

## **Report of Mission/World Conference-Unesco ECCE Tashkent (Uzbekistan) 14-15-16-17 November 2022**

In the guideline of the Unesco Conference on the Transformation of Education held in September 2022, the World Conference on Early Childhood Care and Education, which takes place in November 2022, had as its main objective to set one of the Sustainable Development Goals, namely to develop and adopt the Tashkent Declaration on ECCE.

The Tashkent conference brought together, by invitation only, representatives of States, heads of partner organizations, experts in early childhood education and social protection, researchers in the field, with the aim of deepening discussions on the conditions for achieving the above-mentioned objective.

The plenary sessions of November 14-15 and 16 having served as venues for the presentation of the official positions of governments, the United Nations and Unesco, the panel sessions were the venues for the expression of debates between specialized groups of speakers around various themes concerning early childhood education and protection.

Invited to the Conference, I represented the Universities of Tours (France) and Felix Houphouët-Boigny (Ivory Coast), more precisely the brand new Unesco Chair in child abuse (Univ. Tours). In this capacity, I participated in the various programs of the conference, then contributed mainly to two panels (**1. ECCE Rights and Legal framework and 2. Equity and Inclusion**) and to the discussion of the draft of the Tashkent Declaration to be submitted to vote for adoption.

In the debates during the panels, my interventions consisted of contributing observations, in particular on the need to take into account the contexts, the involvement of the Member States in the continuation of the process of transformation of education.

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With regard to the discussion of the version of the Tashkent Declaration before its submission to the vote for adoption by the Conference, I contributed within the group of Nigeria at the invitation of the Minister of National Education of the country in reference. In this regard, my contribution can be summed up in 4 observations on the version presented.

The first observation concerned the definition of ECCE, in particular with regard to the age group concerned (requiring that the age be extended up to 10 years taking into account the specificities of the categories and the contexts). The second consisted in insisting particularly on the capacities of ECCE to position itself as an opportunity to detect indicators of child abuse and anticipate the consequences on the process of early childhood development. The third observation, a consequence of the second, noted the need for multidisciplinary teams with structured and complementary skills for successful ECCE. Finally, my fourth contribution referred to the financial support mechanisms for ECCE, then to an invitation to the Member States to constitute

themselves as real proactive forces throughout the ECCE process.

To these different phases must be added visits to sites devoted to the practice of ECCE in the host country. From this perspective, we visited, in small groups, pre-school institutions in the Parkent region, mobile units of pre-school education and child protection...

The conference ended with the reading and adoption by vote, unanimously, of the Tashkent Declaration. Copies of the English and French versions are attached to this report.

Done in Abidjan on November 22, 2022

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