

A WEBINAR FOCUSING ON HOW TO MEASURE GLOBAL INDICATOR 4.2.1 “DEVELOPMENTALLY ON TRACK” AS AN INDICATOR

Introduction

In the past few years, the Roger Federer Foundation has been and continues to be one of the key leading role players in the education sector. As part of its 2019 – 2025 strategy, the Swiss based foundation narrowed its focus on early child care and education and in particular on the sensitive phase of children’s transition into the formal schooling. The organisation conducts a country programme approach in Botswana, Malawi, Namibia, South Africa, Zambia and Zimbabwe. All programmes are highly comparable in terms of objectives and instruments. This will hopefully create the opportunity that by the end of the strategy phase the Roger Federer Foundation will have a regional understanding of school readiness in Southern Africa.

This concept note concerning the planned seminar is structured into three parts; **Part 1** – provides an overview of the School Readiness Initiative (SRI) led by Roger Federer Foundation. **Part 2** - presents a brief discourse on ECD measuring standards particularly the challenges of measuring the global SDG indicator of “*developmentally on track*”. **Part 3** – discusses the proposed webinar aimed at availing a platform to discuss best practices across the world concerning measuring the concept of “*developmentally on track*”.

PART 1: Overview of the School Readiness Initiative (SRI) led by Roger Federer Foundation

The Roger Federer Foundation mission is to empower children living in poverty. The most effective and sustainable theory of change to achieve this goal is to provide a high quality education system. But in the majority of countries the education quality is insufficient, minimum performance goals are not being achieved, and children drop out of school early. For many children, school ends after just a few years in primary and middle school. Research shows that a key reason for this is the lack of access to high-quality early childhood (preschool) education in developing countries. That is why we focus in our current strategy on the youngest learners and the highly sensitive moment of transition into formal schooling. If children are insufficiently prepared for school or are not well embedded in the new and rarely age-appropriate environment, there is a high probability that they will fail. In accordance with Sustainability Goal 4.2, we are fully focused not only on improving children's readiness to go to school, but also on making schools more ready for children in order to give children a good start to their education.

The two global indicators of SDG 4.2 are our guidelines: Children should have access to at least one year of organised learning before starting school and be developmentally on track. We are committed to ensuring that the children develop in an age-appropriate manner and survive the first years of school without having to repeat years or leave school early. In order to achieve a system that can ensure this, we are working to make all relevant participants such as parents, teachers, communities, and government officials aware of the needs of children and accept responsibility for them. Thanks to their commitment, their children are being given access to preschool, where they encounter an age-appropriate learning environment. Processes are established so that the transition of the children to primary school goes smoothly and they can quickly feel comfortable. Thanks to decentralized, digital-based continuing capacity building through offline tablet, educators are improving their skills comprehensively in learning groups. The so called Early Learning Kiosk contains a wide range of

learning content for early education. The learning group approach promotes a peer-to-peer mentoring over the long term.

In each of the six countries in southern Africa we hope to implement the entire package of the School Readiness Initiative in between 1,500 and 3,000 institutions. This means that we will reach around 12,000 educational institutions in the next seven years. This is being done in close formal consultation and cooperation with the local authorities.

PART 2: Brief discourse on ECD measuring standards

Generally, fewer research activities focusing on understanding the impact of ECD interventions have been conducted. Kagan, Castillo, Gomez and Gowani (2013) study affirms this argument by stating that very little research focusing on the effects of ECD interventions post their implementation has been commissioned. Besides the cited phenomenon, it must be mentioned that some level of measuring has been taking place. The 2015 Dakar conference is a case in point. This conference reinforced the role of access to quality pre-primary education as well as measuring the outcomes of the ECD interventions.

The challenge on the lack of measurement and what to measure has been exacerbated by the complexity of the defined global indicators of SGD 4.2: “children being developmentally on track”. The UN conference has delegated the concrete definition of the indicator to the national level. This is in contradiction of UNESCO’s recommendation in its report (2018) titled “Quick Guide to Education Indicators for SDG” that ECD players including practitioners should consider establishing global mechanisms to share experiences.

This is why the Roger Federer Foundation would like to coordinate a webinar aimed at facilitating the discussion platform for stakeholders across the world. This is envisaged to discuss the best practices of measuring the concept of developmentally on track. This is guided by the fact that; the foundation is a learning organisation which strives to explore innovative approaches.

Below the document presents further details in relation to the seminar

PART 3: Webinar focusing on measuring the concept of “*developmentally on track*”

The Roger Federer Foundation would like to host a seminar during the gLOCAL Evaluation Week coordinated by the CLEAR Initiative.

Theme	How to measure the global SDG indicator 4.2.1: Children are developmentally on track
When	3 rd June 2020
Time	10h00 – 11h00
Webinar delivery Approach	Facilitated discussion led by the Roger Federer Foundation. The objective is to exchange challenges and collect as many approaches around the globe as possible.
Deliverable	Summary of the foundations approach to be shared with all the participants

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