

Measuring Early Child Development for evidence based policy advocacy and planning.

Measuring Early Child Development

An International Meeting on early years outcomes reporting and its
application for communities and governments

26-28 April, 2006 Montreal

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UNICEF New York**

**For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY**



WHY measure ECD?

Claim	Indicator	MDG
10 Million Children die every year – The Lancet	IMR U5MR	<u>Goal 4 –</u> Reduce Child Mortality
174 million Children suffer under-nutrition WHO	Stunting Wasting PEM	<u>Goal 1 –</u> Eradicate extreme poverty and hunger -end Child Hunger
Children do not achieve their full potential	?? Proxy indicators	No reference

“Lack of indicators in child development results in less investment in ECD”

Engle, 2004

To position ECD on the Global Agenda

WE SHOULD BE ABLE TO

- **Assess** the developmental status of children around the world
- **Analyze** the impact of changing social, economic and cultural environment on child's developmental outcomes
- **Inform** the policies for effective interventions

ON A REGULAR BASIS

How to agree on what to measure?

- **Science** – paths of child development –
EDI
- **Values**, social and cultural context –
ELDS
- **International agendas**– **WFFC**,
MDGs

Sample: South African Standards

<i>Preliminary Standards for Motor Development</i>	
<i>Standard</i>	<i>Preliminary standard [indicates goal for standard]</i>
Stands and walks on tip-toe; Walks backwards.	3 yrs
Gets dressed with minimal help.	5 yrs
Participates in more complex activities, exhibiting coordination in body movement in increasingly complex gross motor tasks.	6 yrs
Creates simple structures (objects on top of each other).	3 yrs
Pours liquid from small container.	5 yrs
Fastens buttons or is able to complete similar task.	5 yrs
Shows increasing eye-hand coordination, strength, and control to perform fine motor skills (e.g. control pencil or fine stick to make lines and patterns).	6 yrs

Indicator #6: Turns over partially.



Age Range	3.1-6 months
Developmental Area	Gross Motor
Materials Needed	Vinyl mat or baby's own blanket.
Position Of Child:	The child lies facing down or up on mat or blanket
Instructions:	Examiner gets the child's attention by moving a toy from side to side.
Results- Note change	The child turns from side to side. This may be observed at any time during the exam.
Rationale	The baby is now able to move his body segmentally from his head to his feet (the ability begins with the head and moves toward the feet). A baby who can roll over, but only by turning his body as a whole and not segmentally may have abnormal muscle tone (either floppy or stiff).

CCF Developmental Scale Christian Children's Fund, Inc. March 2005

Domain Level Analyses

Country	Brazi l	Cambo dia	Chin a+	Ghan a	Jordan	Paragu ay	Philippi nes	Viet Nam	S. Africa
Domains	5	5	7	9	5	4	5	4	5
Cog. Dev.*	X	X	X	X	X	X	X	X	X
Social & Emotional**	X	X	X	X	X	X	X	X	X
Language & Literacy	X	X	X	X	X	X	X	X	X
Health, Motor Dev.***	X	X	X	X	X	X	X	X	X
Approaches to Learning			X		X				
Creativity			X	X					
Math				X					
Science				X					
Religion & Moral Dev.		X		X					
Character Dev.							X		

*sometimes includes language; ** in some instances social and emotional separated; *** also referred to as physical dev.

And includes nutrition and safety; +=social includes moral development

And HOW to measure ECD?

- **EDI - Instruments**
 - Kindergarten teachers
 - Primary schools –
- **Household surveys? DHS, MICS**
- **Combination of different tools – IADB in LAC**

Questions- Challenges

- Do we include ALL the excluded?
- Do we need a global ECD Index? Is it doable?
 - How possible/feasible to have the Global ECD Indicators/ indices

Opportunities

- **Wealth of Knowledge and Interest**
- **MDGs – ECD is for elimination poverty..**
- **WHO – Social Indicators of Health ECD
KN**
- **UNESCO – Monitoring Report on ECCE
and Mid-term Assessment**
- **UNICEF – MTSP and WFFC Reporting**
- **Parents, scientists all of us..**

*We measure what we
treasure
and
We treasure ECD.....*