



3rd Asia-Pacific Regional Policy Forum on Early Childhood Care and Education

Regional Action Plan

5-6 June 2018, Kathmandu, Nepal



Priority Area 1: Financing

- Recognize that investments in young children, particularly those from marginalized groups, yield the greatest long-term impact in terms of developmental and educational outcomes.
- Reaffirm the commitment by gradually increasing financial investment in equitable and comprehensive quality ECCE through recurrent budgets, and provisions for sustainable and efficient public funding for supporting the growth and quality of ECCE programmes.
- Accept the international benchmarks for public expenditure on ECCE services (at least 1 % of the country's GDP and/or at least 10 % of public education expenditure).

Priority Area 1: Financing (contd)

- Introduce and incorporate innovative financing policies and mechanisms, which will ensure multi-sectoral and multilateral coordination, including innovation in delivery as well as innovation in mobilizing resources.
- Engage private sector and promote public-private partnership to generate substantial and stable flows of funds for development and help to enhance the efficiency to financial flows.
- Build an effective accountability system, which articulates clear targets and lines of responsibility and allocate resources through transparent budgets that can be tracked and queried.

Priority Area 2: ECCE in Education Sector Planning

- Integrate pre-primary level into the Education Sector Plan (ESP) in order to ensure that ECD/ECCE will be fundamental component in national education policies and strategies for national education reform, for coordinating partners and for mobilizing additional domestic and external resources and for ensuring seamless transition from pre-primary level to primary level.
- Build or strengthen governance and accountability mechanism for ECD/ECCE with clear monitoring and evaluation framework, supported by legislative measures.
- Institute measures to develop inclusive, responsive and resilient ECCE system to meet the needs of marginalized and disadvantaged children/ children at risk.

Priority Area 3: Equity in access for all

- Guarantee the provision of at least one year, but ideally two years, of free and compulsory quality pre-primary education, through integrated and inclusive policies and legislation, paying special attention to reaching the poorest and most disadvantaged children through ECCE services.
- Implement targeted interventions for marginalized children who are currently excluded or at risk of being marginalized to increase access and move towards progressive universalization of pre-primary education, leaving no one behind.

Priority Area 4: Quality improvement

- Ensure that the provision of at least one year of free and compulsory quality pre-primary education is delivered by **well-trained educators** and **through developmentally appropriate quality curriculum**.
- Develop and devise clear policies, strategies and action plans for the professionalization of ECCE personnel by enhancing and monitoring their ongoing professional development, status and working condition in order to provide the developmentally appropriate teaching and learning opportunities that yield the greatest benefits for young children.
- Develop culturally- and linguistically-appropriate and gender-sensitive/ responsive curriculum that will foster the holistic development of the child, and readiness of children to primary education.
- Promote collaboration with primary education, especially with early grade teachers, to ensure the smooth transition of children, especially the marginalized or at risk, from ECCE to primary education.

Priority Area 5: Monitoring 4.2 indicators

- Develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for ECCE policy formulation and the management of ECCE as well as to ensure accountability.
- Build capacity in data collection, analysis and reporting at the country level by
 - Strengthening multi-sectoral approach to monitor SDG 4.2 indicators using the platform of education;
 - Improving the quality and levels of disaggregation of data and ensuring that indicators measure progress towards reducing inequality.
- Strengthen the role of the education sector to lead the coordination with relevant sectoral ministries for the collection, analysis and use of data on ECD/ECCE.

Priority Area 5: Monitoring 4.2 indicators

Sub-region	Priority action areas	Timeframe (by when)	Resource requirements & strategies to meet them
Central Asia			
East Asia			
South & West Asia			
Southeast Asia			
Pacific Island States			

Comments? Questions?

Thank you!