

TRANSFORMING EARLY CHILDHOOD EDUCATION IN NIGERIA THROUGH GOVERNMENT-LED INITIATIVES, TECHNOLOGY INCLUSION AND PARTNERSHIP: VISION FOR THE FUTURE

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Introduction

The early years are the most crucial in the life of a child. It is therefore imperative that in achieving all the goals of early childhood education programmes, the joint responsibility of all is highly required. All stakeholders, such as the government (local, state and federal levels), Educational institutions, families, communities and NGOs, must ensure that adequate provisions are made, policies and activities initiated through technology, inclusion and partnership for positive transformation of education at that level for the overall development of the child that could be sustained for the future.

Early childhood education had been described as the informal and formal learning experiences acquired by children from birth to the age of eight, with a focus on their cognitive, emotional, physical and social development. The foundation should then be well laid because this period is characterised by remarkable growth through which children learn major skills and concepts that prepare them for later years.

A cursory look at this level of education indicates that it will not only support the holistic development of children but also provide a strong basis for lifelong learning. It is an essential building block of a child's future success.

The transformation of Early Childhood Education (ECE) in Nigeria is moving to ensure the nation's future, encompassing a period from birth to eight years, universally acknowledged as the most pivotal stage of human development. During these foundational years, children rapidly acquire the cognitive, social, emotional, and physical skills that underpin lifelong learning, overall well-being, and future productivity (UNICEF, 2019). This profound impact of ECE is widely recognised in international conventions and frameworks, solidifying its position as a global imperative. The Convention on the Rights of the Child (CRC) from 1989, which was a cornerstone of this recognition adopted by the United Nations General Assembly, explicitly enshrines the right of every child to education, and while not solely focused on ECE, its principles implicitly support access to quality early learning environments as fundamental to a child's holistic development and future opportunities (United Nations, 1989). This convention serves as a guiding document for nations worldwide, urging them to prioritise the well-being and developmental needs of their youngest citizens. Furthermore, ECE is central to the Sustainable Development Goals (SDGs), specifically SDG 4.2, which calls for all girls and boys to have access to quality early childhood development, care, and pre-primary education, emphasising that achieving educational equity and poverty reduction is inextricably linked to robust ECE. This target is not merely an educational aspiration but a cross-cutting goal that impacts health, nutrition, and poverty eradication.

Investing in Early Childhood Education (ECE) is consistently proven to be a high-return economic strategy, far surpassing a simple social expenditure.

The early years are a period of rapid brain development, where neural connections are formed at an unparalleled rate, making quality early learning experiences critically important for cognitive and emotional wiring (Centre on the Developing Child at Harvard University, 2023; Lurie Children's, 2023).

In the Nigerian context, the nation's large and rapidly expanding youth population presents immense potential and an urgent need for robust ECE. With a significant percentage of its population under the age of five, quality

early learning is indispensable for human capital development, economic diversification, and social stability. The Nigerian government has indeed acknowledged this through policies such as the National Policy on Education (NPE), which integrates pre-primary education for children aged 3-5 years as a critical component of the education system (Federal Republic of Nigeria, 2013). This policy outlines specific objectives for pre-primary education, including preparing children for primary school, fostering creativity, and inculcating social values. Similarly, the National Early Childhood Care and Development (ECCD) Policy and Guidelines, adopted in 2007, demonstrate a commitment to a multi-sectoral approach involving education, health, nutrition, and child protection, recognising ECE's foundational role for national development (Federal Ministry of Education, 2007). This policy aims for integrated service delivery, acknowledging that a child's development cannot be compartmentalised.

However, despite these policy pronouncements and the evident need, significant challenges persist, hindering quality ECE provision across the country. Overall pre-primary enrolment rates remain distressingly low, often below 50% (UNICEF, 2021), indicating that a large proportion of Nigerian children are missing out on these crucial early learning experiences. There are stark disparities between urban and rural areas, with urban centres typically having more access to ECE facilities, leaving rural communities underserved and their children disadvantaged from the outset. Quality concerns are rampant due to inadequate teacher qualifications or a complete lack of specialised ECE training for many pre-primary educators (UNICEF, 2019). This often leads to didactic, rote-learning approaches that are inappropriate for young children, stifling their natural curiosity and development of critical thinking skills. Learning environments frequently lack adequate infrastructure, age-appropriate materials, and conducive settings that promote active, play-based learning (World Bank, 2023). Many existing facilities are overcrowded, unsafe, or simply not designed with the needs of young children in mind. Furthermore, ECE is significantly underfunded, with insufficient budgetary allocation from all tiers of government. This chronic underfunding often forces private providers to operate on shoestring budgets, compromising quality, and leading to an over-reliance on inconsistent external donor aid (UNICEF, 2021), making long-term planning difficult. Policy implementation is fragmented across states and providers, a consequence of weak unified regulatory frameworks, insufficient oversight, and limited institutional capacity, resulting in wide variations in quality and accessibility across the nation. These, therefore, call for total overhauling of this level of education. Thus, the focus of this presentation is to examine how early childhood education can be transformed through government-led initiatives, technology inclusion and partnership to achieve a better vision for the future.

Opportunities for Transformation and Strategic Imperatives:

Despite these aforementioned hurdles, Nigeria possesses considerable opportunities for transforming its ECE landscape. There is a growing awareness among parents, policymakers, and communities regarding the critical importance of early learning (Ololade Elizabeth Adewusi, Nancy Mohd Al Hamad, Ife Jesuseun Adeleke, Udochukwu Chidiebere Nwankwo, Godson Chinenye Nwokocha, 2024; Open Journals Nigeria, 2024). This increasing understanding, fuelled by advocacy efforts and evidence of ECE's benefits, can drive greater demand and support for policy changes and increased investment. Nigeria's flourishing technology sector offers unique opportunities for "vaulting" traditional barriers to access and quality. The widespread penetration of mobile phones and internet connectivity, even in remote areas, creates avenues for leveraging digital learning platforms, educational applications, and remote teacher training programs to reach a wider audience and enhance learning experiences (Ghavifekr & Rosdy, 2015; Afzal, *et. al.*, Saima & Daud, Sana & Ahmed, Zahoor & Butt, Ayesha. 2023; Rafiq, *et. al.*, Saleem & Afzal, Dr. 2023). Moreover, a vibrant civil society, comprising numerous Non-Governmental Organisations (NGOs) and Community-Based Organisations (CBOs) deeply rooted in communities, can serve as powerful partners in expanding access, improving quality, and advocating for policy changes. These organisations often have the local knowledge and community trust necessary for effective implementation at the grassroots level, as evidenced by the work of groups like the Nigeria Network of NGOs (NNGO, 2023 Annual Report) and the Early Childhood Association of Nigeria (ECAN, 2024). Investing in Early Childhood Education (ECE) is a vital strategic imperative for Nigeria's long-term development. Quality ECE significantly improves learning outcomes by boosting cognitive and socio-

emotional development, leading to better academic performance and reduced dropout rates in primary and secondary schooling. Nigerian studies confirm that ECE exposure enhances academic and socio-emotional skills in primary pupils (Amadi *et al.*, 2024; IARD IJEE, 2018; JECAPE, 2025). The economic returns on ECE investment are substantial, with studies showing a \$7 to \$17 return for every dollar invested, primarily through increased adult productivity and higher earning potential (Heckman, 2013; Karoly, 2016). ECE also serves as a powerful tool for social equity and poverty reduction, narrowing achievement gaps for disadvantaged children and empowering women by enabling mothers to participate in the workforce (OECD, 2025).

To achieve this comprehensive transformation, a synergistic and integrated approach is essential and must be built upon four interconnected pillars: robust government leadership, innovative technological integration, unwavering commitment to inclusion, and dynamic multi-stakeholder partnerships (UNICEF, 2021). Each of the pillars is crucial on its own, but their combined strength is what will truly drive systemic change and ensure sustainability.

1. Robust Government Leadership: The Bedrock of Transformation

Government leadership is paramount for establishing a robust, coherent, and equitable ECE system across Nigeria. While existing policies like the NPE and ECCD Policy provide a valuable foundation, they often lack the detailed operational guidelines, implementation frameworks, and consistent enforcement mechanisms necessary for effective nationwide roll-out. There is an urgent need for stronger legal frameworks that clearly define responsibilities across all government tiers, federal, state, and local and set non-negotiable minimum standards for all ECE providers, whether public, private, or community-based. This necessitates the enactment of specific laws, the development of robust regulations with effective enforcement mechanisms, and the establishment of comprehensive monitoring and evaluation frameworks to track progress and ensure accountability. A national system of standardised quality assurance and accreditation processes for all ECE centres is crucial to ensure consistent adherence to benchmarks for safety, hygiene, curriculum delivery, teacher qualifications, and child-to-teacher ratios (UNICEF, 2019). This standardisation will empower parents to make informed choices and elevate the overall quality of ECE services.

A significant and sustained increase in budgetary allocation to ECE at all government levels is non-negotiable, recognising ECE as a high-return investment rather than a mere social welfare program (Heckman, 2013). Innovative financing models, such as dedicated ECE funds (e.g., through specific levies on certain goods or services, or earmarking a portion of natural resource revenues), and tax incentives for private sector investment in ECE infrastructure and teacher training, should be explored to diversify funding sources and ensure sustainability. Crucially, increased funding must be accompanied by transparent mechanisms for equitable distribution, prioritising underserved regions, rural communities, and vulnerable children who often lack access to quality ECE services. Rigorous audits and oversight mechanisms will be essential to ensure that funds reach their intended beneficiaries and are utilised effectively.

The quality of ECE is directly proportional to the quality of its educators. Therefore, comprehensive pre-service training programs, rigorously grounded in child development theories, early learning principles, and play-based pedagogy, are urgently needed for aspiring ECE teachers. These programs should move beyond theoretical knowledge to include extensive practical experience in diverse ECE settings. Equally vital is robust in-service training for existing teachers to upgrade their skills and facilitate a paradigm shift from traditional didactic methods to child-centred, play-based learning approaches. Training must emphasise practical strategies for facilitating active play, exploration, inquiry-based learning, and seamlessly integrating early literacy and numeracy into engaging, age-appropriate activities. Continuous Professional Development (CPD) through regular workshops, accessible online courses, mentorship programs, and peer learning networks is essential to ensure ongoing skill development and adaptation to new research and best practices. Establishing clear career progression pathways with appropriate incentives is also crucial to attract and retain talented individuals in the ECE teaching profession, ensuring a stable and high-quality workforce.

2. Curriculum Development and Implementation: The Backbone of Effective ECE

A well-designed, dynamic, and contextually relevant curriculum forms the fundamental backbone of effective ECE, guiding both teaching practices and learning outcomes. Nigeria needs a national curriculum that is not

static but dynamic and regularly updated to reflect the latest research in early childhood development, evolving societal needs, and global best practices in pedagogy. Critically, this curriculum must be culturally relevant, incorporating Nigeria's rich tapestry of diverse languages, folklore, traditional values, indigenous knowledge systems, and social contexts. This ensures children see themselves reflected in learning materials and activities, making learning more meaningful, engaging, and effective, while simultaneously reinforcing their cultural identity and pride (Enemali & Jacob, 2024).

The curriculum must also be rigorously developmentally appropriate, aligning learning experiences with the cognitive, social, emotional, and physical stages of young children. This means moving away from a primary-school readiness curriculum that often focuses solely on rote learning and academic drills, towards one that fosters holistic growth through active engagement, exploration, and experiential learning. The benefits of such an approach for cognitive, social, and emotional growth, improved academic achievement, and enhanced creativity are well-documented (National Association for the Education of Young Children (NAEYC) in their 2020 position statement on developmentally appropriate practice, and in broader discussions on holistic child development as also identified by the Centre on the Developing Child at Harvard University in their ongoing publications).

The curriculum should seamlessly integrate foundational skills such as early literacy and numeracy within a play-based framework. For early literacy, this includes developing phonological awareness, fostering a love for storytelling and books, and encouraging emergent reading and writing through playful activities. For numeracy, it involves introducing concepts of quantity, shape, patterns, and problem-solving through hands-on activities and games. Equally important is the robust integration of socio-emotional learning, which includes fostering emotional regulation, empathy, social skills, and conflict resolution. These skills are critical for successful peer interactions and overall well-being. Early exposure to STEM (Science, Technology, Engineering, and Mathematics) concepts through playful, hands-on, and exploratory activities, such as building blocks, simple experiments, and nature exploration, is also vital to nurturing curiosity, critical thinking, and problem-solving abilities from a young age. This holistic approach prepares children not only for academic success in primary school but also for navigating broader life challenges and becoming innovative members of society (Muema *et al.*, 2018; Hamline University, 2025).

3. Innovative Technological Integration: Bridging Gaps and Enhancing Learning

Technology presents an immense opportunity to transform Early Childhood Education (ECE) in Nigeria by overcoming infrastructure and geographical barriers. This involves developing and deploying engaging, age-appropriate, and culturally relevant digital learning resources for children, such as interactive apps, e-books, and multimedia content featuring Nigerian characters, languages, and traditional stories. Beyond direct learning, technology can significantly enhance teacher support and capacity building through online platforms for training, virtual professional learning communities, and digital teaching aids like interactive whiteboards. This approach improves instructional quality, especially for educators in remote areas, drawing parallels to successful technology integration for teacher development and remote learning in the education sector in many African countries (Mushimiyimana *et al.*, 2025).

Robust Management Information Systems (MIS) are crucial for evidence-based policy planning in ECE, enabling the collection and analysis of data on enrollment, attendance, teacher qualifications, and child assessments. This real-time data informs policy, guides resource allocation, and allows for agile adjustments to improve the ECE system (FHI 360, 2012; World Bank, 2020).

Crucially, addressing the digital divide is essential to ensure technology promotes equality. Strategies for equitable access, particularly in rural and low-income areas, include establishing community learning hubs with shared devices and internet access, deploying solar-powered devices in off-grid communities, and implementing government policies for affordable internet and device subsidies (ICTworks, 2023; Akwane, 2024; Kingdom of Kush, 2024). Furthermore, digital literacy training for both ECE teachers and parents is vital. Teachers need skills to integrate technology into pedagogy (GIZ, 2025; UNICEF, 2024), while parents require understanding to support home learning, a key factor in children's digital literacy and language development (Ogebo, 2020; Injini, 2024).

4. Fostering Inclusion: Ensuring No Child is Left Behind

Transforming Early Childhood Education (ECE) in Nigeria is crucial for ensuring equitable access to quality early learning opportunities for all children, irrespective of their background. This requires strategic interventions to overcome existing socio-economic and geographical disparities. Key approaches include extending ECE services to underserved populations through innovative models such as mobile ECE units and flexible schedules for nomadic communities (National Commission for Nomadic Education, 2017). For Internally Displaced Persons (IDPs), establishing temporary, child-friendly centres with integrated psychological support is vital (EA Journals, 2022). Furthermore, deliberate outreach programs are essential for hard-to-reach rural areas, as quality ECE interventions can significantly improve learning outcomes and shift parental perceptions, particularly for girls (PubMed, 2018). These efforts align with broader recommendations for reducing inequalities through ECEC investment (OECD, 2025) and are supported by community engagement initiatives that enhance education access for vulnerable children (ECEWS, 2020; UNICEF Nigeria, 2022).

Enhancing accessibility and cultural relevance necessitates diverse and flexible ECE models. This includes promoting community-based centres, which have proven effective in boosting enrolment and quality learning (European Journal of Education and Pedagogy, 2022), and developing home-based care support programs where trained caregivers deliver early learning activities (Icarella Childcare Services Ltd., 2021; Entrepreneurs.ng, 2025). Integrating ECE components within existing community structures, such as health clinics or local markets, can also significantly increase reach by leveraging established networks, a strategy supported by "convergent programming" approaches seen in wider development efforts (UNICEF Nigeria Annual Report, 2023). Ultimately, a robust ECE transformation in Nigeria demands strong governmental commitment and collaborative efforts, recognising ECE as a foundational phase for future success (Businessday NG, 2025).

Furthermore, Cultural and linguistic responsiveness is critical for effective ECE in a diverse nation like Nigeria. This involves actively incorporating local languages, cultural narratives, traditional songs, games, and values into the ECE curriculum and pedagogical practices. This approach makes learning more relevant, engaging, and affirming for children, fostering a strong sense of identity and cultural pride. Advocating for mother-tongue instruction in the early years is crucial, as extensive research shows that children learn best in their home language, providing a solid cognitive and linguistic base for learning additional languages later (UNESCO, 2016). This strengthens cognitive development and facilitates a smoother transition to formal schooling. ECE must also actively promote gender equity from the earliest years. This involves ensuring equal access and opportunities for both boys and girls, particularly in regions where cultural norms might limit girls' participation. This can be achieved through targeted outreach campaigns, community sensitisation programs, and making ECE centres safe and welcoming for all children. ECE can also proactively challenge harmful gender stereotypes by promoting diverse play activities for all children (encouraging girls in STEM activities, and boys in nurturing roles), and by using gender-equitable language and materials in classrooms (UNICEF, 2019). This helps to shape more equitable attitudes and expectations from a young age.

5. Strategic Partnerships: A Collective Responsibility

Transforming Early Childhood Education (ECE) in Nigeria is a monumental task that demands collective responsibility through dynamic and strategic partnerships across various sectors. Public-Private Partnerships (PPPs) offer viable and innovative models for augmenting resources and expertise (Brookings Institution, 2017; UNICEF, 2018). This could include government contracting private ECE providers to operate in underserved areas, corporate funding of ECE facilities or teacher training programs as part of their Corporate Social Responsibility (CSR) initiatives, and non-governmental organisations (NGOs) providing specialised teacher training or implementing pilot ECE programs that can then be scaled up by the government (Oladejo & Agboola, 2024). Robust regulatory frameworks are crucial for all PPPs to ensure accountability, maintain consistent quality standards, prevent exploitation, and guarantee equitable access for all children. Clear contracts, rigorous monitoring mechanisms, and transparent avenues for redress are vital to the success and integrity of these partnerships (Federal Republic of Nigeria, 2004).

Community Engagement and Parental Involvement are paramount, as parents are a child's first and most influential educators, and their active participation significantly reinforces learning at home and promotes holistic development (Ogunyemi & Ojo, 2015). Therefore, initiatives for parental education on ECE benefits, effective parenting practices, and simple home-based learning activities are essential. This can be achieved through community workshops, parent support groups, and the widespread dissemination of accessible educational materials through various media, including local radio, community meetings, and mobile applications designed for parents. Empowering parents as active partners in their children's learning journey is key.

International Collaboration is Vital, with organisations like UNICEF, UNESCO, and the World Bank playing a crucial role in providing technical assistance, capacity building, and crucial financial support for large-scale ECE initiatives in Nigeria (UNICEF, 2021). These organisations bring global expertise in policy development, curriculum design, data collection, and program implementation. Learning from successful ECE models and best practices in other developing countries that have overcome similar challenges is invaluable. This allows Nigeria to adapt proven strategies, avoid reinventing the wheel, and implement more efficient and impactful interventions. Stronger collaboration between government, ECE practitioners, and universities/research institutions is also advocated for rigorous, context-specific research on ECE effectiveness within Nigeria. Research findings must actively inform policy formulation, curriculum development, and intervention design, ensuring that investments are data-driven and yield the best possible outcomes. Academia can also play a crucial role in evaluating existing programs, identifying areas for improvement, and contributing to the body of knowledge on effective ECE practices in the Nigerian context.

Vision for the Future: A Transformed ECE Ecosystem

The culmination of these concerted efforts through robust government initiatives, innovative technological integration, unwavering commitment to inclusion, and dynamic multi-stakeholder partnerships will result in a profoundly transformed ECE ecosystem in Nigeria, making quality ECE a tangible reality for every child. This future vision includes a holistic and integrated system where ECE is a seamlessly integrated and essential component of Nigeria's broader education and social development system. There will be clear policy coherence and robust coordination across all government levels, federal, state, and local, with genuine inter-ministerial collaboration among ministries responsible for education, health, women's affairs, and social development. This integration ensures a comprehensive approach to child well-being.

This transformed system will feature well-defined, smooth pathways for children's progression from early childhood programs to primary school, ensuring continuity in learning and development. This will be facilitated by aligned curricula, pedagogical approaches, and assessment methods between ECE centres and primary schools. Standardised information-sharing mechanisms between ECE centres and primary schools will allow primary school teachers to build upon children's prior learning and address individual needs effectively. High-quality, accessible, and inclusive ECE will be a reality for every Nigerian child, irrespective of their socio-economic background, geographical location, or special needs/disabilities. Standardised quality benchmarks will be consistently met across all ECE centres, public, private, and community-based, upheld by rigorous quality assurance and accreditation processes. Classrooms will feature well-trained, highly motivated, and professional teachers who are experts in child-centred, play-based pedagogy. Learning environments will be stimulating, safe, hygienic, and equipped with a diverse range of age-appropriate, culturally relevant learning materials. Curricula will be dynamic, culturally relevant, and specifically designed to foster holistic development across all domains.

Ultimately, a transformed ECE system will equip Nigerian children with robust cognitive skills, including critical thinking, problem-solving abilities, early literacy, and numeracy. They will possess well-developed socio-emotional skills such as resilience, empathy, effective communication, self-regulation, and collaboration, crucial for navigating complex social environments. Their physical development will be strongly supported through active play and nutritious environments. In essence, Nigerian children will be curious, confident, adaptable, and well-prepared not only for academic success in primary school and beyond but also for active citizenship, contributing meaningfully to their communities, and facing future challenges with ingenuity and resourcefulness.

Conclusion

The comprehensive transformation of Early Childhood Education is critical for Nigeria's future. This monumental journey hinges on the synergistic application of strong government leadership, innovative technological integration, an unwavering commitment to inclusion, and dynamic multi-stakeholder partnerships. These pillars are not independent but intrinsically linked, forming a robust and resilient framework for systemic change that addresses the multifaceted challenges and harnesses the immense potential within Nigeria's ECE landscape (UNICEF, 2021). The urgency of this moment cannot be overstated. With one of the world's youngest and fastest-growing populations, the window of opportunity to lay a solid foundation for lifelong learning and well-being for millions of children is now. This calls for a collective, decisive, and sustained effort from all stakeholders. Government agencies, at federal, state, and local levels, must demonstrate unwavering political will and allocate commensurate resources. Civil society organisations and community leaders must champion advocacy and grassroots implementation. Private sector entities must view ECE as a strategic investment, contributing resources and innovation. International partners must continue to provide technical expertise and financial support, drawing on global best practices. Crucially, communities and families must actively engage as co-producers of their children's early learning and development. Inaction or fragmented approaches will only perpetuate existing disparities and carry high long-term costs for the nation's human capital development, economic diversification, and social stability (Heckman, 2013). The time for passive observation and incremental change is over; the time for decisive, collaborative action is now.

Recommendations

Strengthen Government Leadership and Funding: Implement stronger legal frameworks to define responsibilities across all government tiers (federal, state, and local) and establish non-negotiable minimum standards for all ECE providers. This should be coupled with a significant and sustained increase in budgetary allocation to ECE at all government levels, exploring innovative financing models like dedicated ECE funds and tax incentives for private sector investment. Rigorous audits and transparent mechanisms for equitable distribution, prioritising underserved regions, are crucial to ensure funds reach their intended beneficiaries and are utilised effectively.

Enhance Teacher Training and Professional Development: Urgently implement comprehensive pre-service training programs for aspiring ECE teachers, grounded in child development theories and play-based pedagogy, including extensive practical experience. Provide robust in-service training for existing teachers to upgrade their skills and shift to child-centred, play-based learning approaches. Establish Continuous Professional Development (CPD) through workshops, online courses, mentorship, and peer learning networks, along with clear career progression pathways and incentives to attract and retain talented individuals in the ECE teaching profession.

Develop a Dynamic and Culturally Relevant Curriculum: Create a national ECE curriculum that is dynamic, regularly updated, and culturally relevant, incorporating Nigeria's diverse languages, folklore, traditional values, and indigenous knowledge systems. The curriculum must be developmentally appropriate, fostering holistic growth through active engagement and experiential learning, rather than focusing solely on rote learning. It should seamlessly integrate foundational skills like early literacy and numeracy within a play-based framework, along with robust socio-emotional learning and early exposure to STEM concepts.

Leverage Innovative Technological Integration with Equity in Mind: Develop and deploy engaging, age-appropriate, and culturally relevant digital learning resources for children, such as interactive apps and e-books. Utilise technology to enhance teacher support and capacity building through online training platforms and digital teaching aids. Implement robust Management Information Systems (MIS) for evidence-based policy planning. Crucially, address the digital divide by establishing community learning hubs, deploying solar-powered devices, and implementing policies for affordable internet and device subsidies, while also providing digital literacy training for both ECE teachers and parents.

Foster Inclusion and Strategic Partnerships: Implement strategic interventions to extend ECE services to underserved populations, including nomadic communities and Internally Displaced Persons (IDPs), through innovative models like mobile units and temporary, child-friendly centres. Promote diverse and flexible ECE

models such as community-based and home-based care support programs, and integrate ECE components within existing community structures. Actively incorporate local languages and cultural narratives into the curriculum and advocate for mother-tongue instruction. Foster Public-Private Partnerships (PPPs), actively engage parents and communities, seek international collaboration for technical and financial support, and strengthen collaboration between government, ECE practitioners, and research institutions to ensure data-driven policies and interventions.

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