

*How can early childhood policies
help to achieve
service equity and quality?*

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SDG Target 4.2

+ By 2030, ensure that **all** girls and boys have access to **quality** early childhood development, care and pre-primary education so that they are ready for primary education

This means **equity** is essential

- + SDG Target 4.2 includes **ALL** children
 - + Children with developmental delays, disabilities and behavioural disorders
 - + Children of ethnic and linguistic groups
 - + Young girls and boys – gender equity
 - + Children of low economic status/living in poverty
 - + Lower class/caste children
 - + Children living in rural as well as urban areas
 - + Children living in difficult situations, such as: domestic or community violence, refugees or internally displaced, migrant, street children, and other children affected by multiple negative stresses

ECD includes:

- + Health
- + Nutrition
- + Sanitation/hygiene
- + Responsive caregiving
- + Early learning and development (0 to 36 months)
- + Inclusive preschool education (36 months to inclusive kindergarten and/or inclusive primary school)
- + Child and maternal/parental rights and protection

3 main types of early childhood services

- + Early Childhood Development (ECD)
- + Early Childhood Education (ECE)
- + Early Childhood Intervention (ECI)

Early Childhood Development (ECD)

- + Preconception
- + Prenatal
- + Neonatal, birth to 30 days
- + 0 to 36 months
- + 37 to 60 months
- + 61 months to 8 years

Early Childhood Education (ECE)

- + 0 to 24/36 months early child care and development (crèches, nursery schools, day care centres, mother circles, home-based groups) **The forgotten yet most important period!**
- + 24/37 to 60/72 months: preschool/pre-primary
- + Kindergarten/preparatory year
- + Primary grades to 8 years of age

Early Childhood Intervention (ECI)

- + Support for parents of children with developmental delays, malnutrition, chronic illnesses, disabilities and behavioural disorders
- + 0 to 36 months, and sometimes
- + 0 to 60 months
- + ECI services are more intensive and individualised services than general ECD services

Global ECI Survey

- + 52% of the 81 countries surveyed have officially adopted an ECI policy, plan or law. The rest have some level of ECI services and regulations
- + Article on this study to be published soon.

Main study conclusion:

Globally, ECI is now an essential service for parents of infants and young children with developmental delays, disabilities and behavioural disorders; however, we still have a long way to go!

All good ECD, ECE and ECI policies promote **holistic child development**

- + **ECD: Multisectoral policies** (policies are not integrated)
- + **ECE: Sectoral policies** but have aspects of child health, nutrition/feeding, and child rights and protection
- + **ECI: Integrated policies** – usually Strategic Plans
- + Integrated services are included in ECD policies: ECI, parent education and integrated ECD centres
- + Integrated services have a unified administration and bridge several sectors and/or disciplines)

Time dimension

- + ECD Policies are “umbrella policies” (not time limited)
- + ECE and ECI Strategic Plans (time limited)
- + Laws (either time limited or not time limited)
- + Action Plans (time limited)

Countries with ECD Policies in ARNEC Regions = 37%

1. Afghanistan
2. Australia (plus ECI)
3. Bangladesh (plus ECI)
4. Bhutan
5. Cambodia
6. India (plus ECI)
7. Indonesia
8. Kiribati
9. Maldives
10. Myanmar (plus ECI)
11. Nepal
12. Philippines
13. Solomon Islands
14. Sri Lanka
15. Thailand (plus ECI)
16. Tuvalu
17. Vanuatu

Countries Lacking ECD Policies

1. Brunei Darussalam
2. China (has ECI)
3. Federated States of Micronesia
4. Fiji
5. Hong Kong
6. Japan
7. Kazakhstan
8. Kyrgyzstan
9. Lao PDR
10. Malaysia (has ECI)
11. Marshall Islands
12. Mongolia
13. New Zealand
14. Nieu

Countries Lacking ECD Policies – 63%

15. North Korea
16. Pakistan
17. Palau
18. Papua New Guinea
19. Samoa
20. Singapore (ECI)
21. South Korea
22. Taiwan
23. Tajikistan
24. Timor Leste
25. Tokelau
26. Tonga
27. Turkmenistan
28. Uzbekistan
29. Viet Nam

Why do ECD policies have varying contents?

- + They reflect differing national:
 - + strengths regarding national resources and cultures
 - + needs and service gaps
 - + development goals
 - + political will of decision makers
 - + systems of governance
- + Different **policy options are selected** based on past national experience, scientific research, and relevant experiences in other countries

Policy Impact Study of 5 nations with ECD policies, 2015

- + Bosnia and Herzegovina, Brazil, Colombia, Myanmar and Rwanda (*Prospects, 2016*, EFA GMR background study, UNESCO)
- + **Key findings from Myanmar:**
- + Myanmar specialists began to implement their ECCD Policy **prior to formal adoption** and exceeded expectations for policy implementation (also found in other countries)
- + Participatory policy planning processes that were learned positively affected the preparation of other social development policies
- + Intersectoral friendships continued and supported multisectoral and integrated policy implementation

Key findings from Myanmar, cont.

- + Greater equity has begun to be achieved, i.e. Kindergarten materials have been translated and adapted to 65 languages
- + Greater attention has been given to rural zones and to services for families living in poverty
- + Parliament and several ministries strongly supported ECCD, although increased investment is needed
- + Strategic Priority 3 for developing a national ECI system is underway, and ECI Strategic Plan to be launched on 10 March
- + The ECCD Policy has helped Government focus on issues of equity, quality, service expansion, and accountability

Essential elements for national ECD policies



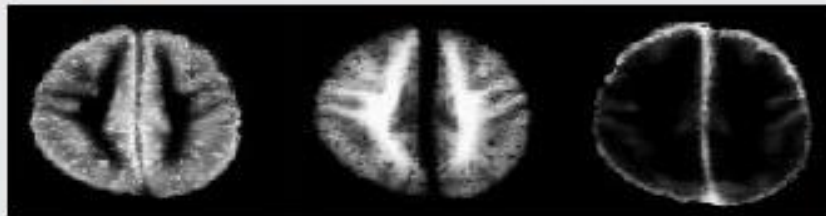
All ECD, ECE and ECI policies should address both equity and quality

- + We cannot achieve equity without quality. Why?
 - + If early childhood services are of good quality for some but not for others, equity has not been achieved.
- + We cannot achieve ECD systems of high quality without equity. Why?
 - + Quality must be high for all. Ultimately those who do not receive quality services will keep the nation from becoming productive

What happens when equity and quality are not included in ECD policies?

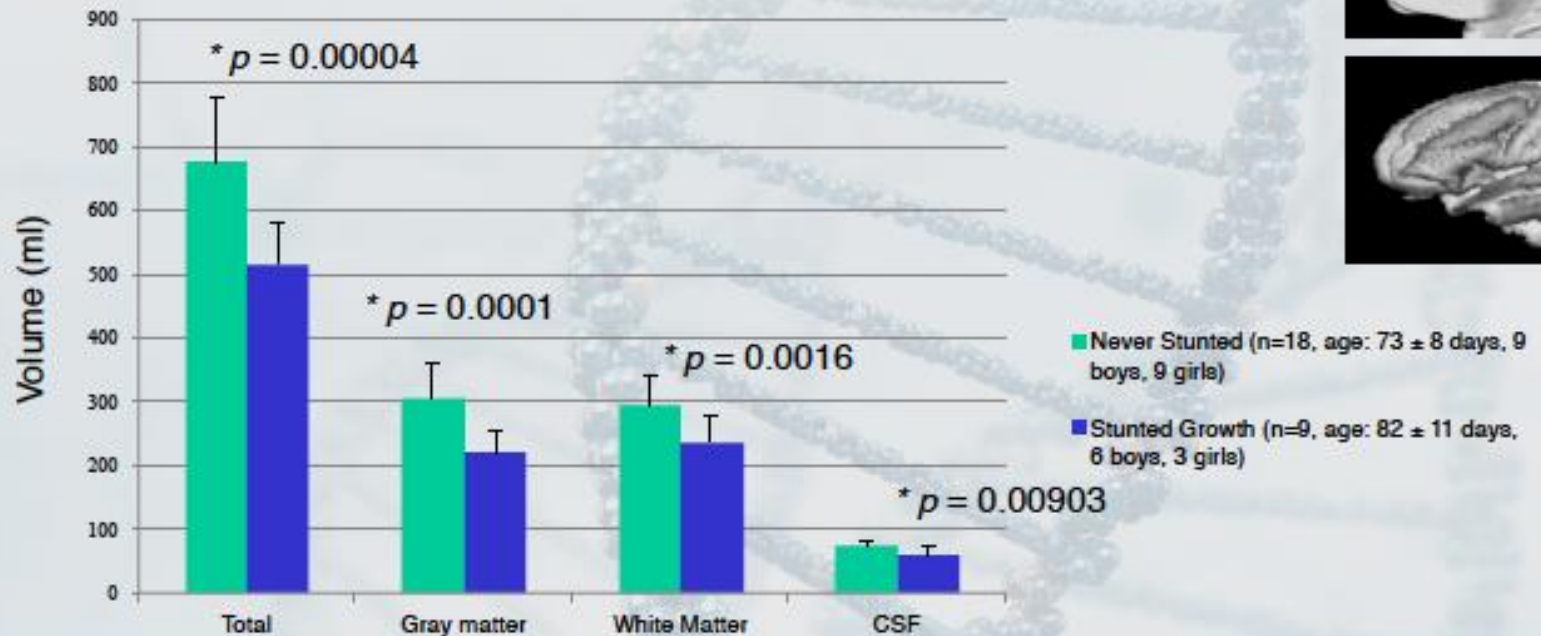
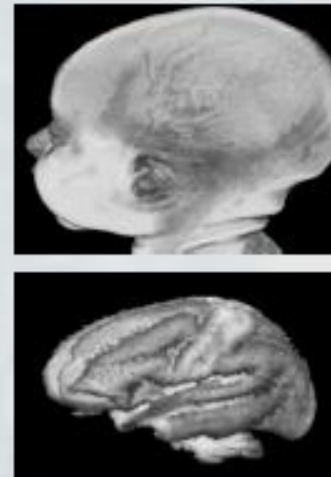
- + High levels of child stunting
- + High levels of developmental delays
- + High repetition and drop out rates in schools
- + Unproductive citizenry
- + High rates of violence and crime

Volumetric Findings among Stunted and non Stunted Infants



Gray matter White matter Cerebrospinal Fluid (CSF)

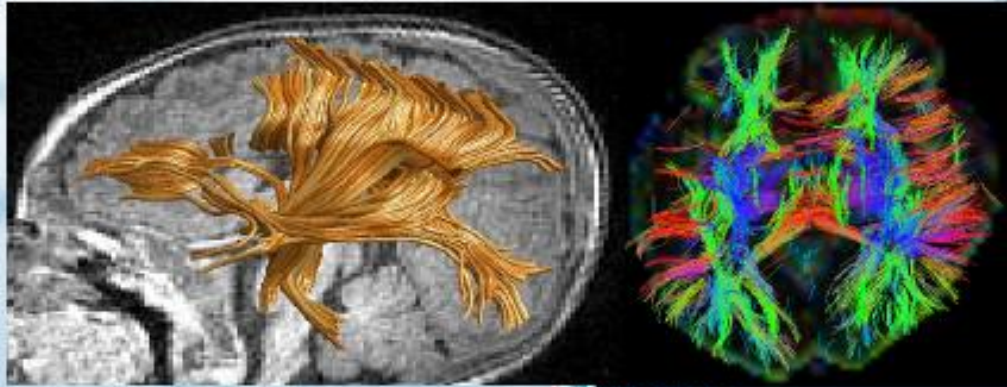
3D Rendering of the cortex



Magnetic Resonance Imaging

Yingying Wang, Ph.D., Borjan Gagoski, Ph.D., Danielle Sliva, Ph.D., Meaghan Mauer, Ph.D., Nadine Gaab, Ph.D., & Charles A. Nelson

Examining Anatomical Connectivity



Stunted growth
representative infant

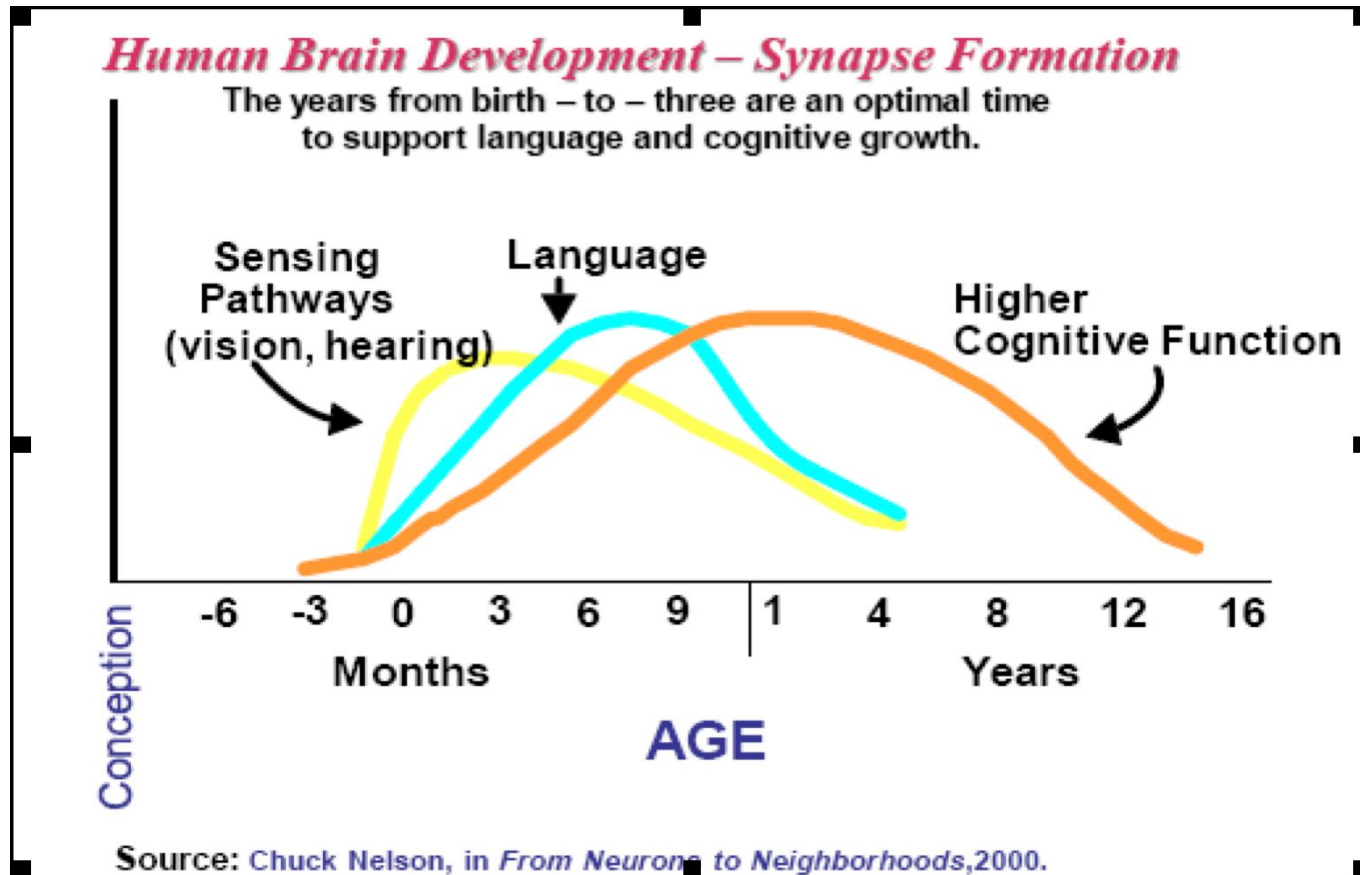


Never stunted growth
representative infant

Diffusion Weighted Imaging (derived from Magnetic Resonance Imaging)

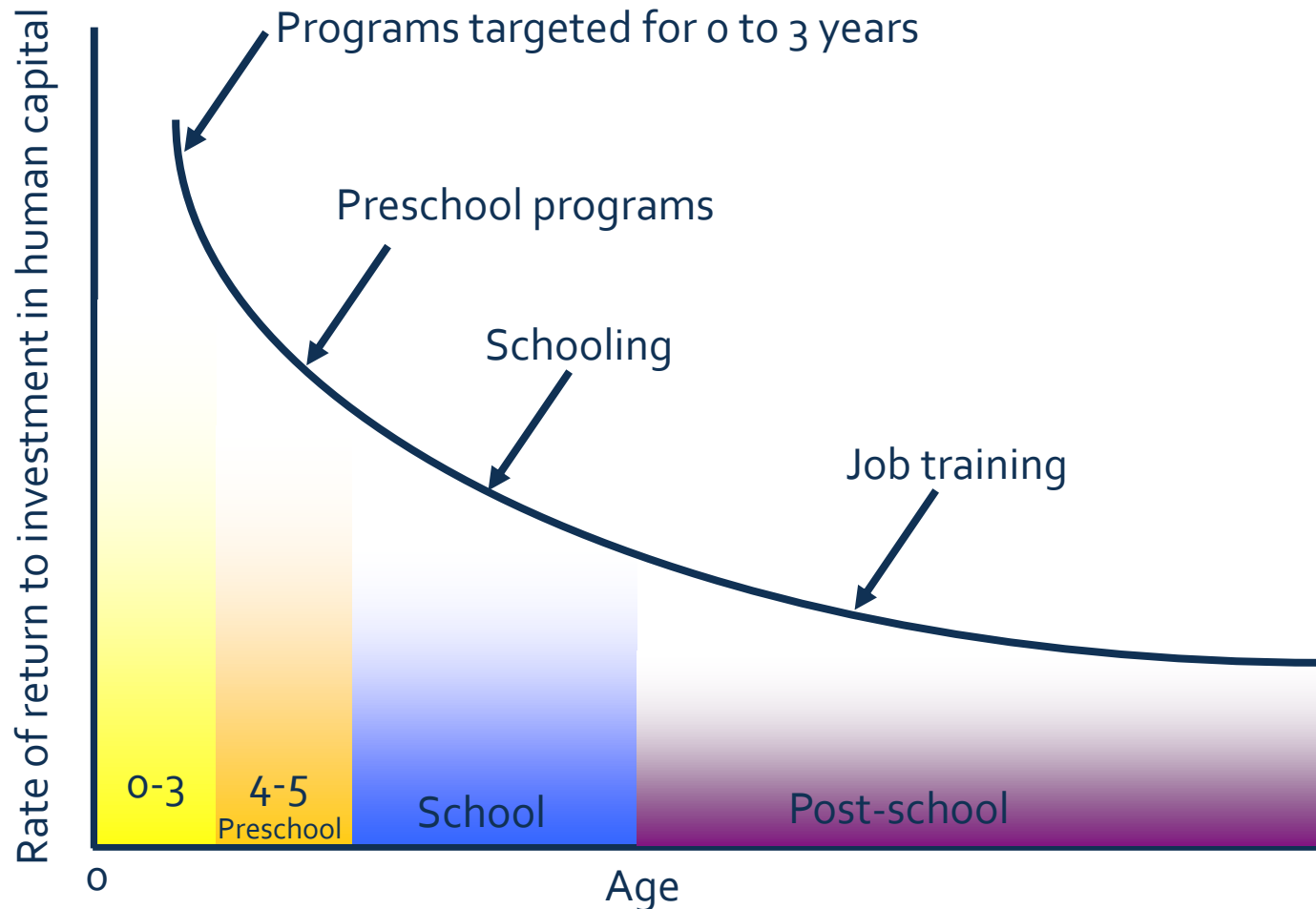
Yingying Wang, Ph.D., Borjan Gagoski, Ph.D., Danielle Sliva, Ph.D., Meaghan Mauer, Ph.D., Nadine Gaab, Ph.D., & Charles A. Nelson

Early Brain Development



Rates of Return to Human Capital Investment at Different Ages

(Heckman, 2007)



What is our reality?

What % of our children need ECI services?

- + National assessments of child development are needed
- + **Chile:** Upper middle-income country: (household survey conducted) 23% to 46% of children were developmentally delayed, per region
- + **Myanmar:** Lower middle-income country: (proxy measures at national level)
 - + Moderate to severe stunting: 35.1%
 - + Childhood anaemia: 64.6%
 - + Congenital and later disabilities under 5 years: at least 7%
 - + Estimate of children 0-5 years requiring ECI services: 42% to 45%
- + **Lancet:** 43% of LMIC children are delayed. Does this matter?
- + **Yes! It is a national, regional and global emergency!**

The SDGs can help us achieve our goals!

- + The MDGs helped nations focus successfully on improving the quality of health and nutrition care
- + The SDGs should help us improve child development, increase equity, and improve the quality of ECD, ECE and ECI services

ECD/ECI Indicators for SDG Indicator 4.2

+ **SDG 4.2.1**

+ Proportion of children under 5 yrs of age who are developmentally on track in health, learning and psychosocial well-being, by sex

+ **SDG 4.2.3: Thematic indicator 1**

+ Percentage of children under 5 yrs experiencing positive and stimulating learning environments

ECD/ECI Indicators for SDG Indicator 4.2

+ SDG 4.2. - Additional proposed

+ Proportion of children birth to 48 months receiving universal developmental screenings

+ SDG 4.2 - Additional proposed

+ Proportion of children (with delays and disabilities) enrolled in ECI services whose development improves

ECE Indicators for SDG Indicator 4.2

+ **SDG 4.2.2**

+ Participation rate in organized learning one year before the official primary entry age, by sex

+ **SDG 4.2.4 , Thematic indicator 2**

+ Gross early childhood education enrolment ratio in (a) pre-primary education, and (b) **early childhood educational development (0-3 yrs)**

+ **SDG 4.2.4, Thematic indicator 3**

+ Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks

ECD Policy Indicators for SDG Indicator 4.2

- + **SDG 4.2: policy**
- + High quality, costed ECD policy, strategy or action plan adopted
- + **SDG 4.2: policy**
- + Investment in ECD, ECE and ECI services increased (targets set and met)

My hope for the future

- + **ECD, ECE and ECI services will be expanded and will collaborate closely in all nations to:**
 - + Establish and implement a shared vision for child development
 - + Develop a “continuum of care” coordinating all ECD, ECE and ECI services
 - + Ensure ALL children and families are served appropriately
 - + Establish complementary, equitable, high-quality and accountable ECD, ECE and ECI services to help children of all abilities achieve their developmental potential...

Next Steps: Create YOUR Action Plan

- + **Assess the current status** of your nation's early childhood policy instruments, particularly with respect to equity and quality
- + **Plan a participatory policy planning process** for ECD, ECE and ECI with colleagues of all sectors
- + **Create a Unified Vision** for ECD, ECE and ECI
- + **Inspire your government leaders** to support and invest generously in early childhood!

Remember
We work for our children!

