

STUDY ON THE STATUS OF SDG 4.2 IMPLEMENTATION AND TO PRODUCE A STATUS REPORT WITH A TRACKING TOOL, COVERING (6) SOUTHERN AFRICAN COUNTRIES

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1. Introduction

The 2030 Agenda for Sustainable Development is a plan of action for people, planet and prosperity. It comprises 17 Sustainable Development Goals (SDGs). These goals are indivisible and encompass economic, social and environmental dimensions. Referring to SDG 4, the aim is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and comprises 10 targets. These targets demand new requirements for countries in terms of reporting data to measure the progress made towards these SDG4 visions. Referring to the data collected and reported by various countries, it is noted that there are a number of missing information whereby data is incomplete or non-existent at all. Thus it is very difficult to monitor the country's status in terms of the SDG4 targets which have been attained.

The centrality of early childhood development to the developmental initiatives to which the Governments are a party (such as the Sustainable Development Goals) is founded on an ever-growing body of evidence which confirms that a nation's development depends on the extent to which it can unlock the potential human capital inherent within its very youngest population. This in turn depends on the extent to which Governments secures or provides the conditions necessary for the realisation of the right of every infant and child to develop “his or her potential to the maximum extent possible, to become physically healthy, mentally alert, socially competent, emotionally sound and ready to learn – cognitively, socially, emotionally, physically and psychosocially – to their full potential”.¹

The focus of the Early Childhood Care Development and Education (ECCDE) programmes is on laying a foundation for effective human resource development and to help ensure that children between the ages of 0-8 years are able to achieve their full potential. The education sector sees this as one of the important programmes because early investment in the child's formative years gives the best returns on human capital development and should be prioritized. Approximately 66% of all children fewer than 5 years in Sub-Saharan Africa are at risk of poor developmental outcomes due to poverty and stunting alone. As a result, they will have poorer cognition, poorer

¹ Infrastructure In Ecd, 01 October 2016, A policy brief on typologies of ECD centres in South Africa.

educational outcomes, lower income, higher fertility and reduced child survival health and nutrition.² Children and young people across SADC experience rights abuses that impede their development and the unleashing of their human capabilities and responsibilities, due to avoidable factors. The disproportionate population of children and youth, whose basic rights and developmental needs are not met, limits the translation of the demographic bulge into a dividend, which will be a travesty. It can be said that despite overwhelming ratification of child rights instruments in SADC, there is general both public and private under investment in children across the region³

The Global Education Monitoring (GEM) Report 2020 highlighted data gaps remaining in key areas of the (Sustainable Development Goals) SDG4 monitoring framework. In particular, 41% of countries have not had a publicly available household survey with disaggregated data on education since 2015 while only one of the six most populous countries in sub-Saharan Africa has reported the number of primary education teachers since 2015. The Report also delineated that although progress has been made in formulating, endorsing and refining an expanded SDG monitoring 16 framework, much more effort is needed to ensure that countries report on the global indicators across the SDGs. One of the main obstacles to attain the SDG4 targets is the lack of reliable data. Good quality data coverage is essential to highlight gaps in education opportunities and help governments to develop evidence-based policies and monitor their implementation. Incidentally, at the 2019 Southern Africa Development Community (SADC) Education Ministerial meeting, the Ministers reiterated the crucial need to produce good quality data and to monitor progress against the global and continental education targets. In this meeting, Ministers noted that over the last five years of global monitoring of education targets, only 30% of SADC countries have regularly produced data in basic education 1 year late and 70%

²Press Release, Early Childhood Development Comes To Mozambique 02 December 2019 <https://www.unicef.org/mozambique/en/press-releases/early-childhood-development-comes-mozambique>.

³ Dr. Musavengana W.T. Chibwana Chengetai Kanyangu STATE OF FUNDING FOR CHILDREN IN SADC REPORT RIATT-ESA BY February 2019 <https://bettercarenetwork.org/sites/default/files/2019-12/Riatt%2bfinal%2breport.pdf>

consistently produces two or more years late”.⁴ In light of these challenges, this report tracks the status of SDG 4 Target 4.2 in the Six Southern African countries.

This study therefore, seeks to analyse SDG 4 target 4.2 implementation status specifically in six Southern African countries (Zimbabwe, Malawi, Zambia, Eswatini, Lesotho and Mozambique). Specifically, SDG 4 Target 4.2 seeks to achieve the following indicators:

- ✓ 4. 2. 1, Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, both sexes (%)
- ✓ 4. 2. 2. Adjusted net attendance rate, one year before the official primary entry age, urban, poorest quintile, female
- ✓ 4.2. 3 Percentage of children under 5 years experiencing positive and stimulating home learning environments
- ✓ 4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development
- ✓ 4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks

The study therefore, analyses best practices, the legal framework, stakeholder analyses, policies, accuracy, and timeliness information systems adequacy as well as data challenges from the six countries in support of SDG4 target 4.2 achievements. In addition, the study informed the development of a tracking tool to consolidate national statistics from different stakeholders in the education sector. The current status of the tracking tools in terms of data coverage, data gaps and quality in relation to the SDG4 target 4.2 will be examined.

2. Objectives of the Study

The overall objective of the research was to produce a report on the status of SDG4 target 4.2 and a tracking tool, covering six countries (Zimbabwe, Malawi, Lesotho, Eswatini, Zambia and Mozambique).

Specifically, the study sought to assist ZINECDA and its partners:

- To establish the status of SDG 4.2 implementation in six Southern Africa countries namely Zimbabwe, Malawi, Lesotho, Zambia, Eswatini and Mozambique

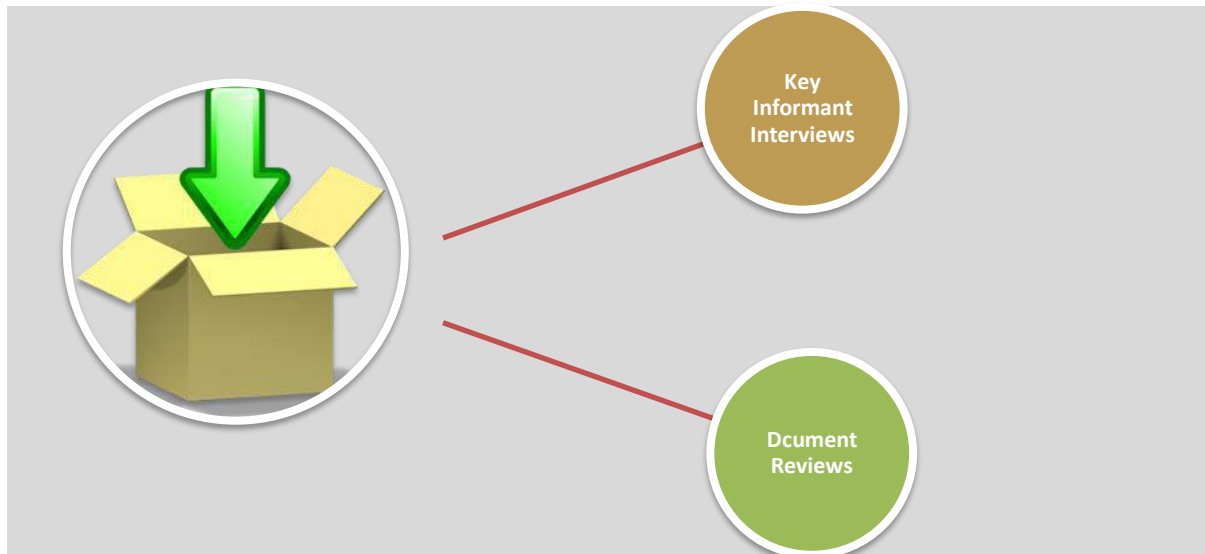
⁴https://www.sadc.int/sites/default/files/202207/Progress_Report_On_SDG4_Targets_By_SADC_Member_States.Pdf

- Track legislation, policies, information systems adequacy, accuracy and timeliness implemented in support of SDG 4 target 4.2 achievements.
- To gather and suggest how organised information will be used for influencing informed policy formulation, implementation and oversight related to SDG 4.2 target
- To produce a SDG4.2 target tracking tool which automatically calculates indicators when captured data is inputted to track progress from 2015 up to 2030

3. Research Methodology

The consultants adopted a virtual and qualitative research methodology to carry out this evaluation. Our proposed approach entailed an investigation of the status of SDG 4.2 implementation in the selected six Southern Africa countries, track legislation, policies, information systems adequacy, reporting mechanisms, accuracy and timeliness implemented in support of SDG4 target 4.2 achievements. In brief, the data collection and analysis involved the following steps.

Data Sources



i. Data Collection

The data collection methods will be virtual and encompass both primary and secondary data collection methods.

Stage	Activity
Secondary data collection	Secondary data collection involved the review of existing literature including but not limited to reports and other relevant data from each of the TRANAC project partners, national and regional (SADC) enabling policy frameworks/regulations, inter-agency reports, government reports, civil society reports, media reports, internet sources and academic publications on SDGs 4 particularly target 4.2 in the six countries Zimbabwe, (Malawi, Lesotho, Eswatini, Zambia and Mozambique).
Primary data collection	Primary data collection involved the use of Key Informant Interviews (KIIs) from each of the TRANAC project partners were done virtually using tailored online tools to cater for different social settings and access to technology.
Sampling	A purposive sampling, complemented by snowballing was used to collect data. Ministry of Education per each country <ul style="list-style-type: none"> • International development partners working on education • Local civil Society organisations working on education • ECDE Teacher trainers in Tertiary institutions
Analysis	of data was done using a simple interpretive thematic analysis drawn from the broad parameters shown in the illustrative framework table below.

2. POLICY CONTEXT

i. Continental and regional ECDE Policies and Frameworks

At the heart of the agenda is the AU’s Continental Education Strategy for Africa (CESA) which aims to reorient Africa’s education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels.⁵ The CESA 2016-2025 under Agenda 2063 launched the Early Childhood Education and Development Cluster in September 2018 and identified Early Childhood Education Development as the pillar for future learning that is critical for Africa to realize sustained quality education and training.⁶ It commits African governments to deliver quality ECE for all. The Cluster is chaired by the AU Commission and coordinated by the Africa Early Childhood Network (AfECN). The Cluster is open to all AU Member States and counts Development Partners, NGOs and academia amongst its members all

⁵ Ibid.

⁶ *Press Release*, Launch Of Cesa Early Childhood Education And Development Cluster Addis Ababa, Ethiopia 3-4 September 2018 Final Communiqué available At: <https://Au.Int/En/Pressreleases/20180904/Launch-Cesa-Early-Childhood-Education-And-Development-Cluster>

seeking to support AU Member States in developing, implementing and monitoring policies and programmes to support ECED across the continent.⁷ In addition, the African Union (AU) Agenda 2063 Aspiration 1 states that, “A prosperous Africa based on inclusive growth and sustainable development”. Goal 2 of Aspiration 1 requires that Africa makes significant investments in education with the aim of developing human and social capital through an education and skills revolution emphasising innovation, science and technology.⁸ However, it should be noted that the focus of the AU Aspiration 1 goal two is not explicit when it comes to issues of ECD rather it focuses on issues of science and technology.

The African Charter on the Rights and Welfare of the Child (1999) commits members of the African Union to realize the right of every child to education. The Charter states that: “State Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of this right and shall in particular provide free and compulsory basic education and take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community.”⁹

Furthermore, the **Nurturing Care Framework (NCF)** was developed by the World Health Organisation (WHO), UNICEF, and World Bank in May 2018 in collaboration with others to provide a roadmap for ensuring attainment of the Sustainable Development Goals. SADC countries are signatories and remain guided by the framework. The framework stipulates that children need five interrelated and indivisible components of nurturing care: good health, adequate nutrition, safety and security, responsive caregiving and opportunities for early learning.¹⁰ The framework identifies early childhood education as one key element in child development and growth. While multisectoral action is advocated as one of the strategies to address complex health and child development challenges, there is limited clarity and persistent

⁷ CESA Early Childhood Education And Development Cluster Paper On Early Childhood Education In Africa, Available At https://Au.Int/Sites/Default/Files/Newsevents/Workingdocuments/37841-Wd-Eced_Cluster_Paper_On_Ecd_Final_En.Pdf

⁸ Available At: <https://Au.Int/En/Education-Science-Technology#:~:Text=The%20achievement%20of%20Aspiration%201,Skills%20revolution%20emphasizing%20innovation%2C%20science>

⁹ Southern Africa Inclusive Education Strategy for Learners with Disabilities 2016 – 2020 Available at: http://safod.net/downloads/SADC_Inclusive_Education_Strategy_for_Learners_with_Disabilities.pdf

¹⁰ <https://Nurturing-Care.Org>

challenges in the process of multisectoral collaboration in action in the six countries.¹¹ For example, a study conducted in Zambia revealed that key challenges include insufficient resources to facilitate effective implementation, unclear roles and responsibilities including non-participation of local actors, and a weak monitoring and evaluation system.¹²

Moreover, SDGs, particularly SDG 4 Target 4.2 on ECD provide the overarching framework to achieve a better and more sustainable future for all. This blueprint and its derivative, the Global Strategy for Women's, Children's and Adolescents' Health 2016–2030 include multiple targets that relate to nurturing care and create the conditions for children to survive and thrive, thus transforming children's health and human potential. ECD is at the heart of the Southern African Government's Transformative Agenda and is important to attaining the 2030 Vision. The SDGs are essential to creating an environment in which all children can thrive¹³ thereby transforming not only individual lives, but also wider communities and societies.

The International Convention on the Rights of the Child's (CRC) 1989 General Comment 7, Implementing Child Rights in Early Childhood focuses on national requirements to ensure young children receive their full rights. These instruments establish children's rights to receive early childhood development services. For example, the IECCD Policy of Lesotho is based on a full commitment to achieve all child rights as enshrined in the CRC and General Comment 7. The Committee's evaluation of the State parties' reports revealed that little information was provided regarding early childhood education. To address this, the Committee chose the topic "Implementing child rights in early childhood" for its day of broad debate in 2004. As a result, some recommendations were made and a general statement was decided to draft. The Committee hoped to promote understanding that children are owners of all rights by making this general observation.¹⁴

¹¹ Available at: <https://Ecdan.Org/Download/Multisectoral-Approaches-To-Nurturing-Care-Programmes-A-Case-Study-Of-Opportunities-And-Challenges-In-Zambia/>

¹² KII, Zambia, Google Meet Interview,

¹³ List Based On Pia Britto's October 2015 UNICEF Connect Blog: "Why Early Childhood Development Is The Foundation For Sustainable 12 Development." <https://Blogs.Unicef.Org/Blog/Why-Early-Childhood-Development-Is-The-Foundation-Forsustainable-Development/>

¹⁴ Committee On The Rights Of The Child Fortieth Session Geneva, 12-30 September 2005 General Comment No. 7 (2005) Implementing Child Rights In Early Childhood

At regional level (SADC), several instruments have been developed including the SADC Policy Framework (PF) for Care and Support for Teaching and Learning (CSTL), which addresses barriers to teaching and learning by strengthening education systems and facilitating access to support services for vulnerable children and youth in schools.¹⁵ The SADC CSTL PF provides an ideal advocacy and planning vehicle for driving the transformation of education systems in the SADC region to fulfil their transformational purpose by mainstreaming children’s civil and political rights across all elements of the system.¹⁶ However, little attention is given to issues of ECD. The CSTL PF recognises the rights-based foundations of the required reform but does not provide sufficient guidance in terms of the changes and outcomes required across the platforms to secure children’s agency through the realisation of their civil and political rights. Therefore, this CSTL Child and Youth Agency Framework (CYAF) have been developed to provide a mandate and direction on the reforms required across the essential elements of CSTL to achieve the aims of 21st century education.¹⁷

In addition, pillar 3: Social and Human Capital Development of the SADC Regional Indicative Strategic Development Plan (RISDP) 2020 - 2030 seeks to achieve universal access to education promoted for sustainable development, considering aspects of gender equality, human rights, and global citizenship.¹⁸ However, the focus of the plan is not on ECDE but on education in general STEM subjects in particular. At the SADC level, the absence of strategic direction has a negative impact on ECDE initiatives at both national and transnational levels. Lack of prioritisation and commitment by national governments to ECDE is demonstrated by insignificant ECDE budgets. For example, ECDE financing in Swaziland was at 0%, Lesotho at 0, 2%, Malawi at 0, 2%, Zambia at 1%, and Zimbabwe at 2% with an average of 0, 68% for the five countries in 2021.¹⁹ To cover the gap, TRANAC in partnership with Child Rights Network of Southern Africa (CRNSA) embarked on developing the SADC Children Protocol. CRNSA, which is based in South Africa and operates in 11 SADC countries, also hosts the secretariat for the CSOs that

¹⁵ https://www.sadc.int/sites/default/files/2021-08/RISDP_2020-2030.pdf

¹⁶ SADC Policy Framework On Care And Support For Teaching And Learning CSTL Child And Youth Agency Framework https://www.sadc.int/sites/default/files/2022-07/Child_And_Youth_Agency_Framework.pdf

¹⁷ Ibid.

¹⁸ Southern African Development Community (SADC) Regional Indicative Strategic Development Plan (RISDP) 2020–2030, Gaborone, Botswana, 2020.

¹⁹ New Zimbabwe, 5th October 2021 Sadc-Neglects-Pre-Primary-Education <https://www.newzimbabwe.com/Sadc-Neglects-Pre-Primary-Education/>

implement the African Charter on the rights and welfare of the child across Africa. TRANAC’s strategic partnerships and funding has seen the draft protocol, whose development had stalled for 21 years, developed, finalised to a point where it is awaiting to be submitted at the SADC Ministers Conference and Heads of Government Summit scheduled either to take place in Angola or DRC by 2023

ii. Domestic/National Policies

LESOTHO

Table 1 Lesotho

POLICY	RELATION TO SDG 4 TARGET 4.2	
Free and Compulsory Primary Education Act in 2010.	The Act governs and regulates the administration of schools, teachers and all other matters relating to education in Lesotho. Every child is provided with opportunities and facilities to enable them to develop physically, mentally, morally, spiritually and socially in a healthy, normal manner and in conditions of freedom and dignity. ²⁰	Ministry of Education and Training (MoET)
The National Policy for Integrated Early Childhood Care and Development (NPIECDD)	To ensure that all children from birth to five years of age are eligible for IECCD services, with priority given to vulnerable children living in poverty or children with disabilities. IECCD services will be provided in the home language to ensure minority groups are included and families can participate in education. However, there is no system for quality assurance and accountability. Due to the different natures of pre-school centres, services provided experience a varying quality. ²¹	
The 2016-2026 Education Sector Plan	Lesotho’s Education Sector Plan for 2016-2026, aims to improve access to comprehensive early childhood care and development for the most vulnerable and disadvantaged children. Lack of guideline clarity explains the current imbalance between the supply and demand of teachers in schools. ²²	
Lesotho Inclusive Education Policy	This policy aims to “eliminate exclusion that is a consequence of negative attitudes and lack of diversity”. The Policy seeks to address the needs of learners with special education needs that according the policy were for a long time marginalized with regards to access to education. ²³	

MALAWI

Policy/Strategy	RELATION TO SDG 4 TARGET 4.2	Stakeholders
National Policy on Gender	The policy emphasises the need to raise children in a gender-balanced way and the implementation of ECD services needs to be gender sensitive. Gender perspectives can best be achieved in the early childhood years.	Ministry of Education, Ministry of

²⁰ https://www.gov.ls/wp-content/uploads/2021/04/SEP_BESP-FINAL-REPORT.Pdf

²¹ Lesotho, Education Sector Plan: 2016-2026

²² <https://www.unicef.org/esa/media/8726/file/UNICEF-Lesotho-Education-Budget-Brief-2020-21.Pdf>

²³ Ibid.

The National Education Sector Plan (NESP)	The plan presents ECDE and basic education in general as one of the key elements of the education system.	Ministry of Education
National Policies on Equalization of Opportunities for Persons with Disabilities, Special Needs Education and Inclusion 2017 to 2021	The policies highlight the importance of early care, stimulation, protection and development of children with a birth impairment or disabilities as well as children that are excluded from other ECD programmes at household, community, centre, school and institution levels. The ECD programme emphasises on the inclusion of special needs children.	Ministry of Health, Ministry of Education, UNICEF, Ministry of Gender, Children, Disability and Social Inclusion.
National Integrated ECD Strategic Plan (2018-2023)	implemented through two programmes; <ul style="list-style-type: none"> i. Integrated ECD Programme ii. Investing in Early Years Project 	

ZIMBABWE

POLICY	RELATION TO SDG 4 TARGET 4.2	
NDS1 2020 to 2025	Adopt innovative technologies that support effective instruction and blended learning and alternative learning approaches from ECD upward. However, a lack of infrastructure, low budget, school diversity, and high pupil teacher ratio has all contributed to delays in implementation.	The Ministry of Primary and Secondary Education (MoPSE)
The National Early Learning Policy (NELP)	The NELP addresses five key strategic areas for ECD in Zimbabwe, was approved by the cabinet in April 2023 seeks to strengthen and harmonise the implementation of infant education and ensure high-quality early learning programmes. The Policy will be implemented over a 5-year period spanning 2023 to 2027, and is supported by a detailed and costed Implementation Plan. ²⁴ Among the main areas it seeks to strengthen include, <ul style="list-style-type: none"> I. the need to improve learning outcomes for the development of national human capital; II. the aligning of early learning policies with the Constitution and the national development agenda; III. universal access and equity in early learning provision; IV. improving the quality of education in the country and strengthening partnerships and collaboration 	Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD) Local Authorities
Education Amendment Act 2020	- Schools to accommodate children with disabilities and to put measures to ensure children are enrolled in schools nearest to where they stay. While the amendment is commendable and progressive, the current economic outlook presents challenges and barriers in practise	The Ministry of Health and Child Care (MoHCC)

ZAMBIA

POLICY	RELATION TO SDG 4 TARGET 4.2	
Education Sector	The plan is to improve learning outcomes across Zambia's education system by	Zambia National

²⁴Tenth Post-Cabinet Press Briefing, 19 April, 2023, The Zimbabwe Early Learning Policy https://www.veritaszim.net/sites/veritas_d/files/10th%20Post-Cabinet%20Press%20Briefing.pdf

Strategic Plan 2017 to 2021	resolving longstanding management and resourcing challenges. This has led to a reduction in external financing to education from 25% to 2%, and the additional GDP allocation to education is too small to offset the financing deficit. ²⁵ Governs the financing and management of education in Zambia	Education Coalition (ZANEC), Faith-Based Organizations (FBOs), The Private Sector, Policy and Implementation Technical Committee (PITC): MoGE and Ministry of Higher Education (MoHE)
Constitution	Zambia's constitution of 1964 makes the provision for equal and adequate educational opportunities in all fields and at all levels in the form of directive principles. Firmly asserts a person's right to early childhood care, development and education	
Seventh National Development Plan (7NDP)	- The national development plan serving as the cornerstone for sectoral plans, including the education strategic plan (ESP).	
Education Act of 2011	- It also articulates education sector targets	
Vision 2030:		

ESWATINI

POLICY	RELATION TO SDG 4 TARGET 4.2	
National Education and Training Sector Policy	- The policy aims to provide an equitable and inclusive education and training system that affords all learners access to free and compulsory basic education.[23] Its focus is on meeting the needs of those who are disadvantaged and from marginalised groups but also benefits all learners.	The Ministry of Economic Planning and Development will be the primary national counterpart for the UNSDCF
Early Childhood Care Development and Education Policy	- The Government of Eswatini report on the national ECCDE Policy has been developed to provide strategic direction on developments in this sub-sector. However, this policy document has remained in draft for a long time. There is a need to fast track its finalization and adoption for effective regulation of service provision in this sub-sector. ²⁶	United Nations Development System
Education Sector Strategic Plan (ESSP)	- The ESSP presented an overarching framework of strategic outputs and outcomes in the education sector, with a prime focus on the next 12 years (2010-2022). It covered key sub-sectors including Early Childhood Care Development and Education (ECCDE). ²⁷	
Swaziland Early Learning and Development		

²⁵ The Republic Of Zambia (2017 – 2021) The Ministry Of General Education And The Ministry Of Higher Education And Skills Sector Plan

²⁶ Government Of Eswatini (2022 -2034) *Education Sector Strategic Plan (ESSP) Serving As The Key Education Policy Document*. www.Goz.Sz. ECCDE Programmes In Eswatini Are Not Compulsory And Target Children Aged 0–5 Years And The Regulation Of The Programmes Remains Weak.

²⁷ Government Of Eswatini (2022 -2034) *Education Sector Strategic Plan (ESSP) Serving As The Key Education Policy Document*. www.Goz.Sz.

Standards (SELDs) Eswatini National Curriculum Framework for General Education (2018)	The curriculum framework developed with the support of the European Union, is a major step forward in the reform of the curriculum for schools in Eswatini by bridging the gap between national policies and the syllabus documents in the country's school system. Its aim is to provide a coherent and concise outline to guide the development of syllabuses for a competency-based curriculum in schools.
Multi-Sectoral ECDE Framework 2018-2022	
Quality Standards for Pre-Primary Education	

MOZAMBIQUE

Policy Framework	How it addresses ECDE	Key Stakeholders
Integrated Development Strategy for Childhood 2012–19	Although it included a series of measures to relate to early childhood care and education however, there has been slow implementation of the National Strategy as according to the 2017 Census, less than 7 per cent of children of preschool age are enrolled in preschool, early learning or parenting programme. ²⁸	Ministry of Education and Human Development
National Education System Law 18/2018	ECCE is regulated under Lei no. 18 of 2018 on the National Education System. However, there are not specific provisions related to the establishment, financial operation, quality, equity, safety, and well-being in these institutions. ²⁹ The law also recognizes, for the first time , pre-school as a subsystem of education (although not a requirement to enter primary), consolidating ECD as a priority of the sector	
The Mozambique's Strategic Education Plan (2020-2029)	The Ministry of Education and Human Development formed another education sector plan with the aim of pre-school expansion prioritising districts with the lowest primary school learning indicators and identifying children with a birth impairment to reduce vulnerability and disaster risks.	
National Strategy for Basic Social Security 2016–2024 (ENSSB II)	This resulted in the introduction of the under-two child grant pilot.	

²⁸The Situation Of Children In Mozambique, <https://www.unicef.org/mozambique/media/4976/file/the%20situation%20of%20children%20in%20mozambique%202021.pdf>

²⁹<https://education-profiles.org/sub-saharan-africa/mozambique/~non-state-actors-in-education#early%20childhood%20care%20and%20education>

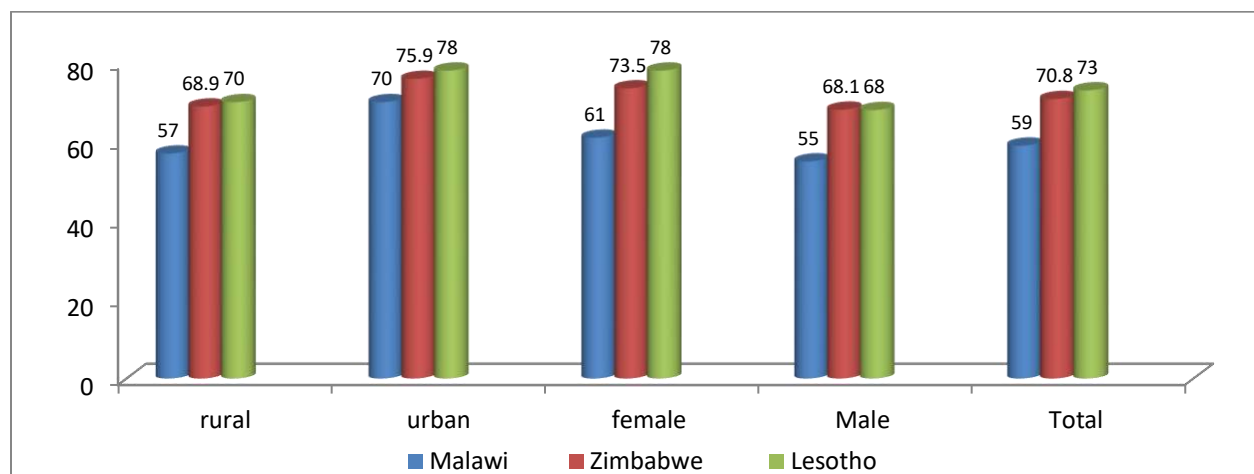
National inclusive education strategy 2020–2029		
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3. ANALYSIS OF SDG 4 Target 4. 2 IN THE SIX SADC COUNTRIES

I. Early Child Development index: Per cent of children developmentally on track (4.2.1)

There is not yet a globally accepted definition of “developmentally on track.” At present, the MICS Early Childhood Development Index defines “on track” as a child is developmentally on track in literacy and numeracy if they can identify at least 10 letters of the alphabet, read 4 simple words, and recognise and name all numbers from 1 to 10. A child is developmentally on-track physically if they can pick up small objects easily and are generally well enough to play. A child is developmentally on-track in socio-emotional development if they are able to undertake simple activities independently, get along with other children, and do not usually kick, bite or hit other children or adults. A child is developmentally on-track in learning if they participate in any type of organised learning including early childhood education, kindergarten or community care. Other measures use different definitions with varying empirically and conceptually driven perspectives on how best to define “on track”. As such, the definition is not universally accepted, and other measures use alternative definitions of “on track.” The SDG 4 target 4.2.1 indicator which measures the percentage of children aged 3 to 4 years who are developmentally on track.

Graph 1 Share of 3 to 4-year-olds who is developmentally on track using ECDI



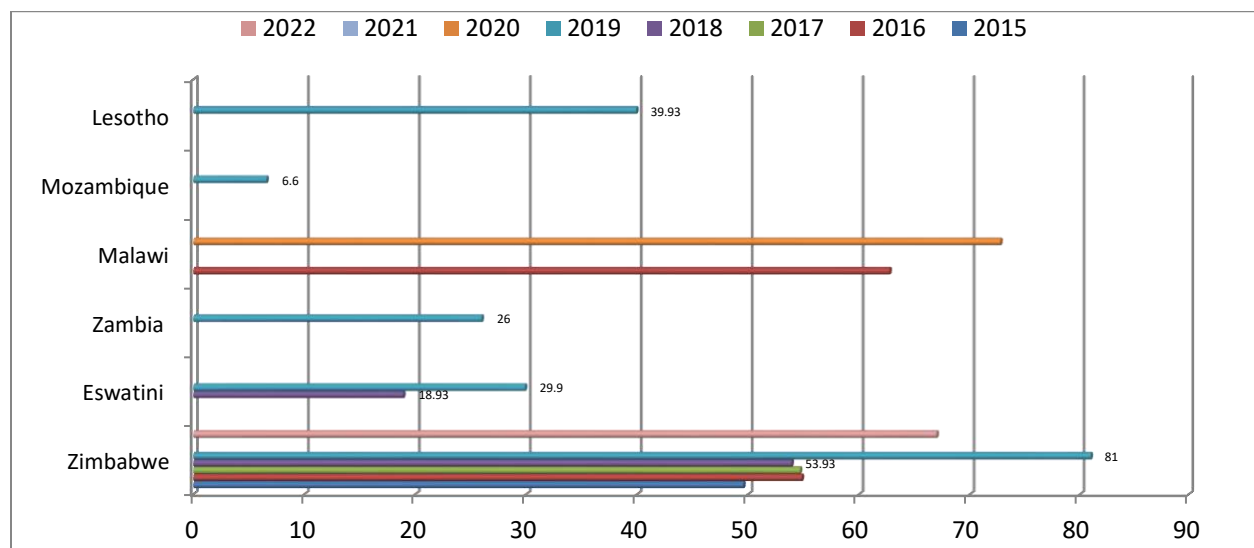
2019 MICS, 2014 MICS

Based on the Early Childhood Development Index (ECDI), around 73 % of 3- to 4-year-olds are developmentally on track in Lesotho, 70% in Zimbabwe and 59% in Malawi. Higher shares of urban children (70 per cent) are developmentally on track as measured by the ECDI than rural children (57 per cent) in Malawi, 71 % of 3- to 4-year-old are developmentally on track based on the ECDI. The share of children developmentally on track is higher for girls and urban children. Notably, 77 % of children attending ECE are developmentally on track, 9 per cent higher than children not attending ECE. This is a key difference, given that the only 28 per cent of children aged 3-4 years nation-wide attend ECE. Recent data for Mozambique and Zambia was difficult to access online.

ii. Participation rate in organised learning (one year before the official primary entry age), by sex

Participation rates refer to the percentage of children in the given age range who participate in one or more organized learning programme, including programmes which offer a combination of education and care. An organised learning programme is one which consists of a coherent set or sequence of educational activities designed with the intention of achieving pre-determined learning outcomes or the accomplishment of a specific set of educational tasks. Early childhood programmes are examples of organised learning programmes.³⁰

Graph 2 Participation rate in organised learning (one year before the official primary entry age) at National level for both males and females



³⁰ http://uis.unesco.org/sites/default/files/documents/countryreview_sdg4_zmb.pdf

UNICEF

In Eswatini, participation in ECE is very low and the capacity of the system to accommodate all eligible children is far from adequate. The 627 preschools enrol just above 21,000 children, which accounts for 24% of the eligible age cohort. The graph above shows that only 29.9% of ECDE learners were developmentally on track in 2019, an increase from 18.3% in 2018. This shows that substantial investments will be needed for the education system to be able to accommodate all eligible children.³¹ Zimbabwe recorded its highest number of learners who participating in organised learning environment in 2019 with 81% a number that dropped to 67% in 2022 owing to disruptions caused by the COVID-19 pandemic. However, the figure remains way above the 2015 figure, which was less than 50%. Likewise, the available figure for Malawi shows that the country had 72.75% of children participating in organised learning in 2020 compared to 62.75% in 2016. For Mozambique and Zambia, UNICEF only shows data for 2019 with 6% for Mozambique and 26% for Zambia. Participation rates for Zambia 2019 were 29.4%, as shown in the graph. 48.9 percent were boys and 51.1 percent were girls. While the rising number of pupils admitted to ECE classes is commendable, there are learning environment challenges that have been recounted.³²

iii. Percentage of children experiencing positive, stimulating home environments (4.2.3)

The indicator definition set forth by UNESCO for 4.2.3 is: percentage of children aged 36-59 months who live in households where their mother, father, or other adult household members engage with them in the following types of activities: reading or looking at picture books; telling stories; singing songs; taking children outside the home; playing; and naming, counting and/or drawing.³³ There are a number of available methods and measures that capture, to a varying degree, different components of this indicator. Among them the Home Observation for Measurement of the Environment (HOME) inventory assesses family environment, caregiver responsiveness, and stimulation and support quality through home visits, involving primary caregiver, child, and other household members.³⁴ In addition, UNICEF developed family care behaviours indicators for large-scale surveys assessing home environments for young children in low- and middle-income countries. These indicators assess adult support for stimulating environments and disciplinary behaviours.³⁵ Graph 3 below indicates the percentage of children experiencing positive, stimulating home environments in the selected countries.

³¹ Ibid.

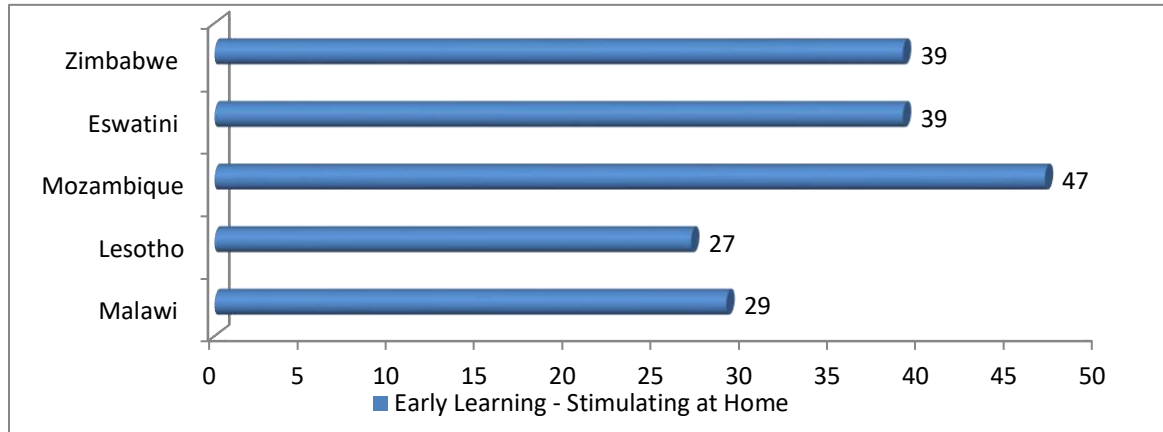
³² Republic Of Zambia (2020) Sustainable Development Goals Voluntary National Review; Ministry Of National Development Planning

³³ UNESCO-UIS, July 2017

³⁴ SDG indicator 4.2.3: Measurement of Positive and Stimulating Home Environments, Available at: <https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2019/01/TCG5-REF-2-indicator-4.2.3.pdf>

³⁵ Ibid.

Graph 3: Percentage of children experiencing positive, stimulating home environments (4.2.3)



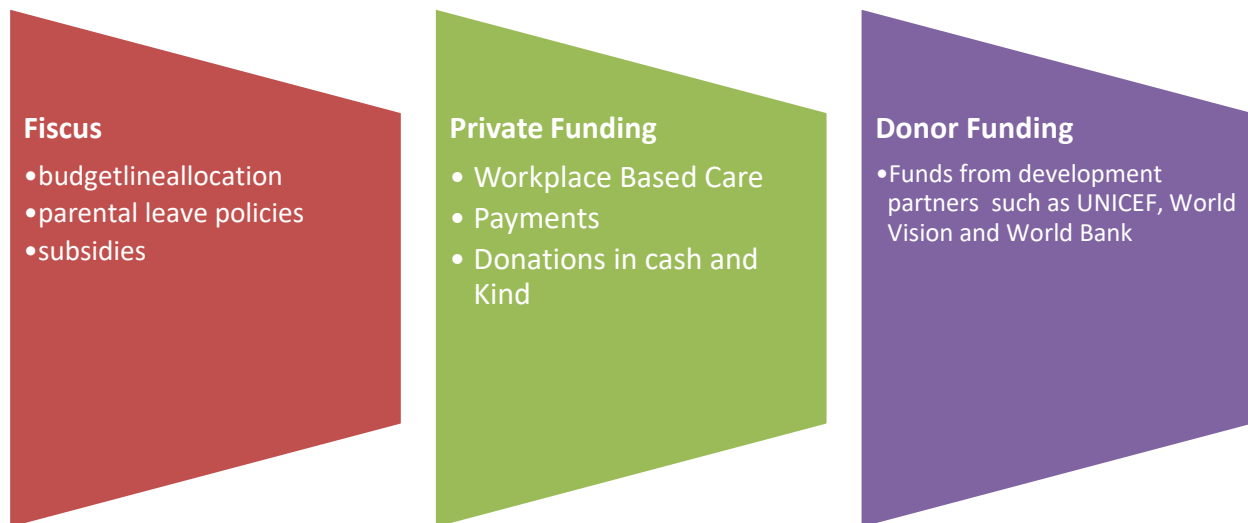
UNICEF 2020 Report

Based on the graph above, in all the countries with data, less than half of the children experienced positive stimulation at home. Mozambique had 47% of the children with early learning stimulation at home; Zimbabwe and Eswatini both had 39%; Malawi had 29%; and Lesotho had the lowest percentage of children experiencing positive stimulation at home with 27%. This means that early learning in positive, stimulating environments is still very low within the region, and both governments and parents need to prioritise it.

iv. ECD Financing

The six SADC countries considered in this report are at varying levels in terms of allocations to the education sector. This is due to the varying socio- and political contexts, as well as the varying public finance management systems. Some countries are advanced in adopting a programme-based budgeting format, while others are still largely using an output-based approach. Programme-based budgets focus more on outcomes, allowing governments to trace child-focused outcomes based on the resources allocated and spent. Resources mainly come from governments through the national budget, development partners/donor support and to a minimal extent the private sector as illustrated in the diagram below.³⁶

³⁶KII Malawi, Virtual Interview, 20 March 2023.



Financial resources are important for effective implementation of quality ECD programmes. When funding and resources are available for ECD education, teachers can nurture and support the development of young children and to successfully implement the ECD curriculum.³⁷ The 2011 Jomtien Statement recognises that states should spend at least 6% of their GDP and/or at least 20% of their national budgets on education in order to achieve quality education for all.³⁸ However, progressive ECDE-focused policies have not yet been fully translated into significant budgetary allocations. The graph below shows the average budget allocations to education as a percentage of the total national budget over the period 2016 to 2021 as well as the regional average. These average allocations as a percentage of the total national budget are also compared to the regional benchmark of 20% of the total budget according to the Jomtien statement that SADC countries committed to, together with the rest of the continent.

As per the graph, only Lesotho and Mozambique had budget allocations that exceed the regional budget commitment of 16.5% to the national education sector. Lesotho had an above regional average of 16.5% with a national average of 20.75%. The trend is consistent with an increase in allocations towards the education sector over the years, from a low of M0.28 billion (17, 724 Million USD) in 2016 to M3.74 billion (247, 962 Million USD) in 2020/21. This is due to the adoption of the Education Sector Plan (2016-2026) and the government's effort to implement these policies through allocating resources. Mozambique recorded the highest national average with 23.06% and way above the regional average. Major contributions to the budget were made by the Education Sector Support Fund (FASE), a Trust Fund that receives funding from both the Mozambican government and foreign donors to assist the growth of the nation's education system. The ten-year strategy for the education sector is being implemented by FASE with a budget of \$1 billion per year. 11 donors, including Finland, Canada, Italy, Ireland, Portugal,

³⁷ Akinrotimi And Olowe (2016)

³⁸ Baseline Study on Early Child Development and SDG 4.2 in Zimbabwe

France, Germany, the EU, the World Bank, UNICEF, and the Global Partnership for Education, jointly support FASE.³⁹ According to a KII in Mozambique, education has been one of the main areas of support of the Bank in Mozambique over the last two decades. It also included ECD interventions, helping to consolidate the preschool system in the country.⁴⁰ In Zambia, 14.8% of total national budget went to the education sector, and was below the regional average of 16.5%. The major contributor to the budget is the Skills Development Fund (SDF) funded through a ring-fenced Skills Development Levy collected from formal employees' monthly payroll at a rate of 0.5% since FY2017.⁴¹ Cooperating partners provide direct budget support and project financing. In Zimbabwe, 16.08% was allocated to the education sector with funding provided by the government under the Ministry of Primary and Secondary Education at an average of 94% over the period 2017-2021. In FY2021, Development Partner Support stood at US\$29.1 million, a 43% rise from 2020. Most of the Development Partner Support was channelled to non-wage spending, but some of the funds from donors were not channelled directly to programs, necessitating the need to channel resources through the Education Development Fund and the Global Partnership for Education.⁴² Through the efforts of TRANAC, SAEC members have made commitments to address the ECDE financing. For example, Malawi has increased its ECDE budget allocation from 2 to 5 percent of total education budget with the goal and commitment of increasing it to 10 percent. In Zimbabwe, the country increased its ECD budget from 14% to 16% of total education budget, and per capita allocation, from around \$64 per learner in 2021 to \$226 per learner in 2022.⁴³

³⁹ Ibid.

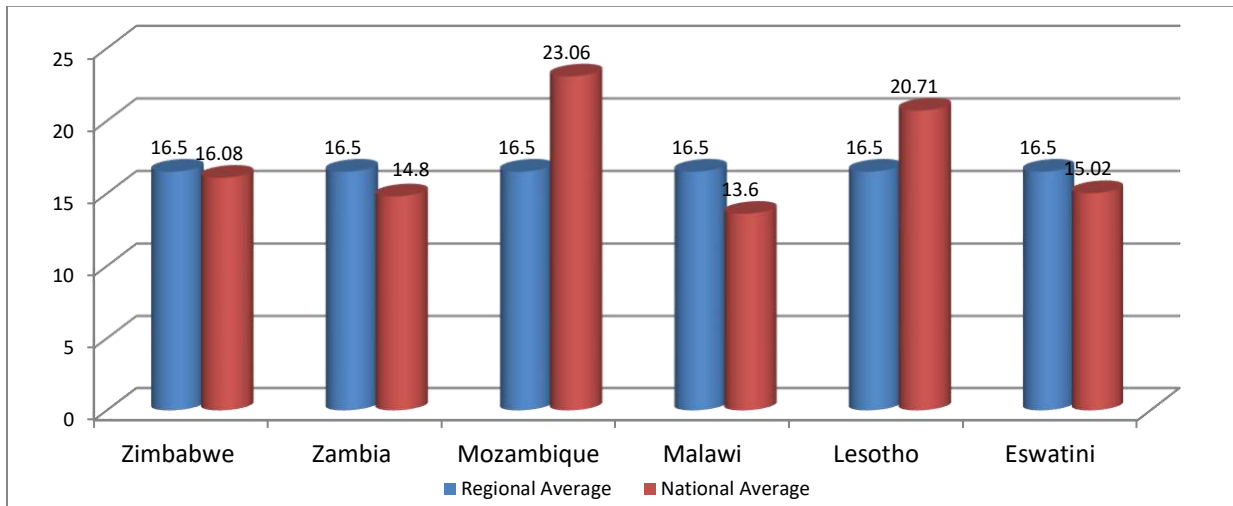
⁴⁰ KII Interview, WhatsApp call, 01 May 2023

⁴¹ Baseline Study on Early Child Development and SDG 4.2 in Zimbabwe

⁴² Ibid

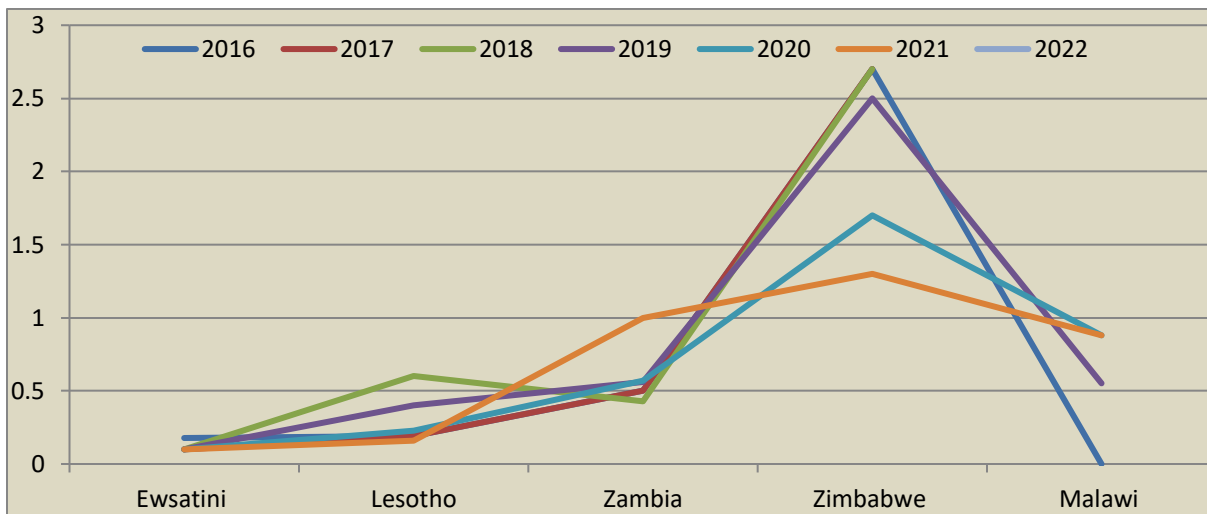
⁴³ https://www.africaeducationhub.org/bitstream/handle/Hesa/85/Advocacy_Successes_From_TRANAC_Project.Pdf?Sequence=1&isallowed=Y

Graph 4 Education Expenditure as a % of total National Budget



In addition, the graph below shows the share of ECDE in the national budgets of the countries under study. However, data for Mozambique was not readily available for comparison.

Graph 5 ECDE share of the total Education Budget



In Eswatini, there is no clear Government budget allocation towards ECDE as the sector is largely donor-funded. In addition, there is limited transnational information sharing and knowledge exchange which can benefit the region.⁴⁴ Zimbabwe has increased its ECD budget from 14% to 16% of total education budget, and per capita allocation, from around \$64 per

⁴⁴ New Zimbabwe, Sadc-Neglects-Pre-Primary-Education <https://www.newzimbabwe.com/Sadc-Neglects-Pre-Primary-Education/>

learner in 2021 to \$226 per learner in 2022.⁴⁵ The proportion of the ECD budget to the overall education budget has risen from zero in the budgets for 2016 to 2017 and 2017 to 2018 to almost 5% in 2020 to 2021.⁴⁶ However, as a proportion of the overall education budget, the budget decreased from a high of 2.7 in 2018 to 2.5 % in 2019, 1.7% in 2020 and a low of 1.3% in 2021 as shown in the graph. In Malawi ECDE share in the budget increased from 0% in 2016 to 0.55% in 2019 and 0.88 in the 2020 and 2021 budget years. In nominal terms, the ECD budget in Malawi increased from MK10 billion (7.1 Million USD) authorized in 2019 to 2020 to MK19.2 billion (13.7 Million USD) in 2020 to 2021. The World Bank provided funding for 95% of Malawi's ECD budget for the 2020 to 2021 fiscal year as part of the "Investing in Early Years (IEY)" programme, which is overseen by the Ministry of Gender.⁴⁷ Likewise, ECDE funding in Lesotho increased from 0.19% in 2016 and 2017 to 0.6% in 2018. However, the figure dropped to 0.4 % in 2019 to 0.23% in 2020 and 0.16% in 2021. In nominal terms, ECDE received 0.23 percent (M0.007 billion) of overall education spending in 2020 to 2021 and 0.16 percent (M0.006 billion) in 2021 to 2022.⁴⁸ The decrease in funding for ECDE between the 2020 to 2021 and 2021 to 2022 fiscal years is comparable with the overall decrease in funding for the education sector budget. The sector received M3.74 billion in appropriations in 2020 to 2021, which is 16.2% of the national budget, and M2.62 billion in 2021 to 2022.⁴⁹ The overall budget decreases in national education budgets allocations in general, and ECDE sector in particular can be attributed to decrease in economic performances owing to the devastating impacts on the COVID-19 pandemic and shifts in donor and governments priorities towards curbing the pandemic.

v. Access to ECD

Access to early care and education means that, parents with reasonable effort and affordability can enroll their child in an arrangement that supports the child's development and meets the

⁴⁵Advocacy_Successes_From_TRANAC_Project. Pdf TRANAC Successes - 2023 Presentation (Submitted March 23)

⁴⁶Ibid.

⁴⁷ Ibid.

⁴⁸ https://Rogerfedererfoundation.Org/Assets/Publication/Pdf/Facesheet_SRI_Lesotho_Eng_2021.Pdf

⁴⁹Ibid.

parents' needs.⁵⁰ Thus, access is a way that every young child gets opportunity to education. Currently, there is limited accessibility and no equality to ECE care services to most children in the six countries and at regional level. SDG four target 4.2, calls for governments to ensure that by 2030, all girls and boys have access to quality Early Childhood Development, Care and Pre-Primary Education so that they are ready for primary education. The Education 2030 Agenda (Incheon Declaration, 2016) and the Addis Ababa Action Agenda called for increased access to quality, inclusive and equitable ECDE and increased investment in this subsector respectively. The African Unions Agenda 2063 calls for universal access to quality early childhood, primary and secondary education, ensuring that no child is left behind, and that the potential of every child is nurtured. In Zimbabwe, the initial step in recognising the importance of ECD in human development was when the Ministry of Community Development and Women's Affairs (MoCD & WA), in 1986, added the education aspect into the Early Childhood Development and Care (ECEC) by developing a curriculum.⁵¹

The graph below shows percentage access to ECD services for the specific age groups. Only 35.2% of ECDE going age group had access to ECDE services in Lesotho. Of those with access, only 46 % of children (36-59 months) had access to early education that provides opportunities for early learning and healthy development, as well as increases their readiness to start primary school on time and learn.⁵² In 2018, of those attending, 46% were girls and 45% were boys.⁵³ Only 28% had access to ECD in 2020 for Zimbabwe, with an even more inadequate participation of children with disabilities. According to Zimbabwe National Statistic Agency, (ZIMSTATS) statistics, a significant proportion of the target group has no access to ECD and therefore that is the proportion that is likely to be threatened and will not be developmentally on track in health, learning and psychosocial well-being. In Mozambique, access to ECDE was 4% in 2020 and it is different geographically for example; there is a huge disparity between children in the Northern provinces and those in the south. Only 4 % of children aged 3-5 years are attending preschool in

⁵⁰ Available at: <https://www.acf.hhs.gov/opre/report/defining-and-measuring-access-high-quality-early-care-and-education-ecce-guidebook>

⁵¹ Baseline Study on Early Child Development and SDG 4.2 in Zimbabwe

⁵² Malawi Education Sector Analysis Ministry Of Education, Science, And Technology Lilongwe, Malawi, 2019

⁵³ Lesotho Multiple Indicator Cluster Survey (MICS) 2018. https://mics-surveysprod.s3.amazonaws.com/MICS6/Eastern%20and%20Southern%20Africa/Lesotho/2018/Snapshots/Lesotho%202018%20MICS%20Statistical%20Snapshots_English.Pdf

the Northern provinces. This is far less as compared to the southern provinces where 10 % of the children attend preschool.⁵⁴ In Eswatini, access increased from 28% in 2019 to 30% in 2020. The Eswatini Household Income and Expenditure Survey (EHIES, 2018) indicates that only 21.6% of pre-primary school going age children had access to ECCDE. Eswatini is behind other countries in the region with only 28% of children aged 3-5 years, and that figure increased to 59% of children in 2022.⁵⁵ A study by Bhebhe and Vilakati revealed that children attending early childhood education were few due to limited financial support from unemployed and low-income earning parents and guardians as well as lack of government sponsorship.⁵⁶ This is in a context where most ECE centers are privately owned such that they are too expensive to be afforded by low-income families. In Zambia, only 35% had access to ECD in 2020. In addition, access is extremely limited for the most marginalised children, including children with disabilities.⁵⁷ Moreover, only 17.3% of children enrolled in primary education enjoyed any kind of early childhood education.⁵⁸ In Malawi access increased from 39% in 2019 to 45% in 2020. The major access problem in Malawi is that there are relatively few ECD programmes and most districts have little access. As of 2018, ECD programmes were offered to 2,014,820 children in 12,220 centres, still leaving about 52% of eligible children (aged 4-5 years) unable to access ECD centre-based services.⁵⁹

⁵⁴ <https://www.unicef.org/mozambique/en/children-mozambique>

⁵⁵ <https://openknowledge.worldbank.org/server/api/core/bitstreams/b662b829-f6fb-5d4d-8d61-49643e956cfb/content>

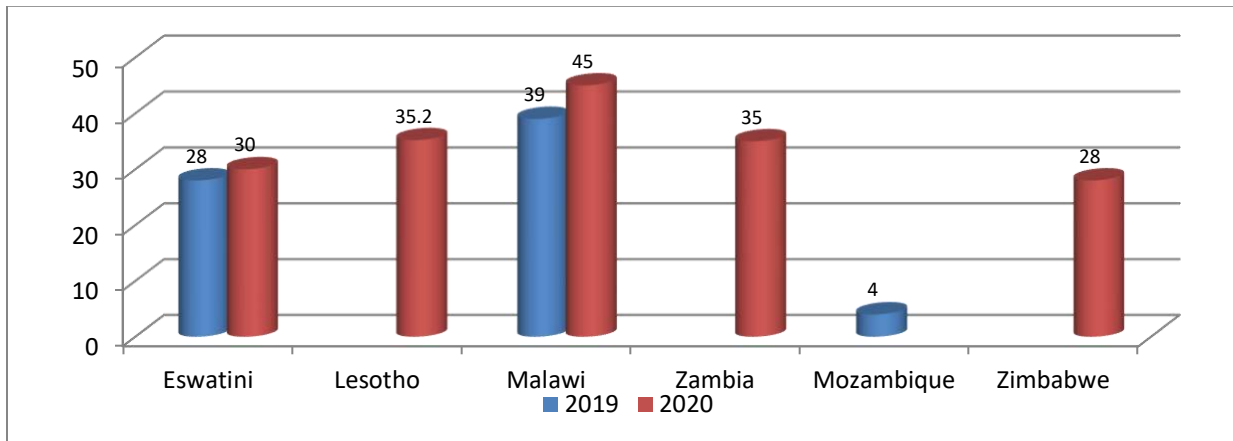
⁵⁶ Bhebhe and Vilakati, p.172 -186

⁵⁷ Republic Of Zambia (2020) Leave No Child Behind Invest In The Early Years

⁵⁸ Zambia - Programme On Early Education <https://www.vvob.org/en/programmes/zambia-programme-early-education#:~:Text=Access%20to%20early%20childhood%20education,Childhood%20education%20is%20often%20substandard.>

⁵⁹ Ibid.

Graph 6 Children with Access to ECD

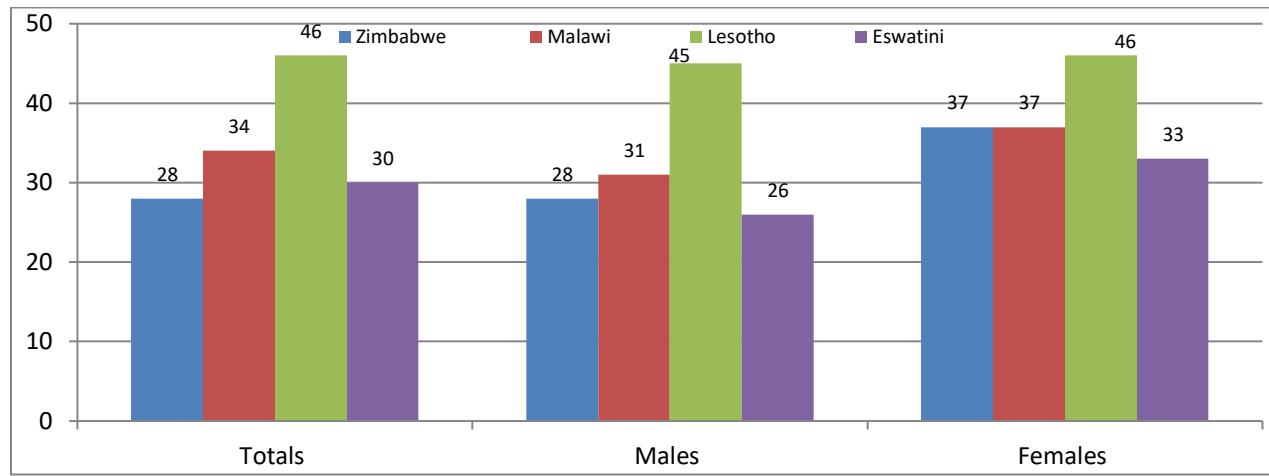


The implication of this is that many children enter primary education without preparation. This also means that the children admitted at primary education may be at different levels in terms of knowledge and skills as the curricula are not standardized across the region. Constraints are the affordability and shortage of facilities as barriers to access and equity, while the quality of the ECDE programmes is affected by teacher quality, lack of a systematic teacher supervision and support and shortage of teaching and learning materials including inclusive instructional resources.

vi. ECE Attendance

Unlike enrollment, which refers to children listed in school registries, attendance means a child actually attended school at a particular point in time. SDG4. Target 4.2.2 tracks attendance among children aged one year younger than the official age for starting primary school in their country. Evidence suggests that pre-primary education attendance varies dramatically across countries, regions and socioeconomic backgrounds. Among these children, a much lower proportion from poorer families and rural areas attend school. Across countries, while almost all children of pre-primary age children from the richest wealth quintile attend school, almost half of the children from the poorest wealth quintile do not attend. A similar pattern is observed based on the area in which a child lives, with pre-primary attendance rates for children in urban areas exceeding those of their rural peers.

Graph 7 Share of children ages 3-5 years who attend ECE, most recent year available (%) disaggregated by sex, 2019 figures



UNESCO Institute for Statistics

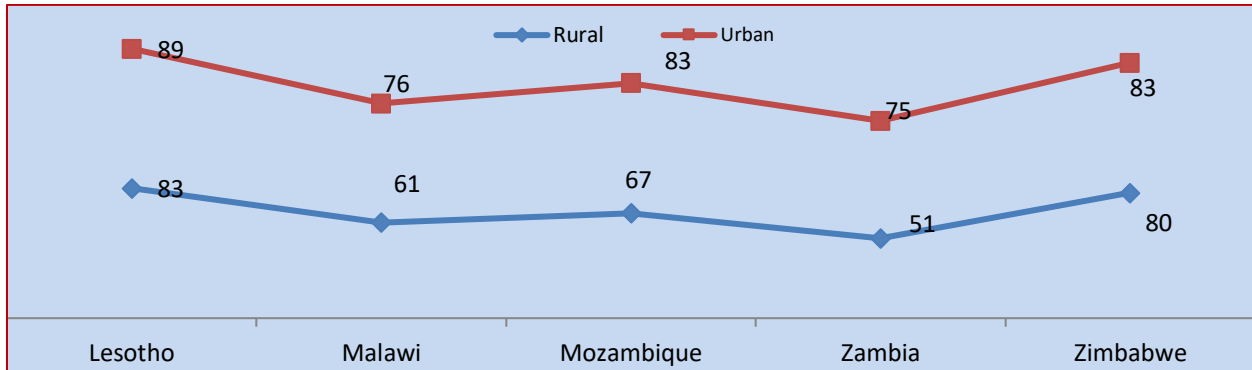
Graph 7 above makes comparison using available data in the four countries where data is available and shows that, Lesotho had the highest percentage of 45% for males and 46% for females and a combined total of 46% which was the highest. According to the data, Zimbabwe had the lowest percentage of attendance with a combined total of 28% with 37% of females attending ECD classes compared to only 28% males. Malawi on the other hand recorded 37% females and 31% of males and a combined total of 34% attending ECD. Eswatini on the other hand, had 26% males and 33% females attending ECD education and a combined total of 30% of attending ECD education. These figures show that less than half of the children in all the recorded countries attend ECD classes and disparities were noticed between males and females with females having a significant percentage compared to males in all the countries.

vii. Adjusted Net Attendance Rate

Adjusted Net Attendance Rate (ANAR) refers to the percentage of children of ECDE going age that are attending compatible with their age. Graph 8 below is based on data from UNICEF, 2022 report, and it shows that the ANAR was higher in urban areas as compared to rural areas in the five countries given. The ANAR is 89%, 76%, 83%, 75% and 83% in Lesotho, Malawi, Mozambique, Zambia and Zimbabwe in the urban areas respectfully. This is higher compared to 83%, 61%, 67%, 51% and 80% in the rural areas respectively. The UNICEF report has no data for Eswatini. As such, ANAR is higher in urban areas as compared to rural areas which

correspond with other parameters like attendance rate and percentage of children who are developmentally on track.

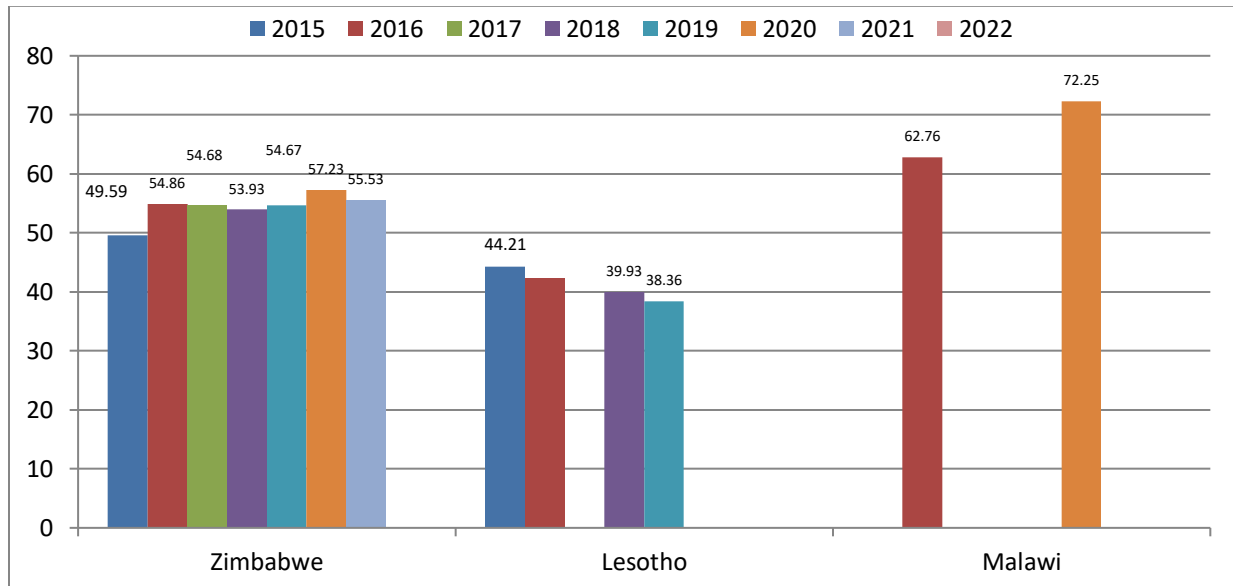
Graph 8: Adjusted Net Attendance Rate (ANAR) – Percentage in rural and urban areas



UNICEF, May 2022

The graph below shows the ANAR for some countries under study which have data available since 2015. The graph shows that for Zimbabwe, the ANAR was 49.59, 54.86, 54.68, 53.93, 54.67, 57.23 and 55.53% in 2015, 2016, 2017, 2018, 2019, 2020 and 2021 respectively. The number fluctuated between 50% and 55% during the course of the same period with 2020 having the highest percent of 57%. The graph also shows data for Lesotho which had 44.21%, 42.37% 39.93% and 38.36% in 2015, 2016, 2018 and 2019 respectively. Unlike Zimbabwe, the ANAR for Lesotho decreased from 44% in 2015 to a low of 38% in 2019. However, data for 2017, 2020 and 2021 was not available for Lesotho. For Malawi, only data for 2016 and 2020 was available with 62.76% and 72.25% respectively which is an increase in the percentage of ANAR children. However, Data for Mozambique, Zambia and Eswatini was not available.

Graph 9:



UNESCO Institute of Statistics

viii. Equity

Equity can be described as the elimination of privilege, oppression, disparities, and disadvantage that historically have excluded those belonging to particular groups.⁶⁰ While SDG target 4.2 endeavours to ensure that all boys and girls have access to quality early childhood development care and pre-primary education so that they are ready for primary education, ECD provision in the six countries remains patchy and highly inequitable. In all the countries, children who have regular access to ECD services, particularly better-quality services, are usually from richer urban households. The poorest and most marginalised children in rural areas, who are in need of more and better developmental support, tend to have little or no access to ECD centres. Where they might have access to ECD services in rural areas, there are quality inequalities in terms of adequate infrastructure, trained teachers, and equipment and materials. As the ANAR figures shows in the graph above, in the five countries all had higher ANAR rates in urban areas. This means that there are no equal opportunities in access to ECD services between the two geographical divides, rural and urban.

⁶⁰ National Council of Teachers of English, 2016, Equity and Early Childhood Education: Reclaiming the Child, A Policy Research Brief, <https://cdn.ncte.org/nctefiles/equityearlyedbrief.pdf>.

In addition, participation rates also show inequalities in terms of access to ECD services between rural and urban areas. For example, in Zimbabwe, urban areas have a participation rate of 82.9% while its 80.3% in rural areas.⁶¹ It emerged that because ECD has, historically, been largely a community-based and resourced programme, serious inequity issues exist in service provision and delivery with scales tipped heavily against those in the rural areas where the majority (81%) of ECD learners are enrolled.⁶² In Zambia, the majority of GRZ-supported ECE centres are concentrated in rural and peri-urban areas with the urban areas serviced mainly by the private sector.⁶³ Likewise, in Mozambique, ECDE opportunities exist in urban settings in the capital, Maputo.⁶⁴ In Lesotho, access is inequitable, with greater uptake in urban areas and among families who can afford the fees.⁶⁵ Whilst government attached pre- schools offer free education, the private sector provides 90 per cent of pre-primary services.⁶⁶

In addition, there are few opportunities for children with special educational needs at ECE in terms of adequate infrastructure, trained teachers, and equipment and materials. ECE provides a strategic window for early identification and intervention for children with special educational needs, but governments are not yet capitalizing on this opportunity.⁶⁷ The absence of guidelines and assessment tools means that this is not exploited. Equity is an issue because of the lack of integration of special needs in ECE provision.⁶⁸ To make matters, ECD statistics in most of these countries do not give the statistics for ECD for children with disabilities per se but aggregates them with whole of the Infant Phase. However, in Zimbabwe, the MoPSE report indicates that only 8.6% of children with disability are enrolled and this is way below the 25% target set in the ESSP Teaching/Learning Related Issues.⁶⁹

⁶¹Zimbabwe Progress Review Report Of Sustainable Development Goals (Sdgs), December, 2020, Available At https://Www.Undp.Org/Sites/G/Files/Zskgke326/Files/Migration/Zw/UNDP_ZW_SDG_Zimbabwe_Sdgs_Progress_Report_Dec2020.Pdf

⁶² MOPSE 2018 Report

⁶³ Republic Of Zambia (2020) Leave No Child Behind Invest In The Early Years

⁶⁴ The Situation Of Children In Mozambique: Summary Report UNICEF, 2021

⁶⁵Ed Strategy 2019-2030 – Country Solution Lesotho. <https://Www.Unicef.Org/Media/66851/File/Ed%20Strategy%202019-2030-Countrysolution-Lesotho.Pdf>

⁶⁶ <https://Www.Unicef.Org/Media/66851/File/Ed%20Strategy%202019-2030-Countrysolution-Lesotho.Pdf>

⁶⁷Republic Of Zambia (2020) Leave No Child Behind Invest In The Early Years

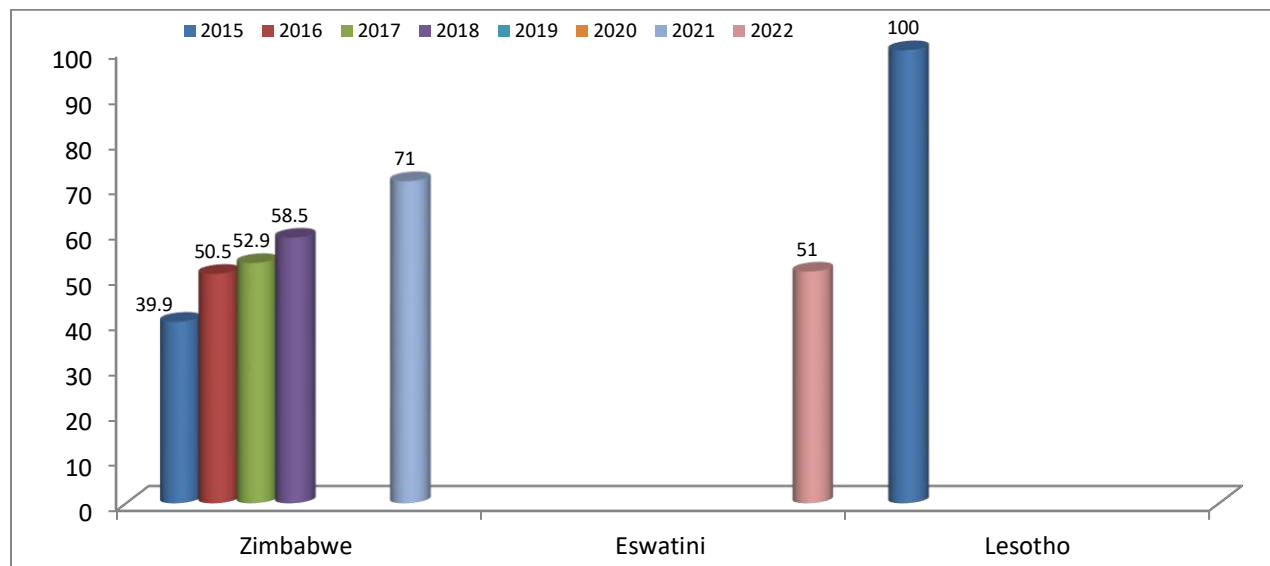
⁶⁸ Ibid.

⁶⁹ Mopse 2018 Report

ix. Learner-teacher ratio in ECD

Pupil-trained teacher ratio is the average number of pupils per trained teacher at each level of education (pre-primary, primary, lower and upper secondary education). A trained teacher is one who has received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country in a given academic year.⁷⁰ Its purpose is to measure trained teacher workloads and human resource allocations in educational institutions, and to give a general indication of the average amount of time and individual attention a pupil is likely to receive from trained teachers. As such, the higher the pupil-trained teacher ratio, the lower the relative access of pupils to qualified teachers. Graph 10 below shows that the based on UNICEF indicators shows that the proportion of trained teachers in Zimbabwe increased from 39.9% to 50.5%, 52.9%, 58.5% and 71% from 2015, 2016, 2017, 2018 and 2021 respectively. However, data for 2019 and 2020 was not available. The graph also shows data for Eswatini for the year 2022 at 51% and 100% for Lesotho in 2015. The indicators do not have data for Mozambique, Zambia and Malawi.

Graph 10: Pupil-trained teacher ratio in ECD in the selected countries were data is available



In terms of ratios, generally, LTR and LTTR for the nation and the respective domains (rural and urban) are well above the recommended LTR of 20 for ECD.⁷¹ The MoPSE (2018) report for

⁷⁰ <https://teachertaskforce.org/knowledge-hub/sources-international-regional-and-national-level-teacher-data>

⁷¹ MICS

Zimbabwe gives the national ECD Learner Teacher- Ratio (LTR) at 42 (as shown in the table below for countries and years where data is available) which was double the recommended one of 20, with the Learner Trained Teacher Ratio (LTTR) more than treble (71). The rural LTTR is almost double the urban one. For 2021, 655 132 learners were being taught by 17 937 teachers. At national level, the ECD LTR and LTTR were 37 and 50, respectively. In Malawi, high pupil-qualified teacher ratio hinders effective teaching and learning.⁷² Lesotho fares well in their student-to-teacher ratio at the pre-primary school level. One teacher is serving about 19 children.⁷³ In Zambia, the ECD sector had about 427, 800 learners taught by 4,000 teachers, with 5,800 more qualified teachers required in Zambia as of 2017.⁷⁴ In Malawi, the extent to which teachers are deployed to schools based on enrolment is 60 per cent in urban Early Childhood Care and Development and only 20 per cent in rural primary schools. Each caregiver cares for about 69 children on average instead of the 25 recommended and 15:1 international standard. More than 50% of the volunteer caregivers are untrained and most CBCCs are in temporary structures.⁷⁵

On average, there are very few trained teachers and high classroom densities, which compromise the quality of learning. The acute shortage of qualified teachers for ECCDE has a bearing on the relevance, quality and effectiveness of pre-primary education systems in line with the demands of the SDG 4 Target 4.2. In Zambia, the development of a standardised national teacher education curriculum is supporting the provision of trained teachers that can apply the child-centred and play-based methodologies required at ECE level. ECE teacher training is now being offered in 11 public Colleges of Education. Since 2014, 1,250 trained teachers have been recruited and deployed in established ECE centres.⁷⁶ However, there are reports of some teachers trained at the ECE level but are in fact employed in primary schools. In Lesotho, UNICEF (2020) reports that most Reception Class teachers are not qualified. About 600 of 2,985 teachers

⁷² Malawi 2022 Voluntary National Review (VNR) Report

⁷³ : UNICEF Lesotho – Education Budget Brief 19/20

<https://www.unicef.org/esa/media/6156/file/unicef-lesotho-2019-education-budget-brief.pdf>

⁷⁴Development Of The National Early Learning Policy Underway <http://mopse.co.zw/blog/development-national-early-learning-policy-underway#:~:Text=Specifically%2C%20the%20National%20Early%20Learning,Development%20agenda%3B%20universal%20access%20and.>

⁷⁵ Malawi Education Sector Analysis Ministry Of Education, Science, And Technology Lilongwe, Malawi, 2019

⁷⁶Republic Of Zambia (2017 – 2021), The Ministry Of General Education, The Ministry Of Higher Education, Education And Skills Sector Plan.

(20%) have a certificate from Lesotho College of Education.⁷⁷ In Eswatini, some pre-school teachers tend to be redeployed in primary classes, and a large proportion of them do not have the materials required to teach early education.⁷⁸ As of 2018, 58.5% of teachers are ECD trained and 36% of teachers are paraprofessionals.⁷⁹ High pupil-qualified teacher ratio hinders effective teaching and learning.

YEAR	ZIMBABWE	LESOTHO	MALAWI	ESWATINI
	All			
2015				
2016				38
2017	42			
2018	42			
2019	40	18.5	30	
2020	40	18.5		42
2021	37	19		
2022				52

x. Infrastructure

Infrastructure plays a dire role in creating a learner friendly environment, mostly in schools and classrooms where there are children with special education needs which have to be put into consideration. It has been observed that in many countries across the world most ECD centres suffer social exclusion where learners with special needs have been excluded from enjoying fully the mainstream benefits despite increase in government investment in ECD.⁸⁰ This was so because most ECD centres have poorer infrastructure and management.⁸¹ This makes most children with special needs not to receive the required level of care and inspiration which are needed to offset the deprivation they experience at home and in the community (Biersteker, 2012). In the countries under study, the classrooms are annexed onto regular primary school classrooms and have not been adapted for their purpose; for example, the furniture is not appropriate for ECE learners and water points as well as sanitation facilities are not age appropriate. The play parks are bare or have very few resources. The current distribution of ECE

⁷⁷ UNICEF Lesotho – Education Budget Brief 19/20

<https://www.unicef.org/esa/media/6156/file/unicef-lesotho-2019-education-budget-brief.pdf>

⁷⁸ The Government Of The Kingdom Of Eswatini (2018) National Education And Training Sector Policy. Ministry Of Education And Training

⁷⁹ Mopse 2018 Report

⁸⁰ Ismail Davids, Francois Theron, Kealeboga J. Maphunye, 2009 Participatory Development in South Africa: A Development Management Perspective, Van Schaik, (2nd Edtn)

⁸¹ Motala, S. (2010) Early childhood development for children 0-5 in South Africa. (Paper presented at the Early Childhood Development Workshop, Durban, 19 November). <http://hdl.handle.net/20.500.11910/3900>

service is biased towards private provision in urban settings, with the majority of young children in the rural areas not able to access any services.

YEAR	ZIMBABWE	ZAMBIA	LESOTHO	MALAWI	ESWATINI	MOZAMBIQUE
2015		1,526				
2016		1,849				
2017						
2018						
2019						
2020						
2021						
2022					3,198	

MoPSE (2018) report in Zimbabwe shows that 99.3% of primary schools have established ECD classes with 94.8% of them having the ECD - Grade 7 level, 4.5 percent have ECD only ECD schools increased by 22.1%.⁸² In Zambia, the government in 2015, in collaboration with other stakeholders from civil society, cooperating partners and faith-based organizations, established a total of 1,526 classes in public ECE centres with 70,776 learners, out of a projected total eligible population of 2,067,309. In 2016, the number of ECE centres increased to 1,849 with a total of 160,424 learners (77,993 males and 82,431 females), from a total eligible population of 2,118,289 (3–6-year-olds).

In Mozambique, rural ECD centres still have substandard infrastructure despite a theoretical commitment to state-of-the-art child-friendly classrooms and recreational facilities. In some cases, ECDE learners still conduct lessons under trees which make them vulnerable to adverse weather conditions.⁸³ In Eswatini, there are 1,484 formal ECCDE centres (preschools, day-care centres) plus 1,714 informal ECCDE centres (including neighbourhood care points and KaGoGo centres). In total, there are 3,198 centres, together with Grade 0 classrooms in 80 public primary schools in rural areas.⁸⁴ Above all, the existing infrastructure does not accommodate children with disabilities and this militates against inclusive education enshrined in SGD 4.2 Lesotho KII. About 40% of Zimbabwe's ECD children are out of school due to infrastructure shortages, long distances, water, sanitation, and hygiene challenges. Addressing delegates at a meeting on the review, reflection, and planning for ECD roadmap for SADC countries, secretary for Primary and Secondary and Education Tumisang Thabela said that regardless of the remarkable achievements made so far, there are still challenges in pre-primary learning.⁸⁵ In addition, in

⁸² Report EMIS Report, Page EMIS Report, Page 14 Page 8.

⁸³ The Situation Of Children In Mozambique Report 2021.

⁸⁴ Kingdom Of Eswatini (2022 – 2034) Education Sector Strategic Plan

⁸⁵ 40% Of ECD Kids Are Out Of School By Staff Reporter 12 Dec 2021 <https://Bulawayo24.Com/Index-Id-News-Sc-Local-Byo-212617.Html>

Malawi, there is poor infrastructure and under-skilled caregivers, hence limited accessibility of ECD.⁸⁶

11,000 Early Childhood Centers in Malawi that serve 1.4 million children. Over 8,000 of these preschools are public Community-Based Childcare Centers (CBCC), mostly catering to children in rural areas.

20% of ECCD centres have age-appropriate water and sanitation facilities by 2026

xi. Quality Assurance

Proper early childhood education centers are meant to benefit the child physically, socially, educationally, and psychologically meaning that the child is developed holistically.⁸⁷ In Zambia, the MoGE has developed standard mechanisms for systematic assessment of learning outcomes as well as ECE Standard Guidelines for monitoring and a core package of materials, comprising teacher guides and learner books in seven local languages.⁸⁸ However, one study by ZANEC found that staff and administrators of a large number of newly established schools with a pre-school component are ill-prepared to deliver these services which compromise quality of the ECE services being provided especially in government controlled centres.⁸⁹ Likewise, the government of Lesotho has established the ECCD Unit with the Ministry of Education and Training to support ECCD education. The ECCD Unit has two main strategic goals given by ESP 2016-2026 which are improved access to comprehensive ECCE, especially for the most vulnerable and disadvantaged children and improved quality of IECCD learning programmes.⁹⁰ Progress has been made in Lesotho College of Education, continuing to produce qualified ECCD teachers.⁹¹ In Eswatini, the 2013 SELDS domains cover all the critical areas of a child's development in the early years: physical well-being, health and motor development, cognitive development, language and literacy, socioemotional development, and cultural heritage.⁹² In

⁸⁶ Malawi 2022 Voluntary National Review (VNR) Report

⁸⁷ Berti, Sara, Cigala, Ada; Sharmahd, Nima, Early Childhood Education and Care Physical Environment and Child Development: State of the Art and Reflections on Future Orientations and Methodologies, Educational Psychology Review , v31 n4 p991-1021 Dec 2019

⁸⁸ Republic Of Zambia (2017 – 2021), The Ministry Of General Education, The Ministry Of Higher Education, Education And Skills Sector Plan.

⁸⁹ KII Zambia, Google Meet Interview

⁹⁰ Nutrition Conference: Lesotho Early Child Care and Development National Study October 2018 <https://pubdocs.worldbank.org/en/198811539108138140/pdf/Oct-2-S3b-Lesotho-presentation.pdf>

⁹¹ <https://Hlpf.Un.Org/Sites/Default/Files/Vnrs/2022/VNR%202022%20Lesotho%20Report.Pdf>

⁹² <https://Openknowledge.Worldbank.Org/Server/Api/Core/Bitstreams/B662b829-F6fb-5d4d-8d61-49643e956cfb/Content>

addition, a Multi-Sectoral ECDE Framework 2018-2022 was developed to facilitate the scaling up of the delivery of essential care and protection services and support systems for children from conception to age eight and their families. This framework has yet to be adopted.⁹³ Currently Eswatini does not have an assessment to measure early child development outcomes and is characterized by untrained ECD teachers and privately owned ECD centres and pre-schools with limited accountability and monitoring of the provision's quality.⁹⁴ The quality of education provided in the centres may not be up to standard as there is limited quality control of the curriculum implemented and how it is implemented.⁹⁵ In Malawi, most issues are capacity related. The Vision for ECD is “all children developed holistically” and the Mission, is “provide the Malawian child with high quality services in early childhood care that ensure his/her active participation in national development.” However, there are limited guides and guideline materials in ECD centres, and policies are not well known. The vision reflects the strategic goal within the larger education system, and the mission is the macro strategy to reach that goal.⁹⁶

xii. Gross Enrolment Ratio (Indicator 4.2.4)

SDG Indicator 4.2.4: Total enrolment in (a) pre-primary education and (b) early childhood educational development regardless of age expressed as a percentage of the population of the official age for the respective level of education.⁹⁷ A high value generally indicates a high degree of participation, whether the pupils belong to the official age group or not. A value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its early childhood education-age population, but it does not indicate the proportion already enrolled. The achievement of a gross enrolment ratio of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in early childhood education.⁹⁸

⁹³<https://Openknowledge.Worldbank.Org/Server/Api/Core/Bitstreams/B662b829-F6fb-5d4d-8d61-49643e956cfb/Content>

⁹⁴ https://Rogerfedererfoundation.Org/Assets/Publication/Pdf/Facesheet_SRI_Lesotho_Eng_2021.Pdf

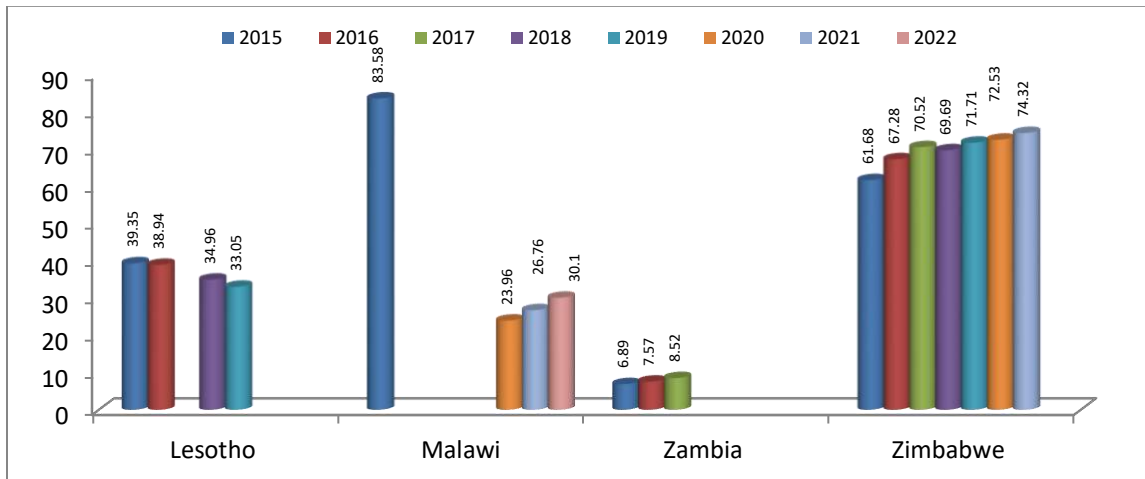
⁹⁵ KII Eswatini, Google Meet Interview

⁹⁶ Malawi Education Sector Analysis Ministry Of Education, Science, And Technology Lilongwe, Malawi, 2019

⁹⁷ Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development, Available at <https://uis.unesco.org/en/glossary-term/gross-early-childhood-education-enrolment-ratio-pre-primary-education-and-b-earlychildhood-educational-development>.

⁹⁸ Ibid.

Graph 11: GER in the selected Countries from 2015



2023 UNESCO Institute for Statistics

Based on UNESCO Institute for statistics, Graph 11 above shows that the GER in the selected countries where data is available has remained less than 100% since 2015. For Zimbabwe the number increased from 61.68% in 2015 to 67.28% in 2016 and 70.52% in 2017 before dropping to 69.69% in 2018. However, the GER increased to 71.71% in 2019, 72.53% in 2020 and 74.32% in 2021. On the contrary, the GER for Lesotho has shown a downward trend from 39.35% in 2015 to 38.94% in 2016 to 34.96% in 2018 and a low of 33.05% in 2019. In 2015 data for Malawi was recorded with a high of 83.58% and dropped to 23.96% in 2020 which later increased to 26.76% in 2021 and 30.1% in 2022. GER data for Malawi from 2016 to 2019 was missing. Zambia had the lowest GER for the countries where data is available with 6.89% in 2015, 7.57% in 2016 and 8.52% in 2017. Data from 2018 to 2022 was missing. Eswatini and Mozambique data is missing from the UNESCO Institute of statistics data base and other related platforms. Only Zimbabwe had all the data captured up to 2021.

xiii. Net Enrolment Rate (NER)

The net enrolment ratio in pre-primary education is the number of boys and girls of the age of a particular level of education that are enrolled in that level of education, expressed as a percentage of the total population in that age group.⁹⁹ In Lesotho, less than half of pre-primary aged children (46%) have access to ECE in Lesotho.¹⁰⁰ Enrolments by location indicate low levels of NER in

⁹⁹ Ibid.

¹⁰⁰ https://Rogerfedererfoundation.Org/Assets/Publication/Pdf/Facesheet_SRI_Lesotho_Eng_2021.Pdf

rural districts such as Quthing, Qacha’s Nek and Mokhotlong.¹⁰¹ The 2016 and 2018, NERs for boys increased from 28.8% in 2016 to 29.2% in 2017, and then declined to 27.2% in 2018. NER stagnated for girls during the same period between 2016 and 2017 and fell from 27.7% in 2018. NERs have generally remained relatively low, particularly for boys. The increase could be explained by the Government of Lesotho’s decision to provide reception classes in several primary schools to prepare young children for the primary curriculum.¹⁰² However, the total NER declined from 34% in 2015 to 27.5% in 2018 as shown in the table below.

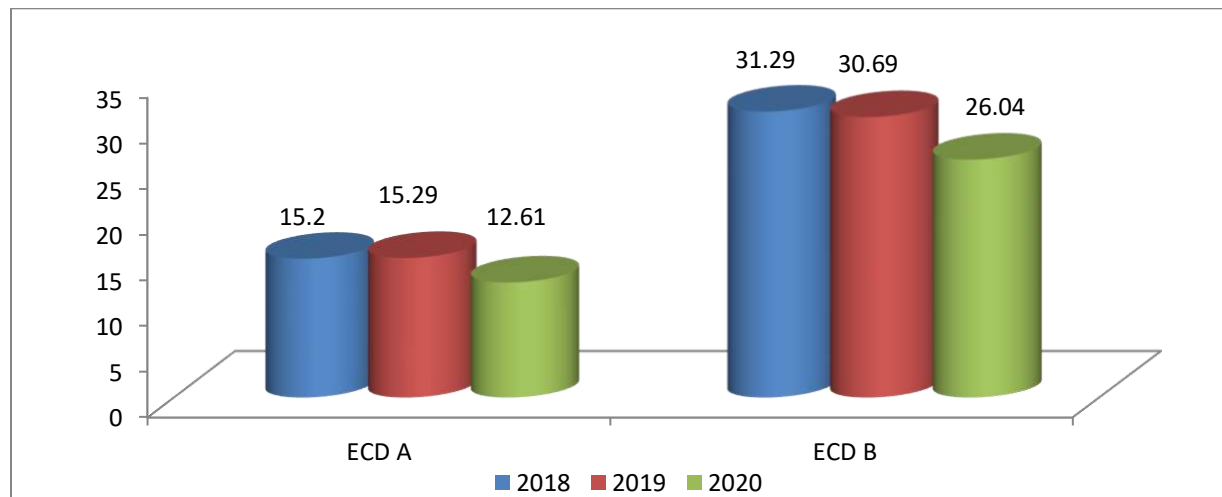
Table 3 NER (2015 - 2018) Lesotho

YEAR	Net Enrolment Rate (NER)		
	Males (%)	Females (%)	Total (%)
2015	-	-	34.0%
2016	28.8	30.2	29.5
2017	29.2	30.2	29.7
2018	27.2	27.7	27.5

Source: MOET Statistical Bulletin, 2019

The NERs for ECD A, ECD B in Zimbabwe increased between 2018 and 2019, and then dropped in 2020. As shown in the graph below, in addition, the NER was higher in ECD B compared to ECD A during the same period.

Graph 8: NER for Zimbabwe in ECD A and B



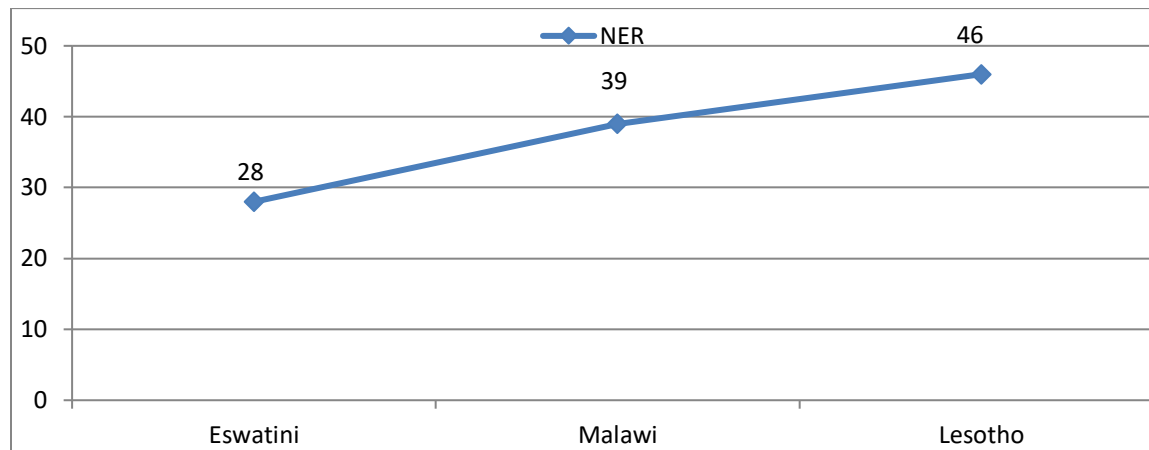
Zimbabwe: ESSP 2021-2025

¹⁰¹ <https://Hlpf.Un.Org/Sites/Default/Files/Vnrs/2022/VNR%202022%20Lesotho%20Report.Pdf>

¹⁰² Kingdom Of Lesotho Voluntary National Review On The Implementation Of The Sustainable Development Goals Report 2022 <https://Hlpf.Un.Org/Sites/Default/Files/Vnrs/2022/VNR%202022%20Lesotho%20Report.Pdf>

At regional level, latest available data shows that Eswatini is lagging behind its regional peers on ECE attendance. Among children aged 3-5 years in Eswatini only 28% attend an organized ECE program compared to 46% in Lesotho and 39% in Malawi.

Graph 12: Net Enrolment Rate



3. Information adequacy

In Zambia, the ministries have been systematic in reporting against a very wide range of targets and indicators and have performed relatively well against the key policy and sector indicators for the primary, secondary and tertiary education in recent years. However, there is very limited data available on ECE access and participation.¹⁰³ There are challenges in demonstrating the benefits (economic, social, etc.) of ECE provision. One of these challenges relates to the lack of systematic documentation of normative data in developmental milestones of children aged 0 - 5 in the Zambian context. There is a complete absence of data from private providers of ECE, and there has also been little systematic collection of reliable age-grade data except for data collected from public ECE centres from 2015. The lack of data hinders the computation of critical indicators such as the NER, and makes coordinated, coherent planning difficult.

In Lesotho UNICEF is supporting an innovative education management information system that uses open-sourced software to support real-time data collection, management and analysis to facilitate better education system planning and policy dialogue. UNICEF has a strong track

¹⁰³ The Republic Of Zambia (2017 – 2021) The Ministry Of General Education And The Ministry Of Higher Education And Skills Sector Plan

record for investing in innovation and technology. Lesotho also has an education management system (EMIS) where information about ECE programs is recorded and maintained by district managers for reporting but does not include detailed quality indicators.¹⁰⁴ In Eswatini, UNICEF maintains the global database on ECD that is used for SDG and other official reporting. UNICEF HQ updates the database annually through its collaboration with Country Offices (COs), through the CRING process. Before the inclusion of any data point in the database, it is reviewed by sector specialists at UNICEF headquarters to check for consistency and overall data quality.¹⁰⁵ This review is based on a set of objective criteria to ensure that only the most recent and reliable information is included in the databases. UNICEF HQ also updates the database on a rolling basis throughout the year by searching for additional sources of data that are vetted by the COs before they are included in the global database. The entire education and training sector from ECCDE, including private providers, various government agencies, institutions and structures of relevant departments, ministries and civil society relies on education management information systems (EMIS) for data, management information and analysis regarding demand, supply, performance and outcomes of education and training.

Aside from MISC, the GoS collects little to no data on ECD indicators. Recently, relevant government ministries have shown support for the development of guidelines and standards for ECD programs in order to effectively monitor progress. Although registration and accreditation procedures for ECCE centers are in place, there are no data to indicate whether centers are complying with the protocols as described in the Ministry of Education and Training's ECCE Guidelines.¹⁰⁶

In Zimbabwe, SDG targets 4.1, 4.2 and 4.3 have more than 50% data coverage for the SADC region. The MoPSE has invested in the Strategic Policy Planning, Research and Statistics Department (SPPRS) in data gathering and consolidation as well as storage and transmission of information relating to the education sector through the EMIS and the Teacher Development

¹⁰⁴ Understanding Perceptions Of Quality Among Early Childhood Education Stakeholders In Tanzania And Lesotho: A Multiple Qualitative Case Study, Social Sciences & Humanities Open Volume 4, Issue 1, 2021, <https://www.sciencedirect.com/science/article/pii/S2590291121000498#Bib45>

¹⁰⁵ UNICEF (2018) *Progress For Every Child In The Sdgs Era*: <https://data.unicef.org/resources/progress-for-every-child>.

¹⁰⁶ http://wbgfiles.worldbank.org/Documents/Hdn/Ed/Saber/Supporting_Doc/Countryreports/ECD/SABER-ECD_Report_Swaziland2013.Pdf

Information System (TDIS).¹⁰⁷ In addition, UNICEF has supported the MoPSE to strengthen the EMIS system with the decentralization, web-based capture and cleaning of 2016 data to ensure the timely availability of data. Although there is a comprehensive data set available on intake and completion rates by level of education, gender and locations in line with the SDG4 targets, the completion rates across the wealth quintiles need to be collected. In addition, the dropout rates by wealth quintiles should be made available in the EMIS report across all levels of education. There is also no data available from EMIS database on proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.¹⁰⁸

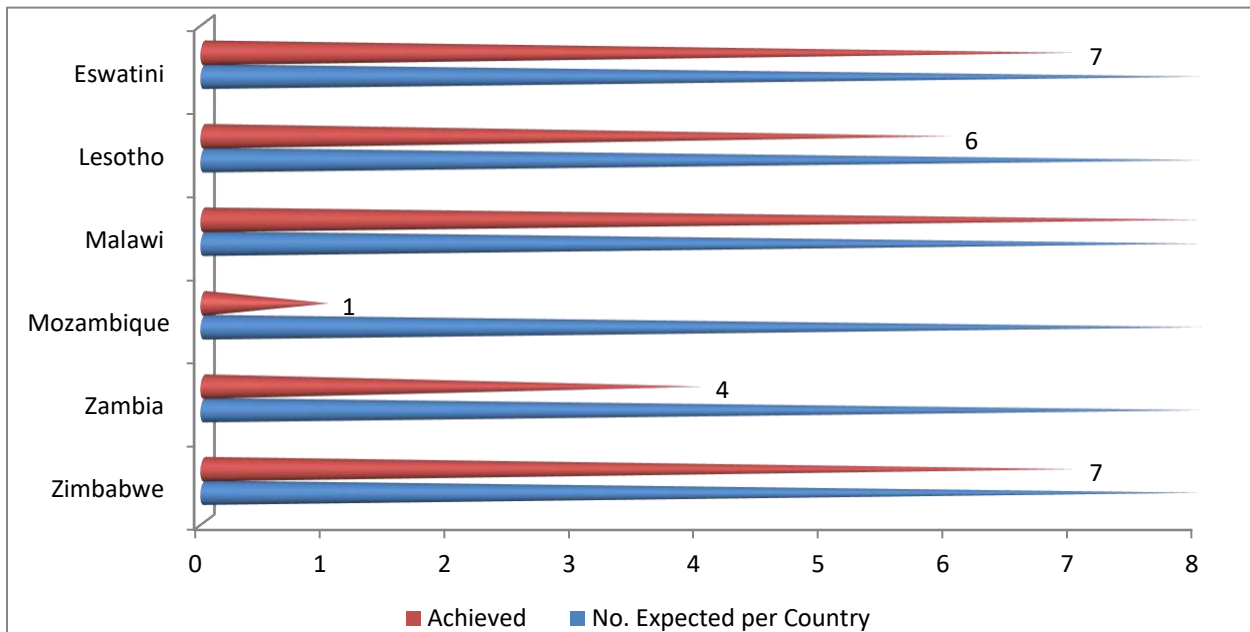
Data Coverage and Quality based on 8 UIS indicators

Based on the below figures, it is found that 4 out of 6 Member States (Eswatini, Lesotho, Malawi, and Zimbabwe) have reported at least 75% of the required indicators for SDG 4 target 4.2. Considering the aspects of SDG 4 targets in Early Childhood, most Member States have data on participation rates and enrolment ratios. However, it is found that there are data gaps in readiness for primary school and home learning environments. In particular, three Member States Eswatini, Malawi and Zimbabwe have reported on these indicators.¹⁰⁹ To meet the SDG target 4.2, data on the proportion of children under 5 years of age who are developmentally on track as well as the percentage of children experiencing positive and stimulating home learning environments need to be collected.

¹⁰⁷ Ibid.

¹⁰⁸ https://www.sadc.int/sites/default/files/202207/Progress_Report_On_SDG4_Targets_By_SADC_Member_States.Pdf

¹⁰⁹ Ibid.



SADC SDG 4 Target Report, 2022

4. Recommendations

At regional Level (SADC)

- 1) SADC should focus on coming up with sustainable strategies on how to enable transitional environments for governments and civil society advocacy as well as coming up with the best route towards the adoption of ECD policy frameworks at regional (SADC) level.
- 2) **Develop a SADC ECDE policy** to guide SADC countries in the development and implementation of national-level ECDE policies and programmes, to address government financing commitments to ECD; set regional standards for ECD related issues; promote research that specifically targets ECDE

At Country Level

3) Target the hardest to reach

To close significant equity gaps, programmes and resources must be targeted to the hardest to reach children and families especially the very poor or most marginalised or likely to be

discriminated against i.e. girls, those living with disabilities, and those geographically far from services

4) Create national level whole child strategies

National level ECD policy, funding, strategy and programming must be a priority. Ministries must work together across sectors to create national strategies which detail funding requirements and ensure a whole child approach. Community services must address all of the needs of the youngest children. There is a need to develop and provide a curriculum that goes beyond caregiving

5) Create whole child strategies for donor aid.

Governments must create strategies across sectors and agencies to better target the comprehensive needs of children. Programmes in particular across the health and education sectors should be integrated in approach, acknowledge the importance of the earliest interventions, build on what is working well, and encourage integration among donor partners.

6) Improve quality standards for ECCD programs

Ensure Early Learning Development Standards are vetted by all stakeholders and adopted. In addition, have better infrastructure equipped with modern infrastructure to enable effective learning environment and cognitive development. Invest in in-service training for teachers across program types and ensure training of the ECD personnel in pedagogy and child development.

7) Improve monitoring and reporting

Data on ECDE sector should be captured and reported in yearly statistics in order to improve on implementation and tracking of milestones including those of the marginalised groups.

8) Prioritise Increase ECDE Funding And Disbursements

Governments should increase their funding towards the ECDE sector and budget allocations should be publicly prioritised.

9) Adopt the MICS Family Care Indicators

The MICS Family Care Indicators are recommended to assess positive and stimulating home environment for several reasons. They are easy to use, understood well by participants, take little time to administer, and do not require highly trained personnel for data collection. Additionally, these indicators were designed for and are sensitive to the contexts of low- and middle-income countries (for example, inclusion of homemade toys or household objects as play things).

10) Teacher Training

Facilitate capacity building on comprehensive training programmes for ECCD teachers on full time basis Capacity building of all teachers in Inclusive Education (IE) pre and in -service training. There is need to strengthen Continuous Professional Development / In-Service Training. In addition, strengthen coordination of teacher training in the ministry by formulating operational teacher training policy and provide pre service training for all ECCD teachers and engage private sector in financing teacher development and implement the professional standards. Develop clear Deployment Policy for teachers with disabilities .

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