Increasing Access and Equity in Early Childhood Education: an Evaluation of Achieving Results in 5 LAC Countries 2007-2013

Terms of Reference

Background and Context

Scientific research has proved that at early years of childhood the brain develops at its most rapid pace, these early synaptic connections form the basis of neuroplasticity, which underlies child's physical and mental health, lifelong capacity to learn, adapt to change, and develop psychological resilience and affect children wellbeing and their future interactions as youth and adults in the future[1]. The economic, social, and political context affect children's development to the extent in which opportunities to develop at their full potential exist. Young children facing multiple adversities, high degree of poverty, toxic stress and have limited access to health, stimulation and nurturing interaction with their parents and caregivers are not able to reach their full potential, and therefore have limited outcomes as adults. Early Childhood Development (ECD) strategies play a major role in future school performance, health, socialization, and income. Appropriate attention to early childhood is crucial to reduce equity gaps, especially when targeted to poorest and marginalized children, and can lead to breaking the intergenerational transmission of poverty.

ECD is multi-sectorial. It covers health and nutrition, child protection, social protection and welfare, education, and other sectors. The array of interactions among different sectors is represented in Figure 1. Monitoring the situation of children in these comprehensive framework is complex. Traditionally, indicators have focused on care and health for children and education. As limited as it is, following up on advances of early child education is already a large contribution to monitor the situation of children to develop their full potential, especially for children between 3 to 6 years of age, or just before starting primary school.

From the education perspective, the importance of education at this early stage has been largely documented not only on its contribution to reach full potential of children, but also on its achievements on later educational outputs in a cost-effective manner. Children who attend preschool are less likely to repeat grades, drop out or require special education[2].

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[1] UNICEF (2014). Building Better Brains: New Frontiers in Early Childhood Development. New York. UNICEF
[2] Naudeau, S., Kataoka, N., Valerio, A., Neuman, M. J., & Elder, L. K. (2011). *Investing in young children: An early childhood development guide for policy dialogue and project preparation*. Washington DC. World Bank.

Evidence shows that the majority of drop-outs occur during the first two years of school due, among other factors, to under preparedness which translated into repetition in early grades and, eventually, dropout. Even the children who do not drop out at an early stage show persistent patterns of underachievement and leave school unable to read fluently or calculate, or think critically throughout their school years. This pattern and the fact that the conditions of services for early school years are limited, aggravate the performance of students throughout the schools years and therefore have an impact on their future school years and ahead.

Figure 1: Landscape of Early Child Development programs
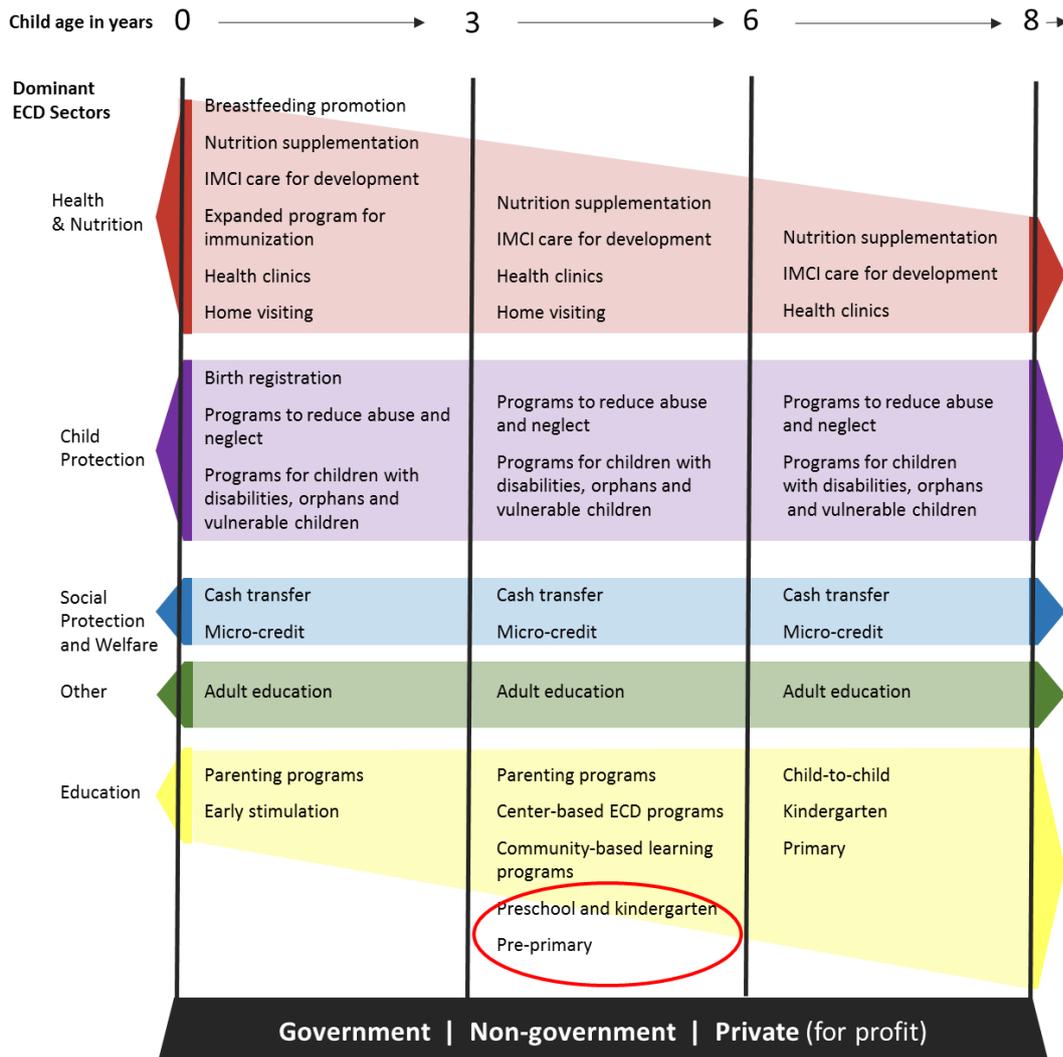
Source: Key to Equality: Early Childhood Development (The Consultative Group on Early Childhood Care and Development, October 2012)

Recent studies of UNICEF and partners on Out of School Children (OOSC) have also demonstrated a strong link between participation in early childhood education and successful transition from primary to secondary school. Invest in early education and child development improves the efficiency of the schooling system and saves money by reducing

repetition and drop-out and improving completion rates and achievement, especially for girls and boys from marginalized groups. The 2011 Lancet Series[3] on ECD also shows evidence of the effect of preschool enrolment to reduce gaps on schooling attendance between adolescents in the lowest quintiles compared with those in the highest quintiles and the consequent economic gain for the countries.

From 1990 and 2010, educational opportunities for children between 3 to 6 years old have slowly improved. The Latin American and the Caribbean regional average coverage for preschool went from 56% in 1990 to 66% in 2010. This positive trend is observed in all countries over the years. It is an indications that countries are increasingly consider relevant for children to attend preschool. The trend, however, shows high and low values. Some countries have very high coverage, while other very low. For example, Chile shows a preprimary enrollment coverage gross rate of 114%, while Dominican Republic 39% for the same year.

In terms of equity, the LAC region reports important differences within the countries themselves. For example, in Suriname, while the coverage of preschool at the lowest quintile is 60%, coverage at the highest quintile reaches 90%. Similar situation is valid for many other countries, such as Guyana, Paraguay, El Salvador, Honduras, and Nicaragua. Children under the lowest quintiles, in rural areas, and/or are part of indigenous communities are particularly in high disadvantage.

The World Declaration on Education for All (EFA-1990) which was reaffirmed in the Dakar Action Plan (2000) frame emphasizes the commitment of the nations to expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. The Lima Declaration 2014,[4] highlights the role of inclusive and equitable access to quality learning for all - children, youth and adults, at all levels of the education system, from early childhood care and education (ECCE) to tertiary and higher education. It particularly emphasizes the role of ECCE in building strong foundations for learning and development, and therefore, supports the continued expansion of quality ECCE services as priority with emphasis on the holistic development of children. The recommendation is to include at least one year of pre-primary education. The Incheon Declaration 2015[5], reaffirms the commitment of the Lima declaration, and pays significant attention to inclusion and equity in a through education as a cornerstone of a transformative education agenda.

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[3] *Engle P.; Fernanld L.; et al; Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries. Lancet 2011; 378: 1339–53. Published Online September 23, 2011 DOI:10.1016/S0140- 6736(11)60889-1*

[4] *Lima Declaration. "Education for All (EFA) in Latin America and the Caribbean: Assessment of progress and post-2015 challenges" meeting held in Lima, Peru, from 30 to 31 October 2014*

[5] *Incheon Declaration. World Economic Forum 2015 meeting held in Incheon, Republic of Korea, from 19 to 22 May 2015.*

Both declarations are aligned with the proposed Sustainable Development Goal 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" Target 4.2, soon to be approved, and the discussions on the Framework for Action – Education 2030 that will be released in the last trimester of 2015.

Governments, across relevant ministries, have the primary responsibility of formulating early childhood care and education policies within the context of national EFA plans, mobilizing political and popular support, and promoting flexible, adaptable programs for young children that are appropriate to their age and not mere downward extensions of formal school systems. For children between 3 to 6 years of age, the focus is to provide quality early childhood education services, especially to most vulnerable children with the objective to overcome context disadvantages, utilize models that are adequate to their context, promote their integral development, and set the foundation to obtain better results in the future.

In the LAC Region, different countries have responded in different ways to increase or try to reach universality of preprimary services, including traditional and non-traditional modalities. Early child education policy and legal context are anchored at the education framework, but does not necessarily it restricts it to institutionalized efforts. For instance, in Peru, initial education covers children up to 5 years of age. Starting from 3 years, the Law states that education is mandatory in models in school or outside school (Art 42). The Law specifically points out that it is possible to have parallel formal and non-informal systems in early childhood. In Uruguay early child education begins from 0 years old and it is also part of education system.

While the government plays a major role in ensuring reaching universalization of pre-school, other ECE partners are key to reach important milestones. Community organizations, including women and parent groups, international agencies, such UNICEF, play an important role in removing barriers that limit the realization of preschool rights in all children. Different actors are relevant and contribute with relevant inputs from the upstream and downstream work.

Objective

This ToR proposes a Multi-country Evaluation (MCE) on Early Learning and School Readiness (ELSR) for children between 3 to 6 years old. It seeks to analyze the elements and conditions that have contributed to sustainable increase in coverage of early child education services towards and reduced equity gaps in access to early child education. The evaluation will have particular focus on results for the most marginalized and vulnerable children. Specifically, it will look at children who a) are poor (at the lowest quintile of income), b) are located in

rural areas, and c) are part of indigenous, afro-descendent communities, and have a disability. It will also include gender disaggregation throughout the analysis.

The evaluation will review changes in policies, strategies, services, approaches and stakeholders' support and interventions during the period 2007-2014. It will also look into the conditions that allow society and families to be engaged, committed, and utilize quality Early Childhood Education services for their children.

While this evaluation does not intend to evaluate changes in learning outcomes of children, will have an approximation of quality of the services by looking into transition indicators towards primary school, quality of workforce and the use of methodologies that are contextualized to community needs.

The evaluation will cover five countries in the Latin America and the Caribbean Region with high Gross Enrolment Rate in Pre-primary education for 3 – 6 years old children. The evaluation is set as a formative evaluation. It intends improve performance of the preschool component of ECD at the regional level.

Theory of Change

Figure 2: Theory of change for Pre-primary education
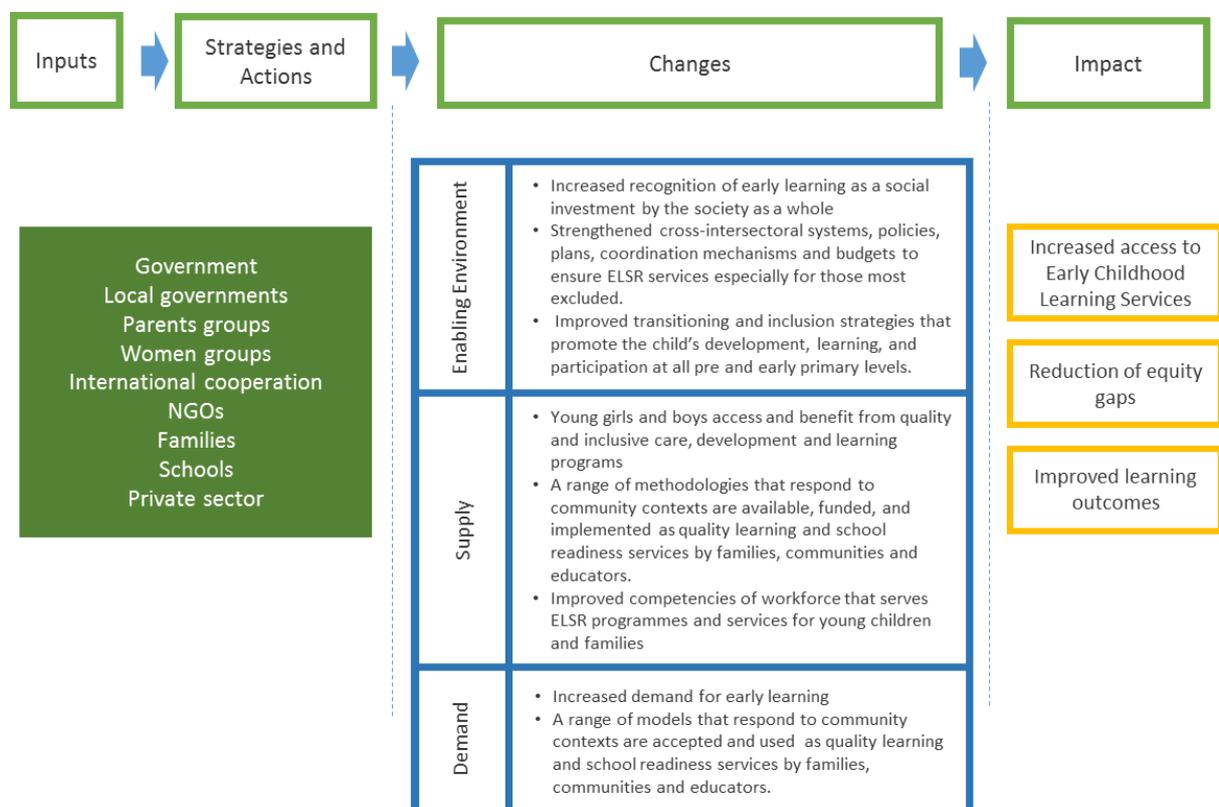
Source: UNICEF –Latin America and the Caribbean Regional Office

The evaluation will be based on the theory of change illustrated in Figure 2 (see Annex 1 for a more complete theory of change). It will assess whether the changes in enabling environment, supply and demand as a results of public and private interventions and the engagement and active participation of societies and families in their children's early education had led to increased access to early learning opportunities and reduced equity gaps. A more detailed theory of change will be recreated for each country, following the framework outlines in Figure 2, Annex1.

In the analysis the theory of change will help to identify all stakeholders and their inputs that have contributed to the changes in the three dimensions of the analysis: enabling environment, supply, and demand. Quality will be considered as a transversal aspect in the whole analysis. Indicators of impact will be assessed having at the center the equity focus, not only in terms of marginalized groups, but also in relation to whether equity gaps in pre-primary education has increased or reduced for the most marginalized in the period of study. The gender dimension is also a crucial part of the evaluation, and will be considered mainstreamed in the evaluation.

The evaluation will specifically address the following categories of questions with respect to interventions (policy and strategy) changes.

1) **Relevance:** The extent to which the objectives of interventions addressed the rights and needs of most marginalized groups, reduced inequities, and were consistent with equity-focused development priorities at global, national or local level.
   - Were interventions relevant to expanding access to quality early education?
   - Were the needs of the most marginalized groups addressed?
   - What was the value of the interventions in relation to global principles for early childhood education?
   - What was the relevance of countries' interventions in relation to equity approach, Human Rights-based Approach to Programming, and Gender Mainstreaming?
   - Were efforts made to establish an enabling environment (necessary and appropriate policies, legislation, budgets) for the expansion of preschool services?

2) **Effectiveness:** To what extent were system level changes achieved? Did these interventions catalyze equity-focused results for children?
   - What was the underlying theory of change that led to increased access to quality early learning services?
   - To what extent the results obtained following the implementation of activities have contributed to the attainment of the planned objectives?
   - Did public and private service delivery system reach the most marginalized groups?
     - o What were the main constraints on supply?

- o What were the main constraints on demand?
  - o Which programmes were most and least effective?
- Did the intervention results contribute to reducing the underlying causes of inequality?
- What are the factors that contributed or hampered the achievement of results in terms of mobilization and capacity building for the improvement of early childhood education, including the development of models of diversified nature, increment of access for the most vulnerable children and influence of parents on the development of new services or further expansion of existing ones, and other related factors?
- What ere the indirect effects (positive or negative) of the initiatives?

3) **Efficiency:** A measure of how economically resources/inputs (funds, expertise, time, etc.) were converted to system level results.
- What strategies were the most efficient in influencing improvements in access and equity?
- How cost-effective were alternative approaches for reaching the most marginalized groups? How did costs compare with average public services costs?
- Was funding leveraged from external and internal sources?
- Were cost-efficient models of arrangements modeled?

4) **Sustainability:** The continuation of benefits to most marginalized groups after major development assistance has been completed. Sustainability looks to the probability of continued long-term benefits to most marginalized groups.
Are system level changes continue to impact on the most marginalized groups after external to public budget support is withdrawn?
- What were/are the enabling factors contributing to sustainability?
- Are inequities between best-off and most marginalized groups likely to increase, remain stable, or decrease when support is withdrawn? Why?
- Will new initial education strategies be more widely replicated or adapted? How they could be scaled up? What would be the conditions for scaling up?

5) **Impact:** Positive and negative, primary and secondary long-term effects produced by the interventions at system level, directly or indirectly, intended or unintended, on the most-marginalized groups as well as inequities between best-off and most marginalized groups.
- What were the results in children's lives of the interventions - intended and unintended, positive and negative - including the effects on most marginalized groups?
- How did the results affect the rights and responsibilities of the most marginalized children, communities and institutions?

- To what extent did results contribute to decreased inequities between majority groups and most marginalized groups?

Rationale

Considering the differences in advances in ECE in the region, and the political and trends towards universalization of preprimary education, the LAC region provides an array of countries which either offer valuable lessons learned to increase the coverage of early learning opportunities, while others with similar context may benefit from this analysis. For instance, the LAC Region average for gross enrollment in pre-primary education 75%, with countries with percent lower than 50%, such as Dominican Republic (39%), Honduras (42%), and Belize (48%), and countries with high percentage, such as Uruguay (89%), Peru (78%), and Mexico (101%), among others.

The evaluation insights will be used to determine adequate strategies for enhanced quality services and actions, increased demand for and greater access to early childhood education services, in all his forms and methodologies in LAC countries to reach universalization of this service along the region, especially for the most vulnerable.

Methodology

The evaluation will employ relevant internationally agreed evaluation criteria of relevance, efficiency, effectiveness, impact, and sustainability.

Based on the assessment, the detailed evaluation design and methodology will be developed by the evaluation company or institution contracted to conduct the evaluation which will cover five (5) countries in Latin America and the Caribbean. The Evaluation will be based on primary and secondary data sources (quantitative and qualitative). Information collected will be explicitly triangulated.

In gathering data and views from stakeholders, the evaluation team will ensure that it considers a cross-section of stakeholders (authorities, decision makers, programme personnel, beneficiaries, etc.) with potentially diverse views to ensure the evaluation findings are as impartial and representative as possible. The approach followed from the outset of the evaluation will be as participative as possible. Stakeholders will participate in the evaluation through interviews, discussions, consultations, providing comments on draft documents and making management responses to the recommendations of the evaluation.

During the **inception phase**, the evaluation team will design the evaluation methodology to be presented in an inception report. The methodology should:

- build on the theory of change and on the common objectives arising across interventions to develop an evaluation matrix

- be geared towards addressing the evaluation questions. A model looking at groups of "main activities" across a number of interventions rather than at individual operations should be adopted. These could be organized around the determinant framework.
- take into account the limitations to evaluability described earlier as well as budget and timing constraints.

To the extent possible, secondary data will be assessed during the pre-mission phase to start addressing evaluation issues and identifying the information gaps prior to the in-country mission.

The evaluation will be based on:
- desk reviews and analyses of existing programme and project related documents
- analysis of existing national policy and planning documents
- analysis of primary and secondary data (from existing data sets) on ECE disaggregated by age, sex, residence, wealth, disability status and so on.
- visits to selected countries; these may be supplemented with tele- and video-conferences and/or online surveys, etc.

After the inception phase, the evaluators will undertake a <u>pilot study</u> in one country in order to test-run the agreed upon data collection methods and tools, including,
- structured interviews with key stakeholders, including government representatives
- structured observations as necessary
- structured interviews with local partners
- focus group discussions with service providers
- using data collection instruments, such as, questionnaires, interview guides, observation tools, etc. as appropriate.

The evaluation tools will be piloted for local relevance and reliability. A pilot report will be prepared describing any challenges faced and how to address them (with particular reference to the availability of official data on ECE), the suitability of the methodology and the effectiveness of the data collection methods and instruments.

After the **pilot phase** and once necessary decisions have been made with respect to finalizing data collection methods and instruments, the evaluators will visit the other four countries. During the country visits and meetings (if found necessary) and/or video-conference calls data will be gathered using the piloted and finalized tools.

The evaluation process should be fair and objective and adhere to UN ethical guidelines. The evaluation will follow the UNEG norms and standards which will be shared with the evaluation team at the start of the evaluation process.

Work plan and evaluation management

Timeline

	ACTIVITY	2015	2016			
		Q4	Q1	Q2	Q3	Q4
1.	Reference Group Established	■				
2.	ToR drafted	■				
3.	ToR finalized	■				
4.	Evaluation Institutes identified	■				
5.	Funding identified	■				
6.	Call for Proposals Issued	■				
7.	Evaluation Institute contracted	■				
8.	Evaluation Design and Instruments finalized		■			
9.	Pilot field work conducted in 1 country		■			
10.	Pilot report submitted & Evaluation Design and Instruments finalized			■		
11.	Field work conducted in 5 countries			■	■	
12.	Draft report submitted					■
13.	Presentation of Findings and Conclusions (Workshop)					■
14.	Final report submitted					■

Governance

UNICEF Steering Committee:
UNICEF (LACRO, the Regional Reference Group and HQ Evaluation Office) will jointly
- Provide oversight to the evaluation process, review drafts and provide guidance to the evaluation team.
- Review the Inception Report, Pilot Report and Draft Evaluation Report.

UNICEF Regional Office – M&E section:
- Act as the first point of contact for the evaluation team and will be have the management responsibility of the evaluation.
- Provide an introductory briefing to the evaluation team in order to ensure that all the elements of the present terms of reference are fully understood

- Keep up-to-date with progress in the evaluation and inform the reference group accordingly
- Manage contract including clearance of deliverables and timely disbursement of funding as per payment schedule

UNICEF Regional Office - Education and Early Childhood Development section:
- Act as the alternative point of contact for the evaluation team in the absence of the regional M&E specialist
- Provide an introductory briefing to the evaluation team in order to ensure that all the elements of the present terms of reference are fully understood
- Keep up-to-date with progress in the evaluation and inform the reference group accordingly
- Provide feedback on all deliverables and the list of documents for the desk review

UNICEF country offices
UNICEF Representatives and designated staff (focal point for the evaluation) where the evaluation will take place will
- Identify and facilitate contact with key informants at national level and act as key informants themselves
- Provide systematic information on UNICEF's activities and interventions.
- Identify national documents relevant for the desk review
- Organize visits of the evaluation team in-country (as relevant)
- Provide feedback on the various deliverables, especially the case studies, country fact sheets and draft of the report.
- Recommend national expert/s to support the evaluation team for translation, interpretation and data collection as required.

UNICEF RO Evaluation Management Committee: The Evaluation Management Committee (Regional Director, Regional Chief of Planning and Programme, M&E Regional Specialist, Education Advisor, and ECD Specialist) will ensure that the evaluation process is carried out as per UNICEF policies. At specific points in time, the Office of Evaluation at UNICEF HQ, as well as UNICEF Programme Division in headquarters, will also be required to provide input. The UNICEF Regional Specialist M&E will provide technical support to the evaluation throughout the process.

Advisory Group: International and regional early childhood education experts will be requested to review the inception report and first draft of the evaluation report.

ANNEX 1: Theory of Change

Impact:
- Increased access
- Reduction of equity gaps
- Improved learning outcomes

CATEGORIES	DETERMINANTS	Definitions	Outcomes	Assumptions	Risks
Enabling Environment	Social Norms	The social rules and attitudes that inform how Early Learning and School Readiness (ELSR) is perceived and valued, the expectations of what it should provide, the status accorded to it and to the personnel and involvement of parents, the basis on which it should be provided (state funded, fees, etc.) and who should access an benefit from it (particularly around the inclusion of marginalized groups such as children with disabilities).	Increased the recognition of for early learning and school readiness as a social investment.	Investment in ELSR with family involvement and social network support is an effective and efficient strategy to reduce exclusion and break intergenerational cycles of deprivation. The society as a whole will have enough elements to eventually perceive, value and sustainably support that promote ELSR based on human rights based approaches (HRBA) with more child-centered approaches and inclusion of all children taking advantage of all learning spaces.	The continuity of lack of understanding of the importance of early learning as the foundation for lifelong learning and school successful.
	Legislation/ Policy	The frameworks that establish the basis of Early Learning and School Readiness provision (as a right, as a service that can be provided through a range of models and with participation of multiple actors, etc.), the roles, responsibilities and regulation of those managing and providing and coordinating intersectoral ELSR services and the commitment to inclusive, equitable services.	Strengthened cross- or intersectoral Systems, with policies, plans, mechanisms and budget to ensure ELSR services especially for those most excluded. Improved transitioning and inclusion strategies that promotes the child's development, learning, and participation at all pre and early primary levels.	There is sufficient political will and interest in ELSR provision (both amongst competing education sub-sector and other sectoral priorities, and from other drivers for service provision for this age group such as ECD services or childcare for working parents) to engage in system changes both amongst government and non-government stakeholders. The country has the institutions that sustainably support, influence, position ESLR in systems and permanently promote adequate ELSR methodologies and approaches.	The continuation of ECD sector policies without an intersectoral approach. The policy design does not take into account a holistic and life cycle approach.
	Budget/ expenditure	The available and sustainable levels of funding, budget commitments and levels of execution, methods for budget calculation and channels for resourcing ELSR services.		Free provision of ELSR can be funded to satisfy national demand including family support (direct cash transfer, social safety network, e.g.). The country has the institutions that financially sustainably support and leverage resources and commitment to ELSR.	The assignation of budgets tends to prioritize primary levels and formal structures without including children in early years and their families.

	Management/ Coordination mechanisms in place	Articulation between ELSR policies, plans and implementation practices, capacities to fulfil responsibilities between different sectors providing services and at all levels, coordination and joint planning with a cross- or intersectoral approach amongst ELSR stakeholders within and across levels (national, sub-national, local, etc.), structures/ processes for and availability of ELSR data, and frameworks and capacities for monitoring and evaluating the different existing programs.		There is sufficient political will, interest, and action in ELSR provision (both amongst competing education sub-sector and other sectoral priorities, and from other drivers for service provision for this age group such as childcare for working parents) to engage in system changes amongst government sectors and non-government stakeholders. Local governance mechanisms are in place with sufficient political support, human capacity and resources to ensure quality/ contextualized ESLR services in their localities. Processes for the development of policy and practice in ELSR prioritize an evidence basis for decisions that can utilise M&E information. Processes for the development of ELSR policy and practice incorporate channels for non-government stakeholder inputs and thus can be influenced by national dialogue with NGOs and CSOs. ELSR aimed at children aged 3-6 can be integrated as a coherent part of an approach to early childhood (including family support) and therefore articulates with early years (0-3) and first years of schooling (6-8).	The lack of a system approach which continues traditional sector approach without the necessary mechanism or coordination to guarantee holistic approach (common planning process, joining training, common vision and approach, monitoring, e.g.)
Supply	Availability of essential commodities/ inputs	How teaching and learning materials are selected and distributed to ensure quality and availability, including consideration of the needs of different groups (such as different cultural context, learners using a different language or with disabilities)	Young girls and boys access and benefit from quality and inclusive care, development and learning programmes. A range of methodologies that respond to community contexts are available, funded and implemented as quality early learning and school readiness services by families, communities and educators. Improved competencies of workforce that serves ELSR programmes and services for young children and families,	Inputs for quality and inclusive ESLR is available, funding sustained. Human capacity for teachers and workforce on ELSR have access to capacity building programs, methods, and tools that are adequate to the environments where they operate. Adequate methodologies have been tested and contextualized to appropriately reach the most vulnerable. Models and methodologies have the potential to be scaled up.	The tendency to increase access to formal, visible services often more costly without adequate attention to design appropriate model for the local context and to guarantee quality and inclusion. Methodologies are not well documented. Methodologies are not adaptable. Not enough investment in aspects of quality including the appropriate learning environment for the age, curriculum, ongoing competency building of the workforce, involvement of families. The lack of attitudes and practices that promote a child centered focus and inclusion.
	Access to adequate services	Coverage and accessibility of ELSR facilities and services to all children (at least from 3 to 6) and their families, instructional levels of ELSR staffing, representativeness of ELSR staffing (from marginalized groups, language groups, etc.)		Demand for early learning opportunities and preschool provision exceeds supply.	

Demand	Financial access	Financial barriers (direct and hidden costs) for parents in sending their children to ELSR services (on a regular basis).	Increased demand for early learning and school readiness A range of methodologies that respond to community contexts are accepted and used as quality early learning and school readiness services by families, communities and educators.	Free provision of ELSR can be funded to satisfy national demand through the provision of multiple alternatives including conditional cash transfers, along with eliminate other hidden costs.	The expansion of services not always take into account hidden costs to families and other cultural appropriate child rearing practices.
	Social and cultural practices and beliefs	Social and cultural barriers that may impede children from specific groups attending ELSR, either through the incompatibility of ELSR services with beliefs or practices (e.g. language, child-rearing practices, gender discrimination within families in who attends ESLR) or violence, social insecurity or discrimination towards these groups.		Staff and parents will eventually perceive, value and support that promote ELSR based on human rights based approaches (HRBA) with more child-centered approaches and inclusion of all children taking advantage of all learning spaces. There are not available alternatives that combine educational environments with a full day services that meet requirements for working parents. Knowledge exchange, advocacy, lobbying and campaigns will have sufficient traction with those they target in order to progress from increasing knowledge to changing attitudes to changing behavior around ELSR, supporting actions to guarantee the demand for and the participation of the most vulnerable young children and families and challenging discrimination in a sustained way.	
	Continued use of services	Enrolment, attendance according to official ages for ELSR, completion and successful transitioning to and through the first grades of primary. Capacity of ELSR services to meet the needs of all potentially excluded groups.		Demand for preschool provision exceeds supply and, for the foreseeable future, demand is not a constraint on children (including children from marginalized groups) attending ELSR Methodologies are not accepted by the communities in a sustainable way. Attending ELSR programmes, along with involving families and preparing primary school services receiving them has a positive impact on children's transition to and through the first grades of primary school, their educational progress and their long-term social adjustment.	The lack of appropriate transitioning strategies in practice including the process of home/ELSR to primary.