

POWERPOINT SUMMARY

SEAMEO CECCEP: A Gateway in Achieving SDG 4.2 on ECCE

By:

Dwi Priyono

Director SEAMEO Regional Centre for ECCE and Parenting

A commitment to improving and sustaining the quality of early childhood care and education (ECCE) has reached global prominence can be seen in the actions of many international organizations during the past fifteen years (Cochran, 2011, p. 65). Progress for Children Beyond Averages: Learning from the MDGs (11th edition), published in June 2015 by UNICEF, presents the latest data showing that tremendous advances in the lives of the world's children have been driven by the Millennium Development Goals. It is clear, however, that development efforts in the past fifteen years have failed to reach millions of the most disadvantaged (UNICEF, 2015, p. iii).

Roadmap of SDG Target 4.2 ECCE clearly stated that by 2030, ensure that girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. The foundation of the roadmap is the commitment of regional leaders. The roadmap started in 2016 by doing socialization as the Phase 1. In 2020, Phase 2 will be conducted by implementing best practices all over the globe. Phase 3 will start by 2025 by disseminating best practices all around the world. The achievement of child development is then being examined and analyzed. By 2030, Phase 4 will be conducting evaluation of the whole process with the hope that the target is well achieved.

Based on a research of Nobel Prize winning Economics Professor James Heckman of the University of Chicago. Heckman's research in 2010 demonstrated that the quality of early childhood development (ECD) heavily influences health, economic and social outcomes for individuals and the society at large. In short: Investing in ECD produces enormous economic gains. According to Heckman, ECD has even a higher rate of return per dollar invested than interventions directed at older children and adults. Heckman believes that by preventing the achievement gap, improving health outcomes, boosting earnings and providing a high rate of economic return will become the benefits of investing in quality early childhood education for disadvantaged children.

The presentation will talk more on the commitments on ECCE, the benefit of having high quality of ECCE along with its challenges, example of best practices on ECCE in Indonesia, suggestion in achieving SDG 4.2 and the role of SEAMEO CECCEP as a gateway in achieving SDG 4.2 in regional South East Asia.



SEAMEO CECCEP

A gateway in Achieving SDG 4.2 on ECCE

- Dwi Priyono
- Director SEAMEO Regional Centre for ECCE and Parenting

Japan Education Forum (JEF) for Sustainable Development Goals
Tokyo, 22 February 2019

Commitments on ECCE



GLOBAL



Article 3, Paragraph 2:
States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being

SDG 4: Quality Education



Goal 4.2
By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.

REGIONAL

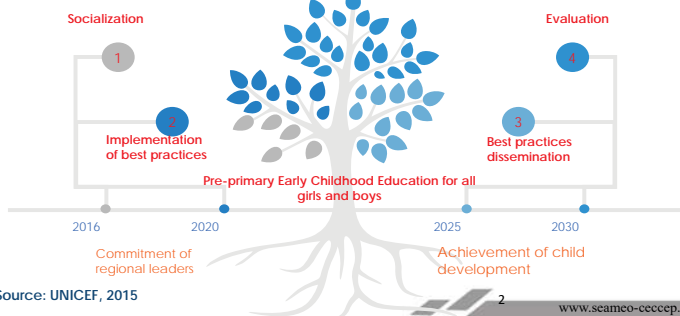
SEAMEO Priority Areas



Priority Area 1:
Early Childhood Care and Education (ECCE)

Roadmap of SDG Target 4.2. ECCE

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



Source: UNICEF, 2015

The Benefit of Having High Quality ECCE

James Heckman on Gender Effects: Providing low-income families with high quality childcare results in: Reduced social costs, Stronger families, Higher achievement, Stronger national economy.

James Heckman on Gender Equity: Comprehensive, quality early learning results in better outcomes for females: More years of education, Higher graduation rates, Higher adult employment income, Higher parental income.

James Heckman on Gender Equity: High quality ECE increases male adult income between: \$19,000 and \$24,000.

Source: heckmanequation.org

The Benefit of Having High Quality ECCE in a Form of an Investment

Age Investment: Investing during the Golden Age, Breaking the chain of poverty, Building work ethic and national competitiveness.

Environment Investment: Educate children start from new born, Form a millennial generation character, Child-friendly environment, Creating an ideal preschool teacher.

Implementation Investment: Mother tongue, Introduction to English as a second/foreign language, Masculine ECCE, STEM for girls, Creativity, Toys Library.

Source: MoEC, 2018

A Huge Challenge: Disparity

High disparity of ECE services between urban and rural areas.



Most villages in many countries do not have ECE Centre, especially those located in underprivileged, outer-front and outer-most areas.



Quality ECE teachers are needed (urgently).

SEAMEO Member Countries' Challenges in ECCE

Disparity of access to quality ECCE

Lack of qualified teaching staff

Uneven competence level of teaching staff

Insufficient policy and learning frameworks

ECCE Challenges: Case from Indonesia

Mobilizing access through partnership:
Example of Partnership for ECCE at Kupang District



Established since:
• < 5 Years: 37%
• 5-10 Years: 36%
• > 10 Years: 27%
Established by Church or Society



Have NPSN?
88% 12%



Teaching and Learning activities:
• 91% of ECCE 3 day/week
• Average per day - 2 hours



Number of students:
• M = F = 21.333
• M = 9.600; F = 11.733



By age:
• 2-3 years: 7%
• 3-4 years: 22%
• 4-5 years: 26%
• 5-6 years: 45%



Parents:
• Average of age: 38 years old
• Education: 72% has graduates from elementary/junior
• 89% farmer
• 90% income < Rp. 1 million

Teachers:
• Average number of teachers/ECCE: 2
• 68% is honorary foundation teachers
• 93% is Woman with average age is 33 years old
• 77% is High school graduates / equal
• 67% of headmasters concurrently
• 10% of parents become a volunteer Teacher
• 44% who had been training in the last 1 year



Headmaster:
• 36% of ECCE does not have a formal principal
• 74% is Woman with average age is 36 years old
• 52% of bachelor graduates, 20% of them is ECCE Program
• 59% of Headmaster > 5 years
• 44% were previously ECCE teachers

School Committee:
• 55% of ECCE does not have school committee
• 60% of school committee's leader is men



Best Practices on ECCE in Indonesia

NATIONAL COMMITMENT



Presidential Decrees & Regulation

- Government Regulation No. 2/2018 on Minimum Service Standards
- Presidential Decree Number 59/2017 on Sustainable Development Goals (SDGs)
- Presidential Decree Number 87/2017 on Strengthening Character Education

Source: MoEC, 2018

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Current Statistics of Early Childhood Care and Education

Year	Age (years old)				
	0-6	0-2	3-6	5	6
2015	33.51	14.40	19.11	4.77	4.67
2016	33.58	14.33	19.22	4.83	4.76
2017	33.49	14.26	19.23	4.81	4.83
2018	33.34	14.18	19.15	4.79	4.81
2019	33.17	14.11	19.06	4.77	4.79
2024	32.30	13.64	18.56	4.65	4.67
2030	30.87	13.08	17.79	4.46	4.49

Provinces with the Highest ECE GER

Jogjakarta : 98.44%
East Java : 96.37%
Central Sulawesi : 91.64%
Gorontalo : 90.26%
Kep. Babel : 89.55%

National ECE GER 2017/2018
74,28%

Provinces with the Lowest ECE GER

West Kalimantan : 60.98%
East Nusa Tenggara : 58.22%
Maluku : 57.12%
East Kalimantan : 55.09%
Papua : 52.13%

Source: MoEC, 2018

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Current Statistics of Early Childhood Care and Education

JAN 2018

Kindergartens



91,095

Playgroups



83,165

Daycare Centres



3,092

Other Similar Centres



22,804

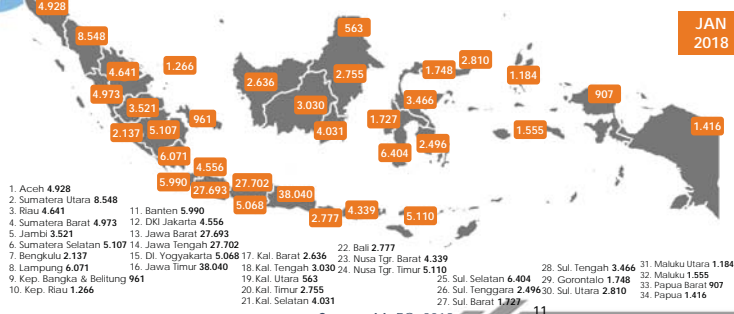
Source: MoEC, 2018

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Current Statistics of Early Childhood Care and Education

JAN 2018



Source: MoEC, 2018

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Suggestion in achieving SDG 4.2

"Improving Access and Quality of Girls' Education through Community-Based Early Childhood Education and Early-Year Gender Mainstreaming"



Supporting girls to transition from early childhood education to lower primary education.



Supporting the creation of a gender-responsive and safe teaching-learning environment, free of school-related gender-biased violence.



Engaging female and male teachers to develop gender responsive teaching attitudes and practices and be change agents.



Increasing parents, teachers and governments' (national and local) understanding and commitment in realizing gender equality and equity as well as implementing gender mainstreaming education at early years.

Source: MoEC, 2018

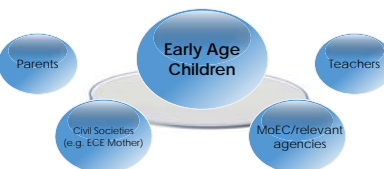
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Suggestion in achieving SDG 4.2

Public Engagement

Strong Partnerships in Quality ECE



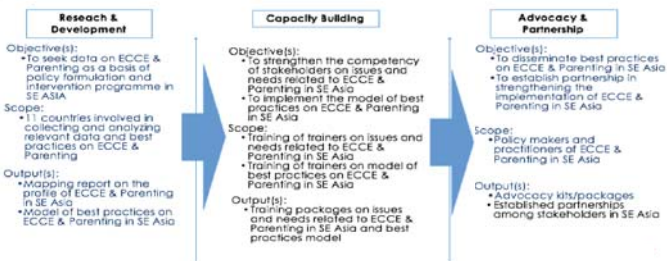
Parents/family and teachers share information about their children's growth and development in harmony under the leadership of ECE Mothers

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Suggestion in achieving SDG 4.2

SEAMEO CECCEP's immediate plan: Scoping study on ECCE and Parenting in SE Asia



Source: SEAMEO CECCEP's Working Papers for 2019

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SEAMEO CECCEP as a gateway in achieving SDG 4.2

Vision

- A regional research, advocacy and capacity building centre of excellence in early childhood care & education and parenting.

Mission

- Enhance regional and global commitments to quality early childhood care & education and parenting.

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SEAMEO CECCEP as a gateway in achieving SDG 4.2

Key Functions, Targets and Beneficiaries of SEAMEO CECCEP

- Become a research-hub that collects and analyses data, and disseminates information and expertise related to ECCE and parenting within the SEAMEO member countries.
- Actively seek and engage with international research partners and relevant networks to enhance the 'quality' and 'relevance' of research within ECCE and parenting themes.
- Target beneficiaries** include children, parents, and families; Governments and policy makers within the SEAMEO region; Professionals and practitioners & Social entrepreneurs, CSOs and NGOs engaged in ECCEP Services; Researchers and research institutions and Other relevant partners and donor agencies that operate in the region.

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SEAMEO CECCEP as a gateway in achieving SDG 4.2

5 Years Development Plan (2017 – 2021)

- RESEARCH & DEVELOPMENT**
 - Build Regional Knowledge.
 - Build Research Capacity.
 - Create Knowledge and evidence through research.
 - Support evidence-based policy development.
- TRAINING & CAPACITY BUILDING**
 - Establish a Platform to build in-house research capacity
 - Capacity Building of Professional & Practitioners
 - Conduct/ facilitate training, seminars, workshop, conferences, internships, exchange studies.
 - Leverage technology & digital platform.
- ADVOCACY & PARTNERSHIP**
 - Establish partnership to enhance research capacity.
 - Disseminate research finding; social media campaigns, dialogues, research publications etc.
 - Advocate research finding/ evidence to drive policy formulation & program design.

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24 SEAMEO Regional Centres & Network

- 15 Centres for Education
- 6 Centres and 1 Network for Science
- 2 Centres for Culture

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Membership

11 Member Countries In SEA	8 Associate Member Countries	4 Affiliate Members
<ul style="list-style-type: none"> Indonesia (1965) Malaysia (1965) Singapore (1965) Cambodia (1971) Vietnam (1984) Timor-Leste (2006) Lao PDR (1965) Philippines (1965) Thailand (1965) Brunei Darussalam (1984) Myanmar (1998) 	<ul style="list-style-type: none"> Australia (1973) New Zealand (1974) Canada (1988) Germany (1990) Netherlands (1995) Spain (2007) United Kingdom (2013) 	<ul style="list-style-type: none"> International Council for Open and Distance Education (1999) University of Tsukuba (2009) BRITISH COUNCIL (2010) China Education Association for International Exchange (2015)

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SEAMEO CECCEP

Southeast Asian Ministers of Education Organization
Regional Centre for Early Childhood Care Education and Parenting

Thank You

www.seameo-ceccep.org
secretariat@seameo-ceccep.org
 Jalan Jayagiri No.63, Lembang,
 Kabupaten Bandung Barat
 40391 Jawa Barat, Indonesia

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