

Towards Competent Early Childhood Education Systems: A Conceptual Framework for a Pre-Primary Education Sub-Sector



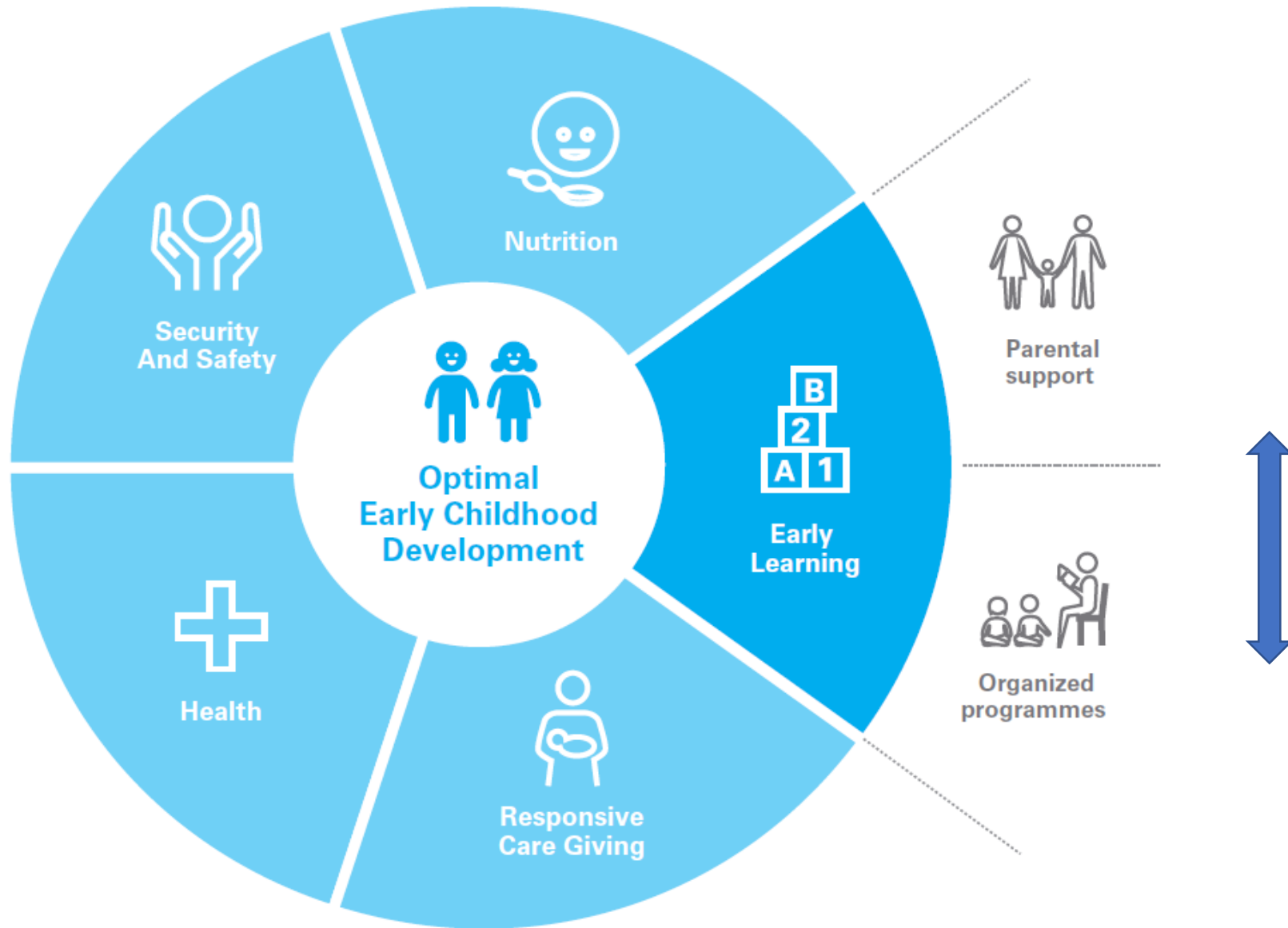
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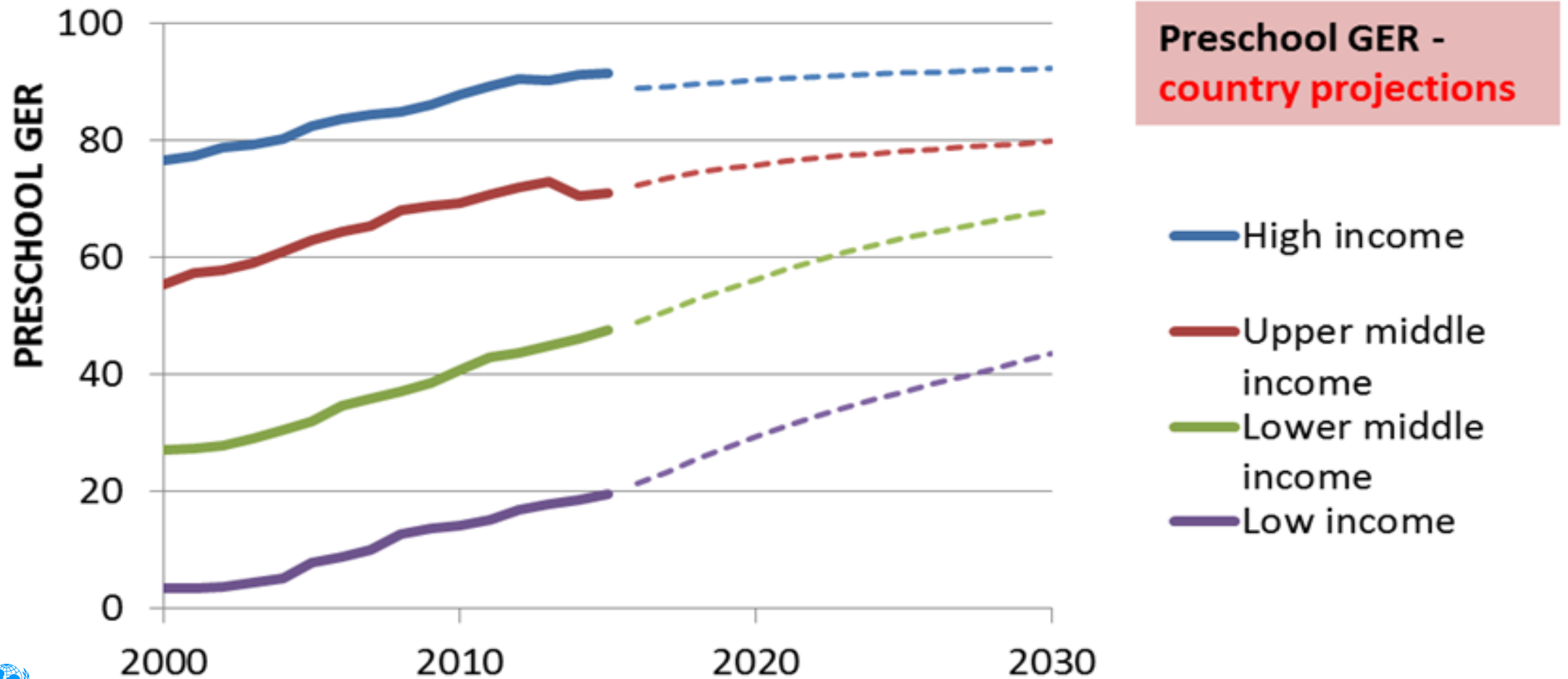


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Early Learning and Early Childhood Development



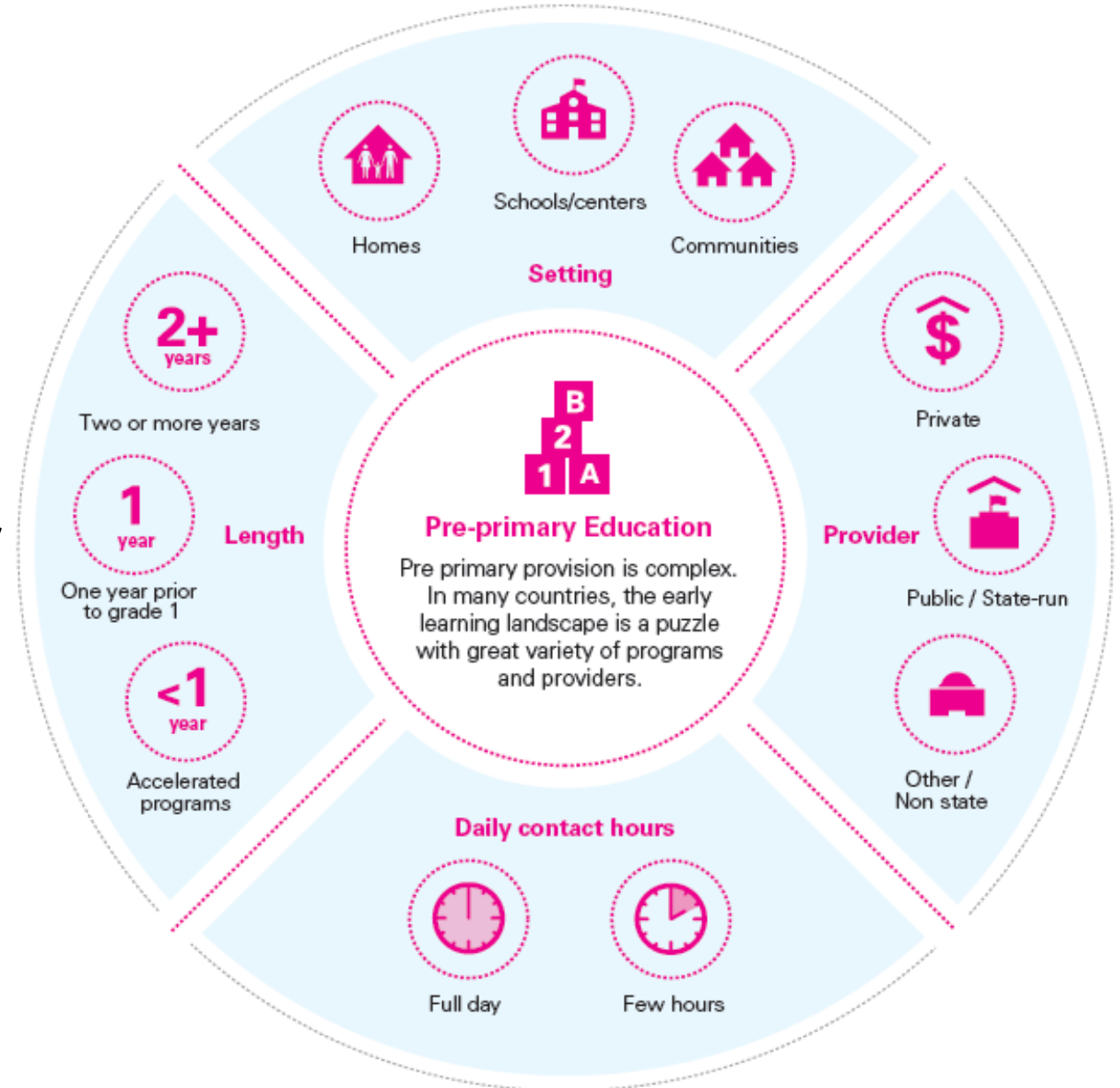
On current trends, by 2030, **only 43%** of children in low income countries will have access to early education.....



Challenges, Bottlenecks, Opportunities

- Complex and diverse nature of provision
- Presents challenges for governments in terms of scale up, as well as quality assurance and regulation
- It also presents opportunities for partnership and quality assurance

Figure 2



Addressing these challenges and leveraging on opportunities.....

A systems approach....

Conceptual Framework for Pre-Primary Sub-Sector

Grounded in developmentally appropriate practice

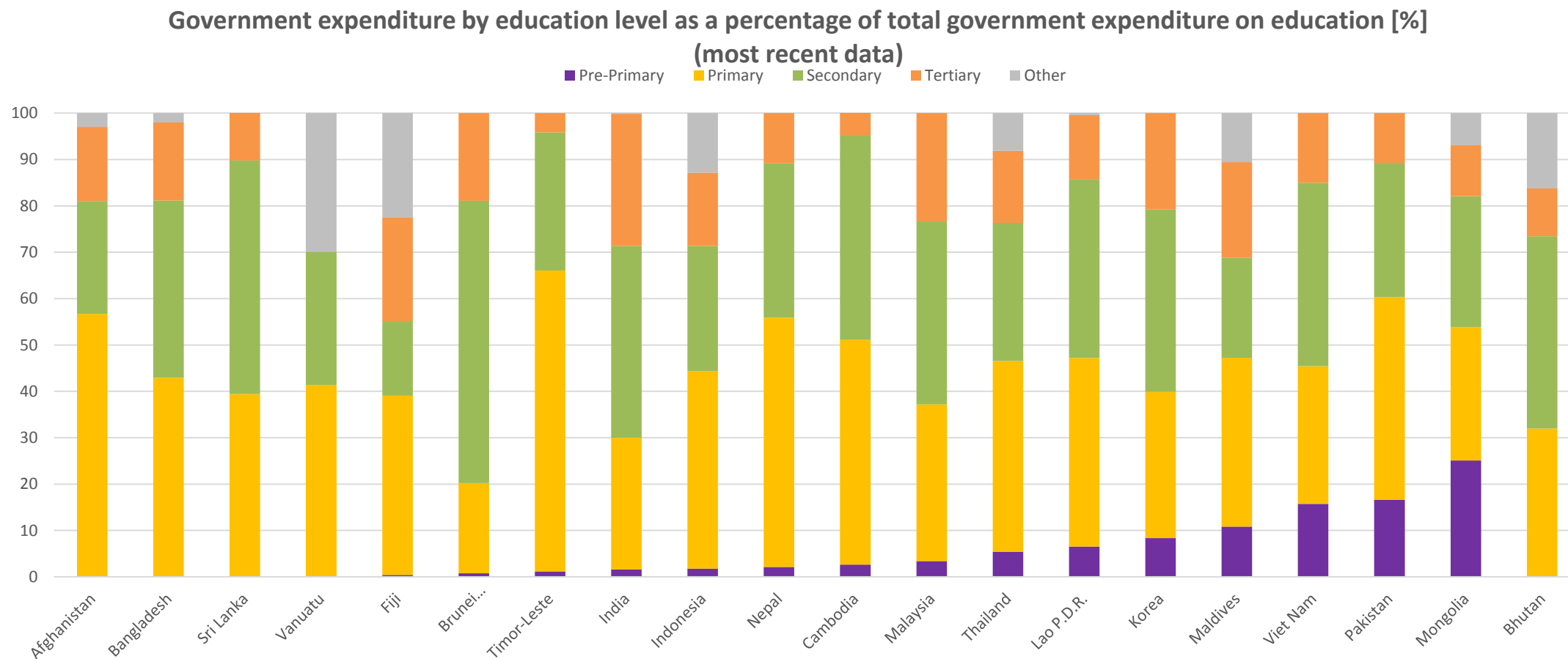


Key Elements of the Pre-Primary Sub-Sector Conceptual Framework

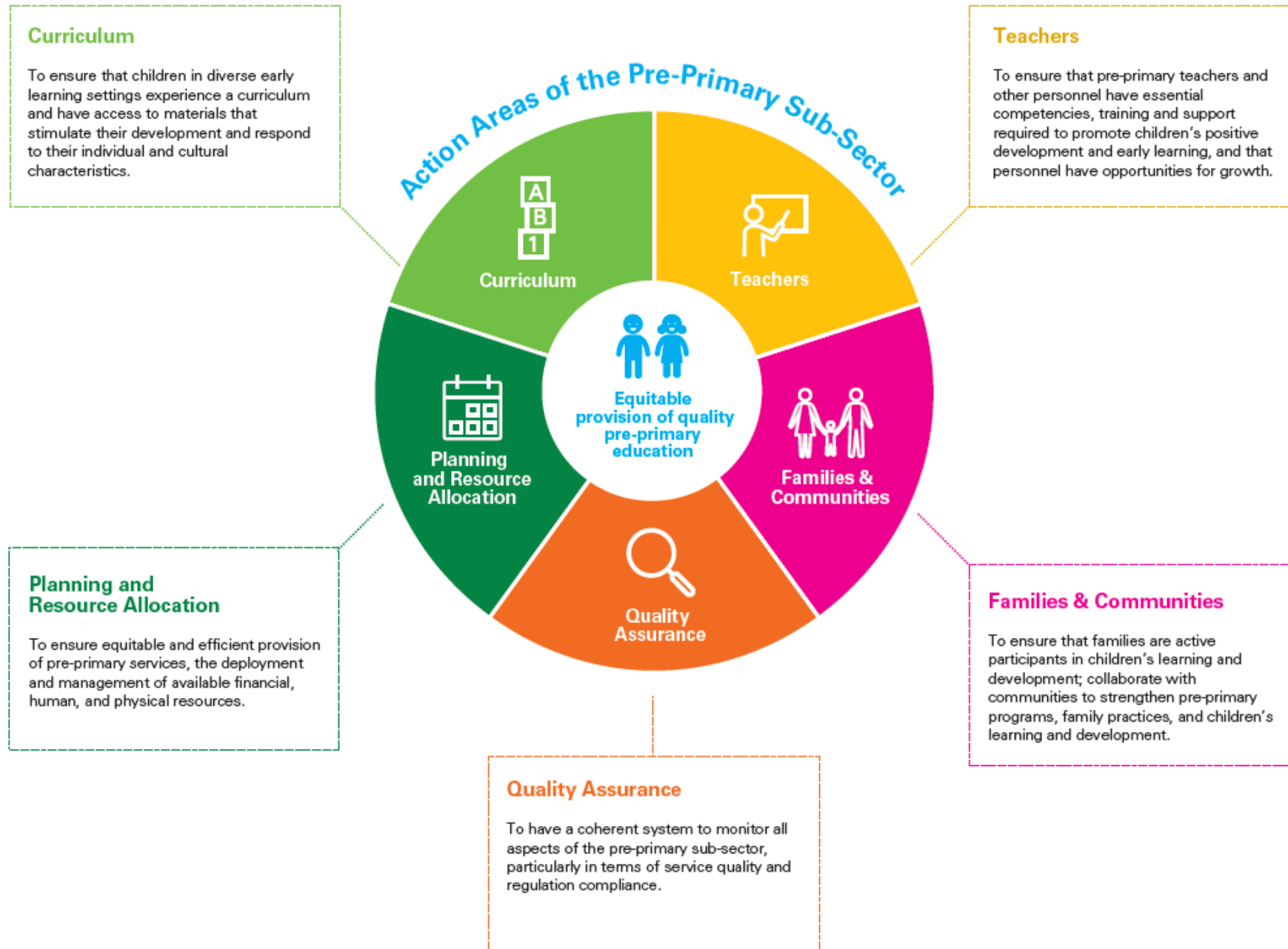
- ① A supportive or **enabling environment** that can help leverage political, public, and financial resources for the pre-primary sub-sector
- ② Five **action areas** that are essential to the development and maintenance of high quality pre-primary education



Government expenditure by education level as a percentage of total government expenditure on education



Action Areas



Action Area 1: Effective Pre-Primary Planning and Management of Resources

Purpose: *Ensure equitable and efficient provision of pre-primary services, including the deployment and management of available financial, human, and physical resources*

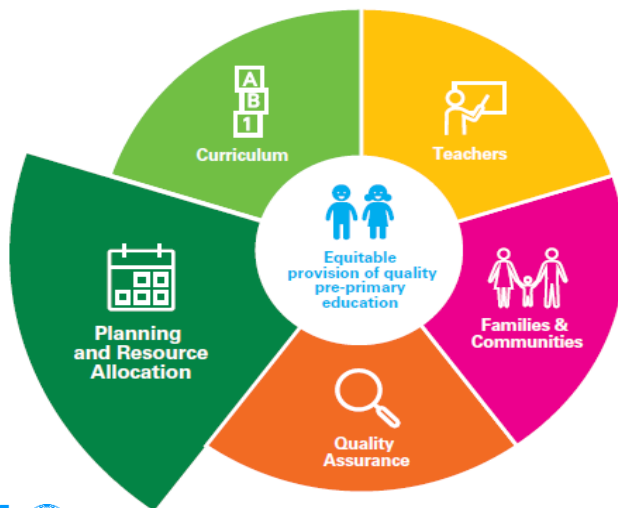
Goals

Develop comprehensive service provision plan (what access, for whom first etc.)

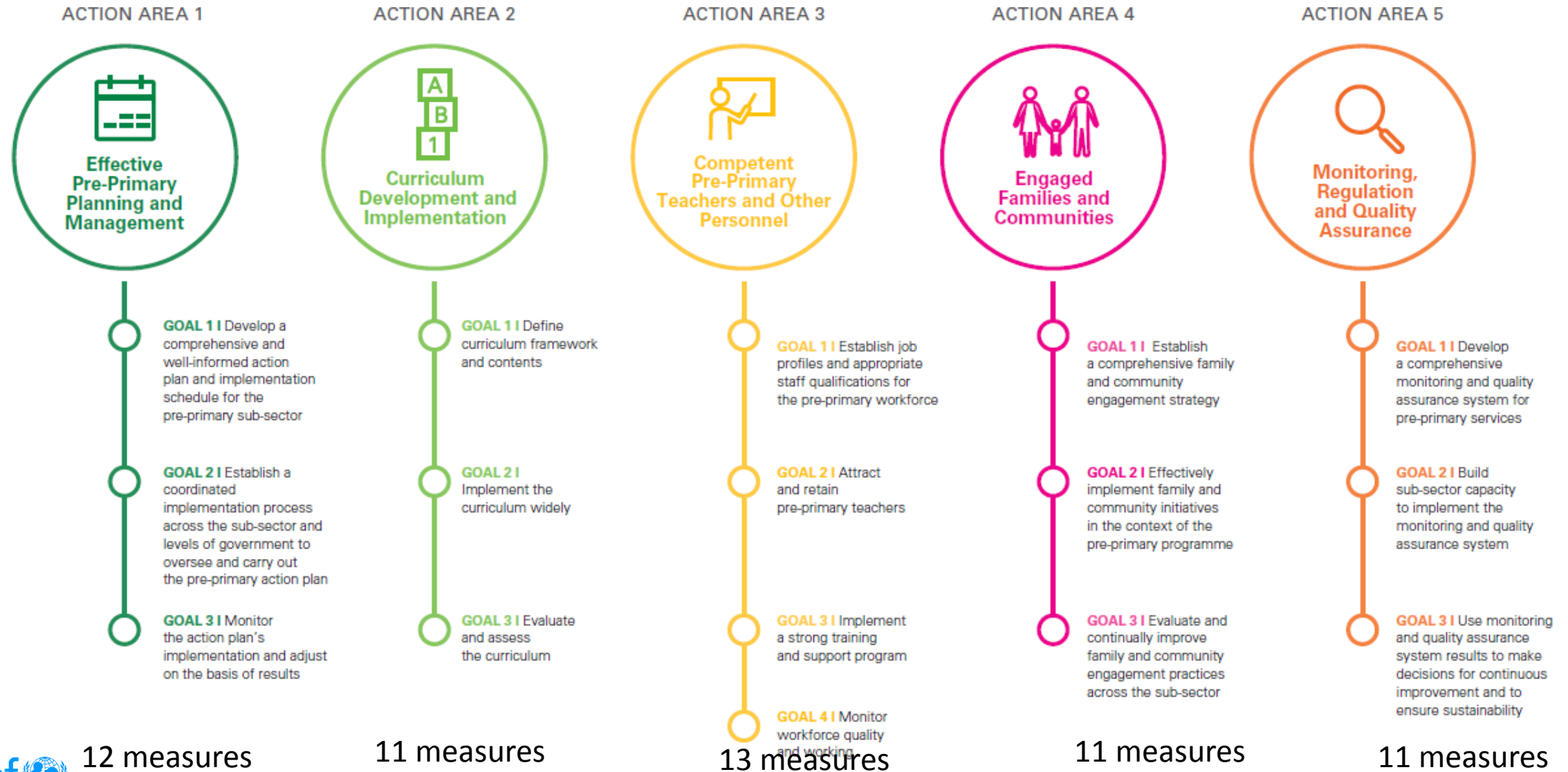
Monitor and adjust to ensure equity and efficiency

Strengthen governance structures and coordination that enable equitable provision

pre-Primary Sub-Sector



Applying the framework: Diagnostic and Planning Tool



A snapshot of the Diagnostic Tool – Measures and Guiding Questions

Measure 1: There is a national pre-primary service provision plan based on data and evidence.

- ☐ Is there a national pre-primary service provision or action plan in place?
 - a. Is the plan endorsed by key sector stakeholders and partners?
- ☐ Is the plan informed by evidence and data:
 - a. Analysis of service availability and gaps across the country, including
 - Percentage of children who have publicly funded or subsidised access to pre-primary education
 - Percentage of children who attend pre-primary regularly
 - b. Analysis of service demand, including
 - Percentage of families who want to send their children to preschool
 - Analysis of access from equity perspectives, such as poverty, urban/rural, vulnerable populations and other relevant factors% of children from poorest households attending an early education program
 - c. Analyses of the families' needs in terms of the kind of access that is needed- half day, full day, proximity to home etc.
- ☐ Does the plan leverage the different types of provision in your country to maximize resources for and coverage of pre-primary services- for example how is private provision or provision by civil society leveraged?

civil society leveraged:

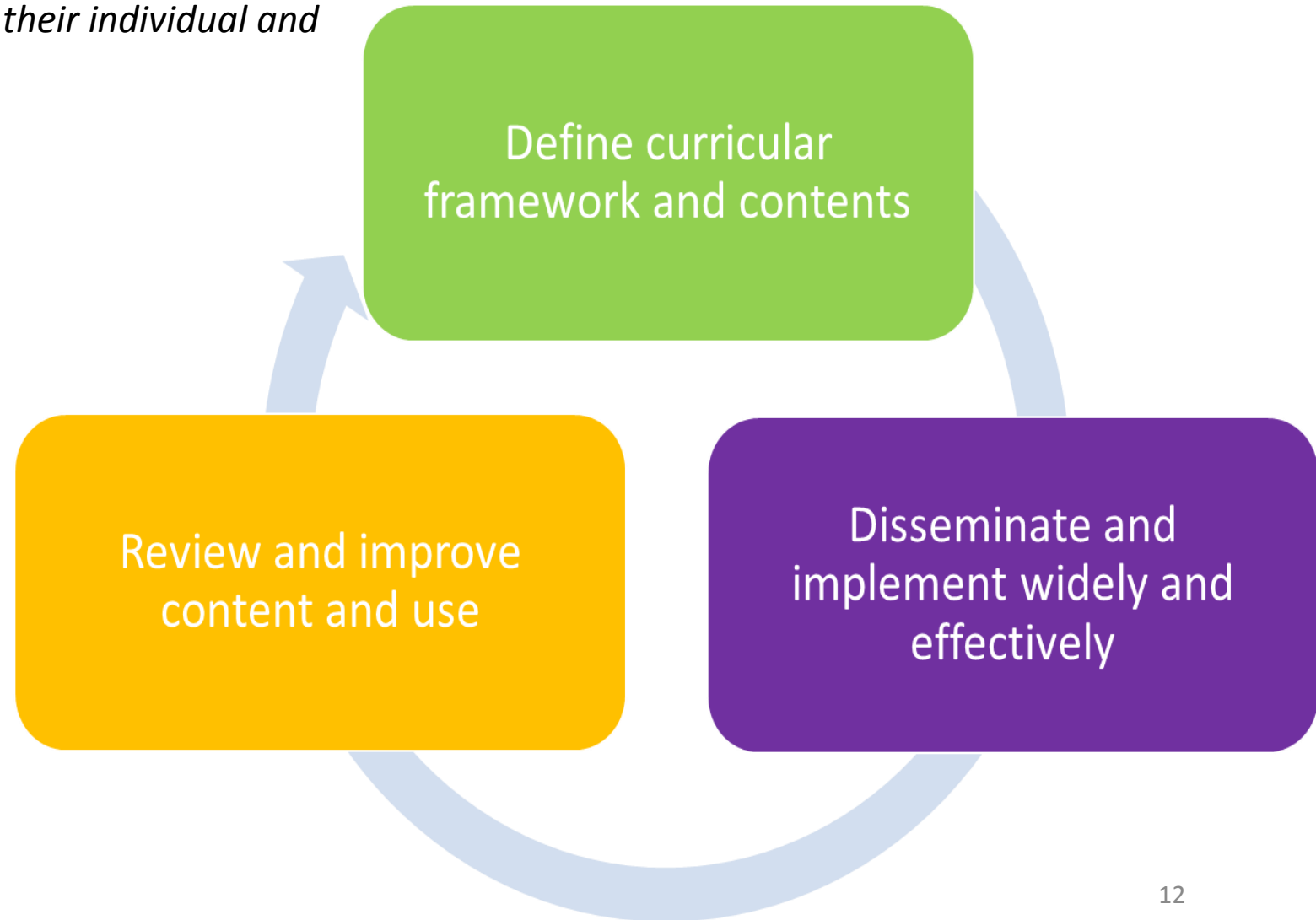
Measure 2: The plan prioritizes availability of services for the most vulnerable groups (i.e. employs a progressive universalist approach).

- ☐ Is there an agreed definition of “disadvantaged” or “vulnerable” families and children?
- ☐ Does the plan include reductions of fees or free provision for children from disadvantaged and/or marginalized families; the size of the public subsidy is sufficient.
- ☐ What percentage of families that are entitled to publicly funded subsidized pre-primary education can find a place for their child/children?
- ☐ Does the plan account for potential differences between regions or districts by directing more resources where they are needed most?
- ☐ Does the plan account for additional needs for marginalized or disadvantaged groups- such as special educational support, and/or language support or other?

Action Area 2: Curriculum Development and Implementation

Purpose: *Ensure that children in diverse early learning settings experience a curriculum and have access to materials that stimulate their development and respond to their individual and cultural characteristics.*

Goals



Action Area 3: Competent Pre-Primary Teachers and Other Personnel

Purpose: *Ensure that pre-primary teachers and other personnel have essential competencies, training, support and opportunities for growth*

Goals



Other Personnel:

- Assistant teachers
- Pre-primary directors/principals
- Supervisors
- Trainers; coaches
- Specialists

Establish appropriate staff qualifications and profiles

Promote continuous improvement through monitoring workforce development programs

Attract and Retain a Qualified Pre-Primary Workforce

Implement pre and in-service training opportunities

Action Area 4: Family and Community Engagement

Purpose: *Ensure that families are active participants in children's learning and development; collaborate with communities to strengthen pre-primary programs, family practices, and children's learning and development.*

Goals



Action Area 5: Monitoring, Regulation, and Quality Assurance

Purpose: *Ensure that there is an overall coherent framework for monitoring quality of pre-primary education, and more specifically of service quality and regulation compliance.*

Goals



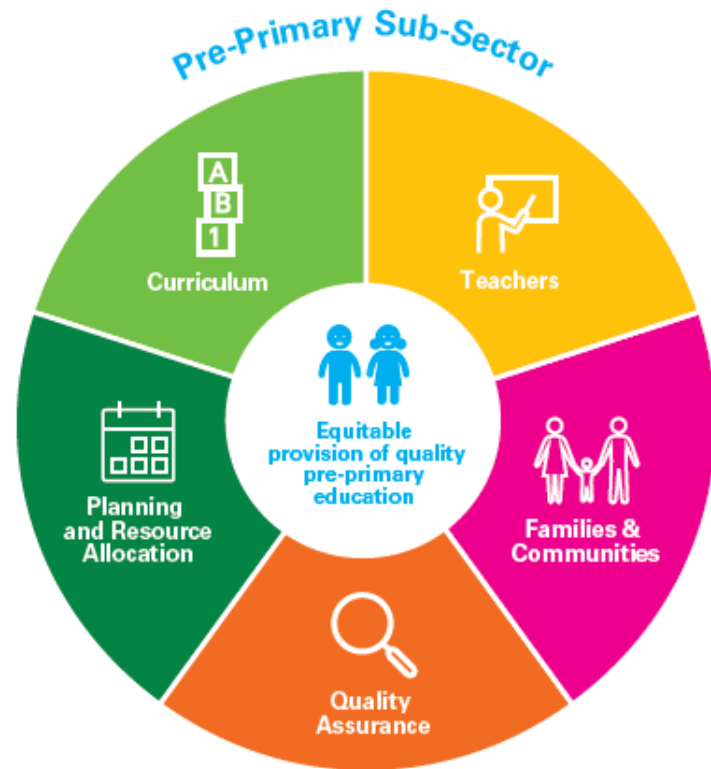
Establish comprehensive quality standards and goals across the pre-primary system

Use data for continuous improvement, decision making and sustainability

Build functional quality assurance and regulatory mechanisms

Connecting Across Action Areas

The Problem: Different Action Areas often sit in different parts of the government and therefore may lack coherence

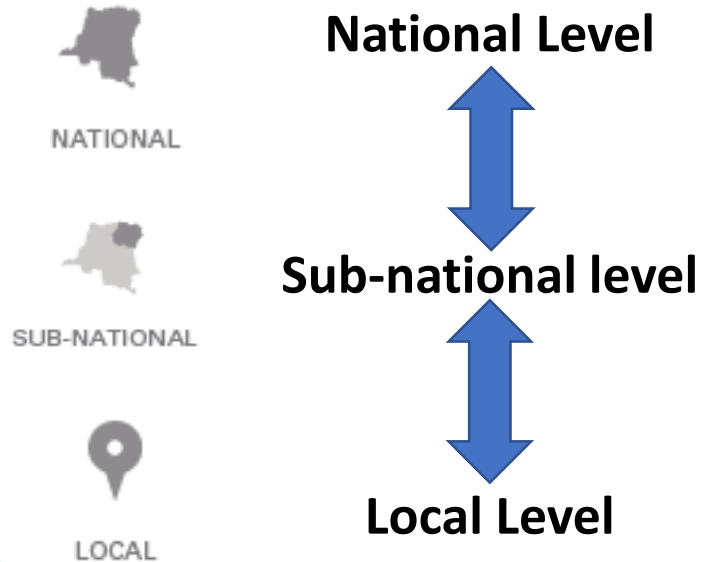


In reality, all Action Areas are closely connected and influence one another.

→ **Coherence and coordination of all Action Areas is crucial**

Sub-Sector or System Levels

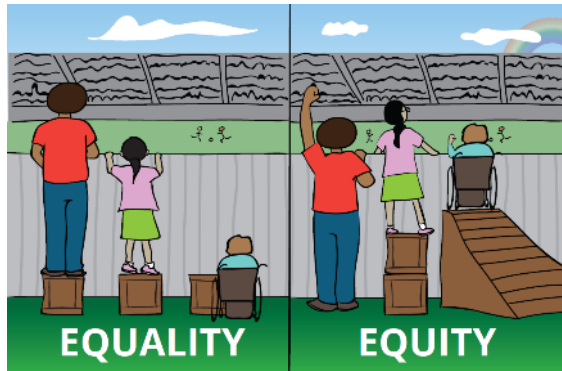
- A strong pre-primary sub-sector is only as strong as its district- or local-level structures, capacity etc.
- To ensure effectiveness, there must be **coordination and vertical alignment from national to local levels.**



Sub-Sector-Building Principles

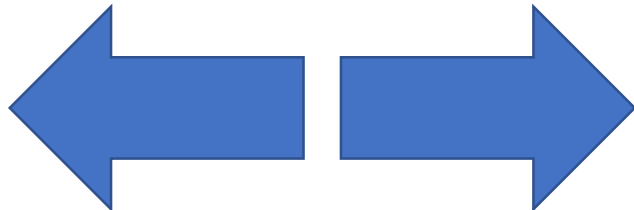
Equity

System built to allow equitable access to services



Responsiveness

System built to keep learning and responding to changing conditions and contexts, reflecting diverse needs while building consensus on the value of early learning.



Efficiency

System built to maximize benefits from financial and human resources, relying on evidence to make good decisions about resource allocation.



Coordination

System built to promote collaboration within the subsector, between sub-sectors and between sectors



Optimum Child Development Outcomes in Pre-Primary requires Multi-Sectoral Collaboration among a variety of actors



Analysis and systematic thinking can support pre-primary education in all phases of the Education Sector Processes



Typologies of country contexts as they relate to progress towards pre-primary education

1. Limited/Weak focus on pre-primary within the Education system

- **Likely characteristics:** Weak enabling environment, non-existent sub-sector: No policy in place; low levels of financing; low enrollment rates; lack of convergence across providers and low commitment (yet) of MoE or relevant ministry



2. Initial focus on pre-primary, but not prioritized sufficiently to make needed progress

- **Likely characteristics:** Relatively favorable enabling environment (though funding may still be limited); initial progress on enrollment achieved but still relatively low, gaps across the sub-sector – isolated efforts, lack of coherence and focus on implementation; not enough capacity across MoE branches to implement a coherent and quality pre-primary program at scale;



3. Established focus on pre-primary within MoE (or relevant ministries), but gaps in quality and equity remain;

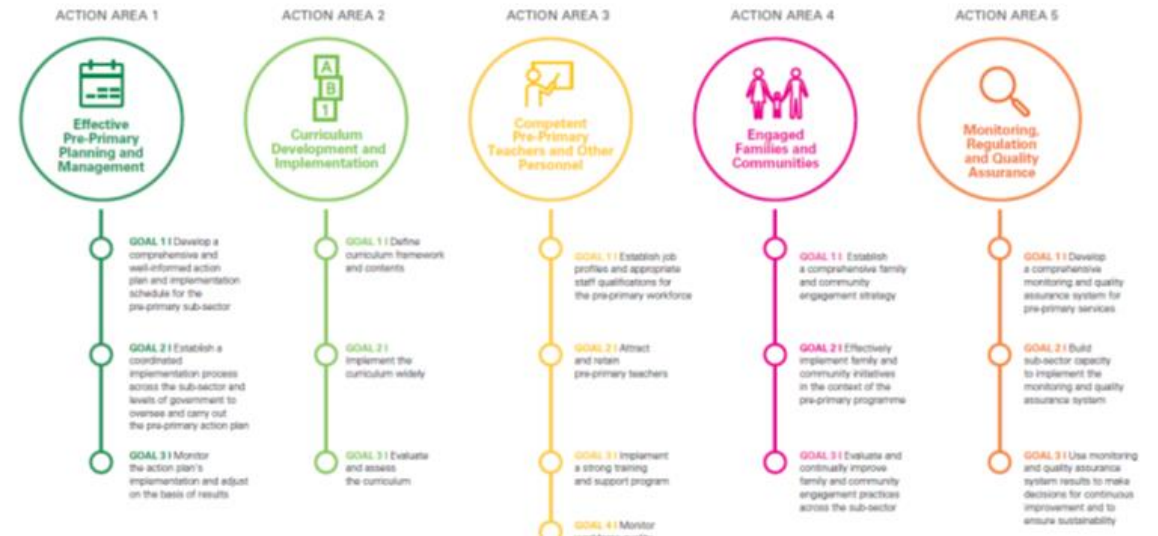
- **Likely characteristics:** Favorable enabling environment and established sub-sector: Clear focus on pre primary as a priority of the education system; an implementation plan in place; many aspects of the sub-sector either developed or in development (i.e. curriculum in place, appropriate teacher qualifications in place and training mechanisms, quality assurance mechanisms in place, etc.); work on coherence, equity, inclusion, system capacity to implement and quality assurance needed etc.



In conclusion



Diagnostic and Planning Tool



Sub-sector building principles



Sub-sector levels



Thank you!

