



# Children's Right to Early Childhood Development

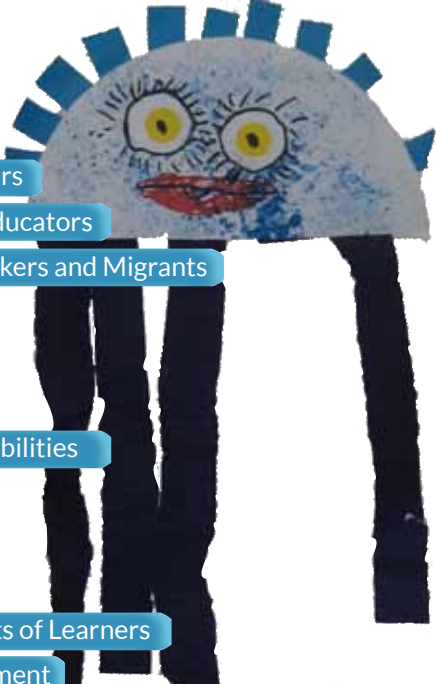


Education Rights for  
Learners, Parents  
and Educators

book  
12

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Suggestions for improvements are appreciated. Please acknowledge the Education Rights Project/CERT/ELRU if you intend using this booklet. This booklet should not be used for commercial purposes or for profit.

These booklets are dedicated to the millions of young people who are brutalised by the socio-economic and socio-cultural cruelties of life. Unfortunately, young people are also brutalised by those who are meant to provide healing in our country, at home and in school.

These booklets are also dedicated to those educators in formal and informal institutions, and organic intellectuals in social movements and unions, who see their own knowledge as a gift of trust from the people, who see the learning process as a mutual experience, who encourage the building of self-discipline and hard work through their own example, and whose greatest happiness comes from seeing those with whom they have been exploring and changing the world around them, go on to share the process with others.



# Children's Right to Early Childhood Development

Linda Biersteker

Editor: Salim Vally



We have attempted to ensure that the information in this booklet is accurate up to the time of publication, May 2013. Policies, laws and regulations change. Please contact the CERT or ELRU for regular updates. Find their contact details on the inside back cover.



*Cover image, photographs and drawings courtesy of ELRU unless otherwise stated.*

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# Why is Early Childhood Development (ECD) so important?



WEIGHING IN AT AN ECD CENTRE IN LUSIKISIKI

This booklet focuses on children from birth until Grade R (Reception Year of schooling) or approximately 0 – 6 years. In early childhood, and especially from conception to two years (the first thousand days), the brain develops more rapidly than at any other stage of life and is at its most sensitive to the influences of the external environment (for example, conversations, affection, care and games but also negative influences like hunger and violence).

Rapid brain development in these years affects cognitive, social and emotional growth. *Cognitive* refers to the growth in mental and intellectual abilities including the ability to think, remember and reason. The more stimulating the early environment, the more a child develops and learns, and the greater the child's chance of achieving his or her potential. Children raised in poor households with parents /caregivers who are ill or depressed and have little access to resources, services and education, are particularly at risk. This is also the case for children who are orphans or without caregivers and guardians.

A child entering school needs to be confident, able to interact with other adults and children, be willing to take on new and challenging tasks and persist with them, be able to understand language and communicate, to follow instructions and pay attention. So, learning begins at birth or even before and does not wait for Grade R or Primary School. It is affected by the relationships and the immediate surroundings of a child's family, home, and community.

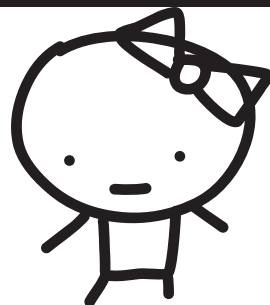
Adequate stimulation and nutrition are essential. Developing a close relationship (attachment) to one or more caregivers is also crucial for the baby's well-being and brain development. Being healthy, interacting with caregivers and living in a safe, clean and stimulating environment can all make a significant difference to a child's growth, development and future potential.

ECD programmes and services are therefore vital to improve the environment for development and learning. In the early years of a child, this includes ensuring basic necessities such as food and health care, and a safe, caring environment with clean water and sanitation as well as educating and supporting parents and caregivers. Teachers must be trained to provide quality child care and early childhood education programmes in ECD centres, playgroups and Grade R.

There are both child rights and economic arguments for supporting ECD services. The Convention on the Rights of the Child provides that young children have a right to develop to their full potential by growing up in a healthy, safe and stimulating environment. Economists have also shown the benefits that early childhood services bring for young children. Intervening later is more expensive and less effective. Good quality ECD services have long term benefits and have been shown to:

- Bring health benefits for children ;
- Improve their readiness for school and later academic performance and make it less likely that children will drop out or fail as they progress through their schooling; and
- Reduce high risk behaviours like unsafe sex, substance abuse, and anti-social activity later on.

So, investment in good quality ECD services is neither a luxury nor a privilege – it is a key right and therefore a responsibility of government.



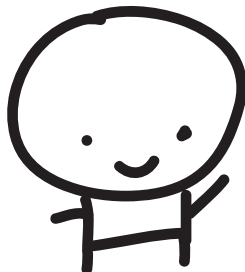
## Different kinds of ECD Programmes and Services

Early learning centres or crèches/preschools are what people most often think about in relation to the term early childhood development (ECD). Yet, in order to develop to their full potential young children need good nutrition, good health, a healthy living environment, supportive parenting as well as early education.

In order to ensure that young children's needs are met, different ways of delivering programmes and services are needed. These include services delivered directly to children or through their parents/main carers or both.

Different ways of reaching children and families with ECD programmes and services :

- Media programmes which create awareness of the importance of early childhood and provide information and ideas for activities (television, radio, print, internet) such as Takalani Sesame, Nal'ibali, Soul Buddyz and others
- Reading clubs (see ERP booklet 19)
- Home visiting programmes where the parent and child are visited at home to provide education, or support of different kinds (e.g. early stimulation, health and nutrition, links to grants and services)
- Centre based programmes aimed at children or parents e.g. ECD centres, community playgroups, toy library programmes and parenting education or support groups.





## Case Study: An ECD centre makes a difference

Vuyelwa is a little girl in one of the poorest homes in her village, in one of the poorest areas of the Eastern Cape. Both her parents are unemployed and her home circumstances are extremely challenging. In this village a community based organisation has established and equipped a preschool and organised training for ECD practitioners.

A healthy lunch is provided and the preschool programme provides care, attention and stimulation. Fees are not charged, because the organisation has found funding for the centre. Parents contribute by taking turns to cook meals.

After only one year at the centre Vuyelwa was tested using standard School Readiness Assessments and was found to have strong potential for academic behaviour at an outstanding level.

Vuyelwa would never have had this opportunity if a preschool was not established and if it was not free of fees. She is one of millions of children who could benefit from similar interventions.



ITSOSENG DAY CARE CENTRE IN ORANGE FARM. NIXPIX



## REACHING VULNERABLE CHILDREN WHO CANNOT ATTEND AN ECD CENTRE

Home visiting is a good way of reaching young children as early as possible to support their health, nutrition and stimulation, by working with their parents and guardians.

In Moshawane Village in North West Province there is no ECD centre, parents struggle to meet the basic needs of their children and are not usually aware of the importance of talking to and stimulating babies and very young children.

Over the last year a family home visitor trained by a non-profit organisation (NPO) and supervised by the Department of Social Development has been coming to the household twice a month. She has helped parents to apply for birth certificates and child support grants, and checked that they have taken the children to the clinic for immunisations. She takes time to listen to the parent and provides support and encouragement. She also provides information about child development and shows the parent how to play simple stimulating games and to draw pictures with the children.

Once a month there is a workshop for all the parents this home visitor works with and a playgroup for the children. The parents feel supported and more able to cope. They are amazed at how much their babies and young children can do and how their language has progressed. There is feedback from Grade R teachers that children from the home visiting programme are lively, bright and confident and ready for school.

## A history of neglect

The apartheid state took very little responsibility for early childhood development. Community groups, parents and welfare organisations have been the main providers of early childhood centres and preschools. There was limited support from different education departments for pre-primary schools with higher subsidies for white children. There was a split between pre-primary or nursery schools which were educational and day care centres or crèches which focused on safe child care for working and mostly poorer mothers.

For a while in the 1980s the Department of Education and Training introduced a bridging programme to facilitate school readiness as part of Grade 1 because of concerns about the poor performance and drop out of what the apartheid government called 'African' children. But overall, there was no recognition of the importance of the early years of life, or the need for an integrated approach to meet all the child's developmental needs, even though non-government organisations have lobbied for an approach that combines education and care (educare) since the late 1970s.

Studies of ECD provisioning in the early 1990s highlighted inequities of provision and opportunities:

- 'White' children had greater access to ECD services of higher quality than 'Coloured', 'Indian' or 'African' children,
- Children in formal urban areas were better provided with services than those in informal settlements and poverty stricken rural areas,
- Children from higher income groups had greater access than poor children,
- Children with disabilities had virtually no access,
- Younger children (under 3) had less access to services than older children.

The lack of formal training opportunities for ECD educators/practitioners, especially black teachers, led to the development of training programmes offered by the non-government sector. These initiatives were not standardised nor recognised and while much was achieved in improving quality, there is still a serious backlog in terms of trained staff today.

Since the change to democratic government in 1994, early childhood development service provision has become acknowledged as a priority for development. This came about through the commitment to children's rights and also recognition that ECD is a key area for human resource development. Until recently the main efforts have been on helping prepare children for primary school and this has been done by introducing Grade R (the Reception Year) as part of the education system. The intention is for all children to have access to Grade R by 2014.

In 1995 the Department of Education published the White Paper on Education and Training which recognised that ECD covers all areas of young child development and that the state is responsible to help families and communities to meet these needs.

“Early Childhood Development (ECD) is an umbrella term which applies to the processes by which children from birth to nine years grow and thrive, physically, mentally, emotionally, morally and socially. ECD programmes include a variety of strategies and a wide range of services directed at helping families and communities to meet the needs of children in this age group.” (White Paper on Education and Training 1995, Chapter 5: Para 73)

This White Paper committed government to providing 10 years of free and compulsory schooling starting with a reception year for 5 year-olds. In 1997, the White Paper for Social Welfare also included a focus on early childhood, prioritising disadvantaged children under 5 years, especially those under three and those with disabilities, and committed itself to subsidising a range of programme options to help meet the varied ECD needs of families. Finally in 2001 Education White Paper 5: Early Childhood Education provided for the rolling out of Grade R to five year olds mostly in classes attached to public schools but also in private and community preschools which met required standards.

# Laws, Policies and Programmes in support of ECD



The most important laws, policies and plans that govern the provision of ECD services and that give effect to international and regional obligations to young children are the Children's Act No. 38 of 2005 (including related regulations and norms and standards), the norms and standards for Grade R funding (2008) in accordance with the South African Schools Act (1996), and the National Integrated Plan for ECD (2005-2010), currently under review.

## *The Children's Act No. 38 of 2005*

The Children's Act No. 38 of 2005 came into effect in 2010 and regulates the provision of programmes and services for young children up to school going age. It includes a chapter on Early Childhood Development. The Department of Social Development is responsible for ensuring that ECD centres meet required standards through a compulsory registration process which also involves local government clearance for health and safety and land use. Section 92 of the Act states that the National Minister for Social Development must include a comprehensive national strategy aimed at securing a properly resourced, coordinated and managed early childhood development system. However, the Act does not oblige the state to provide or fund ECD services. This is left to the discretion of provincial government. The Act does require that ECD services should be prioritised in communities where families lack the means of providing proper shelter, food and other basic necessities of life to their children; and for children with disabilities.

## *The Norms and Standards for Grade R funding 2008*

This provides for public funding of Grade R classes through subsidising the cost per learner. The subsidy for poor schools is higher than for better off schools which are expected to supplement funds through fees. The learner cost must cover the full cost of a basic package of inputs including the cost of the ECD educator, learner support materials and other running costs. Certain community preschools offering Grade R and registered as independent schools may receive public funding if the nearest public school is too far from the learners or for other departmental reasons.

## *The National Integrated Plan for ECD 2005 – 2010*

This interdepartmental plan covers children pre-birth to four years and aims to coordinate delivery of health, nutrition, stimulation and social support services wherever young children are found – at home, in the community or in ECD centres. The main departments involved are Social Development, Health and Basic Education. To date the main focus has been on increasing access to ECD centres and improving their quality. This plan is under review at present. In March 2012 the Minister of Social Development hosted a National ECD stakeholder conference to plan for increasing access to quality ECD services. A draft Integrated Programme of Action for ECD 2013 – 2018 has recently been sent to Cabinet .

The National Development Plan 2030 has identified ECD as a top priority among measures to improve educational quality and children's future prospects. The recommendations are to:

- Design and implement a nutrition programme for pregnant women and children under three, followed by a care and development programme and
- Increase state funding and support for universal access to two years of ECD exposure prior to Grade 1.





## Successes

There are about 5.7 million children aged 0 – 4 years and 950 000 five year olds. Since 1994 there has been a great improvement in services for young children. The main programmes include:

- Free health care for young children under five and pregnant and breastfeeding women (introduced in 1994)
- Social assistance in the form of a child support grant accessed by over 70% of young children (introduced in 1998)
- The phasing in of the Reception Year (Grade R) for five year olds as a first year of schooling (from 2001). In 2012 83% of children in Grade 1 had attended a Grade R class. Government aims to have universal access by 2014.
- Poverty targeted per child subsidies in non-profit community-based ECD centres for children prior to school-going age<sup>1</sup>. In March 2012 about half of the 984 000 children in registered centres received a subsidy.<sup>2</sup>

The number of children who have birth certificates, are fully immunised, receive the child support grant and attend ECD centres or Grade R classes has increased steadily in recent years.



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<sup>1</sup> Children **must** attend school by the year they turn 7 but may attend in the year they turn 6.

<sup>2</sup> Source: National DSD ECD Statistics March 2012. Provided by Louise Erasmus Social Work Policy Manager : Partial Care and ECD

# Shortcomings: access and quality

Despite this progress, many children do not access early childhood programmes and many more access poor quality programmes. This is especially true for poor children, those in remote rural areas and children with disabilities who most need them. There is not enough safe, affordable, stimulating childcare, full-day or after-school care, for those who need it.

Centres are required to register with provincial Departments of Social Development to ensure that they offer a safe and adequate service, and they meet norms and standards. This includes local authority requirements such as zoning and building regulations. These requirements are very challenging. A large proportion of ECD centres are not yet registered and many children are cared for in less than optimal conditions.



Department of Social Development provides a subsidy for poor children in registered ECD and after care centres. These centres must be non-profit organisations and should also provide supporting documentation on qualifying children. Even if centres meet all these requirements whether they receive a subsidy or not depends on the provincial Department of Social Development budgets, and these do not nearly cover all those who are eligible. There are also very many centres who cannot meet registration requirements and therefore children who live in areas without registered centres, most of whom are poor, do not receive a subsidy. Most centres depend on fees to supplement the inadequate subsidy. The poorest families cannot afford these fees. This leaves many areas of the country, and many families, without ECD services. Only 1 in 5 of the poorest children attend an ECD centre.

## IMPROVING THE QUALITY OF EARLY CHILDHOOD PROGRAMMES

Vukani Educare is a community based centre found in a poor rural, area just outside Witbank, Mpumalanga. Victoria S started this centre over 10 years ago. In 2009 she received a sponsored opportunity to complete a Level 4 Further Education Certificate in Early Childhood Development. The ECD centre has 25 children registered although approximately 16 children attend on a regular basis due to the poverty many parents find themselves in. Parents do not send their children to school when they cannot provide soap for washing children or provide them with clean clothes. Victoria uses the fees she collects to provide the children with one cooked nutritious meal a day which they prepare on an outside fire. The infrastructure meets the standards that the Department of Social Development (DSD) requires for registration and the centre has been registered for the past 5 years.

Two years ago Victoria had no ECD knowledge and few resources and so children were cared for but not always adequately stimulated. She did however try to create planned art activities for children. For example they painted pictures using one set of paints and two paint brushes. This meant that other children had to wait their turn.

Victoria has since been able to apply the knowledge and skills she has developed from training using the resources obtained through donor intervention. She plans activities for children according to a daily programme. With additional subsidy support from the DSD she would be able to do even more for these children and perhaps develop the site to include an inside kitchen and build additional toilets.



Only two of every ten children under the age of three attend ECD centres. This is not necessarily bad as very young children are usually better off at home than in large group programmes but there are not enough programmes that advise and support parents to help their children learn at home. Many parents who need daycare leave babies and toddlers in the care of child-minders who care for a few children at their home. For a group of up to six children the child-minder does not have to register in terms of the Children's Act and is not subject to quality checks or support from the authorities. This means that parents need to be extremely careful to ensure that they are leaving their children with someone who can offer good care and stimulation.

**Children with disabilities make up less than one per cent of the enrolment at ECD centres even though they are particularly in need of early interventions.**

**Even if children (0 – 4 years) do attend an ECD centre, quality may be a challenge. Unfortunately, quality ECD is largely provided by ECD centres which charge fees because of inadequate support from the government. This situation often results in poor children receiving poorer quality care which does not promote their development. This is especially true for babies and toddlers (under three years) who often only receive care rather than care and stimulation.**

**ECD practitioners are often not trained, there is not much educational equipment and there may be few opportunities for learning. Worse still, many of the unregistered centres are not even safe and healthy and many do not provide meals and snacks. Nutrition is especially important because about one in five children in South Africa do not get the right amount and kind of nutrients to ensure normal growth and health (see our booklet on School Nutrition). The lack of proper and adequate nutrition also affects the ability to learn and makes children more open to illness. However, nutrition programmes for poor children are only introduced when children start formal schooling rather than in the first three years when brain development is most rapid.**



**Most children (about 8 out of 10) now attend a Grade R class before they go to Grade 1. Children in Grade R classes at public schools serving poor areas also benefit from the Primary School Nutrition Programme. But here too quality is often a challenge. Classes are often overcrowded with too many children per educator,<sup>3</sup> the buildings may be unsuitable and equipment lacking. Many educators have little training and even qualified teachers may not have been trained to work with Grade R children. Grade R educators also receive less money than other educators and their benefits are worse than other educators (see pages 17-18).**

**Except for health and social grants, ECD services for children less than 5 years are still mostly run as a private business or by community based organisations. Public involvement has grown but is still insufficient both from the Department of Social Development and from local authorities. Young children cannot wait, they are everybody's business and it is up to parents and community groups to make sure that they get priority on everyone's agenda.**

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<sup>3</sup> More than half the classes in the Public Expenditure Tracking Study had more than 30 children per educator (UNICEF, 2010)

# What can parents, guardians and community activists do?

In the early years of a child, parents and guardians have the most important role in helping children keep healthy, develop and learn. If the child goes to a centre or preschool parents and guardians too need to make sure that the centre provides suitable care and education. Parents or guardians need to:

- Register the child's birth as early as possible. Birth certificates are essential for accessing grants and going to school later on
- Make sure that babies and young children attend clinic for their immunisations and to check that they are growing and developing properly
- Young children learn through play. Help develop children at home by playing with them, letting them help with simple household tasks, talking and listening to them, reading and telling stories
- Take the child to join the local library or reading club if there is one nearby
- Check that the child-minder or ECD centre that the child attends meets standards and offers a good quality programme of educational activities
- Get involved with the child's education at the centre or in the Grade R class. Understand that play is children's work. Ask for regular progress reports, check on the work the child is doing and discuss any concerns and problems with the ECD practitioner/ educator
- Encourage your local councillors to prioritise ECD services as part of their municipality's social development activities, and to plan and budget accordingly
- If you are a trade union member, or a worker, lobby for your union or employer to implement a policy of support for child care for the workforce.





## ECD Practitioners / Educators

There are two burning issues for the ECD workforce: getting the necessary training and becoming a professional workforce and having the salary and service conditions that will retain them in the sector.

ECD practitioners /educators play a major role in supporting young children's total development. Some of them work directly with parents or community groups but most of them work in ECD centres and Grade R classes.

While there is a departmental allocation from the Department of Basic Education for the Grade R practitioner salary, Grade R educators do not yet receive the same salary, benefits and working conditions as other teachers in the formal schooling system. This is partly because many of them are not suitably qualified, but also because the Reception Year is not fully integrated into the schooling system and is differently funded from other Foundation Phase grades.

ECD provision for pre-Grade R is largely private or community run. Some children at non-profit ECD centres receive the subsidy from the Department of Social Development and 25% of this can be used towards

salaries. In practice most ECD centres charge fees to contribute to salaries and running costs even if they receive a subsidy. In poor communities and especially in centres that are not subsidised, educators may earn nothing at all or very low, often irregular salaries even if they have been trained.

Despite investment in training of ECD practitioners through the Departments of Education and Social Development, the ETDP SETA and Expanded Public Works Programme, many practitioners leave the sector either for Grade R or other better paying jobs with better conditions. Studies suggest that there are many new people entering the ECD sector who need training.

Finally, a large new cadre of workers in out-of-centre programmes, parent and child playgroups, home visiting and toy libraries often work as volunteers or depend on irregular funding secured by non-profit organisations from donors or departments. Salaries or stipends for most of these workers tend to be very low and turnover is high.

### *What can educators / practitioners do?*

The importance of resolving these issues has been noted in government policy documents and plans. However, practitioners need to organise and lobby for the speedy resolution of this long standing situation.

- Make sure you get an accredited ECD qualification and continue to learn about ECD.
- Enquire about subsidised training opportunities through learnerships and funded capacity building opportunities.
- Learn how to make and use improvised toys, teaching and learning equipment.
- Grade R practitioners are represented in Educational Trade Unions and should use these avenues to raise issues.
- ECD practitioners working in Pre-Grade R classes or out of centre ECD programmes should join ECD forums or regional or national associations and contribute to the ongoing policy debates and lobbies for recognition, professionalisation, career pathing, better salaries and working conditions.

# USEFUL CONTACTS

## PROVINCIAL EARLY CHILDHOOD DEVELOPMENT (ECD) COORDINATORS AND HEADS OF THE PROVINCIAL DEPARTMENTS OF SOCIAL DEVELOPMENT

This Department is responsible for registration of ECD centres and will be able to tell you if the site is registered and should respond to particular concerns. If you are the manager of a centre you should approach your provincial office for registration.

Province	Name	Address	Phone and Fax
Eastern Cape	ECD Coordinator	Eastern Cape-Beacon Hill Office Park Cnr. Hargreaves Road & Hocklei Close KING WILLIAMSTOWN 5600	Tel: (040) 608 5727
	Head of Department	Department of Social Development Private Bag X0039 BHISHO 5605	Tel: (043) 605 5012 Fax: (043) 605 5470
Free State	ECD Coordinator	Old Mutual Building Maitland Street BLOEMFONTEIN 9301	Tel : (051) 409 0549
	Head of Department	Department of Social Development Private Bag X20616 BLOEMFONTEIN 9300	Tel: (051) 400 0307 Fax: (051) 400 0224

Province	Name	Address	Phone and Fax
Gauteng	ECD Coordinator	Thusanong Building 69 Commissioner Street JOHANNESBURG 2001	Tel: (011) 355 7846
	Head of Department	Department of Social Development Private Bag X685 MARSHALLTOWN 2107	Tel: (011) 355 3258 Fax: (011) 355 3512
KwaZulu Natal	ECD Coordinator	208 Berg Street Hassen Haffajee PIETERMARITZBURG 3210	Tel : (040) 608 5727
	Head of Department	Department of Social Development Private Bag X9144 PIETERMARITZBURG 3210	Tel: (033) 264 5400 Fax: (033) 264 5435
Limpopo	ECD Coordinator	18 College Street POLOKWANE 0700	Tel : (015) 293 6177
	Head of Department	Department of Social Development Private Bag X9302 POLOKWANE 0700	Tel: (015) 293 6294 Fax: (015) 293 6270
Mpumalanga	ECD Coordinator	Building 3 7 Government Street Government Boulevard Complex Riverside Park NELSPRUIT 1200	Tel: (013) 766 3627
	Head of Department	Department of Social Development Private Bag X11285 NELSPRUIT 1200	Tel: (013) 766 3097 Fax: (013) 766 3456 (013) 766 3457

Province	Name	Address	Phone and Fax
North West	ECD Coordinator	4 <sup>th</sup> Floor Provident House University Drive MMABATHO 2735	Tel: (018) 388 1646
	Acting Head of Department	The Department of Social Development P O Box X2068 MMABATHO 2735	Tel: (018) 388 1668 (018) 387 5790 Fax: (018) 384 5967 (018) 387 5892
Northern Cape	ECD Coordinator	Mimosa Complex Barkley Road Homestead KIMBERLEY 8301	Tel: (053) 874 9276
	Head of Department	Department of Social Development Private Bag X5042 KIMBERLEY 8300	Tel: (053) 874 4832 Fax: (053) 871 1062 (053) 871 1616
Western Cape	ECD Coordinator	Union House 14 Queen Victoria Street CAPE TOWN 8001	Tel: (021) 483 4489
	Acting Head of Department	Department of Social Development Private Bag X9112 CAPE TOWN 8000	Tel: (021) 483 3083 (021) 483 3125 Fax: (021) 483 4783

## DEPARTMENT OF BASIC EDUCATION

They are responsible for Grade R and will have information about the curriculum for children 0–4 years and in Grade R as well as about training opportunities for practitioners.

Province	Name	Office address	Phone and Fax
Eastern Cape	ECD Manager	Steve Vukile Tshwete Complex Zone 6 Zwelitsha 5608	Tel: 040 608 4303 Fax: 040 608 4288
Free State	Director: ECD	55 Elizabeth Street Provincial Government Building, 20 <sup>th</sup> Floor, Room 2022/31 Bloemfontein 9300	Tel: 051 404 8408/26 Fax: 086 726 7273
Gauteng	Director: ECD	44 Wolfgang Avenue Norwood 2192	Tel: 011 718 7540
KwaZulu-Natal	Director: ECD	228 Pietermaritz Street EX NED Building Room 313/316 Pietermaritzburg 3200	Tel: 033 846 5570/ 5521/5582/5532 Fax: 033 864 5578
Limpopo	Director: ECD	58 Schoeman Street Rentmeester Building 1 <sup>st</sup> floor next to Mr Price, Office no.116 Polokwane 0699	Tel: 015 291 2711 Fax: 015 291 2546
Mpumalanga	ECD Manager	Volvo Buildings, Riverside Park Nelspruit 1200	Tel: 013 766 5558 Fax: 068 891 5341



Province	Name	Office address	Phone and Fax
Northern Cape	Director: ECD	156 Barclay Road Life Skills Block Homestead Kimberley 8301	Tel: 053 839 6391 Fax: 086 512 0238
North West	Director: ECD	Old Mmabatho High Hostel Dr Albert Luthuli Drive Mmabatho 2735	Tel: 018 388 1664 Fax: 018 384 0221
Western Cape	Director: ECD	Golden Acre, Adderley Street Room 18:29, 8 <sup>th</sup> Floor, Cape Town 8000	Tel: 021 467 2584 Fax: 021 467 9385/ 9369



## ETDP SETA

Can provide information about training opportunities for ECD educators/practitioners and information about accredited ECD providers including NGOs, Public FET Colleges and Private Providers.

Office	Address	Phone and Fax
Head Office	24 Johnson Road Riverwoods Office Park Bedfordview Johannesburg 2007	Tel: (011) 372 3300 Fax: (011) 453 5379 TOLL Free No: 0800 ETDP 73
Eastern Cape	77 Oxford Street 4th Floor Standard Bank Building East London 5200	Tel: (043) 722 0234 Fax: (043) 722 0297
Free State	163 Nelson Mandela Drive Sanlam Building Bloemfontein 9300	Tel: (051) 430 5072 Fax: (051) 430 5080
Gauteng	33 Hoofed Street Office 01B Forum 01 JHB Brampark Forum Braamfontein 2001	Tel: (011) 403 1301/2/3/6 Fax: (086) 614 8781
KwaZulu-Natal	333 Smith Street ( Antone Lembede Street ) Durban Bay House 12th Floor, Suite 1203 Durban	Tel: (031) 304 5930/2 Fax: (031) 301 9313
Limpopo	29 Hans van Rensburg Street Kwane Chambers Office No: 01 Polokwane 0700	Tel: (015) 295 9303 Fax: (015) 295 9301
Mpumalanga	Streak Office Park Office 2, Block B, 1st Floor 6 Streak Street Nelspruit 1201	Tel: (087) 700 8113 Fax: (013) 752 2917

Office	Address	Phone and Fax
Northern Cape	6A Long Street Bobby's Walk Building Kimberley 8300	Tel: (053) 832 0051 / 2 Fax: (053) 832 0047
North West	78 Retief Cnr Peter Mokaba Street Sparkling Office Park Potchefstroom 2531	Tel: (018) 294 5280 Fax: (018) 294 5719
Western Cape	2 Old Paarl Road Sunbel Building Office 205, Second Floor Belville 7535	Tel: (021) 946 4022 Fax: (021) 946 4043

## ECD Worker Benefit Scheme and Support for ECD Educator/ Practitioner Issues

SA Congress for ECD	17 Lewis Street Riverdale Pretoria 0002	Office: +27(0)12 321 5154/5/6 Fax: 086 543 5996 Email: <a href="mailto:saulleonard@yahoo.com">saulleonard@yahoo.com</a> Email: <a href="mailto:congress@global.co.za">congress@global.co.za</a>
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## ECD Non-Profit Resource and Training Organisations

The following are national and provincial networks and will be able to put you in touch with ECD Resource and Training Organisations in your area.

Organisation	Address	Phone and Fax
National ECD Alliance (NECDA)	Chairperson: Eric Atmore P. O. Box 4428 Clareinch 7740	Tel: 021 6832420 Fax: 021 6835838 <a href="mailto:cecd@iafrica.com">cecd@iafrica.com</a>
KwaZulu-Natal Provincial Advisory Council for Children ECD Technical Committee Director	KPACC Chairperson: Mari van der Merwe 19 Hopson Avenue Durban 4001	Tel: 031 2029231 Fax: 086 620 1639 Cell: 081 270 7603
Association of Limpopo ECD Resource and Training NGOs (ALERT)	Co-ordinator: Denise Tooley Golang Kulani Early Learning Centre House No. 185 Thambo Street Section A Nkowankowa P O Box 2919 Tzaneen 0850	Tel: 015 303 3258 <a href="mailto:golangkulani@gmail.com">golangkulani@gmail.com</a>  <a href="mailto:denise@tooley.co.za">denise@tooley.co.za</a> Cell: 083 980 8433
Network of Eastern Cape Training Agencies (NECTA)	Chairperson: Lucy O Keeffe Angus Gillis Foundation, P.O. Box 448 Grahamstown 6139	Tel: 046 622 7896 or 071 483 3194
Western Cape ECD Service Provider Forum	Early Childhood Development Programme Department of Social Development Western Cape Government 14 Queen Victoria Street, Union House, Cape Town, 8000	Tel: 021 483 4238 Fax: 021 483 4481 <a href="mailto:Nomzi.Bukani@westerncape.gov.za">Nomzi.Bukani@westerncape.gov.za</a>

Organisation	Address	Phone and Fax
Ntataise Network (members in 7 provinces)	Huntersvlei Farm, Viljoenskroon, 9520 P O Box 41 Viljoenskroon 9520	<a href="mailto:ecd@ntataise.co.za">ecd@ntataise.co.za</a> Tel: 056 343 2331 Fax: 056 343 1318

## Resources

### For Parents

Department of Education and UNICEF South Africa: Early Learning and Development Ideas for Parents and Caregivers, accessible at [www.unicef.org/southafrica/resources\\_8117](http://www.unicef.org/southafrica/resources_8117)

Department of Social Development and UNICEF 2008 Parental/primary caregiver capacity building training package, accessible at [www.unicef.org/southafrica/resources\\_8113](http://www.unicef.org/southafrica/resources_8113). (This contains handouts and annexures with useful information for parents).

Department of Social Development (2007) Guidelines for Early Childhood Development Services, accessible at [www.unicef.org/southafrica/resources\\_8108.html](http://www.unicef.org/southafrica/resources_8108.html)

UNICEF Facts for Life: Child Development and Early Learning, accessible at [www.factsforlifeglobal.org](http://www.factsforlifeglobal.org)

Provincial and local ECD NPOs often have resources for parents/caregivers of young children. Contact your provincial ECD forum.

## For Practitioners/Educators

Department of Social Development (2007) Guidelines for Early Childhood Development Services accessible at [www.unicef.org/southafrica/resources\\_8108.html](http://www.unicef.org/southafrica/resources_8108.html)

Department of Education (2009) National Early Learning and Development Standards Pretoria. Available from [www.thutong.doe.gov.za](http://www.thutong.doe.gov.za)

Children's Institute (2011) Children's Act Guide for ECD Practitioners. University of Cape Town [www.ci.org.za/depts/ci/pubs/pdf/resources/general/2011/ca\\_guide\\_ecd\\_nov2011.pdf](http://www.ci.org.za/depts/ci/pubs/pdf/resources/general/2011/ca_guide_ecd_nov2011.pdf)

Provincial and local ECD NPOs often have resources for practitioners/educators of young children. Contact your provincial ECD forum.

*Useful guide for issues of registration of an ECD facility and programme.*

Department of Social Development Western Cape (2011) Standard Operating Procedures for Registration. Cape Town. [www.westerncape.gov.za/assets/departments/social-development/ecd\\_standard\\_operating\\_procedure\\_manual.pdf](http://www.westerncape.gov.za/assets/departments/social-development/ecd_standard_operating_procedure_manual.pdf) or go to [www.westerncape.gov.za](http://www.westerncape.gov.za) , click on the Publications tab. The manual is under Guidelines, Manuals and Instructions under the letter 'S'.

Many ECD Non-Profit Organisations support ECD sites and programmes with registration.