



SYNTHESIS of the Putrajaya Declaration Follow-up Reports

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Table of Contents

- I. Background
- II. Overview of ECCE in Asia-Pacific
- III. Synthesis of Country Responses on the
Putrajaya Declaration Action Points
- IV. Conclusion



I. BACKGROUND

Asia-Pacific Policy Forum on ECCE

- The First Forum (2013. 9. 11-13, Seoul, Republic of Korea)
 - Are children ready for school? Are schools ready for children?
- The Second Forum (2016. 7. 19-21, Putrajaya, Malaysia)
 - *The Transformative Power of Early Childhood: Innovations for Inclusivity and Quality*

➤ **Putrajaya Declaration**





Background

- **Purpose**

- ✓ To monitor progresses of countries as a follow-up of the *Putrajaya Declaration* adopted at the second AP Regional Policy Forum on ECCE
- ✓ To share major challenges, policy initiatives and lessons among countries

- **Method**

- ✓ Synthesis of 17 country survey responses on 9 action points (indicative strategies) of the *Putrajaya Declaration*
+ 34 country reports submitted to 2nd Policy Forum, UIS stat., etc.
- * Collaborative work of the UNESCO Bangkok and Korea Institute of Child Care and Education (KICCE)



II. OVERVIEW OF ECCE IN ASIA AND THE PACIFIC

Under-Five Mortality Rate

- Most notably, in Eastern Asia, the under-five mortality rate was cut by four-fifths (51% in 1900->10% in 2016).
- But, in Southern Asia and sub-Saharan Africa accounts for 80% of the entire under-five mortality.

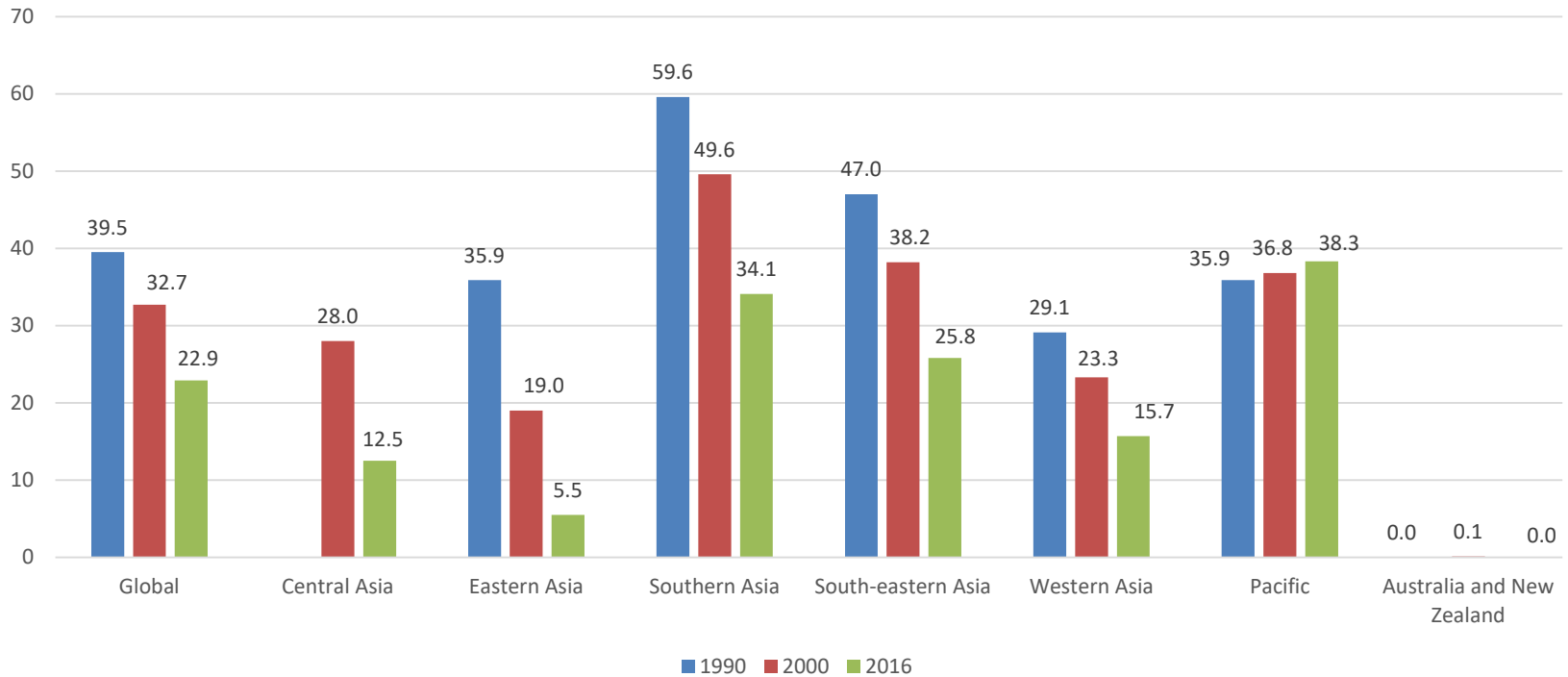
Table 1. Under-five mortality rate from 1990 to 2016 (deaths per 1,000 live births)

Region	1990	1995	2000	2005	2010	2015	2016	Decline 1990-2016	No. Deaths 2016
Central Asia	73	74	64	49	37	28	26	64%	41,399
Eastern Asia	51	45	35	23	15	10	10	81%	180,336
Pacific	35	33	33	31	27	24	23	35%	14,892
Pacific excluding Australia and New Zealand	74	69	66	63	57	50	49	34%	13,410
Australia and New Zealand	10	7	6	6	5	4	4	58%	1,482
South-eastern Asia	72	59	49	40	33	28	27	63%	314,355
Southern Asia	126	109	92	76	61	49	47	63%	1,733,676
Northern America and Europe	14	12	10	8	7	6	6	59%	70,586
Latin America and the Caribbean	55	44	33	26	25	18	18	68%	187,269
Sub-Saharan Africa	183	175	157	128	102	82	79	57%	2,776,813
Western Asia and Northern Africa	75	62	51	41	33	29	28	62%	322,532

Stunting

- Despite the declining trend, Southern Asia is home to two-fifths of the world's stunted children.

Figure 1. Stunting prevalence in 1990, 2000 and 2016



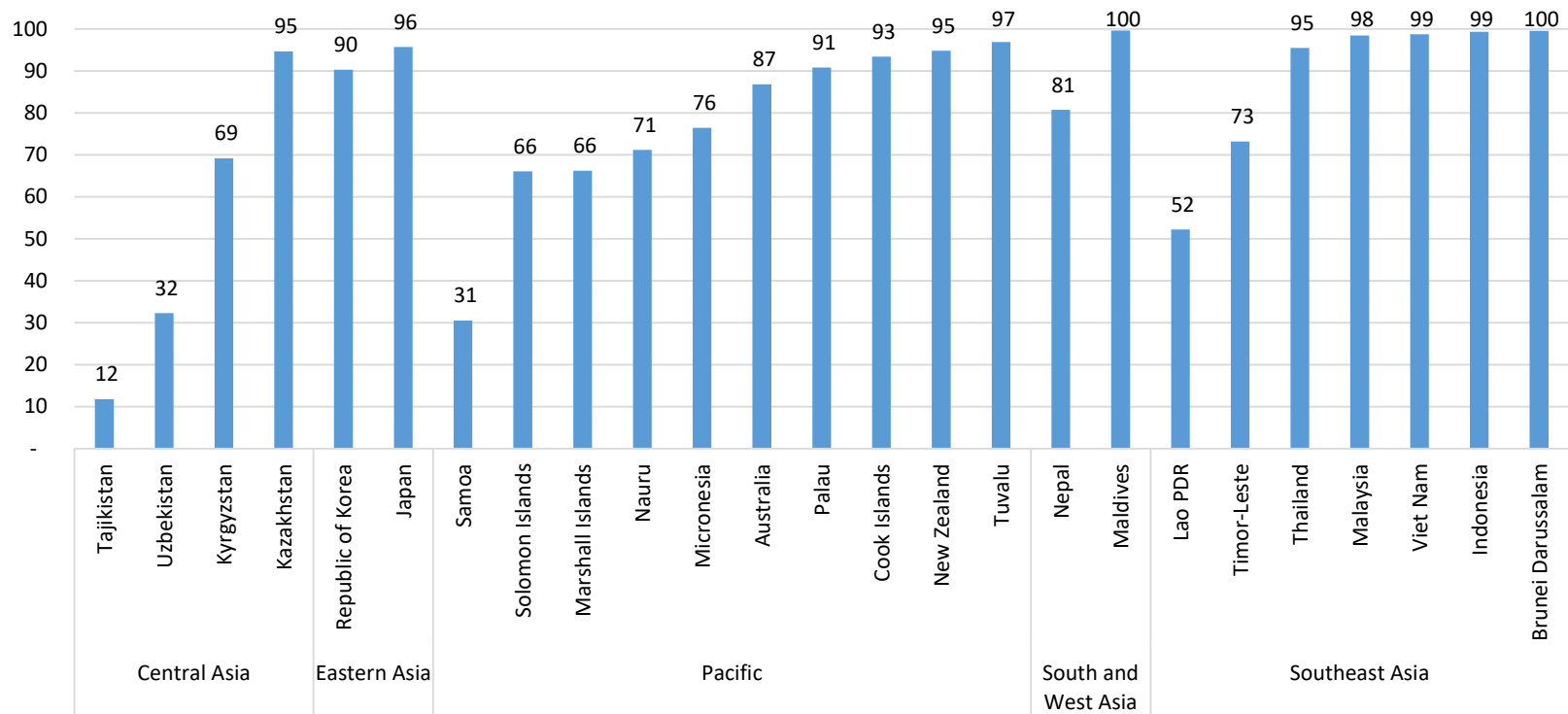
Source: UNICEF, WHO and World Bank Group. Accessed through <https://data.unicef.org/topic/nutrition/malnutrition/> on 9 November 2017.

NB: "Eastern Asia" does not include Japan and "Pacific" does not include Australia and New Zealand.

Participation in ECCE

- The total enrolment in pre-primary education in the Asia and Pacific region increased by 76% from 47 million to 83 million between 2000 and 2015.

Figure 2. Adjusted net enrolment ratio in the last year of pre-primary education 2013-2016



Source: UIS.Stat (accessed on 11 November 2017)



III. SYNTHESIS OF THE COUNTRY RESPONSES

Putrajaya Declaration Action Points

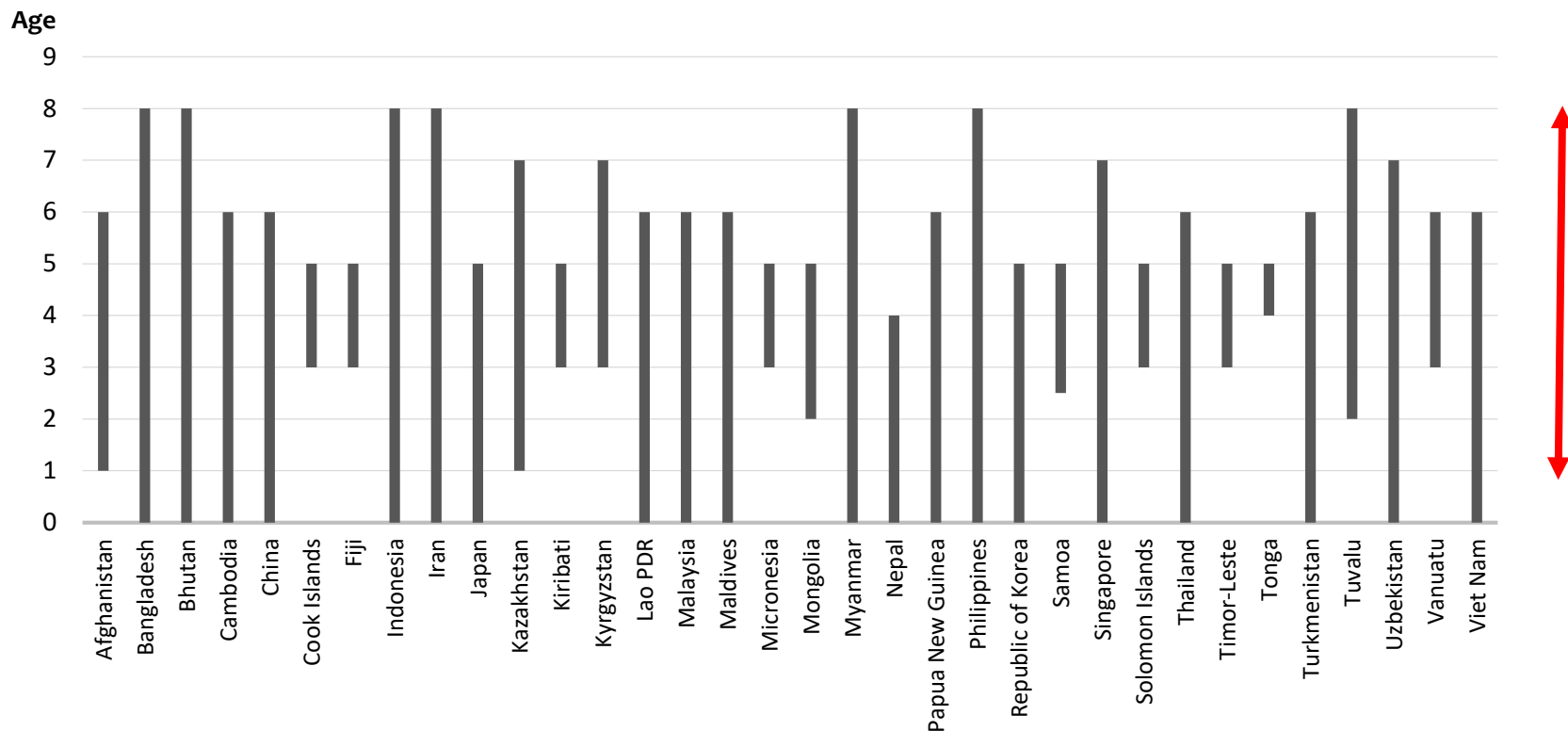
1. Inclusive legislation, policies and programmes, esp. **free and compulsory pre-primary education**
2. **Multi-sectoral coordination** of policies, strategies and programmes
3. **Professionalization** of ECCE personnel
4. **Inclusive approach** to programmes, services and infrastructure
5. Increased **government investment** and public and private partnership
6. **Monitoring progress towards SDG 4.2** as part of SDG 4-Education 2030 coordination process
7. Comprehensive **data collection, analysis and use**
8. Raise awareness of stakeholders, through evidence-based **advocacy**
9. Initiate the process of developing a **regional framework for SDG Target 4.2** and national roadmaps for implementation

Action Point 1

Free and compulsory pre-primary education

- Differences in an official age for pre-primary education
 - ✓ In a majority of countries (24 out of 46), compulsory education begins at the age 6.
- At least one year of **compulsory** pre-primary education
 - ✓ 9 countries (Bhutan, Brunei Darussalam, DPRK, Kazakhstan, Marshall Islands, Myanmar, Philippines, Tonga and Viet Nam)
 - ✓ Only Tonga has 2 years of compulsory pre-primary education for children aged 4 and 5.
- At least one year of **free** pre-primary education
 - ✓ Twenty-four countries in the region (although limited to public schools)
 - ✓ In Myanmar, Tonga and Viet Nam, pre-primary education is compulsory but not officially guaranteed free.

Figure 1 Age group corresponding to “early childhood” in Asia and Pacific countries



Source: Country reports prepared for the Second Asia-Pacific Regional Policy Forum on ECCE

Action Point 2

Multi-sectoral coordination of policies, strategies and programmes

- **Ministry of Education is in charge of leading the coordination mechanisms** in many countries (e.g., Bhutan, Cook Islands, Kazakhstan, Kiribati, and Maldives).
 - ✓ Other leading ministries, such as the Ministry of Women and Children Affairs in Bangladesh and the President's Office in Turkmenistan
- **At a decentralized level**, councils are set up to coordinate among different stakeholders including churches and communities.
 - ✓ In Nepal, ECCE committee at district level to coordinate and monitor ECCE programs in districts.
- **Challenges**
 - ✓ Weak partnership and diverse interests among sectoral ministries
 - ✓ Lack of financial and human resources for coordination
 - ✓ Unsustainable coordination agencies and policies

Action Point 3

Professionalization of ECCE personnel

- **Lead agency for training of ECCE personnel**
 - ✓ Ministry of Education in most countries (In Thailand, five agencies jointly)
 - ✓ Local authorities are responsible for teacher training at the local level (e.g., Nepal, ROK).
- **Priority in professionalization of EC teachers as part of national plans**
 - ✓ Kazakhstan's *State Program of Education and Science Development 2016-2019*
- **Various forms of teacher training**
 - ✓ Distance learning programs and Mobile technology-based training (Pakistan)
- **Challenges**
 - ✓ Shortage of trained EC teachers
 - ✓ Quality gaps of teachers in urban and rural areas
 - ✓ Teachers' low motivation due to a low salary standing
(except for Cook Islands where pay parity exists between EC teachers and primary and secondary school teachers)

Action Point 4

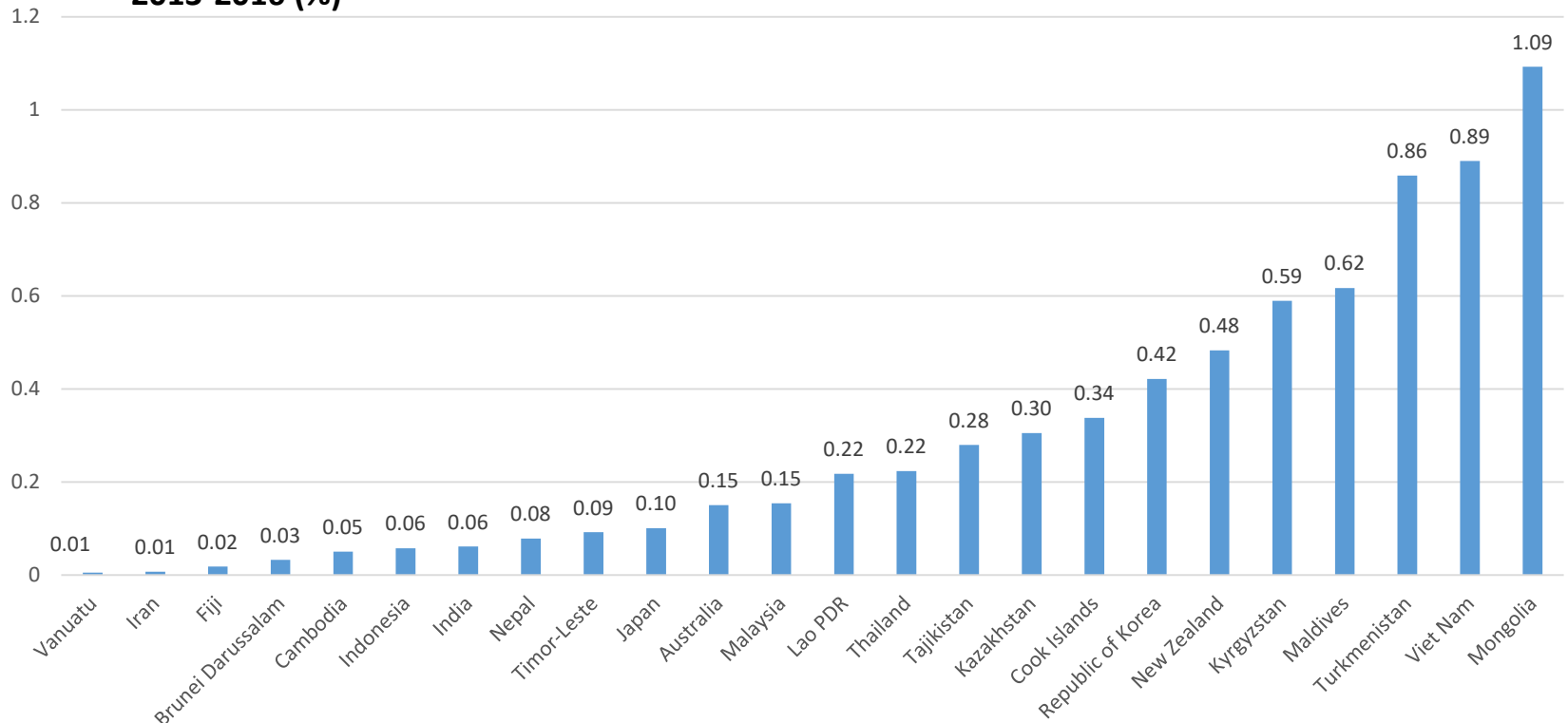
Inclusive approach to programmes, services and infrastructure

- Approximately 26 out of 34 countries (76%) have designed and implemented inclusive, accessible and integrated programmes, services or infrastructure of quality for early childhood
- Most countries have stated inclusive ECCE programmes and policies that are targeting children with disabilities.
 - quality early childhood services for the holistic development of individual children and their learning needs.
- There are several ECCE programs targeting children in remote, rural areas and isolated islands.
- ✓ promotes alternative forms of early education such as home-based programs and community-based weekend schools (e.g., Uzbekistan, Cook Islands, Fiji, Maldives)

Action Point 5

- Six countries (*Cook Islands, Kazakhstan, Kyrgyzstan, Maldives, Mongolia and Viet Nam*) spent more than 10 % of their government education expenditure on pre-primary education in recent years

Figure 4. Expenditure on pre-primary as a percentage of government expenditure on education 2013-2016 (%)

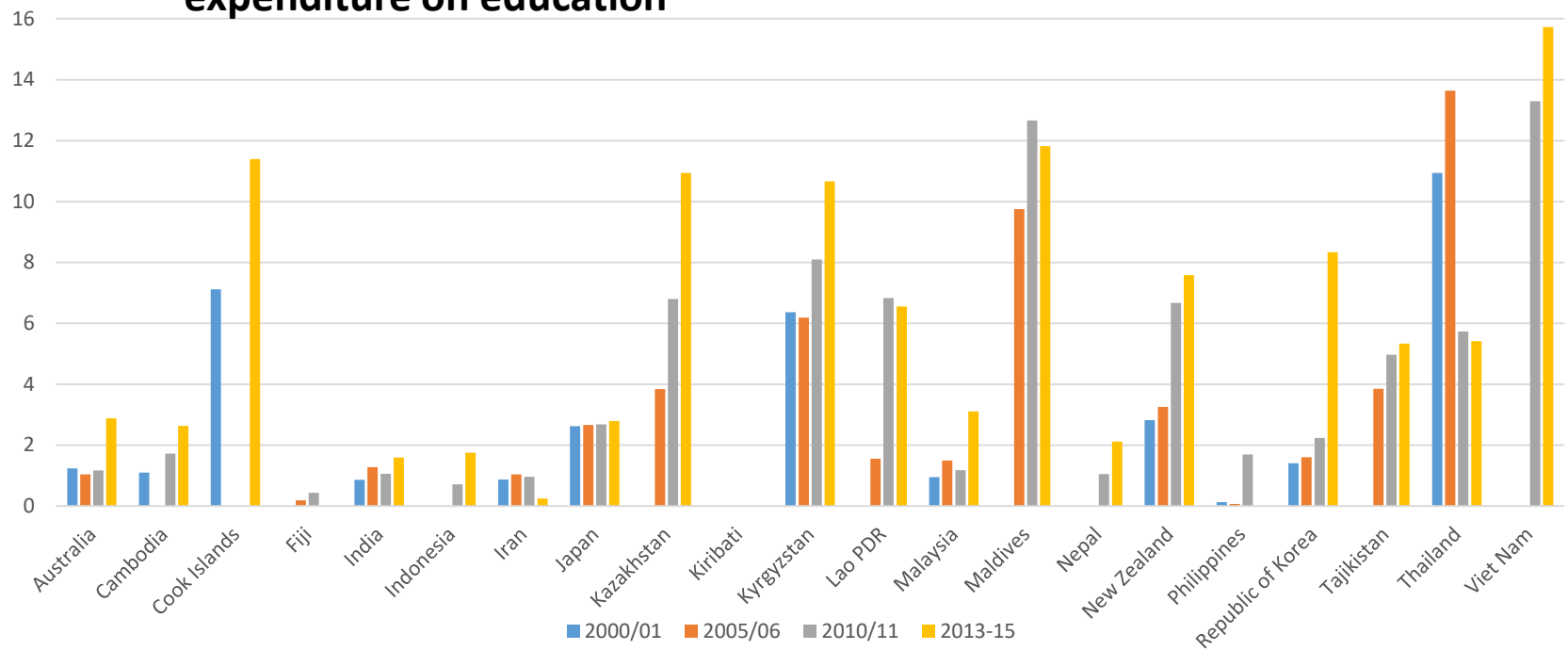


Source: UIS.Stat (accessed on 11 November 2017)

NB: Data for Mongolia is from 2011, Turkmenistan 2012 and Brunei Darussalam from 2016

- The proportions of the government education expenditure dedicated to the pre-primary level have increased, reflecting their higher prioritization of early childhood (e.g., ECE Resourcing Policy in Cook Island, Nuri Initiative in Republic of Korea).

Figure 5. Evolution of expenditure on pre-primary as a percentage of government expenditure on education



Source: UIS.Stat (accessed on 11 November 2017)

NB: Data for Mongolia is from 2011, Turkmenistan 2012 and Brunei Darussalam from 2016

Action Point 6

Monitoring progress towards SDG 4.2

- **Global level**

- ✓ **Multiple Indicator Cluster Survey's Early Childhood Development Index** (MICS ECDI) which has been estimated for 56 low and middle income countries between 2009 and 2015.
- ✓ OECD (2015-). *International Early Learning and Child Well-being Study*

- **Regional level**

- ✓ **East Asia-Pacific Early Childhood Development Scales** (EAP-ECDS)

- **National level**

- ✓ Kazakhstan: early learning outcomes assessment as part of the State Program of Education and Science Development for 2016-2019.
- ✓ Republic of Korea: assessment tool at the local level

- **Challenges**

- ✓ Absence of tools to monitor and assess children's well-being and holistic development (esp. internationally compatible tools)

Action Point 7

Comprehensive data collection, analysis and use

- Increased awareness of the importance of active, meaningful and well-coordinated efforts for data collection and use.
- **Comprehensive and robust data systems** to capture data across multiple sectors in some countries (e.g., Malaysia, Japan, ROK, Thailand), while many countries do not yet (e.g., Kazakhstan, Kiribati, Palau, Uzbekistan).
 - ✓ A mechanism to identify key data issues exists (e.g., Pakistan, Cook Islands, Philippines)
- **Challenges**
 - ✓ In need of a help with **data analysis skills** in order to transform data for policy making and implementation (e.g., Tonga, Tuvalu)
 - ✓ **collection of new datasets** for indicators of SDG 4.2.1 on children's well-being



Action Point 8

Raise awareness of stakeholders through evidence-based advocacy

- National agencies and organizations
 - ✓ Governmental, non-government and international stakeholders
(e.g. *Bangladesh, ECD Network*)
 - ✓ Governmental agencies
(e.g., *Philippines' Early Childhood Care and Development Council (ECCD), Singapore's Early Childhood Development Agency (ECDA), Korea Institute of Child Care and Education (KICCE)*)
 - ✓ Academic associations (e.g. *China National Society of Early Childhood Education*)
 - ✓ Practitioners associations (e.g. *Early Childhood Teachers Association in Australia; Malaysia Association of Early Childhood Educators*)
- Sub-regional agencies
 - ✓ Southeast Asian Ministers of Education Organization (SEAMEO),
 - ✓ Pacific Regional Council for ECCE (PRC4ECCE)
 - ✓ South Asian Association for Regional Cooperation (SAARC)
- Regional Networks
 - ✓ Asia-Pacific Regional Network for Early Childhood (ARNEC)
 - ✓ *Asia-Pacific Regional Policy Forum on ECCE*

Action Point 9

Develop a regional framework for SDG Target 4.2

- **UNESCO & Thematic Working Group (TWG)** on Education 2030+ under the UN Regional Coordination Mechanism (RCM).
 - ✓ SDG 4-Education 2030 agenda as well as education-related SDGs 5 (gender equality), 13 (climate action) & 16 (peace and justice strong institutions)
- **Core Functions of the TWG** (United Nations Regional Coordination Mechanisms, 2016)
 - ✓ Map and take stock of progress, as well as persisting and emerging gaps/disparities in education and cross-cutting sectors involving education in the region and to help coordinate technical support by the TWG members, where appropriate;
 - ✓ Serve as a platform for information-sharing, development of shared priorities, joint planning and action, promotion of synergies and compiling promising practices across the region;
 - ✓ Conduct and co-publish joint analytical products and policy briefs covering regional megatrends and themes addressed by global and regional stakeholder communities of SDGs 4, 5, 13 and 16;
 - ✓ Organize regional policy advocacy events and technical meetings, including the launches of global reports on education
 - ✓ Undertake joint initiatives in resource mobilization for regional projects in support of the national implementation of SDG4-Education 2030 with reference to SDGs 5, 13 and 16.



IV. CONCLUSION

Conclusion

- There have not been notable progresses in AP countries in implementing and monitoring action points of the Putrajaya Declaration yet.
- In many countries, **national plans on ECCE** have been **in place as part of comprehensive national developmental plan in recent 2 to 3 years.**
- Countries placed **high priorities** on expansion of **access to ECCE services (point 1)** and **professionalization of ECCE workforces (point 3).**
- Increasing awareness of the importance of multi-sectoral coordination (point 2), government investment with ppp (point 5), assessing children's holistic development (point 6) in relation with data systems(point 7), and advocacy (point 8), **but not in concrete action plans.**
- Consultation and cooperation at regional & sub-regional level needs to be strengthened to share challenges and strategies toward achieving SDG Target 4.2.



Thank You



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