

Education for All ... Including Early Education for All?

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Young Lives 
An International Study of Childhood Poverty

Outline

1. Education for All...and the potential of Young Lives research
2. Perspectives on early childhood and transitions to school from *Young Lives* in
 - Ethiopia
 - India (Andhra Pradesh)
3. Next steps for Young Lives – School-based data



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Education for All ... Including Early Education for All?

Basic primary educationapprox 85% of the world's children , but with major regional, economic, gender disparities, and major quality issues etc

Early childhood education is expanding fast 1999-2005:

20 million extra enrolments, especially:

- S & W Asia (67% increase)
 - sub-Saharan Africa (61% increase)
- (UNESCO, GMR, 2008)

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Studying impact of these trends via *Young Lives Early transitions* sub-study (funded by Bernard van Leer Foundation)

Young Lives 'younger cohort' - 2000x 4 countries
Now primary school age - focus on service access, transitions and trajectories.

Any regular attendance at a preschool since 3 years? Caregivers' report:

- 94% in Vietnam
- 87% in Andhra Pradesh
- 84% in Peru
- 25% Ethiopia (58% urban, 4% rural)

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Early transitions research in Ethiopia

**Education for All:
Transforming a generation?**



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"Children with a good life *have to have* school bags"

12 year olds' ranking (Ethiopia)

- Family
 - Education
 - Good food, shelter
 - Material security
 - No poverty or sickness
 - Good behaviour
 - Respect from others
 - Leisure
- (Camfield and Tafere 2008)

based on group work:
the 'well-being activity':



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Great educational expectations...

Ethiopia 12 year old survey 2006:

80% urban, 63% rural, aspire for university!!

Reasons for moving up the ladder

'Education' (25.2% urban, 15.8% rural)

'Work harder' (21.8%)

Reasons for moving down the ladder

'Not making money' (51.3% urban, 29.5% rural)

'Poor education' (21.7% urban, 12.7% rural)

Only 6% of 12 year olds are not enrolled in school
BUT

39% cannot read a simple sentence
eg 'The sun is hot'

Ethiopia- familiar challenges for basic education

Overcrowded classrooms, inadequate buildings, few teaching materials, physical punishment, absent teachers



Over-age children, repeated classes, irregular attendance, drop-out, hidden costs to parents, combining school with work



6 year old Beniam's story:

Beniam's father:

"Education is useful for the boy...(We) are running out of land to support [ourselves] in farming" ... "there is weather pollution here" and "the water has dried up".

"I wont go to school ...I cant write...I don't have the interest...I want to look after the cattle"



The context for 'schooled childhoods'...work is still essential...even if no longer so 'visible'

Ethiopia: 12 year olds

- 40.5% believe 'school only' is best
- 56.4% believe 'combining school and work' is best

"It make me happy having a job...and I can pay for school things...my shoes, bag and clothes"

Educational impact of becoming an orphan in Ethiopia

10% of older cohort had lost one parent in 2002 (7-8 years)

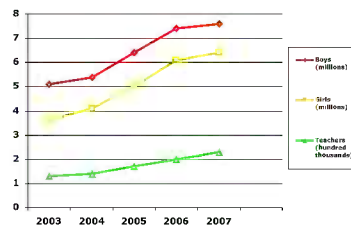
Another 10% lost a parent between 2002-6 (11-12 years)

If mother has died – 12 year old is less likely to be enrolled in school and able to read

If father has died – fewer effects on schooling, except less optimistic outlook

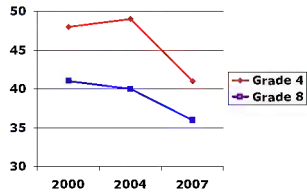
The broader context for Young Lives Research:

- Enrolments are rising, but 20% drop-out at Grade 1



Source:
Presentation at
DFID Education
Advisers'
Retreat,
Chennai, 2009

As numbers enrolling have risen
.... levels of achievement have fallen



National Learning Assessment data:
From presentation at DFID Education Advisers' Retreat, Chennai, 2009

General Education Quality Improvement Programme (GEQIP)

Multi-donor programme:

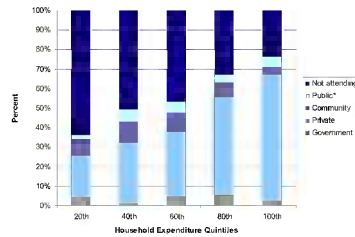
- over \$400 million of pooled support in first four year

Components:

- Curriculum, Textbooks and Assessment;
- Teacher Development Program (TDP), including English Language Quality Improvement Program (ELQIP);
- School Improvement Program (SIP), including school grants;
- Management and Administration Program (MAP), including EMIS;
- Program Coordination, including monitoring and evaluation activities.

A role for early childhood education – reinforcing inequalities?

–urban sample in Ethiopia



Early transitions research in Andhra Pradesh (India)



Primary Education in Andhra Pradesh (India)
impact of a growing private sector

Primary education enrolment = 73% (2006)
Private sector = 36% of enrolments, and growing!
The attraction of English medium instruction



Early childhood services – combating poverty or amplifying inequalities?

1975 Integrated Child Development Services (ICDS) national network of "Anganwadis" targeting most disadvantaged, including basic nutrition

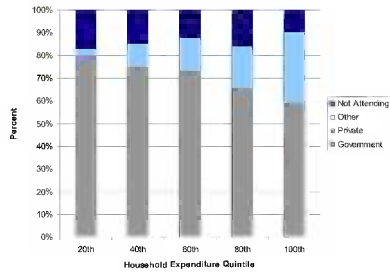
BUT
Variable quality, low funding, low levels of training, low regulation and supervision
AND

Increasing switch to private sector:

- English medium
- teaching basic skills
- Caste/class preferences



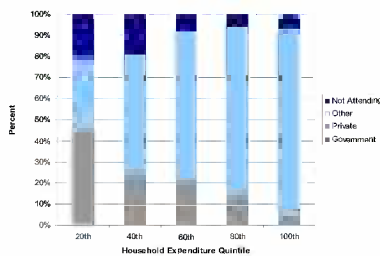
A government anganwadi – the main option for rural communities



Low resourcing, low quality
...two anganwadis in Andhra Pradesh



Growth of private kindergartens in urban centres, including for poorest households - Andhra Pradesh



Teaching the basics...the private choice?



Expectations are high... but not for all

India AP Caregivers' expectations for University
64% for boys
42% for girls

BUT

54% of girls expect University



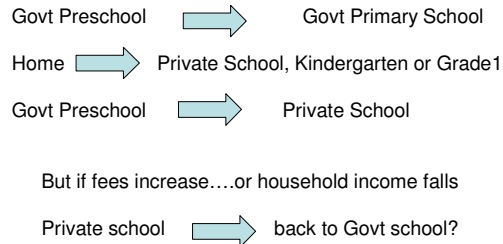
The private 'choice' in rural Andhra Pradesh:
Revanth's mother:

"...If he goes (to private school) ... he will become very wise - that is why we are sending him there..."

"...We are ready to spend...There is no one (to help with payments). We take as debts..."

"...Two of my girl children, attend school in the village... We are not paying for them "

First steps into diverse school trajectories ... and long term outcomes?



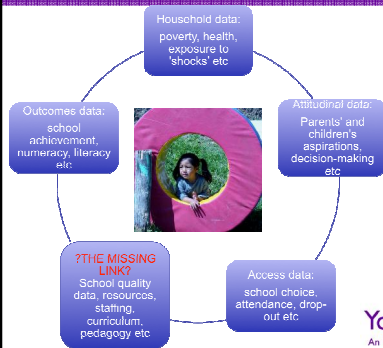
The next step...studying children during their school years

8,000 younger cohort children
7 to 8 years old
at Round 3 (2009).
Most will be in school



→ **Proposal for a school-component**

Education data in Young Lives...



Some challenges?



- EFA or School for all...Education for some?
- Promoting equity or inequity?
- Aspirations versus realities...for early childhood and school?
- Modern childhoods in context of daily (working) lives and prospects?
- Developing quality and relevance?
- Impact of global economic downturn...Sustainability, new models?