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Sustainable
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Goals



The use of learning assessment results to better integrate pre-primary education development in education policies planning in Africa

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Presentation outlines

1. Current situation
2. UNESCO-IPE-Pole de Dakar support for education policies planning in Africa
3. For a better inclusion of pre-primary education development in planning

1. Current situation

- ▶ Institutional position of pre-primary education sometimes outside of MoE:
 - There is not always a national policy on pre-primary
 - Pre-primary education is not always or not enough integrated into the education sector plan

- ▶ The sub-sector suffers from a lack of visibility and has difficulties to draw attention to policymakers and to mobilize resources. National education budgets allocated to pre-primary education are weak: 2.7% in average in 2013 on 14 African sub-Saharan countries (UIS data)

1. Current situation

- ▶ Only 22% of children in Sub-Saharan Africa are in pre-primary education in 2014 (UIS data)
- ▶ Access to pre-primary education essentially to the wealthier families in urban areas and in private education
- ▶ Development of a community offer in rural area: quality ? sustainability ?

1. Current situation

- ▶ Since recently, increasingly evidence bases in favor of pre-primary development:
 - International empirical research in favor of the development of pre-primary education and its impact on “school careers” (series review The Lancet).
 - Early Learning Assessment (UNICEF)
 - International (PASEC, SACMEQ, EGRA, etc.) and national learning assessment
 - Module ECD in MICS 4 (and MICS 5 ongoing)
 - MELQO (UNICEF, UNESCO, Brookings, World Bank)
 - Specific analysis on pre-primary education (or on ECD) in the CSR (UNESCO-IPE-Pôle de Dakar and UNICEF)

1. Current situation



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DEVELOPMENT GOALS**

17 GOALS TO TRANSFORM OUR WORLD

**4 QUALITY
EDUCATION**



Ensure inclusive and quality education for all and promote lifelong learning

- ▶ **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**

2.UNESCO-IIPE-Pole de Dakar support in education policy planning

- ▶ Support to African countries in the programming phases of education policy planning (approximately every 3 years):
 1. Sectorial diagnosis (CSR)
 2. Financial simulation model of education: macro financial framework of future education policy and arbitrations
 3. Elaboration or review of a development plan of educational system and a triennial action plan budgeted operational

- ▶ Capacity building of the national officials in charge of the management of the education system: technical support to a national team composed by officials of ministries in charge of education, economy and finances.

3. Towards a better inclusion of pre-primary education development in planning

- ▶ Sectorial diagnosis (CSR):
 - ✓ Integrate officials of pre-primary education sub-sector in the national technical team
 - ✓ Specific chapter on pre-primary analysis (or ECD)
 - ✓ Highlight learning outcomes related to pre-primary education

- ▶ Financial simulation model (macro financial framework of the future education policy and trade-off):
 - ✓ Specific simulation model of pre-primary education linked to the sectorial simulation model
 - ✓ Evidence bases from the diagnosis for a better advocacy in favor of pre-primary education vis-à-vis policymakers during intra sectorial trade-off

3. Towards a better inclusion of pre-primary education development in planning

- ▶ Education system development plan and operational budgeted three-year action plan:
 - ✓ Integrate all stakeholders involved in pre-primary education in the process of the sector plan and budgeted three-year action plan: Pre-primary education direction, technical and financing partners involved in the sub-sector, NGO, parents, teachers associations, etc.

3. Towards a better inclusion of pre-primary education development in planning

- ▶ Education system development plan and operational budgeted three-year action plan:
 - ✓ Establish a subgroup of reflection relating to development strategy of pre-primary education according to several topics of the education plan: access and equity, quality, management, etc.:
 - pre-primary duration and pedagogical organization,
 - pre-primary forms to prioritize,
 - Teachers profile,
 - norms and standards,
 - Pedagogical contents,
 - Teachers training
 - Governance, etc.

Recommendations / Perspectives

- ▶ Improve/strengthen information systems on pre-primary education
- ▶ Strengthen the capacities of national officials in charge of pre-primary education
- ▶ Coordinate the various learning assessment tools linked to pre-primary school (ELA, MELQO, MICS, EGRA, PASEC, SACMEQ...)
- ▶ Produce the data of learning assessment on pre-primary education in relation with the process of policy education planning of a country



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Thank you for your attention !