

Study on quality of early childhood education and care in Georgia: Tbilisi ^[1]

Author: Unicef

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AVAILABILITY

Full summary online ^[2]

The purpose of this study was to identify the benefits and challenges of introducing a new curriculum framework and professional development tool for early educators in preschools in Georgia. Five dimensions of quality were assessed: accessibility, workforce, curriculum, monitoring, and governance. The report makes recommendations to enhance quality, based on the findings.

EXCERPTS

Background and methodology

This condensed report is based on data derived from the Study on Quality of Early Childhood Education and Care (ECEC) in Georgia. The study was jointly implemented by UNICEF Georgia and the National Assessment and Examination Centre (NAEC) under the leadership of an international consultant. The European Quality Framework (EQF1) for Early Childhood Education and Care was used to analyse the quality of public ECEC services in Georgia using five dimensions: Accessibility, Workforce, Curriculum, Monitoring, and Governance. Additionally, new national ECEC standards (National Early and Preschool Education Standards, and Professional Standards for Caregiver-Pedagogues) were also used in the study to reveal main challenges on the way to their implementation. The methodology utilised included policy-level analysis of the ECEC field (review of national standards, interviews with policy-makers and focus groups with key stakeholders), a quantitative survey of all municipalities (64), and 22 focus groups in diverse geographical areas (a total of 124 participants including preschool managers, caregivers,

special educators, psychologists, methodologists, parents, and teacher trainers).

Why this study? Quality in ECEC on the international agenda

A recently published literature study on the role of Early Childhood Education and Care (ECEC) in preventing early school leaving has shown that quality ECEC can yield substantial benefits, even lasting up to adolescence (Dumcius, Peeters, et al., 2015). In other words, quality ECEC is the start of lifelong learning; it plays an important role in creating positive attitudes for children regarding learning throughout the rest of their school career. Early and preschool education is also extremely important to ensure sustainable development of society and to provide equal opportunities for all children as citizens. There is a broad consensus among researchers, organizations, and policy makers that the quality of early childhood education and care (ECEC), and ultimately the outcomes for children and families, depends on well-educated and competent staff (Dumcius, Peeters, et al, 2015).

The importance of quality early education has been reiterated by the Sustainable Development Goals (SDGs) agenda of the UN. Sustainable Development Goal 4.2 seeks to ensure that by 2030 “all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education” and calls for at least one year of pre-primary education prior to school entry.

Region: International ^[3]

[1] <https://childcarecanada.org/documents/research-policy-practice/18/07/study-quality-early-childhood-education-and-care-georgia> [2] <https://www.unicef.org/georgia/> [3] <https://childcarecanada.org/category/region/international>