

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**

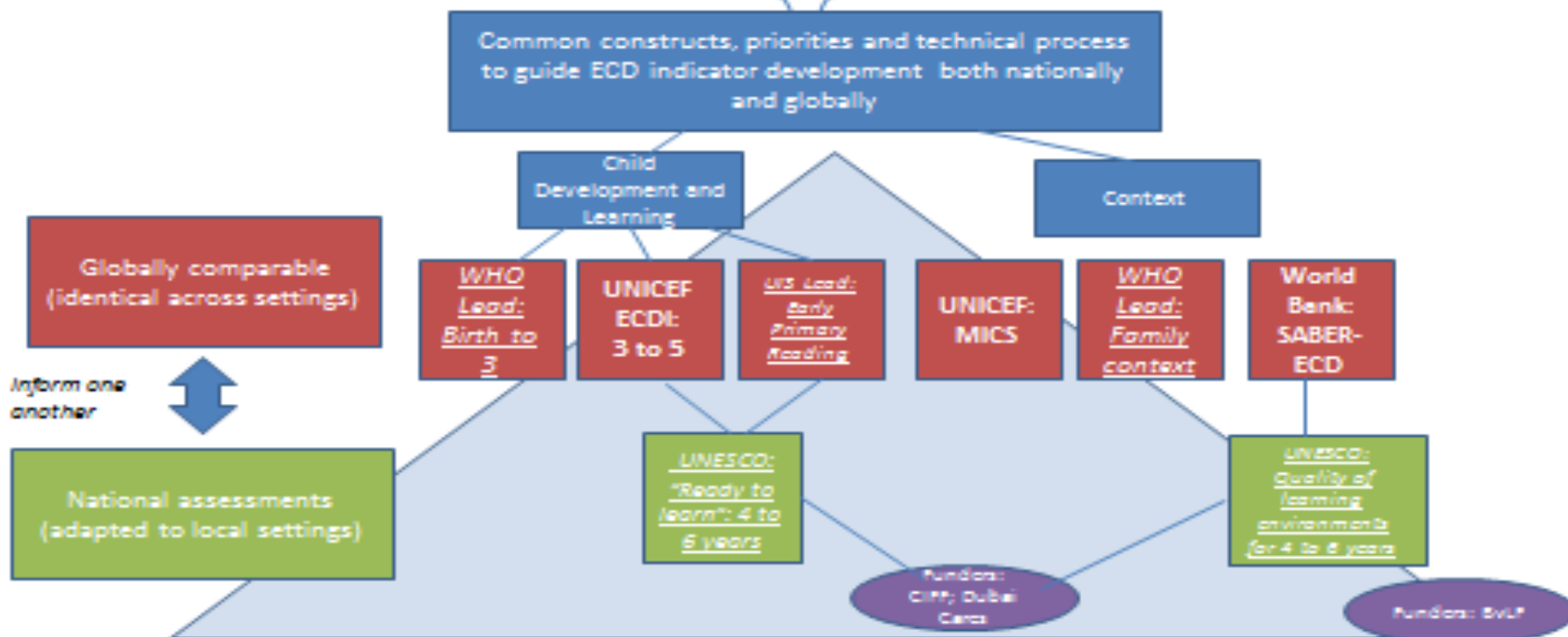
- A technical ECD indicator development project to monitor holistic development of young children 0-8.
- A collaborative project with UNICEF, WB, WHO and Brookings Institute
- Develop two prototype tools...
 - (1) for measuring quality in children's learning environments; and
 - (2) for measuring child 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





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 on-going 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?

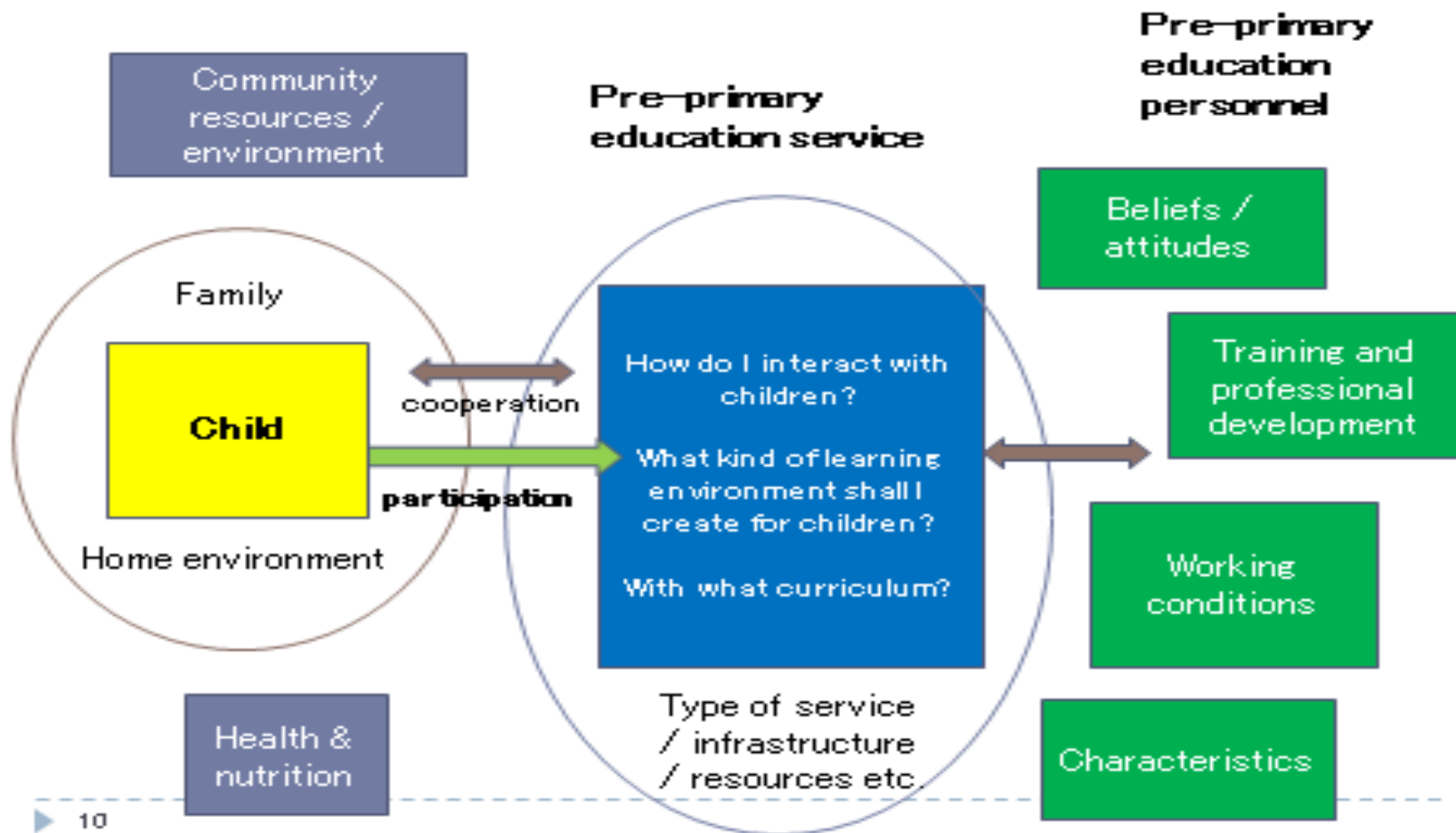
- Teachers are the main determinants of quality pre-primary education provision (UNESCO, 2015)
- Good teacher training, support, recognition and working conditions have positive impact on their capacity, motivation and practice with young children
- But:
 - Many pre-primary teachers are inadequately 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



A row of many national flags from various countries, including the United States, France, Germany, and others, flying on poles against a blue sky.

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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