

Rapporteur Summary Template

Session title: Data-driven insights and transformative solutions in early childhood education

Time: Tuesday, 6 February 2024, 11h00

Organizers (and co-organizers if relevant): Rokhaya Diawara

Name and organizations of the Rapporteur: Hamdi Addow (reviewed by Sonia Guerriero)

Email of the Rapporteur:

Guidance:

- Thank you for accepting to be Rapporteur during the 2024 Conference on Education Data and Statistics – Engagement Day.
- Kindly use the below template to share your **consolidated summary in ENGLISH**.
- This summary will be used for at least two purposes: (1) to prepare a report for the Rapporteur to report to the conference; (2) to prepare a detailed meeting report after the conference.
- The Rapporteur is requested to transmit their notes to **the Organizer (Rokhaya Diawara r.diawara@unesco.org)**, within 4 hours after each session ends.

1. Please provide a summary or key points for each of the following elements:

Key topics in-focus

- **State of ECCE Data:** Overview of tools, mechanisms, coverage, challenges, and solutions in the current ECCE data landscape.
- **Preliminary options and strategies:** Providing more explicit technical guidance on measuring SDG indicators related to ECCE.
- **Enhancing Coverage of ECCE Indicators/ introducing new Indicators:** Potential strategies to improve the coverage of existing ECCE indicators, including the possible use of national SDG4 benchmarking exercises; Evaluating the feasibility and potential scenarios for introducing new indicators that provide comprehensive insights into children's early learning and care environments.
- **Collaboration and partnership to secure qualitative data:** the role of global partnerships in enhancing ECCE data collection, analysis, and utilization for system transformation.

Main issues, key messages, and takeaways (problems, solutions, future directions, etc. in **400 words**)

The session emphasized the foundational importance of ECCE in fostering lifelong learning and development, with a particular focus on its role in securing better learning outcomes. Global monitoring Report reported that 72% of countries have submitted a national SDG 4 benchmark for indicator 4.2.2, showcasing significant progress in ECCE. Notably, a quarter of low- and lower-middle-income countries have demonstrated rapid progress, indicating a positive trend toward achieving their targets. However, a projection suggests that countries with benchmarks and data might be ten percentage points off track by 2025. Tools like the Scorecard, UNICEF ECDI and MICS, OECD TALIS Starting Strong Survey, and PASEC *Bilan des competences du prescolaire* have ensured the availability

of ECCE data. This was confirmed by The Gambia and Côte d'Ivoire, which are making notable strides in utilizing quality ECCE data effectively.

Despite these advancements, challenges persist in ECCE data collection and utilization. 15% of countries still need to report ECCE data to the UIS, and, according to UNICEF, only half of the countries worldwide have comparable data on ECE attendance. Questions about the adequacy of indicator 4.2.2 have been raised, given its limitations in fully capturing the scope of pre-primary education and its focus on school attendance rather than quality, inclusiveness, and relevance of programs. Another challenge is the diversity in data sources, and the reliance on actual versus estimated data further complicates progress monitoring, introducing uncertainties and variability.

There is a consensus on the need to refine existing indicators, enhance survey methodologies, and integrate diverse data sources to address these challenges. Expanding indicator 4.2.2 to encompass a broader range of early childhood organized learning programs and ensuring consistency across countries are recommended. Additionally, leveraging administrative and survey data could provide a more comprehensive understanding, but the goal must still be strengthening administrative data and harmonizing tools and methodologies. Process data, such as educator-child interactions, pedagogical practices, and family involvement, has been highlighted as crucial for assessing the quality of ECCE learning and environments.

The conclusion includes the urgent need to harmonize data collection methodologies, develop new indicators to better represent early learning environments and family involvement, and strengthen technical capacities focusing on access, quality, and inclusion. UNESCO's Global Partnership Strategy for Early Childhood 2021-2030 is a reasonable basis for promoting international collaborations to improve ECCE data and indicators. The session ended with a call for continued dialogue and developing a community of practice focused on ECCE and data, aiming to address data scarcity and effectively leverage data for transforming ECCE systems.

Relevant conference session(s) identified (Please refer to the updated conference agenda via <https://ces.uis.unesco.org/>)

9. National SDG 4 benchmarks: challenges and solutions forward

Other notes

Key Takeaways:

- **Critical role of benchmarking and data quality:** Establishing robust benchmarks and enhancing data quality and consistency across nations are fundamental to advancing ECCE, ensuring measurable progress and global standards.
- **Inclusivity and high-quality ECCE measurement:** Prioritizing inclusivity and quality within ECCE programs is essential. Achieving this requires a dual focus on expanding access to ECCE and improving the quality of early learning experiences for all children.
- **Need for Global Collaboration and Harmonization:** Strengthening international partnerships and harmonizing data collection methodologies are crucial for improving the collection, analysis, and utilization of ECCE data, which will, in turn, inform and refine policy and practice on a global scale.
- **Innovation Through New Indicators:** There is an urgent need to develop new indicators that accurately reflect early learning environments and family involvement, supporting a more nuanced understanding and approach to ECCE.
- **UNESCO's Strategic Framework and Community Engagement:** Leveraging the UNESCO Global Partnership Strategy for Early Childhood 2021-2030 as a foundation for international collaboration highlights the importance of continuous dialogue and the development of a community of practice. This collective effort aims to address data scarcity and harness data effectively to transform ECCE systems worldwide.

- This session emphasized the transformative power of data and benchmarks in improving ECCE globally, highlighting the need for comprehensive strategies to address data gaps, enhance quality and inclusivity, and foster global collaboration for sustainable progress.