UNESCO’s current work in the areas of ECCE & Education 2030

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Outline

1. The context
   - Overview of ECCE since Dakar
   - Lessons from MDG/EFA
   - Positioning ECCE in “Education 2030”

2. UNESCO’s work on ECCE
   - Measuring Early Learning Quality Outcome (MELQO)
   - Survey on Teachers in Pre-Primary Education (STEPP)

3. Conclusion
Overview of progress - Taking stock since Dakar

- ECCE progress was rapid but, started from a low based and highly inequitable
  - Child mortality rates down nearly 50%, and
  - 184 million children enrolled (2012) in pre-primary education - an increase by nearly 2/3 since 1999

- Despite progress, there are still ...
  - 6.3 million children under 5 died by preventable causes (2013), and
  - 1 in 4 (or 161 million) children, are stunted by malnutrition/deficiency in essential nutrients

On top of it... there are still 121 million children and adolescents are out-of-school (2012) – can be attributed to lack of equitable, quality ECCE provisions
Lessons from MDG/EFA

• Lessons learnt:
  - Narrowing of the agenda to access at primary level
  - Focus on poorest countries
  - Diminished perceived relevance of EFA to middle income and developed countries

• Challenges faced by EFA Goal 1
  - No concrete target set at the global level and no robust indicator to monitor progress
  - ECCE frequently forgotten and ignored as being part of EFA
  - Huge diversity and disparities exist in the nature, quality, location/regions, scope, or costs of provisions around the world
  - Etc.
Positioning ECCE in “Education 2030”

SDG Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

OWG Target 4.2: *By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.*

What the target means…

- Need for a holistic approach to quality ECCE;
- Ensure one year of good quality compulsory and free pre-primary education to all children (as in target 4.1); and
- ‘Readiness for primary school’ refers to the achievement of developmental milestones across a range of domains, and equally important that schools are “ready for children.”
UNESCO’s work in ECCE

- World Conference on ECCE (Moscow, 2010)
  ~ Moscow Framework for Action and Cooperation adopted

- HECDI – holistic ECD development index – technical guide

Ongoing activities:

- Monitoring Early Learning Quality Outcomes (MELQO)
- Survey of Teachers in Pre-Primary Education (STEPP)
Measuring Early Learning Quality Outcomes (MELQO) 2014-2016

• A technical ECD indicator development project to monitor holistic development of young children 0-8.

• A collaborative project with UNICEF, WB, WHO and Brookings Institute

• Develop two prototype tools...
  (1) for measuring quality in children’s learning environments; and
  (2) for measuring child development and learning at the end of pre-primary and beginning of primary school (anticipated age of around 6 years).

• A technical guide to measurement of child development and learning and quality
Project structure

MELQO: BIRTH TO EIGHT TECHNICAL INDICATOR DEVELOPMENT
- Convened by UN agencies to coordinate and avoid duplication of effort
- Core group of experts to work across all areas
- Engage health, nutrition, and education sectors
- Identify priority indicators to develop and monitor and create common technical process to easily involve experts
- Forum for communicating clearly on ECD indicators to experts, donors, countries
- Help build political “muscle” for integrating ECD measurement into global agenda

Common constructs, priorities and technical process to guide ECD indicator development - both nationally and globally

- UNESCO: MICS
- UNICEF: ECDI: 3 to 5
- WHO Lead: Early Primary Reading
- UNICEF: Family context
- WHO Lead: Birth to 3
- UNESCO: “Ready to learn”: 4 to 6 years
- World Bank: SABER-ECD

Globally comparable (identical across settings)
National assessments (adapted to local settings)

Inform one another
Vision of MELQO

• Goal of open-source items to allow easy use and adaptation across range of contexts

• Designed with users in mind from the start

• Flexible, feasible measures that can provide ongoing information on a country level about children’s learning and development and quality of learning environments.
Survey on Teachers in Pre-Primary Education (STEPP)

Why a teacher survey?

- Teachers are the main determinants of quality pre-primary education provision (UNESCO, 2015)
- Good teacher training, support, recognition and working conditions have positive impact on their capacity, motivation and practice with young children
- But:
  - Many pre-primary teachers are inadequately prepared, poorly paid and lack recognition
  - Teacher quality can also vary within countries (e.g. absence or lack of enforcement of teacher qualification requirement and minimum standards on pre- and in-service training)
  - More and better trained teachers are needed, particularly in rural, remote and disadvantaged areas
What is STEPP?

• A survey on pre-primary education teachers

• To contribute to filling the data and evidence gap in order to support evidence-informed policy interventions
  ➢ Develop and pilot instrument to survey teachers and managers
  ➢ Generate and disseminate cross-national findings resulting from pilots
  ➢ Identify lessons from pilots for further improvements of the survey instrument

• Scope: ISCED 02 (pre-primary education)

• Time frame: 2015-2017 (Phase 1)

• Participating countries for pilot survey – tbc (5-6 countries)
Conceptual framework

Child

- Community resources / environment
- Pre-primary education service
- Pre-primary education personnel
- Beliefs / attitudes
- Training and professional development
- Working conditions
- Characteristics
- Health & nutrition

How do I interact with children?
What kind of learning environment shall I create for children?
With what curriculum?

Family

Home environment

Type of service / infrastructure / resources etc.
Four areas of enquiry

1. **Contextual information**
   - Personnel and setting characteristics

2. **Developing pre-primary education personnel**
   - Training and professional development

3. **Ensuring quality learning environments:**
   - Beliefs and actual practices
   - Pedagogy

4. **Attracting, motivating and retaining pre-primary education personnel in the profession**
   - Working conditions and job satisfaction
By way of concluding...

• SDG2030 Education Goal founded on the principle of equity and inclusion from lifelong learning perspective

• Clearer ECCE target language than Dakar
  ➢ Monitoring progress still challenging, given the complexity of indicators required for holistically monitoring ECCE

• UNESCO’s ECCE work closely linked to the new agenda for Education 2030:
  ~ MELQO : improving ECCE outcome measurement
  ~ STEPP: improving ECCE professional quality and status
Thank you!

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