



MINISTRY OF EDUCATION, YOUTH AND SPORT  
National Committee  
For Early Childhood Care and Development



**ARNEC**  
Asia-Pacific Regional Network  
for Early Childhood



**The transformative power of  
Early Childhood Development (ECD):  
The importance of holistic interventions**



**2017  
Asia-Pacific  
Regional ECD  
Conference**

**1-3 March 2017  
in Siem Reap,  
Cambodia**

Co-organised by Ministry of Education, Youth, and Sport, and ARNEC



OPEN SOCIETY FOUNDATION



**Published by** ARNEC Secretariat

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**Cover design** Kouprey Creative Solutions, Cambodia

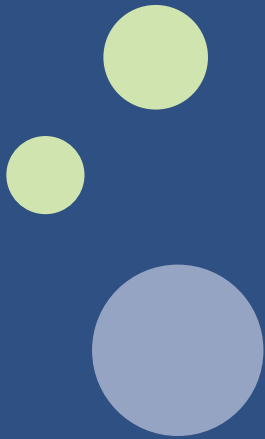
**Printing** Ho Printing Pte Ltd (Singapore)



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## Table of Contents

- 02** Asia-Pacific Regional Network for Early Childhood (ARNEC): A Brief Description
- 03** Conference Theme and Objectives
- 04** A Message from H.E. Dr. Hang Chuon Naron, Minister of Ministry of Education, Youth and Sport and Chair of National Committee for Childhood Care and Development, Cambodia and ARNEC's Executive Director
- 05** About the Organisers
- 06** Moderators and Rapporteurs  
ARNEC Conference Working Group  
ARNEC Conference Review Paper Committee  
Conference Local Organising Committee
- 07** Poster Presenters
- 08** Conference Programme
- 21** Abstracts



## Asia-Pacific Regional Network for Early Childhood (ARNEC)

### A Brief Description

The Asia-Pacific Regional Network for Early Childhood (ARNEC) is a network established to build strong partnerships across sectors and different disciplines, organisations, agencies and institutions in the Asia-Pacific region to advance the agenda on and investment in Early Childhood. ARNEC is supported by the following organisations: UNICEF, UNESCO Asia and Pacific Regional Office for Education, Plan International, Open Society Foundations, Save the Children and ChildFund International.

### Vision

**All young children in the Asia-Pacific region realise optimal well-being and development.**

### Mission

**ARNEC shares knowledge and advocates for children's rights, inclusive and holistic ECD.**

### Core Values

**Rights-based, diverse, inclusive, accountable and committed to partnership.**

ARNEC will be guided by our core values as we pursue Vision 2020 championing every young child's well-being and development in the Asia-Pacific region.

ARNEC is **rights-based**. We uphold the protection of children's rights in accordance with the UN Convention on the Rights of the Child.

We respect **diversity** and non-discrimination in our membership and in the ECD community.

We are **inclusive**, encouraging members to actively participate in our activities, as much as we respond to the needs of the ECD community in the Asia-Pacific region.

We are a group of **equal partners**, who consult and share information, ideas and good practices with each other.

We value **accountability**. We hold ourselves responsible to our members, partners, donors and stakeholders.

### New Strategic Goals

*What have we set out to achieve by 2020?*

**Strategic Goal 1:**  
**Improve advocacy for holistic and inclusive ECD**

**Strategic Goal 2:**  
**Increase knowledge base on ECD**

**Strategic Goal 3:**  
**Increase strategic partnerships and memberships**

**Strategic Goal 4:**  
**Strengthen ARNEC's reach and impact at the country level**

### Organisational Structure

ARNEC currently has three members on the **Board of Directors** who provide leadership to ARNEC and set strategic aims, ensuring that the necessary resources are in place to meet ARNEC's objectives.

ARNEC is also guided by 15 **Steering Committee** members coming from multiple backgrounds, including early learning and primary education, teacher's education, and health and nutrition. The Steering Committee has 11 early childhood experts from countries in the Asia-Pacific region, who are elected to serve a term of two years, and four representatives from Core Team organisations.

**Core Team** organisations represent key partners who not only support ARNEC with financial resources but appoint focal points to serve on the Steering Committee.

Five elected members of the Steering Committee form the **Executive Committee**, who provide strategic guidance on and oversight of the Secretariat.

ARNEC is operated by the **Secretariat** who supports effective coordination and communications among ARNEC's membership and partners to facilitate planning, development and implementation of the work plan.

### Membership

**Individual Membership** in ARNEC is free and open to any individual concerned with young children in the Asia-Pacific region. The majority of ARNEC members come from East Asia, the Pacific, South Asia and Southeast Asia, but participation of professionals based anywhere in the world is most welcome. Interested individuals can sign up via <http://community.arnec.net>

**Institutional membership, or Friends of ARNEC**, is open to networks/forums, professional societies, private sector associations, civil society organisations, non-governmental organisations, community-based organisations, volunteer organisations, universities, and research or policy institutions that actively promote early childhood development.

**ARNEC is supported by the following UN agencies and international organisations:**

- UNICEF East Asia and Pacific Regional Office, UNICEF Regional Office for South Asia
- UNESCO Asia Pacific Regional Bureau for Education
- Plan International
- Open Society Foundations
- Save the Children
- ChildFund International

**For further information please visit:**  
[www.arnec.net](http://www.arnec.net)  
<http://community.arnec.net>

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## ***'The Transformative Power of ECD: The importance of holistic interventions'***

This theme focuses on the importance of equitable access to an integrated approach to early childhood development. The 2016 Lancet Early Childhood Development Series highlights that young children's healthy development depends on nurturing care which ensures health, nutrition, responsive caregiving, safety and security, and early learning. The Series emphasises the need to deliver multi-sectoral interventions, especially to the most disadvantaged children; essential among these are nutrition, to support growth and health; child protection, for violence prevention and family support; social protection, for family financial stability and capacity to access services; and education, for quality early learning opportunities.

This theme highly supports target 4.2 of the Sustainable Development Goals (SDG) which focuses on the need for all boys and girls to have access to quality early childhood development, care and pre-primary education. The theme will explore ways by which countries put in place integrated and inclusive ECD policies, strategies and programmes, supported by effective coordination mechanisms.

### **The objectives of the Conference are to:**

- Provide opportunities for policy makers and practitioners to contextualize ECD on the global agenda in their own countries
- Strengthen the advocacy for holistic and inclusive ECD
- Share knowledge, tools and noteworthy practices on ECD policies and programmes; and
- Strengthen partnerships for ECD among a large range of existing and potential stakeholders

## A JOINT MESSAGE



Dear participants,

Welcome to the 2017 Asia-Pacific Regional ECD Conference which is co-organised by the Asia-Pacific Regional Network for Early Childhood (ARNEC) and the Ministry of Education, Youth and Sport (MoEYS), Cambodia.

This year's Conference brings together over 500 participants including Ministers and other high-level Government Delegates, ECD professionals, academics, practitioners and all others interested in Early Childhood matters from the Asia-Pacific region and beyond. This Conference provides a good opportunity for participants to share and learn from examples of ECD policies, programmes and research. This year we have chosen **'The Transformative Power of Early Childhood: The importance of holistic interventions'** as the main Conference theme emphasising the need to deliver multi-sectoral interventions, especially to the most disadvantaged children; essential among these are nutrition, to support growth and health; child protection, for violence prevention and family support; social protection, for family financial stability and capacity to access services; and education, for quality early learning opportunities. This theme highly supports target 4.2 of the Sustainable Development Goals (SDG) which focuses on the need for all boys and girls to have access to quality early childhood development, care and pre-primary education. The theme will explore various programmes, strategies and approaches supporting young children's equitable access to quality early childhood development. Together, as one ECD community in the Asia-Pacific Region, we will continue to share and learn from our good practices and collectively address our challenges with the common objective of providing young children with the best ECD experience that they deserve.

We hope that you would have a fruitful learning experience in this Conference being held in the beautiful City of Siem Reap. We remain committed to work with you all in advocating for holistic and inclusive ECD in the Asia-Pacific Region.

Again, our warm welcome to all the Conference participants!



**H.E. Dr. Hang Chuon Naron,  
Minister of Ministry of Education,  
Youth and Sport and Chair  
of National Committee for Childhood  
Care and Development, Cambodia**



**Evelyn D. Santiago,  
Executive Director, ARNEC**

## ABOUT THE ORGANISERS



The **Asia-Pacific Regional Network for Early Childhood (ARNEC)** is a professional network established in 2008 to build strong partnerships across sectors and different disciplines, organisations, agencies and institutions in the Asia-Pacific region to advance the agenda on and investment in early childhood.

It is one of the most extensive and fast growing networks for early childhood development in the Asia-Pacific region, covering 47 countries and includes East Asia, Southeast Asia, South Asia and the Pacific sub-regions, as well as Central Asia to a small extent.

ARNEC is making efforts to create a stronger and more dynamic ECD community in the Asia-Pacific, by equipping ARNEC members with updated knowledge to help them become effective advocates for holistic and inclusive ECD. ARNEC is supported by UNICEF, UNESCO, Plan International, Open Society Foundations, Save the Children and ChildFund International.

[www.arnec.net](http://www.arnec.net)



### **Ministry of Education, Youth and Sport, National Committee For Early Childhood Care and Development, Cambodia**

The **National Committee for Early Childhood Care and Development** or in short **NC-ECCD** acts as a mechanism for implementing the Law on Education and the National Policy on Early Childhood Care and Development. The vision of the national ECCD policy is *“All Cambodian children, from conception to aged under six, especially disadvantaged, vulnerable and poor children, shall be provided with care and development services, in line with the Constitution of the Kingdom of Cambodia”*.

The NC-ECCD is led by **Samdech Akka Moha Sena Padei Techo HUN SEN Prime Minister** as the Honorable Chair, and **H.E Dr. HANG CHUON NARON** Minister of Education, Youth and Sport as the Executive Chair.

The NC-ECCD, implements programmes to provide integrated support to pre-school children involving nutritious food supplements, health screening, referrals and deworming. There are community based components on parenting education targeting parents of children below 6 years old.



## **Moderators and Rapporteurs**

Ms. Ameena Mohamed Didi, Education Specialist, UNICEF Regional Office for South Asia

Dr. Chemba Raghavan, Education Specialist, UNICEF East Asia Pacific Regional Office

Mr. Cliff Meyers, Independent International Consultant

Ms. Evelyn D. Santiago, Executive Director, ARNEC

Prof. Eunhye Park, Department of Early Childhood Education, Ewha Womens University, Seoul, Korea

Dr. Chiam Heng Keng, Immediate Past President, ECCE Council Malaysia, Advisor of Association of Professional Early Childhood Educators Malaysia (MAPECE)

Mr. Karma Gayleg, Senior Programme Manager, Ministry of Education, Thimpu, Bhutan

Dr. Mae Chu Chang, Member, Board of Directors, ARNEC

Ms. Maki Hayashikawa, Chief of Section for Inclusive Quality Education, UNESCO Regional Office for the Asia-Pacific

Ms. Marilyn Manuel, Independent ECCD Advisor, Philippines; ARNEC Steering Committee member

Ms. Monisha Singh Diwan, Senior ECD Consultant, India

Dr. Mugyeong Moon, Director of Trend Analysis and International Cooperation Team, Korea Institute of Child Care and Education, Republic of Korea; ARNEC Steering Committee member

Ms. Sara Dang, Senior Specialist ECCD, Save the Children, USA; ARNEC Executive Committee member

Dr. Sheldon Shaeffer, Chair, Board of Directors, ARNEC

Ms. Silke Friesendorf, Communications Manager, ARNEC

Ms. Tina Hyder, Deputy Director, Early Childhood Programme, Open Society Foundations, ARNEC Executive Committee member

Ms. Ufemia Bera Camaitoga, Consultant, Early Childhood Education, Fiji Early Childhood Teachers' Association, Fiji

Mr. Zhixin Du, Deputy Director of Center for Child Development of China Development Research Foundation (CDRF), China

Mr. Karma Gayleg, Senior Programme Manager, Ministry of Education, Thimpu, Bhutan

Dr. Sukhdeep Gill, Associate Professor, Penn State University

Ms. Andrea See, Programme Officer, ARNEC

Ms. Kyungah (Kristy) Bang, Project Officer, Section for Inclusive Quality Education (IQE), UNESCO Bangkok

Mr. Lee Jiao Hao, ARNEC Intern

## **ARNEC Conference Working Group**

Dr. Sheldon Shaeffer (Lead) Chair, ARNEC Board of Directors

Mrs. Mahmuda Akhter, Executive Director, Institute of Child and Human Development, Bangladesh; ARNEC Steering Committee member, Friends of ARNEC representative

Ms. Marilyn Manuel, Independent ECCD Advisor, Philippines; ARNEC Steering Committee member

Ms. Melissa Kelly, Acting Director, Child Development and Protection, ChildFund International; ARNEC Chair of Executive Committee

Prof. Margaret Sims, Professor of Early Childhood, University of New England, Australia

Mr. Zhixin Du, Deputy Director of Center for Child Development of China Development Research Foundation (CDRF), China

## **ARNEC Conference Review Paper Committee**

Ms. Evelyn D. Santiago, Executive Director, ARNEC

Ms. Melissa Kelly, Acting Director, Child Development and Protection, ChildFund International; ARNEC Chair of Executive Committee

Ms. Tina Hyder, Deputy Director, Early Childhood Programme, Open Society Foundation; ARNEC Core Team and Executive Committee member

Dr. Mae Chu Chang, Member, Board of Directors, ARNEC

Ms. Monisha Singh Diwan, Senior ECD Consultant, India

Ms. Marilyn Manuel, Independent ECCD/Social Work Professional; ARNEC Steering Committee member

Dr. Mugyeong Moon, Director of Trend Analysis and International Cooperation Team, Korea Institute of Child Care and Education, Republic of Korea; ARNEC Steering Committee member

Prof. Margaret Sims, Professor of Early Childhood, University of New England, Australia

Mrs. Mahmuda Akhter, Executive Director, Institute of Child and Human Development, Bangladesh; ARNEC Steering Committee member, Friends of ARNEC representative

Prof. Eunhye Park, Department of Early Childhood Education, Ewha Womens University, Seoul, Korea

Mr. Karma Gayleg, Senior Programme Manager, Ministry of Education, Thimpu, Bhutan

## **Conference Local Organising Committee**

Ministry of Education, Youth and Sport

ECCD General Secretariat

UNICEF

PLAN International

Buandoskomar organization



## POSTER PRESENTERS

Mr. Frank S. Emboltura, Assistant professor, University of San Agustin, Philippines and  
Mrs. Nilda B. Delgado, Director, MindHaven School, Inc, Philippines

**“A Case Study Exploring Age-Appropriate Special/Inclusive Educational Services for Learners with Disabilities”**

Dr. Dipu Shakya, Education Specialist (ECD), UNICEF Nepal

**“Baseline findings of knowledge, attitude and practice study of caregivers from 3 districts of Nepal: Challenges for parental education”**

Semual Apsalon Niap and Mr. Nugroho Indera Warman, ECE Programme Advisor, Plan International, Indonesia

**“Become a Great Parent: An Evidence Based Advocacy for Holistic Integrated ECCD in Indonesia”**

Mrs. Hanh Le Thi Bich, Education Manager, Plan International, Vietnam

**“Introduction to the Child Play and Reading groups - more learning opportunity for young children”**

Miss Huang Yaqin, Programme Team Lead, Plan International, China

**“From Seed to Plant—Child Health and Development Project in Yunnan”**

Dr. Ikhtiar Uddin Khandaker, Head of Health Programme, Plan International Bangladesh,

**“Ensuring bright future in first two years of life in rural Bangladesh”**

Ms. Oulayphone Dethkongxay, Education Specialist, Plan International, Laos,

**“Summer Pre-School in Remote Ethnic Communities in Lao PDR”**

Mr. Simha Baludu Boneti, Technical Lead - Education, World Vision India

**“Parents’ contribution for Reading Readiness-Key dimension in Early Childhood Education”**

Mr. Vaijayanti Kurukundi, Head, Resource & Research, Akshara Foundation

**“ECCE –Making a quality public sector pre-school a reality: Akshara’s experience”**

**CONFERENCE PROGRAMME***Accurate at time of printing***Asia-Pacific Regional ECD Conference**

Theme:

***The Transformative Power of ECD:  
The importance of holistic interventions***

Siem Reap, Cambodia

March 1-3, 2017

<b>Time/Location</b>	<b>Programme</b>
<b>DAY 0: FEBRUARY 28 (Tuesday)</b>	
<b>07:00am – 12:00pm</b> Angkor Era Hotel	<b>Pre-conference study visit</b>
	Site 1: <b>Leangdai Community Preschool</b>
	Site 2: <b>Taprok Community Preschool</b>
	Site 3: <b>Angkor State Preschool</b>
	Site 4: <b>Sotr Nikum State Preschool</b>
	Site 5: <b>Beng Community Preschool</b>
<b>9:00am – 8:00pm</b> Angkor Era Hotel Lobby	<b>Conference registration</b>
<b>DAY 1: MARCH 1 (Wednesday)</b>	
Angkor Era Hotel	<b>Emcees: Dr. Ros Soveacha and Ms. Seng Janine</b> <b>Plenary 1: Opening Ceremony and Welcome</b>
<b>08:00 – 08:25am</b>	<b>Arrival of national and international participants</b>
<b>08:25 – 08:40am</b>	<b>Arrival of national and international high-ranking guests</b>
<b>08:40 – 08:50am</b>	<b>Arrival of Samdech Akka Moha Sena Padei Techo HUN SEN, Prime Minister</b>
Grand Ballroom	<b>Opening Ceremony</b>
<b>09:00 – 09:05am</b>	<b>National anthem of the Kingdom of Cambodia</b>
<b>09:05 – 09:15am</b>	<b>Welcome Speech:</b> <b>Dr. Sheldon Shaeffer</b> Chair of ARNEC Board of Directors
<b>09:15 – 09:30am</b>	<b>Welcome Speech:</b> <b>Ms. Karin Hulshof</b> Regional Director UNICEF East Asia and Pacific Regional Office (EAPRO)
<b>09:30 – 10:15am</b>	<b>Opening Speech:</b> <b>Samdech Akka Moha Sena Padei Techo HUN SEN</b> Prime Minister of the Kingdom of Cambodia

<b>Time/Location</b>	<b>Programme</b>
<b>10:15 – 10:30am</b>	<b>Photo Session with the Prime Minister</b> (Prime Minister, MoEYS, ARNEC Board of Directors and Core Team, UNESCO, UNICEF and Heads of Country Delegations)
<b>10:30 – 10:45am</b> Presidential Suite, 4th Floor	<b>Press Conference (MoEYS, ARNEC and UNICEF)</b>
<b>10:15 – 10:45am</b>	<b>Coffee Break</b>
<b>10:45 – 11:00am</b>	<b>Short Remarks from the Ministers</b> <b>H.E. Muhammad Baligh-ur-Rehman</b> Minister of State, Ministry of Federal Education & Professional Training, Pakistan <b>Hon. Jean Pierre Nirua</b> Minister of Education and Training, Vanuatu
<b>11:00am – 12:00pm</b> Grand Ballroom	<b>Plenary 2: Keynote Address</b> <i>Laying the foundations for a healthy and prosperous society: Investing in early childhood development</i> <b>Professor Frank Oberklaid</b> Director of the Centre for Community Child Health at The Royal Children's Hospital – Melbourne Honorary Professor of Paediatrics, University of Melbourne
<b>12:00 – 01:30pm</b> Chenla I and II and Lobby Café	<b>Lunch Break</b> <b>Video Presentations</b>
<b>01:30 – 03:00pm</b> Grand Ballroom	<b>Plenary 3: Panel Discussion</b> <i>Early Moments Matter</i> <b>Introduction of the session:</b> <b>Dr. Mae Chu Chang</b> ARNEC Board of Director <b>Moderator:</b> <b>Dr. Chemba Raghavan</b> Regional Education Specialist, UNICEF EAPRO, Bangkok <b>Panel Speakers:</b> <b>Dr. Gaspar Fajth</b> Regional Advisor, Social Policy, UNICEF EAPRO <b>Dr. Douglas Noble</b> Deputy Representative, UNICEF China <b>Mr. Stephen Blight</b> Regional Advisor, Child Protection, UNICEF EAPRO <b>Ms. Christiane Rudert</b> Regional Advisor, Nutrition, UNICEF EAPRO <b>Ms. Urmila Sarkar</b> Regional Education Advisor, UNICEF ROSA <b>Ms. Maki Hayashikawa</b> Chief of Section for Inclusive Quality Education in UNESCO Bangkok, Thailand
<b>03:00 – 03:30pm</b>	<b>Coffee Break</b>

Time/Location	Programme
<p><b>03:30 – 05:30pm</b> Presidential Suite, 4th floor</p>	<p><b>High-level Meeting of Ministers/Heads of Delegations on SDG Target 4.2</b>  <b>Chair: H.E Dr. Hang Chuon Naron</b>  Minister of MoEYS, and Chair of NC-ECCD  <b>Co-chair: Ms. Karin Hulshof</b>  Regional Director, UNICEF East Asia and Pacific Regional Office (EAPRO)  <i>* This meeting is by invitation only</i></p>
<p><b>03:30 – 05:30pm</b></p> <p>VENUE 1 Grand Ballroom 1</p> <p>VENUE 2 Grand Ballroom 2</p> <p>VENUE 3 Annex 1 Meeting Room Ground Floor</p>	<p><b>Concurrent Paper Presentations</b></p> <hr/> <p><b>Session Title: <i>Holistic approach to ECD: Some programme practices in the Asia-Pacific Region</i></b>  <b>Moderator: Ms. Ameena Mohamed Didi</b> UNICEF-ROSA  <b>Rapporteur: Mr. Lee Jiao Hao</b> ARNEC Intern  <b>Presenters:</b>  <b>Ms. Merly Klass</b> Save the Children, Indonesia  <i>Taman Pawodda: The initiative strategies to implement ECCD Holistic and Integrative programme in West Sumba, Indonesia</i>  <b>Ms. Savitri Ray</b> CWDS-FORCES Network, India  <i>Care within ECD: Reflections from FORCES Network</i>  <b>Mr. Hugh Delaney</b> UNICEF Thailand  <i>Holistic Early Childhood Development Demonstration programme in Thailand</i>  <b>Mr. Oulath Saengouthay</b> ChildFund International, Laos  <i>Holistic Approach to Improved Early Childhood Development in Northern Laos</i></p> <hr/> <p><b>Session Title: <i>Providing ECD access to the most marginalized young children</i></b>  <b>Moderator: Ms. Monisha Diwan</b> ARNEC Steering Committee Member  <b>Rapporteur: Dr. Eunhye Park</b> ARNEC Steering Committee Member  <b>Presenters:</b>  <b>Mr. Sarang Out</b> Save the Children, Cambodia  <i>Challenges and opportunities for deprived children in flooded and floating communities to access ECCD services</i>  <b>Dr. Eva Chen</b> The Hong Kong University of Science and Technology , Hong Kong  <i>Closing the Gap: Supporting Ethnic Minority Children and Caregivers in Hong Kong</i>  <b>Ms. Nilda Delgado</b> MindHaven School, Inc., Philippines  <i>Demystifying the Diagnosis: An Inclusive School's Approach in improving the Socio-Emotional Skills of Children with Disabilities</i>  <b>Mr. Filip Lenaerts</b> VVOB Vietnam  <i>Addressing children's barriers to learning and participation through well-being and involvement in preschools in disadvantaged, ethnically diverse districts in Vietnam</i></p> <hr/> <p><b>Session Title: <i>Addressing health and child protection needs in ECD</i></b>  <b>Moderator: Dr. Chiam Heng Keng</b>  <b>Rapporteur: Ms. Marilyn Manuel</b> ARNEC Steering Committee Member  <b>Presenters:</b>  <b>Mr. Sopheak Noun</b> ChildFund International, Cambodia  <i>Community Based Child Protection Mechanisms Project</i>  <b>Ms. Jessica Chludia</b> Wahana Visi, Indonesia  <i>Pawis Hilir: the journey to becoming a child/ECD friendly village</i>  <b>Ms. Yasmeen Mehboob</b> Aga Khan Education Service, Pakistan  <i>Health Screening in early stages: An approach towards healthier in whole life</i>  <b>Ms. Sara Dang</b> Save the Children  <i>Adversity and early childhood in post-earthquake in Nepal: examining the relationship between cumulative adversity and children's holistic development</i></p>

Time/Location	Programme
VENUE 4 Executive Meeting Room 2nd floor	<p><b>Session Title: <i>Data analysis and policy support for effective ECD</i></b></p> <p><b>Moderator: Dr. Christine Chen</b> ARNEC Board of Director</p> <p><b>Rapporteur: Mr. Karma Gayleg</b> ARNEC Steering Committee Member</p> <p><b>Presenters:</b></p> <p><b>Ms. Amrita Goswami</b> USAID, India  <i>Early Childhood Care &amp; Education Policy – where are we? (Case of India)</i></p> <p><b>Dr. Romona Gananathan</b> (Atkinson Centre for Society and Child Development, OISE/University of Toronto, Canada)  <i>Evaluating Early Childhood Policy Frameworks</i></p> <p><b>Ms. Sophea Nhonh</b> UNICEF, Cambodia  <i>How are Cambodia’s Children Developing? The Evidence-based policy recommendations for Early Childhood Care and Development - An Analysis of Cambodia’s Data from EAP-ECD Scales by HKU</i></p> <p><b>Mr. Jan Berkes</b> DIW Berlin/World Bank, Germany  <i>Combining Supply and Demand-side Interventions: Evidence from a vast Early Childcare programme in Cambodia</i></p>
<b>18:30 – 20:30pm</b> Swimming Pool Area, Angkor Era Hotel	<p><b>Gala Dinner with cultural presentation hosted by the Ministry of Education, Youth and Sport, Cambodia</b></p> <p><i>*Participants are encouraged to wear their national costume</i></p>
<b>DAY 2: MARCH 2 (Thursday)</b>	
<b>Emcees: Dr. Ros Soveacha and Ms. Seng Janine</b>	
<b>09:00 – 09:10am</b> Grand Ballroom	<p><b>Day 2 Welcome/Short Remarks from the Ministers</b></p> <p><b>H.E. Meher Afroze</b>            Minister of State, Ministry of Women and Children Affairs, Bangladesh</p> <p><b>H.E. Kalwin Kephas</b>            Secretary of Department of Education, Federated States of Micronesia</p>
<b>09:10 – 09:15am</b>	<b>Daily Announcements</b>
<b>09:15 – 10:15am</b> Grand Ballroom	<p><b>Plenary 4: Sub-theme 1 Keynote Presentation</b></p> <p><b><i>How can early childhood policies help to achieve service equity and quality?</i></b></p> <p><b>Speaker:</b></p> <p><b>Dr. Emily Vargas-Baron</b>            Director, RISE Institute</p> <p><b>Q&amp;A</b></p>
<b>10:15 – 10:45am</b>	<b>Coffee Break</b> <b>Q&amp;A</b>
<b>10:45 – 11:45am</b> Grand Ballroom	<p><b>Plenary 5: Sub-theme 2 Keynote Presentation</b></p> <p><b><i>Structural Challenges to Ensuring Inclusion and Equity in Holistic ECD</i></b></p> <p><b>Speaker:</b></p> <p><b>Dr. Manzoor Ahmed</b>            Professor Emeritus at BRAC University in Dhaka and Chair of Bangladesh Early Childhood Development Network (BEN)</p> <p><b>Q&amp;A</b></p>

Time/Location	Programme
12:00 – 01:30pm Chenla I and II and Lobby Café	Lunch Break Video Presentations
01:30 – 03:00pm	Parallel Sessions
VENUE 1 Grand Ballroom 1	<p><b>Panel Discussion:</b> <i>Mother tongue-based multilingual education (MTB-MLE) in early years</i></p> <p><b>Moderator: Ms. Maki Hayashikawa</b> UNESCO Bangkok</p> <p><b>Rapporteur: Ms. Kyungah Bang</b> UNESCO</p> <p><b>Panel Speakers:</b></p> <p><b>Dr. Sheldon Shaeffer</b> ARNEC Chair of the Board of Directors</p> <p><b>Dr. Lava Deo Awasthi</b> Chief, Nepal Language Commission</p> <p><b>H.E. Prak Kosal</b> Director of Early Childhood Education Department, Ministry of Education, Youth and Sport; and Deputy General Secretary for the ECCD General Secretariat, ECCD National Committee, Cambodia</p> <p><b>Undersecretary Dina Ocampo</b> Office of the Undersecretary for Curriculum and Instruction Department of Education, Philippines</p>
VENUE 2 Grand Ballroom 2	<p><b>Session Title: <i>Policies and programmes addressing the holistic nature of ECD</i></b></p> <p><b>Moderator: Dr. Sukhdeep Gill</b> Associate Professor, Penn State University</p> <p><b>Rapporteur: Mr. Zhixin Du</b> ARNEC Steering Committee Member</p> <p><b>Presenters:</b></p> <p><b>Dr. Eunhye Park, Professor</b> Department of Early Childhood Education, Ewha Women's University, Seoul, Korea <i>Different Problems and Same Theme: Policies addressing holistic nature of ECD</i></p> <p><b>IECD in Viet Nam 2017-2021</b> <i>From Policy to Practice</i></p> <p><b>Prof. Muhammad Rafique Tahir</b> Joint Educational Advisor, Ministry of Federal Education and Professional Trainings, Pakistan <i>Holistic ECD in Pakistan</i></p>
VENUE 3 Annex 1 Meeting Room Ground Floor	<p><b>Session Title: <i>Orientation on the East Asia-Pacific Early Child Development Scales (EAP-ECDS)</i></b></p> <p><b>Introduction to the Scale: ARNEC or UNICEF EAPRO</b></p> <p><b>Presenters/Facilitators: Dr. Diana Lee and Dr. Yvonne Becher</b> The University of Hong Kong</p> <p><b>Rapporteur: Ms. Andrea See</b> ARNEC Secretariat</p>
VENUE 4 Executive Meeting Room 2nd floor	<p><b>Workshop on International Development and Early Learning Assessment (Save the Children)</b></p> <p><b>Moderator: Ms. Sara Dang</b> Save the Children</p> <p><b>Rapporteur: Mr. Karma Gayleg</b> ARNEC Steering Committee Member</p>
03:00 – 03:30pm	Coffee Break

Time/Location	Programme
<b>03:30 – 05:30pm</b>  VENUE 1 Grand Ballroom 1	<b>Parallel Sessions/Concurrent Paper Presentations</b>  <hr/> <b>Panel Discussion:</b> <b><i>Addressing equity and inclusion in ECD: Achievements and Challenges</i></b> <b>Moderator: Mr. Cliff Meyers</b> <b>Rapporteur: ARNEC</b> <b>Panel Speakers:</b> <b>H.E Lor Chhavanna</b> Deputy General Secretary for the ECCD General Secretariat, ECCD National Committee, Cambodia <b>Mr. Tibor Van Staveren</b> Regional Programme Manager, ChildFund International, Asia Region <b>Ms. Elaissa Mendoza</b> Educational Research and Innovation Office, SEAMEO Innotech <b>Dr. Melanie Swan</b> Global Advisor Early Childhood Development, Plan International <b>Mr. Sherab Phuntshok</b> Chief Programme Officer, ECCD&SEN Division, MoE Bhutan <b>Ms. Ufemia Bera Camaitoga</b> PRC4ECCE, Pacific Council
VENUE 2 Grand Ballroom 2	<hr/> <b>Session Title: <i>ECD Noteworthy Practices and Initiatives</i></b> <b>Moderator: Ms. Silke Friesendorf</b> ARNEC Secretariat <b>Rapporteur: Mr. Zhixin Du</b> ARNEC Steering Committee Member <b>Presenters:</b> <b>Ms. Evelyn D. Santiago</b> ARNEC <b>Ms. Kyungah Bang</b> UNESCO Bangkok <b><i>Effective Pedagogical Approaches in ECCE in the Asia-Pacific Region: A resource pack</i></b> <b>Ms. Evelyn D. Santiago</b> Executive Director, ARNEC <b><i>The Global Compact Initiative for Early Childhood Development (An initiative in partnership with New York Academy of Sciences)</i></b> <b>Ms. Sara Dang</b> Save the Children <b><i>IDELA Cross-country report</i></b>
VENUE 3 Annex 1 Meeting Room Ground Floor	<hr/> <b>Session Title: <i>Multi-sectoral collaboration for ECD</i></b> <b>Moderator: ARNEC</b> <b>Rapporteur: Ms. Andrea See</b> ARNEC Secretariat <b>Presenters:</b> <b>Ms. Maria Johanna Pia Ortiz-Luis</b> Cartwheel Foundation, Philippines <b><i>Building the Child's Resilience through Multi-Stakeholder Collaboration in Education and Health</i></b> <b>Ms. Manjula Sandamali Rajapaksha Pathirage</b> ChildFund International, Sri Lanka <b><i>Conducive Environment to Achieve Proper Growth and Development for Infants and Young Children- "Lead Mothers as Agent of Change"</i></b> <b>Mr. Sopheak Noun</b> ChildFund International, Cambodia <b><i>Community Led Child Nutrition Project</i></b>



Time/Location	Programme
VENUE 4 Executive Meeting Room 2nd floor	<p><b>Session Title: <i>Equitable access to ECD</i></b></p> <p><b>Moderator: Ms. Marilyn Manuel</b> ARNEC Steering Committee Member</p> <p><b>Rapporteur: Mr. Lee Jiao Hao</b> ARNEC Intern</p> <p><b>Presenters:</b></p> <p><b>Dr. Ben Richards</b> The University of Hong Kong  <i>Why should we focus on equitable access and participation? Evidence from the East Asia-Pacific Early Child Development Scales</i></p> <p><b>Dr. Tsendsuren Tume</b> Mongolian National University of Education  <i>Home-based early childhood education for the most disadvantaged children in peri-urban areas</i></p> <p><b>Ms. Romi Laskin</b> The Life Skills Development Foundation, Thailand  <i>Promoting Holistic Child Development in Remote Indigenous Communities on the Thailand-Myanmar Border: Collaborating with Community Stakeholders and Government Partners to Maximize Impact</i></p>
VENUE 5 Executive Meeting Room 4th floor	<p><b>Session Title: <i>Getting children ready for school</i></b></p> <p><b>Moderator: Dr. Mae Chu Chang</b> ARNEC Board of Director</p> <p><b>Rapporteur: Dr. Mugyeong Moon</b> ARNEC Steering Committee Member</p> <p><b>Presenters:</b></p> <p><b>Ms. Madhu Rajbhandari Munankami</b> Setogurans Child Development Service  <i>School Readiness of Children in Nepal: Issues, Efforts and Results</i></p> <p><b>Dr. Zeenat Janmohamed</b> George Brown College, Canada  <i>Integrating early education and care with primary education -Schools at the Centre: Lessons from Ontario's Full Day Kindergarten Programmes</i></p> <p><b>Ms. Patricia Young</b> Child to Child, United Kingdom  <i>Getting Ready for School: A Child to Child approach</i></p> <p><b>Dr. Arnaud Laillou</b> UNICEF, Cambodia  <i>Early Child Development in 6 districts of Cambodia – challenges for appropriate growth: 2016 data</i></p>
<b>Late afternoon</b>	<b>MoEYS Cambodia will arrange an Angkor Wat tour for Government Delegates</b>
<b>07:00 – 08:30pm</b> FCC Angkor	<b>Film Showing: “The Beginning of Life”</b>
<b>DAY 3: MARCH 3 (Friday)</b>	
<b>Emcees: Dr. Ros Soveacha and Ms. Seng Janine</b>	
<b>09:00 – 09:10am</b> Grand Ballroom	<p><b>Day 3 Welcome/Short Remarks from the Ministers</b></p> <p><b>H.E. Norbu Wangchuk</b>            Minister of Education, Bhutan</p> <p><b>H.E. Fauoa Manni</b>            Minister of Education, Youth and Sports, Tuvalu</p>
<b>09:10 – 09:20am</b> Grand Ballroom	<p><b>Sharing of highlights from the High-Level Meeting of Ministers</b></p> <p><b>H.E. Ahmed Shafeeu</b>            Ministry of State for Education, Maldives</p>

Time/Location	Programme
09:20 – 10:15am Grand Ballroom	<p><b>Plenary 6: Sub-theme 3 Keynote Presentation</b>  <b><i>Monitoring ECD Quality Outcomes: Need and Way Forward</i></b>  <b>Speaker:</b>  <b>Dr. Venita Kaul</b>            Executive Chairperson of the Advisory Committee of the Center for Early Childhood Education and Development, Ambedkar University Delhi</p> <p><b>Q&amp;A</b></p>
10:15 – 10:45am	<b>Coffee Break</b>
10:45am – 12:15pm	<b>Panel Discussion/Concurrent Paper Presentations</b>
VENUE 1 Grand Ballroom 1	<p><b>Panel Discussion:</b>  <b><i>Monitoring ECD Quality Outcomes: Country strategies and regional initiatives/tools</i></b>  <b>Moderator: Ms. Tina Hyder</b> Open Society Foundations  <b>Rapporteur: Ms. Andrea See</b> ARNEC Secretariat  <b>Speakers:</b>  <b>Mr. Simeth Beng</b> Senior Operations Officer, World Bank Office-Cambodia  <b>Ms. Marianne O’Grady</b> Technical Advisor International Programme Team, Save the Children  <b>Ms. Evelyn D. Santiago</b> Executive Director, ARNEC  <b>Speakers from 2 countries (TBD) – Tentative: Lao PDR and Malaysia</b></p>
VENUE 2 Annex 1 Meeting Room Ground Floor	<p><b>Session Title: <i>Improving learning outcomes for young children</i></b>  <b>Moderator: Dr. Mugyeong Moon</b> ARNEC Steering Committee Member  <b>Rapporteur: Mr. Zhixin Du</b> ARNEC Steering Committee Member  <b>Presenters:</b>  <b>Mr. Habibur Rahman</b> Senior Education Advisor, Save the Children, Bangladesh  <b>Ms. Roxana Khanom</b> Save the Children, Bangladesh  <b><i>Building the Human Capital of Tomorrow: An Impact Evaluation of the Early Childhood Stimulation Programme in Bangladesh</i></b>  <b>Ms. Rany Khoy</b> Save the Children, Cambodia  <b><i>First Read: The Transformative Power of Home-Based ECCD Interventions to Improve Learning Outcomes for Children</i></b>  <b>Ms. Soth Sakan</b> Plan International, Cambodia <b>and Dr. Emma Pearson</b> International Consultant  <b><i>Outcomes of an integrated approach to early childhood care and development in Siem Reap, Cambodia</i></b></p>
VENUE 3 Executive Meeting Room 2nd floor	<p><b>Session Title: <i>Looking at the impact of ECD in some countries</i></b>  <b>Moderator: Dr. Eunhye Park</b> ARNEC Steering Committee Member  <b>Rapporteur: Mr. Karma Gayleg</b> ARNEC Steering Committee Member  <b>Presenters:</b>  <b>Ms. Hosneara Khondker</b> Save the Children, Bangladesh  <b><i>Follow up impact study of 0-3 programming on parents and children in SCI Bangladesh</i></b>  <b>Mr. Abdul Wakil</b> Aga Khan Foundation, Afghanistan  <b><i>The impact of investing in ECD Afghanistan</i></b>  <b>Ms. Karma Dyenka</b> Save the Children, Bhutan  <b><i>National ECCD Centre Programme Impact Evaluation 2015</i></b></p>

Time/Location	Programme
VENUE 4 Executive Meeting Room 4th floor	<p><b>Session Title: <i>Inclusive and Innovative approaches to ECD</i></b></p> <p><b>Moderator: Ms. Sara Dang</b> ARNEC Steering Committee Member</p> <p><b>Rapporteur: Mr. Lee Jiao Hao</b> ARNEC Intern</p> <p><b>Presenters:</b></p> <p><b>Ms. Dharitri Patnaik</b> Bernard Van Leer Foundation, India</p> <p><b>Mr. Vishal Kumar Dev</b> Indian Administrative Service Commissioner cum Secretary, Women &amp; Child Development Department, Government of Odisha  <i>Language Matters &amp; So Does Many Other Factors-Scaling Up Mother Tongue Based Early Childhood Care &amp; Development</i></p> <p><b>Ms. Ding Zhen Xin</b> Preschool Market Pte. Ltd, Singapore  <i>Parent-Child Bonding through Meaningful Play Experience</i></p> <p><b>Mr. Sovann Yim</b> Save the Children, Cambodia  <i>Utilization of listening and dialogue groups to facilitate the delivery of health, growth and development messages for children in Kratie Province, Cambodia</i></p>
<b>12:15 – 01:45pm</b> Chenla I and II and Lobby Café	<b>Lunch Break</b>
<b>01:45 – 02:00pm</b>	<b>All goes back to Grand Ballroom for the closing ceremony</b>
<b>02:00 – 02:45pm</b> Grand Ballroom	<p><b>Plenary 7: Closing and Announcements</b></p> <p><b>ARNEC Announcement and Country Commitments</b></p> <p><b>Ms. Evelyn D. Santiago</b> ARNEC's Executive Director</p> <p><b>Closing Remarks and Word of Thanks</b></p> <p><b>H.E. Dhani Ram Paudel</b>  <b>(on behalf of all the Government Delegates from the Asia-Pacific Region)</b>            Minister, Ministry of Education, Nepal</p> <p><b>H.E Dr. Hang Chuon Naron</b> Minister of MoEYS, and Chair of NC-ECCD</p> <p><b>Dr. Mae Chu Chang</b> ARNEC's Board of Director</p>
<b>MAR 4</b>	<b>Participants are encouraged to have a tour of Angkor Wat</b>



## Samdech Akka Moha Sena Padei Techo HUN SEN Prime Minister of Kingdom of Cambodia

Born on August 5, 1952 (officially on April 4th, 1951) in Peam Koh Sna Commune, Stoeung Trang District of Kampong Cham Province, upon completion of his local primary schooling, in 1964 Hun Sen came to Phnom Penh to continue his secondary education in the Lycée Indra Devi. He resided in Neakavoan Pagoda. In 1970 Cambodia was plunged into war. Responding to the appeal of Prince Sihanouk to Cambodians to join the war against the imperialists, at the age of 18, Hun Sen joined the struggle movement, which liberated the country on April 17, 1975. One day before the victory, on April 16, 1975, Hun Sen was wounded in the left eye. Recovered from months of treatment, on January 5, 1976, he married Bun Rany. They have six children.

Hun Sen is bestowed the title of Samdech by His Majesty the King Samdech Preah Norodom Sihanouk on February 1, 1994 and the title of Samdech Akka Moha Sena Padei Techo by HM the King Norodom Sihamoni on October 12, 2007.

He received numerous degrees:

- A B.A. in Politics from the Cambodian Tertiary Education,
- A Ph.D. in Political Science from the National Political Academy in Hanoi (1991)
- A Ph. D. in Politics from the Southern California University for Professional Studies, USA (1995),
- A Ph.D. of Law from IOWA Wesleyan College, USA (1996)
- The Honorary Doctorate in Political Sciences from the Awarding Committee of Graduate School of Dankook University in South Korea (10 April 2001)
- The Honorary Doctorate Degree of Political Science (Honoris Causa) in the field of Foreign Relations from the University of Ramkhamhaeng, Thailand (15 November 2001)
- The Honorary Degree of Doctor of Philosophy in Political Science from the governors and the senate of the Irish – International University of the European Union (10 April 2004)
- The Honorary Doctorate Degree in Political Sciences from the University of Cambodia (9 July 2004)
- The Honorary Doctor of Philosophy in Political Science from the Soon Chun Hyang University, Seoul, South Korea (21 March 2006)
- The Honorary Degree of Doctor of Philosophy in Education for Locality Development from the Council of Bansomdejchaopraya Rajabhat University, Thailand (28 June 2006)
- The Honorable PhD Degree (the Degree of Doctor Honoris Causa) in Education from the Ministry of Education and – Training of Vietnam, and the Hanoi National University of Education (29 January 2007)
- The degree of doctor of Economics, Honoris Causa, from South Korea's the Graduate School Committee of the Woosuk University (7 January 2009)
- Honorary Doctoral Degree in Political Science from the Graduate School Committee of Korea University (3 June 2009)
- The Honorary Doctor Degree of Literature from the China's Guangxi University for Nationalities (15 October 2015)



(Source: *the Cabinet's Cambodia New Vision*, [cnv.org.kh](http://cnv.org.kh))

Translation of Excerpts by Samdech Akka Moha Sena Padei Techo HUN SEN on Early Childhood Care and Development

- From a book entitled *10 years of Cambodia's Journey 1979-1989, 2011*:  
Since the end of the Khmer Rouge regime in 1979, learning opportunities have been available for all kindergarten children. Kindergartens have contributed to building children's characters, attitudes, and prior knowledge for preparing them for primary school.
- From *Launching Ceremony of the National Policy and National Action Plan on Early Childhood Care and Development, 2014*:
  - o Fourth angle of the Rectangular Strategy focuses on Children's rights.
  - o Cambodia serves all children with unconditional compassion and love.
  - o Mothers are first teachers. Houses are first schools. Natural surroundings are playgrounds for children and family.
  - o Cambodia loves children and perceives them as future leaders and human capital.
  - o The first right is the right to live.
- From an inauguration speech of the SOS Hermann School, 2011:
  - o Cambodia's Win-Win policy enables the country to minimize the learning gap between city residents and rural residents.
  - o Samdech Hun Sen does not want to see children going through similar hard times as Samdech growing up.



## **HANG Chuon Naron**

### **Minister of Education, Youth and Sport and Chair of NC-ECCD, Cambodia**

Mr. HANG Chuon Naron is currently Minister of Education, Youth and Sport and the Permanent Vice-Chairman of the Supreme National Economic Council (SNEC), a Think Tank of the Royal Government of Cambodia. He holds Masters and Ph.D. degrees in International Economics from the Moscow State Institute of International Relations (1982-1991), an Advanced Diploma in Insurance from the Chartered Insurance Institute (CII), United Kingdom, and the Malaysian Insurance Institute (MII). Since 2008, he is an associate of the CII and the MII. In 2012, he received a Master's degree in international law (LLM) from the Royal University of Law and Economics and the University of Lyon 2, France, and was awarded a Diploma in the Law of the Sea by the Rhodes Academy of Oceans Law and Policy. He worked in various diplomatic missions and research institutions as a political and economic analyst. Since 1999, he held various positions at the Ministry of Economy and Finance, such as Research Coordinator of the Economic Advisory Team and First Deputy Director of Budget and Financial Affairs Department. Since 2000, he introduced the reform of school financing by channelling funds directly to school, leading to the establishment of school operating budget. Then he was appointed Deputy Secretary General in charge of Policies, including economic, fiscal and financial policies, ASEAN, financial industry, economic analysis as well as responsible for coordination with the IMF and the World Bank. He held the position of Permanent Secretary of the Ministry of Economy and Finance from 2004 to 2010. In 2010, he was appointed Deputy Minister of Economy and Finance. He served as member or chair of the Board of a number State-owned companies and research institutes, such as CDRI, the Learning Institute and Youth Star. He represented Cambodia at the ASEAN and ASEAN+3 Finance and Central Bank Deputies Meetings between 2000-2010. He represents Cambodia at the Meetings of G20 Finance Ministers and Central Bank Governors during Cambodian chairmanship of ASEAN in 2012. He also coordinated the policy dialogues between the Cambodian Ministry of Economy and Finance and the Asian Development Bank (ADB), the International Monetary Fund (IMF) and the World Bank. He is author of a number of government policy papers and socio-economic development strategy and books on Cambodian economy and public finance. His book, "Cambodian Economy: Charting the Course for a Bright Future", was published by the Institute of Southeast Asian Studies (ISEAS). Since September 2013, he was nominated Minister of Education, Youth and Sport and published in 2016 a book in Khmer entitled: "Education Reform in Cambodia: Towards a Knowledge-Based Society and Shared Prosperity."



## Master of Ceremonies (EMCEES)



### Dr. Ros Soveacha

Holding a doctorate in adult and higher education and a master's degree in literacy education, Dr. Ros Soveacha serves the Ministry of Education, Youth and Sport (MoEYS) of the Kingdom of Cambodia as a deputy director-general for policy and planning. Before joining the ministry, he provides consulting services to support reform efforts of the MoEYS and Ministry of Labor and Vocational Training. Prior to the services, he is the program coordinator of the UNESCO's Capacity Development for Education for All in Phnom Penh. Prior to this coordinating role, he advises the International Atomic Energy Agency's (IAEA) Division of Human Health by integrating sound education and training principles into the division's implementation strategies in order to enhance quality of the work of nuclear medicine physicians within the IAEA's Member States. Overall, he has been serving the education and training arenas worldwide for the past 16 consecutive years. He has advised professional and academic institutions and has implemented education and training programs in countries such as America, Austria, Cambodia, Japan, Morocco, Romania, Singapore, and Vietnam. He is married. He is a father of two sons, aged eight and three.



### Ms. Janine Seng

Ms. SENG Janine has been appointed as Bureau Chief of Francophonie of the Ministry of Education, Youth, and Sport (MoEYS) of the Kingdom of Cambodia since November 2015. She is responsible of all cooperation between the MoEYS and French NGOs and Schools. She plays a vital role in promoting French language in the education sector, especially among youth in Cambodia. Prior to her current position, she used to be Special Project Assistant Manager at IDP Education and a lecturer at National Institute of Education and Royal University of Phnom Penh. She also spent two years and a half as Teacher Assistant taking care of young children, aged between two and five years old at École Publique du Nord, Edmonton, Canada.

Regarding her academic achievements, she holds two Master's Degrees in Public International Law and in Education. After two years of intensive courses at Royal School of Administration, she successfully graduated with a diploma of High Ranking Civil Servant in 2013. Moreover, she has been trained on teaching French as second language, leadership, public institution spokesperson skills, and teaching for secondary school.

## Opening Ceremony



### **Dr. Sheldon Shaeffer** **Chair of ARNEC Board of Directors**

Dr. Sheldon Shaeffer joined ARNEC as a Member of the Board of Directors in January 2014. Dr Shaeffer was Director of UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok for over seven years, retiring at the end of 2008. A citizen of Canada, he was educated in history (B.A.), anthropology (M.A.), and comparative international education (Ph.D.) at Stanford University. He has taught, done research, and worked in development programmes in Southeast Asia for over 25 years – as a high school teacher in Malaysia, as an anthropologist and an education programme officer for the Ford Foundation in Indonesia, and as the regional education advisor for UNICEF in Bangkok. He was also for 10 years the Director of Education and Population Programmes for the International Development Research Centre in Canada and later was a senior research fellow at the International Institute for Educational Planning (UNESCO) in Paris. Before moving back to Bangkok with UNESCO, he was head of UNICEF's global education programme in New York for three years. His current interests, reflected in numerous consultancies for a range of development agencies, include early childhood development, language policy in education and the use of mother tongue, teacher management and development, inclusive education (both in regard to disabilities and more broadly defined), child-friendly education, school-based management, and HIV and AIDS and education.



### **Ms. Karin Hulshof** **Regional Director, UNICEF East Asia and Pacific Regional Office (EAPRO)**

Ms. Karin Hulshof is the UNICEF Regional Director for East Asia and the Pacific, based in Bangkok, Thailand. She is responsible for oversight, ensuring overall policy and programme coherence and advocacy for UNICEF across the region. UNICEF has 14 country offices in the East Asia and the Pacific region: Cambodia, China, DPR Korea, Indonesia, Lao PDR, Malaysia, Mongolia, Myanmar, Thailand, Timor-Leste, Viet Nam, Pacific Islands (based in Fiji), Papua New Guinea and the Philippines. Ms. Hulshof has worked for UNICEF for almost 30 years. Prior to taking up her current position, she was UNICEF's Regional Director in South Asia. She has served as UNICEF Representative to India, as the Director of UNICEF's Public-sector Alliances and Resource Mobilization Office at UNICEF Headquarters in New York, and as Chief of Staff to the Executive Director in New York. She has also held field positions in Romania, Moldova, Belgium, Brazil, Guatemala and Costa Rica. Prior to her work with UNICEF, she worked at the Council of Youth Affairs and Institute of Criminology in the Netherlands. Ms. Hulshof graduated from the University of Groningen in the Netherlands with a Master's degree in Social Science and specializations in Economics, Spanish, Cultural Anthropology and Education. She is an Honorary Fellow of the Senate of the University of Bucharest, Romania. Ms. Hulshof was appointed Regional Director for UNICEF in East Asia and the Pacific (EAPRO) effective 1 June 2016.



## Keynote Speakers

### Keynote Address

#### ***Laying the foundations for a healthy and prosperous society: Investing in early childhood development***

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#### **Professor Frank Oberklaid**

#### **Foundation Director of the Centre for Community Child Health at The Royal Children's Hospital – Melbourne, Australia**

Professor Frank Oberklaid, OAM, MD, FRACP, DCH, is the Foundation Director of the Centre for Community Child Health at The Royal Children's Hospital – Melbourne, Co-Group Leader of Child Health Policy, Equity and Translation at the Murdoch Children's Research Institute and an Honorary Professor of Paediatrics at the University of Melbourne. Professor Oberklaid is an internationally recognised researcher, author, lecturer and consultant, and has written two books and over 200 scientific publications on various aspects of paediatrics. For many years he was Editor-in-Chief of the Journal of Paediatrics and Child Health; and remains on the editorial boards of a number of international journals. He is especially interested in prevention and early intervention, and the use

of research findings to inform public policy and service delivery. His clinical and research training is in child development and behaviour, and his work as a specialist paediatrician is with children who have developmental and behavioural problems.

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#### **Abstract**

Science tells us that the foundations of health and wellbeing are established in the early years, well before a child starts school. The early environments experienced by young children are powerful determinants of cognitive and social-emotional development that impact on outcomes right throughout the life course. Many problematic conditions later in life – physical stunting, mental health problems, criminality, obesity, diabetes, heart disease, poor literacy, chronic unemployment– have their origins in pathways that begin in the early years. Investing in the early years to promote and enhance early child development in all children, and intervening early with children and families exhibiting early signs of dysfunction, can thus improve outcomes in multiple domains, and represents a sound economic investment. Early child development (ECD) is specifically mentioned in Target 4.2 of the Sustainable Development Goals but is also highly relevant to achieving all of the 17 goals. These research findings about the early years challenge governments, agencies and professionals to develop holistic ECD policies that facilitate high quality early years' environments - safeguarding all children, ensuring nurturing and stimulating caretaking and quality early education, and addressing issues of equity and inclusion. The implications of this research extend beyond the early years to all of society. This presentation will review and summarise the science and discuss its implications.

## Keynote Speakers

### Subtheme 1 Keynote Presentation

#### *How can early childhood policies help to achieve service equity and quality?*

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**Dr. Emily Vargas- Barón**  
**Director, RISE Institute**

Dr. Emily Vargas-Barón directs the RISE Institute and consults internationally in the fields of education, early childhood development and early childhood intervention, focusing on national policy planning, analysis and research. From 1994 to 2001, she was Deputy Assistant Administrator of the U.S. Agency for International Development where she directed the Centre for Human Capacity Development, dedicated to international education development, training and telecommunications. Previously, she founded and directed a research and development institute for early childhood development in Austin Texas; was the Education Advisor for The Ford Foundation's Bogotá Office; and served as a Programme Specialist in Education for UNESCO. She holds a Ph.D. in Anthropology from Stanford University with a secondary focus on educational planning. She is the author of many publications and has worked in countries of all world regions.

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#### **Abstract**

This presentation will discuss ways to achieve service equity and quality through developing early childhood policy instruments. It will include references to policies, strategic plans, action plans and laws for early childhood development, early childhood education and early childhood intervention. Leading issues regarding programme equity and quality will be addressed. Research results on policy impacts in five nations will be discussed, along with examples of participatory policy planning from Southeast Asia and other world regions. It will be noted that national early childhood policies have varying contents because they reflect differing national resource strengths and needs as well as different evidenced-based options from other nations and world regions. It will be emphasized that early childhood policies must also address accountability, organisational frameworks, advocacy, sustainability, financing and issues of scale in order to overcome disparities in equity and quality. Finally, conference participants will be invited to assess the current status of their nations' early childhood policy instruments and consider possible next steps for policy planning.

## Keynote Speakers

### Subtheme 2 Keynote Presentation

#### ***Structural Challenges to Ensuring Inclusion and Equity in Holistic ECD***

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#### **Dr. Manzoor Ahmed**

**Professor Emeritus, BRAC University,  
Chair of Bangladesh ECD Network (BEN)**

Dr. Manzoor Ahmed is Professor Emeritus at BRAC University, Chair of Bangladesh ECD Network (BEN), Vice Chair of Campaign for Popular Education (CAMPE), and Chair of the Board of Management of the Institute of Child and Human Development (ICHHD). He was the founding director of the Institute of Educational Development at BRAC University and served in senior positions in UNICEF over two decades as the Senior Education Adviser, Associate Director of the Programme Division and Country Director in China, Ethiopia and Japan. He began his professional career as faculty member of the Institute of Education and Research, Dhaka University; later served briefly as Head of the Education Reforms Unit of the Pakistan Ministry of Education; and

as Associate Director of Research at the International Council for Educational Development in Connecticut, USA. Dr. Ahmed had his higher education at American University of Beirut, IER of Dhaka University, University of Northern Colorado and Woodrow Wilson School at Princeton University. His research and academic interests include educational policy and planning, early childhood development, non-formal and lifelong learning, skill development and education for rural and national transition. He has written extensively on these topics.

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#### **Abstract**

Young children's growth and development are subjected to two kinds of structural imitations – social and institutional. The prevailing socio-economic inequities prevent children and families in various situation of disadvantage from taking full advantage of services for children that exist. At the same time, young children's developmental needs fall between stools in the prevailing organisational patterns of public services. Policy and strategy discourse reflects increasing recognition of the challenges, but concrete and effective action with results fall short. There may be lessons from past efforts in the 1990s under the banner of Child Survival and Development Revolution (CSDR) promoted by UNICEF and WHO that could be revisited profitably.

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### Sub-theme 3 Keynote Presentation

#### ***Monitoring ECD Quality Outcomes: Need and Way Forward***

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#### **Dr. Venita Kaul**

**Executive Chairperson of the Advisory Committee of the Centre for Early Childhood Education and Development, Ambedkar University Delhi, India**

Dr. Venita Kaul is currently Executive Chairperson of the Advisory Committee of the Centre for Early Childhood Education and Development, Ambedkar University Delhi. Prior to this assignment, she was Professor and Director of School of Education Studies and Founder Director of the Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi till December 2016. Prof Kaul's past assignments also include positions of Senior Education Specialist in The World Bank and Professor and Head of Department of Preschool and Elementary Education at National Council of Educational Research and Training, New Delhi. She has led several Education projects within and outside India and been on several National and International

Committees. Prof Kaul has a PhD from Indian Institute of Technology, Delhi in Psychology and has several national and international publications in Education and Child Development to her credit.

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#### **Abstract**

My presentation will begin with an emphasis on the significance of the ECD Target 4.2 in the context of Goal 4 of the SDGs, based on international and multidisciplinary research evidence. I will then go on to discuss the wide scope of Indicator 4.2, as it has been articulated, and the need to address priorities for each of the sub stages of the early learning and developmental continuum. The presentation will conclude with the need and way forward for setting up systems for process and outcome monitoring and evaluation at both national and international levels, based on international experience, including initiatives in India.

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**“Early Moments Matter”**

**Dr. Mae Chu Chang**  
**Member, ARNEC Board of Directors**

Dr. Mae Chu Chang joined ARNEC as a Member of the Board of Directors in January 2014. She is an advisor to the International Council for Women on Women and Employment. She oversees a renewable energy vocational training project in Indonesia funded by the U.S. Millennium Challenge Cooperation. Prior to her retirement from her 30-year career at the World Bank, she was the head of the Human Development Sector in Indonesia and Lead Education Specialist of the World Bank. She led a comprehensive program of support for Indonesian education from early childhood to higher education amounting to about US\$1.5 billion. Prior to her posting in Indonesia, she was the Lead General Educator for Middle East and North Africa (MENA) Region. In Egypt and Jordan, she led a sectoral policy dialogue which resulted in a comprehensive development framework for the education and training sector from the early childhood to the tertiary education stage. Prior to joining the MENA region, she served in South Asia and East Asia and won a Human Development Award for Excellence for her work on girl's education in Pakistan. Prior to joining the World Bank in 1983, Dr. Chang held various positions in the U.S. Department of Education including: Coordinator of International Affairs, and Team Leader for bilingual education. She also undertook various advisory and consulting assignments to Boston school districts, OECD and United States Information Agency. Dr. Chang holds a Doctoral Degree in Education and M.A. in Psycholinguistics from Boston University, U.S.A. She graduated with a B.A. from Melbourne University, Australia.



**Moderated by Dr. Chemba Raghavan**  
**Education Specialist, UNICEF East Asia Pacific Regional Office (EAPRO)**

Dr. Chemba Raghavan works at the UNICEF East Asia Pacific Regional Office as an Education Specialist. She serves as the Regional Focal Point for the United Nations Girls' Education Initiative (UNGEI) as well as for Early Childhood Development (ECD). As the Focal Point, Chemba provides leadership and coordination of knowledge generation and management, evidence-based advocacy, and technical support for initiating and sustaining national partnerships to promote ECD and advance gender equality. Prior to her current role in UNICEF, she had several years of experience in teaching and research (in the fields of Gender and Child Development) in the United States. Chemba obtained her Ph.D. in Human Development and Family Studies from the Pennsylvania State University in 1993.



**Dr. Gaspar Fajth**  
**Regional Adviser, Social Policy and Economic Analysis,**  
**UNICEF's East Asia and Pacific Regional Office (EAPRO)**

Dr. Gaspar Fajth is Regional Adviser, Social Policy and Economic Analysis, at UNICEF's East Asia and Pacific Regional Office in Bangkok. Previously he worked with UNICEF at the Eastern and Southern Africa Regional Office in Nairobi, at Headquarters in New York as well as at the Innocenti Research Centre in Florence. Prior to joining UNICEF he was Head of Department at the Hungarian Central Statistical Office in Budapest. Mr. Fajth, an economist by training, has been focusing on links between economic and social progress: how public policies can improve social conditions for children and vulnerable populations while enhancing stability and growth. He joined UNICEF's regional office in Bangkok in March 2014 to promote social protection and resilience for all children East Asia and Pacific through enhanced national planning, resourcing, implementation, monitoring and reporting of social programmes. He took a personal role in promoting social protection also in fragile and emergency contexts: by advising, among others, international efforts to establish an emergency safety net programme for famine hit Somalia in 2011 and designing UNICEF's strategy on emergency cash transfers following a devastating earthquake in Nepal in 2015. Mr Fajth is an author and co-author of several books and publications on child poverty, social protection and human development in developing and OECD countries. He wrote the poverty chapter of UNICEF's 2005 State of the World Children; edited and co-authored nine major regional reports on public policies and social conditions in Central and Eastern European countries and the Commonwealth of Independent States; conceptualized and led UNICEF's Global Study on Child Poverty and Disparities in over 40 countries in Latin America, Europe, Africa, Asia and Pacific.

**“Early Moments Matter”**

**Mr. Stephen Blight**  
**Child Protection Advisor,**  
**UNICEF East Asia and Pacific Regional Office (EAPRO)**

Mr. Stephen Blight is currently Child Protection Advisor for UNICEF's East Asia and Pacific Regional Office. In this role, he provides quality assurance and oversight of UNICEF's child protection programmes in thirteen country offices in the region. There is a specific focus in his work on building national child protection systems to prevent and respond to violence against children, to improve access to justice, to strengthen birth registration, and to address child protection in humanitarian and cross-border settings. In preparation for this role, Stephen had led UNICEF's child protection work from 2006 to 2014 in three major country programmes: Sudan, South Africa and the Democratic Republic of Congo. Prior to his work with UNICEF, Stephen served as Country Director and Deputy Country Director for Save the Children in the Democratic Republic of Congo and Ethiopia; Programme Representative for Oxfam GB in Algeria; and Country Representative for CARE International in Zaire and Burundi. Stephen is also an accomplished socio economist with professional specialization in rural development, including research and practice in community agriculture, fisheries and livestock development in Guinea, Kenya and Thailand. Stephen began his professional career as an evaluation specialist with the Canadian International Development Agency. Stephen has obtained a Bachelor's of Environmental Studies Degree from the University of Waterloo; and a Master's Degree in Human Geography from Carleton University.



**Ms. Christiane Rudert**  
**Regional Nutrition Advisor,**  
**UNICEF East Asia-Pacific Regional Office (EAPRO)**

Ms. Christiane Rudert is currently Regional Nutrition Advisor, UNICEF East Asia-Pacific Regional Office, providing technical and strategic support on nutrition to 14 country offices. With over 22 years of professional experience in international public health and nutrition, Christiane joined UNICEF in 1997 and has worked in Namibia, Zambia, Ethiopia, Mozambique and UNICEF HQ in New York. A signature achievement in that HQ role was the development of a package for community based infant and young child feeding counselling and communication, which incorporated early childhood development, and has been rolled out to some 65 countries. Her experience on nutrition encompasses support for design, implementation and monitoring of infant and young child feeding, management of acute malnutrition and micronutrient programmes, maternal and adolescent nutrition, and emergency nutrition, as well as supporting development of overall national multi-sectoral nutrition governance, policies, strategies, plans and partnerships. Her experience also includes child health, paediatric AIDS and emergency health. In her current role, she has led the development of a toolkit for bi-directional integration of nutrition and early childhood development interventions and actions. Christiane holds an MSc degree in Health Policy, Planning and Financing from the London School of Hygiene and Tropical Medicine/London School of Economics and a BA in Social Anthropology from SOAS.



## ***“Early Moments Matter”***

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### **Ms. Urmila Sarkar**

#### **Regional Education Advisor, UNICEF Regional Office South Asia (ROSA)**

Ms. Urmila (Uma) Sarkar has over 20 years of experience with the UN, academia and grassroots civil society dedicated to advancing the rights of children and youth around the world particularly from the most deprived and marginalized communities. She is the Regional Education Advisor for the UNICEF Regional Office for South Asia (ROSA) and leads the organisation’s work with governments and civil society to achieve quality education from early childhood through adolescence. Before that, she was the Education Chief for UNICEF India which is among the largest programmes globally for the organisation. Before joining UNICEF, Uma began her UN career with the ILO at its headquarters in 2000 and managed their global programme on child labour and education from Geneva. She then transferred to ILO Regional Office for Asia and

the Pacific in Bangkok, in 2004 to develop and manage their largest programme portfolio, combating child labour and creating education, training and employment opportunities for young women and men. She has authored several publications and tools in the field. Before the ILO, she worked in South Asia and Africa with grass-roots civil society and was part of founding the Global March Against Child Labour which also led to the formation of the Global Campaign for Education. As a graduate student in Boston, she designed and taught one of the first university level courses offered on child labour and education. Her graduate degree is from The Fletcher School of Law and Diplomacy (Tufts-Harvard) and she completed her undergraduate degree in High Distinction with the University of Toronto and has had a South Asian focus throughout her academic career. She is a Canadian of Bengali origin.



### **Ms. Maki Hayashikawa**

#### **Chief of Section for Inclusive Quality Education, UNESCO Regional Office for the Asia-Pacific**

Ms. Maki Hayashikawa is the Chief of Section for Inclusive Quality Education in UNESCO Regional Office for the Asia-Pacific, in Bangkok Thailand since April 2016. She is responsible for overseeing UNESCO’s regional programme in the Asia-Pacific in the fields of education policy and planning and quality and inclusion in education, from early childhood to secondary education. Ms. Hayashikawa is also the Regional Coordinator for the SDG4-Education 2030 and the Gender Focal Point. Prior to her current position in Bangkok, Ms. Hayashikawa was based in UNESCO’s Education Sector in Headquarters in Paris, France, where she served as the Chief for three sections during 2011-2016, looking after UNESCO’s global programme on early childhood care

and education (ECCE), inclusive education, gender and education, and teacher education and development. Ms. Hayashikawa has more than 20 years of development work experience in these areas, of which 15 years working in the Asia-Pacific region with UNESCO, UNICEF and Japan International Cooperation Agency (JICA). During her first posting with the UNESCO Bangkok office during 2005-2010, Ms. Hayashikawa initiated jointly with UNICEF East-Asia Pacific Regional Office, the regional policy review project on ECCE in 2006, which eventually led to the creation of the Asia-Pacific Regional Network for Early Childhood (ARNEC) in 2008. Ms. Hayashikawa served on the ARNEC Steering Committee from 2008-2010 on behalf UNESCO, and the on behalf of UNICEF EAPRO in 2011, and was nominated to serve on the ARNEC Advisory Board during 2010-2011. Ms. Hayashikawa holds a BSc in International Relations from the London School of Economics, an MA in Education Planning from the Institute of Education, University of London, and an M.Ed. in Early Childhood Education from South Australia University.

**Session Title:*****Holistic approach to ECD: Some programme practices in the Asia-Pacific Region******Taman Pawodda: The initiative strategies to implement Holistic and Integrative Early Childhood Development programme in West Sumba, Indonesia*****Ms. Merly Klass****Early Childhood Care and Development Specialist,  
Sponsorship Programme, Save the Children, Indonesia**

Ms. Merly Aclin Nuasizta Klaas is an Early Childhood Care and Development Specialist for Sponsorship Programme Save the Children Indonesia. Her main responsibility is to ensure that children in Sumba Island have access to quality early childhood care and development. Prior to her current job, she worked as a lecturer in Early Childhood Department, Teacher Education in University of Nusa Cendana. She holds a Master's Degree in Curriculum and Instruction from University of Wisconsin-Madison with thesis titled The Discourse Analysis of the National Early Childhood Language and Literacy Curriculum in Indonesia. Developing curriculum for Indigenous people in Indonesia is one of her research interests. Currently, she also serves as the head of Education Division of the Alumnae Association of American-Indonesian Scholarship Awardees (ALPHA-I).

**Abstract**

The Presidential Decree No. 60 (2013) of the government of Indonesia declared that the ECCD-HI National Programme would fulfil basic needs of children including health and nutrition, quality education, parenting, and child protection through the integration of services provided by parents, family, community, and the government. However, there is huge gap between the national programme and its realization at the village level. Three years after the declaration, the implementation of Holistic and Integrative Early Childhood Development (HI ECD) still faces many struggles especially in the remote and marginalized areas like Sumba Island. Problems such as limited access to basic needs services, the low quality of each service, and lack of cross-sectoral coordination among the stakeholders are some of the causes. This paper aims to describe the strategies conducted by Save the Children Indonesia (SCI) to implement and contextualize HI ECD in West Sumba district. Since July 2016, six HI ECD centres located in six villages in five sub-districts in West Sumba have been initiated. These centres have received intensive assistance through several initiative strategies including the establishment of Pawodda team which consists of key stakeholders and key actors both at the district and village level, the involvement of legislative board, the advocating of district and village regulation, the regular coaching and mentoring of ECCD tutors and posyandu cadres, and the issuance of standard operational procedures for each service and the integrative service system. Furthermore, to enhance the quality of each services, SCI also provides assistance to improve the early childhood educational services, trains the ECCD tutors and parenting cadres in village level, promotes birth certificate registration, and improves health and nutrition service for children ages 0-6 and their parents or other care givers through community based health posts for mother and child in these six HI ECD centres.



**Session Title:*****Holistic approach to ECD: Some programme practices in the Asia-Pacific Region******Care within ECD: Reflections from FORCES Network*****Ms. Savitry Ray****Assistant Professor at Centre for Women's Development Studies (CWDS), India**

Ms. Savitri Ray is a Fellow at Centre for Women's Development Studies (CWDS), New Delhi. She has more than thirty years of experience in the area of Gender and Development. She is mainly into research, action research including impact monitoring/evaluation in relation to status of women and children. She has also worked with Government of Haryana and also evaluated a Watershed programme in the state of Uttarakhand.

Since 2008, Ms. Ray is the National Coordinator of a child rights network- Forum for Creche and Child Care Services (FORCES Network) which is a national level advocacy network for Children under Six. CWDS is the Convenor organization of this voluntary network.

**Abstract**

The issue of child care has acquired an importance and visibility world-wide, especially with global advocacy around nations meeting their Millennium Development Goals. The growing acceptance of childcare as being an essential component of developmental discourse can be traced to a large number of women entering the paid work force as also, the increased political visibility of women due to the strength of the women's movement. As opposed to the developed nations where woman's participation in formal, paid workforce has been achieved (FORCES, 2009), the participation of women in the developing countries has been marked in the informal economies, characterized by various kinds of casual employment to make ends meet along with the gruelling hours of unpaid household work and domestic work with very little access to any form of social security. These factors draw women away from the responsibility of childcare- traditionally designated as the primary caregiver- and the needs of care giving. India is one such country where the informal sector has emerged as the biggest employer (Swaminathan, 1985). The National Commission for Enterprises in the Unorganized Sector (NCEUS, 2009) has also mentioned that an estimated 92-93 percent of the workforce would be employed in the informal sector by the year 2017 where a known fact is that the majority consists of women workers. This high participation of women in the informal sector places them outside the ambit of existing labour laws, adding to their vulnerability. Even when they are protected under labour laws, its implementation leaves much to be desired. This means that majority of women workers are denied any maternity benefits or childcare facilities. The absence of such facilities, especially in the informal sector, has been identified to be a major cause of child malnutrition in India.

**Session Title:*****Holistic approach to ECD: Some programme practices in the Asia-Pacific Region******Holistic Early Childhood Development Demonstration programme in Thailand***

**Mr. Hugh Delaney**  
**Chief of Education, UNICEF Thailand**

Mr. Hugh Delaney was born and educated in Dublin, Ireland. He studied for a degree in English Literature and History at University College Dublin, Ireland and for a Master's Degree in Political Administration at the College of Europe Bruges, Belgium. He taught English for several years before his career in UNICEF, which has seen him work in the field of education in several countries including Pakistan, Uganda, Nepal, Rwanda and since June 2015 in Thailand. He is currently in charge of the Education and Early Childhood Development Programme with UNICEF Thailand, which includes overseeing advocacy with policy makers on strengthening integrated and inclusive ECD services and a partnership with several government agencies to develop and scale up holistic ECD and parenting programmes in Thailand.

**Abstract**

The vision of the draft National Strategic Plan (Thailand) for Early Childhood Development (ECD) 2017- 2021 is driven by a long-term vision for the country and subscribes to the universal vision of 20-year National Strategy. It is a framework for national development to ensure that actions among the public, private, and people's sectors at different timeframes are aligned to provide all children in Thailand equity access to essential services, appropriate caring and quality social services for the development to their full potential. Since 2014, UNICEF Thailand engaged with government partners for developing the quality ECD Demonstration Programme to become models of the quality Early Learning services. UNICEF convened the engagement with key government partners and network of ECD experts to build "ECD Demonstration centres" in 13 provinces over the country. UNICEF Thailand continues to convene government partners including local authorities to scale up the coverage of the ECD Demonstration centres to the other ECD centres in the catchment areas. The ECD Demonstration centre is planned to expand its network to benefit at least the total of 659 ECD centres by 2021. The specific coverages the geographical and beneficiary focus of increase utilisation of public ECD services by the poorest and most disadvantage with key interventions to:

- Strengthen quality ECCE through capacity building of ECD professions to become Lead Trainers on Behavioural competencies, and gain additional knowledge on effective use of instructional and early learning materials, tools, and conduct teaching based on the national Early Learning and Development Standards (ELDS).
- Improve children well-being by engaging parents and families on Parenting Programme and provide counselling and education to families on positive parenting for children's age appropriate development.
- Improve the centres' well-being standards and services, including health, nutrition, and other enabling environment to ensure quality delivery of child-friendly ECD centres and prepare early children's holistic development for transition to primary education at scale.
- Increase awareness/ convince Policy-makers and government officials to target and focus on investment in the development of early childhood care and development.

**Session Title:*****Holistic approach to ECD: Some programme practices in the Asia-Pacific Region******Holistic Approach to Improved Early Childhood Development in Northern Laos*****Mr. Oulath Saengouthay****Education Advisor, ChildFund International, Laos**

Mr. Oulath Saeng Outhay is a development practitioner by education and profession. He gained his Bachelor of Art in Development Economics from National University of Laos, and Master of Development Studies from Victoria University of Wellington in New Zealand. He has conducted extensive research in education policy in Laos, particularly pre-and primary education policy. His research interest also rests upon ethnic children and refugee-background youth. Oulath was a college lecturer before shifting his career to development professional when started working with World Food Programme as a Team Leader for School Feeding Programme in Southern Laos before moving to Save the Children Norway as School of Quality Programme Manager, and Save the Children International as Head of Education Programme. He is now Education Advisor for ChildFund Laos.

**Abstract**

Children's access to quality early childhood development is a major development challenge in Laos. Most young children throughout Laos, especially in the Northern part which is home to poor ethnic minorities, does not have an access to quality care and are not ready for learning. Although the Lao government's Education Sector Development Framework highlights the importance of early childhood education (ECE), the expansion of this programme has been relatively limited, especially in rural areas, due to a lack of public funding, inadequate interest of Development Partners, and limited awareness of early childhood development. The total national education budget invested in ECE is only 3.1% and as a result the capacity of the Ministry of Education and Sports (MOs) to deliver ECE programmes is confined to urban areas. As a result, only 24.5% of children aged between 3-5 years old are enrolled in ECE across the country. This paper discusses the holistic interventions introduced by ChildFund Laos (CFL) together with local communities and relevant stakeholders to improve Early Childhood Care and Development (ECCD) in Northern Laos, including initiatives of Enhancing Quality Access to Early Childhood Care and Development in Nonghet District, Xiengkhuang Province; Community-based Construction Approaches to Improve Access to Early Childhood Education in Nonghet District, Xiengkhuang Province; Ready for School - Improving Early Childhood Education in Huameuang District, Huaphanh Province; and the 'Basic Education Quality and Access in Lao PDR' (BEQUAL) programme, which CFL is a partner in a consortium of INGOs. Such holistic approaches are interwoven from interconnections and interaction between previous and existing projects from which CFL has learned and experienced for several years.

**Session Title:*****Providing ECD access to the most marginalised young children******Challenges and opportunities for deprived children in flooded and floating communities to access ECCD services*****Mr. Sarang Out****Education Programme Manager, Save the Children, Cambodia**

Mr. Sarang Out, Education Programme Manager of Save the Children in Cambodia. As a holder of Master of Education, Sarang has strong educational background in education. He has been working in the field of education for over 15 years. He started working for Save the Children in Cambodia in 2013, in charge of both sub-themes: Basic Education and Early Childhood Care and Development. He has extensive experience in education, educational leadership and management, both formal and non-formal education from pre-primary to secondary levels, in health and nutrition, in livelihood, and in micro-finance for disadvantaged communities.

**Abstract**

Currently, 80.21% of three-year-old children, 71.71% of four-year-old children, and 35.93% of five-year-old children across Cambodia do not have access to Early Childhood Education (ECE) (ECE Department (2016)). If unaddressed, this can have far-reaching consequences: children who lack access to ECE services, particularly those from disadvantaged backgrounds, are vulnerable to poor health and nutrition, lower school readiness, leading to lower student achievement, increased probability of dropout, and a decline in overall educational quality. Furthermore, there is also a lack of information on disparities on key child development indicators (weight, height, social/emotion, and cognitive development) for this group that helps gauge the efficacy, strengths, and weaknesses of the Early Childhood Care and Development (ECCD) system nationwide.

**Session Title:*****Providing ECD access to the most marginalised young children******Closing the Gap: Supporting Ethnic Minority Children and Caregivers in Hong Kong*****Dr. Eva Chen****Assistant Professor, The Hong Kong University of Science and Technology**

Dr. Eva E. Chen is currently an assistant professor at The Hong Kong University of Science and Technology. She received her doctorate in Human Development and Education from the Harvard Graduate School of Education. Her research sits at the intersection of developmental, social, and cognitive psychology. She is interested in the learning processes of young children and adults across different social and cultural backgrounds; her studies have involved participants from a variety of racial groups in the U.S., Taiwan, and Hong Kong. She has also investigated early childhood education policies and its impact on young East Asian children's learning.

**Abstract**

The importance of early childhood education in supporting the holistic development of children has been increasingly recognized in the Asia-Pacific. Given universal access to pre-primary education in Hong Kong, much effort has been devoted to improving the quality of pre-primary education. However, ethnic minority (EM) children often face additional challenges. A key issue these children and their caregivers face is language, as many low-income EM families lack the resources to help their children adjust and thrive in the mainstream, Chinese-speaking school system. We seek to address this issue through three interventions: (i) Chinese language and literacy training for children; (ii) Chinese language and literacy training for caregivers; and (iii) positive parenting skills training for caregivers. We conducted intensive recruitment with kindergartens and non-governmental organisations across Hong Kong; in total, 112 EM participants (44 children, 68 caregivers) were included in the study. Participants were given pre- and post-intervention assessments for literacy skills (children and caregivers) and for parenting (caregivers). Forty-four children completed sixteen 45-minute Chinese language sessions over 8 weeks; 59 caregivers completed ten 2-hour parenting skills sessions; and 9 caregivers completed eight 1-hour parent literacy sessions over 8 weeks. Results indicate that the Chinese literacy skills of both the children and their caregivers improved after the intervention. Parents who completed the positive parenting skills training reported using less negative discipline methods with their children. Overall, our findings shed insight into relatively understudied populations in Hong Kong, and demonstrate the need to provide responsive and high quality early education to EM children – especially in the early years – so that they are able to integrate fully into the society in which they live.

**Session Title: *Providing ECD access to the most marginalised young children***

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***Demystifying the Diagnosis: An Inclusive School's Approach in Improving the Socio-Emotional Skills of Children with Disabilities***

**Ms. Nilda Delgado**  
**Mindhaven School Inc, Philippines**

Nilda B. Delgado is a Registered Social Worker, from the Philippine Women's University. As a social worker, she has worked both for the government and for non-government organisations. She is the founder and director of MindHaven School, a non-traditional school for children; a member of her city's Council for the Protection of Children; a graduate of the 10,000 Women Business Training sponsored by the University of Asia & the Pacific and the IESE Business School of Barcelona; and the president of the local Area-Based Social Network. She has also participated in several events of the Asia-Pacific Regional Network for Early Childhood.

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**Abstract**

Correct intervention from parents and/or professionals and self-help strategies often do not have much impact when children with disabilities do not fully understand themselves and why these interventions and strategies are needed. To solve this problem, the study focused on development and substantiation of the demystification process as a critical component of the Socio-Emotional Learning Programme of MindHaven School, a school which has an Inclusive Programme. The process is based on the Demystification process of Dr. Mel Levine (2002), which has helped a lot of children with needs in understanding themselves. In MindHaven School, demystification takes place in small groups of students with disabilities (with ages 9 years old and above) or parents and guardians of students with disabilities (especially those with ages 3-7 years old) or in one-on-one sessions between teacher and student/parents/guardians. For this study, the target are parents and guardians of children with disabilities in the 3 to 7 age group. The process has five steps: Introduction, Discussion of Strengths, Discussion of Weaknesses, Introduction of Optimism, and Alliance Formation. The process and its effects are evaluated to: (i) Assess appropriateness of Socio-Emotional strategies after demystification session; (ii) Provide effective feedback; (iii) Establish a collaborative Home-School Programme; (iv) Assess correspondence of procedures/steps to objectives, and (v) Assess attainability of objectives. The process was found to be an effective empowerment tool since it gave parents and guardians of students with disabilities more knowledge about their children's personal circumstances. Based on the findings, the researchers recommend that the Demystification process be extended to the parents and guardians of all children with needs so that they are helped to perceive the causal relationship between their children's specific weaknesses and the problems their children are experiencing in school, at home, and in the community and to see real possibilities for their children's future.

**Session Title: *Providing ECD access to the most marginalised young children******Addressing children's barriers to learning and participation through well-being and involvement in preschools in disadvantaged, ethnically diverse districts in Vietnam***

**Mr. Filip Lenaerts**  
Education Advisor, VVOB Vietnam

Mr. Filip Lenaerts has a background in Social and Educational Sciences, Filip is committed towards quality education for all. Since 2006, Filip has been working in Vietnam for a bilateral project on quality basic education in the Northern mountainous provinces and for UNESCO as education specialist. Since 2013, Filip has joined VVOB in Vietnam as education advisor. In recent years, VVOB's work in Vietnam focuses on quality and equity in preschools. Filip advocates to develop strong child observation skills as a foundation for process quality, benefiting all children's learning. Since 2014, he's also the co-country coordinator for ARNEC in Vietnam.

**Abstract**

Over the past decade, Vietnam has made impressive progress in the provision of preschool education. In 2013, the participation rate in organized learning among 5-year-old children reached 94.74% while by 2020, Vietnam is expected to reach 80% participation rate among 3 to 5-year old children. Addressing inequalities in learning outcomes is equally crucial to support all children's development. Disparities in learning and participation are common in Vietnamese preschools, especially in disadvantaged and ethnically diverse districts. Although preschool teachers are key to ensure quality education for all children, they are often insufficiently capacitated to support vulnerable pre-schoolers in their learning and development. They often use teacher-centred approaches and find it hard to handover the initiative of learning to children. Vietnamese teachers need to be better equipped with pedagogical skills to create optimal conditions for deep level learning. In 2016, a collaborative action research was implemented in 2 disadvantaged, ethnically diverse districts. The research introduced a process-oriented child monitoring approach in eight preschools with 519 children of which 55.49% belong to ethnic minority groups. By observing signs of involvement and well-being during activities, preschool teachers identified children at risk of not learning. They implemented actions to increase children's levels of well-being and involvement. This paper presents the key findings of the research in relation to equity in learning. While 75.82% of children were at risk or a serious concern in the beginning, this proportion decreased to 33.27% by the end of the research. Disparities between ethnic groups were observed. The rates of children developing well increased among children of all ethnic groups. Based on eight focus group discussions with preschool teachers and eight interviews with school leaders, we found changes in teachers' classroom practices, in their professional behaviour and personal beliefs, contributing to increased equity in learning among pre-schoolers.



**Session Title:*****Addressing health and child protection needs in ECD******Community Based Child Protection Mechanisms Project*****Mr. Sopheak Noun****Project Development and Grant Coordinator, ChildFund Cambodia**

Mr. Sopheak Nuon has over 12 years of work experience in the development sector having worked for international development organisations, donor agencies, and private sector institutions. In 2009, Sopheak began to work for ChildFund Cambodia as a Senior Programme Officer based in Svay Rieng province. Then in 2012, he moved to Country office as Project Development and Grant Coordinator. He has played a fundamental role in project development, as well as securing funds from various external donors, Alliance members, and private entities. Sopheak gained valuable experience with Health Poverty Action, in Ratanakiri province as an IP RIGHTS Project Team Leader. He was responsible for an European Union (EU) funded project that focused on building knowledge about maternal and reproductive health. In 2000, Sopheak supported to establish a Human Resource Training Centre called Krou Yeung in Ratanakiri province. The centre continues to operate today and houses both a public and private school providing high quality education to more than two thousand students.

**Abstract**

The “Community Based Child Protection Mechanism” covered 20 villages with 18 primary schools in 4 communes in Chhloung District, Kratie Province. The aim was to “increase Children’s access to their rights by strengthening child protection mechanisms as part of a protective environment for children’s development”. This project aligns well with the main theme: ‘The transformative power of Early Childhood Development (ECD): The importance of holistic interventions’. This proposed intervention also responds directly to subtheme 1, as it focuses on policies and programmes which address the holistic nature of ECD. The Community Based Child Protection model is intended to create lasting change in the way entire communities behave toward their children. By providing educational capacity building opportunities to formal and informal groups within specific communities, this project aims to improve the treatment of children. Large numbers of Cambodian children experience abuse, and are at a high risk to be the victims of violence. By showing formal and informal groups the importance of protecting children, and providing them with effective methods of doing so, we empower the community to hold itself responsible. This is a valuable and effective method of spurring change within individual communities that continues to grow long after our interventions have ended.

**Session Title:*****Addressing health and child protection needs in ECD******Pawis Hilir: The Journey to Becoming a Child / ECD Friendly Village*****Ms. Jessica Chludia****Education Specialist, World Vision Indonesia**

Ms. Jessica Chludia has a passion to work with community especially with the children. She worked with World Vision since August 2013 as a Community Development Coordinator in Landak, West Kalimantan to improve the quality of education by Green School and ECCD project. With her team, community and the local government, she developed 17 Green Schools, 22 ECCD centres and one Child Friendly village. She found her true passion in advocacy and now already moved to Sekadau District as an Advocacy Coordinator in EU-CSO Empowerment Project to improve basic health public service to accelerate the development of Child Friendly district.

**Abstract**

*PAUDISASI* programme as national movement to leverage access to ECD which target is one village has minimum one ECD centre still has not reached all levels of society, especially in rural areas. One of the villages is Pawis Hilir village located in West Kalimantan. In 2010, the education situation was dire. There was one primary school with very limited infrastructure, teacher absenteeism was extremely high, and students came to school just to play and would study for one hour. Four-year-old children, in the absence of ECD centres, were forced by their parents to enter primary school because of the presumption that “sooner is better”. Many grades 5-6 students could not read with comprehension. There were no under graduates in Pawis Hilir society, early child marriage was predominant and parents and community members spent more time in palm and rubber plantations rather. Wahana Visi Indonesia (WVI) partner of World Vision Indonesia began its ECCD interventions to ensure the healthy, well-stimulated development of children whose learning was supported by the family and community. The Holistic and Integrated (HI) ECCD programme is a community-based model to support children as independent agents of community development based on local cultural values and beliefs as well as the balance ecosystem.

**Session Title:*****Addressing health and child protection needs in ECD******Health Screening in early stages: an approach towards healthier in whole life*****Ms. Yasmeen Mehboob****Academic Advisor, Aga Khan Education Service, Pakistan**

Ms. Yasmeen Mehboob has been working in the field of educational development with a focus on early learning and literacy for more than 16 years. Her professional work encompasses of planning, management and evaluation of basic education and early child development programmes/projects and human resource development (teachers, social mobilizers, facilitators and mentors). She holds a Master's Degree in Social Sciences, Diploma in Montessori and Certificate of 'Science of Early child Development' offered by Red River College, Manitoba, Canada besides participating in many short trainings. She has contributed in the development of training manuals and sessions, Development and implementation of indigenous thematic teaching learning material for classes I & II.

**Abstract**

Modern researches and innovations in Early Childhood education have recognized that early childhood is the most important and sensitive period of life which is generally referred from the period of conception to eight years. The first three years' period among those eight years, is considered as a critical spell of life as the most dramatic growth and brain development occurs during these years compared to any other time during life. Therefore, regular health examinations are thought to be productive in finding health related problems in early stages. The earlier a disease is assessed and diagnosed, the more likely it is that it can be cured or successfully managed. A well-planned initiative regarding health screening was carried out in all Aga Khan Schools of South region, with the aim to assess and guide parents regarding early diseases and their timely diagnoses. A complete head to toe physical assessment (as per School Health Assessment protocol) was taken place and parents accompany children during screening. Total 2324 children were invited for screening and after that doctor had counselling session for parents. The analysis of all gathered screening data showed that many children whose have health issues, are either Mal nourished or Clinical anemic. Among those 64% children were found as mal nourished whereas, 35% were anemic. Similarly, the data programme revealed that most parents were not aware about good healthy practices. Hence, it is perceived that nutrition education interventions should focus on these issues. Hence further, to overcome health issues in early age organisation design imbedded programme like session for parents, Nutrition programme in school, Personal hygiene and many more.

**Session Title:****Addressing health and child protection needs in ECD****Adversity and early childhood in post-earthquake Nepal: examining the relationship between cumulative adversity and children's holistic development****Ms. Sara Dang****Senior Specialist for ECCD in Asia, Save the Children USA based in Kathmandu, Nepal**

Ms. Sara Dang is Save the Children's Senior Specialist for ECCD in Asia. In this role, she provides technical support to ensure the delivery of quality ECCD programmes in Bhutan, Myanmar, Nepal, Thailand and Vietnam. She has also been involved in developing ECCD programmes in the Pacific. Her expertise lies in designing and implementing integrated preschool programmes, creating strong parenting programmes, and improving country capacity in ECCD programming. Before joining Save the Children, Sara worked for UN agencies and NGOs in Africa and Asia, across multiple sectors, including nutrition, health, HIV/AIDS, education and child protection, always with a focus on young children. She speaks English, French, Thai and Nepali. She has a Bachelor in Chemical Engineering from the University of Toronto and a Master's in Mind, Brain and Education from Harvard University.

**Abstract**

Authors: Jonathan Seiden, Sara Dang, Laxmi Paudel

Measures of cumulative adversity were developed and applied in the United States and other developed countries but have little application and testing in non-Western cultures (Dong et al, 2004; Evans et al, 2013). This paper represents an attempt to measure the constructs of cumulative adversity in a post-emergency non-Western context and examine the influence they have on developmental outcomes of pre-school children. This paper draws on a June 2016 sample collected as part of a baseline for a quasi-experimental impact evaluation of Save the Children's Early Literacy and Math (ELM) programme in the Kavre and Saptari districts of Nepal. The sample comprises 827 children aged 42 – 78 months (avg. 51 months), newly enrolled in 73 preschools. Data was collected using two measures: a direct child assessment using Save the Children's International Development and Early Learning Assessment (IDELA) tool and a caregiver survey. All children in the sample were assessed with the IDELA tool. The caregiver survey was administered to 87% of assessed children (n=733). This survey collects demographic information such as household member education, language, ethnicity, socio-economic status, etc. and also collects information on household learning and play materials, household member interactions with the child, and potential adversity and protective factors.

This paper examines four important questions:

- 1) How well do measures adapted from developed contexts to measure cumulative adversity perform in the Nepali context in terms of their internal consistency and other psychometric properties?
- 2) What is the relationship between cumulative adversity and the developmental outcomes of preschool-aged children in this context?
- 3) How do these elements interact with other potential dimensions of disadvantage such as gender, poverty, language, and ethnicity?
- 4) What are the programmatic implications to support the holistic development of children experiencing cumulative adversity?

**Session Title:*****Data analysis and policy support for effective ECD******Early Childhood Care & Education Policy – where are we? (Country in focus: India)*****Ms. Amrita Goswami****Project Management Specialist, USAID India**

Ms. Amrita Goswami works as a Project Management Specialist – Education as part of the Office of Social Sector Initiatives at the United States Agency for International Development (USAID), India. She supports the Education Portfolio that focusses on early grade reading. Prior to joining USAID, she was working as a Project Manager (Early Childhood Care & Development and Education) in Save the Children, India and as a Technical Specialist (Child Development) in Child Fund India, where she has been a part of the programme design/intervention package, management and M&E plan for pre-school education, early childhood development.

**Abstract**

The early childhood years from 0 to 6 assume a critical importance in human life due to very rapid growth of neural connections & development of brain. The potential for optimizing children's development through the combined impact of health & nutritional care, protection, stimulation & education is very high. The empirical evidence shows that the good quality early childhood care & education (ECCE) has been successful in breaking the cycle of poverty & achieving social equity & inclusion for the marginalized & disadvantaged children. The access to good quality ECCE therefore assumes a critical importance for children in this age group. India has 158.7 million children below the age of 6 years. The commitment of the Government to provide good quality Early Childhood Education & Care to all is reflected by the recently adopted Policy on ECCE (2013). The Policy adopted a Right's approach & seeks to universalize the provision of ECCE to all the children mainly through the flagship programme-Integrated Child Development Services (ICDS) by repositioning the anganwadis as vibrant learning centres. The Policy also stipulates to regularize all ECCE provisions across public & private sectors. The ECCE Policy converges with other policies which indirectly affect the children such as Right to Education ACT (RTE), Integrated Child Protection Scheme (ICPS) etc.

**Session Title:*****Data analysis and policy support for effective ECD***

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***Evaluating Early Childhood Policy Frameworks*****Dr. Romona Gananathan****Atkinson Centre for Society and Child Development,  
OISE/University of Toronto, Canada**

Dr. Romona Gananathan obtained her PhD at the University of Toronto - Ontario Institute for Studies in Education (OISE) in 2015 with a collaborative certificate in educational policy, and has contributed to various research projects at the Atkinson Centre for Society and Child Development. She completed her Juris Doctor at Osgoode Hall Law School and a Masters in Environmental Studies at York University with a focus on policy governance issues. She has been involved in the early childhood sector as a researcher, director of non-profit early childhood programmes, union organizer, advocate and board member. Her research is informed by her background in law, social policy and governance; and includes legal and policy analysis on the integration of early learning and education programmes.

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**Abstract**

Author: McCuaig, K.

The Early Childhood Education Report is an instrument designed to provide a cross-jurisdictional assessment and comparison of early childhood education and care policy frameworks and their impact on the early childhood workforce and the environments where young children are nurtured and learn. The tool is grounded in the lessons from Starting Strong II (2006), the OECD's review of early education and care service systems in 20 countries. ECE services systems in 13 Canadian jurisdictions are assessed using 19 benchmarks, divided into 5 equally weighted categories. Data is derived from materials in the public domain, custom statistical runs and key informant interviews to create provincial profiles used to populate the report. The findings point to the need for comprehensive approaches to the ECE service development and the unintended consequences of ad hoc interventions. The ECE Report is both a planning and an accountability tool for use by ECE professionals, services providers, parents and officials. The ECE Report 2014 can track changes over time. The report was developed to assess ECE policy frameworks in Canada but can be adapted for other jurisdictions. It would be particularly useful in providing comparative information in federated states where ECE policy and services vary by region. The ECE Report focuses on services for children aged 2 and up. An assessment tool for prenatal to infancy is now in development.

**Session Title:*****Data analysis and policy support for effective ECD******How are Cambodia's Children Developing? The Evidence-based policy recommendations for Early Childhood Care and Development - An Analysis of Cambodia's Data from EAP-ECD Scales by HKU***

**Ms. Sophea Nhonh**  
**ECD Specialist, UNICEF Cambodia**

Ms. Sophea Nhonh was promoted to ECD Specialist in July 2016. Before her current position, she served as an ECD Officer in the Education section, was a Community Education Officer in Child Rights programme from 2001 to 2005, an Assistant Programme Officer in a CASD programme from 1996 to 2000, an Assistant Programme Officer in a Women in Development programme from 1992 to 1995, and was a Project trainee in the WID Programme in mid-1991. All her works has been with UNICEF Cambodia, after a three-month experience with an international NGO. She is a Cambodian native, received her B.A. from the National Institute of Management in Phnom Penh in 1990, and M.A. from Uttara University of Malaysia in 2001.

**Abstract**

A representative sample of 1,500 children in Cambodia was administered the East Asia-Pacific early Child Development Scales (EAP-ECDS) and children's nutritional status determined from their height and weight. Children ranged in age from 3 to 5 years, and were from Khmer (urban and rural) and Ethnic Minority (rural) backgrounds. There was a relationship between geo-ethnicity and socio-economic status (SES), with about 60% of Ethnic Minority children from low SES families and about 45% of Urban majority children from high SES families. Children's caregivers were interviewed to gather information about their participation in early childhood programmes; the child's home learning environment; and the child's health and habits. Findings indicated that (i) older children did better than younger children in all 7 domains of the EAP-ECDS; (ii) Urban children performed better than those from the Rural groups, and Khmer children outperformed those from the Ethnic Minority group in all domains of the EAP-ECDS, with the exception of Motor Development; (iii) The gap between Urban Khmer and the Rural Ethnic Minority group was larger amongst older children than younger children in domains related to school readiness; (iv) According to caregivers, children's health status was similar across geo-ethnic and SES groups; (v) Children who attended ECE did much better of the EAP-ECDS than children who did not; (vi) Mothers were more engaged in home learning activities with their children than fathers; and (vii) Parents from high SES families engaged in more learning activities at home than other parents. Implications of the findings are discussed.



**Session Title:*****Data analysis and policy support for effective ECD***

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***Combining Supply and Demand-side Interventions: Evidence from a vast Early Childcare programme in Cambodia***

**Mr. Jan Berkes**  
**DIW Berlin/World Bank, Germany**

Mr. Jan Berkes holds a M.Sc. in Economics from the University of Mannheim. He is a Ph.D. student at the DIW Berlin (German Institute for Economic Research) and specialises in Policy Impact Evaluation and Economics of Education. Together with the Center for Evaluation and Development and the National Rural Support Programme, he worked on several impact evaluation projects in Pakistan. As a consultant for the World Bank, he is currently supporting the evaluation of a preschool expansion programme in Cambodia.

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**Abstract**

The objective of this impact evaluation project is to study the interaction between three main components of a preschool expansion programme supported by the Ministry of Education in Cambodia (MoEYS): community preschools (CPS), home-based programme (HBP) and door-to-door (D2D). While the construction of community preschools is a typical supply side intervention, HBP and D2D are expected to increase the demand for preschool interventions specifically among parents from low socio-economic background. By looking at both demand and supply we follow the idea to adopt a comprehensive perspective on the early childcare programmes in Cambodia. In addition to the vast diversity of outcomes we collected (cognitive and non-cognitive skills, anthropometric measurements, health outcomes, parental involvement, SES), we will identify primary hurdles to preschool participation in rural Cambodia. This strategy helps us adopt a holistic view on the challenges facing early childcare in Cambodia, and to develop conclusions leading to recommendations for improvement. The baseline survey will be followed up by a midline and endline survey in 2017 and 2018.



## Panel discussion on mother-tongue based multilingual education (MTB-MLE) in early years



### Moderated by Ms. Maki Hayashikawa

#### Chief of Section for Inclusive Quality Education, UNESCO Regional Office for the Asia-Pacific

Ms. Maki Hayashikawa is the Chief of Section for Inclusive Quality Education in UNESCO Regional Office for the Asia-Pacific, in Bangkok Thailand since April 2016. She is responsible for overseeing UNESCO's regional programme in the Asia-Pacific in the fields of education policy and planning and quality and inclusion in education, from early childhood to secondary education. Ms. Hayashikawa is also the Regional Coordinator for the SDG4-Education 2030 and the Gender Focal Point. Prior to her current position in Bangkok, Ms. Hayashikawa was based in UNESCO's Education Sector in Headquarters in Paris, France, where she served as the Chief for three sections during 2011-2016, looking after UNESCO's global programme on early childhood care and education (ECCE), inclusive education, gender and education, and teacher education and development. Ms. Hayashikawa has more than 20 years of development work experience in these areas, of which 15 years working in the Asia-Pacific region with UNESCO, UNICEF and Japan International Cooperation Agency (JICA). During her first posting with the UNESCO Bangkok office during 2005-2010, Ms. Hayashikawa initiated jointly with UNICEF East-Asia Pacific Regional Office, the regional policy review project on ECCE in 2006, which eventually led to the creation of the Asia-Pacific Regional Network for Early Childhood (ARNEC) in 2008. Ms. Hayashikawa served on the ARNEC Steering Committee from 2008-2010 on behalf UNESCO, and the on behalf of UNICEF EAPRO in 2011, and was nominated to serve on the ARNEC Advisory Board during 2010-2011. Ms. Hayashikawa holds a BSc in International Relations from the London School of Economics, an MA in Education Planning from the Institute of Education, University of London, and an M.Ed. in Early Childhood Education from South Australia University.



### Dr. Sheldon Shaeffer

#### Chair of ARNEC Board of Directors

Dr. Sheldon Shaeffer joined ARNEC as a Member of the Board of Directors in January 2014. Dr Shaeffer was Director of UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok for over seven years, retiring at the end of 2008. A citizen of Canada, he was educated in history (B.A.), anthropology (M.A.), and comparative international education (Ph.D.) at Stanford University. He has taught, done research, and worked in development programmes in Southeast Asia for over 25 years – as a high school teacher in Malaysia, as an anthropologist and an education programme officer for the Ford Foundation in Indonesia, and as the regional education advisor for UNICEF in Bangkok. He was also for 10 years the Director of Education and Population Programmes for the International Development Research Centre in Canada and later was a senior research fellow at the International Institute for Educational Planning (UNESCO) in Paris. Before moving back to Bangkok with UNESCO, he was head of UNICEF's global education programme in New York for three years. His current interests, reflected in numerous consultancies for a range of development agencies, include early childhood development, language policy in education and the use of mother tongue, teacher management and development, inclusive education (both regarding disabilities and more broadly defined), child-friendly education, school-based management, and HIV and AIDS and education.

## Panel discussion on mother-tongue based multilingual education (MTB-MLE) in early years



### **Dr. Lava Deo Awasthi** **Chief Nepal Language Commission**

Born on 14 October 1959 in the district of Baitadi in the Far Western Region of Nepal, Dr Lava Deo Awasthi earned school education from his home district in 1975. Dr Awasthi gained a B Ed Degree in 1979 and an MA in Humanities and Social Sciences (in English Literature) in 1983 from Tribhuvan University, Kathmandu. He did an MA in Applied Linguistics and TESOL in 1989 from England, UK and a PhD on Exploring Monolingual School Practices in Multilingual Nepal from the Danish University of Education, Copenhagen, Denmark in 2004. Dr Awasthi started his career as a school teacher in his home district. He has gained a wide range of experience and expertise while working in different capacities for more than 30 years including the Social Welfare Council, District Education Office, Curriculum Development

Centre, Higher Secondary Education Board, and National Centre for Educational Development, Basic and Primary Education Project, Department of Education and Ministry of Education, Government of Nepal. Dr Awasthi was the former Director General of the Department of Education. He also served as Joint Secretary and Head of the Planning Division in the Ministry of Education. Dr Awasthi then got promoted as the Secretary of the Government of Nepal. Recently, he has been appointed as the Chairperson of the Language Commission as per the provision of the Constitution of Nepal.



### **H.E. Prak Kosal** **Deputy Secretary General of National Committee-ECCD and Director of Early Childhood Education Department, Ministry of Education, Youth and Sport, Cambodia**

H.E. Prak Kosal has worked with the Ministry of Education, Youth and Sport Cambodia for 23 years including 11 years of working in Early Childhood Care and Development. He served for 8 years as Deputy Director and 3 years as Director of ECE Department, the Ministry of Education, Youth and Sport. The ECE Department is in charge of coordinating technical task of public, community pre-school, home-based education/parental education, and private pre-school and coordinates with policy decision-makers. He has been the Deputy Secretary-General of National Committee for Early Childhood Care and Development for three years now. The National

Committee plays a crucial role in coordinating ECD initiative with various ministries/institutions, development partners and civil society to ensure effective support for early childhood care and development.



### **Undersecretary Dina Ocampo** **Office of the Undersecretary for Curriculum and Instruction Department of Education, Philippines**

Dina Joana S. Ocampo is a Filipino educator and researcher on early literacy. Prior to joining the Department of Education, she served as Dean of the University of the Philippines (UP) College of Education, Director of the Education Research Programme of the UP Center for Integrative and Development Studies, and Chair of the Technical Panel for Teacher Education of the Commission on Higher Education. She is one of the founders of Wordlab School, Inc., a reading clinic and school that provides specialized instruction for children with dyslexia and other related learning disabilities. She has Ph.D. in Psychology from the University of Surrey, United Kingdom and received The Outstanding Women in the Nation's Service Award in 2007 and Metrobank Foundation's Search for Outstanding Teacher in 2009.

**Session Title: Policies and programmes addressing the holistic nature of ECD**

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***Different Problems and Same Theme: Policies addressing holistic nature of ECD*****Dr. Eunhye Park****Professor, Department of Early Childhood Education, Ewha Women's University, Seoul Korea**

Dr. Eunhye Park, Professor at the Department of Early Childhood Education, Ewha Womans University, Seoul, Korea. She is a teacher educator and policy maker. She has authored/ co-authored over 40 books, book chapters, teacher manuals, and 130 peer-reviewed articles, conference presentations. Her most recent publication includes 'Early childhood education policies in Asia Pacific: Advances in theory and practice (with Li, H., & Chen, J., 2017, Springer) and 'International research on education for sustainable development in early childhood' (with Siraj-Blatchford and Mogharreban, C., 2016, Springer). She currently serves as world president of OMEP (World Organisation for early childhood education) and steering committee of ARNEC.

**Abstract**

This presentation will provide an evaluation of recent early childhood education policies based on a '3A2S' framework, which refers to accessibility, affordability, accountability, sustainability, and social justice. It systematically and empirically reviews early childhood education policies in specific countries and areas in the Asia-Pacific Region, such as Australia, Mainland China, Hong Kong, Macau, Taiwan, Korea, Japan, Singapore, Vietnam, New Zealand, Pacific Islands, and Nepal. This research will be of great value to early childhood educators, policy makers, researchers, and postgraduate students in the Region and beyond.

***From Policy to Practice*****IECD in Viet Nam 2017-2021*****Holistic ECD in Pakistan*****Prof. Muhammad Rafique Tahir****Joint Educational Advisor, Ministry of Federal Education and Professional Trainings, Pakistan  
Holistic ECD in Pakistan**

**Session Title:*****Orientation on the East Asia-Pacific Early Child Development Scales (EAP-ECDS)*****Dr. Diana Lee****Lecturer, Faculty of Education, The University of Hong Kong**

Dr Diana Lee is a Lecturer at the Faculty of Education, The University of Hong Kong (HKU). Prior to this post, she was a Project Manager at HKU and had managed a UNICEF-funded project across six countries (Cambodia, China, Mongolia, Papua New Guinea, Timor-Leste, Vanuatu) in East Asia-Pacific. Before joining HKU, Dr Lee was the Chinese Co-Principal of Yew Chung International School (Kindergarten Section) in Hong Kong where trilingual and multicultural education was offered to children from the age of six months to six years at its three kindergartens and childcare centre. The study titled “Validation, Finalization and Adoption of the East Asia-Pacific Early Child Development Scales (EAP-ECDS)” led by HKU’s Professor Nirmala Rao won the annual Best of UNICEF Research (2015) Award, and Dr Lee was one of the research team members. She also received the Early Career Teaching Award from the Faculty of Education, HKU, in 2016. Dr Lee completed her Doctor of Philosophy degree at HKU and her research was on the implementation of trilingual education in kindergarten classrooms in Hong Kong. She attained a Master of Philosophy degree in Research in Second Language Education from the University of Cambridge, a Master of Education degree in Early Childhood Education from HKU, a Bachelor’s degree in Accounting and Japanese Studies from Murdoch University in Western Australia. Dr Lee had also studied at Hong Kong Polytechnic University and obtained a Certificate in Pre-primary Education. She is a registered kindergarten teacher and childcare worker in Hong Kong.

**Dr. Yvonne Becher****Head of Psychological Services, The Child Development Centre, Hong Kong**

Dr Yvonne Becher is the Head of Psychological Services of The Child Development Centre (CDC), Hong Kong. Her work focuses on children and their families, children’s developmental, learning, and behavioural needs and challenges. She conducts assessments and parenting courses as part of her daily work and has worked collaboratively with the Early Childhood Education team of The University of Hong Kong on local and East Asia-Pacific assessment tools and other projects. She further supports the right of children to play and promotes the psycho-social support through professional hospital play services for sick and hospitalized children in Hong Kong.

**Abstract**

Monitoring early childhood development is clearly vital especially in countries where a large proportion of children often suffer poor development outcomes, and where government investment in early childhood development is limited. The East Asia and Pacific Early Child Development Scales (EAP-ECDS) has been originated, developed and validated specifically with children from the East Asia and Pacific region in mind, and it was used as a common measurement tool to assess the holistic developmental progress of children ranging in age from 3 to 5 years in Cambodia, China, Mongolia, Papua New Guinea, Timor-Leste and Vanuatu in the local language or dialect between 2012 and 2014. Since then, the 85-item EAP-ECDS has been shortened to 33 items while maintaining its test robustness, and the EAP-ECDS Short Form has been used to assess children from 3 to 5 years in Myanmar in 2016. In this session, we will briefly explain the EAP-ECDS and illustrate the use of some of the items. Participants will learn more about the Scale and how it can be used in the context of individual countries.

## Workshop on International Development and Early Learning Assessment (Save the Children)

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### **Facilitated by Ms. Sara Dang** **Senior Specialist for ECCD in Asia, Save the Children**

Ms. Sara Dang is Save the Children's Senior Specialist for ECCD in Asia. In this role, she provides technical support to ensure the delivery of quality ECCD programmes in Bhutan, Myanmar, Nepal, Thailand and Vietnam. She has also been involved in developing ECCD programmes in the Pacific. Her expertise lies in designing and implementing integrated preschool programmes, creating strong parenting programmes, and improving country capacity in ECCD programming. Before joining Save the Children, Sara worked for UN agencies and NGOs in Africa and Asia, across multiple sectors, including nutrition, health, HIV/AIDS, education and child protection, always with a focus on young children. She speaks English, French, Thai and Nepali. She has a Bachelor in Chemical Engineering from the University of Toronto and a Master's in Mind, Brain and Education from Harvard University.



**Panel Discussion****Addressing equity and inclusion in ECD: achievement and challenges**

**Moderated by Mr. Cliff Meyers**  
**International Consultant**

Mr. Cliff Meyers is recently retired from UNICEF, where he served for 23 years in various positions, including as Education Chief in Nepal, Laos and Myanmar. Cliff was also the Regional Education Adviser for UNICEF East Asia and Pacific Regional Office for 10 years and was one of the founding members of ARNEC. Cliff is currently living in Laos where he is a freelance consultant - and a Technical Adviser to Pum Anh – a Book Promotion House and social enterprise. Cliff has his Doctorate in Education for Development from the University of Massachusetts at Amherst.



**H.E Lor Chhavanna**  
**Deputy Secretary General of NC-ECCD and Deputy Director General of Education, Ministry of Education, Cambodia**

H.E Lor Chhavanna is the Deputy Secretary General of NC-ECCD, and Deputy Director General of Education, Ministry of education, Cambodia. He is responsible for secondary and early childhood education development sector.

H.E Lor Chhavanna has worked for Ministry of Education almost 27 years. He was secondary education inspector, deputy head office of Secondary Inspection Office, head office of secondary scholarship office and deputy director of secondary education department.

H.E Lor Chhavanna graduated from Phnom Penh University in education development and he took several courses in many foreign country, as secondary education development in Nagoya

University Japan, Quality Assurance in the Hong Kong Institute for Education, Leaders in Education Programme International in National Institute of Education Singapore, public administration and public policy in Nanyang Technological University Singapore and American Administration in University of Illinois at Chicago. H E. Lor Chhavanna was appointed to be the Deputy Secretary General of NC-ECCD 2 April 2014.



**Mr. Tibor Van Staveren**  
**Asia Regional Programme Manager, ChildFund International, Asia Region**

Tibor Van Staveren has demonstrated competencies in project development and management, human resource management, organisational development, and strategic planning. Along his almost five years with ChildFund he has provided leadership around strategic programme design, implementation, evaluation and capacity building; Tibor dynamically engages with the regional management team to support operations in six different countries in Asia where ChildFund is present. Tibor has been influential in guiding the National Offices strategic processes towards ChildFund's new direction.

Tibor has over 18 years of experience in the non-profit sector in Asia. Previously, he has worked as Asia Grants and Partnership Development Manager, being responsible to grow and diversify ChildFund's funding sources in Asia, conducting the transition to innovative Funding Models. As Timor-Leste Country Representative at Progressio (UK), Tibor has achieved outstanding results revitalizing the organisation's reach and impact.





### **Ms. Elaissa Mendoza**

#### **Educational Research and Innovation Office, SEAMEO Innotech**

Ms. Elaissa Marina Mendoza is a Specialist of the Educational Research Unit (ERU) at the SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH). Prior to joining SEAMEO INNOTECH, she worked as an instructor at the University of the Philippines' Department of Psychology; and as a capacity-building coordinator and a researcher for various women's and health NGOs. She has more than 15 years of research and advocacy experience in areas such as education, gender, reproductive health, sexual rights, prejudice, intergroup relations, volunteerism, and indigenous psychology. Among her current researches include early childhood care and development (ECCD) global citizenship education, alternative delivery modalities in education, and out-of-school children. She holds a master's degree in Global Development and Social Justice from St. John's University (Queens, NY) and a bachelor's degree in Psychology from the University of the Philippines.



### **Dr. Melanie Swan**

#### **Global Advisor Early Childhood Development, Plan International**

Dr. Melanie Swan is the Global Early Childhood Development Advisor for Plan International. She began work supporting community-based ECD projects upon joining Plan International in 2001 as Brazil's Country Health Advisor, having previously worked as a physician (in the UK and the Solomon Islands) and obtaining a Masters in Health Policy, Planning and Financing (London School of Hygiene and Tropical Medicine/London School of Economics). Since 2015, she has worked alongside the staff of nearly 50 Plan country offices that implement ECD projects in Asia, Africa and Latin America - and is currently collaborating with them on strengthening gender-transformative ECD programming with parents; maternal, neonatal and child health services; community-based learning initiatives and pre-schools.



### **Ms. Ufemia Bera Camaitoga**

#### **Consultant , Early Childhood Education, Fiji Early Childhood Teachers' Association, Fiji**

Ufemia Camaitoga has 37 years of experience in teaching from ECE, primary, tertiary & academia-ECE. She is currently a Consultant in ECE, collaborative research with University of South Australia in Early Literacy 2005-2016 in Fiji, National president of FECTA-strong leadership skills in ECE, advocate and mentor emerging leaders, innovative thinker and problem solver, team leader & player, works towards forging partnerships with other organisations/ persons for ECCE, curriculum developer, writer and reviewer, advisor to PRC4ECCE, World Forum IAC, National Rep for Fiji (WF). Respected ECE person in the Pacific Island Countries and internationally.

**Session Title:** *ECD Noteworthy Practices and Initiatives*

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***Effective Pedagogical Approaches in ECCE in the Asia-Pacific Region: A resource pack***



**Ms. Evelyn D. Santiago**

**Executive Director, Asia-Pacific Regional Network for Early Childhood (ARNEC)**

**Ms Kyungah Bang**

**Project Officer, Section for Inclusive Quality Education, UNESCO Bangkok**

Ms. Kyungah Bang is a Project Officer with the Section for Inclusive Quality Education at the UNESCO Bangkok – Asia and Pacific Regional Bureau for Education, in Bangkok Thailand. She is responsible for UNESCO’s regional programmes on early childhood care and education and multilingual education. Ms. Bang is also the coordinator of the Asia-Pacific Multilingual Education

Working Group (MLE WG). She holds a B.A. (Hons) in International Relations from the University of Toronto and a M.Sc. in International Studies from the National University of Singapore.

**Session Title: *ECD Noteworthy Practices and Initiatives******The Global Compact Initiative for Early Childhood Development  
(An initiative in partnership with New York Academy of Sciences)*****Ms. Evelyn D. Santiago****Executive Director, Asia-Pacific Regional Network for Early Childhood (ARNEC)**

Ms. Evelyn D. Santiago joined ARNEC as the Executive Director in June 2015 and came to ARNEC with more than 20 years of professional experience in development work encompassing child rights, investment programming, strategic planning, project planning and design, programme management, grants development and partnership building. Prior to joining ARNEC, she spent 10 years working for ChildFund International in various management positions at Country Offices in the Philippines, Timor Leste and at the Asia Regional Office in Bangkok. She also worked previously with the German Technical Cooperation (now called GIZ) and with the Central Economic Planning Ministry of the Philippine Government. Evelyn has a Master of Arts degree

in Economics of Development from the Institute of Social Studies (ISS) – Erasmus University, The Hague, The Netherlands. Evelyn is passionate about issues affecting children especially the most marginalized and the most vulnerable ones. She strongly believes that access to quality ECD interventions is a right of every child and that duty bearers should join hands in ensuring that this right is fulfilled. She firmly believes that investment in ECD is critical in ensuring that children have a fair chance to develop and maximize their potential.

***IDELA Cross-Country Report*****Ms. Sara Dang****Senior Specialist for ECCD in Asia, Save the Children**

Ms. Sara Dang is Save the Children's Senior Specialist for ECCD in Asia. In this role, she provides technical support to ensure the delivery of quality ECCD programmes in Bhutan, Myanmar, Nepal, Thailand and Vietnam. She has also been involved in developing ECCD programmes in the Pacific. Her expertise lies in designing and implementing integrated preschool programmes, creating strong parenting programmes, and improving country capacity in ECCD programming. Before joining Save the Children, Sara worked for UN agencies and NGOs in Africa and Asia, across multiple sectors, including nutrition, health, HIV/AIDS, education and child protection, always with a focus on young children. She speaks English, French, Thai and Nepali. She has a Bachelor in Chemical Engineering from the University of Toronto and a Master's in Mind, Brain and Education from Harvard University.

**Session Title: Multi-sectoral collaboration for ECD*****Building the Child's Resilience of the Indigenous Child through Multi-Stakeholder Collaboration in Education and Health*****Ms. Maria Johanna Pia Ortiz-Luis**  
**Executive Director, Cartwheel Foundation, Philippines**

Ms. Maria Johanna Pia Ortiz-Luis is the Executive Director of Cartwheel Foundation, Inc. (Philippines), where she leads in harnessing organisational capacity toward the effective delivery of culturally relevant education programmes for Filipino indigenous communities. Prior to joining Cartwheel in 2014, she has had extensive experience in managing education, children and youth empowerment, and capacity building programmes in various development contexts. She completed her Master of Arts degree in Social and Community Psychology at threatened de Manila University.

**Abstract**

This program development paper describes how the early childhood development (ECD) program jointly implemented by Cartwheel Foundation Philippines and Cartwheel Foundation International in indigenous communities in Culion, Palawan evolved into an enhanced ECD model. Cartwheel's ECD model integrates two complementary resilience-building components to address the emerging psychosocial and physical health needs of its partner communities. The two-pronged approach enriches both the classroom and the community as learning, healing and nurturing spaces. Firstly, it draws from a rehabilitative, preventive psychosocial support component, known as THRiVE (Trauma-informed Healing and Resilience strengthening in Vulnerable Environments), which prioritizes building the capacity of parental and non-parental caregivers to respond to the child's social and emotional needs. Secondly, it engages families and the wider community towards more active and purposeful involvement in the child's development through the LUSOG (Linking the Underserved with Opportunities for Growth and Health) component, which is founded in health education and strategic partnerships. With the engagement of various levels of stakeholders through the two complementary components, the following outcomes are projected: (a) psychosocial, mental and physical growth at par with age for the child; (b) application of healthy child-caring practices and lower incidents of maternal and child deaths and preventable diseases among the child's family; (c) representation and participation in municipal health and education planning among members of the nuclear community; and (d) culturally-sensitive health and education providers and programs in place from among the wider community of public and private stakeholders.

**Session Title: Multi-sectoral collaboration for ECD*****Conducive Environment to Achieve Proper Growth and Development for Infants and Young Children” – “Lead Mothers as Change Agents”*****Ms. Rajapaksha Pathirage Manjula Sandamali**  
**ChildFund International, Sri Lanka**

Ms. Rajapaksha Pathirage Manjula Sandamali is currently working as the Technical Specialist on Nutrition at ChildFund Sri Lanka. Sandamali supports ChildFund staff and its local partners in their planning and programme designing to ensure comprehensive designing of programmes for the children aged 0 to 5 years old ensuring holistic intervention that are necessary for this age group especially in the fields of health, nutrition, and early stimulation to support the development of critical milestones for this age group. She also serves as link between ChildFund Sri Lanka and the Ministry of Health for better collaboration and complementation of health and nutrition of children. Sandamali completed her BSc in Nutrition at Wayamba University of Sri Lanka in 2005 and MSc in Organisational Management at University of Peradeniya in 2011.

**Abstract**

Early childhood, which is oftentimes categorized as the age of 0 to 5 years old, is a critical stage because it serves as the foundation of life of a person when intelligence, personality and social behaviour are formed (Nishat & Batool, 2011). This is the stage when the physical, social and psychological capacities should be recognized and supported otherwise they will have communication, learning and development problems (Nishat & Batool, 2011). It is also the stage in life where humans are most vulnerable to conditions such as malnutrition, illnesses, neglect, violence and lack of early childhood stimulation can have a detrimental effect on both their immediate situation and their abilities to succeed later in life (Marsh & Schroeder, 2002). Infants and young children therefore should be provided with the enabling environment for them to thrive well and grow into healthy adults (Piraska & Bullen, 2011). Unfortunately, various gaps and barriers towards healthy development of these young children still exist and this is manifested in several ways among young children (Piraska & Bullen, 2011). Recognizing the importance of mothers' and other care givers knowledge and awareness in children's development and problems associated with existing government services, ChildFund Sri Lanka has created a programme which involves strong community participation called "Lead Mother" programme. This programme focused on peer-peer interaction for educating and empowering mothers and other care givers to change their behaviours which will lead to positive nutrition and health outcomes for not only young children, but the whole family. The programme not only focuses on nutritional requirements but also surrounding factors which influence a child's health and development, such as care practices, family health habits, personal and environmental hygiene, safe water and sanitation practices and food security. This paper is presented to discuss the positive outcomes of "Lead Mother" programme and how this programme is contributed to enhance the knowledge, skills and attitudes of mothers and other caregivers of young children about child care & development.

**Session Title: Multi-sectoral collaboration for ECD****Community Led Child Nutrition Project****Mr. Sopheak Noun****Project Development and Grant Coordinator, ChildFund Cambodia**

Mr. NUON Sopheak has over 12 years of work experience in the development sector having worked for international development organisations, donor agencies, and private sector institutions. In 2009, Sopheak began to work for ChildFund Cambodia as a Senior Programme Officer based in Svay Rieng province. Then in 2012, he moved to Country office as Project Development and Grant Coordinator. He has played a fundamental role in project development, as well as securing funds from various external donors, Alliance members, and private entities. Sopheak gained valuable experience with Health Poverty Action, in Ratanakiri province as an IP RIGHTS Project Team Leader. He was responsible for a European Union (EU) funded project that focused on building knowledge about maternal and reproductive health. In 2000, Sopheak supported to establish a

Human Resource Training Centre called Krou Yeung in Ratanakiri province. The centre continues to operate today and houses both a public and private school providing high quality education to more than two thousand students.

**Abstract**

ChildFund has implemented successful projects linked to subtheme two: “equitable access and participation”. This project also follows the main theme: ‘The transformative power of Early Childhood Development (ECD): The importance of holistic interventions’. The “Community Led Child Nutrition” project covered 40 villages, 8 communes in Chhloung District, Kratie. The aim was to “improve nutritional health of children, especially for marginalized and vulnerable children aged 0-5 years old”. Malnutrition is a major issue affecting Cambodian children. ChildFund Cambodia aims to insure Cambodian children may develop in an environment that allows them to reach their full potential, insuring children are healthy and well-nourished is an important aspect of this goal. Following from the lessons learned from the ChildFund Cambodia project Community Led Child Nutrition (Pilot Phase), ChildFund Cambodia is preparing to launch Community Led Child Nutrition (Phase II). This follow-up project will continue to build the capacity of communities to develop well-nourished children by providing educational programming at a variety of levels. By involving community members, forming community groups, youth groups, establishing VHSGs, and developing peer-to-peer educational circles amongst core parents (with children aged 0<5), this project will continue to benefit target communities long after it ends. After looking at positive and negative lessons learned from the Pilot Phase of this project, ChildFund Cambodia is proposing a more refined, more effective Community Led Child Nutrition project.



**Session Title: *Equitable Access to ECD***

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***Why should we focus on equitable access and participation?  
Evidence from the East Asia-Pacific Early Child Development Scales*****Dr. Ben Richards****Post-Doctoral Fellow, Statistical Modelling, The University of Hong Kong**

Dr. Ben Richards is a Post-doctoral Fellow in Statistical Modelling at The University of Hong Kong. His work focuses on inequalities in educational outcomes, education policy, and social policy more broadly. He was previously a Researcher at the Social Market Foundation, UK, where his focus was primary and secondary education, higher education, and the labour market outcomes of low-paid workers. Ben has a PhD in Social Policy from the London School of Economics. He has worked as a Researcher at the Centre for Analysis of Social Exclusion, LSE, where his work included projects on cash transfers, poverty and inequality.

**Abstract**

There is considerable evidence demonstrating socio-economic gradients in early child development, although much of the evidence is from high income countries. Despite the fact that early childhood policies are becoming more common in low- and middle- income countries (LMICs), not enough is known about SES gradients in development in these countries. In this context, this paper asks why we should focus on equitable access and participation in early child development programmes in LMICs. It uses Hierarchical Linear Modelling to analyse quantitative data from six countries collected for the East Asia-Pacific Early Child Development Scales (EAP-ECDS), and has three objectives. First, it produces evidence on differences in SES gradients between different domains of child development. Second, it examines differences between different indicators of SES - wealth, maternal education and paternal occupation – and asks which is most strongly related to early child development. Third, it analyses the influence of preschool attendance on the SES-development relationship.

**Session Title: *Equitable Access to ECD******Home-based early childhood education for the most disadvantaged children in peri-urban areas*****Dr. Tsendsuren Tumees****Mongolian National University of Education (Former UNICEF)**

Dr. Tsendsuren Tumees is an Early Childhood Education and Development professional with over 25 years of professional experience and a Ph.D. degree in Child Psychology. Throughout her professional career at government, non-government and international organisations she provided leadership, programme management and technical support and advice for policy formulation, legal reform, curriculum development, teacher training and programme design. She worked at the UNICEF Mongolia from 2006 to 2016 and provided leadership, stakeholder coordination and technical support to government and ECD professionals in the expansion of equal access to quality education for all children, particularly the most disadvantaged. Currently she is doing a lecture at the Mongolian National University of Education. Dr. Tsendsuren is an author and co-author of studies, policy documents, books and publications in the field of ECD and ECE of Mongolia.

**Abstract**

The early years of a child's life is a crucial period of development, where the quality of nutrition, stimulation, and support can either give a child the best possible start to life, or leave a child with lasting cognitive and physical impairment. Research has shown that early learning has a great impact on educational outcomes, is a key determinant of a children's learning potential, and is among the most cost-effective investments a country can make to build human capital and promote sustainable development. Mongolia's goal of having every child enrolled in early childhood education (which is open for children age 2-5) is still far to achieve, as the national attendance average remains low at 68 per cent (MICS-4). Early childhood education access is lower in the outskirts districts of the capital Ulaanbaatar. For instance, enrolment of early childhood education is only 54-60 percentages in the outskirts districts, with an average of 40-50 children per teacher. Metropolitan Education Department developed and introduced the distance learning kit with technical support of UNICEF. The distance learning kit for home-based ECD is one of the innovative option to deliver ECD services to hard-to-reach children, particularly children in living migrant and low-income households. The learning kit consists of a workbook for children, a guidebook for parents and video lessons in supporting ECD in the family. It combined the innovative use of ICT with visual aids and methods to improve parent-child interactions. It also promoted the government policy of strengthening the role of parents in young children's development and learning. As a result of introduction of a distance learning kit, 7,100 parents and 11,700 children from migrant and low-income households involved in the home-based early childhood development programme in peri-urban areas for the last two years.

**Session Title: *Equitable Access to ECD***

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***Promoting Child Development in Remote Indigenous Communities on the Thailand- Myanmar Border: Collaborating with Community Stakeholders and Government Partners to Maximize Impact*****Ms. Romi Laskin**  
**The Life Skills Development Foundation, Thailand**

Ms. Romi Laskin is the Princeton in Asia Fellow at The Life Skills Development Foundation (TLSDF) in Chiang Mai, Thailand, and focuses primarily on TLSDF's programmes that address early childhood care and development, child protection, and eliminating all physical and humiliating punishment. Romi holds a bachelor's degree in psychology from Haverford College in the United States. This is her first experience working on issues of ECD, and she works closely with TLSDF staff to understand the challenges that ethnic and indigenous communities face in northern Thailand.

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**Abstract**

Indigenous and ethnic minority communities have long been marginalized in Thailand, and this marginalization is compounded for families living in remote, hard-to-reach villages. Children in these communities often cannot access high-quality early childhood education or care. To combat this problem, TLSDF implements a comprehensive Early Childhood Care and Development (ECCD) programme in two districts of Mae Hong Son Province. The ECCD project operates at three levels, community, school, and government, to comprehensively support child development and care for children from seven indigenous groups. To promote healthy home environments for children ages 0-6, local "Parenting Volunteers" (PVs) are trained to conduct educational home visits to teach parents about pre- and post-natal care, parenting methods, child development, child nutrition, and dental hygiene. In schools, day caregivers and kindergarten teachers are trained on evidence-based ECCD teaching strategies. Additionally, funding is secured to make child-friendly renovations for day cares and kindergartens, and day cares are created in hard-to-reach villages where local governments do not have sufficient money to establish day cares. TLSDF collaborates closely with local governments on each aspect of the project. By including government officials, TLSDF can engage in advocacy about ECCD's importance.

**Session Title: *Getting children ready for school******School Readiness of Children in Nepal: Issues, Efforts and Results*****Ms. Madhu Rajbhandari Munankami**  
**Setogurans National Child Development services**

Ms. Madhu Rajbhandari Munankami, mother of two loving and caring daughters. I am working at Setogurans National Child Development services, a non-government organisation working in the field of Early Child Development since seventeen years. I was senior training officer and field coordinator for eleven years responsible for strengthening Setogurans Sister Organisation. I am engaged in ECD policy advocacy, Training of trainers/facilitators/ parents and community people. I started my carrier by caring and treating newborn infants in intensive care unit of a pioneer Maternity Hospital and Health post as health professional and worked for eight years. I enriched my knowledge and skills in ECD at Golda Meir Mount Carmel Training centre, Agakhan University and as well as Inclusive ECD from Flinders University. I have Completed Post Graduate Diploma in ECD from Tribhuwan University and Master of Philosophy in Education from Kathmandu University. I worked in team to write National ECD curriculum, National Standard of ECD centre, Early learning Standard of Children and ECD training manual. I have written facilitators guidebook, parenting resource materials and children's story books.

**Abstract**

Early childhood is the key period for laying foundation for learning and overall development. Early learning opportunities prepare children for School Readiness. Concern on School readiness is expanding at school, teacher, family, researcher and policy makers (Carlton & Winsler, 2009). Although ECD (Early Childhood Development) policy, plan and programme are present in Nepal, there are challenges in access, effective implementation and monitoring and evaluation of the ECD programmes in the country. The children of early age experience anxiety and stress in getting admission and transition from home to ECD centre/ pre-school. The parents, on the other hand, often find difficulty in addressing their children's stress and anxiety. The culture of entrance examination or readiness test in reputed pre-schools for admission is one of the challenges for parents and children. The repetition and dropout are 13% and 4% in grade one respectively (DOE Flash, 2015). Study on Early grade reading programme shows that 34 % of the children in grade one cannot read a single word. Students demonstrated emergent reading skills by Grade three. The students also demonstrated low performance in their acquisition of literacy in Nepali in the Terai part of Nepal, particularly due to the early exposure of their mother tongue (other than Nepali) (RTI, 2014). This paper has highlighted some evidences on specific issues, efforts and outcome in relation to school readiness in the part of early age children.

**Session Title: *Getting children ready for school******Integrating early education and care with primary education – Schools at the Centre: Lessons from Ontario’s Full Day Kindergarten Programmes*****Dr. Zeenat Janmohamed****Chair, School of Social and Community Services and the School of Deaf and Deafblind Studies at George Brown College, Canada**

Dr. Zeenat Janmohamed is the Chair of the School of Social and Community Services and the School of Deaf and Deafblind Studies at George Brown College. She has a long history in community development, early childhood education and family support. She has held faculty positions in School of Early Childhood at George Brown College, Ryerson University in the School of Early Childhood Studies and at the Eric Jackman Institute of Child Studies at the University of Toronto. She currently holds a Visiting Scholar position at the Atkinson Centre, University of Toronto. Dr. Janmohamed is the Principal Investigator of the Early Childhood Cognitive Sensitivity Training Study in collaboration with researchers at the University of Toronto and the University of Calgary. Her most recent study investigates the impact of full day kindergarten and extended day programmes on educators, families and school administration. She is interested in the integration of early learning and family support programmes into public education and policy. Her other area of expertise examines the implementation of ideas related to diversity, equity and difference. Her research aims to examine how diversity is explored in training, policy and practice. Dr. Janmohamed completed her PhD. in the Department of Leadership, Higher and Adult Education at OISE, University of Toronto.

**Abstract**

In this paper, results from the Schools at the Centre Study are discussed with a focus on how the implementation of full day kindergarten in Ontario schools played an important role in moving preschool education from child welfare into the public education system. As part of this jurisdictional change, the Ministry of Education in Ontario, Canada became responsible for early years programming. The study investigates the implications of full day preschool operated by school boards on administrators, educators and parents, and investigates how different boards responded to preschool and the requirement to provide additional programming in their community. The province of Ontario introduced full day kindergarten for all four and five-year old children to increase access to a universally funded programme. The programme is grounded in a play-based approach delivered by a team of early childhood educators and kindergarten teachers – the first of its kind in Canada. In this mixed methods study, surveys and focus groups were utilized with parents to explore how the programmes impact their family life and its influence on their employment decisions. Preschool teachers and early childhood educators’ perceptions of their professional status was also explored. Early childhood educators were asked about changes to compensation and benefits because of public sector employment. School administrators and community leaders shared ideas on factors that contribute to early learning and family support during the implementation of the programmes. Lessons from this study inform public policy development to support a more effective and seamless approach to early learning, build stronger professional partnerships and better enable parents to support their children’s early learning.

**Session Title: Getting children ready for school****Getting Ready for School: A Child to Child Approach****Ms. Patricia Young****Ms. Patricia Young, Director, Child to Child, United Kingdom**

As Director of Child to Child, Tricia Young has led the implementation of award-winning programmes, engaging some of the world's most marginalised children as partners in the realisation of their rights to education, health, protection and development. She has held management positions at a range of third sector organisations, including the Tutu Foundation UK. There, she set up their first programme of work engaging young people in or at risk of conflict. In 2008, Tricia established the NGO Odanadi UK, to provide support to a grassroots organisation working to combat human trafficking in India and remains on the Board of Trustees. She holds an MSc in Voluntary Sector Organisation from the London School of Economics.

**Abstract**

Children from marginalized settings are less likely to access quality early childhood education. Children denied such opportunities are less academically and emotionally ready for school. They are less likely to enrol on time and complete their basic education, with negative impacts across their life cycle and those of future generations. The SDGs enshrine a commitment to quality early learning opportunities, but realistically it will be years before all children can be reached through public pre-primary education. In the interim, low-cost, efficient strategies are needed to build school readiness. Child to Child's Getting Ready for School (GRS) programme is one such innovative strategy. GRS is particularly relevant for children in geographically remote or socio-economically disadvantaged communities lacking access to formal / quality early learning opportunities. It is based on the *Child to Child concept of older children being facilitated to teach/coach younger children* in their communities. Through engaging in fun, interactive learning activities, Young Learners develop early learning skills and socio-emotional competences. Consequently, they are more likely to enrol in school on time, ready to learn and to complete their primary education. Young Facilitators consolidate their own learning, gain confidence, and develop valuable interpersonal / life skills. GRS' defining characteristic is that it involves the direct and active participation of children as agents of change. The original GRS programme was implemented in partnership with UNICEF in six countries from 2007 to 2010: Bangladesh, China, the Democratic Republic of Congo (DRC), Ethiopia, Tajikistan and Yemen. It is inherently adaptable and has been contextualized to address specific vulnerabilities of children facing exclusion due to poverty, geography, disability or even disaster. It was adapted for Sierra Leone and Pakistan in 2011 and 2013 respectively, to address issues including health (in response to the outbreak of Ebola), safeguarding and child protection, disaster risk reduction and gender equality. Further adaptation could involve migrant and displaced children in camps, with the additional benefit of engaging at-risk adolescents in productive activities.



**Session Title: *Getting children ready for school******Early Child Development in 6 districts of Cambodia – challenges for appropriate growth: 2016 data*****Dr. Arnaud Laillou**  
**Nutrition Specialist, UNICEF Cambodia**

Dr. Arnaud Laillou has over 17 years of experience in nutrition, working to improve access to nutritious foods in developing countries. He has been working with UNICEF in Cambodia since July 2013. Prior to joining UNICEF, Mr. Laillou held several expert positions including with the Global Alliance for Improved Nutrition (GAIN) supporting the development and the implementation of programmes towards large scale fortification and targeted interventions in 30 countries. He had also served as a Programme Officer in Vietnam and Madagascar for GRET (Groupe de Recherche et d'Echange Technologiques, a French NGO). During both assignments, he was in charge of managing the school-feeding and infant and young child programmes aimed at reducing vitamin and mineral deficiencies through the production of complementary foods in partnership with local entrepreneurs. He also spent two years as a Research Officer for the Institute of Research and Development (IRD) to support the development of evaluation tools that are still used the National Institute of Nutrition in Vietnam for their national food consumption surveys.

**Abstract**

The study assessed the challenges for appropriate growth in different settings, in Cambodia. While new economic opportunities have improved the lives of many, inequalities have grown between rich and poor; and urban and remote living households. UNICEF wants to address these persistent inequities. It has been noted that both, the burden of malnutrition within underprivileged populations of urban poor settings and rural areas have to be considered as there is no nutritional status difference between poor households living in urban or rural areas (stunting is estimated at 42.7% and 40% for the urban poor versus rural poor populations). Evidence gathered through the study reveals that a comprehensive approach that addresses targeted health, nutrition and WASH components is required to effectively tackle remaining high prevalence of stunting in specific population groups. Furthermore, the comprehensive monitoring system put in place in three provinces to monitor high risk vulnerable groups has shown most effective to guide effective evidence based programme planning and implementation towards improved impact and the achievement of objectives.

**Monitoring ECD Quality Outcomes: Country strategies and regional initiatives / tools****Moderated by Ms. Tina Hyder****Deputy Director of the Early Childhood Programme, Open Society Foundations**

Ms. Tina Hyder is the Deputy Director of the Early Childhood Programme of the Open Society Foundations (OSF), and leads on projects and grant-making in Asia and Africa. Prior to joining OSF, Tina was Global Diversity Adviser for Save the Children UK supporting 50 country offices to promote the rights of the most marginalized children. During this time, Tina worked on a range of child-rights related issues including programming for children affected by conflict and other emergencies. Earlier work with Save the Children includes research on children's perspectives of physical punishment and on policy and practical responses to working with refugee children and those affected by discrimination. Before joining Save the Children Tina managed and advised early childhood projects in the UK and was a university lecturer in ECD. Tina holds an MSc in Child Development and Early Childhood Education from the Institute of Education, University of London.

**Mr. Beng Simeth****Senior Operations Officer, World Bank Office-Cambodia (Country strategies on monitoring ECD targets under the SDGs)**

Mr. Simeth Beng has more than 30 years of experiences in education and health sector in Cambodia and Laos. He has served as Senior Operations Office of World Bank since 2003. Prior to that, he was Programme Director of Save the Children Norway and Nurse Trainer of Ministry of Health. He got certificate on Education Policy Planning and Analysis from Harvard School of Education. "Three decades of conflicts and almost four years in Khmer Rouge made me lost my childhood. Learning to care my children and everyone I worked with/for makes my life happy. I am still learning on how live with a happy life."

**Ms. Marianne O'Grady****Technical Advisor, International Programme team, Save the Children**

Ms. Marianne O'Grady has been working within the education sector 35 years, as a teacher, professor of education, chief of party in Afghanistan for a large education project for the poorest and most illiterate population, and most recently as a technical advisor on the International Programme team at Save the Children. As a practitioner within new and old schools in the US, Marianne saw that teachers can offer much to their colleagues across the world. Teachers do make a difference, both in classrooms and in ministries. In a shift from recess duty to technical manager, Marianne has seen that international development needs practitioners to bridge ideas with realities - budget lines into practical face to face engagement. Working and volunteering in Afghanistan has taught Marianne to be thankful for her own education and to work and advocate

even harder for education for those without this opportunity. Marianne has worked with Save the Children for the past six years and values the work they do globally. Early education makes a difference.

**Ms. Evelyn D. Santiago****Executive Director, Asia-Pacific Regional Network for Early Childhood (ARNEC)**

Ms. Evelyn D. Santiago joined ARNEC as the Executive Director in June 2015 and came to ARNEC with more than 20 years of professional experience in development work encompassing child rights, investment programming, strategic planning, project planning and design, programme management, grants development and partnership building. Prior to joining ARNEC, she spent 10 years working for ChildFund International in various management positions at Country Offices in the Philippines, Timor Leste and at the Asia Regional Office in Bangkok. She also worked previously with the German Technical Cooperation (now called GIZ) and with the Central Economic Planning Ministry of the Philippine Government. Evelyn has a Master of Arts degree in Economics of Development from the Institute of Social Studies (ISS) – Erasmus University, The

Hague, The Netherlands. Evelyn is passionate about issues affecting children especially the most marginalized and the most vulnerable ones. She strongly believes that access to quality ECD interventions is a right of every child and that duty bearers should join hands in ensuring that this right is fulfilled. She firmly believes that investment in ECD is critical in ensuring that children have a fair chance to develop and maximize their potential.

**Session Title: Improving learning outcomes for young children*****Building the Human Capital of Tomorrow: An Impact Evaluation of the Early Childhood Stimulation Programme in Bangladesh*****M. Habibur Rahman****Senior Education Advisor, Save the Children Bangladesh**

M. Habibur Rahman has admirable competence in designing, managing and evaluating education programmes, particularly early childhood care and development, and primary education, both formal and non-formal sectors. Mr. Rahman joined Save the Children USA in August 2001 as Director of its Education Sector and till today, he is serving there as key strategist and programme conceptualizer as Senior Education Advisor. Mr. Rahman maintains strategic relationship with donors, senior government officials and staff members of partner organisations. Mr. Rahman has 30 years' experience in various sub-sectors of education. Currently, he represents SC in various government technical committees, networks and professional bodies. He writes many articles and features on education. He published 7 books on his credit on education, folklore

and museology. Mr. Rahman graduated with Honours and obtained Master of Science degree in Cultural Geography from the University of Dhaka. He also completed Master of education course through Bangladesh Open University.

**Ms. Roxana Khanom****Manager- Early Years Development, Save the Children Bangladesh**

Ms. Roxana Khanom has currently been serving Save the Children as a Manager-Early Years Development under the sponsorship-funded programme. She has eight years' experience of working in the field Early Childhood Development. Before joining Save the Children she served different international development organisations like Institute of Educational Development of BRAC University and Plan Bangladesh. She has so far published several research articles in different national and international journals. Ms. Roxana did her undergraduate and post-graduate degrees in Public Administration from the University of Dhaka. She also did an additional Master Degree in Early Childhood Development from BRAC University.

**Abstract**

A three-year evaluation of Save the Children's Early Childhood Stimulation (ECS) programme which was delivered by the national frontline health workers. Save the Children trained the frontline health workers to message to caregivers about early cognitive stimulation during health check-up at the clinics. The ECS programme targeted parents of infants and toddlers and taught them about the importance of positive early stimulation and maternal responsiveness to support and enhance the development of these young children. There is considerable evidence that early stimulation programmes benefit the families and children they serve (see Bake & Lopez, 2010). Save the Children jointly worked with the American Institutes for Research (AIR) and secured a research grant in 2013 from the World Bank's Strategic Impact Evaluation Fund (SIEF). This impact evaluation conducted by external evaluator American Institutes for Research aimed to investigate whether an ECS programme using government community clinics service providers, could successfully deliver an early stimulation programme, and ultimately improve children's child development outcomes. This randomized control trial funded by Strategic Impact Evaluation Funds (SIEF) assessed both the feasibility and the impacts of scaling up Save the Children's early stimulation and parent education programme in Bangladesh, building on the existing government infrastructure of the community clinics and nutrition programming. This low-cost intervention, < \$7 USD per child, showed positive effects both on the cognitive growth and actual weight gain of children who are underweight and stunted. This evaluation shows how cross sectorial programming, such as health, nutrition and education services for young children are effective efforts for Bangladesh's most vulnerable children.

**Session Title: *Improving learning outcomes for young children***

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***Save the Children 'First Read': The Transformative Power of Home-Based Early Childhood Care and Development (ECCD) Interventions to Improve Learning Outcomes for Children*****Ms. Rany KHOY****Early Childhood Care and Development Advisor, Save the Children in Cambodia**

Ms. Rany KHOY, Early Childhood Care and Development Advisor, Save the Children in Cambodia. She has been working with Save the Children for almost 6 years in ECCD programme. Prior joining Save the Children, she had been working with World Vision Cambodia for more than 7 years in sector related HIV/AIDS, Food Relief, and Education. Rany has also worked extensively in the areas of education, health and nutrition, child rights and protection. She graduated master degree in Rural Development and Project Management.

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**Abstract**

Launched in 2013, First Read is an approach, promoted by Save the Children UK and developed in collaboration with SCI Offices in Cambodia, Philippines, Thailand and Rwanda. First Read recognizes the importance of parenting, community and home based activities. First Read emphasizes cognitive development whilst recognizing the importance of holistic early child development. First Read supports children in two age groups: from 0 to 3 years and from 4 to 6 years old. Interventions are similar for both age groups with different age appropriate content, materials and activities. The core interventions are: book development, book gifting, family learning (parenting education), and community action.

In Cambodia, with funding from Prudence Foundation, the project has been implemented in Prey Veng, Kampong Cham, Tboung Khmum, and Kratie to deliver cost-effective early years interventions that support children's cognitive development and can be easily adopted and scaled-up by the government.

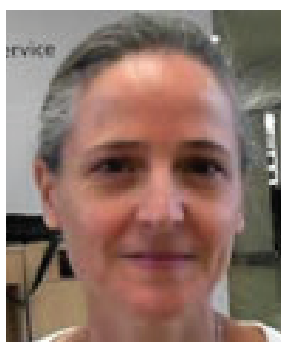
**Session Title: Improving learning outcomes for young children*****Outcomes of an integrated approach to early childhood care and development in Siem Reap, Cambodia***

**Ms. Sakan Soth**  
**ECCD Specialist, Plan International Cambodia**

Ms. Sakan Soth, is an Early Childhood Care and Development Specialist of Plan international Cambodia. She has 35 years' experiences in Early Childhood Care and Development, 17 years professional experiences with the Government Ministry of Education of Cambodia, and 12 years experiences in the position of Early Childhood Care and Development Advisor with Save The Children International in Cambodia before joining Plan International. She graduated University with a degree on Education management including Psychology and Pedagogy. She has experience with working to provide inputs to National ECCD policy, National action plans, ECCD operational guidelines and curriculum development. She has good competence of Child Psychology and Pedagogy and also skills on working with teachers and parents/ caregivers in very remote areas to promote parenting education programmes.

**Abstract**

Within the field of early childhood care and development, there are increased calls for integration of programming in order to address multiple needs of children, particularly those living in resource-constrained contexts. In response to issues around child health, nutrition, early stimulation and school readiness, Plan International in Cambodia has been implementing the Integrated ECCD programme in the province of Siem Reap since 2013 and recently commissioned a research study to assess the impacts of these interventions on participating children and communities. The research study adopted a comparison group design, involving 'experimental' groups (children and parents from villages where the Integrated ECCD Programmes are in operation) and 'control' groups (children and parents from villages where there is no Programme currently). A total of 281 children aged 3 to 5 years participated in child assessments. Over 400 children aged 0 to 5 years participated in anthropometric surveys. Findings indicate that the Integrated ECCD programmes are having a positive impact on children in target villages, in terms of both health and cognitive development outcomes as children in the experimental group performed significantly better across all domains than those in the control group. There is also evidence in target villages of enhanced awareness of hygiene and sanitation among participating families. Building on the findings reported here, and broader findings resulting from a baseline study conducted in other provinces where the Integrated ECCD programmes are currently operating, Plan Cambodia is in the process of finalizing an Outcomes Monitoring System, designed to support on-going monitoring, evaluation and refinement of its early childhood development programmes.



**Dr. Emma Pearson**  
**Senior Lecturer, School of Social Sciences at Bishop Grosseteste University, Lincoln, United Kingdom**

Dr. Emma Pearson's research activities are centred on the study of socio-cultural contexts of learning. She has both published in and led several funded research projects focused on this topic. Her consultancy work with organisations such as UNICEF, UNESCO and the Asia Pacific Regional Network for Early Childhood (ARNEC) has supported her research, involving travel to many countries, ranging from North Korea to Vanuatu. As part of this work, she has supported the development of goals and standards for Early Learning and Development in five countries, contributed to the establishment of the Pacific Regional Council for Early Childhood Care and Education, and led the drafting stages of the Pacific Guidelines for the Development of National Quality Frameworks for ECCE.

See more at: <http://www.bishopg.ac.uk/staff/Pages/emma-pearson.aspx#sthash.CHRX1yU5.dpuf>



**Session Title: Looking at the impact of ECD in some countries****Follow up impact study of 0-3 programming on parents and children in SCI Bangladesh****Ms. Hosneara Khondker**  
**Programme Director, Save the Children, Bangladesh**

Ms. Hosneara Khondker works at Save the Children in Bangladesh as 'Programme Director (PD)' of Integrated Child Development Programme –Shishuder Jonno. The key responsibility of this position is to lead and manage the long-term child development programme which is aimed to demonstrate innovative pathways to support Early Childhood Care and Development, Basic Education, School Health & Nutrition, Adolescent Development. She has about twenty-five years of experiences in the development arena with key strengths in development, management and coordination of diversified programmes/projects in the field of education, health (maternal and child health) etc.

She holds Master's degree in Management (M.com) and a Master's degree in Development Studies.

**Abstract**

Early learning and development programmes for very young children tend to focus on working with mothers as they are the primary caregivers. In rural Bangladesh, fathers are important decision makers who can offer vital early stimulation and support to young children. Different researches show that early learning and development is a long-term effects of early interventions. Save the Children team developed parenting programmes for 0-3 year olds focused on engaging both mothers and fathers. One of the research questions in this study is whether parenting interventions have lasting impact on the care and stimulation caregivers provide for their children after the programming has ended. To administer the study, Age & Stages Questionnaire (ASQ) and International Development Early Learning Assessment (IDELA) tools were used from 714 children aged 48 – 73 months (mean age = 64 months) whose parents participated in either the mother-focused or father-focused parenting programme in 2011-2012. The results of this study find an interesting interplay between factors related to children's learning and development. Analyses of the ASQ data did not find any significant relationships between previous interventions and current child development, nor any relationship between gender and early learning skills. However, for children not enrolled in an ECCD programme, previous 0-3 parenting programme participation was significantly positively related to emergent numeracy skills. That is, for children not currently enrolled in an ECCD centre programme, those whose parents had participated in a 0-3 parenting programme had stronger early math skills than their peers whose parents were not involved in an early parenting programme. Looking at equity factors impacting children's learning and development, being enrolled in an ECCD centre was found to be the strongest driver of children's skills. Future projects could consider factors that would support behaviour change even after a programme has ended and lead a higher intensity of programming could be considered in the future.



**Session Title: Looking at the impact of ECD in some countries*****The Impact of Investing in Early Childhood Development in Afghanistan*****Mr. Abdul Wakil Fekrim****Education Department, Aga Khan Foundation, Afghanistan**

Mr. Abdul Wakil Fekri with a Bachelor degree in science, graduated from science of ECD online course of Red River College Canada and worked as a part time volunteer instructor for the same course. Working in education department of Aga Khan Foundation, Afghanistan for 12 years, participated in many national and international ECD conferences, workshops and meeting around the world (Pakistan, Tajikistan, Kirgiz Republic, UAE, France, Portugal, Philippines, Swiss and India). Member of ECD working group in the ministry of Education, Afghanistan and member of ECD curriculum development and ECD strategy revising working groups in the Ministry of Education, Afghanistan.

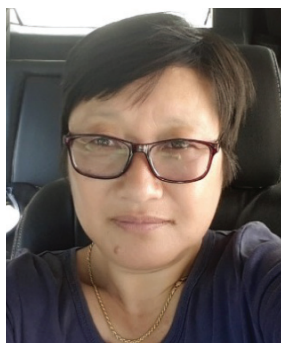
**Abstract**

The Aga Khan Foundation, Afghanistan has been operating a preschool programme for children from 5 to 7 years of age in three provinces of Afghanistan. The study presented in this paper evaluated the programme in two of these provinces, namely Baghlan and Bamyan, by comparing school readiness skills of those who had and those who had not attended preschool. Similarly, the literacy and math competencies of preschool graduates and non-graduates were assessed at the end of first grade. In addition, because the programme includes parenting education for the parents of pre-schoolers, we examined parental support of learning in their children, preventive health practices, and dietary diversity. The preschool-aged sample included 363 children between the ages of 5 and 8 years, approximately half had just finished the AKF-A preschool programme. The Grade 1 sample included 375 children between the ages of 6 and 9 years, approximately half of whom had graduated the previous year from an AKF-A preschool.

Assessments included a test of school competencies, specifically a 35-item test of school readiness skills acquired by preschool-aged children, and a 71-item test of literacy and math achievement by first graders. The tests were modified from existing ones used in developing countries and evaluated for their validity in this setting. A structured interview with the mother was used to collect information about the family and parents of the child, parenting practices in support of early learning, preventive health practices such as immunization, water and sanitation, and diversity of the child's diet. Local research assistants were trained to administer the tests and interviews in a respectful and reliable manner. Ethics approval was granted by McGill University. In conclusion, the AKF-A early childhood programme is very effective in raising school readiness skills of children prior to entering grade 1. The programme's impact was also noted in the superior achievement of first grade children in comparison to classmates who had not attended preschool.

**Session Title: Looking at the impact of ECD in some countries**

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**National ECCD Centre Programme Impact Evaluation 2015**

**Ms. Karma Dyenka**  
**Save the Children, Bhutan**

Ms. Karma Dyenka lives and works in Thimphu, the capital of Bhutan. She has been working as education programme manager in Save the Children Bhutan Country Office since 2007. Before joining Save the Children she worked for the Ministry of Education for 14 years as a teacher, a teacher educator, and a school monitoring officer. She completed her Masters in Education from the University of New Brunswick, Canada in 1999. As the education program manager for Save the Children Bhutan Country Office she has been working very closely with the ECCD and Special Education Needs Division of the Ministry of Education in designing and developing curriculum for increasing access for children in Bhutan to access quality ECCD centre programme, and in documenting the impact of the ECCD centre programme.

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**Abstract**

The primary purpose of the study is to generate evidence on how Bhutan's early childhood education programme contributes to children's learning and development, and use this evidence to advocate for greater investment from the government and expansion of quality ECCD center programme as a development priority. A baseline and endline assessment was conducted using the International Development and Early Learning Assessment (IDELA) to measure children's learning and development across six domains (Motor, Literacy, Numeracy, Socio-emotional, Executive function, and Spiritual/moral/cultural). A caregiver questionnaire was used to gather information about parenting practices and home environments. In order to be able to directly relate programme inputs to child learning and development, quality information was also collected during the school year through the Quality Monitoring Tool for ECCD Centers (QMTEC) with additional items adapted from the Early Childhood Environment Rating Scale (ECERS). A random sample by type of ECCD centers is represented in the study, including non-formal education, parenting programmes and a comparison group of children who have no access to any ECCD programming. The evaluation included a minimum sample size of 20 randomly selected centers under each type of ECCD Center and a total of 120 evaluation centers spread across nine districts. In total the minimum and maximum sample size required for the 120 sites was 1200 – 1800 children with equal number of parents/caregivers.

**Session Title: *Inclusive and Innovative approaches to ECD******Language matters and so does many other factors – scaling up mother tongue based Early Childhood Care and Development*****Ms. Dharitri Patnaik****Senior Country Representative, Bernard Van Leer Foundation, India**

Ms. Dharitri Patnaik has been associated with international development and the non-profit sector for more than 20 years. Her areas of expertise are social and public policy, knowledge management, governance, accountability and non-profit management. She previously worked with UNICEF, CARE USA, UNIFEM, ActionAid International, ActionAid India and the Government of Odisha's state urban development agency. A Mason Fellow, she has a Master's in Public Administration from Harvard University's Harvard Kennedy School, and a Master's in Social Work from Tata Institute of Social Sciences (TISS), Mumbai. She lives in Bhubaneswar, India with her three young children and husband.

**Vishal Kumar Dev****Indian Administrative Service Commissioner cum Secretary,  
Women & Child Development Department, Government of Odisha**

Mr. Vishal Kumar Dev worked for about three years in the corporate sector before joining the Indian Administrative Service in 1996. He has handled several important assignments in the past including Municipal Commissioner, Cuttack, Collector & District Magistrate, Balasore, Chief Executive Officer, Odisha Computer Application Centre and Director, IT, Government of Odisha Managing Director, Industrial Development Corporation, Odisha Limited (IDCO) and Municipal Commissioner, Bhubaneswar and Vice Chairman Bhubaneswar Development Authority (BDA). His areas of interest include infrastructure development, urban management, administrative reforms and e-Governance. He graduated with a degree in Computer Science

and Engineering from Indian Institute of Technology (BHU), Varanasi and a degree in Management from Indian Institute of Management (IIM), Lucknow. He has also completed a Master Programme in Governance and Development from the University of Sussex, United Kingdom.

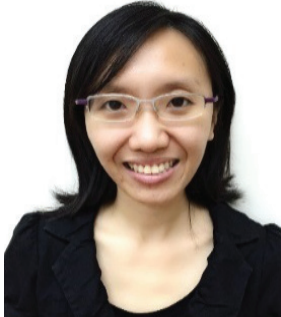
**Abstract**

India is one of the most linguistically diverse countries in the world. Most of the languages spoken in India belong to one of the four language families: Indo-Aryan, Dravidian, Tibeto-Burmese and Austro-Asiatic. The Census 2001 figures point out that there are a total of 122 languages and 234 mother tongues. However, many experts feel this cannot be accepted as the final as the Census does not report languages spoken by less than 10,000 people. This is evident from the fact that, in 1961 nearly 1652 mother tongues were reported in the Census but only 193 languages were classified. The Census 2001 pointed out that 30 languages in the country are spoken by more than a million native speakers and 122 languages by more than 10,000. Countries across the globe are characterized by societal multilingualism, yet there always seems to be a single dominant language for a smoother social transaction. Instruction in this dominant language often leads to learning and teaching difficulty for children from minor indigenous communities. This ultimately results in high dropout rate, and develops the vicious cycle of lower literacy and unemployment.

While Mother tongue-based bilingual programmes during the early childhood use the child's first language, allowing the learner adequate scope of understanding in their home-based language, it also creates understanding and participation in the classroom setting. Later on this becomes a platform for learners to gradually transfer skills from the familiar language to the unfamiliar one.

**Session Title: *Inclusive and Innovative approaches to ECD***

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***Promoting Parent-Child Bonding through Meaningful Play Experience through Project Tinker Kit***

**Ms. Ding Zhen Xin**  
**Preschool Market, Singapore**

Ms. Zhen Xin worked with Pre-school Education Branch (PEB), MOE before setting up her social enterprise, Preschool Market which aim is to engage preschool educators, children and parents through meaningful events and projects, e.g. World Water Day and SG50 Celebration: My Kindergarten Teacher and I. Its social cause is to reach out to children from less-privileged background to bring play and learning to them and their family. She graduated from the National University of Singapore with an honours degree in Science (Biology). She obtained a Post-Graduate Diploma in Education (Secondary) from the National Institute of Education.

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**Abstract**

An individual typically spends most of his early years (0- 5 years old) in a home setting. Parents and the home environment therefore play a critical role in the early development of a child. Indeed, parents are a child's first and most influential teachers. They can engage in various activities with the child to understand him, explore the environment through his eyes and is very much a part of the development of his creativity. For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. Preschool Market started a parent-child bonding project – Project Tinker Kit in 2015 to encourage lower socioeconomic status (SES) families to spend quality time engaging in art and craft activities. This project has since reached out to about 200 three to six year-old children from these families. All parents agreed that the responsibilities of teaching a child lie not only on teachers and they appreciated the crafting sessions that were organized. In November 2016, with the support of LearnSG Seed Fund by SkillsFuture Singapore (a Singapore Statutory Board), Tinker Kit was further developed to include a learning framework and Tinkering Toolbox to encourage positive habits and attitudes that foster learning for life. Adopting a 'learn-through-play' approach, these activities focus on the physical, intellectual, social-emotional development of children. Tinker Kit also aims to promote parent-child bonding through engagement in craft and play. This portable kit allows parents and children to learn-through-play wherever they are and whenever they can.

**Session Title: *Inclusive and Innovative approaches to ECD***

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***Utilization of listening and dialogue groups to facilitate the delivery of health, growth and development messages for children in Kratie Province, Cambodia***

**Mr. Sovann Yim**  
**Save the Children, Cambodia**

Mr. Sovann Yim is currently the Health Programme Manager for Save the Children. He has over 20 years-experience working on maternal, newborn and child health interventions including reducing the key causes of maternal and child deaths and preventing HIV/AIDs and malaria transmission with CARE, Partners for Development, International Relief and Development, and American Refugee Council. During his career, he has led efforts on monitoring and evaluation, capacity building, quality improvement including demand creation and overall programme implementation. Mr. Sovann is certified Medical Assistant and has a Master of Public Health from International University, Phnom Penh.

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**Abstract**

Kratie Province is located in the north east of Cambodia where compared to national averages teenage girls are 50% more likely to be pregnant, while 52% of women have delivered in a health facility with a skilled health provider compared to 89% nationally. Outcomes are similar for early childhood education with less than 6% of eligible children enrolled and only 32% of adults in households engaging in four or more early stimulation or learning activities compared to 59% nationally (CDHS, 2014). The key issue being addressed is the development of a holistic approach to ECCD through the integration of effective interventions for reaching rural and remote populations in the northeast of Cambodia, which have proven successful in increasing demand for RMNH services. Given evidence generated through literature reviews and the completion of programmatic qualitative and quantitative studies, the intervention was designed to leverage positive outcomes to enable a holistic approach for ECCD that includes health and early learning stimulation through home based care initiatives.

## Closing Remarks and Word of Thanks

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### **HANG Chuon Naron**

Mr. HANG Chuon Naron is currently Minister of Education, Youth and Sport and the Permanent Vice-Chairman of the Supreme National Economic Council (SNEC), a Think Tank of the Royal Government of Cambodia. He holds Masters and Ph.D. degrees in International Economics from the Moscow State Institute of International Relations (1982-1991), an Advanced Diploma in Insurance from the Chartered Insurance Institute (CII), United Kingdom, and the Malaysian Insurance Institute (MII). Since 2008, he is an associate of the CII and the MII. In 2012, he received a Master's degree in international law (LLM) from the Royal University of Law and Economics and the University of Lyon 2, France, and was awarded a Diploma in the Law of the Sea by the Rhodes Academy of Oceans Law and Policy. He worked in various diplomatic missions and research institutions as a political and economic analyst. Since 1999, he held various positions

at the Ministry of Economy and Finance, such as Research Coordinator of the Economic Advisory Team and First Deputy Director of Budget and Financial Affairs Department. Since 2000, he introduced the reform of school financing by channelling funds directly to school, leading to the establishment of school operating budget. Then he was appointed Deputy Secretary General in charge of Policies, including economic, fiscal and financial policies, ASEAN, financial industry, economic analysis as well as responsible for coordination with the IMF and the World Bank. He held the position of Permanent Secretary of the Ministry of Economy and Finance from 2004 to 2010. In 2010, he was appointed Deputy Minister of Economy and Finance. He served as member or chair of the Board of a number State-owned companies and research institutes, such as CDRI, the Learning Institute and Youth Star. He represented Cambodia at the ASEAN and ASEAN+3 Finance and Central Bank Deputies Meetings between 2000-2010. He represents Cambodia at the Meetings of G20 Finance Ministers and Central Bank Governors during Cambodian chairmanship of ASEAN in 2012. He also coordinated the policy dialogues between the Cambodian Ministry of Economy and Finance and the Asian Development Bank (ADB), the International Monetary Fund (IMF) and the World Bank. He is author of a number of government policy papers and socio-economic development strategy and books on Cambodian economy and public finance. His book, "Cambodian Economy: Charting the Course for a Bright Future", was published by the Institute of Southeast Asian Studies (ISEAS). Since September 2013, he was nominated Minister of Education, Youth and Sport and published in 2016 a book in Khmer entitled: "Education Reform in Cambodia: Towards a Knowledge-Based Society and Shared Prosperity."



### **Dr. Mae Chu Chang** **Member, ARNEC Board of Directors**

Dr. Mae Chu Chang joined ARNEC as a Member of the Board of Directors in January 2014. She is an advisor to the International Council for Women on Women and Employment. She oversees a renewable energy vocational training project in Indonesia funded by the U.S. Millennium Challenge Cooperation. Prior to her retirement from her 30-year career at the World Bank, she was the head of the Human Development Sector in Indonesia and Lead Education Specialist of the World Bank. She led a comprehensive program of support for Indonesian education from early childhood to higher education amounting to about US\$1.5 billion. Prior to her posting in Indonesia, she was the Lead General Educator for Middle East and North Africa (MENA) Region. In Egypt and Jordan, she led a sectoral policy dialogue which resulted in a

comprehensive development framework for the education and training sector from the early childhood to the tertiary education stage. Prior to joining the MENA region, she served in South Asia and East Asia and won a Human Development Award for Excellence for her work on girl's education in Pakistan. Prior to joining the World Bank in 1983, Dr. Chang held various positions in the U.S. Department of Education including: Coordinator of International Affairs, and Team Leader for bilingual education. She also undertook various advisory and consulting assignments to Boston school districts, OECD and United States Information Agency. Dr. Chang holds a Doctoral Degree in Education and M.A. in Psycholinguistics from Boston University, U.S.A. She graduated with a B.A. from Melbourne University, Australia.



**ARNEC and the Ministry of Education,  
Youth and Sport, Cambodia would like to  
thank the following:**

**The ECCD General Secretariat, UNICEF, Plan International,  
Buandokomar organization.**

**The Global Alliance for Children for their sponsorship.**

**UNICEF East Asia and Pacific Regional Office (EAPRO),  
UNICEF Regional Office for South Asia (ROSA), UNESCO Asia  
Pacific Regional Bureau for Education, Plan International,  
Open Society Foundations, Save the Children and ChildFund  
International for their support.**

Thank you everyone for attending the  
2017 Asia-Pacific Regional Conference on  
Early Childhood Development!  
We hope to see you again next year.

