



EFA Goal 1: ECCE

Development and Differentiation mostly completed in early in life

Early childhood is a time of remarkable **brain development** that lays the foundation for later learning. **By the age of six** most of the foundation is developed, depending on nutrition and stimulation.



GMR 2007: "Time is running out ..."

EFA Dakar Framework for Action



- Goal 1:

“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”



Dakar Framework for Action Extended Text Call for

- Safe and caring environments
- Comprehensive programmes
- Provide programmes in the child's mother tongue
- Identify and enrich the care and education of children with special needs



Dakar Framework for Action Extended Text (continued):



- Ensure good care and education especially for those most disadvantaged
- Activities centred on the child
- Governments primary responsibilities for ECCE policies
- Educate parents and other caregivers in better child caring

What is meant by the term Early Childhood Care and Education (ECCE)?

- Different agencies use different labelling
- Age range 0-3-6-8 years or all children prior to entry into primary education
- GMR: Holistic approach:
 - Integrating health, nutrition and psycho-social stimulation,
 - providing the opportunities for exploration and active learning,
 - social and emotional care and
 - nurturing a child needs in order to realise its potential and play an active role in its family and in its community

Nutrition and stimulation are important



- **Nourishment** during the pre-natal period and during the first years of life together with age-appropriate stimulation have a profound effect on a child's health status, his/her ability to learn, communicate, socialize, reason and adapt in life.
- **The brain** continuously develops from conception, and **by the age of six** most of the structure and organisation of neural pathways in the brain are made, - or are *not* made if the child has been lacking proper nutrition and stimulation.
- The brain and the neural pathways have a strong influence on **how we learn** and behave and on our physical and mental health throughout our lives.

What puts school readiness and ability to learn at risk?

- Low birth weight
- Lack of breast feeding
- Stunting
- Iron and iodine deficiencies
- Lack of stimulation
- Biased gender socialisation
- Exposure to violence, disruption



Fundamental Principles of ECCE

- Early Childhood is the foundation for life.
- Children develop at different rates, and in different ways emotionally, intellectually, morally, socially, physically and spiritually.
- All children have abilities which should be identified and promoted. What children can do is the starting point in their learning.
- Young children learn from everything that happens to them and around them.

Fundamental Principles of ECC



- Children learn through play and conversation.
- Children who are encouraged to think for themselves are more likely to act independently.
- Social emotional relationship of children with other children and adults condition their learning and socialization.

Love for learning

- Early Childhood Development strategies and initiatives are the starting point for the development of a love for learning
- Early learning, whether in the home or the early childhood centre, forms the essential base on which any later learning is built
- Success in school depends on early learning

ECCE and Other EFA Goals

- No clear target to determine progress by 2015
- No clear definition of programs and frameworks
- ECCE Context: care in organized centres; pre-primary education; care of children in households
- Difficult to determine which indicators should be used to measure and monitor goal
- Difficult to compare countries

ECCE Programs



- ECCE Context: care in organized centers; pre-primary education; care of children in households
- ECCE Programs:
 - **Formal, non-formal and informal education or care settings, delivered by government or in partnership with NGOs, communities and families**
 - **Focus on supporting child's comprehensive growth, development, and learning**
 - **Focus on transition to early primary education; school readiness**

Disadvantaged and Vulnerable Children

- Children at risk
- Children living in poverty
- Children affected by conflict, crisis situation, or natural disaster
- Children affected by HIV/AIDS
- Children with disabilities
- Children from ethnic or language minorities

ECCE Data Challenges

- How has GMR monitored Goal 1?
 - Only measured education and not care component of ECCE
 - Compared enrolment data on pre-primary education, across countries, and over time (1998-2002) and between sexes
 - Measured quality in ECCE using pupil-teacher ratios
- Challenge: the GMR needs more valid and comparable measures of ECCE, especially the care component, to better monitor global progress of Goal 1

GMR 2007 on ECCE Theme

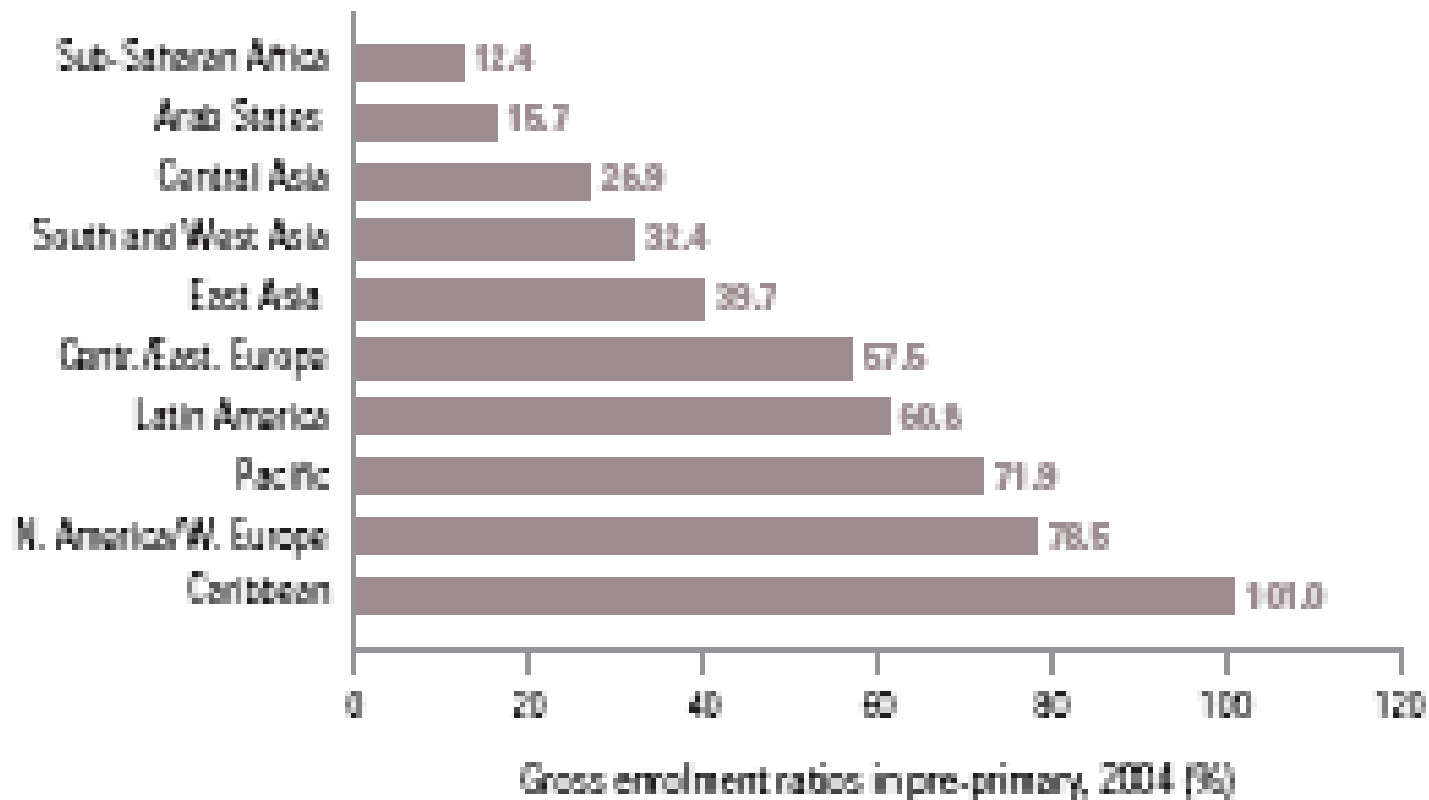
- Time is running out to meet the EFA goals set in 2000.
- Overall global progress at the primary level, including for girls
- However, too many children are not in school, drop out early or do not reach minimal learning standards.
- By neglecting the connections among early childhood, primary and secondary education and adult literacy,
- countries are missing opportunities to improve basic education across the board — and the prospects of children, youth and adults everywhere.

What is the situation?

- About 80% of developing countries have of maternity leave, although enforcement varies.
- The youngest children have been neglected. Almost half the world's countries have no formal programmes for children under 3.
- Enrolment in pre-primary education has tripled since 1970, though coverage remains very low in most of the developing world.

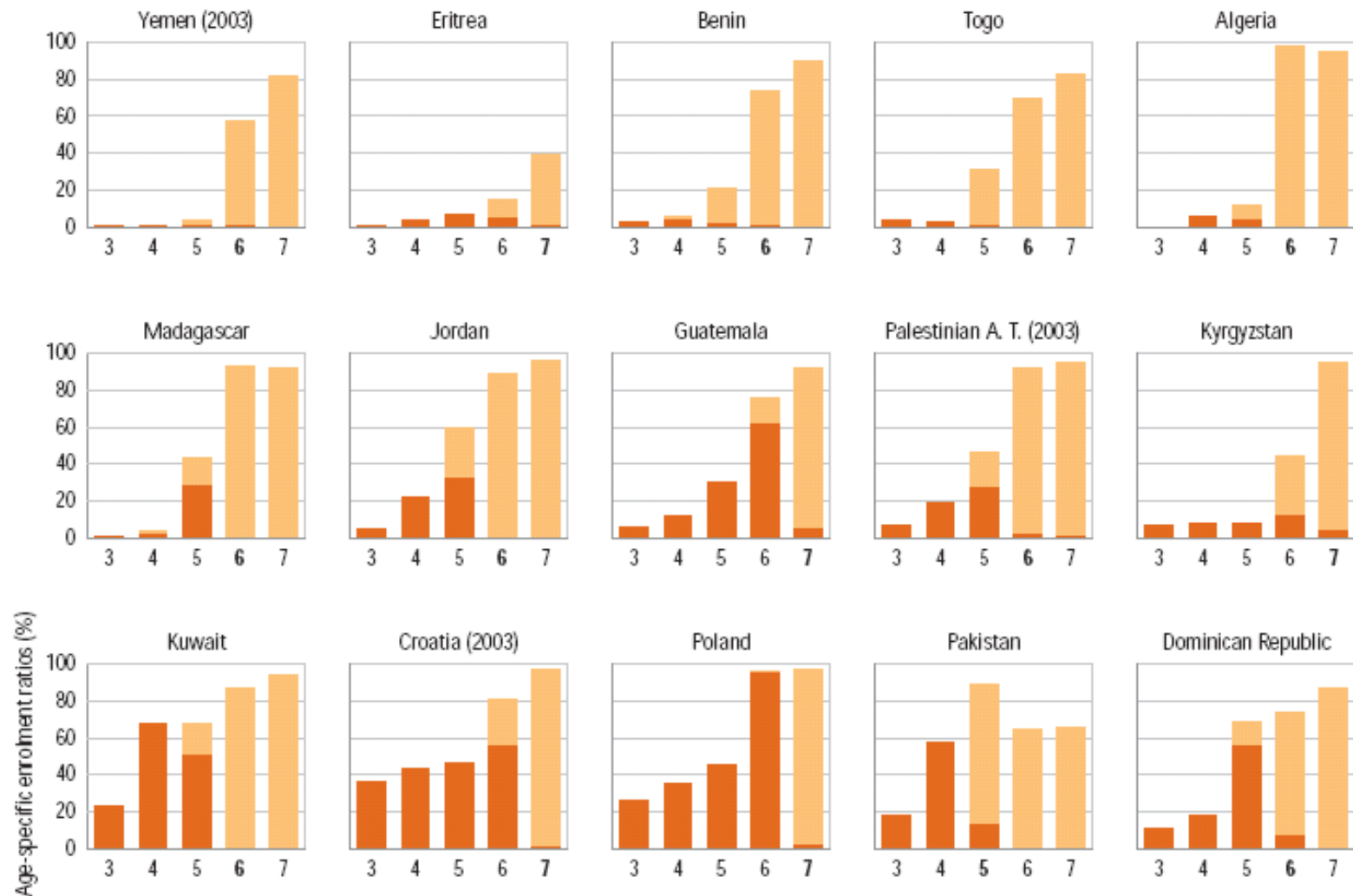
GMR 2007: World regions GER in pre-primary education in 2004

Figure B: Gross enrolment ratios in pre-primary education, 2004



GMR 2007: Age-specific enrolment ratios for ages 3-7 in pre-primary and primary education, 2004

Figure 6.8: Age-specific enrolment ratios for ages 3 to 7 in pre-primary and primary education, 2004

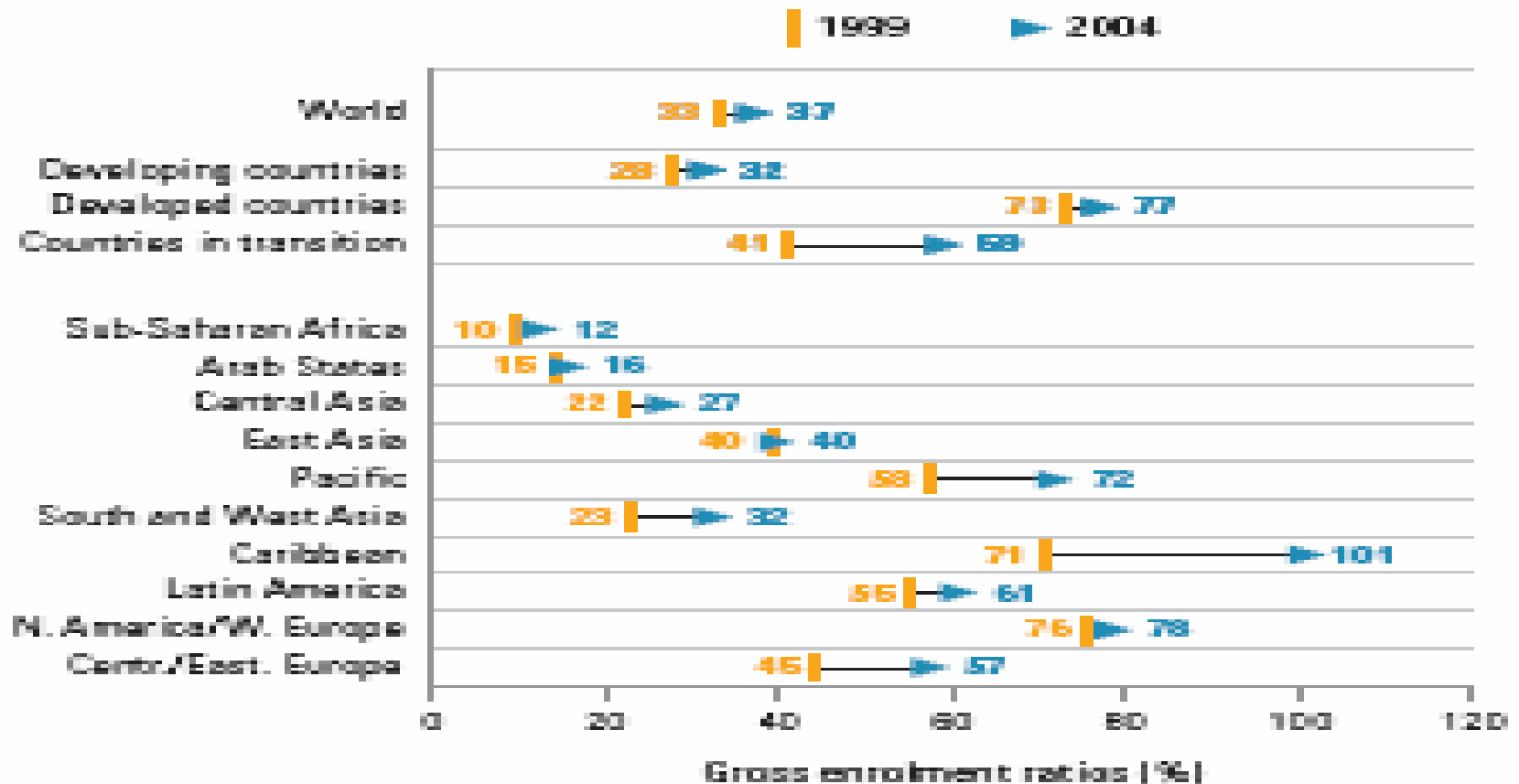


System changes in countries in transition

- After sharp declines in the 1990s, pre-primary enrolments in transition countries are slowly recovering in Central and Eastern Europe but still **lag in Central Asia**.
- Among developed and transition countries, and in Latin America, most ECCE provision is by the **public sector**.
- The **private sector** is prominent in sub-Saharan Africa, the Arab States, the Caribbean and East Asia.
- Most regions are near gender parity in pre-primary education.

GMR 2007: progress in pre-primary GER , 1999-2004 by world regions

Figure 2.1: Changes in pre-primary gross enrolment ratios between 1999 and 2004, by region



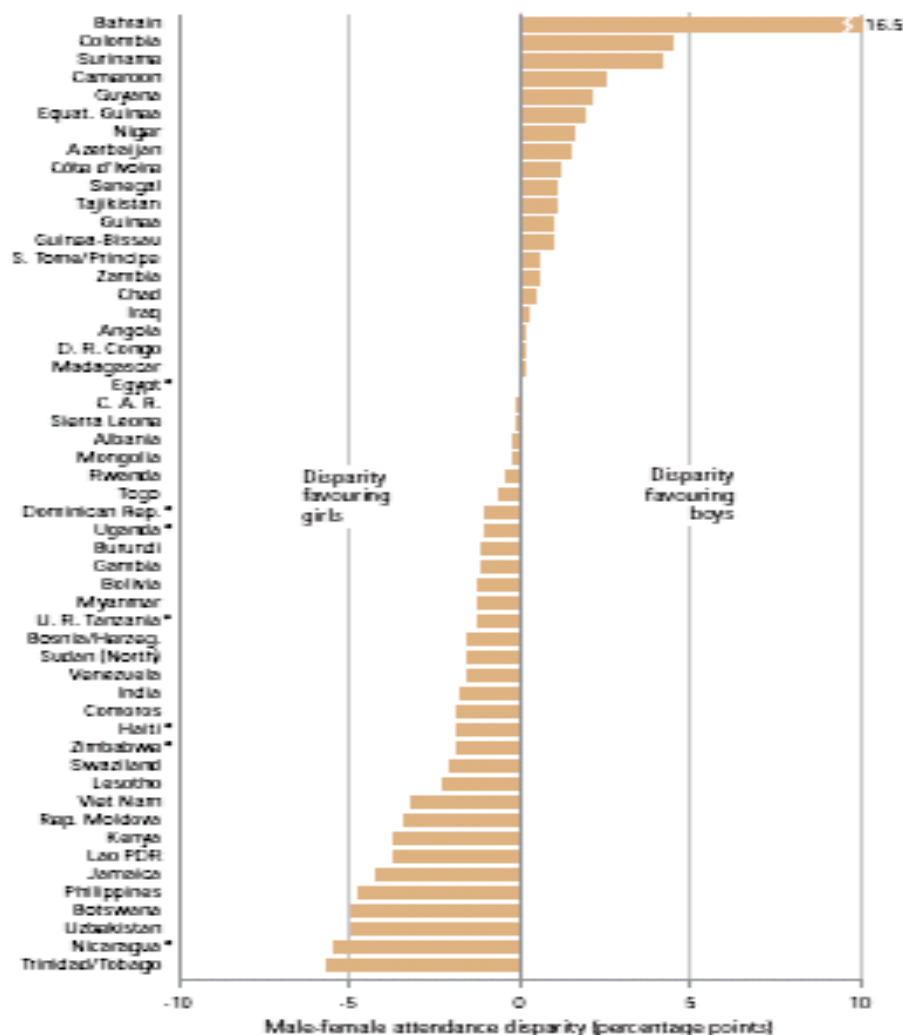
Source: Annex, Statistical Table 3B.

Disparities within countries

- There are large disparities within countries.
- With a few notable exceptions, children from poorer and rural households and those socially excluded (e.g. lacking birth certificates) have significantly less access to ECCE than those from richer and urban households.
- The children most likely to benefit from ECCE programmes – those most exposed to malnutrition and preventable diseases – are the least likely to be enrolled.

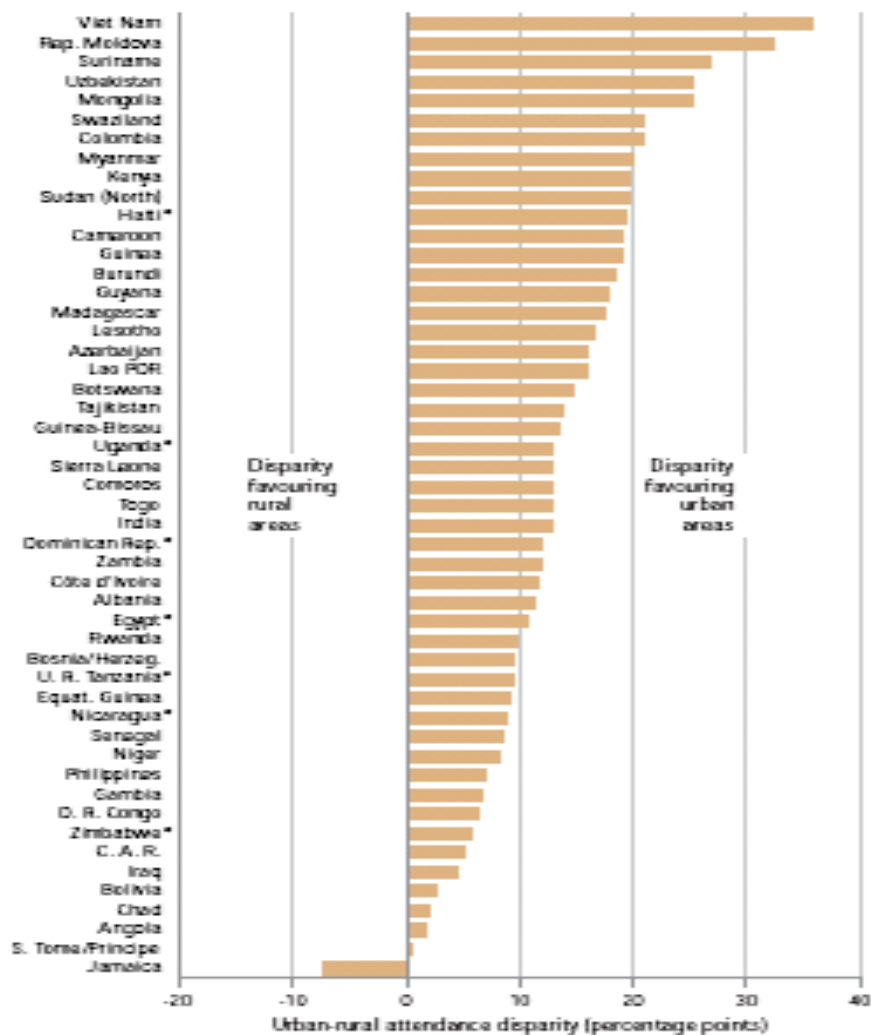
GMR 2007: Attendance Rate Gender and Urban-Rural Disparities Age 3-4 Data Source: Demographic and Health Survey

Figure 6.9: Gender disparities in attendance rates for ages 3 and 4 in care and learning programmes, 1999-2003



Note: *DHS survey countries.
Sources: Three household surveys (see Box 6.2).

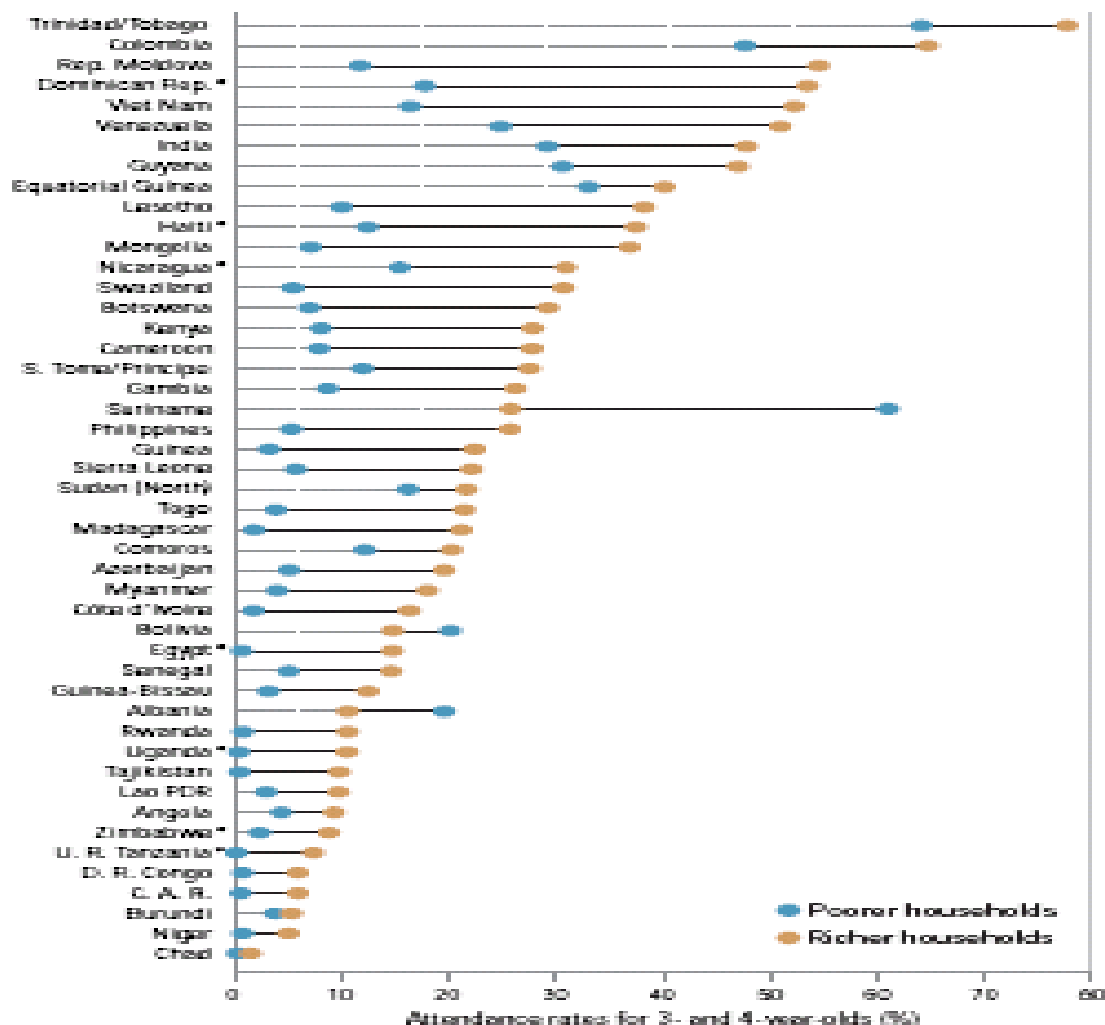
Figure 6.10: Urban-rural attendance disparities for ages 3 and 4 in care and learning programmes, 1999-2003



Note: *DHS survey countries.
Sources: Three household surveys (see Box 6.2).

GMR 2007: Disparities in attendance rates by poor (blue) and richer (orange) households

Figure 6.11: Household wealth disparities in attendance rates for ages 3 and 4 in care and learning programmes, 1999-2003



Note: Richer households - top 40% by wealth; poorer households - bottom 40%.
Sources: Three household surveys (see Box 6.2)

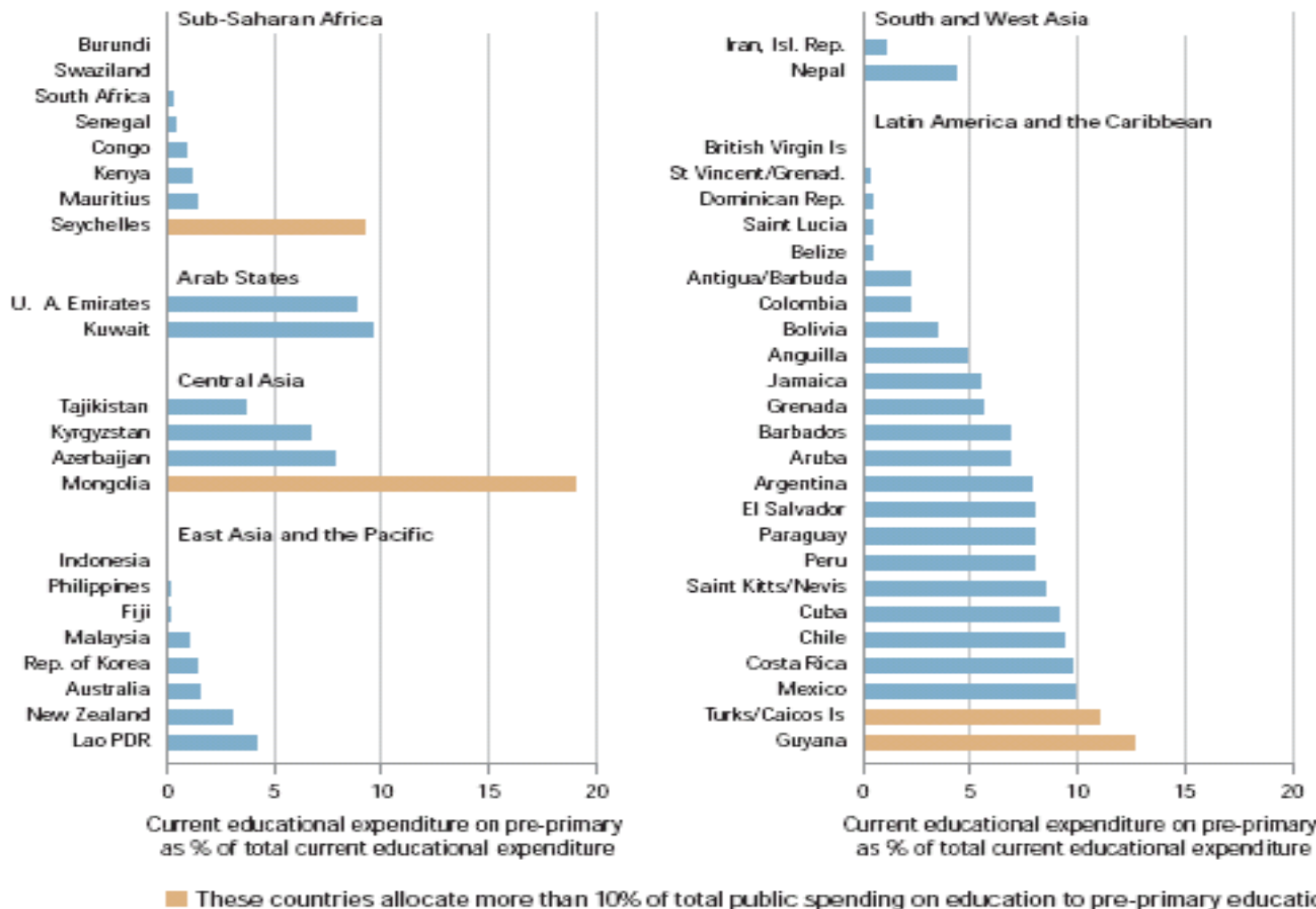
Governments and donors accord low priority to pre-primary education

- Governments accord low priority to pre-primary education in their spending.
- The broad mix of public and private providers and a lack of data make it difficult to calculate total national expenditure on ECCE.
- For most donor agencies, ECCE is not a priority. Almost all allocate to pre-primary less than 10% of what they give for primary education, and over half allocate less than 2%.

GMR 2007: Share of pre-primary education in total current public spending on education, 2004

data source: UIS database

Figure 8.1: Share of pre-primary education in total current public spending on education, 2004



Source: UIS database.

The impact of ECCE on EFA

- Impact on enrolment, repetition and drop out
- Focus on the "most vulnerable and disadvantaged"
- Early identification and intervention
- Inclusive Learning Friendly Environment

