



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Capacity Building  
in Africa

Country-Case Studies on

# Early Childhood Care and Education (ECCE)

in selected sub-Saharan African Countries 2007/2008:  
Some Key Teacher Issues and Policy Recommendations

A Summary Report





# Country-Case Studies on Early Childhood Care and Education (ECCE)

in selected sub-Saharan African Countries 2007/2008:  
Some Key Teacher Issues and Policy Recommendations

## A Summary Report

## About IICBA

Established in 1999, the UNESCO International Institute for Capacity Building in Africa is one of six UNESCO institutes and centres under the administrative direction of the UNESCO Secretariat. As the only UNESCO Institute in Africa, it is mandated to strengthen the capacities of teacher education institutions of its 53 member States. This is carried out through a range of initiatives, including introducing information and communication technology for education; establishing networks of partner institutions to foster the sharing of experiences; undertaking research and development on teacher education institutions in Africa; utilising distance education for improving the capacities of teacher education institutions; linking educational development to economic development through collaboration with the African Union and sub-regional and regional educational institutions; and promoting international cooperation for the development of education through the New Partnership for Africa's Development (NEPAD).

---

The views and opinions expressed in this booklet are those of the authors and do not necessarily represent the views of UNESCO or of the UNESCO-IICBA. The designations employed and the presentation of material throughout this review do not imply the expression of any opinion whatsoever on the part of UNESCO or UNESCO-IICBA concerning the legal status of any country, territory, city or area or its authorities, or concerning its frontiers or boundaries.

Published in 2010 by UNESCO-IICBA  
P.O.Box 2305, Addis Ababa, Ethiopia  
Layout and Graphic Design: Daniel Ergetachew,  
© UNESCO-IICBA 2010

# Table of Contents

List of Abbreviations and Acronyms	IV
Acknowledgements	VI
Executive Summary	VII
Introduction	1
Methodology	2
Conceptual Clarifications	3
Highlights of the Case Studies:	4
Burkina Faso Case Study:	4
Republic of Congo Case study:	7
Ethiopia Case Study:	12
Lesotho Case Study:	17
Nigeria Case Study:	21
South Africa Case Study:	25
Examples of Good Practices	28
Key Policy Recommendations	33
Bibliography	35

# List of Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ART	Area Resource Teachers
CATI	Community Accountability & Transparency Initiative
CBOs	Community Based Organisations
CBR	Community Based Rehabilitation
CECE	Certificate in Early Childhood Care and Education
CFSI	Child Friendly School Initiative
CGPU	Child and Gender Protection Unit
CSGs	Civil Society Groups
DBSA	Development Bank of Southern Africa
DEMIS	District Education Management Information Systems
DFID	Department for International Development
DoSD	Department of Social Development
DRC	Democratic Republic of Congo
DTT	District Teacher Trainers
EAP	Eradication of Absolute Programme
ECCDE	Early Childhood Care Development and Education
ECCE	Early Childhood Care and Education
ECCE – TTI	Early Childhood Care and Education Teachers Training Institute
ECD	Early Childhood Development
ECI	Early Childhood Intervention
EFA	Education for All
EFA GMR	Education for All Global Monitoring Report
EMIS	Educational Management Information System
ESDP	Education Sector Development Plan
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FBOs	Faith Based Organizations
FCT	Federal Capital Territory, Abuja
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FNCO	Nutrition Department of the Food and Nutrition Coordinating Office
Franc CFA	The Central African CFA franc
GER	Gross Enrolment Rate
HIV	Human Immunodeficiency Virus
IDOs	International Development Organizations
IECCD	Integrated Early Childhood Care and Development

IICBA	International Institute for Capacity Building in Africa
INFTS	l'Institut National de Formation en Travail Social
ISCED	International Standard Classification of Education
LCE	Lesotho College of Education
MOE	Ministry of Education
MOET	Ministry of Education and Training
MOLSA	Ministry of Labour and Social Affairs
NCF	National Curriculum Framework
NEPI	Education Policy Initiative
NERDC	Nigerian Educational Research and Development Council
NGOC	Non-Governmental Organization for the Rights of the Child
NGOs	Non-Governmental Organization
NIP	National Integrated Plan
NTI	National Teacher's Institute
NTT	National Teacher Trainers
NUL	National University of Lesotho
PTA(s)	Parents and Teachers Association (s)
SACE	South African Council of Educators
SETA	Sector Education and Training Authority
SEU	Special Education Unit
SNNPR	Southern Nations, Nationalities, and People's Region
TREE	Training Resources in Early Education
TUs	Town Unions
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO-IBE	International Bureau of Education
UNICEF	United Nations Children's Fund
VIP	Very Important People

# Acknowledgements

UNESCO-IICBA is grateful to the experts from the selected states in Africa who conducted the country-based studies. These highly esteemed consultants are: Professor Badini Amade of Burkina Faso, Madam Angel Matondot of The Republic of Congo, Mr. Daniel Tefera of Ethiopia, Ms. Pulane Lefoka and Mrs. Edith Sebatane of Lesotho, Professor Joel Babalola of Nigeria, and Dr. Nikidi Phatudi, Ms. Linda Biersteker and Dr. Ina Joubert of South Africa. Our sincere thanks also go to IICBA colleagues - Mr. Barry Abdoulaye and Ms. Rokhaya Bal in the Dakar node of UNESCO-IICBA who worked tirelessly towards ensuring the successful completion of the work in francophone countries. Also deeply appreciated are Mrs. Rita Onwu of IICBA node in Pretoria for coordinating and ensuring the successful conduct of the cases studies in the southern African states in collaboration with Mr. Edem Adubra (former UNESCO Windhoek office and currently the Chief of section, Teacher Education Division, UNESCO Paris) and Ms. Roselyn Mwangi (UNESCO Harare Office); and the office of Open Society Initiative for Southern Africa (OSISA) in Johannesburg, South Africa.

Also highly commended are the contributions of all the invited participants from the Ministries of Education of Member States. These are Mrs. Kistamah Soonita (Director, Early Childhood Care and Education Authority, Ministry of Education and Human Resources, Mauritius) Mrs. Rosebud Onyemaechi (Assistant Director, Ministry of Education Abuja, Nigeria); Mrs. Ramatoulay Sabaly (Director, Ministry of Education Dakar, Senegal); and Mr. Kassu Abdi (Expert, Ministry of Education Ethiopia) whose wealth of practical experience on ECCE assisted in no small measure in validating the output from the case studies during the succeeding peer review workshop on September. 2008.

Finally, IICBA wishes to acknowledge its Addis Ababa team: Mr. Joseph Ngu (former Director IICBA), Ms Akemi Yonemura (Programme Specialist), Awol Endris (Programme officer), Temechegn Engida (Programme officer), Ms. Pilar Ponce (former Associate Expert with IICBA) Mr. Ashebir Desalegn (former Project officer, IICBA), Mr. Daniel Ergetachew (Desktop Publisher and Designer) and the entire IICBA team coordinated by Mrs Patience Awopegba (Programme Specialist Education Planning, coordinator of the case studies and writer of the summary report) for their varied and invaluable contribution towards the successful completion of the work.

Arnaldo Nhavoto  
Director, UNESCO-IICBA



# Executive Summary

The achievement of early childhood care and education is linked to the attainment of UNESCO Education for All (EFA) Goal 1 set in 2000. As the year 2015, in which each government the world-over, that endorsed EFA is expected to show evidence of achievement is closing in, IICBA supported six African countries (Burkina Faso, Republic of Congo, Ethiopia, Lesotho, Nigeria and South Africa) to basically assess the performance of sub-Saharan African countries in the provision of early childhood care and education (ECCE), especially as it relates to teacher issues. ECCE is the support for children's survival, growth, development and learning from birth to the time of entry into the primary school in formal, informal and non-formal settings. Many of the facilities providing these services are referred to in this study as "Day Care Centres," "Kindergarten Schools," "Nursery Schools" and "Crèches," "Bisango," "Espaces Eveil," "Garderies Populaires," and "Mbour" are names referring to different forms of pre-school services provided in the selected African countries.

The studies revealed that in most African countries, ECCE services are often provided by private sector operatives. Centres are often concentrated in urban and wealthy areas, where parents can afford the costs and tend to be more aware of its benefits. However, what is most worrisome is the educational background, quality of teaching and learning, working conditions of the teachers and caregivers, and issues relating to salaries/wages, management and supervision of the teachers and centres in which they work as well as coordination of all those providing pre-school services. Government policies and programmes in education sometimes neglect this essential group of children and as such, there is either little or no budgetary provision to the subsector. The reports indicate lack of resources by parents due to poverty, inequitable access to services, the absence or insufficiency of mechanisms to ensure quality education and training for teachers and caregivers, and the low status of early childhood education personnel. Poverty, conflicts and prevalence of malaria and many other diseases like Human Immunodeficiency Virus and the Acquired Immune Deficiency Syndrome (HIV/AIDS) make the region particularly vulnerable and obstruct the building of a sustainable, quality early childhood provision. However, African governments are increasingly attempting to mobilize more private, voluntary and community-based partners and the international community to promote and strengthen early childhood care and education with varied levels of success.

For a more rapid improvement of the ECCE goal, therefore, policy recommendations emanating from the studies include the need for countries to: design teacher policies to include ECCE teachers and caregivers; provide designated budget in sufficient amount that reflect governments' commitments to the subsector; expand pre-service institutional training and organise workshops and seminars for instructors, designate some existing higher educational institutions and teacher training colleges to run specialised courses in ECCE; target prospective teachers and care givers in the rural areas where the challenge for qualified personnel is highest; and empower young parents; especially working mothers and helpers who need professional guidance and support, on childcare and development issues.

Others include: the need for government to designate an appropriate lead agency to coordinate issues relating to capacity building in ECCE provision; appoint competent staff to handle multi-sectoral collaboration; supervising and monitoring ECCE activities for both public and private sector



operatives; and integrating ECCE data needs into existing Educational Management Information System (EMIS) and District Education Management Information Systems (DEMIS) and build capacity to ensure effective data collection, update and dissemination for policy and planning purposes. The studies underscored the need for government to ensure suitability of environment of pre-school centres and ECCE programmes in higher educational institutions designed to attract students to seek careers in ECCE, while also endeavouring to make the working condition for pre-school teachers and caregivers attractive to graduates of these programmes.

Finally, since the general wellbeing of the children could be severely impacted by the behaviours and personal hygiene of their parents, teachers and caregivers, training and retraining of these personnel on proper hygiene and disease management was advised. General health management guideline for ECCE workers should be developed in countries where they did not exist and regular training of all pre-school personnel conducted on its use. Good practices for child care and management for more research and wider popularization were suggested while general knowledge about HIV/AIDS should be promoted nationally on how to take care of HIV/AIDS infected and affected children.

# Introduction

Childhood Care and Education (ECCE) can be defined as the support for children's survival, growth, development and learning from birth to the time of entry into primary school in formal, informal and non-formal settings. Many of these facilities are called "Day Care Centres", "Kindergarten Schools", "Nursery Schools" and "Crèches". As laudable as this concept sounds, in most African countries, ECCE programmes remain a luxury for most children that they cannot afford. Although the pre-primary gross enrolment ratio has generally improved since the beginning of the 1990s, the majority of African countries have very low enrolment of less than 10 per cent. However, gross enrolment levels vary greatly in the region, from 90 per cent in Mauritius to less than 1 per cent in Democratic Republic of Congo (DRC) and Djibouti.

Since the period of early childhood is a remarkable time of brain development that lays the foundation for later learning, it cannot be achieved without virile and well trained management and teaching personnel. One of the key recommendations for reaching the goals of ECCE as highlighted in the UNESCO 2007 Global Monitoring Report dedicated to ECCE and captioned "Strong Foundation", was the need for "upgrading of ECCE staff, particularly through flexible recruitment strategies, appropriate training, quality standards and remuneration that retains trained staff"<sup>1</sup>. As a contribution to the on-going debate on the issue

of quality, quantity and competence of personnel involved in ECCE education in Africa, UNESCO-IICBA supported the conduct of six case studies in selected sub-Saharan African countries with the main purpose of articulating the major challenges in providing teacher/care givers for ECCE. It was also intended to be in support of the larger efforts of UNESCO in the achievement of EFA goal 1<sup>2</sup>. The studies were conducted with the following specific objective in mind.

- i. Review policies and planned programmes of intervention by government and non-government functionaries on ECCE teacher development within existing systems and legal frameworks
- ii. Examine the adequacy and regularity of training to ensure quality teachers and care givers for pre-schools
- iii. Review approaches for training the teaching and management staff operating the ECCE centres to identify good practices to be show-cased
- iv. Investigate the major health concerns including impact of HIV/AIDS on children, school teachers and managers, and the policies and programmes for protecting against these diseases within the pre-school centres

---

<sup>1</sup> UNESCO 2006, Global Monitoring Report 2007, Page 5

<sup>2</sup> Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. [www.unesco.org/en/efa/efa-goals](http://www.unesco.org/en/efa/efa-goals)

# Methodology

This report presents a summary of evidence-based descriptive analysis which used qualitative data extensively towards the formulation of educational policies on ECCE in sub-Saharan Africa. Data were collected by the consultants based on personal observations, site visits to ECCE centres, review of household surveys, interview of key partners involved with ECCE, review of official documents from the relevant ministries and websites. For better results, the studies in southern Africa (South Africa and Lesotho) were carried out in collaboration with the UNESCO Windhoek Cluster Office, Open Society Initiative for Southern Africa (OSISA)<sup>3</sup> and the UNESCO-IICBA nodal office in Pretoria, South Africa. The francophone countries (Burkina Faso and The Republic of Congo) were supervised by IICBA nodal office in Dakar, Senegal, while the overall coordination was done by the research section of IICBA headquarters in Addis Ababa. The studies involved the commissioning of country based studies to researchers in the field of early childhood development. On the whole, six countries were included in the study. These are Burkina Faso, The Republic of Congo, Ethiopia, Lesotho, Nigeria and South Africa. Each of the consultants was made to submit progress reports as the study progressed and a final report for review and comments from ECCE

practitioners and experts. Following a workshop organized by IICBA from the 23 to 25 September 2008, consultants were made to finalise their respective report in line with suggestions offered. It should be noted that Mauritius and Senegal made significant contributions to the validation workshop, and some of the good practices shared are included in this summary report.

This summary report is prepared by IICBA for publication and dissemination in English and French, which are the international languages of the countries included in the study and widely used in Africa. The full country-case studies and other related documents will be published on the IICBA website ([www.unesco-iicba.org](http://www.unesco-iicba.org)) for further consultations. Apart from the good practices highlighted in this report, brief policy recommendations are offered to assist policy makers on key actions required for ECCE. It is hoped that the Ministries of Education of the Member States in Africa, UNESCO country/cluster offices and other relevant UN agencies will find the information contained in this summary report useful in providing policy direction for future interventions, particularly in relation to teacher issues in ECCE.

---

<sup>3</sup> OSISA works to build and strengthen the values, practices and institutions of open and tolerant democracies throughout Southern Africa as well as provide support for advocacy initiatives that seek to enhance public policy and improve the situation of the most marginalised members of Southern African communities. See [www.osisa.org](http://www.osisa.org)

# Conceptual Clarifications

Various countries used different terms to discuss the issue of early childhood care and education (ECCE). Mention was made of Early Childhood Development (ECD), as “the processes by which children from birth to nine years grow and thrive, physically, mentally, emotionally, morally and socially” (South Africa Department of Education, 2001b)<sup>4</sup>. This is achieved through the provision of: i) Services for children under the age of five years that are provided at crèches and pre-primary schools, and programmes to assist parents and caregivers to support early childhood development; ii) The Reception Year (Grade R), which is a year-long programme for five to six year-olds that precedes the commencement of formal primary schooling; and iii) Grades 1 to 3 of formal schooling, which is compulsory from seven years of age.

Generally, the reports use the term ECD to describe a range of services that promote those conditions of care, socialization, and education in the school/centre, home or community that enhances a child’s total development<sup>5</sup>.

UNESCO uses the phrase “Early Childhood Care Education (ECCE)” as it features in the Jomtien declaration and Dakar framework, and as employed in the EFA GMR Strong Foundation. The concept is understood to entail a comprehensive or holistic approach to child care and development. As stated in the EFA GMR, “ECCE supports children’s survival, growth, development and learning- including health, nutrition and hygiene, and cognitive, social, physical and emotional development – from birth to entry into primary school in formal, informal and non-formal settings”<sup>6</sup>. It encapsulates programmes and policies for children under 3 and those from 3 to primary school entry, usually by age 6 and sometimes by age eight. However, there are country specific age differences as presented in this report. It embraces the protection of children’s rights to enable them to develop their full cognitive, emotional, social, physical and moral/spiritual potential.

Early Childhood Care and Development Education (ECCDE) refer to workshops, programmes educational and training programmes for caregivers and teachers. This involves the development of curriculum for pre-service defined within the context of the International Standard Classification of Education (ISCED) (UNESCO-IBE (2006)<sup>7</sup> and commonly known as the Integrated Early Childhood Development and Care (IECCD).

Teacher issues examined in the case studies relates to government teacher policies and programmes inclusive of the pre-school teachers/caregivers and school administration or management. Since parents, guardians, elderly family members, members of local communities, several religious and non-religious groups are main actors in this sub-sector, the study believes that government must pay due attention to the type of training received and disseminated by those caring and educating children to become useful citizens of their countries and the world at large. To this end, consideration was given to type, place, approaches, regularity and coordination of training programmes received by teachers/caregivers and other actors in the care and education of children.

Government policies and programmes on ECCE discussed in this report refer to any established government policy document and programme specifically targeting the personnel working towards child care and education. These are guides and frameworks for all actions taken by the key actors in the pre-school sub-sector. Although countries are expected to be operating at different levels of educational development, the concern of the aim of the country study was to determine government efforts at dealing with the challenges faced and if there was evidence of a strong political will to implement provisions in line with national plans and policies, and international conventions. Otherwise, the achievement of the Education for All Goal 1 will be difficult.

<sup>4</sup> Department of Education. (2001b). *The Nationwide Audit of ECD Provisioning in South Africa*. Pretoria: Department of Education.

<sup>5</sup> Babalola J. B. (2007). *Early Childhood Care and Education in Nigeria*, A case study conducted on behalf of UNESCO IICBA, Addis Ababa, Ethiopia

<sup>6</sup> UNESCO (2006). *Education for All Global Monitoring Report (EFA GMR) 2007, Summary report*, Graphoprint, Paris, second printing, Page 5.

<sup>7</sup> UNESCO International Bureau of Education (IBE). (2006). *Country Profile Prepared for the Education for All Global Monitoring Report 2007: Strong Foundations: Early Childhood Care and Education South Africa*. Geneva: UNESCO.

# Highlights of the Case Studies:

## Burkina Faso Case Study



### Background Issues:

- ECCE was introduced in Burkina Faso in 1958, but pre-school education still remains in an embryonic state and very unequally spread out in the country;
- In spite of the various on-going efforts and initiatives by the Government, private sector, Non-Governmental Organization (NGOs) and the various partners of development; pre-school education can only be accessed by a paltry 1.45 per cent of children of age group 3 to 6 years;
- The report stated that of the 45 provinces in the country, up to 6 (Gnagna, Ioba, Kompienga, Kourwéogo, Nayala and Yagha) completely lack ECCE centres while, for others (except Ouagadougou and Bobo-Dioulasso) they remain "the business" of the privileged few who earn regular income;
- In 1984, the National Council of Revolution - *Conseil National de la Révolution (CNR)*-objected to the non-flexibility of pre-school education due to the insufficient integration of cultural values into the contents of the programmes operated;
- Popular day nurseries known as *Garderies populaires* almost exclusively use local materials and local knowledge, depend on help from day-care workers and involves community participation to ensure the reduction of the costs and improve accessibility of the day

nurseries to the majority of the less privileged children in villages and districts of the urban and semi urban areas;

- The *Bisongo*<sup>8</sup>, meaning *well developed children* in Moore language, represent the earlier form of day nurseries covering children from 3 to 6 years. They depend institutionally on the Ministry for the Social Action and National Solidarity and are financially and technically supported by national and international organisations, such as the UNICEF and UNESCO; NGOs/ *Enfants du Monde*: Switzerland, Save the Children (Canada and The United Kingdom) etc that primarily target villages;
- The first institute to have been established in Burkina Faso in 2005 was called the School of Social Educators Gaoua, and that culminated in the creation of the National Institute of Training in Social Work by Decree No. 2005-615/PRES / PM / MASSN / MFB of December 15, 2005 for training various categories of staff;
- All activities and initiatives on ECCE fall under a five-year programme for young children which expected to be the tool for operationalising the national development strategy for integrated early childhood education component;
- The national Programme for Pre-school was adopted in March 1995, but this is experiencing poor political will expressed in lack of government commitment to ECCE programmes, such that technical and financial partners in development are reluctant to engage in sustained and structured transaction;
- Share of the state (budgets) for the development of ECCE is largely minimal without improvement in the functioning of the centres.

### Teacher Issues:

- The training of ECCE teachers is carried out by the National Institute of Training in Social Work (*l'Institut National de Formation en Travail Social (INFTS)*) - through its college of supervisors and instructors, senior executives in social work for the supervision;

<sup>8</sup> Nursery School, Day Care Centres, Kindergarten, and *Bisongo* are in Burkina Faso the various names that could describe pre-school education. The *Bisongo* is most popular in the rural areas

- There exists an integrated structure for training instructors, coaches and teachers of pre-school but the number of those trained are not sufficient to meet up with the demands of the growing sub-sector;
- There were expressed concerns for quality of pre-school education, which is the consequence of poor quality of the untrained teaching staff and inadequate standard nursery schools facilities and learning materials among others, in some of the pre-school centres;
- Assigning trained ECCE staff to work in offices in the ministries rather than in ECCE centres where their skills are most needed is still a practice to be addressed
- Currently, training programmes are considered theoretically relevant and appropriate for the overall management of ECCE, but not in sufficient number. It is expected that with regular training the competences of all cadres of pre-school personnel, especially teachers and caregivers, will improve. Many of them seem to be unable to differentiate between "Kindergarten" (characterized by games) and the formal school which is considered more rigorous and cognitively demanding;
- Efforts on ECCE teacher training and capacity building for school administration, and for monitoring and evaluation of ECCE programme, also considered as an issue to be addressed because until 1986 pre-school educators were trained in Cote d'Ivoire;
- Training required involves systematic and scientific curriculum on child psychology, child social development, methods of integrating cultural realities of the child's environment to the care and education of children provided in ECCE centres;
- Teachers' professional development is also required to address issues regarding status, career development, and salaries that promotes incentive, among others, are addressed;
- The family still play essential role in the development of children 0-6 years, such that references to traditional education are still

very strong, both in the overall assessment of what constitute good education that prepares infants to face the challenges of life;

- Some children stand the risk of being fatigued or lose of interest in school which is associated with sudden and premature separation from family if not properly handled by well trained professional.

### Government Policies and Programmes on ECCE:

- Local governments, communities, NGOs, international institutions and the private sector (religious and non-religious), exhibit more responsibility than the government on ECCE issues;
- Burkina Faso has supported the resolutions adopted in the World Conference on Basic Education for All held in Jomtien (Thailand) in March 1990, for a systematic integration and inclusion of early childhood as an intrinsic component of basic education;
- The first legal provision is the provision of Law No. 13/96 on the EPA Guidance Law of Education, relevant to children from 3 to 6 years and constitutes the first legal level of basic education prior to which, the informal sector was in full control;
- The involvement of more women in income-generating activities grown to the point that from 1997 experiments in alternative forms of pre-school education in rural areas are becoming popular (especially the *Bisongo*)

### Challenges and On-going Government Efforts:

- Challenges are often political, institutional and pedagogical in nature;
- The need to work on national awareness and mobilization of international aid for early childhood education, and for running the activities and funding of the 2nd phase of the Ten-Year Plan for Development of Basic Education (2007- 2010) was under scored;



- The need for decentralization of programme implementation so that local authorities and communities can participate more in the process of developing plans for pre-school education;
- Weak coordination and collaborative efforts for ECCE implementation, monitoring and evaluation activities between Ministry of Social Action and National Solidarity and Ministry of Basic Education and Literacy;
- Economic, financial and technical challenges exist, while the international assistance from bi/multilateral cooperation are insufficient or reduced only to the declaration of intent, and sometimes misguided, poorly executed due to systemic corruption, embezzlement and other wrongdoing ;
- Lack of harmonization of programme, unstructured methods of teacher development, poor access, poor quality and lack of enforcement of existing regulations are evident;
- The need for an effective pre-school centre management and teaching techniques through personal coaching and institutional knowledge was stressed;
- The country faces the challenge of ensuring a better consideration of HIV/AIDS related issues in early childhood development policies and programmes.

The report strongly recommended training of facilitators and instructors based on the competencies lacking. The national government was advised to be more engaged in: ECCE policy and programmes by increasing the share of national budget devoted to early childhood education; awareness and mobilization of international assistance for ECCE and decentralization of ECCE programmes to involve local governments and grassroots communities in programme planning and implementation; programme monitoring and evaluation activities of all ECCE providers; applying and enforcing existing legal provisions and regulations; and involving all segments and government institutions in seeking ways of resolving existing challenges.

It was proposed that ECCE management could be improved if goals are more clearly defined; partnership with the International Aid and Cooperation effectively utilised for policy advocacy; and personnel management techniques for teaching and mentoring of pre-school education taught to managers of ECCE centres. The report called for improved access to ECCE, especially by reducing costs to poor families and improving quality in terms of preparing professionals in early childhood education through greater political will.



## Republic of Congo Case Study



### Background Issues:

- Generally, there is a right to education in Congo without discrimination in term of place of origin, nationality, sex, belief or economic status because of its ability to fully develop the intellectual, artistic, oral, physical and moral abilities as well as the civic and professional responsibilities of its recipients;
- Public education is provided free of charge but the right to establish private schools is granted by the state to give children more opportunity for a good beginning in life;
- Programme on ECCE is organised for ages 0 to 8 years in the country in line with international practice;
- It was reported that due to increasing poverty, most women have limited information on the rights and privileges and as such, many female-headed households are poor and cannot send their children to participate in ECCE programmes. For instance, the country has 58.2 per cent of poverty amongst female headed households against 48.8 per cent for male-headed households;
- More than a quarter of the children of less than 5 years suffer from chronic malnutrition that compromises the development of the psychomotor skills of those affected; a situation that has been worsened by weak information dissemination and lack of training on good practices for child care and education. For instance, the practice of exclusive maternal breast feeding until the age of 6 months remained very low as only about 19 per cent still practice this age long cultural practice;
- The problem of poor access to ECCE programmes has also been complicated by the number of children of less than 15 years orphaned by AIDS;
- The Congo has ratified the Convention on the Rights of the Child (CRC) on 18 August 1993 and the African Charter on the Rights and Welfare of the child in May 2006;
- Existing laws that protects the rights of children in the country encapsulates birth registration law, laws against sexual violence and other abuses, protection of minorities, and prohibition of employment of minors;
- Congo reportedly spends on average more than 3 percent of its GDP on education. At the level of government intervention in the departmental and municipal education funding, on the basis of their resources, is almost insignificant;
- On pre-primary schools, the state has spent 0.27 percent of public expenditure on education in 2000 with 56.0 percent accounting for recurrent expenditure and 44 percent for capital expenditure;
- The lack of reliable financial data makes it difficult to fully appreciate and evaluate the effort of parents whose expenditures on fees range from ten dollars to sixty dollars in pre-primary classes for their children;
- The major departments responsible for young children are those responsible for issue relating to: health, nutrition, education, protection, hygiene, water and sanitation;
- The health situation in Congo remains serious due to poverty and the adverse effects of armed conflict that ravaged the country from 1993 to 2000. Although there are existing health policies, the current situation and trends indicate persistence of infectious and parasitical diseases, malnutrition and several predisposing factors reducing the health conditions of children;
- Main causes of death among children under 5 years are malaria (31 per cent), diarrhoea (26 per cent), acute respiratory infections (ARI)

(14 per cent), non-malarial anaemia (6 per cent), HIV infection /AIDS (7 per cent), other diseases (16 per cent). It was reported that more than one quarter of children under-5 suffer from chronic malnutrition, deficiencies in vitamins and minerals, which compromises the harmonious psychomotor development of children in this age;

- There is poor access to clean water and sanitation and lack of knowledge of household friendly practices in hygiene and nutrition contribute to the occurrence and persistence of diseases such as: cholera, shigellosis, malaria, respiratory infections, schistosomiasis, among others; and government efforts to ameliorate these challenges are carried out at various governmental levels.

### Teacher Issues:

- The country embarks on various approaches to the development of teachers, care givers and management staff;
- Teachers are trained for two years at the Ecole Normale to teach in pre-primary classes and at a higher level, they are required to have five years of classroom practice as a teacher in pre-primary classes and three years of training at the Ecole Normale Supérieure, Marien Ngouabi University (formerly University of Brazzaville);
- Teachers inspectors are expected to possess 5 years of field experience as an Educational Advisor and three (3) years of training at the Ecole Normale Supérieure University of Brazzaville, Marien Ngouabi
- The teachers at the Teachers' Colleges have A-Levels and three (3) years of training at the Ecole Normale Supérieure, University of Brazzaville, Marien Ngouabi
- Minimum level for teaching in ECCE programmes is end of the third year of Colleges of General Education, on-the-job training and alternately, during the capability-building seminars organized specifically for them
- Caregivers are often seconded from the Ministry of Health and made available to schools, for monitoring the health of

children and alternate this assignment with their specific tasks in the Integrated Health Centres;

- The staff's management is essentially dependent on the central administration and; as a result, there is unequal distribution between the urban centres and the rural areas;
- ECCE programmes are essentially managed by two categories of staff- teaching staff and those carrying out administrative functions. As such, teachers and coaches are taught courses in pre-primary education, various forms of community care and methods of child stimulation and development while inspectors, supervisors and administrators undergo training in school management in various academic institutions;
- Courses on quality assurance and curriculum development are often conducted by the Ministry of Education;
- Efforts are geared towards ensuring recruitment of new teachers; improving quality criteria for better use of existing resources; development of maintenance policy to inculcate a maintenance culture for assets acquired.

### Government Policies and Programmes on ECCE:

- For quality assurance of the curriculum, the Ministry of Education regularly organizes seminars, national capacity building for supervisors and departmental inspectors, educational consultants for training on the revised curricula and possibly the implementation of educational innovations;
- There are nearly 476 pre-primary centres, public and private, with 24,465 children;
- Enrolment rates in pre-primary centres have improved with the country's annual average growth rate of enrolment in pre-primary ranging from -3.0 percent between 1984 and 1997; 27.6 percent between 1997 and 1998 due to the opening of pre-school centres. However, a reduction in the annual average

to 25.5 percent between 1999 and 2005 was recorded due to the civil war in the country<sup>9</sup>;

- The report indicated that the UNAIDS estimates for Congo in the older age groups of people living with HIV/AIDS varies between 15 and 49 years and about 80,000 adults are infected with the disease or are HIV positive, prompting the government to take preventive and curative measures such as: free ARV treatment, awareness campaigns in religious centres, schools, workplaces, introduction of HIV/AIDS issues as: modules in school curriculum, education of parents of childbearing age, seminars for teachers on how to train students to become peer educators, access to condoms, free anonymous testing, and involvement of many associations and NGOs active in the fight against HIV/AIDS;
- The Congolese government is pursuing six priority programmes in education. These are: improving equity and access to different forms of basic education and the acquisition of real learning; improving the quality and internal efficiency of education at all levels; improving the relevance of content and constantly adapting to cultural requirements;

strengthening the system of statistical data collection and knowledge of the real needs of the education system; developing and strengthening of the management capacity and resource mobilization through partnership; and ensuring the progressive decentralization of educational management. ECCE is embedded in these priority programmes.

### Challenges and On-going Government Efforts:

- Expenditure on education is about 3 per cent of the country's GDP. The level of government intervention in departmental and municipal funding of education is still insignificant while the contribution of parents through associations form the major financial contribution to public expenditure. However, the government is making efforts to raise awareness of the community to consider schooling in general as a common good that is useful to all;
- A key challenge to the development of ECCE is the increase in the incidence of poverty and the resultant difficulties to parents and guardians,



A community centre for child care in Mbanza Ndounga II, the district of Mbandza Ndounga.

<sup>9</sup> CSR: Status Report on National Education System (Congo)



who are the main care and education providers to their children, especially at the pre-primary/ ECCE centres, where school fees vary from five dollars in public to sixty dollars in private;

- Despite the fact that women in the country bear the heavier burden of child care and education, higher incidence of poverty, inadequate knowledge and other limitations, they are still socially responsible for ensuring good and adequate health, nutrition, education, protection safe drinking water, hygiene and sanitation to their children and wards;
- The management of health was considered participatory with community involvement in planning and implementation of health activities and each family joins health project in the Integrated Health Centres and holds at least 1,500 f CFA (3 dollars) per treatment of disease, regardless of the member of the family being attended. Nevertheless, health insurance is inaccessible to the overwhelming majority of the population; and reimbursement of medical expenses is rather rare and only affects workers in private enterprises;
- There are palpable weaknesses in the system of social protection for the most vulnerable, low food security and nutrition, poor adherence to the right to food, poor nutrition, particularly among children under five years;
- Capacity building is required for actors involved in environmental sanitation; improving access to drinking water in both urban and rural areas, improved mechanisms for community management of the environment, and for epidemiological surveillance for the reduction in morbidity and mortality due to malaria and child birth, and effective operationalisation of the national strategy for reproductive health.
- Besides the risk of HIV, young girls are often abused and / or sexually exploited. The situation is worsened by a high incidence of children and adolescents in the street, child soldiers, child victims of trafficking, and child workers because they are not sufficiently affected by interventions against HIV / AIDS. However, there is renewed and strong political will expressed by the establishment of the National Council for the Fight against HIV/ AIDS.

A key recommendation reported is the consolidation of a combined effort, involving all partners involved in ECCE, especially parents, ECCE teachers and care givers for a good start in life for children. Government effort was advised to transcend a mere ratification of conventions and treaties to the actual implementation of the commitments made to children in respect of their rights. A worthy course therefore was to ensure inclusiveness of parents, families and communities in ECCE programme development and implementation, otherwise known as an integrated approach to childcare and education.

Also proposed is that the national government should establish an effective partnership among all relevant ministries, national associations, groups and NGOs working in the area of ECCE for sustained and dynamic ECCE programme, while the coordination should be carried out by a national committee for the integration and development of young children.

Furthermore, local government authorities and relevant UN agencies such as UNICEF, UNESCO, and WFP, etc. could contribute to the promotion of the on-going practice of "*Espaces Eveil*"<sup>10</sup> in all local communities. Issues relating to better awareness could be done through various government and relevant stakeholders acting in concert to popularise policies and programmes relating to ECCE. For instance, it was suggested that 24 December be declared as an annual National Day of Early Childhood Education in order to mobilize all segments of society towards the development of ECCE programmes. Celebrations on this day could highlight themes that are capable of drawing attention of all stakeholders to ECCE development. Participation in this celebration is expected to involve those at the grassroots and carried out as an annual activity across the country's major towns and capital.

Another key area to be addressed is the establishment of an administrative policy focused on key activities such as the budget, teacher deployment, school activities; recruitment of new teachers; redefinition of quality criteria for a better use of existing resources; development of a policy on good maintenance culture for existing ECCE facilities; mass enlightenment on ECCE.

For a more rational use of teachers, measures recommended include: redeployment of trained teachers from the ministries to schools and centres where their expertise is most needed; compliance with the work-load in accordance with regulations; improvement in the management of staff mobility based on needs; development of incentives aimed at encouraging teachers retention; reclassification of teachers based on new criteria that show progressive career path; and the offering of systematic training to officers specialized in educational administration.

In the area of improving the educational programmes for ECCE, a general revision of the curriculum for all ECCE centres was advocated. This should take into account the modern development in childcare and education as well as the establishment and adequate supply of libraries with educational materials for children.

In order to ensure conducive work environment for the teachers and caregivers, the rehabilitation/ construction and equipping of facilities; development of school space for play, sporting and cultural activities; and the provision of educational support that assists the mobility of inspectors and other key personnel to ECCE centres were proposed.

---

<sup>10</sup> *Espaces Eveil* is a programme for child care that serves the children whose mothers work in fields. The programme serves the most vulnerable population in the peripheral areas and villages and facilities are built with low-cost materials.

## Ethiopia Case Study:



### Background Issues:

- The Government of Ethiopia has adopted the EFA goals of ensuring universal access to and completion of basic education and reducing the adult illiteracy rate by half in 2015;
- Coverage and access to pre-school education for children between 4-6 years of age is very limited, as only 2.1 per cent of the total number of children in the appropriate age bracket has access to pre-school education and services; and this is limited to children in major towns and it hardly exists in the rural areas;
- In 2001/2, one third or 32 per cent of the country's total pre-primary enrolment was only in Addis Ababa;
- The concept of ECCE dates back to the 17<sup>th</sup> century Ethiopian philosophers Zär'a Ya'aqob and his disciple Wäldä Haywat (Sumner, 1986)<sup>11</sup> while others associated its development to religious education given to children at the age of four in which children learnt alphabets in church services in the medieval Ethiopia;
- The first modern kindergarten was established in Dire Dawa for the children of French consultants who were helping the construction of the first railroad in Ethiopia; and the number of kindergarten in the

country grew to 77 in 1974 and 912 in 1990 (MOLSA and MOE, 1990)<sup>12</sup>;

- Most of these pre-schools are run by private individuals, religious institutions, and nongovernmental organizations. The increase in the number of private and public pre-schools underscores the growing belief that early childhood education should become an integral component of public education;
- Gross enrolment rate of children 4-6 years in kindergarten was estimated at 2.7 per cent in 2005/06 which was a little higher than 2.3 per cent of previous year. Figures could be slightly higher since figures from some private school enrolment are not captured;
- The report pointed out a regional disparity in access as indicated by 40.3 per cent in Addis Ababa and 0.5 percent in Afar. All the other regions except Harari, Dire Dawa, Benishangul-Gumuz and SNNPR<sup>13</sup> have GER less than the National average of 2.7 per cent. The current situation cannot be confirmed for lack of data;
- The report concurs that expanding access to pre-school programme will enhance the quality of education and improving the internal efficiency of primary schools and also enhances children's chances of success in the education system

### Teacher Issues:

- Although teacher education has a long history of teacher training and education, pre-school teacher education is a very recent phenomenon in Ethiopia. Training of pre-school teachers is carried out as a shared responsibility between the government, nongovernmental organizations and the private sector;
- Unattractive salary of pre-school teachers, particularly in kebele and public owned kindergartens, has led to high turnover of pre-school teachers, making pre-school teachers/ children ratio high;

<sup>11</sup> Sumner, Claude (1986). *The Source of African Philosophy: The Ethiopian Philosophy of Man*. Stuttgart: Franz Steiner Verlag Wiesbaden GMBH

<sup>12</sup> MOLSA and MOE, 1990. In Tefera, D. (2007). *Early Childhood Care and Education in Ethiopia A case study conducted on behalf of UNESCO IICBA*, Addis Ababa, Ethiopia. Page 5

<sup>13</sup> Southern Nations, Nationalities, and People's Region (often abbreviated as SNNPR) is one of the nine ethnic divisions of Ethiopia. The area borders Kenya to the south, the Ilemi Triangle (a region claimed by Ethiopia, Kenya, and Sudan) to the southwest, Sudan to the west, the Ethiopian region of Gambela to the north, and the Ethiopian region of Oromia to the north and east.

- Teacher/pre-schooler ratio could be as large as 1:141 in Gambela region or as low as 1:17 in Addis Ababa region, while the national average is 1:26. This is an indication of a wide range of variation with implication for the quality of service provided in these centres
  - The pre-school trained teachers/children ratio is high;
  - There is lack of monitoring to maintain the standard of the curriculum and other facilities in pre-schools and also in the training of pre-school teachers;
  - The importance of teacher training and competence in the medium of instruction from the kindergarten to higher education was emphasised in the Education and Training Policy (1994), under Article 3.4.5;
  - Policy expressed the desire for a professional career structure to be developed in respect to teachers' professional development (Article 3.4.7);
  - The development of training standards, profile of teachers and career structure for all teachers is being pursued in other levels of education except for pre-school teachers;
  - No mechanism has been introduced to ensure the quality in the type of education pre-school teachers receive, and as such, there are no standards set to guarantee the desired teacher profile and professional career structure for pre-school teachers;
  - There is only one government owned early childhood care and education teachers training institute (ECCE - TTI) at Kotebe College of Teacher Education. Most of the regions (Somale, Afar, Benishangul Gumuz, and Gambella) have no pre-school teachers training institutes; and very limited number of pre-school teacher training institutes exist in Oromiya and Harari, which are currently not functional (Tirusew et al., 2007)<sup>14</sup>;
  - The trainees at pre-primary teacher education department of Kotebe College of Teacher Education get ten month certificate training;
- while training at the private pre-school teachers training institutes train pre-school teachers for between three to ten months. This is indicative of the wide variety of training programmes, modalities for training, standards and contents of training in privately owned ECCE –TTIs. Hence, there is lack of harmonization of qualification for pre-school teachers in the country;
- As reported by the Head of Pre-primary and Primary Education Section of the City Government of Addis Ababa Education Bureau, it is difficult to tell the exact number of functional privately owned pre-school teachers training institutes in the capital city especially as the mandate of licensing and supervising pre-school teacher education institutes has been handed down to sub city administration;
  - Most private teacher training institutes do not have qualified staff to train pre-school teachers, and many of them work in these institutes on part-time basis;
  - The courses offered at the pre-school teachers training institute (ECCE-TTI) at Kotebe College of Teacher Education as well as those in the private pre-school TTIs are presumed to be well structured and relevant to the purpose. However, the problem with the private TTIs is the lack of professionals trained in early childhood education and the inappropriate settings within which most of these centres function;
  - Although the various documents (Education and Training Policy (ETP) and Education Sector Development Programme (ESDP) III) have clearly indicated that the government's role is limited to setting standards and monitoring them, the responses of the appropriate authorities revealed that little or no effort has been put to maintain the quality of pre-school teachers' training programmes;
  - As reported by the Head of Pre-primary and Primary Education section of the City Government of Addis Ababa Education the sub-cities (currently responsible for secondary

<sup>14</sup> Tirusew Tefera, Teka Zewdie, Belay Tefera, Belay Hagos, and Demeke Gesesse (2007). **Status of Early Childhood Care and Education in Ethiopia**. A Study Sponsored by the Ministry of Education in Collaboration with UNICEF



school and teacher training programmes) are not ensuring the standard and quality of pre-school teacher education program in the capital city.

- There is either no or weak supervision of the activities of pre-school TTIs and the procedure for granting licences could be dysfunctional;
- The report of the City Government of Addis Ababa Education Bureau indicated that significant numbers of pre-school teacher education centres are set up in buildings that are not initially established for the purpose. Hence, most of these institutions have no auditorium, appropriate play ground, toilet rooms separate for males and females, offices for pre-school teacher educators, and lack appropriate educational materials like books in the area.

### Government Policies and Programmes on ECCE:

- The Education and Training Policy indicated that *“kindergarten will focus on all round development of the child in preparation for formal schooling”*<sup>15</sup> and also alluded to the fact that *pre-primary educational opportunity has significant importance since it introduces children to basic learning skills that are needed in primary schools and enhance their chances of success in the education system;*
- The government has planned to popularize and expand pre-school education, expanding pre-school teachers training in twelve teacher training institutes, developing and producing educational and play materials in local languages, training para-professionals at the grass roots level to work in kindergartens, and issuing laws and decrees to motivate investors in the sub-sector;
- Based on the Education and Training Policy (ETP), a twenty-year (1997-2016) indicative plan was developed in 1997 to cover all levels and areas of education, all tiers of governments and all forms of expenditures with the aim of increasing access, improving quality, increasing effectiveness, achieving

equity and expanding finance at all levels of education within the country;

- The first five-year plan of the ESDP-I was launched within the framework of the ETP and the following three year ESDP-II plans did not consider ECCE as absolutely necessary. Not until the third five year ESDP-III plan, was ECCE given the needed policy support by the government to create conducive policy environment and support mechanisms for the participation of various stakeholders;
- The Education and Training Policy of the government contains provisions concerning the kindergarten structure, curriculum development and teacher training programmes to meet the educational needs of children. Although, only limited number of teachers are trained;
- The revised curriculum for pre-school education (1999) suggested that assessment process in pre-schools should not be carried out only by the main pre-school teacher but done in collaboration with the assistant teachers and parents
- During the implementation of ESDP III, the Government planned among other things to review and revise curriculum and standards, the content of the programmes to be delivered, training of teachers, safety standards, and other aspects of the programme;
- Government also promised to provide technical assistance in supervision, teacher training and other related programmatic areas

### Challenges and On-going Government Efforts:

- The absence of early childhood education policy;
- Lack of trained human power as most of the pre-school teachers are untrained or have very limited training;
- Most of the pre-schools are located in unsafe places or are not appropriate for pre-school

<sup>15</sup> ESDP-III. MOE, 2007. Page 14 and 41.

education because the facilities were not in line with the health and developmental needs of young children;

- Some centres lack potable water;
- Centres could be environmentally inadequate due to lack of spaces for play and learning because most of operate in buildings not originally constructed for that purpose;
- There is lack of children's books, toys and other relevant educational materials in some of these pre-schools;
- There is lack of uniformity in the curriculum of pre-school education that pre-school centres follow. Kebele and public owned pre-schools use the curriculum of the Ministry of Education, whereas private pre-schools do not. This has created wide variation among pre-schools;
- Lack of similarity among pre-schools in terms of the use of language of instruction. Some pre-schools consider the development of foreign spoken language as an important outcome of pre-school education;
- There is unhealthy competition among private pre-school education centres where the focus is on financial gains rather than child care and education;
- Lack of understanding on the part of parents and some school proprietors regarding the major purpose of pre-school education. Parents have either no or limited knowledge that children learn about themselves and their surrounding through play. Hence, many privately owned pre-schools focus on chalk and talk type of learning;
- Lack of commitment from the part of the government to expand and support this sub-sector, especially as a large majority of people live under poverty line, and limited or no role of the government in the sector denies many children to access the programme;
- Since the government is not financing pre-school education, it was reported that there is no budget allocated to this sub sector;
- There is also absence of a separate body at the Ministry of Education responsible for pre-primary education;
- Lack of monitoring to maintain the standard of the curriculum and other facilities in pre-schools and also in the training of pre-school teachers;
- Lack of equal access to all children since ECCE is mainly an urban issue, although the majority of Ethiopian children live in the rural areas where they cannot access early childhood care and education programmes;
- Limited or absence of parental involvement in early childhood education programmes;
- It has also been noted that although there is awareness about the role of early childhood care and education in the smooth transition of children to the next level of education, this awareness has not been translated into concerted action by government;
- There is lack of clear assessment and lack of clear guidelines on the linkages between pre-school and primary education. The fact that pre-school education is not viewed as part of basic education has led to the exclusion of pre-school from the Ethiopian ESDP;
- Perhaps the most notable challenge is the absence of a dedicated structure both at the federal and regional bureaux of education. This has hampered synchronised strategic planning at the national level, proper data collection, reporting and coordination of activities. In addition, information on early childhood care and education efforts in the country is not well documented. The available information is scanty and not well organized;
- Lack of budgetary provisions, lack of qualified experts in the sub-sector, the absence of a well established and mandated body to ensure the quality and standard of the training, lack of coordination on the part of the various organs of the education sector to monitor and inspect the activities are some of the problems that hamper ECCE programmes in the country;

- The curricular reforms have attempted to integrate HIV/AIDS into education, starting from the first cycle i.e. from grade 1 to 4. It is important to note that children at pre-school level were not included;
- The Education and Training Policy and the three ESDPs developed on the basis of the

policy have failed to mention specifically the nature of activities to be carried out and the procedures to be followed in the training of pre-school teachers.

The report proposed that the government should establish a national task force consisting of professionals from the appropriate fields of study that would work on the standardization of the curriculum and the training of pre-school education teachers. The task force should be mandated to prepare a national guideline for developmentally appropriate and culturally relevant early childhood care and education based on the early childhood care and education policy.

It was proposed that a more visible presence of government in the activities of all stakeholders in the sub-sector will make quality ECCE accessible to all children. Considered very crucial and an immediate goal to reach is for the government to clearly specify a responsible body in the Ministry of Education with appropriate mandate and authority to coordinate issues on ECCE.

Also suggested was that ECCE policy should be issued and action plan prepared and implemented. Supervision of activities was viewed as crucial for enforcing the implementation of the policy.

Furthermore, the establishment of a national task force consisting of professionals from the appropriate fields of study that would work on the standardization of the curriculum and the training of pre-school teachers was considered crucial and urgent. The task force should be mandated to prepare a national guideline which is developmentally appropriate and culturally relevant. In addition, a strategy should be designed to create conducive environment for expanding pre-school services and increasing access to low income earners and rural communities.

## Lesotho Case Study:



### Background Issues:

- Pre-school programme which began since 1972 is understood to entail a comprehensive approach to programmes and policies for children from birth to eight years of age;
- Pre-school education covers children aged 0-5 years;
- Access to pre-schooler has increased from 13 per cent in 1995 to 33 per cent in 2006;
- In 1998, the Integrated Early Childhood Care and Development (IECCD) developed a national Early Childhood Care and Development curriculum using a participatory approach which involved all stakeholders to ensure its nationalistic nature and inclusion of ten national teacher trainers into government payroll by 1999.

### Teacher Issues:

- IECCD teachers and caregivers with the exception of those based in centres receive a merger wage paid by parents and others work as volunteers without salary;
- The teacher education and training policy framework has been developed with a vision to ensure a competent and efficient teaching force at all levels;

- Teacher education is provided by the Faculty of Education at the National University of Lesotho (NUL) and the Lesotho College of Education (LCE) in line with the IECCD policy which stipulates that “pre-service training will be provided by the Lesotho College of Education and the National University of Lesotho with the assistance of expertise from elsewhere in the country”<sup>16</sup>. The Lesotho College of Education launched the Certificate in Early Childhood Education (CECE) in 2007;
- In June 2007, the Lesotho College of Education embarked upon a two-year in-service training course for early childhood teachers for the award of a certificate in early CECE, which marks the beginning of professional development of IECCD teachers in the country. A minimum of a junior secondary education plus five years teaching experience in early childhood education is required for admission;
- More opportunities exist for the lecturers at the college to pursue a Masters degree in ECD at the university of the Free State to augment the number of qualified teachers in the college of Education;
- Interviewed IECCD teachers enrolled in the certificate programme assessed the training as practicable and helpful to their work;
- Twelve officers named National Teacher Trainers (NTT) have direct responsibility over the training of IECCD teachers, which is conducted using a cascading model whereby the NTTs train the District Teacher Trainers (DTT) and the Area Resource Teachers (ART) who then impart the skills to IECCD teachers at area/community level;

- Needs assessment is not conducted prior to training but contents are based on what the trainers’ perception of what is needed by the caregivers/teachers at any point in the time using the IECCD Home-Base training manual<sup>17</sup> developed by the IECCD to determine appropriate content for different levels of trainees;

<sup>16</sup> Ministry of Education and Training (2003). Integrated Early Childhood Care and Development Draft Policy Framework Unpublished document, Ministry of Education and Training and UNICEF, Lesotho. Page 29

<sup>17</sup> Ministry of Education and Training (2007). *Ministry of Education and Training 2006/2007 Budget Presentation to Parliament*. Lesotho. Unpublished paper





Children at ECCD center in Ha Nkai village, Lesotho.

- IECCD trainers hold qualifications varying from senior secondary to diploma in early childhood, and some of the IECCD teachers are not qualified though many have long working experience in the sub-sector. Hence ECCE centres are filled with teachers who need to undergo intensive in-service training to enable them gain college entry;
- All the 32 teachers who teach in pre-schools are enrolled for the certificate course at the college. The enrolment rates do not yet match the rate at which pre-primary classes are introduced into existing primary schools;
- Pre-primary teachers who participated in the HIV/AIDS workshops revealed that new skills on how to deal with HIV affected/infected children and attitudes towards the disease were learnt and the teachers were applying those in their daily work with children;
- Further trainings that are conducted include: workshops on community-based rehabilitation (CBR) by the Department of Social Welfare of the Ministry of Health and Social Welfare; workshops on issues relating to nutrition, especially as it concerns nutrition of children and people affected by HIV/AIDS by the Nutrition Department of the Food

and Nutrition Coordinating Office, FNCO-Prime Minister's Office, in which parents, caregivers and personnel working with children are targeted, and IECCD trainers (NTT, DTT and ART) receive training on issues of infant and young child feeding, which provides knowledge in nutrition of young children in general; training on gender and abuse, children's rights and protection are conducted by the Child and Gender Protection Unit (CGPU) of the Ministry of Home Affairs; training in inclusive education and in the teaching and learning needs of children with special educational needs conducted annually for IECCD trainers by the Special Education Unit (SEU) of the Ministry of Education and Training; workshop on HIV/AIDS conducted on a continual bases by the HIV/AIDS Unit of the Ministry of Education and Training which targets IECCD teachers among others; non-governmental organizations (NGOs) like the Lesotho Pre-Schools and Day Care Association (LPDCA), the Non-Governmental Organization for the Rights of the Child (NGOC), World Vision-Lesotho, the Lesotho Red Cross and Save the Children-Lesotho, are some of the institutions that provide in-service training to IECCD personnel within their various

areas of specialisation. Some of these are: child development, disaster management, children's rights, poverty alleviation and multi-sectoral community-based service provision and interventions aimed at addressing the general well being of the children. At least once a year, IECCD trainers are invited to some of the workshops.

## Government Policies and Programmes on ECCE:

- The 2005-2015 Education Sector Strategic Plan underscored the need to institute further advanced training for caregivers and unqualified facilitators;
- The report established that knowledge and skills continue to be provided for teachers through in-service programmes conducted by various groups and on a variety of topics to IECCD teachers/caregivers and to the IECCD teacher educators based at the Ministry of Education, the Lesotho College of Education as well as by NGOs;
- Access to IECCD education has increased from 13 per cent in 1995 to 33 per cent in 2006, especially through the introduction of the Home Based Programme and advocacy campaigns for greater participation of the populace in ECCE,
- Teacher education programme for IECCD has been introduced in the Lesotho College of Education. Formalization of the IECCD training through pre-service training implies that eventually the IECCD teaching force will be served by formally trained persons. It can be concluded that the in-service education of teachers will continue to augment the pre-service programme;
- Quality issues continue to be addressed through: the national ECCD curriculum designed to serve as a major document for all IECCD providers and to ensure that children receive the same education throughout the country; the introduction of a college based teacher programme, whose standards are guaranteed by the institutions offering the IECCD programme; the development of in-

service training manuals, which ensures that teachers/caregivers themselves receive the same education throughout the country and that they in turn provide similar services to their centres regardless of geographical locations;

- The IECCD policy continues to underscore the importance of improving access to IECCD through its provision for pre-service and distance teacher education of teachers/care givers and other practitioners;
- Progress has been observed in the use of the IECCD manual in that in 2007, two new training manuals were developed to take care of the apparent needs of home-based caregivers and skills of effective parenting;
- Positioning of IECCD within the Ministry of Education and Training for more visibility and policy effectiveness;
- While only one policy framework may be on IECCD, the government of Lesotho has developed several other policies that are closely linked to issues that are relevant to children in the IECCD programme. The IECCD programme therefore benefits from other sectors whose activities relate to children. Emerging issue such as HIV/AIDS are clearly catered for and well articulated in national policies;
- Positioning of IECCD within the Ministry of Education and Training ensures that major IECCD programme activities are deliberated at high levels of government and most importantly are budgeted for;
- IECCD multi-sectoral task team work closely with the IECCD Unit to ensure that external support for IECCD by way of advice is assured.

## Challenges and On-going Government Efforts:

- A key challenge faced by the IECCD programme in Lesotho is that of sustainability, which the report expects to be assured through the support and commitment of government and NGOs;

- IECCD programme depends on government funding, donor agencies and in-kind contribution from the communities. The challenge therefore is to drive for more resources from government and partners to ensure sustainability of policy and programmes;
- At the time of the study, many policies and programmes were still in their draft form at the time of the study and so implementation seemed delayed in terms of ensuring that teachers/caregivers are qualified and remunerated accordingly;
- Many ECCE teachers and care givers were still largely unqualified, but with sustained effort of government, it might change.

Based on the analysis conducted, it is evident that well founded early childhood programmes have far reaching positive benefits in children's later life. Since the report underscores the fact that having trained caregivers is of paramount importance, the way forward recommended is that the Ministry of Education and Training should speed up the approval of the IECCD policy framework to ensure that matters such as the monitoring of the programme are officially implemented and/or undertaken. In addition, the Lesotho College of Education needs to expand its intake of IECCD student teachers/ caregivers including those serving in home based care in order for the IECCD sub-sector to benefit from qualified manpower.

Data for the purpose of effective planning and programme implementation continue to be a challenge for many African countries and Lesotho is not an exception. Therefore, the study recommended a systematic and formalized collection of timely statistical data for the IECCD such that statistical information is available for decision makers.

Furthermore, the Ministry of Education and Training was advised to continue the search for more funding for the IECCD programme in order to address the many needs facing the sub-sector, while government support for IECCD should be based on its constitutional duty to protect the rights of young children and to provide them with security, nutrition, health and education as a matter of right. The study reiterated that studies of this nature be conducted continually at regional level to enable providers and governments to reflect more on their programmes in order to move the ECCD agenda forward.



## Nigeria Case Study:



### Background Issues:

- Traditionally, ECCE exists in various informal forms in both rural and urban societies, aimed at producing individuals with behaviour patterns, abilities and skills necessary for effective citizenship in the community;
- Children taken care of by ECCE programmes range from age 0-5 years,
- Given the historical antecedents, the practice of teaching and caring for children is carried out as a collective effort of the immediate and extended family, neighbours and all adults who are expected to already possess the values to that community could pass it on based on methods acceptable to each of the communities;
- By the early 1980s, traditional type cares had developed into non-formal day care centres where children are clustered in groups (usually according to their street or mothers' market stalls) and an elderly person oversees their affairs while their mother are in the markets or farms;
- Non-formal day-care centres are more accessible and more affordable than the formally organized pre-primary schools;
- Privately owned institutions, are in most cases, modelled after the formal day care and in some cases after the home-based model, while the nomadic model are the least available;
- In the public sector, most of the schools are being located within established primary schools while in the private sector, most of the schools are owned by religious organisations, individuals or community with about half of the non-formal centres not registered;
- The requirements for admission include birth certificate, immunization record and ability to verbalize basic needs;
- Access to safe water in most of these ECCE facilities is still limited to the use of well and rain water and a few are without any source of water;
- As regards pre-school meal provision, snacks and midday meals are the major meals provided to children at pre-schools, and milk is least provided;
- Although disposal facilities are a necessity at pre-school for hygiene reasons, the report indicated that pit toilet is mostly available followed by water system (33.5 per cent), the least available is the VIP (very important people) and Bush<sup>18</sup> toilet;
- In 9.0 per cent of pre-schools there were none at all. Information on disposal facilities shows dust bin made available by Public Agency attracted the highest percentage 39.8 per cent of disposal facilities at pre-schools. This is followed by compost pit (26.3 per cent) and bush while incinerator was the lowest (12.8 per cent)<sup>19</sup>;
- Most of the schools are built with cement block, covered with zinc/aluminium/asbestos, and have fairly large playground while some have fence.

### Teacher Issues:

- Informal day-care centres in poorer areas of the cities operate usually in impoverished, overcrowded facilities and with neither the materials nor the professional staff needed to provide appropriate stimulation for young children;
- In 2006, out of the 271,214 beneficiaries of the Federal Government's teacher development

<sup>18</sup> Bash toilet is simply using nearby bushes to relief oneself

<sup>19</sup> Babalola, J. B. (2007), *Early Childhood Care and Education in Nigeria*, A case study conducted on behalf of UNESCO IICBA, Addis Ababa, Ethiopia



A workshop organized for ECCE teachers to review good practices in Teacher development in Rivers State of Nigeria

programme, 22,734 (representing 8.38 per cent) ECCE teachers/caregivers nationwide benefited;

- Teachers' perception of the training offered reflect the following: 29 per cent of the teachers rated the training they had as of high quality while 50 per cent rated it moderate, 3 per cent rated it as low and 18 per cent did not respond (Universal Basic Education Commission -UBEC, 2007)<sup>20</sup>;
- Local language and computer skills are seldom taught, which could be a result of lack of teaching capacity and facilities;
- Teaching method varies but stories/fables are the most used indigenous stimulation techniques than others like games and role play;
- Inclusion of indigenous practices of child simulation in the school curriculum is yet to be officially accepted, the major indigenous practices of child stimulation strategies among different ethnic groups in the country include moonlight plays; age grade initiation; rope skipping; local games like *ayo*; native riddles and jokes such as *kedu onye ga abu oyimu* (Igbo), *akpam kolo kpam kolo* (Igbo), and *asabe be asabe ruwa* (Hausa). These techniques have values and norms such as good manners, self-control, hard work, honesty and humility being passed on to the young children;
- Teachers and children often have to work with very limited resources such as chalk,

chalkboard/slate, duster, books, playground, wall drawings paper, colouring/crayon games, letters, numbers, flash cards, charts/posters;

- Although the HIV/AIDS pandemic is ravaging countries in the SSA including Nigeria, the health situation in these schools reveals that malaria is the most common ailments among children in pre-schools followed by cough, measles, diarrhoea, skin diseases, etc the least being bronchi-pneumonia and cerebrospinal meningitis. While available health facilities include sick bay, health attention and dispensary, most of these health facilities do not have even a visiting nurse from a health centre.

### Government Policies and Programmes on ECCE:

- Between 2004 and 2007, the national government has established ECCE units in at least 111 primary schools in each of the 36 states of the Federation and the Federal Capital Territory (FCT) Abuja;
- Monitoring and evaluation of 27,500 day care centres was reported to have been carried out by the Federal Government;
- Nationwide workshops and programmes on ECCDE training workshops for caregivers/ECCE teachers were also reported;
- Development of curriculum for pre-service training on ECCDE by some universities and

<sup>20</sup> UBEC (2007) *Effective Management of FGN/UBE Intervention Funds in Nigeria*. An Unpublished Research Report

colleges of education; training of teachers on ECCDE by some designated universities such as Universities of Ibadan, Ilorin, Uyo and Nsukka;

- Collaboration of Ministries of Women Affairs and Health, international development partners (such as UNICEF, DFID) and Civil Society Organizations to ensure the implementation of Early Childhood Care Development and Education within the school system;
- Development of a curriculum for the ECCE programme, National Minimum Standards for ECCD centres, and caregivers and teachers' manuals by the Nigerian Educational Research and Development Council (NERDC);
- Between 1991 and 1999 a tripartite project among Federal Government of Nigeria (FGN), UNICEF and Barnard Van Leer<sup>21</sup> led to the training of 1,056 desk officers, 15,409 caregivers and 1,232 para-teachers (FGN [FME, 2003]). Moreover, while the government through NERDC developed the training modules, NGOs, Community Based Organisations (CBOs) and church organisations conducted the actual training programmes;
- More recently, prevalence of street children and market children has motivated some NGOs to establish day-care centres at market places to capture children of traders who could not afford the cost of sending their children to existing centres, a development that motivated the Federal Ministry of Women's Affairs and Youth Development in collaboration with UNICEF to undertake social mobilisation, advocacy and sensitisation of market women;
- Notable among the international efforts within the country include UNESCO's collaboration with the National Teachers' Institute (NTI) for effective training and retraining of teachers to apply the knowledge of HIV/AIDS in the teaching and learning process. UNESCO recruited an international expert on preventive education to be a staff of NTI; UNICEF promoted Child Friendly School Initiative (CFSI) to rehabilitate the dilapidated structures of schools and create a durable and

enabling environment for learning in primary schools; and the World Bank made credit facilities available to 16 states to support physical infrastructure, teaching materials, measures to increase access and teacher support. The funds for teacher support cover requirements for teacher training programmes to upgrade existing teachers to the required specifications; support teachers with ongoing professional development; and incentive schemes for teachers in the remote areas<sup>22</sup>,

- Success in the ECCE programme in Nigeria was enhanced through the allocation of 5 per cent of Universal Basic Education (UBE) intervention funds from the Federal government to the states. These allocations are required to be matched by an equal amount from the states. Defaulting states are denied subsequent allocations. Compliance is ensured through regular monitoring by the UBE commission and reports are sent to the Federal Executive Council through the Minister of Education. 70 per cent of the fund is kept in a dedicated account and specifically spent on the construction and renovation of classrooms; 15 per cent for provision of instructional materials and the remaining; 15 per cent is earmarked for the training and retraining of teachers.

## Challenges and On-going Government Efforts:

- ECCE faces a myriad of challenges such as dearth of research evidence on the impact of ECCE; low public accountability and resource leakages; low priority on ECCE compared to higher levels of basic education; narrow understanding and practice of ECD; lack of holistic and age-responsive programmes; monolingualism during care and education (especially as children could come from different language groups); untrained personnel; and unfriendly environment for child care and education;
- The government's active involvement in the provision of childcare centres began on agreement among the Federal Government of

<sup>21</sup> The Bernard van Leer Foundation is an international grant making foundation based in the Hague

<sup>22</sup> UNESCO Abuja (2002). *Partners in action: Newsletter of EFA Partners in Nigeria, Volume 1, Number 1*



Nigeria (FGN) represented by NERDC, Bernard Van Leer Foundation and UNICEF, which led to the establishment of five pilot projects in the rural communities for disadvantaged rural children (Federal Ministry of Education (FME) 2003:26)<sup>23</sup>;

- The UBE law provides the incentive for federal and state government involvement in pre-primary education since the ECCE is an important component of the law;
- Global wave of reforms in education increased the country's passion for ECCE by 1999, when it launched the UBE programme as a federal intervention in support of the states to achieve EFA and extending pre-primary education to formal day care centres;
- With the formalisation of ECCE came the development of ECCE curriculum, guidelines and training manuals by the NERDC and United Nations Children's Funds (UNICEF);
- With the progressive work being carried out on basic education reforms, ECCE has been placed at the foundation of the formal education structure in the country;
- Enrolment in day care centres/pre-primary and nursery schools increased from 44,745 in 1999 to 84,340 in 2003 representing about 47 per cent increase over a five year period;
- The country also recorded 15 per cent gross enrolment ratio (GER) in ECCE compared with the average enrolment of 32 per cent among developing countries and the world average of about 35 per cent during the same period (UNESCO Abuja, 2007)<sup>24</sup>.

The report proposes that ECCE centres should be further promoted in public primary schools. Through Federal Government's policy and legal instruments, all states should be encouraged to integrate ECCE programmes into the regular school system. This would involve systematically building ECCE into the national programme. Such a policy should specifically recognize the important role local governments, civil societies and NGOs have to play in the implementation of the programmes.

A pragmatic way of addressing the lack of teaching and learning materials was proffered to include indigenous research on local production of instructional materials, supported by relevant government agencies. Through research and training, developed materials would be mass produced for pre-school children or produced as instructional materials for the teaching and learning process in teacher training institutions. As a result, this process would not only ensure that teaching materials are locally available and affordable, but also build local capacity for writing and producing culturally and environmentally friendly teaching aids and materials, generate more employment opportunities and create a system of economic integration and higher value of the sector to national development.

Further recommendations are that governments at all levels must provide and encourage school-based specialist training on a continual basis for ECCE teachers on a variety of subjects including HIV/AIDS handling mechanisms. Such training should focus more on the methodology and skills required for the effective management of ECCE programmes and centres.

Existing laws and standards (for example, the use of local language and appropriate instructional materials) are to be enforced. Such measures would prevent any violations of the rights of the child at the ECCE level. Government should popularise the Community Accountability & Transparency Initiative (CATI) to get parents-teachers associations (PTAs), civil society groups (CSGs), town unions (TUs), NGOs, international development organizations (IDOs), faith based organizations (FBOs), and other private institutions and individuals involved in the implementation and enforcement process.

As a follow-up to the supportive legal frameworks for ECCE implementation an awareness programme was recommended to allow many uneducated working/nursing women and working children to be aware of opportunities for ECCE and to leverage resources for ECCE. Government was advised to promote active awareness of ECCE programmes for increased public awareness, understanding and practice of ECCE.

<sup>23</sup> FME (2003) *Education Sector Status Report*, May 2003. Abuja: FME

<sup>24</sup> UNESCO Abuja (2007) *Early Childhood Care and Education Digest: Nigeria 2007*. Abuja: UNESCO

## South Africa Case Study:



### Background Issues:

- The ECCE programme of the country covers children from birth to six years;
- Historically, parents, community organisations, non-governmental organisations and welfare organisations were responsible for the establishment of ECCE services with the majority being centre-based;
- Nursery schools employing trained teachers became privileged middle class institutions, while crèches serving children of the working class provided basic custodial care - a situation that reinforced white privilege and black disadvantage;
- Until 1969, government policy discouraged the development of ECCE services with the single exception of limited provisioning for some white children;
- Estimates for 1980 show that only 4 per cent of coloured children, 0.6 per cent of African children and 3 per cent of Indian children aged birth to six years attended some kind of pre-primary school (HSRC, 1981)<sup>25</sup> until movements like Head Start from the USA and local NGO initiatives funded by international foundations contributed to the expansion of ECCE in black communities;
- During the 1980s and 1990s, a substantial number of non-governmental organisations

(NGOs) were established to provide in-service training for community-based ECCE teachers serving black communities;

- In post-apartheid South Africa, ECCE policies and programmes are strongly influenced by the National Education Policy Initiative (NEPI), a progressive movement during the early 1990s that investigated policy priorities to be followed by the new government (NEPI, 1992);
- Currently, ECCE is regarded as an important phase for nurturing all children's holistic development in an integrated manner and supported by legal instruments like the country's constitution;
- Although an audit collected the most comprehensive, rigorous and reliable data, it is outdated and therefore does not provide an accurate reflection of current ECCE services;
- Although government policies articulate the importance of ECCE, limited resources and capacity still largely constrain effective programme implementation, especially as the funding of Grade R classes is estimated at 70 per cent of the current per learner expenditure for a Grade 1 child (Department of Education, 2008)<sup>26</sup>;
- According to Porteus (2004:363)<sup>27</sup> the "current strategy for ECCE development may not be orientated to confront inequalities, inherited from the past and may serve to further entrench them";
- The country's ECCE programme is being coordinated by National Integrated Plan (NIP), which is a social cluster plan comprising of the Departments of Education, Social Development and Health and other departments initially not associated with ECD. An example is the offering of toy libraries in the City of Cape Town and the North West Department of Sport, Arts and Culture. As such, provision of services improves, and coordination becomes more and more crucial.

### Teacher Issues:

- ECCE programmes are designed to form part of an integrated "basket of services" with implications for registration, monitoring and support mechanisms for playgroups, home-based services and small-scale childminders;

<sup>25</sup> Under the apartheid state, the South African population was classified according to race - White, Coloured (persons of mixed origin), Asian or African (which was further categorised by ethnicity). These politically imposed terms were used to socially mark people for a variety of purposes. The term 'black' is used to refer collectively to all population groups other than white.

<sup>26</sup> Department of Education. (2008). *Government Notice 26 SA Schools Act 1996 (Act No 84 of 1996): National Norms and Standards for Grade R Funding*, Government Gazette, vol. 30679.

<sup>27</sup> Porteus, K. (2004). *The State of Play in ECD*, in Chisholm, L. (Ed.) *Changing Class: Education and Social Change in Post-apartheid South Africa*. Cape Town: HSRC Press.

- The country uses a contextually sensitive and UNICEF motivated initiative known as the *Rapid Appraisal Model* to provide a range of ECCE services at community and household level for children from birth to four years;
- Approaches for teacher development and programme implementation vary according to local needs and resources;
- While there is a great deal of expertise, materials and training approaches, the scale of these programmes relative to the needs is very small;



ECD Practitioner Training at Ntataise Training Centre in the Free State, South Africa

- A dearth of programmes aimed at smaller informal day care services (childminders) exist making the informal sector invisible and fluctuating. Very many young children find themselves in this kind of care which is unregulated and unsupported;
- There is a call for recognition, funding and regulation to bring informal day-care and home-based programmes into mainstream ECCE services, especially since most of the 0-4 year olds attend these centres;
- It was acknowledged that capacity building is needed for a range of ECCE job positions. This is being addressed by a programme known as "Further Education Training Certificate in ECD and Skills Programmes" at Levels 1, 2 and 3, and 4 in the design of an ECCE-specific community development qualification programme;
- A desirable development is the expansion and ongoing public funding for capacity building at all levels and the integration of partners across sectors and at all levels of government;
- Local governments in ECCE programmes and their use of nodes to support its implementation was considered desirable to explore ways to share the wealth of materials developed for use in household and community-based ECCE services. It was considered desirable for more research to be conducted to determine the effectiveness of centre-based Grade R classes in comparison to school-based ones.

## Government Policies and Programmes on ECCE:

- A plethora of policies have been adopted to eradicate the inequalities from the past, although much more is still needed if the target of reaching more of the most vulnerable and disadvantaged children is to be achieved by 2015;
- The country has set for itself a laudable target of reaching universal access to Grade R by 2010;
- Provincial budgets are spent on improving the capacity for monitoring, evaluating and supporting ECCE programmes;
- Three main ECCE programmes are community-based, home-based and school-based and they are autonomous and privately owned. However, the home-based centres register a large number of children who are being excluded from the benefits afforded children in registered centres;
- Programmes are carried out to support parents and other primary caregivers to facilitate their children's development and stimulation;
- Regular quality assurance by the Department of Social Development at a district level should be undertaken.



## Challenges and On-going Government Efforts:

- Among the greatest needs are training of ECCE personnel and infrastructure development for ECCE centres. Hence, there is an on-going professional development and advocacy towards registration of all ECCE practitioners with the South African Council of Educators (SACE) to facilitate ECCE personnel's access to the programme;
- Many caregivers mechanically follow predictable routines, such as minimally supervised 'play and observation' and most of the planned pre-literacy and pre-numeracy learning stimulation observed was limited to Grade R classes;
- All providers of ECCE have to satisfy the quality requirements of the relevant quality assurance body depending on the level of their training;
- At the period of the study, fewer than 5,000 practitioners have qualified out of an estimated 54,000 practitioners countrywide. In 2006, Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) gave only 150 level 4 and 150 level 5 training opportunities in total.

Without doubt, a lot more could be achieved if the following proposed options are implemented. These include the coordination of ECCE services by the NIP to ensure clearly assigned roles and responsibilities of stakeholders. Also, there should be clearly defined responsibility for funding across departments and at the different levels of government. Channels for accessing funds should be explicit to all stakeholders for better access to quality ECCE services. Integration and inter-sectoral collaboration should be developed to support improved ECCE delivery. Budget dedicated to NIP should be allocated to facilitate inter-sectoral collaboration and scaling up of ECCE services relative to the target population. More effective implementation systems for coordination of policies should be established so that no wasteful duplication is allowed; and career paths with provision for horizontal and vertical progression in ECCE jobs should be developed for teachers trained. Minimum wages and conditions of service for the ECCE sector should be established in such a way that it raises the status of early childhood development services which at present is amongst the lowest in the country.

Other proposals to relevant stakeholders were that teacher training should be conducted through intensive mobilisation and marketing of ECCE programmes by the universities to attract the hitherto marginalized black students (due to the history of apartheid) into the profession. Presently, the conditions of the allocation of Funza Lushaka<sup>28</sup> bursary are not explicit as to their intent, and are therefore interpreted differently by universities, with the result that black students who the bursary is aimed at do not benefit from the scheme.

The report further advocates that funding should prioritise infrastructure (buildings) for ECCE centres and training of ECCE personnel. As such, the criteria for accessing funding should be made the same for all departments concerned. Currently, the criteria differ from one department to the other, with the result that awarding of funding for erecting an infrastructure is delayed since the applicant has to satisfy all criteria which at times is beyond what most centers can be able to satisfy. It was thought that more pre-schools will have the opportunity of accessing grants for nutritious food and learning materials as the sub-sector registration continues to expand. This proposed expanded ECCE programme should, however, be subject to regular quality assurance by the Department of Social Development at a district level, while the required capacity and resources should be allocated for this purpose. In order to further popularize the home-based and informal daycare programmes, their incorporation into the formalized ECCE programme to ensure adequate funding and regulation was seen as the right way forward.

Operationally, local government was assessed to be in a better position to take the lead in supporting small-scale childminders (group care for 6 children or less) since they currently enjoy very little support and coordination. Also, the outreach workers could be trained to include childminders in their work, while careful consideration is given to ensure that such regulations are appropriate, practical, enabling rather than daunting and time consuming. The study considers broader and more inclusive categories of networks, franchising or association models for ECCE personnel development as rewarding, while outsourcing possibilities should also be explored for better successes in personnel recruitment, development and retention.

<sup>28</sup> Funza Lushaka is a student bursary scheme aimed to support black students

# Examples of Good Practices

It was generally agreed among the researchers that what is called a good practice should meet at least three of the following conditions: i.e. effectiveness (overall success, producing desired outcomes and reaching its overall objectives); efficiency (the capacity to produce desired results with a minimum expenditure of energy, time, or/and resources); ethical soundness (follows/does not break principles of social and professional conduct); relevance (how closely the practice is focused on ensuring the holistic development of the child in the context of the society in which it is implemented); and sustainability (the ability of a programme or project to continue being effective over the medium to long term).

In Burkina Faso, the *bisongos* were the good practice and a recent practice supported by Suisse Cooperation and UNICEF. These centres are adapted to the cultural values of Burkina Faso. It tries to resolve the problem of the traditional kindergarten which left out the poorest of the Burkinabe population and those in the rural areas. The *bisongos* are inspired by the Popular Nurseries (*Garderies Populaires*) of the 80s and the villagers are directly in charge of their management. They are efficient in terms of time use, human resources and energy required for the activities. Mothers or their sisters are recruited as the educators in the various communities. This is similar to the home-based approach practiced in Lesotho. Care givers take their turns to provide the needed services depending on their free time. The traditional type of childcare is given to young children in these centres. The programme is supervised by the government for quality control reasons. The mothers/sisters take turns between their trades to provide these services. The ethical soundness is seen in the opportunity it provides to inculcate positive cultural values and practices to the young children by their own mothers, close relatives and elderly caregivers. The relevance of the programme lies in the opportunity it provides for caregivers to be given training in HIV/AIDS and pertinent issues in education. If adequately funded by the government and other stakeholders, the country

should invest in parenting, psychosocial stimulation, cognitive learning, day to day managerial skills, and early childhood intervention (ECI) services for developmentally delayed or physically challenged children. However, this training is still lacking and will be required to improve the educational and developmental content that supports the transition to primary school. In addition, there is a need for better commitment of government at the local level. Income generation activities/projects like growing vegetables, handcraft, batik<sup>29</sup> production, etc. engaged in by the caregivers should be coordinated within the pre-school environment to raise funds for its sustainability.

The Republic of Congo offers its *Espace d'éveil* as an effective and sustainable practice that subscribes to the care of children in an open environment by religious sisters. This practice has been in force since 1993 in Jambala and Plateaux regions. The programme serves the children whose mothers work in the fields. The programme serves the most vulnerable population in the peripheral areas and villages, and facilities are built with low-cost materials. The workers are people who know how to read and write and live within the communities. The programme costs 500 Central African CFA franc in rural areas and 1,000 Central African CFA franc in the urban areas, which could be paid in cash or in kind (product exchange). The programme also provides for the training of parents based on the training pack that children receive in the school.

The Lesotho report highlighted the home-based approach as the best practice worthy of emulation. Unlike the IECCD centre-based programme where children pay school fees, the home-based programme is a direct responsibility of the parents who have to teach their children in order to ensure they receive the upbringing that would enable them to cope with learning at a later stage. It is considered best practice because, i) It targets children from poor families and other disadvantaged backgrounds; ii) It is a programme that works according to the parents' expectations in terms of its impact on the children,

<sup>29</sup> Batik is a cloth that traditionally uses a manual wax-resist dyeing technique

their parents and the community iii) Children develop mentally, physically, emotionally, socially and morally as a result of their participation in the programme; iv) Parents benefit from the training on learning parenting and income generating skills; v) Participation in the programme provides children with pre-reading, pre-writing, listening and handling skills and, as such, the programme contributes to readiness for primary education; vi) Children adjust to the school environment better than their counterparts without IECCD experience and perform better academically at least initially, and are socially relatively well developed; vii) The operation of home-based schemes benefits from the participation of the community in general and parents in particular. There are other role players in home-based care and provision who also play a significant role (these include NGOs and donor agencies); and viii) All home based and centre based approaches follow the same curriculum (Sebatane and Lefoka, 2004). Training of caregivers is done using manuals used for teachers in the centres. It is also a scheme that involves members of each community leading to the additional benefit of community integration.

The practice's ethical soundness can be observed in the fact that it follows established ECCD policy guidelines in which children are not exposed to individual family hardships, but are brought to a special approved location. The ECCD unit of the Ministry of Education & Training is responsible for monitoring the implementation of the programme.

The relevance and sustainability of the programme is evident in the fact that the national curriculum is the source of what is taught in the centres. Voluntarily, parents and other care givers take turns in offering the needed services at the centres; they also get the opportunity of being equipped with income generating skills e.g. sewing and marketing their products. The children are not required to wear uniforms as in the case of centre-based pre-primary schools, which otherwise could have discouraged

disadvantaged parents from sending their children to school. The centres open at 9.00 and the children are released in time to have their lunches in their homes. Based on these factors, it is a practice considered good for parents who are primarily the care givers. It is an indigenous response to EFA through supervision of the Ministry of Education and Training (MOET). Its advantages include poverty alleviation through skills acquisition; access to pre-primary education for the poor/disadvantaged children and families; and commitment of MOET to the training of parents/care givers through the assistance of NGOs and line ministries. The programme is run in such a way that parents of graduating children complete their obligations to the centres, but are free to assist new mothers if they so wish.

Mauritius, which was represented at the peer review workshop that followed the conduct of the case studies, presented the *parental empowerment programme* as a good practice for the country. The programme's calendar of activities is distributed ahead of implementation once every month. The programme has experienced greater participation by parents; and earned the commitment of all stakeholders (NGOs, line ministries, etc). The participation of the private sector in running schools and the high involvement of parents in school activities indicates its wide acceptance. Daily activities are carried out by staff and resource persons selected through a process of inter-sectoral agreement. The programme is carried out after school hours within the school compound and designed to suit the needs of the community and profile of parents. For example, in areas where there are vulnerable children, discussions are centred on relevant capacity building activities and programmes. The project is in line with ECCE policy in that it ensures the commitment and participation of parents in the education of their children through building partnerships at the community level. Different programmes based on issues like children's rights, protection against HIV, inculcation of moral values, etc. are handled by the programme.

The development and implementation of Eradication of Absolute Poverty Programme (EAP) in 2008 to support the inclusion of some 10 per cent of children not attending pre-school and marginalized populations in which the government makes provisions for some 7000 families living in absolute poverty was considered a good practice for the achievement of EFA goal 1. The EAP special support programmes for parents on nutrition, hygiene and safety, makes parents to get involved in school activities, and this is considered very effective because it has increased the enrolment rate from 90 per cent to 94 per cent. Its efficiency is evident in the joint public-private partnerships in which stakeholders like NGOs, schools, family and community are involved in programme implementation. Its relevance is in its ability to ensure a holistic development of the child within the family and community. The programme is considered sustainable because there is continuity for the children of families involved up to higher levels of the education, and until they move out of the poverty cycle and the child completes the education cycle, either along the path of academic or pre-vocational education. The programme is being continued at primary level of education and closely monitored to ensure that there are no drop-outs later. The programme is being reinforced further by the opening of child care services before and after normal school hours to ensure that mothers can take up jobs while their children are being taken care of. It is ethically sound because children are admitted into the mainstream and integrated in the education system, following the ECD programme laid out in the National Curriculum Framework (NCF) for Pre-Primary.

Mauritius is currently working on a National Certificate in Early Childhood Education in collaboration with the Mauritius Qualification Authority. The aim is to ensure harmonisation in all teacher training courses being offered by private providers and those from the National Training Institution. Efforts are geared towards ensuring training are according to international norms and standards and that they are being provided in the

best conditions. The job placement of new ECCE teachers is being done to ensure they are able to match theory with practice. These measures are good examples for countries seeking ways of harmonizing teachers' qualification, curriculum and career development.

Nigeria considered the establishment of child care centres as a good practice for ECCE expansion in government secretariats/workplace centres in response to increasing demand. This was an initiative by the Ministry of Women and Social Affairs in collaboration with UNICEF. UNICEF set the standards for 0 to 5 years and ensures that they meet the minimum standards for ECCE centres. The centres provide standard kitchen suitable for the care of children of 0 to 3 yrs of age; space for mothers to express breast milk for their babies; playing space and materials for children above 3 years; and space for changing nappies. The centre is meant for all categories of staff (junior and senior). It provides learning facilities such as chalk boards and preparatory classes for formal schooling, among others. Efforts are made to ensure that there is reduced traffic congestion in the location. The government ensures that these centres are close to the workplaces of the mothers, while cost is reduced through government subsidies. Breast feeding mothers are expected to pick their children earlier, and defaulting parents are fined or sanctioned by the Parents-Teachers Associations (PTAs). Operators of the centres are nurses drawn from the Ministry of Health (MOH). This enables cost saving for the programme. When UNICEF started the programme, they provided every facility. When the project phased out, all facilities were handed over to relevant authorities and the programme was coordinated by the staff from Ministry of Women Affairs, and their wages come from the line ministry. These high standards became difficult to maintain due to poor maintenance and sustainability plan ascribed to inadequate budgeting. A two-pronged strategy of combining the integrated with the stand-alone approaches of pre-schooling in which pre-schools were attached to already existing primary schools

was considered good practice for expanding access. Another is the involvement of communities and private service providers and operators in ECCE to ensure expansion in the provision of the service.

Senegal showcased the *Mbour*, which is an integrated community-based approach to ECCE for rural areas. This approach has led to the increase in pre-primary enrolment rate due to the following factors: minimum cost for construction; use of local materials; local labour involved in construction; involvement of parents in managing the centres; and most qualified members of the community in charge of training such that mothers/fathers/older siblings by taking turns for cooking, fetching water and the provision of food among others. This approach is said to be congruent with the ECCE policy of the country in terms of the language of communication (which is the local languages), learning content and materials, value system, and the like. The administrative personnel are trained by district education offices (sponsored by UNICEF). The monthly wages were initially paid by communities and eventually by local government. Some other benefits of the system are the narrowing down of gender inequities due to the balanced gender composition in management and women empowerment through training. Given the success of this model, other communities replicated the centre with support from government and other partners. Drawing personnel from family volunteers with the provision of training by the district education office gives a sense of ownership and sustainability to the project.

The South Africa study highlighted a good practice in handling vulnerable children by NGOs that are actively concerned with that group of children. Most of the children are abused as well as affected or infected by HIV/AIDS. Training Resources in Early Education (TREE) has a project called *Izingane Zethu*. Translated, it means "Our Children". Family facilitators are allocated to families who assist with applications for the child support grant from the Department of Social Development. As at 2008, 21 family facilitators have been appointed. They have made 325 visits to

households on surveys. The aim of these surveys is to develop 18 ECD sites to become nodes of parent support for orphans and vulnerable children and their families in surrounding communities. TREE also cooperates with local municipalities. The concept of partnership and collaboration (National Integrated Plan) has been devolved from government departments to NGOs and local structures involved in the development, training and care of children.

Ntataise<sup>30</sup> also offers parent support groups and awareness workshops on HIV/AIDS alongside teacher training programmes as part of their social responsibility to the communities in which they work. A study conducted by the Development Bank of Southern Africa (DBSA) in 2007 found that significant gains are realized if municipalities drive partnerships. The most critical strategy which serves the most vulnerable children is the grant system that parents and pre-schools can apply for from the Department of Social Development (DoSD, 2007). Pre-schools who meet the criteria stipulated in the Guidelines for ECD Services (2006) and those by the Health Department of local government (municipalities) (DBSA, 2007) are entitled to a grant of R9 per child per day. These grants are solely used to supplement nutritious food for children, including a contribution to the salary of the cook. What remains can be used to buy learning materials. New guidelines (March 2008) allow for 25 per cent for salaries, 25 per cent for administration and 50 per cent for food. A number of previously obsolete and malfunctioning centres have been given a lease on life and are now functional with teaching and learning going on. This is a strategy that has been lauded as serving the most vulnerable young children who are out of the service loop, but now receive the recognition that would make them eligible for subsidy and support of different kinds.

Training of teachers/practitioners is offered by an array of service providers to bring services closer to where they are needed most. Programmes also accommodate those practitioners/teachers without solid academic background in order to help them

<sup>30</sup> Ntataise literally means leading a young child by the hand and helping the child to pronounce n-tata-ee-se. Ntataise is an independent not for-profit organisation founded in South Africa in 1980 to help women in poor rural areas gain the knowledge and skills to establish early childhood development (ECD) programmes for children in their communities



move away from custodial care and embrace the provision of stimulating activities for the holistic development of the child. The establishment of Grade R nationwide, in both private and public schools, is popular due to the use of standardized national curriculum (assessment methods, learning outcomes, etc), the attachment of some pre-schools with existing primary schools, the focus on lifelong learning outcomes and the feeding scheme for pre-school children from humble backgrounds and the use of play-based curriculum towards the holistic development of children are positive steps taken by the South African government. The programme gets 70 per cent of its requirements from government funds, and there is a plan to make the Grade "R" programme accessible to all eligible children by 2010.

Training programmes for teachers are done by colleges and NGOs. They are designed to address emerging needs. ECD teacher training is offered on two levels. It is offered by Higher Education Sector and accredited training organizations in the country. All teachers' qualifications are, however, accredited by South African Qualifications Authority (SAQA) and no one approach can be singled out as the best in teacher development for ECCE. Over and above the accredited programmes undertaken to provide capacity among teachers, training organizations also offer on the job refresher programmes aimed at enhancing the teaching capacity of practitioners and ensuring sustainability. However, one of the good practice is in ECD teacher training is offered by an NGO called Ntataise. It is not the only one as there are a number of teacher training organisations who are doing the same work as Ntataise but using different programmes. Ntataise has partnered with the University of Pretoria in offering the enrichment programme to prospective teachers. It is based in the Free State Province but conducts training all over South Africa. This training in ECD is aimed at the previously disadvantaged population of the country which predominantly are black South Africans. Trainees are visited at least eight to ten

times in a year by trained teachers who had been trained by the University of Pretoria, and assisted with lesson planning and presentation by practical demonstration. The aim of the programme is to promote and build on existing knowledge and skills of practitioners who have completed their formal training to gain hands-on experience with children. This programme also offers parents training on HIV/AIDS awareness and skills on how to help affected and infected children at home.

The programme is planned in such a way that teacher trainers are in regular contact with the schools. The training organisation supplies schools with resources such as books, toys and playground equipment. The schools are also supplied with posters, books and examples of learning programme. Besides this, teachers are also taught to produce their own teaching aids from local and cheap materials. Traditional games and songs are encouraged so as to promote the language, ethos and culture of the people the school is situated in. This programme has been running for the past five years and it has achieved remarkable results. Despite the fact that some of the care-givers are illiterate, they can generate an atmosphere which promotes learning amongst children. Children are being encouraged to be inquisitive and to explore their own environment.

This project is being implemented in collaboration with the Department of Early Childhood Education of the University of Pretoria. At the end of each year, a team of trainers, together with staff of the University of Pretoria, evaluate the programme. The strength of the programme comes from the support of trainers and the quarterly meetings by practitioners to decide on future learning programmes. This feedback mechanism ensures quality and relevance of ECCE delivery processes. Greater success is hoped with better access to funding from Sector Education and Training Authority (SETA) for ensuring quality and enhancing the level of teachers through training.

# Key Policy Recommendations

Given the significance of teachers/caregivers in the effective management of ECCE activities towards the achievement of EFA goal 1, some policy recommendations are suggested to assist policy makers with finding some pathways for rapid success. These recommendations are based on general observations that were evident in all the country reports as they relate to strengths and weaknesses in the government policies and programmes, practices and challenges, good practices for further improvements and popularisation, especially as they relate to the effective development and management of teachers and caregivers in early childhood care and development programmes.

## Policy I

Most of the countries under consideration are either planning to expand access to pre-primary education or have commenced implementation of their national plans. However, all the countries indicated budgetary constraints for procuring the necessary inputs like qualified caregivers, teachers, materials etc and ensuring that qualified teachers are attracted and retained in the centres. It was strongly recommended that teacher policies developed to include pre-school teachers and caregivers so that budgetary allocations will also be reflective of governments' commitments to the subsector. It was therefore recommended that a certain percentage of the education budget be allotted specifically for programmes and projects in ECCE. All stakeholders such as government (at all levels), working citizens, corporate bodies and international organization should make financial contributions towards the implementation of established ECCE plans and programmes. Some of the funds generated should be spent on addressing issues relating to the expansion of pre-service training institutions and providing them with qualified teaching personnel specialised in issues relating to ECCE. To this end, governments were advised to designate some existing higher educational institutions and teacher training colleges to run specialised courses in ECCE for teachers and care givers, supervisors and managers. Funding of these courses and training programmes should be adequate enough to specially target the

rural prospective teachers and care givers in rural areas where the challenge for qualified personnel is highest.

## Policy II

The need to upgrade the skills of existing personnel, parents especially mothers, and helpers were expressed in the studies and by workshop participants. This was due to the fact that most of the care givers are young parents and working mothers who need professional guidance and support on childcare and development issues. It was recommended that government should appoint a lead coordinating ministry, especially in the case of an integrated approach to ECCE to coordinate capacity building activities in this direction. This will ensure a system of continuous upgrading of skills and competencies of young parents through regular training. Also, teacher policy should ensure that teachers/caregivers are able to follow a career development path that uses various modes such as planned workshops, seminars, mass media, especially the radio and open and distance learning. Such training needs to be culturally acceptable and cost-effective, such as presented in the good practices identified in the studies. Government, NGOs, CBOs, International organizations among others should work in concert to support centre-based courses for recruits as well as programmes of empowerment for parent and community volunteers.

## Policy III

The studies agree that early childhood care and development requires an integrated approach involving effective coordination of complementary activities. However, none identified any compelling evidence of a long-standing managerial/coordinating mechanism equipped with competent staff to handle multi-sectoral collaboration. As a result, establishing and/or strengthening an autonomous body for managing, coordinating and monitoring of ECCE activities for both public and private sector operatives was highly recommended. The teachers' curriculum at higher levels could ensure these criteria for qualification.

## Policy IV

Adequate data for ECCE planning and management was observed to be very deficient in countries studied. Integrating ECCE data needs into existing Educational Management Information System (EMIS) and District Education Management Information Systems (DEMIS)<sup>31</sup> was considered a good way forward. This should be accompanied by systematic training and re-training of pre-school managers and administrators on data generation and compilations based on new models and indicators initiated by planners and policy makers.

## Policy V

The studies reported inadequate or non-provision of the right environment for teaching/learning and caring due to inadequate play-grounds for a child's physical, mental, spiritual and emotional development because most of the buildings used by the private service providers were not originally constructed for that purpose. It was recommended that granting of licences must ensure suitability of environment, and regular supervision of premises must be ensured by a designated government agency and adequate budget be provided to ensure planned visits to these premises and enforcement of regulations.

## Policy VI

Another key observation was the high attrition rate of teachers and care givers from ECCE centres. Many of the workers in the centres/homes only took up the jobs in the absence of other desired jobs and in most cases, salaries are very meagre. It was recommended that ECCE programmes in higher educational institutions should design the courses to attract students to seek careers in ECCE. On the other hand, government should establish good and attractive working conditions of the services for rendered by the hands that are tending the little ones and preparing them for a strong and virile educational system and human capital formation. This measure will keep qualified ECCE teachers and care givers in the pre-school system.

## Policy VII

Poor health conditions owing to malaria, diarrhoea, acute respiratory infections, non-malarial anaemia, and infection from HIV/AIDS, among others, are the causes of most morbidity and mortality among children of pre-school age. Also many children under-5 suffer from chronic malnutrition, deficiencies in vitamins and minerals, which compromise the balanced development of children in this age. Many of the children who can be breastfed are deprived by their mothers because the age long practice of exclusive breast-feeding is increasingly seen by young mothers as unfashionable. Preventive measures were advised through training and retraining of parents, teachers and caregivers on issues of hygiene. General health management guideline for ECCE workers should be developed where they do not exist and all pre-schools personnel should be regularly trained on good practices. General knowledge about HIV/AIDS should be promoted nationally on how to take care of HIV/AIDS infected and affected children. Policy makers in education are to take the leadership of mobilising relevant stakeholders to conduct research on the effect of policies and programmes implementation. The outcomes of these researches should be used to track progress made and to inform future lines of action. Actions should lead to the provision of harmonised national, regional and local mechanism for training and re-training pre-school personnel on disease control and management within the pre-school premises. Training could range from a centre/school-based interpersonal skills development to that of daily instructions of children and their teachers and caregivers on ways to keep them safe and healthy. The importance of community-based/home-based training to modify parental attitude towards sex education was emphasized, and the popularization of an association of school teachers living positively with HIV was considered a step in the right direction.

---

<sup>31</sup> District Education Management Information Systems (DEMIS) is designed to facilitate the processing and analysis of data at a local level to guide immediate management response at the school and district level. The DEMIS captures statistics on learners, educators, school based support staff and school governing bodies

# Bibliography

Babalola, J. B. (2007). *Early Childhood Care and Education in Nigeria*, A case study conducted on behalf of UNESCO IICBA, Addis Ababa, Ethiopia

Babindamana, A.M. (2007). Rapport de l'étude de cas sur les premiers soins et l'éducation de la Petite Enfance en République du Congo, on behalf of UNESCO IICBA, Addis Ababa, Ethiopia

Badini, A. (2008). Rapport de l'étude *L'éducation de la Petite Enfance au Burkina Faso* on behalf of UNESCO IICBA, Addis Ababa, Ethiopia

Phatudi, N.C., J.C. Joubert, and L. Biersteker (2008). *Early Childhood Care and Education (ECCE) Country Case Study on South Africa* on behalf of UNESCO IICBA, Addis Ababa, Ethiopia

Pulane, J. Lefoka and E. M. Sebatane (2008). *Early Childhood Care and Education: Lesotho Country-Case Study*, on behalf of UNESCO IICBA, Addis Ababa, Ethiopia

Tefera, D. (2007). *Early Childhood Care and Education in Ethiopia* A case study conducted on behalf of UNESCO IICBA. Addis Ababa, Ethiopia