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## OBJECTIVES AND INDICATORS: EXAMPLES

■ **OBJECTIVE:** Something that one’s efforts are intended to attain or accomplish: purpose or target.

*Objectives* are more specific than goals, which are the long-term outcomes we would like to see. It is assumed that objectives can be reached through a given initiative. Generally while projects have one major goal, they are likely to have a number of objectives. Examples of objectives include: to increase children’s access to primary school; to improve children’s performance in primary school; to decrease the infant mortality rate; to decrease incidence of malnutrition; to increase verbal interaction between parents and children.

■ **INDICATOR:** The outcome or measure which shows how or to what extent an objective has been met.

The extent to which project objectives have been attained is defined by project *indicators*. There are two broad kinds of indicators: those that are quantitative (i.e., things that can be counted, percentages that can be calculated, etc.) and those that are more qualitative (i.e., descriptive and somewhat more subjective). Objectives, and the indicators identified to mark their achievement, are likely to be used as the basis for project evaluation. Some examples of possible goals, objectives and indicators for ECCD programs follow.

### GOAL: TO PROVIDE CHILDREN WITH BASIC PROTECTION

#### *Objectives*

#### *Indicators*

- To ensure that children are safe from damaging events and circumstances
- To eliminate violence, abuse, neglect, and exploitation

- Assessment of the environment in terms of safety
- Number of cases of young child abuse, injury, abandonment, etc.
- Registration of abuse and exploitation

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- To ensure that childrearing practices are supportive of children’s development

- Analysis of childrearing practices

## Objectives

■ To ensure equity in the provision of ECCD services, regardless of race, ethnicity, or religion

■ To ensure gender equity

## Indicators

■ Extent of discrimination related to religion, ethnicity, race

■ Percentage of children with access to ECCD services by race, ethnicity, and religion

■ School enrollment, attendance and completion rates by race, ethnicity, or religion

■ School enrollment, attendance and completion rates for girls

■ Teacher amount and kind of attention to girls versus boys

## GOAL: TO PROVIDE FOR CHILDREN'S OPTIMAL DEVELOPMENT

### Objectives

■ To ensure adequate iodine, iron, Vitamin A micro-nutrients, and protection against protein-energy malnutrition

■ To ensure continuous and appropriate child care, attention, stimulation, and affection

■ To ensure optimal development (psycho motor, physical, social, and emotional)

■ To ensure children's pre-academic preparation

■ To ensure language stimulation and development

■ To minimize developmental delays

■ To ensure access to an education

### Indicators

■ Children's developmental status (psycho-motor, physical, social, and emotional)

■ Number of children with access to ECCD services of all kinds

■ Parental/caregiver childrearing knowledge and appropriate practices

■ Verbal interaction within the home—pattern and amount

■ Children's ability to understand and use language

■ Children's developmental status at entrance to primary school

■ Percentage of children having developmental delays and disabilities on entry to school

■ Percentage of children with special needs

■ Percentage of children who enroll in and attend school

## Objectives

- To ensure continuation in education

## Indicators

- Continuation—dropout and repetition rates
- Assessment of performance
- Promotion/transition rates
- Secondary school enrollment rates
- Number of teenage arrests and pregnancies
- Unemployment rates

## GOAL: TO ENSURE CHILDREN'S PARTICIPATION IN SOCIETY

### Objectives

- To ensure universal birth registration
- To ensure full preservation of identity—name, nationality, and family relations

### Indicators

- Extent of child registration and preservation of identity

- To ensure access to information from a diversity of sources

- Accessibility to diverse sources of information and materials

- To ensure the fullest possible development of personality, talents, and mental and physical abilities
- To ensure the individual's rights to rest, leisure, play, recreation, cultural life, and the arts
- To ensure children's active participation in a child-focused education
- To ensure the availability of education related to peace, tolerance, equality of the sexes, and friendship among all peoples
- To ensure the child's full enjoyment of his/her own culture, religion, and language

- Nature and content of socialization and education
- Extent and opportunity for children to:
  - develop their own personality, talents, and abilities
  - enjoy their own culture, religion, and language
  - participate in rest, leisure, play, and cultural life

*The Consultative Group on Early Childhood Care and Development, 1998.*

Early Childhood Counts: Programming Resources for Early Childhood Care and Development. CD-ROM. The Consultative Group on ECCD. Washington D.C.: World Bank, 1999.

GOAL: TO ENSURE CHILDREN'S PARTICIPATION IN SOCIETY