

# BUILDING BACK BETTER for every child

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Finland



Australia



# Finland

Early childhood education and care (age 1-6)

85% of 3-5-year-olds in ECEC

Heavily subsidized by local governments

Curriculum built on play and wellbeing

Right of the child to high quality ECEC

Parental leave: 105+158 working days

# Australia

Formal and informal ECEC (age 1-4)

60% of 1-4-year-olds in ECEC; 90% in 1-year preschool

Subsidized but can be (very) expensive

Programmes often academically focused

Parents' choice

Parental Leave Pay: Up to 90 working days

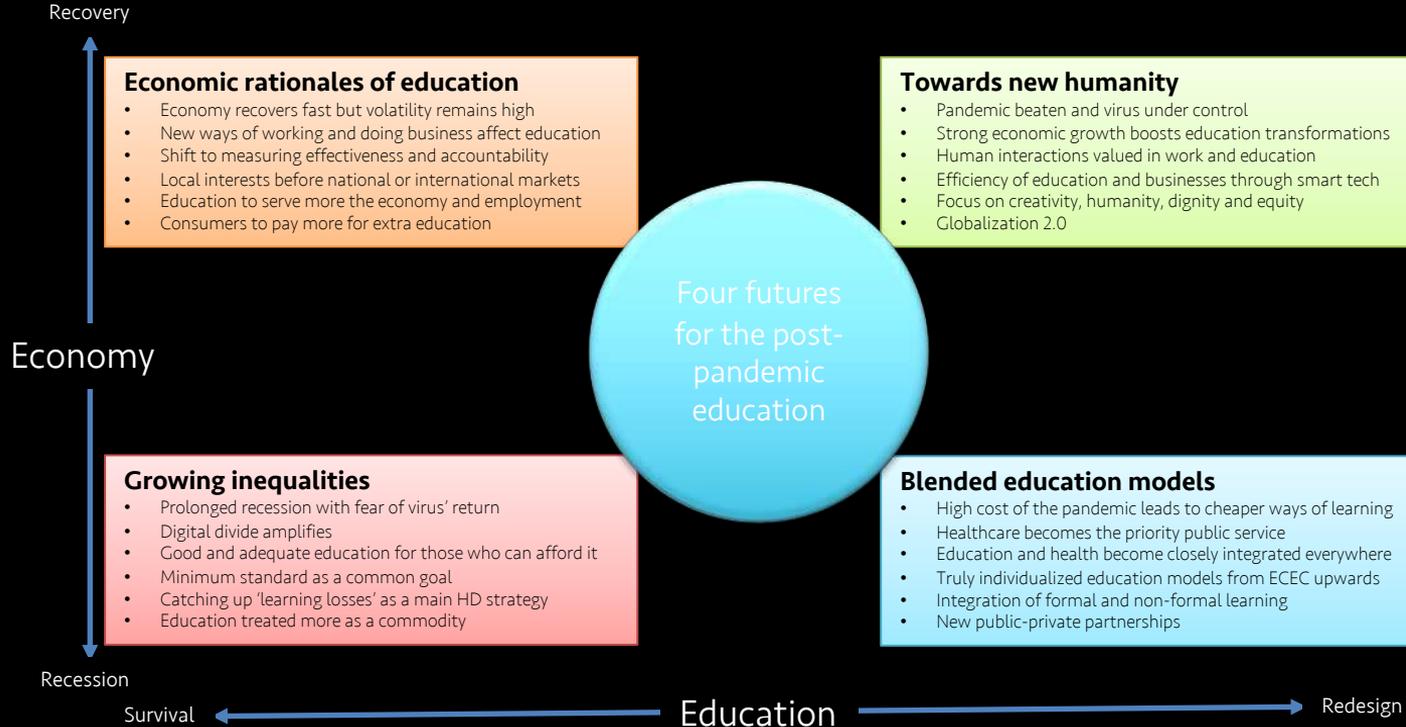
**Will the pandemic change education?**

# State of pre-COVID education

There is a global learning crisis that severely hobbles the disadvantaged youth who most need the boost that a good education can offer. -*World Bank Human Development Report 2018*

About 260 million children, adolescents and youth are not at school and only  $\frac{3}{4}$  of 15-year-olds in middle income countries attend school. -*UNESCO GEM Report 2020*

The performance difference between the 10% most socio-economically advantaged and the 10% most disadvantaged students is equivalent to more than three years of schooling. -*OECD PISA 2018*



# Building Back Better

Premise #1: The benefits of high quality early childhood education and care to children

Premise #2: The benefits of investing in early childhood education and care to the economy

Premise #3: The benefits of inclusive early childhood education and care to social equality

Premise #4: Early childhood education and care as a basic human right of the child

# The Finnish Model

## CORE VALUES AND PRINCIPLES

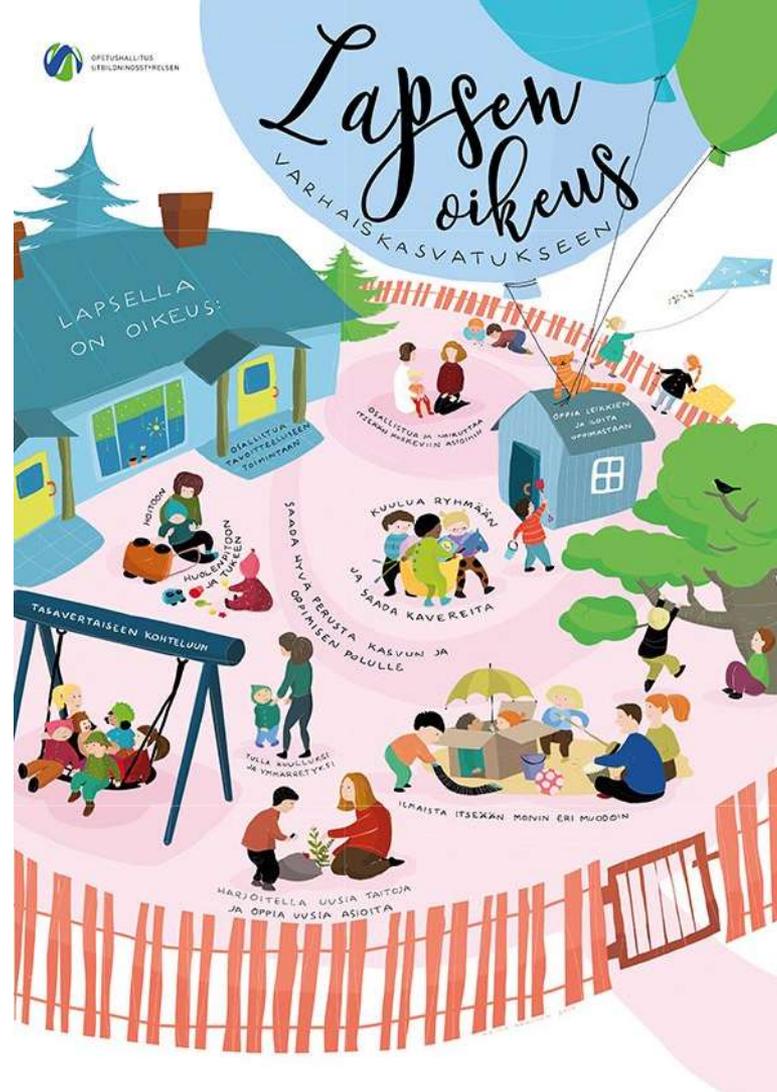
- Intrinsic value of childhood
- Growth as a human being
- Rights of the child
- Equity, equality, and diversity
- Diversity of families
- Healthy and sustainable way of living

## PEDAGOGY

- Right to play, learn and participate
- Respecting child's interests and needs
- Individual education plan for every child
- Teachers with academic qualifications

## SCHOOL READINESS

*“Ask not if your child is ready for school, ask if the school is ready for your child.”*



# What could we do next?

- 1: Define what is the purpose of early childhood education, and what “high quality ECEC” means.
- 2: Require that every child in formal ECEC has at least one adequately qualified teacher/educator all the time.
- 3: Formulate early childhood education as a basic right of every child in the country that is free or affordable to all.

# THANK YOU!



## *Let the Children Play*

HOW MORE PLAY WILL  
SAVE OUR SCHOOLS AND  
HELP CHILDREN THRIVE

PASI SAHLBERG & WILLIAM DOYLE

foreword by SIR KEN ROBINSON



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