Early Childhood Development, Equity and Inclusion

Hirokazu Yoshikawa, New York University
Global TIES for Children Center
Open Society Foundations / ISSA
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Overview

- Context: SDGs and ECD
- ECE impacts on equity – under what circumstances does this occur?
- ECE and inclusion: Under what circumstances does this occur?

Including early childhood development (ECD) in the U.N. Sustainable Development Goals

- ECD not included in the 2000-2015 Millennium Development Goals, beyond infant and maternal mortality
- Beyond survival, children have a right to thrive
- Past 20 Yrs: Much stronger evidence base from psychology, neuroscience, economics, evaluation sciences in support of investing in early childhood
- 2013 – 2015: Efforts to include early childhood development in the SDG's

Making the Case: February 2014

Young Children as a Basis for Sustainable Development

Issue Brief

Prepared by the Thematic Group on Early Childhood Development, Education, and Transition to Work

February 18, 2014

Making the Case

From the UN Sustainable Development Solutions Network Policy Report

- Children are a common basis for all dimensions of sustainable development. No advances in sustainable development will occur in coming decades without multiple generations contributing to societal improvement. Moreover, **beyond sheer survival, children have a right to thrive, develop to their full potential, and live in a sustainable world.**

From the UN Sustainable Development Solutions Network Policy Report

- **The foundations of brain architecture and functioning, and subsequent lifelong developmental potential, are laid down in the early years in a process that is exquisitely sensitive to external influence.** Early experiences in the home, in other care settings, and in communities interact with genes to shape the developing nature and quality of the brain's architecture.

Benefits of Investment in ECD

- Raising preschool enrollment to 50% in all countries: **value US$33 billion with benefit / cost ratio 8 to 18,** depending on discount rate (Engle et al., 2011; Behrman & Urzua, 2012)
- US Council of Economic Advisors estimate for the United States (CEA, 2014): benefit-cost ratio of 8.60
- 0-2 parenting program with nutrition supplementation in Jamaica (Walker, Grantham-McGregor et al, 2013; Gertler, Heckman et al., 2013) – 20 years later participating children had:
  - **Higher IQ**
  - **Reduced anxiety, depression and crime**
  - **50% higher earnings**

Final ratified Goal 4 and Target 4.2

- **Goal 4**: "**Ensure Inclusive and Equitable Quality Education and Promote Life-long Learning Opportunities for All"**

- 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"**

Other SDG targets relevant to ECD

- Eradicate extreme poverty for all people (1.1); services for poverty (1.3, 1.4)
- End hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round (2.1)
- Reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being (3.4)
- Stunting and wasting in children under 5 years of age (2.2)
- Ensure universal access to sexual and reproductive health-care services… (3.7)
- Achieve universal health coverage (3.8)
- Reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination
- Availability and sustainable management of water and sanitation for all (Goal 6)
- Reduce inequality within and between nationsl (10.2
- Safe resilient and sustainable settlements “for women and children” (11.7)
- Prohibition and elimination of the worst forms of child labour, including…child soldiers, and by 2025 end child labour in all its forms
- End abuse, exploitation and trafficking and all forms of violence against children (16.2); legal identity and birth registration

Child rights and inclusion in the SDGs

- Language of the SDGs: All children, not simply targeted to poverty or to child survival
- Examples of protections and rights for groups at the margins:
  - Build and upgrade education facilities that are child, disability, and gender sensitive and provide safe, nonviolent, inclusive, and effective learning environments for all (4a)
  - End trafficking and sexual and other types of exploitation (5.2)
  - End early and forced marriage (5.3)
- Links to the General Comment 7 (early childhood) of the Convention on the Rights of the Child and the Concention on the Rights of Persons with Disabilites
  - Anti-discrimination rights of both parents and young children

Gaps / Uncertainties in the SDGs

- Measure of actual child development and learning: Uncertain
- Disaggregation by marginalized groups, including some **not** mentioned in the SDGs (but in General Comment 7 of the CRC):

  Refugee children

  Children separated from or without family members
- Age disaggregation of early childhood for those indicators not clearly referencing early childhood

What you can do between today ((am EST) and Saturday (9am EST)

- Input on SDG indicators opens today at 9am EST

- ESTABLISHED **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**
- UNCERTAIN
- **Indicator 4.2.1 Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being**
- LIKELY
- **Indicator 4.2.2 Participation rate in organized learning (one year before the official primary entry age)**

Advocate as organizations or researchers for Indicator 4.2.1

- Target 4.2 addresses early childhood development and is outcome-based - "*so that [children] are ready for primary education*". Indicator 4.2.1 measures outcomes
- ?An internationally agreed and simple-to-apply methodology has existed since 2010 that can be included in household surveys
- ?Data are available for more than 60 countries since 2010, primarily through Multiple Indicator Cluster Surveys (MICS) and other survey programmes
- ?The indicator is based on mothers'/caregivers' responses to questions related to four domains of development: literacy-numeracy, physical, social-emotional and learning.
- ?Similar data items are being included in other surveys (e.g. OECD)

In addition:

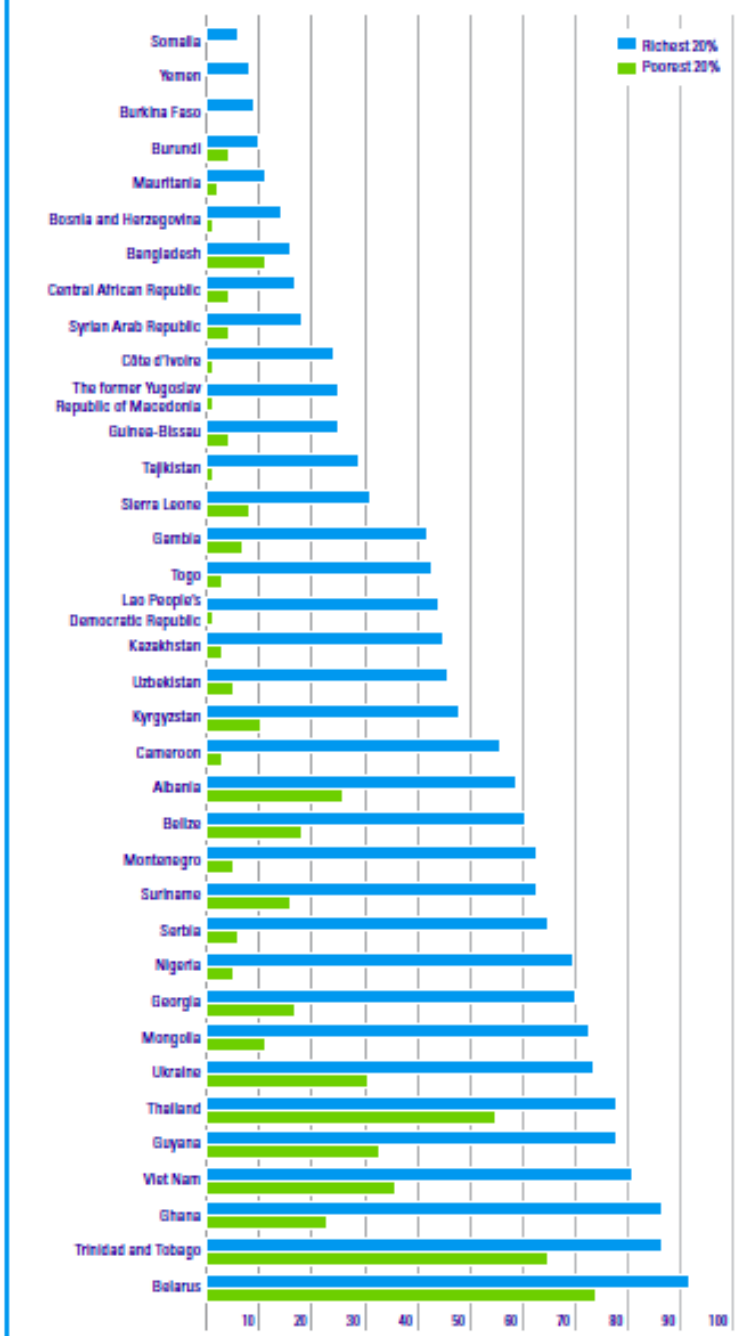
- I. Indicator 4.2.2 – indicate availability for ages 3 and 4:
- A variation of Indicator 4.2.2 based on children aged 3 and 4 years is available for c70 countries since 2010 based on household surveys, primarily from the Multiple Indicator Cluster Surveys.
- II. Advocate for age disaggregation of early childhood:
- Recommended by UN SDSN: 0-2, 2 to primary school entry
- Otherwise age disaggregation guidelines may simply be for childhood vs adulthood

What to do; where to send input by Saturday morning

- The IAEG-SDGs members would like observers (non-IAEG member states and representatives of regional commissions and regional and international agencies) and other stakeholders (civil society, academia and private sector) to provide technical comments. For well-established indicators, the technical comments should focus on minor modifications/suggestions of indicator name, measure unit, and metadata (definition, source, frequency). For indicators where methodological development is needed, the comments should focus on how to contribute to the development of the indicator.
- http://unstats.un.org/sdgs/iaeg-sdgs/open-consultation-2

II. ECE AND EQUITY

Children in the poorest households are less likely than children in the richest households to attend early childhood education programmes
(3-4 year old children attending early childhood education, comparing top and bottom wealth quintile; UNICEF, 2012)



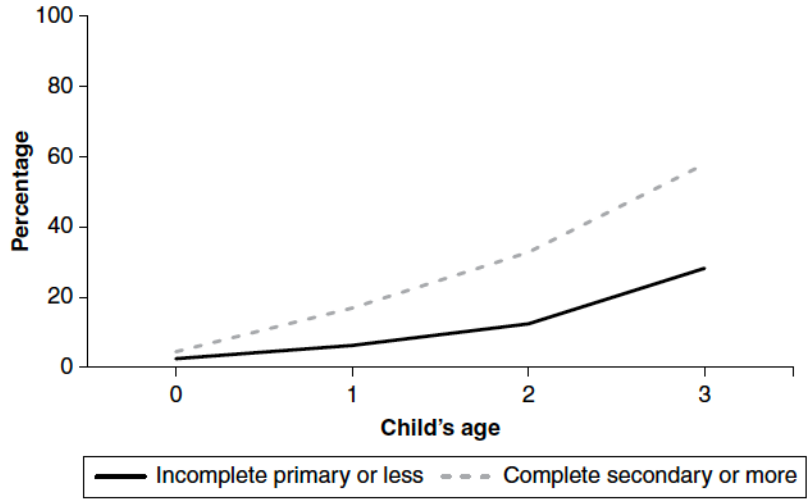
Note: This analysis included 36 countries, all of which showed a statistically significant difference at the 1 per cent level ($p < .01$) between the richest and poorest households.

Source: MICS3.

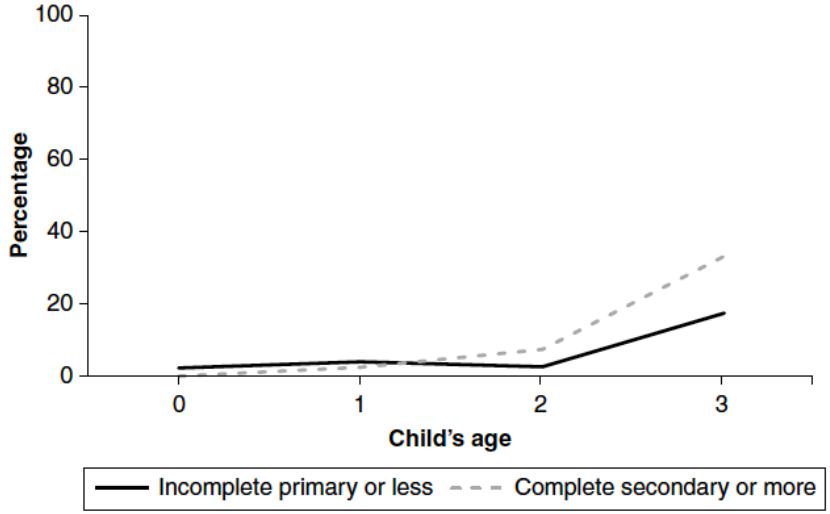
Enrollment in Center-Based ECE by Mothers' Education: LAC Region

(IDB Flagship Report on ECD, Berlinski & Schady, 2015)

a. Brazil



e. Nicaragua



Ethnic and Linguistic Minorities: Preschool Net Enrollment, Roma vs Non-Roma children

(World Bank / UNDP 2011)

TABLE 2: PRESCHOOL NET ENROLMENT RATES

	Bulgaria	Czech Republic*	Slovakia*	Hungary	Romania
Roma average (2011) [3-5, and 3-6]	**45**	**28***	**24***	**76**	**37**
National average (2009-10)[9]	**75**	**79***	**72***	**88**	**77**
Roma average (2011) [3-6]	**45**	**32**	**28**	**76**	**37**
Predominantly Roma neighborhood (3-6)	41	33	28	77	36
Rural neighborhood (3-6)	48	17	29	78	43
Roma boys (3-6)	46	37	29	72	36
Roma girls (3-6)	43	28	28	80	39
Non-Roma neighbors *(3-6)*	81	69	59	94	68

To make comparison with national data, we rely on the UNICEF's TransMONEE database 2011. National data for Slovakia are for the year 2008-09. *To make the estimates consistent with age groups used to report preschool enrollments in the TransMONEE 2011 database, enrollments for the Czech Republic and Slovakia were estimated for the 3-5 year age group. For the other countries, the TransMONEE age group is 3-6 years.

Source: UNDP/World Bank/EC regional Roma survey (2011)

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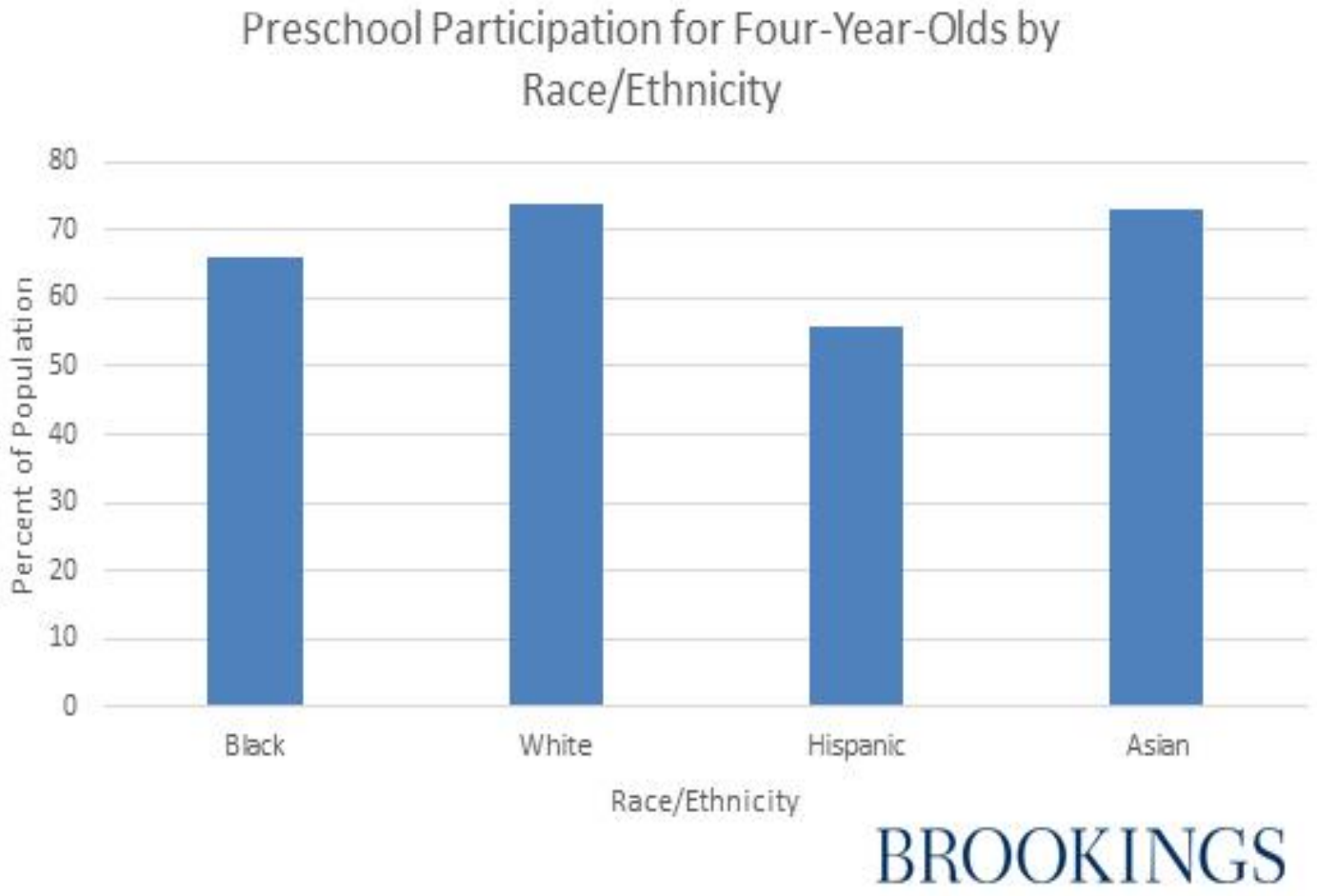
Effects for Specific Groups: Can Quality ECE Increase Equity / Reduce Disparities in Early Learning?

(Rao et al., 2015; Yoshikawa & Kabay, 2015; Yoshikawa, Weiland, Brooks-Gunn, et al., 2013; Engle et al., 2011)

- **Socioeconomic Status:**
  - High-quality preschool provided universally can benefit both low- and middle-income children, with substantial effects on both groups, but greater impact on children living in or near poverty
- **Children of Immigrants**
  - Positive impacts on language and math outcomes as strong or stronger for dual language learners and children of immigrants
  - Stronger for Tulsa, Boston

Ethnic Minority Groups and ECE Participation, US



Example of how universally implemented ECE can reduce class, ethnicity- and home-language-based inequities

- Boston's universal ECE program
  - 2008 assessment of observed quality: **mediocre levels**
  - **Decision to stop expansion and invest in quality through developmentally focused curricula + coaching**
  - Choose evidence-based language and math **curricula** (OWL and Building Blocks) for district-wide implementation
  - In-classroom **coaching** supports (one set of coaches supporting 2 curricula) – coaching twice a month

Boston program achieves substantially higher observed quality than U.S. average in ECE

- Studies of curriculum fidelity and classroom quality provide background on the instructional context under which impacts on children were obtained:
- *Fidelity 2008-2009:* Curricula moderately to highly well implemented (Weiland, Eidelman, & Yoshikawa, 2011)
- *Quality in 2009-2010* (Weiland, Ulvestad, Sachs, & Yoshikawa, 2013)

	Mean	*SD*	*Range (Min-Max)*
ECERS Interactions	5.54	1.21	2.20-7.00
CLASS Emotional Support	5.63	0.60	4.00-6.83
CLASS Instructional Support	4.30	0.84	2.22-5.67
CLASS Organization	5.10	0.68	2.75-6.22

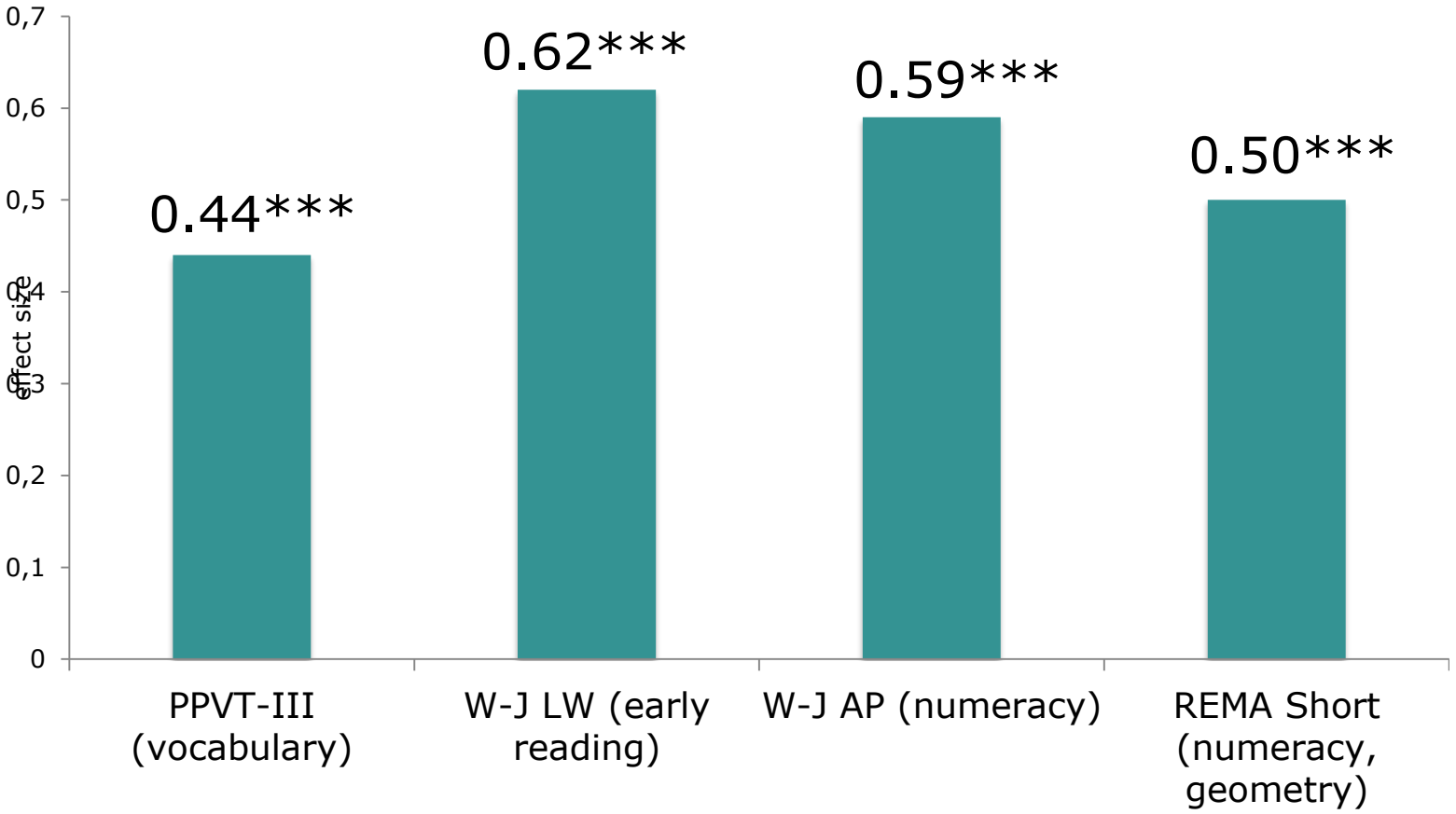
More typical means (sd) in the literature:

2.04 (0.84)
Burchinal et al., 2010

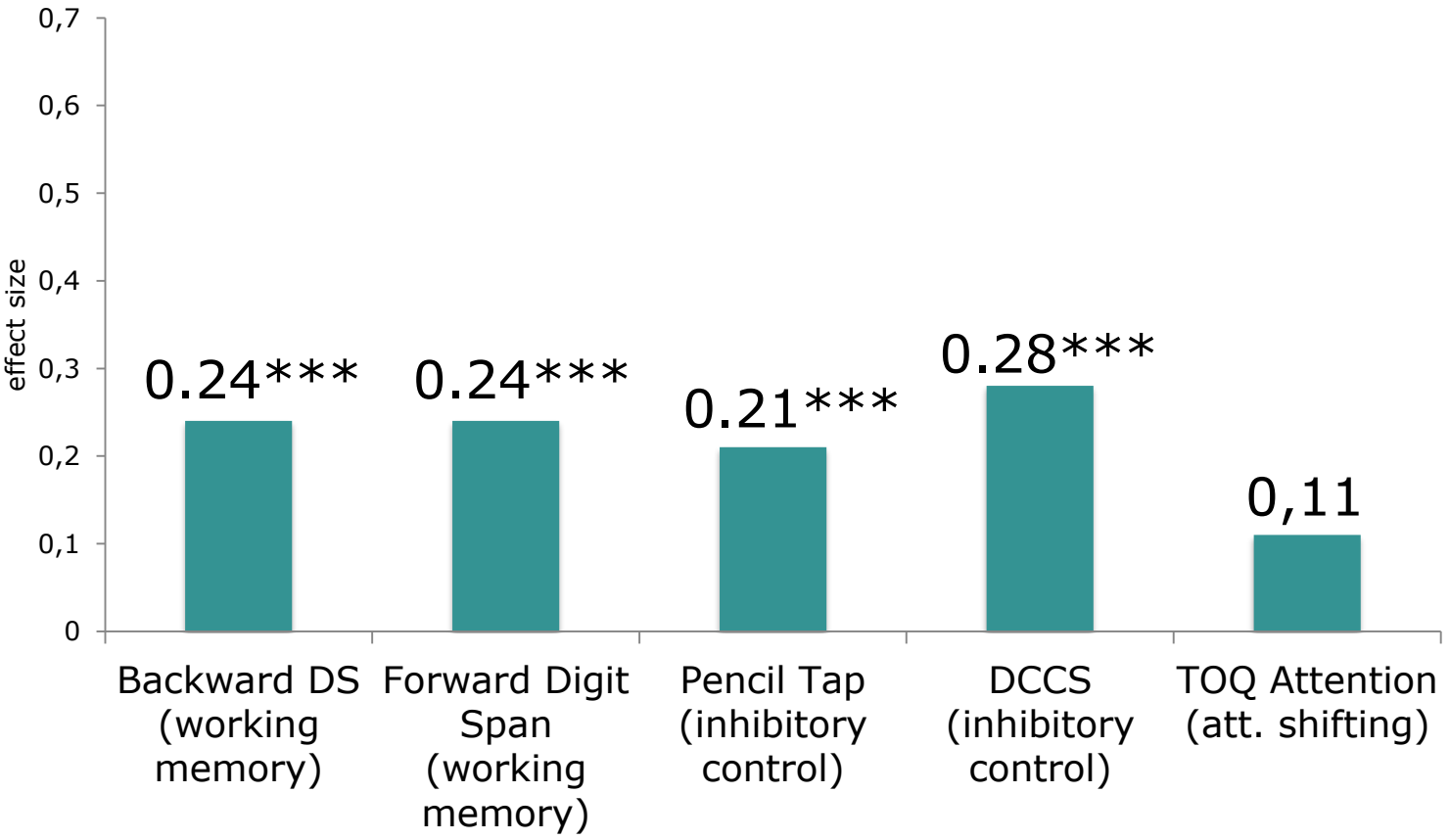
2.47 (1.10)
Pianta et al., 2005

Largest effects on language and math of public preschool to date in the US

Weiland & Yoshikawa, 2013, *Child Development*



Positive Effects on All Three Dimensions of Executive Function Skills



Large reductions in ethnic, home-language and income-based disparities in child learning at school entry

Weiland & Yoshikawa, 2013, *Child Development*

- Subgroups of interest: poverty status, immigrant status, language-minority status
- Boston Public Schools Preschool program:
  - **Reduced disparities substantially by class and race**
  - **Completely eliminated disparities between Latino immigrant-origin children and White native-born students in early literacy and math skills.**

Lessons regarding ECE and equity

- High quality ECE provided universally can reduce disparities
- How?
- All groups benefit, but more disadvantaged groups benefit more from quality ECE (Rao et al., 2015; Yoshikawa et al., 2013)

II ECE AND INCLUSION

Levels of Inclusion (applies to different marginalized groups: children out of family care; migrant, refugee children; Roma)

- 0-3 Services
- Program and Classroom
- Community and Family
- Transitions and continuity: ECE to Primary Schooling
- Governance and policy – local, subnational and national

0-3 Services

- Roma children excluded from 0-3 services – within general context of lower investment in this age period in the CEE / CIS region (Bennett, 2012; Ivetts, Cada, Felcmanova, Greger, & Strakova, 2015).
- In addition to access to health and nutrition supports for the first 1,000 days, social protection policies may be most effective during this developmental period (Hoynes, Schanzenbach, & Almond, 2012; Nelson et al., 2007)

Program and Classroom Levels

- "Tracked" programs with lower quality and resources; later entry to primary school (Ivetts et al., 2015)
- Within schools – "tracked" classrooms (within-school segregation – Conger, 2005)
- Within the classroom – differential exposure to quality teaching
  - Lower expectations
  - Outright discrimination
  - Teacher response to peer-based discrimination

Community and Family

- Approaches to outreach and recruitment of marginalized groups
- Teacher and staff training and professional development regarding inclusion – pre-service; in-service
- Involvement of community and family members in local governance of programs
- Community-level access to quality ECE – attention to gaps in access due to rural, remote, indicators of neighborhood disadvantage

Transitions and Primary Education Experiences

- Sustained exposure to low vs high-quality ECE and basic education in primary school has long-term consequences
- Those without access to ECE may also be at risk of low-quality primary education, late entry, grade repetition, suspension due to behavioral issues, identification as intellectually disabled
- High-quality ECE can reduce grade repetition and special education “tracking” (McCoy et al., 2015 meta-analysis)

Governance and Policy

- Representation of marginalized groups in local, subnational and national governance
- Political representation can result in positive policy change – at community / local and national levels (with impacts on child health and nutrition strongest when experienced in eary childhood – Pathak & Macours, 2014)
- Need for leadership development specific to expertise in ECD practice, policy and research (e.g., Amalipe Center, Bulgaria)
- Effective approaches like the ECDVU (Pence)

Lessons regarding ECE and Inclusion

- SDG indicators provide framework for national data collection efforts that disaggregate Roma, majority, and other marginalized groups across ECD relevant indicators
- Data on disproportionate exclusion (access) and “tracking” into lower-quality education, across ECE through primary schooling required
- Quality measures need to assess differential treatment of different groups of children in the classroom
- Child development and learning outcome measures must be culturally appropriate and adapted for home language, cultural norms
- Professional development and training systems can counter differential treatment in classroom practices
- Representation in local, subnational and national governance are critical – facilitated by leadership development opportunities
- Finance mechanisms and costing studies must consider explicitly the costs of NOT addressing exclusion and providing quality ECE and primary schooling for marginalized groups

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