Promoting Marginalized Children’s Development and Learning through Innovative Policy, Planning, Service Delivery, Monitoring and Evaluation

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Introduction

It is undeniable that high-quality early childhood care and education (ECCE) is now recognised as a core strategy for poverty reduction.

There is evidence of high returns from ECCE investments, which can contribute to global policy priorities such as tackling child malnutrition, increasing children's successful participation in school, and strengthening economic development.

..... But the reality is that this potential only becomes meaningful if ECCE programmes effectively reach the poorest and most marginalised children in the first place....

(Young Lives, 2010)
Concepts of Marginalization

• “a form of acute and persistent disadvantage rooted in underlying social inequalities” (UNESCO, 2009)

• Education for all (EFA) and other studies indicate:

..... Girls, orphans, children with disabilities, children from the poorest families or ethnic and linguistic minority groups, and those livings in remote areas or in humanitarian situations.....

(Write-up for mini forums)
Characteristics of Marginalized Children

Outside and peripheralized from the mainstream group or centre of the society.

Have little control of their lives, little resources available to them and subjected to stigmatization with negative public attitudes.
Marginalized Children in Malaysian Context (Fahisham Taib, 2012)

- who are born in poverty with income disparities;
- indigenous and minority communities; children from the rural and urban poor;
- children with disabilities and require palliation;
- children living with AIDS and HIV; Lesbian Gay Bisexual Transgender Intersex Questioning (LGBTIQ) children;
- street children; trafficked children;
- children of sex workers; children who are in conflict with law;
- children who one or both parents are drug abuser;
Pre-condition (Innovative Pedagogy) in Promoting Marginalized Children’s Development and Learning

Consider the unique needs of each type

Personal, Social and Emotional Development is **central** to all other areas of learning

Fostering
- A sense of security
- A sense of self
- A sense of competence

Enabling the child to develop
- respect for self and others
- Positive relationships
Examples of Innovative Approaches of ECCE targeting marginalized children in Asia/Pacific

• Policy and Practices in New Zealand:
  – Address two areas of great concern: children with special needs and children who have a parent in prison.

• Indonesian Experience
  – The assessment of ECD policies at the national and district level is based on the SABER-ECD diagnostic tool which is structured around three policy goals: establishing an enabling environment, implementing widely, and monitoring and assuring quality.

• Turkey Experience:
  – Mother Child Education Program (MOCEP)
  – Mobile crèches to reach children of poverty

• Malaysian Experience (Perspective of Teachers/ academician)
  – Toy library (CSR)
  – University-community based research
  – Academician Community Services (KPI)
  – Students’ project-based assignment
Policy and Practices in New Zealand:

• Children's Policy - Every Child Matters

• New Zealand’s Agenda for Children and the Youth Development Strategy Aotearoa
  – The Agenda is a government strategy aimed at improving the lives of New Zealand’s children. It includes a new ‘whole child’ approach to child policy and service development and a programme of action for the Government.
    • focusing on the big picture – on the child’s whole life and circumstances, not just isolated issues or problems
    • focusing from the outset on what children need for healthy development, rather than simply reacting to problems as they arise
    • looking across the whole public service at what can be done to support children’s healthy development, instead of looking for single-sector solutions.
Examples of Innovative Approaches of ECCE Indonesia: The Hi-ECD Policy: multi sectors ECD policy covering education, health, nutrition, social protection and child protection

**Figure 2.1 Intersectoral Coordination in Indonesia**

- Central government ministries
- Subnational government offices
- Ministry of National Development Planning Chairman
- National Planning Bureau
- Local government offices

The Mother Child Home Program (MOCHP) - Turkey

• A 25-week-long, home-based, low-cost training program for children from five to six years of age who do not have access to preschool education services, and their mothers.

• It enriches children cognitively, in order to boost school readiness and optimal psychosocial development, and trains mothers, creating sustainable nurturing and healthy home environment.

• It has proved innovative in developing a low-cost, effective, home-based program for young children with new training materials and methodology.
Mobile crèches in Turkey: a way of reaching children of poverty

- Programme description Mobile crèches were established by the Ministry of National Education of Turkey (MONE), municipalities and universities to provide early childhood education (ECE) services to children in poverty.

- Launched in 2004, the mobile crèches were considered as an alternative programme to centre-based ECE. The most notable characteristic of the mobile crèches is that the buses are used as ECE classrooms.

- Mobile crèches were perceived as an agent to advance the development and school readiness of the children.
Malaysian Experiences: The Role of Academicians/Teachers to be

• Community-based Research on the Effectiveness of Toy Library services for marginalized children
  – Corporate Social Responsibility
  – 10 I-play toy centres and each one of them to be unique as it served different group of marginalized children
  – Eq: Children with Special Needs, Orphanage, Street Children, Children live in deprived area, Aborigine children
Malaysian Experiences: The Role of Academicians/Teachers to be/University Students

• University Community-based Research - under Office of Industrial Link
  – Eg. Collaborative research between universities
  – Development of Modules for women in prison to take of their babies in prison

• Academician Community Services (KPI)
  – Training of teachers at School for Street Children (Sekolah Bimbingan Jalinan Kasih)

• Students’ Project-based assignment
  – Eg. Identification of Children with Special Needs at ECCE centres
How to harness Innovation

Collaborative work between local government, NGO, communities and families (The Milleneum Development Goals Report, 2013)

The ECCE centre jointly funded by Department of Social Welfare and Local Education Authority eg. Hillfield Early Excellence Centre in Coventry
Government should use results from University-based Research (empirical evidence) as a basic reference for policy development and plan of action.

Eg, “Making Schools Work for Marginalized Children: Evidence from an inexpensive and effective program in India” (Abdul Latif Jamel, 2014)

The lesson from this research is that strategies designed to deliver basic skills to marginalized children can have substantial payoffs in terms of increased learning at low cost. More generally, these results raise important questions about the appropriateness of curricula and teaching methods for poor schools.
Conclusion

• As an early childhood professional, we must join forces to advocate and implement the policies at the appropriate national and local levels that will lead to excellence in ECCE for marginalized children in particular.

• In the process of translating this vision into reality, it requires a strong partnership between government agencies, NGOs, families, and the private sector. Everyone needs to work together to build a successful future for our future generation.