REPORT

OMEP

World Council and Conference

7-11 October 2002
ICC, Durban, South Africa

Early Childhood Development
Building Societies through Partnerships

Desarrollo de la Primera Infancia
Creación de sociedades a partir de acuerdos de colaboración

Développement de la prime Enfance
Créer les Sociétés par des Associations
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and Conference

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Acknowledgements / appreciation / menciones:

The countries that have contributed by presenting papers:

Nigeria
South Africa
Chile
USA
Hong Kong
Spain
France
Sweden
Finland
Australia
UK
Pakistan
Brazil
Canada
Greece
Korea

Edited by Leonard Saul
Compiled by Janita Erwee
OMEPE Wake up Call

The children are weeping
because the Nation is sleeping
No one planned for their future
and therefore there is no green pasture
of a better world for tomorrow
There is so much sorrow
Arise mother Nation
and see all the tension

Come quickly, move swiftly
Build societies through Partnerships
Call the state President, the Mayor
the Ambassador, the Minister of Education
with all the other Educators
network with Intersectoral Government Departments
and Educational Support Services
Don't forget the Parents
they are agents for Partnerships
Involve them, empower them
to help with the process of
building safety nets for our children
Together create a constructive environment
for building Partnerships
Remember to strengthen indigenous communities
Give support and aid freely
to all who are disadvantaged

Don't forget the special needs children
include them in our world
focus on their abilities
and not their disabilities

Our children are so vulnerable
protect them against violence abuse and neglect
Remember that they are capable
Establish a culture of peace
Respect their values
Respect their rights
Increase their knowledge
and change their attitude
to that of gratitude
Leave no room for bitterness
rejection and regret
Shape them well, develop them holistically
They are tomorrow's leaders

Teach them to play more
so that they can develop
the skills needed for lifelong learning
don't place our young learners
behind a desk
give them freedom
the land of play
is their kingdom

Don't forget the babies 0-3
Catch them early
this intervention will help
them develop to their maximum potential
Prepare a budget for
their stimulation process
Encourage Government
not to drop the baby

Don't forget the Aids orphans
Prepare a memory box for them
Equip ECD centres and Communities
on the prevention and care of Aids
don't close your eyes
and think that this epidemic
will disappear
do something, save a precious life

Don't forget to budget
for Poverty Alleviation
Plan to eradicate poverty
Remember to plan for Hearth and
Safety and clean running water
Give our children sufficient nutrition
Create a quality nationwide
Educare Programme
Please consider gender, culture
Language and all the generic compositions

Monitor the development of
the Educare Centres
the strong must help the weak
Don't build your own kingdom
share resources and ideas
form partnerships, network together
sustain and nurture the partnerships
remember we have a common goal
break the silence speak up
Let's hear the voice of
Early Childhood Development

Let's meet the challenges of ECD
Provisioning and Training
Don't forget yesterdays research
this is our heritage
remember tomorrow is important
research, develop new methods
for today
Observe, Assess, Evaluate
Monitor all these processes
learn to manage well
focused management
is a great buzz
think smart, think big
think sustainable development

Michelle Coetzee,
South Africa, 11/10/2002

Dedicated to all South African Congress for ECD members, OMEP members, ECD Leaders and Educators and most of all, our children
Preface

This publication celebrates the contribution that the recent OMEP World Council and Conference made to Early Childhood Development in South Africa.

This Conference took place during a time in our history when:

- A policy for ECD, 2000, was released to phase in a Reception Year in 4500 Community Based sites and Primary Schools from 5-6 year old children.
- The need was developed to develop processes for ECD Provisioning to children birth to four years old.
- There is an onslaught on children birth to four years where children as young as five months are being raped.
- The focus of the country is shifting to providing in the needs of young children.
- The need for a Children’s Rights Policy is under consideration.

The need for an organisation such as OMEP arose after the First and Second World Wars. With adults fighting and dying in these wars children had to fend for themselves. This led to the formation of OMEP in 1948.

In 2002, the situation has not changed. Only now, adults are dying because of the impact of HIV/AIDS. Children are heading households and hospices are inundated with orphans.

The keynote addresses and presentations at the Conference highlighted the need for intervention in Early Childhood Development.

Keynote presenters came from South Africa, Chile and Nigeria. In these addresses, it was apparent that the theme of the Conference “ECD – Building Societies through Partnerships” is the way to go. No organisation, business or government has the capacity to address the needs of young children.

There were 23 panels and workshops in which 71 presenters participated addressing current issues:

- HIV/AIDS Orphans
- Violence/Peace
- Impact of Poverty
- Child Abuse and Neglect
- Children’s Rights
- Quality ECD Programmes/Monitoring and Evaluation
- Inclusive Education
- Indigenous Modes of Partnerships
- Meeting the Challenges of ECD Provisioning and Training in South Africa
- ECD in South Africa
- Government Intervention in ECD

In this publication, we present the keynote address and the panel presentations. We were not able to obtain full presentations from all the participants and have therefore included the list of delegates who attended as well as their contact details.

We acknowledge all our participants from 29 member countries and know that their input has benefited all the Conference delegates.

We thank the OMEP World Executive and the South African Congress for Early Childhood Development (SACECD) Executive who hosted the Conference.

Leonard Saul
Chief Executive Officer, SA Congress for Early Childhood Development
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The OMEP International Seminar that recently took place in Durban, South Africa, was especially meaningful to me. It was the encounter of two continents: Latin America, where I come from, and South Africa the hosting country. We feel that such a seminar was an occasion to observe many cultures. My thought is that in this way we may broaden our approach and allow our international organization to actually reflect the various cultures.

The South African Committee, one of the oldest in the region, has participated in various OMEP congresses. Many years ago, it expressed its desire to have the World Council in South Africa. This year such a wish was finally realised.

We could appreciate the hard work which benefits various communities in the country and the respect for different cultures. The Zulu language and traditions are valued and respected.

This event is the second one held in Africa. The first took place in Lagos, Nigeria (1990) when Eva Balke was World President (Eva passed away in 2001 and was rendered a very well deserved tribute at the previous World Congress). Mapibo Malepa, honorary member of the South African committee, has greatly contributed to OMEP work in the region due to her special dynamism. Also of note is that Cameroon and Mauritius Island were present. Both are OMEP regional members.

The theme of the conference “ECD – Building Societies through Partnerships” suggested the need to establish an international policy addressing both the child and family.

Last decades have brought about conceptual and operational, social and economical changes that are irreversible indeed. Some others are the massive integration of women to the labour world; the evolution of the “child” concept within the social environment; the unquestionable importance of the first six years as a fundamental factor for future development; the scientific confirmation of the capital influence of the family environment in the individual’s destiny and the impact of education as a major tool to fight the constant cycle of poverty.

The theme addressed by the three keynote speakers showed concerned towards the welfare of children and how essential development is.

The first topic, “Child Abuse in Africa – Case Study in Nigeria” was presented by Peter Ebigbo and calls us to be concerned about those lasting cultural patterns that endanger children’s rights.

The second topic, “Programs of Latin American Preschool Education and the National Curricula in Latin America,” was presented by María Victoria Peralta from Chile. It addresses the importance of informing people to invest in children as a means to eradicate poverty which resulted in Latin American politicians renewing the official curricula to address the diversity of the continent.

The third topic “Creation of societies from collaboration agreements”, introduced by Prof Jonathan Jansen from South Africa coincided with the one chosen by the organizers. The importance to associate and join partnerships that focus on ECD will not address important issues if they are not translated into favourable operational policies.

The declaration adopted in this meeting shows the commitment required by us, the delegates in Durban. Topics such as quality education, violence, child abuse, participation and children’s rights were presented by people from 29 countries across the world.

We also witnessed educational realities in Durban and felt that in spite of all the development there is still a lot to do.

My impression is that, as result of this seminar, we strengthened collaboration links that relate to Makita Sebala’s message to support and encourage educational development for all children in the world.
OMEP President, South Africa
Makita Sefala

A Watershed for the South African ECD field

I just sensed from the smooth interaction of all role-players that this was going to be one big success story. The delegated representatives from the Department of Education, UNICEF, South African Training Institute for ECD (SATIECD), Business and our own staff and of course our leadership from the South African Congress for ECD (SACECD) were all gelling together nicely into a magnificent working team.

The different difficult tasks of fundraising, of running an integrated international and local information and marketing campaign, of putting together logistical arrangements for anticipated 1000 conference attendees of mixed needs and preferences would have been mind boggling if it was not attended to within a team. When you remember that our conference was always in the shadow of a United Nations sponsored world summit, it would have been easy and understandable to throw arms in the air and despair.

The exciting main lectures, the lively breakaway discussions, the honorable executive and council meetings, the beautiful exhibitions, the well running front desks and the always friendly and helpful staff and volunteers were always reassuring. The field visits were the toast of the conference. Not forgetting the daily lullaby evening events. The gracing of the occasions by dignitaries such as the Mayor; the Educations Minister and others were a stamp of approval of the high quality of the event.

I want to thank the SACECD for giving us the opportunity to serve its visitors and members during that great moment in history.
National Steering Committee

Mr Leonard Saul, Chief Executive Officer, South African Congress for ECD
Ms Carole Evans, OMEP Coordinator, South African Congress for ECD
Mr Makita Sefala, National Chairperson, South African Congress for ECD
Ms Mapitso Malepa, Honorary President, South African Congress for ECD
Ms Patsy Pillay, First Vice Chairperson, South African Congress for ECD
Mr Ismaiyili Isaacs, Office Bearer, South African Congress for ECD
Ms Mpho Mavuso, Provincial Secretary, South African Congress for ECD
Mr Crosby Thobela, Office Bearer, South African Congress for ECD
Mr Harold Coetzee, South African Training Institute for ECD
Ms Vicky Mokgatle, National Department of Education
Ms Bongi Mosie, SATOUR
Dr Marinus Gotink, MD, UNICEF
Ms Inge Arndt, Treasurer, SA Congress for ECD

South African Congress for Early Childhood Development Office Bearers

Ms Mapitso Malepa, Honorary President
Mr Makita Sefala, National Chairperson
Ms Patsy Pillay, First Vice Chairperson
Rev Botha Tshabalala, Second Vice Chairperson
Ms Pinky Mamabolo, Third Vice Chairperson
Ms Inge Arndt, Treasurer
Mr Ismaiyili Isaacs, Office Bearer
Mr Crosby Thobela, Office Bearer

South African Congress for Early Childhood Development Staff Members

Mr Leonard Saul, Chief Executive Officer
Ms Carole Evans, Financial Manager
Ms Monguotho Mofokeng, Project Manager
Ms Janita Erwee, Resource & Dev Coordinator
Ms Melesie Letswalo, Programmes Administrator
Ms Nicolette Nonyane, Administrator ECD Workers Benefits/Bookkeeper
Mr Abinias Mahlaule, Training/Marketing Officer ECD Workers Benefits
Ms Rose Debete, Receptionist
Countries present

Australia
Canada
Chile
Columbia
Columbia
Congo
Denmark
Germany
Hong Kong
Japan
Liberia
Mauritius
Malaysia
Mexico
Nigeria
Norway
Slovakia
South Africa
South Korea
Spain
Sweden
Switzerland
United Kingdom
USA
France
Finland
Pakistan
Greece
Cameroon
# Programme

## Sunday 6/10
09:00-17:00  OMEP Executive Committee

## Monday 7
08:00-16:00  Registration and Delivery of material
08:30-12:30  Visit to Educational Centres
09:00-19:00  OMEP World Council
19:00-22:00  Meeting Provincial Premier and OMEP Presidents

## Tuesday 8
08:00-16:00  Registration and Delivery of material
08:30-12:30  Visit to Educational Centres
09:00-18:00  OMEP World Council
18:00-22:00  Opening Ceremony and Welcome Reception

## Wednesday 9
09:00-10:00  Master Conference 1
  Keynote Speaker: Prof Peter O Ebigbo, Nigeria
10:00-11:00  Coffee Break
11:00-13:00  Panel 1: HIV/AIDS & Aids Orphans
  Panel 2: Violence/Peace
  Panel 3: Impact of Poverty on ECD
  Panel 4: Child abuse and Neglect
13:00-14:00  Lunch
13:30-15:00  Visits to Educational Centres
14:00-15:00  Open
15:00-15:30  Coffee Break
15:30-18:00  Panel 5: Children’s Rights
  Free Works and Workshop 1
  Free Works and Workshop 2
  Free Works and Workshop 3
18:00-19:00  Open
19:00-22:00  Night of Cultures

## Thursday 10
09:00-10:00  Master Conference 2
  Keynote Speaker: Victoria Peralta, Chile
10:00-11:00  Coffee Break
11:00-13:00  Panel 6: Quality ECD Programmes/Monitoring & Evaluation
  Panel 7: Inclusive Education
  Panel 8: Violence/Peace and Quality ECD Programme
  Panel 9: Quality ECD Programmes/Monitoring & Evaluation
13:00-14:00  Lunch
13:30-15:00  Visits to Educational Centres
14:00-15:00  Open
15:00-15:30  Coffee Break
15:30-18:00  Panel 10: Quality ECD Programmes/Monitoring & Evaluation
  Free Works and Workshop 4
  Free Works and Workshop 5
  Free Works and Workshop 6
18:00-19:00  Open
18:45-22:30  Gala Dinner

## Friday 11
09:00-10:00  Master Conference 3
  Keynote Speaker: Prof Jonathan Jansen, University of Pretoria, South Africa
10:00-10:15  Coffee Break
10:15-12:15  Panel 11: Meeting the Challenges of ECD Provisioning and Training in South Africa
  Panel 12: ECD in South Africa
  Panel 13: Government Intervention in ECD
  Panel 14: Indigenous Modes of Partnerships
12:15-13:00  Closing Ceremony
14:00-18:00  SACECD BGM

## Saturday 12
09:00-15:00  SACECD BGM
Declaration of OMEP 2002 Durban South Africa

We the delegates at the OMEP World Conference, meeting in Durban South Africa from 8-11 October 2002 wish to acknowledge the presence of member countries from 29 national and preparatory committees.

The theme “ECD- Building Societies through Partnerships” comes at an opportune time when:

- child abuse all over the world is increasing
- child labour is increasing
- wars threaten the well-being of children
- governments are spending more resources on arms and military equipment than on improving the well-being of children
- the impact of HIV AIDS is increasing the phenomenon of child-headed households

Noting the discussions and deliberations at the conference we declare that:

- Children are the bedrock of our society
- A nation that does not care for its children is a dying nation (Oliver Tambo)
- Children should be cared for and not abused
- Every child is my child (African saying)

We therefore call on OMEP an member countries to:

- support countries to combat child abuse and genital mutilation of the girl child
- influence key decision makers in all countries to lobby against the violation of human rights
- influence governments to include children with special needs in all educational programmes
- work in an integrated manner towards the holistic development of the young child
- assist the ECD sector to build sustainable partnerships with government
- Governments to acknowledge the role of the civil society in ECD
Prof. P. O. Ebigbo, Ph.D. NNOM
University of Nigeria

CHILD ABUSE IN AFRICA - NIGERIA AS FOCUS

Introduction:
Africa in uproar:
The African continent is riddled with armed conflict, violence, inter-ethnic clashes, refugee problems, child trafficking and above all child labour especially domestic labour.

Estimates by the ILO in 1997 put the total number of working children at 250 million between the ages of 5 and 14, of which about a half are working full time. In relative terms, Africa comes highest in the rate of working children estimated at a little more than two children out of five (or 21 percent), and it is one in six (or 17 percent) in Latin America and one in ten (10 percent) in Oceania. Poverty is the greatest single force driving children into workplace. Income from a child’s work is felt to be crucial for his/her own survival or for that of the household.

Before the AIDS pandemic, about 2 percent of children in developing countries were orphans. Today the proportion of children who have lost one or both parents to AIDS is 7 percent in many African countries and over 10 percent in some others.

Sub-Saharan African is home to 90 percent of the AIDS orphans in the world and there are likely to be 40 million African children orphaned by AIDS over the next decade.

Not surprising, it has been found that a very large proportion of such orphans drop out of school and become child labourers because they have to find work in order to survive. And, since many of them become homeless they often work in worse conditions than other child labourers.

Girls are particularly vulnerable to commercial sexual exploitation and are therefore exposed to the risk of becoming infected themselves at a very early age. (p. 25 Handbook for Parliamentarians No.3 2002 ILO office and Inter-Parliamentary Union Eliminating the Worst Forms of Child Labour)

In the year 2000 a conference in Durban South Africa on HIV/AIDS it was reported that 18.8 million have died of HIV/AIDS including 3.8 million children. 34.3 million people are also infected and the majority of them in Sub-Saharan Africa. 4.2 million people suffer from HIV/AIDS in South Africa alone! In Nigeria about 6.4 million are HIV positive. In many parts of Africa superstition compound the matter, whereby men infected with HIV/AIDS rape young uninfected girls in the belief that they would be rid of their infection.

The devastating stories in war torn areas of Africa about incessant rape of young girls and in some instances, abduction of the young girls by soldiers to be used to get children, who would later be trained as soldiers abroad. The very embarrassing and shameful incidence of child trafficking of young girls into prostitution, domestic work, work in slave-like condition, in plantation farms stare us in the face. West Africa is especially badly hit by child trafficking especially because of trading propensity, mobility of people and porous borders.

The silent and continuous female genital mutilation going on in various parts of Africa as well as male preferences in education (albeit male drop out of school in search of quick money through business in some areas) are matters of grave concern.

Thanks for the invitation:
I wish to thank the organizing committee for inviting me to this most auspicious occasion of the OMEP World Council and Conference in this very jewel town of Durban. I wish in particular to thank Prof Mrs Ebele Maduewesi your Vice President (Africa) for being virtually behind the invitation.

I have chosen the topic of Child Abuse in Africa and to take the case of Nigeria as illustration. Eradication of Child Abuse and Neglect is of course one of the sure ways to our social and economic emancipation in Africa, because our children will access their talent and intermingle in the world of creativity, originality and inventions which will impact positively on industry, productivity and economic enabling environment.

It is also notable that this World Council follows on the heels of the UN General Assembly Special Session on Children and the outcome Global Movement for children highlighting three most desperate areas of concern for Nigeria and then also for Africa namely fight HIV/AIDS, Eradicate Poverty and Educate the child. At the Special Session the issues of child labour, debt burden and globalization were uppermost in the minds of African delegates. There is no doubt that there should be a distinction between child work which enhances development and child labour which exploits the child. Equally the untold hardship imposed on African countries by the Debt Burden condemns them to perpetual poverty and a breading ground for poverty. By the same token globalization should not stifle the cultures of the people but rather enrich them.

With this conference, we have a renewed opportunity to touch on these issues again as we examine child abuse in Africa.

Nigeria as focus:
Nigeria, which we want to focus as case in this paper has an estimated population of 117.8 million. The traditional occupation is farming and trading. Socialization of children is through farming and trading and also through fostering and placement. After the civil war trade became the main occupation of Nigerians while crude oil became the main export with 90% foreign exchange earnings. These earnings were poorly managed leading to severe economic recession from which Nigerian has not yet recovered. The economic condition led to street trading, hawking, and child domestic work. Almajiri system in the North, “area boys” (violent young street people) in the South and child prostitution and child trafficking. Children, who are worst hit by child trafficking, are estimated at 19.3 million in Nigeria. The matter is made worse by 6.2% urban growth rate and about $320 per capita income. Over 70% of the population live below one US Dollar per day or absolute poverty level. The total primary school enrolment is 80% with girls proportion at 44% and 56% for boys. 58%
of the boys and 44% of girls are chronically malnourished. The infant mortality rate is 105 per 1000 live birth; under five mortality rates is 145 per 1000 live birth, while maternal mortality is 704 per 100,000 live birth. Access to safe water is 48% rural, 75% urban and 53% national. The average age for child trafficking for girls is 15 years. (UNICEF/FGN FACT SHEET, 2002)

In view of the above condition of poverty, illness and ignorance in Africa, the issue of child abuse in Africa becomes crucial and timely both prophylactically and therapeutically.

Child abuse:
Child abuse means a situation in which a child is suffering serious physical injury inflicted upon him by other than accidental means, is suffering harm by reason of neglect, malnutrition or sexual abuse, is going without necessary basic physical care or is growing up under conditions, which threaten his physical and emotional survival (Kempe 1980). It is also the proportion of harm to children that result from human action or inaction that is proscribed, proximate and preventable (UNICEF, 1986) or the intentional, unintentional or well intentioned acts which endanger the physical, health, emotional, social, moral and educational welfare of the child. There are acts that are those unacceptable normally to the community in some cases however such acts include behaviour that may be accepted by the community but may endanger the well being of the child, although the child may or may not perceive those acts as abusive. Neglect equally means acts of omission which may or may not necessarily impair the well being of a child (ANPPCAN, 1986). Our beacon of orientation is the United Nations Conventions on the Rights of the Child.

In examining child abuse in Africa we are mainly guided by article 19 and 39 of the United Nations Convention on the Rights of the Child which obliges state parties to protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims (Article 19). Equally state parties have the obligation to ensure that child victims of armed conflict, torture, neglect, maltreatment or exploitation receive appropriate treatment to promote physical and psychological recovery and social integration.

Child labour in Africa conference in Enugu, 1986:
Documentation and awareness for the situation of children and women who suffer abuse and neglect became more intensive in 1986 with the first international conference on Child Abuse and Neglect in Africa namely “Child Labour in Africa” which was organised by the African Network for the Prevention and Protection Against Child Abuse and Neglect in Enugu Nigeria. The summary of the discussion of papers presented around the topic: “Family and Child Abuse and Neglect” (p. 276 in Ebiogo, P.O. et al., 1995) was captured by the following quotation “These papers again painted a variety of pictures depicting various situations of child abuse and neglect arising from unstable family situations in rapidly changing societies of Africa. The original traditional African societies had their norms, customs, socialization, taboos and sanctions. There were clear cut instruments of socialization such as masquerades. The societies were stable enough to withstand situations and indeed in certain instances accepted deviations like single motherhood. But with the transitional situation brought about by westernization, urbanization and consumerism, parents become so confused that many do not know what culture to transmit. Single mothers get so much into extreme situations of isolation and anguish that they abandon their babies. Parents, the school and the church are no longer the only main agents of socialization. Peers, mass-media, housemaids etc. are now included leading to confused socialisation, drug abuse, crime, sexual exploitation of children, physical violence and mental cruelty. Women have become no longer keepers of the home and rearers of children but have in many ways like their male counterparts become breadwinners. In many families they are still expected to keep their traditional roles as well as playing their new roles. This leads to wife battering, maltreatment, divorce and women crimes. The influence on their children when for example women are imprisoned especially when divorced, widowed, separated or even single is virtually abandonment and neglect.”

Situation analysis of child abuse and neglect:
In 1991 ANPPCAN conducted a Situation Analysis Study on Child Abuse and Neglect in Nigeria. This was the first major effort to study the topic on a wider scale in Nigeria. The subjects of this study comprised 146 civil servants, 136 teachers, 150 traders and 132 professionals (doctors, lawyers etc.) randomly chosen from Ibadan, Enugu and Kaduna representing the Western Zones, the Eastern Zones and the Northern Zones of Nigeria. A total of 178 respondents were chosen from Enugu, 199 from Ibadan and 187 from Kaduna bringing the number to 564. The vast majority of respondents (80%) were aware of child abuse and neglect as a growing problem in Nigeria. Indeed, 76% cited specific instances of child abuse and neglect known to them. For example 11% of the respondents said that they would ignore the sight of a child being abused or suffering neglect while 89% said that they would choose to discuss the problem with the parents or close relatives rather than report it to the authorities meant to handle such cases. 40% said that children are sent by God to help their parents economically.

The implications of these findings are twofold: Firstly these viewpoints may be a reflection of cultural traditions where problems should be settled within the family unit so as to protect the family against public shame and humiliation. (The reasons usually given by young female hawkers for not reporting sexual molestation are the stigma and shame on them personally following such molestation).

Secondly, the findings reflect the ineffectiveness of institutional responses to a growing social problem. The welfare agencies have not been able to assert themselves effectively as an extension of the family problem solving process hence the reluctance of the public to turn to them for assistance.

In the same study 300 children drawn from primary and secondary schools up to Junior Secondary III in Ibadan, Kaduna and Enugu were interviewed.

In reacting to the question what do you do if you do what your parents do not like, 43% of the children said they were given a beating, 33% said they got scolded and 21% said they were given extra jobs, 53% said the punishment they got was sometimes too severe. 89% said that teachers have the right to beat pupils for wrong doing. Actually 9% reported having been treated medically after being beaten by their teachers.

Interestingly as many as 24% of the children said they did not have time for recreation after school. 26% from Enugu, 15% from Ibadan and 32% from Kaduna responded negatively to the question of whether they have time for recreation.

Between 1991 and 1996 the Institute for Advanced Legal Studies conducted a large scale study covering over 6 zones in the country, namely South West (zone 1), the Middle Belt (zone 2), South East (zone 3), North West (zone 4), North East (zone 5). The 6th zone comprised Lagos, Kano, Port-Harcourt and Kaduna local government areas. 5,482 children, and 461 parents with working children were interviewed. The children were asked whether they had ever been physically injured as a result of the application of disciplinary measures. It was discovered that:

1. 28.4% of the male child respondents and 28.1% of their female counterparts reported that they had experienced punishment, which they would never forget. 21% in the study reported suffering injury as a result of punishment most of which resulted from being beaten by a cane and 28.3% of the children experienced a punishment which they reported was so bad that they would never forget it. With regard to sexual abuse 16.5% had experienced sexual solicitation while 29.6% said they know children who had been approached for sex. The researchers interpreted their study as follows:
   a. that the use of corporal punishment is widespread and widely endorsed in Nigeria with serious implications for child abuse
   b. that corporal punishment is widely endorsed as a suitable penalty for a variety of juvenile behaviour: petty theft and stealing, lying, sexual misconduct, rudeness to elders, smoking, truancy, bed-wetting and expression of opinion contrary to that of their parents in public. Beating children for public expression of opinions that are contrary to the opinion of their parents abridge the child's right to freedom of expression.
c. That parents, school prefects and teachers are most guilty of violence against children

d. That a very significant proportion of Nigerians endorse child labour, that is children's engagement in various family-related business and other vocations. However, many respondents expected children to work and earn an income only for themselves, while many respondents also expected children to work and earn income for the family (i.e. supplement family income). A very significant proportion of children attend school and work simultaneously.

e. Many children who dropped out of school were engaged/enrolled as apprentices. Poor families in the country consider enrolling their children as apprentices in a craft as a substitute for schooling. There is evidence that child labour (for money) and poverty are correlated.

f. That most of the working children, who are not schooling are engaged as house help (18.9%), apprentices (55.1%), street trading (29.5%), market/shop attendant (23.6%), bus/motor park conductor/out (19.8%) among others.

g. That illicit child sexual relations and solicitation are frequently observed in the country. Adult acquaintances of the children are most guilty of the practice. This supports established criminological findings that violent and sex crimes are more likely to occur between intimates than between strangers. (Ayu O Okagbe, 1996).

There are otherwise several individual studies capturing child abuse and or neglect in various parts of Nigeria compare also Okechukwu and Ebigo (1998)

Two most recent comprehensive publications:
The are two publications, which capture comprehensively children and women rights in Nigeria namely:


Both pose great challenges for government

Various Regional Shades of Child Abuse and Neglect in Nigeria

The North:

In some states in Northern Nigeria children are made to work in farm plantations and some are drugged to work for extra hours. Some women are put no much under pressure to get pregnant even if it means from another man other than their husband that they expose themselves to all kinds of situations including contracting of HIV/AIDS virus. Some herbalists whom they may go, deceive them that they have become pregnant but that the pregnancy cannot develop except if they (the herbalists) authorise it, thereby extending the dependency of the women on them and of course their exploitation of the women. In some parts of Nigeria especially in the Northern parts homosexuality is widespread as those who use young boys as sexual objects actually feel that it increases their potency and chances of becoming rich.

In Moslem families parents do not want their female children to get pregnant before marriage and this makes them to want their children to get married as early as possible. Some even have the tradition that their daughters should be in their husband’s homes latest by the second menstruation. The practice of giving young girls articles of goods to sell in the streets and outside the homes has become rampant. This is seen also as an occasion for the girls to look for suitors. Parents do infant anticipate their children being raped. Some parents prepare the children to expect such. The money the young girls bring home daily is kept for them to be used to buy household items for them when they get married. The young boys have also similar practices. The idea that a boy needs to be trained the religious and hard way is quite rampant. The boys are entrusted to itinerant Mallams who teach them the verses of the Koran. These boys maintain the Mallams through begging. He also teaches them the virtues of truth and justice quite often through severe beating and starvation. This is the well known Almajeri system. Very often the contact between parents and their children are severed for years if not for life (Ejembibe 1988, Saleh, 1997).

Box 2: A Case For Kids And Religious Scholars (Almajeri) by J. Saleh (1999)

It may interest people that children are the same all over if they are given the same chances. The child could be good or bad depending on the chance he gets.

Kano is one of the most notorious States in the Country for beggars or street children syndrome. The reason is that Kano is a very large state, which is predominantly Islamic. Many people especially children from the age of 5 years are sent to study Arabic and Islamic Religion under the learned Islamic scholar from different Local Government Areas. These Scholars in turn send these children out to beg for food for their sustenance since they pay no fees and the scholars have limited funds. These scholars or mallams depend on the charity of the wealthy people in the society who pay them in order to pray for them or teach their children Islamic studies.

On the streets, these children are exposed to all sorts of events and situations. They are in constant danger and are on the street in order to survive.

It is then a big relief to see that these street children or Almajeri are children just like our precious ones at home. One day after I had gone to the bank and picked my children from school, I decided to go to the market, and pick up a few things. On my way, I saw a group of children with their popular plates or bowls in their hands (plates because they do not ask for only money, they collect food or whatever one you can give them). The kids were chanting some verses from the Quran at the top of their voices. I stopped my car and beckoned to them to come. They ran up to me and were pushing to be right in front of me. They were thirty three boys in number. While they were pushing, I said they should form neat lines with five people in front and the others to fall in behind them. This they did with some more pushing and Hajia, Hajia, Hajia, they called out. I now asked them for their names and their ages, villages, and towns. To my surprise, none of the children was from Kano, most of them were from Daura, Katsina, Zaria, and Kaduna states.

I asked them if they would like to go off the streets and they shouted yes in unison. I asked them why? They said that they did walk long distances and were hungry all the time. I asked them why they chose Kano. They said that their parents said “Kano was an affluent town with a lot of kind and rich Muslims who give alms to the poor as enjoined in the Holy Book”. I asked them what they would like to do if they could be taken off the streets. Some said that they would like to go back home but could not because their parents would feel they had disgraced them while some said, they would like to go to school. Some begged me to take them to live in my house and work for me but would like to go to school to continue their study of the Quran everyday. It was a very interesting hour for me. The kids were warm and healthy while still dirty and wretched. They asked for my name and where they could see me daily.

Their warm eager faces as they answered my questions, reminded me of the privileged children in my house and my school. Like all the children, they were flattened by the attention I gave them as well as the hope that I might be able to come up with a miracle to solve their problems. Like all children, they saw me as an adult, trusted me as our children trust us to look after them and solve their numerous problems.

Children are the future of any nation. Our life ends with us without them and our nation dies with us without them. The Almajeri problem is the problem of all Nigerians. The habits they pick up on the streets affect the lives of your precious children. Some steal on the streets to survive and who do they steal from? You and me. So let us all put our efforts together and find a solution to this cancer in our society? Help ANPPCAAN take a child off the streets today and save the life of another Nigerian child and our nation.
The West
Among the states of the West the belief in witchcraft and in syncretic churches and their prophets, who is believed to have the gift of vision, is so strong that there have been reports of prophets roasting the fingers of children, who may be a bit delinquent, accusing them of being witches. Trading is a veritable means of socialization in the Western part of Nigeria and street trading is widely practiced with the attendant moral and physical dangers for children. Especially in Edo and Delta States children are used to make money through prostitution. In modern times this has developed to sending these children to other parts of the country and to Europe for prostitution. The Edo State House of Assembly has in response to the magnitude and gravity of this problem banned prostitution in the state.

The East
In the Eastern States child battering is very rampant. “Spare the rod and spoil the child” is the adage in the minds of parents. Especially exposed to such beatings are the domestic helps. The originally veritable tradition of placing a child into the home of a relation for the sole purpose of letting the child be properly trained and to enjoy good prospects from the friend or relation in exchange for the child’s labour has deteriorated into exploitation of house helps who are the first to wake up in the house and the last to go to bed. Some children in the homes are saddled with problems which even for adults are difficult e.g. looking after and feeding small babies, handling wobbly crying pains, faulty electric sockets, taking care of electronic generators when there is power failure and going to hazardous refuse dump-hills to empty the family refuse etc.

There have been reports of children being burnt by fire caused by wrong manipulation of generators, of electrocuted children in the homes, of children being injured in refuse dumps and of children drinking the milk of the small babies, the children they are supposed to look after. Sometimes both parents work and in one particular instance they kept their child busy through video robot trick films, which they were made to view for most of the period of their absence with the result that the child moved, spoke and behaved like a robot. Hawking is also very rampant in the South East with many children going to afternoon schools having hawked in the morning or hawking in the afternoon after going to school in the morning (Ebigbo, 1999a).

As long as economic benefits can be expected some men and women leave their families to go overseas for years leading to serious neglect of the other family members.

Among many Nigerian families the hope that the school child will one day fulfill or compensate the aspirations of the parents has led them to put the school children under terrible pressure. The child leaves early for school, comes back, hardly rests and has to go again for lesson to the total exhaustion of the child and this is a daily routine. The issue of recreation and play is overlooked. Many other children are saddled with house chores with hardly any time to play and to rest.

Bad examples of the parents coupled with little time for children especially among the well to do have produced children who imitate their parents by joining secret cult groups, taking cocaine stolen from home, owning guns and using them for armed robbery and driving luxurious cars without licence (Ogbug, K. 1998). Such parents also defend their children or rescue them when ever they are in trouble.

In the South East following the loss of the Biafran war the need to rebuild from family resources has made many boys to prefer the short cut of trading and business pursuits to education. The economic success of those who earlier ventured into business has set an example to boys to drop out from school to go into business quite early.

Another quite frequent occurrence of abuse and violence against women and children is the tendency for some fathers to reject their wives along with their children once there is a quarrel between them if the children do not explicitly express open support for the father. Sometimes also a woman whose husband has died runs the risk of being abandoned to her fate with the attendant neglect and deprivation of the children if the woman does not toe the family line, which may include bringing out all her husband’s money and property to the family and, if young, being sexually submissive to one of the brothers or male relations of the late husband.

Sexual Abuse:
In an intensive study 100 female hawkers and 100 female non-hawkers aged between 8 and 15 were interviewed in the city of Enugu. Fifty percent of them had sexual intercourse during hawking while 9% of the non hawkers had been forced into sexual intercourse while out on errands or walking to and from the schools. Seven out of the 67 who were sexually abused reported the case to the police. Some of the reasons given by the girls for not reporting the cases were fear of stigma and ridicule and fear of its reducing their chances of getting married if the abuse were to be made public (Ahaga, S. and Ebigbo, P.O. 1990)

Sexual abuse as already mentioned, follows very closely on child labour. The house aids have assumed a very interesting role in many Nigerian families. Many children serving in homes, serve their masters as they would serve their own fathers. The docile attitude of the house aids often raise various reactions from the man and woman they are serving. The man feels gratified because these house aids often fulfill wishes for which their wives may not do or at least not with the same loyalty. This servitude, with the attendant reward or increased attention from the man, incurs the jealousy and aggression of the housewives and soon an unconscious competition ensues with the house aids increasing their attention and servitude to the man. Frequently the men also use them to gratify their sexual urges, very often welcomed by the young girl and tolerated for a long time before it becomes too much and leads to incidences that will further lead to her leaving the family in lucky cases or in bad cases to unwanted pregnancy.

Finally according to Oloko (1991) if street trading is as beneficial as informal education for girls, it also constitutes a source of grave moral danger. Of the several worrisome aspects of street trading, only sexual exploitation is linked to gender. Some of the surveyed children seemed to be aware of this danger. When asked if they personally know any girl who became pregnant in the course of trading 47% claimed such knowledge. Further analysis indicated that knowledge of the pregnancy of girls was unrelated to the sex of respondents or the age at which they commenced street trading. Oloko was reporting of her 10 year observation of 57 boys and 43 girls from four primary schools in two areas of Lagos namely Onike-Ontiri and Akoka. Compare also Oloko (1989). Permit me to turn my attention to an emerging and overwhelming area of Child Abuse and Neglect.

Child trafficking an emerging phenomenon of child abuse in Africa
Data on studies on child trafficking in Nigeria are actually scarce. Already in 1986 Ewurugwe described a total of 153 child labourers in the major road from Choba to Port Harcourt on the two sides (66 males and 87 females). According to him most of the child workers below 10 years stay with parents and close relatives. A large percentage of those in the range of 11 to 15 years and above were recruited through intermediary of the older recruited ones. "Some of the employers interviewed denied any formal pay to the recruiter middle men, but we do know that some of them were paid much over and above the normal fares to bring the children and on visit to the hotels the recruiters enjoy some extra favours in forms of enlarged plates of food".

The Nigerian press forerunner
The Nigerian Press has been calling attention to Child Trafficking but this had not until recently come to public consciousness.

In 1985 February 14th the Daily Times Newspaper reported that the Sole Administrator for Abakaliki Local Government Area, Anambra State was warning parents that government would deal ruthlessly with those found engaged in child labour contracts. The National Concord of April 15, 1987 carried a sad story of child slavery in some parts of Cross River State. The Guardian Thursday April 25, 1996 carried a caption "Illegal Labour Camp for Kids Found in Lagos" and...
described a camp of West African children waiting to be placed into labour. The camp was reported to have been located at House 2, Martins Street, Off Ojelegbo Road Surulere. Guardian Newspaper of Wednesday 12th February 1997 reported the story of a boatload of young women and children under terrible condition, which was arrested by immigration. The boat was sailing for Gabon. Few weeks later an unspecified number of women and children were found in a building surrounded by high wall fence in a village called ikot-Abak in Eket Council of Akwa-Ibom.

Saturday Champion of August 26th 2000 reported the arrest by the Police in Awka of a lorry driver carrying 97 children from Ogwu Langwu in Ohaoraza Local Government Area of Ebonyi State to an unknown destination. There have also been anecdotal reports at conferences and in pamphlet publications calling attention to child trafficking. In 1984 Jinadu made a report of children being smuggled into Lagos and other Nigerian cities near Benin Republic from Cotonou to serve as house helps in needful Nigerian families under exploitative conditions. Bisi Olateru-Olajibegi (2000) and Grace Osakwe and Bisi Olateru-Olajibegi (1998) have published pamphlets sponsored by Women Consortium of Nigeria (WOCON) on “The social and legal implications of Trafficking in Women and Children in Nigeria” and “Italios and Sponsors: A primer of Trafficking in Women (The Nigeria Experience).” Effah (1996) in Prime People Magazine reported on child trade in Nigeria, which she described as the emergence of a new form of 20th century slavery—the buying and selling of children. According to her; Fulani cattlemen were alleged to be involved in the buying and selling of children between 7-10. Jude Okoro in November 21, 1999 issue of the Hallmark Magazine reported of the sell of 4000 children in Cross River State. They were to be transmitted to various parts of Nigeria as well as to other parts of West Africa especially to Gabon. The study by the Nigerian Embassy in Italy showing that 80% of trafficked persons from Africa, Sub Saharan Africa and Nigeria in particular, are young girls including minors between 12-16 years, the information given by the Italian Ambassador to Nigeria that 60% of prostitutes in Italy were Nigerians as well as the production of the Video - GLAMOUR GIRLS - which highlighted the trafficking of Nigerian girls into sex trade in Italy finally brought the matter to the consciousness of the public.

Conferences have also contributed immensely in this regard. Following a serious public alarm regarding trafficking in Nigeria which was made through a report by the Constitutional Rights Project (a Nigeria NGO) which provided data regarding sources, roots and the kind of exploitative work in which Nigerian children were involved in neighboring Central African countries, there was concern in various government quarters for combating the crime. Various Governments, Development Departments—Immigration, Social Welfare, Women Affairs (Child Development Department) were therefore directed to take action on the matter.

Subsequently, UNICEF sponsored by the National Association of Non-Governmental Organizations to investigate similar occurrences in the South East and South zones of the country. In the study a total of 173 street children in Uyo, Portharcourt, Calabar and Lagos were interviewed. Those who accepted that they were brought to their present place of location through an agent for the purposes of material gain were 75 or 42.22%. They were all sent out to the street to make money for their masters. There were no disparity between the sexes 50.66% males and 49.33% females. The children were not allowed to stay in one family for a long time. 70.66% of the children said that they had stayed in more than one family since coming to their present location. 78.66% did not attend school while 89% of them were between 11-18 years. 36% of them reported that they had been sexually molested. (12)

Sub-Regional Workshop in Cotonou, 1998:
Between 6 - 5 June 1998 UNICEF organized a sub-regional workshop in Cotonou, Benin Republic on Trafficking in Child Domestic Workers in Particular Girls in Domestic Service in West and Central Africa. This workshop recommended:

- The involvement and participation of traditional and modern Communicators in children’s programme and activities.
- The convening of a workshop of the same theme in Central Africa
- Sharpening Government focus on good governance and social justice.
- Lastly, the participants recommended that, in connection with the process of the establishment of the International Criminal Courts, special attention be paid to crimes committed against children.

After Cotonou, a number of conferences took place in Nigeria. The Federal Ministry of Women Affairs and Youth Development in conjunction with ILO and the Federal Ministry of Employment, Labour and Productivity and UNICEF organized a conference on Child Labour in Nigeria 25th - 26th November 1998 which recognized Child Trafficking is a phenomenon quite prevalent in Africa estimated at 40% and therefore an area of concern to Nigeria. In 1999 the Federal Government of Nigeria for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) Nigeria Chapter in collaboration with the Federal Ministry of Women Affairs and UNICEF organized a conference on CHILD TRAFFICKING IN NIGERIA in Akure as a follow-up to the Cotonou conference. The conference assembled NGOs, Nigerian Border Commission, the Immigration, the Police and Prison Officials and the conference noted the existence of various forms of child trafficking in Nigeria with the finger pointing especially at the border towns of Lagos, Calabar and the route leading to Gabon and other oil rich Central African countries. The uniqueness of the conference was the commitment by the child welfare departments to establish child rights monitoring centers to address all issues affecting the rights of the child including trafficking. 11-13th October 1999 the Center for Women Development organized an awareness creating conference on Child Trafficking. At this conference the wife of the Vice President of Nigeria Mrs Tsf Abubakar commended child trafficking, revealing that many young girls and women were lured or sold into forced prostitution. She made revelations about the current practice of some Nigerian children especially female children are taken to as far as Turkey, Italy, Saudi Arabia and Israel as to serve as slaves and prostitutes. State governments were asked to organize such conferences and to take required protective action at state level. For example, Imo State in reaction in 1999 to the news that a boat carrying about 30 children illegally to Gabon sank, killing all the children, most of them from Imo, Abia and Akwa Ibom States of Nigeria organized massive advocacy campaign targeted at opinion leaders and parents. The Ministry further organized a workshop for Policy Makers (Wives of Governors, State Commissioners of Women Affairs and Education, Child Development Officers) in Sokoto September 1999 at which the issue of the protection of the girl child was raised.

ILO/IPEC Sub-Regional Project on Child Trafficking, 1999:
In the meantime in October, 1999 ILO/IPEC launched a sub-regional project entitled “Combating trafficking in children for labour exploitation in West and Central Africa” with the financial support of the Department of Labour USA. ILO reviewed Child trafficking in 9 African countries of Benin, Bukina-Faso, Cameroon, Cote d’Ivoire, Gabon, Ghana, Mali, Togo and Nigeria.

Summary of ILO study in Nigeria, 2000
The African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) Nigeria chapter was mandated by ILO to conduct the study in Nigeria.

The study interviewed 1400 school children in seven study centres of Port Harcourt, Owerri, Calabar, Lagos, Sokoto, Maiduguri and Kano. 1600 school children were interviewed in each centre. Out of this number it was discovered that 265 (18.93%) of the school children were trafficked. Furthermore a total of 700 street/working children were also interviewed in the seven locations, that is, 100 street/working children were interviewed in each location. Out of the 700 children it was discovered that 36.85% (279) of them were trafficked children. This study again defined child trafficking as placing a child into labour from one location to another for the purpose of material gain, that is through an agent. The trafficked children mainly work in the streets and in restaurants/bakeries at average ratio of 3:1. 29% of the trafficked school children and 52% of the trafficked street children have lived in at least more than one family since being trafficked. 19% of trafficked school children and 50% trafficked street children report not having proper health care. Among trafficked school children there is a 1.2 male female ratio and 1.1 among trafficked street children. Almost all the trafficked children fall within the age range of 10-16 years. 40% of parents of both groups have more than one wife and almost 80% of each group are from a family of more than 5 children. The study showed that the South Eastern
Nigerian States of Akwa-Ibom, Cross River, IImo and Abia etc. are the states from where the children come. About 20 children per month, conservatively estimated by the immigration officers at the border towns, pass through the Nigerian borders of Calabar, Sokoto and Maiduguri while 5 children for trafficking are recorded averagely every day as passing through Lagos/Seme/Badagry border. Poverty, greed and ignorance were identified as the main causes of Child Trafficking in Nigeria.

This study shows a general lack of data on nature and extent of child trafficking. There is an appreciable level of ignorance among policy makers, child development officers and indeed the general public as to the obvious consequences of child trafficking. There is also lack of effective legislation to combat child trafficking in Nigeria.

By July 2000, ILO had organized a sub-regional conference in Cotonou where the national studies were presented and a national plan of action for child Trafficking in Nigeria already produced in Nigeria by ANPPCAN in collaboration with the Federal Ministry of Women Affairs, ILO and UNICEF was presented.

Libreville Accord 2000:
Earlier the same year in February, 2000 ILO working in conjunction with UNICEF, the ECOWAS and the Government of Gabon organized a sub-regional conference on Child Trafficking in West and Central Africa. A plan called the Libreville plan of action was developed. The content of Libreville platform of action are advocacy and awareness raising, strengthening appropriate legal frame work, improving care for children, who are victims of trafficking, strengthening national capacity building, strengthening cooperation among different actors.

Following Libreville, the Federal Ministry Women Affairs and Youth Development organized a sensitization workshop in Benin Edo State, Nigeria on May 27th on Child Trafficking, Child Labour, Prostitution and Sex Trade in Girls. This conference attracted the wife of the Edo State Executive Governor - Mrs. Eki Ighdieren, who presented the laudable work of her NGO 'IDIA Renaissance' in combating prostitution and child trafficking in Edo State. The Executive Director of WOTCLEF - the NGO of the Wife of the Vice President Mrs Titi Abubakar presented a brilliant campaign of the wife of the Vice President.

A national plan of action against child trafficking which also made use of the one earlier produced under the platform of ILO was produced for Nigeria.

Since Libreville UNICEF, ILO, the Federal Ministry of Women Affairs and Youth Development, the Federal Ministry of Employment, Labour and Productivity, various NGOs have kept the campaign alive. A recent report of a ship, which was supposed to have been carrying 250 children and refused entry into Cameroon and sent back to the Republic of Benin, its supposed country of departure, has further increased the awareness of the country about the problem of child trafficking, to the extent that the National Assembly set up a Committee to investigate the event in addition to finding out if Nigeria is a transit country for child trafficking (Guardian Wednesday May 16th 2001, p.5 Child Trafficking. Representatives probe Nigeria's use as transit camp). The President, Chief Olusegun Obasanjo is organizing an International Summit on Human Trafficking, Child Labour and Child Abuse in Abuja, Nigeria. It was to have held in August but has been shifted to a later date to ensure maximum international mobilisation.

Female genital mutilation:
Female Genital Mutilation is another form of abuse, which is deeply entrenched in various Nigerian cultures. According to the Situation Assessment and Analysis of Children's and Women's Rights in Nigeria (FGN/UNICEF 2002) "Female Genital Mutilation is practiced in about 28 African countries as well as in a few scattered communities in other parts of the world. It is heavily concentrated in the horn of Africa, Egypt and parts of West and East Africa, where it has long been part of traditional cultural practices of various ethnic groups. The highest prevalence rates are found in Somalia, Djibouti, where FGM is virtually universal. FGM is also widely practised in Nigeria, which due to its large population has the highest absolute number of cases of FGM in the world, accounting for about one quarter of the estimated 115-130 million circumcised women worldwide. In Nigeria FGM is concentrated mainly in the south, although it is also practised in parts of the north on a smaller scale, but paradoxically tending to take a more extreme form."

Two nationwide studies, have given estimates of the prevalence of FGM: the 1999 National Demographic and Health Survey (NDHS) conducted by the National Population Commission (2000) and the national baseline survey of harmful traditional practices affecting women and girls in Nigeria, conducted by the Centre for Gender and Social Policy Studies at Obafemi Awolowo University, on behalf of the UN (United Nation Demographic Survey UNDS 1998). These two studies give markedly different figures for prevalence rates, but they both confirm the importance of the practice of FGM in Nigeria, its greater prevalence in the South, the predominance of type I excision (alongside more extreme focus of FGM in certain parts of the country) and the tendency for FGM to be carried out mainly in infancy. The studies also concur in giving some evidence of inter-generational decline in the practice (FGN/UNICEF 2001, p.196)

Disabled Children:
Disabled children in Nigeria are confronted with several problems. They are often stigmatised, exploited and discriminated against. They are often in addition to suffering the consequences of their disability regarded as a shame to the family. Sometimes they are hidden away and locked up behind the house away from family visitors because disabled children are not seen as people who would later return with gain and financial investments in them are wasted efforts. They are despised, starved, abandoned and even killed. They are less likely to be sent to school. Institutions, who care for them are often under funded and are often in a state of disrepair. The institutions and those who run them suffer so-to-say, the neglect the children they look after also suffer in the larger society (Okogbe, 1994) Worst hit by society's prejudice are the mentally retarded children (Eribogu, 2002)

Child rights monitoring centres:
Following the above cited situation analysis of child abuse and neglect in Nigeria study ANPPCAN established Child Rights Monitoring centres at Ibadan, Enugu and Kaduna with annexes in Lagos, Onitsha and Kano respectively in order to help to monitor, that is, to implement the UN Convention on the Rights of the Child from a watch dog angle. In each centre 4 monitoring field officers (social scientists) and a centre manager as well as secretarial support staff were employed to carry out the assignment. ANPPCAN launched the centres with the support of Ford Foundation, a rather undifferentiated massive awareness exerting community outreach programmes, making use of music and drama depicting various scenes of infringement of rights of children, wooing of significant personalities to speak out in favour of children, with milk offered free to a crowd of children in the community and seizing the opportunity to campaign for the children. Seminars and conferences, television, newspapers and radio publication help to reinforce the monitoring process. This, in addition to taking report of cases of child abuse and investigating them and seeking in and out of court redress for children.

The centre in Kaduna found that the level of awareness of the people for the plight of children e.g. street begging children, underage children given into marriage children born out of wedlock in terms of inheritance was not high. It had therefore to concentrate its programme on awareness making campaign e.g. regular radio and television interviews, newspaper publications and regular press conferences.

In Ibadan the centre found out that it had to device a way of addressing the problem of children street workers which was found to be very rampant there. The centre found quite a number of older abandoned children unlike the usual abandoned babies, that is, new born babies, if they were malformed or of single fearful mothers or of multiparious mothers who could not cope with more children. They had to devise a way of carrying the campaign to the populace. In addition to the usual outreach programmes they started forming child rights clubs in schools.
In Enugu the report of cases of child abuse to the centre increased especially of destablised and rejected children from broken homes. Some men tended to reject their children as soon as they rejected their wives that is, reject the wives and the children.

At the Enugu child rights monitoring centre, a total of 1117 cases of various forms of child abuse and neglect were reported between February 1992 and June 1996. Of these a total of 995 cases were actually investigated and followed up, while the remaining 122 cases did not go beyond the initial reporting due to inadequate information to warrant necessary follow-up.

The cases are as follows:

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<td>3</td>
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ANPPCAN publishes a newsletter called ANPPCAN Child Right Monitor to help disseminate the findings and activities of the centre (Ebigbo, P.O. and Nwewwu, J. 1996.)

Analysis of the Situation in Nigeria:

In Nigeria our multi-dimensional, social and political structure conjoined with the impact of industrialisation, cultural conflict, unemployment, lack of education and urban drift, have produced in their challenge unique problems with regard to children in Nigeria. The disperse of our agricultural economy, the rejection of rurality of “our” children, the educational system laying emphasis mainly on university education, the current economic and political misery have all combined to produce millions of uneducated, unoccupied, over-worked and problematic children on the one hand and millions of parents and guardians who are either reluctant or unable to discharge their moral, social and legal responsibilities to their children on the other. Economic misery has hit the children and women hardest producing broken marriages and homes thereby straining to the point of tearing the Nigerian extended family system. The children of bruised or broken homes can find themselves trafficked into labour, pass through various rough conditions in the hands of single parents, foster parents, juvenile justice system operators, guardians or often abandoned to their fate. Women themselves suffer all kinds of violence.

A number of cultural constraints still face the Nigerian women of today. Power by culture is still very much in the hands of the man as a woman must marry to be recognised whether in a statutory or personal/cultural/religious setting which may mean being one out of many wives of a man. She must have children, males and females alike. She can suffer a lot of trials and tribulations to get pregnant if she cannot get a child and especially also a male child. Because of the power imbalance on the side of the man, a woman cannot risk being sent away by the husband as her children also run the risk of also being rejected by the man. Other cultural constraints are early marriages with dangers of Vesico Vaginal Fistula (VVF), wife beating, rape in the home by the husbands, female genital mutilation and the husband should die sometimes severe and inhuman widowhood.

It means therefore that a lot needs to be done in Nigeria for the implementation of protection rights especially as it relates to protection of women and children from abuse and neglect in Nigeria. The equality of man and woman before the law and the automatic application of this to marital and family law (CEDAW) is still a far cry in Nigeria from the analysis so far reviewed.

From our experience children are best protected when the man and the woman have equal rights and are happy. CEDAW and CRC are closely linked just as child abuse in the family is also closely linked to wife abuse, although quite often the disadvantaged, suppressed and frustrated woman acts out her aggression on her children and her house helps. Only a closer look reveals that the remote cause of the abuse is actually the all powerful man behind the scene.

Action:

All hands must be on deck to implement CEDAW and CRC in Nigeria so as to bring healthy and happy homes with happy men, women and children, who are the best foundation for true democracy, our current hope and aspiration in Nigeria.

The machinery to implement both namely the National Child Rights Implementation Committee is in place and must be supported to embark on constant data collection of indicators of child abuse and neglect and use these to educate the public about the necessity for the nation that her women and children are protected. In this regard the regular report to the UN Committee on the rights of the child must be pursued most vigorously. Also the draft children’s law currently before the National Executive Council should be adopted without further delay. The example of Nigeria with occasional references to other African countries clearly indicate the sheer magnitude of the problem of child abuse and neglect in Africa. It also illustrates the need for collaboration among African nations. The Africa Union with its focus on socio-economic development is very welcome. It also shows that there is need for governmental and non governmental organisations to unite for effective synaergized action. The crucial role of education in once again amplified.

The Global Movement for Child and their ten pledges must be fully embraced in Africa and to do this we are on this occasion asking the Organization for Early Childhood Education (OMEPE) to lead the way.

Thanks you once again for the invitation and for attentive listening.

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THE EARLY CHILDHOOD EDUCATION CURRICULUM REFORM: A WAY FOR A BETTER QUALITY FOR THE CHILEAN CHILDREN.

Chile is one of the Latin American countries with a long history in Early Childhood Education. Since the beginning of the XX century there has been a concept of Early Childhood Education from birth to six years, and based on these ideas it has developed specialized educational institutions, trained University teachers, elaborated special laws and official programs for this level. All these measures have allowed reaching a good level in the Latin American context. In fact, the coverage in 2002 is around 34% of the population of children from 0 to 6 years that are attended in more than 20 different modalities or educational programs (direct and indirect) in which most needy children participate wherever they are through our long country.

Today, at the beginning of the new century, the nation is in the middle of an important Educational Reform and as part of this process, Chile has developed a new National Curriculum for children from 0 to 6 years, and has begun to implement it. This Curriculum and the process of implementation has special characteristics that pretend to give to the children a better education based in a strong concept of the children and their learning possibilities.

The presentation intends to give a general view of the Chilean Early Childhood Education, showing the process we have been doing to elaborate the new National Curriculum, and some of their main characteristics. These because we have been trying to elaborate a Curriculum to be an updated and open proposal, of high quality and a future vision of the possibilities of our children; but, besides being a good technical document, we wish to have the greatest possible consensus about its characteristics, between all the institutions of the sector. Finally we present some of the process of implementation that we are doing along the country at the moment, using different ways to help the teachers to have better practices.

"Programas de educación inicial en América Latina y los currículos nacionales en el siglo XXI"

"Latin American early childhood educational programs and nationals curriculum in the XXI century".

I. Introducción.
En toda América Latina, paulatinamente ha ido mejorando la situación de la primera infancia. Los principales indicadores sobre situación familiar, salud y nutrición de los niños evidencian estos avances1, aunque también se observa que la distancia entre la distribución de la riqueza aumenta progresivamente afectando la equidad de oportunidades. A modo de ejemplo, cabe considerar que la distancia entre el 20% de los más pobres y los más ricos era de una relación de 30 a 1 en 1960 y de 82 a 1 en 1995.2

En el plano de la educación inicial "se estima la cobertura de atención actual en un 28 % de la población de 0 a 6 años, existiendo entre los países una diversidad de ofertas que van desde alternativas comunitarias, donde se desempeñan madres-educadoras, hasta centros especialmente construidos que son atendidos por profesionales universitarios. La mayoría de esta atención está focalizada en los niños que más lo requieren, aunque aún no se cubre la totalidad de estos sectores en sus distintos grupos etarios. Sin embargo, a pesar de los limitados recursos con que se cuenta, en la Región se ha estado trabajando educacionalmente sostenidamente desde hace más de un siglo, para generar propuestas que resguarden factores de calidad importantes y que se susciten en nuestras fortalezas.

La participación comunitaria y familiar, unida al apoyo técnico de profesionales quienes orientan sobre la calidad de las interacciones afectivas y últimamente con más énfasis cognitivo, mas el empleo del medio natural y cultural de gran riqueza y variedad como recursos sustantivos, han pasado a ser las líneas centrales de nuestras propuestas educacionales, como se recoge en los currículos Nacionales que casi todos los países de la Región han elaborado para este nivel. Su implementación en prácticas educativas efectivas, es el énfasis de las capacitaciones y perfeccionamientos educativos que se está realizando en todos los países.

Este quehacer educativo, está recibiendo por parte de los Estados Latinoamericanos a través de los Ministerios de Educación, un fuerte apoyo acorde a las posibilidades de los países, como lo ratifican los acuerdos que desde el 2000 han estado suscribiendo los Ministros de Educación en Panamá con motivo de la X Conferencia Iberoamericana de Educación3, en Valencia en el 2001, y recientemente en República Dominicana (2002). En todas estas declaraciones, que abordan extensamente a la Educación Inicial, entre las recomendaciones se plantea el fortalecer sustancialmente ese nivel, ampliando la cobertura y velando por la equidad y calidad de la atención, reafirmando una vez más el valor de la educación inicial como una etapa fundamental para el desarrollo de la personalidad, y para el logro de una educación de calidad que permita la construcción de ciudadanía en las niñas y niños iberoamericanos.

Este desarrollo de la Educación Inicial en Latinoamérica en sus aspectos cuantitativos y cualitativos, son los que se presentan en esta Conferencia, tratando de dar cuenta de los muchos esfuerzos realizados a pesar de contar con escasos recursos financieros, pero que por el compromiso de los países y de sus comunidades y familias, se está avanzando significativamente en el siglo XXI. Ello es lo que permite tener mejores oportunidades para las nuevas generaciones de niños latinoamericanos, y pensar en una "Pedagogía de la Esperanza", como lo planteó el gran maestro Pablo Freire.

II. Algunos antecedentes históricos.
Las principales etapas que se pueden distinguir en el desarrollo de la educación inicial o parvularia en Latinoamérica son:

A.- Etapa pre-colombina.
Esta etapa que existió en todos los actuales países de la Región, y que los estudios etnográficos y antropológicos-culturales han ido recogiendo en parte, es válida incorporarla como un importante legado del saber propio de la Región, ya que da cuenta de los sistemas educativos que los diversos pueblos originarios desarrollaron a través de distintas formas de etno-educación para los nuevos miembros de sus comunidades. Dentro de ellas, se han podido...
conocer formas de atención integral y educativas dirigidas a los pueblos, como se ha detectado entre otras en las culturas azteca, amazónicas, inca, mapuche, y en los pueblos indígenas australianos.2

A modo de ejemplo, el nacimiento de los niños aztecas era un gran acontecimiento, la partera era la encargada del alumbramiento y hacía de sacerdotisa y cuidaba el cumplimiento de todos los ritos prescritos.

El niño era lavado, al mismo tiempo que se dirigían oraciones a Chalchihtlicue, diosa del agua. Tan pronto como la familia y la comunidad barrión tenían conocimiento del nacimiento, comenzaba el ceremonial del "saludo", al cual eran los ancianos quienes asistían. Los padres recibían regalos que podrían ser mantas, alimentos o bebidas. En el transcurso de los recogijos y la presentación, el padre mandaba a buscar a un tonalpohuqui, quien era un especialista en los libros sagrados y podía decir el signo, el destino y cómo debía considerárselos al día en que había nacido. El bautismo del niño no se hacía por el adivino o el sacerdote, debía hacerlo la partera y comprendía dos partes: el lavatorio ritual del niño (consistentemente cuatro ritos del agua) y la imposición del nombre. Para tal evento se reunían los amigos y parientes antes de la salida del sol.

La imposición del nombre se hacía en referencia al día en que se hubiese nacido, o el que habían llevado todos los hombres de la familia, en algunos casos se usaba el sobrenombre con el que se denominaba a un dios.

Por otra parte, la educación de los niños estaba confiada, entre los tres y los quince años, a los padres y la de la niña a su madre. En esta etapa el aprendizaje se centra en los buenos consejos y las labores domésticas menores. A partir de los quince años los varones podían asistir al calmeacca o al telpochalcí. El primero estaba reservado para los hijos de dignitarios y en algunos casos de comerciantes y formaba a los jóvenes para el sacerdocio o para altas funciones del Estado. Y el segundo era para la educación de los plebeyos donde se les preparaba para la guerra.

A su vez, en el otro extremo de América, cabría señalar que en el Chile precolombino los diferentes pueblos hablaban el actual territorio del país, contaban dentro de sus sistemas de crianza y de educación de los niños pequeños. Por ejemplo, dentro de la cultura mapuche, había un conjunto de ritos en el periodo prenatal a través de los cuales se esperaba fortalecer al futuro niño en gestación. Por su parte, en la cultura yamana, desde el momento en que nacía el niño, la madre elegía a una "madrina" quien la ayudaba a cuidar y estimular al bebé. Respecto a esto último, hay información etnográfica sobre cómo se hacían masajes a los niños y ejercitación motora. Particularmente interesantes, son las actividades que se hacían con los niños pequeños en forma paralela a los actos de iniciación de los jóvenes en los cuales toda la comunidad se involucraba. Cercana a la gran "choza" donde se reunían jóvenes, adultos y ancianos, se hacía otra "choza" más pequeña en la que se juntaban los niños durante las semanas en que se juntaban los jóvenes. Los niños más pequeños quedaban a cargo de los más grandes y participaban en todo tipo de actividades desde aquellas más propias como juntar leña, hasta algunas que tenían conexión con lo que estaba pasando en la gran "choza" con los jóvenes.

Ejemplos como éstos, se encuentran en todos los pueblos originarios, que evidencian una práctica educativa específica creadas en función a los niños pequeños, que abarcaría en muchos casos, influencias desde el periodo de gestación, con una visión amplia de su formación posterior, ya que ésta comprendía por lo general, además del desarrollo de habilidades y actitudes de distinto tipo, una concepción espiritual del desarrollo de los niños.

B.- Etapa de instalación de las primeras acciones para la infancia en general, y de la educación infantil en particular.

(Desde la época colonial, al nacimiento) (c) 1982

Las primeras iniciativas en función a la infancia en la América Latina colonial y en las nuevas Repúblicas fueron esencialmente en el plano de la salud y de la protección3 con un enfoque de beneficencia, y en la Educación en sus aspectos más básicos, como fueron las "Escuelas de Primeras Letras" o "Elementales". Sin embargo, una vez que los nacientes países comenzaron a salir de las urgencias independentistas, las iniciativas de tipo educativo empezaron a ampliarse respecto a las edades de atención y sus contenidos. Autores como A. Puiggrós (1999), explican este auge como parte de una concepción de las jóvenes repúblicas sobre "la potencialidad de la educación para producir progreso". De esta manera empiezan a esbozarse algunas primeras iniciativas respecto a los menores de seis años, derivadas del movimiento pedagógico iniciado en Europa con relación a la "Escuela Activa" y a los planteamientos que surgían de los diversos propiciadores de la educación de los niños. (Comenio, Pestalozzi, Froebel, etc.) De esta manera, a fines del siglo XIX y comienzos del siglo XX, empieza a generarse en América Latina una naciente preocupación y acción por la educación en general y a interesarse por el del niño pequeño.

Este importante movimiento educacional liderado por destacados educadores de la época organizados en diferentes asociaciones, realizan acciones de diverso tipo (políticas, legislativas, de difusión: conferencias, publicaciones, etc.), tendientes a incluir en las diferentes Constituciones y otras legislaciones nacionales, la obligatoriedad de una Educación "Primaria" que permitiera a las clases "populares", salir del analfabetismo y tener una serie de conocimientos que les dieran mejores condiciones de vida. De esa forma, se generan leyes que posibilitan esta extensión de la Educación Primaria a todos los potenciales destinatarios, aunque su implementación extendida, se ha demorado décadas en instalarse, adquiriendo diferentes niveles entre los diversos países de América Latina.

Dentro de este contexto de una verdadera preocupación nacional por extender la Educación Primaria al máximo de habitantes, y de generar las bases y la institucionalidad para el desarrollo de la educación en los primeros años de vida. En ello participaron destacados educadores que visionariamente fueron sensibilizando a la sociedad con relación a esta temática. Entre ellos podría mencionarse a Don Domingo F. Sarmiento en Argentina4, Don José Pedro Varela en Uruguay, Don José Varona y Pera en Cuba, Don Manuel Cervantes en México5, y Don José Abelardo Núñez en Chile6. Este conjunto de planteamientos expuestos por éstas y otras destacadas personalidades, junto con una labor decidida por algunos educadores7, posibilitaron la creación de algunos programas que hoy se denominan "no-formales," y de "Kindergarten o Jardines Infantiles" en los diversos países8, junto con el desarrollo de un conjunto de otras acciones complementarias vinculadas con la temática del pánico.9

Lo interesante en el análisis de todas estas experiencias iniciales y de los planteamientos que las sustentaban, es que descubre que su fundamentación y orientación es de una perspectiva eminentemente pedagógica, expresando los paradigmas fundantes y los principios que han caracterizado a la educación inicial desde sus comienzos en la Europa. Entre ellos cabe mencionar el rol activo del niño en sus aprendizajes, la importancia de una educación desde el nacimiento, la relevancia del trabajo con la familia, y el empleo del juego como recurso metodológico básico. Algunas expresiones de este ideario son las que se incluyen a continuación:

A.- El derecho que tiene el pánico, desde que nace a una educación permanente y por tanto, -oportunamente-, dentro de un planteamiento de un continúo educacional para el ser humano.

Este planteamiento que aparece como fundamento, ya que encierra una concepción del desarrollo y aprendizaje humano como un derecho que tiene el ser humano desde que nace, por lo que le otorga a la educación del pánico un sentido en sí misma, desvirtuando el enfoque restringido de tipo preparatorio como a veces exclusivamente se le considera, es expresada dentro de los escritos de las primeras generaciones de este nivel en Latinoamérica a través de referencias tales como:

"La educación del hombre, que expone los fundamentos de su sistema, no se refiere sólo a ese periodo (3 a 6 años), sino a todo el que pertenece al desarrollo, que empieza con la lactancia..."10
"Como el desarrollo físico e intelectual es más energético en la primera época de la vida, debe empezarse la educación en el momento en que viene el hombre al mundo..." Así vemos que la naturaleza emplea en el primer año, la mayor cantidad de medios para despertar esas fuerzas que el ser tiene solo en jémen cuando viene la vida.

¿Conviene dejar el desarrollo de los jémenes del niño espuesto a las casualidades?"

"...no hay que olvidar como esencial y de importancia suma, las escuelas de pánforos, pues que si el niño y el adulto en edad escolar y el adulto, tienen derecho a educarse, el pánforo a su vez, tiene derechos que no pueden desconocerse, tiene el derecho de vivir conforme a su naturaleza, de instruirse paulatinamente y metódicamente apropiándose de la curiosidad y actividades mentales que impulsa al pánforo darse cuenta de lo que lo rodea preguntando lo que ignora...".

B. El supremo interés del pánforo, a partir de sus características y necesidades, como eje de una educación pertinente.

Esto planteamiento es particularmente interesante, porque refleja desde los inicios de este nivel en Latinoamérica, el desarrollo de una educación centrada y pertinente a las características, necesidades e intereses tan propios y diferenciales del niño pequeño surgida desde una perspectiva eminentemente pedagógica, y que mantiene su vigencia hasta el presente. Esta idea señalada por la educadora mexicana Estefanía Castañeda en 1903 expresa en toda su plenitud este pensamiento: ‘Nada hay tan importante y preciso como la expansión de una vida y de una actividad en flor. Recordemos ante todo, que el niño es por sí mismo un fin y que jamás debe ser tomado como un medio’.

A partir de ese planteamiento, se generan las bases de lo que constituía la pedagogía para la primera infancia en Latinoamérica, cuyos principios y características esenciales, se reflejan en las citas a continuación:

- Una educación basada en el estudio de los intereses y características de los niños por lo que plantea su desarrollo armónico, postulando el juego como una de sus estrategias principales.

"En 1899, el Jardín de Infantes de Montevideo era una escuela de trabajo y libertad, ordenada por las leyes de la naturaleza, que su personal enseñante trataba de estudiar, en las manifestaciones de los niños. Por el sólo hecho de respetar la individualidad, de dar a su atención preferentemente a las revelaciones del carácter, era única en su género." 20

"El trabajo pedagógico se dirige por leyes naturales e inex, por lo tanto, el conocimiento del desarrollo físico e intelectual del hombre desde su nacimiento; porqué sólo fundado en ese conocimiento puede el educador encontrar los medios para una educación progresiva y racional".20

"El Kindergarten tiene por lo tanto el objeto de dar a los niños de corta edad, la ocasión de desarrollarse en plena armonía física, moral e intelectualmente"...21

"Este sistema (Froebel) lo basa en la idea de emplear la actividad natural del niño y eligió como medio para adquirir los fines propuestos: el juego."22

- Una educación activa y respetuosa de la libertad del pánforo.

"Educar, es...atraer a una manifestación activa todas las facultades con que ha sido dotada para que obré en el conjunto armónico de la acción y adquirir conocimientos útiles"...23

"...No vayamos a convertir al pánforo en un ser pasivo en lo absoluto, privándolo de iniciativa o dándole una actividad forzada por medio de ejercicios o movimientos enteramente mecánicos. No hay que inmovilizar el espíritu, ni contrarrestar las expansiones naturales"...24

"Importan en todas las circunstancias de vida, dejar obrar libremente al niño, sobre todo, cuando se le ha traído un camino visiblemente seguro, habituándolo a hacer por vez a hacer uso conveniente de la libertad que se le concede".25

Estas y otras citas que hemos ido extrayendo de diferentes fuentes y de las cuales damos cuenta en mayor extensión en otros trabajos, demuestran la riqueza pedagógica del pensamiento con que se fundó la educación parvularia o inicial latinoamericana, la que en sus inicios se centró básicamente en escuelas o centros educativos en las grandes ciudades, extendiéndose posteriormente a otros sectores y lugares, llegando a la situación actual del nivel.

Sin embargo, estas primeras experiencias eran aún muy reducidas en cuanto a su impacto social, y sólo tenían un rol de instalación del nivel, viéndose continuación una difícil etapa de consolidación de esta institucionalización recién instalada.

C. - Etapa de consolidación de la institucionalidad inicial.

(Desde los comienzos del siglo XX hasta la década de los cincuenta aproximadamente)

Una vez inaugurados los primeros "Kindergartens" y en algunos casos la primera formación de maestras "kindergarteneras" en las Escuelas Normales comienza una difícil etapa de mantener y desarrollar esta incipiente institucionalidad. En los distintos países se desarrollan debates sobre el aporte de esta etapa, en otros países se centra en el desarrollo político, económico y cultural, que se generen diversos niveles de avance de retroceso20 en esta área. Sin embargo, a pesar de las dificultades continúa un lento desarrollo de este nivel básicamente a través de la modalidad "formal" y principalmente centrados en la atención de niños de cuatro a seis años. Esta situación hace que en algunos países empieza a surgir la necesidad de definir claramente la dependencia de estos establecimientos, por lo que se crean, principalmente en los Ministerios o Secretarías de Educación, alguna "sección" encargada de ellos. Paralelamente, y como parte de una faceta educativa en la que se incorporan mujeres como trabajadoras, comienza a aparecer algunas "Salas Cunas", "Guarderías" o "Creches", las que con un propósito más bien asistencial, comienzan a recibir niños menores de cuatro años.

Si bien es cierto que si se afianzan ciertas iniciativas en esta área, y se crean algunas normas para estos establecimientos, lo cierto es que la cobertura no fue hasta la década de los cincuenta. Metodológicamente se incorporan influencias Montessorianas y Desroianas a las experiencias freckelanas. En los años sesenta la situación empieza a cambiar frente a las urgencias necesidades y demandas sociales de la población, iniciándose una etapa de expansión de este nivel educativo.

D. - Etapa de atención a las urgencias sociales y de instalación de nuevas alternativas de educación inicial.

(Decada de los sesenta hasta los ochenta aproximadamente)

La década de los sesenta empieza a marcar un periodo de grandes carencias no atendidas de la población. Ello, unido a un mayor despertar social de los derechos en los sectores de escasos recursos, y la emergencia de situaciones críticas de cuidado y alimentación de los niños, empieza a generar diferentes medidas de atención a estas necesidades. De esta manera, empiezan a desarrollarse masivamente programas "no-convencionales o no escolarizados" de atención a la población infantil, los que mayoritariamente se focalizan en el cuidado y alimentación de los niños a través de la participación de otros agentes educativos (familia, miembros de la comunidad). Parte importante de esta atención se realiza a través de " Hogares de cuidado diaria" de "Centros comunitarios" en los cuales el cuidado y la alimentación son lo central, agregándose algunos componentes recreacionales, basados en un gran participación comunitaria. Siendo importante este atención ante situaciones en muchos casos urgentes de vida o muerte de los niños, en la medida...
que los países estabilizan las democracias, se fortalecen las economías y aumentan los equipos profesionales en esta área y se evalúan estas acciones, comienza a arribar un movimiento de revisión de esta atención tendiente al fortalecimiento y ampliación de estas alternativas pero dentro de un contexto diferente al que se han desarrollado, lo que va a marcar el período siguiente.

En esta etapa, un caso especial es el cubano. Como producto de las inequidades sociales en que estaba el país en la década de los cincuenta, y a partir de la Revolución que prioriza la educación, comienza un especial énfasis en la educación de los primeros años, creándose los primeros “Círculos Infantiles” en 1961, para niños de 0 a 5 años. Sin embargo, por su característica de ser una modalidad formal con costos altos, su extensión hasta la década de los ochenta, alcanzó solo hasta el 20 % de la atención de los niños de esa edad, lo que lleva posternamente a la búsqueda de otras modalidades, como va a ser el programa “Educación a tu hijo” que se van a desarrollar importantemente en las décadas siguientes.

**E. Etapa de reordenamiento, afianzamiento y ampliación de la atención, y de mayor valorización de las acciones en este campo.**

(Década de los noventa e inicio del siglo XXI)

Superadas en gran parte las urgencias del período anterior, que llevó incluso a referirse a la última etapa como “la década perdida” (la del ochenta) y en el marco de reinalizaciones de muchas democracias en la Región, empieza a generar una línea de revisión de lo implementado en esta área. Así se detecta la necesidad de ordenación de la atención desarrollada, y de su fortalecimiento ya que en la mayoría de los casos los programas “no-formales” se sustentaban sólo en la participación comunitaria con escaso apoyo estatal, lo que atentaba a su sostenibilidad y calidad en muchos casos.

De esta manera se pretende quitarles el sesgo de “programas de segunda categoría”, entregándose el apoyo económico básico con recursos propios o con préstamos de entidades financieras, y reforzando en especial, los criterios técnicos de manera que les hiciera ser alternativas educativas tan válidas como las formales. Paralelamente, en este período se han empezado a planear políticas explícitas para este sector, tendientes a un mayor trabajo interinstitucional, y a una mayor equidad y calidad de las ofertas en este campo. Importantes declaraciones han suscitado los Ministros del sector, como la de Panama (2000), Valencia (2001) y recientemente la de República Dominicana (2002) que han implicado compromisos gubernamentales importantes para el desarrollo del nivel. Un caso interesante es el de Chile, que se ha comprometido en su actual gobierno a aumentar la cobertura de un 32,4 % en el año 2004, a un 40% en el 2005. En Ecuador, se ha estado desarrollando también importantes esfuerzos de aumento de la atención a través de “bancos de proyectos” a los cuales postulan organizaciones comunitarias, a través del Programa “Nuestros Niños”.

En este último período, el tema de la calidad se está fortaleciendo además de otras medidas, con la construcción e implementación de currículos “nacionales” u “oficiales” en su primera o segunda versión, que establecen en varios países, por primera vez, criterios y orientaciones de calidad comunes para las modalidades formales y “no formales”. Algunos de estos casos son México, Nicaragua, Costa Rica, Ecuador y Chile. También los currículos oficiales han ido reafirmando o incorporando los primeros años de vida en la atención educativa, como es la situación de México, Cuba, Costa Rica, Brasil, Ecuador, Perú, Argentina y Chile.

En varios de estos currículos: Chile, Ecuador, Nicaragua, Brasil entre otros, se ha estado estableciendo un concepto de niño pequeño mucho más potente, unido a una propuesta pedagógica renovada, que permite proyectar un mejoramiento de la oferta educativa, unido a un perfeccionamiento de los docentes de mayor calidad y de mayores recursos materiales y financieros.

En el plano de la formación de profesionales, hay también logros importantes, que han avanzado de la formación exclusiva en Escuelas Normales, a educadores o licenciados a nivel universitario y con postgrado en la especialidad. A ello se agregan mejores capacitaciones para los agentes comunitarios y formación de técnicos o auxiliares en diferentes niveles.

En el ámbito cuantitativo, siendo aún un poco difíciles las estadísticas del sector por la falta de una base común, el estudio de Unesco/Unicef realizado en 1989, señalaba que se atendía a un promedio de un 14% de la población de 0 a 5 años, casi duplicando lo alcanzado en 1980 (8,8%)[5]. Esta tendencia a aumentar la cobertura, se sigue detectando en las últimas estadísticas del sector, como se evidencia en la estimación la existente para 1998[6], que da cuenta de un porcentaje aproximado al 25 %, y que se ha actualizado a un 28% para el presente año.

Sin embargo, cabe hacer notar que dentro de este promedio de la Región, hay situaciones muy extremas, desde países con menos de un 5 % de atención del sector, hasta otros como Cuba, que poseen extensas redes nacionales, cubriendo gran parte de la población de menores de seis años.

En este momento, la cobertura en las escuelas, se perfilan una gran cantidad de modalidades diversas que van desde aquellas formales (Guarderías, Salas Cunas, Jardines Infantiles, Jardines Maternales, Escuelas y Centros en general) que se caracterizan por la atención directa de educadores y se desarrollan de currículos de educadores que son elaborados para ese establecimiento, y la amplia gama de modalidades no-formales. Estas últimas se caracterizan por la participación de diferentes agentes familiares, comunitarios o mediáticos que a través de diferentes medios realizan acciones de cuidado y/o educación a niños en el hogar, en espacios públicos o comunitarios. Al respecto, un país que tiene una amplia gama de modalidades formales y no-formales es Chile, que a través de más de veinte propuestas diferentes da cuenta en forma diferenciada las necesidades diversas de los niños y sus familias[7].

En correspondencia con las cifras de atención a los niños, la cantidad de instituciones especializadas en el tema, establecimientos y cargos docentes también han aumentado, y lo que es más significativo aún en función a la mantención de estos programas, se han asignado en los presupuestos nacionales, partidas estables para el sector que por lo general van creciendo en términos absolutos.

En síntesis, el nivel de Educación Inicial o Parvulario, ha ido generando una serie de avances en el plan cualitativo y cuantitativo en el siglo y medio que ha existido en la Región que permite, un desarrollo más sostenido y equitativo en el presente siglo. Sin embargo, el cambio más significativo a nuestro criterio que se está produciendo, es la generación de una educación de párulos actualizada, más desafiante y exigente, que en la medida en que se instale en la atención actual y en los aumentos de cobertura que se están produciendo, podrían cambiar sustancialmente las oportunidades de los niños y niñas latinoamericanos. Ello, porque en especial a partir de los aportes de las neurociencias y de la ciencia cognitiva, y de los mejores escenarios familiares y culturales de la Región, se está esbozando un concepto diferente de párulos, que en la medida que se apruebe por las sociedades nacionales, puede construirse un destino mejor para las niñas y niños.

**III. En el desarrollo de una pedagogía de párulos del siglo XXI.**

En base a las mejores condiciones de vida para los niños y a partir de la construcción de un concepto mas potente del niño pequeño en cuanto a sus posibilidades de desarrollo y aprendizaje, está surgiendo una pedagogía renovada que podría describirse en los siguientes aspectos:

1. Una importante preocupación por el aprendizaje desde el nacimiento, aprovechando todas las potencialidades que tienen los niños, en especial las se han señalado desde el área de las neurociencias.

2. El cambio de eje desde una pedagogía compensatoria o centrada sólo en las necesidades o sustentada en modelos carerales, a una pedagogía que potencia las fortalezas de los niños, generando un mayor “empowerment” o potenciación de ellos. Ello se sustenta en una reconceptualización del concepto de párulo, reconociéndose su carácter de persona-sujeto desde que nace, actor socio-cultural acorde a su etapa de vida, y por tanto de ciudadano. También implica una mayor consideración del niño como protagonista de sus aprendizajes traducida en un mayor desarrollo y conciencia de...
sus capacidades y posibilidades por parte de él mismo. En función a este planteamiento se plantea una pedagogía de la “escucha” que atienda los muchos lenguajes que tienen los niños para expresar sus intereses y de manifestar sus “sentidos” y percepciones.

c) El fortalecimiento de la participación de la familia y de otras redes de apoyo locales en el desarrollo curricular.

d) Un énfasis en la calidad y selección intencionada y crítica de los contenidos de la educación parvularia, expresado en:
   - Una educación más contextualizada tanto en su génesis, como en las situaciones y oportunidades de aprendizaje que ofrece el mundo actual. Por ello se hace relevante que se consideren todos los temas que ofrecen los entornos cercanos y distantes, lo que se busca a través de una mejor “pertinencia cultural de los currículos”, que permita una selección adecuada de los diferentes ámbitos culturales que van desde las culturas de pertenencia hasta la global... Así mismo, se ha acentuado la incorporación de los llamados “temas emergentes”: género, medio ambiente, “buen trato”, “seguridad”, “estilos de vida saludable”, entre otros.
   - Un mayor énfasis en la identidad, autoestima o autoconcepto en el niño, lo que incluye un mayor desarrollo del sentido de pertenencia, y de respeto a su vez, a la de los demás.
   - Una mayor amplitud en el desarrollo de las habilidades cognitivas, en función a las fortalezas de las niñas y niños, y de las oportunidades y desafíos que ofrece el mundo actual.
   - El desarrollo de competencias que dicen relación con el “aprender a aprender”, el manejo de fuentes de información diversas y de la tecnología actual.
   - Una mayor consideración de la diversidad, expresada en sus distintas formas: personal, cultural, étnica, lingüística.

e) En lo metodológico, se plantea la importancia de las interacciones afectivas y cognitivas de calidad, se ratifica la importancia del juego y el empleo de la pregunta como recurso metodológico importante. Este último medio se plantea como importante plantea como importante tanto para el educador, como forma de conocer los sentidos e intereses de los niños, como estrategia para ellos mismos, para indagar en sus exploraciones.

f) Una mayor valoración de las diversas modalidades de atención a los niños, en la medida en que favorezcan con criterios comunes de calidad, su desarrollo y aprendizaje integral.

g) Un fuerte énfasis en la evaluación de aprendizajes, como factor básico de un currículo mas pertinente. Esta evaluación de mayor calidad, se plantea centrada en la documentación de procesos relevantes de aprendizaje y en la participación de los diversos actores del proceso de enseñanza-aprendizaje, incluido el propio niño.

Para desarrollar esta pedagogía “empoderadora”, que abra oportunidades, es fundamental saber mirar y escuchar a los párvulos desde otros “miradores”, de manera de descubrir estos nuevos mensajes que ellos nos envían sobre lo que pueden, requieren y aspiran. En definitiva, una pedagogía para párvulos del siglo XXI, debe abordar, por ejemplo, fuertemente temas como:

- La formación valérica, para tener un marco de acción frente a las diferentes y complejas situaciones que ofrece el contexto actual;
- el reconocimiento y respeto a la diversidad humana, cultural y natural, favoreciendo adecuadas formas de vinculación;
- El desarrollo de prácticas democráticas, dentro de las cuales las niñas y niños ejerzan desde el inicio, ciudadanía y se reconozca su aporte a la sociedad;
- el propiciar estilos de vida saludables dentro de lo cual, los temas de seguridad y prevención deben ser parte importante del currículum.
- El acercamiento efectivo a la ciencia, tecnología y arte actual, tanto en su versión local como mundial.
- El conocimiento de las fuentes de donde obtener información en la actualidad, y las formas de procesarla y transformarla.
- La práctica del ‘buen humor’ y del disfrute como propósitos y medios, junto con otras herramientas de vida, para favorecer formas de enfrentar las dificultades.

Esta pedagogía de párvulos renovada con los aportes socio-culturales del siglo XXI, de la investigación sobre sus mayores potencialidades de desarrollo y aprendizaje, es sin duda, el gran desafío no sólo de los educadores latinoamericanos, sino en primer lugar de las familias. Por ello, involucra a la sociedad entera, y esperamos que podamos hacerla realidad, en función de lo mejor que tiene la Región: sus niñas y niños pequeños de tamaño, pero grandes en sus capacidades.

Bibliografía:

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Anexos:
Indicadores Situación de Infancia y Familia Latinoamericana.
Indicadores: Pobreza, Ingreso a Ed. Primaria, Secundaria, Mortalidad Infantil en Menores
De 5 años, Nacionales atendidos por personal calificado, Mujeres Casadas empleando anticoncepción y población con acceso a agua.


The Latin America and the Caribbean region has the highest gross national income (GNI) per capita of all developing country regions, and Argentina with $7460 a person is close to the income levels of some high-income economies. The number of poor in the region from 77 million in 1999 to 60 million by 2015, if can maintain a per capita growth rate of 3.6%. But regional growth has declined since 1980s and GDP per capita has grown by only 1.7 percent a year since 1990. Latin America continues to attract more private capital, $97 billion in 2000, than any other developing country region.

Although it is a comparatively wealthy region, it includes two very poor countries (Haiti and Nicaragua) and three of the world’s 10 most severely indebted countries (Argentina, Brazil and Mexico), and it suffers from a relatively low overall rates of savings (20 per cent of GDP). Yet the region has the potential to reach many of the MDGs. It is the only developing region where gifts have a higher literacy rate than boys.

The region also has the lowest military spending among developing regions, 1.5 percent of GNI. The region also has the highest life expectancy at birth, 70 years. Child malnutrition remains a problem in the low-income countries and in poorer regions of some middle-income countries.

Education: Primary enrollment rate. Comparación ingreso a educación primaria por regiones mundiales.

Master Conference 3

Prof Jonathan Jansen,
University of Pretoria, South Africa

EXPLODING SOME MYTHS ABOUT PARTNERSHIPS

Introduction
Enormous progress since 1960s in terms of basic indicators of development

- Yes enormous problems remain
- The remaining problems are exacerbated by new challenges such as HIV/AIDS
- Inequalities persist, even deepen; ranking the highest mortality rate under 5; first three nations are in Africa: Sierra Leone, Angola

The Consensus about the motivation for partnership
Most problems of the modern era can no longer be solved by single disciplines, single organisations or single governments. Nutrition an example and HIV/AIDS

Some common sense principle of partnerships (guilt)
- Take time to develop partnerships
- Draw from the strengths of all partners
- Seek openness, honesty and mutual respect

Some unpleasant realities of partnership
- ECD remains low on the development priorities of government; despite the rhetoric of investment in young children, budgets and plans do not match (check subsections of any global report on education). A major partnership problem. A constituency without a voice.
- Partnership often enjoy ideological prominence not matched by development deliverables (JICA Example). Do children know more and better science after 5 years of funding?
- Partnerships seldom deliver because of deep-seated and seemingly intractable problems of politics, power and authority among the partnership organisations – within and outside government; the “inter-sectoral problem.”
- Partnerships continue to flounder because of the short-term, ephemeral interest of foreign (and local) donor agencies, placing severe stress especially on CBOs from one budget cycle to the next; from one salary payout to the next.
- Partnerships struggle to make ground because of poor specification of partnership roles; what some call partnership planning. Moving beyond
- Partnerships are not sustained because the wrong partners are at the table; important institutional partners are missing from the equation. Universities?
- Partnerships fail because of a lack of political agitation by the ECD organisations; sometimes compromised by party political affiliations; sometimes compromised by ignorance of the changing policy and legislative mandates under which this sector works. The Treatment Action Campaign.
- Partnerships fail because of the romanticisation of the sector: poor parents are expected to perform miracles even in the context of HIV/AIDS and OVC.
- Partnerships fail because of an under-estimation of the labour involved in sustaining, nurturing and expanding the partnership function.
- Partnerships fail because of arrogance on the part of one or more partners; the failure to build on the principle of reciprocity.

Prof Jansen shared some enlightening experiences with the delegates and spoke about his days as a Dean at the University of Pretoria. The issue of partnerships was the main focus point of his presentation. He stated that a single unit, group or person cannot do much and that everyone should work together in a common interest. He emphasized the point when a group of people are attempting to solve a problem then the must identify with the source of the problem.

He cited an example, viz.: one of the major forces responsible for unhygienic conditions in certain parts of South Africa, is the issue of sanitation and one should address this problem to the Water Affairs department. He criticized people who form partnerships with a lack of generosity. He stated that merely building links and not acting positively would reap no benefits. He said that when companies invest they should view it only from the point that they are benefiting the children and no ulterior motives should be present.

He added that if one does not know what their partner can do for them (or vice versa) then it is a wasted partnership. He stressed the importance of selecting partners wisely and added that most partnerships fail due to arrogance on the part on one or more of the partners.

He further said South Africa has had such a hard time "getting things off the ground", because many people live in a culture of silence. He stated that if one wants to see results then one should speak out and do whatever it takes to achieve that result. He concluded his presentation with a quote from Mr Mandela about supporting the country’s children.
Ms Nosipho Madlala  
South Coast Hospice, South Africa

MEMORY BOX PROJECT

This is based on the “The Memory Project” which the National Community of Women living with HIV/AIDS (NACWOLA) introduced in Uganda as a result of HIV infected mothers finding it extremely difficult to communicate to their children about their ill health. While AIDS orphans suffer the same grief and confusion as others, they also face prejudice and social exclusion. This makes them extremely vulnerable and places them at great risk of contracting HIV themselves, living as they do in a vicious circle of poverty and abuse. The traditional “safety net” of the extended family has been gravely eroded by the HIV/AIDS pandemic. The grandmothers who traditionally inherit their children’s orphans are already exhausted and overburdened, having often been involved in caring for multiple offspring with full blown AIDS.

It is important for parents to be given the opportunity of having their dreams for their children documented, in order to achieve some measure of peace before their death. From the children’s point of view, knowing that they were loved and cherished by their parents is a real source of consolation, which in addition to facilitating grief, impacts profoundly on their future development.

In communities ravaged by HIV/AIDS, families often become fragmented and a real possibility exists of important family history and cherished childhood memories being lost forever. Even very young children are often separated from their siblings. These moves usually take place during the time of maximum grief and confusion.

We envisage giving each child destined to become orphaned, in the homes we visit through our ICHC programme, a sturdy little treasure chest (box) of their own. This “Memory Box” will contain:

- Identity documents
- A letter from the parent/mother, (which will probably have been dictated to a caregiver), documenting her dreams for the child.
- Photographs depicting the child and parent together, the home, family group and general surroundings.
- Any other tangible little “treasures”.

This project has a natural link with Hospice philosophy which encourages the promotion of honest, open communication, particularly within the family setting, cares for the family as well as the patient and provides a continuum of care which extends into the bereavement period.
Ms Christel Kleingeld  
**HIC (HIV Infant Care) Programme, South Africa**  
**National Manager: HIV/AIDS Programmes, NICDAM (National Institute Community Development and Management)**  

OUTCOMES OF TRAINING EARLY CHILDHOOD DEVELOPMENT PRACTITIONERS IN HIV/AIDS PREVENTION AND CARE

**Introduction**

Most Early Childhood Development (ECD) facilities in South Africa are inadequately equipped to deal with children living with HIV/AIDS. Lack of knowledge and fear lead to discrimination, stigmatisation and unsafe practices. Newspaper reports of stories where children have been refused entry into day care facilities on the grounds of their own or their parents’ HIV status are not uncommon in this country.

**Background**

The HIC (HIV Infant Care) Programme was initiated in 1997 as a partnership programme between Cotlands and NICDAM (National Institute Community Development and Management). Cotlands is a Johannesburg based baby sanctuary and hospice for HIV/AIDS children. NICDAM is a development and educational trust focusing on community development. NICDAM is also a training service provider accredited by SAQA (South African Qualifications Authority).

The development of and presentation of HIV/AIDS courses to ECD practitioners by the HIC Programme was prompted by requests from ECD training service providers for such training and the experience of Cotlands in dealing with HIV and AIDS in its own ECD facility. Cotlands also houses a nursery school on its premises, which accommodates not only the children at Cotlands, but also children from the surrounding community.

Parents support the center, fully aware that many of Cotlands’ kids are HIV positive. The experience gained and lessons learned through working with and teaching children living with HIV/AIDS and educating parents formed the basis of the training courses that the HIC programme has been offering ECD practitioners.

**Objectives**

The objectives of the training are to:

- Instil attitudes and foster skills that will bring about change in care practices at ECD facilities.
- Prepare ECD centres to cope with the challenge of the child with HIV/AIDS and those affected by HIV/AIDS.
- Facilitate awareness and the diffusion of accurate knowledge of HIV/AIDS in communities through programmes initiated by trained ECD practitioners.

The training programme was specially developed to meet the needs of ECD practitioners. Diversity in terms of language, culture and practices of the target communities is taken into account in the presentation of the courses.

The course content consists of three modules:

**MODULE 1 – Basic facts regarding HIV/AIDS**

- The AIDS Epidemic
- Vulnerable groups
- HIV/AIDS myths
- HIV and the immune system
- Transmission of HIV
- Prevention
- Phases of HIV infection
- HIV testing, treatment and vaccines

**MODULE 2 – Care, prevention and support**

- Care in the community
- Prevention & universal precautions
- Teaching children about HIV/AIDS

Care in the ECD centre:

- Physical management child living with HIV infection
- Management of the learning environment of children with HIV/AIDS

Support:

- Death and dying

**MODULE 3 – HIV/AIDS Policy and Programme development**

Aspects included in this module are:

- The rights of people living with HIV and AIDS, including children
- Confidentiality
- How to develop an HIV/AIDS policy for an ECD centre
- HIV/AIDS programmes for ECD centres
The course is presented over a period of one week with a follow-up sixth day of training 8 to 12 weeks post training during which module 3 is covered.

The HIC Programme presented HIV/AIDS courses to more than 1000 ECD practitioners in disadvantaged areas of five provinces in South Africa over the past three years. The training was sponsored by various funding organisations, e.g. Bristol-Myers Squibb Foundation, Nedcor Foundation, Nelson Mandela Childrens Fund, DG Murray Trust, Foschini Group, Metropolitan, British High Commissioner and government departments, e.g. Gauteng Department of Social Services.

69 trainers from the following providers: Ntataise, TREE, Lesedi, Nsoanafsi, New Beginnings and others have also been trained and are cascading the training further into 5 provinces. The course also provided the foundation for the unit standard for the HIV/AIDS elective that was developed by the ECD standards generating body of SAQA (South African Qualifications Authority). This elective forms part of nationally accredited ECD qualifications.

Project evaluation

Method
A pre and post-test evaluation design formed part of the project plan. The training of 570 ECD practitioners in HIV/AIDS was assessed.

- **Measuring instrument**
  - Pre and post training questionnaires were developed, with structured and open-ended questions.
  - Pre-training questionnaires were administered on the morning before the start of the training courses.
  - Post-training questionnaires were completed 8 to 12 weeks after the one-week training course when the participants met for the final day of training during which Module 3 was presented.

  The questionnaire contained questions regarding knowledge, attitudes and practices.

- **Sampling**
  - A systematic sample of 190 (33%) was drawn from the experimental group of 570 ECD practitioners that partook in the training.

- **Data analysis**
  - Content analysis was done to post-code open-ended questions. Comparisons were made between responses before training and responses two to three months after training took place.

Findings

- Demographic profile of study population
- 98% females and 2% males.
- 66% was in the age category 31 to 50 years
- Educational levels: 56% had NQF 3 and post-matric qualifications

- **Responses concerning knowledge**
  - Two questions were posed to determine HIV/AIDS knowledge. Respondents were firstly requested to list any three physical symptoms commonly associated with HIV infection and AIDS.

<table>
<thead>
<tr>
<th>Pre-training</th>
<th>Post-training</th>
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<tbody>
<tr>
<td>3 out of 3</td>
<td>3 out of 3</td>
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<tr>
<td>21%</td>
<td>73%</td>
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Another knowledge question contained 22 statements requiring true or false responses.
A comparison between pre and post training responses indicated an 18% increase in knowledge 8 to 12 weeks after the training.

<table>
<thead>
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<th>Pre-training</th>
<th>Post-training</th>
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<td>15 out of 22</td>
<td>19 out of 22</td>
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- **Responses concerning attitude**
  - Before the training 34% of the participants responded yes to the statement: I would be uncomfortable working in the same facility with someone who has HIV/AIDS changed as follows. After training 91% responded no.

<table>
<thead>
<tr>
<th>Pre-training</th>
<th>Post-training</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>34%</td>
<td>95%</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>66%</td>
<td>91%</td>
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</tbody>
</table>

When asked if they would allow a child with HIV/AIDS in their centres, 92% responded positively before the training and 98% post training.

It is clear that the ECD practitioners felt differently towards adults infected with HIV in comparison to children. This attitude changed during the course of the training, but 9% still responded that they would not feel comfortable working in the same facility with someone who has HIV/AIDS, while only 2 percent admitted that they would not allow an HIV positive child in their centre.

The participants were asked whether they felt it was important for them as ECD practitioners to have knowledge of HIV/AIDS.
In the pre-training questionnaire 36% responded that they were unsure. A 100% positive response was obtained in the post-training questionnaire.

- **Responses regarding practices**
  - The questions concerning practices focused on universal precaution measures in ECD facilities.
  - 96% of the ECD practitioners responded that changes were made to their first aid kits after the training. Most reported adding latex/rubber gloves to their kit content, barrier creams and absorbent materials.
The responses to the question: "Did you experience any problems at your centre in applying the knowledge about HIV/AIDS that you gained from the course?", were:

- 8% experienced problems with authority.
- 7% reported problems with parents.

<table>
<thead>
<tr>
<th>Sharing of knowledge (formally)</th>
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<tr>
<td>Shared knowledge with</td>
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<td>---------------------------------</td>
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<tr>
<td>Work colleagues</td>
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<tr>
<td>Parents of children</td>
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<tr>
<td>Children in ECD centre</td>
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<tr>
<td>Family</td>
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<tr>
<td>Community groups</td>
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</table>

On average ECD practitioners educated 64 people each.

**Participant evaluation**

Course participants very positively evaluated the training. The experiential training methodology enhanced maximum trainee participation and was enjoyed and appreciated by the trainees.

**Participant course evaluation forms depicted the positive feelings of the trainees:**

"This training opened my eyes because most of the things that I have learnt here, I did not take seriously before". (ECD Practitioner, Carletonville)

"Every ECD practitioner in this country should have this training". (ECD Practitioner, Midrand)

"The course changed me, it made me to overcome my fears and know how to protect myself." (ECD Practitioner, Phomolong)

"After this course I am ready to help my community and people with AIDS, not only the children, but everybody." (ECD Practitioner, Pearl)

**External evaluation**

One of the funders of the project, The Bristol-Myers Squibb Foundation, commissioned an external evaluation. The findings were that:

- The training programme could be replicated in any place, rural or urban.
- The project should be considered as a model.

In her conclusion, Zonike Mabude, evaluator employed by the Research Unit of the University of Witwatersrand (South Africa), stated: "Evaluating the HIV Infant Care Programme has been a great experience and pleasure especially because the project could see the results soon. The commitment displayed by the Practitioners and the gratitude for the training was very humbling."

"The trainees have for the first time, realized the reality of the HIV/AIDS epidemic."

**Lessons learned**

- It is important especially for trainers that present the HIV/AIDS training to gain practical experience in working with HIV positive children to convey compassion and real feelings to their audience. The inclusion of a practical section in training-the-trainer could be arranged with a local children's hospice or home care service.
- The buy-in of ECD centre management is important to ensure that HIV/AIDS policy and guidelines are implemented. Managers should be the first in line for training in HIV/AIDS.
- The South African Department of Education is urged to empower their Grade R staff members with the necessary knowledge and skills to cope with the challenge of HIV/AIDS in schools and communities.
- Real skills transfer is important. Handling HIV/AIDS in ECD facilities can be challenging. ECD practitioners need to be equipped with knowledge and skills that will enable them to cope with these issues.

**Conclusion**

HIV/AIDS training is now part and parcel of ECD qualifications in South Africa. The SGB for ECD should be congratulated with this achievement. The elective standard was one of the first HIV/AIDS standards registered with SAQA. They set an example for many other disciplines.

- The training of ECD practitioners in HIV/AIDS leads to the transfer of knowledge and skills. It also brings about positive changes in attitudes and facilitates safe practices within care facilities.
- It is clear that ECD practitioners can play an important role in educating communities in HIV/AIDS. They are dispersed in communities and are important opinion formers. Training ECD practitioners can assist in facilitating attitude change and acceptance of the challenge to deal with HIV and AIDS positively and proactively in communities. In a country besieged by the AIDS epidemic the role of the ECD practitioner as an important change agent needs to be appreciated, cultivated and valued.

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University of Ohayo, Nigeria

SCIENCE LABORATORY IN PRE-PRIMARY SCHOOL

Prof Salene gave a brief background on the education system in Nigeria. She said that the pre-primary schools there do not have a laboratory, which is very important in a young child's life. The system of education in place in Nigeria is called Universal Based Education (UBE).

She outlined how important science and science laboratories are in teaching UBE. She said if children are not given enough resources, they will not learn anything and will not know how to operate science equipment. UBE will create an awareness of science and maths in pre-primary schools. Children need to gain skills in using scientific equipment. They need to develop interest in acquiring knowledge, skills, values and attitudes. Follow up activities at home will lead to better choice careers and hobbies. Development of manipulative skills and learning major concepts and principles.

She said that learners can be easily assessed in pre-school if they have the resources in the lab and that learners will be able to draw and label objects. She further explained the role of science labs in schools, by saying it plays a major role in, among other things, data capturing, collection and problem solving.

She closed by saying that the only requirements are adequately trained science teachers, special recommendations for science teachers and the need for the school to use modern techniques.
Prof Mary King  
*Counseling, Development and Higher Education, USA*

**MONTESSORI PROGRAMMES: PEACEFUL BY DESIGN**

Quality in early childhood programs can be defined and measured in numerous ways, for example: safety of the surroundings, cognitive growth, social maturation, exposure to diversity, and expansion of experience. There are various yardsticks: agreement with the developmentally appropriate standards of the National Association for the Education of Young Children (NAEYC), later school success measured by grades and attendance, avoidance of future lives of crime measured by statistics of misdemeanors, and adherence to the regulations set forth by governmental organizations. In addition to the formal measurements, there are the informal, but no less valid, opinions of children, families, and communities. What works for one may not be classified as successful by another. Is there a common denominator?

Globally and locally, it seems that the way humans interact is the basic thread. Peace, in thought, word, and deed, is a universal longing. However difficult to implement or measure, if early childhood programs are to have the highest quality, this philosophy needs to form the framework. Maria Montessori, whose work had the goals of cosmic education and world peace, and who was nominated for the Nobel Peace Prize, offers such programs.

Montessori’s belief in universal human tendencies, and the need to provide a prepared environment where these can flourish, formed the basis of her work. Staff development, material selection, space design, attitudes toward children, language usage, establishment of patterns and routines, and family involvement all flow from a world view that has respect and trust at its foundation. These are not add-ons, they are the heart and structure of Montessori programs. Trustworthy spaces where freedom and responsibility co-exist for adults and children are the defining characteristics. Examination of the components that make up the whole of Montessori programs can assist in the proliferation of classrooms that are peaceful by design.
Joyce Brown  
*Institution: East Fort Worth Montessori, USA*

**THE EFFECTS OF POVERTY ON THE DEVELOPMENT OF YOUNG CHILDREN. ERADICATING POVERTY, THE KEY ELEMENT FOR CHILDREN AT RISK**

A United Nations Development Program on sustainable Human Development stated that a quarter of the world’s population live in severe poverty. Most, but not all of these 1.3 billion impoverished people live in developing countries, a major portion of this population is in Africa.

This paper will take a look at poverty in the Industrial world with special reference to the USA. Discuss some of the factors that contribute to poverty in nations of wealth, and how poverty is affecting young children. A brief review will be made of actions the central government, local government, non governmental agencies, and communities have taken to addressed the war on poverty.

The paper will also explore some of the factors causing poverty in developing countries with special reference to Africa. Look at the effects of poverty on the young children of Africa, and examine what is being done by governmental agencies, NGO and the local communities to fight third world poverty. Finally, the paper will address and make suggestions on the role that grass root organizations can play in fighting poverty.

There are a multiplicity of causes of poverty, including natural disasters such as floods, earthquakes, and droughts. The major causes however, are believed to be the actions, or inactions of power structures in the national economies of the affected countries, and the overarching effects of the global economy. It is these causes this paper will address. The discussion will highlight the potent impact of grassroots organizing and actions. It will also issue a call, with specific examples, upon the western world to shoulder its responsibility in eradicating poverty in the next two decades of this century.
Nirmala Rao
The University of Hong Kong

DEFINING, MONITORING AND EVALUATING QUALITY IN HONG KONG PRESCHOOLS

It is not possible to discuss the quality of Early Childhood programs independent of the context in which they exist because definitions of quality vary across political, educational, economic and cultural circumstances. Therefore, this paper first considers contextual factors, which have influenced conceptions of preschool quality and shaped Hong Kong’s early childhood services.

Next, the monitoring of preschools is discussed. The authority to determine and enforce standards in preschools has rested with the government and there are no independent accreditation bodies. Through the setting of standards for operating preschools, the government has implicitly set benchmarks for preschool quality. While it may be argued that these reflect minimum criteria for initial and continued registration of preschools, the government has in place policies and incentives for improving the quality of preschool education. In this context, we examined preschool quality.

Research has tended to use structural and/or process dimensions to gauge the quality of early childhood programs. Structural measures of early childhood programs include factors related to staffing, health and safety factors, and the physical setting. On the other hand, process measures refer to the provision of developmentally appropriate activities and attempt to quantify the quality of interactions between staff and children.

This study, the first to empirically evaluate structural and process quality of preschool programs in a non-Western context, examined how well (i) structural measures which are monitored by the government such as the physical environment, health/safety, staff qualifications and staff-child ratios; and (ii) management-related measures such as administration/evaluation, and staff-parent interactions predicted preschool process quality. Focusing on provision for four-year-olds, 60 preschools, representative of the range of preschools in Hong Kong, were observed to determine process quality. Information about structural measures was obtained through individual interviews of principals/supervisors and complemented by observations. Items were rated on a 5-point Likert scale. Ratings for individual items on a subscale were summed to obtain a subscale score. Inter-rater reliabilities between two research assistants were .89 for the observational data and .79 for interviews. There was considerable variability across programs on structural, process and management quality. This differs from countries where strict regulatory standards result in little variability on structural indices of quality. Results also showed significant intercorrelations among structural, management-related and process measures.

Higher process quality was evident in preschools, which exceeded government requirements for staff qualifications, space and equipment, and staff-child ratios. Three variables accounted for 45% of the variance in process quality. These included 2 structural measures (principal’s qualification and equipment/materials), that accounted for 29% of the variance and a management-related factor (staff communication), which explained an additional 16% of the variance. Therefore structural features of preschools are the best predictors of high process quality. Implications of these findings are discussed.

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**INTRODUCCIÓN**

Sería pretencioso tratar de abordar la multiplicidad de situaciones que pueden contemplarse bajo este rótulo. En esta breve intervención vamos a detenernos solamente en una problemática de gran actualidad y que es objetivo prioritario por parte de los servicios asistenciales de la Administración en España, e, igualmente, es un colectivo sensible para las asociaciones y para la sociedad en general. Se trata de los menores inmigrantes.

En mi trabajo comenzaré por clarificar los conceptos básicos utilizados en él, para continuar con la presentación de datos referentes a la inmigración de menores, tanto en España como a nivel mundial y, seguidamente, abordaré brevemente la evolución de la consideración jurídica del menor. Todo ello sirviéndome, especialmente, de entrevistas realizadas a responsables de programas e instituciones, y de las siguientes fuentes escritas:

- "El estado mundial de la Infancia 2001" del Fondo de las Naciones unidas para la Infancia –UNICEF–.
- El Informe "A fondo" de MANOS UNIDAS
- Las acciones llevadas a cabo por el Alto Comisariado de Naciones Unidas para los Refugiados –ACNUR–.
- Algunos de los Proyectos de Acogida de inmigrantes realizados por Cruz Roja Española.
- El Servicio Jesuita de Refugiados –SJR–.
- Las leyes que se han ido promulgando hasta la actualidad, en particular la Ley Orgánica de Protección Jurídica del Menor, de modificación parcial del Código Civil y de la Ley de Enjuiciamiento Civil.

1. Aclaraciones conceptuales

"El concepto del menor de edad es un concepto jurídico relativo –nos dice Ventura Faci–. Es la persona que no ha alcanzado la mayoría de edad, entendida ésta, desde el punto de vista del derecho, como la determinante del momento de la incorporación de las personas a la plenitud de la vida jurídica alcanzando la plena capacidad de obrar en los campos civil, administrativo, político, laboral, penal, etc”.

"Menores inmigrantes" son aquellos que –solos o en compañía de adultos- salen de su país para establecerse en otro extranjero en busca de mejores medios de vida y viven como refugiado, bien formando nuevas colonias, o bien domiciliándose en las ya formuladas.

"Extranjeros", considerados en el Art. 1 del Título Preliminar de la Ley 4/2000 de 11 de enero, a efectos de la aplicación de dicha Ley, como aquellas personas que carecen de la nacionalidad española. A ellos se les reconoce los derechos en condiciones de igualdad con los españoles.

Los "refugiados" se diferencian de los desplazados en que los primeros son personas que huyen de su país, se acogen o amparan en otro país, en busca de refugio, cruzando una frontera internacional; sin embargo, los desplazados se ven obligados a caminar dentro de su país, sin rumbo fijo, en muchas ocasiones. No obstante, ambos están acogidos la protección internacional proporcionada por la Convención sobre el Estatuto de Refugiados de 1951. No obstante, los desplazados siguen sujetos las leyes de su Estado.

En situaciones de crisis, ACNUR ha calculado entre 20 y 25 millones las personas que pueden encontrarse entre ellos.

En este trabajo analizaremos la situación de los inmigrantes en España y, seguidamente, la situación de los inmigrantes en el mundo.

2. La inmigración infantil en España

España se ha convertido en uno de los destinos hacia los que se aventuran muchos emigrantes debido a que se coloca en el lugar 10 del ranking de los países más ricos del mundo (Anuario EL PAÍS), a que su posición geográfica es favorable respecto a algunos países pobres y a que su economía ha experimentado una notable mejora.

Entre los datos aportados por el Ministerio de Trabajo y Asuntos Sociales encontramos que en el año 2000-2001 había en España 95.000 niños inmigrantes, de los cuales 35.000 se localizaban en Madrid.

Cabe señalar que las Comunidades Autónomas de Madrid, Cataluña, Valencia, Andalucía y Murcia, absorben el 75% de estos menores.

Se prevé que en los dos años siguientes la cifra aumente hasta 150.000, y al cabo de los tres años hasta 180.000.
Observemos gráficamente la evolución mencionada:

**MENORES INMIGRANTES EN ESPAÑA**

Veamos, a continuación, la procedencia de estos inmigrantes.

### 2.1. Grupos de procedencia

Dentro del colectivo de inmigrantes que llegan a nuestro país, destacan las siguientes procedencias:
- Sudamérica (Ecuador y Perú, entre otros)
- Europa del Este (Rumania y Polonia)
- Marruecos y Sub-Sahara

Veamos las peculiaridades de cada uno de estos colectivos.

Los niños procedentes de Latinoamérica no suelen presentar situaciones de abandono o desatención por parte de los madres y su adaptación e integración viene facilitada por la proximidad cultural y por el idioma.

Los niños procedentes de Países del Este, fundamentalmente de Rumania, llegan en grandes grupos formados por diversas familias y a los que podemos considerar menores en situación de riesgo, pues, en muchas ocasiones, sus necesidades básicas no están cubiertas y sus condiciones de vida no facilitan tampoco su integración social.

Los niños procedentes del Norte de África, fundamentalmente de origen magrebí, se encuentran en situación de abandono en muchos casos, e incluso algunos de ellos vienen a España solos y, por consiguiente, indocumentados, por lo que el problema que plantean requiere una atención especial.

Son varias las Comunidades que se ven afectadas por el tipo de inmigración ilegal, fundamentalmente Andalucía y Canarias, que se están viendo desbordadas por la masiva llegada de estos niños y que tienen que afrontar el fenómeno poniendo en marcha programas de urgencia. Concretamente, en Andalucía, en 1999 se gastó 600.000 € (1.000 millones de pesetas) en atender a cerca de 1.800 jóvenes inmigrantes. De los 4.098 acogidos en sus residencias, un 45.28% es inmigrante, a diferencia de los 429 que hubo en 1998. Son alarmantes los relatos publicados en "La aventura de una vida mejor a los 15 años" y "La integración educativa, un reto y una necesidad" recogidos en las columnas "En portada" de El País.

En el caso de los menores indocumentados que están solos, la protección jurídica que se les dispensa les considera menores en situación de desamparo y por tanto, debe asumir su tutela la entidad pública que del territorio donde se encuentren y tenga encomendada la competencia en materia de protección de menores. Esta tutela lleva a que se les acoja en un centro residencial, pero sus expectativas están orientadas a las vivencias laborales, y ello hace que no permanezcan en estos centros mucho tiempo, rechazando recursos educativos propios de su edad. Además, problemas como la dificultad de comunicación, el desconocimiento de la cultura, sus condiciones de vida o los conflictos religiosos se intentan hacer frente desde las instituciones aplicando diversas medidas.

Dado que la ley impide su expulsión inmediata y, paralelamente a la protección que se les dispensa, las autoridades tratan de recoger las informaciones posibles que permitan su repatriación a su lugar de origen, y sí es posible, su reagrupación familiar, por lo que si éste no es su deseo, ocultan su identidad y nacionalidad lo que dificulta el proceso. Si este retorno no es posible, se procurará favorecer su integración social en nuestro país.

Lo fundamental en este sentido es la atención a la diversidad y la facilitación de la integración del menor y de su familia (en el caso de que esté con ella), para lo cual, desde la Administración se realizan esfuerzos por escolarizar totalmente a estos niños, independientemente de que sus padres estén en una situación legal o no. Para ello, se les facilitan recursos, como pueden ser becas de comedor y de libros, y se intenta que su integración se desarrolle de la forma más efectiva y rápida posible. Desde algunas organizaciones (ASTI) se han elaborado Guías de información destinadas a orientar a los padres y madres inmigrantes, a fin de que vayan conociendo las condiciones y características de la escuela a la que van a asistir sus hijos.

La ayuda material es importante, pero también lo es la posibilidad de darles un futuro, tanto en los de acogida mediante la solidaridad internacional, como en sus propios países, con planes que permitan una mejor distribución y uso de la riqueza, "frenen el poder económico de las multinacionales y propugnen planes de desarrollo que se aferren a los pueblos a su tierra" (A fondo:16).

### 2.2. Plan para la Integración Social de los Inmigrantes

A nivel general, desde la Subdirección General de Promoción Social de la Migración y de Programa para Refugiados –IMERSO- en el año 2000 ha llevado a cabo un Plan que tiene por objeto “detectar y atender las necesidades de integración de los inmigrantes y refugiados, impulsando y apoyando la acción llevada a cabo por las distintas administraciones y lejado social, a este fin”.

Con este Plan se pretende:

- Promover la convivencia basada en valores democráticos y actitudes tolerantes
  - Combatir las barreras que dificulta la integración
  - Eliminar la discriminación injustificada
  - Garantizar una situación legal y socialmente estable
  - Luchar contra la explotación de los trabajadores extranjeros
  - Movilizar a la sociedad contra el racismo y la xenofobia
A su vez, en la atención a inmigrantes y refugiados se han llevado a cabo actividades de formación, reuniones internacionales y programas especiales destinados a los inmigrantes, tales como:

- Programas de acogida para inmigrantes de Ceuta y Melilla
- Programas de acogida a desplazados albanokosovares

2.3. Proyectos de acogida a inmigrantes

La Cruz Roja Española, desde hace años, viene ejecutando en diferentes lugares de España, proyectos para favorecer la inserción de los inmigrantes que llegan a nuestro país. Tanto ese colectivo, como el de los que solicitan asilo o son desplazados, son considerados como sectores prioritarios para esa Institución por ser de los más vulnerables, dada su situación de irregularidad al no disponer de papeles.

Entre los proyectos (portal Web) destacamos los más relacionados con la población de menores. Son los siguientes:

a) A nivel sanitario
- Campañas de vacunación
- Asistencia farmacológica
- Asistencia sanitaria prioritaria
b) A nivel social
- Acogida de emergencia
- Escolarización de menores y apoyo a los escolarizados
- Alojamiento y manutención
- Alfabetización
c) A nivel jurídico, ayudando en las gestiones necesarias para ser regularizados. No mencionamos los proyectos de asesoramiento jurídico destinado a los adultos.

La actuación de emergencia por parte de Cruz Roja se lleva a cabo en cinco puntos de la geografía, como son:
- Canarias: Fuerteventura y Lanzarote
- Andalucía: Tarifa, Algeciras y Móvil

Veamos los datos pormenorizados de estas intervenciones.
"Intervenciones Cruz Roja Española en Tarifa (enero-agosto 2001)"

<table>
<thead>
<tr>
<th>TOTAL PERSONAS ATENDIDAS</th>
<th>4.502 personas</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARROQUIÉS</td>
<td>2.049 personas</td>
</tr>
<tr>
<td>Hombres</td>
<td>1.963 hombres</td>
</tr>
<tr>
<td>Mujeres</td>
<td>60 mujeres</td>
</tr>
<tr>
<td>Embarazadas</td>
<td>2 embarazadas</td>
</tr>
<tr>
<td>Menores de Edad</td>
<td>24 menores de edad</td>
</tr>
<tr>
<td>SUBSÁHARIANOS</td>
<td>2.453 personas</td>
</tr>
<tr>
<td>Hombres</td>
<td>1.795 hombres</td>
</tr>
<tr>
<td>Mujeres</td>
<td>619 mujeres</td>
</tr>
<tr>
<td>Embarazadas</td>
<td>24 embarazadas</td>
</tr>
<tr>
<td>Menores de Edad</td>
<td>15 menores de edad</td>
</tr>
</tbody>
</table>

| RESCATE DE CADÁVERES     | 26             |
| ATENCIONES SANITARIAS   | 638            |
| HOSPITALIZACIONES       | 24             |

Como se observa, de un total de 4.502 personas atendidas, hubo dos embarazadas y 24 menores de edad marroquíes y 24 embarazadas y 15 menores subsaharianos.

Por otra parte, Cruz Roja dispone de Centros de Acogida para dar respuesta a las necesidades básicas de ese colectivo a su llegada a España, en Ceuta (gestionado por el IMERSO), Las Palmas, Fuerteventura, Madrid (en un total de 4 centro dependientes, igualmente, del IMSERSO) y Torrelavega (Santander). También proporciona pisos de acogida en Alicante, Guipúzcoa, Jaén, Madrid (dirigido a mujeres), Murcia, Tenerife, Valencia y Vizcaya.

También tiene en marcha otros proyectos de actuación dirigidos a personas adultas, como son:
- Ayuda a la Inserción Social
- Proyectos de Empleo
- Proyectos de Sensibilización
- Proyecto de Reagrupación Familiar
- Proyecto de Retorno.
3. La inmigración a nivel mundial

Teniendo en cuenta los datos proporcionados por EUROSTAT, en la Unión Europea, los países de destino de los refugiados son los siguientes:

- **Alemania**: 31%
- **Reino Unido**: 32%
- **Francia**: 13%
- **Bélgica**: 4%
- **Países Bajos**: 4%
- **Austria**: 5%
- **Otros**: 11%

A nivel mundial, según fuentes de ACNUR, la distribución de refugiados por regiones, son los siguientes:

<table>
<thead>
<tr>
<th>Región</th>
<th>Refugiados</th>
<th>Solicitantes de asilo</th>
<th>Repatriados*</th>
<th>Desplazados y otros</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ÁFRICA</td>
<td>3.611.200</td>
<td>89.800</td>
<td>279.400</td>
<td>1.355.600</td>
<td>5.336.000</td>
</tr>
<tr>
<td>ASIA</td>
<td>5.378.300</td>
<td>46.800</td>
<td>349.000</td>
<td>2.670.400</td>
<td>8.444.500</td>
</tr>
<tr>
<td>EUROPA</td>
<td>2.423.500</td>
<td>332.900</td>
<td>164.000</td>
<td>2.728.300</td>
<td>5.648.700</td>
</tr>
<tr>
<td>LATINOAMÉRICA</td>
<td>37.900</td>
<td>3.400</td>
<td>710</td>
<td>533.600</td>
<td>575.610</td>
</tr>
<tr>
<td>Y CARIBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NORTEAMÉRICA</td>
<td>628.700</td>
<td>416.500</td>
<td></td>
<td></td>
<td>1.045.200</td>
</tr>
<tr>
<td>OCEANÍA</td>
<td>68.400</td>
<td>7.200</td>
<td></td>
<td>400</td>
<td>76.000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12.148.000</strong></td>
<td><strong>896.600</strong></td>
<td><strong>793.110</strong></td>
<td><strong>7.288.300</strong></td>
<td><strong>21.126.010</strong></td>
</tr>
</tbody>
</table>

Desde el año 1950, el Alto Comisariado de Naciones Unidas para los Refugiados (ACNUR) y otros organismos, como el Servicio Jesuita de Refugiados (SIR), en su labor diaria tratando de ayudar a estos colectivos, han comprobado que los principales países de origen de los refugiados, en el año 2000, han sido Afganistán, Burundi, Irak, Sudán, Bosnia-Herzegovina, Somalia, Angola, Sierra Leona, entrea y Vietnam. De ellos, aproximadamente el 80% son mujeres y niños.

En estos países, como en Latinoamérica, Asia y Europa, las principales causas para que suceda esta huida, son la injusta distribución de la riqueza, el control de mercados ilegales, la deuda externa, el tráfico de armas o de personas.

4. Evolución en la consideración jurídica del Menor

Desde la Constitución Española de 1978 ya existía la preocupación por asegurar la protección social, económica y jurídica de los menores. Para ello se precisaba dotar de un marco jurídico adecuado a las características de esa población, preocupación que persiste en nuestros días.

En mayo de 1999 se presentó el segundo Informe español sobre las reformas legislativas en materia de derechos y protección de la infancia en el periodo 1993-1998.

A lo largo de estos años se han promulgado distintas leyes que han ido introduciendo cambios sustanciales en el ámbito de la protección del menor hasta la Ley Orgánica 1/1996 de Protección Jurídica del Menor, que pretende dar respuesta a las demandas planteadas durante ese tiempo. Es preciso aclarar que no sólo se ha tratado de un proceso de desarrollo normativo, sino también de profunda renovación del ordenamiento jurídico de esta materia.

Las leyes más relevantes han sido las siguientes:
- La Ley Orgánica 1/1996, de 15 de enero, de Protección Jurídica del Menor, que establece que "los menores gozarán de los derechos que les reconoce la Constitución y los Tratados internacionales de los que España sea parte, especialmente la Convención de los Derechos del Niño de Naciones Unidas".
- La Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo que realizó una profunda reforma del sistema educativo español y que establece la universalización y gratuidad de la enseñanza obligatoria hasta los 16 años.

Ley Orgánica 4/2000 de 11 de enero, reformada según la Ley Orgánica 8/2000 del 20 de diciembre sobre derechos y libertades de los extranjeros en España y su integración social. Entre los aspectos relacionados con los menores, se regulan los siguientes:
- Derecho a la documentación (Art.4)
- Derecho a la libertad de circulación y participación pública (Art. 5 y 6)
- Derecho a la educación, a la seguridad social, a los servicios sociales y a la asistencia sanitaria (Art. 9,10, 12 y 14)
- Derecho a la consideración especial de estudiantes (Art.33)
- Derecho a la residencia de menores (Art.35)
- Derecho a acogerse a la excepcionalidad de expulsión del territorio (Art.57)

Derecho a acogerse al ingreso en centros de internamiento (Art.62). La ley regula la responsabilidad penal de los menores, que introdujo la mayoría de edad penal a partir de los 14 años. Esta Ley Orgánica tiene carácter eminentemente educativo y apuesta por las medidas alternativas al internamiento, procurando la reparación extrajudicial del daño para evitar el proceso judicial en aquellos casos en los que es posible.

Son dignos de destacar en esta ley la constitución del Consejo Superior de Política de Inmigración, con el objetivo de asegurar una adecuada coordinación de las actuaciones de las Administraciones públicas con competencias de los inmigrantes, así como la constitución del Foro para la Integración Social de los inmigrantes, como órgano de consulta, información y asesoramiento en esta materia.

Por otra parte, a través de este ordenamiento se pretende vincular a todos los Poderes Públicos, a las instituciones específicamente relacionadas con los menores, a los padres y familiares y a los ciudadanos en general.

Así, en casos de desprotección social de un niño la Ley Orgánica 1/1996, de Protección del Menor regulará los principios generales de actuación, incluyendo la obligación de la entidad pública de investigar los hechos que conozca para corregir la situación mediante la intervención de los Servicios Sociales o, en su caso, asumiendo la tutela del menor por ministerio de la ley. Además, establece la obligación de toda persona que detecte una situación de riesgo o posible desamparo de un menor, de prestarle auxilio inmediato y de comunicar el hecho a la autoridad o sus agentes próximos. Y, del mismo modo, esta comunicación también se dará si se produce su ausencia habitual o no justificada del centro escolar.

La atención social a la infancia en dificultad social, como uno de los sectores clave de las políticas generales de protección y promoción de los derechos de la infancia, está integrado en el Sistema Público de Servicios Sociales.

Las tres Administraciones Públicas (estatal, autonómica y local) participan en el desarrollo de Prestaciones Básicas de Servicios Sociales que se llevan a cabo directamente en los municipios o Corporaciones Locales, por ser ésta la Administración más próxima a los ciudadanos.

Estos servicios se materializan (financieras y técnicamente) mediante un Plan Concertado suscrito entre el Ministerio de Trabajo y Asuntos Sociales y las Comunidades Autónomas a través de las siguientes prestaciones: Información y orientación, ayuda en domicilio, alojamiento alternativo y prevención e inserción laboral.

5. Algunas frases y datos

Para terminar, presento algunas frases que son dignas de destacar algunas y que se recogen de la documentación fuente de este trabajo; son las siguientes:

- "Largas filas de ancianos, mujeres y niños caminando temerosos por carreteras que apenas son caminos esbozados entre piedra y vegetación. Sobre sus espaldas, sus hijos más pequeños llorando y las escasas pertenencias que han podido salvar. En los ojos, una mirada desesperada y muchas lágrimas"
  "A fondo" (MANOS UNIDAS, 2002)

- "El fenómeno de los refugiados es una realidad que afecta a más de 21 millones de seres humanos"
  MANOS UNIDAS

- El panorama de emigrantes, refugiados y desplazados es ”una llaga vergonzosa de nuestro tiempo"
  Juan Pablo II

- Son inmigrantes en situación irregular porque no tienen papeles. Están, pero no son"
  CRUZ ROJA ESPAÑOLA (2002)

- "La labor de sensibilización puede hacer que los gobiernos, ante la presión política y social, cambien sus planteamientos"
  MANOS UNIDAS

- "Si pudiera prometeros que nada –ni la guerra, ni la pobreza, ni la injusticia- os privará de vuestros padres y madres, vuestro nombre, vuestro derecho a una buena infancia y a que esa infancia os conduzca a una vida plena y fructífera, lo prometería"
  NELSON MANDELA -A LOS NIÑOS DEL MUNDO-

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Madame Colette Durand  
Representative to UNESCO, France

PATRIMOINES POIR UNE CULTURE DE LA PAIX  
THE RELATIONSHIP BETWEEN HERITAGE AND A CULTURE OF PEACE

(Ms Durand gave a brief history of OMEP after World War 2 and stated that the main focus then was peace. The idea was that if children were raised in peace and harmony it would be a better world in the long run. OMEP educates children at a formative age and if there is mutual dialogue then the mentality can change and there can be a culture of peace. The UN has declared 2002 the ‘year of cultural heritage’. The notion of ‘cultural heritage’ evolved over the last few years. She stated that a new element is the link between nature and culture and that there is new meaning – a living culture)

L’OMEP école de paix

Née aux lendemains de la dernière guerre mondiale, l’OMEP a d’emblée œuvré pour la paix, la paix qui rassure qui permet de se construire et de vivre en bonne intelligence avec les autres. Elles, les jeunes enfants dans la paix et l’amour conduit logiquement à une reproduction de cette attitude et à la réalisation, à terme, d’un monde meilleur. Au fil des années, l’OMEP a sans cesse réaffirmé cet objectif. En se consacrant à l’éducation des enfants à l’âge où la personnalité se forme, sa tâche était de chercher les moyens d’édifier en l’enfant les fondements d’un esprit de compréhension et de dialogue mutuels. Eduquer à la paix, l’OMEP école de paix. C’est ce que l’UNESCO, en préconisant un changement total des mentalités, a appelé la Culture de Paix, qui est un principe, ou une Culture de la Paix qui oriente davantage vers une action plus concrète. Lancée à l’initiative de l’UNESCO et reprise par l’ONU qui en a fait le thème de son année 2000, la politique de la culture de la paix a connu un très grand succès qui ne s’est d’ailleurs pas : 75 millions de signatures collectées à ce jour pour le Manifeste 2000. Et maintenant nous sommes dans ‘la décodification internationale de la promotion d’une culture de la non-violence et de la paix au profit des enfants du monde’. Nous pouvons continuer à recueillir des signatures qui valent engagement personnel de part des signataires, mais nous pouvons faire beaucoup plus.

2002, année du patrimoine culturel, matériel ou immatériel

Par ailleurs, l’année 2002 a été déclarée Année des Nations Unies du Patrimoine culturel. Patrimoine de ‘ pater’, l’héritage que nous ont légué nos parents. La notion de patrimoine culturel a beaucoup évolué au cours des dernières décennies. Désignant d’abord les vestiges les plus monumentaux des cultures, la notion de patrimoine s’est progressivement enrichie de nouvelles catégories : un site ou un espace historique, un art, un voyage qui expérimente la relation étroite entre nature et culture. Des mots comme patrimoine culturel ou subaquatique ont vu le jour en même temps que celui de patrimoine immatériel qui regroupe les actes de création et de représentation, tels que les arts du spectacle, les rites, les événements festifs, les arts plastiques Cette notion ouverte de l’héritage du passé peut développer de nouveaux objets et de nouveaux sens car elle reflète la culture vivante plutôt qu’un image figée du passé. Il a semblé pertinent aux ONG en relation officielle avec l’UNESCO d’ancrer leur action future dans l’idée de patrimoine culturel, d’autant plus que la résolution adoptée en décembre 2001 à la Conférence internationale des ONG invite à établir pour fin 2004 une liste des monuments messagers de la culture de la paix.

Comment introduire la notion de patrimoine auprès des enfants de 2 à 8 ans ? Si les plus âgés (6 à 8 ans) peuvent aborder, par des exemples simples, le sens générique de l’objet, à savoir l’héritage d’objets issus de la famille, ou de l’environnement proche tels que objets familiers, usuels ou rituels, ils peuvent manifester de l’attachement à un objet ancien ou de la richesse de ce patrimoine. Ils ont, pour la plupart, une tendance à l’enrichissement de leur environnement. Ils ne sont pas encore conscient de l’importance de la diversité et de l’héritage culturel. L’objet est le premier degré de cette connaissance. Il est nécessaire de faire ressortir l’importance de l’héritage culturel et de son rôle dans la construction de la personnalité de l’enfant.

Le premier élément du patrimoine, surtout s’il provient de l’être aimé, du géniteur parfait (le plus souvent la mère) s’identifie à un objet de collection. L’objet patrimonial, symbolise ici le lien génétique, apaisant, qui garantit la sécurité affective, et qui est aussi un premier élément de communication. Cet objet, l’œuf en peluche ou la poupée, l’enfant le prend, l’écoute, le reprend ou le jette parce qu’il sait qu’il sera retrouvé et rapporté, puis sans doute conservé. L’œuf en peluche ou la poupée le suivra parfois jusqu’à l’adolescence, ‘ espace patrimonial ‘ la plus proche, la plus sensible. Il se sentira responsable de sa bonne conservation, de sa cohérence. Le temps laissera ses marques : la peluche sera élimée et ternie, la robe de poupée finie et peut-être élimée ; mais ces stigmates superficiels donneront à l’objet un grandit la conscience et la permanence, de lui-même et des choses, de leur valeur intrinsèque, matérielle et symbolique, qui traverse le temps.

Celui que veut grandir vité à tout prix tend à élaguer de ses attaches matérielles et affectives ; mais il ressentira sans doute une plaine le besoin de les retrouver, qu’il s’agisse d’un objet, d’un paysage, d’une saveur, d’un souvenir, d’une voix, d’un chien, de tous les événements de fêtes, d’une légende ‘Le travail de la mémoire aura, malgré lui peut-être, se renouveler le fil. Des décennies plus tard, l’adulte redécouvrira, avec émotion, un site ou une architecture, cette vie ancienne, humide, sombre et presque inoubliable dans son enfance, aujourd’hui claire, au portail sculpté, aux volumes équilibrés, dégageant une forte impression de sévérité. Considérant et inconsciemment se rejoignent dans l’être humain, quel qu’il soit, quels que soient son mode de vie, ses pensées et ses rêves, pour assurer la continuité de ce qu’il a reçu. Ce phénomène qui relève de l’archétype peut sembler primitif à certains regards : la défense du territoire, le refuge dans la caverne ou dans la première hutte comme espace matricielle, sont autant de réflexes de survie, de cette vie matérielle et spirituelle qui se projette, volontairement ou non, dans le futur :

- on explore les ressources de la terre pour s’abriter et se nourrir
- on fabrique des objets usuels ou rituels
- on invente des légendes pour célébrer notre histoire
- on élève des monuments pour nos institutions et nos croyances
- on chante et on danse pour exprimer des sentiments
- on crée aussi de la vie

La tâche éducative est lourde mais excitante : faire prendre conscience aux enfants de la nécessité de conserver et d’enrichir tout ce que nous avons reçu, et parallèlement leur faire prendre conscience de l’importance de tout ce que nous avons perdu et des circonstances qui ont causé ces pertes.

Comment prévenir les dangers afin d’assurer un avenir à notre patrimoine ? C’est le sens de notre action éducative.
Un choix fédérateur pour l’OMEP Un choix fédérateur pour l’OMEP
Mon propos pourrait s’arrêter là et chaque Comité national de l’OMEP s’engagerait sur un projet de culture de la paix par l’étude et la présentation d’un patrimoine culturel local c’est-à-dire en optant pour ‘un lieu ou un monument historique porteur d’un message de paix’. Ce lieu symboliserait l’engagement citoyen en faveur de la paix et de la non-violence. Chaque Comité bâtirait un projet. L’ensemble des projets nés de cette campagne constitueraient un réseau invité à réagir à l’échelle internationale et donneraient lieu à un événement particulier à mi-parcours de la Décanne, en 2005, qui mettrait en valeur les initiatives les plus remarquables.
Tout en suivant scrupuleusement le schéma de mise en œuvre indiqué par l’UNESCO, l’OMEP pourrait également se donner un thème fédérateur qui orienterait le choix des patrimoines nationaux et locaux. Profitons de la présence ici de responsables mondiaux et nationaux pour arrêter un choix qui donnerait de la vigueur à l’ensemble des projets.
Que diriez-vous, des mers et des océans qui séparent mais aussi qui rapprochent les continents, des cours d’eau, frontières, mais qui constituent également des liens commerciaux ou culturels forts entre pays, villes et villages, des ponts qui les enjambent dont la fonction même est d’unir. Ce symbole fort serait aisément compris de nos jeunes enfants. De plus, ce thème concerne l’eau, objet de préoccupation actuelle majeur de l’humanité : il n’est jamais assez tôt pour amener notre jeune public à s’y intéresser. Généralement les jeunes enfants aiment l’eau (on a rapproché le bain, à bonne température, du liquide amniotique dans lequel ils sont formés). Tout ce qui s’y rattache, les bateaux, les poissons, les êtres étranges du fond des mers les fascinent. On peut considérer que la paix et l’eau, comme l’amour, sont les fondements mêmes de la vie.

Qu’est-ce qui, dans votre pays, votre région, votre ville ou votre village, directement relié à l’EAU, pourrait constituer un ‘monument matériel ou immatériel du patrimoine culturel’ au service d’une Culture de la Paix, un vecteur de cette culture ?

Si vous avez une réponse, n’hésitez pas à vous engager.

Une vidéocassette Une vidéocassette
L’OMEP peut-elle aller encore plus loin en finalisant le travail par une vidéocassette obtenue par le montage des diverses réalisations des Comités et des Sections. Autour du monument matériel ou immatériel choisi, chacun pourrait enregistrer un enregistrement audiovisuel de 3 à 5 minutes représentant du mime, de la danse, un échauffe de spectacle évoquant la culture de paix. Une réalisation collective, produit d’un montage emprunt d’une touche esthétique donnerait plus de sens et de force à notre action.

Conclusion
Je me permets de vous encourager vivement à accueillir favorablement cette demande et à aller jusqu’au bout en utilisant la fiche de participation de l’UNESCO (feuillets blancs) pour faire connaître à l’Organisation votre projet précis et les détails de votre action. Ainsi transmis à l’UNESCO, votre travail sera diffusé et prendra de la vigueur et vie en d’autres lieux, dans d’autres langues.
La multitude d’actions engagées aux quatre coins du monde seront un gage de réussite de l’opération.
Selma Simonstein Fuentes
OME World President, Chile

**SPANISH:** INVESTIGACIÓN: LA INICIACIÓN CIENTÍFICA EN LA PRIMERA INFANCIA, LA CALIDAD DE SU ENTORNO EDUCATIVO Y LA AUTOIMAGEN DE LOS NIÑOS Y NIÑAS.
ENGLISH: RESEARCH: SCIENTIFIC INITIATION IN EARLY CHILDHOOD, THE QUALITY OF EDUCATIONAL ENVIRONMENT AND THE SELF IMAGE OF CHILDREN.
FRENCH: RECHERCHE: INITIATION SCIENTIFIQUE CHEZ L'ENFANT, LA QUALITÉ DE SON ENVIRONNEMENT ET LA AUTOIMAGEN DES ENFANTS.

(Ms Fuentes began by stating that these are the preliminary result and that they look at the differences between boys and girls, quality of education and science and technology for children. Ms Funetes explained that with the help of this research a Science and Technology Centre was developed to help children with their self-image. She stated that their aim was to develop a positive self-image for the children who went to these centres. She suggested that their research be used as a basis for government to improve education. Ms Parra Sabaj then explained how the study used two scales. The main scale had 97 items and looked at the integration of children and adults and the subscale was the result of the application of the scale to the three centres. One subscale looked at the comfort and well being of the child while another subscale looked at the influence of family and education. Scales also looked at muscle development, social skills, literacy, mathematics, et cetera. The scales and subscales reflect the abilities of the children.)

Está en desarrollo una investigación sobre niños pequeños, en la que se pretende describir [a través de la Escala ECERS] el entorno educativo que se desarrolla en los Centros de Ciencia y Tecnología para la Primera Infancia chilenos, creados por la Universidad Central de Chile [Tesis de Magister de Selma Simonstein Fuentes] en convenio con tres Municipalidades: La Florida, La Reina y Huechuraba.

A la vez se pretende medir y observar la autoimagen infantil [a través del inventario de Rebeca Eder] para estimar como se autoperceiben los niños que acuden a los Centros de Ciencias y Tecnología.

Para septiembre se espera tener resultados parciales de la investigación y nos gustaría tener la ocasión de presentarlo en el Congreso que se va a realizar en Sudáfrica en Octubre del presente año. Pretendemos tener dos vídeos de corta duración que muestren a los niños en acción y a las observadoras de la autoimagen infantil aplicando el instrumento.

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Queremos conocer las posibilidades de que se pueda exponer esta investigación y es por eso que te escribimos, para que tu puedas ver la posibilidad.

Los Centros de Ciencia y Tecnología es una alternativa no convencional de educación de niños pequeños, hemos tenido interesantes resultados que muestran a los niños satisfechos con la experiencia y disfrutándola intensamente. Los educadores de los niños aprenden formas distintas de educación en el área de las ciencias de la física y de la naturaleza. Los niños trabajan bajo la dirección de alumnas en práctica profesional de 4º año de la carrera de Educación Parvularia de la Facultad de Ciencias de la Educación de la Universidad Central de Chile, bajo supervisión docente.
COUNSELLING: A PANACEA FOR CHILD ABUSE AND NEGLECT IN NIGERIA

Introduction
It has been observed that child abuse is a global issue and neglect of an unborn or born child is on the increase. Child abuse can be defined as exposing children to painful and unwarranted suffering knowingly or unknowingly. UNESCO (1998) enumerates several forms of child abuse as child soldiers, children war, child prostitution, child physical abuse, child sexual abuse and child labour. It is difficult to estimate the number of children that suffer abuse or maltreatment in some regions of the world due to lack of records and unwillingness to report to the police or disclose such information by custodians, the victims parents concerned.

There are also varying definitions of child abuse from country to country and region to region which makes it difficult to generalize especially when the welfare of life of a person is brought into play. Despite this assumption, Kimberly Svevo (1998) asserts that the number of abused and neglected children is alarming in the whole world. This calls for a quick attention and professional counselling to ameliorate the ugly situation in Nigeria where some children's, God given potentials are being hindered from full development. It may be impossible to avoid the total suffering of children born into families of varying social status but there is need to identify and guard against the available tendencies of child maltreatment and neglect especially where it involves ignorance on part of children's significant others, the parents, teachers, guardians and peers. The question is, what are the then the patterns of child abuse and neglect in Nigeria?

Patterns of child abuse and neglect in Nigeria
There is increasing knowledge of child abuse and neglect in Nigeria since the launching of African Network for the Prevention and Protection against Child Abuse and Neglect in the Eighties (80s), Nigeria Chapter. Child abuse and neglect take varying patterns in our country compared to other countries of the world. These forms include: infanticide/child killing, child abandonment, child battering, illegal fostering/child stealing, house-help syndrome/child labour, girl-child marriage/prostitution, sexual abuse and communal clashes.

The age range of the Nigerian child is from 0-11 and 12-17 years of age for early childhood and later childhood respectively. Among these two categories of childhood, the nation observes child abuse and neglect.

Infanticide/child killing
Young women who feel frustrated in life carry out the devilish act of killing the unborn child through abortion. There is usually an air of hopelessness and helplessness around them. Such women must have engaged in indiscriminate sex act with their boy friends that are not ready to start families yet and do not have the responsibility of any sort. Also frustrated married women strangle the children as if to say, "I don't want to die because of you." Some unmarried ladies deposit their newborn babies in toilets or pigsty knowing fully well the child will not survive. Some wrap up in clothes and polythene bags and throw on rubble heaps or river while some bury their babies alive. What a child abuse? Not all cases of this sort are known or reported to the police.

Child abandonment
Every now and then, good Samaritans pick up abandoned children newly born or infants of 2-3 months old. This may be said to be better evil since a God-Samaritan may always pick up the child. Recently, two babies were picked up in the university staff quarters like that and a God-fearing couple that has been waiting for the blessing of the womb since marriage legally adopted one. Child abandonment occurs among impoverished young women who have no means to sustain themselves and the babies.

Illegal fostering and child stealing are not new in Nigeria. Perpetrators of this act are usually women who are desperate to own children but cannot have any. Since they are not getting younger, decide to take the short cut to fulfill the Nigerian crave for children like any other Africans. Some do it in the pretext of showing love and then later sell those stolen children when nobody is looking.

House-help syndrome/child labour is another form of child abuse and neglect that subject the child to the whims and caprices of the mistress/master. Usually, children whose parents are less privileged, illiterate and hardly support them are given out to serve in townships or so. It is the duty of the house-help to clean up the house, wash, if need be hawk some garri or any edibles so involved in by the mistress. Such children are not fed properly. They may be denied going to school. If they happen to piffer some part of what they are sent out to sell and money is incomplete, they are thrown out of the house with beating and abuse to go and level up the money. Though some are hired out, some token of money is paid to the parents or guardians and not the children by themselves.

Obot (2002) observes that orphans are constantly subjected to severe physical beating resulting from minor offences or errors. Some children due to lack of love towards them by their own parents/guardians are made to work like beast of burden into late night. They are denied good rest, food and affection.

Teachers that are half-baked or frustrated also turn to abuse children verbally, sexually, by severe beating and illegal extortion of both material and monetary. Some teachers expose their pupils to vulgar language, indecency in attitude setting a bad example. Some pupils from broken homes also manifest unacceptable character like cultism, stealing and lying exposing the good children to all kinds of pollution.

Girl-child marriage/prostitution
In the northern parts of the country, girl-child marriage is common. A girl could be given out in marriage as a gift to a much older person than her or in some cases her own father's age mate. This may be as a result of religious beliefs or ignorance on part of parents.

In the south eastern part of the country, some illiterate and poor families send their young daughters out to sleep with men and get money to feed themselves and the family. Girl-child is a source of income exposing them to early indiscriminate sexual immorality. Mothers in particular encourage their daughters to marry after men to fend for themselves. These girls are not equipped with any type of vocational skill. These girls wait on streets near hotels, brothels or attend nightclubs to catch customers.

Girl-child prostitution is also as a result of run away girls from their forced marriage and refusal to go home. Poverty, illiteracy and bad modelling expose young...
Sexual abuse and neglect

This pattern of child abuse takes the form of fondling the child's private part, be it girl of boy, kissing profusely, ritual killing or actual sexual intercourse. It is a known fact that the victims' fathers or relations, family friends, high risk individuals engage in this type of wanton behaviour. Girls children who hawk on the streets, market places or school premises are susceptible to being sexually abused. Parents who take things for granted and leave girls in the hands of unsuspecting boys or neighbors also expose their children to this trauma that could have been avoided. Sexually abused children are open to HIV/AIDS and other forms of venereal diseases.

Communal clashes in Nigeria form another pattern of child abuse. When communities take up weapons of war to destroy kins and kindred due to boundary disputes, political disagreements, it is the children and women that suffer most. Communal clashes expose children to all kinds of suffering, the psychological trauma of seeing blood and lives of dear ones wasted could be devastating and lasting memory to the child. Emnity could be nursed for generations if not properly handled through healing process.

Effects of child abuse and neglect

The impact of child abuse manifests itself on the child's developmental process. His physical, social, educational and psychological development is affected in no small measure. An abused child is likely to remain withdrawn or lives with guilt, fear and sadness. Socially, the abandoned and neglected child or sexually abused child is labelled and may feel unfit to associate with her age mates freely. She may take to prostitution, a life of degradation. She is likely to acquire HIV/ AIDS.

Anderson (1992) observes that some children who suffer sexual abuse turn to be afraid of dating, marriage or even divorce sooner or later due to incompatibility in the home. The individual may also seek revenge on others due to the scars inflicted on him during his childhood. The physical casualty of swollen vaginal canal or bleeding may occur. It brings stigmatization on the victim. The child may develop school or church phobia if it happened there.

In the case of early marriage, Vesico Vaginal Fistulae (V.V.F) and Recto Vaginal Fistulae (R.V.F) are obvious effects of physical damage as girls lose control of their bladders or bowels during childbirth. Such persons have little or no education or trade to support themselves (Sule, 1998).

The effects of communal clashes on the Nigerian child are exposure to violence, starvation, homelessness, devastation and fear. Some children may never recover from psychological trauma of war, loss and fear. Revenge may be sought when they grow up due to unforgiving spirit.

Counselling Strategies for Prevention and Healing of Child Abuse and Neglect

Since the victims of child abuse and neglect are left with scars that may probably hamper their full development of God given potentials, something needs to be done to prevent or at least heal the wounds already inflicted. Parents, teachers, guardians and educationists need to know that prevention is better than cure. Abused children as well as their significant others need counselling. Some counselling strategies are as follows:

i. Counsellors need to create awareness by organising talks on healthy child upbringing and psychological ill effects of child abuse to the child's development. Radio and Television slots could be obtained to enlighten the general public.

ii. Campaigns on rudiments of health physical, social, mental and psychological growth could be carried to the markets and church to enlighten mothers and other adults on the need to protect the child's rights.

iii. As a policy, every school should include counselling on the time table where the counsellors can meet and counsel with the youths on prevalent ills of the society and how to prevent or ameliorate/bring healing. The school should also have a counselling team to include the counsellor as team leader, teachers, parents and peer group for easy identification and tackling of child abuse and neglect cases in the school and home.

Denga (2000) suggests collaborative work in counselling to humanize teachers who will in turn help the children under their surrogate parenthood to grow up fully/properly. At parents-teachers forums, counsellors could enlighten the child's significant others on the rights of the child to live, grow and become.

iv. The public should be sensitized to report cases of child abuse. Government should punish comminsurately to the offences to deter further occurrence.

v. Victims and parents who have similar cases of child abuse should have sessions under the auspices of the council or to air/share their concerns. This brings healing in the sense that the persons who know how to help the case is not the only person or his/her case is not the worst.

vi. Pastoral counselling should be given for spiritual healing. The victims and the family members need to be taught how to deal with issues such as fear, anger, mistrust, guilt, shame, disgust, rage and depression.

vii. Vocational counselling should be promoted to help the dropouts and other youths to purposefully engage themselves rather than being idle, impoverished and modest in the society. Perpetrators of child abuse too should be counselled for better way of life.

Conclusion

Child abuse is a very inhuman, insincere and thoughtless attitude that exposes the Nigerian child to social, physical, educational and psychological set back. The neglected child has feelings of rejection and is demoralized. It is high time the counsellors in Nigeria and others, who care for the welfare of children rise up to the challenges of giving adequate counselling in all spheres of life to help the Nigerian children live, learn and develop their God given potentials for a better tomorrow. The role of counselling in helping to prevent child abuse and neglect or child maltreatment cannot be over-emphasised. Counselling programmes in schools, churches, mass media will go a long way to bring healing to the already affected children and in a way help the culprits to correct the abnormal behaviours.

References


Ms Jayshree Mannie

THE JOURNEY AS AN ALTERNATIVE COUNSELING TOOL FOR CHILDREN IN DISTRESS

Introduction:
Why the journey?
The printed and audio-visual media bombard our senses on a daily basis with information on our dysfunctional societies, our rampant poverty and unemployment, and the decaying fabric of values and norms. Morbid statistics stare us in the face! We KNOW that our societies are in distress! We are AWARE that child abuse, drug/substance addiction, suicide, murder and violence are escalating to alarming proportions! We are fully COGNISANT of the fact that our economy is taking a battering! WE KNOW THE FACTS AND IT TELLS A SAD STORY....

But, what are we doing about it?
Are we merely going to theorise, postulate and hypothesise?
Well, time is of the essence and whilst all tried and tested methods have failed to yield results, we therefore have to expand our frontiers of understanding and look beyond the conventional....

A refreshing and alternative approach is a programme called The Journey, which is at the cutting-edge of mind-body therapy.

What is the journey?
The Journey, pioneered by international mind-body therapist, Brandon Bays, guides us to the root cause of any long-standing difficulty and then gives us the tools to finally and completely resolve it. The powerful process creates remarkably profound and lasting results. Anxiety, depression and emotional blocks disappear. Chronic pain simply vanishes. Self-esteem, grief and anger issues dissolve, addictions fall away and illnesses resolve and heal.

How and Why?
Medical doctor, Deepak Chopra, has researched and proven that degenerative cells in the body could contain negative ‘phantom memories’ for eg. Emotional trauma, pain, hurt, anger...thereby creating an emotional block and a propensity for disease. His thesis was that interrupting the block would enable new healthy cells to regenerate.

The Journey allows one to access these ‘phantom memories’ and resolve them and reprogram the cells at molecular level, thereby allowing the body to transform itself from the cyclical patterns of anger, hurt, rejection, betrayal, hatred...a cornucopia of emotions which we store in our bodies for years on end.'

Candace Pert, a medical doctor who studies cellular biology has unequivocally established that whenever we repress an emotion, it releases a chemical into the bloodstream that can go to a certain part of the body. The cell receptors in that particular area then become blocked, thereby keeping those op receptors from being able to communicate with the rest of the body. What gets stored in that part of the body is the traumatic experience that happened to us in our childhood. Very often it can be difficult to even get access to that. Yet when you get access to that traumatic memory and clear that out, then only can new cell receptors open up and new regenerative cells be born, thereby breaking the vicious cycle.

So, what is it about the Journey that evokes such profound and lasting success where many other approaches fail?
Brandon Bays attributes all ‘curative’ success to the part of us that simply knows that “there is a way”. This “way” is what athletes call the zone, scholars call universal intelligence and physicists call it the quantum soup. The Journey offers one a simple, yet effective way to connect with this...to tap into and realises one’s true potential.

Versatility and creativity of the journey in:
1. Education

The Junior Journey provides children with ‘tools’ to help them cope with conflict and trauma and the less likely they are to grow up burdened with emotional baggage which may manifest as physical illness or deep-seated emotional issues in adult life. Children learn to explore and understand their emotions, including incidents which may have been suppressed.

In a structured workshop child caregivers and educators are taught the techniques of junior journeys. On the first day of the workshop, the children are asked to recall an unhappy incident in their lives and draw or paint it. They then name their heroes(sports stars, pop stars and fictional characters) discuss hero qualities such as strength, skill, courage and kindness. These along with others, such as understanding, the ability to communicate and express their feelings, truth, honesty and forgiveness are written on balloons. Each child is then given a bouquet of balloons and then asked to describe how their sad story might have been better played out, or handled, using these ‘resources’.

On the second day, the children are encouraged to delve a little deeper into their psyche. Each child closes his/her eyes and imagines they are in space shuttle, along with their chosen hero. Driven by the body’s intuition(which children are more in tune with than adults!), the spaceship takes the to a special part of their body, such as the heart, ear or stomach, which the child ‘explores’ using an imaginary torch. After describing how the organ looks and feels on the inside, the child is helped by their heroic/fictional character to uncover any upsetting memory which may be stored in the cells. The facilitator asks the child to place this memory on a movie screen, still in the mind’s eye, and let the event play form beginning to end. The child is then given their ‘resources’ balloons and steps onto the movie screen and replays the scene the way it would have happened had they had access to these resources at that time.

Then the child and the characters step down from the movie screen and gather round an imaginary campfire, where the child is given the opportunity for the first time to hear he felt before he was given the resources balloons, forgive all concerned and throw all his worries into the campfire. This is called the ‘I’m sorry, It’s a process.

Finally, the child is asked to take another look around the organ, which they usually find in a much healthier state. They climb back into their space ships and return to base.

This has helped children explore their feelings following the death of a parent, uncover the root cause of unhappiness/depression/poor self-esteem/lack of motivation/disruptive behaviour. Others have brought up fears and anxieties concerned with incidents such as bullying, difficulties with school work.

Deeper still, some have uncovered and resolved painful memories of abuse and violence.
The above junior journey programme is refined to a ten minute session which can be used in the classroom. With my personal research in the school, conditions such as ADD have resolved with the application of Journey process.

(PLEASE READ ATTACHED ARTICLE ON THE BENEFITS OF THE JOURNEY IN THE CLASSROOM)

Education developments thus far:
Brandon Bays and myself, have met personally with the Member of the Executive Committee in KwaZulu Natal, who has lauded the Journey in principle. Discussion is underway to include this into the national curriculum from Grade 0 to Grade 12. Our aim is that every teacher in every school in our country is trained in the Junior Journey process. Allowing every child to discover their goodness, greatness and potential that’s inside them.

"Every child has a name and a story; everyone has the right to health, learning and protection, the right to their full potential and the right to participate in shaping their world – rights, which have in all too many cases been violated." (UNICEF Official Summary)

Why wait for a traumatized child to become a dysfunctional adult, when we have the means to resolve the issue...a practical hands-on process, the Junior Journey.

The relevant authorities and stakeholders should honour this commitment and fulfill our responsibility towards our children. In the words of Nelson Mandela "Any country, any society, which does not care for its children is no nation at all!"

2. Correctional services and justice:
This dynamic and versatile tool is currently being tested in a prison in Gauteng and Limpopo Province.

Our aims are:
1) to train correctional service/dept. of Justice staff in the Journey process so that it can be used at all levels effectively
2) to offer this process to inmates as an alternative counseling tool
3) to encourage research on "The Journey and Restorative Justice in Juvenile Criminals"
4) to utilize this process in juvenile courts with the intention of rehabilitating children into society

3. Health and social welfare:
The AIDS pandemic has reached catastrophic proportions globally, especially so in South Africa. The disease is leaving millions of children orphans as it even erodes and kills educators, health workers and other professionals who maintain and operate the vital infrastructure of society.

Our aims are:
1) to train and equip social workers and care-givers with the Journey tools
2) to take the Journey programme to Crises Centres, AIDS shelters and Homes and Trauma Units
3) to develop a Journey Programme for AIDS orphans
4) to extend the above services to hospitals and clinics

4. Economy and business:
To ascertain the impact of the Journey in environment i.e. productivity, worker morale, absenteeism, general health and customer services.

i) Pilot study on Celtoic Clothing (see attached proposal)
ii) To incorporate the Journey into Wellness Programmes at corporate level, Banks, Businesses and Multi National Companies.

The Journey accreditation programme:
This comprises a professionally structured program of six modules.

i) Journey Weekend Intensive (attendee becomes a Journey Graduate)
ii) Advanced Skills Workshop – more in depth tools are taught
iii) Neuro Linguistic Programming – the language patterns of our brain/neurology
iv) Abundance Retreat
v) Life’s Purpose
vi) Accreditation Program

The Program takes a minimum of one year to complete and 35 case studies need to be handed in for evaluation. Should an individual want to become an accredited therapist then all 6 modules need to be completed and the case studies submitted for assessment.

However, the first module of the Journey Weekend Intensive qualifies an attendee as a Journey Graduate, who can then offer Journey processes to those in need. It is not necessary to complete all 6 modules to be able to do the process for others.

Journey outreach:
The Journey is an organization which presents seminars internationally in the UK, Europe, USA and Australia. In South Africa, seminars are held provincially. An added arm of the Journey in SA is the Outreach Program, which is peculiar to SA. Brandon Bays has established this out of a deep love for SA from own personal funds.

The objectives of Journey Outreach is multi-faceted:

i) to reach out to embattled communities and provide training to caregivers
ii) to network with Crises Centres, Abuse and Trauma Shelters and AIDS Orphanages and Homes
iii) to extend to schools who are in dire need of counseling services
iv) to form partnerships with relevant organizations who have a keen interest and responsibility towards social upliftment
v) to secure funding and financial assistance from Government, Business and International Organisations to further the Outreach Program

(ATTACHMENT ON SCHOOL OUTREACH PROGRAM)

Proposed plan of action for organisation keen on adopting the journey:

a) A free introductory talk can be arranged to create an awareness amongst staff. The minimum number of delegates at the talk is 50 and this is negotiable.
b) Caucus with management to determine specific needs of the organization or company.
c) Set a date and confirm the workshop.
d) Post-Workshop: A Journey support system will be in place to keep channels of communication open for regular feedback. Forthcoming graduate meetings, updated research and statistics and latest developments nationally and internationally will be available regularly.

Conclusion:
The Journey is a dynamic and innovative tool which can be used effectively in every sphere of society. It is universally applicable across race, culture, age and gender. Its dynamism and versatility is in step with our society, which is in a continual state of flux. It is simple and direct with a practical hands-on approach.

Our guiding words should be "Do not be fearful of moving slowly. Be afraid, very afraid, of standing still!"
Blossom Ngwevela and Linda Biersteker
ELRU, South Africa

WHAT DO YOUNG CHILDREN UNDERSTAND ABOUT ANTI-BIAS IN THE CURRICULUM

Background Information
The Early Learning Resource Unit has been involved in anti-bias work for the past 12 years. Our objective is to provide skills and support to educators implementing an anti-bias approach which challenges beliefs, attitudes, behaviours and social and institutional practices which are oppressive. This, we believe, is fundamental to transformation of our early childhood development services.

Independent evaluations have demonstrated that the training has been effective in changing teachers' attitudes and we see evidence of behaviour change in teachers as a result. We have also assumed that working with teachers will make a difference to children. But this assumption needed to be explored, which led to the development of this pilot work funded by the Rockerfeller Brothers Fund. The kinds of questions we are raising are:

• How does the training translate in the educational setting?
• What happens when an anti-bias approach is implemented?
• Are there changes in teaching practice?
• Do these changes make a difference to children?
• Do they change the way children behave?

We are working in four different pre-schools chosen because they represent a range of different circumstances. All of them are implementing a regular school programme with mostly NGO trained staff and have been in existence for several years. The management and staff attended an orientation meeting after which they committed themselves to the pilot and signed agreements to this effect.

The centres include:

• A university based ECD centre which caters for children of general workers, students, academic staff and is linguistically, ethnically and socially diverse.
• A daycare centre which is located in an advantaged area but has a diverse enrolment.
• A township pre-school in a working class peri-urban area. The enrolment is predominately Xhosa speaking children but there are some South African children, a handful of coloured Afrikaans speaking children and a group of children from a local orphanage some of whom are HIV positive and chronically ill.
• A centre in a rural fishing community in the Overberg - predominantly coloured and Afrikaans speaking but has some Xhosa speaking children.

The pilot has so far involved workshops and model teaching exercises with the teachers responsible for the groups we are tracking. These were aged 4 years when the pilot began and are now in the pre-school group 4 and 5 years. Recently we have worked with small groups of 5 or 6 children at a time. Each centre received a pack of posters, books, dolls and make believe materials of different cultural origin. Data collected has included records of the physical environment, narrative accounts of observations of child/child and teacher/child interaction in the classroom and interviews with teachers and staff. Baseline data was collected in early 2001; follow up in November 2001 and we are currently doing final activities and observations.

One of the particular challenges was to attempt to elicit children's own understanding of antibias issues as part of this pilot. As Cannella (1998:10) says "the most critical voices that are silent in our constructions of early childhood education are the children with whom we work. Our constructions of reality have not fostered methods that facilitate hearing their voices."

Focus of our Presentation
This presentation will focus on the different ways we attempted to elicit children's understandings of antibias issues broadly but in keeping with the focus we will illustrate this using examples in which we learnt something of how children were dealing with gender and gender bias. What we learned about their responses to disability, language and race will be covered in the final report on the pilot.

Hearing from the Children
There is a groundswell of interest in enabling children to have a say in services that affect them. The Convention on the Rights of the Child recognises children's right to be active subjects rather than passive objects and therefore as actors in their own development.

This interest, as Ivan Smith and Johnson (1998) point out, is because children themselves provide information we can't get anywhere else. But in order to hear what children are saying we need to develop better methods for working with children and methods which consider the capacities of children at different ages and stages. Most participatory work has been done with children 8 years and older and it is particularly challenging to find ways of hearing what very young children have to say.

In 1999 a Van Leer bulletin on Effectiveness for Children noted that relatively little work was being done to get at the ideas, perceptions and experiences of children under 8 years to discover their responses to early childhood programmes. The editor commented: "We need such data. Without trying to find out what is really happening inside children's heads, we cannot presume to judge how well they are performing (1999:3)."

In early 2000 we worked with Edda Ivan-Smith and Vicky Johnson on another project and their approach challenged us to be more active in the area of children's participation, though they too had mostly worked with older children.

We began working using the model teaching sessions with the whole group we were following (between 16 and 30 children depending on the pre-school age group) use particular activities, a game, a gift of new dolls for the playroom, a story, songs in different languages etc to elicit discussion on languages, gender, disability and identity in general. This worked fairly well though our researchers battled with whether to stick with the guideline for the activity or to take what the children's interest led us to do.
lead from the children. There were striking cultural differences in how children approached these group times in the different pre-schools. In two pre-schools the children listened attentively, put up their hands to speak and kept concentration for a very long time. In the other two, they lollled about much more freely and interrupted many times.

After one of the group sessions we did a drawing activity where children were asked to draw themselves. We were interested to see how they represented themselves and it followed on an activity where they looked at a poster for children most like themselves. We found this information very difficult to interpret with regard to cultural or ethnic identity though almost all the children who identified a picture most like them selected one of the same sex. For example, children might identify with a picture like them in skin or hair colour but equally might relate to the child being "smart" or in one case a boy identified with a very different child perhaps because the child's spiky hat was reminiscent of his dreadlocks.

Narrative records of our classroom observations and spontaneous discussions the children started with us generated some of the issues we later followed up with the children in discussion. For example, in one pre-school where English was the medium of instruction we observed that Xhosa speaking children tended to play together during free outdoor play.

These methods all gave us some clues as to how the antibias approach was showing up in the children's lives or not, but we did not have the resources for intensive observation and discussion with the children and were still looking for a method that might tell us more in a relatively short time.

As this pilot unfolded we had read and made contact with people who had been making efforts to discover the voice of children in early childhood programmes. This included work by the Bernard van Leer Foundation, Save the Children UK and in South Africa, the Clacherty Group had been active in participatory research with children, some of it with fairly young children. Of particular interest was a study by Alison Clarke of the Thomas Coram Research Institute in London which explored the different 'languages' young children use to communicate their perspectives. Her work with 3 and 4 year olds used observation, and interviewing and other participatory techniques such as transect walks and the use of disposable cameras to discover how children under 8 evaluated their daycare service. Much more recently we looked at the work of EYTN in the United Kingdom with persona dolls in relation to using the dolls for research purposes.¹

We decided to use dolls and a story approach with small groups of 5 children as another method for finding out what children thought and experienced. In the first set of groups we introduced a doll in an adaptation on the persona doll approach. Instead of introducing the doll and its personality, a name and family directly, we asked the children to guess about the name, family, language, home etc and what she or he would like to do at their pre-school during the visit. In a second set of groups we introduced a doll with a particular problem to the children and used this as a way of discussing their feelings, own experiences and advice they would give the doll.

Interpreting what we saw and heard

People working with young children are aware of the difficulties of interpretation – how reliable is what children say, how much are we setting them up to say what we want to hear and are their responses to fictionalised situations a reflection of their actual experience, understanding and feelings? A useful resource was a book drawing on the findings of a long term WESP² research project on how to converse with children (Delfos, 2001). This includes age related guidelines on the rules of conversation, the kinds of questions that lead young children into flights of fantasy and evidence that young children are not as suggestible or unreliable as they have been made out to be.

There is also evidence that "fictional" accounts do represent actual lives and children identify strongly with the characters (e.g. Clacherty, 2001; Smale, 2000). Certainly we felt that we could distinguish when children were relating from their own experience or engaging in story telling behaviour when they tended to adopt story telling conventions and different voice tones rather than the more direct relating of experience. This is something we will check out with their teachers as we move forward with data analysis. Techniques such as always asking "Why do you say that?" elicited broader information. Body language such as covering their faces, smiling, looking away, as well as giggling were also useful indications.

What did this pilot show us about gender as an area of bias?

To begin let us summarise what is generally accepted about the development of gender and gender bias in young children: Pre-schoolers have been found to be strongly influenced by societal norms for gender behaviour and accept that girls and boys are supposed to do different things, and as Derman Sparks (1989) points out "Children are aware very young that colour, language, gender and physical ability differences are connected with privilege and power."

Formation of prejudice starts with noticing differences, identifying and classifying attributes and then the development of attitudes and prejudices. By two years children are learning to use gender labels and learning colour names which they begin to apply to skin colour. By three and sometimes earlier children show signs of being influenced by societal norms and biases and may exhibit pre-prejudice toward others on the basis of gender or race or being differently-abled. By four or five children not only engage in gender appropriate behaviour defined by socially prevailing norms, they also reinforce it among themselves without adult intervention.

In Brown's experience (2001) many children of this age think that the female role is the one less valued and valuable.

Antibias programmes try to help children to discover the contradictions between their ideas and their own experiences but recognise that children may also experience emotional conflict about acting differently than the social norms especially when their families agree and act according to the norms.

So what is emerging from the ELRU antibias pilot? Was gender a key area of bias in our research sites? Was there any evidence so far that an antibias approach is changing these?

Teachers' Views:

In the baseline interviews which elicited from the teachers what they understood by bias it was striking that only two references were made to gender issues though race, language, and ability were all mentioned often. One reference related to a child from another African country so it is also not clear that the teacher necessarily saw this as a South African problem:

The teacher referred to the way a boy spoke to his mother "He had no qualms in saying so and speaking to her in that manner and once again you could see the role of the women in that family. That came out quite clearly because she did not challenge him. She just accepted it."

At another of the pre-schools the teacher explained that prior to ECD training they used to separate the boys and girls.

In subsequent discussions with teachers we found that gender did not emerge as a main focus of their antibias activities.

Observations:

In our baseline scan of the pre-school environment we found virtually no learner support materials (books, posters etc) which challenged gender stereotypes.

When children had a choice of activities we observed that many chose on a gendered basis. This was so in two thirds of 25 episodes we observed – e.g girls
playing in the house corner, boys with blocks, girls in cooperative outdoor games, boys climbing high on the climbing equipment. Two girls doing a puzzle at one pre-school spontaneously explained "We are not playing with the boys hey, because boys hit girls"

Boys' make believe activities involved active male roles e.g. Driving the bus while girls put babies on their backs and carried bags, or controlling the "steering wheel" of the train in which many children were "Going to Cape Town". There were some instances of play in which traditional gender roles were suspended e.g. Three girls playing mother, father and baby were joined by another boy and he was allowed to be a second daddy.

We also noticed in two of the pre-schools how teachers supported bias by either asking or allowing girls to do most of the tidying up. On the other hand we also saw boys involved in serving food or cleaning.

Observations some months into the pilot have not been analysed but there are indications of some interesting changes in the pre-school that was the most gendered.

We saw some boys playing in the make believe area, some dressed up as mama's and cuddling dolls. In the same area a small boy was ironing clothes on the ironing board. Girls were building cars from Duplo and driving them making car noises.

In the rural pre-school fantasy area, the dressing table is set up with lipstick, brushes, beads. The girls are making up but make up the boys too, putting lipstick on their cheeks. A poster above the dressing table shows a hairdresser with boys and girls brushing each other's hair. Keano pretends to have to the shop and packs his shopping into the shelf in the kitchen. Boys still dominate the construction materials on a mat on the floor, but we see both boys and girls using the wooden jungle gym and many are very agile.

**Large Group Activities**

In the first large group model teaching activity shortly after the baseline observations, a handmade soft black girl and then boy doll are taken out of a basket and a surprise for the group. Each group is facilitated by one researcher and their own teacher is part of the group too.

The children are asked who has dolls at home and the responses. At three of the preschools a few boys called out that they had dolls. However children at the township pre-school were unclear that lintonbi (girls) have dolls at home and boys have cars and bicycles. In the rural pre-school one boy explained that girls have dolls and boys teddy bears and that boys who play with dolls are "moffies" (an insulting term often used to denote behaviour considered to be unmanny).

Next the children were asked to name the dolls and tell the researcher about them. Responses bore out Derman Sparks' observation that children may have narrow definitions of the way women and men are meant to look. E.g. "It's a girl because it's got a ponytail"; "She has a red mouth"; "Boys don't wear dresses"; "Her lips are red - boys put Zambuk (salve) and girls lipstick"; "He is a boy because he's wearing shorts". In all the pre-schools many of the boys handled the dolls less appropriately, twirling their arms and legs, while most of the girls cradled the dolls and handled them gently.

**Small Group Activities using Persona Dolls**

During the second year of the pilot we decided to work in smaller groups using the persona dolls. These dolls are made with careful attention to skin tone, hair and facial features and some of them are disabled. On the basis of what we had observed in the different pre-schools we introduced a doll we thought might highlight a particular issue. In two we used a doll with Asian appearance and clothing in a wheelchair. In the third we used a white boy doll and in the last pre-school, where Xhosa speaking children were not well socially integrated, an obviously Xhosa doll. The questions included who she or he might play with and what she might play.

In the university based pre-school both boys and girls said they would play with her and the activities mentioned showed no gender bias. At the other advantaged pre-school the children suggested that she would play with girls and in fact in one small group the other Xhosa-speaking girls were mentioned as her likely companions. In the township preschool the boys said that Pamela (which is what the doll was named) would play with a teddy bear and dolls but they would play with amaplanke (large blocks) and cars. Both boys and girls were clear that she would play with the girls in the group. Xolile said "We boy play with tykes" and Innocent another child in a small group also identified that she would play in the doll house. However this little group explained how the doll would sit on the floor so that she could push a tyre, something usually dominated by boys.

In the rural fishing village school one group of children said the boy doll Joseph would play puzzles, blocks, cars and trucks, but the other that he would play in the "pophuis" (doll house) and would "teken en skryf" (draw and write).

In a second round of small group activities we have decided to be more explicit and introduced a doll with a specific bias related problem. In two pre-schools we used a boy doll whose story was that he had wanted to play in the dolls corner at his pre-school but had been chased away by the girls. In a third we introduced a girl who had been chased away from playing with the cars because she was a girl and whose father had refused to take her fishing with him because she was a girl. The dolls visited the small groups and the researcher shared the problem and asked a number of questions about it including how the children thought he or she might be feeling, whether they had ever had similar experiences, what they would do in two or three pre-schools the conversations developed into what the children thought he or she should do.

In all cases children empathised with the dolls' stories and talked about how they would feel sad, or as Phendu pointed out "Some would be angry." All of the 6 small groups agreed that it was not acceptable to chase someone away and say they could not play there though Ditikelo confessed that "Usually if girls chase away the boys - hamba, hamba" and Xolile agreed "They say it to us (boys)."

The children offered their support to the doll and also came up with very practical suggestions as to how the dolls might deal with the problem including "Tell the teacher if they chase or tease him again" and "Was every single one of the children taunting him? (No). Then he should play with some other children." Së vir Achmat how he'll handle it (skool speel)" (Tell Achmat (the boy who had chased the girl from the cars area in the story) how we play in this school).

There was plenty of evidence that children in the three pre-schools where we introduced these stories play in all areas. "Meisies speel ook met blokke". On spel ook in die poppehuus met die poppe. (Girls also play with blocks. We boys also play in the doll area with the dolls) This may not seem very startling but it is quite common in South African pre-schools for girls to dominate the fantasy and book areas and boys to control the blocks, cars and also the tyres during outdoor play.

Although the children in the fantasy area usually took on traditional gender roles e.g. "I'm gonna be a mama" or "I can play at the doll corner and be a daddy" some children do explore different roles. Mpho, a boy in the township pre-school said "I wear a dress and hichops (high heels)" Tudor, a boy at the university pre-school shared that he and another boy "Fight over the brown dress".

But while the playroom was seen as a place for free exploration of different roles and activities, children showed less certainty when it came to the real world. There was frank disbelief that a man could be a nurse though Ruben shared "I have seen a girl doctor" and some of the children in the rural fishing village decided that the girl doll had not been allowed to go fishing with her father because "Dis gevaarlik vir meisies ... hulle kan verdrink" (It's dangerous for girls they could drown). Two girls in this group suggested that the girl could stay home and make a sandwich. After some discussion it was agreed that boys and
girls could both drown and Delmarco mentioned that he had seen a girl fishing. We also noted, though we are not sure whether this was significant evidence of gendered behaviour or something else, that the boys in most groups in all three pre-schools spoke more than the girls.

The preliminary evidence from these various sources suggests that the antibias approach is impacting on children's behaviour in their pre-schools though societal norms are hard to counter. What also emerges strongly is the capacity of these young children for empathy and problem solving when they are asked to reflect on the issues presented and their serious and keen participation in the process. For our research team, quite apart from the way hearing from children has enriched our understanding of how the pilot is impacting, it has shown more generally the value of hearing from children. When children's contribution is really listened to, they gain confidence, concern, responsibility and capacity.

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Tell

It's amazing. I'm so glad we did it. It's been a great experience. I really enjoyed learning about the different cultures and how much they have in common. It's definitely opened my mind to new ideas and perspectives. I'm grateful for all the opportunities I've had in the program and the friendships I've made. It's been an incredible journey. I look forward to continuing my learning and exploring the world. It's been an amazing experience.
Ms Gourie Reddy
Osizweni Community Development Centre, South Africa

THE HIGH/SCOPE PROGRAMME IN SA - CREATING A QUALITY NATIONWIDE EDUCARE PROGRAMME

Background
The High/Scope Curriculum is a co-ordinated set of ideas and practices in early childhood education formulated by the staff of the High/Scope Educational Research Foundation in the 1960's and 1970's. Its fundamental premise is that children are active learners, who learn best from activities that they plan and carry out themselves.

This internationally recognised High/Scope Approach to early learning therefore supports positive attitudes to learning and society, which are congruent with the Critical and Developmental outcomes, Learning Outcomes and Assessment standards for ECD identified in the South African Department of Education Draft Revised National Statement for the Foundation Phase, July 2001, which form current policy.

Research into the effects of the High/Scope Perry Pre-school study through age 27 indicated that good pre-school programs can help children in poverty make a better start in their transition from home to community, setting more of them on paths to becoming economically self-sufficient, socially responsible adults. The findings of this longitudinal study also indicate that the pre-school programme had a striking variety of short-term and long-term benefits for children who attended it, when compared to children who did not attend any pre-school programme – better preparation for school, less failure through schooling, a lower arrest rate, a lower teenage pregnancy rate, and, in early adulthood, higher employment and lower welfare rates. Economic analysis revealed that the pre-school programme paid for itself several times over in economic returns to taxpayers.

It is imperative for all to begin recognise to the importance of early childhood education to the healthy development of children. The research does not indicate that all programs can produce such positive outcomes as reported in the Perry Pre-school study, but it does indicate that programs of high quality hold tremendous promise. Early childhood education is not a panacea, however. It will not solve the nation's unemployment problem. It will not solve the nation’s crime problem. Early childhood education is part of the solution to society’s ills, not the whole solution.

I was fortunate enough to be selected from a group of trainers in South Africa to study the High/Scope approach in London for a period of 6 months. The experience was enriching and different compared to most of the programmes I experienced. The High/Scope programme in London also caters for children with Special Educational Needs and severe disabilities. I was amazed to see the wonderful opportunities that children have in actively engaging in play thus extending their challenges further. The knowledge, skills and attitudes gained during my practice teaching at the Tendercare Nursery school, in Croydon, London provided me with an in-depth view of this holistic programme.

On my return to South Africa, I incorporated the knowledge and skills obtained in the UK, to modify the existing ECD programmes within our centres. I must however emphasize that the programme was modified to suit the South African context, for example, taking the local culture, traditions and language in consideration. This is what is so unique about the High/Scope Approach, it is adaptable to any country and circumstances, whether it be in the urban or rural areas.

A great shift has occurred within the training centre that I am currently working at. The shift from passive learning to a more active learning approach. Teachers and children are active learners, for example, teachers study their experiences of children and classroom activities and strive to achieve new insights into each child's unique tapestry of skills and interest.

Most of ECD practitioners whom we have trained are fully committed to providing settings in which children learn actively and construct their own knowledge. Depending on the area in which this service is provided, practitioners make use of a wide range of local materials and resources necessary for children to experience directly with real objects thus enhancing the child's skills values and attitudes. In the deep rural areas of Mpumalanga practitioners were pre-assessed prior to the commencement of ECD Training.

It was discovered that the literacy levels were low and practitioners were implementing their own Adult Basic Education training "ABET", to young children. Furthermore the teacher was seen as the figure of authority in the community, that supposedly has all the "knowledge". Lessons were based on the knowledge which was not age appropriate for young children. The learning environment and daily programme did not reflect an ECD one, but one of passive learning in a rigid learning environment.

As the training progressed and assessment visits were conducted on site, we noted with pride that a paradigm shift was evident. Even in the poorest schools and under most difficult circumstances, practitioners realised the value of an appropriate and relevant ECD programme and displayed a willingness to change. The change was gradual and it was a matter of time when the components of a daily programme became child friendly. The change from OLD NEW commenced with Outcomes Based Education becoming the core focus of teaching and learning.

The daily routine in the High/Scope Curriculum is made up of a plan-do-review sequence and several additional elements that will be discussed. Practitioners have found the plan-do-review sequence as the most unique component of the programme, because it permits children opportunities to make choices about the activities, whilst trying to keep the practitioners intimately involved in the whole process. I would like to introduce to you the elements in the daily routine which are described as follows:

Planning time
Children make choices and decisions all the time, but seldom do we have them think about these decisions in a systematic way or help them realise the possibilities and consequences of the choices that they have made. Planning time gives children a structured, consistent chance to express their ideas to adults and to see themselves as individuals who can act on decisions. They experience the power of independence and the joy of working with an attentive adult.
well as peers.

The teacher talks over the plans the children present before they carry them out. This helps children form mental pictures of their ideas and get a notion of how to proceed. For adults, only to encourage and respond to the child’s ideas and the occasion to suggest things to strengthen the plan so it will be successful, but also a situation to understand and gauge the child’s level of development and thinking style. Both children and adults receive benefits: children feel reinforced and ready to start their plans, while adults have ideas of what to look for, what difficulties children might have and where help may be needed. In such a classroom all are playing appropriate roles of equal importance.

Work time
The “do” part of the plan-do-review cycle is work time, the period after children have finished planning. It is generally the longest single time period in the daily routine and is busy and active for both the children and adults.

Adults new to the curriculum sometimes find work time confusing because they are not sure of their role. Adults do not lead work-time activities (children execute their own plans of work), but neither do adults just sit back and passively watch. The adult’s role during work time is to observe children to see how they gather information, interact with peers and solve problems – and set up problem-solving situation.

Clean-up time
Clean-up time is wedged into the plan-do-review cycle in the obvious place, after the doing. During this time children return materials and equipment to their places and store their incomplete projects. This process restores order to the classroom and provides opportunities for children to learn and use many basic cognitive skills.

Of special importance is how the classroom is organised to facilitate child use of materials. All materials in the classroom available for child use are within reach and on open shelves. Objects are labelled, usually with a direct representation of the objects stored on the shelf. With this organisational plan, children can realistically return all work materials to their appropriate places.

Recall time
Recall time is the final phase of the plan-do-review sequence. The children represent their work-time experience in a variety of developmentally appropriate ways. They might recall the names of the children they involve in their plan, draw a picture of the building they made, or recount the problems they encountered. Recall strategies include drawing pictures of what they did, making models, reviewing their plans or verbally recalling the past events. Recall time brings closure to their planning and work-time activities. The teacher supports the linkage of the actual work to the original plan.

Small group time
The format of small group time is familiar to all pre-school teachers – the teacher presents an activity in which children participate for a set period of time. These activities are drawn from the cultural background of the children, from field trips the groups has taken, from the seasons of the year and age-appropriate group activities such as cooking, group art projects, and so on. Although teachers structure the activity, children are encouraged to contribute ideas and solve problems presented by the teacher in their own ways. Activities follow abilities, interests and cognitive goals. Once each child has had the opportunity for individual choice and problem solving, the teacher extends the child’s ideas and actions by asking open-ended questions and by setting up additional problem-solving situations.

In the planning and implementing of small group time, active involvement by all children is important. Children use objects and materials, make choices and solve problems. An active small group time, active involvement by all children is important. Children use objects and materials, make choices and solve problems. An active small group time gives children the chance to explore materials and objects, use their senses and work with adults and other children.

Large group circle time
At circle time the whole group meets together with an adult for 10 to 15 minutes to play games, sing songs, do finger plays, do basic movement exercises, play musical instruments, or re-enact a special event. Circle time provides an opportunity for each child participates in a large group, share and demonstrate ideas, and share and imitate the ideas of others.

Given the above elements of a daily programme, we are proud to say that this approach compliments is compatible our new system of education in South Africa. The HighScope Approach does not require fancy, expensive equipment or materials to make it a success. Many of the communities we work in live below the bread line, but as I mentioned earlier, practitioners make use of local resources to make improvised learning materials, toys and equipment. The involvement of parents in the programme is one of its hallmarks. The staff of ECD centres is made aware by the parents about their child, the family’s culture, language and goals. Parents and grandparents are encouraged to participate in the programme through traditional storytelling, music and the making of improvised toys and equipment.

Conclusion
South Africa, like virtually all developing countries, faces innumerable problems in helping children grow and develop into productive citizens. In addition to basic health care, children also need positive educational experiences to overcome the long-term effects of poverty. The High / Scope programme provides a means of breaking the cycle of poverty by offering a head start into learning and creating a positive disposition toward social responsibility that includes respect for one self and others and an appreciation for the value of education.

Quality early childhood education can help society make progress in resolving all of these issues with a financial payback that is greater than the investment. The key question we must ask ourselves now is why are we not providing high-quality childhood education to all disadvantaged children.

The High/Scope approach in South Africa will thus ensure that South Africa’s youngest children will access the positive educational experiences they need to overcome the long-term effects of poverty and social distress. The South African government has put into place an action plan to address the early learning opportunities of all learners but especially those living in poverty. The challenge for the Government is to help break the cycle of poverty by increasing access to Early Childhood (ECD) programmes, particularly for poor children, and to improve the quality of these programmes. We feel positive in South Africa as our young children stand on the brink of a new era for early childhood development, a new opportunity for our children.
Dr Norman Reynolds  
Economist in Private Practice, South Africa

HAS GOVERNMENT “DROPPED THE BABY?”  
COMMUNITIES AND PARENTS ARE A BETTER ACT

Arms or the child?

Wouldn’t it be great if we had all the resources we need for the development of our children and the Minister of Defence got the same funds to raise money for arms.

South Africa: A Dismal Country for Children

The Minister of Social Development, Dr Zola Skweyiya, has been busy this past week. He has told us that the child is in deep trouble in South Africa. He came up with insights as to the nature and depth of the crisis but produced no words of operational significance and hence no new course of action.

He launched the Child Protection Week last Tuesday by listening to 200 children, many affected by HIV/AIDS and most by poverty, disability, abuse and neglect. Abuse in schools and families, rape, and the difficulties of gaining birth certificates, which impedes the access to child grants, were the main issues that emerged.

“The time has come for the entire nation to listen to children and understand their concerns and needs as a basis for effective policies and programmes,” he said.

On Thursday this week he added three further points:-

• Research tells us that about 10 million children up to 19 years go hungry each day.
• There is often peer pressure to get involved in activities related to drugs and sex.
• To complicate matters, the support of a functional extended family that has traditionally been a secure anchor in the lives of children is no longer guaranteed. Single parent families and even child-headed households are becoming alarmingly common.

I can add to this from recent experience in poor communities. The old family ties that have kept black society intact in some degree are now unraveling fast. What was a rich social fabric of sharing and caring is now falling apart for the simple reason that increasingly family and friends are simply saying to those in need, “Sorry, I cannot help you.” This means that for the first time South Africa is facing an atomized society of desperate individuals, something we have never known before. It poses unknown but real dangers beyond the crime, which we mistakenly treat mainly as a policing problem, the violence and dysfunctional families and now individuals.

Under the slogan, ‘Child Protection is Everybody’s Business’, Minister Skweyiya urged the business community, NGOs, faith-based organisations and the public to work together to improve the conditions of children and also to join the state led campaign to register 3-million children for the Child Support Grant by the year 2005. This is a recommendation of the Committee of Inquiry into a Comprehensive System of Social Security whilst the procedures and capacities are put into place to launch the gradual roll-out of a universal Basic Income Grant from 2005 to 2015. That should be in addition to the Child Support Grant.

The Government’s ambition, 3 million child grants (up to 6 years only) within four years, seems inadequate in relation to the crisis the Minister described. It is important to note that the plight of children is not new to government – it was also publicly acknowledged in the Early Childhood Development White Paper of May last year, which estimated that 40% of all children “grow up in conditions of neglect and poverty”. The paper also acknowledged that Early Childhood Development represents the highest return possible to public investment, yet only commits education expenditure to a Reception Year.

The South African Law Commission claims that 60% of all children live in poverty. The Alliance for Children’s Entitlement to Social Security (ACCESS) holds that 70%, or some 17 million children, live on less than R144 pm. Both organisations support the child grant to protect children against absolute poverty. The Taylor Commission on Social Security recommends that all children under 18 years old be covered by such grants, also by 2005. That would mean roughly half the population of 42 million, or some 22 million children.

ACCESS seeks urgent action on the part of the government. If the poverty of so many children is to be alleviated, it demands that the Departments of Social Development and Home Affairs produce an emergency plan. At present, less than 30% of eligible children (under six years) are registered. This is a massive failure of a very limited but crucial public policy. It is also beset by the problem that the child grant managed within a poor family will not be available just for the child and so its vital public policy ends may not be met.

It seems that the individual Child Support Grant route is nonetheless bound to continue to fail our children. The need is twofold: family income support and, as proposed below, a rethought child grant system lodged within community. How this is played out in the current debate around the proposed Basic Income Grant will be important. There is a need for both greater family income and community means to act for children.

Government is on a low flying trajectory that will miss out a large majority of the millions of children in desperate need. It seems unwilling or unable to calculate the social and developmental costs of stunted, abused and ill-educated children, and to match that large cost with investment in children that will stop the costs waste of lives and raise the economic growth potential of the country.
Deputy-President Jacob Zuma has provided an operationally useful slogan. He recently urged that the principle of "any child is my child" be revived in communities. Culturally and socially this approach is the best way to tackle the crisis. It echoes the core of Ubuntu, of finding meaning through caring for each other. This injunction is echoed in the Constitution. It must be translated into the means for people to act jointly, to take responsibility, to transform society around them, to put into place the fundamental prerequisites to secure child rights.

In South Africa the people are to come first. The Preamble to our Constitution records our commitment to the attainment of social justice and the improvement of the quality of life for everyone. The Constitution declares the founding values of our society to be "human dignity, the achievement of equality and the advancement of human rights and freedoms."

A Desperate Need for Success as a People

Yet, although enshrined in the Constitution and enjoined by leaders to advance each other's "human dignity", as a people we are very short of success. The state can claim certain, mostly "global" successes, amidst growing controversy, but ordinary people have lost ground. The majority cannot secure the pieces they must control if they are to meet family obligations and build working communities, if they and their loved ones are to live in dignity. The historic legacy of wasted lives, once imposed but still active because of poverty and unemployment, continues to haunt national fulfilment.

What first success would people vote for that they could achieve in short order and that would meet heartfelt and strategic ambitions? How might that success open the way to more successes?

Jobs and houses might rank highest but these are longer-term issues that are beyond the quick realisation of communities. Knowing this, citizens might vote for the care, well-being and intellectual and moral growth of children as the most important goal, the litmus test of society.

If this were achieved, most other goals would follow. For instance, communal participation; acting responsibly; sharing and caring for each other; growing a confident, educated next generation; an end to women and child abuse. With that "human dignity" would flourish and long-term economic growth would be underpinned.

Children are the best starting point for social healing and national renewal.

Government must Enable Citizens and Communities

Section 28(1) of the Constitution creates the right of children to basic nutrition, shelter, basic health care services and social services. Section 28(2) goes further. It states that, "A child's best interests are of paramount importance in every matter concerning the child." We cannot get away with second best!

Section 28 requires the state to take steps to ensure that children's rights are observed. Importantly, legislation and the common law impose obligations upon parents to care for their children. Civil and criminal law reinforces these obligations of parents as well as do social welfare programmes.

In October 2000, the Grootboom Judgement given by the Constitutional Court found that, "a child has the right to parental or family care in the first place, and the right to alternative appropriate care only where that is lacking." Moreover, it found that, "responsibility for the well-being of children is imposed primarily on the parents or family and only alternatively on the state." In our culture, accepting Jacob Zuma’s statement, we can read into "family" the wider family of community, of living through others.

The administrative implications of the Constitution are that the state has to "get behind" parents and communities in whatever way enhances the child and ensures that all live with dignity. What measures would make the societal imperative of Jacob Zuma operational?

Early Childhood Development, The Terrible Reality

The sad truth is that, together with growing unemployment and AIDS, far too many children face hunger, abuse, neglect and the stunting of their potential as human beings as Minister Skiewyja has outlined. 40% of all children "grow up in conditions of neglect and poverty."

There are roughly 20 million children in each year between ages 0 and 9, or 10 million children in all. That means that there are 4 million children suffering from neglect or poverty one way or another.

Only 1 million out of 6 million under six, a mere 15%, are in some form of care group or pre-school. Many of these places, however, are poor to awful, repressive and dulling dumpings to which parents commit their children for long hours while they go to work.

In contrast, there are many community based pre-schools, catering to about 250,000 or 4% of children under six that are excellent and highly efficient resource wise. Local women run them with no assistance from the state and training and back up by a number of mostly competent ECD agencies. These are funded primarily by business and foreign donors and by way of small monthly fees paid by what is a significant minority of parents. For poor families the fees are nonetheless significant.

Community-based pre-schooling is one of the few on-going and valued community level activities upon which to build communities themselves.

Some 96% of children are "out of the loop", that is without access to a 'proper' pre-school. This is the big 'growth opportunity' that exists, community and parent based state and NGO supported pre-schools.

The Child's Moral and Intellectual Growth

It is striking that the Constitution excludes the right of children to intellectual and moral growth. It limits itself to their physical well being. Early Childhood Development (ECD), the formative years from birth to age six, comprises good parenting, good physical and health conditions, safety within the neighbourhood and sound, professionally supported pre-school and other services accessible to all children and all parents. It is the most important and represents the highest return possible to public investment. It is the foundation upon which to renew the whole school system.

Having stressed the all-important early years to secure a child's overall well-being, Government, in its May 2001 White Paper on Early Childhood Development, proceeds to ignore the high investment returns flowing from attention given to all children aged 0-6.

Instead, it opts for a partial, expensive per unit and therefore highly limited 'Reception Year' for some children turning six to be based in Primary Schools. This is a nonsense in terms of pedagogy, investment and community development. It ignores the requirements of the Constitution for 'dignity', denies community efforts and undermines that vast and critical 'volunteer-cum-community movement' despite the new ANC call for just that, and mocks Zuma's call for societal responsibility for all children.

The policy assumes state 'delivery' of a measure that increases the number of 'expensive' unionised teachers. Since official salaries are up to 10 times the income of community-based teachers (R6,700 compared to an average in community of R688), the potential coverage becomes severely limited. Moreover, the removal of the five year olds will knock out many community schools which are marginal financially, destroy the mixed age learning environment where, as is
Primary schools are often sterile and hostile environments for small children. Known and dynamic alternatives are to be denied whilst also wasting resources communities desperately need. By backing community, Government could aim to raise coverage appreciably, improve the low salaries, and build efficiency and effectiveness.

Child Well-Being, the Highest Possible National Investment
This staggering national, citizen, constitutional, policy and investment failure must be corrected. Can we design a programme that does this? That represents a peoples’ first developmental success in the new South Africa? Can we ensure the Constitutional right of parents to succeed? Can we create a popular movement for the full development of the child? Can that help to realised the legal and moral responsibility of parents and of community? Can we put feel on a ladder that can take us to human dignity more certainly than official empire building, delivery or globalisation? Can the nation’s right to invest where the returns are highest be asserted?

Official support for children has been translated into a number of programmes held and budgeted for within several state or local government departments. The model creates high levels of administrative overhead and a plethora of rules and procedures. The result is that few resources arrive in the field and ordinary people find it hard to influence outcomes. More pertinent, the model makes it impossible for the community to deal with what is invariably a local set of causes / problems in a holistic and problem solving manner. The result is that parents and community are often sidelined by officials and experts and control resources themselves when their right should be to know the available resources and how to access them.

It is clear that parents and communities, many living in poverty, have the prime responsibility for children. They have not yet been enabled to take responsibility for realising all the rights that should be accorded to children.

The state needs to alter its position. And the intellectual and moral growth of the child must be incorporated into the Constitutional rights of the child. But, how?

A Child Rights Based Programme
There is a startlingly simple model. A version is being implemented in New Zealand. There, citizens successfully challenged excessive defence expenditure and called for that ‘saving’ to go to children. Government acquiesced.

South Africa has wasted years talking about co-ordination between departments. Government itself has not succeeded in this. Now various NGOs and CBOs around the country are piloting ‘safety net’ models that seek to use moral suasion to secure state performance. However, experience suggests that no Department will allow itself to be co-ordinated by another Department or body. The only party that can co-ordinate across fields is the client, which is the community, the sum of the parents who hold the prime responsibility. This is precisely what happens when a rich person or a business buys the services they need – they co-ordinate them because they seek a certain end result and because they pay.

Pilots of ‘safety nets’ may gain partial success for communities, a sort of Phase 1, but until communities are enabled to pay, to know the resources available to call the tune, there will be no co-ordination and optimisation of resource use.

The resources for children from Health, Welfare, Education, Social Services, and other government budgets should be combined to create a per capita amount for each child to be assembled and managed at community level. Communities, operating within a programme framework with suitable support, set broad goals to guide the use of these known public funds. Communities decide what type of provision for early childhood development is needed and how it is best achieved. In this way, people are enabled to act and to become responsible whilst realising constitutional and local government requirements.

They will contribute considerable volunteer effort, reduce the present high overheads of salaries, rents, transport and telephones, release real resources to the field, and be accountable through now ‘professionalised’ officials who have advisory, training, veto and reporting functions. The state, by so doing, retreats to a “seeing the wood for the trees” support and monitoring role.

As Deputy-President Zuma declared, it is proper that the care of children be located squarely within community. That is where the issue lies, where the eyes and ears of family and neighbours exist as the front line to pick up problems, and where parents and others find the support they need. For South Africans, an equal state and community partnership would be a living evocation of Ubuntu. For that to happen, the state must “get behind” parents and communities and stop “eating” the resources itself.

This proposal illustrates the ability of citizens and state to create “programme rights”; that is to add the right of children to intellectual and moral growth to the presently limited constitutional dispensation and to enable parents to act with dignity through locally forged community wide pacts. It also shifts the inherited administrative control paradigm to the new legal framework for developmental administration in which, at local government level, social and economic development is to be led by residents.

Finally, it juxtaposes the development of children, a peoples’ issue, against the recent arrogance of the state with regard to the Arms Deal and its tendency to spend on itself. As the bumper sticker says, “Wouldn’t it be great if we had all the resources we need for the development of our children, and the Minister of Defence had to hold cake sales to raise money for arms!”
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RISKS AND REMEDIES: LEARNING FROM CAREGIVER-INFANT INTERACTIONS

In many African countries there are harsh realities for child development: health risks, nutritional deficits, and poor access to health and educational resources. The paper will draw on this background to suggest how research on interactions in high-risk communities can be used in developing effective remedies. Focusing on nutritional deficits and common infections as compounding factors, we outline how poor educational performance arises from risks traceable to “poverty”. This happens because caregivers often focus less on learning and more on risk reduction when child development is constrained by physical factors.

Examination of caregiver-infant interactions is used to suggest how caregiver strategies help shape early development. In Africa, caregiver strategies are often better designed for protecting infants and preparing them for community life, rather than preparing them for school. Further, given that siblings have a significant role in shaping development, their part in early teaching needs to be examined. In short, we outline how child development can be shaped by the beliefs, values, practices of a community.

To remedy poor educational performance, scientific findings must be brought together with local expectations. To improve preschool learning, then, we advocate working with communities rather than, as often happens, promoting alien views of learning. We argue that learning curricula (for parents and preschools) must be negotiated rather than imposed if they are to be effective. This means that research into the cultural framework is an integral part of bringing about changes in practice that respect community knowledge, values and beliefs.
Mary Newman
ELRU, South Africa

A CHILDREN'S RIGHTS FOCUS TO STRENGTHENING INDIGENOUS COMMUNITY AND FAMILY PARTICIPATION IN EARLY CHILDHOOD DEVELOPMENT

The Early Learning Resource Unit (ELRU) established in 1978 is an early childhood development NGO working throughout Southern Africa in urban and rural areas. ELRU undertakes research, policy development, advocacy, and develops non-formal adult learning programmes and accessible materials to assist communities with learning and development opportunities for their young children. ELRU has since the early 1970's advocated for early childhood development strategies and programmes that include all children and incorporate a range of models appropriate to different contexts.

Some quick facts on the situation of children in South Africa 0 – 6 years

There are approximately 6.64 million children aged 0 – 6.

Nearly two thirds of children live in poverty-stricken rural areas.

1 in 4 children under 6 years is stunted due to long term malnutrition.

1 in 8 children dies before their fifth birthday.

A third of all child deaths are due to diarrhoea disease and acute respiratory infection, both of which are preventable and treatable.

Early Childhood Development programmes have been shown to improve school retention and performance, but only 11% of children have access to organised programmes of any kind. The Department of Education spends less than 1% of its budget on pre-school.

Approximately 12% of children are disabled, 5% severely, but access to specialised care and facilities is severely limited especially in rural areas.

High levels of low awareness or denial of HIV/AIDS among secondary caregivers has been reported.

The ELRU Family and Community Motivator Programme (FCM Programme)

The ELRU Family and Community Motivator Programme is constantly developing and assessing strategies to reach out to more children and their families, living in very difficult circumstances characterised by poverty, crime and violence. The focus of the programme is on the role of the family as the primary caregiver in early childhood development, complementing but not subservient, to the predominant secondary practitioner and ‘centre based’ model of early childhood development (ECD). The family plays a key role in early childhood development. For those children who reach school-going age (6-7 years), the major work has been done. The child’s bones are formed, brain maturation is complete (by the age of two years), the child can walk, talk and has developed a distinct personality and approach to life.

The focus on women is important because the evidence is clear, children are marginalised and vulnerable when their primary caregivers, who are mainly women are marginalised and vulnerable.

This does not exclude the importance of men in the lives of children. Men are included as Family Workers in a number of sites.

The “model” that has emerged is not set in concrete. In fact it has been developed in response to the needs of the group and within particular contexts while some of the elements may be replicable in other circumstances, some may not be.

One of the spinoffs of training is that women come together in groups which have developed into important networks of support and resource acquisition.

The Family workers were selected from the communities in which they work by means of a consultative process at community level.

This is what the FCM programme attempts to do:

Facilitate the integration of indigenous knowledge (in the form of local concepts and meaning around child raising values, traditions and practices) with the demands of a modern society.

Support family processes and indigenous knowledge central to the child’s growth and development in terms of his/her sense of identity, sense of self, sense of belonging, physical, psychosocial development and cognitive development.

Promote the delivery of services (health, welfare, education) to very young children by enabling the primary caregivers to act more effectively in terms of access to services.

The FCM programme is presently functioning in two peri urban informal housing sites in the Western Cape and two rural sites, one in Transkei and one in the Northern Cape Province and reaching an estimated 6470 children.

The Child Rights framework

The recent UNICEF report places family support work in the broader context of community development and child rights. The primary challenge lies in building “safety-nets” and identifying and activating the ‘duty bearers’ in order to support children living in difficult circumstances.

SA has ratified the Convention on Children’s Rights, the African Charter and Section 29 on Child Rights in the SA Constitution is increasingly being activated in the interests of children. While these instruments provide a useful framework, they do need to be tested in different contexts.

This assignment will attempt to address some of the issues emerging in the contexts for children and families within which the FCM programme is working.

Patiswa's story

This is Patiswa’s story and the story of the efforts of her family to sustain her. Child rights and indigenous knowledge is central to this story but it is an ongoing story rather than a story with a beginning, middle and a clear end!

It is also the story of the ELRU Family and Community Motivator Programme. The primary caregivers of the children are supported and guided to make effective use of their personal and cultural material, together with local and wider community resources in order to assist the children to grow and develop to their full potential.

Patiswa’s profile has been developed with a number of children in mind and is taken from a compilation of Family worker reports.
Patiska is nearly three years old and she lives in a rural village in the Eastern Cape. Her family situation has been identified as vulnerable according to criteria around poverty which were developed by the Local Consultative Council (LCC) and as a result she and her grandmother (identified initially as the primary caregiver) were included in the local Family and Community Motivator (FCM) programme. Illness, the lack of income and poor household food security were listed as major concerns for inclusion. In families, it is customary for the people most often present in the home, consisted of her grandmother, grandfather, an aunt, a sibling (aged 10 months) and two ‘other sisters’ (9 & 6 years). Together they live in a large shack, which is made of mud, with corrugated roofing. The interior is very sparsely furnished and is divided by a makeshift curtain into two living spaces. There is a large bed in the one section. The children sleep mainly on mats with blankets on the floor huddled together when the weather is cold.

The environment is rural, with a few dogs and cats milling about. Cows and chickens wander in and around the house. Patiska’s family members did not own any livestock (at the time of the report) and they did not have a functional garden at the start of the programme. There are also times, according to the records, when Patiska goes to stay with one of her aunts in a neighboring village. This appears to be around food shortages in the home. Patiska’s mother works (not regularly) in Port Elizabeth and she visits occasionally.

The Family worker in the Family and Community Motivator Programme

Nokhaya is one of the ten Family workers in the programme, which is managed by a local ECD NGO in partnership with the LCC and based in two villages about 15 kms north of a major town in the area. There are no community health workers stationed in the area. Nokhaya has a standard six education, is literate in Xhosa and English and was selected to this position by the LCC following the completion of the training modules which included an anti-bias component and focused also on assisting her to recognise her own level of competency and the need for ongoing self growth and development. Nokhaya receives a small stipend based on her outreach to the ten families in her cluster. ELRU provided the initial training together with support and monitoring visits in close consultation with the local NGO. Nokhaya has to walk long distances daily, sometimes in the blazing heat or freezing cold in order to reach all her families and to build and strengthen the networks around service delivery.

The Family Fieldworkers have decided to focus on the needs of one child in each family in order to be able to document progress and problems in more detail. All the children in the households are however included in discussions and activities. Those who play the caregiver role and this includes older children are encouraged to join in and follow with activities when Nokhaya is not present. Caregivers increasingly tell Nokhaya where they are supporting child learning e.g Patiska is beginning to recognise and name colours in her environment and she is very keen on counting available object!

The baseline survey:

Nokhaya participated in the development of the baseline survey questionnaire, which she found useful for assessing some of the needs. For example Patiska’s grandmother expressed anxiety about clinic attendance in that she had heard that she had to pay (despite free health care for the Under 6’s) and she was afraid the nursing sister would be angry because Patiska was behind with the immunizations. Nokhaya accompanies the caregivers and children for the clinic visits whenever she can.

Duty bearers’ and multiple caregivers:

Nokhaya has identified the following ‘duty bearers’ around the needs of children and their families in her village including Patiska. These include the extended network of family and friends, the Local Consultative Council, the traditional Chief, the Traditional Healer and the clinic. Further afield are Home Affairs, Dept of Social Services and Education.

The Rights framework provides the Family workers with a vital tool for mobilizing the needed infrastructure around families at the local level which to this date has included accessing a number of income grants and pensions and including traditional healers and representatives from Local government on the LCC. Items on the LCC agenda have highlighted the urgent need for Rights information, clinic support, emergency food support, food gardens, linkages to income generating activities, child development information etc.

Grants and pensions

All the Family workers have been instrumental in assisting poor and often illiterate people with the requirements around documentation in order to access e.g. child support grants, care dependency grants and pensions.

Nokhaya actually drove the process around the need for mobile Home Affairs services to her village because people could not afford the cost of the numerous journeys into town to complete the procedures.

Multiple caregivers

Nokhaya established quite rapidly that Patiska has multiple caregivers rather than just her grandmother. Older children in the house play a role and Patiska is at times herself the caregiver of her 10-month-old brother. Patiska was moved to another caregiver recently, probably around her support needs e.g. her aunt in a nearby village for food. Nokhaya visits Patiska’s home and her caregivers (whoever is present) once a week for about an hour. She takes care to include everyone who is present and who can act as a caregiver in the conversations about child growth and development.

The family

Nokhaya was not achieved a clear definition of Patiska’s ‘family’ but it is clear that she is not growing up in a nuclear family. Some of her family members are not fact be blood relatives. One of her aunts recently survived a brutal attack by her boyfriend and the matter has gone to Court. What is clear is that Patiska is in the relatively fortunate position where an extended network can be called upon to support her. This is not the case for a number of other children in their village owing to the increasing number of deaths and the growing realisation of the threat of HIV/AIDS.

Indigenous knowledge, values and culture

Indigenous knowledge around child raising is a powerful factor in the lives of all communities. The values, beliefs, rituals and practices around child birth, naming of the child, breastfeeding, weaning, encouraging the child to walk and talk, ensuring the child towards future roles and responsibilities may differ in the different villages where the Family workers are situated but there is ample proof of a comprehensive system of codes and meaning which is alive and well providing information, continuity and the handing on of traditions and information.

Death in the family

A few months into the year, Patiska’s ‘sister’ of 6 years became ill and died and not long afterwards news came that her uncle, her mother’s brother had died in Port Elizabeth. This came as a terrible shock. Family members and neighbours have had helped where ever they can with the supplies and costs of the burial rituals.

Burial rituals have meant that the children were left to fend for themselves for fairly long periods. The family turned to the traditional healer and everyone was subjected to the ritual of ukućinsi (protection). Small incisions were made on various parts of the body and the wounds treated with a herbal remedy. Nokhaya reported that young as she was Patiska seemed to understand that she had been included in a ritual designed to protect all the family members, including herself. She showed no signs of psychological distress even though her wounds became badly infected and she was later treated at the clinic. Nokhaya reported that her participation appeared to reinforce her place in the family after the tragic deaths of her ‘sister’ and uncle.

Gender equality

Patiska is a great mimic and she is quick to pick up cues regarding her role as a young girl. At three she knows a great deal about the role and responsibilities that are expected from girls in her village. The alarming rate of child rape in the area puts her at risk. The message from Nokhaya and the Family workers is that under the SA Constitution no one can plead culture or religion to violate child rights.
Road to Health charts

Patiswa and most of the other children in Nokhayla’s cluster were below weight for their age on the Road to Health charts. Nokhayla requested emergency food supplies but none was available through either the clinic or the LCC. She reported this to her NGO and eventually some emergency food was found through one of the churches in the local town. By encouraging the caregivers to participate in the LCC and together with the other Family workers, Nokhayla was able to add more voices to the growing concern about acute hunger in the area. Thanks to her efforts community gardens have been started at a number of sites including one at the clinic, which is allowing access to free water, and some enclosed land. Nokhayla has also included the Road to Health charts as a topic for discussion at the monthly cluster workshop.

Development of competence

Nokhayla has noted that at three years of age Patiswa was already a very busy little girl. She rose early in the morning and accompanied her older ‘sister’ to the dam to collect water and then on her return helped to get the outdoor fire going for tea and washing. During the day she helped wherever she could with household tasks and particularly with minding her baby brother of 10 months, often insisting on having him on her back although he was getting too heavy for her.

Nokhayla reports that the grandmother who was initially quite withdrawn increasingly enjoys participating during Nokhayla’s visits. She was quick to catch on that Nokhayla is hoping to learn from her experience and she happily shares ideas around child raising, customs, rituals, songs and games. Patiswa who was also very shy at first is now very active and she fills out the stories told by her caregivers with her own additions! Her grandmother reported with pride that Patiswa had asked her to show her how to weave grass into a mat and had then sat for a long time trying to weave it right. Grandmother and Patiswa had kept the little mat to show Nokhayla.

Play and play objects

Patiswa was already part of a group of children of different ages from the neighbouring houses and together they could be seen to be playing and exploring freely quite far from the house.

Nokhayla noted a list of objects in the environment that children were using in their play and around early literacy and numeracy. Objects such as stones, sticks, seeds from local trees, household items, sheep and goats etc! Adults and older children were a particularly valuable resource around language learning, story telling and social, cultural knowledge.

Nokhayla also noted where supplements were required e.g. crayons, paper, books. She discusses these learning opportunities with the caregivers including that older children when they visit.

Hazards

Nokhayla has noted some of the hazards for children in the area for discussion with the caregivers and the LCC. Hazards included the unfenced dam (a child of 4 had drowned recently), cholera had claimed three adult and two child lives over the past month, snake bites and fire accidents with outdoor fires and paraffin stoves were quite prevalent. She also noted the low level of discussion around HIV AIDS as a problem to be addressed.

Challenging assumptions

Notions of childhood

Globalisation has ensured that not even the most remote village can hope to remain immune from the domination of largely western ideas and practices around the notion of childhood. In this frame childhood is presented as a clearly demarcated phase characterised by innocence and free from undue pressure and responsibility, the key site for laying the developmental foundations for future success supported by two loving parents. The universalist notions embedded in the UN Convention though mediated to some extent by the African Charter also tend to reinforce this perspective. Anything that differs from this ideal then risks being regarded as a deficit model within which millions of children in the ‘Third World’ are situated. The challenge is not only an undermining of the moral imperative and the vitally important framework that the ‘Rights’ tools provide but to alert development activists to the useful critique of dominant themes and embedded assumptions, coming from developmental psychology (bonding and attachment theory) and the biomedical model.

While it is important not to romanticise particular situations which may have within them a range of conflicting forces, the fact that the majority of the world’s children are growing up in situations which appear problematic requires a view from another angle which may encompass features that have been overlooked in terms of resilience and coping skills in both the young child and the caregivers. Developing the ability to adjust the lens on childhood is an important attribute for development activists such as the Family workers.

The child and culture

The conceptualisation of the child as an individual is another assumption which has developed over time in certain societies and not necessarily in other societies. It cannot be assumed that all societies aspire to the notion of the child as an assertive self focused individual geared towards achievement largely at the expense of others. There are many communities such as Patiswa’s where the child is generally expected to understand his/her place in the order of things and to cooperate with the community, share whatever is available, care for a range of other people even those with somewhat tenuous blood links. Caution in interpretation is required however because as the Family workers have observed many customs are not static and immutable. For example child raising practices in the villages seldom operate in isolation of the western biomedical explanations of sickness and health. In fact the primary caregivers tend to adopt a holistic response to child care and development which can, in a certain geographical radius include access to the traditional midwife, the traditional healer as well as medicines, nurses and doctors at the local clinic or more distant hospital. The fact is that both indigenous knowledge and western biomedical knowledge are not regarded as immutable. Caregivers, urban and rural employ a range of strategies around child health and illness. In the rural situations where clinics are few and far between, where some continue despite the legislation to charge fees and where some do not have medicines to disperse, it is not surprising that caregivers show more confidence in traditional practice.

Patiswa’s story also shows clearly how early the gender distinction is introduced in the roles carried out by both Patiswa and her older ‘sister’. More information is required to assess to what extent gender will impact on her opportunities for education in the future. It has been noted in the field work reports that women in the more rural villages are subject to a very strict hierarchical and patriarchal order. Patiswa despite her developing competencies is in a high risk category for survival and development caused by the impact of factors such as unemployment, drought and the food crisis, evidence of HIV AIDS and the rise in cholera deaths. Studies from neuroscience have shown that there is cause for alarm in the nutrition and micronutrients play an important role in the fine-tuning of brain pathways in the early years. These threats require prompt action and this is where Nokhayla and her fellow Family workers play a vital mobilising role.

On becoming an early childhood development activist

Family workers are themselves products of the environments in which they are living and working. Recent discussions around framing the HIV AIDS response have pointed to the pervasive silence about abuse which permeates the lives of women and which resonates with studies undertaken elsewhere. Field workers in this programme have been raised in the same or similar poverty environments in which they are presently living and working. While they have within themselves the potential to become sensitive practitioners because they are familiar with and able to negotiate the environment, it is important for training programmes to foster self-examination and self-learning. Nokhayla noted “I cannot help another if I myself am too angry or in too much pain but when I share with my colleagues I find I can improve my skills to reflect upon and learn from my experience.” Becoming effective change agents requires recognising the existence of different world views, social and cultural contexts specific to a region or a locality and the nature of oppression at both a personal as well as a societal level. This has implications for capacity building and training at all levels of participation in early childhood development programmes.
The way forward: documentation, strategic focus and advocacy.

Family support programmes exist in different forms in many parts of South Africa, but the FCN’s ‘model’ is an attempt by an early childhood NGO to address the need for the incorporation of family support work into a comprehensive early childhood development service delivery framework focusing on vulnerable children and families and using local people (the family workers) as delivery agents. There is plenty of scope and need for other initiatives but a lack of data, shared information and guidelines has led to many organisations adopting programmes designed for the better off middle class or working class communities who are generally eager, interested and able (at low personal cost) to access information about child growth and development.

In this phase of the FCN programme, delivery has been centered mainly on developing the infrastructure, working out roles and relationships of the partners (organisations, technical assistance, local NGOs, Community Consultative Forum’s, Government players), programme design, staffing and training in order to meet the very tight time frame for implementation.

A number of setbacks in each project have impacted on the participatory process and the programme is at risk for sustainability. In one Province, the Consultative Forum managed to access government funding and has become an Agency albeit without a public accountability system. A key person in another programme became ill and subsequently died against a background of denial with regard to HIV/AIDS.

Although a number of key issues are already apparent, it is clear that the next critical step for the FCN programmes is to tackle the documentation in a manner which engages key participants in the collation of their own data, identifying issues of concern, including ethical considerations and where necessary remodelling the FCN programme to suit an agreed focus. From there on the challenge is to decide where key issues may have implications for planning and the development of strategies that make sense to local actors in their efforts to advocate for policies which will ensure a more comprehensive child care approach - starting at local and provincial level. The Child support grant for example presently functions as an isolated programme of government. The FCN programme has undertaken a more holistic approach in linking access to child support grants and other sources to other activities which strengthen and support families and children at the different sites such as income generating skills (eg bread making project, literacy programme, information about child development and so on.)

The intention in the next phase starting Jan 2003 is to develop a Logical Framework which incorporates the use of a number of participatory activities (from Participatory Rural Appraisal (PRA) and other research methods ‘with the key stakeholders in order to develop clear plans for the FCN programme and identify the role of the FCN’s in the process of action (LPAs).’

Acknowledging and continuing to explore the usefulness of the child rights framework, but not refraining from ‘asking critical questions about the sort of modern futures that the UN Convention holds out as rights to children in developing countries’ and developing partnerships, is how the FCN programme - in a small way - is attempting to strengthen delivery and support to vulnerable children and their families.

References


Ms Yvonne Mkunyane
Unicef and Sekukuni Educare Project

BUILDING SAFETY-NETS TO RESPOND TO THE URGENT NEEDS OF VULNERABLE CHILDREN

In the context of the HIV/Aids crises in South Africa, the Sekukhune Educare Project (SEP) is broadening the scope of its work through building partnerships to protect child rights. SEP has been doing early childhood teacher training since 1993 in the Jane Furse area, Limpopo province, South Africa. SEP has been confronted by the impact of abject poverty, hardships and HIV/AIDS on children and their families, and realises that something must be done urgently and especially for those who have no access to any ECD services. An exciting new safety-net project called "Ikageng Ditshaba" has been started, and one of its aims is to bring together government and non-government role-players in the area to protect the rights of children, in general, and to respond to the needs of vulnerable children, including orphans, in particular. This presentation will introduce SEP's work, including the initial focus on ECD training and the new initiative.

SEP has combined a Montessori and Freirian approach in developing a participatory curriculum adapted to the needs and circumstances of children and their families in this community. Observation in well functioning ECD services and dialogue are key components of the method. The emphasis is on building on the characteristics of good learners and healthy citizens.

The new safety-net project is just beginning with seed funding from UNICEF while negotiations with Nelson Mandela Children's Fund (NMCF) for additional funding is underway. This developmental approach is very similar to the action and reflection approach currently being used by SEP and seeks to foster dialogue between rights claimants and duty-bearers using a human rights approach to programming, so that decisions can be decentralised to the community level and resources can target priority actions decided by communities.

The strategies will be based on the five fundamental strategies that form the framework to guide the selection and development of mutually reinforcing uplifting interventions to respond to the impacts of HIV/AIDS on children: Strengthening and support the capacity of families or households to cope with problems; Mobilise and strengthen community-based responses; Strengthen the capacity of children and young people to meet their own needs; Ensure that governments protect the most vulnerable children and provide essential services; Create an enabling environment for affected children and families.

The intention is to use creative strategies, such as village theatre to ensure full participation, including the most marginalized. This project hopes to contribute to the achievement of a "World fit for children" in Sekukhune, by implementing the principles of the June 2001 UN Special Session of the General Assembly on Children.

- Put Children First
- Leave no child behind
- Care for every child
- Stop Harming and Exploiting Children
- Combat HIV/AIDS
- Fight Poverty: Invest in Children
- Listen to Children and
- Protect the Earth for Children.
Ms Jane Evans

Ms Sibusisi Ndlovu

Zunelle de Ru
The Ntataise Trust, South Africa

NATAISE – A REPLICABLE MODEL FOR THE PROVISION OF EARLY CHILDHOOD DEVELOPMENT IN DISADVANTAGED RURAL AREAS OF SOUTH AFRICA

Ntataise (meaning To Lead A Young Child by the Hand) has over the past twenty one years developed a replicable model for the provision of early childhood development (ECD) in disadvantaged rural areas of South Africa. A pioneer in the provision of ecd training and support in farm worker communities, Ntataise today trains and supports women involved in ecd on farms, informal settlements and former homelands in seven of South Africa’s nine provinces all of whom follow the model modified and adapted to meet the needs of different communities over the past twenty one years.

The Ntataise model includes intensive training courses, follow-up support training and workshops. The follow-up support visits have been pivotal to its success. In its early days these visits introduced a new approach to early learning and training. Today many projects include on-site training and support as part of their programmes. Fifteen ECD projects form part of the Ntataise Network of Training agencies and use the Ntataise model including training programmes, materials and support services.

Ntataise has developed a comprehensive range of courses and learning and training materials, including books, guides and videos to support its training work. All these materials have been piloted in the communities in which they are used.

The success of Ntataise rests at various levels. The majority of Ntataise trainers come from the communities served. The empowerment and development of Ntataise Network trainers and co-ordinators has been one of Ntataise’s focus areas. These women have in turn been instrumental in the empowerment of women living in disadvantaged rural areas of this country and providing daily ecd services for children with no other access to ecd.

Decentralisation has been another of Ntataise’s strengths, we believe to be the success of the Ntataise model.
Ms Gill Naeser,
HDE (Pre-prim), BA Hons, South Africa

FRAMEWORK FOR QUALITY EARLY CHILDHOOD PROGRAMMES

The Bill of Rights (S A Constitution, 1996) makes provision for the right to a basic education and gives every child the right to basic nutrition, shelter and health care.

Several studies on the provisioning of Early Childhood Development (ECD) in the RSA culminated in the Education WHITE PAPER 5 (2001) which defined Early Childhood Development as an umbrella term that applies to the processes by which children from birth to nine years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially.

As children aged 6-9 years are catered for by the formal school system an ECD centre is defined as a place of care and education with more than six children in the 0-6 age group.

At present ECD care is offered by:
- Independent Pre-primary Schools
- Community based Centres (established and managed by parents in the community)
- Grade R classes in Public Primary Schools
- Individuals who offer ECD services for financial gain.

The Nationwide ECD Audit (2001) recorded more than 23,000 Early Childhood Development Sites in RSA, which care for more than 1,030,000 children under the age of six years.


Looking at this data leads one to question whether the young children of the RSA are being marginalised by not being offered a basic education in safe, hygienic ECD sites.

The indices of key aspects of services provided at ECD centres are infrastructure, educational programme, educator and administration. The Audit Report shows the four indices reflect a low to average standard of services to children in the majority of sites.

A framework of the key aspects of provision of ECD care and education should include the non-negotiables of what is required by an ECD Centre and it should also:
- promote a consciousness that an ECD Centre functions as an integral whole
- create an enabling environment for the development of quality care and education at an ECD Centre

Range of ECD Centres

The level of ECD care and education offered at ECD Centres varies and it is important to distinguish between these levels.

Standard governing body training has categorised these as dysfunctional, rehabilitative, evolving and learning ECD Centres. Each level will display different characteristics namely:

Dysfunctional:
Extreme dependency GILL NAESER , HDE (Pre-prim), BA Hons
- Breakdown of normal care and education activities
- No operational basic management and governance structure
- No effective leadership
- No attempt to address the problems
- Unwilling to participate in development projects
- Conflict between stakeholder groups

Rehabilitative:
- Dependence
- Level of care and education provided is of poor quality
- Some willingness to solve problems and participate in development projects
- Does not seek to meet its own needs – waits for someone else
- Depends on one individual for direction
- Internal leadership is under-developed or inappropriately focussed
- High level of conflict and mistrust between stakeholders

Evolving:
- Independence
- Increased awareness of good quality ECD Centres
- Recognition of problems
- Address problems by internal actions
- Leadership provided by management team
- No co-ordinated plan for development
- Concerned with efficiency
- Sometimes motivated by self-centred desires
- Temptation to "go it alone"

Learning:
- Interdependence
- Ability to enter into mutually beneficial relationships – externally and internally
Constant desire to improve and develop
Concerned with educational effectiveness
Excellent provision of ECD care and education in all areas
Stakeholder participation at all levels
Entrepreneurship and risk taking encouraged
Diversity of ideas, cultures, values.

Key aspects of services provided by ECD centres
In order to determine levels of care and education an ECD Centre key aspects of provision will be used as a framework of reference. Some of the aspects are linked to NQF terminology for training of ECD practitioners, but not NQF qualifications. This is to enable practitioners and stakeholders at ECD Centres to correlate the two processes of theoretical training and practical implementation of care and education at an ECD Centre.

A Learning ECD Centre should make provision for each area.
1. Infrastructure: Relevant state departments have stipulated minimum building requirements. However buildings need to be maintained and kept in good condition and the outdoor area should be a safe area to play in for children.

2. Facilitating healthy development
2.1 Health, hygiene and safety-The ECD Centre is to be a safe and hygienic place for children. Accident prevention and emergency procedures are important. Children's health records are kept up to date. Children are educated in basic health care and universal Health precautions are followed. There is a First Aid kit and staff members are trained in First Aid. The ECD Centre is kept clean and waste material is disposed of correctly. Water and toilet facilities are available on site. The ECD Centre has an HIV-AIDS policy, which all staff members are aware of, with training as needed.

2.2 Nutrition – Children need to receive adequate nutrition to grow, develop and learn. ECD Centres are to plan and provide meals and snacks to meet the child's nutritional requirements.

3. Facilitating active learning
3.1 Teacher-child interaction-Adults interact and communicate with children to foster a secure and caring environment which promotes growth and learning in all areas of child development. The atmosphere at an ECD centre will provide a benchmark for the quality of teacher-child interaction. Teachers are to encourage acceptance of an antibias attitude amongst the children.

3.2 Curriculum and learning programme – the learning environment is structured to provide opportunities for the children to learn through play. All areas of the child's development are catered for both indoors and outdoors by providing age appropriate learning opportunities. The daily programme provides a balance between activities and routines. Planning is done on weekly, termly and annual basis. Learning programmes should be constantly evaluated and revised to meet the child's needs.

3.3 Equipment – Equipment appropriate for different stages of children's development is available both indoors and outdoors. There should be sufficient equipment for the number of children at the ECD Centre.

3.4 Evaluation of children – Evaluation of children is a continuous process and young children are not to be formally tested at ECD Centres. Norms appropriate for the different age groups are used as a basis for the assessment of young children. Evaluation of children is kept confidential and used appropriately e.g.: planning of programme, feedback to parents, and referral of children.

3.5 Providing for children with special educational needs – ECD Centres with a policy of including children with special educational needs will have to assess such children individually and make provision for their special needs.

3.6 Staffing:
3.6.1 Adult-child ratios – ECD Centres are to adhere to acceptable norms for adult-child ratios. There should be sufficient staff to meet the needs and promote the development of the children. Children are to be under adult supervision at all times. Support staff members are employed to assist the educators and fulfill non-teaching functions such as cleaning, cooking and administration.

3.6.2 Staff qualifications and experience – Teachers are to have sufficient knowledge of children's development. ECD Centres are to encourage the staff to obtain NQF qualifications in Early Childhood Development. All staff members are to have temperaments suitable for working with young children.

4. Managing an ECD centre - administration and standard governing body functions:
Most ECD Centres are managed by a Governing Body and Senior Staff members, who have the responsibility to ensure the centre is administered effectively. Administration of an ECD Centre includes children's files, financial matters, registers, staff contracts, the centre's operating policies, staff and centre assessment, governing body members' roles and responsibilities.
If young children are to grow up to be productive adults it is important they are offered the best care at an early age – if ECD sites have a framework for providing quality care, young children will be ensured of receiving the quality of care which is their right.
Ms Dina Alarcón  
*University of Chile*

**CREACIÓN DE UN CURRÍCULUM PARA NIÑOS DE CINCO A SIETE AÑOS DE ACUERDO A SU ALTO NIVEL DE STIMOLOGÍA**

**CREATION OF A CURRICULUM FOR CHILDREN FROM FIVE TO SEVEN YEARS ACCORDING TO ITS CULTURAL FITNESS**

(Ms Alarcon said she would be talking about the work done on Easter Island. The island belongs to Chile. It has a population of 2800. The problem is that only 800 inhabitants speak the indigenous language, and there was a possibility that the language could become extinct. Inhabitants believed that the language was useless, and only Spanish was taught in schools until 1976. Ms Alarcon said that other reasons for a decrease in the use of the language included population movement, mixed marriages, introduction of mixed communication, language and schools promoting the idea of modernization, and said that there is also a degree in the number of people who consider it their mother tongue. Young people are going through a process of bicultural conversion.

1. **Introducción**

Desde la llegada de los primeros navegantes europeos a Isla de Pascua en 1722, la población rapanui se ha visto involucrada en un continuo y prolongado proceso de aculturación. A 278 años del comienzo de este proceso, este grupo se enfrenta hoy día a la problemática de la pérdida y posible extinción de la lengua, el rapanui. De sus aproximadamente 2.800 habitantes, sólo alrededor de 800 hablan rapanui, siendo - en su mayoría - adultos y ancianos. Esta nueva generación ha muchos que incluso no se interesan por su propio idioma.

En lo que respecta a la lengua rapanui, los modelos de educación formal utilizados en Isla de Pascua han considerado políticas y actitudes que reprimieron activamente la lengua rapanui o al menos no han hecho sentir a los adultos que su lengua es a lo menos igual o lo peor, un impedimento para la educación y posteriormente el empleo. Variados ejemplos de la prohibición de hablar rapanui, en la escuela durante un largo periodo han sido descritos en algunos trabajos (González, L., 1984; Hotus et al., 1988; Vargas y González, 1992).

Por otro lado la enseñanza formal usó el español como el único medio de instrucción hasta 1976, cuando se incorporó en el Plan de Estudio de 1975. El Básico del Liceo de Isla de Pascua, la enseñanza de la lectoescritura rapanui como ramo obligatorio. Si bien la escuela no practicaba políticas de repatriación hacia el lenguaje nativo, promovía una ideología orientada a la modernización, desarrollo económico e integración social, las que han afectado a la comunidad tradicional de una manera más insidiosa y tal vez más devastadora que la coerción directa. De esta manera, la *valorización del idioma rapanui* es contrapuesta con la idea de “progreso”.

Si consideramos que el problema de la pérdida de la lengua rapanui de ha presentado sólo desde hace un par de décadas, la que ha ido acompañándose con la introducción en la isla de una serie de cambios que guardan relación con movimientos de población, matrimonios mixtos (isléños-continentales o isléños-extranjeros) y medios de comunicación de masa electrónica, su relación con el proceso de aculturación se hace evidente. De esta manera, el cambio en la lengua (al español) por una gran parte de la comunidad rapanui se ha debido en gran parte como reacción a presiones externas o “dislocaciones” según la terminología de Fishman.

Encuestas sociolingüísticas efectuadas por los investigadores Robert y Nancy Weber durante 12 años en la escuela de Isla de Pascua (en cursos de 1° básico) señalan que el porcentaje de aquellos alumnos cuy la lengua materna o predominante es rapanui y que pretenden ser bilingües coordinados, disminuyendo progresivamente desde un 77% en 1977, al 66% en 1979, al 41% en 1983 y al 25% en 1985 (Weber y Thiesen 1982:2).

Por diversas razones, relacionadas al proceso de aculturación que vive la isla, la lengua rapanui está dejando de ser la lengua materna de las nuevas generaciones. Los investigadores citados señalan que “La moderna población rapanui pasa por un período de bilingüismo intenso, y si se deja que las cosas sigan su curso actual, dentro de pocos años este período también terminará y la comunidad isléña ya no será ni siquiera una comunidad bilingüe” (Weber y Thiesen, 1989:5).

Esta situación pone la necesidad de revisar las acciones realizadas para la mantención de la lengua rapanui, en donde es importante destacar que la mayoría ha sido planteada desde el exterior, lo que ha producido conflictos. Como Michael Krauss (1992) ha escrito, basado en una larga experiencia dirigiendo el Centro de Lengua Nativa de Alaska, no se puede desde el exterior inculcarle a la gente el deseo de reivindicar o mantener sus lenguas. En este caso, es necesario que se haga de ellos. Para que los esfuerzos para la preservación del lenguaje tengan éxito, deben ser dirigidos por organizaciones, instituciones y los mismos isleños.

Durante el trabajo en terreno realizado por la investigación, “Ethnografía del Aula Rapanui” uno de los grupos isleños interesados en la revitalización de la lengua y cultura rapanui planteó la posibilidad de asesoría al equipo de investigadores del mencionado proyecto para desarrollar estudios y acciones concretas sobre el tema. Esta solicitud, junto a la calidad de las experiencias derivadas de las investigaciones realizadas, gatilló la idea de crear un modelo de intervención educativa en la escuela y en el hogar que estimulara el uso de la lengua rapanui. Se estimó que esta sería una forma de iniciar la solución del problema puesto que aún no se dan las condiciones para establecer un sistema intercultural bilingüe, lo que aparece en la bibliografía y experiencias consultadas como la gran vía de solución a los miedos logros en autoestima, identidad y, colateralmente, a problemas académicos de los estudiantes isleños quienes deben viajar al continente para cursar estudios superiores.

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2. Objetivos
Revelar la lengua y cultura rapanui a través de un programa pedagógico que ayude a:
- estimular el uso de la lengua rapanui y valorarla como medio de expresión verbal
- apreciar raíces históricas, costumbres y tradiciones de la cultura rapanui
- mantener interacción cultural con la sociedad global, valorando lo propio como importante y deseable.

3. Metodología
3.1 Constitución de los equipos de trabajo
Se constituyeron dos equipos. Uno integrado por cuatro ancianos de la isla y un lingüista, profesor de la Universidad de Chile y, otro, conformado por tres profesoras del Liceo, dos monitores y una asesora metodológica, profesora de la Universidad de Chile.
El primer grupo tuvo como tarea elaborar una base de datos para constituir un vocabulario básico rapanui y asesorar en la búsqueda y selección de palabras y expresiones más adecuadas para usar en el programa.
El segundo grupo asumió la responsabilidad de elaborar el programa pedagógico, lo que implicó selección de objetivos y contenidos, propuesta de actividades, sugerencias en cuanto a material didáctico de apoyo, caracterización de láminas motivadoras, selección de estrategias pedagógicas, propuesta de evaluaciones de las actividades planteadas en el programa.
Los grupos funcionaron paralelamente en una sala del Liceo, especialmente destinada para ello, durante dos semanas, en la jornada de la mañana.

3.2 Asesoría en la lengua rapanui
El grupo de ancianos constituyó un grupo de apoyo para clarificar y/o aportar palabras y expresiones en rapanui, tanto como para aportar antecedentes en cuanto a costumbres, tradiciones y valores del pueblo pascuense. Fueron consultados en el período de inicio del programa como durante su aplicación por las profesoras rapanui. Iniciaron la base de datos con un listado de palabras referidas al cuerpo humano.

3.3 Elaboración de una propuesta de Curriculum
El programa pedagógico se elaboró sobre la base de la vida cotidiana de dos niños pascuense: Uma y Polie, de 5 y 6 años. Las actividades que ellos realizaban y su interacción con el medio natural y social daban la pauta para el desarrollo verbal de la lengua rapanui.
El programa asigna especial importancia a las manifestaciones de afecto por parte del adulto hacia el niño, de manera que éste asocie el uso de la lengua con expresiones afectivas positivas. Está planteado, además, desde la perspectiva de la "inversión total" en la lengua rapanui. Se complementa con una acción paralela de refuerzo realizada por alguno de los padres o familiares en el hogar, quienes hacen uso de un manual con las mismas treinta láminas planteadas en el aula, acompañadas de un conjunto de preguntas.

- Seleccion de objetivos y contenidos
Los grandes objetivos del programa pedagógico fueron: estimular el uso de la lengua rapanui, valorarla como medio de expresión oral; apreciar las raíces históricas, costumbres y tradiciones; fomentar la interacción cultural con la sociedad global valorando lo propio como importante y deseable.
Los contenidos del programa se agruparon en las siguientes áreas significativas a toda lengua: 1) el cuerpo humano 2) la familia y las relaciones de parentezco 3) la habitación 4) la vida social 5) creencias y valores 6) la naturaleza circundante 7) los cuerpos celestes (el sol, la luna, estrellas, constelaciones) 8) concepción del tiempo y del espacio y sus categorizaciones 9) cantidades 10) percepción de los colores.
Estos contenidos fueron presentados a través de unidades temáticas.

- El mundo humano: sus partes, el uso de objetos, la salud, sus acciones (comer, beber, dormir, caminar, correr, saltar, bailar, cantar, mirar, escuchar, oler, probar, tocar)
- El mar: flora y fauna marina, formas tradicionales de pescar, elementos referidos al mar, vida isleña
- La casa: dependencias, familia, mobiliario, tipos de casas: evolución histórica: los volcanes:
  1) el Rano Kau (fondo del volcán; vegetación, lagunas, toromiro, taro, tavan, makoi) su vinculación con la historia rapanui y las costumbres domésticas
  2) el Rano Raraku (la cantera, construcción de moais, tradición y vinculaciones con el culto a los antepasados, creencias y valores)
- La historia de Hotu Matua y Avareipua: relato tradicional de la construcción del pueblo rapanui, aspectos volcánicos, ancestros, organización cívica.
Las diez áreas significativas de contenidos fueron presentadas en forma integrada en las unidades temáticas: los colores, las categorizaciones de tiempo y espacio, las cantidades, los cuerpos celestes, las relaciones de parentezco, la vida social fueron incorporados a las diferentes temáticas de una manera natural y clarificadora.

b. Selección y elaboración de láminas incentivadoras del proceso de enseñanza y de aprendizaje.
Se planificó la elaboración de 30 láminas cuyo rol sería estimular el lenguaje verbal de los niños. Se conformaron escenas de vida diaria con niños, adultos, objetos, lugares domésticos y tradicionales. Específicamente estuvieron referidas a juego y salud; alimentación; costumbres y tipos de viviendas de antepasados; viviendas de actualidad; la familia; realidad y fantasía; flora y fauna isleña; bailes tradicionales; paisajes y acciones tradicionales; día y noche; flora y fauna marina; acciones peligrosas; formas tradicionales de pescar; tradición: sectores ceremoniales (Orongo); volcanes; la historia de Hotu Matua y Avareipua; lugares de recreación: Ana kena.
Las láminas fueron elaboradas a todo color por un dibujante de la isla. Un set de ellas, de 1 mts. X 0.80 cms. fue usado como material de incentivación en el aula. Otro, tamaño hoja oficial, fue incorporado al manual para los padres.

c. Selección y elaboración de material didáctico.
Se planificó la adquisición de un material didáctico específico: loterías, dominó, rompecabezas, con objetos y lugares tradicionales isleños. Se solicitó su elaboración a un artesano isleño quien cumplió escasamente con lo solicitado. Para el uso de las actividades de aula se adquirieron: una filmadora, video casetera, televisor, seis grabadoras, set de instrumentos de orquesta rítmica, juegos diversos de encaje y articulación de piezas, papelera de todo tipo, pinturas, pegamentos, juguetes (pelotas, camiones, muñecos, etc.) juegos de roles (la casa, el doctor) y otros.

Configuración de estrategias pedagógicas
La introducción del lenguaje vernáculo en el aula fue difícil debido a que éste es intergeneracional y se aprende sobre bases espontáneas informales y desarrolladas en la intimidad. Los aprendizajes escolares, en cambio, son mayormente formales, sistematizados públicos y dirigidos a grupos generacionales específicos. De ahí que se seleccionaran tres estrategias pedagógicas que cautelaron, en su conjunto, el logro de los objetivos. La primera de ellas es muy dirigida y acotada para asegurar el acceso a la información básica. La segunda y la tercera son abiertas,
y su desarrollo depende de la experiencia e interés del niño. En cada una de ellas la interacción con el niño se produce, básicamente, a través de preguntas. Preguntas de identificación, de relación, de comparación, de evaluación, de inferencias, entre otras. Las preguntas se complementan con actividades diversas que requieren el uso de diferentes competencias del niño.

- Presentación de la información lingüística
  Los niños observarán directamente personas, objetos concretos, animales, paisajes, elementos, situaciones de la vida real, o en caso que no sea posible acceder a ello realizarán observaciones indirectas a través de representaciones de lo anterior en fotografías, láminas, dibujos, modelos, películas, filminas o una combinación de éstos.
- Relación de la información
  El adulto orientará al niño a asociar la información básica con otra complementaria, de igual o diferente ámbito al contenido inicial.
- Aplicación de la información
  Se estimulará al niño para que aplique la nueva información recibida en su contexto inmediato: el mismo, quienes le rodean, experiencias personales y familiares, contextos semejantes o situaciones de un posible futuro.

En términos generales podría decirse que estas estrategias siguen una secuencia. La presentación de la información debe ir al inicio, luego, asociación que lleva a establecer diferentes relaciones para concluir con la aplicación de un determinado aspecto del contenido. No obstante, el anterior también es posible la combinación de estrategias en otras secuencias siempre que se maneje la información base.

La intención es ayudar al niño para que no permanezca en el plano memorístico de la información. No se trata de lograr repeticiones mecánicas de las cuales no se maneja el significado, sino de usar las expresiones en el contexto de la cotidianeidad ampliando el círculo de relaciones iniciales y estableciendo vinculaciones cada vez más numerosas en relación al mismo contenido.

Cada módulo del programa contempla un conjunto de palabras y oraciones cuyo uso es estimulado a través desitualizaciones de aprendizaje específicas, las que también son incluidas en los módulos siguientes, como una forma de afianzar su manejo.

e) Evaluación de las actividades propuestas
  La evaluación está integrada a las estrategias. No requiere de un tiempo especial o de acciones separadas. Está incorporada a las actividades de estimulación y aprobación del adulto o de los otros niños a las participaciones de un determinado niño. Se produce en un ambiente de espontaneidad. También adquiere un carácter lúdico al tratarse de interpretación de láminas, manipulación de juguetes y participaciones diversas.

4. Redacción del currículo en rapanui
Terminado el trabajo de elaboración del currículo, asumieron su redacción dos profesoras pascuenses del Liceo quienes fueron los pilares del trabajo del equipo. Se contó así con una versión en pascuense y con otra en español.

5. Validación del currículo
A través de un diseño cuasiexperimental se probó el programa de estimulación del uso de la lengua rapanui destinada a párulvos y niños de 1º Año Básico del Liceo "Lorenzo Baeza Vega" de Hanga Roa. Del mismo modo se construyeron dos instrumentos de evaluación: una pauta de observación destinada a medir el vocabulario de los niños (pre y postest) y una cédula de entrevistas dirigida a detectar el perfil y hábitos lingüísticos de los padres. Esta última elaborada por Nancy Thiesen y Robert Weber, lingüistas, residentes de la isla.

La muestra estuvo constituida por cuatro grupos de niños: dos experimentales (uno de párulvos y otros de 1º Básico) y dos controles (uno de párulvos y otro de 1º Básico) ambos con sus respectivos padres.

Resultados obtenidos
La muestra estuvo constituida por 64 niños: 21 párulvos en el grupo experimental y 12 en el control; 20 escolares (1º Básico) en el grupo experimental y 10 en el control y sus respectivos padres.

En el análisis de significación estadística se usaron las pruebas "T" de Student y Mann Whitney. En el proceso de comparación de medias intragrupos y pre y postest se observaron diferencias significativas en los grupos experimentales de párulvos y escolares, lo que no se observó en los grupos de control.

Del mismo modo, al comparar las medias integrogrupos (cada grupo experimental con su respectivo grupo de control de párulvos y escolares) se detectó un significativo rendimiento de los primeros por sobre los segundos.

En síntesis
Las pruebas estadísticas muestran que los niños pertenecientes a los dos grupos experimentales tuvieron un mejor rendimiento en el postest que los correspondientes a los dos grupos control. En el caso del 1º B, las niñas tuvieron mejores logros que los niños.

En los cuatro grupos de niños (experimentales y controles) no se advirtió diferencias en los logros de acuerdo a la edad. De hecho fueron grupos homogéneos en esta característica.

Cabe precisar que los logros lingüísticos de los niños pertenecientes a los grupos experimentales estuvieron circunscritos a un aumento de vocabulario y comprensión del lenguaje. La prueba usada en la medición no incluía elementos de sintaxis.
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THE USE OF EMOTIONAL INTELLIGENCE FOR COGNITIVE DEVELOPMENT IN CHILDREN AND ADULTS WHO ARE HIV POSITIVE OR WHO ARE EFFECTED BY AIDS

Emotional intelligence was the focus of the presentation. She stated that a child’s background affects them in various ways, therefore the teacher should encourage discussion time with the children. This would serve as an opportunity for the child to share their problems and open up. Ms Khan identified a three part book series that imparts to children knowledge of STDs and Aids. The three part series includes the books HI I AM HIV POSITIVE, THE GRASSHOPPER WHO COULD NOT JUMP and THE MAGIC CALABASH. She went on to explain the need for these books and the positive results that these books can reap. She said that if children are taught good values and ways in which to handle real life problems then they would grow into positive individuals.

The use of emotional intelligence for cognitive development and emotional development in children and/or adults who are HIV+ve or affected by the loss of parents who were HIV+ve. These include chats and task cards in addition to the books:
HI I AM HIV POSITIVE
THE GRASSHOPPER WHO COULD NOT JUMP
THE MAGIC CALABASH

Outcome

• Listening
• Speaking
• Reading and viewing
• Writing
• Thinking and reasoning
• Understanding
• Identifying

The Teachers role
S T O P
Activity outcomes
At the end of book/chart
A CASE STUDY OF JOSEPHINE'S ENCOUNTERS WITH PRE-SCHOOL AND SCHOOL

Introduction and aim
Ten one year old children were observed during a period of three months from their first encounter with the world of pre-school (Lindahl, 1996). The focus was on their experiences and learning, that is, on their awareness direction towards different phenomena in the surroundings. Furthermore, how their spontaneous experience and learning could be seen in their actions. An effort was made to try to describe the children's learning intentions from their own point of view.

The same children were then observed, at the age of six or seven years, in their encounter with the world of compulsory school. They were observed over a month during their whole first year at school. The focus of the study was still to observe the children's learning, initiated by themselves – directed by the teacher's own initiative and interest. In this presentation we have chosen to describe one of these children, Josephine, as a case study.

This study is interesting and unique, because it offers opportunity to compare individual learning patterns, as well as durability or inconstancy in relation to the child's own development. This knowledge is given to the child in the form of i.e. a one year old girl's approach to learning compared with her learning at the age of seven.

Even if the environment of pre-school is similar to the one of school, they each represent an encounter with a new learning environment for the child. Each environment, and each child, has different demands on the child, the same child at the age of one and at the age of seven may have different abilities and demands on the child. This study is interested in what happens when the child is confronted with a situation that may be new to her/him - without her/his own initiative and interest.

To start school could also put a lot of demands on the child, but he/she now has six years of experience of being one in a community of children (Rogoff, 2003). He/she is faced with a new situation, the pre-school is neglected, but something new happens - a lot of demand on the child, until he or she has settled in.

In this presentation, however, we will not at all focus on the transition problem, but just jump into the child's world in everyday life in preschool and school.

The purpose of this present study is to look into one single child's actions in an institutional context at the age of one and again when she is seven years old. The focus of interest is to study whether there are differences or similarities in the learning approach, i.e. the one year old child's experiences compared with her experiences at the age of seven.

Theoretical background
The child's learning is here related to a social and cultural perspective, in which the child's self-conception contributes to how the child creates meaning by that, experiences the world around him/her (Lindahl, 1996; Pramling, 1990, 1994).

The child as an individual is always involved in relations to other people and the surrounding world, which means, how the child acts and reacts is interpreted in reference to the context in which he or she exists (Sommer, 1997; Saljo, 2000). In this way the child becomes included in an environment in relations with others. This means we are not looking how able a child is to handle certain situations or tasks, but how the child becomes part of different social settings (Brembeck & Johansson, 2000).

The child is also viewed from a holistic perspective, that is, as a social, emotional, thinking person with her/his bodily experiences. The child's body is the basis of her/his life-world (Merleau Ponty, 1962; Johansson, 1999).

This theoretical perspective demands an interest in the child's acting (bodily and verbally), and not only in the child's cognitive learning. So when we talk about learning in this study we focus on the child's acting and talking, trying to grasp the child's perspective and what she/he experiences.

Method and realisation
In order to be able to grasp the child's perspective the hermeneutic method will mainly be used (Odman, 1992). Also the phenomenographic approach is applied (Marton, 1981; Pramling, 1983), because it's focus is on finding qualitatively different categories of conceptions. This kind of research results will characterise the child's approach to learning in two different contexts.

The data consists of video-recordings in which an effort is made to focus on the activities the child herself is engaged in. In the first step, the analyst describes the child's actions, in which the child is focusing her attention towards the same object (situation, task, and so on). The next step is to find similarities in these entities. Then to find similarities in the entities that can create categories describing characteristics of each child's acting in pre-school and school. We will here present one case: Josephine during two periods in her life.

Results
Let us look at Josephine's (1.8 years) approach to preschool. She is very interested in other children and adults, right from the beginning. She is a very active child who needs support and help if she turns herself to adults, otherwise she is active and expresses confidence. She shows an interest and makes contact with other children giving or taking toys, and enjoys being together with other children in a group. To start with she has some conflicts with Linda, another girl, but already after two months these girls are "close friends" and dependent on each other. An interesting observation in preschool is that she only speaks single words, which she simultaneously knows and sings the text to some eight different songs. She shows empathy for other children when they are sad, and when she succeeds in different tasks she expresses her joy with her whole body.
Josephine evaluates and experiments, solves problems, looks for similarities and differences, and sometimes takes a step back for some silent pondering. She also plays pretend play in the "home-corner". Josephine and Lina are imitating each other alternatively. Josephine shows many examples of social, emotional and intellectual acting, both as a respond to others, but also on her own initiative and with her own intentions. She acts actively in the social setting that the pre-school constitutes.

Let us take one example where Josephine understands the meaning of a situation. Her friend Lina has tumbled and got hurt. She has tumbled over a tray made by lego-blocks:

Lina stumbles and hurts herself. The day-care assistant comforts her and Josephine who is standing close to them put her head on one side, with an emphatic expression on her face. Suddenly Josephine raises and moves towards the tray, which has caused the fall. Josephine hits the tray and says: "naughty, naughty".

Josephine shows that she can understand Lina's situation and that she is in pain. Josephine wants to punish the tray because she feels that the tray causes Lina's unhappiness. Josephine shows here that she understands both the cause and the effects of the situation. She understands the meaning of the situation and the meaning of Lina's feelings (Lindahl, 1996).

Josephine also shows early interest in communication with other children. Let us look upon situation from her second month in pre-school:

Josephine is sitting in the sandbox together with a small boy. They dig with spades and begin to co-operate in filling a bucket. They take turns in putting sand in the bucket and use their own spades until the bucket is full.

Josephine and the boy are interacting with discipline by being able to manage both the co-operation and the turn taking. They don't give up until the bucket is full. That means they carry on and end the project together. To agree about a joint project and then realise it in clear turn taking, shows a functional discipline and a high social competence for their age (Lindahl, 1996).

School: When Josephine (7 years) is observed in the school setting she gives an impression of liking the lessons. She always puts her hand up when the teacher asks something, and concentrates on the tasks given by the teacher. Sometimes she seeks response for getting to know if she is doing things appropriate or in the right way. When the teacher tells stories or facts, she is following her, nodding her head. Once in a while she seems to be bored, turning her head around, opening and closing the lid of the desk.

When there is room for individual initiatives, Lina and Josephine come closely together. They often get involved in the same situation or task. When listening to music Josephine gets very active. She dances and moves her body and does not hesitate to approach some dance partner. She comes back to the class "out of" boy over and over again. When there is a group of children acting, she is often in the middle, enjoying the company of the others. She improvises when opportunity is given.

In one scenery the children act as "Spice Girls", having a microphone, miming their songs and moving their bodies similarly to the Spice Girls. Josephine is observant to the others, acts now and then as the director, using Lina as a support by saying: "Lina said...". She looks happy, but seems very aware that they are a group, which means turn taking, giving and taking.

In an interview with Josephine she clearly expresses what she favours within the school environment - to be outdoors, in the yard, where they can do whatever they feel like. The difference from pre-school is, according to Josephine, just that in pre-school they could play indoors, now in school they have to be outdoors to play. "There is a lot of belts ringing all the time in school", says Josephine. Seemingly, she finds the structure hindering her from playing. Still playing is the most joyful part of school, although it has to take place outdoors. When Josephine is asked about which of the indoor activities she finds most joyful, she does not know! But she finally adds: "Writing on the black-board." Josephine also talks about Lina as her best friend all since pre-school.

Discussion

Children's friendship in early years is often neglected because adults usually think that toddlers are unable to make social connections for developing friendship with other small children. Even Piaget has said that the young child is only concerned with him/herself and more or less completely ignores the points of view of others. Josephine with her active contact seeking way, mostly using her body, soon gets a special friend and can establish a friendship that will endure throughout the whole period in pre-school until compulsory school begins. Even in school during the first year Josephine and Lina remain best friends, defending benefit from or enjoying each other in different situations.

This is a remarkable research finding - toddlers can establish friendship that will endure, as in this case, at least six years. The traditional view is that young children are fragmentary and unable to understand the view of another person. Therefore they are unable to establish a friendship. This kind of thinking has earlier been usual among staff working with young children. This means that they didn't expect toddlers to be socially competent and therefore did nothing to stimulate them (Lindahl, 2002).

However, in the pre-school milieu the two toddlers Josephine and Lina express their feelings towards each other by comforting one another if, for example, one of them stumbles or get hurt. They are kind to one another, but play sometimes very hard and intensely. If one of them do not arrive to pre-school for some reason, the other child always asks the staff where her friend is and what she is doing that particular day. The staff always responds by telling the asking child the reason why the friend will not come to pre-school this day. This attitude from the staff helps to strengthen the ties between the two toddlers.

The video observation where Lina has tumbled and wounded herself shows that Josephine is looking at Lina with an emphatic expression on her face and after a while she punishes the "bad" tray made by lego-blocks. From Josephine's point of view the tray represents the cause of the accident. Josephine said "naughty, naughty" and then she hits the lego-block tray to punish it. The interesting thing in this example is that a one-year-old child can understand meaning, express empathy and also understand cause and effect. This kind of understanding is fundamental for building relations and making friendship.

When Josephine and Lina are seven years old and start school, they are still best friends. The friendship they established when they were one year old has lasted throughout the whole pre-school period. In the school situation the girls' friendship becomes even more evident. When the girls are playing in the school-yard, they always play together. Josephine and Lina also comfort each other in different tough situations. When they are going to work in groups, they always want to work together and so on. Josephine also often asks for Lina's opinion about different questions.

Josephine is active in social situations. She initiates contacts and is not afraid to approach a popular boy as a dance partner. When Josephine and Lina act together imitating "Spice Girls" they also attend and create a learning situation. Bandura (1986, 1997) talks about vicarious learning and means that this includes learning by observing others. He means that if human beings shall learn by observing others, they must focus their attention, construct images, remember, formulate analysis and make decisions.

When the two girls imitate "Spice Girls" they focus their attention on how the artists act, they have made analysis and remember the texts and the movements of the artists, and they decide how to act themselves. Bandura means that those individuals, who observe and imitate the acts of others, are more in the mood for learning if the model has a high self-esteem. What about the self-esteem of the "Spice Girls" actors? They are known for their wish to fight for women's rights and that women are able and knowable. If this is right Josephine and Lina seem to have chosen strong models to imitate.
Trough interaction with other children and adults children learn to understand their culture, the actual norms and rules in the social order and their language identity will be strengthened. Josephine shows already as a toddler high social competence for her age by respecting turn taking and co-operation with other children. The observation when she and a little boy fill a bucket together is only one example. As a seven-year-old school child Josephine still shows strong interest in social communication. She initiates co-operation and communication by asking for people's opinions or refers to other people's opinions. She takes initiatives and invites her friends to participate in song and music acting or dancing. Josephine is very social, and from the very beginning in pre-school and also now in the school context she has proven to be a robust and tough girl who wants to direct other people. She loves pre-school from the first day and she loves to play with her friends.

In the school context she still likes, most of all, to be outdoors playing with her peers. In this milieu she can be free and do what she likes. In the classroom she has to be seated gently listening to the teacher's lessons. In this environment Josephine is quiet, listening and eager to do the right things. However outdoors and at the after-school recreation centre she can show a more dynamic and lively side of herself. In the interview she admits that she favours to be indoors because in that context she can do whatever she likes. In comparison with pre-school where she enjoyed almost everything and could play according to her own choice, both indoors and outdoors, she finds things to be quite different in school where she, most of all, enjoys staying outdoors.

Finally, in our conclusion it becomes interesting to find that Josephine's social competence and capability, observed when she was just one year of age, is very powerful at the age of seven. Her social communication has of course developed so her physical contacts with other children are smoothly and her verbal communication capability is naturally more developed and useful at the age of seven. As a toddler her verbal capability was limited to two or three sentences until she was around two years old. Therefore she often had to use bodily contacts in her communication with others. But this urge to communicate and to be social has been her power and strength from the very beginning in pre-school and it obviously continues to develop in the school environment.

Children's friendship in early years is important. The most important thing for the teachers is to take the children's friendship seriously. If a child is abused from preschool it is important that the adults tell the other children what their friend is doing just that day. The preschool teacher's mutual relationship also influences how they treat each other and that in turn influences how they treat the children and subsequently how the children treat each other. The school teacher in this case influences the children to be silent when listening to her lesson and to speak when it's appropriate. Josephine obeys as a good pupil, but in her free time and at the after-school recreation centre she develops her social talent further.

It is very important to respect young children's need to have their special friends in the pre-school group, to take notice that even very young children could have friends, whom they could be longing for and miss when they are not present. Young children sometimes are taken away from pre-school for different reasons. It could be changed circumstances in the family, one parent becomes unemployed, or the family gets a new baby, and such changes often result in a decision (parents or preschool rules) that the preschool child will have to leave pre-school. Pramling Samuelsson (2001), however, stresses that children must be seen as individuals with rights to participate in their own lives and learning. Adults must therefore respect that young children have a need and maybe even are working on a growing friendship. Respect and response from people in their environment is necessary if the preschool friendship should have a chance to grow and last.

References
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TO DEVELOP AS A PEDAGOGUE: EXPERIENCE OF THE CONNECTION BETWEEN THEORY AND PRACTICE

When studying preschool pedagogy at a supplementary teacher training programme the students are expected to develop their already achieved knowledge and experience and enhance their skills. This study aims to investigate the teaching effect of the content in a supplementary teacher training programme. The students all have sound pedagogic knowledge and experience when they start the programme, and in parallel with their studies they work in preschool. The study is focusing on the complex of problems which take form in the relation between theory and practice. The students’ understanding and interpretation of the preschool pedagogy and the way they experience that the theories are taking form in their own practice is analysed and describe. Following questions have been used in the study:

- How do the students interpret and understand preschool pedagogy?
- How do the students interpret and understand how the preschool pedagogy is expressed in their own practice?
- Do the students’ way of thinking about preschool pedagogy change during the course of the programme, and if so – in what way?

Characteristic for the studied programme is that there exists an explicit intention to provide a closely connected education, characterised by the fact that the students should learn how to analyse and understand new theories about children’s learning processes and the usefulness of the same in practice. A progression of the students’ knowledge and skills, directed towards an understanding of children’s learning process and their own participation in this process is expected. One course in the programme is specifically dealing with a form of preschool pedagogy that is called development pedagogy (Pramling Samuelsson, 1994; Pramling Samuelsson & Mårdsjö, 1994, 1997). The development pedagogy originates from (is based upon) the phenomenologic research approach. In the study phenomenology is used as a methodological point of departure. What is fundamental for this approach is that it claims to describe how people experience, conceive and understand a specific phenomenon (Marton, 1994, 1996, 1997, 1999, 2000). In that way the theoretical aspect of research functions as a frame for the cogitation and the understanding of how the students experience preschool pedagogy from a theoretical and a practical perspective, respectively.
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**CHALLENGING AND INNOVATIVE WAYS IN WHICH PARENTS, CAREGIVERS AND TEACHERS CAN OPEN YOUNG CHILDREN’S EYES TO THE WORLD OF MATHEMATICS**

Mathematical literacy is increasingly part of everyday life. Children live in a world that requires mathematical understanding. The question is, *how can parents, caregivers and teachers help young children develop an appreciation and understanding of mathematics?*

The way in which young children learn concepts, knowledge and skills can differ in different contexts or environments. Parents, caregivers and teachers need to understand this and should plan the context within which mathematical learning takes place.

Listening and observing what young children say and do can help to gain a better understanding of how they understand mathematical concepts and thinking skills to solve mathematical problems.

Research indicates that early mathematical experiences must be hands on and should be filled with play and exploration. Research to explore the effectiveness of intervention programmes in mathematics found that a combination of school based intervention and home-based intervention made a large impact on children’s numeracy level (Peters & Young-Loveridge 1994:2-4). Peters & Young-Lovendge (1994:4-8) found the following important features of mathematical intervention:

- Intervention should be set in a meaningful context
- Intervention should begin early
- Intervention should be oriented towards prevention rather than remediation
- Intervention should emphasise cooperative learning and social interaction.
- Adults play an important role in structuring and supporting children’s learning
- The level of challenge should match the needs of the learners
- Intervention is most successful when teachers are trained in research
- Intervention will be more successful when combined with an ordinary classroom programme
- The effects of intervention are visible long after the programme ceases

It is important to explore and use appropriate strategies and techniques to help children obtain unconscious ways of learning different mathematics concepts. To help young children learn and develop, parents, caregivers and teachers can use a variety of strategies and techniques. They can use the following strategies to engage with the children:

- Model, demonstrate, explain and provide information.
- Create an environment that provides a variety of materials and activities that are concrete, real and relevant to young children’s lives. For example, use objects to manipulate and experiment with such as construction materials and games.
- Ask thought-provoking questions.
- Provide opportunities by introducing new objects, games and events.
- Add complexity to tasks.
- Facilitate, support and enhance exploration.
- Provide opportunities for young children to plan, anticipate, reflect on, and revisit their own learning experiences. For example:
  - Help children refine understanding.
  - Provide information when requested.
  - Help children make connections.
- Stimulating mathematical activities do not happen by accident. Planning and the selection of appropriate materials are essential for successful exploration.
- Activities should include the following mathematical knowledge: number, patterns, geometry (shapes) and space, measurement and data analysis. The mathematical processes through which young children will acquire and use the mathematical knowledge are problem solving, reasoning, communication, connections and representations.
- Develop children’s creative- and thinking skills. Knowledge and skills are prerequisites for creativity. Young children need knowledge and skills they can express their creative potential.
- Children acquire mathematical learning progresses from the kinaesthetic to three-dimensional, and finally to the two-dimensional areas.

<table>
<thead>
<tr>
<th>Type of learning</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Kinaesthetic</td>
<td>Make a pattern with their body. Example: clap, clap, jump</td>
</tr>
<tr>
<td>Three-dimensional</td>
<td>Make a pattern with blocks</td>
</tr>
<tr>
<td>Two-dimensional</td>
<td>Children work with mathematical concepts on paper. Or use pictures of shapes in a domino game</td>
</tr>
</tbody>
</table>

Charlesworth (2000:14-20) describes three types of learning experiences (activities) parents, caregivers and teachers can use to help young children acquire mathematical concepts and skills.
### Types Of Activities

<table>
<thead>
<tr>
<th>Types Of Activities</th>
<th>Children's interaction and the adult's role</th>
</tr>
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| Naturalistic (Relates closely to Piagetian view) | • Child controls choice and action  
• Initiated spontaneously by children  
• These experiences are the major mode of learning for children during the sensorimotor period (Birth to two)  
• The adult's role is to provide a rich environment |
| Informal (Relates closely to Vygotskian view) | • The child chooses the activity and action, but at some point there is adult intervention (for example: the child needs help in solving a problem or when the adult has in mind to reinforce some concepts)  
• Children's learning is spontaneous and unconscious |
| Structured (Relates closely to Vygotskian view) | • The adult chooses the experience for the child and gives direction to the child's action  
• The adult plans activities/experiences. These can be done with individual children, in small groups or large groups at a specific time |

Mathematical activities should be planned to stimulate children, but true growth comes only at their own pace. Gardner’s theory of Multiple Intelligence is used in the early childhood to individualise the environment, curricula, and approaches. Mayesky (2002:162-163) adapted different learning styles for appropriate activities.

### A child who is:

#### An Interpersonal learner
- Interactive  
- Communicative  
- Group-oriented  
- Extrovert

#### Will enjoy activities that:
- Are group projects  
- Require a group leader  
- Require feedback  
- Need mediating

#### An Intrapersonal learner
- Individualistic  
- Solitary  
- Self-reflective  
- Introvert

#### Will enjoy activities that:
- Are individual projects  
- Focus on feelings, dreams or self  
- Are goal-orientated

#### A Body / Kinesthetic learner
- Physically active  
- Hands-on

#### Will enjoy activities that:
- Involve physical motion such as dancing or acting  
- Involve touching various objects, materials and textures

#### A verbal / Linguistic learner
- Oriented towards language, words, reading and writing

#### Will enjoy activities that:
- Involve spoken or written words  
- Involve storytelling

#### A Logical / Mathematical
- Inquisitive  
- Experimental  
- Oriented towards numbers, patterns and relationships

#### Will enjoy activities that:
- Involve patterns, relationships or symbols  
- Require problem-solving

#### A Visual / Spatial Learner
- Imaginative  
- Creative  
- Oriented towards colour and picture

#### Will enjoy activities that:
- Involve colour and designs  
- Involve drawing and constructing  
- Require active imagination

#### A Musical / Rhythmic Learner
- Oriented towards music,

#### Will enjoy activities that:
- Involve rhythmic patterns, singing, humming, responding to music, rhythmic sounds and environmental sounds, keeping time, or listing to sound

Children's literature should have an important place in the mathematics curriculum. Young children broaden their interest and concept knowledge through the meaningful content of stories (children's literature). (Gordon & Browne 2000:488). According to Gordon & Browne (2000:488) through the use of books children can:
- Expand their knowledge base.
- Expand language development. Building and extending mathematical vocabulary is another function of literature.
- Learn to see things in a variety of ways.
- Learn to think creatively and critically.

**Workshop:**
Three different children's literature books will be introduced as examples books with mathematics concepts and vocabulary. Examples of activities for mathematical experiences will be introduced and participants will create their own activities by using one of the books. The emphasis of these sample activities lies in active participation, investigation and experimentation.
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WHEN OLD IS NEW: A PERSPECTIVE ON THE POTENTIAL OF USING TRADITIONAL LITERATURE TO TEACH SCIENCE CONCEPTS

Introduction
Increasingly, early childhood teachers need to adopt a flexible and responsive teaching approach that takes into account the multiple dynamic social and cultural contexts that influence children's learning, experiences, behaviours, and attitudes (Mallan, 2000:62). Cross-cultural perspectives on the place of African indigenous stories and storytelling in presenting science and technology in curriculum 2005, are the focus of ongoing research that is being undertaken and reported on in this lecture by the presenter.

Underlying principles and assumptions
Gamode, Mnisi and Leibowitz (2000:93), with regard to their research on the use and proficiency of language in the classroom in South Africa, comes to the conclusion that:

The issue of proficiency should be seen in its broadest sense. It goes beyond mere communicative competence in a specific language and refers to the ability of teachers to create the right learning environment through the use of language. It is about commitment to change, teaching and learning strategies, effectiveness and most of all, about using language to create a love of learning.

Mallan (2000:60-62) points out that like good teaching, good story telling is grounded in principles of active participation, critical reflection, flexibility, and cultural diversity. These principles and their assumptions about the nature of teaching, learning and the learner underpin both the content and the approach to this development of using traditional/folklore stories as a vehicle and teaching strategy in teaching and learning in the Foundation phase.

The following values are envisaged using the narrative approach as an approach among others for teaching in the foundation phase:

- Learning to listen and make connections (Bruchac identifies active listening with regard to listening to stories, which demands something special of the listener. He (1997:1) provides an insight into the importance of this kind of listening):

  It all begins with listening. There are stories everywhere around us, but many people don’t notice those stories because they don’t take the time to listen. Or if they hear a story being told that is one they heard they stop listening. “I’ve heard that before,” they say. Yet if we listen closely to a story we may hear new things almost every time it is told.

  Learners normally react with aesthetic responses to stories, which may then start a ripple effect of responses allowing integrating teaching across the curriculum (Cox 1996:245).

Traditional Literature
These stories from the past are our legacy, the tales that people have told to entertain, to enlighten, and to emphasize morals. All societies possess stories that have been passed down through the ages. They have survived because of their roots in the oral tradition. Their survival is evidence that these stories serve some universal human needs. Raines and Isbell (1994: 155) point out that traditional literature appeals to young children and adults' cultural concerns for a variety of reasons:

- The themes connect with all cultures universally because the morals are apparent
- Good eventually wins over evil
- Resorting to trickery and deception leads to no good ends
- One should be thankful for the life he or she is given, rather than coveting another’s riches or position
- Hard work, perseverance and kindness will be rewarded
- They come from an oral tradition and are easily remembered by adults and children
- The language of these stories is very appealing to the young child who enjoys the rhythm of repeated phrases that mark action and or rhyme.
- An appeal of traditional literature is the humor that goes along with the strong, visual pictures.
- It appeals to young learners' strong sense of fantasy because their play life is filled with fantasy. In preschool and the early primary years children have a preference for folktales.

Traditional literature consists of stories of, by and from the people: such tales of the folk include folktales and fairy tales. (Burke 1986:165). Bearing a variety of names and forms, folk literature includes fairy tales, fables, myths, legends, and epics

In folktales, plots are skeletal, brief, (except for epics), and action packed; they are easily told. Sometimes these actions are actually one repeated a number of times, such as the rabbit returning to the waterhole to steal the water. Characters are predictable in overall behaviour, such as the jackal always being crafty and getting the Hyena into trouble. Characters are usually two-dimensional, never deviating from virtue or evil. Young children come to recognize common elements in folktales, for example the slyness of the fox as trickster or the lion that rules over the animals, the wise nes of the owl.

Settings are vague and endlessly adaptable
Themes are generally few but pervasive. One suffers if one disobeys rules or laws.

The mood of the folktales is generally serious with some humour.

Burke (1986: 171) states that some of the Indian and African myths are more easily understood by young learners than are the Greek and Roman ones.

Value of folktales for young children
The behavioral characteristics of the young child and the nature of early childhood development substantiate the match of folk literature and young children. (Burke 1986:167). It is folk literature that responds to the characteristics of young children: curiosity, love of activity, impatience, imagination, and the need...


**TABLE 1 The value of Folktales in the development of young learners**


Traditional stories are used as the focal factor to integrate all the learning areas.

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BUILDING THE CAPACITY OF EARLY CHILDHOOD DEVELOPMENT WORKERS IN LEADERSHIP, MANAGEMENT & ADMINISTRATION – A SOUTH AFRICAN CASE STUDY

Introduction
The importance of early childhood development services and programmes for young children is now indisputable world-wide. It is accepted that a good quality early childhood development programme produces substantial returns for young children, parents, communities and society. So early childhood development services are important.

But what makes a good early childhood development environment? A number of elements are required. There are arguments for a number of factors. Broadly, these can be grouped as follows:

1. A competent and sensitive teacher;
2. A structural venue which is safe, secure and provides shelter;
3. An education programme which is developmentally appropriate; and
4. Effective leadership, management and administration.

It is the last of these four factors that is the focus of this presentation.

A Few Definitions
What do we mean by leadership, management and administration. Cutting the jargon, by these terms we mean the following:

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<tr>
<th>Leadership</th>
<th>Management</th>
<th>Administration</th>
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<td>showing the way, guiding.</td>
<td>bringing about, causing to happen.</td>
<td>putting systems and procedures in place.</td>
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Leadership, Management and Administration Training

Training Programme Goal
The training programme goal is to enhance the capacity of community-based ECD practitioners to lead, manage and administer their projects efficiently and effectively.

Target Group
There is a serious need expressed throughout the country that the playing fields must be levelled particularly with respect to redressing the effects of apartheid and providing access and opportunity to disadvantaged South Africans. The vast majority of participants are disadvantaged black South African women. Some participants will have had no access to leadership, management and administration training, others may have received informal or non-formal training, and none will have had access to formal training.

Women and rural communities are the poorest, most exploited and most marginalised sector of our society and are prioritised as participants in this programme. For the period 1996 - 2002 inclusive, women constituted 95% of trainees and 50% were from rural areas.

Training Programme Content

Module 1: Programme Management
This module covers management, planning and evaluation. Intended learning outcomes include: understanding why managers are needed, the basic functions of managers, their roles and responsibilities as well as the various management styles and approaches. Also covered are the basic principles of planning, strategies for implementation of plans; understanding what evaluation is and how to design an evaluation programme.

Module 2: Community Development
This module aims at empowering parents and communities in the field of early childhood development. It helps community people find ways of organising self-help programmes and equips them with techniques for co-operative actions on the plans which they themselves develop to improve their own circumstances.

Module 3: Financial Management
This module introduces participants to the need for good financial management, administration and control. Attention is given to preparing a budget, project's income and expenditure, developing financial controls, drawing up funding proposals and planning community fundraising. It also includes drawing up a business plan and how to complete registration and subsidisation forms.

Module 4: Leadership Skills
This module identifies leadership skills and behaviours needed to achieve success in the project. It differentiates between leadership and management functions, identify various leadership styles and requirements for effective leadership.
Module 5: Human Resource Management
This module looks at understanding the employment process, the importance of staff development and legislation concerning conditions of employment. The module enables participants to assess staff training needs within the project and develop strategies for staff guidance and support to staff in training.

Module 6: Working with Adults
This module covers understanding adult education. The emphasis is on learning rather than teaching. Attention is given to characteristics of adult learners, adult learning principles, how adults learn, experiential learning and the learning cycle.

How Participants Come Onto The Training Programme
Participants come onto the training programme through community consultation, referrals and needs assessments.

Community Consultation
Community Educare forums have been established around the country and our training co-ordinators meet with these forums regularly. At these forums training needs are discussed. The Centre lasses with these forums in the different communities and informs them of the training available and career-path opportunities offered.

Referrals
Many participants come onto our programmes through word-of-mouth from graduates of our programmes. Often our past trainees refer new trainees to us based on the quality of services that they have received as participants in our training programmes.

Practitioner initiative
Participants come into our training programmes based on their own needs and the needs of the projects in which they are working. Being aware of the quality training offered by the Centre and having decided to pursue a particular career path, the trainee will contact our training team and discuss enrolment. An interview will take place with the applicant followed by a visit to the project at which she works. The full details of the particular training programme and the implications for the trainee and the early childhood development project are discussed. Agreement is then reached on the best way to meet the needs of the trainee who is required to obtain the support of the early childhood development project committee before commencing.

Training Philosophy
The Centre for Early Childhood Development believes that there is an inseparable link between early childhood development and the development of a nation. In this spirit, the goal of the Centre – to facilitate and promote the development of a safe, satisfying, healthy and creative environment for the holistic development of young children and their families by developing community-based early education systems – becomes appropriate.

A means of increasing early childhood development access and improving quality is through the development and delivery of training programmes that build capacity in early childhood development organisations.

At the Centre for Early Childhood Development we aim to empower individuals and communities to take control of the provision and quality of early childhood development (ECD) programmes and services. This is achieved through a comprehensive service delivery strategy which combines the development of organisational infrastructure – supporting high quality ECD provision (development work); and human resource development – building the capacity of individuals – in order to offer high quality services to families and children.

Our Training Strategy
Through 'respectful intervention' the method made famous by Father Gerry Pantin in Trinidad, the Centre encourages a holistic approach aimed at meeting the expressed needs of early childhood development projects; particularly those serving marginalized and oppressed communities.

Training is the majority strategy the Centre uses to enhance the development of organisations, projects and individuals. Curricula and training courses are flexible and accommodate the needs of communities, projects and trainees by giving people the skills and confidence they need to do their jobs well. Because of the damage done by apartheid, a conscious effort is made to focus on building trainees' self-esteem. Our training programmes build on the strengths of participants. We believe that participants come into training with substantial experience, successful coping skills and capacity that has developed organically.

Our training methods are therefore based on the participants' prior learning, experience, skills and capacity rather than on a deficit model which deals with assumed disadvantage. We believe that taking this approach is empowering to participants.

Our trainers are sensitive to the need to recognise people's skills and experience and to build on the "ways of doing things" that are already in practice. They see themselves as "facilitators of learning." Training is participatory and active with facilitator and participants sharing knowledge and gaining from each other. In this way we believe that learning and skill acquisition is maximised. Trainees are offered on-going support in their work.

In the training modules, learning is based on local community realities and is culturally sensitive. This is assisted by the fact that the trainer is familiar with the communities from which participants are drawn.

Training Programme Implementation And Monitoring
Each training programme has some 30 participants. Every participant will be working in an early childhood development programme and be committed to continuing to work in the field.

The programme is offered part time over a period of one (1) year, with one full days attendance every week with a total of 30 attendance days.

Each participating trainee is supported through regular field visits back in their employing organisation. Each participant receives 3 visits of 2 hours each during the year. Each participant attends study group sessions in their local communities with their co-trainees.

Each participant is evaluated in terms of performance on the training programme. There is a certificate of competence awarded on the completion of the programme.

It is believed that the programme will not only give participants a sense of recognition, status and job satisfaction within this area of work, but will deepen their understanding of their own role in promoting long-term development in South Africa through the care and education of children in disadvantaged communities.
A South Africa case study
I would like to highlight a case study of Mrs Christina Mlumbi, the Principal of Luthando Educare Centre in Khayelitsha, Cape Town.

Christina started an early childhood development project in Khayelitsha in 1980. Initially she had fewer than 10 children and was able to manage most of the functions herself. Because she offered a good quality programme many more parents brought their children to her each day. Soon she had over 220 children attending the centre each day and for whom she was responsible.

Realising that she needed to upgrade and enhance her skills, Christina enrolled on the programme during 1998. On enrolling she said "...when I started my school I did not know what the term "management" meant or how to manage her staff and her educare project properly.

On the programme she covered the training modules mentioned earlier.

After each training session she would go back to her centre and implement what she had learnt. Some of the content she knew but simply had to adjust how she did it. Other things were totally new to her. For example, she knew what she wanted to achieve with the centre but she could not put it into words. During the first training block she learnt about the concept of a mission statement. Back at her centre she spoke with her colleagues and soon Luthando had a mission statement that clearly set out what she wanted to achieve with the centre. The Luthando mission statement now guides the management and staff in all that they do at the centre.

What was totally new for Christina was the concepts of strategic and operational planning. Whenever they had to do something they just did it and made many mistakes. Things would go wrong because no one had planned properly. For example, a trip for the children could not take place because no one had considered the need to book a bus long in advance. They assumed that they could simply hire a bus on the day of the outing.

Another area where Christina learnt a lot was in fundraising. Previously they simply wrote a single letter and photocopied it to as many funders as possible. This yielded poor results and no one would fund Luthando Educare centre. After completing the Financial management and Fundraising module, Christina began to target specific funders.

Christina was always active in her community but it was when she learnt how to develop a community profile, researching what resources were available in the community, that she became aware of other ECD centres. This led to the establishment of an ECD forum and to Christina successfully communicating with stakeholders and business people.

When Luthando had only 10 children the financial administration was easy. But with 220 children she needed a system that worked. The programme provided these skills. She learnt how to keep an attendance register, how to decide on monthly fees, how to receive fees paid by parents, how to reconcile fees due with fees received from parents. She soon opened a bank account into which she deposited income and from which she drew money to pay for Luthando's expenses. She also knew why she needed to keep a cash book and why she needed her books audited once each year. Better control of her finances enabled her to pay her teachers more. To increase income she now writes proper funding proposals that have been very successful in helping her to extend her building and buy additional and necessary equipment.

Working with staff can be difficult if the proper procedures are not covered. Because our laws have changed rapidly, Christina needed to be up-to-date with the legislation. Our Human Resource Management module guided her around the employment process including job descriptions and the employment contract. She need not worry about labour legislation anymore and can devote more time to the education programme.

Finally, the Adult Education module helped her to understand how adults learn, and to be confident to speak to other adults encouraging them to develop themselves. She mentioned that through the skills she gained from the course she is an active member in many other things in her community.

Today Mrs Christina Mlumbi has a staff of 14 members and 240 children and runs a very good quality early childhood development centre. She is a true community leader.

As the trainer of the programme, during my support visits I evaluated the implementation of training programme and how the principals implemented what they had learnt. I have discovered that many principals are empowered to work with confidence and have the knowledge to further develop their educare projects. To date we have trained more than 800 principals all over South Africa who have been empowered in the care and education of the young children as well as in sustainable development at their educare projects.

Innovation, relevance and cost effectiveness
The core innovation element of this training programme is the notion to develop the capacity of community-based practitioners in ECD leadership, management and administration. No comparable training programme exists.

We believe that the proposed programme is relevant, based on the expressed needs of a substantial number of Early Childhood Development workers around the country. We believe that the proposed training programme is cost-effective because it will improve organisational efficiency and effectiveness, increasing management and administration skills of practitioners leading to greater productivity and better quality Early Childhood Development services.

Conclusion
In the long term this programme is intended to stimulate the learning ability and development potentials of disadvantaged children in order to reduce the alarming dropout rate during the first year of schooling.

Our experience of this training programme is that improved ECD leadership, management and administration capacity leads to:

• increased productivity
• cost savings
• reduced inequalities
• strengthened values
• expanded opportunities for women and rural workers
• increased access for children
• better quality ECD service.

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Preschool teacher’s play experience then and now there are many dimensions of play and play’s signification’s for children’s development and learning is often emphasize and that preschool activities shall be permeated with play, but how do preschool teachers experience their own childhood play, and how do they experience children’s play of today? The aim for this study is to investigate, identify and describe different ways that preschool teachers conceive, understand and experience play. A qualitative study with twenty Swedish preschool teachers has been conducted. Two different characteristic points of view have been notable, “the idealized” and “the pragmatic” perspectives and we have found that the idealized perspective is more common among the preschool teachers. Two different categorizes from childhood stand out as significant in the comparison between play in the past and today: time for play and the effect media has on play.
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A CONSIDERATION OF QUALITY IN EARLY CHILDHOOD DEVELOPMENT PROGRAMMES

Abstract: This paper considers some of the factors of quality in early childhood services. It stresses the need for careful evaluation of any method or system to ensure quality that has been developed for use in another culture. Quality is bounded by the culture in which it is assessed and is influenced by the manifestations of factors and priorities of that culture.

Introduction
The paper develops the following three points:
1. That quality is in the eye of the beholder. Each beholder sees with his/her own lens, which itself is influenced by a variety of factors and priorities.
2. Each country/culture has to view quality from its own perspective, taking into consideration the needs of the country/culture, the resources available, national priorities and capacities.
3. That it is not appropriate to transplant Western indicators of quality into other nations and cultures without considerable modification, even perhaps a complete re-writing of them.

In discussing the third point the Australian national childcare accreditation system will be used as an example of how one country is tackling the matter of quality assurance within child care services.

Discussion
However, to look at each of these points in a little more detail, it could be said:

1. Early childhood services, and here we are mainly speaking about child care and pre-school services, have a short history when compared with school-based services where the education of children in formalised settings has been around for many years. It is little wonder that we tend to look towards schooling practices as appropriate models for other early childhood services such as long-day care, occasional care, out-of-school-hours care, and play groups. It is argued here that looking towards models of schooling is not the best way of considering what quality might be in early childhood services. The quality of schooling in many instances is questionable for many of the practices used in schools are continued without question mainly because of tradition and the apparent expectations of parents, governments and others. If you were to look at some of the practices and activities used by mothers, play groups or in pre-schools by teachers you would see many similarities with the ‘accepted’ practices of primary schools. Why is this so? Are our school systems so good that they can stand up to scrutiny for excellence? The big question, however, is ‘Are the methods used in schools all that appropriate for the early childhood years, especially for the younger aged children?’

If considerations of quality in early childhood services uses the model of schooling as a yardstick then the indicators relate to ‘learning’ and how well children can reach, even surpass what is expected of them in the way of factual knowledge, understandings and skills. Certainly there might be some apparent lesser important indicators of quality related to health and welfare but it cannot be denied that schools are established as places where children learn and what they learn most relates to cognitive development. This picture represents one kind of ‘lens’ through which to view quality.

Another lens, this time reflecting some of the developmental ideals of early childhood practitioners over the past decades, might view quality in early childhood services from the perspective of developmental psychology. This perspective would include practices that are ‘developmentally appropriate’, that are ‘child-centred’ in as much as the child takes on responsibility for his/her own learning and contributes to it, and that there is safety for the child within a nurturing environment. Such quality practices would include elements of the theories of development of theorists such as Piaget, Vygotsky, Bronfenbrenner and others.

Yet, another lens through which quality might be evaluated could be that of the country or culture within which the early childhood service operates. It is obvious to consider quality from the perspective of a western, industrialised nation where resources are not a problem and where there has been a long history of providing services, where staff are well-trained and committed to their work. It is another matter to consider quality from the perspective of an under-developed nation with few resources and more pressing social problems to contend with than providing child care or preschooling.

There are many more ‘lenses’ through which to consider quality in providing services. Each brings with it a set of priorities, what the viewer or viewpoint wants to see happening, and these priorities are governed by factors particular to the viewer and the viewpoint. A specially built child care centre with all modern facilities might be one indicator in one situation. Another situation might have a village hut with no running water, no electricity and little of most things that in another situation might be taken for granted. Do we compare these two situations in the same manner or do we accept that in the case of the village hut this is the best service that can be had at this particular time in this particular place? Quality, after all, is relative. Just to have a service at all could be the first step towards the growth of early childhood services for some countries and if we take a long-term view then decisions on standards of quality must also be long-term.

2. If we look at quality from the perspective of the country in which the service is operating we can see the need for knowledge of the priorities of the country as these relate to assisting the child-rearing capacities of their societies and families.

Rogoff (1990:116) had the following to say about cultural goals and developmental outcomes for the children:

The importance of understanding the variations in what children are expected to learn in different cultures is linked to the assumptions ... that thinking and learning are functional efforts of individuals to solve specific problems of importance in their culture, and that developmental courses vary in their goals rather than having a universal endpoint to which all should aspire. Thus, in understanding cognitive development, it is essential to take into account the particular problems that children are attempting to solve and their importance in the culture.

You might ask what has the above quotation got to do with quality in early childhood services. It might seem trite to say once again that quality is relative. However, it is clear that the more we understand about different cultures the better placed we will be to provide children with appropriate educational opportunities.
but relative to what is the big question. Rogoff (p.116) went on to say that it is easy for middle-class American and European researchers to focus on skills that are important in our daily lives and in our community, not only because as humans we all tend to be ethnocentric, but also because in many other nations, skills such as literacy (and the arbitrary skills associated with a particular form of literacy and schooling) are adopted as national priorities in the attempt to change the countries’ economic position.

If we look at the findings of the USA ‘Cost, Quality and Outcomes Study Team’ we learn that in the USA (and many other Western countries as well) the following factors relate to quality:

- higher child/staff ratios
- the level of staff education
- the administrator’s prior experience
- teacher wages and specialised training.

If we consider each of these factors in relation to early childhood services in Singapore or Australia and those same services in Central Africa, we have to say that quality considerations are relative to whatever else happens to young children and their families in those cultures. Factors such as the level of maternal and infant health care, the patterns of child-rearing, the levels of social security and welfare, the availability of early childhood ‘services’, the country’s objectives for schooling and so on, all relate to and influence decisions on standards of quality. Quality considerations can only be related to the expectations and provisions of the particular culture under scrutiny. It would be so wrong to compare one country/culture against another for anything other than a comparison.

As has been said a number of times already, quality is relative, therefore the indicators of quality are relative also. Pence and McCallum (1994:121) said the following in relation to how pervasive the literature of the Western world has become and how standards of quality seem to be judged according to Western standards. It is as if a child growing up in London has the same experiences, including the pattern of child-rearing, as does a child growing up in Angola or anywhere else.

The current literature on quality care is problematic both in its assumptions of what constitutes desirable developmental universals and in its restricted understandings of diverse environments, social change and cultural diversity.

The solution, in Western countries, to the issues of child rearing and infant care seems to be the establishing of formalised child care centres and pre-schools with pre-school type programs operating. Such programs have, in the main, a focus on cognitive development more so than other areas of development. This particular focus has become more common in recent years especially since so much research work has been done on the factors that contribute to so-called ‘optimal’ development. Governments, funding agencies, researchers, educationalists and others have come to accept that progress in society depends on levels of education and catch-cries such as ‘the knowing society’ that are outcomes-oriented permeate the whole of the society including the homes, schools and the media.

It is well known that the parents in some societies want their children to be computer-literate at age 3 years and go to kindergarten to achieve ‘real’ learning, not to ‘play’. It is not uncommon in some societies for young children aged 3 to attend one kindergarten in the morning and another in the afternoon, to have extra tuition in language after the second session of kindergarten and on weekends to go to ballet lessons, music lessons and so on. You can contrast such an environment as described here with ones that you know in other parts of the world and compare the pressures being placed on families and children to ‘be successful’ (whatever that might mean).

The belief that more of the same (educational) medicine presented to the child at an earlier and earlier time in their development will fix society’s ills is common and being practised. Hence we find that formal learning activities are central to ‘quality’ curricula as perceived by politicians, parents, the media and even, perhaps, by many educators.

Martin Woodhead (1996:92) also expressed concern about decisions on what constitutes quality in one social context as compared with another. He said:

> The quality of young children’s care and education is not just a by-product of resources available, but reflects the very widely differing social context into which early childhood programs are embedded … (the child-rearing beliefs and practices of parents and the broader community, family networks, schools,) which shape what is valuable for early childhood and how it can be achieved.

How do we, as professionals in the ‘caring professions’, influence the beliefs and practices within our society to see early childhood services in a balanced way and to see there is value in the belief that the best preparation for tomorrow is to live a full and enriched life today? There are many examples throughout the world that show us that the downward push of formal schooling systems to children of a younger age does not necessarily achieve anything of value and, in fact, could create failures at age 3! All this is not to say that there should not be some order in what we do in our early childhood programs. Brazellon (1998:v) said in the Foreword to a Research Working Paper on Quality in Early Care and Education:

The new brain research suggests that children can profit from well-thought-out and well-implemented programs of care and education at the youngest ages. High-energy, committed, and well-trained child care workers and teachers are needed, and that may cost us……I emphasise again that the ages from zero to three are critical. It is there that the young child develops his or her self-image, the motivation and curiosity to learn new things. It is then that a child becomes altruistic and begins caring about people. We need our care providers — parents, child care workers, education support staff, teachers — to recognize and value the uniqueness of this early opportunity to nourish children’s fundamental human traits.

The value of knowing what recent research is telling us and the implications for these new understandings for our programs was further stressed in the body of this Working Paper which noted (page 2):

Recent research has proved that the early years of a child’s life are, developmentally, the most important. During the first three years, links between brain formation form that determine a child’s ability to feel, analyze, and compute information; during the subsequent four years, these links are strengthened (Nash 1997). It should not be surprising, therefore, that high quality child care fosters an environment amenable to children’s growth. In fact, some argue that the child care environment has a direct impact on how a child’s brain develops (Newberger 1997).

(Promoting Quality in Early Care and Education 1998:2)

The Working Party Report added to the four factors that are influential in quality considerations mentioned in the Cost, Quality and Outcomes Study. The additional factors in this report were Low Staff Turnover, A Curriculum Stressing Child Initiated Active Learning; and Parent Involvement. Certainly all societies/cultures have to move with the times and present opportunities to the children (and families) of that culture to achieve optimum growth and development. Here we go back to the Cost, Quality and Outcomes Study mentioned earlier. No one can deny that the child/staff ratio will affect the quality of adult-child interactions. But what can a society/culture afford? Similarly with teacher qualifications, one would expect the better qualified teacher/care-giver would present a program of experiences of a higher quality and be more relevant than would a teacher/care-giver with little or no training. But how do societies/cultures train such people and in what way? As for wages, how could we compare the wages (if any) of care-givers in Burundi for example with those of teachers...
and caregivers in Australia or USA? What can a society/culture afford? All these considerations are relevant to quality services.

Are we, across the world, for our own purposes moving is such a professionalised way to 'put-down' the roles of the parents, families and communities as the children's primary caregivers?

1. If we accept the point of view that more of the same 'medicine' does not necessarily guarantee optimal development nor present indicators of quality in the same, our role as caregivers may begin to see the matter of quality in early childhood services in a different light. The third point I want to make in this paper is that it is not then we may begin to see the matter of quality in early childhood services in a different light. The third point I want to make in this paper is that it is not then we may begin to see the matter of quality in early childhood services in a different light. The third point I want to make in this paper is that it is not

Returning again to Martin Woodhead's comment quoted earlier, and if we take his point of view, then the buildings and equipment and all the impediments that can be found in early childhood centres of supposed quality are not the essential features that determine quality. I have long claimed it is the quality of the interactions between the early childhood staff and the children and their parents that make for a quality service. You do not need fancy equipment to achieve quality interactions.

Quality early childhood services complement the processes of socialisation within the culture they serve and it is the responsibility of the caregiver and teacher to ensure that their practices are in tune with these processes. This is where pre-packaged curricula and methods fall down unless they have been modified by a knowing and sensitive professional so as to fit in with the environment adopting them.

In Australia, since 1994, a government sponsored, yet independent (of government) National Childcare Accreditation Council (NCAC) has worked with the caring profession to upgrade the country's centre-based long-day care services. It has not been an easy process and, initially, there was considerable opposition to what was seen by many, especially private providers, as one more instance of government interference. However, after about two or three years the child care providers came to realise that being accredited by an independent agency had its merits. The philosophy behind accreditation was one of continuing improvement and the process adopted by NCAC became known as the Quality Improvement and Accreditation System (QIAS).

The process was, and still is, based on self-study by the professionals working in each centre and supported by parents and management. Indicators of quality were represented by 52 Principles and each Centre was required to rate their quality against these Principles as being unsatisfactory, satisfactory, good and high quality. Their ratings were reviewed by a peer currently working in the service but not from that Centre. After the peer review the evidence for accreditation was submitted to a national panel which had the power to give a rating of satisfactory, good or high quality. The Panel then went on to phase 2, lifting the base-line for accreditation and emphasising the continuing improvement element of the whole process. Phase 2 was added at the end of 2001.

Whilst the system had its successes it was not without its problems, naturally enough. One main consideration was that the element of 'continuing improvement' seemed to be overlooked and centres, once accredited, could sit back and be satisfied with what they had achieved until the next period of accreditation. Of course, all centres adopted this attitude for one important by-product of the accreditation system was a marked increase in professionalism amongst child care personnel. The Council (NCAC) decided to review the process and move on to phase 2, lifting the base-line for accreditation and emphasising the continuing improvement element of the whole process. Phase 2 began in earnest at the end of 2001.

The second phase is somewhat different from the first, the main difference being that staff, management and parents and the centre's self-study report count for 50% of the composite quality profile. The external Validator (previously known as the Reviewer) has 40% and moderation 10%. A lot more responsibility is placed on the Validator to validate the centre's practices against the quality indicators established by Council in cooperation with the care profession. It preparing its self-study report the centre is now required to prepare a continuing improvement plan for each of 10 Quality Areas.

Briefly, the indicators of quality are represented by 35 Principles (previously 52 Principles) grouped across 10 Quality Areas. The Quality Areas are:

- Relationships with children (that is how the staff and children interact)
- Respect for children (respect for diversity and equal treatment)
- Partnership with families (involvement and participation)
- Staff interactions (staff communication and a team approach)
- Planning and evaluation (based on the centre's philosophy and child observations and records, children's needs/interests)
- Learning and development (choices and challenges in all areas)
- Protective care
- Health
- Safety
- Managing to support quality (cooperation with parents, professional development of staff).

The Principles are much more direct than before and it is more clear-cut for the Validator to see whether the quality practices are evident or not. Whilst Phase 2 is in its early stages of being implemented one interesting outcome is that some centres previously accredited are now not accredited. It could be that the lifting of the base-line for accreditation and the more directed validation process is now achieving a better and more realistic result.

The purpose for presenting the Australian model here, albeit briefly, is to suggest that the 10 Quality Areas could be considered universal areas upon which localised indicators of quality could be developed. Of course the indicators established under such quality areas spell-out the meaning of the quality area and must be localised so as to reflect the cultural and developmental mores – those customs and conventions embodying the fundamental values of the culture and community.

If you wish to gain more information on the Australian accreditation and continuing improvement system it is readily available on the web at www.ncac.gov.au.

It is well documented there.

Conclusion
It is difficult to make comparisons across the world between countries' provision of early childhood services for the scope is so great. There are so many factors that relate to quality within these services that it makes attempts at comparison unfair. These factors include the capacity of governments and nations to provide the resources necessary for quality early childhood services. They also include the practices of each culture in relation to child-rearing for these practices vary.
considerably also. What might be acceptable and appropriate in one culture might be inappropriate and unacceptable in another. Perhaps we should review Bronfenbrenner’s ‘Ecological Systems Theory’ of child development to keep this matter of quality in perspective. The multiple layers of the environment surrounding the development of the child vary from culture to culture and what is established to support this development must also be in keeping with the layers in the society of that culture. They are those ‘complex system of relationships’ spoken of by Berk (2000:27) that affect development.

There may be some indicators of quality that could be considered universal and these could form the basis for describing and setting standards to be reached. However, the emphasis here has to be on the words ‘may’ and ‘could’ for the transplanting of quality indicators from one culture to another is fraught with many problems. The Australian model of continuing improvement used in this paper should not be seen as anything but an example of how one culture is able to come up with a series of indicators of quality in its early childhood services.

References
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DEVELOPMENT OF A QUALITY PROGRAMME FOR A FULL-DAY KINDERGARTEN IN SOUTH KOREA

Korea's full-day kindergarten programs are designed to satisfy the educational needs of 3, 4 and 5-year olds and are based on the children's developmental levels and individual characteristics. The programs also aim to support the needs of working mothers. The full-day kindergarten offers a comprehensive service that integrates childcare as well as holistic educational functions. Korea's full-day kindergarten programs can be categorized in several ways. First, there are programs either public or private. In terms of class composition and operation, there are full-day classes maintained throughout the morning and afternoon or classes formed just during the afternoon only for those children attending full-day programs. Full-day classes might be composed of only same aged children or a mix of children of different ages.

The children in a full-day, all day class spend the whole day in the same kindergarten classroom. On the other hand, kindergarteners whose full-day class met just in the afternoon, would spend their mornings in different half-day classes. Same-age full-day classes are formed with children of the same age that is the class might be all 3 year olds, all 4 year olds or all 5 year olds. Mixed-age classes may be formed with any mixture of ages such as a class or 4 and 5 year olds or a class containing 3, 4, and 5 year olds.

The full-day programs provided by private kindergartens account for a considerable portion (70%) of full-day programs in Korea. Many public full-day programs of mixed-age classes are maintained throughout the day while many of the private programs operate separate classes in the afternoon. More than half of the full-day programs are in the same classroom for both morning and afternoon sessions with 1 teacher in charge of the class for the whole day. Less than half of the programs operating separate classes in the afternoon hire a separate teacher in the afternoon. The most common combination of ages in mixed-age classes includes 3, 4 and 5 years olds.

1) Perspectives on the Program

In the beginning of the 1990s, married women, particularly those with children under 5, began to register in the employment ranks at higher numbers than previously and their number has increased rapidly over the years since. This social trend created a demand for high-quality full-day childcare programs apart from the existing full-day programs mainly designed for children from lower-income families. To meet these demands, in 1993 the government made plans for expanding the operation of full-day programs.

With the revision of the Education Act in March 1995, a legal basis was provided for full-day kindergarten programs contingent on the local situation, the kindergarten's conditions and the educational needs of the populations involved. In 1998, the Primary and Secondary Education Act and the Early Childhood Education Promotion Act diversified the operating hours of kindergartens to 3-5 hours, 5-8 hours or, when appropriate, longer than 8 hours.

An increase of married women in the workforce, a move from the traditional extended family structure to that of the nuclear family and a higher social awareness of the importance of early childhood quickly increased Korean parents' demands for full day education programs. In response, the supply of full-day kindergarten programs rapidly increased. In the beginning, full-day kindergarten programs were operated more as a social welfare service providing child care for children of low-income families which both parents worked. However, more recently full-day kindergarten programs are also operated to fulfill the early education desires of parents in middle- and high-income groups. In other words, even though children whose parents both work are still the initial targets of full-day kindergarten programs, all pre-school children regardless of their parents' employment status are potential recipients of full-day program.

In the early 1990s, only university-affiliated kindergartens offered full-day programs. However, in 1993, other sites and administrations were initiated and a total of 299 kindergartens nationwide were operating full-day programs. By 1996 the number had increased to 2,292, and by 1999, it had increased to 6,778, recording a 6.6-fold increase in just 6 years. Considering the changes anticipated in Korea at this time, the number and kind of full-day programs in kindergarten education is expected to further increase.

The Korea Ministry of Education and Human Resources Development presents a guideline which stipulates that a full-day kindergarten should be an early childhood education institution integrating education and care functions, operating about 8 hours a day for the legally-required 180 days or longer. However, the operating hours of full-day kindergarten programs can be flexibly managed from between 3 and 8 hours, between 5 and 8 hours or more than 8 hours depending on the local situation or the kindergarten's conditions. Thus, parents may choose programs which operate for the number of hours they feel is appropriate. In Korea, many full-day programs also offer extended operating hours from 9 a.m. to 7 p.m. to accommodate the schedules of working parents.

Many parents wanting high-quality education and care choose full-day kindergarten programs. The operating hours most preferred by parents is about 10 hours between 9 a.m. and 7 p.m. Parents also were found to prefer classes with children of the same age with a separate class organized just for the afternoon. In terms of afternoom activities, parents were found to prefer small group activities over large group activities and wanted time for individual activities with a focus on social development. However, in reality, many of the afternoon classes are of mixed-ages and the children spend much of that time in large-group activities.

2. Physical Environment

1) Basic Facilities & Equipments

Most of Korea's full-day kindergarten programs are operated by modifying the existing kindergarten facilities and equipment in the facilities' lobbies, kitchens, bathrooms, classrooms and medical care rooms. The following are key factors to be considered in the preparation of full-day kindergarten programs.

Activity Room

The activity room for the full-day class must be large enough with adequate flooring, cooling, heating and ventilation facilities to house a class for a whole day.
Floor Space: The activity room for the full-day class should be the largest classroom in the kindergarten (minimum 3.2/3 per child) with good lighting and air circulation conditions. Often, kindergartens choose classrooms that are warmest in winter and coolest in summer.

Flooring: Floor heating is required to provide warm floors for activities conducted there. Due to safety concerns, panel heating is the preferred method of floor heating. Carpeting a part of the floor is also recommended to reduce noise and provide a comfortable space for language activities or play involving rolling and manipulation of blocks or other objects.

Ventilation: Ventilation equipment is required to maintain clean and fresh air throughout the day. The installation of ventilation equipment should be at locations which can prevent the air current from direct contact with the children.

Napping and Resting Room
It is recommended that a resting space be provided in the activity room and that a separate room be available for afternoon naps. When a separate napping room is unavailable, a nearby activity room is often rearranged for those hours so that it can accommodate napping children. The following are important considerations in creating a comfortable napping and resting environment:

1. Create a home-like atmosphere: The napping or resting room should have beds or individual floor mats, and blankets and cabinets to provide a sense of security and comfort to the children. Bright colored curtains give a warm impression and books for silent reading or quiet toys can be placed on one side of the room.
2. Prepare beds/individual floor mats, individual blankets and cabinets: The appropriate floor mat size for 3 to 5-year olds is 68.6 x 3 x 130.3. The mats should be enveloped in cotton covers, which need to be regularly washed. The children should bring their own blankets from home and store them in cabinets.
3. Install blinds or curtains to darken the room during naptime.

Provide adequate heating to prevent mustiness and the cold in the winter. During summer, central or local cooling facilities are required to maintain comfortable in-door temperatures. Both cooling and heating facilities should be well controlled to prevent the room from overheating or overcooling.

Lobby
The lobby area should contain chairs for waiting parents and a bulletin board to post new information for the parents. If space allows, the lobby could be used for individual conferences or group meetings between the teachers and the parents. The activity rooms and the medical care room should be located close to the entrance so that the parents can watch their child enter the activity room from the entrance or have the child’s health condition checked before entry into the activity room when necessary.

Bathroom
Washing hands low enough for the children should be installed in the bathroom so that they can wash their hands after using the bathroom, before snacks and lunch and after outdoor play. The bathroom for full-day programs should also have shower facilities. An appropriate ratio for child toilets to children is 1:10.

Kitchen
The kitchen, where the morning and afternoon snacks as well as lunch are prepared, should be located in a separate space from the activity room. It should have a cooking unit, preparing table, refrigerator, food storage cabinet, sink, sterilizer, water-filter, cabinet for the meal trays and carts to carry the prepared food to the activity rooms.

2) Activity Room Environment for Full-day Programs
The activity room environment for full-day programs is basically similar to other activity rooms but the selection and arrangement of furniture and placement of the resting area require special care and attention.

Resting Area
Children need an area in the activity room where they can take breaks between activities. This need is even greater for children in full-day programs. Therefore, a resting area is required within the activity room. Nevertheless, the resting area does not need to be very large and a space big enough for one or two children to rest in is sufficient. For example, a rocking chair in the language area, cushions for reading, a cozy space under the indoor slide, inside the play house used for role playing or a sofa in the corner are ways of preparing a resting area in the activity room by arranging furniture with a bit of special attention.

Arrangement of Large Muscle Activity Area
For full-day programs combining children of different ages into one class, the floor arrangement of the activity room needs to accommodate the needs of all the age groups. Because the children are spending the whole day at the kindergarten, not only the 3-year-olds but also the 4 and 5-year-olds need ample opportunity to use their large muscles indoors. Preparation of a separate area for large muscle activities is recommended. Climbing bars, slides, balancing beams, rolling boats, and large blocks could be placed in the activity room or in the hallway if it is large enough. Another option is to have a separate playroom for the equipment. Arranging an indoor area for large muscle activity is even more important for kindergartens lacking outdoor facilities.

3) Daily Schedule
A day at a Korean full-day kindergarten usually starts between 7:30 and 10:00 a.m., depending on the children's situation and the kindergarten's schedule. More than half (55.1%) of the full-day programs start at 9:00 a.m. The closing hours are between 5:00 to 7:30 p.m. with 35.7% of the programs letting out children at 5:00 p.m., 11.6% at 6:30 p.m. and 35.0% at 6:00 p.m. The total number of hours per day differs slightly among kindergartens depending on starting and closing times but many kindergartens operate programs for 8 hours or more.

-A Sample Day at a Class Combining 3, 4 and 5-year olds-
8:00 - 9:00 am: Arrival
Teachers greet the children as they arrive and assist them in finding their shoe cabinets and personal closets and in putting put away their shoes and jackets neatly. The children who arrive early wait quietly with puzzles or reading books.

9:00 - 11:00 am: Free Choice Activity and Individual Snack
At 8:00 a.m., the children are told that they can now play in all the areas and the teacher assist them in orally planning their free play activities. When a child wants to move to another activity area to play with something else, the teacher instructs the child to put away what he or she was doing before moving and carefully observes. Four and 5-year olds are asked to let the 3-year olds play on the indoor slide in the indoor large muscle activity area and with the modeling clay in the arts area first. During the individual snack time, the teacher observes whether the children are eating the given amounts. When a child wants to have more, the teacher allows it within an amount that would not interfere with lunch. Consumption of snacks is frequently monitored so that children will have finished before play time is over. The teacher individually helps the 3-year olds with the snacking process such as washing hands, handing plates, bringing food to personal plate, maintaining proper eating posture and cleaning up after eating.
11:00 - 11:10 am: Clean-up
The children are taught the meaning of the pictures that represent an activity material or toys so that they are aware that there is a container or place for each thing.

11:10 - 12:00 pm: Out-door Free Choice Activity
During outdoor free choice activity, the teacher helps the children use outdoor play things safely and according to the rules. While the children are in outdoor play, the afternoon teacher rearranges the desks for lunch and places rice and water on each desk. The meal tray is brought to the activity room.

12:00 - 12:10 pm: Clean-up
The children finish outdoor play and are instructed to enter the activity room in small groups to prevent the door way from being crowded. The less age year olds are allowed to return to the activity room first to put their jackets and wash their hands. When 3- year olds have nearly finished preparations, the 4- and 5- year olds are allowed to enter and prepare for their lunch.

12:10 - 1:10 pm: Lunch
The teacher reminds the children on how to eat and how to clean up after. The lunch menu is introduced and the children get ready for lunch. The children come up and take their individual meal trays. The teacher helps the children in taking rice and side dishes to their individual trays and in pouring water in their cups just as a mother would do at home.

1:10 - 1:30 pm: Brushing and Quiet Activity
The 3-year olds are divided into two groups and the morning and afternoon teachers each take. one group and help the youngest children with their lunch. The 4- and 5-year olds are also encouraged to help the 3-year olds squeeze toothpaste or turn the water on and off. During the quiet activity time after lunch, one of the 5-year olds who can read is instructed to read books to the younger children. The morning teacher prepares the napping room (placing mat, closing curtain, turning out lights, turning on the lullaby) while the children finish their lunches and brushing. The afternoon teacher helps the children play quietly in the full-day class activity room. Once the napping room is prepared, the morning teacher claps the afternoon teacher and leaves the activity room.

1:30 - 1:40 pm: Book Reading
The afternoon teacher reads books to the children in a large group. When the story is over, the children start to prepare for their afternoon nap beginning with the 3-year olds. The teacher reminds them to go to the bathroom before they sleep and pays particular attention to the 3-year olds.

1:40 - 3:00 pm: Nap and/or Quiet Activity
The napping time is different depending on age and individual preference. The 5-year olds are allowed to start small group activities after a 30 minute nap. The 3 and 4-year olds are allowed to sleep until 3:00 p.m. and the children who wake up early can start their afternoon free play starting with the quiet activities. The teacher watches to see that the children are sleeping in comfortable positions and are well covered. The teacher wipes off sweat or snot from the children. The teacher also re-does the hair of children when necessary.
Instructing the children to fold their blankets and to clean up helps to create an atmosphere to wake up. At 3:00 p.m., the teacher opens the curtains, turns on lively music to assist the children in awakening. Those children who do not wake up until after 3:00 are allowed to sleep longer. However, they do not wake up even after 20 to 30 minutes of more sleep, the teacher wakes them up so that the nap does not interfere with their sleep at night. A start of the new school year, the teacher observes and records each child’s napping time and habits.

2:10 - 2:30 pm: Small Group Activity for 5-year olds
After a 20 to 30 minute rest, the 5-year olds put away their napping gear and start small group activities such as talking or project work.

3:00 - 4:00 pm: Free Choice Activity and Individual Snack
At the start of the new school year, children may not be used to spending long hours at the kindergarten and the music area is closed in the afternoon to create a more stable atmosphere. The children who were unable to do the activities they wished to do during the morning are given the opportunity to do those activity in the afternoon whenever possible.

4:00 - 4:50 pm: Outdoor Free Choice Activity
After putting away the materials they were using, the children go outside for free play. When the weather does not permit outdoor play, the children are allowed to engage in large muscle activities in the hallway or inside the activity room.

4:50 - 5:00 pm: Clean-up
The teacher goes over with the children how many nights will pass before they return to kindergarten. The teacher also reminds those children who will be immediately picked-up to return to the activity room where they can read while their wait to be picked up.

5:00 - 6:00 pm: Departure
During the departure time for individual children, the teacher meets the parents and tells them about their child’s day. When a child has difficulty adjusting, the teacher discusses ways in which the parents can assist in the adjustment.

4. Parent, teacher and children’s roles

1) Children’s roles
Children attending full-day kindergarten programs are spending a long time away from home and may feel a sense of insecurity due to the separation from their parents. It helps children if they understand why they have to stay at kindergarten for a long time. Parents and teachers can discuss this separation with children in comforting terms the children can understand.

2) The teacher’s role
Role and Qualifications of Full-day Program Teacher
The role of the teacher is critical to improving the quality of early childhood education programs as much as the physical environment. Early childhood period most sensitive to the education environment and considering that the teacher of a full-day program spends long hours with the children, the teacher is indeed one of the most influential environmental factors in the holistic development of young children. The following is a brief description of an full-day program teacher’s role:

1. The full-day program teacher performs the roles of a basic childcare provider, teaches and maintains discipline in the classroom.
2. The full-day program teacher provides a sense of security for the children and helps them fulfill their basic needs. As the teacher assists children in their learning and development, the teacher in a full-day program projects a warm, bright and empathetic personality.
3. Though the teacher prepares and plans the environment and curriculum thoroughly, she or he also provides non-intellectual, non-authoritative personal guidance.
4. The qualities of the teacher are the most important factor in providing a high quality education for children. Therefore, even for the sake of satisfying the special needs of young children separated from their parents for long hours, the full-day program teacher has a high level of education, possesses rich knowledge on childhood development and is trained specially for early childhood education.

5. The teacher is aware of the importance of working with the family and shares child-related information with the parents and inform them of what happened at the kindergarten.

6. Because young children gradually start to be exposed to television and learn a wide range of information through books and travel, rather than insisting on traditional teaching methods, the teacher is open to new roles and responsibilities that could be used to motivate and facilitate learning among young children.

7. Because the full-day program teacher is asked to play diverse roles and fulfill multiple responsibilities, they often find themselves very tired from their work. Therefore, operating a team of full-day teachers to share roles and hours is an effective approach.

Teacher Council Meetings
When different teachers are assigned to the same full-day class for the morning and the afternoon, the two teachers evaluate the education plans and seek to understand the behavioral changes and developmental needs of the children together through regular and irregular teacher councils.

1. Type of teacher council meeting: Regular teacher councils are used to create monthly, weekly education plans as well as daily plans. The teacher of the full-day programs need a teacher council of their own, separate from the teacher council operated at the entire kindergarten level. A day of the week could be designated and the full-day program teachers could have their meetings at, for example, 2:00 to 2:30 p.m. during nap and rest time. The irregular teacher council for full-day teachers could be held between 8:30 and 8:50 a.m. before entering the classroom to discuss the day's schedule and since the morning and afternoon teachers work together during lunch time, they could also manage a short meeting to coordinate the morning and afternoon activities. Teachers might also have a meeting after the children leave to assess the day and to plan the next day's activities.

2. Content of teacher council: The morning teacher conducts the morning activities based on the daily education plan developed at the teacher council of the previous day and records the psychological and physical demands of the children revealed during the morning activities. Also noted are those programs that need to be expanded or continued during the afternoon. These recordings are delivered to the afternoon teacher during lunch. The afternoon teacher then adjusts the afternoon activities based on the information received during lunch to the daily education plan. Once again, the content of the afternoon activities with the changes are recorded. After the children go home, the morning and afternoon teachers meet to assess the day's activities and apply the results to the next day's daily education plan.

3) Role of Parents
Parents are the provider of basic experiences for the development of the young child's thinking ability and behavior. They are the most crucial educators who determine and mediate the scene of a young child's life. The love and education received from parents carry utmost importance throughout a person's life. A parent is important in all periods of a child's life, and that importance needs to be emphasized with parents whose children attend full-day kindergarten programs so that special care is taken that a mother's employment does not detract from her involvement.

When a child spends most of the day at the kindergarten with the teacher, the teacher often gets to know the child better than the parents and the child often comes to trust the teacher more than the parents. Because the time the parents spend with their children is lacking in absolute terms, they may have difficulty in understanding their child's personal characteristics and may lose confidence in interacting with him or her. However, no matter how excellent an education a kindergarten provides, if the child is unable to forge a close relationship with the family or if the kindergarten education is not well connected with the education at home, the overall education will not be effective. Through parent participation, parents and teachers maintain a mutually complementary and encouraging relationship enabling parents to participate in their children's education.

A systematic program to train the parents is necessary to assist teachers in forging a positive relationship with them and to allow the teachers to teach and take care of the children without jeopardizing parental influence. The following is a brief description of the role of the parent with children in a full-day kindergarten program:

1. The parent builds their capabilities to promote the development of their child.
2. The parent gains understanding of the developmental needs of the young child.
3. The parent works to increase the intimate bonds of family and is especially mindful of maintaining a close relationship with mother and child.
4. The parent trusts the full-day program's intentions and methodologies and develops a sense of close association with its goals.
5. The parent is interested in the health, nutrition and safety of the child.
6. The parent works to develop the habit of talking with the child.
7. The parent develops a close relationship with the full-day program and realizes the importance of maintaining consistency in the education.
8. The parent helps the child to understand why their home situation requires that both the mother and father work.

5. A review of the literature on full-day kindergarten programs
Due to changing social trends demanding the operation of more full-day kindergarten programs, numerous studies have been conducted on subjects ranging from the current status and problems of child-rearing for working mothers, the parent's demands for childcare facilities and the parent's and teachers' opinions regarding full-day kindergarten programs. The following summarizes the benefits and potential problems of the full-day kindergarten programs identified in the literature.

1) Benefits to Children, Parents and Teachers
According to several surveys conducted in Korea on the need to have full-day kindergarten programs, the response that they are necessary to let mothers work with a peace of mind is most often quoted. Other studies find the need to provide high quality education as the most often quoted reason. The need to help working mothers is also found to be a reason to have full-day programs.

2) Current Impediments to the Implementation of quality Full-Day Kindergarten Programs
As designated by Korea's Education Act and the Early Childhood Education Promotion Act, kindergartens are educational institutions serving 3- to 5-year-olds. They were to be operated on a half-day basis (180 minutes per day). However, with the continued increase in working mothers, many kindergartens are extending their operation hours but, in doing so, they often increase financial costs to the parents.

1. The operation of a full-day program requires twice the budget of operating a half-day program in terms of teacher expenses, daily activities, snacks and lunch. However, only 1.25% of the government education budget is used to support kindergartens. Therefore, parents and kindergartens bear the burden of financing full-day programs without the requisite government support.

2. Despite the lack of financial backing, the most urgent problem in operating a full-day kindergarten is not funding, it is rather, the lack of a developed program.

3. The current heavy workload placed on the teachers is hampering them from providing a high quality service and more teachers need to be hired to divided the morning and afternoon classes. Intensive government support is a necessity in these areas.

4. The vacation period demanded by the parents and the vacation period decided by the teachers for the sake of the children are often hard to compromise. Working parents experience difficulty in finding a place to take care of the child during vacation and the teachers believe that both the teachers and children, tired by extended periods at the kindergarten, need adequate breaks. The two opinions are difficult to reconcile.
3) Alternatives

Under the current situation, many practical problems stand in the way of operating full-day programs at national, public or private kindergartens including lack of facilities and equipment, heavy teacher workload and lack of programs. Since the purpose of an education policy is to propose an optimal solution given educational problem, there is a strong need to enumerate the different policy options available with the limited resources and conditions and to determine the best alternative. Yang (2000) presented the following alternatives to expand and to stabilize the installment and operation of full-day kindergarten programs.

Due to financial requisites and the restrictions of operating a full-day class, smaller private kindergartens with relatively weak financial resources tend to avoid offering full-day programs. Since Korean early childhood education heavily depends on private institutions (77.4%), if many private institutions avoid full-day programs, working mothers will be faced with the formidable task of finding an alternative caregiver for their children. National and public kindergartens should set an example for their private counterparts by being the first to develop and implement full-day programs. Therefore, all national and public kindergartens should operate full-day programs regardless of class size. It is also recommended that private kindergartens of a certain size or larger should also be required to operate full-day programs. In either case, the central and the local governments must provide both administrative and financial assistance for the installation of full-day programs. However, if the government has difficulty in designating funds for both or if, for some reason, private kindergartens are reluctant to do off full-day programs, then the government should require full-day kindergartens only for national and public kindergartens and go on record as recommending that private kindergartens of a certain enrollment install them too. Another option would be to require that only national, public and private kindergartens of a certain size or larger implement full-day kindergartens and extend the requirement to smaller sized kindergartens gradually.

The vacation for kindergartens is twice a year, once in summer and once in winter, both around the time primary schools take their breaks. According to Yang's research (2000), most parents were found to want 1-2 weeks of vacation per semester or at longest 3-4 weeks per semester. However, if both parents are working or if they cannot take care of their young children themselves due to special reasons, parents must find someone else to take care of their child during these vacations. Therefore, while full-day programs should also have summer and winter breaks, it appears desirable, in order to meet the needs of working parents, that these breaks be kept to 1 or 2 weeks each.

References


Mr Solani David Mathebula  
South Africa, University of the North

SEEING PROBLEMS OF PRIMARY SCHOOL CHILDREN

- What is vision?
- Vision is the ability to interpret and understand the information that comes from sight. It is one of the most important processes in the growth of a child, for it is through the visual processes that most, though not all, learning is accomplished. Sight is merely the ability to see, and does not even denote the ability to see with both eyes at the same time.
- Rural lives
- It should be remembered that most children are using their eyes in a manner for which they were not designed by mother nature and nature did not envisage the hours of schooling, homework, televisions, computers and fast moving cars which are the norms of the modern society that the child must face as years pass, and for which the eyes are not prepared.
- Children in the age group of 0-14 years face problems associated with growth and development and adjustment to changes in the environment much more than any other age group.
- School age is the critical period when most of the children experience interaction with different agents and varied environment such as infectious disease, intestinal parasites, use of common container for drinking waters, etc.
- Purpose of this presentation
- To report the results of school vision screening which was conducted to detect those children with vision problems or potential vision problems that may impede normal visual development.
- Results
- A total number of 3500 primary school children were examined.
- 2886 passed all the tests.
- 614 failed one or other tests.
- Results of the failed tests
- Incidence
- About 17.5% of children have clinically significant visual disorder. The prevalence varies, about 5% at age 6 to as high as 30% at age 14.
- Approximately, one out of every 8 school children have visual disturbance.
- This is a horrendous task that can not be ignored or brushed aside.
- Ignorance to children's vision
- Vision care to children is a very important but is a neglected area of concern with parents at home, teachers at school, as well as optometrists and the government seem not concerned.
- Vision and hearing play a major role in academic achievement.
- The use of eyes with visual defects causes ocular pain and discomfort.
- Visual defects of children should be uncovered as early as possible to ensure that children with visual defects do not suffer unnecessarily.
- A degraded visual experience may have an adverse effect on learning and other activities of childhood.
- While most other physical problems manifest themselves more easily, many vision problems may go undetected.
- A parent or a teacher may not be aware of the possible symptoms associated with child's complaint or the possible cause of inferior school performance.
- In many instances, a child does not realise a vision problem is existent since they assume that everybody sees the same way as they do.
- Children have difficulty verbalising their problems to adults.
- Why early eye examination?
- Developmental anomalies can be corrected most easily early in life of a child.
- Early intervention would then enable normal development of the visual system.
- Early diagnosis and treatment is very important to prevent irreversible damage to the eye.
- Is screening adequate?
- If the incidence of significant visual problems in school going children is generally recorded at 20%, the question can be raised as to what proportion of these children are recognised and receive appropriate treatment.
- Given that children will not recognise their own visual limitations, and most do not have their eyes tested before they enter school, it is reasonable to expect that there will be a significant number of children with undetected problems.
- Role of government
- Community clinics
- Provincial hospitals
- School nurses
- Train teachers
- Optometrists as consultants
- School children deserve special care because a blind persons would be a burden to the society and country's economy.
- "A country that does not look after its children has no future."
- Bless the children, for in this world they have no voice, they have no choice. Light their way when the darkness surrounds them. Give them love. Let it shine all around them. Give them shelter from the storm. Keep them safe. Keep them warm. The children.
- This presentation is designated to stimulate thought on how the children's vision can best be addressed.
- With Africa's children taking their rightful place in world society, it is imperative that all is done to ensure that they see their way into the world that is opening up for them.
COMMUNITY PARTNERSHIPS IN BUILDING INCLUSIVE ECD PROVISION IN A RURAL CONTEXT

This paper will present findings from a national inclusive education pilot project in the Estcourt District, KwaZulu-Natal. The project includes 6 primary schools that have established grade R classes, and two community based ECD centres. The overall objective of the project is to support the implementation of government policy on the development of an inclusive education and training system that will benefit learners experiencing barriers to learning and participation (cf. White Paper 6: Building an Inclusive Education and Training System, July 2001). The discourse of inclusive education is located in the dialogue of social inclusion and social exclusion. Social exclusion implies a denial of social rights. The aim in the project is to focus on socially constructed disadvantage and on the deep structural socio-economic conditions and relations of society which maintain exclusionary practices. The White Paper explains that key barriers to participation in the South African context that render a large number of children vulnerable to learning breakdown and sustained exclusion include: problems in the provision and organisation of education; socio-economic barriers; factors that place learners at risk, such as high levels of violence and crime, HIV/AIDS epidemic; substance abuse; attitudes; an inflexible curriculum; problems with language and communication; inaccessible and unsafe built environment; inappropriate and inadequate provision of support services to schools, parents, care-givers, families and communities; lack of enabling and protective legislation; disability; lack of human resource development; and lack of parental recognition and involvement. It is only in focusing on the nature of these barriers that problems of learning breakdown and exclusion can be addressed.

The project has the following components: capacity building and awareness raising at various levels, educator development, materials development, and whole school/centre development. In this paper, the role of partnerships in developing inclusive centres of learning in a rural context will be examined. An attempt will be made to highlight dimensions, trends and tensions.
Mr Chris Bale
Partnership for Children, UK

RESEARCHING, EVALUATING AND DELIVERING AN INTERNATIONAL MENTAL HEALTH PROMOTION PROGRAMME FOR YOUNG CHILDREN

My name is Chris Bale and I’m director of a non-profit agency called Partnership for Children. We’re based in England, but are an international agency. Our mission is to help children and young people, throughout the world, develop skills which will enhance their present and future emotional wellbeing.

‘Young people’ includes young adults, anywhere up to the age of 25. But I’m here to introduce a programme that promotes the mental health of six and seven year old children. It’s called Zippy’s Friends, and it’s been pioneered over the past five years in Denmark and Lithuania.

Let me say at the start that our programme is different. So many speakers at this conference have spoken about problems, and how to respond to them. We have heard about the terrible impact of HIV/AIDS — and then heard about programmes that help affected children. We’ve heard about child labour, child trafficking, the terrible effects that poverty has on young children.

We start from a different place. Zippy’s Friends is not aimed at children who have mental health problems. It is not aimed at children with learning difficulties. It is not even aimed at children who might be at risk of developing mental health problems. This programme has been designed to promote the wellbeing of all young children. We agree with the World Health Organisation, which defines health as being not merely the absence of disability and disease, but rather the presence of physical, mental and social wellbeing. That’s what Zippy’s Friends is about — promoting health and wellbeing.

The programme teaches children to identify and talk about their emotions, to develop coping skills, and to understand that asking for help is a sign of strength, not weakness. It is based on the belief that if children learn to resolve conflicts and problems at an early age, they’ll be better equipped to deal with crises as teenagers and adults. It also teaches children to see when other people need help and how to provide that help.

How does it work?

It’s a school-based programme, and it’s taught by teachers who are specially trained. Before they start, teachers attend a course, which usually lasts for two days. Then, while they are actually teaching the programme, they come together again a couple of times, to share experiences and to consult the trainers. At the end of their initial training, each teacher receives one of these packs. This contains a booklet explaining the programme and the philosophy behind it, and it also contains the stories, pictures and instructions that the teachers will need to run the programme successfully.

Zippy’s Friends usually runs over 24 weeks, with one session per week, and it’s probably most effective in classes of 15 to 20 children. The heart of the programme is a set of stories about a group of children whom you can see here — Tug, Leela, Sandy, Jill, Finn and Tommy. But Zippy... well, you’d better meet him. Zippy’s a stick insect — and he’s a hero. Don’t ask me why, but the children love him!

Over the course of 24 weeks, the stories track what happens to Zippy and the children. They’re not all happy, childhood adventures. They deal with real problems. Sandy’s parents are separated. She’s bullied at school. Tommy is lonely and worried about moving to a new class. Zippy dies.

Each session has activities, to reinforce the message of the story. The children do a lot of role plays, draw pictures, work with puppets, and even visit a graveyard. The emphasis is very much on encouraging them to explore, helping them to find their own solutions. There is no right or wrong. No child comes top or bottom of the class. What we’re hoping is that children will expand their range of coping strategies, so that in any situation, they have more options to choose from.

That’s what we hope. But does it work?

We’ve developed and tested the programme in Denmark and Lithuania. Although they’re both European, these two countries provide a contrast in terms of their education systems. Denmark is rich, and its education system is well-resourced and decentralised. Lithuania, emerging from years as a Soviet state, has a system that is under-resourced and highly centralised. Lithuania also has the highest suicide rate in the world, and a growing problem of young people abusing drugs.

In these two very different environments, we have piloted Zippy’s Friends. Funding from GlaxoSmithKline has allowed us to test the programme every step of the way. In fact, we don’t know of another similar programme for young children, that has been the object of such a detailed and rigorous evaluation process.

The first evaluation a couple of years ago was good — I guess a school teacher might have given us 7 out of 10 — but we wanted a perfect 10. So we took a year out, made some changes, and then tested the revised materials, in Danish schools and Lithuanian kindergartens. That evaluation was completed in June this year.

We take evaluation very seriously and have used two internationally respected professors, Brian Mishara from the University of Quebec at Montreal in Canada, and Mette Ystgaard from the University of Oslo in Norway (both of whom, incidentally, did the work for us entirely free of charge). In both Denmark and Lithuania, we had experimental or intervention groups — children who were participating in Zippy’s Friends — and control groups — children who were not.

We had 314 children in the experimental group in Lithuania, and 104 in the control group. In Denmark, there were 322 children in the experimental group and 110 in the control group. In Denmark, the programme runs in the first year of primary school, and in Lithuania it runs in the last year of kindergarten.
The design of the evaluation was straightforward. Before the programme started, each child was interviewed and each teacher was questioned about each child in his or her care. The same thing happened again at the end of the programme. The process was the same for both the experimental and control groups. The people who conducted the interviews were specially trained, and they didn't know which group each child was in.

In addition to checking the programme's effects, the evaluators also wanted to see how easily it could be implemented – and this is what they found.

- Teachers conducted the sessions with few problems
- Their expectations before the programme started were 4.5 in Denmark and 4.0 in Lithuania (4=positive, 5=very positive)
- After the programme, the teachers’ impression was 4.1 in Denmark and 4.5 in Lithuania – in other words, positive
- Teachers said that the programme had ‘very much’ reached its goals
- They thought that their initial training workshop was ‘very adequate’
- Children liked the sessions, and teachers thought they were very useful
- The average child participation rate in each session was 66% in Lithuania and 89% in Denmark

So, the implementation wasn’t a problem. But what effects did the programme have on the children?

Children in the experimental groups showed improvements in all the four key social skills that were tested – co-operation, self-control, assertion and empathy. There were clear improvements too in coping skills. And it's interesting to see that, in both countries, there was an increase in positive coping strategies – saying sorry, talking to a friend, telling the truth – and a decrease in negative strategies – getting mad, screaming, biting your nails.

In Lithuania, the evaluators also looked at two problem behaviours – externalising and hyperactivity – and found that children in the programme showed significant decreases in both categories, compared to children in the control group.

The evaluators drew some conclusions.

- The programme can be implemented as planned in different cultures, and is well appreciated
- The current version is more adapted for first grade than for kindergarten, but is useful for both
- Participation results in significant improvements in coping, social skills and problems behaviours
- No major changes in the programme structure and content are indicated
- It would be useful to assess long-term effects

That last point is important, because the whole purpose of Zippy's Friends is to give children skills that will help them not only now but also as they move into adolescence and then on to adult life. We want to be sure that the lessons last.

So, we've just done a study in Lithuania, assessing children one year after they completed the programme. A total of 314 children had gone through the programme, and, one year later, we were able to trace 229 of them – enough for a valid test. Unfortunately, many children from the original control group either couldn't be traced or had since taken part in Zippy's Friends, and so the evaluators couldn't make comparisons.

Instead, they looked at whether the improvements that the children in the experimental group had made during the programme were maintained one year later. They found that, in the six key areas – co-operation, self-control, assertion, empathy, externalizing and hyperactivity – the improvements were maintained one year later. That is very encouraging.

Our partners in Lithuania have just done a study of their own, to see how children who participated in Zippy’s Friends coped with the transition from kindergarten to primary school. They found that they coped better, and, in particular, found it easier to make new friends.

So, there is now a lot of evidence to show that Zippy’s Friends can be implemented and does have clear benefits for young children. So, after five years of development, we can go out and market the programme – not marketing in a commercial sense, but simply trying to make it available to as many children as possible.

Although it has so far been run only in Denmark and Lithuania, the programme was designed from the outset to be generic, suitable for use in different countries and cultures. We've had expressions of interest from 23 countries, many of them outside Europe, and it will be interesting to see just how transferable the programme is. The key principles of Zippy’s Friends are not negotiable, but we are very open to suggestions on how the programme might need to be altered to suit a particular country or culture. I'm particularly keen to hear from delegates at this conference whether it may be helpful for African children.

We're expanding rapidly. More than 7,000 children will go through the programme in Denmark and Lithuania in the next year, and we certainly hope that Zippy will be finding friends in a few more countries in 2003. I should stress that we do not run the programme ourselves. Rather, we make it available to strong local partner agencies, which are then responsible for implementing it in their own countries. If you think that the programme may be able to help children in your country, please let us know.

For further information, go to: www.partnershipforchildren.org.uk
Dr SM Naicker
Department of Education, South Africa

The focus of his presentation was on White Paper 6. He discussed a 20 year plan and went through the short-term steps being implemented. He proceeded to shed light on the different ways that field-testing was being done, and further discussed the Dual-System Skewed Research and Practice. He identified the children whose needs were to be addressed. Dr Naicker also stated that pedagogy used in schools should be adapted to suit the needs of different children. Immediate challenges that faced White Paper 6 were also discussed. He conclusively claimed the eradication of attention paid to petty issues, and the development of new teaching methods.
Maluta Malibhana
South African Council for the Blind

Mr Malibhana stressed that people with disabilities should not be seen as a burden to society. He went on to inform the audience that people with different disabilities, have different needs. He discussed the role the SACB plays in helping the blind and preventing blindness. They train people to assist blind and semi-blind individuals. The SABC are also manufacturers of Braille literature and owns a library and Information Centre to provide information for researchers and others who are interested in the issue of blindness.
Panel 8 - Violence/Peace and Quality ECD Programmes

Prof Leah D Adams

Professor Emeritus, 
Eastern Michigan university, USA

Prof Marjory Ebbeck
University of South Australia

Ms Mahenaz Mahmud
Teachers Resource Centre, Pakistan

Ms Eeva Hujala
University of Oulu, Finland

TODAY’S CHILDREN, TOMORROW’S WORLD LEADERS: THE CHALLENGES OF GLOBAL CITIZENSHIP

The challenges facing today's children, who will be tomorrow's adults and world leaders, are enormous. The world of the future is going to be more interrelated than the world of today. We all fear that the world may become more divided than ever, with unending and shifting pockets of conflict.

Early childhood educators have concerns about today's children in terms of preparing them for the future. Many children are growing up learning to hate, being trained to fight and to be aggressive, and to be territorial. Children in all parts of the globe are growing up with uncertainty about the outcome of civil conflicts, regional wars, and the safety of the world in general.

This panel will consider the challenges for today's children as tomorrow's adults from the viewpoint of early childhood educators and the educators' realm of influence. Discussion will include what we know about the development of personalities, thinking skills, attitudes and values. The curriculum for the early years will be considered by looking at what can have lasting impact on the early years and, therefore, influence future behaviors. Topics will include the role of education, the development of values, psychosocial development, tolerance and prejudice, and the cultural differences that impact child development and educational practices.

Patrons and realities of childhood around the world will be discussed in terms of implications for tomorrow's adults, including the role of teachers and community and political leaders. The effect on children from voluntary and forced migration of families, economic uncertainty and ongoing ethnic and political conflicts will be considered.

Panel members will summarize with suggestions for teachers and teacher trainers to help build a strong future for all and ways to advocate on behalf of the world's children and their families.

Prof Leah Adams
Ms Adams asked all participants what they think a leader is? She said when she looked the word up in a dictionary she found many meanings. A leader was one who leads others along the way or one who is in charge or in command, or one at the head of a group, an orchestra or a political party. She mentioned that a leader in one culture may be seen as pushy instead of dynamic in another culture and explained with the use of a Russian quotation that the tallest stalk gets cut at first. She concluded by saying that the leaders of the future face challenges in education, in changing society, in changing technology and in preserving the planet.

Ms Mahenaz Mahmud
Ms Mahmud based her presentation around the lives of children living in Karachi from 1990-2002. She said there is escalating violence in Karachi and that on every street corner one sees signs of poverty and drug abuse. She said there is a difference between children of privileged backgrounds and the children who live on the streets. The 3 year old on the street just weaves his way in between traffic on a street that the child from a privileged background would not dare to go out on. She said these children live with violence and often the first sounds they hear are gunshots and the first images in their minds are that of darkness and armed robbers.

Prof Marjory Ebbeck
Prof Ebbeck spoke about the effect of wars on children. She said that the whole world can be revolutionized in one generation if we concentrate on the children. She stated that progress has been made over the past 20 years, UNICEF had been founded to relieve childrens suffering and Kofi Annan had stated that the rights for the child is the most widely accepted charter around the world.

Prof Leah Adams presents the paper for Ms Eve Hulaju
She said this paper was on the importance of having values but the paper is directed to teachers and parents and how they can develop the child. It used questions and answers from the parents and teachers. The conclusion was that in today's society the main challenge was to create a strong understanding in the area of emotional and social development.
ALEJANDRA RUBIO M, JAVIERA ORCHARD R AND VERONICA ROMO L
UNIVERSIDAD CENTRAL DE CHILE

PROPUESTA METODOLOGICA DE INTEGRACION CIENCIAS Y ARTE, PARA NIÑOS Y NIÑAS DIVERSOS, ENTRE 4 Y 8 AÑOS

SCIENCE AND ART INTEGRATION METHODOLOGICAL PROPOSAL FOR MISCELLANEOUS CHILDREN BETWEEN 4 AND 8 YEARS OLD

(They began their presentation by stating that they got a team of teachers and themselves to observe science and technology in pre-school centres in Santiago. They paid attention to the methodology of the teachers. They looked at creativity in art. In their research, conducted between 2000 and 2001, they observed 72 children. Two children needed special care. Their proposal was that instead of looking at a person as a integrated whole where the soul and the body work together. This is in line with UNESCO beliefs of us becoming global citizens.)

La integración de diversos aspectos metodológicos que ambas acciones ofrecieron, se percibía como posible e interesante, para la facilitación del aprendizaje y la integración tanto de niños y niños diversos, como así también de diferentes disciplinas en el aprendizaje.

La propuesta metodológica que se ha desarrollado, incorpora una mirada diversa y holística del mundo, dando cabida tanto a formas diferentes de enfrentar el aprendizaje (tipos y ritmos), como a diversas formas de inteligencia y permitiendo la comprensión cada vez más profunda de la complejidad, diversidad y belleza del mundo humano y natural que nos rodea. En efecto, el objetivo central del proyecto, consistía en determinar las características de infraestructuras metodológicas, de recursos y evaluación, que debe tener un Centro que persiga una aproximación integral de niños y niñas al mundo (Centros de Aprendizaje Integral - CAI). Una vez elaborada la propuesta esta fue validada por juicio de personas calificadas e aplicada en forma piloto en la Facultad de Ciencias de la Educación de la Universidad Central. Diverso ámbito de la Facultad e incluso en otros establecimientos educacionales de Santiago con niños entre 4 y 8 años.

Con los resultados de este estudio será posible, en el futuro, establecer e implementar algunos Centros de Aprendizaje Integral (CAI), adaptando las características de infraestructura y metodológicas determinadas, a cada realidad en forma tal que permitan facilitar el desarrollo de estrategias de aprendizajes significativos de niños y niñas, así como sus actitudes de valoración de las diferencias humanas.

(Destacando que) tanto la desigualdad económica como la educacional son las mayores de cualquier región del mundo y que la educación cívica para todos no sería insuficiente cuando existe". Por otra parte sostiene que "Un aspecto sobre el cual existe consenso es que los aprendizajes efectuados en la escuela son de forma intelectual, y que la reforma del pensamiento debería ser entonces una reforma de tipo paradigmática que se oriente fundamentalmente a optimizar nuestra aptitud para organizar el conocimiento.

Otro aspecto fundamental a tener en cuenta por la educación debería ser el desarrollo de la aptitud para contextualizar y totalizar los saberes. Pero que, no tanto para el conocimiento humano.

En otra posibilidad del conocimiento se encuentran las disciplinas que buscan el conocimiento intuitivo°.

Si consideramos que el ser humano es todo ser nacido de mujer veremos que las diferencias que existan entre unos y otros seres, no hace una diferencia valórica; sólo una diferencia de formas físicas, culturales, por mencionar algunas entre tantas posibles diferencias, que enriquecen a la raza humana, igual como la diversidad y variedad de especies enriquece un sistema ecológico. Para aproximarnos a este ser humano y a las sociedades que ellos y ellas conforman, parece ser necesaria no sólo la multidisciplinariedad, sino la interdisciplinariedad. Y lo más dramático es que en estos dualismos hay siempre una relación jerárquica: el alma (o mente) sobre el cuerpo, el sujeto (ser humano) sobre el objeto (todo el resto de los seres del cosmos), el consciente sobre el inconsciente.

En este sentido Eisner sostiene que "Con demasiada frecuencia se considera que lo cognitivo y lo afectivo son ámbitos independientes del organismo humano. sucede asimismo que la limitada visión de la cognición que domina sobre tantas bibliografías psicológicas e educativas, tiende a una forma de práctica que limita lo que los niños tienen ocasión de aprender en la escuela..." Aprendemos a ver, o al menos aprendemos a ver aquellos aspectos del mundo social y complejos".

En el contexto de esta investigación exploramos la posibilidad de integrar ciencia y arte. los signos utilizados por la ciencia son representativos, mientras que en esta escuela son presentativos. Los signos representativos son, por así decirlo, transparentes.°

Este enfoque es importante para la educación ya que considera que cada forma de representación hace una contribución especial a la experiencia humana. Las diferentes formas de representación estimulan el uso de diversos sistemas sensoriales, implicando también variados procesos psicológicos. Cuando se utilizan formas de representación en las palabras y los números, los niños cuyas aptitudes están focalizadas en otras áreas quedan en desventaja. Los niños tienen menos oportunidades de encontrar un lugar bajo nuestro sol educativo (...) se otorgan ventajas injustas a los estudiantes cuyas aptitudes son congruentes con las formas empleadas. Para los niños es importante no sólo tener acceso a una escuela sino también encontrar en ella programas que les permitan expresar sus aptitudes o formas de inteligencia.

1° Toda enseñanza debe procurar de parte de los alumnos una búsqueda activa y continua de los significados o sentidos de los aprendizajes involucrados.
3° "Importancia de los elementos motivacionales y el compromiso afectivo personal del alumno en la adquisición de los aprendizajes".
5° El alumno deja de ser visto entonces como un mero receptor de conocimientos y pasa a ser considerado como un agente activo en la construcción de su propia estructura cognitiva. Esta construcción no es arbitraria, implica una organización cognitiva dinámica en la cual los conocimientos existentes y su estructura cognitiva están relacionados y son importantes para la adquisición de nuevos conocimientos.

Posibilidad de que pueda ser asimilado, es decir, que pueda ser relacionado de forma no arbitraria con lo que ya se conoce (significatividad psicológica) Esto es, las experiencias de aprendizaje verdadero, son construcciones abiertas. Las experiencias reales, dice Dewey, son aquellas que se viven integralmente (esto es, con las sensaciones, los sentimientos, los pensamientos y lo actuales)
que se consuman, esto es, que son llevadas hasta el final, sin interrumpirlas. La mediación es relevante por cuanto permite a los estudiantes caminar por la zona de desarrollo próximo, enriqueciendo sus experiencias y permitiéndoles dar forma a sus propias reconstrucciones o creaciones, facilitando el interés y la significatividad de sus aprendizajes. La mediación es un proceso activo que puede ser identificado por la presencia de ciertas características universales de la interacción entre un adulto y un infante, que lo convierte en una experiencia de aprendizaje mediado. Estas características son:

1. Intencionalidad y reciprocidad: Atraer la atención del niño o niña hacia los estímulos e influir en su respuesta. Influencia: Mediación de significados, entendiendo por éstos a la connotación afectiva que puede ser transmitida al infante en un aprendizaje mediado y que el niño o niña no podría percibirlo por el solo hecho de ser expuesto al estímulo.

2. Premiación: Mediación de sentimientos de capacidad, lo que se relaciona con la posibilidad de niños y niñas de tener éxito en el proceso y de tomar conciencia a través de la mediación de los adultos.

3. Intencionalidad y reciprocidad: Implica atraer la atención del niño o niña sobre todo el proceso que ha vivido, mediando en esta forma su metacognición.

Vygotsky otorga un papel fundamental a la imitación como mecanismo de aprendizaje; pero, a diferencia de otros autores, ve la imitación humana como una construcción compartida, en la que el niño y niña son capaces de realizar conductas que superen sus propias capacidades, con la guía del adulto. Los niños y niñas nacen con una disposición para aprender, sin embargo, necesitan que se den condiciones adecuadas para su aprendizaje.

Así, los aprendizajes infantiles, y los posteriores, requieren de un interés basado en el logro de ciertos objetivos, los que sin duda pueden también ser mediados.

Es este sentido común, estos valores que se desean y que se hacen placenteros, son los que se constituyen entonces en los objetivos del aprendizaje.

En una situación de resolución de problemas, o de aprendizaje, los elementos de orden cultural difícilmente pueden ser soslayados, puesto que ejercen una influencia decisiva en el desempeño intelectual. Una situación de aprendizaje no es igualmente accesible para los sujetos de distinta procedencia cultural, que son repertorios de saberes y habilidades, experiencias de adquisición y uso del conocimiento que son diferentes.

A la importancia que la psicología cognitiva le atribuye a los conocimientos previos, la perspectiva intercultural agrega dos aspectos importantes:

- Destaca la variabilidad cultural de esos conocimientos previos.
- Resalta que esos conocimientos y habilidades que intervienen en la resolución de una determinada tarea están íntimamente relacionados con los contextos de uso del conocimiento del sujeto.

Es el tipo de juego propio de la primera infancia, y que sin embargo permite al niño/a, apropiarse del mundo en forma práctica, en alguna forma intelectual y estética.

No parece tan claramente relacionado con la construcción de aprendizajes.

En consecuencia es posible plantear que los juegos son instancias de reconstrucción del mundo, de apropiación del mismo.

La creatividad como proceso parece emergir de una forma particular de percibir las experiencias que nos corresponde vivenciar. Tal es el caso de las obras de niños y niñas quienes son originales y auténticas en sus creaciones, pero sus obras son las mismas que han elaborado los niños y niñas del mundo, posiblemente desde que existe. Otras obras poseen originalidad social, por cuanto son únicas desde la perspectiva del grupo social. En consecuencia, es posible apreciar que ambos son una experiencia real.

Muchas pataletas infantiles se inician cuando el sentimiento del niño o la niña no es aceptado por el adulto. Porque si bien es cierto no hay sentimientos malos, también es cierto que las formas de expresión pueden ser dañinas y por tanto malas.


En consecuencia, la expresión artística deberá ser considerada como el proceso que involucra a la persona con todas sus sensaciones, con la libre expresión de sus emociones y de sus formas de ser, propias de la cultura de la que proviene, en tanto respete el bien común.

Un momento de expresión creativa, debería ser una hora de mil descubrimientos.

La enseñanza de las ciencias favorece en niños y jóvenes el desarrollo de sus capacidades de observación, análisis, razonamiento, comunicación y abstracción; permite que piensen y elaboren su pensamiento de manera autónoma. Además, construyendo su cultura científica, ese niño - adolescente desarrolla su personalidad individual y social.
APPROXIMACIONES A UN MODELO HUMANISTA DE GESTION DEL JARDIN INFANTIL

(Professor Schwartzmann began by saying that the model referred to management of crèches in Chile and it came from years of observation. The objective was to create a more pleasant atmosphere for the children. She went on to talk about the kindergarden experience. She said that in traditional management of kindergartens in Chile, there is a lack of knowledge which impacts on proper management. She said that although crèches do have qualified professionals that can manage, from her own experience she has found that management needs more development.)

'Entre las tribus del norte de Natal, Sudáfrica, el saludo más común, equivalente a nuestra "hola" es la expresión Sawu bona. Significa literalmente "te veo". Los miembros de la tribu responden diciendo Sikhona, "estoy aquí". El orden del diálogo es importante. Mientras no me hayas visto, no existo: es como si me verme me dieras la existencia.

En este sentido, implicado en el idioma, forma parte del espíritu del ubuntu, una actitud mental prevaleciente entre los nativos africanos que viven al sur de Sahara. La palabra ubuntu surge del dicho popular Umuntu nguuntu nagabantu, que en zulu significa "UNA PERSONA ES UNA PERSONA A CAUSA DE LOS DEMÁS". ¿Si alguien se educa con esta perspectiva, su identidad se basa en el hecho de ser visto, de que la gente lo respete y lo reconozca como persona".

1. ¿Por qué “Humanista”?

1.1. Este estudio alude a la compleja problemática de lograr ambientes enriquecidos y humanos en los Jardines Infantiles. Es innegable la contribución que curriculos diseñados para esta etapa inicial de desarrollo del ser humano pueden aportar, no obstante, y dada la naturaleza y dinamismo propios del período es imprescindible poder normar cada instante, cada interacción entre el niño y el adulto. Frente a esta limitación sólo cabría desarrollar un fluir de interacciones que parten de una actitud y motivación, según la cual las acciones del adulto se llevan a cabo por convicción y no por coerción. Para esto es necesario entender que tener un cierto planteamiento de un estilo de Gestion de Jardines Infantis debe necesariamente subordinarse tanto a los fines de la educacion preescolar como a su carácter peculiar que tiene la atención de niños en instituciones especializadas, en una etapa crucial y significativa donde las carencias e insuficiencias en la satisfacción de las necesidades de los párulos podrían dejar una huella cuyo impacto a posteriori probablemente no alcanzemos a dimensionar en su total magnitud.

Mi motivación e interés por la problemática señalada se acrecienta al encontrar grandes coincidencias entre mi percepción profesional acerca de la necesidad de los niños en el Jardín Infantil y los resultados de variadas y significativas investigaciones efectuados en torno a estas materías.

1.2. Nuestra propuesta sugiere un modelo de gestión que lo hemos denominado <<humanista>> puesto que al instalarse adecuadamente configurará un ambiente enriquecido tal como estaba predispuesto por el mismo: un estilo de relaciones propio para la situación del “cara a cara” del enfrentamiento constante entre niños y adultos (rol afectivo), que establece la base esencial sobre la cual se sustenta cualquier intención curricular específica.

Esa disposición abierta hacia el otro es el deseo de instaurar una cultura que ostente una organización coherente entre las complejas necesidades de los párulos, los deseos de sus familias y las del propio proyecto del Jardín Infantil. Para esto es necesario configurar un clima auténticamente democrático y participativo que genere confianza en las relaciones interhumanas, al interior de cada institución.

Por supuesto, y evitando el riesgo de caer en extravaganzas especulativas, semejante programa deberá instrumentarse claramente en concordancia con los recursos humanos y la disposición formadora de las personas que integren el grupo, pero teniendo siempre presente la necesidad de los resultados periódicos recomendados por los procesos de evaluación del desempeño de educadores y técnicos.

1.3. Al rotular este trabajo, hablo de “aproximaciones” puesto que la propuesta que desarrollaré carece de juicios categóricos dado que se centra tanto en la siempre improbable interacción humana como en una reflexión producto de un prolongado ejercicio profesional.

El ejercicio como directora me proporcionó un caudal de valiosas vivencias cotidianas que, sin duda, benefician el análisis y reflexión acerca de las diferentes dimensiones y maneras de gestionar con eficiencia y eficacia estos establecimientos. Sin embargo, las ideas que formularé no brotan subitamente en mi cabeza. Al contrario, la marcha operativa con sus respectivas rutinas y hechos, mi quehacer cotidiano de educadora, el cuestionamiento personal y la reflexión sistemática sobre las prácticas fueron haciendo emergir en mí, de manera intuitiva, caminos posibles para abordar la atención educativa de los niños con matices distintos a los actuales lineamientos imperantes en los Jardines Infantiles.

El desafío que trato de responder consiste en contribuir al desarrollo de intervenciones educativas viables y de calidad, de modo de responder pertinientemente a la responsabilidad de satisfacer ampliamente las necesidades de los niños, las expectativas de madres, padres, familias y sociedad frente a su acción institucional.

2.- Cuando sean grandes... ya será tarde....

2.1. Los menores de seis años en Chile corresponden al 13% del total de la población. Representan el capital humano que se incorporará en el corto mediano plazo al sistema escolar, y posteriormente al sistema productivo y a la vida social y cultural del país. Tanto por lo que importa por esto, como por el derecho a una formación personal sana y equitativa es esencial detenerse a analizar aquello que acontece desde que el niño nace y hasta que cumplen los seis años.
El beneficio por ley que Chile otorga a la mujer trabajadora que se desempeña en una institución donde laboren veinte o más mujeres, le permite dejar a su hijo en Sala-Cuna desde los 85 días de vida (término del post-natal) y hasta cumplir los dos años, teniendo el empleador que otorgarle el beneficio y dentro de éste proporcionar las facilidades necesarias -a las madres- para alimentarlo o amamantarlo durante la jornada laboral diaria.

Dado el creciente incremento de madres que se incorporan al mundo laboral, la demanda de atención en instituciones especializadas obviamente se incrementa día a día; esto hace aún más imperativo el estudio y análisis exhaustivo de todos los factores intervinientes en la calidad de la educación inicial, pues el universo de niños involucrados se expande considerablemente.

2.2. El período desde el nacimiento hasta los seis años, constituye la etapa donde el ser humano manifiesta más cambios en todos los aspectos de su desarrollo. Se lo percibe tremendamente vulnerable y dependiente para satisfacer sus necesidades básicas, así como también, para aprender acerca del medio que lo rodea.

El educador requiere un amplio conocimiento acerca de las características inherentes a esta fase de la infancia y las responsabilidades que cada etapa conlleva. La gran vulnerabilidad del niño a las influencias externas y tomando en cuenta los significativos y variados procesos de su crecimiento, producen oportunidades únicas de intervención para posibilitar y potenciar al máximo su desarrollo.

Así como una alimentación inadecuada o desequilibrada desencadenará un déficit nutricional, la calidad de las relaciones y la riqueza del ambiente humano en que transcurre la vida del niño, serán igualmente determinantes en su desarrollo emocional-social, cognitivo, motor y de su vida a futuro.

La literatura de los últimos años aporta resultados contundentes en el ámbito de la neurobiología, psicología, sociología. Estas investigaciones son categóricas al definir esta etapa de la vida como crucial para los logros y desarrollos posteriores y en particular los seis primeros meses de vida.

Es por ello indispensable enfatizar la importancia que tiene el implementar acciones y planes concretos que tiendan a la transformación cultural de la percepción de la infancia y de sus derechos establecidos.

2.3. Actualmente resulta bastante lógico pensar en la prevención de problemas y no en la corrección tardía. Los costos de intervenciones tardías y más bien remediales también son económicos, educacionales, emocionales, etc. Por ejemplo, los casos de déficit cognitivos que se manifiestan en los niños a la altura del tercer o cuarto año básico, son más complejos de abordar y de alto costo económico; en cambio, al intervenir tempranamente podemos prevenir carencias a posteriori y con inversiones significativamente menores.

El estilo de gestión que postulamos tiene presente las características de desarrollo y el nivel evolutivo del niño y el carácter peculiar de su evolución o diferenciación en estas etapas iniciales. Quienes se desenvuelven en el ámbito de la educación inicial, saben lo determinante que resultan ser los hallazgos y conocimientos relativamente recientes en el campo de la neuropsicología con relación al tipo, calidad y cantidad de actividad neuronal que se producen en ambientes enriquecidos en los primeros años de vida.

2.4. Los amplios estudios realizados por Daniel Stern, célebre psicóloga infantil, quien analiza como en el breve periodo representado por los seis primeros meses de vida, el lactante va emergiendo como ser humano social, e investiga las comunes relaciones interpersonales entre el bebé y la madre o la persona que lo cuida y cómo los seres humanos crean o descubren un sentido de sí mismos y de la relación con los otros.

Las investigaciones de Stern nos hacen reflexionar acerca de los supuestos, bastante generalizados, acerca de los niños y, sus percepciones del mundo que los rodea; existiendo, a mi juicio, una tendencia a subestimar la importancia de este primer período (por ejemplo, “los niños sólo duermen”, “al satisfacer sus necesidades de alimentación, higiene y sueño estamos garantizando un buen desarrollo”, etc.)

¿Podemos hablar de un lactante menor de seis meses con alguien con quien cabe mantener una relación? La interrogante puede resultar abusiva, sin embargo reconocemos que no cabe una respuesta categórica. Pero, hacia la segunda parte del primer año, el niño muestra una amplia gama de comportamientos que indican con gran seriedad, que resulta legítimo hablar de relaciones interpersonales.

Stern ofrece una teoría original acerca de cómo los seres humanos crean un sentido de sí mismos y de su relación con los otros. Sostiene que a diferencia de quienes ven el desarrollo temprano como un proceso gradual de separación e individuación, los niños se diferencian casi desde su nacimiento, reconociendo cómo los bebés y sus cuidadores se comunican y comparten sus experiencias, planteamiento que pone en tela de juicio la secuencia evolutiva tradicional.

2.5. Desde otra perspectiva, estudios recientes efectuados por Michelle de Haan, del University College London señalan que los bebes de seis meses pueden distinguir las caras de dos monos mejor que los adultos y que los niños, lo que sugiere que los bebés tienen algunas habilidades tempranas que en lugar de aumentar disminuyen con la edad.

"Los bebés tienen ciertas habilidades y el ambiente que se les presenta podría ayudarlos a retener parte de esas habilidades". Pareciera ser -según el autor- que en lugar de comenzar a crecer y agregar más habilidades a medida que crecen, hay un momento cumbre entre los seis y los nueve meses en que los cerebros de los bebés reciben y procesan información visual para pulir sus habilidades de percepción. Pero a medida que crecen, sus cerebros filtran la percepción y la percepción se estucha, de manera que cuando alcanzan los nueve meses, es más difícil o ya no pueden distinguir las diferencias. "Generalmente pensamos que el desarrollo es un proceso de adquisición de habilidades; lo que nos sorprende es que los bebés parecen perder habilidades con la edad".

3. ¿Qué es lo que sirve?...Efectivos robots versus comportamientos altamente humanizados.

3.1. Quien quisiera graficar con un par ejemplos del quehacer cotidiano, de un Jardín Infantil, una idea que ilustra una de las claves del éxito en la gestión humana que propicio y que se refiere al rol del educador o técnico frente al concepto de atención que postulamos.

¿Qué sucedería si intentamos evaluar el desempeño de Educadores y/o Técnicos? Frente al tipo de situaciones específicas que se plantean a continuación. Cada persona las puede tener clara, producto de su formación técnica o profesional, que se espera que sean afectuosas con los niños. ¿Cómo entiende cada persona el ser afectuosa con los niños? ¿Qué siente el niño frente a la diversidad de estilos afectivos con que se lo trata?

¿Están los educadores cumpliendo con el rol -de manera adecuada- si besan o toman en brazos a un lactante o lo mudan correctamente? Frente a estas acciones ¿Qué percibe el niño frente a un estilo afectivo u otro?, ¿Cuál podrá ser el impacto de uno u otro modo de actuar de los adultos frente a él?, ¿Dará lo mismo la forma cómo lo toma el adulto, si lo mira, cómo lo mira?.

La respuesta obviamente, la percepción del niño va a depender del <cómo se hizo esa acción>. Si el adulto muda y limpia correctamente al niño, pero lo hace de manera mecánica, con sus pensamientos puestos en otra cosa, se asemejará al papel de una funcionaria que está cumpliendo con su deber y, por
tanto, asegurando su trabajo. Para ella pasarán probablemente inadvertidas la sutilidad de esas preguntas y sus respuestas. Sin embargo, los impactos de esos instantes, los roles funcionarios robotizados* dejan probablemente una huella indeleble en ese niño para bien o para mal. He aquí un ejemplo claro a mi juicio, en el cual el bebé o los niños mayorcitos pueden estar siendo deprimidos de vínculos afectivos al no establecerse contactos visuales o verbales o no escuchen un canto, etc..

¿Se está beneficiando el lactante en ese momento? En rigor sí, se lo está beneficiando por estar con su piel y parcial limpios. Pero desde la perspectiva de un mundo interior: ¿qué referentes está teniendo? ¿Cuánto más podemos generar a partir de una simple actividad de rutina que se repite varias veces durante la jornada? Porque también influye la expresión facial, la comunicación no verbal, nuestra actitud corporal, la tensión o relajación que transmite la musculatura de quien lo sostiene en brazos, etc. Hay múltiples ejemplos de esta índole.

Es bastante probable que los modelos de gestión que existen en nuestro medio sean muy potentes para trabajar con niños desde los tres o cuatro años, pero que no son tan pertinentes para trabajar con edades más tempranas, cuando la vulnerabilidad del ser humano es absoluta. Por eso, al pensar en este estilo de gestión humanista, estamos pensando -fundamental y vitalmente- en una forma de concebir los roles de educadores, técnicos y directivos, distintos a los ejercidos habitualmente en los Jardines Infantis.

3.2. Dentro de este modelo llamaremos al desarrollo normal del niño <<desarrollo humanista enriquecido>> entendiendo por ello facilitar y posibilitar en el niño la expresión y despliegue de su ser en la plenitud de las potencialidades que ofrece la edad.

Planteamos la configuración de una atmósfera capaz de propiciar el despliegue amplio y armonioso de las virtualidades y posibilidades de acción espontánea de los educadores y técnicos que atienden directamente al niño, produciendo un ambiente naturalmente enriquecido y propicio para su plena satisfacción “empowerment”.

Hablamos de ambiente “naturalmente enriquecido” propicio para la configuración de un espacio educativo de gran riqueza, en cuanto al tipo de relaciones interpersonales que se establecen con los niños en cada momento de su permanencia en el Jardín Infantil. Por consiguiente un emergente espontáneo o actitudes éticas y acciones profesionales pertinentes, producto de la motivación y participación activas que se establece con los niños en cada momento de su permanencia en el Jardín Infantil, que incluye la participación activa de cada miembro del equipo, así como también, de su conciencia y conocimiento específico de lo que denominaremos <<carga efectiva del rol>>. Dentro de esta concepción es fundamental una profunda comprensión acerca de cuan determinante es el estilo de interrelación imperante.

4. Situando el modelo en su contexto real...

4.1. La viabilidad de una gestión humanista necesariamente contempla el conocimiento del entorno donde una plana intervene. Probablemente, por eso, una vez que el modelo se expresa como un plan para operar de manera efectiva, este modelo en sí mismo no es transferible a otras realidades. Si bien se permite su utilización en todas las modalidades de instituciones de orden educativo en nuestro país, es decir, clásicas o no convencionales, dada su mayor inversión tiene que ver con el estilo de formación de los recursos humanos y la transformación en las concepciones acerca de los roles. Así como también, tiene que ver con la manera de concebir la estructura organizacional del Jardín Infantil.

4.2. Constancia y tesón han caracterizado el desarrollo de la Educación Parvularia en Chile. Pese a carecer del conocimiento reciente, acerca de la crucial importancia de los primeros años, se desarrollaron importantes, significativas y sistemáticas acciones tendientes a propiciar iniciativas para potenciar los derechos del niño en este período vital. Así se ha visto que el niño necesita un trato diferente, uno que le permita sentirse seguro y valorado.

La preocupación inicial por la Educación Parvularia en Chile se remonta hacia fines de 1800 y comienzos de 1900. En los orígenes de este movimiento impulsor, se advierte la influencia de los modelos Froebelianos que destacaban educadores de aquella época aprenden en Europa; también el interés por el método Montessori que es estudiado y transferido para ser aplicado en nuestro medio. Con todo, hubo una curva oscilante con períodos de altas y bajas, en cuanto al apoyo brindado a las iniciativas pioneras emergentes (obviamente insertos en los respectivos movimientos y momentos históricos de entonces).

4.3. La implementación de estas nuevas ideas, estuvo en Chile sujeta a arduas luchas y fundamentaciones en el sentido de valorar la importancia de esa etapa del niño en una sociedad en busca de un trato digno y de contar con especialistas para el estudio de proyectos pertinentes para la atención en esta edad.

A partir de 1906 se impulsó la formación de “maestras parvulares” en las escuelas normales, iniciativa que fue interrumpida para luego emerger con maestras hacia el año 1944-45, periodo en el cual comienza la formación de Educadoras de Párvulos en la Universidad de Chile.

4.4. A partir de 1990 se realizaron diversos estudios diagnósticos acerca del estado de la educación en todos sus niveles y en lo que toca a la Educación Parvularia, se advirtió consenso tanto acerca de la importancia de esta etapa del desarrollo, como del impacto que genera una educación de calidad pertinente y oportuna. Esto explica que a partir de ese momento las políticas educacionales contemplaron acciones estratégicas que permitieron la ampliación de cobertura, así como también, enfrentar la inequidad existente.

Producto de estas acciones se logró aumentar la atención en un 10% en diez años. Sin embargo, este crecimiento en términos de cobertura fue logrado a través de la definición de políticas de discriminación positiva implementado programas de atención no convencionales para los sectores niños más carenciados.

4.5. En gran parte el éxito de dichas políticas dependieron de la organización de los Jardines Infantis tradicionales, según me parece. Desde su creación, estos centros educacionales se rigen por una normativa legal que cautela la dotación de personal, su formación, el coeficiente de personal por número de niños y según edades. Es exigible, al inicio del proyecto educativo, que la directora del establecimiento tenga el título de Educador de Párvulos y que ésta debe consultar ayuda de Técnicos en Atención del Párvulo (1 por cada 5 lactantes menores de dos años, un técnico por cada 15 niños entre 2 y 4 años, etc.). En cuanto a la dotación de Educadores de Párvulos se sugiere idealmente un Educador por grupo de niños.

En lo que toca a la organización interna del Jardín Infantil, se evidencia, en términos generales, una organización estratificada y jerárquica: Actividades Rutina y Actividades Variables, las primeras en su mayoría a cargo de los técnicos, las segundas responsabilidad de los profesionales. El coeficiente profesional por sala muy frecuentemente es de una Educadora por cada dos salas en los establecimientos de menores recursos.

En buena parte de la jornada se encontrará, por ejemplo, en una sala con veinte lactantes, tres técnicos, cantando, haciendo dormir, mudando, en ocasiones evitando accidentes, rasguños, mordeduras o similares, preparando material para la intervención profesional en la actividad pedagógica, etc... La Educadora por su parte, debe encontrar momentos para cumplir con su planificación, una verdadera sábana de rigurosas especificaciones para una actividad que dura cinco o diez minutos, dependiendo de la edad. Para qué pensar siquiera en evaluar la actividad dada la apremiante marcha operativa.
5. La única manera de concebir la organización...la propuesta...........

5.1. Desde mi perspectiva, la Educación Parvularia en Chile, se aferra a una concepción paradigmática del Jardín Infantil fuertemente arraigada. Por consiguiente invariablemente las intervenciones se construyen a dicha tradición cada vez que se realizan análisis y evaluaciones acerca de la eficiencia y calidad de los programas del Jardín, o se implementan acciones remediales dentro de los márgenes y estructuras establecidas. En consecuencia, las modificaciones, por lo general, evitan cuestionamientos profundos de los patrones establecidos, así, mejoras focalizadas en la optimización de los programas, proyectos curriculares, propuestas de innovación en la formación de profesionales caen siempre dentro de los mismos márgenes y patrones. En efecto, se ha logrado implementar alternativas válidas para el aumento de cobertura, pero ¿cuéntas carencias y riesgos enfrentan los niños dentro de la organización de los modelos clásicos?

5.2. Los requisitos para autorizar el funcionamiento de Jardines Infantiles son tantos -varios de ellos obsoletos e inútiles, otros irrelevantes- que muchos de los establecimientos particulares funcionan sin empadronamiento, dado que la norma quiere regularlo todo y pareciera invitar a evitarla. La paradoja es que el Estado pierde el control y la supervisión de muchos establecimientos particulares, significando esto un tremendo riesgo potencial para los niños.

Se entiende, pues, que las acciones remediales se siguen subordinando a lo curricular frente a cualquier detección de insuficiencia, sin siquiera repensar si acaso los estilos establecidos satisfacen las auténticas necesidades vital-sociales de los niños y sus familias.

5.3. Los resultados de mediciones de eficiencia de los programas en la Educación Parvularia indican que el aspecto más destacado de la gestión son los logros en el desarrollo socio-emocional, pero dichas mediciones están subordinadas a la concepción paradigmática tradicional. Dentro de los mismos límites nos preguntamos: ¿Se satisface y potencia la capacidad el desarrollo de un niño feliz, seguro, etc.? ¿Se cautela el despliegue de su ser en plenitud, el “empowerment”? ¿Cuál será el efecto de esta educación a largo plazo? ¿Cuáles podrían ser los efectos de una intervención educativa sesgada con un énfasis curricular y una organización estratificada?, ¿prevalecerán los efectos o eventuales carencias vital-sociales de las atenciones, alejadas de las percepciones de los niños?.

La organización tradicional del Jardín Infantil parte de la premisa que la planificación curricular es capaz de suplir la ausencia del Educador durante un importante lapso de la jornada diaria. Esto hace que la rutina diaria se apoye en un plan de trabajo exhaustivo, que contemple la adecuación del espacio físico y planificaciones de tal especificidad que permitirá a los técnicos -que están permanentemente con los niños- operacionalizar, o más bien ejecutar la contabilidad o “planificación pedagógica”, concebida como un aliado înflable para enfrentar todo el amplio espectro posible de situaciones que pueden acontecer durante la jornada.

6. Directores en el paradigma tradicional o impulsores y aliados para el cambio........

6.1. La descripción de la organización al interior de los Jardines Infantiles clásicos cabe mencionar un eslabón también crucial: <<el rol que asumen los directores>>. Primero es más de caso referirse que los Directores carecen de formación específica en gestión del Jardín Infantil, preparación que por normativa legal no es exigible. En términos generales sus conocimientos en gestión provienen de lineamientos y teorías utilizadas en otros niveles del sistema educacional, principalmente de la abundante literatura en Administración de Empresas

La misión, visión y principios del proyecto institucional en algunos casos, en otros no. Sin embargo, no existe de manera habitual una orientación específica a los educadores y técnicos en lo que toca al norte de la institución, la importancia del rol afectivo de cada cual, la socialización de algunos códigos de comportamientos éticos, etc...

En los jardines se observa una marcada tendencia de estratificar los roles. El uniforme de profesionales y técnicos es diferente; las jerarquías son marcadas, las mamás identifican y muchas veces discriminan -sin mala intención, sino por cultura- el dar información a una u otra persona según sea el color del delantal. ¿Estamos generando referentes de prácticas democráticas a los niños o ellos sólo aprenderán la democracia al respetar turnos al inicio de una actividad programada?.

¿Cómo director, ¿puedo, siendo realista y práctico, cautelar y evaluar las infinitas y sutil instancias y estilos de interacción entre los Educadores y los niños por decreto o rigurosas normas?

6.2. El planteamiento se fundamenta en una Dirección democrática, participativa y pertinente al contexto, adecuada y proactiva dentro de una atmósfera de calidez, solidaridad, respeto, trabajo en equipo, cohesión y sinergia. El discurso es conocido y el desafío es su implementación. Pretendemos desarrollar una cultura organizacional coherente con las complejas necesidades de los niños y los desafíos de sus familias, dentro de un clima de confianza y motivación intrínseca de cada miembro del equipo.

El director se preocupa de la persona como persona y como miembro de un equipo valora su aporte diferente. No intenta tener ejércitos de clones que ejecuten normativas al unisono, valora el aporte diverso. Hace ver a cada cual la relevancia que su rol -sea este educador o técnico-, tiene para fomentar el desarrollo del pensamiento creativo y provocar instancias para el planteamiento del pensamiento divergente. Se apoya a ciertos criterios morales de base irrenunciables y válidos para todos por igual en cuanto a higiene, seguridad, derechos de los niños y de los adultos también (implícito en ello todas las normativas legales para trabajadores, etc.).

Consecuencias de este principio de valorización de las personas, las políticas que se desarrollarían al interior de la organización estarían focalizadas hacia la atención y desarrollo de las personas en diferentes ámbitos y niveles de la organización; contemplando un sistema de formación permanente, crucial para el éxito del modelo.

6.3. En la medida que el director se hace cargo en un estilo “humanista” de la gestión de los recursos humanos, tendrá la más alta posibilidad de configurar un clima enriquecido y con ello podrá apelar a lo mejor de cada persona en el establecimiento de vínculos con los niños y a su capacidad de trabajar en equipo de manera sinérgica.

La gestión humanista asume la formación de manera permanente y contextualizada; para ella la capacitación dista mucho de ser estandarizada; muy por el contrario es pertinente y emerge del conocimiento situado.

Se desarrollan e incentivan <programas de ideas> al interior de la propia institución de modo que los problemas se resuelven a través de propuestas originales surgidas de la misma comunidad.

La organización operativa debe idear espacios periódicos para reuniones de los equipos de trabajo: los directores deben tener formación específica en el manejo de reuniones efectivas de corta duración, pero que permitan un fluir de comunicaciones eficaces. Con esto se podrá lograr una organización
siempre atractiva para sus trabajadores, que valora al ser humano en su diversidad y potencialidades; que desarrolla códigos de comportamiento ético basados en valores universales— a veces olvidados— tales como son, por ejemplo, el respeto y la dignidad de las personas.

Una gestión facilitadora, un liderazgo participativo, un cambio organizacional adecuado genera el clima propicio para que las personas al interior de la organización desarrollen sus talentos en sinergia con los otros miembros del equipo y deseen crecer y desarrollarse junto con ella. Así como también, el desarrollo de incentivos al compromiso institucional.

6.4. Dentro de esta concepción de la gestión se contempla la evaluación sistemática, rigurosa y periódica del desempeño, pero que confía en la autorregulación y compromiso ético como conductas esenciales. Se difunde ampliamente la misión y visión se propicia la participación, la responsabilidad personal y compartida.

Dada la complejidad de la intervención y mediación que deben desplegar los Directores para el logro de este ambiente; se estima deseable, una formación especializada para directores de Jardines Infantiles que vele por el desarrollo humano en toda su magnitud, garantizando a cada niño una intervención oportuna y adecuada para su etapa del desarrollo, con todas las sutilezas que ello conlleva.

Entendiendo que no hay una única manera de desarrollar proyectos educativos, pero sí existe una base común imperativa e ineludible que se refiere a la calidad de los ambientes humanos en que se atienden los párquitos. La dinámica al interior del Jardín Infantil debe favorecer el despliegue amplio y armonioso de los recursos humanos y la plena satisfacción de las necesidades de niños potenciándolos en todas sus dimensiones y singularidad.

Consecuentemente con este principio de valorización de las personas, las políticas que se desarrollarían al interior de la organización estarían focalizadas hacia la atracción y desarrollo de las personas en diferentes ámbitos y niveles de la organización; dentro de este esquema es medular la implementación de un sistema de formación permanente, totalmente distinto a los concebidos prácticamente por decreto y que siguen la inercia de los sistemas.

Concebimos la organización del Jardín Infantil bajo un postulado de base que consiste en reconocer que no podemos identificar a ciencia cierta cuál es la magnitud del impacto ante el niño de nuestras intervenciones, pero igualmente asumimos el supuesto que cualquier intervención en cualquier situación, puede ser significativa y dejar huella, privar o potenciar “un buen desarrollo” entendiendo por éste <<el despliegue del ser en su máxima plenitud>>.

Por consiguiente la intervención del educador se entiende de manera holística, no en la concepción tradicional, sino en el sentido que de no habrá cabida para actividades de primera y de segunda, como las que, por ejemplo, diferencian las actividades asistenciales y pedagógicas. El daño por un mal manejo durante una situación de muda puede ser tanto o más significativo que una inadecuación pedagógica dirigida a un desarrollo cognitivo específico.

6.5. Principio base tras esta propuesta, es la importancia del rol sentimental, entendiendo por ello la relevancia de las sutilezas de la interacción con el niño y su eventual impacto, la afectividad auténtica, la percepción de las señales no verbales o gestuales. El respeto a la persona niño, en el sentido de entender en qué procesos se encuentra involucrado y aprender a respetar dichos procesos sin efectuar intervenciones arbitrarias, como por ejemplo, el tomarlo por que me atrae tenerlo en brazos como si fuese un peluche porque siento deseos de tomarlo al margen del proceso que esté experimentando el niño o porque me acomoda hacerlo dormir para ir a almorc, etc.

Es innegable que quienes hemos trabajado en Salas-Cunas con muchos niños matriculados, conocemos la complejidad operatoria de señalar a distancia que es lo que sirve o que es adecuado cuando concretamente hay ocho lactantes llorando al unísono. Pese a ello, considero posible que con una debida formación nos podamos acercar a una gestión que compatibilice la protección del niño al mismo tiempo que cautele su buen desarrollo dentro de códigos de comportamiento éticos profesionales y técnicos altamente humanistas y una marcha operativa viable.

Entender que la relación sentimental con el niño es como el combustible que permite que un vehículo se desplace, este auto puede estar en perfecto estado pero no lograremos desplazarlo sin bencina. Aunque parezca burda o poco afortunada la comparación es aclaratoria en el sentido de que un trabajo profesional no llegará a su término sin un poco de amor hacia el niño. Aunque estos abrazos, riñas o caricias puedan parecer inútiles, en realidad son la base para la formación del niño.

Primero, parte de lo que signifi quen es que el educador está en el lugar de la presencia del niño y la formación curricular, por ríguroso que parezca ser, no se hace cargo por sí mismo del modo global de intervención requerida por los niños y por consiguiente no está tomando como referente principal las necesidades vitales sociales de los niños y sus familias y a mi juicio resultará ineffecto si se desarrolla en un ambiente que no es enriquecedor.

7. ¿ENCONCEEN los padres acerca de las ventajas de un ambiente enriquecedor,...y los eventuales riesgos de una atencín mecanizada?

7.1. Resulta particularmente importante abordar dentro de esta nueva concepción la dimensión de divulgación de información básica y apropiada para cada entorno, que brinde conocimiento orientador y específico a los padres en esta línea.

Los nuevos roles deben contemplar la responsabilidad de los educadores en esta dimensión y en su nuevo rol ante los padres. Digo esto dado el profundo y preocupante desconocimiento de las familias acerca de cómo abordan los niños y la vitalidad de esta etapa para el desarrollo humanista enriquecedor de que manera las experiencias tempranas pueden perdurar de manera silenciosa y significativa teniendo efectos dramáticamente desfavorables.

Propiciaría la difusión de algunos aspectos consensuados entre educadores que sean comunicados a los padres conjuntamente con la información de establecimiento en el que planean matricular, de manera similar a como en el área de la salud se difunden medidas epidemiológicas generales.

Algo así como “Los SI y NO de una atención de calidad en el Jardín Infantil: lo que los padres deben saber”. Las familias tienden a tomar como referencia a los indicadores de selección que se utilizan para el ingreso a los otros niveles del sistema educacional, mientras más escolarizado mejor, si lleva alguna tarea para la casa en el caso de los mayores, tanto mejor, en el Jardín que juegan menos y hacen más actividades de lápiz y papel aprenden más, es decir, los padres se sienten en el colegio más valorados.

Siendo más grave en los grupos familiares cuyo acceso a la educación y al conocimiento en general es escaso.

Es a mi juicio un deber de nuestro gremio proteger a los niños a través de sus propios padres y aportarles información concreta acerca de los eventos beneficios que puede significar la asistencia a un Jardín Infantil y de los efectos indeseables que puede significar para un niño una atención inapropiada y ello obviamente tomando como referencia teórica aquello más universalmente aceptado con relación al desarrollo de los niños y los criterios más consensuados en términos de aproximaciones al aprendizaje significativo.
8. Lo modular...........

8.1. Cada momento que los niños permanecen en el Jardín Infantil puede ser relevante, por consiguiente se requiere un emergir espontáneo de acciones pertinentes producto de la motivación y participación activa de cada miembro del equipo durante toda la jornada.

Samos enfáticos y categóricos en afirmar la idea de que cualquier momento que transcurre en el Jardín Infantil puede ser significativo y relevante. No podemos determinar con certeza cuál espacio es más cuál menos y por lo tanto para la puesta en marcha de este modelo, nuestro planeamiento parte de ese supuesto para la organización integral del centro. Se presupone que la formación profesional se las juega por la importancia del ambiente enriquecido durante toda la jornada y por toda índole de interacción e intervenciones provengan éstas de profesionales o técnicos.

Solo un estilo de gestión que se sustente básicamente en el reconocimiento del rol que los factores de índole afectiva emocional desempeñan en el clima de trabajo y la calidad de la interacción humana, facilitará una calidad de enseñanza como la que exige el desarrollo integral, equilibrado y sano del niño en sus etapas iniciales.

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Mr Andy Delamar  
Regional Manager ABSA Foundation

He gave a background as to why ABSA had formed a partnership with SA Congress. He said the early stages of a child’s life are crucial to their development.

The ECD approach conveys the importance of an integrated approach to a child’s development by looking at nutrition, education, psycho-social and environmental factors. At present ABSA funds 120 community development projects countrywide. Their main focus is on Education, ECD, Teacher development, maths, science and technology, Job creation and community-based interaction and Training.
Profesoor Marjory Ebbeck
De Lissa Institute University of South Australia

AN EVALUATION OF A CURRICULUM FOR 0-3 YEARS AGED CHILDREN IN SOUTH AUSTRALIA

This paper presents a report on a curriculum framework which has been implemented in selected child care centres in South Australia. The curriculum is part of the South Australian Curriculum Standards and Accountability Framework (SACSA). The University of South Australia won a government grant over a period of 3 years to evaluate this framework in a linkage partnership grant with the South Australian department of Education & Training. The presentation will discuss the SACSA curriculum framework and the methodology being used to evaluate it in a sample of 10 child care centres. tools for evaluating the curriculum include the Leuven Involvement Scale for Toddler (Laevers, 2000). The research combines both qualitative and quantitative methods and is being undertaken through case study approach.

Introduction
The aim of this paper is to report on a Commonwealth Government funded research project in Australia, a diverse, multicultural society of some 19 million inhabitants living on a continent with a land area of 7.72 million sq.kms - that is only slightly smaller than the USA.

The Government funding, which became available in 2000 was in the category of 'Strategic Partnerships with Industry' funded under the Higher Education Funding Act of 1988. The funding won in this project was in the form of providing financial assistance to support a postgraduate research student to complete either a master's or Ph.D. degree through a specific project.

The Industry Partnership aspect refers to an agency, company or government agency that agrees to the joint research and agrees to provide financial and in-kind support to the post-graduate student. For this project the Commonwealth provided a stipend of $63,240 over a 3-year period to the student and the industry partner provided $15,000 in cash and $15,000 'in kind', again over a 3-year period. The project is due to conclude in December 2002.

The Industry Partner in the project is the South Australian Department of Education & Children's Services (DECS).

Context of the Research: Current Provision of Early Childhood Education in Australia

The research is situated in the 0-3 age group. For the purposes of clarity and focus in this paper, the term early childhood is used to cover the age range of 0-3 years although in Australia, early childhood education covers the age range of 0-8 years.

In Australia, a range of services exists for children and families. To a large extent, this diversity reflects the differing needs of families for long day care centres, family day care schemes, outside school hours care services and pre-schools services. In recent years the boundaries between services have been blurring and many jurisdictions are working towards further diminishing the divisions between the types of service providers. However, funding arrangements and regulations are complex and are managed by different government(s) and different government departments. The responsibility for children's services and education policy in Australia involves all levels of government.

A preschool in Australia is an educational service that caters for children aged 3-5 years. Pre-schools are usually open only during school terms and most commonly used between 9-3 PM each day. Children may attend on a half-day or full-day basis. Other names for preschool include: kindergarten, child parent centre, pre-primary classes. Child care centres operate for longer hours to meet the needs of families and there is a range of providers who offer centre-based, long day care. There are private (for profit), community based and government child care operated centres.

Within the States of Australia, ministers, governments, departments, statutory authorities, non-government school education authorities and individual preschools and child care centres variously determine policies and practices on such matters as curriculum, teaching practices, regulations, resource allocation and utilisation, teacher/caregiver employment and professional development.

The research discussed in this paper is still being conducted. It is an evaluation of the 0-3 part of a curriculum framework for long day child-care centres in South Australia. The actual Framework known by the acronym SACSA is discussed in the following section.

The South Australian Curriculum, Standards and Accountability Framework (SACSA) - an example of curriculum development in the early years

Australia is one of the world's leaders in providing quality child care services. Its accreditation system (known as the Quality Improvement and Accreditation System – QIAS), now in its eighth year of implementation, is based on self study. It has done much to improve the quality of centre-based child care services. The accreditation system now has been extended to Family Day Care and soon will be extended further to include Out of School Hours Care. In relation to Family Day Care it is the various schemes (administrative clusters of providers) that will be accredited.

In the realm of curriculum, the QIAS has largely been based on the principles underlying developmentally appropriate practice (following the NAEYC model). As of July 2001 the second phase of accreditation is being implemented with a somewhat widened curriculum base.

The state of South Australia has developed a curriculum framework document that spans the development of children and youth from birth to Year 12 (about 17 years of age) covering the services of child care, kindergarten/pre-school, primary and secondary schooling.

Until now there has not been any concentration on or awareness of the desirability for curricula particularly focused on education for the very young children in care – the infants and toddlers (0-3). The 'keep them happy, feed them, bathe them, keep them safe and secure' idea – the 'safe-haven' view of child care just does not fit today's world and the stress being placed on optimal development. The (administrative) division between care and education is becoming less and less valid.
The South Australian Curriculum, Standards and Accountability Framework (SACSA) has been constructed as a tool for educators to develop quality learning programs for children. It describes curriculum ‘Key Ideas and Outcomes’ upon which learners from birth to Year 12 (about age 17) can expect their education to be built. The uses of the SACSA Framework is a mandated policy for all Children’s Services (except for the 0-3 age range) and schools and was introduced in 2001. The South Australian Department of Education and Children’s Services has responsibility for the planning and delivery of early childhood, and school aged services from birth to adulthood. This effectively gives the Department the responsibility for care and education from birth to adulthood — lifelong learning.

The SACSA framework is based on constructivist theories of learning, which view the learner as active in the process of learning (De Vries & Zen, 1995). The Key Ideas and Outcomes provide the basis for constructivist approaches to teaching and learning which build on the learners’ prior knowledge and experience and engage them in purposeful, contextualised, challenging and inherently interesting learning activities (SACSA Overview).

The Key Ideas and Outcomes comprise the required elements of the new curriculum framework. Detailed learning and assessment programs suitable for the needs of children in their settings can be constructed emphasizing local priorities.

The Key Elements of the framework are
(a) Curriculum Bands for Early Years (birth to Year 2 of primary school; ie birth to age 7 years)
   - Primary Years (Years 3, 4, 5 - ages 8-10 years)
   - Middle Years (Years 6, 7, 8 -ages 11-13 years)
   - Senior Years (Years 10, to 12 -ages 14-17years)

These Bands assist educators to consider the distinctive developmental characteristics of the learners at particular stages in their education and care.

(b) Curriculum Scope including
   Learning Areas (in the birth to age 3 cohort there are three learning areas: psychosocial self, physical self and thinking/communicating self. For the cohort aged 3-5 (entry to school) there are six learning areas: health and physical development, environmental and cultural understandings, self and social development, communication and language, the arts and creativity, design technology).

Essential learnings:
- Futures (who I want to be and how I want the world to be for me and others
- Identity (who I am)
- Interdependence (where and how I fit with others)
- Thinking (how I understand the world)
- Communication (how I express myself and interact with others)

Equity cross-curriculum perspectives (relating to an ‘inclusive’ curriculum ensuring all groups of children and students can be successful learners).

Enterprise and vocational education (including vocational learning).

(c) Standards – representing the expectations we have of the learners. They are a common reference point for monitoring, judging and reporting on learner achievement over time.

The Early Years Band (birth to Year 2) is divided into three phases recognising the special characteristics of programs for children birth to age 3, age 3 to 5 and age 5 to 7). The Learning in these early years recognises that

- learning takes place in authentic real-world situations
- learning involves initiation, negotiation and mediation
- content and skill development is understood within the framework of the child’s prior knowledge
- learning is assessed formatively, with the child actively involved in the process
- educators facilitate and encourage multiple perspectives and representations of realities and futures.

SACSA recognises the importance of the home in the child’s development and actively promotes partnership arrangements with families and communities. The value of play as a mode of children’s learning is emphasized. The Framework also supports educators to foster the enabling learning dispositions of openness, curiosity, optimism, resilience, concentration and creativity, all of which begin at birth. Literacy, numeracy and information and communication technologies together form another component of the Framework.

Specifically, the Framework for the Birth–Age 3 cohort of the Early Years Band focuses on the interactions, routines and experiences that young children have in their care environment. As children of this age grow rapidly and are dependent on adults to meet their physical and social needs more than at any other period, their curriculum in care centres will be more intimate and more family-oriented than at any other stage. Relationships are considered of primary importance to children’s learning and development (SACSA Introduction p15).

Environments that are nurturing, where children can feel safe and secure and where they are encouraged to be curious, use their initiative and explore, provide children with the experiences that foster development.

From the three Learning Areas and the Essential Learnings, eight ‘Developmental Learning Outcomes’ have been identified as outcomes of integrated learning of this phase, namely:
- trust and confidence
- a positive sense of self and a confident personal and group identity
- a sense of being connected with others and their worlds
- intellectual inquisitiveness
- a range of thinking skills
- effective communication
- a sense of physical well-being
- a range of physical competencies.

Educators are encouraged to make local decisions about their curriculum/program in partnership with families and communities. Outcomes are not contingent upon pre-determined age-related patterns of development.
Specific information about the Research Project evaluation of SACSA Birth - Age Three

The issue of quality in early childhood services has been a major concern to a range of professionals for many years in a number of countries (Abbot & Rodger, 1994; Brodekamp & Copple, 1997; Caldwell, 1993; Carnegie Corporation; Commonwealth Government, 1999, 2001; Cryer, & Phillipsen, 1997; Dahlberg, Moss & Spence, 2001; Davey-Zeece, 1995; Doherty Derkowski, 1995; Maloney & Barblett, 2002; McCain & Mustard).

Overall Aim
To evaluate the effectiveness of SACSA as a tool for educators to develop quality learning programs for children birth to age three in centre based care

Research questions
1. To what degree and how does local curricula that is developed and implemented using SACSA
   - use relationships as the context for learning?
   - engage children?
   - support children’s well being?
   - provide an integrated, broad and balanced program with high expectations for each child?
   - reflect constructivist approaches to teaching and learning?
   - use the Developmental Learning Outcomes to monitor children’s learning and development?
   - include all children and their specific needs and does not privilege or exclude particular groups?
   - use the five Essential Learnings to support the development of life long learning capabilities and dispositions for all learners?

Research Considerations
- Content (concepts, skills, feelings, beliefs, dispositions, learning experiences for children)
- Use as a planning tool (to identify, organise and structure experiences; to monitor and extend learning and development; clarify pedagogical aims for educators)
- User friendliness/satisfaction (language, format, level, coverage)
- Outcomes (children’s well-being and involvement, educators’ perception of role)

Research design
Sample – stratified, purposeful selection of 10 child care centres including: integrated (with other children’s services); private (for profit); community-based centres, all with children in the 0-3 age range.

The design also used the following 5 perspectives of Katz (1992, 1993, 1994) before and after engagement with SACSA:
- bottom-up (children)
- inside (educators)
- outside inside (parents)
- top-down (policy makers and regulators)
- outside (researchers)

Methodology
Interpretive (based in both the positivist and postmodern paradigms) — qualitative and quantitative

Methods
Case studies, document analysis, surveys and observations examining changes that occurred in educators’ understandings and behaviour through
- theoretical perspectives and knowledge
- practice and environment
- involvement and well being of children

Generalisations about
- the effectiveness of the framework
- the effectiveness of professional development Identify
- other factors that impact on the provision of quality in childcare
- exemplars of best practice
- links with QIAC
- the cultural relevance of the practices promoted in the framework
- the strength of the links with the next phase

Recommendations
- for future policy and curriculum initiatives

Instruments
Of interest to this paper are the instruments used to gather data. These are:
- Laevers Toddlers Involvement Scale which focuses on the process variable of quality. Laevers (1999) argues that measuring process variables provides immediate feedback about the quality of planned interventions as well as information about the potential impact.
- Three other instruments have been devised by the researcher Pam Winter (2001) to gather data about the following:
  - Active Learning Environment
  - Relationships
  - Well Being

Some 10 centres were involved in the data gathering process using the 4 instruments validated for the study. Assessment occurred (as a pre-test) before the SACSA framework was introduced and then six months after it had been used (post-test).

Discussion
Some preliminary trends show that after using the SACSA framework in child care groups with the under 3 year olds:
- there is an increased focus on relationships
- the children’s temperaments and individual needs are responded to more sensitively and appropriately
- the children are more securely attached and explore their environment more freely
- educators spend more time with children
routines rather than educator-directed activities are used as learning experiences.
there is greater job satisfaction for educators.

It is envisaged that the final results of the study will be available by June, 2003. The preliminary findings do, however, indicate that contrary to popular belief amongst early childhood educators, a more structured program based on a constructivist teaching/learning framework can be a rewarding experience for both children and early childhood staff. Having said this it is important for success that the curriculum framework be sufficiently flexible in design and the 'essential learnings' broad enough and in keeping with desired developmental outcomes.

In summing up, I return to the earlier part of the paper and raise the question are the developmental learning outcomes presented in SACSA and being evaluated in the research project applicable to all children in all countries?

- trust and confidence
- a positive sense of self and a confident personal and group identity
- a sense of being connected with others and their worlds
- intellectual inquisitiveness
- a range of thinking skills
- effective communication
- a sense of physical well-being
- a range of physical competencies.

I think that they are and we would do well to attempt to give children opportunities to develop these very important dimensions of learning irrespective of their cultural context.

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CATCH THEM EARLY: MAKE PRE-SCHOOL MEANINGFUL  

Abstract: ASHA centres in Soweto provide children with the opportunity for pre-school stimulation. This is a vital period for establishing a sound foundation for future learning. However, a concern was expressed that it appeared that some ASHA practitioners are not stimulating children sufficiently in order to ensure actualization of the child's full potential. Many children arrive at the pre-schools with mild developmental delays caused through contextual disadvantage, middle ear infection, malnutrition, etc. This also raised concern. Consequently Sunshine Centre Association has been asked to work with the ASHA trainers and practitioners, modeling and mediating an assessment process utilizing the 'user friendly' START checklists, which are designed to provide a guide for stimulation and enrichment of the developmental process in children. On-experimental and descriptive research is being conducted into the process of identifying the problems through an assessment process of new admissions and the subsequent use of appropriate stimulating activities and environmental enrichment in order to minimize the risk of developmental delay and disability. The primary objective of the study is to build the capacity of ASHA trainer's so that they will be better equipped to deal with the daily challenges confronting practitioners. It is hoped that this process will lead to the development of a practical accessible model, which will easily extrapolate to application in the ECD field in general.

Background Information  
Sunshine Centre Association (SCA) is a non-profit organization committed to the optimal development and inclusion of children with intellectual disability and developmental delay through partnerships with families and communities. We have specialized early intervention programmes, which ensures a maximum, holistic approach for the child. Included in the early intervention centers are the bridging classes, which try to meet the school readiness needs of children with English as a second language. This also means we use an inclusive approach whereby children with disabilities interact, learn and play together. The community development section is involved in capacity building and empowerment of families together with communities to develop skill and support ownership of programmes. The training section, which is involved in various training programmes, helps caregivers and practitioners assess and stimulate the children they work with more effectively.

The African Self Help Association (ASHA) is situated in Soweto, a predominantly black suburb. Soweto is like any big city. You have a wealthy sector, a middle class, a lower middle class and those who are destitute. There are 40 ASHA creches situated all around Soweto and each creche reflects the uniqueness of the community they are situated in. The practitioners training ranges from level 1 to level 4 and the curriculum is based on the ELRU Open Plan Programme. The medium of instruction is also dependent on the cultural and linguistic background of that community. Zulu, Xhosa and Tswana predominate across the centers.

Introduction  
The ASHA practitioners have noticed several children exhibiting a wide range of behavioural and developmental problems in the classroom and many felt ill-equipped to handle them. In addition, many young children arrive at the ASHA centers with mild developmental delays caused by contextual disadvantage, middle ear infections, mild hearing loss, genetic factors, visual impairment, malnutrition, etc. Concern was also expressed by the trainers and management of ASHA that a few practitioners were not stimulating children in their classrooms sufficiently to ensure that they actualizing the potential of the children.

If the field of early intervention studies acknowledge the importance of neuroplasticity and sensitive periods is acknowledged and its influence on the development of cognitive, linguistic and socio-emotional competence. (Shonkoff & Meisels, 2000). Pre-school teachers like the ASHA practitioners should exploit the windows of opportunity offered in the pre-school period to maximize this sensitive developmental stage. If the ASHA practitioners do not exploit this opportunity for stimulation, there is a risk that the child could start school at a disadvantage. "Secondary disabilities caused through feelings of failure, negative self-concept and an inability to cope can become real disabling conditions which will impact negatively on future life chances" (Lloyd, 2002).

This paper explains the model used by the ASHA/SCA partnership, identifying and dealing with the child at risk. Sunshine Centre's training section was asked to work with ASHA trainers and practitioners, modeling and mediating an assessment process, which started with new admissions and progressed to children in Grade R in the Soweto ASHA centers. Children whom the ASHA practitioners were seriously concerned about were also included in the assessment process. This process resulted in identification of children at risk and children with potential problems and difficulties. Referrals and recommendations were made in order to provide necessary intervention to prevent secondary disabilities from developing. The preceding and ensuing consequences of the process include meeting additional training needs, establishment of new partnerships with other organizations within the community and a fervent need to involve the family in all spheres of the programme. The model assists in backing up the evidence that an "investment in the health and development of young children will also return monetary dividends due to the subsequent decreased need for special education, custodial care, welfare support and incarceration of delinquent behaviour", Shonkoff & Meisels, p3, 2000. This paper will cover the objectives of the project, the approaches used in covering the process, the results and subsequent benefits of the process and the way forward.

Objectives of the Partnership  
The objectives of the project include:

- Building the capacity of the ASHA trainers so that they will be better equipped to deal with the daily challenges and frustrations confronting practitioners within the field of Early Childhood Intervention. The skills include as sessing children using the START checklists, making appropriate recommendations for the child experiencing difficulties and referring the child to appropriate agencies if the child requires intensive intervention.
- Creating awareness in practitioners of the importance of early intervention as well as an understanding of how to use available support services in order to include the child experiencing difficulty or delay.
- Encouraging a similar awareness in parents in their understanding of the importance of this early learning period in the reduction of secondary disabilities that could develop in young children.
The Process

The process began with training all the ASHA trainers who are involved with practitioners in the centers. Training included use of the START kit and Sunshine Centre Association’s 4-7 program for assessment of the child between birth and three and three to seven respectively. The START home programme indigenous to South Africa was developed and is owned by SCA. It enables assessment of the child through the use of checklists that are cross-referenced to activity sheets, which promotes development.

The next step involved modeling and mediating the assessment process starting with new admissions and progressing to children in Grade R. For Thando it is 5 years old and who has attended one of the ASHA centers since she was three, the partnership meant that she was able to be part of the assessment process carried out by the trainers, after her teacher had expressed concern about her ‘hyperactive’ and ‘aggressive’ behaviour in the classroom and playground. Thando lives with her father, grandmother and three older siblings. Her mother left home the previous year without any indication and let Thando feeling abandoned and lost. Her behaviour and quality of life also deteriorated around the same time. The results of her cognitive and fine motor assessment revealed that she is functioning below her age group. From the assessment findings it was clear that Thando was not hyperactive, just misunderstood. Thando has learning difficulties, which could have manifested due to maladaptive parenting caused through feelings of abandonment from the mother or possible poor caregiving patterns at home.

Once she enters Grade 1 at her local primary school, there is every likelihood that Thando will be sucked into the ‘failure cycle’ within the educational system. In all probability she will find primary school difficult but will be unable to leave school because she is unsuccessful. She will learn to cope as best she can through building protective walls against defeat and frustration. Thando will use safety valves such as giving up, behaving badly in order to cover up her weakness, withdrawing, developing other areas in which to succeed in, for example, sport or music etc.

Her family and teachers will interpret her behaviour as irresponsible, unreliable, lazy and immature. Family is habit forming. Children like Thando learn to fail in much the same way as they learn to read – through practice and experience. Subject to demands they cannot meet and to feelings of hopelessness and inadequacy, struggling children may find security in failure. It begins to give them an identity. They are the class clowns, the worst readers, daydreamers (Lloyd, 2002). The ASHA/SCA partnership identifies children like Thando early on in the process so that with intervention the failure cycle can be prevented.

After the assessment and screening process had been completed; it was found that 175 children out of a total of 944 that were assessed had some form of difficulty or delay requiring intervention and all of who face a similar future as Thando. This reflects roughly 20% of the learners. At this stage it must be acknowledged that because of time constraints not all the children at the centers were assessed, and if they had been the percentage would have been affected by this. Children with delay or difficulty identified through the assessment process needed intervention. This intervention ranged from basic recommendations given to practitioners to referrals to agencies in the community, e.g., Baragwanath Hospital’s Speech and Hearing Department,Occupational Therapy Department or Physiotherapy Department; St. Johns Eye Clinic, Paediatricians and FAMSA social work section. Additional training needs arose as a consequence of the assessment process, which included helping practitioners and trainers approach parents, procedures to follow for making referrals and workshops on how to include the child experiencing difficulties in the centre.

In particular it was found that expressive language was a major cause for concern as it was the highest incidence of difficulty in this area of development. The concept of intervention needs to be broadened by trying to understand the individual family structures and interaction patterns and this can be achieved by becoming more culturally sensitive. The problem is now arising because there is a clash between mainstream and non-mainstream assessment, which causes conflict for the assessor. The conflict arises due to the high level placed on verbal/literate skills in the Western World in order to foster the best chances for academic success. On the other hand families should have the final word on the goals set, which is in line with family centred practice. For example, many groups believe that children should speak when spoken to (van Kleek, 1992). We need to intervene by providing the family with the option of moving towards the mainstream pattern of interaction. This can be done by discussing with parents in an open and honest manner, the value of the pattern of relationship in relation to academic success, thus giving them the choice to become conversational partners with their language delayed child (van Kleek, 1992). An alternate or complementary option for intervention would consider informing the practitioners about the child’s cultural determinants, differences in their interaction patterns and through a collaborative process impact on the child’s communicative experiences in the classroom (van Kleek, 1992).

Results and Benefits of the process:

The results and benefits of the process were discussed with and derived from feedback sessions with the ASHA trainers and the following points and need emerged regarding the results and benefits of the process:

- Identification of children like Thando who could have been further disabled by the system and put into primary school without identification.
- ASHA trainers have developed skills and knowledge on how to assess, record and make referrals.
- Networking with stakeholders in the community, e.g., Baragwanath hospital in order to help the children.
- Improved understanding of what special needs and learning problems are, for both trainers and practitioners.
- Increased parent involvement through parents becoming aware of their child’s needs and ASHA becoming aware of parents needs. In addition important of the need to communicate with parents has been highlighted.
- Identification of additional training needed for training ASHA trainers, practitioners and parents. Training of additional stakeholders, e.g., Occupations Therapy Assistants located in clinics where ASHA children will be referred.

Way Forward:

Early Intervention services that have succeeded in achieving long term benefits are not narrowly focused but typically are comprehensive and broad based with elements of strong parental and community involvement, (Shonkoff & Meisels, 2000). According to the UNICEF report (1993), where it was stated that in 1991, 4.5 million children under 14 years were physically or mentally disabled and for every 100 children 92 were black. It was also stated that rural African children were especially vulnerable due to the high incidence of acquired disability among these children. Soweto is not considered rural but these findings have a serious impact on the way we view South African urban areas and we need to investigate what determinants within these contexts are impacting acquired disability. In line with the transactional nature of the development process, the broader contextual factors need to be taken into cognizance to better understand the determinants of the child’s growth, development and learning. What factors within the context of the community and in particular the family located in Soweto contribute towards the child’s developmental process?

- Therefore our intervention needs to start in not only the practitioner but the family as well into the process from the very beginning. We need to make parents aware of the importance of early intervention where the information available to academics needs to be proliferated to the general public. More broadly this can be done through magazines, talk and radio shows and pamphlets at clinics. With regard to ASHA community we can use their Parent Service Committee as a vehicle to disseminate the relevant information through talks, workshops and awareness activities because growth in Early Intervention services is grounded in a growing awareness of the importance of the early childhood years (Shonkoff & Meisels, 2000).
- In order for the model to be applicable it is important to empower the practitioners and trainers of ASHA on the awareness of special needs and inclusion. This will be done through a series of workshops addressing the needs of the practitioner in the classroom and in working collaboration with parents. This will ensure the sustainability where ASHA will be able to carry on with the process and model after 50% withdraws. The practitioners also need to realize and build confidence in the resources available to them as a team, which they can use as a support structure and a platform to find solutions within the team. Once this is realized ASHA will then have the capacity to assess all the children attending their centers.
• Improved collaboration with stakeholders by increasing the ease of access by adopting an appropriate referral system in order for them to cope with the circumstances they face at the schools.

• Addition of Speech and hearing therapy students, final year pre-school teacher training students and social work students into the process. This will give ASHA the opportunity to have access to the relevant skills. In the field of personnel preparation it will give the students the opportunity to train and become confident, caring and competent in their experiences with early intervention (Winton & McCollum, 1997).

Conclusion

We are conducting an action research study from an exploratory perspective because of the uniqueness of this project. No investigation has previously been conducted where practitioners in South Africa’s pre-school centers have been actively involved in the identification and rehabilitation of children with learning difficulties and developmental delay. It is hoped that through the study a model will emerge that can be extrapolated to others in the field of early intervention. This has been a very exciting project for all involved in the process and most importantly it is and will be giving really valuable input to those in the field of early childhood development in South Africa, because it is not only in line with international research but also adapted to the unique South African context. The model seeks to highlight the need for and possibility of early identification and assessment by practitioners themselves; the benefits of collaboration and partnerships with resources available within their own centers and the ability to utilize resources in their own communities; and finally inclusion, support and training of parents in the whole process. The model can be facilitated by any specialized organization or special school in the field of disability and early intervention, which reflects the ethos of inclusion, partnerships and collaboration for the benefit of other children like Thando.

"Defenceless as babies are, they have mothers at their command, families to protect the mothers, societies to support the structure of families and traditions to give a cultural continuity to systems of child care and training“(Erikson, 1964)

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National Programme of Action: 2000 and Beyond


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"EL MODELO DE EXCELENCIA DE LA EFQM PARA LA MEJORA DE LA CALIDAD DE CENTROS EDUCATIVOS"

"THE EXCELLENT MODEL TO IMPROVE THE SCHOOL QUALITY"

El Modelo de Excelencia de la European Foundation for Quality Management, se ha constituido en una herramienta valiosa para ayudar a las organizaciones a conseguir la satisfacción de sus clientes, tanto internos como externos, atendiendo a sus necesidades presentes y futuras, siguiendo los principios de Calidad Total. El modelo cumple el doble objetivo de servir como herramienta para el autodiagnóstico y para la certificación de la Calidad.

Las administraciones educativas públicas, los sistemas educativos y las instituciones educativas públicas y privadas participan de este movimiento para el logro de la excelencia, a través de la implicación de todos los miembros de la institución, con sus distintos niveles de responsabilidad, en los procesos de gestión y autoevaluación para la mejora y rendimiento de cuentas a la sociedad.

El modelo de Calidad de Deming, o modelo japonés, el modelo Baldrige, o modelo americano y el modelo Europeo de Excelencia de la EFQM, junto con las normas ISO, se han constituido en la actualidad en modelos intercambiables, con las mismas finalidades, y regidos por los principios de la Calidad Total, que persiguen la excelencia en las organizaciones mediante el doble objetivo de servir al autodiagnóstico mediante la evaluación interna para la mejora y la acreditación o certificación mediante la evaluación externa como garantía ante la sociedad de la calidad de sus productos y servicios.

Esta comunicación se centra en "El Modelo Europeo de Excelencia" de la Asociación Europea para la Gestión de la Calidad (EFQM) aplicado a los Centros Educativos".

The excellent model to improve the school quality
The EFQM Excellent Model has become an important tool to help the organisation to get the client satisfaction, in both needs, presents and future, following the Quality Total Principles. Educational Institution is engaged to get excellent in Education, and the model help to get it, in two ways: trough self evaluation and quality accreditation.

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Introducción
La evaluación es conducida con la finalidad de comprobar si un plan, un proyecto o un programa elaborado para dar respuesta a unas necesidades determinadas y producir un cambio pretendido lo consigue y la calidad con que lo logra.

El potencial de la evaluación para la mejora de la calidad de la educación es de una gran trascendencia al identificar los aspectos positivos y negativos con lo que opera un programa, los diferentes elementos que contribuyen al logro de sus objetivos y orientar, en coherencia, hacia la mejora de la práctica. La evaluación se ha constituido en una estrategia necesaria para conocer el funcionamiento de los programas de cualquier ámbito de la actividad humana, político, económico, social, sanitario, educativo... y de las organizaciones que desarrollan dichos programas.

La evaluación es un proceso y un resultado. La recogida de información procesual, desde el estudio de necesidades en sus contextos, los programas elaborados para resolverlas, los planes y estrategias de acción y los efectos son las urdimbres necesarias para aportar un juicio concluyente del resultado del programa, y son las líneas que nos informan sobre los aspectos positivos del programa que debemos mantener y los aspectos mejorables del programa que debemos cambiar.

La evaluación se convierte, de este modo, en una herramienta para la mejora continua de los planes, proyectos y programas para la mejora de la calidad de todos los ámbitos, siendo su nota distintiva la emisión de juicios valorativos fundamentados que orienten la toma de decisiones para la realización de acciones de mejora de los programas, de las condiciones y de los contextos, de los grupos y de los individuos.
La evaluación de programas debe abordarse desde una amplia perspectiva, apoyándose en la recogida sistemática de información y análisis rigurosos de la misma, centrada en:

- Las necesidades en sus contextos
- La calidad de los programas y sus metas, en coherencia con las necesidades
- La planificación de la puesta en práctica de los programas, junto con el estudio de los recursos necesarios incluidos la formación del personal
- El seguimiento de la aplicación
- Los resultados y su impacto.

1. La Calidad total y el modelo Europeo de Excelencia
1.1. El concepto de calidad y conceptos y estrategias relacionados
1.1.1. El concepto de la calidad
El concepto actual de “calidad de la educación”, como meta de toda institución educativa, asume un enfoque global de gestión de la institución hacia la consecución de metas de calidad para todos y con la colaboración de todos los implicados en la institución educativa.

La calidad abarca a todas las funciones y actividades de la institución. La calidad debe estar vinculada a las necesidades relevantes de la sociedad en un ámbito y contexto dado. La calidad viene determinada por las necesidades y expectativas del cliente, siendo el foco de la gestión de la institución. Las necesidades para la realización de los procesos, de los productos, de los servicios deben estar establecidas y especificadas; sin embargo, a veces existen necesidades que no están explícitas siendo conveniente identificarlas y definirlas para poder satisfacerlas con lo que se sorprenderá al cliente con servicios en los que no había pensado, aportando valor añadido.

La satisfacción del cliente es uno de los objetivos que busca la calidad y para ello hay que cuidar todos los momentos de la gestión del servicio y/o del producto, esenciales para asegurar la calidad: estudio de las necesidades del cliente, diseño de los productos y servicios, planificación, realización y distribución.

1.1.2. La calidad mejora continua mediante la autoevaluación
Tres son los conceptos relacionados con la calidad: Mantenimiento de la calidad, Mejora de la calidad e Innovación de la calidad.

- Mantenimiento de la calidad: tiene que ver con el conocimiento de la situación actual de la institución y conservación de los estándares conseguidos. Antes de iniciar procesos de mejora, hay que asegurar que todo el personal conoce la misión - y los objetivos a lograr y sus estándares- y trabaja de acuerdo con ellos.

- Mejora de la calidad: supone la puesta en marcha de acciones de mejora constante y de los estándares actuales, mediante la secuencia de:
  - Planificar proyectos de mejora en función de las necesidades detectadas
  - Implementar las acciones de mejora
  - Verificar sus efectos: o logro de estándares y otros efectos
  - Actuar en función de los resultados
  - Valoración de los logros y mantenimiento de lo conseguido
  - Inicio de un nuevo ciclo

- Innovación de la calidad: actividad sistemática tendente a la creación de productos y/o servicios nuevos.

La mejora continua utiliza un método al servicio del objetivo que consiste en:

- Diagnosticar la situación del centro
- Señalar los puntos fuertes y débiles de la organización -orientada al logro de la misión-,
- Elaborar propuestas de mejora, objetivas y concretas, a conseguir en un plazo determinado,
- Arbitrar un seguimiento para ayudar a su implantación y valoración mediante la autoevaluación.

LA MEJORA CONTINUA


1.1.3. El ciclo de Deming para la autoevaluación
La autoevaluación utiliza la estrategia del ciclo de Deming: “A todo proyecto de mejora debe seguir una planificación con acciones y estrategias concretas, y un seguimiento y comprobación de que se han conseguido dichas mejoras, y además deben programarse actividades de mantenimiento de dichas mejoras y valoración de nuevas necesidades de mejora”.

La actividad de mejora constante se realizan mediante la secuencia de: planificar la mejora, implementarla, verificar sus efectos y actuar en función de los resultados de dicha verificación. De ese modo, el ciclo de Deming, que sigue los pasos que a continuación se indican y quedan reflejados en el diagrama, se constituye en una estrategia básica de mejora continua.
1º. Planifique la mejora una vez que ha seleccionado el área de actuación:
- ¿Qué proceso desea mejorar?
- Analice datos para identificar los problemas más significativos y sus causas
- Defina un plan detallado de acción correctiva.
- Defina medidas de rendimiento de calidad
- Determine el equipo responsable de la mejora
- Ponga en práctica el plan que ha desarrollado
- Determine los recursos y medios para alcanzar los objetivos propuestos
- Recoja datos que le ayuden a comprender el proceso de la planificación.

2º. Realice los procesos de acuerdo con el plan ideado
- Forme al personal responsable de la mejora
- Enseñe y mantenga informado al personal.
- Registre/documente todas las acciones.

3º. Compruebe los efectos de los cambios que se han determinado en el plan
- Pasado el período de tiempo predefinido, use las medidas de rendimiento para analizar los nuevos datos.
- Si no hay mejora, ¿por qué? Si hay mejora, continúe en la fase siguiente.

4º. Actúe en coherencia
- Como consecuencia de la verificación, de la cual se deberá desprender la necesidad de actuar sobre los objetivos y/o la planificación y los procesos
- Tome decisiones fundamentadas en los hechos y en coherencia con los resultados de las etapas previas.

Y vuelva a empezar:
La autoevaluación facilita la recogida de información de forma rigurosa e inmediata, de los procesos y de los resultados, lo que posibilita detectar las fortalezas y debilidades, para la elaboración de planes, proyectos y propuestas concretas de mejora.

2. El modelo Europeo de excelencia
El Modelo Europeo de Excelencia, de carácter no normativo, tiene como finalidad ayudar a las instituciones a conocer su situación en relación con sus fines. Fue anunciado por la EFQM en 1991, bajo el patrocinio de la Comisión Europea, con el nombre de “Modelo europeo de gestión de la calidad”. En octubre de 1992 se entregaron por primera vez los premios a la calidad de la EFQM. En años sucesivos se han introducido cambios al modelo y se han presentado versiones especiales para organizaciones de servicios públicos y para pequeñas y medianas empresas.

Todo modelo es una descripción teórica de una realidad que trata de comprender, analizar y, en su caso, modificar. Tras definir las características teóricas del modelo se elaboran criterios de calidad para compararlos con su realización.

El Modelo Europeo de Excelencia está fundamentado en los principios del movimiento de la Calidad Total que integra las teorías de la Evaluación de Programas e Instituciones y las Teorías de Organización Empresarial, en continua revisión para su validación empírica y generalización. El modelo de la EFQM es un modelo dinámico, abierto a sugerencias y a críticas por las centenares de organizaciones que lo aplican. Los modelos de excelencia creados en las diferentes latitudes del mundo han mostrado ser instrumentos prácticos que ayudan a las organizaciones a establecer los principios de la Calidad Total, facilitando la constatación de la situación en la que se encuentran dentro del camino hacia la excelencia. No se trata de un modelo de evaluación para asegurar la calidad, sino que pretende ir más allá, buscando la excelencia, e incorporando los principios de la Calidad Total de una manera explícita.

El Modelo Europeo de Excelencia pretende ser una “guía descriptiva de organización de instituciones” dentro del paradigma de Calidad Total, con el fin de ayudar a las organizaciones a conocerse, utilizando la estrategia de la autoevaluación mediante la comparación de los indicadores descriptivos del Modelo con el funcionamiento real de la organización, lo que conduciría en un informe descriptivo en el que se reflejen los aspectos de funcionamiento y los posibles de la organización, así como aquellos necesitados de mejora que serían objeto de planes y proyectos de mejora de la institución.

2.1. Los principios de la Calidad Total en el Modelo de Excelencia Europeo
El Modelo Europeo de Excelencia, en coherencia con los Sistemas de gestión de calidad, se fundamenta en los principios que quedan reflejados de modo interactivo en el siguiente diagrama:
Dicen estos principios son definidos dentro del enfoque de Calidad Total para la gestión de las organizaciones, y adoptados por el Modelo Europeo de Excelencia, en los términos en que a continuación se indica:

**Orientación al usuario.** El usuario es la persona que se beneficia directamente de las actividades de la organización. En el caso de los centros educativos es el alumno, su familia y la sociedad. El centro educativo ha de identificar a sus clientes, identificando asimismo sus necesidades y expectativas para satisfacerlas. Y es que, el mejor modo de optimizar la fidelidad del cliente, e incrementar la cuota de mercado, es mediante una orientación clara hacia las necesidades de los clientes actuales y potenciales, dado que el cliente es el árbol final de la calidad del producto y el servicio.

La excelencia depende del equilibrio y satisfacción de las necesidades de todos los clientes relevantes, incluyendo las personas que trabajan en la organización, los que solicitan sus servicios, los proveedores y la sociedad en general, así como todos aquellos con intereses, de un tipo u otro, en la organización.

**Liderazgo y coherencia con los objetivos.** El comportamiento de los líderes de una organización comprometida con la calidad, debe contribuir a la definición de la visión, misión y estrategias conseguidas, para satisfacer las necesidades del cliente, basándose en la claridad y unidad de propósito, favoreciendo la creación de un entorno en el cual a la organización y las personas que la integran puedan alcanzar la excelencia. Los líderes son responsables de desarrollar la cultura del centro y dirigir los esfuerzos y los recursos hacia la excelencia.

La planificación y la estrategia se despliegan de manera estructurada y sistemática haciendo participes a todos los miembros del centro, tratando de que compartan los fines, objetivos y valores del centro, así como su concreción en proyectos educativos institucionales.

**Desarrollo, implicación y reconocimiento de las personas.** En los centros educativos el elemento fundamental son las personas, tanto las que prestan su servicio en ellos como las que lo reciben. Son las personas las que hacen posible el éxito en las organizaciones. El Modelo de Excelencia Europeo otorga un papel importante a las personas que trabajan en una organización, y considera decisiva su participación e implicación en los procesos de mejora. El trabajo cooperativo entre los diferentes actores, redundará positivamente, en beneficio de todos.

El potencial de cada una de las personas que trabajan en una organización se potencia y aflora cuando se compartan valores en una cultura de confianza mutua y en la toma de decisiones, lo cual anima a la involucración de todos hacia el logro de los objetivos de la organización.

La involucración se consigue en la medida en que las personas quieren colaborar, para lo cual se necesita que estén informadas y sensibilizadas de las características de los proyectos y planes de mejor del centro, en coherencia con los fines, objetivos y valores. Si además de informarles se les forma en coherencia, sabrá cómo colaborar. Y si la institución da oportunidades para que se impliquen, mediante la asignación de responsabilidades y tareas, la organización estará aprovechando, de un modo inteligente, el potencial de su personal, en beneficio y satisfacción de todos.

**Enfoque por proyectos.** La institución consigue mejores rendimientos cuando trabaja en torno a proyectos de mejora tendentes a dar respuesta a las necesidades detectadas. Los proyectos son planificados y solventados con los recursos necesarios para llevarlos a cabo mediante una cadena sucesiva de procesos en torno a la organización general del centro, el clima escolar concretado en las relaciones entre todos los miembros de la comunidad, en los proyectos educativos de centro y aula, en los proyectos de desarrollo de áreas de contenidos curriculares, incluyendo las estrategias de enseñanza aprendizaje, la orientación y tutoría y la participación e implicación en y de la comunidad.

**Gestión por sistemas y hechos para la toma de decisiones.** Las mejores propuestas deben estar fundamentadas en la información fiable que incluye las percepciones de los miembros de la institución y de los clientes. Todas las actividades deben estar interrelacionadas y ser gestionadas sistemáticamente, con la comprensión e implicación de todos los miembros de la institución. El conjunto, el todo, es más que la suma de sus partes. Las decisiones a tomar y los proyectos consecuentes deben derivarse del conocimiento sistemático y riguroso del funcionamiento actual de la organización.

**Relaciones con los proveedores mutuamente beneficiosas y desarrollo de alianzas.** Se refiere a las personas, instituciones u organizaciones que suministran productos, servicios o conocimientos al centro educativo. La organización trabaja de un modo más efectivo cuando establece con sus colegas unas relaciones mutuamente beneficiosas basadas en la confianza, en compartir el conocimiento y en la integración, buscando alianzas externas y aprovechamiento de sus recursos internos en apoyo de su política y estrategia y del eficaz funcionamiento de sus procesos y de su personal. Basadas en la utilización de sistemas de certificación de la calidad.

**Aprendizaje, innovación y mejora continua.** El rendimiento de una institución se maximiza cuando se fundamenta en la gestión y la contribución compartida del conocimiento dentro de una cultura de aprendizaje, innovación y mejora continuas. La revisión de los resultados, en coherencia con los criterios previos utilizados en la definición de los proyectos y programas, como son la misión, la política y la estrategia, y los elementos que la determinan: la formación del personal, las colaboraciones y utilización de los recursos, la determinación de los procesos, la planificación y realización de los mismos y su evaluación, subrayando la importancia de la retroalimentación, basada en la recogida de información fidedigna que permita.
2.2. Estructura del Modelo Europeo de Excelencia y los Criterios

La finalidad del modelo aplicado al ámbito educativo es la mejora continua en el ambiente educativo, incidiendo en la educación que debe ser la más útil y efectiva para la sociedad en general.

El Modelo Europeo de Excelencia está formado por dos bloques: el del personal y el de los resultados. Los criterios se entrelazan en función del modelo de innovación en el conocimiento de la institución, que contribuye a prevenir los fallos antes de que ocurran.

2.2.1. Criterios personales o facilitadores

Los siguientes puntos son los criterios y factores a tener en cuenta:
- Liderazgo: comportamiento y actuación de dirigentes y responsables de la institución.
- Estrategia: relación entre la misión, los valores de la institución y la gestión.
- Planificación: en la que se identifican los procesos a desarrollar, con su respectiva dirección y control.
- Personas: implicando el núcleo más importante que integra el centro educativo.
- Redes de vinculación: el conjunto de vínculos que se entrelazan en el centro educativo.

2.2.2. Criterios de los resultados

Los siguientes puntos son los resultados que han de obtenerse en el centro educativo.
- Logros: resultados de la gestión que se destaquen en la institución.
- Procesos: los que se han de dar en la institución, vinculados con la gestión.
- Personas: los que se han de dar en la institución, vinculados con la gestión.
- Redes de vinculación: en el que se identifican los procesos a desarrollar, con su respectiva dirección y control.
Resultados en los clientes: el alumno, su familia, la sociedad, las empresas, en relación con lo que se espera que consiga el centro educativo en relación con su misión.

Resultados en el personal: grado en que se da la adecuada respuesta a las necesidades y expectativas de las personas que trabajan en la organización. Esta atención integra campos como el ambiente laboral, la formación continua, la salud o la seguridad.

Resultados en la sociedad: qué es lo que consigue el centro en relación con las necesidades y expectativas de la sociedad, y en el entorno próximo.

Resultados clave: qué consigue el centro, en relación con la Política, su estrategia y planificación, y con respecto a la satisfacción de las necesidades y expectativas de los alumnos, de las familias, y en general de la sociedad.

1. Guía para la aplicación del modelo europeo de excelencia

1.1. Procedimientos para la implantación del Modelo

La implantación del modelo aconseja los siguientes pasos:
- Liderazgo y compromiso de las autoridades educativas en la implantación de la gestión de la calidad en el centro.
- Sensibilización del profesorado y personal no docente hacia el modelo de gestión de la calidad.
- Sensibilización de toda la comunidad educativa para que se impliquen en la evaluación.
- Formación en el modelo de las personas que van a llevar a cabo su implantación, y divulgación del modelo a todas las demás personas implicadas en la institución.
- Realización de una autoevaluación inicial para conocer la situación actual de la institución y sus necesidades de mejora. Asignación de responsabilidades.
- Difusión y discusión de los resultados.
- Elaboración de planes y proyectos de mejora. Difusión de los mismos, búsqueda de implicación y aprobación.
- Constitución equipos de mejora
- Ejecución y seguimiento de los planes y proyectos de mejora.
- Verificación de los resultados obtenidos y realización de una nueva autoevaluación.
- Renovación de todo el proceso global de gestión: adopción del principio de mejora continua.

Siguiendo el Modelo Europeo de Excelencia, basado en los criterios facilitadores y en los criterios del bloque de los resultados, realizaremos los siguientes acciones en torno a las cuestiones que aparecen a continuación:

- Criterios facilitadores o agentes

¿Qué hemos hecho para conseguir las metas pretendidas?
- El Enfoque o diseño del plan dirigido al logro de los resultados, que debe estar:
  - Fundamentado en las teorías pedagógicas y las estrategias didácticas
  - Integrado, aceptado y coordinado por el equipo de profesores
  - Anticipatorio, previendo los posibles problemas y dificultades
  - El Despliegue, informando a todo el equipo docente, alumnos y padres, acerca del plan diseñado para conseguir los objetivos, y su consecución, mediante el desarrollo de los contenidos, con las adecuadas estrategias y los recursos necesarios.
  - La Evaluación y Revisión del Enfoque y el Despliegue de manera sistemática, regular e integrada.
  - Utilización de la información aportada por la evaluación para introducir cambios y mejoras en el Enfoque y Despliegue, es decir, en los programas y en su realización.

- Criterios resultados:

¿Qué hemos obtenido?
- Magnitud del resultado obtenido en relación con:
  - Las Tendencias o los resultados que el centro viene obteniendo en los últimos años
  - Los Objetivos: la coherencia entre aquello que se pretendía conseguir y lo que se ha obtenido.
  - Los Resultados del plan, o programa, comparado con los resultados de otros programas.
  - El Enfoque: o criterios agentes, constatando lo que hemos hecho para obtener los resultados.
  - ALCANCE/Importancia de los resultados obtenidos:
  - La Cobertura: referida a los resultados conseguidos en cada una de las áreas en las que hemos incidido en el programa.
  - La Relevancia: de los resultados para los usuarios, incluido el personal del centro, alumnos y comunidad.

3.2. La autoevaluación y el Modelo Europeo de Excelencia

La autoevaluación es la herramienta fundamental del Modelo Europeo de Excelencia, entendida como un examen global y sistemático de las actividades y resultados de una organización que se compara con un modelo de excelencia. Mediante el proceso de la autoevaluación se pretende conseguir una comprensión detallada del centro educativo, buscando realizar un diagnóstico sobre cuál es la situación del centro, señalando los puntos fuertes y las áreas de mejora. A partir de este diagnóstico se elaboran propuestas de mejora, objetivas, concretas y consiguientes en un plazo determinado, arbitrando un seguimiento de dicho plan de mejora, para ayudar a su implantación y valoración de logro mediante la autoevaluación, introduciéndose en el centro una dinámica de mejora continua, o lo que es lo mismo, la gestión de la calidad. Aunque la autoevaluación suele ser aplicada al conjunto de la organización, también puede evaluarse un departamento, una unidad o un servicio de forma aislada.

El centro educativo, al aplicar la Guía para la autoevaluación que ofrece el modelo Europeo de Excelencia, y los Cuestionarios como instrumentos para recoger información, lo que hace es comparar su organización, gestión y funcionamiento con los indicadores en que se concretan los subcriterios que integran los diferentes criterios en los que se estructura el Modelo. La comparación entre el indicador y la realidad empírica con la que se quiere contrastar, se hace en términos de presencia o ausencia del criterio en la realidad y el grado en que se da o no esa presencia.

La autoevaluación permite:
- A las organizaciones identificar claramente sus puntos fuertes y sus áreas de mejora.
- A su equipo directivo, reconocer las carencias más significativas, de tal modo que estén capacitados para sugerir planes de acción con los que fortalecerse.
3.3. La lógica REDER para la autoevaluación de la institución

Al realizar la autoevaluación se tiene en cuenta la lógica REDER (Resultados, Enfoque, Despliegue y Evaluación y Revisión), que es el equivalente al ciclo APDC (Act, Plan, Do, Check –Actúa en consecuencia, Planifica, Realiza, Comprueba-) de Deming.

El esquema lógico de REDER establece lo que una organización necesita realizar, concretado del modo siguiente:

- **Determinar los Resultados** que quiere lograr como parte del proceso de elaboración de su política y estrategia. Estos resultados cubren el rendimiento de la organización, tanto en términos económicos y financieros como operativos, así como las percepciones de todos los grupos de interés de la organización. La recogida de información sobre los resultados, para comprobar hasta qué punto se han logrado, se centra en conocer si se han conseguido, y en qué grado (magnitude) y con qué calidad (alcance).

Hay que tener en cuenta:
- La coherencia de los resultados con el enfoque: lo que se quería conseguir,
- La coherencia de los resultados con el modo como se han realizado los procesos para conseguir

Los resultados, y el análisis de cómo se han conseguido y la coherencia entre los logrado y lo pretendido, son el punto de partida para acordar nuevos enfoques, proyectos, a desplegar en el centro.

- **Planificar y desarrollar una serie de Enfoques**, (las metas, los objetivos), sólidamente fundamentados e integrados que lleven a obtener los resultados requeridos ahora y en el futuro.
- ¿Cómo llega el centro a los Enfoques?
- ¿Están fundamentados en las metas del centro?
- ¿Están informados por los resultados obtenidos en los enfoques aplicados en el curso anterior?
- ¿Se basan en hechos, en estudios de los resultados obtenidos en otros centros que me llevan a prevenir ciertos errores en mi centro?

- **Desplazar los enfoques** sistemáticamente para asegurar una implantación completa:
- ¿Cómo se lleva a cabo la implantación de los enfoques?
- ¿Los enfoques son conocidos por todos?
- ¿Son aceptados por todos?
- ¿Implica a más de un Departamento?
- ¿Son interdepartamentales?

- **Evaluación y Revisar los enfoques** utilizados basándose en el seguimiento y análisis de los resultados alcanzados y en las actividades continuas de aprendizaje. En función de todo ello, identificar, establecer prioridades, planificar e implantar las mejoras que sean necesarias:
- ¿Se recoge información sistemática y regularmente para comprobar cómo se está aplicando el enfoque?
- ¿Se recoge información sistemática para comprobar cómo se está realizando el despliegue del enfoque, si se respeta la planificación y si es por qué?

Para evaluar una organización que tiene implantado el Modelo Europeo de Excelencia, los elementos de la lógica REDER -Enfoque, Despliegue, Evaluación y Revisión- deben ser aplicados para cada uno de los subcriterios del grupo de los agentes o facilitadores y para cada subcriterio.
4. Elaboración de los planes de mejora
Un plan de mejora parte de las aportaciones de la autoevaluación que ha mostrado las fortalezas y las debilidades de nuestros objetivos, de nuestros enfoques, de nuestros despliegues, y de los resultados. Señale, por tanto, los puntos fuertes y las áreas de mejora. La evaluación de este modo realiza una función diagnóstica señalando las necesidades de mejora.

Los criterios para priorizar las áreas de mejora, son los siguientes:

- La gravedad de las carencias detectadas
- La factibilidad de las acciones a emprender
- La rentabilidad prevista en sus resultados
- El grado de consenso entre los afectados por las decisiones a tomar

Una vez priorizadas las necesidades en consenso, se llega al acuerdo de qué mejoras acometer, y en coherencia se elaboran los correspondientes planes de mejora.

Un plan de mejora es, por lo tanto un instrumento que parte de la evaluación de necesidades que ha marcado la línea base en la que se encuentra el centro, y sobre la que se deben promover las mejoras. El plan especifica los objetivos a conseguir de modo realista, concretos y evaluables.

El Plan diseñado para aportar las mejoras necesarias necesita de un seguimiento para constatar sus logros. El seguimiento del plan sirve a la institución como instrumento para el aprendizaje organizativo.

**EL PLAN DE MEJORA**

El plan de mejora parte de la evaluación diagnóstica que aporta la autoevaluación, señalando los puntos fuertes y las áreas de mejora.

**CRITERIOS PARA PRIORIZAR LAS ÁREAS DE MEJORA:**
- La gravedad de las carencias detectadas
- La necesidad de introducir mejoras
- La factibilidad de las acciones a emprender
- La rentabilidad de sus resultados
- El grado de consenso entre los afectados.

**EL PLAN DE MEJORA ES UN INSTRUMENTO:**
- Que parte de la evaluación de necesidades
- A partir de las necesidades se elabora el Plan
- El plan especifica los objetivos a conseguir de modo realista, concretos y evaluables.

**SEGUIMIENTO DEL PLAN:**
- Sirve a la institución como instrumento para el aprendizaje organizativo

5. Valoración del modelo europeo de excelencia
Sobre la valoración del Modelo Europeo de Excelencia, podemos decir que:
- El modelo de gestión de la calidad se constituye en un instrumento que contribuye a la formación en gestión de la calidad, a la vez que ofrece un marco de referencia, con unos indicadores y lenguaje común, que va a permitir conocer el funcionamiento de los centros.
- La aplicación del modelo va asociada a la realización de procesos de autoevaluación, con el fin de valorar el progreso de la institución y establecer Planes de Mejora.
- El modelo se basa en la utilización de hechos y datos, recogidos de forma sistemática.
- La autoevaluación concluye en un autoinforme basado en el análisis de la información recogida, que permitan fundamentar los Planes y Proyectos de mejora.

El modelo está abierto a mejoras, por lo que sus indicadores, tras las valoraciones de los usuarios, se adaptarán cada vez más a las características del sistema educativo, buscando con ello lograr una mayor participación y compromiso de la comunidad educativa en tareas de evaluación para la mejora de la calidad de los Centros Educativos.

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**BUILDING HUMAN CAPITAL THROUGH QUALITY ECD PROGRAMMES**

Over the years the relevance given to Early Childhood Development (ECD) programmes and interventions has significantly increased. This is particularly true for developing contexts where ECD programmes are considered as a social investment for a country.

Research evidence support the view that a society that invest in their children builds in human capital and therefore, can ensure that children will become productively active and better citizens in the future. However, it would be naïve to adopt the view that simply programmes per se will produce better social returns by investing in young children. Policy makers at national levels would also agree that results should not only be expected to happen in the long run. This is especially the case of developing contexts where the urgent needs of children and their families are larger than the limited existing resources. From this viewpoint it is relevant to focus attention on how best programmes can meet the needs of young children and families. Questions thus, arise for analysis of what constitutes an effective and quality ECD programme in which countries can invest with some degree of certainty of a good social return? The first aspect to be considered is the issue of quality service and provision. Although it is rather problematic to adopt a standardized definition of quality, it is nevertheless important to embrace an approach in line with a country constitution in which access and entitlement to the provision of service are granted for all.

From a comparative perspective this paper analyses ECD programmes in developing contexts. In so doing, it focuses on issues of quality, partnership, access and entitlement for young children, their families and communities. Finally, it discusses the information emerging from the cross-country comparisons, which can prove useful to policy makers, service providers and users of ECD serves.
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A brief description of the Partnership between Western Cape Education Department and Flower Valley Conservation Trust.

Flower valley conservation trust

Flower valley learning centre

Background
The Flower Valley Conservation Trust (FVCT) is a conservation organisation that aims to holistically address issues of conservation and social development in a sustainable manner on the Agulhas Plain. Since June 1999 the Flower Valley Conservation Trust has been addressing issues affecting previously disadvantaged local communities in order to promote conservation through empowerment.

Mission Statement
Biodiversity conservation and community empowerment on the Agulhas Plain through the sustainable use of Fynbos.

Reaching our objectives
1. A sustainable Fynbos export business focusing on developing bio-diversity business as a tool of conservation on the Agulhas plain.
2. A Micro-enterprise initiative that focuses on making recycled paper and products, building capacity and creating employment.
3. A Learning Centre focusing on Early Childhood Development and Early Childhood Development practitioner training.
4. The training of two community health workers who together with the community co-ordinator run a health programme and AIDS education programme
5. An Eco-tourism initiative.
6. An Aftercare and educational support facility for all the children of Flower Valley.
7. Community programmes, focusing on health, lifestyle, food security, education and capacity building.

Flower Valley Conservation Trust approaches Early Childhood Development from a holistic perspective, recognizing that ECD includes working with the community, economy, environment and available resources.

Target area

The Agulhas Plain

Target group
Rural farming communities on the Agulhas Plain
Small town communities between Hermanus and Buffelsjags
Farmers on the Agulhas Plain.
Fynbos Flower and foliage industry

Partnerships
Objective: To maximize the influence and effect of the Trust's activities including biodiversity business, conservation, education, community empowerment and micro enterprises; through the formation of strategic and tactical partnerships.

Approach: Seek, establish and maintain collaborative relationships with neighbors, government, community, private sector, NGO's, funders and businesses.

Who are our partners
Funders:
Flora and Fauna International – FFI
The Shell Foundation – SHELL
British American Tobacco – BAT
Australian High Commission – AUS AID
Association of Electrical Engineers – AEEU
Open Gate Charitable Trust

Stakeholders:
South African National Parks – SANP
Agulhas Biodiversity Initiative – ABI
United Nations Development Fund – UNDP
Cape Action Plan for People and Environment – CAPE
Botanical Society - BOTSOC
Walker Bay Fynbos Conservancy – WBFC
National Botanical Institute
Private Sector:
Grootbos Private Nature Reserve
Caleb Consulting
Private individual donors

Government:
Western Cape Education Department – WCED
Department of Health

Community:
Parents and caregivers
Families
Individual community members
Local farmers
Community forum
School Governing Body

NGO’s
Early Learning Resource Unit – ELRU

Current position of the flower valley learning centre

Approach to education
- By creating an environment in which the whole child is nurtured and developed, children have a springboard from which to launch themselves into the process of lifelong learning.
- Creativity is encouraged and fostered throughout the curriculum. We believe that children should be encouraged to use their creative thinking as a tool in this world of challenge.
- The unique natural environment at Flower Valley provides us with an opportunity to use our “outdoor classroom” as a valuable point of learning. Environmental education and practice is integrated throughout our curriculum.
- Individuality is nurtured and respected in an atmosphere of love and respect.
- Multi-lingual and multi-cultural practices of the children and parents concerned and others within our community are seen as a valuable asset to our learning experience.
- Children are given an opportunity to interact with their peers and adults in a safe nurturing environment.
- Ensuring community development at Flower Valley we are working toward a secure working and living community. Through this the children are provided with security and a sense of belonging and acceptance.
- Life long learning is recognised as essential to the healthy development of individuals, and the community. We believe that as adults we have much to learn. In this atmosphere, we approach learning centring on the child, yet being sure to be actively involved in our own learning and the learning of our community.
- By looking at different approaches to education, and learning from different philosophies and methods, we believe that we ourselves will grow and develop. We do not conform to any particular approach but learn from a range in order to adapt our curriculum to suit individual children’s strengths and needs.
- We trust that as we continue to be open to new ideas and methods we will continue to create the best learning environment for our children.
- Play is recognised as an essential part of a child’s learning. We encourage imagination and play throughout our curriculum.
- Direct hands on learning using the resources available to us, we involve children in the learning experiences that involve adventure, discovery and challenge. Trusting that a child’s natural curiosity and desire to learn will lead them through learning experiences both planned and spontaneous.
- Children are encouraged to be actively involved in the learning process, space is made for the construction of knowledge through exploration, interaction, and the imitation of people and the environment.
- Success is essential to a child’s development; opportunities are planned in which children can succeed.

Who are the children we are serving
Between 7.30 and 12.30 children between the ages of 2 and 6 years old attend the Learning Centre for the pre-primary programme. This programme is facilitated by Deirdre Gerst (lead practitioner) Gabrielle Cook (community programmes coordinator) Regina Jantjes (assistant practitioner).

- Children of the Flower Valley working community.
- Children of the surrounding farms of approximately a 20-kilometer radius.

An Aftercare programme is in the process of being developed to meet the educational and care needs of the primary and pre-primary children at Flower Valley.

- Children living in Flower Valley.

An ECD forum has been established through the initiative of the Flower Valley Learning Centre. It aims to offer support motivation and meet the needs of ECD centers and practitioners operating between Hermanus and Buffelsjags.

- Children from Early Learning Centres between Hermanus and Buffelsjags.

The FVLC promotes environmental education and awareness through the community forum and school outings to Flower Valley. During these outings children from towns rural schools take part in morning programme designed to raise environmental awareness and community consciousness.

- Children from surrounding schools.

Flower valley community programmes:
An important component of the FVCT activities include community empowerment and development, through education and community programmes.

Education
Present position and activities:
- Since February 2000 an Early Learning Centre has been running in order to meet the needs of children between the ages of 2 – 6 years old.
- Currently multi-functional learning and community centre is being built using a combination of natural and wood building methods.
Three women are going through a comprehensive training programme that includes external and in-service training in Early Childhood Development, Aftercare and educational support of primary school children.

An Early Learning Practitioners Forum has been established in order to address the needs of Early Learning Centres and practitioners in the Overstrand.

Community participation is encouraged and integrated in the children’s educational programmes.

The Flower Valley Learning Centre is currently developing a partnership with the Western Cape Department of Education, in order to ensure quality education, training and support educational developments.

**Future prospects:**
- Roll out of Early Childhood Development programme in the Walker Bay Fynbos Conservancy and surrounding communities.

**Community**

**Present position and activities:**
- Two community members have undergone certified community health worker training.
- 8 members of the community have undergone a St John’s first aid course.
- Together with the community programmes co-ordinator the community health workers run a community health programme.
- An AIDS education and awareness programme is run on an ongoing basis.
- A mobile clinic visits the community once a month.
- A community garden is managed and maintained by the community gardener.
- The Community Forum consisting of representatives of the various sectors of the Trusts activities meets once a month in order to promote community decision-making, problem solving, communication and participation.
- A programme facilitated by ODAF (Over Berg Alcohol and Drug forum) is operating at Flower Valley in order to offer to support to those who suffer from substance abuse. This programme equips community members with the lifeskills and support mechanisms, to tackle the issues associated with substance abuse.

**Future prospects:**
- Development of a Community arts programme in order to address social and environmental issues in the local community.
- Training and development for the community gardener in organic gardening.
- Setting up of recreational facilities.
- Community housing project.

**ECD practitioner training and development**

**Current status:**
Since February 2000 The FVCT has been running an ongoing in-service training programme, for the two ECD trainee practitioners.

The training programme has been following the National Guidelines on the Assessment of ECD practitioners in the National pilot project for level one.

**The Three unit standards are:**
1. Managing the learning programme
2. Facilitating active learning
3. Facilitating healthy development

The Early Learning Resource Unit - ELRU, will assess this in-service training programme

**Additional in-service training has included:**
- Child Abuse awareness workshop for both practitioners and parents - RAPCAN
- Educators permaculture design and OBE - SEED
- ECD Forum one day workshops

**Future prospects:**
- School Governing Body training - Training organisation: Western Cape Education Department: WCED
- ECD practitioner Training – ECD distance learning programme focusing on reception year children. Training organisation: Early Learning resource unit ELRU
- Computer competency training for ECD practitioners and community members - Training organisation: Creative minds
- Community dance workshop - Training organisation: Jazz art dance company
- Resource pack training – training organisation: WCED
- Community arts training – training organisation: FVCT

**Identified needs:**
- Replicating affordable appropriate models for maximum ECD coverage on the Agulhas Plain.
- Increased access and development of ECD mechanisms for the rural children on the Agulhas Plain.
- Continued development of curriculum
- Formation of partnerships involved in ECD and practitioner training.
- A liaison person between resource and training organizations and ECD centers or mechanisms.
Ms Jacqueline Theriault, Ph.D
University du Quebec a Chicoutimi, Canada

THE RIGHT FOR ALL TO PLAY: A DREAM STILL TO BE REALITY

La Convention des droits de l'enfant existe depuis plus de dix ans. L'article 31 qui accorde à chaque enfant le droit au jeu est, dans plusieurs pays, l'ont d'être acquis. De 1994 à 1996, le Comité canadien de l'OMEP à réalisé, avec l'aide du gouvernement canadien, et la collaboration des Comités nationaux d'OMEP en partenariat avec les communautés d'accueil, l'implantation d'une structure éducative souple, la ludothèque pour rejoindre les enfants de milieux défavorisés. Ce programme a conduit au développement de ludothèques en Colombie, au Mexique, au Honduras, au panama, et au Bresil. Après 1999, une communauté locale de Port-au-Prince en Haiti, à Kigali au Rwanda et le petit village de Bacau en Roumanie ont pu profiter de notre expertise. C'est cette expérience, favorable aux enfants et créatrice de partenariats, que nous proposons a votre réflexion.
Dr RR Bridgemohan  
KwaZulu Natal Department of Education and Culture

A STUDY ON PARENT INVOLVEMENT IN EARLY CHILDHOOD DEVELOPMENT IN KWAZULU NATAL

PARTNERSHIPS AND COLLABORATING WITH THE COMMUNITY IN EARLY CHILDHOOD DEVELOPMENT PROGRAMMES

1 Introduction

Early Childhood Development is a term, which applies to the processes by which children from birth to nine years grow and thrive, physically, mentally, emotionally, morally and socially (RSA1995: 33). In South Africa, within this age range further age phases are identified: birth-three years, two to six years and five to nine years (DoE 1998b: 39). In this paper special emphasis is placed on the 5-9 years learners who attend public primary schools and community based sites. The paper begins by exploring parent involvement in education, it outlines the commitment and transformation in policy to parent involvement in South Africa, briefly identifies different models of parent involvement programmes and presents the findings of research that investigated how parents and educators experience parent/community, partnerships in Early Childhood Programmes.

The paper draws selectively from a qualitative research completed with a small sample of ECD programmes in KwaZulu Natal and therefore the findings cannot be used to generalise to the larger population of parents, educators and principals in ECD programmes. However cardinal issues that need to be borne in mind by caregivers and practitioners are highlighted. The vision of the paper is to influence and inform the practice of collaboration and partnerships with the community.

2 Parent involvement in education

It is not enough merely to use the rhetoric of “parents as partners” in their education of their children. Regular scrutiny of the rhetoric we use is essential. For instance what do we actually mean by “partnership with parents”, Vandegrift and Greene (1992:57) comment that schools do not always know what parent involvement really means and explain that two aspects need to be emphasised:

- Parents are supportive. They encourage their children, are supportive and understanding. They show a high level of commitment to their children and their education;
- Parents are active, that is, what they do is observable.

A worldwide phenomenon is the view that education should be the responsibility of professional educators only. This perception is being replaced with the recognition that professionals can be more effective when supported by informed parents (Kaplan 1992:304). Many of the piecemeal initiatives in parent involvement in the past two decades have suffered a predictable loss of momentum, but they have had the effect of encouraging the shift away from “exclusive” professionalism and to opening up the debate on real parent involvement in school life (Wolfendale 1989:45).

Research in the last two decades on the value of parent involvement has led to this shift. As Geiger (in Kaplan 1992:307) claims the evidence is now both abundant and incontrovertible. Closer ties between the home and school, between parents and educators, translate into improved attendance and higher academic achievement.

The notion of involving parents in their children’s early education is not new. For years, connecting home and school has been a fundamental aim of parent cooperative nursery schools (Kostelnik, Soderman & Whiren 1993:373; Berger 1981:196; & Shimon 1991:12). In the late 1700's and early 1800's Pestalozzi and Froebel stressed the importance of parent education in kindergartens, where educators taught children (three to six years) in the morning and worked with families in the afternoons. In the early 1900's in Italy Montessori initiated educational methods for use with poor children (four to six years) and their families (Landerholm 1984:6). The initiatives of involving the community in ECD programmes has gained impetus. The Reggio Emilia ECD programme in Italy in the late 1900's still considers parent participation essential (Gandini 1993:4).

Furthermore, there is consensus among well-known authorities on Early Childhood Development that parents and families are viewed as the first and foremost influence upon their children’s learning and development (Gordon & Browne 1993:239; Hendrick 1994:21; Clark-Stewart 1982:91; Click 1981:189; Seaver & Cartwright 1986:343; Seefeldt 1985:61).

The South African education system also recognises the importance of the parent and the community in the education of the young child. Emphasis and recognition of increased parent involvement in Early Childhood Development (ECD) is evident in recent legislation. Policy and legislation that reflect this paradigm shift are therefore mentioned.

3 Educational policy discourse in South Africa

The education system in South Africa has since 1994 experienced one of the most far-reaching programmes of reform and transformation ever seen. A dramatic paradigm shift is noted in parent involvement practices in education and training in South Africa, as a logical and essential part of the transformation envisaged in new policies. A critical characteristic of the shift is the move from parents serving as onlookers to the active participation of parents in education. The old practice of involving parents in fund raising activities and the odd open day is grossly inadequate to deal with the challenges presented by new policies aimed at transformation.

- The White Paper on Education and Training (RSA 1995:21) states:
- The South African Schools Act (SASA) (RSA 1996a)
- The National Curriculum Framework for General Education and Training (DoE 1997b)

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Legislation is important and does create the right climate for parent involvement. However, having such policies does not guarantee that many parents will become involved. In 1999 there was a startling revelation that transformation in terms of policy was in place, but the challenges of implementation remained, as mandated policy by itself did not lead to institutional change (Education in South Africa: Achievement since 1994 Report (DoE 2001a: 5). The Minister of Education, Professor Kader Asmal, therefore outlined his Call to Action in July 1999. The Call to Action was operationalised in January 2000 in a plan known as Tirisano, a Sotho word meaning ‘working together’. The choice of this word reflects the contention that an education system of the twenty-first century cannot be built by a small group of people, or even by the government (DoE 1999). The Tirisano Implementation Plan calls for a massive social mobilization of parents, learners, educators, community leaders, NGOs, the private sector and the international community, motivated by a shared vision (DoE 2000a: 6).

4 Models of parent involvement

The degree to which educators and parents are influenced by a specific theoretical stance will influence the extent to which collaboration between the home and the school exists (Van Wyk 1996:40). I therefore move on to exploring the different models of parent involvement that impact on the theoretical stance of the educators and parents.

Parent involvement is approached and experienced by educators and parents in many different ways and a variety of models exists. The following seem to be the most commonly used models:

- **Ira Gordon’s model**: The Family Impact Model, the School Impact Model and the Community Impact Model (Gordon 1977:74-77);
- **Swap’s models**: The School-to-Home Transmission Model, the Curriculum Enrichment Model, and the Partnership Model (Swap 1992:57);
- **Comer’s model**: School Development Programmes (Comer 1988:24) and
- **Epstein’s model** (1995:704): Parenting; Communicating; Volunteering; Learning at home; Decision making; and Collaborating with the community

The models referred to all have merit. However, research in the United States of America showed that many of these parenting involvement programmes don’t close the achievement gap between low income and minority students, and predominantly white middle and higher income learners (Chrispeels 1992:11). On the other hand subsequent studies of these programmes indicate that those with a comprehensive involvement component have a stronger and longer lasting positive impact on all role players.

The Epstein model of home-school-community partnerships is considered a good example of a comprehensive programme (Christenson, Rounds & Franklin 1992:35) The Epstein Model will therefore be used as the framework for the discussion on supporting learners in Early Childhood Development Programmes.

Firstly let me very briefly provide the essence of this model. Initially, a framework of five major types of involvement was identified (Davies 1991:377). These included: parenting (assisting families with parenting and child rearing skills and the basic obligation of families), communication from and to school volunteers, learning activities at home and decision making (Epstein 1992:503). A sixth type of school and family partnership was later added to this list: collaborating with the community (Epstein 1995:704). The framework of six major types of involvement has evolved from many studies and from many years of work by educators and families in elementary, middle and high schools (Epstein 1995:705). The model focuses on school/family/community partnerships. In addition the Epstein model illustrates that at any time, in any school, and in any family, parent involvement is a variable that can be increased or decreased by the practices of educators, parents, administrators and children (Christenson et al 1992:36).

In order to develop, maintain and sustain school/family/community/partnerships, we need a cadre of practitioners who recognize parents as partners in education, and promotes a harmonious relationship with them; do what is practically possible to keep parents adequately and timely informed about the well being and progress of the learner and recognise that an educational institution serves the community, and therefore acknowledge that there will be differing customs, codes and beliefs in the community

I now proceed to share the findings of an investigation on parent involvement in ECD Programmes against the Epstein typology of parent involvement.

5 Promoting school/family/community/partnerships

As mentioned earlier the findings presented to you are the findings of a qualitative research of a small sample of ECD Programmes in KwaZulu Natal.

5.1 Parenting

Parenting involves assisting families with parenting and child rearing skills, providing family support, programmes on nutrition, health and other services and suggestions for home conditions that support learning at each stage and grade level.

There is a feeling that parents are not coping well with their parenting tasks. Educators and principals are inclined to blame parents for problems that the encounter with the learners at school. One or more of the following were identified as the result of poor parenting: Poor behaviour, bad manners, lack of respect for others, poor eating habits, poor discipline, not being able to follow instruction, rough talk, child abuse and watching programmes that are not suitable to children. An educator had this to say:

> Parents need assistance, during my last year of interviews I had a mother and a grandmother and they say they are really battling with the child and they have no guidelines, they do not know what to do or where to go. So I said there are clinics that run courses on “You and your child, you and your toddler”.

Parents themselves agreed that social factors and changes in parenting styles has made the task of raising children difficult and stressful. In the words of the parent:

> Hectic, you see I come from work. I am on night shift. My wife leaves home at seven o’clock, so she waits for me as soon I come she leaves. Then I have to see to my child’s breakfast, dress her up and bring her to school and then I go home and sleep. Then I have to get up again at twelve, I come back to school to pick her up. When I go back home she wants to play and wants my attention, so I cannot go to sleep again.

The nature of the family has changed dramatically over the last two decades. The perceived “normal family” of two adults “of the opposite sex” living together with two to three children is invalid, yet educators might still measure families against this assumed “norm”. The main problem with advocating an unrealist model of a family norm is that it renders all family units that differ, by definition, “deviant”. Swap (1992:57) uses the term deficient and states: “Often teachers think of low-income/low-status families as being ‘deficient’ and many dwell on family problems while ignoring family strengths”.

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It is a concern that although the nature of the family has changed, our practices have remained the same. There is a need for schools to provide support programmes for families with special needs. For example schools should ensure integration through partnerships involving the school, civic authorities, counselling, health, recreation and other agencies and businesses. Schools should endeavour to link families in need to the relevant support services like social welfare, rehabilitation centers and employment agencies. Epstein (1987a: 29) comments that “family friendly” programmes and services take into account the needs and realities of family life in the new millennium. Regardless of their family arrangements or characteristics, most parents care about their children’s progress in school and want to know how to assist their children.

Schools need to design stimulating workshops dealing with specific topics will assist all families with parenting skills. Relevant issues like watching television, following instructions; discipline, time management, nutrition, listening and talking to children and other information pertaining to the young child could be discussed. If programmes are designed where both parents and educators are “participants”, it will remove the perception that parents are being lectured to and that they are not good parents. Supporting and working with families is seen as a vital part of the child’s development and well being.

5.2 Communicating

Communicating involves designing effective forms of school-to-home and home-to-school communications about school programmes and learners’ progress.

Overall educators and parents agree that there are various forms of communication between the home and schools. The degree and extent of communication differs from one school to another. It is heartening to note that schools do make an attempt to accommodate parents who are working by having meetings scheduled at parents convenience and employing baby sitters. However, the usual barriers of poor attendance, time constraints, interruptions to instructional time and academic jargon are still cited as barriers to effective communication. A parent described a meeting:

Although we have the opportunity to speak, but you don’t do it and then you find that some parents have this to say and that to say, but they don’t say anything at the meeting. Some are shy, some are illiterate. But then everyone is not perfect.

The tendency for educators and parents communicating only when they have problems is not limited to this research. A principal complained:

Parents would not come if there are problems in the class, if the child is performing badly or we want them to come and help, yet if there is a problem with the teacher, they are too ready to come and complain.

In addition communication from the school to home tends to focus on the needs of the school and not the needs of parents. We need to be honest about the purpose of communication. Can we confidently say that all parents understand the written communication sent to them? Is the language used appropriate to parents of the vast majority of learners? Communication should not be restricted only to events and happenings at school. There is a need to communicate information to parents that will empower them to support their children as well.

An interesting observation is that visiting the homes of children is not a high priority. Henderson (1987: 60-61) found that programmes offering home visits were more successful in involving disadvantaged parents than were programmes requiring parents to visit schools. In Early Childhood Development programmes personal interviews between educators and parents and home visits are considered crucial communication strategies. Schools are therefore encouraged to schedule interviews and make home visits at regular intervals.

Research shows that when educators make communication as part of their regular teaching practice, parents increase their interaction with their children at home, feel more positive about their abilities to help their children in the elementary grades, rate the educators as better educators overall and students improve their attitudes and achievements.

5.3 Volunteering

Volunteering involves recruiting and organising parent help and support. It refers to parents who come to school to support learners’ performances, sport, or other events, or to attend workshops or other programmes for their own education and training.

A limited number of parents are involved as volunteers. Parents do not feel confident about assisting in the classroom and they believe that it is the educators’ job to teach. Educators are of the opinion that parents do not have the expertise to make curriculum decisions, on the other hand they welcome assistance of parents watching over children in the classroom, because they have large classes. The most common practices of parent volunteers include maintenance, repairs, relief teaching (child minding), collection of waste materials for activities and accompanying learners on excursions. An educator remarked:

We are very organised that it is not even necessary for the parents to be involved in the classroom. There are areas where parents can help, gardening, any mending, if there are any repairs to be done at school. There are lot of things parents can do, you know we levelled the fields, we needed manure, the sand pit, and there is always some job for a parent.

Schools are not averse to having parents volunteering their services. They therefore need to provide some form of training to parents, so that the assistance provided will have a meaningful impact in the partnership. Moreover, there is a need to extend the number of parents active at school. For example the school can invite parents to participate in training for specific volunteer activities. Schools also need to broaden the areas in which parents can volunteer assistance. If parents are restricted to repairs, maintenance and other mundane tasks, then they are bound to feel inadequate. Meaningful partnership will mean that parents and schools should work towards common goals and the outcomes of their services are important. In the Head Start Early Childhood Development programme in the US where parent volunteers are greatly involved, it was reported that parents who volunteered in the programme enrolled to further study and develop themselves as individuals (Papalia & Olds 1993:322).

Inviting parents to participate in curriculum activities is a basic tenant of Outcomes-Based Education. Educators need to consult parents when they are planning learning experiences at a macro level (DoE 1997b).

According to Swap (1992:58), in Early Childhood Development bridging the gap between the home and the school is an important goal when parents are involved in curriculum activities, it promotes continuity between the home and the school. By getting involved in the classroom it will provide insights and empower parents on how to help their children at home thus strengthening partnerships.

5.4 Learning at home

Learning at home involves the school’s provision of information and ideas to families about how to help learners at home with homework and other curriculum related activities, decisions and planning.

Most parents interviewed indicated that they are eager to assist their children at home and would like the school to help them in managing activities at home. Parents expressed their enthusiasm to “teach” children the alphabet and handwriting and highlighted the difficulty they have as the system is so “changed”. Educators argue that children become confused when parents teach learners at home and this impedes the work of the educator, as they have to undo the learning that takes place at home. Parents agree that they have little knowledge of the current methodologies and require assistance.
But they can have a meeting once and invite us. We are not teachers at least they can guide us. Because if we are going to help them at home, then it is going to help the teachers a lot, because they can go faster and then teachers won’t have so much of a problem. If they can get us all together and discuss it, it helps you as a parent.

We see the potential for conflict between educators and parents if they continue working parallel to each other. There is a wide variety of learning activities that parents can provide without confusing the child. For example, activities like talking, listening, and reading, telling stories and reciting poems can be designed as learning activities at home. Educators are challenged to create a balance between what learners must do on their own at home and also create opportunities for parents to engage in some of these activities with their children.

Parents’ assisting with learning at home is not new to Early Childhood Development. One needs to acknowledge the words of Epstein (1987a: 127): “...although only some parents can be active at school, almost all parents can be involved with their children’s learning at home”.

5.5 Decision making

Decision making includes parents being involved in making decisions at school and developing parent leaders and representatives. This means a process of partnership, of shared views and actions towards shared goals, not just a power struggle between conflicting ideas.

There is the perception that decisions are made in consultation with parents, as parents have their representatives on the school governing bodies (SGB). While parents agreed that they should have greater involvement in decision making, they disagree that the SGB makes decisions on behalf of all the parents.

A parent comments:

They must call the parents to a meeting and decide on times and classes. If they communicate with us, we will communicate with them... Because we feel that only some parents are always involved but we don’t even get a call. Everybody should be treated alike.

Parents’ decision making right is often limited to decisions about school fees. A principal confirms:

But when it comes to actual school matters, you know, like the curriculum and that sort of thing my governing body has never tried to get involved. I think right at the beginning I said to them this is my territory and, you know, nobody has ever tried to overstep the mark.

Parents should be considered partners in the education of their children. True partnership implies shared decision making and working toward common goals. Epstein (1995:701) reminds us that parents recognise their shared interest in and responsibilities for children, and they desire to work together to create better programmes. Schools are therefore challenged to include parents in making decisions on other issues other than school fees.

I would however like to elaborate on one crucial point. According to the Language in Education Policy (DoE 1997a: 3-7):

The right to choose the language of learning and teaching is vested in the individual... The parent exercises the minor learner’s language rights on behalf of the minor learner.

The question one may ask is “are all parents are aware of their rights?” It is a fact that virtually all parents want their children to succeed educationally. However, they may have been led to believe from their own experiences that the best way to help their child to progress is to learn in and speak only English and drop their home language. This is a misguided belief and they need to be informed that in fact a sound grasp of the home language can actually be an educational advantage. Learners in ECD learn and grasp concepts best in their home language.

Recently in South Africa the National Minister of Education, Professor Kader Asmal launched the Multilingual project to ensure that the principles of the Language in Education Policy are adhered to. The Nationwide call for learners in the Foundation Phase to be taught in their home language will not be heeded if parents are not informed of the importance of children learning in their home language.

5.6 Collaborating with the community

This type of involvement involves identifying and integrating resources and services from the community to strengthen school programmes, family practices and children’s learning and development.

We need to pay attention to the advice of Comer, et al (1996:24) who point out that in School Development Programme (SDP) although the focus of the school is on the individual child, the child is viewed as part of the family unit and neighbourhood, as well as part of the community.

Partnership with the community is assumed to be in place because the community makes use of the school facilities. Schools do engage in community activities and projects. However, activities are generally designed and initiated to gain financial support from the community. A principal had this to say:

The school does not necessarily involve the community. They have Fun Day where everyone is invited. They go out to the community for fundraising, you know, like Feed the Babies Fund. The children bring the forms and the parents help them collect the monies. They also go out for sponsorships to the community.

A parent in describing community involvement explained:

They have an awards day, but the teachers don’t like to spend extra time and have functions in the evening, like when we were in school we used to take part in concerts. But I don’t blame them because the labour law comes in, but I think they should. They should have concerts and some fun events where the teachers and all the parents are there.

“It is hard to get involved if you do not have a child in the school. Having a child in the school is what we have in common”.

The term “community” refers not only to the neighbourhood where the learners’ homes and schools are located but also any neighbourhoods that influence their learning and development. It means all who are interested in and affected by the quality of education, not just those with children in the school. Communities today can play a vital role in school/home/family/community partnerships. Resources and other factors in the community must be explored and included in ECD programmes. Involving communities is one aspect of the partnership, supporting the community is equally important. However to do this we need to have a shared understanding of the present day communities. I therefore, venture to highlight some crucial factors that have affected the nature of communities today.

Societal Factors: Anderson (1988:xx) points out that just as family systems have changed, so have the local communities on which families depend for helping networks and social participation. In many local communities today, there are entirely new communities such as shanty communities. In addition there is overcrowding. In the study conducted by Strauss and Burger (2000: 15) in KwaZulu Natal it was found that approximately 40% of the households consists between four and six people living in the same house, while up to 41% indicated eight and more people. This figure is the highest of all provinces in Sout
Africa. Furthermore the values of these social groups differ markedly because of the divergent multiplicity of religion, culture, language and political views (Hatting 1995:15). Each group is convinced that the values of their traditions are the best and are not concerned about the values of other people. Malan (1992:1) attributes this attitude to the fact that South Africa has a long history of cultural separateness and that many people through history tended to categorise themselves in their religious and cultural domains. Floyd (1998:124) found that whether parents from diverse cultures are able to interact comfortably with schools, depends on their past educational background and whether their native community was urban or rural.

Poverty: Schools face additional challenges as many of the shanty communities have problems with employment; housing and some residents lack proficiency in English and live in overcrowded environments. In the study of the 84 primary schools in KwaZulu Natal Strauss & Burger (2000:13) report that they found that 61% of the fathers and 45% of the mothers were working. The employment rate of the fathers and mothers gives an indication that income in most of the households might be very low. A social worker aptly describes the community:

The living conditions of many families have had a negative impact on young children. Sometimes there are ten or twelve people sharing a one-bedroom flat. Drug and alcohol abuse, unemployment and boredom have fuelled a recent rise in sex crimes against children.

Parents are under pressure to get a day’s meal. Attending a school function or becoming involved with the child’s progress in school is not a priority in these poverty stricken homes. Practitioners have to be aware of these conditions and find innovative strategies to form partnerships with these communities. Collaborating with them can only have a positive impact on all concerned, parents, learners and ECD programmes.

The pandemic HIV/AIDS: South Africa has the fastest--growing HIV/AIDS epidemic in the world. With more people infected than in any other country. It also attacks systems. KwaZulu Natal has the highest number of people infected with HIV/AIDS in South Africa. The people most vulnerable to HIV are women and historically marginalised people including the poor, the unemployed, and those who do not have access to health facilities. There is a decline in learner enrolment, as households can no longer afford to keep children at school because of health care cost.

Coome (2000:5) draws our attention to the harsh reality of the impact of the pandemic on education. She warns that HIV/AIDS reduces the number of parents who are twenty to forty years old, increases numbers of orphaned children, deepens poverty and school enrolment rates are expected to decline. Impacts due to poverty, illness, lack of motivation and trauma are set to increase, along with absenteeism among children who are head of households, those who help to supplement family income, and those who are ill.

The National Policy on HIV/AIDS for learners and educators in public schools and students and educators in further education and training institutions (RSA 1999) commits the Ministry of Education to minimize the social, economic and developmental consequences of HIV/AIDS to the education system, all learners, students and to provide leadership to an HIV/AIDS policy (RSA 1999:3-4). However, Coome (2000:11) argues that the government's new strategy is strictly focused on the predisposing factors of HIV/AIDS, preventing or finding a cure, and monitoring health interventions. It does not address the social, development, human rights, economic and infrastructural consequences of HIV/AIDS.

Illiteracy: According to Strauss and Burger (2000:41) the literacy levels of parents can affect the performance of learners negatively. They found that more than 45% of the parents did not complete primary education and a large portion was found to be illiterate. Carger (1993:38) points out that parents who have had limited schooling themselves will generally have difficulty helping their children with their homework. Moreover, Strauss and Burger’s (2000:42) found that overcrowding in some households, the general poverty of a large part of the population and the level of education of parents could have played a major role for the low scores in tasks used in the Monitoring Learner Achievement Project (MLA).

Collaborating with the community must be extended beyond inviting parents to the school open-day, sports meeting and fund raising events. In practice schools are required to provide information for learners and families on community health, cultural, recreational, social support and community activities that lends itself to the holistic development of the learners in ECD programmes.

Collaborating and forming partnerships with low socio-economic communities has proven to be very positive with positive outcomes for all concerned with the ECD programmes. Lazer, Irving and Darlington (in Henderson 1988:43) provide research results of Early Childhood Programmes such as Headstart and its extension Follow-Through where the level of parent involvement is higher, which show that children score higher than children of similar aptitude and background than those whose parents are not involved. Even more encouraging are long term effects of the same programmes which include higher grades and test scores; long term academic achievement; positive attitude and behaviour; more successful programmes and more effective schools (Karr & Landerholm 1986:60).

6 Conclusion
The importance and the benefits of forming partnerships and collaborating with the community cannot be disputed. It is a phenomenon that is accepted world over. In Early Childhood Development Programmes however, partnerships with the community is not an option but rather a necessity. Parent involvement in the education of their children tends to diminish as they move to upper grades, in fact as early as Grade two. Parents have played a major role in the provision of ECD programmes and partnerships should be sustained and supported. There is much to be learned from the shared effort of parents and educators. Involvement of parents in Early Childhood Programmes could be an aid to trust and optimum growth for both children and parents, generating gratifying rewards as children proceed through the school system. Parent involvement and commitment in education have not only become the current household phrase; it is and shall always remain the mission statement of all educational institutions throughout the globe (Nkone and Makede 1992:11).

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Ms Meryl Hewett-Fourie
National Union of Educators

BUILDING PARTNERSHIPS

Introduction
There are 3 elements that are impacting on our children today. As a principal in a community based school I have been exposed and deal with these issues continuously.

1. Stress in the young child
Children are showing definite signs of stress which are impacting on their emotional ability to learn. "Emotional Intelligence" is the new buzz word.

2. How do we build the bridges to support the parent, child and teacher
What support in the communities are given to the parents to educate them and make them aware of the realities in the world around them. How do they deal with the demands on themselves? Politics, economics, crime, Aids, etc. How do they educate themselves about their children’s educational needs? Who are the links that are forged between these important Role players?

3. How do children learn best?
We all have different educational programmes in our schools. We try to facilitate these to meet the needs of the community but also try and maintain a high quality of education.

This is background to the workshop that I have prepared. Some work for us all to share. This will help us to get to know each other and how we address the important issues in our communities.

Workshop Presentation (20 minutes)

Questions:
1) What elements and factors impact on the Stress of the Young Child in your communities?
2) How do you build bridges in the community between Teacher, child and parent?
3) How does your children’s educational programme in your school facilitate both the above?

This information will be compiled into a document. Please could you fill in where you come from and what communities you work?

Workshop Form
Question 1
What elements and factors impact on the Stress of the Young Child in your communities?

Question 2
How do you build bridges in the community between Teacher, child and parent?

Question 3
How does your children’s educational programme in your school facilitate both the above?

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STRESS IN THE YOUNG CHILD

Parent
Base of Life
Working
Economics

"Stress of living" Changing world

CHILD
Own expectations
Peer pressure

Teacher
Education
Life skills

Cooperation
Communication
Time

RULE:
1. Place oneself in same situation
2. Problem solve & deal with stress at Anticipate
   a) Plan - time manage time table
b) Consistent
Symptoms
- Lack of emotional control
- Social instability
- Anti-social behaviour
- Aggression
- Deviant behaviour
- Insecurity
- Withdrawal / habits
- Psychosomatic illness
- Attention seeking
- Academic and learning development
- Changes of behaviour

Causes
1. Curricula
   Examinations
2. Teacher-
   Discipline
   Management
   Expectations
   Personality
   Mental health
3. Socio – economic factors
   Financial problems
   Living conditions
4. Self-view
5. Peer pressure
6. Radio / Television

Additional
a) Home environment
   Parent/child
   Expectations
   Parent relationship
   Family upheaval
   Working mother
b) School environment
   Poor facilities
   Size of classes
   Change routine/teacher
   Atmosphere
   Language
c) Other
   Medication, abuse, illness, sexism, racism

Action to take in School environment
- Avoid rigid curricula
- Less stress on examinations
- Minimise staff tensions
- Selection and training of teachers
- Communication with parents
- Pupil/Teacher ratio

Action to take in Home environment
- Relationships
- Stability
- Less emphasis on competition
- Consistent discipline
- Television
- Food

Proposed solutions
Awareness
- Love, respect, nurture (not only minimize but give skills to cope with stress)
- Fair and realistic expectations
- Positive responses
- Moral code
- Communicate
- Consistency

Building Partnerships
Here I would like to emphasize the importance of building the partnerships between the Teacher/Child/Parent to integrate all parties into a socially aware and active community. They in turn become educated to benefit and improve their community base in the interest of the children.

Parents need to be educated in the importance of this very vital stage of early childhood education. This is not a time for just care, health and safety. It is a time when children are like sponges who absorb all the essential ingredients for their:

1. Social and emotional growth
2. Knowledge and conceptualization
3. Communication and language
4. Physical strength and experience
5. Perceptual development essential for literacy and numeracy
6. Life skills

How do we manage this for parents?

I believe parents should be contracted into this vital process. This is done in the States for the Head Start Programme.

**Model – See attached.**

In South Africa at the moment the National government is moving the Reception year to public schools so as to be able to manage them financially in lieu of the supposed compulsory year. They are still not taking financial responsibility and offer a mere R3.00 / day capita subsidy per child. This must pay the teacher, equip a classroom, create an outdoor play area and obtain teaching materials. An impossible task for the majority of our population. This making those who have, have more and these that do not have – have less.

Programmes that focus on process are concerned about the way in which children think, evaluate and seek out new information.

Very often as educators the end result is more important than how the child got there as they “the educators” view it as a reflection on themselves. Thus we should look at how the young child learns.

A Quality Early Childhood Education programme gives opportunity in the learning of life skills and allows emotional, social, physical and intellectual development. We allow them to develop skills that will enable them to observe and assess any situation and react accordingly.

We guide them according to developmental norms to be self-sufficient, to solve their own problems arising from a stimulating and challenging environment that encourages the child to experiment and explore in a developmentally appropriate play/learning environment.

The informal learning situation allows the child the freedom to develop at his own pace; selecting his own activity at times playing about what is significant to him at the particular time. The role of the early childhood educator becomes that of facilitator/motivator giving support and providing opportunities through a careful structured environment for discovery learning to take place.

Teachers create learning experiences for the child by structuring the learning environment and providing as wide a variety of basic materials as possible.

Education takes place at the time when a child is naturally anxious to understand his world. At the same time the parents of the young child are equally eager to learn and understand how their children participate and function in their world.

A greater learning, both intentional and unintentional, takes place in Informal Education.

Thus the essence of what we do is the nurturing and guiding of the young child towards being:

- **Independent** – believing in himself,
- **Self-disciplined** – know the limits and co-operated,
- **Motivated** – interested and enthusiasm having developed.
- **Responsible** for his own actions, being able to solve his own problems by fostering lateral and divergent thinking and to have a healthy
- **Self-image** giving him the courage and confidence to take the challenges!

Studies have proved the benefit of quality programmes and that we work towards a future society filled with young adults who:

- Think for themselves
- Understand and solve problems
- Concentrate, plan and create
- Get on well with others
- Listen, share and take turns
- Cope with feelings like excitement, fear, anger, and frustration
- Know, accept and like themselves
- Are secure and independent
- Are physically strong and well

This would be: “a society” we would enjoy

With such positive results in view, more attention must be paid to the quality education and care of children.

Early Childhood Education forms the base of all education – if done correctly we will have children with better informed parents, resulting in an aware community and in turn a stronger South Africa.

Let’s work towards this ideal and I urge everyone to actively participate in getting Early Childhood Education included in the educational system of a new South Africa.

Video of Monterey Pre-Primary Integrated Day Programme.
Ms Avrille Gork
Active Learning and Leisure Libraries South Africa

TOY LIBRARIES THE SOUTH AFRICAN WAY

HISTORY OF TOY LIBRARIES INTERNATIONALLY

First established after WW2

HISTORY & DEVELOPMENT OF TOY LIBRARIES IN AFRICA / S. AFRICA

Countries in Africa
The continent of Africa comprises approximately 36 independent countries.

South Africa
South Africa has a population of 41 million people
22 million living in the urban areas and 19 million living in the rural areas.

There are 10 million children between the ages of birth - 9 years.
In the age range from birth - 6 years there are 6 million children.
It is estimated that only 1 million of these children are enrolled in some form of Early Childhood Development provision. (1996 National Census)

What is an active learning library?
A Toy Library is a service that lends toys, games, puzzles and educational aids to individuals, families, therapists and education institutions.

Leisure Library
Provides play material for adults, often focusing on disabled adults and those from disadvantaged backgrounds who have never known the joy of play materials.

What Could an Active Learning Library Look Like?
There is no specific size to a toy library. In reality the size often depends on the available finances.
A Toy Library can be found in a community centre, school, public library, vehicle, church hall and may even operate out of a cupboard.

The one common denominator in all the above situations will be the toys themselves and shelving for storage and display of the toys.

Slide of shop-still to be taken

Why is play important?
Play is the child’s work.
It is through play that he discovers his world by exploring and inventing.
It is through play that he develops the necessary skills in order for him to be able to achieve success at abstract learning i.e. reading, writing and numeracy.
Play also provides entertainment and challenges. These challenges provide opportunities for problem solving skills to be developed.
And as a bonus, play relieves stress in both adults and children.

Slide-girl playing with animals

Why active learning libraries?
There are various types of play.
Low-income families, communities and schools are not able to provide their children with adequate learning opportunities.
Statistics

Specialist toys and equipment + special needs.

Exchanging toys, so that growing needs are met.
Repeatedly taken out until that toy has satisfied the child’s needs.

Toy Librarians can offer assistance and advice to parents and teachers in their selection of materials.

A toy library is a cost effective method of providing a wide variety of learning experiences for all children. (ALL-SA)

What are the benefits of active learning libraries?
Parents are empowered to provide suitable stimulation for their children.
Children who are “at risk” can receive preventative stimulation.

Graded play is available, thus enabling the child to make steady progress.
Orange Farm / Mamelodi study.
Children learn to share.

Additional services that can be offered by active learning libraries

Meeting place for parents of young children.
Database of relevant information that is needed by parents,
i.e. names of child minders, schools, therapists etc.

Brochures and literature that is of benefit to parents can be made available.

Local government representatives, organizations and specialists can be invited Parents can be taught how to make improvised toys from waste and how to play and interact with their children.

Immunization programmes .

Types of active learning libraries
Currently, we have 56 toy libraries up and running in South Africa.
The majority of them are found in the province of Gauteng and Western Cape.
Gauteng 23
Mpumalanga 1
Limpopo 6
North West province 1
Eastern cape 7
Western Cape 12
Northern cape 2
Free State 2
Kwazulu-Natal 2

European Union helped finance a national audit on our ECD facilities.
23 482 ECD sites through out the country accommodating the 1 million children. Government does not have sufficient funding to equip all the present sites with educational resources.

It is due to this need that ALLSA has taken a different approach to the rest of the international Toy Library community.

Without resources, an intellectually stimulating program cannot be achieved
Children learn through doing, through exploring and self discovery.

We are the first country to be taking this direction
Partnerships with Government and the private sector have been developed to take this process further.

Local educational toy companies are also working in partnership with small independent entrepreneurs and self-help projects in developing local content resource materials.

The challenge that faces our Association is not only the development of educational toy libraries, but also not to neglect those libraries that meet other essential needs.

Hospital Active Learning Libraries (ALL)
Only available to families where the child is an out- patient and is usually administered by a speech and / or occupational therapist.

Special Needs Active Learning Libraries.
Serve the needs of mentally / physically and visually impaired children as well as children with a general developmental delay.

Community Active Learning Libraries
Found in public libraries and staffed by the librarian.
Health clinics also provide an ideal situation for ALL, however, we do not know of any currently operating in our country. In Britain and other countries health visitors operate mobile ALL to service outlying areas.

Private Library
There is only one operating in this country.

Reference Active Learning Libraries
Toys are played with at the venue.
SLIDES – T.L.‘s
SLIDES - WASTE TOYS
SLIDES – COMMERCIAL MADE

Conclusion
As previously mentioned Active Learning Library S.A. is working in partnership with many stakeholders.
Parents
Non-Government Organisations
Medical and Para-medical institutions
Government – Education, Health, Social Services

Private sector
Caregivers
Pre-schools

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Professor Grace Mbipon
Institute of Education
University of Calabar
e-mail: embipom@yahoo.com

ENHANCING EARLY CHILDHOOD EDUCATION IN NIGERIA THROUGH MULTI-SECTORAL PARTNERSHIP OF STAKEHOLDERS

Abstract
Since after independence in 1960, Nigeria has continued to be committed to the provision of formal education to her citizens. Although education has been highly rated in the national development plans, and though education receives the lion share in the annual budgets, yet the establishment of pre-primary schools or early childhood education centres has been left with private proprietors and non-governmental organizations. In this paper, the need to establish partnership and the ingredients of success in partnership building are highlighted. Case studies of multi-sectored awareness campaigns, workshops and seminars are presented in this paper. Common problems such as ignorance, poor location, and poor standards of teaching and learning militate against early childhood education, especially in the rural communities. The full potentials of a community could be harnessed for producing an enabling environment for laying proper foundation for the child's education if many sectors of the community work in collaboration as partners or team mates in the same community project of early childhood education.

Introduction
Since Nigeria became a nation in 1960, she had been committed to the provision of formal education to all her citizens. The National Policy on Education (1998) presents pre-primary education as the education given in an educational institution to children aged 3 to 5 years before the entering the primary school. The purpose of pre-primary education in Nigeria includes, among other things, to:
- Effect a smooth transition from the home to the school;
- Learn good habits, especially good health habits and
- Learn the rudiments of numbers, letters, colours, shapes etc. through play
Government has also promised in this policy to encourage private efforts in the provision of pre-primary education. Our experience is that the establishment of pre-primary schools or early childhood education centres has been left with private proprietors and Non-Governmental Organization (NGOs). No single sector of the community can promote the child's right to quality education or provide an enabling environment for the physical, spiritual and social development of the child. There must be a teaming up of early childhood educators in the communities.

Even if the ministry of education should provide all the classrooms and teachers needed for early childhood education the services needed for improved quality of such education will come from the ministries of health, power and water resources. This paper has two major parts. In the first part partnership and the ingredients of success in partnership building are highlighted. In the second section the NGO-centred and proprietor-centred models of multi sectoral partnership in Cross River State of Nigeria are presented.

Partnership
A partner simply means someone you do a particular work with or someone you own a particular business with. Partnership, therefore, means a relationship of people who are involved in doing a particular work. Such people have some stake in some event or programme. OMEP, for example, is concerned about early childhood education and development from 0 – 8 years. OMEP works for the children and defends their rights by speaking to the governments on their behalf. Therefore any groups, institutions, or individuals that work with small children automatically becomes a partner of OMEP. No coercion is involved. Every partner is a volunteer, who is gingered into action by the hope that such action will improve the welfare of the child.

The Need to Establish a Partnership
Each sector of the community in which the child grows up is concerned with a specific aspect of the child's need. The ministry of health is concerned with the health of the child while the parents at home are in charge of the feeding of the child. The universities train the teachers who work with children in the schools. There is no single part of the society which promotes all that the child needs. There must be a healthy working relationship with all who work for children and those who provide goods and services for them. Partnership provides the forum for sharing information about new methods, techniques, materials, equipment and all forms of innovations for improving the quality of life and education of early childhood and even the whole family.

Where there is healthy partnership, gender-sensitive values which affect early childhood education (like early marriage, female circumcision or child labour) can be discussed effectively. Through partnership the media and even our traditional systems of communication will be harnessed to disseminate information on early childhood education. Partnership produces better needs assessment, monitoring and evaluation of early child care and development programmes. It is good to establish healthy partnership because it bridges the gap between the various groups that work with children thus improving the quality of the work. Partnership produces a single voice for the solution of the problems of early childhood development and education. Partnership is necessary for quality control and maintenance of standards in early childhood centres.

Ingredients of Success in Partnership Building
For the partnership to stand firm and grow, the following ingredients must be seen to be present in the relationship:
- Partners have at least one common interest.
- Genuine participation by all partners
- A strong belief that the partner has something good to share with others
- Mutual respect despite our differences
- Mutual trust
- Team spirit
- Willingness to change if necessary
- Appreciation of team mates
These ingredients or characteristics could be taught and learnt as team mates interact with each others.

Models of Partnership
In this section of the paper, two models of partnership which have been effectively used by OMEP Nigeria (Cross River State Branch) during the course of the year are reported. Both models are similar in that they involve all the stakeholders in early childhood education of any given community. Also, the success of both models of partnership depends on the characteristics of the components partners and what they stand for in the society. The two models differ in terms of the initiator/coordinator/local point and objectives of the session.

Model One: The NGO-Centred Partnership Model
This model, as the name implies, is initiated, engineered and coordinated by the NGOs (like OMEP). The NGO liaises with government at both State and Local Government levels, woos, encourages and invites all persons that work with and have concern for children to a meeting.

Relationship: The relationship between partners in this model is best presented graphically as shown in Figure 1.

![Diagram of NGO-Centred Partnership Model]

**FIG. 1: The NGO-centred Partnership Model**

**Other Features of the Model**
- Identification of the stakeholders is done by the executive of the NGO.
- A multi-sectoral planning committee must be chosen very carefully by the NGO. The quality of the needs assessment depends on the composition of the planning committee. The objectives of workshop determined by NGO (OMEP).
- The committee plans the workshop, reports to the NGO before sourcing for the resource persons.
- Partnership conference usually takes the form of workshop/seminar in a central place for skill/leadership training information dissemination and sharing.
- Programme must have practical session and group discussion.

Model Two: The Proprietor-Centred Partnership Model
In this second model, any proprietor who has a need is free to initiate a meeting and invite people who share the same vision about the training centre to it. The relationship in this case may be graphically presented as on Figure 2.

![Diagram of Proprietor-Centred Partnership Model]

**Fig. 2: The Proprietor Centered Partnership Model**
Other Features of the Model

- Stakeholders determined by the proprietor, board of governors and Parents Teachers Association (PTA) of the centre.
- Planning committee drawn up by the proprietor.
- Needs assessment influenced by the proprietor, board of governors and the PTA.
- Partnership meeting takes the form of rally.
- Stimulation and motivation are the main strategies used.
- Meeting is held in the school and pupil's participation takes a greater proportion of the programme time.
- Meeting is usually more informal.

The Case Studies

The two case studies used as example here are presented as reports.

Report from OMEB Workshop/Seminar, Calabar, Nigeria, 20 – 21 March 2002

The workshop/seminar was sponsored by OMEP Nigeria, Cross River State Branch and was held at the Assembly Hall of West African People's Institute, Calabar, Nigeria.

This was the first OMEB workshop/seminar this year intended to bring proprietors in contact with other participants in early childhood education in the community, with the government and the university.

The meeting was formally opened by the Honourable Commissioner for Education, Cross River State. The State Programme Monitoring Adviser of UNDP, Cross River State was the chairman. The State President of OMEP gave the welcome address while the former Deputy Vice-Chancellor of the University of Calabar was the Keynote Address Speaker.

The seminar/workshop was attended by 185 participants drawn from 32 schools in the community, churches, Institute of Education, Faculty of Education in the University, inspectorate division of the Local Education Authority and the Headquarters of the State Ministry of Education.

The objectives of the workshop were:

(i) to establish partnership with all stakeholders in early childhood education.
(ii) to create a forum for the stakeholders to sit together and discuss the problems that militate against the care, development and education of the child.
(iii) to proffer solutions to some of the problems mentioned in the discussion.
(iv) to arm stakeholders with effective methods of communicating with the children.
(v) to equip stakeholders with basic skills for improvisation of reading materials for early childcare and development.
(vi) to make the community aware of the evils of child abuse.
(vii) to make the community aware of OMEP as a major stakeholder in early childhood education.
(viii) to motivate all teachers to prepare the children for mathematics for everyday use.

The keynote Address was on "The Teacher and the Taught", while the lead papers were on (1) Reading Skill, (2) Story Telling, (3) Healthy Parents/Teacher Relationship, (4) Health and Safety in the Environment, (5) Child Abuse and (6) Quantitative Skills

The resource persons consisted of four university lecturers, an inspector of education and a proprietor of a school in the community.

The highlights of the workshop were:

(i) General Discussion on Child Abuse and.
(ii) Production of Reading Materials for Children.

Three of the publishing companies introduced by the stakeholders were

(a) Kind Community Publishing House, Nigeria
(b) Clean Community Publishing Company Ltd. Nigeria
(c) Honest Community Publishers Nigeria Ltd.

The awareness campaign came to an end with a thirty minute television programme where the OMEP President and Vice-President were guests.

Report of the open-day at Amazing Grace Nursery School, Calabar Nigeria on July 31, 2002

This open-day was held at the Love Hall of Amazing Grace nursery School, Calabar. It was intended to bring parents, community leaders, friends and family members of the proprietor to support the work. The sponsor and coordinator of the programme was the proprietor of the school.

There were about 180 adults and 95 pupils. The resource persons were OMEP President, two church leaders and a staff of the ministry of Education. The strategies used were mainly stimulation, and slogans.

The programme lasted only three hours. About one and a half hours was put into parade, music and recitations by the children. This was followed by addresses by the resource persons and donations of money to support the work in the school by resource persons and other participants.

Some slogans used during the meeting were:

(i) The teacher is a "helper international". If you cannot help a child until he/she changes for the better, please do not come to our school.
(ii) Parents are inspectors of education at home. They must inspect the child's body, book and bag everyday.

Conclusion

Nigeria's national policy and OMEP's vision for early childhood education cannot be achieved single-handedly by any group or sector of the society. The problems which militate against the success of early childhood education also affect other development projects in the community.

The quality of early childhood education will improve if we identify all stakeholders in the community, build up a rapport with them and establish various forms of partnership that will yield visible results of steady growth in the field of early childhood education. Our impact in the community will be very little, if any, as long as the proprietors and NGOs are seen to be competing one against the other.
Ms Hubre Meyer  
*University of Pretoria*

**SONGS AND MOVEMENT FOR THE RAINBOW NATION**

**Title of the book**  
*Songs and movement for the Rainbow Nation*

This book is an evaluation of the first volume *Active Listening to Classical Music* by Zenda Nel, plus a supplement of theme related songs and ice breakers. A CD with backtracks of all the above mentioned songs is included in this package.

**Problem Statement**  
The book written by Zenda Nel which is been used by music educators country wide, contains all the components of music education, except singing. This inservice package for the appreciation of classical music has never been evaluated by anyone before.

**The value of this book**  
The book will be available to all music and non-music educators.  
A broad spectrum of exposure to and participation in music should be available to all learners.  
Learners will have the opportunity to listen and perform with enthusiasm and have fun while they are developing their music skills.
Ms Zenda Nel

PROMOTING LISTENING SKILLS THROUGH MUSIC, DRAMA, STORYTELLING, MOVEMENT AND INSTRUMENTAL PLAY IN ECD

Zenda Nel, a Music Education specialist at 18 Nursery and three Primary schools in Centurion and Pretoria (South Africa), has compiled a music program called Active Listening to Music through Dramatization and Instrumental Play for all learners between the ages of 3-9 years old in Pre-Primary and Primary schools. The focus of the three in-service training packages she has written, with manuals, videos and CD’s is on the development of listening skills and the promotion of health. This program has been tested in practice for many years all over South Africa and Swaziland and proves to be very effective.

Zenda Nel will demonstrate to the delegates in a practical workshop how a piece of well-known Classical Music could be interpreted physically by the learners after they have listened to a short story that serves as motivation. Through the use of different characters in the story, dressed in fantasy clothes, the music is dramatized and brought to life in a fun-filled way. There after, the same piece of music is accompanied on simple percussion instruments.

Nel found that this enjoyable active listening program, where she make use of music, drama, storytelling, creativity, movement and arts and crafts, not only helps to develop and improve the listening skills of young learners, but it also promotes their health. Lots of young learners suffer from stress in today’s modern world. Music offers a great relief from stress in many ways. It can help children to open up emotionally and through this, reduce their stress levels tremendously. Grief, loneliness and even anger could be dealt with very effectively in a music listening program that includes drama, storytelling, movement, creativity and instrumental play.

The development of listening skills and the promotion of healing through music, drama, movement and instrumental play in early childhood education

Dramatization and instrumental play appear to be two very effective mediums through which music could be used as a powerful healing tool. Through the integration of listening, storytelling, movement, drama and instrumental playing it is possible to expose traumatized children to music in an enjoyable manner, in order to let them forget about their individual problems. The goal of this workshop is to share effective guidelines, illustrative lessons and easy music scores with therapists, educators, interested groups and individuals. The content of the presentation is practically orientated. The material for the workshop is based on in-service training packages that were compiled by the presenter between 1998-2002. The content, which also includes a video and a CD is not language or culture bound and can be effectively used in any multicultural society.

There is a great shortage of effective material in schools with regard to the presentation of active listening to music through drama, movement and instrumental play. There is also a great need for directives, practically tested examples of lessons and easy music scores that can immediately be implemented by therapists and educators to expose young ordinary, as well as traumatized, stressed, mentally, physically and emotionally handicapped learners to music as a powerful healing tool.

Purpose of the Workshop

The active listening to music program, to promote healing and to develop listening skills, is aimed at addressing the above mentioned shortfalls. It is based on the merging of activities that are usually enjoyed by young children. It includes the dramatization of a fantasy story according to the structure (form) of a piece of music and the playing of the same piece of music on percussion instruments. Course attendants will be practically involved in the demonstration of the dramatization and instrumental play. The presenter feels that therapists and educators can only feel at home in such an imaginative framework if they experience the contents of the lessons first hand.

During the dramatization session, course attendants will have the opportunity to dress up in fantasy costumes that are normally used in the class situation. Through this fun-filled workshop, course attendants will be able to laugh at each other and in this way they will learn to understand and experience the healing powers of music. Through practically experiencing the presentation, therapists and educators should realize that music could be used as a very powerful and effective healing tool. Children with emotional problems do not only experience relief and healing from their actual problems, but the also get to know the arts and learn to love music through this listening program.

Hybré Meyer (top Music Education student of UP for 2001) will demonstrate how she expanded Nel’s listening program with a brand new songbook, called SONGS AND ACTIVITIES FOR THE RAINBOW NATION. This book comes with a CD with keyboard accompaniment for all the songs. All the songs were written and played by Hybré herself.

Please contact the presenters if you would like to purchase any of the available material in Durban, or if you would like to attend a full Saturday morning course from 8:30-13:30 in Pretoria where certificates will be awarded. Courses could also be held anywhere in the world if you want to organize a course for teachers and other interested parties in your own area.
Panel 11 - Meeting the challenges of ECD Provisioning and training in South Africa

Anne Short, Consultant in ECD
Patsy Pillay, New Beginnings ECD Project

MEETING THE CHALLENGES OF ECD TRAINING IN SOUTH AFRICA

‘There can be no task nobler than giving every child a better future’. *World declaration on Children* 1999

Introduction
One of the most important indicators of quality ECD programmes is the quality of training received by the practitioners working with young children. The National ECD Audit conducted by the Department of Education in May/June 2000 showed that the vast majority of ECD practitioners are under-qualified (58%) or untrained (23%). This means that about 47 300 existing practitioners are in need of further training.

The numbers of sites and children reached (over 1 million) were considerably greater than anticipated, but as provision for children has increased, training opportunities for practitioners have not increased proportionally.

On the other hand, the opportunities provided through the development of the National Qualifications Framework, accreditation procedures and some new initiatives for funding training need to be fully explored to generate creative solutions to meeting training needs as cost-effectively as possible.

This paper will provide background information on the history, recent developments in ECD policy and training, and an analysis of current training needs. We will then explore issues relating to the capacity of existing training providers to meet the needs.

History of ECD in South Africa
Origins of ECD provision in the 1930s
Provision for the care and education of young children outside the home was initiated by the community, parents and welfare organisations, with some municipal involvement, during the early decades of this century. In the 1930s the importance of preschool education was clearly recognised as indicated by a resolution passed at a Carnegie National Conference on the Poor White Problem held in Kimberley in 1934. This thinking was no doubt influenced by the work of Montessori and the McMillans in Europe some years earlier. However, as in Europe and elsewhere, this recognition was never realised in practice, and had to be rediscovered many years later.

By 1940 per capita subsidies were available for full day centres from Social Welfare and for approved nursery schools from Education Departments. The standards had been laid down by the Nursery School Association of South Africa at its inaugural meeting in 1939. The Education Departments, however, entrenched discrimination between education and welfare: *Where the role of the creche is custodial, that of the nursery school is primarily educational.* (Cited in Webber, 1978: 149)

Initially, these subsidies were calculated to cover half of the running costs of these programmes, but were not increased in line with rising costs so that centres had to rely more and more on fees to cover their running expenses. The result was that nursery schools, with trained teachers, became privileged middle class institutions, while the creches serving working class children could only afford to provide custodial care, thus reinforcing white privilege and black disadvantage.

By 1940 training courses for nursery school teachers had been established by non-government organisations, which were recognised and subsidised by the relevant Provincial Education Departments. Government involvement in preschool teacher training clearly illustrates the implementation of government policies designed to entrench racial domination. The courses for white teachers, which were started at three institutions, required a Std 10 entrance and included a three year certificate and a one year post graduate diploma course. For African teachers the entrance was Std 8 with a three year certificate (at Ekutuileni in Sophiatown) or two year training (at two centres in Natal).

Apartheid policy
The Nationalist government, however, was not in favour of any form of provision for young children before school. *‘Parents must not shuffle off onto others the duty of bringing up their own children.’* (from the ‘Manifesto on Education’ published in February 1948; cited in Webber 1978: 94). The result was that government policy discouraged the development of early childhood services during the period 1948 to 1969. The state accepted limited social responsibility for service provision for ‘poor white’ children through differential per capita education sub-sidies based on parental income, and the introduction of parental income limits for the welfare subsidy. With the consolidation of the apartheid system, the welfare subsidy for African children disappeared, though local authorities continued to support a few centres.

Furthermore, the training courses for African teachers were forced to close (by the end of 1958) as part of the policy to elim-nate the mission schools. Teacher training continued for whites only and on a small scale. Later, two courses were set up for assistants in Cape Town and Soweto.

In 1969 the Provincial Education Departments (white) were legally empowered to take over nursery school (preprimary) education and set up additional teacher training courses. This resulted in considerable expansion in provision for white children in the 1970s, and some development in other communities in response to the Head Start movement in the USA and non-government initiatives funded by international foundations.
Teacher training courses, initially Std 8 + 2 years, were funded by the state at the Athlone Training Centre (1972) and in 1978 at the Soweto College and at the St Francis Adult Educa-ion Centre in Langa, Cape Town. These courses were converted to Std 10 + 3 years in the early 1980s, and pre primary student teachers were enrolled in a number of black colleges around the country, but all of these were phased out by the end of 1990. This type of specialist preprimary teacher training has never existed for Indian teachers for whom there was only a Std 8 + 2 years assistants’ course which was phased out when training at the technical colleges was introduced at the end of the 1980s.

Reform proposals: A government commission (De Lange, 1981) highlighted the importance of preprimary education for disadvantaged children, but again the apartheid government refused to take responsibility. It argued that consideration should be given to financ-ing school readiness/bridging programmes for the neediest children during the first year of schooling. By the middle of the 1980s preprimary education went on hold once again and training courses began to be phased out. Provision for children other than white remained community-based with low subsidies and limited teacher training facilities. But by the end of the apartheid era, there was still no national policy for ECD.

It is clear that there was little commitment to the development of ECD within the apartheid education establishment and political regime. Because of this lack of state involve-ment, the community and a variety of non-governmental organisations have had to shoulder much of the burden of provid-ing ECD services. During the 1980s and 90s, a substantial number of non-government training providers were set up to provide in-service training for community-based ECD practitioners. The national association for ECD also initiated the development of an accreditation system based on peer review.

Policy Developments since 1990

The transition to a non-racial, non-sexist democratic country presented a number of challenges to the new government around transformation with education being a key area for change. Post 1994, the government has identified children’s rights, which include ECD, as a key area in the process of reconstruction and development. The last decade has seen the evolution and ongoing development of new policies aimed at promoting the rights of children and enhancing the career paths of the ECD practitioners. 

Whist the policies are excellent and, one may add amongst the most progressive in the world, the major challenge is finding the resources and the political will to support the implementation at a grassroots level. The following addresses some key policies in this regard:

ANC policy proposals

Prior to 1994 the then banned African National Congress put together a document titled ‘A Policy Framework for Education and Training’ which attempted to put forward a vision for the new education system in South Africa. This was based on the policy options that addressed an equitable education system within a democratic South Africa recommended in the National Education Policy Investigation (NEPI) reports released in 1992. This project of the National Education Coordinating Committee (NECC) included a research group on ECD.

The challenge was to realise the vision of the Freedom Charter: ‘to open the doors of learning and culture to all’. The African National Congress identified early childhood as a key area that needed redress. It noted that out of 6.5 million South African infants and children, 5.5 million were African children who had limited or no form of access to ECD’ (ANC Policy Framework, 1994). It accepted the principle that the state should be responsible for ECD as it flowed from its constitutional duty to protect the rights of young children. It acknowledged that parents and the wider community also had a responsibility to care for their children.

The policy addressed four key areas for policy development, namely phasing in of Grade R as the first year of compulsory schooling, the need to develop a distinct career path for ECD practitioners within the National Qualifications Framework, the need for government departments at all levels to work collaboratively on meeting the needs of young children, as well as develop a funding policy that included the private sector.

Education White Paper No 1, 1995

The major challenge faced by the new government was to address the decades of racially discriminatory policies that affected the majority of children in SA. The Education White Paper released in 1995 clearly defined the government’s role in developing policy for children aged 0-9 years with an initial focus on five-year-olds and the phasing in of Grade R. It also committed the Department of Education (DoE) to inter-departmental collaboration and partnerships with NGOs.

It clearly articulated that ECD services must be a national priority and stated further that ‘the care and development of young children must be the foundation of social relations and the starting point of human resource development strategies’. The values and principles guiding this process were access, redress, equity, quality and democratic governance. ECD was identified as a fundamental pillar of life-long learning. The White Paper culminated in the Interim Policy for ECD released in September 1996. Interim policy for ECD

demonstrate its commitment towards ECD, the Directorate for ECD and the National Coordinating Committee for ECD (CCCECD) were established. The CCCECD was made up of representatives from government departments and national ECD structures. The Interim Policy for ECD, based on the ANC policy framework, led to the development of the National ECD Pilot Project to investigate ways of phasing in a reception year programme as part of the 10 years of compulsory schooling. The National ECD Pilot Project initiated in 1996 aimed to:

- Build provincial government and non-governmental organization’s capacity.
- Develop a suitable curriculum for implementation.
- Develop and test interim accreditation and standards for practitioners (educators), test interim accreditation of non-governmental training agencies
- Support and develop evaluation effective models for reception year provision, including funding strategies.
- Establish sustainable subsidies for community-based ECD programmes.

The long-term aims were to develop and sustain the partnerships between national and provincial government departments, non-governmental organizations, parents and communities.

The Project achieved the participation of 2730 ECD sites and practitioners and approximately 66 000 children over a three-year period. Training provided led to part qualifications being met, which enhanced the quality of provision.

Education White Paper No 5 on ECD, 2001

The White Paper No. 5 on ECD was based on the recommendations from the National ECD Pilot Project. The government proposed the establishment of a national system for the provision of Reception Year programmes to children aged five turning six, prioritising the poorest of the poor. The policy was released in May 2001 and addressed government’s ‘constitutional obligation to provide all learners with ten years of compulsory school education, including one year of early childhood development called the Reception Year’ (point 1.4.2). The aim is to phase in the Reception Year (Grade R) programme for all five-year-olds over a ten year period.
The following points key issues in the policy:

- The government has committed itself to a conditional grant of 195 million Rand for the Grade R programme for the next three years.
- It is estimated that by the year 2010, 85% of Grade R learners will be attending primary schools.
- 15% of Grade R classes would be housed in community-based or independent schools.
- By 2010 all learners that enter Grade 1 would have participated in an accredited Grade R programme.
- The DoE will liaise with the school governing bodies around financial arrangements of these Grade R classes via a grant-in-aid.
- With regard to children younger than five years old the White Paper prioritises the development of a strategic plan for inter-sectoral collaboration, focusing efforts on improving the quality of early learning programmes.
- The DoE will also prioritise the subsidisation of early learning programmes for four/five year olds from poor urban families.
- HIV/AIDS infected/affected children and children with special learning needs will also be a focus area.

One implication of this policy suggests that community-based sites will therefore have a minimal input in provisioning at Grade R in the future. Is this the sounding bell for the end of an era for community-based ECD sites providing Grade R? Furthermore, Grade R educators will receive a salary allowance of R1000-00 as against other educators employed by the education departments. They will also not be entitled to any other benefits. The grant-in-aid will be given to the school governing bodies, many of whom have no experience in ECD. Parental involvement, which has always been a rich resource within ECD sites, may die a slow death.

There is also a concern that the Grade R will become “formal” in its approach which could disadvantage learners who have had no access to ECD and will have an abrupt start to formal schooling which may include a strange language. Ultimately these children could be merely starting formal schooling a year earlier. The field is still awaiting the implementation of the conditional grant almost a year after it was to have started. Given that the conditional grant is only for a three-year period the question is what happens to the future funding of these sites and how will they be sustained?

Other government commitments towards children

In 1998 the National Department of Education audit of national policies and programs that relate to the provision of ECD showed that several inter-sectoral policies, legislation and programmes have been adopted by the national, provincial and local levels of government to date. Some of these policies and programmes are listed below.

- Adopting the First Call for Children, a principle that places children’s needs at the forefront of development, which arose out of the 1990 World Summit for Children.
- Ratifying the United Nations Convention on the Rights of the Child (CRC), in 1995. This is a legally binding international treaty which outlines children’s rights to survival, development, protection, education and participation; and
- Incorporating the Rights of Children in the Bill of Rights in the Constitution. The Bill of Rights is a document listing and explaining the rights of all South African citizens.
- Adoption of the National Plan of Action in 1996 located in the President’s Office.
- The White Paper for Social Welfare adopted in 1996 prioritises the provision of social development services to children under 5 years, but especially to children younger than 3 years. It commits government to subsidising a range of programme options to help meet the varied ECD needs of families.
- The Child Care Act 74 of 1983 stipulates that anyone who intends caring for more than 6 children is required to register with the Department of Social Services thereby providing quality ECD. This Act is in the process of revision.
- The Free Health Care Policy of 1984 provides for free health care for children younger than 6 years.
- In terms of the Welfare Laws Amendment Act of 1997 a child support grant is payable for needy children younger than 7 years.
- The White Paper on Disability adopted in 1997 focuses on the provision of services to very young children with disability.

No doubt the above speaks to government’s good intentions towards young children, but a year down the line well intentioned policies have not materialised in practice. Grade R which is a Constitutional Right is not available to the thousands of children who have no access to ECD programmes. The Day Care Guidelines which were to have been ratified this year have come under fire as it tended to stipulate requirements that would have the effect of keeping the majority of ECD sites out of the loop in terms of registration and subsidies.

The inter-departmental collaboration cannot be seen in practice. Recently, the Sunday Times newspaper quoted hundreds of children dying of malnutrition in Eastern Cape and KZN. The latter clearly highlights the lack of inter-sectoral collaboration and most importantly that the needs of children are not being met!

Other statutory provisions around ECD

The majority of ECD practitioners have been and continue to be a marginalised group in society, doing work of fundamental importance with the youngest children yet unable to access accredited training, gain recognition as professionals or have access to decent pay and conditions of work. The vast majority of practitioners are women and the only training they have had access to has been delivered on a part-time basis by non-formal training organisations.

SAQA

In 1995, the South African Government established the South African Qualifications Authority (SAQA) to develop and implement the National Qualifications Framework. (NQF). SAQA is guided by two main aims: to build an education and training system that establishes equality for all South Africans, and that improves the quality of our education and training. The NQF is a framework on which qualifications, courses and unit standards are registered, and against which learner achievements are recorded.

The NQF classifies all education and training according to eight levels. The levels measure how difficult the learning for different qualifications is and allow for comparisons between different courses. For example, Level 1 of the NQF comes at the end of ordinary, compulsory schooling up to Grade 9, but can also be reached through ECD training for adults who did not get a chance to study at school.

ECD Qualifications

In 1997 a National Qualifications Framework for ECD with a set of core and elective unit standards was developed through an extensive consultation process under the National Pilot Project. These standards were then piloted in 1998 and 1999 by 41 non-government training providers in eight provinces.

The Standards Generating Body (SGB) for ECD was established in 1999 jointly by the South African Congress for ECD and the Department of Education with a brief to consider qualifications at Levels 1 to 6 on the NQF. ECD qualifications at Level 1, 4 and 5 were registered by SAQA in 2000. The ECD SGB subsequently amended the qualifications according to recommendations of the Authority and these will be registered this year by SAQA (2002). The ECD qualifications map is presented in Table 1 in the Appendix.
This will thus have the effect of standardizing ECD training in the field and make it possible for NGO training providers to be accredited and ECD practitioners to receive recognition of prior learning for nationally recognized credits towards qualifications.

Provider accreditation
Accreditation is the process according to which an Education and Training Quality Assurance body (ETQA) formally recognises that a training provider or person is able to provide education and training of a high standard. This accreditation will refer to specific qualifications or standards on specific levels of the NQF.

ECD training providers need to apply to be accredited by the ETQA set up by the Education, Training and Development Practice (ETDP) Sector Education and Training Authority (SETA). In order to be accredited the organisation will need to meet various criteria ranging from quality management systems, financial and physical resources, staffing policies to the ability to design and deliver training programmes to achieve registered standards and qualifications. The process of accreditation started in 2002.

Non-governmental training providers have expressed concern that the interim accreditation received during the National Pilot Project has not been taken note of. All such NGOs will have to reapply for accreditation. One needs to take cognisance that NGOs have operated on a limited budget with limited resources over many years. Meeting the requirements stipulated by the EDTP SETA is therefore no easy task. Hence there is a need for the SETA to provide support and resources to NGOs and treat the process of accreditation as a developmental one. The SETA has to a certain extent initiated such a strategy. The question is what happens to those training providers who apply to be accredited but do not meet the accreditation requirements? Will they be supported to meet these requirements?

Current situation
In 1991 there were an estimated 566 000 children between birth and six years in some form of preschool provision, which amounted to only 9% of the total age group. In the last 10 years, this number has almost doubled although it is possible that actual numbers were greater in 1991 due to difficulties in collecting information. In the year 2000, there were around 1.1 million children in some form of care. This is good news, but are the majority of these children receiving quality ECD care and education?

As indicated in the introduction, the extent and quality of the training received by ECD practitioners is strongly related to the quality of care and education provided for children. We will now look at the current situation regarding the education and qualifications of ECD practitioners already working with young children.

The National ECD Audit commissioned by the national Department of Education and conducted in May/June 2000 identified a total of 23 482 ECD sites, but they were not all analysed. It is estimated that there were about 58 400 ECD practitioners employed in these sites. Since data is not available on at least 6000 practitioners (11% of the estimated total), the actual training needs of practitioners already working with children are likely to be greater in reality than the following statistics indicate.

Schooling data
Information on the scholastic achievement of ECD practitioners is an important indicator of the level of qualification that can be achieved. The schooling data are presented for each province and nationally in Table 2 in the Appendix and indicate the following:

- Only 4.4% (2361) of educators have very low levels of schooling (Grade 0-6) who could be considered not functionally literate and need extensive ABET training. The chances of them obtaining a Level 1 full qualification are probably limited.
- 11.6% (6247) have a Grade 7 or 8 making a Level 1 qualification possible with some ABET training (ABET 3 and/or 4).
- 31.3% (16 826) have Grade 9, 10 or 11 making a Level 4 qualification possible although those with lower levels may have difficulty getting the fundamentals.
- Of this group, an estimated 2300 already have a formal qualification equivalent to a Level 4 (NSTC, PPTC and PTC) and need upgrading, but there are a significant number of additional 'under-qualified' educators that include those with N1 to N3 qualifications.
- 52.6% (28 251) or just over half of the educators included in the data analysis have a Grade 12, which means that those without qualifications should have access to training at Level 5.
- Of this group, about 40% (an estimated 11 142) already have some kind of post-Grade 12 formal training.

Qualifications of ECD practitioners
In terms of qualifications, it is assumed that only the highest qualification was recorded per educator so that those without ECD qualifications may have some lower level ECD training, often from NGOs. The Audit data on qualifications are available for 48 561 practitioners (presented in detail in Tables 3, 4 and 5 in the Appendix). Only 12% of all ECD practitioners have ECD qualifications that could be recognised by the Department of Education as qualified educators.
12% (5,620) have formal ECD qualifications at Diploma level (M+3) or higher. This includes 545 with the Educare Diploma (Technikon) which is not recognised as an educator qualification. About 2000 in this group could be looking to upgrade to a 4 year qualification (Level 6) if they wish to be employed in schools - B.Ed route.

- 11% (5,593) have non-ECD formal qualifications at M+3 or higher, consisting of:
  - Primary Teacher’s Diploma (PTD) 1,978
  - Other (e.g. nursing, social work, degrees) 3,615

Some of this group might want to get some kind of ECD qualification at Level 6, e.g. B.Ed for PTDs; GCE for those with a degree; ACE for those with a Level 6 educational qualification.

- 11% (5,585) have a variety of formal qualifications in ECD or primary teaching but are regarded as underqualified by the DoE and may wish to upgrade through Level 5 and/or to Level 6:
  - N4 - N6 1,731
  - Unisa certificate 176
  - NSTC + PPTC 1,306 (84% the latter)

Nearly half of this group have formal ECD qualifications at least equivalent to Level 4 or higher:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>N4 - N6</td>
<td>1,731</td>
</tr>
<tr>
<td>Unisa certificate</td>
<td>176</td>
</tr>
<tr>
<td>NSTC + PPTC</td>
<td>1,306</td>
</tr>
</tbody>
</table>

3,213

Those (984) with primary teaching formal qualifications (PTC) also need to upgrade an ECD diploma at Level 5 or to Level 6 (e.g. B.Ed).

There are 1,388 practitioners in the under-qualified category which would include the N1-N3s (technical colleges) and others. Those with N1-N3 either need to obtain a Level 5 qualification if they have Grade 12 or a Grade 4 qualification if they do not.

- 43% (at least 20,730) had NGO training in 2000, but it is likely that most of these do not have sufficient credits for a full qualification, and many may need upgrading. Those with Grade 12 should have access to Level 5 training. Most NGO training providers offer Level 1 and Level 4 training only.
- 23% (at least 11,033) of ECD practitioners had no training in 2000. Some with Grade 12 could start at Level 5, others with Grades 9-11 at Level 4, and the remainder at Level 1.

### Summary of training needs
The following breakdown provides very rough estimates of the numbers of ECD practitioners requiring training at Levels 1, 4, 5 and 6, excluding those with ECD qualifications equivalent to M+4 (Level 6) or higher (3,600).

<table>
<thead>
<tr>
<th>Level 6: Dip Ed ECD/Educare</th>
<th>2,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teacher’s Dip</td>
<td>2,000</td>
</tr>
<tr>
<td>Other qualifications</td>
<td>3,600</td>
</tr>
<tr>
<td></td>
<td>7,600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5: ECD certificates</th>
<th>3,200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teacher’s Cert</td>
<td>1,000</td>
</tr>
<tr>
<td>Grade 12 + other (N1-N3, etc)</td>
<td>400</td>
</tr>
<tr>
<td>Grade 12 + NGO training</td>
<td>8,400</td>
</tr>
<tr>
<td>Grade 12 (untrained)</td>
<td>4,500</td>
</tr>
<tr>
<td></td>
<td>17,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4: Other (N1-N3, etc)</th>
<th>1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGO training</td>
<td>8,200</td>
</tr>
<tr>
<td>Untrained</td>
<td>4,300</td>
</tr>
<tr>
<td></td>
<td>13,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1: NGO training</th>
<th>4,100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained</td>
<td>2,200</td>
</tr>
<tr>
<td></td>
<td>6,300</td>
</tr>
</tbody>
</table>

**TOTAL**

44,900

It should be noted that many of the above practitioners will not seek training or up-grading, but the qualifications of between 6,000 and 10,000 practitioners were not included in the data analysis. A further unknown number of practitioners were not included in the audit at all, and new people are entering the sector all the time.

This analysis focuses on immediate needs and does not project future needs which will change/increase as more Grade R classes are established at primary schools.

In conclusion, the greatest demand for training is clearly at Level 4 and 5 in the short term. In the future, Level 1 training is likely to phase out and the demand for Level 6 training is likely increase.
Available training opportunities

A list of 147 ECD training providers was compiled for the National Audit. Questionnaires were completed by 112 of these providers. Of the 35 that did not respond it is likely that a significant number had stopped training or had closed down. In a survey of ECD training providers in 1993, a total of 84 providers were identified with data available for 71. While there has been an increase in training providers, the training capacity of these providers was not surveyed in 2000 through the National Audit.

Therefore, the 1993 data will have to be used to indicate training capacity. In most cases enrolments are small, except in the case of the distance learning institutions, Unisa where enrolments have increased significantly in recent years, and Technisa.

Those that responded to the National Audit survey included four universities, two technikons and 14 colleges of education involved in providing higher (tertiary) education. Since 2000 the colleges of education have been rationalised and some amalgamated with either universities or technikons. Today there are at least eight universities and two technikons involved in training ECD practitioners at the preschool level at NQF Levels 5 and 6 mainly. Many higher education institutions now provide Foundation Phase educator training including Grade R.

The 2000 National Audit also included 26 vocational/technical colleges offering training primarily at NQF Level 4, but this sector is also being rationalised. So although the number of these formal institutions providing ECD training had doubled from 1993, it is likely that some have stopped training.

The National Audit data had responses from 52 NGO providers, the same number involved in the 1993 survey. There was growth in this sector, but a number have closed down or downsized because of the lack of funding. The National Audit data on practitioner qualifications reflect the data collected on numbers of people in training in 1993, which showed that the vast majority (80%) of trainees were attending non-formal in-service training.

The overall training capacity of all these providers remains limited. In 1993 there were less than 10,000 in training, while we have already identified nearly 45,000 practitioners already working with children who need training. Except for the Level 1 group where the NGO providers probably have the capacity to meet the need (which is decreasing), at all other levels there is a critical shortage of training provision. The major challenge in meeting training needs, however, is clearly at Levels 4 and 5.

Challenges in ECD training provision

As we have seen there are massive training needs among existing ECD practitioners already working with young children in different forms of provision. Of particular concern are the 11,000 practitioners who had no training in 2000 and the largest group (21,000) who have had in-service training and need to get recognised qualifications - now possible for the first time through the establishment of the National Qualifications Framework. Furthermore, the statistics on training needs do not include the need to train new ECD practitioners to replace those leaving the system, to improve adult-child ratios, and the needs for growth in provision.

The challenges in meeting these needs are enormous in view of the existing training places available. And there are a number of issues which complicate the provision of high quality training services. We will first look at this in terms of challenges relating to the delivery of quality training and then at challenges relating to providing training.

Challenges in training delivery

1. Training of trainers

Perhaps the most urgent need to ensure quality training is the training of trainers, assessors and moderators. Many experienced ECD trainers in the NGO training providers have received in-service training. Their knowledge and skills need to be verified through the recognition of prior learning and top-up training provided wherever necessary so that they can be assessed for valid current qualifications. This also applies to trainers working in the formal sector, especially in the ex-technical colleges (now known as Further Education and Training institutions).

In order for training providers to be accredited, the Education, Training and Development Quality Assurance (ETDQA) body requires that trainers be qualified at a level higher in the field of practice (i.e. ECD) than those they are training. They also need to have adult education skills, and the ECD SGB is working on appropriate qualifications at NQF levels 5 and 6. At this stage, however, there are very few ECD training providers that have the capacity to provide this training.

The ETDQA also requires that learners (ECD practitioners) must be assessed by registered assessors (by May 2004), who have to be trained and assessed against a generic unit standard at Level 5. Similarly, there need to be trained (Level 6) and registered internal moderators. This training is available from a variety of providers, but there are clear benefits to attending ECD-specific assessment training programmes because each field has its own practices and contextual issues.

2. Career paths and leadership capacity

Opportunities for career-pathing in the ECD sector are extremely limited. This is because of the lack of funding available and limited promotion posts, either in higher education or in government departments. There is a major need to develop leadership capacity, especially in course design, materials and curriculum development, research and in management. This means that we need more ECD practitioners with higher education qualifications (at levels 7 and 8) and a more vibrant academic/research-oriented climate.

There are only two universities in the country that provide ECD support for higher degrees (levels 7 and 8), both of which are based in Pretoria, although it is possible to do higher degrees in ECD at some other universities. At one stage the Human Sciences Research Council had an ECD research unit but this no longer exists.
3. Key issues in course design

One of the issues is that the NGO training providers use unit standards as a basis for course design, which is appropriate for in-service training allowing practitioners to build up their credits over time. The formal training institutions offer ‘whole qualifications’ which makes articulation and progression quite tricky, especially with regard to the recognition of prior learning (RPL).

RPL is a key principle in the new outcomes-based education and training system, and it is an ETQQA requirement for accreditation of training providers. In the ECD sector it is essential for the thousands of practitioners who have received NGO training over the last 15 years or more. RPL, however, is a new concept and training providers, in general, are struggling with it.

All qualifications are made up of three components: fundamental learning required to improve the capacity for learning, core learning consisting of compulsory areas of learning, and elective learning for specialisation. Most of the NGO training providers have focussed on the core unit standards at levels 1 and 4. An issue in course design here is whether the course is designed in separate modules for each unit standard or as an integrated programme which helps to avoid repetition and allows sequencing of material in a more rational way.

At levels 1 and 4 fundamental learning is prescribed by SAQA and includes 20 credits in communication and 16 credits in mathematical literacy. Providing training in these subjects is a challenge for most NGO providers because they are not big enough to provide this kind of specialist tuition. A similar challenge arises with the elective unit standards. Both fundamental learning and electives can also be integrated into the design of a course, but this requires the necessary trainer skills.

4. Training delivery

One way of meeting some of the challenges identified above could be through setting up consortiums among NGO providers to share the load of offering fundamentals and a variety of electives. Providers also need to look at partnerships between state and non-government training providers since the former are often in a better position to offer fundamental learning while the NGO providers are very experienced and skilled in providing in-service training which is what is needed most in the field now. There are difficulties, especially with higher education institutions because they tend to offer ‘whole qualifications’, but there have been a variety of cooperative relationships between NGOs and universities.

Challenges in training provision

Prior to 1994, NGO training providers carried the major responsibility for the training of ECD practitioners who were disadvantaged and marginalised women caring for the majority of young children. However, this training, commonly referred to as ‘informal’ or ‘non-formal’ training was not formally recognised.

There are approximately 60-70 NGO training providers and a variety of training offered to practitioners. Sixty-eight percent of the practitioners are African women, the majority of whom have received training from the NGO sector and are regarded as unqualified by the DoE. Half the practitioners earn less than R500 per month. Most training providers charge training fees but the NGOs rely heavily on donors and fundraising efforts for their income (DoE Audit 30-45).

Whilst it is a step forward that a range of statutory bodies have been established to affirm areas like ECD that have been neglected in the past and some support has been made available, a number of challenges still face NGOs.

5. Funding

Due to the downsizing of foreign funding and monies going directly to Government, many NGOs have closed (as many as ten over the past three years). Donors in South Africa choose to fund select NGOs, or fund programmes that they deem important. Many NGOs themselves choose to tow the line of funders as a means of survival.

On the other hand, in promoting sustainability, it is practically impossible to rely on fees in spite of it being subsidised. Due to the high levels of poverty practitioners cannot afford to pay fees. The moral dilemma faced by NGOs is ‘does one evict them from the programme, or carry them and trim other costs’.

Due to difficulties in attracting funding and lack of government subsidies, NGOs have lost a number of skilled staff to other better paying jobs.

6. Costs of training

Practitioners tend to choose training providers within easy reach and by the amount of training fees charged. Where an NGO is heavily subsidised, even though they may not offer the best programme, they will attract the practitioners. When one compares the costs of heavily subsidised tertiary training and NGO training there is a huge difference. Given the changes in terms of providing accredited training, NGOs face a further challenge in reviewing their training manuals and this involves further costs. If an NGO decides to increase their training costs, they lose their ‘students’. Since the majority of practitioners are not aware of accreditation and its effects and not much advocacy around it is available, practitioners could be hoodwinked in doing training with ‘fly by night’ providers.

7. Restructuring to meet statutory requirements

Given the status of the sector, NGOs are beginning to feel the pressure to comply with statutory requirements. Provider accreditation with the EDTA SETA involves completing a 55-page accreditation document together with supporting documents. Whilst some NGOs have the necessary infrastructure and have complied with registered ECD standards, others are battling. Once registered, providers will then have to comply with assessment outcomes, make sure that their trainers are qualified above the level they train, that assessors and moderators are trained and registered, set up and maintain a learner record database and supply the details to the ETQQA and advise them of summative assessment dates. Only after assessment results are moderated and verified by the SETA, will the results be made available to practitioners.

From informal discussions with practitioners, they are finding that the changes are too much to cope with and resources are limited. Some of them indicate that given their meagre allowances it is easier not to continue with training as at the end of the day their allowances remain the same. Again one needs to highlight the need for additional support for NGOs and trainers to cope with the current changes. The need for partnerships between so-called formal and non-formal providers is crucial in supporting practitioners achieve a full qualification in ECD.

Some support available

The DoE through the conditional grant will train 4500 practitioners to obtain a minimum Level 4 qualification. The EDTA SETA has identified ECD as a special area requiring funding and support. Therefore in its Sector Skills Plan (SSP), the EDTA SETA will offer over a three-year period a number of learnerships for ECD practitioners at Level 4 and Level 5 for trainers leading to a full qualification. Forty-five million has been made available for the ECD learnerships. It is envisaged that there will be 300 learnerships within a three period. The EDTA SETA through the National Skills Fund will also offer support courses that will enhance the skills development of ECD practitioners. Some areas being investigated are around fundamental and elective training. Unfortunately, this support will not meet the needs of the entire field, keeping in mind that almost 50 000 practitioners have been identified and the majority were found to be ‘under-qualified’ with over 11 000 untrained.
Who takes up the challenges?
Currently it is the NGOs and umbrella structures like the South African Congress for ECD and teacher unions that have been advocating on behalf of the sector. Prior to 1994, NGOs played a pivotal role in challenging government in meeting the needs and rights of the majority of people in South Africa. There is a view now that NGOs seem to have adopted a 'soft approach' to government. The spirit of the era prior to 1994 has dwindled.

On the other hand there are also a number of factors that marginalise the sector:
• Lack of unity in the field which includes the historic division between formal and non-formal ECD providers;
• Strong competition between NGO training providers for funding;
• Lack of political will and funding by government;
• Lack of resources to implement government policies;
• Inability to see ECD as a growing profession;
• Apathy amongst practitioners to take up the challenges;
• High turnover of ECD specialists leaving the field.

Where to from here?
Eight years ago the World Bank Study identified 11 percent of children having some access to ECD. When one looks at figures now, there is not much difference, i.e. just over a million children of an estimated 6 million children in the 0-6 years cohort are in some form of provision. Clearly government has to prioritise ECD and budget for this area accordingly. Inter-sectoral collaboration will need clear objectives and dedicated staffing to make it work. As civil society, both NGOs and ECD stakeholders will need to develop a strategy, part of which should be to engage government on the promises it made to the children of South Africa. There can and should be no deaths of children as a result of hunger.

Partnerships look good on paper but they need to be translated into action. All tiers of government and civil society organs need to work collaboratively toward common goals in ECD. There needs to be a strategy directed at dedicated resources, a monitoring mechanism and a clear time frame for deliverables at all tiers of government to make sure that the majority of children out of the loop of ECD can gain access. Secondly, in making sure that the latter becomes viable, government need to support NGOs before they die a natural death. As part of this process in enhancing practitioner qualifications partnerships between NGOs and higher institutions need to encouraged and nurtured.

Finally, the ECD White Paper No 5 (2001) talks about 'a new era, a new opportunity for our children and highlights the unprecedented opportunity created by the ending of apartheid for all children to grow up in dignity and pride'. Kader Asmal added 'let us work together to nurture our children, to let them experience the excitement and the joy of learning, and to provide them, and our nation, with a solid foundation for lifelong learning and development' (White paper No 5,2001).

The time for action is NOW!

References


### APPENDIX

Table 1: ECD PRACTITIONER QUALIFICATIONS MAP

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>FUNDAMENTAL</th>
<th>CORE</th>
<th>ELECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6**</td>
<td>in process of being developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 5***</td>
<td>36 credits at Level 4 or above</td>
<td>72 credits at Level 5 (from Level Certificate)</td>
<td>132 credits at Level 4 or above</td>
</tr>
<tr>
<td>Exit or access to Degree (Level 6)</td>
<td></td>
<td></td>
<td>Unspecified: 24</td>
</tr>
<tr>
<td>Level 5***</td>
<td>12 credits at Level 5</td>
<td>72 credits at Level 5</td>
<td>36 credits at Level 4 or above (minimum)</td>
</tr>
<tr>
<td>Higher Certificate (120 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit or access to Diploma or Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>20 credits at Level 4</td>
<td>64 credits at Level 4**</td>
<td>20 credits at Level 2 or above</td>
</tr>
<tr>
<td>National Certificate (120 credits)</td>
<td>Communication: 20</td>
<td></td>
<td>ECD specific: 12</td>
</tr>
<tr>
<td>Exit or access to Level 5</td>
<td>Mathematics: 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>36 credits at Level 1 or above</td>
<td>48 credits at Level 1</td>
<td>36 credits at any level</td>
</tr>
<tr>
<td>Basic Certificate (120 credits)</td>
<td>Communication: 20Mathematics: 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit or access to Level 4</td>
<td></td>
<td></td>
<td>Unspecified</td>
</tr>
</tbody>
</table>

* Level 6 in the process of being developed.
** Core competences at Level 4 assumed to be in place for Level 5 qualifications
*** Level 5 Certificate and Diploma in the process of being amended

TABLE 2: Scholastic achievement of ECD practitioners in audited sites per province

<table>
<thead>
<tr>
<th>Province</th>
<th>Gr 0-6</th>
<th>Gr 7-8</th>
<th>Gr 9-11</th>
<th>Gr 12</th>
<th>%</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Eastern Cape</td>
<td>184</td>
<td>864</td>
<td>2 570</td>
<td>2 655</td>
<td>42.3%</td>
<td>6 273</td>
</tr>
<tr>
<td>Free State</td>
<td>294</td>
<td>631</td>
<td>1 198</td>
<td>1 837</td>
<td>46.4%</td>
<td>3 960</td>
</tr>
<tr>
<td>Gauteng</td>
<td>674</td>
<td>1 739</td>
<td>4 774</td>
<td>7 569</td>
<td>51.2%</td>
<td>14 756</td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td>416</td>
<td>927</td>
<td>3 024</td>
<td>6 085</td>
<td>58.2%</td>
<td>10 452</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>117</td>
<td>250</td>
<td>644</td>
<td>1 606</td>
<td>61.2%</td>
<td>2 617</td>
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<tr>
<td>Northern Cape</td>
<td>19</td>
<td>110</td>
<td>283</td>
<td>416</td>
<td>50.2%</td>
<td>828</td>
</tr>
<tr>
<td>Northern Province</td>
<td>76</td>
<td>194</td>
<td>750</td>
<td>2 548</td>
<td>71.4%</td>
<td>3 568</td>
</tr>
<tr>
<td>North West</td>
<td>81</td>
<td>312</td>
<td>863</td>
<td>1 626</td>
<td>56.4%</td>
<td>2 882</td>
</tr>
<tr>
<td>Western Cape</td>
<td>500</td>
<td>1 220</td>
<td>2 720</td>
<td>3 909</td>
<td>46.8%</td>
<td>8 349</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2 361</td>
<td>6 247</td>
<td>16 827</td>
<td>28 251</td>
<td>52.6%</td>
<td>53 665</td>
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Source: Extracted by ELRU from the National Audit SPSS data files.
<table>
<thead>
<tr>
<th>Province</th>
<th>No training</th>
<th>NGO training</th>
<th>Underqualified</th>
<th>Qualified (M+3+)</th>
<th>Non-ECD qual.</th>
<th>TOTAL</th>
</tr>
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<td>E.Cape</td>
<td>480</td>
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<td>375</td>
<td>367</td>
<td>360</td>
<td>5 413</td>
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<tr>
<td>Free St</td>
<td>1 015</td>
<td>1 594</td>
<td>310</td>
<td>338</td>
<td>475</td>
<td>3 732</td>
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<td>KZN</td>
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<td>1 220</td>
<td>1 002</td>
<td>1 096</td>
<td>9 701</td>
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<td>Mpumalanga</td>
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<td>1 107</td>
<td>243</td>
<td>215</td>
<td>258</td>
<td>2 265</td>
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<tr>
<td>N Cape</td>
<td>124</td>
<td>325</td>
<td>57</td>
<td>71</td>
<td>92</td>
<td>669</td>
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<tr>
<td>N Province</td>
<td>377</td>
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<td>744</td>
<td>393</td>
<td>454</td>
<td>3 364</td>
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<tr>
<td>N West</td>
<td>394</td>
<td>738</td>
<td>294</td>
<td>305</td>
<td>438</td>
<td>2 169</td>
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<td>W Cape</td>
<td>2 259</td>
<td>3 124</td>
<td>1 018</td>
<td>1 034</td>
<td>869</td>
<td>8 304</td>
</tr>
<tr>
<td>Total (%)</td>
<td>11 033</td>
<td>20 730</td>
<td>5 585</td>
<td>5 620</td>
<td>5 593</td>
<td>48 561</td>
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Source: Data extracted from the National Audit Report, 2001 with adjustments (see attached notes)
<table>
<thead>
<tr>
<th>Qualification</th>
<th>E Cape</th>
<th>Free State</th>
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<th>Mpuma</th>
<th>N Cape</th>
<th>N Prov</th>
<th>N West</th>
<th>WCape</th>
<th>TOTAL</th>
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<tr>
<td>Post-grade</td>
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<td>4</td>
<td>42</td>
<td>36</td>
<td>6</td>
<td>2</td>
<td>25</td>
<td>1</td>
<td>19</td>
<td>158</td>
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<tr>
<td>B Preprim</td>
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<td>42</td>
<td>337</td>
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<td>52</td>
<td>139</td>
<td>508</td>
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<td>Dip Ed (PP)</td>
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<td>79</td>
<td>358</td>
<td>401</td>
<td>63</td>
<td>17</td>
<td>185</td>
<td>136</td>
<td>329</td>
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<tr>
<td>Dip Educare</td>
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<td>51</td>
<td>156</td>
<td>77</td>
<td>11</td>
<td>3</td>
<td>102</td>
<td>11</td>
<td>95</td>
<td>545</td>
</tr>
<tr>
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<td>338</td>
<td>1 895</td>
<td>1 002</td>
<td>215</td>
<td>71</td>
<td>393</td>
<td>305</td>
<td>1 034</td>
<td>5 620</td>
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<td>286</td>
<td>568</td>
<td>149</td>
<td>52</td>
<td>206</td>
<td>79</td>
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<td>1 978</td>
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<td>1 265</td>
<td>528</td>
<td>109</td>
<td>40</td>
<td>28</td>
<td>359</td>
<td>591</td>
<td>3 615</td>
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<td>Other qals</td>
<td>360</td>
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<td>1 551</td>
<td>1 096</td>
<td>258</td>
<td>92</td>
<td>454</td>
<td>438</td>
<td>869</td>
<td>5 593</td>
</tr>
<tr>
<td>N4 - N6</td>
<td>81</td>
<td>76</td>
<td>385</td>
<td>174</td>
<td>99</td>
<td>10</td>
<td>449</td>
<td>36</td>
<td>421</td>
<td>1 731</td>
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<tr>
<td>PPTC</td>
<td>89</td>
<td>35</td>
<td>183</td>
<td>443</td>
<td>49</td>
<td>9</td>
<td>78</td>
<td>28</td>
<td>182</td>
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<td>NSTC</td>
<td>17</td>
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<td>89</td>
<td>40</td>
<td>8</td>
<td>0</td>
<td>9</td>
<td>15</td>
<td>27</td>
<td>210</td>
</tr>
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<td>10</td>
<td>54</td>
<td>44</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>14</td>
<td>25</td>
<td>176</td>
</tr>
<tr>
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<td>92</td>
<td>44</td>
<td>515</td>
<td>156</td>
<td>55</td>
<td>10</td>
<td>140</td>
<td>129</td>
<td>247</td>
<td>1 388</td>
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<tr>
<td>Under-qual</td>
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<td>170</td>
<td>1 226</td>
<td>857</td>
<td>218</td>
<td>29</td>
<td>678</td>
<td>222</td>
<td>902</td>
<td>4 601</td>
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<tr>
<td>PTC</td>
<td>76</td>
<td>140</td>
<td>98</td>
<td>363</td>
<td>25</td>
<td>28</td>
<td>66</td>
<td>72</td>
<td>116</td>
<td>984</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1 102</td>
<td>1 123</td>
<td>4 770</td>
<td>3 318</td>
<td>716</td>
<td>220</td>
<td>1 591</td>
<td>1 037</td>
<td>2 921</td>
<td>16 798</td>
</tr>
</tbody>
</table>

Source: Compiled from the Audit report and from the National Audit SPSS data files (extracted by ELRU).
Notes on Tables:

Table 2: This table provides information on the highest school grade achieved by 98% of the ECD practitioners identified in the National Audit in 2000.

The Grade 12 column also shows the percentage of ECD practitioners in each province who had completed a senior certificate, which is equivalent to a Level 4 on the NQF.

Table 3: This table provides information on the highest formal qualification achieved by ECD practitioners. Note that the total number of ECD practitioners identified in the audited sites was 54 503, so that data is missing on 5 942 (11%) practitioners.

The following qualifications are listed in Table 3:

**Recognised formal ECD qualifications:**
- Post-graduate qualifications in ECD (preprimary) include the following:
  - Higher Diploma in Education (Post-graduate) - degree + 1 year (Level 6)
  - B.Ed (honours degree), Masters and Doctorate degrees (Levels 7, 8)
- B. Preprim Ed: 4-year degree (Level 6)
- Higher Diploma in Education (Preprimary) - 4 year diploma or one year following a 3-year diploma at colleges of education (Level 6)
- Diploma in Education (Preprimary) - 3 years, college of education (Level 5)
- National Diploma in Educare - N6 + 1 year practical at a technikon (Level 5); not recognised by the Dept of Education as an educator qualification.

**Other formal qualifications relevant to ECD:**
- Primary Teachers Diploma (PTD) - 3 years, colleges of education (Level 5), recognised as an educator qualification by the DoE
- Degree or diploma in Social Work or Nursing - university (L 6), college (L 5)
  It is not clear whether other qualifications, such as a BA or BSc degree were included in this category.

**ECD qualifications that are regarded as inadequate by the DoE (under-qualified):**
- National Certificates in Educare (N4-N6) - technical colleges/technikons (L5)
- Preprimary Teachers Certificate (PPTC) - Std 8 + 2 years, colleges (L4/5)
- Nursery School Teacher’s Certificate (NSTC) - as above
- UNISA Reception Year Certificate - 1 year (Level 5), possibly included the ECD Certificate as well, 1 year (L4/5)
- National Certificates in Educare - 3 x 6 months for N1-N3; 2 years for the NIC and NSC - technical colleges (Levels 2-4); this category may include other lower level courses.
- Primary Teachers Certificate (PTC) - Std 8 + 2 years, colleges (Level 5)

Table 3 shows the statistics for practitioners with a Primary Teaching Diploma (PTD) separately under ‘other qualifications’ because this qualification previously offered in colleges of education for black teachers is a recognised educator qualification (Std 10 + 3 years). It was also offered in preprimary education, but it appears that the PTD practitioners have been included in the ‘under-qualified group’ in the National Audit statistical analysis.

In terms of the coding instructions in the National Audit report, a PTD was grouped with a PTC as a Std 8 + 2 year qualification, which is unfortunate because there is a significant number of ECD practitioners with a PTD (who may have primary or preprimary qualifications).

Table 4, originally extracted from the Audit Report, has been adjusted to include the PTD group under ‘non-ECD qualifications’. This reduces the number of unspecified others in the ‘under-qualified group’ to a more reasonable number (mainly N1-N3).

Note that it is also possible that some PTD preprimary qualifications may have been coded for the PPTC because the numbers seem too high for a qualification that was offered at very few colleges for a limited period of time.

Table 5 shows the Audit Report statistics (page 41) qualifications for each population group. In terms of the above argument it is likely that the number of ‘under-qualified’ African practitioners is considerably less than shown in this table (estimated at about 1800). This would increase the number of qualified African practitioners to about 5764 with ECD and non-ECD qualifications (18%). This still leaves the majority of African practitioners with NGO training (53%) or no training (23%).

**TABLE 5: Qualifications of ECD practitioners according to population group**

<table>
<thead>
<tr>
<th>Group</th>
<th>No training</th>
<th>NGO training</th>
<th>Under-qualified</th>
<th>Qualified</th>
<th>Non-ECD qual</th>
<th>TOTAL</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>7 494</td>
<td>16 771</td>
<td>4 152</td>
<td>1 624</td>
<td>1 788</td>
<td>31 829</td>
<td>(66)</td>
</tr>
<tr>
<td>Coloured</td>
<td>1 465</td>
<td>2 405</td>
<td>1 045</td>
<td>403</td>
<td>334</td>
<td>5 652</td>
<td>(12)</td>
</tr>
<tr>
<td>Indian</td>
<td>117</td>
<td>290</td>
<td>264</td>
<td>145</td>
<td>148</td>
<td>964</td>
<td>(2)</td>
</tr>
<tr>
<td>White</td>
<td>1 855</td>
<td>946</td>
<td>2 001</td>
<td>3 383</td>
<td>1 302</td>
<td>9 487</td>
<td>(20)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10 931</td>
<td>20 412</td>
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Harold Coetzee  
*Grow Early Learning Centre*  

**BUILDING SOCIETIES THROUGH PARTNERSHIPS: THROUGH THE EYES OF RESOURCE AND TRAINING ORGANISATIONS**

Mr Coetzee focused on the key issues of partnership and added that Prof Janses already touched upon the key issues in the Master Conference. He stated that the issue of poverty in the country provides the catalyst to address service delivery. He stated that RTOs need to improve the quality and quantity of training in the country. He added that under the current environment under which ECD operates there is a dire need to address the situation of grant and provisions for all ECD practitioners.

The need to address poverty alleviation by improving on the quality and quantity of ECD services offers and ideal opportunity for partnerships. It is obvious that no single service provider or government department has the capacity to go it alone.

The paper will briefly outline the traditional role played by ECD RTOs and the contribution the sector made to the rich body of knowledge and expertise developed over decades.

It is with this background and proud history that RTOs and CBOs are well placed to be a significant social and service partner with government and the corporate to extend ECD learning programmes and resources to the underserviced urban and rural communities. Partner in and proud history that community based.

The paper will explore the different levels and nature of partnerships and the critical issues between:

- RTOs and CBOs and government relations
- RTOs relationship between themselves and FET providers
- Relationships within the broader spectrum of development sector as part of an integrated child, family community strategy
- Relations with the donor community
- RTOs and the beneficiaries

Some lessons will be shared on where attempts on partnerships are taking place.

In addition some areas for partnership and collaboration will be proposed, such as:

- Development and enrichment of learning programmes
- Organisation and human resource development
- Geographic reach
- Programme sharing

Lastly, the paper will look at practical strategies that can be implemented for a vibrant and resourceful sector.
Pinky Mamabolo  
ECD Practitioner and Trainer

PRACTITIONERS FACING ECD CHALLENGES IN SOUTH AFRICA

Introduction
This part of the presentation will focus on the plight of Early Childhood Development Practitioners and the challenges they are facing in south africa. in terms of providing training and security. It will assist to alleviate the problems. As we are looking forward to achieve the objective of the conference currently and beyond encompassing the theme; building society through partnerships, the paper will recommend that partners find ways and means of protecting our children from being used for commercial purposes.

Maaree and Ford 1987 say ‘their lives are in our hands, our future is in their hands’. The above statement portrays the reason why Early Childhood Development practitioners volunteer to render their services in community based ECD centres. It is a known fact that this sub-field is dominated by women, they offer these services with caps in their hands begging needs for survival from donors, communities and government.

We have learned from experience that women and children have been and still are the victims of the system. The women and children are still found at the bottom step of the ladder. Higher Education is given first priority compared to Early Childhood Development education and care.

The policies and acts are launched but inadequately implemented. What compounds the problem is that the sub-sector is still fragmented in the government departments. Therefore no proper monitoring and follow-ups are taking place. the blame is shifted from one department to another as the way of passing the buck, such deprives the child to learn holistically.

Subsidies
Our partners in government give food subsidies to ECD, much as we appreciate their work we are concerned that the cooks be numerated as well. Where on earth have you seen the supply of raw food without any means of preparing them to be edible? How can buildings be erected without proper hygienic maintenance services, and expect excellence? This is exactly what we experience in our communities, we therefore rely on Volunteerism the concept that assisted Early Childhood Development community to survive throughout, from apartheid era up till now. But can we still survive when the burden has to be carried by the community with the present high unemployment rate? It is clear that people can’t volunteer on empty stomachs. Food that is meant to feed children will ultimately be consumed by volunteers and that will definitely have a negative effect on the quality programmes we require. The home based and other ECD services still do not benefit in the scheme and that is one challenge we are facing in this self-employment initiative as compared to the centre based ECD services.

Security
The sub sector has potential to create jobs although we as partners must be vigilant of those who turn to use our children for commercial purposes out of greed. The practitioners who are employed by the community lack the stable salaries. ECD practitioners cannot afford insurance policies to cover their lives in times of accidents and natural disasters. They do not enjoy any basic benefits for instance medical allowance, housing subsidies, they also don’t belong to any pension scheme. They earn from hand to mouth dependent on the children’s contributions, until they reach the retirement age when they are required to exit from their workplace. The retire empty handed, poor as church mice, with no decent houses, contrary to their counterparts in the government circles. Its quite amazing to see how our partners treat this matter. The domestic workers are fully covered and protected by the Domestic workers act. Government still undermine Early Childhood Development practitioners who are responsible for rearing the future. The child is in the centre and the irreparable damage done is traumatic for the rest of the child’s life. Well, Practitioners are also human beings they need better jobs for better lives. The constant movement in search of secured jobs by practitioners affect sustainable development negatively.

Implementation of Grade R
In terms of implementing Grade R we watch in amusement as inadequately underqualified and qualified teachers are employed to do the job. Despite the wake up calls we made to the Department of Education alerting them about the importance of the young child’s developmental stages; the sensitive period and absorbent mind. Our partner continues with its actions of marginalising ECD Practitioners. We are ECD specialists, and we are proud of it. We gained the expertise through experience and studies. We know the kind of environment the child needs. But our partner ignores us and place Grade R in a formal school setting without mental stimulation. I’ve seen these kids packed like ‘sardine’ in a classroom, seated on desks and benches which are not child sized, big enough to be used by fully grown adults. The daily programme is a formal one suitable for a Grade 5 child designed to accommodate intervals after long hours. The teacher conducts the lessons using frontal methodology and rote learning, instead of using child centered and child directed methodologies. The child’s creativity, curiosity and desire to learn is not developed.

Therefore these Grade Rs are provided with custodial care. The school admission policy leaves ECD practitioners stranded and frustrated in empty ECD centres.

This is not a complain but a concern partner label community based ECD services as to expensive and unaffordable to the community hence the removal of GRADE R from us to them. Contrary to that it was reported in one of the newspapers this year that the financial report in the department of Education indicated that ECD budget was under utilised. I doubt that the same disaster is going to happen with the implementation of the conditional grant, one of the requirements for the practitioners is to teach GRADE R. This is a crime against humanity. The newspaper quoted the minister saying that he is going to follow up on the matter, but we haven’t heard the results of the investigation yet. Of course it was an eye opener for the department of education to go beyond and involve other experts especially SACECD in dealing with issues around quality programmes to avoid such misappropriations of funds. Rather than defending their actions and protecting their employment as they are covered by certain acts and by the unions they are affiliated to. I am pleading to the system to be innovative and encourage your teachers to learn ECD integrated methodologies from us in this post-apartheid era. Or else our children’s development will be hampered and our future will be doomed. We still volunteer services and do fabulous work. We were not paid for putting together ECD and Education policies. Much as we do not oppose the consultant contracted by the government we still uphold the concept of ubuntu.
Training
As custodians of ECD in partnership we need to take into consideration the legacy we have inherited, the damage which was done in various ways at different levels of development should be looked at in a more wider perspective. The challenges and stereotypes searched during the consultative processes before and after '94. We urge the RTO’s to roll up their sleeves to develop skills for quality programmes, and strategies for long term transformation. Though the emergence of the training agencies during the last decade of the 20th century was widely accepted by the practitioners, certain individuals and groups took advantage and established 'fly by night' institutions. These institutions hit hard on the practitioners financially and time wise. The quality of the programmes leaves much to be desired.
Yes 'adult learning is a key tool for personal as well as social economic and cultural development.' Whilst we appreciate SAQA act, 'skills development act, NQF level descriptors etc, we urge RTO’s to draw up programmes that will go beyond the policy documents. Some studies have identified a serious impact on the mental health of the people more generally on their aspirations to learn and develop their own competencies. It is a known fact that our practitioners are those who are far beyond the Ego-centric stage. Eric Ericsson in his theory illustrates how this age group is concerned about the needs of society rather than self. Therefore ECD training programmes must uphold the concept of lifelong learning and recognition of prior learning (RPL) so as to avoid discriminating against these dedicated care givers (senior citizens). ECD training programmes should be inclusive of practitioners and children with special needs and HIV/AIDS as the cross cutting subject matter. Again, the curriculum needs to include parents and family education to enhance the cultural and traditional lifestyle. The whole area of personality development including behaviour and attitudes has generally been overlooked. Personality components such as creativity, flexibility, the ability to grasp situations quickly, the readiness to co-operate, the ability to learn and adapt, plays an important role for self employment which is also an aspect of ECD initiative outcomes. These are all social skills which are largely influenced by the changes.

Conclusion
We must consider employing ECD practitioners with special needs in ECD services as partners we need to join hands and begin to address the issue of providing our centres with relevant resources and facilities for the differently abled people. I am making a call for all of us to participate with production; to rally around the legislation that will cover and protect ECD practitioners and their rights as part and parcel of the workers in this country.
We acknowledge the registration of ECD learnerships and unit standards, We would like to urge ETDP SETA to speed up the processes of implementing accreditation, learnerships and all the processes they’re involved in. SAQA should accelerate the process of developing unit standards to enable service providers to design good quality ECD programmes. SACE must be considerate and relax requirement criteria in recognition of ECD in recognition of ECD practitioners qualification. Finally both SAQA and ETDP SETA must make provision to train ECD practitioners so as to capacitate them with skills to develop and critique unit standards on their own, as well as quality assurance and learnership programmes to encourage optimum performance of the practitioners. By so doing the gap between the so called experts and the uninformed will be closed and we can be proudly say we have accomplished our mission.

TRANSFORMATION as the sub-sector.
Let us all raise 'join hands and say 'Their lives are in our hands, our future is in their hands'.

Key Words:
SAQA SOUTH AFRICAN QUALIFICATIONS AUTHORITY.
SETA SECTORAL ELECTORAL TRAINING AUTHORITY.
ETDP EDUCATION TRAINING DEVELOPMENT PRACTICES.
ECD EARLY CHILDHOOD DEVELOPMENT.
SACE SOUTH AFRICAN COUNCIL OF EDUCATORS.
RTOs RESOURCE TRAINING ORGANIZATION.
NOF NATIONAL QUALIFICATION FRAMEWORK.
SACECD SOUTH AFRICAN CONGRESS FOR EARLY CHILDHOOD DEVELOPMENT.
Mr Ismaiylili Isaacs, 
SA Congress for ECD, South Africa

DO FORCES OUTSIDE OUR CONTROL HINDER ACCESS FOR YOUNG CHILDREN TO ECD PROVISION?

The micro and macro levels of ECD provisions were discussed. Mr Isaacs said that on a macro level, if a country experience calamities namely wars, wide spread diseases and poverty then ECD provision is low in that country. On the micro level, factors such as insufficient funds, government policies not assisting ECD, integration of education and the attitudes of stakeholders hinder the progression of ECD programs. He said that by the time a child is 6 years old they would have already learnt more than 50% of what they would ever learn irrespective of other developments in later years. Mr Isaacs there expressed the need for government, donors and businesses to invest in ECD programs.

Within a present social milieu child abuse is on the increase and young children growing up outside the traditional family enclave with parents mostly employed somewhere else, is becoming the practice in many societies. This gradual change in fact is beginning to provide fertile ground ECD provisioning to attract more young children into its programmes, but is that the case? This question is particularly relevant after most governments have ratified numerous international declarations on the rights of children and education for all projects.

If for the past 50 odd years ECD provisioning was mainly done by private civil society organisations and religious bodies, there has been recently an increasing acceptability by governments to buy into the idea.

For the past 50 years excellent centre-based programmes; home-based projects; a range of rural-type provisioning programmes together with numerous government designed and integrated educational and social development programmes have begun to be implemented more and more.

For the past 50 years research has been conducted to improve the teaching practice of educators and ECD activists, while at the same time key learning ability and techniques for young children has provided huge excitement and has created conducive environment for the acceleration of ECD provisioning.

Civil society and governments have successfully lobbied special funding appeals in order to increase the potential for ECD provisioning. Researchers and Education activists has been pointing out the social benefits of ECD to society and why the governments, donors and the business communities should invest wisely and extensively in ECD provisioning. They claim that during the first 6 years of their life children are learning more than 50% of what they ever would learn irrespective of cognitive, social or other developments in later years.

Yet, today access to ECD has mainly taken root in the northern hemisphere than in the south, and despite the healthy factors influencing the potential for access in the south the access situation is mainly static with very little movement.
Mr Thomas Letsie,
SA Congress for ECD, South Africa

SOUTH AFRICAN GOVERNMENT AND CHILDREN’S BUDGET

He listed the Children’s Rights according to Section 28 of the Bill of Rights and added that despite the constitutions pledge to protect children they are still exploited and live in poverty. He further stated that the constitution alone does not protect the children for it is the task of each and every individual. He said that six out of ten children in South Africa live in poverty.

Introduction

Our Constitution, the South African Constitution, 1996, in section 28 of the Bill of rights provides among others, that:

- Every child has the right
- To a name and nationality from birth
- To family care or parental care, or to appropriate alternative care when removed from family environment
- To basic nutrition, shelter, basic health care and social services
- To protection from maltreatment, neglect, abuse or degradation
- To protection from exploitative labour practices
- Not to be required or permitted to perform work or provide services that are inappropriate for a person of the child’s age; place at risk of child’s well being, education, physical or mental health or spiritual, moral or social development.
- A child’s best interests are of paramount importance in every matter concerning the child and all of this is stated in the Bill of Rights which is a cornerstone of democracy in South Africa
- and enshrines the rights of all people in our country and affirms democratic values of human dignity, equality and freedom.

The children and the Constitution

The Constitution alone does not protect children. Most civilized countries in the world openly declare that the future belongs to their children and this declaration is often enshrined in their Constitutions.

Health

Poverty has a negative impact on health, particularly children. Poor health limits the ability of children to participate effectively in schooling and other social services. In South Africa many poor children suffer and die from diseases like tuberculosis (TB), measles, typhoid and diarrhea. These diseases are contracted particularly in areas where there are poor basic health conditions.

Welfare

Welfare programmes play a fundamental role in poverty alleviation and provide a shelter for the most disadvantaged children in South Africa. Welfare programmes also create a foundation for the very poor that can allow them to participate in other social service areas. Welfare service to vulnerable children can help them escape the worst ravages of poverty. The Welfare sector receive the fourth largest share of government budget.

Education

Public spending on education is mostly directly targeted at children. Providing quality education is on of the key policy priorities, of the current government. The present situation at schools in the townships are large classes which cause stumbling blocks to improve the quality of education.

Conclusion

Improving the impact of social spending on children is a challenging process. To achieve better outcomes for children in South Africa, resources need to be re-prioritized and targeted more specifically and effectively to reach children who are in most need.
Josie Yende-Mthethwa
SAQA, NSB 07 Coordinator

SAQAS ROLE IN CREATING AN CONSTRUCTIVE ENVIRONMENT FOR BUILDING PARTNERSHIPS.

This paper will begin to explore the role of the South African Qualifications Authority (SAQA) in the generation of standards and qualifications for early childhood development (ECD). It will briefly outline the process of developing and setting standards. In particular, it will focus on the registered standards for educators (trainers and practitioners) in laying the foundation for quality ECD programmes. It will also discuss standards that impact on ECD, including health workers, social workers, and community workers. At a macro level, the cycle of setting standards also involves strategic role players namely the National Department of Education and the Education, Training and Development Practices (ETDP) Sector Education and Training Authority (SETA). The role and relationship of these macro role players together with the SAQA is also critical for creating environments that help to support and promote partnerships within and across ECD and other sectors. In essence, it is focusing on how constructive environments can help facilitate integrated partnerships, particularly at a macro level and the effect it can have at a micro level, and ultimately the learners. The paper will explore this in the South African context.
Elizabeth G van Leeve
Grassroots Adult Education and Training Trust, South Africa

BEYOND FEEDERS AND GROWERS: CONCEPTUAL SHIFTS IN EARLY CARE AND EDUCATION IN SOUTH AFRICA

In this presentation I intend sharing with you the results of an Infants and Toddlers pilot project undertaken in 2001 by my organisation, Grassroots Adult Education and Training Trust. The pilot was run with the kind assistance of Dr. Virginia Casper who is an infants and toddlers specialist from the Bank Street College of Education in New York.

Background and History of the Infants and Toddler Pilot
Recent Early Childhood Development policy developments, piloted through the National ECD Pilot Project, have focused and was confined to meeting the needs of Grade R/Reception Year aged children. Education, training and development that addresses the needs of babies and toddlers has been overshadowed by the focus on Reception Year.

In April 2001, the South African Department of Social Development released Guidelines for Day Care which are based on the Rights of Children as enshrined in the United Nations Convention on the Rights of the Child, as well as the South African Constitution.

The guidelines are meant to ensure that all registered ECD provision in South Africa is aimed at meeting the holistic needs of children in various age groups viz. Babies, toddlers, Reception Year and After-School Care pupils.

Here, at least we see a state department’s intention to address the needs of children beyond the Receptin Year age cohort. Furthermore, in the ECD Government Gazette no. 22756.........(waiting for Government Gazette)


“Most brain development happens before a child reaches three years old. Long before many adults even realize what is happening, the brain cells of a new infant proliferate, synapses cradle and the patterns of a lifetime are established. In a short 36 months, children develop their abilities to think and speak, learn and reason and lay the foundation for their values and social behavior as adults.

Because these early years are a time of such great change in a young life and of such long-lasting influence, ensuring the rights of the child must begin at the very start of life. Choices made and actions taken on behalf of children during this critical period affect not only how a child develops but also how a country progresses.

No reasonable plan for human development can waste the most opportune period for intervening in a child’s life, the years from birth to age three.

The time of early childhood should merit the highest-priority attention when responsible governments are making decisions about laws, policies, programmes and money. Yet, tragically both for the children and for nations, these are the years that receive the least.” unquote.

At a Conference on Infant Mental Health, hosted by the Western Cape Association for Infant Mental Health in April this year, professionals engaged in much discussion and debate on the non-parental caregiving world and the ways in which society and culture influence these practitioners’ caregiving concepts and self-concepts. According to Dr. Casper this is a looming area for study, and becomes more crucial every day, as women continue to enter the workforce worldwide. There are of course specific implications here in Africa, where non-parental caregiving is on the rise as a result of the huge number of children orphaned by the HIV/AIDS pandemic with their specialized need for care.

However, how caregivers are viewed by most societies is crystal clear. And here South Africa is hardly alone, in spite of heartfelt public statements by such a statesman as Kader Asmal, our National Minister of Education, thanking SA’s caregiving women for helping to build the nation while acknowledging the troublesome lack of training and resources for them.

Overhead 1 – ECD While Paper statement (Government Gazette)

But unfortunately, the reality is closer to what one childminder in an informal settlement told Dr. Casper.

Overhead 2 – “The babies are at the bottom and we are there with them”.

Unit standards for qualifications for ECD practitioners have been registered with SAQA and it is now up to training providers to develop appropriate training programmes specifically for ECD practitioners working with Infants and Toddlers. To this end Grassroots set out to develop a range of training sessions covering the unique needs of babies and toddlers.

Financial support for such training programmes will come in the form of Learnerships and/or Skills Programmes funded by the Skills Development Fund.

Overhead – Group

I am now going to share some of what we learnt from a wide range of mostly informal infant and toddler caregivers working in the Western Cape when they came to pilot training sessions in June 2001. The pilot consisted of a couple of day-long sessions excerpted from series of 50 sessions. These 50 sessions are based on the core unit standards for ECD practitioners at NQF Level 4 which reflect the required competencies of an ECD practitioner to Facilitate Active Learning.
Facilitate Healthy Development and Manage a Learning Programme. Although the course was written at Grade 12/matrícul level, the 25 women who attended, represented a wide range of literacy levels. There were a number who could not read or write much and at the other end of the spectrum was a university graduate.

Mostly through active learning, the course aimed to integrate some findings from the science of early development, with African traditions and necessities of care. Most important, was creating a time, space and intellectual structure with which to highlight the importance of facilitating early emotional development, enabling caregivers to meld these ideas with what they themselves know and value. According to Dr. Casper, walking this fine line with these women has been the most rewarding and intellectually challenging projects she could recall. The course is still in the process of development and during a national Training of Trainers Course, in April this year, the first 20 sessions, packaged in modules, were introduced to senior trainers from ECD NGO's in all nine provinces of South Africa. It is intended that these NGO's will use the extensive course materials to provide training for birth-to-three ECD practitioners in their areas of operation. They are encouraged to adapt training modules as the context requires.

The pilot began with work groups doing some identity work – who are we, what do we do and so on. The group averaged between 4 to 8 years experience with young children, some with infants and toddlers, some not, and some had worked with only a few (I and T), in the context of mixed age group care. They totalled up all their years of experience combined to reach a very impressive number of about 90 years. Here is what they identified as The Most Important Things We Do for Babies and Toddlers in Care, and then, Barriers to Quality Care for Babies and Toddlers.

Overhead no. 4 (see above)

Their analysis resonated with Dr. Casper's experiences whilst visiting programmes, as well as her experiences of the Grassroots field workers. In addition, she had already highlighted a number of these areas to focus on in the course, namely, what she perceived to be very harsh views toward parents, helping young children settle into care early in the week – after what can be chaotic or stressful week-ends, and most specifically, identifying areas of early development for further elaboration. Caregivers knew they needed and wanted to know more about early development, but weren't sure where and how to proceed.

Overhead 5 – and elaborate on each

Hardness of attitudes towards parents
How ubuntu means different things to different people
Melting of content – “Me, You and our Community” etc

The responses to the pilot were powerful, and for many, transformative. There was a deep resonance and gratitude for ways to think about babies in addition to their physical health and growth. It was the emotional development content and implications for care with which the participants felt most simpathic. These ideas were greeted as if by dear old friends not seen for a long time. After all, emotions are hardly strange to caregivers who are surrounded by raw emotions all day long. Like many profound learning experiences, it was not all about its NEWNESS, but rather, learning that reminds, perhaps re-organises and integrates what we know deep down somewhere. The training provided the space, time, supports and encouragement, and if you will, the permission, to step back and name some of the HOWN'S of emotional development that caregivers were working with all day long, every single day.

Of course, some material WAS new. As you will see in this short video clip, participants felt the need to share ideas with their families – something that is a trustworthy signpost of authentic learning. Yet another type of response to the training was NOT about content per se, but about presentation – what was referred to as the manner of the learning, as this of course, appears to have had an impact on the learning itself.

In this snippet you will hear three pilot participants giving some feedback about the training to SA-based UNICEF representatives. They are not racially representative of the pilot group, and perhaps among the more articulate. They happened to be on site when a video camera was available. They were, in Dr. Casper's estimation, however, representative of the sentiments of the women who took part.

Video
It is our hope that through a collaborative effort between NGO's, state departments, parents and practitioners we can refocus our energies and resources to address the critical window of human development opportunity presented to us during the first 36 months of a child's life.

Finally, allow me once again to quote from the UNICEF State of the World's Children Report:

*The options for leaders who are striving to do what's best for children and best for their country seem obvious:

Ensure that every child, without exception, is registered at birth and starts life safe from violence, with adequate nutrition, clean water, proper sanitation, primary health care and cognitive and psychosocial stimulation OR fail their moral and legal obligations set forth in the Convention on the Rights of the Child.

Support families and communities as they care for their young children OR abandon the hope that the next generation will be healthy enough and skilled enough to lead a country out of poverty and away from destructive disparities of income, education and opportunity.

Provide the monies necessary to ensure every child the best possible start in life during the early childhood years OR perpetuate the inequities that divide people, compromise their well-being and eventually destroy societies and countries. Spend what is needed now to assure that families have access to basic good – quality services they need for their young children OR spend more to fix problems later.

These alternatives, although clear-cut, are not always easy to see. Intergenerational cycles of poverty, disease, violence and discrimination are so entrenched in the ways lives are lived and societies are organised that they seem permanently set in stone, with cycles of hope and change buried under layers of rock, far from sight and possibility.

But even when governments do recognise the value of better matching their investments with their opportunities, there is a practical problem that must be resolved.

Early childhood services do not fall neatly into any one sector, as the needs and indivisible rights of the young child span the areas of health, nutrition, a safe environment and psychosocial and cognitive development.

Systems are not always in place to keep an integrated, cross-sectoral approach running. As a result, a government's responsibility to provide for children and support their families easily slips between the lines that divide ministries and departments. Seen as the responsibility of many, providing services for children under the age of three becomes the responsibility of no one.

Which is all the more reason that governments at all levels must make decisions and take action if the rights of the child are to be respected and the needs of a country are to be met.
Until society's leaders step up to these responsibilities, the children and young people of this world, and their parents and families, will be left to absorb the effects of poor public policy into their private lives, before passing them to the next generation. And as long as a nation allows its public policies and budget decisions to violate the rights of children and women, there is scant hope of changing the realities and futures of children or of achieving sustained development. Nor will humanity's potential be fully realised.*

I hope that in this presentation I have reflected some conceptual shifts in early care and education in the Western Cape as well as the imperatives and responsibilities for all concerned with human development in general. We are certain that the national Training of Trainers Course, together with department initiatives will stimulate expansion of our thinking of the needs of babies and toddlers on a national level. At Grassroots, with the generous support of our donors and consistent seeking of productive partnerships at all levels of society, we are striving to do our best.
South African Government

South Africa meets the challenge of ECD

DELEGATES FROM THE SOUTH AFRICAN GOVERNMENT

Approximately 40% of young children in South Africa grow up in conditions of abject poverty and neglect (White Paper 5: Meeting the Challenges of ECD). Children who are raised in these poor families are most at risk of infant death, low birth weight, stunted growth, poor adjustment to school, increased repetition and school dropout. The legacy of apartheid can be seen in the inequality of provision and opportunity for young children in South Africa today. The challenge of government is to help break the cycle of poverty by increasing access to quality ECD programmes, particularly for poor children. The presentation will focus on what government inherited in 1994 and government interventions post 1994.

Ms Louise stated that her presentation would focus very selectively on how the South African Government has addressed the challenges of ECD. She said that we must celebrate the diversity but at the same time we must meet the challenges that we have inherited with the post-apartheid era and one of them is poverty.

She said that there are many children in South Africa whose lives have not changed significantly. She asked if children are a national priority in South Africa. She said that unfortunately there is limited access to ECD services especially to black children. She asked what Government intend to do.

She stated that there is a need to dismantle apartheid in education and there is an attempt to develop a legal framework that would protect the rights of people in South Africa. She said that an extremely controversial subject is the institutionalization of compulsory education for children at the ages of 7 years and above and their acceptance into public schooling in the Grade R level. She hopes by 2004 there could be a more acceptable situation were children who are 54 years old could enter into Grade R. She mentioned the OBE education system and stated that it would be good for the country because it is one system of education.

She said that the new era in South Africa has presented many problems. She said that there is still a need for accelerated delivery. She said that so far the vision of the Department of Education has been access for life long learning. She added that this may sound simple but in reality it is a big challenge. She spoke about the Education White Paper and said that it at least allows for a framework for the policies of ECD. She stated that the National Pilot Project was the first instance where we could develop a model for education that enabled all children to have access to quality education.

She said that in regards to auditing there is still a need to conduct a audit for more reliable statistics and that this is crucial in South Africa as the statistics differ from one province to the next. She said that the other problem area lies in the training programs as 90% of the programs are still conducted in English. She said that funding is the other major problem area, including the provisioning of sites within the rural areas. She emphasized the need for the use of hom Languages at school and added that trainers are still receiving very little in regards to salaries.

Ms Louise spoke about the many health problems from the AIDS pandemic to many other diseases that affect the South African children. She spoke about the broad implementation plan and programs for children under 5 years old. She emphasized the relationship that must exist between government and the need to collaborate internationally. She stated that only by working together and by collective effort will there be a difference in the lives of the poor children in South Africa and the rest of the world.
Prof Leah Adams

Prof Emeritus,  
Eastern Michigan University, USA

Dr Samira Moosa  
College of Education

CONTRASTS AND SIMILARITIES: PRESCHOOL EDUCATION IN THE USA AND THE MIDDLE EAST

The similarities and contrasts in approaches to early childhood education in the U.S. and selected Middle Eastern nations will be considered by looking at the basic policies, issues and practices related to preschool education. Presenters will consider the parallelism and contrasts and the reasons for both our differences and our similarities in the U.S. and in selected Middle Eastern nations. Implications for programs in the U.S. which service recently immigrated families from the Middle East or tradition-oriented Islamic families will be discussed.

Program differences between nations in approaches to preschool programs and curriculum are based on national histories, cultural and national ideology as well and current knowledge about the education of young children. Ways in which programs evolve reflects the national history as well as interpretation of the needs of children in the future.

There are similarities in national/community goals for children and for their futures between nations, even when cultural and educational traditions are very different. The application of the international guidelines suggested by the document from the International Symposium on Early Childhood Education and Care for the 21st Century, for which both presenters served as delegates will be considered as a way of considering cultural and programmatic differences.

Prof Adams stated that location and culture has so much to do with education. She highlighted some similarities and constrasts between different cultures and added that she has been extremely fortunate in being able to visit more that 33 nations and their respective pre-schools. She spoke about environment and resources having a huge impact on any learning system and thus changes the philosophy and goals of an institution accordingly. She spoke about the first 60 years and the last century and stated that during 1900 up to 1960 there were small and sporadic programmes. She stated that only in the 1960’s did preschool education become widespread in America.

Ms Samira Moosa began her presentation by showing all participants a map of the Middle Eastern countries and stated that the Arab World consists of 21 countries. She said that when one talks about the Middle Eastern Region there are three main factors to take into account and these are economics, politics and the level of commitment present in each country. She said that the tradition of Arab Culture is very important when discussing Early Childhood Education.
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Greek National Committee of OMEP

PARENTAL ROLE IN GREEK NURSERY SCHOOL

Early childhood education in Greece is currently a significant part of the national debate on education. An issue that is discussed more and more is the parental involvement in every-day's nursery school life. New researches showed as, that so early childhood teacher as parents understand how important and effective can be the collaboration between two parts.

The research presented aims to sketch the relationship between teachers and parents in Greece. Moreover goals to record teachers and parents views and beliefs about the model of implication and collaboration that the both parts consider effective.

The data was collected using two custom made questionnaires, which were presented a) to early childhood teachers, b) to parents of early childhood children.

A major task of the research is to identify the ways of parents implication (i.e. Offering materials, experience, participating actively in educational programs), and to define the factors which encourage teachers and parents collaboration.
WHAT DOES A SUCCESSFUL PARTNERSHIP REALLY MEAN?

1. Introduction
The word ‘partnership’ has become a buzzword in not only an educational context but also in the broader, global context of development. The academic foundation for this presentation is my research undertaken during 2001 and 2002 on one particular educational partnership, a Primary School teacher in-service project in the Western Cape. The partners in this project were the Western Cape Education Department (WCED), four educational Non Governmental Organisations (NGOs) and a Funder. The wider experiential foundation for my presentation is my work over the past four years with NGOs and the State ranging from ECD to Higher Education.

In this presentation I will endeavour to present to you what international and local education and development practitioners believe genuine partnership to be and will propose a tentative framework with which to understand, plan and assess these very complex social processes of collaboration called partnerships.

2. What is the Importance of Partnership in the South African Context?
In present times, global tensions in many instances revolve around democratisation and civil rights. These issues are directly related to the role the State plays in either supporting or minimising civil participation in its political, economic and social development. The World Bank Report (1997:3) proposes a strategy to make every state “…a more credible, effective partner in its country’s development”. The proposed strategy is to firstly align the role of the State to what it is capable of delivering and secondly to raise the capacity of the State by revitalising civil participation. My paper is directly related to the second aspect of this strategy in that it examines how agents of Civil Society support the work of the State through collaborative participation on matters of importance.

In essence, the fundamental role of the State according to the World Bank (1997:4) is to get the basics right i.e. to establish an environment which is safe and secure, provide the infrastructure for social services, protect the environment and the vulnerable and to establish an enabling economic climate. This, the World Bank argues should be accomplished through comprehensive and implementable policy frameworks (World Bank 1997:5). Ibelieve it is important to briefly track how the roles of the State and agents of Civil Society have changed in the South African context over the last two decades.

The role of NGOs as agents of Civil Society during the apartheid years in South Africa is extensively documented. In the South African context, the term NGO has been used to describe voluntary organisations, non-profit organisations and much more. NGOs have operated across a spectrum of disciplines and have focused on issues ranging from the alleviation of poverty, health, welfare and education. From the term itself, it is apparent that these organisations operate outside the sphere of the State. International literature, reflecting the trends of the 1960’s and 1970’s reveals similar tendencies to what was happening in South Africa in the 1980’s and early 1990’s. Archer proposes:

In the 1960’s and 1970’s, NGOs tended to focus on developing education initiatives independently of the state – identifying alternative approaches, supporting experimental schools or promoting non-formal education. This was particularly notable in Latin America, where the popular Education Movement, based on conscientisation and the mobilisation of grass roots organisations, tended to locate NGOs firmly in opposition to government.

Archer 1994: 22

Pre-1994, there was a proliferation of anti-apartheid NGOs in the education and development sector in South Africa. NGOs in South Africa were seen as innovative, understanding of the conditions under which black educators across the spectrum (from ECD to HE) had to work, i.e. working with those who did not have access to state funding and also with those who had no opportunities to gain the qualifications that others in the privileged sectors were able to.

The majority of funding for NGO activities came from overseas and this was paid directly to the NGOs. NGO education initiatives were predominantly supply driven and very few questions were asked about the quality and impact of these interventions. There were ‘quality’ organisations, but quality was largely self-regulatory. In other words, many organisations were effective but many were not. Unlike programmes in El Salvador (Archer 1994: 223) NGO personnel in South Africa were well trained and qualified. Participation on programmes was voluntary.

After 1994 and the democratic elections in the country the roles of NGOs changed dramatically. For the first time in the history of the Apartheid Struggle, the State was seen to be legitimate. Many of the NGO personnel were appointed into positions in provincial or national departments. Bi-lateral funding became the mechanism whereby foreign development aid came into the country. Initially, before and while the new structures where settling there was a drive on the part of the NGOs to seek government endorsement of their programmes.

In many ways the new democratic State in South Africa was expected to ‘get it right’ straight away, become the provider of the above and redress imbalances of the past. The State has since 1994, developed a plethora of policy frameworks, among which are innovative education policies which seek to address its past and allow all children to become prosperous and useful members of society, but the State lacks both the human as well as resource capacity to do this on its own.

The CASE & SANGOCO report (2000:27-28) proposes that the Reconstruction and Development Programme was the first blueprint of how the South African State would work together with Civil Society and ensure development. Post RDP, one of the structures that were seen to facilitate collaboration between th
State and Civil Society in a formal way was the National Development Agency.

In 1997, the report on structural relations between the State and Civil Society argued for "...a need to open, harness the energies and resources of NGO's/CBOs" (Advisory Committee to Deputy President 1997:10). This report has, amongst others, led to the legislated establishment of the National Development Agency (NDA). Operations have commenced but the organisation has been plagued by many delivery issues and furthermore does not provide definite guidelines on how collaboration between the State and Civil Society organisations should happen.

In the final instance, the State remains the biggest investor (at approximately R40 billion per annum) in development in South Africa and accordingly its role remains to deliver to scale (Keston 2000:2). Reverting to the World Bank question (1997:3), what then is the role of Civil Society in revitalising the capabilities of the State?

3. What is Partnership?
3.1 Introduction
My first memory of the word partnership is that of choosing a partner to play a specific game at school. Later memories of the word include partnership as related to legal partnerships between lawyers. At present it is politically correct to refer to a long term companion as a partner as they could be of either gender and not necessarily married. The Oxford Paperback Dictionary (1988) defines the noun, partnership as, "One who shares with another or others in some activity, especially in a business firm where he or she shares risks and profits". The dictionary definition is a starting point for understanding.

Mohiddin proves a useful working definition and proposes that partnership is the, "... highest stage of a working relationship between different people brought together by commitment to common objectives, bonded by long experience of working together, and sustained by subscription to common visions" (Mohiddin 1998:3).

Partnership is described in the literature in a variety of ways. Authors consulted propose that the word, partnership is amongst others:
- A 'buzz' word (Mohiddin 1998:1);
- Overused and used incorrectly to describe a variety of relationships (Siddiqi 1999: e-discussion week 1 & Fowler 1999: e-discussion week 1);
- A "... catch word and is used indiscriminately' (Petkova 1999: e-discussion week 1);
- A 'something-nothing' word (Wambia 1999: e-discussion week 1) and
- A 'suitcase' word (Hardman 2000a:1) that could have a variety of meanings dependent on who is using it and in what context it is used.

Patrick FnrPiere (1999: e-discussion week 2) suggests, from a macro perspective that the essence of all the discussion around partnership is really a discussion about the formation of new relationships within the context of transformation and change. Looking at partnership from a micro perspective, there is general agreement that certain principles distinguish a partnership relationship from other forms of collaboration.

3.2 The Principles of Partnership and a Working Definition
Mohiddin 1998:2-3, Fowler 2000: e-discussion week 1; Hauck & Land 2000:1-2; Hardman 2000b:1) propose that there are principles that distinguish partnership from any other form of collaborative relationship. These may be summed up as follows:
- Partnership is a bond that unites members of a group working together;
- A partnership and its members have common objectives;
- There is mutual trust and respect between members of a partnership;
- Partners are accountable to each other and the partnership;
- Partnership implies a sustained relationship over a longer period of time;
- There is sharing of resources in a partnership and sharing may be done in an equal or equitable way and therefore
- There are benefits in belonging to a partnership.

While the above authors agree that there are principles that define partnerships, there is very little agreement on these principles. The list above is thus a collation of principles (and by no means an exhaustive one), which remains open for debate.

One can continue mining the literature on partnerships indefinitely to find a definition that is acceptable to all. I return to the definition proposed by Mohiddin. He suggests: "... partnership is the highest stage of working relationship between different people brought together by commitment to common objectives, bonded by long experiences of working together and sustained by subscription to common visions" (Mohiddin 1998:3). Linked to the concept described above is the notion of the purpose of partnerships. This further clarifies the concept of partnership.

3.3 The Purpose of Partnerships
At a macro level, there has been a drive since the 1970s and 1980s to make the relationships between the North and the South, the developed and the developing world (just two of the many terms used in the domain of development) more transparent. Globalisation has played a role in highlighting the relationships between Funders and the recipients of large scale development aid. Mohiddin (1998:1-2) proposes that some partnerships are no different to the forms of relationship that existed between colonial governments and their colonies. Fowler (1999: e-discussion week 1) is in agreement with Mohiddin when he argues that the use of the term, partnership often hides the true purpose of the relationship i.e. that of mystifying and obscuring the traditional power relationships between the haves and have-nots.

Van Laerhoven (1999: e-discussion week 1) proposes that the purpose of partnership is to build capacity between agents of Civil Society as well as between the State and agents of Civil Society. Hauck & Land (2000: 3-4) elaborate on this concept and propose that through partnership, the capacity of actors in Civil Society may be strengthened in order for them to meaningfully participate in the process of policy formulation, implementation of projects with the State but also to develop innovative ways of achieving on-going and equitable relations between themselves and the agents of the State.

Hardman proposes that, "... most development projects are complex and a project management framework with multiple stakeholder participation provides the framework for success" (Hardman 2000a:1). He thus suggests that the purpose of partnership, in some instances, can be to spread the risk across a broader base of resources. His suggestion that those on the receiving end of development projects become capacitated through participation in a partnership process, is similar to that of Van Laerhoven (1999: e-discussion week 1) and Hauck & Land (2000:3-4). Hardman (2000b:1) suggests that within the South African context, one of the purposes of partnership is to mirror the democratic process that has been sweeping through the country since the early 1990s. He argues that partnership has both a strategic as well as a politically correct appeal for both the State and Civil Society. This position is shared by Hauck and Land (2000:3-4) and who also suggest that in the grant making context the purpose of partnership is to guide beneficiaries to taking ownership of initiatives; improve co-ordination of funded activities as well as how Funders relate to their beneficiaries and to ensure greater cost-effectiveness of funded initiatives.
Coupled to a description of the purpose of partnership, some authors propose a tentative typology of partnerships. Within the context of social development, the literature makes a distinction between partnerships as a means to an end i.e. a process that allows for the development of the principles collated previously (Mohiddin 1998:2; Lozano 1999: e-discussion week 1) and as an end in itself (Mohiddin 1998:2-3; Robin 1999: e-discussion week 1). Lozano (1999: e-discussion week 1) furthermore proposes that a combination of the two is possible.

Sophie Robin (1999: e-discussion week 1), refers to a draft typology of partnerships proposed by Marlynne Hopper. This generic typology is related to the purpose of partnerships. She proposes that a consultative partnership is rather like a network among organisations where information, ideas and opinions are shared. A co-ordinative partnership focuses on synchronising activities of organisations where the focus is efficiency and effectiveness. A complementary partnership is where organisations agree to work together, have a common vision, set common objectives and work together on a project/activity. A critical partnership is the highest level of partnership where organisations do the above but furthermore consider all partners as indispensable. This form of partnership has a strategic and long-term focus.

Hardman (2000b:2-8) proposes a tentative typology of education business partnership projects in the South African context. These are:

- Macrostructured organisations and projects that are designed at a national level between organisations operating in the domains of policy development and capacity building to implement this policy e.g. the National Business Initiative (NBI).
- Hardman includes development aid projects (systemic interventions) in this category as well.
- Foundations and Corporate Social Investment Funds that operate within the country and which in many instances have their own individual criteria for participation;
- NGOs themselves who create partnerships amongst themselves as well as with Funders e.g. the Centre for Social Development at the University;
- ‘Organic’ partnerships which are created by practitioners and learning sites with local and national companies to, amongst others, further the specific interests and needs of the schools (Hardman:2000b:7).

Authors cited possibly would not agree with the two typologies presented above and this leads to my next argument which is critical for the understanding of partnership. Despite the many reasons for wanting to establish partnerships and the many purposes partnership could serve, many of the authors consulted argue that in reality, authentic/genuine/critical partnership is a myth and that not every collaborative relationship should or need be called a partnership (Mohiddin 1998:1; Robin 1999: e-discussion week 1; Crane 1999: e-discussion week 1; Fowler 1999: e-discussion week 1; Hardman 2000a & 2000b; Hauck & Land 2000:1). In the South African context, Meyer (1997:3) makes a critical comment about partnership. She argues:

‘Partnership’ can be a soft, sweet-talk term which fits in very well with the sentimentality of the current South African socio-political context. In practical terms it is of limited use as a conceptual basis for collaborative projects. In many cases it would be more helpful (clearer) if the actual nature of the relationship is acknowledged e.g. a contractual relationship.

As stated in the above paragraphs, there are many different points of view on partnership and criticism thereof. Nevertheless, the study of partnership needs to happen in a systematic way.

3.4 The ‘What’ and ‘How’ of Genuine Partnerships

Hauck and Land (2000:10-13) propose an indicative guide on how to plan, implement and manage a genuine partnership. Their guide originates in the domain of development with particular emphasis on the Funder beneficiary relationship. They propose that partnerships are most effective when partners have a strong value base and have a similar conceptual understanding of the proposed project or problem. Similar interests and needs furthermore contribute to the success of partnerships. They argue that when partners identify the strengths and capabilities they bring (individually) to the partnership and recognise the strengths and capabilities of the other partners, the partnership is strengthened. Furthermore if the partners plan and divide responsibilities according to these identified strengths and weaknesses, the partnership process is less likely to lead to imbalances in power.

Hauck and Land (2000:10-13) believe that the partners should be upfront about their motivation and self-interest in partnering and should enter into the partnership from an organisational rather than an individual perspective. They stress that the partners should have no hidden agendas. They recommend the formalisation of the partnership through letters of intent, memoranda of understanding stating the basic reasons for partnering and clarifying viewpoints and perspectives. Their advice to partners is to plan small interventions until they all are comfortable with the capabilities, capacity and understanding of each other. Lastly they suggest that sufficient contact time should be made available to establish the partnership but also to implement the proposed activities/project.

As stated previously, resources and power are in many instances the downfall of partnerships. In order to minimise the effect of both resources and power, Hauck & Land (2000:11-12) propose that genuine partnerships can only be realised when all partners can assess their own capacity for partnership and which capacity can then be made public in a partnership forum. They believe that all partners should bring resources into the partnership and that these resources should be given ‘weighting’ upfront. With regard to people themselves, Hauck & Land (2000:11-13) propose that all partners should have equal roles and responsibilities and that leadership and management issues should be carefully defined. They suggest that the structures and processes for programme implementation should be well defined. They furthermore propose that the partnership should be based on an organisation to organisation approach rather than between individuals in the organisations. They finally propose that proactive thought should be given to managing potential internal tensions within partnering organisations, by the partnership.

Hauck & Land (2000:12-13) propose that the partnership process may be effectively managed if:

- Partners share a common understanding of effective ways of working and communicating;
- Partners are proactively aware of potential cultural, gender and interpersonal differences between them and are able to devise concrete strategies to minimise their effect;
- The outcomes and outputs are carefully defined and revisited regularly;
- Information is shared transparently and feedback is supported with fact and figures;
- Partners share both the successes and failures attributed to the partnership in an equal way.

In comparison with the Hauck & Land (2000:10-13) framework, the simple framework proposed by Watson & Fullan (1999:220-221) is less comprehensive on the ‘how’ of partnerships but reflects similar concepts. They propose that the partners need to define and operationalise the following aspects of partnership:

- The context i.e. the background of the partners, history of the partnering institutions, main reason for joining the partnership;
- The rationale i.e. purpose of the partnership, objectives of the partnership, assumptions of success for the partnership;
- Structure of the partnership i.e. organisational arrangements, governance, decision making, communication, co-ordination;
- Focus of the partnership i.e. agenda, vision, issues, what they will do;
- The process i.e. development over time, relationships, power and influence, interaction of organisational cultures and;
- Tracking of the partnership i.e. substantial changes, long and short-term impact.
Similarly, Rudduck (1992:207-208) proposes a framework for testing the efficiency and effectiveness of partnerships. She suggests that close attention needs to be paid to respect by and for the partners and the recognition of needs within the partnership. She furthermore believes that there should be a shared commitment by the partners and importantly a commitment to clarifying the principles and purposes of the partnership. She stresses that enough time should be allowed for the partnership to develop and to do its work. She raises an issue that none of the other authors consulted raise namely the acceptance of a shared perception that teaching is one of the 'impossible professions' (Sykes & Elmore 1988 cited in Rudduck 1992:207).

Hardman (2000a:1), in contrast, proposes a framework that focuses on a combination of the 'what' and the 'how' rather than just the 'how' of effective partnerships. The framework is drawn from successful business education partnership ventures. He proposes that partnerships need to have a policy framework that guides the mutual interests of all the partners. The partners need to identify areas of self interest and work at them so that they become areas of mutual interest. Furthermore he believes that partnerships need champions who are prepared to play a leadership role in their (the partnership's) development and progress. He also raises emphasises that partnerships need to focus on issues which are beneficial to all concerned and that partnerships need commitment, time and resources to be effective.

In summation of all the discussion that I have presented in the preceding paragraphs, I have inserted a table on the following page. Table 1 is adapted from the work of Rudduck (1992:207-208), Watson & Fullan (1992: 220-221), Hardman (2000a: 1) and Hauck & Land (2000: 10-13) and represents a summary of the 'how' and the 'what' of successful, genuine partnerships.

<table>
<thead>
<tr>
<th>The Beginning Needs and interest</th>
<th>Rudduck</th>
<th>Fullan &amp; Watson</th>
<th>Hardman</th>
<th>Hauck &amp; Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and purpose</td>
<td>Commitment to clarifying principles and purposes</td>
<td>Purpose Objectives Assumptions of success</td>
<td>Identification of areas of self interest and work at them to become areas of mutual interest</td>
<td>Similar conceptual understanding of project or problem</td>
</tr>
<tr>
<td>Respect</td>
<td>Respect</td>
<td>Vision</td>
<td>Focus on issues beneficial to all</td>
<td>Recognise the strengths and capabilities of others</td>
</tr>
<tr>
<td>The Process Time</td>
<td>Change is a slow process</td>
<td>Development over time</td>
<td>Need time, commitment and resources</td>
<td>Allow sufficient contact time</td>
</tr>
<tr>
<td>Sound governance, management and communication</td>
<td>Acceptance that teaching is an impossible profession</td>
<td>Organisational arrangements Governance Decision making Communication Co-ordination Relationships Power and influence Interaction of organisational cultures</td>
<td>Champions who can play a leadership role</td>
<td>Equal roles and responsibilities Plan and divide responsibilities according Leadership and management issues clarified Structures and processes clearly defined Information shared regularly Awareness of cultural and gender differences</td>
</tr>
</tbody>
</table>
4. Conclusion
4.1 A Way Forward

There are many examples of collaboration in education and development within the South African context. Furthermore, there are very few individuals who honestly believe that it is the sole responsibility of the State to provide for all the educational needs of the Nation. As a result different forms of collaboration between the State and actors of Civil Society will remain in the spotlight for a long time in the future.

Partnership with the State will thus remain the politically and ideologically correct term to describe these relationships but I believe it is important to promote the idea that every form of collaboration need not be called a partnership.

I now propose an instrument to be used by NGOs, other Funders and interested parties when either building relationships with the State or reflecting on their collaboration with others. I believe that the word partnership should be used correctly and that the instrument could be used to improve the practice in the domains of education and development.

The instrument is by no means final and complete and I hope to refine it through further trials and the feedback which I receive from others. My intention is to offer the instrument as a service to others in the education sector and thereby hope to contribute to the debate and policy of how actors of Civil Society and the State may collaborate effectively as genuine partners. This instrument would seem to be common sense to most but as I have learned through my academic research, there is often little time to reflect and consider the relationship itself when one becomes involved in partnership activities. The instrument is grounded in the reality of the South African education context where change has been and will be the only constant for the next decade or more.

### 4.2 My Instrument for Establishing and/or Assessing Genuine Partnership

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1.</td>
<td>Have you reviewed and unpacked other kinds of possible collaboration?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you want to establish a genuine partnership?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>If your answer to the above is YES and if you are considering a partnership with the State or any other organisation/s, have you found out whether there is a policy outlining the State's or the other organisation's approach to collaboration with other parties?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Have you found out as much as you can about your partners e.g. do they have experience of working collaboratively, what are their governance and management structures and are they financially viable?</td>
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<tr>
<td>5.</td>
<td>Have you determined the strengths and weaknesses of your own organisation and that of your partners?</td>
<td></td>
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<tr>
<td>6.</td>
<td>Has each partnering organisation stated its own interests in the partnership and what needs it believes will be met through the partnership?</td>
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<tr>
<td>7.</td>
<td>Has each partnering organisation stated their goals, objectives, purpose and vision for the partnership?</td>
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<tr>
<td>8.</td>
<td>Have you determined the common purpose, goals, measurable outcomes and a common vision for the partnership?</td>
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<tr>
<td>9.</td>
<td>Have you defined the time-frame for the operation of the partnership?</td>
<td></td>
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<tr>
<td>10.</td>
<td>Have you determined what resources each partner will bring into the partnership?</td>
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<tr>
<td>11.</td>
<td>Have you given the resources a weighting to ensure that there is a balanced provision of resources from each partner?</td>
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<tr>
<td>12.</td>
<td>Have you designed a contract or agreement which binds the partners into the partnership and formalises the relationship?</td>
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</tr>
<tr>
<td>13.</td>
<td>Have you set up sound governance and management structures for the partnership?</td>
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<tr>
<td>14.</td>
<td>Are you critically aware of leadership issues within the partnership? Have you built in processes which enable the partnership to reflect on and deal with these issues if necessary?</td>
<td></td>
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<tr>
<td>15.</td>
<td>Have you determined the roles of each partner within the governance and management structures in accordance with their strengths and weaknesses?</td>
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<tr>
<td>16.</td>
<td>Are you critically aware of potential cultural, gender or power imbalances in the partnership?</td>
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<tr>
<td>17.</td>
<td>Have you created mechanisms for the open resolution of potential conflict within the partnership?</td>
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<tr>
<td>18.</td>
<td>Have you determined the most suitable means of communication for the partnership?</td>
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<tr>
<td>19.</td>
<td>Have you set up structures that facilitate regular communication between the partners?</td>
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<tr>
<td>20.</td>
<td>Have you created regular, scheduled opportunities for reflection on the purpose, goals and objectives, vision and outcomes of the partnership?</td>
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<tr>
<td>21.</td>
<td>Are you keeping thorough documentation of the partnership process as well as the activities of the partnership?</td>
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<tr>
<td>22.</td>
<td>Have you scheduled regular formative evaluations of the partnership process and the partnership activities?</td>
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<tr>
<td>23.</td>
<td>Have you allowed sufficient time for setting up the partnership, building trust between the partners as well as the proposed partnership activities?</td>
<td></td>
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<tr>
<td>24.</td>
<td>Are you determined to enjoy building the partnership?</td>
<td></td>
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<tr>
<td>25.</td>
<td>Are all the partners committed to building the partnership?</td>
<td></td>
</tr>
</tbody>
</table>

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(http://www2.worldbank.org/hm/participate/0002.html)


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Nigeria

PARENTS: AGENTS OF PARTNERSHIP

Background:
Education according to Shaikh (1989) cited Ajibawo; and Miller (1993) is the process whereby an individual is helped to develop new behaviour or to apply existing behaviour so as to equip such individual to cope more effectively with the total environment. In a child’s world, the place of mathematics learning for the pre-school and elementary ages can not be wished away due to innovative technology that abounds. Mathematics literacy is an everyday tool that has been interwoven into all spheres of live and the children must learn to use it well.

Researchers have shown that children’s understanding of mathematics is greatly influenced by different factors such as methodology, teacher variables, innate abilities, contextual knowledge of the subject, school and home environment. Among these mentioned variables, early educators believe that the most important agents of partnership in our communities are those supplied by the teacher and the child’s parent. These two are the foundation upon which the child’s cognitive development is based upon as can be seen in the Figure below:

FIG. 1: SOLID FOUNDATION FOR A TOTAL EDUCATION.

In a situation where the efforts to be supplied from home to the child is lacking, it shows in a tilted triangle that produces unstable, imbalance and a damaged future for the child.
According to research which was supported by Prof. on community Partnership. One of the barriers to learning is parents non-involvement.

FIG. 2: PARTIAL FOUNDATION

It is now increasingly accepted by Educators that parents must be seen as essential colleagues to teachers. The parents are to be regarded as the real experts in education since they are the ones to help the child to learn and develop new skills. In the early stages of a child’s life, in deed, in the pre-school period; parents determine the lines along which the socialization process develops. In this early years of life, the parent is the dominant factor in the child’s life. The first and most important element in his/her live is the family. The convention on the rights and duties of the parents are to be respected (Article 5). Also, the European Commission Network on children has put a great deal of work into the set of objective with respect to the parents’ participation and involvement in pre-school. It is said for example that parents are collaborators and participation in the early years services. (Vandenbroeck 1999).

Problem:
(Need for research) Taking Nigeria as a case study, the general performance of pupils in Mathematics is on the decline in most schools. Children from early ages develop phobia for mathematics by virtue of the tradition or the inadequacies of the teachers.

It is generally assumed in this part of the world that mathematics is a difficult subject/field. Also, boys are regarded to be better or have superior brains than the girls as far as mathematics/scientific field is concerned. Male children are said to have high IQ that girls and so this is assumed to affect their performance in mathematics even though there is no research work to support all these assumptions.

The purpose of the study therefore was to see the effect of parental support at home on pupils achievement in mathematics. The study also went further to find out if there is any difference in the performance of the children according to gender.

Sampling:
Two center based schools in Ibadan North Local Government in Oyo State in Nigeria were selected since it was a case study. Questionnaire were used to solicit response from the pupils (PSQ) by asking them the questions. There were fifteen items on the questionnaire which was validated by the researcher and experts in the field of Early Childhood in the University 84 children were used comprising of 44 females and 40 males. The data collected was subjected to
statistical analysis to show whether there will be a significant difference in the mean average of pupils with parental support and those without. Also, the question whether boys will perform better than girls was addressed. The duration of the treatment was 13 weeks which was a term's calendar.

Research:
The results obtained showed the following:
(1) There was a significant difference between the children whose parents were supportive than those who did not have any support from home.
(2) There was no significant difference between the male and the female children who had parental support.

Implications of the study
The study was a case study done in one of the city communities in Nigeria, West Africa. Although children do stay with their parents but due to economic hardship and high level of poverty, both parents work from sunrise to sunset; so children are left in the care of nannies, helpers, drivers, grand parents who are mostly illiterates and virtually do not understand the importance of early childhood education. Children with support from home performed well that their counterparts with non-involving parents.

Parents
The Nigerian parents need to prioritize their values and give more support to their children so as to develop a better attitude to school and especially to mathematics which is the bedrock of technological advancement. The parents need to be empowered and enlightened through workshop and training on their responsibilities.

Early educators:
Since ECD workers are supposed to be in partnership with parents to provide a total education for the child, parents should not be left out in their yearly trainings. In Nigeria, some ECD centers have already started organizing workshops for parents under the auspices of parents forum, parents/teachers day and this has been yielding positive result.

Recommendations/suggestions:
Efforts should be made in a study form to ascertain which of the parents is more effective. Is it the father or mother? Also, how and what makes the parent effective? Is it in homework, or showing encouragement or building a conducive atmosphere for the child i.e. promoting love, acceptance and confidence?

The conference has shown that a Nation which deserves a future should invest in her children. The Nigerian Government need to give more support to the Early Childhood workers i.e. age 0 - 8years.

References:
(1) Ajibie: Miller 1993
(2) Vandenbroeck 1999

Article 5: Convention on the Rights of the child.
Evaluation

Comments from delegates
"Thank you OMEP SA; your vision and dedication to host the conference"  
"Thank you for the grant which enabled us to attend the OMEP Conference. Without your financial assistance we would not have been able to attend." Flora Ootes, Edutak, South Africa
"Thank you for a well-planned congress. I enjoyed the musical part and brought some CDs back that I enjoy very much." Henny Hammershoej, Denmark
"Congratulations on the OMEP Conference." Jill Sachs, Department of Education KZN, South Africa
"I feel very happy to have had the opportunity to visit your fascinating country. As guests we felt your hospitality and good will. Again many thanks to the staff." Prof Marita Lindahl, Finland
"Congratulations on pulling off the OMEP conference. Having a stall in the exhibition hall created opportunities for networking and it was great meeting colleagues and friends we seldom see." Freda Brock, ERLU, South Africa
"Well done on an excellent conference. Your hard work was worth it!" Pam Picken, Tree, South Africa

What delegates enjoyed most
Meeting dedicated South African early years educationists.
Keynotes and sessions – difficult to choose which session to attend
Enjoyed the presentation done by Prof Merry King, Texas. It was extremely well prepared and very informative.
The Gala dinner deserves a gold star
ICC venue was outstanding
The children’s performances were most delightful
Interesting papers were presented
Communicating and networking to meet people and experience cultures from other countries – The African experience was great.
Enjoyed the very interesting presentation by the keynote speaker Victoria Peralta, Chile
Keynote speaker, Jonathan Jansen was great and encouraging!
Enjoyed the music workshop – could also be used as icebreaker at beginning of conference

What delegates enjoyed less
The long wait between morning and afternoon workshops
The low attendance of African countries
Dinner arrangements – crowded, long queues
Some speakers not attending the conference which left gaps in sessions
Some sessions not starting on time
People arriving late and leaving early for sessions, walking in and out of sessions

Recommendations
To have regular ECD mini conferences or annual/biennial conferences
A "bell" system to alert people that a session is starting
We need to be given a focus at the beginning of conference and each morning
Need additional time in session to discuss issues
Keeping to time frames
Start master session with ice breakers to encourage people and create more relaxed atmosphere
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Delegates from Nigeria

Delegates

Ms Patsy Pillay presenting prize to

Ms Selma Simonstein, OMEP World President drinking traditional Zulu beer

Gala Dinner
Ms Louise Slabbert, ASHA
Mr Harold Coetzee, Grow

winner of the art competition

Workshop

Delegates at the Gala Dinner
This report was prepared with financial assistance from the European Commission through the CWCI fund. The views expressed herein do not necessarily represent the official view of the European Commission.

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