



## POST-WEBINAR SUMMARY BRIEF

### Global Advocacy, Local Action:

### Harnessing the power of advocacy to

### advance progress towards SDG 4.2 in 2023

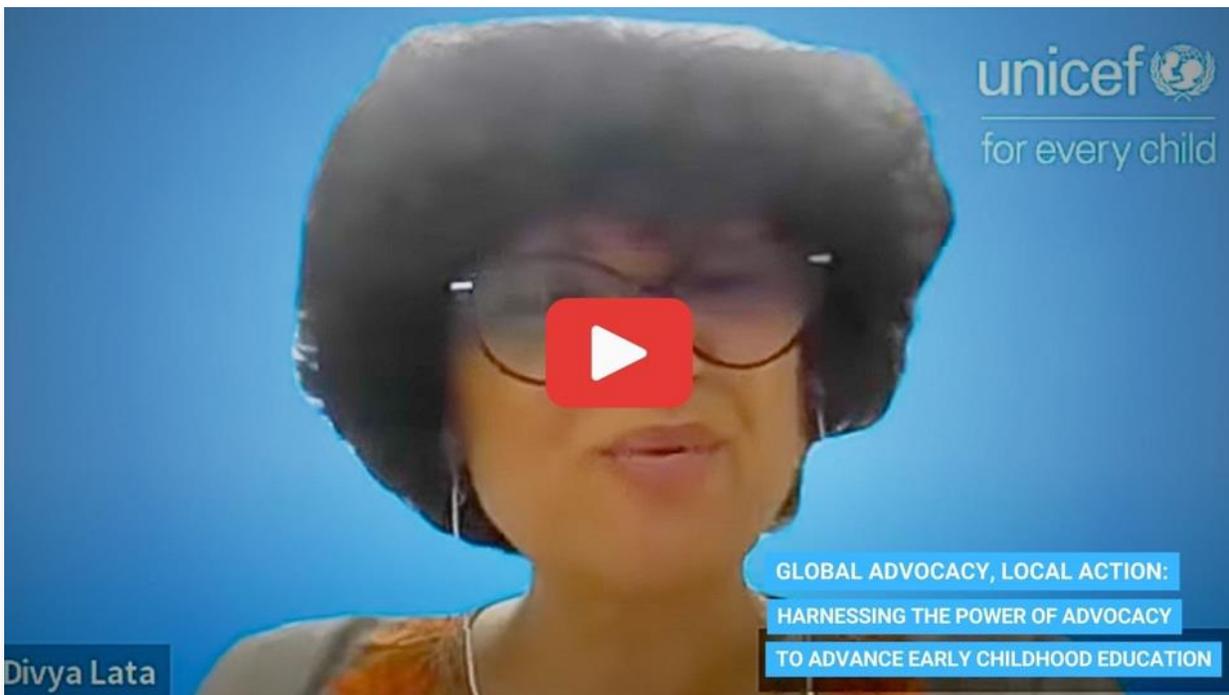
#### EVENT OVERVIEW

The [‘Global Advocacy, Local Action: Harnessing the power of advocacy to advance progress towards SDG 4.2 in 2023’ webinar](#) hosted by UNICEF, ECDAN and UNESCO, discussed global commitments to action made at the Transforming Education Summit (TES) and the Tashkent Declaration and how synergies between global, regional, and country-level advocacy initiatives can be leveraged to move the Early Childhood Education (ECE) agenda forward as we collectively aim to meet SDG 4.2 commitments. The webinar showcased examples of successful advocacy approaches for ECE and explore how to leverage advocacy strategically to increase accountability towards global, regional, and national commitments made for ECE such as the Global Partnership Strategy for Early Childhood. Lastly, this webinar shared key global resources, such as the ECE Accelerator Toolkit, that can help ECE stakeholders in developing and implementing contextually appropriate ECE strategies.

#### SPEAKERS

- Elizabeth Lule - Executive Director, Early Childhood Development Action Network
- Christin McConnell - Education Specialist, Global Partnership for Education
- Euphrates Efosi-Wose - Senior Advisor, UNICEF
- Gwang-Chol Chang - Chief of Education Policy Section, UNESCO
- Massey Tucker - Education Specialist, ECE, UNICEF, Sierra Leone
- Sayed Mahmud - Manager, Strategy & Partnership, BRAC, Bangladesh
- Isaac Atta-Baah - Early Childhood Education Officer, Minister of Education, Ghana
- Divya Lata - Education Specialist, Early Childhood Education Global Programme UNICEF
- Rokhaya Diawara - Education Programme Specialist, ECCE Global Lead, UNESCO
- Emily Garin - Senior Director of Advocacy, Sesame Workshop
- Featured country panel discussion: Ghana, Sierra Leone, and Bangladesh

## EVENT RECORDING



### KEY TAKEAWAYS

The significance of this effort cannot be overstated: governments are overwhelmingly unified in their resolve to embrace ECE as a key solution to ending learning poverty and addressing the learning crisis. At least half of the TES commitments on foundational learning identified free, universal early-childhood education as the key to narrowing literacy achievement gaps in primary grades. Post TES, 149 of the 208 countries have prioritized a national target for SDG 4.2.2 on participation in early childhood education, as part of the updated Education 2030 Framework for Action. An estimated 38% of participating countries are making fast progress towards SDG 4.2.2, including 15 Low and Lower Middle-Income countries who are on track to achieve their targeted benchmarks. However, with more than 58% of countries registering slow-to-no progress, or lacking the data required to estimate trends, the challenge of universalizing access to organized learning at least one year ahead of primary enrolment by 2030 remains daunting.

Many countries are adopting innovative approaches, including public-private partnerships and community-based provision to meet the gaps. This brings us to another significant observation: although recent increases in pre-primary enrolment have been driven significantly by non-state provision and ECE has the highest share of private institutions in total enrolment compared to other education levels, policies around compulsory education legislation and equity-oriented regulation of private provision have been shown to be associated with higher levels of participation in pre-primary education.

Clearly, the way forward demands strong and informed government stewardship to increase access to quality and inclusive pre-primary education through multi-stakeholder engagement as well as alternative pathways to garner the human, financial and institutional resources to close the gaps. Advocacy is one powerful tool that we can use together to further achieve our common goal of advancing ECE. Working with ECE advocates, the adoption of context and target appropriate approaches for convening, coalition building, awareness raising, and evidence generation have been valuable advocacy tactics to sustain domestic leadership, implement policies and strengthen key action drivers of [ECE systems](#) (such as curricula, workforce development and family and community mobilization among others).

2022 provided multiple global opportunities for national and regional advocacy leverage, building on more than thirty years of advocacy to position ECE as an integral part of education systems. Emerging from TES, the World Conference on ECCE (WCECCE), and the launch of commitments to action such as the [Global Commitment to Action on foundational learning](#) and the [Tashkent Declaration](#), was the urgent need for the global community to take collective and complementary advocacy and action to achieve transformational change for our youngest learners and nations. It was recognized that if we are to ensure that by age 10, every child can read, write, and comprehend a simple sentence, we need to ensure that the foundations for school readiness are built through ECE.

ECE partners during TES demonstrated this connection to foundational learning through adaptive messaging – leveraging the dominant agenda and messaging of the TES and United Nations General Assembly (UNGA) around foundational learning and learning recovery. By connecting school readiness as a key step in achieving improved literacy, numeracy, and other learning outcomes for children, they positioned pre-primary education as an essential part of a child’s education journey. The Commitment to Action and Tashkent Declaration present key opportunities for partners to advance ECE at the country level by building political and public support to governments to universalize at least one year of organized learning before primary enrolment as a first step in maintaining political accountability and an accommodating environment for continued ECE advocacy and programming. Doing so will require coordinated and collective action and a purposeful effort to maintain meaningful dialogues between local, regional, and global stakeholders across sectors.

Through advocacy, targeted capacity building, and collaboration across the global, regional, and country levels, together we can support governments to meet their ambition to bridge the gap between the immense political will for ECE, and action, to reach t2025 benchmarks, a minimum 10 percent allocation of education budgets to ECE, and create pathways for success in 2030.

## **PARTNER COMMITMENTS AND NEXT STEPS**

### **UNICEF**

- Building on the TES and WCECCE policy commitments, UNICEF will continue to work with our coalition of partners for the resourcing of these policies through costed action plans and amplify our collective efforts at regional and global levels.
- UNICEF sees ECE an integral component of the foundational learning agenda. UNICEF will reinforce this position in our action on the ground and during key global moments, such as the Education World Forum, UNGA, and the SDG Summit.
- As the ECE political landscape evolves, UNICEF will continue to foster enabling environments, drawing from the rich lessons learnt, good practices, and experiences of partners. Following the success of evidenced-based advocacy through the Global Report on Pre-Primary Education, UNICEF are excited to collaborate with UNESCO and other partners on the forthcoming Global Report on ECCE.
- What UNICEF has learnt, from the [GPE KIX project](#) and other ECE initiatives, is the need to work systematically with countries to take ECE to scale. In alignment with the principles outlined in the Tashkent Declaration, UNICEF is committed to promoting and supporting government stewardship to mobilise public-private partnerships, community-based approaches, and other innovative mechanisms to ensure the sustainable scaling of ECE systems. UNICEF invites partners to join the ‘5 Million Futures Initiative’ to scale up ECE, in more than 60 countries that are at the tipping point of addressing SDG 4.2.2 at scale.
- Launching the ‘ECE investment case’ in Tashkent, UNICEF is working with advocates to identify, achieve and celebrate interim milestones towards universal access to quality, Inclusive ECE within the broader normative frameworks.

## SESAME WORKSHOP

- Sesame Workshop are working to connect global commitments with specific actions for children and families impacted the world's growing crises. A key opportunity for making good on those promises for Sesame Workshop and partners will be at the 2023 Global Refugee Forum, which offers opportunities for actors at all levels – implementers, donors, refugee hosting governments, the private sector – to actively respond to country-identified needs.
- Along with Sesame Workshop partners, in groups like the Moving Minds Alliance, Sesame Workshop will continue to engage with local partners to push for specific inclusion of ECDiE throughout all the humanitarian assessment, planning, and appeals processes.

## UNESCO

- UNESCO, through UIS, will develop a draft monitoring framework for the Tashkent Declaration, which could include the development of a new set of ECCE indicators to be monitored in addition to the SDG4.2 target indicators. This framework will be presented and validated during a global expert meeting in April-May 2023, which will include government representatives and partners. Reporting to Member States will be done bi-annually through the UNESCO General Conference. The main output will be the production of a biannual joint report with UNICEF, the World Bank, Global Partnership for Education (GPE), the Organisation for Economic Co-operation and Development (OECD), and the International Labour Organization (ILO).
- UNESCO is seeking to establish a team for results, which was identified as a lever to deliver on the Global Partnership Strategy for ECCE. This team will oversee the implementation and follow-up of TES and Tashkent Commitment and will be guided by the result framework already developed under the GPS.
- Leveraging the SDG4 mechanism as an umbrella for cooperation, coordination, and joint monitoring of follow-up activities, six regional/thematic meetings will be organized in collaboration with key partners in each region with champion countries.
- Building on UNESCO's strong political and convening power, UNESCO will target international events, such as the G20, SDG Summit, and UNGA, to push for ECCE on the global agenda.

## RESOURCES

The 'Open-source Advocacy Resources' document shared in this webinar, contains a comprehensive list of useful templates and guidance to assist ECE partners to build out their advocacy strategies and plans.

Also contained in the packet are a list of core tools to support your advocacy development from the [ECE Accelerator Toolkit](#), which supports partners and countries to identify the preliminary activities/actions that can help [strengthen such political will](#) for and an understanding of the ECE subsector.

You'll also find in the resource document, links to examples of what works in ECE advocacy, including advocacy case studies and reports.

