

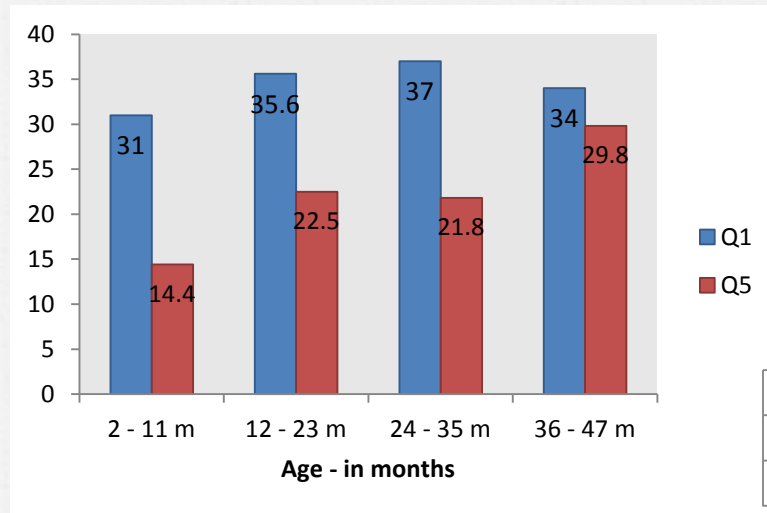
# Comprehensive Early Childhood Development Policy

The case of Chile  
“Chile grows with you”

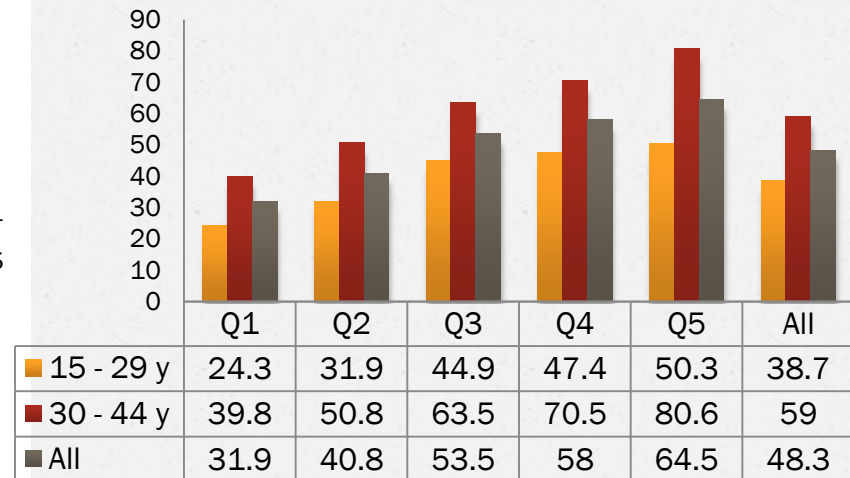


# 2005/2006 – Two main facts

Developmental delays by age & income quintile  
(% of population), Chile 2006



Female labor participation, by age & income quintile - Chile 2006





# Why Chile Crece Contigo (CHCC)?

- Despite good economic results, high level of inequality, starting before birth.
- Wide range of services, high coverage, low quality – specially for most vulnerable.
- High increase of teenage maternity/paternity
- High rates of developmental delays (children under 4), including high income households.
- Low rate of women labor participation.
- Poor performance in international tests – all social groups.

# What did we have to start?

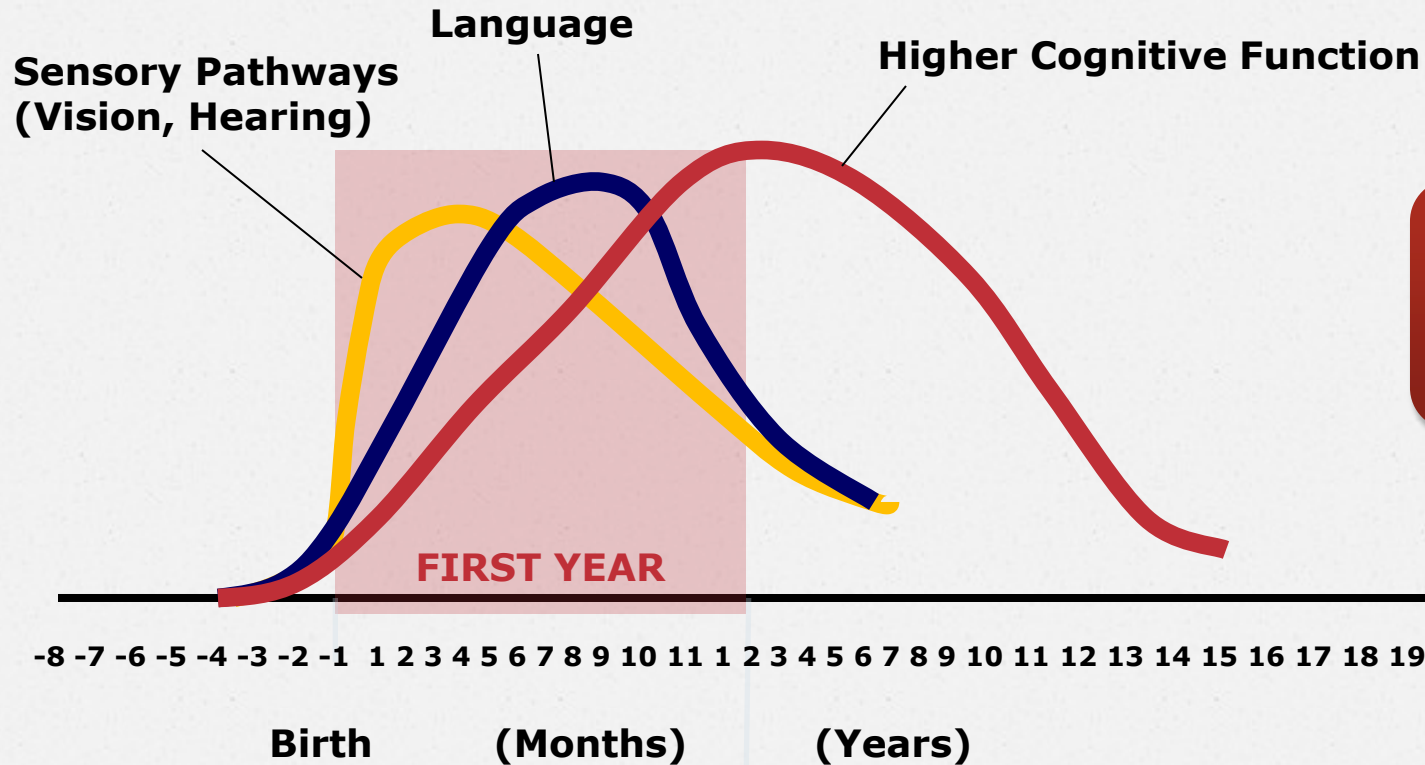
- o Wide network of primary health services – high coverage and adherence.
- o Very good health indicators.
- o A network of public nurseries (children under 2y) and kindergardens (2 – 3y) – insufficient coverage and unequal quality.
- o Universal access policy to preschool education (4 – 5 y) – low demand.
- o Big number of little programs focused on early childhood.
- o **POLITICAL WILL**

# CHCC was designed based on ...





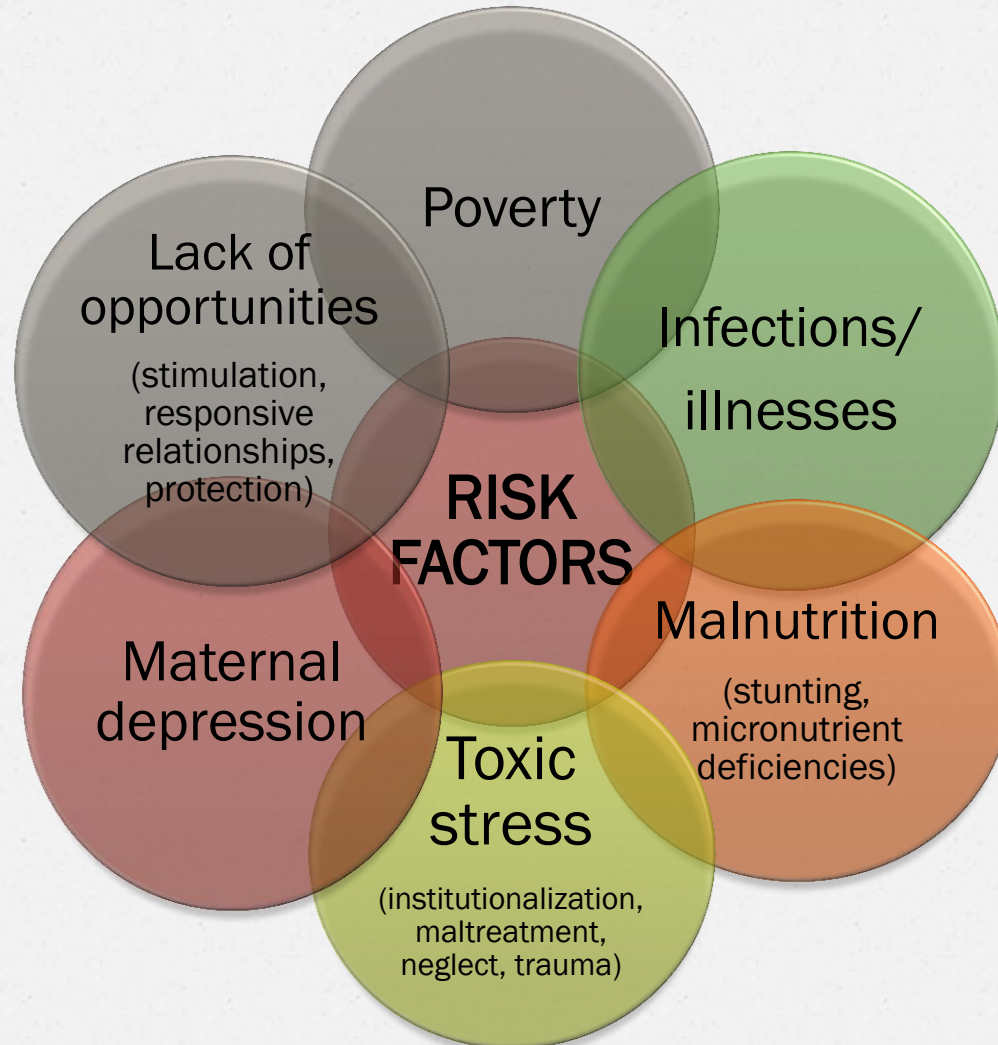
# Stages of development of Neural Circuits: the importance of the first 1000 days



Scientific evidence

Source: Nelson (2000)

# Disparities begin prenatally or early in life



Scientific evidence

# Policies that can help lead to success....

## Supporting Protective Factors

Scientific  
evidence

Maternal health and  
prenatal care

Child health and  
nutrition

Parenting and  
family support

Quality early  
childhood programs

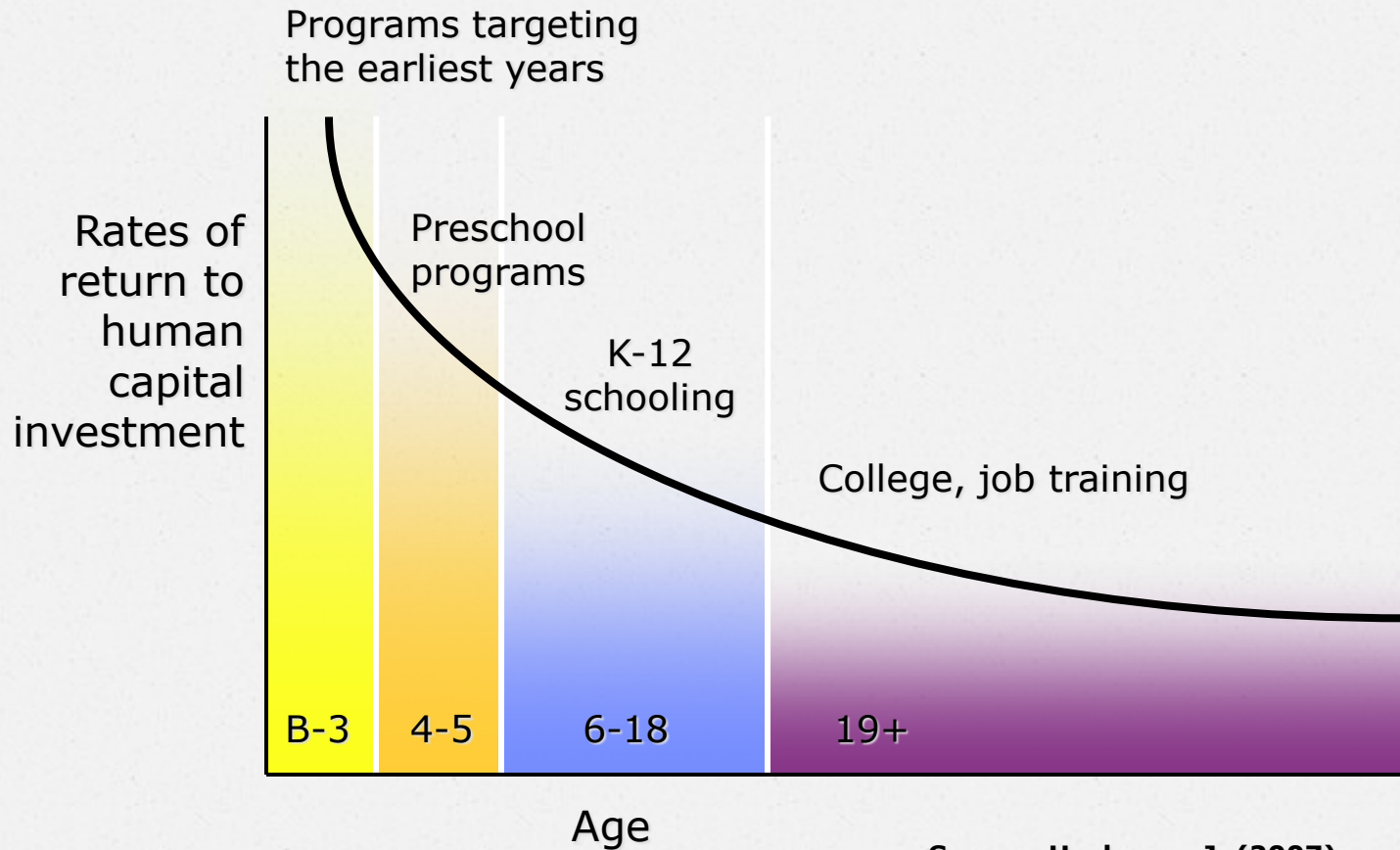
Family economic  
supports and  
ongoing education

Quality primary  
schools



# Preventive Interventions are more efficient and produce more favorable outcomes than later remediation

Scientific evidence



Source: Heckman, J. (2007)



Teenage pregnancy – family support



Children rearing patterns – indigenous communities, rural, urban families, etc.

Pre-investment studies



Conditions for humanized birth



Systematization of experiences nationwide



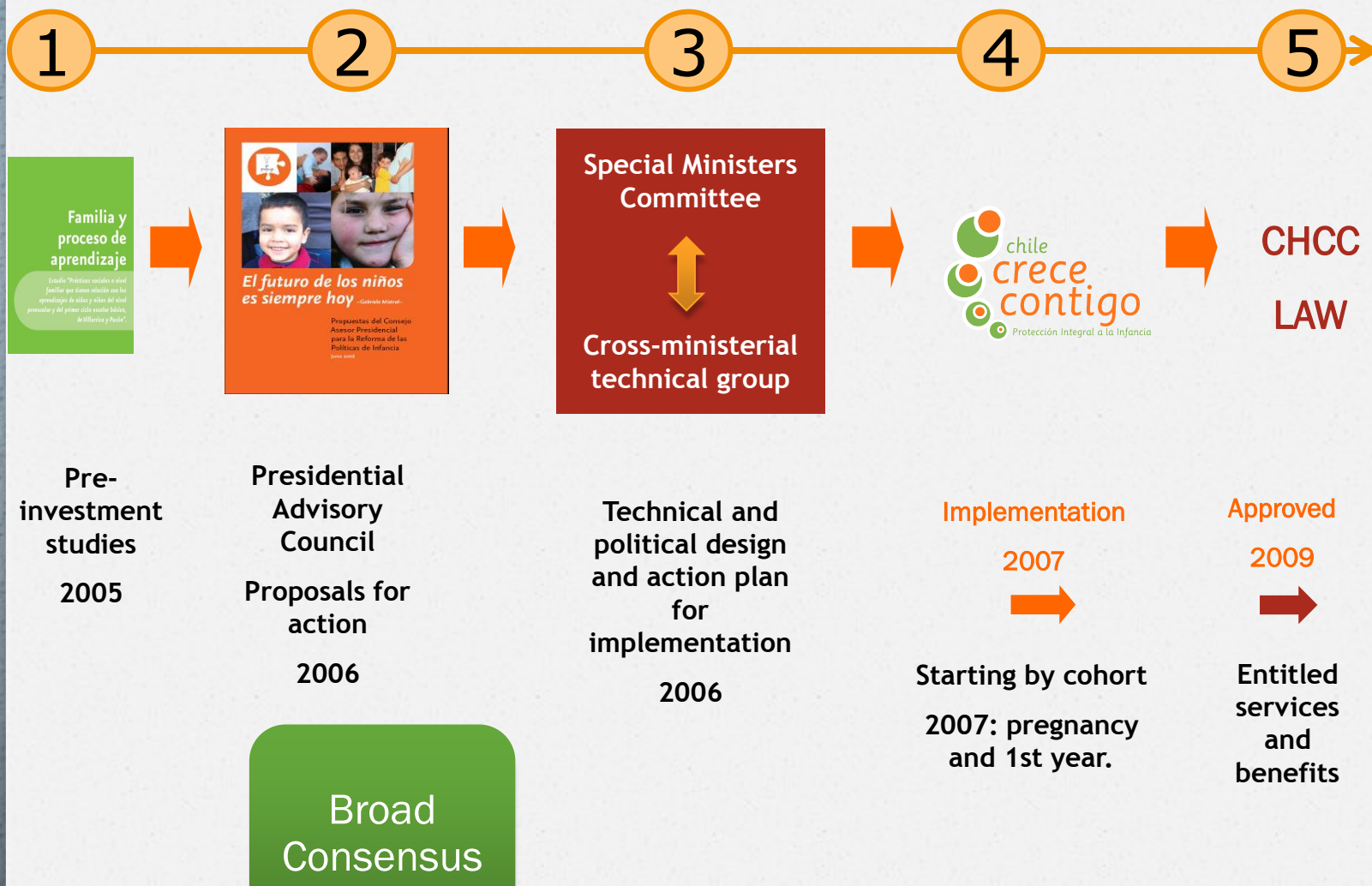
Children and the use of physical space (homes, community facilities, etc.)



Regulations related to children and families



# Policy trajectory 2005 - 2009





## What is Chile Crece Contigo?

- o Integrated suite of services (children under 4y and their families)
- o Universal and targeted interventions
- o Multiple public providers – improving supply side
- o Central and regional coordination – Ministry of Planning
- o Local Coordination: Municipalities
- o Continuous monitoring of each child development trajectory,
- o System approach

Global  
approaches



## Interventions and targets (children under 4y)

- Interactive educational tools - parenting knowledge and skills
- Legislation improvements

- Biopsychosocial Development Support Program (PADB)
- Newborn Support Program (PARN)
- Nobody is Perfect (parenting skills)

- Good quality - free nursery and kindergarten
- Home visits by health teams
- Family allowance
- Comprehensive care for children with developmental delays
- Technical aids for children with disabilities
- Preferential access to the social protection system

All Children(100%)

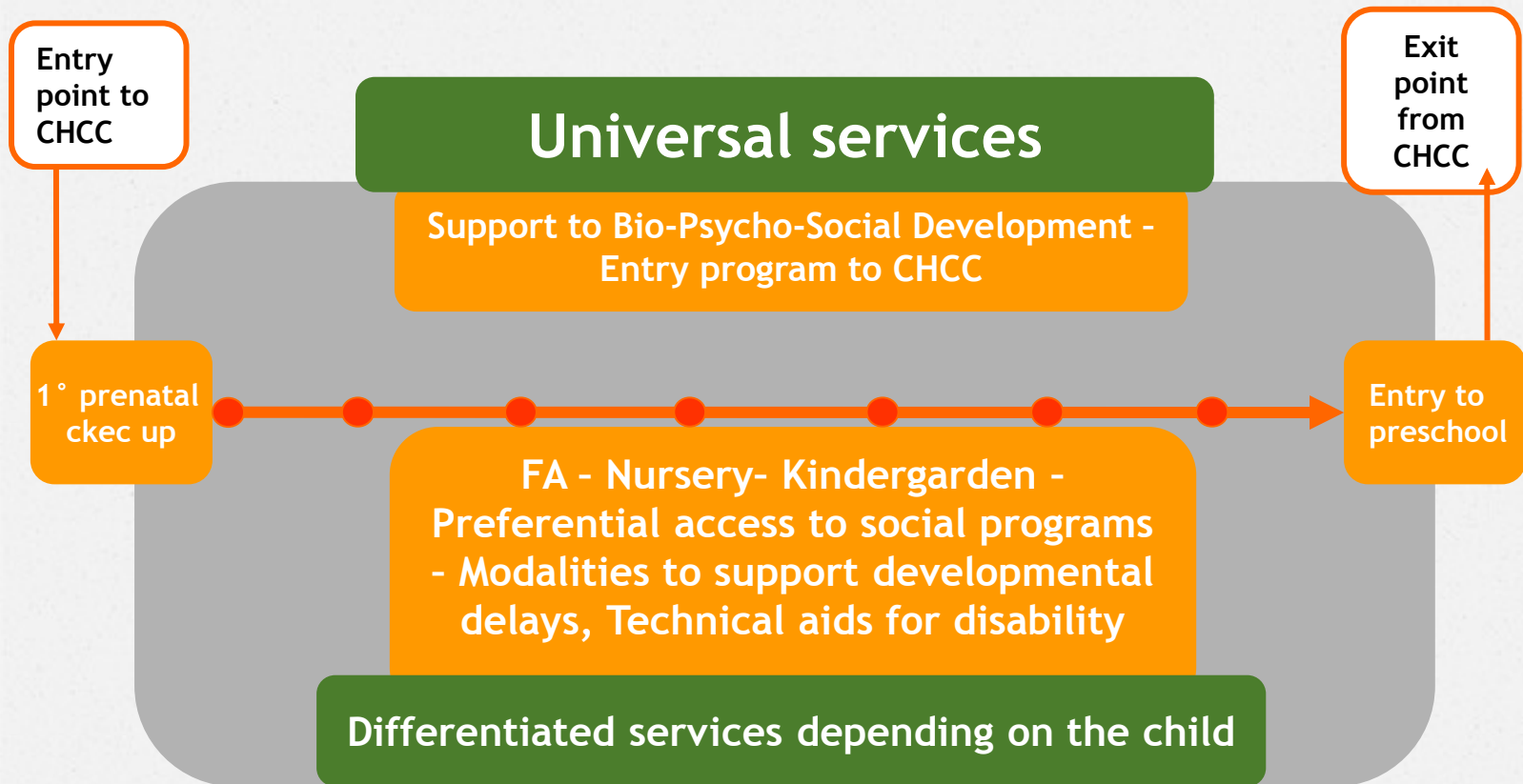
Children covered by  
public health system  
(81,6%)

Children with  
some vulnerability  
- risk factor (74%)





# Supporting and tracking each child development trajectory – *Children covered by the public health system*

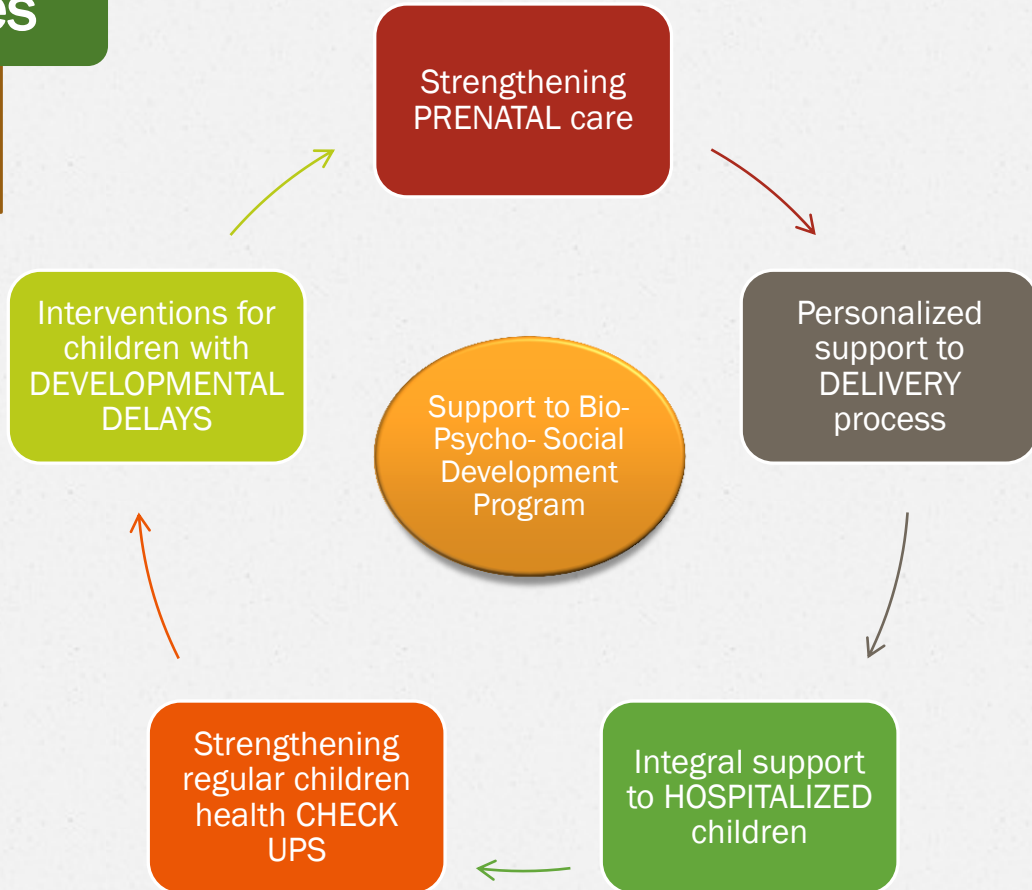


Management Information system – including referrals



# Universal services

PROVIDER: Public Health  
Network (national,  
regional, local)



## Targeted services

Legal Guarantees to CHILDREN from  
60% most vulnerable households

**PROVIDERS:** Ministry of  
Education – Disability  
Fund - Municipalities

- o Technical aids (disability)
- o Nursery and KG modalities  
– mothers working, studying  
or seeking job.
- o Part-time KG modalities –  
mothers not working out of  
home.

Differentiated services for FAMILIES from  
40% most vulnerable households

**PROVIDERS:** Different  
agencies – mainly through  
municipalities

- o Family allowance from  
pregnancy.
- o Remedial education.
- o Training and job placement  
services.
- o Improving housing conditions
- o Social and legal services
- o Mental health services

# Lessons learned

Chile and worldwide



# Lessons Learned From the Chilean experience



## Design informed by strong diagnostics

1. Children specific developmental needs.
1. Learning needs of parents and caregivers.
2. Parents and caregivers coping styles and required support.
1. “Points of contact” of the public agencies with the youngest children and their families.
2. Providers mapping – national and local level. Coverage and quality.
3. Stakeholders assessment – political and social commitment

## Main Lessons From Implementation

- o Build on what you have – improve all you can – don't invent the wheel. Always someone in the country has implemented something helpful. You only need to search.
- o A comprehensive approach is the right way to ensure different supports (services) to the exactly same child.
- o The management model is the main challenge, more the implementation than the design (many actors, same objective, common results, same children, different skills and experience). Don't forget to take into account each institutional culture.



## Main Lessons From Implementation

- o Policy coordination under a non sectorial Ministry is an advantage. High political priority always helps.
- o Local management is crucial – they work with the families on daily basis.
- o A common management information system is the main tool for cross-sectoral coordination and service delivery (registry, monitoring, referral).
- o Timely and coherent services to the children and their families.
- o Having an evaluation agenda/plan (processes, results and impact) allows continuous improvements.



# Lessons Learned Worldwide

## Characteristics of successful programs

- o Integrated across sectors
- o Parents as partners with teachers to support children's development
- o Opportunities for children to initiate learning & play
- o Blend traditional child care, cultural beliefs & evidence-based practices (curriculum, materials)
- o Systematic in-service training, supervision, monitoring, and evaluation

Source: Lancet series on child development, 2007, 2011



Thank you ....

Verónica Silva Villalobos  
vsilva@worldbank.org