



Webinar

**Inclusive Early Childhood
Education in Middle and
Low-income Contexts**

Inclusive ECE Videos Launch

**Thursday, 30 July 2020
2:00PM - 3:30PM (UK Time)**

**For more information and
registration for the webinar visit:
<https://bit.ly/eenet-ece>**



Webinar:

**Inclusive Early Childhood
Development and Education in
Middle and Low-income Contexts**

30 July 2020

#InclusiveBeginnings



Webinar Housekeeping



Today's webinar is scheduled to last 1.5 hours including Q&A



Participant audio and video are disabled.



Post questions using the Q&A function at any time, Please us Chat box to post comments and/or share resources.



This session is being recorded.



Closed captioning available in En (click CC to turn on/off). Arabic live interpretation is available (Please choose Korean channel to access Arabic)



The recording and presentations will be shared on the EENET website – EENET.ORG.UK



If you use social media please include **#InclusiveBeginnings** in all your posts about the webinar and the videos

Agenda

1. Welcome and introduction

2. Panel presentations:

- a. The importance of investing in inclusive ECDE
- b. EENET's inclusive ECDE videos - project background
- c. 'Inclusive Beginnings' promo video
- d. What makes ECDE inclusive and appropriate?
- e. The importance of inclusive ECDE and building educator capacity: Reflections from OSF

3. Moderated Discussion / Q&A

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Speakers

Nafisa Baboo, Director of Inclusive Education, Light for the World.

Duncan Little, Director, EENET.

Dr Karen Khayat, Inclusive Education Consultant, EENET.

Dragana Sretenov, Senior Team Manager in the Early Childhood Program, Open Society Foundations



Claude Kane, aged two, Ghana
Photo credit: Ulrich Eigner

Leave no child behind

Invest in the early years

Donor review

Investment in ECD as an integrated multisectoral approach to benefit the most vulnerable

Less than

4%

Nine donors collectively spend **less than 4% of total ODA on ECD (health, nutrition, education and sanitation)**. This figure drops to a mere 3% when UNICEF 41% is excluded.

Less than

1%



France and Germany spend **well below 1%**.

Sector plans and commitments of donors show a **clear lack of donor commitments to actively supporting ECD as an integrated approach** or disability-inclusive programming with the exception of UNICEF (integrated & inclusive) and the World Bank (integrated).

Quality and inclusive ECD is at the heart of the SDGs



To **accelerate progress towards multiple SDGs**, the synergy between the health and education sectors—alongside nutrition, child protection, and social protection—should be leveraged. **Intersectoral collaboration** is crucial to ensure that every child receives the nurturing care that will allow them to reach their full developmental potential.”



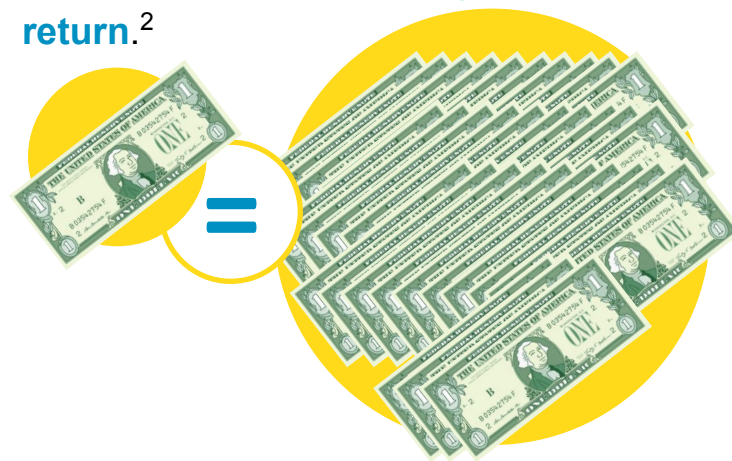
The Lancet Child Adolescent Health. Partnership between health and education in early childhood. *The Lancet Child & adolescent health*. 2019;3(6):365.

Return on investment for ECD and education is significant



Scaling up ECD may cost as little as **0.5 USD per capita** when combined with existing services as health and education and has very strong returns on investment.¹

Every dollar spent towards tripling pre-primary education enrolment in sub-Saharan Africa would **yield a 33 USD return**.²



1. Richter LM, Daelmans B, Lombardi J, et al. *The Lancet*. 2017;389(10064):103–118

2. Copenhagen Consensus Centre. *The Nobel Laureates Guide to: The Smartest Targets for the World 2016–2030*. Denmark: Copenhagen Consensus Centre;2016.

Is inadequate funding leaving children behind and putting SDGs beyond reach?

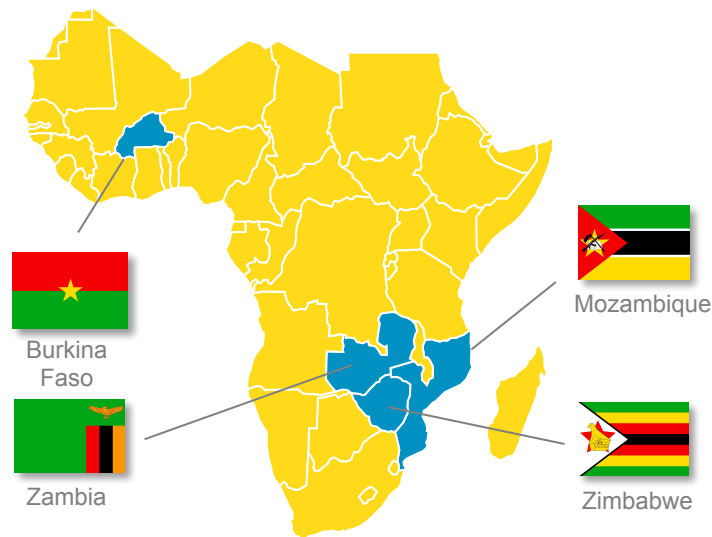
10 GLOBAL DONORS' ODA DISBURSEMENTS



The research examines donors' spending and commitments for three key areas:*

1. Early childhood development
2. Inclusive early education and pre-primary
3. Disability-inclusive early childhood development investments in the sectors of nutrition, health, education and sanitation.

FOUR SUB-SAHARAN AFRICA ODA-RECIPIENT COUNTRIES





Three **key messages**

1

ECD is **massively underfunded** despite verbal commitments and overwhelming evidence of its transformative power.

2

Vulnerable children, particularly children at risk of developmental delays, developmental delays and disabilities are being left out.

3

Investment levels are nowhere near what is required to ensure integrated, inclusive ECD for all which ensures that children don't just survive but thrive.

Donor review

Investment in ECD as an integrated multisectoral approach to benefit the most vulnerable

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Nine donors collectively spend **less than 6% of total ODA on ECD (health, nutrition, education and sanitation)**. This figure drops to a **mere 3% when UNICEF 41% is excluded.**

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1%



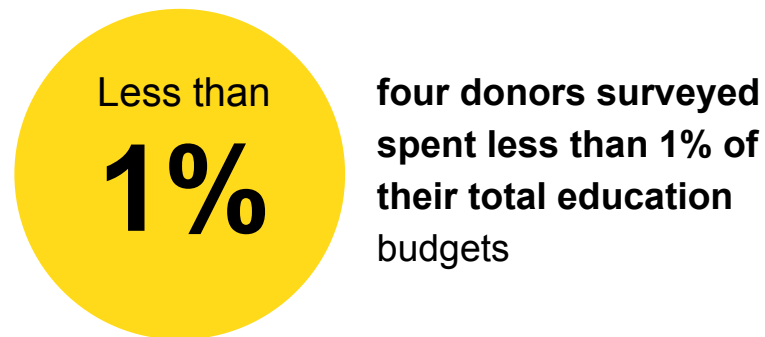
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Donor review

Towards inclusive early education and pre-primary

Disbursements to this subsector are alarmingly low considering it's a SDG target and the recommended spending target is 10% of ODA to education.

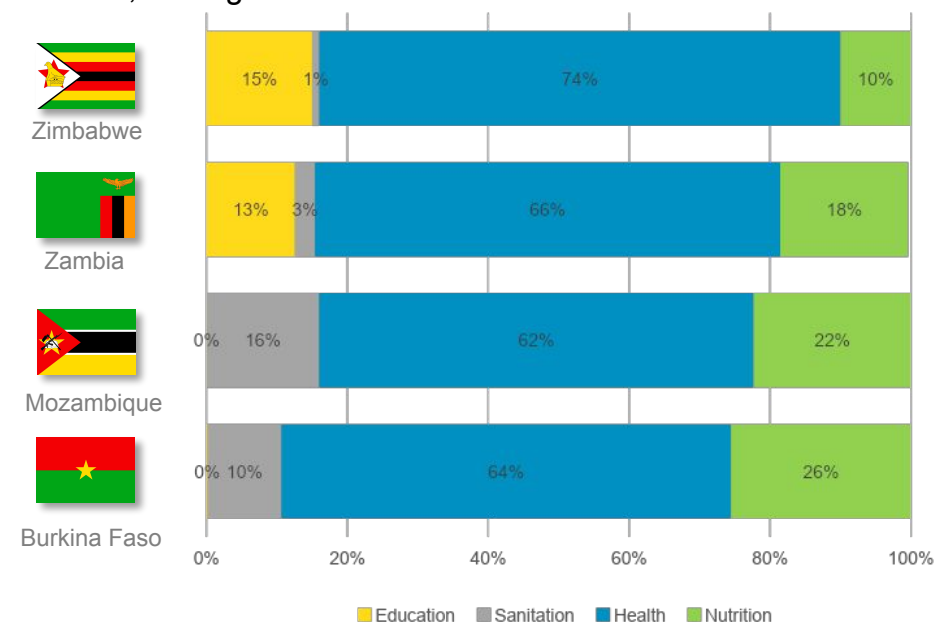


Donor assistance sector policies and plans show a clear lack of donor commitments to actively supporting ECD as an integrated approach or disability-inclusive programming with the exception of UNICEF and the World Bank.

Recipient countries

- Donors **favour the health subsector** and, to a lesser degree, **the nutrition subsector**, with disease-specific programmes and child survival the primary focus.
- None of the four countries have** effectively developed and fully implemented a multi-sectoral early childhood development policy and strategy.
- ECD is often misunderstood as pre-primary education only**, therefore early intervention programmes, workforce development (beyond education) and multi-sectoral collaboration neglected.

ODA share of total ECD to health, education, sanitation & nutrition, average across all nine donors in 2017





Policy recommendations for donors

- Invest more and focus on calculating the real funding gaps at a country level.
- Develop an agreed-upon method to track ODA spending - isolate assistance for ECD and use the disability marker.
- Increase investment in early childhood intervention (ECI) programmes and parenting programmes 0–3 years
- Leave no one behind from the outset – by hardwiring the inclusion of the most marginalised
- Show leadership and champion ECD as a development priority within their own agency and within countries.

Recommendations to scale-up ECD in recipient countries

Recipient countries should

- **Develop a framework for donor investment** via a coherent, inclusive, multisectoral ECD strategy and embed and within relevant sectors.
- **Overcome the complexities of multisectoral collaboration** e.g. chose sector leads based on pre-existing and well-functioning donor mechanisms and service delivery platform.
- **Show considerably more ambition** to develop their ECD systems via increased demand from parents, communities and other stakeholders

Within their recipient country work donors should:

- **Give more** and support domestic financing by leveraging funds from others, innovative financing and support progressive taxation
- **Use ODA to help build ECD systems that deliver equity and inclusion.**
- **Ensure that their own aid projects hardwire in inclusion**, and have sound technical guidance
- **Support the development of cadres of ECD workers** through long-term investments.
- **Build the capacity of policymakers** to plan and implement inclusive ECD, through technical support.



#InclusiveECD4all

#DisabilityInclusiveECD

#InvestinECD for #ChildrenwithDisabilites

#InclusiveECDInvestment

#LeaveNoOneBehind

**Thank
you**

EENET's inclusive ECDE video-based training project



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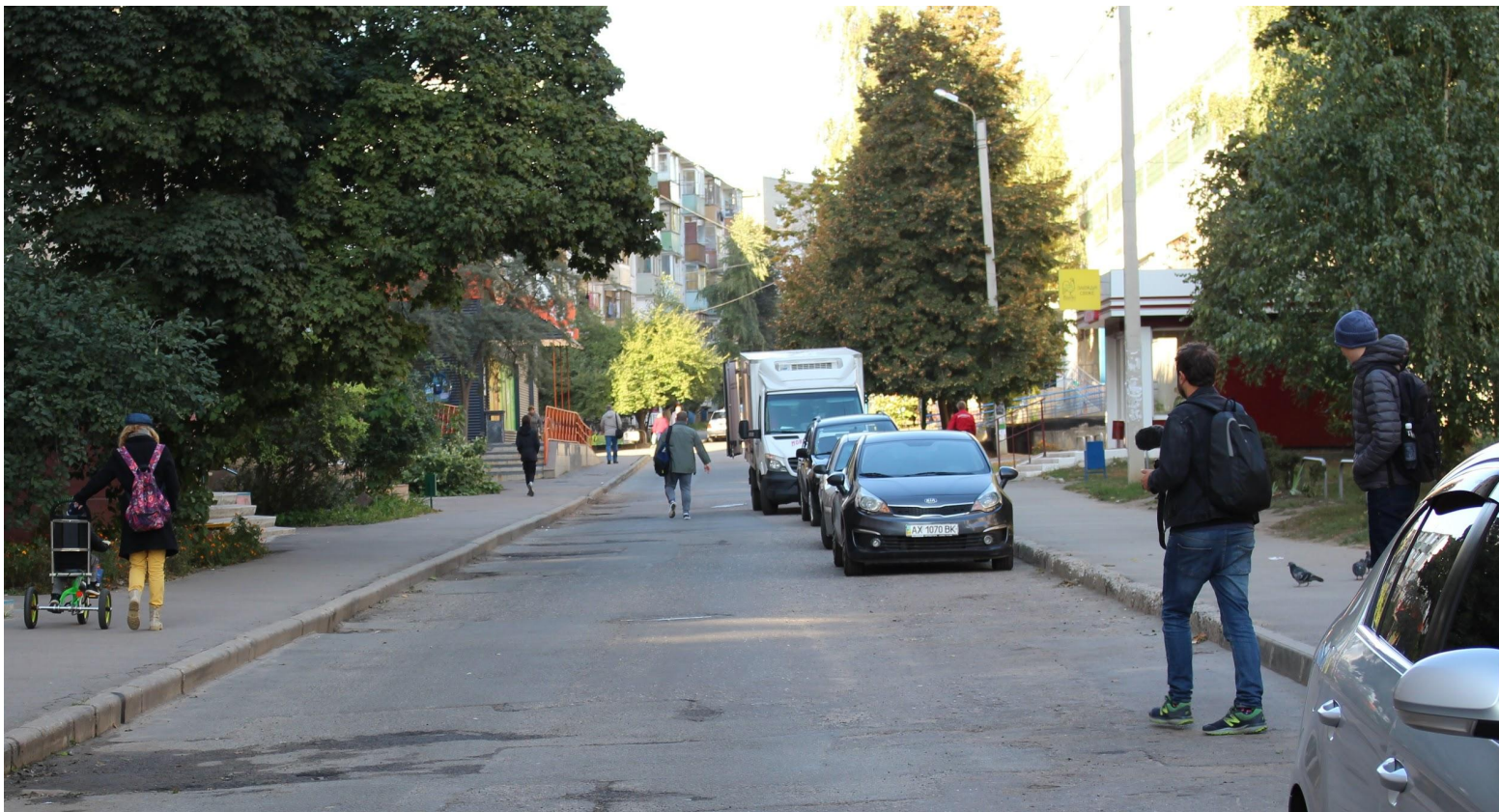
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Schoolification

Early childhood settings adopting practices usually more related to primary school



- Little or no academic advantage
- Can deprive from learning core skills
- Undermines motivation to learn
- At odds with inclusion

Instead, inclusive early childhood settings should be:

Age-appropriate

- Learning through play
- Developmental progression
- Nurturing relationships



Child-appropriate

- Exploring their own interests and growing capabilities
- Recognising family context
- Great variation in how development occurs



Early childhood years are not solely a preparation for later life or for school.

They are also about being and thriving in the present.



Inclusive Early Childhood Education in Middle and Low-income Contexts

Dr Dragana Sretenov, Senior Team Manager

EENET, Global Webinar, July 2020



OPEN SOCIETY
FOUNDATIONS

Why is Inclusive Early Childhood Development (ECD) important for Open Society Foundations?

- Long experience in prioritising and supporting **early years inclusion as a mechanism for promoting social cohesion and equity** by addressing **discrimination** in communities and **reducing the gaps in development** amongst young children at risk of developmental delays and those belonging to vulnerable groups
- Inclusion is important in an **open, equitable society**, because it allows children at risk to realize their **rights**, get the **best start in life** and become full and **active members of their societies**.
- Timely services **prevent family separation** and reduce socially and **financially costly and harmful alternatives** still common in many countries, such as life in an institution, or education in segregated settings



Why inclusive ECD makes a difference?

- Inclusive ECD is **comprehensive, multi-sectoral, integrated, child-centered and play-based**, and ensures that all children and their families are included
- It **addresses children's developmental needs holistically** by offering optimal nutrition, health care, responsive caregiving, protection, psycho-social support and opportunities for early learning
- They **promote values, attitudes and behaviors**, such as **equality, social justice and respect for all**, and celebrate diversity and differences.
- They also **address specific cultural contexts**, and form **the basis for inclusion at higher levels of education**, and for **lifelong learning opportunities**.
- It is **especially important for** – but least accessed by - the **children of disadvantaged families** and **children with at risk factors** for their development

Why *timely* inclusion matters?

- Early childhood is the most **rapid phase** in human development with critical opportunities for early stimulation
- To be most effective, inclusive education **must begin in early childhood as inequalities in opportunities for learning and development emerge** as soon as children were born and lead to inequalities in outcomes.
- Failure to recognize the right to inclusion from an early age is still very common - **by the time children reach primary school, achievement gaps are firmly present** and difficult to redress.
- Investment in good quality and equitable ECD leads to better returns **on investment than investment made at any other level of education**
- **Inclusive quality ECD helps compensate for the disadvantage at home** and enables children to have an equally strong start in life as their more advantaged peers
- ECD comprises all the essential supports a young child needs to thrive and develop in life, as well as **the support a family and community need to promote children's healthy development** and growth

What young children need to survive and thrive?

ENABLING ENVIRONMENTS FOR NURTURING CARE



Teaching force for Inclusive ECD

- The workforce is one of **the most important factors** influencing the quality of ECD services.
- **Caregivers' level of education and participation in training is a better predictor of program quality than other factors** such as child-staff ratios or group size.
- There is a **need for investments in the early childhood workforce** to support long-term progress in inclusive ECD
- Increased **funding needed for teacher assistants and professional staff from diverse backgrounds** in ECD settings, particularly those working with the most disadvantaged communities
- Capacity development content issues that require prioritization globally are: **anti-discriminatory approaches**, key **principles of inclusion**, knowledge of **child development and principles of ECI**, skills for **formative assessment** of child's development/progress, knowledge of **inclusive pedagogy**, **strategies and practices suitable to all**, especially to those most excluded from ECD programmes, skills oriented toward **collaboration between ECD programmes and parents/communities**, and **primary schools/ professionals outside ECD systems**

Providers of training and professional development programs for the ECD workforce

- **A variety of providers** deliver trainings leading to **different types of qualifications**
- **Limited financial support** for training and professional development **can further inequities in access**
- Variation in duration, structure, and intensity of training programs has **quality implications**
- Access to training and professional development opportunities it is **often limited for those working with the youngest children, auxiliary staff and for rural and remote populations**
- In-service training opportunities are **most effective when they are ongoing, tailored to individual needs, and incorporate peer learning**, which is not often the case
- **Rapid training of paraprofessional workers can be effective** in addressing workforce shortages, and also provide them with opportunities for career advancement
- The importance of non-governmental **providers who offer trainings and free resources to teachers with limited opportunities to attend centre based trainings** and receive support for improving their inclusive practice

What to Know



Children with disabilities are more likely to miss out on school, be socially excluded, and live in poverty.



Investing resources in children with disabilities helps improve their education and health outcomes later in life.



World leaders must step up and prioritize children with disabilities in early childhood development.

Sign now



in partnership with



Questions!

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