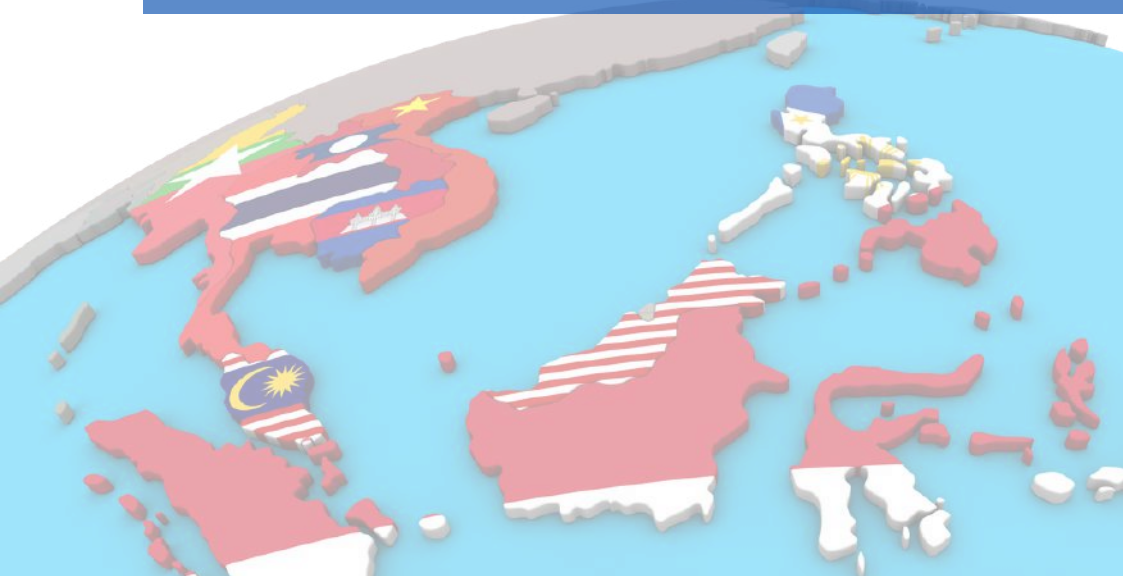


Southeast Asia Early Childhood Care, Nutrition, and Education (SEA ECCNE) Mapping Report



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Author

Garry Pawitandra Poluan

Editors

Jesus C. Fernandez

Umi Fahmida

Aisyah Nurcita Dewi



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Southeast Asia Early Childhood Care, Nutrition, and Education (SEA ECCNE) Mapping Report

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Advisors

Herqutanto
Zainun Misbah
Jesus C. Fernandez

Consultant/Writer

Garry Pawitandra Poluan

Editor

Jesus C. Fernandez

Content Reviewers

Jesus C. Fernandez
Umi Fahmida
Aisyah Nuncita Dewi

Layout and Cover Designer

Dodi Suswandi

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Jl. Utan Kayu Raya No.1A, RT.1/RW.8, Utan Kayu Utara, Kec. Matraman, Jakarta Timur,
13120

Phone: (021) 22116225, Fax. 021-2116465

Website: www.seameo-recfon.org

email: information@seameo-recfon.org

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Production Team

Project Advisers	Herqutanto	SEAMEO RECFON
	Zainun Misbah	SEAMEO RECFON
	Jesus C. Fernandez	SEAMEO RECFON
Core Team		
Consultant/Writer	Garry Pawitandra Poluan	
Editor	Jesus C. Fernandez	
Content Reviewers	Jesus C. Fernandez	
Content Reviewers	Umi Fahmida	
Content Reviewers	Aisyah Nurchita Dewi	



Foreword from SEAMEO Secretariat

Ladies and gentlemen,

This publication is a testament to the unwavering commitment of SEAMEO Regional Centre for Food and Nutrition (RECFON) in advancing Early Childhood Care, Nutrition, and Education (ECCNE) across Southeast Asia. Established as a flagship program of SEAMEO RECFON, ECCNE embodies an education- and science-focused approach within SEAMEO's broader mandate, which encompasses education, science, and culture. This program underscores SEAMEO's priority area on Achieving Universal Early Childhood Care and Education.

Southeast Asia stands at a critical juncture where access to and the quality of early childhood care and education remain uneven, particularly between and within member countries. This publication arrives at a crucial time, offering a comprehensive analysis of the current landscape and providing actionable insights to bridge these disparities. It highlights the stark contrasts in key indicators, such as pre-primary enrolment rates and under-5 mortality rates. Four countries in Southeast Asia still have less than 50 percent enrolment rate in pre-primary education, and three countries have at least 40 percent mortality rate for children under five years old. This reveals the urgent need for targeted interventions to ensure equitable access and quality early childhood development for all.

SEAMEO RECFON's dedication to scientific rigor is profound. Beginning with the mapping of competencies of early childhood educators in Indonesia for the piloting of the ECCNE program in 2018, followed by an extensive regional mapping exercise in 2021, the insights gleaned have been invaluable. The subsequent Southeast Asian Learning Exchange Forum on Early Childhood Development Promotion (ECDP) and the establishment of the SEA ECDP Working Group further underscored SEAMEO RECFON's commitment to fostering dialogue and collaboration among stakeholders across the region. These initiatives not only facilitated knowledge exchange but also identified shared challenges and promising practices in advancing Holistic and Integrative Early Childhood Development (HI-ECD) across Southeast Asia.

As we navigate the complexities of early childhood care and education in Southeast Asia, this publication serves as a vital resource for policymakers, educators, practitioners, and researchers alike. By fostering dialogue and collaboration, SEAMEO RECFON aims to catalyze transformative change that ensures every child receives the nurturing support essential for their holistic development.

I would like to extend my heartfelt appreciation to all contributors, partners, and stakeholders who have shared their expertise and insights, making this publication a robust and timely contribution to the field of early childhood development. Together, let us harness the findings and analyses presented here to build a more inclusive and prosperous future for all children across Southeast Asia.

Best,

Datuk Dr Habibah Abdul Rahim

Director of SEAMEO Secretariat



Preface from SEAMEO RECFON

The Early Childhood Care, Nutrition, and Education (ECCNE) program, initiated by SEAMEO RECFON in 2017, represents a pivotal step towards ensuring optimal early childhood growth and development in Southeast Asia. This report, the SEA ECCNE Mapping Report, is the culmination of years of dedicated work aimed at identifying and understanding the essential components that contribute to holistic integrative early childhood development (HI-ECD) services.

Our journey began with the ambitious task of mapping and model development, focusing on five critical ECCNE components: 1) enabling environment, 2) parenting, 3) childcare and education, 4) children's health and nutrition, and 5) policy and multi-sectoral cooperation. These components form the backbone of our efforts to foster environments where young children can thrive.

The insights and additional information gathered from resource persons and the SEA ECDP Working Group across 11 Southeast Asian countries, including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, and Vietnam significantly enriched our understanding and highlighted areas needing further review and completion.

The SEA ECCNE Mapping Report embodies our commitment to providing a robust foundation for designing future programs, building capacity, and formulating policies that support early childhood development across Southeast Asia. This comprehensive mapping exercise is not just an academic endeavour; it is a crucial step towards creating sustainable and impactful changes in the lives of young children and their families.

As we present this report, we acknowledge the collaborative efforts of all participating countries, resource persons, and stakeholders who have contributed their knowledge and expertise. Their invaluable input has been instrumental in shaping this report, and it is our hope that it will serve as a cornerstone for ongoing and future initiatives in early childhood care, nutrition, and education.

Together, let us continue to work towards a future where every child in Southeast Asia has the opportunity to grow, learn, and thrive in an environment that supports their holistic development.

Dr. dr. Herqutanto, MPH., MARS., Sp.KKLP
Director



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List of Abbreviations

ADB	Asian Development Bank
B.E.	Buddhist Era
BruMAP-NCD	Brunei Darussalam Multisectoral Action Plan for the Prevention and Control of Noncommunicable Diseases
CSR	Corporate Social Responsibility
ECCD	Early Childhood Care and Development
ECCDC	Early Childhood Care and Development Council
ECCE	Early Childhood Care and Education
ECCNE	Early Childhood Care, Nutrition and Education
ECD	Early Childhood Development
ECDA	Early Childhood Development Agency
ECE	Early Childhood Education
ECI	Early Childhood Intervention
EHOs	Ethnic Health Organizations
ICO	Inclusion Coordinator
IDP	Internally Displaced People
InSP	Inclusive Support Programme
HI-ECD	Holistic and Integrative Early Childhood Development
HSDP	Health Sector Development Plan
IYCF	Infant and Young Child Feeding
LGU	Local Government Unit
MOE	Ministry of Education
MIYCN	Maternal, Infant, and Young Child Nutrition
MoECRT	Ministry of Education, Culture, Research, and Technology
MoEYS	Ministry of Education, Youth, and Sports
MS-NPAN	Multi-Sectoral National Plan of Action on Nutrition
MWFCD	Ministry of Women, Family and Community Development
NGA	National Government Agencies



List of Abbreviations

NGO	Non-governmental Organization
NPIS	National Preschool Information System
NPQS	National Preschool Quality Standard
NUG	National Unity Government
OBEC	Office of the Basic Education Commission
PAUD	Pendidikan Anak Usia Dini (Early Childhood Education)
RMNACH	Reproductive, Maternal, Newborn, and Child Health
SDG	Sustainable Development Goal
SEA	Southeast Asia
SEA-ECDP	Southeast Asian Early Childhood Development Promotion
SEAMEO RECFON	Southeast Asia Ministers of Education Organization Regional Centre for Food and Nutrition
SPARK	Singapore Pre-school Accreditation Framework
YABhg	Yang Amat Berbahagia (The Most Felicitous)



Background Information

Early Childhood Care, Nutrition and Education (ECCNE) is a program initiated by the Southeast Asian Ministers of Education Organization Regional Centre for Food and Nutrition (SEAMEO RECFON) in 2017. This program aims to provide a model of integrated implementation of essential components to optimize child growth and development. These components include enabling environment, parenting, care and education, health and nutrition, and policy and multi-sectoral participation. The ECCNE Program is SEAMEO RECFON's contribution to SEAMEO's Education Priority Area on Achieving Universal Early Childhood Care and Education as approved by the SEAMEO Council Conference in 2014.

In 2018, SEAMEO RECFON mapped the competencies of 78,711 early childhood educators in Indonesia using a survey instrument. The results enabled the Centre to develop appropriate capacity building activities as well as learning materials to address the competency gaps especially on the nutrition aspect. Acknowledging the importance of having a clear understanding of current scenarios of early childhood education promotion in Southeast Asia towards scaling up its ECCNE Program in the region, SEAMEO RECFON took the responsibility to conduct another mapping activity in October 2021. Using secondary data through internet search, the activity delved into the implementation of Holistic and Integrative Early Childhood Development (HI-ECD) in the region and other information related to the components of the ECCNE program framework. It also explored early childhood education challenges and good practices in each of the Southeast Asian countries. Demographics and macroeconomics data were also collected as they were deemed important in identifying development trends in each country, a potential factor affecting policymaking. The results of this mapping form the first part of this report.

The regional mapping results revealed the inadequacy of available data in English from the internet on HI-ECD implementation in most countries in Southeast Asia. Thus, SEAMEO RECFON organized the first Southeast Asian Learning Exchange Forum on Early Childhood Development Promotion (ECDP) back-to-back with the Workshop on Establishment of the SEA ECDP Working Group on 1-2 August 2022. These activities provided the venue for SEAMEO RECFON to gather more information on the current state of ECDP implementation in the region from the talks of invited speakers and presentation of country reports. Consultations with ECD experts in each country were also done to clarify and probe further on some information contained in the country reports.

Information gathered from the three sources abovementioned were triangulated to produce the second part of this report. The second part of this report contains country summaries and regional thematic analysis. Each country summary contains information on background context of early childhood development and education, related policies, existing programs, stakeholders, challenges, program funding sources, lessons learned, as well as future plans and recommendations. The regional thematic analysis is a qualitative analysis of key trends in the findings of this report. It is intended to provide a glimpse of regionally shared concerns and potential solutions in the move towards HI-ECD.

Part One:

Regional Mapping Results on Early Childhood Care, Nutrition and Education in Southeast Asia

In general, Southeast Asian countries are moving toward enacting policies related to HI-ECD but are struggling to implement them. Multiple factors are likely at play in hindering several Southeast Asian countries from achieving HI-ECD. These factors range from clarity of regulations to individual citizens' ability to access HI-ECD services. Furthermore, the Covid-19 pandemic has significantly slowed down regional economic growth affecting all facets of people's lives as well as the slow development and adoption of HI-ECD services.

Being a relatively recent phenomenon, HI-ECD assessment is an aspect many Southeast Asian countries seem to still try to get accustomed to. This is evident in the limited amount of data collected from the internet during this mapping exercise. As a result, indicators with enough data for discussion and/or comparison were converted into graphs. The rest of the data are in tabular formats in the appendix.

Demographic and Macroeconomic Backgrounds

The demographic and macroeconomic data in this report refer to a country's population, including early-aged children, and economy, respectively which are considered as common indicators that may affect policymaking for early childhood education.

Highlights

- Population of under-five children in Southeast Asia continues to grow which merits the urgency for HI-ECD interventions.
- Most Southeast Asian countries experienced positive economic growth in the decade prior to the pandemic. However, poor GDP per capita for many of these countries showed that the majority of their citizens did not directly benefit from this growth.
- GDP growth for all countries dropped significantly during the Covid-19 pandemic in 2020 which affected the development and delivery of HI-ECD services.

General and Early-aged Populations

Except for Singapore, the rest of Southeast Asian countries experience a steady increase in population making the region as one of the most populated regions on the planet. Southeast Asia's average percentage of early child population at 8.82 percent is at par with the global average of 8.88 percent in 2019 (UNICEF Data, see Appendix 1), which may be due to the significantly below average percentages from Singapore and Thailand. The rest of the Southeast Asian countries, however, have early child population percentages that are above the global average with Timor-Leste registering the highest percentage (see Figure 3). The data on the current population growth rate of this age group per country is unavailable.

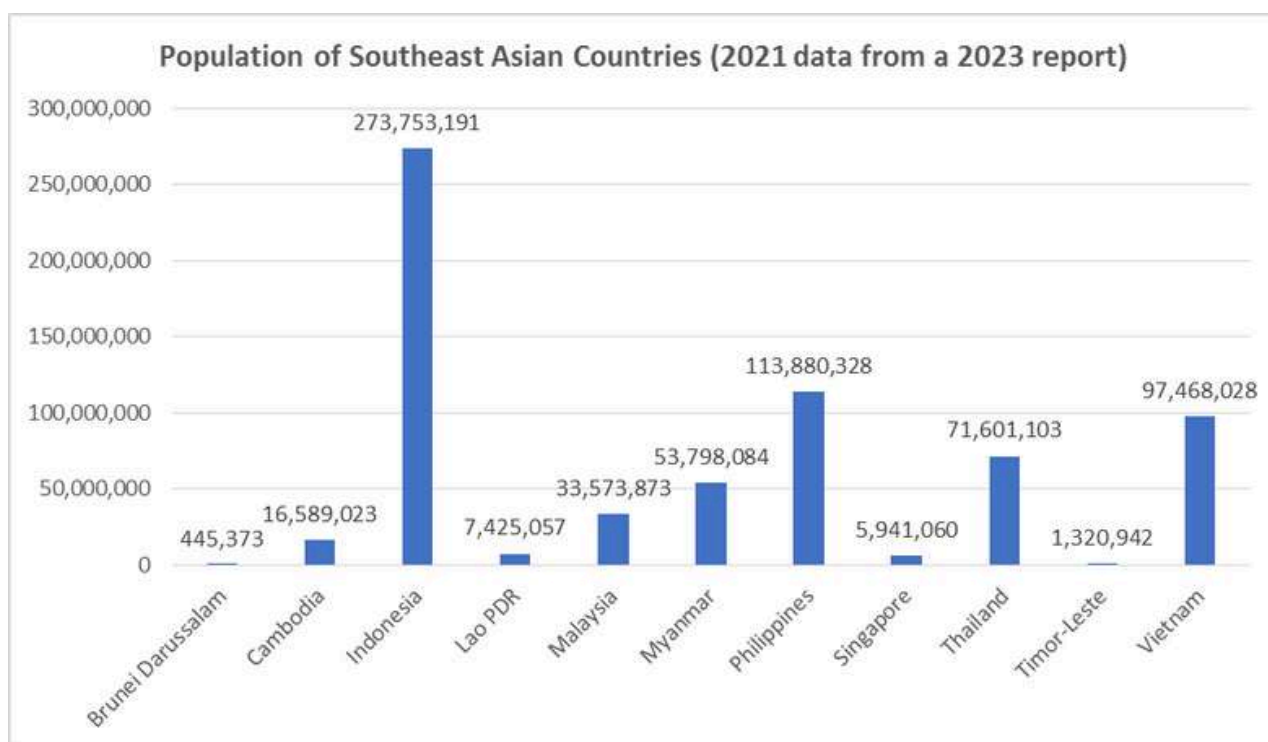


Figure 1. Population of Southeast Asian Countries in 2021 (based on a 2023 report)

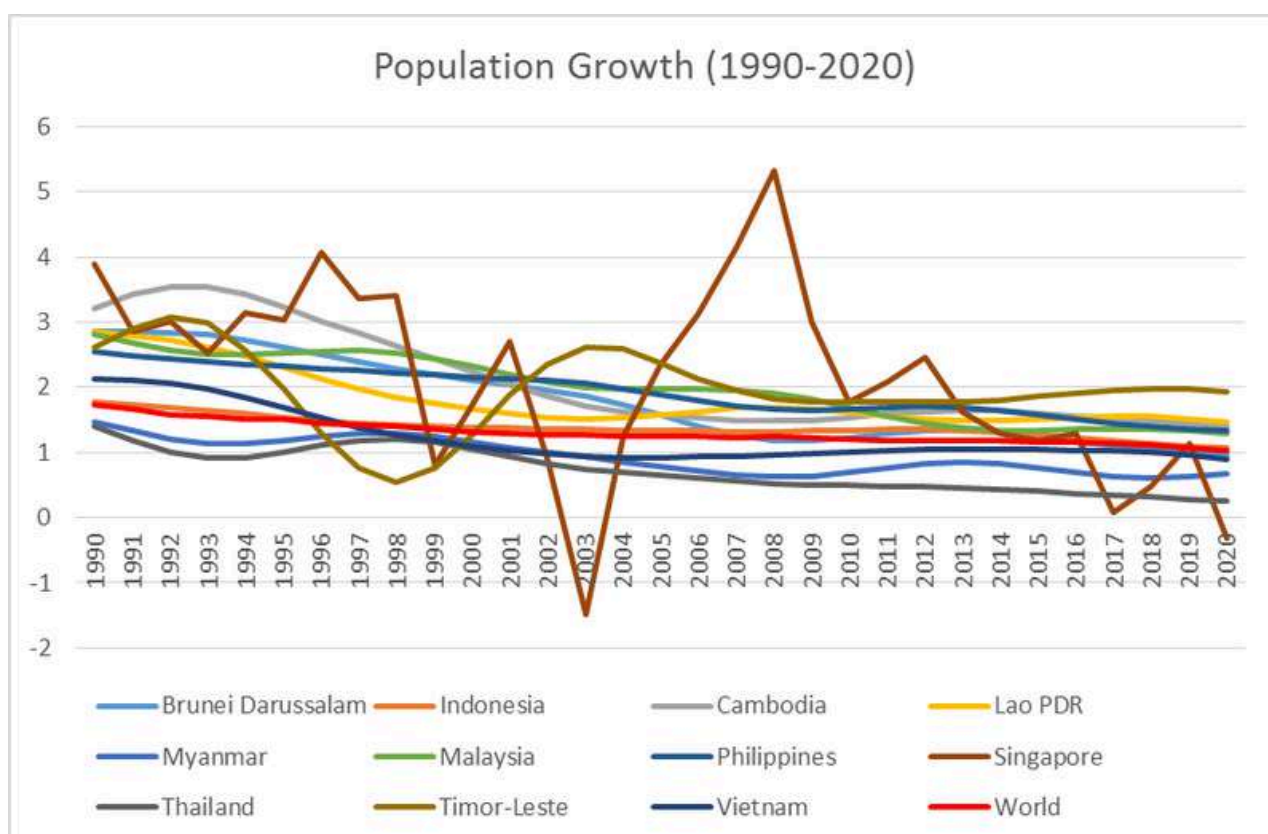


Figure 2. Population Growth of Southeast Asian Countries and the World (1990-2020)

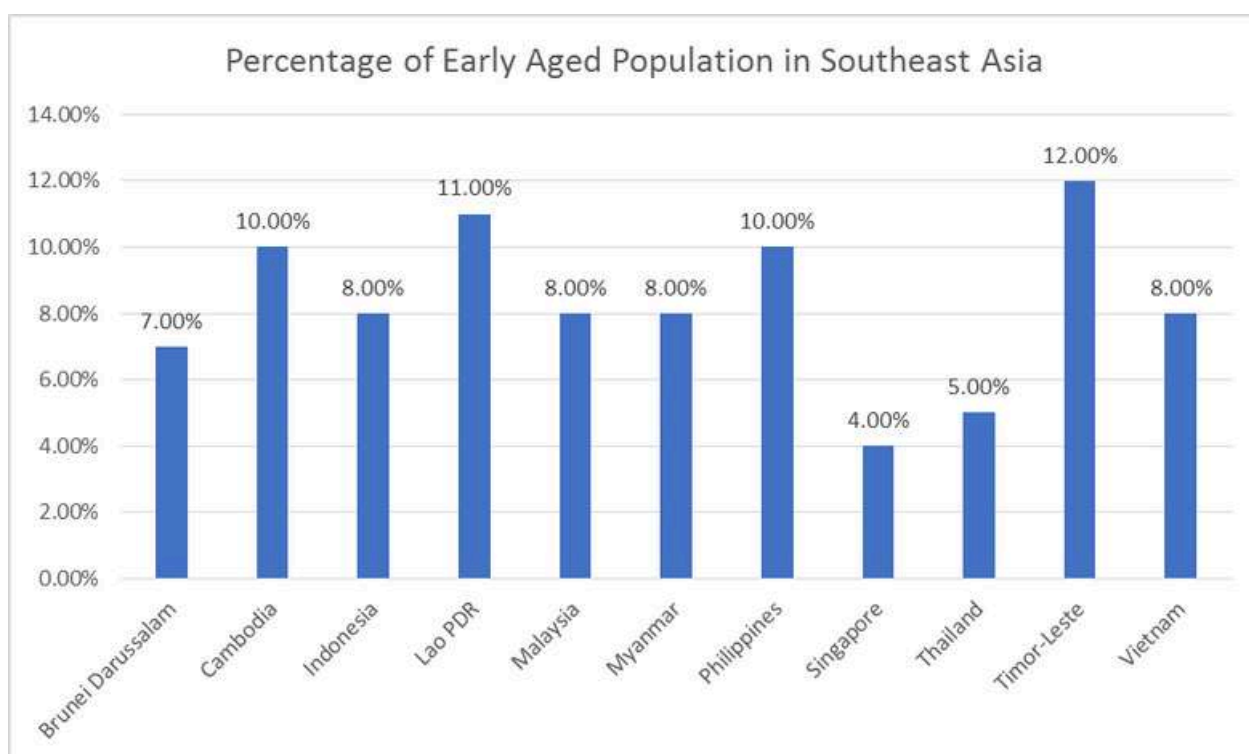


Figure 3. Percentage of Early Aged Population in Southeast Asian Countries in 2021 (based on a 2023 report)

Literacy Rates

Early childhood development is responsible in enabling small children to gain their basic literacy, an essential skill that would be useful throughout their adult life. The quality of ECE can be said to be a major consideration for this. Figure 4 shows that Timor-Leste registered the lowest literacy rate among its population aged 15 or older. Myanmar and Cambodia had the second and third low percentages, respectively. These are the same countries with the least percentage amount of budget spent on ECE and the least ECE enrollment rates compared to the rest of their neighboring countries in the region, as further explored in the later parts of this document.

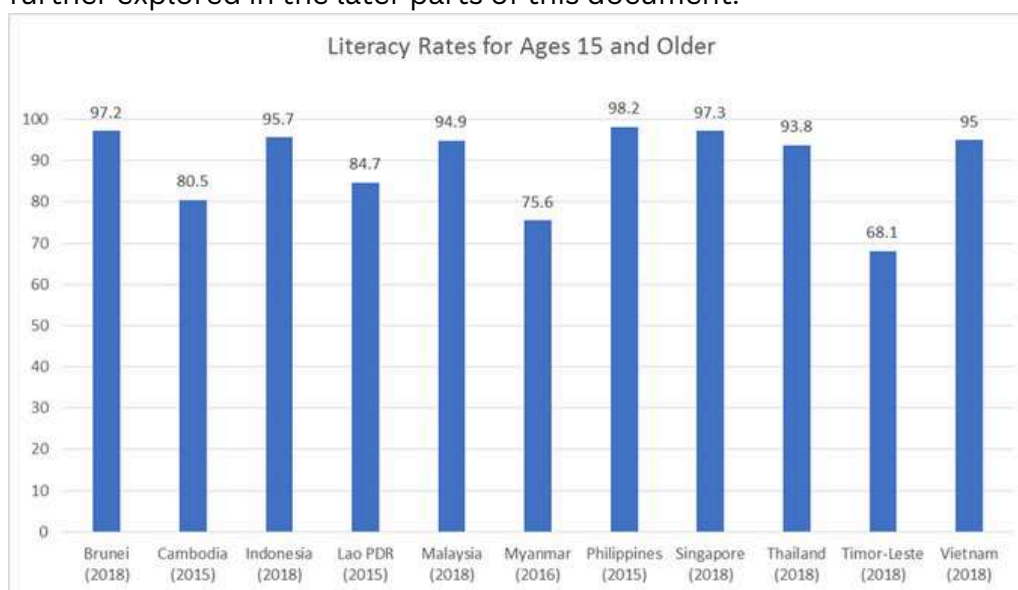


Figure 4. GDP Growth of Southeast Asian Countries in 2009-2019

National Economic Growth Rates

Figure 5 shows that Gross Domestic Product (GDP) growth, which is the change in accumulation of a country's overall economic output, had been stable for most countries in the during the past decade (2012-2022). Growth rates in general ranged within three to seven percent for most countries. These growth rates could be considered good, particularly those of Indonesia, the Philippines, and Vietnam, as they were at par with the growth rates of fast developing countries, such as China and India. Notable fluctuations occurred when the Covid-19 pandemic hit in 2020 and 2021. Cambodia, Indonesia, and Singapore are some countries that experience negative growth during this period. By 2022, all Southeast Asian countries had been able to secure positive growth rates, with the exception of Brunei Darussalam and Timor-Leste (World Bank Databank).

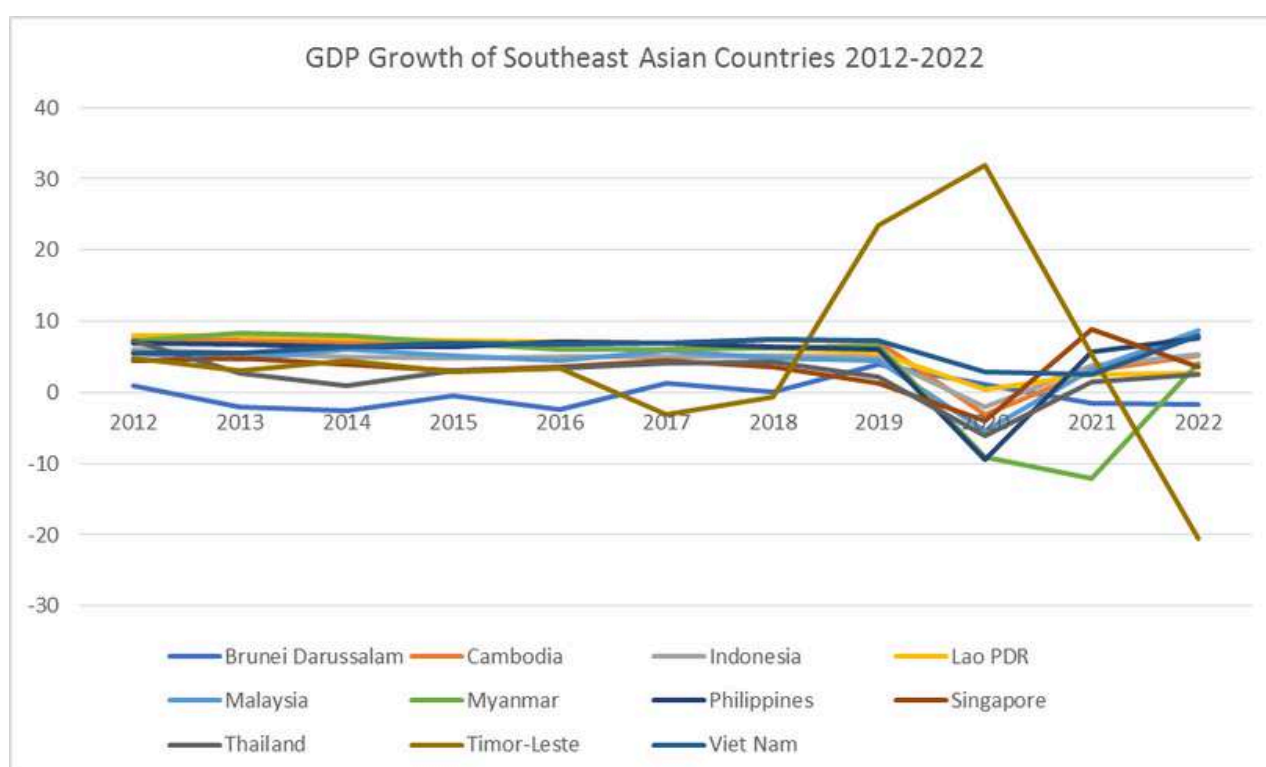


Figure 5. GDP Growth of Southeast Asian Countries in 2012-2022

Per Capita Economic Growth Rates

Most Southeast Asian countries still experience low GDP per capita, i.e. the share of the country's economic pie per citizen. As shown in Figure 6, as of 2019, only Brunei and Singapore had a healthy GDP per capita. Brunei, the lower of the two, was at par with advanced economies, such as South Korea (US\$ 31,846) and Spain (US\$ 29,564). The rest of Southeast Asia, however, remained in the ballpark of developing countries. This is further supported by data on population living below US\$ 1.90 per day. Despite rapid GDP growth, Indonesia and the Philippines had almost three percent of their population living below US\$ 1.90 per day, higher than countries with less rapid GDP growth during the same period, such as Peru (2.2 percent) and Montenegro (2.5 percent).

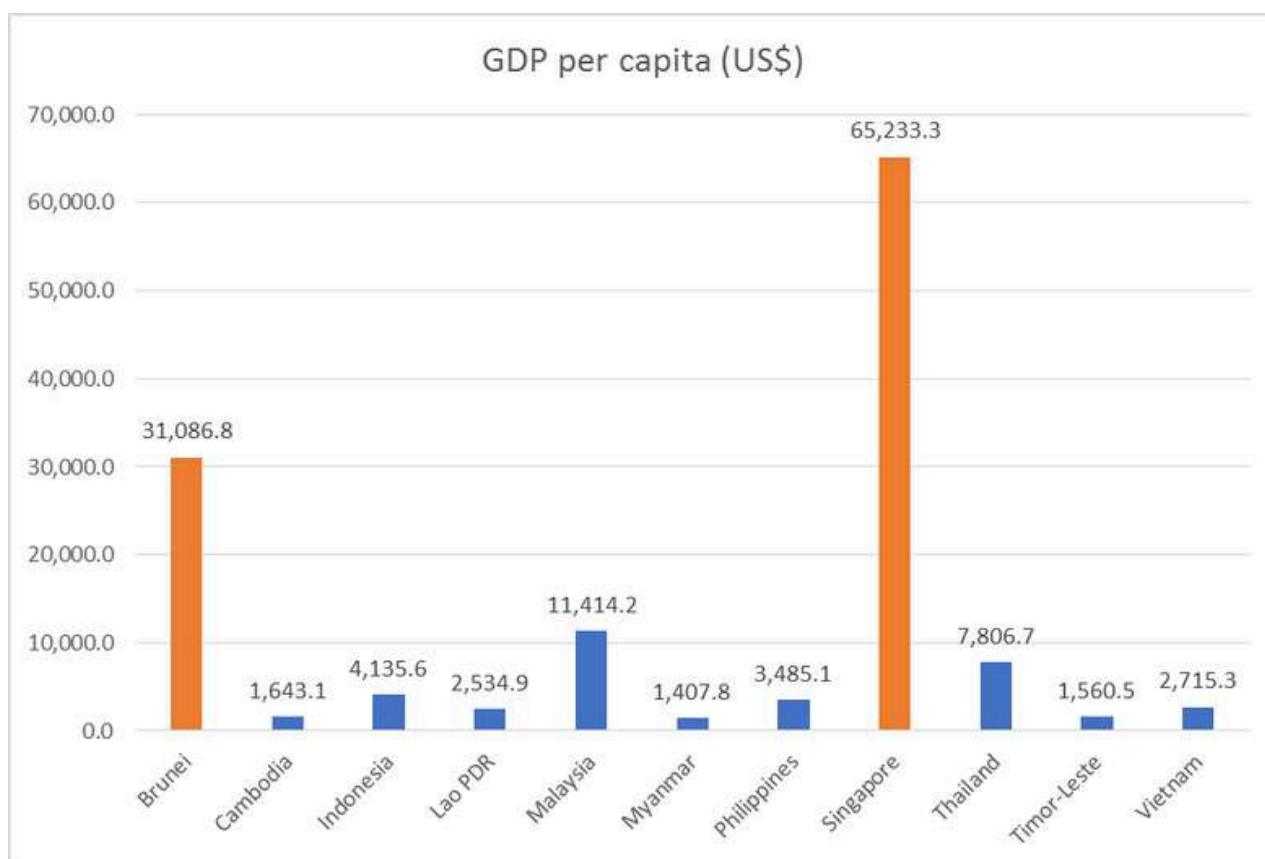


Figure 6. GDP per Capita of Southeast Asian Countries in 2019

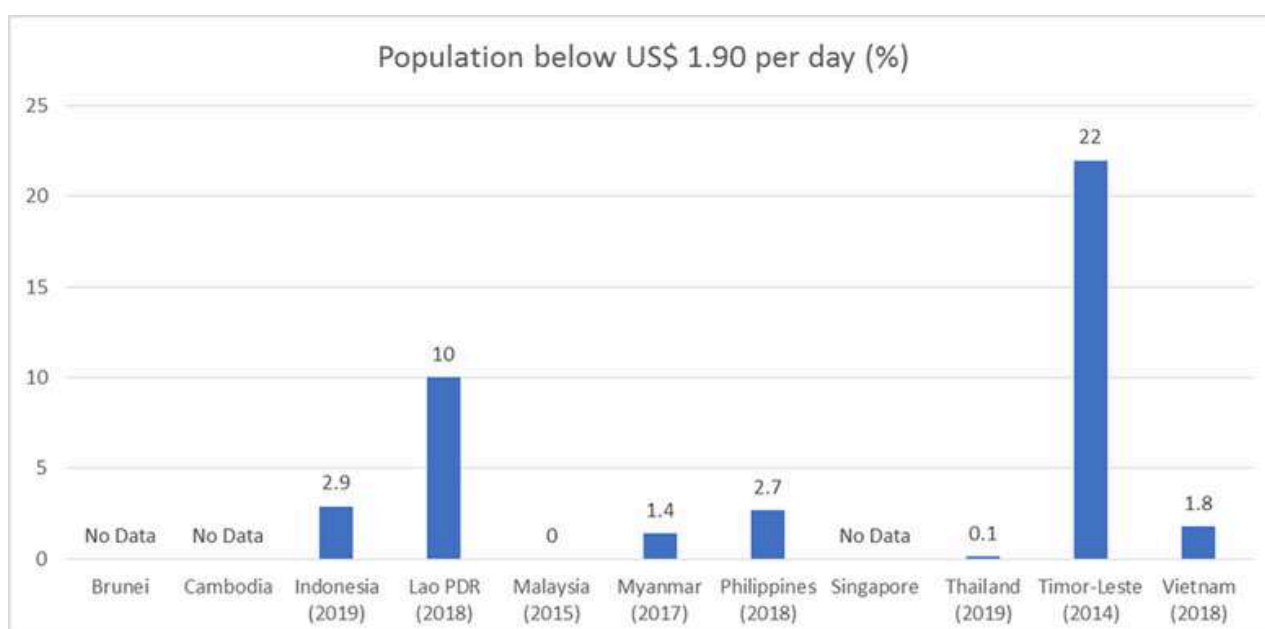


Figure 7. Percentage of Population Living Below US\$ 1.90 per Day (Various Years)

Table 1. GDP Growth (Percentage) of Southeast Asian Countries in 2022

Country	GDP Growth %
Brunei	-1.63
Cambodia	5.24
Indonesia	5.31
Lao PDR	2.71
Malaysia	8.65
Myanmar	4.04
Singapore	7.57
Philippines	3.65
Thailand	2.60
Timor-Leste	-20.54
Vietnam	8.02

Early Childhood Health, Nutrition and Development Profiles

For children's health and nutrition aspect under the HI-ECD concept, the indicators range from the adequacy of healthcare professionals to the prevalence of infectious diseases, obesity, and immunization, maternal health, among others. A considerable amount of data sets on these indicators were gathered during the mapping activity. However, indicators for children's development in terms of cognitive, linguistic, motoric, socio-emotional, or literacy-numeracy development remain scarce in the region.

Highlights

- Among the quantitative indicators present, Lao PDR, Myanmar, and Timor-Leste appear to be in poor standing in terms of birth mortality rate, immunization, low birth weight, and stunting.
- There is a significantly lower percentage overall of overweight children compared to stunting, indicating that lack of proper nutrition is still an apparent issue in Southeast Asia.
- Countries with low number of skilled attendants for birth also have low percentage of antenatal care.

Health and Nutrition Maps

Due to the large number of maps to be presented, and the fact that there is quite a fluctuation of data, both between countries within an indicator and between countries' performance across indicators, with very few trends across the board, the maps in this category are presented as they are.

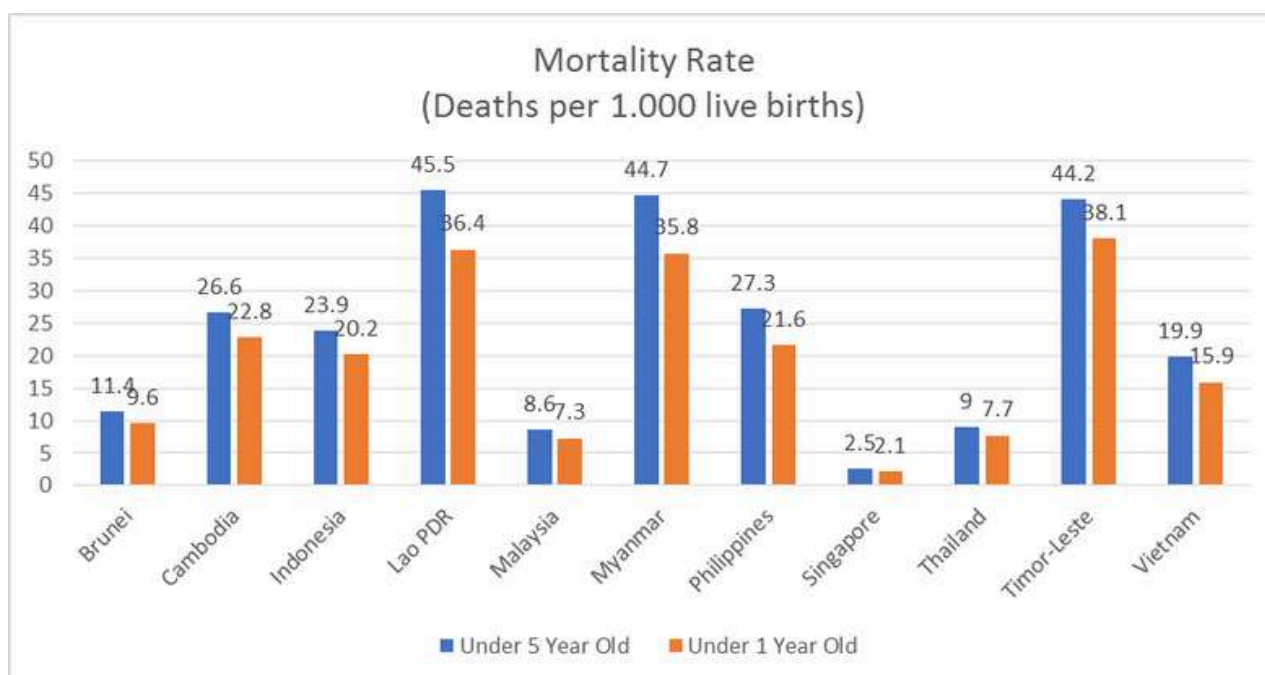


Figure 8. Infant Mortality Rate, as of 2019

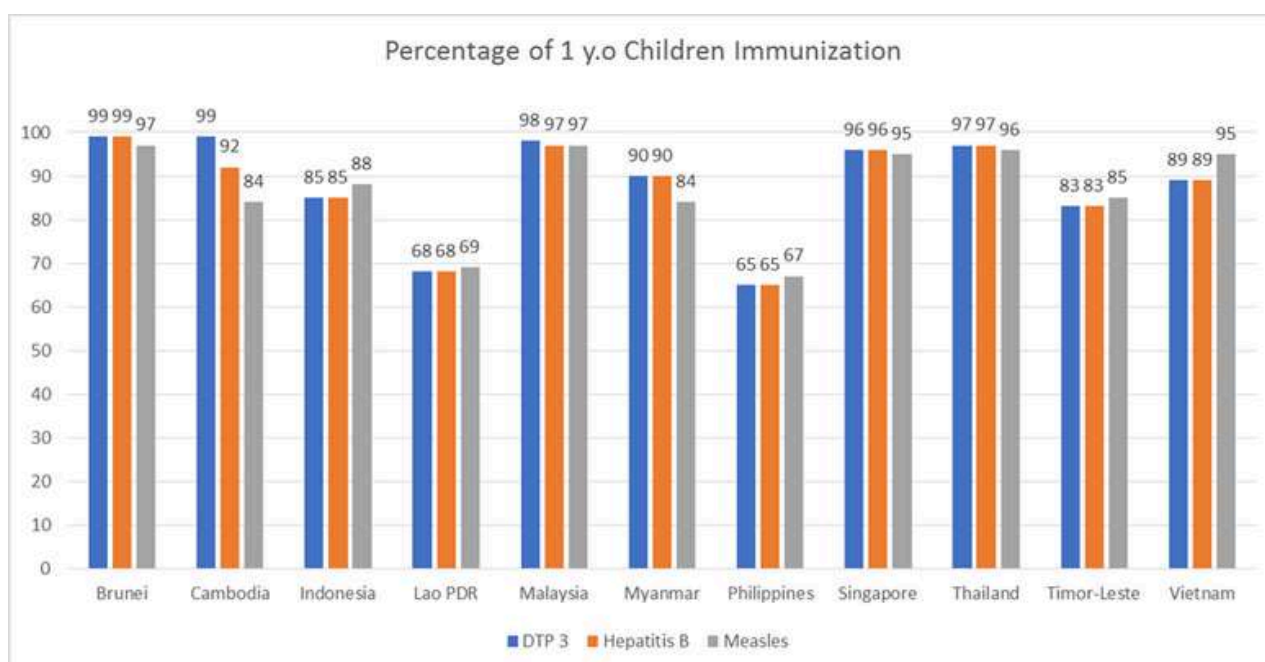


Figure 9. Percentage of One-year-old Children with DTP 3, Hepatitis B, and Measles Immunization, as of 2019

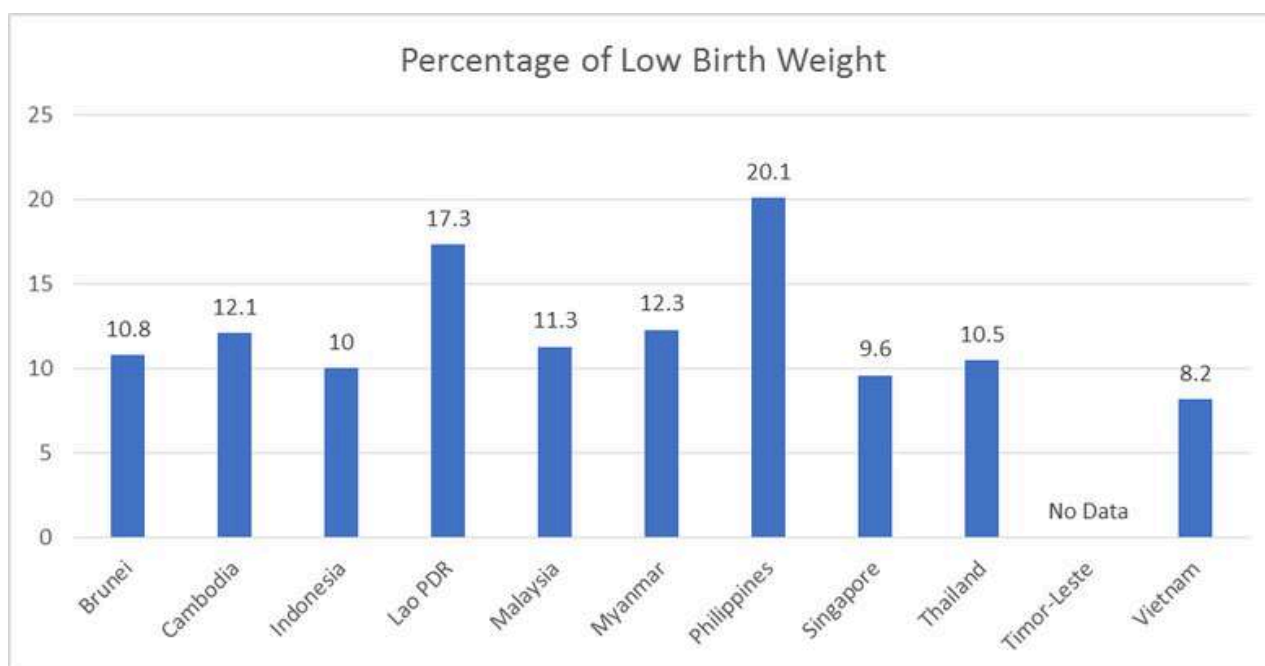


Figure 10. Percentage of Low Birth Weight, as of 2015

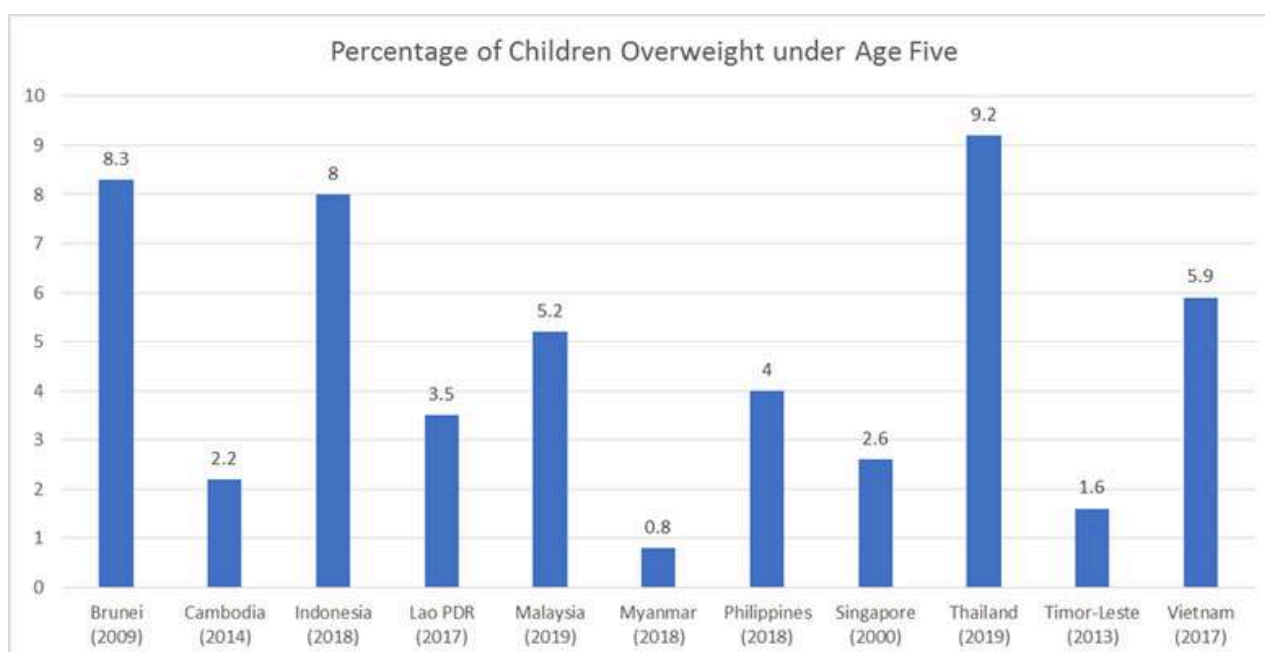


Figure 11. Percentage of Children Overweight under Age Five

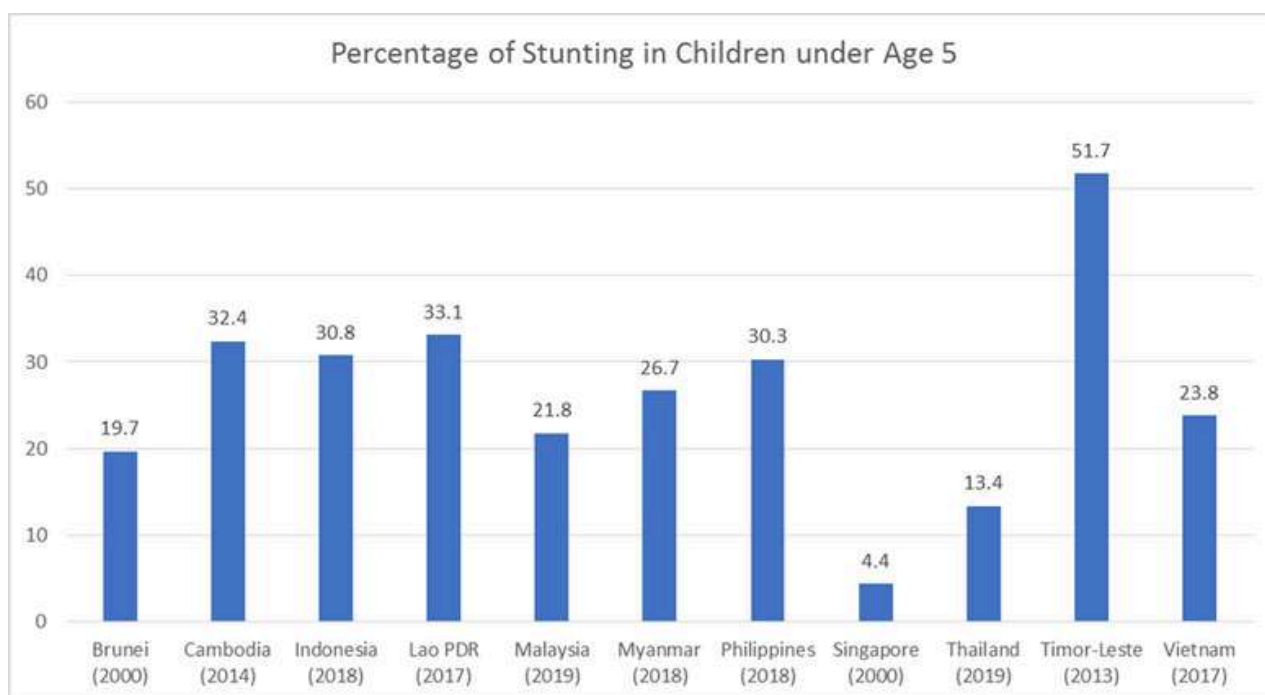


Figure 12. Percentage of Stunting in Children under Age Five

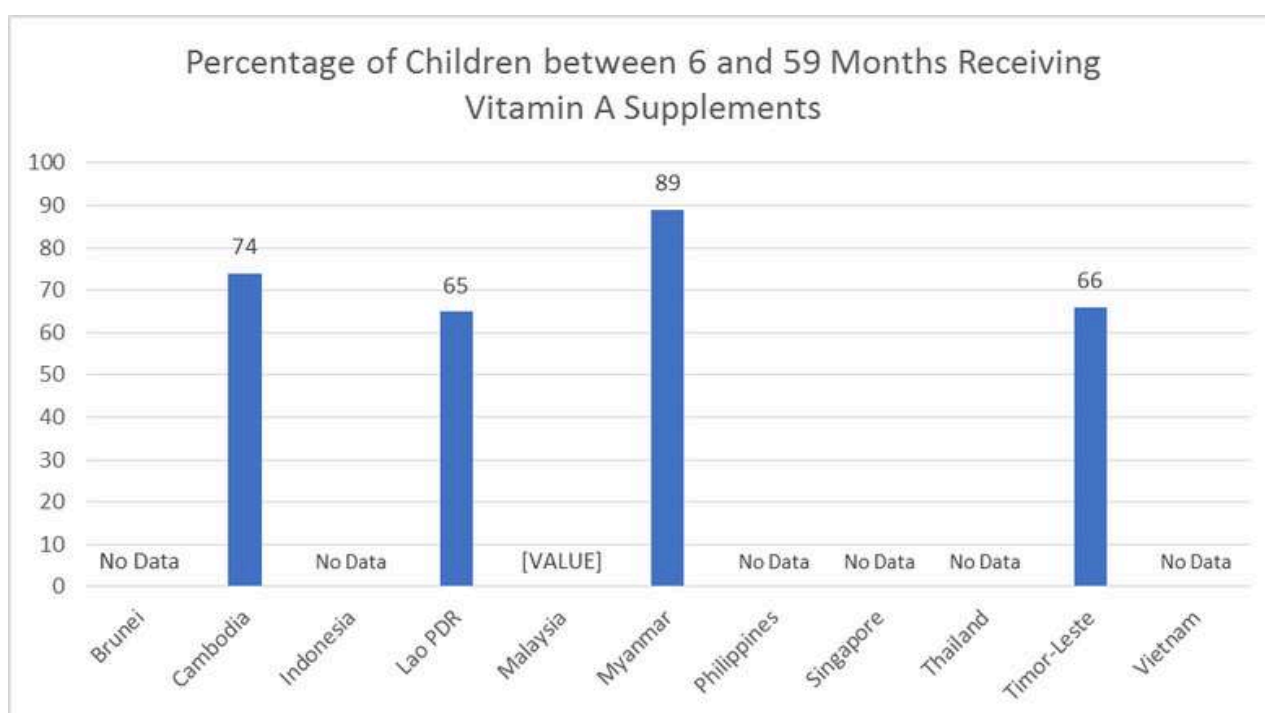


Figure 13. Percentage of Children between 6 and 59 Months Receiving Vitamin A Supplements

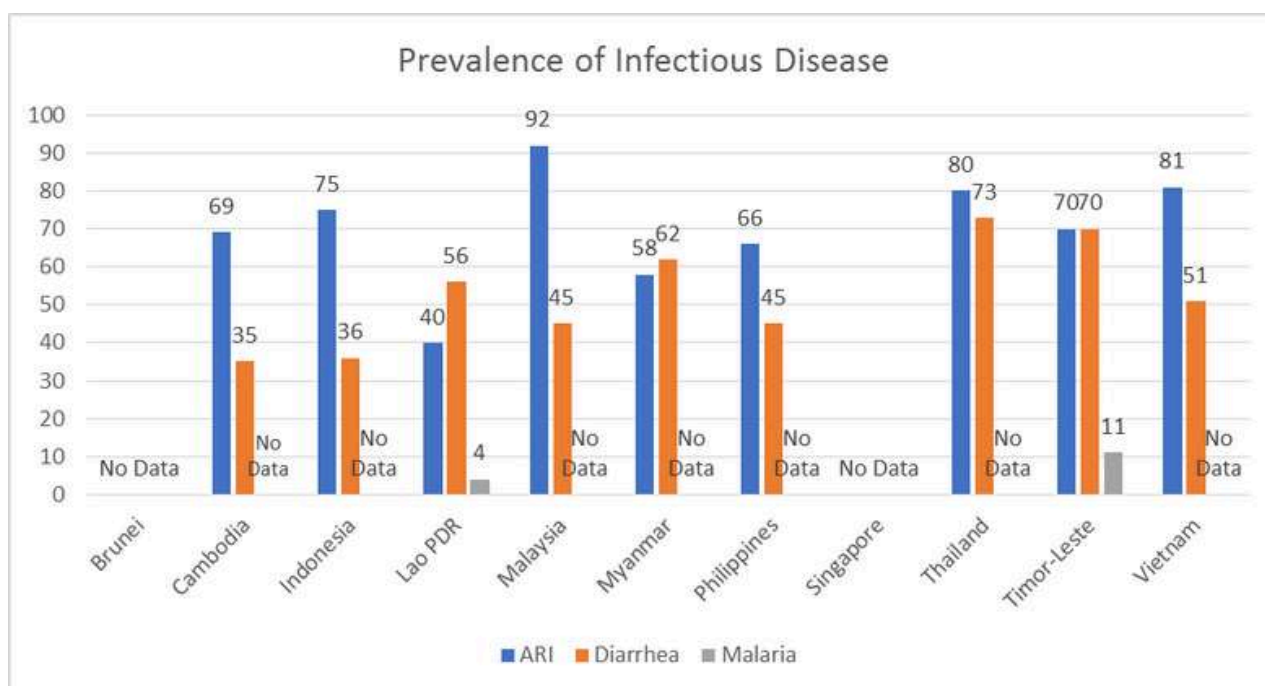


Figure 14. Prevalence of Infectious Diseases (ARI, Diarrhea, and Malaria) of Children under Age Five

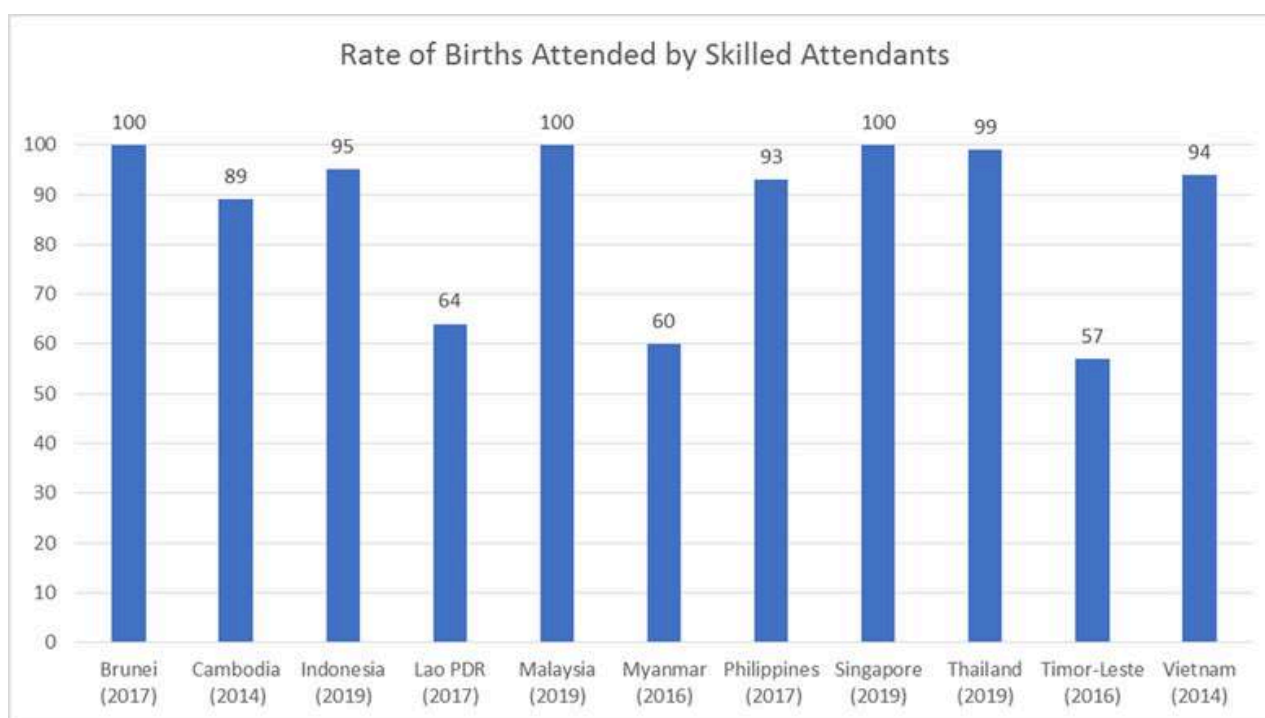


Figure 15. Rate of Births Attended by Skilled Attendants

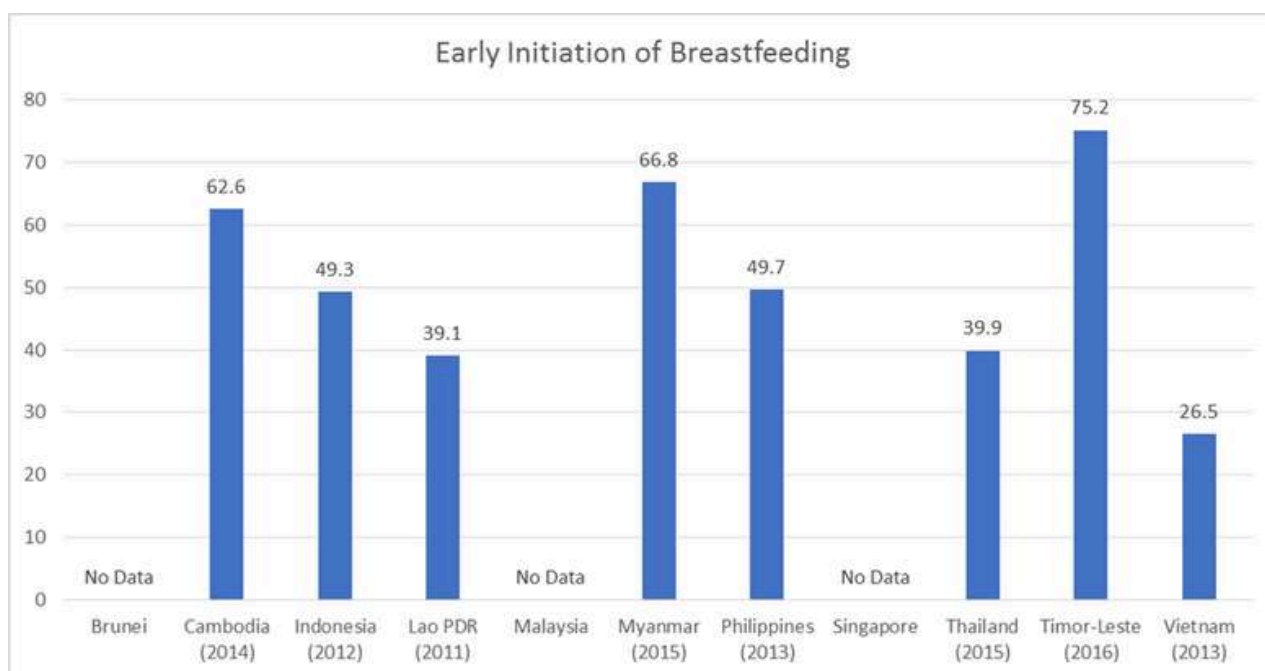


Figure 16. Proportion of Children Born in Last 24 Months and Breastfed within One Hour of Birth

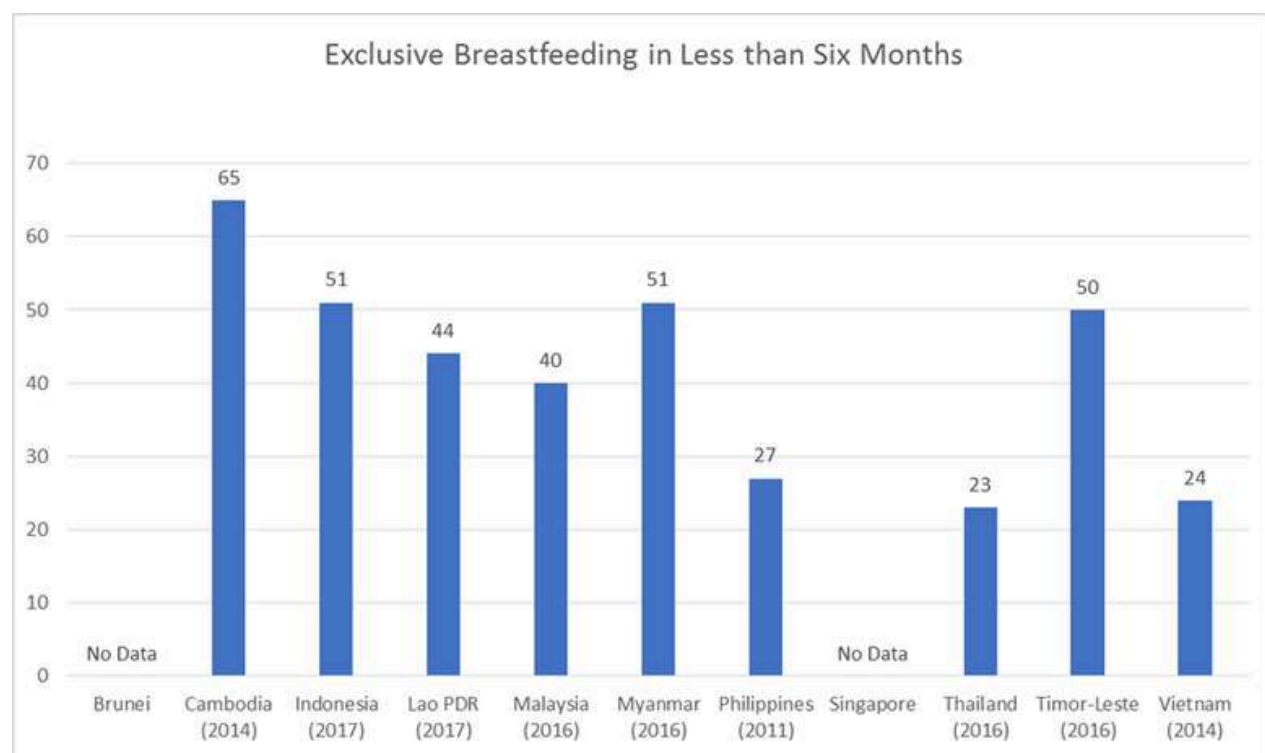


Figure 17. Proportion of Children (0-5 months) with Exclusive Breastfeeding in Less than Six Months

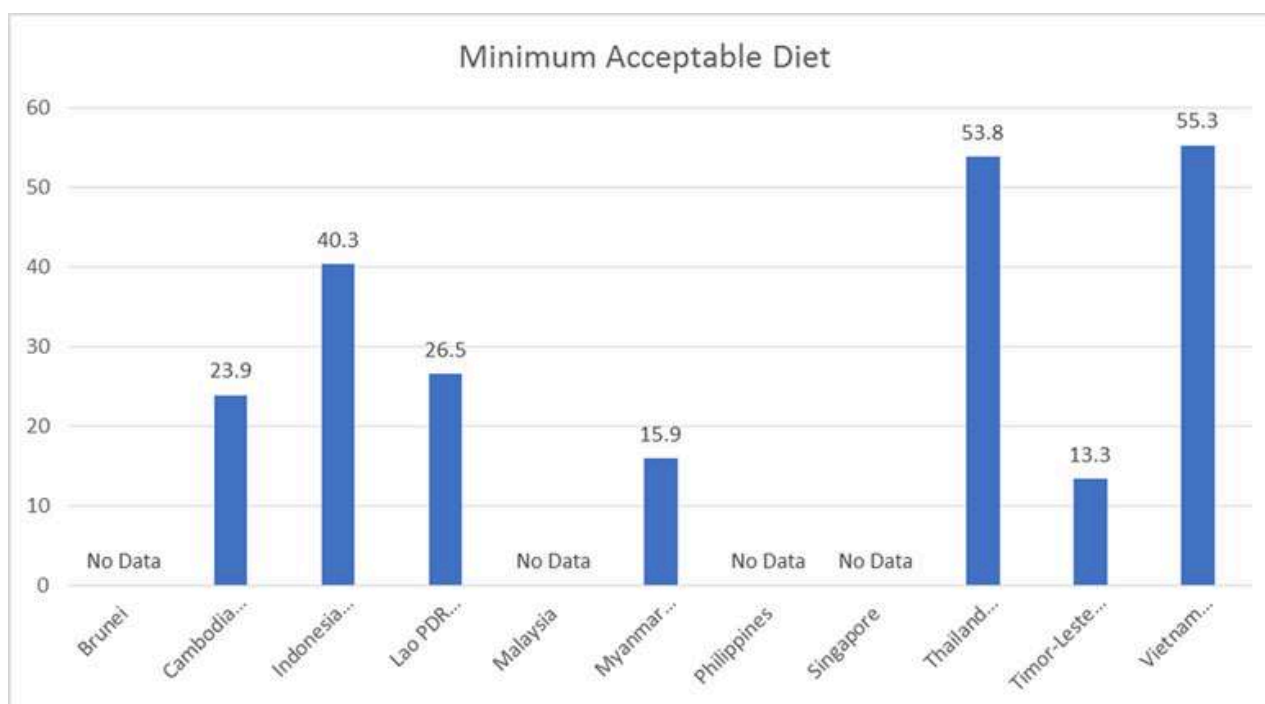


Figure 18. Proportion of Children (6-23 months) with Minimum Acceptable Diet

Children Development Indicators and Ratings

Indicators of children's development remain scarce in the region. Only Indonesia, Lao PDR, Thailand, and Vietnam, are found to have ECDI scores to monitor children's cognitive, motoric, socio-emotional, and literacy-numeracy developments. However no data could be found for linguistic development. These ECDI scores are included in a Multiple Indicator Cluster Survey (MICS), but originate from different years. Other indicators, such as Early Childhood Development Index (ECDI) 2030 and the Caregiver-reported Early Development Instruments (CREDI), have yet to be found as publicized data for indicating children's development in Southeast Asia.

Table 2 presents the ECDI data that were available from the internet. The four countries got high ECDI scores for cognitive and motoric developments. Indonesia had a low score on socio-emotional development compared to the three other countries. Scores for literacy-numeracy for all the four countries were the lowest compared to other indicators, with Lao PDR and Vietnam reaching only around the 25 percentile.

Table 2. Indicators and Data for Children's Development (ECDI in Multiple Indicator Cluster Survey, or MICS, round six and above, various years).

Indicators	Indonesia (2018)	Lao PDR (2017)	Thailand (2019)	Vietnam (2011)
Cognitive development	95.2	96.9	99	91.3
Linguistic development	No Data	No Data	No Data	No Data
Motoric development	97.8	98.7	99	97.7
Socio-emotional development	69.9	89.6	85	88.6
Literacy - Numeracy development	64.6	25.2	61	24.1
Early Childhood Development Index (ECDI) Score	88.3	89.1	93	82.8

Maternal Health and Nutrition Profiles

Highlights

- Six out of 11 Southeast Asian countries have maternal mortality ratio of more than 100 per 100,000 live births.
- Cambodia has more than 50 percent prevalence of anemia in pregnant women, while Indonesia, Lao PDR, and Myanmar have more than 40 percent. The rest of the countries in the region has less than 40 percent prevalence.
- Over 70 percent of women in all countries in the region receive antenatal care of at least four visits, except in Lao PDR and Myanmar.

Maternal Health and Nutrition Profiles

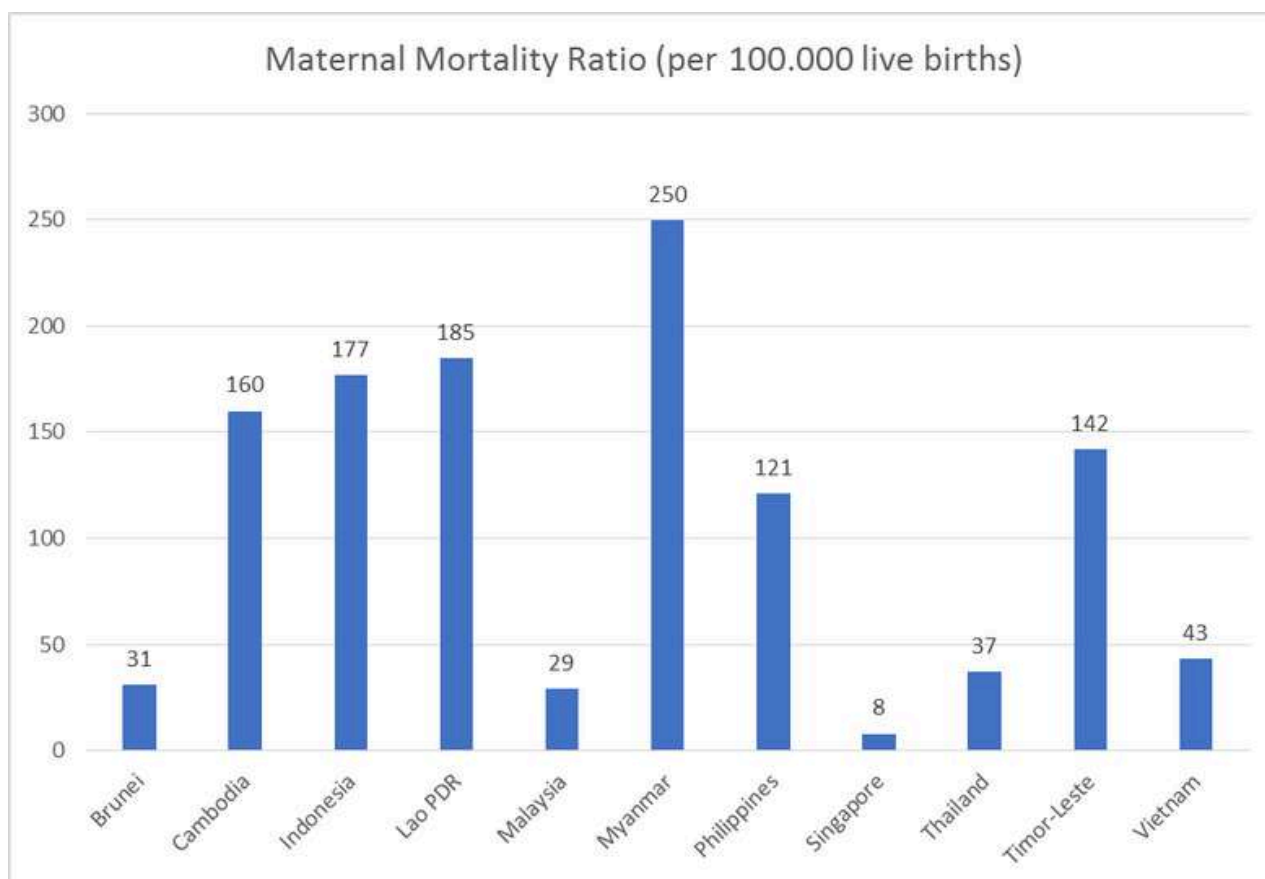


Figure 19. Maternal Mortality Ratio

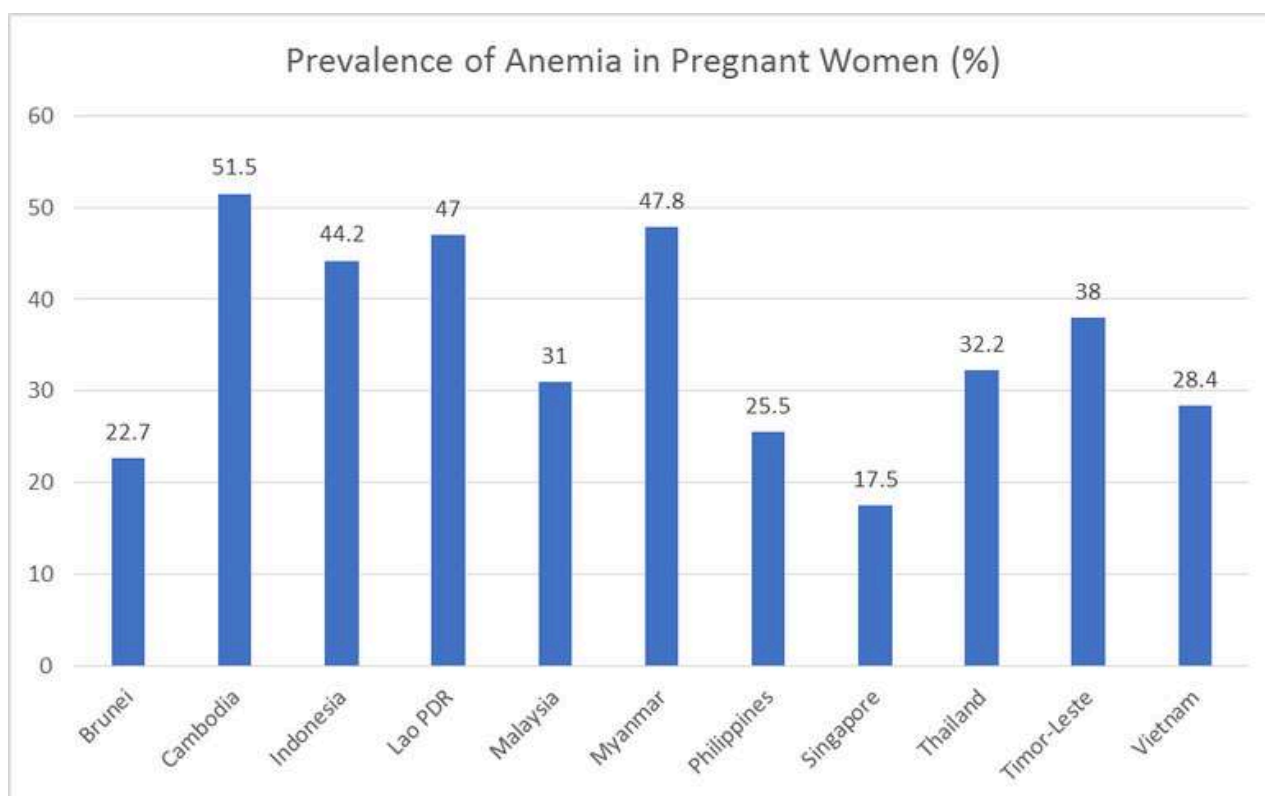


Figure 20. Prevalence of Anemia in Pregnant Women

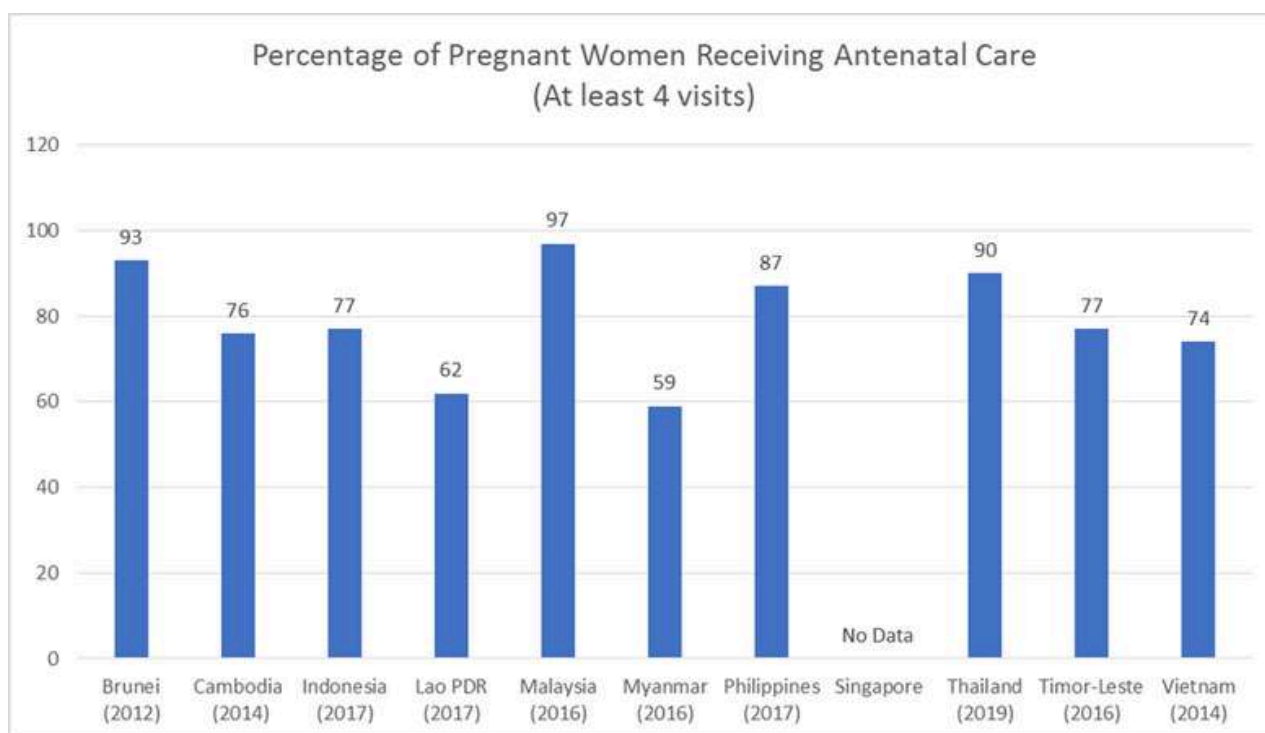


Figure 21. Percentage of Pregnant Women Receiving Antenatal Care

Early Childhood Education Profiles

Child care and education consist of education data pertaining to ECE activities and centers. It is meant to define the access and quality aspects of ECE in each Southeast Asian country. Thus, enrollment rate and quality of various forms of ECE centers are first observed to identify any discrepancy. This is because ECE centers can range from formal institutions, such as pre-schools and kindergartens, to non-formal institutions, such as playgroups and community-based centers.

Highlights

- Low budget allocation on ECE maybe a potential factor affecting access to as well as quality of ECE services. However, this needs validation since some key data on ECE access and quality cannot be found on the internet for many of the countries. The available data on enrollment in the different forms of ECE (kindergarten, childcare centers, formal versus informal, etc.) may provide the underlying state of ECE access in the region.
- The absence of data on the internet indicate the current state of a country's ECE development and the need to strengthen its data collection to obtain a clearer picture of its ECE environment. However, there is the possibility that such data are available but are in national language.

Access

Figure 22 shows that ECE enrollment is significantly lower in Cambodia, Myanmar, and Timor-Leste compared to the rest of Southeast Asian countries. Lao PDR had almost twice the enrollment rate in both Cambodia and Timor-Leste, which in turn had more than twice the enrollment rate in Myanmar. In Figure 23, the poor ECE enrollment rate in Cambodia and Myanmar is also reflected in the percentage of children entering the first grade with ECCE experience. Data on this could not be found for Timor-Leste including the Philippines, Singapore, Thailand and Vietnam.

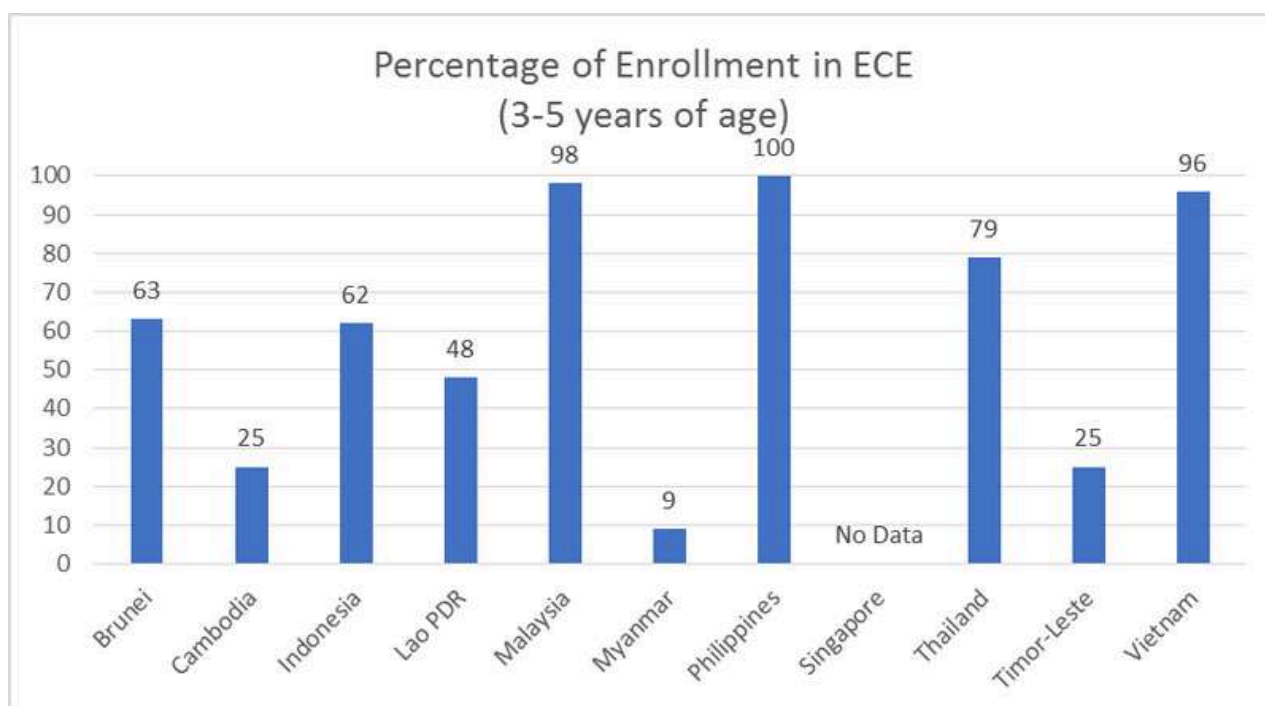


Figure 22. Percentage of Enrollment in ECE (3-5 Years of Age), 2019

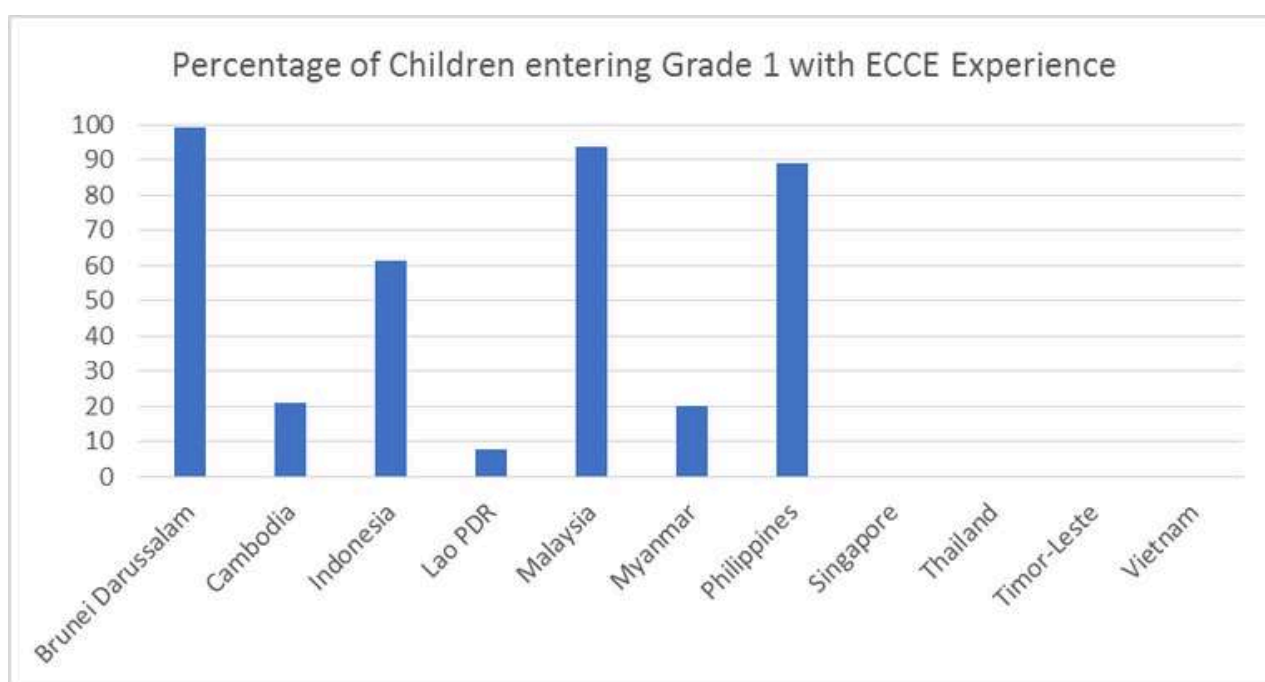


Figure 23. Percentage of Children Entering Grade 1 with ECCE Experience

As shown in Figure 7 in previous section, Cambodia, Myanmar and Timor-Leste allocate the least percentage of government budget for ECE. Whether ECE budget and enrolment are correlated would require further analysis as there may be other factors to consider such as infrastructure and political instability.

No data in English were found in terms of enrollment in various types of ECE such as kindergartens, childcare centers, etc. Enrollment data that distinguishes between formal and informal ECE are also unavailable. One possible explanation may be that most Southeast Asian countries only recently developed a focus on ECE and thus data collection system is in progress to be able to come up with a comprehensive status of their ECE profile. Another possible reason is that these data are indeed available, but are either in each country's national language or can only be accessed if one searches using keywords in the country's national language (see Considerations for Future Mapping below).

Quality

Figures 24 and 25 show the percentage of trained teachers and teacher-child ratio, respectively, in pre-primary education. The teacher-child ratio shows the number of students assigned to a teacher, thus the lower the ratio the better as teachers can give more attention to their students.

Cambodia has a high percentage of trained teachers but also has the highest teacher-child ratio in Southeast Asia. Timor-Leste's data on trained teachers is unavailable, but the country also has a high teacher-child ratio next to Cambodia.

Despite having low ECE enrollment and literacy rates, Myanmar has a relatively high percentage of trained teachers and a very low teacher-child ratio. Considering Myanmar's low ECE enrollment rate, the lowest in Southeast Asia, the country's low teacher-child ratio in pre-primary education may simply be due to this. The issue here is how to fully optimize the high percentage of teachers trained in ECE.

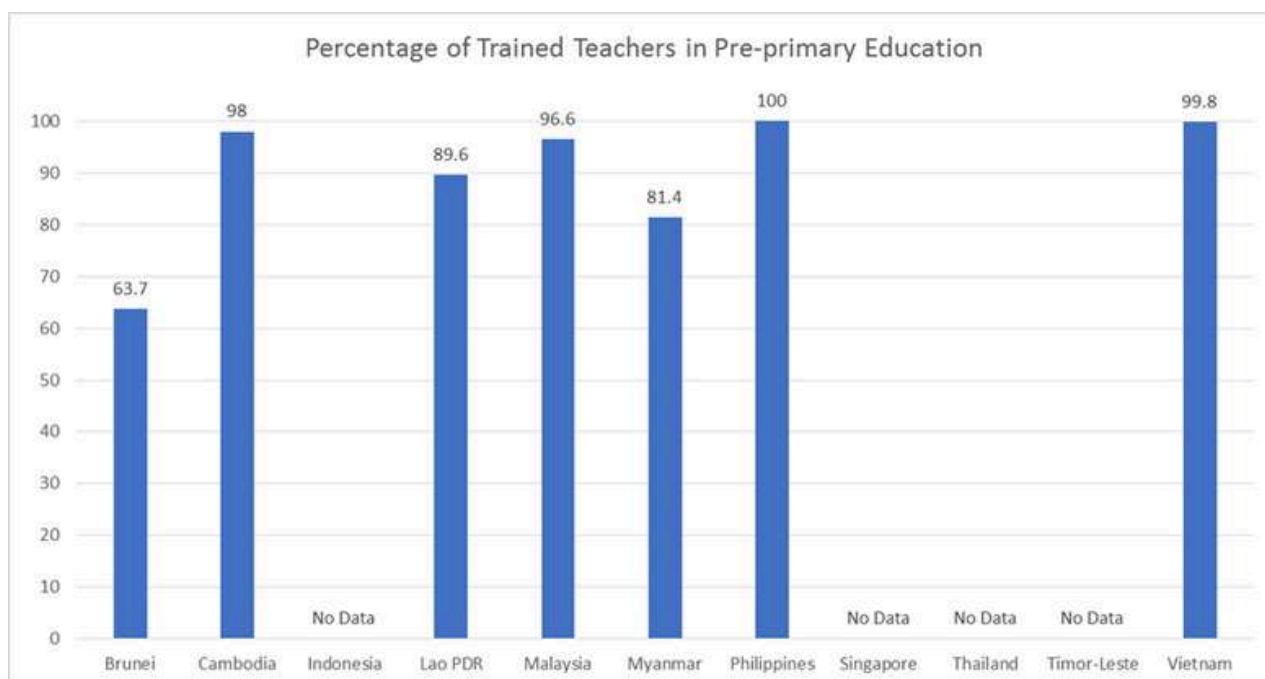


Figure 24. Percentage of Trained Teachers in Pre-primary Education (Data as of 2019)

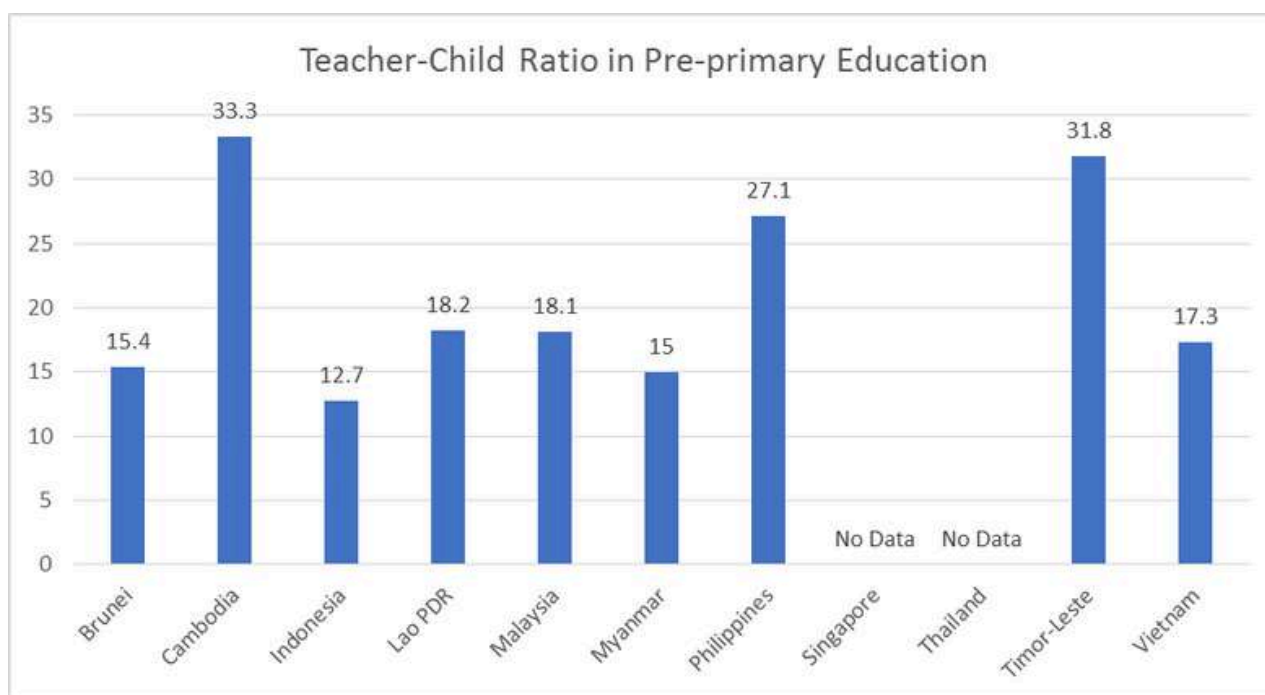


Figure 25. Teacher-child Ratio in Pre-primary Education (Data as of 2018)

Each country has different definitions of trained teachers in ECE, as shown in Table 3 on ECE Teachers' Qualification Requirements in Southeast Asia. Unfortunately, information on this definition for Cambodia, Myanmar, and Timor-Leste are unavailable. Another point worth noting is the definition of pre-primary education, as a substantial portion of it is conducted informally and thus their data may not be included.

ECE Teachers' Qualification Requirements

Countries certainly require a set of minimum qualifications for individuals to become ECE teachers. However, during the mapping study, no information in English on this matter was available from the internet for most Southeast Asian countries and may just be available in their national languages (see Considerations for Future Mapping below). Such information were only found on Brunei, Indonesia, Singapore, and the Philippines as shown in Table 3.

Table 3. ECE Teachers' Qualification Requirements in Southeast Asia

Country	Minimum Requirement for ECE Teachers
Brunei	Minimum qualification for Kindergarten Teacher: 4 'O' Level /Early Childhood Care and Education Certificate (ECCE)
Cambodia	Data unavailable

Indonesia	<p>Education and Culture Minister Regulation 16/2007 on Teachers' Academic Qualification and Competencies: Teachers in formal ECCE centers must have minimum a D-4 (four-year diploma) or an S-1 (bachelor's degree) in ECD or psychology.</p> <p>Education and Culture Minister Regulation 58/2009 on Early Child Education Standards: Teacher assistants must have either D-2 (two-year diploma) or graduate from secondary school plus have an ECD certificate. Caregivers must graduate from secondary school or similar education level. Both of these positions pertain mainly to nonformal ECCE centers.</p> <p>All degrees must be given by accredited institutions.</p>
Lao PDR	Data unavailable
Malaysia	<p>Graduates with a Certificate, Diploma or Bachelor's degree in ECE may teach in preschools or child care centres. However, all preschools under the Ministry of Education Malaysia require their teachers to have a Bachelor's Degree in ECE as their minimum qualification to ensure quality and professionalism in early childhood education. Early childhood educators in the private sector are encouraged by the government to have a Diploma in ECE as a minimum academic qualification.</p>
Myanmar	Data unavailable
Philippines	<p>Bachelor in Early Childhood Education (ECE), Bachelor of Science in Preschool Education, Bachelor of Science in Family Life and Child Development, Bachelor in Elementary Education with specialization in Preschool or Early Childhood Education, Bachelor in Elementary Education major in Teaching Early grades</p>
Singapore	<p>Certification from the National Institute of Early Childhood Development (NIEC) or Workforce Skills Qualification (WSQ) certification to work as infant educators, early years educators, teacher assistants, or pre-school teachers. In order to get certified, must enroll in the relevant programmes, such as WSQ Higher Certificate in Infant Care (WSQ HCIC) and WSQ Advanced Certificate in Early Years (WSQ ACEY) at WSQ-approved Training Organisations (ATOs).</p> <p>Mid-career switchers with local tertiary qualifications can enroll in the accelerated programme – Professional Conversion Programme for Childcare Teachers or Kindergarten Teachers and pursue the WSQ Professional Diploma in Early Childhood Care & Education (Childcare) [WSQ PDECCE (Childcare)] or WSQ Professional Diploma in Early Childhood Care & Education (Kindergarten Teaching) [also known as Diploma (Conversion) in Kindergarten Education – Teaching (NVKET)].</p> <p>Without the required Early Childhood qualifications to teach in a kindergarten setting, one can still become an MOE Kindergarten (MK) teacher through the 9-month MOE Kindergarten Teacher Training Programme (MK TTP).</p>
Thailand	Data unavailable
Timor-Leste	Data unavailable
Vietnam	Data unavailable

It is good to know that Brunei, Indonesia, Malaysia and Singapore accept individuals to become ECE teachers who have either completed at least a 2-year diploma course or senior high school compared to the Philippines that require a BS degree. Access to undergraduate degree may be difficult for various reasons, ranging from cost to infrastructure, especially in rural and/or remote areas. The Philippines is a special case as university enrollment has risen rapidly due to the recent policy of free college tuition (Macha, Mackie, and Magaziner, 2018). Indonesia provides flexibility to cater the significant number of nonformal ECCE institutions in the country. Malaysia appears to have the same approach. Singapore, with its excellent basic education, requires those interested in teaching at early childhood education level to simply become certified. The system even allows for mid-career change and specialized program for those without ECCE qualifications.

Percentage of Budget Allocation for Early Childhood Education

Figure 26 indicates that Singapore, Indonesia, and Malaysia spend the most of their education budget on ECE, with Thailand a very close fourth. The rest of the indicators following Policy and Multi-sectoral Cooperation provide a clearer view of the reality in these countries. Some indicators show that at least one of these countries is already among the best in the region which can be attributed to having a large budget allocation for ECE.

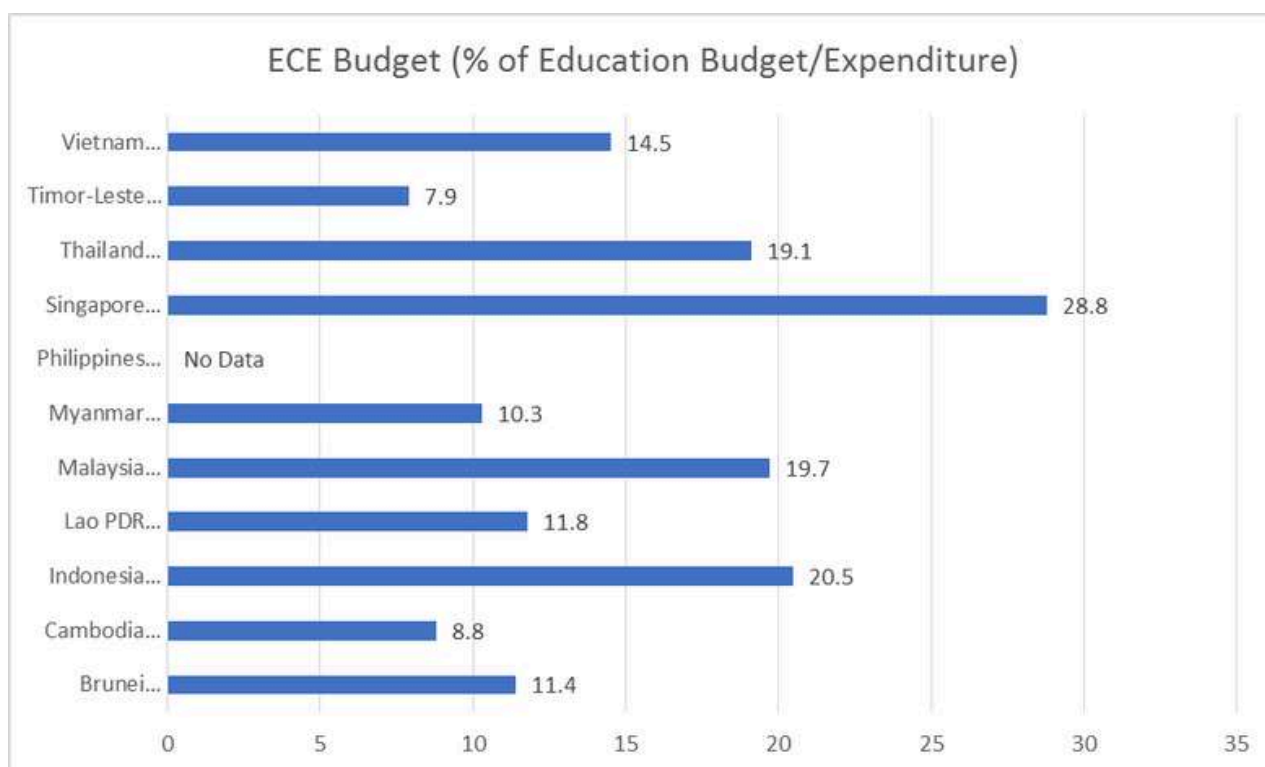


Figure 26. ECE Budget (Percent of Education Budget/Expenditure) in Southeast Asia

Policies, Programs, and Practices Related to Early Childhood Development

Policy and multi-sectoral cooperation pertains to the government's recognition and enforcement of HI-ECD. This ranges from the presence of early childhood education in the country's education act to specific regulations on HI-ECD in relation to the country's demographic and macroeconomic conditions. An adequate policy would address requirements for teacher qualifications, healthcare provider qualifications, early childhood education curriculum, and monitoring and evaluation system, among others.

Highlights

- Most countries in the region incorporated HI-ECD in their regulation within the decade prior to the Covid-19 pandemic.
- The implementation of policies and programs on HI-ECD in the region can be attributed to the following reasons: (1) Its inclusion in the UN's Sustainable Development Goals (SDGs); (2) The overall continuing significance and stable growth of the region's early child population; and (3) Recent rapid economic growth that allowed governments to focus on areas previously left out.
- HI-ECD-related policies differ among countries in terms of coverage. Certain countries do not have it as a standalone policy. Only a few countries have policies that cover both urban and rural target population and teacher training.

ECD Policy and Budget

The Early Childhood Peace Consortium, which consists of United Nations agencies, NGOs, and academia, among others, defines early childhood development (ECD) as a multifaceted concept that encompasses both the child and the child's environment. It is broad in a sense that it looks into the physical, emotional/social, psychological and cognitive growth of a child. As such, it overlaps with the concept of early childhood education which provides learning activities and experiences to young children as they develop prior to primary school. Early childhood development is traditionally carried out by parents in many countries in Southeast Asia. The development of ECD policies leading to the delivery of ECD services through learning institutions started to emerge in the region in response to the declaration of the United Nations' Sustainable Development Goals in 2015, particularly Goal 4. Under this goal, there is indicator 4.2 which targets that all children shall have equitable access to quality early childhood development and early learning opportunities. This development could also be due to the region's steadily growing population and rapid economic growth that allows families to avail themselves of such services for their children.

In most Southeast Asian countries, aspects of early childhood development are either mentioned in their overall education policy/act or as standalone policy/act. The coverage of such policy/act differs among the countries as shown in Table 4. While HI-ECD emphasizes the importance of healthcare and proper parenting for children as much as their education, only Indonesia, the Philippines, and Thailand cover these aspects in their respective regulations. Interestingly, only Vietnam's Education Law that covers the ECD needs of children in rural and remote areas while only Cambodia's National Policy on ECCD mentions about teacher training. There seems to be a focus on ECD curriculum as it is the aspect mentioned by most, six countries to be exact. This may indicate the countries' understanding of HI-ECD as simply another level of education, and not as a holistic care that also covers children's development. Table 4 also shows that only Indonesia and the Philippines mentioned budget in their ECD-related policies.

Table 4. Early Childhood Development Policy in Southeast Asia

Country	General Education Law/Act	Specialized ECE Law/Act	Mentioning Factors					
			Teacher Quality/ Training	Curriculum	Healthcare	Parenting	Budget	Rural and Remote Area
Brunei	Wawasan Brunei 2035; Education Act 2003 (https://www.moe.gov.bn/Documents/Akta%20Pendidikan%20Wajib/Education%20Act%20Revised%20Edition%20cap210.pdf); Education Order 2003	Child Care Centre Order, 2006; Children and Young Persons Order 2006	√	√	√	√	√ (Education Act 2003 provides information on financial assistance, but not specifically ECD budget)	x
Cambodia	2003-2015 Education for All National Plan	National Policy on ECCD, 2010	√	√	x	x	x	x
Indonesia	National Education System Law 20/2003	Presidential Decree No. 60/2013	x	√	√	√	√	x
Lao PDR	Education Law of 2007	National Holistic Early Childhood Development Policy (draft)	x	√	x	x	x	x
Malaysia	Act 550, National Education Act	Child Care Centre Act of 1984, amended in 2007	x	√	x	x	x	x
Myanmar		ECCD Law, 2013	√	√	√	√	√	√

Philippines		Republic Act No. 8980 (ECCD Law); Early Years Act, 2013; Enhanced Basic Education Act, 2013	x	✓	✓	✓	✓	x
Singapore		Early Childhood Development Centres Act 2017; Est of the Early Childhood Development Agency (ECDA) in 2013, including the Early Years Development Framework 2023	✓	✓	✓	✓	✓ (ECDA provides various information on financial assistance, but not specifically ECD budget)	x
Thailand		Long-Term Policy and Strategy for Early Childhood Care and Development in May 2007; Regulation of PM's Office on ECCD, 2008	x	x	✓	✓	x	x
Timor-Leste	Law No. 14/2008 (Education System Framework Law)	Preschool Policy and Preschool Curriculum Decree, 2014	x	x	x	x	x	x
Vietnam	Education Law 2005		x	✓	x	x	x	✓

Paid Maternity and Paternity Leaves

Parents play an essential role in HI-ECD considering that the first 1,000 days of a newborn is critical to ensure a proper growth and development. Tables 5 and 6 show the differences in paid maternity and paternity leaves in Southeast Asian countries. All Southeast Asian countries have provided at least 12 weeks of maternity leaves to their citizens who gave birth, which is the International Labour Organization (ILO) standard (1998). Paternity leaves remain minimum, even zero, for most Southeast Asian countries, with the exception of Malaysia, Myanmar, Singapore, and Timor-Leste, which provide at least seven calendar days.

Table 5. Paid Maternity Leave in Southeast Asia

Country	Paid Maternity Leave
Brunei	15 weeks (for local workers) 9 weeks (for foreign workers)
Cambodia	18 weeks
Indonesia	18 weeks
Lao PDR	18 weeks
Malaysia	12 weeks
Myanmar	12 weeks
Philippines	6 weeks
Singapore	16 weeks (if child is of Singaporean citizen), 12 weeks (other citizenships)
Thailand	18 weeks
Timor-Leste	12 weeks
Vietnam	24 weeks

Table 6. Paid Paternity Leave in Southeast Asia

Country	Paid Paternity Leave
Brunei Darussalam	0
Cambodia	0
Indonesia	2 calendar days
Lao PDR	3 calendar days
Malaysia	7 calendar days
Myanmar	21 calendar days
Philippines	7 calendar days
Singapore	14 calendar days
Thailand	0
Timor-Leste	7 calendar days
Vietnam	5 calendar days

Certification Requirements for Healthcare Workers

The availability of qualified healthcare workers is another essential factor in HI-ECD implementation especially in rural and remote areas in Southeast Asia. Healthcare workers often operate outside the education sector, thus requiring a cross-sectoral coordination to take place, which may be a challenge of its own.

Table 7 contains the requirements for healthcare workers' certification. Ease of access is provided to becoming a healthcare worker in general, such as access to healthcare professional training provided by private institutions. This can be found in Cambodia and Indonesia, for instance. In Myanmar, there are different levels of becoming a nurse, but each certification level already allows the individual to enter the healthcare workforce. With the policy on free college tuition in the Philippines, all healthcare workers are required to complete a bachelor's degree in nursing.

Table 7. Current Regulations and/or Practices in becoming Healthcare Workers in Southeast Asia

Country	Summary of Regulation(s) and/or Practice(s)
Brunei	<p>Registration requires training in approved institutions. Requires to have Practicing Certificate (PC), renewed every end of the year by achieving Continuing Professional Development (CPD) Points.</p> <p>Source: Nursing Board of Brunei, 2016.</p>
Cambodia	<ul style="list-style-type: none"> • The MOH and the Ministry of Education, Youth and Sport (MoEYS) are directly responsible for the training of health-care professionals; • The departments for Human Resource Development at those ministries are responsible for preservice training and continuous professional education of health-care personnel; • There is a growing number of private institutions providing health-related education, which are technically accountable to the MOH but remain under the authority of MoEYS for management, reporting and accreditation. <p>Source: Annear et al, 2015.</p>
Indonesia	<p>Need to register with the Indonesia Medical Council (KKI) that is valid to 5 years Renewal requires , doctors/nurses/midwives to show proof of competency.</p> <p>Source: Mahendradhata et al, 2017.</p>
Lao PDR	<ul style="list-style-type: none"> • Requirements of health workers are regulated in the Law on Health Care No.139/PM. • Health workers are required to complete at least a middle-level professional education and possess a diploma from a health professions education institution in the Lao PDR or in a foreign country. • Currently, there is no relicensing requirement. A process is under way to introduce a national exam for for all health workers to pass before then can practice. <p>Source: WHO Western Pacific Region, 2013.</p>

Country	Summary of Regulation(s) and/or Practice(s)
Malaysia	<p>Registration and practicing certificate are required. The Medical Qualifying Board advises the Director-General of Health in matters pertaining to houseman training (resident medical training), which include the evaluation and approval of hospitals for houseman training centers, as well as deciding the standards and criteria of houseman training module.</p> <p>If considered satisfactory by respective supervisors and the Committee for the Houseman Training, the Hospital Director of one's training hospital is required to forward details of a candidate's rotations to the Malaysian Medical Council. Once the Board certifies that the candidate has fulfilled the training criteria, a full registration certificate issued by the Council is given.</p> <p>After the end of the year of attaining full registration status, a candidate shall apply for an Annual Practicing Certificate (APC), which is renewable annually. The absence of APC is considered an offence.</p> <p>Source: Malaysian Medical Council, 2008.</p>
Myanmar	<ul style="list-style-type: none"> • When nurses enter the workforce, they have to serve in public health facilities throughout the country. • Trained nurses wear red sarong (long skirt). Diploma-trained nurses after three years of service and Bachelor of Nursing Science (BNSc)-trained nurses after two years of service can become staff nurses, wearing blue sarong. • After seven years, staff nurses can become sisters (green sarong). • Staff nurses can also be promoted to township health nurses (green sarong) as public health professional and can then be promoted to nursing officer (administrative post) and carry on as nursing assistant director. <p>Source: Than Tun Sein et al, 2014.</p>
Philippines	<ul style="list-style-type: none"> • All registered nurses in the Philippines are required to have completed a 4-year bachelor of science (BS) degree program in Nursing. The curriculum offers a combination of competency-based and community-oriented courses. Completing the BS degree in nursing meets the minimum entry requirement for professional nursing practice. • Republic Act No. 10912, also known as the Continuing Professional Development (CPD) Act of 2016, requires completion of the mandated continuing professional development units for the renewal of professional licences. <p>Source: Dayrit et al, 2018.</p>
Singapore	<ul style="list-style-type: none"> • To be a nurse requires: Diploma in Nursing/Diploma in Health Sciences (Nursing) <p>Source: Ministry of Health, Singapore, 2021.</p>

Country	Summary of Regulation(s) and/or Practice(s)
Thailand	<ul style="list-style-type: none"> • There are three principle requirements for obtaining a permanent Thai medical license. (1) Admission to membership in The Medical Council of Thailand (TMC). (2) A certificate from the university where he or she has graduated along with a valid medical license from the country of graduation.(3) Successful passing of all three parts of the National Licensing Examination of Thailand. • Once all three requirements are fulfilled, a life-long Thai medical license is granted. <p>Source: Wangchuk and Supanatsetakul, 2017.</p>
Timor-Leste	<ul style="list-style-type: none"> • At present, National Institute of Health (INS) is the only body that can certify health workers' competences. INS is responsible for all in-service training (IST) but it gets very little funding from the government and relies almost entirely on donor resources. <p>Source: Kelly et al, 2019.</p>
Vietnam	<ul style="list-style-type: none"> • Training is regulated by the Law on Education (1998, amended in 2005, amended and supplemented in 2009 and implemented in 2011), the Law on Higher Education (2011), and Law on Vocational Training (2015). • Although there are provisions in the Law on Education, Vietnam has not yet implemented independent accreditation for health professions educational institutions but has just started internal evaluation based on the accreditation criteria of the Ministry of Education and Training. <p>Source: WHO Western Pacific Region, 2016.</p>

Response to the Covid-19 Pandemic and Education in Emergencies Approach for Pre-School

The Covid-19 pandemic and its significant impact on education have been a catalyst to ensure education's preparedness in facing emergency situations. As shown in Table 8 below, all Southeast Asian countries have a set of strategies in place to face the continuing pandemic, including school closures, online learning, and teachers' capacity building for distance teaching. Unfortunately, these strategies appear to stand by themselves for many of the countries. Indeed, Indonesia and Lao PDR are the only two countries with an Education in Emergencies approach that has been updated to suit the needs that arose from the pandemic. Singapore is the only country with a flexible model that enables it to follow ministries' instructions on any specific emergency situation. This is likely possible due to the country's highly efficient bureaucracy. The rest of Southeast Asia remains with the original design of their Education in Emergencies approach, which pertains mainly to local risks. This includes the focus on safety of school construction and implementing disaster-preparedness lessons in classrooms.

A key aspect of these strategies is that a lot of them are not specific to pre-school levels. As was the experience in the Philippines and Singapore, for instance, specific advisory or announcement on pre-schools was made as the Covid-19 pandemic occurred.

Table 8. Education Sector's Response to the Covid-19 Pandemic and Education in Emergencies Approach in Southeast Asia

Country	Response to the Covid-19 Pandemic	Education in Emergencies Approach
Brunei	<p>Brunei released Garis Panduan Pembelajaran Prasekolah (Guidelines for Preschool Learning) to ensure that the teaching and learning of preschool children runs smooth and in a systematic way. The guidelines cover home based teaching and learning, roles and responsibilities of teachers, parents, students, and continuous assessment and physical activities.</p> <p>Source: Ministry of Education Brunei Darussalam, n.d.</p>	Data unavailable
Cambodia	<ul style="list-style-type: none"> • Cambodia Education response Plan to COVID 19 Pandemic (2020). provides distance learning programmes for pre-school students (focus on 5-year olds), including educational videos for streaming online and for broadcast on the MoEYS TVK2 channel. • UNICEF is working closely with the Ministry of Education, Youth and Sport (MoEYS) to establish continuous learning activities from early childhood to primary, lower and upper secondary education. Distance learning assets, including videos and e-lessons, are being broadcast through various social media platforms, TV and radio, aiming to reach every household in Cambodia. <p>Source: UNICEF Cambodia, 2020.</p>	<ul style="list-style-type: none"> • Ministry of Education Youth and Sport issued "EMERGENCY PREPAREDNESS AND RESPONSE PLAN FOR EDUCATION SECTOR 2014" • The plan also elaborates the roles, responsibilities and working mechanisms of institutions at all levels in order to carry out natural disaster preparedness and response, especially flood, drought and storm in a timely manner <p>Source: Ministry of Education, Youth, and Sport, Kingdom of Cambodia, 2014.</p>
Indonesia	<ul style="list-style-type: none"> • Circular Letter of Secretary General of the Ministry of Education No. 15/2020 about Guidelines for Learning from Home during the Emergency of COVID-19 Spread. • Information portal bersamahadapikورونا.kemdikbud.go.id • National educational program through TVRI <p>Source: Loasana, 2020.</p>	<ul style="list-style-type: none"> • Ministerial Decree of Minister of Education and Culture Number 719/P/2020 on Guidelines for Curriculum Implementation in Educational Units under Special Circumstances • Educational units under special circumstances can choose one of the three curriculum options offered, namely :1) continuing to refer to the National Curriculum; 2) using the emergency curriculum; or 3) simplifying the curriculum independently.

Country	Response to the Covid-19 Pandemic	Education in Emergencies Approach
Indonesia		<ul style="list-style-type: none"> Ministry of Education and Culture will also provide learning modules for early childhood education school (PAUD) and elementary schools (SD) <p>Source: Office of Assistant to Deputy Cabinet Secretary for State Documents & Translation, 2020.</p>
Lao PDR	<ul style="list-style-type: none"> Lao PDR Education Covid-19 response Plan (2021). MoES developed teaching and Learning Platform named Khang Panya Lao (web and mobile app). Use of television for learning (my House Program). Printing textbooks for primary and secondary schools, including in braille, and storybooks and workbooks for ECE Programmes. 	<ul style="list-style-type: none"> Ministry of Education Youth and Sport issued "EMERGENCY PREPAREDNESS AND RESPONSE PLAN FOR EDUCATION SECTOR 2014" The plan also elaborates in details the roles, responsibilities and working mechanisms of institutions at all levels in order to carry out natural disaster preparedness and response, especially flood, drought and storm in a timely manner <p>Source: Ministry of Education, Youth, and Sport, Kingdom of Cambodia, 2014.</p>
Malaysia	<ul style="list-style-type: none"> Online teaching and learning Platform "DELIMA" (Digital Educational Learning Initiative Malaysia) A critical part of the platform is the Komuniti Guru Digital Learning or Teacher Digital Learning Community, supported by UNICEF, that aims to equip teachers with the skills and knowledge required to deliver distance classes effectively and efficiently. <p>Source: UNICEF, 2020a.</p>	Data unavailable
Myanmar	<ul style="list-style-type: none"> Myanmar COVID-19 National Response and Recovery Plan for the Education Sector (2020). Closure of all Early Childhood Education centres Myanmar Digital Education Platform (MDEP) Web and App. <p>DBE Box, i.e. hardware issued to schools with uploaded resources such as textbooks, teacher guides etc.</p>	<ul style="list-style-type: none"> The Myanmar Action Plan for Disaster Risk Reduction 2009-2015 has been a primary instrument for advancing disaster risk reduction in the country. The Ministry of Education is responsible for disaster risk reduction in schools. The National Education Sector Plan 2016-2021 integrates the Comprehensive School Safety Framework (CSSF) with clear

Country	Response to the Covid-19 Pandemic	Education in Emergencies Approach
Myanmar		<p>objectives, targets and programme of activities for each of the three pillars in the framework.</p> <p>Source: Jane Dempster/Plan International, 2015.</p>
Philippines	<ul style="list-style-type: none"> • DepEd Covid-19 Information Bulletin (https://www.deped.gov.ph/covid-19/) • DepEd Commons is a platform built on the concept of Grado Network where resources and learning materials are being shared, discovered, reviewed and made alive. (https://commons.deped.gov.ph/) • Low awareness and utilization of learning medias such as DepEd TV, radio, and Commons) <p>Source: The World Bank and Australian Aid, 2021.</p>	<ul style="list-style-type: none"> • Since 2007, the DepEd has started to mainstream disaster risk reduction into the education sector through DepEd Order no. 55. • DepEd also created Disaster Risk Reduction and Management Office (DRRMO) in 2010, which status was raised to DRRM Service in 2015, meaning that it holds the same level of authority as other DepEd offices. • The Comprehensive Disaster Risk Reduction and Management in Basic Education Framework adopts the Global Framework for Comprehensive School Safety. <p>Source: Plan International, 2015a.</p>
Singapore	<ul style="list-style-type: none"> • The Early Childhood Development Agency (ECDA) developed to Keep Preschools COVID-19 Resilient (ECDA, 2021). • Singapore's approach is to keep schools open, Home based Learning (HBL) is temporarily implemented in certain condition (Ministry of Education, Singapore, 2022). Private Education Institutions (PEIs) must also implement HBL for all students aged 12 years and below from 27 September 2021 to 10 October 2021. Classes had to be conducted online for institutions to not get suspended <p>Source: (https://www.ecda.gov.sg/news/announcements/keeping-our-preschools-covid-19-resilient-together).</p>	<p>Emergency preparedness established but mostly pertaining to haze. Overall procedure is to follow instructions from various ministries during disaster.</p> <p>Source: Ministry of Education, Singapore, 2021.</p>

Country	Response to the Covid-19 Pandemic	Education in Emergencies Approach
Thailand	<ul style="list-style-type: none"> Distance learning approach via satellite or DLTV (Distance Learning Television) combines existing recorded courses, which have been prepared in the past years, with newly recorded ones (UNESCO Bangkok, 2020). The Asia Foundation together with the Department of Foreign Affairs and Trade of the Australian Embassy has come up with a rapid response effort to meet Thai educational needs. The foundation has created www.thailandlearning.org to compile existing online learning and cultural resources as well as educational tools that will prove useful for students to explore and spend quality time with during homeschooling (Lao, 2020). 	<ul style="list-style-type: none"> The Office of the Basic Education Commission (OBEC) has been working with the Department of Disaster Prevention and Management (DDPM) and other organizations to promote school safety. Strategic National Plan for Disaster Risk Reduction 2010-2019 states the provision of knowledge on hazards and disaster risk reduction at all educational levels. Thailand School Safety Network promotes collaboration among school safety stakeholders. <p>Source: Plan International, 2015b.</p>
Timor-Leste	<ul style="list-style-type: none"> 'Eskola Ba Uma' or 'School Goes Home' initiative encompasses television programmes, radio programmes, electronic books, an online Learning Passport platform, and printed books for children who are not digitally connected. Eskola Ba Uma mobile app is also available (UNICEF Timor-Leste, 2020). Ministry of Education, Youth and Sport Timor-Leste's Covid-19 Response Plan (2020). 	<ul style="list-style-type: none"> The National Disaster Management Policy emphasizes that disaster preparedness, prevention, and response should be included in the general education curriculum. Disaster Risk Reduction (DRR), however, is no more than a recommendation in the school curriculum. Safe school facilities guidelines and frameworks are being developed by UNICEF and Plan International at present. <p>Source: Save the Children, 2013.</p>
Vietnam	<ul style="list-style-type: none"> The Ministry of Education and Training, together with UNICEF, accelerated its pre-pandemic efforts on the digital transformation of its education system and quickly moved to online teacher training and learning platforms – Microsoft Teams and Viettel – to keep children learning during the long three months that schools were closed. <p>Source: UNICEF, 2020b.</p>	<ul style="list-style-type: none"> The Ministry of Agriculture and Rural Development has responsibility for the management of disaster risk on behalf of the government. The Ministry of Education and Training has a major responsibility of implementing the plans to provide safe schools as follows: To issue under its jurisdiction or submit to relevantly authorized agencies and to supervise the implementation of legalized documents on integrating the lessons of disaster risk management into school curriculums at all levels;

Country	Response to the Covid-19 Pandemic	Education in Emergencies Approach
Vietnam		<ul style="list-style-type: none"> • To direct the planning on the construction of schools combining with disaster prevention works suitable with local disaster characters to ensure both human and material safety. The Ministry of Education and Training directs and instructs the integration of disaster risk management into school curricular at all levels; • In 2011, the Ministry of Education and Training's National Action Plan on Disaster Reduction, Preparedness and Response of the Education Sector for the period from 2011-2020 aims to enhance the capacity of education system for disaster prevention. <p>Source: Vietnam, n.d.</p>

Parental Involvement in Early Childhood Development

Parenting plays an enormous role in early childhood development. It is a vital component of children's learning and pertains to both the condition of the children and the parents themselves. The prevalence of violent discipline, which includes harsh language use, for instance, may be detrimental to a child's emotional development. Simultaneously, a mother's dissatisfaction with family life may also very much affect her children. The presence of and participation in parenting or caregiver education programs are an effective way to replace such a parenting style with healthier alternatives. It can also provide parents with assessment capabilities of their child's development.

It is worth noting that no reliable and complete enough data was found regarding parenting that would allow a mapping exercise to work. This may be caused by data that are instead available and can only be searched with keywords in the country's native language (see Considerations for Future Mapping below). The exercise searched for data pertaining to caregiver participation in parenting program, paternal participation in early learning and school readiness activities for young children, mother experience well-being and absence of maternal depression, and the presence of violent discipline.

Enabling Environment for Early Childhood Development

Enabling environment pertains to whether the surroundings of a child's development affords him/her the freedom to learn. This ranges from physical facilities for staying healthy and for learning, to legal protection. It emphasizes the holistic and integrative components of HI ECD, as a child that experiences such a supportive environment would have better ease to develop positively.

Highlights

- Prevalence of missing data continues in terms of availability of books and playthings as well as presence of inadequate daily care. Again, this may be caused by data being available only in each country's national language.
- Another explanation for missing data is the recent focus of the countries on HI-ECD. There is still need to expand data collection for proper assessment and evaluation. This is potentially shown by the absence of data on access to safe water and sanitation facility specific for early-aged children, despite their vitality to HI ECD.

Birth Registration

The percentage of children registered at birth is an indication of the recognition of the child's rights to be cared for by his/her parents, benefit from public services, and experience protection through a country's legal provisions. It is an essential protection for the children.

Figure 27 below shows how the countries perform. Ideally, all countries should aspire to reach 100 percent birth registration, as achieved by Singapore and Thailand. In reality, Cambodia, Indonesia, Lao PDR, and Timor-Leste still have more than a quarter of the population with no birth registration. Timor-Leste has the least at only 60 percent of the population having birth registration. This can again be attributed to the fact that Timor-Leste only obtained its independence in 2002 and went through a period of conflict prior to it.

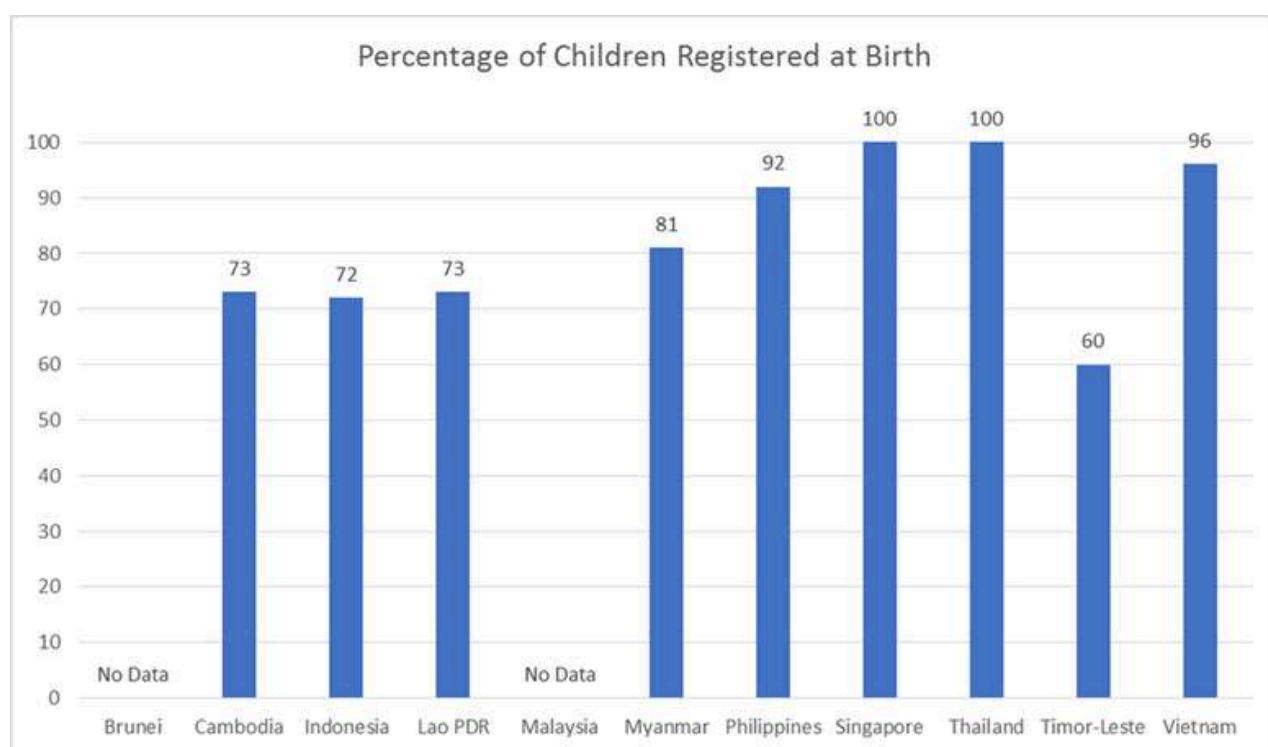


Figure 27. Percentage of Children with Birth Registration

Access to Safe Water and Sanitation

Access to safe water and sanitation is essential for healthy living of every human being as emphasized in United Nation's SDG 6 (Ensure access to water and sanitation for all). This is also a critical component in HI ECD to ensure optimal growth and development of early-aged children to not only be attended in terms of education, but also their healthcare. This includes their proximity to healthcare providers and, inevitably, safe water and sanitation.

As shown in Figure 28, it is interesting to note that a high percentage (i.e., 91 percent on average) of the population of the majority of Southeast Asian countries have access to safe water based on 2020 data. Only Cambodia had less than 80 percent of its population availing themselves of this facility.

In terms of access to sanitation facilities, the region still needs to improve on. Only an average of 82.7 percent of the region's total population have access to sanitation facilities considering that five countries fall below this average. The country with the least access is Timor-Leste. This can be attributed to the fact that Timor-Leste is the youngest country in Southeast Asia that went through a period of conflict which may have affected its development process.

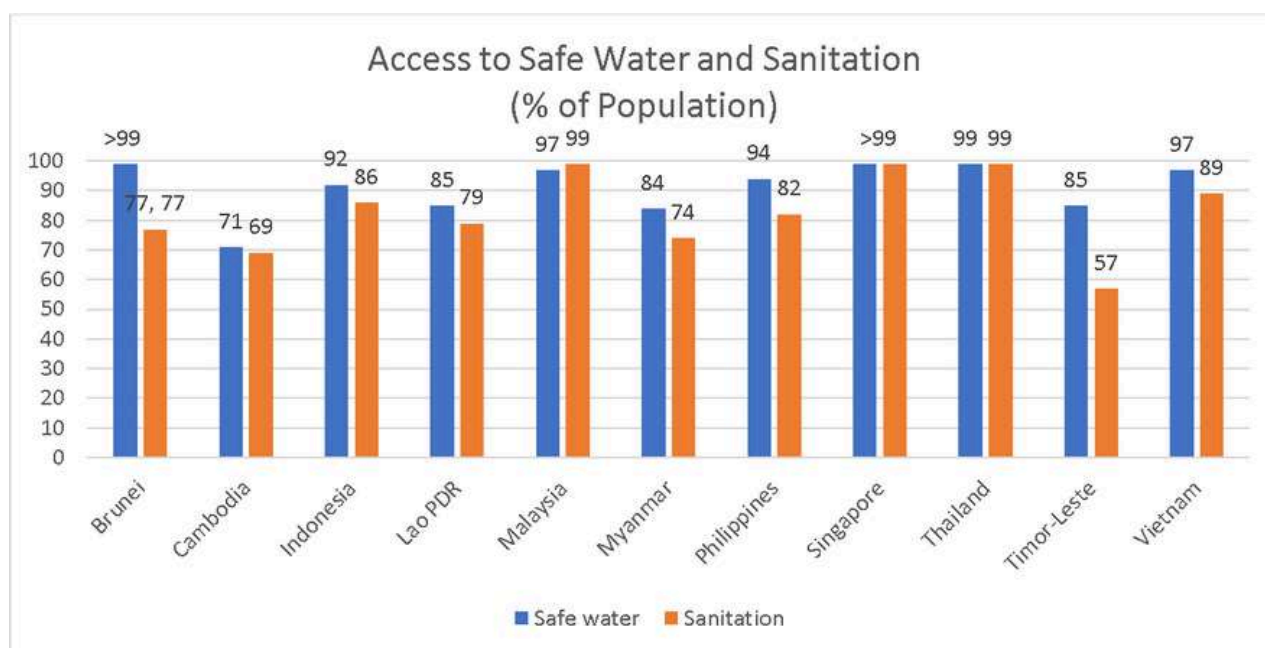


Figure 28. Access to Safe Water and Sanitation

Note: Data is from 2020, except for access to sanitation in Brunei and Malaysia, which is from 2015.

Access to Children's Books and Playthings

Availability of appropriate books and toys around the immediate environment of children is essential for their development. Children would experience a cognitively stimulating and emotionally supportive home environment with the presence of such adequate resources. Figure 29 shows the percentages of under-five children having three or more children's books, as well as having two or more playthings at home. However, such data were only found available in the case of Cambodia, Lao PDR, Timor Leste and Vietnam. For these countries, there is a trend for playthings rather than books to be more readily available for children at home. The affordability of books, or the lack thereof, may be a reason. Another possible reason may be that parents traditionally perceive children to naturally want toys more so than books.

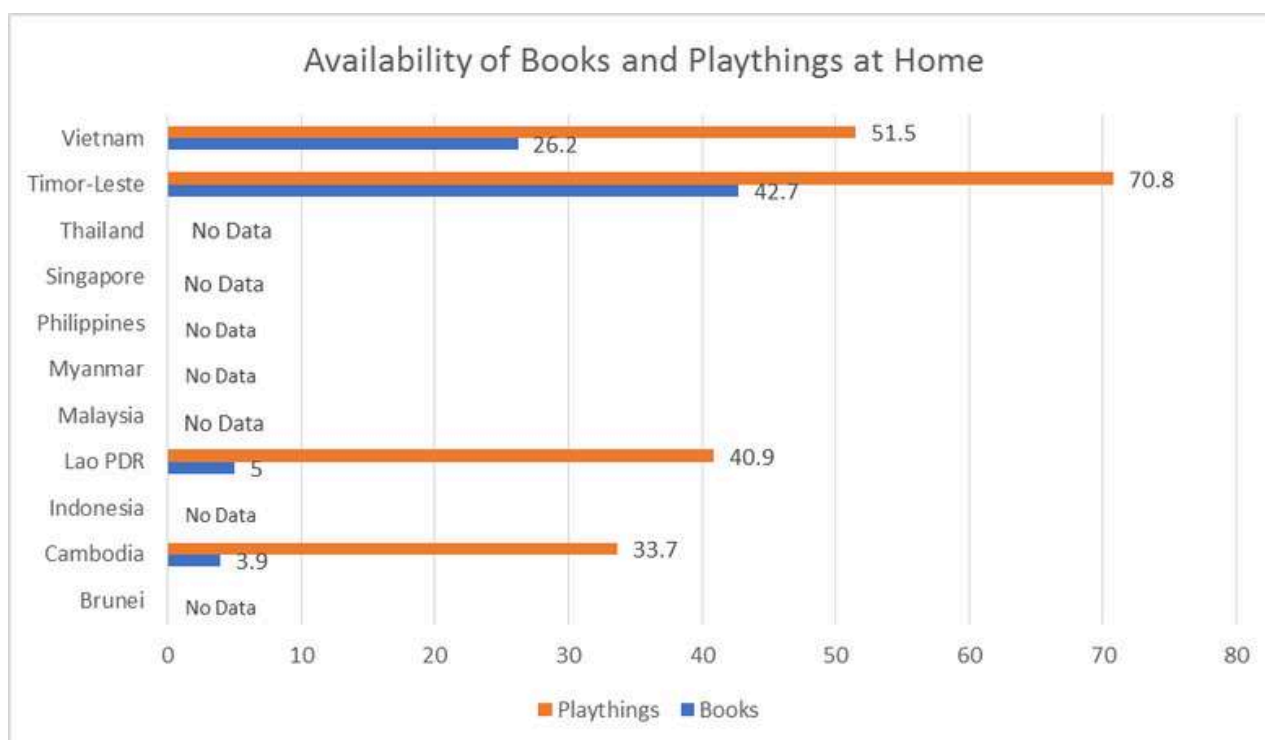


Figure 29. Percentage of Children with Books and Playthings at Home

Considerations for Future Mapping

Strengths of this Mapping Exercise

The maps present a compiled and compared ECD data from across Southeast Asia in one document. They are explained those data in the English language, allowing a wider audience to gain knowledge on the region's ECE subsector.

The maps can certainly be useful as an assessment tool. First, the maps could enable each country's policymakers and relevant stakeholders to gain a sense of where the country's ECD sector development stands based on its current policies and programs in relation to the other countries in the region. The maps identified several ECD indicators that need to be collected on a regular basis to determine the progress in the country's ECD sector. Second, the maps would allow policymakers and relevant stakeholders to determine whether their country's ECD policies and programs are being implemented accordingly based on the targets set out. This is especially true when other countries in the region have promoted a similar ECD policy and/or program at a similar time. Last but not least, policymakers and relevant stakeholders may also get a sense of what areas in their country's ECD policies and programs are needing improvements to be more effective in addressing the needs of their ECD sector.

Limitations

There are setbacks that can be improved for similar mapping exercise going forward. First, there is the substantial amount of missing data that hindered the generation of a more comprehensive ECD scenario in the region. On one hand, this puts into question the commitment of Southeast Asian countries in bringing about HI-ECD. On the other, there is the possibility that these data are just yet to be collected. As HI-ECD had only recently been a focus in the region, the countries are still establishing a proper assessment system for it.

There is also the possibility for these data to only be available in each country's national language, which brings us to the second limitation, the fact that the mapping exercise was conducted by one country. The SEAMEO RECFON team in Indonesia prepared these maps without representatives from other Southeast Asian countries. The team also does not have a working knowledge of other Southeast Asian countries' languages, aside from Malay and English. While the team's hard work have resulted in such an excellent initiative, assistance from representatives of other Southeast Asian countries will be required to develop a more complete set of maps.

The third limitation has to do with the depth of data collected. While a multi-country approach is not meant to provide a thorough look into each country's condition, as opposed to a country-level approach, there are ways to enhance the maps' reflection of reality. Having a country counterpart who can collect primary data would be a significant upgrading. Unfortunately, all data in this mapping exercise were taken from available sources found on the internet. They may not reflect the latest ECD reality in each country due to varying data collection periods. Some key data, such as the level of coordination within and among government bodies, as well as between the public and private sectors, can easily be attained through interviews and FGDs with relevant counterparts.

Recommendations

Set HI-ECD Standards and Goals

Southeast Asian countries can refer to the ASEAN's Early Childhood Care, Development and Education Quality Standards published in 2017 to help them set their respective ECD goals and standards. This would allow each country to move alongside each other and thus achieve regional progress on ECD.

It is also advisable for the countries to align their ECD goals and standards with relevant UN Sustainable Development Goals (SDG) taking into consideration their current needs, capabilities, and resources to achieve them.

The indicators for each goal can be adjusted to the conditions of the region, so that no country would consider the goals to be impossible. For instance, among the goals should be high quality teaching in ECE centers to be reached by a certain year. The indicators should not only be the availability of teachers with required qualifications, but also having regulations and programs that provide flexibility to those without the qualifications. These would cater to those who switch careers and those without access to proper ECE teacher certification, which is highly possible in developing Southeast Asia.

With the goals defined, a set of standards and procedures has to follow, such as in terms of data collection. This would allow the countries to prioritize their resources and collect the most important data for assessment. For instance, one of the least available data in the maps above is the percentage of children entering grade 1 with ECCE experience. In spite of its importance, many of the countries do not appear to have this data available.

There is the possibility for these missing data to be available only in the country's national language. Another standard can therefore be to have these collected data presented in both the national language as well as English. If designed for the sake of meeting the goals, such a demand should not be too difficult.

Gather a Multi-country Team for Subsequent Mapping

The prevalence of missing data also provides a lesson for similar mapping exercises in the future. Having a mapping team with representation from each country in the region would greatly reduce the risk of missing data, as each would be able to search for information in their national language. A multi-country team would also potentially allow for local context to be taken into account in the analysis, given each representative's familiarity with their own country.

Part Two:

Country Summaries and Regional Thematic Analysis

Brunei Darussalam

Country Background Context

Brunei Darussalam, with approximately 6,000 annual births, has made considerable strides in early childhood development. The under-5 mortality rate is low at 11.5 per thousand live births, while the infant mortality rate is even lower at 9.5 per thousand live births. Children aged 0–4 make up 6.7% of the total population, and children, in general, account for 21.8% of the population as of 2017. The country provides comprehensive childcare services, including nursing assessments, developmental assessments, and immunization programs. Notably, residents and permanent resident mothers have been receiving breast pumps and diaper supplies for the first year of their child's life since April 2017.

Figure 30 presents information in percentages on the state of the early childhood education sector and malnutrition cases among under-five children in Brunei Darussalam. The latest data found on enrollment is from 2021. The data on trained teacher is from 2019, on teacher-child ratio is from 2018, on overweight children is from 2009, and on stunting is from 2000.

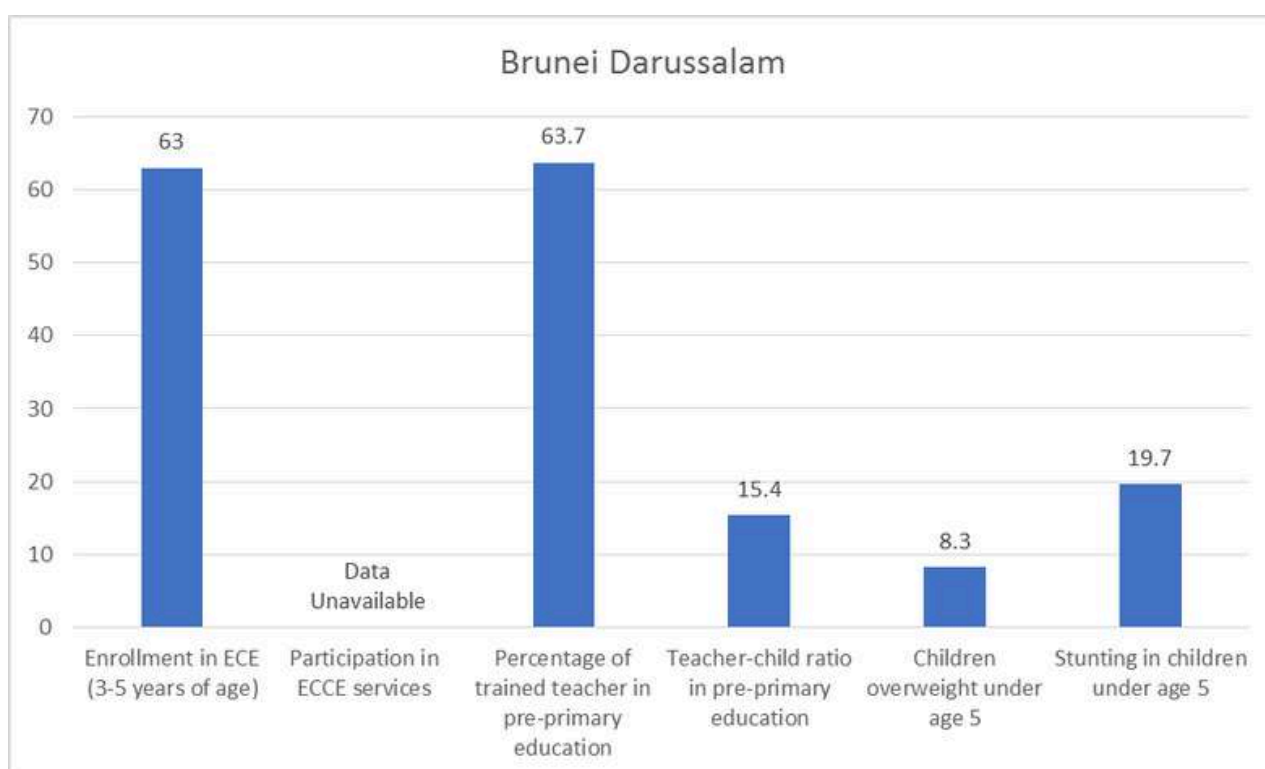


Figure 30. Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in Brunei Darussalam

Policies

Brunei Darussalam has established a robust policy framework for early childhood development. The Ministry of Education oversees this through Education Order 2003 and Education Act 2003. Additionally, the National School Feeding Policy, dating back to 1957, plays a vital role in child development. The Ministry of Health contributes to ECD policies through the Brunei Darussalam Multisectoral Action Plan for the Prevention and Control of Noncommunicable Diseases (BruMAP-NCD) 2021-2025 and the National Health Care initiative. The Ministry of Youth, Culture, and Sport is involved through the National Child Care Order (2006), the National Framework on Child Protection, and the National Strategy for Maternal, Infant, and Young Children Nutrition (MIYCN, 2014-2020).

Programs

Brunei Darussalam has implemented various ECD programs to nurture children's development. These programs include free school feeding from preschool to year 6, providing snacks, lunch, and boarding meals. The "Program Harapan dan Anak Harapan" focuses on hope and aspirations for children. The School Canteen Guideline strictly prohibits the sale of unhealthy foods and beverages. The Maternal and Child Health (MCH) program offers high-quality antenatal, postnatal, and child health services to all residents, regardless of citizenship. School Health Services ensure that children's immunization records are up-to-date and provide screenings. A pre-school curriculum is in place, emphasizing learning through play, with 42.65% of pre-school government teachers trained in early childhood education.

Stakeholders

Multiple ministries are involved in ECD in Brunei Darussalam. The Early Childhood Care and Education (ECCE) unit is spearheaded by the Ministry of Education (MOE) in collaboration with the Ministry of Health (MOH) and the Ministry of Culture, Youth, and Sports (MoCYS). In addition, the Ministry of Finance and Economy approves funding through the Legislative Council.

Funding

Funding for ECD primarily comes from the government of Brunei Darussalam. There is no available data on external funding sources.

Challenges

Brunei Darussalam faces several challenges in its ECD efforts. First, only 42.65% of pre-school government teachers have been trained in early childhood education. The country has also witnessed an alarming increase in obesity rates, rising from 12% in 1997 to 28% in 2016. This is attributed to the importation of packaged, processed foods, leading to unhealthy eating habits. Compliance with the healthy school canteen guideline remains low at 40%, contributing to the challenge. Moreover, the presence of a high number of tobacco users at 13.3% poses risks of passive smoking for children, necessitating the fulfillment of objectives and goals outlined in BruMAP NCD 2021-2025.

Challenges related to policies include the rising obesity rate and the compliance of school canteen guidelines. These issues are addressed in policies like BruMAP NCD 2021-2025 and the National Strategy for Maternal, Infant, and Young Children Nutrition.

Lessons Learned

The National Childhood Immunization Program has effectively protected children against vaccine-preventable diseases. The Child Care Centre Act requires canteen operators/food service providers in pre-schools to submit daily schedules and written menus that should address the nutritional requirements and promote healthy eating habits of pre-school children. However, food wastage remains a concern.

Future Plans and Recommendations

To enhance ECD in Brunei Darussalam, the government shall focus on enforcing legislation to increase compliance, continuous community engagement, partnerships and collaboration within the nation and regionally, developing frameworks and standards, and capacity building of stakeholders.

Cambodia

Country Background Context

Over the past two decades, under-5 mortality in Cambodia has significantly declined from 124 deaths per 1,000 live births in 2000 to a mere 16 deaths per 1,000 live births in 2021-22. The infant and neonatal mortality rates have also improved substantially, decreasing from 95 and 37 deaths per 1,000 live births in 2000 to 12 and 8 deaths per 1,000 live births in 2021-22, respectively. Moreover, there has been commendable progress in child vaccination, although challenges persist. While the percentage of fully vaccinated children aged 12-23 months reached 79% in 2010, it dipped to 73% in 2014 and later slightly increased to 76% in 2021-22. However, the percentage of unvaccinated children has remained stubbornly consistent since 2010. Exclusive breastfeeding has shown fluctuations, with a peak at 74% in 2010 and a decrease to 51% in 2021-22.

Figure 31 shows data in percentages on the state of the early childhood education sector and malnutrition cases among under-five children in Cambodia. The latest data found on enrollment and participation in ECCE services are from 2021. The data on trained teachers is from 2019. The data on teacher-child ratio is from 2018. The data on overweight children and stunting are from 2014.

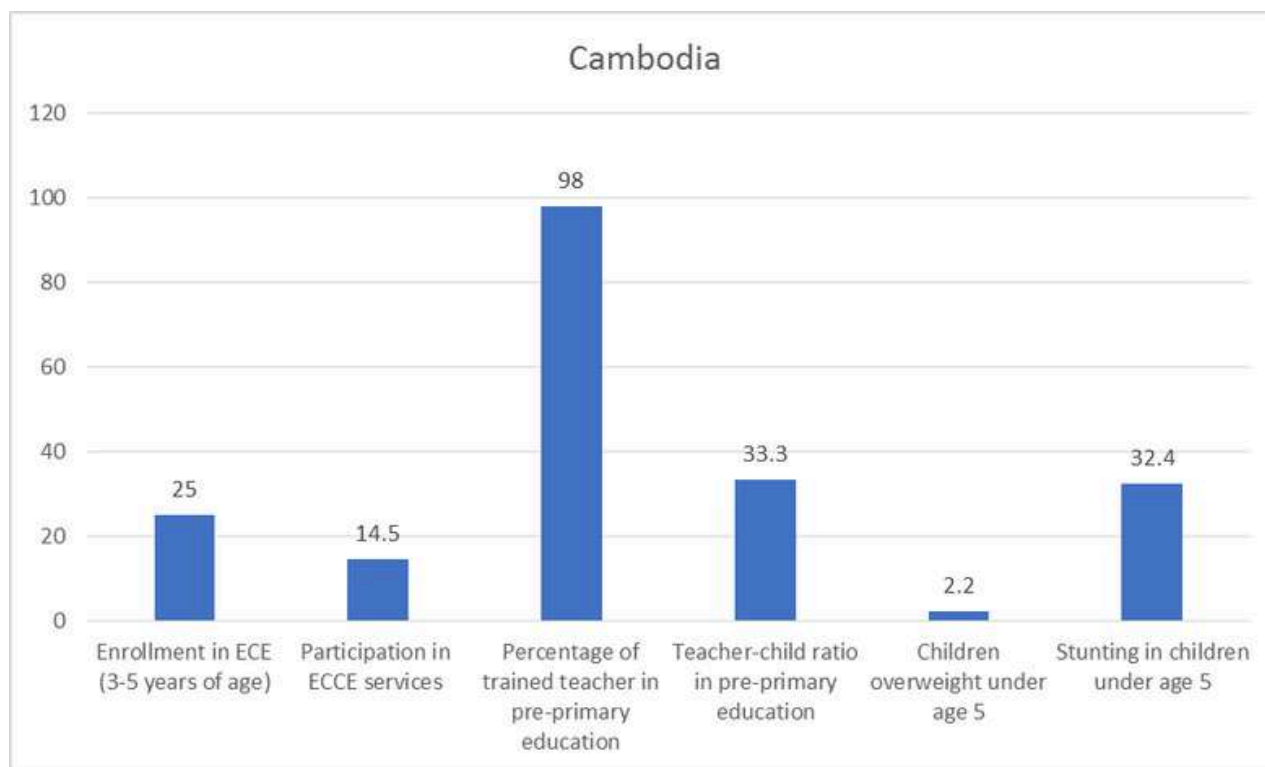


Figure 31. Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in Cambodia

Policies

Cambodia has laid the foundation for early childhood development through a series of well-structured policies and strategic plans. These include the National Policy on Early Childhood (2010), the Monitoring and Evaluation system (2017), the Education Strategic Plan (2019-2023), the National Strategic Plan for Early Childhood Care and Development (2021-2025), and the Cambodia Sustainable Development Goal 4-Education 2030 Roadmap (2019). The implementation of these policies is supported by guidelines such as the Guide Book of Parental Education Management (2022) and the Guideline of School Community Strategies for preschool (2021).

Programs

Cambodia has laid the foundation for early childhood development through a series of well-structured policies and strategic plans. These include the National Policy on Early Childhood (2010), the Monitoring and Evaluation system (2017), the Education Strategic Plan (2019-2023), the National Strategic Plan for Early Childhood Care and Development (2021-2025), and the Cambodia Sustainable Development Goal 4-Education 2030 Roadmap (2019). The implementation of these policies is supported by guidelines such as the Guide Book of Parental Education Management (2022) and the Guideline of School Community Strategies for preschool (2021).

Stakeholders

The stakeholders in Cambodia's early childhood development include the Ministry of Education, Youth, and Sport (MoEYS), which leads and coordinates policy formulation. The Department of Early Childhood Education, under the MoEYS, plays a pivotal role in curriculum development. The Council of Ministers was responsible for approving the National Policy on ECCD. The National Committee for Early Childhood Care and Development (NC-ECCD) is in-charge in implementing the National Action Plan on Early Childhood Care and Development.

Funding

Funding for early childhood development in Cambodia comes from both internal and external sources. Internally, the government allocates an annual budget. Externally, the World Bank, through the multi-donor Global Partnership, funds the Early Child Education Project. USAID also contributes through the USAID/Cambodia-Integrated Early Childhood Development program.

Challenges

The parental program's structure remains fragmented and inconsistent. Curriculum development for preschool is incomplete and not comprehensive, and resources for supporting the expansion of early childhood programs are insufficient. Furthermore, capacity-building for teachers and principals needs strengthening.

Factors contributing to the ineffectiveness of parental programs include financial constraints among parents, limited access to materials, lack of flexible hours, limited English proficiency, and cultural differences. Regarding curriculum development, the main obstacle is the lack of resources to support the process and techniques effectively.

Parents are also concerned about the capacity of the caregivers. They rely on family members, such as grandparents, to take care of the children instead of trusting caregivers. The capacity of caregivers to communicate with parents is essential to gain parents' trust. The government is working with an NGO and The World Bank on improving the capacity of childcare centers. The NGO and World Bank would provide technical assistance in the initial stage before the government carries it on once the project is done.

Lessons Learned

A crucial lesson learned is the indispensable role played by the MoEYS in leading and coordinating efforts across ministries, institutions, development partners, and society to support early childhood care and development effectively. The collaborative effort on the Nurturing Care Parenting Package serves as an excellent example of different ministries working together and building capacity at various levels, from national to community levels.

Future Plans and Recommendations

Based on the country's national plan on early childhood care and development, Cambodia has ambitious goals for the future. These include providing health education services and nutrition during pregnancy for all women, ensuring birth registration and regular health check-ups for all children, and achieving school readiness for all children by the age of 6. Additionally, the plan emphasizes the need for technical staff, caregivers, parents, and guardians with appropriate knowledge on early childhood care and development. Collaboration among relevant ministries and institutions is essential to address the challenges effectively.

To bring about effective policies for young children's development, Cambodia can benefit from multi-sectoral partnerships that share common goals, engage in strong advocacy, build capacities of key stakeholders to increase their involvement in a participatory manner, and create an enabling environment that responds to the needs of young children and stakeholders. These partnerships can serve as catalysts for achieving Cambodia's vision of holistic early childhood development.

Currently, the Ministry of Health, Ministry of Social Affairs, Ministry of Labor, and MoEYS are working together on ECE. An annual operational plan on how to promote childcare centers and increase parents' trust is being discussed.

Indonesia

Country Background Context

Figure 32 presents some data in percentages on the state of the early childhood education sector and malnutrition cases among under-five children in Indonesia. The only latest data found are on participation in ECCE services and stunting, both from 2021. The rest of the available data are from 2018.

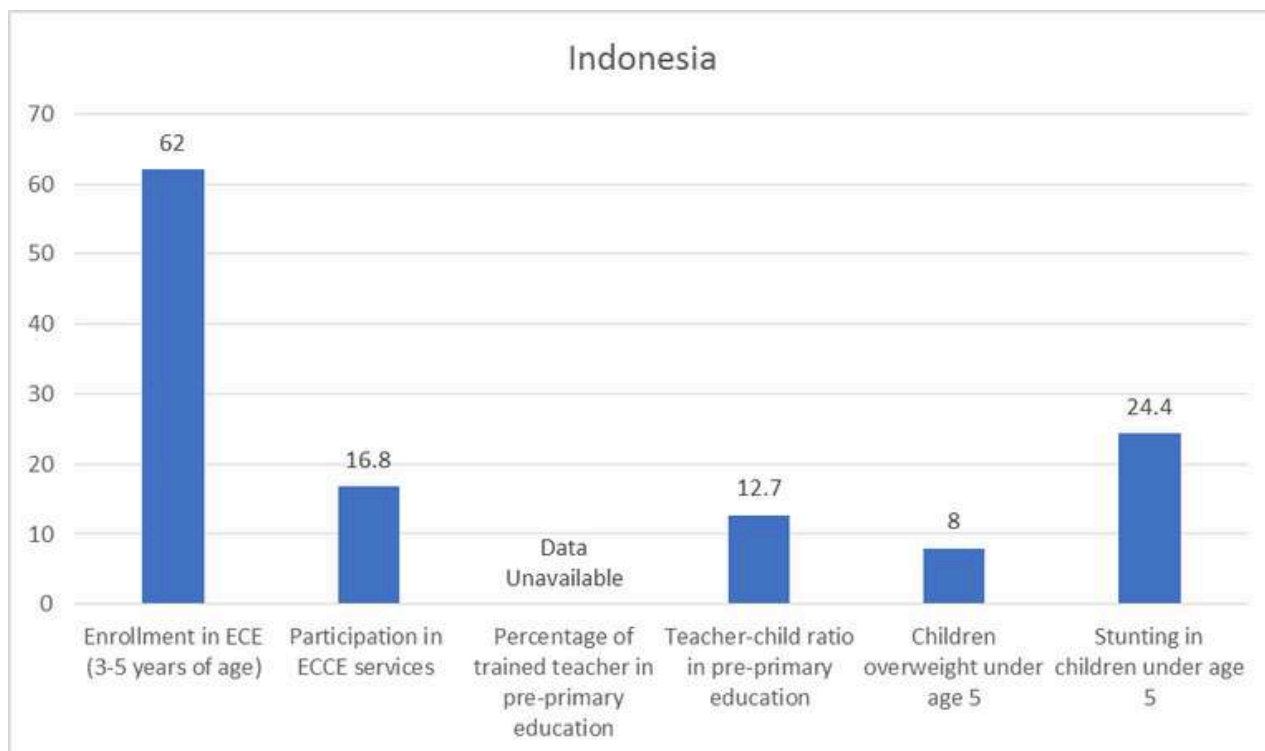


Figure 32. Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in Indonesia

Indonesia has placed a significant emphasis on Early Childhood Care and Development (ECCD), with key milestones such as the inclusion of Early Childhood Development (ECD) in the National Education System Law No. 20 in 2003, the Presidential Declaration on Holistic and Integrated ECD (HI-ECD), and the inaugural National ECD Census in 2011. The issuance of the HI-ECD by the Government of Indonesia serves as a crucial measure to ensure coordination across various provinces and administrative units. Within this overarching commitment, early childhood education (ECE) stands out as a top priority. ECE has been integrated into pivotal policy documents, notably the National Education System Law No. 20 of 2003 and the Ministry of Education and Culture's Strategic Plan (Rencana Strategis or RENSTRA) in 2014.

Despite the abovementioned efforts, approximately 22,000 out of the 88,000 villages in Indonesia do not have an ECD center. Additionally, 28% of children under six continue to be without any ECD services, highlighting the ongoing efforts required to reach every child and fulfill Indonesia's commitment to comprehensive early childhood development.

Through the implementation of the National Action Plan for the Prevention and Eradication of Stunting between 2013 and 2018, Indonesia has significantly dropped the stunting rate from 37.2% in 2013 to 24.4% in 2021. Based on secondary data from the 2017 Indonesia Nutritional Status Monitoring Survey, the proportion of stunted children under two in Indonesia is 20.1%. World Bank data from 2019 indicates that under-5 and infant

mortality rates are 23.9% and 20.2%, respectively, in Indonesia. The government's future target is to further reduce stunting prevalence to 14% in 2024, at a rate of 3.4% per year.

Policies

Indonesia has established a comprehensive policy framework for early childhood development. This includes Presidential Decree No 60/2013, focusing on Holistic Integrated Early Childhood Development (HI-ECD). The Presidential Decree of The Republic of Indonesia Number 72 of 2021 addresses stunting decrease acceleration. The Coordinating Ministry of HRD and Culture issued Regulation No 1/2019 on HI ECD Task Force and the National Action Plan for 2020-2024. Furthermore, the Midterm National Development Plan under Policy Direction 3.2 emphasizes the National Movement on the Acceleration of Nutrition Improvement Program.

Programs

Indonesia's ECD programs are designed to provide holistic and integrated services to meet essential needs, including education, health, nutrition, protection, care, and welfare. These programs encompass:

- Holistic Integrated Early Childhood Development (PAUD-HI): A cross-ministerial and institutional effort emphasizing that holistic services are essential for early childhood development.
- Stunting Prevention and Reduction Program: offers stimulant fund assistance to units in stunting priority districts/cities.
- Quality Learning Environment Program and School Readiness Program (ECCE-SD Transition): provides assistance to units to understand the importance of quality ECCE services, primarily centered on the learning process.
- Quality Assurance Program: assists in preparing ECCE units to participate in accreditation.
- Data-Based Quality Assurance Planning: ensures the quality of ECD services through data-driven planning.
- Bunda PAUD: provides assistance to provincial Working Groups of Mothers of ECCE and district/city Working Groups.
- Special schools and inclusive programs in ECE: aimed at providing inclusive early childhood education services.
- Special ECE services for marginalized communities and areas: ensures that early childhood education is accessible to all, even in underserved areas.
- School readiness programs: provides the bridge between ECE and primary education.
- Guru Penggerak Program: to ensure every students in ECE institution will get quality education and the program to be implemented in every institution.

Stakeholders

Various ministries and government agencies play essential roles in Indonesia's early childhood development:

- Ministry of Health: Improves children's health and nutrition through health centers and hospitals.
- Ministry of Social Affairs: Provides childcare and social protection services.
- Childcare and Protection Commission: Focuses on childcare and protection from violence.
- Family Planning Agency: Supports family planning, welfare, and children's development.

- Ministry of Education, Culture, Research, and Technology: Offers early childhood care and education services.
- Ministry of Religious Affairs: Provides early childhood care and education services.
- Ministry of Home Affairs: Revitalizes local community health centers and empowers local organizations.
- Ministry of Villages and Remote Areas: Allocates Village Fund to support Holistic Integrated ECD.

Funding

Funding for ECD primarily comes from the Indonesian government. External funding includes those from communities, NGOs, and CSR programs.

Challenges

Although Indonesia has a comprehensive policy on HI-ECD, collaboration among concerned ministries and sectors still needs strengthening to fully achieve national goals and targets. There is also a persisting misunderstanding among the sectors about HI-ECD's nature and the cascading of responsibilities to implement it particularly at the local government level. It remains often seen solely as the education sector's responsibility. There is also limited budget and programs for PAUD from local governments.

Other challenges include limited access to quality ECD services and knowledge materials aggravated by geographical factors, a lack of teacher understanding of HI-ECD, limited socialization of the HI-ECD program by local governments, lack of public involvement, and inadequate facilities and infrastructure.

Lessons Learned

Having a comprehensive and multisectoral policy and program on HI-ECD requires extensive and sustained advocacy and strong coordination among line ministers, local government offices, private sector, and communities. Adequate budget must be ensured to carry out planned strategies, activities and targets. Promoting quality ECCE units as service hubs and actively involving ECCE teachers, education personnel, and concerned parents in promoting ECCE and HI-ECD programs at the local level are crucial.

Future Plans and Recommendations

To strengthen early childhood development in Indonesia, future plans and recommendations include:

- Strengthening collaboration among pentahelix stakeholders (government, universities, media, business, community).
- Empowering local government offices for more effective coordination.
- Ensuring the sustainability of HI-ECD implementation at the local level.
- Promoting the role of ECCE Mothers (Bunda PAUD) through media campaigns.
- Advocating for increased budget allocation for ECCE.
- Actively involving ECCE teachers, education personnel, and concerned parents in promoting ECCE and HI-ECD programs at local forums.

Lao PDR

Country Background Context

Early Childhood Development (ECD) is a relatively new issue for the Lao PDR government, with no specific laws currently in place. However, it has been incorporated into the 9th Health Sector Development Plan (HSDP) in terms of providing training to health personnel on developmental screening of children in specific provinces since 2021. The National Strategy and Action Plan for Integrated Services on Reproductive, Maternal, Newborn, and Child Health (RMNACH) 2016-2025, originally focused on traditional interventions to reduce deaths due to infection and undernutrition, has expanded to include ECD.

Figure 33 presents information in percentages on the state of the early childhood education sector and malnutrition cases among under-five children in Lao PDR. Please note that the latest data found are from 2021, except the data on trained teacher (2019), on teacher-child ratio (2018), and on overweight children and stunting (2017).

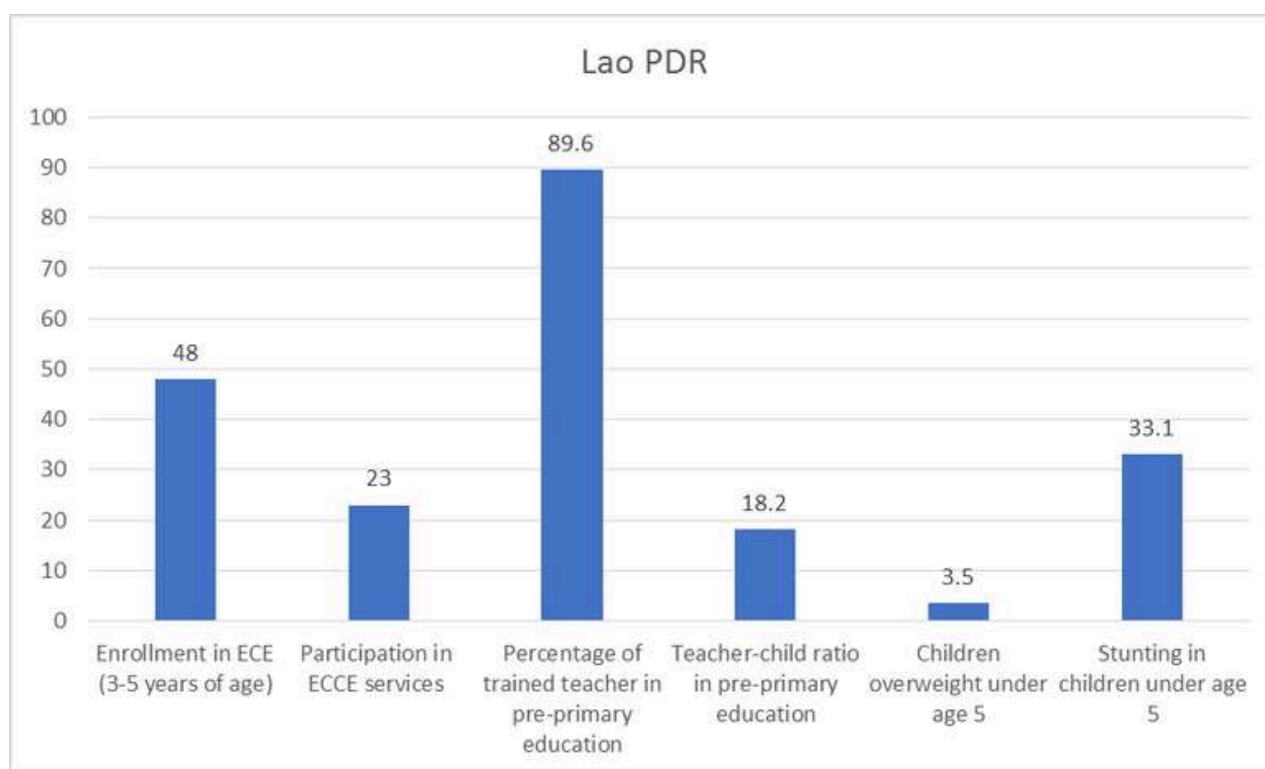


Figure 33. Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in Lao PDR

Policies

Lao PDR does not currently have dedicated laws or policies focused on ECD. Instead, ECD programs and strategies are included in other existing policies and plans. Notable among these are the Revised RMNACH Strategy, which includes specific objectives related to ECD under the "Well Child" category. Additionally, the 9th HSDP for 2021-2025 covers Maternal and Child Health programs, including immunization, reproductive health, and family planning. The National Nutrition Strategy (NNS) to 2025 and the National Plan of Action on Nutrition (NPAN) 2016-2020 form the basis for implementing food security and nutrition interventions.

Programs

As of now, Lao PDR does not have a nationwide ECD program in place. Instead, pilot programs have been implemented in limited areas. Additionally, a new Maternal and Child Health (MCH) Handbook has been introduced as a health education material for integrated well-child services, including ECD.

There are various projects conducted by Humanity & Inclusion (HI), an NGO focused on health, which aimed to promote an integrated approach within the existing health system for children aged 0-5 with disabilities or impairments from 2009 to 2013. In 2014, HI initiated the "Enhanced hospital-based screening and early intervention for children with disabilities" in cooperation with the Ministry of Health.

Stakeholders

Key stakeholders involved in ECD efforts in Lao PDR include the Ministry of Health and HI through its various projects.

Funding

ECD activities are primarily funded by the government, with the Health Sector Development Plan covering specific activities. The Japan Fund for Poverty Reduction, through the Asian Development Bank (ADB), provides external funding to support ECD efforts in Lao PDR.

Challenges

Several challenges hinder ECD efforts in Lao PDR. These include the low capacity of providers in ECD and the lack of specialist staff to assess and treat children with developmental delays, such as speech therapists, occupational therapists, and social workers. Moreover, there is a limited number of local specialists available to provide staff training, and the child development screening tool is still undergoing revision and is not yet standardized or approved by the Ministry of Health. The geographical coverage of ECD projects is limited, potentially excluding children in rural provinces. Additionally, there is a lack of health literacy and understanding of disability in the general population. Budget constraints also pose a challenge for ECD implementation.

Budgeting presents a gap because the strategy and the HSDP were developed in parallel, with the HSDP not fully considering the needs assessment of the strategy. The ECE budget is also low when compared to other Southeast Asian countries.

Lessons Learned

In the absence of specific policies, the HSDP and the RMNCAH strategy have become appropriate mechanisms to start addressing the country's current ECD concerns. However, crafting dedicated policies on ECD would be ideal for institutionalization purpose. Service integration of ECD into the existing service platform could promote efficient service provision to the target population.

Future Plans and Recommendations

To enhance ECD in Lao PDR, future plans and recommendations include developing and rolling out in-service training on ECD. Establishing standard operating procedures (SOPs) for well-child care visits in health facilities is crucial to address the low capacity of health workers. Moreover, strengthening the screening system, capacity development for counseling and treatment for children with developmental concerns, and advocating for increased budget allocation for ECD are essential steps forward.

Lao PDR has also planned to have the National Holistic Early Childhood Development Policy, which is a specialized ECE Law/Act. However, as of our mapping activity in October 2021, its status was still a draft.

Malaysia

Country Background Context

In Malaysia, the responsibility for education lies with the federal government under the Ministry of Education, with each state having an Education Department to oversee educational matters within its territory. The provision of Early Childhood Care and Education (ECCE) in the country has been in existence since before the 1960s, primarily offered by religious bodies and non-governmental organizations (NGOs). However, in the early 1970s, the government assumed a pivotal role in the provision of ECCE services. Today, ECCE services are delivered by various government agencies, NGOs, and private operators.

Figure 34 presents information in percentages on the state of the early childhood education sector and malnutrition among under-five children in Malaysia. The data on the enrollment in ECE data is from 2021. The data on percentage of trained teachers and teacher-child ratio are from 2018. The data on overweight children and stunting are from 2019.

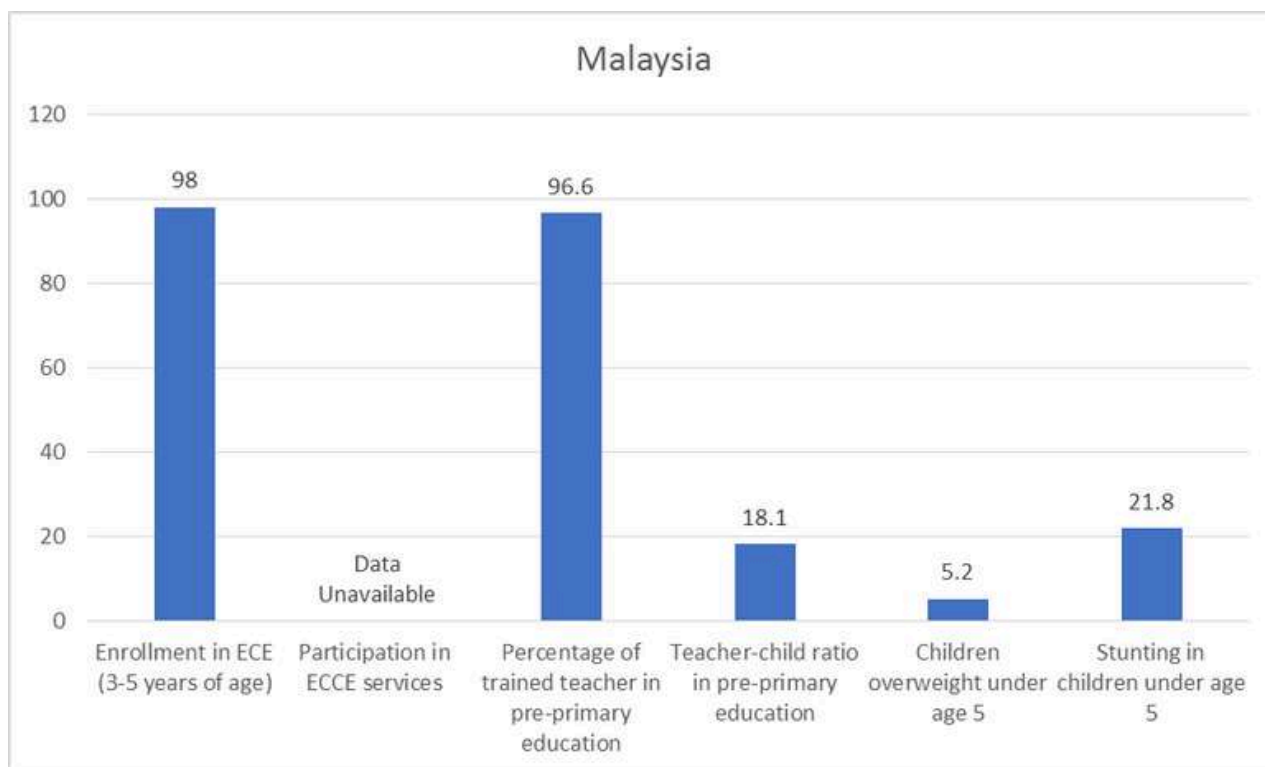


Figure 34 – Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in Malaysia

Policies

Malaysia has implemented several policies and acts related to Early Childhood Development (ECD) to ensure the well-being and holistic development of young children. Key policies and acts include:

- Child Care Centre Act of 1984, Amendment 2007 (Act 308 and Act A1285): This act established minimum quality standards for childcare centres catering to children below the age of four years.
- Education Act 1996 (Act 550): This act formally organized preschool education as part of the education system in Malaysia.

- The National Nutrition Policy (2003): This policy aims to ensure the availability of safe and nutritious food to promote optimal growth and development in children.
- The Early Childhood Care and Development Policy (2008): This policy consolidates existing national policies on early childhood, focusing on providing holistic development for children from birth to four years of age.
- Special Education Act of 1997: This act specifies that preschool programs for children with special needs are available in special schools.
- The National Protection Policy for Children 2009: This policy focuses on advocacy, prevention, support, research, and development to protect children.
- Child Act 2001 (Act 611), Amended in 2016: This act ensures that every child is entitled to protection and assistance in all circumstances without discrimination.
- The Sexual Offences Against Children Act 2017: This act addresses sexual offenses involving children.
- Malaysia Education Blueprint 2013-2025

Programs

Malaysia divides its ECCE programs into two age groups: 0-4 years old and 4-6 years old, with different government agencies overseeing each group. The Ministry of Women, Family and Community Development (MWFCD) governs the 0-4 years old group, while the 4-6 years old group is managed by the Ministry of Education, Ministry of Rural and Regional Development, and National Unity Department. The Early Childhood Care and Education Curriculum focuses on aspects such as active interaction and communication, mind stimulation and literacy, child empowerment, independent learning, monitoring a child's abilities and potential, and learning through play. Malaysia has three types of childcare centers: Workplace Childcare Centers, Community Childcare Centers, and GENIUS Childcare Centers. The government provides subsidies for these centers, offering daily meals, annual learning materials, co-curricular activities, and monthly allowances for children with special needs.

Stakeholders

Key stakeholders in Malaysia's ECD efforts include the Ministry of Education, Ministry of Women, Family and Community Development, National Preschool Development Committee established in 2010, and Early Childhood Care & Education Council, an initiative under the Economic Transformation Programme.

Specifically, services for children aged 0-3 are overseen by the Department of Social Welfare within the Ministry of Women, Family, and Community Development. For children aged 4-6, the responsibility falls under the Ministry of Education, Ministry of Rural and Regional Development, and Department of National Unity and Integration (ARNEC).

Funding

Funding for ECD activities in Malaysia primarily comes from the government. The government provides one-time aid to preschools registered under the Ministry of Education. In some cases, the aid is not enough for a year study. Hence, parents are willing to provide funds to ensure that children get basic education before the first year.

Challenges

Challenges in Malaysia's ECD efforts include reaching indigenous children, capturing data on unregistered preschools, meeting parental demands for early literacy, and addressing limited internet access during the Covid-19 pandemic.

The operation of unregistered preschools hinders government's efforts to determine the number of children attending preschools and ensure they receive quality care and education particularly those belonging to indigenous groups.

Lessons Learned

Malaysia has successfully linked the National Preschool Information System (NPIS) to the National Preschool Quality Standard (NPQS), allowing personnel to assess relevant data for management purposes. The establishment of the National Preschool Development Committee has improved coordination between public and private sector providers of ECCE services.

Future Plans and Recommendations

Future plans in Malaysia include a special committee tasked with coordinating the operations of child care and preschool services across various ministries. The Putrajaya Declaration in 2016 outlines nine action agenda items to align with SDG 4.2 on ensuring that all girls and boys have access to quality early childhood development by 2030. The government also plans to expand the Virtual Learning Environment, connecting pupils, teachers, and parents in online learning. Efforts are underway to improve the quality of early childhood education by expanding access, reducing educational inequality, and developing child-friendly facilities.

The government opens opportunities for indigenous students to access pre-school education. The Ministry of Education has also expanded preschools in indigenous settlements to encourage Orang Asli students to attend preschool to obtain basic education before entering year 1. Currently, early education of rural children is handled by various government and private agencies. Operations are in accordance with the rules that have been set by the agencies involved. There are 67 preschools, 72 classes for indigenous children with 1366 students. The number is expanding. They use the same curriculum as regular preschools, but with a lighter approach.

Myanmar

Country Background Context

Myanmar, with a total population of 51.1 million, includes 27.2% children aged 0-14 years. The urban to rural population ratio stands at 29:71. The inception of Myanmar's early childhood education sector dates back to the late 1990s, marking the introduction of public preschools in 2001. Although the sector experienced an initially sluggish growth, momentum had started building before the military coup in 2021. As of 2018, approximately 8.5% of 3-to-5-year-olds were enrolled in preschool.

Figure 35 presents information in percentages on the state of the early childhood education sector and malnutrition cases among under-five children in Myanmar based on 2018 available data.

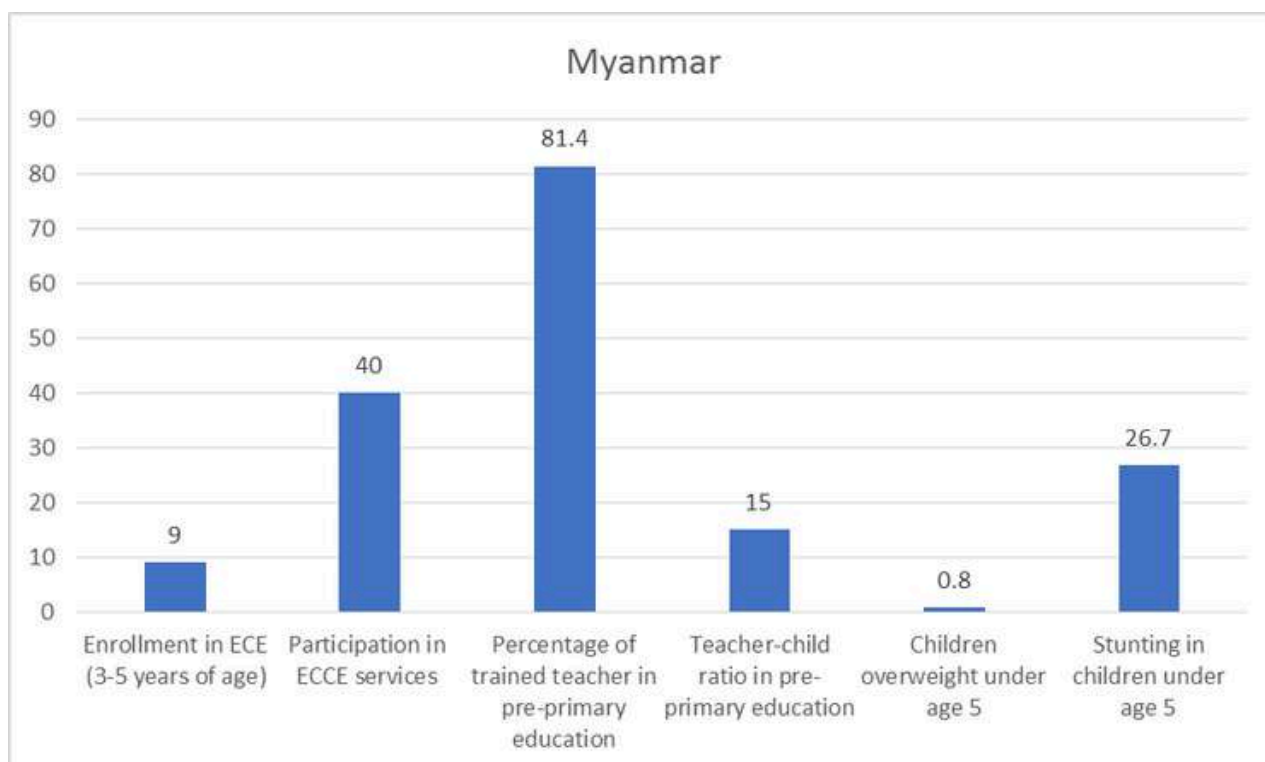


Figure 35. Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in Myanmar

In 2014, the adoption of the Early Childhood Care and Development Law and a Multisectoral Early Childhood Care and Development Policy laid the groundwork for a comprehensive and inclusive approach to early childhood education, emphasizing a family-involved paradigm. Despite these conceptual foundations, the sector grappled with challenges stemming from inadequate coordination and a lack of sufficient public investment. Furthermore, the sector's needs often took a backseat due to the higher priority accorded to the redevelopment of the school sector.

The aftermath of the military coup in 2021 introduced political instability, casting a shadow over the early childhood education sector. As the government and, thus, policymaking becomes divided, the sector's future became both fragile and unpredictable. Addressing the sector's long-term needs is crucial, necessitating improved public financial support, enhanced professional development opportunities for teachers and caregivers, and an expansion of the sector's outreach into the rural areas of Myanmar (Ball, 2023).

Policies

Myanmar's commitment to Early Childhood Care and Development (ECCD) is articulated through the Myanmar ECCD Policy (2014). This policy framework provides the foundation for ECCD initiatives in the country.

Programs

Under the Myanmar ECCD Policy, ten key strategies have been outlined:

1. Preconception, Antenatal, and Postnatal Services: This includes reproductive care, education for pregnancy and delivery, and services for high-risk mothers.
2. Services for Children (0-3 Years): Encompassing parental education, day care centers, birth registration, and health and nutrition services for young children.
3. Early Childhood Intervention (ECI) Services for Children (0-5 Years): Aimed at supporting families with children facing developmental delays, malnutrition, chronic illnesses, disabilities, and atypical behaviors such as autism.
4. Preschool Education for Children (3-4 Years): Focuses on curriculum development, health care standards, and teacher training in preschools.
5. Transition, Kindergarten, and Early Primary Grades for Children (5-8 Years): Emphasizes child-centered teaching, parental involvement, and the provision of school health and feeding services.
6. Children with Special Needs: Seeks to reduce institutionalization by providing family preservation and implementing a comprehensive Child Protection Policy and Strategic Plan.
7. Pre- and In-Service Training System: Involves training for ECCD professionals and the establishment of a National Centre for ECCD Resources and Training.
8. ECCD System of Accountability and Quality Assurance: Focuses on a multi-sectoral ECCD management information system for regular service supervision, monitoring, evaluation, and reporting.
9. Policy Advocacy and Communications: Aims to disseminate culturally appropriate and internationally recommended information on ECCD to reach all targeted beneficiaries.
10. Organization of the ECCD System: Proposes the establishment of a National ECCD Policy Implementation Institute, led by the National ECCD Committee, for decentralized implementation and multisectoral coordination of ECCD Policy.

Stakeholders

Myanmar's ECCD initiatives involve a multitude of stakeholders, including government entities such as the Ministry of Health, the Ministry of Social Welfare, Relief, and Resettlement, and the Ministry of Education. Additionally, non-governmental organizations, faith-based organizations, community-based organizations, professional associations, foundations, higher education institutions, private sector groups, and international development partners also play crucial roles.

It is worth noting that, due to the ongoing conflict, multiple policymaking entities are present. Currently, parallel ministries exist under the National Unity Government (NUG) as well as the state administrative council (SAC) of Myanmar. As of October 2023, over 1.6 million people have been displaced since February 2021 (UNICEF Myanmar, 2023).

Funding

ECCD initiatives in Myanmar are funded both internally by the government and externally such as the Netherlands Committee for UNICEF in 2018.

Challenges

Challenges confronting Myanmar's ECCD efforts include limited resources in terms of human capital, finances, infrastructure, and essential medicines and supplies. Strengthening collaboration among concerned government entities is another challenge considering the current civil unrest. This situation has affected the country's information system which makes the access to data and indicators related to ECD difficult to search through the internet by people outside the country.

There is an urgent need for capacity building of pre-school teachers as well as strengthening of data collection schemes and information management related to ECD. There is also an increasing number of internally displaced children who should be in schools.

Lessons Learned

Promising practices in Myanmar's ECCD efforts include the development of the Multi-Sectoral National Plan of Action on Nutrition (MS-NPAN: 2019-2023) to combat malnutrition and strong community and parental engagement. Initiatives like Mother Circles for parenting education have also proven beneficial for low-income families and rural communities.

Future Plans and Recommendations

Myanmar's future ECCD plans and recommendations encompass various areas. The Ministry of Health under the National Unity Government (NUG) seek to implement community-based Infant and Young Child Feeding (IYCF) counseling, resume ECCD activities, and reestablish collaboration mechanisms with concerned ministries under the NUG. They plan to establish an ECCD-related information management system and create a multi-sectoral National alliance for ECCD in Myanmar in the long term. The call for support includes assistance for ECCNE activities amid current challenges, sharing of lessons learned and success stories, regional collaboration on ECCD activities, and advocacy for humanitarian assistance, food security, and childhood immunization in Myanmar. These initiatives aim to strengthen ECCD in Myanmar and ensure the well-being and development of its young population.

Myanmar also needs to issue regulation that focus on ECDE in rural and remote areas to ensure inclusive and equal ECD services to all children across the country.

The Philippines

Country Background Context

Figure 36 presents data in percentages on the state of the early childhood education sector and malnutrition cases among under-five children in the Philippines. All the latest data found are from 2018, except for the 2017 data on teacher-child ratio.

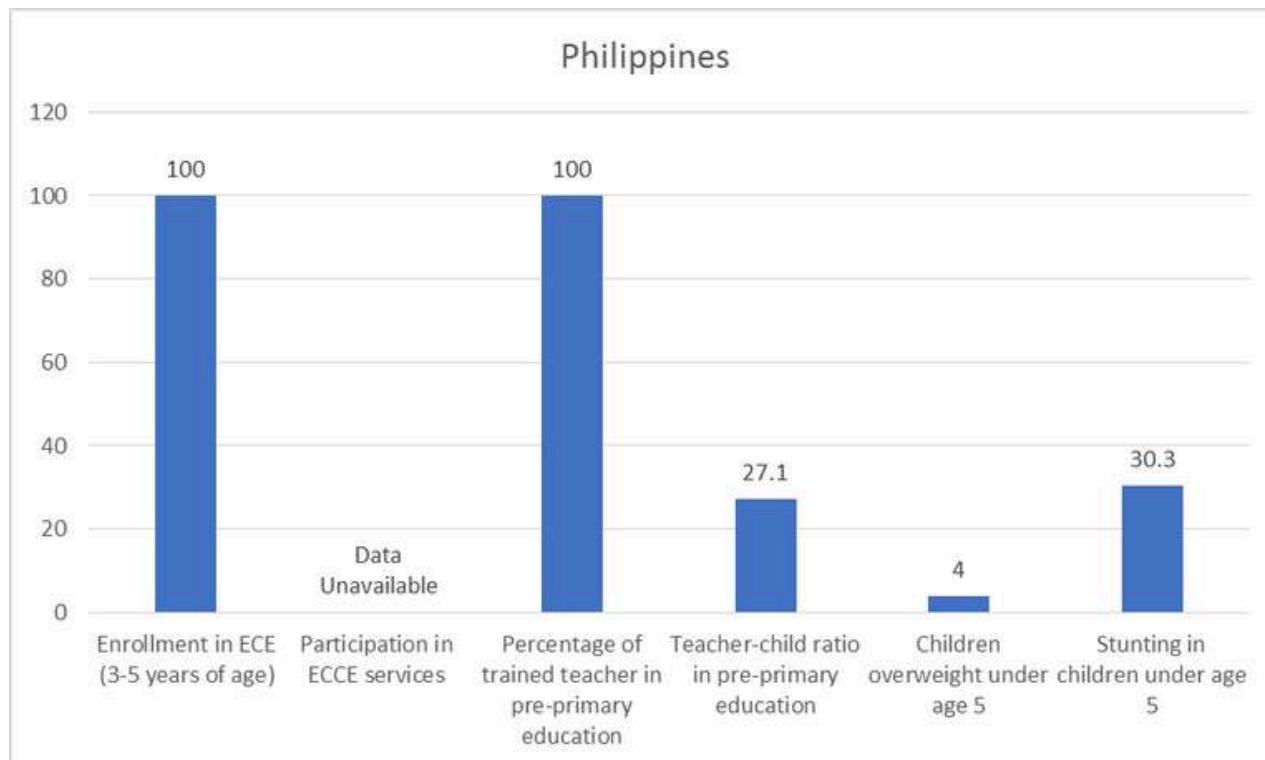


Figure 36. Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in the Philippines

In 2000, the Philippines ushered in a transformative era with Republic Act No. 8980, establishing a robust framework for Early Childhood Care and Development (ECCD) policies and a national system. This commitment to ECCD gained momentum in 2013 through the enactment of Republic Act No. 10410, colloquially known as the Early Years Act, formally recognizing the critical developmental phases spanning from infancy to age 8. The ECCD Council was entrusted with overseeing the 0-4 age group. At the heart of this initiative is the national Early Childhood Care and Education (ECCE) system, strategically designed as a comprehensive response to policy expectations, encompassing health, nutrition, early education, and social protection.

Policies

The Philippines has implemented several policies to support Early Childhood Development (ECD):

- Local Government Code of 1991: This legislation, although not explicitly focused on ECD, plays a crucial role in the Philippines' decentralized government system, where local governments have significant authority over the welfare of their constituents including children.
- RA 10410/The Early Years Act of 2013: This act promotes children's rights to survival, development, and protection. It seeks to institutionalize a comprehensive, integrative, and sustainable National System for Early Childhood Care and Development (ECCD) through multisectoral and interagency collaboration at both national and local levels.

- RA 11148/Kalusugan at Nutrisyon ng Mag-Nanay Act of 2019/Mother and Child's Health and Nutrition: This act focuses on maternal and child health and nutrition, contributing to a holistic approach to ECCD.
- The Early Years First National ECCD Strategic Plan 2019-2030: This strategic plan provides a comprehensive framework for ECCD initiatives in the Philippines, outlining strategies and approaches for the period 2019-2030.
- Convention on the Rights of the Child: This provides child protection policies.
- RA 11908/ The Parent Effectiveness Service Program Act: This mandates the establishment and implementation of the parent effectiveness service program to strengthen parental involvement in their children's development.

Programs

The Philippines employs a Three-Pronged Approach within its ECCD System Framework. The first prong, "Access and Equity," encompasses measures such as the establishment of National Child Development Centers (NCDCs) and assistance for converting Day Care Centers into Child Development Centers. It also involves exploring alternative modes of delivery, an Infant and Toddler Early Development Program, and a system for the prevention, early identification, referral, and intervention of developmental delays, disorders, and disabilities in early childhood. Integrated services in Health, Nutrition, Early Learning, and Social Services, as well as home-based ECCD programs, further promote access and equity.

The second prong, "Quality, Efficiency, and Sustainability," emphasizes human resource development programs and advocacy and social mobilization programs. Lastly, the "Accountability" prong focuses on establishing an ECCD Data Bank System and achieving universal coverage of ECCD beneficiaries.

To address the need to provide ECCD services in remote areas, the ECCD Council implemented the home-based ECCD Program which provides ECCD programs and services to children aged 0-4 years in the home setting. The Program targets: (1) areas in which existing centers are absent or geographically far from the child; (2) areas in which public transportation is unavailable, poor, and unsafe for children; (3) areas affected by emergencies and/or natural calamities; (4) areas with the presence or threat of armed conflict; (5) areas with highly congested centers, having high number of enrollees. In addition to providing these areas with ECCD programs and services, the Program also aims to include children in special needs contexts, such as children from Indigenous peoples groups, children with developmental delays, disorders, and/or disabilities, and children with parents who have disabilities, as recipients of the program, among others.

Stakeholders

Stakeholders in the Philippines' ECCD efforts are represented through the ECCD Council Governing Board, which comprises key individuals from various government departments. These stakeholders include the Department of Education, the ECCD Council, the Union of Local Authorities of the Philippines, the Department of Health, the Department of Social Welfare and Development, the National Nutrition Council, and a private individuals serving as an ECCD practitioners.

Funding

ECCD initiatives in the Philippines receive funding from the government. There is also external funding provided by NGOs, non-profit organizations, and private institutions.

Challenges

Challenges in the Philippines' ECCD efforts include the devolution of the government system, affecting implementation mechanisms at both national and local levels. The Local Government Code of 1991 and The Early Years Act of 2013 provide local government units (LGUs) with considerable authority to decide whether to implement national programs including those related to ECCD. Budget allocation and project priorities by current government officials can impact ECCD program implementation and quality. Furthermore, capacity-building programs for service providers may not always be prioritized, impacting ECCD quality. The mapping activity conducted in 2021 also indicated missing data for budget.

Lessons Learned

Key lessons include the concept of "Anchor Services," where specific sectors take the lead during different stages of a child's development. For example, health services anchor care for infants up to 35 months, early learning services take the lead for children aged 35 to 59 months, and education services become the anchor for children aged 60 months onward.

Future Plans and Recommendations

The Philippines' future ECCD plans and recommendations include expanding access to quality ECCD programs and services, continuous roll-out of standards and guidelines, the establishment of a monitoring and evaluation system, institutionalizing programs for human resource development, advocating for legislative improvements in ECCD policies, and strengthening collaboration among local government units, national government agencies, and NGOs.

The long-term goal of ECCD initiatives in the Philippines is to ensure that all young children achieve their full developmental potential in nurturing environments. This includes support for their health, protection, development, and learning. Additionally, these initiatives aim to empower parents, guardians, primary caregivers, and communities to provide safe, supportive, nurturing, and responsive caregiving. National and local duty-bearers should deliver integrated, comprehensive, equitable, and quality ECCD services to support the well-being of young children in the country.

Singapore

Country Background Context

Singapore stands out globally with exceptionally positive indicators in Early Childhood Care and Development (ECCD) outcomes. The nation boasts universal immunization among its young population, coupled with remarkably low rates of malnutrition and under-5 mortality.

The commitment to early education is no less palpable, with nearly universal participation rates. Singapore has been on a progressive trajectory since the early 2000s, channeling significant investments into the professional development of early childhood professionals and the creation of programs tailored to children in both childcare centers and kindergartens. In a strategic move to elevate quality standards, the year 2013 witnessed an enhancement of requirements for early childhood educator qualifications. In 2011, an accreditation framework was established, dedicated to ensuring the provision of high-quality preschool education across the nation.

Unfortunately, the mapping activities did not find available data on the state of the early childhood education sector. The available data in percentages on overweight and stunting cases among under-five children in Singapore are from year 2000.

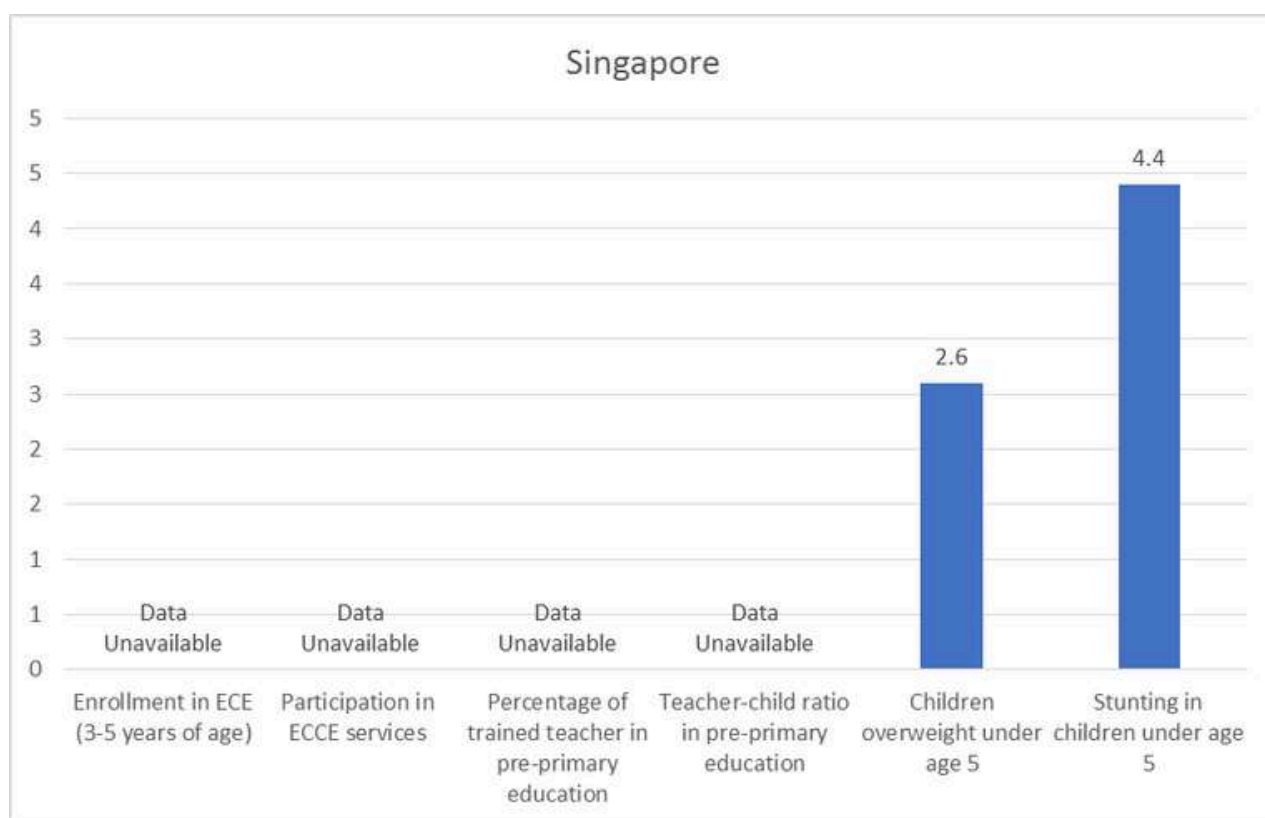


Figure 37. Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in Singapore

Policies

Singapore's commitment to Early Childhood Development (ECD) is exemplified by the establishment of the Early Childhood Development Agency (ECDA) in 2013, signifying the government's dedication to fostering early childhood growth and learning. Additionally, the Early Childhood Development Centers Act of 2019 provides a legislative framework for the management and operation of ECD centers.

Programs

Singapore's ECD programs are designed to address key aspects, namely:

- **Accessibility:** To meet the increasing demand for childcare services, Singapore has doubled the number of full-day preschool places from 90,000 in 2012 to approximately 200,000 by the end of 2021. The goal is to ensure that 80% of preschoolers, aged 18 months to 6 years, can access government-supported preschools by around 2025.
- **Affordability:** Measures are in place to manage fee caps and control fee increases in government-supported preschools. Additionally, preschool subsidies are provided to parents to alleviate the financial burden of preschool education.
- **Quality:** To enhance the quality of ECD, Singapore enforces mandatory licensing of preschools under the Early Childhood Development Centers (ECDC) Act of 2019. Preschools can voluntarily seek accreditation under the Singapore Preschool Accreditation Framework (SPARK) to exceed regulatory requirements. The country has also established the National Institute of Early Childhood Development to oversee training and professional development for the sector, offering enhanced career prospects and progression for early childhood professionals.
- **Support for Children in Low-Income Families:** Singapore implements initiatives such as the Preschool Outreach Programme and KidSTART. The former collaborates with community partners to address barriers to preschool enrollment, while the latter, launched in 2016, provides upstream health, learning, and developmental support to children in low-income families.
- **Support for Children with Developmental Needs:** Government-funded Early Intervention (EI) programs cater to children with developmental needs, with means-tested EI subsidies available. The Inclusive Support Programme (InSP) integrates early childhood and early intervention services at preschools for children requiring medium levels of EI support. Every preschool appoints an Inclusion Coordinator (ICO) to provide basic support for children with developmental needs.
- **Regulation of Early Childhood Development Centers:** ECDA's regulations outline requirements for the management, operation, and administration of ECD centers. Preschool programs are expected to be holistic and developmentally appropriate.
- **Promoting Health and Nutrition in ECDCs:** ECDA collaborates with Singapore's Health Promotion Board (HPB) to encourage healthier meals in preschools, emphasizing the importance of nutrition in early childhood development.

Stakeholders

The key stakeholder involved in Singapore's ECD initiatives is the Early Childhood Development Agency (ECDA). The ECDA functions as the regulatory and developmental authority for Early Childhood Care and Development (ECCD), overseeing critical aspects of children's development below the age of seven in both kindergartens and childcare centers.

Funding

Singapore's ECD programs are primarily funded internally by the government. No specific information provided regarding external funding sources.

Challenges

Several challenges in Singapore's ECD landscape include:

- **Lack of Outdoor Spaces:** The limited availability of suitable outdoor spaces for ECD centers poses a challenge in providing outdoor learning opportunities.
- **Diversified ECD Sector:** Ensuring consistency and quality of ECD programs across a diversified sector requires ongoing effort and coordination.
- **Prevention of Infectious Diseases:** Maintaining measures to prevent the spread of infectious diseases, particularly in the context of ECD centers, is crucial.
- **Manpower Challenge:** As the number of preschool places continues to grow, Singapore faces a manpower challenge in the ECD sector, requiring additional personnel.
- **Ensuring Quality Standards:** Ensuring consistent and high-quality standards across the ECD sector is an ongoing challenge, particularly given the voluntary nature of the Singapore Preschool Accreditation Framework (SPARK).
- **Low Income Families:** Government will look for this group and facilitate them to enroll their children to government funded preschools, which cost lower and are relatively affordable.

Lessons Learned

Collaboration with stakeholders to attract and retain individuals interested in early childhood careers is essential to overcome manpower challenges. Continuous pursuit of ensuring more consistent and higher quality standards across the ECD sector is worth the investment. Assessment of preschools and providing support to preschool administrators in their efforts to improve teaching and learning for holistic development and well-being of young children through the SPARK Program can aid parents in making informed decision where to enroll their kids and ensure better ECD outcomes.

Singapore has found success in certain areas. First, it has found success in terms of legislation. Legislation stipulates requirements related to nutritious food provision, outdoor play space accessibility, and the implementation of holistic and developmentally appropriate curricula. Actions are taken in cases of non-compliance with these requirements. Second, Singapore has found success through having standard guidelines that cover safety, food and nutrition, outdoor activity duration for gross motor development, curriculum framework, and the management of infectious diseases. There has also been success with ECDA's role in overseeing ECD. ECDA maintains this by requiring preschools to submit documents and records. It conducts unannounced visits to check for compliance and offers guidance. Another success factor in Singapore is the strong Inter-Agency Collaborations that involve the Ministry of Health, Ministry of Education, Health Promotion Board, and Singapore Food Agency.

Specific to the challenge of limited outdoor spaces for ECD centers, it is being addressed through the guidance provided in "Outdoor Learning: A National Guide for Early Childhood Educators." This guide offers principles, key ideas, and practical suggestions to enrich children's learning and development in outdoor environments.

Future Plans and Recommendations

Singapore's future plans and recommendations for ECD include expanding the preschool sector to ensure that the majority of children have access to affordable, accessible, and quality preschools. Singapore also plans efforts to ensure that children from low-income families have access to preschools. Singapore realizes the need to learn from the experiences during the COVID-19 pandemic to make preschools more resilient, allowing children to continue receiving care and education safely. Last but not least, Singapore will study the recommendations of the SEA ECDP Working Group and exploring their incorporation where feasible.

Thailand

Country Background Context

Thailand has a rich history of prioritizing the well-being and development of its youngest citizens through Early Childhood Care and Education (ECCE). The country has implemented various strategies at different levels, advocating for early childhood development and boosting the visibility and public awareness of ECCE services. Efforts have also been made to overcome cultural and contextual challenges. On the other hand, several challenges persist in enhancing access to and the quality of ECCE. There is a need for a broader understanding of the importance of comprehensive, multisectoral, and integrated approaches for holistic child development outcomes. Issues like the working conditions of the ECCE workforce, including training, remuneration, and qualifications, pose ongoing challenges. Disparities in ECCE provision continue, with the most vulnerable children facing exclusion.

Figure 38 presents data in percentages on the state of the early childhood education sector and malnutrition cases among under-five children in Thailand. These data are from year 2021, except for the 2019 data on overweight children and stunting.

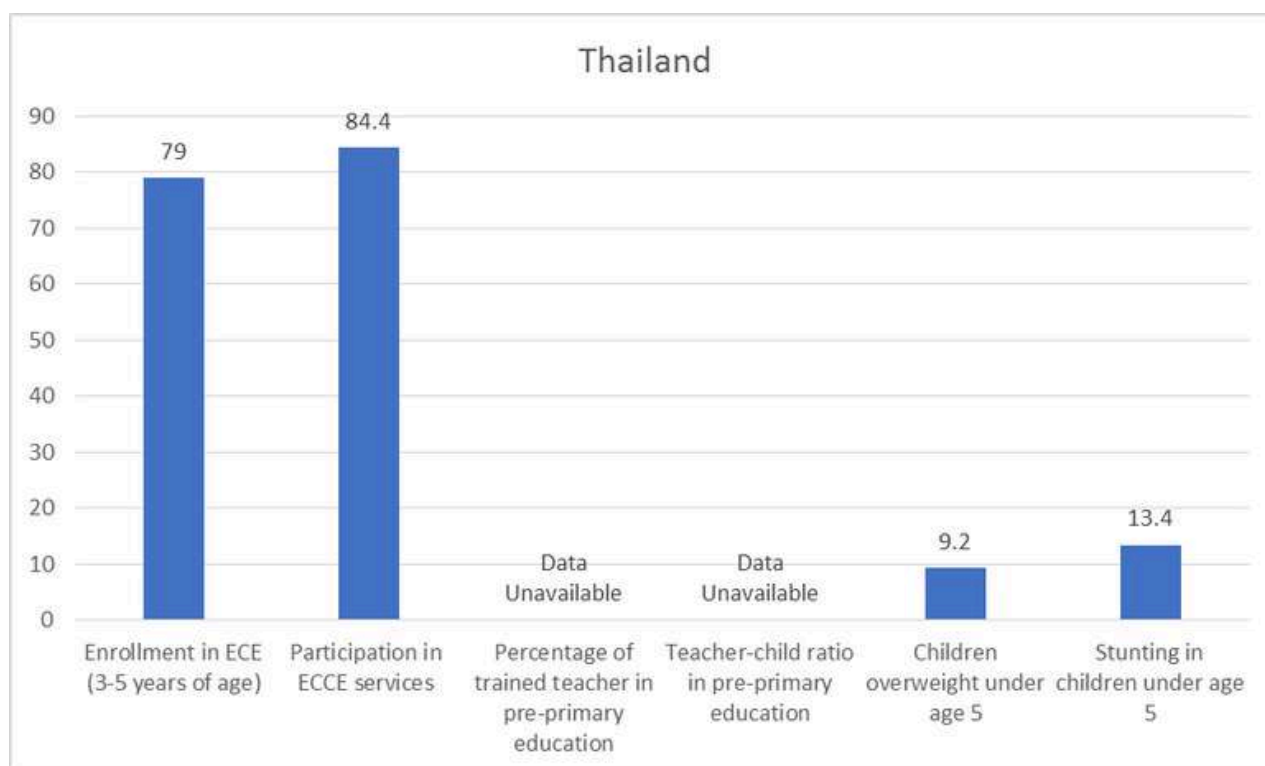


Figure 38. Glimpse of the State of Early Childhood Education Sector and Malnutrition Among Under-Five Children in Thailand

Policies

Thailand's commitment to ECD is supported by a range of laws, acts, and policies. The Constitution of the Kingdom of Thailand (2017) emphasizes the need to ensure that early-age children receive care and development prior to formal education. The National Education Act (1999), along with its amendments in 2002 and 2010, guarantees education management provisions for early childhood development centers. Thailand's dedication to inclusive ECD is further demonstrated by The Child and Youth Development Promotion Act (2007) and the Education Provision for Persons with Disabilities Act (2008). The Equitable Education Fund Act (2018) and The Early Childhood Development Act (2019) underscore the importance of equitable access to ECD.

Thailand has adopted several key policies and plans for ECD. The 20-Year National Strategy (2017-2036) provides a long-term vision for ECD. The Twelfth National Economic and Social Development Plan (2017-2021) outlines specific goals and strategies for ECD. The National Education Plan (2017-2036) addresses ECD within the broader context of education. The Early Childhood Development Plan (2021-2027) focuses specifically on ECD, highlighting its significance.

Thailand follows various standards to ensure quality ECD. The National Education Standards (2018) provide guidelines for education quality, including ECD. Thailand aligns with SDG Goals 4.2 and the Global Nutrition targets to promote ECD. Early Childhood Education Standards for Internal Quality Assurance of OBEC's School 2018 set the bar for quality assurance in early childhood education. The National Standard for Early Childhood Development Center in 2019 reinforces standards for ECD centers, and The Early Childhood Education Curriculum (2017) guides curriculum development.

Programs

The Early Childhood Education Curriculum (2017) outlines desirable characteristics for children aged 0-3 and 3-6, covering physical, emotional, social, and cognitive development.

Stakeholders

Multiple ministries and organizations are involved in Thailand's ECD efforts. The Ministry of Public Health provides guidelines and education for parents during pregnancy. The Ministry of Social Development and Human Security focuses on child protection, family support, and welfare subsidies for children from low-income families. The Ministry of Interior emphasizes safe environments for children aged 1-3 and provides subsidies for lunch and milk programs for those aged 3-6. The Ministry of Education is responsible for education and offers free education subsidies in various categories, and the Office of Basic Education Commission (OBEC) plays a significant role in ECD.

Funding

ECD programs in Thailand are primarily funded internally by the government. No specific information is available regarding external funding sources.

Challenges

Thailand faces several challenges in its ECD initiatives. The impact of COVID-19 has led to an increased risk of dropping out of school. Children aged 0-3 experience developmental delays in language skills. Parents often lack knowledge and time to adequately support their children's development. Children aged 3-5 need to develop crucial social skills. Some parents have expectations and values that may rush children into reading and writing prematurely. Moreover, differing standards among key ministries and local government organizations pose challenges to effective learning management, administration, and teacher quality.

The challenges related to policies primarily revolve around ECD standards. Historical disparities in standards among different ministries and organizations have affected learning approaches, administration, and teacher quality across different age groups in ECD.

Lessons Learned

The enforcement of the Early Childhood Development Act, B.E. 2562 (2019) has set the stage for formalized national governance through the Early Childhood Development Policy Committee. The subsequent development of the Early Childhood Development Plan (2021 - 2027) has been instrumental in fostering policy alignment and collaborative projects in ECD. Effective follow-up and monitoring are critical components of the national board task forces' protocol.

Future Plans and Recommendations

Thailand's future plans and recommendations for ECD include implementing the Life-Long Human Development Project for Early Childhood, based on the Early Childhood Development Plan (2021 - 2027). Identifying and disseminating good practices in ECD is another key aspect. Recommendations include establishing an effective teacher training program, promoting a variety of learning approaches such as Montessori, Waldorf, and Reggio Emilia education, and allocating budgets for ECD accessibility for migrants and stateless persons in ASEAN member countries.

To ensure ECD standards, schools need to be inspected by internal and at least once by external organization under the permanent prime minister office within five years.

Part Three:

Regional Thematic Summaries of Challenges, Lessons Learned, and Future Plans for Early Childhood Development in Southeast Asia

In order to maximize the utility of this mapping activity, it would be beneficial to observe the challenges, lessons learned, and recommendations moving forward for ECD at the regional level in Southeast Asia. Conducting a regional thematic analysis provides a holistic and comprehensive understanding of the collective strengths, challenges, and strategies that transcend individual country boundaries. While mapping challenges, lessons learned, and future plans for individual countries is essential for tailored interventions, a regional analysis allows for the identification of commonalities, shared experiences, and collaborative opportunities. It enables policymakers, practitioners, and stakeholders to discern overarching regional patterns, facilitating the formulation of regional strategies and initiatives that can harness collective knowledge, resources, and expertise. By adopting a regional perspective, stakeholders can work collaboratively to address shared challenges, exchange successful practices, and leverage regional partnerships, ultimately fostering a more cohesive and impactful approach to holistic and integrative early childhood development across Southeast Asia. At the very least, it may provide a sense to countries that they are not alone in facing a certain challenge, or give them the knowledge that their plan move forward have already been tested in other countries with similar context.

Methodology

The thematic analysis was conducted by systematically examining and categorizing challenges, lessons learned, as well as future plans and recommendations identified in the early childhood development (ECD) initiatives of Southeast Asian countries. The identified challenges were analyzed for recurring themes, patterns, and commonalities. The analysis focused on challenges related, but not limited, to teachers, curriculum, policies, resources, and parental programs. The thematic analysis highlights common challenges in Southeast Asian countries' ECD efforts, emphasizing the need for collaborative, comprehensive, and culturally sensitive strategies to overcome these hurdles and promote holistic and integrative early childhood development in the region.

Regional Thematic Analysis – Challenges

The following are themes commonly observed in terms of challenges:

Human Resource Development, including:

- Brunei Darussalam - Only 42.65% of pre-school government teachers are trained in early childhood education.
- Cambodia - Capacity building for teachers and principals of ECE centers needs strengthening
- Indonesia -a lack of understanding of holistic and integrative ECD among teachers.
- Lao PDR - Low capacity of ECD providers, lack of specialist staff to assess children with developmental delays.

Policy Implementation, including:

- Brunei Darussalam - Non-compliance with health school canteen guidelines giving rise to obesity rates among children.
- Cambodia - Factors leading to the ineffectiveness of parental programs, limited access to materials.
- Indonesia - Misunderstanding of holistic and integrative ECD concept.
- Malaysia - Operation of unregistered preschools hindering efforts to reach indigenous children.
- Philippines - Devolution of government system affecting ECCD implementation at both local and national levels
- Thailand - COVID-19 impact on school dropout rates and developmental delays in language skills.

Physical and financial resource constraints including:

- Indonesia - Limited budget and inadequate facilities. Also limited access to quality ECD services and knowledge materials due to geographical factors.
- Lao PDR: Limited geographical coverage of ECD projects, excluding children in rural provinces.
- Malaysia - Challenges in reaching indigenous children, capturing data on unregistered preschools, and limited internet access during the Covid-19 pandemic.
- Myanmar - Limited resources in human capital, finances, infrastructure, and essential supplies. Capacity building for teachers and data collection schemes are urgent needs.
- Singapore: Lack of suitable outdoor spaces for ECD centers.

Inter-sectoral coordination, including:

- Indonesia - Collaboration among ministries and sectors needs strengthening.
- Myanmar - Strengthening collaboration among concerned government entities is a challenge considering the current civil unrest.
- Philippines - Devolution of the government system affects ECCD implementation mechanisms at both national and local levels.
- Thailand - Differing standards among ministries and local government organizations affecting learning management and administration.

Regional Thematic Analysis – Lessons Learned

The themes commonly observed in terms of lessons learned are as follows:

Importance of having a clear policy implementation guideline and consistent policy advocacy, such as:

- Brunei Darussalam - Successful implementation of the National Childhood Immunization Program.
- Lao PDR - Utilization of existing health plans (9th HSDP and RMNCAH) to address ECD concerns.
- Singapore - Success through legislation stipulating requirements and standard guidelines for safety, nutrition, outdoor activities, and curriculum frameworks.
- Thailand - Enforcement of the Early Childhood Development Act and subsequent development of the Early Childhood Development Plan. Also, effective follow-up and monitoring through the national board task forces' protocol.

Importance of having a lead ministry and/or specific agency to oversee ECD in the country and promotion of strong coordination among concerned sectors, such as:

- Cambodia - Ministry of Education, Youth, and Sport leading collaborative efforts across ministries for effective ECD support.
- Indonesia - Extensive advocacy and coordination among line ministries, local government, private sector, and communities for a comprehensive HI-ECD program.
- Malaysia - Establishment of the National Pre-School Development Committee has improved the coordination between public and private sectors of ECCE services
- Philippines - Concept of 'anchor services' wherein a specific sector takes the lead during the different stages of child's development
- Singapore - Strong inter-agency collaboration involving the Ministry of Health, Ministry of Education, Health Promotion Board and Singapore Food Authority

Having diversified sources of funds for ECD, such as:

- Indonesia - Ensuring adequate budget for planned strategies and activities. In addition, funding from outside government includes those from communities, NGOs, and CSR programs.
- Malaysia - Attaining support from parents.
- Myanmar - Multi-Sectoral National Plan of Action on Nutrition (MS-NPAN) to combat malnutrition. In addition, accessing funding from the Netherlands Committee for UNICEF.
- Philippines - Collaborating with NGOs, non-profit organizations, and private institutions.

Regional Thematic Analysis – Future Plans and Recommendations

The following are themes commonly observed in terms of country's ECD future plans and recommendations:

Policy development and implementation, including:

- Brunei Darussalam - Enforcing existing legislation for ECD enhancement.
- Cambodia - Formulating national plan goals, emphasizing health education, birth registration, and school readiness. Multi-sectoral partnerships and collaboration for effective policy implementation.
- Lao PDR - Development of the National Holistic Early Childhood Development Policy.
- Myanmar - Issuing regulations focused on ECDE in rural and remote areas.
- Singapore - Expanding the preschool sector, learning from COVID-19 experiences, and studying recommendations for incorporation in existing policies and programs.

Collaboration and coordination, including:

- Brunei Darussalam - Enforcing community engagement, and partnerships for ECD enhancement.
- Cambodia - Implementing multi-sectoral partnerships and collaboration for effective policy implementation.
- Indonesia - Strengthening collaboration among pentahelix stakeholders, empowering local government offices, and actively involving various stakeholders.
- Malaysia - Coordinating child care and preschool services across ministries, expanding the Virtual Learning Environment, and improving the quality of early childhood education.
- Philippines - Strengthening collaboration among local government units and NGOs, empowering parents and communities to be involved in ECD programs

Capacity building and training, including:

- Brunei - Capacity building of stakeholders.
- Cambodia - A national plan emphasizes the need for technical staff, caregivers, parents, and guardians with appropriate knowledge on early childhood care and development.
- Lao PDR - In-service training on ECD, establishing standard operating procedures for well-child care visits, and capacity development for counseling and treatment.
- Philippines - The Philippines' future ECCD plans and recommendations include institutionalizing programs for human resource development.
- Thailand - establishing an effective teacher training program, promoting a variety of learning approaches

Access and inclusiveness, including:

- Malaysia - Opening opportunities for indigenous students, expanding access, and using a lighter approach for rural children.
- Singapore - Ensuring access to affordable and quality preschools, with a focus on children from low-income families.
- Philippines - Expanding access to quality ECCD programs
- Thailand - Allocating budgets for ECD accessibility for migrants and stateless persons.

National initiatives and programs, including:

- Cambodia - A national plan to provide health education services and nutrition during pregnancy for all women, ensuring birth registration and regular health check-ups for all children, and achieving school readiness for all children by the age of 6.
- Malaysia - The Putrajaya Declaration, established in 2016, outlines nine action agenda items to align with SDG 4.2 on ensuring that all girls and boys have access to quality early childhood development by 2030.
- Myanmar - Implementation of community-based Infant and Young Child Feeding (IYCF) counseling and ECCD-related information management system.
- Singapore - Implementation of SEA ECDP Working Group recommendations and studying their incorporation.

Citations

Note: Due to the large amount of data collected from various sources, and in order to ensure easiest read, all sources are located either within text, tables, and figures, along with their full citation in the References section, or in the appendix (complete data source).

Unless otherwise stated, all contents of this report refer to SEAMEO RECFON's regional mapping activity conducted in 2021, information provided through talks of invited speakers and presentation of country reports during the Southeast Asian Learning Exchange Forum on Early Childhood Development Promotion (ECDP) and Workshop on Establishment of the SEA ECDP Working Group, as well as consultations with ECD experts in each Southeast Asian country to clarify and probe further on some information contained in the country reports. The annex section of this report presents the findings from the 2021 regional mapping activity.

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Appendix

GDP Growth

Data Source : World Development Indicators

Last Update Date : 25/05/2021

Country Code	Indicator Name	Indicator Code	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
BRN	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	-1,76	2,60	3,75	0,91	-2,13	-2,51	-0,39	-2,48	1,33	0,05	3,87
KHM	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	0,09	5,96	7,07	7,31	7,36	7,14	7,04	7,03	6,83	7,47	7,05
IDN	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	4,63	6,22	6,17	6,03	5,56	5,01	4,88	5,03	5,07	5,17	5,02
LAO	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	7,50	8,53	8,04	8,03	8,03	7,61	7,27	7,02	6,89	6,25	4,65
MYS	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	-1,51	7,42	5,29	5,47	4,69	6,01	5,09	4,45	5,81	4,77	4,30
MMR	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	10,55	9,63	5,59	7,33	8,43	7,99	6,99	5,75	6,40	6,75	2,89
PHL	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	1,45	7,33	3,86	6,90	6,75	6,35	6,35	7,15	6,93	6,34	6,04
SGP	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	0,12	14,53	6,34	4,46	4,84	3,94	2,99	3,24	4,34	3,44	0,73
THA	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	-0,69	7,51	0,84	7,24	2,69	0,98	3,13	3,43	4,07	4,15	2,35
TLS	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	9,99	9,46	5,81	6,02	2,12	4,45	2,91	3,36	-4,10	-1,05	18,72
VNM	GDP growth (annual %)	NY.GDP.MKTP.KD.ZG	5,40	6,42	6,24	5,25	5,42	5,98	6,68	6,21	6,81	7,08	7,02

GDP Per Capita Growth

Data Source : World Development Indicators

Last Update Date : 25/05/2021

Country Name	Country Code	Indicator Name	Indicator Code	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Brunei Darussalam	BRN	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	-2,91	1,35	2,42	-0,43	-3,44	-3,78	-1,63	-3,61	0,21	-0,99	2,83
Cambodia	KHM	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	-1,40	4,34	5,38	5,58	5,60	5,40	5,33	5,37	5,21	5,88	5,52
Indonesia	IDN	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	3,25	4,81	4,75	4,61	4,15	3,64	3,56	3,76	3,84	3,98	3,88
Lao PDR	LAO	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	5,72	6,78	6,36	6,40	6,43	6,02	5,66	5,39	5,24	4,62	3,08
Malaysia	MYS	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	-3,29	5,62	3,67	3,96	3,27	4,60	3,69	3,04	4,38	3,36	2,93
Myanmar	MMR	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	9,84	8,88	4,78	6,45	7,51	7,11	6,18	5,02	5,73	6,10	2,25
Philippines	PHL	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	-0,21	5,56	2,12	5,09	4,96	4,61	4,68	5,55	5,40	4,87	4,60
Singapore	SGP	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	-2,85	12,51	4,14	1,93	3,15	2,60	1,77	1,91	4,24	2,95	-0,41
Thailand	THA	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	-1,19	6,99	0,36	6,74	2,22	0,55	2,72	3,04	3,71	3,82	2,07
Timor-Leste	TLS	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	8,06	7,53	3,94	4,16	0,32	2,58	1,02	1,42	-5,95	-2,98	16,41
Vietnam	VNM	GDP per capita growth (annual %)	NY.GDP.PCAP.KD.ZG	4,37	5,36	5,16	4,16	4,32	4,87	5,57	5,12	5,73	6,02	5,99

Appendix

Demographic and macroeconomics

Indicators	Definition / Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Populations (millions)		Number	World Bank Databank, all data as of 2019	433.285	16.486.542	270.625.568	7.169.455	31.949.777	54.045.420	108.116.615	5.703.569	69.625.582	1.293.119	96.462.106
			UNICEF data from 2023, data from 2021. Source: https://data.unicef.org/resources/dataset/the-state-of-the-worlds-children-2023-statistical-tables/	445.373	16.589.023	273.753.191	7.425.057	33.573.873	53.798.084	113.880.328	5.941.060	71.601.103	1.320.942	97.468.028

Appendix

Demographic and macroeconomics

Indicators	Definition / Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Early child population (thousands) - % of total population	Age: 0-5 years old	Number	UNICEF data (Table 1 - Demographics): https://data.unicef.org/resources/dataset/so-wc-2019-statistical-tables/ Percentage calculated from data.	34.052 (7.94%)	1774.126 (10.92%)	24350.302 (9.10%)	787.932 (11.16%)	2605.621 (8.26%)	4517.687 (8.41%)	11035.292 (10.35%)	236.097 (4.10%)	3692.351 (5.32%)	169.179 (13.34%)	7830.904 (8.20%)
			UNICEF data from 2023, data from 2021. Source: https://data.unicef.org/resources/dataset/the-state-of-the-worlds-children-2023-statistical-tables/	7,00%	10,00%	8,00%	11,00%	8,00%	8,00%	10,00%	4,00%	5,00%	12,00%	8,00%

Appendix

Demographic and macroeconomics

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
GDP (US\$, billions)	Gross domestic product (GDP): standard measure of the value added created through the production of goods and services in a country during a certain period, it also measures the income earned from that production, or the total amount spent on final goods and services	Number	World Bank Databank, all data as of 2019	13.469	27.089	1.119.190	18.174	364.681	76.086	376.795	372.063	543.549	2.018	261.921
			World Bank Databank, all data as of 2022	16.681,54	29.504,83	1319100,22	15468,79	407027,45	62263,47	404284,33	466788,43	495423,34	3204,75	408802,38

Appendix

Demographic and macroeconomics

Indicators	Definition/ Notes	Data Presentation	Source	Brunei- Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
GDP per capita (US\$)	Derived from division of total GDP by the population.	Number	World Bank Databank, all data as of 2019	31.086,8	1.643,1	4.135,6	2.534,9	11.414,2	1.407,8	3.485,1	65.233,3	7.806,7	1.560,5	2.715,3
			World Bank Databank, all data as of 2019											
Population below US\$ 1.90 per day (%)	Poverty: population living on less than US \$2 per day	Number	ARNEC	Data unavailable	Data unavailable	2.9 (2019)	10.0 (2018)	0.0 (2015)	1.4(2017)	2.7 (2018)	Data unavailable	0.1 (2019)	22.0 (2014)	1.8 (2018)

Appendix

Demographic and macroeconomics

Indicators	Definition/ Notes	Data Presentation	Source	Brunei-Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Unemployment rate (%)	Numbers of unemployed people as a percentage of the labour force and it is seasonally adjusted	Number	World Bank Databank (Unemployment, total - % of total labor force - national estimate). Most data as of 2019. The few not from 2019 are indicated as in the cell.	6,9	0.1 (2017)	3,6	9.4 (2017)	3,3	0,5	2,2	4.2 (2017)	0,7	4.7 (2016)	2.4 (2020)

Appendix

Demographic and macroeconomics

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor- Leste	Vietnam
GDP growth (annual %) - 2009-2019	Difference of GDP year- to-year	Number	World Bank Databank, all data as of 2019	Data on separate sheet										
GDP per capita growth (annual %) - 2009-2019	Difference of GDP per capita year- to-year	Number	World Bank Databank, all data as of 2019											

Appendix

Policy & Multisectoral Partnership

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Education Act Includes ECCE (Early Childhood Care and Education)	The incorporation of ECCE in legislation like national Education Acts implies the foundational role of early years' learning and development to school performance and lifelong learning. (Compulsory Education)	Checklist Descriptive	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017	- Long-Term Development Plan (2007-2012), also known as Wawasan Brunei 2035, lists early childhood education (ECE) as an investment priority under its Outlined Strategies and Policies for Development from 2007-2017.	In age 2003 National Plan, Cambodian Government articulated goals of ECCE: (i) to enhance survival, growth and development status of all Cambodian children;	- Early childhood education is not part of formal education system but as a stage preceding basic education. - (National Education System Law 20/2003).	-Articles 14 and 15 of the Education Law of 2007 refer to early childhood education or ECE, dividing ECE into two subcomponents: crèches and kindergartens. Crèches receive infants from the age of 3 months and children up to age 3 years.	- The Child Care Centre Act of 1984, amended in 2007, ensures quality of early childhood care and education programming	-Key policy: -Myanmar multi-sectoral policy on ECCD -Education Policy Brief	- Republic Act 8980 (ECCD Law) promulgated a comprehensive, national, multisector policy on early childhood care and development.	- The Child Care Centres Act and the Child Care Centre Regulations of 1988 were established to control, license and regulate child-care centres for children aged 18 months to 7 years.	- The Council of Ministers, headed by the prime minister, enacted a Long-Term Policy and Strategy for Early Childhood Care and Development in May 2007, which divided early childhood development to two age groups: 0-3 years old and 3-5 years.	- Currently TL has preschool / ECE policy for children ages 3-5.	- The Education Law 2005 defines early childhood education as a part of the national educational system.

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Education Act Includes ECCE (Early Childhood Care and Education)			Asia-Pacific End of Decade Note on Education for All- EFA Goal 1: Early Childhood Care and Education - UNICEF 2012	- The Ministry of Education established an early childhood education unit in 2010, which expanded the focus of ECCE support to children aged 3-6 years.	(ii) to enhance all Cambodian children from birth to school entry to benefit from improved care so that they may achieve optimal physical and psychosocial development both at home and through participation in integrated and inclusive	- H10ECCE can be organized formally, non- formally or informally. Source : Policy Review Report : Early Childhood Care and Education in Indonesia (UNESCO - 2005)	Kindergartens provide services for children aged 3-6 years (the age for entering primary education) (UNESCO-IBE, 2010) Source: https://in.one.un.org/wp-content/uploads/2016/09/217145e.pdf	- Act 550, the National Education Act, formally integrated pre-primary education into the educational system.	-Health Policy Brief Source: https://arnec.net/static/uploads/7%20Myanmar%20ECCE%20Country%20Profile%20(2).pdf	- To meet the EFA 2015 goals, the Philippines Department of Education made pre-school education (kindergarten) mandatory for 5-year-old children in June 2011	- Child-care centres are licensed by the Ministry of Community, Youth and Sports, while kindergartens register with the Ministry of Education, Thailand, 2008b)	- Long-Term Policy and Strategy for Early Childhood Care and Development (0-5 Age Group) 2007-2016 (Ministry of Education, Thailand, 2008b)	- With support UNICEF drafted ECCD policy but not endorse yet and approval	- The Early Childhood Education Department comes under the charge of the Ministry of Education and Training and is the lead agency responsible for early childhood programmes, standards,

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Education Act Includes ECCE (Early Childhood Care and Education)				Source : https://in.one.un.org/wp-content/uploads/2016/09/217145e.pdf	community-based health, hygiene, nutrition, development and early education programs of good quality; and (iii) to enhance readiness of all Cambodian children to begin school at 6 Source: https://link.springer.com/content/pdf/10.1007/2288-6729-3-1-13.pdf					Education (UNESCO-IBE, 2006a). - The Singapore Accreditation Framework (SPARK) was implemented in January 2011. Source: https://in.one.un.org/wp-content/uploads/2016/09/217145e.pdf	provides useful and much needed guidance on ECCD services, focusing on the survival, security, protection and all-round balanced development of children. Source: https://in.one.un.org/wp-content/uploads/2016/09/217145e.pdf	Source: https://arnec.net/static/uploads/ECE%20L%20profile%20filled.pdf	strategies and guidelines (UNESCO-IBE, 2006b). - A national project on early childhood education development (2006-2015) prioritizes the construction of adequately equipped kindergarten schools and classes in remote and ethnic minority areas. Source: https://in.one.un.org/wp-content/uploads/2016/09/217145e.pdf	

Policy & Multisectoral Partnership

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
National ECCE Policy (1-8)	Whether the policy explicitly pushes for holistic and integrated ECD.	Checklist Descriptive Number	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017. Early Childhood Education and Development in Indonesia. World Bank 2015. [Indonesian] Curriculum and module of Diklat Dasar. World Bank Databank (Government expenditure on education, total - % of government expenditure). Data are mostly as of 2018. The few not are indicated in parenthesis.											

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
			Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017. Early Childhood Education and Development in Indonesia, World Bank 2015. [Indonesian] Curriculum and module of Diklat Dasar. World Bank Databank (Government expenditure on education, total - % of government expenditure). Data are mostly as of 2018. The few not from 2018 are indicated in parenthesis.							- Bachelor in Early Childhood Education (ECE), Bachelor of Science Preschool Education, Bachelor of Science (BS) in Family Life and Child Development, Bachelor in Elementary Education with specialization in Preschool or Early Childhood Education, Bachelor in Elementary Education major in Teaching Early grades Source: https://www.philstar.com/headlines/2012/11/19/866685/diaped-kinder-teachers-must-have-education-degrees				

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
1. Teacher qualification	Minimum requirement for ECCE teacher	Checklist Descriptive Number	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017. Early Childhood Education and Development in Indonesia, World Bank 2015. [Indonesian] Curriculum and module of Diklat Dasar.	- Minimum qualification for Kindergarten Teacher: 4 'O' Level/ Early Childhood Care and Education Certificate (ECCE) Source: https://www.gov.bn/LRIS/Service/NewDisplay.aspx?ID=149		- Completion of high school with vocational training in ECD Source: https://saber.worldbank.org/index.html?index=4&pd=6&sub=0		- Diploma in early childhood education Source: http://web.usm.my/km/36/112018/kms36012018.s.pdf		- Bachelor in Early Childhood Education (ECE), Bachelor of Science Preschool Education, Bachelor of Science (BS) in Family Life and Child Development, Bachelor in Elementary Education with specialization in Preschool or Early Childhood Education, Bachelor in Elementary Education major in Teaching Early Grades Source: https://www.philsstar.com/headlines/2012/11/19/868685/depod-kinder-teachers-must-have-education-degrees				

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
2. Teacher training	Adequate training, certification and incentives for ECCE practitioners	Checklist Descriptive Number	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017. Early Childhood Education and Development in Indonesia, World Bank 2015. [Indonesian] Curriculum and module of Diklat Dasar. World Bank Databank (Government expenditure on education, total - % of government expenditure). Data are mostly as of 2018. The few not from 2018 are indicated in parenthesis.			Every two years. Source: link: https://saber.worldbank.org/index.cfm?indx=4&pd=6&sub=0								

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
	Mandated birth registration, job protection and breastfeeding breaks for new mother, specific provision in judicial system for young children, domestic violence laws and enforcement, tracking of child abuse (especially for young children, training for law enforcement officer in regard to the particular needs of young children		Status Report on Early childhood care and Education in Pacific Island Countries: UNICEF 2017. Early Childhood Education and Development in Indonesia, World Bank 2015. [Indonesian] Curriculum and module of Diklat Dasar. World Bank Databank (Government expenditure on education, total: % of government expenditure). Data are mostly as of 2018. The few not from 2018 are indicated in parenthesis.			- 60% of newborn are not registered at birth - Violence and exploitation of children continues to have a significant impact on the health and welfare of Indonesian communities - 1/3 of children in conflict with the law are detained within the formal criminal justice system. Source: https://www.unicef.org/indonesia/media/5611/file/Child%20Protection%20in%20Indonesia.pdf		- Child Act 2001 - In July 2009, the National Policy on Children and the National Child Protection Policy together with the Action Plans formulated by the MWICD were approved by the Government - Child online protection policy Source: https://www.itu.int/en/cop/Documents/profiles/malaysia.pdf						

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
4. ECCE Curriculum	Curriculum must address the holistic development of children, adopt a play-based methodology, engage the children in active learning and use a variety of resource and materials that are age-appropriate (perlu ditambahkan apakah kurikulum sudah mencakup gdl dan kesehatan) yang masuk dalam program PAUD	Checklist Descriptive Number	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017.			- Through Ministry Decision (Permen) No. 146/2014 Indonesia issued Kurikulum 2013 PAUD - 4 main Standard competencies : Spiritual manner, social manner, knowledge, skill Source: https://smpuh.kemendik.go.id/regulasi/permenidikbud_146_14.pdf	- The pre-school division, under Department of Pre-School and Primary Education developed a set of School Readiness Competencies (SRC), implemented in 2008/2009. Source: https://www.unesco.org/sites/default/files/Lao_PDR.pdf	- PERMATA NEGARA curriculum was introduced and implemented in 2007 and consists of four main domains: (i) cognitive, (ii) socio-emotion (iii) physical, and (iv) language development. Source: https://www.researchgate.net/publication/344190157_ASIA-PACIFIC_JOURNAL_OF_RESEARCH_Malaysian_Early_Childcare_and_Childhood_Education_ECCE_Curriculum_Perspectives_of_Malaysian_ECCE_Educators						
			Indonesian Curriculum and module of Diklat Dasar.	World Bank databank (Government expenditure on education, total - % of government expenditure). Data are mostly as of 2018. The few not from 2018 are indicated in parenthesis.										

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia ^a	Indonesia	Laos PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
5. Monitoring system	The existence of information systems to monitor access to ECD services and outcomes across children, standards for ECD services and systems to monitor and enforce compliance with those standards	Checklist: Descriptive Number	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017. Early Childhood Education and Development in Indonesia, World Bank 2015. [Indonesian] Curriculum and module of Diklat Dasar. World Bank Databank (Government expenditure on education, total - % of government expenditure). Data are mostly as of 2018. The few not from 2018 are indicated in parenthesis.											

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Laos PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
6. Budget (% of total education funding or total public expenditure as well as details related to sources of funding).	Proportion of total education funding or total public expenditure as well as details related to sources of funding.	Checklist: Descriptive Number	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017. Early Childhood Education and Development in Indonesia, World Bank 2015. [Indonesian] Curriculum and module of Diklat Dasar. World Bank Databank (Government expenditure on education, total - % of government expenditure). Data are mostly as of 2018. The few not from 2018 are indicated in parenthesis.											
6. Budget (% of total education funding or total public expenditure as well as details related to sources of funding).	Proportion of total education funding or total public expenditure as well as details related to sources of funding.	Checklist: Descriptive Number	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017. Early Childhood Education and Development in Indonesia, World Bank 2015. [Indonesian] Curriculum and module of Diklat Dasar. World Bank Databank (Government expenditure on education, total - % of government expenditure). Data are mostly as of 2018. The few not from 2018 are indicated in parenthesis.											

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
6. Education in Emergencies	Emergency Education Route, Emergency Practice Drills and Post-Emergency Plan	Checklist 1, Descriptive Number	World Bank (government expenditure on education, total - % of government expenditure). Data are mostly as of 2018. The few not are indicated in parenthesis.		<ul style="list-style-type: none"> - Ministry of Education, Youth and Sport issued "EMERGENCY PREPAREDNESS AND RESPONSE PLAN FOR EDUCATION SECTOR 2017" - The plan also elaborates in details the roles, responsibilities and working mechanisms of institutions at all levels in emergency and natural disaster preparedness and response, especially flood, drought and storm in a timely manner Source: https://www.humanitarianresponse.info/en/operations/emergency/education/education-emergency-preparedness-response-plan 	<ul style="list-style-type: none"> - Ministerial Decree of Minister of Education and Culture Number 7139/P.2020 on Guidelines for Curriculum Implementation in Educational Units under Special Circumstances - Educational units under special circumstances I can choose one of the three curriculum options offered, namely: 1) continuing to refer to the national curriculum; 2) using the adapted curriculum; or 3) developing curriculum of a school independently. - Ministry of Education and Culture will also provide learning modules for early childhood education school (PAUD) and elementary schools (SD) Source: https://www.kemendikbud.go.id/en/resources/information/education-emergency-response-plan 	<ul style="list-style-type: none"> - Ministry of Education and Sports issued LAO PDR EDUCATION COVID-19 RESPONSE - Provides 3 scenarios: 1) schools remain open, 2) schools partially closed, and 3) schools fully closed while opening school Source: https://www.unicef.org/laos/media/28913fileattachment/2020/education/covid-19-response/2020laopdr.pdf 		<ul style="list-style-type: none"> - The Myanmar Red Cross Society Disaster Risk Reduction 2009-2015 has been a primary instrument for reducing disaster risk reduction in the country. - In Myanmar, the Ministry of Education is responsible for disaster risk reduction in schools. - The forthcoming National Education Sector Plan 2015-2022 integrates the Comprehensive School Safety Framework (CSSF) with clear objectives, targets and programme activities for each of the three pillars in the framework. Source: https://www.unicef.org/myanmar/media/28913fileattachment/2020/education/covid-19-response/2020myanmar.pdf 	<ul style="list-style-type: none"> - Since 2007, the Philippines Department of Education (DepEd) has started to mainstream disaster risk reduction into the education sector. DepEd Order no. 36 - Disaster Risk reduction and Management (DRRM) Services in 2013 Comprehensive Disaster Risk Reduction and Management in Basic Education Framework aligns the Global Framework for Comprehensive School Safety. Source: https://www.unicef.org/philippines/media/28913fileattachment/2020/education/covid-19-response/2020philippines.pdf 		<ul style="list-style-type: none"> - the Office of the Basic Education Commission (OBEC) has been working with the Department of Disaster Prevention and Management (dppm) and other organisations to promote school safety. - Strategic National Plan for Disaster Risk Reduction 2015-2020 has the provision of knowledge of hazards and disaster risk reduction at all educational levels. - Thailand School Safety Network Promotes Collaboration Among Schools Safety Stakeholders Source: https://www.unicef.org/thailand/media/28913fileattachment/2020/education/covid-19-response/2020thailand.pdf 		

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Indicators	Definition/ Notes	Data Presentation	Source	Brunel Darussalam	Cambodia	Indonesia	Laos PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
9. Health-care workers' training			Source: http://www.moh.gov.id/Struktur%20Departemen%20Kesehatan%20Indonesia	pre-service training and continuous professional education of health-care personnel. There is a growing number of private institutions providing health-care education, which are technically accountable to the MOH		Source: http://apps.who.int/iris/handle/10665/103656	- Currently there is no self-censuring requirement. A process is under way to introduce a national exam for a license to practice. Source: http://apps.who.int/iris/handle/10665/103656	- BNISE trained nurses for over two years of service can become lecturers (blue salary). - After seven years, staff nurse can become senior (green salary). - Staff nurse can continue to be promoted to township level (green salary)	- The Bachelor's degree in nursing meets the minimum entry requirement for professional nursing practice. - Because since No. 10812, also known as the Graduate Professional Development (GPD) Act of 2016,	- The Bachelor's degree in nursing meets the minimum entry requirement for professional nursing practice. - Because since No. 10812, also known as the Graduate Professional Development (GPD) Act of 2016,	http://www.moh.gov.ph/philippines-practicing-careers	along with avoid medical license from the country of graduation. ⁽²⁾ Successful passing of all 3 parts of the national board examination of Thailand. Once all these 3 requirements are fulfilled FMPs will be granted a lifelong, permanent Thai medical license	- gets very little funding from GoT, and relies almost entirely on donor resources. Source: http://www.who.int/iris/handle/10665/103656	- Although there are provisions in the Law on Education, currently Viet Nam has not implemented independent accreditation for health professions but has just started internal accreditation based on the accreditation criteria of the Ministry of Education and Training.

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
9. Health-care workers' training			Source: https://apps.who.int/ris/bitstream/handle/10665/208213/9/920616017_eng.pdf?sequence=1		but remain under the authority of MUEYS for management, reporting and accreditation.				es public health professional and can then be promoted (manuring officer (administrative post) and carry on as manuring assistant director.	requires completion of the mandated continuing professional development units for the renewal of professional licences.		Source: https://icdneco.com/articles/62527218697435.0990.400		Source: https://ats.npr.gov.au/content/healthcare/10665/208213/9/920616017_eng.pdf?sequence=1

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Alignment in cross-sectoral policy	Alignment from national governments to local units and community partners (private or nonfor-profit providers of ECCE, community leaders, and development partners)	Descriptive	Status Report on Early childhood care and Education in Pasific Island Countries, UNICEF 2017 Understanding Governance of Early Childhood Development and Education System and Services in Low Income Countries - UNICEF, 2013											
Policies for paid leave for parents of newborn in both formal and informal settings	Proportion of coverage provided by policies in terms of both time off from work and financial support provided to mothers and fathers.	Descriptive	Hollistic Early Childhood Development Index (HECDI) Framework- UNESCO 2014. Arnec: http://dataforall.org/dashboard/arnec/arnec . Cambodia: https://bit.ly/3krugUb Singapore: https://bit.ly/3kqSd7 Timor-Leste: https://bit.ly/3vu4Tat	15 (weeks for local workers) 9 weeks (for foreign workers)	18 weeks	18 weeks	18 weeks	12 weeks	12 weeks	15 weeks (2019 update: https://globalnews.lockton.com/philippines-increases-maternity-leave/)	16 weeks (if child is of singapore an citizen) 12 weeks (other citizenship)	18 weeks	12 weeks	24 weeks

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor- Leste	Vietnam
Response to the COVID-19 pandemic					<p>- Cambodia Education response Plan to COVID 19 Pandemic</p> <p>(https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia_education_response_plan_to_covid19_panademic_july_2020.pdf)</p> <p>- Provide distance learning programmes for pre-school students (focus on 5-year olds), including educational videos for streaming online and for broadcast on the MoEYS TVK2 channel</p> <p>- UNICEF is working closely with the Ministry of Education, Youth and Sport (MoEYS) to establish continuous learning activities from early childhood through to primary, lower and upper secondary education. Distance learning assets, including videos and e-lessons, are being broadcast through various social media platforms, TV and radio, aiming to reach every household in Cambodia.</p> <p>Source: https://www.unicef.org/cambodia/stories/continuous-learning-during-covid-19</p>							<p>- distance learning approach via satellite or DLTV (Distance Learning Television), combine existing recorded courses, which have been prepared in the past years, with newly recorded ones.</p> <p>- the Asia Foundation together with the Department of Foreign Affairs and Trade of the Australian Embassy has come up with a rapid response effort to meet Thai educational needs. The foundation has created www.thailandlearning.org to compile existing online learning and cultural resources as well as educational tools that will prove useful for students to explore and spend quality time with during homeschooling.</p> <p>Source:</p> <p>- https://bangkok.unesco.org/content/education-minister-nataphol-teepsuwan-covid-19-strategy-thailand</p> <p>- https://www.bangkokpost.com/opinion/opinion/1910956/pandemic-is-exposing-the-gaps-in-thai-education</p>		

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Enrollment in ECE (3-5 years of age) (%)	Total enrolment in pre-primary education	Number	World Bank Databank (School enrollment, preprimary - % gross), data as of 2019.	63	25	62	49	98	9	100	Data unavailable	79	25	96

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Participation in ECC services by modality of service - formal - non formal	Total number of children enrolled in pre-primary education programmes or other early childhood development programmes which offer a structured, organized and purposeful set of learning activities either in a formal institution (pre- primary) or as part of a non-formal childhood development programme	Number	Regional Guidelines on Innovative Financing Mechanism Partnership Early Childhood Care and Education (ECEC). ArneC: http://dataforall.org/dashboard/arneC/arneC	Data unavailable	14.5	16.8	23	Data unavailable	40	Data unavailable	Data unavailable	84.4	Data unavailable	71.3

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Participation in ECCE services by type of service - kindergarten - playgroup - day-care - school, - others	Total number of children enrolled in pre-primary education programmes or other early childhood development programmes by type of services	Number	Regional Guidelines on Innovative Financing Mechanisms & Partnership Early Childhood Care and Education (ECCE). Kindergarten: Singapore https://bit.ly/3y485LV Philippines https://bit.ly/3vMnmhm	K: 13611 (2016)						K: 1,791,076 (2019)				

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Percentage of children entering grade 1 with ECCE experience	Number of new entrants to primary grade 1 who have attended some form of organized ECCE programme for the equivalent of at least 200 hours, expressed as a percentage of total number of new entrants to primary grade 1.	Number	The Review of Care, Education and Child Development Indicators in Early Childhood, UNESCO. Arnef country profiles (source of UIS data, incl the link for Cambodia, which looks like ARNEC country profile) http://dataforall.org/dash-board/arnef/arnef	99.37 (UIS, 2005)	21.09 (UIS, 2013) - https://algeria.dataforall.org/sites/default/files/2022-07/25%20Cambodia%20ECD%20country%20profile%20%2831%29.pdf	61.31 (UIS, 2019)	7.9 (UIS, 2002/03)	93.85 (UIS, 2015)	20 (ARNEC ECD Regional Data Portal 2012 http://www.devinfo.org/data-boards/arnef)	88.82 (UIS, 2013)	Data unavailable	Data unavailable	Data unavailable	Data unavailable

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Quality Standards for ECCE centers - Percentage of trained teacher in pre-primary education	- Well-trained and high quality experienced teacher in the early grades of primary school can help close the readiness gaps that young children may face - Certified teacher-to-child ratios are calculated by dividing the number of full-time equivalent children enrolled in pre-school programmes by the number of full-time equivalent teachers at that level	Number	For percentage of trained teacher in pre-primary education, data is from World Bank Databank (Trained Teachers in Preprimary Education -% Of Total Teachers-2019)	63.7	98	Data unavailable	89.6	96.6	81.4	100	Data unavailable	Data unavailable	Data unavailable	99.8

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Teacher-child ratio in pre-primary education			For teacher child ratio, data is from SEAMEO - 2018 - ECCE Teacher Competency Framework for Southeast Asia link: https://www.seameo.org/file/publications/SEAMES/ECCE/265271eng.pdf	15.4	33.3	12.7	18.2	18.1	15	27.1	Data unavailable	Data unavailable	31.8	17.3
Literacy rates for adults 15 and older		Number	World Bank Databank (Literacy rate, adult total - % of people ages 15 and above - 2018)	97.2	80.5 (2015)	95.7	84.7 (2015)	94.9	75.6 (2016)	98.2 (2015)	97.3	93.8	68.1	95

Parenting

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Caregiver participation in parenting program	Percentage of current education spending defined with parents' participation	Number	The Review of Care, Education and Child Development Indicators in Early Childhood, UNESCO											
Paternal participation in early learning and school readiness activities for young children	The KAP studies also reveal disappointing rates of paternal participation in early learning and school readiness activities for young children (data also still very limited)	Number	Status Report on Early childhood care and Education in Pacific Island Countries, UNICEF 2017											

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Mother experience well-being and absence of maternal depression	Life satisfaction : Number of women aged 15 to 24 who are very or somewhat satisfied with their family life, friendships, school, current job, health, where they live, how they are treated by others and how they look	Number	Holistic Early Childhood Development Index (HECDI) Framework- UNESCO 2014											
Violent discipline	Number of children aged 2 to 14 who experience psychological aggression or physical punishment.	Number	UNICEF data https://data.unicef.org/to-pi/c/hid-protection/violence/violent-discipline/	Data unavailable	Data unavailable	Data unavailable	69	Data unavailable	Data unavailable	Data unavailable	Data unavailable	75	Data unavailable	68

Enabling Environment

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Children Experience Cognitively Stimulating, Emotionally Supportive Home Environment with Adequate Resources	1. Number of children under age 5 who have three or more children books 2. Number of children under age 5 with two or more playthings Data source: Household surveys		Holistic Early Childhood Development Index (HECDI) Framework: UNESCO 2014. Arrec: http://dataforall.org/dashboard/arrec/arrec	Data unavailable	Books: 3.9 Playthings: 33.7	Data unavailable	Books: 5 Playthings: 40.9	Data unavailable	Data unavailable	Data unavailable	Data unavailable	Data unavailable	Books: 42.7 Playthings: 70.8	Books: 26.2 Playthings: 51.5

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Access to safe water	% of population using an improved drinking water source	Number	https://www.theguardian.com/news/datablog/2009/mar/03/access-water	Data unavailable	65	80	60	99	80	93	Data unavailable	98	62	92
Access to sanitation	% of population using an improved sanitation facility	Number	https://www.theguardian.com/news/datablog/2009/mar/03/access-water	Data unavailable	28	52	48	94	82	78	Data unavailable	96	41	65

Enabling Environment

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Birth registration	Percentage of children registered at birth, as an indication of the recognition of the child's rights to be cared for by his/her parents, benefit from public services and experience protection through a country's legal provisions	Number	Holistic Early Childhood Development Index (HECDI) Framework- UNESCO 2014	Data unavailable	73	72	73	Data unavailable	81	92	100	100	60	96
Children experience inadequate daily care	The percentage of children left alone or in the care of another child under age 10 for more than one hour in the last week	Number	Arnec: http://dataforall.org/dash-board/arnec/arnec	0	9,8	Data unavailable	14	Data unavailable	Data unavailable	Data unavailable	Data unavailable	4,6	Data unavailable	Data unavailable

Appendix

Enabling Environment

Health& Nutrition

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Under-5 mortality rate (Deaths per 1,000 live births)	Probability of a child born in a specific year of period dying before reaching the age of five per 1000 live births	Number	World Bank Databank (Mortality rate, under-5 - per 1000 live births - 2019), data as of 2019.	11.4	26.6	23.9	45.5	8.6	44.7	27.3	2.5	9	44.2	19.9
Percentage of 1-y-o children immunized against 1. DTP 3	Percentage of 1-y-o who have received 3 doses of the combined D-T-P vaccine in a given year	Number	Data from 2019 WHO/UNICEF Estimates of National Immunization Coverage (year 2019) because I could not find the data in the report indicated in sources.. https://data.unicef.org/resources/database/immunization/	99	99	85	68	98	90	65	96	97	83	89

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Under-5 mortality rate (Deaths per 1,000 live births)	Probability of a child born in a specific year of period dying before reaching the age of five per 1000 live births	Number	World Bank Databank (Mortality rate, under-5 - per 1000 live births - 2019), data as of 2019.	11.4	26.6	23.9	45.5	8.6	44.7	27.3	2.5	9	44.2	19.9
Infant mortality rate (under 1 y.o) (Deaths per 1,000 live births)	Deaths before the first birthday per 1000 live births	Number	World Bank Databank (Mortality rate, infant - per 1000 live births - 2019), data as of 2019.	9.6	22.8	20.2	36.4	7.3	35.8	21.6	2.1	7.7	38.1	15.9

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
2. Hepatitis B	Percentage of 1-y.o who have received 3 doses of hepatitis vaccine in a given year	Number	Data from 2019 WHO/UNICEF Estimates of National Immunization Coverage (Year 2019) because I could not find the data in the report indicated in sources.. https://data.unicef.org/resources/dataset/immunization/	99	92	85	68	97	90	65	96	97	83	89
3. Measles	Percentage of 1-y.o who have at least one doses of measles-containing vaccine in a given year	Number	Data from 2019 WHO/UNICEF Estimates of National Immunization Coverage (Year 2019) because I could not find the data in the report indicated in sources.. https://data.unicef.org/resources/dataset/immunization/	97	84	88	69	97	84	67	95	96	85	95

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Low birth weight	% of live newborns weighing less than 2550 g at birth. Low birthweight is up to 2499 g weight independent of gestational age	Number	World Bank Databank (low birthweight babies - % of birth - 2015), data as of 2015.	10.8	12.1	10	17.3	11.3	12.3	20.1	9.6	10.5	Data unavailable	8.2

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Children overweight under age 5	% of children under five years of age who are overweight (more than 2 standard deviations) for age and sex, according to WHO standards	Number	World Bank Databank (Prevalence of overweight, weight for height - % of children under 5). The data provided different most recent years for every country.	8.3	2.2	8	3.5	5.2	0.8	4	2.6	9.2	1.6	5.9
Stunting in children under age 5	% of children under five years of age with a low height (less than 2 standard deviations) for age and sex, according to WHO standards	Number	World Bank Databank (Prevalence of stunting, height for age - % of children under 5). The data provided different most recent years for every country.	19.7	32.4	30.8	33.1	21.8	26.7	30.3	4.4	13.4	51.7	23.8

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Prevalence of infectious disease - ARI - Diarrhea - Malaria	1. Proportion of children aged 0-59 months who had "presumed pneumonia" (ARI) in the last 2 weeks and were taken to an appropriate healthcare provider	Number	UNICEF "Child Health Coverage Database" https://data.unicef.org/topic/child-health/pneumonia/	-	69 (2014)	75 (2017)	40 (2017)	92 (2016)	58 (2016)	66 (2017)	-	80 (2016)	70 (2016)	81 (2014)
Prevalence of infectious disease - ARI - Diarrhea - Malaria	2. Proportion of children aged 0-59 months who had diarrhea in the last 2 weeks and were treated with oral rehydration salts or appropriate household solution	Number	UNICEF "Child Health Coverage Database" https://data.unicef.org/topic/child-health/pneumonia/	-	35 (2014)	36 (2017)	56 (2017)	45 (2016)	62 (2016)	45 (2017)	-	73 (2016)	70 (2016)	51 (2014)

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Prevalence of infectious disease - ARI - Diarrhea - Malaria	3. Percentage of children aged < 5 years with fever in malaria-risk areas being treated with effective antimalarial drugs	Number	UNICEF "Child Health Coverage Database" https://data.unicef.org/topic/child-health/pneumonia/	-	-	-	4 (2017)	-	-	-	-	-	11 (2016)	0 (2011)

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Maternal mortality ratio (per 100,000 live births)	Annual number of female deaths from any cause related to or aggravated by pregnancy or its management (excluding accidental or incidental causes) during pregnancy and childbirth or within 42 days of termination of pregnancy, irrespective of the duration and site of the pregnancy, per 100,000 live births for a specified year	Number	World Bank Databank (Maternal mortality ratio - modeled estimate, per 100,000 live births - 2017). https://databank.worldbank.org/reports.aspx?source=2&series=SH.STA.MMRT&country=	31	160	177	185	29	250	121	8	37	142	43
Prevalence of anemia in pregnant women	% of pregnant women with hemoglobin level under the standard for their gestational age	Number	World bank Databank (Prevalence of anemia among pregnant women - % - 2019)	22.7	51.5	44.2	47	31	47.8	25.5	17.5	32.2	38	28.4

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Percentage of pregnant women receiving antenatal care (at least 4 visits)	% of women aged 15-49 with a live birth in a given time period who received antenatal care by skilled health personnel (doctors, nurses, midwives) at least once during pregnancy, over total number of women aged 15-49 with a live birth in the same period	Number	UNICEF "Maternal and newborn health coverage" https://data.unicef.org/topic/maternal-health/antenatal-care/#:~:text=Globally%2C%20while%2087%20per%20cent,least%20four%20antenatal%20care%20visits	93 (2012)	76 (2014)	77 (2017)	62 (2017)	97 (2016)	59 (2016)	87 (2017)	-	90 (2019)	77 (2016)	74 (2014)

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Rate of births attended by skilled attendants	The number of births attended by skilled health personnel (doctors, nurses or midwives) trained in providing life-saving obstetric care, including giving the necessary supervision, care and advice to women during pregnancy, childbirth and the post-partum period, to conduct deliveries on their own and to care for newborns, over the total number of live births in the same period	Number	UNICEF "Maternal and newborn health coverage" https://data.unicef.org/topic/maternal-health/antenatal-care/#:~:text=Globally%2C%20while%2087%20per%20cent,least%20four%20antenatal%20care%20visits	100 (2017)	89 (2014)	95 (2019)	64 (2017)	100 (2019)	60 (2016)	93 (2017)	100 (2019)	99 (2019)	57 (2016)	94 (2014)

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Early initiation of breastfeeding	Proportion of children born during the last 24 months who were breastfed within one hour of birth. The denominator and the numerator includes children currently living and deceased who were born during the last 24 months	Number	Unicef "Capture the Moment: Early Initiation of Breastfeeding" https://www.unicef.org/eca/media/4256/file/Capture-the-moment-EIBF-report.pdf	data unavailable	62.6 (2014)	49.3 (2012)	39.1 (211)	data unavailable	66.8 (2015)	49.7 (2013)	data unavailable	39.9 (2015)	75.2 (2016)	26.5 (2013)

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Exclusive breastfeeding in less than 6 months	Proportion of children between 0 and 5 months who are exclusively breastfeeding (breast milk or nurse directly or by extraction, with no other liquids except vitamin supplements). Based on recall of the previous day	Number	World Bank Databank (Exclusive breastfeeding % of children under 6 months) https://data.worldbank.org/indicator/SH.STA.BFED.ZS	data unavailable	65 (2014)	51 (2017)	44 (2017)	40 (2016)	51 (2016)	27 (2011)	data unavailable	23 (2016)	50 (2016)	24 (2014)

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Minimum acceptable diet	Proportion of children 6 to 23 months of age who receive a minimum acceptable diet. Excludes milk. This composite indicator is calculated for children 6 to 24 months of age who did not have highly varied diet and were fed meals at the minimum frequency on the previous day	Number	UNICEF "Infant and Young Child Feeding" https://data.unicef.org/topic/nutrition/infant-and-young-child-feeding/	data unavailable	23.9 (2014)	40.3 (2017)	26.5 (2017)	data unavailable	13.9 (2015)	data unavailable	data unavailable	53.8 (2015)	73.3 (2016)	55.3 (2015)
Percentage of trained healthcare workers	Percentage of healthcare workers trained with proper government programs	Number												

Indicators / Notes	Definition	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Cognitive development		Number/Score	Early Child Development Index (ECDI) in Multiple Indicator Cluster Survey (MICS), various years.											
			"Analisis Perkembangan Anak Usia Dini Indonesia 2019", which uses ECDI instrument, under domain "Kemampuan Numerasi", "Kemampuan Sosial Emosional", and "Kemampuan Fisik". Source: https://www.bps.go.id/publication/2020/10/22/73184d0993c5483a386904d4analisis-perkembangan-anak-usia-dini-indonesia-2018-integrasi-sasmen-sdmi-jekedns-2018.html Lao Social Indicator Survey II (LSIS II) 2017, page 248, on learning and physical domains. Source: https://hsiprogram.com/pubs/pdf/1838/r1838.pdf Snapshots of Key Findings Report: MICS 2019 Thailand, page 26, for national ECDI and 4 domains above. Source: https://mics-surveys-prod.s3.amazonaws.com/MICS/Report/2019/2019%20Thailand/2019%20MICS%20Statistics%20Snapshot%20English.pdf Multiple indicators Cluster Survey 2011 Vietnam, page 152, for ECDI index and 4 domains above. Source: https://mics-surveys-prod.s3.amazonaws.com/MICS/Findings/2011/Vietnam/2011%20Final%20Vietnam%202011%20MICS_English.pdf				95.2	96.9					99	

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Linguistic development		Number/Score	<p>Early Child Development Index (ECDI) in Multiple Indicator Cluster Survey (MICS), various years.</p> <p>"Analisis Perkembangan Anak Usia Dini Indonesia 2018", which uses ECDI instrument, under domain "Literasi Numerasi", "Kemampuan Sosial Emosional", and "Kemampuan Fisik".</p> <p>Source: https://www.bpps.go.id/publication/2020/10/22/731ba1d99965483a36649b4d/analisis-perkembangan-anak-usia-dini-indonesia-2018-integrasi-susenas-dan-riskedas-2018.html</p>											

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Linguistic development		Number/Score	<p>Multiple Indicators Cluster Survey/ 2011 Vietnam, page 152, for ECDI Index and 4 domains above.</p> <p>Source: https://mics-surveys-prod.s3.amazonaws.com/MICS4/East%20Asia%20and%20the%20Pacific/Viet%20Nam/2010-2011/Final/Viet%20Nam%202011%20MICS_English.pdf</p>											

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Linguistic development		Number/Score	<p>Lao Social Indicator Survey II (LSIS II) 2017, page 248, on learning and physical domains. Source: https://dhsprogram.com/pubs/pub/FR356/FR356.pdf</p> <p>Snapshots of Key Findings Report MICS 2019 Thailand, page 26, for national ECDI and 4 domains above. Source: https://micsurveys-prod.s3.amazonaws.com/MICS6/east%20asia%20and%20the%20pacific/Thailand/2019/Snapshots/Thailand%2019%20MICS%20Statistical%20Snapshots_English.pdf</p>											

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Motoric development			Early Child Development Index (ECDI) in Multiple Indicator Cluster Survey (MICS), various years. "Analisis Perkembangan Anak Usia Dini Indonesia 2018", which uses ECDI instrument, under domain "Literasi Numerasi", "Kemampuan Sosial Emosional", and "Kemampuan Fisik". Source: https://www.bps.go.id/publication/2020/10/22/7316/d995a48a35648b4d/analisis-perkembangan-anak-usia-dini-indonesia-2018-integrasi-susenas-dan-risetas-2018.html Lao Social Indicator Survey II (LSIS II) 2017, page 248, on learning and physical domains. Source: https://dhsprogram.com/pubs/pub/fr356/fr356.pdf Snapshots of Key Findings Report MICS 2019 Thailand, page 26, for national ECDI and 4 domains above. Source: https://mics-surveys-prod.s3.amazonaws.com/MICS6/east%20asia%20and%20the%20pacific/Thailand/2019/Snapshots/Thailand%2019%20MICS%20Statistical%20Snapshots_English.pdf Multiple indicators Cluster Survey 2011 Vietnam, page 152, for ECDI Index and 4 domains above. Source: https://mics-surveys-prod.s3.amazonaws.com/MICS4/east%20asia%20and%20the%20pacific/Vietnam/2010-2011/Final/Viet%20Main%202011%20MICS_English.pdf											
	Number/Score						97.8	98.7					99	

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Socio-emotional development		Number/Score	<p>Early Child Development Index (ECDI) in Multiple Indicator Cluster Survey (MICS), various years.</p> <p>"Analisis Perkembangan Anak Usia Dini Indonesia 2018", which uses ECDI instrument, under domain "Literasi Numerasi", "Kemampuan Sosial Emosional", and "Kemampuan Fisik".</p> <p>Source: https://www.bps.go.id/publikasi/2020/10/22/7318af693a65483a36649b4d/analisis-perkembangan-anak-usia-dini-indonesia-2018-integrasi-susenas-dan-riskedas-2018.html</p>			69,9	89,6					85		88,6

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Socio-emotional development		Number/Score	<p>Laos Social Indicator Survey II (LSIS II) 2017, page 248, on learning and physical domains.</p> <p>Source: https://dhsprog.am.com/pubs/pdf/RK356/RK356.pdf</p> <p>7)</p> <p>Snapshots of Key Findings Report MICS 2019 Thailand, page 26, for national ECDI and 4 domains above.</p> <p>Source: https://mics-surveys-prod.s3.amazonaws.com/mics/Esat%20Asia%20and%20the%20Pacific/Thailand/2019/Snapshots/Thailand%202019%20MICS%20Statistical%20Snapshots-English.pdf</p>											

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste		Vietnam
Literacy - Numeracy development		Number/Score	<p>Early Child Development Index (ECDI) in Multiple Indicator Cluster Survey (MICS), various years.</p> <p>"Analisis Perkembangan Anak Usia Dini Indonesia 2018", which uses ECDI instrument, under domain "Literasi Numerasi", "Kemampuan Sosial Emosional", and "Kemampuan Fisik".</p> <p>Source: https://www.bps.go.id/publikation/2020/10/22/7318a1f693a5483a36649b4d/analisis-perkembangan-anak-usia-dini-indonesia-2018-integrasi-susenas-dan-riskedas-2018.html</p>			64.6	25.2						61	24.1	Literacy - Numeracy development

Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste		Vietnam
Literacy - Numeracy development		Number/Score	<p>Lao Social Indicator Survey II (LSIS II) 2017, page 248, on learning and physical domains.</p> <p>Source: https://dhsprogram.com/pubs/pdf/FR356/FR356.pdf</p> <p>Snapshots of Key Findings Report MICS 2019 Thailand, page 26, for national ECDI and 4 domains above.</p> <p>Source: https://mics-surveys-prod.s3.amazonaws.com/MICS6/East%20Asia%20and%20the%20Pacific/Thailand/2019/Snapshots/Thailand%202019%20MICS%20Snapshot%20Snapshots_English.pdf</p>			64.6	25.2						61	24.1	Literacy - Numeracy development

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Indicators	Definition/ Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam
Literacy - Numeracy development		Number/Score	Multiple indicators Cluster Survey 2011 Vietnam, page 152 for ECDI index and 4 domains above. Source: https://mics-surveys-prod.s3.amazonaws.com/MICS4/East%20Asia%20and%20the%20Pacific/Viet%20Nam/2011/Final/Viet%20Nam%2011%20MICS_English.pdf			64.6	25.2							Literacy - Numeracy development

Indicators	Definition n/Notes	Data Presentation	Source	Brunei Darussalam	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor- Leste	Vietnam
Early Childhood Development Index (ECDI) Score			Early Child Development Index (ECDI) in Multiple Indicator Cluster Survey (MICS), various years. "Analisis Perkembangan Anak Usia Dini Indonesia 2018", which uses ECDI instrument, under domain "Literasi Numerasi", "Kemampuan Sosial Emosional", and "Kemampuan Fisik". Source: https://www.bps.go.id/publication/2020/10/22/7316a0993c5483a36649b4d/analisis-perkembangan-anak-usia-dini-indonesia-2018-integrasi-survei-din-r-kehidupan-2018.html											
	Number/Score		Lao Social Indicator Survey II (LSIS II) 2017, page 248, on learning and physical domains. Source: https://ibhsprogram.com/pubs/pdf/R356/R356.pdf Snapshots of Key Findings Report MICS 2019 Thailand, page 26, for national ECDI and 4 domains above. Source: https://mics-surveys-prod.s3.amazonaws.com/MICS4/East%20Asia%20and%20the%20Pacific/Thailand/2019/Snapshots/Thailand%2019%20MICS%20Key%20Findings%20Report_English.pdf Multiple indicators Cluster Survey 2011 Vietnam, page 152, for ECDI index and 4 domains above. Source: https://mics-surveys-prod.s3.amazonaws.com/MICS4/East%20Asia%20and%20the%20Pacific/Viet%20Nam/2011/Final/Viet%20Nam%2011%20MICS_English.pdf			88.3	89.1					93		82.8

Southeast Asia Early Childhood Care, Nutrition, and Education (SEA ECCNE) Mapping Report

Southeast Asia Ministers of Education Organization
Regional Centre for Food and Nutrition (SEAMEO RECFON)
Jl. Utan Kayu Raya No.1A, RT.1/RW.8, Utan Kayu Utara, Kec. Matraman,
Jakarta Timur, 13120
Phone: (021) 22116225, Fax. 021-2116465
Website: www.seameo-recfon.org
email: information@seameo-recfon.org

Barcode