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The Challenge of ECCE Inclusive Education for Society 5.0 in Southeast Asia

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SEAMEO - The University of Tsukuba
Symposium VIII
13-14 February 2020
Tokyo Campus, University of Tsukuba
Japan



Commitments on ECCE



GLOBAL

REGIONAL



SDG 4: Quality Education



SEAMEO Priority Areas



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**SUSTAINABLE
DEVELOPMENT GOALS**
17 GOALS TO TRANSFORM OUR WORLD



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Roadmap of SDG Target 4.2. ECCE



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



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Defining Inclusion



“The process of improving the terms for individuals and groups to take part in society” and “the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society”.

(The World Bank, 2013, pp. 3-4)



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EQUALITY VERSUS EQUITY within social inclusion



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



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The importance of Social Inclusion in ECCE ?



- Education is a tool to dismantle all forms of racism, prejudice and hegemonic thought and behaviour (Robinson & Díaz, 2006; Earick, 2009; Daniel & Escayg, 2019; Hall, 2019).
- The United Nations Convention on the Rights of the Child states the aim of educators should be to prepare 'the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin' (Save the Children 1997, Article 29. 1d, 109).



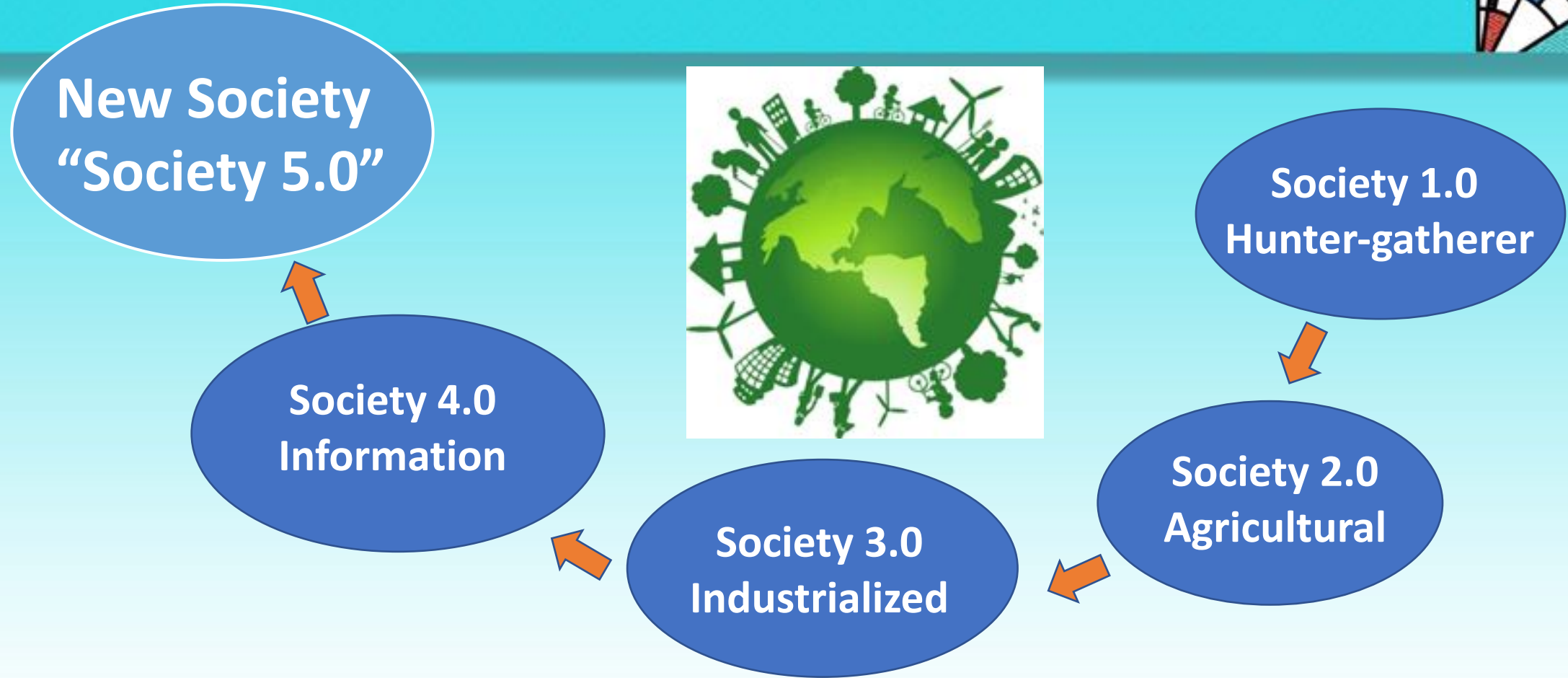
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What is Society 5.0 ?



“Super-smart society.” “A human-centered society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space.”

(Source) Cabinet office, https://www8.cao.go.jp/cstp/english/society5_0/index.html



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How is it different from Information Society 4.0?

Current Information Society 4.0

CyberSpace

Cloud

People access,
obtain and
analyze information.

People drive
by navigation

People analyze
information.

Robots are
controlled by
people.

(Note) Translated by the presenter.

(Source) Cabinet office,

https://www8.cao.go.jp/cstp/english/society5_0/index.html

Society 5.0

CyberSpace

Big Data

Analysis

AI

Artificial
Intelligence

Sensor Information

Information collection
of environments,
humans, or machine
operating status

High-value added
information, proposals,
or machine operation
instructions

Automatic
driving

AI makes
proposals.

by robots
Automatic
production

Physical space



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What kind of society will it be? (1)



Currently,

Cross-sectional sharing of knowledge and information is not enough, and cooperation is difficult.

Society 5.0

Currently,

Difficulties in tackling with issues such as the aging society and depopulation in rural areas.

IoT will connect all people and things. New cross-sectional values will be created after sharing knowledge and information.

Innovations such as drones and autonomous vehicles will help people to overcome issues related to the aging population and depopulation.



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What kind of society will it be? (2)



AI will free people from troublesome work of analyzing huge amount of information.

A use of robots, automatic-driving cars, and other technologies will expand possibilities.

Currently,
Finding and analyzing the necessary information from overflowing information is difficult and burdensome.

Society 5.0

Currently,
Much work still relies on manpower and faces with its own limitations. The scope of work is restricted to some due to old ages and disabilities.

(Note) Translated by the presenter. (Source) Cabinet office, https://www8.cao.go.jp/cstp/english/society5_0/index.html



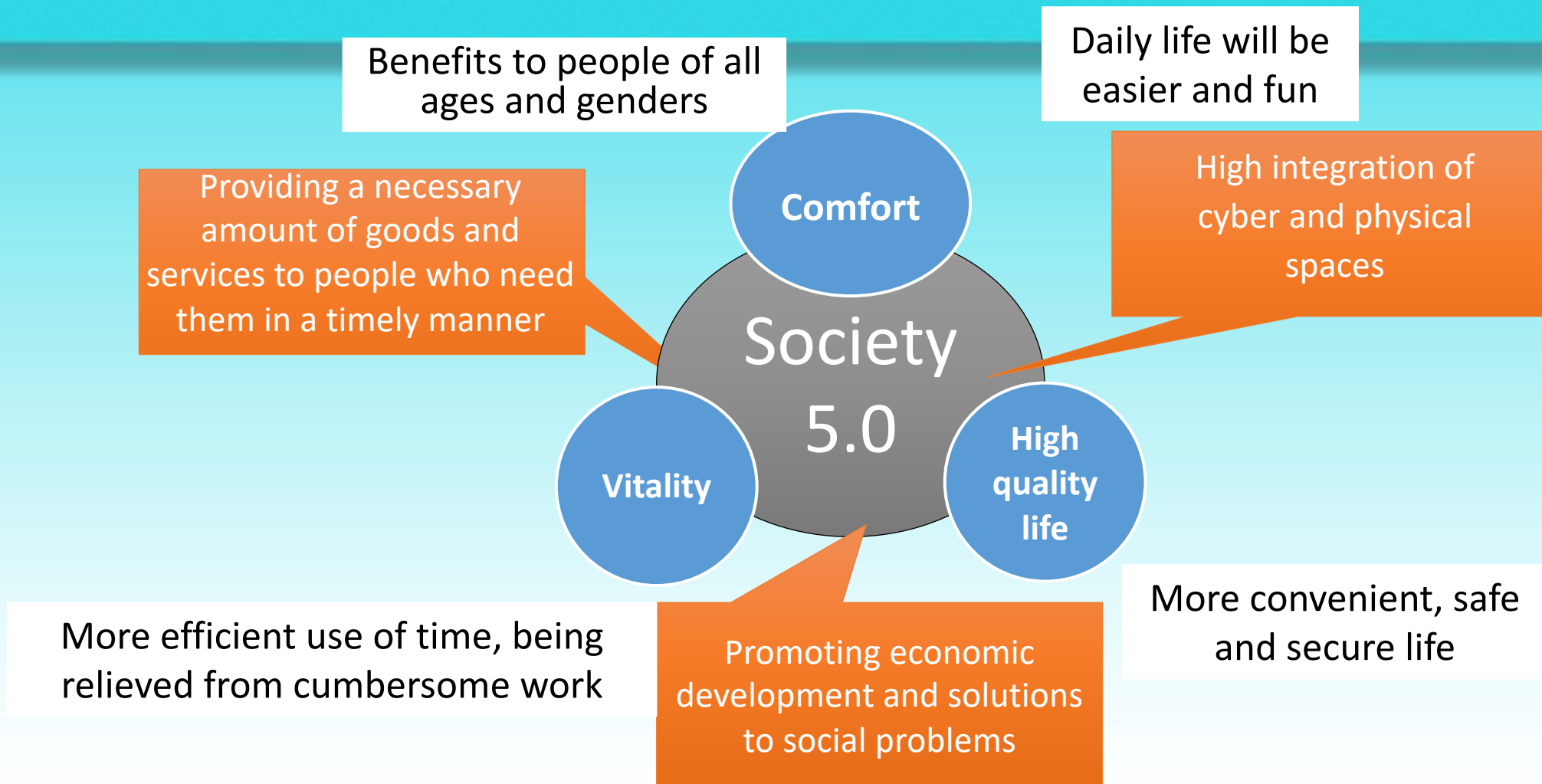
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Why will it be human-centered?



(Note) Translated by the presenter. (Source) Cabinet office, https://www8.cao.go.jp/cstp/english/society5_0/index.html



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Some concerns are:

- Wouldn't many of us be jobless?
- Could we catch up the speed of technology advancement?
- Wouldn't we be left with a sense of inabilities?
- Wouldn't the technology divide create inequality?



→ *What are our strengths as human beings?*



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Future directions of education policies



Forms of learning will be also *transformed* in Society 5.0...

Currently		In Society 5.0
Mass teaching	→	More individualized learning
Study plan and contents based on the grade levels	→	More individualized study plans and contents based on their study logs , etc.
Study supports based on teachers' understanding		More sophisticated study supports based on study log records.
Mostly studying in the class of the same grade	→	Learning beyond the grade levels , such as mixed-aged, mixed-grade groups based on their abilities and tasks. More collaborative learning.
Studying at the school premises	→	Diverse learning programs utilizing different education resources and places.

(Source) Ministers' Meeting on Human Resource Development for Society 5.0 (2018) *Human Resource Development for Society 5.0: Changes to Society, Changes to Learning*, MEXT. http://www.mext.go.jp/b_menu/activity/detail/pdf2018/20180605_001.pdf



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Future directions of education policies should be:

1. Provide a variety of learning opportunities and spaces to achieve **“fair, individually optimized learning”**
2. Ensure that all children and students acquire fundamental academic abilities, such as **basic reading comprehension, mathematical thinking, and information competency**
3. **Transcend the existing humanities/sciences divide**

(Source) Ministers' Meeting on Human Resource Development for Society 5.0 (2018) *Human Resource Development for Society 5.0: Changes to Society, Changes to Learning*, MEXT. http://www.mext.go.jp/b_menu/activity/detail/pdf2018/20180605_001.pdf



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Vision

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

Mission

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

Target Beneficiaries

- children, parents, and families; Governments and policy agencies that operate in the region. makers within the SEAMEO region; Professionals and practitioners & Social entrepreneurs, CSOs and NGOs engaged in ECCEP Services; Researchers and research institutions and Other relevant partners and donor



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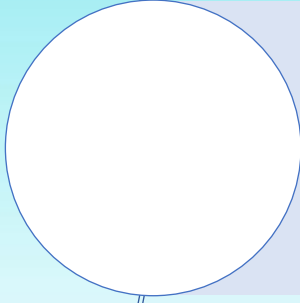
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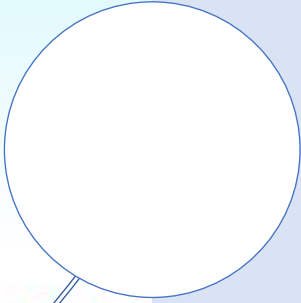
Key Functions of SEAMEO CECCEP to Deal with Inclusive Education



Become a research-hub that collects and analyses data, and disseminates information and expertise related to ECCE and parenting within the SEAMEO member countries.



Actively seek and engage with international research partners and relevant networks to enhance the 'quality' and 'relevance' of research within ECCE and parenting themes to tackle and cope with inclusion on education



Initiate and conduct training for ECCE stakeholders especially ECCE teachers to have more knowledge and understanding on inclusive education as well as disseminate good practices that has been carried out by teachers across Southeast Asian



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SEAMEO CECCEP CORE ACTIVITIES COPING WITH INCLUSION



1

- Survey of Teachers in Pre-Primary Education (STEPP)
- Regional Documentation on Innovative Financing Mechanism and Partnership for ECCE
- Joint Research between SEAMEO CECCEP and PLAN International Indonesia on Evaluating the Effectiveness of Parenting Programmes in order to Support Children's School Readiness

RESEARCH &
DEVELOPMENT

TRAINING &
CAPACITY
BUILDING

2

- Workshop on Aligning Perspectives with SEAMEO CECCEP's Partner Organizations,
- Workshop on ECCE and Parenting Education Models Selection,
- Workshop on Learning Packages Development,
- In Service Training for Teachers and Parents of Children with Autism,
- National Teachers Training on Quality Learning Environment,

ADVOCACY &
PARTNERSHIP

3

- International Seminar on Early Childhood Care Education and Parenting: Children's Well-being and Effective Parenting in the Digital Era (Yogyakarta, November 14-17, 2017)
- The 1st International Conference on Early Childhood Care, Education and Parenting, 2019



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SEAMEO CECCEP FUTURE PLAN ON INCLUSIVE EDUCATION



- Expanding Access to a Quality ECCE by implements the result report of regional documentation of Innovative Financing Mechanisms and Partnerships on ECCE.
- Providing Quality ECCE means better teacher performances. UNESCO Bangkok and SEAMEO has a guide on ECCE teacher competences framework (TCF). Making sure that TCF has implemented in south east Asia has tackle one issue that is improving quality ECCE teachers
- Equipping teachers with understanding, knowledge and practices of inclusive education by giving training, courses on inclusive education in partnerships with other SEAMEO center or other organizations.



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Thank You



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