ECD environment as a third teacher – child development, efficiency and innovation

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Bishkek, June 2015
Outline

Why ECD environment matters
Innovations and opportunities
Areas for further development
Existing context
Kurt Lewin and Loris Malaguzzi

$$B = f(P, E)$$

**Behavior** is a function of **personality** and **environment**

In Reggio Emilia ECD environment is considered as a **third teacher**, after **parents** and **teachers** (Gandini, 1998). Children learn through interaction with environment and other people.
Characteristics of developing environments

1. Different materials and equipment.
2. Increased perception of the control over environment.
3. Opportunities for children to arrange the environment for personal needs.
4. Areas for privacy.
Impact on outcomes

Agency and executive function are higher when more opportunities are provided for initiative, and ability to change the environment by children (Bagby et al, 2012).

The more active space in environment, the more creativity, the less conflicts, higher self confidence (Prescott, 1967; White and Stoecklin, 2003, Maxwell, 2007).
What can be done?: innovations require changing the rules
Regulatory environment of most CIS countries

- Sanitary regulations
- Fire protection
- Construction regulations
- ECD standards

Economy = inefficient
Active spaces = 2.5 sq.m.
Alignment of the regulations = low
Child-centered resilient environments

- Sanitary regulations
- Construction regulations
- Fire protection
- ECD standards

Economy = more efficient
Active spaces = 9 sq.m. in the same environments
Alignment of the regulations = high
Size of the kindergarten: opportunities for modelling the 220 places kindergarten

Active space per child

- 2.5 sq.m.
- ~9 sq.m.

Total space of the building

- 4700 sq.m.
- ~3000 sq.m.

Energy savings

- 0% heating
- 0% electricity
- 0 USD

- up to 70% heating
- up to 30% electricity
- up to 1.2 mln USD over 40 years of operation
ОБЩЕЕ ИГРОВОЕ ПРОСТРАНСТВО
Competition on innovative kindergartens as part of the project: 200 places center
Competition on innovative kindergartens as part of the project: 100 places center
Soft side is equally important

1. New spaces need new approaches for child-teacher interactions;
2. The existing spaces may be rearranged (first slide);
3. New quality assurance system as a basis for improvement of the whole system;
4. Efficiency may drive new management models and approaches;
5. The National level needs special TA to improve regulatory frameworks
Thank you!

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