



Collaborative Projects to Reach the Unreached in Southeast Asia and Attain Education For All Goals by 2015

Project 5

Pre-school programme for all



Lead Country:
Brunei Darussalam

Target Group:
Children from poor families

Activities:
Study visits, capacity building, development of regional school readiness competencies, provision of technical assistance to member countries in enriching national standards and curriculum, establishment of pre-schools in remote areas, provision of support services such as feeding, monitoring & evaluation

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PROGRESS REPORT by LEAD COUNTRY (As of November 2010)

Name of Project	: <u>Project 5 – Preschool Education for All</u>
Lead Country	: <u>Brunei Darussalam</u>
Aim of Project 5	: To assist SEAMEO Member Countries in establishing mechanisms for all five-year-old children with preschool education as foundation of life-long learning; prepare them for formal schooling with the hope of reducing early drop-outs to attain EFA goal of Universal primary Education
Target Group	: Five-year-old children of poor families in remote, rural and semi-urban areas.

A. Accomplishments and Activities Conducted

Brunei Darussalam as Project 5 lead country:

1. Accomplishments: Has set up a local Project 5 Task Force to manage the running of Project 5 in Brunei Darussalam and for SEAMEO Project 5 participating countries.

Activities:

- A) *Had successfully conducted several meetings to discuss strategies to be proposed to Project 5 participating member countries to consider, adapt and adopt in order to achieve the objectives of Project 5.*
- B) *Had successfully visited three(3) preschools in Surabaya, Indonesia to see how their Ministry of National Education handle the preschool education of children from poor families*

2. Accomplishments: Has successfully come up with eight (8) strategies and associated activities to achieve the objectives of Project 5. The proposed strategies are presented in the Action Planning Worksheet for consideration by Project 5 Member Countries (please see attachment).

The eight (8) proposed strategies include:

- a. The setting up of a Task Force by each member country to implement, assess, monitor, and evaluate the Project 5 in their own country.
- b. Conducting a study visit to the Philippines to examine their delivery mechanisms and national preschool education standards. The Study Visit also includes country reports presentations; learn from others their best practices; discuss children's school readiness competencies
- c. Providing capacity building programmes for pre-school providers. Data needed to determine needs assessment and areas for training
- d. Developing Regional School Readiness Competencies/standard. A consultation meeting is required conducted by experts in this area
- e. Providing technical assistance to member countries in enriching national standards and curriculum based on the Regional School Readiness Competencies (to fit into the local settings)
- f. Establishing preschools in remote areas (by the local government; NGOs and private sectors)
- g. Providing necessary measures/resources for children to have access to preschool (feeding; materials; supplies) to enable children to attend preschools
- h. Conducting assessment, monitoring and evaluation of preschool education initiatives at the regional level. Experts in this area may be required

Activities:

A) Had successfully sent out the Brunei Darussalam Sample of Action Planning Worksheet containing the proposed eight strategies to all Project 5 participating member countries to consider, adapt and adopt.

[Only Malaysia has responded to the proposal and their responses are incorporated in the report]

B) [Malaysia has had their own task force looking after ECE/preschool education. 1)The EFA Goal 1 Task Force set up since 2006.

2) The National preschool Coordination Task Force under the National Key Result Areas, NKRA set up this year, 2010.]

C) With regards to #c above, the Brunei Darussalam Task Force Members comprising the University staff of ECE had successfully carried out a research in January 2010 to investigate the percentage of preschool teachers qualified and trained in ECCE; expected learning outcomes of preschool children; problems posed by disadvantaged children; and assistance given to these children. Brunei Darussalam has also conducted continuing professional development activities for their preschool teachers teaching at government schools.

Malaysia has done more by conducting parenting campaign or courses provided by the Board of National Population and Parenting. Furthermore, Malaysia has also conducted courses for ECE providers, operators of both government and private sectors. They have also organized a national conference on ECE.

Qualification wise, all Ministry of Education preschool teachers are with a diploma, bachelor or master degree in ECCE. Other government sectors preschool teachers are either already degree holders or currently undergoing diploma or bachelor degree courses in Teacher Training Institute. Preschool teachers from private kindergartens are a mix of qualified teachers and unqualified ones.

In Brunei Darussalam, only 25% of preschool teachers in government schools are specially trained at either a degree or certificate level. 87% of preschool teachers of 3-5 year-olds at private preschools are not trained to work with young children.

D) With regards to #d, Brunei Darussalam is currently revising their Malay and English preschool syllabus. The English syllabus has been reviewed with assistance from a UK consultant. Malaysia has developed the National Preschool Curriculum Standards. Malaysia is also currently conducting the Early Learning and Development Standards Project.

E) With regards to #e above, Malaysia is willing to share the experience in developing National Preschool Curriculum Standards

F) With regards to #f, Both Brunei Darussalam and Malaysia have set up many preschools in remote areas and Malaysia is currently building preschools in long houses in the interior of Sarawak

G) With regards to #g above, some Brunei Darussalam Task Force members visited schools in the Brunei Darussalam rural areas to investigate the existence of children from poor families and to find out how schools help them in their learning and material wise. [through MOE free breakfast scheme; voluntary contributions from communities; contributions from private sectors]

Malaysia continuously provides suitable resources for preschool teachers and Students living in these areas.

H) with regards to #h, Brunei Darussalam has conducted visits to preschools to monitor quality of provision, pedagogy and curricular implementation and giving immediate feedback for improvement of quality.

Similarly, Malaysia has conducted the Early Childhood Care and Education Policy Implementation Review in 2007 (UNESCO and UNICEF initiatives). Malaysia has also conducted a Study on the Implementation on the National Preschool Curriculum in 2007. Malaysia has conducted the Mid Decade Assessment of EFA Goal 1 in Malaysia (2006). Malaysia is currently conducting Assessment, Monitoring and Evaluation of Preschool Education under EFA Goal 1, UNESCO

3) Accomplishments: Has written a detailed proposal for a Study Visit to the Philippines and has submitted it to the SEAMES for their consideration with regards to funding and coordination of visits involving all Project 5 member countries. The visit will provide opportunities to study the Philippines best practices in managing the preschool education of children from poor families and learn from other countries of their delivery mechanisms. Three dates have been proposed: {18 Jan-23 Jan 2010/ 1-6 Feb 2010/June-July}

Activities:

A) *Has successfully liaised with SEAMES with regards to the Study Visit but there have been some challenging issues with regards to suitability of dates; responses from participating countries; and funding. SEAMES, however has successfully assisted in liaising with INNOTECH with regards to possible accommodation, transportation and venue for conducting the meeting and country reports presentations.*

The Ministry of Education, Brunei Darussalam met with the SEAMEO Secretariat in Brunei on 3 July 2010 to discuss the needed follow-up on some of the proposed activities

B) *Malaysia would consider the proposal of the Study Visit. They have also developed their own National Preschool Curriculum Standard implemented this year, 2010]*

C) *The Study Visit has been postponed to take place in 2011 as contacting all contact persons from each country has been very difficult.*

4) Accomplishments: Has proposed a consultation meeting with all Project 5 member countries to take place on 8-9 November 2010; but, due to insufficient time the meeting is postponed to 2011 where country reports on programmes and statistics related to Project 5 by all SEAMEO member countries to be presented in Brunei Darussalam. Brunei Darussalam will also invite experts to assist in developing the Regional School Readiness competencies.

Activities:

A) *A proposal regarding the Consultation Meeting to take place in Brunei Darussalam in 2011 will be written which includes detailed programme of activities for participants.*

B. Implementation Challenges and Other Issues

- 1) Lack of updated contact address(es) or incomplete address(es) of focal persons of Project 5
- 2) Coordinating activities when involving many countries and delay in responding and communication resulting in insufficient time to organize events
- 3) Unclear guidelines with regards to funding. For example:
 - 1) Who should be funding experts for consultation purposes or technical expertise?
 - 2) Who should be funding participating member countries, CLMV?

- 3) Should communication be relayed through the SEAMEO Secretariat first or can a lead country directly contact participating member countries and send copies to SEAMES for information?

C. Recommendations to Enhance Implementation

1. Contact addresses of focal persons should be constantly updated.
2. Funding guidelines
3. Direct communication with focal persons between countries

Action Planning Worksheet

Project 5: Pre- School Programme For All

Name of Proposed Collaborative Project : Pre- School Education For All (5 years old).

Brief Description: The Project is a 6 years project to be implemented in phased manner. The Project aims to assist the Member Countries in establishing a mechanism to provide all 5 year old children with pre-school education as foundation of life-long learning, prepare them for formal schooling and reduce early drop-outs to attain EFA goal of Universal Primary Education (UPE).

Target Unreached Groups: 5 year old children of poor families in remote, rural, semi-urban areas.

Countries Involved: All Member Countries.

EFA Partners Involved: UNESCO, SEAMEO, ASEAN, UNICEF and INGOs.

No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
1	Set up a Task Force by each Member Country.	1. To discuss; collect data; write report; implement; assess; monitor and evaluate the Project in each of the participating member countries. 1.1. Participating countries are required to prepare country reports on the current preschool programmes for poor children offered by their countries (Please refer to No.3). 1.2. Including the country's own definition of "poor". 1.3. Including the country's own definition of school readiness competencies .	End of Nov- Dec 2009 2009- 2015		1. Printing materials (papers) for data collection and report writing. 2. Pendrives/ CDs. 3. Refreshments. 4. 1 printer/ cartridges. 5. Folders. 6. Box folders.	Needed for the whole of 6 years project.	Each member country.
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
		2. On- going responsibilities for six (6)			7. Transport		

		years to ensure attainment of project 5 by 2015.			for data collection. *Respective countries will bear the cost of resources needed.		
2	<p>Study visit to the Philippines to look into:</p> <ul style="list-style-type: none"> - Delivery mechanisms. - National pre-school education standards (process of development and content). 	<ul style="list-style-type: none"> - Host country (Philippines) - Other countries will participate <p><u>EFA Partner</u> UNESCO, SEAMEO and ASEAN will organize and finance the activity:</p> <p><u>Day 1: Pre-Visit Presentation</u></p> <ol style="list-style-type: none"> 1. Meet with other participating member countries (LAO/Myanmar/Malaysia/ Thailand). 2. Presentation by Philippines MOE official regarding preschool education for all children in the Philippines. 3. Sharing sessions by all countries that have implemented preschool programmes for poor children and presentation of country reports. [*1.1] + [1.2] + [1.3] <p><u>Day 2-3-4: School Visits:</u></p> <ol style="list-style-type: none"> 1. 3 days' visit to Pre-Schools in the Philippines (to be arranged by the host country). 	Jan- Feb 2010	INGOs	<ol style="list-style-type: none"> 1. Travel Cost. 2. Accommodation at SEAMEO INNOTECH, Quezon City. 3. Transport provided by host country. 4. Financed by UNESCO, SEAMEO, and ASEAN. 	<ul style="list-style-type: none"> - Awareness and attitude of parents towards pre-school education. - Insufficient budget from national and EFA partners and other resources. - Continuity of the project and commitment of the national and local government as well as communities to pursue pre- school education for all. 	
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
		<p><u>Day 5-6: Post-Visit Meetings</u></p> <ol style="list-style-type: none"> 1. After school visits: 					

		<p>1.1. To brainstorm on possible future preschool programmes for poor children to be implemented by all member countries.</p> <p>1.2. To discuss definitions of certain terms e.g. poor; school readiness competencies and to agree on the terms.</p> <p>1.3. To design data collection instrument (Please refer to No.3).</p> <p>1.4. To propose a separate date to discuss children's school readiness competencies. [Please refer to No. 4]</p>					
3	<p>Capacity building for pre-school providers.</p> <p><u>EFA Partner:</u></p> <p>1. UNESCO and UNICEF will provide training.</p> <p>2. Each participating country will provide its own training on certain areas.</p>	<p><u>Regional Level:</u></p> <p>1. Member countries to collect data to enable capacity building activities to be provided:</p> <p>1.1. Total pupil enrolment at public/ private pre- schools.</p> <p>1.2. Total number of pre- school teachers at public/ private pre- schools.</p> <p>1.3. Pupil/ Teachers ratio.</p> <p>1.4. Pupil/ Class ratio.</p>	Feb 2010				
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
		<p>1.5. Pre- school teachers by gender and qualifications (Public/ private pre- schools).</p> <p>1.6. Pre- school teachers by no. of years</p>					

		<p>of teaching experience.</p> <p>1.7. Percentage of Pre-school teachers with specialist qualifications in early childhood education (Public and Private Pre-school):</p> <ul style="list-style-type: none"> - Degree level - Diploma level - Other level of qualifications <p>1.8. Pupil enrolment in the rural areas versus teachers (pupil/ teachers ratio in remote/rural/semi- urban areas only).</p> <p>1.9. Statistics on poor children in remote/rural/semi- urban areas.</p> <p><u>National and Local Levels</u></p> <p>A. <u>TEACHERS' TRAINING/ EDUCATION:</u></p> <p>A.1. Member countries to organize continuous professional development activities for pre-school teachers:</p> <p>A.1.1. Conduct training/ workshops of untrained pre-school teachers in both public and private schools (rural/ remote/ semi- urban).</p>	2010- 2014				
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
		<p>A.1.2. Training programmes will cover:</p> <ol style="list-style-type: none"> 1. Child holistic development (Social, Physical, intellectual, emotional, creativity and language, etc). 2. How children learn. 					

		<p>3. Nutrition.</p> <p>4. Play-based activities.</p> <p>5. Teachers' role in creating stimulating learning environment.</p> <p>6. Teaching and learning materials using junk/ recycled materials/ basic ICT skills.</p> <p>7. Other related topics on teaching, learning and development of young children.</p> <p>8. Respective member countries to establish their own MOE Early Childhood Education Section to look after ECE</p> <p>A.1.3 Member countries be given workshops by EFA partners on how to prepare learning materials using junk/ recycled materials and related areas/ basic ICT skills.</p>			Workshops given by EFA partners.		
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
		<p>A.1.4. To train existing qualified teachers with early childhood Certificate/ Diploma/ Degree qualifications as Key Trainers or Instructors who will in turn conduct workshops for teachers, district supervisors, headmasters and parents.</p> <p>A.1.5. To organize workshops on current issues in early childhood</p>	<p>2010- 2014</p> <p>Oct 2010- 2015</p>		- Keynote speakers,		

		<p>education and care for pre-school teachers by each of the participating member countries.</p> <p>A.1.6. To organize National and International conferences around important contemporary themes such as:</p> <ol style="list-style-type: none"> 1. Investment in early childhood education and care. 2. Pedagogy of play for learning and child development. 3. Other contemporary themes. <p>A.1.7. Study visits to other ASEAN Countries with successful programmes for poor pre-school children by participating member countries to help with project implementation and evaluation.</p>	<p>2010- 2015</p> <p>2009- 2014</p> <p>2010- 2014</p>		<p>fee/ travel cost.</p> <p>- Accommodation.</p> <p>Financial technical resources from Regional organizations and member countries.</p>		
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
		<p>A.1.8. To visit successful preschools by Task Force members to see what kinds of teaching and learning materials they are using to be adopted and adapted.</p> <p>A.1.9. MOE officials/ lecturers/ teachers/ trainers/ key trainers (instructors) concerned with early childhood education teaching-learning process to attend international conferences organized by other universities</p>	2009- 2015				

		<p>overseas in order to keep abreast with latest development and knowledge in early childhood education.</p> <p>A.1.10. Please refer to No. 5</p> <p>B. PARENTS' TRAINING/ EDUCATION:</p> <p>B. 1. Member countries to design and conduct parenting workshops for parents of pre-school children in these areas:</p> <p>B.1.1. Remote</p> <p>B.1.2. Rural</p> <p>B.1.3. Semi- urban</p> <p>B.1.4. In public and private pre-Schools</p>		SEAMEO UNICEF ASEAN		<p>It is believed that professionals and individuals who are in positions to educate parents about effective parenting and, those who serve young children and parents, need and deserve the best possible education, training and support to enable them to carry out their critical roles effectively.</p> <p>Why educate/ train parents?</p> <p>1. When parents are effective, children are healthier, they achieve and behave better at schools and they contribute positively to the quality of community life.</p>	
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
		<p>B.2. To set up a nationwide effective parenting campaign to improve the overall quality of child rearing and childcare and education in each of the participating countries.</p> <p>B.2.1. MOE of respective member countries will initiate this campaign (work together with JAPEM and MOH).</p> <p>B.3. To organize effective school wide Parenting Campaigns (to raise public awareness/ consciousness about the importance of effective parenting and</p>	2011- 2015			<p>2. When parents are effective, a wide range of costly and tragic problems are prevented, including child abuse and neglect, school failure, delinquency, drug abuse, gangs and crime.</p>	

		<p>parenting education).</p> <p>B.4. To create other means of educating parents:</p> <ul style="list-style-type: none"> - Seminar - Classes in remote/ rural/ semi- urban - Videos - Pamphlets - Self- instructional booklets <p><u>C. VOLUNTEER TRAINING/ EDUCATION:</u></p> <p>C.1. Conduct training/ workshops of trainers [parent volunteers; single mothers; school- leavers] in remote/ rural and semi- urban areas.</p>				1. All parents have a right to and are deserving of the best possible education, training and support so they can maximize their roles effectively and responsibly in raising healthy and productive children.	
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
4	Development of Regional School Readiness competencies/ standards.	<p><u>Regional Level:</u></p> <ol style="list-style-type: none"> 1. Participating countries will develop the possible school readiness competencies to be achieved by pre-school children and these competencies will be discussed and agreed upon for use by all the participating countries. 2. Member countries to carry out their own literature search first and discuss with their own committee before the regional development process takes place. 3. Participating countries to hold a meeting to come up with the sets of school readiness competencies to be 	<p><u>Meeting to be held:</u> March-April 2010</p> <p><u>Venue of meeting:</u> Negara Brunei Darussalam to host the meeting</p> <p>- UNESCO/ SEAMEO to conduct the workshop</p>		<p>- Financial and technical resources from UNESCO, SEAMEO UNICEF and others.</p> <p>- UNESCO/ SEAMEO to finance invited officials.</p>		

		<p>adopted by all members of participating countries.</p> <p>4. A date will be determined to hold a meeting specifically focused on School Readiness competencies.</p> <p>EFA Partner: UNESCO, SEAMEO and UNICEF will be the lead in development process.</p>	March- April 2010				
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
5	Provision of technical assistance to member countries in enriching national standards and curriculum based on the Regional School Readiness Competency/ Standards (to fit into national and local settings).	<p>Member Countries: To organize the activities at the country level:</p> <ol style="list-style-type: none"> To discuss and understand the agreed Regional School Readiness Competency/ Standards to fit into national and local settings. To disseminate and share the Regional School Readiness Competency to relevant stakeholders (district supervisors, headmaster, inspectorate, teachers and curriculum development officials and MOE officials). To invite staff from UNESCO and SEAMEO to provide technical assistance to each member countries (if required). 	2010 onwards		To ask for financial and human resources.		

6	Establish pre-schools in remote areas (by the local government, NGOS and private sector).	<p>Member Countries: To implement the activities at the national and local levels:</p> <ol style="list-style-type: none"> To identify a team of village women (mentors) to be trained to provide education and support to preschools run in the rural areas to promote positive and nurturing care giving practices and love of learning. [Please refer No. C]. To establish community-based preschools run by trained community volunteers. 	2009 onwards		Financial, technical, human and material resources from regional organizations, EFA partners (local and international NGOs), national and local communities.		
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
		<p>EFA Partner: UNICEF, UNESCO, SEAMEO and ASEAN will provide technical, material and financial support to selected countries (to include construction of facilities).</p>					
7	Provision of necessary measures/ resources for children to have access to pre-school (feeding, materials/ supplies).	<p>Regional Level:</p> <ol style="list-style-type: none"> Respective member countries will provide learning resources (books, stationery) to their pre-schools; feeding schemes (free breakfast, lunch), etc. Respective member countries prepare their own teaching and learning materials from junk/ recycled materials, etc. Respective member countries may invite any EFA partners to train their teachers on preparation of teaching and learning materials using junk/ recycled materials. Maximise the use of existing school 	2009 onwards		Financial and material support.		

		<p>building facilities for use by poor children e.g. classes conducted both in the morning and afternoon.</p> <p>5. Poor children should not be made compulsory to wear school uniforms.</p> <p><u>EFA Partner:</u> UNICEF, WFP, Save the Children, World Vision & other INGOs supplement the resources provided by countries.</p>					
No.	Activities	Specific Roles and Responsibilities	Timeframe	EFA Partners	Resources Needed	Remarks	Action to be taken by
8	Conduct of assessment, monitoring and evaluation of pre-school education initiatives at the regional level.	<p>1. Member countries will participate in assessment, monitoring and evaluation.</p> <p>2. Member countries may invite UNESCO/ SEAMEO to help on how to conduct the assessment, monitoring and evaluation of pre-school education initiatives at the regional level.</p> <p><u>EFA Partner:</u> UNESCO and SEAMEO will lead the assessment.</p>	<p>2010 onwards</p> <p>September 2012 onwards</p>		Financial and technical resources.		