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

Is Everybody Ready?

Caroline Arnold
Aga Khan Foundation

Including All Children in Quality Learning
Regional Ministerial Education Conference
10-13 December 2013, Istanbul, Turkey
Early Childhood Education:
The most powerful equalizer
Significant and sustained benefits
- for the individual
- for society

Key to addressing deep-rooted patterns of discrimination and exclusion
Most dramatic gains for disadvantaged
BUT

Early Childhood Care and Education and Early Primary is when Education Systems fail children (especially marginalized children) the worst.
Lack of ECE Access

- 1.6 million pre-primary age children are not enrolled
- CEE/CIS: 33%* - NO access
- Tajikistan: 92%* - NO access

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

* % of children 1 year younger than official primary entry age who are not in pre-primary or primary education
Disparities within countries

Figure 16 – Percentage of three- and four-year-olds attending early learning programmes, by wealth, 2005—2007

Source: Adapted from UNESCO, 2011: 34; Nonoyama-Tarumi and Ota, 2010
Effective Models
Flexible range of approaches

Tajikistan: school-based pre-primary class

Kyrgyzstan: satellite pre-school

Kyrgyzstan- Yurt summer pre-school
Reading & Writing by ECD Experience & Type of Kindergarten

Kyrgyzstan Outcomes

<table>
<thead>
<tr>
<th></th>
<th>No ECD</th>
<th>Satellite KG</th>
<th>Central KG</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>78</td>
<td>89</td>
<td>87</td>
</tr>
<tr>
<td>Boys</td>
<td>77</td>
<td>88</td>
<td>85</td>
</tr>
<tr>
<td>Girls</td>
<td>79</td>
<td>89</td>
<td>88</td>
</tr>
</tbody>
</table>

AKF/MSDSP Kyrgyzstan Grade 1 Learning Achievement Study 2009
What can the CEE/CIS region do?
Critical role in demonstrating good practice to other regions

- Expand ECE through a range of flexible models which provide quality learning opportunities and universalize pre-primary year: especially ensure inclusion of the marginalized

- Increase resources for early primary
  - Ensure smooth transition
  - Critical piece of education reform to address equity and learning

- Promote Professional development and recognition for ECE and pre-primary teachers

- Engage and empower families

- Establish/ renew standards
Children Ready for Schools and
Schools Ready for Children

ALL children ....means paying specific attention to ensuring the inclusion of children who have not been reached - whatever the reason