

Rethinking Early Childhood Care and Education



7th Central Asia Forum on Education

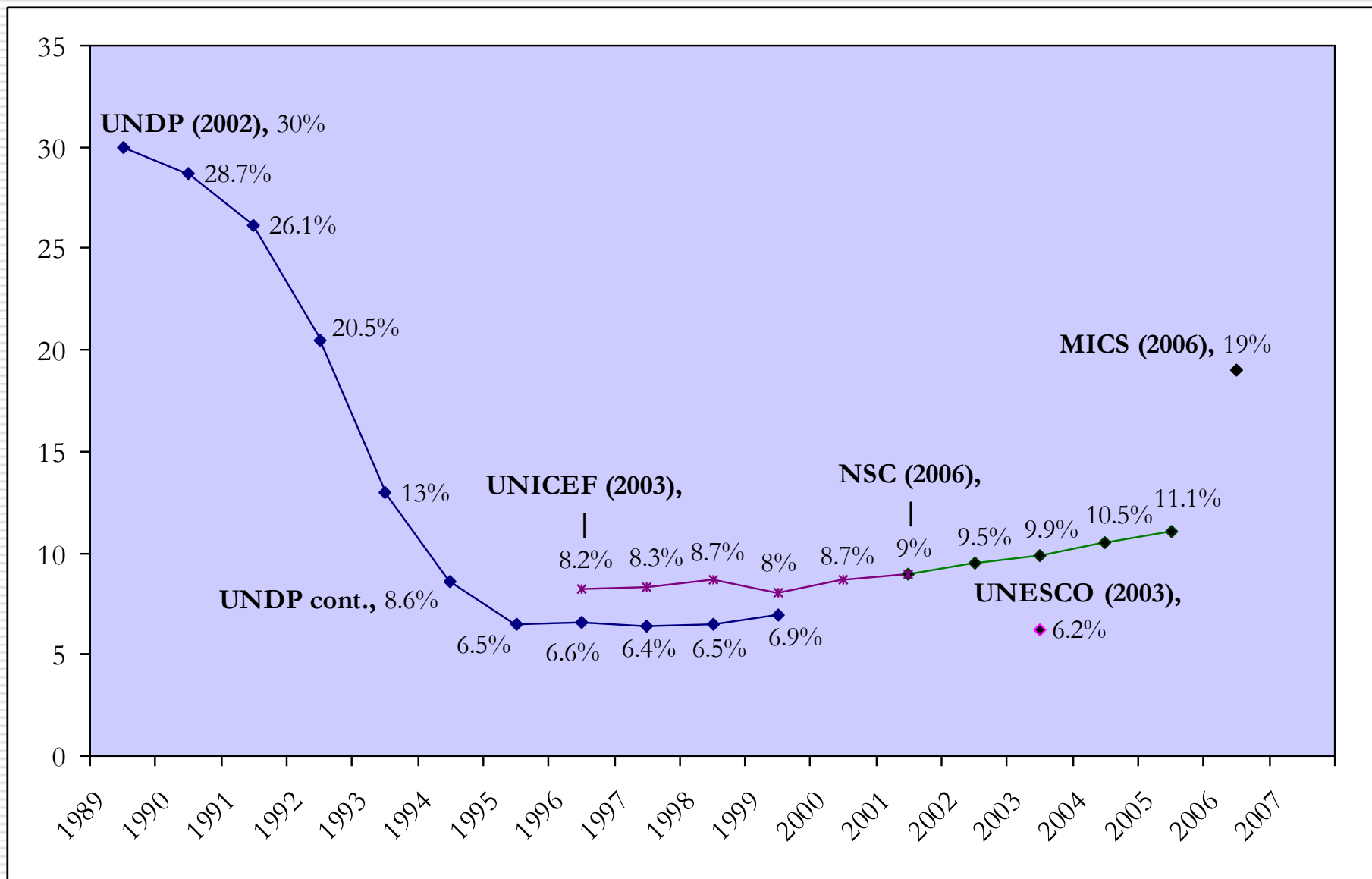
Photograph:
Anna Smeby

Hugh McLean
UNICEF
Consultant

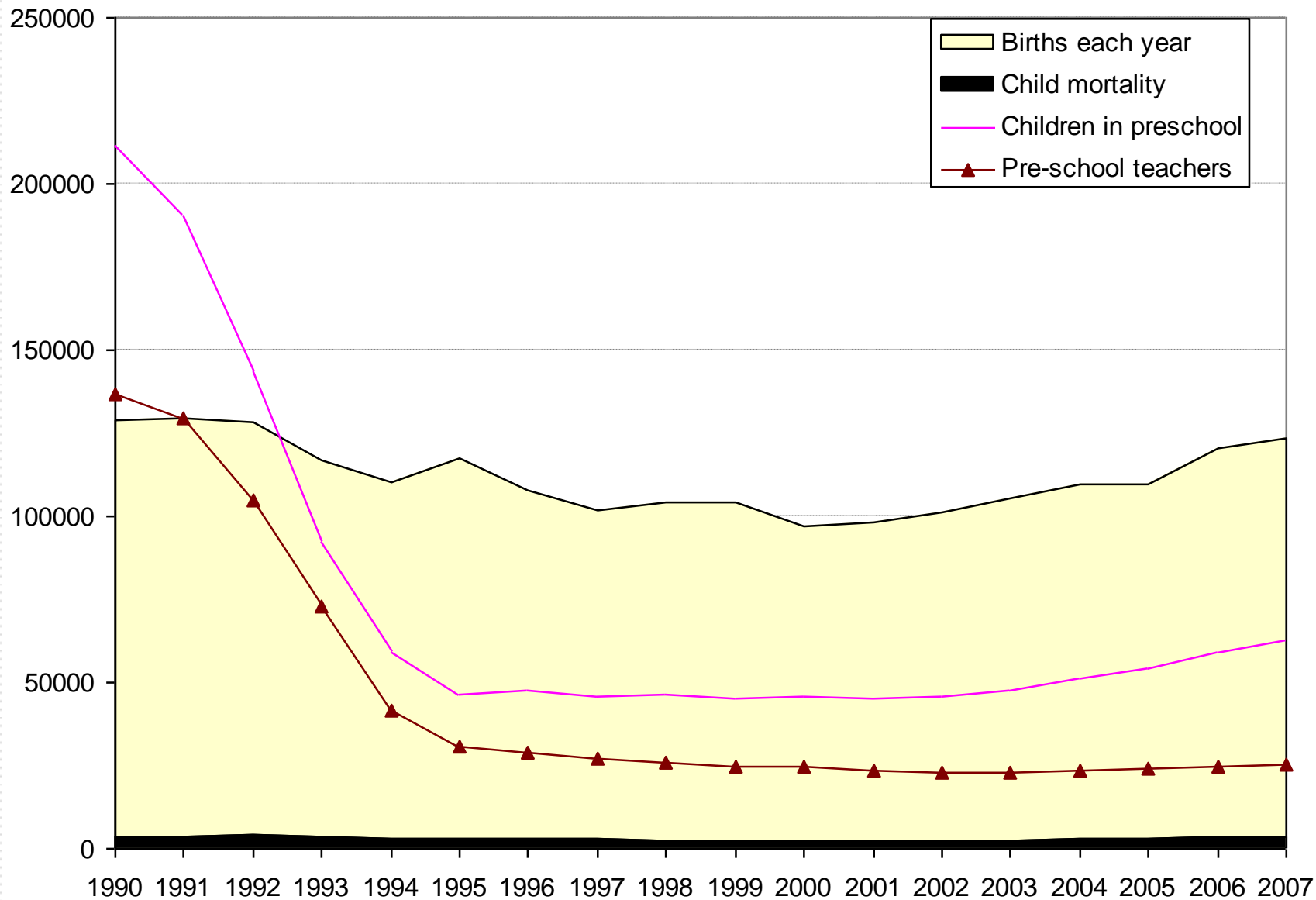
Presentation outline

- ❑ Decline of the state ECD system in CA
 - ❑ Relevance of international experience
 - ❑ Facing the ECD challenge in Central Asia
 - ❑ Building indigenous models for ECD in Central Asia: Lessons from regional experience
 - ❑ Setting targets and finding the resources for reaching targets in ECD
-

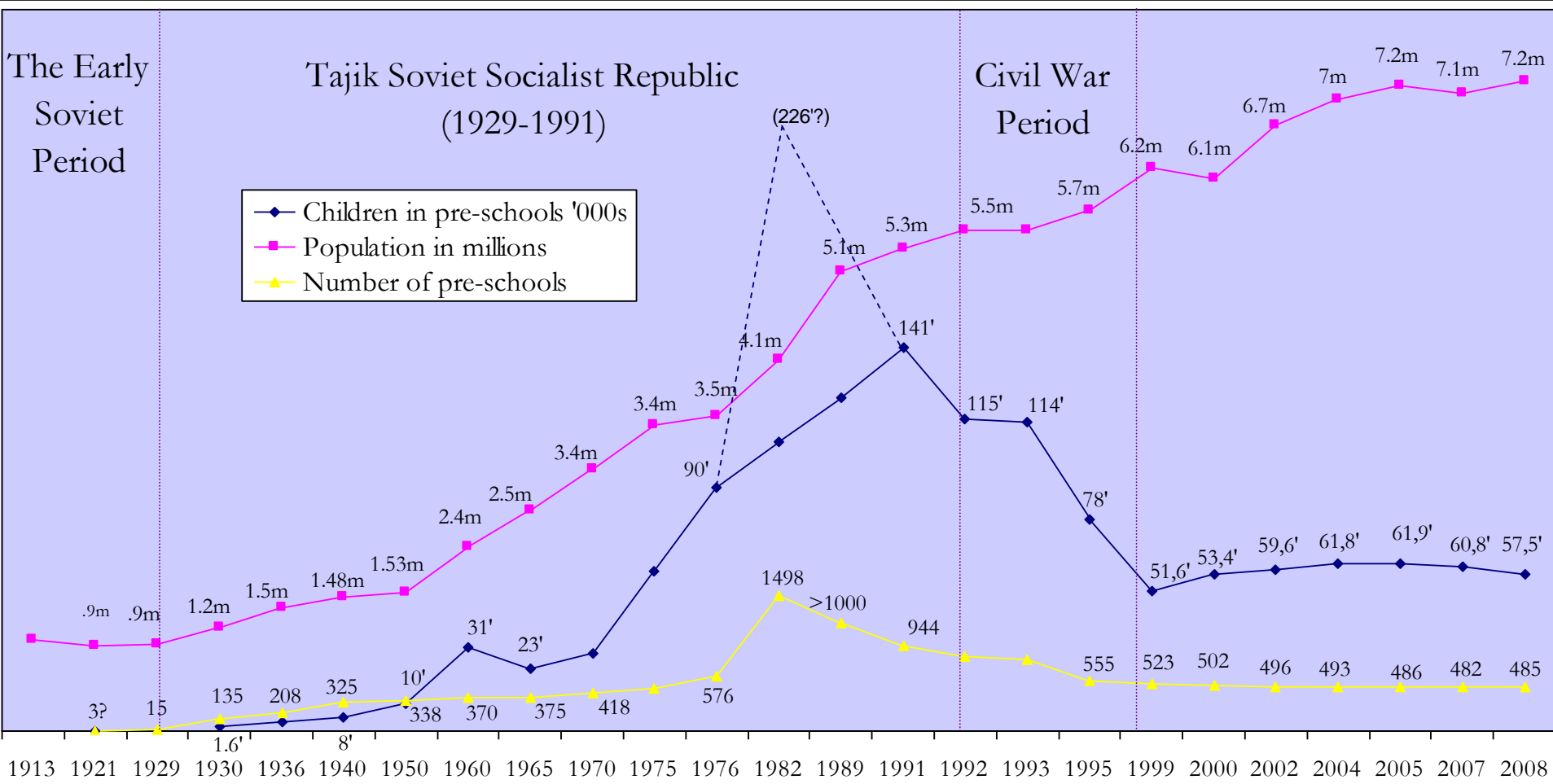
The state pre-school system in Kyrgyzstan



STATE PRE-SCHOOLS IN KYRGYZSTAN



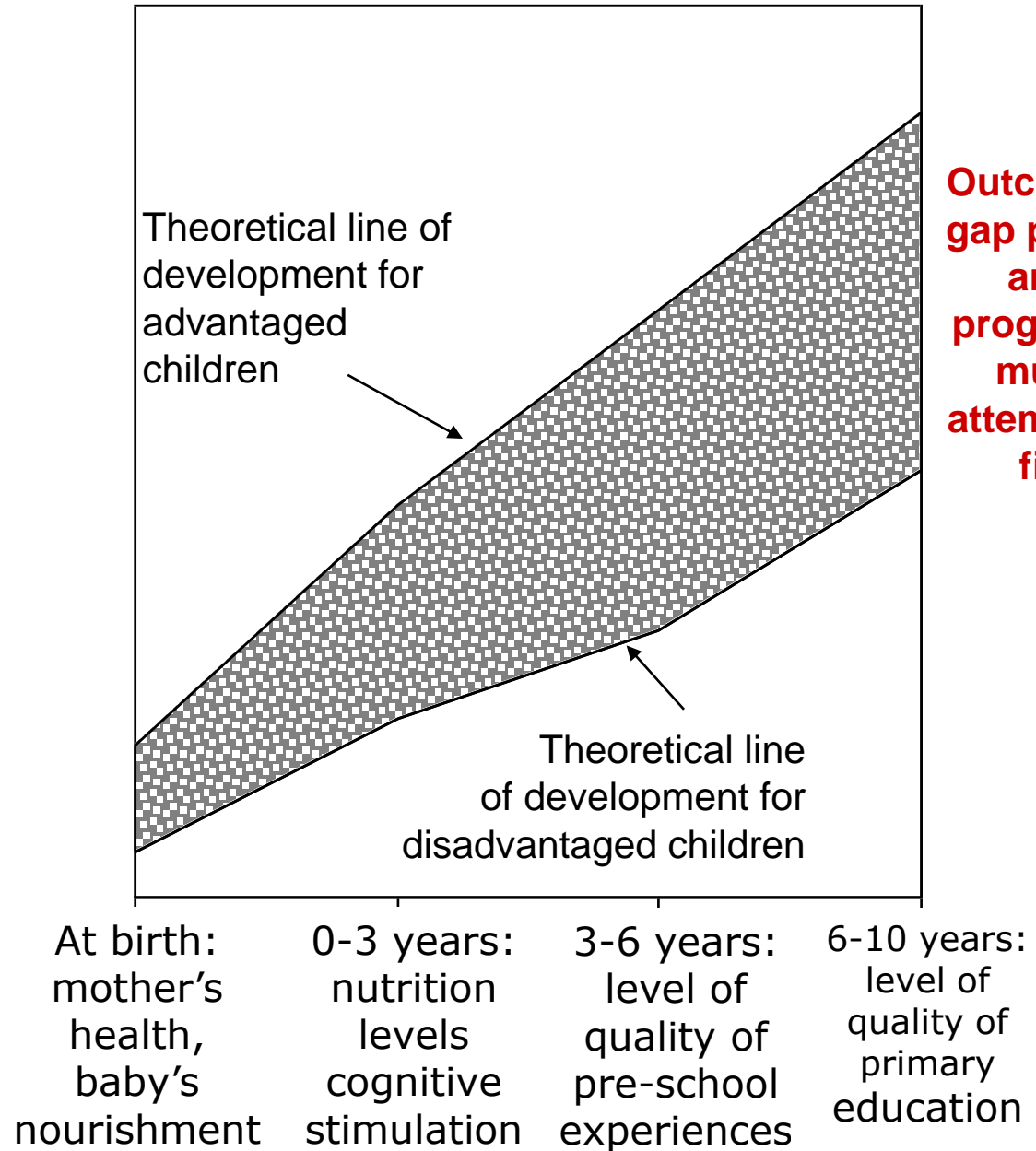
The state pre-school system in Tajikistan



International research findings:

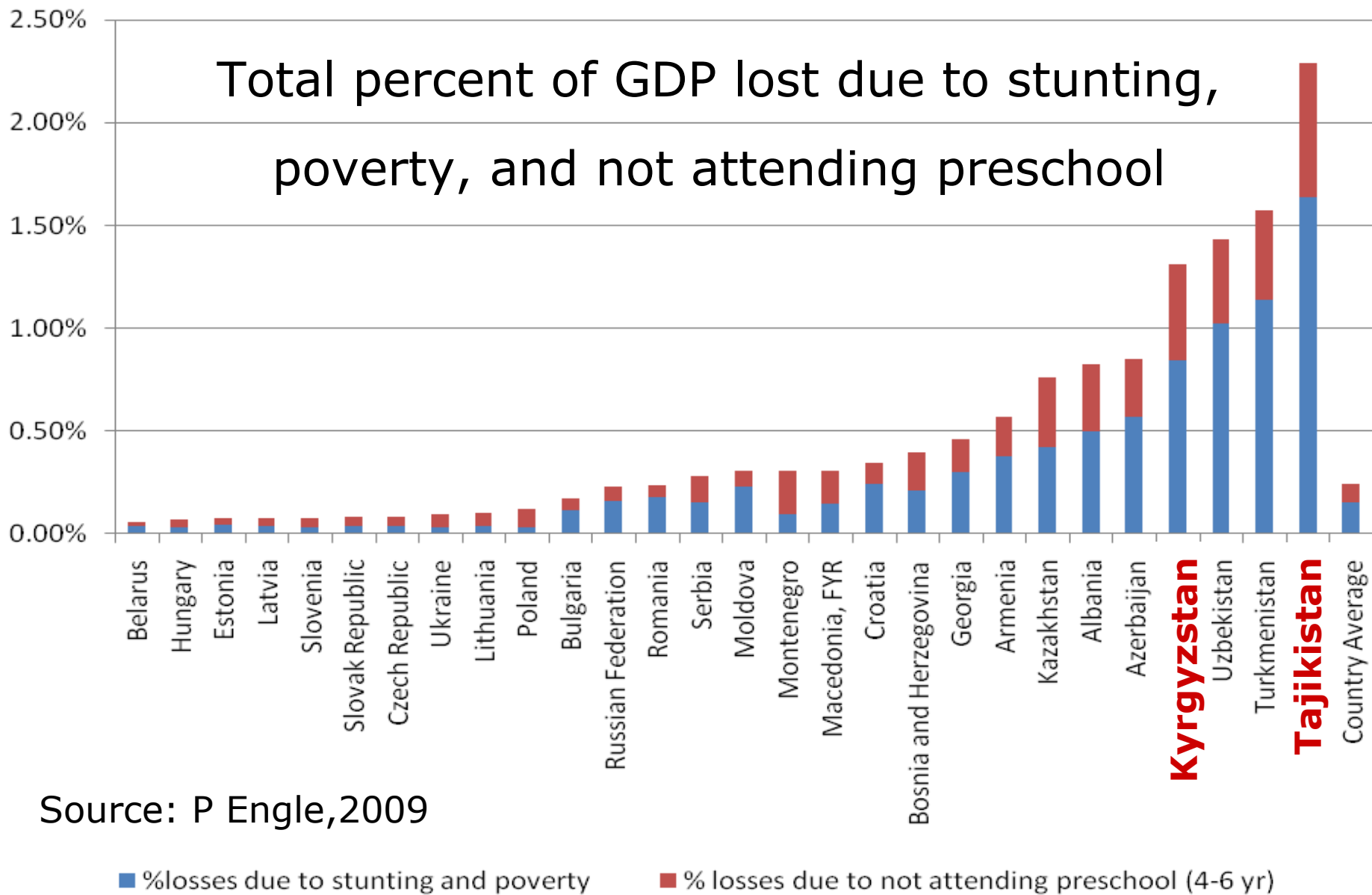
- ❑ Converging fields of neuroscience, developmental psychology and the economics of human capital formation
 - ❑ Risks of stunting and extreme poverty
 - ❑ Combination of effects over time
 - ❑ “future prosperity and security begins with the well-being of all...children.”
-

Combined effects on children over time:



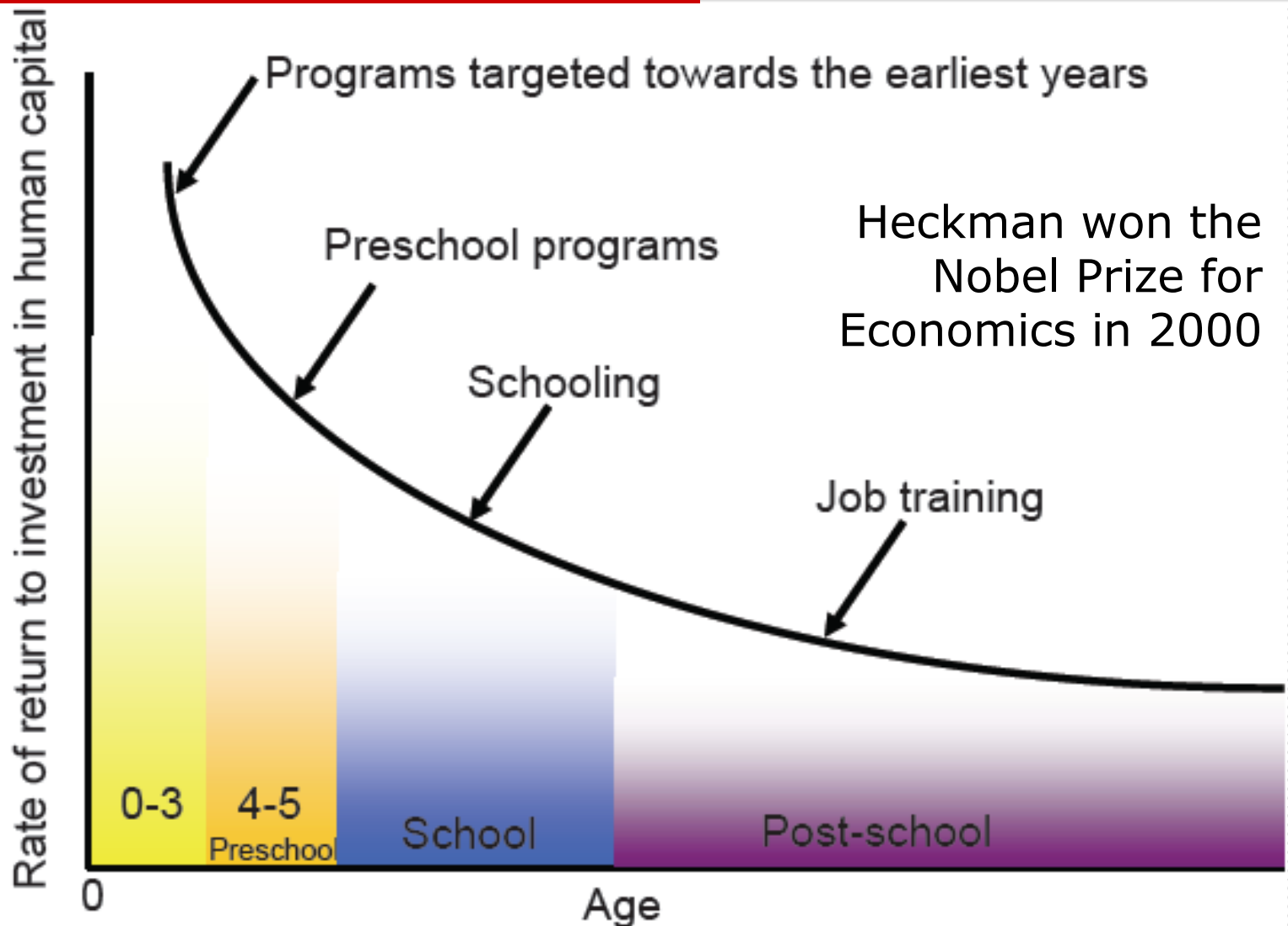
Combined effects on economy over time:

Total percent of GDP lost due to stunting, poverty, and not attending preschool

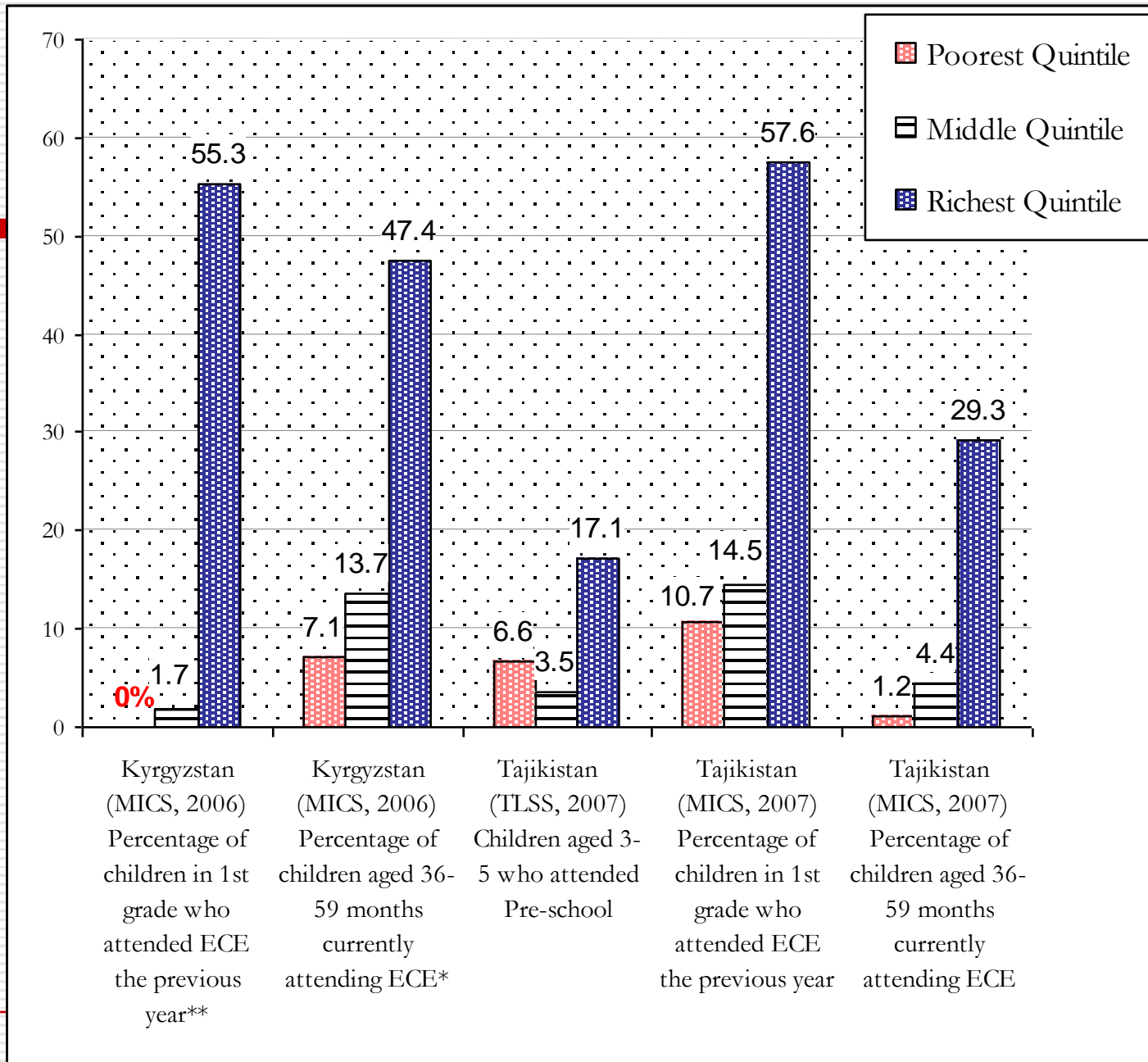


Source: P Engle, 2009

Heckman's illustration of the return on investment in young children:

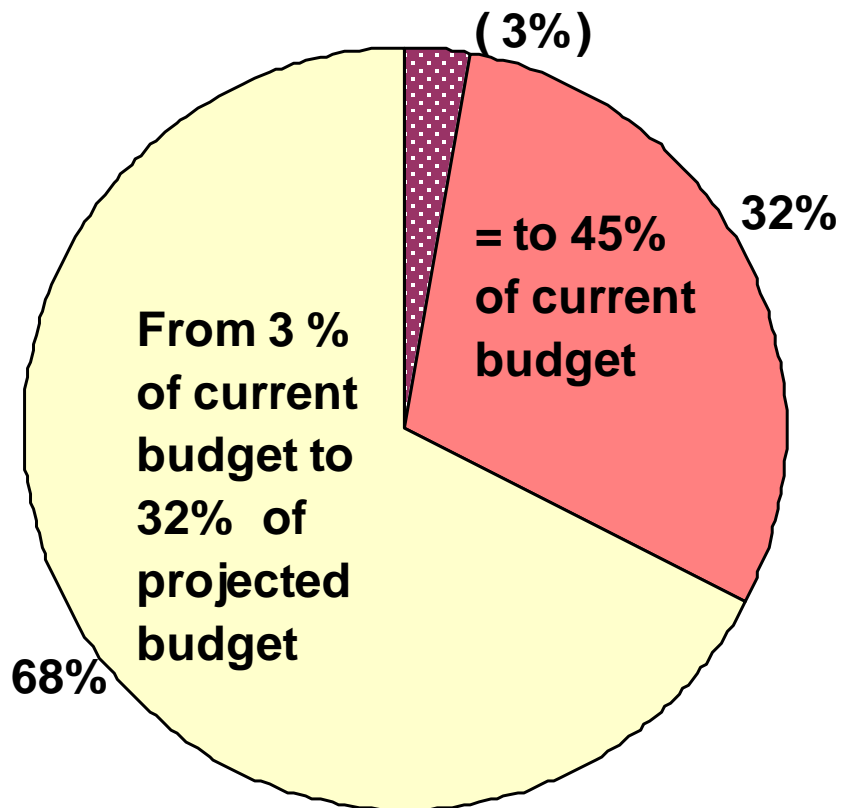


Which children attend state pre-schools?

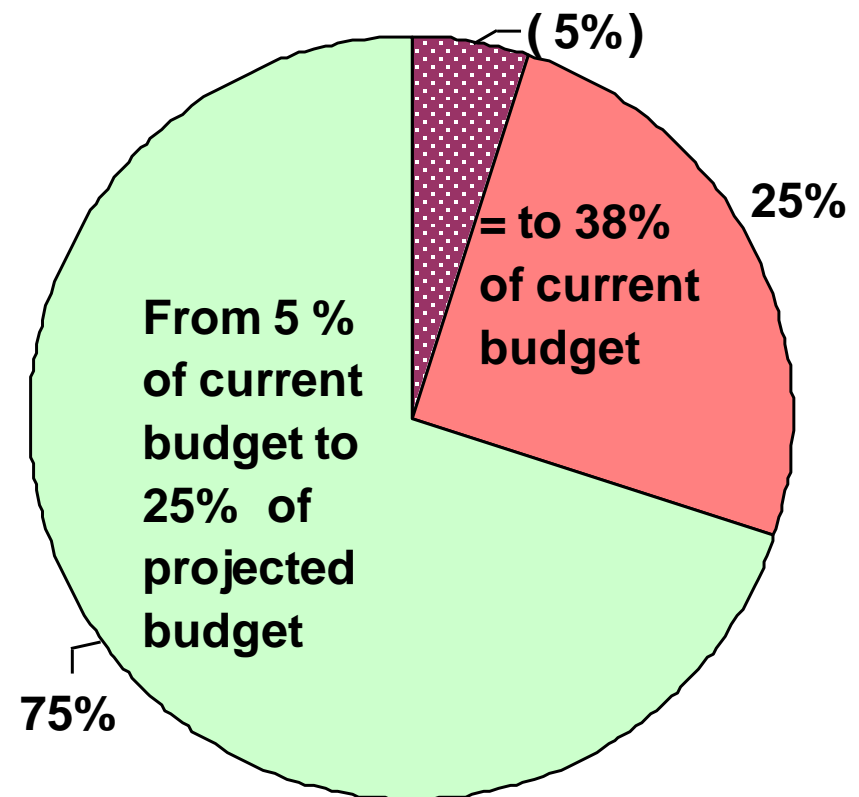


Rough estimate of cost of current state system for 100% coverage

Tajikistan: for estimated 9% coverage = \$574,953 pa; 100% coverage will cost \$6,388,256



Kyrgyzstan: for estimated 11% coverage = \$xxx pa; 100% coverage will cost \$xxx



FACING THE CHALLENGE:

WE MUST CONSIDER

- ❑ “Separation” of education and care
 - ❑ Universal provision vs targeted provision
 - ❑ Identifying more specific targets for EFA Goal One:
 - “Expand and improve comprehensive early childhood care and education”
-

Key policy implications

- ❑ **Universal provision** of nutrition programmes for young children combined with education to parents
 - ❑ **Targeted provision** of programs for early learning (0-3) and school readiness (3-6)
 - ❑ **Special support and inclusion** for children with education special needs
-

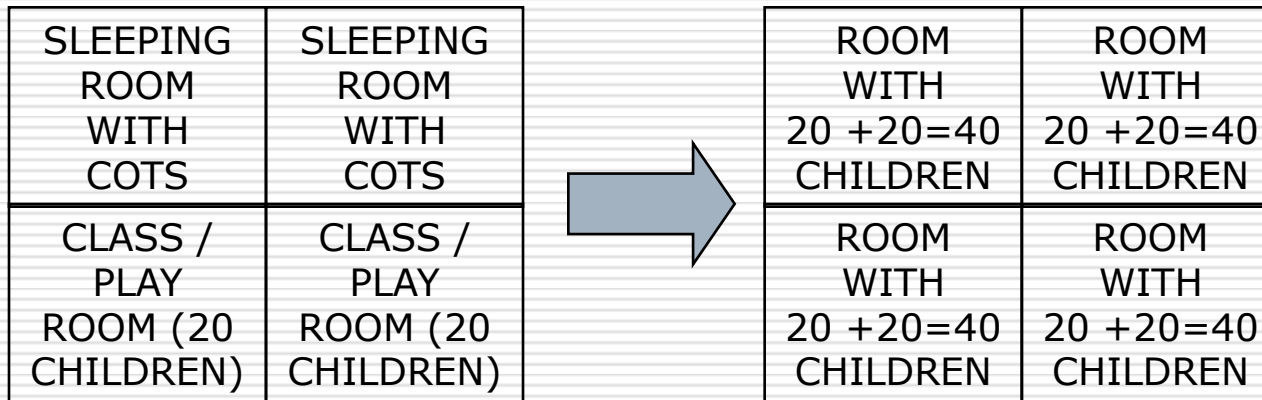
NO WOLVES ALONG THE WAY: TOWARDS A NATIONAL EARLY CHILDHOOD DEVELOPMENT MODEL FOR KYRGYZSTAN – UNICEF’S PILOT INTERVENTIONS IN BATKEN RAION



The ready child equation:

Ready families + Ready communities + Ready services + Ready schools = Children ready for school

Resource logics of a shift system:



40

160

Batken oblast

- 11Batken
- 12Kadamjai
- 13Lailiyak
- 1C Soulyukta town
- 1BKyzyl-Kyya town

Ysyk-Kul oblast

- 31Ak-Suu
- 32Jety-Oguz
- 33Issyk-Kul
- 34Ton
- 35Tiup
- 3AKarakol town
- 3BBalykchi town

Osh oblast

- 51Alai
- 52Aravan
- 53Kara-Kulja
- 54Kara-Suu
- 55Naukat
- 56Uzgen
- 57Chon-Alai
- 5AOsh town

Talas oblast

- 61Bakai-Ata
- 62Kara-Buura
- 63Manas
- 64Talas
- 6ATalas town

Chui oblast

- 71Chuy
- 72Alamedin
- 73Jaiyl
- 74Kemin
- 75Moskow
- 76Panfilov
- 77Sokoluk
- 78Issyk-Ata

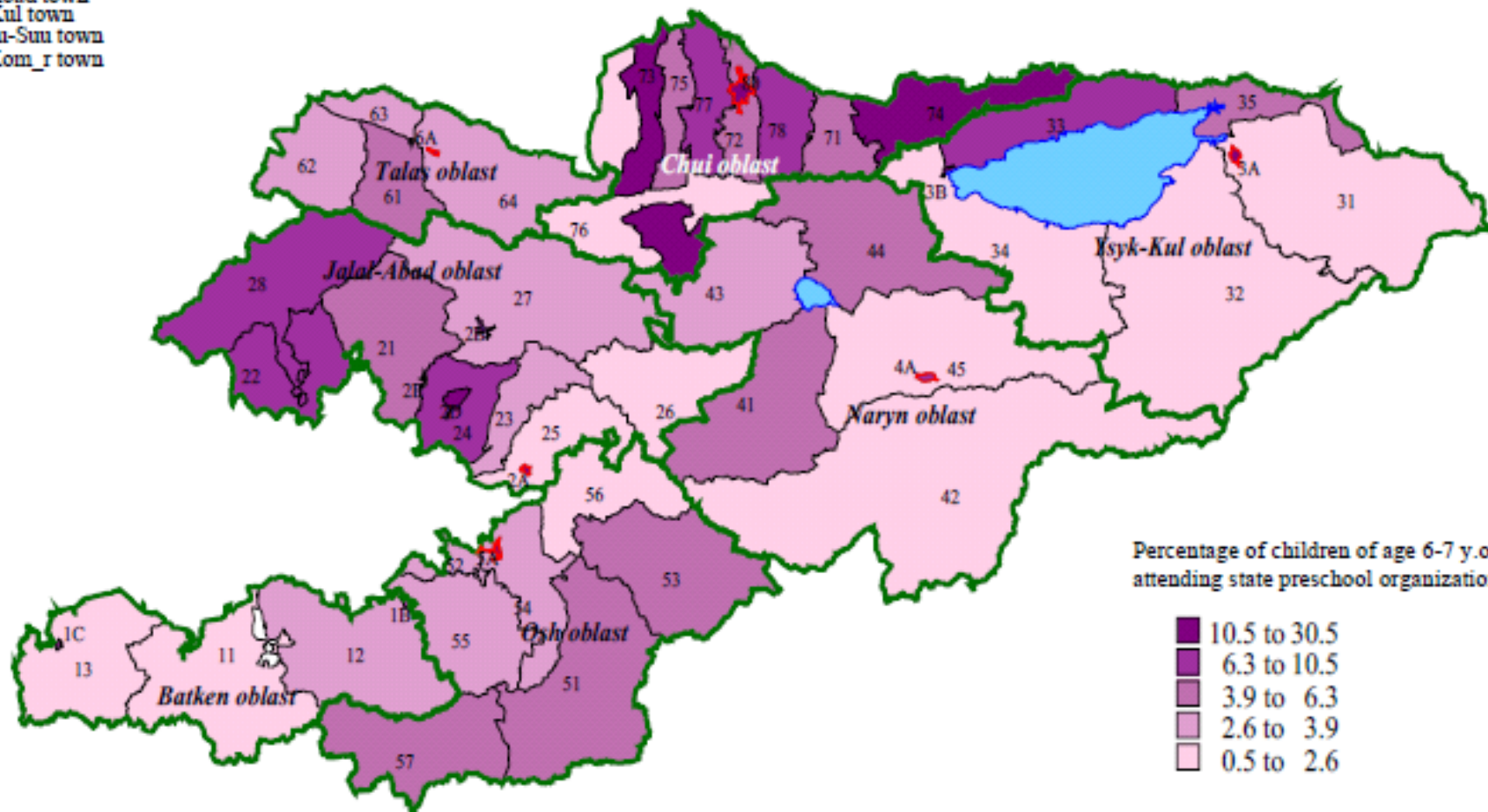
Jalal-Abad oblast

- 21Aksy
- 22Ala-Buka
- 23Bazar-Korgon
- 24Nooken
- 25Suzak
- 26Toguz-Toro
- 27Toktogul
- 28Chatkal
- 2AJalal-Abad town
- 2BKara-Kul town
- 2DMayлуу-Suu town
- 2ETash-Kom_r town

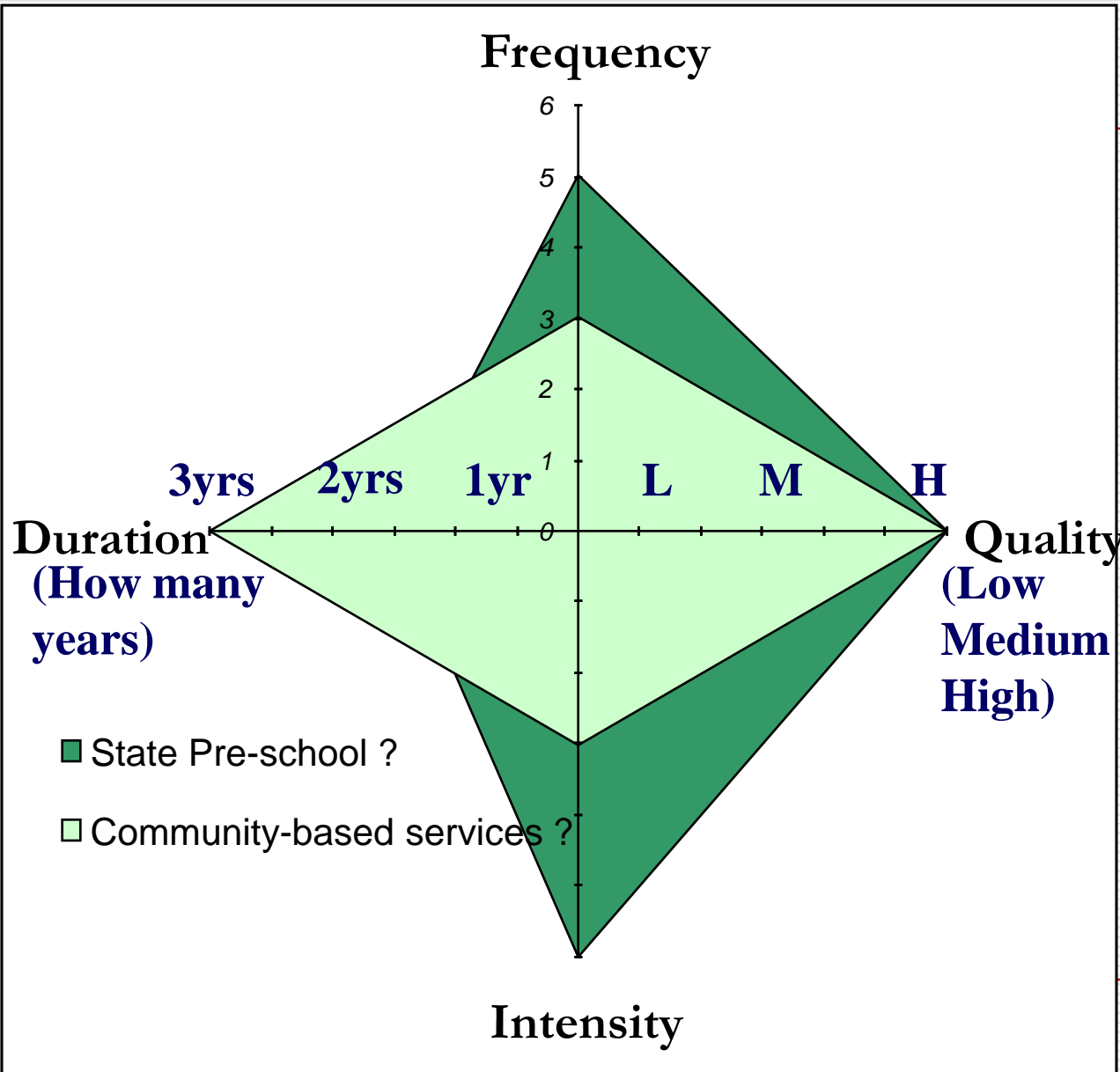
Naryn oblast

- 41Ak-Tala
- 42Ar-Bashy
- 43Jumgal
- 44Kochkor
- 45Narin
- 4ANaryn town

Percentage of children attending state pre-school in Kyrgyzstan



TOWARDS INDIGENOUS, OPTIMAL MODELS FOR ECE



4 Optimality Dimensions

Quality
(aim for high)

Duration
(24 – 36 ??? months)

Intensity
(2 – 3 ??? hours)

Frequency
(2 – 3 ??? times/week)

Policy makers need to know the optimal balance between costs (for inputs) and outcomes.

Research should explore:

- ❑ What it takes to ensure **quality**
 - ❑ What the minimum **duration** is for a program to make a difference for vulnerable children
 - ❑ How many times a week are optimal, **(frequency)** and how the curriculum should be set and adjusted
 - ❑ The most effective methods for teaching and effective plans for each lesson **(intensity)**
-

What we do know

- ❑ Early childhood education matters, particularly disadvantaged children
 - ❑ Length of exposure and accumulated effects over time are what matter
 - ❑ Proper nutrition, early stimulation are essential
 - ❑ Continuum of services for young children: health, education and care
-

Evaluating UNICEF's ECE pilot in Batken *raion*

AVERAGE DRAWING SCORE			
Age group	Not Attending (N=89)	Community (N=127)	Public (N=103)
3-4 year-old	4.07	5.29	3.96
5 year-old	6.35	10.29	7.52
6-7 year-old	5.64	10.63	11.14

The quality of learning outcomes was tested with drawing and other tests.

Overall, the children in community kindergartens showed higher performance scores than the children in state kindergartens.

The difference is statistically significant ($P=0.05$)

Variety in provision and of providers, other examples:

- ❑ Standard full-day kindergarten
 - ❑ Support and inclusion for children with special education needs
 - ❑ Seasonal kindergartens
 - ❑ Centres and satellite projects
 - ❑ Pre-school class in school
 - ❑ Home-based programs
 - ❑ Yurt kindergartens
 - ❑ Child to child program
-

Resourcing provision

- **F**ast **T**rack **I**nitiative to emphasize Early Childhood Education
 - International donors to work with government and local communities
 - Targeting and efficient use of government resources with modest but steady increases
-

Rethinking Early Childhood Care and Education

- ❑ **Investment in young children matters** for each child and for society as a whole
 - ❑ The current **state pre-school system targets the wrong children**
 - ❑ Policy should **target care and education for vulnerable** children
 - ❑ Linked but **separate strategies for care and education** under overall national policy
 - ❑ **National policy on children must actively enable variety** in provision and of providers
-