“ECCE Teacher Development in Southeast Asia (SEA) and the Pacific Small Island Developing States (SIDS)” Project

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ECCE in SDG4-Education 2030

Target 4.2 “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.”

Quality ECCE learning experiences is the bedrock of lifelong learning and development – it leads to:

- Successful transition into primary education
- Academic achievement
- Improved social, economic and health outcomes
ECCE teachers as key to achieving SDG4.2

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 a urgent need to strive for a qualitative leap through professionalization and capacity development of ECCE teachers and practitioners.
- Improve teacher preparation, support and continued professional development, working conditions and compensation.

Builds on the project “Southeast Asian Guidelines for Early Childhood Teacher Development and Management” (2014-2016)
Are children participating in early childhood education?

Gross enrolment ratios in pre-primary education (ISCED 02) and early childhood educational development (ISCED 01) as a share of the population of the official age for early childhood education, 2016 or latest year available.

Note: Data for early childhood educational development programmes (corresponding to ISCED 0) are only available for Australia, Indonesia, Lao PDR, Kazakhstan, Kyrgyzstan, New Zealand, Niue, Republic of Korea, Thailand and Viet Nam.

Source: Statistical Table 2.
Regional Efforts to achieve SDG 4.2

From the Putrajaya Declaration in 2016, the SDGs also recognized the need to ... “substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.”
The Putrajaya Declaration

Action Agenda 3:

Develop clear policies, strategies and guidelines, including action plans for the professionalization of ECCE personnel through professional development, and elevation of their status and working conditions.
Recommendation 5:

Devote resources to the professionalization of the ECCE workforce, including adequate incentives and capacity building programmes that recruit and maintain skilled professionals.
Pasifika Call to Action for Early Childhood Development

Action Agenda 6:

Provide the requisite resources (including adequate compensation, improved working conditions, the sharing of best practice and knowledge and competency frameworks) to professionalise the ECD workforce.
The Kathmandu Statement of Action

5 Priority Areas:
1. Financing ECCE
2. ECCE in education sector planning
3. Equity in access for all – leaving no one behind
4. Quality improvement
5. Monitoring 4.2 indicators
Project objectives

Overall aim: *to contribute to the professionalization and capacity development of ECCE teachers and practitioners in Southeast Asia and the Pacific SIDS.*

Three specific objectives:

1. To develop baselines of ECCE teachers and practitioners in the countries of Southeast Asia and the Pacific SIDS, in terms of qualifications, standards and required/desired competencies; pre-service education and professional development; status, working conditions and environments;

2. To develop a regional ECCE teacher competencies framework(s) for Southeast Asia and the Pacific SIDS; and

3. To support selected countries to upgrade their national ECCE teacher policies, qualification frameworks, standards and/or curricula.
Expected results

1. ECCE teacher/practitioner competencies framework(s) developed and endorsed by Southeast Asia and the Pacific SIDS.

2. National ECCE teacher policies/qualification frameworks or standards/curricula reviewed in 3-4 countries in Southeast Asia and the Pacific, in line with the regional competencies framework.

Ultimately, to contribute to the follow-up to Putrajaya Declaration, Pasifika Call to Action for Early Childhood Development, the Kathmandu Statement of Action and the achievement of SDG4.2 and SDG4.c (teachers)
Project scope and implementation strategy

Participating countries – total 26 Member States:
- Pacific SIDS (15): Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
- Southeast Asia (11): Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Viet Nam

Strategy: utilize the regional inter-governmental platforms for South-South Cooperation to ensure high-level policy-support and buy-in and regional/national ownerships:
- Southeast Asian Ministers of Education Organization (SEAMEO)
- Pacific Regional Council for ECCE (PRC4ECCE)

Project Duration: August 2016 to December 2018 (2.5 years)
## Project activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Baseline study on ECCE teacher/practitioner policies and practices</td>
<td>August 2016 – June 2017</td>
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<td>2. Regional workshops to review the findings and recommendations of the</td>
<td>June 2017 – August 2018</td>
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<td>study and finalization of the ECCE teacher competencies framework(s)</td>
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<td>3. Technical support to selected countries to develop or improve national</td>
<td>September 2018 – December</td>
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<tr>
<td>ECCE teacher policies/qualification frameworks or standards/curricula</td>
<td>2018</td>
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Project activities (Cont’d)

Sub-regional workshop for the Pacific SIDS (Nadi, Fiji) 20-22 June 2017

Sub-regional workshop for the Southeast Asia countries (Bangkok, Thailand) 7-9 August 2017
In July 2018, SEAMEO Council approved the ECCE Teacher Competency Framework for Southeast Asia to be used as a guide in Southeast Asian countries. The framework was endorsed by Fiji, Palau, Tonga and Vanuatu.
Project activities (Cont’d)

Indonesia

- Established National Taskforce Team
- Organized the Orientation Workshop on Piloting the Adaptation of ECCE TCF for SEA in Indonesia on 12 October 2018
- Translated the ECCE TCF into Indonesian
- Plan to pilot the ECCE TCF nationwide
Project activities (Cont’d)

Viet Nam

- Established National Taskforce Team
- Organized the National Adaptation Workshop on 8 November 2018
- Translated the ECCE TCF into Vietnamese
Regional Workshop

With the representatives of Teacher Training Institutes and Ministry of Education from the 12 Pacific SIDS (Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu), the workshop will review and reflect on the ECCE Teacher Competency Framework, and draft a country roadmap for the adoption and implementation of the framework in strengthening pre-primary teacher training.
Thank you & Bula Vinaka!

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