Welcome to the Webinar
‘Advances in early childhood development’
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Agenda

Mihaela Ionescu: The Early Childhood Workforce—a powerful force for scaling-up quality services for young children

Arjun Upadhyay: A call for public financing: innovative finance is welcome, but not enough

Vidya Putcha: Welcome, but not enough

Tarun Dua: Measuring development in children from birth to age 3 at population level

Dana Charles McCoy

Magdalena Janus

Maureen M. Black

Q&A session

Moderated by Joan Lombardi, Senior Adviser, Bernard van Leer Foundation
Mihaela Ionescu
Programme Director, International Step by Step Association (ISSA), The Netherlands

The Early Childhood Workforce – a powerful force for scaling-up quality services for young children
The initiative is co-hosted by the International Step by Step Association (ISSA) and Results for Development (R4D).
Stimulating environments and high-quality pedagogy are fostered by better qualified staff, and better quality pedagogy leads to better learning outcomes.

A few challenges:

- Poorly trained, paid, & supported
- Shortage of qualified workers
- Limited data about the workforce and evidenced-based approaches
- Expansion of services, yet quality & equity concerns persist
- Early childhood workers are diverse and difficult to define

Neuman, Josephson & Chua (2015); Bernal & Camacho (2012); CapacityPlus (2013); SABER-ECD.
About the Initiative:

• It’s global, but focuses also on the country system and policy level to support and empower those who work with families and children under age 8 and those who supervise and mentor practitioners.

• Takes a holistic, multi-sectoral approach to bridge gaps in policy and practice and promote high quality, equitable services.

• Its main functions: Knowledge Hub and Joint Learning
Thematic areas

1. Competencies & standards
   - Agreed requirements and expectations; different roles within diverse EC services; Individual, team, institutional and system level

2. Training & professional development
   - Up-to-date training opportunities, evidence based, linked with practice; career pathways with diverse entry points

3. Monitoring and mentoring
   - Continuous feedback and coaching; supportive monitoring for improvement

4. Recognition of the profession
   - Remuneration, working conditions, recruitment, attractiveness of the profession
For more information about the initiative:
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A call for public financing: innovative finance is welcome, but not enough
A call for public financing: innovative finance is welcome, but not enough

Early Childhood Matters Webinar
September 20, 2016
Vidya Putcha and Arjun Upadhyay
INTRODUCTION

- **Roadmap of the presentation**
  - Public spending on pre-primary education
  - Trends in international financing
  - Financing needed to reach SDG Target 4.2
  - Benefits and challenges of leveraging innovative finance
  - Need for public financing

- **Sources for analysis**
  - Background Paper for International Commission on Financing Global Education Opportunity
  - OECD-DAC CRS database
  - Desk review
  - Primary research via country consultants
In developing countries, on average, 0.07% of gross national product is spent on pre-primary education compared to 0.5% in developed countries (UNESCO, 2015).

Asia and Sub-Saharan Africa spend considerably less on pre-primary education compared to other regions.

Financing for early childhood development (ECD) services has been inadequate to ensure access and quality for disadvantaged children who have the most to gain.
In addition to insufficient public financing, households make significant contributions to ECD programs which has severe equity implications.

- For example, across peri-urban areas in Nigeria, Ghana, Kenya, and South Africa, households spend anywhere between 8 to 27% of GDP per capita per month on preschool.

Estimates suggest that donor investments in early childhood education account for only 2% of aid to basic education.

Source: OECD-DAC CRS Database

*Basic education includes early childhood education according to OECD-DAC categorization.
TRENDS IN INTERNATIONAL FINANCING

Top Donors of ECE, Gross Disbursements, 2014*

Source: OECD-DAC CRS Database

*Basic education includes early childhood education according to OECD-DAC categorization.
Target 4.2: By 2030, ensure that all boys and girls have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.

- Current financing is woefully inadequate to reach Target 4.2
- Estimates suggest that spending on one year of high quality pre-primary education alone must increase by seven times annually.

INNOVATIVE FINANCING CAN HELP BRIDGE THIS GAP; HOWEVER, THERE ARE LIMITATIONS

Innovative financing has its benefits and challenges.

**Benefits**
- Jumpstart investments in ECD
- Promote a focus on outcomes

**Challenges**
- Can require complex policy/legal frameworks
- May not be sustainable in long-term or suitable for programs at scale
- Challenges encountered similar to mainstream financing
- Relegates ECD to a “special category”
In order to ensure wide access, public financing is needed and countries must innovate to support the most disadvantaged. This aligns with recommendations made by the Education Commission in its recent report.

Countries must:

- Integrate early childhood services into existing financing for core education, health and nutrition, and protection services.
- Innovate to support the most disadvantaged children.

Education Commission Recommendations

- Governments should provide fee free education for pre-primary through secondary
- Allocate public funding to the lower levels of the education ladder, and, within that, to those left behind because of poverty, disability, and social disadvantage

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Measuring development in children from birth to age 3 at population level
Population-based Assessment of Child Development 0-3 years

Tarun Dua
Dana Charles McCoy
Magdalena Janus
Maureen M. Black
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.

SDG goals are inter-linked, cover several goal areas and are meant to work together, e.g., Goal 1 (end poverty) Goal 2 (end hunger and improve nutrition), Goal 3 (healthy lives for all), Goal 5 (gender equity), Goal 16 (end violence against children).

Indicator 4.2.1

- Percent of children developmentally on track
What gets measured, gets done

KEY QUESTIONS

• What does “developmentally on track” mean?
  – Culture + context: How to consistently measure?

• How to apply to all countries, all children:
  – Few tools available now for high, middle and low-income countries
  – Accurate measurement for children with disability
  – Birth to age 6: Developmental trajectories

• Three initiatives
  ✓ The Caregiver Reported Early Development Index (CREDI) – DANA MCCOY
  ✓ WHO Child Development Indicators Project – MAGDALENA JANUS
  ✓ Global Child Development Group – MAUREEN BLACK
The Caregiver Reported Early Development Index (CREDI)

Dana Charles McCoy, PhD
Günther Fink, PhD
Harvard University
To develop a set of caregiver-reported items that
- capture motor, language & cognition, and socio-emotional development for 0-36mo
- are clear and simple enough to be understood by caregivers and implemented quickly with minimal training
- are “culturally neutral” for global use
- are psychometrically valid/reliable, not subject to social desirability bias

To group these items into
- A brief scale (~20 items) for population-level monitoring
- A long scale (~60 items) for research & evaluation (& screening?)
- A supplemental item set for country-specific use

To make all scales, supporting documents, and data freely available via sites.sph.harvard.edu/credi
FORMAT & ADMINISTRATION

- Items asked to primary caregiver using yes/no scale
- Training takes <1 day
- Section prompts included to explain directions & reduce social desirability bias
- Items include examples and images to improve objectivity and clarity
  - Can the child speak using short sentences of two words that go together (e.g., “Mama go” or “Dada eat”)?
  - Can the child pick up a small object (e.g., a small toy or small stone) with just his/her thumb and a finger?
- Total time: <5mins (short form), 10-15mins (long form)
- Final version to include start/stop rules, scoring guide for full scale and subscales, item guide for translation
HISTORY & VALIDATION PROCESS

1. Creation of conceptual framework (Summer, 2013)
2. Collection of existing tools (Summer, 2013)
3. Selection & development of initial item set (Fall, 2013)
4. Pilot Phase I (18-36mo only; Jan-Oct, 2014)
   • Rural Tanzania
5. Pilot Phase II (June, 2015 - Jan, 2016)
   • Urban Tanzania, Zambia, Brazil, Bangladesh, Laos, United States
6. Pilot Phase III (March-April, 2016)
   • Lebanon, Jordan, Pakistan
7. Pilot Phase IV (June-Sept, 2016)
   • Brazil, Cambodia, Chile, Colombia, Ghana, Guatemala, Hong Kong, Laos, Philippines, United States
8. Public dissemination (end 2016)
WHO Child Development Indicators Project
For children 0-3 years of age

Tarun Dua, WHO
Melissa Gladstone, University of Liverpool
Magdalena Janus, McMaster University
Patricia Kariger, University of California Berkeley
Gillian Lancaster & Gareth McCray, University of Lancaster
& a Group of Collaborators and Experts

Funded by Grand Challenges Canada and Bernard van Leer Foundation
Background

- WHO urgency to measure past survival, limited availability of culturally validated measures
- Two complementary initiatives to monitor child development and learning on a population-level: for children 0-3 led by WHO; and for children 3-7 by UNESCO and UNICEF

**Goal of WHO Child Development Indicators Project:**
Using a combination of conceptual and empirical approaches, **identify, field test and recommend a set of indicators to reliably assess child development at population-level across the 0-3 age group** valid worldwide and practical for use in household surveys/programme evaluations.
Methods

- LMIC data on 0-3 development - 7 instruments, 10 countries, 14 databases (N=23,635)
- Item matching, statistical analyses of distribution of 542 item clusters considering: age discrimination, item reliability & validity, ease of use/feasibility, importance
- Prototype: 120 items in 5 domains:
  - Fine Motor (23),
  - Gross Motor (23),
  - Receptive language (20),
  - Expressive (24),
  - Socio-emotional (30)
Testing the Instrument

• Detailed protocol for adaptation, testing and tablet data collection; integration of visuals

• Phase I (feasibility and adaptation): Pre-pilot in Brazil, Malawi, Pakistan – focus groups, contextual data, anthropometry, caregiver and direct assessment

• Phase II (pilot testing). Pilot in 3 countries – caregiver only, representative sample, cognitive testing, reliability, contextual data

• Phase III (field testing). Large-scale multi-country study with representative samples to create norms (planning stages)
Advances in Early Child Development

Maureen Black, PhD

Funding:
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Global Child Development Group:
Sue Walker
Stef van Buuren
Sally Grantham-McGregor
Ann Weber
Orazio Attanasio
Hedwig Hoffstetter
Other Advisory Board members
Participating Colleagues
Aim

• To develop population-based method of monitoring early child development across ages & countries using existing data

• Data from over 16,000 children representing 15 cohorts from 11 countries.
  • Initial data < age 3
  • Longitudinal data > age 5
D-score (Development score)

D-score: numerical unit with quantitative comparisons within and between ages and countries (similar to height-for-age z-score used to define stunting).

Goal: 2 population-level instruments

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<tr>
<th>Monitoring &amp; Evaluation</th>
<th>Program Impact Evaluations</th>
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<tr>
<td>- Global development score</td>
<td>- Global and domain-specific</td>
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<tr>
<td>- Few items (10-15 per child)</td>
<td>- More items (10-15 per domain per child)</td>
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<td>- Less time (&lt; 10 min)</td>
<td>- More time (&lt; 30 min)</td>
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<tr>
<td>- Less training</td>
<td>- More training</td>
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<td>- Goal: direct assessment</td>
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For both
- Open access with no licensing fees
- Materials (if necessary) at cost (no profit)
- Training, quality assurance guidelines downloadable
- Predictive of later school-related outcomes
Process

- Harmonize data from multiple countries
- Fit Rasch model and identify items for a composite scale
- Estimate D-scores and distribution of D-scores within and across the cohorts.
- Test predictive validity of D-scores in several cohorts
- Construct age-conditional reference charts of typical development using South African birth cohort
- Establish process to select set of developmental indicators for “off track” development
Future Directions

- Complementary efforts with points of consensus
  - Conceptual framework
  - Emphasis on psychometric properties
  - Evidence on usability

- Need for active collaboration as the results become available after testing

- Collaboration with other stakeholders
Q&A session

Moderator: Joan Lombardi

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Thank you for attending!
The recording of this webinar will be shared via www.bernardvanleer.org