

## Assessment on ECCE

Central Asia Sub-Regional  
 EFA Mid-Decade Assessment Capacity Building Workshop  
 05 – 09 February 2007  
 Almaty, KAZAKHSTAN

# Proposed core EFA MDA Indicators for ECCE

- Gross Enrolment Ratio (GER) in Early Childhood Care and Education Programmes;
- Percentage of New Entrants (NE) to Primary Grade 1 who have Attended Some Form of Organized ECCE Programme;
- Private Centre Enrolment as Percentage of Total Enrolment in ECCE;
- Percentage of Under-Fives Suffering from Stunting;
- Per cent of Household Consuming Iodized Salt;
- Percentage of Trained Teachers in ECCE Programmes;
- Public Expenditure on ECCE Programs as a Percentage of Total Expenditure on Education

# Additional proposed EFA MDA Indicators

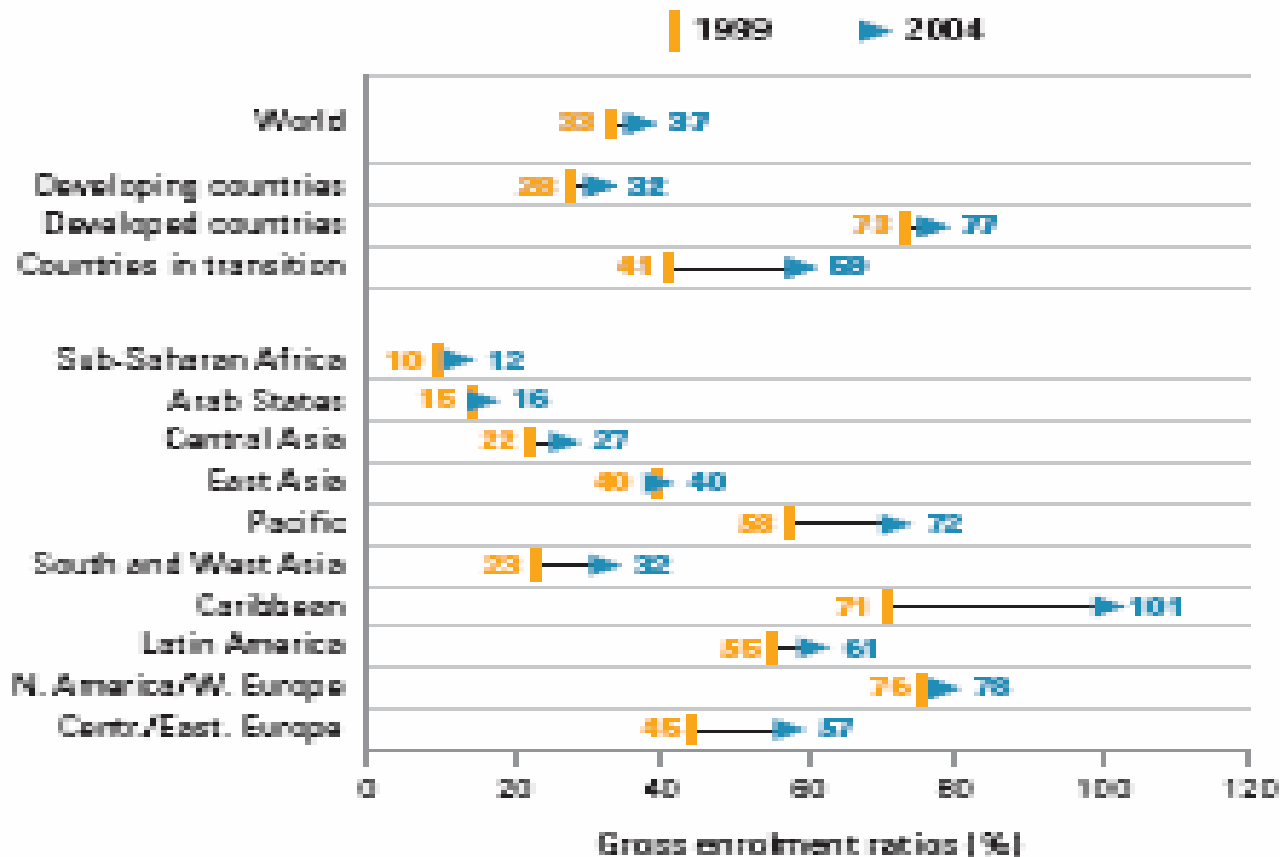
- Net Enrolment Rate in ECCE Programs, including Pre-primary Education
- Pupil-Teacher Rate (child-caregiver/ child ratio)
- Public current expenditure on ECCE per child as percentage of GNP per capita
- Under-five mortality
- Proportion of infants with low birth weight
- Vitamin A supplementation coverage rate
- Proportion of 1-year old children immunized against DPT3, Polio, Measles, Hepatitis, and other vaccine

# Additional proposed EFA MDA Indicators

- Proportion of population using improved drinking water sources
- Proportion of population using adequate sanitation facilities
- Proportion of young children whose parents participate in ECCE education program
- Proportion of children 0-6 months exclusively breastfeeding
- Proportion of under 5 children with anemia
- Birth registration rate
- Support for early learning

# Example illustrations from GMR

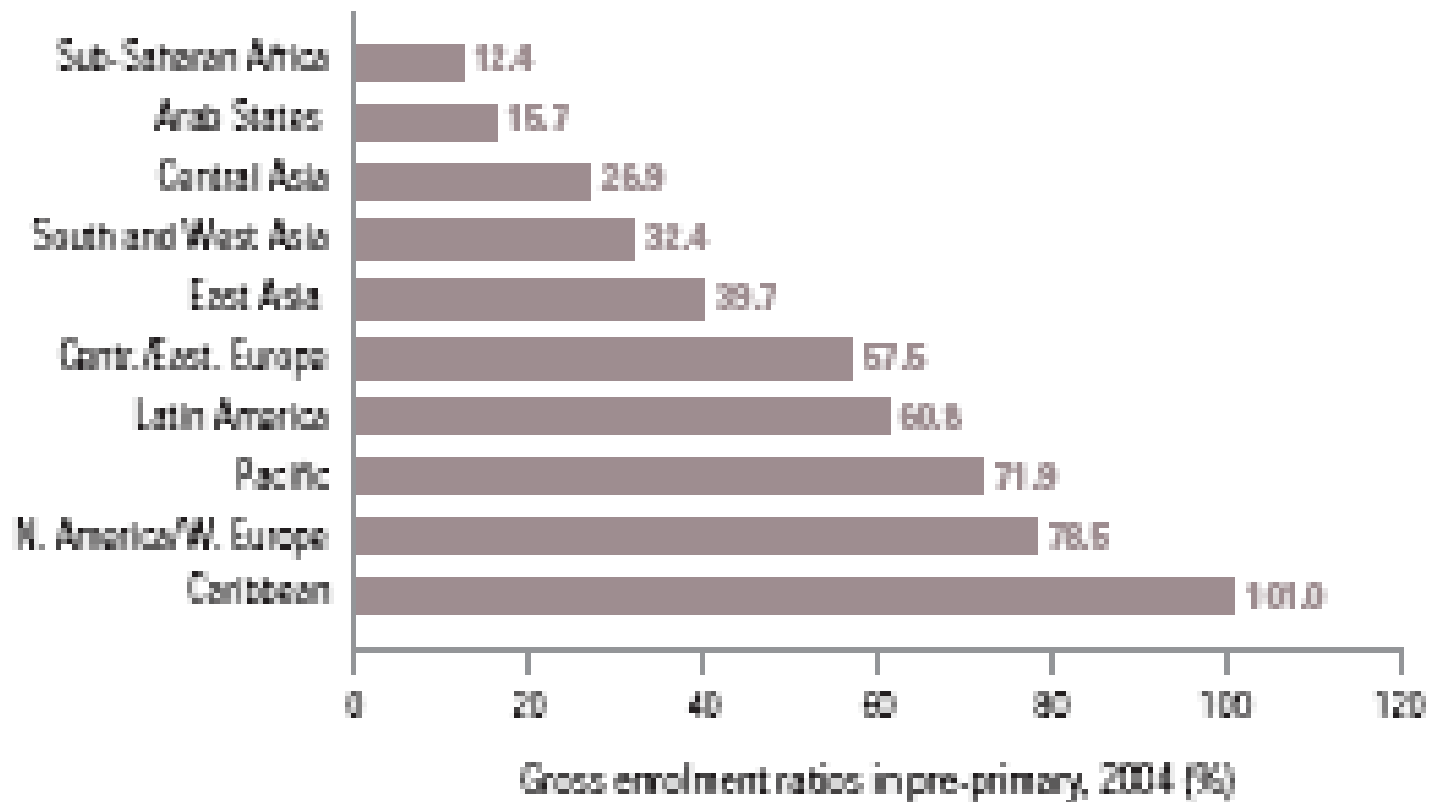
Figure 2.1: Changes in pre-primary gross enrolment ratios between 1999 and 2004, by region



Source: Annex, Statistical Table 3B.

# Example illustrations from GMR

Figure B: Gross enrolment ratios in pre-primary education, 2004



# Simple guide to the analysis

- Identify the issue (what you want to say)
- Find out an appropriate data, indicators
- Check the data
  - Accuracy
  - Source
- Choose an appropriate presentation
  - Table
  - Chart/Graph
  - Map
- Decide what you want to find out from the data (pattern, gap, trend)
- One to five conclusions per presentation
  - Informative
  - Succinct
  - Clear

# Example illustrations from GMR

**Table 8.4: Aid to early childhood education is less than aid to primary education**

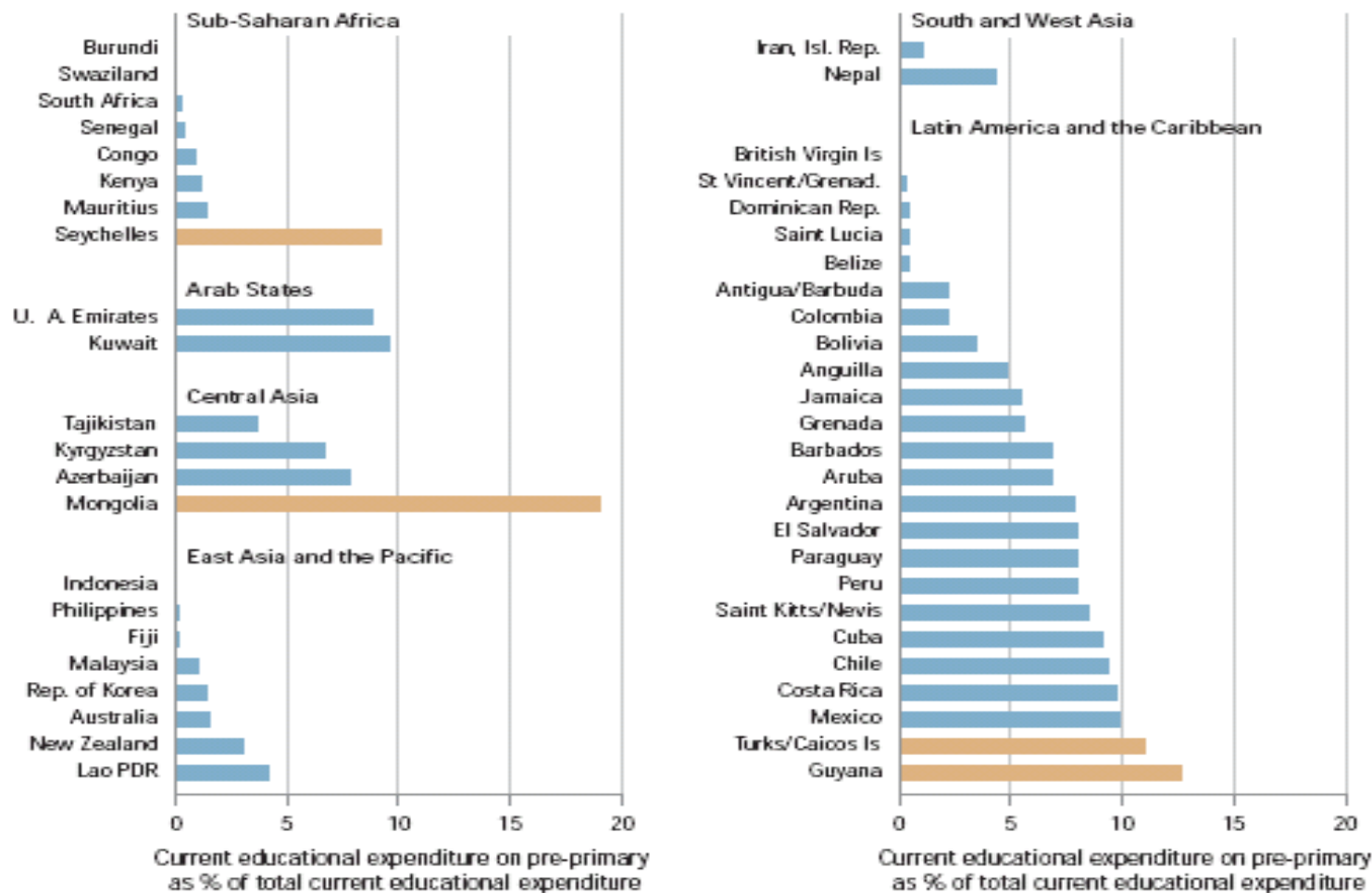
	Aid to early childhood education	Aid to primary education	Aid to ECE as % of aid to primary education
	1999-2004 average constant 2003 US\$ millions	1999-2004 average constant 2003 US\$ millions	
Japan	0.02	88.15	0.0%
European Commission	0.12	155.79	0.1%
United Kingdom	0.37	228.80	0.2%
Germany	0.16	50.00	0.3%
France	0.17	34.66	0.5%
Netherlands	1.09	160.88	0.7%
Denmark	0.20	23.66	0.9%
UNDP	0.00	0.24	1.2%
Italy	0.05	3.59	1.4%
Canada	0.88	61.34	1.4%
Ireland	0.19	10.16	1.8%
Belgium	0.06	3.14	1.9%
Luxembourg	0.08	3.82	2.0%
Portugal	0.11	3.98	2.8%
Norway	2.01	60.38	3.3%
New Zealand	0.16	2.80	5.6%
UNICEF	3.17	43.35	7.3%
Australia	3.22	38.85	8.3%
Finland	0.58	6.69	8.6%
Spain	1.39	13.15	10.6%
Austria	0.24	1.47	16.2%
Greece	4.74	6.19	76.5%

Source: CRS online database (OECD-DAC, 2006c), Table 1.



# Example illustrations from GMR

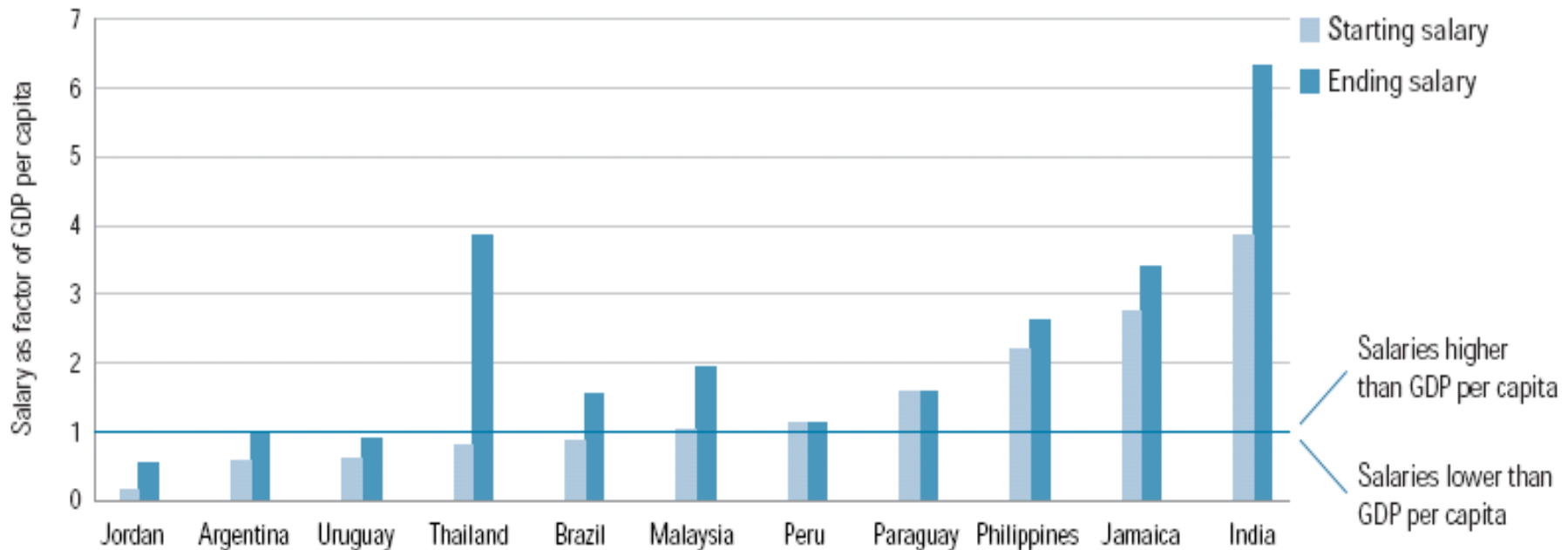
Figure 8.1: Share of pre-primary education in total current public spending on education, 2004



These countries allocate more than 10% of total public spending on education to pre-primary education.

# Example illustrations from GMR

**Figure 6.14: Average starting and ending salaries for pre-primary teachers with minimum qualifications as a factor of GDP per capita in selected countries, 2002-2003**

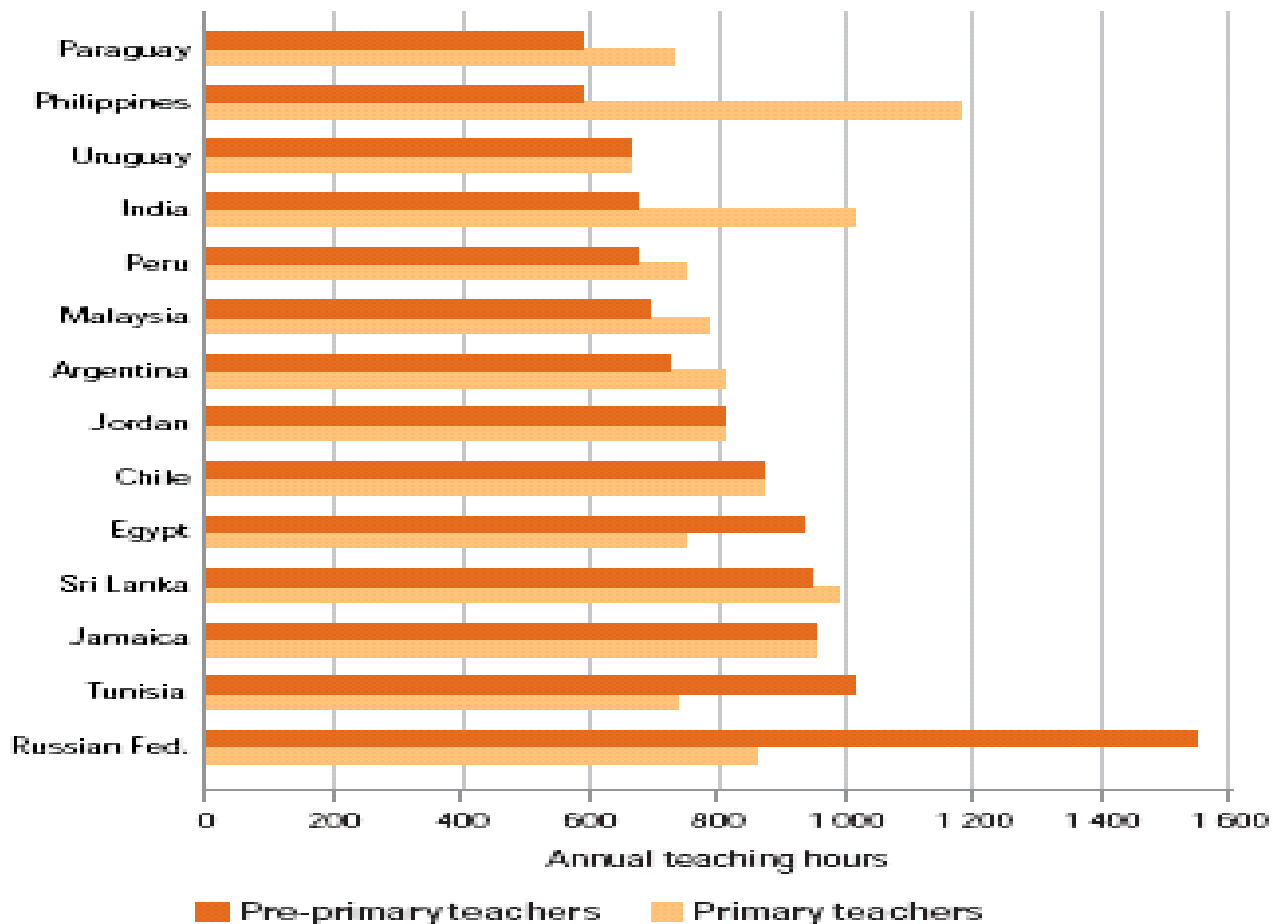


*Note:* Salary data for Thailand are for 2003-2004. Minimum qualifications were selected for starting and ending salaries since these categories provided the most complete data (see glossary).

*Source:* Wallet (2006).

# Example illustrations from GMR

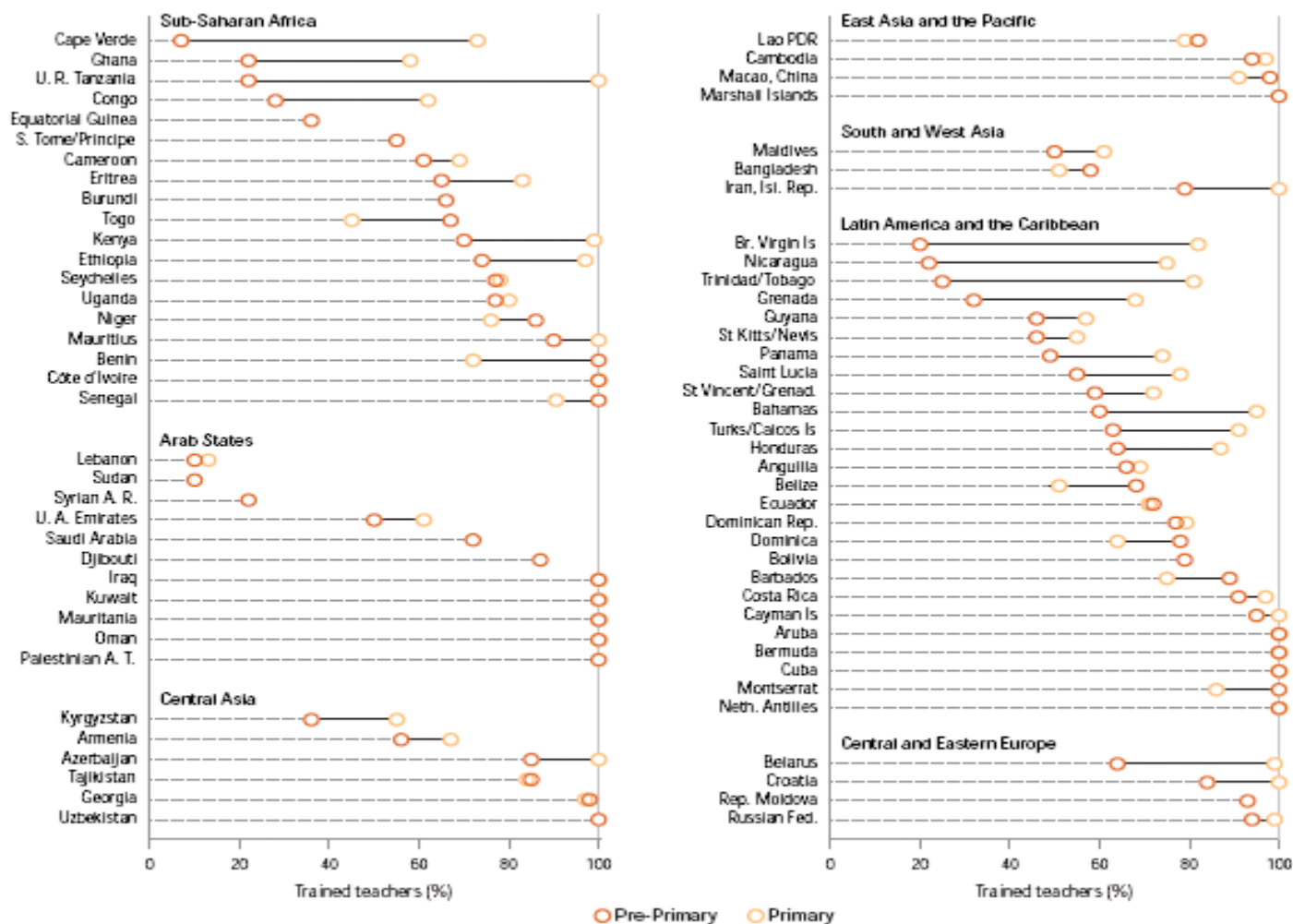
**Figure 6.15: Total annual number of teaching hours for pre-primary and primary teachers in selected countries, 2002-2003**



*Note:* Countries are listed in ascending order by pre-primary teaching hours.  
*Source:* Wallet (2006).

# Example illustrations from GMR

Figure 6.13: Percentage of trained pre-primary and primary school teachers by region, 2004

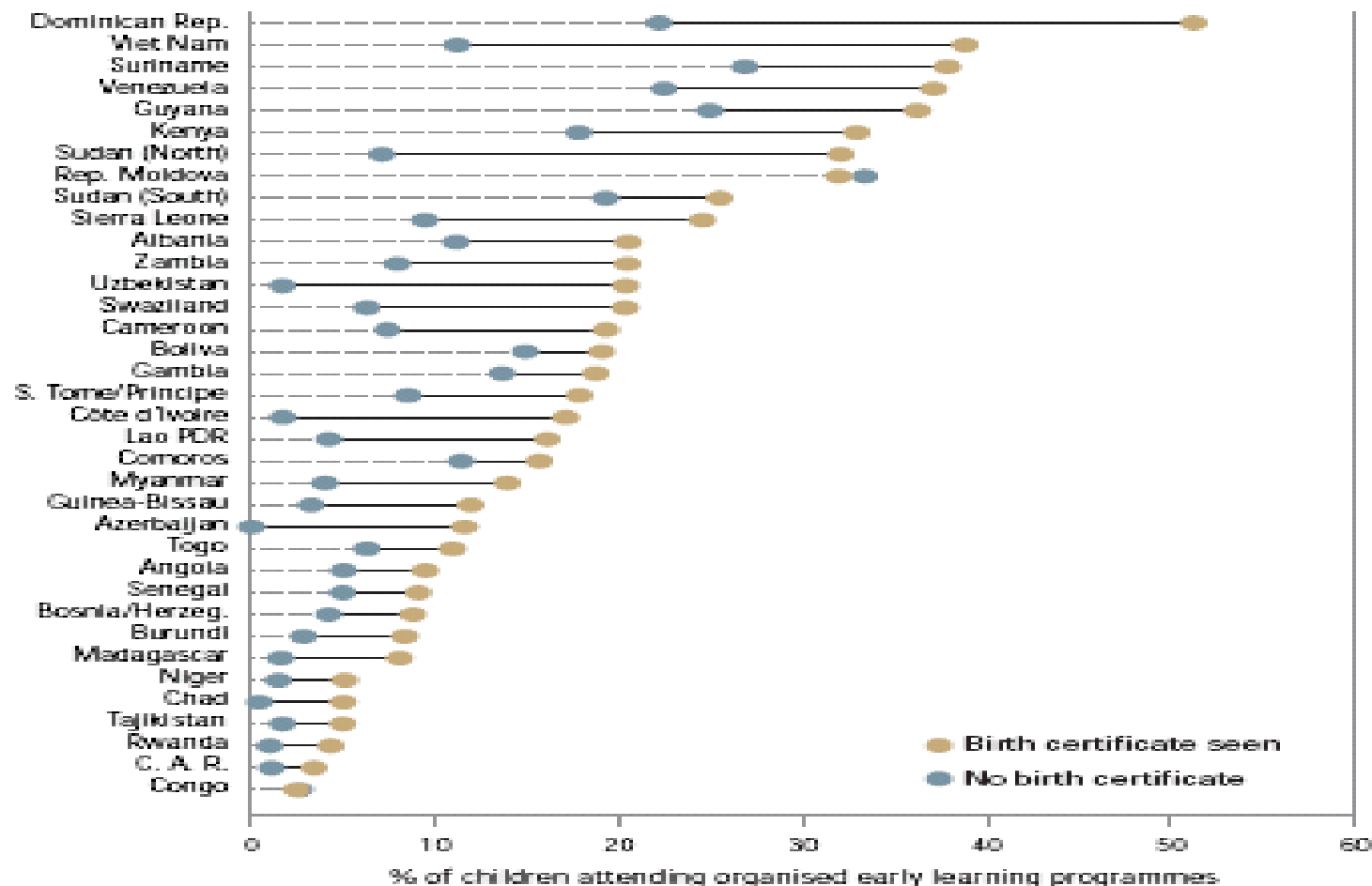


Almost all pre-primary school teachers are women

Source: Annex, Statistical Table 10A.

# Example illustrations from GMR

**Figure 6.12: Disparities in attendance rates for ages 3 and 4 in organized care and learning programmes based on possession of a birth certificate, 1999-2003**

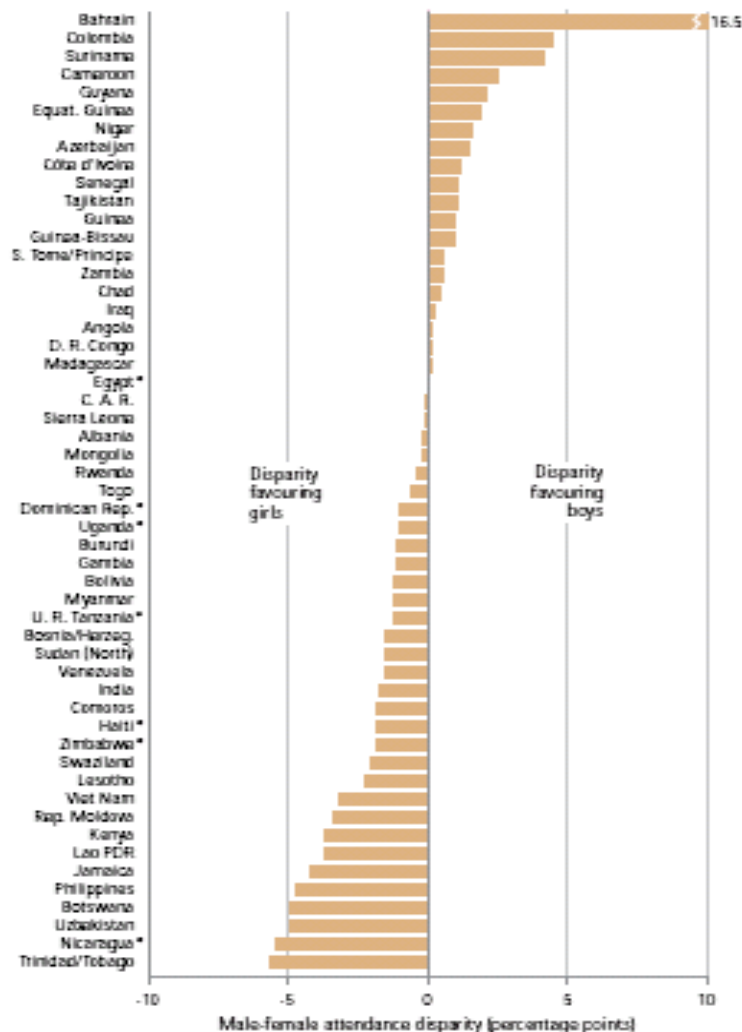


Note: The survey included a third category for which no birth certificate was in evidence (respondents stating to have the child's birth certificate, but which was not presented to the survey taker).

Sources: Three household surveys (Box 6.2).

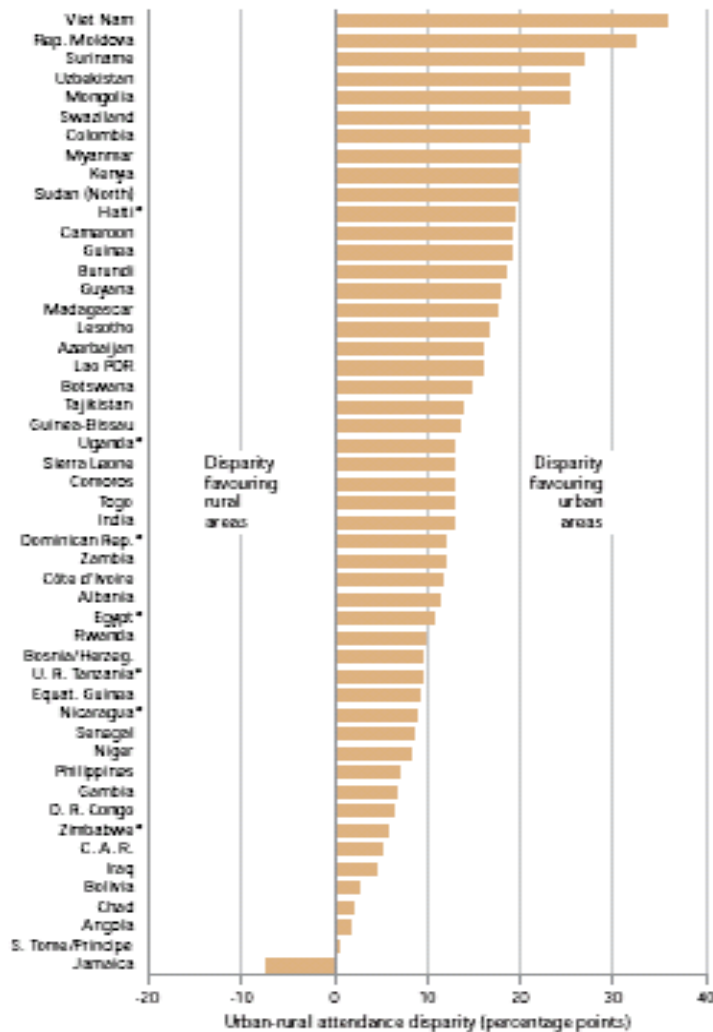
# Example illustrations from GMR

Figure 6.9: Gender disparities in attendance rates for ages 3 and 4 in care and learning programmes, 1999-2003



Note: \*DHS survey countries.  
Sources: Three household surveys (see Box 6.2).

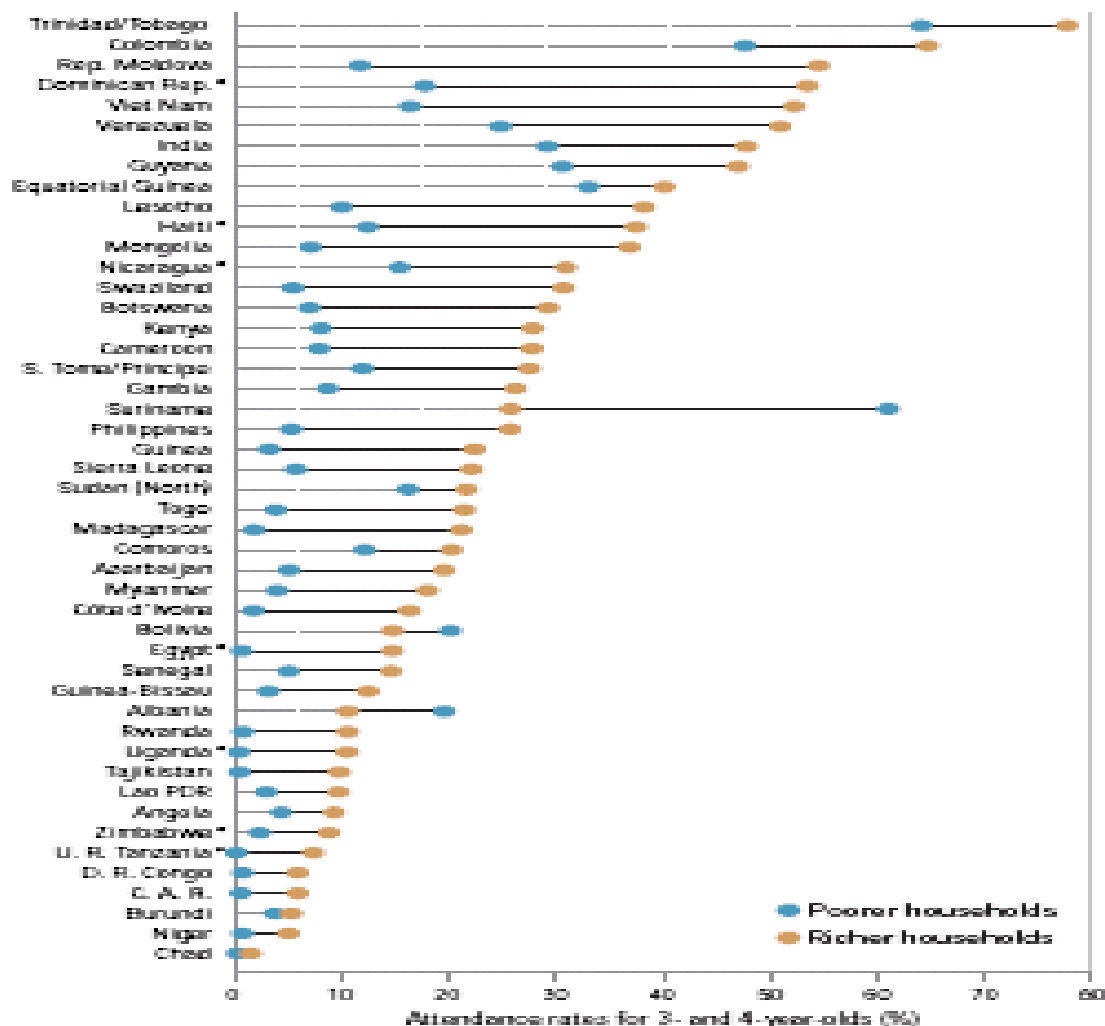
Figure 6.10: Urban-rural attendance disparities for ages 3 and 4 in care and learning programmes, 1999-2003



Note: \*DHS survey countries.  
Sources: Three household surveys (see Box 6.2).

# Example illustrations from GMR

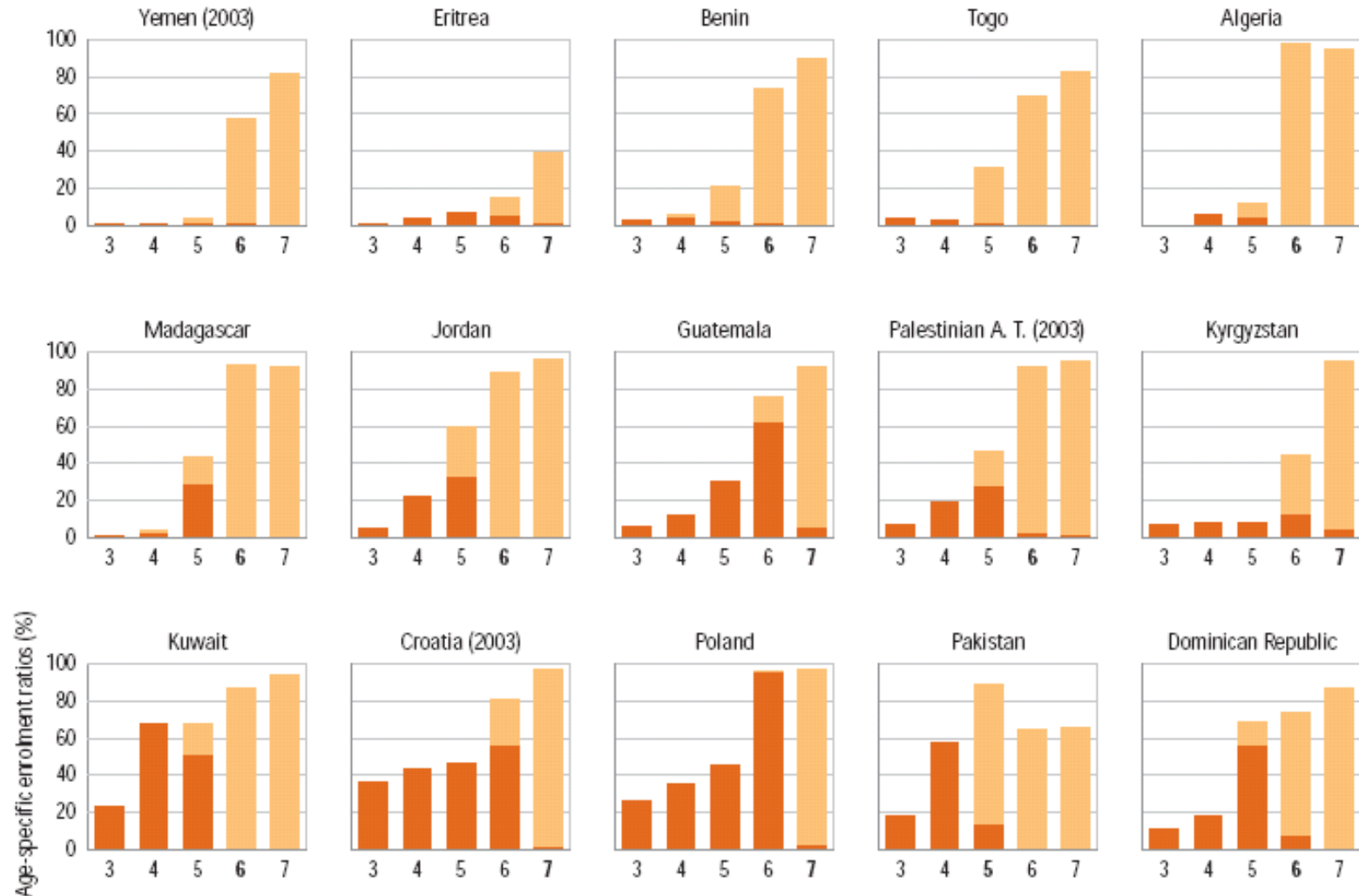
**Figure 6.11: Household wealth disparities in attendance rates for ages 3 and 4 in care and learning programmes, 1999-2003**



Note: Richer households - top 40% by wealth; poorer households - bottom 40%.  
Sources: Three household surveys (see Box 6.2)

# Example illustrations from GMR

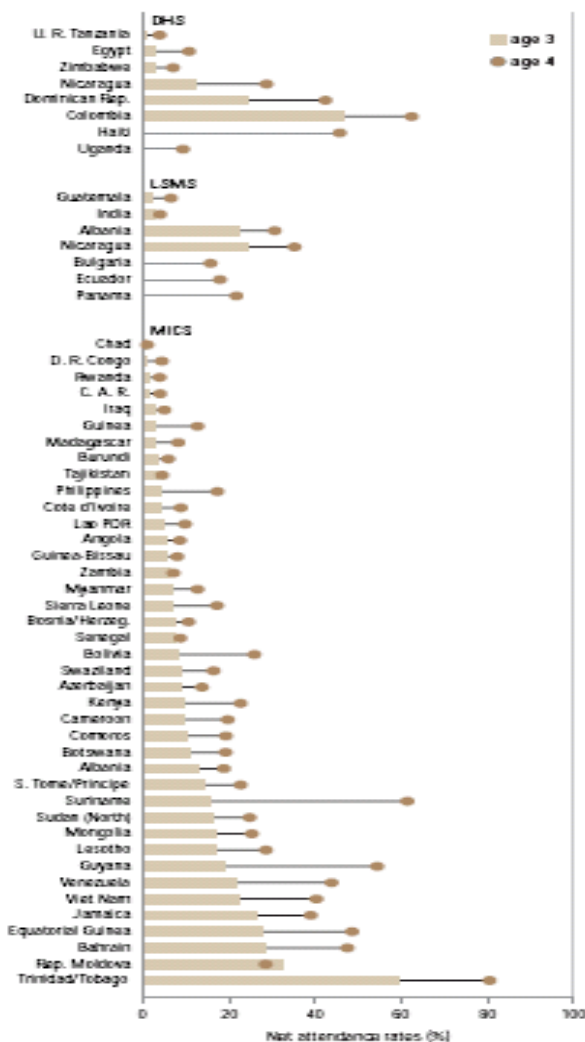
Figure 6.8: Age-specific enrolment ratios for ages 3 to 7 in pre-primary and primary education, 2004





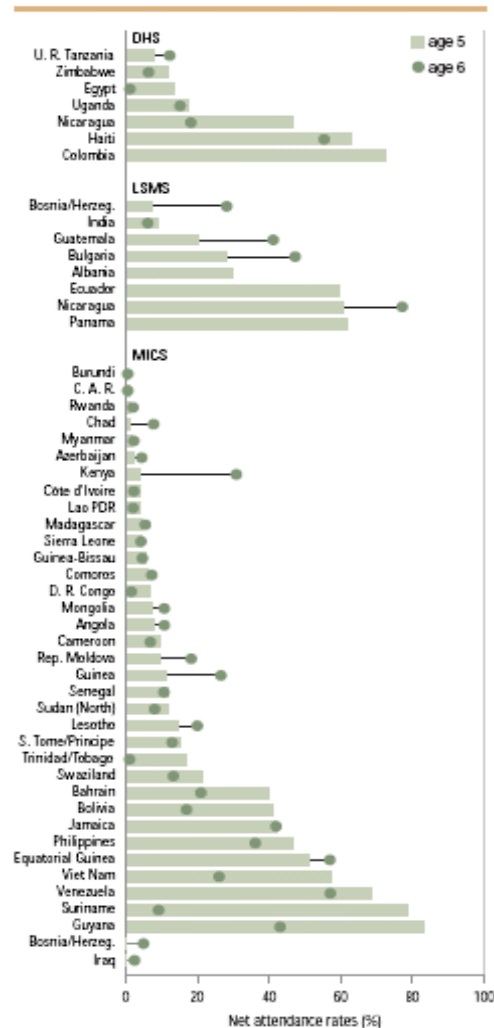
# Example illustrations from GMR

Figure 6.6: Net attendance rates for ages 3 and 4 in organized care and learning programmes, showing higher participation for 4-year-olds, c. 2000



Note: Data for age 3 are unavailable for Bulgaria, Ecuador, Haiti, Panama and Uganda.  
Sources: Three household surveys (Box 6.2).

Figure 6.7: Net attendance rates for ages 5 and 6 in ECCE programmes, showing significant cross-national variation, c. 2000



Note: Data are unavailable in some countries for children age 5 (Bosnia and Herzegovina, Iraq) or age 6 (Albania, Colombia, Ecuador, Panama).  
Sources: Three household surveys (Box 6.2).

Participation of 5- and 6-year-olds varies between 2% in Burundi to 55% in Viet Nam

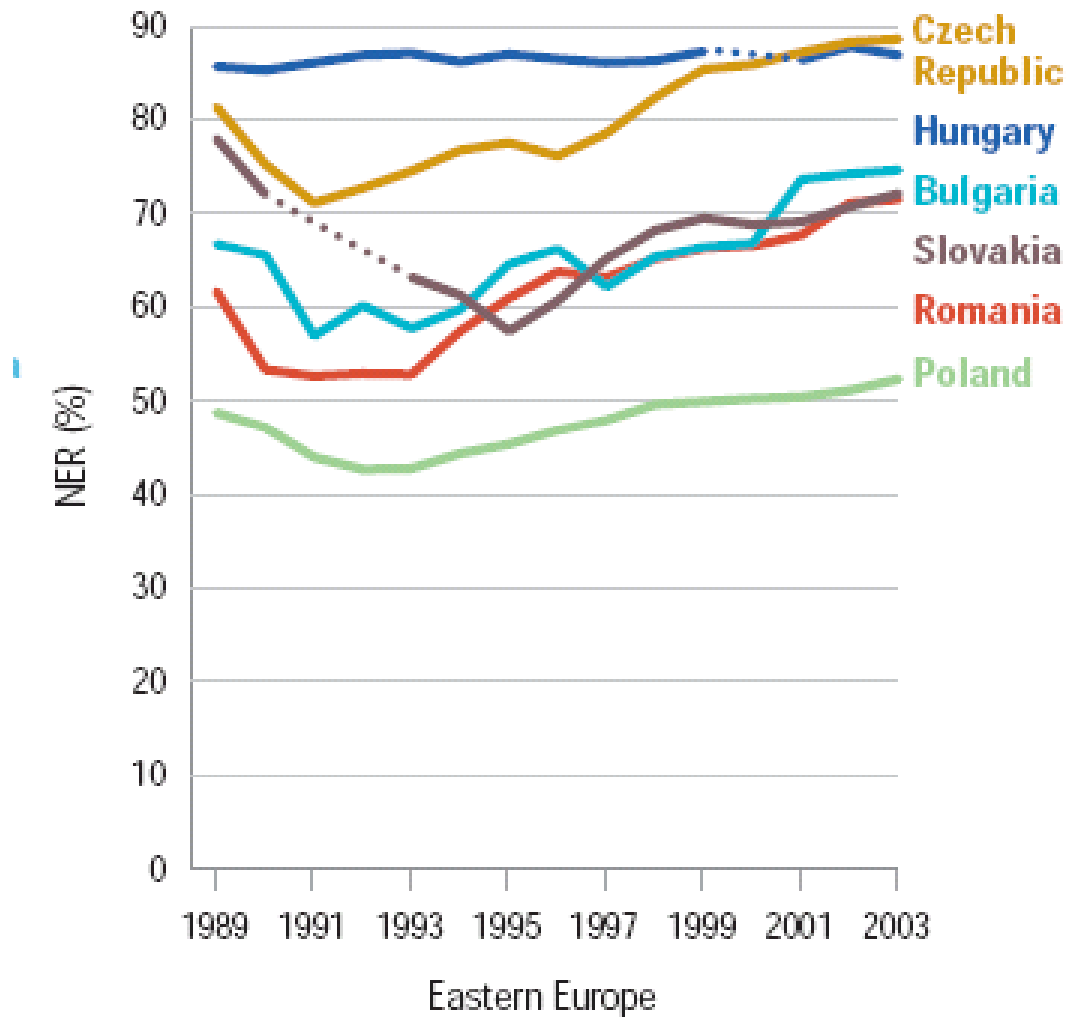
Millions of children who belong to disadvantaged groups and live in vulnerable settings are denied access to ECCE

37. As Namoyama et al. (2004) point out, caution should be exercised when comparing country rates within and across household surveys for these ages.

38. Additional information on EU countries is available in European Commission (2005: pp. 128-30).

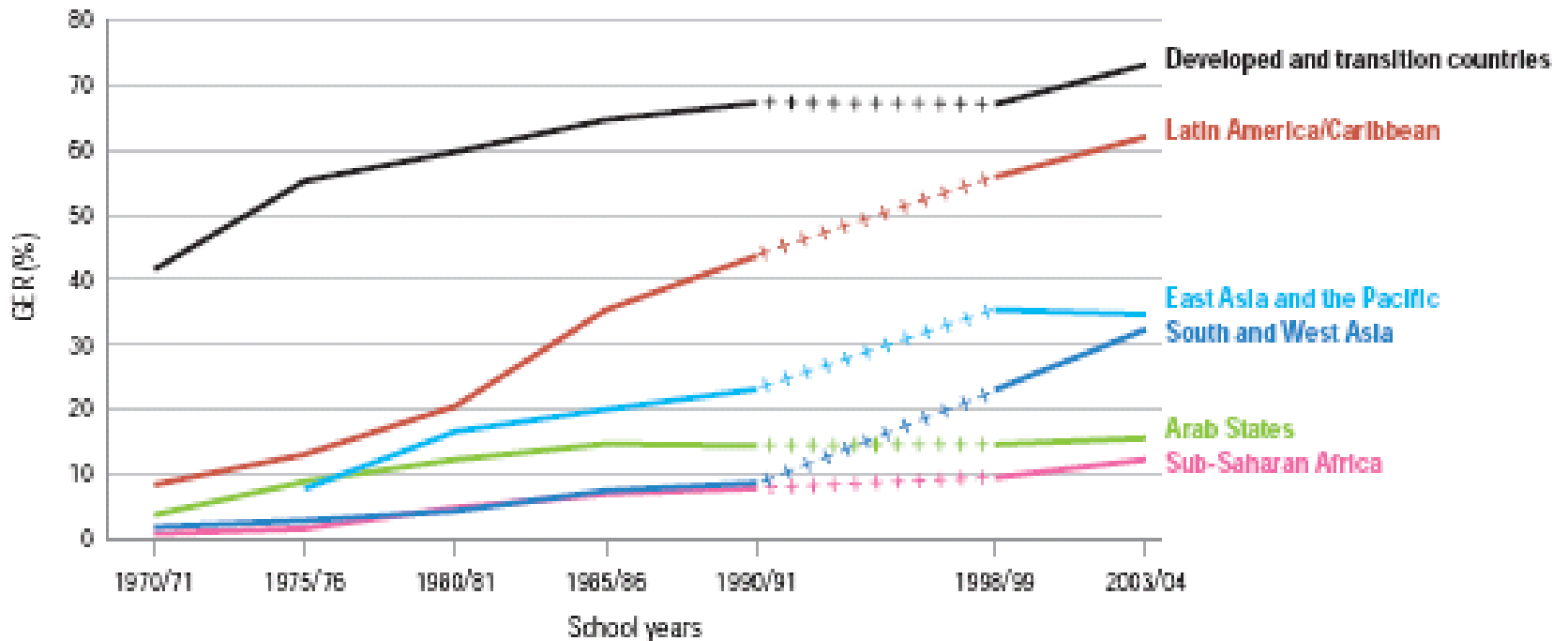
# Example illustrations from GMR

Figure 6.5: Pre-primary net enrolment ratios for children aged 3 to 6 in transition countries, 1989 to 2003



# Example illustrations from GMR

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.

# Example illustrations from GMR

**Table 6.5: Selected indicators of children's health and nutrition by region, 1996-2004<sup>1</sup>**

	Immunization of 1-year-olds (%)			% under-5 who are:		Under-5 mortality rate (%)
	Tuberculosis	DPT3	HepB	moderately or severely underweight	suffering from moderate or severe stunting	
	2004	2004	2004	1996-2004 <sup>1</sup>	1996-2004 <sup>1</sup>	
World	84	78	49	26	31	86
Developing countries	84	76	46	27	31	95
Developed countries	...	96	63	...	...	8
Countries in transition	93	93	90	5	14	46
Sub-Saharan Africa	76	65	33	28	38	176
Arab States	88	88	77	14	21	65
Central Asia	...	...	...	...	...	79
East Asia and the Pacific	92	86	71	15	19	44
South and West Asia	...	...	...	...	...	101
Latin America and the Caribbean	96	91	83	7	16	35
North America and Western Europe	...	...	...	...	...	7
Central and Eastern Europe	...	...	...	...	...	19

# Example illustrations from GMR

**Table 6.1: Change in population aged 0 to 5 since 1970 with projections to 2020 and regional distribution**

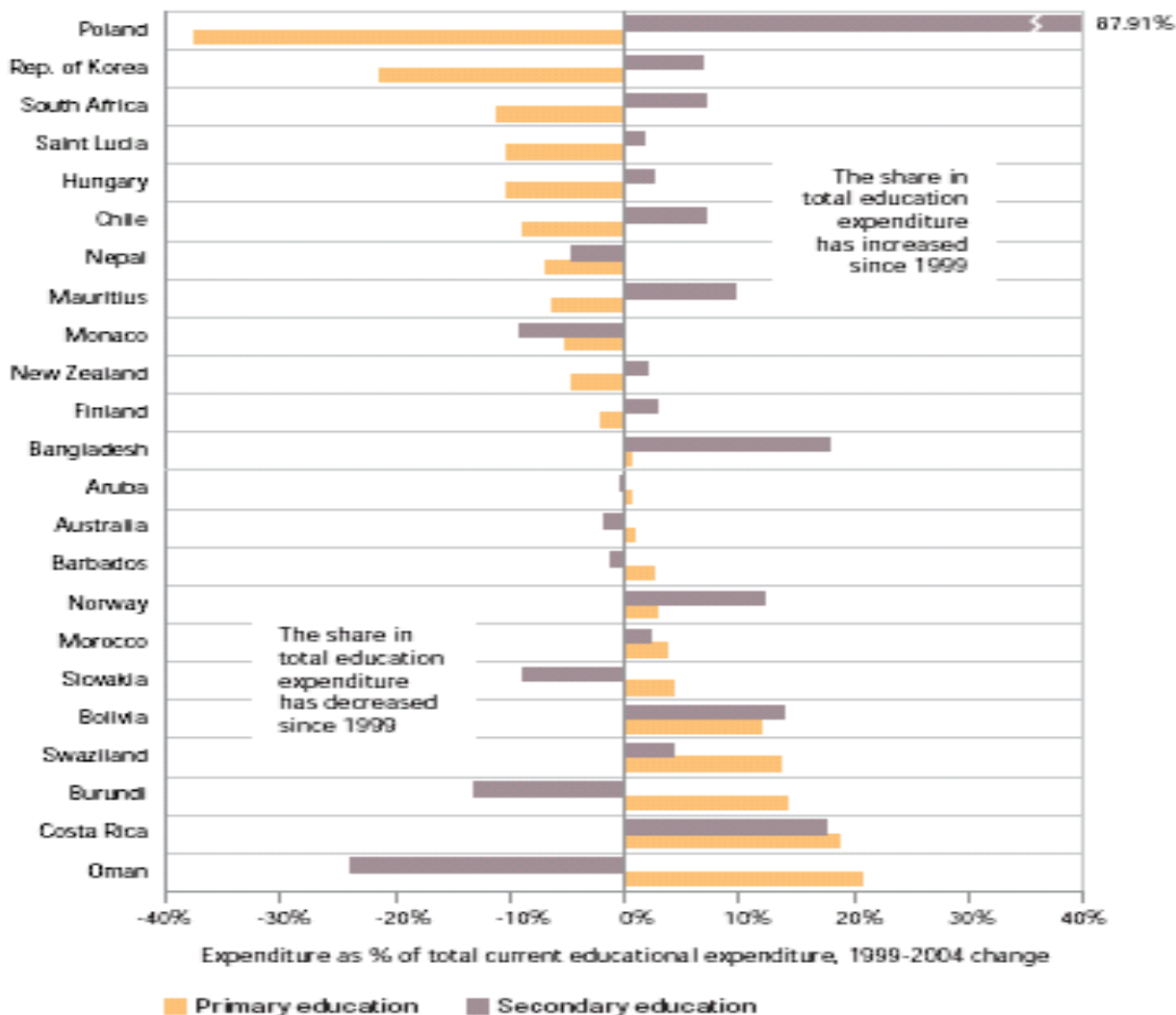
	Population aged 0 to 5 (millions)							
	1970	1980	1990	2000	2005	Projections		
						2010	2015	2020
World	617	646	744	735	738	755	774	776
Developed and transition countries	108	103	105	88	87	88	88	86
Developing countries	509	543	639	646	650	667	686	690
<i>of which:</i>								

**Table 6.2: The share of children aged 0 to 5 in the total population worldwide and by region, 1970-2020**

	Population aged 0 to 5 (percentage of total population)							
	1970	1980	1990	2000	2005	Projections		
						2010	2015	2020
World	17	15	14	12	11	11	11	10
Developed and transition countries	10	9	9	7	7	7	7	6
Developing countries	19	16	16	13	13	12	12	11
<i>of which:</i>								

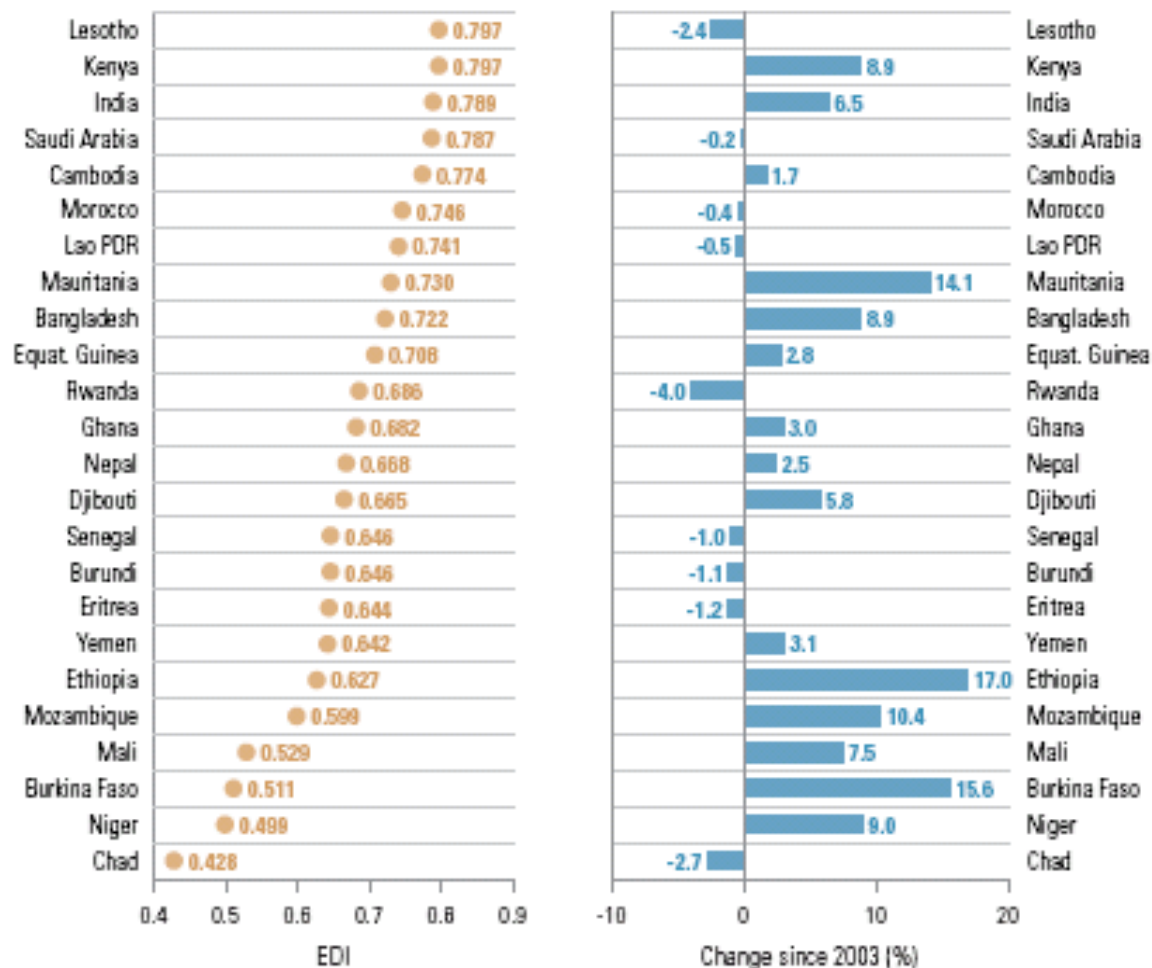
# Example illustrations from GMR

Figure 3.6: Comparison of changes in spending on primary and secondary education in selected countries since 1999



# Example illustrations from GMR

Figure 2.28: The EDI in 2004 and change since 2003

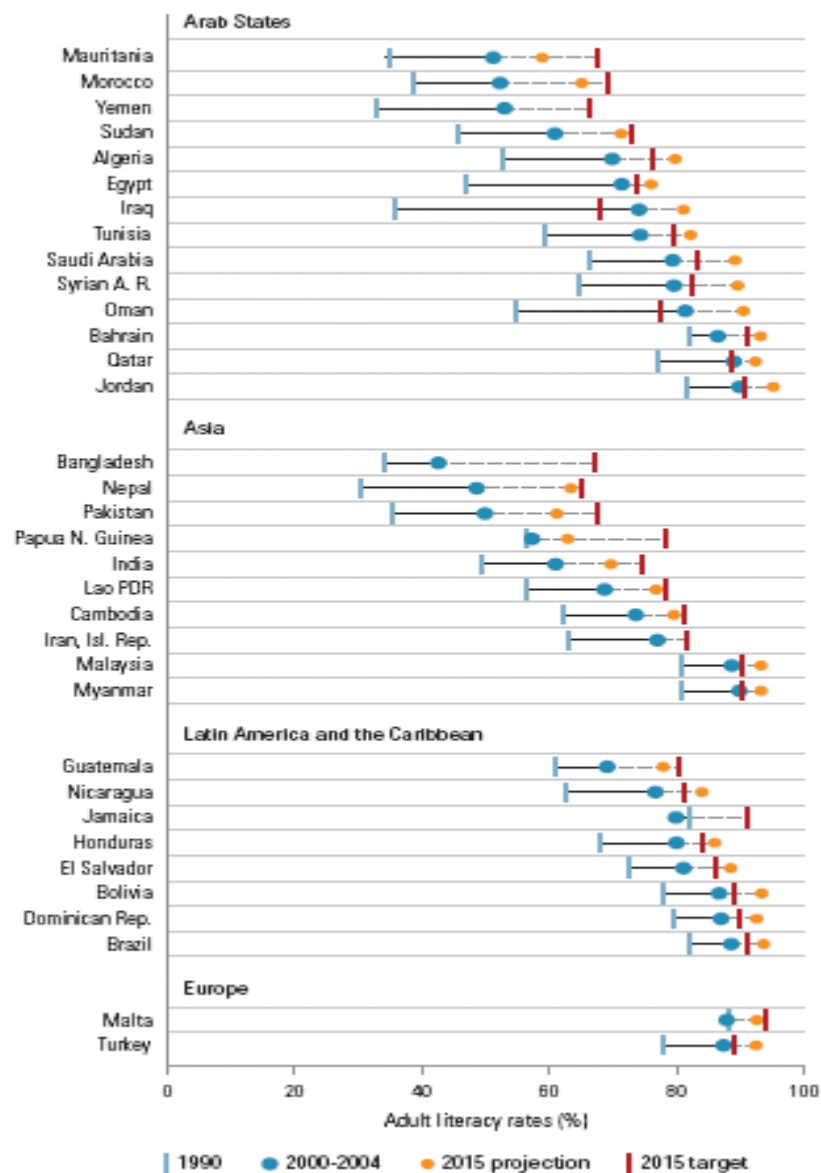
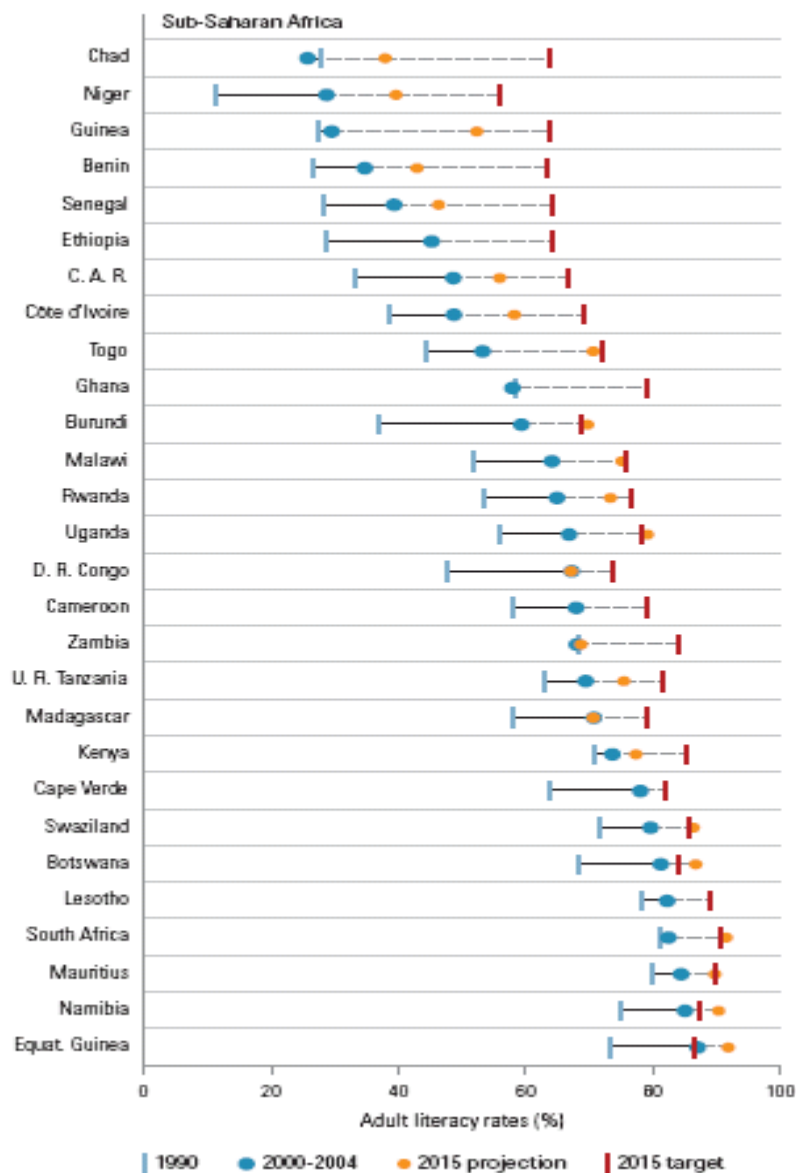


Note: Only countries with an EDI score below 0.800 are included.

Source: Annex, Appendix 1, Table 3.

# Example illustrations from GMR

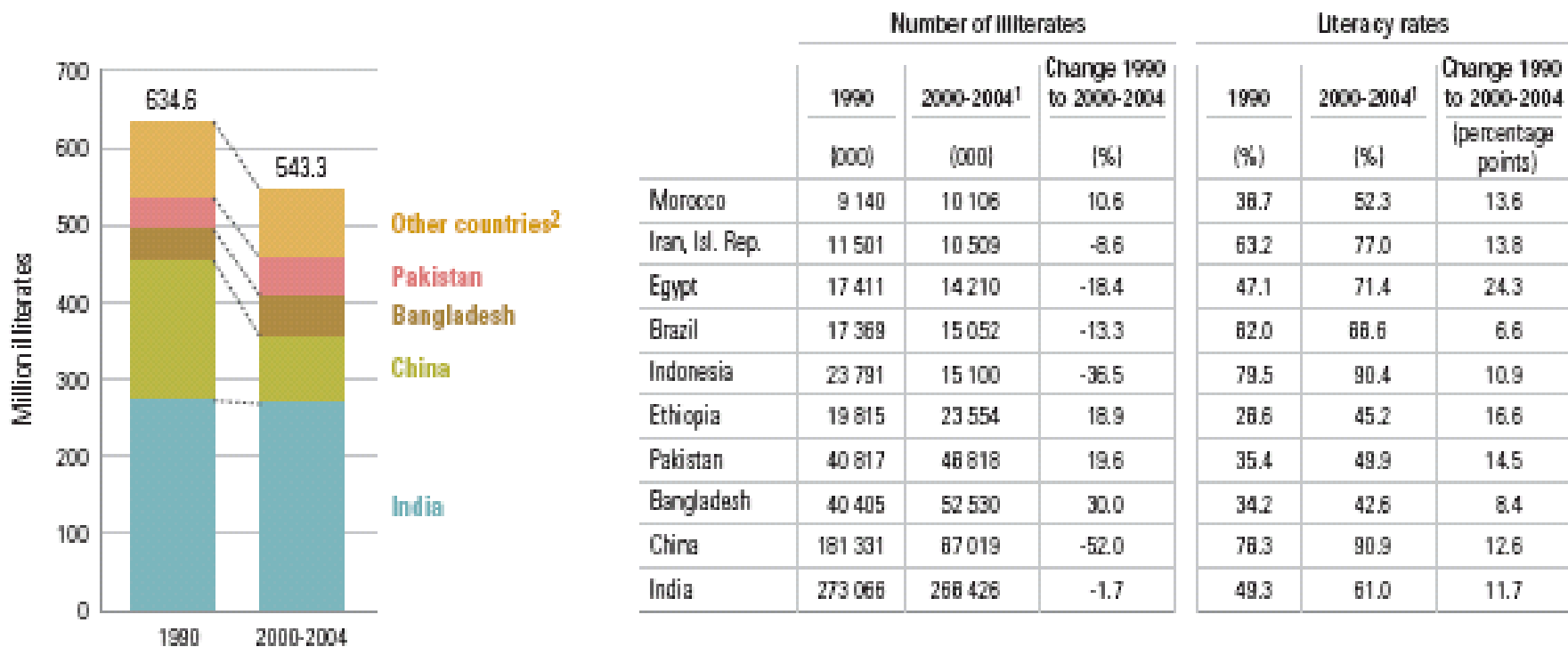
Figure 2.27: Estimated adult literacy rates (age 15+) for 1990 and 2000-2004<sup>1</sup> and projections and targets for 2015





# Example illustrations from GMR

Figure 2.26: Changes in adult literacy (age 15+) between 1990 and 2000-2004 in countries with more than 10 million illiterates



1. Data are for the most recent year available during the period specified. See the Introduction to the statistical tables in the annex for a broader explanation of national literacy definitions, assessment methods, sources and years of data.

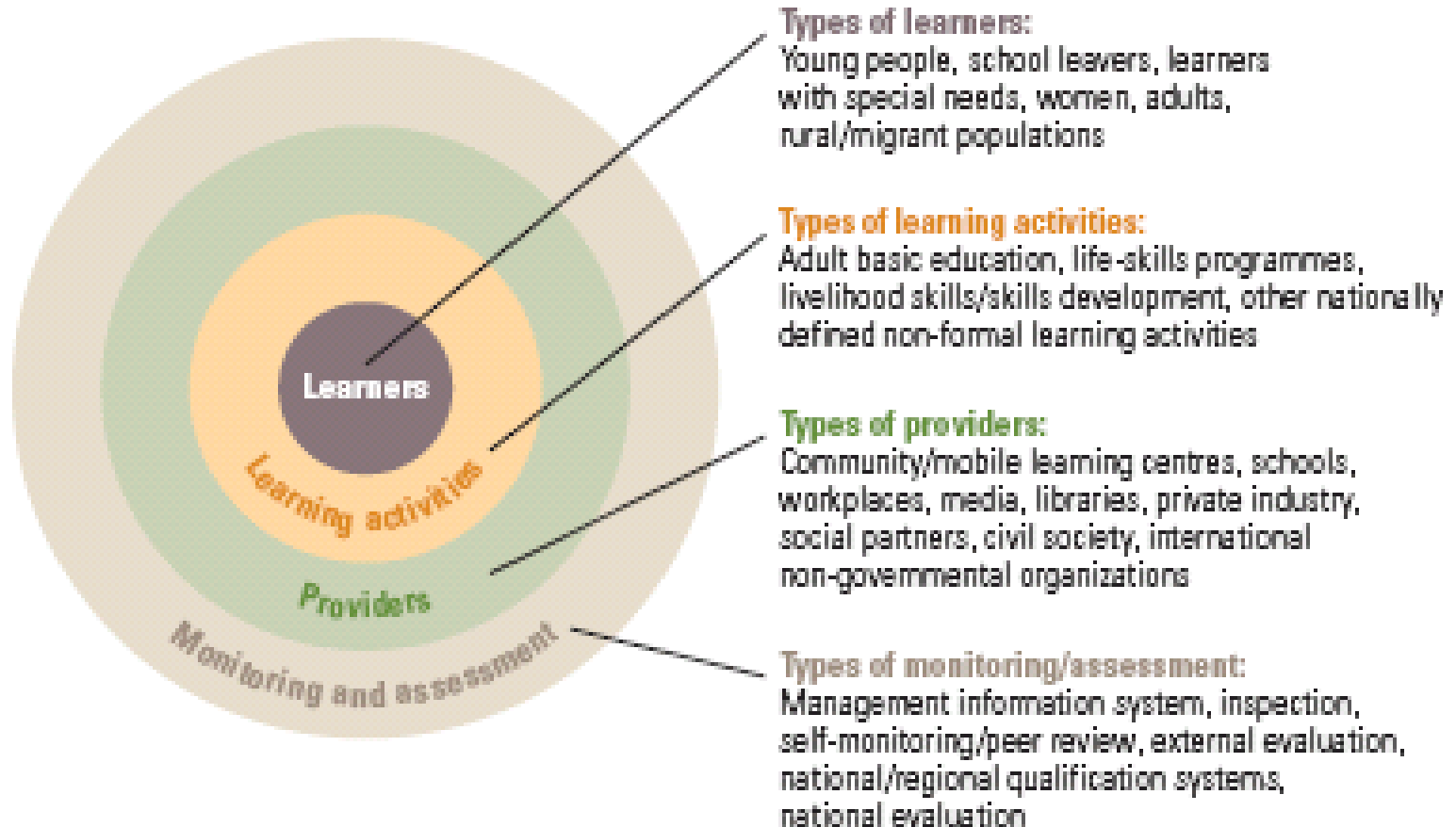
2. Brazil, Egypt, Ethiopia, Indonesia, Morocco, Islamic Republic of Iran.

Note: See source table for detailed country notes.

Source: Annex, Statistical Table 2.

# Example illustrations from GMR

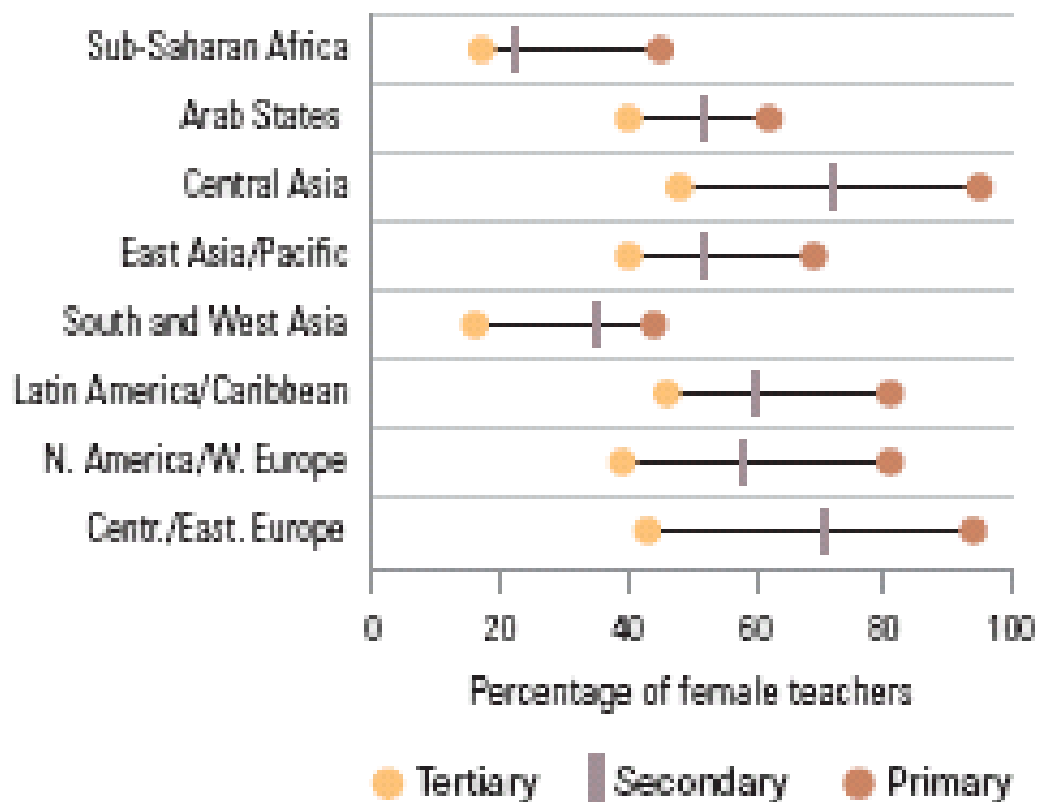
Figure 2.25: Core features of learning and life skills programmes



Source: Connal and Sauvageot (2005).

# Example illustrations from GMR

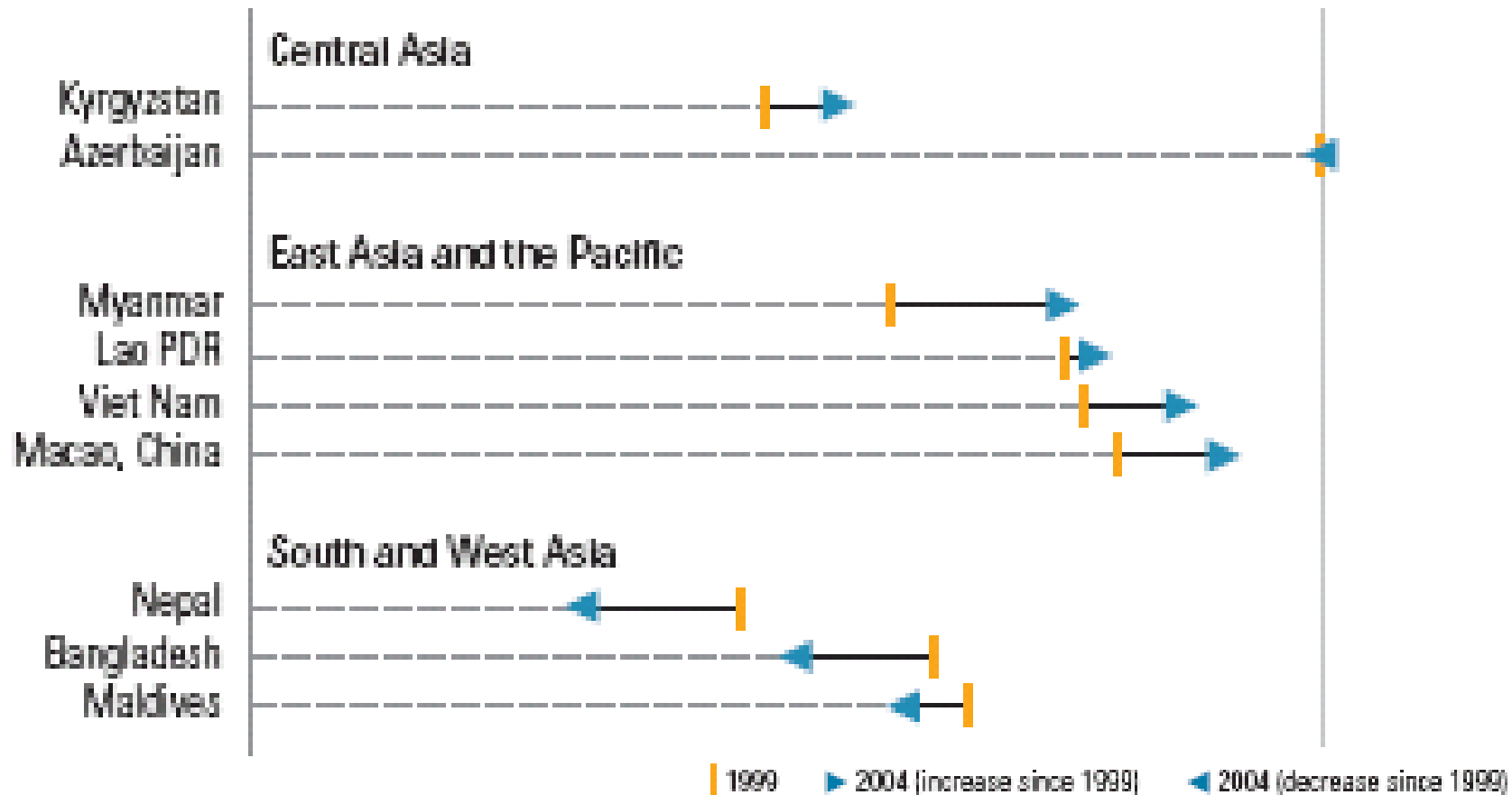
**Figure 2.21: Percentage of female teachers in primary, secondary and tertiary education, regional medians, 2004**



Source: Annex, Statistical Tables 10A and 10B.

# Example illustrations from GMR

Figure 2.22: Changes in the percentage of trained primary teachers between 1999 and 2004

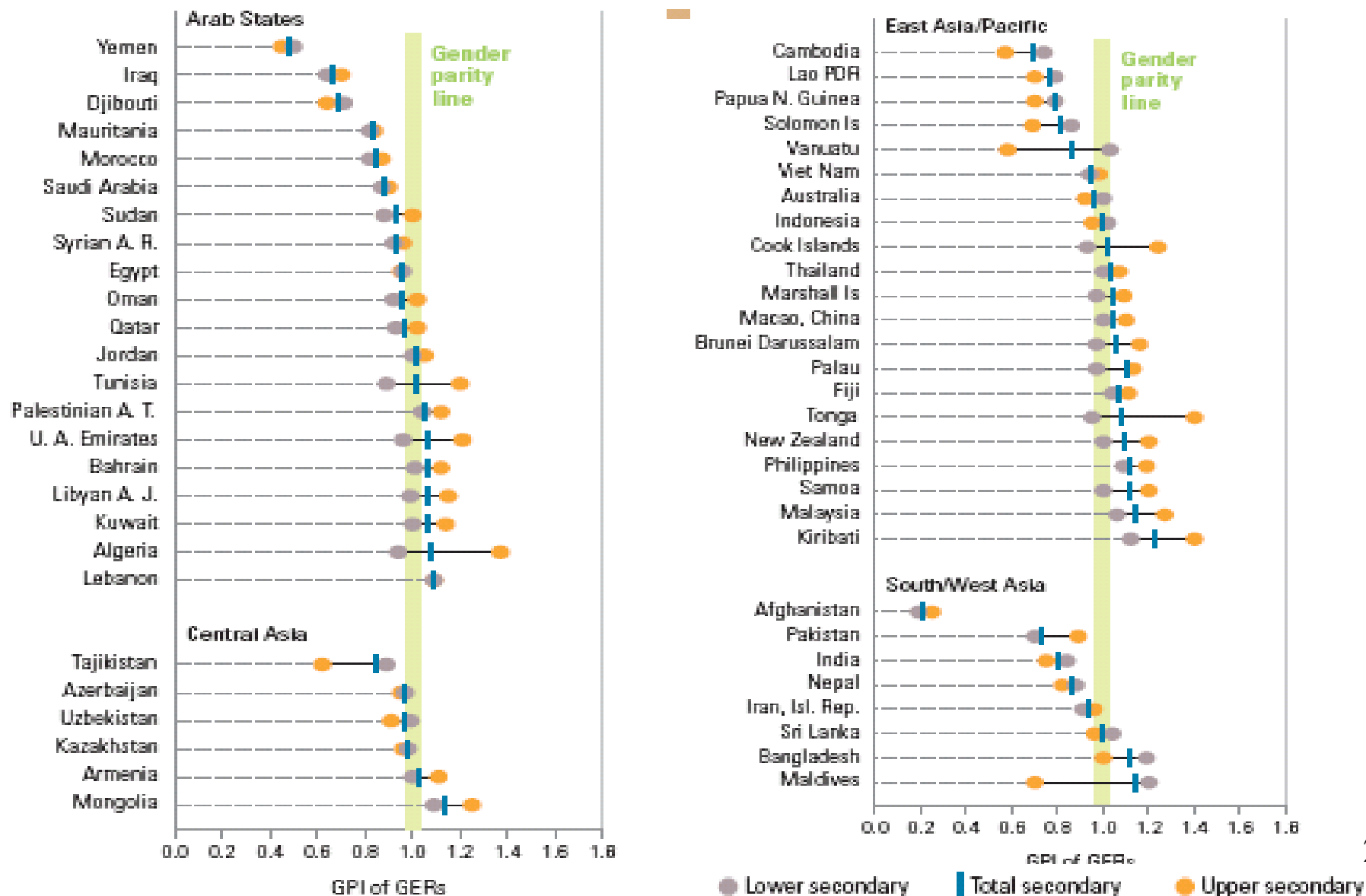


Note: Within each region, countries are listed in ascending order of the proportion of trained teachers in 1999. See source table for detailed country notes.

Source: Annex, Statistical Table 10A.

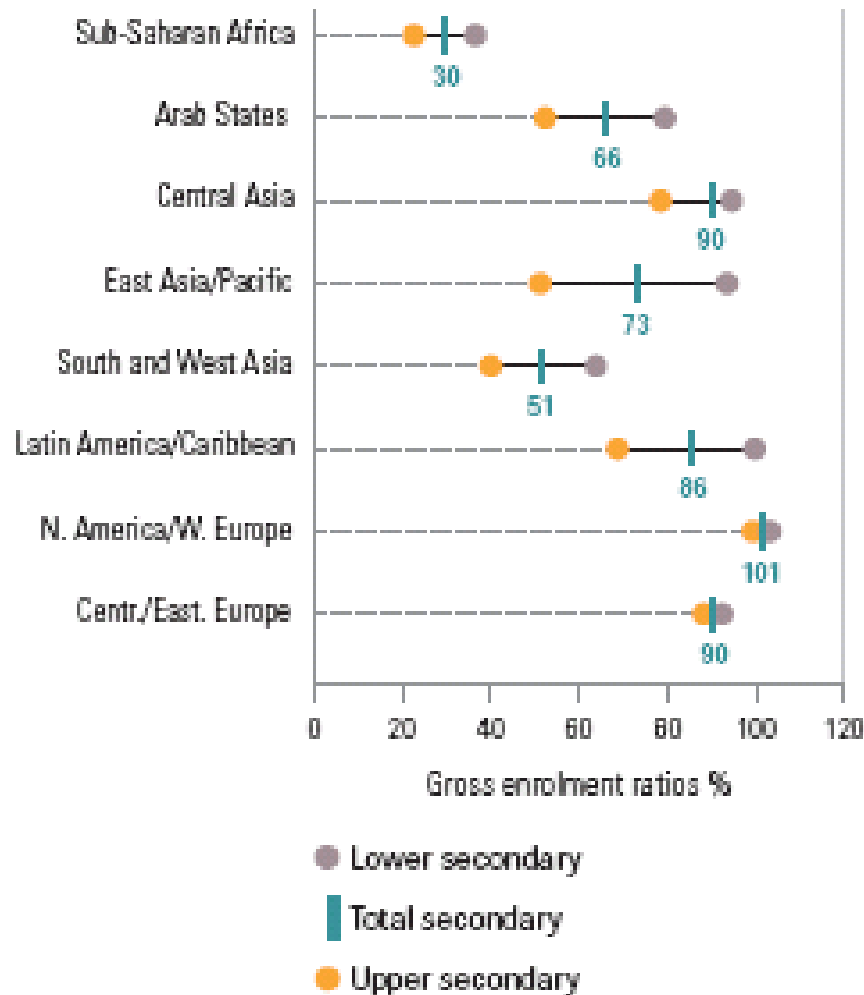
# Example illustrations from GMR

Figure 2.18: Gender disparities in secondary gross enrolment ratios by level, 2004



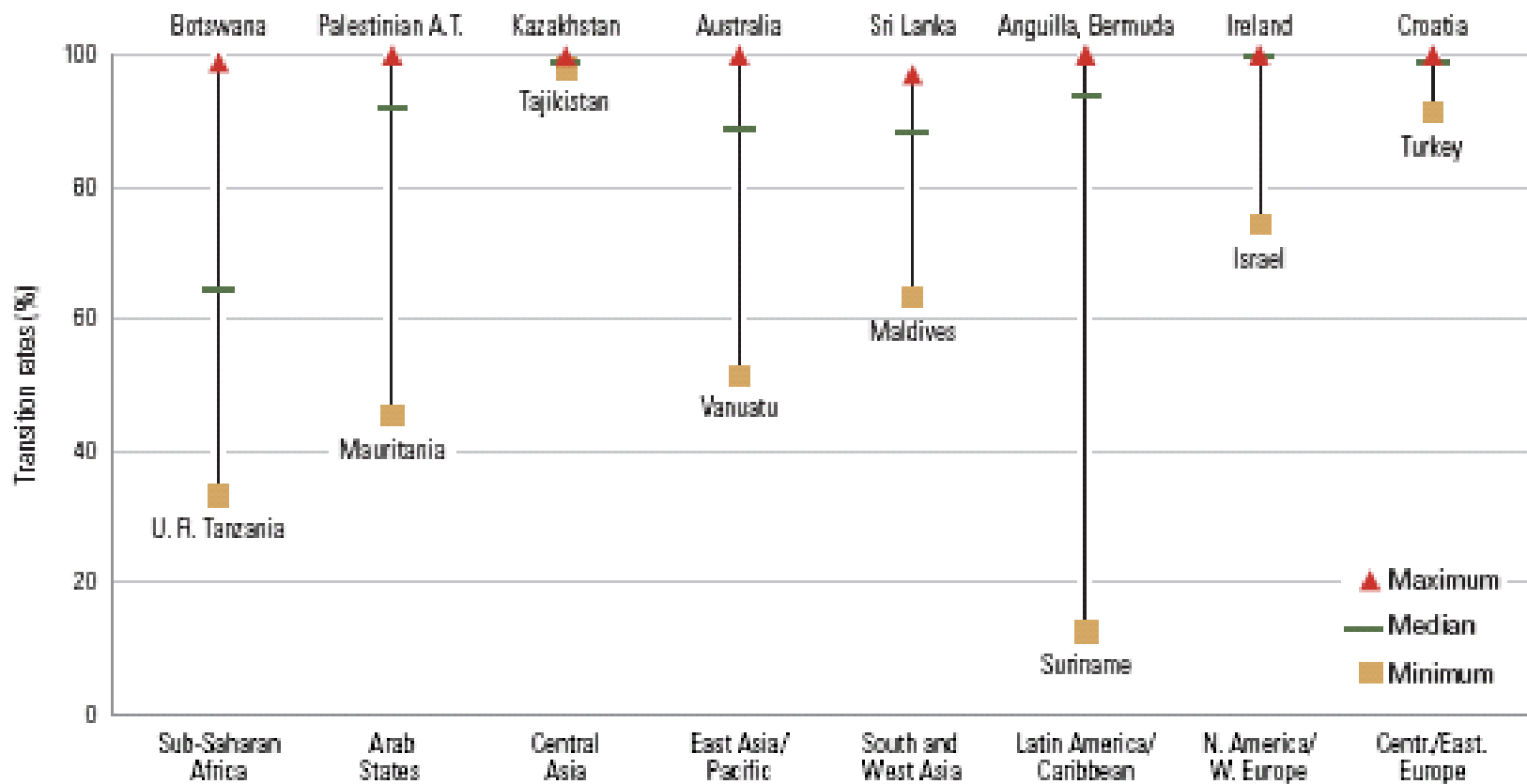
# Example illustrations from GMR

Figure 2.16: Secondary gross enrolment ratios by level and region, 2004



# Example illustrations from GMR

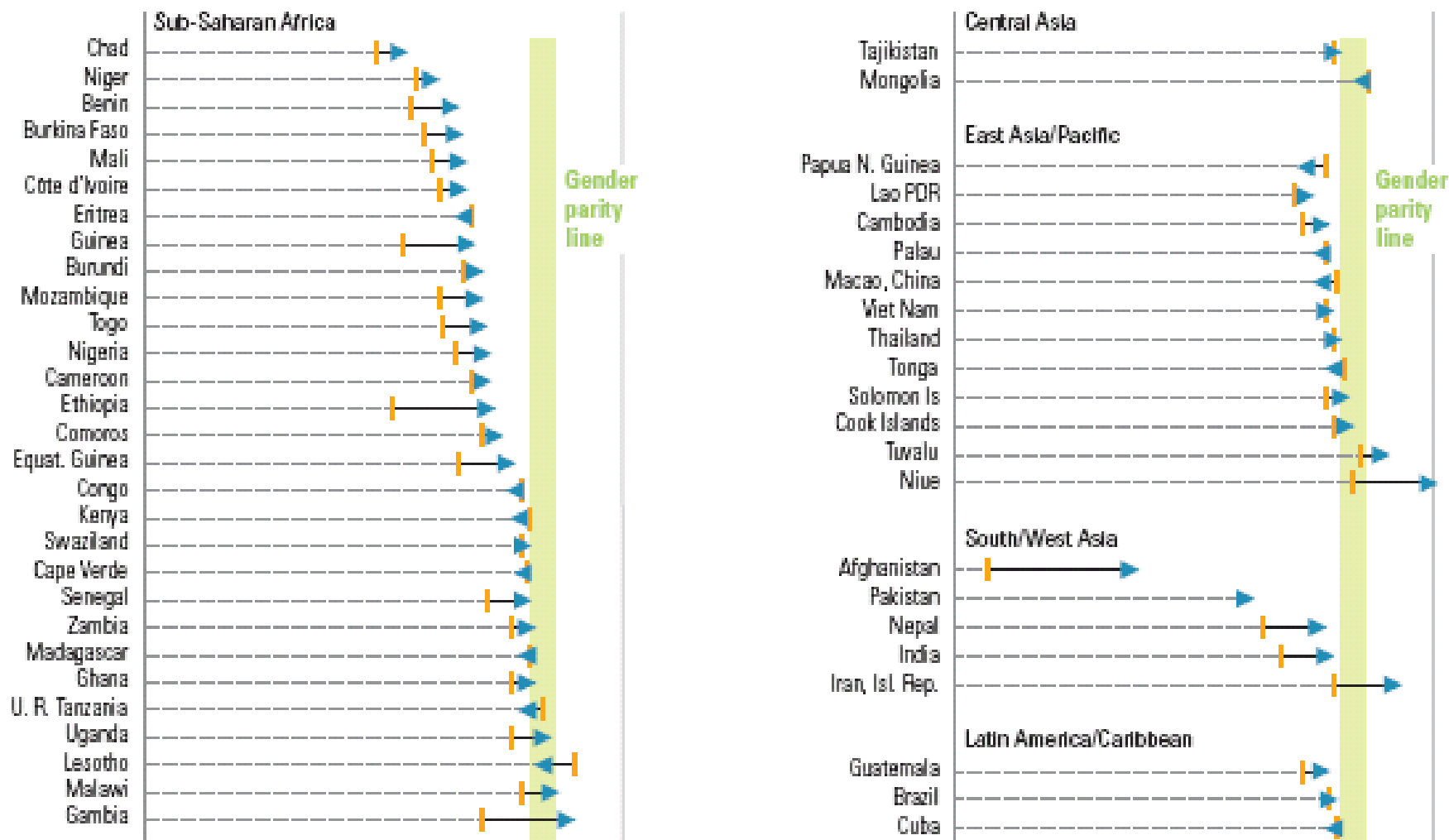
Figure 2.15: Transition rates from primary to general secondary education, median values and regional variations, 2003



Source: Annex, Statistical Table 7.

# Example illustrations from GMR

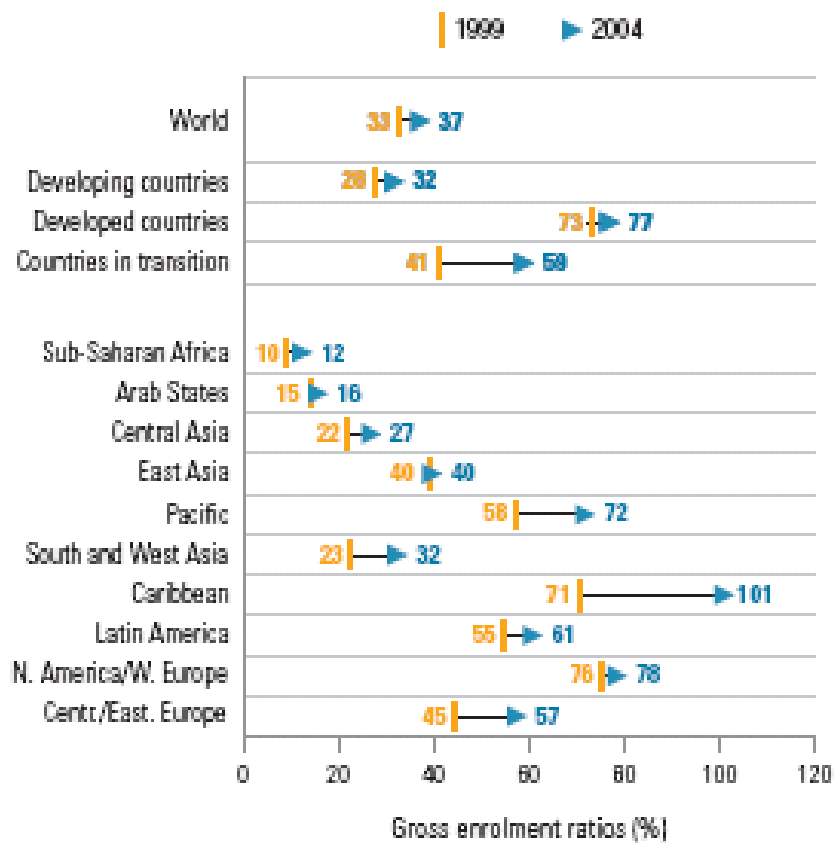
Figure 2.14: Changes in gender disparities in primary education gross enrolment ratios between 1999 and 2004





# Example illustrations from GMR

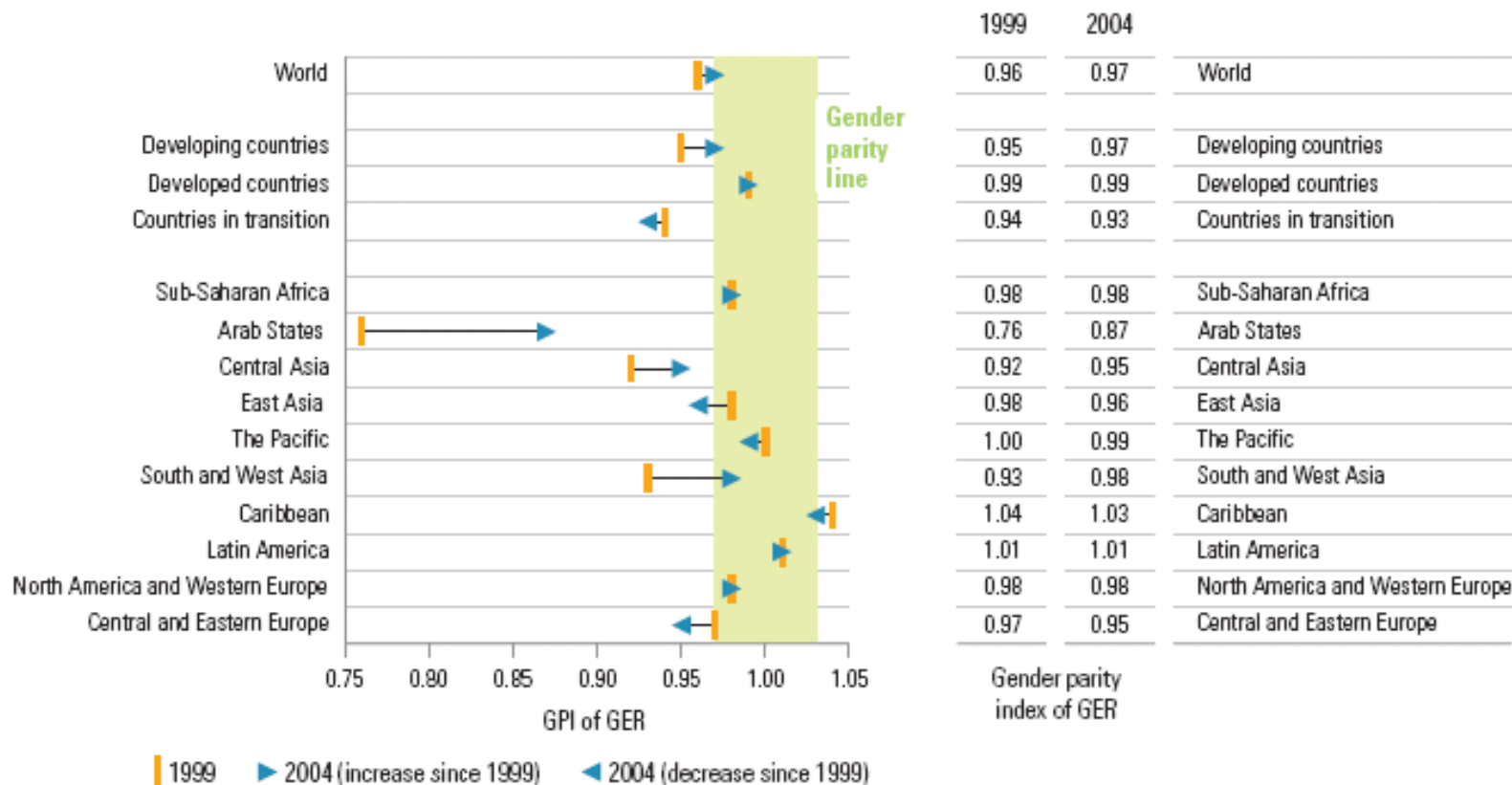
Figure 2.1: Changes in pre-primary gross enrolment ratios between 1999 and 2004, by region



Source: Annex, Statistical Table 3B.

# Example illustrations from GMR

Figure 2.3: Changes in gender disparities in pre-primary gross enrolment ratios between 1999 and 2004, by region



Source: Annex, Statistical Table 3B.

# Example illustrations from GMR

**Table 2.5: Number of new entrants into grade 1 and percentage increase between 1999 and 2004 in selected countries of sub-Saharan Africa**

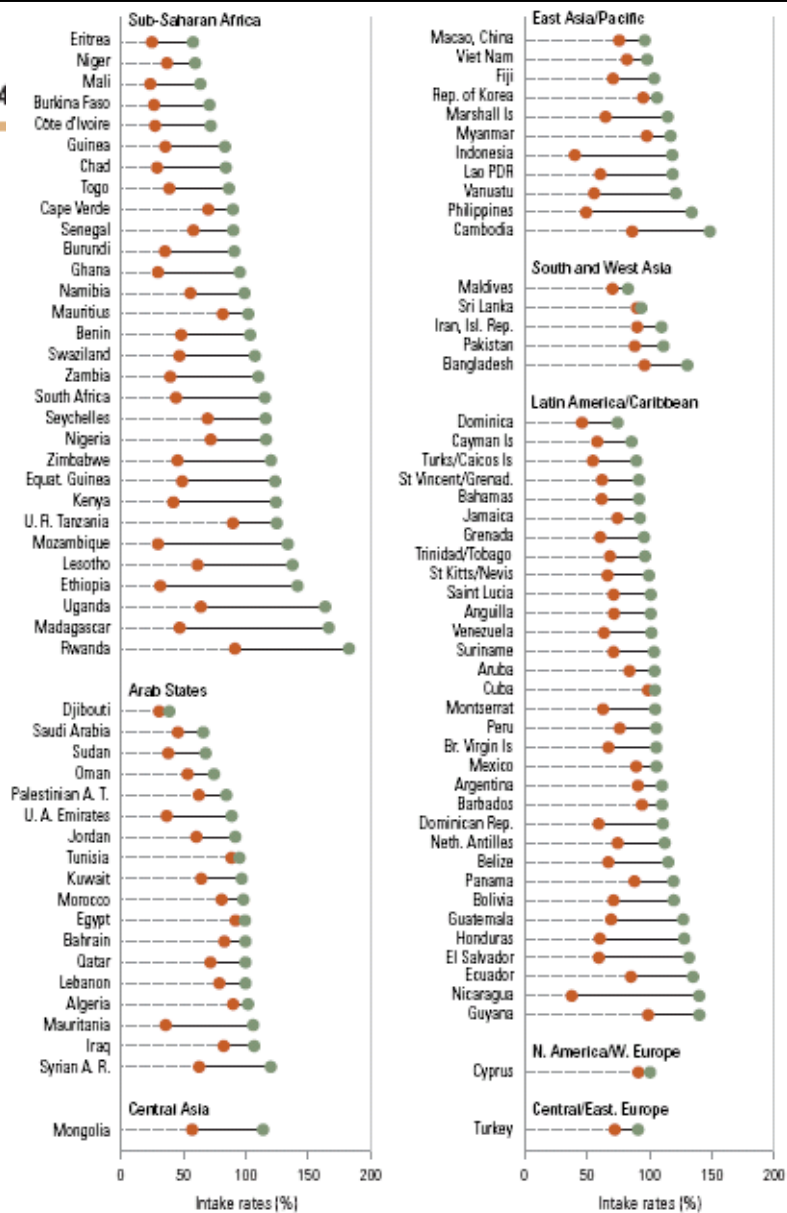
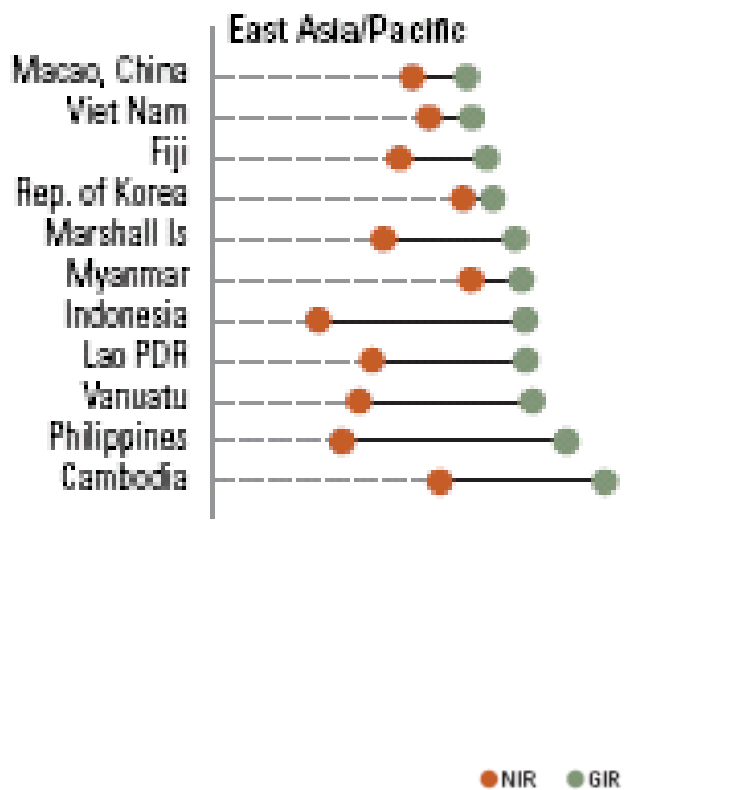
Country	1999 (000)	2004 (000)	Increase 1999-2004 (%)	Annual increase (%)
Burundi	146	189	29.5	5.3
Cameroon	335	474	41.5	7.2
Chad	175	242	38.3	6.7
Ethiopia	1 537	3 143	104.5	15.4
Guinea	119	215	80.7	12.6
Kenya	892	1 162	30.3	5.4
Madagascar	495	897	81.2	12.6
Mali	173	254	46.8	8.0
Mozambique	536	771	43.8	7.5
Niger	133	242	82.0	12.7
Rwanda	295	456	54.6	9.1
Senegal	190	284	49.5	8.4
U. R. Tanzania	714	1 342	88.0	13.5
Zambia	252	380	50.8	8.6
Total	5 992	10 051	67.7	10.9

Note: See source table for detailed country notes.

Source: Annex, Statistical Table 4.

# Example illustrations from GMR

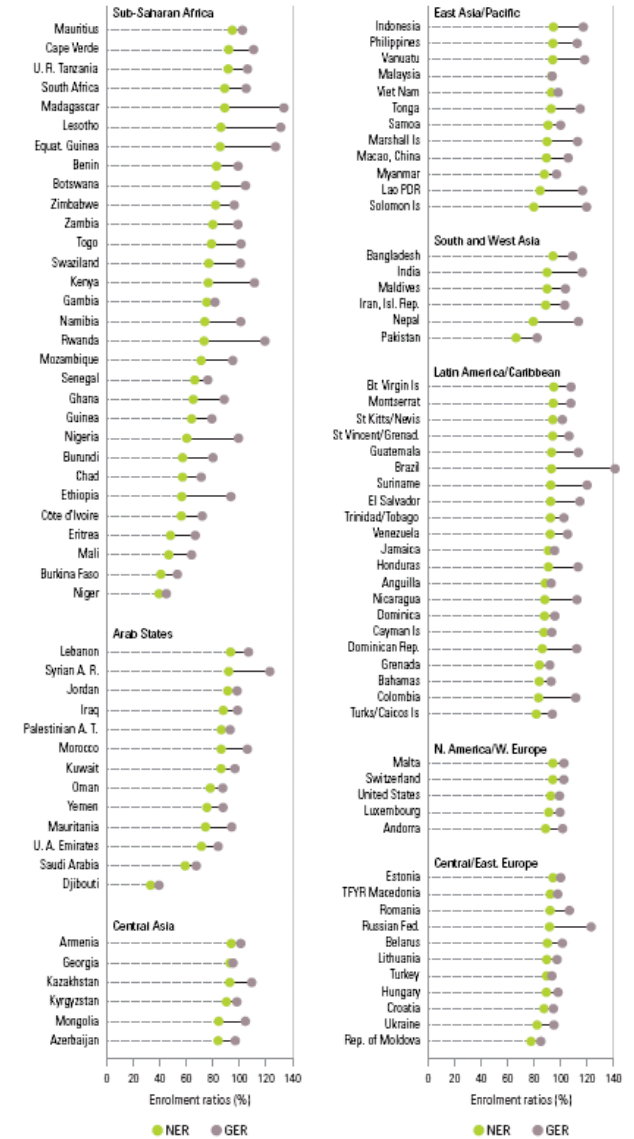
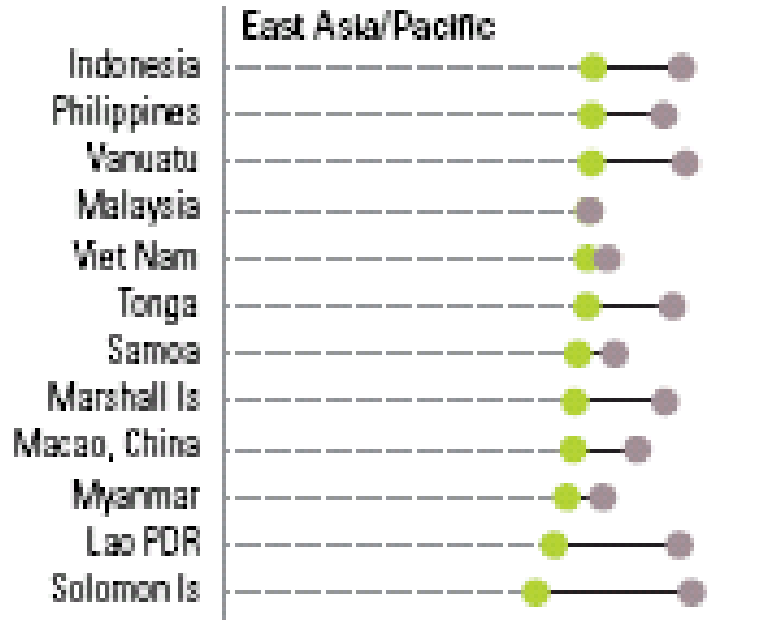
Figure 2.4: Comparison of gross and net intake rates in primary education, 2004



Note: Only developing countries are included. See source table for detailed country notes.  
Source: Annex, Statistical Table 4.

# Example illustrations from GMR

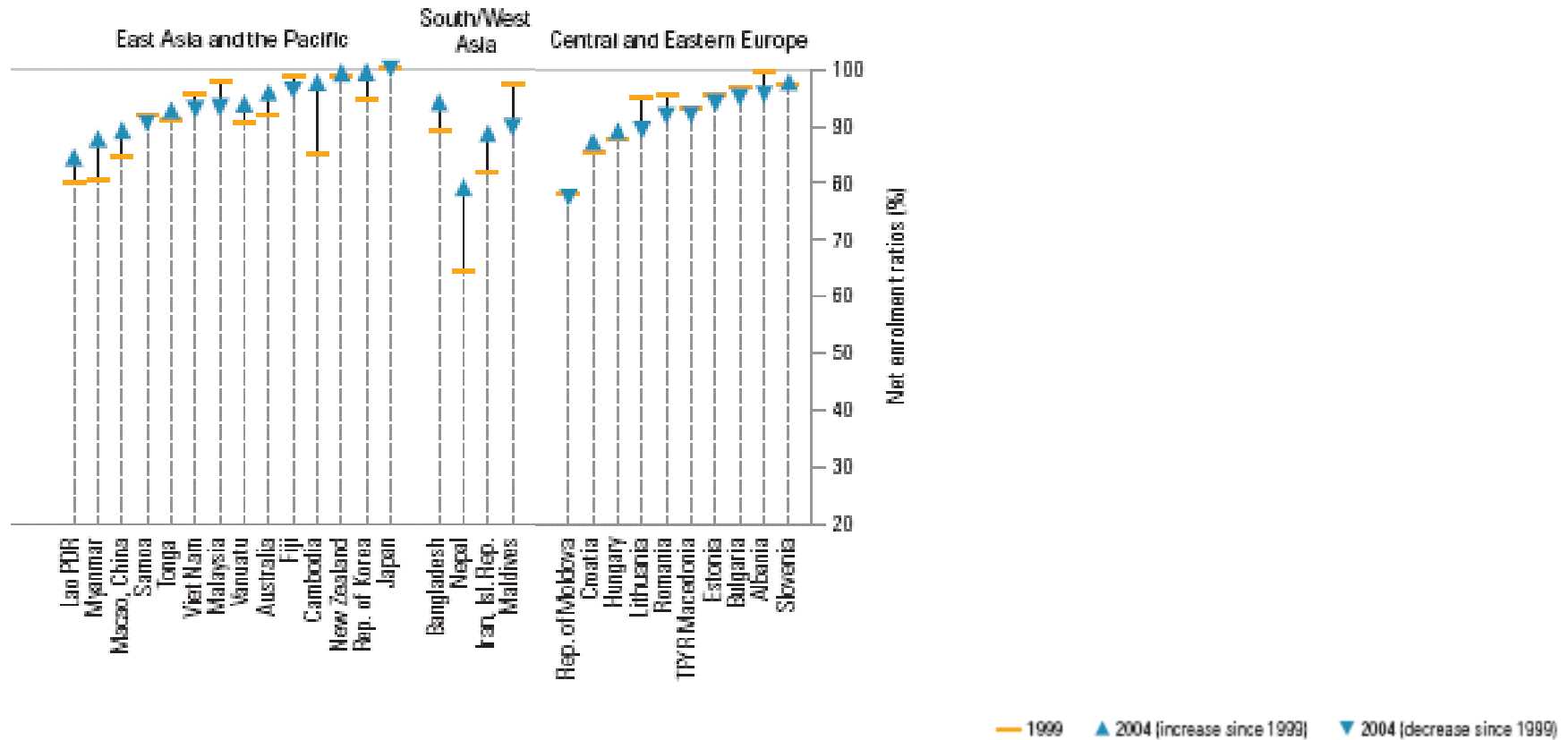
Figure 2.5: Comparison of gross and net enrolment ratios in primary education, 2004



Note: Countries with NERs above 95% are not included. See source table for detailed country notes.  
Source: Annex, Statistical Table 5.

# Example illustrations from GMR

Figure 2.6: Changes in primary net enrolment ratios between 1999 and 2004



# Example illustrations from GMR

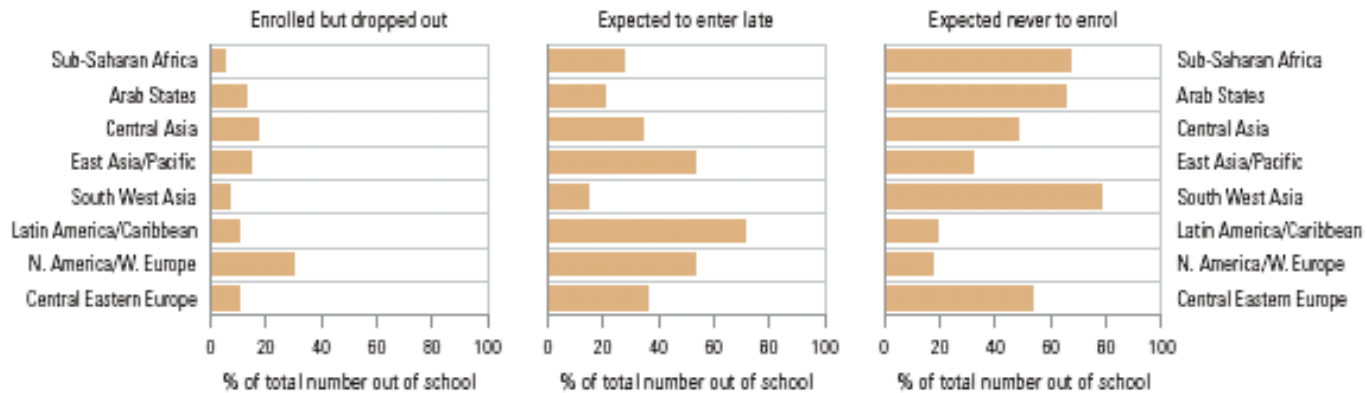
**Table 2.9: Estimated numbers of out-of-school children by gender and region, 1999 and 2004**

	1999				2004			
	Total	Male	Female	%	Total	Male	Female	%
	(000)	(000)	(000)	Female	(000)	(000)	(000)	Female
World	98 172	40 717	57 455	59	76 841	33 252	43 589	57
Developing countries	94 056	38 619	55 437	59	73 473	31 770	41 704	57
Developed countries	2 024	1 065	959	47	2 282	938	1 344	59
Countries in transition	2 093	1 034	1 059	51	1 086	545	541	50
Sub-Saharan Africa	43 289	20 368	22 922	53	38 020	17 914	20 106	53
Arab States	8 361	3 407	4 954	59	6 585	2 695	3 890	59
Central Asia	544	269	275	51	364	171	193	53
East Asia and the Pacific	6 827	3 381	3 446	50	9 671	4 757	4 914	51
East Asia	6 382	3 159	3 223	51	9 298	4 587	4 712	51
Pacific	445	222	222	50	373	170	203	54
South and West Asia	31 309	9 646	21 663	69	15 644	4 873	10 771	69
Latin America and the Caribbean	3 731	1 712	2 019	54	2 698	1 203	1 495	55
Caribbean	435	211	224	51	341	155	185	54
Latin America	3 296	1 501	1 795	54	2 358	1 048	1 309	56
North America and Western Europe	1 519	806	713	47	1 845	703	1 142	62
Central and Eastern Europe	2 592	1 129	1 463	56	2 014	936	1 078	54

Source: Annex, Statistical Table 5.

# Example illustrations from GMR

Figure 2.8: Distribution of out-of-school children by exposure to school and by region, 2004

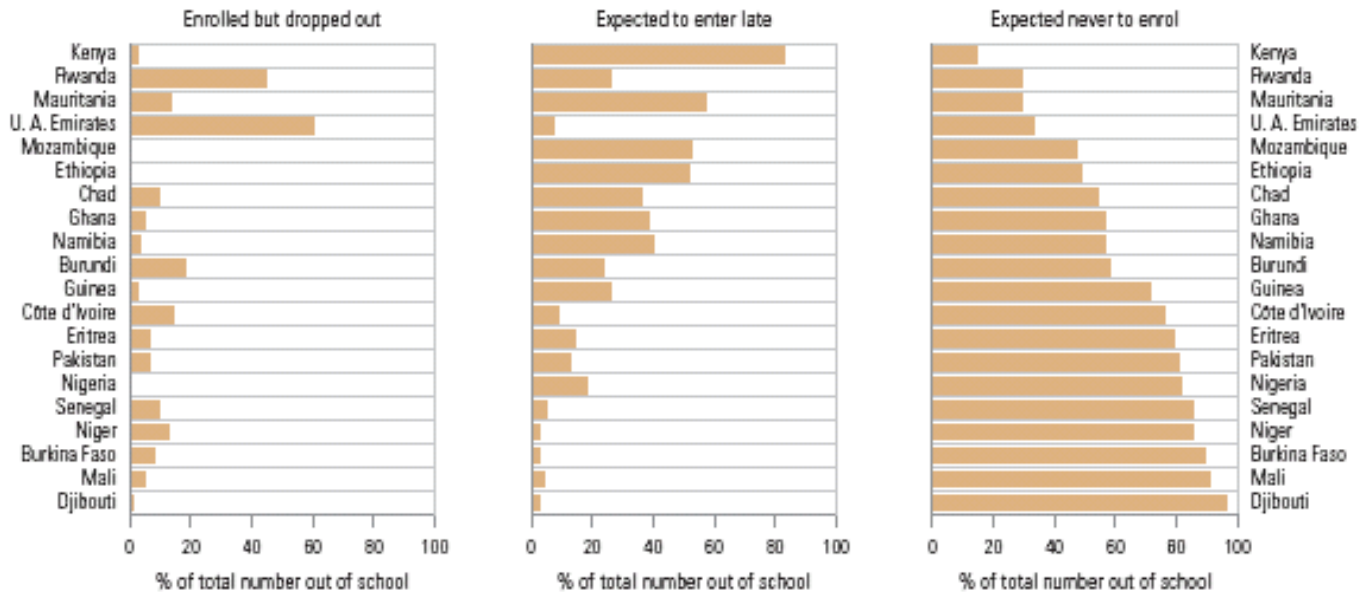


Source: Bruneforth (2006b).



# Example illustrations from GMR

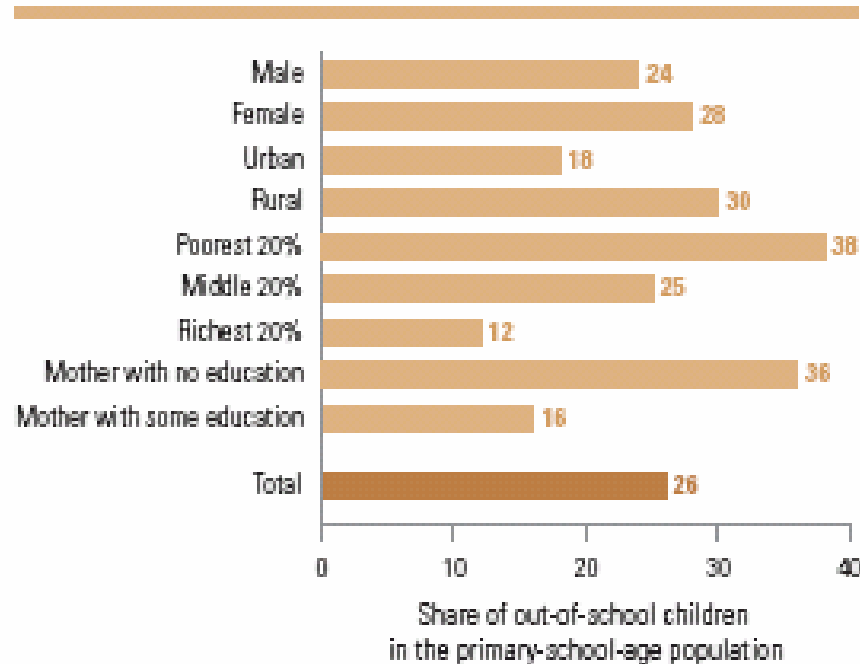
Figure 2.9: Distribution of out-of-school children in countries facing the greatest challenges, by exposure to school, 2004



Source: Bruneforth (2006b).

# Example illustrations from GMR

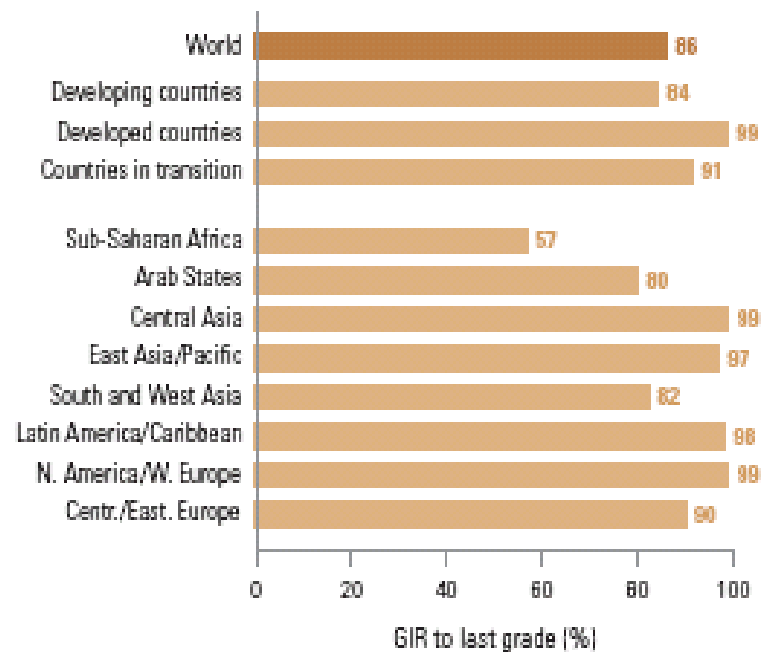
Figure 2.10: Proportion of out-of-school among primary-school-age children in eighty countries, by category



Source: UIS/UNICEF (2005).

# Example illustrations from GMR

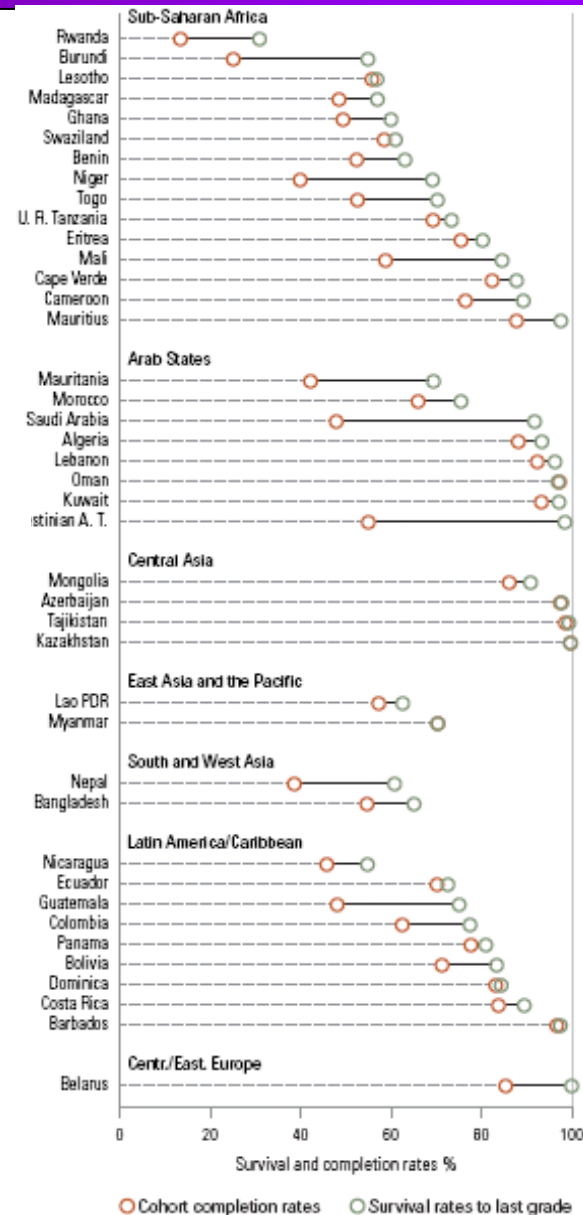
**Figure 2.11: Gross intake rates to the last grade of primary education by region, 2004**



Source: Annex, Statistical Table 7.

# Example illustrations from GMR

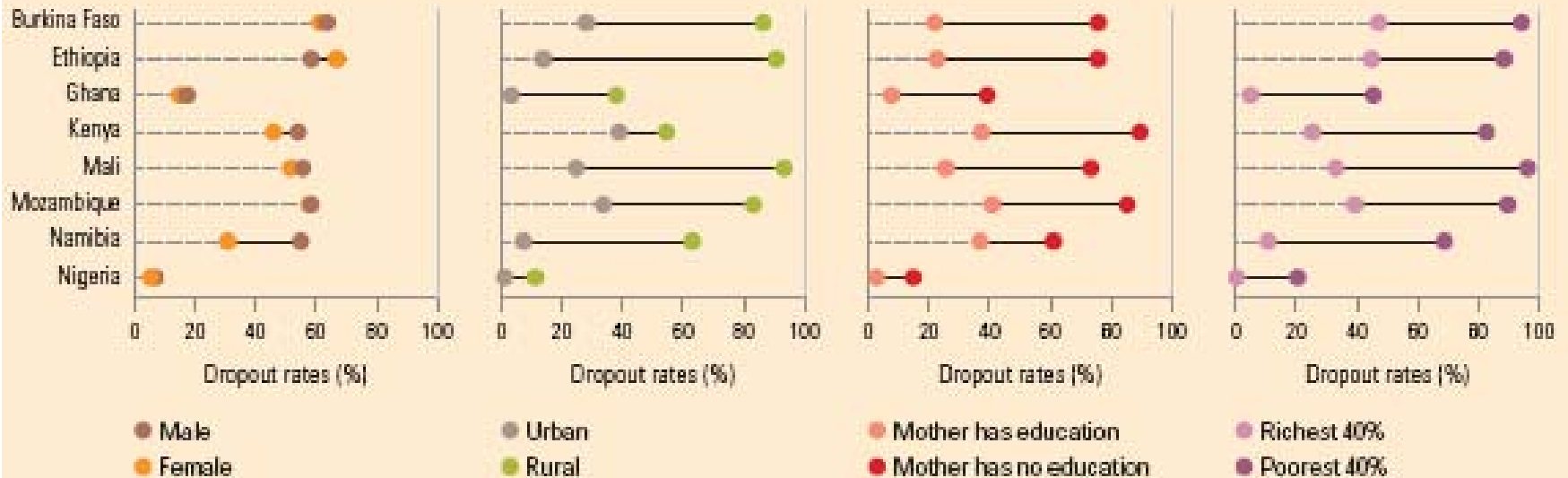
Figure 2.12: Survival rates to last grade and primary education cohort completion rates for selected countries, 2003



Note: See source table for detailed country notes.  
Source: Annex, Statistical Table 7.

# Example illustrations from GMR

Figure 2.13: Primary school dropouts by background characteristics



Sources: Bruneforth (2006a); Demographic and Health Surveys 2003 for Burkina Faso, Ghana, Kenya, Mozambique and Nigeria; 2001 for Mali; 2000 for Ethiopia and Namibia.

# Example illustrations from GMR

**Table 2.13: Changes in gender disparities in primary education by region between 1999 and 2004**

	Gross enrolment ratios					
	1999			2004		
	Male %	Female %	GPI (F/M)	Male %	Female %	GPI (F/M)
World	104.2	95.8	0.92	109.3	103.0	0.94
Developing countries	104.5	94.9	0.91	110.2	103.2	0.94
Developed countries	102.0	102.5	1.00	102.1	100.6	0.99
Countries in transition	100.7	99.4	0.99	107.9	106.8	0.99
Sub-Saharan Africa	85.4	72.5	0.85	96.3	85.4	0.89
Arab States	94.6	82.4	0.87	98.0	88.3	0.90
Central Asia	99.2	98.2	0.99	102.3	100.9	0.99
East Asia/Pacific	112.4	111.4	0.99	113.9	112.5	0.99
East Asia	112.8	111.7	0.99	114.2	112.8	0.99
Pacific	94.6	93.2	0.99	99.4	96.3	0.97
South and West Asia	102.6	84.6	0.82	114.7	104.8	0.91
Latin America/Caribbean	122.6	118.8	0.97	119.7	116.1	0.97
Caribbean	116.6	113.4	0.97	127.8	124.7	0.98
Latin America	122.9	119.0	0.97	119.4	115.8	0.97
N. America/W. Europe	102.4	103.3	1.01	102.5	100.8	0.98
Centr./East. Europe	101.6	97.5	0.96	102.8	100.1	0.97

Source: Annex, Statistical Table 5.