

Early Childhood Rights Indicators; a tool to promote the Early Child Development



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Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership



Early Child Development a potent Social
Determinant of Health

Convention on the Rights of the Child(CRC)

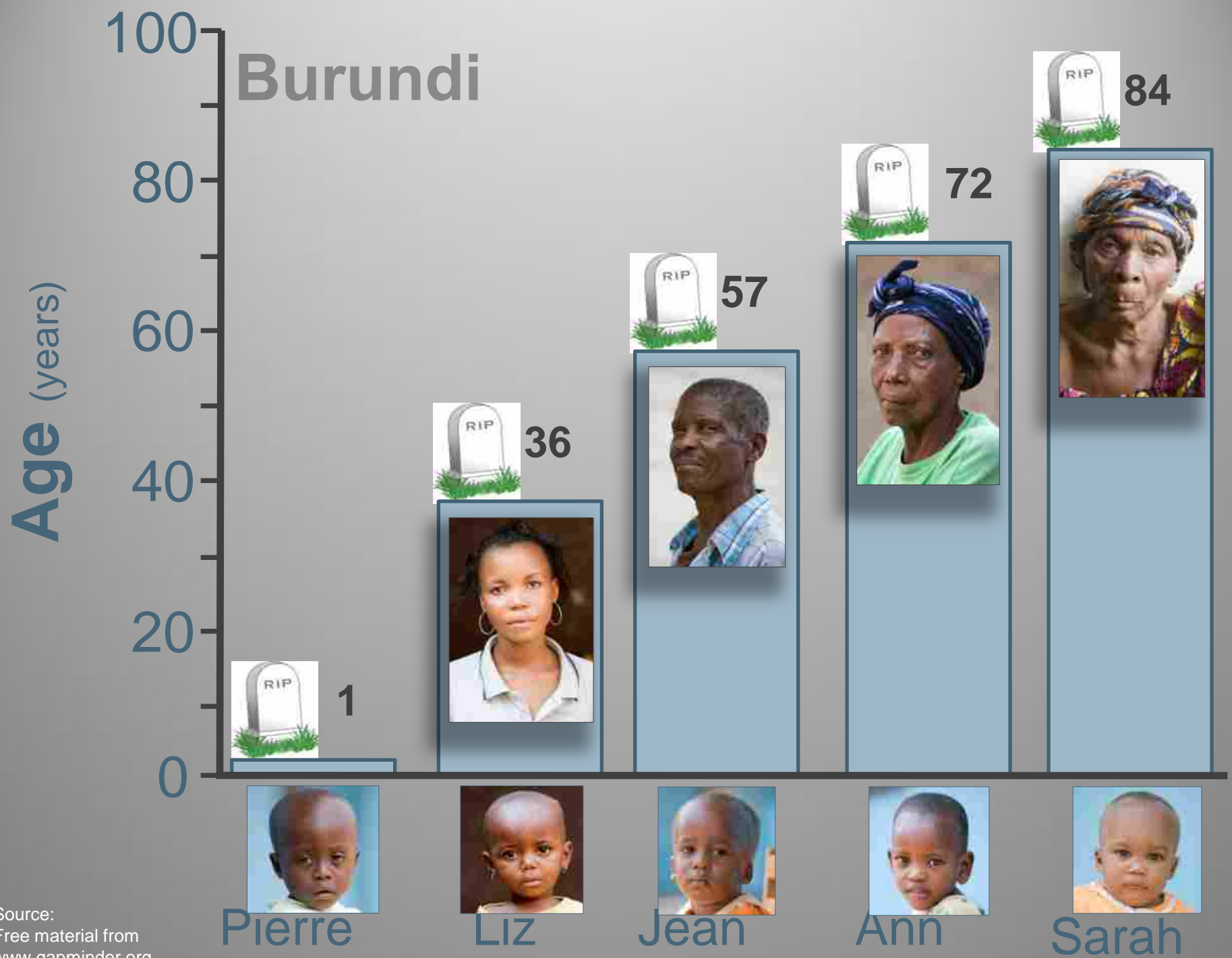
The Early Childhood Rights Indicators (ECRI)

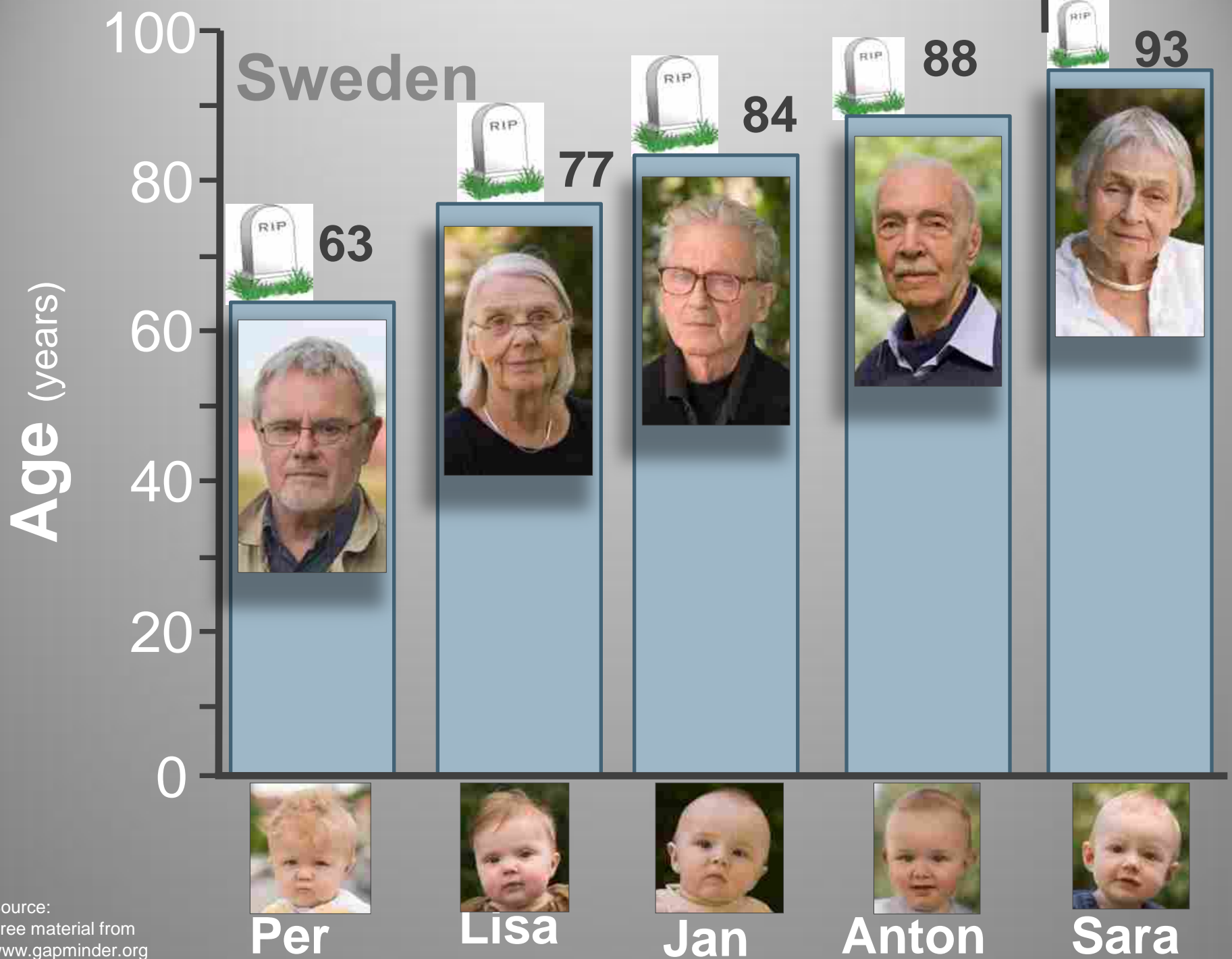
Piloting the Early Childhood Rights Indicators

Modeling the success story

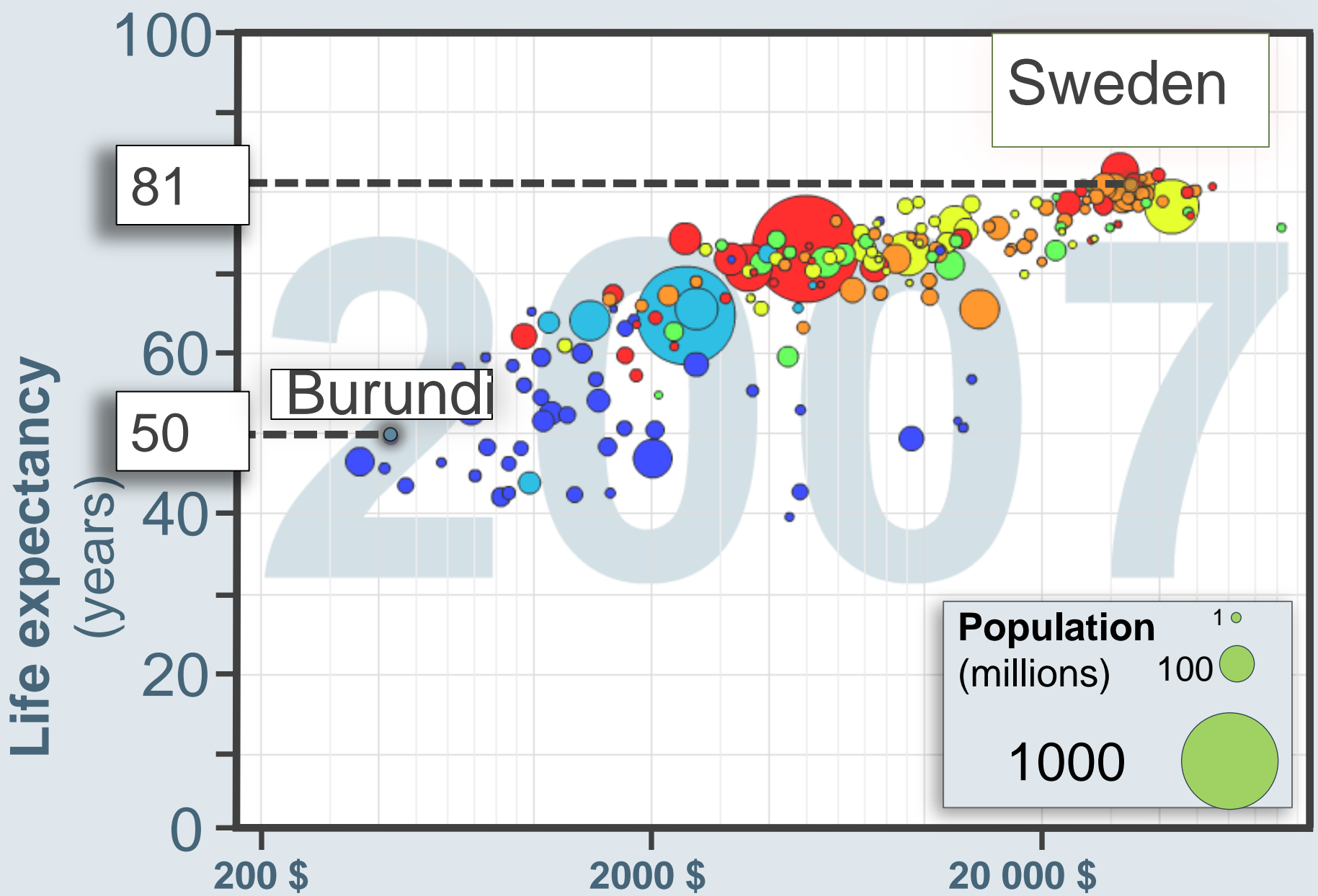
The World Health Organization declared:

“...social determinants of health are responsible for almost half of the variation in health outcomes of populations...”





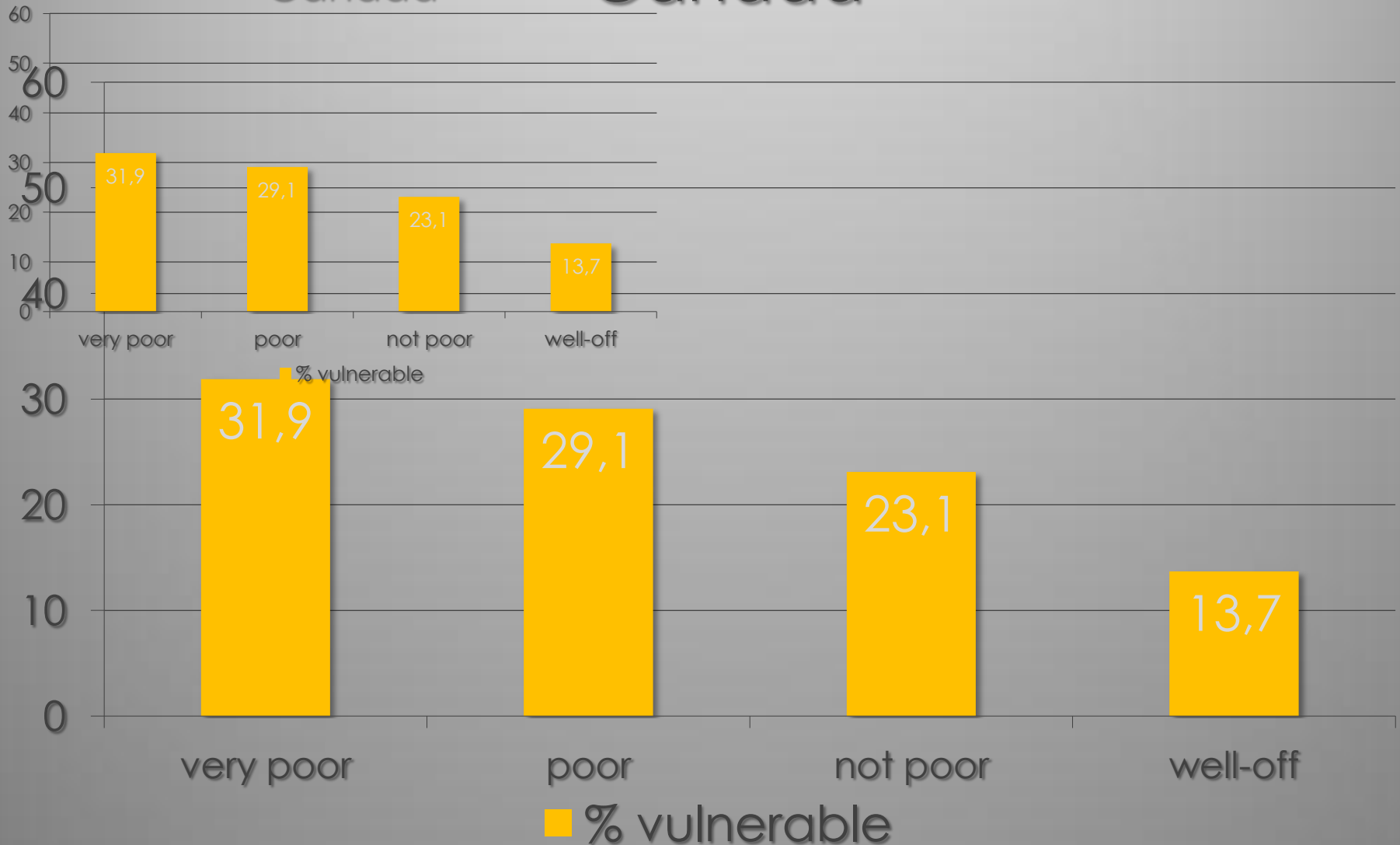




Percent vulnerable and SES

Canada

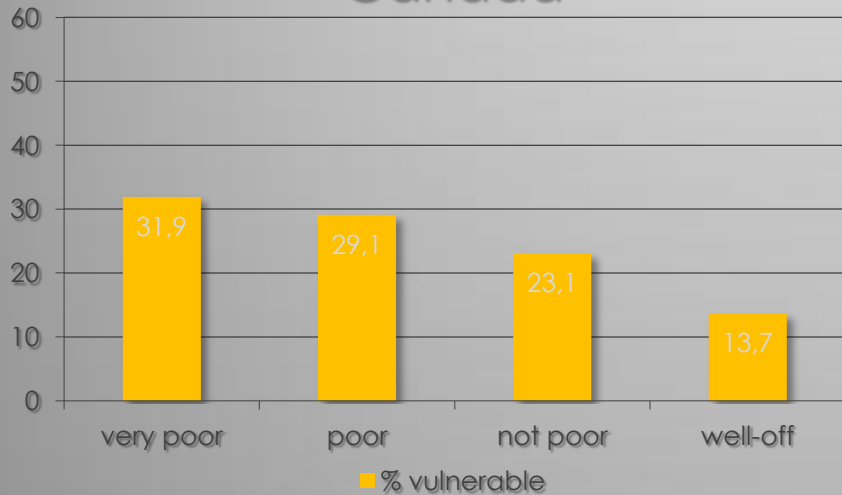
Canada



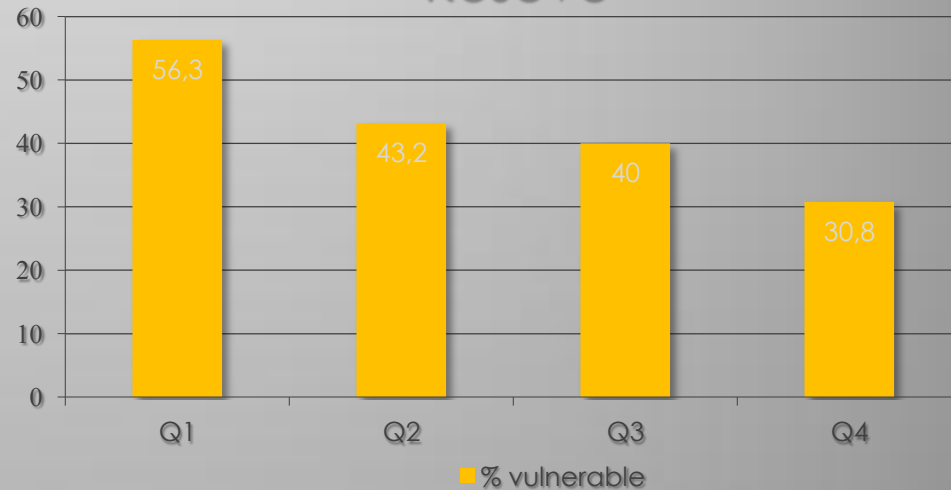
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Percent vulnerable children and SES

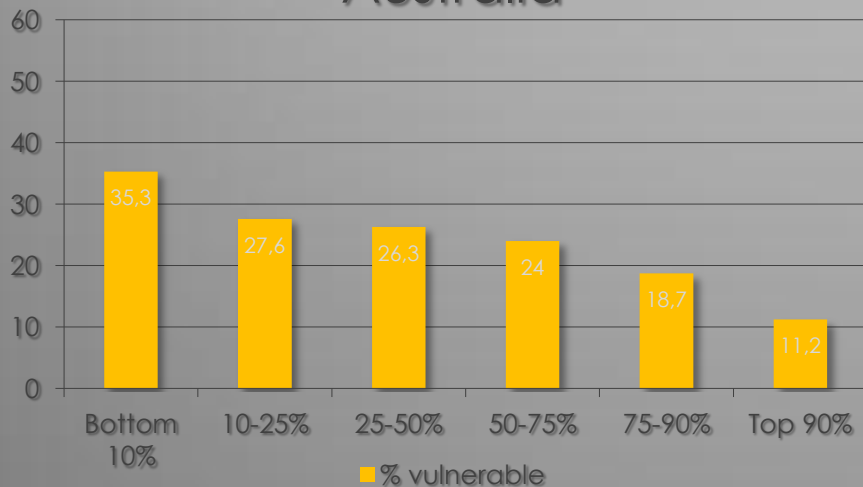
Canada



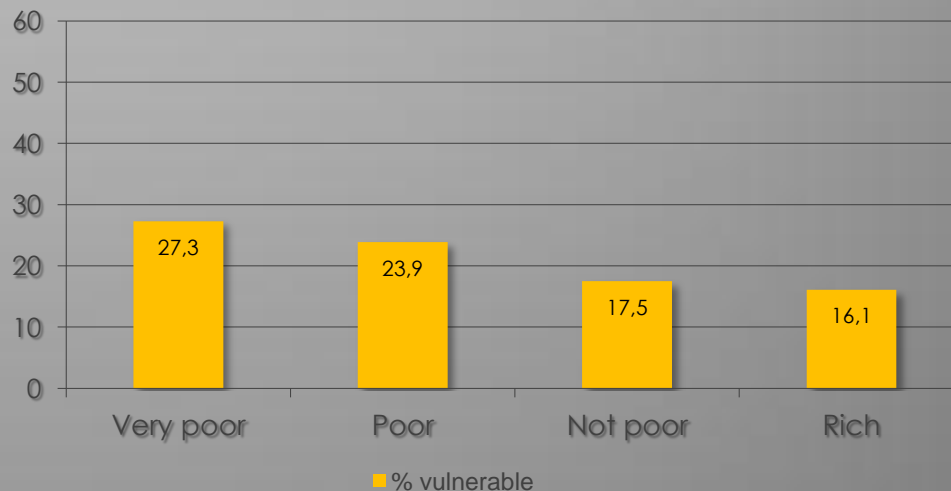
Kosovo



Australia



Mexico



WHO's Commissioner on Social Determinants of Health (2005-2008)

- 9 Knowledge Network (KN), 2005-2007
- Our institute was designated as WHO's KN for Early Child Development
- Commissioner's Report in August of 2008



Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership



Commission on
Social Determinants of Health

Closing the gap in a generation

Health equity through action on
the social determinants of health



“Equity from the Start”

Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership

Overarching CSDH Recommendations

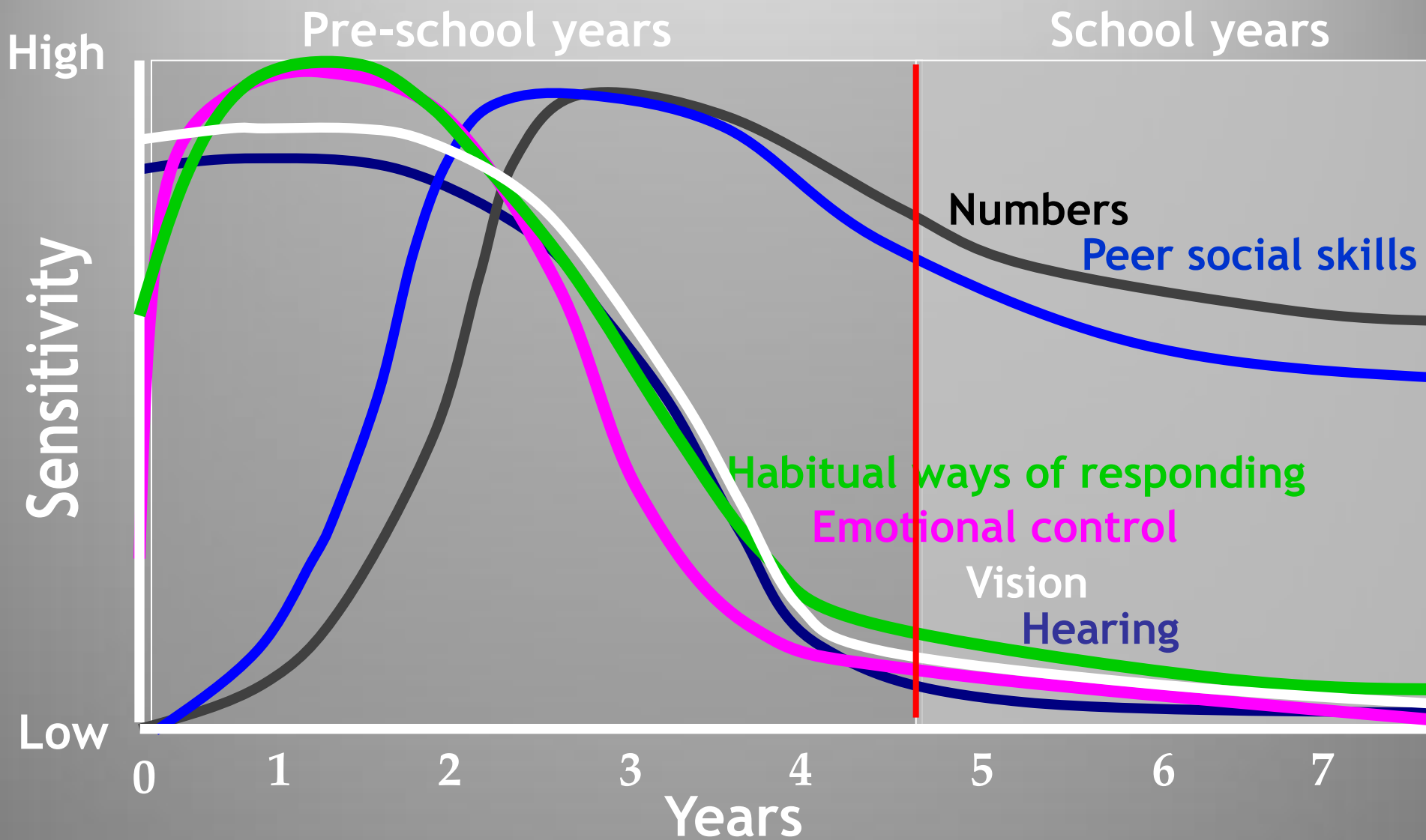
Tackle the inequitable distribution
of power money and resources

Measure and understand the problem and
assess the impact of action

Improve daily living conditions, including the circumstances
in which people are born, grow, live, work and age

**The WHO-commissioner`s report
identified ECD as the most potent
social determinant of health!**

Sensitive Periods in Early Brain Development



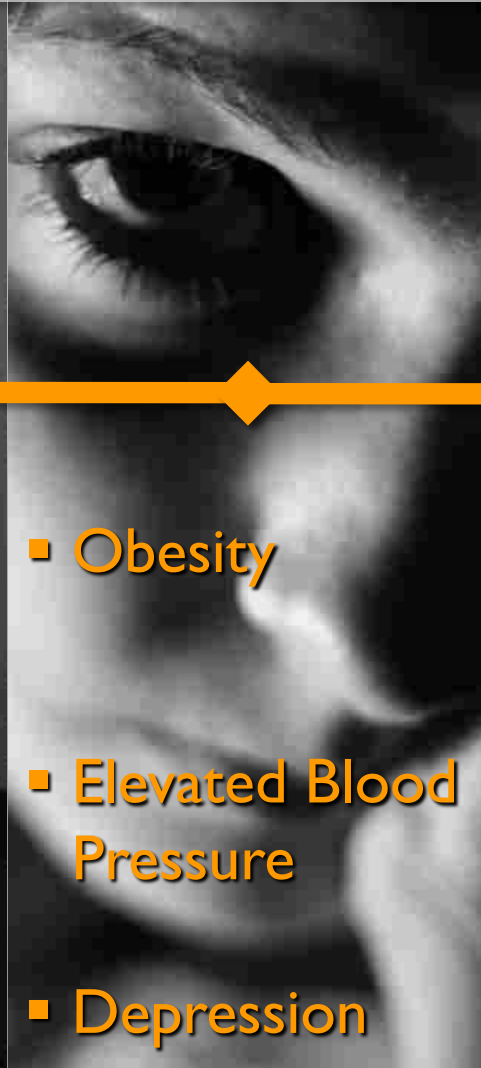
So, the brain sculpts itself in response to;

- Pre-programmed “critical Periods”
- A wide range of stimuli in the environment

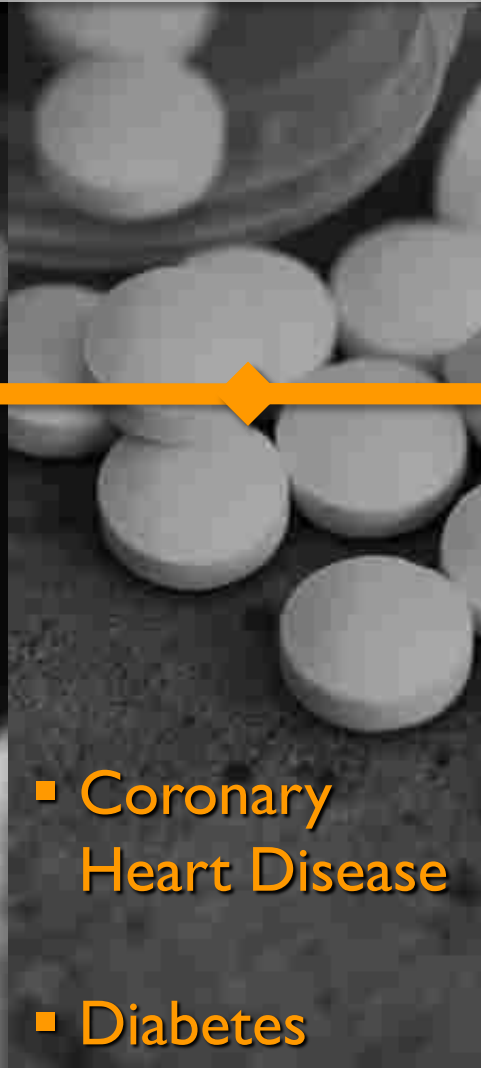
2nd Decade



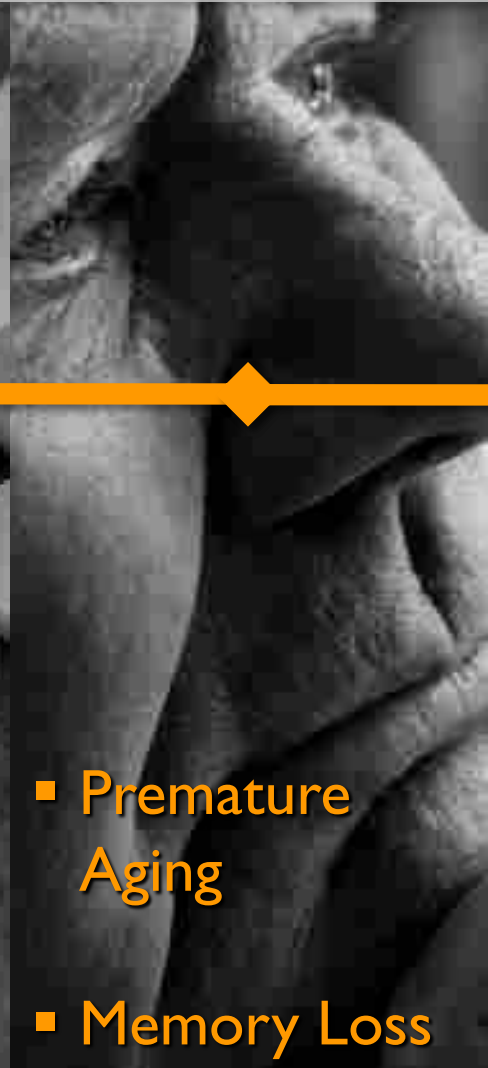
3rd/4th Decade



5th/6th Decade



Old Age



- School Failure
- Teen Pregnancy
- Criminality

- Obesity
- Elevated Blood Pressure
- Depression

- Coronary Heart Disease
- Diabetes

- Premature Aging
- Memory Loss

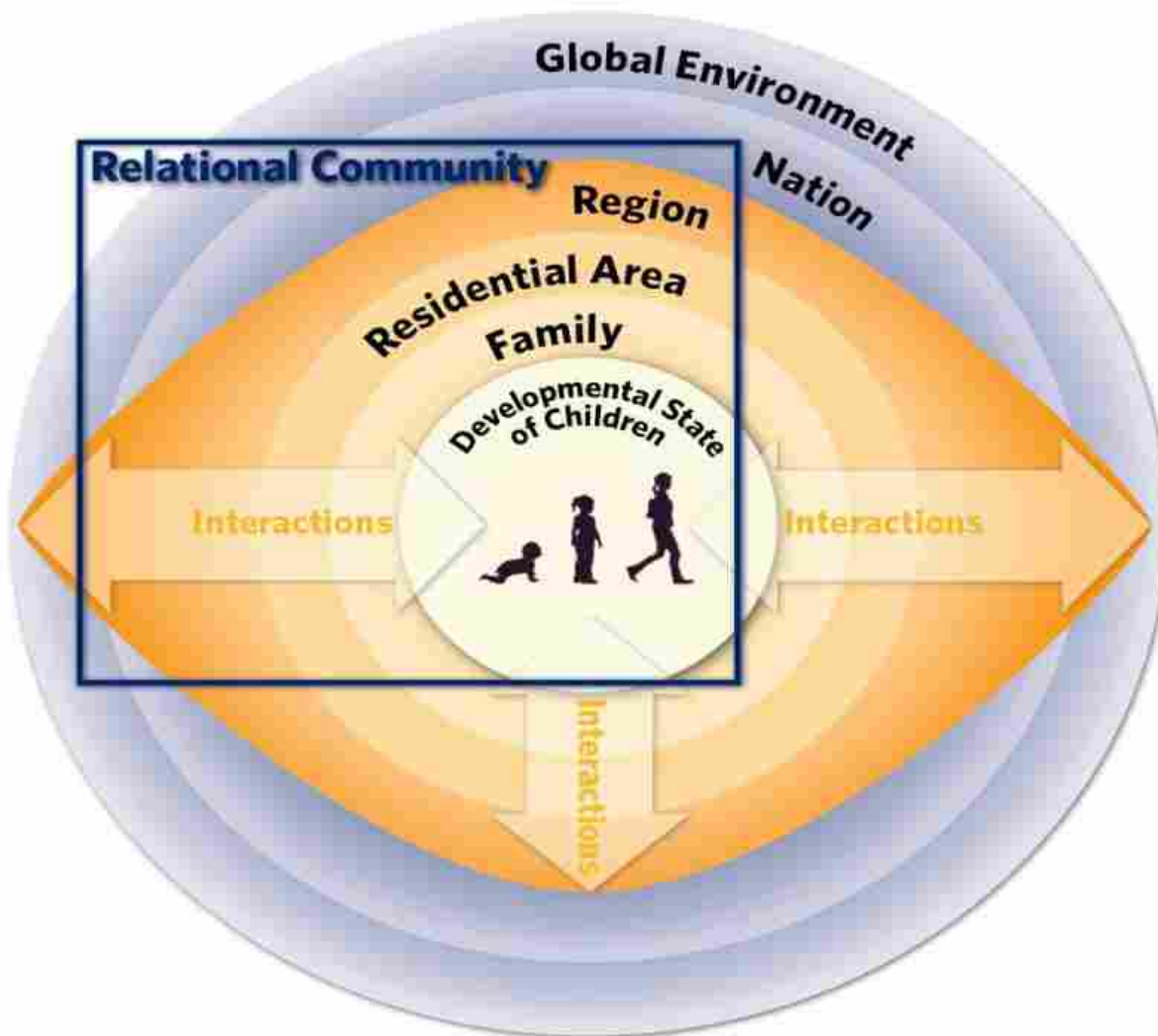
Environments matter!

Which environments matter?

TEAM-ECD

Qualities of environments in which children are born, grow and learn have key role in their developmental outcome!

Total Environment Assessment Model of ECD TEAM-ECD

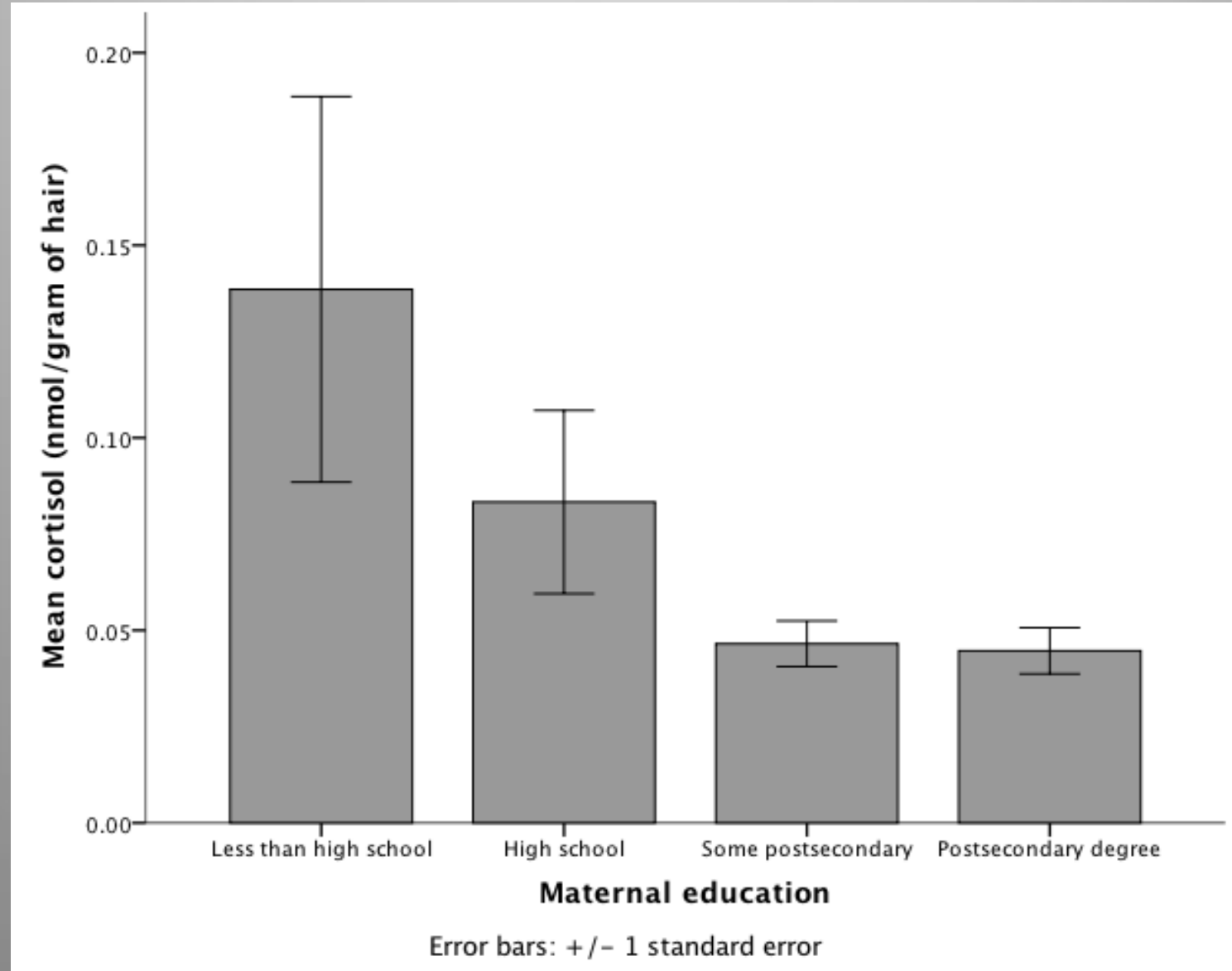








Associations of maternal education with cortisol level of Vancouver preschoolers



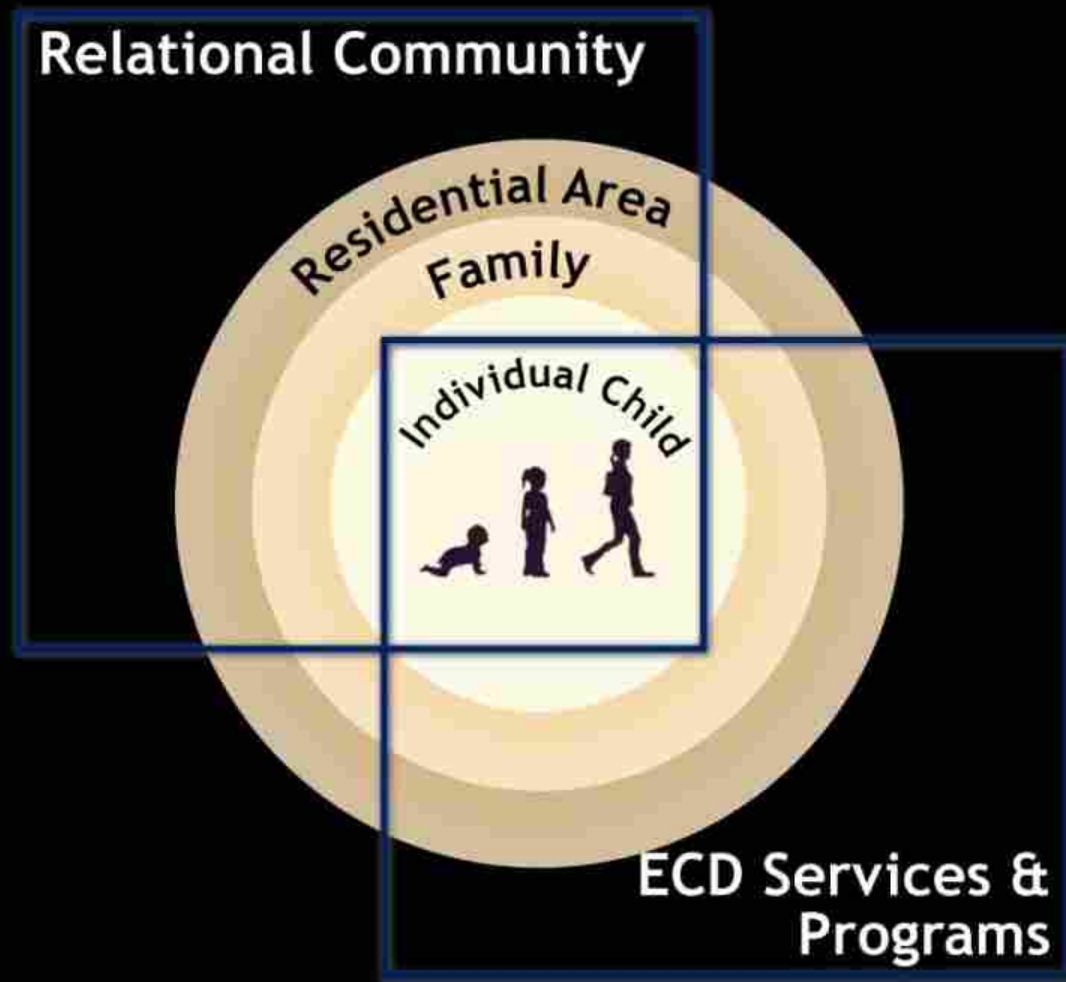


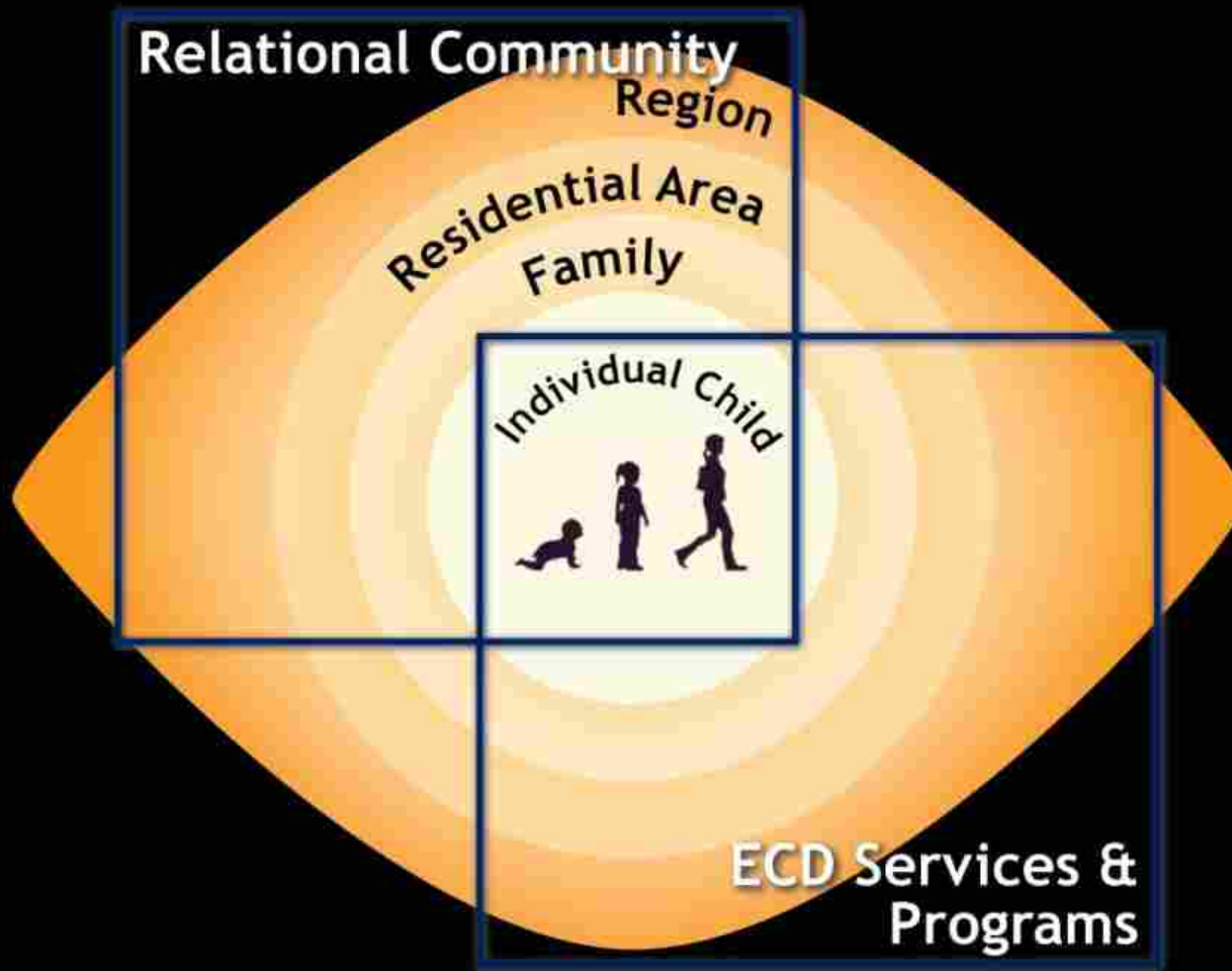
BRAZIL: an unequal country striving towards health equity

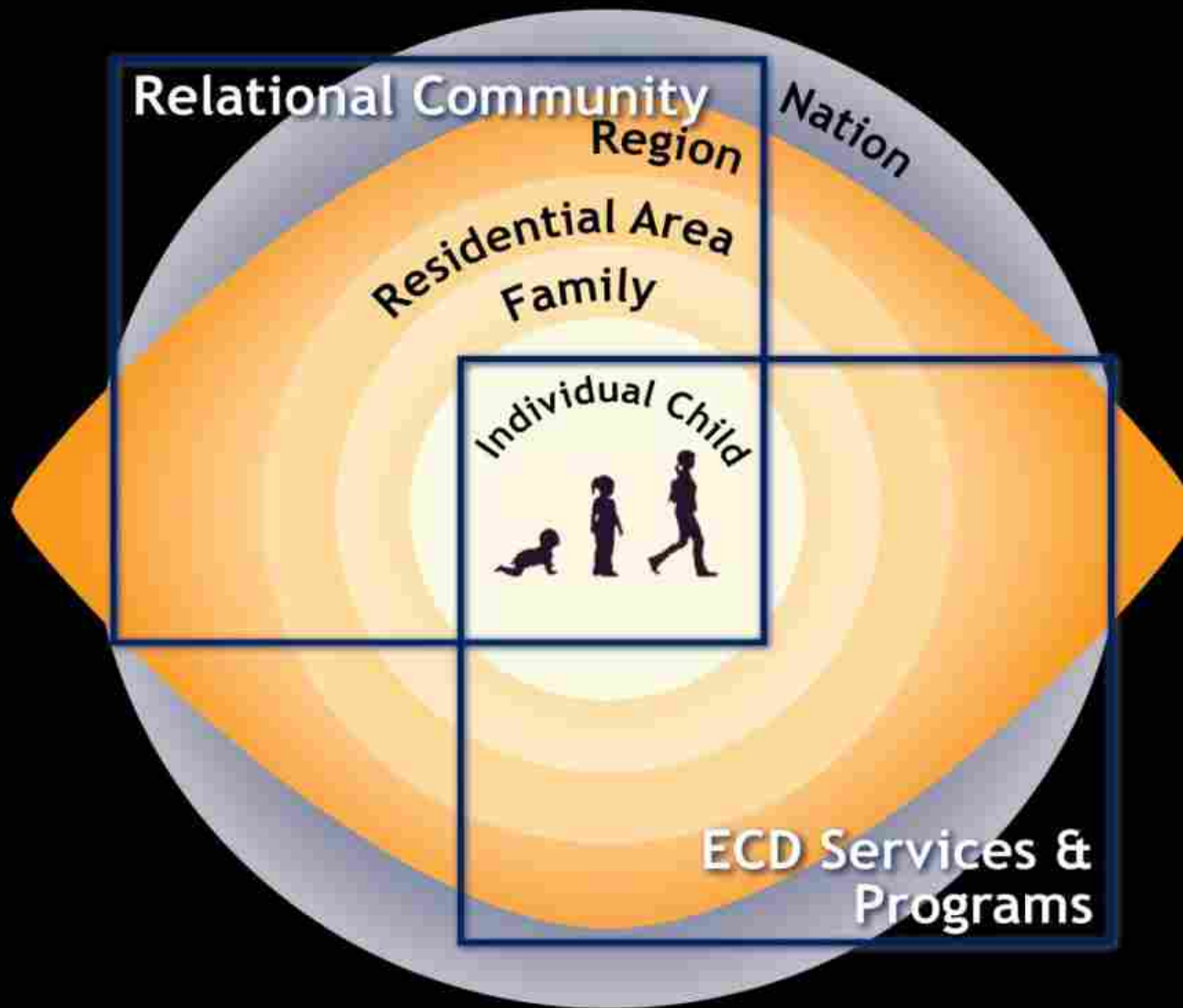


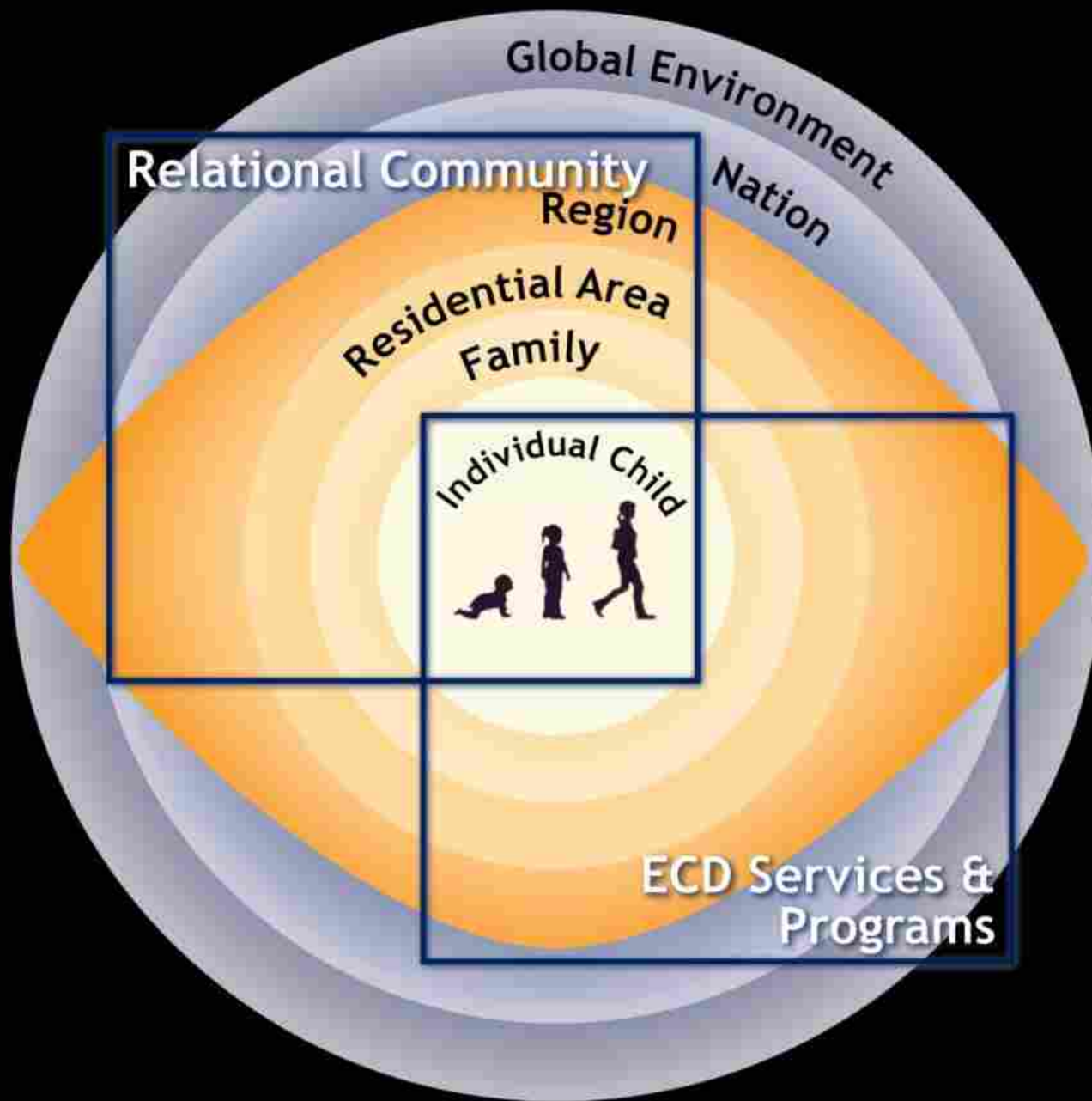
Relational Community

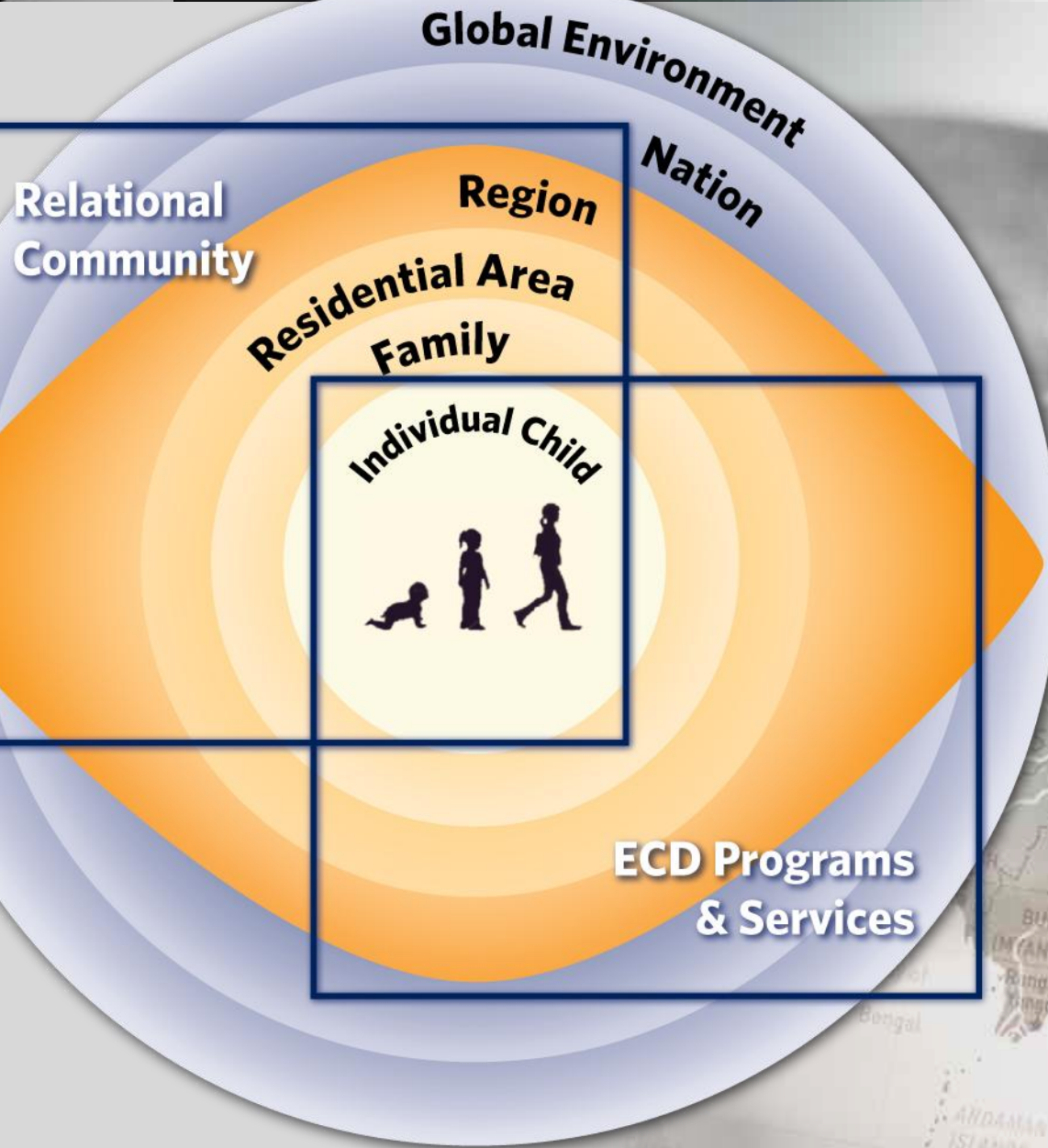












Alliances should be encouraged.

A unified international ECD monitoring mechanism

UN-CRC ; monitoring & accountability tool

Connecting the dots.....

The need for global alliance

A black and white photograph showing a globe of the Earth. Several hands of different skin tones are reaching up from the bottom and sides, touching and supporting the globe. The hands are positioned as if they are holding the Earth together, symbolizing global unity, cooperation, and the need for a global alliance. The background is a dark, cloudy sky.

Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership



CRC

In 1989 the Convention on the Rights of the Child (CRC) was introduced to the world

CRC: Article 1 defines the child as:

“Every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.”



The right to life, survival
& development

The right to his or her
views & be heard

Non-Discrimination

Best Interests
of the child

54 Articles of CRC

3 Ps of Child Rights,

- Protection, Article:19, 32
- Participation, Article:12
- Provision, Article:24, 26

Right to Survival; Article:6

Change in paradigm

**Protective,
Welfare
status**

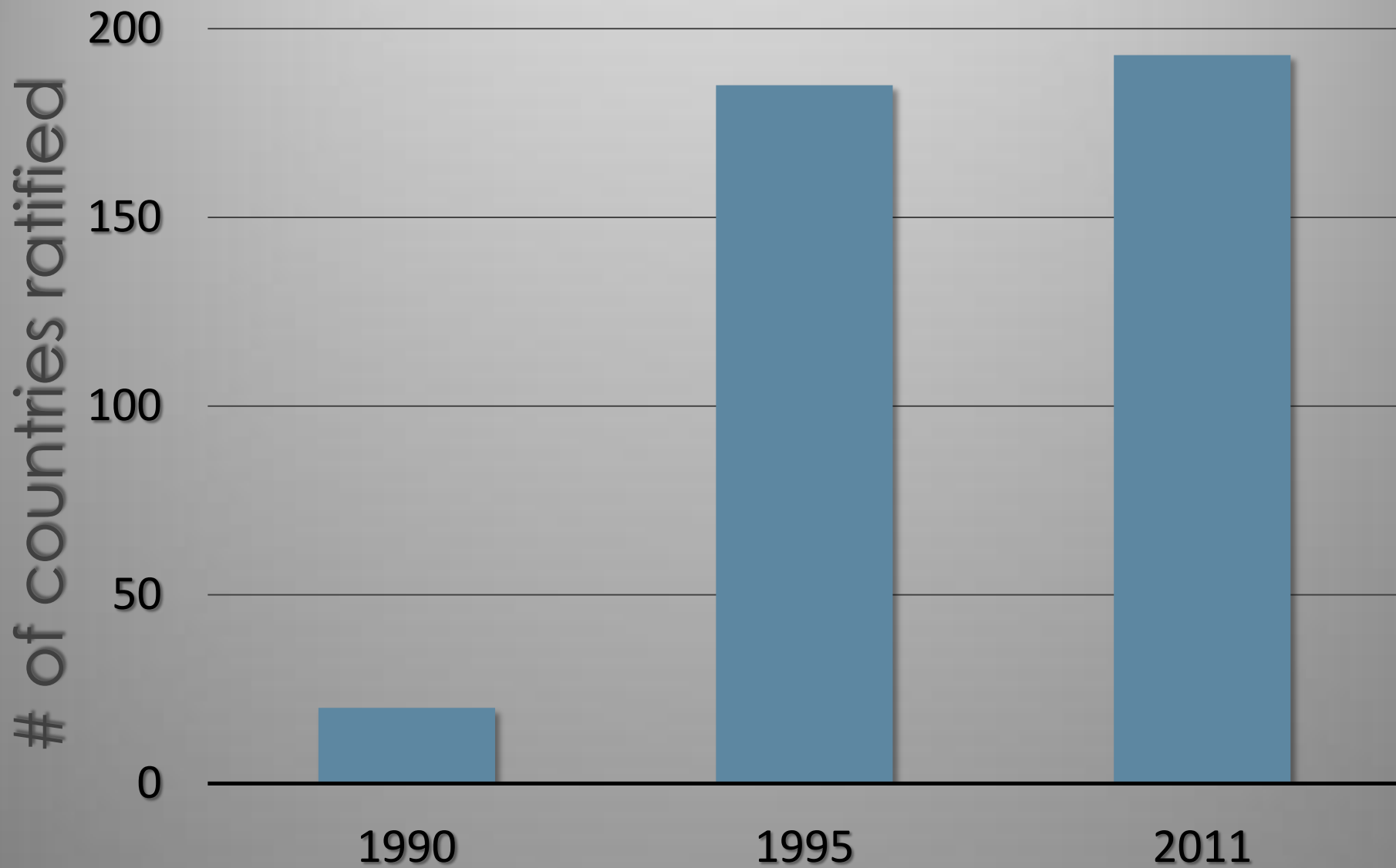
**Holders of
Rights**

**Actors in
promoting
&
protecting
own rights**

CRC
ARTICLE

4

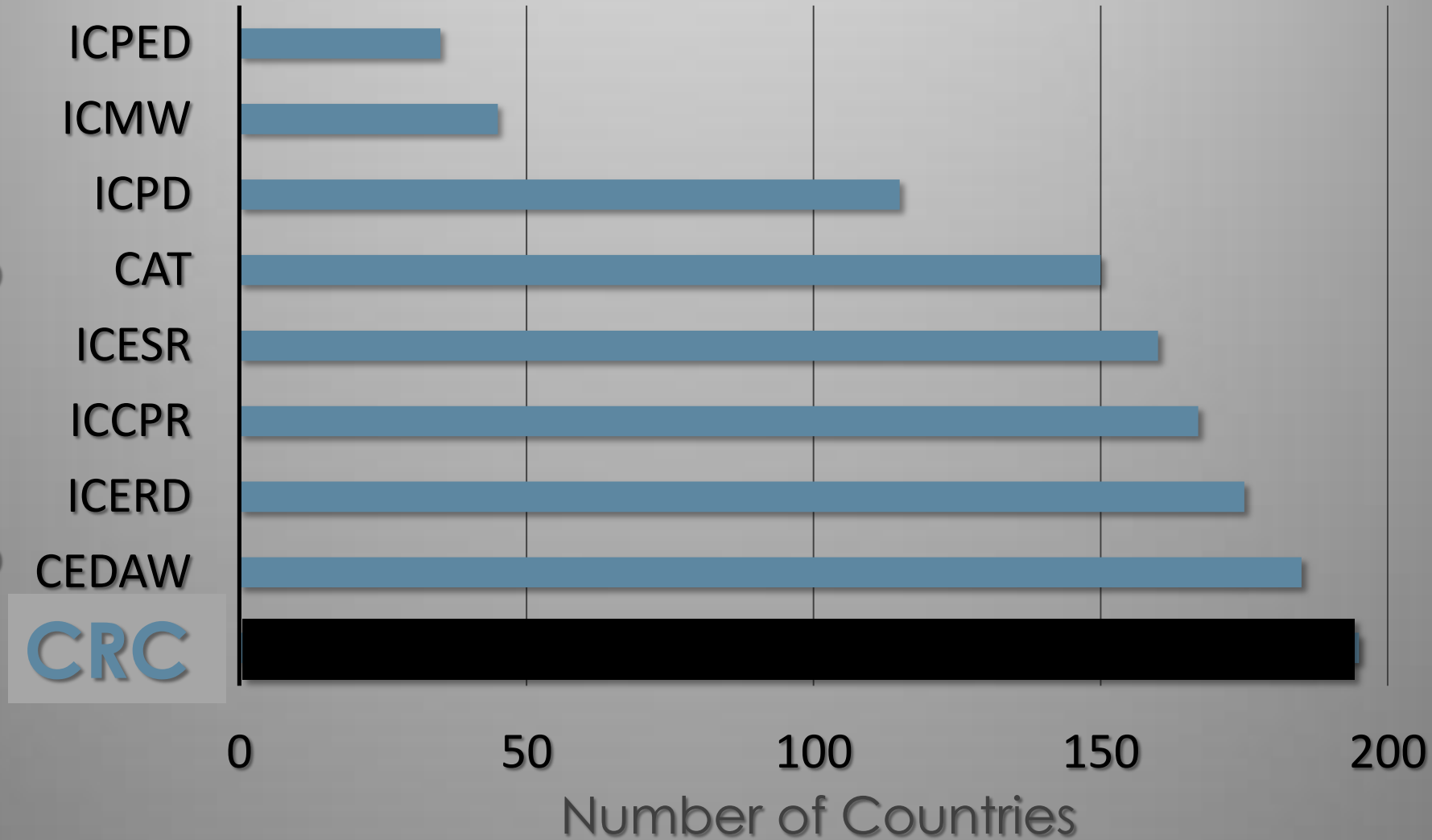
Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention.



Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership

Ratification of Treaties

Existing Human Rights Treaties



History of GC7

1989 The Convention on the Rights of the Child (CRC)

2002 GC-7: Implementing child rights in early childhood

History of GC7

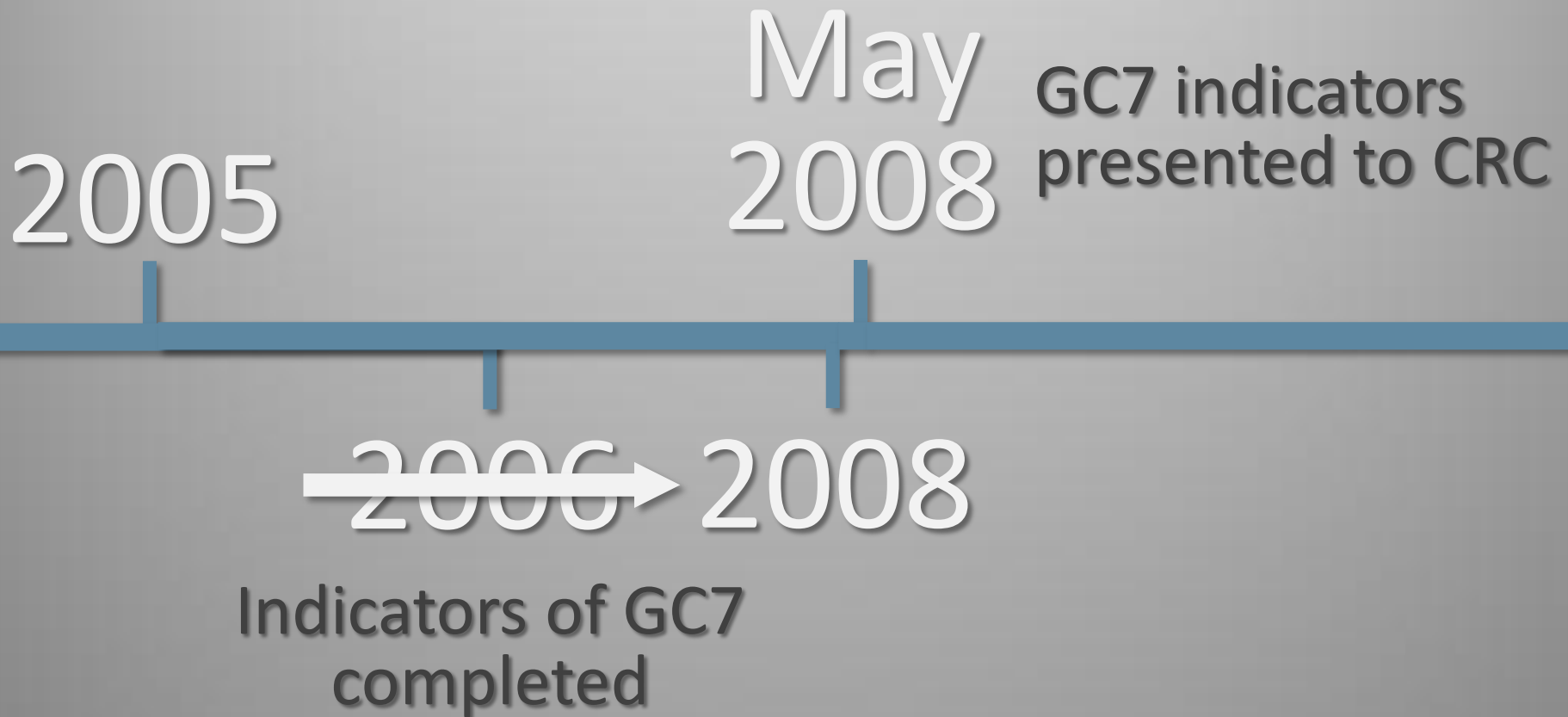
2005

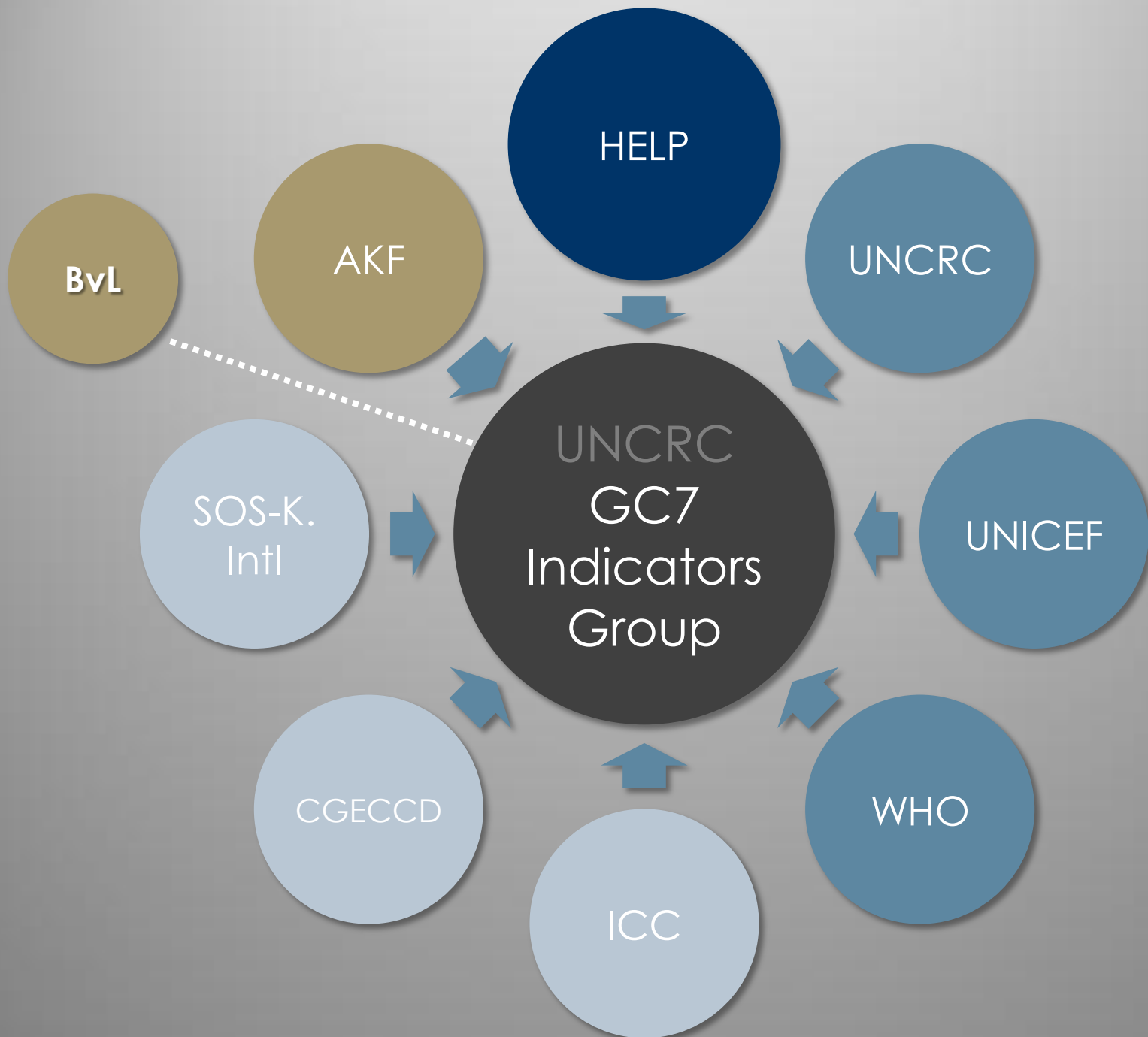
Child advocates/researchers:
Need for a more user-friendly and
useful set of GC7 indicators

2006

UNCRC invites group to develop
indicators for GC7

History of GC7





Layout of Indicators

Are there measures in place to ensure adequate data collection to monitor the progress made on the implementation of the right of young children to freedom from violence?

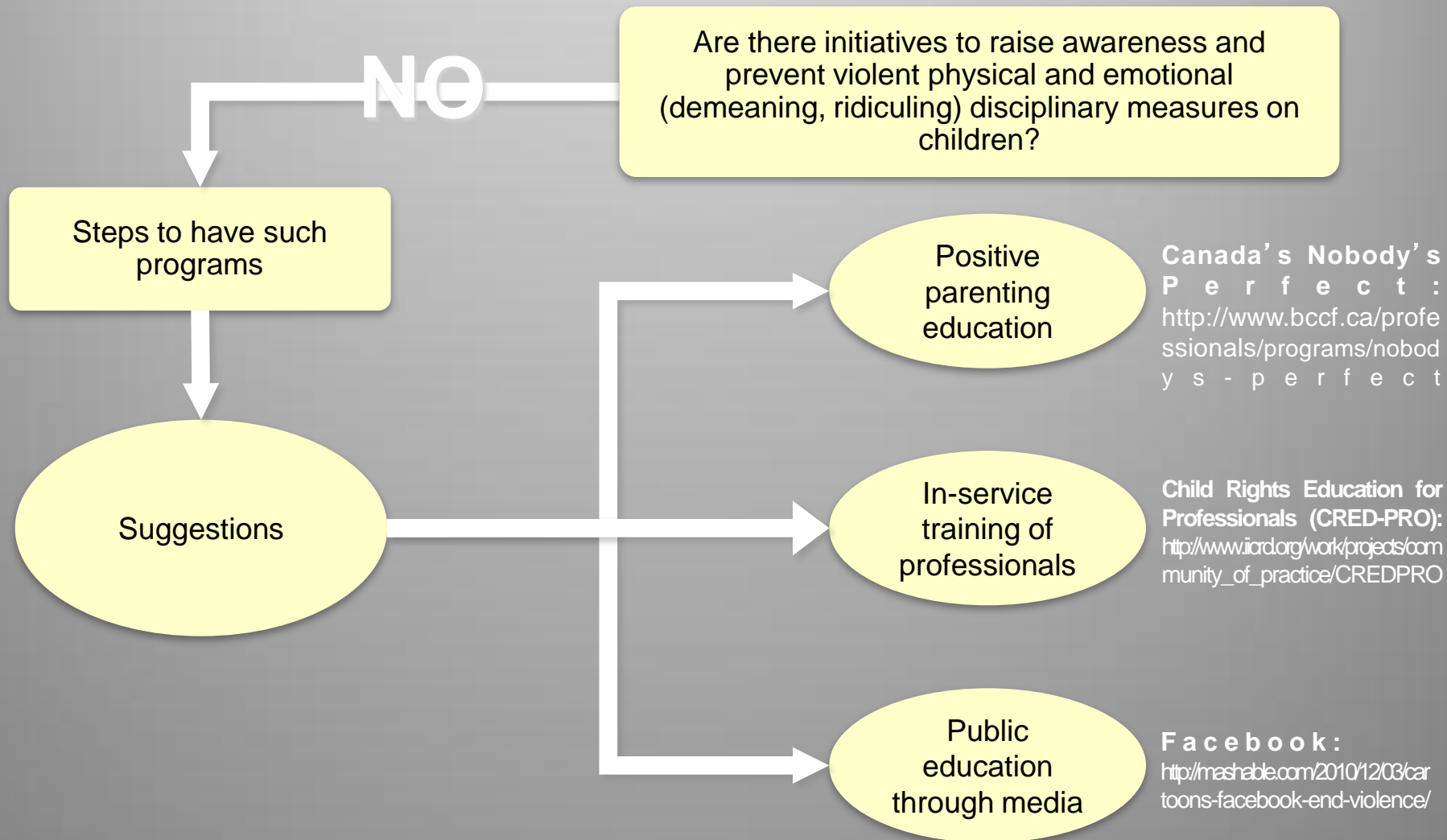
Are there initiatives to raise awareness and prevent violent physical and emotional (demeaning, ridiculing) disciplinary measures on children?

Has there been a reduction in the last five years in the number of occurrence of all forms of violence perpetrated against young children?

Structure

Process

Outcome



Nobody's Perfect Parenting Program



Building on parenting strengths to overcome challenges.

Nobody's Perfect is proven to produce key changes in parenting that reduce risk in families experiencing crisis. Become a part of a growing community of facilitators supporting parents and their young children. Learn more about this proven and effective parenting program.

Strengthen family life

Support parents who need it most by becoming a trained Nobody's Perfect facilitator! Find out more about what it means to facilitate a session, what happens in training and how to register. We look forward to sharing this exciting and innovative program with you!

[Learn More](#) | [Training Information](#) | [Program Overview](#)

for Nobody's Perfect Facilitators

Looking for program monitoring forms? Need to order materials for your Nobody's Perfect program? Want to know about professional development opportunities? Find all that and more – stay updated on Nobody's Perfect with the latest research.

[Resources and Support](#)

Contact Us

Nobody's Perfect Parenting Program
Provincial Coordinator: Ruby Banga

604 678 8884 |
NobodysPerfect@bccf.ca

Funding for this program has been provided by:





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Télégrammes: UNATIONS, GENEVE
Téléc: 41 29 62
Téléphone: (41-22) 917 92 16
Internet: www.ohchr.org
E-mail: mandrijasevic-boko@ohchr.org
REFERENCE: YL/MAB



Address:
Palais des Nations
CH-1211 GENEVE 10

20 July 2008

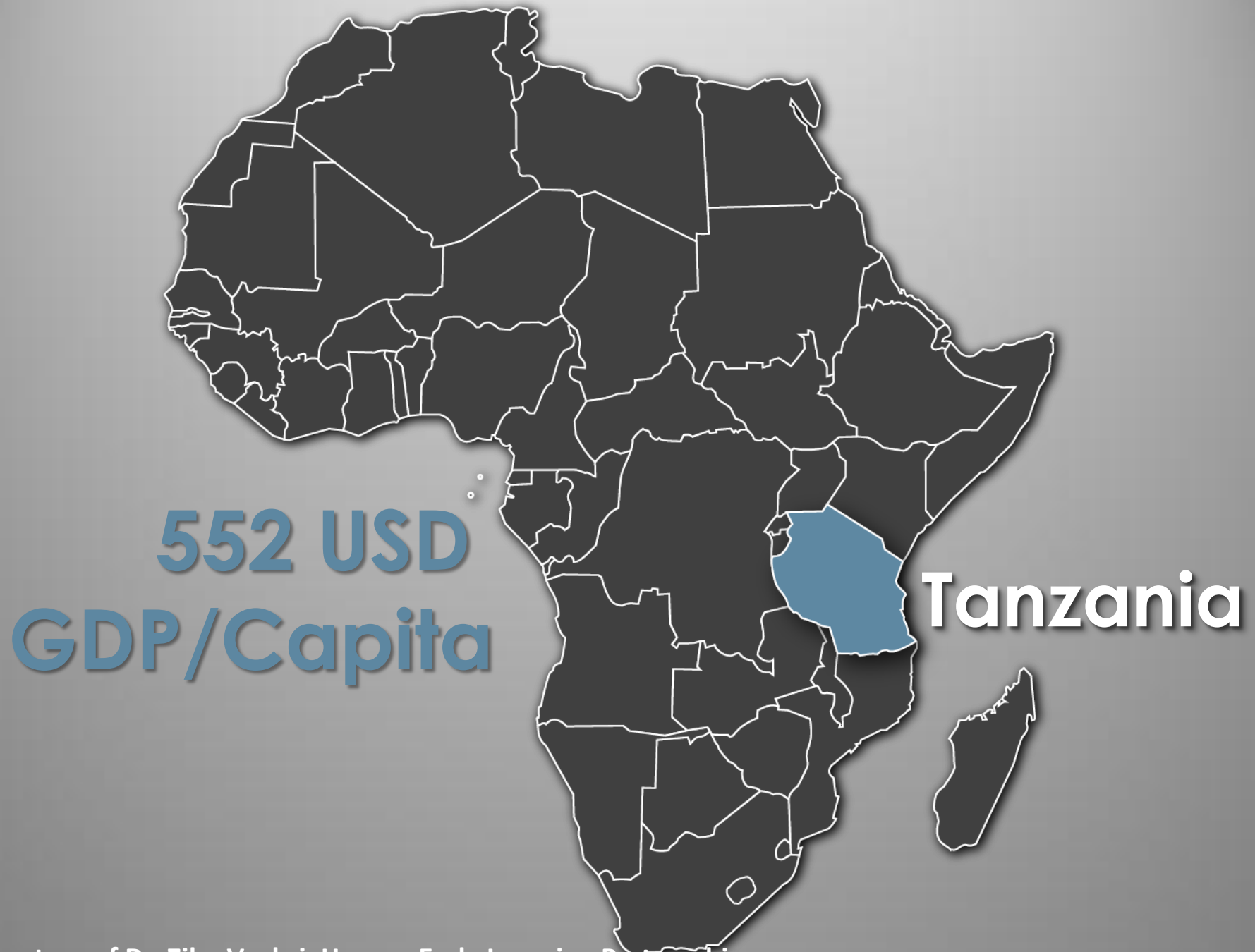
“The Committee welcomes the plans to finalize this project so that a set of broadly applicable indicators regarding the implementation of rights of young children becomes available. The next steps have to be pilot studies in order to test and revise the list of indicators if necessary.”

A handwritten signature in cursive script, reading "Yanghee Lee".

Yanghee Lee
Chairperson
Committee on the Rights of the Child

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Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership



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General Comment 7 Indicators of the Convention on the Rights of the Child Global Monitoring Tool

ABOUT

- Introduction ✓
- General Comment 7
- Indicators: Tools for Action
- UN-CRC Foreword
- What is the UN-CRC
- Who are we?

View

Edit

Translate

"Since 2006 the Committee on the Rights of the Child has been following the activities of your group [General Comment 7 Group], which strongly contributed to the dissemination of the Committee's General Comment No. 7 on 'The implementation of child rights in early childhood' [...]. The Committee welcomes these ongoing initiatives, which are supported by many organizations involved in early childhood matters [...], and invites the GC 7 Indicator Group to present a new report to the Committee in order to inform the Committee about the results of the Chile pilot study."

Yanghee Lee, Chairperson
UN Committee on the Rights of the Child

Excerpt from a letter of support dated April 12, 2011 from Dr. Yanghee Lee, Chairperson, UN Committee on the Rights of the Child to the GCT Indicators Group

General Comment 7 was drafted and adopted in 2005 in response to the observation by the Committee on the Rights of the Child (UNCRC) that young children, under the age of eight years, were essentially and often entirely overlooked in State parties' reporting in progress towards implementing the Convention on the Rights of the Child (CRC).

Indicators are based on the rights of children enshrined in the Convention. They are monitoring tools that are essential to the realisation of rights in early childhood. Governments can use these indicators to get a clearer picture of the situation, to make better policy choices, to identify rights violations and good practices, and to make adjustments to policies, programmes and projects to address rights violations or scale up good practices. Used with benchmarks or goals, they are powerful statements that help to monitor state obligations subject to progressive realisation of rights in early childhood.

Please review the navigation bar on the left of this site to learn more about the UN-CRC, General Comment 7, Indicators and how to fill out the Indicators Survey.

- Getting Ready
- Glossary of Terms
- Indicator 1
- Indicator 2
- Indicator 3
- Indicator 4
- Indicator 5
- Indicator 6
- Indicator 7
- Indicator 8
- Indicator 9a
- Indicator 9b
- Indicator 10
- Indicator 11
- Indicator 12
- Indicator 13
- Indicator 14
- Indicator 15



INDICATOR SUMMARIES

- Indicator 1 Summary
- Indicator 2 Summary
- Indicator 3 Summary
- Indicator 4 Summary



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Getting Ready

View

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Translate

When using the indicators to write the periodic report to the UNCRC, start by using what information you have at hand. If you are sure you will not be able to respond to all parts of the set of indicators, first consult with relevant government departments. One or more departments or ministries may have some or all of the information needed. If you still do not have the information, this means existing systems need to be strengthened and improved to incorporate early childhood rights data and information, to be in compliance with the international child rights legal framework. Any attempts made by a State party to realize the rights of young children will leave dues of three types:

1. Commitments made—relating to Structure.
2. Actions taken—relating to Process.
3. Measurable changes in the “rights environments” or in ECD measures—relating to Outcome.

Throughout the Indicator sets, every time a question is asking about an increase or decrease in numbers, programs, etc., the reference point is always **since your last CRC Report** (usually in the last 5 years).

Describing the answer choices: In completing the questions you will be given choices such as:

- No
- Partially
 - Partially No
 - Partially Yes
- Yes

Below is a brief description of these responses:

- **No:** A “no” response should be selected when no part of the question has been fulfilled in your country and the policy/program does not exist all together.
- **Partial No:** A “partial no” response is selected when the policy/program in question does not exist, but some movements, dialogues, preliminary drafts or meetings are happening that may lead to development of these program/policy.
- **Partial Yes:** A “Partial yes” response should be selected when some aspects of the question have been fulfilled. Looking at the above-mentioned example if your country has a program/policy which has a nation-wide coverage but it is not free of charge, the “partial yes” response should be selected and the respondent needs to explain clearly which aspects are fulfilled and which ones are not.
- **Yes:** Your response should be yes, when all aspects of question has been fulfilled. For example if the question is asking about a free of charge universal birth registration policy, if your country has a policy which articulates universal and free of charge birth registration then you answer yes.



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- **Indicator 5** ✓
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INDICATOR SUMMARIES

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Indicator Set 5: Birth Registration

View

Edit

Translate

Every year, 51 million children around the world are not registered at birth. This is an alarming number, for birth registration is a basic human right. The right to be registered at birth is enshrined in article 7 of the Convention on the Rights of the Child. Because several other rights depend upon it, birth registration is a core early childhood right. As article 7 states, every child has the right to a name at birth and the right to acquire citizenship. These are basic aspects of the child's identity. The state has a duty to protect and preserve these basic aspects of the child's identity (article 8). Indicator set 5 aims to inform State parties of their duties under articles 7 and 8. To realize these basic rights, countries require effective birth registration. This helps to promote the best interests of children (article 3). An effective system of birth registration recognizes that children have rights. It is free of charge, does not discriminate (article 2), and is available to all. Children without proof of birth may lack essential protection. They may be denied access to crucial services, including health care, education, and social security. They may be denied their right to inherit property. They may also be denied citizenship rights, such as the ability to hold a passport, voting rights, and marriage rights. An effective system of registration makes sure births are registered as early as possible but also makes it easy to register births later. Effective birth registration is a key part of national planning and policy. Indicator set 5 aims to measure and monitor the effectiveness of State parties' systems for registration. It wants to make sure children around the world have the basic right to be registered at birth. The UN Convention on the Rights of the Child does not list what information must be registered at birth. However, other rights named in the Convention imply that registration should include, as a minimum:

- the child's name at birth
- the child's sex
- the child's date of birth
- where the child was born
- the parents' names and addresses
- the parents' nationality status

Key Question: With respect to articles 2, 3, 7 and 8 of the Convention on the Rights of the Child, what measures are in place or what progress has been made towards implementing or analysing the success of a free-of-charge, non-discriminatory and accessible birth registration system intended to encourage the maximum levels of child registration as soon as possible after birth? [BEGIN INDICATOR 5](#)



Question 1

Is there a written policy and/or law about implementation of an official, universal and free-of-charge birth registration system? *

- ☐ No
- ☐ Partially
- ☒ Yes

Please record the name of the policy/program?

Please record the Ministry/NGO who has conducted the study/survey that shows this result.

Please attach some form of evidence in support of this response. *Hint - scan and upload a document.*

Maximum Filesize: 20 MB

Allowed Extensions: *txt doc docx pdf jpg xls xlsx*

Choose File

Upload



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Indicator 5 - Summary responses for Indicator 5: Birth Registration- tanzania2

1-3: "None--Is easier to get the quality data and collection" 4: "there is no policy but there are several programs for supporting raising awareness in importance of birth registration"

no Process Summary was provided

no Outcome Summary was provided

In our country this right has been implemented for having several registration to protect children rights without discrimination, such as: 1) Birth and Death Registration Act 108-R.E. 2002; 2) marriage act of 1971, CAP 29 R.E. 2002; 3) Affiliation ordinance; 4) Ratification of Children Rights Convention in process, the Children Right Act of 2009 give all children rights without discrimination. What is missing is the regulations concerning mandatory registration of births and deaths children, but they are in the process of preparing it. Also lack of awareness to the most of TZ to register themselves and having birth certificates.

review and edit your responses if necessary



Inicio de Sesión Requerido | Indicadores de la Observación General No. 7 sobre los Derechos del Niño Herramienta de vigilancia mundial

INFORMACIÓN GENERAL

- Introducción
- Comentario General 7
- Indicadores: Herramientas para la Acción
- Prólogo del UNHCR
- ¿Qué es la UN-CRC?
- ¿Quiénes somos?

REPORTE DE INDICADORES

- Preparándose
- Glosario
- ✓ Comienza reporte de Indicadores:
 - Indicador 1
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 - Indicador 3
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 - Indicador 7
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INDICATOR SUMMARIES

Portada

View

Edit

Translate

"Desde el 2006, el Comité por los Derechos del Niño ha realizado el seguimiento de las actividades de su grupo (Comentario General Grupo 7), que contribuyó en forma significativa a la disseminación del Comentario General N°7 elaborado por el Comité sobre "La implementación de los derechos del niño durante la infancia temprana" (...). El Comité da la bienvenida a estas iniciativas en curso, que son apoyadas por un conjunto de organizaciones involucradas en temas de infancia temprana (...), e invita al Grupo del Indicador GC7 a presentar un nuevo informe del Comité con el fin de informar al Comité sobre los resultados del estudio piloto realizado en Chile."

Yanghee Lee, Chairperson
UN Committee on the Rights of the Child

Extracto de una carta de apoyo con fecha 12 de abril de 2011 del Dr. Yanghee Lee, Chairperson, del Comité de los Derechos del Niño al Grupo de Indicadores GC7.

El Comentario General 7 fue redactado y adoptado en el 2005 en respuesta a la observación del Comité de los Derechos del Niño (UNHCR) en el sentido de que los niños pequeños, por debajo de los 8 años de edad, eran esencialmente y, a veces, completamente pasados por alto por los Estados parte al informar sobre los progresos en la implementación de la Convención de los Derechos del Niño (CDN).

Los Indicadores están basados en los derechos de la niñez consagrados en la Convención. Se trata de herramientas de monitoreo esenciales para la realización de los derechos durante la infancia temprana. Los gobiernos pueden utilizar estos indicadores para obtener un cuadro de situación más claro, para elegir mejores opciones políticas, para identificar violaciones a los derechos así como buenas prácticas, así como realizar ajustes a las políticas, programas y proyectos para abordar las violaciones a los derechos o llevar a escala las buenas prácticas. Utilizados como patrones de referencia o metas, constituyen declaraciones con fuerza suficiente para ayudar al monitoreo de las obligaciones del estado hacia la realización progresiva de los derechos durante la infancia temprana.

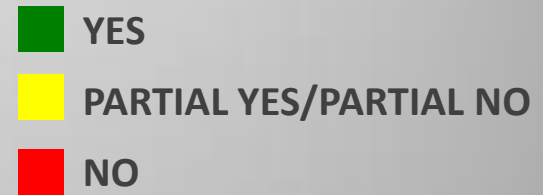
A map of South America where all countries are in black except for Chile, which is highlighted in blue. The word "Chile" is written in white to the left of the map.

Chile

13,300 USD
GDP/Capita

Heatmaps

Chile

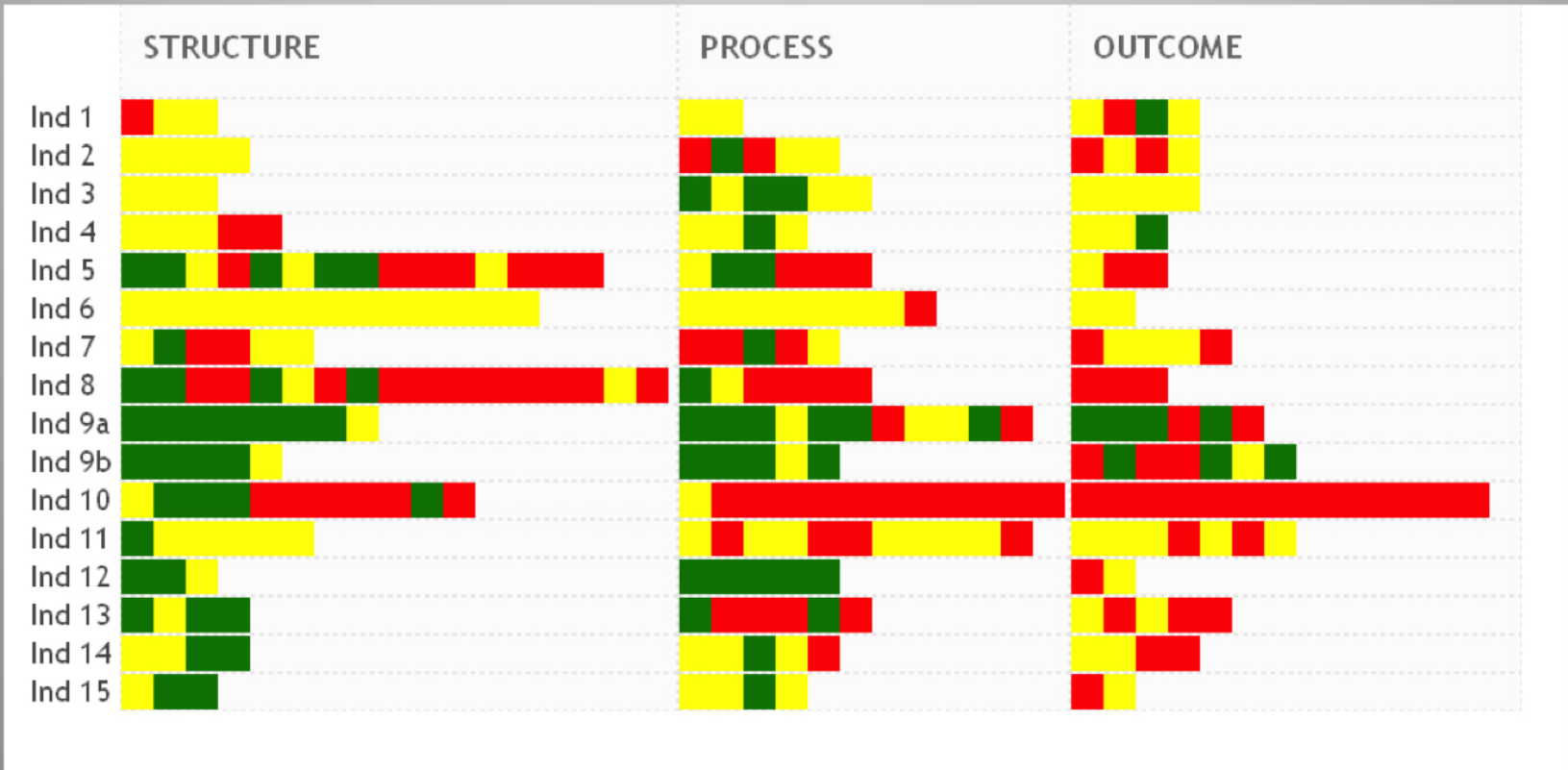


Tanzania - 2012

YES

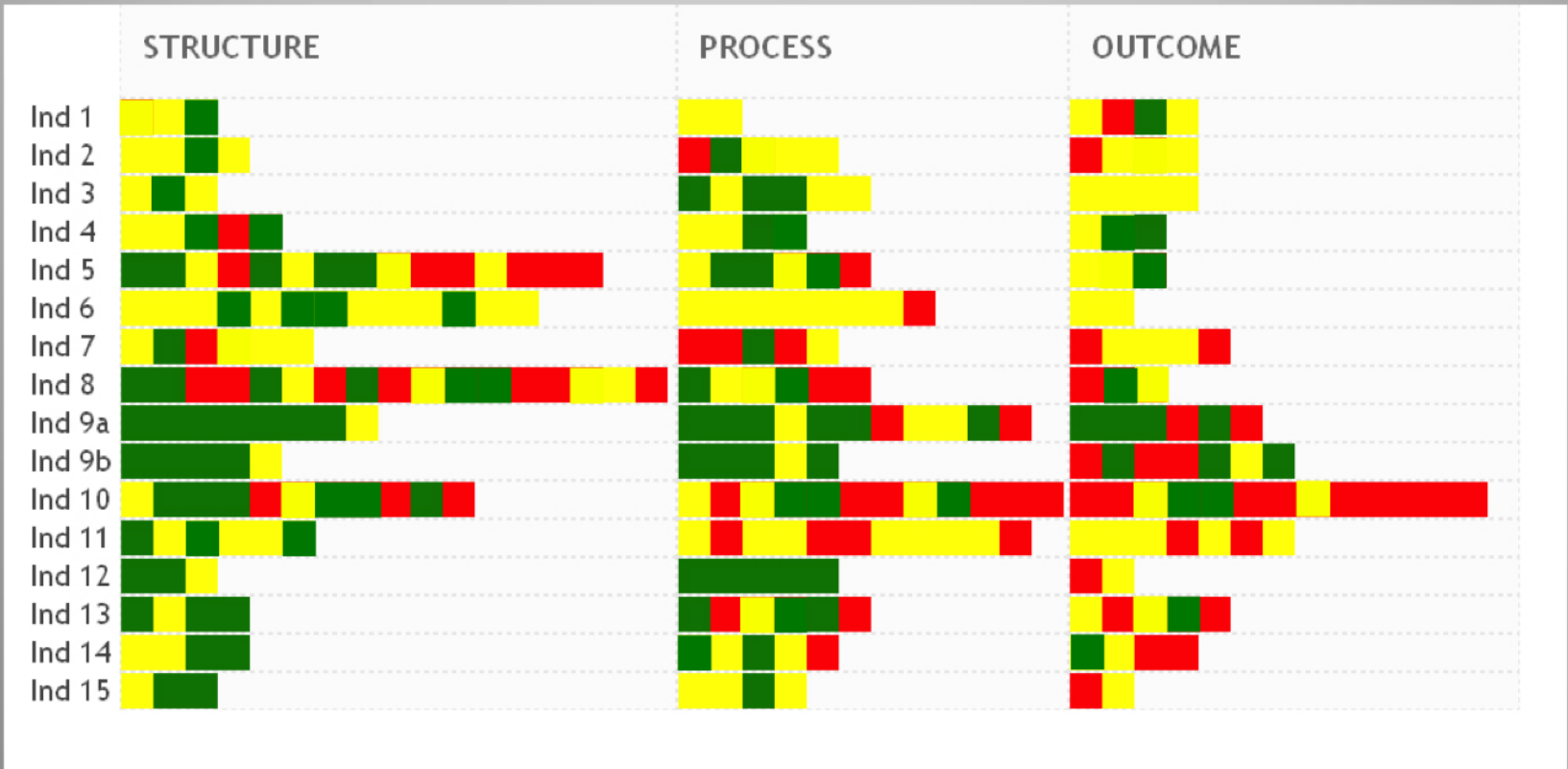
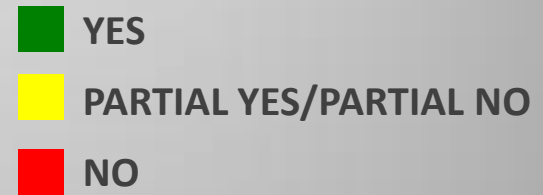
PARTIAL YES/PARTIAL NO

NO

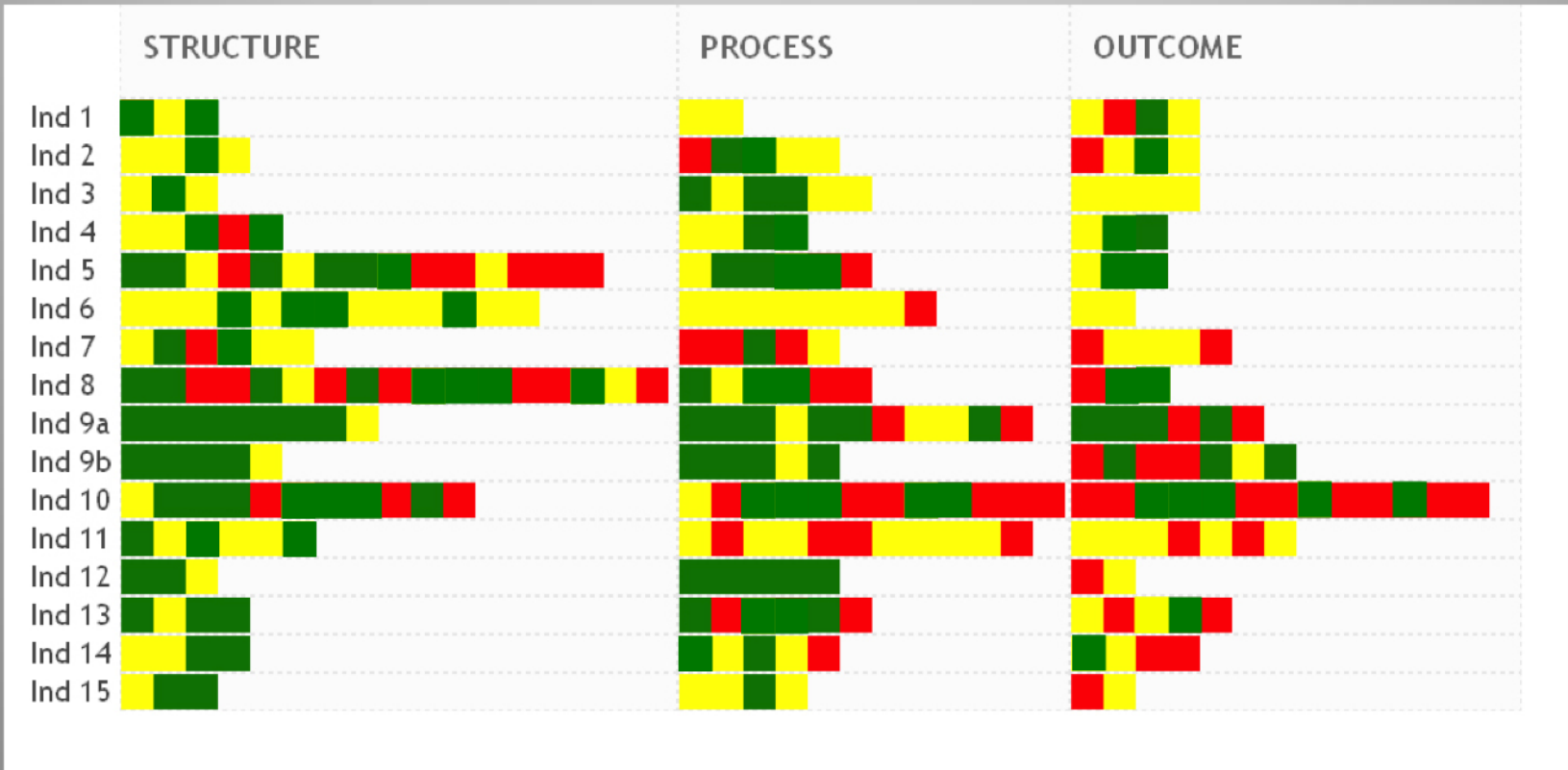
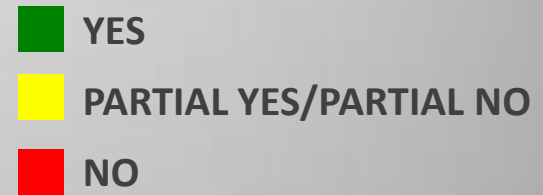


Heatmaps

Tanzania - 2017



Tanzania - 2022

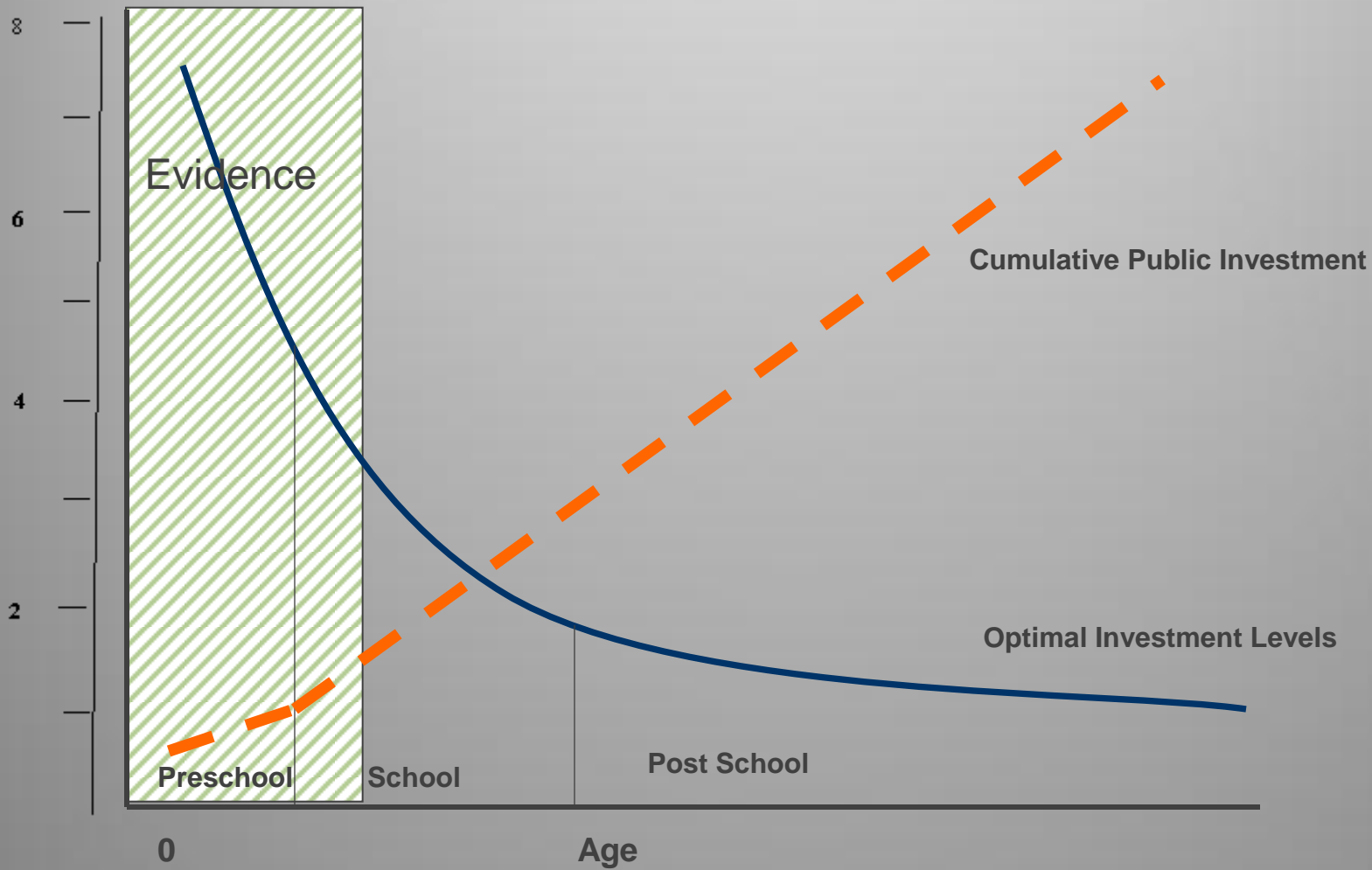


Looking ahead



Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership

Investment and opportunity



Source: Carneiro & Heckman, Human Social Policy (2003)

Where do we go from here...

Why monitor?

- Accountability of the states parties to children can only be verified through monitoring..
- Progressive realization over time can only be measured by monitoring .

A map of South America where all countries are in black except for Chile, which is highlighted in blue. The word "Chile" is written in white text to the left of the country.

Chile

Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership

A map of Colombia is shown in a solid blue color. A small white dot is placed in the central part of the country, representing the location of Medellin. The map is set against a dark grey background.

Colombia

Medellin, Colombia



Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership



We are ready for a regional implementation NOW!

Courtesy of Dr. Ziba Vaghri,
Human Early Learning Partnership



...we do not wait till they are big and the opportunity is lost and then we start investing in their school/ high school/ university years. The investment in children starts during the early years and through providing nurturing environments for the young!

Prof. Clyde Hertzman, OC (1953-2013)

Courtesy of Dr. Ziba Vaghri, Human Early Learning Partnership