

Community Education Committee Manual



Vuli Taumada Shishak Project



Save the Children
Fiji



NEW ZEALAND
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Aid Programme



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New Zealand

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Originally produced in 2014 by Ufemia Camaitoga

Reviewed in 2015 by Save the Children Fiji

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We would like to thank everyone that has been involved in this evidence-based process for their technical advice, analysis and expertise that really ensures the validity of these materials at community level.

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**We deliver
immediate and
lasting change
in the lives of
children in Fiji.**



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FOREWORD

The experiences of children in their early years shape their thinking, capacity to learn and socialise, and their response to daily challenges and stresses. It sets the foundation for lifelong learning, behaviour and health habits. This Vuli Taumada Shishak Educational Toolkit is a complimentary resource that is designed to empower teachers, parents, communities and children to raise the standards of safety, health, nutrition, healthy discipline and childhood education for young children living in underserved communities.

This toolkit is made up of an overarching teacher's guideline, *Safe and Healthy Start, Grow Smart* that is supported by manuals and innovative educational resources that compliments the national curriculum for Early Childhood Education the *Na Noda Mataniciva (NNM)*, but addresses indicators and outcomes that are indispensable for the holistic development in young children. These manuals and guideline are the result of a culmination of activities in the Vuli Taumada Shishak (VTS) project, which focuses on enhancing the quality of early childhood education programs in community-managed centres.

The guidelines and manual outline early childhood development and its implications for teachers, parents, communities and children whilst outlining success stories and challenges that many communities are able to achieve success from in regards to Early Childhood Education. This toolkit takes a rights-based approach to supporting young children's educational outcome no matter their living situation or community whilst drawing on the Fiji Islands National Curriculum Frameworks and Global Perspectives of the Child.

Save the Children Fiji would like to acknowledge the contribution and participation of all stakeholders, including the Ministries of Education and Health and communities that have been integral in making this toolkit a reality. These resources encapsulate the basic building blocks that are essential for holistic learning, growth and development of young children with a dedicated focus to understanding and applying our own rich and diverse culture and environment within this.

So, it is with great pleasure that Save the Children Fiji present ***the Early Childhood Educational Toolkit*** for a quality and holistic approach to children's education.

Raijeli Nicole

Chief Executive Officer, Save the Children Fiji

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VISION

Our Vision is a world in which every child attains the right to survival, protection, development and participation.

MISSION

Our Mission is to stimulate breakthroughs in the way the world values children and to achieve immediate and lasting change in their lives.

GOAL

Our Goal is to achieve these by strengthening key partnerships so all children, especially those from marginalised and disadvantaged communities, benefit from greater public commitment and better use of society's resources.

VALUES

Accountability ● Ambition ● Collaboration
● Creativity ● Integrity



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HOW TO USE THIS MANUAL

This manual was designed as part of a Save the Children Fiji Educational Toolkit for communities, teachers, children and parents at kindergarten level. It can be used on its own or in conjunction with the broader toolkit designed as part of the Vuli Taumada Shishak Project.

The Toolkit consists of the below manuals and materials and can be accessed online or directly through Save the Children Fiji.

1. ***Safe and Healthy Start, Grow Smart Guideline*** – this guideline is designed to be a supporting document to the curriculum for early childhood education in Fiji. It gives support by helping teachers create indicators of success markers for children along with relevant tips from community teachers across the country.
2. ***Teachers Manual*** – a supportive manual for teachers or aspiring teachers in community settings with step-by-step instructions how what needs to be done to become a registered teacher in Fiji along with tips on best practice teaching methods from Fiji.
3. ***Operation Guideline*** – support manual for Community Education Committees that are interested in understanding best practice examples of how to manage a community kindergarten or establish a new one.
4. ***Community Manual*** - best practice examples and an understanding of the challenges and success that communities face when they make kindergarten education a priority. This tool can be used for learning and understanding the best way to approach community kindergartens.
5. ***Positive Discipline Manual*** – detailed, easy to understand explanation of why positive discipline methods are beneficial both in the classroom and at home with tools to implement this in communities.
6. ***Supporting materials*** – games, stickers, information posters for communities, teachers, parents and children to engage with the best practice learnings and important messages from the Vuli Taumada Shishak project.

Where to access these manuals

If you only have one or some of the manuals you can access all of the materials on Save the Children Fiji's website.

Visit www.savethechildren.org.fj and find them under EDUCATION RESOURCES.

For more information email info@savethechildren.org.fj or call 3313178.

Vuli Taumada Shishak Project

Community Education Committee Manual



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INTRODUCTION

It is very important to engage the right people to provide governance and support to teachers and children.

The manual is written with reference to the Ministry of Education's Early Childhood Education Policy which clearly states that:

6.3 Management Committee

- 6.3.1** A committee appointed or elected by the management, parents and/or community/village members should take responsibility for the maintenance, administration and running of the center.
- 6.3.2** The committee should consist of a Manager, Secretary, Treasurer and committee members agreed upon by the AGM and should have a valid term.
- 6.3.3** In the event of a kindergarten physically located on a school site, the kindergarten committee should work hand in hand with the primary school committee. However, it is advisable that the primary school committee should manage both levels but to have a separate kindergarten bank account.
- 6.3.4** The committee be registered with the Permanent Secretary of Education and have a duly accepted constitution.

WHO IS THIS MANUAL FOR?

This manual is written for the management team of community kindergartens or the Community Education Committee (CEC). It is intended to provide directions and guidelines for managements to provide quality operations and education in disadvantaged or informal communities. This manual outlines the roles and responsibilities of the management committee and describes their core functions.

Objective of the manual

To guide the management or CEC in establishing and managing an Early Childhood centre and appropriately supporting children, teachers and the centre in its daily operation.

This guideline is divided into three sections:

Section 1

Focuses on the identification, screening and recruitment of a teacher, and details of the qualifications required.

Section 2

Focuses on understanding the Quality Indicators in the Curriculum Guideline by management and teachers. Competencies in these areas indicate whether a school community is adhering to best practice guidelines, and therefore providing the best possible education for children.

Section 3

Focuses on income generation and advocacy for the centre. The section includes a segment on income generation because the CEC is responsible for the wages of the teacher. It is very important to capture success stories as they reflect the commitment and drive staff and communities have for improving the lives of young children, and can also be a source of inspiration for other vulnerable communities.

SECTION 1

ECE CENTRE MANAGEMENT, STAFF SCREENING AND RECRUITMENT



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GOAL 1

Setting up the CEC and identifying its roles and responsibilities to ensure quality education is developed by staff and delivered to children.

HOW THIS CAN BE ACHIEVED?

Step 1: Scoping

- Invite a prominent government representative like the Head Teacher or Principal from the surrounding schools to speak on the importance of ECE in attempt to motivate the community about the value of education.
- Find at least five dedicated and committed individuals, willing to take the first step to manage the ECE centre in the community.

Step 2: Appointments

- In a meeting select the following positions:
 - i. **President or Manager** – directs and supervises overall development of the centre, including fundraising and the teachers and children.
 - ii. **Secretary** – will write all meeting minutes, file away all important documents for the centre and inform committee members of upcoming meetings.
 - iii. **Treasurer** – to look after all money matters regarding the ECE centre. She/He will collect of school fees and receipt them.
 - iv. **Committee members (2 or 3)** – they will support the three executive staff to develop and implement all agreed plans.
 - v. **Three signatories** for the CEC's bank account: should be selected, and the withdrawal procedure agreed (eg any two signatures is good for withdrawing of funds, or, all three signatories must sign to withdraw funds).

Step 3: Planning

- Develop a half-year work plan or calendar that will be shared with the community – include fundraising events, teacher payments, networking, advocacy of the ECE centre, excursion trips for the centre, professional development sessions and other community commitments.
- The selection of the teacher should also occur at this point. This is solely the responsibility of the CEC or the Parents and Teachers Association. Their role is to identify leaders and 'change makers' in the community who could help make the program a success (see Goal 2 on the next page).

Step 4: Roll out of plan

- Present the work plan to the community in the next community meeting and explain how the activities will help the CEC meet the needs of teachers, children and the community.
- Explain the purpose and desired outcome of the program and the community's responsibilities to ensure the sustainability of the centre. Let the community know what needs to be provided during the initial start up stages; this includes teacher training, equipment and toys for the program, and various technical support.
- Open a bank account for the CEC. All monies collected through fundraising and donations must be deposited into the bank account for later use as agreed by all members of the CEC.

(**Annex 1** Quality Indicators of the Community Education Committee as per the Ministry of Education (MoE) ECE Policy).

Step 5: Processes for the CEC

Action 1: Opening a bank account for the CEC

What do you need to present to the bank?

Most Banks in Fiji (BSP, Westpac, ANZ and Bred) need:

- Minutes of meeting where the signatories were elected
- Minutes for meetings held in the last 2 months
- The signatories individual TIN letter (see Action 2 on the next page)
- The TIN letter for the ECE centre (see Action 2 on the next page)
- Centre stamp (see Action 3 on the next page)
- All three signatories must be physically present for the opening of the bank account
- Any other additional document (eg centre constitution)
- List of all CEC members and contacts

**ACTION
TO BE
TAKEN**

Why do the Committee Members/signatories and the ECE Centre need a Tax Identification Number (TIN)?

In 2010, the Minister of Finance announced that it is now compulsory to obtain a Tax Identification Number (TIN) from the Fiji Revenue and Customs Authority (FRCA) for those wishing to:

- | | |
|-----------------------------|----------------------------|
| • create a new bank account | • obtain a driving licence |
| • register a vehicle | • register a business |

The Tax Identification Number (TIN) is a unique identifier issued by FRCA to identify all categories of tax and duty payers. The use of a Tax Identification Number (TIN) helps FRCA handle queries, trace correspondence and store information for each person that is registered for customs and tax purposes.

Action 2: Obtaining a TIN letter

Bring the following with you to the nearest Fiji Revenue and Customs Authority (FRCA) office:

- an original Birth Certificate
- photo identification such as Fiji National Provident Fund (FNPF) Card, Drivers Licence, passport, voters registration card
- passport size photo (if unemployed)

Applying for your own or the centre's TIN:

1. Obtain and fill the **IRS001 application form** (available from the nearest FRCA office)
2. Include the individual TIN letters of the signatories and Ministry of Education (MoE) supporting letter
3. If all the requirements are submitted, the form is fully completed and duly signed, the TIN can be issued immediately at the FRCA Customer Service Centre
4. Once the centre receives it's TIN, it should be quoted in all correspondence and communication with FRCA
5. The official FRCA letter must be produced to the bank to facilitate the opening of the bank account

**ACTION
TO BE
TAKEN**

Action 3: Obtaining a stamp

- a. Draw a design of how you want the centre stamp to look
- b. Include the centre name and the logo (if any) of the centre
- c. Take the design the nearest stamp shop and they will cut a stamp that the centre can use for all formal documents

**ACTION
TO BE
TAKEN**

GOAL 2

Recruiting a teacher for the ECE centre and registering the teacher with the Fiji Teachers Registration Authority.

TEACHER SELECTION AND TRAINING

Step 1: Looking for a teacher

- Should have some formal qualification in early childhood education (a Certificate, Diploma or Degree), or be willing to take further studies in ECE at USP, FNU or APTC
- Formal certification in ECE in Fiji means the teacher is trained in the National Curriculum Na Noda Mataniciva
- Teachers should have some previous experience in working with children (eg at Sunday School)
- The Ministry of Education will provide a teacher once the centre is recognised

Step 2: Registering the teacher with Fiji Teachers Registration Authority (sometimes referred to as the Fiji Teachers Registration Board)

- Once the teacher is selected, apply for registration (Action 4) with the Fiji Teachers Registration Authority (see below for more information)
- As part of the Ministry of Education's Child Protection Policy for schools, it is imperative the ECE teacher receives training about child protection and positive discipline methods

All teachers and knowledge providers who intend to enter the classroom and teach children are required by law to register with the FTRA.

Action 4: FTRA registration

1. Obtain the FTRB4b (Application for limited authority to teach) form available at the Ministry of Education
2. See a certified doctor to complete a medical report to be attached with FTRB4b application
3. Complete the Police Clearance at the nearest police station – a fee is required
4. The receipt given for the payment for the police clearance should be attached with the FTRA registration application; the police report will be sent directly to the FTRA

**ACTION
TO BE
TAKEN**

5. FTRA registration fee of \$25.00 is required and is valid for 2 years. Please confirm this amount with the MoE.
6. Drop off the completed FTRA registration form with the medical report and police clearance receipt at the nearest FTRA/MoE office.
7. An official letter will be sent (if the ECE teacher is in the western and northern division) to the teacher to notify them they have been officially registered with the FTRA.

Step 3: Supporting the teacher in the classroom

In Fiji, all kindergartens and Early Childhood Education centres use the national curriculum “Na Noda Mataniciva” as the basic curriculum to guide the programs in their kindergartens.

- Registering the ECE centre (see Section 2, Part II) with the Ministry of Education
A recognised centre receives:
 - i. information packages containing the national curriculum and the related resources
 - ii. salary grants from the government
 - iii. building and other grants to improve the centre
- Teaching resources: these can be purchased, donated by parents, donated by other organisations
- Support teacher’s capacity building through workshops and trainings by the government departments and other NGOs
- Provision of centre and children’s needs

SECTION 2

UNDERSTANDING THE QUALITY INDICATORS IN THE NATIONAL CURRICULUM GUIDELINE



Section 2 describes clearly the Quality Indicators in the Curriculum Guideline for management and teachers. Part II focuses on supporting the CEC in ensuring that the Ministry of Education processes are followed to register the ECE centre.

A “sign-post” signifies that you have achieved a quality indicator and are on the right track to providing quality education for the children in the ECE centre.

PART 1

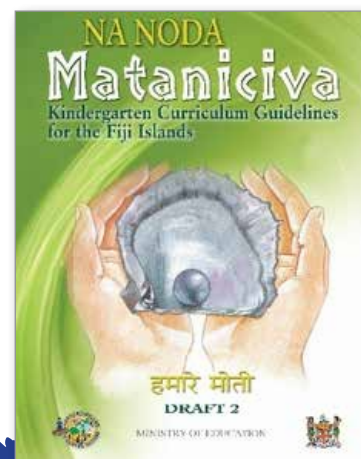
Building curriculum for quality early childhood education in safety, nutrition and health.

The CEC is responsible for helping reach the outcome of providing quality education to kindergarten-aged children in their community with a focus on safety, health and nutrition. This can be achieved by focusing on helping the teacher reach the goal and outcome described on the next page..



OUTCOME

The CEC is familiar with the national NNM Kindergarten Curriculum Guidelines and *Safe and Healthy Start, Grow Smart* (SHSGS). The CEC regularly monitors the teacher's planning, implementation and evaluation of quality class and individualised programs in the areas of safety, health and nutrition.



GOAL: A comprehensive **early childhood** curriculum formulates learning and teaching experiences around the NNM Kindergarten Curriculum and *Safe and Healthy Start, Grow Smart* guidelines to cater for the diverse learning needs of young children.

The following table of Quality Indicators will help the CEC members to monitor the teacher in the Early Childhood Education (ECE) centre.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
1.1 CEC in consultation with EC Advisor ensures the curriculum includes goals for spiritual, social, emotional, cognitive, and physical and language skills and development	Early Childhood (EC) advisor and teacher shares with CEC the annual and term calendar of events for centre programmes <input type="checkbox"/> Yes <input type="checkbox"/> No	
	EC advisor raises awareness/ workshop with CEC on programming for young children using Observation-Planning Cycle with reference to the Na Noda Mataniciva (NNM) <input type="checkbox"/> Yes <input type="checkbox"/> No	
	CEC attends Child Rights and Protection workshop offered by Save the Children Fiji (SCF) or other organisation <input type="checkbox"/> Yes <input type="checkbox"/> No	
1.2 In consultation with EC advisor and teacher, CEC is aware a holistic approach to ECE is catered for in the curriculum	The teachers uses the 6 Foundation Areas of Learning and Development found in the NNM in lessons taught to the children <input type="checkbox"/> Yes <input type="checkbox"/> No	
1.3 EC Advisors have a documented process for helping EC teachers understand how to align standards and indicators to learning and teaching experiences	Programme trainers from Ministry of Education (MoE) or Fiji Early Childhood Teachers Association (FECTA) conduct workshops on use of developmentally professional practice competencies and indicators <input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
1.3 EC Advisors have a documented process for helping EC teachers understand how to align standards and indicators to learning and teaching experiences	CECs conduct follow up monthly updates/workshops/talanoa sessions to track teachers' knowledge, skills and competence on standards and indicators <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Teachers document evidence on the learning and teaching experiences for monitoring and evaluation <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Teachers maintain a file titled Professional Practice and present to program trainers for continuous assessment and monitoring <input type="checkbox"/> Yes <input type="checkbox"/> No	
1.4 Ensuring Programme Quality Assurance	EC advisor consults with teacher to initiate regular collaboration to address the diverse needs of families with regards to their roles and responsibilities in children's holistic development <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Documented feedback and success stories are shared with CEC and families on a regular basis <input type="checkbox"/> Yes <input type="checkbox"/> No	
	CEC assists in identifying knowledge and transferrable life skills, such as carving and weaving, that could be incorporated into the learning program <input type="checkbox"/> Yes <input type="checkbox"/> No	
	CEC assists teachers and families to show case their children's unique characteristics and potential <input type="checkbox"/> Yes <input type="checkbox"/> No	
	EC Advisor advises CEC and monitors ECE sessions as advised by MoE – half day for 3-5 year olds, full day for 6-8 year olds <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Ensure all official records are in place such as: i. children and staff daily attendance ii. programme/work book iii. log book iv. accident log book v. visitors book vi. sign in/sign out record vii. monthly report to CEC file <input type="checkbox"/> Yes <input type="checkbox"/> No	
1.5 CEC, in consultation with EC advisor and appropriate experts, conduct awareness campaigns on Child Rights, child protection, Water and Sanitation (WASH), climate change, current health issues (eg NCD etc.)	Ensures developmentally and culturally appropriate programmes for ECE <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Ensures appropriate language instructions, that is Fijian, Hindi or English are given correctly <input type="checkbox"/> Yes <input type="checkbox"/> No	

PART 2

REGISTERING THE ECE CENTRE

**ACTION
TO BE
TAKEN**

The Ministry of Education's Early Childhood Education Policy requires all ECE centres to be registered with the Ministry (Section 6.1.1 see Annex 2).

The procedure to establish, organize and register/recognize an ECE centre takes place as follows:

Step 1: Establishment

- Collect an **EA2 application form** (Appendix A) from the nearest Education office
- The EA2 form must be accompanied by a Feasibility Study report (Appendix C) and a Site Inspection Report (Appendix E)
- A private education provider must also complete Appendix D (of EA2 form)
 - Assessment Report that supports the quality and the relevancy of the curriculum

Step 2: Submission to MoE

- Take the completed EA2 form to the nearest Education office and submit it for approval
- Once establishment approval is granted, the CEC can then apply for a certificate of registration (recognition)

**EA2
Application
Form**

Appendix A

**EA3
Application
Form**

Appendix B

**Feasibility
Study Report**

Appendix C

**Assessment
Report**

Appendix D

**Site
Inspection
Report**

Appendix E

Step 3: Recognition

- Application for recognition is submitted on an EA3 application form (*Appendix B*)
- The EA 3 form must be accompanied by list of teachers/instructors with:
 - i. 2 passport photos
 - ii. Certified copies of their transcripts
- Other documents to accompany the EA3 form include
 - i. Approval for tenancy/title of land/lease approval
 - ii. Health inspectors report



Step 4: Submission to MoE

- Take the completed EA3 form to the nearest Education office and submit it for approval
- Once recognition approval is granted, the CEC can then apply for salary and building grants; and a *Na Noda Mataniciva* curriculum package

Step 5: Display recognition number

- Each school shall display its name and registration (recognition) number given to it outside the school in a place that all can see

SECTION 3

INCOME GENERATION AND ADVOCACY FOR THE CENTRE



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Research has found it is more profitable to invest in early childhood care and education. As young children begin to learn valuable life skills and how to contribute positively to society, governments are required to spend less money on juvenile care, prisons and remedial programs in the future.

PART 1

INCOME GENERATION

While the ECE centre is still to be registered with the Ministry of Education, the teacher will need their wages paid by the CEC. When the centre is registered and has a recognition number, the teacher is eligible for salary grants from the government. The grants typically account for 80% of the teacher's salary and the CEC is responsible for the other 20%.

The CEC must be able to raise funds in order to support the teacher, regardless of whether the ECE centre is recognised. The ECE teacher usually receives FJD\$50.00 per week, regardless of registration.

Ideas for income generation

These activities may be carried out individually or as a community. A portion of the funds raised should be given to the treasurer and deposited into the ECE account.

- Regular 'bring and buy' activities including selling lunches and 'lovo packs' organised by the mother's group
- Selling of handicrafts and farm products including dalo, cassava, poultry animals
- Youth activities like a car wash in the nearby town or city centre, fundraising concerts or village cleaning activities
- Selling raffle tickets, 'kati', walk-a-thons or other bob-a-jobs. These may require a permit but are good activities to generate income

Other bigger income generation projects may need a little more investment in terms of capacity building and education, capital and time, and probably a bigger and ready market. Some ideas include:

- a. Tree/shrub/flower planting
- b. A trade – mechanics (fixing cars), plumbing, electrician
- c. Piggery, poultry farming, goat-keeping, bee-keeping
- d. Catering service in the community by the womens' group
- e. Fishing and selling fish

PART 2

ADVOCACY

Ministry of Education and other agencies

Building partnerships with local businesses, aid organizations, NGO's and government agencies is important to help provide children with a well rounded and holistic education.

Children may be 25% of our present but they are 100% of our future. Isn't it easier to bring up strong children than to rebuild broken people?

To quote Lilian Katz from her book, *Intellectual Emergencies*, "I believe that each of us must come to care about everyone's children. We must come to see that the wellbeing of our individual children is intimately linked to the wellbeing of all other people's children. The good life for our children can be secured if it is also secured for all other people's children."

This is further alluded to by Marian Wright Edelman, "If we don't stand up for children, then we don't stand up for much."

This is why it is incredibly important and valuable to capture the 'success stories' in VTS communities.

Suva District Coordinator, Mere Krishna, has seen many successes and heard many inspirational stories.

She shared her story with Mr Awadh Sharma (President of CEC - Caubati).

"I always thought money and funding were the key to success. Now I've realised relationships are the key because through solid relationships, everyone begins to take ownership of the centre. With that comes a change of attitudes, mindsets and ready hands; it's through this support and participation I am able to achieve and move ECE forward."

"I will never forget the number of times Mr Sharma would visit the CEO's office for support and advice. Today Caubati proves what can be achieved through sheer commitment and love for the community," said Mere.

In Lokia Rewa, Mere shared this story.

"The support of mother's group and the community eases the workload of the CEC. The overall operational management in terms of meeting MoE's requirements to raise standards is admirable. They have set an example for other CECs and communities. It makes our job easy. They have witnessed the benefits of a better socio-economic development and empowerment e.g. imagine they have three bank accounts and investment into unit trust. Increased network with government ministries and NGOs e.g. Healthy Kitchen provides for children's snacks on a daily basis and lunch once a day. The mutual understanding and trust surpasses the struggles."

**“Children may be 25% of
our present but they are
100% of our future.”**



From the North in Labasa, EC Advisor Premila talks about her experience.

"I come from a low socio-economic community which has helped me to understand my VTS communities better. It is important to have a good relationship with the CEC communities if we want maximum benefit from the parents and families. I see them grow each year and it is so satisfying. We work closely with MoE and our stakeholders."

"These stories reflect the commitment and drive staff have for improving the lives of young children in vulnerable communities. Networking with the MoE and other agencies has proven to be positive and to move early childhood education forward."

"Personally, I note the unwavering support, mutual respect and trust that exists between VTS staff and the MoE in all the districts. These positive relationships should be noted as they pave the way for an effective and sustainable ECE program. Each CEC is encouraged to revisit the SCF vision and mission annually and continue to refine what they want to be known for. They should continue to consider how they could attract funding. For example, Lokia is known for its Healthy Kitchen program. This could be replicated by other ECE centres in communities, especially in view of the rising levels of malnutrition and NCD in Fiji. The Lokia Healthy Kitchen is combating a local and national problem – this is worthy of showcasing to the whole country."

**“If we don’t stand
up for children,
then we don’t stand
up for much.”**

OUTCOME 1

Community Education Committee (CEC) promotes and showcases the vision and mission of the VTS centre with clear indicators for building partnerships.



GOAL 1: Each VTS community revisits the vision and mission of SCF, develops clear goals for the centre's vision and mission.

The following table of Quality Indicators will help the CEC members to monitor the teacher in the ECE centre.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
1.1 The CEC, in consultation with EC team and SCF management review the organisation's vision and mission to ensure it is appropriate	ECE Team, in consultation with SCF management, review it's vision and mission using these questions: <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Does the vision match what SCF stands for?	
	Does the mission clearly articulate it's responsibilities and what the centre wants to be known for?	
	Does the goal state a clear objective? What are the indicators in the goal (ie, how will we know if we have achieved it)?	
	Are the vision and mission reflective of its current operations but also appropriate for the next 3-5 years?	
1.2 SCF communication personnel to work on a communication strategy with CEC and VTS staff	Are they appropriate for a VTS centre and community?	
	Conduct communication strategy workshop and include SCF communication protocol with informed consent given by each child	
	Showcase VTS inspirational/success stories <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Tabulate a list of local business owners and other contacts <input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
1.2 SCF communication personnel to work on a communication strategy with CEC and VTS staff	Approach them to serve on CEC or Issue a standard letter requesting donations or support <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Invite local businesses or government agencies to come and speak to parents and community. This can be local Traffic Officers about road safety or Ministry of Health about nutrition and health. This helps builds relationships with local stakeholders. <input type="checkbox"/> Yes <input type="checkbox"/> No	

ANNEX 1: Quality Indicators for CEC

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
Members of the management committee (CEC) and their roles and responsibilities	Appoint or elect management committee with parents or community members present <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Consult with Ministry of Education for position description of management committee for maintenance, administration and running of the centre <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Committee to consist of a President or Manager, Secretary, Treasurer and two committee members agreed upon by the Annual General Meeting (AGM) and should have a valid term outlining how long they will be in the role <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Register CEC with the PSE and develop an accepted constitution <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Conform provision of a Terms of Employment – provide staff with terms of employment document which details staff salaries and remuneration <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Appointment of teachers shall lie with management committee, subject to prior approval of Permanent Secretary of Education. <input type="checkbox"/> Yes <input type="checkbox"/> No	

OUTCOME 2

Ensure early childhood teachers and advisors have the appropriate knowledge and skills necessary to support children's learning and development.



GOAL 1: EC advisors and teachers demonstrate the competencies necessary to provide high quality education under the leadership of the CEC.

The following table of Quality Indicators will help the CEC members to monitor the teacher in the ECE centre.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
2.1 Recruitment and screening of early childhood staff is conducted with transparency and accountability.	Before recruiting, screen applicants carefully in consultation with SCF staff (if needed) and an independent ECE specialist. <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Check for the following protocols are followed <input type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none"> i. police clearance ii. medical clearance iii. TIN Identity iv. FNPF (if necessary) v. Fiji Teachers Registration Board 	
2.2 Provision of professionally competent and confident staffing.	CEC ensures EC Advisor and teacher possesses FTRB registration and teaching certificate recognised by MoE <input type="checkbox"/> Yes <input type="checkbox"/> No	
	CEC and EC Advisor checks competency level of teacher in charge of centre for the following: <input type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none"> i. knowledge of the NNM and SHSSG curriculum guideline ii. any work experience with young children and their families (provide evidence) iii. communication skills with parents, families and communities iv. ability to use a computer (word document etc) v. demonstrated evidence of proficiency in written and spoken skills in English 	

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
2.2 Provision of professionally competent and confident staffing	Assistant teacher/s without any work experience in ECE may only work under supervision with certificated EC advisor/teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Monitor child to staff ratio (2 teachers to 35 children) <input type="checkbox"/> Yes <input type="checkbox"/> No	
2.3 Conduct ongoing monitoring and evaluation of EC staff and teachers ability to facilitate children's learning in a conducive environment	CEC applies a monitoring and evaluation protocol for staff <input type="checkbox"/> Yes <input type="checkbox"/> No	
	EC advisor conducts monitoring and evaluation of programs in consultation with teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Provide a physically and emotionally safe environment for learning and development <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Provide opportunities for children to explore their interests through play and free choice <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Plan learning centres and experiences that are developmentally appropriate to the children's age group <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Facilitate children's learning to follow simple directions <input type="checkbox"/> Yes <input type="checkbox"/> No	

ANNEX 2: Section of the ECE Policy on Establishment and Recognition

Section 6 of the ECE Policy is stated below regarding establishment and recognition of an ECE Centre.

Section 6.0: Procedures

6.1 Establishment & Recognition

- 6.1.1** Every ECE center whether it's a preschool, kindergarten, or a group of kindergartens shall be managed by a properly constituted controlling authority and registered with the MoE (Ministry of Education).
- 6.1.2** On the intention to Establish and Recognise/Register an ECE center or kindergarten, the district Senior Education Officer (SEO) or the Senior Education Officer ECE should be consulted on the application for establishment and Recognition/Registration.
- 6.1.3** All procedures and guidelines for establishment and recognition/registration that are specified in the Policy on the Establishment and Recognition/Registration of Schools must be followed.
- 6.1.4** If and when establishment is approved, application must then be made through the district Senior Education Officer for recognition.
- 6.1.5** When Establishment or Recognition/Registration has been approved by district SEOs, a support letter from the District Education Office should be attached with it before approval can be made by the Establishment and Registration Board.