World Education Reform Database
Early Childhood Education Reforms

Background

In an effort to improve the quality of education, countries around the world have adopted a number of reforms related to early childhood education. Roughly 12 percent of education reforms in the World Education Reform Database address early childhood education, and 6 percent focus solely on early childhood education (and no other education levels). The represented analysis of early childhood education reforms below examines the 6 percent of reforms that focus on only early childhood education and no other education levels.

Policy Focus

The World Education Reform Database is a collection of more than 10,000 changes to school systems reported by 189 countries and territories, mainly since the 1970s. Reforms are defined as planned, systemic, and non-routine changes to education. Examples include laws, acts, policies, plans, strategies, and other self-identified changes related to education. This brief was produced using version 1 of the data.

For more details and data see: https://werd.stanford.edu

Research Team

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Percentage of Early Childhood Education Reforms by Thematic Focus

Note: Thematic focus categories are not mutually exclusive. Percentages are calculated out of the total number of early childhood education reforms in the database. This figure represents a total of 590 reforms from 119 countries.

Percentage of Early Childhood Education Reforms by Thematic Area Per Decade

Note: Percentages are calculated out of the total number of early childhood education reforms per decade in the dataset. This figure represents a total of 585 reforms from 113 countries.

Historical Trends

- 23 percentage point increase in focus on Educational Quality reforms from the 1970s
- 14 percentage point increase in Educational Expansion reforms since the 1980s
- Emphasis on Marginalized Groups increased by 18 percentage points since the 1980s
- 5 percentage point growth of Human Rights based reforms from the 1980s
Finland

Fair and inclusive policies in early childhood education and care that contribute to an equitable education system have been a priority in Finland. To this end, from 2001 pre-primary education was made available for 6-year-olds to prepare them for the first grade of basic education. To increase accessibility and equity, pre-primary education is free and voluntary, and almost all 6-year-olds attend (98 percent).

Uzbekistan

In 2017 the Government of Uzbekistan approved the Program for Further Improvement of the Preschool Education System. This national program aimed to create ideal learning conditions and improve the quality of preschool education and preschool children readiness, establish 6,100 half day groups for children aged 5-6, improve the training of preschool teachers, and enhance the infrastructure conditions of 2,200 preschools- including the construction of new preschools in rural settlements.

Indonesia

The 2018 National Strategy for Accelerating Stunting Prevention supports villages in investing in maternal health and community growth promotion activities, water and sanitation, and early child education services. The policy also committed an estimated $3.9 billion per year to converge priority nutrition interventions across health, water and sanitation, early childhood education, social protection, and food security.