

UNESCO Bangkok 2-day Regional Webinar on Costing and Financing SDG 4 especially Target 4.2

12 & 13 July 2021

1:30pm – 3:30pm (Bangkok time/ GMT+7)

Background

Since the adoption and implementation of Education 2030 agenda, the lack of adequate financing remains one of the biggest obstacles in realizing Sustainable Development Goal (SDG) 4 targets on education. In addition, there is little effort made to systematically review and analyse the required resources and the financial gap to achieve these goals at the regional and national levels. It is important to examine closely the costing and financing aspect of achieving SDG 4 targets, specifically Target 4.1 (primary and secondary), Target 4.2 (pre-primary) and Target 4.5 (Gender equality and Inclusion).

In the past two decades, international recognition on the importance of early childhood care and education (ECCE) for inclusive, quality learning at all levels of education has been growing. The inclusion of ECCE in the Education 2030 agenda is evidence of this increased global attention. To effectively address inequities in access to and poor quality of pre-primary, primary, and secondary education and ultimately contribute to the fulfilment of the SDG commitments, member-state governments need to adequately plan and resource the education sector overall, particularly the pre-primary education sub-sector.

The [Global Education Monitoring \(GEM\) Report on ECCE](#), [the Lancet series on early childhood development](#) and [UNICEF global report on ECCE](#) have summarised research that captures the significant educational, social and economic benefits, resulting from the provision of quality pre-primary services and investment in the early lives of children. These benefits not only impact individual children through school readiness, improved learning outcomes and developmental outcomes throughout primary and secondary schooling, but also have the potential to impact society at large. Compared to other levels of education, investment in ECCE programmes can bring returns that far exceed their cost, with the highest returns on investment occurring in the period between birth and 5 years of age, especially for disadvantaged children. Despite this body of research, pre-primary education remains deeply underfunded relative to other educational levels, particularly in low- and middle-income countries.

In 2016, the [Incheon Declaration on Education 2030](#) endorsed universal pre-primary, primary and secondary education. Through the universal provision of (at least one year of) free and compulsory pre-primary education, children are better prepared for primary school and can transition smoothly to secondary school, especially marginalized and less-privileged children. To this end, the [Kathmandu Statement of Action](#), endorsed by a ministerial-level Policy Forum on

ECCE in 2018, identified increasing investment in ECCE as a priority area in the Asia-Pacific region.

The 2018 [UNESCO regional baseline report on SDG 4 in Asia and the Pacific](#) reported that the region has shown significant increases in participation rates at the pre-primary, primary, and secondary levels. However, there has been a notable disparity in access rates of pre-primary education between lower and higher economic groups. The same regional baseline report revealed that 15 out of 38 countries, most of which are middle- or low-income countries, enrol less than 50% of children in their ECCE programmes. Even with the governments' interests and efforts to increase access to quality ECCE, the income level of a country may put certain absolute limits on what can be spent on ECCE.

[Available data on OECD countries](#) indicates that, for many countries in Asia and the Pacific region, expenditure on ECCE as a percentage of Gross Domestic Product (GDP) is generally far below the OECD average of 0.9 per cent. Although efforts have been made, the inadequate understanding on costing of relevant interventions along with poor financing approaches come out as a major impediment for proper integration of pre-primary education into Education Sector Plans, resulting in a lack of policy intention and resources to sustain and expand ECCE programmes in many countries. Moreover, the lack of quality finance and expenditure data specifically on pre-primary education, disaggregated by gender, income, age, race, ethnicity, language, migratory status, disability, and geographic location, hinders costing and estimating financial gaps in education.

Against this backdrop, UNESCO Bangkok, with the financial support from the [Government of the Republic of Korea's Funds-in-Trust \(KFIT\)](#), launched two inter-related projects to develop a costing simulation model to strengthen national capacities for systematic review and analysis of costing and financing of [achieving SDG 4. Further development was made to SDG 4.2](#) to support governments in planning for education and using their resources more efficiently. By distilling the various features from various 3 education costing models, the projects developed a regional costing model for Asia and the Pacific as well as a dedicated model to review existing policies and plans on SDG 4. The purpose of the later one is to raise awareness on the importance of collecting data and advocate for increasing investment in ECCE for its impact on all levels of education and beyond. The model is being tested in Bhutan, Cambodia and Kiribati (three low-middle income countries) in Asia and the Pacific region in early 2021.

Under the framework of the KFIT projects with the aims to strengthen national capacity and raise awareness for importance of systematic review and resource analysis to achieve SDG 4 goals especially Target 4.2, UNESCO Bangkok will organize a two-day virtual seminar on strengthening costing and financing SDG 4.2 in the Asia-Pacific Region. The first day will cover evidence-informed research on the importance of early childhood education and why member-states should plan investment in ECCE, followed by sharing of regional and global costing models and financing mechanisms for SDG 4, especially for ECCE. The second day will contextualize the information from day 1 with country case studies on the successes and barriers for working toward costing and financing Target 4.2 by 2030. Each day will have Q&A sessions for member-state participants to apply these models and good practices to their contexts.

Objectives

1. To understand systematic planning for costing and financing for SDG4 especially for quality early childhood policies and programmes.
2. To share recent global, regional development on systematic costing and financing of SDG 4 especially in the area of Target 4.2.
3. To share relevant regional and national ECCE experiences in working toward Target 4.2 by 2030.
4. To catalyse multilateral engagement and cooperation for costing and financing ECCE policies and programmes in the Asia-Pacific region.

Target Audience

The target audience for the webinar includes regional, national and international level education stakeholders (including both policymakers and implementers) interested in strengthening costing and financing of SDG 4 especially Target 4.2 for quality ECCE policies and programmes.

Working Language

English will be the working language of the webinar.

Dates and Format

Dates: Monday, 12 July and Tuesday, 13 July 2021

Time: 1:30pm – 3:30pm (Bangkok time; GMT+7)

Format: Zoom

Registration

Registration is free and required in advance. Once you register, a unique join URL will be sent to your email.

Registration link: https://unesco-org.zoom.us/webinar/register/WN_Mh1fmEA3QBC_VzJ72blhhQ

For more Information

Kyungah Kristy Bang

Programme Officer

Section for Inclusive Quality Education

UNESCO Bangkok

E-mail: k.bang@unesco.org

Provisional Agenda

Monday, 12 July 2021	
Day 1: ECCE Rationale, Costing, and Financing	
MC: Shutong Wang, UNESCO Bangkok	
1:30pm – 1:40pm	Welcome and Introduction <ul style="list-style-type: none"> • Shigeru Aoyagi, Director, UNESCO Bangkok
1:40 pm – 2:40pm	Moderator: Kyungah Kristy Bang, UNESCO Bangkok Panel Speakers: <ul style="list-style-type: none"> • The cost of achieving SDG 4 re-estimated in 2020, Yuki Murakami, Global Education Monitoring Report, UNESCO • Regional Model on costing SDG4 Asia and the Pacific, Masaya Noguchi, UNESCO Bangkok

	<ul style="list-style-type: none"> Funding Analysis of Early Childhood Education in the Gambia: Promoting Equitable Access to Quality Services, Diane Coury, Programme Specialist, UNESCO - IIEP
2:40pm – 3:20pm	Q&A and Discussion
3:20pm – 3:30pm	Closing

Tuesday, 13 July 2021 Day 2: Country Presentations MC: Gayatri Gigi Caffery, UNESCO Bangkok	
1:30pm – 1:40pm	Recap from Day 1 <ul style="list-style-type: none"> UNESCO Bangkok
1:40pm – 2:40pm	Moderator: Nyi Nyi Thaug, UNESCO Bangkok Panel Speakers (20 mins each): <ul style="list-style-type: none"> Strengthening costing and financing of SDG 4.2 in the Asia-Pacific Region, Kyungah Kristy Bang, Programme Officer, UNESCO Bangkok Mugyeong Moon, Head Director, Office of Planning and Coordination, Korea Institute of Child Care and Education (KICCE), Korea Ten Elena, Deputy Head of the Main Department for the Formation of Preschool Education and Development Strategy, Ministry of Preschool Education, Uzbekistan
2:40pm – 3:20pm	Q&A and Discussion
3:20pm – 3:30pm	Key Messages and Closing <ul style="list-style-type: none"> Margarete Sachs-Israel, Chief of Section for Inclusive Quality Education, UNESCO Bangkok