



GCE's Action Week

April 22nd - 28th, 2012

Resource Pack

(Following from the GCE's Action Week Planning Pack)

"Rights from the Start!"

Early Childhood Care and Education NOW!"

The Big Picture

This resource guide is for use by people working in and with organizations that are part of the Global Campaign for Education and is not intended for external use.

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Dear GCE member,

We are pleased to present to you the Resource Pack for Global Action Week 2012.

We are hopeful that you will campaign with much vigour this year as you have done in previous years. We are running out of time and we hope that this year we shall get as many policy pronouncements as possible. We have made major strides in the past nine years but there is much more that we can do. It is our duty as civil society to call on governments to fulfil their promises.

The theme for 2012 is “**Early Childhood Care and Education**”.

The Slogan is “**Rights from the Start: Early Childhood Care and Education Now!**”

The action is “**The Big Picture**”

This is the second mailing about the 2012 Global Action Week. You should have already received the Planning Pack sent out in October/November - if not please download it from our website www.globalactionweek.org or contact (muleya@campaignforeducation.org). In this Resource Pack we will provide you some systematic guidelines on how you can make your national campaign more effective. This is by no means an exhaustive list of guidelines or actions, but meant to be supplementary to your own national efforts. There will be a media pack available in January 2012.

In this pack you will find:

- Members Policy Brief – some background information on Early Childhood Care and Education
- Key messages and policy demands for Global Action Week
- An information/action Sheet – a summary of the global action in 2012: the Big Picture
- The Big Picture Questions and Answers
- An Early Childhood Care and Education Pack – for you to amend and send to as many early childhood services (day care centres, child minder groups, parenting programmes, kindergartens, nurseries, preschools and primary schools as possible. It includes all the information they need to take part in the Big Picture event and how to register their participation. It contains a cover letter, a Q&A sheet (with information on online registration and Validation Forms) and an Activity/ Activity Plan.
- Dossier Guide – a plan for creating a dossier to present to the government during Global Action Week.

Other resources to follow include:

- Materials with editable designs for your use will be posted on line. Details of these will be given to you as soon as the materials are available on line.

If you have questions at all please contact me. We hope that the preparations go well and we will be in touch in January 2012 with the final mailing. Together, next April, let us mobilize as many people as possible and remind politicians of their promises.

Best Wishes,

Muleya Mwananyanda
Global Action Week Coordinator

SECTION A: Early Childhood Care and Education Policy Brief

'By investing in early childhood development programmes, we have an opportunity to break the cycle of inequities that has dominated the lives of millions of children and families' Lancet, vol 378, Oct 8 2011

Purpose

- The purpose of this paper is to provide education coalitions and other early childhood development actors with a general ECCE framework as well as arguments and facts to inform advocacy aimed at raising awareness of the importance of:
 - Early childhood as a critical period in human development
 - ECCE as both central to ensuring young children's rights and as a good investment in terms of individual and national development.

Interventions in early childhood lead to a lifetime of gains and break the cycle of inequality that prevails in the lives of so many children and their families. ECCE is important in its own right, having not only the purpose of preparing children for school, but for life in the same way as any other levels and forms of education contribute to this process. The early childhood years set the foundation for life, ensuring that children have positive experiences and that their needs for health, nutrition, stimulation and support are met, and that they learn to interact with their surroundings.

- The paper summarizes the rights framework and the benefits of ECCE programmes and explains what can be done to overcome challenges.

The context

- The world's population was declared to have passed the 7 billion mark on November 1st 2011, up from about 6.5 billion people in 2005. Out of this population, there are almost 1 billion children under 8 years worldwide.¹
- There is now an enormous body of evidence (brain research, economic analysis, longitudinal studies) that reinforces the importance of the early years in human development².
- The Convention on the Rights of the Child (CRC) reminds us that children, whilst retaining their entitlement to the full range of human rights, are often marginalised or excluded and represent a special case requiring additional safeguards.
 - The CRC committee, in reviewing States Party reports, highlights that in many cases, very little information is offered about early childhood, with

¹ Global Poverty Project: <http://www.globalpovertyproject.com/infobank/children>

² See GCE Planning Pack, GAW 2012

comments limited mainly to child mortality, birth registration, and health care.³

- General Comment 7 (GC7) on Implementing Child Rights in Early Childhood and the 2010 UN Secretary General's Report on Early Childhood provide recommendations and strategies for implementing child rights in Early Childhood while the [Third Committee Omnibus Resolution \(A/65/452\)](#) at the UNGA 65th Session in December 2010 reaffirms the commitment of State Parties to the promotion and protection of the rights of children⁴.
- The Jomtien Declaration makes clear that "learning begins at birth" and highlights the importance of the first years of a child's life in determining future educational achievement and broader developmental outcomes.
 - In its resolution on ECCE, Education International reiterates provisions of the Universal Declaration of Human Rights and the Convention on the Rights of the Child to receive education and that ECCE should be part of this right.⁵
 - Expansion and improvement of Early Childhood Care and Education (ECCE) is the first goal in the Dakar Framework for the achievement of Education for All. While progress has been made, more needs to be done in terms of policy and resources to achieve the goal⁶. Most governments still do not prioritise ECCE in their education, poverty reduction or other national plans.
 - The failure of governments to support investment in ECCE is a failure of political commitment. Increased demand from civil society is crucial if governments are to fulfil their obligations to young children and their families.
 - In order to make progress on the current MDGs, including a post 2015 framework, ECCE needs to be included as a major strategy -- indeed a global development goal itself⁷.

The situation of young children: The right to survival and development

It is estimated that over 200 million children from low- and middle-income countries under the age of five years are not attaining their developmental potential because of

³ GC7 para.1

⁴ Provide links for the three documents

⁵ Education International, Resolution on Early Childhood Education, Second World Congress, Washington DC, 25-29 July, 1998

⁶ 2011 EFA summary report on ECCE

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/Summary%20of%20progress%20towards%20EFA-colors.pdf

⁷ James Heckman, Nobel Laureate in Economics, The Guardian, September 2011

poverty, nutritional deficiencies and limited opportunities for learning.⁸

Research in neuroscience demonstrates how exposure, even from before birth, to poor nutrition, limited access to good health care and maternal depression, amongst other external risk factors, affects the architecture of the brain and thereby compromises children's development.

The well-being and development of a young child is undeniably linked with the mother. Even today, more than 500,000 women, one every minute, die in pregnancy and childbirth every year⁹. Moreover, maternal malnourishment leads to low birth weight and possible developmental delays.

Maternal education is strongly correlated with improved health outcomes for children. What enables educated women to achieve higher levels of nutrition for their children is the fact that they are able to use their general knowledge and skills to acquire health specific knowledge.

Chronic malnutrition during infancy leads to growth retardation, with evidence revealing that there are lasting benefits for adult education and income when nutritional strategies are put into place for young children at risk of chronic malnutrition.¹⁰

Cumulative risks expose children to negative outcomes in terms of cognitive and psychological health and success in education and thus contribute to continuing inequalities in subsequent generations.

Young children will thrive and achieve healthy brain development and their full developmental potential when their teachers and care-givers can provide strong socio-emotional support, adequate nutrition and cognitive stimulation. Comprehensive ECCE services from the ante-natal period onwards 'are a good investment for reducing inequalities in the development of children's potential perpetuated by poverty, poor health, poor nutrition, and restricted learning opportunities.'¹¹

Comprehensive and quality ECCE programmes can make a significant contribution to the physical, psychomotor, cognitive, social and emotional development of the child, including the acquisition of languages and early literacy. Children are active learners

⁸ Child Development 1. Inequality in early childhood: risk and protective factors for early child development. Lancet, vol 378, Oct 8 2011

⁹ http://unstats.un.org/unsd/mdg/Resources/Static/Products/Progress2010/MDG_Report_2010_En.pdf

¹⁰ Lancet, vol 378, Oct 8 2011

¹¹ Child Development 2. Lancet, vol 378, Oct 8 2011

from birth, and the early years are vital to their success in school and later in life.¹²

What is Early Childhood Care and Education?

There are varying definitions of Early Childhood Care and Education¹³, but generally the term is used to describe the time from 0-8 years.

The Committee on the Rights of the Child proposes a working definition of early childhood as below the age of 8 years and expects governments to create a positive environment to realise their obligations to children of this age. Thus, states parties are expected to support comprehensive services for young children and their families that are regularly monitored to ensure access to services of good quality.

Early childhood Care and Education programmes, which include health, care and education cover a vast range of possible activities which can involve parents, childcare workers, trainers, teachers, health workers, government officials and policy makers – as well as the children themselves.

Parents, legal guardians and members of the extended family have the primary responsibility for the protection, upbringing and development of children.¹⁴ States should provide appropriate support and assistance in this regard.

Services include:

- **Parenting support programmes.** The younger the child, the more fundamental is the role of the family in ensuring their children’s rights. Strengthening family and community abilities to support their children’s development is a fundamental role of ECCE programmes, and parenting and care giving programmes are now understood as key components of ECCE programmes, particularly when they build on parents’ beliefs, knowledge and resourcefulness in raising their children. When interventions to promote better child interaction and attachment between care-giver and child are integrated with nutrition and health, they are likely to have positive effects.
- **Daycare/crèche provision/supportive, flexible care.** It is rare that children of working mothers are provided for, and in many places young babies accompany mothers to the workplace. Many early childhood development services focus on those aged 3 – 5 years. However, 0– 3 year olds are vulnerable and are more dependent on others to ensure their environments offer adequate stimulation,

¹² See Education International study, “Early Childhood Education: A Global Scenario” and “EI’s Commitment to Quality Early Childhood Education ” available at: http://www.ei-ie.org/en/websections/content_detail/3265#intro3

¹³ Reference from planning pack

¹⁴ UN General Assembly “Promotion and protection of the rights of children: Status of the Convention on the Rights of the Child”, Report of the Secretary General 2/08/2010

regular chances to eat and stay clean, healthy and safe. Governments should therefore support flexible services for children of this age.

- **Pre-schools** - Good pre-schooling has been shown to have a positive effect on child development. According to the recent Lancet studies, pre-school enrollees demonstrate higher scores on literacy, vocabulary, mathematics, and/or quantitative reasoning than non-attendees. Appropriately structured classes, with a strong component of learning through play can provide a much needed head start and significantly improve enrolment and retention rates in the future.
- **Early years of primary school**¹⁵ - Most children in developing countries have no access to ECCE programmes with 86% in Sub-Saharan Africa not having access to a pre-primary programme. The first years of primary school are often a child's first experience of formal learning and are therefore crucial. There is a real crisis in education in early primary school - yet it receives no attention. A significant number of children who do not complete primary school drop out in the first year or two: grade 1 drop out: Uganda 32%, Madagascar 25% , Pakistan 15%¹⁶. Many more repeat grade 1 (Burundi 37%, Nepal 37%¹⁷), and in some countries around half the grade 1 children repeat or drop out. Even if children stay in school, millions become set in persistent patterns of under-achievement, which is costly in both human and financial terms. Early primary teachers' understanding of how young children learn must be strengthened in order to ensure the overall quality of the first years of primary school.
- **Provision of stimulating environments** - A child's development is largely determined by the quality of the care provided by care givers during those early stages of life. Therefore, positive experiences in early childhood have a positive long term impact on children's development because warm and consistent care provided by parents, teachers or care givers helps prevent future adjustment problems.¹⁸ A stimulating environment will be one which responds sensitively and appropriately to children's individual needs, stimulates their curiosity and recognises their particular interests.¹⁹
- **Provision of nutrition and health care.** ECCE programs work as a shield as well as early warning system for detection of problems in children's health and see to it that they receive good health care. Programmes can monitor growth and provide food supplements and micronutrients.²⁰ In Colombia, children participating in the Community Care and Nutrition Project are required to complete their immunizations within six months of entering the programme.

Why Early Childhood Care and Education?

¹⁵ Is Everybody Ready...reference

¹⁶ GMR 2009

¹⁷ GMR 2009

¹⁸ For more on care and stimulating environment see "Key Messages" by the Center for Excellence in Early Childhood Development, <http://www.child-encyclopedia.com/en-ca/key-messages-list.html>

¹⁹ As above

²⁰ India's Integrated Child Development Services

Several arguments exist for strengthening and investing in early childhood care and education services:

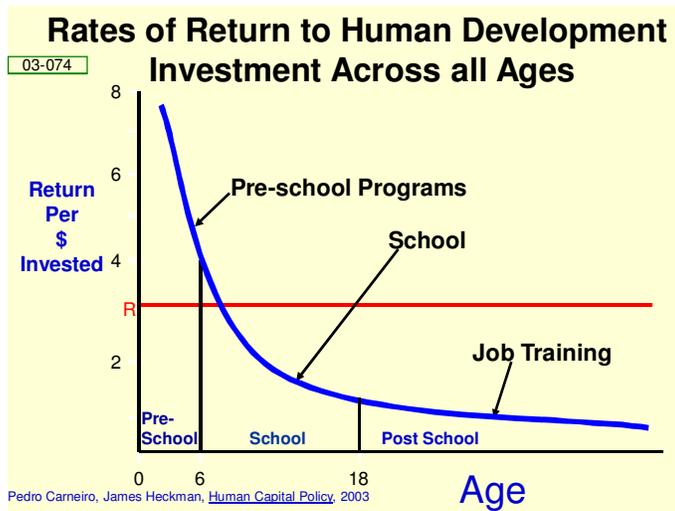
- Young children are rights holders. They are entitled under the Convention on the Rights of the Child to special protection and appropriate services. The right of young children to education is not respected where children do not have access to early childhood education, face over-crowded classrooms, with teaching ill suited to their needs, combined with inappropriate disciplinary approaches.
- Equity is enhanced. The greatest returns from the provision of ECCE come from focusing on the most disadvantaged, particularly if those children receive good quality services. The provision of high quality early childhood services targeted to disadvantaged children and families can be a powerful equaliser, fulfilling rights, promoting social justice and positively affecting society.²¹
- Access to and retention in formal schooling increase. Access to ECCE supports implementation of the right to education by preparing children to make the most of their educational opportunities when they enter school. For example, evidence exists for ECCE interventions reducing repetition and increasing retention.

In Nepal, a study found that 95% of children who attended ECCE centres made the transition to primary school compared with 75% who had not attended ECCE centres. Similarly, in Turkey, 86% of children whose mothers had participated in a programme that combined ECCE with training for mothers in poor areas were still in school seven years after the programmes, compared with those who had not participated.²²

- The rate of return on investment increases. Investment in services in the early years, according to Nobel Laureate James Heckman, produces remarkable benefits and savings which are diminished each year investment is delayed. (See the figure below.)

²¹ See note 12 above

²² GTZ: Getting the Basics Right: Contribution of Early Childhood Development to quality, equity and efficiency in education, 2009.



- Early childhood is a social mobiliser. Communities which may be economically or socially marginalised may respond actively in terms of trying to change things for their children and, in so doing, bring about changes for themselves.

In Colombia, an ECCE programme established more than 30 years ago has led to adults becoming more involved in a constantly widening set of self-help activities which has changes national government policy.²³

Targeting services for marginalised children

Despite robust international and national legal frameworks in support of human rights, the enjoyment of these rights is most at risk where systems are configured around segregation of and discrimination against children. For example children with disabilities often face increased discrimination and stigmatisation. Overall inequities remain prevalent and the combination of growth in private provision and weaknesses in public programs means that the ECCE sector is rarely pro-poor²⁴.

Early childhood services are proven to be the most beneficial for the most disadvantaged. General Comment 7 on Early Childhood, of the Committee on the Rights of the Child, calls for attention to be paid to the most vulnerable groups of children and those at risk of discrimination. This includes the poorest; girls; children with disabilities; those from indigenous, religious, ethnic or linguistic minorities; children who are orphaned or affected or infected by HIV; and others.

²³ Promesa

²⁴ EFA 2010 Global Monitoring Report: Reaching the Marginalised(UNESCO 2009)

Evidence shows that girls enrolled in early childhood programmes are better prepared for school and frequently stay in school longer. ECCE services also release older sisters from looking after younger children and enable them to return to and remain in school.

Similarly, early childhood is a period when disabilities can be identified and appropriate support and intervention provided to ensure that a child reaches his or her potential. Young disabled children are sometimes at risk of institutionalisation but it is essential that they have opportunities to take part in community life with specialist assistance as required, which should also include support to parents.

In many countries, the language of instruction in schools is different from the home language of families. Early childhood provision that both reinforces children's grasp of their home language by using it as the language of instruction and to gain initial literacy and introduces the language of schooling will be of benefit to children who otherwise will start formal education at a disadvantage.

- **Data collected between 1999-2003 for 56 developing countries showed that children from the poorest households and with the least educated mothers were consistently much less likely to attend a preschool programme than their more advantaged peers. Children in rural areas were also less likely to attend than those from urban areas.²⁵**
- **Living in one of the poorest households in Zambia cut the chance of participating in ECCE by a factor of 12 compared with children in the wealthiest households, while the fact rose to 25 in Uganda and 28 in Egypt.²⁶**

There are several good examples of ECCE programmes targeting marginalised children:

ECCE programmes such as Wawa Wasi Centres in Peru, parenting programmes in Jordan and Turkey, Step by Step preschool programmes in Central and Eastern Europe, community based child care centres in Burkina Faso, Kenya, Malawi, Nepal, the Philippines, Swaziland and Tanzania and mobile kindergartens in Mongolia have provided the visionary, creative and high quality learning opportunities. These are rated among the most inspiring models of promoting cost effective and sustainable ECCE as they are tailored to local needs of families and communities, making them accessible to those who are most at risk.

²⁵ As in note 24 above

²⁶ As above

Obstacles

Although the provision of ECCE services has almost tripled in the past 30 years across the world, because of factors such as urbanisation and women's participation in the labour market, current rates for the provision of services for 3 – 5 year olds stand at around 73% in high-income countries and 32% in low- and middle-income countries.²⁷

Responsibility for services is often spread between different ministries with the majority of services in some cases being provided by the private sector or NGOs with insufficient support and regulation.

Services for 0 – 3s are still not widespread and the right to education in these early years grossly violated. Furthermore, other services are crucial. For example, poor nutrition greatly affects the well being of children and their capacity to learn, as well as leading to stunting (poor height for age) among other serious negative health consequences. Services for 0 - 3 year olds combining nutrition and stimulation are essential.

Few countries have developed national frameworks for financing and co-ordinating early childhood services, meaning that expansion of services such as providing a kindergarten class in every primary school often fail because of the lack of resources, training, and guidance. Although the private sector has taken a rapidly expanding role in many countries, it is not always well regulated and often takes place at the expense of States taking on their roles of protecting, respecting and realizing children's rights.

There is limited investment in early childhood services by governments and donors. Currently, neither international donors nor governments invest substantive sums in ECCE services. Some ECCE experts recommend that governments should aim to invest 0.5 - 1% of GDP in parent and early education with a goal of at least 10% from education budgets and similar amounts from health budgets for maternal and child health care. Similarly, international donors should be investing 15% of their current aid budgets in education, health, nutrition and social protection programmes for young children and their families

²⁷ GTZ as before

Key messages

The 4 cornerstones of the Consultative Group on ECCD provide clear messages about ECCE for activists to use when campaigning²⁸.

Cornerstone 1: Start at the beginning (age 0-3)

- integrate, coordinate, and improve services to all young children and their families
- promote more positive caregiver/child interaction, stimulating environments, good health and nutrition, and better child care
 - provide universal access to family support programmes that address holistic child development
 - promote the right to Early Childhood Education from the very start

Cornerstone 2: Provide new opportunities for discovery and learning (age 3-6)

- ensure access to at least two years of quality early childhood prior to formal school entry
- focus on the development of children's sense of self, their interactions with peers and adults, their confidence as learners, their language competence, and their critical thinking and problem solving skills
- provide information and support to parents, teachers and caregivers

Cornerstone 3: Make schools ready for children (age 6-8)

- ensure a welcoming, appreciative, and inclusive school environment which facilitates the transition from the family or pre-school environment
- train and appoint capable teachers to ECCE and lower primary grades who understand the development needs and learning styles of young children
- ensure smaller class sizes and a manageable teacher-child ratios in ECCE and in the early years of primary school

Cornerstone 4: Address the development of policies on early childhood (across all age ranges)

- develop, implement, and evaluate policies and action plans in the context of a national vision and strategies for young children, expanded investment in their development, and stronger inter-sectoral coordination
- guarantee adequate resources by ensuring that early childhood is integral to national development policies and macroeconomic planning and budgeting
- address early childhood, across sectors, in all national and sub-national policies and plans

²⁸ Ecdgroup.com for expanded set of briefs

- invest now in ECC policies and programmes which will bring large future returns to individuals, families, communities, and nations

Recommendations for Governments

- Use a rights based approach for all ECCE programmes
- Allocate greater resources to early childhood care and education from education budgets (at least 8%) and strengthen budget analysis and monitoring for ECCE
- Target the most disadvantaged populations while aiming for universal access to early childhood care and education and ensuring that all services are inclusive.
- Ensure there is an early childhood policy in place with one entity responsible for young children's services, preferably the ministry of education, bringing together and mobilising different technical services such as education, health, finance and planning, social welfare and protection, agriculture and rural development.
- Broaden maternal/child health programmes to include children's overall development and rights with an easy transition to later learning and support services for young children and their families. Parenting programmes need to be included as essential components of ECCE programmes, rather than as stand-alone activities.
- Develop holistic framework/curriculum designed to meet the educational, developmental, nutritional, health and individual needs of children. Such a curriculum should be flexible and put the child at the centre of the learning and developmental process, valuing all kinds of activities that contribute to physical, psychomotor, cognitive, social and affective development.
- Invest in training, skills/professional development, and accreditation of all early childhood courses that focus on active and child-centred approaches to children's learning.
- Ensure that communities receive support to provide flexible child care arrangements for 0 – 3 year olds with training provided for teachers and care-givers.
- Support early childhood education to focus on play-based, child-centred approached; rigid, formal preschools and education centres with poorly supported staff can be damaging to children's learning and development.

- Children with special needs should be integrated into inclusive ECCE programs and be given the necessary attention.
- Support teachers in the early grades of primary school to provide opportunities for active learning. Good quality early primary education leads to improved internal efficiency by lowering repetition and drop-out rates.
- Expand public provision of ECCE and to remove physical, socio-economic and other barriers that might hinder access to services for young children.
- Provide adequate, suitable and relevant facilities and equipment for young children, including well-equipped play grounds and indoor spaces, suitable toilets, toys, books and other teaching-learning resources
- Offer/undertake upgrading programmes for unqualified and under qualified teachers and caregivers
- Provide continuous professional development and support for teachers, caregivers leaders and other ECCE professionals
- Improve conditions of service for ECCE teachers, caregivers and other professionals

SECTION B: THE BIG PICTURE HANDBOOK *(A guide to the Big Picture in your country)*

B1: INTRODUCTION

In 2012 the Global Campaign for Education is calling upon all governments to invest and commit to Early Childhood Care and Education (ECCE) and ensure that the most vulnerable children are not left behind. Early childhood care and education programmes provide a strong foundation for good health, growth and success in education and later life and are instrumental to the realisation of the rights of young children, especially the most vulnerable.

The Big Picture is the main action that the GCE is promoting during its 2012 Action Week. The action to create the Big Picture – drawing, painting, photography etc. - will be coordinated by the Big Picture activity centre in each country and involve the active participation of young children as well as adults in a fun activity that reflects the aspirations of children as they grow – happy, healthy children cared for in a secure environment. We hope this action will inspire everyone, small and big, to connect with others through various other activities planned by each country. This is in keeping with what we have done every year and it creates a sense of being part of a global movement in support of Education for All (EFA). Further, we hope that the action will allow us to forge stronger, lasting relationships among young children, families, communities, early childhood practitioners, teachers and all those involved in early childhood care and education.

The Big Picture action aims to influence decision makers at the highest level so that ECCE gets the attention that it requires globally. We know that there is insufficient investment in ECCE in almost all countries, but that high quality ECCE programmes will benefit all children, including the most vulnerable children, both girls and boys, children with disabilities, and children in conflict areas. The Big Picture deliberately involves the active participation of children of different ages as well as adults, including campaigners, parents, celebrities and politicians.

There will be TWO MAIN moments to the campaign designed to focus and maximise the attention on the key messages:

- **National Delivery moment.** The national delivery moment is to be decided locally. It might involve getting a high ranking government official to join the picture painting as well as photographing activities. The official will receive a string of paintings/pictures that show him/her the importance of ECCE. Messages with paintings/pictures will then be sent from each “Big Picture” activity centre to the head of state.

- **Global Delivery moment.** The GCE will identify a global event at which we can deliver messages on the importance of Early Childhood Care and Education. Information on the global moment will be communicated in the Media Pack.

B2: BIG PICTURE ACTION SHEET

Purpose:

Mass mobilisation is a major part of effecting change, working to greatest effect when underpinned by specific policy demands. Global Action Week is an opportunity for national policy demands to be brought into the public arena by large numbers of supportive individuals; as such it is vital that a major objective of the GAW action is to secure specific policy pronouncements from governments.

The need for change is urgent – in many countries the right to ECCE is not just underfunded, it is simply being ignored. The main aim of the campaign in 2012 is to get commitments on public funding of quality ECCE programmes for all children to help prepare them for success both in school and life. We must intensify the campaign at all levels of government dealing with early childhood care and education in order to mobilize the requisite political will for public funding of programmes as well as initiatives to improve access to and the quality of programmes provided by others.

Public support for ECCE programmes is critical, especially when evaluated in the context of the benefits or dividends for both the individuals who participate in programmes, their families and society as a whole. It is important to also recognise that while governments remain the primary responsible agent in early childhood care and education, ECCE has multiple service providers (state and non-state), with the general public playing an important role in determining quality. It will be our duty during this campaign to engage the public more meaningfully so that demands for quality ECCE programmes are translated into reality. ECCE programmes may require significant government investment and so the main obstacle will be political will. As campaigners we must convince the general public that investing in ECCE is a number one priority.

This must include having a well-paid and well-educated workforce for ECCE. Once the public is mobilized, they demand positive changes from governments. Governments need to prioritise and fund ECCE if they are both to fulfil their obligations towards young children and their families as well as create the foundations for an economically active and socially responsible society of the future.

This year's campaign requires hard work on our part and an urgent need to identify allies who can help us in our campaign. Contact as many ECCE centres and local groups as possible! (Preschools, nursery classes, day care centres, kindergartens, childminders, early primary classes in schools etc.)

A national mailing to schools and local groups will help your national coalition expand its support in (pre) schools and communities. Campaigners will organize activities in ECCE services such as parenting programmes, child minder groups, day care centres and preschools, as well as in primary schools, communities and in public spaces. This activity as previous ones can be done anywhere.

We are encouraging everyone to validate their participation online at www.globalactionweek.org. For those who cannot validate online we would encourage you to collate all your numbers and forward them to the GCE secretariat by email. We encourage national coalitions to collate the data and update their national pages on the GCE website, www.campaignforeducation.org

CONTRIBUTE EFFECTIVELY TO THE BIG PICTURE: The Actions to Take

There are FOUR main actions to be taken nationally:

1. Establish a campaign coalition and coordinating centre
2. Launch the Big Picture
3. Organise the National Delivery Moment
4. Contribute to the Global Delivery Moment

1. Be part of the Big Picture. Invite everyone and let children be central. This is what your national coalitions need to do:

- **Establish a Big Picture Activity Centre as the coordinating and mobilising point for the action in the country.**
- **Start by being an active participant in the Big Picture activities.**
- **Where possible, record key activities on audio and film and share the video by uploading it to your website, adding it to your national pages on the GCE website or by sending it to us.**
- We would also like you to participate in the Global Delivery Moment of the Big Picture activities by uploading pictures at www.globalactionweek.org.

2. Organise a national Big Picture Launch in April

A national launch event of the Big Picture will help get the Big Picture into the media. The launch event could be a press conference at which a group of children are assembled and present pictures/drawings illustrating happy, healthy, supportive play and learning opportunities. These need to be linked to demands for early childhood care and education. In order for the launch to attract more attention, it is important that you invite people who will attract big media. Try to get radio and TV interviews with celebrities, children and politicians.

NEXT STEPS:

- Compile a list of as many ECCE centres and preschools as possible in your country and contact them to be part of the Big Picture.
- Encourage the ECCE centres and preschools to register their participation online. The more centres and preschools participate in your country, the greater the impact and chances of gaining media coverage and interest from decision-makers. For coalitions, the school mailing pack must include your contact details on the cover letter so that ECCE centres and preschools can easily contact you for purposes of depositing their registration forms (this is for schools that may not be able to register online).
- Make a note of ECCE centres and preschools which have received confirmation from local or national politicians. This information is important to share on the national pages of the GCE GAW website and it is hoped that this will attract more media attention and therefore positive responses from politicians.
- After the event, write to the Head of State with your campaign demands and a copy of your Dossier. Detail the number of people who took part supporting your demands. (If you have mobilised lots of people, it is really important for decision makers to know this as they will consider your proposal more seriously.)
- **It is important that you register your participation using our online registration form so we can use these details to lobby world leaders at international events later in 2012. You may also send the forms by email, but we STRONGLY advise you to register online as this will make it easier for us to tally the numbers quicker and in a more systematic fashion. See Details on how you can register/validate for the Big Picture in section B.6.**

3. Steps for the National Delivery Moment

- Organize a huge media event with maximum publicity. Start priming your local news media on this event well in advance with increased momentum towards the date. If you can, get free advertising space for this HIGHLIGHT Event.
- Consider where you can hold your event. The Big Picture action requires space to exhibit the pictures, so maybe think about liaising with a gallery or a public space such as a shopping centre, a library or even one of the bigger participating schools could host the exhibition of all of the pictures submitted.
- Invite as many local celebrities as possible and get them to endorse the Big Picture event. Ask them to use every public speaking opportunity to talk about their childhood, key people from their early childhood years who supported them and how their experiences influenced them to be what they have become.
- Send out word to local ECCE centres and members of the public about the HIGHLIGHT event.
- Present a Dossier of the campaign demands to the Head of State to ensure that they receive the message about their responsibilities in achieving ECCE for All. (See dossier guide for more detail).
- A concert to wrap up the day's Big Picture for those coalitions that are able to secure artists.

- Include any other ideas you can think of to increase visibility, numbers and a positive response from your governments.

NOTE: We have enclosed template invitation letters for the Head of State/Finance/ Ministers responsible in ECCE as well as another one inviting local celebrities to be part of the Big Picture.

4. Contribute to the Global Delivery Moment

- Communicate what has taken place to Muleya including concrete policy actions and results at muleya@campaignforeducation.org
- Place your GAW documents on the GCE website
- More information will be provided in the Media Pack

Timelines:

We have prepared the following timelines as a guide to help make the Big Picture a success at the national level:

January 2012

- 1) **TALK TO PEOPLE** Identify and reach out to all departments working on ECCE. Discuss GAW with them and find out what support they can give you to make the campaign a success. Talk to decision makers in Government / Ministries about this problem and from these insights think through what your advocacy / change objective around the GAW should be and who the target audience should be. Think about how best to influence them; is it research / certain individuals / donors / celebrities?
- 2) The Global Action Week website will contain information on national best practice, so we are encouraging you to send us your plans or update your national pages so that the GAW website serves as a resource for everyone.
- 3) **COLLECT EVIDENCE** Examine the extent of the problem on ECCE in your country drawing on national websites, the EFA Global Monitoring Report etc. Gather key statistics and data that show the state of ECCE in your country, this will help you build an argument that will influence decision makers.
- 4) **DECIDE ON THE STRATEGIES** which will address the problem. The GCE Online registration form has a section on policy asks and your advocacy strategy. Please fill that section out with as much detail as you can or send your information to Muleya at muleya@campaignforeducation.org
- 5) **GET YOUR MESSAGE CLEAR**, plan your activity and think about how your Big Picture will come to life in your location, linking it into your change strategy. This could involve getting a list of celebrities, advocates, community role models and children to be part of the Big Picture and think through how this could come to life. This could be:
 - a. One national event where a big picture, or a mosaic of pictures on what ECCE means and its importance is displayed and preferably many enjoyable activities for young children organized. At this event, older children may

present an activity on the importance of ECCE and calling on decision makers to prioritise ECCE.

- b. Events in schools which show breadth / scope of the demands for change.
 - c. Online or mobile phone activities which could reach a larger audience of people. Include online actions (petitions etc.) on your website and ask the public to join you. Send us information on the sign ups you have for all your online actions. Talk to mobile phone companies/ advertising agencies about how they might be able to help you.
- 6) INVOLVE EVERYONE EARLY Involve all would be participants at a very early stage. Engage them on the importance of raising national awareness and seeking solutions around ECCE. It is important that you target all major actors as well as enlisting celebrity support.

February 2012

- 1) ROLL IT OUT As in past campaigns uses this month to roll out the project on a big scale. Start signing up ambassadors, media, early childhood services, preschools, schools and other individuals to support the project. Also define different roles / responsibilities within the coalition and also consider whether local corporations could support the work with finance / sponsorship of events.
- 2) COLLECT STORIES and CONTINUE COMPILING DATA AND EVIDENCE Begin gathering the stories that really show the reason why this issue is so important. This could involve getting media to travel out to meet children 0-8 years and teachers/carers.
- 3) SHARE PLANS Communicating / sharing: post your plans on the GAW website of GCE.

March 2012

- CONSOLIDATE PLANS AND FINALIZE PREPARATIONS this is the time to consolidate plans to work with all the networks and players in ECCE. Also make final preparations for key politicians, mobilise local communities, early childhood services, preschools and primary schools.

April 2012

- Launch of the event/activity plan, press releases ready
- Action week 22-28th April

May 2012

- Evaluation and feedback to GCE Secretariat.

**TEMPLATE INVITE LETTER FOR THE HEAD OF STATE/FINANCE/EDUCATION
MINISTER/SOCIAL DEVELOPMENT MINISTER BE PART OF THE BIG PICTURE**

Insert logo

Insert Contact details

Insert date 2012

Dear insert name

[You may want to add specific details of Early Childhood Care and Education in your country. If it is dire, gently remind the government of its commitment; if it is not dire, encourage your government to increase aid to countries where the situation is dire]

I am writing to invite you to participate in our campaign, Rights from the Start: Early Childhood Care and Education Now! As part of this, we will be delivering an important activity, called the Big Picture, on XX April 2012. On that day in over 100 countries all over the world politicians, policy makers, campaigners and ordinary citizens will be joining children in an event which aims to ensure a good start in life for ALL children.

We now know that the opportunity to participate in an early childhood care and education programme is one of the most important factors in ensuring children grow up healthy, that they do well in school, and that they grow up to be productive citizens contributing to their societies.

The Big Picture event will happen at *** (State time) on XX April. It will draw on the wonderful activities that have been taking place across the country in which children have been drawing/taking pictures of what makes a good early childhood experience. Your presence there will be an inspiration to all those who work to ensure that that early childhood care and education services are available for more and more children to ensure a good start for every child. Many children are still disadvantaged as they do not have access to good early childhood care and education programmes. We know that your government is committed to development and that you have made special measures to ensure that the Education for All goals is achieved by 2015. We think that more can still be done and would like to work with you to improve the situation. Your presence at this event, which is taking place in countries all around the world, will confirm your commitment to help ensure Education for All's Goal 1 is met in xxxxxx.

We look forward to your participation and would appreciate a confirmation by the XX February

Yours sincerely,

TEMPLATE INVITE LETTER FOR LOCAL CELEBRITIES TO BE PART OF THE BIG PICTURE

Insert logo

Insert Contact details

Insert date 2012

Dear insert name,

Join us in our campaign: Rights From the Start: Early Childhood Care and Education Now!

We are writing to you with a special opportunity to change the lives of the millions of children still without access to early childhood care and education the world today. We believe that your contribution will lend much-needed support to this cause.

The Global Campaign for Education was formed to advocate that every person has a good quality, free, public education. We run international campaigns that engage millions of people from around the world. Since our formation in 2000, and with the help of people like you we have helped get an additional 40 million children into school.

However, today, due to the impact of poverty, millions of children do not have a good start in life, which makes it all the more important for them to have access to high quality early childhood care and education programmes. The quality of a child's early environment and the availability of appropriate experiences during sensitive periods of development are crucial in determining the strength or weakness of the brain's architecture, which, in turn, determines health, cognitive abilities and self-regulation (National Scientific Council on the Developing Child, 2007). Children most at risk of poverty are most vulnerable to its effects.

We are asking you to join children, teachers, politicians, parents, campaigners and take part in our fun Big Picture activities. We are asking you to join us in telling your story and drawing a picture so that listeners are inspired and understand the value of early childhood care and education.

You can contribute by joining children in their picture taking/drawing activity. Draw a picture, take a photograph and tell as story about your own childhood.

Yours sincerely,

B3: BIG PICTURE QUESTIONS AND ANSWERS

1. What is the BIG PICTURE?

The Big Picture is an activity that will mobilize maximum participation of children aged 0-8 years as well as older children and adults. It is intended to enable a wide range of participants to produce drawings and pictures depicting what a good early childhood looks like. These pictures will then be collected and presented to leaders by children with calls for politicians to prioritize Early Childhood Care and Education (ECCE). The activity will provide an opportunity to illustrate the benefits of ECCE for all children.

2. What is expected to happen after the Big Picture?

We expect that after this activity, decision makers will be moved to make major policy pronouncements to ensure that all obstacles making it difficult for the institution of ECCE programmes are progressively and, in some cases, immediately removed. We also expect declarations and firm pledges from governments on putting ECCE on the national education agenda.

3. Who can get involved?

Anyone can be part of the Big Picture, but we especially encourage coalitions to get as many ECCE services and centres, preschools and primary schools involved in this activity. GCE works with national education coalitions, regional networks and international organizations. National Coalitions will be central in organizing activities. All those who are not part of the coalition but would like to get involved are encouraged to contact the national coalitions so that there is a coordinated national effort. Details of national coalitions are available on the GCE website. We are also encouraging individuals to register their participation on the GAW website

4. What are individual people being asked to do once they register their participation?

- Encourage friends and family to sign up and share their stories on ECCE accompanied by pictures/drawings on what they see as the meaning of ECCE.
- Locate the national coalition in your country (using information on the GCE website) and be part of the national campaign.
- Become a long term supporter who is prepared to receive and act on messages from the GCE in the future.

5. What do coalitions do to get involved?

GCE is encouraging its member coalitions (and its regional networks and international organizations) to help run this campaign by aiming to get major policy announcement on programmes that ensure the advancement of ECCE so that we achieve equity in access and opportunities for education for all children.

6. How can you contribute to the Big Picture?

This activity will require people to take or draw pictures depicting their visions of what ECCE means. You can contribute by organizing a picture drawing/ photographic activity in your community or by being part of the gathering that will watch and listen to children draw/take pictures and tell their story. You can also encourage everyone else to attend the story-telling activity with you.

7. What is the Global Campaign for Education?

The Global Campaign for Education is an international network comprising organisations and individuals who believe that every person should have a good quality, free, public education. Every year GCE organises an Action Week in which thousands of educational groups, organisations, and unions run campaigns in over 100 countries, to make sure that their governments are doing what should be done for education. About 9 million people took part in action week in 2011 calling on governments to prioritise women's and girls' education.

8. Why is the Global Campaign for Education focusing on early childhood in 2012?

Investment in ECCE policies and programmes of good quality reduces risks due to poverty such as ill health, malnutrition and inadequate levels of care and intellectual stimulation. It can break the cycle of inequity faced by millions of children and families, contributing to better health, higher educational attainment and efficiencies, and greater success in life.²⁹

Investments in good quality, early primary education combined with access to quality early childhood and preschool services can improve the efficiency of the education system by reducing repetition and drop-out later on in a child's educational career, which leads to dramatically better completion rates³⁰ and improves achievement, especially for girls and marginalized groups.³¹ Yet, despite the growing evidence on the efficacy of better ECCE policies and programmes and enhanced resources on improved education, health, and nutrition outcomes for children, over 200 million children under 5 in low- and middle-income countries will not reach their developmental potential,³² with only 19 countries out of 68 with high child mortality rates able to meet targets for the Millennium Development Goals by 2015³³. Currently, 64% of young children in developing countries have no access to early childhood programmes – 61% in Asia and 86% in sub-Saharan Africa.

9. How will campaign ECCE achieve Education for All in my country?

If you campaign for ECCE, you will be contributing to uplifting the lives of millions of children who are denied ECCE and are thus at risk of being denied a promising future. If your country has good ECCE programmes, you can call on your government to

²⁹ 2011 Lancet Series on Early Childhood www.lancet.com

³⁰ Mingat A and A Jaramillo (2003) ECCE in SSA: What would it take to meet the MDGs, World Bank, Washington, D.C

³¹ 2010 Improving Learning Achievement in the Early Primary in Low-Income Countries, Aga Khan Development Network

³² 2007 Lancet Series on Early Childhood www.lancet.com

³³ 2011 Global Monitoring Report for Education for All

encourage other governments to see the benefits of this. One concrete way would be to encourage them to increase aid which specifically targets ECCE.

10. What benefits will our coalition get if we run this campaign in our country?

There will be an increased chance of positive changes as governments will be encouraged to listen to your demands and therefore motivated to make positive change. You will also increase your campaigning power and reach by engaging with ECCE groups.

11. What should be the outcomes of GAW?

We would all like to see concrete pronouncements on ECCE and this is why we are strongly recommending that this year's campaign focuses on policy changes/pronouncements.

12. Why should you be part of this campaign?

While some GCE members regularly work on ECCE, the majority are often focused on other parts of the EFA agenda. In 2012 GCE members have identified that the time is right to focus on EFA Goal 1 as there remain glaring omissions in provision for children aged 0-8. By taking part in this campaign you may be able to increase your expertise, campaigning capacity and, ultimately, influence by tackling this element of the EFA agenda within your existing network as well as by potentially welcoming new members into the network who are already working in this field.

13. What other activities will the Secretariat be engaging in?

We will also be running a media campaign to supplement the efforts of national coalitions which you will hear much more information about in the Communications & Media Advisory in early 2012.

14. Why should we promote our work on the GAW website?³⁴

Last year, GCE developed an interactive website for coalitions and campaigners which we are strongly encouraging you to use. Campaigners are asked to sign-up online and share their pictures on the site. The public will be able to see stories from across the world and find out more about coalition activities through this site as well as locating their own stories on the world map. Schools will also be able and encouraged to sign-up through the website. Therefore both the public and coalitions will be able to share resources and see the breadth of the campaign as they get involved both before, during and after Action Week by sharing stories online – creating a virtual online community of people who have taken part.

15. What will happen to all the online registrations?

We will use that number in our global advocacy work. We will also contact these new supporters and encourage them to get involved in further actions – in the main

³⁴ www.globalactionweek.org – available from January 2011

regarding your advocacy actions at the national level. The contact emails of those people who have registered in your country will be available to you as a GCE national coalition to contact them directly.

B4: KEY MESSAGES AND POLICY DEMANDS

While early childhood should involve various state and non-state actors, our main targets are governments and the donor community. We are providing a menu of possible messages and demands with the realization that different messages/demands are appropriate for different contexts. Please pick the messages that work best for your context.

6.1 Governments

Prioritisation of Early Childhood Care and Education

- a. Advocate for government to prioritise early childhood care and education on their policy agenda as a right and an integral part of lifelong learning, as well as ensuring that children are ready for schools and schools are ready for children.
- b. Call on governments to integrate ECCE into education systems to ensure close coordination between holistic childhood care and education and access to and achievement in early primary education.
- c. Provide universal access to programmes that offer holistic child care and good quality early education with special attention to the most vulnerable and discriminated groups.
- d. Integrate ECCE into human and socio-economic development and ensure coordination a range of government departments.
- e. Collaborate with parents and civil society, including teachers unions in the development and implementation of ECCE policies and programmes.

Practitioners, Teachers and curriculum development

- a. Governments must ensure higher standards for teacher and practitioner education and motivation in early childhood, paying particular attention to quality pre- and in-service training, induction and continuous professional development, incentives and salaries, and ensure that the qualifications of early childhood and childcare professionals are on a par with those of primary school teachers and beyond.
- b. Improve curricula and pedagogy in tune with current research findings on childhood, by valuing play, affection, cooperation, talent and creativity as well as fostering self-esteem and active methods that take into account children's viewpoints.
- c. Encourage education ministries to ensure that adult education as well as all formal school curricula contains messages important to future parents on health and nutrition and the essential need for children to receive stronger cognitive and psycho-social support and stimulation from birth.

Removal of discrimination

- a. Take measures to overcome all forms of discrimination and guarantee quality early childhood care and education provision to both boys and girls, children from poor and disadvantaged backgrounds, children with disabilities, those from minority

linguistic, religious and ethnic groups as well as children in emergency situations and from marginalized communities.

- b. Reducing inequalities with integrated interventions that target the many risks to which vulnerable children are exposed.

Increased investment in early childhood care and education

- a. Governments to promote investment in ECCE and set up the framework for delivery of early childhood programmes that include the participation of civil society.
- b. Ensure governments set up an ECCE policy coordinating mechanism to ensure that the programmes, activities, and budgets of the various sectors involved in ECCE work together.
- c. Call for a target of a minimum of 8% of education budgets to be allocated to ECCE (prior to school) and for significant increases in resources for early primary.

6.2 Donors

- a. Honour commitments to supporting all countries to achieve EFA, especially Goal 1.
- b. Raise awareness of both the long-term national development gains in terms of poverty reduction etc. of investment in ECCE.
- c. Align funding with national needs ensuring that those who lag behind the most get the most help.
- d. Ensure focused attention on early primary is incorporated as a critical piece of education reform to address the equity and learning crisis.
- e. Increase funding to the relevant sectors involved with ECCE to promote comprehensive ECCE programming.

B5: DOSSIER GUIDE

As in years past, campaigners and educators can select the most appropriate methods to build up a dossier. You must aim to present the dossier to leaders at the national highlight event. The dossier will help coalitions get the messages across to politicians on the status of early childhood care and education in your country.

What is a dossier?

A dossier is simply a collection of data containing detailed information about a particular subject. In our case, the dossier should contain detailed information on the status of ECCE in your country, including the strengths and weaknesses and what has so far been achieved and what needs to be done. It should detail the shortcomings clearly so that it forms the basis of your year-around advocacy on Education for All.

What is its purpose?

The purpose of this dossier is to show politicians and other policy makers the gaps that exist in ECCE and the urgent steps required in order to address them. The dossier should indicate the urgency of the matter as we close in on the deadline.

What to include:

It is important that this dossier addresses ECCE in your country, but if your country has good ECCE programmes, you may want to discuss how much your country supports those countries who have not yet achieved this. Find out how many children do not have access to good ECCE in your country (where applicable). This will help you in your campaign effort. It is important to reflect on this problem and to insist that not only should ECCE be accessible, but it should be quality and relevant to all, particularly for disadvantaged groups such as vulnerable children, those with disabilities and those living in conflict areas.

There is no single 'right' way to create your dossier; however, it is highly recommended that an evaluation of your country's performance on Education for All goals and the specific national actions you demand are reflected in your dossier. Campaigners and educators are free to choose the methodology which is most applicable in their countries in order to build up a strong case to present before the politicians/policy makers.

Examples of what to include in the dossier may be, but are not restricted to the following:

1. The current national population
2. How many people children make up part of the national population
3. How many of those have access to ECCE programmes
4. The current budgetary allocation to ECCE programmes

5. A sample of interviews showing children who have not had good ECCE and the impact this has had on their lives. This could be in the form of short stories or for those coalitions who can, it can be video recorded and shown as part of the Big Picture activities.
6. A sample of interviews showing children with access to good ECCE
7. For donor countries: how much your government is giving towards Education for All in developing countries.
8. Produce an illustrated mapping chart that shows the areas where children are least likely to have access to ECCE. For example, people in rural/far flung areas do not have access to good ECCE programmes.
9. A similar mapping chart showing well-resourced parenting programmes, daycare centres, pre-schools and primary schools providing boys and girls with life changing activities.

Handing over the dossier

The dossier should be handed over to the government during your national Big Picture moment/highlight event (see Key Action sheet). A summary of what the dossier contains could also be sent later to all of the Politicians or Officials who went to the Big Picture during Global Action Week. This is meant to be part of the follow up actions coalitions will engage in in order to secure pledges throughout the year.

B6: ONLINE RESOURCES

There is a GAW Website which coalitions should use.

The site allows coalitions to record their objectives as well as let other GCE Members and an international audience know how you are campaigning for ECCE.

The site will also let you upload images of your activities, as well as some of the Big Pictures you receive as part of the campaign. From your Big Pictures, we will create a global Big Picture mosaic – and we need as many photos and images from you for us to be able to do this!

We are also asking members of the public to upload their own images, and encourage GCE members to ask their individual supporters to do the same.

If people want to take part in the campaign without submitting a picture, they will still be able to sign a petition calling on world leaders to ensure ECCE is adequately funded and made integral to country education strategies.

The site will be hosted at: www.globalactionweek.org

We encourage coalitions to use this URL in their promotional material from January and encourage people to sign-up to GAW and share their images on the site so we can represent the incredible spread of GAW activities and people taking part across the world.

Please include this in your information that you send to those taking part in Global Action Week – not only can they take part in The Big Picture through your own events but they can also share their images and see those from across the world online.

GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

**GCE Global Action Week
22nd – 28th April, 2012**

SECTION C: Schools Pack

Rights from the Start!

Early Childhood Care and Education Now!

The Big Picture

Dear Head of Early Childhood Programme, Parenting Programme, Head Teacher, Teacher, or Colleague

Rights From the Start: Early Childhood Care and Education Now! Take part in our 2012 Global Action Week.

We are writing to invite your early childhood programme/parenting programme/preschool to take part in our Rights from the Start campaign. We will be bringing the country's attention to the need for quality early childhood care and education through our **Big Picture Activity, between the 22nd and 28th April 2012**. In over 100 countries all over the world, millions of children and adults will be participating in the Big Picture, to join children draw/take pictures and listen to their views on early childhood. We hope that your programme/ (pre)school can participate in this important activity and that it will be as educational as it will be entertaining for the children.

The Big Picture Activity is on the importance of Early Childhood Care and Education. Many children around the world do not have access to good early childhood care and education programmes. Primarily, this is due to a severe lack of government support for early childhood care and education. These children are trapped in the cycle of poverty, with parents or carers who may not have the means to provide adequate or sufficient support and who desperately need access to reliable, safe and good quality programmes. Many children are also excluded from good early childhood programmes because of their disabilities. Some children must spend this important part of their lives living in or fleeing from conflict zones, where there is no support whatsoever, making it almost impossible for them to have a normal, happy and healthy childhood. Others live in child-headed households because they have lost their parents to diseases such as AIDS or through other factors.

The teachers and carers and children in your programme/preschool have the chance to join with millions of others and be part of this global event to highlight the need for more and better quality early childhood care and education.

We have an exciting interactive website which will allow you to add pictures to the many others we receive from all around the world. You will be able to register on the website as a teacher/school and encourage children and families to directly share their pictures online either as part of the activity or afterwards. You will also have an opportunity to see what is happening in other programmes/preschools and use other uploaded images with your children as part of your learning programme on this issue.

We have prepared a few resources to help you take part in the Big Story Activity.

- The Big Picture activity plan.
- A sample letter for you to invite a politician to be part of your activities

- Details on the online registration process for you to register online. (If your school cannot register online, you will still be required to go online and print out the form, fill it out and email it to us at actionweek@campaignforeducation.org.)
- A few Questions and Answers

We hope you will consider taking part in this exciting activity in support of giving every child their education rights – from the start.

Yours sincerely,

[Insert the details/signatures/logos of your national coalition here. Having several signatures from CSO groups and teaching unions can show the broad coalition behind the campaign, which will make this mailing more credible and encourage more people to take part. If we or you secure signatures or quotes from players in your country that you think will be useful then please indicate it here].

SAMPLE INVITATION LETTER TO POLITICIANS/LOCAL ROLE MODEL

Dear ,

Rights From the Start: Early Childhood Care and Education Now!

[National coalition may want to add specific details of situation in your country as well as the BIG PICTURE activity before sending this to early childhood programmes/preschools in the school and programme pack. Also you might want to change the word politicians to a more relevant word in your country]

I am writing to invite you to take part in our Rights from the Start campaign for early childhood care and education. I would be delighted if you are able to visit our preschool on XX April and take part in the **Big Picture Activity** to highlight this cause. On that day in over 100 countries all over the world, there will be millions of children and other education campaigners participating in the Big Picture activity in support of Early Childhood Care and Education.

The activity will happen at *** (give local time) on XX April. It explains the benefits of good Early Childhood Care and Education and that many children still do not have access to good programmes because of various factors such as poverty and disability to name a few. Leaders have promised this will change by 2015 and we hope that in 2012 we will see commitments to ensure that this promise will be kept. We hope you can join us.

[Insert information on your early childhood programme/preschool here including contact details and address and any local links with the politician/sports star if relevant].

Yours sincerely,

Head of Early Childhood Programme/Head teacher

REGISTERING YOUR PARTICIPATION

1. Visit www.globalactionweek.org [from January 2011] and you will be able to sign-up your school to GAW online.
2. Click on the link 'sign-up as an early childhood practitioner/ teacher/school' and complete your details including your location.
3. You will also find details of your national coalition and what activities they are running for GAW as well as other stories near you.
4. You will be able to find resources, images uploaded by others participating in the campaign and other information on GAW on this website.

VALIDATE YOUR PARTICIPATION

Once you have taken part in the activities you will need to inform your national education coalition, with details of your participation, any photos or stories, as well as the numbers involved.

THE “BIG PICTURE” ACTIVITY PLAN

There are two Activity Plans that have been developed for activities in 2012. One activity will be for children 0-4 and the other plan is for those 5 and above.

ACTIVITY A: 5 years and above

OBJECTIVES

1. To help pupils learn and understand more about the importance of early childhood care and education, the lack of access to it faced by many children around the world and feel happy and be able to contribute to the campaign.
2. To show how children can send a message as part of this worldwide effort.

At the end of the activity children should:

- Demonstrate their understanding of the issue by drawing pictures depicting early childhood experiences
- Appreciate the differences in the way of life of other children from different parts of the world
- Understand the things that make for a good early childhood as well as the obstacles to a good start.

RESOURCES

Big sheets of paper/cardboard/chalkboard
Paint, colours, crayons
Cameras

PART 1: INTRODUCTION (5 Mins)

The early childhood practitioner/teacher explains that children in countries all over the world are taking part along with some leaders in the Big Picture Activity in solidarity with millions of children who do not have an education.

The early childhood practitioner/teacher explains that today’s activity will involve taking pictures, drawing pictures about memories of early childhood.

PART 2: ACTIVITY (15 Mins)

The early childhood practitioner/ teacher starts off the activity by having a flashcard with the word “Memories” written on it.

Put the flashcard on the board and ask the children what the word “memories” means to them.

Ask each child for their definition.

Then ask a few children (who put up their hands) to share with the whole group one of their favourite childhood memories that they can remember (child-minder, day care, nursery, kindergarten, preschool memories etc.).

Brainstorm ideas about what helped them learn and grow when they were in an early childhood programme/preschool. For those who didn't attend early childhood services, ask them to imagine what might happen in a good early childhood programme, nursery or preschool.

Ask questions like:

- What were you happy about in the early childhood programme, nursery, kindergarten, pre –school or when you first came to school?
- What activities did you do in the early childhood programme/preschool?
- What equipment or toys did you play with? Who did you play with? Where did you play?
- What did you like about the people who looked after you/your teachers in the early childhood programme/preschool?
- What did the building or room look like?
- Did your carers/ teachers read story books to you? Did you enjoy them?
- What else do you remember enjoying in the early childhood programme/preschool? Nursery rhymes? Plays? Colouring/drawing pictures? Counting?
- Can you remember/sing some rhymes
- Why is it a good idea for children to go to an early childhood programme/pre-school/nursery/kindergarten?

Give children time to reflect on each question.

PART 3: CONCLUSION (5 Mins)

After having the above discussion, children will now have a clear picture of their younger years.

Now hand out sheets of cardboard/paper, colours, paint etc. Ask the children to draw a big picture or mosaic of all the above experiences. They could also include something on what makes a bad early childhood

Examples of drawings could be:

- Favourite activity in the early childhood programme, nursery or preschool
- Playing with friends
- Teacher reading a story, singing a song
- Children playing and learning in a nursery, preschool, kindergarten.

And for a bad childhood, an example of drawings could be:

- Children looking sad and not in school

PART 4: EVALUATION (5 Minutes)

Sticking the picture in front of the group

MESSAGE TO POLITICIANS

The practitioner/teacher asks children to state what message they would like to send to decision-makers and politicians.

If there is a politician present, practitioner/teacher asks politician to comment on the activity and the pictures drawn.

Children ask the politician questions about his/her childhood and what he/she will do for education of young people

If the politician is not present, then children can prepare messages to send to the politician on what they need to do to ensure that everyone has access to early childhood care and education.

ACTIVITY B: 0-4 YEARS

OBJECTIVES

1. To communicate using words and/or gestures (body language, facial expression)
2. To gain a sense of place and its meaning by exploring and identifying features of the place in which they learn and are cared for
3. To identify significant personal events
4. To use different materials creatively and imaginatively with a purpose in mind

At the end of the activity children should:

- have explored their creativity and imagination
- interacted verbally and non-verbally with other children
- identify their context and have a sense of place and belonging.

RESOURCES

Picture/story book about a first day at school or nursery

OR

A doll

Big sheets of paper/cardboard/chalkboard

Paint, colours, crayons

Other toys for role playing

PART 1: INTRODUCTION

Reading: Discuss the title of the book and the picture of the cover page with the whole group. Ask children questions about what they think the title means and if they can predict what the story is about by looking at the picture alone.

OR

Introduce the doll: let children know that he or she is new and will be starting in the group soon. They are a little bit scared and don't know what to expect. Ask children what they can do to help their new friend.

PART 2: THE ACTIVITY

Reading: Read each page to the group, showing the pictures as you turn each page. While reading, if the text has a repetition or different sounds, let the children get involved by clapping their hands at each sound or syllable of the word.

Ask questions like, "What do you see in the picture?" What do you think will happen next?

OR

Doll: Ask children to describe for their new friend what children do in an early childhood programme/preschool based on their personal experience. Ask them to describe what time they have to get up, what they wear, who brings them to the programme/school and at what time, what they like doing best and how children play together, share the equipment and listen to each other and the practitioner/teacher (or whatever is appropriate for the context).

PART 3: CONCLUSION

Let the children do a follow-up activity based on the story or activity with the doll.

Suggested activities:

Practitioner/teacher guided play

- Make a book with the whole group, using pictures and words, to describe what happens during the day to help a new child know what is expected and what happens at an early childhood programme/pre-school.
- Acting out a scene in the story in groups using toys such as building blocks, dolls, cars, tea sets
- Incidental play: memory game, remembering words or parts of the story

Other options (depending on context):

- Independent drawing: children to draw pictures about their first day at pre-school or their favourite day at pre-school

- Picture cards can be made that can be placed in sequence describing the day's activities.
- Toys and equipment can be labelled with words and pictures to help new children find their way around.

QUESTIONS AND ANSWERS

1. How many people will take part?

We expect millions of children and adults from all over the world will take part in over 100 countries. In previous years we have seen over 10 million people take part in Global Action Week activities.

2. Do I have to let you know I am taking part before the event takes place?

No you don't, though we would prefer it if you could, as it helps us with knowing what to tell the media. We would like you to tell either your local coalition/education group who sent you this mailing, or by registering on the website www.globalactionweek.org

3. Who is the GCE?

The Global Campaign for Education is an international, not-for-profit coalition comprising lots of separate civil society organisations including campaign groups, charities, trade unions and child rights advocates. It has members all across the world and its aim is to ensure that everyone in the world has the chance of a quality basic education.