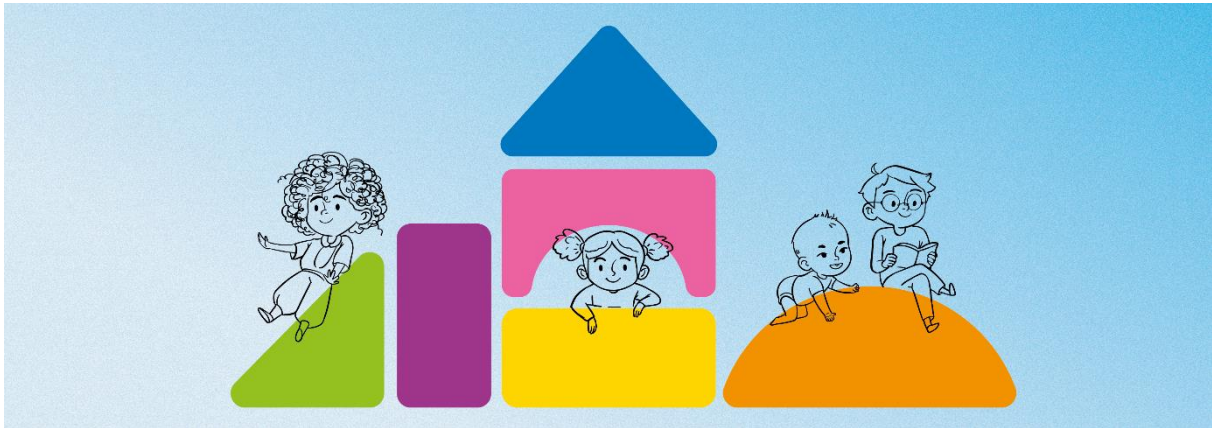


World Conference on Early Childhood Care and Education (WCECCE)

Call for expression of interest to showcase promising practices in ECCE



Background and Rationale

The [World Conference on Early Childhood Care and Education \(WCECCE\)](#) will be held in Tashkent, Uzbekistan from 14 to 16 November 2022. This is an intergovernmental conference organized by UNESCO and hosted by the Republic of Uzbekistan. The WCECCE aims to increase political momentum around Early Childhood Care and Education by calling for governments and their partners from around the world to renew their commitments to ECCE.

Prior to and during the conference, UNESCO and its WCECCE Secretariat would like to highlight national and local experiences and innovations in ECCE. This call is to invite all Member States to submit cases of successful public policies, field-tested innovations, and novel programmes and services in ECCE. The call offers an opportunity for Member States to share insights, lessons learned and promising practices with a wider range of international audiences of ECCE specialists, representatives from governments, civil society, and the private sector during the WCECCE.

Target Applicants

Expressions of interest can be submitted by Member States through Ministries of Education and other national departments working on ECCE, such as health, social welfare, and community development, as well as ministries of economic development, planning, and finance. Only official government representatives may apply to this call on behalf of their governments. However, where relevant, they can include partners supporting ECCE activities at the country level.

Four Themes

A country case should cover at least one of the following four target thematic areas:

- 1. Inclusion, quality, and well-being:** showcase a promising practice or implemented policy related to issues including: curricula and learning outcomes; early stimulation, early socialization; intergenerational learning, caregiving education, and support for parenthood challenges; early developmental screening, detection, and referrals to appropriate early childhood services; health,

nutrition, hygiene care; and integrated early childhood intervention services for children with developmental difficulties.

2. ECCE personnel: showcase a promising practice or implemented policy related to issues including: pre-and in-service training, quality of professionals who interact with children and families in ECCE settings, including their attraction to the profession, professionalization, deployment, working conditions and valorization of personnel; and quality assurance, including monitoring, supervision, coaching, mentoring, and support.

3. Innovations: showcase a promising practice or implemented policy related to issues including: findings from learning science, linguistics, and economics; play-based learning; technology and artificial intelligence; digital, hybrid and remote learning and care services; preparation for emergency situations, including pandemics, disasters and conflicts; planning for climate impacts; and post-COVID recovery and reform.

4. Policy, governance and financing: showcase a promising practice or implemented policy related to issues including: public investments and expenditures; innovative financing approaches; improving equity and efficiency; promoting public-private partnerships; attaining financial targets, international cooperation, and funding; achieving effective ECCE multisectorality; developing and implementing legal ECCE frameworks; creating multisectoral ECCE governance structures and coordination processes; integrating ECCE into lifelong education and learning systems; attaining multisectoral ECCE accountability through inter-agency agreements for ECCE multisectoral monitoring and evaluation systems and research, with indicators, targets, data collection, and reporting linked to annual planning and budgeting.

Selection Criteria

- National commitment to ECCE, as evidenced by policies implemented at the national level with measurables and tangible results.
- Field-tested innovations on ECCE or novel programmes and services implemented for at least one year.
- Proposals showcasing at least one of the above thematic areas.
- Proposals addressing the questions indicated in the template below to allow for a clear understanding of the policy/programme for vetting purposes.

Furthermore, the selection of promising practices will consider the following set of criteria: ethical soundness and attention to human rights, equity and gender equality; political commitment and leadership; partnerships and collaboration; youth and community involvement; relevance; efficiency; effectiveness; sustainability; and replicability/scalability. Please see annex 1 below.

Submitting an Expression of Interest

- To propose a country case of promising practice in ECCE policy or programme, Member States must [submit the template](#) in English or French **by 30 September 2022** at the latest (midnight CET)
- Country cases are accepted under the discretion of the WCECCE Programme Committee and will be showcased at one of the plenary or parallel sessions of the WCECCE.
- After the adjudication of all submissions by the Programme Committee, the WCECCE Secretariat will inform Member States about the decision.

Compendium:

- All submitted cases will be published in a compendium within the framework of the WCECCE.
- The Secretariat will liaise with the leads of non-selected submissions to improve quality and meet standards for integration into the Compendium after the WCECCE.

Additional Specifications**• Video:**

- Member States are encouraged to also submit a short video (MP4 format) of a maximum of three minutes. We request to subtitle in English or French. The format could be interview, storytelling, documentary, animation, etc., and the content should address questions in the template.
- Technical specifications for the finalization of the video (format, UNESCO logo and branding) will be shared along with communication of the decision.

Timeline

1 September	Call for expression of interest released
9 September	Deadline for further information/clarification
30 September	Deadline for submission of expression of interest
3 October	Communication of decisions
24 October	Deadline to submit additional information or finalized short video to the WCECCE Secretariat.

Contact

For questions or additional information, please email the WCECCE Secretariat at wcecce@unesco.org.

Call for expression of interest to showcase promising practices on ECCE from Member States

	Country Case
Country / Ministry/ responsible person	
Institutional email and telephone number	
Executive Summary	Please provide a brief description of the policy or program's objectives and outcomes (or expected outcomes). Address the following questions: Which population was affected? What was the problem that needed to be addressed? Which approach was taken and what objectives were achieved?
Theme of the WCECCE	Please provide the theme and topic of the policy/programme. Refer to the Concept Note for themes and subthemes.
International Standard Classification of Education (ISCED) 2011	Please indicate the ISCED level of the program: 01 (less than 3 years) and 02 (from 3 years to start of primary). In addition, indicate the type of program: educational or care-based, or formal, nonformal, home-based, or community-based.
implementation	Please provide a brief description of the program's implementation including modalities, resources (USD), content, and duration. Address the following questions: What were the main activities carried out? When and where were the activities carried out? (Include the start date of the activity and whether it is ongoing). Who were the key implementers and collaborators (civil society organizations, private sector, foundations, coalitions, networks etc.)?
Stakeholders and Partners	Who are the beneficiaries or the target group of the policy/programme? Give the number of targeted beneficiaries. What is the geographical scope? Who are the users of the policy/programme? Who are the institutions, partners, implementing agencies and donors involved in the policy/programme, and what is the nature of their involvement?
Monitoring and evaluation	Please explain how the policy/program is monitored and evaluated and describe the results in terms of outputs and outcomes, both qualitative and quantitative. Address the following questions: What were the concrete results achieved with regard to outputs and outcomes? Was an assessment of the practice carried out? If yes, what were the results?
Impact	What has been the impact (positive or negative) of this policy/programme on the beneficiaries? Address the following questions: In what ways has this practice been transformative (e.g., impact on policies, impact on management processes, impact on delivery arrangements or monitoring, impact on beneficiary children, parents, teachers, communities etc.)?
Innovation and Success Factors	In what way has the policy/programme contributed to an innovation in the livelihoods of children, their families, schools, and communities? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the policy/programme to be successfully replicated (in a similar context)?
Constraints	What are/were the challenges encountered by the government and partners in developing, implementing, or monitoring the policy/programme? How have they been addressed?
Lessons learned	What are the key messages and lessons learned to take away?
Promising practice	What makes it a 'promising practice' program or policy? When possible, use anecdotal evidence such as a storytelling or testimony of key beneficiaries to showcase the successes.

Related resources	Official act, publication, decree, guidelines, reports, technical fact sheets, posters, pictures, video or audio story, and/or official website.
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Annex 1. Defining promising practices

A promising practice is commonly defined as a technique or method that, through experience and research, has proven to reliably lead to a desired result.¹ In the context of education policy, programming and services, a practical definition of ‘promising practice’ is knowledge about what works in specific situations and contexts, without using excessive resources to achieve the desired results, and which can be used to develop and implement solutions adapted to similar education challenges in other situations and contexts.

For the purposes of the WCECCE, a particular emphasis is put on exemplary ECCE practices that have generated (or shown the potential to generate) transformative or catalytic change across education systems and have achieved results which could be scaled up to benefit more people, particularly the most marginalized.

“Promising practice” is not about documenting a gold standard, however, or only referring to elements that have contributed to making interventions work or successful. Results may be partial and may be related to only one or more components of the practice being considered. Indeed, documenting and applying lessons learned on what works and what doesn’t work (and why) are integral parts of a promising practice, so that the same programming weaknesses can be avoided by other programs and projects.

Criteria

To ensure the robustness of knowledge generation efforts, the identification of promising practices is based on objectivity using the following set of criteria: ethical soundness – human rights, equity and gender equality; political commitment and leadership; partnerships and collaboration; youth and community involvement; relevance; efficiency; effectiveness; sustainability; replicability/scalability (Table 1).

Table 1. Promising practices criteria

Criterion	Description
Ethical soundness – human rights, equity and gender equality	The practice is grounded in the values of human rights, and pays attention to the needs and rights of marginalized and vulnerable groups and gender perspectives, as well as promoting equitable access for all to quality services.
Political commitment and leadership	The proposed practice has support from national leadership and relevant national or local authorities.
Partnerships and collaboration	The proposed practice involves partnerships and collaboration between several education stakeholders, including the inputs of youth representative bodies where possible, and demonstrates how partnerships can holistically support learning and human development.

¹ Adapted from: <https://transformingeducationsummit.sdg4education2030.org/>

Youth and community involvement	The proposed practice involves the participation of beneficiary groups and affected communities, including youth engagement where possible.
Relevance	The proposed practice addresses priority education challenges , including in relation to education in emergencies, and demonstrates practical solutions or approaches leading to catalytic or transformative change .
Efficiency	The proposed practice produces results with a reasonable level of resources and time.
Effectiveness	The policy/practice has achieved the intended results that are measurable.
Sustainability	The proposed practice is implementable over a long period with the use of existing resources, or few additional resources.
Replicability/scalability	The proposed practice is replicable elsewhere in the country or region.