



WORLD BANK GROUP

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).

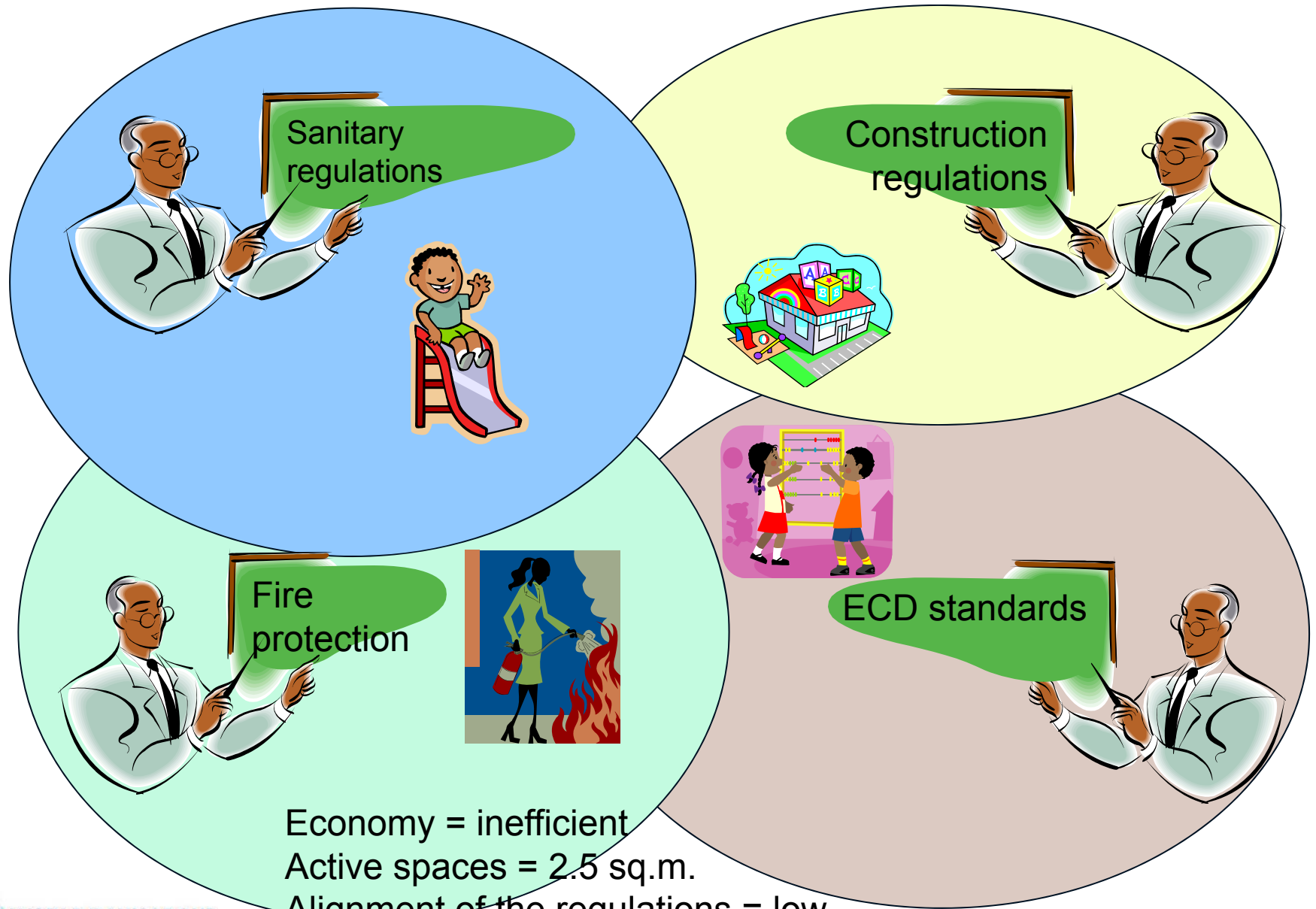


The more active space in environment, the more creativity, the less conflicts, higher self confidence (Prescott, 1967; White and Stoecklin, 2003, Maxwell, 2007).

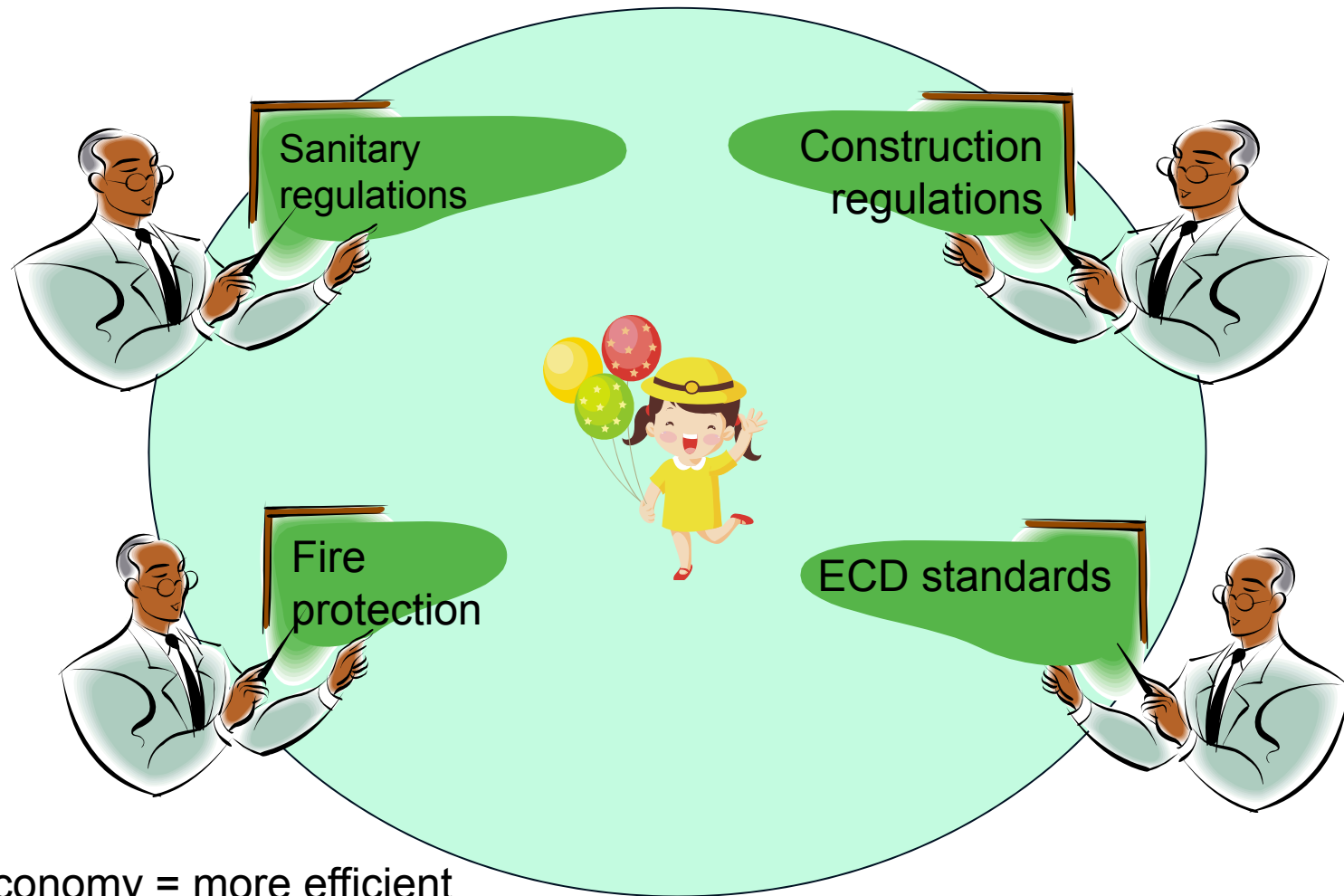
What can be done?: innovations require changing the rules



Regulatory environment of most CIS countries



Child-centered resilient environments



Economy = more efficient

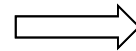
Active spaces = 9 sq.m. in the same environments

Alignment of the regulations = high

Size of the kindergarten: opportunities for modelling the 220 places kindergarten

Active space per child

2.5 sq.m.



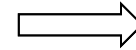
~9 sq.m.

4700 sq.m.

Total space of the building

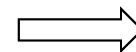


~3000 sq.m.



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



МИКРОРАЙОН 3А

Сам **СРХ**



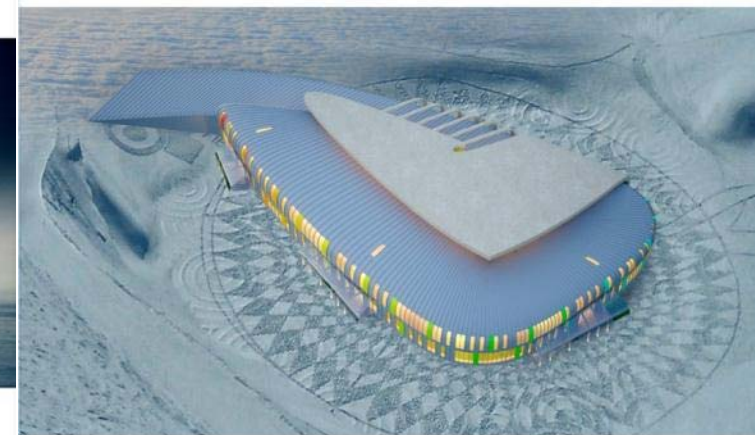
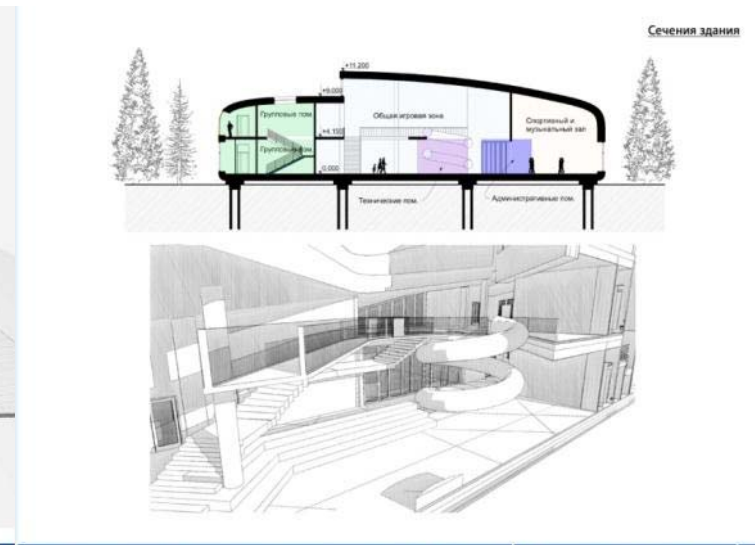
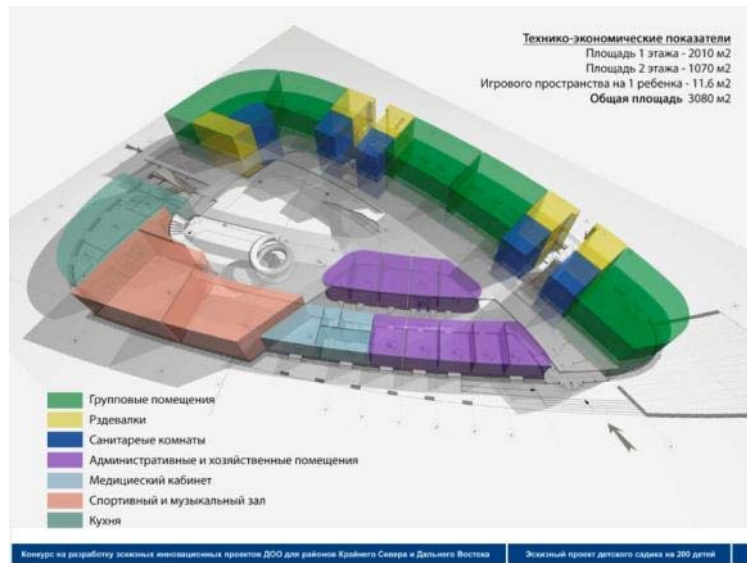


ОБЩЕЕ ИГРОВОЕ ПРОСТРАНСТВО

Сам CPX



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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