

Use of the EDI in wealthy countries

Measuring Early Child Development Conference

*Professor Frank Oberklaid
Director, Centre for Community Child Health
Royal Children's Hospital, Melbourne, Australia
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‘Nothing hard is ever easy’

Don Berwick - 1998



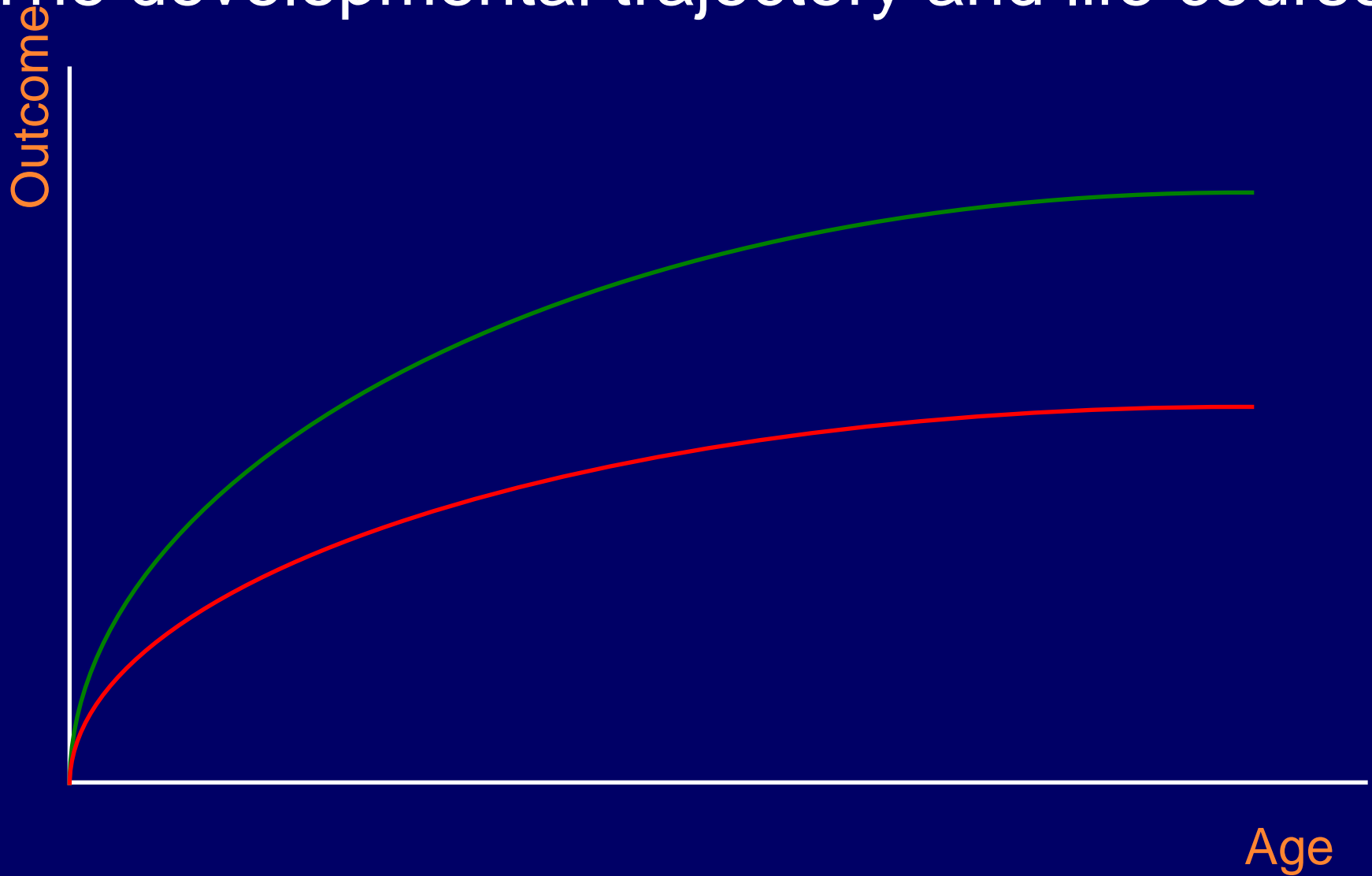
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‘By kindergarten, significant preventable inequalities in development have emerged...’

-Hertzman (2006)



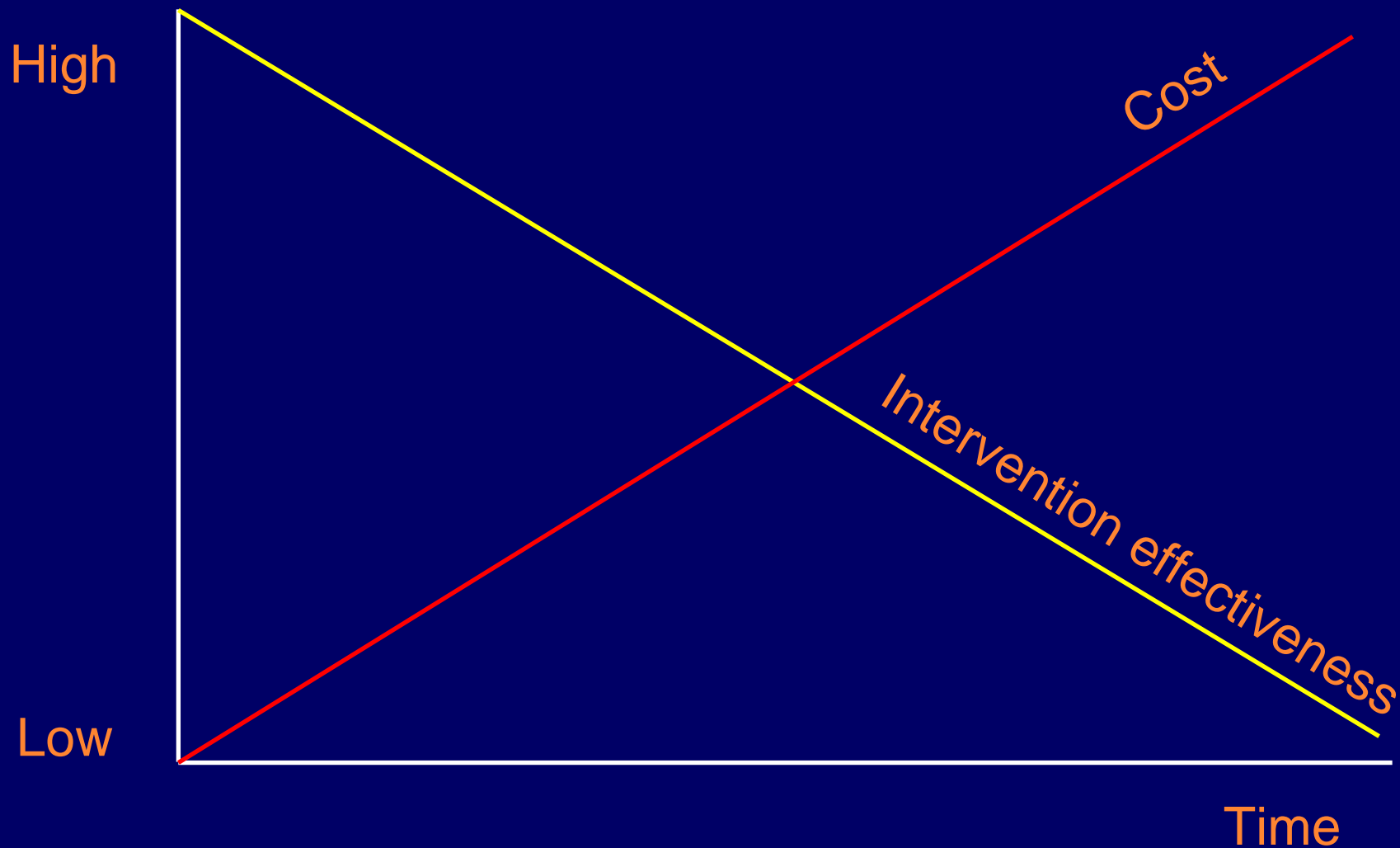
The developmental trajectory and life course



Sub-optimal developmental trajectory...

- Unfulfilled potential and problems in childhood
- Beginning of pathways to problems later in life
- Evidence that many problems in adult life have their origins in pathways that begin in childhood
- Loss of potential of achievement in multiple domains and facets of life

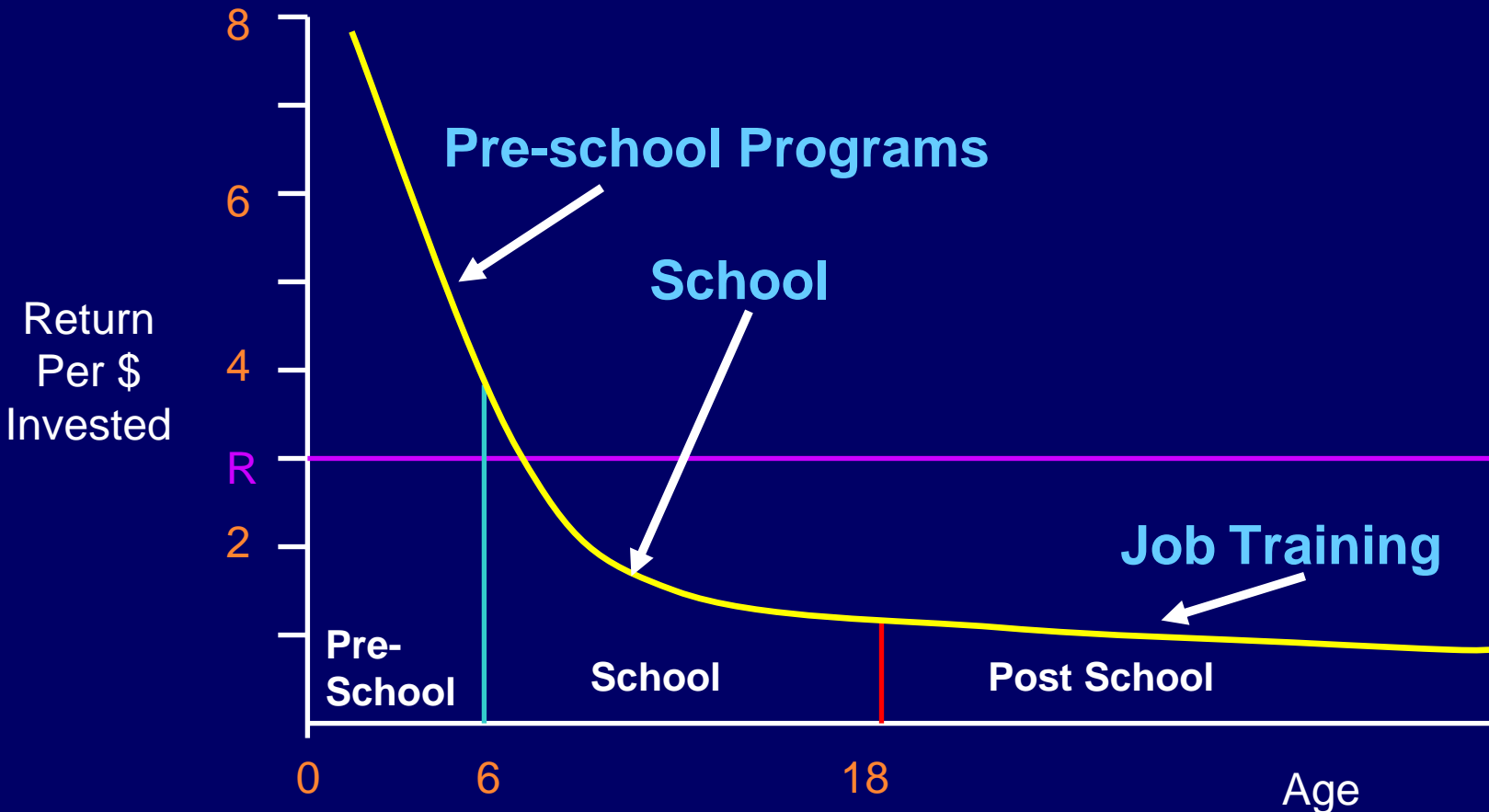




Intervention effects and costs of social-emotional mental health problems over time (Bricker)



Rates of Return to Human Development Investment Across all Ages



Pedro Carneiro, James Heckman, Human Capital Policy, 2003



Seven uses of EDI

1. Measuring ECD
2. Assessment of community support for ECD
3. Prediction - anchoring developmental trajectories
4. Evaluating change in ECD over time
5. Understanding ECD in special populations
6. International comparisons
7. Informing community ECD policy



Data collection and the EDI

- Reliable
- Valid
- Relevant
- Meaningful
- Simple to collect
- Coverage adequate for validity - universal
- Useful - can be utilized to inform policy or programs



EDI as outcome and baseline

- Outcome of what has happened in years before child commences formal schooling
- Baseline for future educational progress



EDI results are useful

- Children's teacher
- School principal
- Community ECD leaders
- Community program/services directors
- Local government planners
- Government policy makers



EDI helps break down service and professional silos

‘...maps invite observers to contemplate a broad understanding of early development that transcends the boundaries of any single policy envelope...education, health, childcare, welfare or justice...’

-Hertzman (2006)



EDI helps to create partnerships

- When first considering using the EDI
- Interpreting and acting on the results
- Asking the question why?
- Community responses to EDI results
- Provides best chance of local community ownership and sustainability (Offord)



EDI mobilizes communities around ECD

- Raises awareness of ECD
- Provides surprises
- Answering the question 'why.'
- Breaks down silos
- Informs service planning
- Prompts new policies and programs
- Encourages innovative community responses
- Supports argument for additional resources



EDI can be a reality check

- Vulnerability spans all neighbourhoods
- Proportion of vulnerable children greater in disadvantaged areas, actual numbers greater in sum of middle class areas though thinly spread - ie focusing only on disadvantaged areas would miss majority of vulnerable children
- Case for universal services



EDI results can guide community interventions

- Allows the provision of specific recommendations that can be implemented at population and community-wide level to enhance development in each of the 5 domains



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