Regional Training Workshop: Early Childhood Policy Review

< Day 1 >

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Background information to collect and why
Categories of background information

• **Contextual**
  – Political / administrative system
  – Socio-economic development
  – Educational achievements
  – Demographic trends
  – Child development status

• **EC-specific**
  – National framework:
    • History, legislation, (EFA) policy objectives
  – Policy issues
    • Access, quality, resources, gov’t coordination (data/research development)
Key background information & why

• Levels of gov’t – decentralisation

• GDP per capita – realistic planning

• Socio-economic levels of regions – inequity analysis
Key background information & why (cont’d)

- Female labour force – demand for EC
- Female literacy – feasibility for parenting education
- Maternal care – basic health attention
Key background information & why (cont’d)

• Scope of basic education – support for EC within education

• EDI indicators – support for EC within education

• Internal efficiency of primary education – attention needed / to spare for EC
Key background information & why (cont’d)

• Fertility rate – future demand for EC, room for quality improvement

• Urban population – demand for EC

• U-5 mortality rate – attention for health
Key background information & why (cont’d)

ECCE-specific

• Ministerial auspices – care vs educ

• Key EC services – basic for all analyses
Key background information & why (cont’d)

• Enrolment data – basic for all analyses
  – SES of children attending EC – inequity analysis
  – Enrolment gaps – inequity analysis
  – Enrolment by age – age-specific planning
Key background information & why (cont’d)

• Training tracks of EC workforce – care vs. educ.

• Unit costs of services – comparison of cost-effectiveness

• Gov’t expenditure on EC – advocacy
What to review
The Dakar Framework

• Goal 1:
  “Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”
What to review

• **By category**
  – Access, quality, resource, & coordination

• **By pending issue**
  – Focused on certain issues
  – From the perspective of the above 4 categories
What to review (cont’d)

On access:

– **Expansion trends**
  • Percentage changes in different services
  • Plausibility of EFA target

– **Participation by age**
  • Degree of smooth and progressive transition

– **Inequity**
  • Socio-economic, regional, ethnic, special needs, gender
  • To progressive transition
  • Trade-off with quality
What to review (cont’d)

On quality:

– Promotion of holistic development
  • Early primary education vs. pre-primary education

– Inequity in quality

– Cost-effectiveness vs. pedagogical correctness
What to review (cont’d)

• **On resource:**
  – **Who benefits from public investment**
  – **Wastage of public resources**
    • Low teacher-student ratio
    • Under-used service capacity
  – **Contribution by private sector**
    • The issue of inequity
What to review (cont’d)

- **On coordination:**
  - **Types of coordination**
    - Between different sectors of the gov’t
    - Between central and local gov’t
    - Between public and private sectors
  - **Necessity of a lead sector**
    - Leadership-based partnership
Regional Issues
Survival issues and child well-being
Under-5 mortality rate (%), 2000-5
(UNESCO, 2006)
Slow expansion of access and Regional disparities
Female (ages 15-64) labour force participation rate, 2004 (World Bank, 2006)
% of countries with statutory maternity leave policies, 1999-2002, by region (UNESCO, 2006)
% of countries with programmes for children less than age 3, by region (2005) (UNESCO, 2006)
GER in pre-primary education (PPE) (%), 2004 (UNESCO, 2006)

- Malaysia: 108
- Developed: 77
- Vietnam: 47
- Pakistan: 45
- Philippines: 40
- World: 37
- China: 36
- Nepal: 36
- Mongolia: 35
- Developing: 32
- Indonesia: 22
- Lao PDR: 8
GER in Pre-primary education, %
(UNESCO, 2006)
Regional trends in GER-PPE, 1970-2004
(UNESCO, 2006)

Figure 6.2: Regional trends in pre-primary gross enrolment ratios, showing a strong increase in Latin America and the Caribbean.

Note: Data for East Asia and the Pacific are for developing countries only; Australia, Japan and New Zealand are included under developed countries. The broken line signifies a break in the data series due to a new classification.
High enrolment in private services
Enrolment in private institutions as % of total enrolment, 2004 (UNESCO, 2006)