

Reflections on Early Childhood Care and Education (ECCE)

Ugyen Thinley, Registration No 11713369

Research Scholar, M.A in Education- Leadership & Management, Lovely Professional University, Punjab (India)

ARTICLE DETAILS

Article History

Published Online: 20 February 2019

Keywords

Early Childhood Care and Education, Performance, Sustainable society, economic development.

*Corresponding Author

Email:

ugyenthinley1980bumdelinglss@education.gov.bt

ABSTRACT

Early Childhood Care and Education is one of the most important tools to prepare the future citizens of the world. Many countries in world have started to implement the Early Childhood Care and Education programmes for its high recognition in educational achievements. In this paper, thirty reviews were made from the research conducted in different countries in different years. Early Childhood Care and Education programmes have brought lots of advantages in the society by contributing greater achievements in academic scores in education and prepare a child for the formal schooling, leads to sustainable society and economic development.

1. Introduction

According to (UNESCO) early childhood is child in the period from birth to eight years old. The environment and the people that surround them play very vital role in the development of the children holistically. The Early Childhood Care and Education (ECCE) is a programme and approaches geared towards from birth to the age of five especially concerned with pre-school children.

The Early Childhood Care and Education (ECCE) are educational programmes focused on children ages between three and five. In lay man term it is education given in day care, nursery schools which prepare children for formal schooling. The rationale behind is to prepare young children for their transition into elementary school.

In the past ECCE programmes were mainly instituted for the purpose of mere babysitting when the parents were employed in works. Early Childhood Care and Education is most important period in a childhood stage. An enormous amount of research are carried out in this field and proves that when children attend early childhood programs, they have better chances of succeeding in school, college and in life as a whole. The early childhood educational programs provide children with the tools they need to learn social, behavioral, and learning skills.

“Learning starts in infancy, long before formal education begins, and continues throughout life. Early learning begets later learning and early success breeds later success, just as early failure breeds later failure.” – James J. Heckman

Monserrat(2011) opined that ECCE programmes assimilate the different domains such as physical, social, emotional, cognitive, cultural and environments of the child which moulds holistically in adult life.

2. ECCE and Performance

Early childhood Care and Education provided a platform to develop the child's intellectual, physical, emotional and social development. Children at this age have very high proportion of learning and growth of mental and physical abilities progress at astounding rate. Various studies have proved that children who attended the ECCE programme performed better in academic achievements than those who did not get opportunity.

A child having more attendance in early childhood education has shown greater academic achievement than those with less ones. Several studies have found early childhood education is positively related to academic achievement in reading, comprehension and mathematical concept and applications (Guild, 2000; Jena & Wangmo, 2016); cognitive outcomes (Vargas & Barnette, 2010); cognitive development (Goodman et.al.,2005;Curtis et.al.,2015; Rao et.al.,2017; MacEwan,2013); malleability of their brains (Young, 2010); readiness to mingle with friends (Jena & Wangmo, 2016).

In the cognitive test the positive effect on the children and early education leads to improvement. Also positive impact on early test scores of attending nursery before a child attends the primary school (Goodman et.al,2005). There is significant better performance and observed higher performance among the center students on tests of receptive language and pencil – related fine motor skills(Zuilkowsk, 2012). Through ECCE, child's mental development and its processes were improved. It has also improved the language skills, social and emotional development by encouraging self-confidence, self- esteem, dignity, spontaneity and discipline (Burlacu, 2008).

The above studies corroborates the assumptions that ECCE program in different country situations leads to better outcomes in terms of performance of learner in their reading, writing and achievement in skills related activities.

3. ECCE for sustainable society

A sustainable society is one that can continue indefinitely. Sustainable society ensures the health and liveliness of human life, culture and capital for present and future generations. Through ECCE programmes a child is made aware about the nature and its use through various activities. ECCE can help children in inculcating the values through concepts of sharing.

At initial stage in nurturing a sustainable life style, respect for others, and valuing such as love for nature, sharing, respecting that promote sustainability are developed at the very early age through ECCE programmes (Kaga, 2008). Varied activities in ECCE programmes provide windows to learn and know-how the diverse cultures, people, and community. (Fengfeng, 2008). To act as an agent of sustainability, children are exposed to numerous opportunities through the ECCE programmes (Davis, 2008). The relationship of social, cultural sustainability and environmental sustainability can be well fostered through the ECCE pedagogies (Ritchie, 2013).

The children are very curious and interested about the elements of nature and become very explorative to learn about the plants, flowers, seeds, water, fire and wind. These are well learnt at early age (Didonet, 2008). Since children have good relation and interconnection with many dimension of the society through early childhood education, it has become an important instrument to achieve the sustainable society (Haddad, 2008).

From the above studies it can be understood that Early Childhood Care and Education programme would inculcate the children with positive values, beliefs, love and relationships which are key in creating the sustainable society.

4. ECCE and Economic Development

Investing in ECCE programmes provides numerous benefits to the society. Children enrolled in the ECCE programmes will help the parents to open the door to varied opportunities in the employment because now they can have time for the works and earn or generate the income in the family. Hence, contribute in the economic development of the society.

References

1. Boon, N. S.(2010). International Journal of Child Care and Education Policy. Korea Institute of Child Care and Education , Vol. 4, No.1, 45-57 .
2. Burlacu, Florentina(2008). The importance of Pre-school Education in Child Development. Euromentor Journal. Volume IV, No.2/June2013. 154-165.
3. Davis,J.M.(2008). What might education for sustainability look like in early childhood? – A case for participatory, whole-of-settings approaches. The contribution of early childhood education to a sustainable society, UNESCO Publication House, France, pp 18-24.
4. Didonet, Vital.(2008).Early childhood education for a sustainable society. The contribution of early childhood education to a sustainable society, UNESCO Publication House, France , pp 25-30.
5. Fengfeng, L.& Yan,L.(2008). Building a harmonious society and ECE for sustainable development.The contribution of early childhood education to a sustainable society, UNESCO Publication House, France , pp 43-52.
6. Haddad, L.(2008). For a specific dignity of ECE: Policy and research issues relating the education of young children and sustainable society. The contribution of early childhood education to a sustainable society, UNESCO Publication House, France , pp 31-36.
7. Jena,P.C., & Wangmo, D. (2016). Early childhood care and education in Bhutan: an evaluative study. World Scientific News. WSN 37 (2016) 279-303 EISSN 2392-2192.
8. Jenny,R.(2013). Sustainability and Relationality Within Early Childhood Care and Education Settings in Aotearoa New Zealand. IJEC 45:307
9. Kaga,Y.(2008). Early childhood education for a sustainable world. The contribution of early childhood education to a sustainable society, UNESCO Publication House, France , pp 53-56.

Due to the better performance children can avoid grade repetitions which have large cost implications for the government and for society.

The quality child care has immediate positive economic impacts by creating opportunities, more parents are entered in the paid labor force and raising their productivity. For the governments, therefore, expanding assistance for early childhood education should be high on economic development priorities (MacEwan 2013). The investment in quality ECCE pay off in multiple ways for the children, communities, business, taxpayers, and individuals. (Calman et.al, 2005).

During the World Conference on Early Childhood Care and Education held in the Moscow recommended the government of most Asia-Pacific countries to increase the public spending for Early Childhood Care and Education and put in efforts to improve the quality of ECCE programmes. Due to its importance the nations agreed that holistic ECCE is not a choice or privilege for some; it is a right of all children and an investment for the world(JoKim et.al, 2010).

5. Conclusion

Early childhood care and education was always thought as a single step for the preparation for primary school but it is not true. It is building of foundations of a child in holistically, where social, emotional, cognitive, and physical needs are well developed. It has always paved the way for the possibility to nurture a child to be caring, capable and responsible future citizens of the world.

Early Childhood Care and Education have played pivotal role in creating numerous successes. The child performance in academic field is one of the primary achievements resulting into the decrease of dropouts. ECCE as single seed gives fruits to socio economic developments leading to the sustainable society. Having such advantages, around the globe more importance are now given to ECCE.

10. MacEwan, M.A. (2013). Early Childhood Education as an Essential Component of Economic Development. Political Economy Research Institute University of Massachusetts, Amherst.
11. Morabito, C., Roeck, M.V., Roose, R. (2013). 'The Greatest of Equalisers': A Critical Review of International Organisations' Views on Early Childhood Care and Education. *Jnl Soc. Pol.* 3, 451–467.
12. Pearson, E. C (2015). Moving forward with early childhood care and education (ECCE) post-2015 in the Asia Pacific Region: an analysis of global and national policy goals. Pearson ICEP 9.
13. Rao, N., & Pearson, V. (2009). Early Childhood Care and Education in Cambodia. *International Journal of Child Care and Education Policy* Copyright 2009 by Korea Institute of Child Care and Education, Vol. 3, No. 1, 13-26
14. Rao, N., Sun, J., Chen, E.E., & Ip, P. (2017). Effectiveness of Early Childhood Interventions in Promoting Cognitive Development in Developing Countries: A Systematic Review and Meta-analysis. *HK J Paediatr (new series)* 2017;22:14-25
15. Sharma, Adarsh; Sen, Rekha Sharma; Gulati, Renu. (2008). Early Childhood Development Policy and Programming in India: Critical Issues and Directions for paradigm change. *International Journal of Early Childhood*; 40, 2.
16. Vargas, S., Ryan, S., & Barnett, W.S. (2010). Meta-Analysis of the Effects of Early Education Interventions on Cognitive and Social Development. *Teachers College Record* Volume 112, pp. 579–620.
17. Young, Mary Eming. (2010). Early Child Development: A Framework for Collaboration. *International Journal of Child Care and Education Policy*, Vol. 4, No. 2, 25-32
18. Zuilkowski, S.S., Fink, G., Moucheraud, C., & Matafwali, B. (2012). Early Childhood Education, Child Development and School Readiness: Evidence from Zambia. *South African Journal of Childhood Education* 2(2).