

**Follow-up Recommendations OF THE EFA
GLOBAL MONITORING REPORT 2007**

**EARLY CHILDHOOD CARE AND
EDUCATION,
STRONG FONDATIONS**

STRATEGIC ACTION PLAN FOR THE ACCELERATION OF
THA EFA GOAL 1

UNESCO-BREDA,

Contacts :

Rokhaya DIAWARA, Focal point ECCE UNESCO BREDA : r.diawara@unesco.org

List of Acronyms and Abbreviations

ADEA	Association for the Development of Education in Africa
BREDA	Regional Office for Education in Africa
DPE	Development of Early Childhood
ECEC /ECEC	Early Childhood Education and Care
EFA	Education For All
GMR	Global Monitoring Report
LBE/DFU	Literacy Basic Education / Dakar Follow Up
OECD	Organisation for Economic Cooperation and Development
MDG	Millennium Development Goals
NGO	Non Governmental Organisation
ORT/SEN	Organisation Reconstruction Travail / Sénégal
PDEF	Ten-Year Education and Training Programme
GDP	Gross Domestic Product
PNC/CNP	Community Nutrition Programme
QI	Intelligence quotient
UNESCO	United Nations Organisation for Education, Science and Culture
UNICEF	United Nations Children's Fund

Introduction

1. « *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children* », is the wording of goal N°1 of the Dakar Framework for Action adopted by the international community during the World Education for All Forum held in April 2000, 10 years after Jomtien.

And yet, six years later, the last EFA monitoring report (06) and that of the Dakar Forum + 5 « EFA in Africa : benchmarks for action » confirmed by Dakar+6, show that despite the significant progress made, sub-Saharan Africa is still far from achieving the EFA goals in general and goal 1, in particular. Thus, pre-primary education is still undeveloped in this zone with extremely variable situations from one region to another. One observes an average of less than 2 out of 10 children attending preschool, with a coverage rate that is twice higher in Southern and East Africa than in Central and West Africa. The report shows that in French-speaking countries, less than 4% of children attend pre-primary school and girl children are always in the minority.

More specifically, in Sub-Saharan Africa, the share of education spending in the national budgets varies between 5 and 25%, since education is considered, with good reason, as an important factor for the well-being of individuals as well as for economic development – *Senegal is among the rare countries* in which 40% of the State budget is reserved for education-. However, these investments are not always profitable since the results obtained are way below expectations. Most of the accessibility and quality performances of education systems are almost below those of the rest of the world. Thus, according to recent statistics established by UNESCO in 2003, the repeater and drop-out rates have reached disturbing proportions and generally attest to the fact that the education systems in Sub-Saharan Africa are often inefficient. This is partly explained by the impact of some external stakeholders on the education system. These include malnutrition, poor individual and public health, the social, sanitary and economic effects of the HIV/AIDS pandemic and armed conflicts (Young 2002). In African education systems, the investments made for the development or education of preschoolers are relatively low. And yet, professionals of the sector uphold that an increase in investments aimed at developing early childhood could contribute more efficiently to improving the education systems.

The Jomtien World Declaration on Education for All (EFA) states that « *Learning begins at birth* ». How can this be materialized for countries seeking to develop, expand and improve the quality of early childhood care structures? This question and vision justify the need to institute a strategic action plan to accelerate the achievement of the EFA goal.

This action plan (i) summarises the early childhood situation in Sub-Saharan Africa (SSA) as well as the related challenges and opportunities (ii) examines the agenda of early childhood priorities for SSA, translated within the framework of action adopted by the working group on early childhood in Africa ; (iii) explains why it is necessary to have an action plan; (iv) defines the guiding principles, strategic axes and priority lines of action and, (v) finally, proposes a logical framework integrating the objectives per activity, the indicators and accomplishment procedures. The costs issue will be dealt with at a further stage.

I. Early childhood situation in Sub-Saharan Africa and Challenges

1.1 Development of Early Childhood

2. At the political level, a summary of the situation of education, in general, and of early childhood , in particular, in Sub-Saharan Africa has already been made. Most of the countries of the Sub-Saharan African region have sectoral Education and Health policies, a few have policies on protection or Water/ Hygiene / Sanitation. To bridge these gaps and establish the necessary links between these various policies in several countries of the region, UNICEF initiated a process for the formulation of a holistic national policy in favour of preschoolers. Today, in West Africa for example, Ghana, Guinea, Senegal, Djibouti, Burkina Faso, Mauritania and Gambia either have a finalised policy paper or are about to finalise it. Cameroon, Cape Verde, Niger and Chad are formulating their own policy papers. Besides, some countries have decided to undertake a national review of the Early Childhood development policy; it is the case of Kenya which worked on a pilot model with the support of UNESCO. Senegal is working along the same lines.
3. The progress registered with respect to the improvement of access to pre-primary school programmes has been slow since 1998. Most of the countries of Sub-Saharan Africa, have a low school enrolment rate at this level, and in some heavily indebted poor countries, participation declined between 1998 and 2001. According to the EFA Global Monitoring Report for 2005, on average, an African child has only 0.3 year of pre-primary schooling against 1.6 year in Latin America and the Caribbean and 2.3 years in North America and Western Europe. The services tend to give priority to the inhabitants of urban areas and most well-to-do households. This statistical data is perfectly verifiable through the analysis of the pre-school map of Senegal. This analysis shows that out of 394 pre-school institutions, only 37 are established in the rural areas. 73.88% of these structures are concentrated in the region of Dakar alone. In addition to these difficulties, there is the fact that about 1,153 703 children between 0 and 3 years old are not taken catered for. Despite, the few governmental, non-governmental, community or private initiatives, access is very limited at the level of this sector.
4. As regards quality, it is difficult both at the conceptual and empirical levels to evaluate the PEPE services. Sources of information such as the GMR from 2001 to 2006 before that of ... and the Dakar+5 Regional Forum did not focus enough attention to this issue. Besides, most of the studies meant to evaluate the PEPE results are limited to determining its impact on progression at primary school level and its accomplishment. However, one of the essential indicators of quality is still related to training and the motivation of teachers. In this regard, the EFA Global Monitoring Report for 2005 shows that in Sub-Saharan Africa, teachers in low-income countries are employed on contract basis, underpaid and underqualified. Very often, they are paid by the community, and this is bound to be reflected in the school results. In view of the fact that the Early Childhood sector has always been treated as the poor relative of the African education systems and is amply left to private initiative, a noticeable shortage of methodological tools and teaching media to conduct activities has been observed. This is exacerbated by the fact that almost all the games and toys used in the care structures (day care centres, pre-primary schools, infant day-care, etc.) are very often unsuited to the African socio-cultural realities, fragile and do not always tie in with the curricula in force.
5. From the standpoint of the treatment of inequalities, the EFA Global Monitoring Report for 2005 shows that the progress registered with respect to the improvement of access was slow, and children in underprivileged areas are the most excluded from the early childhood development programmes. In Sub-Saharan Africa, an African child have only 0.3 year of pre-primary schooling against 1.6 year in Latin America and the Caribbean and 2.3 years in North America and Western Europe. In many developing countries, the PEPE programmes are implemented by unqualified

teachers. It was also observed that the countries that are furthest from achieving goals 1 to 5 are also those that are furthest from achieving goal 6. The rural areas are still the poor relative. The gender gap is certainly less pronounced at the early childhood level, but this situation has a real impact on the girl children's enrolment and retention rate since they are compelled to stay at home and take care of younger family members.

6. **At the health and nutrition level**, the situation is not bright either. According to the framework of action of the working group on early childhood in Africa (WG/ECD/ADEA), *at present, many children in Africa have difficulties at the beginning of their lives while the region continues to lag behind in relation to all the other regions as regards all the key socio-economic indicators. The mortality rate has reached intolerable rates with countries like Chad, Burkina Faso, Ethiopia, Malawi, Mali and Mozambique which continue to register an IMR of more than 100 deaths per 1000 live births (The State of the World's Children Report, UNICEF, 2005). More than 95% of Africa's young children have no access to stimulation programmes and up to a third of children at school age are out of the school system. The effects of war and of HIV/AIDS in countries like Sierra Leone, the Democratic Republic of Congo, Liberia and Sudan have plunged children in extremely difficult situations and many children are not registered at birth.*

I.1.1 Challenges and opportunities

7. In SSA, the governments are increasingly aware of the fact that the public authorities should expand the offer and ensure the existence of a quality management mechanism for education. Investing in early childhood education and care is among the most probable avenues for the fulfilment of this ambition. As a general rule, the services offer to children under three does satisfy the demand, at the moment, and even when these services exist, the possibilities to have access to them are often limited and the quality of performances is poor. Henceforth, it is important to establish coherent links between the various preschoolers caring sectors, particularly as regards the preparation of sectoral policies and in the distribution of services at local level. Besides, there is need to rely on participatory approaches which draws upon the staff, parents and children.

On the basis of an analysis conducted in 2004 by the UNESCO Regional Office in Dakar examining the EFA plans of French-speaking countries ; one observes the non existence of an early childhood vision capable of directing the options and defining the fundamental options to be translated into concrete expression and especially into substantial financial and material commitments; for example, in Chad, Senegal, Guinea, Burkina, Mali, Togo and Niger, the budget is not even 2% of allocations. (ii) In most countries, a few educators and instructors have undergone training for the caring of young children. The majority of these are trained on-the-job in the absence of specialised structures designed to that effect. (iii) In many countries, either there is no reference framework whatsoever for the supervision of young children or each intervener develops his/her own curriculum. (iv) Practically, none of the target countries has leisure and teaching media in sufficient and suitable quantity. In some countries, such media are essentially imported and exclusively benefit the minority well-to-do sectors. (v) There is no systematic mechanism to support parents, families and communities with a view to assisting them to effectively cater for their young children, despite the widespread idea that they are in a better position to do so. However, this concern appears at the level of proposals.

8. The challenges are thus in terms of: (i) improving the quality, expanding the offer and diversifying services provided in the early childhood sector which should henceforth constitute a major priority of public authorities in African countries ; (ii) defining policies relative to early childhood care, on the basis of diversified strategies suitable for African countries. (iii) Defining strategies to be used by African Governments by laying emphasis on the need to adopt them so as to organise their action in order to promote an integrated and effective system of education and, beyond this, a sustainable development.

9. To address these challenges, an option could be structured around several strategies ranging from putting in place national programmes specific to early childhood to the effective integration of the caring of preschoolers in all national policies, projects and programme. In Africa, several evaluations or surveys relative to education projects and programmes clearly reveal the multiple experiences, lack of coordination and coherence of programmes and policies.

II. Objectives

2.1 The purpose is in line with the pursuance of the EFA objectives adopted within the framework of the Dakar Framework of Action, particularly Goal 1 relative to early childhood. It will concretely entail developing a regional strategy for the acceleration of early childhood Education and Care in Sub-Saharan Africa around a realistic and operational Action Plan. The purpose of the latter is to propose guiding principles, strategic axes, lines of action, a monitoring-evaluation plan and indicators on tools capable of being adapted and regulated for each country of the UNESCO representation in Sub-Saharan Africa in favour of preschoolers. The Action Plan document will be generally addressed to policy-makers and technical and financial partners of the ECEC who, after being sensitized, need to have reference points for action through programmes, projects and concrete activities. More specifically, it is meant to be a medium for stakeholders and pursues the following specific objectives:

2.2 Specific objectives

- Alert the Governments and technical and financial partners about the critical situation of early childhood in Sub-Saharan Africa.
- Identify the activities related to the priority areas of intervention adopted by the Working Group on the Development of Early childhood in Africa
- Provide the States and Technical and Financial Partners (TFP) with an operational framework for intervention (Benchmarks for Action)
- Mobilise the technical, financial and human resources for the acceleration of the achievement of goal 1 through concrete actions
- Prepare methodological tools to advance goal 1 of the EFA in accordance with the frame framework of action of the ADEA Working Group.

III. Strategic axes

In March 2006, the biennial of Education made it possible to finalise and adopt the action plan to advance early childhood in SSA¹. This framework of Action stipulates that to remedy the situation above, there is need to intervene at three levels:

1. *Make families and communities aware of their responsibilities to take care of their children and IECD interventions;*
2. *Improve access to and the use of basic quality services including supplies for preschoolers.*
3. *Integrate the IECD in the national development plans and programmes.*

¹ Organised by ADEA the biennial was attended by Ministers, TFP and Civil Society organisations of the whole of Africa. One of the major themes was Early Childhood. The deliberations on this theme enabled the WG/ECEC to finalise and adopt the framework of action to advance early childhood in SSA, already initiated since the 3rd international conference on early childhood held in Accra in June 2005

Political will is indispensable to advance the above elements.

These three points adopted by the WG/DPE, according to UNESCO, are present in the 5 strategic axes which could efficiently contribute to their implementation. In other words, these 5 strategic axes deal with what to do to remain within these 3 fields of intervention.

Axis 1: Policy Development

- **Preparation /formulation of policy** : Since a summary of the early childhood situation in Sub-Saharan Africa has already been established, there is need to observe that the majority of countries of the region have sectoral Education and Health policies, a few have policies on protection or Water/ Hygiene / Sanitation, while less than ten of them have adopted an early childhood policy. A process has been initiated with UNICEF, DT/PE of ADEA and UNESCO. This strategic axis seeks to relaunch the process, maintain the dynamics in order to provide all the countries with approved national ECCE policy papers which comply with formulation procedure. A popularization of the ADEA/UNICEF/UNESCO Guide on this issue will be among the flagship actions.
- **Policy review**: For countries which have embarked on the dynamics of advancing things, there is need to undertake a national policy review. It can take the form of a diagnostic review (start of programmes), thematic review (in progress to address a specific issue) or a complete review (to look into all aspects of implementation of all the components). This ongoing activity is undertaken at the initiative of UNESCO in collaboration with OECD on the methodology and format. This early childhood policy review, which kicked off in 2003, concerns aspects related to care and education which affect the well-being of children between 0 to 8 years. It takes into account the formal and informal services as well as the programmes or services meant for parents and family support policies such as parental leave and children's allowance. It makes it possible to increase the relevance of the revision, lay emphasis on a crucial problem requiring the immediate intervention of a government. It is also a process targeting gender integration. In SSA, it has been finalized for KENYA and is in progress in Senegal. All the other countries should follow suit.

Strategic axes 2: Research and Action

- **Development of indicators**: Today, the Education Development Index does not take early childhood into account since it is still poorly structured and not sufficiently endowed with stabilized indicators. The Coordinators' Notebook N°4 published by UNESCO following a reflection carried out by the Advisory Group on the care and development of early childhood states its disagreement with the indicators used during the Jomtien evaluation and the preparation of the EFA global monitoring forum in 2000. While it is true that the Jomtien declaration upholds that learning begins at birth, one cannot but recognize that most of the indicators used for SSA are false because they only refer to preschool education. (3/6 years). Care and cultural practices are almost non-existent before the age of 3. This item will entail (1) contributing to specifying and developing the indicators to be used and how ; in order to improve the method of selection and use by politicians, experts and TFP at the level of States ; -this work could be done with the collaboration of ISU and the sectoral analysis pole. (2) sensitising the stakeholders and leading them to institute changes in the processing of indicators linked to ECEC and the appreciation of the potential values of indicators in relation to the evolution of the concept and (3) Proposing a process to be followed for the preparation, selection and use of indicators in the monitoring of ECEC programmes and (4) Preparing and putting on line a data base referring to indicators as a working basis.

Development and documentation of positive cultural practices: It essentially entails establishing a knowledge production mechanism. Today, it must be admitted that the ECEC concept has significantly developed, in practice. Preschool education which cares for the child simply from the education standpoint has shown its limits. The vision is rather holistic and the

management integrates health and nutrition aspects. It is important for the actors, States and TFP to have methodological tools to manage this approach and evaluate it. Besides, all that has been done for a while by Africa with respect to early childhood care and protection is just shyly recognised. And yet, stories and legends (oral tradition), images, archives attest to Africa's wealth in this sector. Has one sufficiently stabilised the models and directed the programmes? Or is Africa a slave of the imported caring model unsuited for its cultural realities. Where do religious, cultural and values education stand? This strategic axis seeks to build on good practices, documents and to enable the region to stabilise these performance. The recognition and development of community preschoolers caring, the private initiatives, denominational schools ... thus come into play; thematic publication and scientific review, development of tools for the management of the sub-group.

Strategic communication through the development of an ECEC-MIS: As has been always deplored, very little interest has so far been shown to ECEC as illustrated by the low rate of budget allocations (less than 1% of education budgets). To justify this state of affairs, the stakeholders of the Education sector have very often pinpointed the weakness and/or reliability of data. There is often very little statistics or indicators on ECEC. Today, it is difficult to exactly state the rate of coverage of ECEC programmes, their impact, the actors, the resources ... For this reason, the institution of a ECEC-MIS is proposed. This tool will derive from the adaptation of the NFE-MIS for non formal sector, developed by UNESCO and which is a methodology and a technical kit to establish a system for information management for non formal education (SIM-NFI). This system meets the demand for a practical early childhood monitoring and evaluation approach. However, to ensure the efficiency of this methodology, it is essential to adapt it to the local context of each country in order to generate reliable data and statistics that are useful to policy-makers, planners and programme managers at national and local level.

Strategic Axis 3: Putting in place flagship pilot programmes

Parent education (0-3 years) in connection with the LIFE initiative. : It essentially entails promoting a plan for the caring of children under three. The priority given to children over three years old in the classical pre-school education programmes known so far, showed little interest to the younger children. Caring for the under-3 is particularly vital in countries where the mortality rate is extremely high and household income insignificant in relation to the cost of living. In the urban areas, there is an increasing number of young mothers who are either inexperienced or simply working. This raises a problem of child survival. To that end, partnership should also constitute a good strategy to meet the needs of all age groups of early childhood in terms of care and education. It is the case since the administrative responsibility of early childhood is shared between several sectors. Thus, the social services and the health sector which often have more contacts with the family, could be more efficient when it comes to providing or managing the services for assistance to parent education, health and nutrition, which are sectors in which the needs of children of tender age are particularly significant. This axis essentially concerns building on what is currently done or what was done in the past. In the education sector itself, the non-formal sub-sector proposes many useful programmes, such as literacy classes for women or community learning programmes, in which one can easily integrate a parent education assistance programme in order to improve the environment of young children at home. This is a very efficient way of meeting early childhood needs with respect to care and education. All this will be hinged on the following activities: (1) teaching parents to read and write; (2) developing contents and modules and (3) training parents

Early education in gender balance: Serious sociocultural constraints still stand in the way of gender balance and particularly impede girls' schooling. They essentially relate to the status given to women by traditional society. The preference for boys' schooling since they are expected to defend themselves against the vicissitudes of life far from the family, contrary to young girls originates from this. These practices are unfortunately preserved and defended vehemently, and

women are primarily responsible for the education of girl children. In a process of all-inclusive consultations and support to organisations and structures active in the fight for gender equity, BREDA will try to promote the introduction of early education in gender balance through literacy programmes as well as those pertaining to mothers' education and the development of early childhood. For the purpose of efficiency and efficacy, BREDA will try to develop a strategy for early education in gender balance by seeking to link women's literacy programmes with the fight for equity and equality from early childhood. To this end, a national trainers' training workshop will be organised in BREDA for all national early childhood development managers. It will be structured around the following points: (1) Conduct a critical analysis of women's education/literacy programmes and cultural/traditional practices which influence gender balance; (2) Propose a strategy for the integration of the gender dimension in the mothers' literacy programmes for early education in gender balance; (3) Prepare tools for the appreciation and monitoring/evaluation of the gender dimension in mothers' education/literacy;

Promotion of at least one year of compulsory pre-primary education² : In 2004, UNESCO worked on a case study to evaluate the gaps between the school enrolment rates in pre-primary education. Since the publication of the outcome of this study and in accordance with all the other recommendations emanating from various scientific research, UNESCO sustained the idea of one compulsory pre-primary year for all children as a fundamental option to achieve the EFA goals. The rationale of this fundamental option was explained in a note on the early childhood policy, a summary of which is presented here as a basis for reflection.

In this study, the impact of the compulsory school enrolment policy incorporated in the data on pre-primary schooling is more often presented in the form of a single rate for all age groups, i.e. from 3 (4) years to 5 (6) years. The interpretation of these data is presented in UNESCO's Note N° 21 on early childhood. This study shows that the school enrolment rate in these countries skyrockets as from the age bracket in which pre-primary schooling is compulsory. This explains the significant gap in relation to non compulsory years. The general conclusion of this study *is that even though the compulsory school enrolment policy is not the only factor responsible for the disparities according to age, it is certainly an important factor, at least politically. In many countries, it is often presented as the sign of the government's commitment in pre-primary education. However, it does not seem to promote the increase of the global school enrolment rate.* For this strategy to be constructive and to ensure the promotion of early childhood education rather than formal education, it should be completed by measures which guarantee the caring of the child from his/her tender age. In this perspective, there is need to diversify the forms of services, beyond those provide for at the CITE 0 level, and integrate them in the data collection. The importance of early childhood care and education before pre-primary level, within the family environment and in other structures, should also be recognized, and efforts should be made to link these activities with pre-primary education, both politically and at the level of the education system.

This action will be registered among the priorities in the form of advocacy and State support through Education ministries.

Strategic axis 4: Capacity building

Optimisation/mutualisation of an expertise pole³ : To address the challenge of quality in the services offered or to be provided to early childhood, the SSA region needs resource. Foremost among these resources is the need to have experts capable of conducting the programmes. Of course, these experts exist and work a lot in the sector. However, the resources and energy are

² This proposal was presented during the biennial on Education held in Libreville in March 2006. it summarises 2 years of research work carried out by UNESCO under the leadership of Soo Choi HANG, head of the Early Childhood section. After stabilisation and validation, it was published in the early childhood notes N°21 and 31.

³ 3 expertise poles are being set up at BREDA, on the basis of the model.

dispersed. ADEA's WG/EC is a much organised network which tries to advance the Early Childhood agenda. However, to ensure technical and scientific support of actors, there is need to look for further resources in countries of the North. How to form a network of top-level experts specialised in childhood issues, at the service of SSA and States? How to strengthen South-South cooperation? For this reason BREDA, in keeping with the reform of the Education Sector, but also attentive to the specific needs of the region, propose to set up expertise poles. These poles will be three in number, including the one in charge of the Primary education sector and which will deal with early childhood, among other areas. This expertise pole could include a mobile team of African experts entrusted with achieving the following goals (i) assist African countries and their TFP to optimise and develop human resources; (ii) support UNESCO and all early childhood stakeholders in the implementation of their action plan, programme and activities; (iii) finally, support in the design, reflection and production of methodological tools for ECEC. M This mobile team will be fully participate in all research works undertaken by the ADEA working group.

Initial and continuing training of early childhood teachers / instructors in relation with TISSA: Already the EFA monitoring report for 2004 and 2005 state that the shortage of teachers in Africa, the low level of recruitment, the very short duration of teachers' training in addition to the lack of suitable teaching materials are essentially the root cause of the decline in the quality of education. In the early childhood sub-sector, professionals are very rare. The caring of preschoolers in structures is mostly left in the hands of voluntary workers, who have no training. There is thus urgent need to establish a coherent training system which will incorporate both the initial training and the continuing training of stakeholders. The TISSA initiative launched by UNESCO is a fine opportunity to support countries along these lines. The ECDVU model will be strengthened for English-speaking countries and adapted for French-speaking countries. Training plans ranging from training trainers in basic training will be organised. Key activities will concern the identification of the necessary contents and programmes, the preparation of training modules and methodological tools for teaching apprenticeship situations.

IV. Guiding principles

While learning starts at birth, the directions and principles to be adopted to apply this vision should be adapted to reality. The ECEC should be given pride of place provided it focuses on the holistic development of the child, regardless of whether it is given in an environment the conforms to basic teaching standards or it goes hand in hand with a plan for the progressive integration of the youngest children. It is based on 4 principles:

- **Holistic and integrated approach: Based on the principle of law:** ECEC should promote the holistic development of the child by laying emphasis on a balanced development. It does not involve considering that sectors such as health, food, a healthy environment without risks in which relations with parents and the community have secondary importance for the education and caring of preschoolers. Priority could be given to pre-primary education provided one does not divert from the final objective of educational activities for preschoolers, namely the holistic development of the child.

- **Cooperation/partnership:** To achieve goal 1, there is need to develop partnership at country level, within as well as outside the State machinery. Relations between ECEC and economic development (fight against poverty), health and nutrition. It is perfectly logical that stakeholders (government, NGO and civil society) intervening in these various sectors are sensitised about what needs to be done to contribute to the caring of preschoolers.

Commitments with respect to education are made by States through international agreements.

Partnership around ADEA's Working Group on Early childhood is an excellent framework. It makes it possible to share experiences and move forward together but especially to mobilise resources and implement programmes.

DRAFT LOGICAL FRAMEWORK OF SSA STRATEGIC ACTION PLAN FOR THE ACCELERATION OF THA EFA GOAL 1

Narrative summary	Expected results	Indicators	Assumptions and Risks (A and R)
AIM: To achieve EFA objective 1: improve policies and early childhood protection and care practices in SSA		Infant mortality rate 0-6 years children taken care of.	
Strategy 1: Policy development Objective: integrate ECCE <u>IECD</u> in the national plans and development programmes		% of countries with relevant policy and programmes	
Activities 1.1 Policies and programmes elaboration/ formulation 1.2 Policy review		1.1 % of countries that have re-formulated or elaborated their policies and programme	
		1.2 % of countries that have processed a policy review	
Strategy 2: Research action Objective: elaborate relevant methodological tools		<ul style="list-style-type: none"> • Number of tools elaborated • Number of countries that have set up both tools • Number of studies realised and taken into account 	
Activities 2.1 Indicators development for the EC monitoring 2.2 Documentation and development positive cultural practices 2.3 <u>MIS</u> development		2.1 % of relevant indicators elaborated % of countries that have integrated them in the EC monitoring	
		2.2 % of countries that have documented and integrated positive cultural practices in their programmes and policies	

		2.3. % of countries have set up a MIS	
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Strategy 3: setting up of main programmes Objective 3: develop innovative practices of ECC		% of countries that have developed at least two of innovative practices	
Activities 3.1 Parental education (0-3 years) with a link to the LIFE Initiative 3.2 Early education to gender balance 3.3 Promotion of at least one year of compulsory pre-primary education		3.1. % of countries that have developed parental education strategies	
		3.2. % of countries that have integrated the gender approach in ECD policy and programmes	
		3.3. % of countries that have set up at least one year of pre-primay education	
Strategy 4 : Capacity building Objective 4 : improve the State and teacher competences		<ul style="list-style-type: none"> • Number of training fields • % of countries that have updated their teacher training national strategy % of early childhood and primary teachers trained	
Activities 4.1 optimisation/mutualisation of a pole of expertise 4.2 pre and in-service training of early childhood teacher/educator in relation with TTISSA		4.1 <ul style="list-style-type: none"> • Profiles set up for the pole of expertise • % of the pole of expertise's achievement of the action plan 	
		4.2 <ul style="list-style-type: none"> • % of TTISSA countries that have taken into account the early childhood teachers-educators in their action plan • Number of teachers-educators trained by country 	

<p>Strategy 5 : Management and monitoring of the regional strategy</p> <p>Objective: Ensure the regional strategy management and piloting</p>			
<p>Activities</p> <p>1. maintain the holistic approach</p> <p>2. set up co-operation and partnership at national, sub-regional and regional levels</p> <p>3. set up monitoring mechanisms of EFA Objective1 at national, sub-regional and regional levels</p>		<p>5.1. % of countries that have integrated the aspects in the policies and actions</p>	
		<p>5.2. Existence and practicality of cooperation and partnership mechanisms</p>	
		<p>5.3. Existence and practicality of monitoring mechanisms</p> <p>% of monitoring and evaluation reports available</p>	

Estimated budget : USD 1,000,000

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