



EFA Goal 1: ECCE

APEAL Early Childhood UNESCO Bangkok

EFA Dakar Framework for Action

- Goal 1:

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



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

- Different agencies use different labelling
- **0-8 years** or all children prior to entry into primary education
- Holistic approach: Integrating health, nutrition and psycho-social stimulation, providing the opportunities for exploration and active learning, as well as providing the 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

Proper 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 on which children build their lives. But it is not just a preparation for adolescence and adulthood; it has importance in itself.
- Children develop at different rates, and in different ways emotionally, intellectually, morally, socially, physically and spiritually. All are important: each is interwoven with others.
- All children have abilities which can (and should) be identified and promoted. What children can do (rather than what they cannot do) is the starting point in their learning.
- Young children learn from everything that happens to them and around them; they do not separate their learning into different subjects or disciplines.

Fundamental Principles of ECCE

- Play and conversation are the main ways by which young children learn about themselves, other people, and the world around them.
- Children who are encouraged to think for themselves are more likely to act independently.
- The relationship which children make with other children and with adults are of central importance to their development.

Expanded notes call for:

- Safe and caring environments
- Comprehensive programmes
- Programmes being provided in the child's mother tongue
- Identifying and enriching the care and education of children with special needs



Expanded notes call for:

- Ensuring the provision of good care and education especially for those most disadvantaged
- Activities centred on the child
- Governments, through relevant ministries, having the primary responsibilities for formulating ECCE policies
- To achieve this goal, it is important to educate parents and other caregivers in better child caring

Love for learning

- Early Childhood Development strategies and initiatives are the starting point for the development of a love for learning
- Learning is a continuum in which 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 educational 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

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

