SDG 4.2
Focus on Preschool Education

**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

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Pre-primary for national development

1. Quality pre-primary education sets a strong foundation for learning.

2. Universal pre-primary education helps make education systems more effective and efficient.

3. Equitable pre-primary education is an effective strategy for promoting economic growth.
Early Childhood Education is an unfinished agenda and a sub-sector that needs acceleration of results, especially post COVID, to reach drastically improved child, education system, and societal outcomes.
Unfinished Agenda - What is the current situation?

Gross enrollment pre-primary (%)

- Armenia
- Azerbaijan
- Kazakhstan
- Kyrgyzstan
- Russia
- Tajikistan
- Turkmenistan
- Uzbekistan
Unfinished Agenda-
Millions of children not in preschool

Low access to preschool is one of the greatest missed opportunities to cultivate the world’s human capital and help children reach their potential.
Unfinished Agenda-
Universal access / equitable access

Children attending preschool programmes by wealth quintile

- Poorest quintile (%)
- Wealthiest quintile (%)
- National Average (%)

Many equity dimensions to be aware of.

The strongest universal factor affecting access to pre-primary education is whether a child lives in a poor or a rich household.
At the current pace, many countries will not achieve the SDG target for universal pre-primary education.
Bold measures are needed to address inequities

Building systems to deliver quality PPE at scale

Effective pre-primary education subsector requires a number of enabling factors and systematic work in five key areas.

① An **enabling environment** that can help leverage political, public, and financial resources for the pre-primary sub-sector

② Five **core functions** that are essential to the development and sustainability of high quality pre-primary education
### Unfinished Agenda - Financing

The distribution of funds across education levels is highly inequitable with lowest % going towards preschool education.

<table>
<thead>
<tr>
<th>Country</th>
<th>% of GDP allocated to education</th>
<th>% of education budget allocated to pre-primary ed.</th>
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</thead>
<tbody>
<tr>
<td>Armenia</td>
<td>10.4</td>
<td>12.2</td>
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<tr>
<td>Azerbaijan</td>
<td>7.4</td>
<td>9.9</td>
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<td>Kyrgyzstan</td>
<td>15.7</td>
<td>12.9</td>
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<tr>
<td>Russia</td>
<td>13.5</td>
<td>-</td>
</tr>
<tr>
<td>Tajikistan</td>
<td>16.4</td>
<td>5.3</td>
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<tr>
<td>Turkmenistan</td>
<td>22.8</td>
<td>-</td>
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<tr>
<td>Uzbekistan</td>
<td>23</td>
<td>16.5</td>
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</tbody>
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Recommendations

1. Raise the profile of pre-primary education within education sector plans and policies, and urgently accelerate efforts to address access gaps.

2. Put in place policies and practices that maintain a universal commitment and prioritize the poorest and hardest-to-reach children at the start of the road to universality, not at the end.

3. Invest in quality as the system grows – not after – striking a balance between expanding access and maintaining quality so that pre-primary education results in real benefits for all children.
4. Strengthen the governance and implementation capacity of the pre-primary system across all levels of government.

5. Significantly increase financing for pre-primary education and ensure an adequate level of public and international resources for this subsector.

6. Establish a common vision for the subsector among governments, donors and partners and shape priorities in a complementary manner to make funding and technical assistance available where and when it is most needed.
Move decisively, now, to achieve universal pre-primary education by 2030.
Thank you.

For more information:

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Key equity dimensions in ensuring access

**Poverty**
- Richest children are 7 times more likely to attend ECE programmes than
- Poorest children

**Mother’s education**
- Children of mothers with secondary education and above are 5 times more likely to attend ECE programmes than
- Children of mothers with primary education and below

**Residence**
- Children living in urban areas are 2.5 times more likely to attend ECE programmes than
- Children living in rural areas

**Sex**
- Equitable attendance in ECE programmes among
- Boys
  - Boys
- Girls
  - Girls

*Source: Calculations by UNICEF, based on available data from UNICEF MICS global databases, 2010-2016*