

Early Childhood Care & Education (ECCE) Goal #1

EFA MDA Technical Workshop

5-9 February, 2007

Garnett Russell, UNESCO Bangkok





EFA Dakar Framework for Action

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



Framework for ECCE Analysis

- General ECCE
 - Definition
 - Policies, Legislation, Programs
 - Structure, Agencies, Coordination
 - Financing

- Gender and Social Equality
- Quality in ECCE
- Progress and Challenges



Definition of ECCE

- How is ECCE defined?
 - Holistic Approach: survival, growth, development, and learning
 - including health, nutrition & hygiene; cognitive, social, physical, and emotional development; active learning

- What age groups are included?
 - 0 to 6
 - Birth until entry into primary school



Definition of ECCE in GMR 2007

- ECCE supports children's survival, growth, development and learning— including health, nutrition, and hygiene, and cognitive, social, physical and emotional development— from birth to entry into primary school in formal, informal and non-formal settings.
- Often provided by a mix of government institutions, NGOs, private providers, communities and families. ECCE represents continuum of interconnected arrangements involving diverse actors: family, friends, neighbors; family day care for a group of children in a provider's home; center-based programs; classes/programs in schools; and programs for parents



Policies, Legislation, Programs

- Programs for ECCE
 - Status of ECCE in country
 - Progress achieved?

- The right to ECCE
 - National Constitution
 - National Legislation
 - International Treaties
 - Convention on the Rights of the Child (CRC)



Structure, Agencies Coordination

- Structure:
 - Formal: pre-primary school-based (kindergarten)
 - Non-formal: child-care centers
 - Informal: parenting programs
 - Health centers
- Responsible Agencies
 - Ministry of Education, Ministry of Health, Ministry of Social Welfare, etc
 - Other providers: NGOs, local community, parents and family, private providers
- Coordination
 - Governing body



Example: Thailand

- Programs for ECCE:
 - Pre-primary school (kindergarten)
 - Child-care centers
 - Informal home-based care
- The right to ECCE
 - 1997 Constitution: government must provide basic services for care & development for young children & families
 - National Policy & Strategy for Early Childhood Development (2006-2008)
 - International Treaties
 - Convention on the Rights of the Child (CRC)

Financing

- Percent of National Education Budget
- Percent of financing by central government, local government, community, private donors, international donors



Social and Gender Equality

- Barriers for disadvantaged groups?
 - Economic
 - Cultural, Social (discrimination)
- Programs or policies for disadvantaged groups?
 - Funding



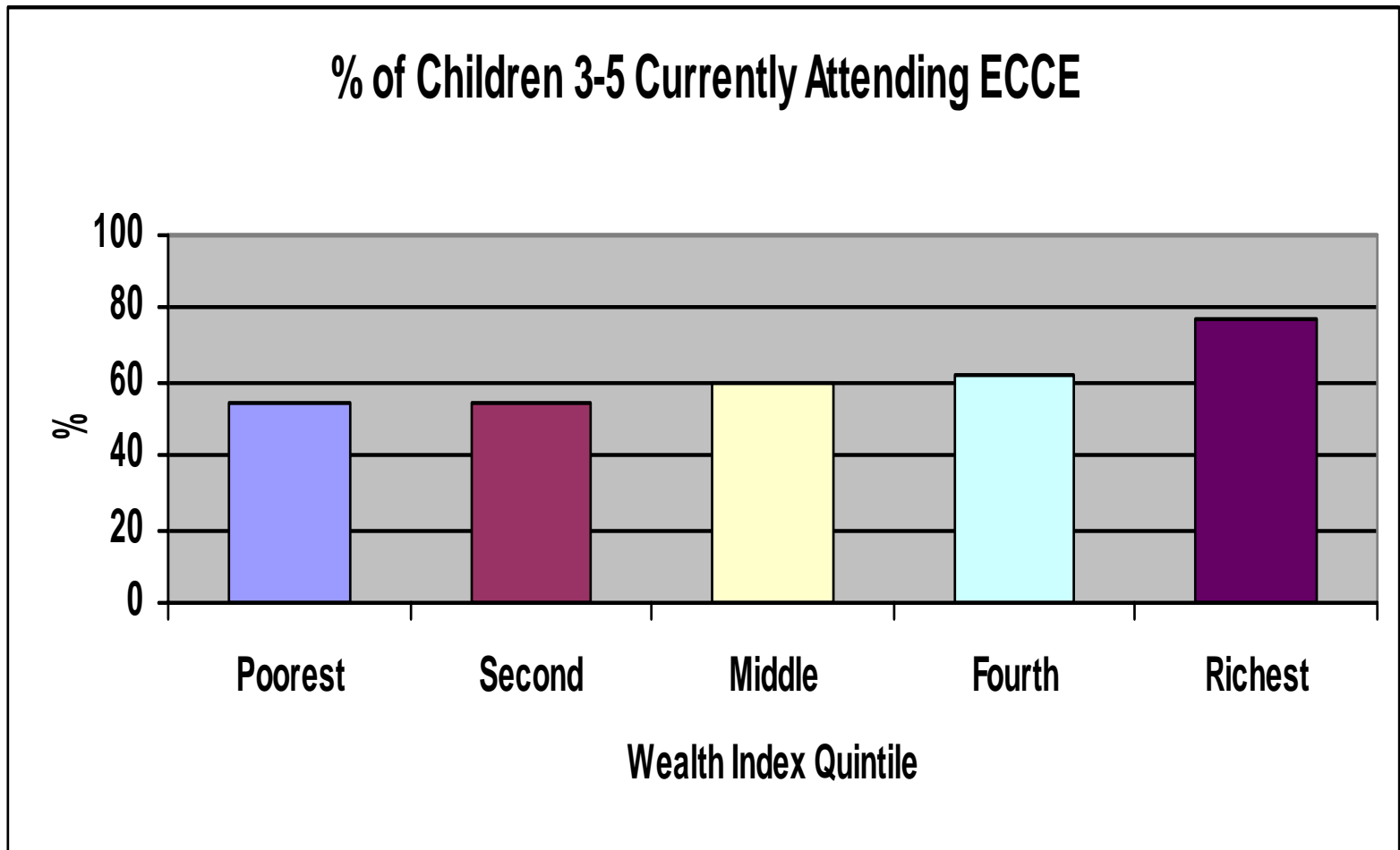


Analysis of Disparities: *using disaggregated data*

- Male/Female
- Social Groups
- Language
- Wealth Quintiles
- Geographic location (region, urban/rural)



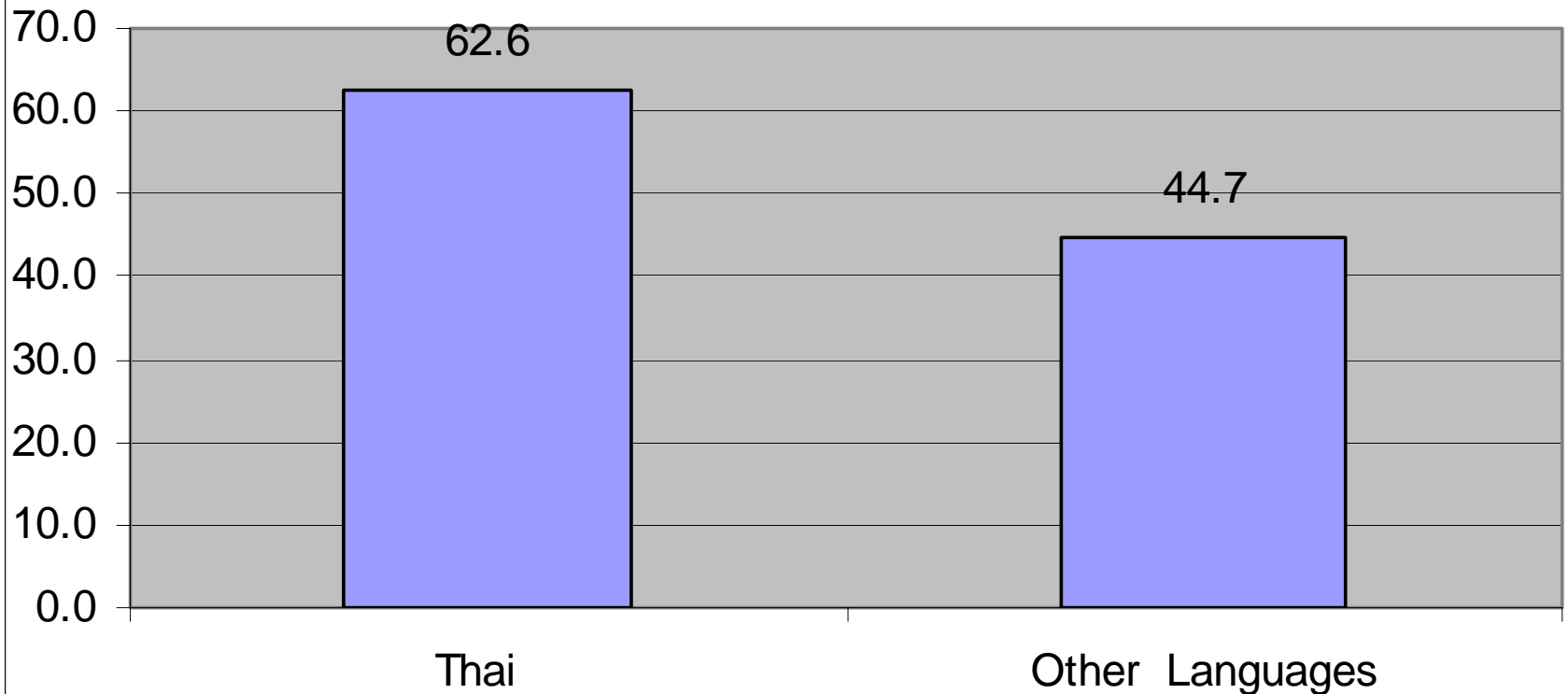
Thailand MICS Survey (2006)





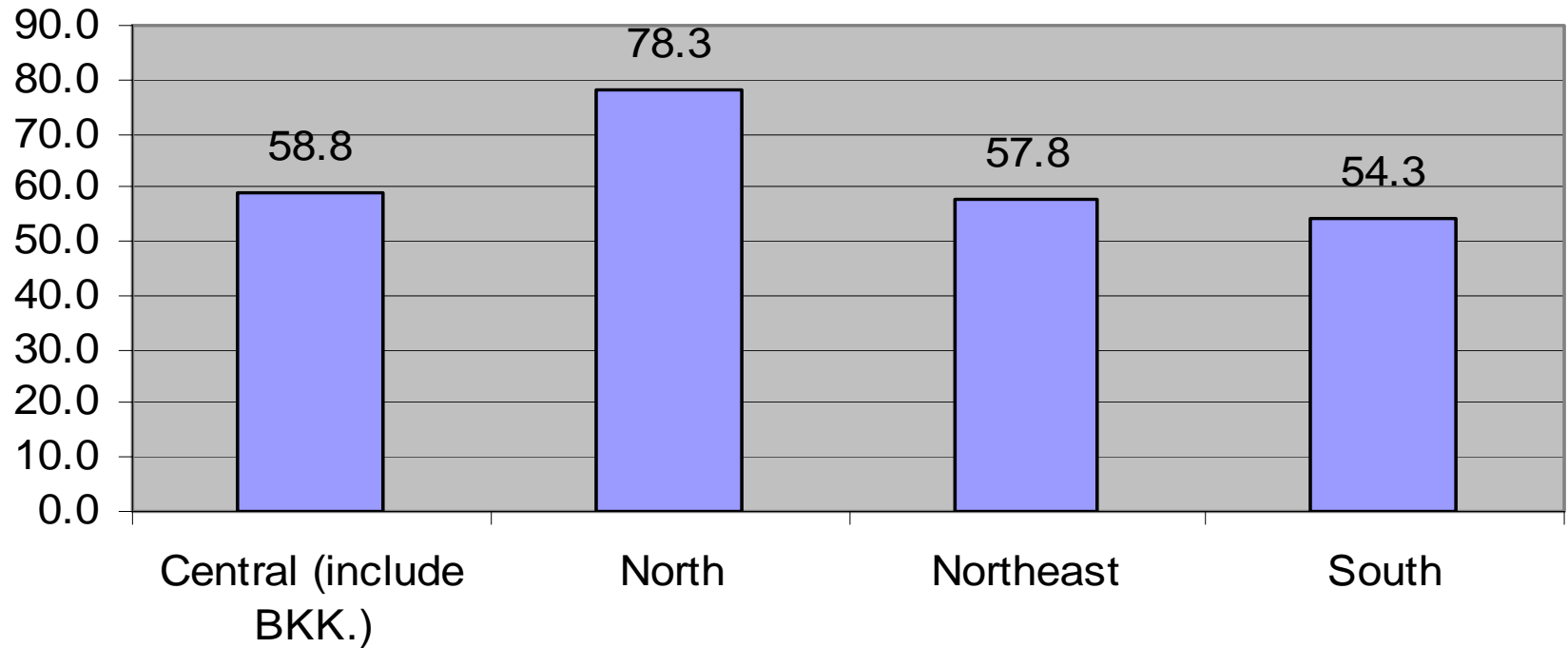
Thailand MICS Survey (2006)

Child care attendance by language group



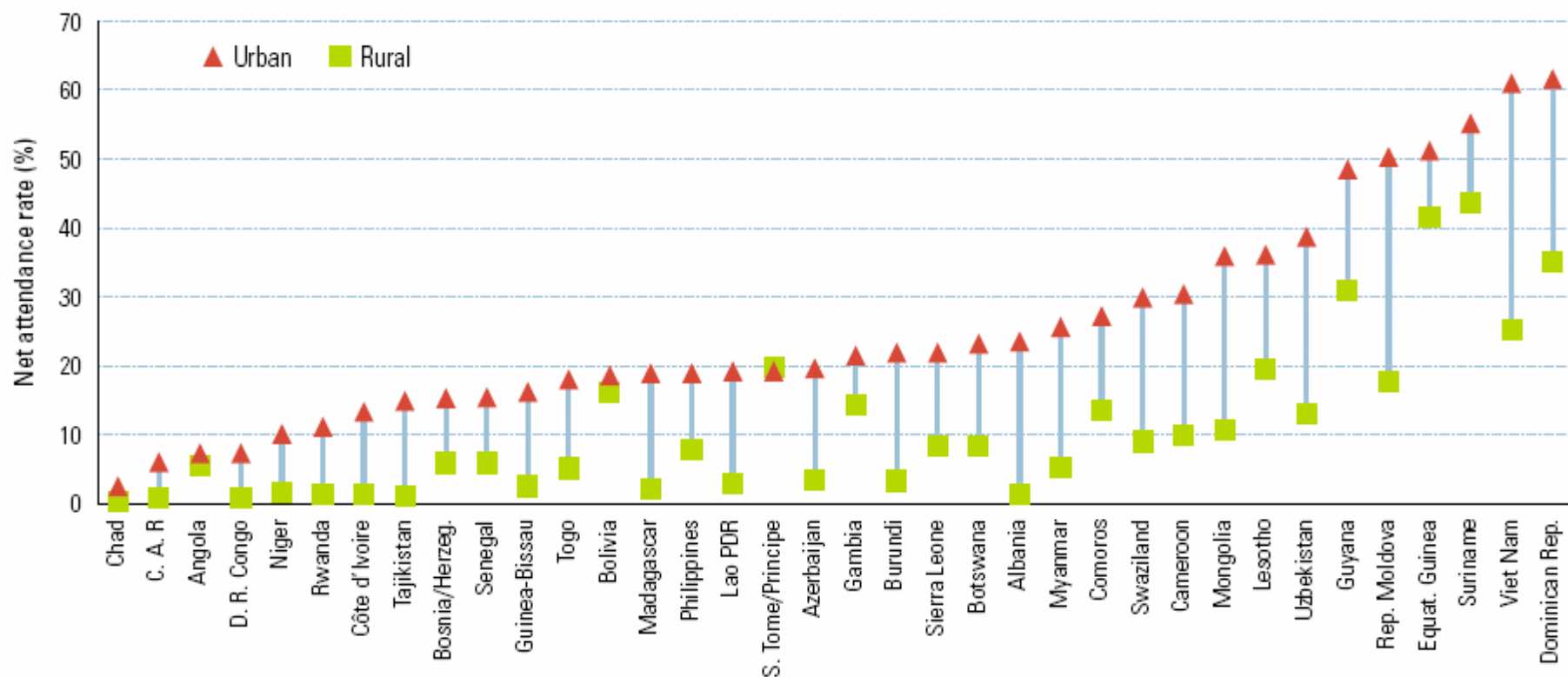
Thailand MICS Survey (2006)

Child care attendance by region



GMR (2005)

Figure 3.6: Net ECCE attendance rates for 3- and 4-year-olds by urban or rural residence, 2000

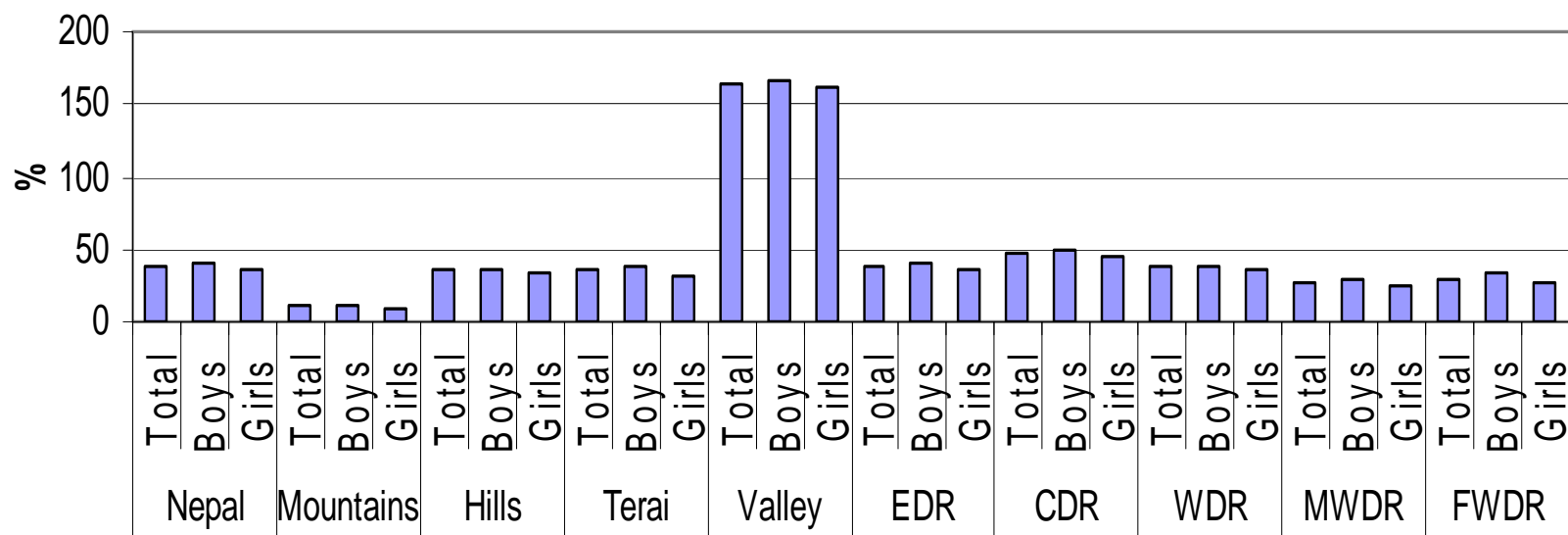


Source: Calculations based on UNICEF MICS database.

Nepal EMIS

GER in ECD/PPC by Geogrpahy & Region (2004)

Flash



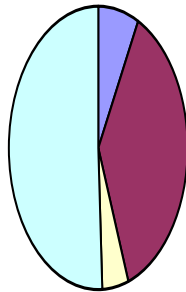


Quality

- Inputs
 - Trained Teachers/Facilitator
 - Facilities, teaching resources, toys
- Teaching-Learning Process
 - Mother tongue or special needs
 - Child-centered, hands-on activities
- Outputs
 - Transition to primary school
 - Health and development indicators
- Outcomes
 - Learning the national language
 - Success in primary school
 - Improved integration, reduced discrimination

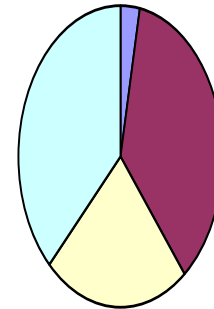
Distribution of ECD/PPC Facilities in Nepal

3-4 Years Population by Eco-Zone, 2004



■ Mountains ■ Hills ■ Valley ■ Terai

ECD/PPC Facilities by Eco-Zone, 2004



■ Mountains ■ Hills ■ Valley ■ Terai



Progress & Challenges

- Progress and Achievements?
 - Are current programs & policies adequate?
 - Impact of ECCE in terms of equality and quality
 - Improvement in health indicators
- Remaining Challenges?
 - Target groups
 - Geographic areas (province, urban/rural)
- Issues to be addressed



Group Work Assignment

- Select a chair and use the worksheets to discuss ECCE at the country level:
 - Structure, agencies, & coordination
 - Policies & legislation
 - Social equity
 - Gender equity
 - Quality
 - Progress and challenges
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