



Beyond Child Survival: An Early Childhood Development Goal for Global Sustainable Development

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Overview

- Background on the UN Sustainable Development Solutions Network
- 10 Proposed Sustainable Development Goals of the SDSN
- Goal on lifelong learning
- Costs of business as usual in global early childhood development
- **Proposed target and indicators for early childhood development**

The world is on a dangerous course

- By 2050: Population of 9 billion, >3-fold increase in world GDP
- Extreme poverty & fragility
- What future for education? Role of education in sustainable societies
- High mortality and deep health challenges in many countries
- GHG emissions on track for +4°C
- Rising inequality, social fragmentation
- Food crisis
- Many planetary boundaries are being exceeded

⇒ Interconnected challenges require collaboration & problem solving
 ⇒ UN Member states are negotiating Sustainable Development Goals for period 2015-2030



Where is early childhood development in current global development goals?

- 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
- In the EFA goals (Jomtien, 1990): focus on inputs not outcomes: “Expand and improve early childhood care and education”



Sustainable Development Solutions Network (SDSN)

The Sustainable Development Solutions Network operates under the auspices of UN Secretary-General Ban Ki-moon, and engages scientists, engineers, business and civil society leaders, and development practitioners for evidence-based problem solving.

- Director: Jeffrey Sachs, Columbia University
- Network is overseen by Leadership Council (co-chairs of each of 12 Thematic Groups)
- Secretariat housed by Columbia University in Paris, New York, and Delhi



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Objectives of the SDSN

1. Support the Open Working Group of U.N. Member Nations and other processes to develop post-2015 goals
2. Organize Thematic Groups to identify long-term pathways to sustainable development
3. Promote development of promising “Solutions Initiatives”
4. Mobilize universities and other stakeholders around national and regional SDSNs for local and regional problem solving
5. Support the creation of an online university on sustainable development



10 proposed SDGs (UN SDSN, June 2013)

1. End extreme poverty including hunger
2. Achieve development within planetary boundaries
- 3. Ensure effective learning for all children and youth for life and livelihood**
4. Achieve gender equality, social inclusion, and human rights for all
5. Achieve health and wellbeing at all ages
6. Improve agriculture systems and raise rural prosperity
7. Empower inclusive, productive, and resilient cities
8. Curb human-induced climate change and ensure sustainable energy
9. Secure ecosystem services and biodiversity, and ensure good management of water and other natural resources
10. Transform governance for sustainable development

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The SDSN Thematic Groups

1. Macroeconomics, Population Dynamics, and Planetary Boundaries
2. Poverty Reduction and Peace-Building in Fragile Regions
3. Challenges of Social Inclusion: Gender, Inequalities, and Human Rights
- 4. Early childhood development, education and learning, and transition to work**
5. Health for All
6. Low-Carbon Energy and Sustainable Industry
7. Sustainable Agriculture and Food Systems
8. Forests, Oceans, Biodiversity and Ecosystem Services
9. Sustainable Cities: Inclusive, Resilient, and Connected
10. Good Governance of Extractive and Land Resources
11. Global Rules and Mechanisms for Sustainable Development
12. Redefining the Role of Business for Sustainable Development

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

- Thematic Group Report –
- ***The Future of our Children: Lifelong, Multi-Generational Learning for Sustainable Development* (Chavan, Yoshikawa, & Bahadur, released September 18)**
- http://unsdsn.org/thematicgroups/tg4/tg4_resources/
- **3 Targets to Support Goal** “Ensure effective learning for all children and youth for life and livelihood”
- Target 3A on ECD
- Criteria:
 - 1) Measurable in majority of member nations
 - 2) Relevant to high, not just low and middle-income nations
 - 3) Easy to understand and brief

What are the Costs of Business as Usual?

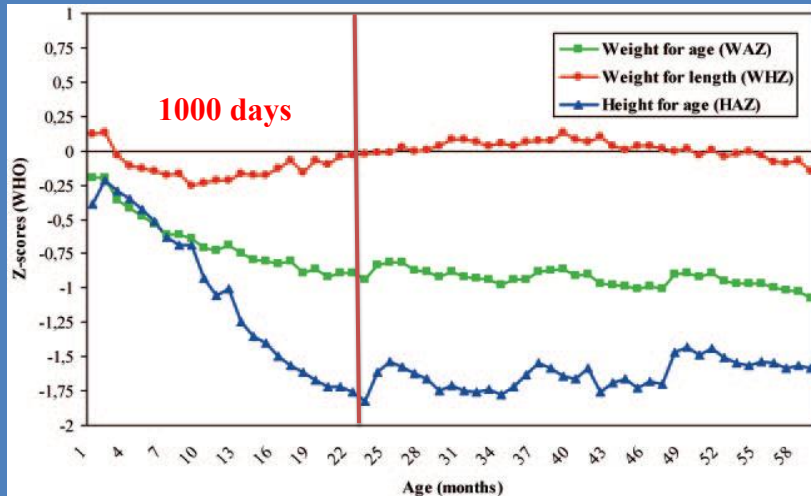
More than 200 million children worldwide are at risk for not reaching developmental potential by age 5

Table 1: Prevalence and number (in millions) of disadvantaged children under 5 years by region

	Population younger than 5 years (millions)	Percentage living in poverty	Number living in poverty (millions)	Percentage stunted	Number stunted (millions)	Percentage stunted, living in poverty or both	Number stunted, living in poverty or both
Sub-Saharan Africa	117.0	46%	54.3	37%	43.7	61%	70.9
Middle East and North Africa	44.1	4%	1.6	21%	9.1	22%	9.9
South Asia	169.3	27%	46.3	39%	65.6	52%	88.8
East Asia and Pacific	145.7	11%	16.6	17%	25.2	23%	33.6
Latin America and the Caribbean	56.5	10%	5.9	14%	7.9	19%	10.8
Central and eastern Europe	26.4	4%	1.0	16%	4.2	18%	4.7
Developing countries	559.1	22%	125.6	28%	155.7	39%	218.7

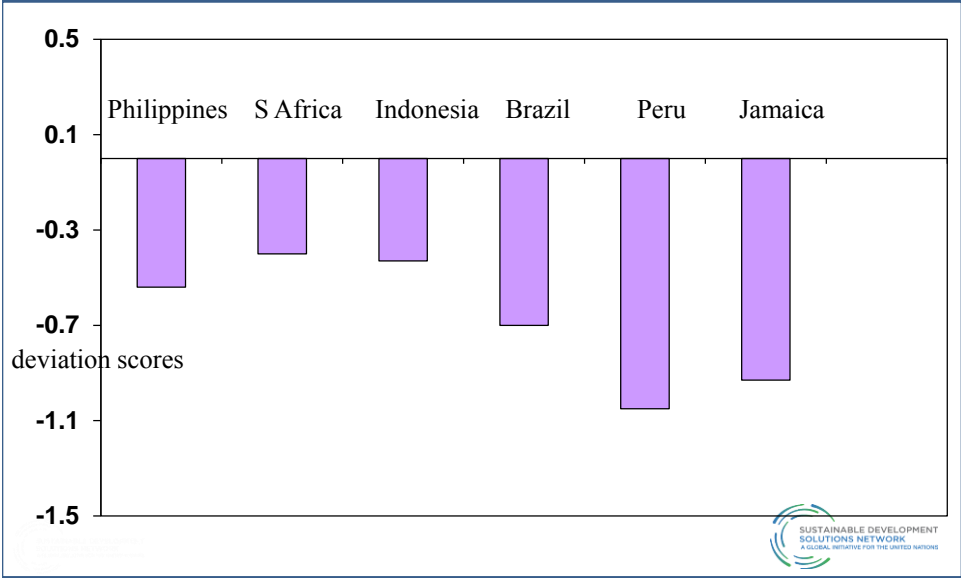
Source: Grantham-McGregor et al, 2007

Worldwide timing of growth faltering from 54 LAMI countries

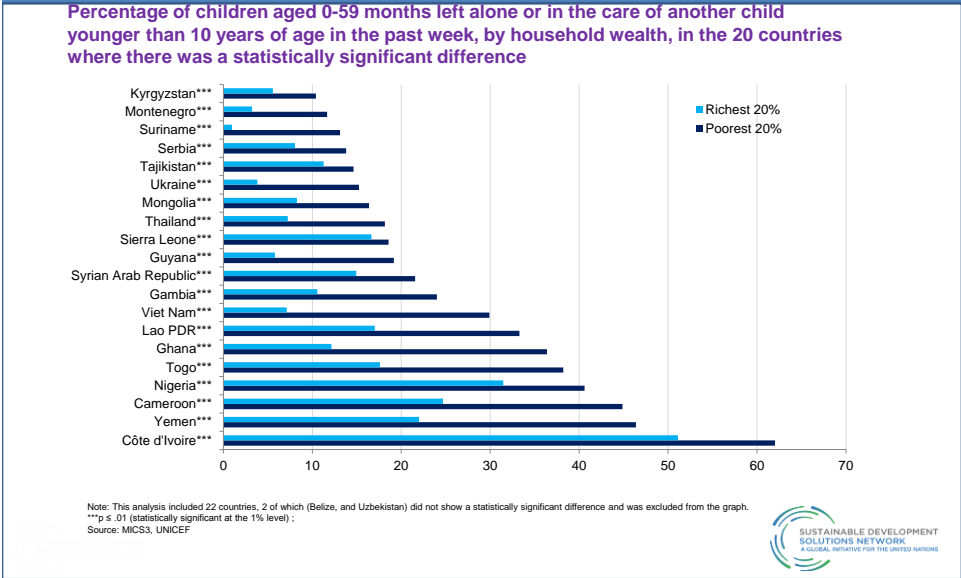


Victora et al. Pediatrics 2010;125:e473-e480

Cognitive/schooling deficits associated with moderate stunting <3yrs in longitudinal studies

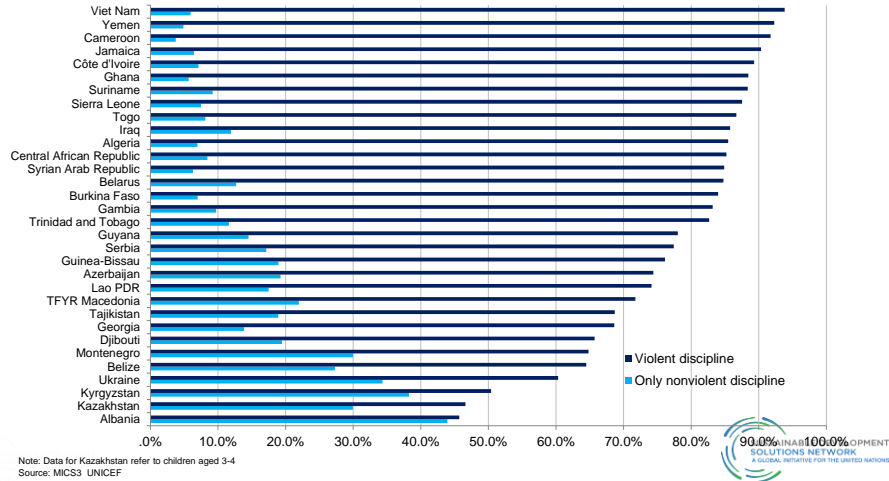


The poorest children are at greatest risk of being left alone or with inadequate care



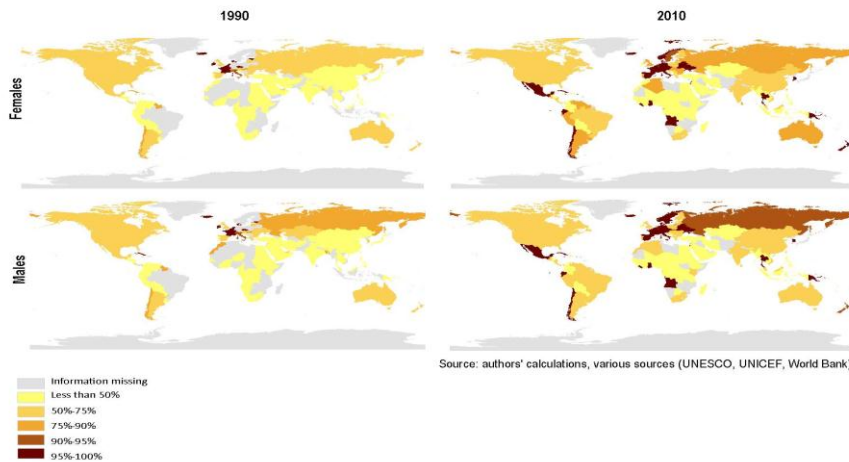
Physical forms of discipline are primary in most of the countries surveyed

Percentage of children aged 2–4 who experienced any violent discipline (physical punishment and/or psychological aggression) and percentage of children aged 2–4 who experienced only non-violent discipline in the past month, in the 32 countries with available data

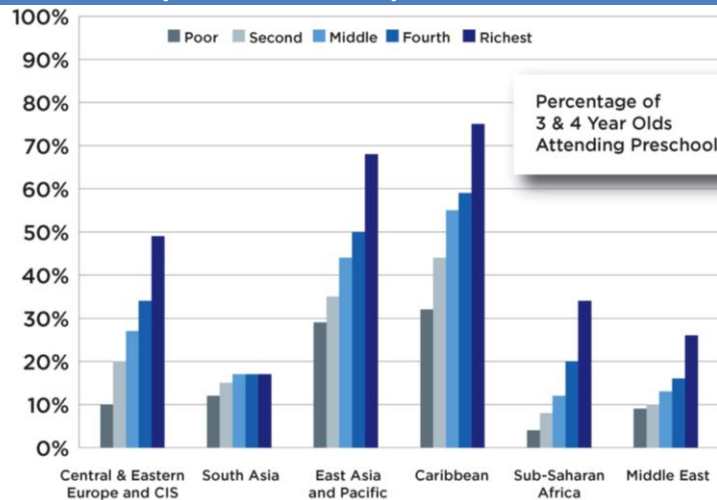


Preprimary – extremely low in low-income countries (11% 1990; 15% 2010)

Preprimary School Enrollment Rates for Females and Males in 1990 and 2010



Preschool enrolment by region and income –less than 20% for poorer income quintiles in the MICS



Proportion of young children attending preschool in 58 low-income and middle-income countries by income quintile within country summed across sample countries by region. Data are from UNICEF's 2005 Multiple Indicator Cluster Survey 3 for children aged 3 and 4 years.

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)
- 0-2 parenting program with nutrition supplementation in Jamaica – 20 years later participating children (Walker, Grantham-McGregor et al, 2013; Gertler, Heckman et al., 2013):
 - Higher IQ
 - Reduced anxiety, depression and violence
 - 50% higher earnings

Proposed Target 3A

- **Ensure that all children under the age of 5 reach their developmental potential through access to quality early childhood development programs and policies.**

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

- NOTE Universality; input and outcome

Proposed ECD Indicators: Criteria

- 1) Measurable (ideally *currently* in majority of countries)
- 2) Covering current evidence base on most promising intervention strategies that can together achieve the target
- 3) Covering the multiple sectors of ECD programs and policies – health, education, social protection
- 4) Attention to marginalized and disadvantaged groups
- 5) Consensus among range of global ECD stakeholders
- Those not meeting criteria – can be Recommendations in the text

Proposed Indicators 1-4 for Target 3A

- 1) Proportion of children who suffer from pre-term births or low birth weight.
- 2) Proportion 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.

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Proposed Indicators 5-9 for Target 3A

- 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 preprimary education program.
- 8) Percentage of annual public spending on education devoted to the preprimary year(s).
- 9) Proportion of children achieving basic competencies, across cognitive, language and literacy, social, and emotional domains of skills, by age 8.

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Governance and Implementation

- National legislation and action planning
- Integration and Coordination – horizontal and vertical (Britto, Yoshikawa, Van Ravens et al., 2013) -- for implementation with equity and quality
- Intersectoral governance structures with sustainability
- Government-Civil Society Coalitions
- Community participation in planning and budgeting + service-system capacity building and professional development
- Leadership development at national, subnational and local levels

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Measurement

- Three Types of Measures of Children:
 - Large-scale monitoring
 - Screening instruments: Ertem et al. (Guide for Monitoring Child Development)
 - Formative assessments to improve practice
- Measures of Quality (of Settings – homes, centers, caregiver interactions)
- Current widely used measures: EDI; UNICEF MICS (both adult report)
- Direct child assessments are in development (Brookings Institution Learning Metrics Task Force)
- Regional efforts: East Asia e.g. (Rao et al.)
- Needs: Self-regulation; executive functioning; and socio-emotional development

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Implications for OECD

- Expansion of learning to socio-emotional, self-regulation, executive function, creativity (both adults and children)
- 3 pillars of sustainable development: economic development, social inclusion and environmental sustainability
 - **Economic Development:** Implications for 2 generation approaches: beyond parenting to education and job skills
 - **Social Inclusion:** Marginalized groups and quality (e.g., children of immigrants)
 - Marginalized institutions and quality (e.g., home-based child care)
 - **Environmental Sustainability** – curricula; community level action by necessity
- Professional development systems with on-site, frequent support in a reciprocal relationship regardless of setting of service delivery

Thanks and Request

Report is at: www.unsdsn.org
Please send suggestions by November 5 to
info@unsdsn.org

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