



The [Early Childhood Education Policy Academy](#)<sup>1</sup> 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 countries<sup>2</sup> from April 2021 to November 2022. This case study showcases how the program specifically supported the Senegal country team.

## CONTEXT

**Senegal** has demonstrated success in building a policy framework that favors early childhood development (ECD), including an integrated ECE policy. Furthermore, ECE is a key element of the Education and Training Quality, Equity and Transparency Improvement Program (PAQUET-EF). The national government recently provided regional trainings for over 3,500 preschool teachers on the revised early childhood curriculum to improve the quality of ECE services. To increase access to preprimary, currently at 18.2%, it launched a program to build 230 preschools and organized provincial level forums to raise awareness of the importance of ECE and build a dynamic ECE community across administrative authorities, local councils, academic authorities, school principals, parents, and partners. To further the advancement of the country's ECD system, it will be crucial to improve the coordination across actors, to increase parental engagement, and to set up a national system of evaluating ECE outcomes. The ways in which the program has supported these efforts are detailed below.

## ECE SNAPSHOT

### Access

Preschool-age population: 1,576,870 (girls: 48.6%)  
 GER: 18.2% (age 3: 15.7%; age 4: 16.2%; age 5: 17.3%) (RNSE 2023)  
 Franco-Arabic GER: 12% (RNSE 2023)  
 Number of preschools: 4,286 (public: 40.9%; private: 40.7%; and community-based: 18.4%) (RNSE 2023)

### Enabling environment

Learning standards/curriculum



## PROGRAM CONTRIBUTION

### GOAL 1

BUILD  
EFFECTIVE  
COORDINATION



- **Contribution:** The program offered an opportunity for the country team to dive deeper into the steps needed to strengthen the coordination of early learning and the importance of building synergy between actors.
- **Next steps:** Set up a framework for improved coordination and harmonization of interventions and develop communication to increase understanding of the mutual benefits that can result from closer links between the different ECE actors responsible for service provision.

### GOAL 2

STRENGTHEN  
PARENT AND  
COMMUNITY  
ENGAGEMENT



- **Contribution:** The program course on Parent and Community Engagement has been timely with regards to Senegal's work towards establishing a National Parental Education Program (PNEP) and adopting a community-based approach to increase ECE access.
- **Next steps:** Disseminate parent-child intervention guides and program materials, develop training of trainer modules, and strengthen the capacities of actors at the central and decentralized levels.

### GOAL 3

MEASURE ECD  
OUTCOMES



- **Contribution:** The program provided Technical Assistance (TA) to the country team to develop a national strategy for sustainable ECE measurement to ultimately improve the quality of teaching and child learning outcomes. In a [blog](#) published on the World Bank website, the country team shared its vision for measuring the ECE quality in Senegal.
- **Next steps:** The Ministry of National Education plans to set up a national system for evaluating the achievements of preschool students. A study has been commissioned, the results of which will be used to identify strategies, principles and practical methods.

<sup>1</sup> 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.

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