

Webinar - Strengthening local commitment to early childhood: Tools and strategies for civil society

Tuesday 17 June 2025

15:00 - 16:30 (Paris time)

Context

[The Tashkent Declaration and Commitments to Action for the Transformation of Early Childhood Care and Education](#)¹, the outcome of the World Conference on Early Childhood Care and Education ([WCECCE](#)), convened by UNESCO in November 2022, marked a decisive step in advancing the Early Childhood Care and Education (ECCE) agenda worldwide. As the first high-level intergovernmental event on education after the Education Transformation Summit ([TES](#)), this conference enabled stakeholders to discuss experiences, practices and innovations, as well as challenges and lessons learned in realizing the ECCE agenda at national and international levels. Particular attention was given to [Sustainable Development Goal \(SDG\) Target 4.2](#), which commits countries to ensuring 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 by 2030.

However, with five years to go, SDG 4.2 target is still far from being achieved. This is partly due to a lack of prioritization and insufficient, inconsistent integration of ECCE into education sector plans. Furthermore, many organizations involved in ECCE are not fully aware of the opportunities offered by national and international partnership and coordination mechanisms, thus ill-equipped with the capacity to influence public policy and access to funding. Civil society and local organizations can contribute to better coordination of initiatives and more effective integration of ECCE into national strategies through their involvement in the education working groups and processes, including those connected to the Global Partnership for Education (GPE). Their action is essential to raise awareness among decision-makers, ensure effective advocacy and ensure that policy commitments are translated into concrete measures on the ground.

With this in mind, the World Organization for Early Childhood Education (OMEP) and UNESCO are organizing this webinar aimed at equipping civil society organizations with the knowledge and tools they need to increase their participation in national education coordination processes.

¹ The Tashkent Declaration and Commitments to Action for the Transformation of Early Childhood Care and Education is a set of guiding principles and strategies that focus on four key areas for action: (i) quality, equitable and inclusive ECCE for all; (ii) the ECCE workforce; (iii) innovation to drive transformation forward; and (iv) policy, governance and financing. The document defines action commitments for the transformation of EPPE over the next ten years. The Tashkent Declaration was unanimously adopted by all participating member states, who committed to (i) encouraging the provision of at least one year of quality, free and compulsory pre-primary education for all, as well as progressively increasing ECCE provision, (ii) improving the mission of ECCE personnel, and (iii) raising ECCE funding to a level sufficient to achieve target 4.2 of the SDGs, striving to devote at least 10% of education spending to pre-primary education.

Objective

This webinar will provide a space for exchange and capacity-building to help civil society organizations better understand existing coordination mechanisms and play a more active role in the development and implementation of public policies. More specifically, this webinar will aim to:

- Raise awareness and inform civil society actors about key coordination mechanisms for SDG4, at global, regional and national level, including the High-Level Steering Committee for SDG 4 and the Local Education Group (LEG).
- Build understanding of sectoral planning cycles and funding processes including those of the Global Partnership for Education (GPE).
- Emphasise the important role of civil society in influencing public policy and strengthening investment in ECCE.
- Promote exchanges on strategies for effective civil society engagement at national and regional levels.

Structuring the webinar

The webinar will feature the following presentations:

1. **Overview of SDG4 coordination mechanisms** and action frameworks/Early Childhood Declaration, with a focus on their functioning, role, and impact. (Rokhaya Diawara, Education Program Specialist, Early Childhood Focal Point)
2. **Presentation of the Global Partnership for Education (GPE)**, explaining its funding mechanisms and the essential role of civil society in local education groups.
 - Joa Keis, Early Childhood Program Specialist, GPE.
3. **Testimonies and feedback on the implementation of coordination mechanisms at national level**, with the participation of a UNESCO expert:
 - Prosper Nyavor, National Programme Officer, UNESCO Accra, Ghana
4. **Institutional perspectives**: a ministerial representative will illustrate the concrete application of coordination mechanisms in public policymaking.

Logistics

- **Format**: Online
- **Zoom link**:
 - <https://us06web.zoom.us/j/85778880064?pwd=qB3b0eTfbTEaQOxKVoAsYCJTbU3RvS.1>
 - ID de réunion: 857 7888 0064
 - Code secret: 113399
- **Language**: English

Participants

This webinar is primarily intended for civil society organizations engaged in the ECCE sector, as part of their capacity development efforts. This webinar is primarily aimed at civil society organizations active in the ECCE sector while also welcoming other ECCE stakeholders interested in gaining insights into country-level coordination and financing mechanisms and exploring opportunities for engagement.

Agenda	
15:00 - 15:10	Opening session
15:00 - 15:05 15:05 - 15:10	• Mr. Gwang-Chol Chang, Chief, Section of Education Policy, UNESCO • Ms. Mercedes Mayol Lassalle, World President of the World Organization for Preschool Education (OMEP)
15:10 - 15:25	Overview of ECCE coordination mechanisms • Ms. Rokhaya Diawara, Education Programme Specialist, Section of Education Policy, UNESCO <i>Presentation of international and regional SDG4 coordination mechanisms, frameworks and declarations</i>
15:25 - 15:40	Introducing the Global Partnership for Education (GPE) • Mr. Joa Keis, education specialist for the Global Partnership for Education (GPE). <i>Presentation of how MCP mechanisms work and highlighting the essential role of civil society in this process</i>
15:40 - 16:00	Sharing national experiences of implementing coordination mechanisms • Prosper Nyavor, Head of Education Section, UNESCO Ghana Office <i>Sharing of experiences and presentation of concrete examples of the application of these mechanisms</i>
16:00 - 16:20	Q&A
	Closing remarks
16:20 - 16:25 16:25 - 16:30	• Ms. Mercedes Mayol Lassalle, World President of the World Organization for Preschool Education (OMEP) • Mr. Gwang-Chol Chang, Chief, Section of Education Policy, UNESCO

Biographies speakers



Mr. Gwang-Chol Chang, Chief, Section of Education Policy, UNESCO

Prior to his current position as Chief of UNESCO's Section of Education Policy, Gwang-Chol Chang worked in a variety of locations and positions, including as Head of UNESCO's multisectoral Regional Office for West Africa and the Sahel (UNESCO Dakar), and as Senior Programme Specialist/Head of Education at UNESCO's Regional Office for Asia-Pacific (UNESCO Bangkok) and UNESCO Dakar. At UNESCO headquarters and in the field, he developed and directed various education programs, including those on the right to education, education policy analysis, sector planning, systems and data management, learning assessment, education financing and early childhood care and education. Before joining UNESCO, he worked for the Ministry of Education of the DPRK. He holds a doctorate in education from Kim Hyong Jik University.



Ms Mercedes Mayol Lassalle, World President of the World Organization for Preschool Education (OMEP).

Member of the Board of Directors of the Global Campaign for Education (GCE). Member of the coordination group for UNESCO's Collective Consultation of NGOs on Education 2030. Master's Professor in Childhood Education at the Faculty of Philosophy and Letters, University of Buenos Aires.



Ms. Rokhaya Diawara, Global Head of Early Childhood Care and Education (ECCE), UNESCO Paris.

With over 17 years' experience in governments, UN agencies and international organizations, specializing in early childhood, literacy and non-formal education. Has held various roles, including teacher, educational researcher, policy-maker and project manager. For seven years, Rokhaya Diawara coordinated the African Working Group on ECCE and contributed to the Global Advisory Group on Early Childhood and the Early Childhood Development Action Network. Rokhaya Diawara has led numerous projects linked to curriculum development, educational reform and school evaluation, and has published several works on early childhood development and education in Africa. Organizer of the World Conference on ECCE in Tashkent in November 2022, which led to the adoption of the Tashkent Declaration by 155 UNESCO member states.



Mr. Joa Keis, Education Specialist for the Global Partnership for Education (GPE).

Joa is an education specialist with the Global Partnership for Education (GPE), where he leads GPE's early childhood thematic portfolio. Prior to joining GPE in 2024, Joa spent over 10 years in West and Central Africa, as well as at UNICEF headquarters, supporting the implementation of early childhood sub-sector policies and strategies. In addition, Joa supported the development of the ECE Accelerator Toolkit, an online platform that consolidates innovative approaches to integrating and scaling up early childhood programs into education sector planning processes.



Mr. Prosper Kwasi Nyavor, Head of Education Section, UNESCO Ghana Office

Mr. Prosper Kwasi Nyavor is a trained teacher and development practitioner with over two decades' experience in facilitating social development processes in Africa. Prior to joining UNESCO Accra Office in January 2015, he was the Education Programme Director for Oxfam International in Ghana, where he managed many large-scale education programmes funded by a variety of donors including DFID (FCDO), DANIDA and SIDA. He early on worked with Plan International as an Education Officer and has a considerable experience in organizational development practice. Mr Nyavor has postgraduate qualifications in Development Studies and Public Administration.