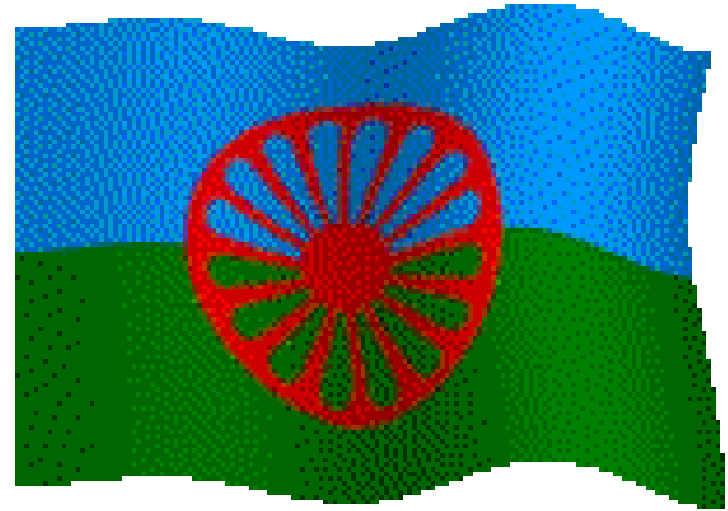


WELCOME TO DAY 2

**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**

SUMMARY OF DAY 1

THE SEVENTH WORLD BANK EUROPE AND CENTRAL ASIA
EDUCATION CONFERENCE

KEYNOTE SPEECH: PROFESSOR JAN PETERS

Importance of
investing in the
early years

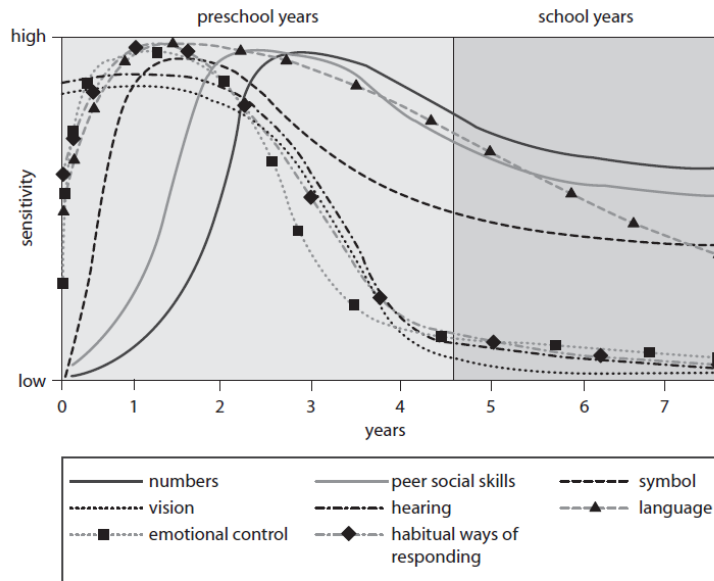
Smooth Transitions

Quality



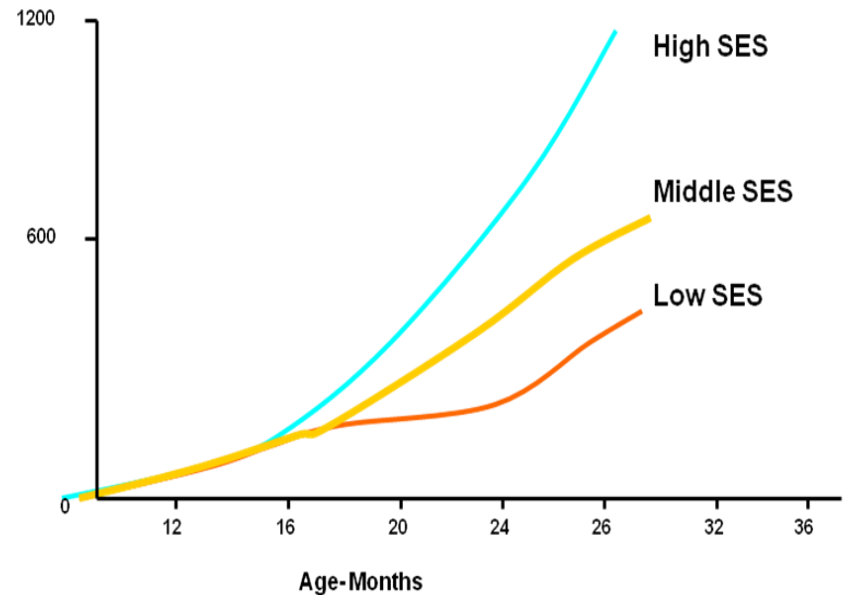
EARLY CHILDHOOD EDUCATION AND CARE LAYS THE FOUNDATION FOR LIFELONG LEARNING

Figure 1.3.1 Sensitive Periods in Early Brain Development



Source: Council for Early Child Development (2010).

Vocabulary



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 recrutement

Access quality

- accessible, inclusive, social mix, affordability, usefulness for families, comprehensibility

Governance quality

- leadership, assesment 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

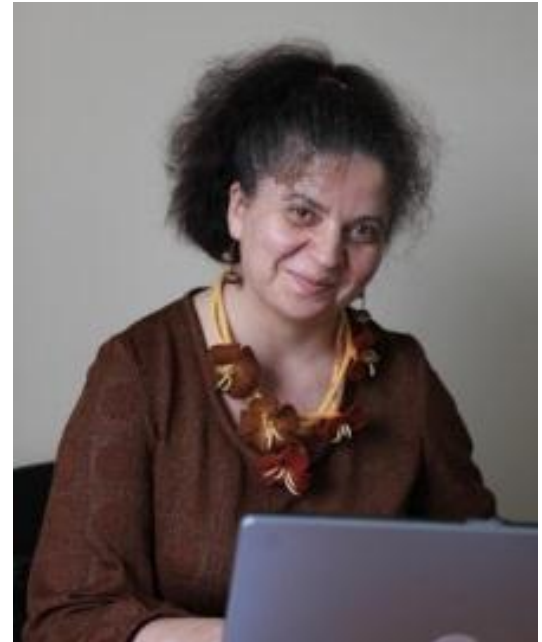
Programs aiming at **cognitive** development need to **start earlier**

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

Lithuania: Creating an Inclusive System (1991 -)

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

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
- 

GHENT: LESSONS LEARNED

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

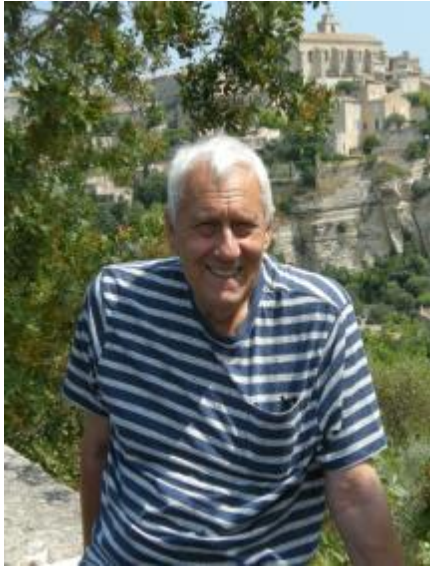


Norway: Smooth Transitions

- 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

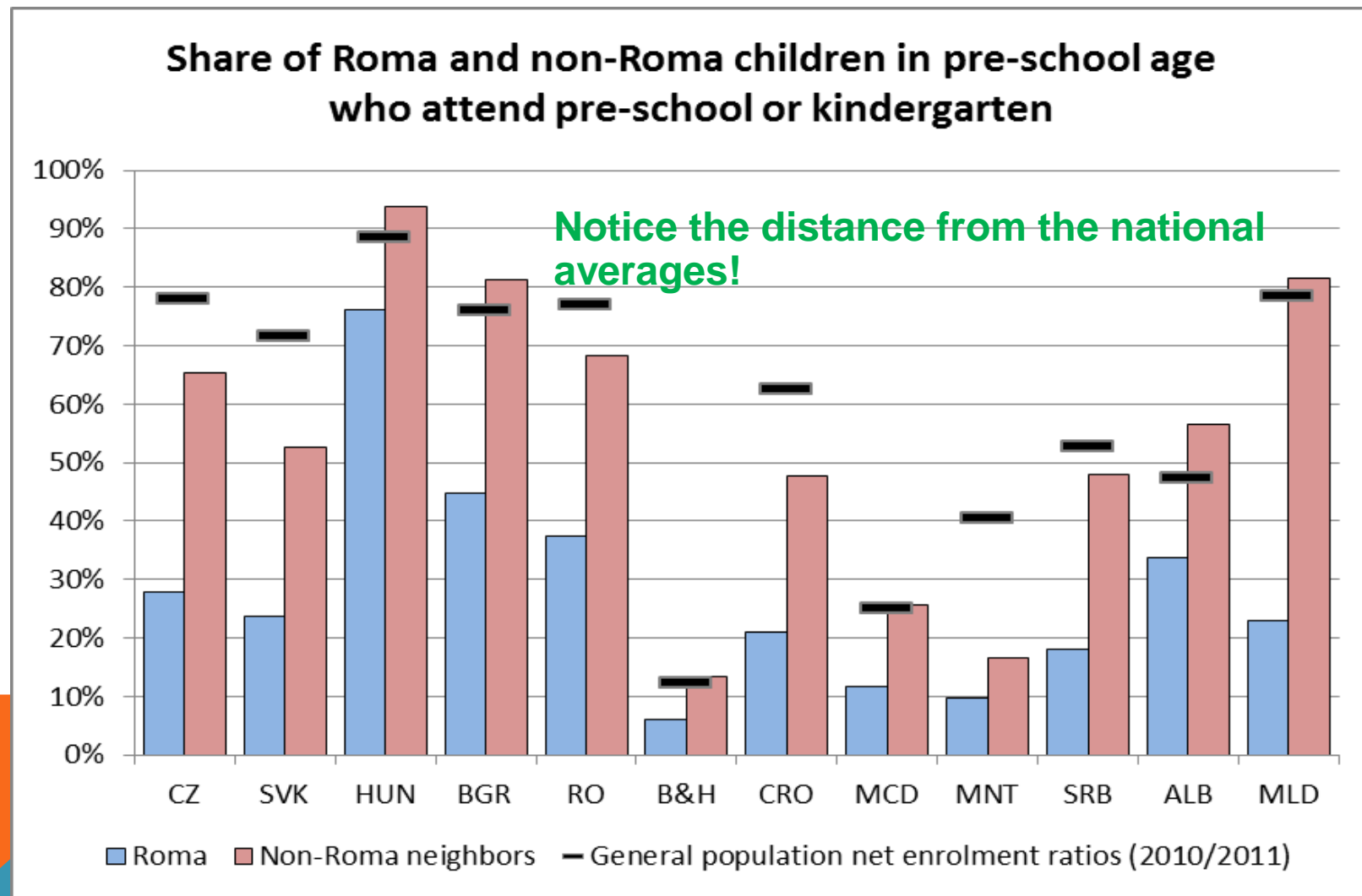
What we did:

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



‘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



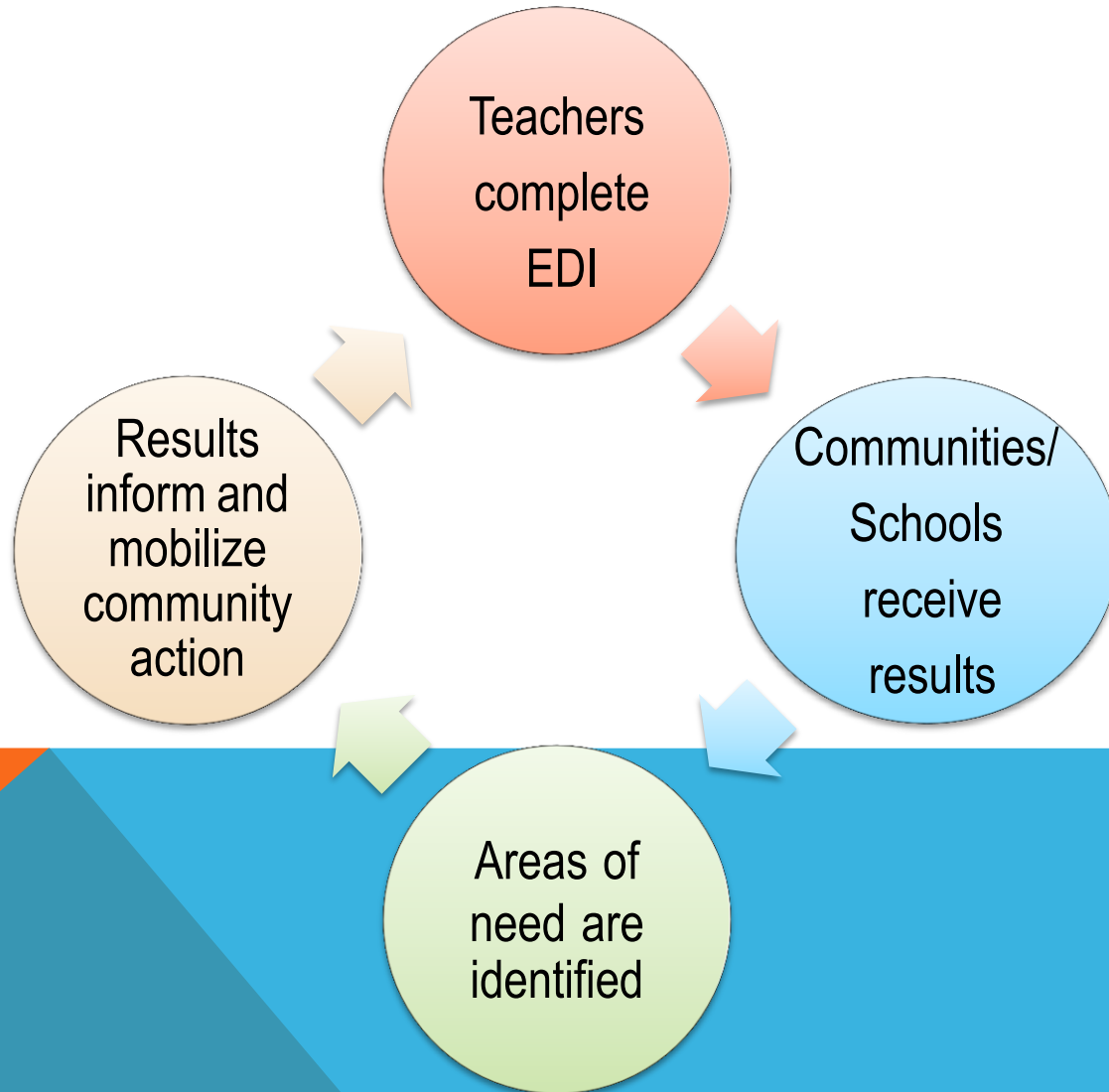
THEME 3: SCHOOL READINESS ASSESSMENTS



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

Moderator: Miho Taguma

Process





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