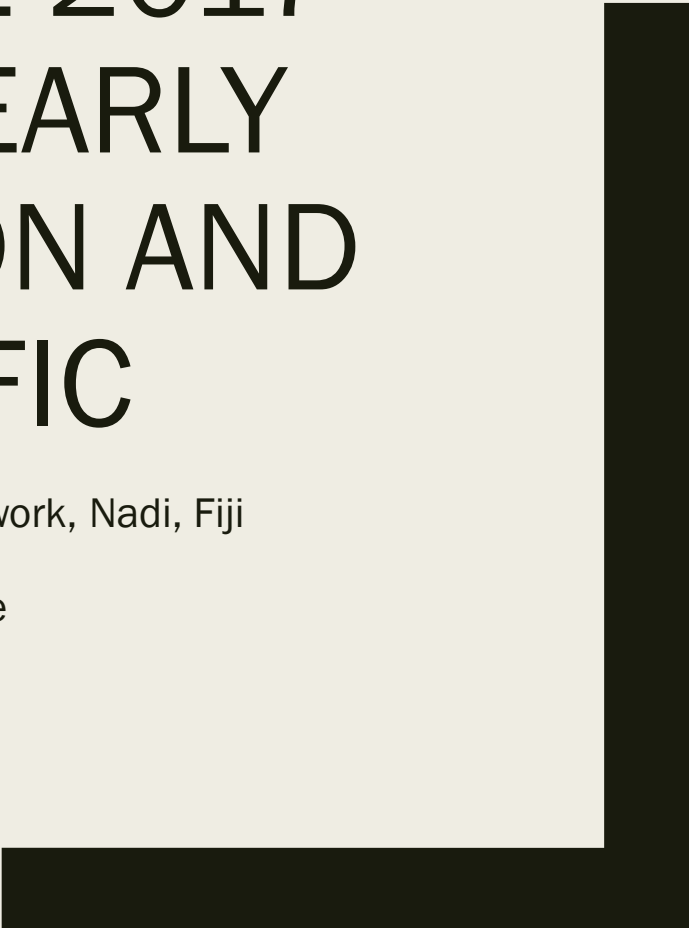


VIGNETTES FROM THE 2017 STATUS REPORT ON EARLY CHILDHOOD EDUCATION AND CARE IN THE PACIFIC

Sub-regional Workshop on ECCE Teacher Competency Framework, Nadi, Fiji
20 -22 November 2018
Presented by UNICEF Pacific Multi-Country Office



Current realities about ECCE in the Pacific

- Wide discrepancies in the quality of the ECCE subsector in the Pacific region
- A robust multi-sectoral network for service delivery is yet to be seen in any of the PICs
- Most face serious difficulties recruiting and maintaining a high-caliber workforce

Pacific Guidelines for the Development of National Quality Frameworks for ECCE

1. Policy, Legislation and Governance
2. Human Resources
3. Curriculum, child assessment and environment
4. Performance monitoring and Assessment
5. Family and Community partnerships

Policy, Legislation and Governance

Country	Education Act Includes ECCE	National ECCE Policy	National ECCE	Early Learning & Development Standards	Quality Service Standards for ECCE Centres
Cook Islands	√	√	√	√	√*
Fiji	√	√	√	In progress	In progress
FSM	√	√	√	√	√
Kiribati	√**	√	√	√	√**
Nauru	√	√	√	x	√
Niue	√	√	√	√	√
Palau	√	x	√	√	√***
RMI	√	x	√	x	Unknown
Samoa	√	√	√	x	√
Solomon Islands	√	√	In progress	In progress	√
Tonga	√	√	√	x	x
Tuvalu	X	√	In progress	√	√
Vanuatu	√	√	√	√	In progress

Table 2: ECCE-related legislation and policies in PICs.

*Minimum infrastructure and equipment standards contained in 2013 ECCE policy

**ECCE is not in Education Act but a separate ECCE bill has just passed into law; Minimum standards are incorporated in the ECCE Act and is expected to be revised and improved over time

Policy, Legislation and Governance

- Governance & Coordination - lack of capacity to enforce laws and regulations pertaining to the enabling environment for ECCE.
- Financing - Challenges are inadequate government funding for the subsector and implementation plans that are costed to guide government budgeting processes.

Human Resources

- Delivery of quality ECCE services by suitably trained staff
- ECCE personnel - supported through the provision of training, certification, remuneration, and ongoing professional development
- ECCE systems must ensure that ECCE professionals are qualified and have suitable competencies to perform their responsibilities and that incentives are in place to attract and maintain professionals who excel in the field.
- Challenges include – specialized training for ECCE teachers in remote areas is a major challenge, too few opportunities for regular professional development, remuneration levels for ECCE personnel are severely inadequate and discrepancies in wages between ECCE & primary school teachers demotivate personnel.

2017 Update of minimum requirements for ECCE teachers

Country	Minimum requirements for ECCE teachers
Cook Islands	Certificate in ECCE; must be actively working towards their degree; must have current teacher's registration
Fiji	Certificate in teaching from a recognized institution; must be registered
FSM	Must meet minimum requirements for teaching, including passing a national teacher minimum competency test
Kiribati	Approved certificate from accredited institution or recognised church and local community teacher training, or at least 3 years of teaching experience; certificate on first aid training
Nauru	Diploma or degree in primary teaching and/or degree in early childhood
Niue	Certificate in teaching and Certificate in Teacher Aiding from recognised institution
Palau	Head Start programme requirements
RMI	Associate level post-secondary degree
Samoa	Certificate in ECCE Teacher Training; Certificate III from Australia Pacific Technical College
Solomon Islands	Technical, vocational or specialist training from recognized institution
Tonga	Foundational certificate in ECE
Tuvalu	Must have reached Year 13 and possess certificate from University of South Pacific
Vanuatu	Completed field-based training in ECCE and Certificate III from University of South Pacific or Australia Pacific Technical College

Table 5: Minimum requirements for ECCE teachers

Current reality for most Pacific Island countries

- Ministries and Departments of education provide insufficient training opportunities for ECCE facilities management committees - are these centers & settings being managed effectively?
- No incentives to attract well-qualified and competent ECCE teachers – continued perception of early learning and care being the responsibility of parents and caregivers – the role of ECCE teachers seen as an extension of care giving and not as trained professionals
- Family and community partnerships – unique to the Pacific -current quality of ECCE hinges on the strength of these partnerships - how can this further develop within the context of raising teacher competency?

Who is writing the future?

- **The ECCE Landscape:** National/State/Environment/Context (e.g. socio-economic, political, cultural, spiritual landscape)
- **The ECCE Landscape:** National Policy Governance (e.g. national laws, teaching frameworks and standards, qualification standards, professional ethical standards)
- **The ECCE Landscape:** Supporting Resources (e.g. public and private funding for ECCE programmes, activities, infrastructure)