



Regional Workshop on ECCE UNESCO Tashkent Declaration 2022: Sharing Progress & the Roadmap for Success

With the participation of countries from Eastern and South Africa including Seychelles



STC Conference Room, Victoria Mahe, Seychelles



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Day 3 – Outlines Strategic Priorities for the Next 3 Years



Day 3 started off with the rest of the country status presentations on implementation of Tashkent declaration and call to action. Whilst progress has been made in some areas, countries are still facing many common challenges and lagging behind in some very important sector. Apart from financial, technological and human resources being inadequate, there is also the common problem of government ministries and agencies not working with each other.

The presentations were followed immediately by group work where participants had to identify good practices and common areas in the ECCE provisions for follow up actions in the next three years. To identify some of the strategic priority areas that may need developing, strengthening or updating to move forward. Then they had to present the kind of technical assistance and support that would be

needed to implement the priorities in the short to medium term. Outline the assistance and supportive actions needed from IECD Category 2 Institute.

Discussions were based on the eight action sequences of the Tashkent Declaration and call to action.



Demystifying the D in ECCD



DR. Mmantsetsa Marope

Chairperson of the Governing Board - Institute of Early Childhood Development / Category 2 Institute under the auspices of UNESCO

Most countries focused their presentations on Early Childhood Care and **Education** (ECCE) rather than Early Childhood Care and **Development**. The latter is a holistic approach to early childhood and it means everything a child needs rather than just education. This is in itself a challenge that was highlighted during the three days. The Chairperson of the Category 2 Institute Dr. Mmantsetsa Marope gave the participants her take on this important D.

“Imagine in your house! What do you give your children? You provide them housing. You provide them food And you make sure that food is nutritious. You provide them health when they are sick. You take them to the hospital. When they are not sick you take them for checkout. Just to check if they are sick or they might become sick, Isn't You provide them with clean water. You provide your kids a lot of services that make your child holistically developed. You take your children to school, You don't beat your children, you don't abuse them.

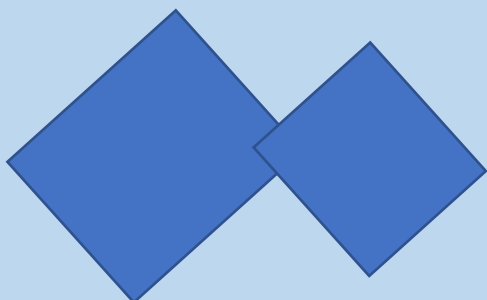
So when we talk about holistic childhood development, we shouldn't mystify it. What we mean, is just good parenting” explains Dr. Marope.



“So, when we talk of holistic early childhood development, we are talking about enabling the growth of a well-rounded human being, in transition to becoming a human resource and in transition to becoming part of the human capital Deposit of a country. We are talking about Education, about social protection, about legal protection of children, about environmental protection of children, commercial protection of children etc....

In order to do that you cannot, you cannot have the child just educated. If we were to shut out everything and just take these children to school and educate them, they will die. So holistic development talks about child's health which is really the basis because if a child is not healthy, everything else is just talk.

Yes, education (ECCE) matters. It is necessary but not enough to lead to a holistic development of a child.



On the final day of the workshop, participants came up with a Framework for Action which is to serve as a point of reference for governments in the development and implementation of their plan of action with the support of the Institute of Early Childhood Development as a UNESCO Category 2 Centre. It recognises the crucial role of ECCE in shaping the future of the world and the Tashkent Declaration for the transformation of ECCE by ensuring equitable access to quality ECCE, strengthening the training system of ECCE personnel, innovating and transforming policies and practices, adopting a coordinated, multi- sectoral approach to policy and financial provision, and data management, and fostering the holistic development of young children in alignment with the targets of the 2030 Sustainable Development Goals. It is based on the progress made and good practices adopted in member states to advance the ECCE agenda. These are summarized below in the context of the strategic priorities with reference to the core Tashkent commitment for action.

improvement and implementation of policy and legal frameworks

Reported progress has been made in the development of policies and legislation. Several countries have drafted their ECCE policies. Alongside national legislation has been enacted for quality assurance to review legal instruments related to ECCE and to regulate child care services.

Critical issues include updating, reviewing, and further work in the development of national policies.

Strengthen ECCE systems including the recruitment, qualifications and working conditions of all ECCE personneling whole-of-government and multi-sectoral approach

Many countries are planning strategic actions linked to government engagement and multi-sectoral collaboration. Mauritius has an Authority spearheading ECCE action and linking with other organisations. High level inter-ministerial committee. Ensure whole of government multi-sectoral and integrated approach strengthening of collaboration.

Quality learning for all children, including foundational literacy, numeracy and socio-emotional skills

Several milestone projects and curriculum reviews have been reported to indicate progress in the pursuit of quality in early learning. Revision of early learning



Dr. Andre Leste presenting the draft framework

The development of skills and values for global citizenship

Community projects are being implemented to promote the development of life skills and living values. The cross-curricular model of teaching and learning has been reported as an effective means of achieving sustainable development goals. However global support is being sought for successful delivery of programmes. programmes must remain continue.

programmes to focus on the development of literacy, numeracy and socio-emotional skills, and to adopt the play-based approach in the early learning.

Improve monitoring and reporting capacity

Monitoring system evaluation has not been widely reported. Data systems are still being piloted such as the ECD EMIS piloted in districts WB support. Need strong monitoring mechanism and strengthen quality assurance. However, there has been good practices such as ECD census, public expenditure and institutional review.

Strengthening whole-of-government and multi-sectoral approach on monitoring

Many countries are planning strategic actions linked to government engagement and multi-sectoral collaboration. High level commitment is needed to promote whole of government, multi-sectoral and an integrated approach in ECCE.



Improve monitoring and reporting capacity

Data systems are being piloted and good practices have been shared. Data management system needs to be progressively developed in ECCE for diagnosis, monitoring, evaluating and reporting.

Increase financing for

There has been limited progress in the financing of ECCE. Public-Private Partnership arrangements are on actionable agendas. Increase in government subsidies has been reported. However, further efforts are needed to analyze funding arrangements and increase the financing of ECCE.

Harness scientific evidence and digital technologies

Use of digital technologies has been initiated and some instances breakthrough projects have been reported. Nevertheless, the use of technology as pedagogical tool need resourcing and must be given special attention.



The challenges

*In pursuit of the global education agenda 2030 the Tashkent commitment encompasses the holistic nature of child development, the lifelong learning prospects and the social equalizing potential of ECCE. Thus, there is a need to transform ECCE for quality and equity, workforce capacity and quantity, innovation and scientific robustness, multi-sectoral integration, and coordinated governance and financing.

*The policy environment in many countries is not necessarily conducive to deliver ECCE services and programmes. Policy making, legislative structures, and institutional framework need to be established to optimize ECCE provisions.

*ECCE is still being delivered through different ministries, organisations and agencies within a country. The collaboration of all the sectors to work towards a common vision is necessary to shape a coherent ECCE system, and foster synergy amongst concerned partners.

*Lack of consistent standards and quality assurance mechanism across geographical regions and between the state and private institutions leads to inequity in service delivery, unaccredited programmes, inadequate supervision, and lack of accountability and regulatory practices. This reduces the effectiveness of ECCE provisions so that many children and parents, and, mothers, in particular, are excluded from the benefits of ECCE programmes or they are deprived of quality access to ECCE services.

*In order to sustain or improve ECCE provisions constant monitoring and periodic evaluation is necessary. The use of data to set baseline, to assess projects, to communicate important status information, to measure the effectiveness of services and programmes, to expand on quality indicators has been, on the whole, inadequate. A strong statistical system for data management needs to be considered.

There is growing evidence and awareness of the importance of children's early learning experiences.



Many countries are reviewing early learning programmes with emphasis on play and catering for the needs of disadvantaged groups. There is a need to review or design, comprehensive early learning curriculum with an assessment framework to sustain and guide the development and implementation of programmes for early learning.

*Limited resources have been a major set-back in ECCE provisions. Lack of infrastructure, lack of human resource capacity, inequitable provisions between state and private facilities

and non-engagement of the community have strained the development of proactive, facilitating, empowering ECCE systems. The challenge is to increase investment by linking ECCE with national economic planning and creating strong multi-sectoral financial plans

*The quantity and capacity of ECCE teachers and workers has been major set-back in the development of ECCE. There have been issues with the recruitment, qualification and working conditions of ECCE personnel. Human resource strategies need to be implemented to train, retain and valorize early childhood workers and teachers.

*A National Action Plan establishes an ECCE focus in key sectors; it motivates the sectors to initiate actions and strategies that would lead to improved provision and services for ECCE children and their parents; it facilitates sectoral interchange and interaction. National action planning can unify and guide relevant sectors in advancing the ECCE agenda.

Agenda for action

Through this Framework member countries will re-affirm their commitment to the Tashkent Declaration and ECCE initiatives with international support, more specifically, IECD UNESCO Category 2 Institute for ECCE. Based on the progress made and good practices adopted by member states, there is collective agreement that follow-up plans and actions are envisaged:

<p>Re-affirm national and international commitment to ECCE</p> <ul style="list-style-type: none"> • Develop an enabling policy environment with adequate legal and regulatory framework to support ECCE • Promote an integrated multi-sectoral approach and design collaborative structures • Reaffirm the central importance of action planning in the implementation of ECCE 	<p>Reinforce equitable participation and quality access</p> <ul style="list-style-type: none"> • Establish national standards and regulations for ECCE provisions to ensure quality • Improve and expand programmes and services with special emphasis on disadvantage groups • Intensify advocacy campaigns to increase ECCE provision to include universal pre-primary education
<p>Increase investment in ECCE</p> <ul style="list-style-type: none"> • Link ECCE with national development and economic planning by means of creating a strong multi-sectoral ECCE financial plan • Mobilise diverse financing assistance by reviewing the role of national funding organisations in funding ECCE related projects, linking with international funding agencies, and targeting priority areas • Establish links with private sector for funding and expansion and diversification of ECCE provisions 	<p>Review curriculum framework</p> <ul style="list-style-type: none"> • Design comprehensive early learning framework • Develop early learning programmes with a focus on early stimulation and the need to structure information and provide the conditions which are conducive to achieving learning readiness • Provide instructive early learning environment paying particular attention to outdoor spaces and varied environments outside the school • Empower and support parents to participate actively in the process of early learning of their children
<p>Establish data management system for ECCE</p> <ul style="list-style-type: none"> • Increase national capacity and develop partnerships amongst organizations to develop an ECCE management and information system • Establish a robust monitoring mechanism at all levels of the system to provide feedback on 	<p>Cooperation</p> <ul style="list-style-type: none"> • Exchange information, and share experiences and good practices • Cooperate with international organisation for leadership and support

performance, achievements, and to assess service conditions in ECCE

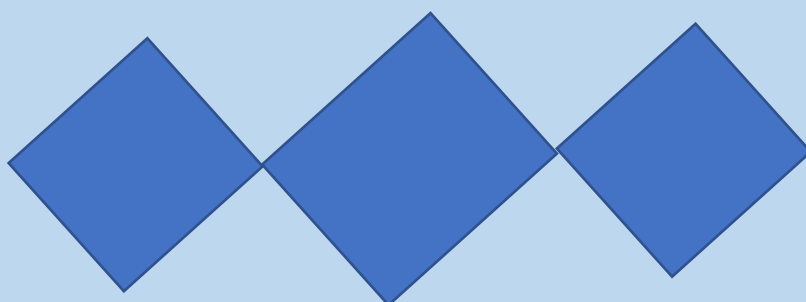
- Combine programme monitoring with evaluation and reporting
- Use action research methods to diagnose problematic areas and try out remediation strategies

- Develop links with other partners for technical support, skills transfer, and capacity building

Support

The Institute of Early Childhood Development as a UNESCO Category 2 Centre will provides on-going support and technical assistance to partner countries and monitor the implementation of the plans and ECCE Projects.

- Map out country priority areas for action with a strong focus on working with governments to ensure local level implementation
- Facilitate networking arrangements to share knowledge and good practices and to link national and international partners
- Make best practice tools and training materials easily available and initiate professional exchanges
- Convoke specialists and experts and mobilise funding partners to support national implementation
- Identify technical assistance input in specific areas of ECCE and match to providers or to capacity building initiatives
- Promote the diagnostic research monitoring methodology to identify ECCE issues which need attention to provide effective solutions, evaluate impact, and strengthen local capacity
- Mobilise funding support for collaborative projects, the development of resources and technology and capacity building
- Provide leadership and consultative assistance, and develop follow-up plans to support national level ECCE systems, and monitor achievements and progress



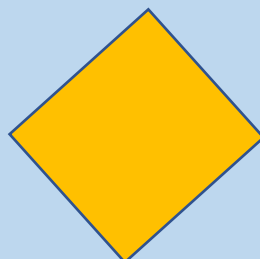
Member States Confident in IECD Category 2 Institute

The three-day event was the very first organized by the Institute of Early Childhood Development (IECD) as a Category 2 Centre under the auspices of UNESCO and it attracted 30 participants from 18 countries from the Eastern and Southern African Communities. They were very senior officials, some at the level of Permanent Secretaries, Directors and experts in ECCD. The workshop was co-financed by the Category 2 Centre and the participating countries, with participants paying for their airfares. “This is a sign of its confidence, a sign of perceived worth of an event” says the Chairperson of the Category 2 Centre, Dr. Mnsetsa Marope. Speaking to the press at the end of the event, she qualified the dialogue as of very high level. “We can always improve, But the dialogue was very high level to a succinct. You got the mood in the room of people who head agencies, and they want to get ahead with ECC in their respective countries. So the overall impression and might take away is that this was a good start. It can only get better better in terms of scale and in terms of the Geographical footprint, but also better in terms of the deepening, the the dialogue further and better” she added. What we are dealing with here is quite complex and the complexity of ECCD as a multi-sectoral



Entity, is its strength because multi-sectorality impels collaboration. No one sector can deliver on ECCE alone. Collaboration encourages us all to put our best food forward to show our comparative advantage and even to shine our competitive advantage. This Workshop in and of itself demonstrated the importance of collaboration. Mrs. Marope spoke of the need to have all sectors that comprise early childhood care and development represented at the next workshop that IECD Category 2 Institute will organize.

“I know you speak of ECCE because UNESCO is the UN specialised agency for education and therefore it must focus on education and other sectors like culture, communication and so on. But here in Seychelles we talk of ECCD. We have Principal Secretaries and leaders from multiple Ministries because in Seychelles, they practise multiselectorality she added.



IECD/UNESCO Category 2 Institute Launches “Children 1st” its first annual News Magazine. The launching coincides with the 1st year anniversary of the signing of agreement between IECD and UNESCO for the Category 2 Institute

The Minister for Education, Dr. Justin Valentin, Minister for Youth, Sports and Family, Marie Celine Zialor, IECD Category 2 Institute Chairperson, Dr. Marope were amongst the dignitaries and participants to receive a copy.



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