

East Asia-Pacific Early Child Development Scales (EAP-ECDS):

Objective of this tool (Survey)

- To equip stakeholders across East Asia and the Pacific with a common measurement tool to assess the holistic development of children ranging in age from three to five years.

Methods

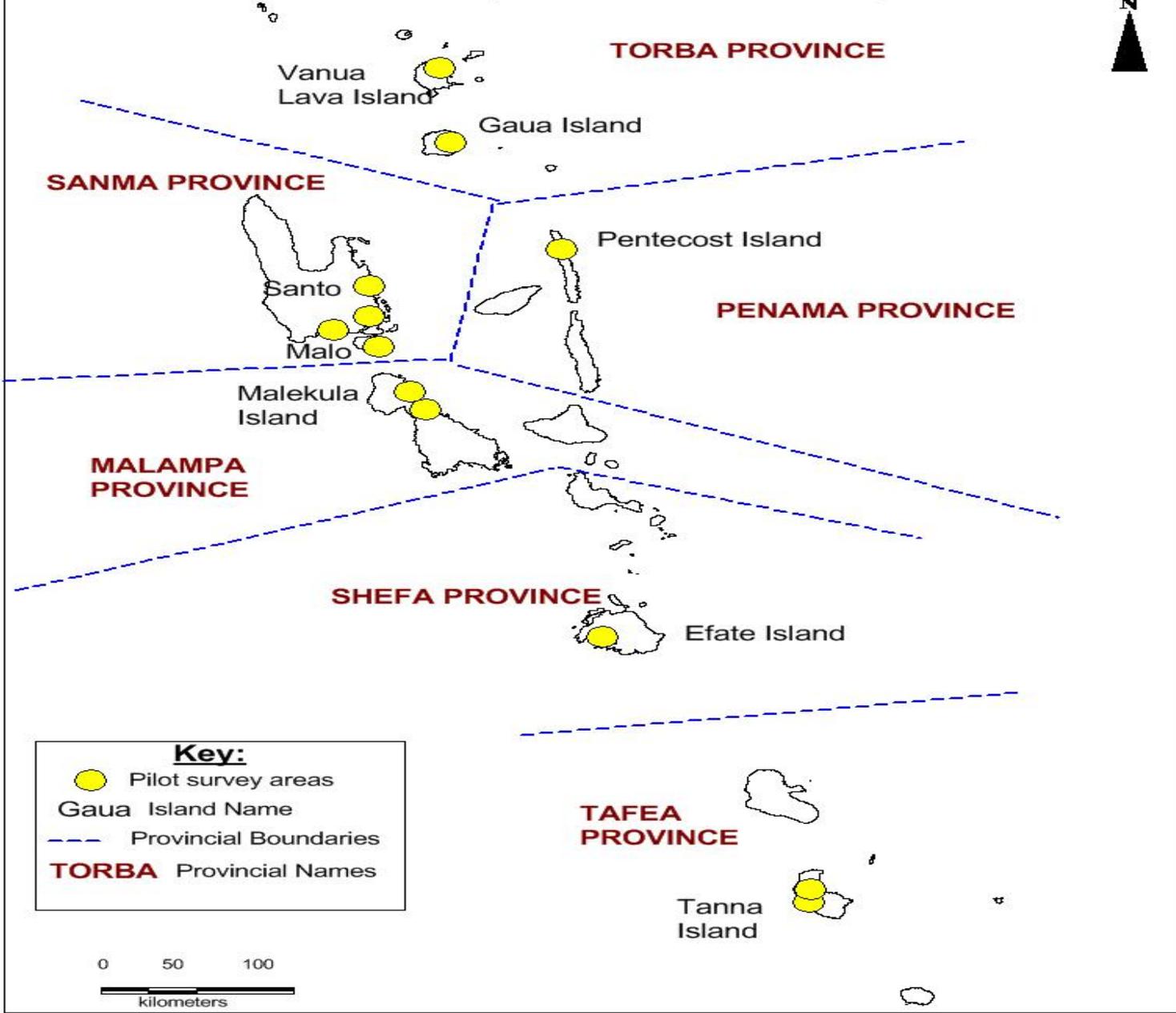
- An 85-item test which covered the following seven domains: Cognitive Development; Socio-emotional Development; Motor Development; Language and Emergent Literacy; Health, Hygiene, and Safety; Cultural Knowledge and Participation; and Approaches to Learning was administered to somewhat representative samples of children, ranging in age from three to five years, in country.

Vanuatu Brief

1. Pilot survey sites and proposed survey sample sizes

Province	Island	In school	Out of School	Total survey size
Torba	Vanua Lava	75	75	150
	Gaua			
Sanma	Santo	75	75	150
	Malo			
Penama	Pentecost	75	75	150
Malampa	Malekula	75	75	150
Shefa	Efate	75	75	150
Tafea	Tanna	75	75	150
Total Vanuatu pilot survey sizes		450	450	900

ECCE Development Scale Pilot Survey Sites



Key Findings: Cognitive Development

Figure 9.3
Age and Gender differences in Cognitive Development (Vanuatu)

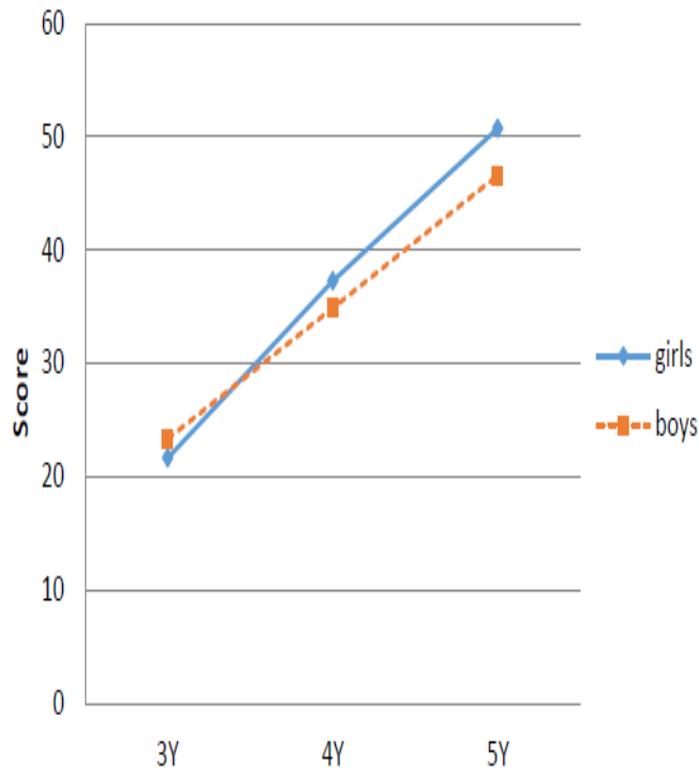
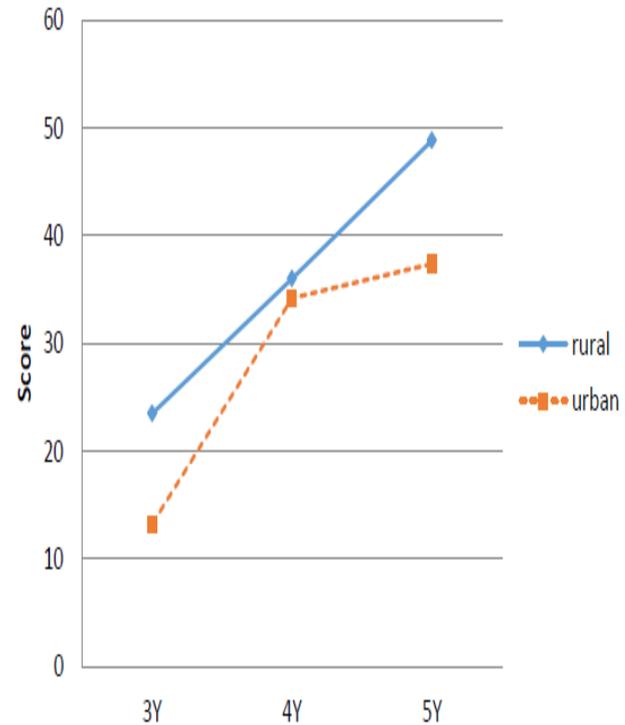


Figure 9.4
Age differences in Cognitive Development in children living in rural and urban areas (Vanuatu)



Key Findings: Socio –Emotional Development

Figure 9.6
Age and Gender differences in Socio-emotional Development (Vanuatu)

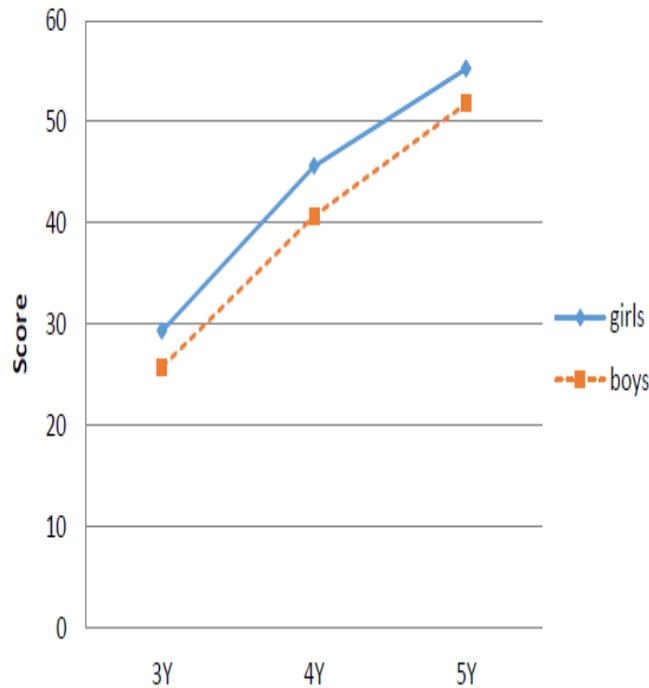
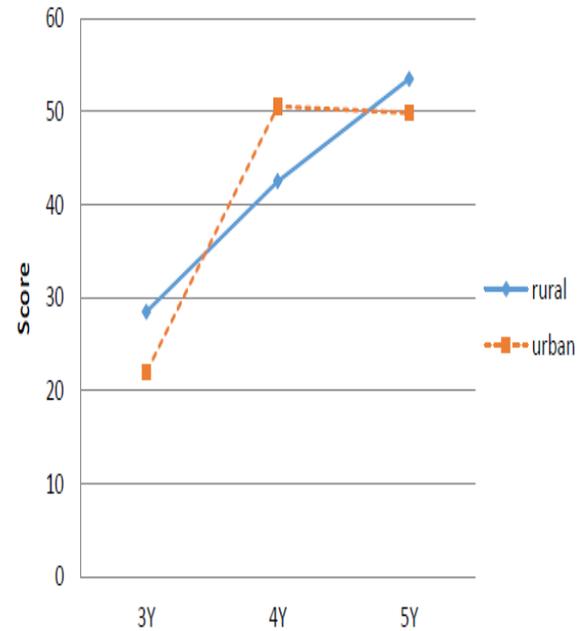


Figure 9.7
Age differences in Socio-emotional development in children living in rural and urban areas (Vanuatu)



Key Findings: Motor Development

Figure 9.9
Age and Gender differences in Motor Development (Vanuatu)

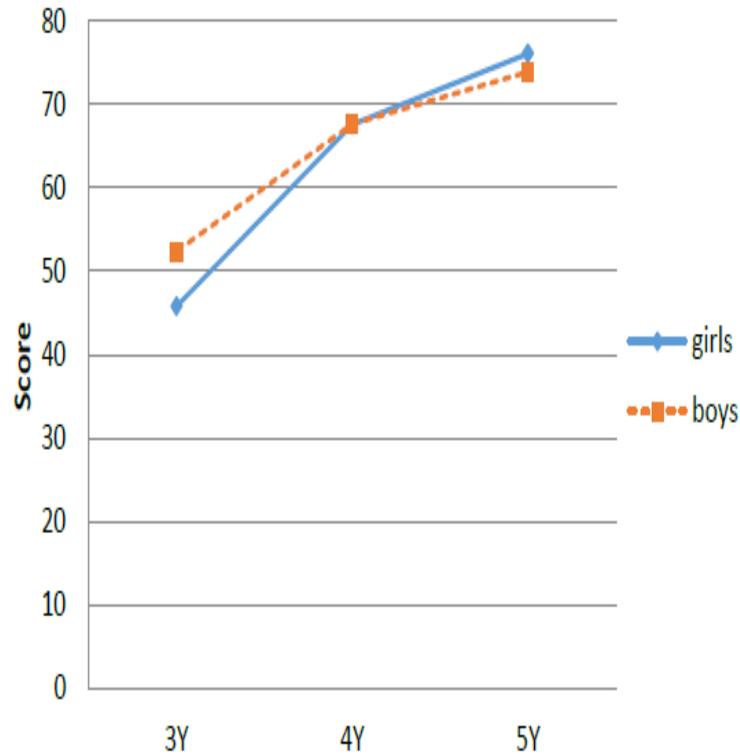
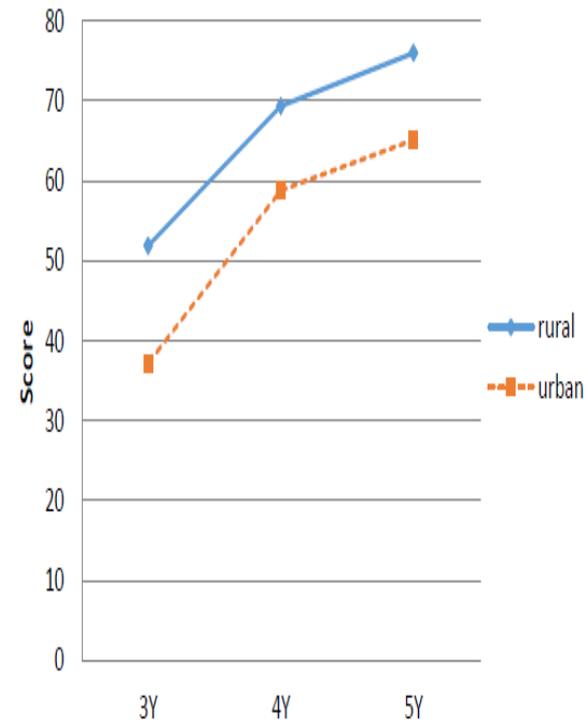


Figure 9.10
Age differences in Motor development in children living in rural and urban areas (Vanuatu)



Key Findings: Language & Emergent Literacy

Figure 9.12
Age and Gender differences in Language and Emergent Literacy (Vanuatu)

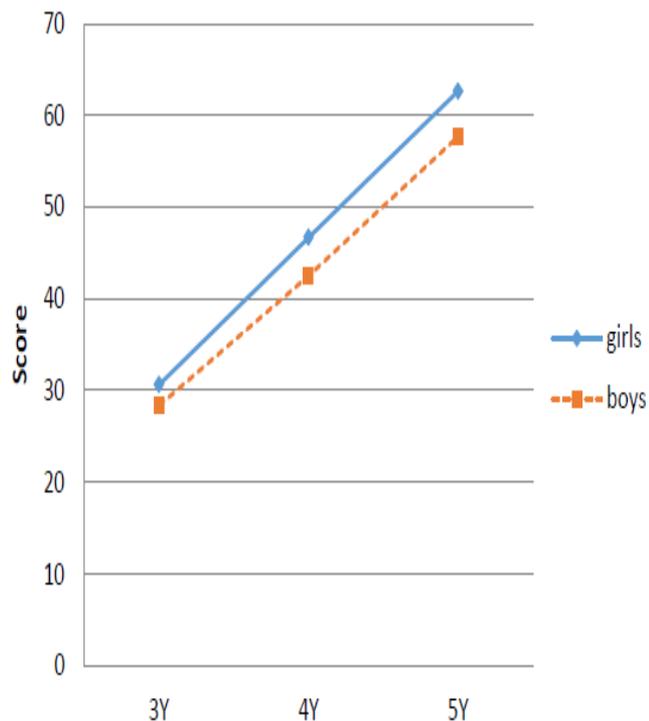
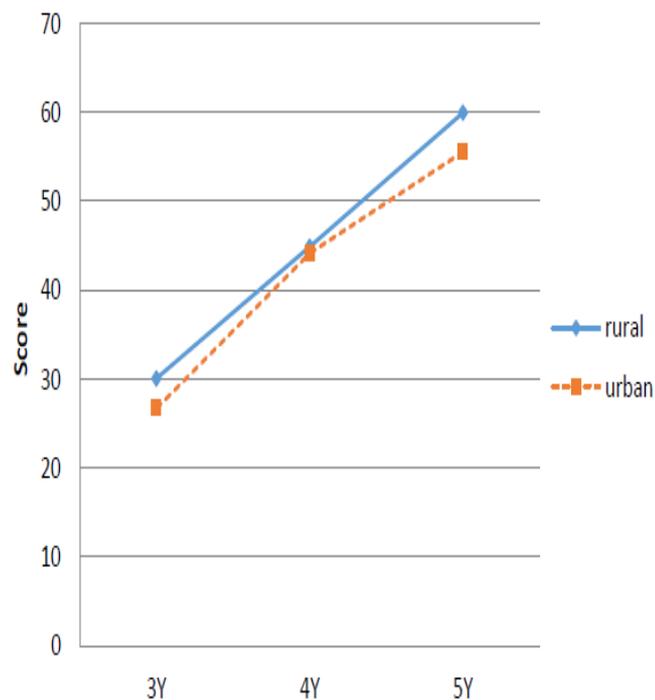


Figure 9.13
Age differences in Language and Emergent Literacy in children living in rural and urban areas (Vanuatu)



Key Findings: Health Hygiene, & Safety

Figure 9.15

Age and Gender differences in Health, Hygiene and Safety (Vanuatu)

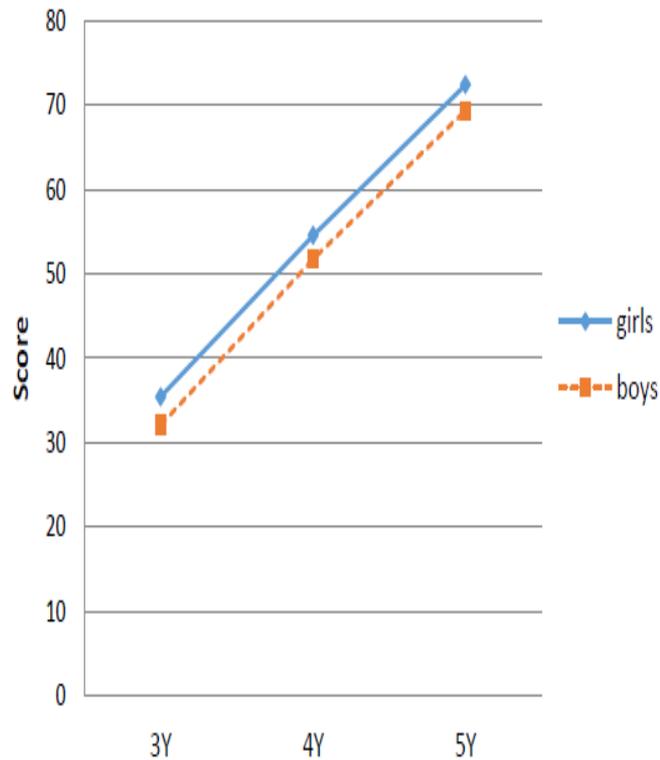
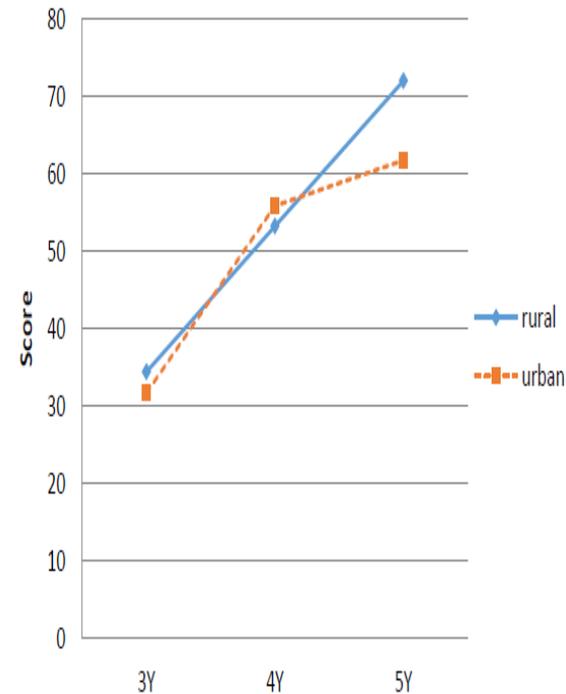


Figure 9.16

Age differences in Health, Hygiene and Safety in children living in rural and urban areas (Vanuatu)



Key Findings: Cultural Knowledge & Participation

Figure 9.18
Age and Gender differences in Cultural Knowledge and Participation (Vanuatu)

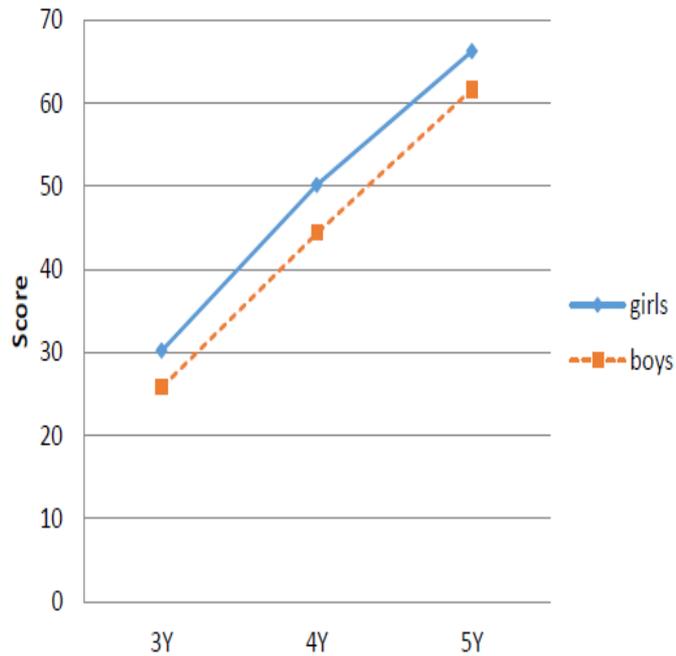
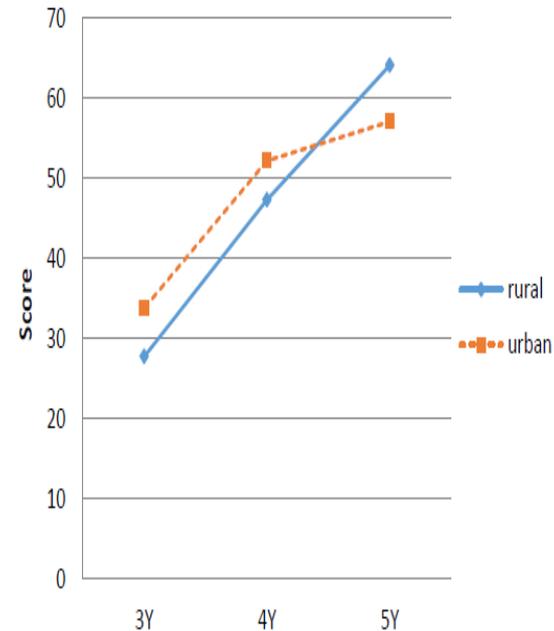


Figure 9.19
Age differences in Cultural Knowledge and Participation in children living in rural and urban areas (Vanuatu)



Key Findings: Approaches to Learning

Figure 9.21
Age and Gender differences in Approaches to Learning (Vanuatu)

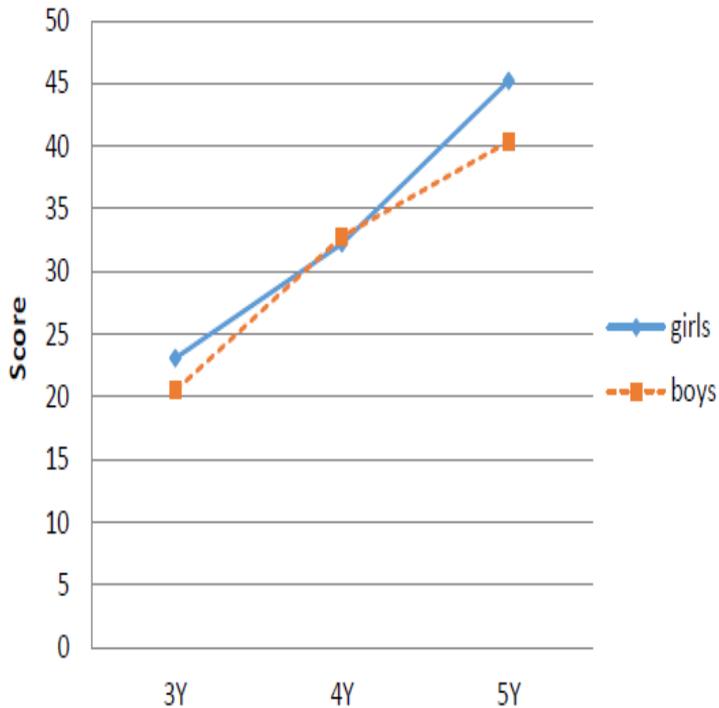
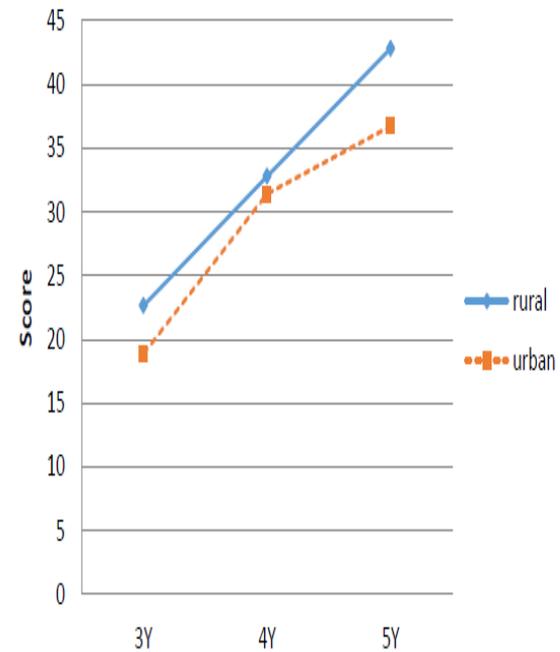


Figure 9.22
Age differences in Approaches to Learning in children living in rural and urban areas (Vanuatu)



Vanuatu Report

- [EAP-ECDS Final Report Vanuatu.pdf](#)

Some Specific Recommendations

- **Priority 1.** Use these findings to impact policy decisions and invest in factors that correlate with early childhood development.
- **Priority 2.** Invest in early childhood programmes, as children who attend preschool in a country have better outcomes than those who do not in that same country.
- **Priority 3.** Invest in narrowing developmental gaps between children in rural and urban areas.
- **Priority 4.** Denote maternal education as an early childhood intervention and allocate resources to promote both, parent education and training and formal education. Maternal (and paternal) education predicted child outcomes in the sample as a whole, and in most countries.
- **Priority 5.** Invest in building the capacity of in-country teams to conduct evaluation research, thereby improving the quality and representativeness of the body of knowledge for evidence-based policy-making.
- **Priority 6.** Capitalise on this unprecedented data set from the East Asia and Pacific region and allocate resources for data mining to gain a better understanding of how and why certain factors (e.g., preschool attendance, maternal education, and ethnic minority status) affect early childhood development in the region and in specific countries.

Thank you