CONCEPT NOTE

International Conference on Early Childhood Education and Parenting

Theme:
“Beyond Access and Participation: Improving Quality of Early Childhood Education and Parenting as a Medium to Achieve Sustainable Development Goals 2030”

Hotel Millenium Jakarta
5 – 6 November 2019
CONCEPT NOTE
International Conference on Early Childhood Education and Parenting
“Beyond Access and Participation: Improving Quality of Early Childhood Education and Parenting as a Medium to Achieve Sustainable Development Goals 2030”
Jakarta, 5 – 6 November 2019

Background

Early Childhood Education and Parenting (ECEP) plays a pivotal role for every child’s development. Abundance of evidence from psychology and education highlights that early stimuli given to children in Early Childhood Education centers will have a positive impact on their social, emotional, cognitive, linguistic and moral development. Besides that, children’s development must be supported by good parenting. Potentially, they will also have good character building and academic achievement in the future.

ECEP also has an essential role in the development of a nation. Sustainable Development Goal 4 (SDG 4) that aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” specifically includes equal access for all boys and girls to quality ECEP as an indicator. This signifies a global orthodoxy viewing ECEP as a crucial element ensuring the development of a nation.

A Noble Prize-winning research by Heckman (2011) strengthens the orthodoxy by suggesting that comprehensive, birth-to-age-5 early childhood programmes can produce higher economic returns than those previously established for preschool programs serving 3- to 4-year-olds. However, Heckman (2011: 33) notes that “…an economically advantaged child exposed to low quality parenting is more disadvantaged than an economically disadvantaged child exposed to high quality parenting”. In other words, quality parenting is an important element that is inseparable from quality ECE programs.

In Indonesia, there have been various strategies developed to increase both access and quality of ECE. By law, ECE in Indonesia is defined as “educational efforts since
birth to six years of age by giving stimulus for children’s physical and emotional growth and development to prepare them for further education” (Law Number 20/2003 on the National Education System). To ensure its quality provision and delivery, the Indonesian government formulated national standards for early childhood education, encapsulated in the Minister of Education and Culture Regulation, Republic of Indonesia, Number 137/2014. The government has also established and the Directorate of Family Education and SEAMEO Regional Centre for Early Childhood Care & Education and Parenting (CECCEP) to address the significance of parenting in supporting ECE. Recently, as a token of commitment to the Global 2030 Education Agenda, the government made a breakthrough initiative by launching a year of compulsory pre-primary education for all children in the country (Presidential Regulation Number 59/2017).

Despite the global and national commitments to expand quality early childhood education, it is reality that there are various challenges in ECE as well as parenting that need addressing. Bearing this in mind, a study forum is needed to discuss global and national issues surrounding Early Childhood Education and Parenting (hereafter referred to as ECEP). The study, showcased in an international conference, is expected to provide input to the Indonesian government as well as ECEP practitioners and academics.

**Objectives**

This conference aims to increase the provision of quality early childhood education and parenting.

The specific objectives of the conference are to:

1. Organize an international forum discussing current issues in ECEP.
2. Disseminate ECEP successful practices in Indonesia and other countries.
3. Discuss ECEP-related policies in various countries.
4. Disseminate the latest evidence and research on ECEP.
5. Recommendation of related programs for Government (MoEC)
Main Theme and Speakers

Main Theme
“Beyond Access and Participation: Improving Quality of Early Childhood Education and Parenting as a Medium to Achieve Sustainable Development Goals 2030”

Keynote Speaker
H.E. Minister of Education and Culture, Republic of Indonesia

Plenary Speakers
1. Harris Iskandar, Ph.D (Ministry of Education and Culture, Republic of Indonesia)
2. Dr. Supriano, M.Ed (Ministry of Education and Culture, Republic of Indonesia)
3. Prof. Dr. Agus Sartono (Coordinating Ministry for Human Development and Cultural Affairs, Republic of Indonesia)
4. Prof. Dr. Fasli Djalal (YARSI University, Indonesia)
5. Dr. Anette Hellman (University of Gothenburg, Sweden)
6. Prof. Myonghee Kim (Sookmyung Women’s University, South Korea)
7. Associate Prof. Fonny Dameaty Hutagalung (University of Malaya, Malaysia)
8. Wendy Rich-Orloff (UNICEF Field Office Kupang)
9. Noah Yarrow (World Bank, Jakarta) *) tbc

Parallel Speakers
1. Speakers from Joint Cooperative Schools in Indonesia
2. Speakers submitting abstracts

Sub-Themes for Parenting
1. Parenting Education in the First 1000 Days
   The first 1000 days of life is important for the growth and development of children who will be very influential in the later stages. one of the problems that will arise with improper parenting in the first 1000 days of life is children will experience stunting. Stunting indicates that children has failed to grow, in which children is shorter than others in the same age and also affect child's intelligence as well as the resistance of the body against diseases.
   The first 1000 days of life begins since the child in the womb until the child is 2 years old. Parents have a very important role in providing care and qualified
upbringing in accordance with the stage of development of children. Therefore, parents are expected to have the knowledge to be able to give the attention and care on the growth and development of children since in the womb. The papers are expected discuss about challenges and solutions, implementation program through family education and recommendation program for government (Ministry of Education and Culture).

2. Strengthening Character, Conscience, and Values through Family Education

Values, conscience and characters are one of the basic identifier of personality traits and are not innate but acquired by training. Although it can be taught in all stages of life, these education gain importance in childhood because personality takes shape in it. Values, conscience and characters education firstly begins in family, than continues at educational institutions. Basic values are acquired respectively by taking parents as role models and education at schools. For the strengthened personality traits, the values thought at whole life must be coherent. Especially consistency of school and family that is important on children personality highlights for values education. If there is no consistency between the values that students learned or witnessed in the school and in the family, then conflicts are occurred and these situations cause personality disorders. This paper are expected to describe the importance of family and school consistency in values, conscience and characters education and how it should be during fundamental/primary education level.

3. Literacy in Family Education as National Literacy Movement

Family literacy is focus on building the already-present strengths within families by working with the parents to aid in their child’s literacy skills and their own literacy skills. By using supports from adult literacy, early childhood education, and family support, children will provide a foundation for the child’s future success.

Basic literacy is the main focus of the national literacy movement which consists of literacy in reading and writing, numeracy, science, financial, digital, and culture and citizenship. The papers are expected to discuss about the role of parents in literacy program, challenges and solutions, and its implementation programs.
4. Parenting Education’s Strategy through Evidence Based

While parenting may come naturally to some, others may need additional support and guidance to understand child development, to respond appropriately to their child’s needs, and to cope with the challenges of parenting. Parent education provides caregivers with knowledge, resources, and support to develop parenting skills to enhance child and family well-being. It can also help parents or caregivers learn the tools and strategies to provide a positive and nurturing home environment where their children will thrive physically, emotionally, and cognitively.

The enormous impact that positive parenting practices can have on a child’s social, emotional, and intellectual development, particularly during the early years. This includes a child’s enhanced sense of security, the ability to focus attention, and behavioral health. Parent education programs are designed to help parents understand their children’s individual needs and development, as well as their own roles and responsibilities, by offering tools and strategies aimed at maximizing positive outcomes for children and families. The papers are expected discuss about the strategy of implementation programs and its evidence.

5. Gender Issues in Parenting Education

Parenting is a behavior that basically has key words that are warm, sensitive, full of acceptance, reciprocal, there is understanding, and the right response to the needs of children. The concept of "father involvement" is more than just seeing their positive interactions with their children, but also paying attention to the development of their children, looking close to comfortable, rich relationships between fathers and children, and being able to understand and accept their children.

Involvement in childcare contains aspects of time, interaction, and attention. Father's involvement in parenting is a father's active participation continuously in childcare which contains aspects of frequency, initiative, and personal empowerment in the physical, cognitive, and affective dimensions in all areas of child development namely physical, emotional, social, intellectual and moral. Parenting by the father will give its own color in the formation of the child's character. In the father, the child learns assertiveness, masculine traits, wisdom, kinesthetic skills and cognitive abilities. Fathers help children to be tough, competitive, like
challenges, and enjoy exploring.

In the traditional view, nurture in the sense of educating and raising children more charged to mother. along with times, views about the traditional role of parents is increasingly changing. At this time began to appear views about the role of androgynous parents, namely both father and mother have a role with more or less the same function. That way, the quality of caregiving is given either by mother or father must be aligned (Bigner, 1994). Equality of role this can be seen from the many women who decided to work. The increasing number of working mothers, lead to the role and participation of fathers in his family life increasingly sued; no longer just as a seeker make a living but also as a guide and nanny at home.

6. Parenting Education in Preparing School Readiness

A phenomenon that occurs at this time, there are still many children who look not ready on the first day of school, especially children who entered pre-school. They are confused and feel uncomfortable. This occurs because parents would not know what to do so that children have the readiness to attend school.

Parents should be able to convince the child that school is a fun place so that they has the independence, courage and self-confidence in their first day of school. Therefore, parents need to be equipped with the knowledge so that children have the readiness to attend school. Parents must introduce children to the school since the early age and train them to have good social skills. In addition, parents can invite children to work together to prepare the needs of the school, further more if needed invite children to choose the school together.

Paper Guidelines

1. Paper has not been published or in editorial process in other journal
2. Paper should be written in both Bahasa and English
3. Paper should be written 1,5 spacing, on A4 paper, font Verdana 10, no more than 4000 words, excluding references
4. Title should not be more than 14 words (excluded subtitle and conjunction words) written in Bahasa
5. Abstract contains between 150-200 words with 3-5 keywords in Bahasa and English
6. Scope in this journal contains research and study/idea on educational and culture policy.

7. Paper of **research** constitutes of title, author(s), author’s affiliation, e-mail, abstract, keywords, and main content with composition and proportion of total pages as follows:
   a. **Introduction**, covers rational of research, literatures related to relevant theories Ana research results, problem statement, and objection of research (25%)
   b. **Method**. Method contains research method, research model, place, time, population, sample, data collection technique, and data analysis technique (10%)
   c. **Result and Discussion**. Result and Discussion provides research result in line Alt problem statement and objection of result, compares/analyzes/discuses research result with theory and relevant research, correlate the result with public policy in education and culture. (50%)
   d. **Conclusion and Recommendation**. Conclusion based on data analysis and discussion, answer the question of research. Recommendation should be given on conclusion basis and it should be an applicative or academic ones or it has implication towards education and culture policy (15%)
   e. **References**, at least 10 of sources in the last ten years of publication, except historical material used as classical sources that published more than 10 years before. It should contain 80% of primary sources (scholarly journal) of total references.

8. Paper of **study/idea** constitutes of title, author(s), author’s affiliation, e-mail, abstract, keywords, and main content with composition and proportion of total pages as follows:
   a. **Introduction**, covers rational of research, problem statement, objection of study, the study method (10%)
   b. **Literatures**, provides sources in line with problem statement/objection of study, development of theory/concept, result analysis in relation to public policy in education and culture. (75%)
   c. **Conclusion and Recommendation**. Conclusion should be based on result analysis and discussion, answer the problem and it is not summary of discussion. Recommendation should be given on conclusion basis and it
should be an applicative or academic ones or it has implication towards education and culture policy. (15%)

d. References, for manuscript of study at least 25 of sources in the last ten years of publication, except historical materials used as classical sources that published more than 10 years before. It should contain 80% of primary sources (scholarly journal) of total references.

9. Sources taken from the internet should be from trusted source, it is not allowed taking references from Wikipedia and blogs such as but not limited to WordPress.

10. All sources referred in body text should be in the list of References and Vice Versa

11. Paper that sponsored by an institution should be acknowledged containing information about the sponsor.

12. It is recommended to use reference application to compose references. Writing citations and reference libraries using APA Style

13. Paper can be presented by oral presentation, poster presentation, or both.

   Rules for ppt:
   a. Use 40pt Calibri for the main title
   b. Use 24pt Calibri for the subtitle
   c. Use 20pt Calibri for the body text

   Rules for poster:
   a. Use 120pt Arial Bold for the main title
   b. Use 60pt Arial Bold for the subtitle
   c. Use 40pt Arial Bold for the body text
   d. Poster size A0 (841 X 1189 mm)
   e. Poster is submitted using pdf.

   Note: template ppt for oral presentation is provided on web application

Submission Process

A separate cover sheet indicating authorship, academic or professional affiliation, and both a current mailing and e-mail address should be included. Articles should NOT be under consideration by any other publication at the time of submission. Submit your paper using Rich Text Format (abbreviated .rtf) document file format to sahabatkeluarga.kemdikbud.go.id/icecep
Methods of Seminar
1. Keynote Session
2. Plenary Session
3. Parallel Session (selected participants based on the sub-themes listed above).

Expected Participants
The conference will bring together approximately 400 international and Indonesian participants, consisting of policy-makers, academics, practitioners, researchers, and all other relevant parties sharing passion and concern over early childhood education and parenting, either from national or international entities.

Venue
On November 5, 2019:
Millennium Hotel Sirih Jakarta
Fachrudin St. No. 3 RT.1/RW.7, Kp. Bali Tanahabang, Central Jakarta,
Daerah Khusus Ibu Kota Jakarta 10250
Phone:(62-21) 230 3636
Email: sales.mhsj@milleniumhotels.com

On November 6, 2019:
Menara Peninsula Hotel Jakarta
Letjen S. Parman St. Kav. 78 RT 6/ RW 3, Slipi, Palmerah, West Jakarta
Daerah Khusus Ibu Kota Jakarta 11410
Phone: (62-21) 5350888
Email: reservation@menarapeninsula.com

Outputs
The seminar is expected to generate the following outputs:
1. Selected papers will be published in Ministry of Education and Culture Journal.
## Tentative Agenda

### Tuesday, 5 November 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
<th>By</th>
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<tbody>
<tr>
<td>08.00 – 09.30</td>
<td>Opening Ceremony&lt;br&gt;Indonesia National Anthem&lt;br&gt;Dance performance&lt;br&gt;Remarks&lt;br&gt;Official Opening and Keynote Speaker</td>
<td>MC&lt;br&gt;Participants</td>
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<td>09.30 – 10.00</td>
<td>Photo Session and Coffee Break</td>
<td>MC</td>
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<td>10.00 – 12.00</td>
<td><strong>Plenary Session 1:</strong>&lt;br&gt;• Harris Iskandar, Ph.D (Ministry of Education and Culture, Republic of Indonesia)&lt;br&gt;• Dr. Supriano, M.Ed (Ministry of Education and Culture, Republic of Indonesia)&lt;br&gt;• Prof. Dr. Agus Sartono (Coordinating Ministry for Human Development and Cultural Affairs, Republic of Indonesia)&lt;br&gt;• Prof. Dr. Fasli Djalal (YARSI University, Indonesia)</td>
<td>Dr. Sri Kusuma Hartini</td>
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<td>12.00 – 13.00</td>
<td>Lunch and Break</td>
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<td>13.00 – 15.00</td>
<td><strong>Plenary Session 2:</strong>&lt;br&gt;• Prof. Myonghee Kim (Sookmyung Women's University, South Korea)&lt;br&gt;• Dr. Anette Hellman (University of Gothenburg, Sweden)&lt;br&gt;• Noah Yarrow (World Bank, Jakarta) *) tbc</td>
<td>Dr. Dwi Priyono, M.Ed</td>
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<td>15.00 – 15.30</td>
<td>Coffee Break</td>
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<td>15.30 – 17.30</td>
<td><strong>Plenary Session 3:</strong>&lt;br&gt;• Dr. Muhammad Hasbi, (Director of Early Childhood Education, Ministry of Education and Culture, Republic of Indonesia)&lt;br&gt;• Associate Prof. Fonny Dameaty Hutagalung (University of Malaya, Malaysia)&lt;br&gt;• Wendy Rich-Orloff (UNICEF Field Office Kupang)</td>
<td>Widodo Suhartooyo</td>
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<td>17.30 – 19.00</td>
<td>Break</td>
<td>Participants</td>
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<tr>
<td>19.00 – 21.00</td>
<td>Gala Dinner</td>
<td>Participants</td>
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### Wednesday, 6 November 2019

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<tr>
<th>Time</th>
<th>Agenda</th>
<th>By</th>
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<tr>
<td>08.00 – 08.45</td>
<td>Registration</td>
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<td>08.45 – 09.00</td>
<td>Opening Remark</td>
<td>Directorate of Family Education</td>
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<tr>
<td>09.00 – 10.30</td>
<td><strong>Parallel Session 1:</strong>&lt;br&gt;• Speakers tbc (based on accepted papers)</td>
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<td>10.30 – 11.00</td>
<td>Break</td>
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<tr>
<td>11.00 – 12.00</td>
<td><strong>Parallel Session 2:</strong>&lt;br&gt;• Speakers tbc (based on accepted papers)</td>
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<tr>
<td>12.00 – 13.30</td>
<td>Lunch and Break</td>
<td>Participants</td>
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<tr>
<td>13.30 – 15.00</td>
<td><strong>Parallel Session 3:</strong></td>
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Timeline for Paper Submission

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<tr>
<th>No</th>
<th>Agenda</th>
<th>Date</th>
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<tbody>
<tr>
<td>1.</td>
<td>Abstract submission deadline</td>
<td>October 31, 2019</td>
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<td>2.</td>
<td>Abstract acceptance notification</td>
<td>November 2, 2019</td>
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<td>3.</td>
<td>Conference date</td>
<td>November 5-6, 2019</td>
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<td>4</td>
<td>Full paper submission deadline</td>
<td>November 20, 2019</td>
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