Parked issues

1. Costs/finance-Presented by L. Crouch
2. Tech-Presented by L. Crouch
3. ECD-Presented by S. Schafer

Costs



Thoughts about Costs

- Issue in sustainability is only partly cost; more concerning is fidelity of quality
- Differentiate between fixed and running costs
- Lower the running costs
- What can you sacrifice?
  - Color illustrations in the books? Paper stock?
  - Use cheapest sourcing or stimulate local printing industry? Printing vs publishing?
  - Length of training?
  - Training rates?
  - Book ratios, replenishment schedules?
- Pilot to Scale-up – keep only what drove gains

Thoughts about Costs 2

- Costs compared to what?
- What is your country spending on education?
- High quality spending
- What inflates costs?
  - Using outside people rather than tuning the existing system to reading
  - Fanciness
  - Length of training, remember adult learners

Essential Elements

- Student Books (as inexpensive as consistent with good pedagogy and research; kids may need less color than adults think)
- Lesson plans – not teaching aids
- Ongoing training
- Classroom Observation/Assessment

Tech

Technology: buyer beware

EVALUATE, EVALUATE, EVALUATE

- In terms of student outcomes (not just whether teachers like it)

- Tech companies may not want you to evaluate
- They mostly want to SELL
- This is true whether big or small, profit or non-profit: they mostly want to sell
- So, evaluation is a hassle but must be done

- Conclusion: It is ok to buy, but only if it works to improve student outcomes
- I have seen little or no convincing evidence yet
- But let's keep listening

ECD

- GPE Strategic Objective is “Early Years”
- Strat Objective:
  - Early grade reading
  - Early grade math

  } Already universal

  - ECD with meaningful content AND targeted to the marginalized

Early Childhood Care and Development/Education (ECCD/E)

A rationale for considering ECCE as an essential part of Action Planning towards All Children Reading

What is Early Childhood Care and Education/Development?

- **"Early childhood" encompasses from birth to eight years of age.**
- As an **outcome,** ECCD defines a child's status as being "physically healthy, mentally alert, emotionally sound, socially competent and **ready to learn**". (UNICEF)
- As a **process**, ECCD covers the period from pregnancy through the transition from home or ECCD programmes into primary school – and to **successful early learning/reading**.

Early Childhood Care and Education in Asia

According to recent data, the **GER for pre-schoo**l is:

- 52% for Southeast/East Asia and the Pacific (near 50% in the Philippines, 70% in Malaysia, over 90% in Thailand and Vietnam)
- 47% for South/West Asia (near 50% for Pakistan and India) – a 22 percentage% point increase from 2000-2009

New entrants to primary school with "ECCE experience" – Philippines (70%), Indonesia (48%), Nepal (35%), Cambodia (20%)

Some countries (Vietnam, Thailand, the Philippines) consider pre-school as the first level of universal, compulsory basic education and are focusing on reaching the most disadvantaged.

Why Plan for/Invest in ECCD?

- Early childhood is **the most important developmental phase** in the human lifespan.
- Preventive **early interventions yield higher returns** compared to later remedial services.
- ECCD interventions have **sustainable, long-term effects** on the development of human capital, social cohesion, and economic success.
- **The most disadvantaged children experience the most dramatic gains** from ECCD programmes – but are least likely to be enrolled.

Key Arguments for ECCE Investments

Education: Early learning leads to later learning and early success, to later success.

Good quality ECCE results in:

- **cost-savings and increased efficiency in primary education**: higher attendance and achievement, lower repetition and drop-out rates, less remedial and special education
- **children who are ready for school and for reading** with early/emergent/pre-literacy skills (letter names and sounds, phonemic awareness, vocabulary)

ECCE and All Children Reading

Given the current prevalence and future expansion of **ECCE programmes** (non-urban, non-elite and often to more and more disadvantaged groups and regions), it is important to ensure that they:

- **provide children with developmentally appropriate pre-literacy skills**
- **develop a reading curriculum which is linked seamlessly to that of primary schools - and therefore**
- **become an integral part of All Children Reading programmes.**