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REGIONAL DESK REVIEW REPORT**

EARLY CHILDHOOD CARE AND EDUCATION TEACHER POLICIES
AND QUALITY STANDARDS FOR COMMUNITY-BASED PROGRAMMES
IN THE ASIA-PACIFIC REGION

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Acknowledgements

This regional desk review report presents a review of policies relating to ECCE teacher status and community-based ECCE programmes catering for young children across the Asia-Pacific region. It was prepared for UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) and UNICEF East Asia and the Pacific Regional Office (UNICEF-EAPRO) by Emma Pearson and Shi Jing Voon. The report immensely benefited from the technical guidance and inputs from Mami Umayahara of UNESCO Bangkok and Maki Hayashikawa of UNICEF-EAPRO. The editing inputs for this report were also provided by Ashima Kapur at UNESCO Bangkok.

In 2006-2008 UNESCO Bangkok and UNICEF EAPRO carried out a joint policy review exercise with the aim to support the countries of the Asia-Pacific region in meeting the first EFA goal by identifying, documenting and sharing good practices as well as constraints and challenges in early childhood policy development and implementation. A follow-up dissemination seminar on the policy review in Southeast Asia (Kuala Lumpur, November 2008) further prioritized a number of thematic areas for policy research to fill in the information gap, among which were issues on the status and professional development of ECCE practitioners and on the quality of community-based ECCE programmes.

Based on this experience, the regional offices of UNESCO and UNICEF agreed to embark on policy research on the two interrelated themes on the quality of ECCE: the status and professional development of ECCE practitioners and the quality standards of community-based ECCE programmes. The desk review, presented here, was commissioned in 2010, in order to analyze policy-related documents and information and provide a broad picture of these two themes, with a view to informing the guidelines for the thematic policy research at the country level.

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Introduction and Definitions

High quality early childhood care and education (ECCE) is now widely acknowledged as having the potential to enhance the lives not only of children but of whole communities on a global scale. By instilling in children essential life skills and attitudes from an early age, quality ECCE empowers young children and societies. As Kaga (2007, p. 53) suggests ECCE constitutes an “...effective way to construct a just and sustainable world (through supporting the development of) knowledge, skills and values – such as empathy, sharing, respect for others ...”

Although universality of provision in ECCE has been a focus of countries around the world for some time, attention to issues regarding ‘quality’ has only emerged recently, with increasing evidence that low quality services may at best offer little in the way of positive outcomes for young children and, at worst, be detrimental (UNESCO, 2004). Given the well-established and significant long-term influence of early childhood experiences, understanding and promoting quality provision should be seen as a global imperative.

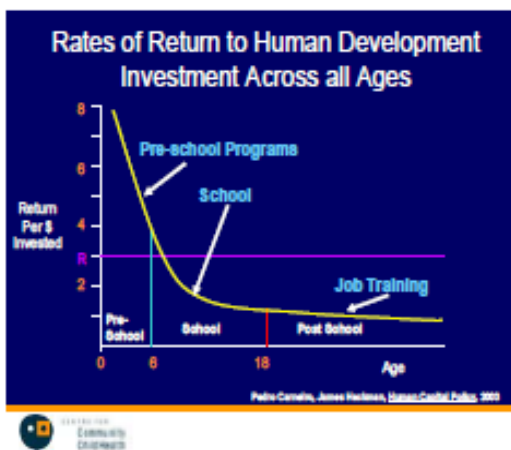
Indeed, the 2005 Education for All (EFA) Global Monitoring Report (UNESCO, 2004) on the “Quality Imperative” signalled a new focus on quality, in addition to quantitative factors, in educational provision. As the Report points out, many international conventions and related instruments have been ‘silent’ on the issue of qualitative dimensions of learning. Those that do highlight the importance of ‘quality’ provision do not often explain in sufficient depth what ‘quality’ provision should entail.

In response, this report presents a review of policies relating to ECCE teacher status and home-based / community-based programmes catering for young children across the Asia Pacific region. In line with UNESCO’s guiding principles, the term ‘ECCE’ has been taken to refer to the various forms of care and learning that children experience during the period from birth to eight years of age, when most children are expected to enter formal schooling. While it is beyond the scope of this review to analyse the range of terminology and approaches used in reference to the period of birth to eight years (please refer to UNESCO, 2002 for further detail), it is important to note that the UNESCO definition is designed to incorporate a holistic view of early childhood development and learning. The policies and programmes reviewed here, therefore, cover various aspects of community-, home-based and more formal early childhood care, education and development. As Appendix 1 indicates, a variety of terms is used in documents that discuss care and education of young children, including Early Child Development (ECD), Early Childhood Education (ECE), Early Childhood Care and Development (ECCD) to Early Childhood Education and Care (ECEC). It is noted that, notwithstanding variability in terminology, most policies and programmes are based on an understanding and acknowledgement of the integrated nature of children’s early learning and development. Therefore, liberty has been taken to be consistent about the use of ‘ECCE’ throughout this document, for purposes of clarity. In some cases, this has involved changes to terminology that is used in original sources.

The review analyses aspects of existing ECCE policies with reference to broad issues related to 'quality' in provision of ECCE across the region. It seeks to highlight the importance of acknowledging the strengths in existing care and education arrangements for young children in local contexts, as this is critical to the achievement of sustainable, valued and 'quality' ECCE.

Among the numerous micro- and macro-level advantages associated with ECCE programmes, UNESCO's (2010) Concept Paper for the World Conference on ECCE lists improved attendance at primary school and beyond by children; improved educational prospects for children associated with better maternal health and early nutrition; reduction of social inequalities through the 'levelling out' impact of ECCE programmes, and well-established economic returns, as illustrated in Nobel laureate James Heckman and Dimitry Masterov's (2004) widely renowned analyses.

Clearly, the rate of return gained from the investment in ECCE programmes (the extent to which positive outcomes for children are maximised) will be influenced by the quality of services experienced by children. Definitions of 'quality', particularly in ECCE settings are, however, widely debated and contested, for good reason (Rosenthal, 2003;



James Heckman and Dimitry Masterov, (2004). *Early Childhood Education for All – A Wise Investment*, recommendations from the Conference "The Economic Impacts of Child Care and Early Education: Financing Solutions for the Future" conference, Dec. Massachusetts, USA.

Woodhead, 1999). Conclusive statements about what constitutes best practice in caring for and educating young children across widely diverse contexts should be treated with some caution and contextualised to reflect local conditions. As Blumberg (2006, p. 106) points out in the 2007 EFA Global Monitoring Report:

"All societies have arrangements for educating their young children. These arrangements have evolved over time and are diverse across cultures, in keeping with differences in family and community structures, and the social and economic roles of men and women."

The purpose of this review, therefore, is to provide a background of information that informs individual countries on conducting research that is designed to promote contextually-based, strengths-oriented approaches to planning and programming in ECCE.

Such research should contribute to building deeper understandings of issues related to 'quality' in teacher status / education and community-owned programmes within specific contexts. The review draws on literature from a range of sources, including reports from national and international non-governmental organisations (NGO's/INGO's), policy documents, academic journals, conference proceedings and informal sources.

The review was commissioned by UNESCO-UNICEF in October 2010, following a process of policy review across eight countries in South East Asia. Among the themes identified as being of particular interest for countries involved in the policy review, ECCE teacher status and 'quality' standards for community-based and parenting education programmes have been selected for follow-up.

The report is presented in four sections: Section 1 provides an overview of the conceptual framework of this review and the proposed research, with a brief summary of key considerations with regard to definitions of 'quality' in ECCE that have been raised in international research studies and reports. Section 2 presents an overview of current policies and practices regarding teacher training across the region, based on information accessed for the purposes of the review. Section 3 reviews a number of programmes and outlines policies related to provision of programmes that involve parents and wider communities. In Section 4, a summary of issues raised in the review and recommendations related to future research on these two review themes is presented.

Sections 1, 2 and 3 begin with a brief summary of definitions and orientations. Due to the informal and varied nature of ECCE provision globally, meanings attached to significant terms ('teacher'; 'community-based'; 'home-based programmes'; 'parent education') may vary considerably across contexts. A range of definitions used in various literatures have been highlighted and also possibilities for the development of shared understandings been suggested.

Limitations of the Review

It is a fact that there is a large body of information which was not accessible during the review. Once again, therefore, it is being acknowledged that there are limitations in the extent to which country information is portrayed here, and reiterate that this review aims to provide a snapshot, rather than a comprehensive overview of activities in each country.

Due to its relatively informal nature and to the range of government and non-government agencies involved in ECCE programming, access to comprehensive information is in some cases hard to obtain online. In many countries, ECCE has not, until recently, been included in Ministry reporting mechanisms, which results in a lack of shared information on which to build collective understandings of 'quality' across disciplines and departments. Where data was accessible, much of the information was aggregated and limited in terms of representing the range of programmes / initiatives in place. This needs to be acknowledged as a drawback in terms of the impact and value of reviews, such as this, that seek to provide an analysis of gaps in existing knowledge.

Section 1: Conceptual Framework

As indicated, understandings of ‘quality’ and, in particular, what is understood by ‘high quality’ are widely contested in the field of education. This ambiguity is further heightened in the case of ECCE (Rosenthal, 2003; Woodhead, 1999). The situation for ECCE is relatively more complex than it is for basic education due to (i) the diversity of services offered within countries and across the globe that are designed to promote children’s early development and education and, (ii) the range of stakeholders (from government ministry officials to village elders, parents and midwives) who should be involved. This complexity is acknowledged as presenting challenges for goal setting and monitoring: “The goal’s (*Goal 1*) complexity, along with its intersectoral nature and the absence of a quantitative target, makes it more difficult to monitor than some of the other EFA goals.” (UNESCO, 2007, p.14).

There are, however, opportunities offered by this ambiguity, as evidenced by increasing acknowledgment of innovative approaches to ECCE provision that may be more cost effective and more sustainable than the traditional, formalised approaches to educating children associated with basic education.

There can be no question that quality in ECCE provision is paramount, both for the well-being of young children and if investments are to result in significant returns in the form of well-prepared and productive future citizens. As a number of well-respected international experts in the field of early childhood development and education have argued, however, understandings of what is ‘best’ for children (and therefore might constitute ‘quality’ in ECCE) vary based on local customs, family structures, values and beliefs (Nsamenang, 2006; Woodhead, 2006). The range of opportunities for innovation through discovery and development of existing resources, both human and otherwise, to (i) define ‘quality’ in ECCE and (ii) to put in place quality programmes that support children, their families and communities, represents one of the most exciting aspects of ECCE in the present time.

This section, outlines the basis for this approach by presenting a brief overview of some influential commentaries and international research projects that have been published on the issue of ‘quality’ in ECCE during recent years. In subsequent sections, as well as reviewing policies and programmes, attempts have been made to include some examples of innovative practices that currently exist across the region and may be referenced in developing evidence-based understandings on dimensions of ‘quality’ in ECCE provision that reflect the unique circumstances of children in Asia and the Pacific.

‘Quality’ and Cultural Diversity

This review seeks to provide justification for the need to carefully consider the role of contextual influences in shaping what constitutes ‘quality’ in children’s early experiences. An array of evidence from various disciplines (Ryan & Cousins, 2009; Myers, 2004; Woodhead, 1999; Fullan & Hargreaves, 1992) suggests that when policies are implemented or attempted to establish initiatives and programmes whose underlying values and priorities

do not match those of the people or communities they are designed to serve, their success is questionable from the outset.

With the growing evidence-base of cultural influences on children's learning and development, a large number of influential international experts in the field have advocated widely for recognition that children's development and growth takes place within particular 'niches', or places that reflect deeply held cultural values and expectations (Cole, 1992; Super & Harkness, 1986). Much of the research evidence that has been produced in recent years, based on studies of children's lives across cultures, has challenged the universal applicability of developing countries, "Western" ideals regarding children's early learning and development. For example, Shweder et al. (1998) argue that definitions of "appropriate" care-giving relationships and arrangements vary widely across cultures.

The practice of leaving infants in the care of young siblings, widespread in parts of Asia and the Pacific, is considered inappropriate to the extent of being illegal in developed countries such as the United States. Greenfield, Keller and Fuligni (2003) provide strong evidence, however, that older siblings in many parts of the developing world provide not only care-giving, but also important early learning experiences, by supporting language and practical skills development that help children to function effectively in their local communities. While the importance of preparing children to participate effectively in formal schooling may be emphasised among some communities, the development of skills in care-giving during early childhood may be highly valued in others. These studies demonstrate important links between culture and 'competence'.

In their studies of parent / caregiver interactions with infants, Super and Harkness (1982) found complex links between various social structures and child-rearing customs. As an example, structured daily parental working patterns in the United States and other developing countries, industrialised contexts are strongly reflected in an emphasis among practitioners and parenting experts on regulated sleeping patterns during early infancy, as well as the use of formal, out- of- home care. Parents raising children in agricultural communities, where lives are more regulated by subsistence requirements and seasons than by daily working patterns, are less likely to be concerned about regular night-time sleeping and perhaps more by nutritional needs and deficiencies. The composition and functions of social groups and their influence on children's development are also highly reflective of cultural processes. In agricultural communities, for example, an important function of social groups is to involve children in economic activities, while in industrialised societies, social groups are oriented towards the provision of child care and protection. These examples are critical in terms of providing a reminder that what is considered 'best' for children (and for their families) is highly dependent on the local context in which children are raised.

Diversities such as these have inevitably led to difficulties in formulating and conceptualising the nature of child development and, thus, 'quality' in ECCE. The wide range of experiences, customs and values that shape children's lives around the world has resulted in some tension between the need to acknowledge local priorities but also set universal

standards for ECCE on the basis of the United Nations Convention on the Rights of the Child. However, important steps have been taken. One of these is growing recognition among practitioners, policy-makers and researchers of ECCE in recent years that “the behaviour of individual children is given meaning by the relationships in which the child is embedded in systems such as families, and (that) these too can only be fully understood within the context of the society of which they form part” (Schaffer, 1996, p. 12). As the 2007 EFA Global Monitoring Report makes clear, ECCE programmes therefore need not only to address children’s right to holistic development and learning opportunities, but also to empower and educate their carers.

Growing acknowledgment of the importance of integration across communities, Ministries and professional stakeholders is evidenced in many of the government and NGO reports that were accessed for the purposes of this review (e.g. UNESCO, 2005).

Defining ‘Quality’ in ECCE: Understanding What ‘Quality’ in ECCE Means Across Diverse Contexts

Early childhood practitioners and researchers, particularly in the developed world, have sought for some time to identify definitive, ‘high quality’ approaches to ECCE. In recent years, with expanding interest in ECCE around the world and increased acknowledgement of cultural influences on young children’s development, this search has tended to reveal more complexities than it has clear answers to the question of what can be seen to define ‘quality’ ECCE.

Until fairly recently, a common reference point for definitions of ‘quality’ practice in ECCE was the US-based NAEYC’s (National Association for the Education of Young Children) policy on Developmentally Appropriate Practice (DAP). According to DAP, ‘child-centredness’ is key to respectful, supportive, ‘quality’ care. Indeed, the expression ‘child-centred’ has become ubiquitous in early childhood policy and practice. It has been used across a range of disciplines and early childhood organisations, at national and international levels, and is widely viewed as synonymous with DAP and, therefore, with ‘good’ practice. In most developed countries, early childhood education contexts associate ‘child-centredness’ with appreciation of ‘individuality’ and ‘agency’.

Child-centred approaches promote children’s rights and freedom to learn through self-directed and intrinsically-motivated activity, and are therefore often characterised by activities that involve autonomy, exploration and spontaneity in learning, such as ‘free play’ (Kwon, 2002). Consequently, in most ECCE contexts across the industrialised world, ‘quality’ and appropriate teaching practices have been associated with an image of the ‘individual’, ‘autonomous’ child for centuries.

There is growing evidence that such ideas may not be universally applicable and notions of ‘quality’ in ECCE need to be re-conceptualised to reflect diverse cultural values (Pearson & Degotardi, 2009). Markus and Kitayama (2003, p.2) make the point that, in many Asian cultures for example, the actions of individuals are “impelled by others, in relationship and interaction with others”. DAP espouses child-centred learning and teaching approaches

that emphasise children's cognitive, social and emotional, physical and academic competencies (NAEYC, 2009). Abilities that may be highly valued in the developing world, such as the importance of learning from community elders, connections with nature and traditional knowledge (Burford, Ngila & Rafiki, 2003; Odora Hoppers, 2002) are not embraced explicitly by DAP.

Growing acknowledgment of global, diverse perspectives on young children's well-being and on diverse values relating to the care of young children has led to the emergence of critical discussions around 'child-centred' approaches, what they mean and how widely applicable they are. However, despite cautions against assumptions regarding the universal relevance of notions of what is 'right' for children emanating from the developed world, much of what is widely espoused as 'quality' in ECCE still tends to be informed by distinctively European-American approaches (Penn, 2008; Woodhead, 1999). Calls for research that provides alternative understandings upon which to build and develop ECCE programmes across diverse contexts are therefore extremely well placed.

Globalization and 'Quality' ECCE Teaching

Global interest in early childhood education has increased the field's exposure to diverse policies, theories and practices, with the potential for both positive and negative consequences dependent on the extent to which local values are acknowledged in the development of programmes such as teacher education (Haddad, 2007).

As Prochner (2002) suggests, 'quality' approaches to early childhood education in industrialised countries emphasise the development of children's autonomy and independence, reflecting a cultural tendency towards individualistic notions of growth and development. Professionally, play-based, 'child-centred' teaching practices are widely espoused in ECCE teacher education programmes as conducive to individual expression and growth, while formal instruction is viewed as unsuitable for socialising children to participate in a democratic society.

Recently, calls have been seen for the acknowledgment of practices and methods in ECCE teaching that more explicitly support the promotion and maintenance of indigenous knowledge (Pence & Shafer, 2006). Indeed, a growing body of evidence has begun to illustrate challenges associated with application of developed countries understandings of 'quality' (e.g. Penn, 2008; Prochner 2002). Sarangapani (2003), for example, analyses the tendency for local programmes that reflect cultural values related to student obligations to be undermined as a result of extremes reflected in dominant perceptions regarding '*traditional*', '*didactic*' versus '*modern*', '*child-centred*' approaches.

While calls for global 'quality' in early childhood education should be promoted, application of benchmarks developed elsewhere that carry the risk of undermining 'local' practices should not. Sarangapani (2003, p. 404) highlights the essential role of 'local' ideologies in India, where emphasis on authority and discipline have often been mistakenly equated with 'totalitarian' practices:

“... the school is not a totalitarian institution which coerces unwilling children into accepting norms in society which go against their ‘grain’. The local ideology of childhood and education provides a framework with which these are congruent and which children and teachers refer back to and recreate in the process of making sense of and giving meaning to their activities in school.”

The same dichotomy between ‘traditional’ practices (associated with outdated, didactic teaching approaches) and ‘modern’ practices (associated with more appropriate democratic, child-centred views) has been referred to in relation to early childhood (Darling, 1994). This has resulted in difficulties with attempts to reform and ‘update’ ECCE in a number of countries. South Korea, for example, has experienced widespread reforms recently. In a discussion on the impact in South Korea of introducing a ‘progressive’ child-centred National ECCE curriculum, Kwon (2004) points to the contrast between traditional Confucian values relating to hierarchical human relationships held locally and Western notions of autonomy, intrinsic motivation underpinning the ‘new’ curriculum. As Kwon indicates, although teachers were seen to value the ‘new’ child-centred principles, they found it difficult to implement educational approaches such as free play in their programmes. Instead, in accordance with cultural beliefs relating to the respect and obedience of elders and the importance of academic excellence, they maintained their traditional practices of separating work from play, providing teacher-directed lessons and using extrinsic motivation.

It is clear that difficulties arise when ‘modern’ approaches do not fit with traditional values that influence how teachers and students make sense of their identities and experiences. These difficulties are likely to impact upon the sustainability of teaching, learning, and consequently, community development. In the process of defining ‘quality’ in approaches to teaching young children, local values and priorities must be consulted and considered. Calls for country-based research that seeks to review policies in the light of widely valued customs and existing ECCE practices, in order to identify the specific values, beliefs and priorities that educational policies and practices should address are, once again, extremely timely.

Multiple Stakeholder ‘Interest’ in ‘Quality’ ECCE

Communities that are resource-constrained tend to face a wide range of complex needs, which means that making decisions about which programmes to put resources into can be problematic. For example, infrastructure needs (building roads etc.) may be considered more urgent than the need to provide resources for community pre-schools. Gaining support from the ground-up (i.e. from parents, wider communities, village elders etc.) and having strong advocates for ECCE programmes on local councils is therefore very important in building sustainable programmes, and is now widely factored into both policy approaches (Rao & Jin, 2010) and considerations of ‘quality’ programming.

It is important to promote a broad and critical focus on ‘quality’ to prevent some of the shortcomings experienced in countries where ECCE provision has existed for many

years, but where the issue of defining ‘quality’ still produces great controversy due to restricted ideas about what works ‘best’ in terms of supporting young children’s learning and development. With the significant interest in early childhood as a period of formative growth recently and subsequent burgeoning of ECCE programmes globally, there is a degree of urgency in finding ways to define and promote ‘quality’ in ECCE. This is heightened by the fact that responsibility for providing and monitoring ECCE services is often not clear. Whereas formal education, traditionally governed by State bodies, has largely been shaped by State policies, ECCE (which is less formalised and in many cases traditionally operated by not-for-profit or private organisations) has in many countries around the world been left unregulated.

A key argument that is presented throughout this review, and fits within the concern regarding how best to regulate and monitor ‘quality’ in ECCE, is that community-wide consultation regarding what constitutes ‘quality’ is critical for raising awareness, commitment and accountability in providing ‘quality’ ECCE supports. For example, while there can be benefits associated with the growth in ‘joint’ ownership of ECCE across public and private organisations, these benefits are dependent upon shared clarity about what constitutes ‘quality’, held across all stakeholder groups. To illustrate the range of concerns that this might include, Table 1 presents an overview of possible stakeholders and/or ‘interests’ that might influence approaches to understanding what constitutes ‘quality’ in ECCE programmes. In terms of achieving ‘quality’, the major implication of this wide range of ‘interests’ in ECCE is that, as contemporary approaches to evaluation and monitoring point out (e.g. Rights-based approaches - please see Kushner, 2009, for details), measures that reflect various perspectives from a range of stakeholders are likely to be more valid and, therefore, reliable. They are also more likely to reflect what Stake and Schwandt (2003, cited in Elliott, 2009) refer to as *quality as experienced* as well as *quality as measured*.

Table 1: Multiple Perspectives on / Interests in ‘Quality’ in ECCE (adapted from Farquhar, 1990, cited in Schonfeld, Kiernan & Walsh, 2004)

Perspective	Orientation
government / regulatory / policy	Focused largely on macro-level, national standards for early educational services and monitoring / regulation and measurable outcomes related to investment in ECCE.
private / commercial enterprise	Concerned with providing economically viable services for young children. Without state registration requirements, these services can be difficult to regulate.
medical	Concerned with ensuring healthy physical development in young children through nutrition, immunisation and, increasingly, support of maternal health.

educational	Concerned with early education of young children, often with a focus on preparing young children for school.
parental	Can vary according to circumstance e.g. from needing child care support to concerns about preparation for school and maintenance of cultural values.
child	Concerned with children's day-to-day experiences of early education (the child's perspective is often ignored in the 'quality' debate).
staff	Concerned largely with training and working conditions, including availability of curriculum and resources and relationships amongst staff, children and parents.
cultural	Concerned with defining quality in terms of social norms and the values, customs and beliefs of the particular community being examined.
others	Definitions that may be developed to suit particular local contexts and priorities (for example, in many countries across the region, DRR (Disaster Risk Reduction) initiatives are being incorporated into ECCE).

Conclusion

Implicit expression of cultural 'mentalities' in young children's daily 'practices' is evident across diverse cultural systems within which early childhood settings operate (Woodhead, 1999; 2006). Thus, any legitimate benchmark of 'quality' must be based upon contextual features and considerations. This review argues that an important basis upon which to build 'quality' early childhood programmes involves a broad acknowledgment across stakeholders in any particular context regarding the most appropriate methods in achieving the best outcomes for children through 'quality' early childhood experiences. These concerns need to be addressed through the development of contextually-relevant understandings of ECCE 'quality' that also reflect and respond to international benchmarks.

Section 2: Overview of Policies on Teacher Training / Status

Of all the potential contributors to ‘quality’ in out-of-home ECCE, teacher ‘quality’ is widely acknowledged as having the greatest influence. Without the presence of committed, confident and knowledgeable human resources, the most advanced physical facilities are unlikely to engage young children in meaningful learning experiences (Alexander, 2008). Clearly, investment in teachers and teacher training is therefore paramount in achieving ‘quality’ in formalised ECCE programmes. Less clear is evidence of what types of teacher training are most effective across diverse contexts. This section seeks to shed light on considerations that should underpin attempts to collect evidence on effective teacher training, by summarising literature and case studies that illustrate the importance of developing measures of ‘quality’ that reflect country-specific needs, values and priorities.

As Alexander (2008) argues, measures of ‘quality’ that are geared towards simple assessment of inputs and outputs in education are already widespread and widely used. An array of global assessments of formal education, such as the OECD’s Programme for International Student Assessment (PISA) and tools produced by the International Association for the Evaluation of Educational Achievement (IAEEA), have been taken up by countries around the world as measures of both successes and challenges in both educational policy and practice. Teacher achievement / ‘quality’ is, by implication, assumed to be reflected in data provided by the implementation of such tools.

Less evident around the world is the development and use of measures that seek to understand processes in teaching and learning across diverse contexts. This review supports Alexander’s position that including contextually-appropriate indicators of process, such as pedagogical approaches, in the evaluation of teaching and learning is critical to achieving a ‘quality’ education system that engages and retains children.

This section, reviews a body of international literature on issues around teaching in ECCE, with a particular emphasis on recent and growing calls for contextualised understanding of what constitutes ‘quality’ in teaching, from the perspective of policy and pedagogy. It is being argued (i) that ECCE is particularly well-placed to respond to these calls as a relatively ‘new’ area of development and programming, and (ii) two-way interaction between ‘international’ indicators of ‘quality’ and localised ideals is most likely to result in effective approaches to teacher education.

Defining the ECCE Teacher: Perceptions and Policies

In a number of both developing and developed countries, the distinction between those who ‘educate’ children and those who ‘care’ for them has historically been important because being a ‘teacher’ requires specialised skills, whereas being a ‘carer’ is assumed to be non-specialised and therefore has tended to attract lower status (Rosemberg, 2003). This distinction has resulted in a number of challenges for the field of ECCE as it has become widely assumed that ‘quality’ teaching requires tertiary-level training in formal education. As INGOs are increasingly adopting the notion of ECCE as embracing a wide range of

provisions for young children, this is indicative of awareness that holistic approaches to policy formulation in early childhood, regardless of key ‘drivers’, are most likely to result in positive outcomes for children and communities. For the purposes of this review, therefore, and given the considerable diversity of contexts within which children across Asia and the Pacific are being raised and educated, the image of ‘teacher’ as applying to an individual who supports the care and education for children aged between birth and eight years in out-of-home settings has been adopted.

The range of conceptualisations of ECCE reflected in Table 2 (please see Appendix 1) provides some insight into the variability in images of the ECCE ‘teacher’ that exists across a range of contexts. In addition, Table 3 (please see Appendix 2), summarises the vast diversity in teacher policies geared towards training of practitioners working in ECCE programmes. This variability serves as a caution regarding measures of ‘quality’ based on generalised understandings of what constitutes ‘quality’ in ECCE. This next section, reviews current policies on teacher education across the Asia-Pacific, drawing attention to possibilities offered and challenges posed on issues regarding ‘quality’ by the current situation in the region.

The Status and Training of Teachers across Asia and the Pacific

This section of the review broadens the analysis by presenting an overview of some key issues surrounding ECCE teacher status and education in a selection of countries across the region. Countries were included on the basis of (i) available information regarding teacher status and training, collected via personal communication, internet searches, reports from various departments, conferences papers and presentations, and (ii) interest expressed by individual countries following an earlier policy review process supported by UNESCO and UNICEF.

Attempts have been made to collect data specifically related to minimum requirements, qualifications and types of training provided for ECCE teachers. Among the many gaps in available information noted during the process of the review, however, the lack of available information about numbers of ‘qualified’ ECCE teachers in the field, in countries where training is available, was most conspicuous. It is suspected that there is substantial country-based information that has not been accessed and therefore would like to point out that the summaries that presented here are designed to provide an overview of the current situation, rather than a necessarily accurate report on current development in each country. Among the final recommendations, presented in Section 4, it has been indicated that the collation of existing, country-based data would significantly enhance attempts to understand ‘quality’ in teacher training and status across the region. In recognition of the diverse contexts covered in this review, the overview by region and country, starting with Asia and then the Pacific has been presented. Each country ‘profile’ provides brief contextual information, along with an overview of information that was gathered on the status and training of ECCE teachers.

In most, if not all countries around the world, 'quality' teaching, indeed, 'quality' ECCE as a whole, is associated with formal teacher qualifications. A large body of evidence on quantitative measures of 'quality' in ECCE (Fenech, 2010) indicates that the 'best' early childhood education programmes are delivered by people who hold formal qualifications, preferably at university level. However, as pointed out in the Introduction, evaluations of 'quality' ECCE are increasingly emphasising process-oriented aspects of ECCE, such as relationships, community engagement, a sense of belonging among staff and children and an overall positive, empowering experience for all involved (M. Fenech, personal communication, 2010; Alexander, 2008). A more detailed concept of what teacher training should consist of, in empowering both teachers and communities is needed both in local and global contexts. In order to highlight this point, Box 1, presented at the end of this section, provides an example of ECCE teacher training from Vanuatu. This case highlights the importance of country-based strengths and values in defining 'quality'.

Bangladesh

In **Bangladesh**, ECCE provision covers children aged three to five years of age under both formal and non-formal education policies. Known as pre-school education, formal services include the 'baby class', playgroup, KG-1 and KG-2 (UNESCO IBE, 2006a). As part of the formal education sub-sector, these particular services run as an integral part of all government, community, satellite and non-government primary schools. 'Baby classes', for example, consist of four to five year old children who accompany their older siblings to school.

According to Bangladesh's 2006 ECCE GMR (Global Monitoring Report), less than 20% of pre-primary teachers have formal training. However, all teachers at the 2,480 UNICEF-supported pre-schools under the ECD project of Bangladesh Shishu Academy (attached to the Ministry of Women and Children's Affairs) in three Chittagong Hill Tract (CHT) districts and urban slums have basic training that focuses on the use of 'interactive teaching/ learning methods in a child-friendly environment and receive refresher training every six months (UNESCO IBE, 2006a).

As of 2008, teacher training has been available for pre-primary teachers (Mostafa, Mohsin, Rahman & Akhter, 2010), in line with national standards for formal early childhood settings set out in the Operational Framework for Pre-Primary Education. Prepared by the Ministry of Primary and Mass Education (MoPME) in 2008, The Operational Framework provides guidelines for implementing education programmes for children between three to five years of age and outlines the importance of common standards for all pre-primary programmes, government, NGO or community operated programs.

Training strategies for pre-primary teachers outlined in the document include establishing a network of trainers to deliver basic training to teachers located across the country. As the Framework indicates, training should be intensive initially and on-going: "As the number of teachers would be large and would be from local rural communities with minimum educational background, orientation on child care, child development and

improvising learning materials should be provided to them. The teachers should receive initial basic training and periodic need-based refreshers training on a regular basis.” (p.25)

The Operational Framework is closely aligned with the recently published Draft Comprehensive ECCD Policy Framework, which has been produced by the Ministry of Women and Children’s Affairs (MoWCA) to establish common understandings about goals and expectations across all agencies and stakeholders involved in the provision of ECCE services to children aged between birth and eight years of age.

In addition to the developments outlined above, the Institute of Educational Development (IED) at BRAC University in Bangladesh offers an academic degree programme combining a Postgraduate Certificate (six months), a Postgraduate Diploma (five months) and a dissertation. In collaboration with the Open Society Institute (OSI), UK and Columbia University, USA, successful completion of all these leads to a Master Degree in ECD (Institute of Educational Development BRAC University [IED BRACU], 2010). Entry requirements into this course include a bachelor degree in education, health or a related social science from a recognised university and, preferably, three years of relevant work experience (IED BRACU, 2010).

Bangladesh has clearly seen significant developments in ECCE policy during recent years, with impressive efforts to galvanise formal and non-formal ECCE provision through a strong focus on intersectoral work coordinated by MoWCA. References to the importance of standards-setting are apparent in the policy documents referred to above, illustrating widespread acceptance and concern about the importance of quality in service provision. Bangladesh recently completed the process of developing country-specific Early Learning and Development Standards (ELDS) and these are referred to in the Draft Framework as providing a basis from which to establish shared understandings across the country about minimum standards for ECCE provision.

Cambodia

In **Cambodia**, formal ECCE services operate via the State Pre-school System (SPS), which offers pre-primary schooling through kindergartens attached to primary schools for four to five year old children. *State pre-school teachers* in Cambodia have typically completed a two year full-time professional preparation course and would be required to have Grade 12 before entering into training, while *community pre-school teachers* have undergone a 10-day initial training followed by a refresher training for three to six days a year and would need to be a member of the village. According to the International Reading Association (2008), a pre-service programme is available at one Pre-School Teacher Training College (Provincial Teacher Training College) offering a Teaching Diploma (Mufel & Nhonh, 2010).

China

In the **Peoples' Republic of China**, pre-school teachers are trained at secondary schools or five year junior teacher colleges that enrol graduates of junior high schools (Zhu & Han, 2006). These secondary schools mainly train teachers for primary schools, kindergartens and special education, offering three year or four year programmes (Bellin, 2009; Embassy of the People's Republic of China in the Federal Democratic Republic of Nepal, 2004). Compulsory courses include Ideological and Political Education, Chinese, Mathematics, Chemistry, Physics, Biology, Geography, History, Basic Audio-Visual Education, Health Protection for Kindergarten Children, Pre-school Psychology, Survey of Pre-school Education, Design and Instructions of Pre-school Educational Activities, Music, Fine Arts, Dancing, Physical Education and Labouring Skills.

Also, teaching practice includes visits to local kindergartens, impromptu observation of kindergarten children's mental and physical growth, teaching probation and student teaching themselves and services for kindergartens (Embassy of the People's Republic of China in the Federal Democratic Republic of Nepal, 2004). In-service training is also provided by education institutes or colleges and in-service teacher training schools for kindergarten teachers (Bellin, 2009).

Indonesia

Indonesia offers formal ECCE provision through its *Kindergarten (TK)* and *Islamic Kindergarten (RA)* programmes, operated under the auspices of the Ministry of National Education and catering for four to six year olds. TK and RA programmes are specifically referred to as offering 'pre-primary' education, whereas the less formal *Playgroup (KB)* programmes, which operate under the Ministry of Social Welfare and cater for two to six year olds, offer 'play-based' education (UNESCO, 2005). ECCE services are also provided through *Childcare Centres (TPA)*, which cater for children of working parents.

Early childhood training programmes mainly involve graduate / diploma certificates (Musthafa, 2007). The required qualification level for teachers in a *Kindergarten (TK)* / *Islamic Kindergarten (RA)* is a two year teacher training college diploma (D2) while for teachers in a *Playgroup (KB)* and *Childcare Centre (TPA)* is an upper secondary education (SLTA) with job-related special training including apprenticeship. A lower secondary education (SMP) with job-related special training including apprenticeship is required of child care workers who are employed in the *Integrated Service Post (Posyandu)* and *Mother's Programme (BKB)*, which cater from birth to six year olds and birth to five year olds, respectively (UNESCO, 2005).

Lao PDR

The expansion of formal pre-school education establishments in **Lao PDR** is in its early stages (UNESCO IBE, 2006c). Few children living in rural and remote areas have access to pre-school education, with the 2008 GER (Gross Enrolment Ratio) reaching 15% (UIS, 2010).

According to the Office of the Education Council (OEC) (n.d.), which supports education reform in Thailand, the pre-school teaching workforce in Lao PDR during the 2001-2002 school year consisted of 2,275 teachers, of which 2,267 were females. This number was raised to 2,507 by 2003/4. Teachers are trained with different systems and are classified as one of the following: certified, under-qualified or unqualified.

Although access to information on teacher status and qualification in the Republic is limited, it is known that the School Based Early Childhood Development Project is used to develop teaching skills of kindergarten/pre-school and primary school grade one teachers. Despite these developments, challenges remain in relation to the quality of pre-school education due to the poor quality of pre-school teacher training and the lack of opportunity for existing teachers to practice their skills and knowledge, let alone develop them (Manivanh, 2005). This is a symbiotic effect, as the low appreciation and acknowledgement (i.e. low salary) of pre-school teachers by the government and community may further promulgate the low level of professionalism in the ECCE arena.

Malaysia

With a minimum of SPM (**Sijil Pelajaran Malaysia**) (O-Levels), with a Pass in Bahasa Malaysia, entrants into any early childhood education course in **Malaysia** need to be 18 years and above. Teacher training for *pre-school (kindergarten) teachers* is provided by the Ministry of Education, whereas training for *child minders* is provided by the Ministry of Rural and Regional Development and the Department of Social Welfare (UNESCO IBE, 2006d). The Association of Registered Childcare Providers Malaysia (ARCPM) offers a mandatory three week Basic Child Care Course or Kursus Asas Asuhan Kanak-Kanak (KAAK), which is a training programme drawn up by the Social Welfare Department of Malaysia. It introduces the stage and milestones of early childhood development, as well as other subjects on cleanliness, parental involvement, scheduling, breast-feeding etc. It is a comprehensive training programme which also covers licensing requirements of government agencies, such as the Social Welfare Dept, Fire Dept, Health Dept, and the local municipality (ARCPM, 2010a). The Kindergarten Association of Malaysia conducts a pre-school skills training course for *kindergarten teachers*. This certificate course prepares the individual to implement the National Pre-school Curriculum as required by Act 550 of the Education Act 1996 and is approved by the Ministry of Education (Sofea, 2008). These qualifications are part and parcel of licensing requirements.

In addition to the above-mentioned certificates, some public and private institutions offer tertiary qualifications relevant to early childhood education. Some plan and organise short-term courses, seminars and conferences to enhance teaching abilities and professional and personal development, as well as to increase knowledge of practising and trainee teachers. For example, the School of Educational Studies of Universiti Sains Malaysia (USM) offers a Certificate Programme in Pre-school Education under the Continuous Education Programme, in addition to the Bachelor of Education (Pre-school) with Honours degree programme introduced in 2003, which is a four year professional programme

designed to produce teachers who will be proficient in teaching pre-school children (School of Educational Studies USM, 2002-2010). Similarly, in addition to the bachelor degree (ARNEC, 2010a), the Faculty of Educational Studies of Universiti Putra Malaysia (UPM) organises off-shore and distance education programmes for busy teachers who are unable to attend campus-based academic programmes (International Reading Association, 2008). Such flexibility is also available at Open University Malaysia (OUM). The Diploma in Early Childhood Education offered there is tailor-designed for early childhood teachers in knowledge about child development and assessment, curriculum content, children arts and music, learning and pedagogy, health and safety, and ECE-centre management skills (OUM, 2006-2008).

Other public universities such as the University of Malaya (UM) offer a Bachelor of Early Childhood Education; the first of its kind in Malaysia. Initiated in 1997, this programme aims to equip graduates with the knowledge and professional training required for pursuing a career in early childhood education, ranging from children's physical development to their psychological and mental growth (UM, 2010a). The Master of Early Childhood Education is a programme by coursework in which credit hours allocated for research is less than 30 percent of the total credit hours and must be completed within ten semesters (UM, 2010b). The Centre for Continuing Education at UM (UMCCED) offers a Professional Diploma in Early Childhood Education (DPAK), which is a 13-month part-time programme aiming to provide a solid foundation in theory and practice of early childhood education conducted in English, as well as Bahasa Malaysia (UMCCED, 2007).

Private institutions such as Kolej DIKA, Kolej SRI and SEGI University College mostly offer Certificates and Diplomas in various early childhood education components. However, places such as SEGI also provide the opportunity to continue onto a bachelor or master degree that is jointly administered and awarded by overseas institutions such as the University of Southern Queensland in Australia (SEGI University College, 2010).

Mongolia

According to the Education Act of **Mongolia**, pre-school is included in the education system. The forms of pre-school education establishments in Mongolia include either privately or publicly managed kindergartens, shelter kindergartens or kindergartens-sanatoria (UNESCO IBE, 2006e). The nurseries and kindergartens are organised into younger age, mid-age, senior age, school preparation and mixed classes to provide services in accordance with national pre-school education standards (UNICEF, 2007).

Kindergartens make up 90% of pre-school education establishments in Mongolia. Operating eight hours daily for five days a week for ten months from 1 September, kindergartens promote physical and language development, as well as mathematical abstractions and fine arts among other skills (UNICEF, 2007). Full and half-orphaned children from marginalised groups, as well as children with disabilities attend kindergarten shelters. Children with disabilities and who are underweight (two and a half to six years old) attend kindergartens-sanatorias where they are also given the medical and health attention. They

also operate the same academic year as standard kindergartens but for ten instead of eight hours daily (UNICEF, 2007).

The management, administration and training of staff in these pre-school establishments are provided by the Ministry of Education, Culture and Science (MECS). MECS works with the Aimag (province) and city district level education authorities and social development departments in allocating these provisions (UNICEF, 2007). There are 3,262 teachers employed in the pre-school education sector, which gives a teacher to student ratio of 1:29. However, in Ulaanbaatar and other major settlements, this ratio is higher and may go up 1:45 (UNICEF, 2007).

For academic qualifications, the School of Pre-School Education at the Mongolian State University of Education (MUSE) offers a four year bachelor programme (kindergarten teachers and methodologists), a three year diploma programme (kindergarten teachers) and a one to two year degree advancement (bachelor) programme (kindergarten teachers and methodologists) through full-time, evening or correspondence courses for teachers (MUSE, 2008).

Also, for the last 10 years, Save the Children (SC) has offered teacher training in Mongolia. They train *kindergarten teachers* in child-centred approach and teaching methods for multi-grade, as well as mobile teachers (SC, 2009). Concepts of the child-centred methodology are also taught to *kindergarten teachers* through in-service training by the International Step by Step Association, which in 2002 became part of the newly established educational NGO of the Mongolian Education Alliance (International Step by Step Association, n.d.). However, despite strong advocacy for the child-centred approach, policy-makers in the country need to be aware of local perceptions towards the approach, especially in terms of its influence on behaviours among the younger generation. The methodology has been shown to evoke mixed reactions among kindergarten teachers (see Myagmar, 2010).

SC was the Mongolian Government's principal partner during the implementation period of recent reform in the country's pre-school education system, assisting in the training of national pre-school specialists with regard to child-centred approaches during this period. SC's support for and partnership with the Pre-school Resource Centre at the School of Education Development, for example, involved developing teaching aids and training materials, organising national, regional and local seminars, as well as training opportunities for pre-school managers, teaching staff and other personnel (SC, 2009).

Myanmar

Available information on ECCE programmes in **Myanmar** indicates that the Ministry of Education introduced a policy outlining the provision of ECCE in formal classes in the late 1990s. According to Myanmar's 2007 EFA Mid-Decade Assessment Report (Ministry of Education for the Union of Myanmar, 2007), ECCE programming falls largely under the auspices of the Ministry of Social Welfare, Relief and Resettlement and, with the expansion of ECCE, increasing involvement of the Ministry of Education. Pre-primary classes started in

1998 as part of the Education Promotion Programme. From 2006 to 2007, 1,773 pre-school classes reportedly provided places for 36,593 children.

Teacher training is widely acknowledged as essential for 'quality' ECCE provision, as are funding and coordination mechanisms. In Myanmar, Pre-KG teachers are usually university or high school graduates who may have a Primary Teaching Certificate obtained through in-service training at an Education College (Oo, Svendsen, Doyle, Seymour & Dessallien, 2002). Myanmar's Mid-Decade Assessment Report indicates that the proportion of trained teachers in 2006 stood at 56%. According to the Report, between 2004 and 2006 a total of 265 teacher training courses were offered by the Department of Education, Planning and Training (DEPT), Department of Social Welfare (DSW), Department of Myanmar Education Research Bureau (DMERB) and a range of NGOs.

Combined UNICEF and DEPT training prepares Pre-KG teachers through courses that run for about 30 days. Training consists of an overview of child development psychology; interrelationships between physical, psychological and cognitive growth; an understanding of 'learning through play'; problem-solving, creative and discovery methods to implement learning through play; and the importance and approaches to improve child nutrition (Oo et al., 2002).

Nepal

A comprehensive review of ECCE policies published recently highlights the current focus on the three to five year age group in **Nepal** (Shrestha, Bajracharya, Aryal, Thapa & Bajracharya, 2008). According to the review, most ECD workers involved in government and I/NGO initiated programmes in Nepal receive a two-week-long basic training. Also, according to information provided by the Faculty of Education at Tribhuvan University, one year and three year Bachelor of Education degrees are offered for early childhood development (Shrestha, P. M., 2010). Although the information does not provide detail on the distinction between these two degrees, it is assumed that the one year degree is offered as a conversion for ECCE teachers who hold tertiary level certification. There is also the Nepal Montessori Training Centre (n.d.), which provides a Diploma in the Montessori approaches.

Nepal faces similar challenges to those experienced by many countries across the region. With government strategies that emphasise decentralisation currently in place, opportunities for innovation and challenges related to monitoring and quality assurance are highly significant for Nepal at present. The 2008 review outlines challenges associated with the devolution of teacher training to DEOs (District Education Office), due to limitations in resources and variability in the level and nature of training across districts.

In terms of 'quality', the 2008 review makes connections between sustainability and quality, pointing to the importance of good physical infrastructure, technical support and training of facilitators and teachers. As the report points out:

"Trainers and school supervisors have mentioned that there is a need to develop a standard training package that includes basic components required

for the holistic development of children. The respondents have also emphasized in making it mandatory for all organizations including private schools to use while organizing training programmes for their ECD workers.”
(p.26)

Nepal has set out plans to develop curricula for ECD workers involved in ECCE at various levels and the 2008 review calls for development of Codes of Conduct for quality assurance purposes. It also calls for improvements in remuneration and working conditions for ECCE workers, again, reflecting the kinds of challenges felt by many countries across the region.

Pakistan

In **Pakistan**, pre-primary classes are conducted for children between the ages of three to five in *katchi* classes in government schools. Private nurseries, kindergartens or Montessori centres catering to two to five year olds also operate in urban localities. The terms “nursery” and “kindergarten” are used interchangeably in Pakistan (UNESCO IBE, 2006g).

Under the National Plan of Action 2001-2015, the government aimed to train a total of 51,000 ECCE teachers during 2001-2015. As of 2008, standards, regulations and guidelines for pre-primary teacher training have been developed (Zia, 2010).

ECCE teachers in private schools are usually qualified and well-trained in relevant methods. Teachers in public schools (i.e. *katchi* class) are required to attain the same qualification required for teaching as in primary school, such as a higher secondary education certificate plus a one year teaching certificate. The provinces usually adopt the same criteria except where suitable staff are not available and relaxation of criteria is exercised (UNESCO IBE, 2006g).

Such qualifications are obtainable from institutions such as the Allama Iqbal Open University (AIOU) in Islamabad and the Institute for Educational Development attached to the Aga Khan University (AKU-IED). The AKU-IED offers Certificate, Master and PhD programmes in education (AKU-IED, n.d.) while the AIOU’s largest department, the Department of Early Childhood and Elementary Teacher Education, offers a year-long Certificate of Teaching, a one and a half year Bachelor of Education in Arts and Arabic, as well as a three year Diploma in Education with an entry requirement of a secondary school certificate of at least 45% pre-requisite. They have plans to introduce other courses including a bachelor degree in ECE (AIOU, 2010-2011). Teacher training is also provided by the Teachers’ Resource Centre (TRC), an NGO which supports implementation of ECCE programmes in the province of Sindh, Pakistan. The Pakistan government has also drawn upon TRCs expertise in moving towards the development of Pakistan’s ECCE curriculum. In addition to short ECE workshops, TRC offers a year-long ECE Certificate Programme (ECE-CP) (TRC, n.d.).

Other organisations such as the Aga Khan Foundation support a range of ECCE programmes, including Releasing Confidence and Creativity (RCC): Building sound

foundations for early learning, which reflects a notion of 'quality' that emphasises the need to nurture social and emotional health, including promoting values and ethical practices (Hunzai, 2006).

According to Hunzai (2006), the Pakistan Government has introduced the following teacher-related measures designed to promote 'quality' in ECCE provision:

- Development of ECE curriculum; training and recruitment of full-time pre-primary teachers in Karachi,
- Provision of instructional, activity-based materials supplied to low-income schools and children by the government, and
- Introduction of 'play' into ECCE settings.

As in many other countries across the region, Pakistan faces challenges due to a lack of concrete measures despite acknowledgment of pre-primary education in the National Education Policy. Lack of coordination across Ministries is also noted as an obstacle to quality provision.

Philippines

In the **Philippines**, pre-primary education is carried out as either kindergarten or pre-elementary classes for children of five years of age. The Early Childhood Care and Development (ECCD) Law enacted in 2000 requires the establishment of a National Coordinating Council for the Welfare of Children which:

- establishes guidelines, standards, and culturally relevant practices for ECCD programmes;
- develops a national system for the recruitment, training, and accrediting of caregivers;
- monitors the delivery of ECCD services and the impact on beneficiaries;
- provides additional resources to poor and disadvantaged communities in order to increase the supply of ECCD programmes; and
- encourages the development of private sector initiatives (UNESCO IBE, 2006i).

At the national level, the Department of Social Welfare and Development (DSWD) is the agency responsible for overall policy and programme development, establishing guidelines and standards, providing technical assistance to the local government units (LGU) through the regional field offices, as well as monitoring and evaluating programmes. With the passage of the ECCD Act in 2000, day-care programmes, as well as home-based ECCD programmes for the under-six age group are still a responsibility of the DSWD, however, they are now accredited by the ECCD Coordinating Councils at the Provincial Level (UNESCO IBE, 2006i).

As is the case in many countries in the region, there is a distinction between *kindergarten teachers* and *day-care teachers*. *Kindergarten teachers*, male or female, are required to be aged between 21 and 35. *Day-care teachers* are required to be female and aged between 18 and 45, with high school qualifications. They are required to be in

sufficient physical health to perform their tasks as day-care teachers. They must possess good moral character and display willingness to (i) participate in training and accept technical supervision from the DSWD and, (ii) work in full-time service for a minimum of two years (UNESCO IBE, 2006i). Another requirement for *day-care teachers* is that they must live near the child-care centre (de Los Angeles-Bantista, 2004).

The Department of Education (DepEd) prescribes the following qualifications and profile for kindergarten teachers (Education Order 107s, 1989):

- A Bachelor of Science with specialisation in Early Childhood or Kindergarten Education, Family Life and Child Development or Elementary Education with at least 18 units in ECCD; an allied non-education college degree with at least 18 units of ECCD,
- Training, experience and interest in working with young children, and
- Certified physically and emotionally fit (UNESCO IBE, 2006i).

Perhaps the distinction in requirements of personnel in both institutions is due to the emphasis between the ‘socialisation’ function of the day-care programme and the ‘educational’ function of the pre-school or kindergarten with the convenient separation of programme management responsibilities between the DepEd (kindergarten or pre-school programmes) and the DSWD (day-care programmes) (UNESCO IBE, 2006i). Again, this distinction is a pattern found in many countries across the region.

Thailand

Thailand has recently made significant developments in terms of providing coordinated and regulated early childcare and education. One contributing factor is the provision of training that is required for all caregivers by the Office of the Private Education Commission and the Non-Formal Education Department, both under the Ministry of Education, as well as the Public Welfare Department under the Ministry of Labour and Employment (de Los Angeles-Bantista, 2004).

There is a wide range of both public- and privately-sponsored childcare centres in Thailand, stretching from those in urban slum communities operated in the main by private foundations and NGOs, to publicly-run child development centres aimed at remote hill-tribe villages (de Los Angeles-Bantista, 2004). Under the auspices of the Office of Basic Education Council, Ministry of Education, are the kindergarten / pre-school classes, which are available in rural and urban areas catering to three to five year olds with the operating hours of 8:30am to 4:20pm. On the other hand, child development centres, which are mostly found in rural settings, cater to two to five year olds from 7:30am to 4:00pm and come under the umbrella of the Department of Local Administration, Ministry of Interior (UNESCO IBE, 2006i). There are nurseries and day-care services available for infants and toddlers (age group birth to five years) when family caregivers (i.e. parents, relatives) are unavailable to care for children during the daytime. These are non-maternal, centre-based group care services that provide health, nutrition, but also some psychosocial or learning activities. The government also supports day-care centres at parents’ workplaces (UNESCO IBE, 2006i).

This variety of childcare providers has led to a perceived gap in the level of staffing qualifications, especially between childcare centre staff and kindergarten teachers. For this reason, the National Education Commission developed standards for all caregivers, and there are now a number of courses in early childcare, from the 126-hour Standard Training Course on Childcare for birth to three year olds, through to the 420-hour and 840-hour advanced courses and a three year Occupational Certificate Course (de Los Angeles-Bantista, 2004).

Deep divisions remain between the qualifications of childcare givers on the one hand, and kindergarten staff on the other, which tend to lead to a distinction between custodial care and educational programmes (de Los Angeles-Bantista, 2004). *Caregivers* refer to care providers in childcare centres. They are required to be over 18 years old and would need to have completed nine years of compulsory education. National standards for childcare centres now require all *caregivers* to undergo a six-week training course, which is based on a standard core curriculum, either before staff is hired or within three months of their employment, provided by any institution approved by Ministry of Education. The quality control of staffing and performance assessment has been found only in government service providers who, in order to preserve outstanding caregivers and to be awarded in-service training (5 days/35 hours), adopt termed contracts. For *kindergarten teachers*, the minimum requirement is a four year undergraduate course leading to a bachelor degree in education or a related course (UNESCO IBE, 2006). In addition to the various government ministries responsible for the implementation of ECCE programmes, a number of NGOs are also involved, along with the National Institute for Child and Family Development at Mahidol University, which also offers a Master of Science degree with a strong emphasis on ECCE (de Los Angeles-Bantista, 2004).

Despite the above-mentioned efforts taken to improve coordination and regulation of the ECCE sector, the situation remains a complicated one, with separate ministries enforcing differing curricula. For example, the Curriculum for Pre-Primary Education for three to five year olds developed by the Ministry of Education is one that promotes physical, social, emotional and cognitive development, which all public and many private kindergartens implement (UNESCO IBE, 2006). However, the Ministry of the Interior offers programmes for two to five year olds that are less geared towards formal learning and more towards providing non-maternal care.

Timor Leste

In **Timor Leste**, the approach to meeting the needs of the pre-school child has yet to be integrated due to policy focus on education-related needs through the support of community and church groups that offer early childhood education through their own pre-school centres. This is in spite of the National Education Policy 2007–2012 stating that access to pre-school education is vital in basic education. The pre-school curriculum at present is designed to develop the skills and competencies pre-school children require for

better performance during the first cycle (Grades 1 to 3) of primary education (UNESCO, 2009).

Although Timor Leste has recently reported a significant increase (150%) from the 57 pre-primary schools registered in 2002 to 143 in 2008, there remains a critical shortage of qualified caregivers and teachers (UNESCO, 2009). As part of the government's five year investment plan to alleviate this problem, ECD working groups were established in January 2010 to focus on curriculum and materials, policy and advocacy, as well as community-based matters respectively. Teachers are being trained through in-service programmes. Timor Leste is set to enter a period of significant development in ECCE with current policy goals and interest from INGOs.

Vietnam

In **Vietnam**, the Education Law 2005 defines early childhood education as a part of the national educational system with the objectives of helping children develop physically, emotionally, intellectually and aesthetically, in order to shape the initial elements of personality as well as to prepare children for the first grade (of primary education). However, early childhood education is neither compulsory nor a pre-requisite for entry into primary school (UNESCO IBE, 2006m). As outlined in Section 3, Vietnam has been heavily involved in the promotion of ECCE, or 'awareness raising', in many communities across the country during recent years.

The development of programming strategies, guidelines and standards for ECE falls under the jurisdiction of the Ministry of Education and Training (MoET). The Early Childhood Education Department at the Ministry is the leading agency at the central level and shares responsibility for national coordination of ECCE with the Ministry of Health, the Committee for Population, Family and Children and the Vietnam Women's Union (UNESCO IBE, 2006m).

Infants and children up to three years of age are provided appropriate early learning experiences through childcare or day-care centres, crèches and nurseries. State-run kindergartens account for the largest percentage of children's ECCE participation rates, specifically for the four and five year old age groups. However, it should be noted that similar to the situation in the Philippines and Thailand, kindergartens are defined in terms of both education and childcare. Day care programmes, in addition to education and childcare provision, also provide early learning experiences. Parents are supported as caregivers through parent education programmes (UNESCO IBE, 2006m).

"Professional standards" for ECCE staff and management are acquired through a minimum of 2 years of formal ECCE training. Approximately 70% of ECCE teachers / management staff have attained such standards. It is important to note that the majority of untrained ECCE staff are teaching in remote or hard to reach areas (UNESCO IBE, 2006m). A number of ECCE teacher training programmes are available in Vietnam. At the national level, a division of ECE in the Hanoi Teacher Training College (HTTC) and three other schools (National ECE Teacher Training School No.1 in Hanoi, National ECE Teacher Training School No. 2 in Nha Trang City and National ECE Teacher Training School No.3 in Ho Chi Minh City)

provide two to three year programmes. At HTTC, ECCE is taught at college level under the Faculty of Primary Education (HTTC, 2009-2010) and also taught at university level in collaboration with Hanoi National University of Education (HNUE) who has a Faculty of Early Childhood Education (HNUE, n.d.). There is also a pre-school education faculty at the Ho Chi Minh University of Education (MoET, 2006).

There are intermediate pre-school teacher training schools in Hanoi and Ho Chi Minh City that offer short courses as well as the two to three year programmes. All provincial teacher training schools offer ECCE training programmes as well, but at this stage there are very few teachers who are able to enrol in these training programmes (UNESCO IBE, 2006m).

Teacher Education in the Pacific

Across the Pacific, a number of significant developments in ECCE have been reported in recent years. At a Regional ECCE Policy seminar held in Port Moresby in July 2010, countries from across the Pacific presented overviews of policy-related activities and developments. Much of the information provided below concerning individual countries is based on presentations made during the Regional workshop.

Of the 15 member countries in the Pacific Islands Forum, 11 currently have ECCE policies and / or regulatory frameworks, as compared with 60% of countries at the beginning of this decade. Across the Pacific region, a number of accredited ECCE programmes are now available for personnel working in formalised ECCE settings. The University of the South Pacific is particularly active in delivery of ECCE teacher training. Its School of Education provides ECCE training at certificate, diploma and degree level, to teachers located across the Pacific Islands, from the Marshall Islands to Vanuatu and Tonga (L. Tiko, personal communication, 2010).

It is important to note that education policies in countries across the Pacific are shaped significantly by the Pacific Islands Forum (PIF), an inter-governmental forum that aims to promote cooperation across governments of the Pacific Islands and Oceania. In 2009, the PIF endorsed the Pacific Education Development Framework (PEDF), which outlines education targets and priorities for the period 2009-2015. According to the PEDF, priority areas for ECCE include a focus on 'Quality' in programmes and 'Efficiency and Effectiveness'; specifically the development of coherent policies and frameworks for development of the ECCE sector.

In terms of 'quality' in ECCE programmes, teacher training is referred to as one of the most pressing needs across the Pacific Islands (PEDF, 2009). Furthermore, as the Pacific Education Development Framework (PEDF, 2009) from 2009-2015 points out, there is a need for greater regional agreement on what constitutes 'formal ECCE training'. Section 1, outlines possibilities for reconceptualising approaches to formal teacher training for ECCE, which build on local assets and are context-appropriate. As the Vanuatu case study that is presented later in this section highlights, context-based approaches are essential in order to prevent local innovations being brushed aside by the imposition of externally-defined

methods of 'quality' teacher training. The following paragraphs, present the overviews of information on individual countries across the Pacific based on available information.

Fiji

New ECCE teachers in **Fiji** are given four weeks of basic ECE training. Professional development is provided for ECE management committees to learn about roles and responsibilities. An academic committee on the Teacher Registration Board oversees qualification records and teacher salaries (U. Camaitoga, personal communication, 2010).

For tertiary qualifications, the University of the South Pacific (USP) offers a three year Bachelor of Education in Early Childhood Education (BEEd) (ECE), Certificate in ECE (part of Continuing Education programme) and ECE Diploma. The Fiji National University (FNU) offers an Advanced Certificate in ECE (cross-credited with BEEd at USP) and a Community Education Certificate in Childcare (focuses on birth to three years and is still in progress) with emergency preparedness included in curriculum. Fulton College, a private institution, also offers ECE Certificate training. There are additional efforts to promote inclusive practices, with the Fijian Ministry of Indigenous Affairs' funds for indigenous Fijian student scholarships in EC diploma and degree programmes.

Fiji National University has plans to introduce courses for personnel intending to work with children younger than three years of age and is also in the process of establishing a model childcare centre/ kindergarten on its campus (E. Afeaki, personal communication, 2010).

The status and training of teachers in Fiji are strongly supported through the recent publication of a new ECCE curriculum, developed on the basis of Fiji's ELDS. The curriculum, titled *Na Noda Mataniciva*, was developed through extensive consultation with ECCE teachers in Fiji, with the intention of promoting ownership and awareness of the curriculum among teachers throughout the nation.

Kiribati

In **Kiribati**, a one year certificate course has been offered at Kiribati Teachers' College since 1996. Assisted by external funding, a four year project (1992-1995) has trained 20 teachers from South Tarawa and the following outer islands: Kuria, Aranuka, Nonouti, Tabiteuea North and South, Beru and Abemama. Since then, a series of workshops for pre-school teachers had been conducted on all the outer islands, mainly in the Gilbert group (UNESCO IBE, 2006b).

Marshall Islands

The **Marshall Islands** campus of USP in Majuro is the designated early childhood education teacher training provider and offers a three year Bachelor of Education in Early Childhood Education (BEEd) (ECE), Certificate in ECE (part of Continuing Education programme) and ECE Diploma for *kindergarten teachers* (Ministry of Education, n.d.). The other teacher training provider is Pacific Resources for Education and Learning (PREL), who

provides professional development workshops for early childhood educators, child care providers and Pre-K-3 teachers. These workshops promote culturally responsive and practical understandings of instructional methods that help develop young children's language and early literacy skills (PREL, 2008).

Nauru and the Cook Islands

In **Nauru**, ECE training is available only through the USP Centre in ECE, which offers a diploma in ECE. For the **Cook Islands**, as of 2004, *pre-school teachers* are trained as primary school teachers, with many qualified with a Bachelor of Education from USP (UNICEF Pacific & USP, 2004).

Papua New Guinea

In **Papua New Guinea** (PNG), according to the ECCD Policy, which falls under the Department for Community Development within the Ministry for Community Development, early childhood education formally starts at the age of six (known as the preparatory year) and is part of the three elementary years of education introduced by the Department of Education. The prep year is followed by two years of elementary education, often referred to as Elementary 1 (E1) and Elementary 2 (E2), to distinguish them from Grades I and II in the community schools. Elementary education is the first stage of the nine year basic education programme (UNESCO IBE, 2006h).

The planning and organisation of early childhood education has a strong community focus. Centres that cater for younger children in the elementary years are built by villagers using local materials and function independently of primary schools. They have their own headmaster, board and management (UNESCO IBE, 2006h). Communities are involved informally in monitoring performance and standards.

PNG is widely renowned for its success in retaining a rich diversity of languages (over 850) (UNESCO, 2009). Instruction in elementary schools is delivered in children's mother tongue and is aimed at developing literacy and numeracy skills. Understanding culture, the ability to use vernacular languages fluently to participate in village ceremonials and everyday community life, the ability to work co-operatively with others, as well as express the aesthetics and morals of community life through stories, arts and crafts are considered to be critical in early curriculum (UNESCO IBE, 2006h).

A network of childcare services provided by churches and INGO's also exists across many communities in PNG (UNESCO IBE, 2006h). Tertiary-level teacher training is offered by the University of Goroka in the form of a BEd (ECE) (University of Goroka, 2005-2010).

Samoa

ECCE in **Samoa** denotes early childhood services for children aged three to five years of age and includes church-, community- and home-based centres. In 2009, ECE was included in its Education Act and employed coordinators within the Ministry of Education, Sports and Culture (MESC). Previously, in 1998, the National Council for Early Childhood

Education of Samoa (NCECES) was established. With 98 registered pre-schools, teacher training became essential in maintaining adherence to national guidelines and standards.

The National University of Samoa (NUS), USP and NCECES offer courses in ECE, with NUS offering a two year Diploma of Education specialising in ECE (NUS, 2008) and USP offering a Diploma in ECE (eight courses) and a Certificate in ECE (three courses with an entry requirement of Form Four level of education or equivalent) (USP, 2010).

Solomon Islands

In the **Solomon Islands**, there are formal preparatory classes, supported by government, and informal ECE programmes, run by the community or private initiatives catering to children aged between three and six years old (UNESCO IBE, 2006k).

Whilst the preparatory programme was implemented from 1990 to 1995 throughout the Solomon Islands, a number of ECE activities were undertaken, both in urban centres and in rural areas. The establishment of the Field Based Training (FBT) programme and development of a Certificate in Teaching in ECE occurred between 1996 and 1998 (UNESCO IBE, 2006k). The FBT is seconded by the Ministry of Education and administered by 11 Provincial ECE Coordinators. Field based ECE and Care, which targeted kindergartens, saw an increase in enrolments to 12,872 in 2003. FBT kindergartens also saw an improvement in quality (UNICEF Pacific & USP, 2004).

In 1996, ECE at the Solomon Island College of Higher Education (SICHE) saw two major developments, which the New Zealand Overseas Development assistance (NZODA) project funded through the Ministry of Education and Human Resources Development (MEHRD). Modules for teaching in the area of ECE were designed and trialled in kindergartens and preparatory classes (UNESCO IBE, 2006k). Usage of local toys and tools was encouraged and model kindergartens established. ECE qualified teachers are now paid by government (UNICEF Pacific & USP, 2004) and with such recognition graduates with a BEd (ECE) from USP are in high demand to maintain quality and adherence towards the Parliament-approved ECE Policy.

Tonga

In 2004, **Tonga** included ECE into its Education Policy Framework with the desired policy outcome of ensuring equal access to ECE (i.e. pre-school education). Support is offered to community initiatives and community ownership of early childhood initiatives in local communities is promoted. The Ministry of Education is also gradually increasing its formal support of ECCE through a number of strategies including formation of national working parties to survey and report on early childhood provision in Tonga (including Tongatapu and the Outer Islands), formal registration of all pre-schools, development of an early childhood education curriculum, as well as production and dissemination of culturally appropriate developmental learning resources (Ministry of Education Kingdom of Tonga, 2004).

In terms of approaches to improving quality, the Ministry of Education provides the following supports:

- pre-service teacher training at Tonga Institute of Education,
- provision of in-service training and professional development programme for existing teachers at the early childhood level, and
- incentives to improve the qualifications of teachers in the early childhood sector, such as financial subsidies (through the scholarship system) for access to USP and other tertiary institute courses in early childhood education (Ministry of Education Kingdom of Tonga, 2004).

There is also a move to incorporate ECCE into the formal education system (Moeaki, 2010). In 2009, the first diploma course in ECE was established at the Teachers' Training College (TTC), with the entry criteria specifying completion of the Graduate Foundation Certificate in ECE - two entrants to the programme came from the USP, where they completed the Graduate Foundation Certificate in ECE programme. The content of the Diploma programme was developed in collaboration with Bethlehem Tertiary Institute in New Zealand and was funded by the Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) (Moeaki, 2010). However, it is unclear if the TTC is affiliated with the previously mentioned Tonga Institute of Education.

Tuvalu

In **Tuvalu**, children are not eligible to attend pre-school until they are at least three years old. However, some pre-schools accept younger children for day care (UNICEF, n.d.c). A National ECCE Policy was endorsed in principle by Cabinet in 2006 and implemented in 2009. An Education Officer (ECCE) post was established in the Education Department in 2005, who is now in the process of drawing up a strategic plan for ECCE. There is the National Pre-school Council, an NGO body consisting of parents selected from ECCE centres. The principal ministry overseeing ECCE in Tuvalu is the Ministry of Health, in collaboration with the Department of Education in the Ministry of Education, Youth and Sports. Other national advocacy initiatives include a weekly radio programme. Government subsidies are also available annually for ECCE teachers' salaries and resources (ARNEC, 2010b). ECE teachers obtain training from the USP, where they are able to graduate with a Diploma or Certificate in ECE (refer to previously mentioned information on USP).

Vanuatu

Vanuatu has recently seen some important developments in ECCE, including the development of a draft ECCE curriculum, based on their ELDS and the incorporation of ECCE in the national definition of Basic Education. Current initiatives reported to be undertaken by the government include the Vanuatu Education Strategy (2008-2009), Vanuatu Education Roadmap (2010-2016), which looks at access, quality and management components, as well as the Vanuatu Early Childhood Education Policy, which is currently in draft. The government is also generating mass awareness on the Policy, ELDS and licensing, which will

begin implementation in 2011. Also, Vanuatu has recently reported upgrades to 210 of its pre-schools across the country.

In addition to the normal BEd (ECE) provided at USP for those eligible, training of teachers includes emergency preparedness (incorporated in policy and curriculum). The Australia-Pacific Technical College (APTC) also offers a 12-month part-time Certificate III Children's Services (Childcare / Pre-school Stream) course, whereby students attend theory classes and complete workplace practicums (APTC, 2010). This also stands as a pre-requisite for the Diploma in Children's Services for those interested in upgrading their qualifications.

Where there has been teacher training provided by the Ministry of Education in Vanuatu and the Pri-skul Asosiesen Blong Vanuatu (PSABV), there is a child-centred, activity-based programme for children aged four and five, the two pre-primary school years. This involves the use of vernacular language as the medium of learning and communication. These pre-schools are community-based/supported. Where there has been no training, pre-schools are teacher-directed and involved rote learning often in poor French or English (UNICEF Pacific & USP, 2004).

ECCE in Vanuatu, although not supported significantly in terms of public funding, benefits from a strong, committed team of ECCE practitioners working within the national pre-school association, Pri-skul Asosiesen Blong Vanuatu.

Box 1: Case Study – ECCE Teacher Training in Vanuatu

Training in Vanuatu for most ECCE teachers typically consists of a five week training programme (Guild & Tuivaga, 2002) that is first delivered to ‘key teachers’ at national level. The key teachers then implement the same training programme to ECCE teachers working across the provinces. Among the many benefits associated with this training programme is the close network of teachers that has developed across Vanuatu as a result of the links made between key teachers, the national pre-school association, the Ministry of Education and ‘local’ teachers who are located at provincial and village level.

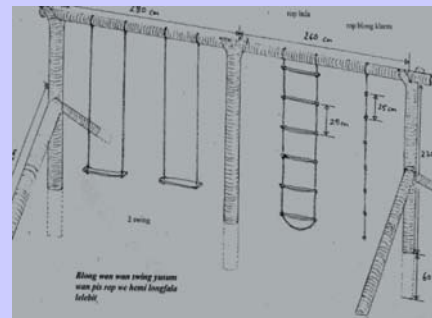


Jenny James (ECE Director at the Ministry of Education) explains:

“One of the commonest complaints from ECCE teachers is the lack of resources for teaching. Such a complaint need not be heard again....(i)n the Pacific, where our surroundings are full of natural resources and our communities are caring, we can count ourselves very fortunate. Where children are in need, and teachers and communities have the

skills and imagination to invent, there can be no truer saying than necessity is the mother of invention.”

A major aspect of the five week training that ECCE teachers receive involves learning about construction of pre-school buildings and equipment using readily available natural resources. When the key teachers travel to the provinces to conduct training for local teachers, they are accompanied by a builder who will then assist the local



teachers and local communities in building new pre-school facilities, where necessary. Teachers also receive training on how to make use of local materials to construct learning materials for the classroom.



Teachers learn how to make a collection of materials using natural resources (including natural dye for colours)

(Extracted from James (2007). Resources for ECCE. In P. Puamau & F. Pene (Eds). Early childhood care and education in the Pacific. The Pride Project, Pacific Education Series No. 5: USP, Suva, Fiji).

Conclusion

It is important to reiterate, in the summaries and interpretations, that it is believed that there are likely to be bodies of information that have not been able to be accessed in preparing this review. Much of the information presented in this section was obtained from

mapping exercises, government and country reports and summaries available online through NGO sources. These reports tend to follow set guidelines and therefore report on developments in a specified range of areas (e.g. entry requirements for ECCE teachers, training institutions, etc.) rather than more qualitative information, such as community perspectives on teaching and teacher status. Within the reports that were accessible, availability of information such as national ECCE teaching standards, statistics of qualified and unqualified teachers and the existence of national pre-school curriculums or frameworks were limited. Much of this information was gained through personal communication and workshop presentations given by practitioners and experts working within countries.

A possible explanation for the difficulty involved in searching for information regarding teacher status and training involves the different meanings attached to the term 'teacher'. As such, the information needed could have been included in different types of documents under the supervision of other departments or authorities. Based on the information that is presented, one of the more prominent general trends in ECCE among the countries presented includes the issue of disparity between the training of personnel in the kindergarten or 'formal' education settings and that of personnel in the childcare or 'less formal' settings. In some countries, there is a distinction between the 'educating' role of kindergartens and the 'socialising' role of childcare settings. This distinction reinforces the varying 'status' of 'teachers' in different ECCE settings, which in turn affects the minimum education requirements, as well as the content of teacher training.

From the information gathered, it is evident that a number of countries across the region have taken substantial steps to improve the 'quality' of ECCE by outlining and implementing policies, frameworks and regulations, which include ECCE.

Another matter observed in some countries, however, is one that has received much attention – the lack of coordination between departments. The summative recommendations, presented in Section 4, point out that contemporary notions of 'quality' in ECCE, in contrast, emphasise an integrated approach that accords equal importance to 'care' and 'education'. Regional sharing of information may support the development of more integrated approaches to ECCE. For example, countries that have managed to establish strong frameworks of ECCE provision that span government departments, could share their experiences (challenges, benefits) of integration for the benefit of other countries.

Without a clear definition of the 'ECCE teacher', the regulations, standards, training and recognition of 'teachers' may be compromised. Research carried out in Papua New Guinea, Malawi and Zambia (VSO, 2002) indicates that teacher motivation, and therefore 'quality', may be significantly impeded when there is little community-wide value attached to the work that teachers do.

"Teachers are key to a quality education. They must have the recognition, the professional support and the remuneration necessary to enable them to do the

job they need and want to do and to feed and clothe their own families.” (Annan, 2001, p. 71)

Acknowledgment of teachers is therefore vital, as this will also open avenues of training applicable to context. It is when the teaching responds to local needs in an effective and meaningful manner that ‘quality’ is reflected externally (i.e. improved academic and social outcomes, student attendance, as well as higher student retention rates due to intrinsic motivation and enjoyment of learning) (Howes et al., 2008; Stephens, 2003). Governments and authorities are more likely to place priority in the profession by providing the necessary support, such as funding of teacher training and equipping schools with proper play and learning materials when they realise the long-term benefits, both social and economic (Woodhead, 2006), of such implementations. In doing so, teachers gain acknowledgement for their crucial roles which leads to the provision of effective teacher training and the attainment of status in society.

As the focus on ECCE programming spreads across the globe, often carrying messages about best practice that are shaped largely on the basis of developed countries ideals relating to young children’s growth and development, it is crucial that not only local values are protected but also the valuable customs and practices that already exist at a local level. Vanuatu provides an example of best practice that is particularly suited to resource-constrained environments, where community mobilisation and engagement are critical for sustainable ECCE programming.

The summaries and evidence that have been presented suggest that, given the diversity that exists in teacher status and training across the region, a valuable starting point in building and supporting notions of ‘quality’ in ECCE is in facilitating development of initiatives that respond to national priorities as well as supporting culturally- and context-specific values and resources. However, from the information gathered, some countries in the region have managed to work around this matter and have taken steps to improve the ‘quality’ of ECCE by outlining and implementing policies, frameworks and regulations, which include ECCE.

Section 3: 'Quality' In Community-Based and Home-Based Programmes across the Asia-Pacific: Issues and Examples

Parents and families are widely acknowledged not only as children's primary means of care, nutrition and protection, but also as their first educators. Evans, Myers and Ilfeld (2000) make the point that children's long-term development is shaped by the early provision of appropriate nutrition to support good physical health, exposure to language and other forms of stimulation for early learning, as well as opportunities to engage in positive, caring social interactions. None of these are possible without the presence of reasonably-resourced and empowered caregivers.

More recently, as emphasis on early learning and development experiences has increased globally, so has recognition that human development begins from conception, continuing through the life cycle. Therefore, early childhood programmes that support communities in caring for parents and building healthful, positive spaces in which children and their families can grow are likely to result in long-term, widespread benefits. Supporting parents and communities is also essential in maximising sustainability of initiatives that seek to enhance children's early learning and development.

The importance of parents and communities, as well as holistic approaches, is reflected in most policies and programmes designed to support young children's early development and learning. Integrated Early Childhood Development (IECD) was, for example, incorporated as an organisational priority in UNICEF's Medium Term Strategic Plan for 2002-2005 (UNICEF, 2004). Resulting from this focus this section provides an overview of some of the recent developments in the area of community-based and parent-focussed ECCE across the region. It begins by briefly defining what is meant by 'community-based' programming, highlighting a range of both initiatives and interpretations. As the 2007 EFA Report (2006, p. 154) indicates,

"There is no universal model of early childhood provision that can be followed globally. Each nation has to determine its own way forward, yet much can be learned from the experiences of other countries".

In order to illustrate both the diversity of community-based programmes and the benefits that can be derived from engaging communities in ECCE programmes, further provided are details on specific community-based initiatives in Cambodia and the Philippines, noting implications for shaping new understandings of 'quality' provision. The discussion is designed to support the call for country-based research that seeks to promote local values and priorities in definitions of 'quality'.

Definitions

In the developed world, the term parent education is often used to describe programmes that are designed to provide parents with knowledge about their children's early development. In industrialised countries, these programmes are geared largely

towards training parents who may be at risk and tend to target single parents, teenagers and parents living in socially and economically disadvantaged communities (UNESCO, 2006). The primary goal of such programmes tend to be 'reforming' parents through education about how 'best' to raise their children, based on contemporary theories on child development and behaviour management.

In contrast, many parenting programmes in the developing world tend to be geared towards the provision of 'support' as much 'education' and are more often associated with community-based early childhood programmes that are designed to promote community ownership of and participation in ECCE. Community-based programmes are usually designed to facilitate and equip parents with knowledge about children's development (physical, social, cognitive and emotional) and supported by training resources through which to engage new parents / mothers.

It is important to note that characteristics of 'community-' and 'home-based' programmes differ across countries. To complicate matters, these programmes often fall under the auspices of separate ministries or departments in their respective countries. The diversity across the region in approaches to programmes that support community and family involvement in ECCE is highlighted in the overview of existing programmes and policies related to this particular aspect of ECCE provision.

The final part of this section presents examples of both community-based and home-based programmes in Cambodia and the Philippines that illustrate (i) the diversity of initiatives across the region and (ii) potential for innovation in ECCE provision. These examples provide valuable insights into successes and challenges associated with community-based programming that should underpin the development of new conceptualisations of 'quality' in community-based and parent-led ECCE programmes.

Community-based and Home-based ECCE and Parent Education Policies and Programmes across Asia and the Pacific

The information that has reviewed for the purposes of this report indicates that community-based programmes, as well as initiatives that involve parent education, tend to exist more widely in countries where ECCE is defined quite specifically as covering the birth to eight year period (details regarding age ranges covered by policies across the region are provided in Appendix 2). In countries where the focus is more clearly three to five years and above, programmes largely involve provision in more formal settings by trained personnel. The following overview of programmes and policies is presented by region (Asia followed by the Pacific) and country, in alphabetical order. This overview includes national frameworks or guidelines / standards of the respective countries, where information on these was available. Based on this information, in countries where frameworks that make reference to 'community-based' and 'parent' do exist, these present the importance of involving communities and parents in ECCE programmes generally, as part of a more integrated approach to ECCE, rather than in terms of quality assurance and guidelines for delivery. It is important to reiterate, once again, that lack of access to information cannot necessarily be

interpreted as an indication that this information does not exist at country-level. It can, however, be taken as an indication that, even if regulatory frameworks do exist, they may not be widely accessible / distributed to agencies involved in delivery of programme.

Bangladesh

Bangladesh has recently published a draft ECCD Policy Framework, via its well-established ECD Network. The Framework outlines three key areas of ECCE implementation: (i) Early Learning and Development Standards; (ii) Guidelines for Day Care Centres, and (iii) Guidelines for Caregivers. While 'quality' is not directly addressed in the Framework, a set of principles for the delivery of ECCE programmes is. These include:

- the importance of a holistic approach to provision across programmes, including emphasis on all domains of a child's development (nutrition and health as well as academic and cultural learning);
- continuity of care and services, ensuring that children and their families have full access to services from birth until the age of eight;
- parent / caregiver education;
- community engagement and ownership building in service provision;
- access to age and culturally appropriate programmes;
- inclusion, through a particular focus on reaching marginalised populations, and
- a Life Cycle approach, that views early childhood benefits as lasting throughout the human life cycle.

The Framework outlines four major ECCE services currently being offered by government and / or NGO's, two of which cater for children under the age of three in 'informal' settings: Parenting Education Programmes - provided by the Bangladesh Shishu Academy, an institution that operates under the auspices of the Ministry of Women and Children Affairs to promote the 'physical, mental creativity and latent talent of the children of Bangladesh' ; Day Care Services - NGO-run day care services offered for children of working women who live in low socio-economic areas, such as slums in cities. The Draft Framework lists community-, home- and workplace-based day care under the category of Day Care Services.

The Parent Education Programme is designed to target various members of a child's family, including parents, siblings and grandparents, in order to promote shared understandings / goals within the family environment. It includes advice about health and nutritional issues, early stimulations, child rights, gender issues and the importance of community involvement in children's well-being. The Programme is implemented through nutrition and health centres by health field staff and also through door-to-door consultation by Family Welfare and Health workers. The Bangladesh government is also supporting BRAC (Bangladesh Rural Advancement Committee, a large, Bangladesh-based NGO) to facilitate the delivery of messages regarding Early Child Development, women's organisations and micro-credit groups via its growing networks of outreach workers.

The Bangladesh ECCE Policy Framework outlines benefits associated with integrated service provision in ECCE, incorporating health, education and nutrition. The Framework highlights the positive impact and importance of parent education in both improving nutritional status of children and in contributing to children's learning and formal education.

Community-based programmes designed to support ECCE also operate under the Directorate of Non-Formal Education (DNFE), which implements 'family- and community-based' initiatives through NGOs and Community-Based Organisations (CBOs), dealing with 'vulnerable' and 'disadvantaged' children, which at present focus on literacy (van Ravens, 2010).

One of the challenges faced by Bangladesh in terms of ECCE policy and service provision reflects an issue felt and / or experienced by many countries across the region: with the recent proliferation in ECCE programmes, provision has tended to become dispersed, which makes monitoring for the purposes of quality assurance a significant challenge. Recently, The Ministry of Women's and Children's Affairs (MoWCA), which is mandated to ensure the well-being of women and children, has been appointed to take the lead in bringing other ministries and major 'players' together to enhance cooperation and collaboration. MoWCA's intention in developing a Policy Framework (currently in draft form), is to bring all stakeholders to a common understanding and set of expectations regarding ECCE and to promote collaboration and integration among all partners. The Framework is closely aligned with the "Operational Framework for Pre-Primary Education", prepared by the Ministry of Primary and Mass Education (MoPME) in 2008, which provides guidelines for implementing education programmes for children between three to five years of age and also outlines common standards for all pre-primary programmes, government, NGO or community-based.

Cambodia

With the recent approval of the National Policy for Early Childhood Care and Development (Ministry of Education, Youth and Sport, 2010), steps are in place to further improve the comprehensiveness of the ECCE arena in **Cambodia**. This is evident in the government's move from the current cross-sectoral system towards a more multi-sectoral and comprehensive system, where 12 ministries (Education, Youth and Sport; Health; Interior; Women's Affairs; Information; Social Affairs; Veterans and Youth Rehabilitation; Rural Development; Economy and Finance; Planning; Agriculture, Forestry and Fisheries; Environment) cooperate to ensure successful implementation of the policy. Access to pre-school education for disadvantaged children in selected hard-to-reach locations through Home-based Programmes (HBP) and Community Pre-schools (CPS), forms part of the policy's plans to improve the quality of ECCE in the country.

CPS operates in a teacher's home (either in a separate shelter or under a pagoda) as programmes for three to five year old children that are unable to access the state pre-schools. Many of the CPS teachers are volunteers who do not receive regular remuneration for their services. While opportunities for regular training, a regular stipend and on-going

monitoring / support from local pre-school teachers and government departments ostensibly form part of the CPS initiative, in reality the level of support and funding provided for CPS teachers varies considerably (Rao & Pearson, 2007).

HBP's were outlined in Cambodia's National Plan (2003) as an important part of the structure of ECCE but were less well conceptualised than their community-based equivalent. This point is important in terms of its implications regarding community attitudes towards HBP's. There is growing evidence that, where there is a relative lack of value attached to, or clarity about ECCE programmes, perceived levels of 'quality' may be influenced from the outset (Stephens, 2003). Nevertheless, HBP's for three to five year olds in the UNICEF-supported province of Oddar Meanchey increased after their implementation more rapidly than Community Pre-school classes, possibly because they were easier to finance. A 2007, the country-wide evaluation of ECCE provision (Rao & Pearson, 2007) included HBP's as one of the three major ECCE programmes in the country (alongside Community-based and State Pre-schools).

A brief overview of the background to HBP's is provided in Box 2, which highlights the important community impacts of programmes that empower and educate parents. As part of the programme, mothers receive introductory training on aspects of child development and are presented with a 'calendar' of development that has been developed with reference to Cambodia's ELDS. Simple games, lessons and learning activities have also been developed using materials and resources easily available in the village. A country-wide evaluation of ECCE programmes in Cambodia (Rao & Pearson, 2007) reported that children attending CPS and HBP experienced the same level of benefit, in terms of developmental outcomes, but HBP's offered more in the way of enhancing community interest in children and their well-being. Further, more detailed analysis (Rao et al., in review) goes so far as to suggest that children benefit from HBP's as much as they do from attending the State Pre-schools (which are widely regarded as higher in 'quality', as they better meet traditional indicators of 'quality' such as teacher qualifications, learning materials and better physical facilities). Given the current emphasis on holistic approaches to supporting early development and improving access in 'hard to reach' communities, HBP's may be seen to offer an innovative solution that results in positive outcomes for young children. As with many other parent-led or home-based programmes, the added advantage of this programme is that it requires little money to run, thus it is more replicable than many other, more formalised ECCE programmes in isolated and remote communities. The programme has also facilitated establishment of networks of information and support between mothers and between villages and government officials from the Provincial and District Education Offices, which in many cases mobilised community interest in ECCE generally. Adequate monitoring and evaluation of such programmes will require developing indicators those reflect community-based outcomes related to child well-being, as well as child developmental outcomes.

China

In the **Peoples' Republic of China**, policies and programmes prioritise the integration of formal and non-formal approaches and promoting community awareness of the importance of formal education. Programmes combine collective education with family education. In remote and poor regions, seasonal classes, weekend classes, tutorial stations, child visit days, home tutorial classes, and other non-formal approaches have been adopted to gradually expand the coverage of ECCE. To further bolster the dimension on 'participation and harmony', China aims to improve parents' knowledge on children's development (UNICEF, n.d.) and teachers' capacity to provide 'quality' care and education to children aged birth to six years (UNICEF, 2010). These programmes seek to promote parental awareness of the importance of pre-school education, particularly where early care of young children is shared among relatives and neighbours, which explains low pre-school enrolment rates.

Lao PDR

Manivanh (2005) outlines the Community Based Early Childhood Development Project, designed to orient parents in **Lao PDR** towards preparation for the early learning of their children. A UNICEF report on case studies of community-based programmes in East Asia (UNICEF, 2004) also reports on the 'Integrated Early Childhood Development (IECD)' project in Lao PDR. The IECD initiative incorporated a process of (i) implementing Village Surveys, which collected information regarding the status of women and children, which then informed (ii) development of community-led interventions outlined in Village Plans. The project emphasised strong community-ECCE integration, with a combination of community capacity-building activities such as income generation and latrine construction, alongside Parenting Orientations designed to support parents and other family members in identifying and building on positive parenting methods (UNICEF, 2004).

A key strength of this project was its successful engagement of stakeholders across the community in ECCE – both in actual programming and in levels of commitment / awareness. One effective approach used in the project was the collection of data from the community about specific areas of concern / need. This led to enhanced community involvement and interest by providing community members with an opportunity to contribute their ideas and concerns.

As such, the government has since taken steps to expand ECCE provision under the Education Sector Development Framework (ESDF). This framework includes provision of ECCE in community-based play groups, pre-schools and kindergartens, targeting a 45% admission rate by 2015 (Ministry of Education, Government of Lao PDR, 2009).

One of the challenges mentioned in both reports, which is important in terms of its applicability both to this review and to community-based programmes in general, was retention and training of personnel involved in delivering the programme. As outlined in earlier sections of the report, committed and well-trained staffing are essential for 'quality'

and sustainability of ECCE programmes. Country-based mapping initiatives that inform this priority are therefore, once again, timely and crucial.

Malaysia

Home-based centres, otherwise known as family day care homes in **Malaysia**, serve children under the age of four in groups no larger than ten children. Home-based childcare providers are required to attend an introductory five-day course conducted by the Department of Social Welfare (DSW) (UNESCO IBE, 2006d).

Working closely with the DSW is the Association of Registered Child Care Providers Malaysia (ARCPM), who facilitate the establishment of low-cost, affordable community childcare centres for the benefit of low-income families and the disadvantaged. They also organise public awareness programmes for parents on parenting skills, nutrition, health and child development. With additional collaboration from state governments, the DSW and ARCPM promote the awareness and networking between communities in sharing information on best practices (ARCPM, 2010b).

The training division at the National Population and Family Development Board [NPFDB] (n.d.) provides support to families. One such support is in the form of a one to two day course, which aims to help improve parenting skills, enhance family relationships and provide child development knowledge. They also offer a programme known as Parenting@Work, which runs for five days. This programme provides working parents with the opportunity to learn some techniques in balancing career and family, while gaining some knowledge and skills related to parenting (NFPDB, 2011).

Nepal

According to Education Act 2028 (1971) (including seventh amendment, 2058 (2001)), there are two forms of early childhood development (ECD) programmes in **Nepal**: pre-primary classes and child development centres. While pre-primary classes are school-based and cater for children between the age of four and five, Child Development Centres are community-based and cater to children below four years of age. The curricula and pedagogical processes employed at both school- and community-based programmes are different, but both are guided by the National Curriculum Framework for School Education 2007 (Government of Nepal Ministry of Education, 2010) with the common objective of holistic child development that fosters the physical, mental, social and emotional development of children (UNESCO IBE, 2006f).

Through the Basic and Primary Education Programme, as well as the Community School Support Programme (CSSP) (Government of Nepal Ministry of Education, 2010), the government supports community-based ECD programmes in collaboration with other governmental and non-governmental agencies. Consequently, the local communities are encouraged and facilitated to take the initiative for the development, operation and monitoring of the *Shishu Kakshyas* (SK: childcare centre) (Shrestha et al., 2008). SK's cater for children aged three to five years (UNESCO IBE, 2006f).

INGOs, NGOs and other social organisations also support a range of community-based ECD centres (Shrestha et al., 2008). One such centre is the Seto Gurans National Child Development Center, which provides training in early childhood development to women in Nepal, particularly those living in remote areas. This training includes knowledge of health, nutrition and hygiene, confidence building, as well as strengthening their interactions with children. Training in preparing learning materials using local resources is also offered to fathers (Global Hand, 2010). Another organisation, Save the Children, offers weekly parenting education programmes through ECD facilitators, as well as a two day parenting orientation programme for mothers in Kailali, Kanchanpur, Siraha, Surkhet, Banglung and Tanhun districts (Shrestha, 2010).

Pakistan

ECCE policies in **Pakistan**, according to a 2008 CRI review (Children's Resources International, 2008), are strongly targeted towards the provision of formalised pre-primary education to children aged three to five years. Involvement of parents and communities is promoted largely in terms of their participation in formal Early Childhood Education (ECE) settings. The review outlines CRI's role in providing basic literacy and mathematics education to illiterate mothers, to facilitate them in supporting their children's learning. It also mentions CRI's plan to distribute ECE (Early Childhood Education) kits that are currently widely used by teachers in pre-primary settings to parents of young children, so that they might be able to provide ECE services in their homes.

The Sindh Education Foundation (SEF) is an initiative by the government in the province of Sindh that addresses the developmental needs of communities in an indigenous and sustainable manner through the Community Supported Schools Programme (CSSP) (SEF, 2009). This programme focuses on community needs and rights, empowering communities through reflection and understanding of their connections with the people and environment around them.

There is also the Home Schools Programme (HSP), which is established with support from the community. Targeted for girls without access to education, the programme now reaches more than 4,000 girls in remote villages located in the districts of Umerkot, Mirpur Khas, Badin, Tando, Muhammad Khan, Sanghar, Nawabshah, Jamshoro, Dadu, Larkana, Qmaber-Shahdad Kot, Jacobabad and several towns in Karachi (SEF, 2009). Originally, a pilot programme offered effective and replicable quality education at a low cost, SEF facilities, finances and technical assistance while the Village Education Committees (VECs) comprising of local members of community actively participated in and monitored daily school matters (SEF, 2009).

Children, families and communities are also provided support by a not-for-profit education institution known as Children's Global Network, Pakistan (CGN-P) (Guarantee Limited). Some of the programmes they offer include the Family Literacy Programme (FLP) and the Parent and Community Involvement Programme (CGN-P, 2009). The FLP provides educationally disadvantaged parents and older siblings lessons of interactive literacy

activities which requires practice at home with children. They have found that this programme has assisted to reduce communication gaps between parents, teachers and children, as it helps parents prepare their children for future experiences (CGN-P, 2009). The Parent and Community Involvement Programme provides parents the opportunity to be part of their children's classes and school activities. Designated family coordinators assist parents in learning to be more effective in their relationships with teachers and schools (CGN-P, 2009).

Philippines

The **Philippines'** 2002 Early Childhood Care and Development Law separates service delivery into two separate entities: "centre-based (day care, child minding, pre-school, health and nutrition centre, health and nutrition post) and home-based (family day care, parents education, playgroup and home-visiting programme)" (UNICEF, n.d.b, p.1). Two initiatives in the country have received special mention, namely the (i) Supervised Neighbourhood Playgroups (SNPs) and the (ii) Mobile ECCD / ECCD-On-Horse (please see case study at the end of this section; also for some details on parenting programmes).

The Mobile ECCD project, mentioned above, stemmed from the positive outcomes of the SNPs, which included increased motivation to learn, improved school performance, cultivation of preferred behaviours and moral values, identification of learning disabilities and developmental delays in children, as well as increased family participation, which lowered domestic issues such as gambling. The positive effects of the SNPs have also spurred the inclusion of parent education as part of national plans to institutionalise home-based ECCD by the National ECCD Council (F., Nogra-Abog, Personal Communication, November 7, 2010).

Fully funded by the local government units (LGUs), SNPs operate under the supervision of the LGU and the DSWD, developers of the Home-based ECCD Standards. Conducted by trained parent volunteers in congested communities and conflict affected areas, the playgroup includes learning activities for groups of between ten and twenty children aged two to six (Nogra-Abog, 2010). Reports indicate that the Mobile playgroups have achieved positive outcomes, both in terms of community awareness and in terms of children's learning and development. More detailed analysis of the particular features of these programmes that may be used to develop general indicators of 'quality' for community-based programmes would be valuable both for the Philippines and across the region.

Singapore

There are two major sectors of ECCE for young children in **Singapore**. Firstly, childcare centres operate to provide care and education for children aged two to six years. These centres also provide a pre-school programme for four to five year olds and are licensed by the Ministry of Community Development, Youth and Sports (MCYS). Childcare fees are state-subsidised and poor children are eligible for further financial assistance from

NGOs (UNESCO IBE, 2006j).

Secondly, there are privately run kindergartens that provide pre-school education for children aged four to six and must be registered with the MOE. Nurturing Early Learners: A Framework for a Kindergarten Curriculum in Singapore, guides the operation of kindergartens in the island republic (Pre-school Education Unit, Ministry of Education, Singapore, n.d.). The 'quality' of the kindergartens are measured based on the Standards for Kindergartens: Pursuing Excellence at Kindergartens, administered also by the Ministry of Education, Singapore (2006).

From the perspective of 'community-based', a number of these kindergartens are managed by community organisations and foundations, including religious bodies, social organisations and business organisations. However, the key objective of kindergartens tends to be equipping children with basic academic skills required for smooth transition to formal schooling. Kindergarten fees are low and are not state-subsidised, although financial assistance is available for poor children (UNESCO IBE, 2006j).

Thailand

According to the 2007 EFA Global Monitoring report (UNESCO, 2006), **Thailand** has a strong tradition of parent education and involvement in ECCE. Cultural values shaping care of and expectations regarding young children, strongly influenced by Buddhist values, are highly revered across the Thai population. Thailand's National Policy and Strategy for Early Childhood Development (2006-2008) specifically refers to the importance of involving parents and communities, and there is strong support for provision of ECCE programmes.

Due to lifestyle and cultural changes in recent years, such as adjustments in parents' working patterns, community-based childcare provision has expanded and become more formalised. As Los Angeles Bantista (2004) points out, however, informal community arrangements for shared care of young children are long-established in Thai communities. This point is an important one: it is essential to acknowledge, in developing ECCE programmes which call on communities to play a role in their sustainability that well-established, informal community networks supporting care of children may well already exist. Quality community-based programmes build on these existing capacities.

Formalised child care centres and nurseries catering for children aged up to three years old are now widespread. These centres are staffed by carers who have completed a standard 126 hour training course on Childcare for Children (birth to three year olds), which includes information about holistic approaches to education and care.

Los Angeles Bantista (2004) also makes the point that there has traditionally been in Thailand a clear distinction between 'childcare givers' and 'teachers', reflecting the situation that exists in many other part of the world and which is being referred in Section 2. She also explains, however, that this situation is changing, with greater recognition of early learning, as well as the importance of continued care beyond three years of age. Progress toward the enhanced cooperation between government ministries and other stakeholders involved in ECCE provisioning that was outlined in the 1999 National Education Law, needs to be

monitored in order to assess developments in this area.

Timor Leste

In **Timor Leste**, community- and home-based approaches to meeting the needs of the pre-school child have not yet been integrated as government policy focuses on education-related needs through support of community and church groups that offer early childhood education through their own pre-school centres (UNESCO, 2009).

Vietnam

In January 1999, a new Education Law came into effect in **Vietnam**, making early childhood education part of the national formal system for the first time. Information gathered for the purposes of this report indicates that ECCE provisions in Vietnam tend to focus on early education, since ECCE has traditionally been associated with Education policies (UNICEF, 2004). Parental involvement, as in other countries, is largely associated with parental participation in children's formal learning (UNESCO IBE, 2006m).

In 2002, the Minister of Education and Training, issued Decision No. 161. This Decision outlined a new focus on early childhood education, care and development, primarily through increased State investment in pre-school education, expansion of the crèche and kindergarten system and dissemination of child care knowledge to families (UNICEF, 2004). Following the announcement, UNICEF embarked on a country-wide Media Campaign as part of its IECD (Integrated Early Childhood Development) focus. The campaign involved resources developed on the basis of wide consultation with community, and focused on delivering the following messages:

- Critical Period: A focus on the important developmental milestones that are reached from conception to eight years of life.
- Nurturing Relationships: The influence that early relationships have on all aspects of development and learning.
- Equality and Inclusion: The right of all children, regardless of age, ability, gender and ethnicity, to grow up and be cared for in a healthy, safe, caring environment.
- How Children Learn and Develop: Children learn and develop best in child-centred, play-based and developmentally appropriate learning environments.

In terms of programmes that operate at community level, three key services exist: Childcare or day-care centres crèches and nurseries for infants up to three years; kindergartens, and parent education programmes. Kindergartens are defined in terms of both education and childcare while the day-care programmes are expected to also provide early learning experiences. In rural villages where there are no state-run pre-school services, community-owned crèches or kindergartens managed by village residents and local leaders often exist. Parents and communes provide all financial and material resources to these services (UNESCO IBE, 2006m). Health and other services are also provided for young children and their families but are not perceived or delivered as part of an integrated approach to ECCE (UNICEF, 2004).

The Pacific

A strong tradition of informal, community-based early childhood care exists across the Pacific, where most countries have defined ECCE in terms of the period three years and above. There are indications of growing awareness and concern about the need to focus on the birth to three year age group (U. Camaitoga, 2010, personal communication), but little appears to exist in the way of formal policy or programming. Therefore, this section provides an overview of current developments across this region, with reference at points to individual countries.

Vanuatu 'case study', presented in Section 2, provides some indication of the level of community commitment to and involvement in providing ECCE. Once again, the review of available information points to the need (i) for community mapping exercises in order to gain a better understanding of community-based support for ECCE that currently exist, and (ii) to ensure that effective practices and customs that do currently provide 'quality', or positive experiences for very young children, should be incorporated in any future programme planning.

In **Fiji**, the government has stated its policy intention to strengthen community partnerships, particularly by promoting family as a primary educator. This is an important move, as evidence suggests that support from community is critical in sustaining both ECCE and primary education. It has been reported that as many as 99% of primary schools in the country are run by NGOs (Mohanty, 2007). There are current plans at Fiji National University to develop a certificate in community education for ECCE workers. UNICEF has also provided support in the ECCE sector, as well as an assessment of the need to incorporate life-skills training into the formal curriculum (UNICEF, 2002). Similarly in **Kiribati**, community- and home-based approaches to meeting the needs of the pre-school child have not yet been integrated as government policy focuses on education-related needs through support of community and church groups that offer early childhood education through their own pre-school centres (UNICEF, 2002).

Papua New Guinea's (PNG) National ECCD Policy acknowledges ECCE as involving development from birth to eight years. The Policy's Mission Statement clearly reflects Papua New Guinea's view of the role of government, community and family in supporting positive early growth and development:

"To identify, create and instill a sense of responsibility as well as an obligation among the relevant sectors to provide caring and supporting environment towards the physical, mental, social and spiritual growth and development of all children during their early years of life from conception to 6 years old " (Haive, 2010a).

As in the case of many countries across the Asia-Pacific region, parents and communities across PNG draw upon local wisdom and cultural norms in caring for and educating young children. Early care-giving has traditionally been shared by extended family

and community members. With ‘modernisation’ and increasing migration to urban centres, however, the use of non-family-based, formalised care is growing rapidly (Haive, 2010b). While implementation of formalised community-based programmes is in its early stages, PNG’s Policy Goals and Principles include (i) strategic measures to enhance collaboration across Ministries and other stakeholders, (ii) ECCE awareness raising across the country, and (iii) close consultation with and respect for parents, families and communities in planning and implementing ECCE programmes / services. PNG has therefore been heavily immersed in community-mapping and database establishment activities for ECCE in recent years (Haive, 2010b).

Such is also the case in the **Solomon Islands**, but there are formal preparatory classes supported by government, and informal ECE programmes run by the community (UNICEF, 2002). The major parenting module available in the Solomon Islands is the Pacific Child’s Programme, which provides booklets, posters and clip charts for training the trainers on parenting skills and also knowledge on child development phases (UNESCO IBE, 2006k).

In **Tuvalu** and **Vanuatu**, the government continues to support community-owned and community-managed pre-schools (UNICEF, 2002). According to information gathered from the ARNEC mapping exercise, both countries have existing parenting programmes provided through community centres, health clinics and as part of pre-school programmes that support parenting (ARNEC, 2010b; James, Bibi & Jenner, 2010). In Tuvalu, there were plans to adapt and contextualise the Early Childhood Policy Guidelines for Basic Education and Literacy Support (BELS) Member Countries, as well as the Curriculum Guide for Early Childhood Education for South Pacific Countries for implementation (Guild, 2001). In Vanuatu, pre-schools organise parent workshops that provide information on health, nutrition and child development. There is also an EC policy that addresses parenting that is currently under development (James et al., 2010).

‘Quality’ in Home-based and Community-based Programmes: Cambodia and the Philippines Case Studies

Now turning to two case studies of home- and community-based programmes in Cambodia and the Philippines respectively. A focus on these programmes has been included in order to provide (i) a more complete portrayal of the types of programmes that exist across the region, and (ii) some examples of practice that help to illustrate how successful innovations can be developed with relatively few financial resources, particularly when programmes build effectively on existing community resources. The first case study involves an example of one of the Home-based Programmes (HBP) operating across a number of provinces in Cambodia which, like many other countries across the region, have seen significant developments in ECCE over recent years. As reported earlier in this section, HBP’s offer potential benefits that may not be adequately reflected in traditional understandings of ‘quality’ in ECCE, which tend to assume that ECCE is conducted in centre-based.

Box 2: Mothers' group project in Kampong Thom Province, Cambodia

As part of this project, a series of mothers' groups, each led by a 'Core' Mother and consisting of three to five mothers, was established. Core Mothers were selected by villagers, and tended to have been identified as women with more experience, but having similar backgrounds to the other mothers. Core Mothers attended training sessions delivered by primary and pre-school teachers and also attended monthly coordination meetings, where they received hand-outs and hands-on practice with children in homes, peer support and co-operative problem solving. Core Mothers also received background theoretical 'justifications' for preferred parenting skills promoted by the training. The programmes were managed by local Village Development Committees.

Mothers who participated in Home-based Programmes reported feelings of empowerment as they had not only acquired new skills but had also been able to pass these skills on to other mothers in their villages, whilst introducing them to the idea of children's rights and the need for EFA at the same time:

*"We lack the knowledge to educate our children - only teachers have that knowledge. **However, we are motivated to prepare our children for school and we want to have the knowledge to educate our children at home. I want my children (and those in my village) to be confident, outstanding and moral like other children who go to the State Pre-school.** We did not have good habits at home but now we know We want our children to be socialised and to become good persons. We want the knowledge to educate them at home."*

Their enthusiasm was shared by this Village Chief, who described the wider changes in the village that he had noticed as a result of the HBPs:

"This (HBP) programme is very important because it reduces my workload. I am responsible for the behaviour of everyone in the village and if mothers can take care of their children and influence them, that makes my job easier."

Extracted from Rao and Pearson (2007)

Reaching the Unreached: Mobile ECCD Programmes in the Philippines

Box 3: Mobile Playgroups in Davao City, Philippines

To increase access to ECCD programmes to more children, especially in remote and conflict-affected communities, a mobile resource centre was implemented in the Philippines in 2005. The resource centre is a roving vehicle or horse driven by an ECCD worker equipped with learning materials, manipulative toys, musical instruments, health and nutrition education materials and supplies. The ECCD worker is well trained, uses curriculum used in day-care services and is paid for by the LGUs (F., Nogra-Abog, personal communication, November 7, 2010; UNESCO IBE, 2006i).

More affectionately known as “ECCD-on-horse”, it follows the same standards used in home-based ECCD and is specifically aimed to provide ECCE services to children in the four remote and conflict-affected communities of Buldon and South Upi in the province of Maguindanao. These communities are characterised by extreme poverty, absence of basic services, rugged and mountainous terrain and sporadic occurrence of clan wars and armed conflict between the military and rebels. The vehicle visits the same ten communities at least three times a week for ten consecutive weeks. After leading play and learning activities with children, the ECCD workers meet with parents and conduct parenting sessions on life-saving and effective parenting information. Parents assist the ECCD workers by helping produce indigenous materials and integrate cultural poems, songs and dances in the daily activities. It also serves as the entry point for delivering other services such as supplementary feeding, vaccinations, as well as physical and dental examinations, all funded by the LGUs (F., Nogra-Abog, personal communication, November 7, 2010; UNESCO IBE, 2006i).

The Mobile ECCD was initiated in Davao City (one of ten areas supported by AusAID) in late 2008. By June 2009, the two mobile ECCDs of Davao City were expected to have reached a minimum of 1,000 children from 26 of the most depressed and densely populated communities in Davao City. As of this time, there is no formal assessment as to the effectiveness and ‘quality’ of the mobile ECCD service (Nogra-Abog, 2010). However, in terms of quantity, it has reached a total of 7,241 children in less than two years of implementation and has yielded positive feedback. The appreciation of parents and children overwhelmed and boosted the morale of community leaders. It also made them realise the need to increase basic services in their communities. Experience from this initiative shows that alternative early childhood education services are effective in reaching the unreached and that community leaders are able to provide and sustain innovations if “shown the way”. Key to this is demonstrating that the innovation is workable, effective and affordable.

Extracted from Nogra-Abog, F. (2010). *Reaching the unreached: Alternative ways of delivering early childhood education in the Philippines* [powerpoint slides]. Philippines: UNICEF.

The “ECCD-On-Horse” programme further highlights the notion that provision of ‘quality’ ECCE is dependent on the situation at hand. It is especially important to take into account the communities that ECCE programmes serve and the issues that need to be addressed, from dealing with conflict and extreme poverty to preparing children for formal schooling. This reflects the responsive nature of ‘quality’ ECCE (Choi, 2008). These examples, again, highlight the strengthening of services that can result from genuine community engagement in programmes that are clearly designed to support and build local

communities and empower and educate carers, while promoting children's holistic development (UNESCO, 2006).

Conclusion

It is clear from these examples that much can be achieved through work with parents and communities in supporting ECCE without a necessarily large infusion of outside funds. But it is equally true to say that, without continued efforts to support and monitor, such projects are unstable and unsustainable. Nevertheless, evidence from India suggests that even quite basic pre-school programmes that are not well resourced by international standards can achieve a great deal (Rao & Li, 2007). Earlier in this review, it has been pointed to the complex needs often found in resource-constrained environments, where community members may themselves lack confidence in their capacity to offer support to ECCE programmes. Feedback collected as part of the 2007 Cambodia evaluation illustrated this. The same feedback, however, indicated high levels of interest, particularly among mothers who were involved in HBPs. This evidence highlights the importance of identifying and factoring existing capacity and interest into programmes that are designed to support ECCE. If there is even a small degree of interest, it could be assumed that programmes that respond to and support such commitment would multiply, leading to greater capacity.

Provincial ECE Directors in Cambodia explained the difficulties associated with resourcing State-based Pre-schools (SPS) and CPS. They also highlighted the wider, community benefits of HBPs:

“HBP offers opportunities to work with mothers....Fewer resources are needed, since mothers can produce their own materials. HBP needs less time to support mothers: SPS requires 2 years training, CPS requires 10 days training, HBP requires just a few days training and has a very immediate impact. Seeing families do well motivates other families - we see that really happening in villages.”

Further evidence was provided, again, by this provisional level ECE Director, who described the networks that had developed through a HBP in her district. A strong benefit of this level of networking is that it strengthens the voice for young children in the community. As these voices become louder, it is more likely that funding will be lent to ECCE programmes from the commune funding when difficult decisions regarding infrastructure (new roads) and support for ECCE, as well as other needs, are being made.

“(We have a) strong network – which includes a pre-school teacher who regularly visits, advises and attends monthly DoE meetings; a core mother and group mothers ... who meet weekly to discuss progress, issues... a village elder is also involved and supports the programme. Our network also includes a male primary teacher who is trained in home visiting and is the trainer for the district; the core mother is also a member of the Women's and Children's

Development Committee. She is a very good communicator and is a relative of the village elder.....A major contributor to success has been the TEAM.”

Implications for ‘Quality’: Building New Understandings

Once again, both the brevity of some country reviews and the probable existence of information that was not been able to be accessed in preparing this review is being acknowledged. Based on information that was not been able to be accessed, some countries have formally acknowledged community-based information as part of their ECCE policy / legislative framework. Others are working towards the implementation of community-based approaches through the influence of NGOs and others naturally operate largely community-based services due to limited government funding / intervention in ECCE.

A significant challenge in preparing this review, as in the case of Section 2, has been in reflecting the wide variation in approaches to and definitions of ‘community-based’, ‘home-based’ and ‘parenting’ programmes. In a number of countries, ‘parent’ programmes operate through services that aim to enable parents in supporting their children’s early learning. In others, parents are involved through community-based programmes that aim to empower community members in providing safe, supportive environments that result in positive early experiences. Similarly, in some countries ECCE programmes are by their very nature ‘community-based’, as government funding and support are minimal. On the other hand, in other countries, community-based and parent involvement are acknowledged as part of an integrated, holistic approach to supporting the growth and development of children nation-wide.

Due to the significant diversity in programming for ECCE, in communities, with parents and in formal learning environments, measurements of ‘quality’ must be acknowledged as being contextually-driven. Programmes that receive little in the way of public finances and / or tangible inputs, such as buildings, are often perceived to be inevitably lower in quality (Rao & Pearson, 2007). It is important to ask, though: What is the purpose of any particular ECCE programme (and the purpose is likely to vary across contexts)? In the case of Cambodia, if the only purpose of ECCE programmes was to enhance children’s development and learning capacity in preparation for school, HBPs might appear to be a poor cousin to ‘better-resourced’ programmes such as State and Community-based Pre-schools, which both provide a better structure of learning activities for children. However, if the objectives include community capacity building and promotion of community-wide awareness regarding the formative learning and development that takes place during early childhood, then HBPs can be an alternative option. The benefits of the Cambodia and Philippines initiatives are that they strengthen community capacity and respond to particular local needs. Current indicators of ‘quality’ in ECCE do not adequately reflect such strengths, as they tend to focus on a limited range of aspects (Fenech, in press; Myers, 2004; Schonfeld et al., 2004). Efforts to identify indicators of ‘quality’ and, on that basis, develop effective mechanisms for evaluation, are critical.

Having drawn attention to the potential benefits of ECCE programmes that promote and support community ownership, it is important to point out that over-dependence on

volunteerism, often a characteristic of parent- and community-based programming, without sufficient attention to local imperatives and challenges is unlikely to lead to sustainable programmes. ECCE programming, as Choi (2008) points out, needs to be responsive, because of its relative informality and dependence on input from a range of stakeholders. Perhaps the most important lessons to be learned from the valuable examples provided by Cambodia and the Philippines is that a good starting point in designing an effective ECCD programme is to know what exactly it is that the programme aims to achieve, in terms of outcomes for the child and the community, as well as funding implications.

Section 4: Conclusion / Recommendations

This review presents many examples of innovative, well-planned and effective policies / programmes across the region. It also highlights the overwhelming diversity in ECCE provision that exists. While there is good reason for such diversity, where it reflects attention to locally-held priorities and needs, effective and efficient programmes are assisted significantly by the existence of clear goals and guidelines that outline specific tools and mechanisms for achieving those goals. Collective understandings on what constitutes 'quality' and / or best practice in ECCE programmes are therefore critical. The broad range of policies and approaches outlined in this review serve to highlight the significance of this argument.

Thinking More Broadly: Problematizing Indicators of 'Quality'

Recent discussions of 'quality' in education have argued that, while there is a place for identification of macro-level, generalisable structural indicators of 'quality' for the purposes of broad-level evaluation and regulation, more emphasis is required on less tangible aspects, such as the actual processes of caring, teaching and learning across diverse contexts (Fenech, 2010; Alexander, 2008). Examples of this do exist across the region, reflected for example in emerging ECCE curricula based on ELDS across several countries. In most countries within the region, ECCE differs from formal education in some fundamental and important ways. UNESCO acknowledges that ECCE is unique in having to deal with challenges in institutional recognition. It is also viewed as an important point from which to build greater equity across populations through enhancing access to opportunities for early learning and development that respond to diverse needs. The expectations of and possibilities for ECCE present us with valuable opportunities to respond to current calls for a change in the way that 'quality' in the care and, in particular, the education of children has traditionally been conceptualised.

In this review, it has been attempted to present examples of innovative solutions that seek to fulfil goals related to access and equity. However, without a clear set of appropriate guidelines / indicators for evaluation, it is difficult to establish the 'quality' of such programmes.

As indicated in previous sections, careful consideration of the purposes behind and original intentions of ECCE programmes is critical in terms of shaping the approaches taken in collecting evidence of 'quality'. If the primary purpose of ECCE, for example, is to ensure that children are 'schooled' in formal skills in preparation for entry into primary school, as it appears to be in a number of countries across the region, then a measure of ECCE effectiveness ('quality') might inevitably involve assessment of such skills. If, however, the intention of ECCE is more closely linked to a community-based perspective, the tools used to assess 'quality' should be constructed to reflect this intention. Contemporary approaches to ECCE programming indicate that an integrated approach, incorporating aspects of both, is the ideal (Rosemberg, 2003).

Local stakeholder understandings, including those of parents, families, teachers and the wider community, are critical in shaping what is meant by 'quality'. As the case studies that have been presented indicate, successful ECCE programmes are likely to build closely on community resources and skills that are already in place and well developed.

Understandings of 'quality' that acknowledge a range of factors and influences are therefore more likely to result in effective, sustainable and equitable programming. In drawing attention to some drawbacks of contemporary approaches to assessment and evaluation in education, Alexander (2008, p. 3) argues that current approaches to measuring 'quality' do not sufficiently reflect qualitative aspects of programming and implementation in achieving educational goals:

"... the international debate about quality of education has been dominated by those who operate in the domains of policy, accountability and funding rather than in the arena of practice... quality has tended to be conceived not as what it actually is but as how it can be measured... when learners themselves are asked about educational quality they tend to talk not about test scores but about the felt experience of learning, dwelling especially on their attitude to the tasks set... and the degree to which they find the context of peer and teacher-student relationships supportive and rewarding..."

These recommendations are intended to apply to the development of both teacher status and community-based programming.

Recommendations

1. As the report indicates, ECCE services and programmes across the region involve numerous agencies and government departments. At one level, this is a positive sign in terms of reflecting an integrated approach to service delivery. On the other hand, the existence of multiple institutions and ministries complicates access to relevant and cohesive information regarding legislation, policy, regulations and standards in ECCE. As the report has stated at several points, there is likely to be a large amount of valuable information on diverse ECCE programmes in existence across government departments, NGOs and other institutions within the region (i.e. academic / research) that does not form part of an easily accessible database of information. In many countries, community mapping exercises and evaluations have been conducted both internally and by external consultants, but it may often be the case that the results have not been made widely available or interpreted. Collation and review of existing country-based evidence would greatly assist individual countries in developing collective understandings on which to base valid and reliable indicators of quality, in both teaching and community-based ECCE service provision. This would also facilitate greater consistency in reporting, avoidance of repetition, and more accurate identification of gaps in existing knowledge that need to be filled by further research. The first recommendation arising from this review is, therefore, that individual countries take steps to build a comprehensive database of

available information / evidence relating to policies, regulatory frameworks and programmes that exist in each country, including reports and evaluations that have been conducted.

2. On the basis of collated information, it is recommended that countries then identify gaps in existing knowledge / evidence related to 'quality' provision, in order to produce a set of requirements for research / data collection. For example, in some countries, the review team was unable to find significant evidence of community perspectives on teacher status or community-based programming. As the research guidelines presented below indicate, rights-based approaches to programme-planning and evaluation prioritise stakeholder and community perspectives, as shared ownership supports effective service provision (Kushner, 2009). Countries need to identify what is known and understood locally about 'quality' through community mapping and consultation regarding (i) perspectives on successes and challenges associated with existing programmes and (ii) priorities for ECCE programming.
3. It is further recommended that findings of the research referred to in Point 2 be used to develop country-based indicators of 'quality' in teaching and community-based programming. In order to ensure that there is consistency across programme delivery and monitoring, these indicators should be used to inform establishment, or revision of, regulatory frameworks and legislation related to the two themes, respectively. Further details / recommendations for this process are provided in the following section.
4. It is recommended that efforts to expand existing networks of information sharing within countries and across the region be continued and enhanced through, for example, location of personnel within government departments (where this does not already exist), to collect, collate and update programme information. For example the Ministry of Women and Children's Affairs (MoWCA) in Bangladesh is currently working on a framework for ECCE provision that builds upon shared understandings across government departments on goals and priorities. Support for personnel within the Ministry to collate and update relevant information from across the various agencies that support ECCE programmes on an on-going basis would significantly benefit efforts to measure and monitor quality. It is strongly recommended that such efforts be supported with a view to establishing new concepts of quality and best practice in ECCE that can be shared widely. There are many examples of excellent practice across this region that should be used to inform developing ideas about quality in ECCE provision internationally.
5. The benefits of integrated approaches to ECCE are widely espoused. Based on information covered in Section 2 on teacher status, it is recommended that this be acknowledged in teacher training and certification initiatives. The care and education of

children are now widely acknowledged as being intimately connected (Haddad, 2007). Until those who are employed to 'care' for children are given equal status to those who 'educate' them, through training, certification and regulation, formal pre-school settings staffed by fully qualified 'teachers' are likely to be viewed as 'better' than informal ECCE services delivered by volunteers. While it is recommended that the nature and content of training be guided by contextual factors, some form of recognised certification for all personnel working in ECCE should be required.

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Appendices

Appendix 1

Table 2: Terms Used to Denote Early Childhood Services and Age Ranges Covered in countries across Asia and the Pacific adapted from Rao & Jin, 2010

Bangladesh	ECCE (3-5 years), in school-based pre-primary classes (baby class, play group, KG-1 & KG-2), community-based classes held in school areas, and home-based programmes
Cambodia	ECCD (conception-6 years); ECCE primarily State (kindergarten attached to primary schools) (4-5 years), community, home-based, and private pre-schools (3 to under 6 years)
China	ECD (0-6 years), in kindergartens and nurseries, as well as seasonal classes, weekend classes, tutorial stations, child visit days, home tutorial classes, and other non-formal approaches in remote and poor regions
Cook Islands	ECE (3/4-5 years), comprising early childhood centres based in primary schools and one private centre
Fiji	ECE (age 5)
Indonesia	ECE (0-6 years but focused on 3-6 years), primarily private, including school-based kindergarten (4-6 years), informal and community-based care (2-6 years), qu'ranic programmes, and family education
Kiribati	ECD (4-5 years), with plans to integrate 5-year-olds into formal basic education system
Lao PDR	ECCD, including crèches (0-2 years), pre-primary education (3-5 years) in kindergartens, schools and other spaces
Malaysia	ECCE (0-6, focused on 5-6 years), including pre-schools / kindergartens provided as an extension of primary schools (5-6 years), and workplace and community-based childcare centres (0-4 years)
Marshall Islands	ECE (4-5 years), including school-based kindergartens (age 5) and limited private school-based pre-kindergartens
Mongolia	ECCE (0-7 years), in nurseries (0-2 years) and kindergartens (3-7 years), shelter kindergartens (full and half-orphaned children from marginalised groups, as well as children with disabilities) and kindergartens-sanatoria (children with disabilities and underweight, 2.5-6 years). There are also childcare centers, home-based services, the ECD Programme, Gher-kindergartens and seasonal pre-schools.
Myanmar	ECCE (0-5 years); Pre-school (3-5 years), including State, NGO and other programmes; Child rearing and day-care (under 3 years)
Nauru	ECCE (starts at 6 years), part of compulsory education system
Nepal	ECD (0-5 years), including school-based, community-based and privately run pre-primary and kindergarten schools
Pakistan	ECE (3-5 years), including pre-primary classes organised in schools (<i>katchis</i>) and private pre-schools (nurseries, kindergartens or

	Montessori centres, 2-5 years); a new effort is underway to formally reintroduce the pre-primary class as the first year of primary school
Papua New Guinea	ECCD (0-6 years), including one preparatory year (<i>Prep</i> or EP, 6 years), Elementary 1 (E1, 7 years), and Elementary 2 (E2, 8 years), community-based traditional childcare practices, childcare services in churches, and private childcare centres
Philippines	ECCD (0-6 years), including parenting effectiveness services (0-6 years), pre-school (5-6 years), day-care (3-4 years) and, for children entering Grade 1 without pre-school experience, an 8-week early childhood preparation programme prior to primary school
Samoa	ECE (3-5 years), including church-, community- and home-based centres
Singapore	ECCE (2-6 years), in childcare centres (2-6 years), pre-school programmes (4-5 years), and kindergartens (4-6 years) which are private including community foundations, religious bodies, social organisations and business organisations
Solomon Islands	ECE (3-6 years), including formal preparatory classes (government) and informal programmes (community-based and private)
Thailand	ECCD (0-5 years), including kindergartens / pre-schools (3-5 years), child development centres (2-5 years), nurseries and day-care services for working parents (0-5 years), as well as day-care centres at workplaces.
Timor Leste	ECCE
Tonga	ECE
Tuvalu	ECCE (3-5 years), including privately-run and community-based pre-schools
Vanuatu	ECE (4-5 years), in community-based pre-schools
Vietnam	Care and Education (0-6 years), including day-care centres, nurseries and crèche (0-3 years), kindergarten (4-5 years) and a one-year pre-school programme (age 5)

Appendix 2

Table 3: Status of teacher training policies and programmes throughout the Asia Pacific

Mekong Delta, South Asia & South-East Asia	Age Group	Qualifications/Standards	Training
Bangladesh			<ul style="list-style-type: none"> • <20% of pre-primary teachers have any kind of training. • All teachers of UNICEF supported 2480 pre-schools under ECD project of Bangladesh Shishu Academy in three Chittagong Hill Tract (CHT) districts and urban slums received basic and receiving refresher training every six months focusing on interactive teaching learning methods in a child friendly environment. 96.7% of trained teachers are continuing their work and practicing Multiple Ways of Teaching and Learning (MWTL) methods.
Cambodia		<ul style="list-style-type: none"> • State pre-school: Grade 12 • Community pre-school: member of the village 	<ul style="list-style-type: none"> • A pre-service programme available at one Pre-School Teacher Training College (Provincial Teacher Training College) (International Reading Association, 2008). • State pre-school teachers have typically completed a two-year full-time professional preparation course. • Community pre-school teachers have undergone a 10-day initial training followed by a refresher training for three to six days a year. • Home-based programme facilitators are trained by a 'core' mother on how to promote children's development and well-being (UNICEF Cambodia, 2010).
China		<ul style="list-style-type: none"> • Graduates from normal schools for pre-school education or above 	<ul style="list-style-type: none"> • Two-year diploma • Four-year degree

Mekong Delta, South Asia & South-East Asia	Age Group	Qualifications/Standards	Training
Fiji			<ul style="list-style-type: none"> • USP offers a three-year BEd (ECE), Cert in ECE (part of Continuing Education programme) and ECE Dip. • FNU offers an Advanced Cert in ECE (cross-credited with BEd at USP) and a Community Education Cert in Childcare (focuses on 0-3 years and is still in progress) with emergency preparedness included in curriculum. • Fulton College offers ECE Cert training. • 4 weeks of basic ECE training for new teachers. • Professional development for ECE management committees to learn about roles and responsibilities.
Indonesia			<ul style="list-style-type: none"> • Few universities offer early childhood training programmes in the country. • Graduate / diploma certificates (Musthafa, B., 2007).
Kiribati			<ul style="list-style-type: none"> • One-year certificate course at KTC. • Assisted by external funding, a four-year project (1992-1995) has trained twenty teachers from South Tarawa and the following outer islands: Kuria, Aranuka, Nonouti, Tabiteuea North and South, Beru and Abemama. Since then a series of workshops for pre-school teachers had been conducted on all the outer islands mainly in the Gilbert group.
Lao PDR			<ul style="list-style-type: none"> • Community Based Early Childhood Development Project: To orient parents in preparation for the early learning of their children through daily activities. • School Based Early Childhood Development Project: To develop teaching skills of kindergarten/pre-school and primary school grade one teachers.

Mekong Delta, South Asia & South-East Asia	Age Group	Qualifications/Standards	Training
Malaysia	<ul style="list-style-type: none"> • 18 and above 	<ul style="list-style-type: none"> • Minimum SPM (O-Levels) with a Pass in Bahasa Malaysia 	<ul style="list-style-type: none"> • In-service training for practicing teachers: Some universities plan and organise short-term courses, seminars and conferences to enhance their teaching abilities and their professional and personal development, as well as increase their knowledge. For example, the School of Educational Studies of USM conducts workshops, seminars and short courses for pre-school teachers. The Faculty of Educational Studies of UPM organises off-shore and distance education programmes for busy teachers who are unable to attend campus-based academic programmes (International Reading Association, 2008). • Teacher training for pre-school (kindergarten) teachers provided by the Ministry of Education, whereas training for child minders provided by the Ministry of Rural and Regional Development and the Department of Social Welfare (UNESCO IBE, 2006). • The Association of Registered Childcare Providers Malaysia (ARCPM) offers a mandatory Basic Child Care Course or Kursus Asas Asuhan Kanak-Kanak (KAAK), which is a training programme drawn up by the Social Welfare Department of Malaysia. It introduces the stage and milestones of early childhood development, as well as other subjects on cleanliness, parental involvement, scheduling, breast-feeding etc. It is a comprehensive training programme that also covers licensing requirements of government agencies e.g. the Social Welfare Dept, Fire Dept, Health Dept, and the local municipality (ARCPM, 2010). • The Kindergarten Association of Malaysia conducts a pre-school skills training course for kindergarten teachers. This certificate course prepares the individual to implement the National Pre-school Curriculum as required by Act 550 of the Education Act 1996 and is approved by the Ministry of Education (Sofea, 2008).

Mekong Delta, South Asia & South-East Asia	Age Group	Qualifications/Standards	Training
Mongolia		<p>(Note: Government officials and staff as well as journalists and mass media personnel need training in overall integrated early childhood development concepts including its management and related advocacy areas. Educational staff needs training on the concept, methodologies and guiding principles.)</p>	<ul style="list-style-type: none"> • Training on ECD for parents conducted by mobile teachers in rural districts.
Myanmar		<p>Pre-KG teachers are usually university or high school graduates who may have a Primary Teaching Certificate obtained through in-service training at an Education College (Oo, Svendsen, Doyle, Seymour & Dessallien, 2002).</p>	<ul style="list-style-type: none"> • Combined UNICEF and DEPT training prepares Pre-KG teachers through a training of about 30 days. Training consists of an overview of child development psychology; interrelationships between physical, psychological and cognitive growth; an understanding of “learning through play”; problem-solving, creative and discovery methods to implement learning through play; and the importance and approaches to improve child nutrition (Oo et al., 2002).
Nauru & Cook Islands			<ul style="list-style-type: none"> • Nauru – Pacific Pre-school Teachers’ Certificate (offered by USP) • Cook Islands - ECCE Diploma from Cook Islands Teachers’ College
Nepal			<ul style="list-style-type: none"> • Most of the ECD workers working under the government and I/NGO initiated programmes receive about two-weeks-long basic training (Shrestha, K., Bajracharya, H. R., Aryal, P. N., Thapa, R. & Bajracharya, U., 2008).

Mekong Delta, South Asia & South-East Asia	Age Group	Qualifications/Standards	Training
Pakistan		<ul style="list-style-type: none"> • Private schools: ECE teachers are usually qualified and well-trained in relevant methods. Other staff include non-teaching staff such as the <i>ayas</i> (maids), hired for assistance with young children. • Public schools: Same qualification required for teaching in <i>katchi</i> class as primary school i.e., higher secondary education certificate plus one-year teaching certificate. The provinces usually adopt the same criteria except where suitable staff is not available and relaxation of criteria is exercised. 	
Papua New Guinea			<ul style="list-style-type: none"> • University of Goroka offers a BEd (ECE)

Mekong Delta, South Asia & South-East Asia	Age Group	Qualifications/Standards	Training
Philippines	Kindergarten: <ul style="list-style-type: none"> • Between the ages of 21 and 35 Day-care: <ul style="list-style-type: none"> • Between the ages of 18 and 45 	Kindergarten: <ul style="list-style-type: none"> • Male or female Day-care: <ul style="list-style-type: none"> • Female • High school graduate • Physically healthy—if she has any disabilities, these should not pre-empt performance of tasks as a day-care worker • Must be of good moral character • Preferably with prior work experience with pre-school children • Willing to undergo training and accept technical supervision from the DSWD • Must render full-time service for a minimum of two years 	The Department of Education prescribes the following qualifications and profile for teachers (Education Order 107s, 1989) in pre-schools: <ul style="list-style-type: none"> • A Bachelor of Science degree with specialization in Early Childhood or Kindergarten Education, Family Life and Child Development or Elementary Education with at least 18 units in ECCD; an allied non-education college degree with at least 18 units of ECCD • Training, experience and interest in working with young children • Certified physically and emotionally fit
Samoa			<ul style="list-style-type: none"> • NUS, USP & NCECES offer courses in ECE
Solomon Islands			<ul style="list-style-type: none"> • Major parenting module is the Pacific Child’s Programme, which provides booklets, posters and clip charts for on parenting skills and also knowledge on child development phases etc. for trainers (UNESCO IBE, 2006). • Certificate in Teaching in ECE but only for Primary School, which is context-specific.

Mekong Delta, South Asia & South-East Asia	Age Group	Qualifications/Standards	Training
<p>Thailand</p> <p>* Caregivers = care providers in childcare centres</p> <p>* Teachers = personnel teaching in kindergartens</p>	<ul style="list-style-type: none"> • <i>Caregivers:</i> Over 18 years old 	<ul style="list-style-type: none"> • <i>Caregivers:</i> Completed nine years of compulsory education. 	<ul style="list-style-type: none"> • National standards for childcare centres now require all <i>caregivers</i> to undergo a six-week training course, which is based on a standard core curriculum, either before staff are hired or within three months of their employment, provided by any institution approved by Ministry of Education. The quality control of staffing and performance assessment have been found only in government service providers when limited-term contracts have been adopted in order to preserve good children caregivers and awarded with in-service training (5 days/35 hours). • <i>Kindergarten teachers:</i> The minimum requirement is a four-year undergraduate course leading to a bachelor's degree in education or a related course.
<p>Timor Leste</p>			<ul style="list-style-type: none"> • Teacher training provided as activity in field.
<p>Tonga</p>			<ul style="list-style-type: none"> • ECE teacher training programme
<p>Tuvalu</p>			<ul style="list-style-type: none"> • ECE Certificate
<p>Vanuatu</p>			<ul style="list-style-type: none"> • BEd (ECE) available • Training of teachers include emergency preparedness (incorporated in policy and curriculum)

Mekong Delta, South Asia & South-East Asia	Age Group	Qualifications/Standards	Training
Vietnam			<ul style="list-style-type: none"> • Educational networks include a Central Pre-school Teacher Training College No.1 • Three to six months, nine-month or learning-on-the-job training. • Four national ECE Teacher Training Colleges in three of the major cities, namely Hanoi, Ho Chi Minh City and Nha Trang, have Early Childhood Care and Education Faculties where teachers can enrol in the two- to three-year programmes. • There are intermediate pre-school teacher training schools in Hanoi and Ho Chi Minh City that offer short courses as well as the two- to three-year programmes. • All provincial teacher training schools offer ECCE training programmes as well, but at this stage there are very few teachers who are able to enroll in these training programmes. • Parenting education includes awareness-raising workshops, monthly training for fathers, mothers and child caregivers, quiz competitions, as well as campaigns on hygiene and environment in the communities.

*Information for all countries from ECCE country profile from UNESCO, unless otherwise referenced.