

Increasing Access and Equity in Early Childhood Education in CEE/CIS

Management Response and Progress-to-Date
Implementing the Recommendations of the
Independent Multi-Country Evaluation

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Setting the Context

Regional Knowledge and Leadership Agenda

- ★ 10 common result areas for Children in CEE/CIS region:
 - Knowledge sharing, and mutual support across the region
 - Strengthening horizontal cooperation amongst our countries.
- ★ 5 Multi-Country Evaluations (MCEs)
 - Impact level results with reduction of equity gaps?
 - Through which system level determinants?
 - What was UNICEF's contribution?
- ★ 1 MCE focused on Early Childhood Education (ECE)

Dissemination of MCE Findings - 2015

- ★ Presented and discussed at:
 - National Conferences
 - Regional conferences
 - UNICEF internal meetings
- ★ Translated into Country-specific Briefs
- ★ Informed strategic thinking and the development of 11 new Country Programme Documents (CPDs)

The Management Response

- ★ Developed in consultation with the 6 UNICEF Country Offices involved in MCE
- ★ 15 recommendations
- ★ Management fully agreed with 11
partially agreed with 4

Recommendation and UNICEF Response

Develop a long term vision and strategy for early learning, amending the Theory of Change, strengthen cross-sectoral approaches to system level change and align with European policy and practice (R1,2,12,14,15).

Management Response: Fully Agree

- ★ Inclusion of early learning in our work on education → common Theory of Change
- ★ Stronger focus on disadvantaged children
- ★ Strengthen the alignment with SDG target of one year quality pre-primary education
- ★ Greater use of global tools in the region

Recommendation and UNICEF Response

Deepen approach to teacher training and professional development (R4)

Management Response: Fully Agree

- ★ Improved professional development programmes for teachers
- ★ Promoting use of inspection and local evaluation findings to improve teacher training
- ★ Documenting and sharing best practices

Recommendation and UNICEF Response

Develop a stronger framework for data collection (R10)

Management Response: Fully Agree

- ★ Multi-country review of availability and gaps of ECE data at country level
- ★ Capacity building of national ECE data collection systems
- ★ Promoting national ECE data collection frameworks which capture excluded children e.g. children with disabilities
- ★ Inclusion of ECE indicators in our regional education dashboard
- ★ Building on best practice from other UN Agencies, EU and OECD

Recommendation and UNICEF Response

Review quality risks arising from rapidly expanding access to ECE (R3); develop standards and guidelines (R7)

Management Response: Fully Agree

- ★ Leverage EU efforts and establish synergies
- ★ Working on common standards making use of global expertise
- ★ Promoting early grade assessment

Recommendation and UNICEF Response

UNICEF to strengthen its ability to navigate decentralization and to provide sustainable capacity development (R8)

Management Response: Partially Agree

(Cost of working at multiple sub-national locations)

- ★ Capacity building at local level
- ★ Advocacy and policy advice for regulatory frameworks to improve quality control

Recommendation and UNICEF Response

UNICEF should support and, if necessary, drive a research agenda on ECE (R11)

Management Response: Partially Agree

(Challenge of primary data gathering - cost and complexity)

- ★ Secondary data analyses
- ★ Sharing available international research through online platforms and policy briefs

Recommendation and UNICEF Response

Develop guidance/tools for child participation in early learning as a contribution to strengthening the quality of early learning (R5)

Management Response: Partially Agree
(Guidance and tools already exist)

- ★ Supporting children's voices through promoting child-centred curricula and play-based learning approaches

Recommendation and UNICEF Response

Further support the institutionalization of quality children's educational television (R6)

Management Response: Partially Agree
(Resource intensive)

- ★ Limited support to the development and dissemination of quality children's educational TV

Concluding Observations

- ★ Important learning process
- ★ Stronger focus on disadvantaged children
- ★ Stronger programmes
- ★ Stronger compact with our partners and within UNICEF



Thank you