DATA-DRIVEN INSIGHTS AND TRANSFORMATIVE SOLUTIONS IN EARLY CHILDHOOD EDUCATION

6 FEBRUARY 2024

11:00 - 12:30

ROOM XI, UNESCO HEADQUARTERS
PARIS, FRANCE

2024 CONFERENCE ON
EDUCATION DATA
AND **STATISTICS**

BACKGROUND

To enhance ECCE data availability for diverse monitoring levels, countries must establish data systems to collect relevant data and track progress toward related SDG targets. Governments, including entities in charge of official data and statistics, need to give greater priority to measuring ECCE indicators.

Compared to other SDG targets, ECCE-related data and indicators are insufficient in most countries, and where available, many of them are often not comparable across countries, due to varying ECCE provisions. Furthermore, countries with constrained resources need technical and financial support to establish and/or strengthen their data management systems. National ownership of data generation and enhancing M&E capacities are vital to advance ECCE agenda. This calls for international, national, and subnational collaborations to foster agreement on international comparable measurements and to develop and implement coordinated initiatives and actions to support countries most in need.

In this endeavour, some considerations need to be taken into account. Gauging SDG indicators related to ECCE is compounded as many relevant SDGs span health, nutrition, WASH, and child rights. Indicator 4.2.1 addresses young children's holistic development, suggesting consideration of its age range to 'children under five.' As for SDG indicator 4.2.2, addressing 'Participation rate in organized learning,' countries may need further technical guidance and work particularly in terms of addressing data on children attending multiple years of pre-primary education.

In partnership with like-minded organizations, including ECDAN, UNICEF, and the Hilton Foundation, this session spotlights the importance of comprehensive early childhood data, exploring options and strategies for data coverage, and examining promising experiences in light of the Tashkent Declaration. UNESCO Executive Board's 216th session adopted a Resolution on the Tashkent Declaration's follow-up, which requested UNESCO, in partnership with UIS and GEM Report, to utilize the current indicators framework to monitor SDG 4.2. The Resolution acknowledges gaps in data areas like ECCE personnel, financing, and policy, committing to address these gaps through surveys and cross-analysis.

The session will delve into the critical early years of education, focusing on how data can be leveraged to show international trends and improve early childhood education. Four indicators in the SDG 4 framework need improvements: two on early childhood education participation and two on early childhood development. They are affected by differences in survey tools, age groups for which questions are asked, conceptual frameworks of early childhood development and nurturing environments, but also cultural differences. Discussion points will include identifying and utilizing data sources that are specific to early learning environments in different early childhood education settings such as observational data, parental feedback, developmental and readiness assessments. The session will explore effective strategies for collecting and analysing data to inform trends in early intervention programs. There will also be a discussion on the importance of socio-emotional early learning and well-being in setting the foundation for lifelong learning, a potential monitoring focus for a post-2030 agenda.

The session will gather partners to unpack the Global Partnership Strategy for Early Childhood's second pillar, which underscores the importance of data, monitoring, and evaluation. This gathering will review existing indicators and their coverage and discuss potential new indicators to consider for a comprehensive insight into early learning environments and ECCE sector challenges.

Objectives:

Considering the evolving landscape of ECCE data and the commitments established in the Tashkent Declaration, this Session aims to foster a collaborative dialogue among key stakeholders. This dialogue aims to:

1. **Enhance understanding of data utilization in early childhood education** in deepening the understanding of how data can be leveraged to show international trends in early childhood education. The session will focus on identifying gaps in the SDG 4 framework related to early childhood education, using data from diverse sources. Participants will explore how differences in survey tools, age groups, and cultural contexts impact data collection and interpretation.

2. **Develop advanced strategies for data collection and analysis in early childhood settings** aiming to equip participants with innovative strategies for collecting and

analyzing data specific to early childhood education environments. Considering the varied conceptual frameworks, the goal is to enhance data collection techniques that accurately reflect early childhood education and nurturing environments.

3. **Explore monitoring techniques for early childhood education and development** focusing on discussing and developing effective monitoring techniques for early childhood education and development. Participants will discuss potential approaches to monitor these aspects effectively, considering the post-2030 agenda in education.

Expected Outcomes:

1. **Brainstorming Initial Ideas**: We will explore preliminary options and strategies for providing more explicit technical guidance on measuring SDG indicators related to ECCE. This initial brainstorming will pave the way for more detailed future discussions.

2. **Identifying Areas for Improvement**: There will be a dialogue on potential strategies to enhance the coverage of existing ECCE indicators. This will include considering how the national SDG4 benchmarking exercise could be utilized. However, we will not finalize any strategies in this meeting but rather identify areas needing attention.

3. **Discussing the Introduction of New Indicators**: We will examine the feasibility and potential scenarios for introducing new indicators that offer a comprehensive insight into children's early learning and care environments. This will be more of an exploratory discussion to understand the possibilities and challenges.

The focus will also be on galvanizing partnerships, collaborative efforts, and resources to bridge data gaps.

Format: The 90-minutes meeting will feature a keynote speech, followed by two structured panel discussions and Q&As via Mentimeter and in open mode.

Organizers :

- UNESCO
- Focal Point: Rokhaya Fall Diawara, Education Programme Specialist, ECCE Lead, Email: r.diawara@unesco.org

Partners: UNICEF, ECDAN, Conard Hilton Foundation, Countdown2030 Secretariat, The Lego Foundation, Dubai Cares, CONFEMEN

AGENDA

Introduction (3 minutes)

The session will begin with an opening remark by Borhene Chakroun, Director Policy and lifelong system, UNESCO providing a brief overview of the session's objectives and structure.

Landscape revue of ECCE data

An 8-minute keynote speech will present the Problem statement, leveraging ECCE Data as a urgent Call for monitoring, evaluation, and accountability Towards the SDGs and particularly its target 4.2.

Key note speaker: Antoninis, Manos Director GEM report

Panel (50 min): Data-Driven Insights and Transformative Solutions in Early Childhood Education (50 minutes)

This 50-minute panel will discuss the challenges, opportunities, and potential paths forward in data-driven early childhood care and education. The session is designed to kick-start conversations around key areas: identifying preliminary gaps in data collection, understanding the potential for improvement in existing ECCE indicators, and exploring the feasibility of introducing new indicators for a comprehensive insight into children's early learning and care environments. Attendees will gain insights into initial ideas and scenarios, setting the stage for future, more detailed explorations and collaborations. This session serves as a platform for beginning dialogues about potential partnerships and collaborative efforts to bridge data gaps in ECCE. Below are some indicative areas of discussion:

1. **Understanding ECCE Data Gaps and Impacts:** This segment will delve into the intricacies of data collection in early childhood education. We'll explore the gaps, inconsistencies, and shortcomings in ECCE data and how these affect our progress toward achieving Sustainable Development Goals (SDGs). This will lay the foundation for understanding the critical data deficiencies and their implications for achieving holistic childhood development outcomes.

2. **Breakthrough Methodologies and Tools**: the session will highlight innovative methodologies, tools, and platforms that have or could revolutionize data gathering,

interpretation, and utilization in ECCE. This part will address the technological advancements and the methodological innovations that are making a difference in the field.

3. **Case Studies of Effective Data Utilization**: We'll explore real-world examples where leveraging data effectively has resulted in transformative changes in early childhood care and education. This segment provides practical insights and inspiration from successful implementations.

4. **The Power of Partnership in Bridging Data Gaps**: This section will emphasize the importance of collaborative efforts in enhancing ECCE data.

5. **Envisioning a Data-Driven Future in ECCE**: The final segment will focus on the future, envisioning a landscape where data-driven decision-making is the norm. It will strategize the necessary steps to achieve this vision, ensuring a cohesive and consistent approach toward a data-empowered future in early childhood education.

Moderator: Gwang-Chol Chang

Keynote speaker: Antoninis, Manos

Panellists:

- João Pedro Azevedo, Chief Statistician and Deputy Director, Division of Data, Analysis, Planning and Monitoring

- Yuri BELFALI, Head of early childhood and schools at OECD

- Michel Rousseau, Université 3 Rivières Canada (the lack of data for inclusive ECCE: scope and challenges)

- 1 country cases (Seychelles or Mauritius)

- Toward measuring school readiness: CONFEMEN

Q&A: 10 min

Closing Remarks (2 minutes)

Item 5: The session will conclude with a 2-minute recap of key insights and takeaways from both parts. A call to action for collaborative efforts and tailored technical support in education data governance will be made. Attendees will be provided with contact information for follow-up and participation in future initiatives.

Note: Mentimeter, a dynamic interactive tool, will facilitate audience engagement and gather instant feedback during the session. This will be complemented by questions prepared in advance in collaboration with the panellists to ensure a structured and comprehensive discussion. An on-site Q&A segment will also be incorporated, allowing participants to interact further, clarify points, and dive deeper into specific topics of interest. This multi-faceted approach fosters a rich dialogue and ensures all voices are heard.