



Sub-regional Workshop on Pre-primary Teacher Development in South-East Asia

1-3 July 2014, Bangkok, Thailand

Workshop Report

Acknowledgements

This report on the pre-primary teacher development in South-East Asia workshop held from 1 to 3 July 2014 in Bangkok, Thailand, has been compiled by UNESCO Bangkok. This summary report is based on the presentations, discussions and reflections of participants, speakers and resource persons.

Special thanks go to the Government of Japan for its financial support for the “Pre-primary Teacher Development in Southeast Asia” project and this workshop as part of it; the representatives from the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, the Asia-Pacific Regional Network for Early Childhood (ARNEC) and the International Labour Organization (ILO) for their contributions before and during the conference; the country teams for their active participation; and to the session facilitators, the presenters and the UNESCO-SEAMEO team for their contributions.

Introduction

Southeast Asian countries have made important progress in the field of early childhood care and education (ECCE). However, equitable access to ECCE programmes remains a major challenge for all countries, while the quality of ECCE provision has been subject to increasing scrutiny.

Well-trained teachers are central to the quality of ECCE, as they can offer child-centred, stimulating and language-rich learning experiences. Research shows that children who participate in ECCE programmes are more ready for school, complete school on time, plan their families better, earn higher incomes, become productive adults and educate their own children more effectively. Teacher-child interactions are considered to be one of the most important factors that affect the quality of ECCE.

The quality of teachers is often affected by many different factors and national qualification standards. Unfortunately, the status and role of pre-primary teachers have not been sufficiently appreciated and ECCE is chronically underfunded despite research showing that quality ECCE is one of the most productive and equitable forms of educational investment. This presents a challenge to the efforts of many countries in the region to attract qualified and motivated young people into the pre-primary teaching profession, prepare and develop them for a teaching career, provide them with adequate salaries and good conditions of service and give them incentives to enhance their self-esteem and social status.



Jointly organized by UNESCO Bangkok and the SEAMEO Secretariat, this workshop brought together SEAMEO member countries as well as regional and international organizations, particularly the International Labour Organization (ILO) which promotes decent work for early childhood education personnel, including their employment status and working conditions; and

ARNEC, a professional network which promotes holistic early childhood development (ECD) policies by strengthening national ECD systems and improving the knowledge base on ECD in the Asia- Pacific region.

The objectives of the workshop were:

- To discuss the SEAMEO countries' achievements and challenges in the field of pre-primary teacher education and professional development;

- To develop a framework for the Southeast Asian Guidelines for Pre-primary Teacher Development.

To meet the objectives, the workshop was divided into sessions addressing the following themes targeted at pre-primary school teachers:

1. Synthesis of a survey on Pre-Primary Teacher Development in Southeast Asia
2. Country presentations on good practices, lessons learnt and challenges of ECCE with a focus on pre-primary teachers
 - Teacher qualifications, certification and licensing
 - Teacher recruitment and deployment
 - Teacher training
3. Global and regional guidelines and frameworks for teachers
4. Developing the framework for the Southeast Asian Guidelines for Pre-primary Teacher Development
5. Lessons learnt and next steps

Thirty-eight participants from 10 of the 11 SEAMEO member countries, representatives from development partners and United Nations agencies, including ARNEC, ILO, SEAMEO Secretariat, UNESCO and UNICEF attended the workshop. The country delegates included officials responsible for ECCE or pre-primary education policies and for teacher policies at the ministries of education in Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand, Timor-Leste and Viet Nam. Singapore was unable to attend the workshop but expressed a commitment to respond to the survey on pre-primary education and teacher development and for the responses to be included in the synthesis report on the survey.

This report presents a brief situational overview of the status of pre-primary teachers in the region by highlighting key points from the presentations and discussions during the workshop. Major issues, challenges and good practices are also identified, followed by the preliminary draft outline of the regional guidelines for pre-primary teacher development and conclusions. The workshop programme and list of participants are in Annexes 1 and 2, respectively. The workshop evaluation report is appended in Annex 3.

Situational overview

Among the multiple factors that determine the quality of ECCE, teacher-child interactions are considered to be the most important¹. While there is enormous diversity among Southeast Asian countries in terms of their levels of development, their awareness of the key roles played by pre-primary teachers and interest in upgrading their qualifications are consistent across the sub-region. The lack of adequate training, certification and incentives for ECCE practitioners (teachers and caregivers) is a widespread and emergent challenge to meeting the EFA goals. Educational policy-makers have to address the status and working conditions of teachers, the qualifications and competencies of teaching staff, teacher workload, class sizes and salaries to balance the need to expand access to pre-primary education, and attracting and retaining good teachers with limited resources.

This workshop attempted to address these issues through a pre-workshop survey, thematic and country presentations, followed by group discussions. Key points raised and discussed are summarized below.

Definition of ECCE

As it is defined internationally, early childhood encompasses the period from birth to 8 years of age. Countries establish a distinct educational level (or levels) for programmes aimed at supporting the learning and development of young children before they begin primary education. In so doing, each country employs different terminology (e.g. ECCD [Early Childhood Care and Development] centre, nursery school, kindergarten, pre-school) and defines different age groups and classifications for programmes.



According to the pre-workshop sub-regional survey, ECCE in the region most commonly applies to the period from birth to 6 years of age. While respecting each country's policy set-up as well as the age groups and programme types considered part of ECCE, in this workshop and throughout the wider project, the term “pre-primary education” was used to refer to Level 0 (early childhood education) of the International Standard

Classification of Education (ISCED) to emphasise the intentionally educational aspect of ECCE services, while it is understood that the best ECCE (and pre-primary education for that matter) takes a holistic approach to children's development and learning. ISCED level 0 recognises that ECCE programmes are often separated between early childhood development programmes targeted at children aged 0-2 years and pre-primary education targeted at children aged 3 years until the age at which they begin primary education.

¹ UNESCO, as cited in Rao, N and Sun, J. 2011. Early Childhood Care and Education in Asia Pacific Region.

Pre-primary education programmes are primarily designed for holistic development to support children's early cognitive, physical, social and emotional development as an introduction to a learning environment in order to provide a bridge between home and school. They allow children to learn through interaction with other children under the guidance of teachers typically through creative and play-based activities. This can take place in various environments, such as public, private, centre-based, community-based and home-based settings.

Overview of ECCE programmes and services

Demands for ECCE in national education systems are increasing. Enrolment in pre-primary programmes has increased steadily, with the average gross enrolment ratio (GER) for East Asia increasing from 39% in 2000 to 57% in 2010². Nevertheless, this pre-primary GER masks the great disparities among and within countries. In fact, the GER varies from 33% to 85% within the sub-region³, and equitable access to ECCE programmes remains a major challenge for all countries because these initiatives tend to be out of reach for many children living in remote areas or vulnerable situations, affecting their development and school readiness.

According to the pre-workshop survey, there is very limited information available on financing mechanisms for ECCE programmes. ECCE is a relatively low priority for most countries in their public and private spending. In order to fill the public funding gap, there is a highly variable mix of public-private financing mechanisms for ECCE. In Lao PDR, 3.5% of the government's budget is spent on ECCE⁴.

The gender imbalance in the teaching profession, especially at the pre-primary level, is widespread in most countries. In many ways, the feminization of the teaching profession is closely linked to gender stereotypes in the workplace and society at large and the socio-economic status of pre-primary teachers. In most countries in the region, only 2-3% of preschool teachers are male. In Viet Nam, for example, nearly 98% of pre-primary teachers are female⁵. This greater feminization of the ECCE workforce trend is prevalent in both public and private ECCE providers.



² UIS data

³ Lay Cheng Tan. 2014. "Synthesis of Survey Questionnaire". Pre-primary teacher development in South-East Asia, 1-3 July 2014, Bangkok, Thailand.

⁴ Saviane Siyavannoung and Viengkeo Phommachack. 2014. "Country Report – Lao People's Democratic Republic". Pre-primary teacher development in South-East Asia, 1-3 July 2014, Bangkok, Thailand.

⁵ Lay Cheng Tan. op. cit.

ECCE Policies

Policy gaps have a significant impact on access and quality issues. Comprehensive ECCE policies are needed to provide governments with the mandate and guidance to implement programmes for young children. Most countries now have a national ECCE policy or framework in place. Out of 10 countries that participated in the workshop, eight (Brunei Darussalam, Cambodia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Timor Leste) already have legal instruments, such as education laws, decrees, acts and regulations to strengthen and increase participation in ECCE programmes⁶.

The ECCE policy in the Southeast Asia

- Brunei Darussalam - Child Care Centre Order, 2006; Children and Young Persons Order 2006
- Cambodia - National Policy on ECCD, 2010
- Lao PDR – National Holistic Early Childhood Development Policy (draft)
- Malaysia – Childcare Centers Act 1984, amended in 2007
- Myanmar – ECCD Law, 2013
- Philippines - Early Years Act, 2013; Enhanced Basic Education Act, 2013
- Thailand - Regulation of PM's Office on ECCD, 2008
- Timor-Leste - Preschool Policy and Preschool Curriculum Decree, 2014

Accreditation and licensing body

In some SEAMEO countries, accreditation standards have been developed to ensure that all types of ECCE programmes run by public, private, civil society or any other bodies adhere to a certain level of quality. There are various ministries and licensing agencies that oversee national accreditation systems. In Brunei Darussalam, the accreditation system for ECCE is under the Ministry of Youth, Culture and Sports, while in Thailand, teacher accreditation is under the Ministry of Social Development and Human Security and Ministry of Education. In Indonesia, the national accreditation board and the board for competence certifications oversee accreditation. There needs to be more research on and an evaluation system developed for different accreditation systems.

ECCE regulations and standards

Each country has different ECCE programme standards. One of the factors related to the quality of ECCE programmes is the ratio of the number of teachers or caregivers to that of children. According to the pre-workshop survey, ECCE classroom sizes vary from 1:10 in Thailand to 1:50 in Timor-Leste. Special needs classes in Malaysia have a 1:6 teacher-pupil ratio⁷. Brunei Darussalam reported having a more inclusive learning environment by having children with special needs in regular classrooms. In the Philippines, a catch-up programme is available for children 6 and over who did not go to kindergarten.

Pre-primary teacher qualifications

Many studies highlight a strong correlation between teachers' qualifications, early childhood outcomes and classroom quality. According to UNESCO-UIS data, out of nearly 80 low- and

⁶ Lay Cheng Tan. op. cit.

⁷ Lay Cheng Tan. op. cit.

middle-income countries from all major regions for which data was available in 2009 (OECD countries excluded), nearly one-quarter had pre-primary teacher workforces where less than half met national standards.⁸ Southeast Asia has made progress towards closing this training gap, but progress is slow. Brunei Darussalam was able to decrease its percentage of untrained ECCE teachers from 75.8% in 2008 to 57% in 2014.⁹

In Southeast Asia, qualifications required for pre-primary teachers varies widely among countries. Depending on the country community-based or home-based programmes may require teachers to have degrees, high school certificates, or have no prerequisites at all. Public pre-school teachers are required to hold either diplomas, bachelor's and even master's degrees and/or pre-service teacher training. For pre-primary, prerequisites from teachers vary from high school diplomas (Lao PDR) and post-secondary teacher certification (Viet Nam) to bachelor degrees with a specialization in ECCE (Malaysia, Philippines and Thailand). Primary teachers are required to have similar or higher qualifications than pre-primary teachers and all primary teachers need to have a teaching certificate or license.

Recruitment and deployment

Attracting and recruiting highly talented and passionate young people into the teaching profession is key to ensuring that there are enough qualified teachers for all children. Many countries in the region experience chronic teacher shortages. Viet Nam, for example, is experiencing a teacher shortage of almost 25,000¹⁰. Recruitment takes place at various levels and through different processes depending on the country. Moreover, each country has its own selection and evaluation processes for deploying teachers to balance teacher profiles in different areas.



Cambodia: Dealing with linguistic and ethnic diversity¹¹

Countries face a number of challenges to achieve a better balance in the ECCE workforce profile and its deployment to meet the needs to expand ECCE programmes and to improve their quality for marginalized groups. In Cambodia, pre-primary teachers are required to have at least a high school

⁸ UNESCO-UIS, 2011. Data centre, Pre-defined tables (Montreal). Available at: <http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx>

⁹ Ermawaty binti Yacub and Hajah Norsusilawati binti Haji Mohd Tahir. 2014. "Negara Brunei Darussalam Country Report". Pre-primary teacher development in South-East Asia, 1-3 July 2014, Bangkok, Thailand.

¹⁰ Nguyen Thi Minh Thao. 2014. "Country Report: Viet Nam". Pre-primary teacher development in South-East Asia, 1-3 July 2014, Bangkok, Thailand.

¹¹ Prak Kosal and Sam Sopheak. 2014. "Teacher Recruitment and Deployment in Cambodia". Pre-primary teacher development in South-East Asia, 1-3 July 2014, Bangkok, Thailand.

diploma/certification to apply for teaching positions. However, in order to accommodate linguistic and ethnic diversity in Ratanakiri and Mondulakiri provinces, the government had to lower the requirement to lower secondary school completion to recruit teachers from diverse ethnolinguistic backgrounds. Also during the deployment process, teachers who are selected to serve the disadvantaged area are given higher priority.

Professional development

In general, pre-primary teachers have less pre- and in-service training than primary teachers. Pre-service teacher training courses can range from two-years training programmes to five-year degree programmes. These courses are usually provided by governments and private sector teacher training institutes and universities. Viet Nam is an example of a country that accommodates teachers in remote areas by offering training through distance learning courses.

Opportunities for ECCE teachers to participate in professional development and in-service training vary greatly across countries. For instance, pre-primary teachers in Cambodia participate in these activities for five days per year, while teachers in Viet Nam participate for two months per year during school breaks and weekends.¹² Support for continuous training and professional development is important for teachers to connect with up-to-date curriculum and pedagogical approaches.

Status and working conditions

The status of teachers and their working conditions are manifested in many different factors, including salaries, workload and class size. Within the teaching profession, there are huge discrepancies in status and working conditions between civil service and contract-based employment. Teacher salaries are commonly tied to qualifications, years of experience and educational level. Except for Timor-Leste¹³, teachers at the pre-school level seem to have the least qualifications and are the most poorly paid when compared with teachers at primary or higher education levels.



According to the survey, the operating hours of pre-schools/kindergartens are usually between two to five hours per day, whereas childcare centres are flexible and can stay open for up to a full working day. As such, many pre-primary teachers in the region are working more than one shift. In fact, the survey revealed that they usually work 21-40 hours per week, similar to what primary teachers work, but receive lower

¹² Lay Cheng Tan. op. cit.

¹³ Pre-school teachers receive the same salary as primary and secondary teachers in Timor-Lest. Sonia Maria V Moniz Da Silva. 2014. "Timor-Leste: Good practices, lessons learnt and challenges of ECCE with focus on pre-primary teachers". Pre-primary teacher development in South-East Asia, 1-3 July 2014, Bangkok, Thailand.

salaries¹⁴. Some countries in the region, namely Cambodia, Malaysia and the Philippines, have introduced incentives and subsidies to improve the working conditions of pre-primary teachers. It is crucial to improve their salaries and working conditions to increase both the quantity and quality of ECCE teachers.

Teacher Benefits in the Philippines¹⁵

In the Philippines, the government provides the following support for pre-primary teachers to improve their working conditions:

- Personnel economic relief allowance
- Clothing/uniform allowance
- Cash gift
- Year-end bonus
- Proportional vacation pay
- Christmas vacation pay
- Chalk allowance

¹⁴ Lay Cheng Tan. op. cit.

¹⁵ Lay Cheng Tan. op. cit.

Challenges and Gaps

The pre-workshop survey and the workshop discussion revealed that participating countries are experiencing similar challenges and gaps in implementing quality ECCE programmes. Many felt that the shortage of qualified teachers is the greatest challenge facing the ECCE sub-sector. Lack of effective regulatory frameworks and standards, unstable/unattractive contractual arrangements, lack of promotion opportunities and inadequate teaching and learning materials are also barriers to increasing the quality of ECCE teachers.



The inadequate level of available funding makes it difficult to cover the expansion of service to rural and remote areas. Thus, ECCD programme coverage is usually very low in rural and remote areas, especially where ethnic minorities live and in other poor areas. In addition, when it comes to teacher recruitment and deployment, it is important to have a mix

of professionals from different gender, cultural, language and ethnic backgrounds. A child learns the best in his/her mother tongue in the early years, and it is important to accommodate this need through local recruitment or careful induction policies. Participants also pointed out that there is a lack of monitoring and mentoring systems to monitor the quality of teaching and learning in child care centres and pre-primary schools.

Presentation of the Global and Regional Guidelines and Frameworks for Teachers

To address the challenges highlighted by the survey on professionalizing and improving the status of ECCE personnel, it is important to establish consensus on key principles and develop a set of guidelines and a framework for pre-primary teachers. At the global level, the ILO recently developed very comprehensive policy guidelines on “the promotion of



decent work for early childhood education personnel.”¹⁶ Mr Oliver Liang, an education sector specialist from the ILO, shared information on these guidelines.

Like those in many other professions, teachers have been lobbying for improvements in their salaries, status and working conditions, participation in decision-making and professional development. Even with the high demands and rapid expansion of ECCE programmes, ECCE workers have been mostly outside of this professionalizing process. The ILO’s guidelines serve as a reference tool for all ECCE stakeholders on principles that should be reflected in the design and implementation of ECCE policies, strategies, legislation, administrative measures and social dialogue mechanisms. The guidelines cover holistic aspects of the ECCE profession, including conditions of work; accreditation and employment of ECCE personnel; ECCE financing; curricula and learning practices; social security; professional ethics; and social dialogue. The guidelines also allow member states to adapt guidelines into different national settings, cultures, and social, economic and political contexts. The ILO will follow up with



member states in partnership with UNESCO’s task team on teachers for education for all.

In view of ASEAN integration, Mr Sheldon Shaeffer, an education expert, highlighted the importance of having a regional framework on pre-primary teacher development. The Southeast Asian guidelines will complement the ILO’s guidelines and the World Bank’s Systems

¹⁶ ILO. 2014. “ILO Policy Guidelines on the promotion of decent work for early childhood education personnel.” Available at: http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/normativeinstrument/wcms_236528.pdf

Approach for Better Education Results (SABER) with a Southeast Asian reference. It will be useful to governments and ministries by promoting cross-country sharing and mutual learning as well as through developing common standards for pre-primary education teacher competencies and professional development. Reflecting the Southeast Asian context, the regional guidelines should go a step further and consider issues including the role of parents and communities in teacher professional development; the role of unions/associations related to working conditions and professional development; addressing diversity among pre-primary teachers; the use of mother tongue and local culture in pre-primary education programmes and a transition of content and methods from daycare through pre-school into primary school.¹⁷

¹⁷ Sheldon Shaeffer. 2014. "Global and regional frameworks for pre-primary teachers". Pre-primary teacher development in South-East Asia, 1-3 July 2014, Bangkok, Thailand.

Draft Southeast Asian Guidelines for Pre-primary Teacher Development



ECCE is a cost-effective strategy and a key investment for all countries, which requires greater policy, funding and organizational attention to maximize the benefits for all children. Raising teacher competencies and improving conditions are essential to high quality ECCE. The workshop has identified some common ground and approaches to improving the status and qualifications of pre-primary teachers in order to respond to

societal changes and demands associated with the increasing complexity of work within ECCE.

With the aim of developing common standards for pre-primary teacher competencies and professional development, participants discussed and developed a draft outline of guidelines for pre-primary teacher development. It was also suggested that the Southeast Asian Guidelines should include good practices and lessons learnt from member countries in addition to technical recommendations. Below are suggested headings and key points for the Southeast Asian Guidelines.

Preparation for the profession

- Selection of potential students for pre-primary teacher education
- Strategies to promote ECCE courses
- Advocacy to attract students to the ECCE profession, with balanced recruitment
- For non-degree ECCE workers
- Proposed case studies from Indonesia, Viet Nam, Philippines, Myanmar, and Brunei Darussalam

Pre-service teacher training

- Curriculum
- Number of years
- Accreditation of pre-service provider
- Resources/instructional materials and research facilities
- Requirement/qualifications of ECCE personnel and staff
- ECCE facilities
- Minimum standards for ECCE curriculum
- Proposed case studies from Indonesia, Viet Nam, and Brunei Darussalam

Qualifications, certification, accreditation and licensing

- Proposed case studies from Indonesia, Philippines and Brunei Darussalam

Continuous professional development (CPD)

- Timeframe and frequency of CPD
- Length of CPD
- Types of CPD
- CPD trainers
- CPD curricula development
- Inclusion
- Proposed case studies from Malaysia, Timor-Leste and Viet Nam

Monitoring, evaluation and performance appraisal

- Monitor and evaluate the different training/education programmes for teachers
- Types of Monitoring
- Who does the Monitoring?
- Timeframe of Monitoring
- Frequency of Monitoring
- Instruments for Monitoring
- Reporting on Results of Monitoring
- Types of Evaluation and Performance Appraisal
- Who does the Evaluation and Performance Appraisal?
- Timeframe of Evaluation and Performance Appraisal
- Frequency of Evaluation and Performance Appraisal
- Instruments for Evaluation and Performance Appraisal
- Types of Appraisal
- Characteristics of Performance
- Proposed case studies from Brunei Darussalam, Malaysia, and Viet Nam

Professional ethics

- Respect and equality
- Professional integrity
- Ethical responsibility of the teaching profession
- Teachers and the students
- Obligations towards the profession and colleagues
- Obligations towards parents, community and society
- Proposed case studies from Cambodia, Lao PDR and Philippines

Competencies

- Language competencies
- Knowledge of different teaching methods and approaches
- Knowledge of various assessment tools and data collection systems
- Evaluation mechanism
- Knowledge of Information and Communication Technology (ICT) in education
- Interaction between students, parents, community and teachers among themselves
- Proposed case studies from Cambodia, Lao PDR and Philippines

Recruitment, deployment and retention

- Inclusion and diversity

Salaries, benefits and incentives

- Civil servant status
- Salary for different categories of teachers:
 - Government-appointed teachers
 - Community-appointed teachers
 - Private
 - Faith-based pre-school teachers
 - Pre-schools under Department of Social Welfare (DSW)
- Salary based on seniority
- Overtime payment
- Pension payment
- Leave entitlement

Working conditions

- Teacher-student ratio
- Working hours
- Proposed case studies from Cambodia and Myanmar

Conclusions

One of UNESCO's roles is to help Member States strengthen national capacities to develop and implement teacher policies and institutional initiatives; teacher training is a priority area for UNESCO in accelerating progress towards EFA by 2015. The workshop highlighted current trends and challenges in the status of pre-primary teachers in Southeast Asia.

The workshop provided an opportunity for countries to share lessons from their experiences in attracting talented young people to the ECCE teaching profession; supporting their professional development; increasing retention rates by motivating them to remain in the profession; and improving levels of teacher satisfaction. The draft outline of the Southeast Asian guidelines will be a useful contribution to the qualitative improvement of pre-primary education by supporting the professionalization and capacity development of pre-primary teachers. Countries will work together in finalizing the guidelines, which will be submitted to Ministers of Education for their endorsement and which will guide subsequent country-level actions to improve pre-primary teacher education and professional development policies and systems.

To follow-up on this workshop, the organizers outlined next steps. Immediately after the workshop, UNESCO will commission a study to fill in the information gap of the pre-workshop survey and collect additional information based on the draft outline of the Guidelines. Based on this information, an analytical synthesis report will be prepared, which will be the basis for the draft Guidelines. UNESCO and SEAMEO will then convene a second workshop, tentatively in February 2015, in order to (1) revise the draft Guidelines, (2) draft the country action plans to implement the Guidelines and (3) prepare regional and country-level advocacy plans to conduct necessary awareness-raising and consultations. It is expected that the draft Guidelines will be then submitted to the SEAMEO Council Conference, planned in April 2015, for the endorsement of Ministers of Education.

Annexes

Annex 1: Agenda

Annex 2: List of Participants

Annex 3: Workshop Evaluation

Annex 1: Agenda



Provisional Workshop Agenda

Pre-primary Teacher Development in Southeast Asia
Radisson Blu Plaza Bangkok, 1-3 July 2014, Bangkok, Thailand

Day 1: Tuesday 1 July 2014

Time	Activity
08:30-09:00	Registration
09:00-09:40	Opening <ul style="list-style-type: none"> • Opening Remarks Mr Gwang-Jo Kim, Director, UNESCO Bangkok Mr Witaya Jeradechakul, Director, SEAMEO Secretariat • Introduction of participants • Group photo
09:40-10:10	Presentation of the “Pre-primary Teacher Development in Southeast Asia” Project and the Workshop Agenda Ms Mami Umayahara, UNESCO Bangkok <u>Modality:</u> Presentation followed by Q&A
10:10-10:30	<i>Coffee/tea and snacks</i>
10:30-11:00	Synthesis of the survey questionnaire on Pre-Primary Teacher Development in in Southeast Asia Ms Lay-Cheng Tan, UNESCO Bangkok <u>Modality:</u> Presentation followed by Q&A

11:00-12:10	<p>Country presentations: good practices, lessons learnt and challenges of ECCE with focus on pre-primary teachers</p> <p>Moderator: Ms Abigail Cuales Lanceta, SEAMEO Secretariat Topic 1</p> <p>Teacher qualifications, certification and licensing Presentations:</p> <ul style="list-style-type: none"> • Lao PDR • Singapore • Thailand <p><u>Modality</u>: Presentation by country (15 min each) followed by Q&A</p>
12:10-13:10	<i>Lunch</i>
13:10-14:40	<p>Country presentations (cont'd)</p> <p>Moderator: Tinsiri Siribodhi Deputy Director (Administration and Communication), SEAMEO Secretariat</p> <p>Topic 2 Teacher recruitment and deployment</p> <p>Presentations:</p> <ul style="list-style-type: none"> • Brunei Darussalam • Cambodia • Myanmar • Viet Nam
14:40-15:00	<i>Coffee/tea and snacks</i>
15:00-16:30	<p>Country presentations (cont'd)</p> <p>Moderator: Tinsiri Siribodhi Deputy Director (Administration and Communication), SEAMEO Secretariat</p> <p>Topic 2 Teacher training (pre-service and in-service)</p> <p>Presentations:</p> <ul style="list-style-type: none"> • Indonesia • Malaysia • Myanmar • Timor-Leste
16:30-16:50	<p>Wrap up of Day 1</p> <p>Ms Abigail Cuales Lanceta, SEAMEO Secretariat</p>

Day 2: Wednesday 2 July 2014

Time	Activity
08:30-08:35	<p>Overview of Day 2</p> <p>Ms Mami Umayahara, UNESCO Bangkok</p>
08:35-09:20	<p>Global and regional guidelines and frameworks for teachers</p> <ul style="list-style-type: none"> ILO-UNESCO Recommendation Concerning the Status of Teachers and ILO Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel” by Mr Oliver Liang, Education Sector Specialist, ILO Headquarters <p><u>Modality:</u> Presentation (30 min) followed by Q&A (15 min)</p>
09:20-10:05	<p>Global and regional guidelines and frameworks for teachers (cont’d)</p> <ul style="list-style-type: none"> Global and Regional Frameworks for Pre-Primary Education Teachers by Mr Sheldon Shaeffer <p><u>Modality:</u> Presentation (30 min) followed by Q&A (15 min)</p>
10:05-10:30	<p><i>Coffee/tea and snacks</i></p>
10:30-11:15	<p>Developing the framework for the Southeast Asian Guidelines for Pre- Primary Teacher Development</p> <p>Facilitator: Ms Lay Cheng Tan, UNESCO Bangkok</p> <p><u>Modality:</u></p> <ul style="list-style-type: none"> Introduction (5 min) Plenary discussion on: (a) the purpose and potential in-country use of the Guidelines and (b) possible challenges and suggested solutions in incorporating the Guidelines into policies (40 min)
11:15-12:00	<p>Developing the framework for the Southeast Asian Guidelines for Pre- Primary Teacher Development (cont’d)</p> <p>Facilitator: Ms Mami Umayahara</p> <p><u>Modality:</u></p> <ul style="list-style-type: none"> Introduction (5 min) Group work to discuss the major headings of the Guidelines (25 min: 3 groups) Report-back (5 min per group)
12:00-13:30	<p><i>Lunch</i></p>

13:30-16:20	<p>Developing the framework for the Southeast Asian Guidelines for Pre- Primary Teacher Development (cont'd)</p> <p><u>Modality:</u></p> <ul style="list-style-type: none"> - Presentation and discussion of the consolidated major headings of the Guidelines (30 min); - Group work to draft the detailed outline of the Guidelines, including sub-categories and country examples (2 h 20 min; in the same 3 groups) <p><i>Remark: Coffee/tea and snacks are available from 14:45-15:00</i></p>
16:20-16:30	<p>Wrap up of Day 2</p> <p>Ms Lay Cheng Tan, UNESCO Bangkok</p>

Day 3: Thursday 3 July 2014

Time	Activity
08:30-08:35	Overview of Day 3 Ms Kyungah Kristy Bang, UNESCO Bangkok
08:35-10:00	Presentation of the group work outputs Moderator: Ms Abigail Cuales Lanceta <u>Modality:</u> Group presentation (15 min per group) followed by a plenary discussion (25 min)
10:00-10:20	<i>Coffee/tea and snacks</i>
10:20-11:45	Lessons learned and the next steps Moderator: Ms Mami Umayahara <u>Modality:</u> <ul style="list-style-type: none">- Presentation on the next milestones of the Project by Ms Abigail Cuales Lanceta on behalf of UNESCO and SEAMEO (10 min)- Presentation on the contributions of the Asia-Pacific Regional Network for Early Childhood (ARNEC), Ms Junko Miyahara, Executive Director, ARNEC (15 min)- Plenary discussion (1 hour)
11:45-12:00	Closing <ul style="list-style-type: none">• Closing Remarks Mr Witaya Jeradechakul, Director, SEAMEO Secretariat
12:00-13:00	<i>Lunch</i>

**Annex 2:
List of Participants**



**Regional Workshop on
Pre-primary Teacher Development in Southeast Asia**

1-3 July 2014

Radisson Blu Plaza Hotel, Bangkok, Thailand

LIST OF PARTICIPANTS

(Arranged by Country)

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Workshop Evaluation

PRE-PRIMARY TEACHER DEVELOPMENT IN SOUTH-EAST ASIA

Number of Feedbacks
22

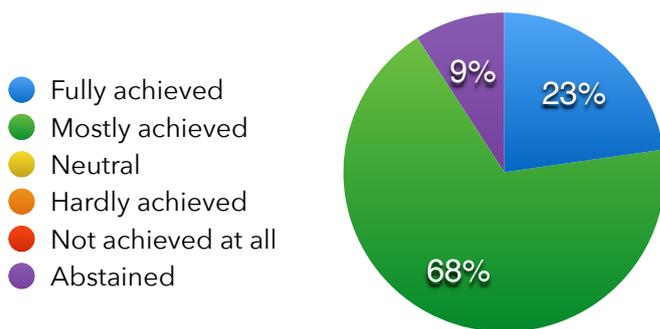
Q1 Has the following workshop objective been achieved? (please select one and explain) “to discuss the SEAMEO countries’ achievements and challenges in the field of pre-primary teacher education and professional development and develop a framework for the Southeast Asian Guidelines for Pre-primary Teacher Development”

Options	Numbers of selected	Explanation
Fully achieved	5	<ul style="list-style-type: none"> a. This activity meet the Asian integration in 2015 which include ECE and pre-primary teachers work in the same way. b. All representative from multiple countries shared their experiences and challenges and it helps us to develop and talk about it within people from our countries. c. As a expert of ECD, I’m so interested in workshop which help me to promote more knowledge about policy for teacher and ECD in Asia (Southeasts). d. I know about the information of ECCD some ways a lot of lesson learn to improve ECCD in our country.
Mostly achieved	15	<ul style="list-style-type: none"> a. Further details are required b. The workshop was well organised and many objectives have been achieved. We have learned about each country achievements and challenges what works and what doesn’t. With limited time, the development of framework has been discussed and talked out. However we feel that time is needed in order to achieve the development of framework. c. The meeting provided much information about the situation of pre-primary teacher development of SEAMEO secretariat can fill in the gap for some missing information in the survey and can develop a framework of the Southeast Asian Guideline for pre-primary teacher development. d. objective achievements and challenges all countries and the Southeast Asian for pre-primary teacher development.

- e. because objective of this workshop relate with our teacher policy that I am developing action plan of this policy.
- f. It can fully be achieved if there no time constrains.
- g. Objectives can be achieved because many countries can share their experiences. Good job.
- h. Some of the participants are still do not grasp the focus set by organiser.
- i. Sharing numbers countries achievements of experiences help me reflect that my countries's achieved so far. And help me think more for my country.
- j. can not comprehend some discussions because of their pronunciation but mostly comprehend.
- k. Good outline of guidelines, but still need to achieve better scope.
- l. Objective of the workshop as stated lay down, but have to take form yet.
- m. Some lack of clarity about tasks which led to less than optimal results.

Neutral	0	
Hardly achieved	0	
Not achieved at all	0	
Abstained	2	a. we can prepare draft guideline for pre-primary teacher.

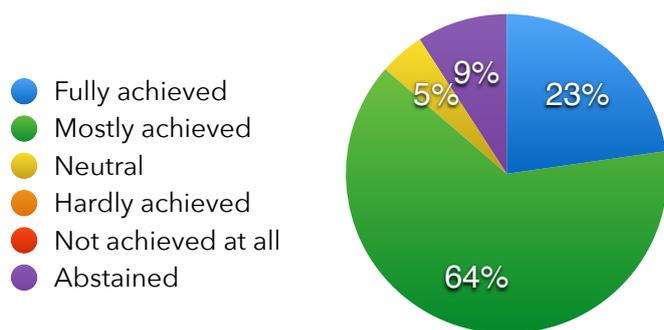
Pie chart of Q1:



Q2 Has the workshop met your expectations? (please select one and explain)

Options	Numbers of selected	Explanation
Fully achieved	5	<ul style="list-style-type: none"> a. At least an outline was achieved b. We hard working and line out the strategy to support our teacher. c. I'm satisfied by the organisation of the workshop d. Our country needs guidelines on teacher training, teacher qualification and others soon because our country do not have one yet; This workshop open up our ideas and hopefully all those highlighted in this workshop to be accepted in our country.
Mostly achieved	14	<ul style="list-style-type: none"> a. We can share good practices, lesson learnt a challenge of pre-primary teachers in other countries. b. Time is limited to share experiences and learn about practices from different countries presentations. c. Expectation of seminar workshop is mostly met. It can be fully met through on-live communication what is SEAMEO member countries can do sharing, clarification and collaboratively work on the acquired topics discussed in the workshop. d. I would like to learn more about ideal plan for teacher recruitment as well as quality assurance. e. I want to know general picture of ECCD in Southeast Asia. f. Very specified the program. g. It's useful for ECE in my country that we have to improve to be better and similarity with ASEAN countries. h. This is a professional development in the field of pre-primary teacher education. i. I had an opportunity to share information regarding pre-primary teacher development with other SEAMEO countries which is very useful. j. This is the very first time that we joined the group with very limited information and knowledge. We were told to join but no one really explain to us what we have to expect/what we have to do in order to prepare ourselves for the workshop. When we joined, we didn't have any expectations, however, as we know more what our roles were for the workshop, more was expected and many has been met.
Neutral	1	
Hardly achieved	0	
Not achieved at all	0	
Abstained	2	<ul style="list-style-type: none"> a. Because the content of this workshop are relate of my work in teacher training.

Pie chart of Q2:



Q3 How useful was the following sessions?

	Preliminary synthesis of the survey questionnaire	Country presentations: good practices, lessons learnt and challenges	Developing the framework for the Southeast Asian	Global and regional guidelines and frame works for teachers	Lessons learned and the next steps
Very useful	11	10	13	11	9
Useful	10	11	7	9	11
Neutral	1	1	1	2	1
Not very useful	0	0	0	0	0
Not useful at all	0	0	0	0	0
Abstained	0	0	1	0	1

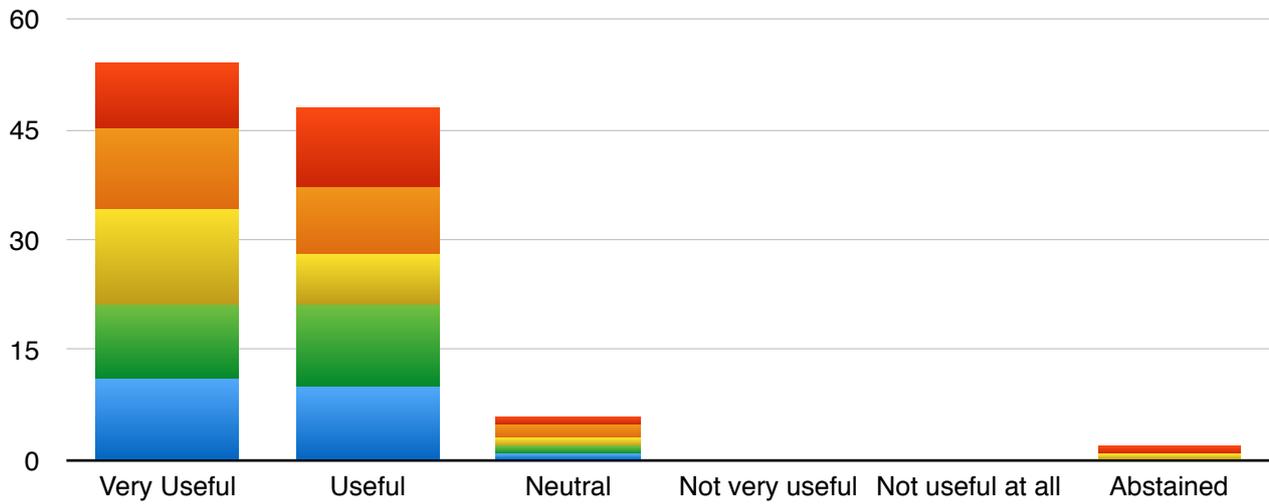
Comments on Logistical Arrangements:

- a. to hold further meetings nearer to BTS
- b. we would like to thank the organiser and the hotel because of now we are fasting, the 'Sabar' were provided and the free lunch were changed into free dinner for us. Thank you a lot.
- c. It will be more convenient if there is a plan from/to airport
- d. very good
- e. The logistical arrangement is great

Bar & Pie Charts of Q3:

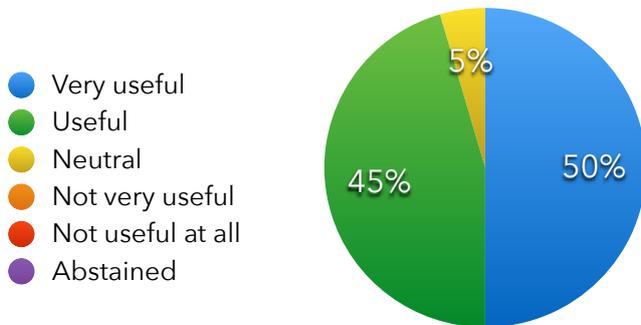
Overall:

- Lessons learned and the next steps
- Global and regional guidelines and frame works for teachers
- Developing the framework for the Southeast Asian
- Country presentations: good practices, lessons learnt and challenges
- Preliminary synthesis of the survey questionnaire

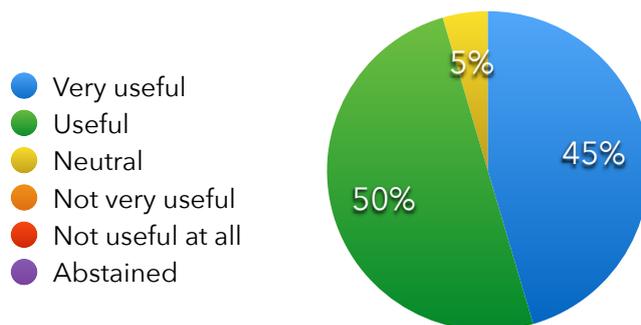


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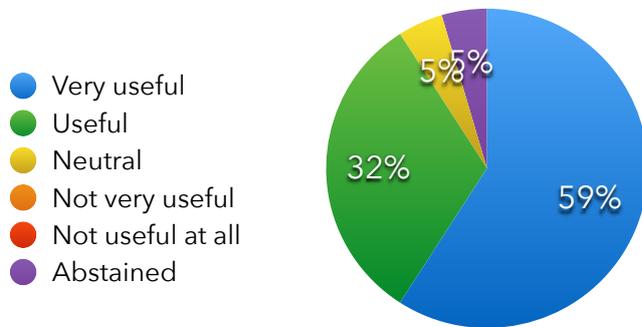
a. Preliminary synthesis of the survey questionnaire



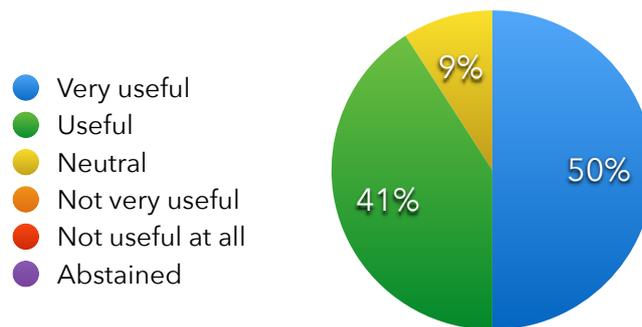
b. Country presentations: good practices, lessons learnt and challenges



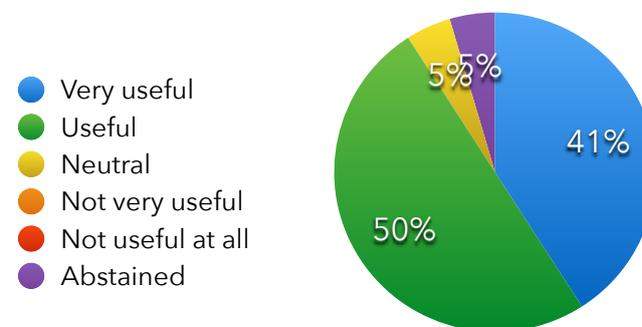
c. Developing the framework for the Southeast Asian



d. Global and regional guidelines and frame works for teachers



e. Lessons learned and the next steps



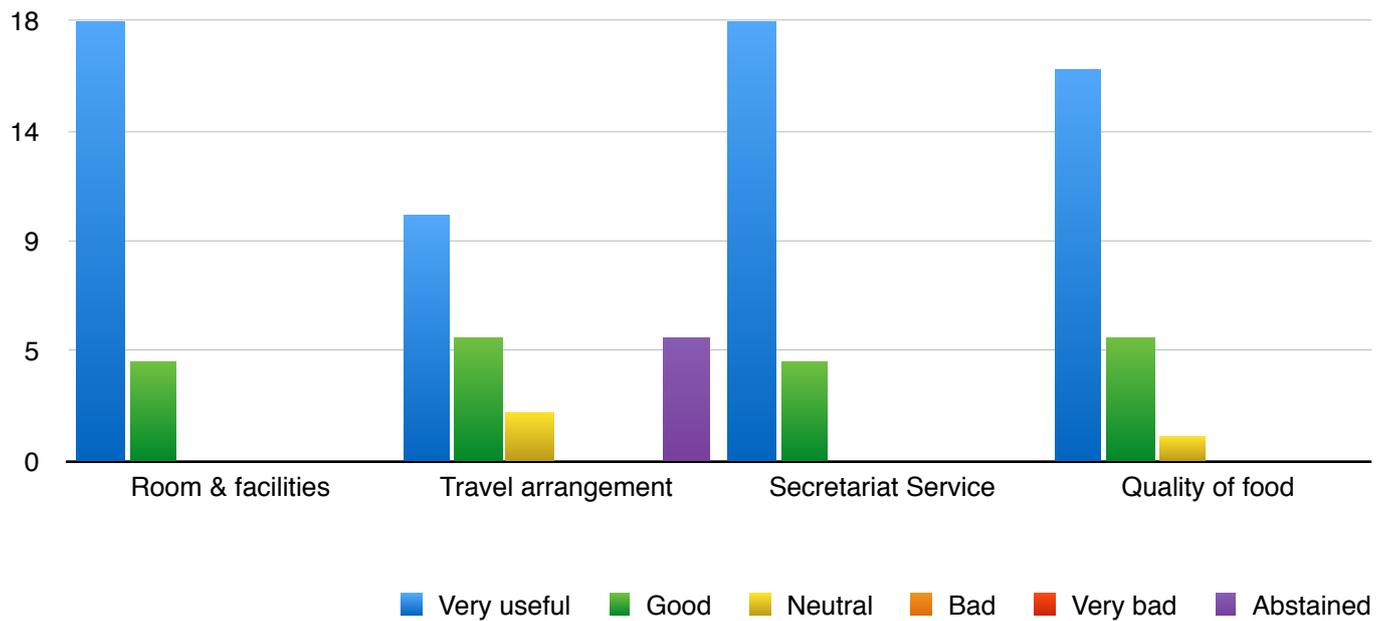
Q4 How could the workshop be improved?

In terms of content:	In terms of modalities:
include also other organisation / developed net on guidelines as reference	Excellent work!
Could have shared more content before meeting	
The organiser should be more focused on drawing the outline of the workshop	Very good
The content were well compiled and presented; Hope to received via email on all the collection of data presentation slides, country reports, discussion noted, etc.	should be longer 5 days workshop so that a lot more can be shared.
presentation of country need more time	
improved in curriculum in ECCD	more practice research
for presentation need more times	
Organiser more prepare and should be focus on the outline of the workshop	Very good
The content was great. I wish the task or our homework on the 2nd day could be explained more in details or examples	Everything was great with the mode except on the last part of 2nd day workshop. We feel that some actions the moderator can decide for the participants. Since there were many participants, many things might not be agreeable which has led to too much deciding time.
should be invite the resource person to make a presentation in global states in ECCD.	
	A little clear guidance and support to working group to ensure tasks are being carried out correctly
longer time needed for each country	practices of SEAMEO countries can be more enriching if ample time was provided.

Q5 Logistical arrangements (Please select one for each item)

	Meeting room and facilities	Travel arrangement (if applicable)	Quality of service by the Secretariat	Quality of food provided (if applicable)
Very useful	18	10	18	16
Good	4	5	4	5
Neutral	0	2	0	1
Bad	0	0	0	0
Very bad	0	0	0	0
Abstained	0	5	0	0

Bar Chart of Q5:



Q6 Please provide any comments

Comments:

- a. It's an awesome experience for all the participants! The workshop is very timely because we really have to come up with the standardised guideline and to pre-primary teachers' recruitment, training, development, continuing professional development for pre-primary teachers.
- b. May please be realistic about time of the workshop task/output; Thank you for providing avenue to learn from each others!
- c. This workshop is well-organised and very useful for the ECCE people and organisations are very helpful and friendly, Thank you :)
- d. Advance on-line meeting will be good start early discussion so that whatever we are trying to achieve by the end of the workshop will be a great success!
- e. should have UNESCO staff or Hotel stall accept participant from airport; should provide study visit to participant during the workshop.
- f. The new workshop should have time for visit pre-school have program ECCE in country and visit university/college.
- g. Next workshop should have time for exchange ECCD program or visit the schools teachers training, colleges or faculty of education at university.
- h. May be we find a small practice (the best) in some country which participants and visit
- i. Thank you very much for inviting us to this workshop
- j. more time to discuss
- k. we would required the guidelines once it's ready to be distributed directly to us and all other minister level. Thank you!
- l. Excellent facilitation & good atmosphere
- m. Congratulations! Keep up the good work!