



cmecc

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

World Conference on Early Childhood Care and Education
organized by the City of Moscow and UNESCO
Moscow, Russian Federation
September 27–29, 2010

Report of the Canadian Delegation



Head of Delegation

The Honourable Donna Harpauer, Minister of Education, Saskatchewan

Members

Audrey Roadhouse, Deputy Minister of Education, Saskatchewan

Jim Grieve, Assistant Deputy Minister, Early Learning Division, Ministry of Education, Ontario

Alain Pélissier, Chair, Sectoral Commission on Education, Canadian Commission for UNESCO

Antonella Manca-Mangoff, Coordinator, International, Council of Ministers of Education,
Canada

Table of Contents

I. Introduction	3
II. Russian Federation.....	5
III. The Importance of the Early Years: Brain Research and Child Development.....	5
IV. Cuba	6
V. New Zealand	6
VI. Adoption of the Moscow Action Plan	6
VII. Conclusion.....	7
APPENDIX I – WCECCE Program	
APPENDIX II – Draft Moscow Framework_Toc280866311	
APPENDIX III – Education for All Goals	
APPENDIX IV – Visit to a Kindergarten in Moscow	

I. Introduction

Drawing upon a broad base of new scientific research in neuroscience, genomics, and other fields, high-level government leaders and other policy-makers gathered in Moscow in an historic attempt to put early-childhood care and education (ECCE) front and centre as a human-development policy imperative. The first-ever “World Conference on Early Childhood Care and Education: Building the Wealth of Nations,” organized by UNESCO, the Russian Federation, and the City of Moscow, took place from September 27 to 29, 2010.¹

The conference brought together ministers from 65 countries and participants from 193 UNESCO member states, along with representatives from UN agencies, development agencies, civil society, and subject experts, for a total of 1,000 participants, present to reaffirm the role of early-childhood care and education as a right for every child and the basis for the development of nations, as well as to assess progress toward the goal of expanding and improving comprehensive early-childhood care and education, especially for the most vulnerable and disadvantaged children.

The Canadian delegation included the Honourable Donna Harpauer, Minister of Education and Provincial Secretary, Saskatchewan; Audrey Roadhouse, Deputy Minister of Education, Saskatchewan; Jim Grieve, Assistant Deputy Minister, Early Childhood Division, Ministry of Education, Ontario; Alain Pélissier, Chair, Sectoral Commission on Education, Canadian Commission for UNESCO; and Antonella Manca-Mangoff, Coordinator, International, Council of Ministers of Education, Canada.

Canada held an honorific position at the conference, with Minister Harpauer being elected as vice-chair. Mr. Grieve was invited to be convener to chair Commission 3.4, Capacity Building to Effectively Deliver ECCE. Mr. Grieve spoke of the all-day Kindergarten program in 600 Ontario schools that was launched in September 2010 and how Ontario was moving toward an integrated approach.

At the opening of the conference, UNESCO Director-General Irina Bokova noted that ECCE programs yielded greater investment returns than any other level of education, and yet this was probably one of the least publicized facts in the policy-making and development arenas.

Ms. Bokova also stressed the importance of early-childhood programs in addressing inequalities, providing “a starting point for levelling the playing field.” The number of children

¹ The Russian Federation has been actively supporting the Education for All (EFA) movement, and has accorded special attention to the first EFA goal. A cooperation agreement, which UNESCO and the City of Moscow signed in November 2007 in the framework of the joint project Moscow Education: from Infancy to School, aimed at promoting quality early-childhood care and education, provided a solid basis for the preparation of the 2010 WCECCE. Thus, the Russian Federation and the City of Moscow offered not only to host and sponsor the WCECCE, but also to share best practices with other member states.

missing out on primary school — 69 million worldwide — could be reduced if they were reached through adequate programs before age 8. There are a great number of children who are taken out of school too early.

Throughout the conference, participants received striking evidence of the importance of ECCE at an early stage of human development. Excellent initiatives have been implemented in policy development, but more needs to be done.

The WCECCE aimed to contribute to addressing major challenges in achieving the Education for All (EFA) goals (see Appendix III for the list of EFA goals). EFA Goal 1 — expanding and improving comprehensive early-childhood care and education, especially for the most vulnerable and disadvantaged children — is crucial, if we want to see benefits.

The conference featured a number of keynote speakers during the plenary sessions as well as during the commissions (see Appendix I for a detailed list of activities and keynote speakers). Conference organizers also provided a forum over the course of three days for discussion about policy and practice (a number of PowerPoint presentations are available at <http://edoc.cmec.ca/international/wcecce> for your further information). The following topics were the focuses of the discussions: inclusion and equitable access to quality early-childhood care and education; ECCE teachers; educators and caregivers; the role of the state and other stakeholders; cost and financing of programs; governance for early-childhood care and education; and data collection and monitoring.

Conference organizers, keynote speakers, scientists and experts, and political figures stressed the need to make early childhood a priority by supporting the family and not only the child. They underscored the enormous benefits of investing early for extremely high returns. They emphasized how ECCE was still very much neglected, and when included, how the framework is weak, especially for children under 3. A lack of investment in ECCE continues to limit the possibility of providing ECCE to all children. This situation generates disparities among classes of people, especially those who are marginalized. It was also noted that the private sector was a valuable partner, but cannot be relied upon entirely.

The importance of having agreements among all levels of government and establishing a framework that includes all sectors — social services, health, education, etc. — was also underscored as an essential holistic approach to human development.

An urgent call was made to governments around the world to demonstrate political will in order to implement initiatives to address the need for ECCE; leaders around the world must make ECCE a top priority.

It was noted that much progress has been made in recent years to focus the attention of policy-makers worldwide on ECCE policy and practice. More than 30 governments (UNICEF, 2006)

have established national early-childhood development policies and over 70 countries have some type of national commission to coordinate ECCE programs across ministries and sectors.

Keynote speakers and experts emphasized how scientific evidence shows that stimulation during early-childhood development has an undeniable impact on the lives of children and society as a whole, thus pointing to the importance of supporting the development of ECCE initiatives. The following are summaries of a few of the presentations from keynote speakers.

II. Russian Federation

Yuri Luzhkov, former mayor of Moscow, and L.N. Duhanina, deputy chair of the Commission on the Development of Education of the Public Chamber of the Russian Federation, outlined the numerous programs that have been developed for children, from infancy to the early years, in Russia. For example, there are more than 570,000 people working in the early-childhood field and some 204 institutions that employ 83,000 highly skilled professionals. Funds have been dedicated to enlarging rooms for daycare centres, opening additional daycare centres, and training teachers to adopt a more individual approach, taking into account the specific needs of young children. The Russian government has also committed to supporting young couples by financing their houses. Indeed, 30 per cent of a mortgage is subsidized with the first child, 50 per cent with two children, and with three children, the mortgage is fully cancelled. In addition, many crisis centres have been established with the goal of helping young mothers with psychological problems. Over 1,000 children with learning disabilities are integrated into the system, and teachers have been given assistance to work with them. Free medical and psychological services are provided to children. Mr. Luzhkov underscored these and other initiatives implemented in the Russian Federation to make ECCE a priority.

III. The Importance of the Early Years: Brain Research and Child Development

The keynote address by Dr. Jack Shonkoff, director of the Center on the Developing Child at Harvard University, described what brain science says about child development, the benefits of healthy cognitive development, and the unhealthy effects of early-life adversity, both on the long-term health of the individual and on society. He also underscored the implications for policy-makers. Recent dramatic advances in understanding the developing brain and the human genome, linked to new knowledge in the behavioural and social sciences, demonstrate how healthy development in the earliest years of life builds the foundations of successful adaptation. It also builds a strong foundation for effective learning that leads to better outcomes in academic achievement, responsible citizenship, lifelong health, and economic and human development.

IV. Cuba

The presentation by Ana Maria Siverio, Technical Advisor at the Latin-American Early Childhood Education Centre in Cuba, emphasized the cross-sectoral approach deemed crucial to building a strong foundation.

Ms. Siverio stressed the importance of theory being closely supported by practice. Since 1971, Cuba has made it a priority to eliminate illiteracy. The country has developed a holistic approach to ECCE, ensuring that every sector is involved.

V. New Zealand

Dame Iritana Tāwhiwhirangi spoke of the Maori people's traditional approach to raising children and how the community took education into its own hands after 50 years of discontent with government policies. The Maori did not agree with how the New Zealand school system was not placing importance on children from an early stage in their lives and how language and culture were not valued. The Maori determined that the extended family of parents, grandparents, aunts and uncles, etc. would be the teachers and proved that when children are valued, they feel motivated and grow in learning and enjoying an environment surrounded by nature.

VI. Adoption of the Moscow Action Plan

Conference participants adopted the Moscow Framework for Action and Cooperation (see Appendix II), which outlines a number of challenges that must be tackled to achieve ECCE goals. These include a lack of political commitment, inadequate public funding, low external support, and ineffective delivery of services. Poverty and cultural barriers in many parts of the world, including in occupied territories and conflict- and disaster-affected areas, also deny access to ECCE for millions of children.

Participants called on countries to work with UNESCO to mobilize international donors to increase financial support for ECCE. UNESCO was specifically requested to redouble its efforts to promote and develop ECCE.

Upon closing the conference, the Vice-President of the Seychelles, Danny Faure, requested that UNESCO also lead the completion of the Holistic Child Development Index to allow countries to follow progress toward ECCE and lay the ground for a major review in 2015.

Vice-President Faure concluded by stating that no child should be left behind and that by fulfilling the rights of all young children and nurturing their potential and well-being, we would be building the wealth of nations.

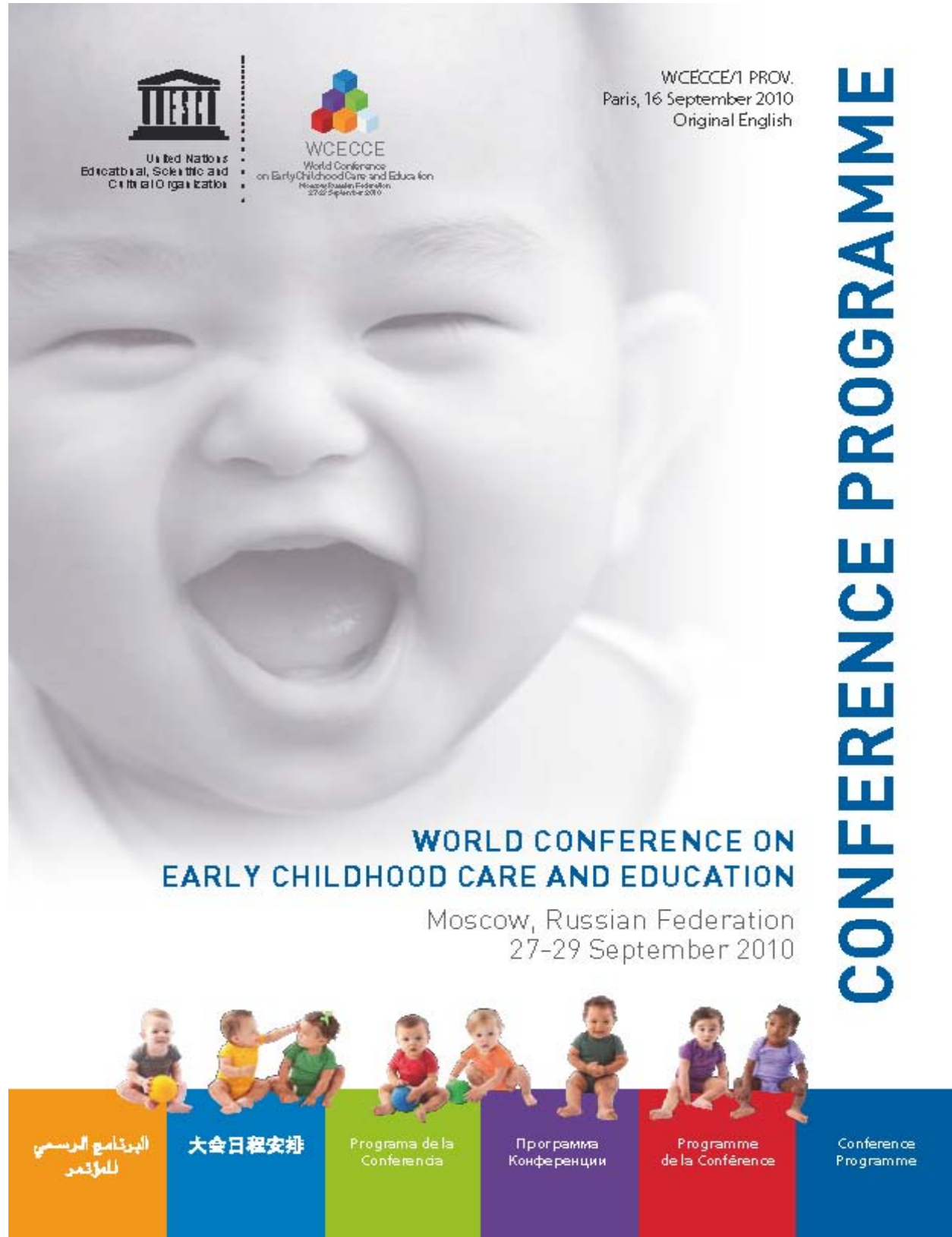
VII. Conclusion

The goal of the WCECCE² was to spur action by UNESCO member states by demonstrating that ECCE is about much more than preparing children for literacy or for school. Dr. Mmantseta Marope, director of the Division of Basic Education at UNESCO, stated that ECCE was an unshakable foundation for the development of the human capital required for higher value-added productivity, sustainable growth, competitiveness, and, ultimately, more equitable and politically stable societies. Indeed, Dr. Marope stated that providing high-quality, broad-based ECCE worldwide circles back to yet another UN Millennium Development Goal, because it offers “a real promise at enduring poverty eradication.”

² The World Conference on Early Childhood Care and Education was the fifth in a series of global education conferences organized by UNESCO from 2008 to 2010. It follows the 48th session of the International Conference on Education (November 2008, Geneva); the UNESCO World Conference on Education for Sustainable Development (April 2009, Bonn); the World Conference on Higher Education (July 2009, Paris); and the Sixth International Conference on Adult Education (December 2009, Belem). The World Conference on Early Childhood Care and Education will close this cycle of events that aim to promote education — from early childhood to higher education — as a right, foundation, and prerequisite for sustainable development.

APPENDIX I

WCECCE Program



United Nations
Educational, Scientific and
Cultural Organization

WCECCE
World Conference
on Early Childhood Care and Education
Moscow, Russian Federation
27-29 September 2010

WCECCE/1 PROV.
Paris, 16 September 2010
Original English

CONFERENCE PROGRAMME

**WORLD CONFERENCE ON
EARLY CHILDHOOD CARE AND EDUCATION**

Moscow, Russian Federation
27-29 September 2010

البرنامج الرسمي للمؤتمر

大会日程安排

Programa de la Conferencia

Программа Конференции

Programme de la Conférence

Conference Programme

CONFERENCE PROGRAMME

WORLD CONFERENCE ON EARLY CHILDHOOD CARE AND EDUCATION

Monday, 27 September 2010

08:00	Registration
09:30-12:30	<p>OPENING SESSION: THE ECCE GLOBAL CHALLENGE: SETTING THE STAGE</p> <p>Moderator: Mr Qian Tang, Assistant Director-General for Education, UNESCO</p> <p>Rapporteurs: Ms Hania Kamel, Ms Yoshie Kaga, ECCE Programme Specialists, Division of Basic Education, UNESCO</p> <p>OPENING ADDRESSES:</p> <p>Ms Irina Bokova, Director-General of UNESCO</p> <p>Ms Eleonora Mitrofanova, Chairperson of the Executive Board, UNESCO</p> <p>H.E Mrs. Mehriban Aliyeva, First Lady of Azerbaijan</p> <p>H.E Mr Danny Faure, Vice President of Seychelles</p> <p>OPENING PLENARY</p> <p>Adoption of Conference Programme Rules of Procedure</p> <p>Election of the President and Vice-Presidents of the Conference and Rapporteur General</p> <p>Election of the Drafting Group</p>
13:00	Lunch
14:30-16:00	<p>PLENARY I: THE ECCE DEVELOPMENT IMPERATIVE</p> <p>Chair: Mr Adama Ouane, Director, UNESCO Institute for Lifelong Learning, Hamburg, Germany</p> <p>Rapporteur: Ms Emily Vargas Baron, Director, Rise Institute, United States</p> <p>The Investment and Productivity Argument for ECCE (Video Address)</p> <p>Mr Jeffrey D. Sachs, Director of the Earth Institute, Quetelet Professor of Sustainable Development, and Professor of Health Policy and Management at Columbia University, United States</p> <p>The Importance of the Early Years: Brain Research and Child Development</p> <p>Mr Jack P. Shonkoff, Julius B. Richmond FAMRI Professor of Child Health and Development, Harvard School of Public Health and the Harvard Graduate School of Education; Professor of Pediatrics, Harvard Medical School and Children's Hospital Boston; and Founding Director of the university-wide Center on the Developing Child at Harvard University, United States</p>

16:00	Tea/Coffee break
16:30-18:00	<p>PLENARY II: THE GLOBAL STATE OF THE ART: SCALING UP TOWARDS 2015</p> <p>Chair: Mr Qian Tang, Assistant Director-General for Education, UNESCO</p> <p>Rapporteur: Ms Fatou Niang, Researcher, Division of Basic Education, UNESCO</p> <p>Overview of the Status of EFA Goal 1</p> <p>Ms Mmantseta Marope, Director, Division of Basic Education, UNESCO</p> <p>What Challenges Persist for ECCE? What Should We Do About Them?</p> <p>Mr Nicholas Burnett, Managing Director, Results for Development, Washington D.C. United States</p>
19:00-20:30	CHILDREN'S GALA CONCERT ON THE OCCASION OF THE WCECCE
20:45-22:30	RECEPTION HOSTED BY THE MAYOR OF MOSCOW CITY

Tuesday, 28 September 2010

08:00-11:30	Visit to Kindergartens
10:00-12:00	<p>COMMISSION 1: ENABLING THE SCALE UP TOWARDS 2015</p> <p>1.1</p> <p>POLICY: DEVELOPING GOOD POLICIES FOR ECCE</p> <p>Convener: Mr Bernard Hugonnier, Deputy Director, Directorate for Education, Organisation for Economic Cooperation and Development (OECD)</p> <p>Rapporteur: Mr Selim Iltus, Chief Scientist, Bernard van Leer Foundation, Netherlands</p> <p>ECCE: The Case of Norway</p> <p>H.E Ms Kristin Halvorsen, Minister of Education, Norway</p> <p>ECCE: Policy Challenges and Best Practices</p> <p>Mr Abrar Hasan, Education Policy Specialist and Senior Consultant, Canada</p> <p>ECCE: The Case of Turkey</p> <p>H.E Ms Nimet Çubukçu, Minister of Education, Turkey</p>

Tuesday, 28 September 2010

Room: Lagoda	<p>1.2 INNOVATIVE FINANCING STRATEGIES FOR ECCE Convener: H.E Mr Danny Faure, Vice-President, Seychelles Rapporteur: Ms Denise Conway, Senior Education Specialist, Thematic and Sector Specialists Division, Geographic Programs Branch, Canadian International Development Agency (CIDA), Canada</p> <p>Childcare Markets Ms Helen Penn, University of East London, United Kingdom</p> <p>Many Happy Returns: Return on Investment Methodologies For Sustaining and Expanding ECCE Programme Mr Charles Bruner, Child and Family Policy Centre, United States</p> <p>Financing ECCE: How to Expand and Sustain Adequate Programmes Mr Jan Van Ravens, Yale Child Study Centre, United States</p>	<p>Rapporteur: Mr Mourad Ezzine, Lead Education Sector Manager, MENA Region, the World Bank</p> <p>Achieving Multisectoral Integration and Coordination Ms Emily Vargas Baron, Director, Rise Institute, United States</p> <p>Multisectoral Coordination: The Case of Mauritius Ms Kistamah, Director, ECCE Authority, Ministry of Education, Mauritius</p> <p>The Institutional ECCE Framework of Interdepartmental Cooperation and Hierarchy Management in China Ms Feng Xiaoxia, College of Pre-school Education, Beijing Normal University, China</p>
	12:00	Lunch
Room: Amur/Enisei	<p>1.3 LEGAL FRAMEWORKS: ENSURING INCLUSION AND PROTECTION IN ECCE SYSTEMS Convener: Mr Oscar Picazo, Independent Consultant and Prominent Health Economist and Child Nutritionist, Philippines Rapporteur: Mr Luis Crouch, Vice-President, Research Triangle Institute, United States</p> <p>Reducing Child Poverty Through ECCE Ms Lisa Jordan, Executive Director, Bernard Van Leer Foundation, Netherlands</p> <p>Levels and Types of Legislation and Regulations Protecting, Supporting and Regulating Early Childhood Care and Education (ECCE) Ms Saisuree Chatukil, Member of the United Nations Committee on the Elimination of Discrimination against Women (CEDAW)</p> <p>Ensuring Inclusion and Protection in the ECCE System in Latin America Mr Alejandro Acosta, Regional Director, International Center for Education and Human Development (CINDE)</p>	<p>13:00-15:00 COMMISSION 2: REGIONAL EXPERIENCES</p> <p>2.1 LATIN AMERICA AND THE CARIBBEAN Convener: H.E Ms Gloria Vidal, Minister of Education, Ecuador Discussant: Ms Camila Crosso, Campaña Mundial por el derecho a la educación, Brazil Regional Report Presenter: Mr Jorge Sequeira, Regional Director, UNESCO Regional Bureau for Latin America and the Caribbean, Santiago Rapporteur: Ms Maureen Samms Vaughn, Professor of Child Health, Child Development and Behaviour, University of the West Indies, Jamaica Assistant rapporteur: Ms Rosa Blanco, UNESCO Regional Bureau for Latin America and the Caribbean, Santiago</p> <p>Legal Framework and Financing Modalities to Ensure Equity and Inclusion in ECCE; The Brazilian Experience Mr Vital Didonet, Coordinator of the Early Childhood Executive Secretariat, Brazil</p> <p>Access and Equity for Vulnerable Children in the Caribbean Community Mr Leon Charles, Managing Director, Charles & Associates, Grenada</p> <p>Social Protection Systems for ECCE; The Colombian Experience Ms Constanza Alarcón, Assistant Director for Early Childhood, Colombia</p> <p>Developing Inclusive Curriculum to Ensure Quality ECCE for All Ms María Victoria Peralta, Vice-President of the World Organisation for Early Childhood Education for Latin American</p>
Room: Amphitheatre	<p>1.4 INSTITUTIONAL FRAMEWORKS: SETTING UP MULTI-SECTORAL INTEGRATION AND COORDINATION Convener: Ms Teresa Aquieiro Oreta, Chairperson, ECCE Commission, Office of the President, Philippines</p>	

Tuesday, 28 September 2010

Room: Amphitheatre

2.2
SOUTH-EAST ASIA, EAST ASIA,
CENTRAL ASIA AND THE PACIFIC**Convener: H.E Mr Cancio Freitas**,
Minister of Education, Timor-Leste**Moderator: Ms Khoo Kim Choo**, Chairperson,
Advisory Committee for 0-3 Early Years,
Ministry of Development, Youth and Sports,
Singapore Development Framework,
Singapore**Regional Report Presenter: Mr Gwang-Jo Kim**,
Director, UNESCO Asia-Pacific Regional
Bureau for Education, Bangkok**Sub-theme Discussant: Ms Mugyeong Moon**,
Director, Policy Research Team, DPR Korea**Rapporteurs: Ms Ng Soo Boon**, Head,
Pre-school Unit, Curriculum Development
Centre, Ministry of Education, Malaysia
Ms Marilyn F. Manuel, Executive Director,
Early Childhood Care and Development
Council, Makati City, Philippines**National policy development for intersectoral
coordination****H.E Dr Nath Bunroun**, Secretary of State,
Ministry of Education, Youth and Sports,
Phnom Penh, Cambodia**ECCE in the New "National Medium-and-Long
Term Strategic Outline for Education Reform
and Development 2010-1020"****H.E Ms Chen Xiaoya**, Vice Minister of
Education, China**Legal Frameworks for Good Governance and
Coordination****H.E Ms Teresa Aquino Oreta**, Chairperson,
Early Childhood Care and Development
Council of the Philippines, Secretary Office of
the President, Philippines**Case Study from Kazakhstan on ECCE Policy
Implementation****Ms Dina Omarova**, Director, Republican
Pre-school Centre in Astana, Kazakhstan

Room: Lagoda

2.3
EUROPE AND NORTH AMERICA**Convener: H.E Ms Tünde Kovač Cerović**, State
Secretary, Ministry of Education, Serbia**Regional Report Presenter: Mr John Bennett**,
Senior Consultant on ECCE, France**Rapporteur: Ms Marta Korintus**, Head of
International Relations Institute for Social
Policy and Labour, Hungary**Ethnic Diversity and Social Inclusion in Early
Childhood Education: Rationale, Challenges
and Recommendations****Mr Michel Vandebroek**, Professor,
Department of Social Welfare Studies, Ghent
University, Belgium

Room: Lagoda

**Developing Equitable and Culturally Sensitive
Early Childhood Systems in America:
Challenges and Opportunities****Mr Charles Bruner**, Executive Director, Child
and Family Policy Center, United States**The Effects of the Transition and the Recent
Global Economic Downturn on Young
Children's Access to Quality Care and
Education Services in CEE/CIS Countries****Mr Steven Allen**, Regional Director,
UNICEF Regional Office for Central and
Eastern Europe and the Commonwealth of
Independent States, Geneva, Switzerland

Congress Hall

2.4
ARAB STATES**Convener: H.E Mr Ali Sa'ad**, Minister of
Education, Syria**Co-convener: H.E Ms Norah Al-Faiz**, Vice
Minister of Education, Saudi Arabia**Regional report presenter: Mr Abdel Moneim
Osman**, Regional Director, UNESCO Arab
States Bureau for Education, Beirut**Rapporteur: Mr Mourad Ezzine**, Lead Sector
Specialist on Education for Middle East and
North Africa, World Bank**Assistant Rapporteur: Mr Idris Higazi**, Regional
Programme Officer, UNESCO Arab States
Bureau for Education, Beirut**Jordan's ECCE System: A Framework for
Articulating Goals for Children' Well-Being:
Taking Stock of Achievements and Remaining
Challenges****Mr Tayseer Al Naimi**, Former Minister of
Education, Jordan**Public Private Partnership as an Essential
Vehicle for Scaling Up ECCE****H.E Ms Latifa Abida**, Vice Minister of
Education, Morocco**Successes and Challenges for Delivering ECCE
in the Palestinian A.T.****H.E Ms Lamis Al Alami**, Minister of Education
and Higher Education, Palestinian A.T.

15:00 Tea/coffee Break

15:30-
17:30

Congress Hall

2.5
RUSSIAN FEDERATION**Convener: Ms L.N. Duhagina**, Deputy chairman
of the Commission on the Development
of Education of the Public Chamber
of the Russian Federation, President of
the Educational Holding "Naslednik",
Vice President of the Association of non
government educational institutions of
Russian regions, Russian Federation

Tuesday, 28 September 2010

Congress Hall	<p>Report Presenter: H.E Mr I.I. Kalina, Deputy Minister of Education and Science, Russian Federation</p> <p>Presenters: Mr S.S. Feoktistov, Chief specialist of the International Cooperation Department, Ministry of Education and Science, Russian Federation Ms O. Larionova, Head of the Department of Education, Moscow Government Mr N.N. Malofeev, Director of the Institute of Correctional Pedagogy of the Russian Education Academy Mr E.V. Kuyvashev, Head of Administration of the Tyumen, Russian Federation Ms T.K. Balyberdin, Head of the municipal preschool educational institution "Kindergarten № 145 "Raduga kombinirovannogo vida" City Cheboksary, Chuvash Republic, Russian Federation</p>
Room: Lagoda	<p>2.6 SOUTH AND WEST ASIA</p> <p>Convener: H.E Ms Shirin Sharmin Chaudhury, State Minister, Ministry of Women and Childrens Affairs, Bangladesh</p> <p>Discussant: Ms Veena Mistry, Pro-Vice Chancellor, University of Vadodra, India</p> <p>Regional Report Presenter: Mr Gwang-Jo Kim, Director, UNESCO Asia-Pacific Regional Bureau for Education, Bangkok</p> <p>Rapporteurs: Mr Adarsh Sharma, Visiting Professor, Centre for Early Childhood Education and Development, Ambedkar University of Delhi, India Ms Junko Miyahara, Coordinator, Asia-Pacific Regional Network for Early Childhood (ARNEC)</p> <p>Strengthening Networking Among Service Providers of ECCE in Public and Private Sectors Ms Mehnaz Aziz, Chief Executive & Founding Director, Children Global Network (CNG), Pakistan</p> <p>Networking for Policy Advocacy and Resource Mobilization Ms Mahmuda Akter, Head, ECD Resource Center, Institute of Educational Development, BRAC University, Bangladesh</p> <p>Cost and Finance: Innovative Strategies Ms Madhumita Purkayastha, Centre for Child Rights, India</p> <p>Inclusive and Child-Friendly ECCE as a Tool to Reach EFA Mr Lutfullah Safi, speaking on behalf of H.E Mr M. Sediq Patman, Deputy Minister for Academic Affairs, Ministry of Education, Afghanistan</p>
Amur/Enisei Hall	<p>2.7 AFRICA</p> <p>Convener: H.E Mr Sam Onger, Minister of Education, Kenya – Chair of the Conference of Ministers of education in Africa (COMEDAF)</p> <p>Regional Report Presenter: Ms Ann Thérèse Ndong-Jatta, Director UNESCO Regional Bureau for Education in Dakar</p> <p>Discussants: Ms Rita Bissoonauth, Senior Policy Officer, Human Resources Science and Technology Department, African Union Ms Linda Biersteker, Head of Research of the Early Learning Resource Unit (ELRU), South Africa</p> <p>Rapporteurs: Ms Sophie Bassama, Chief of Section, Science and Technology of Education and Training Faculty - Dakar university Ms Rokhaya Diawara, Education Programme Specialist and Early Childhood Regional Focal Point, Unesco Regional Bureau for Africa, Dakar</p> <p>Fourth African Regional Conference Conclusions Including African Union Resolution as a Outcome Mr Ahlin Byll-Cataria, Executive Secretary, Association for the Development of Education in Africa (ADEA)</p> <p>The Zanzibar Initiative for the Indian Ocean as a Concrete Result of the Implementation of the ECCE Call to Action and Next Steps H.E Mr Haroun Ali Suleiman, Minister of Education and Vocational Training, Zanzibar</p> <p>Health and Nutrition Challenges in Africa and Global Action Plan in the Context of ECCE Mr Guelaya Sall, Professor Nutritionist Paediatrician, Chief of Department University Cheikh Anta Diop (UCAD), Senegal</p> <p>The Capacity-Building Needs for Africa to Champion ECD and Strategies to Achieve EFA Goal 1 Through Human Capacity Development Mr Robert Serpell, Professor of Psychology, University of Zambia</p>
18:30-19:30	<p>Special Events</p>

Wednesday 29 September

8:30-10:00

PLENARY III: ECCE COUNTRY BEST PRACTICES

Congress Hall

Chair: Ms Ann Therese Ndong-Jatta, Regional Director, UNESCO Regional Bureau for Education for Africa (BREDA), Dakar

Rapporteur: Ms Rokhaya Diawara, Education Programme Specialist and Early Childhood Regional Focal Point, UNESCO Regional Bureau for Africa, Dakar

The Model ECCE Program of the City of Moscow

Ms L. I. Shvetsova, First Deputy Mayor of Moscow, Russian Federation

Cuban Experience of Comprehensive Early Childhood Care

Ms Isabel Rios Leonard, National Director of ECCE, Cuba

Mauritius Experience of ECCE Programs

Ms Nirmala Bheenic, Principal Assistant Secretary, Ministry of Gender Equality, Child Development and Family Welfare, Mauritius

10:30-13:00

DONORS ROUNDTABLE

Room: Don

10:30-13:00

COMMISSION 3: CRITICAL THEMATIC AREAS

Congress Hall

3.1 HOLISTIC ECCE: THE ROLE OF HEALTH, EDUCATION, NUTRITION, AND PROTECTION IN PROMOTING QUALITY ECCE

Convener: Mr Anthony Lake, Executive Director, United Nations Children's Fund (UNICEF)

Rapporteur: Ms Maria Peralta, Vice President, World Organisation for Childhood Education, Latin America (OMEP)

Nutrition and Child Development: Searching for a Common Goal

Ms Patrice Engles, Professor, California Polytechnic State University, United States

A Case Study of ECCE in the Seychelles

H.E Ms Macsuzy Mondon, Minister for Education, Employment and Human Resources and President of Seychelles National Commission for UNESCO

Early Childhood Care and Nutrition – A Catalyst for Success in School

Ms Sheila Sisulu, Deputy Executive Director for Hunger Solutions, World Food Programme (WFP)

Room: Lagoda

3.2**THE QUEST FOR QUALITY**

Convener: Ms Carlina Rinaldi, President of the Early Childhood Association, Reggio Emilia, Italy

Rapporteur: Ms Mugyeong Moon, Director, Policy Research Team, DPR Korea

Balancing Quality and Quantity:**A Contemporary Challenge**

Ms Sharon Lynn Kagan (Ed.D.), Virginia and Leonard Marx Professor of Early Childhood and Family Policy and Co-Director of the National Center for Children and Families at Teachers College, Columbia University, and Professor Adjunct at Yale University's Child Study Center. Co-Director: National Center for Children and Families, Teachers College, Columbia University, United States

ECCE Quality in Terms of Content,

Ms Elena Yudina, Prof., Moscow City University of Psychology and Education, Russian Federation

Quality Matters: Observations from Early Childhood Programmes in Low Resource Environments in Asia

Ms Nirmala Rao, Professor, Faculty of Education, University of Hong Kong, China

Room: Amur/Enisei

3.3**CHALLENGES AND SOLUTIONS FOR SCALING UP PROGRAMMES FOR THE UNDER THREES: EFFECTIVE MODELS AND MODALITIES OF SERVICE DELIVERY**

Convener: Ms Khoo Kim Cho, Chairperson, Advisory Committee for 0-3 Early Childhood Development Framework, Ministry of Development, Youth and Sports, Singapore

Rapporteur: Ms Martha Llanos, Independent ECCE Specialist, Peru

Youngest Citizens: Different Models of Care and Education in Meeting the Needs of Children and Their Families

Ms Marta Korintus Mihalyne, Head of International Relations Institute for Social Policy and Labor, Hungary

The Social Programme of Care "Educate Your Child": A Successful Experience for Cuban Early Childhood from 0 to 3 Years

Ms Ana Maria Siverio, Technical Advisor at the Latin-American Early Childhood Education Centre –CELEP, Cuba

Improving Early Childhood Development (ECD) in 0-3 Year Olds: The Jamaican Approach

Ms Maureen Samms-Vaughn, Professor, Chairperson, Early Childhood Commission, Jamaica

Wednesday 29 September

Room: Amphitheatre	<p>3.4 CAPACITY BUILDING TO EFFECTIVELY DELIVER ECCE Convener: H.E Mr Jim Greaves, Assistant Deputy Minister, Ontario Ministry of Education, Canada Rapporteur: Ms Caroline Arnold, Co-Director, Education Programme, Aga Khan Foundation, Geneva, Switzerland Building Dynamic Communities of Practice in ECCD: Promoting Understanding of Young Children's Learning through Understanding How Adults Learn Best Ms Feny De Los Angeles-Bautista, Head, Community of Learners Foundation, Inc., Philippines Capacity Building for Quality Early Childhood, Care and Education in the Americas Ms Gaby Fujimoto, Senior Education Specialist, Organization of American States, United States Developing National Capacity for ECCE Programmes: The Case of Pakistan Ms Mahenaz Mahmud, Director Programme Development, Teachers Resources Center, Pakistan</p>
13:00	Lunch [Special Events]
14:00-15:30	<p>COMMISSION 4: EXCLUSION AND MARGINALIZATION</p> <p>4.1 DELIVERING ECCE TO THE POOR AND MARGINALIZED Convener: Mr Vital Didonet, Coordinator, Early Childhood Executive Secretariat, Brazil Rapporteur: Ms Sarah Klaus, Director of ECD Programmes, Open Society Institute, London, United Kingdom The Role of Families in the Educational Journey of Their Children Dame Ms Iritana Tāwhiwhirangi, Board Member, the Te Kohanga Reo National Trust, New Zealand Indigenous Children and Early Childhood Education in Latin America Ms Anna Lucia D'Emilio, Regional Advisor, Excluded Population, UNICEF-TACRO; Regional Focal Point, the United Nations Girls' Education Initiative (UNGEI) Serving Children - Supporting Families - Revitalizing Communities: The Experience of the Change Opportunities for Schools initiative in Latvia Ms Aija Tuna, Coordinator of Change Opportunities for Schools, Soros Foundation, Latvia</p>

Room: Lagoda	<p>4.2 ECCE AND HIV/AIDS Convener: Mr Bill Philbrick, Director of CARE's HIV/AIDS and Infectious and Emerging Diseases Unit, United States Rapporteur: Ms Rokhaya Diawara, UNESCO Regional Bureau for Education in Africa, Dakar Providing ECCE for Young Children Affected by HIV/AIDS: Why and How Ms Nurper Ulkuer, Chief, Early Childhood Development Unit/PDO, UNICEF The Extent to Which Young Children Are Affected by HIV and AIDS in Botswana Mr Richard Mathhare, National Coordinator of National AIDS Coordinating Agency, Botswana Care and Support for HIV/AIDS Affected Children in Thailand Mr Darunee Rujkorakarn, Vice President, National Health Assembly, Thailand</p>
Room: Amur/Enisei	<p>4.3 ECCE IN EMERGENCY AND POST-EMERGENCY SITUATIONS Convener: H.E Mr Hamidreza Hajibabaei Minister of Education, Islamic Republic of Iran Rapporteur: Mr James Cairns, Centre for the Developing Child, Harvard University, United States Responding to the Needs of Young Children in Emergencies Mr Pablo Andres Stanbery, Senior Director, Early Childhood Development, Save the Children Alliance, United States, & Ms Krishnakumar Palanisamy, Save the Children ECCE Advisor, Sri Lanka Invisible Suffering and What to Do About It: The Impact of ECCE in Emergencies Mr Mike Wessells, Child Protection Network, Colombia University, United States From Conflict to Peace Building the Power of Early Childhood Care and Education in Northern Ireland Ms Siobhan Fitzpatrick, Chief Executive Officer of Early Years, the Organisation for Young Children, Northern Ireland, United Kingdom</p>

CONFERENCE PROGRAMME

Wednesday 29 September

Room: Amphitheatre	COMMISSION 5: MONITORING AND EVALUATION OF ECCE AT NATIONAL AND INTERNATIONAL LEVELS
	<p>5.1 TOWARDS DEVELOPING A HOLISTIC CHILD DEVELOPMENT INDEX (HCDI)</p> <p>Convener: Mr Adama Ouane, Director, UNESCO Institute for Lifelong Learning, Hamburg</p> <p>Rapporteurs: Ms Yoshie Kaga and Ms Mariana Kitsiona, Division of Basic Education, UNESCO, Paris</p> <p>Ms Mmantsetsa Marope, Director Division of Basic Education, UNESCO, Paris</p> <p>Mr Luis Crouch, Vice President of Research Triangle Institute, United States</p> <p>Mr Oscar Picazo, Independent Consultant, Prominent Health Economist and Child Nutritionist, Philippines</p>
15:30-17:30	Tea/coffee Break and informal review of the draft Moscow Plan of Action
17:30-18:00	PLENARY IV: PRESENTATION OF CONFERENCE SUMMARY REPORT BY THE CONFERENCE RAPporteur GENERAL
Congress Hall	
18:00-18:30	PLENARY V: PRESENTATION AND ADOPTION OF THE CONFERENCE PLAN OF ACTION BY THE CHAIR OF THE DRAFTING GROUP
Congress Hall	
Congress Hall	CLOSING PLENARY: THE WAY FORWARD
Congress Hall	H.E Mr Danny Faure, Vice President of Seychelles Presentation of the Conference follow-up

APPENDIX II

The Draft Moscow Framework for Action and Cooperation**Harnessing the Wealth of Nations****PREAMBLE**

1. We, Ministers, Heads of Delegations, representatives of UN agencies, development cooperation agencies, civil society organisations and experts express our sincere gratitude to the Government of the Russian Federation for having hosted the first World Conference on Early Childhood Care and Education, and for their warm welcome, generous hospitality and organization of the Conference.

2. We met in Moscow from 27 to 29 September 2010 and reviewed challenges and progress made towards EFA Goal 1, in the particular context of Early Childhood Care and Education (ECCE) as a social, human and economic development imperative. We adopt a broad and holistic concept of ECCE as the provision of care, education, health, nutrition, and protection of children aged zero to eight years of age. ECCE is therefore a right and an indispensable foundation for lifelong learning. Its proven benefits are manifold, and include better health and nutrition, improved educational efficiency and gender equity, greater employability and earnings, and better quality of life.

3. We understand early childhood care and education must foster in children a spirit of peace, understanding, non-discrimination and harmonious relation with nature. We recognise the intrinsic value of childhood and children's inherent rights to provision, protection and participation.

4. We base our conclusions on the shared, but also specific, issues, challenges and critical development trends identified during the Regional consultations (Declaration of Damascus, Latin America, Africa and Asia Pacific) and in the special reports that have been produced for this conference.

5. We reaffirm our commitment to ECCE goal expressed in Jomtien (1990) and Dakar (2000) but we conclude that Education for All (EFA) Goal 1 of expanding Early Childhood Care and Education is at great risk of not being achieved by 2015 unless urgent and resolute action is taken. We therefore reiterate our determination to accelerate the achievement of this as a prerequisite for reaching the other EFA goals, the Millennium Development Goals (MDGs), as well as other regional and national agendas and priorities.

THE CHALLENGES

6. ECCE is an investment in the wealth of nations. There is a strong knowledge base; there are models, including at national levels, of high quality scalable provision; there is good

evidence that families and communities respond to high quality initiatives; there is knowledge of how to build capacity. But we do face challenges.

7. ECCE policies are not always part of sector wide-plans and do not reflect a holistic and integrated approach; they are insufficiently backed by political commitment and are not on a scale to reach all parts of the population. Inadequate core public funding and low external support continue to impede sustained ECCE provision. Existing levels of integration, articulation and coordination of services, institutional weaknesses and poor operational frameworks limit the effectiveness of ECCE programme delivery.

8. Lack of infrastructure, and persistence of poverty and cultural barriers deny access to ECCE to millions of marginalised children, including those living in occupied territories and conflict and disaster affected areas. The benefits of ECCE are put at risk by low quality and lack of inclusiveness of services. There is lack of reliable and timely information on the provision of equitable holistic ECCE services.

9. Low capacity at multiple levels and among various stakeholders' compromise ECCE programmes. Partnership for provision is not what it could be, and there is a need to for all partners to heighten their contribution to service provision-at the household/community level with civil society, the private sector, government and development partners.

10. To address the challenges we need to take advantage of the knowledge base and good experiences that already exist, and universalise these.

ACTION AGENDA

We thus call upon the governments to:

11. Mobilize stronger commitment to ECCE

i) Legislation, Policies and Strategies

- a) Develop legal frameworks and enforcement mechanisms that are conducive to the implementation of the right of children to ECCE from birth;
- b) Adopt and promote an approach to ECCE that is both holistic and multi-sectoral to ensure good birth outcomes, neonatal health and nutritional well-being, care and education of the zero to eight, with a special focus on the zero to three age group;
- c) Integrate ECCE policies into human and socio-economic development policies and thus as a shared responsibility across sectors and departments, parents, civil society and the private sector;

- d) Strike an appropriate balance between centralised and decentralised governance guaranteeing collaboration among all spheres with related responsibilities , level of authority and resources;
- e) Strengthen political commitment through evidence based advocacy on the benefits of ECCE for human development.

ii) Access and scaling up

- a) Scale up ECCE efforts, identifying enabling factors in effective ECCE programmes, with careful attention to flexibility and adaptation to diverse contexts and income groups, particularly targeting the most disadvantaged and vulnerable, and promoting partnerships with stakeholders at all levels;
- b) Place a key emphasis on achieving good birth outcomes to mitigate poor outcomes for neonates through developing and expanding parenting programmes to orient families in good ECCE practice, with particular emphasis on the 0-3 year old age group;
- c) Develop a framework to improve pathways for successful transitions within ECCE and to primary schooling.

iii) Assessment, Research, Monitoring and Evaluation

- a) Enhance reliable and timely assessments of ECCE services;
- b) Strengthen and institutionalise monitoring and evaluation of ECCE programmes, with urgent attention to establishing a Holistic Child Development Index to guide sound policies through the provision of reliable, relevant and timely disaggregated data for informed decision making; (to be discussed in Commission 5.1)
- c) Use locally relevant knowledge for informing policy-making, strengthen ECCE research capacities and contribute to knowledge creation across all regions.

12. Reinforce effective ECCE programme delivery

i) Equity and Inclusion

- a) Take innovative measures to make quality ECCE provision available to children from poor and disadvantaged groups, children with disabilities, as well as to marginalized populations, those in emergency situations affected by conflict and disasters.
- b) Value cultural and linguistic diversity, especially in regard to indigenous and minority languages, and encourage the use of familiar language in ECCE and provide adequate resources as part of good teaching. Value multilingualism as an asset;
- c) Take targeted measures to put in place early detection interventions for children at high risk of developmental delays and disability.

ii) Quality

- a) Empower and strengthen the capacity of parents, families and service providers, so that they can provide protective relationships, quality care and education to the young child.
- b) Improve curriculum and methodology in tune with childhood, valuing play, affection, cooperation, talent and creativity, joy, the fostering of self confidence and autonomy, as well active learning pedagogies that take into account children's point of view.
- c) Focus on programme outcomes by adopting consistent assessment criteria and methodologies;
- d) Include education for sustainable development as a central part of quality ECCE;
- e) Put in place human and material conditions required to achieve quality for ECCE; committed valued and trained professionals, appropriate ECCE environments as well as context sensitive curricula and materials;

iii) Capacity building

- a) Develop new approaches and methods to build professional capacity, in areas of critical importance to quality improvement;
- b) Improve and expand teacher training, accreditation and the professional development of ECCE professionals.
- c) Increase knowledge of medical professionals, social workers, parents about children development and how to promote it.

iv) Partnerships

- a) Proactively involve civil society and local communities in the policy debate, programme development, implementation, and monitoring of ECCE policies as well as in guaranteeing the respect, protection and realisation of children's rights; invite national international organizations to facilitate and support national ECCE policies and programmes;
- b) Enhance, when appropriate and with the necessary regulations, resources through partnerships with the private sector. Encourage the regulatory, operational and financing convergence between the schemes and programmes of different ministries, departments and agencies of the government;
- c) Pay close attention to parental voices and take steps to balance power relationships and foster collaboration among different actors of ECCE.

13. Harness resources for ECCE

- a) Support the above measures by increasing budget allocations by all government departments concerned with ECCE promotion, and mobilize diverse and innovative financing sources and mechanisms in support of ECCE. Invest as much as it takes to meet all rights to ECCE according to set quality standards;
- b) Increase targeted resources for 0-8 year old programmes, with particular attention to the early years due to their importance for human development;
- c) Conduct and encourage finance analysis of ECCE provisions and service delivery.

14. Cooperation

- a) Identify specific aspects of ECCE programming for mutual cooperation and exchange;
- b) Call upon countries to work with UNESCO to mobilize international donors;

15. We call upon Donors to:

- a) Honour their commitment to support all countries in achieving the EFA Goals, especially Goal 1, with increased attention to quality and relevance;
- b) Align external funding with national needs in ECCE giving special priority to countries lagging behind;
- c) Articulate ECCE targets in all sector plans.

16. Further, we call upon UNESCO to:

- a) Champion holistic ECCE globally based on the principles of children's rights, in cooperation with other agencies;
- b) Work closely with Member States, UN agencies, civil society, specialised agencies, partners and experts to develop holistic integrated ECCE programmes, with due attention to the 0-3 year old age group.
- c) (In partnership with Member states and partner organisations, develop and implement the use of a Holistic Child Development Index as a basis for future monitoring of ECCE services;)
- d) Collect and disseminate good practice, in particular the evidence demonstrating the multiple and diverse benefits of ECCE;
- e) Support the creation of ECCE networking at the national, regional and international level and level with related clearing house services;
- f) Intensify efforts aimed at developing affordable, readily available and user-friendly tools and models for assessing child development ;
- g) Promote ECCE investments through the corporate and business sector worldwide.

APPENDIX III**Education for All Goals**

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

APPENDIX IV**Visit to a Kindergarten in Moscow**

Participants were invited to visit a number of Kindergartens. The Canadian delegation visited a Kindergarten in one of the marginalized areas of Moscow. Teachers and staff gave a warm welcome to visitors and prepared an interesting presentation on the child-care system in Moscow.

Delegates visited administrative areas, facilities, and classrooms. They noted the limited number of books displayed throughout the care centre. The children seemed to be reserved and somewhat shy. However, it should be noted that this does not reflect all daycare centres in Moscow; these observations are only of this particular centre. Delegates welcomed the opportunity to visit the child-care centre.