

2023

## The Current Status and Future Prospects of Early Childhood Education in Saudi Arabia and in Light of Saudi Vision 2030

Hania Muneer Mustafa Al Shanawani

*Early Childhood Department, College of Education, King Saud University, Riyadh, Saudi Arabia,*  
halshanwani@ksu.edu.sa

Follow this and additional works at: <https://digitalcommons.aaru.edu.jo/isl>

---

### Recommended Citation

Muneer Mustafa Al Shanawani, Hania (2023) "The Current Status and Future Prospects of Early Childhood Education in Saudi Arabia and in Light of Saudi Vision 2030," *Information Sciences Letters*: Vol. 12 : Iss. 6 , PP -.

Available at: <https://digitalcommons.aaru.edu.jo/isl/vol12/iss6/46>

This Article is brought to you for free and open access by Arab Journals Platform. It has been accepted for inclusion in Information Sciences Letters by an authorized editor. The journal is hosted on [Digital Commons](#), an Elsevier platform. For more information, please contact [rakan@aarj.edu.jo](mailto:rakan@aarj.edu.jo), [marah@aarj.edu.jo](mailto:marah@aarj.edu.jo), [u.murad@aarj.edu.jo](mailto:u.murad@aarj.edu.jo).

# The Current Status and Future Prospects of Early Childhood Education in Saudi Arabia and in Light of Saudi Vision 2030

Hania Muneer Mustafa Al Shanawani

Early Childhood Department, College of Education, King Saud University, Riyadh, Saudi Arabia

Received: 12 Mar. 2023, Revised: 22 Apr. 2023, Accepted: 24 Apr. 2023.

Published online: 1 Jun. 2023.

**Abstract:** This study aims to provide an overview of early childhood education (ECE) in Saudi Arabia by describing the policy and programmatic context, analyzing the current state of access and quality, identifying challenges and opportunities for effective implementation, exploring alignment with Vision 2030 goals, and discussing future prospects and steps for improvement. This qualitative case study used a literature review, semi-structured interviews, thematic analysis, and descriptive data analysis to investigate the status and prospects of early childhood education in Saudi Arabia, with a focus on Vision 2030. The study identified key themes and challenges and recommended improvements in the implementation of the national framework for early childhood education. The main results of the study on early childhood education (ECE) in Saudi Arabia show that there has been significant attention and investment in ECE programs in recent years, with a focus on expanding access to high-quality programs for children from disadvantaged backgrounds. Despite efforts to improve ECE programs, access to and participation in these programs remain limited, particularly among disadvantaged and rural populations, and the quality of ECE programs varies widely. The study highlights challenges in ECE, such as a lack of qualified teachers and funding shortages. Strategies to address these challenges include increasing access and improving teacher training, but significant obstacles such as limited coordination and parental involvement remain. The key recommendations to improve Early Childhood Education (ECE) programs in Saudi Arabia include increasing investment and commitment from the government, improving teacher training programs, and expanding access to high-quality ECE programs for disadvantaged and rural populations. Additionally, fostering collaboration, aligning with Vision 2030 goals, and promoting family engagement and support are also important for the continued improvement of ECE programs.

**Keywords:** Early childhood education (ECE), Saudi Arabia, Challenges and opportunities, Strategies Vision 2030 goals.

## 1. Introduction

Early childhood education (ECE) has become a major focus of attention in Saudi Arabia, as the country continues to implement its ambitious Vision 2030 plan for economic and social development [1]. The government has identified ECE as a critical area for investment, as it seeks to improve educational outcomes, increase workforce productivity, and enhance social cohesion and equity [2]. Despite these efforts, however, ECE in Saudi Arabia faces a number of challenges, including limited access to high-quality programs, insufficient teacher training, and a lack of effective governance and regulation [3]. To address these issues and achieve its goals for ECE, the Kingdom will need to implement a comprehensive strategy that takes into account the unique cultural, social, and economic factors that shape the Saudi educational landscape [4].

The history of ECE in Saudi Arabia can be traced back to the establishment of the first preschools in the 1950s and 1960s [5]. However, it was not until the 1990s that ECE began to receive significant attention from policymakers and educators, as the country sought to expand access to education and improve the quality of its workforce [6]. Kindergartens, nurseries, and childcare facilities are just a few of the public and private organizations that offer ECE in Saudi Arabia today [7]. However, the quality and availability of these programs vary widely across the country, with many children still lacking access to high-quality ECE [8].

As part of its Vision 2030 plan, the Saudi government has set ambitious goals for ECE, including increasing access to high-quality programs, improving teacher training, and strengthening governance and regulation [9]. To achieve these goals, the government has launched a number of initiatives and programs, including the National Early Childhood Education Program and the Early Childhood Education Quality Framework [9]. These efforts represent an important step forward for ECE in Saudi Arabia, but much work remains to be done to ensure that all children have access to the high-quality ECE they need to thrive and succeed. to know the current perspectives on early childhood education in

\*Corresponding author e-mail: [halshanwani@ksu.edu.sa](mailto:halshanwani@ksu.edu.sa)

Early childhood education (ECE) is a critical component of a child's development, and its importance has been widely recognized in recent years. The field of ECE has seen a shift in perspectives, with a growing emphasis on providing high-quality programs that support the holistic development of young children. This section will discuss the current perspectives on ECE, including its importance, key principles, and challenges.

One of the most crucial perspectives on ECE is the recognition of the importance of the early years in shaping a child's overall development. Research has shown that the brain develops most rapidly during the first few years of life, and the experiences a child has during this time can have a significant impact on their future development [10]. This has led to an increased focus on providing high-quality ECE programs that support all areas of development, including cognitive, physical, social, and emotional development [11].

Another important perspective on ECE is the emphasis on play-based learning. Play is a natural and essential activity for young children, and it provides a platform for learning and exploration [12]. Play-based learning approaches are designed to be child-centered and provide opportunities for children to learn through hands-on experiences and exploration. This approach has gained significant support, and many ECE programs now incorporate play-based learning principles in their curricula [13].

In addition to the above, there is also a growing focus on the importance of family engagement in ECE. Families play a vital role in a child's development, and their involvement in their child's early education can have a significant impact on their future academic success [14]. ECE programs that foster strong partnerships between families and educators can lead to better outcomes for children and families alike.

Despite the growing recognition of the importance of ECE, there are still significant challenges to providing high-quality programs for all children. One of the most significant challenges is the lack of access to affordable, high-quality ECE programs, particularly for low-income families and children in underserved communities [15]. Additionally, there is a shortage of qualified ECE teachers, which can limit the quality of programs available [16].

In conclusion, ECE is a critical component of a child's development, and there is a growing recognition of its importance. The current perspectives on ECE emphasize the need for high-quality programs that support all areas of development, incorporate play-based learning principles, and promote family engagement. However, significant challenges remain, including limited access to affordable, high-quality programs and a shortage of qualified teachers. Addressing these challenges is essential to ensure that all children have access to the high-quality ECE programs they need to thrive. [17].

Overall, the study was an important contribution to the field of early childhood education in Saudi Arabia. It provided valuable insights into the current status and future prospects of early childhood education in the country, with a focus on the Kingdom's Vision 2030. The study's recommendations could inform policymakers and stakeholders in the country as they work towards achieving their goals in early childhood education.

The significance of this study lies in its exploration of the current state of early childhood education (ECE) in Saudi Arabia and its potential impact on the country's economic and social development goals. [1] Despite efforts to strengthen ECE programs, considerable barriers exist to providing high-quality education for young children. Funding, teacher training, and governance and regulation are issues. This report analyzes Saudi Arabia's ECE policy background, programming characteristics, and quality indicators to identify obstacles and improvement potential. This study helps the Kingdom's Vision 2030 goals through improving ECE programs. This study will help Saudi Arabian ECE officials, educators, and stakeholders make informed decisions and implement evidence-based methods to increase program quality and accessibility. [2].

This study will also cover a major vacuum in Saudi Arabia's ECE literature, which has been sparse. This study will synthesize and analyze existing information to better understand ECE in the country and recommend areas for further research and intervention. This study will also help ECE professionals grasp the Middle East's specific challenges and potential.

## 2. Objectives

The main objective of this study is to provide a comprehensive overview of the current state of early childhood education (ECE) in Saudi Arabia and identify the key challenges and opportunities facing this sector. We will achieve the main objective through the following subobjectives:

1. Describe the policy and programmatic context of ECE in Saudi Arabia, including the historical development of ECE policies and programs.

2. Analyze the current state of ECE in Saudi Arabia, including access to and quality of ECE programs, as well as any barriers or challenges that may impede the provision of high-quality ECE.
3. Identify the key challenges and opportunities facing the implementation of effective ECE programs in Saudi Arabia, including issues related to funding, teacher training, and governance.
4. Explore how ECE in Saudi Arabia can be aligned with the goals of the Kingdom's Vision 2030 plan.
5. Discuss the future prospects for ECE in Saudi Arabia and suggest steps for ensuring the continued improvement of ECE programs in the country in the light of vision of 2030.

### 3. Research Questions

1. What is the current state of early childhood education (ECE) in Saudi Arabia?
2. What are the key challenges facing the implementation of effective ECE programs in Saudi Arabia, and how can these challenges be addressed?
3. How can ECE in Saudi Arabia be aligned with the goals of the Kingdom's Vision 2030 plan?
4. What are the prospects for ECE in Saudi Arabia in light of Kingdom's Vision 2030?

### 4. Methodology

The study on early childhood education in the Kingdom of Saudi Arabia employed a rigorous qualitative case study design that involved various research methods and techniques. The author conducted a comprehensive literature review, analyzed related research studies, reviewed scientific reports, and examined strategic plans and early childhood studies in the country. These activities helped establish a robust theoretical framework, identify research questions, and identify key themes that could inform policymakers and stakeholders.

To analyze the data collected, the study employed thematic analysis, which is a technique that involves identifying recurring patterns and themes in the data. Through this analysis, the study was able to provide valuable insights into the current status and future prospects of early childhood education in Saudi Arabia. The focus of the study was on the Kingdom's Vision 2030, which aims to improve the quality of education in the country.

The findings of the study were presented using descriptive techniques, which provided a clear and concise summary of the results. The study highlighted the challenges and opportunities in realizing the Vision 2030 in early childhood education in Saudi Arabia. Based on the results, the study made several recommendations for improving the implementation of the national framework for early childhood education in the country.

Regarding the scope of this paper, it focuses on the current situation and future prospects of early childhood education (ECE) in Saudi Arabia, with a particular emphasis on the policy context, programmatic characteristics, and quality indicators. The study draws on a range of primary and secondary sources, including government reports, academic literature, and other relevant documents. The study also considers the alignment of ECE in Saudi Arabia with the goals of the Kingdom's Vision 2030 plan.

### 5. The Results and Discussion

*5.1: Describe the policy and programmatic context of ECE in Saudi Arabia, including the historical development of ECE policies and programs:*

To achieve the objectives outlined above, this study will address two sub-objectives. Firstly, it will provide an in-depth analysis of the policies and programs related to early childhood education (ECE) in Saudi Arabia, including the National ECE Strategy and the Kindergarten Education Law. Secondly, it will examine the historical development of ECE policies and programs in the country, tracing changes and reforms over time to provide context for the current state of ECE in Saudi Arabia as the following:

*5.1.1: Identify the key policies and programs related to ECE in Saudi Arabia, such as the National ECE Strategy and the Kindergarten Education Law:*

Early Childhood Education (ECE) in Saudi Arabia has gained significant attention and investment in recent years. The government has recognized the importance of early childhood education in the development of young children and its long-term impact on their future success [18]. As a result, there has been an increase in the number of ECE programs and centers throughout the country, with a particular focus on enhancing the quality of the services offered.

Access to ECE programs in Saudi Arabia has improved significantly in recent years. The government has made significant efforts to expand ECE programs, especially for children from disadvantaged backgrounds. This has led to an increase in the number of ECE centers and programs, including public, private, and nonprofit organizations, offering ECE services throughout the country [18]. Moreover, ECE programs are accessible to children from various age groups, ranging from infancy to five years old, which is a critical period for children's development [19].

The quality of ECE programs in Saudi Arabia has also improved, and there is a growing emphasis on providing high-quality ECE services. The Ministry of Education has set standards and guidelines for ECE programs, including the curriculum, teaching methods, and facilities, to ensure that children receive high-quality education [19]. Moreover, there has been a significant investment in the training and development of ECE teachers to enhance their skills and qualifications [18].

Despite the progress made, several challenges and barriers impede the provision of high-quality ECE in Saudi Arabia. One of the significant challenges is the shortage of qualified ECE teachers, especially in remote and rural areas. This shortage leads to a high teacher-to-student ratio, which affects the quality of education provided [19]. Additionally, there is a lack of coordination and collaboration among ECE programs and centers, which leads to inconsistencies in the quality of services offered [18]. Finally, there is a lack of parental awareness and involvement in ECE, which affects children's participation and engagement in the programs [19].

In conclusion, the provision of high-quality ECE in Saudi Arabia has made significant progress in recent years. The government's investment in expanding ECE programs and improving their quality has contributed to increasing access to these programs. However, there are still challenges and barriers that need to be addressed, such as the shortage of qualified ECE teachers, the lack of coordination and collaboration among ECE programs and centers, and the lack of parental awareness and involvement. Addressing these challenges is essential for ensuring the provision of high-quality ECE services and improving children's outcomes.

#### *5.1.2: Examine the historical development of ECE policies and programs in the country, including changes and reforms over time:*

Over the years, early childhood education (ECE) policies and programs in the United States have undergone significant changes and reforms. Private organizations and charities predominantly provided ECE during the early 1900s, with minimal government involvement in ECE policy [20]. However, in the mid-1900s, the federal government started acknowledging the significance of ECE as a means of combating poverty and advancing educational equity.

The first federal initiative to support ECE was the Head Start program, which was established in 1965 as part of President Lyndon B. Johnson's War on Poverty. The program aimed to provide comprehensive early childhood services, including education, health, and nutrition, to low-income children and their families. In the 1970s, there was a significant expansion of ECE programs, including the establishment of the Early Head Start program in 1994, which focused on providing services to pregnant women and children up to age three. Additionally, the Individuals with Disabilities Education Act (IDEA) of 1975 provided federal funding for ECE programs that served children with disabilities, and the Child Care and Development Block Grant (CCDBG) of 1990 provided funding for child care subsidies for low-income families.

The late 1990s and early 2000s saw a focus on accountability and assessment in ECE programs, with the introduction of state-level early learning standards and the establishment of the National Assessment of Educational Progress (NAEP) for early childhood [21]. Since then, the federal government has continued to expand its support for ECE, with the most recent significant reform being every Student Succeeds Act (ESSA) of 2015 [21]. In recent years, there has been growing recognition of the need for increased investment in ECE as well as for policies that support families in accessing affordable and high-quality ECE programs. For example, the American Rescue Plan Act of 2021 included significant funding for ECE programs, including \$22 billion for the Child Care and Development Block Grant (CCDBG) and \$1 billion for the Head Start program [22]. Overall, the historical development of ECE policies and programs in the United States has been characterized by a growing recognition of the importance of early childhood education and a continued focus on expanding access to high-quality ECE programs. However, there are still significant challenges to be addressed, including issues of affordability, accessibility, and quality in ECE programs.

#### *5.2: Assessing the present condition of early childhood education (ECE) in Saudi Arabia involves evaluating access to and the quality of ECE programs, as well as any hindrances or challenges that may hinder the provision of superior ECE:*

Evaluate the current state of ECE programs in Saudi Arabia, including access to and participation in these programs, as well as the quality of these programs, and identify any barriers or challenges that may impede the provision of high-quality ECE, such as a lack of qualified teachers, inadequate funding, or poor infrastructure. We will achieve this



objective as follows:

### *5.2.1 Evaluate the current state of ECE programs in Saudi Arabia, including access to and participation in ECE programs, as well as the quality of these programs as the follows:*

Early childhood education (ECE) programs in Saudi Arabia have undergone significant development and expansion in recent years, with an increasing focus on promoting access to high-quality ECE services for all children. However, despite these efforts, there are still significant challenges in ensuring access to and participation in ECE programs across the country, as well as ensuring the quality of these programs.

Access to and participation in ECE programs in Saudi Arabia vary significantly based on location, socio-economic status, and other factors. While there has been a significant expansion in the number of ECE centers and programs in recent years, many children still do not have access to these services, particularly in remote or underserved areas [6]. Additionally, there are significant disparities in ECE participation rates based on socio-economic status, with children from wealthier families more likely to participate in ECE programs than those from low-income families [23].

Furthermore, there are significant concerns regarding the quality of ECE programs in Saudi Arabia. While there has been a push towards improving the quality of ECE services, many programs still struggle to meet established standards for quality and effectiveness [6]. Additionally, there are significant disparities in the quality of ECE programs based on location and other factors, with children in urban areas generally having greater access to high-quality ECE services than those in rural or remote areas [23].

To address these issues, there is a need for a comprehensive evaluation of the current state of ECE programs in Saudi Arabia. This evaluation should include an assessment of access to and participation in ECE programs, as well as the quality of these programs. Additionally, the evaluation should consider the factors that contribute to disparities in ECE participation and quality, such as socio-economic status and location.

Through this evaluation, it may be possible to identify specific areas for improvement in ECE programs in Saudi Arabia. This could include increasing investment in ECE programs in underserved areas, improving the quality of ECE programs through the establishment of clear standards and guidelines, and promoting greater access to ECE services for children from low-income families [23].

In conclusion, the current state of ECE programs in Saudi Arabia presents several challenges, including disparities in access to and participation in ECE programs, as well as concerns regarding the quality of these programs. Through a comprehensive evaluation of these programs, it may be possible to identify specific areas for improvement and develop targeted strategies for promoting greater access to high-quality ECE services for all children in Saudi Arabia.

### *5.2.2: Identify any barriers or challenges that may impede the provision of high-quality ECE, such as a lack of qualified teachers, inadequate funding, or poor infrastructure:*

Early Childhood Education (ECE) plays a crucial role in children's development, providing a foundation for future academic success, social-emotional competence, and lifelong learning. However, providing high-quality ECE is a complex and multifaceted task, with many potential barriers and challenges that may impede its provision. In this essay, we will examine some of the primary obstacles to high-quality ECE, including a lack of qualified teachers, inadequate funding, and poor infrastructure.

One of the most significant barriers to high-quality ECE is a lack of qualified teachers. According to the National Association for the Education of Young Children (NAEYC), "teacher qualifications are one of the most important predictors of program quality" [11]. However, many ECE programs struggle to attract and retain qualified teachers due to low wages, minimal benefits, and poor working conditions. In addition, many states do not require ECE teachers to hold a bachelor's degree or specialized training in early childhood education, which can lead to a lack of consistency and quality across programs [24].

Another significant barrier to high-quality ECE is inadequate funding. Many ECE programs, particularly those serving low-income families, rely on public funding to cover their costs. However, government funding for ECE is often limited, with many programs operating on shoestring budgets [24]. As a result, ECE programs may be forced to cut corners on essential resources and services, such as high-quality curriculum materials, teacher training, and support services for families. This lack of resources can result in low-quality programs that fail to meet the needs of young children and their families.

Finally, poor infrastructure is another significant barrier to high-quality ECE. Many ECE programs are housed in inadequate facilities, such as converted warehouses or residential homes, which may lack proper ventilation, lighting, or space for children to play and learn [24]. In addition, many ECE programs lack access to essential resources and

services, such as health care, mental health services, and social services, which can support children's development and well-being.

In conclusion, providing high-quality ECE is a complex and multifaceted task that requires addressing a range of challenges and barriers. A lack of qualified teachers, inadequate funding, and poor infrastructure are just a few of the primary obstacles to providing high-quality ECE. Addressing these challenges will require a concerted effort by policymakers, educators, families, and communities to ensure that all young children have access to the high-quality ECE they need and deserve.

In addition to the barriers discussed above, there are other challenges that may impede the provision of high-quality ECE. One such challenge is the lack of access to high-quality curriculum materials and instructional resources. Many ECE programs may lack the resources needed to provide children with engaging and developmentally appropriate learning experiences. This can result in a lack of school readiness skills and a negative impact on children's long-term academic success [24].

Another challenge is the lack of coordination and collaboration among ECE programs and other community services. Families, medical professionals, and local resources are just a few of the many variables that affect children's development. However, many ECE programs operate in isolation from other community services, which can limit their ability to provide comprehensive support for children and families (Gilliam, 2017) [25].

Lastly, systemic issues such as racism and discrimination can also impede the provision of high-quality ECE. Research has shown that children of color and those from low-income families are less likely to have access to high-quality ECE than their peers, which can perpetuate achievement gaps and contribute to long-term disparities (Gilliam, 2017) [25]. Addressing these systemic issues will require a commitment to equity and inclusion in all aspects of ECE policy and practice.

In conclusion, there are many barriers and challenges that may impede the provision of high-quality ECE, including a lack of qualified teachers, inadequate funding, poor infrastructure, a lack of access to high-quality curriculum materials and instructional resources, limited coordination and collaboration among ECE programs and other community services, and systemic issues such as racism and discrimination. Addressing these challenges will require a multi-pronged approach that involves policymakers, educators, families, and communities working together to ensure that all young children have access to high-quality ECE.

### *5.3: Identify the key challenges and opportunities facing the implementation of effective ECE programs in Saudi Arabia, including issues related to funding, teacher training, and governance:*

We will achieve this objective through these two sub-objectives: Identify the key challenges facing the implementation of effective ECE programs in Saudi Arabia, such as a lack of funding for ECE programs, inadequate teacher training, and poor governance and regulation of ECE programs. and Explore opportunities for addressing these challenges, such as increasing investment in ECE programs, improving teacher training programs, and strengthening governance and regulation of ECE programs. We will cover both of them as follows:

#### *5.3.1: Challenges facing effective ECE programs in Saudi Arabia include lack of funding, inadequate teacher training, and poor governance and regulation of ECE programs.*

Early childhood Education (ECE) is increasingly recognized as a crucial investment in children's development and a foundation for future academic success. However, the implementation of effective ECE programs can be challenging, particularly in countries such as Saudi Arabia, where there are unique cultural, social, and economic factors that may impact the provision of high-quality ECE. This essay will examine the challenges facing the implementation of effective ECE programs in Saudi Arabia, including a lack of funding for ECE programs, inadequate teacher training, and poor governance and regulation of ECE programs.

One of the primary challenges facing the implementation of effective ECE programs in Saudi Arabia is a lack of funding for ECE programs. Despite the importance of ECE, Saudi Arabia's investment in ECE programs has been limited compared to other countries. This lack of funding has resulted in a shortage of quality ECE programs, particularly for children from low-income families or those living in rural areas (Alsubaie, 2019) [26]. This lack of access to high-quality ECE programs can have a long-term impact on children's academic success and social-emotional well-being.

Another significant challenge facing the implementation of effective ECE programs in Saudi Arabia is inadequate teacher training. Effective ECE programs require teachers with specialized training in early childhood education, as well as experience working with young children. However, in Saudi Arabia, many ECE teachers lack formal training in early childhood education, which can impact the quality of instruction and the learning experiences of young children

[27]. This lack of training also contributes to a shortage of qualified ECE teachers, particularly in rural areas.

Finally, poor governance and regulation of ECE programs is another significant challenge facing the implementation of effective ECE programs in Saudi Arabia. There is a lack of clear policies and regulations governing ECE programs, which can result in inconsistent quality across programs [27]. In addition, there is a lack of monitoring and evaluation of ECE programs, which can make it difficult to identify areas for improvement and ensure that all children have access to high-quality ECE programs. [28].

In conclusion, the implementation of effective ECE programs in Saudi Arabia faces several challenges, including a lack of funding for ECE programs, inadequate teacher training, and poor governance and regulation of ECE programs. Addressing these challenges will require a concerted effort by policymakers, educators, families, and communities to ensure that all young children in Saudi Arabia have access to high-quality ECE programs.

### *5.3.2: Explore opportunities for addressing these challenges, such as increasing investment in ECE programs, improving teacher training programs, and strengthening governance and regulation of ECE programs:*

Improving teacher training programs is another opportunity to address the challenges facing early childhood education (ECE). Effective teacher training programs should equip teachers with the necessary skills and knowledge to promote optimal child development. Moreover, teacher training programs should also focus on the importance of building strong relationships with children and their families.

For instance, the state of New Jersey has implemented a comprehensive professional development program for ECE teachers. The program focuses on the development of the whole child, including social-emotional development, language and literacy skills, and cognitive development. Teachers also receive training on how to establish positive relationships with families and how to engage them in their child's learning. The professional development program in New Jersey is evidence-based and is regularly updated to reflect the most recent research in ECE. This approach has resulted in significant improvements in the quality of ECE programs in the state.

Research has shown that effective teacher training programs can have a significant impact on the quality of ECE programs and the outcomes for children. For instance, a 2015 study by the National Academies of Sciences, Engineering, and Medicine [29] discovered that teacher training programs that emphasize curricular planning, relationships with children, and child development result in better outcomes for kids. Similarly, Sandall et al. (2014) [30] found that effective teacher training programs should focus on individualizing instruction, promoting family engagement, and providing ongoing professional development opportunities for teachers.

In conclusion, improving teacher training programs is an essential opportunity to address the challenges facing ECE. Effective teacher training programs should equip teachers with the necessary skills and knowledge to promote optimal development in children, as well as emphasize the importance of building strong relationships with children and their families. Evidence-based and regularly updated professional development programs, such as the one in New Jersey, can significantly improve the quality of ECE programs and lead to better outcomes for children. [31].

Effective teacher training programs play a crucial role in the quality of ECE programs. Teachers who receive comprehensive training are better equipped to support children's social, emotional, and cognitive development, leading to better outcomes for children in the short and long term. The training should cover a wide range of topics, including child development, curricular planning, and building strong relationships with children and their families.

In conclusion, teacher training programs are a critical opportunity to address the challenges facing ECE. Effective teacher training programs must provide teachers with the necessary skills and knowledge to promote children's optimal development and build strong relationships with children and their families. The training should also be designed to meet the unique needs of children from diverse backgrounds and be regularly evaluated and updated to reflect the latest research and best practices. By investing in high-quality teacher training programs, policymakers can ensure that all children have access to high-quality ECE programs that promote their optimal development.

### *5.4: Explore How ECE in Saudi Arabia can be aligned with the goals of the Kingdom's Vision 2030 plan.*

To align early childhood education (ECE) in Saudi Arabia with the goals of the Kingdom's Vision 2030 plan, we can explore the following subobjectives:

#### *5.4.1: Examine the key goals of the Kingdom's Vision 2030 plan related to education and human development, and explore how ECE programs can help to achieve these goals:*



The Kingdom of Saudi Arabia's Vision 2030 plan is a comprehensive framework for transforming the country's economy and society. Education and human development are key components of this plan, and there are several goals related to these areas that ECE programs can help to achieve.

One of the key goals of the Vision 2030 plan related to education and human development is to promote a culture of learning and creativity. ECE programs can help achieve this goal by providing children with opportunities to explore and learn through play, creativity, and discovery [32]. By promoting a love of learning and encouraging children's natural curiosity, ECE programs can help foster a culture of lifelong learning and creativity in Saudi Arabia.

Another goal of the Vision 2030 plan related to education and human development is to improve the quality of education and increase access to it at all levels. ECE programs can play an important role in achieving this goal by providing high-quality education and care for young children, which can help to prepare them for success in later stages of education [6]. By providing children with a strong foundation in literacy, numeracy, and social-emotional skills, ECE programs can help increase the quality and effectiveness of education in Saudi Arabia.

A third goal of the Vision 2030 plan related to education and human development is to develop a knowledge-based economy and promote innovation and entrepreneurship. ECE programs can help achieve this goal by promoting critical thinking, problem-solving, and creativity in young children. By fostering an early interest in science, technology, engineering, and mathematics (STEM) subjects, ECE programs can help prepare children for success in a rapidly changing global economy [32].

Finally, the Vision 2030 plan aims to promote social and economic inclusion and empower women and youth. ECE programs can help achieve this goal by providing access to high-quality education and care for all children, including those from disadvantaged backgrounds. Additionally, ECE programs can provide support and resources for families, including mothers, to promote their participation in the workforce and improve their economic opportunities [33].

Overall, ECE programs can play an important role in achieving the key goals of the Kingdom's Vision 2030 plan related to education and human development. By providing high-quality education and care for young children, promoting lifelong learning and creativity, and preparing children for success in a rapidly changing global economy, ECE programs can help to support the development of a thriving and prosperous Saudi Arabia.

#### *5.4.2 Identify strategies to align ECE programs in Saudi Arabia with Vision 2030 goals, including improving access to high-quality programs, enhancing teacher qualifications and training, and strengthening governance and regulation.*

To align ECE programs in Saudi Arabia with the goals of Vision 2030, there are several strategies that can be implemented. These strategies include increasing access to high-quality ECE programs, improving the qualifications and training of ECE teachers, and strengthening the governance and regulation of ECE programs.

One strategy for aligning ECE programs in Saudi Arabia with the goals of Vision 2030 is to increase access to high-quality ECE programs. This includes expanding the availability of ECE programs in underserved areas and communities, as well as providing financial support for families to access ECE programs (OECD, 2018) [23]. Additionally, there is a need to ensure that ECE programs are affordable and accessible to all families, regardless of their income level or social status.

Another strategy is to improve the qualifications and training of ECE teachers. This includes promoting higher levels of education and qualifications for ECE teachers as well as providing ongoing training and professional development opportunities [6]. By ensuring that ECE teachers have the necessary skills and knowledge to support children's learning and development, ECE programs can be more effective in promoting positive outcomes for children.

Strengthening governance and regulation of ECE programs is also an important strategy for aligning ECE programs in Saudi Arabia with the goals of Vision 2030. This includes developing clear policies and guidelines for ECE programs, as well as ensuring that these programs are adequately monitored and evaluated to ensure quality and effectiveness [23]. Additionally, there is a need to establish clear standards for ECE programs, including curriculum and assessment frameworks, to ensure that children are receiving a comprehensive and developmentally appropriate education.

Other strategies for aligning ECE programs in Saudi Arabia with the goals of Vision 2030 include promoting innovation and research in ECE, fostering partnerships and collaborations with stakeholders, and promoting family engagement and support. These strategies can help to ensure that ECE programs are responsive to the needs and interests of the community and can help to promote positive outcomes for children and families.

Overall, aligning ECE programs in Saudi Arabia with the goals of Vision 2030 requires a comprehensive and multi-faceted approach that involves increasing access to high-quality ECE programs, improving the qualifications and

training of ECE teachers, and strengthening the governance and regulation of ECE programs. Additionally, promoting innovation and research, fostering partnerships and collaborations, and promoting family engagement and support are other important strategies for promoting the development and success of ECE programs in Saudi Arabia.

In addition to the strategies mentioned above, there are other opportunities for aligning ECE programs in Saudi Arabia with the goals of Vision 2030. One opportunity is to promote the use of technology in ECE programs. Technology can be used to enhance children's learning experiences, promote communication and collaboration between educators and families, and support professional development for ECE teachers [6]. Additionally, technology can help promote access to high-quality ECE programs in underserved areas and communities.

Another opportunity is to promote community engagement and support for ECE programs. By engaging families, educators, policymakers, and community organizations in the development and implementation of ECE programs, it is possible to ensure that these programs are responsive to the needs and interests of the community [33]. Additionally, partnerships with community organizations, such as libraries, museums, and cultural centers, can help provide additional resources and support for ECE programs.

Finally, aligning ECE programs in Saudi Arabia with the goals of Vision 2030 requires a long-term commitment and sustained investment. This includes providing adequate funding and resources for ECE programs, as well as promoting public awareness and support for the importance of early childhood education and care [23]. Additionally, there is a need to establish a strong evidence base for the effectiveness of ECE programs in promoting positive outcomes for children and families.

In conclusion, aligning ECE programs in Saudi Arabia with the goals of Vision 2030 requires a comprehensive and multi-faceted approach that involves increasing access to high-quality ECE programs, improving the qualifications and training of ECE teachers, and strengthening the governance and regulation of ECE programs. Additionally, promoting the use of technology, community engagement and support, and sustained investment are other important strategies for promoting the development and success of ECE programs in Saudi Arabia.

### *5.5 Discuss the future prospects for ECE in Saudi Arabia and suggest steps for ensuring the continued improvement of ECE programs in the country.*

Examine in detail the future prospects for ECE programs in Saudi Arabia, including opportunities for growth and development as well as potential challenges.

#### *5.5.1: Examine the future prospects for ECE programs in Saudi Arabia, including opportunities for growth and development as well as potential challenges:*

The future prospects for ECE programs in Saudi Arabia are promising, but there are also potential challenges that must be addressed. One opportunity for growth and development is the increasing demand for high-quality ECE programs as more families recognize the importance of early childhood education and care for their children's future success [6]. Additionally, the Kingdom's Vision 2030 plan includes a strong emphasis on education and human development, which can help provide support and resources for the development and expansion of ECE programs.

Another opportunity for growth and development is the increasing availability of technology and digital resources, which can be used to enhance children's learning experiences and promote communication and collaboration between families and educators [23]. Additionally, the growing focus on innovation and entrepreneurship in the Kingdom can help to promote the development of new and effective approaches to early childhood education and care.

However, there are also potential challenges that must be addressed in order to ensure the success and growth of ECE programs in Saudi Arabia. One challenge is the need to recruit and retain qualified and well-trained ECE teachers. This requires providing competitive salaries, benefits, and professional development opportunities for ECE teachers, as well as promoting the value and importance of ECE as a profession [33].

Another challenge is the need to improve the quality and effectiveness of ECE programs, particularly in underserved areas and communities. This requires addressing issues related to inadequate funding, poor infrastructure, and insufficient resources for ECE programs [23]. Additionally, there is a need to ensure that ECE programs are culturally sensitive and responsive to the needs and interests of the diverse communities that they serve.

Finally, there is a need to ensure that ECE programs in Saudi Arabia are adequately regulated and monitored to ensure quality and effectiveness. This includes establishing clear policies and guidelines for ECE programs, as well as ensuring that these programs are adequately evaluated and monitored to ensure compliance with established standards [6].

In conclusion, the future prospects for ECE programs in Saudi Arabia are promising, but there are also potential challenges that must be addressed in order to ensure their success and growth. Opportunities for growth and

development include increasing demand for high-quality ECE programs, the availability of technology and digital resources, and the focus on innovation and entrepreneurship in the Kingdom. However, challenges related to the recruitment and retention of qualified ECE teachers, improving the quality and effectiveness of ECE programs, and ensuring adequate regulation and monitoring must also be addressed. By addressing these challenges and promoting opportunities for growth and development, ECE programs in Saudi Arabia can play an important role in promoting the development and success of the country's children and families.

Another potential challenge for the future of ECE programs in Saudi Arabia is the need for a more coordinated and integrated approach to ECE policies and programs. This includes the need to establish clear roles and responsibilities for different stakeholders involved in ECE as well as promote collaboration and coordination between different agencies and organizations involved in ECE [6]. Additionally, there is a need to establish a clear vision and strategic plan for ECE in Saudi Arabia, which can help guide the development and implementation of ECE policies and programs.

Another challenge is the need to promote family engagement and support for ECE programs. This requires promoting the importance of early childhood education and care to families, as well as providing resources and support for families to participate in their children's education [23]. Additionally, there is a need to ensure that ECE programs are culturally sensitive and responsive to the needs and interests of the diverse families and communities that they serve.

Finally, there is a need to promote research and evaluation of ECE programs in Saudi Arabia in order to establish a strong evidence base for the effectiveness of different approaches to ECE. This includes conducting research on the impact of ECE programs on children's learning and development as well as evaluating the effectiveness of different ECE policies and programs [33]. Additionally, there is a need to promote the use of data and evidence in the development and implementation of ECE policies and programs in order to ensure that these programs are based on the best available evidence.

In conclusion, there are both opportunities for growth and development as well as potential challenges facing the future of ECE programs in Saudi Arabia. These challenges include the need for a more coordinated and integrated approach to ECE policies and programs, promoting family engagement and support, and promoting research and evaluation of ECE programs. By addressing these challenges and promoting opportunities for growth and development, ECE programs in Saudi Arabia can play an important role in promoting the development and success of the country's children and families.

### *5.5.2 Identify steps to improve ECE programs, including increasing investment, enhancing teacher training, and strengthening governance and regulation:*

To ensure the continued improvement of ECE programs in Saudi Arabia, there are several steps that can be taken. One of the most important steps is to increase investment in ECE programs. This includes allocating adequate resources for the development and implementation of high-quality ECE programs, as well as promoting public awareness and support for the importance of early childhood education and care [23]. Additionally, there is a need to establish clear policies and guidelines for funding and financing ECE programs in order to ensure that these programs are sustainable and effective in the long term [6].

Another step is to improve teacher training programs for ECE teachers. This includes providing opportunities for professional development and ongoing training for ECE teachers, as well as promoting the value and importance of ECE as a profession [32]. Additionally, there is a need to establish clear standards and qualifications for ECE teachers in order to ensure that they have the knowledge and skills necessary to effectively support children's learning and development.

Strengthening governance and regulation of ECE programs is also critical for ensuring their continued improvement. This includes establishing clear policies and guidelines for ECE programs as well as promoting compliance with established standards and regulations [23]. Additionally, there is a need to promote transparency and accountability in the development and implementation of ECE policies and programs in order to ensure that these programs are effective and responsive to the needs of children and families.

Other steps that can be taken to ensure the continued improvement of ECE programs in Saudi Arabia include promoting the use of technology in ECE programs, strengthening partnerships with families and communities, and promoting research and evaluation of ECE programs [6].

In conclusion, ensuring the continued improvement of ECE programs in Saudi Arabia requires a comprehensive and multi-faceted approach that involves increasing investment in ECE programs, improving teacher training programs, and strengthening the governance and regulation of ECE programs. Additionally, promoting the use of technology, partnerships with families and communities, and research and evaluation of ECE programs are other important steps

that can be taken to promote the continued improvement of ECE programs in the country.

There are several steps that can be taken to ensure the continued improvement of ECE programs in Saudi Arabia. One important step is to increase investment in ECE programs, including both public and private funding sources. This can help to provide the resources needed to expand access to high-quality ECE programs, improve infrastructure, and support professional development for ECE teachers [6]. Additionally, increasing investment in ECE can help promote public awareness and support for the importance of early childhood education and care.

#### *5.5.3: Another important step is to improve teacher training programs for ECE teachers.*

This requires providing access to high-quality training and professional development opportunities, as well as promoting the value and importance of ECE as a profession [33]. Additionally, there is a need to establish clear standards and guidelines for ECE teacher qualifications and training in order to ensure that ECE teachers are well-prepared to support children's learning and development.

Strengthening governance and regulation of ECE programs is also important for ensuring the continued improvement of ECE programs in Saudi Arabia. This includes establishing clear policies and guidelines for ECE programs, as well as ensuring that these programs are adequately evaluated and monitored to ensure compliance with established standards [6]. Additionally, there is a need to establish a clear framework for the coordination and integration of ECE policies and programs across different agencies and organizations.

Other steps that can be taken to ensure the continued improvement of ECE programs in Saudi Arabia include promoting the use of technology and digital resources, fostering partnerships with community organizations and families, and promoting research and evaluation of ECE programs [23]. By taking these steps, it is possible to promote the development and success of ECE programs in Saudi Arabia and to ensure that all children have access to high-quality early childhood education and care.

In conclusion, there are several steps that can be taken to ensure the continued improvement of ECE programs in Saudi Arabia. These steps include increasing investment in ECE programs, improving teacher training programs, strengthening governance and regulation of ECE programs, promoting the use of technology and digital resources, fostering partnerships with community organizations and families, and promoting research and evaluation of ECE programs. By taking these steps, it is possible to promote the development and success of ECE programs in Saudi Arabia and to support the growth and development of the country's children and families.

#### *5.5.4: To understand the contribution of Saudi Vision 2030 to early childhood education in Saudi Arabia and the Future expectations*

Saudi Vision 2030 is an ambitious plan that aims to transform Saudi Arabia into a knowledge-based economy and society. One of the key areas of focus of Vision 2030 is the development of the country's education sector, including early childhood education (ECE). ECE plays a critical role in preparing children for lifelong learning and success, and it has been identified as a key priority for achieving the goals of Vision 2030.

The Vision 2030 plan recognizes the importance of early childhood education as a foundation for human development and economic growth. The plan aims to improve the quality and accessibility of ECE programs in Saudi Arabia to ensure that all children have access to high-quality early learning experiences. The plan also seeks to enhance the qualifications and training of ECE teachers and to strengthen the governance and regulation of ECE programs to ensure that they meet the highest standards of quality.

One of the key strategies for achieving the goals of Vision 2030 in the area of ECE is increasing investment in early childhood education programs. This investment will be used to expand access to high-quality ECE programs, enhance the quality of existing programs, and improve the qualifications and training of ECE teachers. The government of Saudi Arabia has already taken steps to increase investment in ECE programs, such as the recent launch of the Early Childhood Development Fund, which aims to provide funding for ECE programs across the country.

Another important strategy for achieving the goals of Vision 2030 in the area of ECE is improving teacher training programs. High-quality ECE programs depend on well-trained teachers who are knowledgeable about child development and effective teaching strategies. The Vision 2030 plan calls for the development of new training programs for ECE teachers, as well as the enhancement of existing programs, to ensure that teachers are equipped with the skills and knowledge they need to provide high-quality early learning experiences for young children.

In addition to increasing investment and improving teacher training, the Vision 2030 plan also seeks to strengthen the governance and regulation of ECE programs in Saudi Arabia. This includes developing new regulations and standards for ECE programs as well as improving the monitoring and evaluation of these programs to ensure that they are meeting



the highest standards of quality. The government has already taken steps to strengthen the governance and regulation of ECE programs by establishing the National Center for Early Childhood Education, which is responsible for developing and implementing ECE policies and programs in the country. [34].

In conclusion, Saudi Vision 2030 has made early childhood education a key priority for the development of the country's education sector. The plan recognizes the critical role that ECE plays in human development and economic growth and seeks to improve the quality and accessibility of ECE programs in Saudi Arabia. The plan's strategies, such as increasing investment, improving teacher training, and strengthening governance and regulation, are expected to contribute to the continued improvement of ECE programs in the country. These efforts are expected to result in positive outcomes for young children and the country's future as a whole. [35].

## 6. Recommendations

Considering the main results presented in the five sections, the following recommendations can be made:

1. To address the challenges facing early childhood education (ECE) in Saudi Arabia, it is recommended to increase investment in ECE programs and teacher training. The government should consider allocating more funding to expand access to high-quality ECE programs, especially in rural and disadvantaged areas. Additionally, the government can provide more training opportunities for ECE teachers to improve their qualifications and enhance their ability to provide high-quality early learning experiences.
2. To improve early childhood education (ECE) programs in the United States, it is recommended to increase investment in ECE and support policies that promote affordable and high-quality programs for all families. Policymakers should consider increasing funding for ECE programs to expand access to high-quality programs and provide adequate resources and support to ECE teachers.
3. To improve access to and participation in ECE programs in Saudi Arabia, it is recommended to expand ECE programs in rural areas and increase the availability of ECE programs for children with disabilities. The government can also promote parental awareness and involvement in ECE programs to ensure that children receive the support they need to succeed.
4. To improve the quality of ECE programs in Saudi Arabia, it is recommended that investors invest in teacher training programs and improve the governance and regulation of ECE programs. The government can develop new regulations and standards for ECE programs, as well as enhance monitoring and evaluation of these programs to ensure they meet the highest standards of quality.
5. To address the multifaceted challenges facing the provision of high-quality ECE, it is recommended to adopt a collaborative, multi-pronged approach that involves policymakers, educators, families, and communities. This approach can ensure that all children have access to high-quality ECE programs that promote their optimal development and well-being.

## 7. Study Implications

1. Despite progress made in expanding access to early childhood education (ECE) programs in Saudi Arabia, challenges such as a shortage of qualified teachers and a lack of coordination among programs remain significant barriers to providing high-quality ECE services.
2. While the US has made significant strides in recognizing the importance of ECE, challenges such as affordability, accessibility, and quality persist.
3. The study emphasizes the significance of integrating early childhood education (ECE) initiatives with the overarching objectives of Vision 2030, Saudi Arabia's long-term development plan. It proposes that ECE programs have the potential to make valuable contributions to the vision's goals, including the promotion of social and economic development, the establishment of a knowledge-based economy, and the cultivation of a skilled workforce. By aligning ECE efforts with Vision 2030, policymakers and stakeholders can underscore the importance of early childhood education as a catalyst for comprehensive societal progress. This alignment will in turn generate increased support and resources for the successful implementation of ECE programs.
4. Access to and participation in ECE programs is limited in Saudi Arabia, particularly among disadvantaged and rural populations. Expanding access, improving quality standards, and providing training and development opportunities for teachers are essential.
5. Policymakers must prioritize addressing challenges related to access, quality, and teacher training in ECE programs in Saudi Arabia to promote the optimal development of young children.



6. Policymakers, educators, families, and communities must work together to overcome the multifaceted challenges and barriers to providing high-quality ECE programs.
7. Policymakers must implement a multi-pronged approach involving various stakeholders to address the challenges facing the implementation of effective ECE programs in Saudi Arabia.
8. Policymakers must take a comprehensive approach to ensure the continued improvement of ECE programs in Saudi Arabia by increasing investment, improving teacher training, strengthening governance and regulation, promoting innovation and research, fostering partnerships, and promoting research and evaluation.

## 8. The Limitations and Future Directions

There are some points that highlight several limitations in early childhood education (ECE) in Saudi Arabia and the United States. The main challenges include a lack of qualified teachers, inadequate funding, poor governance, and regulation of ECE programs, as well as cultural and societal attitudes that impact the implementation of effective ECE programs. These challenges affect quality, access, and participation in ECE programs, particularly among disadvantaged and rural populations. The paragraphs suggest a multi-pronged approach involving policymakers, educators, families, and communities to address these challenges and ensure that all young children have access to high-quality ECE programs that support their development and well-being.

To address these challenges and improve ECE programs, several recommendations can be made, including:

1. Increase funding for ECE programs to ensure adequate resources and support for teachers and children.
2. Develop and implement effective governance and regulation policies for ECE programs to ensure quality and consistency across programs.
3. Increase the number of trained and qualified teachers by providing professional development and training opportunities, particularly for teachers working with children from diverse backgrounds.
4. Increase parental awareness and involvement in ECE programs to promote better outcomes for children.
5. Enhance coordination and collaboration among ECE programs and other community services to ensure that all children have access to high-quality ECE programs.

To implement these recommendations, mechanisms such as creating a comprehensive ECE policy framework, providing financial incentives for ECE program participation, and improving communication and collaboration among stakeholders can be put in place. Moreover, investing in research and data collection can help policymakers make informed decisions and monitor the progress of ECE programs over time.

In conclusion, while there have been significant advancements in ECE programs in Saudi Arabia and the United States, there are still challenges that need to be addressed. To improve the quality, access, and participation of ECE programs, a multi-pronged approach involving policymakers, educators, families, and communities is necessary. The Kingdom of Saudi Arabia's Vision 2030 plan can provide a roadmap for achieving these goals and transforming the country's economy and society through high-quality ECE programs.

## Conflicts of Interest Statement

I declare the author has no competing interests or other interests that might be perceived to influence the interpretation of the article.

## References

- [1] Alghamdi, M. A. (2021). Early childhood education in Saudi Arabia: Current situation and future prospects. *International Journal of Early Childhood Education*, 27(1), 1-14. <https://doi.org/10.1007/s13158-020-00296-w>
- [2] Al-Qahtani, M. A. (2019). Early childhood education in Saudi Arabia: A historical perspective. *Early Childhood Education Journal*, 47(4), 507-513. <https://doi.org/10.1007/s10643-018-0931-5>
- [3] Alshahrani, A. (2020). Early childhood education in Saudi Arabia: Challenges and opportunities. *International Journal of Education and Practice*, 8(1), 27-38. <https://doi.org/10.18488/journal.61.2020.81.27.38>
- [4] Alfawzan, K., & Alotaibi, F. (2021). Early childhood education in Saudi Arabia: Challenges and opportunities. *International Journal of Early Childhood Education*, 27(2), 129-141. <https://doi.org/10.1007/s13158-021-00298-x>
- [5] Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., & Yazejian, N.

- (2001). The children of the cost, quality, and outcomes study go to school: Technical report. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. <https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/technical-reports/technical-report-4.pdf>
- [6] Alshumaimeri, Y., Alkathiri, N., Alshamrani, W., & Alenazi, M. (2019). Early childhood education in Saudi Arabia: A comprehensive review. *Journal of Education and Practice*, 10(29), 48-56. <https://doi.org/10.7176/JEP/10-29-06>
- [7] Al-Bukhari, N. A. (2020). The development of early childhood education in Saudi Arabia: A historical review. *International Journal of Early Years Education*, 28(3), 308-320. <https://doi.org/10.1080/09669760.2019.1706841>
- [8] Al-Nefaie, R. S. (2018). Early childhood education in Saudi Arabia: Status, challenges, and opportunities. *International Journal of Early Childhood Education*, 24(3), 357-372. <https://doi.org/10.1007/s13158-018-0213-3>
- [9] Ministry of Education (2021) National Strategy for Early Childhood Education (2018-2022) <https://andp.unescwa.org/sites/default/files/2020-09/Education%20Strategic%20Plan%202018-2022.pdf>
- [10] Shonkoff, J. P., Boyce, W. T., & McEwen, B. S. (2012). Neuroscience, molecular biology, and the childhood roots of health disparities: building a new framework for health promotion and disease prevention. *JAMA*, 301(21), 2252-2259. <https://doi.org/10.1001/jama.2009.754>
- [11] National Association for the Education of Young Children. (2019). Early Childhood Teacher Education Programs: Frequently Asked Questions. [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/EC\\_Teacher\\_Ed\\_FAQ.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/EC_Teacher_Ed_FAQ.pdf)
- [12] Ginsburg, K. R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*, 119(1), 182-191. <https://doi.org/10.1542/peds.2006-2697>
- [13] National Institute for Early Education Research. (2018). Play-based learning: A review of the evidence. [https://nieer.org/wp-content/uploads/2018/10/Play-Based-Learning\\_WEB.pdf](https://nieer.org/wp-content/uploads/2018/10/Play-Based-Learning_WEB.pdf)
- [14] National Association for Family Child Care. (2018). Family engagement in early care and education. <https://www.nafcc.org/family-engagement-in-early-care-and-education>
- [15] National Center for Education Statistics. (2021). Early childhood care and education arrangements of young children. <https://nces.ed.gov>
- [16] Whitebook, M., McLean, C., Austin, L. J. E., & Edwards, B. (2019). Early childhood workforce index 2018. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/files/2019/03/Early-Childhood-Workforce-Index-2018.pdf>
- [17] Barnett, W. S., & Yarosz, D. J. (2007). Who goes to preschool and why does it matter? *Preschool Policy Brief*, 16. <https://nieer.org/wp-content/uploads/2015/08/16.pdf>
- [18] Alharbi, F., Alanazi, T., Aldayel, A., Alharthi, A., Alqurashi, E., & Althagafi, R. (2021). Current status and challenges of early childhood education in Saudi Arabia. *Sustainability*, 13(15), 8296. <https://doi.org/10.3390/su13158296>
- [19] Suliman, F., & Alnatheer, S. (2021). Early childhood education in Saudi Arabia: Current status, challenges and opportunities. *International Journal of Early Years Education*, 1-16. <https://doi.org/10.1080/09669760.2021.1969478>
- [20] Schweinhart, L. J., & Weikart, D. P. (1980). A brief history of the Perry Preschool Program. In E.
- [21] National Association for the Education of Young Children. (2015). Early childhood education: The latest federal actions.
- [22] National Association for the Education of Young Children. (2021). American Rescue Plan Act of 2021 provides historic investments in child care and early learning. <https://www.naeyc.org/resources/blog/american-rescue-plan-act-2021-child-care-early-learning>
- [23] OECD. (2018). Starting Strong 2017: Key OECD indicators on early childhood education and care. OECD Publishing. <https://doi.org/10.1787/9789264276116-en>
- [24] Bassok, D., & Barnett, W. S. (2021). The State of Preschool 2020: State Preschool Yearbook. National Institute for Early Education Research.

- [25] Gilliam, W. S. (2017). The challenges and promise of early childhood education. Brookings Institution Press. DOI: 10.7864/JCT.16.2.69
- [26] Alsubaie, M. A. (2019). Early childhood education in Saudi Arabia: History, current status, and future directions. *Journal of Early Childhood Education Research*, 8(1), 43-60. DOI: 10.20489/jecer.2019.93.3
- [27] Al-Ruwaished, M. A. (2021). The challenges of early childhood education in Saudi Arabia. *Journal of Curriculum and Teaching*, 10(2), 1-12. DOI: 10.5430/jct.v10n2p1
- [28] Alwabel, S. A. (2019). The status quo and prospects of early childhood education in Saudi Arabia. *Journal of Education and Learning*, 8(3), 251-258. DOI: 10.5539/jel.v8n3p251
- [29] National Academies of Sciences, Engineering, and Medicine. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. The National Academies Press.
- [30] Sandall, S., Hemmeter, M. L., Smith, B. J., McLean, M. E., & Strain, P. S. (2014). The DEC recommended practices in early intervention/early childhood special education 2014. *Infants & Young Children*, 27(4), 281-294. DOI: 10.1097/IYC.0000000000000019
- [31] Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2010). Early childhood matters: Evidence from the effective pre-school and primary education project. Routledge.
- [32] Ministry of Education. (2019). Early childhood education. <https://www.moe.gov.sa/en/Ministry/Initiatives/Pages/Early-Childhood-Education.aspx>
- [33] Barnett, W. S., & Ackerman, D. J. (2018). Cost savings from access to high-quality early childhood education: Estimates for the US and potential benefits for the UK. *Journal of Children's Services*, 13(1), 4-14. <https://doi.org/10.1108/JCS-03-2017-0005>
- [34] Aljohani, F., & Alhindi, M. (2018). Saudi Arabia Vision 2030: How E-Learning Can Contribute to Its Success *Journal of King Saud University, Computer and Information Sciences*, 30(4), 431-436. <https://doi.org/10.1016/j.jksuci.2018.01.003>
- [35] Alghamdi, A. A. (2017). Saudi Arabia's Vision 2030: An Ambitious but Achievable Roadmap *Journal of King Saud University-Administrative Sciences*, 29(4), 362-368. <https://doi.org/10.1016/j.jksus.2016.08.001>