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The Role of SEAMEO CECCEP in Creating Accessibility to Early Childhood Education in Indonesia

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Abstract: Based on this research paper, authors found that the efforts made by SEAMEO as a regional organization increase the quality of ECCE in the region are by establishing a special study center that handles early childhood education, namely the SEAMEO Regional Center for Early Childhood Care Education and Parenting (SEAMEO CECCEP). In realizing this goal, SEAMEO CECCEP has three main programs, which are: research and development, capacity building and advocacy and partnership. Several efforts, such as seminars and surveys have been carried out as a first step in starting the program. As for capacity building, SEAMEO CECCEP will develop 12 selected learning models to train ECCE teachers in Southeast Asia. Furthermore, it is felt that SEAMEO CECCEP needs to cooperate with the Organization Mondiale pour l'Education Prescolaire (OMEP) so that it can help accelerate the achievement of the SDGs target regarding the provision of free and quality ECCE services in the Southeast Asia region.

Keywords: SEAMEO, SEAMEO CECCEP, SDGs, ECCE, Southeast Asia, International Organization

INTRODUCTION

Education has an important role in the life of the nation and state. This is an effort to create quality human resources so that they become the main capital in nation development. On the other hand, it must be acknowledged that the quality of education has an integral influence on a country's economic growth, because adequate education is able to create quality human resources that are responsive and ready to face change and development in the country. In fact, education is one of the most important indicators related to a country's development. In fact, many countries allocate large economic value to support educational programs with the aim of improving the quality of education so that it is directly proportional to improving the quality of human resources.

Even though it is acknowledged that education is an important part of a country, not all countries have adequate quality education, this can also be seen from the level of accessibility of society to access education in that country. Problems regarding education in a country cannot be separated from economic factors, namely poverty and economic inequality. These two things are classified as the main factors that cause educational problems in a country. This condition shows that education and the economy are two things that mutually influence each other. Poor quality education will cause poverty and economic downturn and vice versa, poverty will also affect the level of education of each individual which results in ignorance.

Based on data released by the World Population Review in 2021, it is known that the United States is ranked first as the country with the best education system, followed by the United Kingdom, Germany, Canada and France. Meanwhile, in the Southeast Asia region, based on data released by ASEAN Skyline in 2020, Singapore was ranked first as the country with the best quality education system. Until now, Indonesia itself cannot be said to be a country that has a good education system, this is shown by Indonesia's position in the education system released by World Top 20.org, which is placed in 67th place, side by side with the positions of Albania and Serbia. Problems regarding the education system in Indonesia cannot be separated from the problems that occur in the issue of early childhood education [1].

Indonesia itself is a country that has quite a large number of PAUD. This shows a form of community enthusiasm in responding to government programs to increase community accessibility to education for early childhood, considering that there are still many children in their early childhood who have not received Early Childhood Education services. The government's intensive program in socializing the implementation of PAUD must of course also be accompanied by serious monitoring, so that organizers not only establish PAUD because they are encouraged by the pioneering project to establish PAUD, but also understand the importance of providing quality education for early childhood. However, this condition does not necessarily mean that the early childhood education sector in Indonesia is free from problems. According to data from the Ministry of Education and Culture (Kemendikbud), access to Early Childhood Development centers in Indonesia is only 34.19% (Education and Statistics and Culture Data Center, 2019). The data also reveals that geographic differences mean some children have limited access to Early Childhood Development services. Another problem is the quality of PAUD in Indonesia which still uses a teacher-centered approach which emphasizes academic activities such as reading and writing rather than playing. If it is based on the fact that education carried out in early childhood is essentially an effort to facilitate the child's overall development or emphasize the development of all aspects of the child's personality. Early childhood development is an increase in children's awareness and ability to know themselves and interact with their environment along with the physical growth they experience. Education for early childhood is a bridge so that the child's development process does not experience obstacles or obstacles during their development which is very necessary for the capital to interact with their environment. This is as stated in the Tanoto Foundation Baseline Monitoring Report in 2018 which explains that the early childhood education sector has a significant influence on children's development in the next stages of life starting from basic education, health, to behavior and income as adults. Through this report it is also known that students who attend Early Childhood Education (PAUD) have a better understanding [2-5].

Therefore, attention to increasing public access to early childhood education must be considered seriously, because this also shows that the development obtained in early childhood greatly influences children's development at the next stage and can increase work productivity in adulthood. This is in line with the opinion that education cannot only be oriented towards academic abilities, but must be able to be comprehensive by not focusing on certain aspects, but rather be directed at implementing learning that is developed in accordance with the world and applies concepts. learn through play.

This agenda is also considered important by international forums. On September 25 2015, for the first time in history, the United Nations made early childhood development part of the world's largest organization's global development goals. A 2030 agenda, which was later named Sustainable Development Goals (SDGs), was designed for sustainable development with three action plan goals—for people, planet and prosperity. SDGs are the result of the idea that to create simultaneous development between human development, the planet (earth) and prosperity, it needs to start when humans are still at an early age. The formulation of this agenda is of course based on the fact that a person's health, learning process and behavior are greatly influenced by their condition at an early age. The inclusion of early childhood development is contained in Sustainable Development Goal 4 (SDGs point four), namely ensuring that everyone has access to quality education and lifelong learning opportunities. This point is then specified in subpoint 4.2 which reads: "By 2030, (the state) guarantees that all girls and boys have access to quality early childhood development and pre-primary education so that they are ready to pursue education. base."

The idea of the importance of paying attention to early childhood development is increasingly receiving support from various institutions, especially after the ratification of the UN agenda in 2030. The World Bank, Inter-American Development Bank and Asian Development Bank now often highlight early childhood development programs in their lending portfolios. Apart from that, several UN agencies such as UNICEF, UNESCO, UNDP and WHO are very supportive in realizing and ensuring quality early childhood development. The efforts made by the four UN agencies are developing learning outcome measurements, creating guidelines and monitoring the progress of the program [3,5,6].

After the UN acknowledged that early childhood development is very important and contributes to efforts to realize its 2030 agenda, the Southeast Asian Ministers of Education Organization (SEAMEO), which is a regional organization in the Southeast Asian region, is increasingly motivated to be even more aggressive in promoting the importance of paying attention to early childhood development in order to realize development, especially in the Southeast Asia region. Several agendas to realize quality early childhood development were already carried out by SEAMEO before the adoption of the global agenda and became more intensive and even became one of its priority agendas after the ratification of the SDGs [7].

The formation of the Southeast Asian Ministers of Education Organization (SEAMEO) as an intergovernmental regional organization in the Southeast Asia region aims to promote cooperation in the fields of education, science and culture. Through education, it is hoped that all communities in this region can create a better-quality life, preserve culture and traditions, develop information and communication technology, eradicate poverty and be able to process natural resources well. So that these various goals can be achieved, SEAMEO always creates a priority agenda which is of course adapted to regional and international situations. The latest priority agenda that has been agreed upon by Southeast Asian education ministers is the Seven Priority Areas which are valid from 2015 to 2035. There

are seven agendas that are very important to prioritize in running this organization, namely: early childhood education and care (early childhood care). and education/ECCE), mention of various barriers to inclusion (addressing barriers to inclusion), joy in facing emergencies (resiliency in the face of emergencies), promotion of technical and vocational education and training (promoting technical and vocational education and training), revitalization teacher education (revitalizing teacher education), integration of higher education with research (harmonizing higher education and research) and adoption of a 21st century curriculum.

The process of actualizing awareness of the importance of early childhood education and care did not happen instantly, but has gone through various efforts. After the 45th Southeast Asian Ministers of Education Organization (SEAMEO) Council Conference took place, UNESCO Asia and the Pacific Regional Bureau for Education collaborated with the SEAMEO Secretariat to analyze policies and systems for ECCE teachers in Southeast Asia. In this case, UNESCO proposed a project entitled "Early Childhood Teacher Development in Southeast Asia". The embodiment of this project is a guide for the management and development of ECCE teachers in Southeast Asia which was named Southeast Asian Guidelines for Early Childhood Teacher Development and Management and the files were successfully verified in July-September 2015. Simultaneously with the preparation of the guide, on 28 August 2014, the SEAMEO Executive Committee ratified several key messages (key messages) which were the results of educational studies carried out by the SEAMEO Secretariat for the future of Southeast Asia using a futuristic approach [8].

Regarding what SEAMEO is doing to improve the quality of Early Childhood Education in Southeast Asia, it shows that there is awareness from each ASEAN member country that to meet the specific needs of the people in terms of access to education this cannot be separated from foreign aid, whether from other countries and international organizations. The state's inability to meet its domestic needs causes the state to need to enter into cooperation with other parties [7-9].

PROBLEM IDENTIFICATION

Investing in Early Childhood Education is a smart investment that can be made by the country. The Ministry of Education and Culture quoted research findings from Professor Heckman regarding the benefits that a country can gain from investing in Early Childhood Education, namely the opportunity to create human resources that in the future can generate income 25% higher than if they had never attended PAUD. Apart from that, PAUD also has an important role in the development of a nation. The availability of access for children in a country to quality PAUD services is an indicator of national development. This fact then prompted the UN to make equal access for every child to PAUD services one of the points of the Sustainable Development Goals.

The SDGs as a whole have a goal of ending poverty, protecting the planet and ensuring a prosperous life for all people with a target of 2030. In order to achieve this goal, the support of all parties is needed, especially every country that is part of the United Nations. As a UN member country, Indonesia is required to play an active role in the SDG's program. The implementation of SDGs in Indonesia is also linked to the implementation of national development which is demonstrated through government programs that have SDG's aspects. In relation to this research, the government must also make various efforts as a concrete form of commitment to realizing SDG's point 4.2, namely the development of care and Early Childhood Education (PAUD), one of which is carried out through the role of SEAMEO CECCEP.

DISCUSSION

Development of Early Childhood Care and Education (ECCE) in Indonesia

Attention to early childhood development cannot be separated from the educational aspect. When viewed from a psychological perspective, Early Childhood Care and Education (ECCE) can be defined as stimulation and educational programs received by children aged 0 to 8 years. Regarding this age limit, not every country applies the same rules. In Indonesia, for example, if we refer to the Indonesian National Education Law no. 20 of 2003 Article 28 Paragraph 1, states that "Early childhood education is a program directed at children aged 0 to 6 years".

Indonesia has a special agency that handles program coordination and stakeholders involved in early childhood development, namely the National Development Planning Agency (Bappenas). Apart from coordinating, this agency also developed a program called "National Strategy for Comprehensive Early Childhood Development" (2008) whose final draft was later named "Guidelines for Management and Implementation of Comprehensive Early Childhood Development". The activities carried out in carrying out the program focus on early detection of various deviations in growth, nutrition and development standards. The Maternal and Child Health Pocket Book is a tool used to measure the growth and development of early childhood which is distributed to families, Community Health Centers (PUSKESMAS), preschools, kindergartens and other programs that serve children's health [8-10].

Meanwhile, developing services for PAUD access by every child in Indonesia is still hampered by several challenges faced by Indonesia which can be summarized as follows:

- Problematize institutions. One of the problems with PAUD institutions is the fact that PAUD institutions are still not de jure recognized by the government like other school institutions because PAUD institutions are not included as elementary schools or are called non-formal educational institutions as in Law no. 2 of 2003 concerning the National Education System.
- Management or managerial problems. The source of management or managerial problems in PAUD institutions in Indonesia is that the number or quantity of Human Resources (HR) who are structural

managers is still very minimal. This causes many teachers in PAUD to hold concurrent positions.

- Problems with the quality of teacher competence. Until now, many PAUD teachers in Indonesia still do not have a bachelor's degree or have only graduated from high school or equivalent, so this problem will also affect teacher competence, especially the pedagogical and professional competence of PAUD teachers in Indonesia.
- Learning Problems. The implementation of learning in PAUD institutions still tends to be teacher-oriented and observant, so that students quickly get bored or lack enthusiasm for learning because the teachers are less creative in managing learning and creating an interesting, fun and contextual learning atmosphere. Apart from that, many learning activities only focus on cognitive development and do not touch on aspects of religious and moral values, gross and fine motor physical, social emotional, artistic and communication and language skills.
- Problematize Education Costs and Education Budgets. The educational costs of the majority of PAUD institutions in Indonesia still tend to be minimal, resulting in minimal education budgets for developing the quality of institutions, managerial, human resources, educational and learning facilities and resources. Assistance from the government, both the Ministry of National Education and the Ministry of Religion, is available, but it is not enough to cover the deficiencies that PAUD institutions really need.

The various problems above indicate that the implementation of education and learning in PAUD institutions is still not carried out in a holistic, integrative manner, which means that ideally the implementation of PAUD services must be carried out in a comprehensive and integrated manner. Holistic development of early childhood education means that services to children are carried out comprehensively including aspects of care, protection, nurturing and education. Meanwhile, integrative means integrated. The implementation of service activities for children is carried out in an integrated manner between the functions of care, nurturing, protection and education. Integrative Holistic PAUD Development is early childhood development carried out based on an understanding of systematically meeting the diverse and interrelated essential needs of children, which includes various aspects of physical and non-physical development so that children can grow and develop as healthy, strong, intelligent, cheerful children. and virtuous [11].

As a form of commitment to prioritizing PAUD, the Indonesian government, through the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), continues to consistently modify the curriculum to make it more responsive to current developments, develop more varied learning methods and open up opportunities for multi-sector collaboration involving the sector. private. This was conveyed by the Director General of Early Childhood Education, Primary and Secondary Education (Dirjen PDM), Iwan Syahril, in Jakarta at the Early Childhood Education (PAUD) Policy Dialogue in ASEAN or the Southeast Asia Policy Dialogue on Early Childhood Care and Education forum (SEA PD on ECCE). There are several things that are the main focus in efforts to accelerate PAUD transformation, including the provision and implementation of inclusive quality early childhood education through appropriate planning, monitoring and evaluation. Apart from that, the enjoyable transition process from PAUD to Primary School as an important part of the Independent Learning program is also vital in determining the success of the PAUD transformation. Another main focus of special attention is ensuring collaboration in the PAUD ecosystem, including schools, local government, teachers, parents and the community [12].

The Role of SEAMEO CECCEP in Creating Accessibility for Early Childhood Education in Indonesia currently, the issue of early childhood education is considered an important and crucial matter because several studies have proven that education at this time can contribute to realizing development, both in the national, regional and global realms [13]. SDGs as a UN global agenda also considers the issue of early childhood education important. Early childhood, which is often referred to as the golden age, is an important element that should not be ignored in the world development process. In early childhood, children need to receive quality education and care so they can maximize their potential to grow and develop. Providing this quality treatment can not only contribute to the child's future but also make a positive contribution to the progress of the country, region and even the world [14].

In order to achieve this goal, SEAMEO as a regional educational organization in the Southeast Asia region has established a special study center that facilitates ECCE and parenting services. The study center, which was founded on July 25 2017, was later named SEAMEO Regional Center for Early Childhood Care Education and Parenting (SEAMEO CECCEP). Since its founding, this study center has always conducted research and supported advocacy and increased capacity of stakeholders dealing with ECCE and parenting.

Apart from that, various innovations, such as collaborating with other SEAMEO study centers and expanding networks for policy makers, professionals and practitioners as an effort to develop human resources, are other efforts carried out by this study center [15].

In the first year of its establishment, SEAMEO CECCEP in collaboration with the Ministry of Education and Culture of the Republic of Indonesia has prepared a Five-Year Development Plan which is valid from 2017-2021 and was only ratified at the First SEAMEO CECCEP Governing Board Meeting in Bali on 20-23 September 2018. Preparation This five-year plan is used as a guide for SEAMEO CECCEP in implementing its program. Although there are still many programs that need to be translated into more technical activities so that they are in line with the needs of the Southeast Asian community [16], there have been several programs that have been successfully implemented since its founding. So far, the study center can be said to be right

in choosing its superior programs even though financial support and facilities are still limited [17]. So that these programs run as intended, SEAMEO CECCEP pays attention to several key themes in their implementation. The key themes to be achieved by SEAMEO CECCEP are divided into two parts, the first part specifically for ECCE and the second part for parenting [18]. There are five key themes for ECCE, which are as follows:

- First, Children's Wellbeing (child welfare). This theme is the core issue regarding the ECCE program. Ensuring that all children can grow up free from poverty, receive education and health insurance and feel happy and safe throughout their growth and development is the basis for forming adult humans who are able to contribute to the economy and society with high social cohesiveness. In other words, children's welfare today is an important marker of progress in the process of achieving the SDGs.
- Second, Curriculum and Pedagogy: Enhancing Teachers' Competencies (Curriculum and Pedagogy: Increasing Teacher Competencies). Teacher competency has an important role in the classroom and is closely related to improving children's welfare. On this basis, there is a connection between the first and second key themes; Having knowledge about children's welfare will increase teacher competence and at the same time the competence of teachers will help teachers realize children's welfare.
- Third, Quality Learning Environment. This theme was created to determine the connection between the school environment and children's welfare. Research proves that a quality ECCE environment will provide a strong foundation for a child's future development and education. Determining a quality learning environment is not only limited to the school level but also depends on the home environment. Apart from that, ECCE is also influenced by the socio-political situation of a country.
- Fourth, Policies and Programs for 21st Century Learning (21st Century Learning Policies and Programs). This theme is an attempt to acknowledge that socio-political discourse can influence ECCE practice. Children's welfare, teacher competence and a quality learning environment will not be achieved if policies at the national, regional and global levels are not responsive to ECCE issues. When this fourth theme can be implemented, it will be very easy to realize the fifth theme.
- Finally, Participation and Access in ECCE (Participation and Access in ECCE). This theme ensures universal access to ECCE, by paying special attention to children from marginalized backgrounds, such as those from indigenous communities, ethnic minorities, poor families, street children, those who speak different languages, those with special needs, refugees and from conflict areas.

In accordance with these key themes, for the first two years of its establishment (2017-2018), the goals of the Five-Year Development Plan focused on achieving child welfare, child participation in parenting, increasing the capacity of ECCE teachers and involving parents, families and communities with education [19]. These themes have been translated into three main programs: research and development, capacity building and advocacy and partnership which are also SEAMEO's efforts to realize quality ECCE.

Research and Development

Various themes and research methods were carried out over a period of five years in accordance with the Development Plan that had been prepared. The methods used are literature study, comparative study, action research and developing a model. For the research and development program, SEAMEO CECCEP will collaborate more with two academic institutions, namely the Indonesian Education University (UPI) for the ECCE field and the Bogor Agricultural Institute (IPB) for the parenting field. Apart from that, collaboration with related NGOs, such as the Indonesian Kindergarten Teachers Association (IGTKI) and the Association of Indonesian Early Childhood Educators and Education Personnel (HIMPAUDI) will be carried out to maximize goal achievement. This collaboration is carried out by asking these institutions to conduct research and then selecting what kind of learning model is good and needs to be implemented [16-20].

For the first two years of its establishment, SEAMEO CECCEP has and is taking the right steps, namely involving academic institutions and NGOs related to ECCE to conduct research. However, in order for the goals to be achieved to run smoothly, the right way to achieve them is needed. One way to find the right way is to do research. Several months after its founding, namely on 14-17 November 2017, SEAMEO CECCEP in collaboration with SEAMEO and the Ministry of Education and Culture of the Republic of Indonesia held an international seminar on child welfare in the Southeast Asia Region which was named "International Seminar on Early Childhood Care Education and Parenting 2017: Children Wellbeing and Effective Parenting in the Digital Era". This seminar was conducted as a comparative study to see the level of welfare of children in the region as well as their participation in parenting. By inviting representatives from each SEAMEO member country to present the welfare conditions of children in their country seen from various aspects, such as education, health, nutrition and parenting through this seminar, SEAMEO CECCEP will have an overview of the initial conditions of children in the region as well as an overview of what methods and solutions need to be taken to improve the child's welfare.

As the first step taken by an institution to start its program, holding this seminar can be said to be the right way. Knowing the level of child welfare is the first step to creating that welfare. In relation to the UN's 2030 global agenda, child welfare is currently an important marker of progress in the process of achieving the SDGs. For Indonesia itself, several ECCE program data have been produced which are considered to have begun to innovate in the field of

sustainable finance. In Bogor, for example, there is a PAUD/ECCE which has land for outbound activities. This land is a kind of tourist attraction. The income obtained from the outbound will later be used to pay PAUD operational costs so that all students can study for free. Currently SEAMEO CECCEP has held a meeting with ECCE stakeholders to consult on the results of this study. The consultation focused on how to start research. After the consultation was complete, the financial system scheme was also discussed.

Capacity Building

The focus of this program is to improve the competence of ECCE teachers in several aspects, such as curriculum development, quality of the learning environment and 21st century learning. This program is implemented through training, both in-house/online based/visiting trainers and resource persons, workshops and conferences. The development of training modules and workshop guides will be carried out in-house. The online training will be carried out in collaboration with SEAMEO Regional Open Learning Center (SEAMOLEC). Figure 1 illustrates the ECCE teacher competency framework.

Based on figure 1, the seven sub-competencies are influenced by three subsystems which are then called macrosystems. The three subsystems are:

- National environment (national environment). In this case, government policies have a strong influence on education in addition to socio-economic policies. What is meant by socio-economic policy is the annual national budg*et al*location for education, economic policies that target job creation, regulation of labor and unemployment laws, cultural norms and belief systems.
- National policies (national policies). Current national policies in the field of education attach importance to ECCE. The existence of government policies in ethical standardization and teacher professionalization is proof of the government's attention to quality ECCE services.
- Supporting resources (supporting resources). In addition to the annual budget for education, resources can also come from the private sector. The private sector is a potential resource provider, such as support from Corporate Social Responsibility (CSR).

These three subsystems can influence ECCE results. For example, the existence of quality ECCE standards in a country requires that teachers have special hours for training/teaching practice. In the ECCE context, this certainly affects the microsystem, namely the school or learning environment where the learning process takes place. To achieve the teacher competency target, SEAMEO CECCEP has an agenda for 2018 in the area of increasing teacher capacity. The agenda is to conduct online training on the competencies of ECCE teachers for a minimum of 200 participants from SEAMEO member countries and in-house training on play therapy for a minimum of 100 ECCE teachers in the Southeast Asia region.

This training is a follow-up action from research on The Survey of Teachers in Pre-Primary Education (STEPP) between SEAMEO CECCEP and UNESCO. Of course, this training is considered important considering that the majority of ECCE teachers, especially in Indonesia, still have minimal teaching skills and their knowledge about early childhood is still not in-depth. Therefore, efforts are needed to improve skills and knowledge regarding ECCE and parenting so that every ECCE teacher can accompany the learning process of early childhood, one of which is through training.

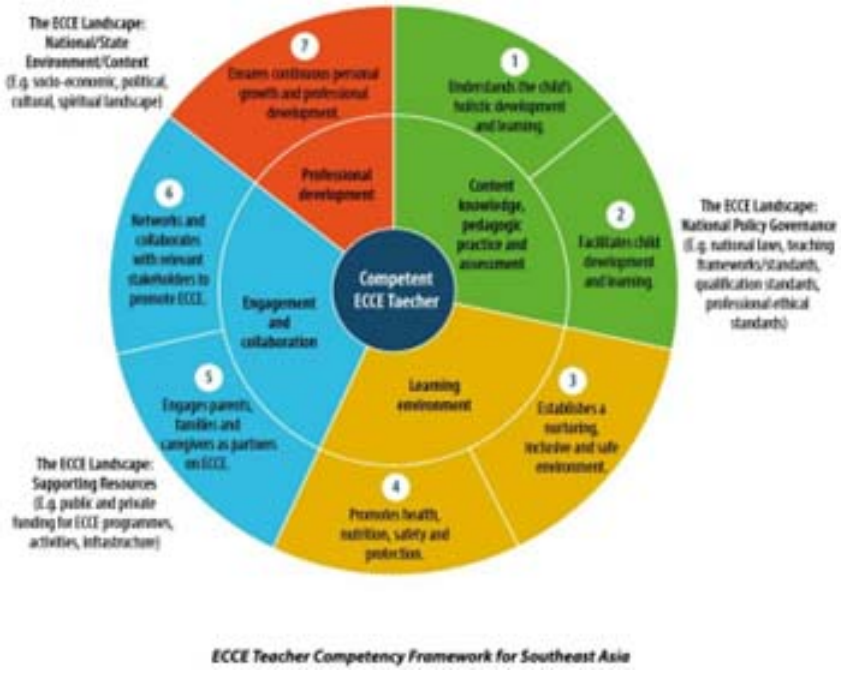


Figure 1: ECCE Teacher Competency Framework

Source: UNESCO, 2018, *Pursuing Quality in Early Learning: Early Childhood Care and Education* (ECCE) *Teacher Competency Framework for Southeast Asia* (SEA), https://unesdoc.unesco.org/ark:/48223/pf0000370047

Advocacy and Partnership/Cooperation

This program is carried out by inviting experts in the region to discuss, exchange ideas and present the results of studies related to ECCE and parenting. Apart from that, meetings with potential partners, such as government institutions and volunteers, will be held to inform policy makers. The advocacy and collaboration efforts carried out by SEAMEO CECCEP in 2017 focused more on developing social media accounts, such as websites, Facebook, Twitter and Instagram. These accounts will later be used as media to disseminate information and what progress this study center has achieved. In the midst of the increasingly widespread flow of information technology, the presence of SEAMEO CECCEP on social media is expected to make a positive contribution to achieving the objectives of this study center.

Apart from social media, SEAMEO CECCEP also plans to hold annual meetings directly with experts in the field of ECCE and parenting. What is meant by experts here are ECCE and parenting experts from all SEAMEO member countries. It is hoped that the direct discussions held by these experts will become an opportunity to exchange experiences and views or even solutions to ECCE and parenting problems faced in SEAMEO member countries.

SEAMEO CECCEP recognizes that the role of non-governmental organizations is critical in helping advance ECCE services in Southeast Asia. As an implementation, in early February 2018, SEAMEO CECCEP submitted a research proposal regarding parenting programs to non-governmental organizations, namely Plan International Indonesia. This research collaboration proposal aims to explore data regarding the practice of implementing child care patterns as well as a description of children's involvement or participation in care. Apart from that, data will also be explored regarding existing supporting resources to achieve ideal child care conditions. The technique of this research will be carried out through focus group discussions (FGD) and equipped with structured interviews involving parents/caregivers and children.

The collaboration carried out between SEAMEO CECCEP and Plan International Indonesia in the field of parenting can be said to be appropriate considering that Plan International is an NGO that focuses on fulfilling children's rights and the largest gender equality in the world so that later SEAMEO CECCEP can get a lot of information which can even be a solution to existing parenting problems. often occurs in the Southeast Asia region. Positive parenting programs have a big influence on children's well-being. When children are prosperous, the process of achieving the SDGs is considered successful in achieving one of the main goals in 2030 regarding quality ECCE [21].

So far, based on the agenda that has been realized into real action, it can be said that the efforts made by SEAMEO through SEAMEO CECCEP to realize sustainable development goals through the establishment of quality ECCE in the Southeast Asia region can be said to be right in the midst of limitations, both in terms of human resources, facilities and funding systems. The various activities carried out by SEAMEO CECCEP can be the basis for building quality ECCE in the Southeast Asia region which can simultaneously help realize one of the UN's global agendas by 2030 in the field of early childhood education. The various activities carried out by SEAMEO CECCEP can be the basis for building quality ECCE in the Southeast Asia region which can simultaneously help realize one of the UN's global agendas by 2030 in the field of early childhood education.

CONCLUSION AND SUGGESTIONS

The SDGs make the world of children a milestone in the formation of their agenda. This is done with the aim that sustainable development can be achieved optimally. In line with the UN's global agenda, SEAMEO as a regional organization in the Southeast Asia Region also makes ECCE one of its priority agendas from 2017-2021. As an effort to realize this agenda, SEAMEO established a special study center for ECCE and parenting called the SEAMEO Regional Center for Early Childhood Care Education and Parenting (SEAMEO CECCEP).

There are three main programs carried out by SEAMEO CECCEP in its efforts to realize quality ECCE in the region. Each of the three programs covers two areas, for ECCE and parenting. First, Research and Development which focuses on research and development programs for various agendas related to improving the quality of ECCE and parenting. Second, Capacity Building (Capacity Building) which aims to increase the competence of ECCE teachers in several aspects, such as curriculum development, quality of the learning environment and 21st century learning. This program will be implemented through training, either in-house/online based/visiting trainers as well as resource persons, workshops and conferences. Third, Advocacy and Partnership (Advocacy and Cooperation). This program is carried out by inviting experts in the region to discuss, exchange ideas and present the results of studies related to ECCE and parenting. Apart from that, meetings with potential partners, such as government institutions and volunteers, will be held to inform policy makers.

The various activities carried out by SEAMEO CECCEP through the three main programs can be said to be appropriate given the various limitations experienced, both in terms of human resources, funding and facilities. It is hoped that the success of these programs will become the basis for building quality ECCE in the Southeast Asia region which can simultaneously help realize one of the UN's global agendas by 2030 in the field of early childhood education.

It is further recommended that SEAMEO CECCEP establish a cooperative relationship with the Organization Mondiale pour l'Education Préscolaire (OMEP) because currently the organization has a project with the theme "Early Childhood Care and Education (ECCE) for Sustainability'' which is in line with the targets to be achieved UNESCO through its Education for Sustainable Development (ESD) program. The theme of this project also simultaneously strongly supports the achievement of Sustainable Development Goals (SDGs) in 2030. Apart

from that, it is also necessary to conduct research on the number of preschool-aged children in Southeast Asia who have registered in ECCE services each year starting with the year of SEAMEO CECCEP's founding. to target the success of this intergovernmental organization in the region in the provision of quality ECCE services.

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