



# ARNEC

Asia-Pacific Regional Network  
for Early Childhood

## ASIA-PACIFIC ECCE TEACHER TRAINING HANDBOOK FOR SOCIAL AND EMOTIONAL LEARNING (APETT-SEL): TRAINING OF TRAINERS REPORT



York Hotel, Singapore

21-24 November 2023

### INTRODUCTION

The Asia-Pacific Regional Network for Early Childhood (ARNEC) in partnership with UNESCO Bangkok and the Association for Early Childhood Educators Singapore (AECES), hosted a 4-day regional training for trainers on Social and Emotional Learning (SEL) in Singapore from November 21st to 24th 2023. The overall objective of this regional training is to build the capacity of the selected countries to expand inclusive quality ECCE provisions and enhance teachers' ability to effectively deliver SEL to their learners. This objective closely aligns with the broader vision of the Early Childhood Workforce Initiative (ECWI), which aims to strengthen ECCE workforce through capacity building.

The regional pool of trainers will support the ongoing professional development of ECCE staff, focusing on the critical competence gap related to SEL, as well as the well-being of ECCE staff working in challenging contexts. The participation of seven countries will facilitate cross-country learning and exchanges.

### PARTICIPANTS' PROFILE

Participants with diverse backgrounds come from 7 countries.

Country	Institutions
Bangladesh	BRAC-IED
Cambodia	Early Childhood Education Department
India	HCL Foundation
Malaysia	ECCD Council of Malaysia
Philippines	ECCD Council, Philippines Normal University and USAID
Singapore	Early Childhood Development Agency (ECDA)
Vanuatu	Ministry of Education

### HIGHLIGHTS OF THE 4 DAYS TRAINING

#### Day One: Cultivating Calm, Clear, and Kind Teachers:

The first day focused on Emotional Awareness and Regulation (EAR) within the context of Social and Emotional Learning (SEL). Participants explored SEL definitions, unveiling burnout patterns, and understanding SEL's significance in teacher development. Practical guidelines for implementation and insights from the five skills of emotional intelligence enriched the day, emphasizing a transformative approach to education.

#### Day Two: Nurturing Emotional Intelligence in the Classroom:

Building on the foundations of Day One, the second day delved

into strategies for fostering emotional intelligence in the classroom. Workshops on recognizing and managing emotions, coupled with case studies, provided practical tools for participants. Interactive sessions on empathy and effective communication enhanced the participants' skill set, ensuring a nuanced understanding of emotional intelligence in teaching.

#### Day Three: Inclusive Teaching for Diverse Learners:

Day Three took a holistic approach, concentrating on inclusive teaching practices. Modules explored adapting SEL for diverse learners, addressing cultural nuances, and fostering an inclusive environment.

Collaborative activities and real-world scenarios facilitated an understanding of the challenges and solutions in implementing inclusive SEL practices.

#### Day Four: Integration and Sustainability:

The final day aimed at integrating the acquired knowledge into daily teaching practices. Participants engaged in reflective sessions, sharing success stories and challenges. Strategies for sustaining SEL initiatives were discussed, emphasizing collaboration, continuous professional development, and community involvement. The training concluded with some action planning wherein the participants defined how they can integrate SEL in their teacher training programs and curriculum.

## Next Steps

- **Develop a comprehensive action plan for each country** to integrate Social and Emotional Learning (SEL) into their ECCE programs and frameworks.
- **Establish a learning community** composed of trained SEL teachers and regional trainers to serve as a platform for the regional trainers and eventually the teachers who will be trained in the countries to share experiences on how they are integrating SEL in their programs, what successes are they seeing, as well as their challenges.



**Mr. Edgard Tarigarae**, National ECCE Coordinator, Ministry of Education

• This workshop has been truly exciting, especially as we explore the integration of Social and Emotional Learning (SEL) into our upcoming curriculum. The sessions provided eye-opening insights, and I'm eager to weave SEL into our program, ensuring it becomes a powerful force in our classrooms.



**Ms. Loh Sook King**, ECCD Council of Malaysia

• Being part of this regional training has been a wonderful experience and gaining valuable insights into the SEL program and its significance. I'm committed to carrying these insights back to teachers in Malaysia.



**Mr. Maruf Hossain Mishuk**, Manager, Sr. Psychologist, BRAC-IED

• This training has been a wellspring of new insights, especially in understanding the role of SEL in brain development and its potential for holistic growth in young children. I'm excited about infusing SEL principles into our practices for the betterment of children's lives.

**The regional training of trainers on SEL is a component of the Early Childhood Workforce Initiative (ECWI). ECWI unites four Regional Networks to address crucial issues in the Early Childhood Workforce (ECW).**

Both ARNEC and ISSA share a mutual interest in the mental health and well-being of ECCE teachers, emphasizing the development of their social-emotional competencies. Through a cascaded model and the establishment of a learning platform, ARNEC aims to provide a strong support system that empowers ECCE teachers at the country level to find or co-create solutions for ECW issues.

