ECCE Data in the context of the Tashkent Declaration

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28 March 2023
Southern African ECD Conference
Lusaka 28 – 30 March

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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.
Aims to achieve transformational ECCE – birth to 8 years

- Renew and strengthen political commitment and action
- Rally Member States and the international community to develop rights-based and inclusive ECCE policies and programmes
- 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

Reaffirm the right of every young child – birth to 8
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.
### 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

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<tr>
<th>Enhance</th>
<th>the attractiveness of the ECCE profession and provide opportunities for career advancement</th>
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<td>Regulate</td>
<td>ECCE personnel in the non-state sector</td>
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<td>Enhance</td>
<td>support to parents, families and other caregivers</td>
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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 qualitative 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