

LATEST RESEARCH & RESOURCES

EFA-Global Monitoring Report 2010, *Reaching the Marginalized*

UNESCO's report examines those children whose educational needs have been neglected and the reasons why. In particular to early childhood care and education, it discusses access, costing targets, the effects of malnutrition, the importance for equity, improvements in health services, issues to be addressed, program models, pre-primary education, and progress thus far.

<http://www.unesco.org/en/efareport>

Variable Attendance Records at Early Learning Programs in Developing Countries

Using the Multiple Indicator Cluster Survey (MICS) and the Demographic and Health Survey, researchers compare attendance rates at early learning programs in 52 developing countries. The findings suggest that child attendance at early learning programs depends on age of child, maternal education level, and household income level.

<http://www.informaworld.com/smpp/content~db=all?content=10.1080/03057920701712833>

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In Sum: "Financial Analysis for the Development of Early Childhood Education in Guinea", a study by Emmanuel Traoré and Drissa Condé

Taking Stake in Guinea: Strategies for ECD Sustainability & Expansion

By Louise Lamphere Beryl, Africa ECCD Initiative

In 1996, Guinea initiated a policy concerning early childhood education and protection (*Document de Politique Nationale de l'Éducation Préscolaire et de la Protection de l'Enfance*). But, more than ten years hence, early childhood education figures are still low (6.9%) and adult illiteracy levels are quite high (72%). With support from the FTI Education Program Development Fund, the World Bank (Nathalie Lahire, Education Economist, Task Team Leader) and the Government of Guinea, a study was commissioned to develop strategies to finance ECD in Guinea. Grégoire Tonguino, Ministry of Social Affairs, and Emmanuel Traoré, lead consultant, presented this research at the 4th African International Conference on ECD in Dakar, Senegal.

Traoré and colleague Drissa Condé conclude that opportunities exist to support the expansion of early childhood education. They propose the construction of 387 community-based ECD centers and the recruitment of 1,161 teachers by 2020, which will cost about \$20.88 million to be shared amongst three stakeholders: the State, development partners, and the private sector (e.g. NGOs and other associations). To accomplish this goal, they lay out three possible scenarios to cover the costs. In the first scenario, the State would cover 40% (\$5.55 million) for the construction and equipment for 155 community-based ECD centers, with development partners and the private sector each covering 30%

(\$4.6 million) for 116 centers, respectively. In this scenario, educator salaries are covered by CRD (*communautés Rurales de développement*) grants for the next 12 months and districts would oversee the personnel. In the second scenario, costs would be split amongst the State and the private sector each covering 30% and development partners covering 40%. In this case, educator salaries would be incorporated into the State's 2010 budget and CRD grants would take care of the personnel. In the third scenario, financial coverage would be divided with the State covering 20% (\$2.7 million) for the construction and equipment for 77 community-based ECD centers; development partners covering 50% (\$6.94 million) towards 194 centers; and the private sector contributing 30% (\$4.16 million) towards 116 centers. In this last scenario, educator salaries would be incorporated into the State's 2011 budget and local and national associations would oversee the personnel. In all three scenarios, they propose the elimination of school fees, and in the second and third scenarios, school lunch programs would be incorporated into community centers. They also suggest that State ECD expenditures should increase from 1.4% to 4% of the education budget over the next 5 years. A decision has yet to be reached in Guinea to adopt one of these scenarios, but hopefully with one, the quality of early childhood development will improve and so too will access. ■

Upcoming Events & Deadlines

ISSBD 21st Biennial International Conference
Lusaka, Zambia
July 18-22, 2010

Topic: Human development across the life span, including early childhood.
EC Speakers: Professors Kofi Marfo and Alan Pence
Registration: June 30
<http://www.issbd2010.com>

WB Africa ECCD Initiative 2nd Technical Workshop
Cape Town, South Africa
July 26-28, 2010

Topic: ECCD in Action—Implementation of Quality Care, Development, and Education for Young Children.
Highlight: Site visits to EC centers in Cape Town.

UNESCO World Conference on ECCE
Moscow, Russia
September 27-29, 2010

Topic: ECCE as first and foundational step in building the wealth of nations.
EC Speakers: TBD
Concept Note:
unesdoc.unesco.org/images/0018/001873/187376e.pdf

LATEST RESEARCH & RESOURCES cont.

World Bank Report Targets EC to Combat Malnutrition

The World Bank's report, "Scaling up Nutrition: What Will it Cost?", indicates that investments need to be focused on early childhood (especially before age 2) and discusses strategies for raising funds, which will stave off higher costs later. http://extop-workflow.worldbank.org/extop/ecommerce/catalog/product?item_id=9266702

New Journal: "Childhood in Africa: An Interdisciplinary Journal"

The Institute for the African Child at Ohio University recently launched its bi-annual journal. It aims to draw from a range of academic disciplines and forefront African and Africanist perspectives. All researchers and practitioners are welcome to submit articles to be considered for publication. <http://www.afchild.ohio.edu/ChildhoodInAfrica/index.html>

Bilingual and Multilingual Education in Early Childhood

Dr. Jessica Ball, University of Victoria, prepared UNESCO's report, "Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years", which reviews previous research and highlights the importance of considering language in early childhood education. http://www.ecdip.org/docs/pdf/UNESCO_Summary_2010.pdf

Regional Update

Africa Early Childhood Care and Development Initiative

By Michelle Neuman, Program Manager of the Africa ECCD Initiative

The Africa ECCD Initiative team is working closely with World Bank Task Team Leaders, government officials, and development partners to complete the analytical, capacity-building, and technical assistance activities in the 8 target countries (Guinea, Liberia, Mali, Niger, Nigeria, Senegal, Tanzania/Zanzibar, and Zambia). The results from the situational analyses, gap assessments, and feasibility studies conducted in Guinea, Mali, Niger, Nigeria, and Zambia will be used to inform ECD policy and programming decisions. EPDF grants also have supported ECD experts to work with ministry officials in Liberia,

Mali, and Niger in the preparation of ECD components of Education Sector Plans and national ECD policies and plans of action. In countries with completed activities, the focus will shift to disseminating this information to key decision-makers and to identifying funding for national program expansion. We are also focusing on new WB-financed project development in countries with strong government interest and capacity to go to scale with cost-effective ECD programs. To support all these efforts, a 2nd technical workshop is planned for Cape Town **July 26-28, 2010**. The themes will be announced in the next newsletter – stay tuned! ■

Country Update: Liberia

Progress Toward a National Inter-sectoral ECD Policy

By Yuhiko Amnon, Acting Director, ECD/Pre-Primary Unit, Ministry of Education and Early Childhood Development Virtual University Student

To begin the development of ECD programs, Liberia's Ministry of Education recently commissioned three studies: a Child and Family Needs Assessment, a Resource Analysis, and a Policy Analysis with funding from Open Society Initiative for West Africa (OSIWA) and the Open Society Institute (OSI) in London. These findings have been used by the Ministry of Education, with support from its many partners, including the World Bank-managed EPDF grant (Nathalie Lahire, Education Economist, Task Team Leader) and technical assistance by Dr. Juliana Seleti, to develop a policy that hinges on inter-sectoral collaboration and holistic measures to support the education, health, and general welfare of the child. The draft policy targets manageable childhood diseases, immunization, nutrition, early stimulation programs,

birth registration, assessment of children, child protection, safety, and early interaction with peer groups through a combination of home, community-based, and government ECD centers. As part of a community consultations process, an inter-sectoral team will be deployed in three regions (South-East, Central, and North-West) to discuss the draft ECD Policy with citizens. Their feedback will be compiled and reported to policy writers for its final draft, which is expected to be presented to the cabinet in June. In addition, the Ministry of Education, with help from OSIWA, World Bank, and others, will be developing curriculum for children, as well as a training curriculum for ECD providers using a Training of Trainers approach. We hope to train a number of ECD providers/caregivers and refurbish pilot sites for implementation. ■

Country Update: Nigeria

Kwara State Busy Improving ECCDE Access and Quality

By Prof. N.Y.S. Ijaiya, University of Ilorin & Mr. A.E. Oludare, Dean, School of Early Childhood Care and Education

The Kwara State Government of Nigeria has demonstrated keen interest in improving access and quality of ECCDE as part of its EFA and MDG agenda. First, ECD classes have been introduced in most of the public primary schools for 3-5 year olds (719 classes as of 2008). Second, to improve quality, the College of Education at Oro was converted to train only pre-service teachers for pre-primary and primary schools. It also houses a model, well-furnished ECD centre for 0-6 year olds. An NGO now provides in-service training for teachers and caregivers of public school centers. Third, a State team participated in an impact evaluation workshop in Dakar, Senegal, December 2008. Fourth, the State's Ministry of Education, Science and Technology created a Task Team in 2008 to carry out a situation analysis of ECD

centers in Kwara and prepare a strategic plan for improving access to and quality of the centers. Kwara has prepared an ECD work plan and is now set for sensitization of the public, a more comprehensive situation analysis of all centers and the children, as well as registration of centers. And finally, in January 2010, Kwara hosted the State Education Sector Project ECD Design and Planning Workshop in Ilorin for state teams from Kwara, Kaduna, and Kano. With guidance from the World Bank (including Olatunde Adekola, Senior Education Specialist, Task Team Leader), UNICEF, and DFID/ESSPIN, state teams planned activities for 2010-2011 to support the quality improvement of ECD, with a focus on teacher professional development activities and grants to ECD classrooms in government schools. ■