



United Nations Educational
Scientific and Cultural Organization

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)

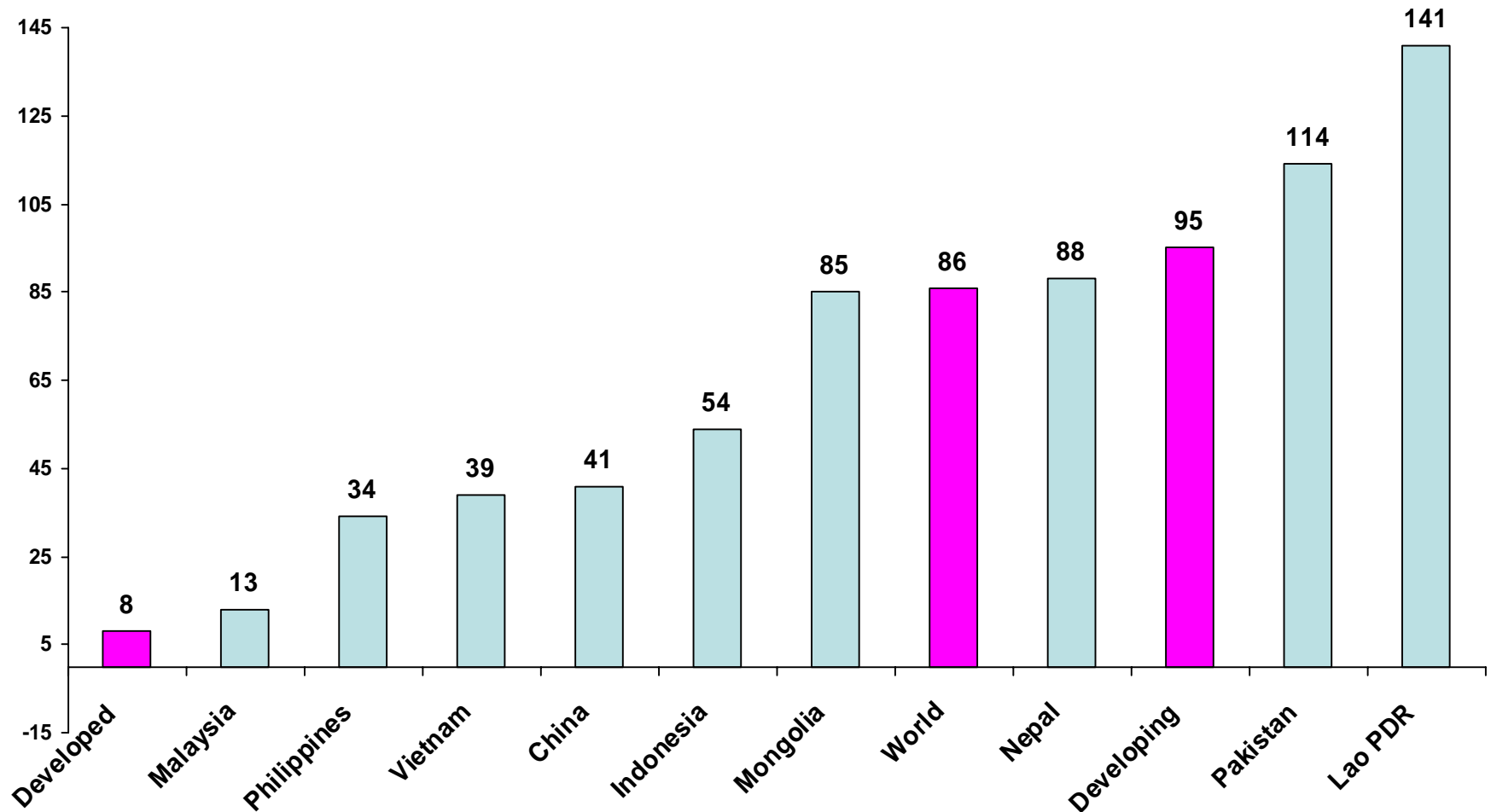
- *On coordination:*
 - **Types of coordination**
 - Between different sectors of the gov't
 - Between central and local gov't
 - Between public and private sectors
 - **Necessity of a lead sector**
 - **Leadership-based partnership**

*Regional
Issues*

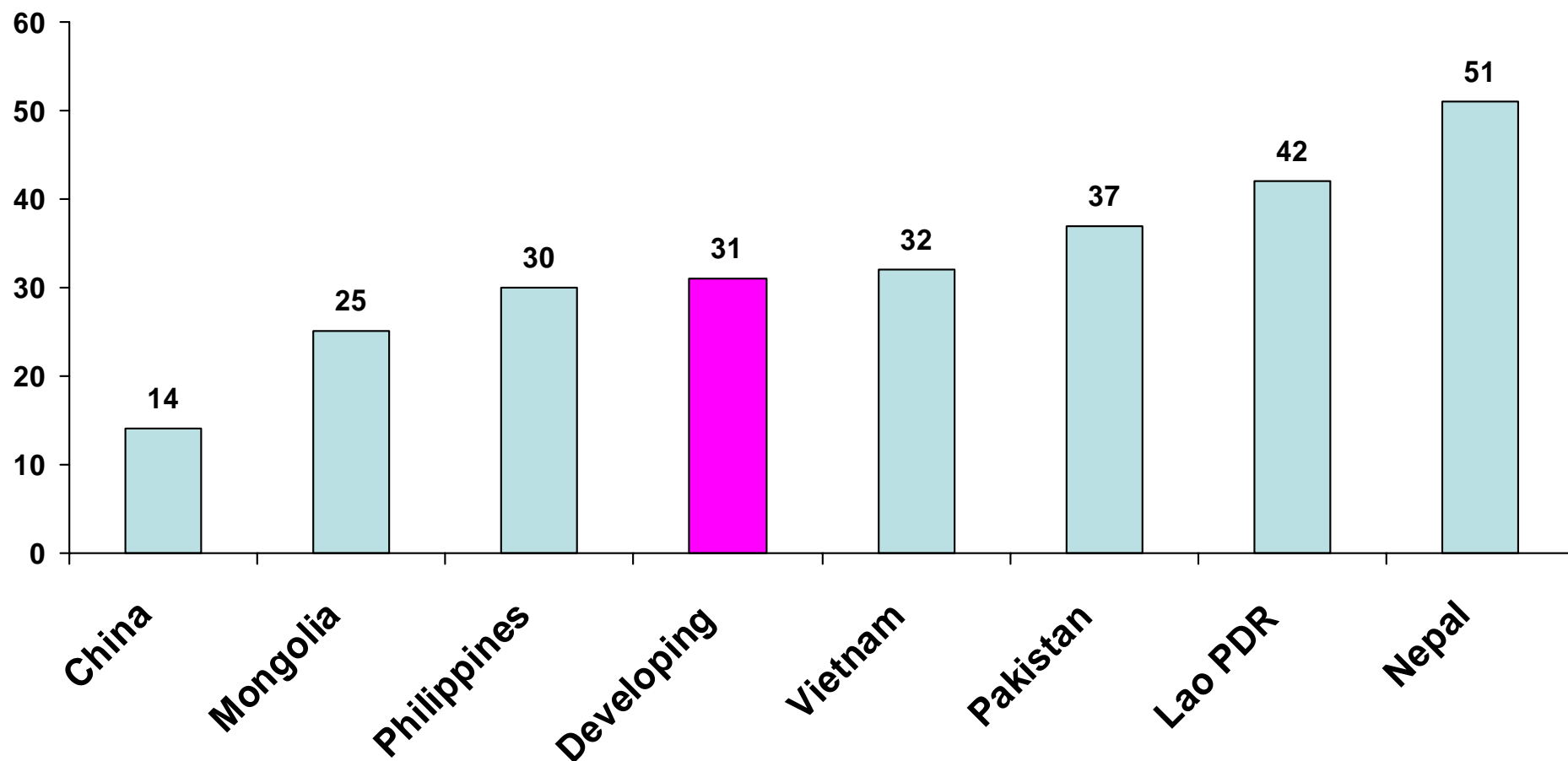
Survival issues and child well-being

Under-5 mortality rate (%), 2000-5

(UNESCO, 2006)

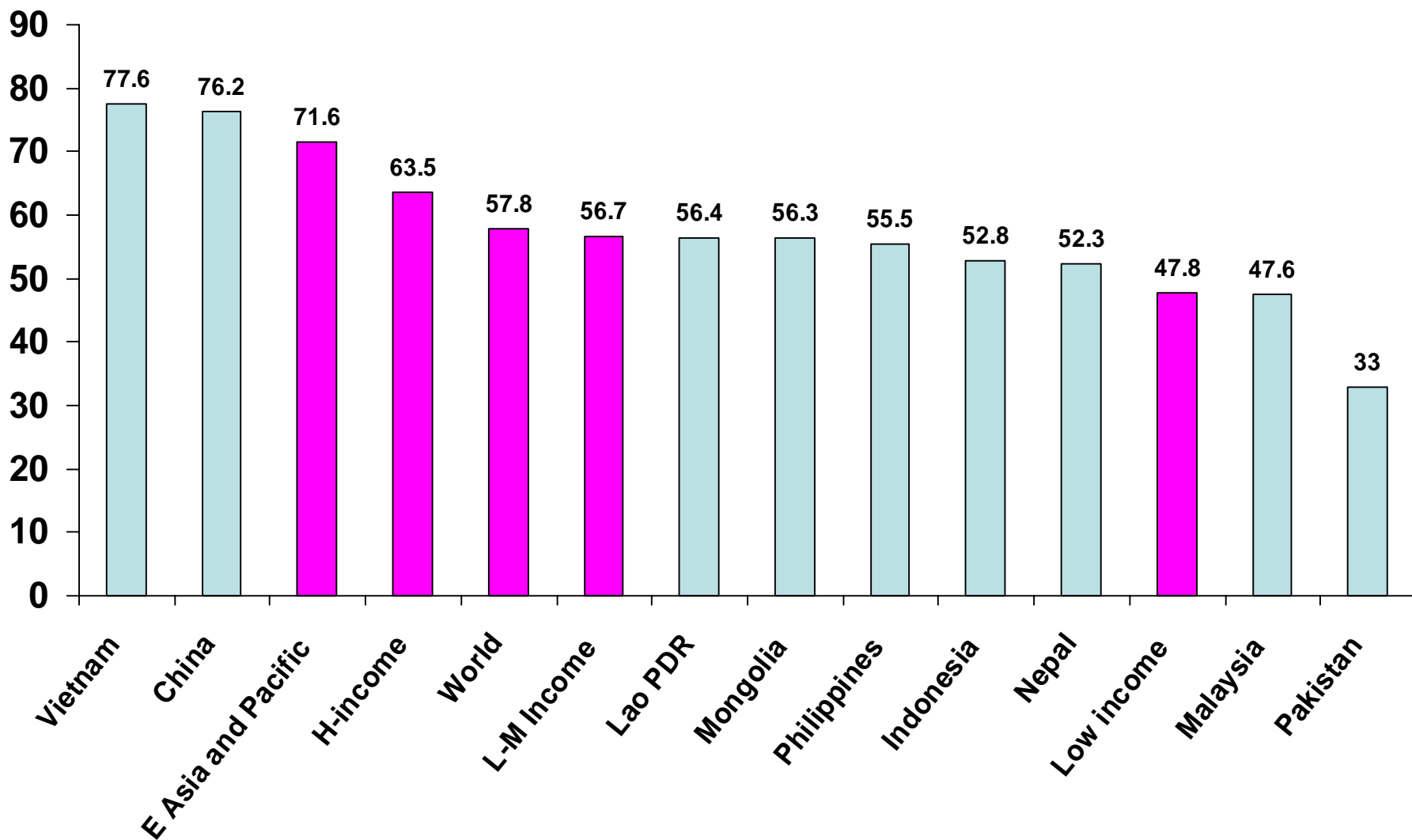


Stunting of children under age 5 (%), 1996–2004 (UNESCO, 2006)



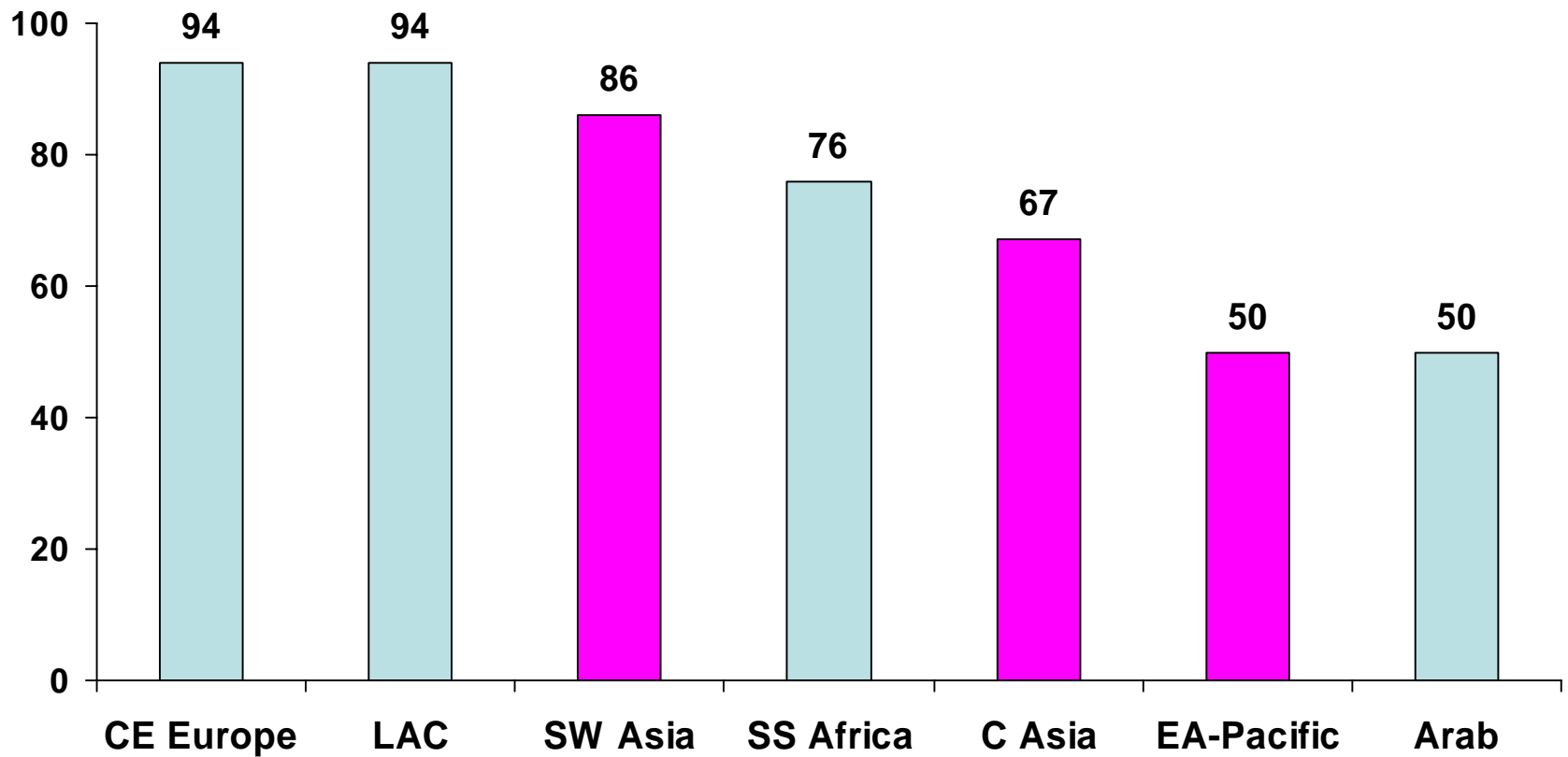
Slow expansion of access
and
Regional disparities

Female (ages 15–64) labour force participation rate, 2004 (World Bank, 2006)



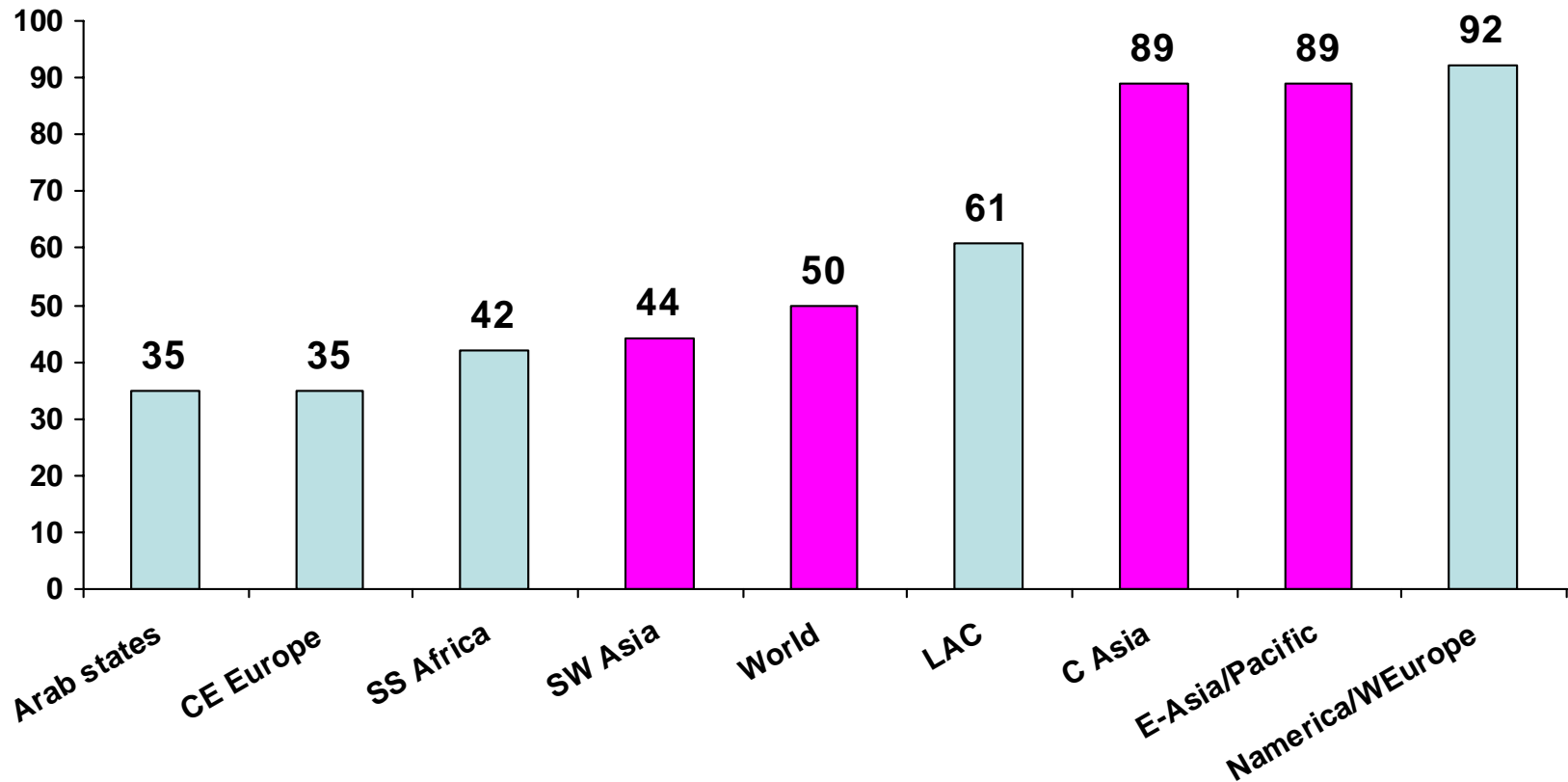
% of countries with statutory maternity leave policies, 1999–2002, by region

(UNESCO, 2006)

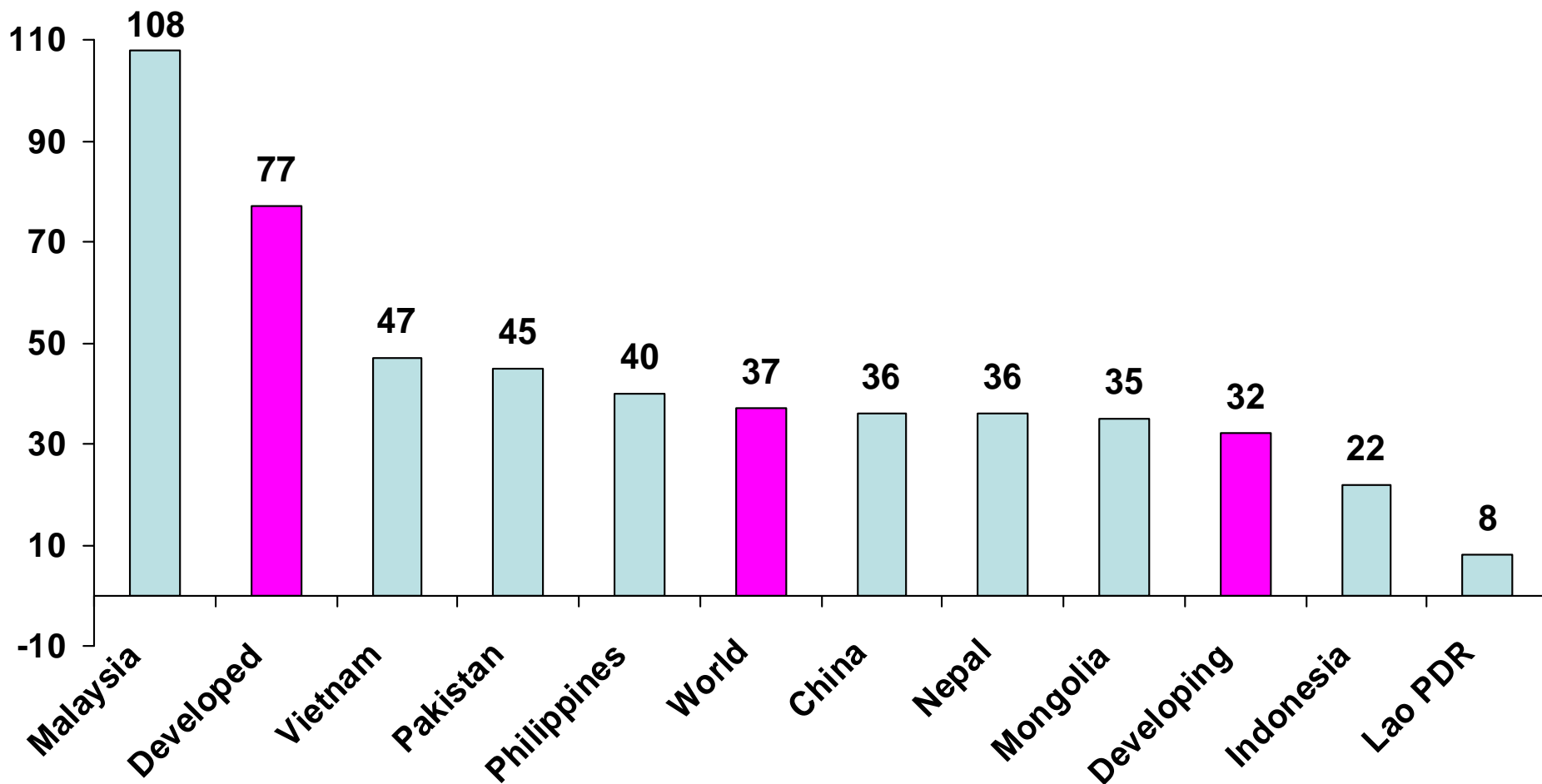


% of countries with programmes for children less than age 3, by region (2005)

(UNESCO, 2006)

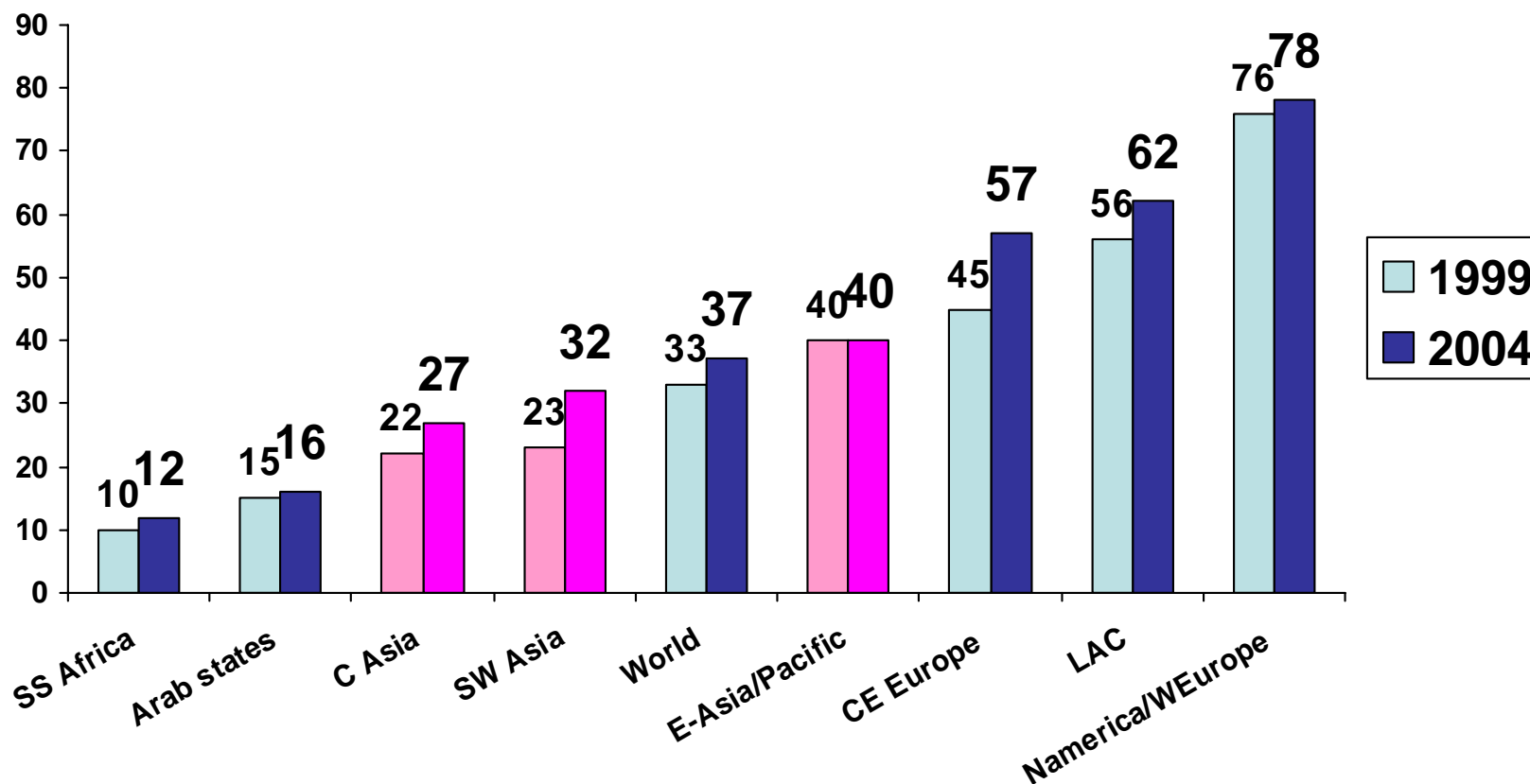


GER in pre-primary education (PPE) (%), 2004 (UNESCO, 2006)



GER in Pre-primary education, %

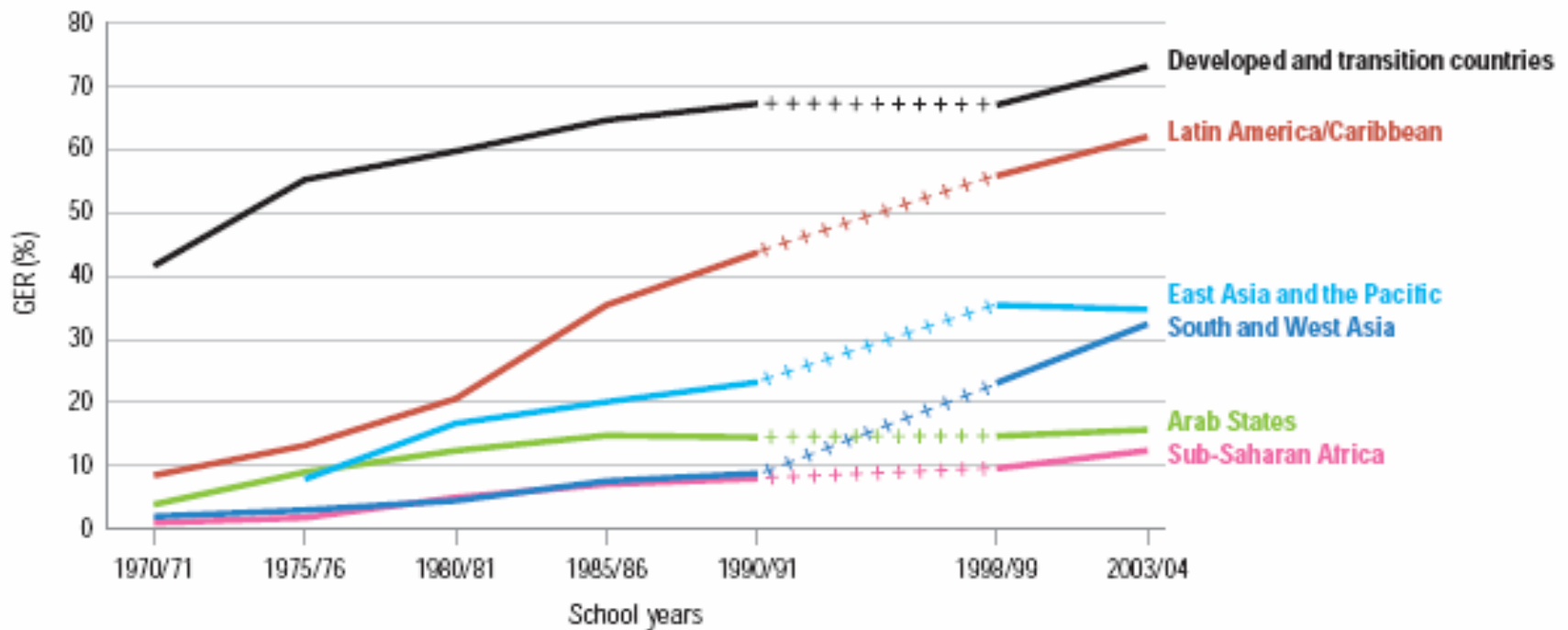
(UNESCO, 2006)



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.

Sources: 1970/71, 1975/76, 1980/81: UNESCO (1991); 1985/86: UNESCO (1998); 1990/91: UNESCO (2000); 1998/99, 2003/04: UIS database.

High enrolment in
private services

Enrolment in private institutions as % of total enrolment, 2004 (UNESCO,2006)

