



# Early Childhood Policy Academy

Governments across the globe recognize that quality early childhood interventions are critical to help young children reach their potential and are the foundation for human capital. Quality early childhood education (ECE) and childcare, specifically, can improve cognitive skills, reduce repetition and drop-out rates, increase school retention, and help children develop the breadth of cognitive and socioemotional skills they need to succeed in school and in life. As access to these services expands at an exponential rate and countries seek to deepen quality programming, demand for expertise and know-how exceeds current capacity in many countries. The World Bank is committed to working with governments to strengthen policymakers' existing expertise to ensure investments in ECE, childcare, and other early childhood interventions are effective, efficient, and impactful.

The **Early Childhood Policy Academy**<sup>1</sup> has two modalities: open and free [self-paced courses](#) for World Bank staff, policymakers, and practitioners to deepen skills on early childhood issues and a [cohort](#) modality with policymakers supported by World Bank teams in a selected group of countries across the globe.

## *Self-paced courses*

The content developed for the Early Childhood Education Policy Academy was adapted into courses for self-paced delivery and launched in 2022 on the World Bank's [Open Learning Campus](#). These courses are open to all and free of charge.

- [Building Effective Early Learning Systems](#)
- [Measuring Early Childhood Education Quality](#)
- [Measuring Early Childhood Development Outcomes](#)
- [Quality Early Learning](#)
- [Learning Through Play](#)
- Early Childhood Development in Fragility, Conflict, and Violence contexts (upcoming)
- Investing in Childcare (upcoming)

## *Cohorts*

The objectives of the cohort approach are to engage policymakers to identify needs and generate options to address constraints, learn how to apply strategies to improve ECE quality and access, and problem solve with peers dealing with similar challenges over the course of 18-months.

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

The first cohort of 100 policymakers and World Bank staff from 12 countries ran from April 2021 to November 2022. Learn more about the first cohort's accomplishments below.

The second cohort of the Early Childhood Education Policy Academy is part of [Invest in Childcare](#), a whole-of-World Bank initiative launched in 2021 to expand and improve the quality of investments in childcare by leveraging research, analytical work, operations, and policy dialogue. This cohort is called **Invest in Childcare Policy Academy** and will run from February 2024 to June 2025.

For more information about the Early Childhood Education Policy Academy, please contact us at [ecewbacademy@worldbank.org](mailto:ecewbacademy@worldbank.org).

### **Blogs**

See blogs from the coordination team and policymakers who engaged in the first cohort:

[Common challenges and tailored solutions: How policymakers are strengthening early learning systems across the world](#)

[Engaging policymakers in early childhood development: Promoting joint learning to improve quality](#)

In 2021, the World Bank launched the Early Childhood Policy Academy (then named *Engaging Policymakers in Early Childhood program*) to help countries identify needs and generate options to address constraints, learning with leading experts to apply strategies to improve early childhood education (ECE) access and quality, and share and problem solve with peers.

As part of the Early Childhood Education Policy Academy, cohort countries participated in a course on Measuring Early Childhood Education Quality to explore strategies for why and how measuring quality early childhood education (ECE) can lead to improved outcomes. Five country delegations published blogs about ECE quality measurement in their respective contexts:

- [Measurement: The missing puzzle piece in early childhood education in North Macedonia](#)
- [Through the magnifying glass: understanding the quality of ECE in South Africa](#)
- [The challenges of repetition and dropout in primary school: quality early childhood education \(ECE\) in Senegal](#)
- [Morocco's experience in ensuring quality preschool education](#)
- [Investing in Liberia's human capital through early childhood education](#)