



Early Childhood Education and School Attendance Rates in Addis Ababa, Ethiopia: A Policy Analysis

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Abstract

Early childhood education (ECE) is recognised as a critical component of educational development in many countries, including Ethiopia, where access to quality ECE facilities remains limited. The analysis draws upon existing data from government records and surveys conducted by local educational authorities, focusing on ECE enrollment and subsequent school participation among children aged 5-6 years. Early childhood education programmes in Addis Ababa have been found to significantly increase school attendance rates, with an observed 20% rise in the proportion of enrolled children attending primary schools within one year post-enrollment. The findings suggest that expanding and improving access to early childhood education can play a pivotal role in addressing under-attendance issues among young students in Addis Ababa. Based on these results, policymakers are encouraged to prioritise the development of more comprehensive ECE systems, including increased funding for quality programmes and targeted interventions to reduce barriers to enrollment.

Keywords: *Sub-Saharan, Early Childhood Education, Attendance Rates, Poverty, Development Policy, Community Engagement, Gender Equity*

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