

1. We, Ministers, heads and members of delegations, representatives of United Nations (UN) agencies, development cooperation agencies, civil society organizations, education agents and experts, have gathered in Tashkent, Uzbekistan, on 14-16 November 2022, at the invitation of the Director-General of UNESCO for the World Conference on Early Childhood Care and Education (WCECCE).
2. Thanking UNESCO and the Government and people of the Republic of Uzbekistan for having hosted this event that aims to: (1) reaffirm the right of every young child to quality early childhood care and education (ECCE) from birth to 8 years of age, (2) renew and strengthen political commitment and action, and (3) further rally Member States and the international community to develop rights-based and inclusive ECCE policies and programmes; put in place effective and accountable ECCE systems and multi-stakeholder partnerships; and increase equitable and effective investment in ECCE, including overseas development aid (ODA), as an essential and integrated part of strategies to advance lifelong learning, sustainable development and gender equality.
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in substantial development and learning losses and made essential urgent and comprehensive learning recovery strategies, and (2) the impacts of climate change which are seriously disrupting the nurturing care and foundational learning of young children and therefore require both their empowerment as lovers of nature and future agents of the planet and the knowledge, skills, and values needed to face the challenges of a rapidly changing world.

7. Noting the achievements, challenges and prospects that were identified during the regional consultations and in the WCECCE Background Report, including the important progress which has been made towards achieving SDG Target 4.2, and the remaining challenges such as: fragmented policies, limited regulation and coordination of ECCE providers, insufficient public provision and chronic underfunding.
8. Recalling (1) existing international normative and standard-setting instruments concerning ECCE that include the protections and rights of young children<sup>1</sup>, (2) international declarations, including the World Declaration on Education for All, established in Jomtien, Thailand in 1990, which stressed that “learning begins at birth”, and the 2000 World Education Forum in Dakar, Senegal which committed the international community to “expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”, and (3) a wide range of other pioneering international and regional initiatives and statements.<sup>2</sup>





should be available, especially for parents facing difficulties

- ii. *Protect and mobilize financial resources for ECCE.* New measures are needed to increase funding for ECCE through increased public expenditures and well-regulated partnerships, including with the non-profit, private and social sectors. Additional investments are needed to enhance ECCE public services and to allocate them more equitably and efficiently, targeting underserved populations and exploring innovative financing mechanisms. Legal frameworks should be built to ensure ODA is used to support the implementation of public policies and strengthen State responsibility for ECCE.
- iii. *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.
- iv. *Enhance policy and legal frameworks to ensure that the right to education includes ECCE.* ECCE is key to achieving the right to education for all and to enable the fulfilment of other social rights. Thus, the availability, accessibility, adaptability and acceptability of ECCE services must be reflected in policies and legal frameworks. This includes the right to at least one year of free and compulsory pre-primary quality education for all children.



VII. Integrate and strengthen ECCE policies and strategies into whole-of-government, inter-ministerial and multi-sectoral approaches to ECCE planning and budgeting covering all domains of quality ECCE provision, services and programmes.

VIII. Enhance capacity and improve regular reporting on progress towards the achievement of SDG Target 4.2, especially the national SDG 4 target on ECCE, and other ECCE-related SDG indicators to the UNESCO Institute for Statistics.

- i. Develop and strengthen interagency collaborations and partnerships in the spirit of the Global Partnership Strategy (GPS) which was jointly developed and launched in 2021.
- ii. Initiated by governments' formal request, mobilize and strengthen international aid to support ECCE and ensure it is further included in global initiatives such as the Global Partnership for Education and Education Cannot Wait.
- iii. Promote and support international innovative financing mechanisms, with State consent, that mobilize additional, more equitable and efficient allocation of financial resources for ECCE and/or the scale-up of cost-effective and evidence-based ECCE interventions.
- iv. Support national ECCE systems to ensure the quality, timely, and reliable reporting and monitoring of the guiding principles and strategies of this Declaration, developing capacities, tools and guidelines for countries in need of support, and providing advice and support for data-informed and evidence-based policy formulation and implementation.
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