



Founding the Future

Early Childhood Education for All

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GLOBAL COMMITMENT TO QUALITY EARLY CHILDHOOD EDUCATION

SDG Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Indicator 4.2.1: Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex

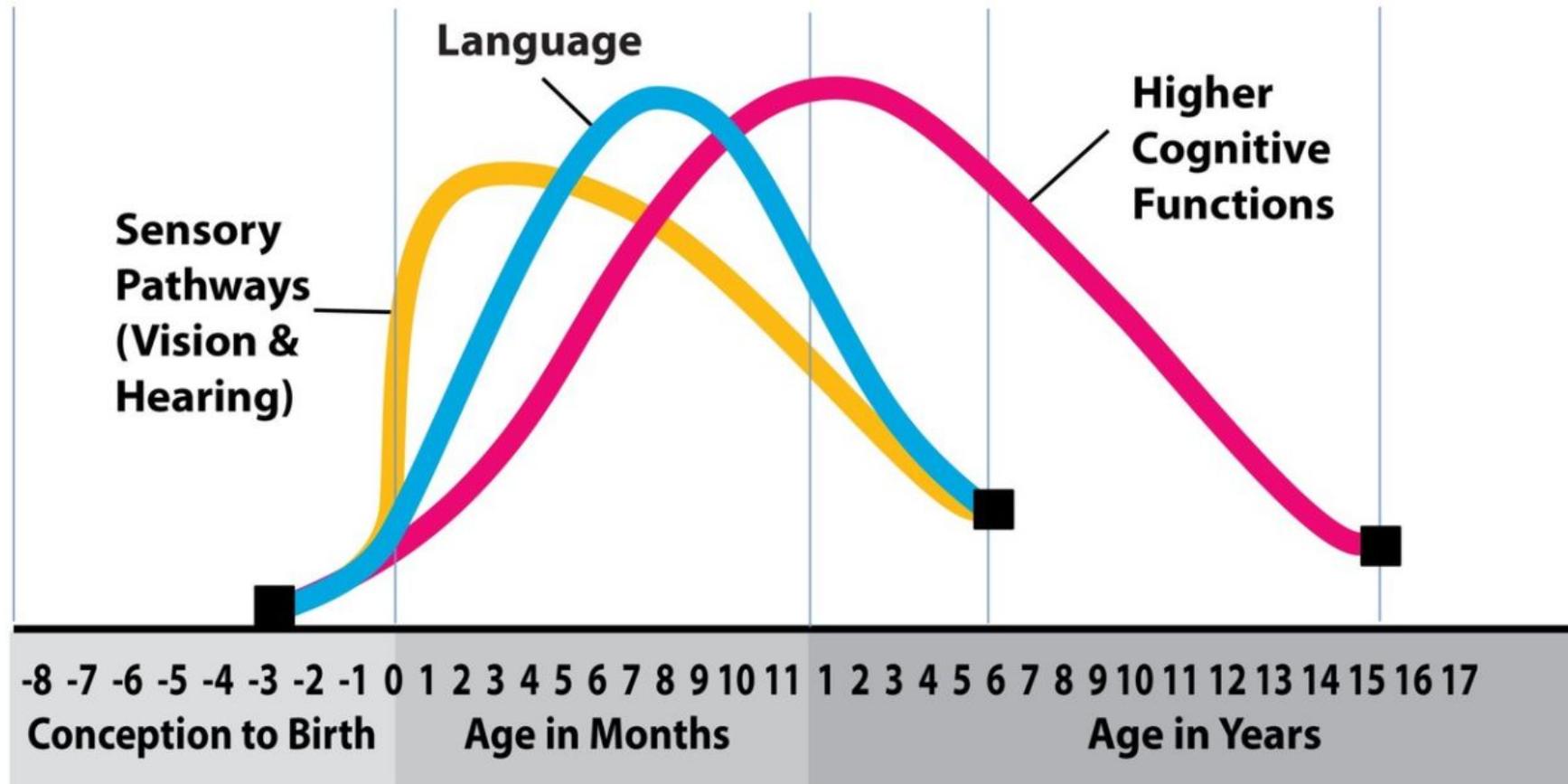
Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex



CONTEXT AND EVIDENCE

Human Brain Development

Synapse formation is dependent on early experiences



Attending
ECE programmes

Not attending
ECE programmes

High- and
upper-middle-income
countries

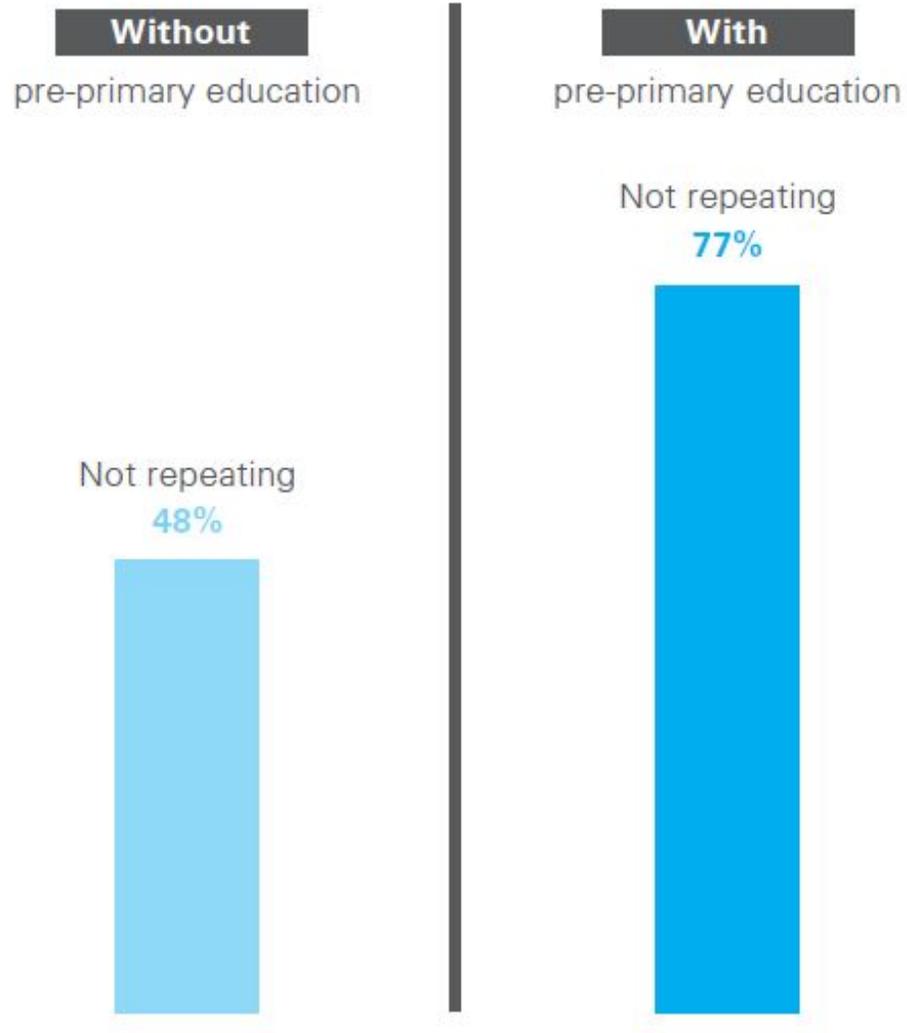


Low- and
lower-middle-income
countries



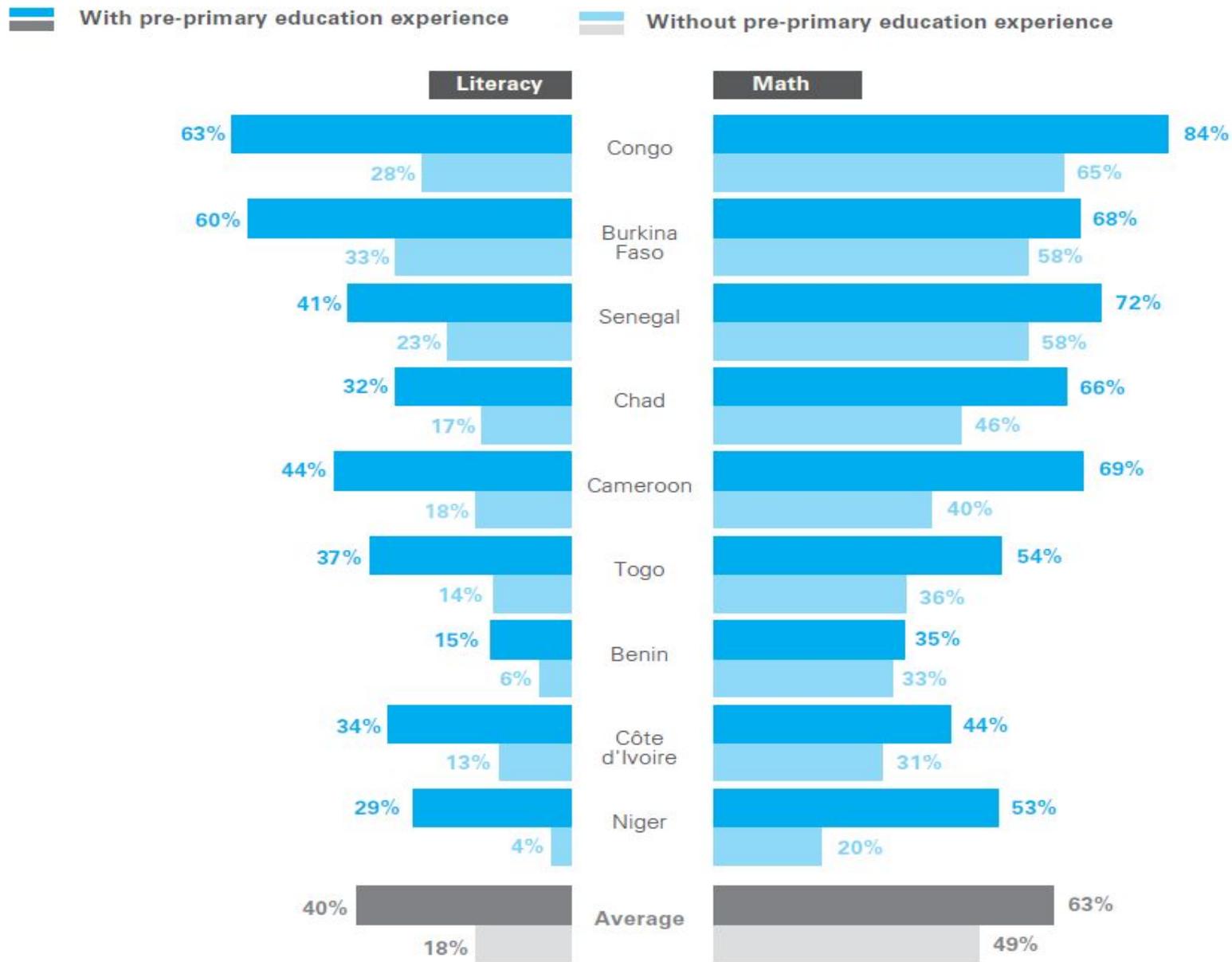
Attending an early childhood education program is one of the strongest predictors for supporting a **child's readiness for school**, regardless of household or national income level

Percentage of children not repeating Grade 1 by pre-primary participation in Uganda



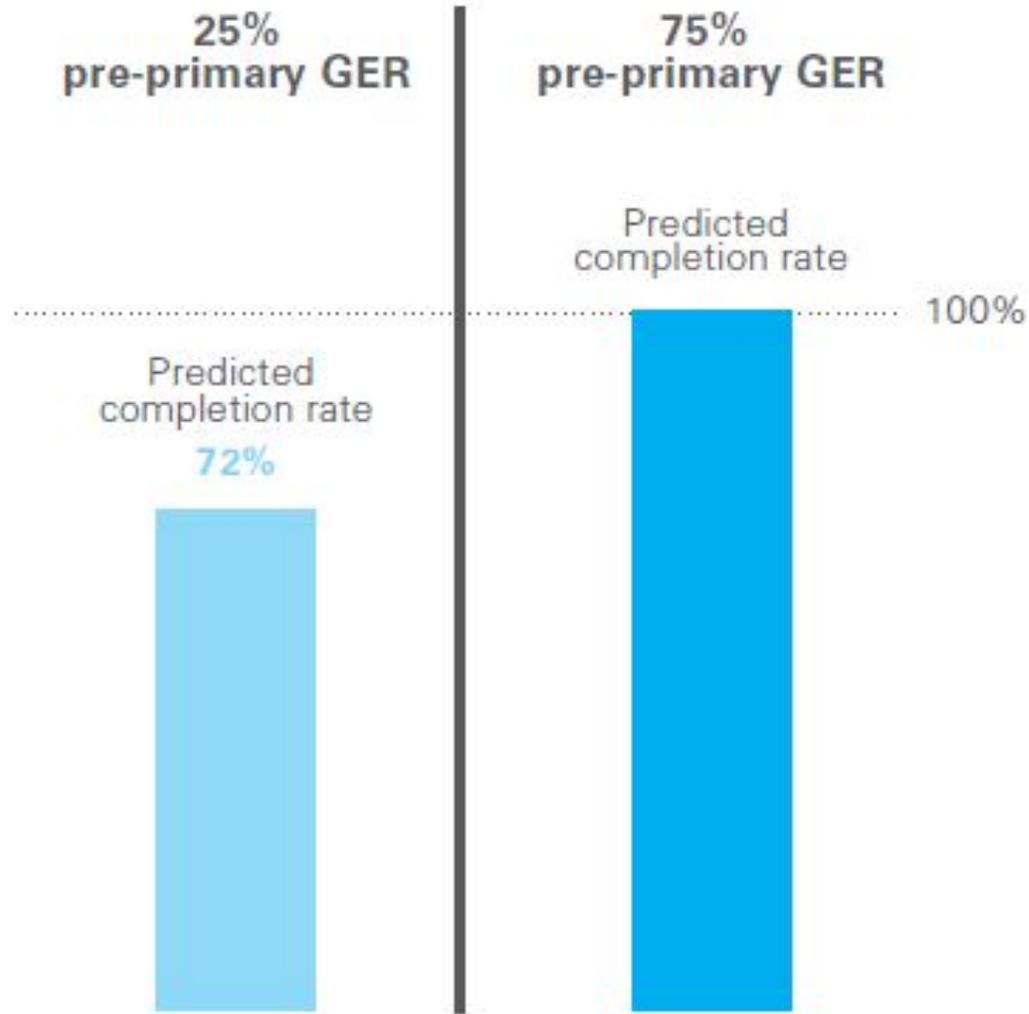
Increasing access to pre-primary education helps significantly improve over-enrolment in early grades and enhance system efficiency by decreasing dropout and repetition rates in primary school.

Percentage of Grade 2 students who demonstrate minimum competency in literacy and mathematics in select countries in West and Central Africa, by participation in pre-primary education programmes



Pre-primary education advances successive learning achievements.

Association between primary education completion rate and pre-primary GER in low income countries



Universal pre-primary education helps make education systems more effective and efficient. Increasing funds for pre-primary education should be viewed as a core strategy to strengthen the entire education system.

IN SUMMARY, THREE VITAL REASONS FOR MAKING UNIVERSAL PRE-PRIMARY EDUCATION A GLOBAL PRIORITY:

1

QUALITY
PRE-PRIMARY
EDUCATION SETS
A **STRONG**
FOUNDATION FOR
LEARNING

2

UNIVERSAL
PRE-PRIMARY
EDUCATION
MAKES
EDUCATION
SYSTEMS MORE
EFFECTIVE AND
EFFICIENT

3

EQUITABLE
PRE-PRIMARY
EDUCATION IS AN
EFFECTIVE
STRATEGY FOR
PROMOTING
ECONOMIC
GROWTH

WHAT IS THE CURRENT
SITUATION?

ACCESS GAPS

- 175 MILLION**

CHILDREN NOT ENROLLED IN PRE-PRIMARY EDUCATION

- 180 MILLION**

CHILDREN HAD PRE-PRIMARY SCHOOLING
DISRUPTD DUE TO COVID 19

- 66**

COUNTRIES NOT FULLY BACK TO IN-PERSON
PRE-PRIMARY INSTRUCTION (JUNE 2021)

- 2 OF 3**

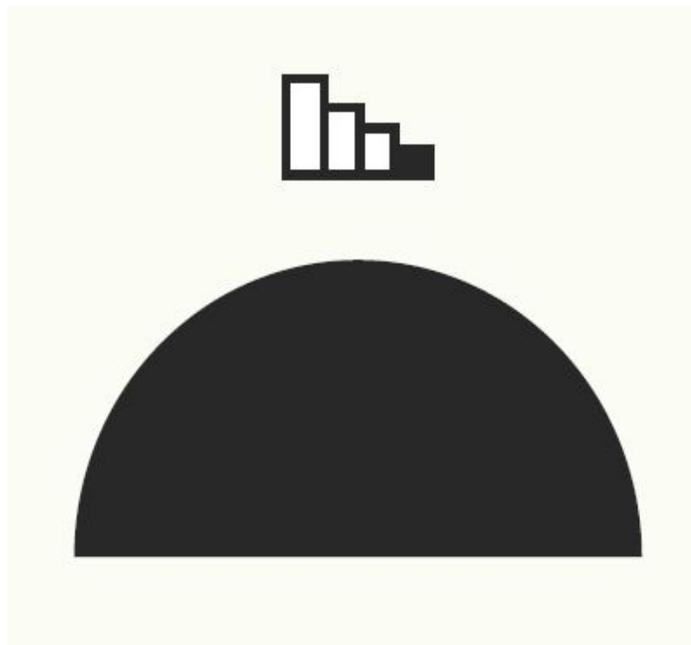
CHILDREN LIVING IN COUNTRIES AFFECTED
BY EMERGENCIES (85 MILLION) ARE NOT
ENROLLED IN PREPRIMARY EDUCATION

Pre-primary school
closures in 2020 are
estimated to cost

\$1.6
trillion

in lost future earnings.

QUALITY GAPS



In low-income countries, only 50 per cent of pre-primary teachers had received training, compared to 74 per cent at the primary level (2017).



In 76 countries with available MICS data, only 15 per cent of children under age 5 have three or more children's books at home.

Most countries do not have the capacity to monitor and enforce adherence to standards.



14 of 34 countries have not specified a standard related to the PTR. Even when a PTR standard exists, compliance with this standard varies.

The distribution of funds across education levels is highly inequitable in low- and lower-middle-income countries.

FINANCING GAPS

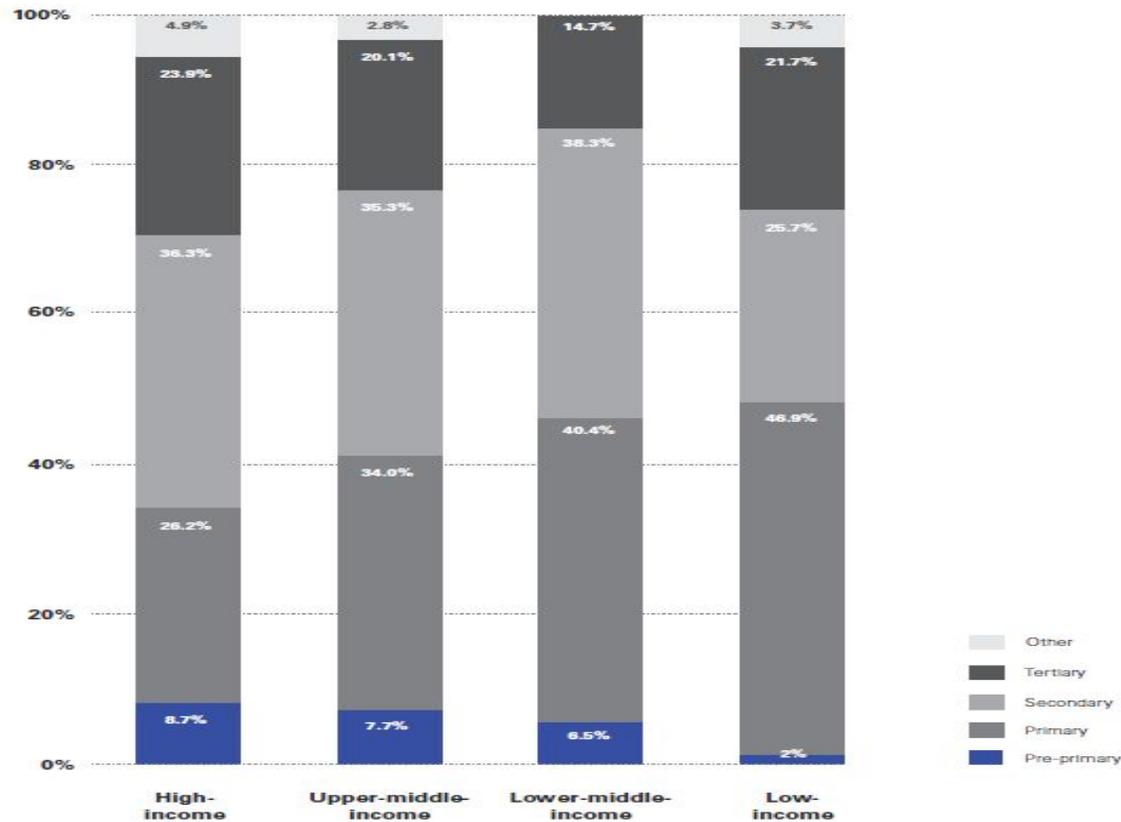
Percentage of international education aid for early childhood education in 2016

Source: Computations by UNICEF using OECD Creditor Reporting System data (2016) on official development assistance disbursements to levels of education.

Early childhood education

0.7%

Distribution of government expenditure on education across subsectors, by income level



Source: Computations by UNICEF, based on data from the UIS global database, 2016.

Less than 1 per cent of international aid for education is invested in pre-primary education

Other levels of education

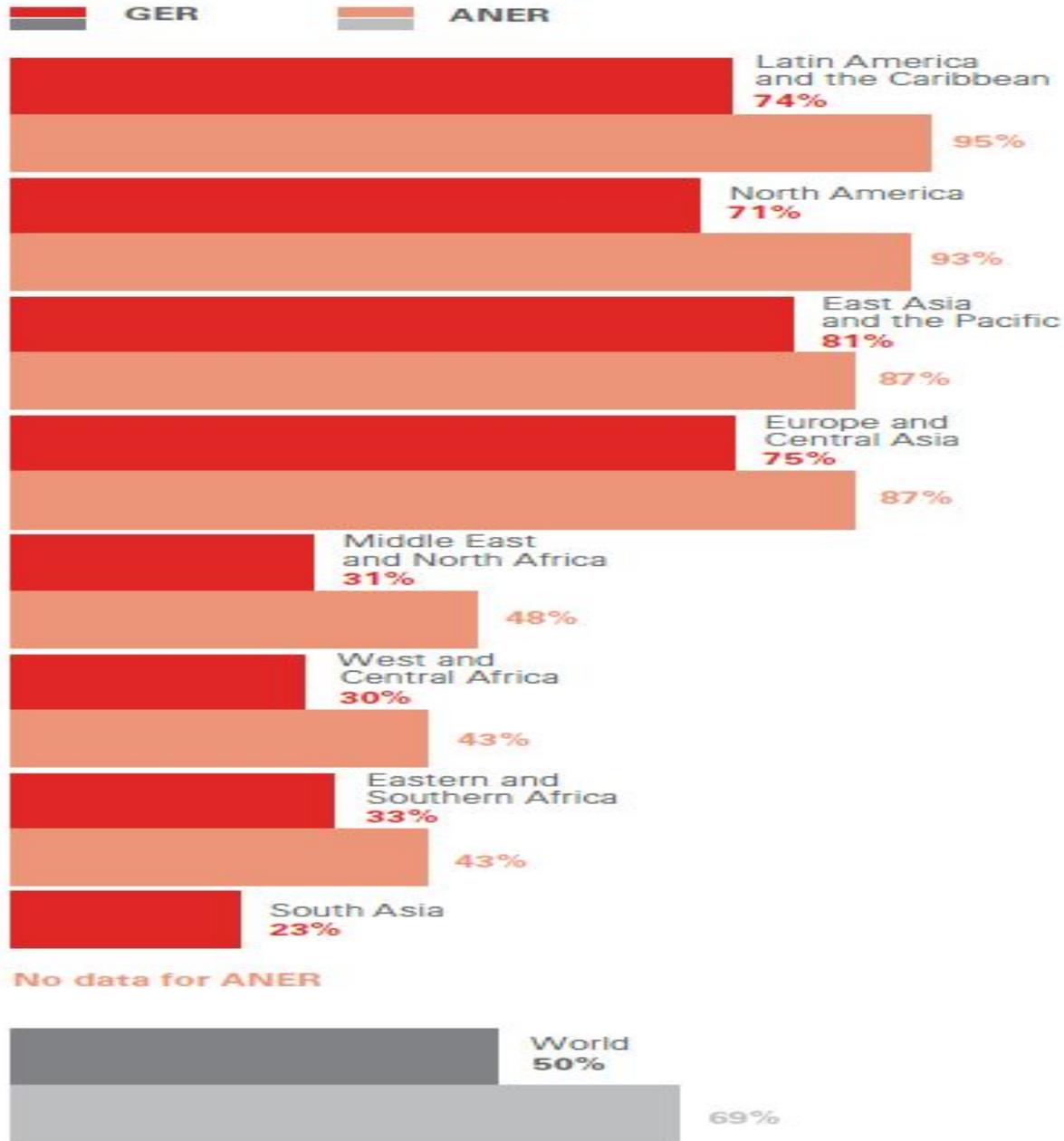
99.3%

RECOMMENDATIONS



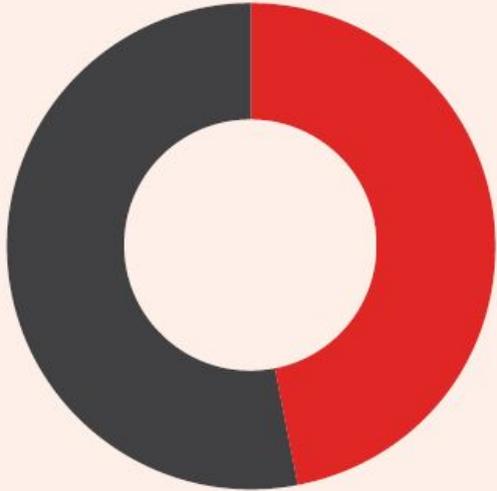
RECOMMENDATION 1
The public pre-primary model should be complemented by alternative approaches to make the universal target achievable.

Comparison of pre-primary gross enrolment ratio and adjusted net enrolment rate one year before the official primary entry age, by UNICEF region



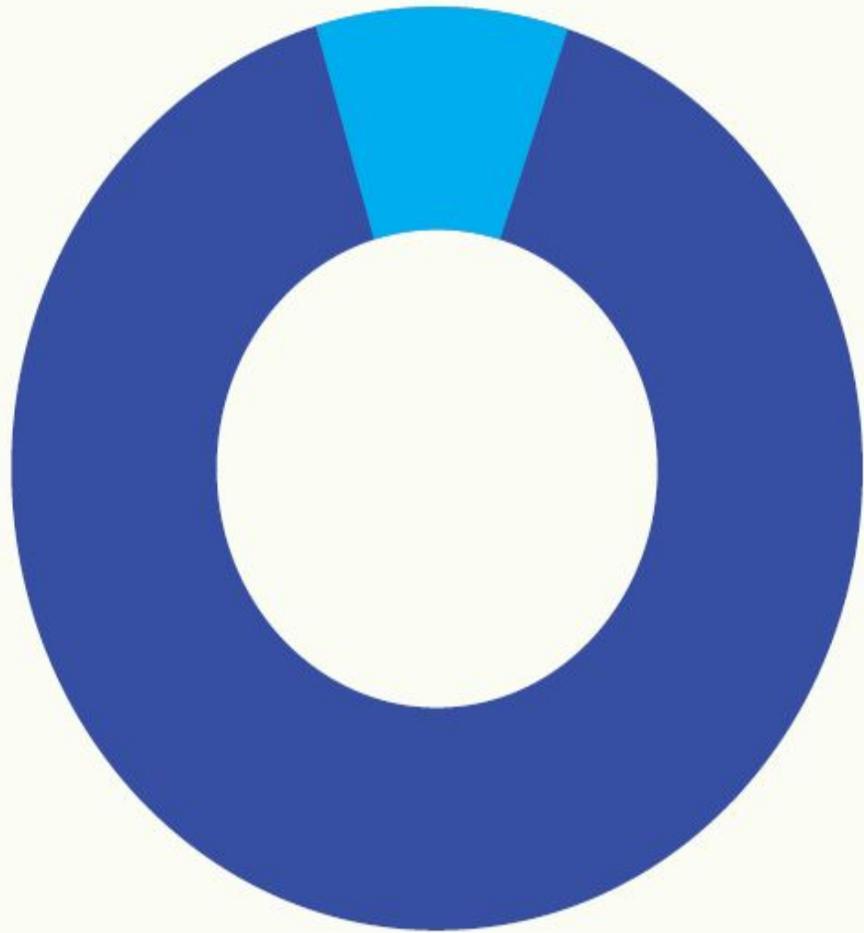
Universal, equitable coverage for the **last year of pre-primary** is within reach for several regions and much closer to realization for all regions than the overall target of pre-primary education for multiple years.

COUNTRY EXAMPLE: ETHIOPIA



Ethiopia had one of the lowest pre-primary education enrolment levels in the world but was able to increase enrolment from less than 2 per cent, in 2000, to over 45 per cent in 2017.

This outstanding growth was encouraged by the National Policy Framework for Early Childhood Care and Education, which focused on making one year of pre-primary education widely available for preschool children through the education sector.



Governments should allocate at least **10 per cent** of their total education budget to pre-primary education.

RECOMMENDATION 2 Increase financing for pre-primary education and ensure an adequate level of public and international resources by allocating at least 10% of education budgets to this subsector.

RECOMMENDATION 3

QUALITY UNIVERSAL PRE-PRIMARY EDUCATION

REQUIRES A SYSTEMS APPROACH.

Build durable systems that can deliver quality at scale, with robust strategies for growing and supporting the pre-primary **workforce** and establishing quality **standards, governance and accountability mechanisms**.



ECE Accelerator Toolkit:

Analysis, Planning, Accountability, Governance



SECTION 1
Strengthen Political Will for ECE
and Understanding of the ECE
Subsector

[Read more](#)



SECTION 2
Conduct ECE Data and Policy
Mapping and Analysis

[Read more](#)



SECTION 3
Establish an ECE Subsector Vision
to Inform Planning

[Read more](#)



SECTION 4
Develop and Appraise ECE
Subsector Plans

[Read more](#)



SECTION 5
Report ECE Progress and Engage
in Review Processes

[Read more](#)

<https://www.ece-accelerator.org/>





A WORLD READY TO LEARN:

Prioritizing quality
early childhood
education

GLOBAL REPORT



IN SUMMARY:

Pre-primary education must move from the margins of education sector plans to their centre.

There are bold policy choices to be made to accelerate the trend lines.

With strong political, technical and financial support, solutions are within reach.