



# 7 is too late!:

## Early Childhood Education for Social and Economic Development

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# DEFINITION AND IMPORTANCE OF EARLY CHILDHOOD EDUCATION

**Early Childhood Education covers the 0-6 age group;**

- involves processes regarding living, growth, development and care

**The 0-6 age period;**

- is the period in which a child develops most rapidly
- approximately 2/3 of brain development is completed between ages 0 to 4
- is the period in which a child is affected most from his/her surroundings

**In this period:**

- It is important that the child is in an environment that will support his/her development, and that he/she is sufficiently nourished and is healthy
- The care we provide for a child forms a strong or weak basis for his/her future years



# BENEFITS OF EARLY CHILDHOOD EDUCATION

- A better development level
- Decreased inequities arising from social and economic circumstances
- Education of girls
- Enrollment
- Achievement at school
- Longer education
- Higher-status employment opportunities
- Rise in productivity and efficiency
- Women employment and productivity

PISA 2003 :  
Children who have received preschool education are TWO YEARS ahead of their counterparts in terms of educational returns

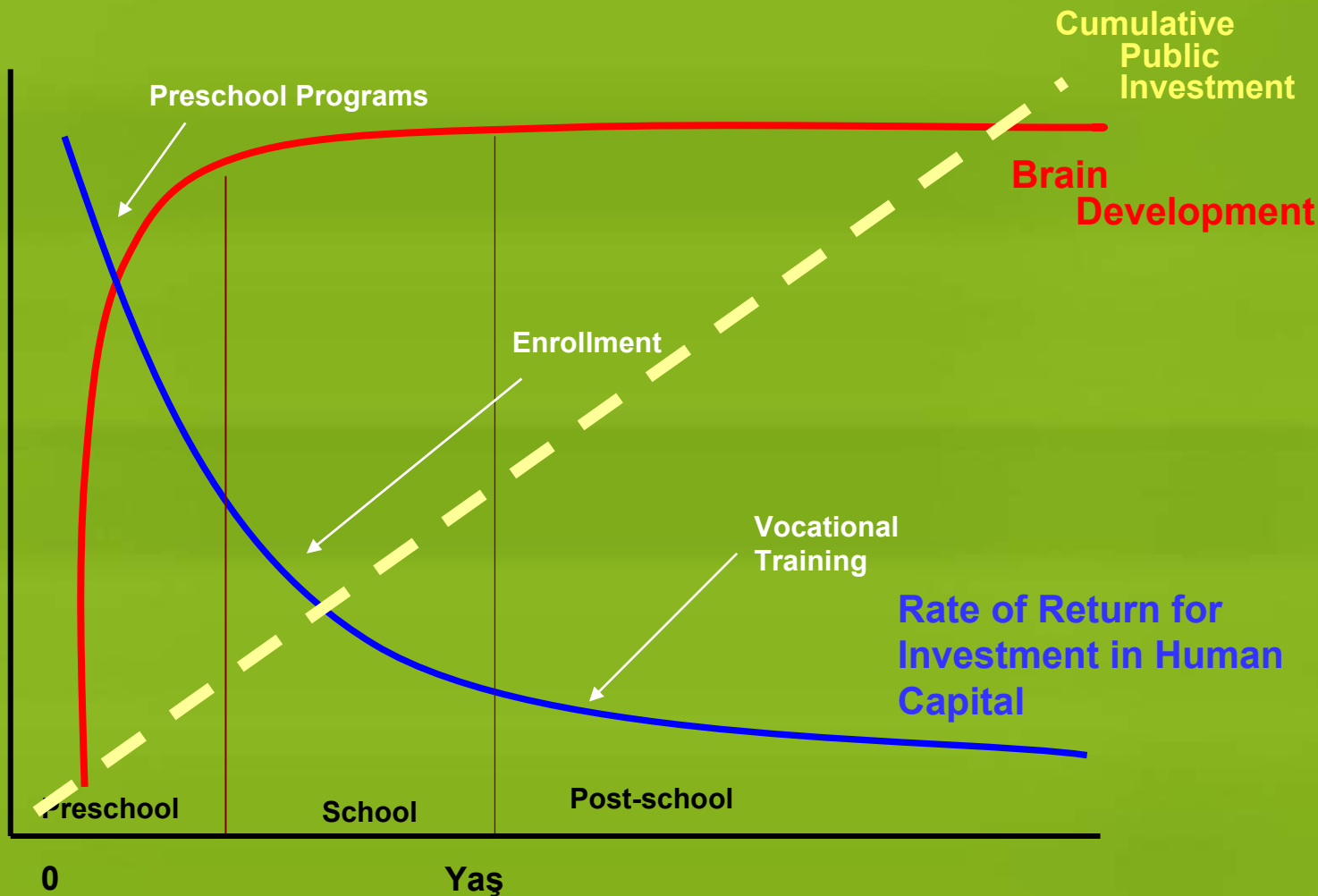


# ECONOMIC RETURNS OF EARLY CHILDHOOD EDUCATION

- More taxes
- Better-trained manpower
- More credit card holders
- More people having PCs
- Reduced social assistance costs
- Economic growth
- Higher rates of return for investments



# BRAIN DEVELOPMENT & RATE OF RETURN



Source: Heckman & Carneiro Human Social Policy, 2003, RAND, Benefits and Costs of Early-Childhood Interventions, A Documented Briefing, Lynn A. Karoly, Susan S. Everingham, Jill Hoube, Rebecca Kilburn, C. Peter Rydell, Matthew Sanders, Peter W. Greenwood, April, 1997



# APPROACHES TO EARLY CHILDHOOD EDUCATION

Approach	Application Alternatives
<b>Institution-based service</b> <i>(Target: Child)</i>	<ol style="list-style-type: none"><li>1. Integrated child development centers</li><li>2. Day-care at home (training mother)</li><li>3. Health-care and nutrition centers</li><li>4. Child care centers</li><li>5. Government-private kindergartens</li></ol>
<b>Support/training for the child's caretaker</b> <i>(Target: caretaker)</i>	<ol style="list-style-type: none"><li>1. Home visits</li><li>2. Training/supporting parents and adults</li><li>3. Education / mass communication via media</li><li>4. Child-to-child</li></ol>
<b>Community development</b> <i>(Target: Community)</i>	<ol style="list-style-type: none"><li>1. Changing the environment</li><li>2. Strengthening organization</li></ol>
<b>Institutional Strengthening</b> <i>(Target: Institutions)</i>	<ol style="list-style-type: none"><li>1. Training and motivating people</li><li>2. Improving facilities/instruments</li><li>3. Adaptation and improvement of technology</li><li>4. Improving the organization and management</li></ol>
<b>Strengthening awareness/demand</b> <i>(Target: public)</i>	<ol style="list-style-type: none"><li>1. Social marketing</li><li>2. Selective advocacy</li><li>3. Group discussions</li></ol>



# COMMON ASSUMPTIONS AND TRENDS IN WORLDWIDE PRACTICES ON EARLY CHILDHOOD EDUCATION

## TARGET MASS

- The priority target mass is the 5-6 age group
- Enrollment rates vary
- Services must be expanded starting from older ages (5/6)

## SERVICE PROVISION

- In western countries, rate of access to services is around 90 percent for the 4-6 age group
- It becomes a must that services be provided by the state
- Services are used universally
- Roles of public and private sectors vary among countries
- Local administrations, private sector and non-governmental organizations must be assuming roles in the provision and financing of services
- Private contribution is being encouraged

## FEES / RESOURCES

- In most countries, services are provided for free of charge
- Some fees are collected as a certain degree of contribution



## COMMON ASSUMPTIONS AND TRENDS IN WORLDWIDE PRACTICES ON EARLY CHILDHOOD EDUCATION (2)

### PROGRAM APPROACHES

- Services are provided within the framework of the understanding of “education and care”
- In the success of ECE, family inclusion and institutional model are critical
- Each country establishes institutions based on its own traditions and customs
- Program models and implementation contents are not the same
- Flexibility beyond minimum shared norms is an important assumption for models, programs and curriculum



## ECE IN TURKEY...

- There are 7 million children in the 0-6 age group (11% of the population)
- Only 14% of children in the 3-6 age group benefit from an educational service.  
70% of the children in the 5-6 age group have no access to such education
- A comprehensive, extensive and high-quality preschool education is not provided
- Available services are institution-based and are only provided in big cities
- Children living under risk are not targeted
- Government budget focuses on primary education
- Despite their importance, the children in the 0-6 age group constitute the most neglected part of the society



# EARLY CHILDHOOD EDUCATION POLICY RECOMMENDATIONS AND BASIC POLICY PRIORITIES

## DEFINITION

- Early childhood education must be adopted instead of preschool education

## TARGET MASS

- Priority target mass                      Age 6 (61-72 months)
- Second priority target mass    Ages 4-5 (39-60 months)
- Third priority target mass    Ages 0-3 (0-36 months)

## ACCESS / EXTENSION

- It must be **mandatory** for the government to provide early childhood education services for the 6-year olds.
- All 6-year olds (61-72 months) must be benefiting from services by 2010
- The services to be provided by the government must be free of charge
- The basic model for extension must be the institutional model
- Other equivalent and minimum one-year models must also be spread
- The institutional model must provide dual education: morning and afternoon



# EARLY CHILDHOOD EDUCATION POLICY RECOMMENDATIONS AND BASIC POLICY PRIORITIES (2)

## **QUALITY**

- Common norms, standards and minimum requirements must be established for service provision
- Quality of services must be enhanced
- Teachers and other staff must be identified using common titles
- Teachers must be trained using the “2+1+1” system

## **ADMINISTRATIVE ASPECTS**

- Necessary administrative and legal amendments must be made
- MONE’s Preschool Education General Directorate must be converted to Early Childhood Education General Directorate
- Early Childhood Education Coordination Board must be established under MONE



# EARLY CHILDHOOD EDUCATION POLICY RECOMMENDATIONS CERTAIN COSTS

- Turkey spends USD 300 per preschool student (Kaytaz, 2005)
- OECD countries, on average, spend USD 4,922 per preschool student (OECD)
- Operational cost in the institutional model is USD 150 per month and USD 1,800 per annum, for each student (TÜSİAD)
- Operational cost in non-institutional models is 1/5 of the former, which amounts to USD 400 (TÜSİAD)



# Funding Sources

- Government: Typically, governments are the main source of funding worldwide
- Why the government, although it is an investment profitable for individuals?
  - External factors
  - Lack of information
  - Equity: every parent may not have financial capacity
    - Education is a product with a different nature

## On the demand and supply side

- Subsidies, tax reduction or return, coupon system for low-income families
- Operational, capital and improvement support as well as tax reduction for educational service providers
- Users: a certain portion of costs may be financed by users
- Private Sector: for profit or non-profit purposes



# Conclusion

- The 60-72 month age group must be included in the scope of compulsory education and the necessary draft law must be prepared to this effect
- Different models must be introduced and public funds must be allocated
  - Mother training
  - Neighborhood day-care centers
  - Preschool education via television
  - Summer kindergartens
- Activities for building awareness must be promoted
- Nutritional support must be provided to low-income families to create demand
- Children under risk must be targeted primarily
- Funds allocated to preschool education in the budget of MONE must be increased
- Pressure must be exerted for using EU funds for preschool education



COMMUNITIES  
FAILING TO  
CONCEIVE THE  
IMPORTANCE OF  
EDUCATION FOR  
THE 0-6 AGE  
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PROGRESS

Thank you