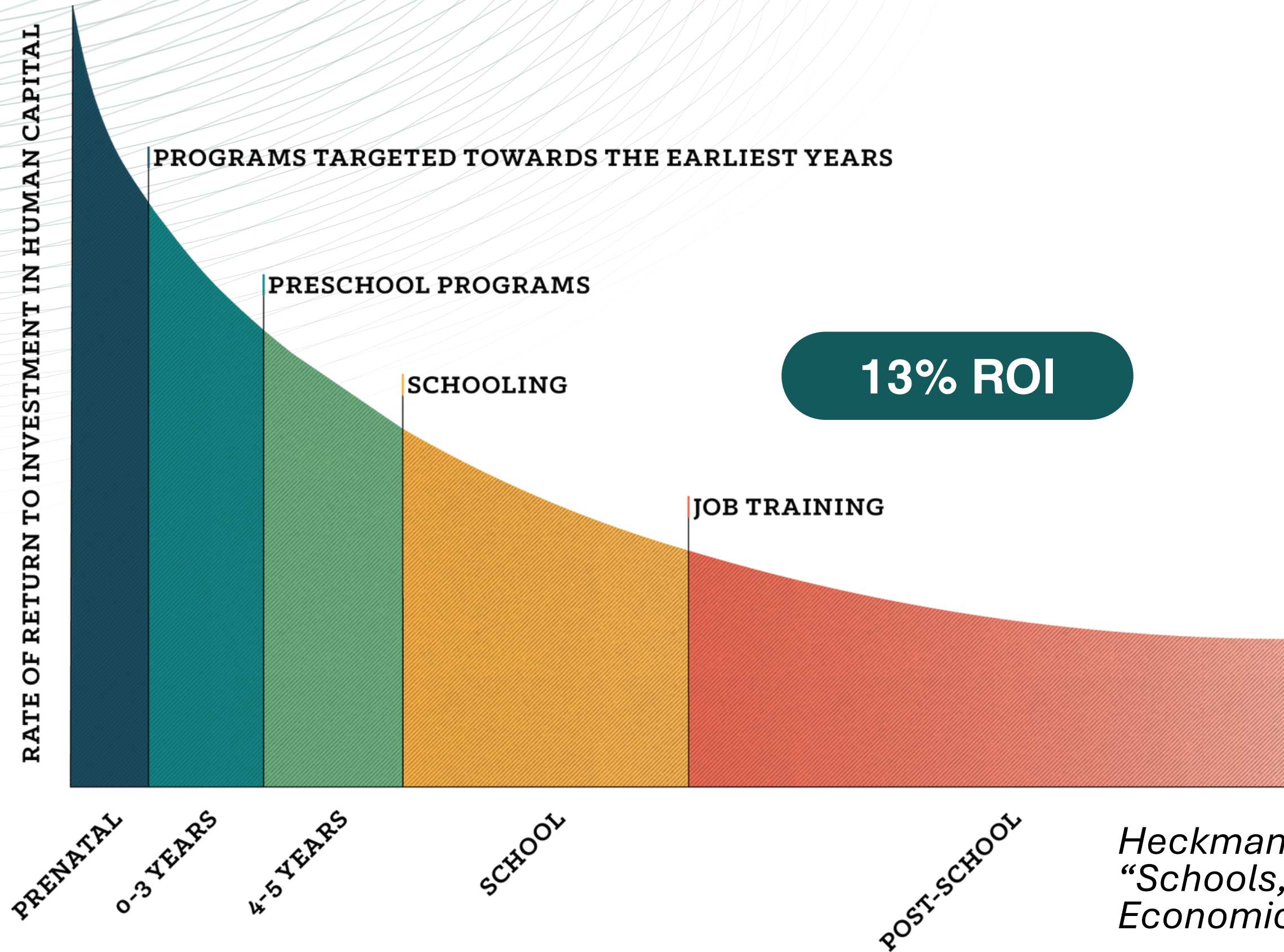


# Case Study 1: Equity starts early : Unlocking potential through inclusive ECD programs

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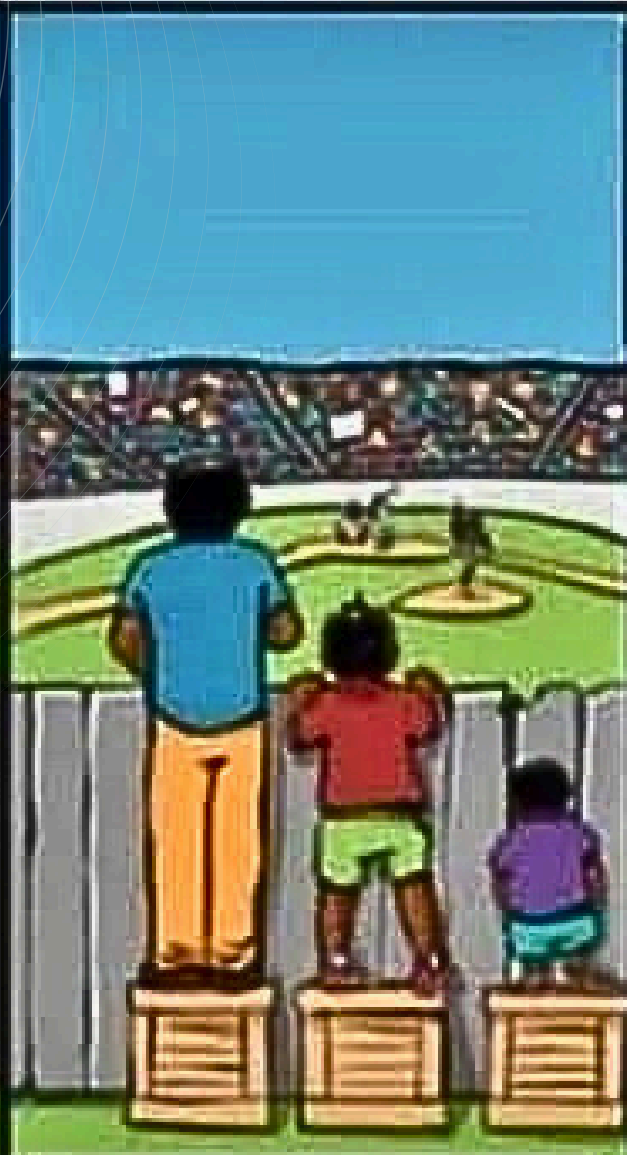

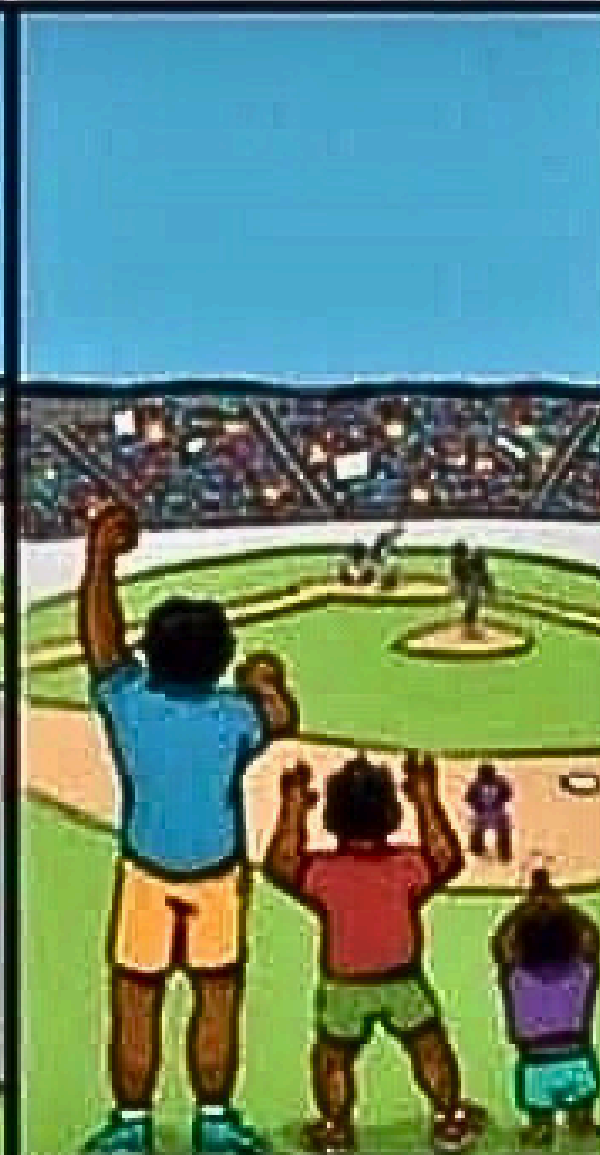
**Better  
Education**

**Better  
Employment**

**Better  
Income**

Heckman, James J. (2008).  
"Schools, Skills and Synapses,"  
*Economic Inquiry*, 46(3): 289-324



 <p><b>REALITY</b></p>	 <p><b>EQUALITY</b></p>	 <p><b>EQUITY</b></p>	 <p><b>JUSTICE</b></p>
<p>One gets <b>more than</b> is needed, while the other gets <b>less than</b> is needed. Thus, a huge disparity is created.</p>	<p>The assumption is that <b>everyone</b> benefits from the same supports. This is considered to be equal treatment.</p>	<p><b>Everyone</b> gets the support they need, which produces equity.</p>	<p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>

# What does equity look like in ECD services?

## Do caregivers have the opportunity to

- Learn about the importance of ECD?
- Share concerns about their child's development?
- Learn about protective and risk factors for their child's development?
- Know about their child's rights and resources to help them?

## Do caregivers have the sense of agency to

- Influence factors affecting their children's development?
- Access resources that can positively impact their children's development



GMCD - Guide for Monitoring  
Child Development



# Equity at scale = Social Justice



Scan for more  
information



Yawatmal district,  
Maharashtra





**Thank You!**

