



Background

The Sustainable Development Goal (SDG) Target 4.2 marked the first global target for Early Childhood Care and Education (ECCE) integrated within a sustainable development framework endorsed by the international community. The World Conference on Early Childhood Care and Education ([WCECCE](#)) organized by UNESCO in November 2022 reaffirmed the right of every young child to quality ECCE from birth, and urged Member States' to renew commitment to and investment in the SDG Target 4.2, "by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education". Among the 147 Member States that were present at the WCECCE and adopted the [Tashkent Declaration and Commitments for Transforming Early Childhood Care and Education](#) ("The Tashkent Declaration"), 12 countries from Eastern Africa were actively involved and strengthened their commitment to improving ECCE.

The African Union's Agenda 2063: [The Africa We Want](#) echoes with these global initiatives, spotlighting the pivotal role of ECCE in creating an inclusive continent where every individual has strong foundations for growth and development. The Continental Education Strategy for Africa 2016-2025 ([CESA 16-25](#)) further underscores the critical role of ECCE as a key pillar on which future learning and training are grounded. Against this background, the present learning session is proposed with the aim to catalyze collaborative efforts among all Member States, partners and stakeholders to develop rights-based and inclusive ECCE policies and programmes and to facilitate the establishment of effective, accountable and sustained ECCE systems.

Abstract of Learning Session

Session Title: Tashkent Declaration and its Follow-up

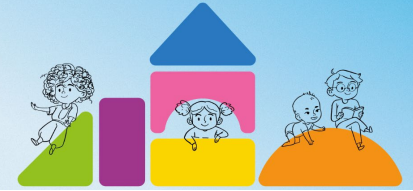
Session Organizers

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Reflecting the large presence of Eastern African countries and partners at the WCECCE, the region is actively mobilizing for ECCE and has shown significant progress towards SDG 4.2 since the last decades. However, access to quality ECCE is not yet a reality for most children in Eastern and Southern Africa, with 70% children still don't have access to ECCE (UNICEF, 2023). Challenges include inequity, insufficient quality assurance mechanisms, policy gaps, financial constraints and governance complexities. This situation calls for urgent and concerted actions to address these challenges so that all children can fulfil their right to quality ECCE and have a strong start in life and in educational journey.

The Tashkent Declaration provides Member States with concrete and feasible strategies, priorities, partnerships, and benchmarks for financing, actions and results to achieve SDG 4.2. This is particularly emphasized across four main domains: 1) inclusion, quality and well-being; 2) ECCE workforce and caregivers; 3) policy, governance and finance; and 4) innovations. The declaration thus stands as a roadmap for concerted efforts towards ensuring an inclusive quality ECCE.

This learning session is designed to reinforce the understanding of the Tashkent Declaration and its follow-up and to foster and elevate discussions on strategies for effective governance and development in ECCE, emphasizing the imperative of collaborative efforts to establish rights-based and inclusive ECCE policies and programmes. It provides a unique platform for government officials, civil society



organizations, international partners, and other stakeholders to exchange insights, showcasing their commitment and presenting exemplary models from Eastern Africa that fulfill their commitments.

Objectives

The specific objectives of the learning session are to:

- Reinforce the understanding of the Tashkent Declaration and its follow-up and strengthen Member States’ commitments to reaching SDG Target 4.2 and CESA 2016-2025, aiming to reinvigorate the collective dedication to these crucial educational goals.
- Showcase the notable progress and achievements in the leadership and governance of ECCE in the Eastern Africa region. By sharing promising practices, the learning session seeks to inspire and catalyze other stakeholders to take initiatives in creating impactful programmes and policies for ECCE development.
- Provide an opportunity for government, civil society, international organizations, and other stakeholders to collaborate and exchange insights. This will serve as a catalyst for sharing valuable insights into fulfillment of ongoing commitment and discuss strategies for governance and developments in ECCE.

Venue and format

Place: Julius Nyerere International Convention Centre (JNICC), **Mikumi Hall**

Format: In person

Languages: English

Time: 4:30pm to 6:30pm, 12th March, 2024

Run of Show	
5 min	Introduction
20 min	Keynote presentation of Tashkent Declaration and its follow-up actions by Dr. Yoshie Kaga, Education Programme Specialist at UNESCO’s Regional Office for West Africa
60 min	<p>Interactive panel discussion with representatives of key stakeholder groups:</p> <ul style="list-style-type: none"> • Dr. Elyas Abdi, OGW, Director General of Education State Department for Basic Education of Kenya • Ms. Miriam Negasi, Member of ECCE unit at Ministry of Education of Eritrea • Dr. George Evans Owino, Research Programme Manager at AfECN • Ms. Lieke van de Wiel, UNICEF Deputy Regional Director for Eastern and Southern Africa <p>Moderated by Ms. Scheherazade Feddal, Education Programme Specialist at UNESCO’s Regional Office for Eastern Africa</p>
30 min	Q & A and open discussion
5 min	Summary and concluding remarks by the moderator