



THE CONSULTATIVE GROUP  
ON EARLY CHILDHOOD  
CARE AND DEVELOPMENT

## **PLACING EARLY CHILDHOOD ON THE GLOBAL AGENDA**

### ***Positioning Early Childhood Development in the Post-2015 Development Framework***

#### **August 2012**

2015 will be a watershed year for the global development community.

It is the year when the current commitments under the Millennium Development Goals (MDGs) and the Education For All (EFA) movement expire. It is also the year when, *inter alia*, the specific follow-up work to the Rio+20 Summit comes to full fruition (The Future We Want) and the negotiations on a new global agreement to address climate change will be finalised (The Durban Platform).

It will therefore be a year when new development commitments for the post-2015 period will be agreed, (a) as a follow-up to the MDGs and EFA, and (b) to implement the Sustainable Development Goals agreed as a result of the Rio+20 follow-up processes.

This background paper assesses this 2015 development nexus from the perspective of the early childhood development (ECD) community, with a view to determining whether or not there are opportunities for positioning early childhood development as one of the priority issues on the post-2015 development agenda.

It begins with an overview of the influences and processes that are shaping the priorities on the post-2015 development agenda. It then examines the evidence base on ECD, in the context of the emerging priorities, with a view to identifying opportunities for positioning ECD on the post-2015 development agenda. Such opportunities will have to demonstrate that effective ECD can contribute to progress on that issue and hence be considered as a goal, target or indicator; and that there are data available which can be used to establish a baseline, as well as for monitoring progress on the ECD contribution in the future.

### **THE POST-2015 DEVELOPMENT AGENDA**

The post-2015 development agenda, will be heavily influenced by the follow-up to the MDGs and the implementation of the decision from the Rio+20 Conference<sup>1</sup> to develop a set of Sustainable

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<sup>1</sup> This document does not attempt to conduct any analysis of the Rio+20 outcome. Its references to Rio+20 are intended to highlight the decision on Sustainable Development Goals and their relationship to the post-2015 development agenda.

Development Goals (SDGs) that should be "... *coordinated and coherent with the processes considering the post-2015 development agenda*"<sup>2</sup>.

## The MDGs

The MDGs are a framework containing 8 Goals, 18 Targets and 48 Indicators which were chosen in 2001 to highlight key commitments in the Millennium Declaration that could be quantified, and for which there were established indicators for which reasonable data existed.

These goals were targeted at addressing global poverty and "have their origin in the flurry of international development conferences and initiatives which took place during the 1990s"<sup>3</sup>. These conferences included the 1990 World Summit for Children, a World Conference on Education for All, a conference on least developed countries organized by the United Nations Conference on Trade and Development (UNCTAD), and other conferences on environment and development, human rights, population, social development and women which followed in the next five years.

The outcomes of these conferences were used by the Organisation for Economic Co-operation and Development (OECD) to develop a set of proposed 'International Development Goals' (IDGs) in 1996<sup>4</sup>. These IDGs were never implemented, but were later incorporated into the development of the goals that were included in the UN Secretary General's Roadmap for implementing the Millennium Declaration<sup>5</sup>.

MILLENNIUM DEVELOPMENT GOALS
Goal 1: Eradicate extreme poverty and hunger
Goal 2: Achieve universal primary education
Goal 3: Promote gender equality and empower women
Goal 4: Reduce child mortality rates
Goal 5: Improve maternal health
Goal 6: Combat HIV/AIDS, malaria, and other diseases
Goal 7: Ensure environmental sustainability
Goal 8: Develop a global partnership for development

These MDGs are set to expire in 2015 and the conventional wisdom is that, at a global level, indicators for the first seven MDGs (income poverty, primary completion, gender equality in education, nutrition, child mortality, maternal mortality, and water) have all improved since 1990.

At a global level three of these seven are 'on-track' (income poverty, gender and water) and three are 'off-track' but not too much so (nutrition, primary completion and child mortality) and one is very 'off-track' (maternal mortality)<sup>6</sup>.

<sup>2</sup> *The Future We Want: para 249*

<sup>3</sup> *Melamed, Claire & Sumner, Andy: A Post-2015 Global Development Agreement: why, what, who?.*

*Paper prepared for the ODI/UNDP Cairo workshop on a post-2015 Global Development Agreement, 26-27 October 2011*

<sup>4</sup> *Ibid*

<sup>5</sup> *United Nations. Road map towards the implementation of the United Nations Millennium Declaration. Report of the Secretary-General. September 2001*

<sup>6</sup> *Melamed, Claire & Sumner, Andy: A Post-2015 Global Development Agreement: why, what, who?.*

*Paper prepared for the ODI/UNDP Cairo workshop on a post-2015 Global Development Agreement, 26-27 October 2011*

The international community has turned its attention to the question of what, if anything, should follow the MDGs, with significant debate around the usefulness of such global frameworks, the content and focus of any follow-up framework and the process to be used in develop the follow-up to the MDGs.

▪ ***United Nations Initiatives***<sup>7</sup>

The United Nations has initiated work on the development of the post-2015 development agenda and has established a UN System Task Team led jointly by the United Nations Department of Economic and Social Affairs (UN DESA) and the United Nations Development Programme (UNDP), to lead system-wide preparations for the post-2015 UN development agenda with support from all UN agencies and in consultation with relevant stakeholders.

The work of the Task Team will inform that of a High-level Panel of Eminent Persons that the United Nations Secretary-General (UNSG) intends to appoint to advise him on the post-2015 UN development agenda. The co-chairs of this Panel are His Excellency President Susilo Bambang Yudhoyono of Indonesia; Her Excellency President Ellen Johnson Sirleaf of Liberia; and His Excellency Prime Minister David Cameron of the United Kingdom<sup>8</sup>.

In furtherance of the work of the task team, the UNDP has launched an initiative<sup>9</sup> that includes national consultations to stimulate the debate on the post-2015 development agenda in 50 countries - see table below.

There will also be thematic consultations with academia, media, private sector, employers and trade unions, civil society and decision makers and the creation of a web portal allowing open interaction and information exchange. The themes to be addressed include:

- Inequalities (across all dimensions, including gender)
- Health (including issues covered by MDGs 4, 5, 6, plus non communicable diseases)
- Education (primary, secondary, tertiary and vocational)
- Growth and employment (including investment in productive capacities, decent employment, and social protection)
- Environmental sustainability (including access to energy, biodiversity, climate change)
- Food security and nutrition
- Governance (at all levels)
- Conflict and fragility (including post-conflict countries, and those prone to natural disasters)
- Population dynamics (including ageing, international and internal migration, and urbanisation)

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<sup>7</sup> *Summary of the briefing on the “Post 2015 UN Development Framework” 4 April 2012, 11a.m.-1p.m. – ECOSOC Chamber – New York, UN Headquarters*

<sup>8</sup> *Announcement by UN Secretary General Ban Ki Moon May 09, 2012*

<sup>9</sup> *UN releases details of its process to create a post-2015 development framework. Submitted by Gerard Vives on Mon, 04/02/2012 - 09:47*

Africa (S, E & W)	Asia & Pacific <sup>1</sup>	Latin America & Caribbean <sup>2</sup>	Arab States <sup>3</sup>	Eastern Europe & CIS
Angola	Bangladesh	Brazil	Djibouti	Armenia
Burkina Faso	China	Costa Rica	Egypt	Kazakhstan
CAR	India	Colombia	Jordan	Moldova
DRC	Indonesia	Peru	Morocco	Tajikistan
Ethiopia	Lao PDR	Haiti	Sudan	Turkey
Ghana	Pakistan	Bolivia	Algeria	(+ 1 tbc)
Kenya	PNG	El Salvador		
Mali	Solomon Islands	Honduras		
Malawi	Timor-Leste	Santa Lucia		
Mauritius	Vietnam			
Mozambique				
Niger				
Nigeria				
Senegal				
South Africa				
Tanzania				
Togo				
Uganda				
Zambia				

<sup>1</sup> Cambodia, Philippines, Vanuatu proposed as stand-by countries

<sup>2</sup> Nicaragua, Guatemala, Ecuador and Chile are proposed as alternates

<sup>3</sup> Lebanon and Yemen are proposed as alternates

The evidence and perspectives generated through these activities will be synthesised so as to feed into the work of the High Level Panel that the UNSG will convene and also into the special event that UN member states have asked the President of the General Assembly to convene in September 2013. The UN Special Event in September 2013 will therefore be a key input into intergovernmental discussions on options for a post-2015 development framework.

#### ▪ *Civil Society Initiatives*

Alongside this effort, a number of civil society organisations have initiated a global campaign called Beyond 2015<sup>10</sup> which is pushing for a strong and legitimate successor framework to the Millennium Development Goals. The campaign brings together more than 300 organisations from all over the world with a presence in 22 African countries, 22 European countries, 11 from the Americas and 11 from the Asia-Pacific region and is led by an Executive Committee of twelve organisations<sup>11</sup>.

The UN system is working closely with Beyond 2015 and, for example, oversaw the process to select Beyond 2015 suggested civil society representatives to participate in the UN High Level Panel on a post-2015 development framework.

### **Sustainable Development Goals (SDGs)**

<sup>10</sup> <http://www.beyond2015.org/>

<sup>11</sup> Bond, CAFOD-CIDSE, Centre for Economic and Social Rights, CESR, Ecosystems Work for Essential Benefits, ECOWEB, Global Call to Action Against Poverty, GCAP, Justice, Development and Peace Commission, JDPC, Save the Children UK, Secretariat of the African Decade of Persons with Disabilities, Sightsavers, The Seed Institute, VOICE, WWF

The proposal for a suite of Sustainable Development Goals (SDGs) that would "support the MDGs" was put forward by the governments of Colombia, Guatemala and Peru in the consultations leading up to the Rio+20 Summit<sup>12</sup>.

The concept of SDGs was accepted by the Rio+20 Summit, which recognised "*the importance and utility of a set of sustainable development goals (SDGs), which are based on Agenda 21 and Johannesburg Plan of Implementation, fully respect all Rio Principles, taking into account different national circumstances, capacities and priorities, are consistent with international law, build upon commitments already made, and contribute to the full implementation of the outcomes of all major Summits in the economic, social and environmental fields, including this outcome document. These goals should address and incorporate in a balanced way all three dimensions of sustainable development and their inter-linkages. They should be coherent with and integrated in the United Nations Development Agenda beyond 2015.*"<sup>13,14</sup>

The Rio+20 Outcome Document emphasised that "...*the goals should address and be focused on priority areas for the achievement of sustainable development, being guided by this outcome document*"<sup>15</sup>. It also set in motion an inclusive and transparent intergovernmental process on SDGs that is open to all stakeholders and led by an Open Working Group that would decide its method of work and submit its report to the 68th session<sup>16</sup> of the United Nations General Assembly (UNGA), containing a proposal for sustainable development goals for consideration and appropriate action<sup>17</sup>.

The Rio+20 Outcome Document does not address the question of themes that the SDG process should focus on. That was left to the Working Group. However, there was significant debate in the preparatory meetings on possible themes, and the draft document coming out of the preparatory meetings listed the following themes for consideration as SDG goals: energy, water, food security, oceans, equity and social inclusion, decent work, rule of law and good governance, gender equality and women's empowerment, all being considered in the context of poverty reduction. These themes are consistent with the original SDG proposal, and with the UN Secretary General's Five Year Action Agenda<sup>18</sup>.

Civil Society Groups including Oxfam<sup>19</sup>, the Overseas Development Institute (ODI)<sup>20</sup> and Institute for Global Environmental Strategies (IGES)<sup>21</sup> have also put forward proposals calling for the post-2015 development process to holistically address the economic, social and environmental dimensions of development.

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<sup>12</sup> *RIO + 20: Sustainable Development Goals (SDGs): A Proposal from the Governments of Colombia and Guatemala AND RIO + 20: Sustainable Development Goals (SDGs): An updated Proposal from the Governments of Colombia, Guatemala and Peru, November 2011*

<sup>13</sup> *The Future We Want: para 246*

<sup>14</sup> *Agenda 21 is the Outcome document from the 1992 Rio Summit and the Johannesburg Plan of Implementation is the Outcome document from the 2002 ten year assessment of progress on the implementation of Agenda 21*

<sup>15</sup> *The Future We Want: para 247*

<sup>16</sup> *In the year 2013*

<sup>17</sup> *The Future We Want: para 248*

<sup>18</sup> *UN Secretary General's Action Agenda, January 2012*

<sup>19</sup> *Oxfam: A Safe and Just Space for Humanity*

<sup>20</sup> *Melamed, Claire & Sumner, Andy: A Post-2015 Global Development Agreement: why, what, who?.*

*Paper prepared for the ODI/UNDP Cairo workshop on a post-2015 Global Development Agreement, 26-27 October 2011*

<sup>21</sup> *IGES Proposal for Rio+20*

It is also important to note that some of the thematic issues addressed by the Rio+20 Outcome document are also included in the MDGs either as goals, targets or indicators. These include poverty eradication, primary education, decent work, nutrition, gender equity and women's empowerment, reproductive health, water and environmental sustainability.

### **Developing the Post-2015 Framework**

The Rio+20 Outcome has made it mandatory that the post-2015 Development Framework be informed by both the follow-up to the MDGs and the development of SDGs, although it is not prescriptive on whether this should be done as one framework, or as complementary frameworks.

It is also clear that poverty reduction will be at the centre of the post-2015 Development Framework and that sustainable development considerations, influenced by the issues addressed in the Rio+20 Outcome Document, will play an influential role in determining the final goals, targets, and indicators. Other issues likely to feature in the deliberations include education, gender equality and women's empowerment, water, energy, and environmental sustainability.

In addition to the MDG framework and the Rio+20 Outcome, the deliberations on the post-2015 framework will also be influenced *inter alia* by the EFA processes<sup>22</sup>, the work of the UN Secretary General's High Level Panel on Global Sustainability<sup>23</sup> and the work of the UN Secretary General's Sustainable Energy for All Initiative<sup>24</sup>

## **EARLY CHILDHOOD DEVELOPMENT (ECD)**

### **What is ECD?**

Early childhood refers to that period in a child's life between zero and eight years old. During these early years, there are four critical areas of development: physical, cognitive, linguistic and socio-emotional. Children develop rapidly during this period and positive or negative development in any of these areas has implications for their well-being, school readiness, and later success in life. In the recent volume, *Investing in Young Children*, Naudeau et al, (2011) propose that by the time children reach school entry, they should be: i) healthy and well-nourished; ii) securely attached to caregivers and able to interact positively with extended family members, peers and teachers; iii) able to communicate in their native language with peers and adults; and, iv) ready to learn throughout primary school<sup>25</sup>.

Early Childhood Development or ECD is a “comprehensive approach to policies and programmes for children from birth to eight years of age, their parents and caregivers. Its purpose is to protect the child’s rights to develop his or her full cognitive, emotional, social and physical potential”<sup>26</sup>. Its purpose is to

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<sup>22</sup> <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

<sup>23</sup> *Resilient People, Resilient Planet: A Future Worth Choosing - Report of the High-level Panel on Global Sustainability*

<sup>24</sup> <http://www.sustainableenergyforall.org>

<sup>25</sup> Naudeau, S. et al (2011) *Investing in Young Children: An early childhood development guide for policy dialogue and project preparation*. World Bank, Washington DC

<sup>26</sup> UNICEF, *The State of The World's Children 2001*. pg. 17

ensure that children have the opportunity to for positive development in all four of the critical areas of development.

### **Importance of ECD**

Research into brain development and early childhood development has shown that that in utero development and the first 3-4 years are critical for the development of sensory pathways (hearing and vision), social and emotional development and the basic pathways for reading and mathematics. If these pathways are not adequately developed in the early years, tremendous human and financial resources must be expended to address deficiencies. Normal development is often not possible<sup>27</sup> and these children are at risk of mental health, learning, memory and behaviour disorders.

The key interventions necessary to ensure development, are appropriate and adequate health interventions, including nutrition and early stimulation, parenting support, developmental monitoring with early intervention, child care and early childhood education.

### **Consequences of Poor ECD**

Inadequate attention to children in these early years results in children who fail to reach academic, socio-emotional and health potentials, and who therefore become a challenge to society, with a high probability of becoming involved in crime and other forms of socially deviant behaviour<sup>28</sup>.

The evidence from around the world indicates that significant numbers of young children are growing up in disadvantaged circumstances that are not optimal for promoting healthy development. The estimates<sup>29</sup> indicate that:

- each year, about 19 million children in developing countries are born underweight because of poor growth in the womb;
- about 28% of all children under age 5 in the developing world are stunted (short for their age);
- of the 171 million children suffering from stunting, 40% live in South-Central Asia, and 45% of children in Eastern Africa are stunted.

These findings are a cause for concern as development in early childhood is a multi-dimensional and sequential process, with progress in one domain acting as a catalyst for development in other domains. These children are also at a disadvantage with regards to school readiness and this has been cited as a concern by the EFA Global Monitoring Report (GMR) in its April 2012 Policy Paper<sup>30</sup>. Despite recent progress, access to preprimary school varies around the world and the level of access to preprimary

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<sup>27</sup> *Scientific Evidence For The Importance Of Supporting Development Of Children 0-3 Years. Maureen Samms-Vaughan, Presentation to Regional Forum On Birth To Three, St. Vincent, June 2011*

<sup>28</sup> *Ibid*

<sup>29</sup> *Education For All Global Monitoring Report, Policy Paper 03, April 2012*

<sup>30</sup> *Ibid*

school – one form of ECD provision – is only 46% worldwide. The GMR concludes that “...*this suggests that most children worldwide were excluded from pre-primary education*” and it has emphasised that “*expanding equitable early childhood care and education is an urgent need*”<sup>31</sup> and that “*High quality pre-primary education is also vital in preparing young children for primary school*”<sup>32</sup>.

These risk factors that interfere with children’s development often co-occur and can amplify each other, with poor health and nutrition and lack of school readiness leading to poor school performance. Poor school performance leads to inadequate preparation for economic opportunities – and, eventually, the perpetuation of intergenerational poverty cycles.

The net result is that by the time children enter primary school, significant gaps exist in children’s development. More than 200 million children below the age of 5 living in low- and middle- income countries fail to reach their developmental potential, because they suffer from the negative consequences of poverty, nutritional deficiencies and inadequate learning opportunities.<sup>33</sup>

### **ECD and Sustainable Development**

This failure to ensure that children have access to early childhood development has significant consequences for eradicating global poverty and achieving sustainable development. These twin objectives cannot be achieved when significant numbers of children start life at a disadvantage - one that continues to widen as they grow and develop and perpetuates itself in an inter-generational transfer of poverty.

Eradicating poverty and achieving sustainable development therefore requires that significant attention be paid to early childhood development, and that strategies to ensure adequate health, nutrition, stimulation and early learning, be a part of all programs to eradicate poverty and achieve sustainable development.

It therefore means that ECD has to feature significantly in the post-2015 development agenda.

### **ECD AND THE POST-2015 DEVELOPMENT FRAMEWORK**

ECD is not one of the issues under current consideration for inclusion in the post-2015 development framework - neither as a goal, and indicator, a target, nor a subject for consideration as part of the framework in any form or fashion. This situation obtains despite the fact that ECD is in fact germane to the achievement of many of the priority outcomes that will feature on the post-2015 agenda - poverty reduction, primary education, child survival, nutrition - and has been the subject of United Nations Conferences and resolutions through the years<sup>34</sup>.

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<sup>31</sup> *Education For All Global Monitoring Report, Policy Paper 03, April 2012*

<sup>32</sup> *Ibid*

<sup>33</sup> *2007 Lancet Series*

<sup>34</sup> *See, for example, UN General Assembly. (2011). Resolution adopted by the General Assembly [on the report of the Third Committee] 65/197. Rights of the Child. A/RES/65/197. New York: United Nations*

Getting ECD onto the agenda will therefore require deliberate work to position it as one of the key issues that will contribute to poverty eradication and the achievement of sustainable development. Such positioning will require attention by the ECD community to two issues - establishment of ECD as one of the content issues to be addressed; and participation in the processes that will determine the main elements of the post-2015 framework.

### **ECD as a Content Issue**

The post-2015 development framework is expected to include an identification of key issues, with goals, targets and indicators. The Rio+20 Outcome document specifies that "*We recognize that progress towards the achievement of the goals needs to be assessed and accompanied by targets and indicators while taking into account different national circumstances, capacities and levels of development.*"<sup>35</sup>

What this means is that the issues identified for inclusion have to be capable of being measured in a quantifiable sense. This means that there will have to be existing data and indicators and supporting systems available with which to formulate baselines and measure progress over time.

Against this background, there are four (4) possible entry points for consideration of ECD as a content issue - primary education, poverty reduction, nutrition and child survival.

- ***ECD and Primary Education***

Primary Education is recognised as a key issue in both the MDG and SDG tracks, and has been cited by the Global Sustainability Panel as "*...a precondition for sustainable development*".<sup>36</sup>

Given the linkages discussed in the earlier sections between health, nutrition and pre-primary participation and primary school performance, there is a strong case for including participation in pre-primary education as one of the targets or indicators for achievement of a goal on primary education.

- ***ECD and Poverty Reduction***

The relationship between child development and poverty was recognised in the MDGs, where the *Prevalence of underweight children under five years of age* was one of the indicators used to monitor *Target 1C: Halve the proportion of people who suffer from hunger*. However, this took a one-dimensional approach to child development - underweight children.

This established linkage could be used in the post-2015 development framework to include a wider set of indicators that target early growth and development e.g. low birth weight children; anemia deficiency, stunting.

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<sup>35</sup> *The Future We Want: para 250*

<sup>36</sup> *Resilient people Resilient planet: A Future Worth Choosing: para 68*

- ***ECD and Child Survival***

The MDGs also recognised the linkage between ECD and child survival, with the under five and infant mortality rates, as well as the measles immunisation rate being indicators for the achievement of Target 4A: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate.

This established linkage could be used in the post-2015 development framework to include a wider set of indicators that target early growth and development as described in the previous section, on the premise that survival alone is not enough e.g. low birth weight children, anemia deficiency, stunting.

Child mortality is also one of the issues addressed by the Rio+20 Outcome document. Para 146 states inter alia that “*We commit to reduce maternal and child mortality, and to improve the health of women, men, youth and children.*”<sup>37</sup>.

- ***ECD and Nutrition***

The Rio+20 Outcome document cites the need for adequate, safe and nutritious food for present and future generations in line with the Rome Principles adopted in 2009, including children under two...<sup>38</sup>.

This presents an opportunity for linking nutrition with a wider set of indicators that target early growth and development e.g. low birth weight children, anemia deficiency, stunting.

- ***Implications for Action***

There are therefore multiple entry points for introducing ECD to the post-2015 development agenda. Inclusion in any one of these focus areas, will benefit the children of the world, as such inclusion will draw the attention of the world community to a particular group of issues that global action can be mobilised around. It will make ECD a priority issue, which will be analysed and reported on an ongoing basis. This will bring attention to the progress being made in the respective areas and provide an incentive for governments to become more involved in ECD programming.

### **Participation in the post-2015 Process**

Getting ECD accepted as a content issue will require deliberate advocacy and participation by ECD advocates in the processes that will develop the elements of the post-2015 framework. Unlike in 2000 when the MDGs were being developed, there are not many conferences that have taken place since 2000, whose outcomes can be used to inform the new goals, targets and indicators.

Effective participation will require actions to be taken at two levels, viz:

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<sup>37</sup> *The Future We Want: para 146*

<sup>38</sup> *Ibid: para 108*

▪ ***The United Nations Systems***

The key processes and decisions will be taken through processes led by the United Nations. It is therefore important that leading ECD advocates have the ability to participate in these UN-led processes. This will require the following actions:

- An early decision on the themes and potential goals, targets and indicators that will be advocated used as entry points for the ECD community.
- Development of key messages and supporting material on the themes that will be used as entry points.
- Registration of leading ECD advocates as members of Major Groups within the UN system, including the Economic and Social Council (ECOSOC), as these are the fora where the major decisions will take place. There are a variety of Major Groups through which affiliation can be sought including the Major Groups on NGOs, Children and Youth. There is a formal process for such affiliation as this should be initiated immediately as the SDG process is mandated to report to the General Assembly in one year. ECD Advocates will need to be eligible to participate as members of the Major Groups.
- Use participation in the Major Group(s) to mount a general awareness campaign throughout the UN system, with a limited well-chosen number of targeted, key messages that are seen and heard by multiple audiences.
- Lobby the Chairmen and Facilitators of the working groups dealing with Primary Education, Poverty Reduction, Child Survival and Nutrition.
- Participate in the UN meetings on these subjects including the Commission on Sustainable Development (CSD) sessions and the negotiating sessions. It will be useful to identify an organisation to lead this effort, which will appoint a designated team to work on this, and which will be supported by the other ECD advocates.

▪ **National and Regional Preparatory Processes**

- Dissemination of the key messages and supporting material on the themes that will be used as entry points to national and regional advocates.
- Active participation of National and Regional ECD advocates in the respective MDG and SDG reviews and preparatory meetings in their respective countries and regions with a view to ensuring that the need for ECD inclusion gets included in the reports from these preparatory activities.
- General public education and awareness activities at the national and regional levels, especially targeting the officials that are leading these processes.

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