



Triple Bottom Line (TBL) Assessment Summary

The Triple Bottom Line Assessment is required to be published in accordance with Part 4, section 23 (1)(b) of the Freedom of Information Act 2016

20/408 ACT Early Childhood Strategy – Next steps for targeted three-year-old preschool

Summary of impacts:

- High quality early childhood education and care (ECEC) contributes to long-term social wellbeing, with positive impacts on individual wellbeing, family dynamics and community cohesion, as well as in the areas of health, crime, parenting, civic participation, social integration and cultural development.
- Access to quality ECEC is especially important children and they and their families experience a range of impacts and stressors as a result of the COVID-19 pandemic.
- Access to ECEC creates a foundation for lifelong learning, skill development and wellbeing, whilst also supporting higher workforce participation rates, with particularly those who are experiencing vulnerabilities or disadvantage.

Level of impact	Positive	Negative	Neutral
------------------------	-----------------	-----------------	----------------

Social		
Level of impact	Impact	Summary
Positive	Gender Equality	<ul style="list-style-type: none"> • The proposal supports the growth of a culture of equity and inclusion.
Positive	Health (Community and mental health)	<ul style="list-style-type: none"> • Access is necessary to ensure the priority cohort have access to quality early childhood education prior to start school, to set them up for the best start in life. • All of the national and international evidence demonstrates that the policy settings proposed will improve educational, social and health outcomes.
Positive	Access to services	<ul style="list-style-type: none"> • Access to two years of quality early childhood education for priority cohorts of children will increase, and will provide families with the opportunity to connect with other human services offered by government. Resources will support warm referral pathways for priority children.
Positive	Access to social inclusion/participation and community activities	<ul style="list-style-type: none"> • Increased access to social and community networks through delivery in ECEC settings, such as education and care services, preschools, Playgroups, Playschools, Nature Play, Early Childhood School settings and other school settings. • Increased opportunities for parents to form positive relationships with peers and to access community and government supports.

Positive	Human rights	<ul style="list-style-type: none"> Consistent with Human Rights and advances the Territory's obligations under the Convention of the Rights of the Child.
Positive	Aboriginal and Torres Strait Islander	<ul style="list-style-type: none"> Increased cultural awareness and safety for Aboriginal and Torres Strait Islander children and their families in ECEC and Koori Preschool, which meets the ACT Aboriginal and Torres Strait Islander Agreement in core and selected areas.
Positive	Multicultural	<ul style="list-style-type: none"> Increased access to social and community networks for children and families from non-english speaking backgrounds, including access to quality ECEC settings if in the priority cohort.
Positive	Impacts on different age groups	<ul style="list-style-type: none"> Immediate and ongoing positive impact upon the priority cohort of three year-olds who access the program.
Positive	Disability	<ul style="list-style-type: none"> Increased opportunities for earlier support for children with nascent disabilities, trauma and other health conditions affecting their development. International evidence also shows that quality early childhood programs lead to higher probabilities of adults choosing healthier lifestyles. Early engagement with early childhood professionals also improves the likelihood of early support for children with nascent disability, developmental delay or other factors impacting upon a child's development.
Positive	Justice and Crime	<ul style="list-style-type: none"> High quality early childhood education contributes to long-term social wellbeing, including reduction in criminal behaviour. The international and national evidence as set out in the national <i>Lifting Our Game</i> report on early childhood education provides a coherent, national policy direction based upon extensive, tested evidence.

Economic		
Level of impact	Impact	Summary
Positive	ACT Government Budget	<ul style="list-style-type: none"> Builds on the foundation for the Early Childhood Strategy agreed to in the 2019-20 Budget, which will provide long-term educational improvements in the population as a whole. Evidence shows that high quality outcomes in early childhood education lead to long-term economic, social and health benefits. The evidence also supports higher workforce participation rates. The policy work aligns with the ACT Government's work to develop the ACT as a 'knowledge economy'.
Positive	Productivity	<ul style="list-style-type: none"> Will have a positive impact on productivity as parents will have greater capacity to re-enter or join the workforce earlier as their children attended quality early childhood two years prior to formal school.

Positive	Innovation	<ul style="list-style-type: none"> Partnerships between the government and non-commercial ECEC providers are facilitated with more strategic intent, a first of its kind in the ACT.
Positive	Employment and labour force	<ul style="list-style-type: none"> The proposal will create a greater capacity for parents who are not in the workforce to re-enter or join the workforce earlier as their children attended quality early childhood two years prior to formal school.
Positive	Skills	<ul style="list-style-type: none"> Increased support to develop skills in working with priority children and families.
Positive	Education	<ul style="list-style-type: none"> While not specific to this submission, the overall strategy provides increased support to educate the ECEC workforce on improving quality in services through increased knowledge of the National Quality Framework, National Quality Standard and Early Years Learning Framework.
Positive	Investment and Economic Growth	<ul style="list-style-type: none"> Long-term educational improvements in the population and the creation of foundations for achieving educational excellence in schools and success later in life. The extensive body of international evidence demonstrates the positive return on investment in quality early childhood education, especially in the areas of communication, emotional regulation, learning skills and thinking.
Positive	Competition	<ul style="list-style-type: none"> Funding is directed to non-commercial, community-based early childhood education. Provider agreements ensure government funding is not re-directed from the purpose of the funding.
Positive	Cost of living	<ul style="list-style-type: none"> Positive impacts on the cost of living for priority families as they can access 15 hours of free ECEC for children from three years-old.

Environmental	Nil
----------------------	-----