

# SUSTAINABLE DEVELOPMENT GOALS. 4.2.1

## THE AUSTRALIAN AND TONGAN EXAMPLE OF MONITORING

A/PROF. SALLY BRINKMAN





## Target 4.2:

Ensure that all girls and boys have access to quality early child development, care and pre-primary education so that they are ready for primary school

### INDICATORS:

- **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
- **4.2.2:** Participation rate in organized learning (one year before the official primary entry age), by sex



# Measurement Options

1

**One Measure Used Everywhere:** Same items, same administration everywhere

3

**Common Constructs, with Items that May Vary:** May be able to “match” at level of construct, but with different items

2

**Common Core of Items:** One small set of items, may be part of larger and more culturally-adapted set

4

**Item Bank:** Lots of items, with little or no commonality from one place to the next



# Last 10 years lots of new measures.

## Why?

- Most traditional instruments are licensed and costly. An instrument that is free and without complex licensing agreements can enhance the uptake and scalability, particularly for lower and middle income countries. Note that instruments that require training by the developers – can still be costly.
- Most instruments have been developed in western cultures. Whereas a locally developed /adapted instrument can reflect local culture and empower local ownership.
- Most instruments are deficit based i.e. designed for a different purpose. However if we are aiming to enhance school readiness then it is just as important to measure developmental capabilities. Instruments should be able to place individual children on a developmental continuum.
- Many instruments in ECD include items that don't predict later outcomes (i.e. lack predictive validity and are thus inefficient). There is little merit in measuring aspects of development, if they don't actually predict later outcomes.

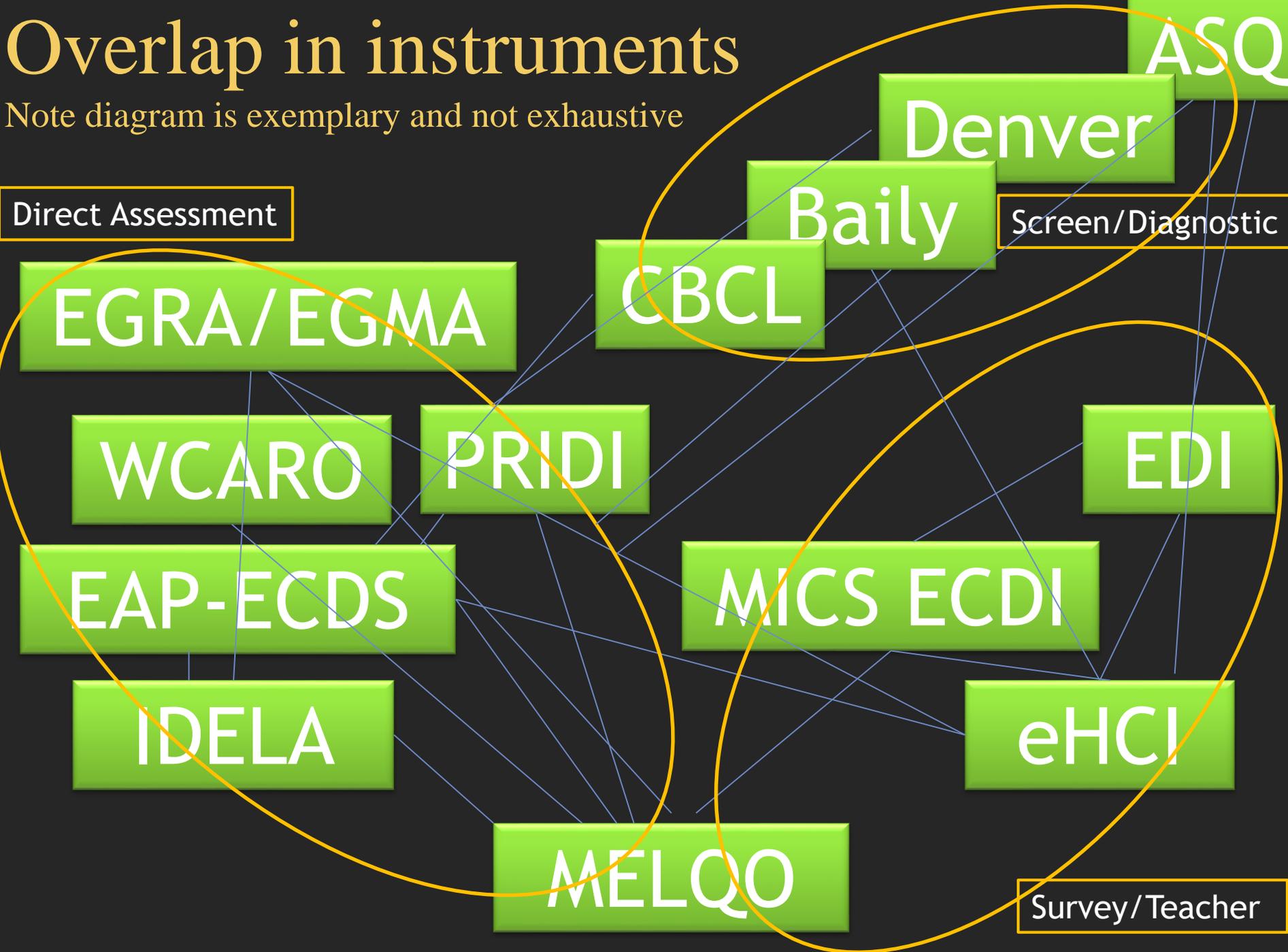
# Overlap in instruments

Note diagram is exemplary and not exhaustive

Direct Assessment

Screen/Diagnostic

Survey/Teacher





# My list of what you would want in a measure of early child development

- Reliable/valid with **strong predictive validity**
- **Sensitive to change**
- Captures developmental capabilities and delay
- Relevant to culture
- Relevant to policy and practice
- **Only includes intervenable aspects of development**
- Child friendly
- Holistic
- Pragmatic/scalable/affordable/low burden



# Two examples

## Taking the census approach

- Australian Early Development Census (AEDC)
- Early Human Capability index (eHCI)



We aim to support communities to bring long-term benefits to children and their families



2015 AEDC RESULTS

The 2015 AEDC results have now been released. A range of resources are available that examine emerging trends across the three collections.

- > New 2015 resources
- > Data Explorer



EARLY CHILDHOOD DEVELOPMENT

The AEDC can support early childhood educators as they play their crucial role in shaping children's development

- > Information for early childhood educators



DATA COLLECTION AND ANALYSIS

Australia's only census of children in their early years provides a map of developmental outcomes

- > Information for data users



COMMUNITY BENEFITS

The AEDC findings can support communities and schools as they play their part in helping children get off to a good start

- > Information for communities

# Generally accepted / “western” domains of Child Development



**Physical health and wellbeing**

Children's physical readiness for the school day, physical independence and gross and fine motor skills.



**Social competence**

Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.



**Emotional maturity**

Children's pro-social and helping behaviours, and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.



**Language and cognitive skills (school based)**

Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.

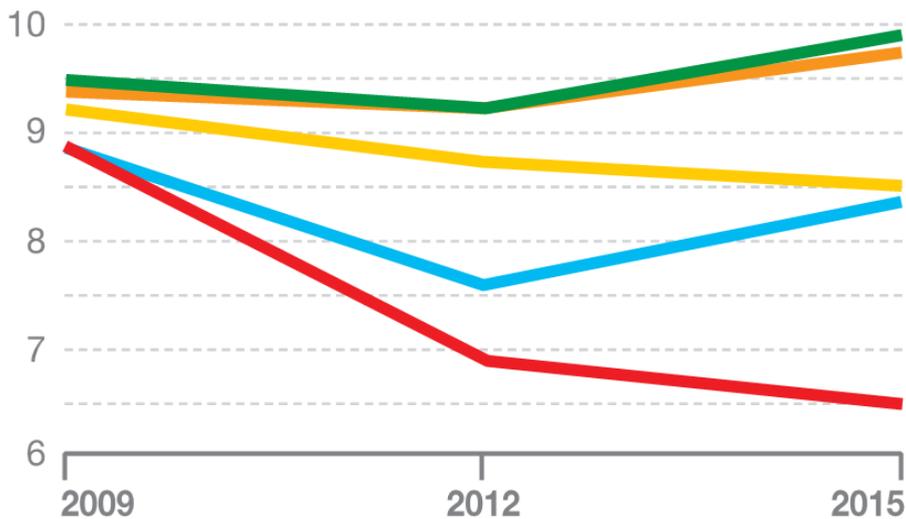


**Communication skills and general knowledge**

Children's communication skills and general knowledge based on broad developmental competencies and skills measured in the school context.

# The AEDC - a triennial nationwide census

Percentage of children developmentally vulnerable by domain



 Physical health and wellbeing

 Social competence

 Emotional maturity

 Language and cognitive skills (school-based)

 Communication skills and general knowledge



98.9% of the entire population of 5 year olds

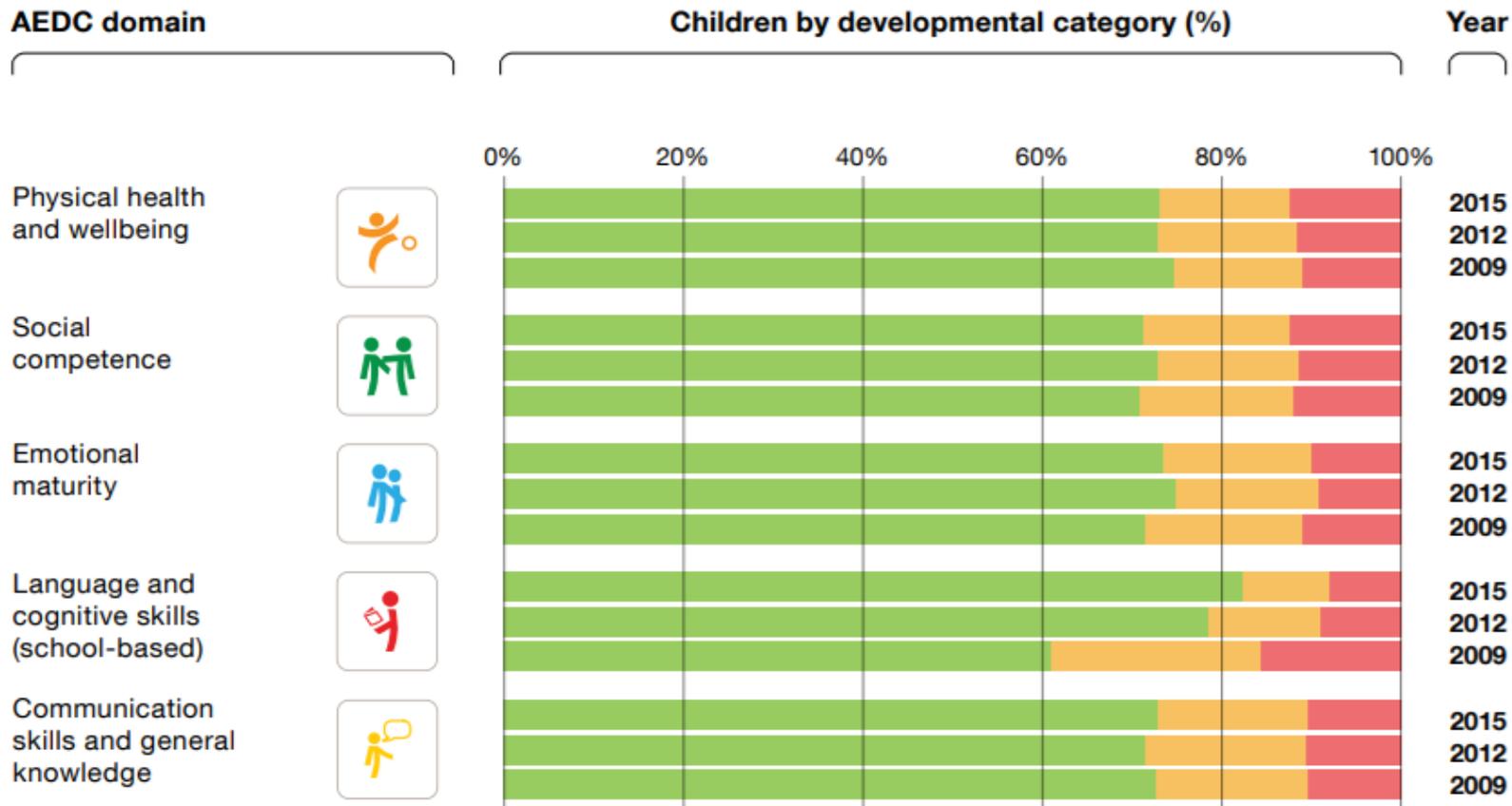
# **AEDC results are publicly available from the community through to the national level**

The AEDC is the national progress measure for child development. It allows:

- Consistency of approach between stakeholders at various levels
- Focus for collaborations to bring about change for children
- A sound basis for strategic planning, policy creation and policy evaluation

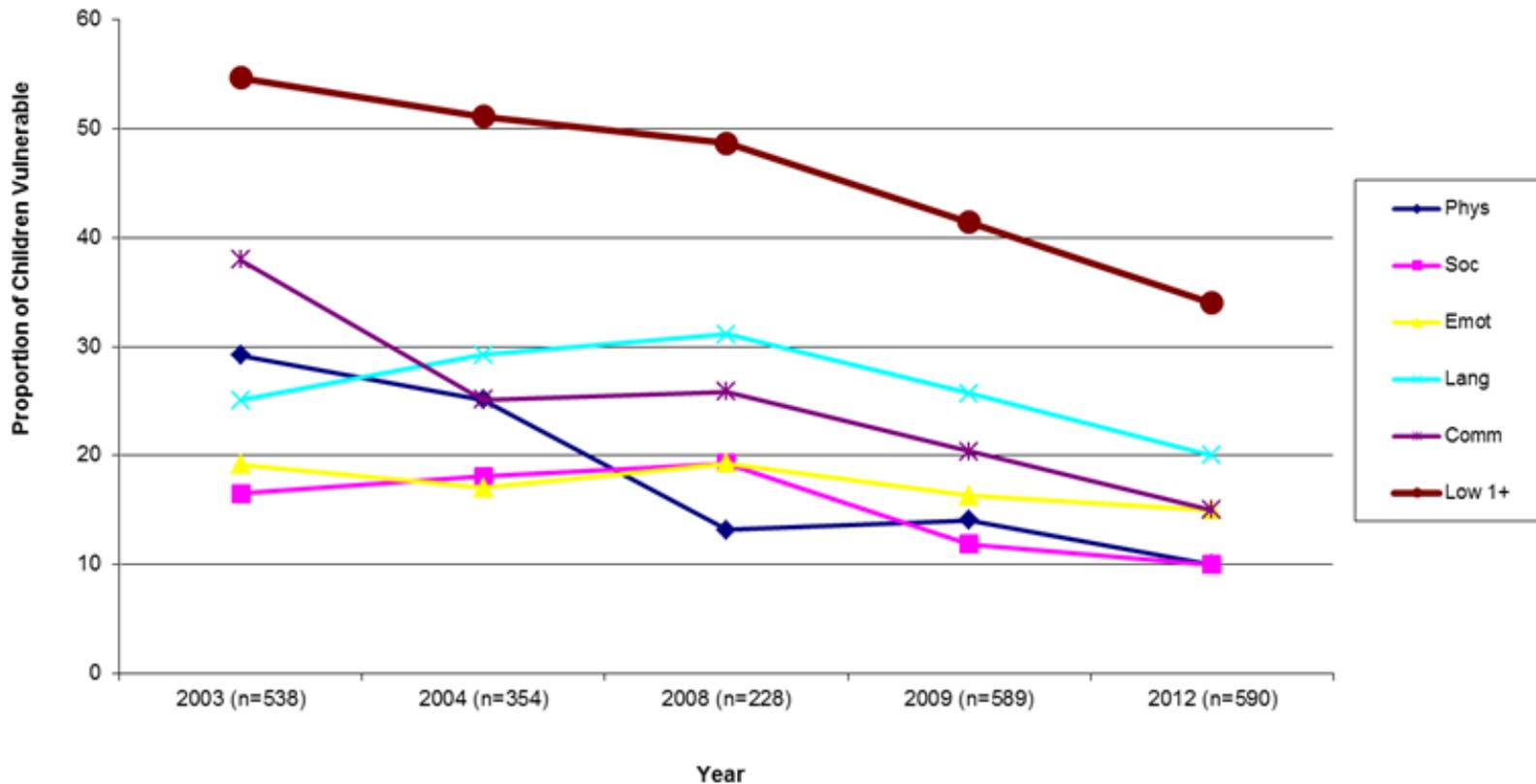


# Informs policy - QLD changes



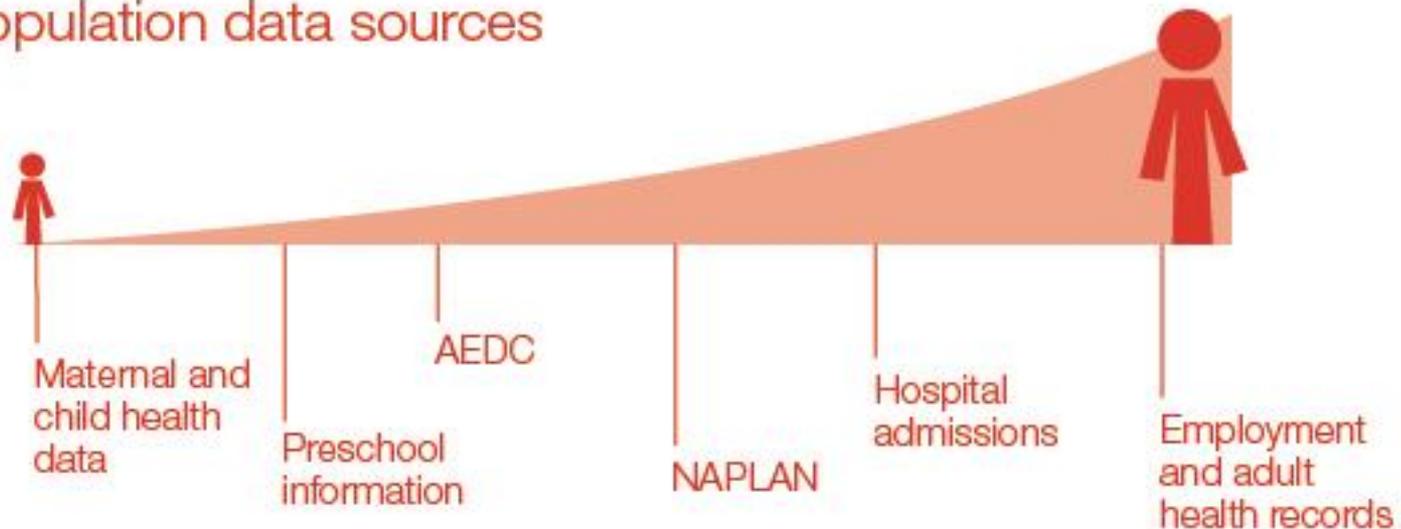
# Informs communities

Mirrabooka C4C - Change in AEDI Results



# A wealth of data to inform policy

## Population data sources



# **AEDC data can inform national reform priorities**

- Closing the gap
- Early childhood education
- Indigenous and early childhood development
- Quality and consistency of early childhood education



# Supporting utilisation of the AEDC

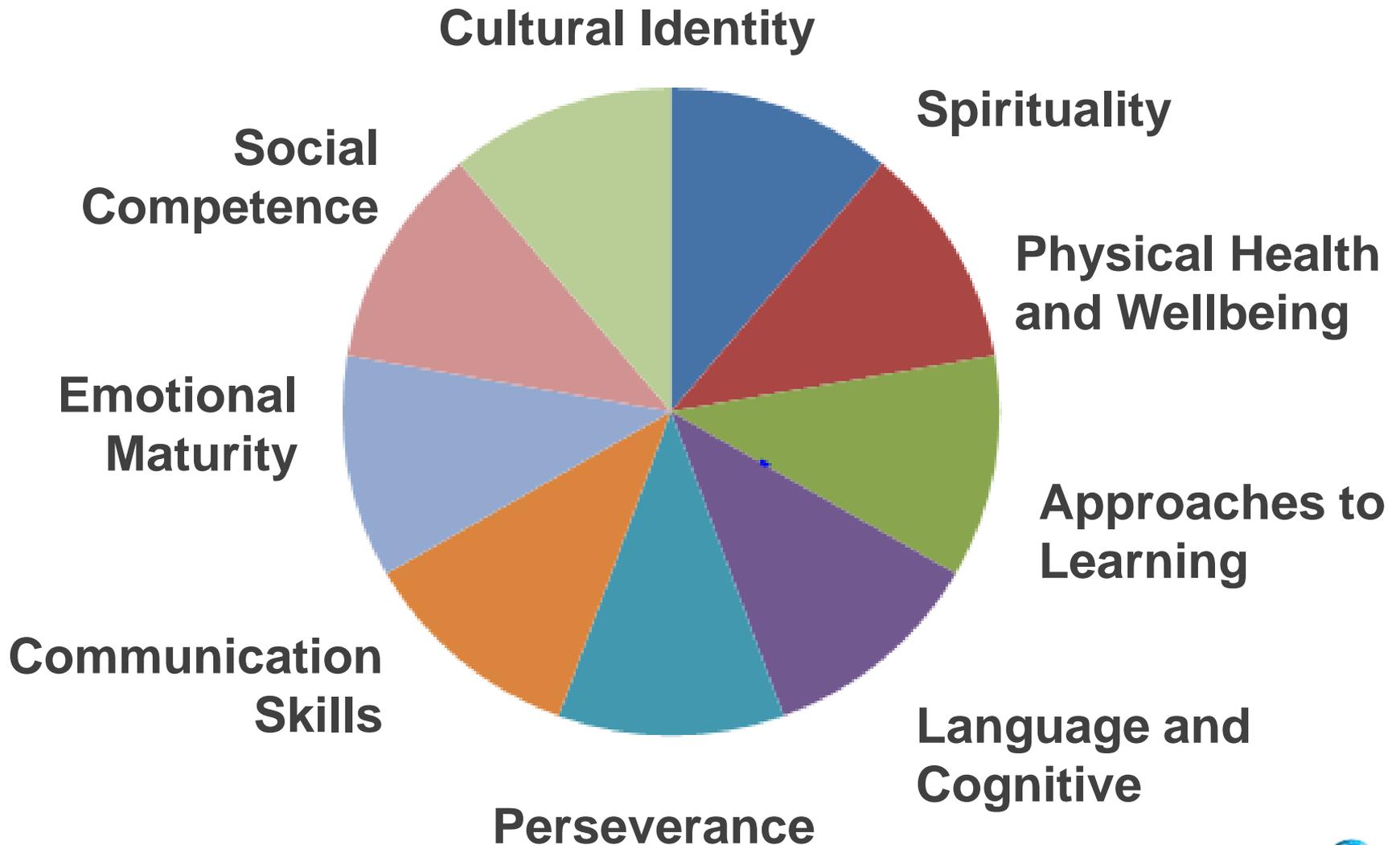




# Early Childhood Development in Tonga

BASELINE RESULTS FROM THE TONGAN  
EARLY HUMAN CAPABILITY INDEX

# School Readiness in the Pacific – the eHCI



## Tongan eHCI census 2014 and 2017

- Every child aged 3-5 yrs
- Across 54 islands
- Mixed administration, system wide, cross sectoral



Full eHCI census in Samoa in 2016, Tuvalu in 2016 and Kiribati in 2017.





# Disseminating the data



eHCI now used in 11 countries

