



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

Date: 10-12 September 2013 • Venue: Seoul, Republic of Korea



Final Report



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Executive Summary

The Asia-Pacific Regional Policy Forum on Early Childhood Care and Education (ECCE) was held from 10 to 12 September 2013 in Seoul, Republic of Korea. It was convened by the United Nations Educational, Scientific and Cultural Organizations (UNESCO), the United Nations Children's Fund (UNICEF), the Asia-Pacific Regional Network for Early Childhood (ARNEC), the Korea Institute of Child Care and Education (KICCE) and the Korea Development Institute (KDI). The Policy Forum was organized to provide a platform for high-level policy-makers in the region to share knowledge and discuss strategies for capacity development, policy formulation, good practice, partnerships and research, with a view to improving young children's "readiness to learn", from both children's and schools' perspectives, with special attention to the promotion of equity.

A total of 208 participants, including delegates of thirty-one countries in Asia and the Pacific, experts and representatives of UN agencies, research institutes and networks participated in the Forum. Country delegations were headed by high-level officials, including eleven Ministers and nine Vice-Ministers.

A key message resonating from the Forum, including from all keynote speakers, is that care and education investments in the early years of a child's life have exponentially greater returns for the child and society at large when compared to investing in the later years of the life cycle. There is solid research evidence from various countries on the high returns and benefits in investing in early childhood, thus all participants were committed to take action and strengthen and expand holistic quality ECCE provision.

A roundtable for participating Ministers and Vice-Ministers discussed the main challenges countries face in providing holistic quality ECCE, and the experiences and lessons learnt in these countries. The Roundtable showed that awareness of the importance of ECCE was high across countries; and irrespective of their size, all countries in the region indicated they had initiated efforts towards promoting quality ECCE. Much of the Forum was devoted to the three thematic sessions: 1) Invest in ECCE as a cost-effective approach for human and economic development; 2) Expand quality ECCE with equity; 3) Ensure successful transition to school. Examples from countries in the region were also presented under each theme.

Professor W. Steven Barnett of Rutgers University, USA, in his keynote address at the opening session presented evidence from various research to argue for increased public investment in ECCE given not only the benefits to a child's learning and development, encompassing efficiencies in health and education, but also the increase in the productivity of the workforce. In addition to improving overall efficiency, ECCE has the potential to decrease social inequalities since it is likely to have the largest effects on the educational and economic success of disadvantaged populations. Increased access to ECCE programmes also can increase gender equality for children and their parents.

Professor Inchul Kim of Sung Kyun Kwan University, Republic of Korea, in his keynote address shared Korea's experience in ECCE. He argued that since government resources are limited, public investment in ECCE should be utilized in a cost-effective and efficient manner. To this end, projections of the country's fertility rate and the future growth of national and regional GDP are necessary. He pointed out that as the fertility declines, parental demand for quality ECCE services has increased and the government is required to secure more budget for ECCE. In this context, he indicated that sharing between central and local governments in financing ECCE expenditure is essential.

Professor Nirmala Rao of the University of Hong Kong in her keynote address noted that early childhood is the most effective and cost-efficient time to ensure that children can benefit from school and later opportunities. She also pointed out that there is substantial evidence indicating that disadvantaged children who attend early childhood programmes have better outcomes than those who do not. She noted the importance of implementing ECCE interventions that are effective and can be easily scaled up. She also recommended how to expand quality ECCE with equity, including investment in research that monitors and evaluates programmes to identify the most effective interventions and the development of sustainable funding mechanisms.

Professor Frank Oberklaid of the University of Melbourne, Australia, in his keynote highlighted key approaches to ensuring successful transition to formal schooling. He noted that ensuring a child's school readiness involves engaging not only ECCE service providers but also the community and families, as well as providers of other services. The readiness of schools to develop effective strategies for identifying and responding to the individual needs of all children is also important. He asserted that school readiness starts at birth. A strong foundation for learning, behaviour and health can be built by providing a safe, nurturing and stimulating environment for children to develop cognitive, social and emotional skills. He underscored that since brain architecture and skills are built in a hierarchical, bottom-up sequence and the brain plasticity decreases over time, it is biologically and economically more efficient to have the right start in life.

At the end of the Forum, countries committed to intensifying efforts to benefit children during their most important formative years by: ensuring that the ECCE policy is passed and implemented and revising existing policy to reflect a more integrated approach; improving ECCE teachers and facilitators quality through training, etc.; identifying disadvantaged groups in ECCE putting in place mechanisms for the assessment of school readiness; strengthening coordination and cooperation among the key Ministries involved in ECCE; strengthening monitoring and evaluation systems in ECCE; increasing investment in pre-school education; enhancing/expanding parenting education and awareness-raising on ECCE; strengthening the use of mother tongue/multi-lingual education in pre-primary education.

Recommendations were made on specific country-to-country collaboration: for example, study visits, exchange of research findings and policy documents; development of institutional linkages within and beyond the region; development of a regional database/portal on ECCE; exploration of possible engagement with KICCE and other research institutions. Countries also noted specific areas where they have good practices/experiences which they are willing to share with other countries.

It was noted that sustained political will and action are needed to move forward the ECCE agenda in the region, and it is the responsibility of all participants to ensure that the momentum created by the Forum continues. The importance of linking sectors was further highlighted as well as sharing the Forum outcomes at other events related to ECCE. Finally, in response to the call to maintain a high-level policy forum on ECCE expressed by many participants, the Government of Malaysia announced that it will host the next Asia-Pacific policy forum on ECCE.

1 Introduction

The Asia-Pacific Regional Policy Forum on Early Childhood Care and Education took place from 10 to 12 September 2013 in Seoul, Republic of Korea. This first regional policy forum was convened by UNESCO, UNICEF, ARNEC, KICCE and KDI.

A total of 208 participants, including delegates of thirty-one countries in Asia and the Pacific, experts and representatives of UN agencies, research institutes and networks participated in the Forum. Country delegations were headed by high-level officials, including eleven Ministers and nine Vice-Ministers. Considering the holistic nature of early childhood development, high level officials from the Ministry of Education, the focal ministry or coordination body for ECCE as well as the Ministry responsible for finance or economic planning were invited to the Forum.

The Policy Forum was organized to provide a platform for high-level policy-makers in the region to share knowledge and discuss strategies for capacity development, policy formulation, good practice, partnerships and research, with a view to improving young children's "readiness to learn", from both children's and schools' perspectives, with special attention to the promotion of equity. More specifically, the Forum aimed to:

1. Review the region's ECCE situation, focussing on 3 to 5-year-olds and their successful transition into primary education, analyzing current status, gaps and emerging challenges and opportunities.
2. Showcase innovative ECCE initiatives for disadvantaged groups, which are cost-effective, scalable and sustainable.
3. Identify the Asia-Pacific region's priorities and strategies for the provision of quality ECCE, particularly for the most disadvantaged groups.

As such, the Forum set out with the following two expected outcomes:

- Policy-makers equipped with the latest research evidence and knowledge of innovative and promising approaches to expanding and improving ECCE, leading to enhanced "readiness to learn" in their countries.
- Priority areas and mechanisms for collaboration identified in the areas of capacity development, policy formulation, good practice, partnerships and research.

Background

As inscribed in the Convention on the Rights of the Child (1989), young children have the right not only to survive but also to thrive and develop to their fullest potential. The World Declaration on Education for All (EFA) adopted in Jomtien, Thailand (1990) introduced a simple yet powerful sentence, "learning begins at birth," while the World Education Forum held in Dakar, Senegal (2000) adopted as the first EFA goal: "expanding and improving comprehensive Early Childhood Care and Education (ECCE), especially for the most vulnerable

and disadvantaged children". Ten years later, the commitment to EFA Goal 1 was reaffirmed at the World Conference on ECCE in Moscow (2010), where representatives of the conference concluded that EFA Goal 1 was "at great risk of not being achieved by 2015 unless urgent and resolute action is taken".

Early childhood is the period below the age of eight years, from prenatal care to ensuring a smooth transition into – and early success in – primary education. As such, ECCE is the foundation of lifelong learning. If all children receive quality ECCE to support their development and achieve age-appropriate development and learning outcomes in the early years, they can participate more effectively and efficiently in the subsequent stages of learning. This is one of the reasons why participation in quality ECCE programmes is a strong predictor of academic achievement as well as improved social, economic and health outcomes. ECCE also contributes to gender equality in multiple ways: by improving young girls' development and learning outcomes and also by providing an alternative form of childcare, allowing older sisters to attend school and mothers to be engaged in income-generating activities.

A child's readiness to learn is multi-faceted and consists of interdependent domains, such as physical well-being, social and emotional development, cultural understandings, language development, cognitive development and approaches to learning. In this context, "readiness to learn" implies supporting children to reach their full development and fostering their motivation and ability to learn at different stages of early childhood, including pre-primary and early primary years. It also implies the readiness of schools and other educational settings to welcome all children and ensure their success. Both aspects of "readiness to learn" require specific attention to offset inequity and promote inclusive practice in education.

Children need to be healthy and well-nourished to go to school and to concentrate on learning activities. For healthy growth, children's development must be supported across domains – for example, motor skills, such as holding a pencil, need to be developed alongside socio-emotional, cognitive and communicative skills. Their socio-emotional competence is essential for cooperating with their peers and teachers and engaging in educational activities. Their fast-developing brain functions need to be stimulated to carry out ever higher levels of cognitive tasks. The ability to communicate with others in educational settings and in the language of instruction, especially for those whose mother tongue is different, is critical to children's survival and success in school.

To be successful learners, children need to acquire these foundational skills during early childhood, be it at centre-based or home- and community-based settings. If children do not have the opportunity to develop to their fullest potential early on, inequities both at birth and during early development continue to grow and remedial efforts become increasingly difficult and costly. On the receiving end, schools need to be equipped with appropriate curricula, safe spaces and well-trained teachers to ensure the smooth transition of children of diverse backgrounds, languages, experiences, abilities and readiness levels. In other words, ECCE must be inclusive and developmentally and culturally appropriate and relevant, avoiding overly academic content and didactic pedagogical approaches. Such inclusive pedagogy requires modifying teaching practice according to children's sociocultural backgrounds and individual needs and interests.

Despite the overwhelming evidence of the critical importance of early childhood and quality ECCE's high rate of return on investment, countries in Asia and the Pacific, with the notable exception of Mongolia, invest less than 10% of their public education budget at the pre-primary level. This implies, on the one hand, that inadequate public investment is made in ECCE, which leads to a bottleneck in early years of primary education as many countries of the region face high rates of repetition and drop-out during the early primary years. On the other hand, the lack of sufficient public investment places financial burdens on families, resulting in children's unequal opportunities to receive quality ECCE.

Nevertheless, young children's holistic development and learning are not the sole responsibility of the government – and within the government, not only of the education sector. Within the government, multi-sectoral coordination is indispensable; investment in nutrition, social protection and health systems are also crucial for early childhood development. The role and participation of families and their communities in ECCE is critical and therefore these actors need to be supported, so that they have the necessary capacity to live up to their responsibilities as children's first caregivers and educators. Civil society, including non-governmental organizations and the private sector, also plays an important role in ECCE provision and hence needs to be included as part of stakeholders in ECCE policy development.

The Asia-Pacific Regional Policy Forum on ECCE is organized based on an urgent need to accelerate the region's quantitative and qualitative progress toward EFA Goal 1 and to renew the countries' commitment to inclusive and holistic development and learning of young children.

The presentation slides of keynote addresses and country cases as well as the opening and closing remarks are posted on the Forum website: <http://www.unescobkk.org/education/ecce/forum>

2 Opening and Setting the Stage

2.1 Opening remarks

Mr Qian Tang, Assistant Director-General for Education, UNESCO ([click here](#))

Mr Tang referred to UNESCO's central goal of "lifelong learning for all" and how ECCE is critical for reaching this goal. Decades of careful research clearly shows that ECCE plays an important role in promoting not only a person's school achievement but also lifelong well-being. Thus, ECCE is among the best long-term investments that countries can make, and it is therefore essential to invest more and better in ECCE. Recalling the commitments that countries and international organizations made to ECCE in recent years, in particular the EFA and Millennium Development Goals (MDGs), Mr Tang highlighted that while enrolment in primary education has continued to rise, reaching 90.75% globally, the pace of progress has stagnated in recent years, and is insufficient to ensure that by 2015 all girls and boys complete a full cycle of primary schooling.

A little over half of eligible children worldwide had access to pre-primary education in 2011. Furthermore, tremendous disparities persist between and within countries. Overall children in Asia are below the world average on how long they attend ECCE. Nevertheless, the diverse region of Asia and the Pacific has many innovative and successful examples to learn from, and has been a leader in expanding access. Therefore, countries of Asia-Pacific can showcase innovative methods to the rest of the world, and can be global leaders in demonstrating how to reach quality ECCE at scale – these innovations are critical for reaching goals for lifelong learning. To realize the promise of ECCE, Asian-Pacific countries must continue to develop the capacity of the ECCE system, formulate and implement good policies, and prioritize strong partnerships with NGOs and researchers.

Mr Tang underscored the value of a policy forum like this one as a platform for identifying the bottlenecks and possible solutions as well as encouraging future collaboration among countries. As such, he urged the Forum participants to address two key issues: (a) to mobilize stronger action for ECCE by adopting policies to promote access in ECCE, and (b) to reinforce effective ECCE programme delivery, ensuring quality equity and inclusion in ECCE.

Mr Kunihiro Chris Hirabayashi, Representative, UNICEF Tokyo ([click here](#))

Mr Hirabayashi noted that many children still miss out on vaccinations, good nutrition, pre-school education and other crucial early childhood services, and are denied their rightful place in the classroom, just because they live in remote, hard-to-reach communities or come from poor families. He pointed out that this inequity should be addressed since as everyone knows the future of humanity depends on giving the children of today the best possible start in life.

Mr Hirabayashi acknowledged the strong evidence that shows the high returns and benefits in investing in early childhood. At the same time, he reminded everyone that investing in children is not just about individual gains or moral responsibilities, but also because every child, in every society, has the right to a fair start in life. Therefore, investment in young children must be a cornerstone of all development agenda and policies. He emphasized that UNICEF is committed to promoting a policy dialogue on ECCE in the region, including in the forthcoming South-South Cooperation for Child Rights in Asia and the Pacific High Level Meeting in New Delhi.

Ms Young Lee, President, KICCE ([click here](#))

Ms Lee opened her speech expressing her sincere gratitude to all country delegates, observers and resource persons for their participation in the first regional high-level forum on early childhood care and education. She highlighted that KICCE agreed to host the regional policy forum as a follow-up of the World Conference on ECCE held in Moscow in 2010. She also mentioned that it was Korea's great interest in ECCE that led to the founding of KICCE, which holds a unique position as the only research institute specialized in early childhood policy in Korea.

Ms Lee expressed her satisfaction with the level of collective interest and support, which led to the organization of this Forum and wished that the Forum will serve as a platform to share and collaborate to promote equity on ECCE in the Asia-Pacific region.

Mr Joon-Kyung Kim, President, KDI ([click here](#))

Drawing from the experience of the Republic of Korea, Mr Kim talked about the importance of policy design and implementation that delivers clear tangible results in the context of economic development. He noted that investing in early childhood education and care policies will ensure long-term national growth competitiveness, and effective policies will nourish the next generation of citizens with advanced socio-economic qualities toward knowledge-based sustainable growth. As a result, the governments of developed and developing countries are investing capital and resources to devise ECCE policies to deliver results on public policy, whether in education, health or infrastructure.

In responding to the critical question of how to implement policies to ensure the desired, tangible results in early childhood development, he referred to the principle of "Science of Delivery" and results-based monitoring and evaluation as a way to achieve better outcomes by setting specific, measurable and achievable goals. He then introduced cases of the application of the Science of Delivery principle that led to successful policy implementation, including a set of rural development policies in Korea known as Saemaul Undong, which was highly effective in reducing rural poverty. He explained that the government's systematic monitoring of every village on key performance indicators encouraged a performance-incentive mechanism and provided proper feedback, enhancing policy effectiveness. Finally, Mr Kim underscored the importance of linking the financial allocation with policy effectiveness and urged all participants to think about how policy ideas can be designed and implemented to deliver best results.

2.2 Setting the Stage

Keynote Address *“Securing the Social Benefits from ECCE”* by Professor W. Steven Barnett, Board of Governors Professor and Director of the National Institute for Early Education Research, Rutgers University, USA ([click here for the presentation](#))

Professor Barnett presented evidence from comprehensive cross-national research to argue for public investments in ECCE given the social benefits from ECCE’s contributions to young children’s learning and development, encompassing increased efficiencies in health and education, and the increased productivity of the work force. In addition to improving overall efficiency, ECCE policy also has the potential to decrease social inequalities as ECCE is likely to have the largest effects on the educational and economic success of disadvantaged populations, including children from poor and migrant families. Increased access to ECCE programmes also can increase gender equality for children and their parents.

He showed that the evidence of positive effects from high quality ECCE is remarkably consistent around the globe in several respects. First, large positive effects on learning and development are found for a wide range of programmes including education. Second, research finds not only the same types of positive outcomes globally, but also that outcomes vary with policy features. The quality of ECCE provision is a key determinant of its effectiveness. Providing a sufficient quality of ECCE on a large scale is the most challenging problem faced by public policy seeking equity and excellence. Third, the persistence of benefits may depend to an extent on the readiness of schools to build on earlier gains.

Professor Barnett concluded that establishing accountability systems and continuous improvement to ensure quality are key elements to increase the equity and effectiveness of ECCE policies. Such systems monitor indicators of program access, standards and their implementation, and outcomes (such as school readiness). This information is then used to guide policy and program improvement, for example, by feeding into training and professional development.

Regional Perspective *“State of ECCE in Asia and the Pacific: Challenges and Prospects”* by Mr Gwang-Jo Kim, Director, UNESCO Asia and Pacific Regional Bureau for Education ([click here for the presentation](#))

Mr Kim provided an overview of the Asia-Pacific region, which consists of 46 UNESCO Member States of enormous cultural and linguistic diversity. The region is home to more than 4 billion people. He presented the region’s demographic trends, such as the rapidly aging population and the falling fertility rates, the relatively low participation of women in productive employment and the fact that only less than 30% of countries in Asia-Pacific meet the international standard of 14 weeks of maternity leave. Mr Kim noted that not only do these trends have important implications on national ECCE policies, but such implications interact with the countries’ socio-economic development.

He then reminded the audience of the first Education for All goal, which provides a clear policy direction of increased access, quality improvement and equity provision for ECCE. He presented the state of the region’s progress toward this goal, including indicators of child survival, nutrition, participation in and quality of pre-primary education and public investment in pre-primary education. He highlighted the region’s progress in the past years but also the persisting disparities and inequities among and within countries. He emphasized

that while the degree of reliance on private or non-state actors for ECCE service provision differs from country to country, in most countries governments alone cannot provide universal access to ECCE, and for this reason, countries need to foster public-private partnerships and ensure quality standards for all services.

In relation to public awareness, Mr Kim acknowledged that many national policy documents reflect the importance of early childhood and its holistic nature, which in turn has led to increased inter-sectoral coordination efforts. There is, however, a further need for evidence-based policy advocacy to promote governmental commitment to ECCE as part of the national socio-economic development agenda. This would ensure resource allocation and quality service provision for ECCE. Awareness-raising among parents and communities is also essential, and so is the participation of civil society and communities in providing quality ECCE. Moreover, coordination among various stakeholders and sectors, and the capacity development of ECCE policy implementers and practitioners, should be among the region's priority for action in order to achieve EFA Goal 1.

National Perspective *“Accomplishments and Future Tasks in Early Childhood Education and Care in Korea”* by H.E. Mr Nam-Soo Seo Minister of Education, Republic of Korea

H.E. Mr Nam Soo Seo welcomed all participants on behalf of the government. He urged participants to enhance cross-national collaboration and develop a joint agenda to promote the development of young children in early years. He then shared the experiences and lessons learnt from Korea's recent developments in the early childhood education and care policy. Until recently ECCE was not the focus of government policy and it was mainly left to individual families or private organizations and institutions, and this has led to considerable economic burden for parents. However, the Korean government now seeks to expand public kindergartens and it has launched initiatives to achieve qualitative enhancement of ECCE by introducing the Nuri Curriculum – a common standard curriculum – and free education and care for all children in phases.

With a view to providing rich learning and development opportunities to all children in a universal and equitable way, the government also began integrating ECCE services which are currently split: education service for 3 to 5-year-olds is provided by and governed by the Ministry of Education, and care service for 0 to 5-year-olds is offered by childcare centres and governed by the Ministry of Health and Welfare. The Korean government has established an inter-ministerial committee led by the Office for Government Policy Coordination under the Prime Minister's Office. In addition, it has organized the ECCE Integration Committee consisting of the government, experts and other stakeholders in order to explore ways to integrate ECCE taking into account the reality in Korea.

H.E. Mr Seo asserted that considering global trends including those in Korea, investment in ECCE at the national level is an urgent imperative. What is important is to establish policy objectives for an equal starting point for growth and development of children focusing on health, happiness, and interests of children, not on the needs and demand of adults and society. In addition, countries that are about to introduce an ECCE system should take a holistic view of care and education from the early stages.

3 Ministerial Roundtable

The Ministerial Roundtable was organized to allow Ministers and Vice-Ministers attending the Asia-Pacific Regional Policy Forum on ECCE to discuss “burning issues” in ECCE and to learn from one another in order to ensure all children’s access to quality ECCE. The Roundtable was attended by some 20 Ministers and Vice-Ministers, and it was moderated by Mr Gwang-Jo Kim, Director, UNESCO Asia and Pacific Regional Bureau for Education, who requested that the Ministers respond to two questions:

1. What are the main challenges that your country is facing in order to provide holistic, quality ECCE to all children and what specific measures have been taken to address these challenges?
2. Based on the experiences and lessons learnt in your country, what can you offer to fellow Ministers in the Asia-Pacific region?

Prior to the discussion, the ARNEC white paper entitled “Promoting Holistic Development of Young Children – An Imperative for the Advancement of Nations in Asia-Pacific” was presented by ARNEC Steering Committee member Prof. Venita Kaul. The white paper reiterated the main message that given the compelling evidence of the positive and long-lasting impact of holistic early childhood development on individual and national advancement, countries are urged to take immediate action to ensure the delivery of comprehensive ECCE. The main action points highlighted were: expand equitable access to ECCE programmes; ensure good quality ECCE, build an enabling policy environment; strengthen capacities of families, parents and communities; and create a movement to support holistic development and learning in young children ([click here for the presentation](#)).

All Ministers and Vice-Ministers participated actively in the discussion and shared their country’s contexts. The awareness of the importance of early childhood and ECCE was high across countries; and irrespective of the size of the country, all countries in the region indicated they had initiated efforts towards promoting ECCE, although the countries were demonstrating progress at varying paces.

Some of the common issues or challenges raised by them could be broadly categorized as (a) related to ECCE provisions and (b) systemic issues.

a. ECCE provisions

- Issue of equitable access to ECCE provisions, especially for marginalized children, those from rural and remote areas, children from ethnic and linguistic minorities and children with special needs.
- Quality in terms of facilities, physical infrastructure and materials.
- Issue of limited capacities of ECCE teachers who are not qualified or have limited training.
- Expansion of private preschools with no regulation in place.
- Need to consider quality specific to a local context.
- Lack of mother tongue-based multilingual ECCE for ethnic and linguistic minorities.
- Inadequate parental and community awareness regarding the importance of ECCE and the correct approach to early childhood education (e.g. play-based learning).

b. Systemic Issues

- Ensuring inter-ministerial or inter-agency coordination is the major challenge highlighted by almost all countries represented. ECCE provision being multi-sectoral requires the involvement of several ministries; this has led to fragmented planning and implementation of programmes for children. There are also various kinds of institutions providing ECCE, such as religious organizations, municipalities, private agencies or individuals, NGOs, etc.
- The absence of systemic linkage between ECCE and the school system (although ECCE is defined as up to 8 years of age, which in most countries would include the first two grades of primary education).
- Ensuring adequate financing and efficient utilization of ECCE funds.
- Governance, in particular, decentralization and devolution to local bodies poses a special challenge in terms of resources and capacities.

The Ministers and Vice-Ministers also shared good practices and lessons learnt:

- Almost all countries have formulated or are formulating a policy for ECCE although the degree of comprehensiveness of these policies may differ.
- Some countries have worked on a national curriculum framework for ECCE and early learning standards, while a few countries in the Pacific region are in the process of validating their standards. Vanuatu's achievements were appreciated in this regard for having so comprehensively planned for quality at the policy level. India is waiting for the approval of its national ECCE policy as well as the curriculum and standards. Nepal shared the institutionalization of a legal framework as a significant step forward. Malaysia shared the development of a National Education Blueprint which includes ECCE.
- With respect to the role of private sector providers, many countries reported on the expansion of the private sector and the need for regulation of quality. India, on the other hand, shared its success in universalizing public provision for ECCE with 1.3 million ECCE centres across the country providing integrated services to children; however, the quality of these centres is an issue. The role of the government in expanding and regulating the quality of private preschools was presented by Hong Kong SAR, China as a good practice with the use of hybrid financing mechanisms such as a voucher scheme from the government to support not only children's participation in ECCE but also the quality assurance and improvement of private preschools. This was made through innovatively supporting the professional development and certification of teachers in preschools (all privately run in Hong Kong SAR, China), whose quality is inspected periodically to be a part of this scheme. This example evoked considerable interest among the participants.
- The major challenge regarding inter-ministerial and inter-agency coordination has been addressed by countries in different ways. While India and Bangladesh have established the nodal Ministry for Women and Children which has ECCE as its mandate, a number of countries such as the Republic of Korea, Malaysia and Thailand have a Steering Committee constituted under the Office of the Prime Minister, which not only leads the way for inter-ministerial coordination, but also has better potential of giving ECCE its due priority in terms of financing and policies. This could emerge as a good practice which should be considered by other countries. Bangladesh shared its experience of a broad-based ECD stakeholders' network, which has as members, governmental and non-governmental agencies, 15 development partners, UN agencies, universities, etc. This national network serves as the resource for ECCE in the country, and this is another model for coordination and convergence to be considered by other countries.

4 Thematic Sessions



Much of the Forum was devoted to the three thematic sessions, and each theme consisted of three sub-themes for in-depth discussions. Each thematic session was first held in plenary with a keynote address by an expert, who gave an overview of the latest research findings and policy implications on a particular theme. The keynote presentation was followed by a presentation of three examples from the region to demonstrate how they addressed the respective policy issues and put them into practice. In case of Theme 2, three countries for each sub-theme were presented concurrently. The participants then engaged in discussions on specific sub-themes with a view to identifying priorities and mechanisms for collaboration in the areas of capacity development, policy formulation, partnerships and research.

Theme 1: Invest in ECCE as a cost-effective approach for human and economic development

a. Keynote address on Theme 1

Professor Inchul Kim, President of the Korean Economic Association and Professor of Economics, School of Economics, Sung Kyun Kwan University, Republic of Korea ([click here for the presentation](#))

Professor Kim gave an overview of the Republic of Korea's commitment to ECCE based on the private and social benefits from investment in ECCE. Private benefits include the enhancement of school readiness and class performance as well as of children's health, physical and emotional development, given that early childhood is a sensitive period of significant brain development. Social benefits include significant productivity of the society's work force by contributing to educational and economic success of disadvantaged groups, thus, reducing social inequalities, and by increasing women's participation in the labour market thereby narrowing the gender gap. Moreover, he argued that since resources are limited, public investment in ECCE utilized in a cost-effective and efficient manner, and monitoring and evaluation of ECCE performance must be conducted regularly, so that policy-makers consider the appropriateness of the ECCE expenditure and evaluate the quality of ECCE services. For this purpose, projections of the country's fertility (number of children per family) and the future growth of national and regional GDP are necessary.

Professor Kim mentioned that most of OECD countries try to expand and improve ECCE programme by raising their ECCE budget-GDP ratio, which was 0.5% on average in 2008. The ECCE budget-GDP ratio of Korea in 2008 was only 0.2%, being the second lowest country among the OECD member countries. In 2012, however, the ratio for Korea jumped to 0.5%. On the other hand, the projection of future ECCE financing requires the information on the number of children and the country's future income. If the number of future children is expected to increase, the government needs to increase its ECCE budget; if GDP growth is expected to increase, the government can implement ECCE policy with some ease. The Republic of Korea experienced a drastic drop in fertility rate from 6.1 in 1960 to 1.2 in 2012, compared to the moderate drop of the OECD average from a little less than 3.5 in 1960 to a little above 2.5 in 2012. Nonetheless, the country's GDP growth since the 2009 global financial crisis has suffered, and the ECCE fee support increased very moderately over the period 2012-2013.

Professor Kim concluded his presentation by pointing out that ECCE investment brings benefits not only to an individual child but also to society at large. He pointed out that although low GDP growth since the 2009 global financial crisis makes securing the required budget for ECCE more difficult, fertility rate for countries –whether developing or developed– has been on a declining trend which implies there will be fewer children. Nonetheless, as parents have less children, their demand for quality ECCE services is increasing and the government is required to secure more budget for ECCE. In this context, sharing between central and local governments in financing ECCE expenditure is essential.

b. Examples from the Region

- Mongolia: *“Increasing ECE enrolment rates through expanding investments to alternative training programmes”* by Mr Gantulga Bold, Division Head of Pre-School Education, Ministry of Education and Science, Mongolia ([click here for the presentation](#))
- Nepal: *“Nepal Presentation”* by H.E. Mr Madhav Prasad Poudel, Minister of Education, Nepal ([click here for the presentation](#))
- Hong Kong SAR, China: *“Case Example of Hong Kong Special Administrative Region, China”* by H.E. Ms Betty Ip, Deputy Secretary for Education, Hong Kong SAR, China ([click here for the presentation](#))

c. Breakout Discussion on Sub-themes

Sub-theme 1.1: Innovative funding modalities to scale up ECCE

Discussion highlights

The discussion revealed that most countries are dependent on governmental financial support, which is in most cases insufficient and countries are struggling to secure and sustain the funding. In many countries, governments also provide supplementary support for disadvantaged families.

Diverse funding modalities of ECCE were discussed, reflecting the different ECCE policy philosophy and socio-cultural backgrounds in countries. Five types of funding mechanisms were identified:

- 100% governmental support.
- Matching funds between central and municipal governments, with systematic formula to decide the ratio.
- Considerable support from international organizations or NGOs.
- Significant roles played by for-profit private organizations, which implies the importance of governmental regulations through subsidy/voucher systems for public availability and service quality control.
- Parental choices and payments.

Priorities identified

- Sustainable funding.
- Shared roles for the innovative ECEC funding: by central and municipal government/ communities; domestic and international assistances; public and private organizations; educational and welfare domains, etc. with parental payment.
- Need for global guidelines regarding ECCE budgets.

Mechanisms for collaboration

- Ministries and organizations collaborate for developing professional teachers, quality control and supporting parents, kindergartens and child care centers.
- International index and indicators are helpful in comparing and diagnosing the status of countries' ECCE policy formulation and development.
- Funding needs to be discussed together with other related factors, such as the universal curriculum, targeted support for disadvantaged children, social and child welfare, including health, safety, poverty and equity issues in society, and parents' active participation and support.

Sub-theme 1.2: Costing models to reach the most marginalized childrenDiscussion highlights

How ECCE funding should be allocated generated a lively discussion given most countries do not have an established costing model in ECCE policy implementation. Some participants shared their countries' practice of per-capita funding for disadvantaged children (e.g. children in rural areas, ethno-linguistic minorities), while others shared their experience of combined support both for the individual child and at programme levels. As the budget allocation for ECCE is insufficient in most countries, a strong recommendation made from the group was to allocate more public funding for ECCE, and an aspirational goal for public expenditure in ECCE was set to a minimum of 1 per cent of GDP.

Priorities identified

- Identification of effective costing models that aim to ensure the quality of early childhood programmes, in particular, for children from ethnic minority groups.
- Alternative funding schemes to support children who are currently not enrolled in pre-schools (due to chronic illness, victims of child labour or children from remote areas with no pre-schools in place).
- Effective funding mechanisms for public-private partnerships.

Mechanisms for collaboration

- Compilation of examples and identification of good practices of costing models to reach marginalized children.
- Documentation and dissemination of good practices via regional ECD platforms such as ARNEC for collaborative learning.

Sub-theme 1.3: Emerging partnerships with non-state actorsDiscussion highlights

Non-state actors play important roles in complementing the state in ensuring accessibility and quality of ECCE provisions at different levels and aspects. In particular, non-state actors have been instrumental in:

- Designing programmes and developing curriculum that are more locally relevant.
- Training teachers and ensuring that teachers meet the qualification requirements, for example, non-state actors in Fiji and Pakistan have been ensuring the proper accreditation of ECCE teachers.
- Conducting research and evaluations, which feed into policy.
- Sharing resources, especially by corporate partners, and also coordinating among different NGOs to ensure effective distribution of limited resources and prevent overlaps.
- Creating and sustaining networks of ECCE providers.
- Mobilizing and empowering local communities in support of ECCE and providing parental education.

- Facilitating access to ECCE provisions by reaching out to areas or populations that are not reached by the government.
- Advocacy for ECCE, especially with policy-makers and during government elections.

Non-state actors also play a critical role in building a form of social accountability, to ensure the quality of provisions that are provided by the state and/or private providers. Specific examples included: non-state actors' engagement in creating a system for better assessment of children's learning outcomes in the Pacific with the support of ADB; Hong Kong private sector providing training to ECCE centres on financial management skills; non-state actors' active support to the Philippine government in ensuring ECCE provisions during emergencies and strengthening disaster risk management in ECCE, with support from UNICEF.

On the other hand, challenges raised are: weak sustainability and accountability of programmes, especially when non-state actors depend on external support, and duplication of services provided by non-state actors.

Priorities identified

- Capacity building in particular, training of ECCE practitioners as well as policy-makers and community members.
- Strengthening of the non-state actors' role as ensuring social accountability of government programmes/provisions.
- Changing the mind-sets of top policy-makers to engage non-state actors.

Mechanisms for collaboration

- Provide forums especially for Ministers, especially the Finance Ministers, and senior policy-makers, to share experiences and research and influence policy-making and implementation. Such forums should include government and non-state actors to create ECCE leaders and champions.
- Strengthen ownership of programmes for increased accountability and sustainability by helping practitioners to improve their capacity to become accountable both financially and in delivery of programmes.
- Collaborate to undertake comparative research studies and ensure that findings are built into advocacy strategies/messages to influence policy change.
- Create a central databank on the status of children in the countries.
- Create protocols/parameters for involvement, dialogues and collaboration between non-state actors and the governments.

Theme 2: Expand quality ECCE with equity

a) Keynote address on Theme 2

Professor Nirmala Rao, Professor in the Faculty of Education and Associate Dean and Director of Graduate Studies at The Graduate School, The University of Hong Kong ([click here for the presentation](#))

Professor Rao highlighted that investment in early childhood yields larger economic returns compared to investment in adulthood. ECCE is the most effective and cost-efficient time to ensure that children can benefit from school and later opportunities; it helps reduce risks and supports development and thus can break the cycle of inequality experienced by millions of children and families. ECCE is therefore considered to be fundamental to the promotion of social justice and equity. She then comprehensively discussed inequities in access to services which promote early childhood development, showing that particularly in developing countries there

are consistently documented “access gaps” in which children from the poorest rural households and from communities with the least resources tend to have less-qualified teachers than their counterparts in wealthier areas. Hence, these children tend to lag behind their urban or wealthy peers in terms of school preparedness leading to subsequent “achievement gaps”.

She also pointed out that there has been substantial evidence which indicates that disadvantaged children who attend early childhood programs have better outcomes than those that do not. As such, several considerations are needed for policy decisions: the identification of types of ECD interventions that are effective and can be easily scaled up, a minimum “dosage” of intervention needed to achieve sustainable gains in child outcomes and a proper allocation of limited resources and the interest in cost. In addition to sustainability and scalability of programmes, it is equally important to consider quality in ECCE programmes, encompassing such dimensions as physical and psychological environment, curriculum, learning and teaching approaches, teacher-child interactions, programme management and community integration.

Professor Rao concluded her presentation by stating that high quality and holistic early childhood development builds the health and wealth of nations and advances social justice by improving child nutrition, educating the future generation and promoting nation-building, bringing about high economic returns for nations and alleviating inequity and promoting harmony. Finally, she provided several recommendations on how to expand quality ECCE with equity, including the increased investment in research that monitors and evaluates programmes to identify the most effective interventions, the evaluation of strategies to promote equity, and the development of sustainable funding mechanisms.

b) Examples from the Region

Sub-theme 2.1: Integration of care and education

- Philippines: “*Expand Quality ECCE with Equity: Integration of Care and Education, The Philippine Experience*” by Ms Teresita G. Inciong, Chairperson of ECCE & ECCD Governing Board Council, Philippines ([click here for the presentation](#))
- Sri Lanka: “*Integration of Care and Education: Sri Lanka*” by H.E. Mr Bandula C. Gunawardhana, Minister of Education, Sri Lanka ([click here for the presentation](#))
- Japan: “*Reforms of ECCE in Japan: Integration of Care and Education for all Young Children*” by Professor Kyoko Iwatate, Professor, Tokyo Gakugei University, Japan ([click here for the presentation](#))

Discussion highlights

Participants discussed what was meant by integration of ECCE and agreed that the holistic conceptualization and delivery systems of ECCE, which includes health, nutrition, protection and education, is foremost important. In operationalizing the holistic approach to ECCE, systems to monitor ECCE service-performance and to control and assure the quality of services are needed. Moreover, integration needs to be considered at multiple levels, such as coordination/integration among ministries and agencies of the central government as well as among stakeholders at the community level.

There is a need to have a clear understanding of and prioritization in integration of ECCE. In so doing, centre-based, rather than home-based, delivery approach is more recommended. Teacher training system is another important component to be coordinated for a more coherent provision of ECCE services.

On the other hand, concerns were raised that the tendency to focus on integration of ECCE for children at age 3 to 5, will lead to lost opportunities for children under 3 years. Furthermore, integration of ECCE needs to be contextualized in different countries by reflecting upon what the complete integration looks like.

Priorities identified

- Holistic conceptualization of integrated ECCE.
- Monitoring systems for quality assurance.
- Training of practitioners (caregivers and teachers).

Mechanisms for collaboration

- Share good practices of advanced countries in the region.
- Conduct more research for evidence-based policy decision making.
- Identify and adopt world-widely recognized indicators of the integrated ECCE for monitoring and evaluation.
- Involve parents in ECCE (parental commitment & raising awareness of the importance of ECCE).

Sub-theme 2.2: Competences of ECCE teachers and caregivers

- New Zealand: *“New Zealand: Competencies of ECE Teachers”* by Mr Karl Le Quesne, Group Manager, Early Childhood Education, Ministry of Education, New Zealand ([click here for the presentation](#))
- Bhutan: *“Expand quality ECCD with equity: Competences of ECCD teachers and caregivers”* by Mr Kinley Gyeltshen, Chief of ECCD Division, Ministry of Education, Bhutan ([click here for the presentation](#))
- Uzbekistan: *“Asia-Pacific Regional Policy Forum on Early Childhood Care and Education: Uzbekistan”* by H.E. Mr Abdugani Kholbekov, Vice-Minister of Public Education, Uzbekistan ([click here for the presentation](#))

Discussion highlights

Government’s role in setting standards and regulating all ECCE centres (both governmental and private), for example, by registering them and providing licenses, was considered critical in ensuring the quality of ECCE teachers and services. In setting standards for teacher qualifications and competencies, countries diverged greatly. New Zealand’s comprehensive approach to teacher competencies, which was introduced as a 12-year reform initiative from 2000 to 2012 drew considerable attention and interest from the participants. It highlighted that in order to improve ECCE teacher/personnel workforce in a comprehensive manner, government’s political commitment is important, and so is substantial and sustained funding.

While countries diverged particularly on who provides ECCE services (from 100% state-run to 100% privately run), the role of the government in setting standards and assuring service quality, particularly teacher competencies, was highlighted. In this sense, teacher qualification courses need to be based on the common standards/framework for ECCE, including national ECCE curriculum or early learning and development standards. Moreover, capacity development of national experts is urgently need to increase the teaching workforce and improve the qualification/competencies of teachers.

Priorities identified

- Capacity development of national experts: many countries do not have sufficient resource persons or experts to improve the teacher education system.

- Comprehensive approach to improving qualifications of ECCE teachers: this approach requires clear target setting as well as substantial and sustained financial means.
- Monitoring the quality of ECCE services and teacher competencies.

Mechanisms for collaboration

- Develop a database/portal of different countries' qualification courses for ECCE teachers.
- Share good practice through study visits, forums, etc. in the area of teacher education.

Sub-theme 2.3: Setting standards and monitoring development and learning outcomes

- Thailand: *"Setting standards and monitoring development and learning outcomes"* by H.E. Mr Chaturon Chaisang, Minister of Education, Thailand ([click here for the presentation](#))
- Vanuatu: by Ms Jocelyn Mete, First Political Adviser, Department of Education, Vanuatu ([click here for the presentation](#))
- India: *"Early Childhood Care and Education: Indian Context"* by H.E. Ms Krishna Tirath, Minister of State for Women and Child Development, India ([click here for the presentation](#))

Discussion highlights

Participants discussed the importance of systematic monitoring and the use of monitoring for planning of ECCE. Some countries mentioned that they used national survey data and indicators to guide planning of ECCE programme as well as curricular planning. Joint monitoring and planning for the next cycle among concerned ministries was considered a key strategy to ensure the provision of holistic ECCE. The participants then shared how each country coordinated monitoring and data compilation by different sectors and ministries related to ECCE. Some countries had a nodal ministry for children that coordinates different ministries, while in others countries a lead ministry (e.g. Ministry of Education) took the lead. In a few countries, line ministries conducted their own monitoring and reported to the Prime Minister's office. The discussion then centred around alternative modes of service delivery while ensuring service quality standards.

Priorities Identified

- Visibility of ECCE at the national and regional levels and how to raise the profile of ECCE within communities, particularly among families.
- Attention to regional and national standards.
- Strengthening data collection systems (e.g. inclusion of ECCE indicators in EMIS)
- Usage of evidence for planning; identification and sharing of best practices in using monitoring for (curriculum) planning.
- Teacher education and parent support.

Mechanisms for Collaboration

- Further knowledge sharing, virtual brainstorming and exchange visits.
- Research collaboration
- Focussed regional meetings and fora.
- Sharing and dissemination through regional, sub-regional and national networks and fora (e.g. ARNEC, Pacific Regional Council for ECCE).

Theme 3: Ensure successful transition to school

a) Keynote address on Theme 3

“*Successful transition to school*” by **Professor Frank Oberklaid**, Director, Centre for Community Child Health, The Royal Children’s Hospital Melbourne, Professor of Paediatrics, The University of Melbourne, Australia ([click here for the presentation](#))

Professor Oberklaid started his address by defining children’s “school readiness” in terms of a) readiness of families to support children’s development and learning, b) readiness of communities to engage with early years services and schools in delivering integrated services for children and families, c) readiness of services to connect with other services to address barriers to child development and learning and d) readiness of schools to develop effective strategies for identifying and responding to the individual needs of all children. He asserted that school readiness starts at birth. A strong foundation for learning, behaviour and health can be built by providing a safe, nurturing and stimulating environment –especially relationships with caregivers– for children to develop cognitive, social and emotional skills that will equip them with skills for a successful transition into the formal school setting. Conversely, dysfunctional relationships increase children’s levels of stress hormones and this interferes with healthy brain development, and any adversity that impacts parents has the potential to have negative impact on brain development in young children. He underscored that since brain architecture and skills are built in a hierarchical, bottom-up sequence and the brain plasticity decreases over time, it is biologically and economically more efficient to have the right start in life.

Against this background, Prof. Oberklaid introduced the Australian Early Development Index (AEDI), a population-based measure covering five development domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communications skills and general knowledge. The key findings of the 2009 rollout revealed that not only children from the socioeconomically disadvantaged background participate less in preschool programmes than their more advantaged peers, these groups consistently manifest vulnerabilities on AEDI domains – indicating that for many children, a sub-optimal development trajectory is established in the first three years of life and interventions are needed before the start of formal education (pre-school or school). However, in most communities, services for young children and families are fragmented and do not provide integrated services.

Prof. Oberklaid concluded by highlighting the key approaches to ensuring successful transition to school, including the recognition of the broader needs of young children and their families, the emphasis on parent participation and not just involvement, the strong focus on community engagement, and the integrated governance models. He suggested that, to make a real and sustained successful transition to school, issues need to be addressed by establishing sustainable solutions that are based on knowledge, political will and social strategy.

b) Examples from the Region

- Kyrgyzstan: “*Preschool education in the Kyrgyz Republic*” by Ms Jibek Koichukulova, Executive Director, “Roza Otunbayeva Initiative” International Public Foundation, Kyrgyzstan ([click here for the presentation](#))
- Viet Nam: “*Viet Nam Early Childhood Education School readiness*” by H.E. Ms Nguyen Thi Nghia, Vice-Minister of Education and Training, Viet Nam ([click here for the presentation](#))
- Bangladesh: “*Ensure successful transition to school in Bangladesh*” by H.E. Mr Md. Afsarul Ameen, Minister of Education, Ministry of Primary and Mass Education, Bangladesh ([click here for the presentation](#))

c) Breakout Discussion on Sub-themes

Sub-theme 3.1: Defining and measuring holistic school readiness

Discussion highlights

Participants identified some of the common challenges and issues on this sub-theme, including the lack of a holistic understanding of school readiness; mixed messages about ECD that are reaching parents; lack of quality standards for a voucher system in some countries; existence of different languages/dialects and environments in schools; and absence of tools and implementation mechanisms. They also discussed how holistically school readiness is defined and measured in their respective countries, and good practices, such as the intervention programmes, curriculum guides and schools measurement, were shared. The participants highlighted the need for one message about holistic ECD to raise awareness of parents and communities.

The discussion under this sub-theme is best capture by Professor Frank Oberklaid, who in his keynote address noted that schools cannot just wait for children to come to them. Schools need to engage with the community. Participants agreed to his point that providing services do not mean that people will actually use them, hence the need to have an active engagement of the community to make use of available services.

Priorities identified

- The quality of pre-schools varies within countries. A priority is how to ensure quality and that standards are met.
- Tools to measure child development and school readiness, including development/identification of indicators.
- Communication: deliver one message about ECD to parents in different contexts.
- Pre-school have different priorities and approaches in relation to preparing children for formal schooling.
- Expert analysis of necessary per-child budget for school readiness.

Mechanisms for collaboration

- Early Learning Development Standards (ELDS): there is a huge knowledge base in Cambodia with stand-alone standards and implementations. These standards could be translated into schools and applied to benefit children.
- Develop tools together to measure ELDS; for example, Bhutan would like to learn from other countries.
- Develop common guidelines and engage parents in their development.
- Early Development Instrument (EDI) in Canada <<http://earlylearning.ubc.ca/edi/>> is a tool to learn from although it does not use a holistic approach.
- Tap ARNEC as a regional networking mechanism and platform for sharing tools, good practices, new research and studies on ECCE.
- Sharing of research findings.

Sub-theme 3.2: Critical elements of “ready schools” to support all children’s success in the early primary years

Discussion highlights

The participants shared good practices in the areas of curriculum, teacher training and policies around school readiness and transition, including:

- Creation of child-friendly environment in primary schools to make it more welcoming for young children, including orientation/induction programmes, such as those for preschool children prior to starting school, a focussed orientation week for new Grade 1 students with teachers, and a “buddy system” where older children will help new Grade 1 students to get used to school (e.g. Brunei Darussalam).
- Integrated curriculum from pre-primary to primary, especially to ensure early primary grade curriculum becomes less academic and more child-centred and play-based (e.g. Hong Kong SAR, China, Republic of Korea).
- Integration of ECCE and primary teacher training to orient primary teachers with ECCE curriculum and ECCE teachers with primary curriculum (Brunei Darussalam, Hong Kong SAR, China Republic of Korea, Tuvalu).
- Regulation to make it mandatory to build a kindergarten nearby whenever a new primary school is built; also having primary schools open their classes to preschool teachers to observe and learn, and vice-versa (e.g. Republic of Korea).

On the other hand, participants pointed out that the holistic, child-centred and play-based approach is often challenged by the downward pressure of the academic curriculum of primary education, due to the continued pressure from parents. In many countries, communications between pre-school and primary teachers are still limited or non-existent.

In conclusion, some words of wisdom as critical reminders were shared:

- The focus in school readiness discussion must be on the “process of transition,” encompassing children’s adjustment to learning and interactions with peers and teachers.
- Provision of services does not mean that people will use them. Therefore, communities’ active engagement is needed to make use of the services available. It is also important to engage the most vulnerable families, so they have access to and make use of ECD/pre-school services.
- Integration of services and provisions should be a matter of principle. There should be a one-stop shop where all services for children are in one place – health, care, and schools.
- Developing links between ECCE and primary schools is not necessarily difficult in practice at the local level and it does not require any additional resources. Staff exchange between preschools and primary schools, for example, is an effective way for teachers to learn and understand better what is happening in the respective classrooms and how to prepare or receive children.

Priorities identified

Priorities are reflected in the conclusion above and raised together with mechanisms for collaboration below.

Mechanisms for collaboration

- There could be more conferences like this Forum, to share experiences in the area of school readiness to facilitate/promote active interactions between countries and experts.
- Use technology-based platforms for sharing experiences and knowledge. ARNEC is a good regional platform where country experiences can be shared.
- Inter-country exchange and learning through study/field visits could be encouraged more in the region and beyond.

Sub-theme 3.3: Mother tongue-based multilingual education in pre-primary and primary levels

Discussion highlights

The participants recognized the need to use mother tongue/multilingual education in ECCE and early years of primary education. Evidence from Viet Nam and the Philippines show that children who are taught in their mother tongue in ECCE and Grades 1-3 and then transition to the national language do better in school (as measured by national test results in Grade 5). Deployment of teachers from the same ethno-linguistic group (e.g. Myanmar) was also identified as a good practice. In many countries many languages (over 100) are spoken, and some children come to school without any exposure to the national language; or various languages are used within one geographical area and even within a classroom. In addition, there is a parental demand for the use of English in ECCE centers and early years of primary education. The participants pointed to the need for more information on good practices in bridging/transitioning from mother tongue to national language and English as well as for further awareness-raising of parents, teachers and other stakeholders.

Priorities identified

- Conduct more research on the impact of using mother tongue in ECCE and early years of primary education.
- Increase advocacy and evidence base on the research evidence regarding the impact of using mother tongue / multilingual education.
- More information on how to improve bridging/transition from mother tongue to national language and English.
- Hiring/deployment of teachers who come from the same ethno-linguistic group / multilingual teachers.

Mechanisms for collaboration

- Sharing of country experiences in the use of mother tongue/multilingual education in ECCE and early years of primary education.
- Sharing of research findings.
- Participation/sharing of information in Asia-Pacific Conference on multilingual education in Bangkok in November 2013.

5 Outcomes



Having participated in the thematic sessions, each country was asked to identify one to two priority actions that will be undertaken as a follow-up to the Forum, and one to two suggestions for cross-country collaboration. A compilation of the country responses can be found in Annex 3. After written follow-up actions from countries were collected, the final plenary discussion was moderated by Ms Lieke van de Wiel, Regional Education Adviser, UNICEF Regional Office for South Asia.

Countries committed to intensify efforts to benefit children during their most important formative years by: ensuring that the ECCE Policy is passed and implemented (India, the Philippines) and revising existing policy to reflect a more integrated approach (Bhutan, Nepal, Kiribati); improving ECCE teachers and facilitators' quality through training, etc. (Bangladesh, China, India, Bhutan, Pakistan, Solomon Islands, Tajikistan); identifying disadvantaged groups in ECCE (Bangladesh); putting in place mechanisms for the assessment of school readiness (Sri Lanka, Japan); strengthening coordination and cooperation among the key Ministries involved in ECCE (Cambodia, Kiribati, Kyrgyzstan, Nepal, Tuvalu, Vanuatu); strengthening monitoring and evaluation systems in ECCE (Cambodia, Fiji, Pakistan, Tajikistan); increasing investment in pre-school education (China, Solomon Islands); enhancing/expanding parenting education and awareness-raising on ECCE (Hong Kong SAR China, Fiji, Pakistan, Tuvalu, Viet Nam); strengthening the use of mother tongue/multi-lingual education in pre-primary education (the Philippines).

Many countries also said they will present/share the Forum highlights and follow-up to the Cabinet, MOE and other key stakeholders upon return to their countries. Some countries are planning specific fora/conferences on ECCE and school readiness as a follow-up.

Recommendations were made on specific country-to-country collaboration, e.g. study visits, exchange of research findings and policy documents; development of institutional linkages within and beyond the region; development of a regional database/portal on ECCE; exploration of possible engagement with the Korean Institute of Child Care and Education. Countries also noted specific areas where they have good practices/experiences and are willing to share this with other countries.

The moderator noted that sustained political will and action are needed to move forward the ECCE agenda in the region, and it is the responsibility of all participants to ensure that the momentum created by this Forum continues. The importance of linking with all concerned sectors was further emphasized as well as sharing the learning and outcomes of this Policy Forum to other regional fora related to ECCE. The High-Level Meeting on South-South Cooperation for Child Rights in the Asia Pacific Region will be held in Delhi, India in October 2013, and the Asia-Pacific Regional Conference on Early Childhood Development: "Early Childhood Development on the Global Agenda – Giving all children equal opportunities to lifelong learning, health and success" will be organized in Singapore in November 2013.

6 Conclusions



Mr Gwang-Jo Kim, Director, UNESCO Asia and Pacific Regional Bureau for Education
([click here](#))

In closing the Forum, Mr Kim noted that despite tremendous diversity, countries in the Asia-Pacific region are facing similar challenges and the participants learned from the exchange of good practice, innovations and lessons learnt at the Forum. In this sense, the primary objective of the Forum – to provide a platform for high-level policy-makers of Asia-Pacific countries to share knowledge and discuss strategies for capacity development, policy formulation, good practice, partnerships and research – was achieved.

Mr Kim stressed that UNESCO is committed to supporting countries in building inclusive, sustainable and high-quality ECCE systems. To this end, UNESCO has identified three pillars to anchor its support from 2014 to 2021: i) advocacy, networking and partnership; ii) research and knowledge dissemination and management; and iii) capacity development in policy formulation/reviews, planning, and monitoring and evaluation. He reminded the participants of the momentum being generated by the ongoing Education for All progress assessment as well as the discussions on the post-2015 development agenda. These are opportunities to raise awareness of ECCE's critical importance to development and to inform the future policy directions. He reiterated the message emerging from the Forum that quality ECCE for all children is a challenging goal but it is an imperative as a right of every child and as one of the best investments that a country can make for its development.

Finally, Mr Kim acknowledged the usefulness of a platform such as this Forum, in which high-level policy-makers share their experiences and discuss possibilities for joint actions. He expressed UNESCO's commitment to continuing the collaboration with partners to provide such a platform. He then invited Ms Mary Yap Kain Ching, Deputy Minister of Education of Malaysia who announced that the Government of Malaysia will host the next ministerial-level ECCE policy forum. In light of this positive news and the momentum created, Mr Kim called upon participants to remain steadfast in their commitment to ECCE and promote the spirit of cross-country exchange and cooperation.

Mr Isiye Ndombi, Deputy Regional Director, UNICEF East Asia and Pacific Regional Office
([click here](#))

Mr Ndombi stressed that UNICEF is in for the long-haul to support countries strengthen and expand ECCE. He noted that in the post-2015 development agenda discussions, education ranks among the top three priority areas, a recognition of the value of education. This also reflects the momentum in education and urged participants to continue to move forward by focusing where the impact is greatest – in high quality early childhood care and education.

Mr Ndombi reiterated the key message repeated by all keynote speakers: that care and education investments in earlier parts of the life cycle have exponentially greater returns when compared to delayed ones. He also noted that current research indicates the potential of high quality ECCE services to build peace, social cohesion and harmony in society. With strong evidence on the importance of investing in ECCE, Mr Ndombi urged everyone to take action and accelerate the investment process to ensure that all children benefit from this proven service. He stressed that quality ECCE provision is a right that all children must all claim and which they deserve to realize.

In closing, Mr Ndombi noted that progress will be made in ECCE if all stakeholders bear in mind the following five steps: i) improve and strengthen education data integrity to track and report on ECCE performance, aiming to reach all children; ii) agree on minimum quality service standards (but nevertheless retaining the vision for the more-desirable high quality standards), taking account of the supply side (the quality and number of teachers, the curriculum, learning materials and the learning environment, etc.) and the demand side (community and family valuation, support and use of ECCE); iii) maintain a transparent communication with all stakeholders including parents, teachers and communities; iv) mapping who remains unreached and devising modalities to include and reach them; and v) strengthen our coordination mechanisms for provision of holistic services, especially at subnational and local levels.

Ms Venita Kaul, ARNEC Executive Committee member ([click here](#))

On behalf of ARNEC, Ms Kaul thanked the participants for their valuable contributions to the Forum. She reiterated the message, which the eminent keynote speakers have consistently communicated at the Forum: the first few years of life is of critical importance as the foundation is laid for lifelong learning and development. She urged that all participants take this strong message from the Forum and that the honorable ministers, having been inspired from this Forum, initiate significant policy-level actions in their respective countries to ensure the right of every child to holistic early childhood care and education.

Ms Kaul then introduced ARNEC's five-fold mission: i) serve as a professional regional network; ii) provide support for capacity building; iii) facilitate collaborative learning through active and meaningful interaction and networking; iv) serve as a resource platform for sharing tools, experiences, research findings, documentation of good practices, etc.; and v) provide updated information on events and major activities in the area of ECCE. She urged all countries to become members of this network and use it actively to share their experiences and initiatives, and to learn from other countries in the region.

Ms Kaul invited participants to attend the ARNEC Asia-Pacific conference on "ECD on the global agenda, equal opportunities for lifelong learning, health and success for all children," which will take place in Singapore in November 2013.

Ms Young Lee, President, KICCE

In her closing remarks, Ms Lee noted that despite the social and economic differences, the countries in the region have the same policy vision that ECCE should promote children's as well as nation's sustainable development for their well-being and happiness. She then suggested that each country reflect upon what kind of early childhood policy is needed for creative and future-oriented early education and care – and she hoped that this Forum was the very opportunity.

Ms Lee underscored the importance of continuing this policy dialogue to implement ideas and strategies emerging from the Forum. In this regard, she suggested setting up a mechanism, such as an ECCE policy network in Asia-Pacific region, with a view to continuing the information exchange and communication to facilitate implementation and monitoring of individual countries' ECCE policy.

ANNEXES



- 1** Final Programme
- 2** List of Participants
- 3** Country Follow-Up Actions

Annex 1: Final Programme

Tuesday 10 September 2013		
09:00-14:00	Registration (Plaza Hotel Lobby)	
Opening Ceremony (Grand Ballroom)		
15:00-16:00	Opening remarks	<p>Mr Qian Tang Assistant Director-General for Education, UNESCO</p> <p>Mr Kunihiko Chris Hirabayashi Representative, UNICEF Tokyo</p> <p>Ms Young Lee President, KICCE</p> <p>Mr Joon-Kyung Kim President, KDI</p>
Setting the Stage for the Forum (Grand Ballroom)		
16:00-17:00	<p>Keynote address <i>"Securing the Social Benefits from ECCE"</i></p>	<p>Professor W. Steven Barnett Board of Governors Professor and Director of the National Institute for Early Education Research, Rutgers University, USA</p>
17:00-17:30	<p>Regional perspective <i>"State of ECCE in Asia and the Pacific: Challenges and Prospects"</i></p>	<p>Mr Gwang-Jo Kim Director, UNESCO Asia and Pacific Regional Bureau for Education</p>
17:30-18:00	<p>National perspective <i>"Accomplishments and Future Tasks in Early Childhood Education and Care in Korea"</i></p>	<p>H.E. Mr Nam-Soo Seo Minister of Education, Republic of Korea</p>
18:30-21:00	Reception dinner (Grand Ballroom)	

Wednesday 11 September 2013

Theme 1: Invest in ECCE as a cost-effective approach for human and economic development (Chair: H.E. Magele Mauiliu Magele, Minister of Education, Sports and Culture, Samoa)

09:00-09:30 Diamond (22nd floor)	Keynote address on the Theme 1 <i>"Financing ECCE to build the wealth of the nation"</i>	Professor Inchul Kim President of the Korean Economic Association and Professor of Economics, School of Economics, Sung Kyun Kwan University, Republic of Korea
09:30-10:15 Diamond	Presentation of examples from the region	Mr Gantulga Bold Division Head of Pre-School Education, Ministry of Education and Science, Mongolia H.E. Mr Madhav Prasad Poudel Minister of Education, Nepal H.E. Ms Betty Ip Deputy Secretary for Education, Hong Kong SAR, China
10:15-10:45	Coffee/Tea Break	
10:45-12:30 (concurrent) Maple (4th floor)	Ministerial roundtable (Ministers and Vice-Ministers) <ul style="list-style-type: none">• Presentation of ARNEC's White Paper <i>"Promoting Holistic Development of Young Children – An Imperative for the Advancement of Nations in Asia-Pacific"</i>• Discussion on specific challenges and concrete steps to ensure all children's access to quality ECCE and the role of the State in achieving this goal	Moderator: Mr Gwang-Jo Kim Director, UNESCO Asia and Pacific Regional Bureau for Education Presenter and Rapporteur: Professor Venita Kaul Director, Center for Early Childhood Education and Development, Ambedkar University, India, and ARNEC Steering Committee member
10:45-12:30 (concurrent)	Breakout session to discuss identify priorities and mechanisms for collaboration on sub-themes	

<p>Diamond (22nd floor)</p>	<p>Sub-theme 1.1 <i>Innovative funding modalities to scale up ECCE</i></p>	<p>Moderator: Mr Shahabuddin Ahmed Additional Secretary, Finance Division, Ministry of Finance, Bangladesh</p> <p>Rapporteur: Ms Yoon Kyung Choi Associate Research Fellow and Head of Trend Analysis and Statistics Team, KICCE</p>
<p>Ruby (22nd floor)</p>	<p>Sub-theme 1.2 <i>Costing models to reach the most marginalized children</i></p>	<p>Moderator: Mr Somkhanh Didaravong Deputy Director-General, Department of Planning , Ministry of Education and Sports, Lao PDR</p> <p>Rapporteur: Ms Silke Friesendorf Communications Officer, ARNEC</p>
<p>Opal (22nd floor)</p>	<p>Sub-theme 1.3 <i>Emerging partnerships with non-state actors</i></p>	<p>Moderator: Ms Asmah Morni Head of Early Childhood Care and Education, Ministry of Education, Brunei Darussalam</p> <p>Rapporteur: Ms Maki Hayashikawa Chief of Section for Basic Education, UNESCO HQ</p>
<p>12:30-14:00</p>	<p>Lunch</p>	
<p>Theme 2: Expand quality ECCE with equity (Chair: : H.E. Mr Lytou Bouapao, Vice-Minister of Education and Sports, Lao PDR)</p>		
<p>14:00-14:30 Diamond</p>	<p>Keynote Address <i>“Advancing Equity in Early Childhood Development: The Critical Importance of High Quality Services and Effective Systems”</i></p>	<p>Professor Nirmala Rao Professor in the Faculty of Education and Associate Dean and Director of Graduate Studies at The Graduate School, The University of Hong Kong, Hong Kong SAR, China</p>
<p>14:30-14:40</p>	<p>Break to concurrent sub-theme sessions</p>	

Sub-theme 2.1 Integration of care and education

(Chair: H.E. Ms Mary Yap Kain Ching, Deputy Minister Education 1, Malaysia)

14:40-15:25 Opal	Presentation of examples from the region	<p>Ms Teresita G. Inciong Chairperson of ECCE & ECCD Governing Board Council, Philippines</p> <p>H.E. Mr Bandula C. Gunawardhana Minister of Education, Sri Lanka</p> <p>Ms Kyoko Iwatate Professor, Tokyo Gakugei University, Japan</p>
15:25-15:45	Coffee/Tea break	
15:45-17:00 Opal	Discussion to identify priorities and mechanisms for collaboration under sub-themes	<p>Rapporteur: Ms Mugyeong Moon Director of Center of ECCE Policy for Future and Vision, KICCE</p>
Sub-theme 2.2 Competences of ECCE teachers and caregivers		
(Chair: H.E. Mr Lytou Bouapao, Vice-Minister of Education and Sports, Lao PDR)		
14:40-15:25 Diamond	Presentation of examples from the region	<p>Mr Karl Le Quesne Group Manager, Early Childhood Education, Ministry of Education, New Zealand</p> <p>Mr Kinley Gyeltshen Chief of ECCD Division, Ministry of Education, Bhutan</p> <p>H.E. Mr Abdugani Kholbekov Vice-Minister of Public Education, Uzbekistan</p>
15:25-15:45	Coffee/Tea break	

15:45-17:00 Diamond	Discussion to identify priorities and mechanisms for collaboration under sub-themes	Rapporteur: Ms Mami Umayahara Programme Cycle Management Specialist, UNESCO Asia and Pacific Regional Bureau for Education
Sub-theme 2.3 Setting standards and monitoring development and learning outcomes (Chair: Mr Cliff Meyers, Regional Education Adviser, UNICEF East Asia and Pacific Regional Office)		
14:40-15:25 Ruby	Presentation of examples from the region	H.E. Mr Chaturon Chaisang Minister of Education, Thailand Ms Jocelyn Mete First Political Adviser, Department of Education, Vanuatu H.E. Ms Krishna Tirath Minister of State for Women and Child Development, India
15:25-15:45	Coffee/Tea Break	
15:45-17:00 Ruby	Discussion to identify priorities and mechanisms for collaboration under sub-themes	Rapporteur: Ms Chemba Raghavan Education Specialist, UNICEF East Asia and Pacific Regional Office
18:30-21:00	Dinner	

Thursday 12 September 2013		
Theme 3: Ensure successful transition to school (Chair: H.E. Ms Maere Tekanene, Minister of Education, Kiribati)		
09:00-09:30 Diamond	Keynote Address <i>"Successful transition to school"</i>	Professor Frank Oberklaid Director, Centre for Community Child Health, The Royal Children's Hospital, Melbourne, Professor of Paediatrics, The University of Melbourne, Australia
09:30-10:15 Diamond	Presentation of examples from the region	Ms Jibek Koichukulova Executive Director, <i>Roza Otunbayeva Initiative</i> International Public Foundation, Kyrgyzstan H.E. Ms Nguyen Thi Nghia Vice-Minister of Education and Training, Viet Nam H.E. Mr Md. Afsarul Ameen Minister of Education, Ministry of Primary and Mass Education, Bangladesh
10:15-10:45	Coffee/Tea break	
10:45-12:30	Breakout session to discuss identify priorities and mechanisms for collaboration under sub-themes:	
Diamond	Sub-theme 3.1 <i>Defining and measuring holistically children's "school readiness"</i>	Moderator: Mr Cliff Meyers Regional Education Adviser, UNICEF East Asia and Pacific Regional Office Rapporteur: Ms Silke Friesendorf Communications Officer, ARNEC
Ruby	Sub-theme 3.2 <i>Critical elements of "ready schools" to support all children's success in the early primary years</i>	Moderator: H.E. Ms Sangay Zam Secretary, Ministry of Education, Bhutan Rapporteur: Ms Maki Hayashikawa Chief of Section for Basic Education, UNESCO HQ
Opal	Sub-theme 3.3 <i>Mother tongue-based multilingual education in pre-primary and primary levels</i>	Moderator: Mr Imran Ullah Khan Deputy Secretary, Ministry of Education and Training, Pakistan Rapporteur: Ms Leotes Lugo Helin Education Specialist, UNICEF Regional Office for South Asia
12:30-14:00	Lunch	

CONCLUSION OF THE FORUM

<p>14:00-14:45 Diamond</p>	<p>Oral reports of the Ministerial Roundtable and Thematic Discussions</p>	<p>Chair: Ms Mugyeong Moon Director of Center of ECEC Policy for Future and Vision, KICCE</p> <p>Rapporteurs: Ministerial Roundtable: Professor Venita Kaul Director, Center for Early Childhood Education and Development, Ambedkar University, India</p> <p>Theme 1: Professor W. Steven Barnett Board of Governors, Professor and Director of the National Institute for Early Education Research, Rutgers University, USA</p> <p>Theme 2: Professor Nirmala Rao Professor Faculty of Education, The University of Hong Kong, Hong Kong SAR, China</p> <p>Theme 3: Professor Frank Oberklaid Director, Centre for Community Child Health, The Royal Children's Hospital, Melbourne Professor of Paediatrics, The University of Melbourne, Australia</p>
<p>14:45-15:30 Diamond</p>	<p>Plenary discussion on follow-up actions</p>	<p>Moderator: Ms Lieke van de Wiel Regional Education Adviser, UNICEF Regional Office for South Asia</p>
<p>15:30-16:00 Diamond</p>	<p>Closing remarks</p>	<p>Mr Gwang-Jo Kim Director, UNESCO Asia and Pacific Regional Bureau for Education</p> <p>Mr Isiyi Ndombi Deputy Regional Director, UNICEF East Asia and Pacific Regional Office</p> <p>Ms Venita Kaul ARNEC Executive Committee member</p> <p>Ms Young Lee President, KICCE</p>

Annex 2: List of Participants

COUNTRY DELEGATIONS				
Country	Last Name	First Name	Title	Institution
BANGLADESH	H.E. Mr Md Afsarul	Ameen	Minister of Education	Ministry of Primary & Mass Education
	Mr Shahabuddin	Ahmed	Additional Secretary	Finance Division, Ministry of Finance
	Mr Shil	Rupan Khanti	Joint Secretary	Ministry of Primary & Mass Education
	Mr SM	Latif	Senior Asst. Secretary	Ministry of Women & Children Affairs
BHUTAN	H.E. Ms Zam	Sangay	Secretary	Ministry of Education
	Mr Yeshey	Karma	Director	Department of School Education, Ministry of Education
	Mr Gyelsthen	Kinley	Chief Programme Officer	Early Childhood Care & Development (ECCD) Division, Department of School Education (DSE), Ministry of Education
	Ms Zam	Dechen	Chief Planning Officer	Planning Division, Ministry of Education
BRUNEI DARUSSALAM	Ms Morni	Asmah	Head	Early Childhood Care and Education, Ministry of Education
	Ms Tahir	Sara	Education Officer	Ministry of Education
	Mr Pg Ahmad Masudwardi Aidil-Fitri bin Pg Haji Mohd Daud	Haji	Education Officer	Primary Education Section, Department of Schools. Ministry of Education
CAMBODIA	H.E. Mr Nath	Bunroeun	Secretary of State	Ministry of Education, Youth and Sport
	Mr Prak	Kosal	Director	Early Childhood Education Department, Ministry of Education, Youth and Sport
	Ms Plong	Mony Kosal	Deputy Director	ECD Dept., Ministry of Education, Youth and Sport
	Mr Sorn	Senghok	Director	Legislation Dept., Ministry of Education, Youth and Sport
	Mr Huot	Synead	Deputy Director	Policy Analysis and Development, NCDD, Ministry of Interior
	Mr Phenh	Rithipol	Chief of Office	Social Affair Budget, Budget Dept., Ministry of Economic & Finance

COUNTRY DELEGATIONS				
Country	Last Name	First Name	Title	Institution
CHINA	Ms Yang	Cancan	Programme Officer	Department of International Cooperation and Exchanges, Ministry of Education, P.R.China
	Mr Wang	Zhengke	Programme Officer	Department of Basic Education Ministry of Education, P.R.China
FIJI	Mr Raiyawa	Tomasi	Director	Primary of Education, Ministry of Education
FEDERATED STATES OF MICRONESIA	Mr Mendiola	Wayne	Acting Chief	Basic Education, Department of Education
	Mr Abello	Mario	Program Coordinator	ECE, National Department of Education
INDIA	H.E. Ms Tirath	Krishna	Minister	Ministry of State for Women and Child Development
	Ms Khan	Sarada Ali	Joint Secretary	Ministry of Women and Child Development
	Ms Singh	Rashmi	Executive Director	National Mission for Empowerment of Women, Ministry of WCD
	Mr Mishra	B M	Assistant Private Secretary to the Minister	Ministry of State for Women and Child Development
INDONESIA	Ms Freyani Hawadi	Psikilog Lydia	Director	ECE, Non-formal and Informal Education, Ministry of Education
JAPAN	Iwatate	Kyoko	Professor, ECCE expert	Tokyo Gakugei University
KYRGYZSTAN	Ms Koichukulova	Jibek	Executive Director	"Roza Otunbayeva Initiative" International Public Foundation
	Ms Urgunaliyeva	Gulzada	Coordinator	"Promotion of the mandatory annual pre-school education for six years"
KIRIBATI	H.E. Ms Tekanene	Maere	Minister of Education	Ministry of Education
	Ms Tabaka	Bonoue Kaiteie	Senior Education Officer	ECCE/IE, Ministry of Education

COUNTRY DELEGATIONS				
Country	Last Name	First Name	Title	Institution
LAO PDR	H.E. Mr Bouapao	Lytou	Vice Minister	Ministry of Education and Sports
	Mr Didaravong	Somkhanh	Deputy Director -General	Department of Planning, Ministry of Education and Sports
	Ministry of Education and Sports	Siphaphone	Deputy Director -General	Dept. of Pre-School and Primary Education, Ministry of Education and Sports
	Ms Manivanh	Niphaphone	Director	Advancement of Women, Ministry of Planning and Investment
MALAYSIA	H.E. Datuk Kain Ching	Mary Yap	Deputy Minister of Education	Ministry of Education
	Ms Ali Muda	Masnah	Director	Curriculum Development Division, Ministry of Education
	Ms Teddy Chian	Joanne	Principal Assistant Secretary cum Executive Secretary Natcom Malaysia	Policy and International Relations Division, Ministry of Education
MONGOLIA	Mr Gantulga	Bold	Division Head	Pre-School Education, Ministry of Education and Science
	Mr Jargalsaikhan	Gundegmaa	Secretary General	Mongolian Commission for UNESCO
	Mr Tseveendorj	Gurdagva	Specialist	Fiscal Policy Department, Expenditure Division, Ministry of Finance
MYANMAR	H.E. Mr Lwin	San	Deputy Minister	Minister of Education
	Mr Tun	Thant Zin	Deputy Principal Officer	Minister of Education
	Mr Moe	Aung Kyaw	Director	Ministry of Social Welfare, Relief and Resettlement
	Ms Aye	Khin Mar	Director	Planning Department, Ministry of National Planning and Economic Development

COUNTRY DELEGATIONS				
Country	Last Name	First Name	Title	Institution
NEPAL	H.E. Mr Poudel	Madhab Prasad	Minister for Education	Ministry of Education
	Mr Pokhrel Sharma	Kamal Prasad	Director	Department of Education
	Mr Gyawali	Ganesh Prasad	Joint Secretary	Ministry of Education
	Mr Rijyal	Bala Ram	Under Secretary	Ministry of Finance
NEW ZEALAND	Mr Le Quesne	Karl	Group Manager	Early Childhood Education, Ministry of Education
PAKISTAN	H.E. Mr Khuhro	Nisar Ahmed	Minister	Ministry of Education, Sindh
	Mr Tayyab	Muhammad	Additional Secretary	Secondary Education, Government of Balochistan
	Mr. Jabbar Shaheen	Abdul	Secretary	School Education Department Punjab
	Mr Khan	Imran Ullah	Deputy Secretary	Ministry of Education and Training
	Ms Noor	Beenish	Project Officer	Ministry of Education and Training
REPUBLIC OF KOREA	H.E. Mr Seo	Namsoo	Minister	Ministry of Education, ROK
	H.E. Mr Na	Seung-il	Vice Minister	Ministry of Education
	Mr.Chung	Byong-geol	Director	Local Education Support Bureau, Ministry of Education
	Mr Kim	Do-wan	Director	Early Childhood Education and Care Policy Division, Ministry of Education
	Ms Kwon	Ji-young	Deputy Director	Early Childhood Education and Care Policy Division, Ministry of Education
	Ms Ryu	Hye-suk	Director	International Education and Cooperation Division, Ministry of Education
	Ms Lee	Juhee	Director	Education Development and Cooperation Division, Ministry of Education
	Mr Kim	Seol-Gi	Deputy Director	Education Development and Cooperation Division, Ministry of Education

COUNTRY DELEGATIONS				
Country	Last Name	First Name	Title	Institution
PHILIPPINES	Ms Inciong	Teresita	Executive Director	Early Childhood Care and Development Council
	Ms Dimaano	Marilyn	Director	Bureau of Elementary Education, Department of Education
	Ms Clasara	Christina	Director	Department of Budget and Management
	Mr Nicomedes Castillo	Marcelo	Director	Department of Social Welfare and Development
	Ms. Serrano	Amalia	Chief of Staff and Program Management Officer	Early Childhood Care and Development Council
SAMOA	H.E. Mr Magele	Mauiliu Magele	Minister	Ministry of Education, Sports & Culture
	Ms Quandolita	Louisa	Assistant Chief Executive Officer	Ministry of Education, Sports & Culture
SOLOMON ISLANDS	Mr Matthew Ngele	Timothy	Under Secretary / Secretary General	Ministry of Education
	Mr Tahisihaka	Andrew	Financial Controller	Ministry of Education
SRI LANKA	H.E. Mr Bandula C.	Gunawardhana	Minister of Education	Ministry of Education
	Ms S.L.D.K.	Wijayasinghe	Secretary General	Sri Lanka National Commission for UNESCO
	Mr W.M. Abeyrathna	Bandara	Director-General	National Institute of Sri Lanka
	Ms Chandani	Wijayawardhana	Additional Director General	National Planning Department, Ministry of Finance & Planning
TAJIKISTAN	H.E. Ms Mahmadova	Tojinisso	Deputy Secretary	Minister of Education
	Mr Donakhonov	Ikromjon		Economic & Planning Dept.

COUNTRY DELEGATIONS

Country	Last Name	First Name	Title	Institution
THAILAND	H.E. Mr Chaisang	Chaturon	Minister of Education	Ministry of Education
	H.E. Mr Tongroach	Pavich	Vice-Minister	Ministry of Education
	Ms Namfa	Benjalug	Deputy Secretary-General	Ministry of Education
	Ms Sangboonnum	Churairat	Chief Inspector-General	Ministry of Education
	Ms Wongsamarn	Suthasri	Deputy Secretary-General	Office of the Education Council, Ministry of Education
	Ms Amatavivat	Duriya	Director	Bureau of International Cooperation, Ministry of Education The Thai National Commission for UNESCO
	Ms Hanirattisai	Kanittha	Chief	Multilateral Cooperation Unit Bureau of International Cooperation, Ministry of Education, The Thai National Commission for UNESCO
	Mr Chearanai	Wisit	Chief	News Production, The Education Television Station (ETV), Ministry of Education
	Mr Rohitasthira	Ballang	Public Relations Officer	Office of Minister, Ministry of Education
	Mr Sahasakul	Chaipat	Senior Advisor	Ministry of Education
	Mr Siriwat	Yanatat	Administrative Officer	Office of the Minister
	Mr Chirawiriyawong	Kanittha	Educator	Office of the Education Council
	Ms Wanburi	Chotika	Educator	Office of the Education Council
	Ms Cheunsamran	Kornkamol	Educator	Office of the Education Council
	Ms Wanich	Wipada	Educator	Office of the Education Council
	Mr Nopparut	Klumtong	Reporter	Radio Thailand
	Ms Mahachai	Supinda Na	Journalist	Komchadluek Newspaper
Ms Chandratat	Pladisai	Journalist	Khaosod Newspaper	

COUNTRY DELEGATIONS

Country	Last Name	First Name	Title	Institution
TURKMENISTAN	H.E. Ms Geldimammet	Geldimam-medov	Deputy Minister	Ministry of Education
	Ms Gurturdyeva	Ogulgurban	Head of Department	Pre-School Education, Ministry of Education
	Mr Gulmyradov	Marat	Head of Division	Financing Social-Cultural Area, Ministry of Finance
TUVALU	Ms Teimana	Avanitele	Officer	Early Childhood Care and Education, Ministry of Education, Youth and Sports
	Ms Temukisa	Hauma	Representative	Pre-School Council, Ministry of Education, Youth and Sports
UZBEKISTAN	H.E. Mr Kholbekov	Abdugani	Vice-Minister of the Ministry of Public Education	Ministry of Public Education
	Mr Nasirov	Abdurakhim	Head of the Department for General Secondary and Specialized Schools	Ministry of Public Education
	Mr Dustmukhammad	Khusan	Head of the Department for Financing and Accounting,	Ministry of Public Education
	Ms Tulyaganova	Rano	Senior Specialist of the Department for Preschool Educational Establishments	Ministry of Public Education

COUNTRY DELEGATIONS

Country	Last Name	First Name	Title	Institution
VANUATU	Ms Mete	Jocelyn	First Political Adviser	Ministry of Education
	Mr Luie	Jeremy Gideon	Director	Policy and Planning, Department of Education, Ministry of Education
	Mr Vora	Johnson Anis	Senior Policy Analyst	Education, Prime Minister's Office
	Mr Willie	Rex	Senior Expenditure Analyst	Department of Treasury, Ministry of Economics and Finance
VIET NAM	H.E. Ms Nguyen	Thi Nghia	Vice-Minister	Ministry of Education and Training
	Mr Nguyen	Ba Minh	Director	ECD, Ministry of Education and Training
	Mr Le	Khanh Tuan	Deputy Director	Planning & Financial Department, MOET
	Ms Tran	Thi Ngoc Tram	Director	ECE Research Centre, Educational Science Institute

KEYNOTE SPEAKERS

Session	Last Name	First Name	Title of Position	Institution
Opening	Mr Barnett	Steven	Board of Governors Professor and Director	National Institute for Early Education Research, Rutgers University, USA
Theme 1	Mr Kim	Inchul	President Professor	Korean Economic Association School of Economics, Sung Kyun Kwan University, Republic of Korea
Theme 2	Ms Rao	Nirmala	Professor	Faculty of Education, The University of Hong Kong
Theme 3	Mr Oberklaid	Frank	Director Professor of Paediatrics	Centre for Community Child Health, The Royal Children's Hospital Melbourne The University of Melbourne, Australia

EXPERTS AND OBSERVERS

Country/ organization	Last Name	First Name	Title of Position	Organization
HONG KONG SAR, CHINA	H.E. Ms Ip Tsang	Chui-hing, Betty	Deputy Secretary for Education	Education Bureau, Hong Kong SAR, China
	Mr Yeung	King-fai	Senior Education Officer (Kindergarten Administration)	Education Bureau, Hong Kong SAR, China
REPUBLIC OF KOREA	Mr Park	Yeung Kurn	Executive office Secretary-general	National Research Council for Economics, Humanities and Social Sciences
	Mr Park	Young-Bum	President	Korea Research Institute for Vocational Educational & Training
	Ms Lee	Jae-Yeon	President	National Youth Policy Institute
	Ms Choe	Keum-Sook	President	Korean Women's Development Institute
	Ms Yoo	Hee Jung	Director	Department for Gender Sensitive Policies, Korean Women's Development Institute
	Ms Cho	Bok-Hee	Emeritus Professor	Kyung-Hee University Former President of KICCE
	Mr Moon	Hyuk-Jun	Professor	The Catholic University, KICCE Research Advisory Committee
	Ms Ji	Sung-Ae	Professor	Chung-Ang University President of the Korean Society for Early Childhood Education
	Ms Park	Kyung-Ja	Professor	Yeonsei University Former Presidnet of PECERA Korea
	Ms Cho	Bu-Kyung	Professor	Korea National University of Education KICCE Research Advisory Committee
	Ms Hyong	NanOk	President	Yuarim
	Ms Park	Keun-Hee	Journalist	Early Child Magazine
	Ms Park	Youngja	Director	Early Childhood Education Division, Seoul Metropolitan Office of Education

EXPERTS AND OBSERVERS

Country/ organization	Last Name	First Name	Title of Position	Organization
REPUBLIC OF KOREA	Mr Kim	Young-chul	Lawyer	Law firm Jungsae, KICCE advisory board member
	Mr Lee	Doo-won	Professor	Yeonsei University, KICCE advisory board member
	Mr Yun	Byeong-Ok	Head of Secretariat	R-learning Development, Promotion & Support Korea Institute of Science and Technology (KIST)
	Mr Park	Jaehong	Head of Department	Plan Korea
TAJIKISTAN	Ms Karimova	Irina	President	Academy of Education, Tajikistan
WORLD BANK	Ms Roesli	Rosfita	Education Specialist	World Bank Office Jakarta
OMEP	Ms Koong	Maggie	President 2014-2016	World Organization for Early Childhood Education
PECERA	Ms Chan Po-King	Betty	President	Pacific Early Childhood Education and Research (PECERA)
	Ms Chan	Lydia	Assistant to the President	Pacific Early Childhood Education and Research (PECERA)

ORGANIZING AGENCIES

Country/ organization	Last Name	First Name	Title of Position	Organization/Office
UNESCO	Mr Tang	Qian	Assistant Director-General for Education	UNESCO, Headquarters
	Mr Kim	Gwang-Jo	Director	UNESCO Asia and Pacific Regional Bureau for Education
	Ms Katsuno- Hayashikawa	Maki	Chief	Section for Basic Education, UNESCO Headquarters
	Ms Umayahara	Mami	Programme Cycle Management Spe- cialist	UNESCO Asia and Pacific Regional Bureau for Education
	Ms Kim Ji-Hyun	Ji-Hyun	Volunteer	Invited by UNESCO Asia and Pacific Regional Bureau for Education

ORGANIZING AGENCIES

Country/ organization	Last Name	First Name	Title of Position	Organization/Office
UNICEF	Mr Hirabayashi	Kunihiko Chirs	Representative	UNICEF Japan
	Mr Okwemba Ndombi	Isiye	Deputy Regional Director	UNICEF East Asia and Pacific Regional Office
	Mr Meyers	Clifford Trevor	Regional Adviser – Education	UNICEF East Asia and Pacific Regional Office
	Ms Raghavan	Chemba	Education Specialist	UNICEF East Asia and Pacific Regional Office
	Ms Perapate	Tanaporn	Research Assistant	UNICEF East Asia and Pacific Regional Office
	Ms van de Wiel	Lieke	Regional Adviser – Education	UNICEF Regional Office for South Asia
	Ms Lugo-Helin	Leotes	Education Specialist	UNICEF Regional Office for South Asia
	Mr Azizyar	Ahmadshah	Education Specialist	UNICEF Afghanistan
	Ms Kim	Sun-Ah	Deputy Representative	UNICEF Cambodia
	Ms Nhonh	Sopheha	ECD Programme Officer	UNICEF Cambodia
	Mr Kato	Masahiro	Education Specialist	UNICEF Cambodia
	Ms Lee	Sang-mi	Donor Relations Specialist	UNICEF Japan
	Mr Bhusal Sharma	Shiva Lal	Education Specialist – ECD	UNICEF Nepal
	Mr Panezai	Sanaullah	Education Specialist	UNICEF Pakistan
	Mr Abdvahobov	Parviz	Education Officer	UNICEF Tajikistan
	Ms Fayzullaeva	Eleonora	ECD Officer	UNICEF Uzbekistan
	Ms Sylwander	Ann-Charlotte Maria Elizabeth	Representative	UNICEF Viet Nam
	Mr Nguyen	Minh Nhat	Education Officer	UNICEF Viet Nam

ORGANIZING AGENCIES

Country/ organization	Last Name	First Name	Title of Position	Organization/Office
ARNEC	Ms Kaul	Venita	Steering Committee Member	Ambedkar University, Delhi, India
	Ms Friesendorf	Silke	Communications Officer	ARNEC (Asia-Pacific Regional Network for Early Childhood)
KICCE	Ms Lee	Young	President	Korea Institute of Child Care and Education, (KICCE)
	Ms Moon	Mugyeong	Director	Center for ECEC policy for Future and Vision, (KICCE)
	Ms Chang	Myung-Lim	Director	Office of Planning & Management, (KICCE)
	Ms Lee	Meehwa	Director	Office of Policy Research, (KICCE)
	Ms Kim	Eunyoung	Research Fellow	Research Planning and Coordination Team, (KICCE)
	Ms Choi	Yoon Kyung	Associate Research Fellow	Trend Analysis and Statistics Team, (KICCE)
	Ms Do	Namhee	Associate Research Fellow	Trend Analysis and Statistics Team, (KICCE)
	Ms Kwon	Mekyung	Associate Research Fellow	Nuri Curriculum Research Team, (KICCE)
	Ms Jang	Eun-Young	Associate Research Fellow	Nuri Curriculum Research Team, (KICCE)
	Ms Kim	Eunseol	Research Fellow	Nuri Curriculum Research Team, (KICCE)
	Ms Min	Jungwon	Associate Research Fellow	Trend Analysis and Statistics Team, KICCE)
	Ms Lee	Jeong-won	Associate Research Fellow	Nuri Curriculum Research Team , (KICCE)
	Ms Lee	Jeong Rim	Associate Research Fellow	Childrearing Policy Research Team, (KICCE)
	Ms Yoo	Haemi	Associate Research Fellow	Childrearing Policy Research Team, (KICCE)
	Ms Chang	Hyejin	Researcher	Nuri Curriculum Research Team, (KICCE)

ORGANIZING AGENCIES

Country/ organization	Last Name	First Name	Title of Position	Organization/Office
KICCE	Ms Wang	Younghee	Researcher	Trend Analysis and Statistics Team, (KICCE)
	Ms Lee	Sewon	Researcher	Trend Analysis and Statistics Team, (KICCE)
	Ms Oh	Yu-Jeong	Researcher	Childrearing Policy Research Team. (KICCE)
	Ms Jung	Joo-Young	Researcher	Childrearing Policy Research Team, (KICCE)
	Ms Kim	Moonjeong	Researcher	Childrearing Policy Research Team, (KICCE)
	Ms Cho	Hyejoo	Researcher	Research Planning and Coordination Team, (KICCE)
	Ms Kim	Huiwon	Administrative Staff	Research Planning and Coordination Team, (KICCE)
	Ms Chae	Song-A	Administrative Staff	Center for ECEC policy for Future and Vision, (KICCE)
KDI	Mr Kim	Jun-Kyung	President	Korea Development Institute
	Mr Choi	Kyung-su	Senior Research Fellow	Department of Foresight and Strategy, (KICCE)
	Mr Kang	SeungRyong	Head	Communication Unit, Korea Development Institute
	Mr Lee	Jongheon	Researcher	Center for International Development, Korea Development Institute
	Ms Lee	Yungjung	Senior Research Associate	Communications Unit, Korea Development Institute
	Ms Lee	Song-I	Research Intern	Research Planning and Coordination Team, (KICCE)

DELEGATES FROM EMBASSIES IN REPUBLIC OF KOREA

Country	Last Name	First Name	Title of Position	Institution
BANGLADESH	H.E. Md Kabir	Enamul	Ambassador	Embassy of Bangladesh
BRUNEI DARUSSALAM	H.E. Ismail	Dato Haji Harun	Ambassador	Embassy of Brunei
FIJI	H.E. Kau	Filimone	Ambassador	Embassy of Fiji
INDIA	H.E. Prakash	Vishnu	Ambassador	Embassy of India
KYRGYZSTAN	H.E. Chotonov	Duishonkul	Ambassador	Embassy of Kyrgyzstan
LAO PDR	H.E. Xayachack	Khamla	Ambassador	Embassy of Laos
MONGOLIA	H.E. Ganbold	Baasanjav	Ambassador	Embassy of Mongolia
NEPAL	H.E. Lama	Kaman Singh	Ambassador	Embassy of Nepal
PAKISTAN	H.E. Mukadam	Shaukat Ali	Ambassador	Embassy of Pakistan
SRI LANKA	H.E. Wijeratne	Tissa	Ambassador	Embassy of Sri Lanka
THAILAND	H.E. Na Ranong	Kittiphong	Ambassador	Royal Thai Embassy
	Mr Rujithanawat	Sudchai	Second Secretary	Royal Thai Embassy
UZBEKISTAN	H.E. Fen	Vitali V	Ambassador	Embassy of Uzbekistan

OFFICIAL INTERPRETERS (English-Russian)

Interpreter	Mr Pshenitsyn	Sergei	Forum's Official Interpreter
Interpreter	Mr Naumov	Anatoly	Forum's Official Interpreter

Annex 3: Country Follow-up Actions

Country/ Region	Priority Actions you will undertake upon return to your countries	Areas of Country-to-Country Cooperation you would like to engage in; identify kind of support needed and/or that you can provide
BANGLADESH	<ul style="list-style-type: none"> To identify the disadvantaged group (in terms of poverty, remote in communication and ethnic) and make necessary support for mainstreaming them in ECCE Imparting training for the teachers specially for the pre-primary classes 	<ul style="list-style-type: none"> We can share the operational guidelines of ECCD and pre-primary education Government and non-government organizations are working side-by-side for pre-primary education in various parts of the country. We can share the pre-conditions between the two and can explore it to other countries
BHUTAN	<ul style="list-style-type: none"> Review the current strategies for expansion of ECCE programme Review competencies of ECCE teachers 	<ul style="list-style-type: none"> Sharing research findings Exchange visits
CAMBODIA	<ul style="list-style-type: none"> Integrate parental education into public pre-school and community pre-school Strengthen in cooperation among the key ministries involved in ECCD Strengthen the monitoring and evaluation system in ECCD 	<ul style="list-style-type: none"> Bilateral meeting with Hong Kong University Bilateral meeting with KICCE of Korea: <ul style="list-style-type: none"> ECCD human resource development Research/study in ECCD Pre-school teacher training Bilateral meeting with Philippine team: <ul style="list-style-type: none"> The role of local government in ECCD Cross sectoral collaboration in national level in ECCD
CHINA	<ul style="list-style-type: none"> Continue to increase budget and investment in pre-school education to have more children benefit from pre-school education and make it more universal To get more teachers involved in all levels and kinds of training, so as to improve their competencies and skills 	<ul style="list-style-type: none"> We can cooperate with other countries in the development of curriculum and teaching materials Chinese models and experiences can be shared
HONG KONG SAR, CHINA	<ul style="list-style-type: none"> Step up parents education to make sure that they know what children are required in life Step up teacher development to equip them with skills of handling children with special education needs 	<ul style="list-style-type: none"> Sharing of best practices via webpage Post up the curriculum guidelines and performance indicator in official webpage of the Education Bureau

Country/ Region	Priority Actions you will undertake upon return to your countries	Areas of Country-to-Country Cooperation you would like to engage in; identify kind of support needed and/or that you can provide
FIJI	<ul style="list-style-type: none"> • Engage more dialogue with ECE Managements • Initiate Parenting Education • Establishing a Central Database and Networking • Document a lot of ECE activities • Contextualize the National Curriculum Framework • Convene government to shift for more ECE development 	<ul style="list-style-type: none"> • Teacher training • Parenting Education • ECE curriculum development
INDIA	<ul style="list-style-type: none"> • Get the ECCE policy cleared and declared • Assess the infrastructure available for training individuals involved in Childcare Centers (ANGANWADI) and strengthen them in case there are any gaps 	<ul style="list-style-type: none"> • Sharing of research details and undertaking collaborative capacity building for institutions and individuals engaged in ECCE
KIRIBATI	<ul style="list-style-type: none"> • Establish a strong network/governing body of stakeholders from key ministries: Education, Health, Social Welfare (women, children, youth) to function as advisory, etc to move ECCE forward • Costing of our ECCE Policy. Budget already done • Formulation of new ECCE bill to regulate ECCE 	<ul style="list-style-type: none"> • Site visit to Cambodia on mobile pre-schools or have them visit us in Kiribati or attend the Pacific ECCE. Could UNICEF fund this please? • Piloting parenting in our current community consultation visits. Seek translation costs from our development partners, UNICEF and UNESCO
KYRGYSTAN	<ul style="list-style-type: none"> • Distribution of the information gathered during the Forum, among experts and society • Offering of the partnership with the Forum participants in the region • Assistance of primary schools' kindergartens' and Ministry of Education Specialists in creating common network for cooperation in order to create the best atmosphere for children's preparation to school 	<ul style="list-style-type: none"> • We would like to create network of teachers in the country • Introduction of the expertise on the analyze of the state budget ('child budget' tool) – (health, education, social protection) • We would appreciate it if we would have an opportunity to participate in the common workshops, experience exchanges, to receive consulting assistance of the experts, to take part in trainings if possible

Country/ Region	Priority Actions you will undertake upon return to your countries	Areas of Country-to-Country Cooperation you would like to engage in; identify kind of support needed and/or that you can provide
NEPAL	<ul style="list-style-type: none"> Existing policies on ECED shall be revised with a view to promote integrated approach on the matter (eg. Below 3 yrs. interventions will be carried out having maintained linkage with health service delivery system) The recently formed National Steering Committee on ECED chaired by the NPC (National Planning Commission) shall be institutionalized 	<ul style="list-style-type: none"> Bilateral Cooperation on special needs (early-age) children with the Republic of Korea
PAKISTAN	<ul style="list-style-type: none"> Establishment of Kid's rooms in the primary schools with the support of local community Creation of awareness among the parents to send their kids aged 3-5 to the schools for the pre-school learning. [1] Proper survey conducted by teachers of pre-schools of their established areas to know children of 3-5 years of age; [2] enrolment of children in a community based supported by public sector to establish ECCE countries equipped with play things making centres attractive enough for disadvantaged children to come to such centres/schools, [3] provide teachers with ECCE training, job opportunity to take care of the tender age with the help of health sector spread over the country with lady health workers working at the doorsteps of every village/ neighborhood 	<ul style="list-style-type: none"> Training of teachers on ECCE from the countries like Korea, Thailand and Sri Lanka Support on curriculum development from countries like Japan and Australia Cooperation in the field of learning from their experiences with Sri Lanka and Thailand will be new task in future for ECCE. (Focusing teachers training and EC material development)
PHILIPPINES	<ul style="list-style-type: none"> Full implementation of RA10410 otherwise known as the Early Years Act of 2013 which mandates provision of health, nutrition, early education and social services development program for the holistic needs of young children from age 0 to 6 and to promote their optimum growth and development Strengthening of the use of MTB-MLE in the implementation of K curriculum 	<ul style="list-style-type: none"> Modelling (of implementation) of a viable interagency collaboration on the effective implementation of ECCD system Share results of research, "system for early identification prevention, referral and intervention of development disorders and disabilities in early childhood" after piloting in October 2013.

Country/ Region	Priority Actions you will undertake upon return to your countries	Areas of Country-to-Country Cooperation you would like to engage in; identify kind of support needed and/or that you can provide
SOLOMON ISLANDS	<ul style="list-style-type: none"> • Advocate for increase in government financial support to ECCE. ECCE is the foundation thus government support is critical (Govt and Parental support) • ECCE regional research (Melanesia) – MSG • Continue to strengthen the current teacher training, curriculum development, registration of ECCE centres involving standards 	<ul style="list-style-type: none"> • ECCE regional research (MSG) and identify tools for cooperation • Collaboration in areas of capacity for monitoring and evaluation
SRI LANKA	<ul style="list-style-type: none"> • Prepare a note of recommendations to be submitted to the Cabinet of Ministers regarding the development of an assessment tool of school readiness/ pre-school readiness of children for the establishment of a mechanism to carry out the assessment. 	<ul style="list-style-type: none"> • Develop the preparation of the country report and the deliberations followed, it became apparent that we have an issue of getting relevant data and information. It is necessary to establish a national resource center with a designated focal point and we would require some assistance with that. However, Sri Lanka being a country with high early childhood care and health indicators as well as educational indicators, is happy to share our experiences and strategies with other countries.
TAJIKISTAN	<ul style="list-style-type: none"> • Improve and build up a clear normative and regulatory framework enabling provision of affordable and quality ECE services both in public and private sectors • Develop comprehensive M&E framework and tools for monitoring and assessment of learning outcomes and holistic school readiness, which will be embedded into government quality assurance system • Strengthen an effective system of professional development for teachers, and a performance management and monitoring system that is welcomed and supported by the teaching cadre 	<ul style="list-style-type: none"> • Tajikistan is interested in learning the experience of other countries in development, introduction and mainstreaming of tools and mechanisms for monitoring and assessment of school readiness and learning outcomes (with involvement parents) • Tajikistan is interested in learning the experience of other countries in development and introduction of mother tongue-based multilingual education in pre-primary/ preschool education • Tajikistan is ready to share its experience in a) development, piloting and scaling up of affordable and quality ECE services, which serve mostly disadvantaged children in rural areas and b) in development and practical implementation of Early Learning Development Standards (ELDS in Tajikistan are aligned with Primary Learning Standards and have been informing ECE curricula and programmes, which are now in use in ECCE settings)

Country/ Region	Priority Actions you will undertake upon return to your countries	Areas of Country-to-Country Cooperation you would like to engage in; identify kind of support needed and/or that you can provide
TUVALU	<ul style="list-style-type: none"> • Complete situational analysis survey – analyze data. Present information paper to the government development coordinating committee, then submit a Cabinet Paper for government to support ECCE • Conduct parents and community education awareness workshop 	<ul style="list-style-type: none"> • Research tools to share and to engage in carrying out research, providing funding is available • Share experiences of best practices in ECCE and to collaboratively develop assessment and monitoring tools
VANUATU	<ul style="list-style-type: none"> • Establish governance structure of ECCE (structure should include all subsectors) • Political Awareness – awareness to parliament on evidence based research • High level forum on ECCE – readiness of school • Financing of ECCE Teachers – work on policy paper 	<ul style="list-style-type: none"> • ECCE Regional research (Melanesia) – Vanuatu/Solomon Islands, Fiji • Regional ECCE Forum (14 Pacific countries) • Build ECCE agenda in the up-coming Forum. Education Minister’s meeting to prioritize ECCE as the integral subsector for education • Costing model for the region
VIET NAM	<ul style="list-style-type: none"> • The Parenting Education – equally invest for public and private pre-school 	<ul style="list-style-type: none"> • Curriculum and guidance for the transition from pre-primary to primary education and community-based model for children under 2 • Educate teachers, advanced teaching methodologies



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