Pacific Regional Council for
Early Childhood Care and Education
(PRCEC)

Theme: ECD Post-2015: Looking Forward

Full Council Meeting (24-26 September 2014)
Nadi, Fiji

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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ARNEC</td>
<td>Asia-Pacific Regional Network for Early Childhood</td>
</tr>
<tr>
<td>DFAT</td>
<td>Department of Foreign Affairs and Trade, Australia (formerly Australian Aid, or AusAID)</td>
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<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<tr>
<td>ECCE</td>
<td>Early Childhood Care and Education</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>FEdMM</td>
<td>Forum Education Ministers Meeting</td>
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<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>OMEP</td>
<td>World Organization for Early Childhood Education</td>
</tr>
<tr>
<td>PEDF</td>
<td>Pacific Education Development Framework</td>
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<tr>
<td>PICs</td>
<td>Pacific Island Countries</td>
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<tr>
<td>PIFS</td>
<td>Pacific Island Forum Secretariat</td>
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<tr>
<td>PRC4ECCE</td>
<td>Pacific Regional Council for Early Childhood Care and Education</td>
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<tr>
<td>PS</td>
<td>Permanent Secretary</td>
</tr>
<tr>
<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<tr>
<td>SEO</td>
<td>Senior Education Officer</td>
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<tr>
<td>SPC</td>
<td>Secretariat of the Pacific Community</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNICEF EAPRO</td>
<td>UNICEF – East Asia Pacific Regional Office</td>
</tr>
<tr>
<td>WASH</td>
<td>Water, and Sanitation Hygiene</td>
</tr>
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</table>
Introduction

The establishment of the Pacific Regional Council for Early Childhood Care and Education (PRC4ECCE) was approved following the acceptance of a paper on “ECCE in the Pacific” at FEdMM in Papua New Guinea, 2010. A Regional Consultation meeting was held in July 2011 to set out the Terms of Reference (TOR) and a strategic plan for the Council.

UNICEF Pacific was honored by the Pacific Islands Forum Secretariat (PIFS) when, in 2010, the Forum Education Ministers Meeting (FEdMM) requested UNICEF to become the first Secretariat of what has now become PRC4ECCE: Pacific Regional Council for Early Childhood Care and Education.

A total of three meetings was held in 2012 to 2013 where the terms of reference for the PRC4ECCE Executive Board and Full Council was finalized with the development of the logo and slogan. More importantly, was the development of regional guidelines for an ECCE framework which provide guidelines to country governments on how to develop and support a multi-sectoral approach to ECCE in order to provide coordinated, quality services for young children aged 3-5 years that address relevant issues such as development (language, motor, culture, social-emotional, and thinking skills), health, nutrition, child protection, and positive parenting.

The primary focus of the September 2014 meeting was mainly two-fold: to strategically map the way forward for the PRC4ECCE and to officially launch the Pacific Guidelines for the Development of National Quality Framework for ECCE – Programming for Ages Three to Five.

The full council met after the executive board meeting with the following objectives:

- Review current membership and changes
- Map the way forward on the key issues for PRC4ECCE by reviewing vision, mission and goals
- Ascertain and position PRC4ECCE-globally and regionally
- Align PRC4ECCE to regional initiatives (FEdMM & PIFS) and post 2015 global goals (proposed Sustainable Development Goals)

Full council members are made up of country representative (with voting rights) and technical advisors. (Refer to appendix 1 for the participants list)
MEETING SUMMARY

Welcome and Introductions

Ms. Teimana Avanitele from Tuvalu, President of PRC4ECCE, welcomed everyone to the meeting and invited Ms. Soana Malia Taake, ECCE representative from Tonga, to conduct the opening prayer. The President continued by expressing her gratitude to UNICEF for funding and ensuring council sustainability. UNICEF ECD Specialist, Ms. Wendy Rich-Orloff welcomed everyone, stating that the full council meeting will cover the next 3 days using a fluid program with intensive content. All participants of the executive board meeting and the full council meeting were given a USB that contained all meeting documents. Niue participant, Ms. O’Love Hekesi facilitated the introductions where participants introduced themselves outlining their role in the different organizations’ that they represent. (Refer to appendix one for participants’ list)

Session One: Updates: Executive Board, ARNEC, FEdMM, OMEP

The Executive Board reported the following key outcomes:

- The former Fiji National University representative, Ms. Camaitoga, will retain her place in the Executive Board as an individual member until 2015.
- Micronesia will choose representative on Executive Board by Friday 26th September to replace Nauru
- Learn from regional and international best practices, in terms of membership and apply to the PRC4ECCE
- Draw up interim goals/action plan to realize PRC4ECCE vision at the regional level and national level
- Develop draft log frame of which the costed action plan, action plan and implementation of activities will be aligned
- PRC4ECCE goals timeline will be till 2017

The process of measuring the progress of PRC4ECCE was discussed as follows:

<table>
<thead>
<tr>
<th>PRC4ECCE 2013-2017 Logframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2017 Costed Action Plan</td>
</tr>
<tr>
<td>Annual Budgeted Work Plan</td>
</tr>
<tr>
<td>Implementation of Activities</td>
</tr>
</tbody>
</table>
ARNEC

Steering Committee Members Ms. Bernadine Ha’amori (Solomon Islands) and Ms. Upokoina Tamarua (Cook Islands) reported the following key discussion points:

- Pacific must make strong presence in ARNEC
- This can be done through the 2 slots in the steering committee allocated to the Pacific
- The Pacific can also be have a stronger visibility in ARNEC by becoming members (only 7 PICs, including Australia & New Zealand are ARNEC members) and engaging effectively in online discussions, webinars, contributing to country profiles, etc.
- Other country representatives are encouraged to start thinking of being members of the steering committee to replace the current 2 representatives

FEdMM

The FEdMM update provided by PIFS Social Policy Advisor, Mr. Filipe Jitoko, acknowledged that the PRC4ECE had achieved FEdMM’s milestones, including the development of the Pacific Guidelines for the Development of National Quality Frameworks for ECCE, which was endorsed by FEdMM in April 2014. FEdMM noted and acknowledged the processes involved (regional & global review) in the development of the Pacific Guidelines.

The two ways in which the guidelines can be moved forward is at the regional level and national level. At the national level, countries adapt the guidelines in the areas of policy and legislation. However at the regional level, the Human Resources Development Working Group (under PIFS) is the regional execution that focuses on discussions held at the FEdMM.

At national level, country cooperation is encouraged for sharing of best practices. In the implementation of the PEDF M&E framework, technical guidelines for Subsector 1 (ECCE) data indicators have been completed. There are 10 indicators under ECCE, of which some are qualitative indicators so a “traffic light” reporting scale will be used. A regional EMIS Facility is being developed by SPC, DFAT and PIFS. Indicators will be put into the facility and countries can be supported through the development of EMIS. There will be an alignment of national EMIS as the data spreadsheet will be filtered down to the country level by quarter one of 2015. The SDG’s will come out next year and Education for All also ends next year. Plans are underway to have the PEDF reviewed in 2015 for revision by 2016.

 For example Nauru wanted to develop a report on CEDAW so requested PIFS for support. Since Solomon Islands did very well, staff from Department of Women will go with PIFS team to Nauru to assist.
Furthermore, the Framework for Pacific Regionalism was adopted by Pacific leaders in May this year and later approved in Palau in September. As PIFS is the “gatekeeper” for regional processes that needs to be addressed with ministers, PRC4ECCE should continue to liaise with PIFS with a clear indication as to how collaboration and engagement with Education Ministers will continue.

**MEMBERSHIP**

In line with the discussion of PRC4ECCE membership, best practices for the PRC4ECCE to consider included models from Asia-Pacific Regional Network for Early Childhood (ARNEC [http://www.arnec.net/]) and Pacific Disability Forum (PDF [http://www.pacificdisability.org/]).
A potential model for PRC4ECCE membership was discussed, with the following components:

Possible PRC4ECCE Membership Best Practice Model

OMEP

Ms. Diti Hill, President of OMEP-NZ, presented on what OMEP is. Key discussion points were:

- PRC4ECCE should consider having an OMEP Pacific by doing the following:
- Stay in contact with World OMEP to signal willingness to be a full member
- Decide on name: OMEP...
- Develop the Constitution (By- laws)
- Develop aims and objectives
- Elect an executive committee
- Pay $225 (US) to World OMEP for 2014-2015
- Consider attending World Assembly in Washington DC July 2015

Benefits of linking PRC4ECCE with OMEP would include increasing the visibility of and advocacy for the Pacific region, as well as expanding networking options and sharing best practices.
Session Two: Post-2015 and ECCE in the Pacific Region, implications at country level

(Ms. Chemba Raghavan, UNICEF EAPRO, Education)


Furthermore, she reiterated that while the importance of investing in ECD/ECCE was documented in widespread literature, there was a need for common understanding of the fundamental principles of ECCE. Some universal challenges included lack of ECE teacher training, lack of adequate attention to given to marginalized/disadvantaged groups and lack of data, to name a few.

She also discussed how development work was geared toward post 2015 because of the end of the MDGs. The MDGs will be replaced by the proposed Sustainable Development Goals (SDGs) which will come into effect in 2015. The SDGs build on, strengthen and also addresses the shortcomings of the MDGs. There are 17 proposed goals with goal four making reference to ECCE:

Under the proposed Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all is a proposed OWG targets of crucial importance to children—“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”.

Activity: Fish Bowl Approach-Question & Answer Session

Question: We have heard about the post 2015-SDGs, what do you see as an implication for the Pacific?

Ina from the Cook Islands talked about the importance of teacher training on the importance of ECCE as some come with different motives e.g. employment purposes. When the teachers can understand the important dynamics of ECCE, then they will be in a better position to train parents and the community. Parents need to understand that in ECCE, children learn through play-play is not an idle task as viewed by adults.

SEO from Fiji discussed how equity, accessibility and quality should start right from the beginning and should target the most disadvantaged children. She also mentioned doing a pilot study in the remote, rural islands. In Fiji, most rural schools are being addressed and government is collaborating with NGOs, FBOs to improve access to education. She also mentioned that ECE teachers should be qualified and teachers should be supported to upgrade their qualifications. There should also be more institutions for teacher training (in-service and pre-service).
SEO from Federated States of Micronesia discussed how ECCE should start from grass root levels and to educate stakeholders especially parents. In the cultural context, ancestors were practicing some form or the other of ECCE so there is a need in evaluating indigenous practices. Furthermore, there is a need to align policy and legislation and continue to advocate for ECE. He feels that the department needs to have a clear target of where they are heading and need to have reliable data.

SEO of Kiribati reiterated how ECD was very important as it was the foundation learning for students and children will gain a lot in preparation for school readiness. She also discussed how teachers must be trained well and communities to be more supportive. Classrooms also needed to be safer and child friendly.

Question: In light of The Pacific Guidelines for the Development of National Quality Frameworks for Early Childhood Care and Education (ECCE): Programming for Ages 3-5, what are your priorities?

SEO of Samoa stated that they have own country guidelines, however they plan to adapt the programme guidelines as the current one is more 10 years old. In order to give an idea for the nationalization of Guidelines, she plans to have consultations with preschool teachers, community and parents. She will also request for technical assistance to provide a framework for alignment.

SEO of Niue stated that their situation was similar to Samoa. They currently have many handbooks but will have to adapt to have one main guideline for ECE. She also said how children learn about values from homes before they go to ECE. Children are not blank slates as they come in with their value system. Therefore the programme guidelines is very important.

Representative from the World Bank discussed how there are good policies in place but not implemented. She posed a question-how are we going to put policies into action? In order to do this, countries need to have a better understanding of where they are right now as child development is different in different countries. What does school readiness development mean in our different countries? Child development, not only preschool? According to a study done in Tonga that parenting activities at home is much more important than activities done at the ECE centre. Ownership of ECD should be nationally owned, clarifying what is development and clarification of expectations.

SEO of Nauru stated that ECE teachers have to be passionate about the job and there is a need for the ongoing professional development for ECE teachers-in the 5 key areas.

SEO of Tonga said that the care component is not in practice in Tonga. ECE has been happening for years on a voluntary basis as it all started as baby sitting. Tonga still has a long way to go in changing people’s views about ECE and in trying to get the parents to respect teachers. In terms of professional development or in service training, there are only 13 spots for tertiary training which poses a real challenge on the ground. In order to advance the care aspect of ECCE, they plan to turn challenges into
opportunities—parents/grandparents/dads/etc. through the council to have a platform for sharing information.

**Question: What kinds of support do you think you will need?**

Representative from FNU discussed their delight to have Pacific Guidelines. Although the *Na Noda Mataniciva* already exists, challenges also exist. The question is how to integrate/align the 2 guidelines. In FNU, a mentor is needed as there is only one person looking after ECE for the whole nation. ECE teachers need more support in the form of handbooks for advocacy. Teachers can also be supported support through a mentoring or buddy system.

Representative of Little Ones Play Centre stated that the awareness of MDGs and SDGs will result in more advocacy work. In most cases, this meant doing a lot with very little. She also mentioned up-scaling advocacy where ECE needs to be represented in any Education forum. Target advocacy audience for ECE should be external. ECCE justifications to be linked to discussions of larger development goals. Mentoring for ECE teachers was also essential so that quality/intellectual knowledge is maintained.

**Question: Based on all country inputs, provide 2 pieces of advice/lessons/support that you want to share?**

SEO from Tuvalu, the President advised each country to develop their costed work plan/action plan and a log frame. If they need assistance, they should request for technical assistance. More importantly, they need to put plan into action and any donor will be glad to look at costed action plans.

SEO of Solomon Islands discussed the important role that ECE officers have in targeted advocacy work to ensure that ECE is in leaders’ agenda for example in the Solomon Islands, males are supporting ECE. Costed work plans are available, however, challenges still exist in mentoring current staff into ECCE/ECD/ECE level. Furthermore, she also expressed the need to have capacity building/training for ECE country directors.

SEO of Vanuatu also reiterated the point brought up by SEO Solomon Islands that not much training was provided for ECE focal points. She also added that technical assistance has greatly assisted her work. She also added that advocacy was need right to the grassroots level especially for the parents of 0-3 year olds. Parents are not aware of the how and children’s needs. Parents should sing and play with their children and should know the value of ECD.
Session Three: Individual Country Presentations: Current Status of ECCE

This session was presented by the various Country ECCE focal points. There were similar challenges across the different countries, which included the lack of qualified teachers, training institutions, archaic policy and legislation and the need to have a targeted communication strategy. However, below are noteworthy success stories/best practices that need mentioning:

*Government will pay for teachers’ salary in 2015 & management will cater for centre costs
*Develop a multi-sectoral national ECCE framework with multi-costed year strategic plan

**Tuvalu**

*ECCE the first category in Education Act
*Increase in ECE budget for 2015
*Grant of $100 per child per year
*ECE added to Education Act

**Solomon Islands**

*ECCE Director is a male
*Capitalise on community support in outer islands
*ECE national working committees

**FSM**

*Child protection background check for ECE teachers/mother helpers
*Establishment of ECE Multi Sectoral taskforce

**Samoa**

*Multi sectoral ECE council
*Children at preschool performed better then children at home (Human Capability Index survey)
*Advocacy to parents on importance of play

**Tonga**

*School readiness tool
*Free space for ECCE in every Saturday’s newspaper
*Parents part of radio advocacy programme
*Advocacy materials (posters, bookmarks, etc.)

**Vanuatu**

*Parents Open Day (parents are teachers for a day)
*Parents’ skills used in learning (weaving, story-telling, etc.)

**Niue**

*Positive Parenting radio programme
*New ECE centre furniture training for teachers

**Cook Islands**

*Positive parenting radio programme in the Cook Islands
*Promoting vernacular at the ECE level

**Samoa**

*Tonga

*Advocacy to parents on importance of play

**Tonga**

*Develop a multi-sectoral national ECCE framework with multi-costed year strategic plan

**Tuvalu**

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Session Four: ECCE and WASH-Adopting WASH for ECCE Children: Eric Siegel

The session elaborated on the importance of WASH as a life skill that begins and ends in the community as social norms are developed in schools. WASH fulfills children’s rights to education and participation and has been widely recognized for its significant contributions to achieving the MDGs.

Participants were to ensure that WASH requirements were aligned to their country’s center registration process and included as a minimum quality standard; ECE centres should also be encouraged to buy and use soaps. Countries were encouraged to explore partnerships within Ministries of Education and Health to support WASH provisions; examples could be Health funds to support WASH in ECE centers, or school grants to include the provision of soap. Furthermore, there is a need to share WASH practice stories with community based preschools. WASH facilities must consider the specific needs of girls and women and children with special needs. Participants can utilize simple, cost-effective WASH methods by checking www.tippytap.org.

Session Five: Communications: ARNEC’s new web portal: Increasing Pacific representation- ARNEC Communications Manager-Silke Friesendorf

In this session, participants were encouraged to increase Pacific representation by doing the following:

- Become a member by logging on to http://www.arnec.net/
- Engage in the online discussions
- Actively participate as members of the steering committee
- Contribute to ARNEC’s portal for country pages

What would you like to see on your ARNEC country page? Replies included:

- Kakai Parental Programme – Cook Islands
- Interact with other countries, and connect to social media forums for discussion of best practices – Cook Islands, Tonga
- Children of the Pacific (climate change) reading program - Niue
- Resources for parents & teachers; Assessment & Monitoring; Sharing of best practices - Fiji
- Policy initiatives, events – Kiribati
- Open Day; Mothers Group – Nauru
- Translation to vernacular of 2 book; TV program on literacy and numeracy - Samoa
- UNICEF Pacific – PEDF Baseline

How to become a member of ARNEC?
Go to http://www.arnec.net/
Go to top left corner
You will see Sign In or Join
Select Join
Follow instructions
You will receive a confirmation email
• Enrolment statistics per country – SPBEQ
• ECE courses available in each country; human interest stories – FNU
• Work done by other NGOs – Save the Children Fiji

Participants agreed that all information that was to go to ARNEC web portal needed to follow the channel below:

Session Six: Exploring ECD and Health-Seini Kurusiga UNICEF

In this session, participants were informed of the major linkages between nutrition interventions and ECD. Nutritional deficiencies put school readiness and the ability to learn at risk since it affects brain development. The family was the first line of defense of the health care system. In addition, the first two years or first 1000 days provides a critical window of opportunity for intervening to ensure that the child grows holistically.

Moving forward, there needs to be more advocacy done by ECE teachers to parents and the community on the importance of the nutritional needs for children. In addition, a regional strategy for Health and Nutrition integration with ECD needs to be strengthened within each country planning and implementation, with realistic targets based on context. Furthermore, in order to provide an effective intervention, a more multi-sectoral approach is needed e.g. to reach out to Ministry of Health, Ministry of Social Welfare, Ministry of Agriculture, etc.

Session Seven: Presentation on Mobile Kindy implementation, Fiji World Forum 2014 conference report- Analesi Tuicaumia, The Little Ones Learning Centre

The World Forum for Early Care and Education (www.worldforumfoundation.org) was held in Puerto Rico in May 6-9, 2014 where ECE professionals from 81 countries convened. At the 2014 World Forum on Early Care and Education in Puerto Rico, Dr. Pia Britto, UNICEF ECD Chief Advisor, (United States) urged participants to sign a petition to put early childhood at the heart of the UN’s Post-2015 Development Framework; over 10,000 signatures were collected. The 25th anniversary of the Conventions on the Rights of the Child was also celebrated. Participants were also informed about WoFoNet, a forum for information sharing. (http://www.worldforumfoundation.org/wofonet/).
Ms. Tuicaumia also shared her experience as part of World Forum’s Global Leaders for Young Children project when, in 2010, with the support of UNICEF Pacific and other sponsors, the ‘Kindy @ the Park’ project started and continues yearly, with a yearly demonstration kindy set up during Fiji’s Hibiscus Festival. The project expanded to include a pilot ‘Mobile Kindy’ serving disadvantaged communities, which has since expanded to new communities in 2014.


Speakers during the official launch were the PRC4ECCE Chairperson, Teimana Avitele, PIFS Social Policy Advisor, Filipe Jitoko, UNICEF Pacific Representative-Karen Allen, and UNICEF EAPRO Chemba Raghavan.

Ms. Avitele acknowledged the support of UNICEF Pacific in the development of the PRC4ECCE and the processes involved in the development of the guidelines. She also thanked the input of the country representatives. Ms. Allen reiterated that the guidelines was not a prescriptive document but rather a framework of more than two years of drawing experiences from the Pacific Island countries. She also emphasized the need to strengthen multi sectoral collaboration in order to champion ECCE.

Mr. Jitoko congratulated the PRC4ECCE for the milestone achieved and he reiterated that in his advisory capacity, he was to ensure that the work of the council is put on regional meetings. He also added that the development of the guidelines was a consultative process and is a real Pacific initiative, which was endorsed by FEdMM. The guidelines can be nationalized at individual country levels and can be a good leverage in terms of developing enabling environments and a means of soliciting resources. It is also
a good instrument to use to strengthen ECE at national levels. Ms. Raghavan of UNICEF EAPRO, stated that as ECE people, participants were in a unique position for contact and influence-interacting with parents, caregivers, grandparents, youth and the community as a whole. She also noted that PRC4ECCE has been noted as a field of innovation and has been seen as a multi-sectoral approach-south south cooperation.

Session Nine: Moving Forward

The session began with a presentation on **PRC4ECCE Communications Strategy: Key messaging for government advocacy** by the Communications Specialist of UNICEF Pacific, Ms. Donna Hoerder. A key message was that in communication, one must consider the communication spaces, medium and forms of communication in order to get the message across to the different audiences.

Participants were divided into groups and asked to think about a wider PRC4ECCE communications strategy exercise. Findings from the different group exercises are tabulated below:

**Melanesian Group**

<table>
<thead>
<tr>
<th>Review/Situation Analysis</th>
<th>Key Message - Invest in ECE Holistically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>N/A</td>
</tr>
<tr>
<td>Audience</td>
<td>Policy makers/decision makers/parliamentarians. Lobbying has to be done at all different levels to target the right people to mainstream ECE into the education system</td>
</tr>
<tr>
<td>Message</td>
<td>Short time to target leaders on the importance of ECCE so highlight the ROI of ECE</td>
</tr>
<tr>
<td>Products/Channels</td>
<td>How to disseminate message-regional conference (PRC4ECCE), videos, advocacy &amp; evidence-based materials (from grass root level), target parents &amp; communities, mapping of key actors in all political sectors, target key policy makers-include ECE in policy, proposal papers</td>
</tr>
<tr>
<td>Resources</td>
<td>Meeting</td>
</tr>
<tr>
<td>Timing</td>
<td>Short time</td>
</tr>
<tr>
<td>Brand</td>
<td>Key messages-advocacy video on ECCE for the region</td>
</tr>
</tbody>
</table>

**Polynesian Group**

<table>
<thead>
<tr>
<th>Review/Situation Analysis</th>
<th>Importance of ECE to parents stating that play is an investment in your child’s future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>-Raise parental awareness on the importance of play</td>
</tr>
<tr>
<td>Audience</td>
<td>-Parents</td>
</tr>
<tr>
<td>Message</td>
<td>Not provided</td>
</tr>
<tr>
<td>Products/Channels</td>
<td>-Radio, TV, talk back, billboards, churches, village leaders, brochures, social media, letters using Universal Children’s Day Impact-children’s attendance at ECE center, <em>talanoa</em> sessions, visual evidence (before 7 after shots)</td>
</tr>
<tr>
<td>Resources</td>
<td>1 million</td>
</tr>
<tr>
<td>Timing</td>
<td>6 months of intense campaign-radio, TV program-every day except for Sunday, newspaper-social media posts for young parents n(ongoing-does not stop at the end of the 6 months)</td>
</tr>
<tr>
<td>Brand</td>
<td>Key messages-advocacy video on ECCE for the region</td>
</tr>
</tbody>
</table>
Micronesian Group

| Review/Situation Analysis | -Lack of Government subsidy  
|                           | -Some form of teacher training provided at Teachers College |
| Objectives                | -Target government to provide more support & investment in ECE |
| Audience                  | -At all levels e.g. political, community leaders, administrative/faith-based, parents, etc. |
| Message                   | -Investing in ECCD/ECCE-economic benefits, increasing economic growth, social injustice, human resource, health benefits |
| Products/Channels         | -Radio  
|                           | -FB  
|                           | -Outreach programmes (community awareness)  
|                           | -Religious bodies  
|                           | -Networking |
| Resources                 | -Development partners  
|                           | -Donor support  
|                           | -Fundraising-income generating activities (handicraft selling) |
| Timing                    | -Mid-term and annual review/Long term and short term projects |
| Brand                     | -MoE-ECCE  
|                           | -Justice  
|                           | -Other ministries |

ECCE focal points were reminded to be aware of the internal structure that exists and the decision-making policies/mechanisms. They were to use channels effectively to voice ECCE concerns. Other government channels were also available where policies are decided upon so country representatives were to do own networking outside own ministries.

Action plans that resulted from this session were:

- Development of a PRC4ECCE communications strategy
- Develop PRC4ECCE ECCE advocacy video for the region
- Develop a ECCE best-practice profile-a Pacific collection

The session went on to discuss Measuring Progress of PRC4ECCE by deliberating on the PRC4ECCE goals, mission, vision, and draft log frame. Further to this would be the development of the annual budgeted work plan and implementation of activities. There was also discussion on what should be the ECE agenda for FEdMM. The question posed to the participants was ‘What is our added value as PRC4ECCE that PICs cannot do on their own?’

Action plans that resulted from this session which members were requested to actively participate in were:

- Three technical working groups (TWG) formed: FEdMM Planning; Actions Plans; Communications & Website
- Before ministers meeting, PRC4ECCE will meet again to discuss and finalize issues. Dates to be confirmed.
Conclusion

The PRC4ECCE full council meeting was successful in that it proposed to undertake the following concrete actions:

- Membership issues were addressed by the Executive Board
- Log Frame to be completed and finalized
- The timeline of the PRC4ECCE log frame is to the end of 2017
- Development of a PRC4ECCE communications strategy
- Development of a PRC4ECCE ECCE advocacy video for the region
- Support a best-practice collection across the Pacific
- Formation of three technical working groups (TWG) to work on the following:
  - FEdMM Planning
  - Actions Plans
  - Communications & Website
- PRC4ECCE will meet again before ministers meeting to discuss and finalize issues
### Appendix 1: Participants List

#### EXECUTIVE BOARD MEETING 22nd - 23rd September, 2014

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Ministry/NGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teimana Avanitele</td>
<td>ECCE Education Officer, Ministry of Education, Youth &amp; Sports, Tuvalu</td>
</tr>
<tr>
<td>2</td>
<td>Upokoina Tamarua</td>
<td>ECCE Advisor, Ministry of Education, Cook Islands</td>
</tr>
<tr>
<td>3</td>
<td>Bernadine Haamori</td>
<td>Director of ECCE, Ministry of Education &amp; Human Resource Development, Solomon Islands</td>
</tr>
<tr>
<td>4</td>
<td>Jennifer James</td>
<td>Director of ECCE, Ministry of Education &amp; Human Resource Development, Vanuatu</td>
</tr>
<tr>
<td>5</td>
<td>Soana Kitiona</td>
<td>Ministry of Education, Tonga</td>
</tr>
<tr>
<td>6</td>
<td>Edite Hill</td>
<td>National President, OMEP New Zealand</td>
</tr>
<tr>
<td>7</td>
<td>Filipe Jitoko</td>
<td>Social Policy Advisor, Pacific Islands Forum Secretariat</td>
</tr>
<tr>
<td>8</td>
<td>Ufemia Camaitoga</td>
<td>ECCE Consultant</td>
</tr>
<tr>
<td>9</td>
<td>Sangeeta Jattan</td>
<td>Fiji National University</td>
</tr>
<tr>
<td>10</td>
<td>Junko Umayahamara</td>
<td>ARNEC</td>
</tr>
<tr>
<td>11</td>
<td>Rasika Sridhar Sethi</td>
<td>Education Specialist, UNICEF Tuvalu</td>
</tr>
<tr>
<td>12</td>
<td>Chemba Raghavan</td>
<td>UNICEF EAPRO</td>
</tr>
<tr>
<td>13</td>
<td>Barbara Ratabacaca</td>
<td>Rapporteur</td>
</tr>
<tr>
<td>14</td>
<td>Niki Abrishamian</td>
<td>Chief of Education, UNICEF Pacific</td>
</tr>
<tr>
<td>15</td>
<td>Wendy Rich-Orloff</td>
<td>ECD Specialist, UNICEF Pacific</td>
</tr>
<tr>
<td>16</td>
<td>Venina Ratulevu</td>
<td>Program Assistant, Education Program, UNICEF Pacific</td>
</tr>
</tbody>
</table>

#### FULL COUNCIL MEETING (same as above & including the names below)

<table>
<thead>
<tr>
<th>No.</th>
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<tr>
<td>17</td>
<td>Karabi Bate</td>
<td>UNICEF Consultant, Kiribati</td>
</tr>
<tr>
<td>18</td>
<td>O'Love Hekesi</td>
<td>Ministry of Education, Niue</td>
</tr>
<tr>
<td>19</td>
<td>Abel Likaveke</td>
<td>Education Officer, UNICEF Solomon Islands</td>
</tr>
<tr>
<td>20</td>
<td>Christina Lulu Karae</td>
<td>Education Specialist, UNICEF Vanuatu</td>
</tr>
<tr>
<td>21</td>
<td>Sharon Kam</td>
<td>Ministry of Education, Nauru</td>
</tr>
<tr>
<td>22</td>
<td>Iosefo Volau</td>
<td>Education Officer, UNICEF Pacific</td>
</tr>
<tr>
<td>23</td>
<td>Simon Molendijk</td>
<td>Education Specialist, UNICEF Pacific</td>
</tr>
<tr>
<td>24</td>
<td>Leias Kaltovei</td>
<td>Ministry of Justice, Vanuatu</td>
</tr>
<tr>
<td>25</td>
<td>Mario Abello</td>
<td>Ministry of Education, Federated States of Micrones</td>
</tr>
<tr>
<td>26</td>
<td>Kelesi Whippy</td>
<td>University of the South Pacific</td>
</tr>
<tr>
<td>27</td>
<td>Torika Taoi</td>
<td>Secretariat of the Pacific Board for Educational Qualifications</td>
</tr>
<tr>
<td>28</td>
<td>Jokapeci Kurabui</td>
<td>Ministry of Education, Fiji</td>
</tr>
<tr>
<td>29</td>
<td>Eric Scott Siegel</td>
<td>WASH Program, UNICEF Pacific</td>
</tr>
<tr>
<td>30</td>
<td>Mami Umayahamara</td>
<td>UNESCO, Bangkok</td>
</tr>
<tr>
<td>31</td>
<td>Silke Friendsorf</td>
<td>ARNEC</td>
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<tr>
<td>32</td>
<td>Utumoa Seupule</td>
<td>Ministry of Education, Samoa</td>
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<tr>
<td>33</td>
<td>Karen Allen</td>
<td>UNICEF PACIFIC Representative</td>
</tr>
<tr>
<td>34</td>
<td>Binh Than Vu</td>
<td>World Bank</td>
</tr>
<tr>
<td>35</td>
<td>Ruth Kuilamu</td>
<td>Save the Children, Fiji</td>
</tr>
<tr>
<td>36</td>
<td>Analesi Tuicaumia</td>
<td>Director, Little Ones Learning Centre</td>
</tr>
</tbody>
</table>
Appendix 2: Power Point presentations

ECD and Post-2015: Update and Implications for the Pacific

Why ECD: The Economic Case, High Returns from Early Investments

Why ECD: Arguments from Brain Science

Why ECD: Equity! Children from wealthier families participate more in ECCE programmes

Few poor 4-year olds receive Pre-primary education: Percentage of children aged 36 to 59 months who attended some form of organized early childhood education programme, by wealth, selected countries, 2005–2012

Why ECD: Because Development is about Multiple Domains
Why ECD: Learning Outcomes are better: ECCE Experience and Survival Rate to Last Grade of Primary Education

Global and Regional Trends: GER increasing

Access still a challenge for children in lower income groups

Progress

- Steady increase in the number and quality of national ECD policies/policy frameworks, many with increased inter-sectoral coordination efforts and mechanisms
- Some progress in increasing access to ECCD services for vulnerable and disadvantaged children
- Greater understanding about the definition and need for more holistic ECCD
- The development of comprehensive standards, regulations and guidelines, and training and capacity building linked to ECCD programmes
- A greater concern for the “quality imperative” – defining quality more precisely and analysing caregiver-child ratios and interactions, parenting and community involvement, curriculum and teaching/learning approaches, coordination among multiple actors, monitoring and evaluations, etc.

Challenges

- The need for common understanding of the fundamental principles of ECCD
- The lack of adequate training, certification and incentives for practitioners
- The lack of adequate attention to marginalised/disadvantaged groups (those in remote areas, minority and indigenous communities, children with disabilities and living in extreme poverty, children in conflicts and disaster situations, etc.)
- Weak coordination mechanisms between sectors (esp. for services for children aged 0-3 years)
- The lack of focus on holistic ECCD in support programmes for parents and other caregivers
- Negligible public funding for ECCD, financial constraints on families, and the sound funding and financial planning mechanisms for effective programmes in terms of specific delivery models, proposed outcomes and targets, and the resource available and needed to achieve these
- The lack of clear standardized outcome indicators and measures and relevant assessment tools and mechanisms, especially beyond education to include issues such as physical health and motor development, social and emotional development, moral and spiritual development, creativity and problem solving skills, and language development
- Inadequate monitoring and evaluation of ECCD policies and programmes based on clear definitions and standards, indicators and measures needed for ‘quality’ programming.

Challenges

- Poor governance and the lack of stakeholder participation leading to fragmented planning and implementation of programmes
- The rapid expansion of private ECCD services with inadequate regulation and supervision
- The lack of relevant and accurate data especially in regard to vulnerable groups, or if available, the lack of harmony among data from different sectors and agencies
- The lack of systemic linkage between ECCD/pre-primary education and the primary school curriculum and teaching methods, especially child-friendly environments in the early years, and integrated curriculum framework and teacher training for pre-pr眉毛 and early grades, and the use of mother tongue for initial literacy
- The lack of preparedness for ECCD provision in situations of emergencies, disasters and conflicts
Post 2015: What’s Happening?

Background

- With the Millennium Development Goals (MDG) coming to an end in 2015, a new framework for global development is now being put in place.
- A new set of goals and targets has been formulated by the Open Working Group (OWG) and the Sustainable Development Goals (SDGs) have been proposed, which build on the progress of the MDGs and also address the shortcomings.
- The OWG was established following the 2012 United Nations Conference on Sustainable Development, commonly known as Rio+20, consisting of 70 member states sharing 80 seats.
- The OWG has been working over the past 18 months to develop a set of SDGs for consideration by the UN General Assembly, and in July 2014, the OWG finalized its report.

What’s Different?

- Never before has there been an articulation of all aspects of sustainable development – the social, the economic and the environmental – together in one place.
- Several areas where the MDGs were silent – including reducing inequality, ending violence against children and combating child poverty – are now recognized and addressed.
- Right from the introductory text, children and youth and future generations are referenced as central to sustainable development.

Proposed Goals

- **Proposed goal 1**: End poverty in all its forms everywhere
- **Proposed goal 2**: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
- **Proposed goal 3**: Ensure healthy lives and promote well-being for all at all ages
- **Proposed goal 4**: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all
- **Proposed goal 5**: Achieve gender equality and empower all women and girls
- **Proposed goal 6**: Ensure availability and sustainable management of water and sanitation for all

Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

- Proposed OWG targets of crucial importance to children:
  - by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
  - 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
  - by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Targets Continued

- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
- By 2030, ensure that all youth and at least 30% of adults, both men and women, achieve literacy and numeracy
- By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of cultural contributions to sustainable development
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- By 2030, increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS
Asia-Pacific Regional Education Conference
6-8 August, 2014, Bangkok Thailand

Reviving Muscat Agreement and Open Working Group on Basic Education Targets

ECCE/Pre-primary education

- Target 1: By 2030, at least 80% of children are ready for primary school through participation in early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.

Thoughts from Bangkok!

Some Inputs from the Discussion on ECCE

No magic.
ECCE should be regarded more comprehensively in a more holistic manner. Put more emphasis on equity and quality.

School readiness should be looked at not only from its cognitive side but also from health, socio-emotional, linguistic development as we need to put the attention to the child’s psychosocial and developmentally appropriate school readiness.
ECCE should not be regarded as an extension of primary education. It should be something that precedes primary education.

All children’s access (not just ECE) to ECCE should be targeted. ECCE should have distributive targets, the goal of access to ECCE should be spread across all income, gender, language, trading, etc. should be targeted to be reduced all to be monitored.

Recent Inputs and Reminders from Bangkok

- Support and training of practitioners is necessary to achieve quality ECCE. Particularly, in-service training of care givers and teachers is necessary. ECE teachers should have qualifications, revalidation, status, etc. as PE teachers.
- Mechanisms to support families are also critical as prior years of children before ECE are even more important for child development. We need to see what happens in home and communities not only focusing on the supply side of ECCE.
- “At least one year of free and compulsory” is misleading as some countries in our region are pursuing more than one year ECCE and one year is never enough. It needs to change from “At least one year to “One to three years” “Four is enough but should not be compulsory” It should be compulsory not for parents but for states to provide ECCE.
- ECCE should be looked at across other SDG targets (not only from education but also from nutrition, healthcare, women participation in labour market, etc.)

Fishbowl Format for Discussion

Food for Thought

- What is the implication of this target for the Pacific?
- What challenges do we foresee?
- What gaps do we see in this target?
- In accordance with our Regional Guidelines, how can we move this target forward?
Discussion!

- WASH in Schools Approach
  - Purpose
  - Practicing WASH in schools
  - Location/Design
  - Getting children to participate

- ECCE in the Pacific
  - WASH challenges that educators face in the Pacific

- Infrastructure solutions: Plans A, B, C...
  - Let’s talk Plans D, E, F
    - School-wide systems
    - Self-contained systems

WASH in Schools Approach

WIS...Purpose, Scope and Concept

WIS works toward:
- Fulfilling children’s rights to health education and participation
  - WIS has been widely recognized for its significant contributions to achieving the MDGs
    - Particularly those related to providing access to primary education, reducing primary mortality, improving water and sanitation, and promoting gender equality.

WIS supports:
- National and local interventions to establish equitable, sustainable access to safe water and basic sanitation services

WIS aims to:
- Improve the health and learning performance of school-aged children and, by extension, that of their families—by reducing the incidence of WASH-related diseases.

[UNICEF, 2012]
WIS...Purpose, Scope and Concept

**WIS and ECCE**
- WIS focuses on:
  - Life skills
  - The mobilization of parents, communities, governments and institutions to work together to improve WASH conditions
- Regardless of the cultural context and environmental social reality, any WIS intervention should include:
  - Sustainable, safe water supply points
  - Hand-washing stands and sanitation facilities
  - Fully integrated life skills education, focusing on key hygiene behaviors
  - Outreach to families and the wider community.

**Programming**
- Efficient and effective WIS programs will lead to students who:
  - Are healthier
  - Perform better in school
  - Positively influence hygiene practices among family members
  - Are in the water community
  - Consciously decide to observe, communicate, cooperate, listen and carry out decisions about hygienic conditions and practices for themselves
  - Learn about menstrual hygiene and physical and emotional changes during puberty
  - Practice gender-neutral division of hygiene-related tasks

**WIS Practice**
- Accessible, gender-appropriate toilets
- Hand-washing facilities
- Access to potable drinking water
- Solid waste management with proper boundaries
- "Pathway to healthier schools!"

**WIS Practice**

- **Sustainability**
  - Development of political interest and commitment
  - Cooperation between ministries
  - A national education policy on WIS
  - National policies in related sectors
  - Allocation of sufficient financial and human resources

**Discussion Topic:** WIS policies in your country

**WIS Practice**

Implementation guidelines for WIS
- Each school should work to develop adequate knowledge, attitudes and skills in hygiene through a skills-based hygiene education and child participation.
- Schools should actively engage parents and the community in WASH in Schools interventions.
- Engaging families and communities ensures that children apply their knowledge at home.
- Governments and development partners should utilize a planning process and management model to address important issues such as long-term stability and scope for scale.
- Development partners should work to create political ownership that generates a demand-responsive approach.

**Location/Design**
- **Two priorities for constructing water points, toilets, urinals, school compound fencing and hand-washing areas:**
  1. Children have the opportunity to learn in a safe and healthy environment
  2. Have the opportunity to practice the appropriate hygiene habits being taught in school
- **Factors that affect the technical design choices**
  - Financial resources
  - Physical condition
  - Socioeconomic circumstances

Photo: Rotary Pacific Water for Life Foundation, 2012

Photo: Rotary Pacific Water for Life Foundation, 2012

[Image: rotary_pacific_water_for_life_foundation_2012.png]

[Image: rotary_pacific_water_for_life_foundation_2012.png]
**Location/Design**

WASH facilities should encourage hygienic health behavior. Hygienic behavior such as:
- Using a toilet
- Washing hands and collecting water
- Facilities in close proximity to schools

If the activity is difficult, complex, or time-consuming, children will skip some necessary actions, creating potential health risks. Therefore, facilities must be:
- Close to schools
- Have sufficient capacity, with enough toilets and sinks for the number of students
- Inconspicuous and simple to use
- Have water and soap available at all times for hand-washing

*(Image: Oxfam in the Republic of the Fiji Islands, 2009)*

**Location/Design**

WASH facilities are potential extensions of the learning environment.

Children can be stimulated by their surroundings in various ways. The categories of development are:
- Environmental
- Social
- Creative
- Physiological

*(Image: Rotary/Tepic Water for Life Foundation, 2013)*

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**Location/Design**

- Example guidelines

  **EAST PRIMARY SCHOOL: 5-7 YEARS**

  Facilities should be clean, use light colors, and have sufficient natural light and ventilation. Hygienic facilities can be used to instill in children the desire to maintain the link between education and health. Facilities should be designed so that a teacher or older student can stand next to the student to teach proper hand-washing techniques. Students can wash their hands with soap if they can do so either on their own or with minor assistance. There is no street need for privacy inside the toilet block; children like to observe others and model their behavior.

  **MIDDLE AND LATE PRIMARY SCHOOL: 8-11 YEARS**

  Schools should provide a clear and practical set of facilities with an age-appropriate relationship between hygiene and privacy. Facilities must be designed so that they provide dignity and privacy for students. There should be separate facilities for boys and girls, and facilities for students with special needs. There should be separate facilities for boys and girls, and facilities for students with special needs.

  **LATE PRIMARY AND SECONDARY SCHOOL: 12-19 YEARS**

  Schools must ensure sufficient privacy for boys and girls, including inside facilities. Facilities for girls must have provisions for menstrual hygiene.

*(Image: United Nations Children's Fund)*

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**Child Participation and Hygiene Education**

- Child Participation
  - Precondition for WASH success

- Developing appropriate hygiene behavior in order to:
  - Learn and adapt new concepts and skills quicker
  - Acquire useful knowledge from participating in environmental activities.
  - Are a source of creativity, energy, initiative, dynamism and social renewal.
  - Contribute meaningfully to environmental restoration and protection in their communities.
  - Are forceful advocates who carry healthy lifestyle messages home to their community.

*(Image: United Nations Children's Fund)*

---

**Child Participation and Hygiene Education**

- Participatory teaching methods
  - Special youth hygiene clubs

*(Image: United Nations Children's Fund)*
Challenges for WASH in the Pacific

- WASH in Schools facilities in Fiji, Solomon Islands and Kiribati
- Community and Private Ownership
- Monitoring access by Government and adequate support/budget
- Ongoing issues on operation and maintenance and sustainability
- Curriculum development with MoE/MoH
- Hygiene behaviour campaigns
- Minimum standards for WASH in Schools

WASH Infrastructure solutions

- School wide system
  - Central tank
  - Water is pumped and stored for future use
  - Supplemented by collected rainwater
- Self-contained system
  - Small, elevated container
  - Ideal for classrooms/shared classrooms
  - Ex. Tippy tap

WASH Infrastructure solutions

Common Principles

- To make an effective technology that will allow the water to be collected, treated and stored so that it can be used.
- To include a component that allows the water to be collected, treated and stored so that it can be used.
- To be easy to use and to be able to maintain and manage the system.
- To be culturally acceptable and to fit into the local environment.

Photo: WaterAid Pacific, Self-Contained System (GIZ GmbH, 2013)

When using any treatment system, be sure to check that the water is safe to use. This is a good practice, which ensures that the water is safe for use. If you are unsure, it is recommended to consult a qualified professional or the health authority.
WASH Infrastructure solutions

- **Basins**: The water flows from the channel into a basin which is formed below the channel. Water is collected in these basins for storage and collection. The water is then distributed through pipes to the users.
- **Piping**: The pipes are made of plastic or metal and are connected to the storage tanks. They carry the water to the users.
- **Draining**: The water is drained through the drainage system to prevent waterlogging and ensure proper water flow.

**References**


DISCUSSION

For more information, please contact:

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Water Sanitation and Hygiene

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June 2014

Cover photo © UNICEF PACIFIC/Robert Overmars
The strength of regional networks

- **Strength**: it’s a unique network for ECD in the Asia-Pacific Region, diverse, multi-sectoral, source of knowledge learning and gathering for other stakeholders concerned with ECD
- **Weakness**: language barriers for example with East Asia, Central Asia Mother tongue; lack of information or rather points of contact/outreach to Pacific and Central Asia
- How has and will ARNEC overcome these issues? Formed partnerships counterparts in the region, CRN (Japanese network with English translation), representation at ISSA and Pacific Council (PRCaEECCE), diverse Country Coordinators (30 out of 47)

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New Learning Webportal for ECD

**How do I become a member?**

Country profiles for 47 Countries are being refined (focus on Voices, Policies and Noteworthy Practices)

http://community.arnec.net/beta/

---

New Learning Webportal for ECD

**Where can I find presentations from past conferences?**

---

PRCAECCF Full Council Meeting Report 24-26 Sept 2014
New Learning Webportal for ECD
How do I browse through ECD resources?

New Learning Webportal for ECD
Country pages with focus on Voices on ECD (children, policymakers, celebrities)
Policies
Noteworthy Practices

What would YOU like to see on your Country page?

VINAKA!!
silke.f@arnec.net
Linked Accelerated Progress on the Health and Nutrition - Related MDGs.... to improvements in early child development

What the Lancet ECD Papers tell us?

- 200 Million Children under 5, cannot develop their full potential -
  - Poor health and nutrition
  - Poor stimulation-learning opportunities
  - Poverty is an underlying cause.
- There are working examples:
  - Parenting Programs
  - Community-based ECD centers
  - Child to child
  - Child Friendly School

Agreement on Evidence-Based Interventions

% deaths preventable with single prevention intervention
- Bednets: 12%
- Breastfeeding: 9%
- Complementary feeding: 7%
- PMTCT: 6%
- HiB vaccine: 4%
- Clean delivery: 4%
- Vitamin A: 3%
- WaterSan: 3%

% deaths preventable with single treatment intervention
- Oral rehydration: 14%
- Antimalarials: 3%
- Antibiotics: 6% (pneumonia)
- Zinc: 4%
- Antibiotics: 4% (sepsis)
- Antibiotics: 3% (dysentery)
- Newborn resuscitation: 3%
- Vitamin A: 0.5%

Core Child Survival Indicators

- Child mortality
  - Under-five mortality
  - Under-five mortality rate
- Nutrition
  - Vitamin A supplementation rate
- Malnutrition
  - Underweight prevalence
  - Stunting prevalence
  - Wasting prevalence
- Low birth weight
  - Low birth weight incidence
- Infections
  - Exclusive breastfeeding rate
  - Complementary feeding rate (6-23 mos.)
  - Continued breastfeeding rate (24-29 mos.)
- Maternal Health
  - Antenatal care
  - Antenatal care coverage
- Delivery care
  - Births attended by skilled health personnel
- CDI Health
  - Immunization
  - Vitamin A coverage
  - Water coverage
  - Sanitation coverage
  - Bednets
  - F7E use
  - Number of F7Es distributed
  - Antimalarial/treatment
- Pneumonia
  - Treatment for pneumonia
  - Pneumonia treatment for pneumonia
- Diarrhea
  - ORS & continued feeding for diarrhea
- Water & Sanitation
  - Population using improved water sources
  - Population using improved sanitation facilities
- NTDs
  - NTD prevalence among pregnant women 15-24
  - Maternal and child premium
  - % of children receiving ART
  - % of HIV-positive women receiving ARVs

Major nutrition interventions that can contribute to psycho- social emotional and cognitive development of the child

1. Breastfeeding:
  - 2 years with first 6 months exclusive breastfeeding.
  - Maternity leave must be at least for 6 months to allow mothers to implement exclusive breastfeeding.
  - BFHI (Baby friendly hospital initiatives) should be supported.

2. Complimentary feeding:
  - Keep physical contact with the baby while feeding
  - Healthy weaning practices
Major nutrition interventions that can contribute to psycho-social emotional and cognitive development of the child

3. Awareness raising for micro nutrients deficiency:
   - Preventing IDA (Iron deficiency anemia)
   - Salt iodization and prevention of IDD (Iodine deficiency disorders)
   - Control VAD (vitamin A deficiency) and VDD

4. Promoting healthy nutrition habits:
   - Avoid junk food
   - Encourage available traditional healthy food

The major linkages between nutrition interventions and ECD

- Healthy early development depends on nurturing and dependable relationships between mother and child.
- Interaction between mother and child through touch connection and eye contact.
- Talking while feeding can improve the social communication of the child and can accelerate the child speech.

What puts school readiness and ability to learn at risk?

- Low birthweight
- Adolescent mother
- Lack of breastfeeding
- Stunting
- Iron and iodine deficiencies
- Lack of stimulation
- Biased gender socialization
- Exposure to violence, disruption

Implementing the Household and Community Component

Making a difference

The Family: The first-line health care system

"Home care practices and community-based interventions have the greatest potential for reducing childhood deaths, yet require minimal material and other support."

Reaching families and care givers for improved care for growth and development

Iran:
- Establishing nutritional counseling services in disparity districts and rural health centers with ECD and nutrition issues raised to communities
- Establishing ICD national committee and forming TOT at the local level with participation of MOH, MOE, SWO and NGOs
- ICD manuals which developed by MOH and MOE, SWO
- Manuals on Nutrition feeding practices used in child care centers
Reaching families and care givers for improved care for growth and development

Syria:
- Healthy villages (through cluster representatives)
- Immunization Sessions, Mobile (EPI) teams
- IMCI community volunteers

Materials used:
- Breast feeding manuals and BFHI manuals
- UNICEF ECD package
- IMCI training manuals

Regional Context for ECD in Health and Nutrition

UNICEF EAP Regional Nutrition Strategy:
7 packages of Interventions

<table>
<thead>
<tr>
<th>Package</th>
<th>Possible countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Package for Maternal and Child Malnutrition</td>
<td>Cambodia, Indonesia, Timor Leste and Solomon Islands. If prevalence data is available for other countries, in those provinces/districts where child wasting &gt;10%, Indonesia, Laos, PNG, Solomon Islands, Marshall Islands &amp; Nauru: 10% of women aged 20-24 reporting giving birth before the age of 18.</td>
</tr>
<tr>
<td>Package for Maternal and Child Malnutrition</td>
<td>Mongolia and Indonesia: child overweight &gt;10%, Mongolia, China, Fiji, Kiribati, Malaysia, Nauru, Solomon Islands, Thailand, Tuvalu, and Vanuatu: women’s overweight &gt;10%, Indonesia, Laos, PNG, Solomon Islands, Marshall Islands &amp; Nauru: 10% of women aged 20-24 reporting giving birth before the age of 18.</td>
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<tr>
<td>Package for Maternal Overweight and Obesity</td>
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</tr>
</tbody>
</table>

Possible countries & suggested thresholds for supporting the proposed “specific context” packages

- Package for Maternal and Child Malnutrition
- Package for Maternal Overweight and Obesity
- Package for Nutrition in Emergencies
- Package for Food Insecurity
- Package for Water and Sanitation

Measuring results

- Annual report cards - health management information system
- DHS and other surveys
- Special reports: Malaria and Diarrhea
- Progress for Children
- Countdown

Figure 3: UNICEF’s programmatic work in nutrition
Core Package for Maternal and Child Undernutrition

**Nutrition Specific Interventions**
- Close supervision and support on breastfeeding incl. care of HIV
- Breastfeeding support in maternity/health centers
- Antenatal care, including HIV counseling and testing
- Vitamin A supplementation for improved complementary feeding
- Use of vegetable powders (VSPs) for bone fortification
- Maternal breastfeeding
- Vitamin D supplementation as part of disease treatment
- Infant feeding: addition of staff to ensure successful breastfeeding
- Counseling and support on breastfeeding

**Community-wide Interventions**
- Close supervision and support on breastfeeding
- Breastfeeding support in maternity/health centers
- Antenatal care, including HIV counseling and testing
- Vitamin A supplementation for improved complementary feeding
- Use of vegetable powders (VSPs) for bone fortification
- Maternal breastfeeding
- Vitamin D supplementation as part of disease treatment
- Infant feeding: addition of staff to ensure successful breastfeeding
- Counseling and support on breastfeeding

**Nutrition-Sensitive Interventions**
- Social transfers with nutrition counseling targeted at the nutritionally at risk
- Increased access to foods to primary and secondary education
- Maternal protection from violence
- Interventions to reduce tobacco consumption & tobacco use

---

**Infant and young child feeding**

<table>
<thead>
<tr>
<th>% of infants 0-6 months who are exclusively breastfed</th>
<th>% of infants 6-23 months who are fed appropriately (with all 3 IPCF practices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solomon Islands (2007) 40%</td>
<td>Solomon Islands (2007) 70%</td>
</tr>
<tr>
<td>Vanuatu (2013) 25%</td>
<td>Vanuatu (2013) 50%</td>
</tr>
<tr>
<td>Nauru (2007) 10%</td>
<td>Nauru (2007) 20%</td>
</tr>
<tr>
<td>Tonga (2012) 5%</td>
<td>Tonga (2012) 10%</td>
</tr>
<tr>
<td>Samoa (2009) 3%</td>
<td>Samoa (2009) 5%</td>
</tr>
<tr>
<td>Tuvalu (2007) 1%</td>
<td>Tuvalu (2007) 3%</td>
</tr>
</tbody>
</table>

---

**Malnutrition among children under five**

<table>
<thead>
<tr>
<th>stunting</th>
<th>underweight</th>
<th>wasting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonga (2012) 1%</td>
<td>Tonga (2012) 1%</td>
<td>Tonga (2012) 1%</td>
</tr>
<tr>
<td>Tuvalu (2007) 1%</td>
<td>Tuvalu (2007) 1%</td>
<td>Tuvalu (2007) 1%</td>
</tr>
</tbody>
</table>

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**Micronutrient deficiencies - Anemia**

- Increase in iron deficiency anaemia over the years (Fiji 10% increase from 1993-2004)
- Fiji, 41% to 50%

<table>
<thead>
<tr>
<th>Country</th>
<th>Anemia (WRA)</th>
<th>Anemia (US)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiji</td>
<td>41%</td>
<td>50%</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>Solomon Is</td>
<td>60%*</td>
<td>49%</td>
</tr>
<tr>
<td>Nauru</td>
<td>34%</td>
<td>51%</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>21%</td>
<td>61%</td>
</tr>
</tbody>
</table>

---

**Malnutrition**

- Stunting: reduces mental development with implications for education performance & economic productivity
- Wasting – affects growth and development
Regional Ownership

- Tenth Pacific Health Ministers Meeting-Apia, 2013
  - Healthy Islands Vision - focus on NCDs
  - Strengthening food security in the Pacific: Pacific Food Summit and beyond
  - Pacific Strategy for scaling-up action on women’s and children’s health

Challenges

- Operationalization – walking the talk
  - Health and Education programme integration – policy and strategies, interventions, resourcing
  - Community integration - with parents and caregivers – first line health care system – community partnerships, resourcing
  - Coordination mechanism
  * funds, TA, IEC etc.

Way Forward

- Improve/Develop Regional strategy for HN integration with ECD
- In-country planning and implementation of doable and easily achievable targets based on context.
World Forum for Early Care and Education
Puerto Rico 2014

Anaales Taicauma
Global Leader-Fiji

WF 2014 San Juan
Puerto Rico

- San Juan dates: May 6 – 9 2014
- Total of 841 ECE Professionals from 81 Nations convene in San Juan, Puerto Rico

ECE Professionals from 81 Nations Convene in San Juan!

MAY 6 - 9, 2014
San Juan, Puerto Rico

www.worldforumfoundation.org

Put Early Childhood at the Heart of the UN’s Post-2015 Development Framework

- Ms. Pia Britto, United States
- Global Chief Early Childhood Development, UNICEF
- At the 2014 World Forum on Early Care and Education in Puerto Rico, Pia Britto (United States) urged us all to sign the petition to put early childhood at the heart of the UN’s Post-2015 Development Framework, and we helped put the number of signers over 10,000
About the Working Group on Children’s Rights

- Celebrating the 25th Anniversary of the Conventions on the Rights of the Child
- We will seek and see multiple perspectives and multiple contexts
  - Child rights do not stand on its own but
    - Recognize the rights of:
      - Early childhood educators
      - Center Directors
      - Owners
      - Parents or Guardians
- Children are not possessions but they too have their own rights

Why Join WoFoNet?

- Develop meaningful relationships with peers in over 90 countries
- Share your stories
- Participate in global discussions on key issues
- Exchange valuable resources, ideas, and solutions
- Keep up-to-date on early childhood news and events around the world
- Learn about the latest research
- Connect your teachers and children with others in programs around the world
- Seek and share international travel advice

Pop up Sessions

- Fiji took part in Advocacy campaigns
- Effective ways to Advocate

Global Leaders

- Global Leaders for Young Children is one of the most successful projects of the World Forum Foundation.
- Since its launch in 2004, 136 emerging leaders from 54 countries have been provided training, mentoring, and inspiration through their participation in the project

Global Leaders - Project

- Launch Global Leaders new Project to mentor emerging GLs across the globe.
- Eg. Analessi > Shifa, Abu Dhabi
Global Leader Mentors

- Each new Global Leader will have the opportunity to be paired with a Global Leader “graduate” who will provide advice and support on their advocacy project and their overall Global Leader experience.

Global Leader - Challenge

- Pacific Island Nations
  - Send Global Leaders to be trained at the next World Forum
  - Pacific Regional Representative to share and raise the issues affecting our children
  - Eg. Issues on Climate change and the effects on our children
  - We need to stand together, as one voice and be recognized

Global Leaders – Fiji Project

- Kindy@the Park 2010
  - Identify the need for national advocacy work in Fiji
  - Target group were parents, EC educators, Public, government, and children 2-5 year olds
  - Showcase quality ECE programme
Identify further needs

- Identify the need of providing Early care and education in the disadvantaged community
- In 2013, we pilot the Mobile kindy at a settlement outside Sava consisting of Gilbertese descendants families
- In 2014, we expanded to 2 more sites
  - **Why Mobile kindy?**
  - To close the gap or disparity between the rich and the poor (MDGs)
  - To have access to high quality Early care and education
  - To use our centre - *The Little-ones kindy* as a benchmark (quality assurance) of the Mobile kindy service (programme, teaching, lesson, resources, etc)

- Mobile kindy video

- Thank you & acknowledgement:
  - Roger & Bonnie Neugebauer
  - Global Teachers
  - Ministry of Education-Ms Jokapeci K
  - UNICEF
  - Ms Ufemia
# Pacific Guidelines for the Development of National Quality Frameworks for Early Childhood Care and Education: Programming for Ages Three to Five

**Pacific Regional Council for Early Childhood Care and Education (PRC4ECCE)**

**Invest in Early Childhood Programme**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 – 5.00</td>
<td>Welcome</td>
<td>MC Ms. Ufemia Camaitoga</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speeches:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ms. Karen Allen, UNICEF Representative</td>
<td>Ms. Teimana Avanitele, PRC4ECCE President</td>
</tr>
<tr>
<td></td>
<td>• Mr. Filipe Jitoko, PIFS</td>
<td>Mr. Filipe Jitoko, PIFS Social Policy Advisor</td>
</tr>
<tr>
<td></td>
<td>• Ms. Chemba Raghavan, UNICEF EAPRO Education</td>
<td>Ms. Chemba Raghavan, UNICEF EAPRO Education</td>
</tr>
<tr>
<td></td>
<td><strong>Presentation of the Guidelines</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• An ECCE girl dances in with the Guidelines</td>
<td>The girl represents all the Pacific Islands ECCE children</td>
</tr>
<tr>
<td></td>
<td>• The ECCE girl presents the Guidelines to Ms. Karen Allen, UNICEF</td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td>• Pledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WE PLEDGE TO MAKE IT WORK</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blessing of the Guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refreshments</td>
<td></td>
</tr>
</tbody>
</table>
Communicating to achieve support for Early Childhood Care and Education

What is communication?
We see it all the time – one way and two way communication

Channels of comms – tv, radio, pamphlets, billboard, talk back shows, etc.

Why should we have a strategy/plan?
• The ability to communicate is essential to the success of any activity.
• Good results should be shared to show progress/achievements, show accountability, gain more funding or support etc.
• So, how do we communicate those results? How can we convert the data into knowledge? Data that isn’t shared or shared with only a few isn’t very valuable.

What does it usually look like?
The Essential Elements of a Strategy
1. Review/Plan
2. Objective
3. Audience
4. Message
5. Products/Channels
6. Resources
7. Timing
8. Brand

How will you know your Comms. plan is successful?
The Communications Feedback Loop

Activity
• Break up into groups of Polynesia, Micronesia and Melanesia
• Draft a key message, target group and how you plan to disseminate that message or undertake that activity (40 mins)
• Present group work and discuss (20 mins)

Another eg of comms plan with just a few elements

Primary Target Group
Messages
Perceived Benefits
Target Communication

Fijian
Message from the Director of Education on the Plan for all schools to implement ECCE in a phased approach to all primary schools.
All advantages to the children will have a proper learning environment.
ECCE will focus on the well-being of children and their families.
ECCE promotes a holistic approach to learning.

Market
Message from the Director of Education on the Plan for all schools to implement ECCE in a phased approach to all primary schools.
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ECCE promotes a holistic approach to learning.
The document appears to be a report or a set of instructions related to a council meeting. It contains several sections and bullet points, discussing various topics such as media, training, and community engagement. The text is structured in a formal manner, indicating a professional setting.

For a more detailed analysis, I would need to read the entire document. However, based on the visible content, it seems to be a comprehensive guide or report aimed at enhancing communication and engagement within the council or a similar organization.
## Appendix 3: Full Council Meeting Agenda 24-26 September 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday 24 September</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>8:30 – 10:00</td>
<td>Welcome; Opening Prayer; Introductions; Review Agenda; Updates:</td>
<td>President/VP, VP/Ina, Mr. Jitoko</td>
</tr>
<tr>
<td></td>
<td>Report by Executive Board; Report on ARNEC FedMM</td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>OMEP Presentation</td>
<td>Diti Hill, OMEP NZ</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Break (Grace – Cook Islands)</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:30</td>
<td>Post-2015 and ECCE in the Pacific Region, implications at country level</td>
<td>Ms. Chemba Raghavan, UNICEF EAPRO Education</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Lunch (Grace – Fiji)</td>
<td></td>
</tr>
<tr>
<td>1:30 – 3:00</td>
<td>Individual Country Presentations: Current Status of ECCE Polynesia</td>
<td>Cook Islands, Niue, Samoa, Tonga, Tuvalu</td>
</tr>
<tr>
<td></td>
<td>(15 Minutes each country)</td>
<td></td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td>Break (Grace – FSM) *Group Picture</td>
<td></td>
</tr>
<tr>
<td>3:30 – 5:00</td>
<td>ECCE and WASH Recommendations and best practices on how to incorporate WASH in preschools; both “formal” and “community based”</td>
<td>Eric Siegel, WASH Specialist Intern, UNICEF</td>
</tr>
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<td></td>
<td>End of day prayer - Nauru</td>
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<tr>
<td><strong>Thursday 25 September</strong></td>
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</tr>
<tr>
<td>8:00 - 8:30</td>
<td>Registration</td>
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<td>8:30</td>
<td>Morning Prayer – Solomon Islands</td>
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<tr>
<td>8:45 – 10:00</td>
<td>Individual Country Presentations: Current Status of ECCE Polynesia - Continued Micronesia</td>
<td>FSM, Kiribati, Palau, RMI, Nauru</td>
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<td></td>
<td>(15 Minutes each country)</td>
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<tr>
<td>10:00-10:30</td>
<td>Communications ARNEC’s new web portal Increasing Pacific representation</td>
<td>Silke Friesendorf, Communications Officer ARNEC</td>
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<tr>
<td>10:30-11:00</td>
<td>Break (Grace – Kiribati)</td>
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<td>Time</td>
<td>Session</td>
<td>Speaker/Institution</td>
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<tr>
<td>11:00-1:00</td>
<td>Exploring ECD and Health Presentation and Mapping of Linkages</td>
<td>TBD Health, UNICEF</td>
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<tr>
<td>1:00-2:00</td>
<td>Lunch (Grace – Niue)</td>
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<tr>
<td>2:00 – 3:30</td>
<td>Individual Country Presentations: Current Status of ECCE</td>
<td>Fiji Solomon Islands Vanuatu</td>
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<td>Micronesia - continued Melanesia (15 Minutes each country)</td>
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<td>3:30-4:00</td>
<td>Presentation on Mobile Kindy implementation, Fiji World Forum 2014 conference report</td>
<td>Analesi Tuicaumia, The Little Ones Learning Centre</td>
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<td>Speeches:</td>
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<td></td>
<td>Ms. Teimana Avantele, PRC4ECCE President</td>
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<td>Ms. Karen Allen, UNICEF</td>
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<td>Mr. Filipe Jitoko, PIFS</td>
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<td>Ms. Chemba Raghavan, UNICEF EAPRO Education</td>
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<td>Presentation of <em>Guidelines</em></td>
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<td>Tea</td>
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**Friday 26 September – Moving Forward**

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker/Institution</th>
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<tbody>
<tr>
<td>8:00- 8:30</td>
<td>Registration</td>
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<tr>
<td></td>
<td>Morning Prayer - Tonga</td>
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<tr>
<td>8:30 – 10:30</td>
<td>PRC4ECCE Communications Strategy Key messaging for government advocacy</td>
<td>Communications Specialist, UNICEF ECD Specialist, UNICEF</td>
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<tr>
<td>10:30-11:00</td>
<td>Break (Grace – Palau)</td>
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<td>11:00-12:00</td>
<td>PRC4ECCE Business</td>
<td>ECD Specialist, UNICEF</td>
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<td></td>
<td>• Pacific input into research</td>
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<td>• Collection of country specific resources for regional network sharing</td>
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<tr>
<td>12:00-1:00</td>
<td>AOB</td>
<td>ECD Specialist, UNICEF</td>
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<tr>
<td>1:00-1:30</td>
<td>End of Day Prayer</td>
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<td>*Close of Council</td>
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<td></td>
<td>Lunch (Grace – RMI)</td>
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