

inclusive future
AGENDA potential
Development TURKEY
POST-2015
learning opportunity
EARLY childhood
CHILDHOOD ISTANBUL
empower growth
happy

NATIONAL CONSULTATION MEETING ON EARLY
CHILDHOOD DEVELOPMENT IN THE POST - 2015 AGENDA

PROCESS REPORT



Towards Post-2015 development agenda
What future do you want?
National Consultations in Turkey



THE CONSULTATIVE GROUP
ON EARLY CHILDHOOD
CARE AND DEVELOPMENT



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Mayor of Istanbul Metropolitan Municipality Kadir Topbas: "Everything is based on education. If we want peace in the world, if we want a sustainable environment and future, if we desire resources to be used efficiently, it all depends on education. Each of these depends on the values we teach to human beings who are in their early childhood. If we can achieve this, the problem will be solved anyway."



1

>> Introduction

National Consultation Meeting on Early Childhood Development in the Post – 2015 Agenda was held in Istanbul on January 24-25, 2013 by Istanbul Metropolitan Municipality and Istanbul Metropolitan Municipality Mayor Kadir Topbaş, with the support of UNICEF Turkey and in cooperation with OMEP (World Organization for Early Childhood Education), Consultative Group on Early Childhood Care and Development (CG-ECCD) and OMEP Turkey. Professionals and practitioners from various disciplines participated in the meeting.

In order to ensure equality and sustainable development within the scope of the Millennium Development Goals adopted in 2000, it is of great importance to develop integrated policies and programmes for the Early Childhood Development (ECD, which covers the age group of 0-8. The National Consultation Meeting started with the opening remarks by Ayman Abulaban; UNICEF Turkey Representative, Ingrid Pramling; World President of OMEP, Louise Zimanyi; Director of the Consultative Group on Early Childhood Care and Development (CG-ECCD) and Kadir Topbaş; Istanbul Metropolitan Municipality Mayor and President of United Cities and Local Governments (UCLG), United Nations Advisory Committee of Local Authorities (UNACCLA) and Union of Municipalities of Turkey. The national consultation meeting has been an important milestone for the consultations carried out in order to shape the process known as the Post – 2015 Agenda for the Post - Millennium Development Goals to be achieved by 2015.

In the meeting, Istanbul Declaration was adopted in order to express the existence of the necessary will to maintain and promote the current achievements in terms of early childhood development at different levels from international & national institutions and organizations to local authorities and non-governmental organizations as well as to call on all parties to cooperate in this sense.

This report aims to present a brief summary of the comprehensive information sharing and discussions that took place in the *National Consultation Meeting on the Early Childhood Development in the Post – 2015 Agenda* and to document the contributions of the meeting in this important consultation process. The sections in the report have been prepared based on the meeting program so as to reflect the consultation process.

2

Realizing Millennium Development Goals (MDGs) and Role of Early Childhood Development (ECD) Interventions <<

The Early Childhood Period covers the age group of 0-8. This period is important in that the brain and the body grow rapidly in this period. Children are in need of a physical and social environment, which is satisfactory stimulating, in this period. Although numerous studies suggest that financial and social investments in the support provided to children in this period have great social and economic advantages for individuals and the society, this fact has not been sufficient to take an action in many societies. In the current situation, it will be a good starting point to approach early child development and care within the context of children's human rights in order to pave the way for mobilization. Children are future and as of today, their rights should be put into practice beginning from their early years.



It is important to make investments in early childhood in order to improve the health, welfare and quality of life of the societies. Convention on Rights of the Child (CRC) undersigned by 193 States, General Comment No: 7 issued by the Committee on the CRC (2005), United Nations Secretary-General's

Report on the Early Childhood (2010), and the UN Resolution on the Rights of the Child (A/RES/65/197) (Pages 8-14) are among the international documents handling the obligations of the contracting states in the matter of the early childhood development. Moreover, Early Childhood Indicators¹, drawn up at the request of the UN Committee on the CRC in order to monitor the initiatives carried out to this end, has been serving as a global monitoring instrument in terms of carrying out piloting activities in two countries as well as monitoring the process of putting the rights of the child into practice.

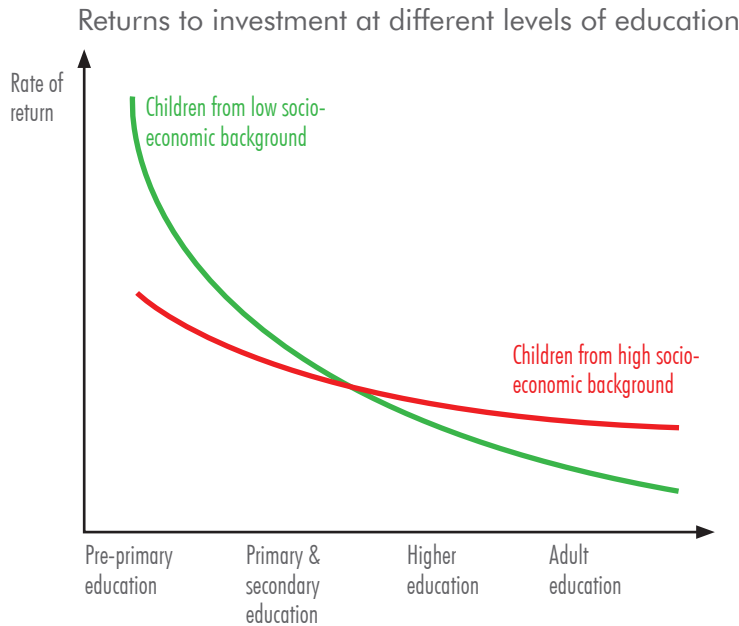
Considering the Millennium Development Goals² introduced for a better world; it is possible to claim that we have achieved great progress throughout the world by the first days of 2013. Some of the achievements to date may be listed as the decrease in the poverty rates, decrease in the child and maternal mortality rates, increased access to healthy drinking water, a great majority of children enrolled in the primary education and decrease in the gender inequality in terms of access to education. In spite of the progress in the aforementioned issues, the situation has got worse in terms of inequalities. While the richest group of 1% of the world population possesses 40% of the global properties, the poorest group of 50% of the world population has only 1% of the global properties. On average, women earn 23% less than men. The rate of the access to education among children living in the low income countries and ethnic minorities affected by conflicts is only 42%. Taken the situation into consideration, the importance of identifying Post – 2015 development goals becomes more evident.

Main issues have been tackled in the first part of the Millennium Development Goals; as for the Post – 2015 goals to be identified, it is expected that the issues will be handled at more different levels and emphasis will be put on equality in terms of disability, quality and gender in particular. The role that ECD will play should be specially observed in this sense. The returns to the investment in the early childhood education –considering particularly the disadvantaged children- are higher than the other levels of education.

1 For more information on the Early Childhood Indicators, please go to www.ecd.org and www.icc.org.tr.

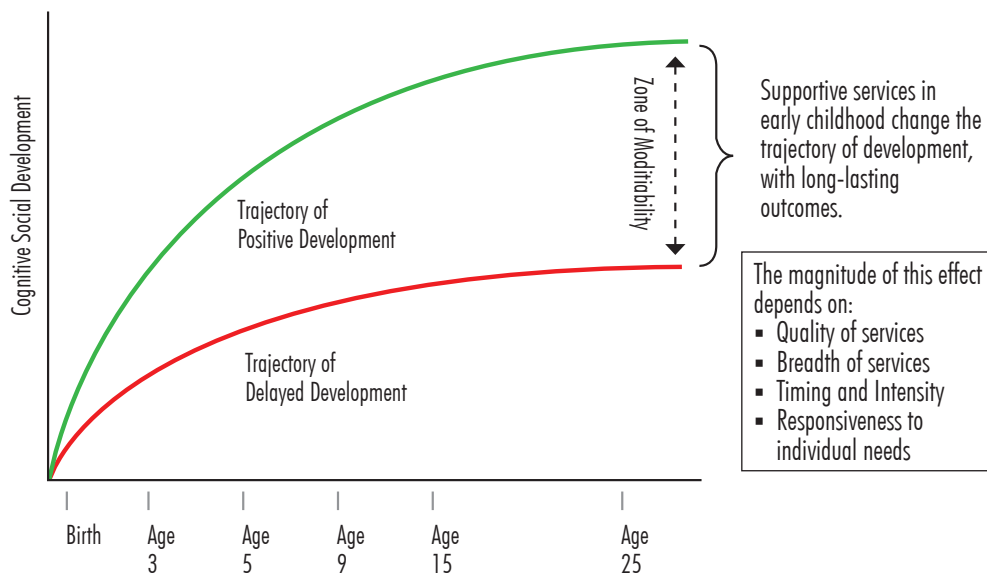
2 The Millennium Development Goals have been identified as (1) Eradicating Extreme Poverty and Hunger; (2) Achieving Universal Primary Education; (3) Promoting Gender Equality and Empowering Women; (4) Reducing Child Mortality Rate; (5) Improving Maternal Health; (6) Combating HIV/AIDS, Malaria and Other Diseases; (7) Ensuring Environmental Sustainability; (8) Developing a Global Partnership for Development.

Figure 1. Returns to investment at different levels of education³



The decrease in the rates of mortality prevents the visibility of unequal development, which is faced particularly by the disadvantaged population. ECD parenting programmes may serve as a means of reaching this population and improving the outcomes related to the children. 61 million children who cannot attend the school are among the population which is most difficult to reach. ECD programmes are useful especially in terms of reaching these groups.

Figure 2. Effect of ECD investments on the cognitive and social development⁴



3 The figure has been taken from the presentation delivered by Pia Britto in the National Consultation Meeting.

4 The figure has been taken from the presentation delivered by Pia Britto in the National Consultation Meeting.

Since the importance of the ECD investment has been understood in Turkey as well, it is proposed to include the ECD investments within the scope of the Tenth Five-Year Development Programme to be prepared as part of the human oriented sustainability. In Turkey, child population is about 24 million (32,1% of the total population). The population growth rate of Turkey is 1,3% in this period. It is expected that the population growth rate of the world will be 0,4% and the same rate of Turkey will be 0,2 in the 2045-2050 period. It can be suggested that Turkey presently has an advantage in this sense. Child welfare and child benefit should be of top priority in the policies for the sake of young population. Within this framework, the focus of the services for the children below the age of 3 should consist of not only care –which is the case– but also developmental/educational dimension.

Since ECD is a multi-directional and interdisciplinary concept, it requires an integrated approach. It has been determined that ECD initiatives are directly associated with 4 of the 9 thematic issues⁵ treated within the scope of consultation activities carried out to identify the Post – 2015 goals in Turkey. These thematic issues are equality, gender, education and health. Following the consultation activities related to these issues conducted with the participation of the public and private sector, and civil society; common goals have been listed as public-NGO cooperation under the responsibility of the public, expanding social protection and services based on the supply; increasing the budget reserved for social protection and service, and equal distribution of available resources to those who need; including care services (children, the elderly and the disabled) in the scope of the public responsibility; including the nursery services in the scope of the social policy and reserving budget for the implementation of the policy; increasing the budget reserved for social policies other than health and retirement. Recommendations related to the 4 thematic issued mentioned above are as follows:

1 Equality:

- Effectively combating child poverty and undeclared child labour:
- Bring the minimum wage to the poverty line;
- Provide minimum income support;
- Strengthening public and private sector – NGO cooperation;
- Combating undeclared economy.
- Developing sense of social state and concept of social citizenship :
- Legal arrangements;

5 (1) Thematic issues for the Post – 2015 have been identified as (1) Inequalities (including gender inequalities and all cross-cutting areas); (2) Health (MDGs 4, 5 and 6, and other non-communicable diseases); (3) Education (primary, secondary, higher and vocational education); (4) Economic Growth and Employment (productivity, decent jobs and investment in the social protection); (5) Environmental Sustainability (access to energy, biodiversity and climate change); (6) Food Security and Nutrition; (7) Governance (at all levels); (8) Conflict and Vulnerability (countries that have experiences a conflict are vulnerable to natural disasters) and (9) Population Dynamics (ageing, internal and external migration).

- Adopting an approach that respect the human dignity in the social benefits and services;
- Mainstreaming institutional care services;
- Increasing social budget.

2 Gender:

- Ensuring that all the legal arrangements and practices, programmes and policies are monitored based on a gender oriented approach;
- Determining clearly the budget to be reserved for children and women in the public budget policies;
- Empowering both children and women through free, quality and accessible child care services;
- Developing urgent and integrated policies in order to end all kinds of abuse and violence against girls and women;
- Ensuring active participation of men too in the objective to change stereotypes regarding gender including the gender issues in the childhood.

3 Education:

- Strengthening the gender equality not only in the basic education but also at all the levels of education;
- Instead of adopting only a quantity - based approach, primarily dealing with the problems related to equality and quality in the education system (formation and qualifications of teachers, curriculum, ECD, learning outputs etc);
- Making different models feasible and expanding them for ECD, the most important factor in reducing the inequality in education, and training trainers and teachers in this way;
- Enhancing early childhood/early learning indicators, and enabling to detect learning problems at the early stages by means of these indicators.
- Identifying and applying indicators appropriate to the quality of the education;
- Within the scope of equality in education principle; looking for ways to reach in the first place the groups with the least possibility of access to education services;
- Handling education services in coordination with other main services, particularly health and social assistance;
- Developing an effective life-long learning strategy;
- Increasing the duration of the compulsory education, ensuring to keep children in the education as long as possible;
- Ensuring that pre-school education starts at the earlier years (the age group of 0-3) and making it accessible to all children;
- Ensuring that the Post – 2015 goals to be identified match up with other frameworks goals such as Education For All Goals and Europe 2020 Targets;

- Making education policies and governance processes more participative (ensuring the participation of all relevant parties in the policy processes, particularly parents and children, who are principally influenced by the policies).

In this context, there are various ECG programmes to be implemented. The following table shows various programmes that can be implemented in health, nutrition, protection, education etc. by grouping programmes according to the ECD age groups; it does not contain all of the programmes though.

Table 1. ECD programmes (public, civil society, private).⁶

Age Group	0–3	3–6	6–8
Health & Nutrition	<ul style="list-style-type: none"> - Encouraging breastfeeding - Nutritional support - Care for childhood diseases - Extended vaccine programme - Medical clinics - Home visits 	<ul style="list-style-type: none"> - Nutritional support - Care for childhood diseases - Medical clinics - Home visits 	<ul style="list-style-type: none"> - Nutritional support - Care for childhood diseases - Medical clinics
Child Protection	<ul style="list-style-type: none"> - Population registration - Programmes to prevent abuse & neglect - Programmes for disabled children, orphans and disadvantaged children 	<ul style="list-style-type: none"> - Programmes to prevent abuse & neglect - Programmes for disabled children, orphans and disadvantaged children 	<ul style="list-style-type: none"> - Programmes to prevent abuse & neglect - Programmes for disabled children, orphans and disadvantaged children
Social Protection & Welfare	<ul style="list-style-type: none"> - Cash Transfer - Microcredit 	<ul style="list-style-type: none"> - Cash Transfer - Microcredit 	<ul style="list-style-type: none"> - Cash Transfer - Microcredit
Other	<ul style="list-style-type: none"> - Adult education 	<ul style="list-style-type: none"> - Adult education 	<ul style="list-style-type: none"> - Adult education
Education	<ul style="list-style-type: none"> - Parenting programmes - Early cognitive development 	<ul style="list-style-type: none"> - Parenting programmes - Centre - based ECD programmes - Community - based learning programmes - Pre-school education & nursery - Nursery Class 	<ul style="list-style-type: none"> - Peer education - Nursery - Primary education

Source: Britto, Yoshikawa & Boller 2011

⁶ This table has been taken from the presentation delivered by F. Umut Beşpınar and A. İdil Aybars in the National Consultation Meeting.

3

Early << Childhood Development and Post – 2015 Agenda

As the works proceed at a fast pace in order to put the Millennium Development Goals into practice by 2015; works have been initiated to identify the Post – 2015 global development goals across the world as well. There are two important issues in Post – 2015 Agenda:

- Maintaining the achievements obtained with the support of the millennium development goals by reducing inequalities,
- Developing inclusive and sustainable recommendations against the problems that would prevent human development at the global level. Non-communicable health problems such as obesity, which is becoming a serious issue, demographic mobility and rapid urbanization, economic crises and climate change are among the problems that would prevent human development at the global level.

“What Kind of a Future Do We Want?” Report drawn up by the United Nations Working Group gives place to four main dimensions of sustainable human development.

1. Inclusive social development
2. Inclusive economic development
3. Sustainable environment
4. Peace and security.

The role of governance and local authorities in ensuring the social participation has also been mentioned as one of the main strategies of sustainability.

Inclusive Social and Economic Development

It is known that the investments made in the early childhood development are the basis of sustainable social development. The investments in this field are financed by the budgets of public sector, community and family support, the support of the non-governmental organizations and private sector. While more than 80% of the investments in ECD are financed by public resources in developed countries such as Sweden, England and France etc., it is seen that the use of public resources in this sense is at minimum levels in various countries such as Indonesia (5%), Kenya (2%) and Uganda (1%). These figures indicate that children from poor families, who need the most ECD services,

cannot benefit equally from these services particularly in middle and low-income countries. According to the studies related to the financing of ECD investments, two recommendations should be taken into account. These recommendations are as follows:

1 Measuring the Effects of Conditional Cash Transfer on the Early Childhood Development:

It has been currently understood that Conditional Cash Transfer has yielded successful results with regard to increasing the schooling rate in Turkey. Since almost all of the targets concerning the schooling rate have been achieved, this application might be arranged for the pre-school education or for the participation of parents in the parenting education.

2 Reserving some part of the income produced by means of newly discovered natural resources for the ECD:

Environmental Sustainability

We live in a non-sustainable way today. Environmental disasters, poverty, inequality, lack of social injustice, wars and conflicts, health and hygiene problems occur in an interrelated manner. Even if it is hard to forecast the future, it is wrong to say that we cannot control the future completely. In this regard, ECD works should be viewed as a junction point of the community, economy and environment.

Within the scope of ECD education, it is crucial to provide basic education⁷ on environmental sustainability to young children with activities such as working at a garden, growing vegetables, raising awareness in waste disposal and preventing the waste of paper. Even if these initiatives may not seem to be very effective, they play an important role in raising awareness and creating habits among children. According to academic studies, primarily in the field of economy, securing the health, welfare and education of young children is one of the best investment methods for a nation.

Peace Building

Conflicts and violence affect all communities, and their most devastating impacts are on children. These situations limit the access to educational opportunities to a large extent and result in the violations of fundamental child rights. The efforts which have already been put forth towards peace building and conflict resolution are 'from top to down' and these works are carried out in the framework of international policies and security. However, the right thing to do here is to change human behaviour within the families, between the families and at different levels such as national and international. There are two programs which can be given as examples in this regard:

- 1 Activities of AÇEV which was established in 1993 in Turkey⁷: AÇEV claims that early childhood development is a potential solution for reducing violence at home and in the community.
- 2 SFI (Supporting Father Involvement Project)⁷: According to the findings of the project, when fathers participated in the ECD process more, conflict and violence problems of parents decreased, chances of sustaining their marriage increased and fathers took more responsibilities in the daily care of children.

Local Authorities

Local authorities have an important responsibility in supporting parents, especially in early childhood period. In this regard, local authorities can do urban planning by taking into consideration small children and those who look after them (proper sidewalks, crossings, playgrounds and parks etc.); also they can build facilities for care services (day care centres and kindergartens which are near children's houses etc.) and increase the demand by raising awareness among the community.

For some activities of local authorities, some amendments should be made on the legislation of local authorities. In addition, local authorities should work in collaboration with persons and institutions with expertise on ECD while they carry out these activities. Union of Municipalities of Turkey stated that they are ready for cooperation on this matter.

⁷ For more information on SFI project: www.supportingfatherinvolvement.org

4

>> Situation Analysis and Assessment in Early Childhood

It is clear that ECD related works are an indispensable part of social policies. For the social policies to be sustainable, inclusive and transparent it must be ensured that intended measures will not increase the current inequalities (e.g. preventing women's participation to workforce and social life with policies of which outcomes cannot be forecasted clearly or making a wrong evaluation for the outcomes of Conditional Cash Transfer) and their effects are measured and monitored. Within this scope, it is compulsory to devise the ECD monitoring mechanisms carefully by analysing social and economic effects.

Lack of data is one of the most important challenges in the field of ECD. Challenges faced while obtaining sufficient data on children result in a failure to take action as the problems are not visible. With the help of monitoring activities carried out within this scope, usefulness and effectiveness of the developed policies and programs can be evaluated. Thus, the decisions to make amendments, improvements, and to continue with approaches with successful results can be taken according to solid indicators. We should always remember that we measure what we care about and we care about the things which we measure. Early Childhood Development Index (ECDI)⁹ which was developed by UNICEF and its stakeholders is one of the important innovations in this area. UNICEF already collects data from 60 countries with the help of multiple indicator cluster surveys (MICS). These databases will provide the opportunity to measure and evaluate periodically the use of early childhood period services by different groups (wealthy/poor, rural/urban...) and the development of children. Databases will also be used for developing more efficient policies and programs in the field of ECD.

In addition to middle and low income countries, there are also diversities among the European countries in the field of ECD. It may be argued that ECD-related works in European countries can be traced back to 19th century. There are important gains in the field of ECD throughout Europe (e.g. There is free preschool education for at least two years in most of the European countries, and there is free preschool service in France for everybody starting from the age of three); however there is still a lot of things to do for the children of poor families, immigrants, ethnic minorities (e.g. roman people), and for the children with special needs. The economic crisis which affects most of the countries in the region results in high levels of unemployment, poverty and

cuts in the budgets of institutions working in the field of social welfare (health, education, culture, protection of the environment etc.). Racism, xenophobia, nationalism, illegal working etc. lead to social exclusion for more vulnerable groups. However, in terms of human rights, it is our duty to ensure that all children have equal opportunities at birth.

When working with limited resources is taken into consideration, the importance of measurement and monitoring becomes clear once again. According to the studies carried out, providing high quality ECD services is an important point that should be taken into account. Quality of ECD is a combination of infrastructure quality (open or closed environments for play and education) and program quality (size of groups, content of the curriculum, personnel qualifications and in-service training, participation of parents etc.). It is an urgent necessity that current works and studies are carried out by taking these facts into consideration.

With the study titled 'Competence Requirements in Early Childhood Development and Care', researchers and international institutions (OECD, UNICEF, EU) suggested that specialisation in the field of ECD is an important factor in removing the inequalities and increasing the quality. The study was conducted with a literature review, questionnaires made in 15 European countries and 7 case studies. For establishing an early childhood development and care system, 7 suggestions were put forth with the study called CoRe⁸ in short: (1) Creating an equal and correspondent relationship between theory and applications; (2) Increasing the capacity of leadership; (3) Investment in a competent system; (4) Reconsidering career development; (5) Increasing the mobility of work; (6) Providing trainings for assistants (care-takers working at houses) to increase their competency. It is assumed that equitable and competent training and care services will be provided at each level in this way.

Turkey took notice of its young population and has been making investments in this regard. Especially the health system, systems established for children with developmental risks and/or disabilities, parent support, early learning, inclusive education and child protection come into prominence when ECD is considered. Turkey is now more focused on development with the decrease in the rates of child sickness and death. Within this scope, it can be said that Turkey is moving in the right direction and advancing with a fast pace. The government stated its commitment to solve existing and upcoming problems rapidly. In this regard, Turkey's support to the areas of development stated in the Post-2015 Development Agenda, including ECD, is quite valuable and Turkey will increase its chances of a breakthrough in the leadership race at the regional and more advanced levels.

8 For more information on CoRestudy: Urban, M., Vandenbroeck, M., Peeters, J., Lazzari, A., Van Laere, K. (2011) CoReCompetencerequirements in Early Childhood Education and Care. Final Report for European Commission, DG Education and Culture. Research Documents: www.vbjk.be

5

>> **Identifying the Post - 2015 Agenda - What Future Do We Want for Young Children?**

In this last section, the moderator of which was Ayman Abulaban, four working groups (measurement of early childhood development, ECD policies and program models, cooperation and communication strategies and global cooperation for education in ECD, specialisation in ECD) made their presentations. A general discussion took place after the presentations. Presentation texts of these working groups are given in Annex C.

Findings of the working groups were approved by a large majority in the general session and it was expressed that an interdisciplinary approach should be adopted for the areas mentioned as ECD is a multi-dimensional field.

After the discussions, key messages were agreed upon and the document which was named as the Istanbul Declaration was approved with a consensus among the participants. Annex A includes the full text of the declaration which reflects the common views of experts and officials who participated in the Post-2015 Development Agenda meeting for small children. After the approval of the declaration, the meeting came to an end with UN Resident Coordinator Shahid Najam's speech and his expression of gratitude for those who contributed and participated.

6

Annexes <<

A ISTANBUL DECLARATION**Early Childhood Development In A Post-2015 Development Agenda****ISTANBUL DECLARATION**

We, representatives of the United Nations Children's Fund (UNICEF) together with the Istanbul Metropolitan Municipality (IMM), in partnership with the United Nations Turkey, World Organization for Early Childhood Education (OMEP), OMEP/Turkey, The Consultative Group on Early Childhood Care and Development (CGECCD), United Cities and Local Governments (UCLG), United Cities and Local Governments Middle East and West Asia Section (UCLG-MEWA), joined by advocates, family representatives, social, health and education service providers, academics, NGO's convening in Istanbul on 24-25 January 2013, building on the normative frameworks specifically the Millennium Declaration, a World Fit for Children and the Convention on the Rights of the Child and using the power of local governments and collective responsibility of municipalities and societies, **pledge to prioritize Early Childhood Development (ECD) in the Post-2015 Development Agenda.**

Millennium Development Goals (MDG) have widely benefited children, both boys and girls, but there is major unfinished business, widened inequalities and disparities as well as emerging and neglected issues that must be addressed boldly in the Post-2015 Development Agenda to ensure a world fit for children.

The UN Secretary General's Status of the CRC report focusing specifically on early childhood and adoption of the Third Committee Omnibus Resolution (A/65/452) at the UNGA 65th Session reaffirms the commitment of State Parties to promote and protect the rights of children, including specific recommendations and strategies for implementing child rights in early childhood.

Investment in promotive and protective ECD policies and programs of good quality targeting young children 0-8 years, especially the most disadvantaged reduces preventable risks due to poverty, ill-health, malnutrition and inadequate levels of care and intellectual stimulation. Investments in accessible good quality early and primary learning environments improves the efficiency of the education system by reducing repetition and drop-out, which leads to dramatically better completion rates and improves achievement, especially for girls and marginalized groups. This can break the cycle of inequity contributing to better health, higher educational attainment and efficiencies, and greater success in life.

Despite the growing evidence on the efficacy of ECD policies and programs and enhanced resources on improved education, health, and nutrition outcomes for children, over 200 million children under 5 years in low and middle-income countries will not reach their developmental potential, with only 19 countries out of 68 with high child mortality rates able to meet MDG targets by 2015. Currently, 64% of young children in developing countries have no access to early childhood programs – 61% in Asia and 86% in Sub-Saharan Africa.

Investment in ECD is one of the most effective instruments to accelerate and achieve the sustainable and secure future we want for all children. The evidence is clear: the estimated benefit of investment in improving just one component of ECD – preschool enrolment – to 25% could generate approximately US\$10.6 billion, while an increase to 50% could generate economic benefits of US\$33.7 billion, with a benefit-to-cost ratio estimated to range from 6.4 to 17.6. Governments and donors must invest in strengthening quality ECD programs and communities.

For this **we urge you to join the Call to Action to:**

- Ensure funded, inclusive and integrated ECD policies and promotive and protective programs in every country by 2020 for all young children 0-8 years, especially the most disadvantaged
- Ensure national and sub-national data is routinely collected to monitor trends and disparities in ECD and generate evidence-based knowledge to inform budgeting and policies
- Support the expansion of a global alliance with a portal and clearinghouse for knowledge generation, sharing, dissemination, research development and networking
- Create an innovative global funding mechanism for Early Childhood Development that will support the above at all level including increased role of local governance.

B AGENDA OF THE MEETING

DAY 1 24 JANUARY 2013 THURSDAY

Post - 2015 – What Future We Want For Young Children?

09.30-10.30 > OPENING SPEECHES

- Ayman Abulaban, *UNICEF Representative, TURKEY*
- Shahid Najam, *UN Resident Coordinator*
- Ingrid Pramling, *OMEPE (World Organization for Early Childhood Education) World President*
- Louise Zimanyi, *CG-ECCD (Consultative Group on Early Childhood Care and Development) - Executive Director*
- Kadir Topbaş, *Mayor of Istanbul Metropolitan Municipality, President of United Cities and Local Governments (UCLG), President of UN Advisory Committee for Local Authorities (UNACLA), President of the Union of Municipalities of Turkey*
- Minister of Health, Minister of Education, Minister of Development, Minister of Family and Social Policies (tbc)

10.30 – 11.00 > COFFEE BREAK

PLENARY

11.00 – 12.30 > SESSION - I

ACHIEVING MILLENNIUM DEVELOPMENT GOALS (MDG) AND THE ROLE OF EARLY CHILDHOOD DEVELOPMENT (ECD) INTERVENTIONS

Chair

- Nurper Ülküer, *Former Senior Adviser and Global Chief for ECD UNICEF, NYHQ*

Speaker 1 (Implementing child rights in early childhood)

- Louis Zimanyi, *Executive Director, Consultative Group on Early Childhood Care and Development, Toronto-Canada*
- Adem Arkadaş, *International Child Center-Bilkent Ankara*

Speaker 2 (How can ECD contribute to accelerating the achievement of MDG)

- Pia Britto, *Zigler Center for Early Childhood Policies, Yale University - USA*

Speaker 3 (What future we want for children in Turkey?)

- Yıldız Yapar, *Planning Expert, Ministry of Development*

Speaker 4 (ECD in the National Consultation on post 2015 in Turkey)

- Fatma Umut Beşpınar, Ayşe İdil Aybars, *UN Consultants for Post 2015 Agenda*

12.30 – 14.30 > LUNCH

14.30 – 16.00 > SESSION - II

EARLY CHILDHOOD DEVELOPMENT AND THE POST 2015 AGENDA

Chair

- Mehmet Duman, *United Cities and Local Governments Middle East and West Asia Section Secretary General*

Speaker 4 (Inclusive social and economic development and ECD)

- Marito Garcia, *Lead Economist – World Bank Africa Desk, Washington DC*

Speaker 5 (Environmental sustainability and early childhood development)

- Ingrid Pramling Samuelson, *UNESCO Chair for Sustainable Early Childhood Education, and Prof. Of Early Childhood Education, Göteborg University, Faculty of Education, Sweden*

Speaker 6 (Peace building in early childhood – reporting on a joint project with Mother and Child Education Foundation (MOCEF) Turkey - Yale University - Early Years Foundation - Belfast Ireland - UK)

- Pia Britto

Speaker 7 (Local governance and its role in accelerating MDGs and shaping the post 2015 agenda)

- Adem Esen, *Adviser of the Turkish Association of Municipalities*

16.00 – 16.15 > COFFEE BREAK

16.15 – 17.30 > SESSION - III

SITUATION ASSESSMENT AND ANALYSIS IN EARLY CHILDHOOD

Chair

- Sibel Kalaycıoğlu, *UN Senior Consultant for post agenda 2015*

Speaker 8 (Inequities in early childhood development - global situation)

- Oliver Petrovic, *Programme Officer for ECD UNICEF, NYHQ*

Speaker 9 (Inequities in early childhood development in Europe)

- Nectarios Stellakis, *Vice President OMEP Europe*

Speaker 10 (Situation of ECD in Turkey from equity perspective)

- Lilia Jelamschi, *M.D., Chief ECD and Health, UNICEF Turkey*

Speaker 11 (Professionalization of early childhood development and its impact on eliminating inequities - examples from OECD countries)

- Jan Peeters, *Ghent University, Belgium*

17.45 – 18.30 > BOOK LAUNCH-by SRCD (Society for Research and Child Development-USA) and UNICEF

Early childhood development in developing countries – global background document for post 2015 agenda

19.00 – 20.30 > RECEPTION

Hosted by the Mayor of Istanbul Mr. Kadir Topbaş

DAY 2 25 JANUARY 2013 FRIDAY

Setting The Goal and Targets at National and Local Levels

09.30-10.30 > WORKSHOPS THROUGH FOUR WORKING GROUPS

1. Measuring early childhood development

Facilitator - İlgi Ertem, *Ankara University, Medical School*

- o Universally accepted indicators for ECD Oliver Petrovic (UNICEF NYHQ)
- o National and local level measures for ECD (HU Child Development Department)
- o Early Learning Metrics (Brookings Institute-USA/UNESCO Institute of Statistics) (skype)

2. Policies and program modalities for ECD

Facilitator - Pia Britto, *Yale University*

- o Services - health, education, protection (WHO/UNICEF/International Child Center- Bilkent University / Ministry of Health) Serra Müderrisoğlu - *Bosporus University, Psychology Department (tbc)*
- o Demand creation - social protection Marito Garcia, Lead Economist WB
- o Parenting programs - Life Long Learning General Directorate, MOCEF, UNICEF,
- o Preventing domestic violence against children – Gaye Uğurlu, Project Coordinator, Kültür Kent Foundation (BvLF and Beyoğlu Municipality)
- o Early Childhood Education - Ministry of Education, faculties of education

3. Partnership and communication strategies for ECD

Facilitator - Aigly Zafeirakou, *Senior Education Specialist, Global Partnership for Education, Washington DC.*

Batuhan Aydagül (*Sabancı University*) *Education Reform Initiative in Turkey*, Helen Reikes (*University of Nebraska*), *Partnership for Early Childhood Policies in USA*, Sema Hosta - (*Communication Officer, UNICEF Turkey*), *UNICEF's Communication for Development Strategy, and Social Media for ECD.*

4. Professionalization of ECD

Facilitator - Gelengül Haktanır, *President, OMEP Turkey*

- Profile of child development professionals (Eunice Lumsden - *University of Northampton*, Judith Wagner - *OMEP USA*, Jan Peeeters - *Ghent University*)
- Professionalization of Early Childhood Interventions in Turkey

11.00 – 11.15 > COFFEE BREAK

14.30 – 16.00 > WORKING GROUPS - CONTINUE

Preparation of a declaration of the consultation (by a Steering Committee, composed of representatives from Istanbul Municipality, Government, UNICEF, OMEP, CG-ECCD)

13.00 – 14.30 > LUNCH

14.30 – 16.00 > SESSION - IV

SETTING THE AGENDA BEYOND 2015 - WHAT FUTURE WE WANT FOR YOUNG CHILDREN?

Chair - Ayman Abulaban, *UNICEF Representative, TURKEY*

- Presentations of four working groups, including recommendations into Declaration, and adopting Declaration; agreeing on key messages to be adopted;
- Closing speech by Mr. Kadir Topbaş as a member of the UNSG Advisory Group on post 2015 Agenda

> PRESS RELEASE

C PRESENTATIONS OF WORKING GROUPS

1st Group

Measurement of ECD

(Facilitator: İlgi Ertem, AÜ Faculty of Medicine)

	Prenatal - 36 ay	Age 3-5	Age 6-8
Child	Being registered All children's access to preventive programs for developmental challenges Monitoring and supporting the health and development of all children	Starting language teaching at an early age in order to make it easier for children with different mother tongues to be ready for formal education in the future	Children's access to individualized support programs according to their level of readiness to school after entering a school
Creating Demand/ Services	Extending the monitoring and support of development at home and institutions to a wider public	Applying competent and age appropriate common preschool programs	Applying competent, age appropriate and common formal preschool programs
Policy		Preschool education's being compulsory	Schooling age's being 72 months as the world standard Schooling rate's being high in all regions and social levels in this regard

For All Ages:

- 1) Supportive physical conditions for the development of child in any environment that the child is living (home, street, city, school and institutions)
- 2) The ability of children with special needs to access to protection, care, health, education and social inclusion programs which will meet their all needs and eradicate inequalities
- 3) All of the families' ability to access to family support and training programs
- 4) Developing all programs in a way that all children receive education together without any discrimination based on language, religion, gender or disability
- 5) Taking, applying and monitoring preventive measures for violence, neglect and abuse with legal arrangements
- 6) All occupational clusters working with children being sufficiently trained in the field of ECD
- 7) Ensuring that all indicators can be evaluated for children who come from different income levels
- 8) Developing legislation and applications towards children under protection and extending these to a wider public.

2nd Group

ECD Policies and Program Models

(Facilitator: Pia Britto, Yale University)

- Providing free care and education services (0-8 ages) with protection and prevention purposes by attaching a particular importance to early childhood education (0-3 ages) and incorporating the parent support into process.
- Developing inter-sectoral and integrated models for the most vulnerable children in terms of ECD to reduce inequalities in opportunities.
- Incorporating the programs and competencies for peace building into all existing and new ECD activities at the national and local policy level by making use of proper budget and media strategies.

3rd Group

Cooperation and Communication Strategies and Global Cooperation for Education in ECD

(Facilitator: Aigly Zafeirakou, Senior Educational Specialist, Global Cooperation for Education, Washington DC)

Who are the partners?

- Action plans and intervention policies should be suggested for each of the actors mentioned below: Shareholders such as states, institutions and organizations which provide ECD service, teachers' unions, parent-teacher associations etc., civil society, local groups, private sector, academic institutions including universities and research institutions, media, UN system and international donor community.

Partnership structure: Improvement of Early Childhood Development and Care through the enforcement of partnerships and coordination in application.



Recommendations:

- Increasing the roles of global, regional and national local administration networks in developing and sustaining competent ECD services, policies and programs by focusing on the most vulnerable children;
- Supporting and making use of local partnerships and ECD actors in providing high-quality ECD services to the poorest communities of the population;
- Enforcing and supporting partnerships at the national level in order to ensure the inclusion of ECD policies with budgets to educational plans; finding resources with innovative financing systems for low, middle and high income countries;
- Creating regional networks (South-South, North-North) for research and development activities, and for the sharing of good practices with evidences.

Join the Call for Immediate Action:

- Development of financed, inclusive and integrated ECD policies, strategies and programs in every country in terms of Post-2015 plans;
- Supporting ECD practices with a portal and coordination center to produce and share knowledge, carry out research and development activities and to create networks through new and traditional media; thus extending the global partnership/alliance/community to a higher level;
- Developing an innovative and global ECD finance mechanism by increasing the roles of local administrations; this mechanism will support all of the aforementioned activities.

D LAUNCHING OF THE HANDBOOK OF EARLY CHILDHOOD DEVELOPMENT RESEARCH



AND ITS IMPACT ON GLOBAL POLICY

Effective solutions to several of the world's social and economic problems can be found in the field of Early Childhood Development (ECD). Evidence has demonstrated that ECD can break the cycle of intergenerational poverty and improve the health, education and well-being of the entire population and yield high rates of return on investment in the formative years of life. ECD evidence has also shown that this foundational period is a window of opportunity for resolving early inequities, achieving inclusive social and economic development, peace and sustainability.

However, over one third of the world's children under five years of age fail to achieve their full developmental potential due to malnutrition, poverty, disease, neglect, and lack of learning opportunities. . These children will have reduced skills and lower lifetime earnings, and will ultimately contribute less to family and community. The present volume is a call to action to put young children on the global post-2015 development agenda if we want them to achieve their full developmental potential and to contribute to equitable, secure and sustainable progress for the world community.

The ECD evidence to global policy handbook, promotes evidence-based programs and policies for advancing the positive development of young children across the globe, with a specific focus on developing countries. The evidence framework is presented from multiple disciplinary, sectoral, and analytical perspectives authored by scholars, policymakers and practitioners

from around the world. This innovative book is comprehensive and emphasizes the importance of scientific findings in promoting child development, health, education, protection and participation and addressing programmatic challenges of quality, sustainability, scale-up, measurement, finance and capacity.

Sponsored by the United Nations Children’s Fund (UNICEF), a leading organization for promoting children’s well-being worldwide and the Society for Research in Child Development (SRCD), the premier international association of developmental scientists. This volume is invaluable to policy advocates, program managers of national governments, international NGOs and development agencies, as well as researchers and academics, who are interested in transformative and holistic solutions to address the post-2015 development challenges.

inclusive future
AGENDA potential
Development TURKEY
learning POST-2015
EARLY childhood opportunity
CHILDHOOD ISTANBUL
empower growth
happy



Towards Post-2015 development agenda
What future do you want?
National Consultations in Turkey



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