



FINAL REPORT

Regional Workshop on Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education (ECCE):
Progress and Way Forward for Africa

5th to 7th June 2024

Mahé,
Republic of Seychelles





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INTRODUCTION

The 'Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education' (WCECCE, 2023) provides the blueprint for a comprehensive framework for advancing ECCE and fostering the holistic development of young children in alignment with the targets of the 2030 Sustainable Development Goals. In recognition of 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 practice, adopting a coordinated multi-sectoral approach to policy development, financing ECCE provisions and developing data management systems, this regional workshop was conceived.

The main aim of the workshop was to initiate a first attempt at evaluating the implementation status of the 'Tashkent Declaration and Commitments to Action' across participating countries. It also opened up opportunities for increased collaboration and knowledge sharing of success stories, best practices whilst confronting challenges in the execution of ECCE initiatives. It provided a platform for exploring strategies and actions to propel the region forward in achieving its ECCE goals with the support of IECD as a UNESCO Category 2 Institute for ECCE.

The workshop was held in the Republic of Seychelles from 5 to 7 June 2024. The event brought together Senior Government Officials, partners from UNESCO, and ECCE experts from the 16 participating countries involved in strategic planning and implementation of ECCE provisions, programmes and services.



OBJECTIVES

The workshop formed the basis for participants to:

- Gain an understanding of the progress and challenges in implementing the 'Tashkent Declaration and Commitments to Action' within participating countries
- Identify critical areas for technical assistance and support to activate developments in ECCE
- Develop regional collaboration and knowledge-sharing mechanisms for effective ECCE implementation



STRUCTURE & METHOD

The workshop was structured around two main events: an Opening Ceremony which was held in the splendour of the Savoy & Spa Resort Hotel and Presentation and Discussion Sessions conveniently accommodated at the Seychelles Training Corporation Conference (STC) Centre.

The opening ceremony evoked the spirit of collaboration and engagement in the development of children. Mrs. Shirley Choppy's welcoming remarks underlined the intention of the workshop in promoting solidarity and commitment. Mr. Borhene Chakroun, Director Division for Policies and Lifelong Learning Systems, UNESCO Secretariat communicating through a video message emphasised the critical developmental stages of early childhood in the education of the child. He acknowledged Seychelles and IECD's formidable leadership and the partnership arrangements with UNESCO.

This was followed by the launch of CBiSS, an online Childcare Benefit Information System produced by IECD, in partnership with a local firm, under the supervision of the Department of Information and Communications Technology, as an innovative digital facility to improve service delivery.

In declaring the Regional Workshop open, the Seychelles Minister of Education, Dr. Justin Valentin invoked our shared belief in the intrinsic value and importance of ECCE and propagated a message of hope as we collectively persevere on the ECCE journey from Moscow through Incheon to Tashkent and beyond.

The ceremony culminated in a musical finale when the newly initiated Special Advocate for IECD – UNESCO Category 2 Institute, Mr. Joseph Samy accompanied by the Children's Choir performed the song 'The Promise'. The theme of this song aptly blends the natural beauty of the islands with the nurturing environment of the developing child and the promising transformational power of ECCE.

In the Presentation Sessions, reviews of ECD/ECCE systems in participating countries were undertaken, exemplar practices were illustrated, and critical issues were identified. The policy environment, professional training, integrated approaches, monitoring measures, and the emerging technologies were consistent topics of the presentations. Feedback from the plenary sessions was encouraging as participants acknowledged the level of ECD/ECCE development in the region. Several questions were asked about supportive mechanisms to motivate and drive innovative initiatives.

Dr. Peter Wells, Chief Higher Education, UNESCO and Mrs. Shirley Choppy, Chief Executive Officer of the Institute of Early Childhood Development – UNESCO Category 2 Centre preceded the discussion sessions with two presentations. Dr. Wells linked ECCE to higher education in empowering the teaching force to transform ECCE and address the issue of inclusion and learning inequalities by reimagining ways of making connection between the different levels of education. Mrs. Choppy highlighted the strong multi-sectoral bond which helped to forge a coherent ECCE system in Seychelles. Stimulated by the two informative sessions discussion groups were activated.

Five multi-national groups which had been pre-arranged to reflect some commonalities amongst countries were formed. The groups were guided in their discussion by the following objectives:

- Identify common areas for follow up actions
- Share good practices and innovative actions
- Outline assistance and support needed

The discussion was led by an independent Chairperson from Seychelles. The discussion was highly participatory where thoughts and insights were shared and outcomes were reported in a plenary session.



PROGRESS

The Tashkent Framework for Action provides a clear set of strategic priority areas that should be addressed at the national level to ensure its implementation. This include improving policies and legal frameworks, strengthening the training of ECCE personnel, ensuring quality in early learning, attending to sustainable development goals, harnessing scientific evidence and digital technologies, increasing financing, adopting a coordinated and multi-sectoral approach, and improving monitoring and reporting. Progress made and good practices adopted in member states to advance the ECCE agenda has been summarised with reference to the core Tashkent commitments for action.

1. Ensure further improvements and implementation of policy and legal frameworks to guarantee the right of every child to inclusive quality care and preprimary education, with special reference to the most disadvantaged children

There were clear evidence of progress made in the development of policies and legislation with emphasis on quality, inclusivity and pre-primary education for the improvement of ECCE/ECD. Policies with specific reference to disadvantaged groups of children have also been mentioned.

Most countries have reported on their national policies and the enactment of legislation for the protection of children (Eswatini, Burundi, Botswana, Rwanda, Seychelles) with a strong emphasis on pre-primary education (Mauritius, Kenya, Sudan). For some countries the legal instruments are being reviewed and updated. Mauritius long term vision is to amend the ECCA Act to harmonise with other legislating framework relating to ECCE.

Similarly, South Africa intends to review “the ECD legislative landscape to understand the implications of having stand-alone ECD legislation”. Kenya is in the process of reviewing the ECE Act of 2021; Malawi has reviewed the National Integrated ECD Policies and Strategies, Seychelles has developed a revised framework for ECCE. The Early Childhood Care and Education Policy (2024) has been newly approved by the Government of Uganda. For countries such as Somalia and Zambia early childhood education forms part of the national education policy.

Alongside, national legislation has been enacted for quality assurance and legal instruments related to the regulation of child care services. Several countries have specific quality assurance framework such as Djibouti for pre-school, Eswatini with “Standards and Guidelines for the establishment of ECCE centres”, Burundi in setting minimum standards for pre-schooling institutions, Seychelles by establishing national standards for home-based and centre-based childcare services. Setting standards and regulating child care services must remain a necessity in the development of ECD/ECCE.

The report on policy and legislation highlights the responsibilities and intentions of governments in member countries to advance ECCE/ECD as a national priority. This is an indication of the increased focus on the importance attached to the development of children in the 0-3 age group and the provision of pre-primary education for all. However, critical issues have been raised including updating, reviewing, and further work in the development of national policies and quality assurance structures.





2. Strengthen ECCE systems including the recruitment, qualifications, and working conditions of all ECCE personnel and improve regulatory and quality assurance frameworks

Few countries reported progress in their efforts to attract and recruit early childhood workers and teachers and fewer still to train early child care workers. Amongst those, several countries insist on appropriate qualification and registration requirements. In Zambia the Government employs ECE teachers who hold certificates, diplomas and degrees in Early Childhood Education. ECCE teachers employed by all public schools in Botswana have an ECD - related Diploma or Degree. Seychelles has made much headway in the professionalisation of child care workers and early childhood teachers with accredited qualification programmes.

However, plans and schemes to improve the human resource capacity for the delivery of ECCE were widely articulated. Concerns were noted regarding the qualification of teachers - the level was low (Malawi, Rwanda, Djibouti); the training was not specialised (Comoros, Eswatini). Just the same, there were plans to upgrade the qualification of teachers (Mauritius), develop a diploma and degree programme for ECCE (South Africa), to improve the working conditions of teachers (Malawi, Mauritius), to implement the ECE teacher scheme of service and registration process (Kenya). It is clear that the professionalisation of early childhood workers remains a daunting challenge.

3. Ensure quality learning for all children, including foundational literacy, numeracy, and social-emotional to facilitate their development and transition to formal primary education with attention to mother tongue language of instruction

From the country presentation, this is an area with considerable achievements. In a large number of country presentations, there were reports of progress in early learning actions. Efforts have been devoted to attending to the early learning framework and early childhood curriculum.

Reviews or development have been undertaken for quality and pedagogical relevance (Eswatini, Djibouti, Mauritius, Kenya, South Sudan, Uganda, South Africa, Seychelles, Zambia). Several milestone projects have been presented to indicate progress in the pursuit of quality in early learning such as Early Learning Programmes for the 0-3, (Seychelles, South Africa, Kenya) and School Readiness Assessment (Seychelles, Kenya). Curriculum reviews have also been undertaken to introduce socio-emotional learning (Kenya, Seychelles) and for teacher support (Mauritius, South Africa).

Countries are committed to curriculum updates to adopt the play-based approach in early learning. However, most of the curriculum adaptations are fairly recent and their implementation must be closely monitored.

4. Ensure ECCE supports children in developing skills, values, and attitudes to tackle global challenges – climate change, biodiversity loss, health pandemics, erosion of democratic values and human rights

From the presentation there is evidence of the growing awareness of the necessity of programmes to address the issue of global citizenship although progress in the implementation of relevant programmes have been rather slow. Out of the 16 countries only five reported progress in this area of action. Although some initiatives are underway curricular connection would need further elaboration and the inclusion in learning activities would need to be strengthened.

In spite of that, specific community projects are being implemented. For example, 'the new MEN Project in Comoros to promote school health, education in emergency situations and risk reduction during disasters' and the adoption of STEM approach and Project-Based Learning to outreach children's families and local communities as a means of achieving sustainable development goals (Mauritius). Some countries are proposing the enrichment of existing curriculum (Kenya, South Sudan, Botswana, and South Africa) and cross-curricular model of teaching and learning (Eswatini) to promote the development of life skills and living values. However global support is being sought for successful delivery of these programmes.

5. Engage with the international community to harness scientific evidence and digital technologies to further transform curricula and pedagogy and to develop the skills children need in a rapidly changing and increasingly digitalised world in the absence of adequate progress on sustainable development.

There has been significant momentum from countries in harnessing digital technologies and establishing scientific partnership. The reports on the use of technologies have been numerous and varied in application, and measures to harness scientific evidence has been initiated in some countries. In fact countries have been eager to report on their successes in the use of technology for teaching and learning, as a pedagogical tool and as an on-line system for training and information sharing.

The use of technological devices for teaching and learning has been mentioned by many countries. Malawi is implementing interactive radio instruction through community radios in remote areas to ensure access and introducing tablets to support child development in ECCE centres. However, the problem of distribution still exists and collaboration with international partners is being pursued. Zambia has developed a Kiosk Platform for ECE. Eswatini uses videos in the teaching and learning. Botswana is developing e-learning as standard teaching methodology in ECCE. For South Sudan ICT is integrated in teacher training and included in the school curriculum in spite of the slow progress which has been ascribed to lack of ICT teachers and equipment.

Digital technologies have been widely applied and in some instances breakthrough projects have been reported such as the pilot study of robotics in early childhood in Malawi. There are also some well established online systems in Seychelles and South Africa. Through scientific international partnership Seychelles has also set up a data management system for ECD and through local collaboration has recently launched a child care benefit information system to facilitate the management of child care services. For South Africa development of the Early Childhood Administration & Reporting System has been planned.

These are clear evidence that countries recognise the importance of scientific and technological information and development in advancing ECCE. Nevertheless, the integration of technology in teaching and learning and harnessing technological know-how for the effective management of the ECCE system must be scaled-up. With regards to harnessing scientific evidence through engagement with international community, reports are not explicit. This is an area which would need more attention.





6. *Increase financing for ECCE to a level sufficient to achieve SDG Target 4.2, in particular, working towards the allocation of at least 10 per cent of education expenditures to pre-primary education, and prioritize and reorient public expenditures for ECCE to focus on the poorest and most disadvantaged.*

Efforts to increase the financing of ECCE have been a constant pre-occupation of national governments. At the same time, the reports indicate that it has been an upward struggle to prioritise funding for ECCE and in some cases international intervention are deemed necessary to confront some of the lack of finances.

Several countries, for example, Kenya, South Sudan, Uganda and Malawi expressed concerns about the inadequate funding budget for ECCE especially for pre-primary education. Somalia actually quoted a figure of less than .02% as extremely low public spending for ECCE. However, the governments of several countries are investing in free education: Mauritius has recently introduced a Free Pre-Primary Education Scheme; Botswana's Public Schools are fully funded; in Malawi a pre-primary class has been introduced in every public school, in Seychelles the funding for pre-primary education forms part of government allocation for the Education Sector. Moreover, the government of Seychelles has been making considerable investment in ECCE through funding allocation to other sectors, financial assistance for child care services and parents, and contribution to the National ECCE Trust Fund.

Increasing funding for ECCE through government allocation and partnership arrangements both national and international are on actionable agendas (Eswatini, Kenya, South Sudan, Uganda, Botswana, Seychelles, Malawi, Rwanda, Somalia, South Africa, and Zambia). There again the results of these initiatives are still to be expected. It is clear that intensive advocacy efforts are needed to analyse funding arrangements and innovate the financing of ECCE.

7. *Integrate and strengthen ECCE policies and strategies into whole-of-government, inter-ministerial, and multi-sectoral approaches to ECCE planning and budgeting covering all domains of quality ECCE provision, services and programmes*

The extent of progress in this area of action remains rather limited. Of the 16 countries only a small number reported relevant results. This is not surprising given that the provision of ECCE forms part of the mandate of different ministries and the delivery of ECCE services involves various sectors and, even, other organisation. Thus adopting a multi-sectoral approach in the implementation of ECCE presents an organisational challenge.

The difficulty in the successful implementation of multi-sectoral coordination is reflected in the country presentations. Three countries evidenced a coordinating structure. Botswana claims that ECD is implemented through an inter-ministerial partnership. Malawi has an integrated ECD policy dating back to 2016. Mauritius operates through an Authority spearheading ECCE action and linking with other organisations. For Angola there is a presidential decree for all sectors to work together whilst the Ministry of Education is given the authority to lead ECCE. Somalia has established an inter-ministerial ECCE coordination mechanism. Seychelles stands out as one country adopting a multi-sectoral approach which involves collaboration across sectors with the establishment a sectoral ECCE technical Committees and National Coordinating Committee. Moreover, since 2013, Seychelles has been implementing two-year national action plans which are monitored and evaluated.

Many countries are considering or are in the process of reviewing their multi-sectoral approach and collaboration. For Djibouti renewing the functioning of the multi-sectoral committee remains a challenge. South Africa has a proposed service delivery model built on the importance of integrated ECD delivery. Kenya wants to develop an integrated childhood development policy. Zambia feels that the multi-sectoral approach needs strengthening. South Sudan is at the initial stages of forming a Multi-Sectoral National ECD Network. These intentions or propositions seem to indicate that the importance of multi-sectoral and whole-of-government approach is widely acknowledged. Unfortunately, the functionality of structures, the implementation of plans, and the monitoring system need to be relentlessly pursued with High Level engagement.

8. Enhance capacity and improve reporting on progress towards ECCE goals towards the achievement of SDG Target 4.2, especially the national SDG 4 target on ECCE, and other ECCE-related SDG indicators to the UNESCO Institute for Statistics

Efforts are being made to monitor and report on ECCE. However, progress in establishing a monitoring reporting system is still rather limited. Countries are still struggling with setting up data management systems specifically for ECCE.

At present there are some initiatives underway. Four countries have made definite responses in relation to this area of action. Malawi and Kenya link the reporting on ECCE with their M&E System. South Africa is developing a specific index for monitoring ECD. Seychelles has developed Health, Education and Social Indicators to build a data management system for ECCE.

Commitment to improve reporting and develop indicators for monitoring ECCE remains a significant challenge. Some of those challenges include technical, financial and human resource.. Linkages with international community may provide a way forward. Nevertheless, there is an urgent need to progressively develop data management systems in ECCE for diagnosis, monitoring, evaluating, and reporting.



CRITICAL ISSUES

In pursuit of the global education agenda 2030 the Tashkent commitments encompass the holistic nature of child development, the lifelong learning prospects and the social equalising 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. Critical issues emerging from the presentation, plenary comments and group discussion have been summarised:

Policy environment

The policy environment in many countries is not necessary conducive to deliver ECCE services and programmes. Gaps have been identified where policy decision need to be made or in the presence of policies without the enactment of legislation. Moreover there is a lack of consistent quality standards and across geographical regions and between the state and private institutions that 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. Also there should be more rigorous policies in relation to financing ECCE, this should be based on scientific evidence and targeted budgeting. Policy making, legislative structures, institutional framework and quality assurance mechanism need to be established to optimise ECCE provisions.

Multi-sectoral collaboration

ECCE is still being delivered through different ministries, organisations and agencies within a country. This fragmentation has been the concern of many countries and has had implications in the promotion of the holistic approach in ECCE/ECD. In many countries there has been the tendency to focus on pre-schooling with reduced attention to anti- and post- natal care, nutrition and social protection. The governance of ECCE/ECD must be structured across sectors, departments and ministries and extended also to other agencies and organisations. A strong coordinating mechanism must be established to bring all stakeholders together. The collaboration of all partners to work towards a common vision is necessary to shape a coherent ECCE system, and foster synergy amongst all concerned. National action planning can unify and guide multi-agency collaboration.

Teaching and Learning

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.

On the other hand the quantity and capacity of ECCE teachers and early child care workers is a persistent challenge in the development of ECCE. There have been issues with the recruitment, qualification and working conditions of ECCE personnel. More extensive human resource strategies need to be implemented to train, retain and valorise early childhood workers and teachers. In addition, limited resources have been a major set-back in creating a facilitative environment for early learning. Lack of infrastructure, inequitable resource provisions between state and private facilities and non-engagement of the community have strained the design of fit-for-purpose, rich, and stimulating learning environment. The challenge is to increase investment by linking ECCE with national economic planning and creating strong multi-sectoral financial plans.

Monitoring and Reporting

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.



CLOSING CEREMONY

Amidst the decorum of the Category 2 Institute's Inaugural Edition of the News Magazine, the Institute's achievements video clip, and theme song 'The Promise', the closing session of the workshop was characterised by retrospective and prospective messages.

Dr. Andre Leste, Education Consultant, presented a Draft Framework for Action which traced the work which has been done thus far and directed the way forward. It is based on the progress made and good practices adopted in member states to advance the ECCE agenda. It addresses the action areas of the Tashkent Declaration:

- Improvements and implementation of policy and legal frameworks
- Strengthening of ECCE systems including the recruitment, qualifications and working conditions of all ECCE personnel
- Quality learning for all children, including foundational literacy, numeracy and social-emotional skills
- The development of skills and values for global citizenship
- Harnessing scientific evidence and digital technologies
- Increase financing for ECCE
- Strengthening whole-of-government and multi-sectoral approach
- Improve monitoring and reporting capacity

Some of the critical areas or challenges have also been outlined such as policy environment and legislative structures, multi-sectoral system and collaborative approach, regulatory standards and quality assurance, monitoring and evaluation, early learning and assessment framework, resources and investment, human resource capacity and working conditions, action planning and service provision.

He urged workshop participants to affirm their collective agreement on follow-up plans and actions of the framework. This includes:

- Re-affirming national and international commitment to ECCE
- Reinforcing equitable participation and quality access
- Increasing investment in ECCE
- Reviewing curriculum framework
- Establish data management system for ECCE
- Cooperating and collaborating with partners

Dr. Leste also assured participants that 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.

Mr. Mamadou Lamine Sow, Chief of Education, Regional Office for Education in Asia, acknowledged the World ECCE Conference, recalled the Tashkent commitments for action, recollected the key strategies of the global partnership for early childhood, and re-emphasized the associated Sustainable Development Goal. He applauded the UNESCO Category 2 Status of IECD and its role in championing ECCE and outlined IECD's strategic priorities in establishing an enabling environment, ensuring implementation, assuring quality, and facilitating coordination.





Then, Mr. Mamadou Lamine Sow specified the supportive role of UNESCO. This was in terms of technical assistance such as capacity building, providing technical support, developing frameworks, leveraging tools, exchanging knowledge, implementing IBE resources, developing curriculum. Moreover, he expressed UNESCO's commitment to strengthening the monitoring of ECCE by mapping data collection tools, drafting indicators, developing a framework to assess progress in achieving the implementation of the Tashkent Declaration and the Global Partnership Strategy, and undertaking an online compendium of promising practices in ECCE.

After restating the Tashkent Commitment to Action, Mr. Lamine Sow expressed UNESCO's satisfaction with the outcome of the workshop in identifying priority areas, common areas for follow-up action, and the assistance needed. He urged each country representatives to document, implement, and share good practices and innovative approaches. He also encouraged peer learning and advised participants to advocate for ECCE and to be accountable for keeping the commitments to action.

Dr. Mmantsetsa Marope, Chairperson of the Governing Board of IECD - UNESCO Category 2 Institute, concentrated her closing address on the theme of multi-sectorality of ECCE/ECD. She described the workshop as a multi-lateral event and cross country endeavour. She commended Seychelles for practicing multi-sectorality and wished that there were more sector representation from participating countries to contribute to the holistic concept of ECCD.

Dr. Marope cautioned about UNESCO's exclusive focus on education. This reduces the power of ECCD as a multi-sectoral entity and the complexity and importance of collaborative actions. The multi-sectoral approach impels collaboration, encourages comparative and sometimes competitive efforts as has been demonstrated in the workshop. She commended the networking and peer learning context of the workshop. However, much of the deliberation in the workshop, she admitted, lacked analytical rigour, countries tended to describe their actions and good practices which certainly created a wholesome picture but failed to provide evidence of outcome. She stated that ECCD touches every human sector and as such there should be a balanced approach so that each child gets the best from each sector. In order not to perpetuate the stereotypical bias on education, she suggested that in the next workshop at least four or five sectors from each country should be represented.

Dr. Marope demystified the multi-sectoral policy development challenge, and using Seychelles as an example exhorted participants to learn from Seychelles introspective, critical and analytical methodology with strong reliance on home-grown capacity rather than overdependence on external aid partners. She concluded by encouraging participants to transform their challenges into achievements for reporting in the next workshop and advised them to take international ownership of the IECD - UNESCO Category 2 Centre.



CONCLUSION

The regional workshop provided a useful platform for member states to review progress in ECCE/ECD in line with the Tashkent Declaration and actively engage in discussion on critical elements to accelerate development.

The general results indicate that there has been significant momentum in the implementation of the Tashkent Declaration with critical issues to be addressed. Most countries reported progress in the implementation of policies and legal frameworks although further work has been defined. However, in spite of persistent efforts to improve the capacity of the ECCE workforce, the need to recruit and train early childhood teachers and child care workers remains a national priority. On the whole, curriculum review and adjustments to improve the quality of learning with emphasis on the play based approach has been quite successful. On the other hand, variations across countries in the different schemes and projects associated with the development of skills and values for global citizenship underscore the need for targeted programmes and stronger support structures. The prevailing views on finance indicate considerable limitation in progress made: Innovation in the financing of ECCE has been recommended. Moreover, further work needs to be done for coherence in the governance of ECCE and in building data systems for monitoring and reporting. While the progress review is not comprehensive it does provide useful information on the present status of the ECCE system in participating countries and points to future actions in honouring the Tashkent Declaration.

A Framework for Action has been developed to trace the way forward. It is based on progress made and good practices adopted by member states to meet the Tashkent commitments. It outlines the main challenges, sets the agenda for action, and identifies collectively agreed support structures for improvement in the delivery of ECCE. While this review takes place less than two years after the Tashkent Declaration it advances ongoing work for the strengthening and further development of ECCE/ECD.





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