



United Nations Educational
Scientific and Cultural Organization

Regional Training Workshop: Early Childhood Policy Review < Day 2 >

**Hye-Jin Park
Division of Basic Education
UNESCO, Paris**

February 2007

*How to conduct
early childhood
policy reviews*

Types of Review

- **Diagnostic review**
 - To learn where to start
- **Thematic review**
 - To find solutions to a particular issue
- **Comprehensive review**
 - To assess and evaluate globally

Steps for a diagnostic review

- One expert
- Taking a short mission of 2–3 days
- Pointing out:
 - Areas needing improvement
 - Issues needing attention
 - Entry points to needed actions
- Could serve as a pre–assessment stage for a thematic or comprehensive review

Steps for Thematic & Comprehensive Reviews

1. Pre-assessment
2. Establishing country taskforce
3. Compiling background information
4. On-site review mission
5. Presentation of results
 - Full report + Seminar

1. Pre-assessment
2. Establishing country taskforce
3. Compiling background information
4. On-site review mission
5. Presentation of results
 - Full report + Seminar

Pre-assessment

- To check the needs of the gov't
- To identify the key issue(s) to review
 - Critical review of the issues mentioned by the gov't

1. Pre-assessment
2. Establishing country taskforce
3. Compiling background information
4. On-site review mission
5. Presentation of results
 - Full report + seminar

Country Taskforce

- No need to be formal or big
- What is needed is:
 - The point of authority representing the gov't
 - Who will approve the final results
 - An easily / daily accessible **communication channel**

1. Pre-assessment
2. Establishing country taskforce
3. Compiling background information
4. On-site review mission
5. Presentation of results
 - Full report + seminar

Background information

- To assist the review mission
- Compiled by the country taskforce
- Using the templates
- All related **data** must be collected
 - A task deserving a separate effort

1. Pre-assessment
2. Establishing country taskforce
3. Compiling background information
4. On-site review mission
5. Presentation of results
 - Full report + Seminar

On-site review mission

Reviewers

On-site review mission

- Experts who will write the review results
- Optimal number is 3 (including one leader)
- Do not set up the team only with ECCE experts
 - Include experts in education policy, economics, health etc.
- Each member to examine a particular issue

On-site review mission

- Scheduling the mission:
 - All key service types should be covered
 - Meetings with all relevant stakeholders
 - Geographical, social and economic representation
 - Between 5–7 and 10–12 working days

On-site review mission

- After the mission:
 - Reviewers to send inputs to the leader
 - Within 15 days
 - **Structure of the input** to be determined in advance among the reviewers

1. Pre-assessment
2. Establishing country taskforce
3. Compiling background information
4. On-site review mission
all the key service type should be covered
5. How to make recommendations
6. Presentation of results
 - Full report + Seminar

Report structure

- Introduction (the Project + Review + Reviewers)
- Executive Summary
- Contextualising the country
- Critical issues facing the country
- Policy dynamics: how the issues have or have not been dealt with
- Recommendations: What thus remains to be done on access, quality, resource, government coordination and R&D
- Conclusion: Next steps

*How to make
recommendations*

How to make recommendations

- **Principles:**
 - **Holistic development**
 - *“for the child”*
 - **Equitable access**
 - *“for the poor”*
 - **Smooth transition from home to EC to school**
 - *“lifelong learning”*

How to make recommendations

- No “hopes, dreams or ideals”
 - No long laundry list
- Must consider inevitable trade-offs
- Prioritising, Phasing, and Optimising as the three governing strategies

How to make recommendations

- Strategies:
 - **Prioritisation / phasing**
 - *“one at a time”*
 - *Age-group-wise*
 - **Optimising**
 - *“start where we’re”*

How to make recommendations

- Policy quandaries:
 - Pre-primary education vs. 0-3
 - Universalisation vs. targeted policy
 - Building systems vs. creating activities
 - Expansion of access vs. ensuring quality
 - Partnership vs. leadership

Presentation of results

- Presenting recommendations:
 - Evidence-based
 - Convincing: Data-based arguments
 - Comparative
 - Drawing attention: Cross-country information
 - Visual
 - Drawing attention: Generous use of charts and graph

Presentation of results

- The report :
 - Strong advocacy tool
 - Solid policy reference material
- The target audience must include decision makers **outside the ECCE community**
- **Media coverage** for wider and effective dissemination of the results

*How to present
background information:
Common Mistakes in
Reporting on ECCE*

Example 1

- *During the Soviet period, preschool education in Kazakhstan reached a peak.*
- *The enrolment rate in kindergartens reached 90% in 1991.*
- *But early childhood education has suffered greatly from the transition.*
- *As a result, only 295,000 young children attended pre-primary education in 2000.*

Point to remember

- Consistent use of terminology

- Preschool education vs
- Kindergartens vs
- Early childhood education vs.
- Pre-primary education

Also:

- Nurseries vs
- Day care centre vs
- Creches

Revised (1)

- *During the Soviet period, preschool education in Kazakhstan reached a peak.*
- *The enrolment rate in preschools reached 90% in 1991.*
- *But preschool education has suffered greatly from the transition.*
- *As a result, only 295,000 young children attended preschools in 2000.*

Point to remember

- Indicate the concerned age
 - Reference to an early childhood programme or service is meaningless if the concerned age group is not indicated

Revised (2)

- *During the Soviet period, preschool education for 1–6-year-olds in Kazakhstan reached a peak.*
- *The enrolment rate in preschools reached 90% in 1991.*
- *But preschool education has suffered greatly from the transition.*
- *As a result, only 295,000 young children attended preschools in 2000.*

Point to remember

- Present rates, not raw statistics
 - Raw enrolment statistics are meaningless unless the size of the concerned age cohort is provided
 - Rates (%) should be provided

Revised (3)

- *During the Soviet period, preschool education for 1–6-year-olds in Kazakhstan reached a peak.*
- *The enrolment rate in preschools reached 90% in 1991.*
- *But preschool education has suffered greatly from the transition.*
- *As a result, enrolment in preschools reached only 28% in 2000.*

Point to remember

- Gross or net enrolment
 - Identify if an enrolment rate is GER or NER

Revised (4)

- *During the Soviet period, preschool education for 1–6-year-olds in Kazakhstan reached a peak.*
- *The gross enrolment rate in preschools reached 90% in 1991.*
- *But preschool education has suffered greatly from the transition.*
- *As a result, gross enrolment in preschools reached only 28% in 2000.*

Example 2

- *Since 1998, the education budget in Kazakhstan increased by 250%.*
- *MOE's expenditure on preschool education was 5 B.*

Point to remember

- Data year and source

- The year and source of data must be indicated

- Distinguish the data year from the publication year

- Provide time-series data to show trends

- Must indicate beginning and end years

Revised (1)

- The education budget in Kazakhstan increased by 250% between 1998 and 2003 (MOE statistics, 2005).
- MOE's expenditure on preschool education was 5 B in 2004 (MOE statistics, 2006).

Point to remember

- Data units

- Indicate units

- US\$, F.CFA

- Indicate the exchange rate of the local currency :

- e.g., 1US\$ = 125 Tenge (as of Jan 2005)

- Indicate denominator

- % of GDP, % of total education expenditure

Revised (2)

- *The education budget in Kazakhstan increased by 250% between 1998 and 2003 (MOE statistics, 2005).*
- *MOE's expenditure on preschool education was 5 B Tenge in 2004, equalling 3% of total education expenditure (MOE statistics, 2006).*

(footnote: 1US\$ = 125 Tenge, as of January 2005)

Example 3

- *The law states that preschool education is the first level of education.*
- *There is a government plan to make the attendance in this first level of education compulsory.*
- *Attendance in preschools will be subsidised for poor children.*
- *The government also has a plan to provide training for preschool personnel.*

Point to remember

- Clear use of terminology
 - “Law”
 - Which legislative document? What year?
 - “Government”
 - Which ministry? Sector? Level of government?
 - “Poor”
 - What income level?
 - “Personnel” / ”Staff”
 - Teachers? Supervisors? Assistants? Animators?

- *The Education Law of June 1999 states that preschool education is the first level of education.*
- *There is a plan by the MOE to make the attendance in this first level of education compulsory.*
- *Attendance in preschools will be subsidised for poor children from families with a monthly income below 1,000 Tenge.*
(footnote: 1US\$ = 125 Tenge, as of Jan. 2005)
- *The MOE also has a plan to provide training for preschool teachers.*

Expression of age

- European convention:
 - 3–5 means children 3-year-old to 48 months, not including 5-year-olds
 - But not globally used and accepted
- Alternative:
 - Provide, at the outset, an **operational definition**
 - (e.g., 3–5 means 3, 4 and 5-year-olds)

Key reminders

- Clear and consistent use of **terminology**
- Indicate concerned **age**
- Present **rates**, not raw statistics
- Year and source of **data** must be identified
- Data units must be indicated

Other suggestions

- Frequent use of **footnotes and technical notes** to clarify definitions
- Generous use of **tables and graphs** for easy reference and comparisons
- **Disaggregate data** by age, gender, region, socio-economic distribution etc.