



NATIONAL EARLY CHILDHOOD CARE AND EDUCATION FRAMEWORK

Ministry of Education – Government of Vanuatu

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Introduction to a National Framework for ECCE

The Ministry of Education in Vanuatu currently has policies and early learning standards that form the foundation for the country's early childhood education programming. This document aims to provide a comprehensive approach to Early Childhood Care and Education (ECCE): by aligning existing documents, recommending new strategies and building a strong implementation plan. Above all, we seek to ensure that words are translated into results that improve the lives of young children.

The Ministry of Education's ECCE policy was formulated in 2010. It advocates for young children, emphasizes quality education for them, and guides the regulation of early years education. This policy will be reviewed in 2014, and vigorous efforts in implementation and results are required before then.

Strong leadership is needed to advance ECCE and thereby bolster human development, with the long-term goal of reducing poverty and social inequality in Vanuatu.

Success requires:

- A focus on key priorities,
- Integrative and coherent planning,
- Community engagement,
- Clearly defined areas of responsibility balanced with collaborative effort,
- Sustained implementation,
- Commitment to results, and
- Change at the individual and organizational levels.

Purpose of this Document

This document provides an overview of the principles that will guide the National Framework on Early Childhood Care and Education in Vanuatu. It outlines key expectations for planning, instruction and assessment; and also expectations for future curriculum and the development of outreach strategies with various stakeholders.

The proposed National Framework provides the context for Early Childhood Care and Education for children from birth to age 6. It will enable the Ministry of Education

The government of Vanuatu's vision is that:

all children will have access to quality early childhood care and education and they will achieve their full developmental potential, will be healthy, well-nourished and safe and be prepared for achieving success in school and life.

Government of Vanuatu, Ministry of Education, Vanuatu Early Childhood Care and Education Policy, August 2010.

(MOE) and other stakeholders to align all relevant documents that have been developed, and may be developed going forward.

The Framework draws on international findings that show an individual's earliest learning forms a critical phase in his or her life.

This document is not limited to traditional education settings or formal delivery. This Framework also envisions the provision of integrated services in education, health, nutrition and child protection for children aged 0-3 as essential for effective ECCE programming.

This National Framework outlines the components of an equitable and high-quality ECCE programme for the children, parents and communities of Vanuatu. It aims to integrate the fragile and stand-alone components of ECCE that exist today, in order to forge a strong, integrated and well-balanced programme for the future. The Framework provides the rationale and core principles of effective ECCE implementation, intended to support government, donors and other stakeholders to work together in advancing ECCE.

Early childhood care and education in Vanuatu

Vanuatu's education system has made good progress toward the goal of universal primary education. The education system consists of kindergarten (ages 3-5), primary school (ages 6-13) and secondary school (ages 9-13). However, education is not compulsory, and the quality and accessibility of programmes vary widely.

States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

Excerpt, Art. 29, United Nations Convention on the Rights of the Child

Access to kindergarten (known as *Kindy* in Vanuatu) remains beyond reach in rural areas, where parents must pay a fee to enroll their children. Due to financial constraints, many of these parents must choose which of their children to enroll, and often defer enrolment until grade one. Then grade one classes must cover all the foundational skills normally acquired in kindergarten, burdening the system and undermining teachers' capacity to prepare their students for successive grades. Significant numbers of Vanuatu's children do not benefit from

early childhood education programmes. Some regions report attendance rates of only 59%, combined with high rates of dropout and withdrawals.

Poor communities cannot afford preschools and are not able to pay preschool teachers competitively in order to retain trained teachers. Subsidies are needed to ensure the poorest can participate in preschool and other early childhood services. (Draft World Bank Report: New Perspectives on Improving School Readiness in Samoa, Tonga and Vanuatu 2013)

2011 data from VEMIS (Vanuatu Education Management Information System) show that the net enrollment rate in ECCE programmes, reflecting the percentage of all children of official target age enrolled, was only 41% for preprimary education. While three out of

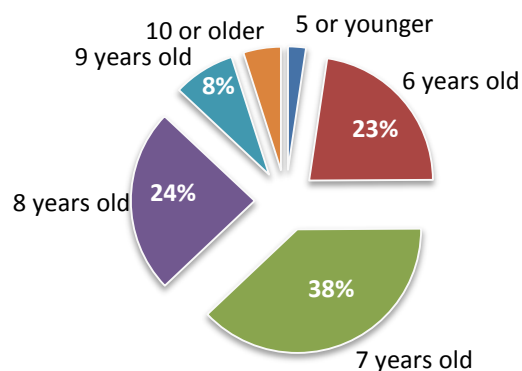
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five children of any age attend preprimary school, only two out of five attend preprimary school at the appropriate age. Data from prior years show a pattern whereby a large percentage of children in ECCE (up to 69.5%) are outside of the official age group for which these programmes are intended.

Many parents are keeping their children home until they are older than the ideal age to enter an ECCE programme. The cost of ECCE programmes may be only one factor in low enrolment. Community consultations reveal that many parents simply do not value early education, and do not feel connected to ECCE centres in the community. The following diagram from a draft World Bank Report written in 2013 and titled “New Perspectives on Improving School Readiness in Samoa, Tonga and Vanuatu” shows that children are simply not ready to start school due to various reasons. A school readiness document is being prepared by the Ministry of Education for teachers and parents to ensure that adequate discussions take place to ensure that children are prepared to transition to school.

Too many children do not start school on time in Vanuatu

Figure 2. Age distribution of class 1 children in EGRA

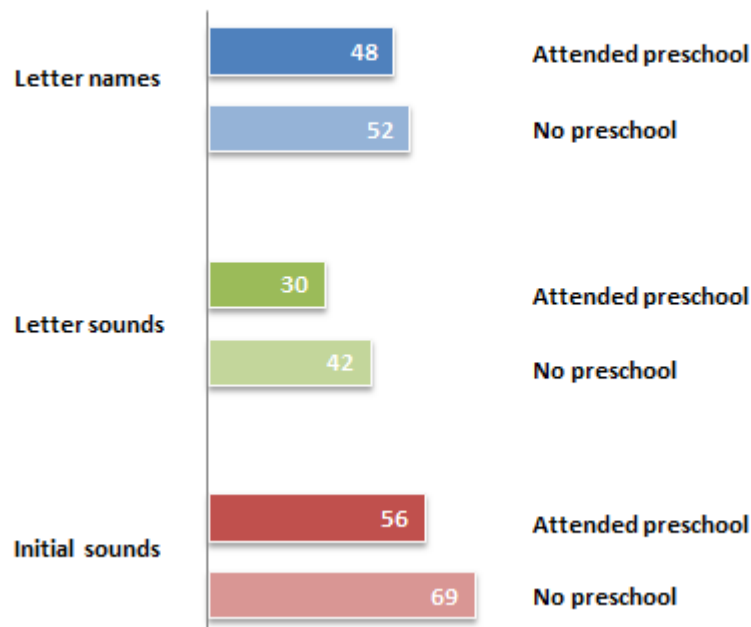


In 2010, The Vanuatu Early Grade Reading Assessment (VANEGRA) was completed in selected schools across the country. Results showed that over 30% of children starting school had no functional knowledge of the alphabet. At the end of grade 3, only 25% of students were able to understand most of the text they read. Relevant research indicates

that language development is based in the early years, especially ages 2-5. Building literacy in Vanuatu therefore requires that young children be given opportunities to develop their oral communications skills: for example, in kindergarten environments with other children. If this does not take place, reading levels among children in Vanuatu will remain low. The chart below summarizes the results of the EGRA report that indicate the urgent need to focus on language development both at home and in school. This chart can be found in the World Bank draft document “New Perspectives on Improving School Readiness in Samoa, Tonga and Vanuatu 2013”.

Preschool attendees struggle with basic knowledge of letters and sounds

Figure 7. Percent of children with zero scores by EGRA domain - Vanuatu



In partnership with families and communities, these programmes help children grow into the next generation of capable and constructive citizens. To work effectively with all ECCE stakeholders, this Framework should provide a clear understanding of:

- The knowledge and skills children are expected to gain,

- The roles and responsibilities of each ECCE partner,
- The importance of parental involvement,
- The programme planning process for successful implementation,
- The use of assessment and monitoring to improve children's learning and support teachers in their professional growth,
- The characteristics of good instructional practice, and teacher training that is aligned with and advances ECCE, and
- The role of public awareness about the nature and benefits of ECCE.

The Importance of Investing in ECCE

Investing in ECCE lowers national costs for nutrition and health. Within the education sector, ECCE reduces dropout rates and grade repetition (both presently high) and improves education results overall. (Barnett, W.S. 1996)

As stated in the Ministry of Education's Vanuatu Early Childhood Care & Education Policy:

High quality ECCE programmes can benefit countries by promoting cognitive performance of young children, increasing the efficiency of primary and secondary education, contributing to future productivity and income, reducing costs of health and other public services, reducing gender inequities and increasing female participation in the labor force. [p.2]

Investing in ECCE supports national development in various ways:

- Early intervention results in healthier and safer children who require fewer medical and rehabilitation services.
- Early identification of children with special needs can significantly improve their education and care by providing parents with support, and mobilizing appropriate services to improve these children's life prospects.
- Parental education programmes improve child-rearing practices.
- Literacy and numeracy instruction in the early years build a strong foundation for success in primary and secondary education. Early childhood is a time of rapid brain development that provides the basis for further learning.
- The transition from kindergarten to primary school is made easier for children.

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- It is more cost effective to invest in preventative measures than to compensate for disadvantages as students grow older (Kilburn and Karoly p. 11)
- Reliable and affordable education for young children provides an essential support for working parents and unemployed parents who wish to work.
- Building ECCE contributes to the national Human Rights profile, as ECCE is recognized in the Convention on the Rights of the Child.

Given the importance of the kindergarten experience for young children's development, some people contend that access to such services should be a right – much like public school – to which all young children are entitled. In practice, however, the opposite is true: access to kindergarten programmes varies dramatically by family socioeconomic status, parents' education, mothers' employment, and geographic location. Variations in quality and access are large, and inequity is widespread.

The government expects communities to take financial responsibility for ECCE, and does not fund ECCE centres themselves. Preschool Management Committees in each community are responsible for compensating kindergarten teachers. In urban areas, teachers typically receive a small salary, and in rural areas they may receive an allowance or compensation in the form of barter in goods or services from community members. Many communities lack sufficient resources to pay competitive salaries to teachers, making it difficult to maintain a Kindy in their community.

Poverty provides a shaky platform for development, and negatively affects young children. Currently, the only way to increase access and attendance in Kindy is to subsidize some costs. However, it remains just as important to increase programme quality.

Currently, only 1% of Vanuatu's education budget is spent on ECCE. The Government of Vanuatu allocates approximately \$14 million Vatu to ECCE to cover Coordinator salaries, along with some training and materials. The estimated cost to educate a child in ECCE is about 12,000 Vatu (Ministry of Education Early Child Care & Education Policy: 2010). However, this is the cost of current programming and therefore not necessarily the true cost of an effective and accessible ECCE programme that would serve all of Vanuatu's children, including any measures to implement quality improvement.

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A cost analysis model needs to be developed for Vanuatu so that the government can examine service delivery and improvement in terms of costs and cost savings. The government should review what is presently spent on ECCE, as well as current expenditures on health services for young children and mothers in partnership with the Ministry of Health, The Ministry of Justice and Social Welfare, and the Department of Women's Affairs. The government should target a percentage of the national budget for ECCE. Government can then review public, private, and international donor investments to formulate financially feasible delivery, considering all likely funding sources.

Without the foundation of ECCE programming, a focus on primary and secondary schooling to the exclusion of ECCE will lead to continued decline in primary and secondary results (McCain, Mustard, and Shankar 2007). Improving education requires strong leadership by government to muster the will and resources to ramp up support for children aged 0-6. Donors have provided significant amount of money towards educational advancement but there is still a lack of results in terms of educational improvement and the impact of this investment is not evident in student outcomes.

To address the financial feasibility of building ECCE in Vanuatu, the following questions warrant detailed review and financial modeling in response:

- What are the primary cost factors in ECCE provision?
- What are the actual operational costs of ECCE in Vanuatu?
- What are the costs for programme elements such as salaries, physical infrastructure, equipment, supplies, training, supervision, and other relevant categories?
- Given the multi-sectoral nature of kindergarten service provision in Vanuatu, how are these costs presently divided?
- How do costs vary among provinces?
- From an integrative perspective, what national model of cost sharing could work effectively?
- What are the total national expenditures for children aged 0-3? For children aged 4-6? By sector or government department?
- How much is spent on child and maternal health, child nutrition and supplements, parenting education and support, early intervention for children with

developmental delays, supports for children with disabilities, and child protection services?

- What would it cost to create universal access to ECCE, e.g. through subsidies to low-income families and/or other schemes?
- What are the present donor investments in ECCE? What are the prospects for expansion?
- What are the private sector investments in ECCE? What is the financial model of private-sector provision, and what are its pros and cons?

A comprehensive and coordinated approach to financial planning for ECCE delivery at the national level is now essential to advance the human development agenda in Vanuatu. A significant and sustained investment will predictably improve literacy, numeracy, health and economic development. In order to attain the vision of Vanuatu as a nation of people who are “healthy, happy, and wealthy,” an adequate investment in ECCE is required now. The annual costs may be significant in comparison to current expenditures, but the long-term benefits are known to be major and indeed decisive for national development.

International Perspectives on Early Childhood Development

The World Bank has established the Systems Approach for Better Results (SABER) programme, which includes information on Early Childhood Development (ECD). Typically ECD is understood to encompass education, health care, nutrition, sanitation and protection of children from abuse and neglect. Early Childhood Care and Education is a key component of ECD. Information gathered on individual country programmes is intended for policy makers and funders. SABER assesses ECD programmes against three core policy goals:

- Establishing an Enabling Framework, which refers to the legal and regulatory environment to support early childhood programming?
- Implementing widely, or the degree of implementation, which refers to the extent of programme coverage as well as the range of programmes offered. Measures of equity and access are considered under this area.

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- Monitoring and Assuring Quality takes into account efforts on quality standards, and monitoring and assuring compliance with these standards.

The World Bank ranks countries along a continuum of Latent, Emerging, Established and Advanced, where “Latent” signifies low-level indicators; “Emerging” indicates programming that is improving or expanding, but which evidences significant gaps; “Established” shows significant reach and progress in maintaining standards; and “Advanced” indicates a robust, integrated, successful programme. While SABER is not intended to be a punitive exercise, it will highlight gaps in programming by country. The World Bank measures are mentioned here as an example of the standards set by international funders and the international community around ECD policy development.

States Parties agree that the education of the child shall be directed to:

- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of 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;
- (e) The development of respect for the natural environment.

Excerpt, Art. 29, United Nations Convention on the Rights of the Child

The Inter-Agency Network for Education in Emergencies (INEE) is a global network of more than 9,000 members dedicated to ensuring the right to education in emergencies, and other fragile contexts such as post-crisis reconstruction. The INEE operates not as a formal organization, but rather as a flexible and responsive mechanism that convenes organizations and individuals “to facilitate collaboration, share experiences and resources, establish standards for the field, and engage in advocacy regarding the right to education”.

Among many resources and guidelines developed by the network are the INEE Minimum Standards for Education, which articulate the minimum level of educational quality and access in

emergencies through to recovery. The INEE Minimum Standards express a commitment that all individuals – whether they are children, youth and adults – have a right to education.

Originally developed in 2004 and updated in 2010, the INEE Minimum Standards Handbook (2010) contains 19 standards, each with accompanying key actions and guidance notes. These are organized under five domains, all of which are considered critical for ensuring access to quality and safe education for learners. The five domains are Foundational Standards (such as community participation and coordination mechanisms), Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy.

The INEE Minimum Standards Handbook has been used in over 80 countries to strengthen education preparedness, response and recovery. While not all the standards within the five domains are applicable to education in non-emergency situations or to early childhood specifically, because they articulate good practice to reach quality education they have been used to develop education programming in a range of contexts: for example, in Benin, Paraguay and the United States.

This Framework is informed by these international perspectives and a broad base of research, but also looks to provide country-specific strategies for Vanuatu, with a focus on ECCE as a component of ECD.

Key Components of an ECCE Framework

Most of the countries in the Pacific region have set standards for curriculum and teacher training. An ECCE framework differs from these standards in that it provides broader guidelines and identifies core principles across areas such as policy, planning and delivery.

National quality frameworks for ECCE should be accessible to teachers, parents, communities and other key stakeholders, to enable them to make and support key decisions in the provision of ECCE: not only for their own children, but also at the level of national policy.

For this Framework, the Ministry of Education observes the four fundamental principles articulated by the Government of Vanuatu:

1. **All children (including children with special needs) have the right to education**, and it is everyone's responsibility to ensure that they succeed and achieve their full potential.
2. **Parents and communities are a vital part of education** and it is our shared responsibility to ensure that we involve everyone in the education of our children.
3. Everything we do in education is aligned to **ensure continuous improvement** in the lives of all children.
4. All curriculum documents and resources will promote **a holistic approach to learning and development** and recognize that the physical, spiritual, personal, cognitive, linguistic and creative aspects of learning are interwoven and form an essential part of each child's development.

Children aged 0 to 3 have not traditionally been served by national programmes, but new knowledge are driving the introduction of services aimed at this group. New efforts may include:

- Home visits to families with children aged 0-3.
- Household kits on prenatal care and parenting.
- Support and training for new parents.
- Support for young teenagers who are pregnant.

- Early identification of children with special needs.
- Nutrition and health programmes for children aged 0-3.
- Protection against abuse, violence and exploitation.

The chart on the following pages identifies the pillars that form the architecture of the ECCE Framework.

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COMPONENT	CONTENT
Curriculum and Learning Standards and a National Child Protection Policy Established by the Ministry of Education	<p>The Vanuatu kindergarten Curriculum and Learning Standards will set learning expectations for children ages 0-6. The Learning Standards will specify what children need to know, and be able to accomplish, for their successful transition to grade one. Teachers will be aware of the strategies they need to implement, and how to differentiate instruction for children with special needs.</p> <p>The Ministry needs to establish a Child Protection Policy that crosses all areas of school processes and procedures.</p>
Roles and Responsibilities	<p>Many parties have important roles in preparing for student success and implementing curriculum expectations. These include – in addition to students themselves – the Ministry of Education, other levels of government in Vanuatu, teachers, parents, school committees and the wider communities where schools are located.</p>
Parental Involvement	<p>Parent committees in the schools need to understand and support ECCE in order to actively enable appropriate teaching and learning in the early years.</p>
Program Planning	<p>The Ministry of Education will focus on literacy and numeracy in the early years. Both structured and unstructured play will be used as tools for learning.</p> <p>Kindergarten will focus on student engagement, parental support and community input. Each Kindy will have a handbook on curriculum, instruction and assessment to ensure quality programme implementation and results.</p>

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COMPONENT	CONTENT
Monitoring and Assessment	Monitoring and assessment will be used in a variety of ways to ensure continuous learning. To support children with special needs, a document on early identification will be developed. A school readiness tool will similarly be available for all parents to discuss with teachers.
Teaching and Instructional Practice	Instructional practices will focus on a holistic approach to learning, student self-reliance, human rights, cultural knowledge, health promotion, spiritual development, support for special needs and community engagement in the classroom.
Fostering Learning Communities	The Ministry of Education will begin to focus on fostering communities of professional learning for ministry staff, teachers, parents and communities.
Integration of Public Services for children aged 0-3	Children need to be healthy and well-nourished to ensure learning. Collaborative planning among health, social services and education programmes is essential at this stage. Children must grow up in an environment that is free from abuse, neglect and exploitation.

Roles and Responsibilities

The successful advancement of ECCE in Vanuatu requires all parties to understand their respective roles and responsibilities. Clarity here will support accountability and set appropriate parameters for leadership by those involved in planning, implementation, and evaluation.

In particular, people who work with young children must have high standards and solid professional ethics to guide their daily interactions with those children. A Teacher Code of Ethics is in place for all ECCE teachers and guides their behaviour and conduct. People in positions of managerial responsibility for ECCE should be proven leaders with demonstrated ECCE expertise.

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The Ministry of Education ECCE Policy stipulates that no untrained person should be in charge of an ECCE centre. In 2008, MOE research indicated that the proportion of teachers certified in ECCE was only 48%. The single most important determinant of ECCE quality, and the factor most related to achieving the desired outcomes for young children, is the capability of teachers. For example, the provision of more language activities and greater sensitivity by teachers are significantly related to teachers' holding a bachelor's degree and to improved child outcomes (Howes, James, and Ritchie, 2003).

ECCE teachers should meet a clearly defined minimum standard of qualifications. According to the MOE policy, appropriate training is currently offered by the Australia – Pacific Technical College's Children's Services certificate 111, the University of the South Pacific (USP) ECE Teaching Certificate, the USP Diploma in ECE and the USP Degree in ECE. Field-based training is offered by the Ministry of Education and all teachers must attend this training. It is a significant training activity but there is a need for strong refresher courses.

Initial training of teachers should include literacy and numeracy as foundational skills to be taught to children in Kindy. Despite the importance of development activities having well-trained ECCE staff, there is currently no regulation of field-based training for Vanuatu's teachers. Once hired, teachers should engage in professional on an annual basis, in order to continuously upgrade their skills.

Workshops for teachers should be tailored to their needs and those of the children they teach. But training should never be seen merely as a one-day event. All workshops should be followed up with MOE monitoring to ensure that professional development events translate into improved instructional practice in the classroom.

Parents and community members should engage in a shared and responsible partnership to advocate for ECCE, with strong support from the MOE.

Government, service providers, NGOs, donors and other stakeholders can work together so that ECCE resources, funds, and programmes are structured and leveraged to benefit all children. Presently the formation of the Pool Partners (donors) and government structure is well managed and aligns the work of all partners.

The following pages outline the roles and responsibilities of various ECCE stakeholders.

Roles and Responsibilities of the Ministry of Education

- Develop policy, regulations, and curriculum for ECCE.
- Establish learning expectations.
- Guide assessment and reporting protocols.
- Establish early identification of special needs.
- Establish benchmarks for school readiness.
- Supervise ECCE centres.
- Strengthen links between Kindy and grade one.
- Train teachers in the use of the existing curriculum, and outline all learning expectations.
- Ensure registration and safety of all ECCE centres.
- Plan and prepare tools for early special needs identification and school readiness.
- Ensure continuous assessment of learning.
- Monitor and supervise ECCE centres through annual visits.
- Release Key Teachers from teaching duties to support successful ECCE implementation.
- Work in partnership with all other ministries involved with young children and parents to move towards an integrated model of early childhood care and education.

Roles and Responsibilities of ECCE Centres

- Apply for registration with the Ministry.
- Implement Ministry of Education policies and curriculum.
- Enable teachers in their work.
- Engage parents and communities in school life.
- Ensure a safe and rich learning environment.
- Provide all the curriculum materials and other resources needed for teaching and learning.
- Create learning centres that provide children with materials for play and exploration.

Roles and Responsibilities of School Committees

- Advise and support ECCE Managers.
- Assist parents and communities in understanding the need for and value of education programmes.
- Involve parents and communities in school life and engage them in children's learning.
- Inform parents and community of children's work and progress.
- Engage parents and communities in using the vernacular language and enhancing knowledge of cultural traditions.
- Support fundraising activities.
- Support safety plans
- Support repair of buildings
- Pay teachers' salaries/allowance and materials for teachers and children

Roles and Responsibilities of Teachers

- Plan lessons according to curriculum documents and learning standards.
- Pursue continuous professional development.
- Uphold teaching standards.
- Create a caring and engaging environment for children.
- Implement the MOE curriculum, including selecting appropriate resources.
- Identify and adapt materials for children with special needs.
- Identify and address any gender gaps in learning.
- Develop a learning plan for professional development.
- Maintain professionalism, confidentiality, and respect for privacy when dealing with all children and their families.
- Follow all child protection protocols.

Roles and Responsibilities of other government agencies, NGOs, unions, universities, communities

- Provide support for a coordinated, aligned effort by all partners to improve on and deliver ECCE.
- Contribute to development of planning at each school.
- Facilitate access to learning materials by ECCE centres.
- Visit ECCE centres and engage in children's learning.
- Offer classes for the parents of children aged 0-3 in prenatal care, nutrition, infant stimulation, and other key aspects of parenting.
- Identify, secure and maintain a building and outdoor play area that are safe, clean, and appropriate for use as an ECCE centre.
- Provide allied services for children, including health, nutrition, sanitation and social protection from abuse and neglect.
- Provide services for children with special needs, orphans, and others who are specifically disadvantaged.

Parental and Community Engagement

Pertinent research demonstrates that parental engagement in schools has a strong positive effect on children's academic achievement. Parents' capacities are also highly indicative of a child's social, emotional and physical wellbeing.

It is important to emphasize the value of parents' regular contact with their children's learning. An ECCE centre must find ways to accommodate parents so they can visit the school, join the observation and reporting process, and promote children's learning at home. Teachers can use a variety of strategies to involve parents and communities in their schools.

In Vanuatu all parents must be welcomed and respected by the school community as partners in their children's development and also have a range of choices of how to be involved in each Kindy. Parents should also be engaged through ongoing communication and dialogue to promote a positive learning environment at home and at school.

Parent involvement can be influenced by many factors such as language, parent educational level, the challenge of single parenthood, socio economic status, and geography. It is important to break barriers that might prevent parent's participation in the education of their children.

Parental involvement can involve meeting with parents, inviting them to be part of the classroom activities, engaging them in any play activities. Parenting and literacy circles could be set up to invite parents and children.

A Handbook for parental engagement has been prepared by the ECCE department and will assist in promoting parental participation in the schools.

Program Planning

Program Planning should prioritize the key objectives and outcomes to support children's learning and development. The approaches described below reflect current research and theories on the design of early learning programmes.

1. **A learning environment that supports and cares for all children** will promote respect for diversity and the sharing of history, tradition, vernacular language and customs. Respect for diversity supports individual identity and also the sense of belonging in children. The distinctive capabilities and learning styles of individual children will be respected and enabled. This process will encourage children to appreciate differences and learn to live respectfully with one another.
2. **Clear learning expectations and outcomes** will help to prepare young children for kindergarten. Learning outcomes need to be documented and communicated to parents so they can track their children's progress and reinforce learning at home. A broad-based approach will be used to track children's progress in the early years, including: portfolios of children's work, videotaping of children's interactions, and observation tools prepared by the Ministry of Education (available in a separate document). It is important to note that although learning expectations may be set, children should still be given freedom to pursue their own creative learning process. Teaching young children is both a teacher-directed and child-directed process.
3. **Learning partnerships with families, other teachers and community stakeholders** will form a vital part of life at an ECCE centre. Shared responsibility will be the hallmark of every successful school: engaging all concerned in improving the futures of young children.
4. **A holistic approach to learning with a strong emphasis on child protection** will be implemented. Learning centres in the classroom will use both structured and unstructured play to support learning outcomes. Play will provide diverse opportunities for children to engage in teamwork, solve problems, use creativity

and imagination, and enjoy learning. When children play they are actively learning, exploring and observing.

5. **Effective instructional practice based on ECCE research will form part of daily teaching.** These practices promote children's active engagement in the learning process. All instruction will be focused, use critical reflection for self-evaluation, and sequence the introduction of content and skills to maximize positive results. Teacher training will impart ECCE principles. To advance their skills, teachers will use the principles of action research, which emphasizes collective inquiry and experimentation grounded in experience and social history.
6. **Instructional planning by teachers will align classroom activity to Vanuatu's curriculum.** Effective planning requires teachers to consider the end results desired, and to design instruction and activities with those results in mind. Clear teaching goals provide a reliable point of reference for assessing children in the classroom. Effective instruction will be supported by combining the curriculum's learning expectations with the assessment tools prepared by the MOE.
7. **Monitoring and assessment of learning will inform the planning process.** Teachers will assess and document individual learning progress. Sharing this with parents helps them to understand their child's progress, and to identify anything that might interfere with it at school or at home. All assessments will be culturally and linguistically respectful of the child and community, and will build on children's strengths. A tool for the early identification of special needs will be made available to teachers, and a tool on school readiness will be made available to parents. A school readiness tool has also been developed for teachers and parents to ensure that there is support for the child and for parents to transition from home to school.
8. **Teamwork is essential for the success of ECCE in Vanuatu:** within the MOE (including the National Coordinator, Provincial Coordinators, Managers and Key Teachers) and among all stakeholders, including non-Ministry teachers, parents, school committees and communities. Teamwork can harmonize the diverse contributions that are needed to fully enable and encourage children's learning

and development. One example is the transition from home to the ECCE centre, where cooperation between parents and teachers is necessary for children to feel secure and confident in moving into a new environment. Similarly, teachers at the ECCE and primary levels must cooperate to ensure a smooth transition from Kindy to grade one. Joint planning, sharing new ideas and solving problems together can promote teachers' understanding of specific learning expectations and outcomes; and can stimulate reflection on instruction, assessment and the contextual factors that affect children's learning. Vanuatu's Code of Ethics for teachers emphasizes respect and trust in relating to other teachers, as well as the importance of engaging parents.

9. **Literacy and numeracy form central parts of the Early Childhood Care and Education curriculum.** Numeracy is essential in making many personal choices and performing many occupational functions. Similarly, communication is indispensable in daily life, and children must develop the capacity to communicate with others. Children's use of their home language provides a sense of identity and belonging. Literacy can include the use of *Big Books*, music, dance, and storytelling, as well as listening, repeating, viewing and recognizing symbols and patterns. Early literacy also supports the development of comprehension skills; a foundational ability needed in future schooling success. The Ministry has developed a discussion paper on literacy for the early years that will assist in the development of resources for teacher use.

10. **Learning communities can be established to support parents, teachers and children.** Learning communities provide a good opportunity to discuss such themes as child protection, language development, positive parenting and other important themes that are important to the community. A learning community is an informal group of people who meet regularly to learn together, learn from one another, reflect on change and solve problems collaboratively. These groups are now common at post-secondary institutions in the United States and UK. This approach can be applied to groups of citizens in Vanuatu to support life-long learning, parent engagement and community development.

Monitoring and Assessment

Monitoring and assessment in the early years is very important. It enables teachers to adapt instructional practice, identify any special needs among their students, and support children who may have trouble learning. Monitoring and assessment also supports the maintenance of appropriate expectations for all children.

Assessment can be viewed as a process of *gathering evidence* of children's learning to verify what they can perform, discern, express and apply. There are many ways a teacher can assess children's learning. The diagram below indicates some of the approaches that can be used in the early years.



Assessment of children is not about judgment. Rather, it is a tool to help teachers make professional choices in curriculum planning and instructional practice. All assessment

tools must be linked to the Ministry of Education’s learning expectations. Teachers should know what they are assessing, why they are assessing it, and how the results will be used to improve teaching.

Monitoring of teacher performance is important to support the maintenance of classroom quality. Provincial Coordinators should schedule regular visits to classrooms. These visits allow for teacher mentoring and encourage professional development. At the same time, Coordinator visits help to ensure that teachers’ efforts remain congruent with the learning expectations established by the MOE. While each teacher should be informed prior to most classroom visits, it is recommended that one visit be “unannounced” in order for Coordinators to observe the reality of the classroom and compare between visits. The focus of each visit should be on classroom observation, and the teacher should see and discuss the observations and feedback noted by the Provincial Coordinator. A safe and trusting environment based on mutual respect is necessary for effective and productive monitoring. An assessment tool has been developed by the Ministry of Education and will be used for visiting and monitoring of all Kindys.

Teaching and Instructional Strategies

Teachers should always convey high expectations for their students. All teaching strategies should embody a holistic approach, in which children feel they belong, are well grounded, and connected to others in a climate of acceptance and respect.

ECCE teachers can use different forms of instruction including:

- Direct instruction
- Play-based instruction
- Group work
- One-to-one interactions with peers

Children learn at different rates and with different learning styles, so each teacher should continuously adapt instruction according to student needs and available resources. If the classroom includes children with special needs, then teaching should be adapted for those children.

In general, accommodation and adaptation of instructional practice allows young children to understand what they are learning more deeply, and allows for more individualized interaction.

Inclusion is a basic value informing this Framework. Many of Vanuatu's kindergartens include children of different ages and abilities. In such cases, instructional practice must be differentiated, with different techniques and methods employed, to reach all children effectively. Inclusive education welcomes all children and embraces the diversity of their needs and backgrounds. A teacher observation tool has been prepared by the Ministry of Education and will be used to observe children and report at least three times per year to parents. The tool will also support the teacher in modifying her/his instructional practice.

Inclusive ECCE will:

- Welcome and meet the needs of all students, including those who need the most help;
- Identify barriers to success and remove them;
- Build on children's prior knowledge and experiences;
- Need to be regularly refreshed and renewed to reflect changes in society;
- Promote a sense of well-being and belonging among all children; and
- Engage the wider community in ECCE activities inside and outside the classroom.

The ECCE centres we create today in Vanuatu will do much to shape the society that our children will share with us tomorrow.

Creating Learning Communities

Everyone with a stake in children's learning should have the opportunity to participate in a learning community. A Learning Community is an informal group of people who meet regularly to learn together and to learn from one another. This approach can be applied to groups of citizens in Vanuatu to support life-long learning, parent engagement and community development. Appropriate Ministry staff, parents, teachers, and other community members would meet regularly to discuss ECCE design and delivery, and how to promote ECCE principles in a simplified and condensed form among the general public and to parents via schools.

Literacy circles, kindergarten clusters, storytelling and parental workshops can enhance and support learning communities.

Parents and community leaders should also be invited to friendly, school-based meetings that explain the value of early learning and support effective parenting. Such meetings will also create networking opportunities to build a learning community.

Integration of Public Services for children aged 0-3

Collaborative planning among health, social services and educational services is essential to children's development, especially in the vulnerable early years. Many parents require support in fundamental areas, including pre-natal care, breastfeeding, infant stimulation, nutrition, weighing children, obtaining required and/or recommended immunizations and health checks, fathers' involvement and positive parenting. The Ministry of Education, the Ministry of Health, and other ministries working with children should establish strong partnerships and find collaborative ways to support children and parents.

Interventions in these areas could be piloted in health centres and/or schools, from which professionally trained staff could provide skilled support. Parents can be trained to engage children in play-based learning activities, and kits for households can be prepared. Home visits could be offered in the more marginalized areas of Vanuatu, where trained staff would support new parents, and provide referrals and follow-up services.

Learning Expectations and Outcomes

A National Syllabus for Primary Years (grades 1-3) has been developed. However, this does not include the important early years of children aged 0 to 6. All stakeholders – within and outside the Ministry of Education – are now challenged to recognize kindergarten as the foundational stage in the learning continuum. Kindy prepares children for grade one, so that primary schools can focus on developing progressively more advanced knowledge and skills and not be impeded by incomplete preparation. It is important that all children begin school on an “equal footing” in terms of the learning experiences that have been made available to them before they enter grade one.

All of Vanuatu’s children should have access to kindergarten so that the precious opportunity of the early years is not forfeited, and the nation’s large investment in primary school pays off.

The Ministry of Education’s learning expectations and outcomes capture a complex agenda of core learning for children. Distilling previous policies, curriculum and other resource materials, they focus on:

- Language and communication (literacy)
- Math (numeracy)
- Science
- Living in Our Community (Healthy Living; Civic and Community Relationships; Caring for the Environment; Spiritual and Character Development; Visual and Performing Arts)

Belonging

Children belong to and are part of a family and a community. Children need a sense of belonging in order to feel safe, protected and valued in the world. Children are innocent beings who are born with open minds and the innate potential to learn and grow into productive and healthy adults. All community members are responsible for enabling and encouraging children to learn and develop through means that are positive and enjoyable.

As stated in Vanuatu's *National Syllabuses: Primary Years* (2012), vernacular language should be used in years 1 and 2. Vernacular language skills form an important part of the literacy expectations. Pertinent research indicates that a strong foundation in one's own language supports the acquisition of skills in other languages. Children also need to be able to communicate with their parents and feel proud of their culture and language. Learning about spiritual traditions supports children's character development: distinguishing wrong and right, considering the consequences of one's actions, and developing respect for the beliefs of others

Children who learn in their mother tongue for at least six years from preschool to primary perform better in the official language (EFA Global Monitoring Report 2007)

Connection

Children in the early years progress from a stage of egocentrism to a stage of engagement and collaboration. As children learn about themselves and others, concepts of fairness and diversity begin to take root. Early learning environments must enable children to develop their identities and their connections with other persons and the world at large.

As children grow into community participation, the idea that everyone shares responsibility for their well-being (*"It takes a village to raise a child."*) takes on meaning and force. At the same time, children learn that they have responsibilities to others beyond the household, and in fact belong to a wider community. Learning about their community helps children develop a sense of connection to others and respect for others and themselves.

All children need to develop as individuals who can talk, read, write, play, imagine, and form connections with others. Speaking and listening are essential experiences of the early years, as children must express their needs and understand verbal and non-verbal signals from others. Literacy – comprising language and communication – must be embedded in every ECCE activity. Activities can be initiated by children as well as by teachers. If children initiate an activity, the teacher should guide it and not stop it, thereby letting children manage aspects of their own learning and encouraging their independence in communication.

Books, make-believe, puppetry and storytelling can all extend imagination and memory, enhance thinking ability, and increase narrative appreciation.

Respect

The social development of children includes their capacity to regulate their emotions and empathize with others. It is vital to show children how their behaviour affects others and to bring out the best in them. Cultivating respect for siblings, friends and elders, and for animals and plants, is essential for children's social development. Social capital is built from childbirth, and children deserve every opportunity to survive and thrive.

Writing enables communities to store practical information and record their culture and customs. Therefore, enabling children to write is an important aspect of cultural initiation. The controlled use of pencils and crayons in textual and visual forms of representation also develops fine motor skills.

Introductory mathematics should focus on numeric problem solving. These problems should be drawn from real-life situations to and reinforce other types of learning. Solving problems requires effort, attention and persistence. Children will become able to count, see patterns, sort, classify and build.

For science, teachers need to build on a child's natural curiosity. Children can be encouraged to observe the natural world and the environment in which they live. With guidance, they can look at worms and understand their role in nature or at leaves and discern the range of their colours, sizes and patterns. A child can role-play being a scientist, and discover new ways of engaging the world around her.

Physical activity, health and safety are also important subjects for the early years. By engaging in physical activities, young children strengthen their large and small muscles, and learn to stabilize major body movements.

Play and games not only develop a range of physical capabilities, but also build self-confidence and encourage children to play by the rules, take care of their peers, and be a team player. Learning to identify unsafe situations will help children protect their bodies.

The arts provide Vanuatu's children with the opportunity to express themselves, share their creativity, develop symbolic communication, and express and extend their culture and traditions. The excitement and fun of using the imagination appears to augment children's motivation to learn. Teachers can invite local artists and performers to share local traditions; and show children their potential as artists, dramatists, dancers and musicians.

Unstructured play gives children a range of less structured opportunities to learn and build foundations in literacy and numeracy. All programmes should offer individual and group activities so that children can learn independently and from each other. Group activities help children learn to share with and respect their classmates.

National policy and programmes may not have great leverage on the attitudes and behaviours of parents; but they can certainly reach teachers. A teacher has major influence on a child's life, and with that power comes significant responsibility to support children's learning and well-being. Teachers are encouraged to reflect regularly on children's learning. Are children engaged and motivated? Are they progressing? Are activities age-appropriate, and do they build effectively on prior knowledge and skills? What challenges need to be addressed? What opportunities present themselves? Are children receiving the appropriate health, nutrition, child protection, and care in the home, or would specific parents benefit from additional support and/or linkages to other resources?

The following chart outlines the Ministry of Education's learning expectations, standards and outcomes in ECCE. Expectations provide teachers with a map for their instructional practice. Outcomes provide the evidence of what children have learned during their time in school. Children's development varies in rate and with respect to different capabilities and modes of learning. Therefore these learning expectations and outcomes should be

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taken as general indicators of how children might learn at their own pace and in their own style.

LEARNING EXPECTATIONS

The personal, spiritual, and social development of young children begins with their understanding and appreciation of themselves, their culture, language and customs, and their ability to interact with others.

OUTCOMES

Children:

- Value one another and their surroundings.
- Be exposed to their traditions and customs; and their vernacular language as the primary language of instruction.
- Express their own thoughts and share experiences.
- Listen to religious stories and participate in religious ceremonies, according to the custom of their families.
- Take part in devotions, saying grace and singing songs.
- Respect the beliefs of others.
- Help others willingly.
- Show honesty and caring.
- Attempt new tasks willingly.
- Use their emotions in a positive way
- Demonstrate self-control by following classroom rules and routines.
- Help to keep the classroom and playground clean and safe.
- Care for plants, appreciate animals and learn how to care for them, and respect the environment.

LEARNING EXPECTATIONS

Language is the basis of literacy. Children need to develop their awareness of language structure by listening, observing, speaking and conversing.

OUTCOMES

Children:

- Communicate personal needs to peers and adults.
- Listen and respond to others.
- Follow simple directions and respond appropriately to familiar questions.
- Describe personal experiences and retell familiar stories, using appropriate vocabulary and basic story structure.
- Ask questions, express feelings, and share ideas.
- Use language to relate new experiences with what they already know.
- Listen to stories and poems, and respond verbally, repeating the language patterns they hear.
- Demonstrate awareness of basic sounds and sound patterns in language.
- Use gestures, tone of voice, and other nonverbal means to augment verbal communication.
- Respond appropriately to a variety of material that is read aloud to them.
- Identify favourite books and retell the stories in their own words.
- Make connections between their own experiences and those of characters in stories.
- Identify some letters of the alphabet and use some language patterns and sounds.
- Write some letters and numbers using pencils, crayons, or writing in the sand.
- Print their names.
- Trace letters written by adults.

LEARNING EXPECTATIONS	OUTCOMES
<p>Mathematical vocabulary is introduced to children to support them in reasoning, solving problems, reflection and relating ideas to everyday life.</p>	<p>Children:</p> <ul style="list-style-type: none">• Count, recognize and write numbers up to ten.• Measure the length of their arm and the length and weight of objects, comparing size and weight differences.• Perform simple addition and subtraction.• Sort and classify some objects.• Match similar objects.• Identify the value of some coins.
<p>Children need opportunities to learn about science and technology. Access to technology may not be available in rural areas; but children who live in – or will relocate to – urban areas may need skills to engage and understand science and technology. A science programme will build on children’s natural curiosity about the world around them.</p>	<p>Children:</p> <ul style="list-style-type: none">• Describe objects commonly found at home.• Describe seasonal cycles and other natural patterns.• Describe their local environment.• Identify some differences between living and non-living things.• Observe cause-effect actions.

LEARNING EXPECTATIONS

Physical activity and health are essential elements of learning. Teachers need to ensure children have positive opportunities to explore physical activity, healthy eating, and care for themselves. Safety will be integrated into all learning activities.

OUTCOMES

Children:

- Name body parts and identify their respective functions.
- Identify nutritious foods.
- Practice personal hygiene.
- Identify safe and unsafe situations, materials, and equipment.
- Identify and apply basic safety rules.
- Use small and large muscles in a variety of ways.
- Use their five senses to explore the world around them.
- Climb, slide, hop, skip, jump, balance, dance, and kick a ball.
- Catch and throw an object (e.g. ball).

LEARNING EXPECTATIONS

Arts encompass music, dance, drama, art, traditions, culture and customs of the child's community. Children need access to a variety of materials, examples and events to become engaged in these arts and the artistic process as a whole.

OUTCOMES

Children:

- Sing songs and play instruments, including traditional musical instruments.
- Copy movements in dances, including traditional dances.
- Listen to and dramatize stories, with a focus on traditional stories.
- Listen to community leaders and elders.
- Paint and draw and allow children to use their imagination and creativity
- Cut, paste, and use different colours to make art objects.
- Weave simple objects.
- Perform arts in a group.
- Play with puppets or finger puppets.
- Adapt songs and make up rhymes.
- Make percussive sounds using conch shells, drums or gongs.

Taken together, these learning expectations and outcomes will foster among children the sense of belonging, connection and respect for others and the environment.

How will we measure results?

Well-designed indicators will serve as guidelines to measure results, and identify areas for improvement.

Indicators are charted in Appendix A. The criteria for indicators are that they:

- Provide relevant measure of progress for the vision of ECCE in Vanuatu.
- Are clear and straightforward to interpret, and provide a basis for comparison between rural and urban areas.
- Are constructed from well-established data sources; are quantifiable, draw from multiple data collection methods (quantitative and qualitative), and are consistent to enable measurement over time.
- Are SMART – Specific, easily Measurable, Attainable, Realistic, and Timely.

Typically, indicators are evidence that change has happened or that an objective has been met. In this way they can be thought of as the eventual goal to work towards. Evidence towards the fulfillment of indicators may be documentation, policies and/or observed behaviours. Tools to measure progress are applied on an immediate (one year), intermediate (over the next two to three years) or longer-term (five years and beyond) basis.

What will enable successful implementation of ECCE in Vanuatu?

Shared responsibility among governments, parents, communities, non-governmental institutions, donors, private and public sectors is essential for implementation of this Framework.

The implementation of this Framework requires the review and resolution of several important considerations. Once this is completed, operational budgets and timelines – backed by strong leadership commitment – will be required.

Characteristics of a successful implementation plan include:

- Shared commitment among stakeholders.
- A planned and systematic approach to implementation.
- A focus on key priorities.
- Organizational behaviour change.
- Coherence among plans and priorities at the government level.
- Evidence that implementation has taken place and has had impact on children's learning and parental involvement.

Priority considerations include the following:

- Strong mechanisms to review and report on indicators outlined in the document and budgeting for each area
- Integrated programmes for children aged 0-3 are necessary for Vanuatu's development. Public awareness campaigns, parental education, health services, and social protection all have a part to play.
- Inclusive programmes that build on children's linguistic and cultural identity, and that mainstream children with special needs, are most appropriate for Vanuatu.
- Parental involvement is essential for genuine progress in ECCE.

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- Effective ECCE programmes require good curriculum resources, indoor and outdoor play equipment and learning resources, tools for assessment, and strong instructional practice.
- High minimum teacher qualifications must be established, along with feasible training options during the school year, for ECCE centres of all types: civic, church, private and public.
- The literacy and numeracy components of ECCE should be given top priority.
- The private sector should be encouraged to participate in ECCE, and inter-sectoral partnerships should be strengthened.
- The effective assessment of ECCE needs and outcomes requires the regular collection of data and monitoring of indicators.
- Increased public funding for ECCE should be targeted for children in rural areas.
- The understanding and active support for ECCE by Vanuatu's political, administrative and cultural leaders will be an integral part of its success.
- For lower-income families, access to ECCE and primary school is constrained by school fees. Some form of subsidy to these families is the only apparent solution for equalizing access.
- A review of ECCE teacher salary needs to be in place and a standard set for remuneration with job descriptions developed
- ECCE should not be seen as an “add-on” or “stand alone” programme, but rather as an integral foundation for subsequent learning. ECCE is, in fact, a pre-condition for improving the results of Vanuatu's primary and secondary schools. This basic point should be made in enlisting the support and involvement of parents.
- The systematization of ECCE in Vanuatu should be complemented by media campaigns on childcare practices: e.g. breast feeding, an active role for fathers, encouraging parents to read to children, promoting child protection, and other emerging issues.

An inter-sectoral task force – representing multiple government ministries, business and community leaders, NGOs, churches and donors – should be established to:

- Cost out a national programme for ECCE, including infrastructure, salaries, materials, supplies, training, and Ministerial supervision.

- Investigate the correlation of services relating to prenatal care, postnatal care and care of infants.
- Regulate and license all child-care and kindergarten facilities, including those not directly operated by government.
- Decisively address the problem of constrained access to ECCE for low-income families.

Costing and Budgetary Considerations

Government will have to prepare and finalize a financial model that addresses expenditures and revenues for ECCE in Vanuatu. The international experience has been that it costs less to get it right in the early years than to pay later due to unemployment, low literacy levels and high dropout rates (McCain, Mustard, and Shankar 2007). Available evidence indicates that the return on investment in the early years exceeds any investment in other periods of human development.

Children can never be compensated for opportunities lost during the early years, and neither can their society.

See Appendix B for sample funding tables and Appendix C for approximations of costs.

Conclusion

Van der Gaag (2003, *From Child Development to Human Development*) links the benefits of early childhood programmes to the development of skills and capacities needed in adult life, and many other scientists and researchers confirm his conclusions:

- ECCE helps to overcome socioeconomic disparities by allowing children to enter kindergarten on an equal footing.
- ECCE programmes reduce demand for remedial interventions for youth designed to address poor basic skills and high dropout rates. The cost of these remedial interventions substantially exceeds the cost of ECCE programmes.
- Brain development in the early years is significantly correlated with risks of physical and health problems in adult life. Effective intervention during the early years improves overall health care outcomes. (Acheson, 2004)
- The early years – so formative in nature – represent a special opportunity to inculcate the values and skills demanded by an increasingly diverse and globalized world.
- Parents are most involved in child rearing in the years before school. The early years are therefore a particularly good time to reach parents with information on the importance and key principles of child development and learning. Parental involvement is a key factor in school success across grade levels, so investments made at the beginning will pay off over the entire cycle of raising children.

It is a rare public policy initiative that promotes fairness and social justice and at the same time promotes productivity in the economy at large. Investing in disadvantaged young children is such a policy. – Nobel laureate James Heckman

There are many promising signs that Vanuatu's ECCE programme can be a comprehensive one that will ensure the rights of all young children to access quality

services and education. To achieve this, robust mechanisms for service coordination and monitoring must be developed.

A common vision will enable collaborative planning, shared ownership of policies, and a coherent framework for the effective and equitable delivery of ECCE across Vanuatu.

It is the vision of the Ministry of Education's Early Childhood Care & Education Policy that all children will have *access to quality* early childhood care & education and they will achieve their full developmental potential, will be healthy, well nourished and safe, and will be prepared for achieving success in school and life. All children, including children with disabilities, have the right to equity of resources, support and learning through play based National ECCE curriculum and health programmes. [p. 13]

This Framework provides the rationale and core principles that support a high quality education system that ensures that all children belong, and are effectively supported in their learning. This will foster the development of children who feel secure and confident, who respect themselves and others, and who connect with and are involved in the world.

It is important to remember that returns on investment in ECCE are reaped over a period of time. These returns will be higher for ECCE than any other intervention because ECCE lays the foundation for further learning and success in life.

Appendix A: Indicators

CURRICULUM AND LEARNING

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
1.11 Presence of an effective learning environment that engages children in motivating, play-based activities	The Kindy has a variety of children’s work displayed; play is used in various activities to teach learning concepts. Children with special needs are engaged in learning and have support to succeed.	Immediate Observation tools used by Provincial Coordinators to visit Kindys and document environment. Teacher self-assessment. Teacher Observation Tool.
	MOE documents are used to plan and achieve learning results. Integration of the curriculum activities is evident in the teachers planning.	Immediate Teacher self-assessment. Teacher Observation Tool.
	Activities are posted in the classroom and the Kindy teacher has a weekly plan.	

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INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
1.1.1 Presence of an effective learning environment that engages children in motivating play-based activities	Play for learning activities exist both inside and outside the classroom, with field trips and playground activities used to enhance learning.	<p>Immediate</p> <p>Teacher self-assessment tool.</p> <p>Observation Tool.</p> <p>Provincial Coordinator and Key Teacher visits.</p>
	Teachers know how to organize the Ministry activities and sequence the lessons in a logical manner.	<p>Intermediate</p> <p>Teacher self-assessment tool.</p> <p>Observation Tool.</p> <p>Provincial Coordinator and Key Teacher visits.</p>
	<p>Key Teachers form a cadre of leaders who are knowledgeable and informed on ECCE, and who are mentors to local teachers.</p> <p>Training is provided for Key Teachers to increase their knowledge, confidence and skills in ECCE.</p>	<p>Immediate</p> <p>Feedback from teachers.</p> <p>Feedback from Provincial Coordinator.</p> <p>Key Teachers' self-assessment.</p>

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ROLES AND RESPONSIBILITIES

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
2.1.1. Everyone involved in the Kindy understands her/his role and responsibilities.	Teacher and teacher assistant have a specific role to teach and assist children to learn. Roles are clearly delineated	Immediate Teacher self-assessments. Documents on roles and responsibilities reviewed and evaluated on a yearly basis.
	Parent committees are established and meet regularly. Committees are monitored.	Intermediate Data on parent committees collected by Provincial Coordinators.
	Head teachers and directors include and support the Kindy in all regular activities.	Intermediate Monitoring visits by Provincial Coordinators.
	Parents and community members are engaged in the school and regularly attend activities, events and meetings.	Intermediate Data from activities parents attend, including measures of parent satisfaction (surveys, focus groups).

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INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
2.1.1. Everyone involved in the Kindy understands her/his role and responsibilities.	Provincial Coordinators visit a minimum of 10 Kindys each year to monitor professional growth.	Intermediate Reports by Provincial Coordinators.
	Key Teachers support Kindys with workshops and regular learning activities. Workshops are coordinated by MOE.	Immediate Attendance at workshops; degree of relevance and application of learnings (interviews, surveys).

PARENTAL INVOLVEMENT

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
3.1.1. Parents and Parent Committees understand the importance of ECCE and actively support ECCE in the community.	Engaged and effective Parent Committees are active in every ECCE centre, participate in their children's learning, and contribute to the profile and operations of centres.	Intermediate Surveys and focus groups with parents, teachers and community members.

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PROGRAMME PLANNING

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
4.1.1 An effective learning environment is established and fosters holistic learning and caring support for children.	Teacher planning is evident and learning plans exist for each lesson unit.	Immediate/intermediate Teacher Observation Tool. Provincial Coordinator observation, reports, teacher planning books
	The teacher uses local context and the live experience of students when teaching.	Immediate Teachers' lesson plans. Observation Tool. Provincial Coordinator visits.
	The teacher is aware of the stages of child development.	Immediate Teacher self-assessment tool. Provincial Coordinator visits.
	The teacher uses the vernacular language to teach and relate to children.	Immediate Teacher self-assessment tool. Provincial Coordinator visits.
	All Kindy teachers undertake training in teaching literacy and numeracy to young children.	Immediate Teacher self-assessment tool. Provincial Coordinator visits. Attendance at the training workshops.

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INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
4.1.1 An effective learning environment is established and fosters holistic learning and caring support for children.	Lessons are varied and children are engaged actively in responding to questions.	Immediate Teacher Observation tool. Provincial Coordinators' meetings.
	Inclusion practices are in place and all children are supported to feel valued and important.	Intermediate Level of uptake by teachers of inclusion policies (surveys, data collected by Provincial Coordinators).
	The Kindy is clean, in good condition, and comfortable.	Immediate Provincial Coordinator reports, which will use audit and observation tools.

MONITORING AND ASSESSMENT

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
5.1.1 The Ministry of Education has a variety of assessment and observation tools for use by Kindy teachers and Provincial Coordinators.	Key Teachers and Kindy teachers are trained and use observation tools to track children's learning and development.	Intermediate Surveys of Key Teachers and teachers to assess competence with tools.

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INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
<p>5.1.1 The Ministry of Education has a variety of assessment and observation tools for use by Kindy teachers and Provincial Coordinators.</p>	<p>Parent teacher interviews occur twice a year and the observation tool is shared with parents.</p>	<p>Surveys of parents and focus groups with parents.</p>
	<p>Teachers are supported by Key Teachers to engage in early identification of children who may have special needs or require regular support.</p>	<p>Intermediate</p> <p>Provincial Coordinators' written reports, with feedback.</p> <p>Anonymous feedback from Kindy teachers on support received from Key Teachers.</p>
	<p>Visits with parents are organized and readiness tools used to support parents to understand children's readiness to learn.</p> <p>Workshops for teachers on special education, special needs children, and differentiated instruction.</p>	<p>Intermediate</p> <p>Results from parent survey on readiness tools.</p> <p>Intermediate</p> <p>Teacher surveys on relevance and value of workshops. Key Teacher surveys on knowledge transfer to teachers.</p>

NATIONAL FRAMEWORK FOR ECCE

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
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5.1.1 The Ministry of Education has a variety of assessment and observation tools for use by Kindy teachers and Provincial Coordinators.

The Code of Ethics is introduced and teachers trained.
Teachers use the Code Of Ethics to model ethical and just behaviour.

Immediate
Teacher Observation tool.
Provincial Coordinator and Key Teacher assessments.

TEACHING AND INSTRUCTIONAL PRACTICE

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
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6.1.1 Effective teaching and instructional practice is observed in the

The Kindy teachers use a variety of teaching and instructional methods to assist children’s learning.

Immediate
Teacher Self-Assessment.
Teacher Observation tool.
Provincial Coordinator visits.
Lesson Plans.

NATIONAL FRAMEWORK FOR ECCE

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
Kindy.		
	Instruction is differentiated to support children who have special needs.	Intermediate Teacher self-assessment
	Materials and activities are ready for children to use for each lesson taught. Materials include those for unstructured and structured play.	Intermediate Teacher Self-Assessment. Teacher Observation Tool. Provincial Coordinator and Key Teacher workshops.
6.1.1 Effective teaching and instructional practice is observed in the Kindy.	The Kindy teachers encourage every child to participate and enhance their involvement by asking different kinds of questions when teaching to ensure understanding	Immediate Teacher self-assessment tool. Teacher observation tool. Provincial Coordinator visits.
	Workshops assist teachers in working with multi-age groups.	Immediate Teacher Observation Tool. Provincial Coordinator Visit.

FOSTERING LEARNING COMMUNITIES

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE

NATIONAL FRAMEWORK FOR ECCE

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
7.1.1 Teachers, parents and community members are encouraged to engage in learning opportunities.	<p>A needs assessment sampling is developed to see what teachers feel they need to know.</p> <p>Workshops are prepared and offered for parents</p> <p>Teachers engage in frequent workshops and participate in professional learning discussions.</p>	<p>Immediate</p> <p>Attendance at workshops.</p> <p>Participant surveys on relevance and value of workshops.</p>
7.1.1 Teachers, parents and communities are encouraged to engage in learning opportunities.	<p>A needs assessment is developed to see what interest's parents.</p> <p>At least three workshops are held each year for parents and teachers to establish and reinforce working in partnership.</p>	<p>Intermediate</p> <p>Surveys and focus groups with parents, teachers and community members.</p>
	<p>Teachers, parents and other community members share their knowledge of culture, language and traditional customs</p>	<p>Intermediate</p> <p>Public response to stories and performances.</p>
	<p>Teachers strive to upgrade their certification and have a yearly plan for individual professional growth, send new certifications to</p>	<p>Immediate</p> <p>Response among teachers and Key Teachers.</p>

NATIONAL FRAMEWORK FOR ECCE

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
	<p>the ECCE National Coordinator.</p> <p>Discussion with partners around a small action research project is investigated to engage Key Teachers in reflective practice, data gathering and report writing.</p>	
	<p>A series of workshops is organized by the Ministry to offer to all Kindy teachers to upgrade their skills in child development, use of play as a tool for learning, parent engagement, and assessment.</p>	<p>Intermediate</p> <p>Workshop surveys.</p>

INTEGRATION OF SERVICES FOR CHILDREN 0-3 YEARS OF AGE

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
<p>8.1.1 An integrated and holistic approach and cross-sectoral coordination is promoted by the Ministry of Education and stakeholders.</p>	<p>Comprehensive services are provided for children ages 0 to 3 and for their parents.</p> <p>A pilot is set up with integrated services and/or a mobile team to assess and address the needs of children aged 0 to 3 and their families.</p>	<p>Intermediate</p> <p>Social indicators.</p> <p>VEMIS data.</p> <p>Number of children and families served.</p>
	<p>Subsidies and incentives provided for poor and</p>	<p>Intermediate</p> <p>Number of children in ECCE centres</p>

NATIONAL FRAMEWORK FOR ECCE

INDICATOR	EVIDENCE	MEASUREMENT TOOL AND TIMELINE
	marginalized families to access ECCE centres and Kindys.	and Kindys across the country.
	<p>A home kit is developed for parents to understand the continuity of care from the prenatal period to age 6/8.</p> <p>This kit is piloted in one small island and challenges and successes documented.</p>	<p>Intermediate</p> <p>Results of pilot, including participant feedback.</p>
	<p>Parents are offered workshops on topics related to early learning, positive parenting, and childcare.</p> <p>At least three workshops/year are offered by Provincial Coordinators, Key Teachers and invited guests.</p>	<p>Intermediate</p> <p>Surveys of teachers, Key Teachers and parents.</p> <p>Community response, attendance at workshops.</p>
8.1.1 An integrated and holistic approach and cross-sectoral coordination is promoted by the Ministry of Education and stakeholders.	<p>Effective outreach strategies are in place to engage parents.</p> <p>The Ministry of Education, in partnership with other stakeholders, engages in a prominent public education campaign that focuses on early learning.</p>	<p>Immediate</p> <p>Coverage and response as determined by surveys and interviews of stakeholders.</p> <p>Depending on structure of the campaign, tracking of public response might include an action component such as calling in/texting comments/visiting ECCE centres.</p>

Appendix B: Table for Estimating ECCE Costs

Adapted from Robert Myers, *A note on costs and costing of ECCD programmes, Coordinators' Notebook (The Consultative Group on Early Childhood Care and Development: No. 30, 2008.)*

ESTIMATING ECCE COSTS		
BUDGET LINES	CONTRIBUTION BY GOVERNMENT	CONTRIBUTION BY BUSINESSES/SUBSIDIES/TAXES/OTHER (AS INDICATED)
Teacher salaries		
Infrastructure		
Materials		
Books, manipulatives, toys,		
Supplies		
Paper, crayons, outdoor equipment		
Overhead Expenses		
Water/electricity/		
Training Costs		
3 refresher courses per year		
Other		

NATIONAL FRAMEWORK FOR ECCE

TOTAL COST PER CHILD

Government spending on other budget lines related to children
(health, nutrition, services for special needs children, social
protection, etc.)

Staffing

Supervision by Provincial Coordinators

Other

Appendix C: Approximate Costs

The following are approximate costs for managing a Kindy. The costs may vary according to each province, travel, distribution and translation costs, and many other variables. These costs are only suggested as a guide, and must be validated by a committee and/or task force set up by the Ministry of Education. There are too many variables in Vanuatu to be able to ascertain set costs without further investigation of specific sites.

<p>1. Teacher Salary</p>	<p>Varies from 2500 vatu 10,000 vatu a month in the rural setting but in the urban it can range from 10,000 – 45,000vt per month.</p> <p>If the government considers paying a salary to a trained teacher , this would start with 705,600 vatu per year (Scale E 0 2.0). An untrained teacher would get 388,080vt @ year (Scale E0.1).</p>
<p>2. Travel Funds for Monitoring and Assessment – is this for the Key Teacher to do the Monitoring? If so then multiply this figure by 3 so each term he/she makes a visit.</p> <p>If you are thinking for the PC this is too small because they will be spending several days out of office. PC budget is below</p>	<p>Varies according to distances and mode of travel but each province should be allotted 80,000 vatu.</p>
<p>3. Materials for one Kindy, including Crayons, Chart Paper, Books, and everything else needed to have a quality Kindy</p>	<p>To build a permanent Kindy, including water tank, toilets outdoor play ground, tables and chairs would be 1,940,000vt.</p> <p>Cost for equipping a Kindy with materials such as paper and books plus a good outdoor playground would cost approximately 185,500vt.</p> <p>A concrete slab so children do not sit on dirt floor would cost approximately 30,000vt including the freight for cement.</p> <p>The cost for crayons, glue, papers, books, scissors all the basics such as balls, storybooks, slates/blackboard and other materials would be approximately 65,000vatu per Kindy.</p>

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<p>4. Training per one teacher to have APTC certification and MOE field training.</p> <p>USP – Pacific Pre School certificate.</p> <p>USP – Diploma in ECCE</p> <p>USP – Degree in ECCE</p>	<p>APTC Certificate is free as teachers are given a scholarship.</p> <p>Field-based training would cost approximately 64,810vatu.</p> <p>USP Certificate would cost 27,000vt</p> <p>USP Diploma would cost 308,000vt</p> <p>USP Degree would cost 336,000vt</p>
<p>5.Travel per provincial coordinator</p> <p>This budget would include transportation expenses, accommodation and DSA to spend time to mentor the teachers. This budget will ensure the Coordinator makes at least 2 visit a year.</p>	<p>Again this varies from one Province to another:</p> <p>TORBA approx. 580,000vt</p> <p>SANMA approx. 720,000vt</p> <p>PENAMA approx. 651,000vt</p> <p>MALAMPA approx. 701,260vt</p> <p>SHEFA approx. 660,000vt</p> <p>TAFEFA approx. 710,000vt</p>
<p>6.Travel per National Coordinator</p>	<p>The National Coordinator would need approximately 1,000,000 vatu to visit the Provincial Coordinators, mentor them and meet with the Key Teachers and teachers.</p>
<p>7. Travel for translation of documents x 30 pages.</p>	<p>To translate a 30 page document would cost approximately 151,200 vatu.</p>

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