HARNESSING GLOBAL DATA TO ADVANCE YOUNG CHILDREN’S LEARNING & DEVELOPMENT

WEBINAR: 10-DEC 2020 08:30 EST

@GlobalData4Kids
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<tr>
<th>Time</th>
<th>Session Description</th>
<th>Speaker</th>
<th>Organization</th>
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<tr>
<td>08:30</td>
<td>Opening</td>
<td>Prof. Alan Stein</td>
<td>University of Oxford</td>
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<tr>
<td>08:35</td>
<td>The need for better global data across the period of child development</td>
<td>Prof. Linda Richter</td>
<td>University of Witwatersrand</td>
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<td>08:42</td>
<td>Challenges in measuring participation in pre-primary education</td>
<td>Prof. Nirmala Rao</td>
<td>University of Hong Kong</td>
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<td>08:52</td>
<td>Measuring early childhood development in household surveys: a synthesis of internationally comparable data</td>
<td>Dr. Claudia Cappa</td>
<td>UNICEF</td>
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<td>09:02</td>
<td>Data on financing ECD and ECE</td>
<td>Dr. Chunling Lu</td>
<td>Harvard University</td>
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<td>09:12</td>
<td>Economic costs of preschool closures due to COVID-19</td>
<td>Dr. Florencia Lopez Boo</td>
<td>Inter-American Development Bank</td>
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<td>09:22</td>
<td>Data on policies to support children and families</td>
<td>Prof. Jody Heymann</td>
<td>WORLD Policy Analysis Centre, UCLA</td>
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<td>09:32</td>
<td>How data can be used to advance human rights law for young children</td>
<td>Prof. Sandra Fredman</td>
<td>University of Oxford</td>
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<td>09:42</td>
<td>Closing remarks</td>
<td>Karen Zamboni</td>
<td>UK Foreign, Commonwealth &amp; Development Office</td>
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<td>09:50</td>
<td>Q&amp;A</td>
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</table>
Researchers, regional and global implementors and civil society actors bringing together global data to inform policy on early childhood development and learning

Leadership

Richter – Wits

Stein – Oxford

ECD-ECE Data

Country Case Studies

Policy & Human Rights

Impact Analysis

Implementation

Regional Partners

Multi-lateral organisations

Lu – Harvard
Mc Coy – Harvard
Fink – Swiss TPHI

Rao – Hong Kong
Yoshikawa– NYU
Raikes – Vermont

Heymann – UCLA
Fredman – Oxford

Berman – UPenn
Lopez Boo – IDB

Lule – EDCAN
Issa – ANECD
Owino & Okengo – AfECN
Santiago – APECN
Ghent - ISSA

Daelmans – WHO
Britto – UNICEF
Montoya - UNESCO
Devercelli – World Bank
& Others
Setting the scene

Linda Richter
Distinguished Professor, Centre of Excellence in Human Development, University of the Witwatersrand
Origin: 2017 Lancet ECD Series
→ ECD Countdown to 2030
→ Harnessing Global Data

Goal: Unite the ECD agenda
→ 0-3y (home, development, health)
→ 3-6y (centre, learning, education)

Methods
Source, analyze, disseminate, promote and advocate use of global data to inform policy and practice
Challenges in measuring participation in pre-primary education

Nirmala Rao
The University of Hong Kong
Outline

1. Why and how have we been measuring participation in pre-primary education?

2. Issues in measuring participation in pre-primary education
   - Definition matters
   - Data sources matter
   - Rigour matters
   - Social Justice matters
   - Context matters

3. Overcoming Challenges
Why and how have we been measuring participation in pre-primary education?

International Development Agenda
Determining enrolment
International Development Agenda

Jomtien Declaration
Dakar Framework
Sustainable Developmental Goals
Determining Enrolment

UNESCO Institute of Statistics

- Country Level – National Statistical Offices; Ministries; other national agencies
- Administrative data – UIS Annual surveys
- Household surveys
Increases in GER in Pre-primary education across regions and country income groups
Issues in measuring participation in pre-primary education

Definition matters
Data sources matter
Rigour matters
Social Justice matters
Context matters
Definitions matter

Age group covered
Terminology used
Data sources matter

Household Survey versus administrative data

<table>
<thead>
<tr>
<th></th>
<th>GER 2018 UIS</th>
<th>UIS ANER one year before Primary School (4.2.2 – household survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>40.82</td>
<td>77.45 (MICS 2019)</td>
</tr>
<tr>
<td>Myanmar</td>
<td>8.53</td>
<td>55.75 (DHS 2015-16)</td>
</tr>
</tbody>
</table>
Rigour matters

Quantity matters (frequency, intensity, duration, dosage)

Quality certainly matters (teacher quality, class size)
Context Matters

Policy focus on early learning → increasing enrolment in ECE in many countries BUT we want to ensure that an increase in quantity is not associated with a decrease in quality of provision (e.g. teacher quality)

Contexts are changing rapidly
ECE in Guizhou in 2006 and in 2018
In 2015, children in sub-Saharan Africa were most disadvantaged on all indicators. For example:

- 55% of children were exposed to stunting or extreme poverty.
- 76% of children were not attending an ECE programme outside the home.
- 61% of children were not receiving adequate home stimulation.
- 53% of children were not developmentally on track.
- 31% of children were not attending an ECE programme outside the home.
- 39% of children were not developmentally on track.

Data shows that in most countries, children in urban areas were doing better, on average, on all indicators than those in rural areas. In most countries, children in highest household wealth quintiles were doing better, on average, on all indicators than those in the lowest wealth quintile.

Over time, there was no reduction in disparities on the four indicators by residential area and household wealth status.

Overcoming Challenges

Analyse policy-participation-outcome relations
Obtain detailed contextual information
Early Childhood Development

**Context**

<table>
<thead>
<tr>
<th>ECE Participation</th>
<th>Child Characteristics</th>
<th>Home Learning Environments</th>
<th>Policy Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency Intensity Dosage Quality Context</td>
<td>Age Gender Language</td>
<td>Family Wealth Parental Education</td>
<td>Objectives related to quantity/and Quality</td>
</tr>
</tbody>
</table>

- Parent Report (Household Surveys)
- Government Reports (EMIS)
- Classroom observations
- Policy data
Thank You!
Measuring Early Childhood Development in Household Surveys: A synthesis of internationally comparable data

Claudia Cappa, Data & Analytics, UNICEF
• Population-level monitoring of ECD and international comparability

• Overview of available data

• New developments and investments needed
POPULATION-LEVEL MONITORING OF ECD

• Screening and/or diagnostic tests depend on highly trained professionals and substantial administration time, making them inadequate for large-scale population-level monitoring.

• Generating accurate data at population level through household surveys requires specifically designed and validated instruments that can be implemented in a standardized way.

• Additional constrains of population-level measurement in the context of multi-topic household surveys imply that instruments need to be short and that enumerators can be easily and effectively trained in its administration.
OVERVIEW OF AVAILABLE DATA

Proportion of countries with available data on selected indicators

- Child discipline
- Early stimulation and responsive care
- Antenatal care
- Stunting
- Population of children under 5

High-income countries
Low- and middle-income countries
MULTIPLE INDICATOR CLUSTER SURVEYS (MICS)

Since 1995, close to 120 countries and around 340 surveys
# MICS — SELECTED MODULES AND INDICATORS

## Children under 5
- child mortality
- birth registration
- early childhood development
- diarrhoea, pneumonia, and malaria
- immunization
- breastfeeding and dietary intake
- anthropometry (nutrition indicators)
- child functioning
- child discipline

## Women aged 15-49
- fertility
- antenatal care
- delivery care
- post-natal health checks
- contraception/unmet need for family planning
- female genital mutilation/cutting
- maternal mortality

## Men and women aged 15 and above
- attitudes toward domestic violence
- marriage
- sexual behaviour
- HIV/AIDS knowledge and attitudes
- access to mass media and use of information and communication technology
- tobacco and alcohol use
- life satisfaction
- literacy and education
- adult functioning

## Households
- social and demographic characteristics
- children’s living arrangements/orphans
- education of household members
- water and sanitation
- household assets
- use of insecticide-treated mosquito nets
- handwashing
- water testing
- salt iodization

Additional modules: PDAs in selected countries, over-sampling of various population groups – households with children, location, socio-cultural groups (e.g. Roma)

mics.unicef.org
Uptake of new tools
• Protocol on children in residential institutions

Other investments needed
• Increase data coverage
• Need to strengthen capacity
• Need to harmonize definitions
• Need to develop new data collection tools
THANK YOU

CLAUDIA CAPPA, DATA & ANALYTICS
ccappa@unicef.org

unicef for every child
Assessing investments in ECD/ECE

Chunling Lu, PhD

Brigham & Women’s Hospital/Harvard Medical School
Tracking ECD investments

- Framework of tracking investments
- Challenges in data collection and estimation
- Research plan
- Some preliminary findings for the time being
Data on Financing ECD
Nurturing Care Framework

• $ in five components
  - Health (e.g., vaccine, child and maternal care)
  - Nutrition (e.g., breastfeeding, vitamins)
  - Early learning (e.g., pre-primary education, home stimulation)
  - Responsive caring (e.g., parenting, maternal mental health)
  - Security and safety (e.g., clean water and sanitation)

• $ in facilitating environments
  - Paid maternal leave
  - Social protection for children
  - etc.
Funding sources

• Government spending
• Development assistance (foreign aid)
• Private spending (e.g. household out-of-pocket spending)
Challenges on collecting ECD data

• Lack of consensus on what belongs to ECD
  (a) Targeting ECD (e.g. early learning)
  (b) Benefiting ECD (e.g. environmental protection)
• Lack of coordinated institutional efforts to collect ECD data from multiple sectors
• Data are not available or not regularly collected
Research plan: short-run

1. For countries with national-level ECD programs

India: Integrated Child Development Services (ICDS)
- Started in 1975, reconstructed in 2013-2014
- Free services for 0-6 years, pregnant women, and lactating mothers
  * Early education,
  * Nutrition support, and
  * Health services
- Supporting ministries
  * Ministry of Women and Child Development,
  * Ministry of Health and Family Welfare
Research plan: short-run

1. For countries with national-level ECD programs
   
   **India: Integrated Child Development Services (ICDS)**
   
   - Central government: USD 2.1 billion
   - State governments: ~USD 2.1 billion
   - Foreign aid: ~USD 0.207 billion

   **Total $ on ECD: 0.573% of GDP***

*Results for development institute, 2016*
Research plan: short-run

2. For countries without national-level ECD programs

   Pre-primary school
     - Government spending
     - Household out-of-pocket payments
     - International donors’ contribution

<table>
<thead>
<tr>
<th>Funding sources</th>
<th># of countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government $ on ECE since 2010</td>
<td>77</td>
</tr>
<tr>
<td>Household survey on $ of ECE since 2010</td>
<td>19</td>
</tr>
<tr>
<td>Donor $ on ECE/ECD since 2010</td>
<td>124</td>
</tr>
</tbody>
</table>
Govt. spending on ECE
- By UNESCO

Pre-primary school accounting for small portion of govt. spending on education (2014)

<table>
<thead>
<tr>
<th>Less than 1%</th>
<th>Between 1-5%</th>
<th>More than 5%</th>
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<tbody>
<tr>
<td>Burkina Faso</td>
<td>Togo</td>
<td>Colombia</td>
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<tr>
<td>Vanuatu</td>
<td>South Africa</td>
<td>Tanzania</td>
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<tr>
<td>Iran</td>
<td>Indonesia</td>
<td>Costa Rica</td>
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<tr>
<td>Mali</td>
<td>Cote d'Ivoire</td>
<td>Ecuador</td>
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<tr>
<td></td>
<td>Nepal</td>
<td>Sao Tome and Principe</td>
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<td></td>
<td>Timor</td>
<td>Peru</td>
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<td>Jamaica</td>
<td>Moldova</td>
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<td>Benin</td>
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<td></td>
<td>Niger</td>
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</table>
Spending on pre-primary education per student by funding sources (PPP$)

- Uganda 2014: Donor 154, Household 3, Government 369
- Senegal 2014: Donor 3, Household 272, Government 1023
- Vietnam 2013: Donor 3, Household 160, Government 152
- Lao 2014: Donor 37, Household 52, Government 152
- Nepal 2015: Donor 52, Household 152, Government 272

- Graph shows the spending on pre-primary education per student by funding sources (Donor, Household, Government) for different countries in different years.
Research plan: long-run

- Government spending on other ECD programs
  e.g., Child and maternal health, nutrition/food

- Household spending
  e.g., food, cloth, toys/books
Some thoughts on data collection

- Government spending
  - Conducting country case studies on how to effectively collect ECD data

- Household data
  - Integrating questions of household on ECD (e.g. food, clothing) in existing micro-level surveys (DHS/MICS)

- Foreign aid for ECD
  - Standardizing data reporting to the CRS
  - Collecting data from foundations, NGOs, and emerging economies
Comments, suggestions?
Thank you very much!
Economic Costs of preschool closures due to COVID-19 Pandemic

Florence Lopez Boo, IDB

Harnessing Global Data for Young Children Webinar
10th December 2020
Costs of preprimary program reductions due to COVID-19 pandemic

• “Invisibility” of children in public agendas probably due to low mortality/morbidity rate from COVID-19

• The pandemic is generating **unprecedented negative effects on children.** One is reducing access or closing down of institutions that support children’s development, like preprimary school

• The measures to mitigate the spread of the virus have precluded **175 millions of children** from attending preprimary schools, with a **loss in terms of their lifetime education and income and productivities**

• In this context, we estimate the **economic losses from preschool closures for children 3-5 years old in 140 countries**
  • For that, we use the **Cost of Inaction** Framework (Richter et al, 2016): i.e. benefits lost if we do not invest in children in terms of loss income (net of costs) over their life times.
Methodology

- The **Cost of Inaction** (COI) is the difference between the present value of potential economic benefits and costs of an ECD intervention (in this case, **preschool**).

- To be included in the COI analysis, benefits and costs must be identified, monetized and discounted, because some of them occur in the future.

- Doing that is not straightforward, since ECD interventions impact outcomes in different domains and throughout the life cycle, enhancing the effectiveness of other interventions.

- Our initial approach focuses on the long-term benefit of increased **income** in the labor market.
Assumptions and limitations

• Preschool interventions are associated with other benefits that are not included in this simple model (mothers’ mental health, reduced crime, etc.)

• The omission of benefits that are hard to monetize means that estimates are conservative

• This version of the model assumes that all costs are incurred at the time of the intervention, but it may be the case that there are costs after (i.e., if the intervention leads to greater subsequent schooling)

• The model assumes that the benefits and costs effectively are the same for all children in a country, but disadvantaged children may benefit more from an intervention

Given their forward-looking nature, estimates of the COI are based on assumptions such as the trajectories of certain variables or the causality links that allow the attribution of benefits. Sensitivity analyses should be performed.
Impact of the pandemic on preschool program reductions

- Average preschool enrollment worldwide in 2018 was 51.5% for girls and 52.4% for boys, with much heterogeneity by income level.

- The pandemic can drive these rates to zero for several months in many countries.
We considered a discount rate of 3%, an impact on earnings of 8%, a time horizon of 45 years, and a per child cost (c) that varies according to the price level ratio of PPP conversion factors.
COVID-19-related preschool closures also likely to have more immediate impacts

- Separate estimates suggest that year-long preschool closures could lead to:
  - **22.1 million** children falling “on track” in their early childhood development
  - **28.8 million** years of learning lost by adolescence

- These developmental and learning losses have major implications for countries’ ability to meet **Sustainable Development Goal 4**
Our simulations suggest that preschool closures will entail considerable losses in future earnings for today’s children and also a large cost for societies.

Yet, closures are not the only factor linked to the pandemic that affects children: increased stress, violence, increased poverty, food insecurity, among others, can negatively impact via other channels.

Families and other institutions may compensate for these situations, with virtual programs. Evidence so far is scant on the effectiveness of such compensations.

The simulations do not record the full effects of the pandemic on 3-5 year olds, but they do help to gauge the loss of income and learning throughout life.

Urgent action is needed to mitigate these losses, particularly for the most vulnerable children.
Thank You
The WORLD Policy Analysis Center (WORLD) makes available quantitatively comparable data on more than 2,000 laws and policies in 193 countries affecting human health, development, well-being, and equity.

With partners, WORLD:
- Undertakes rigorous analyses of policy effectiveness
- Facilitates comparative studies of policy progress
- Informs policy debates
- Advances accountability efforts
Data to Answer Our Collective Questions

All three data types are required to:

- Enable **evidence-based governance, investment, and strategy** decisions
- Identify **global leaders and laggards**
- Establish **monitoring and accountability** of the SDGs and global commitments
- Advance rigorous work using cutting edge techniques to **determine which approaches will work to achieve goals at scale**
Constructing Comparative Databases

Sources:

- **Primary national legal sources** (e.g. constitutional texts, original legislation) from global compendiums
- **Secondary sources** (ex. country reports to the UN) to clarify, complement, or corroborate

Coding Approach:

- Two analysts review source materials in original language for each individual country in a **systematic, consistent, and comparative** way
- **Quality checks:**
  - Double coding
  - Reconciling
  - Database cleaning
  - Verification of outliers
  - Periodic updates
  - Feedback from countries/regions
Open Access to a Range of Policy Areas
Is paid leave available for mothers of infants?

Source: WORLD Policy Analysis Center, Adult Labor Database, 2019
Is paid leave available for fathers of infants?

Source: WORLD Policy Analysis Center, Adult Labor Database, 2019
Rigorous Analyses to Know What Works

Merging the globally comparative policy data with harmonized global outcomes data, we’ve partnered to conduct a series rigorous studies examining the effects of paid maternity leave on:

- **Decreasing the probability of infant death**
  - MLM on 282,751 births in 20 LMICs (years 2000-2007)

- **Increasing the probability of infants receiving the DTP vaccine**
  - MLM on 258,769 infants from 20 LMICs (years 2001-2008)

- **Improving breastfeeding initiation, duration, and exclusive breastfeeding**
  - Diff-Diff on 992,419 live births in 38 LMICs (years 1996-2014)

- **Lowering childhood diarrhea and the mediating role of breastfeeding**
  - Diff-Diff on 1,073,751 live births in 40 LMICs (years 1996-2014)
How Comparative Policy Data Gets Used Across Diverse Settings

Globally comparative evidence informs national and state policy debates, is a powerful tool in the hands of civil society and advocates, and supports the work of the United Nations and global leaders

- **Philippines**: Directly by Senators Passing a Maternity Leave New Law
- **Ireland**: Civil Society Evidence-Based Advocacy
- **South Africa**: Informing Debates Before Passage of Paternity Leave
- **United States**: Testimony at the Federal Reserve and Across States to Support State-Level Progress
- **United Nations**: Evidence to support UNICEF, UNDP, African Union, OHCHR, UN Women, UNDESA, and many others
Understanding the Impact of Expanding Access to Pre-Primary Education

Existing evidence shows benefits of participation in pre-primary education.

Yet many countries are undecided:
- Overall budgets are constrained.
- Available pre-primary education often remains unaffordable and inaccessible.

Data on impact can build support and influence policy decisions.

This initiative: What’s the impact of expanding tuition-free pre-primary education in low and middle income countries?
- New policy data over a 20-year period.
- Wide range of comparable outcomes.
- Rigorous methodology.
Comparative data on important outcomes are available

**Children's development from birth to primary school entry:**

- Achievement of early developmental milestones: (1) literacy-numeracy; (2) physical; (3) social-emotional; (4) approaches to learning.

**Primary and secondary school achievement and attainment:**

- School-readiness: A least one year of pre-primary education among children in first year of primary
- Grade level progression from one year to the next
- Completion of primary school
- Achievement scores in Math, Science and Reading at age 15 (PISA)
- Years of secondary education attended and completed
- Age when completed secondary education

**Parents’ employment:**

- Adult employment (status at time of survey and also during past year)
- Type of employment (unpaid, for self/family, receiving wage or salary)
Beyond leave policies, for ages 0-3, there is a void of truly comparative, up-to-date policy data

- Comparative childcare data
- Adequate income and nutrition
- Preventative healthcare and early intervention services
- Parenting supports

Even for ages 4-5, policy data is still limited and we still need to know what works

Inadequate outcome and policy data for young children with disabilities

- Data surrounding early diagnosis and early intervention is particularly important
We welcome collaborations and partnerships to move data to impact!

Jody Heymann (Director): jody.heymann@ph.ucla.edu
Nicholas Perry (Outreach Coordinator): nperry@ph.ucla.edu

worldpolicycenter.org
A Human Right to Early Education and development

Sandra Fredman Professor of Law
Georgina Donati Post-doctoral Researcher
University of Oxford
A human rights approach

- ECE/ECD as a Human Rights Obligation
- Not a policy option
- Affordable, accessible, quality, non-discriminatory
- Non-regression
Legally binding human rights

• Convention on the Rights of the Child (CRC) – ratified by 196 out of 197 States
• International Convention on Economic Social and Cultural Rights (ICESCR) – ratified by 171 States + 4 signatories
• Convention on the Rights of Persons with Disabilities (CRPD) – ratified by 172 States
• States must comply and submit periodic reports to UN monitoring committees on extent of compliance.
• Committees’ findings and recommendations (concluding observations)
• Valuable source of state of compliance and committees’ expectations of extent of states obligations.
Right to Education in International Law

• Right to education increasingly interpreted as including right to early child education and corresponding duty on States to provide

• E.g. CRC: ‘States Parties agree that the education of the child shall be directed to:

  The development of the child's personality, talents and mental and physical abilities to their fullest potential’ (Art 29(1))
Committee on the Rights of the Child

- The Committee interprets the right to education during early childhood as beginning at birth and closely linked to young children’s right to maximum development (art. 6.2).

- The Committee calls on States parties to ensure that all young children receive education in the broadest sense which acknowledges a key role for parents, wider family and community, as well as the contribution of organized programmes of early childhood education provided by the State, the community or civil society institutions. (General Comment No. 7 (2005))
Countries with concluding observations for CRC and ICESRC between 2015 - March 2020

CRC: 74/91 (81%)
ICESCR: 34/71 (48%)
Content of the Duty: CRC

• In 71 countries, CRC found that State was not meeting its obligations in terms of properly funded universal access.

• Quality care must include respect for cognitive stimulation, with adequate ratio of caregiver-to-child; emotional support, access to food, water and sanitation.
BARRIERS TO EARLY CHILDHOOD EDUCATION AND DEVELOPMENT SERVICES

- **Policy/Strategy**: 2.94 ICESCR, 8.11 CRC
- **Human Resources**: 0 ICESCR, 27.03 CRC
- **Financial Resources**: 14.71 ICESCR, 54.05 CRC
- **Technical Resources**: 0 ICESCR, 17.57 CRC
- **Financial Barriers**: 29.41 ICESCR, 10.81 CRC
- **Quality**: 14.71 ICESCR, 29.73 CRC
- **Access**: 47.06 ICESCR, 44.59 CRC
ECE and the right to equality

• Provision only available to more privileged young children (58 countries)
• Gender
• Refugee and migrant children
• Children with disabilities
• Ethnic minorities and regional disparities
• ECE must be affordable, accessible, good quality, and non-discriminatory
Closing remarks

Karen Zamboni
Health Adviser & ECD Research Lead
UK Foreign, Commonwealth and Development Office
ECD and FCDO

ECD policy positioning

• Essential to achieve ambition of 12 Years of quality education for Girls
• Essential to end preventable deaths
• A critical investment to harness the demographic dividend and build human capital
UK investment in ECD research

- FCDO THRIVE programme: £20.5m until 2024 to support rigorous policy-relevant evidence on ‘what works’ to deliver quality ECD at scale, in partnership with the New Zealand’s Ministry of Foreign Affairs and the UK Medical Research Council.
  
  **Component 1:** ECD opportunity under the Medical Research Council Applied Global Health Board: broad ECD domains, intersectoral research, innovation and efficacy, scale up.
  
  **Component 2:** Implementation research on ECD interventions at scale in 5 LMICs

- Across UK funders: £90m
- Focus on knowledge translation and pathways to impact
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GLOBAL DATA
TO ADVANCE YOUNG
CHILDREN'S LEARNING
& DEVELOPMENT

@GlobalData4Kids