, as a percentage of GDP? Public expenditure on ECCE (or pre-primary education) as percentage of the total public education expenditure

Source: Asia-Pacific Regional Policy Forum on ECCE (2016)



*source: UNESCO Asia and the Pacific Regional Bureau for Education (2016). Synthesis of Country Reports. Asia-Pacific Policy Forum on ECCE, Putrajaya, Malaysia.



III. SDG 4.2 Monitoring_ Calculation Method

- **Definition**
- **Purpose**
- **Calculation method**
- **Interpretation**
- **Type of data source**
- **Data required**
- **Data sources**
- **Limitations**

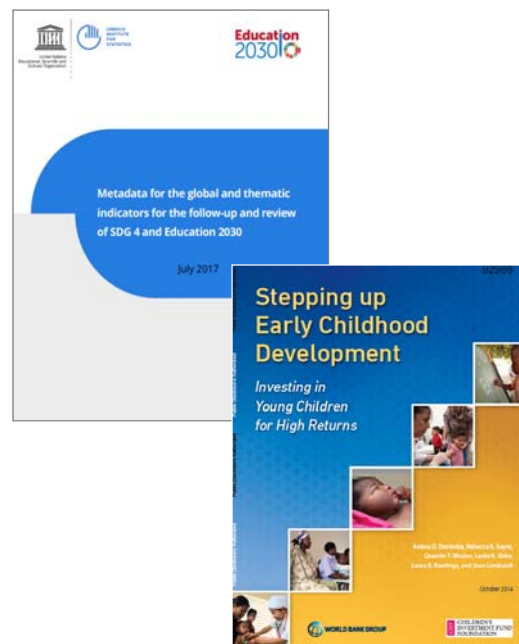
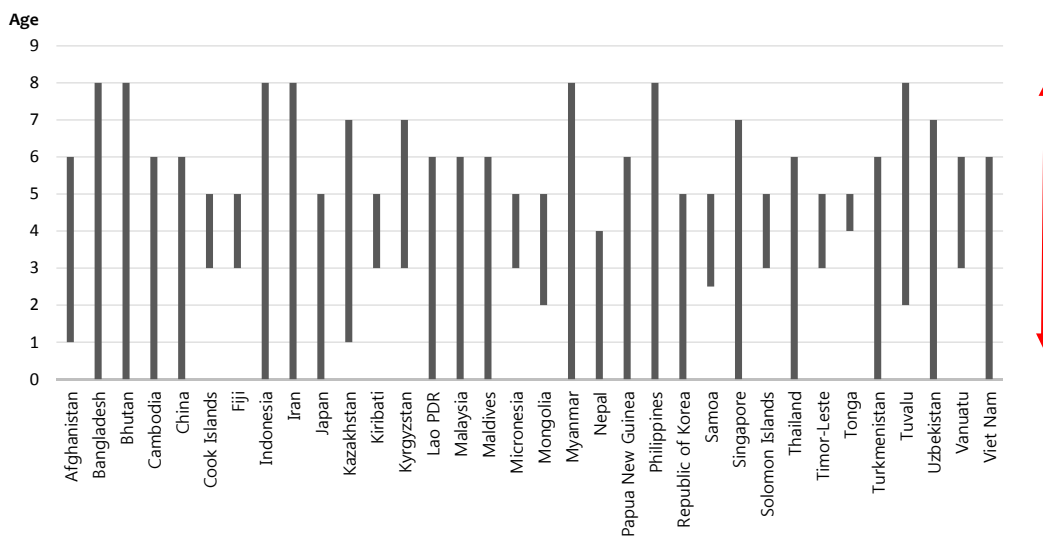


Figure 1 Age group corresponding to “early childhood” in Asia and Pacific countries



Source: Country reports prepared for the Second Asia-Pacific Regional Policy Forum on ECCE

GLOBAL INDICATOR 4.2.1

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

$$\text{PCDT3t4} = \text{CDT3t4} / \text{P3t4}$$

- **PCDT3t4** percentage of children aged 3-4 years (36-59 months) who are developmentally on track in health, learning and psychosocial well-being
- **CDT3t4** children aged 3-4 years (36-59 months) who are developmentally on track in health, learning and psychosocial well-being
- **P3t4** population aged 3-4 years (36-59 months)

GLOBAL INDICATOR 4.2.2

– Participation rate in organized learning (one year before the official primary entry age), by sex

$$\text{PROL0t1, AG(a-1)} = \text{E0t1,AG(a-1)} / \text{SAPAG(a-1)}$$

- **PROL0t1,AG(a-1)** participation rate in organized learning one year before the official entry age a to primary education
- **E0t1,AG(a-1)** enrolment in early childhood or primary education (ISCED levels 0 and 1) aged one year below the official entry age a to primary education
- **SAPAG(a-1)** school-age population aged one year below the official entry age a to primary education

THEMATIC INDICATOR 4.2.3

– Percentage of children under 5 years of age experiencing positive and stimulating home learning environments

$$\text{PCPSH3t4} = \text{CPSH3t4} / \text{P3t4}$$

- **PCPSH3t4** percentage of children aged 3-4 years experiencing positive and stimulating home learning environments
- **CPSH3t4** children aged 3-4 years experiencing positive and stimulating home learning environments
- **P3t4** population aged 3-4 years

THEMATIC INDICATOR 4.2.4

Gross pre-primary enrolment ratio

$$\text{GERo,c} = \text{Ec} / \text{SAPo,a}$$

- **GERo,c** gross early childhood education enrolment ratio in category c
- **Ec** enrolment in early childhood education category c
- **SAPo,a** population of the official age a for early childhood education (ISCED level 0)
- **c** pre-primary education (ISCED level 02) or early childhood educational development (ISCED level 01)

THEMATIC INDICATOR 4.2.5

Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks

- **YF02** number of years of free pre-primary education (ISCED level 02)
- **YC02** number of years of compulsory pre-primary education (ISCED level 02)

IV. Strategies for Global Cooperation

- **Identify priority issues at national level**
- **Shared understanding and sustainable communication among stakeholder groups on SDG target and indicators**
- **Check the existence of indicators in countries & establish data generation systems**
- **Strengthen existing coordination mechanisms at national level rather than establishing a new one**
- **Avoid silo approaches**

- **Align priorities of national policy agenda & cycles of policy making with SDG 4.2**
- **Identify capacity of countries in achieving SDG 4.2.**
- **Provide consultation at national and regional level**
 - ✓ Identify where the country stands
 - ✓ Strengthen networking at regional/global levels through forums, etc.
 - ✓ Mentoring on specific policy issues (e.g., ARNEC's Buddy System)
- **Prepare monitoring reports at national, regional, & global levels.**



Thank You.

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