

UNESCO & SEAMEO collaboration in enhancing the quality of ECCE teachers

Education
2030 



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Regional Overview

- Significant progress in the gross enrolment ratio (GER) for pre-primary education
- Reduced gender parity

GROSS ENROLMENT RATIO, GENDER PARITY INDEX, PRE-PRIMARY (% for GER)				
Country	2000		2014	
	GER	GPI	GER	GPI
World	30	0.97	44	0.99
Central Asia	24	0.97	35	1.01
East Asia, South-east Asia and the Pacific	42	0.98	76	1.00
South and West Asia	10	0.84	18	0.94

Source: created by UIS-AIMS, UNESCO Bangkok, UIS Data Centre, accessed in September 2016



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Background

Challenges of equitable access to quality ECCE

- Many children in low-income countries enter primary school without any ECCE experience
- Comprehensive ECCE is out of reach for many children living in remote areas or disadvantaged and vulnerable situations
- Disparities in ECCE service provision both across and within countries
- Investment in early years can yield a high return, but public education investment in pre-primary level is very low
- Quality of children's ECCE learning experiences depends on the quality of work by the ECCE teachers/practitioners:
 - ECCE teachers' competency, capacity and motivation
- There is an urgent need to strive for a qualitative leap through professionalisation and capacity development of ECCE teachers and practitioners.
 - Improve teacher preparation, support and continued professional development, working conditions and compensation.

Background



- **45th SEAMEO Council Conference (Cebu, 2010):** Ministers of Education highlighted the importance of ECCE, particularly in promoting quality education for all
- **36th SEAMEO High Officials' Meeting (Bangkok, Feb 2014)** endorsed the collaboration between SEAMEO and UNESCO on pre-primary teacher development
- **Strategic Dialogue of Education Ministers (Vientiane, Sept 2014):** decided to make ECCE towards achieving universal pre-primary education by 2030, as one of the seven priority areas for cooperation among SEAMEO countries



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Project collaboration

Completed

1. Pre-primary teacher
development in Southeast Asia

On-going

2. ECCE Teacher Development
in Southeast Asia and the
Pacific Small Island Developing
States (SIDS)





1. Pre-primary teacher development in Southeast Asia

- **Project Period:** September 2013 to August 2016
- **Target countries:** 11 SEAMEO countries (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Viet Nam)



- **Objective:** The project aimed to contribute to the qualitative improvement of pre-primary education by supporting the professionalisation and capacity development of pre-primary teachers.
- The project contributed to the monitoring and implementation of the global education targets of the Education 2030 Framework for Action, particularly the SDG target 4.2 and 4.c.



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1. Pre-primary teacher development in Southeast Asia

Analytical Synthesis Report

- Questionnaire survey to 11 countries
- First workshop to share country experiences and good practices and to draft the outline of the Guidelines
- Synthesis of country information
- Preparation of the “zero draft” of the Guidelines

Guidelines

- Second workshop to revise and validate the zero draft
- Finalized the **Southeast Asian Guidelines for Early Childhood Teacher Development and Management**
- The guidelines were endorsed by all SEAMEO countries

Country Action Plans

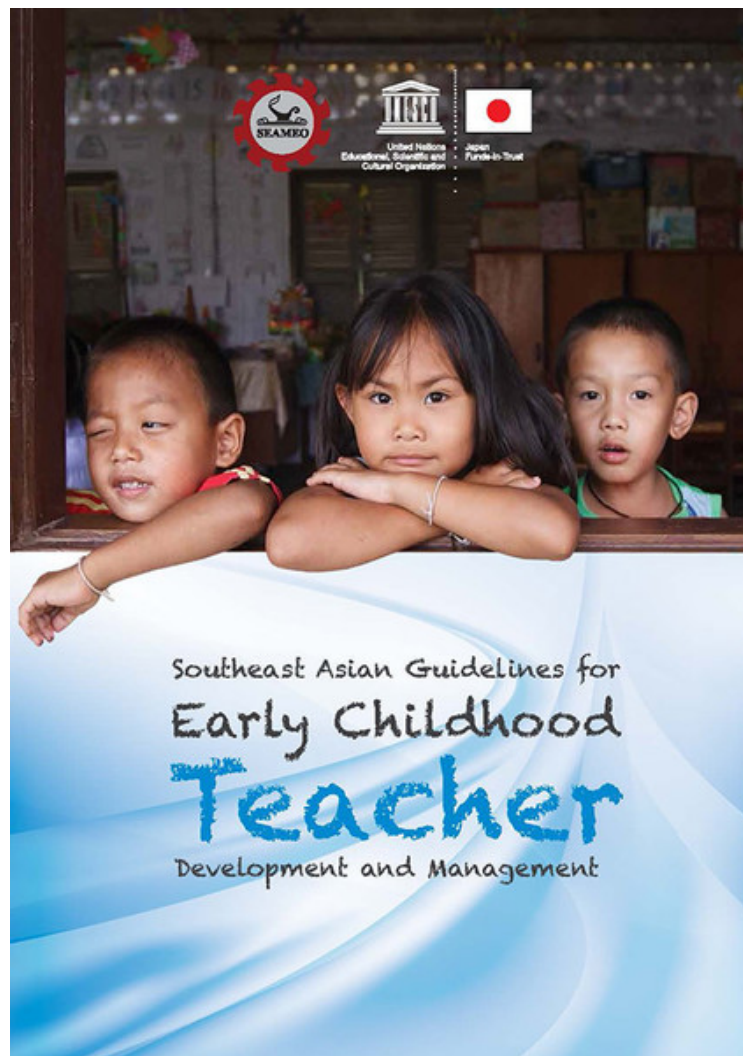
- Draft regional and country action plans prepared by 8 countries
- Post-project survey



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Southeast Asian Guidelines for Early Childhood Teacher Development and Management



- I. Qualification, certification and licensing or accreditation
- II. Recruitment to the profession
- III. Pre-service teacher education
- IV. Deployment and retention
- V. Continuous professional development
- **VI. Competencies and professional ethics**
- VII. Monitoring and quality assurance for performance appraisal
- VIII. Employment terms and working environments
- IX. Governance



1. Pre-primary teacher development in Southeast Asia

<p>Post-Project Survey</p>	<ul style="list-style-type: none"> • Sent out on 9 March 2017 • 9 countries submitted responses (Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Thailand, Viet Nam)
<p>Dissemination and usage of the Southeast Asian Guidelines</p>	<ul style="list-style-type: none"> • 9 countries disseminated the guidelines internally within the MoE • All 9 countries shared the guidelines with teacher training institutes • 5 countries plan to use the guidelines in reviewing or revising an existing policy, guidelines, framework, curriculum, etc. • 5 countries plan to use the guidelines in providing orientation and advice to teacher training institutions • 4 countries plan to use the guidelines in developing a new policy, guidelines, framework, curriculum, etc. • 2 countries plan to use the guidelines in carrying out advocacy events and initiatives <p><u>Highlights:</u> The Philippines - The ECCD Council used the Guidelines as reference in 1) revising the Standards and Guidelines for Center-Based Early Childhood Programmes for 0 - 4 yrs; 2) revising guidelines on Registration and Granting of Permit and Recognition to Child Development Centres; and 3) developing the National Early Learning Curriculum for Pre-Kindergarten (0 - 4 yrs) and the Competency Standards for Child Development Teachers and Child Development Workers: A Manual.</p>



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2. ECCE Teacher Development in Southeast Asia and the Pacific SIDS

- **Project Period:** August 2016 – July 2018
- **Target countries: 26 countries** from **Southeast Asia** (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Viet Nam) and **Pacific Small Island Developing States** (Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu)
- **Objective:** This project aims to bring about the professionalisation of ECCE teachers and practitioners in Southeast Asia and the Pacific SIDS through capacity development.
- **Strategy:** utilise the regional inter-governmental platforms for South-South Cooperation to ensure high-level policy-support and buy-in and regional/national ownerships:
 - UNESCO - (SEAMEO)
 - UNESCO - Pacific Regional Council for ECCE (PRC₄ECCE)



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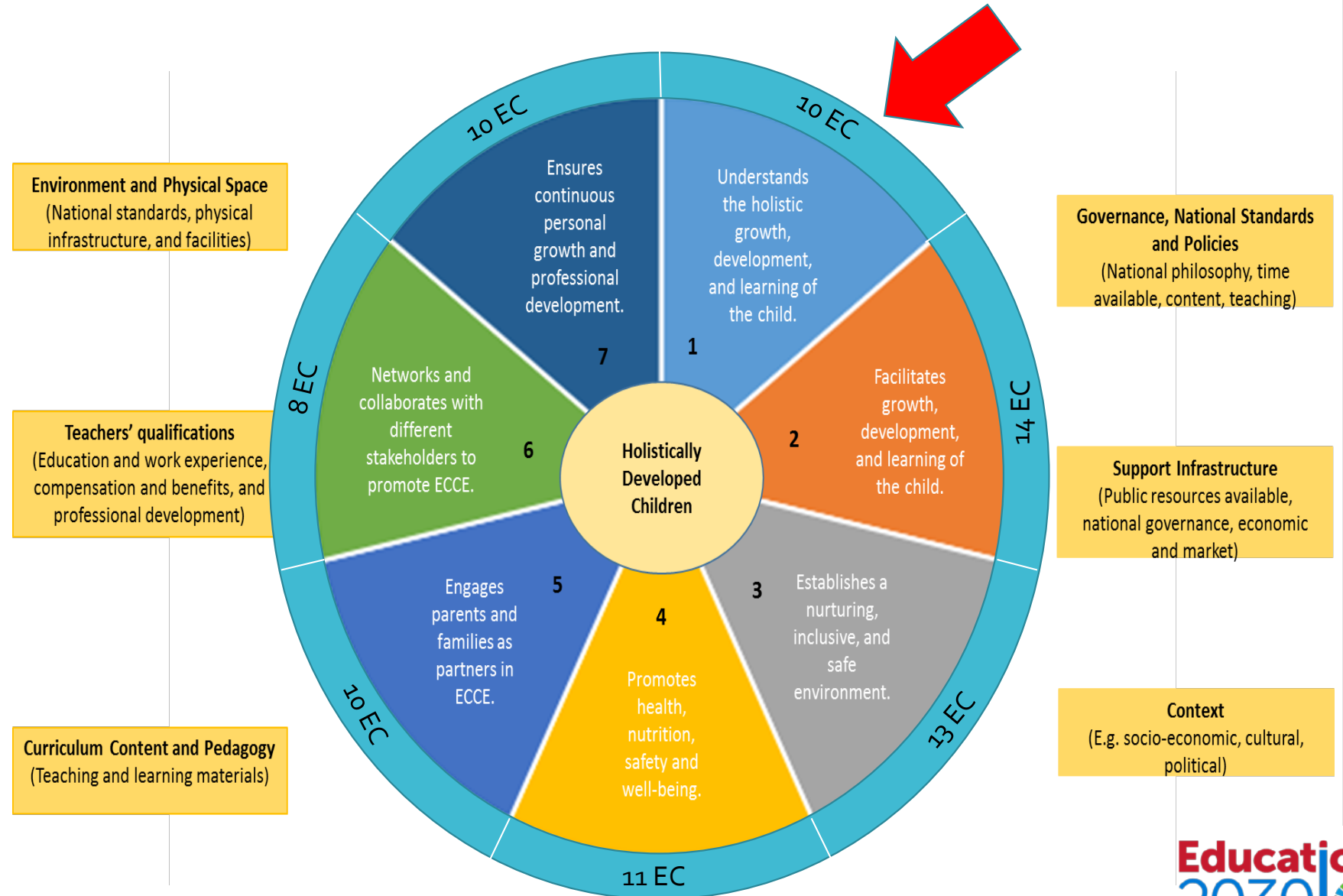
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2. ECCE Teacher Development in Southeast Asia and the Pacific SIDS

Completed and Planned Activities	Time frame
1. Literature review & development of baseline survey tools	February – April 2017
2. Administration of the survey	May 2017
3. Drafting of the generic competency framework	June 2017
4. Sub-regional workshop for the Pacific SIDS (Nadi, Fiji)	20-22 June 2017
5. Sub-regional workshop for the Southeast Asia countries (Bangkok, Thailand)	7-9 August 2017
6. Finalisation of the regional & sub-regional competency frameworks	August – December 2017
7. Country piloting - Adaption of regional competency framework and development/ review of national teacher policies/qualification frameworks (3-4 selected counties)	January – June 2018
8. Evaluation & Final report	June – July 2018

7 General Competencies and 76 enabling competencies

2. The draft ECCE Teacher Competency Framework





EXAMPLE

1. Understands the holistic growth, development, and learning of the child

Enabling Competencies

1. Equips oneself with knowledge on holistic child development and learning, including theories on cognitive and early childhood development.
2. Is able to explain relevant knowledge on child development and learning to others.
3. Uses knowledge on child development and learning to plan and implement ECCE programs.
4. Can describe the range of developmental (e.g. cognitive, physical, social, emotional) characteristics of a child.
5. Recognizes that development occurs within a continuum, and that not all children develop at the same pace.
6. Recognizes the diversity of the needs and potentials of children.
7. Shows respect for individual learners and places the child at the center of teaching and learning activities.
8. Perceives a child in the context of his/ her family and community.
9. Can identify children who are at-risk and have special needs (e.g. with developmental delays, victims of abuse, those living in the absence of parents, members of ethnic minorities, or those marginalized due to poverty.)
10. Shows understanding of the rights of the child.

2. ECCE Teacher Development in Southeast Asia and the Pacific SIDS



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Thank You!

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