WELCOME TO DAY 2

World Roma Day

April 8th
OPENING REMARKS

Victor Ponta, Prime Minister
Remus Pricopie, Minister of Education
Alberto Rodriguez, World Bank
STRENGTHENING EARLY CHILDHOOD EDUCATION SYSTEMS: INVESTING EARLY TO ENSURE LEARNING

THE SEVENTH WORLD BANK EDUCATION CONFERENCE EUROPE AND CENTRAL ASIA

SUMMARY OF DAY 1
Importance of investing in the early years
Smooth Transitions
Quality
EARLY CHILDHOOD EDUCATION AND CARE LAYS THE FOUNDATION FOR LIFELONG LEARNING
PULL AND PUSH FACTORS FOR SMOOTH TRANSITION
HOW TO DESIGN EFFECTIVE ECEC SYSTEMS?

| Structural quality | • qualification, continuing professional development  
|                    | • staff wages, gender and ethnical diversity  
|                    | • staff /child ratio, size of group,  
|                    | • curriculum, ECEC environments, programme duration |
| Process quality    | • interactions, relationship quality, child centered,  
|                    | parental engagement, health and safety,  
|                    | pedagogical guidance, autonomy in recruitment |
| Access quality     | • accessible, inclusive, social mix, affordability,  
|                    | usefulness for families, comprehensibility |
| Governance quality | • leadership, assessment and evaluation, unitary  
|                    | systems, autonomy of centres |
DEVELOPING SKILLS FOR LIFE, TAMAR MANUELYAN ATINC

What are skills and why are they important?

Why early intervention matters

Implications for policy
Three kinds of skills

**Character**
- Soft skills, social skills, life-skills, personality traits
- Openness to experience, conscientiousness, extraversion, agreeability, emotional stability
- Self-regulation, perseverance, decision making, interpersonal skills

**Cognitive**
- Involving the use of logical, intuitive and creative thinking
- Raw problem solving ability vs. knowledge to solve problems
- Verbal ability, numeracy, problem solving, memory (working and long-term) and mental speed

**Technical**
- Involving manual dexterity and the use of methods, materials, tools and instruments
- Technical skills developed through vocational schooling or acquired on the job
- Skills related to a specific occupation (e.g. engineer, economist, IT specialist, etc)
Early Interventions Matter Especially for poor children

Improved cognition and educational outcomes, especially in the short term

Effective *early stimulation* produces lasting effects on *cognitive skills* (Jamaican Study – age 1 and 2- and ABC – age 0)

*Preschool* (ages 3-4) attendance improved later *test scores* and *IQ* for low-income children in the short run but convergence over time (Perry)

*Preschool* attendance led to *higher enrollment rates*, *lower dropouts* and *lower repetition rates* (Argentina, Mozambique)
IMPLICATIONS FOR EDUCATION SYSTEMS

Interventions need to **target both cognitive and character skills** formation as both influence life outcomes.

Programs aiming at **cognitive development** need to **start earlier**.

More **robust measurement** of character skills is needed. Current measures -- self-reported skills (Big Five) or behavioral proxies (absenteeism or suspension from class) inadequate.

Need more research on how best to **foster character skills** in education systems and at what ages.
PARALLEL SESSIONS
THEME 1: ACCESS AND INCLUSION

Teresa Aidukiene, Ministry of Education and Science, Lithuania
Jan Peters, Ghent University, Belgium
Liliana Nicolaescu-Onofrei, Ministry of Education, Moldova

Moderators: Liana Ghent, Dragana Sretenov
<table>
<thead>
<tr>
<th>Concept</th>
<th>1992</th>
<th>The universal access to education.</th>
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<td></td>
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<td>Changing <strong>vocabulary</strong> and <strong>legislation</strong>. <strong>Integration</strong> of children with special education needs into mainstream groups/classes.</td>
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<td>Priorities</td>
<td>1998</td>
<td><strong>Improvement of socio-pedagogical conditions for learning.</strong></td>
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<td>Establishment of <strong>staff</strong> for educational support in schools and kindergartens and <strong>recognition</strong> of pupils with SEN.</td>
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<td>Strategy</td>
<td>2003</td>
<td><strong>Accessible system of continuing education that guarantees life-long learning and social justice in education.</strong></td>
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<td>Establishment of a wide network of pedagogical psychological <strong>services</strong>.</td>
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MOLDOVA

- Embarking on educational reforms to support inclusive education
- Will include changes in legislation and teacher practices
- Multi-sectoral
- Need to switch to a per-capita system that provides additional funding for children with special educational needs
Progressive universalism: Universal provisions addressing a diverse population with tailored services for disadvantaged children may be more beneficial than targeted provisions.

Disadvantaged children benefit from socially mixed environments.

Staff diversification: hiring staff who have had the experience of living in poverty can be a cornerstone of success.

Close supervision, monitoring and accountability at the program level is necessary in order to ensure that policies are being carried out as intended.
THEME 2 SMOOTH TRANSITIONS: RUSSIA AND NORWAY

Tatiana Volosovets, Russian Academy of Education
Laila Fossum, Norwegian Directorate for Education and Training

Moderator: Tigran Shmis
Russia: Reforming Early Childhood Education

• Brief description of ECD system in Russia
• Issues related to childhood to tackle within Government policy
• Role of new ECD standards in delivery of Government policy
• Areas of change and further work
Norway: Smooth Transitions

• How does the Norwegian system help young children to transit to primary school?
• How does the system support those who do not attend preschool to be ready for school?
• How do primary school teachers and curriculum help children to be «on the same page»?
• Do preschool and primary teachers receive training together?
• Are preschool and primary curriculum developed in a coordinated manner?
SESSION 2: SMOOTH TRANSITIONS FOR ROMA CHILDREN

Arthur Ivatts, Consultant, UK
Szilvia Pallaghy, Roma Education Fund, Hungary
UK: ESTABLISHED TRAVELLER (ROMA) EDUCATION SUPPORT SERVICES

What we did:

From 1970s used central government funding to encourage nearly all local authorities to establish a bespoke/non-statutory Traveller (Roma) Education Support Service (TESS). (for Roma/Gypsies/Travellers/Fairground/Circus/Bargee families – all nomadic at that time)

Mostly stand alone separate professional creations at local authority level but with national inspection responsibilities!

Many services invested heavily in ECD and access to early years/ECEC provision so that the transfer to primary school would be successful.
ACCESS TO PRE-SCHOOL CAN DETERMINE FUTURE PROGRESS

Notice the distance from the national averages!

Source: UNDP / WB / EC 2011 Regional Roma Survey
‘A GOOD START’ - 3 CORE COMPONENTS

Needs assessment
1. Access to ECD programs of Romani children
   Addressing financial and transport barriers for Romani children
   Providing home visits
2. Quality ECD programs for Romani children
   Improving the quality of teaching and learning
3. Parenting practices
   Non-formal adult education, eg: literacy for empowerment

Home-School Community Liason
Community Motivation Events
Monitoring and evaluation
THEME 3: SCHOOL READINESS ASSESSMENTS

Jim Grieve, Ontario Ministry of Education, Canada
Sonja Sheriden, university of Gothenburg, Sweden

Moderator: Miho Taguma
Process

Teachers complete EDI

Areas of need are identified

Results inform and mobilize community action

Communities/Schools receive results
Brain cell development from birth to age 2

Newborn 1 Month 9 Months 2 Years
CHALLENGING LEARNING ORIENTED ENVIRONMENTS

• A *learning oriented* approach
• *To know and to do*

CHILD-CENTRED NEGOTIATING ENVIRONMENTS

• A *negotiating* approach
• *To do*

SEPARATING AND LIMITING ENVIRONMENTS

• An *abdicated or dominating* approach
• *To do*
THEME 4: TRAINING PROGRAM FOR PRACTITIONERS

Viorica Preda, Ministry of National Education, Romania
ROMANIA: MULTI-FUNCTIONAL CENTRES

• Established as a collaboration of MoE, UNICEF, Center for Educational Development
• Served children 2-4 years of age in disadvantaged communities
• Mainstreamed 5 very disadvantaged children within mainstream settings
• Demonstrated:
  • Need for an integrated service
  • Involved parents, local authorities, other professionals and educators, other stakeholders, volunteers
  • Importance of youngest children (0-3)
  • Need to avoid gaps, rather than creating the need for ‘second chance’ programs
IDEAS TO TAKE WITH US ON DAY 2

Attending quality early childhood education impacts children’s long and short-term outcomes.

We need to work together to ensure that all children access quality early childhood development in the ECA region; there is no time to wait!

Start as early as possible! Support parents and families!

There are excellent strategies to tackle some of the most difficult problems:

• Inclusion of children with special needs, minorities, Roma
• Smooth transition
• Assessing quality of classrooms and services