
INDICATORS AND RECOMMENDATIONS

BOX 1

GOAL 3: Ensure effective learning for all children and youth for life and livelihood
Target 3A

All children under the age of 5 reach their developmental potential through access to quality early childhood development programs and policies.

[Developmental potential: physical, cognitive, social and emotional domains of learning and development]

Urgency of adding early childhood development to the SDG’s

1. Not in the MDGs, beyond infant mortality
2. Beyond survival, children have a right to thrive
3. Parenting programs, quality preprimary education, and prenatal/ postnatal healthcare are cost-effective
4. Jamaican parent-infant program 20-year follow-up – increased IQ, earnings (by 50%), educational attainment; reduced anxiety, depression and violent behavior
5. Raising preschool enrollment to 50% worldwide: benefit-cost of 7.8 to 17.6 depending on discount rate
Discussion Points

Target 3A Indicators: Coordination of Proven Health, Nutrition, Education, Social Protection, and Child Protection Programs and Policies for Sustainable Development

1. Proportion of children who suffer from pre-term births and low birth weight.
2. Proportion of children who suffer from stunted growth by age 2.
3. Proportion of households with access to comprehensive family planning and, for those with children under 5, nutritional support and primary health care.
4. Among families with children under the age of 3 receiving nutrition interventions and primary healthcare, proportion receiving integrated parenting support focused on responsiveness and stimulation.
5. Among children under 5 who live in households with per capita incomes below national poverty lines, proportion with access to social and income supports, such as cash transfers, child care provision and parental leave policies.
6. Rate of developmental delays in children from birth to 8 years.
7. Proportion of children receiving at least one year of a quality pre-primary education program.
8. Percentage of annual public spending on education to the pre-primary year(s).
9. Proportion of children achieving basic competencies, across cognitive, language and literacy, social, and emotional domains of skills, by age 8.
Discussion Points

5.2 Achieving Target 3A through Integrative Health, Nutrition and Learning Interventions

5.2.1 Assure universal access to reproductive health care, including comprehensive prenatal screening, education and health care visits that include preparation for delivery, parenting support and family planning options

5.2.2 Provide nutritional supports for pregnant and lactating mothers and appropriate breastfeeding and nutrition education (exclusive breastfeeding before 6 months of age and complementary feeding together with nutritional supplementation beyond 6 months of age)

5.2.3 Provide universal, regular immunisations; comprehensive child screening and treatment; and water, sanitation and hygiene interventions with education for all families

5.3 Achieving Target 3A by Enriching Parenting and Early Childhood Care and Education

5.3.1 Implement parenting programs that incorporate opportunities for practice with feedback; curricula; peer support; and ongoing training and supervision for facilitators

5.3.2 Assess and reduce rates of maternal depression with treatment and preventive interventions

5.3.3 Ensure that all children start school on time and acquire basic competencies by age 8, across cognitive, social, and emotional domains

5.3.4 Assure safe and responsive caregiving arrangements for children under 3

5.3.5 Ensure quality in early childhood care and education, whether in centers, preschools, or daycare settings, through comprehensive standards and effective pre- and in-service, on-site professional development support for all caregivers and teachers
5.4 **Achieving Target 3A Through Social Protection, Workforce Development and Non-formal Education**

5.4.1 Integrate workforce development and non-formal education interventions for parents in ECD programs and policies

5.5 **Achieving Target 3A through Social Inclusion and Support for the Most Vulnerable**

5.5.1 Eradicate exposure to neglect and violence in young children’s homes and communities. Implement child protection programs that promote responsive, nurturing and positive early interactions between caregivers and young children living in impoverished, harsh and/or violent environments

5.6 **How to Achieve Target 3A through Effective Implementation in Communities and Service Systems**

5.6.1 Effective national policy making and action planning in ECD is supported through intersectoral coordination and wide government, civil society and community input

5.6.2 Support national ECD action planning through subnational and local participation in governance, finance and implementation of ECD programs and policies

5.6.3 Supplement public investment in early childhood development by investing at least 15% of international education aid into preprimary and early childhood education programs

5.7 **Measuring Early Childhood Development to Track Progress on Target 3A**

5.7.1 Two kinds of measures of child development – 1) assessment tools appropriate for monitoring population-level child development and tracking developmental growth over time; and 2) screening tools to identify individual need for services -- should be developed for country, regional and global use, with input from multiple stakeholder groups and attention to cultural relevance

5.7.2 Data systems in ECD should be strengthened – encompassing complete birth registration and measures of service quality that predict children’s learning and development
Target 3B
Focus on quality, learning, and completion

All girls and boys receive quality primary and secondary education that focuses on learning outcomes and on reducing the dropout rate to zero.

Target 3B Indicators

1. Primary completion rates for girls and boys
2. Secondary completion rates for girls and boys
3. Proportion of girls and boys who master basic numeracy by age 8
4. Proportion of girls and boys who master basic literacy by age 8
5. Proportion of girls and boys who achieve Minimum Learning standards at the beginning, middle and end of the schooling cycle (benchmarks to be developed)
6. Proportion of girls and boys who master basic math, science, financial and technical literacy by age 14 (benchmarks to be developed)
7. Adult literacy rates for women and men
8. Government spending on education as a proportion of total GDP
Discussion Points

Recommendations to Achieve Target 3B

6.1 Achieving Target 3B by ensuring universal access to free, quality basic education

6.1.1 Strong support for universal free basic education for all children as a prerequisite for universal enrolment, including financial support as needed

6.1.2 Provision of adequate, long-term, and predictable budgetary allocations for universal basic education, including through increased tax base and external assistance in those countries where education systems are under-resourced

6.1.3 Country-specific outreach strategies to target the particularly hard-to-reach children in a “mission” mode and create solutions to address the specific barriers to participation in the schooling system

6.2 Achieving Target 3B by ensuring universal access to quality secondary education

6.2.1 Countries focus on universal completion of learning at the secondary school level

6.2.2 If children cannot come to school, take schools to children: Invest in high-quality open schooling to accelerate reach

6.3 Achieving Target 3B by Focusing on Broad Learning Outcomes

6.3.1 Ensure all children attain basic learning goals in primary segment

6.3.2 Countries set national learning goals in line with international norms at the beginning, middle and end of their schooling cycle

6.3.3 A comprehensive framework of learning underlines the learning goals—one that fulfils basic numeracy and comprehension skills, but also prepares students for life and livelihoods

6.3.4 Countries institute regular national sample assessments, conducted independently, drawing from the curriculum, but in line with global norms

6.3.5 Priorities of teachers, school principals, administrators and the local community including pedagogy, budgets, performance incentives, and system guidelines, are refocused around learning goals for their children

6.3.6 Countries move towards flexible education systems, especially beyond years of primary schooling, where differentiated paces of learning are possible

BOX 9

Recommendations to Achieve Target 3B
6.4 Achieving Target 3B through Innovations in the Delivery of Education

6.4.1 The local community is a core partner in the delivery of education, both through contributions in curriculum and pedagogical design, and evaluations, as well as structuring the delivery model itself.

6.4.2 The role of the teacher is re-imagined and countries invest in teachers to succeed.

6.4.3 Use technology to open up the schooling system.

6.4.4 The State leads on universalizing learning, but engages on other channels of delivering education.

6.4.5 Measure what we recognize; recognize what we cannot measure.
Target 3C

*Youth unemployment rate is below [10] percent*

**Target 3C Indicators**

1. Youth unemployment rate
2. Tertiary enrolment rates for girls and boys
3. Proportion of adolescents (15-19 years) with access to school-to-work programs
4. Proportion of adults participating in continuing education programs
7.1 Achieving Target 3C through School to Work Transitions and Vocational Programs

7.1.1 Countries integrate vocational training into high school curriculum, including a component of full-time work
7.1.2 Academic and vocational tracks have multiple “bridge points” to students to cross over during high school and undergraduate programs
7.1.3 Schools and Colleges have career counselling and guidance for students and communication and education for parents
7.1.4 Schools and Colleges invest in high quality and relevant training
7.1.5 Formal Vocational Schemes are jointly designed with governments and with manufacturing and services industries
7.1.6 National frameworks recognize informal / alternative skills development

7.2 Achieving Target 3C by matching skills with emerging sustainable development needs

7.2.1 Countries match skills production with emerging economic and social needs, starting with specific sectors and design systems of continual engagement with potential employers
7.2.2 Countries promote skills that enable young women and men to earn livelihoods in the informal sector with decent working conditions and living wages
7.2.3 Countries invest in creating human resources for sustainable development
7.2.4 Invest in training for a green economy
7.2.5 Countries invest in continuing education for adult women and men
7.2.6 Countries invest in adult learning and skill building opportunities to strengthen the capacity of caregivers and communities to support healthy child development and create the next generation of learners
BOX 13

7.3 The Role of Universities in developing countries

7.3.1 Governments support universities to prioritize “research based solutions for sustainable development” as a core purpose

7.3.2 Countries create enabling regulatory frameworks that encourage public sector-led growth of higher education in collaboration with the private sector

7.3.3 Academic institutions use technology to expand access, promote affordability, and allow for lifelong learning

7.3.4 Universities across countries collaborate on research and teaching—specifically for new and inter-disciplinary challenges of energy, water, health, science and technology, biodiversity, and other issues related to sustainable development.