

Second Annual Workshop of Fundacao
Maria Cecilia Souto Vidigal

(2nd presentation)

Sao Paulo, Brazil

Early Human Development – Country Studies

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Levels of Literacy: A Reflection of ECD

Level 1: indicates persons with very poor skills.

Level 2: people can deal with material that is simple.

Level 3: is considered a suitable minimum for coping with the demands of everyday life.

Level 4: people who demonstrate command of higher-order processing skills.

Level 5: competence in sophisticated reading tasks, managing information and critical thinking skills.

Level 3

Considered minimum for coping with the demands of every day life and work in a complex advanced society.

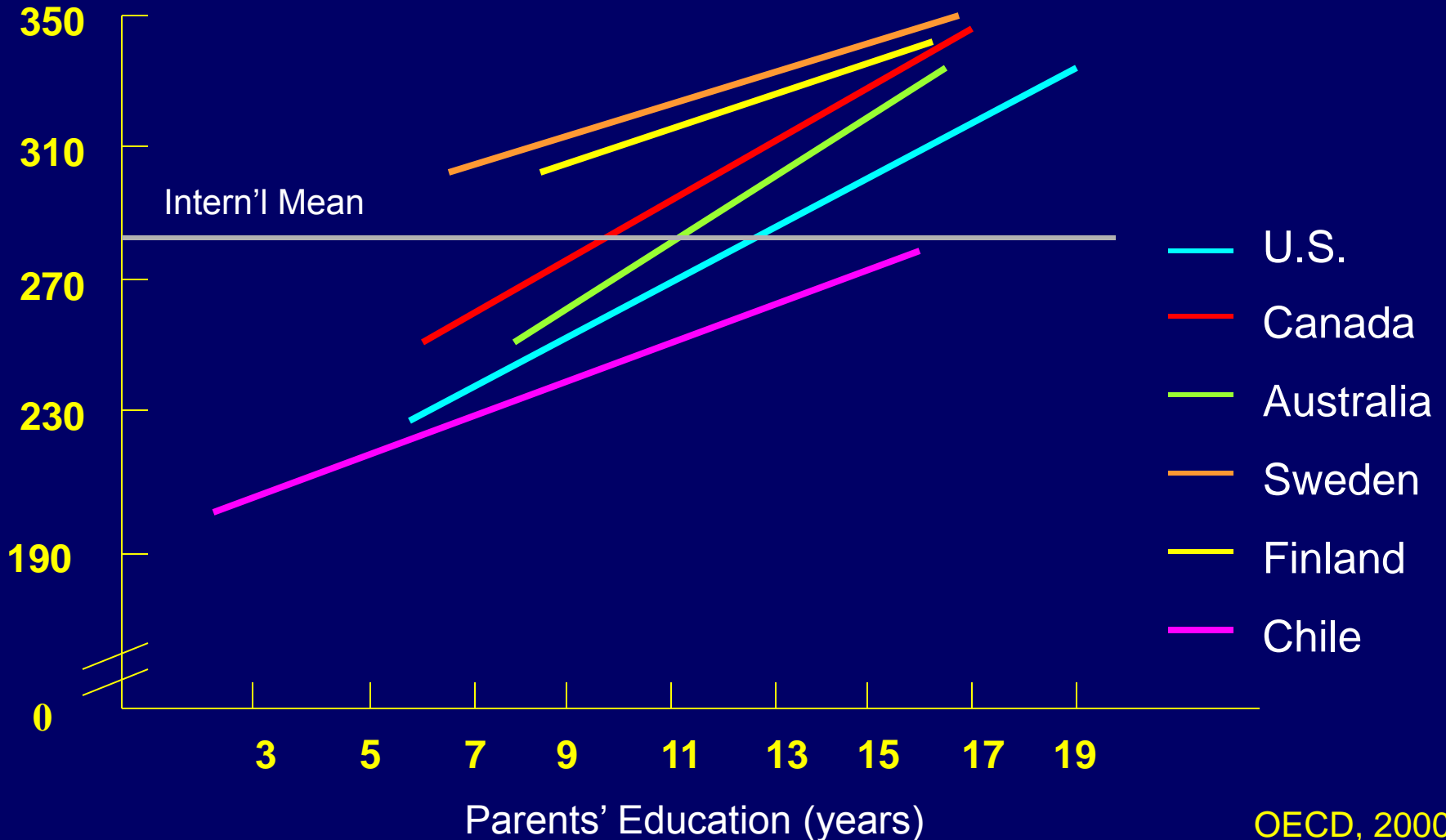
Document Literacy

1994 – 1998, Ages 16 to 65

	Level 1 and 2	Level 4 and 5
Sweden	23%	34.0%
Canada	42%	23.0%
Australia	43%	17.0%
United States	48%	18.0%
Chile	85%	3.0%
Mexico	84%	1.7%

Socioeconomic Gradients for Adult Document Literacy Scores (16 to 65)

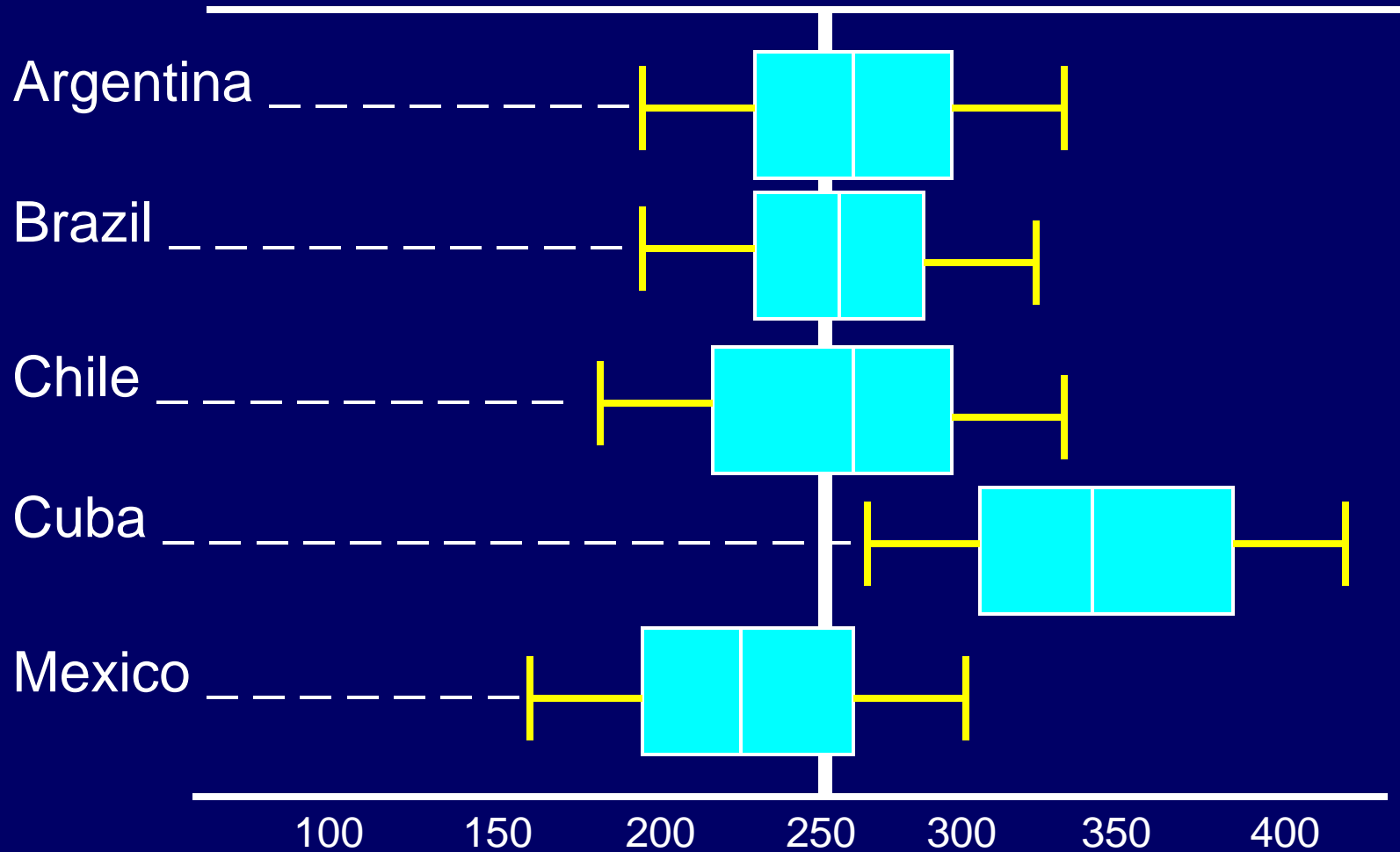
Mean Scores



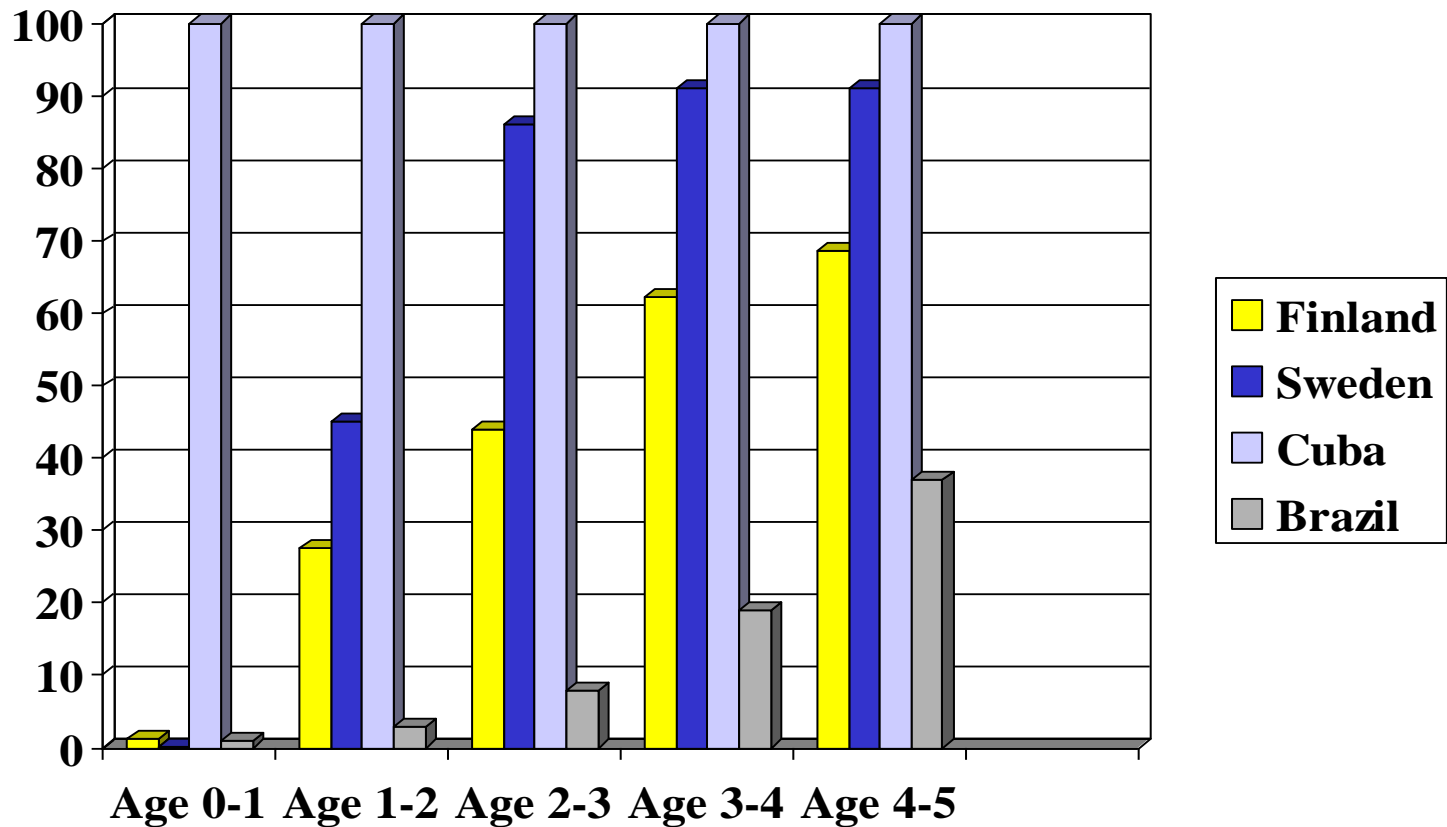
CENDI - Monterrey

- UNESCO study
- Introduced me to Cuba early human development program

Grade 3 Language Scores



ENROLMENT IN ECD PROGRAMS



Sources: OMEP (2005), OECD (2006), UNESCO 2007, World Bank 2001

Grade 3 Reading Scores

	<1	1	2	3	4
Brazil	6.29	25.25	39.84	21.5	7.07
Ecuador	16.62	37.47	34.20	11.61	2.10
Mexico	3.65	19.64	37.09	27.52	12.09
Nuevo Leon	1.70	12.71	34.82	32.4	18.38
Cuba	0.56	6.48	21.09	27.61	44.27

Difference Between Urban and Rural Schools Grade 3 Reading

Country	Urban/Rural
Brazil	62.67
Ecuador	42.83
Mexico	62.47
Nuevo Leon	37.24
Cuba	15.94

Grade 6 Reading Scores

	<1	1	2	3	4
Brazil	0.57	14.83	34.65	27.47	22.46
Ecuador	4.47	33.69	39.48	16.63	5.73
Mexico	0.23	12.23	33.40	29.75	24.39
Nuevo Leon	0.21	9.12	29.99	32.37	28.31
Cuba	0.3	5.26	19.57	24.20	50.68

Difference Between Urban and Rural Schools Grade 6 Reading

Country	Urban/Rural
Brazil	49.35
Ecuador	46.22
Mexico	57.71
Nuevo Leon	39.23
Cuba	12.75

ECD Programs in Cuba

Non
Formal
Education

Program "Educa a Tu Hijo" (69%)

Offered to children and
their families

Prenatal

Birth

Childhood

Age 5

2 weeks

Childhood

Age 5-6

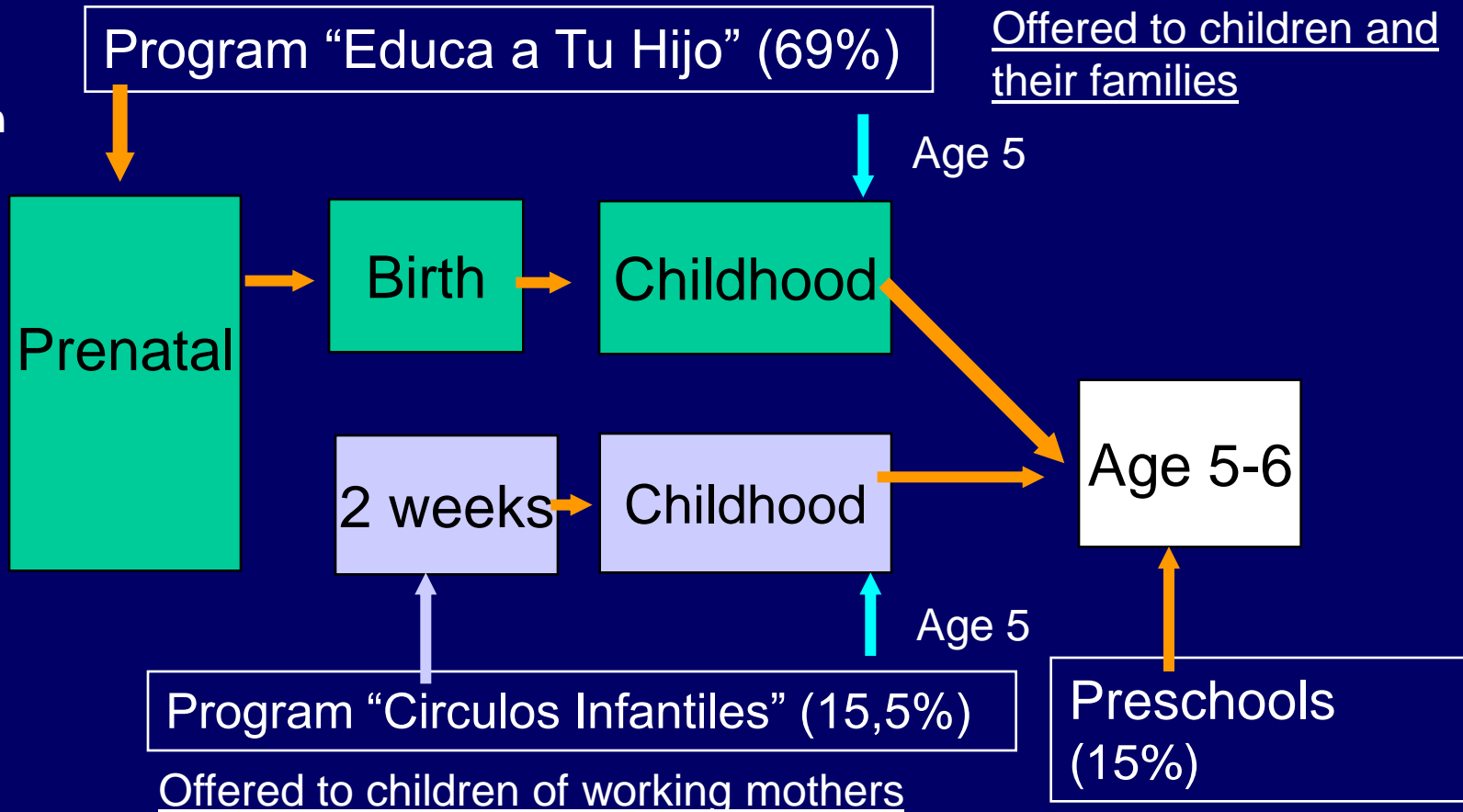
Age 5

Program "Circulos Infantiles" (15,5%)

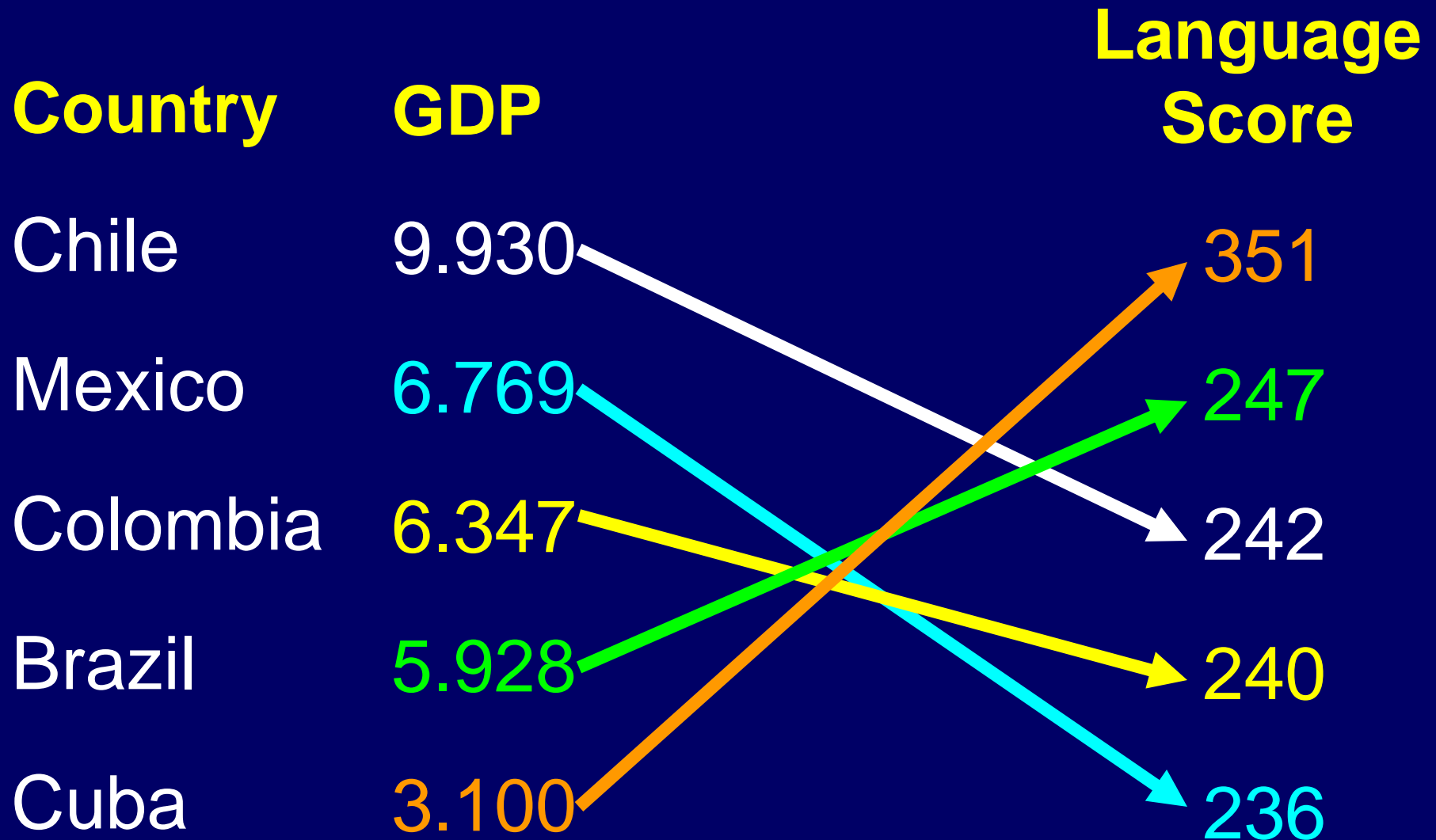
Offered to children of working mothers

Preschools
(15%)

Formal
Education



GDP & Grade 3 Language Scores



Ecuador Program

Nuestros Ninos

2005

Test	Control	Cuba ETH	Preschool
Gross Motor	21.1	22.3 *	22.2 *
Fine Motor	19.3	20.6 *	20.7 *
Language	18.7	20.0 *	20.1 *
Social	20.5	21.6 *	21.6 *
Children		80,000	6,000

* Significantly different from Control

Brazil – Rio Grande do Sul (60,000 children)

Test	Children	% at Development Standard	
		Start	2 Yrs Later
Cognitive	377	37	78
Language	387	71	79
Motor	386	50	80
Social	416	69	86

Primeira Infancia Melhor

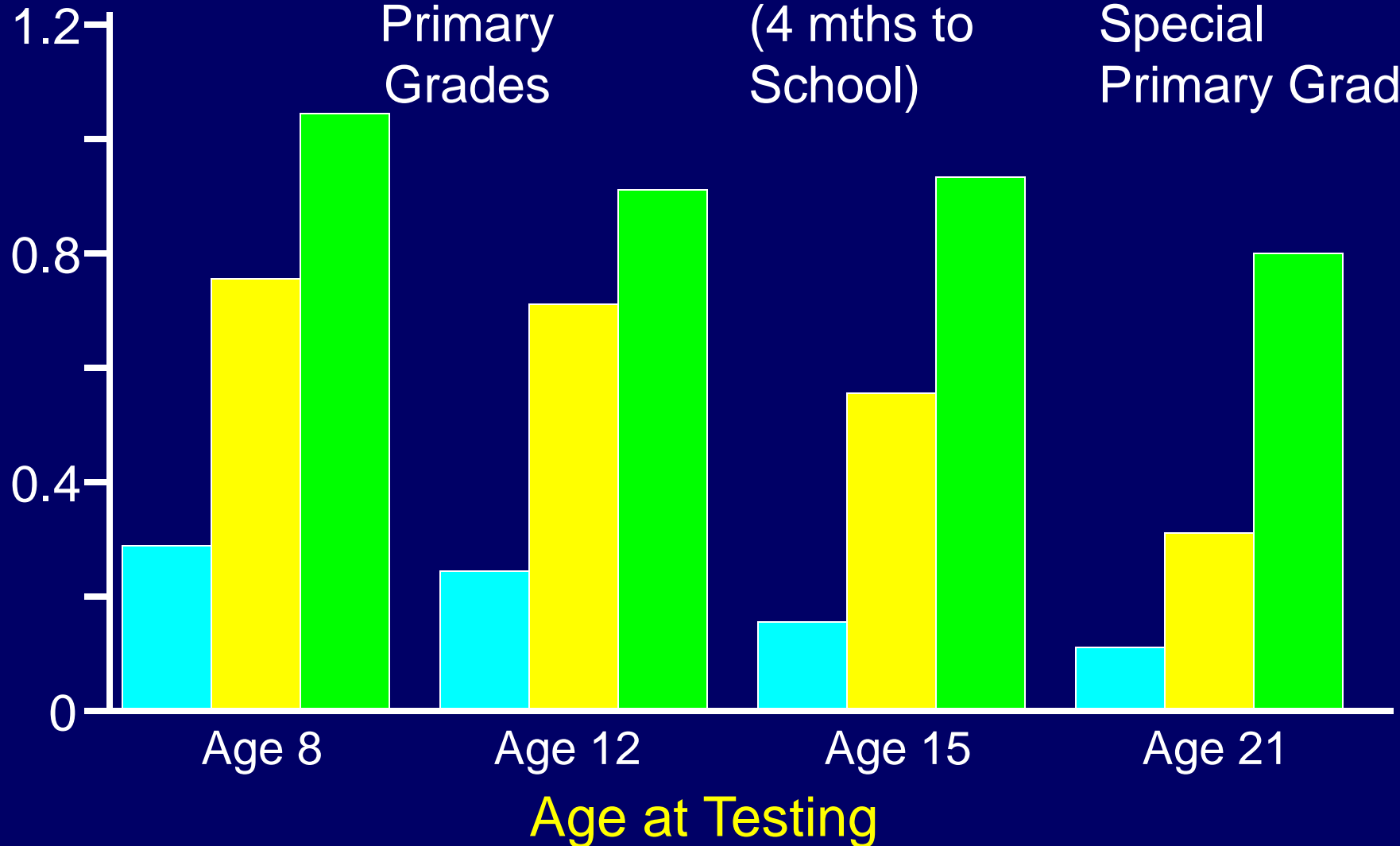
Abecedarian Study – Reading

Effect Size

Special
Primary
Grades

Preschool
(4 mths to
School)

Preschool &
Special
Primary Grades



CENDI - Monterrey

	No. Children	% Vulnerable
CENDI	341	18.2
Informal Care	789	38.0

CENDI vs Informal Care

Domain Means

	I	II	III	IV	V	No.
CENDI	9.33	9.45	8.25	8.19	9.33	341
Informal Care	8.39	8.62	7.70	7.95	8.40	792

CENDI vs Canadian Normative Sample

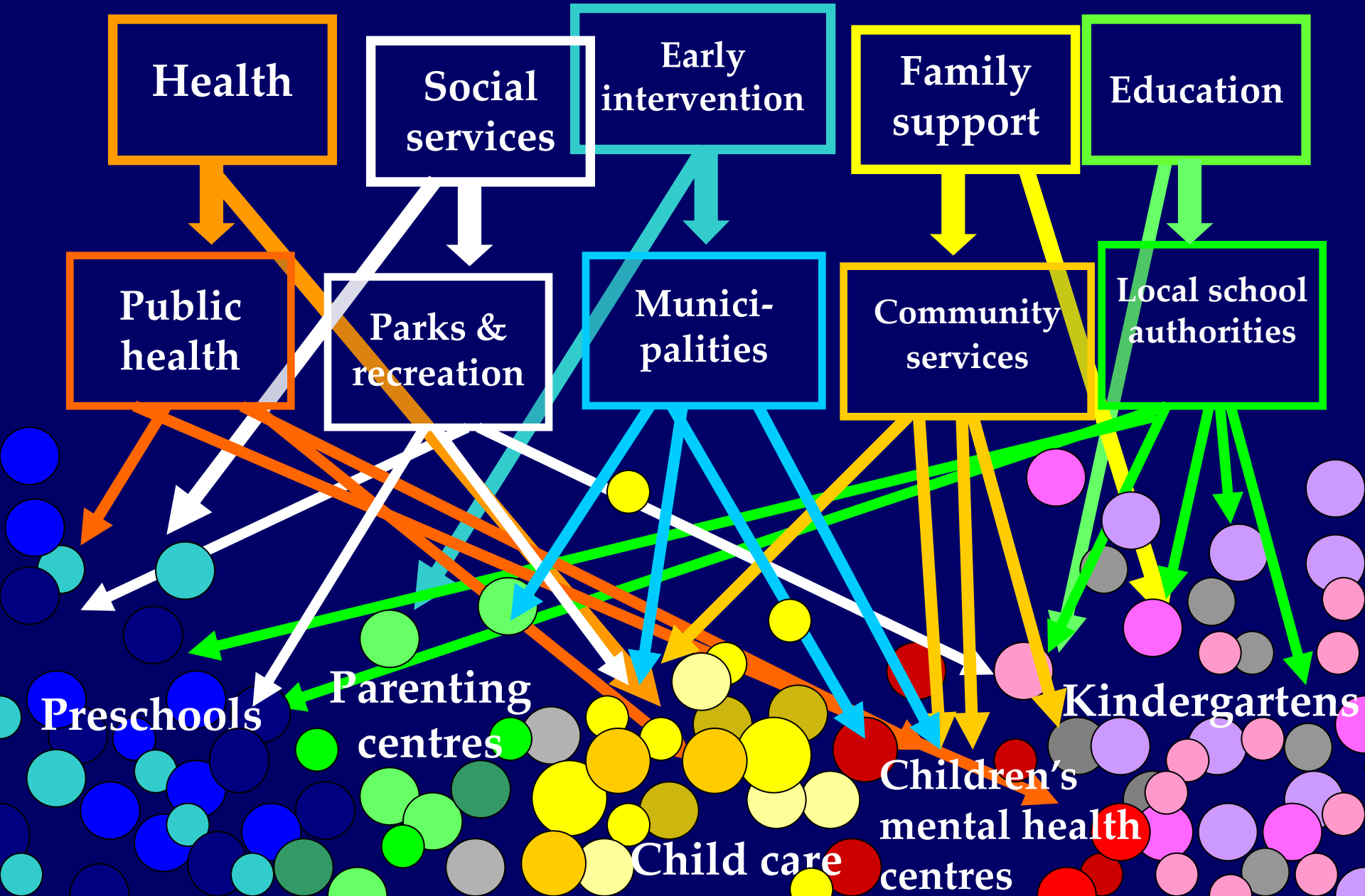
Domain Means

	I	II	III	IV	V	No.
CENDI	9.31	9.45	8.25	8.16	9.29	341
Canada	8.79	8.29	8.05	8.36	7.73	116,824

EDI – Canada and Monterrey, Mexico

	% Low on One Domain	% Low on Two Domains
CENDI (Monterrey)	18.5%	3.8%
Canadian Sample	25.9%	12.9%

Chaos



Canada Latin America Study

Study 1

EDI

Cuba, Age 5-6

CENDI and non-CENDI – Monterrey

Brazil, PIM and non-PIM

Canada, Age 5-6 population (Chaos)

Canada Latin America Study

Study 2

EDI – Follow up school performance

Cuba

CENDI and non-CENDI

Brazil, PIM and non-PIM

Canada EDI study

Canada Latin America Study

Study 3

Country comparisons re
ECD programs and non ECD
programs (Brazil, Monterrey)
Canada – Chaotic ECD programs

Closing the Gap in a Generation

Chapter 5

Equity From the Start

Recommendation 5.1

WHO and UN Children's Fund (UNICEF) set up an interagency mechanism to ensure policy coherence for early child development such that, across agencies, a comprehensive approach to early child development is acted on.

Recommendation 5.2

The Commission recommends that:

Governments build universal coverage of a comprehensive package of quality early child development programmes and services for children, mothers, and other caregivers, regardless of ability to pay.

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