



United Nations
Educational, Scientific and
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ECCE Teacher Development in Southeast Asia and the Pacific Small Island Developing States

Project Brief

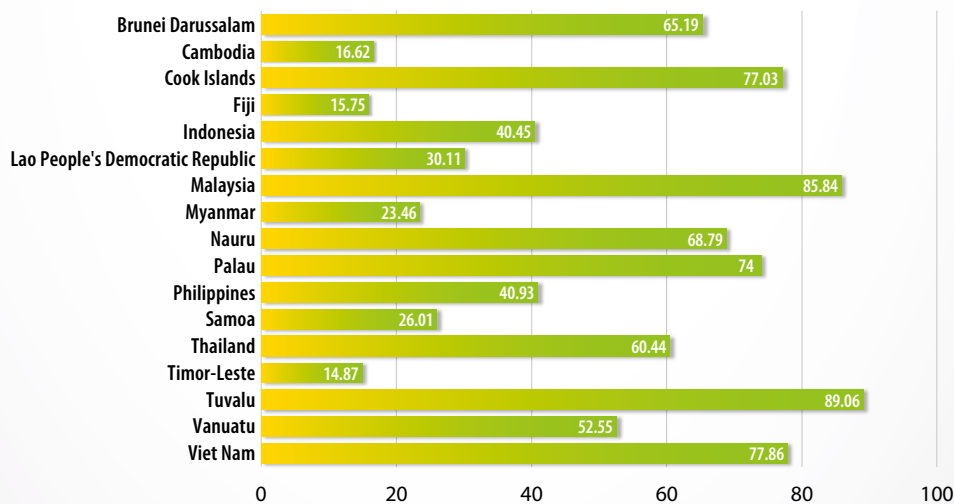
Background

There is a clear shift of focus from universal primary education to lifelong learning in the SDG4 - Education 2030 agenda. Early childhood care and education (ECCE) covers the period below the age of eight, and quality ECCE learning experience not only plays a pivotal role in a more effective and successful transition into primary education but it is the bedrock of lifelong learning and development. Quality ECCE interventions lead to subsequent academic achievement as well as improved social, economic and health outcomes at both individual and societal levels. The quality of each child's ECCE learning experiences depends greatly on the quality of work by the ECCE teachers/practitioners. The ECCE teachers' competency, capacity and motivation depends

much on teacher preparation, support and continued professional development, working conditions and compensation.

Despite gains in pre-primary enrolment rate amongst Southeast Asian (SEA) and Pacific Small Island Developing States (Pacific SIDS), progress is uneven, and there are still significant gaps in fulfilling the SDG Target 4.2 "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education." The chart below shows latest pre-primary enrolment rate in the two sub-regions.

SEA and SIDS pre-primary net enrolment rate (2014)



Note: For Fiji and Tuvalu, refer to 2006; for The Philippines, refer to 2009; for Vanuatu and Viet Nam, refer to 2013.

Source: UIS Data

In addition to the need to accelerate closing of the quantitative gaps, the countries of Southeast Asia and the Pacific SIDS need to strive for a qualitative leap through professionalization and capacity development of ECCE teachers and practitioners.

Project Objectives:

This project aims to contribute to the professionalization and capacity development of ECCE teachers and practitioners in Southeast Asia and the Pacific SIDS. The three specific objectives are:

1. To develop baselines of ECCE teachers and practitioners in the countries of Southeast Asia and the Pacific SIDS, in terms of qualifications, standards and required/desired competencies; pre-service education and professional development; status, working conditions and environments.
2. To develop a regional ECCE teacher competencies framework(s) for Southeast Asia and the Pacific SIDS.
3. To support selected countries to upgrade their national ECCE teacher policies, qualification frameworks, standards and/or curricula.

Expected Results

1. The ECCE teacher/practitioner competencies framework(s) have been developed and agreed by Southeast Asia and the Pacific SIDS.
2. The National ECCE teacher policies/qualification frameworks or standards/curricula have been reviewed by at least two Southeast Asia and one Pacific countries, in line with the regional competencies framework.

The overall strategic approach is the utilization of the regional inter-governmental platforms for South-South Cooperation, namely, the Southeast Asian Ministers of Education Organization (SEAMEO) and the Pacific Regional Council for ECCE (PRC4ECCE) as well as the ECCE practitioners' networks of Asia-Pacific Regional Network for Early Childhood (ARNEC) and World Organization for Early Childhood Education (OMEP).

Project Duration

August 2016 to July 2018 (2 years)

Project Coordination

The overall coordination of the project is provided by the UNESCO Asia and the Pacific Regional Bureau for Education in Bangkok (UNESCO Bangkok). Country-level data collection and engagement with national governments will be supported by the UNESCO field offices in the countries involved. The SEAMEO Secretariat will promote the participation of its member countries in the project and support the organization of regional workshops, while the SEAMEO INNOTECH will provide technical support to develop the competency framework(s). The project activities in the Pacific region will be carried out in collaboration with the UNICEF Pacific Office, which serves as the PRC4ECCE Secretariat, and UNESCO office for the Pacific in Apia. UNESCO's partners, OMEP and ARNEC, will also be engaged as regional technical experts at different stages of the project.

Main Activities and Timeframe

| Activities | Timeframe |
|---|---------------------|
| 1. Literature Review & Draft Tools | February-April 2017 |
| 2. Administration of the survey | April-May 2017 |
| 3. Drafting of Competency Framework | May 2017 |
| 4. Regional Workshop | June 2017 |
| 5. Finalization of Competency Framework | July-August 2017 |
| 6. Consultation | August – Dec 2017 |
| 7. Technical Support | January – July 2018 |
| 8. Evaluation & Final report | June-July 2018 |

Contact

Ms Maki HAYASHIKAWA

Chief, Inclusive Quality Education
UNESCO Asia and Pacific Regional
Bureau for Education
920 Sukhumvit Road
Bangkok 10110 Thailand
Email: m.hayashikawa@unesco.org
Website: www.unescobkk.org
Phone: +66 (0) 2 391 0577 (Ext. 317)