

# “EXPLORING INNOVATIVE FINANCING MECHANISM AND PARTNERSHIP FOR ENSURING FREE INCLUSIVE AND EQUITABLE PREPRIMARY EDUCATION FOR ALL IN ASIA-PACIFIC”

## PROJECT OVERVIEW

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Session 1

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# Background: ECCE in SDG4-Education 2030



**SDG4 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.”

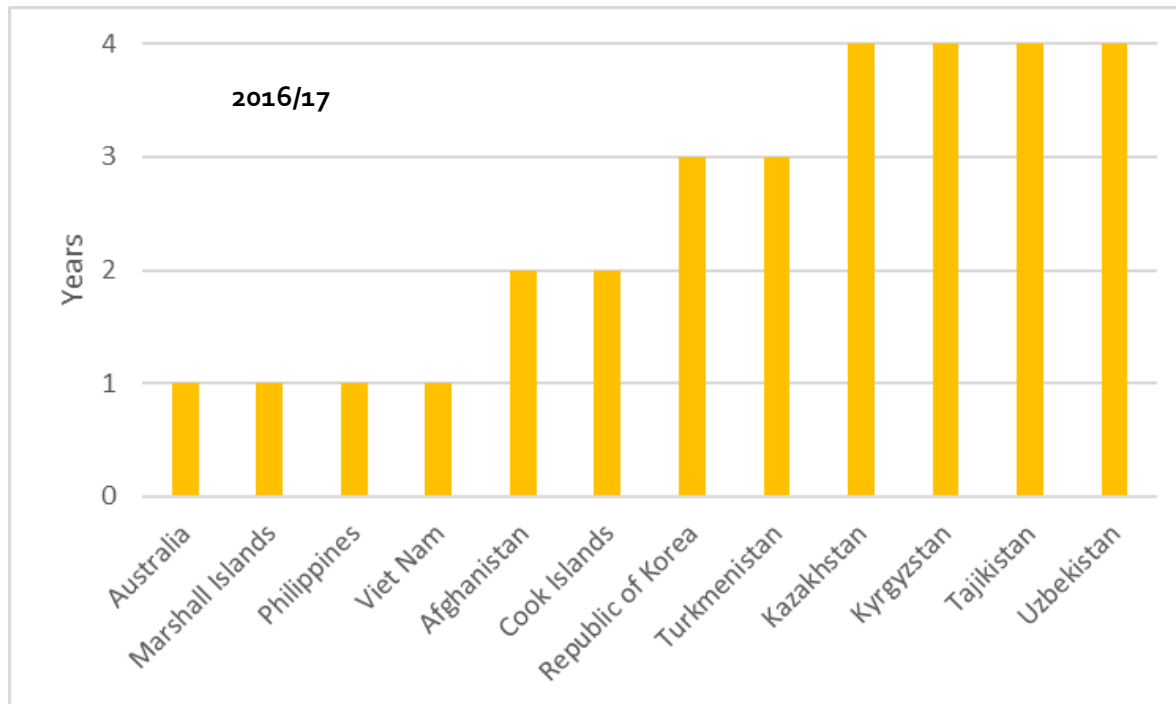
Quality ECCE learning experiences is the bedrock of lifelong learning and development – it leads to :

- Successful transition into primary education
- Academic achievement
- Improved social, economic and health outcomes



## Thematic Indicator 4.2.5:

*"Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks"*



The number of years foreseen as free and compulsory pre-primary education in policies and law ranges from as low as 1 year to as high as 4 year.

Source: Source: UNESCO Institute for Statistics (UIS) database, <http://data.uis.unesco.org> (June 2018).



Asia-Pacific Regional Policy Forum on Early Childhood Care and Education  
*The Transformative Power of Early Childhood: Innovations for Inclusivity and Quality*  
19 to 21 July 2016, Putrajaya, Malaysia

### Putrajaya Declaration

#### Preamble

1. We, ministers and delegates of 36 countries in Asia and the Pacific; representatives of United Nations agencies, development partners and civil society organizations; and members of research and teaching communities, gathered in Putrajaya, Malaysia, from 19 to 21 July 2016 for the second Asia-Pacific Regional Policy Forum on Early Childhood Care and Education, organized by UNESCO, UNICEF, ARNEC and the Government of Malaysia.
2. **Learning begins at birth.** This simple yet powerful sentence was noted in the World Declaration on Education for All (EFA), which was adopted in Jomtien, Thailand, in 1990. A year earlier, the Convention on the Rights of the Child emphasized that young children possess the right to not only survive but also to thrive and develop to their fullest potential. It is in this spirit that the participants of the World Education Forum in Dakar in 2000 developed the first EFA goal of 'expanding and improving comprehensive Early Childhood Care and Education (ECCE), especially for the most vulnerable and disadvantaged children'.
3. ECCE lays the foundation for children's long-term learning, development and well-being. Accordingly, we fully endorse the aspirational and universal Sustainable Development Goals (SDGs), particularly SDG 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and 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**'.
4. The Putrajaya Regional Policy Forum on ECCE builds on the momentum created for education in general and ECCE in particular by a series of international fora, including the first Regional Policy Forum on ECCE (Seoul, 2013), the World Education Forum (Incheon, 2015) and the United Nations Sustainable Development Summit (New York, 2015). Having shared experiences and lessons learned in developing and implementing ECCE policies and discussed innovative strategies to improve the equity and quality of ECCE services in the Asia-Pacific region, we adopt this Declaration.

#### The transformative power of early childhood

5. Today, thanks to robust research and sustained advocacy by the ECCE community, there is increased awareness among policy-makers, planners, practitioners and parents regarding the critical importance of ECCE. Those gathered at this policy forum recognize the transformative power of early childhood care and education. **Early childhood, encompassing the period from conception to 8 years of age, is the foundation of peace and sustainable development.** Early experiences influence a child's health and brain development as well as a broad range of skills, capacities and behaviours throughout life. Quality ECCE, provided in a nurturing and safe environment inside and outside the home, sets the foundation for future well-being and greater equity, particularly for disadvantaged children. Research findings point to the benefits of quality ECCE in terms of increased productivity, greater gender equality and future cost savings through

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# Putrajaya Declaration (2016)

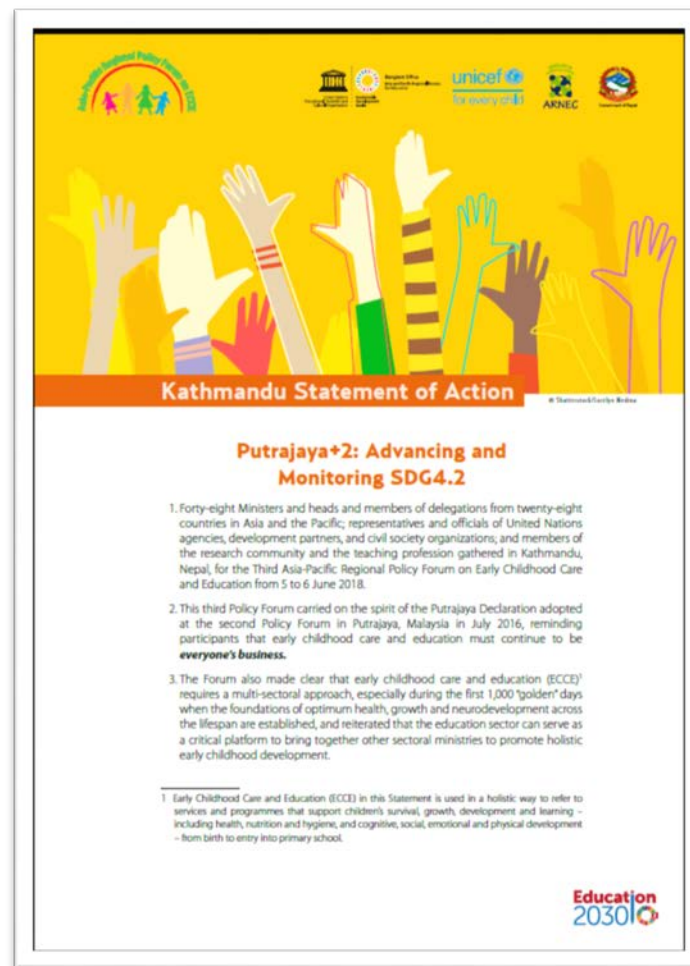
- Adopted in Putrajaya, Malaysia, June 2016
- Nine-point Action Agenda
- 9.i: “.. realize the provision of at least one year of **free compulsory quality pre-primary education..**”
- 9.v: Increase government **investment** and forge **partnerships** with private sector, civil society and development partners...

# Kathmandu Statement of Action with 4 priority areas (June 2018)

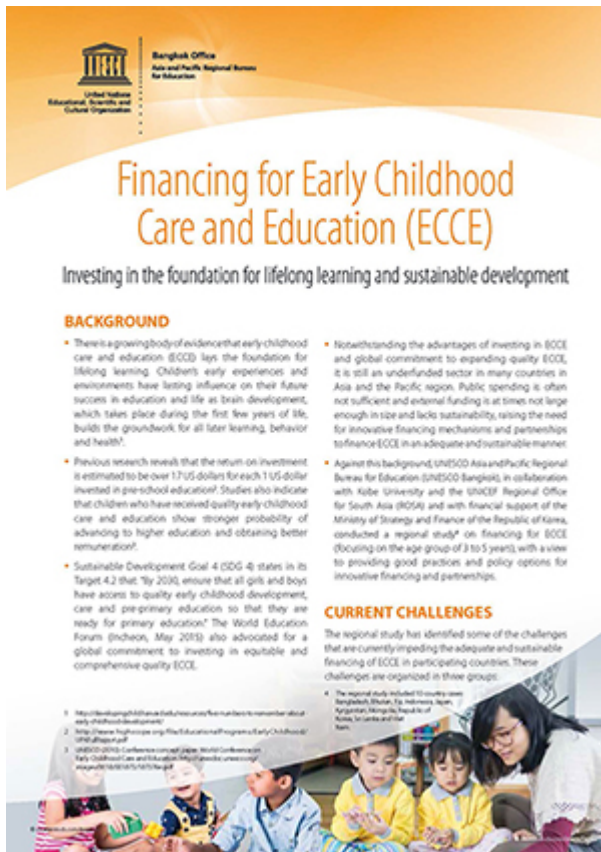
## Priority Area 1: Financing (7 points)

1.4. Introduce and adopt **innovative financing policies and mechanisms** which will increase the sustainability of financing for the ECCE sector,...

1.6. Engage the **private sector and promote public-private partnerships** to generate a substantial and stable flow of funds for ECCE..



# Address financing of ECCE: Phase 1



## Innovative financing for early childhood care and education



Korea Funds-in-Trust

- Collaboration with UNICEF ROSA and the Kobe University
- Project Duration: September 2015 – September 2016
- Geographical scope/benefitting country(ies): Asia and the Pacific
- Objective: To provide Member States, with evidence and policy options for financing and partnerships for ECCE
- **Policy brief on financing for ECCE**

# Address financing of ECCE (phase 1)

## Policy brief on financing for ECCE

### 3 Challenges

Insufficient Government Expenditure on ECCE (Pre-Primary Education)

Lack of Sustainability of ECCE Financing

Absence of Enabling Governance Model and Lack of Coordination



### 3 Policy Recommendations

Increase Public Expenditure in ECCE

Promote Enabling Governance and Capacity Development

Explore Innovative Financing Mechanisms and Partnerships

# Address financing of ECCE: Phase 2

## “Innovative financing mechanisms and partnerships for ensuring free inclusive and equitable quality pre-primary education for all in Asia-Pacific”

- Project Duration: July 2017 – December 2018
- Geographical scope/benefitting country(ies):
  - Asia and the Pacific
- Objective: The project aims to enhance a regional knowledgebase on innovative financing policies and mechanisms to achieve free, inclusive and equitable quality pre-primary education for all by 2030.
- The expected output:
  - a **regional guideline** with a regional catalogue of case studies on innovative financing mechanisms and partnerships for pre-primary education





# Address financing of ECCE (phase 2)



Korean  
Funds-in-Trust

Exploring innovative financing mechanisms and partnerships for ensuring free inclusive and equitable quality pre-primary education for all in Asia-Pacific

**“Innovative financing”** will be defined as following ways. The non-traditional financing mechanisms that

1. are more stable and predictable,
2. involve multilateral management and partnership with private entities,
3. are linked to global public goods,
4. **mobilize domestic as well as international financing,**
5. **include innovation in delivery as well as innovation in mobilizing resources,**
6. generate substantial and stable flows of funds for development, and
7. help to enhance the efficiency to financial flows.

# THANK YOU!

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