



EARLY CHILDHOOD EDUCATION POLICY ACADEMY: CENTRAL AFRICAN REPUBLIC



The [Early Childhood Education Policy Academy](#)¹ is a multi-year effort by the World Bank designed to help countries identify needs and generate options to improve early childhood education (ECE) at the country level. It offers a unique opportunity for country teams to strengthen policymaker capacity, problem-solve within a global network of peers, and engage in South-to-South learning along some of the world's leading early childhood practitioners and academic experts. The program's first cohort supported 12 countries² from April 2021 to November 2022. This case study showcases how the program specifically supported the Central African Republic (CAR) country team.

CONTEXT

The **Central African Republic's** preschool education system is co-managed by the Ministry of Social Affairs and the Ministry of National Education. To improve sector coordination, an inter-ministerial committee is in place, with the recent addition of the Ministry of Finance. This, paired with the development of an integrated national early childhood development (ECD) policy, ECE information database, and approved teaching training framework, represent strong steps towards strengthening the country's ECD system. While it is evident that the CAR has made substantial strides towards improving the system of early learning, there remains a clear need to align the interests of stakeholders, increase investment in ECE (currently only 0.2% of the education budget), and strengthen teacher capacity. The ways in which the program has supported addressing these challenges are detailed below.

ECE SNAPSHOT



PROGRAM CONTRIBUTION

GOAL 1

BUILD
EFFECTIVE
EARLY
LEARNING
SYSTEMS



- **Contribution:** Through Technical Assistance (TA), the program has supported the country team in the development of a national integrated ECD policy (or *Politique nationale du développement intégré de la petite enfance*), covering social protection and ECE.
- **Next steps:** Approval and implementation of the strategy.

GOAL 2

INCREASE
ECD INVESTMENT
AND
ALIGNMENT



- **Contribution:** The program supported the country team with key messages on the value of investing in early childhood, which they brought to ministerial leadership to advocate for increase ECE allocation in the education budget to at least 10%.
- **Next steps:** The country team is exploring opportunities to gather and align the interests of relevant decision-makers across sectors in order to link resources and build the pathway to more ambitious goals.

GOAL 3

STRENGTHEN
THE ECE
WORKFORCE



- **Contribution:** The Quality Early Learning course supported the country team in developing curricula for pre-primary children and teachers.
- **Next steps:** The country team is drafting various pedagogical guidance documents needed to support teachers and explores options for the establishment of teacher training centers.

¹ The Early Childhood Education Policy Academy is managed by the World Bank's Early Learning Partnership (ELP), a multi-donor trust fund that provides resources and technical assistance to support early childhood development and early learning around the world.

² Participating countries included: Cambodia, Central African Republic, El Salvador, Liberia, Morocco, North Macedonia, Paraguay, Senegal, South Africa, Türkiye, West Bank and Gaza, and Uganda.