Every child learning early and enrolling on time

Young Child Wellbeing
and
Quality Early Education

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# QUALITY: System Building Blocks and Questions

<table>
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<tr>
<th>Building Blocks</th>
<th>Examples of Quality-related Questions</th>
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| 1 Service Delivery                      |  - Are services equitable and inclusive?  
                                      |  - Are services responsive to and respectful of the rights and needs of young children and their families?  |
| Effective and Quality ECE interventions |                                                                                                                                                                                   |
| 2 ECE Workforce                         |  - Are early educators adequately trained and skilled?  
                                      |  - Do they receive adequate mentoring and remuneration?  |
| 3 Information Systems                   |  - Are data on ECE collected using valid methods and routinely?  
                                      |  - Are data analyses made available for evidence-based decision-making?  |
| Generation, analysis, dissemination     |                                                                                                                                                                                   |
| and use of reliable information         |                                                                                                                                                                                   |
| 4 Curricula, Pedagogy, Teaching-Learning Resources |  - Are these based on child rights principles and the science of how children develop and learn?  
                                      |  - Are learning resources developmentally appropriate?  |
| 5 Financing                              |  - Are available funds adequate to implement policy commitments?  
                                      |  - Are funds used efficiently and effectively?  |
| 6 Policy, Legislation, Regulations,     |  - Is ECE policy and legislation in line with the UNCRC and national policy frameworks? Are regulations enforced?  
                                      |  - Is the governance infrastructure adequate and effective?  |
| Governance                              |                                                                                                                                                                                   |

Measuring, Monitoring & Improving Quality

Components of Quality
• Physical Environment
• Teaching and Learning Processes
• Curriculum
• Teacher Quality and Support
• Child Development Outcomes
• Links with families and communities

Indicators

Tools

Early Education Management Information System (linked to EMIS)
Early Childhood is a **critical** developmental phase

Early environmental conditions - deprivation, stress, relationships, language – literally “**sculpt**” the developing brain

**SYNAPTIC DENSITY**

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<th>At Birth</th>
<th>6 Years Old</th>
<th>14 Years Old</th>
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Brain circuits stabilize with age, making them increasingly more difficult to alter
Promotive, preventive and curative health care & adequate and appropriate nutrition

Predictable, responsive and affectionate care; secure attachment; interaction and communication

Access to child health and development knowledge
Family and child benefits
Housing, Employment...

Early detection and intervention for delays and disabilities
Protection from violence & neglect

Promote, preventive and curative health care & adequate and appropriate nutrition
Equity Gaps Begin Early and Widen Progressively

Protective factors
- Good nutrition
- Responsive & nurturing parenting
- Safe and stimulating environment
- Health care (prenatal, maternity, new born, infant)
- Adequate family income

Biological risks
- Chronic under-nutrition
- Iron and iodine deficiency
- IUGR
- HIV infection

Psycho-social risks
- Poor caregiver-child interaction
- Maternal depression
- Institutional rearing
- Exposure to violence
- Poor learning environment
ALL families need SOME support
SOME families need MORE support

Health Sector
usually the only one to come in contact with
young child and family
Key Mother/Child Encounters with MCH

**FACILITY BASED**

*In patient*

*Child Birth; Illness*

Universal hospital deliveries

*Child care guidance*

*Detection, diagnosis, intervention*

*Abandonment prevention*

*Culture gap*

*Out patient*

**FACILITY BASED**

*Antenatal Visits; Immunization; Sick Child*

*Regular contact*

*Child care guidance*

*Detection, diagnosis, intervention*

*Disease focused*

*Culture gap*

*Barriers for excluded*

**HOME BASED**

*Home visits*

*Prenatal, Post-partum, ECD*

*Child care guidance*

*Maternal wellbeing*

*Early detection and intervention delays/disability*

*Assessment of physical and psychosocial strengths/risks*

*Linking with other services*

*Child seeking*

*Reach socially excluded*

*Continuity of care*
Alert
Link/refer
Identify
Screen
Monitor
Support
Counsel
Advise
Inform

A FEW
INTENSE
Multi-disciplinary case management

SOME
ENHANCED
• Counselling
• Linking with other services

ALL
UNIVERSAL
• Health promotion
• Parenting
• Child Development Monitoring
• Access to benefits, services

Complexity of services

Case Management
Health Welfare Protection Services