



# Early Childhood Care & Education Policy



Replacing previous ECCE policy of 2010



## **EFFECTIVE DATE**

The ECCE Policy will be implemented in 2018.

<b>Responsible Division</b>	<b>Responsible Officer</b>	<b>Date of Review</b>
Education Services Division	Director, Education Services	2020
<b>Key Stakeholders</b>	Education Authorities, Policy and Planning Division, Finance Division, Human Resources Division, TSC, VITE.	

## Children learn best by doing...





# Forward from the Minister of Education & Training

As Minister of Education and Training, I have the profound privilege and immense pleasure to introduce the Second Edition of the National Policy for Early Childhood Care and Education (ECCE) in Vanuatu. Early Childhood Care and Education is crucial for school readiness strategy and for learning achievements throughout the school years – ensuring that children from low income families benefit from ECCE is a powerful tool in closing learning

development and achievement gaps. For example, achievement scores at age 5 predict test scores at age 18 (Heckman, 2008). Cognitive ability and achievement at the end of grade 1 (based on participation in ECD services) predict later school achievement (Loncet, 2007, 2011). Investments in early education are also an important part of a good economic development strategy. Economists have calculated economic rates of return between 7% and 10% (and benefit-cost ratios from \$3 to \$17 for every \$1 invested) for early education programmes serving children from low-income families.

In a country such as Vanuatu with a responsible government, ECCE strives to assist children to continue to grow and develop skills, knowledge, attitudes and dispositions which will enable them to build a strong foundation base for future learning and to encourage them to continue on their path of learning throughout life.

Up to now, ECCE has been delivered to the children of our nation thanks to the goodwill and hard work of families, communities and non-government organisations throughout the islands of Vanuatu. The Government acknowledges and respects the invaluable contributions that communities have invested in our children and are continuing to play in the establishment and maintenance of ECCE in Vanuatu. The government also acknowledges the contribution of the Non-Government Organizations (NGOs) in this important area of education and wishes to retain this support. At the same time, the government of Vanuatu recognizes that the provision of Early Childhood Care & Education is a public investment that can improve the quality of life for the country's next generation and therefore plans to have an increased role in the provision of education at this level.

This policy has a strong emphasis on holistic learning and focus on play based learning to enhance children's creativity, curiosity and allow them to express their personality and uniqueness in ECCE and Day Care Centres throughout Vanuatu. Respect for diversity, vernacular language, culture, customs and history of children must be valued and acknowledged. Learning partnerships will be focused on the knowledge that everyone is responsible for children's safety and learning.

It also sets out general policy guidelines and the basic procedures for the establishment and administration of ECCE Centres. The document also details teaching requirements and the principles by which children are to be taught. Procedures are given for appropriate teacher/child ratios, appropriately trained and qualified teachers; and enriching and safe learning environments. Quality ECCE actively engages parents and school communities and that the children's education is strengthened by the provision of a smooth transition into junior classes at primary school.

Finally, I am assertive that this policy will afford necessary foundation for quality Early Childhood Care & Education, the basis of a sound education system, and leading on to a solid future for the people of Vanuatu.



Hon. Jean Pierre Nirua  
*Minister of Education and Training*



# Forward from the Director General

As the Director General of the Ministry of Education and Training, I would like to announce another development milestone for Early Childhood Care and Education (ECCE) in Vanuatu as it reviews its policy after it was first developed in 2010. This policy will gauge the work of ECCE in Vanuatu to achieve the goals of the SDG 4, other partnership agreement conventions in the region and globally as a whole.

As we are all aware, ECCE is a critical period that continues to impact human health and productivity throughout their lifetime. Failing to provide policies and programs that support optimal developmental attainment when such services are financially and logistically feasible can result in negative population health, education and economic consequences that might otherwise be avoided.

Although there may be policies in place, it requires commitment for everyone in the society to make it happen. As the African Proverb says, “It takes a village to raise a child”, and this is an essential component in a child’s life to be given opportunities to effectively play, learn and enjoy his or her childhood as this lays the learning foundation for the developmental potential. Therefore, in order for this revised ECCE Policy to be well implemented and achievable, parents, caregivers, Church leaders, family members, educationists, stakeholders, and line ministries are encouraged to work collaboratively together to achieve the vision and mission of this policy for the benefit of this nation and its people.

Therefore, as the Director General responsible for ECCE in Vanuatu, I believe in collaboration and would like to highlight some vital aspects of activities to be well carried out by anyone impacting ECCE in one way or another through this policy. It is my desire to see that this policy will establish an enabling environment with the existence of adequate legal and regulatory framework; the degree of coordination within sectors and across institutions to deliver services effectively; and, the availability of adequate fiscal resources.

It will also Implement widely the programs included in this policy in all essential sectors, and high degrees of coverage and should reach the entire population equitably– especially the most disadvantaged young children. Finally, the policy will ensure there is quality development of standards for ECCE services, the existence of systems to monitor compliance with those standards as well as the implementation of systems to monitor ECCE outcomes across children. Ensuring the quality of ECCE programs is essential because evidence has shown that unless programs are of high quality, the impact on children can be negligible, or even detrimental.

Therefore, I am confident that this policy will further enhance the capacity for everyone to be more active in knowing individual roles and responsibilities in the early years and supporting children to achieve quality learning. In doing so, children may be more proactive to respond to crisis and challenges in the future.

Jessie Dick Joe  
*Director General*

# “Children continue to GROW, develop SKILLS, KNOWLEDGE and ATTITUDES”



Play to learn

**VANUATU** Early Childhood CARE & EDUCATION



Forward from the <b>Minister of Education and Training</b> .....	i
Forward from <b>Director General Ministry of Education and Training</b> .....	ii
Abbreviations .....	iv
Background .....	1
Early Childhood Care & Education in Vanuatu .....	1
Rational for Policy .....	1
International Context .....	1
Regional Context .....	2
Vanuatu Context .....	2
Introduction to Policy .....	2
Scope .....	2
Vision .....	2
Mission Statement .....	2
Guiding Principles .....	2
Goals & Objectives .....	3
Monitoring & Evaluations .....	8
Policy Review Date .....	8
Policies that Support the Policy .....	8
Relevant Legislations or Authority .....	8
<b>PROCEDURAL GUIDELINES</b> .....	<b>9</b>
13.0 Policy compliance .....	10
14.0 ECCE Committee Role .....	10
14.1 To Establish a New ECCE centre .....	10
14.2 Established ECCE responsibilities .....	11
14.3 Provincial ECCE Coordinator’s Role .....	11
14.4 Mobile ECCE Officer’s Role .....	12
14.5 Branch Association Role .....	12
14.6 ECCE Teacher & Assistant Teacher’s Role .....	13
15.0 Support Transition to Class One .....	14
16.0 Roles of an ECCE Facility .....	14
17.0 Registration for ECCE Centre, Childcare & Play Groups .....	16
17.3 Staffing .....	18
17.3.1 Licensing Procedure for ECCE Centres & Teachers .....	18
17.4 ECCE Centre Funding .....	19
17.5 ECCE Facilities Establishment .....	19
17.6 Child Care Facilities .....	20
17.6.1 Requirements for License Application .....	20
18.0 Playgroups .....	26
19.0 Definitions of Terms .....	29
<b>Annex 1: Map of Vanuatu</b> .....	<b>30</b>
<b>Annex 2: Document Forms</b> .....	<b>33</b>



# Abbreviations

<b>APTC</b>	Australia – Pacific Technical College
<b>BA</b>	Branch Association
<b>DG</b>	Director General
<b>EA</b>	Education Authority
<b>EC</b>	ECCE Committee
<b>ECCE</b>	Early Childhood Care and Education
<b>EEBA</b>	Early Childhood Care and Education Board Authority
<b>FBT</b>	Field Based Training
<b>FBTP</b>	Field Based Training Programme
<b>HPSP</b>	Health Promoting Schools Programme
<b>MEO</b>	Mobile ECCE Officer
<b>MoET</b>	Ministry of Education and Training
<b>MoJCS</b>	Ministry of Justice and Community Services
<b>MQSS</b>	Minimum Quality Service Standards
<b>NGO</b>	Non-Government Organization
<b>NGOs</b>	Non-Government Organisations
<b>NPSC</b>	National Pre School Coordinator
<b>PC</b>	Provincial Coordinator (for Early Childhood)
<b>PEB</b>	Provincial Education Board
<b>PEO</b>	Provincial Education Officer
<b>PTA</b>	Parent Teachers Association
<b>SIO</b>	School Improvement Officer
<b>TSC</b>	Teaching Service Commission
<b>UNICEF</b>	United Nations Children’s Fund
<b>USP</b>	University of the South Pacific
<b>VEMIS</b>	Vanuatu Education Management and Information System
<b>VESAP</b>	Vanuatu Education Support Action Plan
<b>VESP</b>	Vanuatu Education Support Program
<b>VETSS</b>	Vanuatu Education Transition Sector Strategy
<b>VESS</b>	Vanuatu Education Sector Strategy
<b>VITE</b>	Vanuatu Institute of Teacher Education
<b>WASH</b>	Water Sanitation and Health



# Policy

## 1. EARLY CHILDHOOD CARE AND EDUCATION IN VANUATU

The Early Childhood Care & Education Policy is a National Policy of the Government of Vanuatu developed by the Ministry of Education and Training in consultation with relevant sector agencies. The policy provides a guiding framework and direction to all those involved in Early Childhood Care and Education (ECCE Centres, Childcare and Playgroups) in Vanuatu regarding Access, Quality and Management in Early Childhood Care & Education Programmes. This policy replaces the previous ECCE policy of 2010.

## 2. RATIONALE FOR POLICY

The Government of Vanuatu fully recognizes the importance of the early years in children's overall development and learning, as well as the vital role of families in promoting learning. It believes that all children regardless of faith, background, gender, disability or language should be offered the opportunity to explore, experiment, discover and problem solve in play situations, and that children have the right to be educated in their first language in these early years. At the same time, it also acknowledges the valuable contribution and commitment made by various organizations in the community in the promotion of early childhood services in the country. Whilst Government intends to ensure continued and strengthened community support, at the same time, it plans to include ECCE as the foundational basis of education as a national obligation for improved educational outcomes and the overall impact on society for the future.

As stated in the Education Act No. 9 of 2014, Early Childhood Care & Education is an integral part of basic education and is the duty of all the parents to ensure their children attend an ECCE Centre as this is where the foundation is laid for the development of skills, knowledge and attitudes, which will enable children to succeed in later years. Therefore, from the early years, all children need to be supported in the development of their physical, intellectual, social and emotional abilities if they are to make sense of their world. The early years care and education of children is a primary responsibility of everyone. Accordingly, the role of parents, caregivers and families as primary caregivers and first educators must be recognized and the continued role of communities in supporting ECCE valued.

## 3. INTERNATIONAL CONTEXT

This Policy takes into account the commitments and obligation made by the government of Vanuatu in 2016 in Malaysia to ensure all 5 year olds have access to at least one year of quality ECCE. <sup>1</sup>The Putrajaya Declaration fully endorses universal Sustainable Development Goals (SDGs), particularly SDG 4 to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and Target 4.2 “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.” This target reflects the Ministry's focus that Early Childhood Care and Education lays the foundation for children's long-term learning, development and wellbeing.

---

<sup>1</sup>The Putrajaya Declaration was made by Vanuatu and 36 other nations at the Asia-Pacific Regional Policy Forum on Early Childhood Care and Education in July 2016 in Putrajaya, Malaysia Including children up to 6 years and 6 months



## Policy *(continue...)*

This policy also reflects the Government of Vanuatu's commitment to the UN Convention on the Rights of the Child (CRC) which states that 'For the exercise of their rights, young children have particular requirements for physical nurturing, emotional care and sensitive guidance, as well as for time and space for social play, exploration and learning. These requirements can best be planned for within a framework of laws, policies and programmes for early childhood'.

### 4. REGIONAL CONTEXT

The Pacific Regional Council for ECCE 2015 passed a "Call to Action, for inclusion of ECCE as a sub-sector of the Pacific Education Formal System", which includes the following:

- ▶ Inclusion of ECCE as a formal sub-sector of National Education Systems in the Pacific.
- ▶ National Governments to allocate funds towards an ECCE dedicated budget and establish implementation mechanisms using the existing regional guidelines already endorsed by the Pacific Ministers of Education.
- ▶ Commitment to provide at least one year of universal inclusive and free pre-primary education for all girls and boys especially the most disadvantaged and vulnerable.
- ▶ Inclusion of ECCE in the Education Acts and as a Strategic Priority in the education sector plans with key indicators for evidence-based monitoring.

This policy is also in line with The Pacific Guidelines for the Development of National Quality Frameworks for ECCE which lays out the key components for Pacific countries to develop their own policies and frameworks.

### 5. VANUATU CONTEXT

The Vanuatu National Sustainable Development Plan 2016 – 2030 serves as the country's highest level policy framework. It informs policy direction in each sector, and acts as an overarching guide for government planning over the next 15 years. It emphasizes education especially for rural communities of the type served by many ECCE centres<sup>2</sup> (kindys). Vanuatu Education Transition Sector Strategy (VETSS) Development Goal SOC 2.2 of this plan "formalises early childhood education..... opportunities within the education system."

The Education Act 9 of 2014 gives the Ministry of Education and Training responsibility for providing quality Early Childhood Care and Education which is firmly based on Vanuatu culture and beliefs.

The Government through the Ministry of Education and Training has the responsibility for:

- ▶ Developing current and relevant training programmes for ECCE teachers and the communities (parents, caregivers, ECCE committees, faith-based organisations, women's groups, etc.)
- ▶ Strengthening ECCE delivery to meet MoET Priority Goals which are to: 1] Improve the quality of education in Vanuatu, 2] Improve the equitable Access to education for children in Vanuatu and 3] Improve the Management of the education system in Vanuatu.

<sup>2</sup>ECCE Centers are known as "Kindys" in Vanuatu



# Policy *(continue...)*

- ▶ Ensuring that all childcare facilities for 0 – 6 year olds meet required standards.
- ▶ Encouraging parents, churches and the communities to support and attend ongoing parent education programmes to ensure equal understanding and have ownership of the ECCE programmes and the ECCE centres.

## 6. INTRODUCTION TO POLICY

It is acknowledged that early childhood years are an important and valuable period of a child's life, since this is the period when brain development happens at a rapid rate (80% of learning takes place from 0 – 6 years). It is where the foundation of future learning is established and it needs to be protected as such. ECCE strives to assist children to continue to grow and develop skills, knowledge, attitudes, values and dispositions which will enable them to build a strong foundation base for future learning. ECCE offers children a head start in their primary schooling and should be a place where children learn what is acceptable and not acceptable behaviour is.

### 6.1 SCOPE

This Policy applies to organisations, ECCE Centres, Child Care and Playgroups, which provide education and or care from birth to maximum age of 6 years and 6 months. The Ministry takes some direct responsibility for 4 and 5 year olds<sup>3</sup> in terms of curriculum development, supporting teachers by providing professional training and providing grant to ECCE Centres that complies with registration policy (providing grants for resources and improving facilities according to MQSS.) Through the policy, the MoET ensures that guidelines are provided for facilities that meet standard requirements for 0 – 3 year olds to ensure they are cared for in a safe and secure Day-care and Playgroup environment.

### 6.2 VISION

It is the vision of the Early Childhood Care and Education Policy of Vanuatu that all children will have access to affordable, quality early childhood care and education and they will achieve their full developmental potential. They will be healthy, well-nourished and safe, and will be well placed to achieve success in school and life. All children including children with disabilities and those from disadvantaged and remote areas have the right to access resources, support and learning through play based National ECCE curriculum.

### 6.3 MISSION STATEMENT

Our mission is to ensure that there is good quality early childhood education accessible to every child regardless of location or background. It will be child-centred, friendly, play-based, inclusive, relevant, sustainable, and responsive to the needs of each child.

### 6.4. THIS POLICY DOCUMENT IS BASED ON SEVERAL GUIDING PRINCIPLES AS ITS FOUNDATION

These principles include;

- ▶ **Principle 1:** All girls and boys regardless of faith, background, geographical location, ability and gender have access to holistic quality Early Childhood Care and Education so that they are ready for Primary Education.

<sup>3</sup>Including children up to 6 years and 6 months

# Policy *(continue...)*

- ▶ **Principle 2:** Qualified teachers enhance the quality of the inclusive classroom programmes and practices with the support of parents and communities
- ▶ **Principle 3:** The Management of inclusive ECCE Centres includes good health practices, safety, child protection and safeguarding of children at all times
- ▶ **Principle 4:** The parent/caregiver and the community have a major responsibility for the welfare of the child and the wellbeing of the child can be best served by a strong partnership between the community and the ECCE centre

## 6.5. GOALS AND OBJECTIVES

1. Access to quality services for all 4 – 5 year olds including children with learning difficulties
2. Quality of ECCE services is improved and maintained
3. Management of ECCE services is effective and efficient

Objective Statement	
1.1	To enrol all 4 and 5 year olds in ECCE services
1.2	In conjunction with the Ministry of Health and the Ministry of Justice and Community Services, offer holistic opportunities for ECCE for 0 – 5 year olds as appropriate
2.1	To ensure ECCE Teachers, Provincial Coordinators, Mobile ECCE Officers (MEOs) and ECCE committees are trained and qualified and have regular access to ongoing professional development
3.1	To ensure management structures are implemented and functional
3.2	To register ECCE Centres, Child Care and other Early learning facilities that meet all requirements

## 7. POLICY OBJECTIVE 1.1

### ***To enrol all 4 and 5 year olds in ECCE Services***

- 7.1. All 4 and 5 year olds have the right to access quality ECCE services. Each child is entitled to 15 (4 year olds) to 20 hours (5 year olds) per week during the school <sup>4</sup>term.

<sup>4</sup> All children 0-3 may have access to Daycare or Playgroups where available.



# Policy *(continue...)*

- 7.2.** Children can enrol as soon as they reach their fourth birthday on production of a birth certificate or Pikinini Helt Buk. Children under the age of 4 will not be allowed to enrol in an ECCE centre unless advised. Children over the age of 6 years 5 months will also not be eligible to enrol in an ECCE centre or stay in an ECCE centre if already enrolled and should be moved to primary.
- 7.3.** Where possible, primary schools will have an ECCE Centre located within its boundary. The ECCE Centre will be managed by the school principal and the school council. Where it is not possible to build inside a primary school boundary, the MoET, in consultation with the community, will approve an alternative safe site.
- 7.4.** Priority will be given to 5 year olds when there is insufficient space in an attached<sup>5</sup> ECCE Centre.
- 7.5.** Alternative provision<sup>6</sup> will be used to ensure equity of opportunity for children who cannot access regular ECCE Centres e.g. Playgroups<sup>7</sup>, summer school ECCE, etc.
- 7.6.** The correct age for enrolment in ECCE centres is 4 – 6yrs and 6 months. All children 6 years of age on or before May 31st are able to enrol in Year 1 in that year.
- 7.7.** A guiding principle to achieve this objective is that where kindys are not community-funded, the Government of Vanuatu will determine the funds to be provided. As far as practicable, these funds will be provided in the form of grants to designated kindys either as a single grant or on a per student basis.

## **8. POLICY OBJECTIVE 1.2**

***Collaborate with the Ministry of Health and Ministry of Justice and Community Services to offer holistic opportunities including Spiritual development and Cultural heritage for ECCE for 0-5 year olds as provided in joint legislation***

- 8.1.** Apply MoU signed between MoET and MoH to carry out Health Promoting School Programs (HPSP)
- 8.2.** ECCE aims to create a positive play-based environment that nurtures spiritual values and cultural beliefs and promotes good behaviours and values.
- 8.3.** Ensure protection and safety of children in alignment with Ministry of Justice and Community policies.

---

<sup>5</sup>An attached ECCE Centre is one which is built in the Primary School boundary and is administered by the Primary School and complies with the National Curriculum. In future, ECCE Centres which are feeder centres to a Primary School and complies with the National Curriculum will also be considered as eligible to receiving Government Grant.

<sup>6</sup>Alternative provision usually refers to non-formal ECCE designed specifically for the children who cannot attend a normal ECCE center or Kindy. These alternate programs may be run by a faith based organization or parents who have been trained.

<sup>7</sup>Playgroups can be based in the home, church or other location



## Policy *(continue...)*

**8.4.** Each ECCE Centre will develop their own additional policies as appropriate e.g. Healthy Eating Policy, Traffic Safety, Positive Child Discipline, WASH etc.

### **9. POLICY OBJECTIVE 2.1.**

**Ensure ECCE Teachers, Mobile ECCE Officers, Provincial Coordinators (PCs), and Committees are trained and qualified and have regular access to ongoing professional development**

**9.1a.** All those caring for children must have received basic training in child safe guarding and protection and have signed an ECCE Teachers Code of Ethics.

**9.1b.** Teachers in charge of ECCE centres must be qualified to minimum standards specified by MoET which is completion of Cert III in ECCE through an approved provider.

**9.1c.** Criteria for entry into VITE to be an ECCE teacher must be a Yr. 12 / 13 and or completion of Cert 111 in ECCE through an approved Training Provider

**9.1d.** ECCE Assistant Teachers must have successfully completed a Field-Based Training (FBT) programme and continued with recognised ongoing MoET professional development workshops since initial training.

**9.1e.** Mobile ECCE officers will be required to carry out duties including mentoring and supporting other teachers, community awareness includes parent and caregiver education, assisting and supporting new and existing playgroups and summer school ECCE. The minimum qualification for Mobile ECCE Officers is a Diploma in Early Childhood from a recognised institution and previous experience of teaching at ECCE level.

**9.1f.** The minimum qualification for a Provincial Coordinator will be a Diploma

**9.2a.** All Central ECCE Officers, Provincial Coordinators, and ECCE teachers will be entitled to ongoing professional development opportunities through trainings and / or visits by SIOs<sup>8</sup>, mobile ECCE officers and PCs.

**9.2b.** All ECCE committees will receive full training. After this initial training, professional development for committees will be provided by qualified teachers.

**9.3.** All ECCE Centres will follow the prescribed MoET curriculum including the provision that instruction should take place in the language best known to the child, usually the vernacular<sup>9</sup>.

<sup>8</sup>SIOs will be able to offer support & monitoring of ECCE Centres that are within the school boundary.

<sup>9</sup>Vernacular can be the child's mother tongue or bislama



# Policy *(continue...)*

## **10. POLICY OBJECTIVE 3.1.**

### ***To ensure management structures are implemented and functional***

- 10.1.** In line with the devolution process, the ECCE Unit focuses on policies, standards, and strategic planning. A National ECCE Advisory Board will guide and direct all decisions relating to ECCE in Vanuatu.
- 10.2.** At the Provincial level, ECCE is administered through the Provincial ECCE Coordinator who is situated in the PEO's office. He/she reports to the PEO and the ECCE National Coordinator. Provincial Coordinators are responsible for complete oversight of the ECCE Centres and monitoring of the work of the Mobile ECCE Officers, provision of information related to enrolment, training needs, arrangement of training, and ensuring all ECCE centres are registered and this Policy is adhered to. Mobile ECCE Officers will visit teachers, engaging in co-teaching and mentoring as appropriate. MEOs will also support Parent Education programs, ECCE committees, communities, and caregivers as well as provide more general quality assurance of ECCE provision. Mobile ECCE Officers will also make contact with and liaise with Community Health Officers on a regular basis to ensure children receive basic health checks.
- 10.3.** ECCE Branch Associations will support ECCE Centres by organising Kindy Dei celebrations, Children's' Day, National Events (Environment week, Tree Planting etc.), graduation ceremonies and fundraising to support Provincial Conferences which happens once every two years. Regulations relating to ECCE Branch Associations can be read in Branch Association Roles (see Procedural Guidelines).
- 10.4.** Each ECCE Centre must have an active committee in place in order to operate. The regulations for the ECCE committees are contained in the ECCE Committee Role section of the Procedural Guidelines for this policy and also in the Kindy Komiti Gaed Buk.

## **11. POLICY OBJECTIVE 3.2**

### ***All ECCE centres providing a service whether in an ECCE Centre, Child Care Centre or Home based-Playgroup must be registered.***

All ECCE centres must meet MoET minimum registration standards and abide by the Minimum Quality Service Standards. This also applies to childcare facilities from 0 – 6 years. The registration of ECCE Centres is described in the School Registration Policy 2017. Further details are included in the Procedural Guidelines. In addition to the criteria for registration listed in the education policy, the following will apply:

### **11.1. CHILD SUPERVISION RATIOS**

There must be 10 right aged children enrolled at a kindy in order for it to operate: beyond 15 another qualified teacher must be employed with maximum 30 children per classroom. This means that to operate an ECCE centre, there must be a minimum of 10 children between the ages of 4-5 years old.



## Policy *(continue...)*

**11.2.** ECCE centres must meet minimum building and facilities standards which are contained in the Procedural Guidelines. A further list of Minimum Quality Service Standards specific to ECCE centres are contained in an annex to this policy.

### **12. MONITORING, EVALUATIONS AND REVIEW**

*The successes, challenges and the opportunities generated by the ECCE Policy can only be realized through a process of constant monitoring and evaluation during the course of its implementation.*

#### **POLICY REVIEW DATE**

This Policy will be effective as from January 2018. The terms of this policy is three years and will be subject to review in 2020. The smooth review process of this policy will depend on its effective implementation by all stakeholders in all sectors and at all levels. This policy should be the reference point or the basis from which future policies, plans and activities should be conducted to allow for both consistency as well as continuity in maintaining activities already started under this original ECCE Policy. The annex at the back of the Policy would also be subject to changes during the review of this Policy. In any event or any such circumstances that may arise, to influence change to the policy such change will be made.

#### **RELEVANT POLICIES THAT SUPPORT THE DEVELOPMENT OF THIS ECCE POLICY, SUCH ARE:**

- ▶ Education and Language Policy 2012
- ▶ Education Master Plan 2015
- ▶ Education Act No.9 2014
- ▶ Education Regulations No.21, 2001
- ▶ Sustainable Development Goals
- ▶ Education for All
- ▶ Convention of the Rights of the Child
- ▶ Child Safeguarding and Protection Policy
- ▶ Registration Policy
- ▶ The National Sustainable Development Plan for Vanuatu
- ▶ Vanuatu Education & Training Sector Strategy 2017-2018
- ▶ Education Policy, Primary
- ▶ The Inclusive Education Policy
- ▶ Ministry of Education and training Communication Strategy
- ▶ MoET Monitoring and Evaluation Framework
- ▶ Vanuatu Minimum Quality Standards for Primary schools and ECCE
- ▶ Health Promoting School Guideline



## Background *(continue...)*

- ▶ Vanuatu Teacher Standards
- ▶ Code of Ethics for Teachers

### RELEVANT LEGISLATIONS OR AUTHORITY

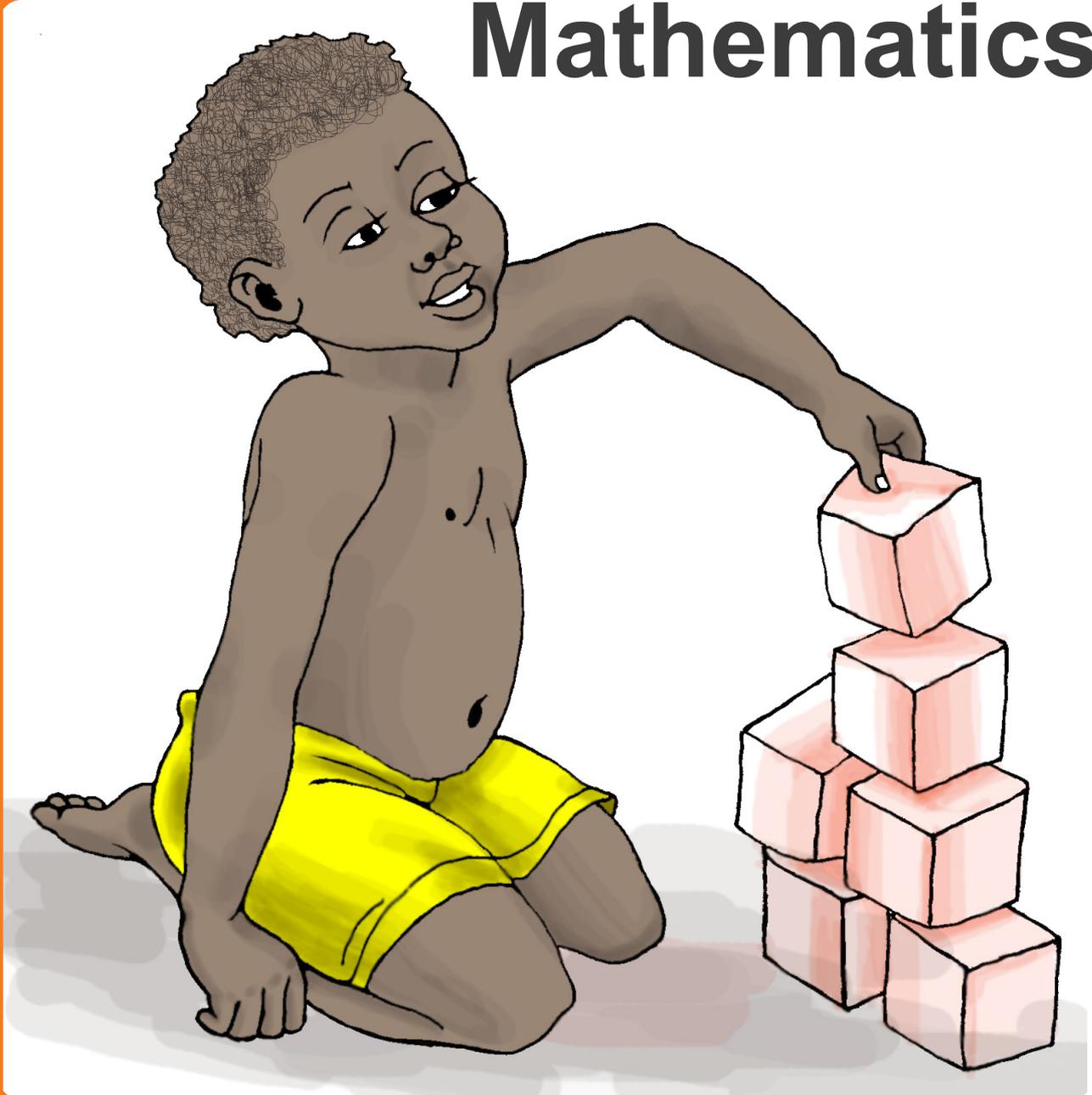
- ▶ Vanuatu Education Act no. 21 of 2001
- ▶ The Public Service Act
- ▶ Public service Code of Conduct
- ▶ Ministry of Education Digest of Education Statistics 2008, 2009
- ▶ Vanuatu Education Sector Strategy (VESS) 2007-2016
- ▶ The Vanuatu Education Road Map (VERM) 2010

# Procedural Guidelines...

ECCE experiences ensures brain development is maximized



# A Child was Born and ready to Learn Mathematics





# Procedural Guidelines

## 13.0 POLICY COMPLIANCE

The Education Act No. 9 2014 in reference to Early Childhood states in point 8 subsection (5) a child must not be admitted to Year 1 unless he or she is (a) at least 6 years old or (b) will turn 6 years old on or before 31st May in that school year.

The ECCE National Coordinator is required to respond to the direction in the Education Act. This policy therefore gives effect to that action.

This policy takes into consideration the importance of procedures and priority action areas in ECCE. Therefore in this chapter, the procedures and priority action areas are detailed to guide all partners in ECCE services and programmes.

## 14.0 ECCE COMMITTEE ROLE

The ECCE Centres that operate in a Primary School ground will be required to establish ECCE Sub Committees. The Chairperson of the Sub Committee will represent the ECCE Centre on the Primary School Council. The Early Childhood subcommittee, which is to be selected or appointed for duration of not more than 2 years by the respective communities will comprise of the following:

- ▶ **A Chairman**
- ▶ **A Vice Chairman**
- ▶ **A Secretary**
- ▶ **A Treasurer**

An ECCE Teacher who has voting rights may be considered as the Secretary, if necessary. Total number of the Sub Committee members should be five. The Sub Committee members must comprise of representatives of the parents, chiefs, pastors, youth and have a 50/50 gender split.

The Early Childhood subcommittee will be responsible for the administration and management of the ECCE Centres on behalf of the community. The ECCE Committee will liaise with the relevant Officer in the MoET/or the Provincial ECCE Coordinator in the PEOs office on matters regarding the establishment, operation and rationalization of their ECCE Centres.

### 14.1 TO BUILD/ESTABLISH A NEW ECCE CENTRE

- ▶ Complete an intention to establish an ECCE/Child Care/Playgroup form
- ▶ Liaise with the Ministry of Education and Training, through the PCs and SIOs regarding application for Registration and licensing, staff-training and resource materials
- ▶ Identify number of 4 and 5 year olds and below in the catchment area
- ▶ Identification of a suitable site or location for a new ECCE Centre
- ▶ Identification or construction of building(s) for a new ECCE Centre using MoET inclusive standardised building plans and qualified builders
- ▶ Making or purchasing of suitable indoor and outdoor furniture, equipment and materials with assistance from the PCs
- ▶ Advertise and appoint an ECCE qualified and certified staff and monitor attendance



# Procedural Guidelines

## 14.2 ESTABLISHED ECCE RESPONSIBILITIES

- ▶ The EC Chairman must have a partnership agreement signed with the Principal of the feeder Primary School to ensure ECCE Centre children moving onto class one are accepted annually
- ▶ Payment of ECCE staff salaries fortnightly in accordance with the suggested salary structure
- ▶ Buildings maintenance, toilets and WinS in Schools, facilities, grounds, furniture and equipment
- ▶ Support waste management and clean environment plans
- ▶ Be fully aware of the “Yumi Redi” information in the event of any type of disaster
- ▶ Be fully aware of the Child Safeguarding and protection and Inclusive Education policies
- ▶ Conducting regular monthly meetings to evaluate the needs, and plan for the ECCE Centre
- ▶ Helping ECCE staff in planning for and organising community awareness workshops on the importance of inclusive ECCE education and of parent involvement
- ▶ Make a regular monitoring visit to monitor problems, achievements of the ECCE Centre using an assessment form provided by the pcs and consulting with pcs when necessary
- ▶ Organising fund-raising activities for the ECCE Centre as part of the annual budget planning
- ▶ Financial Reporting must be done on a regular basis
- ▶ Ensure the ECCE Unit at the Ministry of Education and Training is informed of any rebuilding or resourcing support from outside donors or families, the MEOs must inform the PCs

## 14.3 PROVINCIAL ECCE COORDINATOR ROLE

**The role of the Provincial ECCE Coordinators is to ensure:**

- ▶ Their own professional practices and actions are beyond reproach
- ▶ Their ECCE offices model and display ECCE information effectively
- ▶ A transparent application strategy is in place to select and make appointments of epos
- ▶ All reports are completed as per requirements
- ▶ All ECCE Centres have inclusive practices and support access to learning
- ▶ Every ECCE Centre is visited at least once a year by the ECCE Provincial Coordinator
- ▶ EPOs are assisted in developing yearly plan to capacity build teachers to support their needs
- ▶ The distribution of resources from MoET Central level happen in a timely fashion
- ▶ Monitoring and assessment of ECCE Teachers and Centres is done and reported
- ▶ Mentoring professional development of teachers is updated
- ▶ Issues are mediated correctly
- ▶ Licenses are given and renewed
- ▶ Communities are assisted with awareness programmes
- ▶ Work assigned by PEO, SIO or MoET Central level is carried out



# Procedural Guidelines

## 14.4 MOBILE ECCE OFFICER'S ROLE

The role of the MEO is to ensure;

- ▶ Support is given to the Provincial ECCE Coordinator
- ▶ Assist with distribution and collection of VEMIS forms
- ▶ Assist with MQSS and ECCE improvement plan implementation
- ▶ A ECCE Centre is visited at least two times per year
- ▶ Teachers are mentored and monitored
- ▶ Help create an Inclusive Education Support System in the classroom
- ▶ Assist parents to create networks between children, communities and stakeholders
- ▶ Teachers attended as per the agreement with the EC
- ▶ There is a record of all ECCE Centres under their associations
- ▶ There is data on the condition, facilities, resources and enrolment of the ECCE Centre
- ▶ Reports are submitted to PCs quarterly

## 14.5 BRANCH ASSOCIATION ROLE

Each BA consists of all ECCE teachers in an area or zone. The BA has a committee consisting of a President, secretary, treasures and members elected by ECCE teachers at its first meeting organised by MEOs or ECCE PC. The term of the committee is 2 years.

The role of the BA is to;

- ⊕ *Have regular meetings*
- ⊕ *Develop an annual plan*
- ⊕ *Develop an active bylaw in line with provincial constitution to govern the association*
- ⊕ *Request trainings to address needs from MEOs or PCs*
- ⊕ *Have an operational fund system to sustain the functioning of the body*
- ⊕ *Affiliation annually to the EEBA*
- ⊕ *Support MEOs visit schools in terms of financial assistance at least two times a year*
- ⊕ *Receive issues from teachers and centres, manage and work collaboratively to address needs*
- ⊕ *Submit reports termly to PCs*
- ⊕ *Ensure all ECCE centres in the association comply with the policy*
- ⊕ *To decide the venue and programme for kindy day*

## 14.6 EXECUTIVE BRANCH ASSOCIATION ROLE

- ⊕ *The presidents of BAs form the Provincial Executive Branch Association [EEBA]. The EEBA has a committee consisting of a President, secretary, treasure and members elected by presidents of the BAs at its first meeting organised by PEO or ECCE PC. The ECCE Provincial Coordinator is the secretary of EEBA. The term of the committee is 2 years.*

The role of the **EEBA** is to;

- ▶ *Draft an annual plan*
- ▶ *Have regular meetings according to annual plan*



# Procedural Guidelines

- ▶ *Ensure plans are effectively implemented*
- ▶ *Submit work and financial reports termly to PCs, PFO, PEO office and MoET office*
- ▶ *Collect, bank and manage available funds*
- ▶ *Discuss and approve agendas*
- ▶ *Control and manage resources received according to MoET agreed procedures*
- ▶ *Organise ECCE Provincial Conferences in each Province either annually or alternate years to bring teachers together for a least 3 days*
- ▶ *Request for Professional Development from PCs and MoET office*

## 14.7 ECCE TEACHER AND ASSISTANT TEACHER ROLE

A good ECCE Teacher should;

- ▶ Create programmes through the ECCE National Curriculum as this document follows the same subject areas as class one child centred activities. Note: Class One Facilitators Guide (Beginning Year 1) section recommends strategies to work with children who have not attended ECCE Centres due to some circumstances.
- ▶ Prepare activities in advance that are of the children's interest and enable learners to develop their cognitive skills. This includes;
  - ☉ *Get ready with daily program*
  - ☉ *Plan and prepare daily activities and the following day activities*
  - ☉ *Attend classes at the right time (before children arrive daily)*
- ▶ Identify children with special needs using checklists and refer to the Health Worker for screening
- ▶ Develop early intervention strategies to use with special needs children by employing; Inclusive Education Support Plan (IEP), Positive Behaviour Support Plan (PBSP) and Individual Family Service Plan (IFSP).
- ▶ Take work seriously, that is to take care and love the children that are under his/her care
- ▶ Ensure that all children are busy and play together
- ▶ Encourage children positively and support and promote learning
- ▶ Demonstrate to children to work and play together or individually, respect and show positive behaviour to others
- ▶ Show and tell children ways of using and packing away games
- ▶ Ensure children are safe from dangerous man-made and natural hazards
- ▶ Always work closely with parents and other members of the community. This includes:
  - ☉ *Inviting the community to help out with indoor and outdoor daily activities with the children*
  - ☉ *Ensure the ECCE Centre is seen as part of a community*
  - ☉ *Assisting the committee to understand their roles and work to support the ECCE Centre*
- ▶ *Keep an annual list of the children to show the names and date of birth*



# Procedural Guidelines

- ▶ Ensure that the school yard is clean and safe and an attitude of recycling and putting rubbish in the right place is instilled
- ▶ Check that the outdoor and indoor play facilities are not damaged and inform the EC Committee and community to maintain damage items
- ▶ Securely keep the teaching and learning resources in the store room, in the correct place
- ▶ Meet with parents 3 or more times in an year to discuss the learning of the children
- ▶ Spend time with the MEOs, PCs or MoET officers whenever there is a visit to the ECCE Centre to discuss the progress of work and the children's learning

## 15.0 SUPPORT TRANSITION TO CLASS ONE

- ▶ Develop an inclusive transition plan with class 1 and 2 teacher and the primary school principal
- ▶ Ensure transition from an ECCE Centre into Class one is a positive step for all children
- ▶ Be familiar with the language policy, use the children's first language which will continue to class three as the language of instruction, introduce poems, songs, games in other languages
- ▶ Ensure where possible in term 3 that the children going on to class one visit their feeder primary school and the class one teacher visits the ECCE Centre.
- ▶ Ensure the children entering class one have their portfolios which include samples of achievements, challenges, special needs, birth certificate and vaccinations, class observation booklet, work samples.
- ▶ Ensure a free (from MoET) kindy leaving certificate is given to children at the end of the year who has attended a registered ECCE Centre. Children who have not attended a registered ECCE Centre may enter class 1 without an ECCE Certificate provided they are 6 years old on or before May 31st of that school year.

## 16.0 ROLES OF AN EARLY CHILDHOOD CARE AND EDUCATION FACILITY

### 16.1 HOLISTIC APPROACH INCLUDING SPIRITUAL DEVELOPMENT AND CULTURAL HERITAGE

ECCE aims to create a positive play-based environment that nurtures and promotes good behaviour.

- ▶ The ECCE Centre will encourage interactive learning experiences so that social, emotional, physical, spiritual and cognitive skills can be learned and practiced
- ▶ Child development is accepted to move at the natural pace of the child with activities that give the children plenty of time to do exactly what they need to do to learn at their own time and pace, this helps their brains and emotional health develop
- ▶ ECCE Centres will promote spiritual enrichment programmes as one of the key strategies for early childhood growth and development
- ▶ ECCE Centres may work with Children's Ministries, Sunday Schools, Women's Fellowship Groups or Family Life Programmes
- ▶ Appropriate inclusive resources will be part of the ECCE programmes
- ▶ ECCE will ensure programmes include cultural knowledge, vernacular and virtues



# Procedural Guidelines

practices

- ▶ ECCE Centres will promote an inclusive child centred child friendly environment
- ▶ Teachers will facilitate children's individual growth and self-esteem and development ready for Class 1 through some prepared lessons and creative learning opportunities
- ▶ At least ten learning centres will be set up so children are able to develop life skills of sharing, caring, problem solving, creativity, love and empathy

## 16.02 COMMUNITY SUPPORT AND PARENTAL ENGAGEMENT

- ▶ Communities will be supported to be involved in the early development process of their children
- ▶ Resources for Early Identification, Special Needs Parent Caregiver information will be shared
- ▶ The schools/communities will be responsible for securing land for building ECCE facilities
- ▶ The schools/communities will provide logistic support, maintenance of the ECCE facilities and to provide financial assistance to the ECCE teacher
- ▶ Traditional childcare practices will be integrated in all aspects of ECCE
- ▶ The schools/communities will be encouraged to utilise available local resources and not to depend so much on outside interventions
- ▶ The parents will be encouraged to support teachers by spending quality time with their children to develop their pre literacy and pre numeracy skills

## 16.03 HEALTH AND SANITATION, DISASTER RISK REDUCTION

The ultimate aim of the policy is to realize Vanuatu as a society that will promote and provide secure and safe environments including;

- ▶ Children with special needs, orphans, poor and vulnerable affected either by natural or by man-made disasters
- ▶ Those who may be infected and/or affected by HIV and Aids through awareness, care and protection
- ▶ WASH in Schools (WinS) – water and sanitation regarding food preparation, cleanliness, toilet and group hand washing for children to grow up healthily during their early years
- ▶ No Sweet Drinks Policy and healthy food habits will be promoted in all ECCE Centres.
- ▶ Height, Weight, Body Mass Index (BMI), Tooth Brushing, Hair delousing, De-worming, Fingernails cutting and cleaning will be monitored regularly
- ▶ All programmes and activities must address and advocate on DRR addressing the safety needs of children in all situations
- ▶ An Emergency Plan in place for activation in times of fire, earthquake, landslide, cyclone or tsunami emergency etc. Emergency Plan books have been distributed to all ECCE Centres
- ▶ Resources, posters and books, to ensure disaster risk reduction is followed, including earthquake drill of drop cover hold and all emergency drills must be practiced every term
- ▶ First Aid Kits and training for First Aid



# Procedural Guidelines

- ☉ *Teachers trained in Education in Emergencies and*
- ☉ *Psycho Social Support resources, story books and posters for children*

## 16.4 CHILD SAFE GUARDING AND PROTECTION

- ▶ The Child Safeguarding Policy will be adopted and adhered to by all those working in ECCE
- ▶ At all times positive behaviour management practices must be reinforced
- ▶ On no occasion must physical punishment, hitting, hair-pulling etc., or verbal threats and abuse, be used.
- ▶ ECCE teachers must adhere to the Child Safeguarding and Protection Policy boundaries
- ▶ Psycho Social and Child Safeguarding and Protection in Emergencies strategies will be used before, during and after a traumatic event
- ▶ ECCE will have close partnerships with Ministries of Justice, Health, Women and the Attorney General
- ▶ PCs, EPOs and teachers will take the lead in the awareness and implementation of the Child Safeguarding policy in normal and at times of disaster
- ▶ Prevention is better than cure, and do no harm will be promoted with teachers and caregivers

## 16.5 READINESS FOR ECCE CENTRE ENROLMENT

- ▶ There is an ECCE Centre Readiness tool designed to be used with parents and caregivers in the community who have three year old children before they attend an ECCE Centre
- ▶ The tool is user friendly to engage parents or caregivers in their role as the child's first teacher
- ▶ There will be parent/caregiver awareness meetings about brain development, and family conversations and current information regarding the benefits of ECCE

## 17.0 REGISTRATION FOR ECCE CENTRES, CHILD - CARE AND HOME - BASED PLAYGROUPS

- ▶ All facilities which provide care or educational services for all children in the 4-6.6 age range must be registered with the Ministry of Education and Training the local Provincial Office.
- ▶ A new ECCE Centre whether Community, Church or Private must be under an Authority, then;
  - ☉ *Apply to establish an ECCE Centre*
  - ☉ *Establish the ECCE Centre*
  - ☉ *Register (Certification on compliance)*
  - ☉ *Meet the Minimum Quality Service Standards*



# Procedural Guidelines

- ▶ All Chairpersons of the ECCE Sub Committees in the Primary Schools must register the ECCE Centre with the Provincial Education Board or the relevant Education Authority.
- ▶ All private ECCE Centres or Playgroups must register with relevant Education Authority and inform the feeder school of enrolment numbers.
- ▶ The registration of ECCE Centres, as described in the School Registration Policy 2016, is the same as for all educational facilities in Vanuatu.
- ▶ The registration criteria of Care Centres and Playgroups are similar and the standards for their registration must include quality care, governance, facilities, child supervision ratio, child protection, safety and appropriate wellbeing programmes, rather than educational standards.
- ▶ All children enrolling in a registered ECCE Centre will do so at the mutual agreement of parent, caregiver and ECCE Centre management and with that agree to ensure the child enrolled remains faithful to attending the programme timing and days the ECCE Centre is open for operation.
- ▶ Private ECCE Centres/Kindergartens must inform the Provincial ECCE Coordinator and the ECCE Unit at MoET what Curriculum they are using. Provincial ECCE Coordinators and the ECCE Unit will visit periodically to ensure standards are being met according to this policy.

## 17.1 ECCE CENTRES

Registration of Schools Policy states: A new certificate of Registration will be required if;

- a) *Condition of establishment changes and*
- b) *Levels registered offered, changes*

- ▶ All registered schools (ECCE Centres) shall be granted a Certificate of Registration
- ▶ The certificate should be displayed in a public place in the school in English and French
- ▶ A Registration Certificate is issued for a period of five years
- ▶ Registration Forms are available at the PCs Office
- ▶ The prescribed fee will be paid at the PEO office in the local Province
- ▶ All ECCE Centres must be aligned and attached to a primary school
- ▶ All Privately owned ECCE Centre businesses must registered the name with VFSC
- ▶ All Privately owned ECCE Centre businesses must display a copy of the business license
- ▶ Private License forms available at Customs Department and Provincial Government
- ▶ All ECCE Centres are encouraged to develop their own policy procedures implementation plan

## 17.2 ENROLMENT

- ▶ All children of 4 years of age can be enrolled in an ECCE Centre, after their 4th birthday
- ▶ All children of 5 years old can be enrolled at an ECCE Centre facility
- ▶ All children who are aged 6 or more may not be enrolled at an ECCE Centre except where there is an arrangement for a child with severe disabilities



# Procedural Guidelines

- ▶ At the time of enrolment the parents or caregiver must produce an officially issued birth certificate and health vaccination card
- ▶ ECCE Centres, age range is from 4 years to between 5 years 7 months (born before May 31st) and 6 years 6 months (Born after May 31st) at the close of the ECCE class year (December) when the children are eligible to enter class 1 in February of the following year
- ▶ There must be a minimum of fifteen (15) right aged children enrolled at an ECCE Centre, beyond 15 another qualified teacher must be employed, maximum 30 children per classroom
- ▶ It is strongly encouraged that all parents or caregivers have had access to the readiness tool and some parental engagement or family conversation s awareness meetings before enrolment date
- ▶ All children who will be 6 years old on or before May 31 will be automatically eligible to enter Year 1 in Primary School of that year

## 17.3 STAFFING

- ▶ The ECCE centres shall have a minimum teacher/child ratio of 1:15. This means that to start an ECCE centre, there must be a minimum of 15 children between the ages of 4-5 years old
- ▶ Extra staff or parent help maybe engaged to support children with special needs
- ▶ There must be a minimum of fifteen (15) right aged children enrolled at an ECCE Centre, beyond 15 another qualified teacher must be employed, maximum 30 children per session
- ▶ In each registered ECCE Centre there must be a certified teacher, above 18 years of age from a recognised registered institution. The hours of instruction for the ECCE centres shall be 4 hours from 7.30 – 11.30am. If there are 2 classes because of a large number of children, extra staff will be needed for the older ones (5/6.6 yrs.) attend in the mornings and the younger ones (4yrs) come in the afternoon session from 1.30-3.30pm

## 17.4 LICENSING PROCEDURES FOR ECCE CENTRES AND TEACHERS

Teachers are very important people trusted by the parents, government and the communities to be the best caregivers and services providers of the early learning and development of children in this age category in the schools. The ECCE Teacher in charge of the ECCE Centre must have recognised qualifications and meet certain eligibility criteria to obtain a licence to operate the ECCE Centre and these include the following:

- ▶ ECCE Teachers must have attended MoET FBT professional development workshops and have gained or working towards Certificate 111 in ECCE from at least one of the recognised Registered Training Providers
- ▶ ECCE Assistants must have gone through a FBT programme and continued with recognised ongoing MoET professional development workshops since initial training



# Procedural Guidelines

- ▶ The ECCE Centre must be visited by the PCs or the EPOs who will check the standard of his or her work, the wellbeing of the children and the ECCE Centre facilities
- ▶ The ECCE Teacher must submit a termly report on their work signed by the Chairperson/ Secretary of the ECCE Committee or Principal of the Primary School. This report form will be given to the committee by the PC/School Improvement Officers (SIO)
- ▶ Regular monitoring of the ECCE Centre will be done by the PCs, SIOs and the MEOs. Problems and concerns must be noted by the monitor and addressed by the ECCE committee management and the ECCE teacher

## 17.4.1 ECCE CENTRE FUNDING

There are multiple funding options to ensure an ECCE Centre can function effectively;

- ▶ NGOs, Churches, Private individuals, the Vanuatu Government encourages the local communities to take ownership of the ECCE Centres in their communities
- ▶ The communities build the ECCE Centres and through fundraising and school fees support their teachers and resources
- ▶ A budget must be drawn up by the SC to ensure the teacher is paid and resources are purchased on time

## 17.4.2 ECCE FACILITIES ESTABLISHMENT

- ▶ The location of new ECCE Centres is now prioritized to be inside the nearest Primary School boundary.
- ▶ The MoET, with consultation of the community, will approve if an alternative safe site is needed.
- ▶ A 6 months preparation is suggested to ensure all registration criteria and MoET Facilities approved standards are met.

## 17.4.3 BUILDING AN ECCE CENTRE REQUIRES;

- ▶ A fencing or hedge around the buildings and play ground
- ▶ The minimum size for the building should be 9.7m x 6m
- ▶ Space of at least 2 square metres per child indoors and 5 square metres per child outdoors
- ▶ A lockable storage room and storage boxes for play equipment
- ▶ A flooring covered with mats, concrete where possible
- ▶ A separate playground with shade, minimum 22m x 22m
- ▶ A separate sized toilet in line with facility minimum standard
- ▶ Access to a safe water supply, tank, drum or tap water, sanitation and health, WASH facilities
- ▶ The building(s), toilet(s) and water supply to be inspected and certified by the relevant PCs, SIO, or PMO before the centre can be registered or licensed.
- ▶ A VIP toilet for every 15 children, separate toilets for girls and boys and the teacher



# Procedural Guidelines

- ▶ All furniture and indoor and outdoor facilities must be child friendly and age appropriate size
- ▶ A wide range of play materials which are challenging and stimulating, as well as interesting
- ▶ To accommodate access ramps for children with disabilities or special needs

## 17.5 CHILD CARE FACILITY

*(Note there are aspects here that will also apply to ECCE Centres and Home-based Playgroups)*

As the urban working population grows in Port Vila on Efate, Luganville in Santo and Lakatoro on Malekula, there will be a rise in the need for Child Care facilities. Working closely with the Ministry of Justice and Community (MJCS), Ministry of Health (MOH) and the Ministry of Education and Training (MoET) a set of parameters will be laid out to guide these facilities to ensure the wellbeing and safety of the children is paramount in all events and scenarios. Child Care enrolment depends on the business license of the Child Care, but may cover the ECCE Centre age range of 4-5 years.

### 17.5.1 REQUIREMENTS NEEDED FOR LICENSE APPLICATION

Issue Authority is vested in the Director of Education Services responsible for Primary and Preschool Education, Vanuatu Ministry of Education and Training. A license will only be issued when all of the below requirements are fulfilled and the Director is satisfied that;

- ▶ Premises and equipment comply with all requirements of this policy
- ▶ Management, staffing practices, curriculum and the standard of care and education, comply
- ▶ The facility allows access for inspection by designated Education Authorities as per the Education Act when requested
- ▶ All applications for registration of facility must be on the approved form of the (MoET)
- ▶ All Private Child Care Centres must registered the name with VFSC
- ▶ All Privately owned Child Care Centre businesses must display a copy of the business license
- ▶ Private License forms available at Customs Department and Provincial Government
- ▶ Applications must be signed by the Chairperson of the Management Committee or the Owner
- ▶ Every application must have with it a floor plan of the buildings concerned and a site plan showing all measurements and clear indications of what parts of building / site will be used for what purposes
- ▶ Child Care Centres are encouraged to develop their own policy procedures implementation plan



# Procedural Guidelines

## 17.5.2 A FIT AND PROPER APPLICANT TO RUN A CHILD CARE FACILITY

- ▶ Must have no previous conviction for any offence involving harm to children, fraud or violence.
- ▶ No history of serious behavioural problems or mental health problems
- ▶ No history of bankruptcy
- ▶ Provides personal references from people of standing in the community along with a police statement of any known convictions
- ▶ Provides an attached a copy of fire and earthquake protection and evacuation plans for the facility

## 17.5.3 THE REGISTRATION OF A CHILDCARE CENTRE MUST ENSURE THAT

- ▶ The license to operate must be displayed so all parents and caregivers can read it
- ▶ The license to operate must show the full name and qualifications of the person responsible for the Care and Education programme presented each day
- ▶ All parent / caregiver users must have access to the policy documents at all times

## 17.5.4 CANCELLATION OF REGISTRATION

The Director may cancel any registration and license to operate at any time and close the Childcare centre if any of the following circumstances arise;

- ▶ A licensee has been convicted of an offence against these requirements or an offence involving harm to children, violence or fraud
- ▶ The centre has moved to premises different from the premises stated in the license
- ▶ There has been a change of licensee or qualified staff and the Director has not received an application for a new license in the names of the new licensee or qualified staff
- ▶ If any centre is found in breach of any of the license requirements the Director must order the centre closed until such time as the breaches are fixed and the centre has been re-inspected. Any discovery of false information supplied to fulfil the license requirements will result in an automatic cancellation of the license and closure of the centre.

## 17.5.5 HEALTH AND SAFETY PREMISES FACILITIES

- ▶ There must be a minimum of 2.5 square meters of indoor play only space for each child
- ▶ There must be outdoor play space of 2.5 square meters for each child with easy, safe and continual access at any time
- ▶ The building will be measured and the license will be issued stating the maximum number of children allowed to be at the Childcare centre at any one time
- ▶ The premises must be kept in good repair and comply with all laws of the local
- ▶ The outdoor area must have secure fences and childproof gates which are closed whenever children are on the premises
- ▶ There must be a variety of activities available to children including water play, sandpit and space for physically active play



# Procedural Guidelines

- ▶ The indoor space must be able to provide space for group and individual activities, quiet space, eating, sleeping, toileting and bathing
- ▶ There must be space for resources and staff to work
- ▶ If children under two are attending there must be space that is safe for crawling, walking and floor play
- ▶ Safety measures for children must be addressed as priority
- ▶ Any form of threat and/or abuse of any kind must be reported to the responsible authorities as soon as such incident happens.

## 17.5.6 KITCHEN FOOD AND DRINK

The licensee will ensure, at all times, that:

- ▶ The premises has adequate and suitable kitchen facilities
- ▶ The kitchen must have a cooker / stove, refrigerator, hot water for hygienic dishwashing and insect free storage
- ▶ Clean drinking water is available for children at any time
- ▶ Clean individually named cups are provided for individual children to use
- ▶ All food provided for children is healthy and nutritious – island kaekae
- ▶ All food provided is clean when stored, prepared and served
- ▶ A record is kept of all meals served over twelve months and the record is available for inspection
- ▶ Imported Sweet drinks and beverages and snacks are prohibited and any such finding will result in severe penalties.

## 17.5.7 TOILETS / BATHING/REST

The Licensee must show that the Childcare has accessible safe and appropriate toilet facilities available;

- ▶ There will be one toilet for every fifteen children aged over 3 years old
- ▶ Toilets will have piped running water with warm water available for hand washing
- ▶ Preferably toilets will be water closets
- ▶ The Ministry prohibits the use of pit toilets and seats bowls must be of the children's size.
- ▶ There will be 1 hand washing basin with running water for every 15 children aged 3 years or more at heights suitable for children's use or tippy taps provided, or corked bamboo length
- ▶ If children are still in nappies these must be stored hygienically – disposables wrapped and put into a covered container and disposed of every night
- ▶ The Childcare centre must have a shower or tub suitable for washing soiled or sick children
- ▶ Children must have individual hand towels and wash cloths
- ▶ Washing - there must be in place a satisfactory arrangement for the washing and cleaning



# Procedural Guidelines

of all linen, pillows and kitchen cloths.

- ▶ Sleep - in any centre where children attend for more than four hours per day there must be space for undisturbed rest available for children.
- ▶ Children must be allowed to sleep when they need to
- ▶ Children must be supervised while they are asleep – an adult must be in the room with them
- ▶ Children must not be shut in a room

## 17.5.8 DRR SAFETY

The licensee must ensure that;

- ▶ There is an evacuation plan for activation in times of a fire or earthquake emergency. The licensee must ensure that the building is earthquake resistant and has fire extinguishers, drills must be practiced termly
- ▶ The premises, furniture, fittings and equipment are maintained for safety
- ▶ All equipment and materials are stored securely
- ▶ All floors are safe for the activities carried out on them and can be easily kept clean
- ▶ The centre has two separate outside doors that allow people to get out easily
- ▶ All rooms used by children are on the ground floor
- ▶ Windows less than 80cm above the floor has a safety barrier to prevent children falling
- ▶ All electric sockets are shielded from child access
- ▶ A telephone is available for emergencies
- ▶ The evacuation plan is displayed for all people to see and the evacuation plan is practiced by all adults and children at least once per term
- ▶ Outside fences and gates are secure enough to ensure that children cannot leave the centre without a staff member knowing
- ▶ All sandpits are raked daily or covered at night
- ▶ Any hazards are either removed, repaired or made inaccessible to children when noticed
- ▶ All cleaning materials are stored out of reach of the children

## 17.5.9 STAFF HEALTH

The Licensee shall ensure that;

- ▶ As far as possible that all staff are in good health and over the age of 18 years
- ▶ No staff member has a disease or condition that may be passed onto to children
- ▶ No person smokes in any part of the centre inside or outside
- ▶ No person consumes alcohol, kava or any other mind altering substance at the centre
- ▶ There will a person with a recognized qualification in Early Childhood Care and Education available at all times to the children



# Procedural Guidelines

## 17.5.10 FIRST AID

The licensee shall ensure that a first aid kit is always on the premises and;

- ▶ It is kept up to date and all items used are replaced immediately
- ▶ A minimum of two staff members will do a practical first aid course every two years
- ▶ The First Aid box will not be accessible to children

## 17.5.11 TRAVELLING WITH CHILDREN

The licensee will ensure that;

- ▶ Written permission is obtained from Parents / Caregivers before children go walk about from the Centre and
- ▶ There is one adult to every four children when they go walk about
- ▶ The licensee will ensure that no child leaves the Centre with any person unless the person is the parent / guardian of the child
- ▶ Travel is authorized in writing to take the child by the parent / guardian
- ▶ If and whenever travelling by vehicle is required, the driver must ensure safety measures are applied at all times

## 17.5.12 CHILD HEALTH

The licensee will ensure that;

- ▶ No child comes to the centre when they are sick
- ▶ When a child falls ill during centre hours the parents/guardians will be contacted immediately and the child will be sent home as soon as possible
- ▶ There will be a place in the centre to keep a child isolated from other children – an adult will be with the child until the parent / guardian arrives to collect the child
- ▶ All children enrolled at the centre will be immunized/vaccinated according to health requirements
- ▶ If the child's life is in danger, immediate attention will be applied for and an ambulance will be called (where applicable) and parent/guardian notified immediately
- ▶ No medicine will be given to a child at the centre unless the medicine is prescribed for the child by a doctor, has the child's name on it and is dated within the past ten days

## 17.5.13 PROGRAMME OF ACTIVITIES

The Licensee will ensure that;

- ▶ Play and learning equipment is provided and maintained, in good condition, furniture, indoor and outdoor play equipment and materials, and educational materials of types and of a quantity and variety deemed adequate and suitable for the developmental needs of the children.
- ▶ Children's learning and development are enhanced through planning, providing and evaluating a range of appropriate activities that cater for the learning and developmental



# Procedural Guidelines

needs of the children fostering their intellectual, creative, cultural, emotional, physical and social development including individual and group experiences. All children must have access to indoor and outdoor activities at all times.

- ▶ Understanding of child development and learning is demonstrated throughout the programme
- ▶ Each child's culture, kastom and language is fostered throughout the programme
- ▶ Parents and guardians are always involved in decision making about their children's progress and needs

## 17.5.14 MANAGEMENT OF CHILD BEHAVIOUR

The Licensee will develop and display a written policy on management practices for child behaviour that ensures that states;

- ▶ Every child is given respect and dignity
- ▶ Every child is given positive guidance for them to develop positive appropriate behaviour having regard to the child's stage of development
- ▶ Every child is given positive guidance, using praise and encouragement and blame, harsh language and belittling responses are never used with children
- ▶ Children are given positive guidance and control and are never subjected to any form of physical ill treatment, solitary confinement, immobilization or deprivation of food, drink, warmth, shelter or protection

## 17.5.15 ILL TREATMENT OF CHILDREN

The licensee of a centre who becomes aware that there are reasonable grounds to prove that a staff member or any other person within the centre has;

- a) Physically mistreated a child
- b) Has subjected a child to solitary confinement, immobilization or deprivation of food, drink, warmth, shelter or protection
- c) Not complied with the Child Safe-guarding policy

Must ensure that person is excluded from contact with children and is removed from the centre and the Director of Education is informed of such ill treatment of a child as in (a), (b) above by the centre Licensee the license of the centre will be cancelled and the centre closed immediately pending an investigation process.

## 17.5.16 RECORDS

The licensee will ensure there are kept, for each child attending the centre the following records. These records must be available for inspection at any time;

- ▶ The child's name, date of birth and home address or addresses, island affiliations
- ▶ The name, address and contact telephone number of the parent or guardian who has



# Procedural Guidelines

the everyday care of the child

- ▶ The name, address and contact phone number of a second person responsible for the child who can be contacted in case of emergencies is the first is unable to be contacted
- ▶ An attendance roll showing the dates and times of the child's attendance at the centre
- ▶ Particulars of any illness or accident occurring to the child while at the centre and all actions taken by staff
- ▶ Details of any chronic illness suffered by the child and any medication the child has to take for it
- ▶ Details of any prescribed medicine and dose size given to the child while at the centre
- ▶ The name of the adult who will collect a child from the centre on any given day authorized by the parent / guardian who has the everyday care of the child
- ▶ All data of children must be submitted to the School Principal or Education Officer who will enter the data into the Ministry's Open VEMIS

## 17.5.17 STAFF TO CHILD RATIOS

- ▶ Children under two years of age - 1 adult to four children
- ▶ Children from three to four years of age - 1 adult to ten children
- ▶ Children from five years of age - 1 adult to 15 children
- ▶ For children with special needs an extra teacher/supporter may be engaged
- ▶ Where the group of children are of mixed age the Director will set a staff ratio appropriate to the age groups that is never more than 1 adult for every ten children
- ▶ The people employed to fulfil the ratios will be with the children at all times
- ▶ The Licensee must ensure that the number of children attending the centre at any one time must never exceed the number specified on the license.
- ▶ No more than 40 children shall be present at any one time

## 17.5.18 PARENTS RIGHT OF ENTRY

Parents and guardians have the right to enter a Full day Childcare centre at any time unless;

- ▶ They have an infectious disease that can be passed onto children
- ▶ Are under the influence of alcohol, kava or drugs
- ▶ Are proven to be violent or a danger to children and adults

## 18.0 PLAYGROUPS

### 18.1 REQUIREMENTS NEEDED FOR REGISTRATION

The Ministry of Education and Training wishes to ensure that every Registered Primary School has a Registered ECCE Centre within the school boundary. If the ECCE Centre facility is too distant for 4 year or 5 year olds to walk then Home-based Playgroups (near the home of the children) will be encouraged by the Provincial Coordinators and MEOs, and approved by PEB to be registered. There may be a need in some town areas for a Home-based Playgroup to be set up where over-crowding in ECCE Centres disadvantages some children to enrol.



# Procedural Guidelines

## 18.2 ENROLMENT

- ▶ Playgroups, depending on the local authority in charge may cover the ECCE Centre age range of 4-5 years
- ▶ Ensure local feeder Primary School is aware of the age-based enrolment numbers
- ▶ Ensure EPO or PC is aware of age-based enrolment numbers

## 18.3. REGISTRATION THROUGH AN AUTHORITY

- ▶ A Playgroup must be registered to operate through a Church, NGO, School, Community, Family or Private.
- ▶ The form will be available with the Authority concerned or the PC in the PEO Office.

## 18.4. STAFFING

- ▶ Where there are less than 10 children in rural areas parents are encouraged to start up a playgroup which parents will run to prepare children with social skills that they will require before going to Year 1
- ▶ Where there is a need in urban areas playgroups may accommodate children
- ▶ Parent/Caregiver to children ratio 1-1 up to 1-10 depending on age of child, children under 4 must be accompanied by a parent or caregiver

## 18.5. PARENT/CAREGIVER QUALIFICATION AND PROGRAMME

The playgroup is intended for babies, children under 6 years, parents and caregivers. The playgroup will have;

- ▶ Parents who have had an introductory training through the approved authority
- ▶ Parents helpers without a history of serious behavioural or mental health problems
- ▶ A welcome setting and an age appropriate play environment
- ▶ Art and Craft activities
- ▶ Dramatic play, Puzzles, imaginative toys
- ▶ Large muscle play area
- ▶ Music, dance and circle time
- ▶ Must have put parents through an introduction training with approved authority

## 18.6. STRUCTURE AND GOVERNANCE

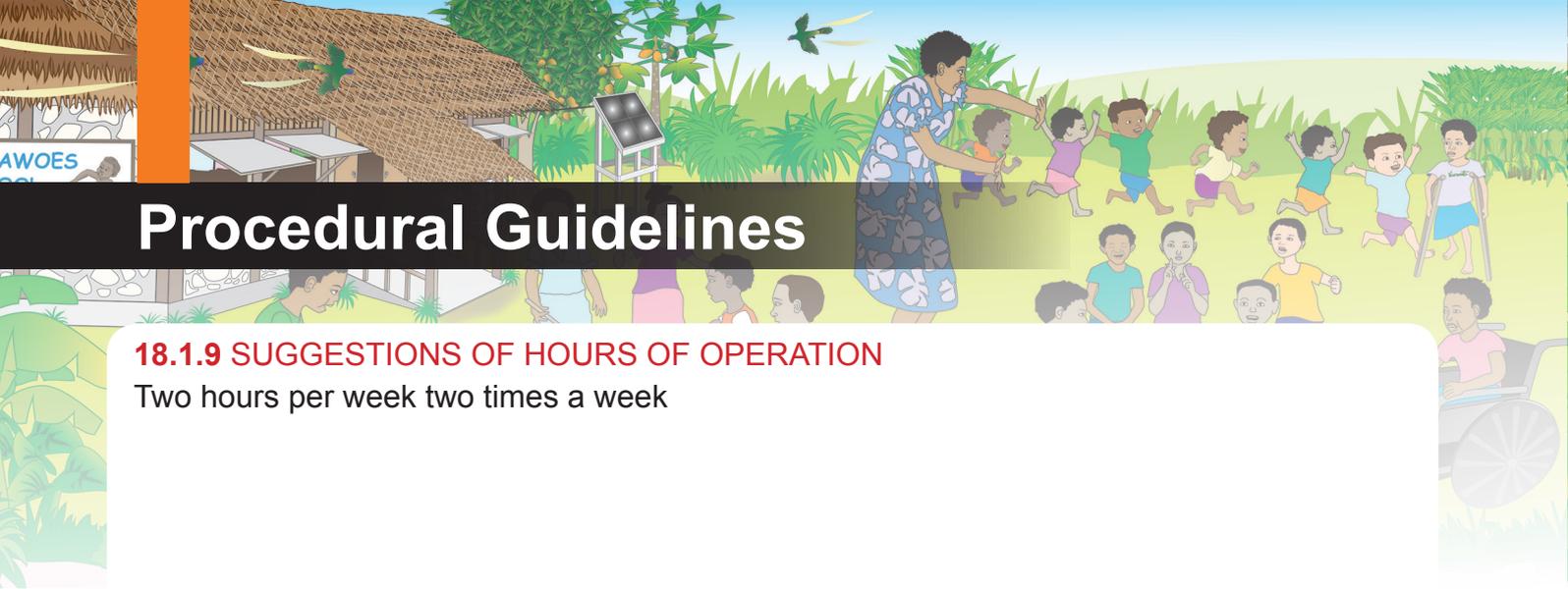
This will be developed by the Authority concerned and ensure safety and wellbeing of children is paramount. Kitchen, Toilet, Child and Staff health, DRR apply as per the child care sections of this policy.

## 18.7 CHILD SAFEGUARDING AND PROTECTION

Must adhere to the MoET, or Ministry of Justice Child Safeguarding and Protection Policies.

### 18.1.8. FACILITIES

Must be based on recommendations from the authority, and follow the guidelines as appropriate in this section (Policy Directions).



## Procedural Guidelines

### 18.1.9 SUGGESTIONS OF HOURS OF OPERATION

Two hours per week two times a week





# Definition of Terms

## Early Childhood Care Education

> *Early Childhood Care Education (ECCE) Centres in this Policy is a term that replaces the term pre-school or Kindergarten. At present in Vanuatu Early Childhood Care & Education (ECCE) is (4 – 6.6 year olds). However, internationally the term ECCE is used to describe the education and the care of the child from birth to 8 years of age.*

*ECCE Centres are established by communities, churches or Private organisations. They are managed by an ECCE Committee and PTA.*

*Most ECCE Centres will be assisted by the MoET for training and basic Professional resources for teachers, some materials for children.*

*Private, non-assisted ECCE Centres may use a recognised curriculum once shared with ECCE MoET.*

## Playgroup

> *Home based defined as a facility near where the child lives. This is run by parents in communities and the parents would have attended a training organized by MoET in collaboration with faith based groups and serves as a “Playgroup”. The parents decide how often this group runs its programme, who will run it, this programme usually take place 2 days a week for 2 hour session. MoET will work with the Churches to support establishments of these “Play Groups”.*

## Childcare Centre/Daycare Centres

> *This is a full day program offered to children 0-6.6 years. Caregivers must have an APTC Early Childhood Education and Care Certificate 111, USP Certificate in ECCE, Individual Support Certificate 111 (Care and Disabilities support), or equivalent. This is usually a full Private facility.*

## Certified Teachers

> *ECCE teachers who have completed a Certificate in USP or APTC (Pacific Pre School Cert, Diploma or Degree in ECCE ) from a recognised institution. Qualified teachers – teachers who have some qualifications but not to teach in ECCE or teacher training.*

## Unqualified Teachers

> *Those teachers who have yet started or completed any recognised ECCE education or training. These adults should only be working in an ECCE Centre as an Assistant with a registered certified teacher responsible.*

## Field Based Training

> *All Workshop/Trainings in the Field are considered as Field-Based Training this includes FBT 1, 2, 3, 4, Early Identification and Programming (Curriculum/Lesson Planning), Literacy and Numeracy or future Professional Development Workshops designed by MoET/PCs. The FBTP caters for unqualified and untrained teachers who are working in ECCE centres. Teachers in training have to complete basics of 10 modules that consist of 120hr theory work and 160 hours practical.*



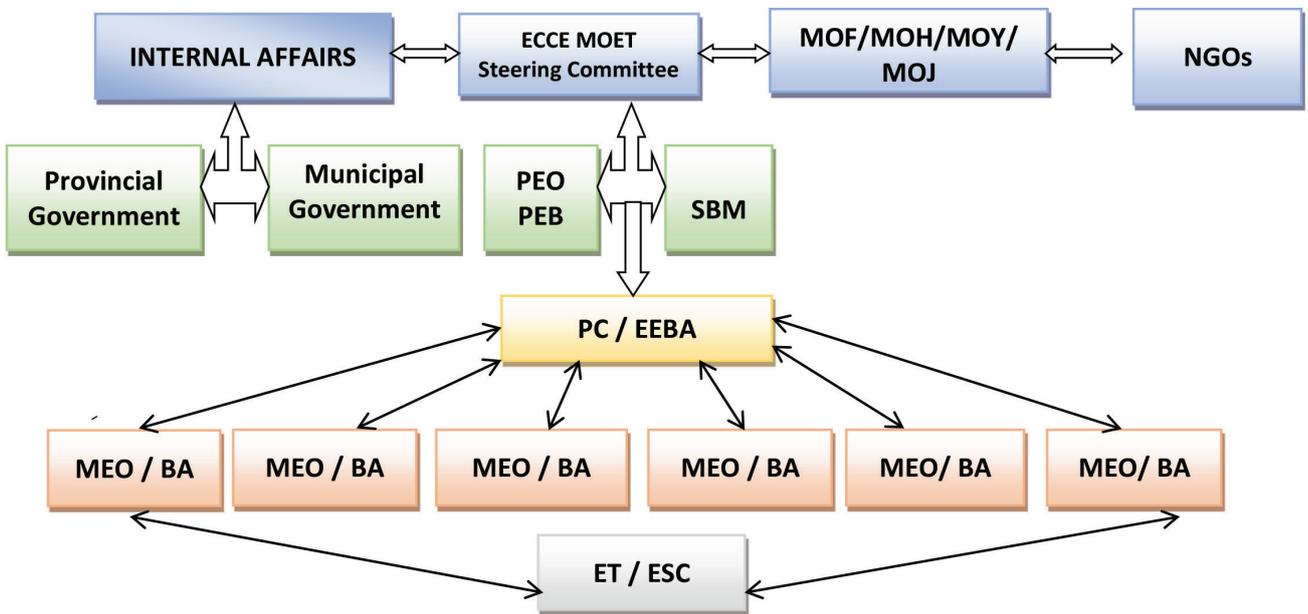
# Annex 1

## DOCUMENT FORMS

- ▶ ECCE Structure
- ▶ Hybrid ECCE Centre Plan and photos
- ▶ Registration of a New Authority
- ▶ Application Registration of Intention to establish/have an ECCE Centre/Child Care/Play group
- ▶ Registration of ECCE, Child Care and Playgroups application form
- ▶ Application of Cancellation of Registration
- ▶ Registration Assessment
- ▶ Minimum Quality Service Standards form (MQSS)
- ▶ Form for Reporting Incidents and Accidents
- ▶ Guidelines for Child Safeguarding
- ▶ Consent Forms for Photos
- ▶ Consent forms for Travel
- ▶ Child Admission/Enrolment Form
- ▶ Record of Staff Forms
- ▶ Performance assessment Forms – Teachers
- ▶ Play group Report Form

# Annex 2

## ECCE Structure

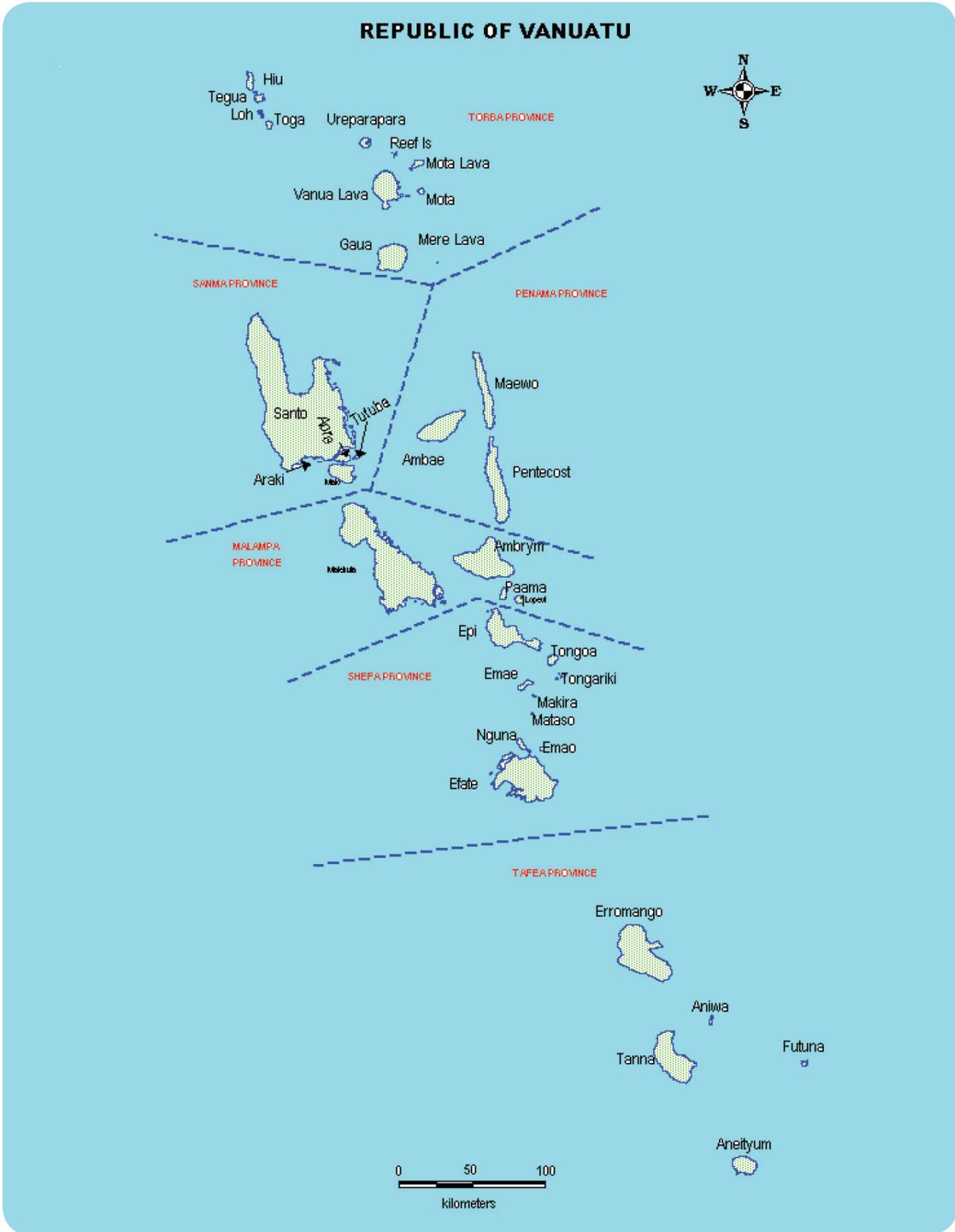


ECCE – Early Childhood Care and Education	PEO – Provincial Education Board
MOET – Ministry of Education and Training	SBM – School Based Management
NGOs – Non Government Organizations (Save the Children, UNICEF, Live and Learn, Red Cross, World Vision, Care International, VSDP)	PC – ECCE Provincial Coordinator
MOH- Ministry of Education and Training	PEB- Provincial Education Board
MOY- Ministry of Youth and Sport	EEBA – ECCE Executive Board Association
MOF- Ministry of Finance	MEO – Mobile ECCE Officer
MOJ – Ministry of Justice	BA – Branch Association
	ET – ECCE Teacher
	ESC – ECCE School Committee

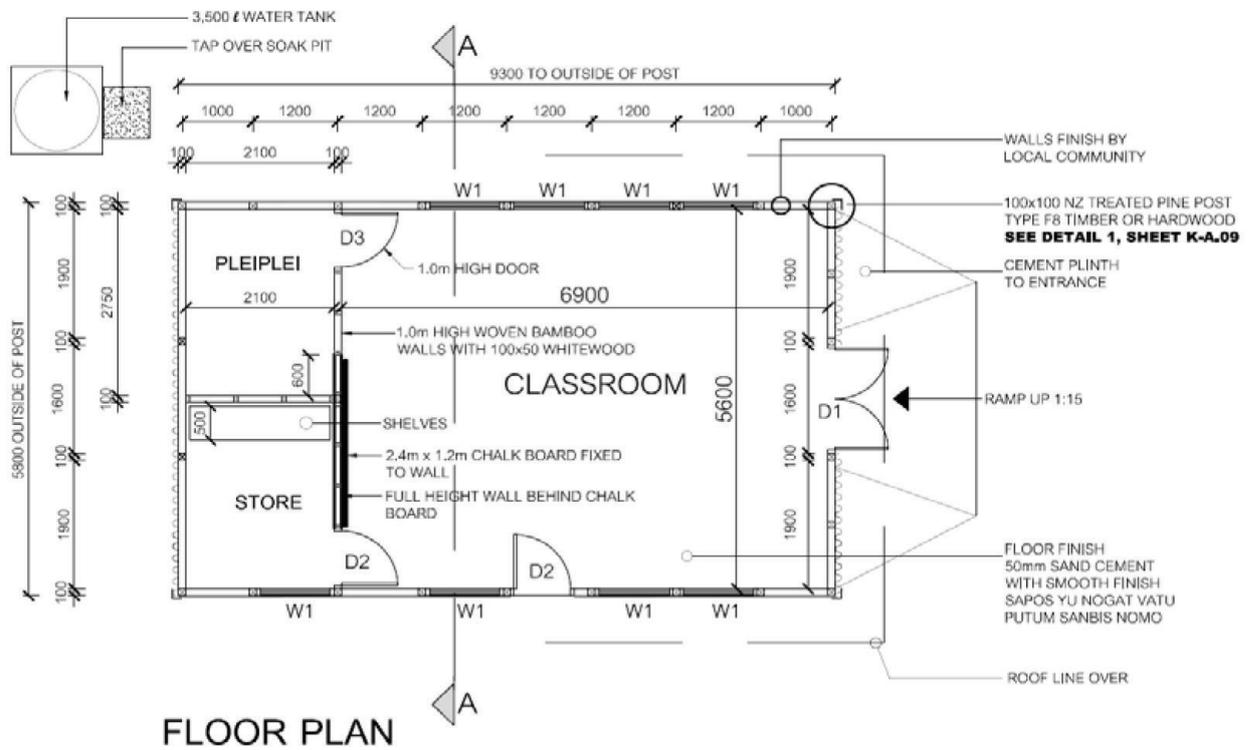


# Annex 3

## MAP OF VANUATU



# Annex 4



ECCE Centre Hybrid Design, Harbour View, Tanna

# Brain Develops During Interaction



# 1. GOVERNMENT OF VANUATU MINISTRY OF EDUCATION AND TRAINING

## Application for Establishment of a new Education Authority

Application Number: \_\_\_\_\_

For the use of the  
Ministry of Education only

### Section A: Details of Applicant

First Name:		Family Name:	
Other Name:		Village Name:	
Date of Birth:		Home Island:	
Address:			
Telephone:		Email:	

### Section B: Details of Applicant

Name of Proposed Education Authority:	
Location of Office of Authority:	
Address for Correspondence:	
Time Frame to fully Establish EA:	
Telephone:	
Email:	

### Section C: Details of Applicant

Total Area of Site EA Office in Hectors:	
Who Owns the Land?:	
Who Contests (if anyone) the Owner-ship?:	
Is the site lawfully leased?:	Yes: <input type="checkbox"/> No: <input type="checkbox"/>

*(check applicable) Attached a copy of the lease*

**Section D: Financial Information**

Name of Funding Provider(s):

Physical Location of the Office of Funding Provider:

Address for Correspondence:

Telephone:

Email:

The Financial assistance of the Government is sought: Yes:  No:

Types of Government Assistances Needed:

*\*\*\* Attached a copy of Funding Agreement between the Provider(s) and the Education Authority*

**Section E: ECCE Centre/Child Care/ Play group (s) proposed for operation (circle)**

Attach a completed Form, Application to Establish a New ECCE Centre/ Child Care/Play group for each one the Education Authority proposes to operate.

Signature of Applicant:

Date:

Signature of Witness:

Date:

Name:

Address:

## For the Use of the Ministry of Education only

### Section F: Administration of Application

Date application received:

Fee paid?: Yes:  No:

Name of Ministry official assigned to evaluate application:

Position:

Date assigned:

### Section G: Assessment of Application

Assessment	Yes	No
There is a need for an Education Authority to operate ECCE Centre/ Child Care/Play group in the geographic area proposed? (Circle)		
The ECCE Centre/ Child Care/Play group will operate for the general benefit of the local community?		
The custom owners of the land on which the ECCE Centre/ Child Care/Play group is/are, or are to be, situated have agreed in writing for the land to be used by, or transferred to, the Education Authority		
A report was prepared and is attached to this application		
The Education Board for the Province is aware of this application and has met and given is recommendation to be capable of meeting the educational needs of the community for the same geographic area.		
A report was prepared and is attached to this application by PEB.		

Attach any other documentation as may seem useful for the assessment of this application.

### Section H: Recommendation

I have carefully examined this application and the supporting materials. I recommend that the application be approved: Yes:  No:

If the recommendation is not to approve the application, attach a written statement. This should detail the reasons for the negative judgements made in Section G above.

Print Name:  Signature:  Date:

### Section I: Decision of the Director General

The recommendation made in Section H is approved: Yes:  No:

The Applicant is to be notified. Directors are to be notified and are to take such actions as are required by their responsibilities.

Print Name:  Signature:  Date:

*Director General*

## 2. GOVERNMENT OF VANUATU MINISTRY OF EDUCATION AND TRAINING

### Application to Establish an **ECCE Centre/ Child Care/Play group**

Application Number: \_\_\_\_\_

For the use of the  
 Ministry of Education only

#### Education Authority

Name of Proposed Education Authority:

Location of Office of Authority:

Address for Correspondence:

Telephone:

Email:


#### Section B: Location

Name of ECCE Centre (**circle**) / Child Care / Play group:

Island:

Province:

Name of nearest Village:

Language of Instruction:

TECCE Centre/ Child Care/Play group Committee Established? Yes:  No:

Years of Instruction to Establish:

Please indicate Time frame to Fully Established:









#### Section C: Location

Total Area of Site EA Office in Hectors:

Who Owns the Land?:

Who Contests (if anyone) the Owner-ship?:

Is the site lawfully leased?:

Yes:

No:




*(check applicable) Attached a copy of the lease*

**Section D: Financial Information**

Name of Funding Provider(s):

Physical Location of the Office of Funding Provider:

Address for Correspondence:

Telephone:

Email:

The Financial assistance of the Government is sought: Yes:  No:

Types of Government Assistances Needed:

*\*\*\* Attached a copy of Funding Agreement between the Provider(s) and the Education Authority*

**Section E: ECCE Centre/Child Care/ Play group (s) proposed for operation (circle)**

Signature of Applicant:

Date:

Signature of Witness:

Date:

Name:

Address:

## For the Use of the Ministry of Education only

### Section F: Administration of Application

Date application received:

Fee paid?: Yes:  No:

Name of Ministry official assigned to evaluate application:

Position:

Date assigned:

### Section G: Assessment of Application

Assessment	Yes	No
There is a need for an Education Authority to operate ECCE Centre/ Child Care/Play group in the geographic area proposed? (Circle)		
The ECCE Centre/ Child Care/Play group will operate for the general benefit of the local community?		
The custom owners of the land on which the ECCE Centre/ Child Care/Play group is/are, or are to be, situated have agreed in writing for the land to be used by, or transferred to, the Education Authority		
A report was prepared and is attached to this application		
The Education Board for the Province is aware of this application and has met and given is recommendation to be capable of meeting the educational needs of the community for the same geographic area.		
A report was prepared and is attached to this application by PEB.		

Attach any other documentation as may seem useful for the assessment of this application.

### Section H: Recommendation

I have carefully examined this application and the supporting materials. I recommend that the application be approved: Yes:  No:

If the recommendation is not to approve the application, attach a written statement. This should detail the reasons for the negative judgements made in Section G above.

Print Name:  Signature:  Date:

### Section I: Decision of the Director General

The recommendation made in Section H is approved: Yes:  No:

The Applicant is to be notified. Directors are to be notified and are to take such actions as are required by their responsibilities.

Print Name:  Signature:  Date:

*Director General*

### 3. GOVERNMENT OF VANUATU MINISTRY OF EDUCATION AND TRAINING

#### ECCE Centre/ Child Care/Play group Registration Application

Application Number: \_\_\_\_\_

For the use of the  
 Ministry of: \_\_\_\_\_

**Section A: Education Authority**

Name of Education Authority \_\_\_\_\_

Private Owner/Church/Government Assisted, Community: \_\_\_\_\_

Registration Number of Authority: \_\_\_\_\_

Physical Location of the Office of the Authority: \_\_\_\_\_

Inside Primary School boundary fence: Yes:  No:

Primary School Name: \_\_\_\_\_

Address for Correspondence: \_\_\_\_\_  
 \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

**Section B: Location**

Facility (Circle appropriate)

Name of ECCE Centre (circle) / Child Care / Play group: \_\_\_\_\_

ID Number: \_\_\_\_\_ ID Number not known: \_\_\_\_\_

Island: \_\_\_\_\_ Province: \_\_\_\_\_

Quarter of Island in which located (check one):  NE  NW  SE  SW

Within the quarter, where located (check one):  NE  NW  SE  SW

Name of nearest Village: \_\_\_\_\_ Year established: \_\_\_\_\_

Language of Instruction: \_\_\_\_\_

School Committee exists? (Tick one) Yes:  No:

Years of Instruction (Tick applicable):

<b>ECCE Centre</b>	<b>Child Care</b>	<b>Play group</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 year Olds <input type="checkbox"/>	6 months <input type="checkbox"/>	6 months <input type="checkbox"/>
5 Year Olds <input type="checkbox"/>	1-3 years <input type="checkbox"/>	1-3 years <input type="checkbox"/>
	4-5 years <input type="checkbox"/>	4-5 years <input type="checkbox"/>

### Section C: Projected Enrolment in next school year

Complete as appropriate. List the number of children expected for next 2 years where possible:

Age Group	Enrolment for the current school year	Age Group	Enrolment projected for the next school year
6 months		6 months	
1		1	
2		2	
3		3	
4		4	
5		5	
Total:		Total:	

### Section D: Staffing

Complete the following table. The information provided is to relate to the plans made for the school year assuming approval of the application for ECCE Centre/Child Care or Play group situation:

Teacher	No. Years Training	Qualification	Indicative Salary	Funded by	Role
1					
2					
3					
4					
5					
6					
7					

#### Key to above

**Teacher:** Names are not required. Complete one row for each planned teacher

**No. of Years Training:** List the years of formal training successfully undertaken by teacher. If less than one year, enter zero

**Indicative Salary:** Budgeted salary of proposed appointee

**Funded by:** 1. Government      2. Church  
3. Community      4. Volunteer Agency      5. Private

**Qualification:** List year where Qualified and to what level

## Section E: Water Supply

Complete relevant items:

Income	Amount	% of Total
Fee		
After School Care Fees		
Other Student derived Fees		
Government Salary Grant		
Other Government Grants		
Other (donors, Friends etc).		
<b>Total</b>		
Minus Expenditure		
Teacher Salaries		
Administrative Salaries		
Other wages		
Administrative Services		
Education programme		
Other		
<b>Total</b>		
Surplus of Income over Expenditure		

## Section F: Land Owner

Total area of the site (Circle appropriate)

ECCE Centre/Child Care/Play group:

Who owns the land?

Who contests (if anyone) the ownership?

Is the site lawfully leased? Yes:  No:

(Tick applicable)

Attach a copy of the lease.

## Section G: Physical Facilities

For all ECCE Centres, Child Care and Play groups please supply the following information

Classrooms

Classroom No.	1	2	3	4	5
Size in square metres					
Year of construction					
Materials					
Permanent					
Semi-Permanent					
Temporary					
MoET Plans or other					
<b>Condition:</b>					
Good					
Fair					
Bad					

Administrative Facilities/Office if Applicable

Classroom No.	1	2	3	4	5
Size in square metres					
Year of construction					
Materials					
Permanent					
Semi-Permanent					
Temporary					
<b>Condition:</b>					
Good					
Fair					
Bad					

### Water Supply

Adequate clean water is available regularly and in sufficient quantity for all needs of school, students and staff? Yes:  No:

If no, describe the plan to correct this deficiency. Give a date by which the work will be completed: for example, donor project, community, improvement plans:


Water supplied by: **Roof Tank**  **Piped from Stream**  **Well**   
 (Tick which applicable)  
 Town Supply:

### Toilets

Toilets	Flush	VIP	Bush
No. of Toilets			
Condition			
Good			
Fair			
Bad			

If not in good condition, say how it will be corrected: for example, donor project, community..etc


## For the Use of the Ministry of Education and Training only

### Section J: Administration of Application

Date application received:  Day  Month  Year  Fee paid? Yes:  No:

Name of Ministry Official assigned to evaluate application

Date assigned:  Day  Month  Year

Name of Person who completed this Form:

Signature:  Date:

Contact:

### Section H: Assessment of Application

Assessment	Yes	No
“The centre has sufficient facilities to be able to offer the national or international curriculum prescribed for a school of its type?”		
The centre has identified potential qualified teaching staff?		
“The school has enough finances to employ a sufficient number and variety of staff so as to be able to meet the demands of the curriculum/ programme?”		
“The school will be able to provide resource materials and supplies required to facilitate child centred playing to learn activities for the proposed educational programme?”		
“The physical facilities to be provided will permit the playing and learning to take place in a suitable child safe environment?”		
“The provision made for water and sanitation will enable the health of students and teachers to be safeguarded or improved?”		

*“Attach any other documentation as may seem useful for the assessment of this application”.*

### Section L: Recommendation

I have carefully examined this application and the supporting materials. I recommend that the application be approved: Yes:  No:

If the recommendation is not to approve the application, attach a written statement. This should detail the reasons for the negative judgements made in Section K above.

**This application is approved by the Provincial ECCE Coordinator (PC) on behalf of the PEO**

Print Name:  Signature:  Date:

**Section M: Decision of the Director General**

The recommendation made in Section L is approved: Yes:  No:

The Applicant is to be notified. The Provincial Officer (PEO) and the ECCE Provincial Coordinator are to be notified and are to take such actions as are required by their responsibilities.

Print Name:  Signature:  Date:

Director General;

*or approved by The Provincial Education Officer (PEO) on behalf of Director General*

## 4. MINISTRY OF EDUCATION AND TRAINING

### Application to Cancel Registration of an ECCE Centre/Child Care/ Play group

Application Number: \_\_\_\_\_

For the use of the  
 Ministry of Education only

#### Section A: Education Authority making Application

Name of Education Authority:

Location of Office of Authority:

Address for Correspondence:

Telephone:

Email:

Date of Approval as Education Authority:

#### Section B: ECCE Centre/Child Care/ Play group proposed for Closure

Name of ECCE Centre/Child Care/ Play group

ID Number:

Location:

Language of Instruction:

#### Section C: Grounds for Closure

Consider each of the possible grounds for closure set out in this section and complete the entries if they should be applicable to the circumstances of the **ECCE Centre/Child Care/ Play group**

**Declining Enrolment**

Complete these tables as applicable:

Enrolment	Present Year	Last Year	2 Years ago	3 Years ago
0-3				
4				
5				
Total				

The declining enrolment has been caused by:



**For the Use of the Ministry of Education and Training only**

**Section D: Administration of Application**

Date application received:

Fee paid?: Yes:  No:

Name of Ministry official assigned to evaluate application:

Position:

Date assigned:

**Section E: Assessment of Application (circle)**

Assessment	Yes	No
“The enrolment of the ECCE Centre/Child Care/ Play group has declined to the extent that its continued operation is no longer viable?”		
“The physical facilities of the ECCE Centre/Child Care/ Play group have been destroyed by a natural disaster and there is no possibility that they can be replaced.”		
“The physical facilities of the ECCE Centre/Child Care/ Play group have deteriorated through lack of maintenance and there is no possibility that they can be restored to a satisfactory standard”		
“This ECCE Centre/Child Care/ Play group no longer complies with the requirements for the registration of a school as set out in Section 15 of the Education Act.”		
“The Education Authority responsible for its operation does not have sufficient resources available to provide for its continued satisfactory operation.”		

*Attach any other documentation as may seem useful for the assessment of this application.*

**Section F: Decision of the Director General**

The recommendation made in Section F is approved: Yes:  No:

The Applicant is to be notified. Directors are to be notified and are to take such actions as are required by their responsibilities.

Print Name:  Signature:  Date:

*(Director General)*

## 5. MINISTRY OF EDUCATION AND TRAINING

### Ecce Centre/Child Care/ Play Group Registration Assessment Form

#### POLICY AND PLANING UNIT

**Ecce Centre/Child Care/ Play Group  
 Registration Monitoring & Assessment Report**

<b>PART ONE</b>	Ecce Centre/Child Care/ Play Group Profiles
<b>PART TWO</b>	Check list for Documents, Materials, Facilities & Utilities.
<b>PART THREE</b>	General comment of Head Teacher & Assessment Officer
<b>PART FOUR</b>	For the use of the Provincial Education board (peb) only and Director General
<b>PART FIVE</b>	Brief report from Assessment

**PART ONE: School Profile**

Name of ECCE CENTRE/CHILD CARE/ PLAY GROUP:

VEMIS ID:

Education Authority:

Language of Instruction:

Location/Island/Province:

Date of Visit:

Years of Instruction (check applicable):

**GPS STICKER**

S   °   '   •   “

E    °   '   •   “

## Matters Requiring Assessment

Registration is the process of keeping a detail record of all ECCE CENTRE/CHILD CARE/ PLAY GROUPs operating in Vanuatu either a Government or Non-government or Community centres. According to the Education Act No. 9 of 2014 and the ECCE Revised Policy a number of minimum quality service standard requirements for each ECCE CENTRE/CHILD CARE/ PLAY GROUP has to achieve to be able to provide a good education to the children of Vanuatu. The registration process is divided into three stages. The first initial stage is the application and approval to Establish. During establishment Assessments are under taken and the final stages base on the assessment is the certification process.

The main purpose of this Assessment is to complete the process of registration and to establish a particular school or additional Year level to assess and monitor their own progress toward achieving the national standards. The standards are incorporated into the School Improvement Plan developed and managed by School Committees which are responsible and accountable for achieving the minimum standards.

The three main strategic/ goals are: to improve the quality of education, to improve the equitable access to education, and to improve education service delivery.

### PART TWO: Check list for Documents, Materials, Facilities & Utilities.

Documents, Materials, Facilities & Utilities.	Checklist	Check ✓ x	Result # / Total	Comments
Documents	• Curriculum Materials			
	• Lesson Plan Guide Book			
Supply of Stationary Materials and Tools	• Library Books			
	• Pens & Pencils			
	• Materials for arts and crafts			
	• Appropriate mathematics equipment's			
Administration Office/Building	• Permanent			
	• Semi-permanent			
	• Traditional			
	• Office Space			
	• Office equipment's			
	• Staff and Resource space			
Sports & recreation	• Play ground			
	• Equipment for physical education and games			
Library	• Permanent			
	• Semi-permanent			
	• Traditional			
	• Equipped with Books			
	• Research Computers			

Classrooms	• Permanent			
	• Semi-permanent			
	• Semi-permanent			
	• Traditional			
	• Sufficient for all classes			
	• Temporary			
Teachers House	• Permanent			
	• Semi-permanent			
	• Traditional			
Toilets	• <b>Flush Toilet</b>			
	- Good Condition			
	- Fair Condition			
	- Bad Condition			
	• <b>VIP Toilet</b>			
	- Good Condition			
	- Fair Condition			
	- Bad Condition			
	• <b>Bush Toilet</b>			
	- Good Condition			
	- Fair Condition			
	- Bad Condition			
Land	• Site Lawfully Leased			
	• Sufficient Land Area			
	• Farm Land			
Transport	• Vehicle			
	• Boat			
Communication	• Telephone			
	• Mobile Phone			
	• Fax			
	• Internet			
Water Supply System/safe drinking water	• Piped System			
	• Roof Tank			
	• Well			
	• Others			
Power System	• Unelco			
	• Generator			
	• Solar System			
	• Others			
Teaching Staff	• Qualify and Certified Teachers			
	• Untrained Teachers			
	• Government Funded/Grant			
	• Church Funded			
	• Community/School Funded			

	• Volunteer Agency			
	• Enrolment of existing class to move to new year level			

**PART THREE: School Profile**

General Comments:

**Declaration Form**

ECCE/Child Care/ Play group Manager/ Head Teacher:

I declare that the information provided on this form is true and correct and is consistent with the official records kept by the school.

Principal/HT signature:  Date:

Name:

**Assessment By:**

Provincial Education Officer:

I declare that the information provided on this form is true and correct and is consistent with my observations of teacher practice in the classrooms.

Officer signature:  Date:

Name:

**PART FOUR:**

For the Use of the Provincial Education Board (PEB) only (Circle)

Assessment	Yes	No
There is a need for an Education Authority to operate an ECCE CENTRE/ CHILD CARE/ PLAY GROUP school or schools in the geographic area proposed?		
The ECCE CENTRE/CHILD CARE/ PLAY GROUP will operate for the general benefit of the local community?		
The custom owners of the land on which the ECCE CENTRE/CHILD CARE/ PLAY GROUP is/are to be, situated have agreed in writing for the land to be used by, or transferred to, the Education Authority		
The ECCE CENTRE/CHILD CARE/ PLAY GROUP comply with the requirements for registration of a school, as ascertained through an examination of the attached form(s) EA-5, School Registration Application, for each school(s) the Education Authority proposes to operate.		
As part of the assessment for the preceding item, the site and buildings of the ECCE CENTRE/CHILD CARE/ PLAY GROUP (s) have been visited and surveyed? The date(s) of the visit were:		
A report was prepared and is attached to this Form		

**RECOMMENDATION**

I have carefully examined this application and the supporting materials. I recommend that the application be approved: Yes:  No:

If the recommendation is not to approve the application, attach a written statement. This should detail the reasons for the negative judgements made above.

Print Name:  Signature:  Date:

**Decision of the Director General**

The recommendation made above is approved: Yes:  No:

The Applicant is to be notified. Directors are to be notified and are to take such actions as are required by their responsibilities.

Print Name:  Signature:  Date:

*(Director General)*

## 6. MINISTRY OF EDUCATION AND TRAINING

### ECCE MINIMUM QUALITY SERVICE STANDARDS MONITORING TOOL [SELF ASSESSMENT TOOL]

Name of Kindy:  Recorded by:   
 Island:  Position:   
 Date:  Sign / Contact:

**Instructions:**

Please answer each question by marking a tick in the appropriate place. Choose the answer that you feel best describe your Kindy.

*(Please make sure that you have answered all questions)*

Example: Standard 1:1. If **ECCE Centre** has been registered tick under **(Yes)** column. If not, tick under **(No)** column.

CATEGORIES	STANDARDS & INDICATORS	BELOW STAND	MEET STAND	COMMENT
<b>A C C E S S</b>				
<b>I REGISTRATION</b>	<b>STANDARD 1. REGISTRATION OF AN ECCE CENTRE</b>	Yes	No	
	<b>1.1.</b> All ECCE facilities which provide care or educational services for all children in the 0-6.6 age range must be registered under an education authority.			
	<b>1.2.</b> ECCE Centre is attached or feeder kindy to a primary school.			
<b>II ENROLMENT</b>	<b>STANDARD 2. CHILDREN OF 4 AND 5 YEARS OF AGE IN THE CENTRE'S CATCHMENT AREA ARE ENROLLED IN THE CENTRE, REGARDLESS GENDER, BACKGROUND OR ABILITY</b>			
	<b>2.1.</b> All 4-5 year old children in the catchment area attend an ECCE Centre.			
	<b>2.2.</b> All children enrolled have birth certificates			

	<p><b>2.3.</b> Teachers identify children with special needs and take appropriate action to ensure their presence and active participation in class</p>			
<b>III FACILITIES &amp; INFRASTRUCTURE</b>	<p><b>STANDARD 3.</b> CHILDREN HAVE ACCESS TO AN INCLUSIVE, ACCESSIBLE AND DISASTER-PROOF BUILDING</p>			
	<p><b>3.1.</b> The building complies with the infrastructure standard and ECCE plan from MoET. [Storage room, pretend play corner, sand water play area, climbing frame &amp; swings, fence and gate etc.]</p>			
<b>CATEGORIES</b>	<b>STANDARDS AND INDICATORS</b>	<b>Below Standards</b>		<b>COMMENT</b>
	<p><b>3.2.</b> Approval of education authorities is required before building any new ECCE Centre [sufficient land space, safety considered, water source, size 70sq meter, concrete floor, VQS taken into consideration, registration, plan to include special needs children etc. (Tick yes if not applicable.)</p>			
	<p><b>3.3.</b> ECCE Centre has adequate equipment and facilities that is safe and well maintained for children's use.</p>			
	<p><b>3.4.</b> The Centre is situated in a safe location, not in a flood area or beside a cliff.</p>			
	<p><b>3.5.</b> Where necessary, where there are steps there is at least one ramp to the main building, including the main entrance to the Centre. (If there is no children with disabilities there is no need to have a ramp, tick Yes)</p>			
	<p><b>STANDARD 4.</b> CHILDREN HAVE ACCESS TO AN ADEQUATE AND SAFE INDOOR LEARNING ENVIRONMENT</p>			
	<p><b>4.1.</b> There is at least 70sq meter space for 30 children (and an additional 2.5 sq meter for every additional child) as indoor space for learning.</p>			
	<p><b>4.2.</b> There are adequate windows to allow for natural light and ventilation.</p>			
	<p><b>STANDARD 5.</b> CHILDREN HAVE ACCESS TO ADEQUATE AND SAFE OUTDOOR PLAY FACILITIES</p>			
	<p><b>5.1.</b> The outside yard is large enough for children to run around and play without hurting each other.</p>			

	5.2. There is fencing around the whole Centre, and made of safe materials (not barb wire).			
	5.3. There is a sand pit that is at least 5sq meter split between dry and wet sand, housed under a roof and covered after use. (If less than 4 features are present, tick No)			
<b>CATEGORIES</b>	<b>STANDARDS AND INDICATORS</b>	<b>Below Standards</b>		<b>COMMENT</b>
	5.4. There are at least 2 sturdy swings, 1 monkey bar, and 1 knotted climbing rope. (If less than 3 structures are present, tick No).			
	5.5. There is at least 1 sturdy climbing platform.			
	5.6. Water Play is available for children to use daily.			
<b>STANDARD 6.</b>				
<b>CHILDREN HAVE ACCESS TO PROPER WASHING, SAFE DRINKING AND WASH FACILITIES</b>				
	6.1. The toilets are clean.			
	6.2. The toilets are child-size.			
	6.3. There are separate toilets for boys and girls.			
	6.4. There is at least 1 toilet for boys and 1 for girls..			
	6.5. The children have access to <i>running</i> water and soap for hand washing.			
	6.6. There is at least 1 safe drinking water source or have enough potable water available for children and teachers to drink daily (at least 2 litres of water per child).			
<b>Q U A L I T Y</b>				
<b>IV</b>	<b>STANDARD 7.</b>			
<b>LEARNING ENVIRONMENT &amp; RESOURCES</b>	<b>THE ENVIRONMENT IS CHILD-FRIENDLY, ATTRACTIVE, AND ACCOMMODATES THE NEEDS OF ALL CHILDREN.</b>			
	7.1. Children's art work displayed all around the room.			
	7.2. There is at least 1 notice board with official and current information.			
	7.3. The Centre's sign is prominently displayed outside.			

	<b>STANDARD 8.</b> THE ENVIRONMENT IS PHYSICALLY AND PSYCHOLOGICALLY SAFE			
	8.1. There is at least 1 teacher for every 15 children (1:15 teacher student ratio). Over 15 children another teacher assistant should be recruited.			
	8.2. Teachers shows love and care to all the children (caring, loving, praise, hug, rub head or back.			
	8.3. There is no evidence of corporal punishment or verbal abuse of children (stick, naughty chair, ear pulling, call names, swear etc.)			
<b>CATEGORIES</b>	<b>STANDARDS AND INDICATORS</b>	<b>Below Standards</b>		<b>COMMENT</b>
	8.4. Children are not displaying aggressive behavior towards each other.			
	<b>STANDARD 9.</b> THERE ARE ADEQUATE LEARNING RESOURCES FOR CHILDREN			
	9.1. There are enough materials for at least 10 learning Centre's. (Learning Centre's are dry sand, wet sand, water, blocks, library/reading, drama, games and puzzles, manipulatives, gross motor, fine motor, art, music and nature.)			
	9.2. Locally made learning materials are available for use by children (abacus, scale, counting cups, musical instruments, blocks, snakes and ladders, domino, threading, puzzles etc.			
<b>V</b> <b>CHILDREN'S HEALTH &amp; WELL-BEING</b>	<b>STANDARD 10.</b> CHILDREN LEARN THE 3 "Rs" (Recycle, Reuse, & Reduce) AND DISPOSE OF THEIR RUBBISH ACCORDINGLY IN RUBBISH BINS PROVIDED			
	10.1. There is no rubbish scattered in and around the Centre.			
	10.2. There are two rubbish bins – 1 for Reuse/Recycling and the other for General Waste. (Clearly label bins).			
	10.3. Rubbish bins are emptied daily.			
	<b>STANDARD 11.</b> CHILDREN WASH THEIR HANDS WITH SOAP AND EAT HEALTHY FOOD AT THE CENTRE			
	11.1. All children wash their hands with soap at critical points during the day such as after toilet use and before eating food.			

	11.2. All the children eat fruits and healthy snacks during breaks and meals.			
	<b>STANDARD 12.</b> CHILDREN KNOW THE SCHOOL SAFETY PLAN AND UNDERGO REGULAR DISASTER DRILLS.			
	12.1. All children completed disaster drills at least once per term.			
	12.2. All teachers are trained in providing psychosocial support for children.			
<b>CATEGORIES</b>	<b>STANDARDS AND INDICATORS</b>	<b>Below Standards</b>		<b>COMMENT</b>
	<b>STANDARD 13.</b> CHILDREN RECEIVE REGULAR MEDICAL CHECKUPS AND DEWORMING.			
	13.1. All children receive an annual health check and have updated medical files.			
	13.2. All children have evidence of deworming in the last year.			
<b>VI TEACHER QUALITY</b>	<b>STANDARD 14.</b> TEACHERS ARE QUALIFIED, CERTIFIED, AND UNDERGO ONGOING PROFESSIONAL DEVELOPMENT			
	14.1. All teachers have undergone MoET's field-based training, as evidenced by certificate of attendance.			
	14.2. All teachers have undergone the latest professional development training by MoET, as evidenced by corresponding certificates.			
	<b>STANDARD 15.</b> TEACHERS ARE MOTIVATED, COMMITTED AND ACT AS ROLE MODELS FOR OTHERS.			
	15.1. Teacher shows up-to-date lesson plans referencing the National ECCE Curriculum.			
	15.2. All teachers demonstrate good attendance records.			
	15.3. All teachers have read and signed the ECCE Teachers Code of Ethics.			
	15.4. No teacher is visibly unwell nor have any record of any contagious illness.			

	<b>STANDARD 16.</b> TEACHERS ARE REGULARLY MONITORED BY PROVINCIAL COORDINATORS AND/OR SCHOOL IMPROVEMENT OFFICERS AND/OR Mobile ECCE Officers (MEOs).			
	16.1. All teachers are monitored at least twice a year and show evidence of monitoring visit, for example, in visitors' records.			
	<b>STANDARD 17.</b> TEACHERS DEMONSTRATE GOOD MANAGEMENT SKILLS.			
	17.1. Teacher shows adequate records, including student admission, health and attendance files.			
	17.2. The teachers ensure that all boys and girls participate equally in ECCE activities including classroom teaching, cleaning the class and school grounds, cleaning the toilets, sports, and maintaining the school (vegetable) gardens.			
<b>CATEGORIES</b>	<b>STANDARDS AND INDICATORS</b>	<b>Below Standards</b>		<b>COMMENT</b>
	<b>STANDARD 18.</b> TEACHERS REGULARLY ASSESS CHILDREN'S PROGRESS AND DEVELOPMENT			
	18.1. Teacher shows progress records of all children using the Child Observation Tool.			
	18.2. Teachers shows individual portfolios for all children prior to the child's promotion to another class level or transfer to another school			
<b>VII PARENT ENGAGEMENT</b>	<b>STANDARD 19.</b> PARENTS/CAREGIVERS (MALE AND FEMALE) MEET WITH TEACHERS REGULARLY TO DISCUSS THEIR CHILD'S DEVELOPMENT AND HOW TO SUPPORT IT.			
	19.1. Parents/caregivers meet with teachers at least once a term to discuss their child's performance.			
	19.2. At least 50% of children completed the School Readiness Checklist before being enrolled in the ECCE Centre.			
	19.2. There is a transition programme for parents and teachers of all children moving on to Year 1.			

	<b>STANDARD 20.</b> PARENTS/CAREGIVERS RECEIVE TRAINING AND SUPPORT AROUND EARLY CHILDHOOD DEVELOPMENT.			
	20.1. Parents attend parent education sessions once a term at the Centre.			
	20.2. Parents meet at least once a month with teachers using the Family Conversation Tool to enhance their capacity as parents.			
<b>M A N A G E M E N T</b>				
<b>VIII COMMUNITY RELATIONSHIPS</b>	<b>STANDARD 21.</b> THE CENTRE HAS A COMMUNITY SUPPORT PROGRAMME			
	21.1. Parents and community members share their abilities, skills and traditional practices with the children in the Centre.			
	21.2. The community actively participates in Centre activities, including support for school fees payment, fundraising, and other relevant activities.			
<b>CATEGORIES</b>	<b>STANDARDS AND INDICATORS</b>	<b>Below Standards</b>		<b>COMMENT</b>
<b>IX ADMINISTRATION AND FINANCE</b>	<b>STANDARD 22.</b> THE ECCE CENTRE HAS A CLEAR MANAGEMENT STRUCTURE.			
	22.1. Budget drawn up and fundraising taking place.			
	22.2. The teacher maintains and updates administration and finance records once a term to the parents.			
	22.3. There is an active gender-balanced Centre committee, as evidenced by having one meeting a month and other relevant activities.			
	22.4. There are Centre guidelines, policies in place e.g. clear process for receiving complaints from parents or others.			
	22.5. There is an emergency and safety plan in place			
	22.6. There is a well stocked First Aid Kit available.			

<b>STANDARD 23.</b> THE ECCE CENTRE COMMITTEE IS TRAINED IN KINDY MANAGEMENT.			
<b>23.1.</b> The committee has received the Kindy Committee Training Package.			
<b>23.2.</b> The committee has developed an ECCE improvement plan, which is implemented and monitored at least once per term by the committee.			
<b>23.3.</b> The committee pays the teachers/ fortnightly or monthly.			

Give one mark each for ticks under “**Yes**”. Sum the total Score out of 71  
If total score is:

<b>1 to 30</b>	Need to do a lot more
<b>30 to 45</b>	Still need to do some more
<b>45 to 55</b>	Good status, but there is still room for improvement
<b>55 to 65</b>	Doing well, only few for improvement
<b>66 to 71</b>	Excellent, maintain the standard

For situations falling under column **No**, prepare improvement plan after consultation and make effort to implement it or encourage to do so.

## 7. MINISTRY OF EDUCATION AND TRAINING

### CHILD SAFE-GUARDING CODE OF CONDUCT

I, *(insert name)* \_\_\_\_\_ agree that in the course of my association with the Ministry of Education and Training, I will:

- ▶ Treat all children and students<sup>12</sup> with respect regardless of race, colour, sex, language, disability, religion, political or other opinion, national, ethnic or social origin, birth or other status including marital status
- ▶ Provide a welcoming, inclusive and safe environment for all children and young people
- ▶ Encourage children or young people to speak up about issues that affect them including any concerns they might have about maltreatment
- ▶ Take all concerns seriously that are raised by children or others; and take appropriate action as per the procedures
- ▶ Abstain from using corporal or humiliating punishment on children, but instead use disciplinary approaches that are positive and constructive<sup>13</sup>
- ▶ Immediately report concerns or allegations of child abuse or any breaches of this Policy, in accordance with the Ministry of Education and Training's reporting procedures
- ▶ Comply with local, national and international child protection laws
- ▶ Ensure that, when I am working with children, or in the proximity of children I will refrain from using actions or language that might pose a threat or a perceived threat to a child or young person's safety, dignity, rights or life
- ▶ Inform my supervisor of my involvement in any situation where my actions could be misinterpreted as being potentially harmful or abusive to children
- ▶ Inform my supervisor if I observe any form of misconduct that may potentially harm children
- ▶ Inform my supervisor if I am investigated for any crime or charged with any criminal offence and
- ▶ Co-operate fully in any investigations into allegations of child abuse and/or breaches of the Child Protection Policy

And I will **NOT**:

- ▶ Use inappropriate language – whether of an offensive, discriminatory, demeaning, abusive or sexual nature – when speaking with, about, or whilst in the presence of a child or young person
- ▶ Engage in behaviour to shame, humiliate, belittle or degrade a child or young person, or otherwise emotionally abuse a child or young person

<sup>12</sup> Refer to definition

<sup>13</sup> This is also in line with Standard 11 of the MoET Minimum Quality Standards.

- ▶ Be involved in any situation which might bring the school/Ministry into disrepute
- ▶ Marry or enter into a sexual relationship with a person under the age of 18
- ▶ Act in a sexually provocative manner or engage children in any form of sexual activity, including paying for sexual services, or engaging a child in any sexual activity in exchange for money, gifts, grades, preferential treatment, or anything else that they or their family needs
- ▶ Hold, kiss, cuddle or touch a child in an unwanted, inappropriate, unnecessary or culturally insensitive way
- ▶ Condone or participate in, behaviour with children which is illegal, unsafe or abusive
- ▶ Discriminate against or favour particular children to the exclusion of others
- ▶ Spend time outside work requirements with any child or young person attending any Vanuatu schools or institutions unless under circumstances known and approved by my supervisor
- ▶ Hire children for domestic or any other labour which is inappropriate for their age or development, interferes with their education or play, or places them at risk of abuse or injury
- ▶ Do things for children of a personal nature that they can do for themselves such as toileting them or changing their clothes
- ▶ Sleep in close proximity to any children unless it is absolutely necessary, in which case I will keep my supervisor informed and ensure another adult is present, where possible (noting that this does not apply to my own children)
- ▶ Access or create sexual images of children
- ▶ Use computers, mobile phones, video or digital cameras or any other technology for the purpose of downloading pornography or exploiting or harassing children
- ▶ Use inappropriate language – whether of an offensive, discriminatory, demeaning, abusive or sexual nature – when speaking with, about, or whilst in the presence of a child or young person
- ▶ Withhold any known information regarding cases affecting children and young people which may result in criminal offence.

### **USE OF CHILDREN'S IMAGES**

Before photographing or filming a child for work related purposes, I will:

- ▶ Assess and comply with local traditions or restrictions on reproducing personal images
- ▶ At a minimum, obtain and document verbal consent from children and their parent or guardian and explain how the photograph or film will be used. Written consent should be obtained, where possible, by both the parent/caregiver and the child
- ▶ Ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be perceived as sexually suggestive
- ▶ Ensure images are honest representations of the situations and the facts
- ▶ Ensure that identifying information (names, addresses, etc.) of children and young people in
- ▶ photographic and electronic images are not disclosed

## 2.2 COMMITMENT AND AGREEMENT TO COMPLY

I confirm that I have read and understood the Ministry of Education and Training's:

- ▶ **Child Safe-Guarding Policy and**
- ▶ **Child Safe-Guarding Code of Contact.**

### **I agree to comply with the Policy and Code of Conduct:**

I understand that a breach of the **Policy or Code** may provide grounds for disciplinary action including possible termination of my employment with the **Ministry of Education and Training** and/or the **Vanuatu Teaching Service Commission**. I also understand that a breach of the Policy or Code could result in criminal prosecution.

I understand that it is my responsibility, as a person engaged by **Ministry of Education and Training** and/or the **Vanuatu Teaching Service Commission**, to use common sense and avoid actions or behaviours that are abusive or exploitative of children or young people, or could be construed as such.

I understand that this Policy applies on a 24 hour basis both for my professional and personal life. I authorize **Ministry of Education and Training** and/or the **Vanuatu Teaching Service Commission** to undertake any necessary inquiries, including criminal record checks and reference checks, as part of my appointment or recruitment process.

I confirm my willingness and commitment to participate in **Ministry of Education and Training** and training sessions on child protection.

I will uphold this **Policy** to the best of my ability.

### **Please Sign**

Name of Staff Member:

Registration N0: *(Where Applicable)*

Position:

Signed:

Date:

Name of Witness:

Registration N0: *(Where Applicable)*

Position:

Signed:

Date:



## 8. MINISTRY OF EDUCATION AND TRAINING

### CHILD ADMISSION/ENROLMENT FORM

Name of ECCE Centre:

Principal/Teacher Name and Number:

Name of child:

First:  Second:  Surname:

Date of Birth as per Birth Certificate (Sighted Yes/No)

Day:  Month:  Year:

Female:  Male:

Vaccination Card: (Sighted Yes/No)  Up to date: (Yes/No)

No of Siblings and ages:

Religion/Denomination:

Special Needs:

Previous ECCE Centre Attended:

Name of Parents/Guardians:

Mother:

Father:

Guardian:

Village/Address/Mobile:

Name and signature of person who completed this form: (printed)

Signature: Parents/Guardian

Signature:

Principal/Teacher ECCE Centre:

Date:

Guardian:

Village/Address/Mobile:

Name and signature of person who completed this form: (printed)

Signature: Parents/Guardian

Signature:

Principal/Teacher ECCE Centre:

Date:

**9. MINISTRY OF EDUCATION AND TRAINING**

**INCIDENT/ACCIDENT FORM**

Name of child or caregiver:

Date, time and location of incident:

Description of incident:

First aid administered:

If there were any witnesses, list their names and phone numbers:

Follow up care:

Name and signature of person who completed this form: (printed)

Signature:

Date:

## 10. MINISTRY OF EDUCATION AND TRAINING

### ECCE /MoET CONSENT FORM FOR TAKING PHOTOS AND INTERVIEWS

I have already spoken with ECCE / MoET and I have given approval for them to take and use my pictures or photos in a way clearly explained to me, to talk about a story or thoughts regarding myself.

I know how my photo or story will be used.

**I give approval to ECCE in MOET to use:**

*My **name**, my **photo**, or take my **video** and use my **words***

My Name:

My signature:

Date:

Place:

**For children who are under 18 years old:**

I am the immediate parents or caregiver that takes full responsibility of this child.

I fully understand and know the conditions of this form.

I therefore, authorising ECCE/MOET to take photos or tell stories with my child.

Name of parents or caregiver:

Signature of parents or caregiver:

Date:



## 12. MINISTRY OF EDUCATION AND TRAINING

### ECCE /MoET CONSENT FORM FOR TRAVEL

Name of ECCE Centre:

ECCE Centre Contact Name:  Mobile Number:

I (name):

Father/Mother/Guardian:

Of (name of Child):

Class: K1 or K2:

Hereby confirm that my son / daughter (circle) is allowed to join the planned field trip

To:

On:

Objective of Travel:

Mode of Travel: (walk, bus, taxi, truck)

Signature of parents or caregiver:

Date:

## 13. MINISTRY OF EDUCATION AND TRAINING

### ECCE RECORD OF STAFF FORM

Name of ECCE Centre:

Mobile Number:

#### RECORD OF ALL STAFF DURING THE CURRENT YEAR

No.	Teacher's name	Date of Birth	M	F	Qualification	Start-Month Year	Finish-Month Year	Years in current Position	Address	Mobile
1										
2										
3										
4										
5										
6										
7										
8										

**14. MINISTRY OF EDUCATION AND TRAINING**

**PARENT/GUARDIAN AUTHORIZATION FORM**

Name of ECCE Centre:

ECCE Centre Contact Name:  Mobile Number:

I (name):

Father/Mother/Guardian:

Of (name of Child):

Class: K1 or K2:

Authorize (name):

Relationship to child:

To: (purpose, circle one), Drop off / Pick up / Both Mode of Travel: (walk, bus, taxi, truck)

My daughter/son (circle one); from the ECCE Centre

Driver's License Number, Vehicle Registration Number (if used)

Signature of parents or caregiver:

Date:

## 15. MINISTRY OF EDUCATION AND TRAINING

### TEACHER PERFORMANCE ASSESSMENT

Name of ECCE Centre:

ECCE Centre Contact Name:  Mobile Number:

Name of Teacher Observed:

Contact Number:

Position:

Years of Teaching/Qualification:

Years of Teaching in current ECCE Centre (if different):

No.	Standards to Assess	Scale	Comment
1	Appearance and Manner		
2	Preparation of Curriculum Requirements		
3	Knowledge of Policy		
4	Quality of Work with children		
5	Enrolled correct ages (4 and 5 year olds)		
6	Administration and Management		
7	Attendance and Punctuality		
8	Relationship with Children and Staff		
9	Relationship with Committee and Community		
10	Use of innovative practices, creativity		
	Overall Mark		

## 16. MINISTRY OF EDUCATION AND TRAINING

Teacher Signature:

Assessor Signature (PC or MEO):

Date:

- Assessment Scale:
- 5 Outstanding
  - 4 Very Good
  - 3 Average
  - 2 Below Average
  - 1 Unsatisfactory

