

Early Childhood Education and attention to Transition – the Route to Equality

Is Everybody Ready?

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on behalf of

**THE CONSULTATIVE GROUP ON EARLY CHILDHOOD
CARE AND DEVELOPMENT**

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Significant and sustained benefits

There is no doubt. Children who participate in Early Childhood Care and Education (ECCE) programmes do better

- Families more engaged with schools
- Lower Drop-out and Repetition
- Higher Learning Achievement
- Stronger social relationships
- More productive & satisfied with lives as adults

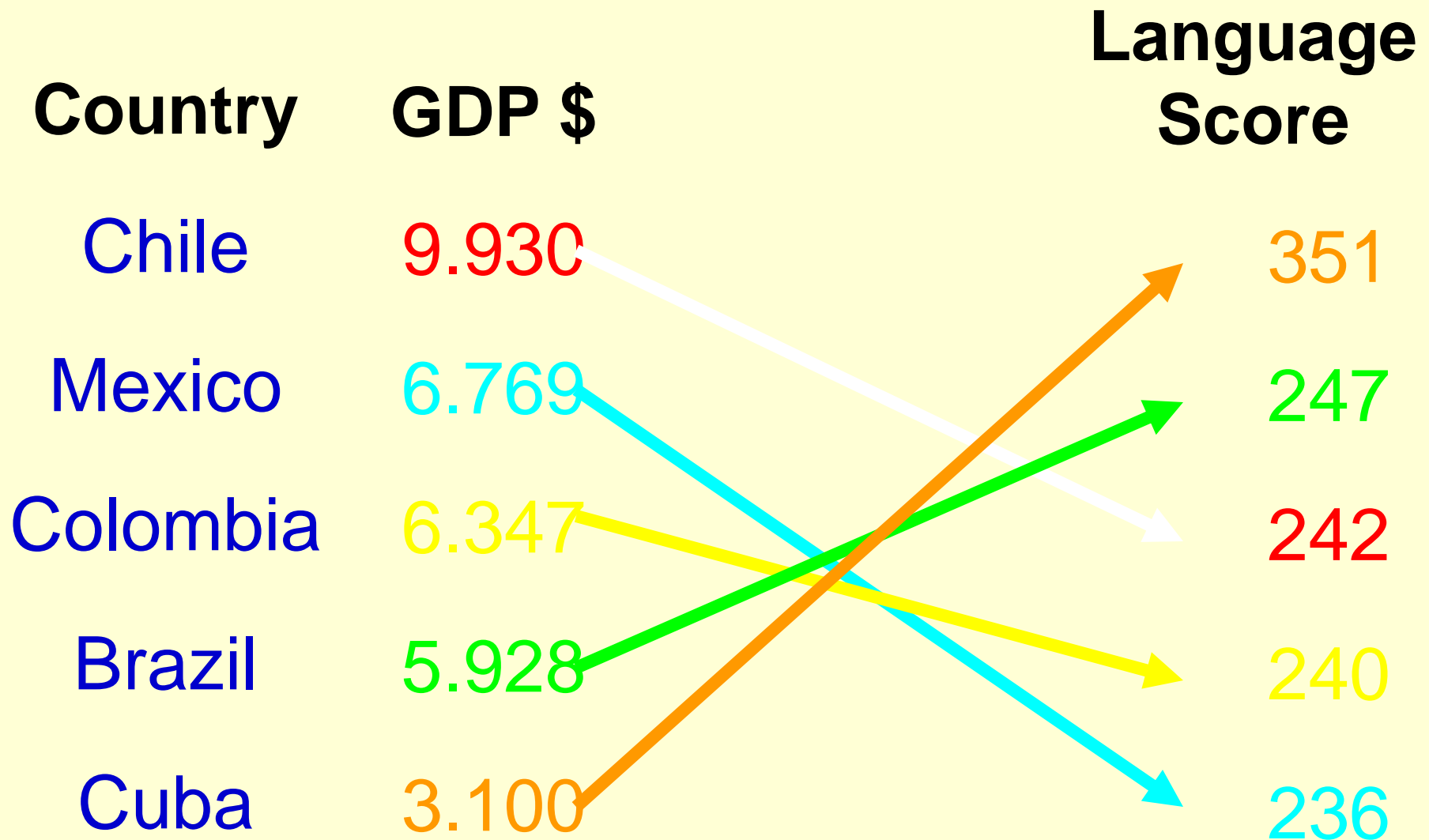
Most dramatic gains for disadvantaged
Those who need it most benefit most

ECCE programmes – key to addressing deep-rooted patterns of discrimination and exclusion

Studies – Turkey, Egypt, Jamaica, India, Nepal, Bangladesh, Pakistan, Guinea, South Africa, Uganda, US, UK

- 133 countries – sig. higher completion rates where ECCE access higher (controlling for wealth disparities)
- School Completion in Peru
60% more children from poor families who attended preschool completed primary school (compared to those with no access)

GDP & Grade 3 Language Scores



Gender Equity

- Studies from India, Nepal, Guatemala, Brazil, Ireland, US
– girls more likely to join, stay in school

- **Brazil**

Girls from low-income families who attend preschool

2 X as likely to reach Grade 5

3 X as likely to reach Grade 8

- **Nepal:** Boy/ Girl ratios

Grade 1:

ECCE
50/50

Non-ECCCE
61/39

Grade 2:

ECE
54/46

Non-ECE
66/34

Pakistan

Attendance

- ECCE 64%, non-ECCE 36%

Learning Achievement - Class 1

- Language
 - ECCE 74% , non-ECCE 39%

Benefits most pronounced for girls and government schools serving the most disadvantaged



Nepal

Initial Enrollment into Grade 1

ECD	> 95%
All children	75% (district)

Promotion from Grade 1 to 2

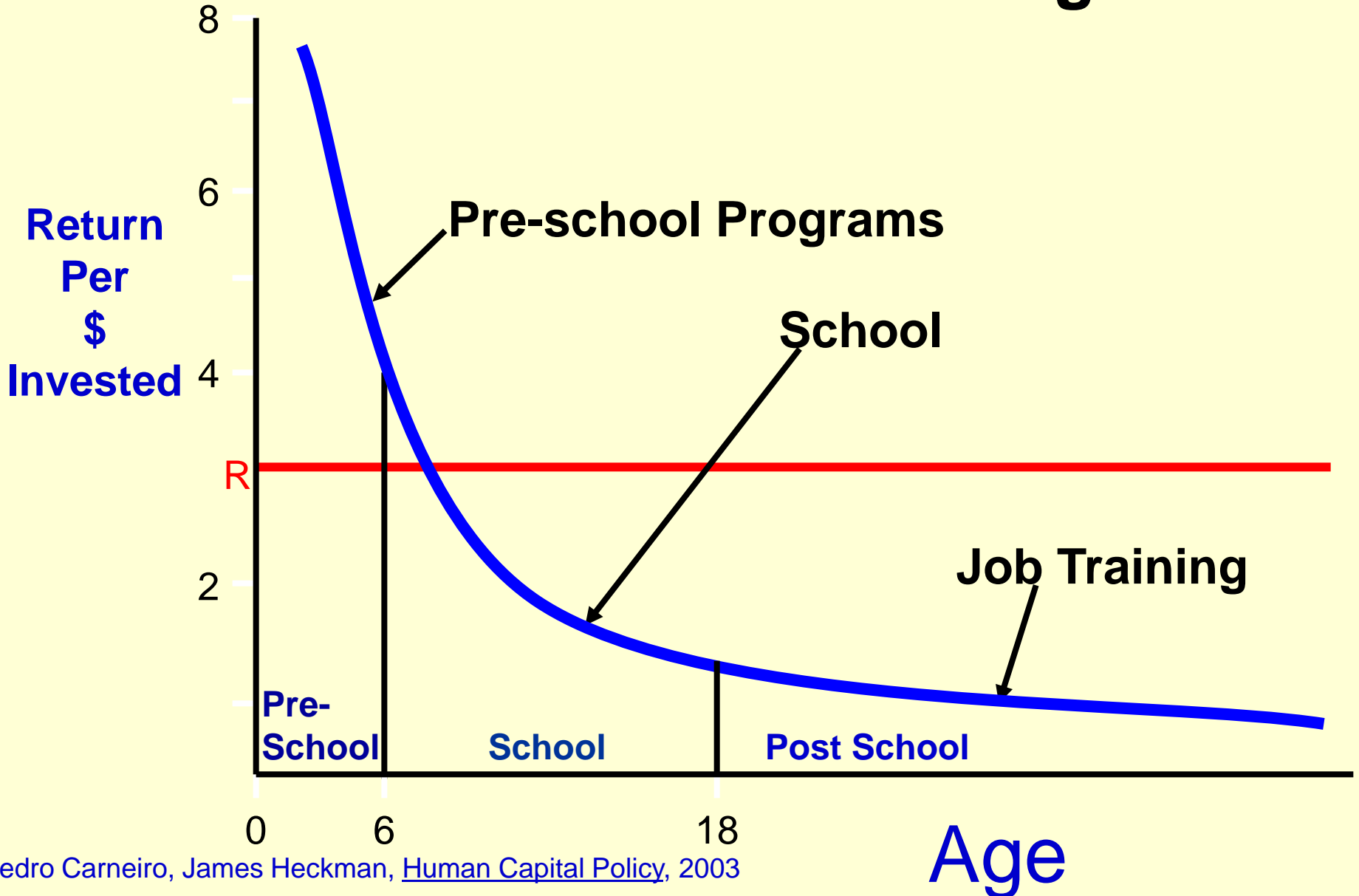
ECD	84%
Non-ECD	42%

Double

Results most dramatic for dalit children and girls

Rates of Return to Human Development Investment Across all Ages

03-074



BUT

**Early Childhood Care and Education
and
Early Primary**

is

when

**Education Systems fail children
(especially marginalized children)
the worst**

Lack of ECCE Access

- **Sub-Saharan Africa : 86% - NO access**
- **South Asia : 61% - NO access**

*For the vast majority -- transition is still from
home to school*

**Failure
to
provide adequate financial resources
(national governments and international donors)**

Disparities within countries

- **Globally - failure to reach most disadvantaged (Goal 1)**
- **Syria, Mongolia, Kyrgyzstan:**
 - **Children from wealthiest 20% > 5 times as likely to attend pre-school as those from poorest 20%**

Have we done enough to make sure policy-makers understand the connection between EFA's 1st goal and the attainment of other goals ?

- Access and Completion of basic education (goal 2)
- Gender Equity (goal 5)
- Quality (goal 6)

Limited Progress towards EFA goals

- Massive increases in initial enrolments *BUT*
 - Little change in Primary Completion in too many places
 - Poor learning achievement

Where are Efforts breaking down?

Right at the beginning

Attention Increasing – but slowly

- More data, better analysis
- Evidence of benefits of ECCE... but lack of access
- Devastating consequences of combination of lack of supports for early childhood and lack of attention to early primary

***Children not ready for Schools
and
Schools not ready for Children***

SCHOOL

The Crisis in Grade 1

- **Drop Out rates:**
 - Grade 1 at least double Grade 2
 - Grade 1 > 3 times Grade 4 (S.Asia)
- In some places half Grade1 children repeat or drop-out

**MOST EARLY DROP-OUTS AND REPEATERS
ARE DISADVANTAGED CHILDREN**

Grade disaggregated data*

Grade 1 DROP-OUT

Uganda 32%

Pakistan 15%

Madagascar 25%

Grade 1 REPETITION

Burundi 37%

Nepal 37%

* Source: EFA GMR 2009

Even if children stay in school....millions become set in persistent patterns of under-achievement

COSTLY IN BOTH HUMAN AND FINANCIAL TERMS

Primary School Factors

- Insufficient time for actual teaching and learning process
 - Double shifts
 - Teacher/child absenteeism
- Unfamiliar language of instruction and irrelevant curriculum
- Grade 1-2 teachers:
 - Low status
 - Lack of skills/ resources to teach young children

Early primary years - key to systemic failures in education

What can GCE do ?

ADVOCATE

- **Increased resources for and access to ECCE**
 - ECCE for all and **ESPECIALLY** the marginalized
 - **Minimum targets for ECCE budgets** (well-balanced education systems invest about 10% of education budget in ECE)
- **Increased resources for early primary as critical piece of large-scale education reform to address the equity and learning crisis**
 - Invest the best in early primary (opposite of present practice)

***Children Ready for Schools
and
Schools Ready for Children***

ALL childrenand that means paying specific attention to countering discrimination and ensuring the inclusion of children marginalized for whatever reason.

What Can GCE Do?

DEMAND SHIFTS IN PERSPECTIVES AND ACTIONS

- Priorities of Ministry officials and international donors
- Teachers' professional development
- Management of human and financial resources

MOBILIZE POPULAR AND MEDIA SUPPORT

What can GCE do?

GENERATE AND USE EVIDENCE

- **Data demonstrating solid results vital**
 - Building commitment
 - Influencing policy
 - Mobilizing resources
- **Decision-makers need local evidence of**
 - Impact on education indicators
 - Fit with priorities and commitments (directly relevant to group targeted)

**Attention to
ECCE
and
early primary**

**Key
to
countering discrimination and
ensuring a good start
for
ALL CHILDREN**

www.ecdgroup.com

Consultative Group website

- **4 Cornerstones – Advocacy Framework for promoting a good start in life for ALL children**

http://www.ecdgroup.com/docs/lib_006072320.pdf

Is everybody ready? Caroline Arnold, Kathy Bartlett, Saima Gowani and Rehana Merali; Bernard van Leer, Working Paper, 2007

UNESCO commissioned GMR paper, 2006

http://www.ecdgroup.com/docs/lib_003803547.pdf

http://www.ecdgroup.com/pdfs/article-2010_ecd_learning_paper_akf.pdf

Improving learning achievement in early primary in low-income countries; Sheridan Bartlett; Aga Khan Foundation