



ECCE Data

in the context of the

Tashkent Declaration

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Why do we need a focus on data in ECCE?

- **More recognition of ECCE globally and nationally**
 - Greater investments in ECCE as public service
 - Greater need for countries to focus on policy making and implementation of ECCE programmes and services
 - Need to track progress towards meeting specific goals for young children
- **ECCE is complex, diverse and multi-layered**
 - Actors (state and non-state)
 - Services (formal and informal),
 - Modalities (centre-based, playgroups, mobile preschool, home visiting, other CBO modalities)
 - Funding (philanthropy, government, private sector)
- **Poor policy co-ordination and data production**
 - affects how we view e.g. ECCE provision and its effectiveness – patchy data collection
 - affects reliable figures for planning – e.g. financing - disaggregation to cover key elements of expenditure
 - affects awareness of strengths and challenges in reaching key goals

The Tashkent Case for Transformational ECCE – 16 November 2022 (WCECCE)

Neglect of ECCE in many national and international policy agendas on education

Serious attention needed in crises times – conflict, emergencies, pandemics, natural disasters

Inadequate progress made in achieving commitments endorsed by Member States in the Moscow Framework for Action and Cooperation adopted at the first WCECCE in 2010

Inadequate progress towards Sustainable Development Goal 4 (SDG 4) - Education 2030 Agenda, specifically SDG Target 4.2.

Renew and strengthen
political commitment and
action

Rally Member States and the
international community to
develop **rights-based and
inclusive ECCE policies and
programmes**

Reaffirm the **right of every
young child** – birth to 8

**Aims to achieve
transformational
ECCE – birth to 8
years**

**Effective and accountable ECCE
systems**

multi-stakeholder partnerships
increase equitable and effective
investment in ECCE, including
overseas development aid (ODA),
essential and integrated part of
strategies to advance lifelong
learning
sustainable development
gender equality

4 Thematic Areas for Transformational ECCE – Tashkent Commitments to Action

1. Equitable and inclusive quality
ECCE services for all

2. ECCE personnel

3. Innovation for advancing
transformation

4. Policy, governance and finance

Example: Policy, governance and finance

1

Ensure a whole-of-government, multi-sectoral and integrated approach to ECCE policy development, provision and coordination

2

Protect and mobilize financial resources for ECCE

3

Improve data, monitoring and evaluation of ECCE policies, practices and programmes

4

Enhance policy and legal frameworks to ensure that the right to education includes ECCE

Explicit agenda for Data for Action

Improve data, monitoring and evaluation of ECCE policies, practices and programmes.



Monitoring of SDG Target 4.2 will require improving national and sub-national education management information systems (EMIS) to reflect the diversity of service provision and to assess the equity and efficiency of ECCE financing.



More reliable data are needed to monitor progress in a timely and accurate manner.

Data for
action is cross-
cutting in all
themes –
Example
Theme 2 ECCE
Personnel

**What do we
need to
know?**

**What impact
will data for
action have?**

**Who will it
have an
impact on,
for how
long, under
what
conditions?**

Strengthen the education and training systems of ECCE personnel

Stakeholders e.g. Ministries, councils, unions

Supply and demand – EMIS

The number and types of education and training institutions

Strands (initial and continuing professional learning)

Qualifications offered

Access (geographical, education (RPL)

Modes of learning (online, blended)

Modalities catered for - education or cross-sectoral or both

Professional competencies and standards

Curriculum content and delivery

Training staff

Student outcomes

Enhance

**the attractiveness of the ECCE profession and provide opportunities for
career advancement**

Regulate

ECCE personnel in the non-state sector

Enhance

support to parents, families and other caregivers

Alerts for a data-driven response to the Tashkent Declaration

- **Unpack the 4 themes contextually** – What is problematic/needs improvement and how the data help to inform policy/practice? Who will benefit and what will the change be?
- **Use a quick catch approach at first go** - What data do we already have? Do they give deep dive or a light touch? Can the data be used for multiple purposes? Is the data systematic or adhoc? Where are the data gaps?
- **Choosing the right mix of people**
 - ✓ **Levels** - global, regional, national, local
 - ✓ **Team members** - knowledgeable about data needs and resources e.g national level – government, research institutions, civil society organisations, funders, CSR.
 - ✓ **Capacity**
 - inter/multidisciplinary researcher team (qualitative and quantitative methods, primary and secondary data),
 - technical team (measurement that is contextually/culturally relevant)
 - mixed team to analyse the data (feedback loops, process-oriented sharing of preliminary findings),
 - knowledge management – accessible dissemination
 - capacity building for specific groups (e.g. policy makers) to use the data to effect change