

**Communication Strategy for  
Early Childhood Care and Education  
Ministry of Education Republic of Vanuatu**

*Total estimated budget: Vatu*

**Strategy outline, 2014-2017**

What are we trying to achieve?	Communication Results	<ol style="list-style-type: none"> <li>1. <i>By the end of 2017, a majority of ECCE stakeholders in all 6 provinces of Vanuatu are actively participating in implementation of the activities of ECCE communication strategy.</i></li> <li>2. <i>By the end of 2017, 60% of parents of children aged 0-3 in 6 provinces in Vanuatu are informed about the the development stages of children and how to practise safe, nurturing and interactive caregiving</i></li> <li>3. <i>By the end of 2017, 60% of all communities in 6 provinces in Vanuatu have at least one representative of traditional heads and/or religious leaders advocate publically in favour of early childhood care and education and the need for community engagement in driving quality ECCE.</i></li> <li>4. <i>By the end of 2017, 60 % of communities in 6 provinces in Vanuatu where parents of children 0-6 and Kindy teachers practice a child-focused, learning through play methodology.</i></li> <li>5. <i>By the end of 2017, 60 % of communities in 6 provinces in Vanuatu are actively engaged in Kindy operation, ensuring quality and access aspects. (Goal – 60% of communities in all 6 provinces of Vanuatu</i></li> <li>6. <i>By 2017, increased by 5 % MoE grant allocation to ECCE.</i></li> </ol> <p style="text-align: center;"><b><i>This strategy will focus on a national approach to ensure all of the citizens of Vanuatu are engaged and understand the value of early childhood care and education.</i></b></p>
	Risk Assessment	<p><b><i>Level of reputational risk involved with advocacy and behaviour change outreach</i></b></p> <ul style="list-style-type: none"> <li>• <i>MOE does not have the funds to implement communication strategy</i></li> <li>• <i>A few communities might not support sending their children to kindergarten</i></li> <li>• <i>The communication strategy is insufficiently resourced, under prioritised, or discontinued. Technical assistance and funding support to implement quality standards for ECCE at national levels are insufficient and or discontinued,</i></li> </ul>

		<p><i>leading to insufficient provision of services required to enable achievement of communication objectives.</i></p> <ul style="list-style-type: none"> <li><i>Lack of political will to increase budget allocations for ECCE</i></li> <li><i>Absence of structures, personnel and funds for interpersonal communication at community and family level</i></li> </ul> <p><b>Other risk to delivering communication results</b></p> <ul style="list-style-type: none"> <li><i>Comprehensive baseline and/or evaluation data is not collected, so impact of results is not appropriately assessed.</i></li> </ul> <p><b>Strategies to mitigate risks</b></p> <p><i>Develop and implement dedicated initiatives and channels for dialogue with potentially opposing communities, prominent and religious leaders, to facilitate better and mutual understanding and appreciation of both ECCE partners and opposing forces of how to improve quality ECCE, and why.</i></p> <p><i>Establish an ECCE Communication Working Group to plan, revise and monitor implementation of the Communication Strategy as well as facilitate on-going discussions with relevant partners to present and discuss communication plan against progress of ECCE service delivery to communities, and re-match priorities, results and resources to harmonise and coordinate delivery of both services and communication.</i></p>
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Who are we aiming to reach and engage with?	Key Audiences and Participant Groups	<table border="1"> <thead> <tr> <th style="background-color: #cccccc;"><b>For advocacy</b></th> <th style="background-color: #cccccc;"><b>For social mobilization</b></th> <th colspan="2" style="background-color: #cccccc;"><b>Interpersonal communication</b></th> </tr> </thead> <tbody> <tr> <td><i>Government policy and decision makers</i></td> <td><i>Kindy committee members</i></td> <td colspan="2"><i>Mothers</i></td> </tr> <tr> <td><i>Ministry of Health</i></td> <td><i>Teachers</i></td> <td colspan="2"><i>Fathers</i></td> </tr> <tr> <td><i>Ministry of Justice</i></td> <td><i>Health professionals</i></td> <td colspan="2"></td> </tr> <tr> <td><i>Community leaders</i></td> <td><i>Mass Media</i></td> <td colspan="2"></td> </tr> <tr> <td><i>Religious leaders</i></td> <td><i>Youth leaders</i></td> <td colspan="2"></td> </tr> <tr> <td></td> <td><i>Children</i></td> <td colspan="2"></td> </tr> <tr> <td><i>Women leaders</i></td> <td></td> <td colspan="2"></td> </tr> <tr> <td><i>Youth leaders</i></td> <td></td> <td colspan="2"></td> </tr> <tr> <td><i>Business owners</i></td> <td></td> <td colspan="2"></td> </tr> </tbody> </table>			<b>For advocacy</b>	<b>For social mobilization</b>	<b>Interpersonal communication</b>		<i>Government policy and decision makers</i>	<i>Kindy committee members</i>	<i>Mothers</i>		<i>Ministry of Health</i>	<i>Teachers</i>	<i>Fathers</i>		<i>Ministry of Justice</i>	<i>Health professionals</i>			<i>Community leaders</i>	<i>Mass Media</i>			<i>Religious leaders</i>	<i>Youth leaders</i>				<i>Children</i>			<i>Women leaders</i>				<i>Youth leaders</i>				<i>Business owners</i>			
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Draft Key Messages  
(see Annex 2)

**What MoE needs to communicate:**

**Teachers:**

- *You are valued and have the potential to provide quality early childhood care and education for the safety and wellbeing of students in your care, including those with special needs*
- *As a teacher talk to parents on how they can support learning through play and spend quality time with their children while they are at home.*
- *Encourage parents to carefully observe their childrens' behaviour and development. Know and pay attention to the development stages of their child.*
- *Encourage fathers to spend time and play with their children, explain to them why it is important. Have a 'Father and Son' 'Father and Daughter' day in Kindy or in the community.*
- *Explain to parents that ALL of their children need support for appropriate development and learning. Encourage parents to bring all children including those with special needs to Kindy and explain how being in Kindy can assist them to feel valued.*
- *Encourage parents to learn and keep good health practices at home, pay attention to good nutrition and safe hygiene.*
- *Encourage parents to register their children – all children should be registered at birth, it is their right.*
- *Encourage all parents to check vaccination status of their children and keep it up to date based on the National Vaccination Schedule*

**Community leaders:**

- *Establishing community collaborative learning environments in Kindy is an important step in maximizing learning for young children. Partnerships with communities will provide children with a secure base to explore learning*

*Here is what You can do:*

- *Engage in decision making with the Kindy teacher*
- *Value the child's contribution to society as a future citizen of Vanuatu*
- *Support fund raising*
- *Volunteer in Kindy*
- *Support children to stay safe and healthy*
- *Treat all children with respect and love*
- *Engage your child in play*
- *Read to your child*
- *Be a role model for the whole community!*

**Religious leaders:**

- ECCE can promote religious, traditional, and spiritual values and principles and build good character, from the start.

Here is what You can do:

- Talk to the community about child development during Sunday School and Services you lead
- Talk to your community about children with special needs, they should also bring them to Kindy and to school where teachers will help their development through playing and learning.
- ECCE complements family experiences by strengthening parenting and family involvement;

**Women leaders:** ECCE is important for ALL children – you can make sure that every child in your community is supported and their families are encouraged to get them to school.

**School management committee members** Your support to the Kindy Today will help our children to have better results when they go to primary school

Here is what you can do:

- Establish an effective Kindy working committee
- Monitor the Kindy often to make sure it is working efficiently and effectively
- Support teachers' salaries
- Fund raiser for materials and books
- Ensure the upkeep of the playground and classroom is up to date
- Take pride in your Kindy
- Attend meetings regularly and set clear priorities
- Ensure all furniture is provided
- Provide access to clean and safe drinking water
- Invite your local health professional for regular visits, check-ups, family discussions on the health issues such as healthy development, vaccination, nutrition, hygiene and disabilities.
- Invite your area secretary to ensure that all children that are enrolled in Kindy have birth registration.

**Health workers:**

- You are important in the young child's life. Support the families you work with to

*understand the development stages of their young children, the importance of play and other activities in the development of their children 0-3 years old and enrolment in Kindy of children 3-6 years old.*

- *Partner with your local Kindy to support each other in quality ECCE delivery that benefits young children and families.*
- *Provide workshops/learning sessions for parents on the need for healthy development of the child during the early years, include information on immunization, nutrition, exclusive breast feeding for the first 6 months of life and with continued breast feeding to 2 years with the introduction of appropriate complementary foods to improve overall health and wellbeing.*
- *While visiting a Kindy check if the hygiene practices are in place and talk to teachers and children about good hygiene practices and its importance.*
- *Encourage families which have children with disabilities to consider their enrolment to Kindy.*
- *Provide information to parents on how they can identify disabilities such as hearing, sight, speech and other development disabilities with simple tests and then recommend the next steps if they think their child has a disability.*

**Business owners:** *ECCE is essential for happy and safe communities where businesses can thrive. Your staffs benefit, and are more efficient workers, when they know their young children are receiving the care and education they need. Support your local ECCE centres to improve the quality of education. Donate funding and/or resources support to ECCE classrooms.*

**What they (groups listed above) should communicate to:**

**Parents & caregivers:**

- *Kindy is not just fun and play. It is about good health and nutrition to help children grow, immunizations to keep them safe from disease, child protection, and overall development – physical, language, culture, social, emotional, cognitive – so children enter primary school ready to learn.*
- *nutrition (highlighting the various nutritious foods that help support development)*
- *health and well-ness (highlighting immunization and injuries prevention)*
- *WASH (highlighting hygiene, hair and teeth brushing, clean clothes and tidy appearance, washing hands; Everything has its proper place - including highlighting the importance of toilets and sanitation; The gift of life - water! highlighting the importance of drinkable water),*
- *child protection (Positive parenting - you can do it!, highlighting the importance of positive parenting skills; Who Am I?, highlighting the importance of birth registration)*
- *holistic child development (Help me get ready for school!, highlighting school readiness, rather than the strict academics; See what I can learn!, highlighting the importance and value of play; Everything is an opportunity!, highlighting how parents can support their child's development in the home)*

		<ul style="list-style-type: none"> <li>- <i>Use the child development milestones and ensure you support appropriate stages of development of your children</i></li> <li><i>All your children have a right to develop and learn bring your children with special needs to kindergarten where they can thrive and make friends.</i></li> </ul> <p><b>Fathers:</b>  <i>You are important in your child's life! Your presence and participation in your child's development is important for your family welfare and a happy healthy community. Children need you as a role model in their stages of growing up.</i></p>
<p>How will we reach and engage with our audiences?</p>	<p>Activities and channels/platforms (see Annex 4, Annex 5)</p>	<p>This strategy aims at engaging and creating environment for media to be for, with and about children.</p> <p><b>A. Media channels:</b></p> <p>Sign a MoU with Vanuatu Media Association to support and promote IECD and ECCE</p> <p><i>(i) Radio</i></p> <p><b>Radio Vanuatu:</b> (coverage - all provinces including rural communities)</p> <p>A weekly or by-weekly programme on ECCE topics <i>"Parenting School"</i>  A 30 minute recorded programme with a host and a guest, specialist on the specific issue, a dialogue followed by Q&amp;A session with recorded questions from mothers.</p> <p>Recorded shows will be distributed to the communities.  (Production and airtime – VBTC; Content and experts – MoE, UNICEF, education partners)</p> <p><b>Buzz FM:</b> (Port Vila, expatriates community, political leaders)  Once a month Interview with Kizzy, starting week of 17 February</p> <p><b>107 FM:</b>  Ongoing jigs/reminders: 'Hug your child', 'Did you read to your child today?'; children voices 'Daddy hug me please', 'Let's go together to the garden and play'.</p> <p>Depending on the best partnership the possibility of development of a programme for children will be explored starting from the second year.</p> <p><i>(ii) Print media</i></p> <p><b>Daily Post:</b></p> <ul style="list-style-type: none"> <li>- Weekly – page for parent about children and for children.</li> <li>- Regular news about ECCE projects, activities in the islands</li> <li>- Q&amp;A section for questions from public</li> <li>- Page for children, quizzes, colouring pictures on certain topics (WASH etc.)</li> </ul>

**The Independent:**

Once a month article on ECCE issue, stories from the islands

**Vanuatu Times:**

Stories about the ECCE champions, fathers and their children, series of short interviews with influential men on their attitudes and thoughts about ECCE and its importance.

(iii) Television

In the context of development first Pikinini TV in Vanuatu provide content support to TBV, ensure that produced programs are in line with ECCE Policy and curricular.

Provide support to the local theatre group to develop, perform and then record a series of shows with ECCE and ECD content.

(iv) Contests

In partnership with newspaper and/or radio station hold a photo and story contest, to tell stories about Fathers in Vanuatu. Raise awareness and support the message of the important role of the Father in ECCE and ECD.

In partnership with media outlet conduct a contest on the rhymes and songs development in Bislama this will help teachers and parents use those during play.

Conduct regular contests with Daily Post for children and parents. Example include one letter of alphabet in each children's page issue and ask children to colour and collect the entire Alphabet. The winners will receive prizes from MoE, UNICEF, Daily Post.

**B. ICT**

(i) Internet

Facebook on ECCE to be developed and launched, maintenance and support to be provided by MoE staff. Advertisement and the link to be included in all media and other materials.

(ii) Mobile operators

MoU to be signed by the MoE and each mobile operator (TVL, Digicel and Telsat) to support and promote ECCE messages.

Once or twice a month a text message, parenting tips and reminders: 'Tell a story to your child today, it's important for his development', 'Play with your child' etc.

(iii) OCGIO and TRR partnership

Upload all teaching materials and other available information materials to all of the

computers and tablets that will be installed in the provinces in line with the Universal Access Policy.

### **C. IEC materials**

#### (i) Information materials for parents

- Parents home kit which will include materials and tools for parents to 'play and learn' with children at home.
- One poster per year on a selected topic i.e. 'Development Milestones', 'How to play with children', 'Role of Father' etc.
- Colouring book for children and parents will be designed based on the materials developed for the weekly news paper page.
- Materials for Parents Kit (TBD)
- Materials for Kindy Kit such as Alphabet and Numeracy posters.

#### (ii) Infographic and support materials

- Advocacy material for political leaders 'Why invest in ECCE'
- One pager to support church leaders in promoting ECCE messages
- Information for chiefs on why and how they can support ECCE and Kindy in their community
- Information materials for the community on why and how to get involved and to support Kindy  
TBD

#### (iii) Video & audio

- Infographic video to describe all aspects of ECD, picturing a child as well as roles and responsibilities of parents and other community members. (Example: [www.youtube.com/watch?v=kPN7ulpHjaY](http://www.youtube.com/watch?v=kPN7ulpHjaY)). The graphic should be designed for Vanuatu context with a voice over in Bislama.
- All radio produced audio materials to be copied and distributed to the communities.
- All radio programs will be uploaded on the to the social media platforms

Both video and audio materials to be used as tools for community conversations and education purposes.

### **D. Branding**

Develop an ECCE Brand Kit to be used by the MoE and partners working in the field of ECCE in Vanuatu.

The Brand Kit consisting of:

- Logo and tag line in jpeg and vector format  
In Bislama, English and French  
In all of the base colours
- Primary colours palette with printing details



- Main font (preferably original) with all letters of the alphabet

Promotion/branded materials:

- Rubber bracelets in different colours with different slogans
- T-shirts branded or for parents like 'The best father in the world', 'A proud father'
- Cotton bags branded
- Folders branded for officials and teachers
- Stickers big or small ones to be used in Kindy

Visibility:

- Develop photographs of children, play, families, Kindys etc. picturing all different aspects of ECCE include ECCE logo
- Print frame and distribute to Government institutions (MoE, PMO, MoH etc.)
- Develop Christmas Cards with children and send them to all partners and Government offices etc.

**E. Community and social mobilization activities**

- Community conversations to be held in every community involving all target audiences (identify possibilities in collaboration with SBM, education partners).
- Conduct capacity building activities to develop interpersonal communication skills of ECCE provincial coordinators, key teachers, champions, community leaders, women leaders, health care providers and other stakeholders.
- With the support of the Alliance Francoise or other partner and media partner conduct photo contest (annually) on one of the ECCE themes, for example 'Fathers and Children', 'Children of Vanuatu' then have a photo exhibition in the gallery or Parliament for 'Childrens' Day'
- Special Days to be planned and celebrated with social mobilization events, such days as Kindy Day - 12 June; International Childrens' Day – 1 June; Christmas time – December; Read Aloud Day – 5 March.

**F. Advocacy and intersectorial collaboration**

(i) National level

- Childs' day in Parliament/Cabinet of Ministers. Presentation by Minister of Education on the value of ECCE and reasons why it is important for every Ministry and every sector to be involved. Possible demonstration of short video, distribution of visibility materials.
- Meeting of the Minister of Education and/or Director General with Minister and/or Director General of Health, Justice to discuss inter-sectorial collaboration on ECD and ECCE issues and establish an inter-sectorial working group.
- MoE high level officials conduct video conferences with Provincial representatives on regular basis. Special guest from other Ministries and departments are invited to ensure intersectorial collaboration at central and local levels.

		<p><i>(ii) Provincial level</i></p> <ul style="list-style-type: none"> <li>- Meetings with representatives of education, health, civil registry at provincial and community levels to establish inter-sectorial collaboration and agree on the plans.</li> <li>- Distribution of the ECD materials in health points and other medical facilities.</li> <li>- Based on the agreed plan invite health care professionals to the events planned and conducted by ECCE/ Education coordinators at provincial and community levels (for example invite nurses to participate in Kindy day, or visit trainings and workshops organized by ECCE coordinators or MoE)</li> <li>- Participate and make presentation on ECCE value and main principals in the events, workshops organized by health provincial departments, MoH, WHO, UNICEF and other partners (example: EPI microplanning workshops etc.)</li> </ul>
	Key Speakers, champions and experts	<p>Two list of speakers are developed:</p> <ol style="list-style-type: none"> <li>1. List of speakers, approved by the MOE to present official ministries information</li> <li>2. Constantly evolving list of national, provincial and local experts, their detail contacts and area of expertise.</li> </ol>
	Partnerships	<p>MOH and its provincial departments  Local Governments  Mass Media outlets  Mobile operators  VASANOC and National Sports Federations  Alliance François  Council of Chiefs  Vanuatu Council of Churches  Women Leaders  Youth Leaders  Ministry of tourism  Private Sector (Banks, Retailers, Printing houses etc.)</p>
How will we know if we have had an impact?	Communication and behaviour change M&E	<p>To ensure that the strategy is tailored to achieve highest sustainable results at the lowest cost a mixed method approach will be used in the M&amp;E component.</p> <ol style="list-style-type: none"> <li>1. <i>Baseline on key behaviour and communication results.</i> <ul style="list-style-type: none"> <li>• Available data from the baseline survey (<i>Readiness tool project</i>)</li> <li>• Data from the UNICEF KAPB survey in Maewo island</li> <li>• Available data in the MoE annual survey (VEMES)</li> </ul> </li> <li>2. <i>Monitoring processes and early changes</i> <ul style="list-style-type: none"> <li>• Monitoring inputs annually</li> <li>• Design and monitor millstones for each of the Communication Result</li> <li>• Community/thematic assessment</li> </ul> </li> </ol>

		<ol style="list-style-type: none"><li>3. Awareness level among parents</li><li>4. Mobilization activities of community leaders and/or religious leaders</li></ol> <p>3. <i>Assessment, pretesting and monitoring status of materials produced, distribution/broadcast.</i></p> <ul style="list-style-type: none"><li>• Pre-test of all designed IEC materials</li><li>• Assessment of reach, distribution and use of the materials</li></ul> <p>4. <i>Final evaluation</i></p> <ul style="list-style-type: none"><li>• By mid- 2017 end line survey (<i>readiness tool project and UNICEF KAPB survey in Maewo and possibly other islands</i>)</li><li>• By end-2017, external evaluation of outcomes and impact</li></ul>
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**Approved by the Senior Management of the Department of Education**

**At Port-Vila**

**Date:** \_\_\_\_\_

**Jesse Dick Joe  
Director General  
Education Department**