



Asia-Pacific Regional Policy Forum on Early Childhood Care and Education

Date: 10-12 September 2013 • Venue: Seoul, Republic of Korea





Asia-Pacific Regional Policy Forum on **Early Childhood Care and Education**

Date: 10-12 September 2013 • Venue: Seoul, Republic of Korea

Website: <http://www.unescobkk.org/education/ecce/forum>

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Overview of the Programme

Monday 9 September 2013		
14:00-20:00	Registration	Hotel Lobby
Tuesday 10 September 2013		
09:00-14:00	Registration	Hotel Lobby
15:00-16:00	Opening ceremony	Grand Ballroom
16:00-18:00	Setting the Stage for the Forum <ul style="list-style-type: none"> • Keynote address • Regional perspective • National perspective 	Grand Ballroom
18:30-21:00	Reception dinner	Grand Ballroom
Wednesday 11 September 2013		
09:00-10:15	Theme 1 <i>Invest in ECCE as a cost-effective approach for human and economic development</i> <ul style="list-style-type: none"> • Keynote address • Presentation of examples from the region 	Diamond (22nd floor)
10:15-10:45	Coffee/Tea Break	
10:45-12:30 (concurrent)	Ministerial roundtable (Ministers and Vice-Ministers)	Maple (4th floor)
10:45-12:30 (concurrent)	Breakout session to discuss identify priorities and mechanisms for collaboration on sub-themes	
	Sub-theme 1.1 <i>Innovative funding modalities to scale up ECCE</i>	Diamond* (22nd floor)
	Sub-theme 1.2 <i>Costing models to reach the most marginalized children</i>	Ruby (22nd floor)
	Sub-theme 1.3 <i>Emerging partnerships with non-state actors</i>	Opal (22nd floor)
12:30-14:00	Lunch	
14:00-14:30	Theme 2: <i>Expand quality ECCE with equity</i> <ul style="list-style-type: none"> • Keynote address 	Diamond
14:30-14:40	Break to concurrent sub-theme sessions	

*For breakout sessions, only Diamond has Russian-English simultaneous interpretation.

14:40-17:00 (concurrent)	<p>Sub-theme 2.1 <i>Integration of care and education</i></p> <ul style="list-style-type: none"> • Presentation of examples from the region • Discussion to identify priorities and mechanisms for collaboration under sub-themes 	Opal
	<p>Sub-theme 2.2 <i>Competences of ECCE teachers and caregivers</i></p> <ul style="list-style-type: none"> • Presentation of examples from the region • Discussion to identify priorities and mechanisms for collaboration under sub-themes 	Diamond*
	<p>Sub-theme 2.3 <i>Setting standards and monitoring development and learning outcomes</i></p> <ul style="list-style-type: none"> • Presentation of examples from the region • Discussion to identify priorities and mechanisms for collaboration under sub-themes 	Ruby
18:30-21:00	Dinner	
Thursday 12 September 2013		
09:00-10:15	<p>Theme 3: Ensure successful transition to school</p> <ul style="list-style-type: none"> • Keynote address • Presentation of examples from the region 	Diamond
10:15-10:45	Coffee/Tea Break	
10:45-12:30 (concurrent)	Breakout session to discuss identify priorities and mechanisms for collaboration on sub-themes	
	<p>Sub-theme 3.1 <i>Defining and measuring holistically children's "school readiness"</i></p>	Diamond*
	<p>Sub-theme 3.2 <i>Critical elements of "ready schools" to support all children's success in the early primary years</i></p>	Ruby
	<p>Sub-theme 3.3 <i>Mother tongue-based multilingual education in pre-primary and primary levels</i></p>	Opal
12:30-14:00	Lunch	
14:00-16:00	<p>Conclusion of the Forum</p> <ul style="list-style-type: none"> • Oral reports and Ministerial Roundtable and Thematic Discussions • Plenary discussion on follow-up actions • Closing remarks 	Diamond

*For breakout sessions, only Diamond has Russian-English simultaneous interpretation.

Forum Organizers



United Nations
Educational, Scientific and
Cultural Organization

United Nations Educational, Scientific and Cultural Organization (UNESCO): as UN's specialized agency in education and lead agency for Education for All (EFA), UNESCO's Education Sector functions as a capacity-builder, global standard-setter, laboratory of ideas, catalyst of international co-operation and clearing house. It advocates for ECCE policies and programmes that attend to health, nutrition, security and learning and which provide for children's holistic development. The ECCE programme of UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) focusses on evidence-based advocacy, technical assistance to Member States, capacity development, research and partnerships. Website: www.unescobkk.org



United Nations Children's Fund (UNICEF): UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs, expand their opportunities and reach their full potential. UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children. In working within these mandates, both Regional offices of UNICEF – the East Asia and Pacific Regional Office (EAPRO) and the Regional Office for South Asia (ROSA) – have helped strengthen countries' capacities and resources for education and will bring together their expertise and resources to support the organization of this Forum. Website: www.unicef.org/eapro and www.unicef.org/rosa



ARNEC
Asia-Pacific Regional Network
for Early Childhood

Asia-Pacific Regional Network for Early Childhood (ARNEC): ARNEC is a network established to build strong partnerships across sectors and different disciplines, organizations, agencies and institutions in the Asia-Pacific region to advance the agenda on and investment in early childhood. ARNEC covers a wide geographical area from Central Asia, East Asia, Southeast Asia, South Asia and the Pacific, totalling 47 countries. Website: www.arnec.net



육아정책연구소
Korea Institute of Child Care and Education

Korea Institute of Child Care and Education (KICCE): founded in 2005, KICCE is a national research institute that has been striving for the enhancement of high quality standard of living for young children, their parents and communities. It conducts research into childcare and education policies, especially on child-rearing support, early childhood curriculum development, quality assurance and monitoring, and professional development of ECCE workforces. KICCE generates databases and disseminate information on ECCE policies, and coordinates international joint research projects. Website: www.kicce.re.kr/eng



Korea Development Institute (KDI): established in 1971, KDI has been recognized as a leading think tank of Korea, significantly contributing to the country's economic and social development. It has consistently provided policy recommendations and guidance based on in-depth analyses of international and domestic economic conditions and projections while conducting pre-emptive and empirical studies. As a result, KDI is reputed to be an international policy institute that serves as a compass for economic policy-makers and has earned the title of being the best institute in the field of economic science and policy making in the whole of Asia. Website: http://www.kdi.re.kr/kdi_eng

Concept Note



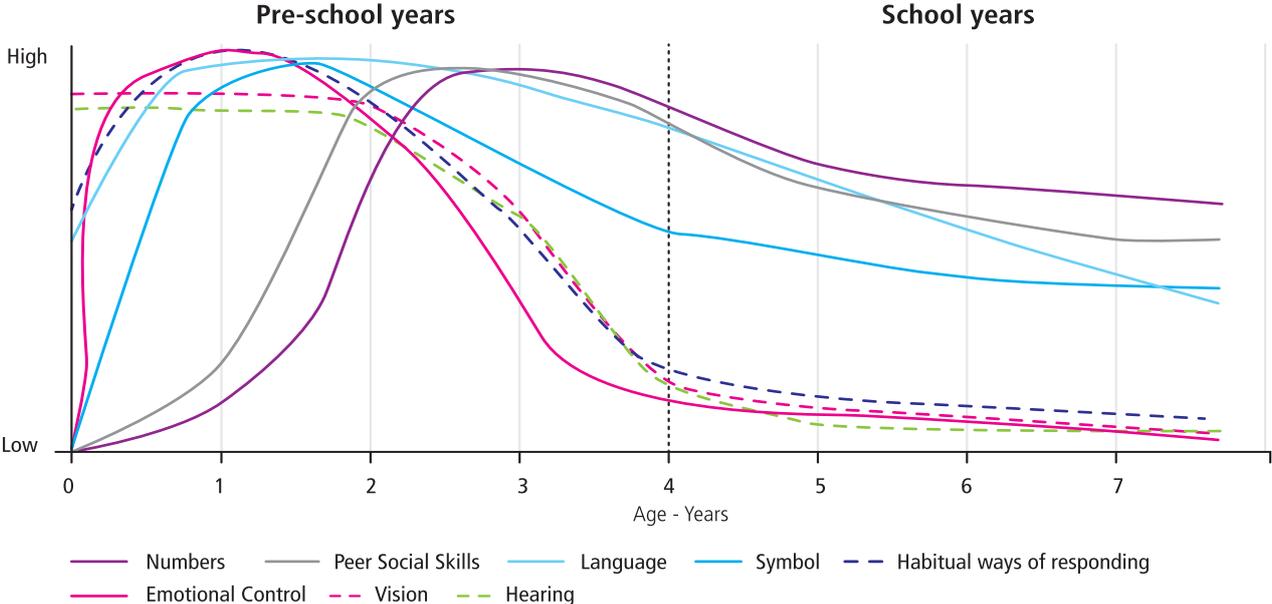
Background

Learning begins at birth. More than two decades have passed since this simple yet powerful sentence was introduced into the World Declaration on Education for All (EFA), adopted in Jomtien, Thailand in 1990. As inscribed in the Convention on the Rights of the Child (1989), young children are holders of the right not only to survive but also to thrive and develop to their fullest potential. It is in this spirit that representatives of governments, civil society and the international community adopted as the first of the six Education for All goals (Dakar 2000) “expanding and improving comprehensive Early Childhood Care and Education (ECCE), especially for the most vulnerable and disadvantaged children.”

Ten years later, the commitment to comprehensive ECCE as expressed in Jomtien and Dakar was reaffirmed at the World Conference on Early Childhood Care and Education (Moscow 2010), in the particular context of ECCE as a social, human and economic development imperative. The representatives at this Conference concluded that EFA Goal 1 was “at great risk of not being achieved by 2015 unless urgent and resolute action is taken.” They thus reiterated their determination to accelerate the achievement of EFA Goal 1 as a prerequisite for reaching both other EFA goals and the Millennium Development Goals (MDGs).

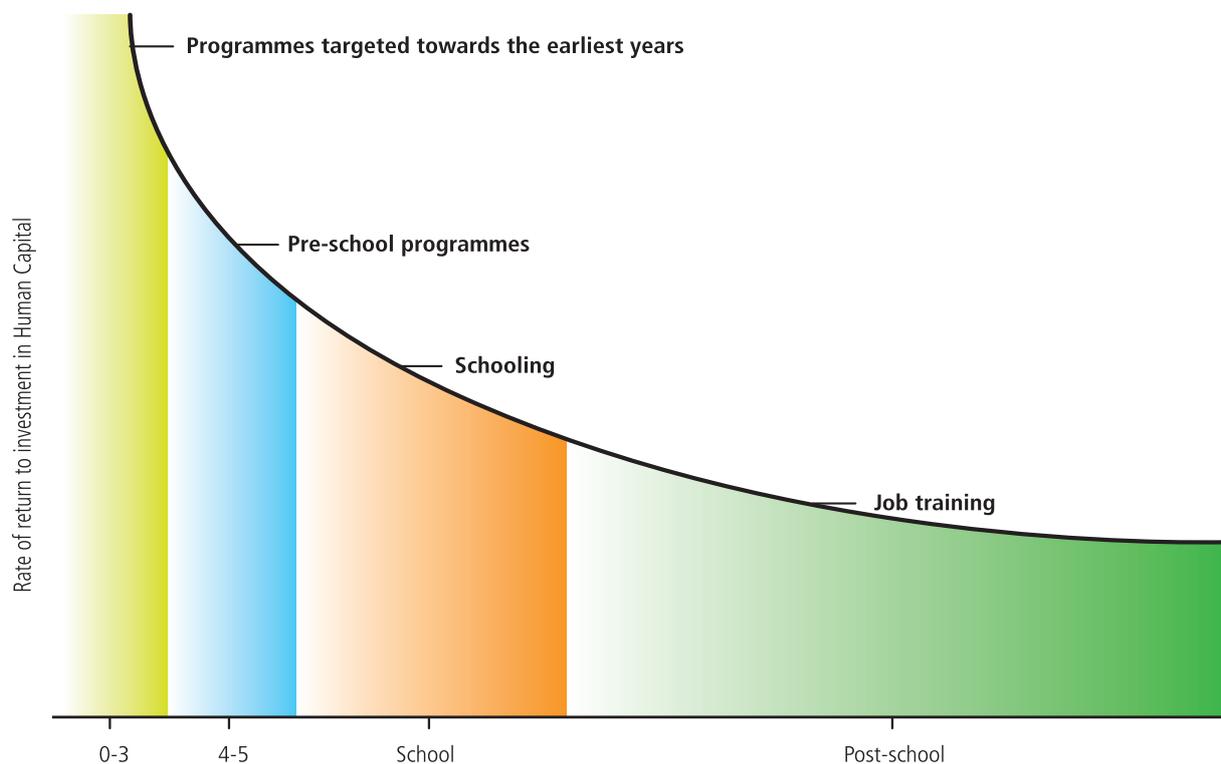
During early childhood, the most rapid gains are made in a child’s growth and development. In particular, the brain undergoes its most rapid development during this period. A child’s early experiences determine how the brain matures and influences a broad range of skills and learning capacities (Figure 1). Quality ECCE that combines health, nutrition, social protection and cognitive stimulation optimizes this window of opportunity. Conversely, if children do not receive adequate attention during early childhood, they miss the opportunity to develop skills and capacities associated with specific development stages, and remediation efforts later in their life are difficult and costly. According to James Heckman, the Nobel Prize laureate in economics, quality ECCE is the most productive form of educational investment, and investment in early childhood development for disadvantaged children provides seven to ten per cent return each year to society through increased personal achievement and productivity (Figure 2).

Figure 1. Sensitive periods in early brain development



Graph developed by Council for Early Childhood Development (ref: Nash 1997, Early Years Study 1990, Shonkoff 2000)

Figure 2. Return to investment in human capital

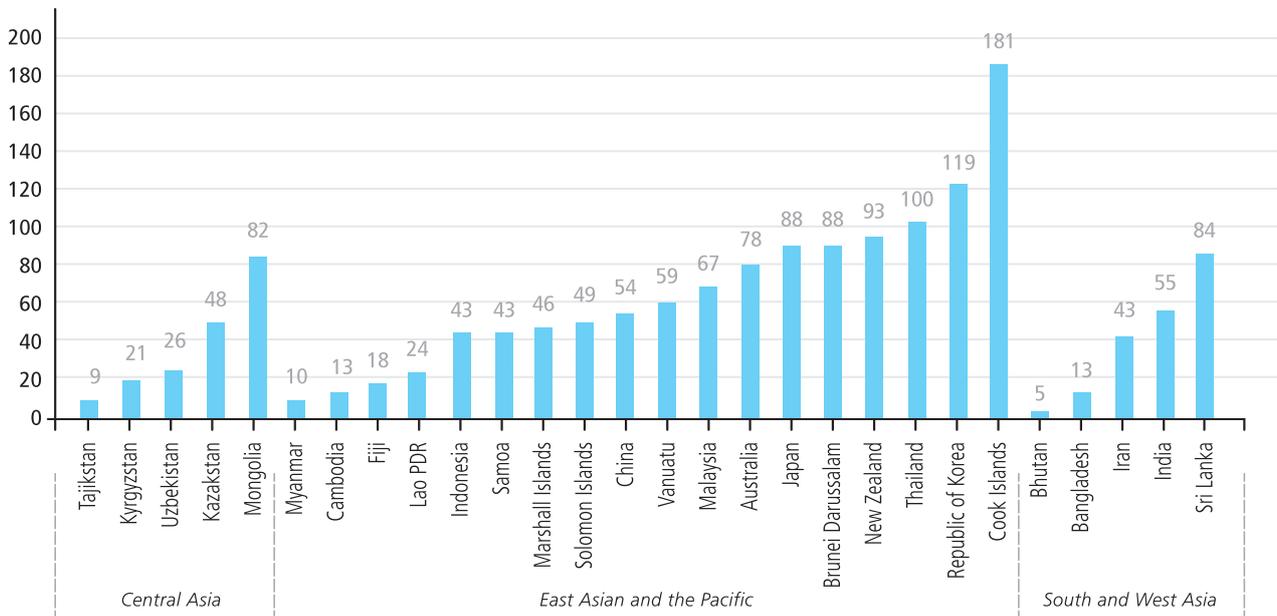


Source: Carneiro and Heckman 2003

Rationale for the Regional Policy Forum on ECCE

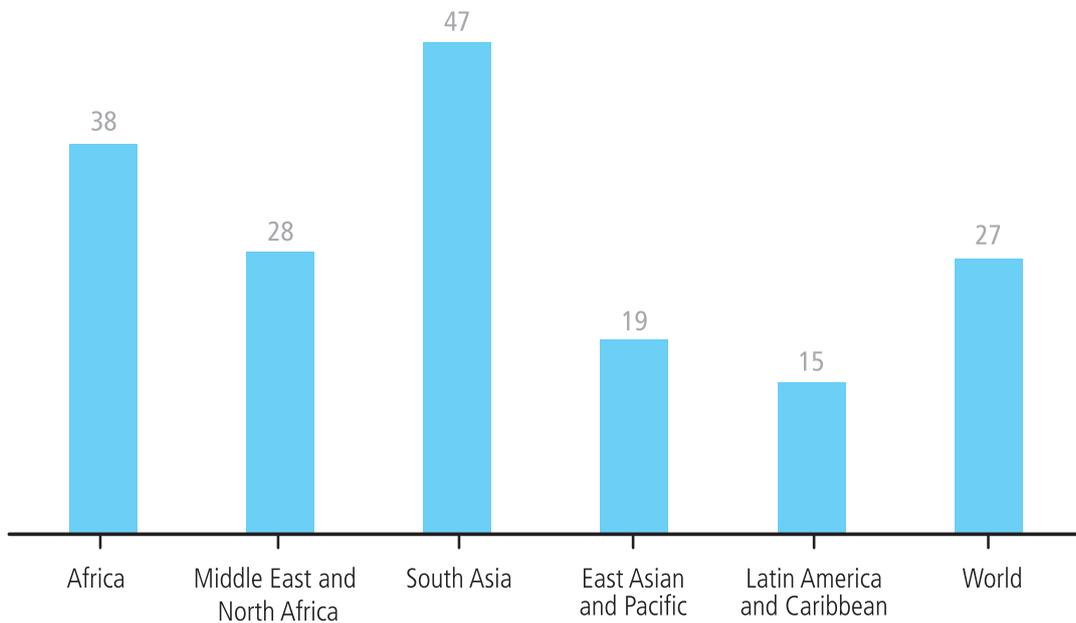
The Asia-Pacific region has made considerable progress in developing national ECCE policies, improving child survival and nutrition and expanding access to ECCE programmes. However, implementation of these policies is not always uniform, and participation in ECCE programmes is far from universal in most countries (Figure 3). Furthermore, malnutrition continues to be a significant problem in the region, particularly in South Asia where one in every two children under five years of age is stunted as a result of chronic malnutrition (Figure 4). With progress in nutrition and education opportunities lagging behind for disadvantaged groups, most countries in the region are concerned about equity. A principle challenge is to reach vulnerable and excluded children, who would, in fact, benefit most from quality ECCE, yet have no access to it. These children include girls, those who reside in remote areas, rural communities and urban slums, come from low-income families, have disabilities, and/or belong to ethnic and linguistic minority groups.

Figure 3. Gross enrolment ratio in pre-primary education (c. 2011)



Source: UNESCO Institute for Statistics

Figure 4. Percentage of under-fives (2006-2010) suffering from moderate or severe stunting



Source: WHO data

Early childhood is the period below the age of eight years, from prenatal care to ensuring a smooth transition into – and early success in – primary education. As such, ECCE is the foundation of lifelong learning. If all children receive quality ECCE to support their development and achieve age-appropriate development and learning outcomes in the early years, they can participate more effectively and efficiently in the subsequent stages of learning. This is one of the reasons why participation in **quality** ECCE programmes is a strong predictor of academic achievement as well as improved social, economic and health outcomes. ECCE also contributes to gender equality in multiple ways: by improving young girls’ development and learning outcomes and also by providing an alternative form of childcare, allowing older sisters to attend school and mothers to be engaged in income-generating activities.

A child's readiness to learn is multi-faceted and consists of interdependent domains, such as physical well-being, social and emotional development, cultural understandings, language development, cognitive development and approaches to learning. In this context, "readiness to learn" implies supporting children to reach their full development and fostering their motivation and ability to learn at different stages of early childhood, including pre-primary and early primary years. At the same time, it also implies the readiness of schools and other educational settings to welcome all children and ensure their success. Both aspects of "readiness to learn" require specific attention in order to offset inequity and promote inclusive practice in education.

Children need to be healthy and well-nourished to go to school and to concentrate on learning activities. For healthy growth, children's development must be supported across domains - for example, motor skills, such as holding a pencil, need to be developed alongside socio-emotional, cognitive and communicative skills. Their socio-emotional competence is essential for cooperating with their peers and teachers and engaging in educational activities. Their fast-developing brain functions need to be stimulated to carry out ever higher levels of cognitive tasks. The ability to communicate with others in educational settings and in the language of instruction, especially for those whose mother tongue is different, is critical to children's survival and success in school.

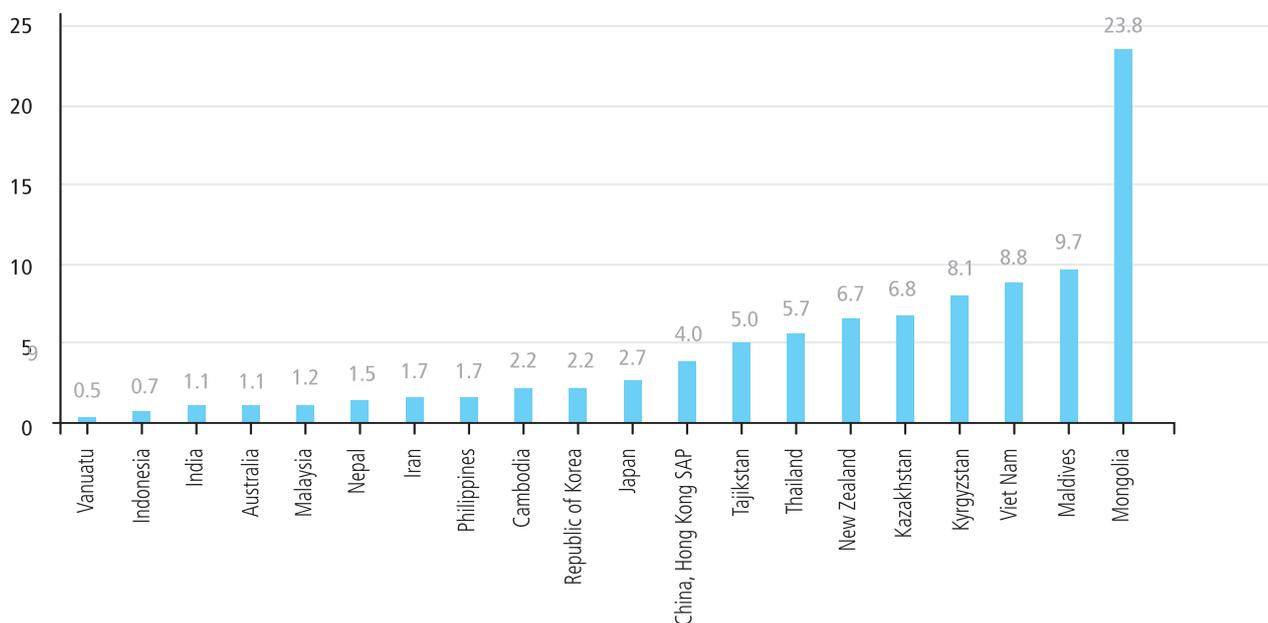
To be successful learners, children need to acquire these foundational skills during early childhood, be it at centre-based or home-and-community-based settings. As mentioned earlier, if children do not have the opportunity to develop to their fullest potential early on, inequities both at birth and during early development continue to grow and remedial efforts become increasingly difficult and costly. On the receiving end, schools need to be equipped with appropriate curricula, safe spaces and well-trained teachers to ensure the smooth transition of children of diverse backgrounds, languages, experiences, abilities and readiness levels. In other words, ECCE must be inclusive and developmentally and culturally appropriate and relevant, avoiding overly academic content and didactic pedagogical approaches. Such inclusive pedagogy requires modifying teaching practice according to children's sociocultural backgrounds and individual needs and interests.

Despite the overwhelming evidence of the critical importance of early childhood and quality ECCE's high rate of return on investment, countries in Asia and the Pacific, with the notable exception of Mongolia, invest less than 10% of their public education budget at the pre-primary level (Figure 5). This implies, on the one hand, that inadequate public investment is made in ECCE, which leads to a bottleneck in early years of primary education as many countries of the region face high rates of repetition and drop-out during the early primary years. On the other hand, the lack of sufficient public investment places financial burdens on families, resulting in children's unequal opportunities to receive quality ECCE.

Nevertheless, young children's holistic development and learning are not the sole responsibility of the government – and within the government, not only of the education sector. Within the government, multi-sectoral coordination is indispensable; investment in nutrition, social protection and health systems are also crucial for early childhood development. The role and participation of families and their communities in ECCE is critical and therefore these actors need to be supported, so that they have the necessary capacity to live up to their responsibilities as children's first caregivers and educators. Civil society, including non-governmental organizations and the private sector, also plays an important role in ECCE provision and hence needs to be included as part of stakeholders in ECCE policy development.

The Asia-Pacific Regional Policy Forum on ECCE will be organized based on an urgent need to accelerate the region's quantitative and qualitative progress toward EFA Goal 1 and to renew the countries' commitment to inclusive and holistic development and learning of young children.

Figure 5. Educational expenditure in pre-primary as a percentage of total educational expenditure (latest available data from the 2008-2011 period)



Source: UNESCO Institute for Statistics

Objective of the Policy Forum

The objective of the Asia-Pacific Regional Policy Forum on Early Childhood Care and Education is to provide a platform for high-level policy-makers of Asia-Pacific countries to share knowledge and discuss strategies for capacity development, policy formulation, good practice, partnerships and research, with a view to improving young children’s “readiness to learn,” from both children’s and schools’ perspectives, with special attention to the promotion of equity.

Specific objectives are:

1. Review the region’s ECCE situation, focussing on 3 to 5-year-olds and their successful transition into primary education, analyzing current status, gaps and emerging challenges and opportunities.
2. Showcase innovative ECCE initiatives for disadvantaged groups, which are cost-effective, scalable and sustainable.
3. Identify the Asia-Pacific region’s priorities and strategies for the provision of quality ECCE, particularly for the most disadvantaged groups.

Expected Outcomes of the Policy Forum

- Policy-makers equipped with the latest research evidence and knowledge of innovative and promising approaches to expanding and improving ECCE, leading to enhanced “readiness to learn” in their countries.
- Priority areas and mechanisms for collaboration identified in the areas of capacity development, policy formulation, good practice, partnerships and research.

The region's priority areas and mechanisms for collaboration identified in this Policy Forum will be recommended to diverse fora, including the High-Level Meeting on South-South Cooperation for Child Rights in the Asia Pacific Region, to be organized in New Delhi in October 2013.

Participants

The ministerial-level Regional Policy Forum brings together high-level governmental representatives of Asia and Pacific countries. It is suggested that the Minister of Education head a country delegation of up to four members, including high officials from the following entities:

- **focal ministry or coordination body for ECCE or early childhood development**
- **ministry responsible for finance or economic planning**

Representatives of UN agencies, non-governmental organizations, bilateral cooperation agencies, inter-governmental organizations and major donors engaged in ECCE will participate as observers, while eminent experts in ECCE will be invited as resource persons. The participation is by invitation only.

Themes of the Forum

1. Invest in ECCE as a cost-effective approach for human and economic development

Sub-themes:

- 1.1 Innovative funding modalities to scale up ECCE
- 1.2 Costing models to reach the most marginalised children
- 1.3 Emerging partnerships with non-state actors

2. Expand quality ECCE with equity

Sub-themes:

- 2.1 Integration of care and education
- 2.2 Competences of ECCE teachers and caregivers
- 2.3 Setting standards and monitoring development and learning outcomes

3. Ensure successful transition to school

Sub-themes:

- 3.1 Defining and measuring holistically children's "school readiness"
- 3.2 Critical elements of "ready schools" to support all children's success in the early primary years
- 3.3 Mother tongue-based multilingual education in pre-primary and primary levels

Country Report

As one of the key inputs to the Forum, each country is requested to prepare a country report according to the guidelines to be provided. The preparation of the country report is an opportunity to hold a broad-based consultation, involving a wide range of relevant organizations and individuals from diverse sectors, with a view to identifying collectively the country's priorities and targets, existing gaps, opportunities and resources. In order to allow sufficient time for the analysis and synthesis of these country reports for the Forum, the country reports were due on **18 July 2013**.

Format of the Forum

The Forum will be inaugurated in an Opening Ceremony on the afternoon of 10 September 2013, followed by opening presentations and a reception dinner.

Much of the Forum will be devoted to the three **thematic sessions**. Each thematic session will be first held in plenary with an introductory presentation by an expert, who will provide an overview of the latest research findings and policy implications on a particular theme. This presentation will be followed by two country cases to demonstrate how they addressed the respective policy issues and put them into practice. The participants will then be divided into sub-themes and identify priorities and mechanisms for collaboration in the areas of the capacity development, policy formulation, partnerships and research.

The last session (afternoon of 12 September 2013) will be dedicated to the plenary discussion and adoption of the priorities and mechanisms for collaboration identified by sub-thematic groups. The final set of priorities and mechanisms for collaboration will be put together as the final outcome document of the Forum.

Ministerial Roundtable

Ministers and Vice-Ministers participating in the Forum are invited to attend the **Ministerial Roundtable**, to discuss specific challenges and concrete steps to ensure all children's access to quality ECCE and the role of the State in achieving this goal. The roundtable will be informed by ARNEC's White Paper "*Promoting Holistic Development of Young Children – An Imperative for the Advancement of Nations in Asia-Pacific*" and the discussion will be moderated based on the specific questions to be posed.

Language

The working languages of the Regional Policy Forum will be English and Russian. Simultaneous interpretation will be provided during all plenary sessions as well as the Ministerial Roundtable and the concurrent breakout sessions to be held in the "Diamond" room.

Forum Programme



Tuesday 10 September 2013

09:00-14:00

Registration (Plaza Hotel Lobby)

Opening Ceremony (Grand Ballroom)

15:00-16:00

Opening remarks

Mr Qian Tang

Assistant Director-General for
Education, UNESCO

Mr Kunihiko Chris Hirabayashi

Representative, UNICEF Tokyo

Ms Young Lee

President, KICCE

Mr Joon-Kyung Kim

President, KDI

Setting the Stage for the Forum (Grand Ballroom)

16:00-17:00

Keynote address

*"Securing the Social
Benefits from ECCE"*

Professor W. Steven Barnett

Board of Governors Professor and
Director of the National Institute
for Early Education Research,
Rutgers University, USA

17:00-17:30

Regional perspective
*"State of ECCE Asia and
the Pacific: Challenges
and Prospects"*

Mr Gwang-Jo Kim

Director, UNESCO Asia and Pacific
Regional Bureau for Education

17:30-18:00

National perspective
*"Accomplishments and
Future Tasks in Early
Childhood Education
and Care in Korea"*

H.E. Mr Nam-Soo Seo

Minister of Education,
Republic of Korea

18:30-21:00

Reception dinner (Grand Ballroom)

Wednesday 11 September 2013

Theme 1: Invest in ECCE as a cost-effective approach for human and economic development
(Chair: H.E. Magele Mauiliu Magele, Minister of Education, Sports and Culture, Samoa)

<p>09:00-09:30 Diamond (22nd floor)</p>	<p>Keynote address on the Theme 1 <i>"Financing ECCE to build the wealth of the nation"</i></p>	<p>Professor Inchul Kim President of the Korean Economic Association and Professor of Economics, School of Economics, Sung Kyun Kwan University, Republic of Korea</p>
<p>09:30-10:15 Diamond</p>	<p>Presentation of examples from the region</p>	<p>Ms Gantulga Bold Division Head of Pre-School Education, Ministry of Education and Science, Mongolia H.E. Mr Madhav Prasad Poudel Minister of Education, Nepal H.E. Ms Betty Ip Deputy Secretary for Education, Hong Kong SAR</p>
<p>10:15-10:45</p>	<p>Coffee/Tea Break</p>	
<p>10:45-12:30 (concurrent) Maple (4th floor)</p>	<p>Ministerial roundtable (Ministers and Vice-Ministers)</p> <ul style="list-style-type: none"> • Presentation of ARNEC's White Paper <i>"Promoting Holistic Development of Young Children – An Imperative for the Advancement of Nations in Asia-Pacific"</i> • Discussion on specific challenges and concrete steps to ensure all children's access to quality ECCE and the role of the State in achieving this goal 	<p>Moderator: Mr Gwang-Jo Kim Director, UNESCO Asia and Pacific Regional Bureau for Education Presenter: Ms Bernadine Ha'amori Director of Early Childhood Development, Ministry of Education and Human Resources, Solomon Islands, and ARNEC Executive Committee member Rapporteur: Professor Venita Kaul Director, Center for Early Childhood Education and Development, Ambedkar University, India, and ARNEC Steering Committee member</p>
<p>10:45-12:30 (concurrent)</p>	<p>Breakout session to discuss identify priorities and mechanisms for collaboration on sub-themes</p>	

<p>Diamond (22nd floor)</p>	<p>Sub-theme 1.1 <i>Innovative funding modalities to scale up ECCE</i></p>	<p>Moderator: Mr Shahabuddin Ahmed Additional Secretary, Finance Division, Ministry of Finance, Bangladesh</p> <p>Rapporteur: Yoon Kyung Choi Associate Research Fellow and Head of Trend Analysis and Statistics Team, KICCE</p>
<p>Ruby (22nd floor)</p>	<p>Sub-theme 1.2 <i>Costing models to reach the most marginalized children</i></p>	<p>Moderator: Mr Somkhanh Didaravong Deputy Director-General, Department of Planning , Ministry of Education and Sports, Lao PDR</p> <p>Rapporteur: Ms Silke Friesendorf Communications Officer, ARNEC</p>
<p>Opal (22nd floor)</p>	<p>Sub-theme 1.3 <i>Emerging partnerships with non-state actors</i></p>	<p>Moderator: Mr Asmah Morni Head of Early Childhood Care and Education, Ministry of Education, Brunei Darussalam</p> <p>Rapporteur: Ms Maki Hayashikawa Chief of Section for Basic Education, UNESCO HQ</p>
<p>12:30-14:00</p>	<p>Lunch</p>	
<p>Theme 2: Expand quality ECCE with equity (Chair: : H.E. Mr Lytou Bouapao, Vice-Minister of Education and Sports, Lao PDR)</p>		
<p>14:00-14:30 Diamond</p>	<p>Keynote Address <i>“Advancing Equity in Early Childhood Development: The Critical Importance of High Quality Services and Effective Systems”</i></p>	<p>Professor Nirmala Rao Professor in the Faculty of Education and Associate Dean and Director of Graduate Studies at The Graduate School, The University of Hong Kong, Hong Kong SAR</p>
<p>14:30-14:40</p>	<p>Break to concurrent sub-theme sessions</p>	

Sub-theme 2.1 Integration of care and education
 (Chair: H.E. Mr James Marape, Minister of Education, Papua New Guinea)

<p>14:40-15:25 Opal</p>	<p>Presentation of examples from the region</p>	<p>Ms Teresita G. Inciong Chairperson of ECCE & ECCD Governing Board Council, Philippines</p> <p>H.E. Mr Bandula C. Gunawardhana Minister of Education, Sri Lanka</p> <p>Professor Kyoko Iwatate Professor, Tokyo Gakugei University, Japan</p>
<p>15:25-15:45 Coffee/Tea break</p>		
<p>15:45-17:00 Opal</p>	<p>Discussion to identify priorities and mechanisms for collaboration under sub-themes</p>	<p>Rapporteur: Ms Mugyeong Moon Director of Center of ECCE Policy for Future and Vision, KICCE</p>

Sub-theme 2.2 Competences of ECCE teachers and caregivers
 (Chair: H.E. Mr Lytou Bouapao, Vice-Minister of Education and Sports, Lao PDR)

<p>14:40-15:25 Diamond</p>	<p>Presentation of examples from the region</p>	<p>Mr Karl Le Quesne Group Manager, Early Childhood Education, Ministry of Education, New Zealand</p> <p>H.E. Mr Sangay Zam Secretary, Ministry of Education, Bhutan</p> <p>H.E. Mr Abdugani Kholbekov Vice-Minister of Public Education, Uzbekistan</p>
<p>15:25-15:45 Coffee/Tea break</p>		

15:45-17:00 Diamond	Discussion to identify priorities and mechanisms for collaboration under sub-themes	Rapporteur: Ms Mami Umayahara Programme Cycle Management Specialist, UNESCO Asia and Pacific Regional Bureau for Education
Sub-theme 2.3 Setting standards and monitoring development and learning outcomes (Chair: H.E. Mr Reuben Dick Inoana Ha'amori, Minister of Education, Solomon Islands)		
14:40-15:25 Ruby	Presentation of examples from the region	H.E. Mr Chaturon Chaisang Minister of Education, Thailand Ms Jocelyn Mete First Political Adviser, Department of Education, Vanuatu India Presenter to be confirmed
15:25-15:45	Coffee/Tea Break	
15:45-17:00 Ruby	Discussion to identify priorities and mechanisms for collaboration under sub-themes	Rapporteur: Ms Chemba Raghavan Education Specialist, UNICEF East Asia and Pacific Regional Office
18:30-21:00	Dinner	

Thursday 12 September 2013

Theme 3: Ensure successful transition to school
 (Chair: H.E. Ms Maere Tekanene, Minister of Education, Kiribati)

<p>09:00-09:30 Diamond</p>	<p>Keynote Address <i>"Successful transition to school"</i></p>	<p>Professor Frank Oberklaid Director, Centre for Community Child Health, The Royal Children's Hospital, Melbourne, Professor of Paediatrics, The University of Melbourne, Australia</p>
<p>09:30-10:15 Diamond</p>	<p>Presentation of examples from the region</p>	<p>H.E. Ms Kendirbaeva Dogdurgul Deputy Minister of Education & Science, Kyrgyzstan H.E. Ms Nguyen Thi Nghia Vice-Minister of Education and Training, Viet Nam H.E. Mr Md. Afsarul Ameen Minister of Education, Ministry of Primary and Mass Education, Bangladesh</p>
<p>10:15-10:45</p>	<p>Coffee/Tea break</p>	
<p>10:45-12:30</p>	<p>Breakout session to discuss identify priorities and mechanisms for collaboration under sub-themes:</p>	
<p>Diamond</p>	<p>Sub-theme 3.1 <i>Defining and measuring holistically children's "school readiness"</i></p>	<p>Moderator: Mr Cliff Meyers Regional Education Adviser, UNICEF East Asia and Pacific Regional Office Rapporteur: Ms Silke Friesendorf, Communications Officer, ARNEC</p>
<p>Ruby</p>	<p>Sub-theme 3.2 <i>Critical elements of "ready schools" to support all children's success in the early primary years</i></p>	<p>Moderator: Ms Lydia Freyani Hawadi Director-General of Early Childhood, Ministry of Education, Indonesia Rapporteur: Ms Maki Hayashikawa Chief of Section for Basic Education, UNESCO HQ</p>
<p>Opal</p>	<p>Sub-theme 3.3 <i>Mother tongue-based multilingual education in pre-primary and primary levels</i></p>	<p>Moderator: Mr Imran Ullah Deputy Secretary, Ministry of Education and Training, Pakistan Rapporteur: Ms Leotes Lugo Helin Education Specialist, UNICEF Regional Office for South Asia</p>
<p>12:30-14:00</p>	<p>Lunch</p>	

CONCLUSION OF THE FORUM

<p>14:00-14:45 Diamond</p>	<p>Oral reports of the Ministerial Roundtable and Thematic Discussions</p>	<p>Chair: Ms Mugyeong Moon Director of Center of ECEC Policy for Future and Vision, KICCE</p> <p>Rapporteurs: Ministerial Roundtable: Professor Venita Kaul Director, Center for Early Childhood Education and Development, Ambedkar University, India</p> <p>Theme 1: Professor W. Steven Barnett Board of Governors, Professor and Director of the National Institute for Early Education Research, Rutgers University, USA</p> <p>Theme 2: Professor Nirmala Rao Professor Faculty of Education, The University of Hong Kong, Hong Kong SAR</p> <p>Theme 3: Professor Frank Oberklaid Director, Centre for Community Child Health, The Royal Children's Hospital, Melbourne Professor of Paediatrics, The University of Melbourne, Australia</p>
<p>14:45-15:30 Diamond</p>	<p>Plenary discussion on follow-up actions</p>	<p>Moderator: Ms Lieke van de Wiel Regional Education Adviser, UNICEF Regional Office for South Asia</p>
<p>15:30-16:00 Diamond</p>	<p>Closing remarks</p>	<p>Mr Gwang-Jo Kim Director, in UNESCO Asia and Pacific Regional Bureau for Education</p> <p>Mr Isiyé Ndombi Deputy Regional Director, UNICEF Regional Office for East Asia and Pacific</p> <p>Ms Bernadine Ha'amori ARNEC Executive Committee member</p> <p>Ms Young Lee President, KICCE</p>

Opening Ceremony Speakers





Mr Qian Tang

Assistant Director-General for Education, UNESCO

Born in Beijing, China, Mr Tang holds a Doctor of Philosophy degree from the University of Windsor, Canada.

A former high school teacher, Mr Tang worked on academic and educational affairs at the Chinese Embassy in Canada from 1985 to 1989. In the early 1990s, he served in the Chinese Ministry of Education, working on technical and vocational education and training, and then in the Shanxi Provincial Government's Bureau of Science and Technology.

Mr Tang joined UNESCO's Section for Technical and Vocational Education in 1993, becoming Director of the Division of Secondary, Technical and Vocational Education in 2000. Before his appointment as Assistant Director-General for Education in April 2010, he served as Director of the Executive Office of the Education Sector and Deputy Assistant Director-General for Education.



Mr Kunihiko Chris Hirabayashi

Representative, UNICEF Tokyo

Mr Kunihiko Chris Hirabayashi assumed his duties as Director of UNICEF Tokyo in April 2010. Prior to this appointment, Mr Hirabayashi served as Deputy Representative of UNICEF India from 2008. From September 2006 – June 2008, he was the Senior Programme Manager of UNICEF Tokyo. Prior to this, he served as a Senior Programme Advisor to the Ministry of Public Health Afghanistan, a Senior Project Officer, Chief of Health and Nutrition Section at UNICEF Afghanistan, and Chief of Health and Nutrition Emergency Programme at UNICEF Lebanon.

Before joining UNICEF, Mr Hirabayashi worked as a Technical advisor for Center for International Medical Cooperation, International Medical Center of Japan, Ministry of Health, Labor and Welfare and extended technical assistance to many developing countries such as Bolivia, Colombia, India, Indonesia, Honduras, Uzbekistan, South Africa and Vietnam for about 10 years since 1994.

He earned M.D. and Ph.D. in medicine from University of Tsukuba, Japan.



Ms Young Lee

President, KICCE

Ms Young Lee was appointed as the President of the Korea Institute of Child Care and Education (KICCE) in 2011 and has been a professor of the Department of Child and Family at Yonsei University, Korea since 1977. She served as the Dean of College of Home Economics, and of women students' affairs as well as the director of Research Center for Women Studies at Yonsei University. She has been involved in numerous advisory and review committees for the Korean government including the committee on Children's Rights. She served as the committee chair for the development of the 'Nuri Curriculum' in 2012. She also served as a Vice President of Asian Regional Association for Home Economics, and the President of Korean Association of Child Studies, of Korean Association for Lifespan Studies, and of the Korean Home Economics Association.

She earned her Ph.D. in human development and family studies, Cornell University, U.S.A. (1983) and B.A. from Yonsei University, Korea (1972).



Mr Joon-Kyung Kim

President, KDI

Mr Joon-Kyung Kim is the President of the Korea Development Institute (KDI) and the KDI School of Public Policy and Management. He served as Senior Vice President of the KDI and Secretary to the President in Financial Policy. He was an assistant professor at Virginia Tech; visiting professor at Columbia University; and a World Bank consultant. His recent research has focused on crisis management and reforms in Korea's financial and corporate sectors and Sino-Korean economic integration. He received his Ph.D. in economics from the University of California at San Diego, and B.S. in computer science and statistics from the Seoul National University.



Mr Gwang-Jo Kim

Director, UNESCO Asia and Pacific Regional Bureau for Education

Mr Gwang-Jo Kim holds a B.A. degree in Public Administration from Korea University, Seoul (1978), a Master's degree (1984) and a Ph.D. (1994) in Education from Harvard University, U.S.A.

Prior to his appointment as Director of UNESCO Asia and Pacific Regional Bureau for Education in January 2009, Mr Kim has worked in various capacities for the Government of the Republic of Korea. In the Office of the President, he assisted former President Young Sam Kim in an education reform initiative that restructured the entire Korean educational system. As Deputy Minister of Education and Human Resources Development (HRD), he coordinated national HRD policies across line ministries, and also initiated the "Global Human Resources Forum", an international knowledge-sharing platform in the areas of education and human resources development.

Mr Kim also worked as Senior Education Specialist at the World Bank where he contributed to both lending and non-lending operations on a wide range of issues in education and skills development for countries in Latin America and the Caribbean, Middle East, Africa and Asia.



Mr Seo Namsoo

Minister of Education, Republic of Korea

Mr Seo Namsoo is the 43rd Minister of Education of the Republic of Korea. After passing the Higher Civil Service Examination on Government Administration in 1979, he devoted himself as a public officer in various fields by serving as the Director General of the University Support Division at the Ministry of Education (2001-2002), and the Vice Superintendent of Seoul Metropolitan Office of Education (2005-2007), Vice Minister of MOEHRD (Ministry Of Education and Human Resource Development) (2007-2008).

He pursued his career in the field of education as a visiting fellow at the Institute of Education, University of London (1994-1996) and at East-West Center of APEC Office in the U.S. (2004). He also fulfilled his professional responsibilities by undertaking research as a visiting research fellow of Korean Educational Development Institute (KEDI) and as a visiting professor at both Gyeongin National University of Education and Hongik University. Up until he was appointed as the Minister of Education, he served as the president of Uiduk University. He received his Ph.D in education from Dongguk University, M.A from University of Illinois, and B.A. in Philosophy from Seoul National University, Republic of Korea.

Keynote Addresses





Professor W. Steven Barnett

W. Steven Barnett is a Board of Governors Professor and Director of the National Institute for Early Education Research (NIEER) at Rutgers University. Dr Barnett is a Fellow of the American Educational Research Association and a member of the National Academy of Education. He advises national governments, international agencies, and foundations of early care and education policy, research, and evaluation. Dr Barnett is co-editor of the *International Journal of Child Care and Education Policy* and a member of the Editorial Board of *Early Childhood Research Quarterly*. He earned his Ph.D. in economics at the University of Michigan, and his research applies economic analysis to issues of early care and education policy and practice.

Dr Barnett's research includes studies of the effectiveness and economics of early care and education including the well-known benefit-cost analyses of the Perry Preschool and Abecedarian programs. He has also studied the impacts of program duration and intensity, dual language models, curriculum, alternative staffing structures, professional development, and parental engagement. Recent publications include "Effectiveness of early educational intervention" in the journal *Science* and "Four reasons the United States should offer every child a preschool education" in *The pre-k debates: current controversies and issues* from Brookes Publishing, edited by Edward Zigler, Walter Gilliam, & Steven Barnett.

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Professor W. Steven Barnett

Keynote Address

"Securing the Social Benefits from ECCE"

Abstract

Public investments in ECCE are advisable first and foremost because of the social benefits from ECCE's contributions to young children's learning and development. These benefits are quite broad and encompass efficiencies in health and education, as well as the productivity of the work force. Estimated economic returns are quite high even if limited to increased adult earnings, which are a small part of the payoff to high quality ECCE. In addition to improving overall efficiency, ECCE policy also has the potential to decrease social inequalities. ECCE may have its largest effects on the educational and economic success of disadvantaged populations, including those in poverty and migrant families. Increased access to ECCE programs also can increase gender equality for children and their parents.

The evidence of positive effects from high quality ECCE is remarkably consistent around the globe in several respects. First, large positive effects on learning and development are found for a wide range of programs including education. There is no time during the first five years of life that is too early or too late to have a positive impact. Second, the details matter. Research finds not only the same types of positive outcomes globally, but also that outcomes vary with policy features. The quality of ECCE is a key determinant of its effectiveness, and it can be difficult to replicate the results of even large scale experiments with public policy. Providing a sufficient quality of ECCE on a large scale is the most challenging problem faced by public policy seeking equity and excellence. Third, the persistence of benefits may depend to an extent on the readiness of schools to build on earlier gains.

Continuous improvement systems to assure quality are a key element for increased equity and effectiveness in ECCE policy. Such systems monitor indicators of program access, standards and their implementation, and outcomes (such as school readiness). This information is then used to guide policy and program improvement (for example, feeding into training and professional development). As such

systems become commonplace it should be possible to accumulate substantial cross-national evidence regarding thresholds for quality and how they vary with context. In addition, such systems applied more broadly can help ensure that schools build on the advantages provided by high quality ECCE.



Professor Inchul Kim

Inchul Kim is currently the President of the Korean Economic Association and has been a professor of Economics at Sung Kyun Kwan University over 25 years.

Professor Kim earned his PhD in economics from the University of Chicago in 1981. He taught International Economics and Economic Development at the University of Colorado, USA, from 1981 to 1982. He then engaged himself in policy-oriented research work on economic development at the Korea Development Institute as a

senior research fellow between 1982 and 1984. He also worked in the Ministry of Finance as Advisor to the Minister of Finance between 1984 and 1987.

In 1988 Professor Kim returned to the academic world by taking a teaching position at Sung Kyun Kwan University. He has undertaken a good variety of policy-related research projects such as sustainable growth, monetary and financial policy, fertility impact of multiple child policies in Korea. In 1996-1997, he assumed the presidency of Inchoen Development Institute and has successfully carried out a grand research project, 'The 2020 Inchoen Dream.' Professor Kim is the 1988 recipient of *The Chong Ram Prize*, the most prestigious award in the field of economics in the Republic of Korea.

Professor Inchul Kim

Keynote Address on Theme 1

“Financing ECCE to Build the Wealth of the Nation”

Abstract

For human resources development, it is very important to take care of early childhood in order to enhance national competitiveness. According to the recent research on brain development and the cost-benefit analysis, early childhood education and care (ECCE) has the highest return of investment. High-quality ECCE is particularly beneficial to the most under-privileged children. Regarding child learning and development, it's been already recognized that if the child does not have a proper care and education in the beginning, it becomes very difficult to get things right later. Therefore, many countries around the world are all making efforts to give a right start to every child.

For ECCE quality, the minimum level of public investment should be secured consistently not affected by social and economic change. Low investment in ECCE especially during economic crisis is likely to dramatically reduce interests and commitments of low-income parents to their children's education. It is also important to have a good policy system to support all children to have equal opportunity to have quality ECCE service wherever they are.

There are several challenges in ECCE financing. As ECCE involves multiple sectors, ECCE financing should not be confined to the education field only but be recognized as a cross-ministerial and national agenda. In addition, ECCE financing should consider not only how to secure the budget but also how to distribute it. In order to manage finances efficiently, both administration and finance systems should be systematically coordinated and integrated, especially in countries with split ECCE systems. In the past,

increasing access to ECCE was the main policy focus, but today quality needs to be more emphasized. In order to guarantee the quality, more investment should be made in improving early childhood teachers' qualifications and working conditions, learning environments and educational programs.



Professor Nirmala Rao

Nirmala Rao is a Professor in the Faculty of Education and Associate Dean and Director of Graduate Studies at The Graduate School, The University of Hong Kong. Professor Rao received her PhD in Developmental Psychology and she is a Developmental and Chartered (Educational) Psychologist. She is recognized as an international expert on early childhood development and on child development and education. She has been praised for garnering international recognition for Asian research in early child development by elevating its quality and visibility. Her research program concerns

the influences of early home and preschool experiences on early child development and the policies which affect them. Her work is underpinned by the belief that systematically conducted empirical studies should inform educational and social policy relevant to children and their families, and by a commitment to equity, particularly in relation to access to education for girls and children who are disadvantaged.

She has conducted policy-relevant, longitudinal program evaluation research in low resource environments in Cambodia, China and India. Professor Rao has also studied parenting practices and preschool quality in Hong Kong and the Chinese mainland. She is currently developing a population-level measure of early child development for countries in the Asia and Pacific. Recognition of her research is reflected in her publications and requests to provide technical expertise and consultancy for the UN and its associated agencies and other invitations to serve on high-level committees concerned with child development in the developing world. She also has leadership roles in international professional organizations which aim to promote the well-being of young children through research and advocacy efforts.

Professor Nirmala Rao

Keynote Address on Theme 2

“Advancing Equity in Early Childhood Development: The Critical Importance of High Quality Services and Effective Systems”

Abstract

Evidence that investment in early childhood yields larger economic returns compared to investment in adulthood, commitment to international development goals, and the ratification of conventions concerned with children's well-being have led governments across the world to give priority to providing early childhood services and/or supporting their provision. However, there are still considerable inequities in early childhood development. This paper will begin by highlighting inequities in access to services which promote early childhood development within and across countries in the Asia-Pacific region. Next, based on a review of relevant research in developing country contexts in the Region, it will provide examples of early childhood programmes which have been effective in decreasing inequities in child outcomes including school readiness. Finally, it will draw upon research in both developing and developed country contexts in the region and make recommendations on enhancing the quality of systems and services to ensure equality of access and equity in opportunity.

Inequities in early childhood development. There are inequities in access to services which promote early childhood development within and across countries in the Asia Pacific region. In developing country

contexts, there are consistently documented “access gaps” in terms of participation in education. Rural residence, poverty, ethnic minority status and disability exacerbate disadvantages presented by both household and community poverty. Children from the poorest rural households and from communities with the least resources tend to have less-qualified early childhood and school teachers than do their counterparts in wealthier areas. Hence, these children tend to lag behind their urban peers in terms of school preparedness. However, urbanization has also led to poverty and exclusion for many groups of children and there is concern about the extent of inequality with urban areas.

The term “achievement gap” is used to denote variations in academic achievement across different groups of students. This gap has been found between children from economically disadvantaged backgrounds and their more advantaged peers all over the world, and it is evident in both academic attainment and school completion rates. It has been attributed to socioeconomic factors and to race, caste, ethnic minority status and gender and is even evident prior to school. Children from a disadvantaged background are less likely to show poorer school readiness skills, which are considered critical for their later school success, than other children. Decreasing inequities through early childhood interventions. A recently-conducted rigorous review of literature, which considered early childhood interventions and cognitive development in developing countries, included studies conducted in the Asia- Pacific Region. The review highlighted different types of interventions conducted in the region to promote the physical, cognitive, and socio-emotional development of children from socially disadvantaged families and thereby close the achievement gap. A Focus on Quality. There has been a concern that the rapid expansion in access to services in the Asia-Pacific region may be associated with a decrease in their quality. Hence, there is a need for governments to (i) move beyond only increasing access and to focus on the quality of provision; (ii) implement systems of quality assurance which take into consideration the range of programmes available, the ages of children served and contextual variables; (iii) evaluate the efficacy of different types of early childhood interventions; and (iv) evaluate their strategies to promote equity. The promotion of high quality education for all children is clearly the path to achieve equity and “Build the Wealth of Nations.” ■



Professor Frank Oberklaid

Professor Frank Oberklaid is the Founding Director of the Centre for Community Child Health at The Royal Children’s Hospital Melbourne, a research group leader at the Murdoch Childrens Research Institute, and a Professor of Paediatrics at the University of Melbourne.

Professor Oberklaid is an internationally recognised researcher, author, lecturer and consultant. He has edited two books, numerous book chapters, and over 150 scientific papers on various aspects of paediatrics and is on the editorial boards of several international journals. He has been invited to lecture in many countries, and has been a consultant for UNICEF and the World Health Organization. He has received a number of prestigious awards for his work, including a Medal in the Order of Australia in 1998, a Centenary Medal from the Commonwealth of Australia in 2003, the John Sands Medal from the Royal Australasian College of Physicians in 2003, the Chairman’s Medal from the Royal Children’s Hospital Melbourne in 2003, the Howard Williams Medal from the Royal Australasian College of Physicians in 2009, and the Health Minister’s Lifetime Achievement Award in 2012.

Professor Oberklaid is currently Chair of the Victorian Children’s Council, which provides expert advice to the Premier and the Minister for Children on policies and services for children. His current interests include early childhood development, prevention and early detection/early intervention, and especially how existing services to young children and families can be refocused and better co-ordinated to improve outcomes.

Professor Frank Oberklaid

Keynote Address on Theme 3

“Successful Transition to School”

Abstract

Many children reaching school have developmental trajectories that place them at risk of poor learning and psycho-social outcomes. Poor early school experiences are powerful predictors of problems throughout a child school career and beyond. Increasing school readiness in populations of children is predicated on three things: schools being ready for children; children being ready for school; and communities that support early childhood development. To make a real and sustained difference, all three issues need to be addressed simultaneously.

We now have an increased understanding of the importance of the early years of the child’s life in facilitating or inhibiting optimal brain development. Young children need a safe, nurturing and stimulating environment to develop the cognitive, social and emotional skills that will equip them with the developmental competencies needed for a successful transition into the school setting. Most important is the quality of the relationship that the young child has with parents and caregivers. Where this relationship is dysfunctional, there are increased stress levels in the child’s environment, and research has shown that persistent and high levels of stress interferes significantly with the development of neural circuits which lay the foundation for future learning.

High stress levels are seen in situations of child abuse or neglect, exposure to family violence, parental mental health problems or substance abuse, non-responsive or authoritarian parenting, and extreme poverty with its many associations. Persistent stress in the early years impacts on the body’s regulatory systems – physiological, endocrine, and immunological – and puts the child at risk of a range of poor biological and psychosocial outcomes right throughout the life course.

Our understanding of the importance of environment factors in the early years, together with the short and long-term consequences of poor caretaking environments, provides the context for our attempts to improve school readiness. James Heckman, a Nobel prize winning economist, has said that “the best way to improve the schools is to improve the early environments of the children sent to them.”

This presentation will provide examples of innovative, evidence-based conceptual frameworks and practical strategies that can be implemented to improve children’s readiness for school, and make schools more responsive to children, families, and the communities in which they are situated. ■

Closing Ceremony Speakers

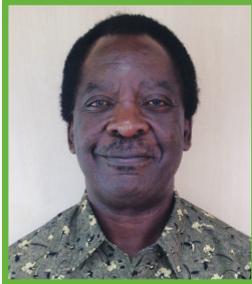




Mr Gwang-Jo Kim

Director, UNESCO Asia and Pacific Regional Bureau for Education

See previous bio information, page 26.



Mr Isiye Ndombi

Deputy Regional Director, UNICEF Regional Office for East Asia and Pacific

Mr Isiye Ndombi is an experienced development and public policy professional with over 25 years of experience in Africa, Asia and the Pacific.

Dr. Ndombi joined UNICEF in 1989 as Health Officer in Gaborone, Botswana where he oversaw the implementation of the health programme. In 1994, he was transferred to Asmara, Eritrea as UNICEF Deputy Representative, and in 1997 he was transferred to Dar-es-Salaam, Tanzania as Senior Project Officer in Health and subsequently as Deputy Representative. In 2003, he was transferred to Port Moresby, Papua New Guinea, as Representative and then in January 2007 to Suva, Fiji as Representative for the Pacific where he led the UNICEF team in supporting 14 Pacific island countries in their human development strategies, with a special focus on children. Prior to joining UNICEF, Dr. Ndombi worked with the Ministry of Health in Kenya from 1978 to 1985 in various positions of increasing responsibility. From 1985 to 1989 he was a lecturer in Child Health at the University of Nairobi's Medical School.

Dr. Ndombi is a national of Kenya. He obtained his medical degree in 1978 and completed his specializations in tropical medicine in 1983 and Pediatrics and Child Health in 1984 at the University of Nairobi, Kenya. He also holds a Masters in Business Administration from Newcastle University in Australia.



Ms Bernadine Ha'amori

Director of Early Childhood Development, Ministry of Education and Human Resources, Solomon Islands, and ARNEC Executive Committee member

Ms Bernadine Ha'amori comes from a small village called Malis Village in Buka, Bouganville Province of Papua New Guinea. She is married with 5 children and living with her husband in the Solomon Islands.

She has worked in the Solomon Islands Ministry of Education and Human Resources Development as the Director of Early Childhood Education since 2004. Whilst in office, she was able to have the National ECE Policy and National ECE Curriculum Framework developed and approved by the Solomon Islands Government.



Ms Young Lee

President, KICCE

See previous bio information, page 25.



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